2018-2019 School Enrollment Projections

East Greenbush Central School District

CAPITAL DISTRICT
Regional
Planning
Commission

Capital District Regional Planning Commission

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January 2019

Cover Picture Courtesy of East Greenbush Central School District

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About the Capital District Regional Planning Commission

Our Mission

The Capital District Regional Planning Commission (CDRPC) is a regional planning and resource center serving Albany, Rensselaer, Saratoga, and Schenectady counties. CDRPC provides objective analysis of data, trends, opportunities, and challenges relevant to the Region's economic development and planning communities. CDRPC serves the best interests of the public and private sectors by promoting intergovernmental cooperation; communicating, collaborating, and facilitating regional initiatives; and sharing information and fostering dialogues on solutions to regional challenges.

Our History

CDRPC was established as a regional planning board in 1967 by a cooperative agreement among the counties of Albany, Rensselaer, Saratoga, and Schenectady. Its original purpose was to perform and support comprehensive planning work, including surveys, planning services, technical services, and the formulation of plans and policies to promote sound and coordinated development of the entire Region. Over time, the mission of the Planning Commission evolved in response to changes in the Region's needs, funding sources, organizational structure, and information technology. While continuing to provide a wide variety of comprehensive planning services, CDRPC has also assumed the functions of Data and Information Center, Economic Development District, Foreign-Trade Zone Administrator, Clean Energy Communities Program Coordinator, and Water Quality Manager.

Executive Summary

The 2018-19 School Enrollment Projections for East Greenbush Central School District provides five-year enrollment projections beginning with the 2019-20 school year. This report looks at key indicators such as enrollment trends, birth rates, residential development activity, and more, to draw key findings. Some of the key findings of the report are as follows:

- After more than a decade of decline, total enrollment has begun to increase. Compared to the 2015-16 20-year low of 4,006 students, enrollment in 2018-19 has increased 1.9% to 4,083 students.

- While Enrollment in the K-5 and 9-12 age cohorts has increased, it has declined slightly in the 6-8 cohort. The K-5 and 6-8 cohorts are, however, expected to increase steadily over the next five years. 9-12 enrollment is projected to decline slowly but can be anticipated to increase in the years following the projection, as the younger cohorts will begin to feed into the 9-12 cohort.

- Enrollment is experiencing a generational shift as the final millennials are projected to graduate within a handful of years. The subsequent Generation Z is a significantly smaller generation than millennials.

- District births have steadily increased since 2013, with a significant increase in 2016 birth rates with 330. Monitoring birth rates in 2017 and 2018 will be important to see if these higher rates continue or were an outlier.

- At least 10 residential developments are either approved or proposed for the District, which would produce over 600 residential units. These developments feature both multi and single-family homes. Such a large number of units could have a significant impact on future enrollment. Many of the already approved units are planned to be completed by 2022 which could add a boost to enrollment in the future.

- Enrollment projections from the 2017-18 report for the three grade cohorts were all within 2% of actual enrollment. Overall, actual enrollment outperformed our projections by 1.5% with a projection of 4,023 students and an actual enrollment of 4,083.

- Both total enrollment, and enrollment by grade cohort, are projected to increase throughout the projection period, reversing the declining trend that has taken place over the past decade.

- Total enrollment for 2019-20 is projected to be 4,093 students, an increase of .24% from 2018-19. Enrollment for K-5, 6-8, and 9-12 is projected at 1,865 (1%), 935 (1.4%), and 1,293 (-1.7%) respectively.

- Total enrollment by 2023-24 is projected to be 4,238 students, an increase of 3.8% from 2018-19. Enrollment for K-5, 6-8, and 9-12 is projected at 2,004 (8.6%), 973 (5.5%), and 1,261 (-4.1%) respectively.

Introduction

The East Greenbush Central School District (the District) authorized the Capital District Regional Planning Commission (CDRPC) to prepare district-wide school enrollment projections annually for the 2017-2020 school years. This report contains school district enrollment projections for the 2019-2020 through 2023-2024 school years.

The following is a description of the data, assumptions, activities, and trends that may influence the number of students enrolled in the East Greenbush Central School District, as well as future enrollment projections. A variety of data sets were evaluated leading to the preparation of a final set of projections and include the following:

- Historical enrollment trends;
- District grade-to-grade survival multipliers calculated from enrollment data in 5-, 10-, and 20-year increments;
- Annual school district birth data since 2002;
- District-wide housing data including total count, and types of homes;
- Residential building permit issuances from the primary overlapping municipalities;
- Annual existing home sales since 2014;
- Anticipated new residential building activity in the District;

The historical enrollment trends examine the patterns and trends in enrollment over the previous 20 years and informs how enrollment fluctuates year-to-year over a generation of students. This report also examines patterns and trends for individual grades and total enrollment are examined alongside those of the three grade cohorts: K-5, 6-8, and 9-12. Chart 1 examines where the District has been over the past 20 years, where it is today, and provides the foundation from which enrollment projections are based.

Chart 1. 20-Year Total Enrollment, East Greenbush Central School District
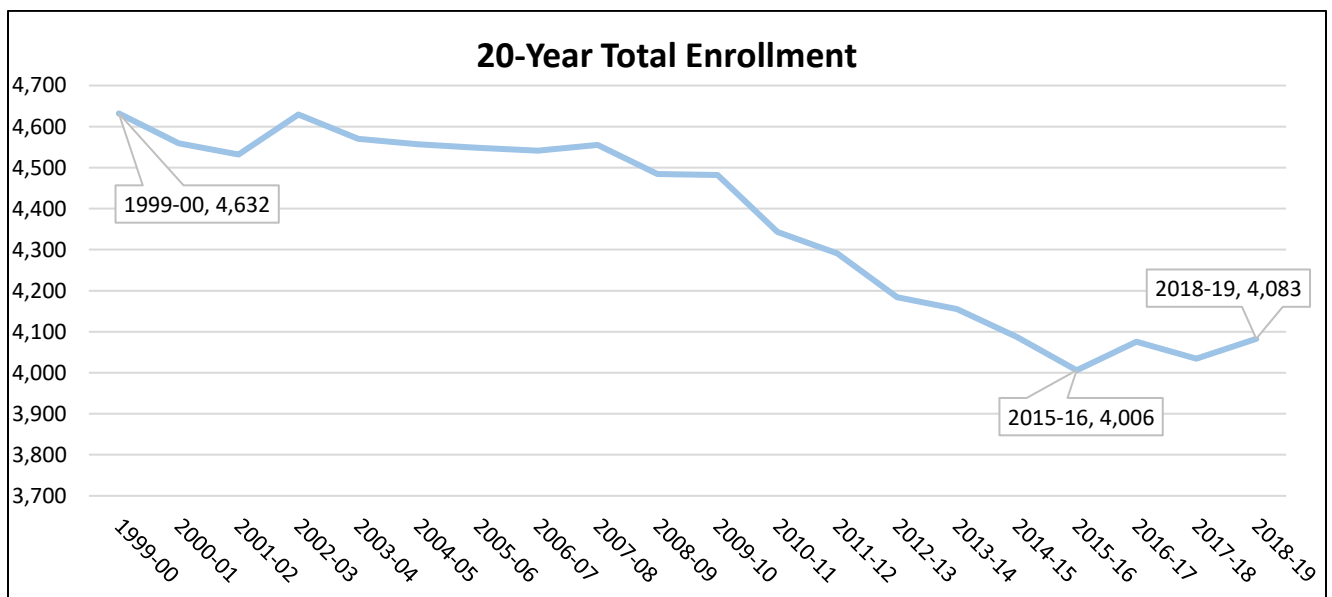
Source: East Greenbush Central School District

Enrollment data was provided by the District as of the Fall of 2018. Enrollment was calculated as those students in "regular" classes. Students listed as "Self-Contained" are typically included a unique classification and not assigned to any specific grade, however they were not presented as a separate category in this projection.

Grade-to-Grade Survival Multipliers

Grade-to-grade survival multipliers provide a foundation from which enrollment projections are calculated. We calculate a survival multiplier by dividing the number of students in a grade per year by the number of students in the previous grade in the prior year.

With enrollment data dating back to the 1984-1985 school year, it is possible to determine short-term, medium-term, and long-term survival multipliers. These terms are categorized as 5-year, 10-year, and 20-year survival multipliers. These multipliers are calculated by taking the average survival multiplier for a grade by the designated number of years. These averages are then used as a possible method for projecting future enrollment.

While the survival multipliers are straight forward for 1st grade through 12th grade, calculating the survival multiplier for kindergarten requires an extra step. Kindergarten survival multipliers are calculated using the historic number of births within the school district and comparing them to the number of kindergarten students five years later.

Calculating the Survival Multiplier

For Grades 1 – 12: If there are 100 1st graders in the 2017-2018 school year, and 120 2nd graders in the 2018-2019 school year, then the grade-to-grade survival ratio is 120/100, or 1.2.

For Kindergarten: If there were 100 births in 2012 and five years later in 2017-2018 there were 120 kindergarten students, the kindergarten survival multipliers would be calculated as 120/100, or 1.2.

Since the release of birth data always lags the calendar year by more than a year, the number of births for the final two years of the projection period must be estimated. Most recently available birth data is for the year 2016 (Chart 2), which provides CDRPC with a basis for calculating the number of kindergartners through the 2023-2024 school year. To project the number of kindergartners in 2023 and 2024, CDRPC estimated the number of births in 2017 and 2018.

Chart 2: Number of Births

Number of Births
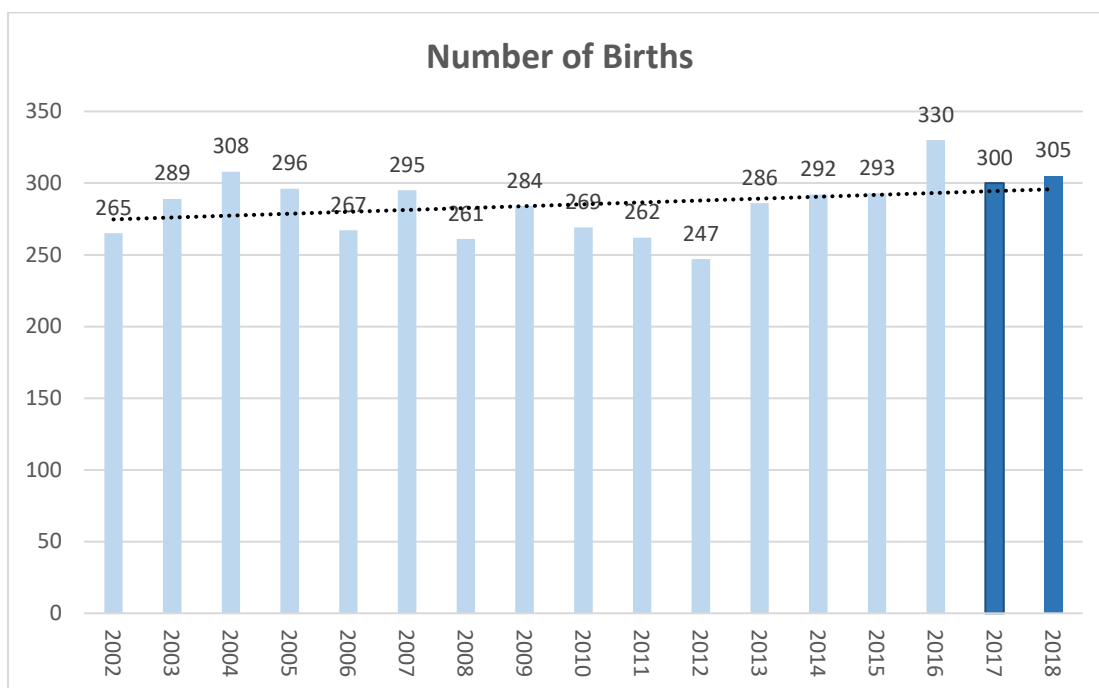
Since 2002, the New York State Department of Health has released school district level birth data. With data available through 2016, there are now 15 years of data from which patterns and trends can be observed. To complete the projections through the 2023-2024 school year, the number of births for 2017 and 2018 are estimated. CDRPC considered the average number of births over the previous 15 years as a basis for estimating future births, and then adjusted accordingly to compensate for trends. In this case, CDRPC projects that there were 300 births within the school district in 2017 and 305 in 2018.

Over a 15-year period, the number of births within the District have remained largely constant with slight fluctuations. Births have been trending upwards slightly from 2002 to 2016. In the 15 years of available data, the District has reached a birth ceiling of 330, achieved in 2016, and a floor of 247. That floor occurs in 2012 and births have been high above that figure in the following five years and are estimated to be higher in 2017 and 2018. (Table 3).

The District's overall high number of births since 2002 should help sustain a good influx of Kindergarten students. However, the births alone have not been able to keep enrollment at a steady level, as shown by the previous decade of decline.

Impact of Housing Development and Home Sales

Below, Chart 3 contains housing data from within the District. This data is compiled from Census data. We include both data from the decennial census (2000) and the recent sample data from the American Community Survey.

Table 4. Number of Housing Units, East Greenbush Central School District

The 2000 Census provides an exact count of the housing units in the District, while the American Community Survey provides an estimate of the total housing units and comes with a margin of error. Table 4 provides a breakdown of housing units

FIGURE 1: NEW HOUSE IN BIRCHWOOD HILLS DEVELOPMENT

organized as Single Family (both detached, and attached), 2 Unit, 3 or 4 Unit, 5 or More Units, and Mobile Homes. Since 1980 residential development within the District has grown. In 2000, there were an estimated 10,921 housing units, which increased to 12,438 by 2009, an increase of 1,517 or 13.9%. After 2009, construction slowed from the fast pace of the previous decade. Utilizing 2013-2017 American Community Survey data, shows that approximately 12,993 housing units are in the district, a 19% increase from 2000, but only a 4.5% increase from 2009.

Chart 3. Total Number of Housing Units, East Greenbush Central School District
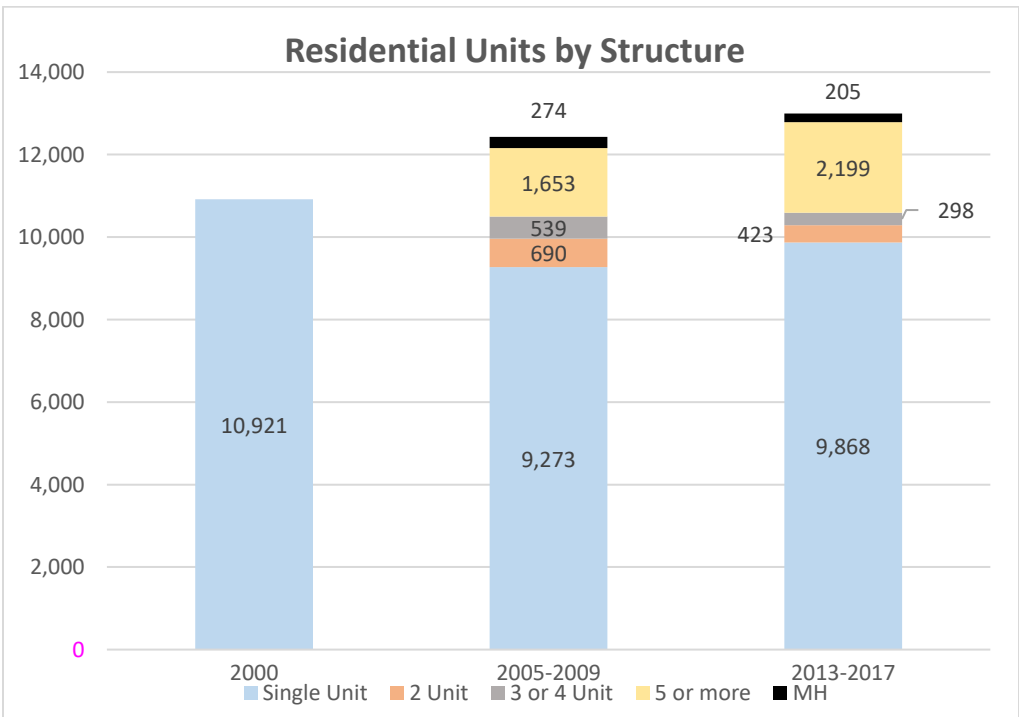
Source: Census 2000, Summary File 1; 2005-2009, 2013-2017 American Community Survey

The 2013-17 American Community Survey provides a breakdown of the housing types, allowing a closer examination of the character of the District's housing. Since 2009, 555 housing units have been added for a total of 12,993. Not surprisingly, single family detached homes dominate the District, accounting for 76% of all housing. Typically, such a heavy concentration of single family homes within a district would suggest many births and overall high enrollment, but that has not occurred within East Greenbush. While East Greenbush has seen high birth numbers, the enrollments rates have been in consistent decline. It is possible that many of these homes are filled with empty-nesters who have raised their children and remained in their home.

Where Chart 3 and Table 4 provide a macro view of the District's housing stock with a detailed overview of the composition of the housing types; Charts 4a and 4b and Table 5 give a view of the District's housing at the Town level. At this vantage point, individual town building permit issuances can be compared on an annual basis. Table 4 provides a breakdown and count of the housing units within the District.

Table 5: Building Permits Issuances

While Table 4 provides a view of how many homes were within the District, Table 5 and Charts 4a and 4b provide the ability to view how the trends have fluctuated on an annual basis. Table 5 provides permit issuances since 1996 for the towns of East Greenbush and Schodack. Similarly, to the organization in Table 4, building permit issuances are organized into Single Unit, 2 Unit, 3 or 4 Unit, and 5 or More. While only one permit is required for a building of multiple units, CDRPC has counted the total number of units per permit. Therefore, one permit for a 2-unit duplex has been counted as two units on Table 5.

After the District saw a significant increase in housing units throughout the 2000s, building permit issuance has slowed slightly in the following decade. From 2002-2009 both towns combined issued 1,247 building permits. However, from 2010-2017, the towns only issued 437 permits. Development throughout the 2000s happened at an incredibly fast pace and helped to establish a larger base of residents for the district, however enrollments still fell during this period. Even though residential growth has slowed down, the number of permits issued since 2010 is still significant in bringing in new families and students into the District. Though there have been fewer permits issued, the permits that have been given out may be for projects with more units than had been in the 2000s. A high emphasis on single family units is also helpful for enrollment, as single-family units tend to produce more school age children than multifamily units.

Chart 4a: Building Permits Issued Town of East Greenbush

Town of East Greenbush Building Permits Issues
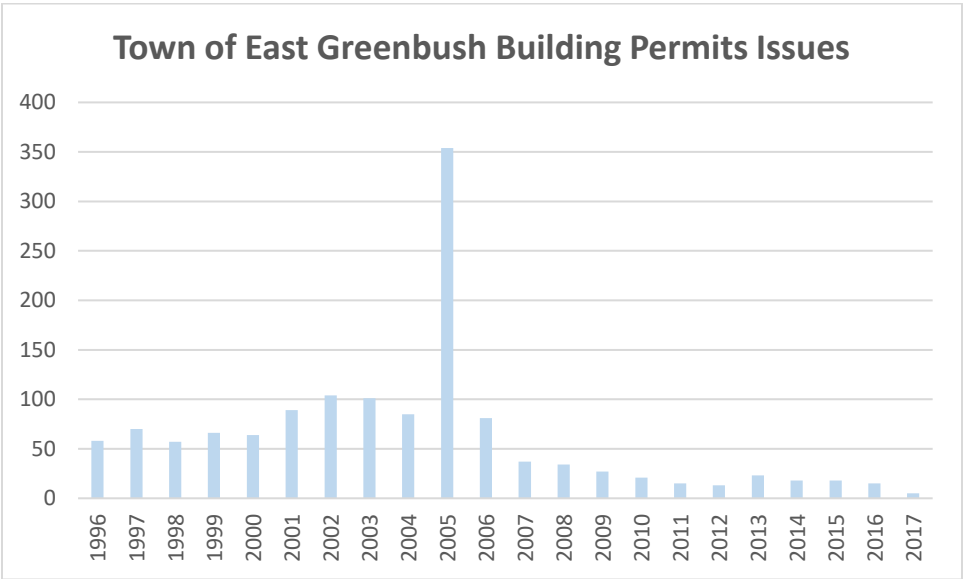
Source: U.S. Census Bureau Building Permits Survey

Chart 4b: Building Permits Issued Town of Schodack

Town of Schodack Building Permits Issued
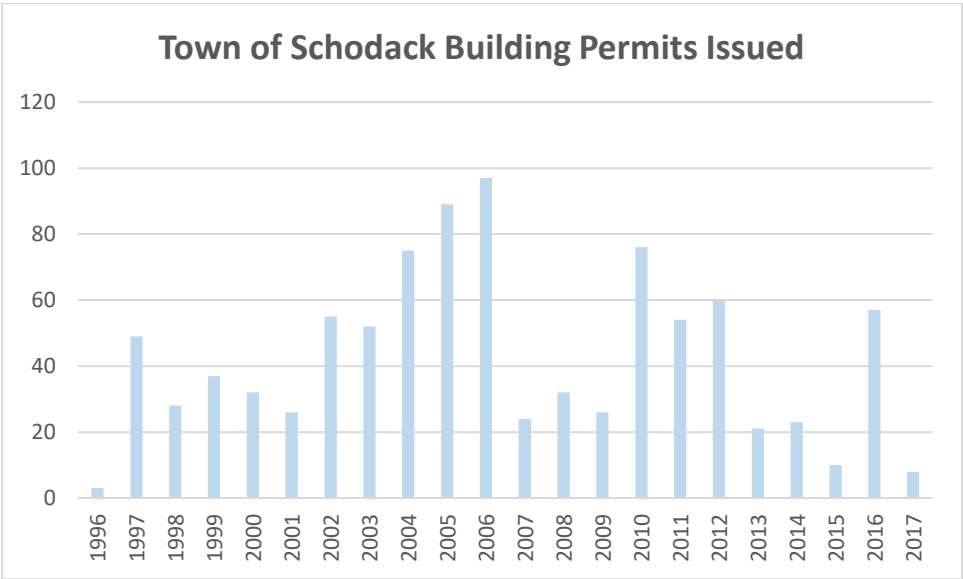
Source: U.S. Census Bureau Building Permits Survey

Chart 5: East Greenbush Central School District Existing Home Sales

Chart 5 examines at existing home sales within the District. Working in conjunction with the Greater Capital Association of Realtors, CDRPC can report the Multiple Listing Service (MLS) data at the school district level. CDRPC began the transition to this new system in late 2014 and, as a result, historical data in unavailable prior to that year. This new system tracks various metrics including median & average sale price, total number of units sold, and the average number of days on market.

In terms of existing home sales (Table 6), during 2016, there were 414 existing home sales with a median sale price of $196,550 and an average days-on-market of 56 within the School District. This increased to 434 units in 2017. 2018's numbers were on pace to exceed 2017's figures. From January through October 22nd of 2018, existing home sales have totaled 374 with a median sale price of $225,000, the highest median sale price of the past three years. In 2016, the District saw an average of 34.5 homes sold a month, this jumped to 36.2 in 2017; while the average number of sales in 2018 was 37.4 through October 22nd, on pace to surpass 2017's numbers. While we do not know for sure who is buying these homes, families with young kids moving into the district could be beneficial for school enrollment numbers.
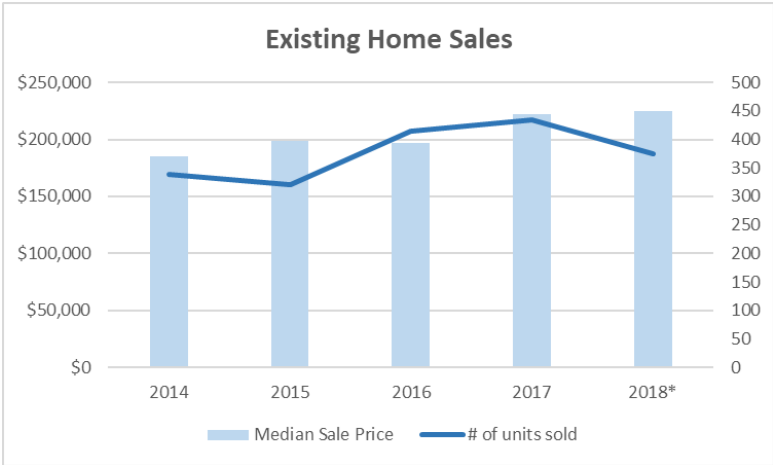
CHART 5: SOURCE, GREATER CAPITAL ASSOCIATION OF REALTORS. NOTE, 2018 DATA IS THROUGH OCTOBER

Five Year Enrollment Projections

- Total enrollment is projected to increase to 4,238 through 2023-2024, a 3.8% or 155 student increase from the 4,083 students in 2018-2019.
- Kindergarten enrollment is projected to increase steadily over the next 5 years, with slight fluctuation, to 332 students in 2023-2024.

In Chart 6 below, we have provided an overview of our enrollment projections through the 2023-2024 school year. With three years of enrollment projections to compare, only minor adjustments were made for enrollment moving forward. The general trend of declining enrollment from previous projections has changed, with projections now anticipating growth in enrollment over the next five years. In previous studies, the declines in enrollment were projected to total nearly 60 students, however now predicts an increase of over 150 students. The increases in enrollment are projected to happen at a rate of approximately 30 students per year after the 2019-20 school year.

Chart 6: Total Enrollment with Projections, 2009-2024

Total Enrollment

2009-10, 4,482

2023-24, 4,238

2018-19, 4,083

2015-16, 4,006
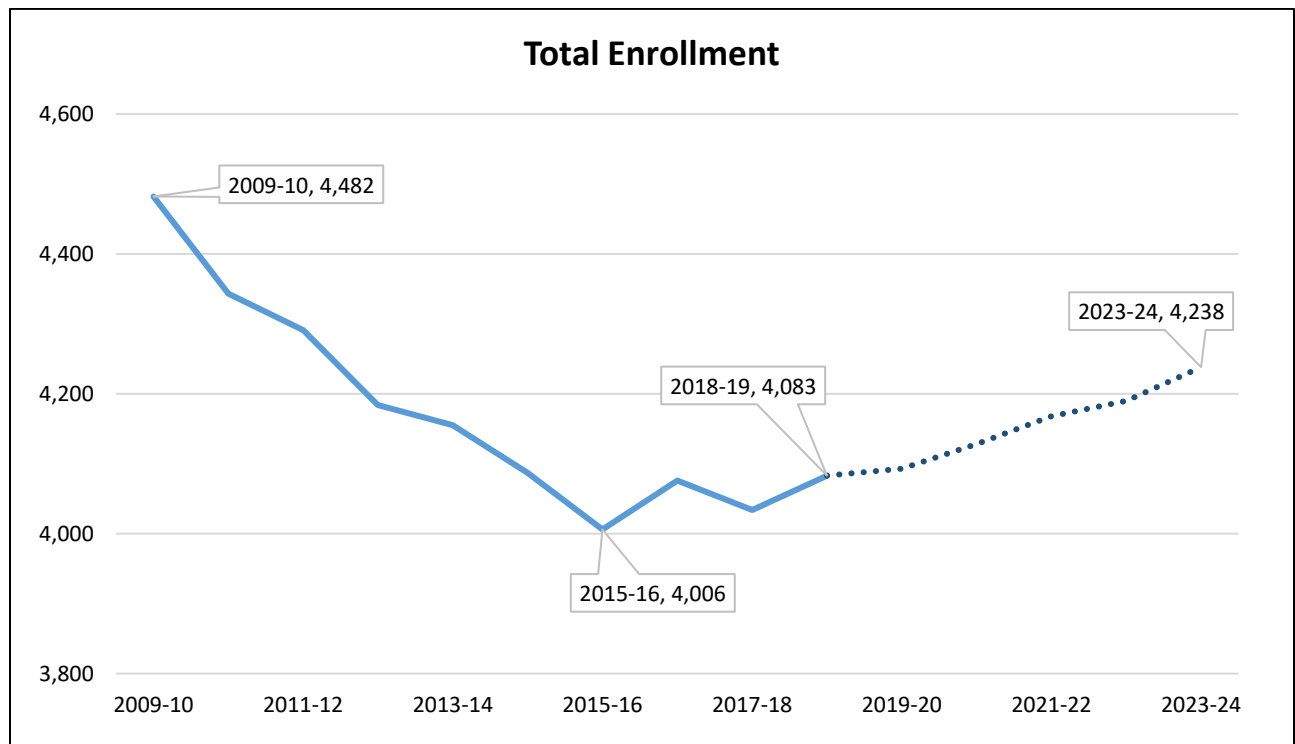
Total enrollment in 2018-2019 was 4,083. By the end of the projection period, enrollment is expected to be 4,238 students, an increase of 155 students, or 3.8%, from 2018-2019.

Kindergarten Enrollment Projection

Kindergarten enrollment has fluctuated since 2009-10 and had overall been trending downwards but has recently rebounded in 2018-19 after hitting its lowest enrollment in the past decade. Despite these historic trends, we are anticipating that enrollment will continue the trend it started this year and continue to grow over the next five years, rising to 332 students by 2023-2024 (Chart 7). We are anticipating enrollments to drop after hitting a high in 2021-22 but continue an upwards path overall.

Chart 7: Kindergarten Enrollment with Projections, 2009-2024
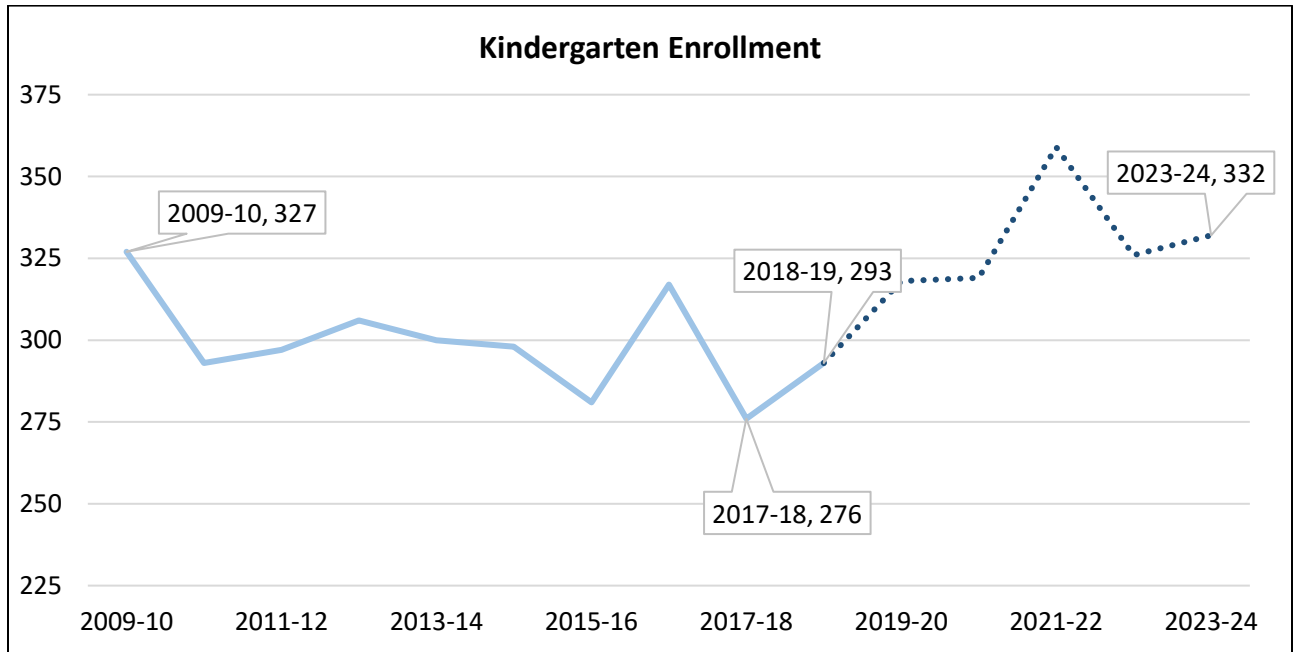
The number of births within the District has been relatively consistent since 2013, remaining around 290. This accounts for the projected increases in the outyears of the projection. The estimated 300 births in 2017 and 305 in 2018 (Table 3) will keep births within that steady trend. Coupled with a strong survival multiplier from birth to kindergarten, the increasing Kindergarten classes should fuel the upper cohort enrollments for years to come. In 2016, there was an unusually high number of births at 330, and those children will be entering kindergarten in 2021-2022 which accounts for the spike upwards projected for that year. Close monitoring of their survival multiplier will be very informative as to any emerging trends.

K-5 Enrollment Projection

Similar to the Kindergarten projections, the 2018-2019 K-5 enrollment numbers are projected to continue the recent increase in enrollment and are expected to rise consistently through the next five years. Enrollment is expected to have a large increase in 2021-22 and remain at that level in the next year. By 2023-24, enrollment is projected to increase 8.6% or 158 students from 2018-19; reaching 2,004 students.

Chart 8: K-5 Enrollment with Projections, 2009-2024

K-5 Enrollment

2009-10, 1,896

2023-24, 2,004

2015-16, 1,786

2018-19, 1,846

(Y-axis: 1,600 to 2,100; X-axis: 2009-10 to 2023-24)
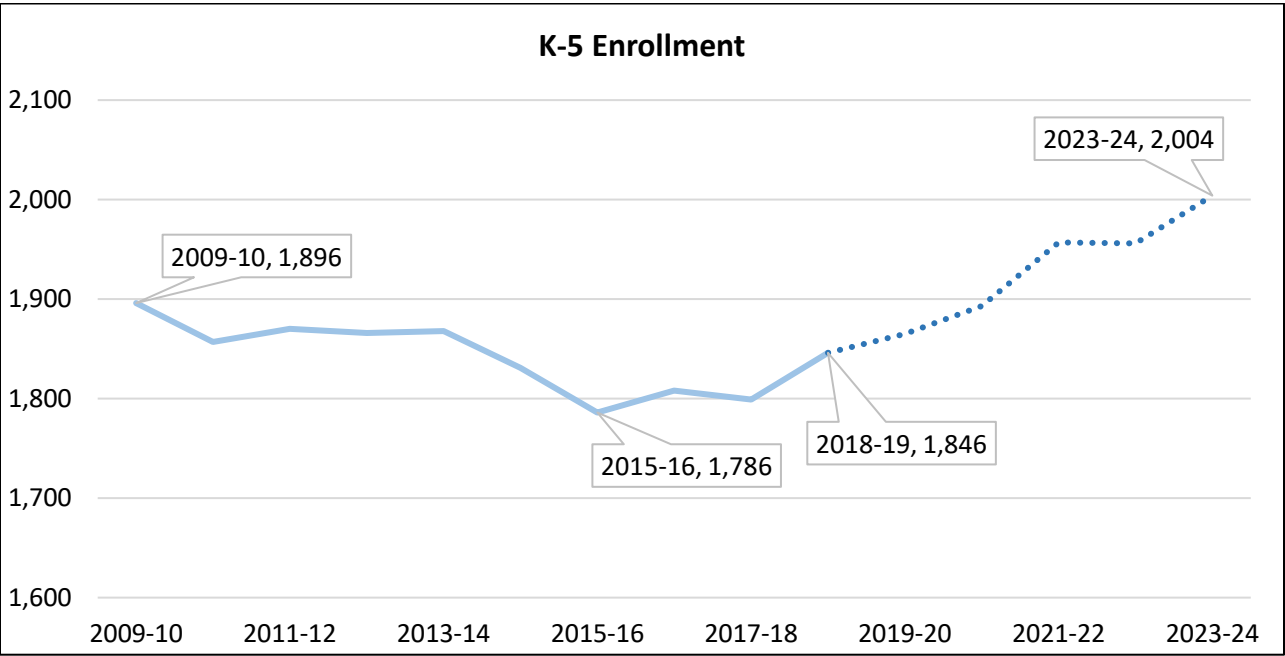
6-8 Enrollment Projection

Enrollment in grades 6-8 is projected to increase slowly, with a slight dip in the last year of the projection. In the 2019-20 school year enrollment is projected to be 935 students, a 1.4% increase from the 2018-19 school year, followed by small yearly incremental increases that lead to enrollment of 973 students in 2023-2024. This would represent a 5.5% increase in enrollment over 5 years.

Chart 9: 6-8 Enrollment with Projections, 2009-2024

6-8 Enrollment

2009-10, 1,067

2023-24, 973

2013-14, 912

2018-19, 922

(Y-axis: 700 to 1,200; X-axis: 2009-10 to 2023-24)
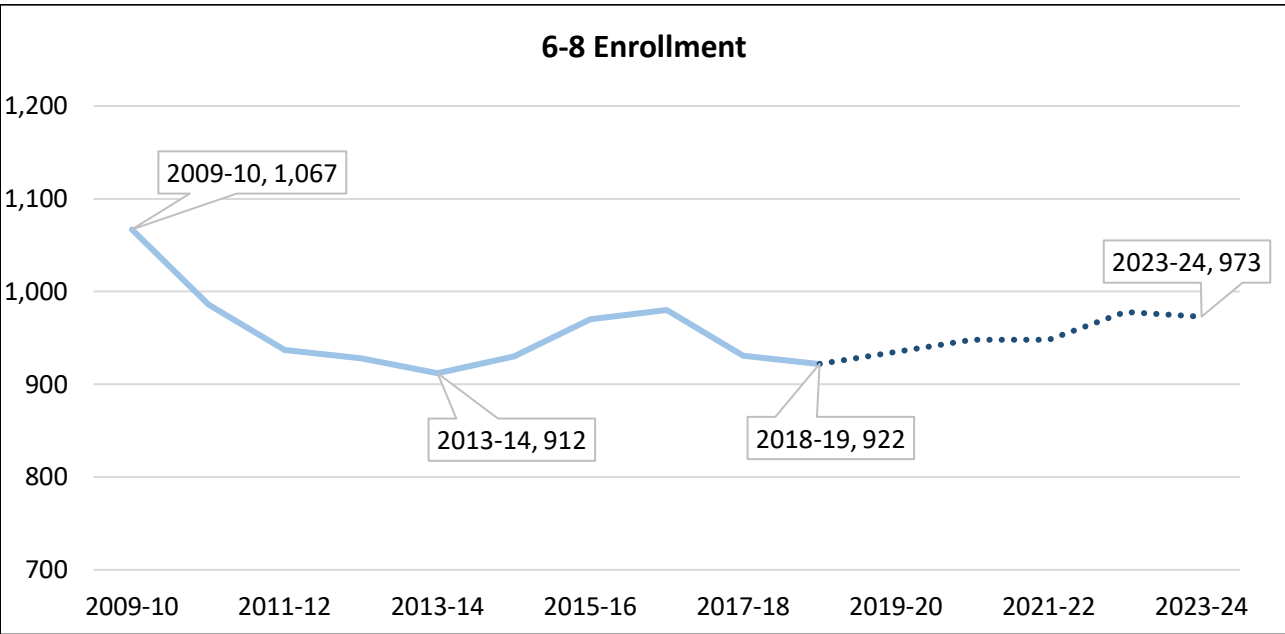
9-12 Enrollment Projection

The 9-12 age cohort is the only cohort expected to see declines in enrollment over the next five years. Starting with 1,315 students in 2018-2019, enrollment is anticipated to drop to a floor of 1,256 students in 2022-23. This would represent a 4.5% decrease in enrollment. Enrollment is projected to see a slight increase in the following year, bringing numbers back up to 1,261 in 2023-24, a 4.1% decrease from the current year. 9-12 enrollment traditionally takes longer to be affected by trends in the lower cohorts because younger students must gradually move through the school system. A large Kindergarten class will not affect 9-12 enrollment until those kids have moved through the other two cohorts. It is possible that enrollment numbers in this cohort will rebound in later years after the limits of this projection.

Chart 10: 9-12 Enrollment with Projections, 2009-2024
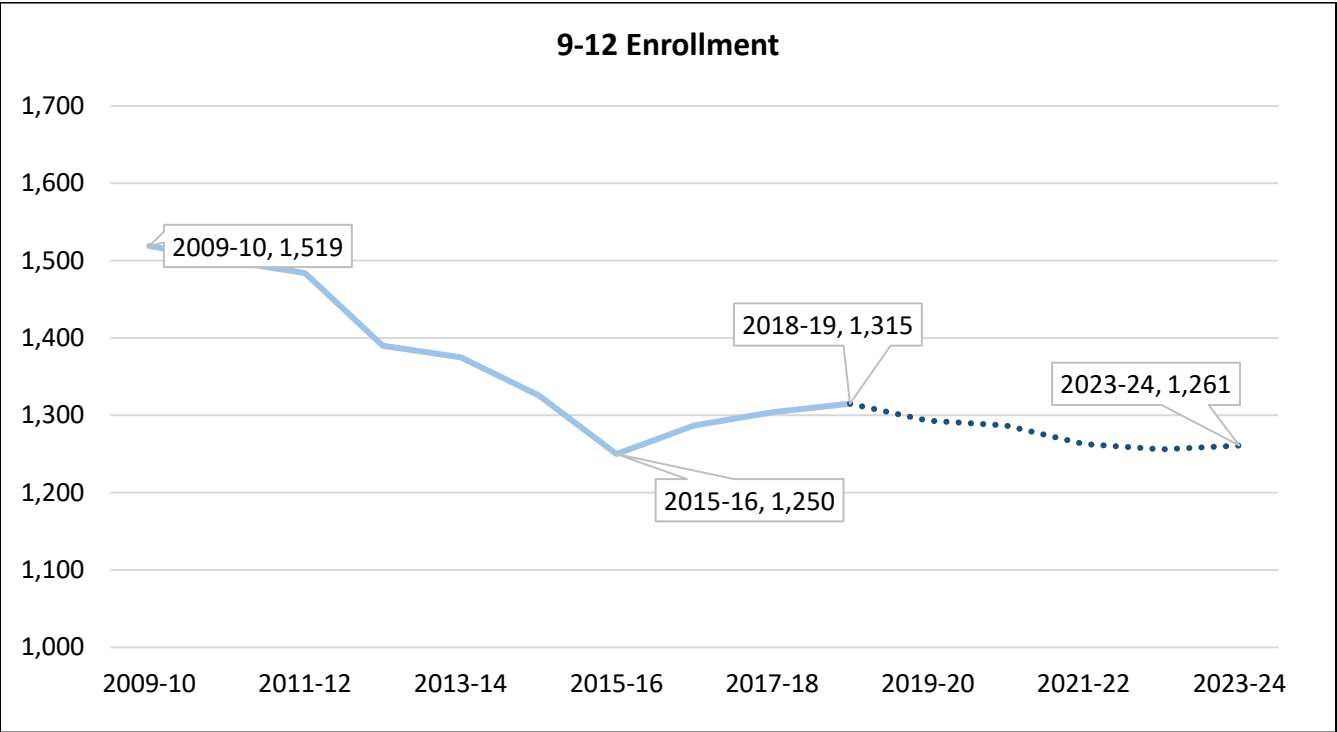
Historic Enrollment Trends

- The District experienced a 20-year enrollment peak in 1999-2000 at 4,632 students
- Enrollment for 2018-2019 has declined by 549 students, or 11.9% since 1999-00
- Kindergarten enrollment is 11.5 % less than the District's 20-year peak in 2008-09

The 20-year enrollment trend (Chart 11) for the District's total enrollment, shows the beginning of an increase after a decade of decline. The 20-year enrollment peak for the District occurred in 1999-00, after which enrollment had steadily declined until 2016-17 when there was a small bump enrollment. After a brief dip in the following year, this year's enrollment shows another small increase in enrollment, a 1.2% or 49 student increase. The District's long-term trend of declines in enrollment seems to be in the beginning stages of reversal, as for the first time in over a decade there are increases in enrollment. With the possibility of higher birth rates in the past three years, larger Kindergarten classes may be expected, with cascading effects on the upper cohorts possible in future years.

Chart 11. 20-Year Total Enrollment
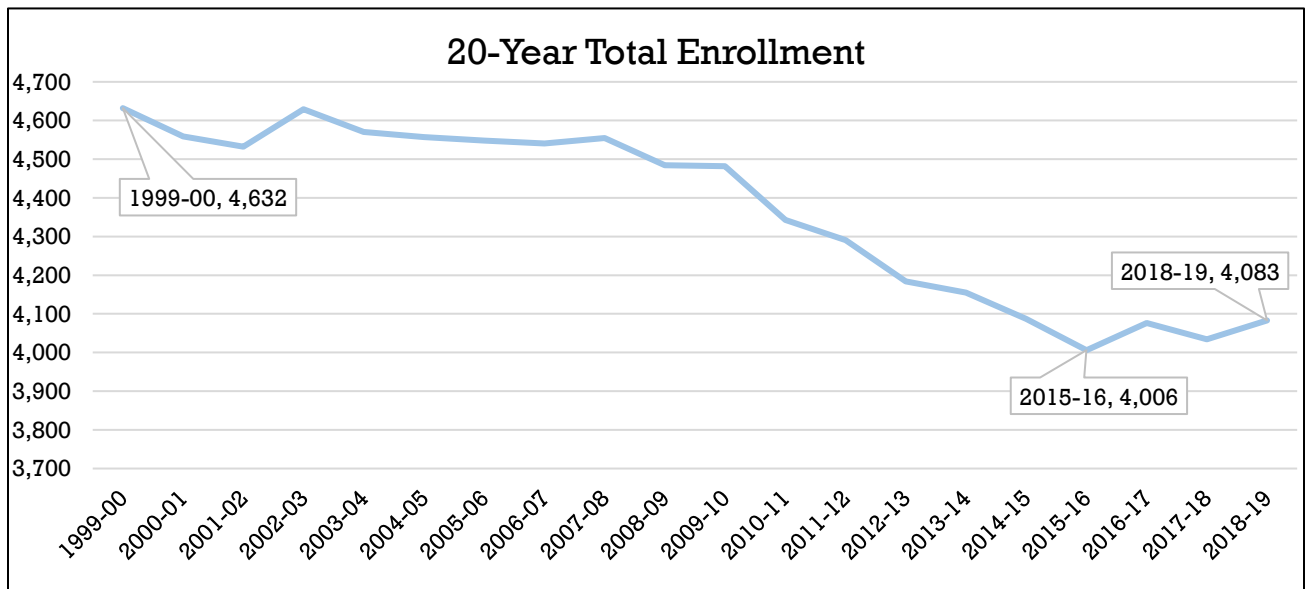
20-Year Kindergarten Enrollment

20-Year Kindergarten enrollment (Chart 12) has fluctuated over the past 20 years, starting off at 288 students in 1999-2000, and fluctuating to a peak of 331 in 2008-09 and to a low of 281 in 2015-16. Enrollment has fluctuated greatly year to year for the past decade but maintained a steady downward trend in total enrollment. These fluctuations can be partly attributed to fluctuating birth rates. From 2008-09 and 2009-10, enrollment spiked up 36 students and dropped 34 students between the next two school years. These spikes have made the overall downward trend less noticeable, however Kindergarten enrollment has overall been declining steadily. Recent increases in birth rates suggest a possible reverse in this trend and could provide larger Kindergarten classes in future years. The highly volatile nature of Kindergarten enrollment

urges us to have caution in our projections, as a good or bad birth year could make it appear enrollment is headed in one direction when it is just moving through the natural cycle.

Chart 12. 20-Year Kindergarten Enrollment
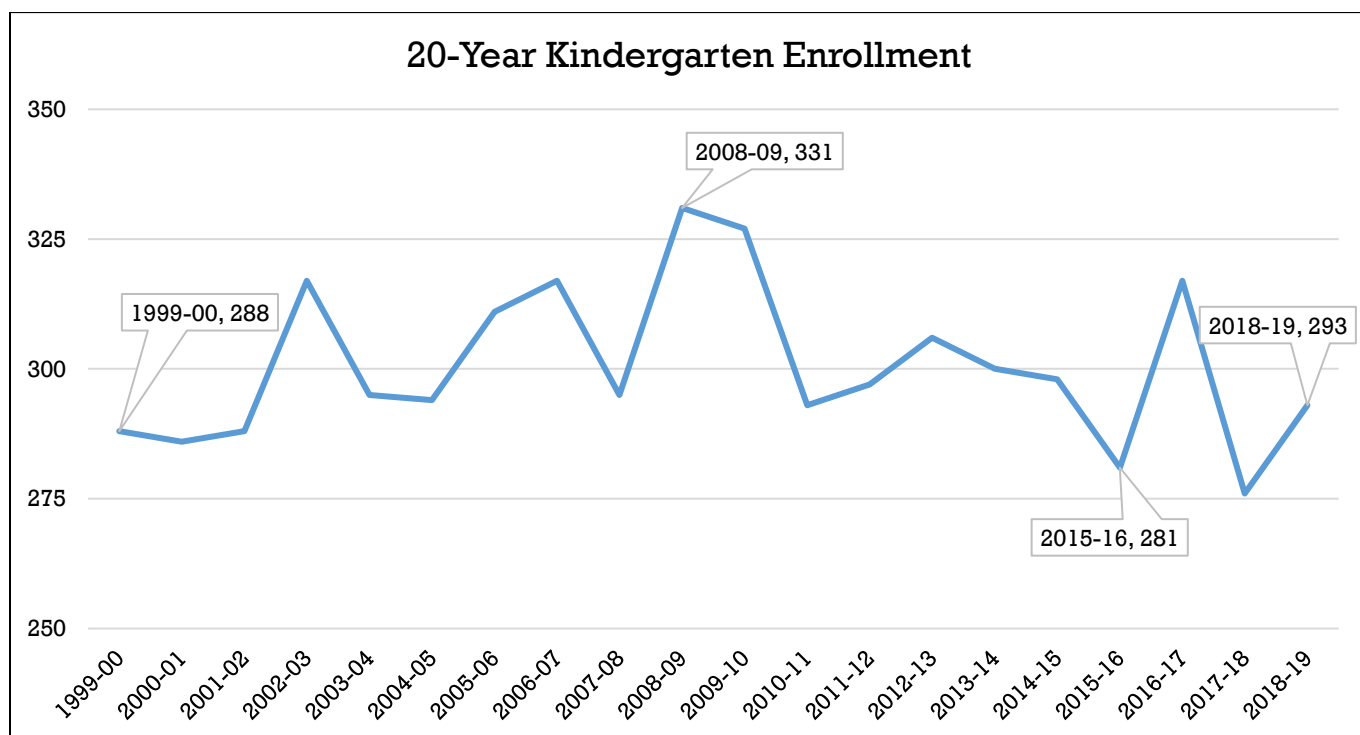
20-Year K-5 Enrollment

Enrollment by grade cohort (Table 2) illustrates how enrollment trends by the three cohorts influence trends in the District's total enrollment. Since 1999, enrollment in the K-5 cohort has fluctuated, but has decreased overall. Enrollment began with 2,082 students in the cohort, but consistently declined until it reached a 20-year floor in 2015-16 of 1,786. This represents a 14.2% decline over a sixteen-year period. Total Enrollment mirrored K-5 enrollment, as they both declined at similar rates over that same time period. Starting at 4,632 students in 1999, by 2015-16 enrollment had dropped 13.5% to 4,006 students. K-5 enrollment has a cascading effect in overall total enrollment, as the lower cohort is generally the main factor that feeds into enrollment in the upper cohorts. After these 20-year low numbers however, K-5 enrollment seems to have begun to trend upwards. In 2016-17, for only the second time in the past 20 years, there was an increase in K-5 enrollment. Enrollment increased from 1,786 students to 1,808 students. After a brief drop in the next year, enrollment increased once again in the current school year, 2018-19, to 1,846 students. Total enrollment figures have reflected these increases. Overall, K-5 enrollment is down 11.3% from the 20-year high 1999-00 enrollment.

Chart 13. 20-Year K-5 Enrollment

20-Year K-5 Enrollment
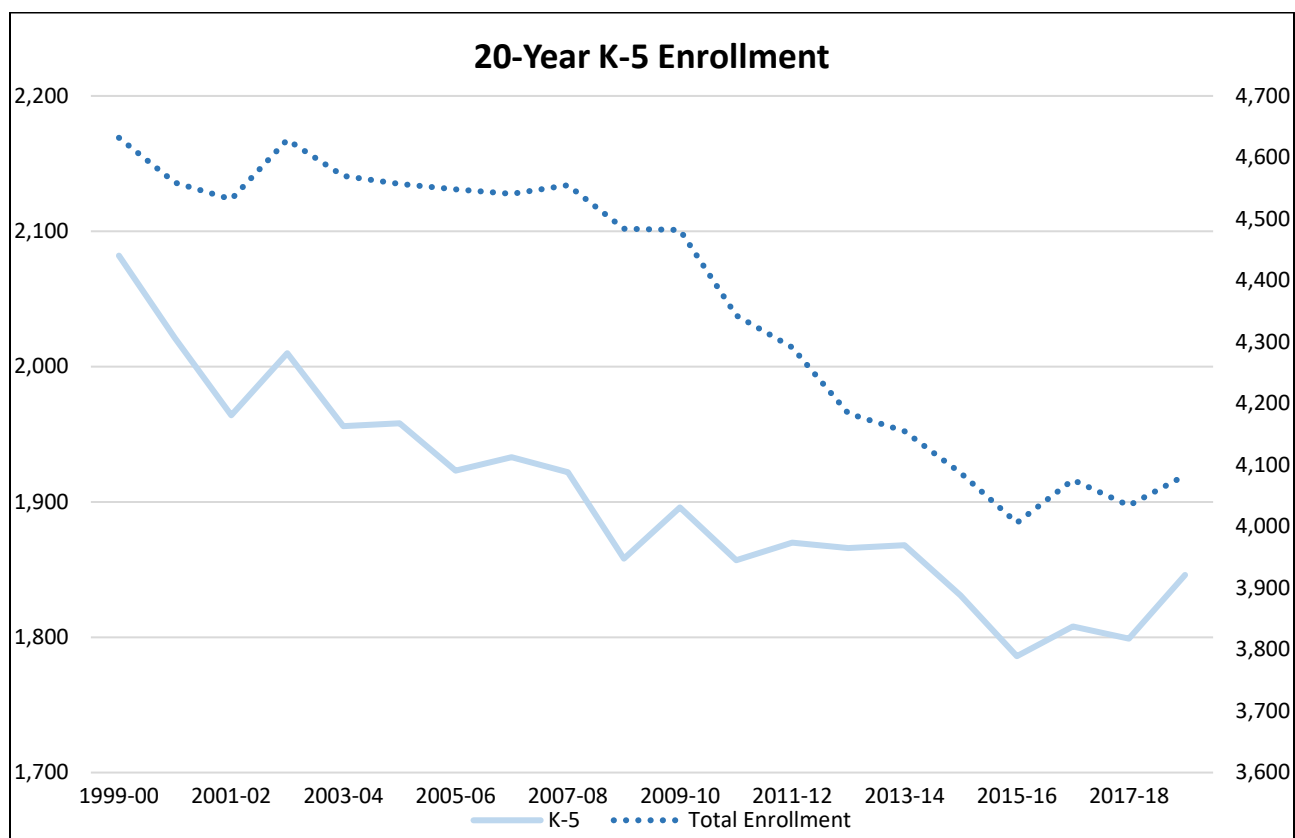
20-Year 6-8 Enrollment

The 20-year trend for enrollment in grades 6-8 has also been on the decline in the past 20 years. 6-8 enrollment started off in 1999 with 1,131 students enrolled. Enrollment in the cohort declined steadily to 1,034 in 2006-07. After a short period of stability from 2005-2008, declines continued until they hit their 20-year low point in 2013-14 at 912 students. This represented a 19.4% drop in enrollment from 1999. After 2013-2014 however, 6-8 enrollment numbers began to rise again. Enrollment increased through 2016-17, reaching 980 students, representing the highest enrollment in the cohort since 2010-11 and a 7.5% increase from the 2013-14 floor. Since then, enrollment has dipped, reaching 922 students this year, a 5.9% decrease from 2016-17 and a 19.9% decrease from the peak enrollment year of 1999-00. Total enrollment has largely mirrored the upward and downward trends of 6-8 enrollment. However, since 2017-18, as 6-8 enrollment has decreased, total enrollment has increased.

Chart 14. 20-Year 6-8 Enrollment

20-Year 6-8 Enrollment
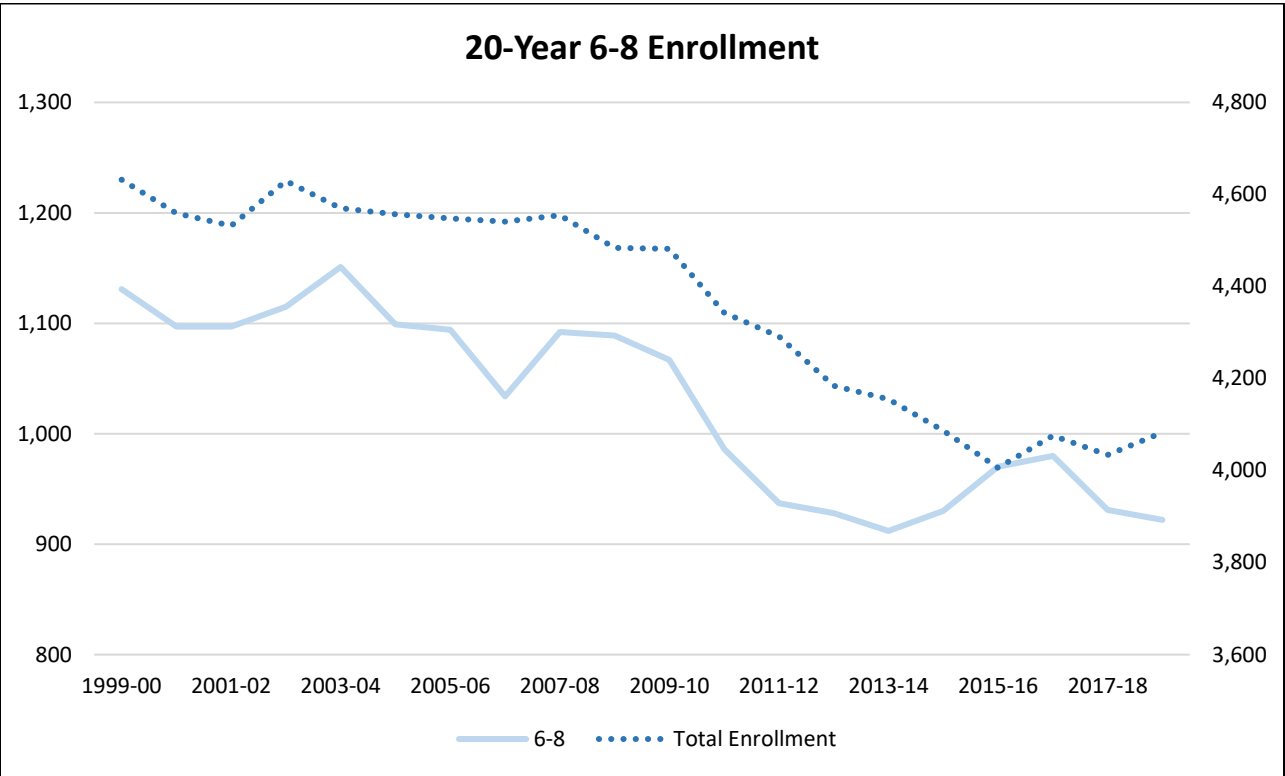
20-Year 9-12 Enrollment

Enrollment in grades 9-12 has seen a slightly different trajectory than the other cohorts over the previous 20 years. Beginning with 1,419 students in 1999-00, enrollment steadily increased through 2006-07 until enrollment hit its ceiling at 1,933 students, an increase of 9.8%. After this ceiling however, enrollment began to decrease sharply, bottoming out at 1,250 students in 2015-16. This represents a huge 20.6% decrease over this period. Since this 20-year low, enrollments have begun to rise again, reaching 1,315 students in the current school year, which is 16.5% less than the peak year. 9-12 enrollment is largely fueled by the lower cohorts, and trends in the lower cohort take more time to reach the 9-12 cohort.

Chart 15. 20-Year 9-12 Enrollment

20-Year 9-12 Enrollment
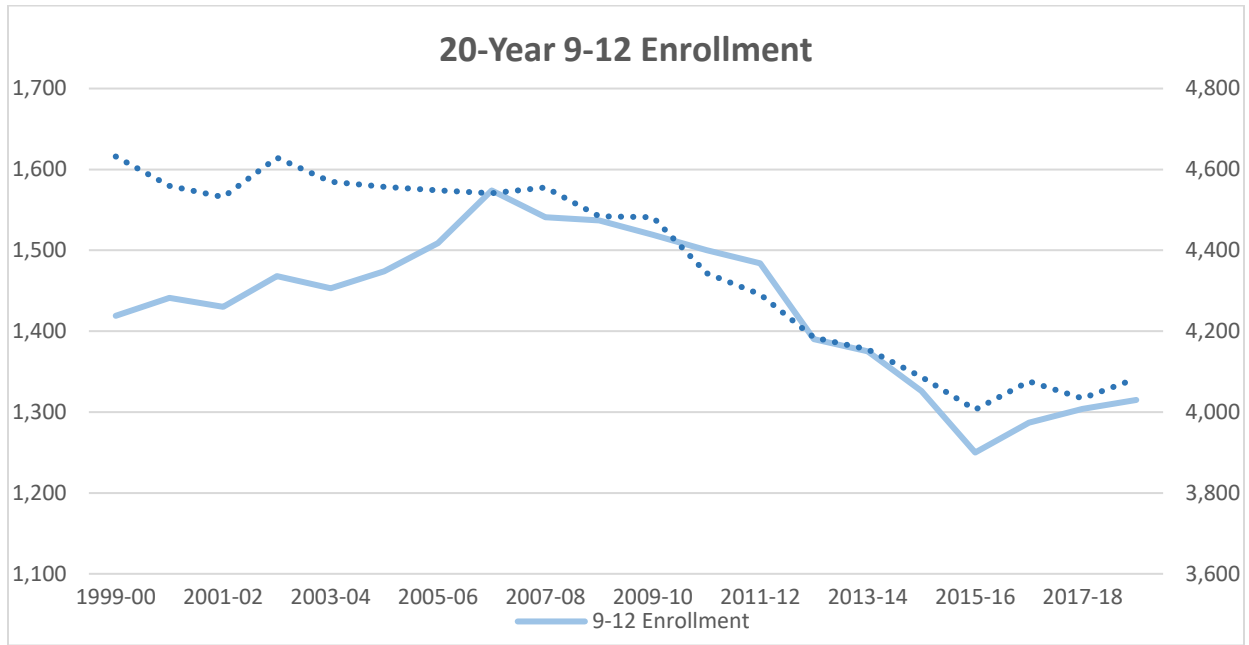
Actual vs. Projected Enrollment & Survival Multipliers

In January 2018, CDRPC projected enrollment for East Greenbush Schools in the fall of 2018-2019 to be 4,023 students. In large part, this projection was built around the anticipated small birth classes, as well as a continuation of downward trends the District had been seeing over the past few years after small pickups in enrollment. District enrollment was 4,083 students in 2018-2019, resulting in actual enrollment overperforming projections by 61 (1.5%). This is within a margin that CDRPC strives for with all our projections.

Chart 16: Actual vs. Projected Enrollment

With three years of projections complete, it is possible to compare the projections to determine their accuracy. While the previous two projections anticipated continued declines in enrollment, a historically high 2016 birth class, a higher than expected enrollment, as well as continued residential development throughout the district resulted in a projected increase. The initial 2017 projection anticipated slight fluctuations to enrollment that would keep numbers near 4,050 throughout the projection period. After an expected drop in enrollment, 2018's projections continued the anticipated slower declines than the previous projection. 2019's projection shows steady enrollment growth over the next five years through 2023-24. While this trend can be attributed to many factors, the previously mentioned large birth class and increases in residential development may introduce new students to the district. While the three projections are different, aggregating their results may provide the best foresight for enrollment. Increases in enrollment between the 2019 and 2018 projections may provide the best outlook. The projections are made with logic that trends will continue, and do not consider major events or changes that can't be predicted.

Enrollment Projection Comparisons
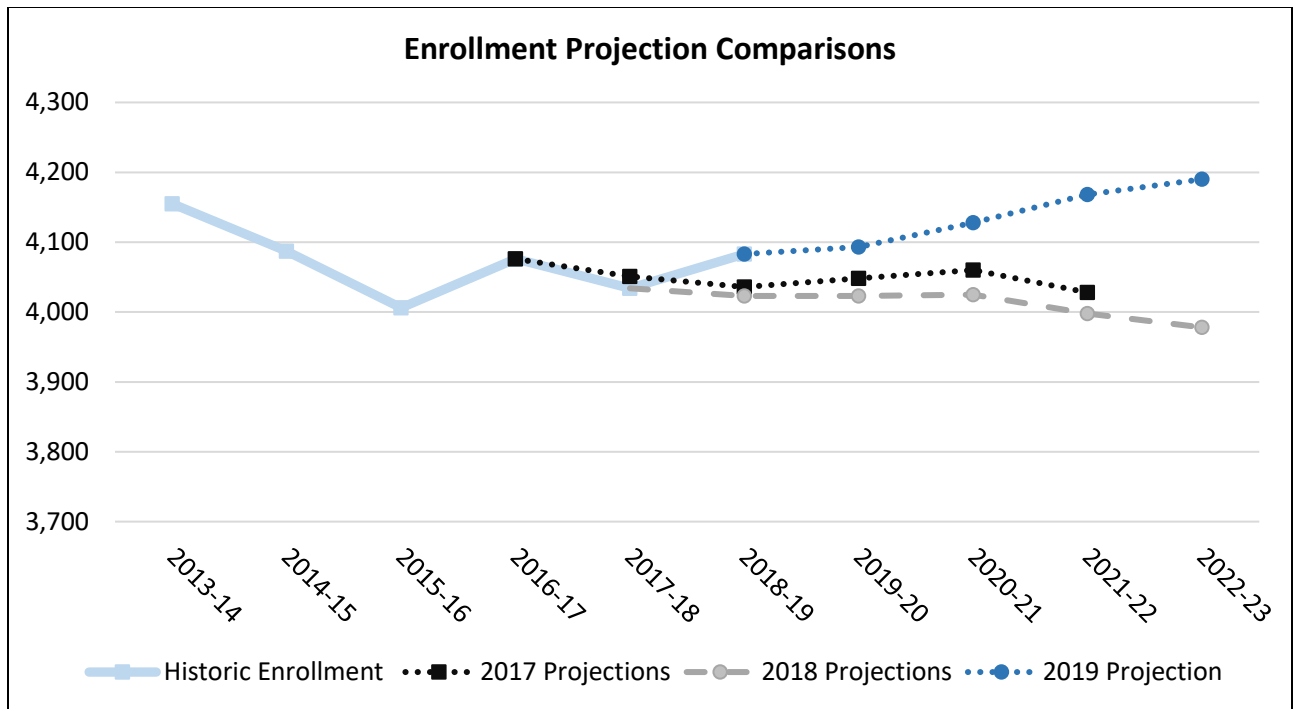
The largest discrepancy between the projection and actual enrollment occurred in the K-5 enrollment projection, predicting that 1,816 students would be enrolled in the 2018-2019 school year, but actual enrollment totaled at 1,846 students, a 1.7% or 30 student difference. This highlights the upward enrollment trend, as actual enrollment out performed projections. Actual enrollment outperformed projections in all three cohorts, with enrollment being 1.9% and 1% higher than projections in 6-8 and 9-12 respectively. Of the individual grades, Kindergarten saw the highest discrepancy, with 20 more students enrolled than projected. Unlike other grade levels, Kindergarten enrollment can be difficult to predict because of the lack of prior survival ratio experience and other variables. It's not an uncommon variance but is one that we attempt to account for.

Generational Enrollment Patterns

To better understand the long-term trends in enrollment, CDRPC examines all available data related to total enrollment, including data beyond the aforementioned 20-year window. As more historical data is collected, long-term patterns and trends may be discerned that would otherwise be hidden by the confines of the 20-year window. While the 20-year view of enrollment allows for a detailed understanding of the trends *within* a generation of students, the generational enrollment data will allow for an analysis of the District's enrollment trends *between* generations. Smaller or larger generations of students can greatly affect enrollment numbers.

To satisfactorily plot and understand the changing patterns of generation enrollment, it is useful to both define the generations of students that have matriculated through the District and discuss the societal structures that influence family creation.

With 77 years of total enrollment data available, we can see how the influence of various generations of students has impacted enrollment. This is perhaps the most important element that the generational enrollment history can provide; the ability to plot an entire enrollment cycle- a cycle that will stretch across decades and be influenced by multiple generations of students.

Since the 1941-42 school year, parts of five generations of children have gone through or are still students in the District. Generations are typically thought to span 20 years, but there is no single definition for how long a generation can last. Furthermore, outside of the Baby Boomers, clearly defined start and end dates for generations are disputed. The definitions below attempt to identify each generation with an estimated start and end year. Since only the Baby Boomers are clearly defined, all subsequent generations are defined based upon the final year of the Boomers, fixed in 1964.

The Silent Generation: Roughly those born between 1926 and 1945, only the tail end of this generation is captured in the historical enrollment data. This generation is marked by low birth rates due to pressure from the Great Depression and World War II. It is sometimes referred to as the "Forgotten Generation", wedged between the "Greatest Generation", and the Baby Boom- generations that are better remembered.

The Baby Boomers: The children born during the Post-War boom, these children are popularly grouped together as born between 1946 and 1964. This generation is well known for the explosion in births that occurred after the war.

Generation X: This generation of children is roughly described as being born between 1965 and 1982. Gen Xer's are sometimes associated with the "Baby Bust" due to the sharp decline in the high number of births that had defined the Boomers.

Millennials: Born roughly between 1983 and 2001, this generation is largely responsible for the enrollment increases of the late 1980s and 1990s. They are sometimes thought of as an "echo" of the Baby Boomers.

Generation Z: These children, born since 2002, have only recently begun to influence enrollment statistics. Due to their timing with severe economic contractions and foreign wars, these children are sometimes compared to the Silent Generation in that they appear to be significantly smaller than previous generations.
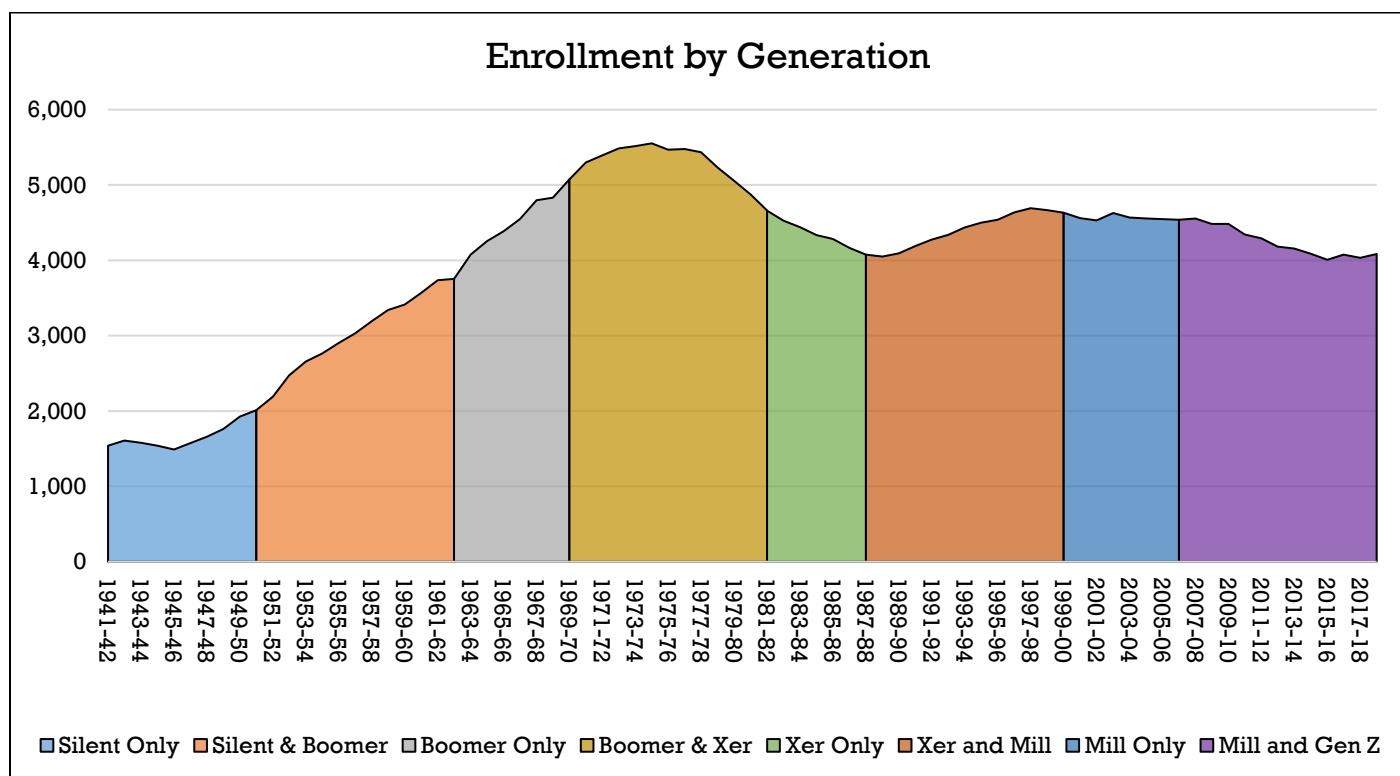
Conclusion

Enrollment is projected to reverse its downward trend with consecutive periods of growth over the next five years. After years of decline, the District has begun to show signs of more consistent growth that could return the district to enrollment figures it saw around 2011. New home construction has been significant for bringing new kids and families into the district, as the district has seen many new projects over the past few years. Existing home sales may also have likely helped inject new students into the district, however there is no way to know for sure who is moving into those houses. In the immediate future enrollment is projected to increase slowly, at a rate of approximately 30 students after 2019-20. The great unknown is the birth rate. Birth rates saw a huge jump in 2016 which may not continue, however, if they remain around 300 births it could bring in large Kindergarten classes down the road. Birth rates need to be monitored closely in the next few years to determine if this is truly a change in trend or just an outlier. It will be of great interest to see how existing home sales continue, and if there is any correlation to their increase and changes in enrollment in kindergarten. If births remain stable, but the survival multiplier increases, that will suggest that families with children are moving into the District.

Appendix A: Status of Single Family Subdivisions

Appendix A
Status of Approved Major Single-Family Subdivisions

Subdivision Name	Total Number Planned	Complete/ Underway	Remainder	2018	2019	2020	2021	2022
Town of East Greenbush								
Rysedorph Subdivision	26	0	26	—	15	11	—	—
Deer Pond	60	0	60	—	10	20	15	15
Witbeck Preserve	54	0	54	1	25	16	12	
Thompson Way	3	0	3	—	—	—	—	—
Town Total	143	0	143	1	50	47	27	15
Town of Schodack								
Hidden Pond	27	4	23	—	—	—	—	—
Stable Gate Estates	15	0	15	—	—	—	—	—
Town Totals	42	4	38	—	—	—	—	—
Town of North Greenbush								
Berkeley Estates	31	3	28	5	5	5	5	8
Birchwood Hills	61	57	4	9	9	9	—	—
Haywood Lanes	73	71	2	5	5	5	3	—
Town Totals	165	131	34	19	19	19	8	8
Total	350	135	215	20	69	66	35	23

Appendix B: Status of Multi Family Subdivisions

Appendix B
Status of Approved Major Multi-Family Subdivisions

Subdivision Name	Total Number Planned	Complete/ Underway	Remainder	2018	2019	2020	2021	2022
Town of East Greenbush								
Thompson Way	20	4	16	—	—	—	—	—
Town Total	20	4	16	0	0	0	0	0
Town of North Greenbush								
Van Allen Apartments	224	224	0	54	54	—	—	—
Town Total	224	224	0	54	54	0	0	0
Total	244	228	16	54	54	—	—	—

Appendix: Data Tables

Table 1: Historic School Enrollment, 1999 – 2019

TABLE 1

East Greenbush Central School District

Historical School Enrollment : 1999-2000 to 2018-2019

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	288	286	288	317	295	294	311	317	295	331	327	293	297	306	300	298	281	317	276	293
1	365	339	303	313	331	300	306	310	318	291	325	328	305	292	313	284	291	293	329	289
2	353	312	326	311	331	332	298	301	311	310	302	330	326	301	299	314	304	290	292	335
3	328	369	331	335	318	355	331	299	322	306	314	292	338	330	293	298	317	309	291	309
4	374	337	370	334	355	318	354	337	314	310	308	310	297	335	324	297	290	306	306	302
5	374	378	346	400	326	339	323	369	362	310	320	304	307	302	339	340	303	293	305	318
6	375	351	374	356	393	329	363	330	379	362	317	314	309	297	301	335	337	304	293	316
7	374	377	352	393	378	396	336	379	332	386	360	315	317	314	294	299	340	336	307	298
8	382	369	371	366	380	374	395	325	381	341	390	357	311	317	317	296	293	340	331	308
9	426	392	390	430	429	413	417	457	378	423	380	416	395	334	338	338	306	308	355	344
10	343	396	365	368	378	394	380	385	426	355	404	359	378	365	312	340	331	323	301	348
11	346	327	367	316	335	344	368	367	372	400	339	378	347	355	356	297	309	338	321	300
12	304	326	308	354	311	323	344	365	365	359	396	347	364	336	369	351	304	318	327	323
Ungraded	0	0	41	36	10	26	22	0	0	0	0	0	0	0	0	0	0	1	0	0
Total	4,632	4,559	4,532	4,629	4,570	4,557	4,548	4,541	4,555	4,484	4,482	4,343	4,291	4,184	4,155	4,087	4,006	4,076	4,034	4,083

Table 2: Aggregate School Enrollment, 1999 – 2019

TABLE 2

East Greenbush Central School District

Aggregate School Enrollment : 1999-2000 to 2018-2019

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K-5	2,082	2,021	1,964	2,010	1,956	1,958	1,923	1,933	1,922	1,858	1,896	1,857	1,870	1,866	1,868	1,831	1,786	1,808	1,799	1,846
6-8	1,131	1,097	1,097	1,115	1,151	1,099	1,094	1,034	1,092	1,089	1,067	986	937	928	912	930	970	980	931	922
9 - 12	1,419	1,441	1,430	1,468	1,453	1,474	1,509	1,574	1,541	1,537	1,519	1,500	1,484	1,390	1,375	1,326	1,250	1,287	1,304	1,315
Ungraded	0	0	41	36	10	26	22	0	0	0	0	0	0	0	0	0	0	1	0	0
Total	4,632	4,559	4,532	4,629	4,570	4,557	4,548	4,541	4,555	4,484	4,482	4,343	4,291	4,184	4,155	4,087	4,006	4,076	4,034	4,083

Table 3: School District Births

TABLE 3
School District Births
East Greenbush Central School District

Year of Birth	Number of Births	Year to Enter Kindergarten	Kindergarten Students	Survival Multiplier
2002	265	2007-08	295	1.1132
2003	289	2008-09	331	1.1453
2004	308	2009-10	327	1.0617
2005	296	2010-11	293	0.9899
2006	267	2011-12	297	1.1124
2007	295	2012-13	306	1.0373
2008	261	2013-14	300	1.1494
2009	284	2014-15	298	1.0493
2010	269	2015-16	281	1.0446
2011	262	2016-17	317	1.2099
2012	247	2017-18	276	1.1174
2013	286	2018-19	293	1.0245
2014	292	2019-20	318	1.0879
2015	293	2020-21	319	1.0879
2016	330	2021-22	359	1.0879
2017	300	2022-23	326	1.0879
2018	305	2023-24	332	1.0879

Table 4: Number of Housing Units

TABLE 4
East Greenbush Central School District
Number of Housing Units

Year	Single Unit		2 Unit	3 or 4 Unit	5 or more	MH	Other	Total
	1- Det	1- Att						
2000								10,921
2005-2009	8,615	658	690	539	1,653	274	9	12,438
2013-2017	9,134	734	423	298	2,199	205	0	12,993

1- Det = Single Family Detached **1- Att**= Single Family Attached **2 Unit**= Duplex **3 or 4 Unit** = Apartment/ Condominium **5 or more** = Large Apartment/Condominium **MH** = Mobil Home

Source: Census 2000, 2010 Summary File 1 Accessed through the *National Center for Education;* 2005-09 & 2013-17 American Community Survey *B25024 accessed through American Fact Finder*

Table 5: Building Permits

TABLE 5
Building Permit Issuances

Town of East Greenbush

Year	Single Unit	2 Unit	3 or 4 Unit	5 or more	Total
1996	58	—	—	—	58
1997	46	—	—	24	70
1998	57	—	—	—	57
1999	66	—	—	—	66
2000	64	—	—	—	64
2001	89	—	—	—	89
2002	104	—	—	—	104
2003	69	—	—	32	101
2004	37	—	—	48	85
2005	66	—	—	288	354
2006	49	—	—	32	81
2007	37	—	—	—	37
2008	30	—	4	—	34
2009	27	—	—	—	27
2010	17	—	4	—	21
2011	15	—	—	—	15
2012	13	—	—	—	13
2013	19	—	4	—	23
2014	18	—	—	—	18
2015	18	—	—	—	18
2016	15	—	—	—	15
2017	5	—	—	—	5

Town of Schodack

Year	Single Unit	2 Unit	3 or 4 Unit	5 or more	Total
1996	3	—	—	—	3
1997	25	—	—	24	49
1998	28	—	—	—	28
1999	37	—	—	—	37
2000	32	—	—	—	32
2001	26	—	—	—	26
2002	55	—	—	—	55
2003	52	—	—	—	52
2004	75	—	—	—	75
2005	40	—	—	49	89
2006	48	—	—	49	97
2007	24	—	—	—	24
2008	32	—	—	—	32
2009	26	—	—	—	26
2010	30	—	—	46	76
2011	20	—	—	34	54
2012	24	—	4	32	60
2013	21	—	—	—	21
2014	23	—	—	—	23
2015	10	—	—	—	10
2016	15	—	8	34	57
2017	8	—	—	—	8

Source US Census

Table 6: Existing Home Sales

Table 6			
East Greenbush Central School District Existing Home			
	# of units sold	**Median Sale Price**	**Average DOM**
2014	338	$185,255	65
2015	321	$199,000	62
2016	414	$196,550	56
2017	434	$222,500	45
2018*	449	$225,000	41
*Represents January 1st through October 22nd			
Italicized estimates year end numbers			
Source: Eastern NY Regional MLS			

TABLE 7
East Greenbush Central School District
Enrollment Projections : 2019-2020 to 2023-2024

Grade	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	293	318	319	359	326	332
1	289	296	321	322	363	329
2	335	293	300	326	327	368
3	309	341	298	305	332	333
4	302	308	340	297	304	331
5	318	309	315	348	304	311
6	316	319	310	316	349	305
7	298	317	320	311	317	350
8	308	299	318	321	312	318
9	344	322	313	333	336	327
10	348	332	311	303	322	325
11	300	339	324	303	295	314
12	323	300	339	324	303	295
Special Ed	0	0	0	0	0	0
Total	4,083	4,093	4,128	4,168	4,190	4,238

Aggregate Enrollment Projections : 2019-2020 to 2023-2024

Grade	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K-5	1,846	1,865	1,893	1,957	1,956	2,004
6-8	922	935	948	948	978	973
9-12	1,315	1,293	1,287	1,263	1,256	1,261
Special Ed	0	0	0	0	0	0
Total	4,083	4,093	4,128	4,168	4,190	4,238

CDRPC