

School Enrollment Projections for Bethlehem Central School District

2016-17 School Year



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Capital District Regional Planning Commission

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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.



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Executive Summary

The 2016-17 School Enrollment Projections for Bethlehem Central School District examines the historical patterns and trends from within the school district and provides projections over a five year period beginning with the 2017-18 school year and finishing with the 2021-22 school year. This report looks at key indicators such as, 20-year enrollment trends, birth rates, residential housing activity, and more, to draw key findings and produce the enrollment projections. Some of the key findings of the report are as follows:

- Total enrollment has been on the decline for most of the last ten years. After peaking in 2006-07, enrollment has decline 12.9% to its lowest level in the last 20 years.
- Enrollment in the three age cohorts (K-5, 6-8, and 9-12) has declined across the board. Only K-5 shows any suggestion of stabilization in its enrollment. 9-12, conversely, is just beginning to experience the sharp declines that went through K-5 a decade or so ago.
- Millennials are set to graduate-out of the District. The final Millennials are projected to graduate within the next three years or so. This will leave the District with only children of Generation Z attending, a generation significantly smaller than Millennials.
- Birth rates continue a slow, but steady decline. In 2002, the District had almost 300 births, but that declined to less than 200 by 2010. With women waiting longer to have children, and averaging fewer children in their lifetime, it is unclear when the District should expect a turnaround in births.
- Existing home sales are increasing. Existing homes in the District remain competitively priced, and the District is viewed positively. If the home market continues to improve, in-migration to existing homes may provide a boost to enrollment.
- Over 700 residential units are either approved or proposed for development. Such a large number of units could have a significant impact on future enrollment; however the time table for construction of these units is not yet clear. Close monitoring will be required to see how this develops.
- Overall, enrollment is projected to decline throughout the projection period, with only K-5 showing signs of diminishing declines.
- Total enrollment for 2017-18 is projected at 4,500 students, a decline of almost 2% from 2016-17. Enrollment for K-5, 6-8, and 9-12 is projected at 1,778 (-3.5%), 1,072 (0.0%), and 1,631 (-2.0%) respectively.
- Total enrollment by 2021-22 is projected at 4,179 students, a decline of 9.0% from 2016-17. Enrollment for K-5, 6-8, and 9-12 is projected at 1,734 (-5.9%), 974 (-9.1%), and 1,431 (-12.3%) respectively.



Introduction

In the summer of 2016, the Bethlehem Central School District (the District) authorized the Capital District Regional Planning Commission (CDRPC) to prepare district-wide school enrollment projections annually through the 2018-19 school year. Each report is scheduled for release in the fall and will include projections for the following five school years. This report is the first in the series and includes projections beginning with the 2017-18 school year, and concluding with the 2021-22 school year.

The following is a description of the data, assumptions, activities, and trends that influence the number of students enrolled in the Bethlehem Central School District, as well as future enrollment projections.

Base Data & Background Information

A variety of components were evaluated leading to the preparation of a final set of projections that include the following:

- Historical enrollment trends since the 1990-91 school year;
- District grade-to-grade survival multiplier calculated from the enrollment data in 5, 10, and 20-year increments;
- Annual school district birth data from 2002-2014;
- District-wide housing data including total count, and types of homes;
- Residential building permit issuances from the towns of Bethlehem, and New Scotland;
- Existing home sales for 2014 through 2016;
- Anticipated new residential building activity in the District;

This base data and background information is organized from Appendix A & B, and Table 1 through Table 7 in the Tables Section at the end of the report.

Table 1 and **Table 2** address the District's 20-year historical enrollment trends. **Table 1** examines the 20-year enrollment trends for each individual grade, as well as the District's total enrollment. **Table 2** examines the 20-year enrollment trends for three combined grade cohorts (K-5, 6-8, 9-12). **Table 1** provides the most detailed overview of the enrollment history, while Table 2 provides the more accessible method of organizing and discussing the data- particularly useful for broader enrollment trends at a cohort-wide level. The 20-year enrollment history was provided by the District's BEDS data. Due to limits in record keeping, a complete 20-year enrollment history was not available for all grades. Records for grades 1 through 5 only accounted for 19 years resulting in only a minor single year inconvenience, future projections will have the benefit of a full 20-year enrollment history.

While grade-to-grade enrollment history was limited to no earlier than the 1994-95 school year, total district enrollment was available as early as 1990-91. This was accomplished from examining the District's *Long Range Planning Report 2014-15* which collected total public school enrollment. This report was used to supplement total enrollment history prior to 1994. It is important to acknowledge that there are differences in the enrollment data presented in *Long Range Planning*



Report, and the “official” enrollment data presented in this report. These differences are quite minor and likely reflect differences in the dates that enrollment was measured. For the purposes of this report, the official BEDS data is utilized for producing any projections. The enrollment data presented for 1990 through 1993 is used exclusively as an estimate to what enrollment was in those years.

The intent of showing 20-year enrollment trends, as well as the extended 27-year enrollment trend, is to provide extra context to the natural ebb and flow of enrollment. The 20-year enrollment trend is useful for examining enrollment *within* a generation of students, while the extended enrollment trend is useful for examining trends *between* generations. As more historical data is accumulated, it may be possible for the extended trends to help guide future projections that may not necessarily be gleaned from 20-year enrollment trends alone.

The most critical element for creating enrollment projections is creating the grade-to-grade survival multipliers. Grade-to-grade survival multiplier provide the building blocks from which enrollment projections can be calculated. A survival multiplier is calculated by dividing the number of students in a grade in a given year by the number of students in the preceding grade the year before. For example, if there are 100 1st graders in the 2000-01 school year, and 120 2nd graders in the 2001-02 school year, then the grade-to-grade survival multiplier is $120/100 = 1.200$. This tells us that the 100 1st graders, when factored with the 1.200 survival multiplier, resulted in 120 2nd graders. With grade specific enrollment data dating back to the mid 1990s, it is possible to determine short, medium, and long-term survival multipliers. These terms are categorized as 5-year, 10-year, and 20-year blocks, with the corresponding survival multiplier determined by the average survival multiplier over the stated time period. These averages are then used as a guide for calculating future enrollment.

While the survival multipliers are straightforward for grades 1 through 12, calculating the survival multiplier for kindergarten requires an extra step. Kindergarten survival multipliers are calculated by dividing the number of Kindergarten students in a given year, by the number of births within the school district five years prior. Worth noting is that, beginning in 2002 New York State began offering birth data at the school district level and not only the municipal level. Also, this provides a much more accurate and relevant dataset than what was previously available for producing enrollment projections. Unfortunately, this brings with it the trade off of limited historical data. The most recent birth data available is for 2014, but the Kindergarten class of 2016-17 was born (roughly) in 2011, meaning that there are only ten years of kindergarten enrollment with corresponding school district births- so long term survival multipliers are not available.

Table 3 provides an overview of the District’s birth data since 2002. Since the release of birth data always lags behind by over a year, the number of births for the final two years of the projection period need to be estimated. In the case of the 2016-17 report, enrollment projections stretch from 2017-18 through 2021-22. With the most recently available birth data from 2014, the data only supports projections through the 2019-20 school year. In order to complete the five year projections, births for 2015 and 2016 need to be calculated so that the Kindergarten classes of 2020 and 2021 can be projected.

Table 4 contains housing data from within the District. This data is compiled from a variety of



sources including the 2000 Census, and the 2005-09 & 2010-14 American Community Survey. The 2000 Census provides an exact count of the housing units in the District, while the two American Community Surveys provide only an estimate of the total housing units and come with a margin of error. When comparing two surveys it is vital that we acknowledge these margins of error so that an accurate comparison can be determined as to whether or not any changes between surveys are “real”. To determine if the changes are indeed “real” the estimates from both surveys must be determined to be *statistically significant*. A general rule of thumb is, if the two estimates are within the margins of error from each other, then it is likely that they are not *statistically significant*. If they are not *statistically significant*, then the determination is that no change has occurred. It is also worth noting that, even if the two estimates are determined to be statistically significant, that does not mean that the change is inherently noteworthy. It is possible that a statistically significant difference may only be so by a very thin margin- in which case very little difference exists between the estimates. For the purposes of this report, we would likely need to see a difference of hundreds of units before we could be confident that the estimates were both statistically significant and also noteworthy. **Table 4** provides a breakdown of housing units organized as Single Family (both detached, and attached), 2 Unit, 3 or 4 Unit, 5 or More Units, and Mobile Homes.

Where **Table 4** is designed to provide a macro view of the District’s housing stock with a detailed overview of the composition of the housing types; **Table 5**, in contrast, is designed to 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. While **Table 4** provides the bookends of a time series comparison (how many homes were within the District at two separate points in time), **Table 5** provides the ability to view how the trends have fluctuated on an annual basis. **Table 5** provides permit issuances since 1996 for the towns of New Scotland and Bethlehem. 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**.

Table 6 looks at existing home sales within the District. Similar to the challenges posed from measuring the number of births, existing home sales have historically only been measured at the municipal level. Since municipal boundaries and school district boundaries often do not align, determining the number of home sales within the District by looking at home sales in the municipality was less than ideal.

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 is 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.

Table 7 compiles all of the collected data and presents enrollment projections for the next five years. **Table 7** organizes the data by both individual grade, as well as by age-cohorts (K-5, 6-8, 9-12). This is the primary Table of the whole report and distills all of the information discussed from this report into one easy to read table.



New residential activity is handled in two sections of this study. The **Residential Building Activity** section provides an overview of approved and proposed new residential developments of 5 or more units located within the District. **Appendix A & B** provide a detailed overview of the current state of activity for all the approved developments, and provides a projected build-out schedule for the next five years.

Depending on the anticipated level of development, CDRPC may utilize demographic multipliers to assist in projecting future enrollment. In cases where development is anticipated to exceed recent norms for an extended period of time, demographic multipliers can be implemented to project the number of children generated by the new housing. These demographic multipliers account for such details as the number of bedrooms, the value of the housing unit, type of housing unit, and can project the number of children, by age group, that the housing development will produce. This method of projecting enrollment is best utilized in areas that are seeing unprecedented levels of building activity. Only after examining the anticipated building activity will it be clear if utilizing a demographic multiplier will be necessary.

Historical Enrollment Trends

The 20-year trend in total enrollment (**Table 1**) resembles that of a mountain, with a clearly defined incline, peak, plateau, and decline. In the mid 1990s, enrollment was on a steady and steep incline. In 1996-97, the district had a total enrollment of 4,624 students, between then and the 2006-07 peak, enrollment increased to 5,182- slightly more than 12% growth in ten years. In that period, the District averaged 62 new students every year, with enrollment increasing by 90 or more students in four of the nine years where comparisons are available.

Once enrollment peaked in 2006-07, the District did not see a very elongated plateau. Instead, enrollment almost immediately cooled and began a steep decline. In just two years, enrollment had declined by almost 100 students, four years after peaking, enrollment had declined by almost 200 students (3.7%) and six years after peaking, enrollment had declined by more than 340 students (6.6%). This trend has continued, and 2016-17's enrollment was 635 (12.3%) fewer than the peak enrollment. 2016-17's enrollment of 4,591 was slightly higher than enrollment a year earlier which set a 20-year enrollment valley. While enrollment declines have slowed in recent years, it is too early to determine if this is an anomaly or the beginning of a new trend.

While the District has seen total enrollment rise and fall, kindergarten enrollment has been a model of consistency. For the last 20 years, enrollment in kindergarten has averaged an annual change of just one single student, and average percentage change of .5%. The 20-year enrollment history shows that kindergarten enrollment peaked in 2000-01 at 324 students, and has generally experienced a very mild decline since. 2016-17's enrollment of 294 is spot on with the 20 year average enrollment of 295 students, however both 2013-14, and 2015-16 saw kindergarten enrollment fall below 270 students, a threshold that has only happened one other time in the 20-year history. In fact, 2015-16's enrollment was a 20-year low in enrollment, and the second lowest recorded enrollment after 1995-96's 260. The 294 students of 2016-17 represent a decline of 30 (9.3%) students from the 2000-01 peak.

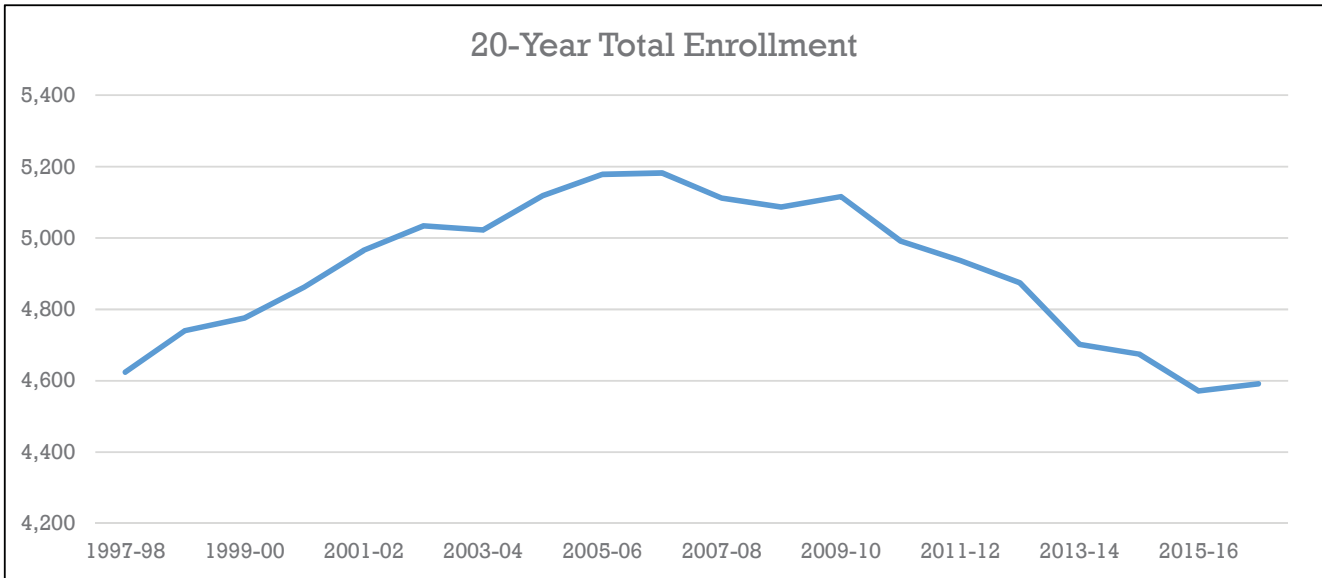


Figure 1. 20- Year Total Enrollment: Figure 1 provides the overview of the District’s total enrollment over the previous 20 years. Notice the persistent nature of the slopes on both sides of the peak. Over a ten year period, the district gained 557 students, peaking at 5,181 in 2006-07. For the nine years between the 1998-99 and 2006-07 school years, year-to-year enrollment gains topped 100 students twice, and topped 90 students another two times. The declines have been slightly steeper. In the 10 years since peak enrollment, the total number of students has declined by 635. While only two of those years saw year-to-year declines of greater than 90 students, those two years saw declines of 123 and 172 respectively.

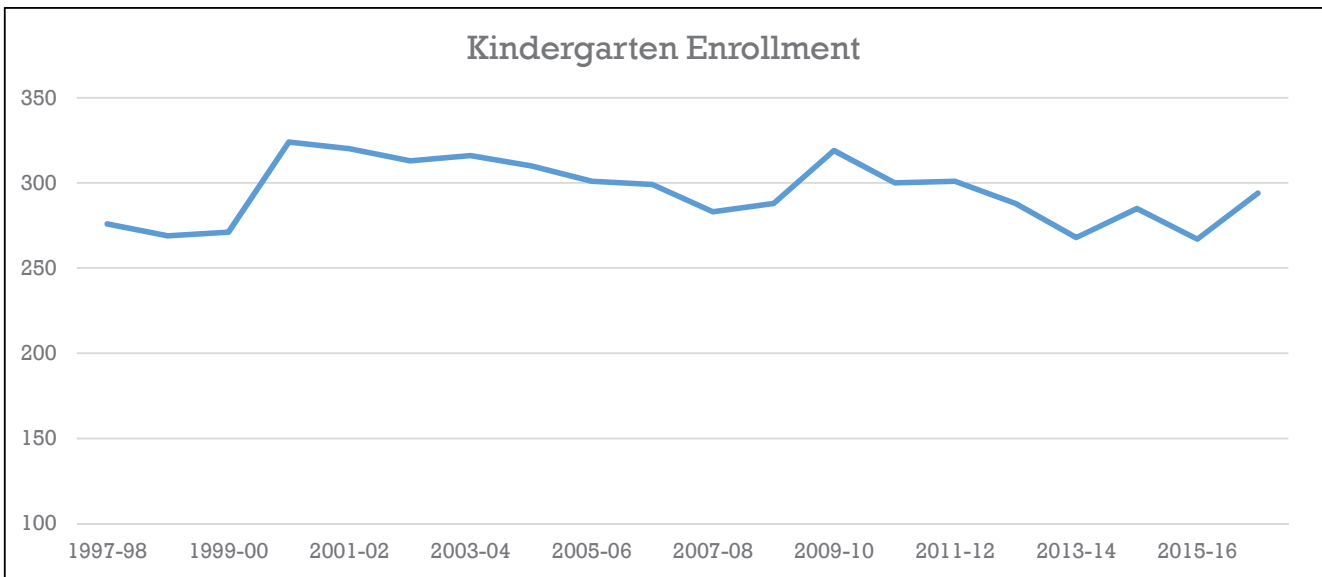


Figure 2. Kindergarten Enrollment: Figure 2 illustrates the general consistency of kindergarten enrollment over the 20 year period. While there has been a general decline in kindergarten enrollment, it has not varied wildly. However, for the past five years beginning in 2012-13, enrollment has remained below 300 students.



Enrollment by grade cohort (**Table 2**) generally follows the same trend as total enrollment. Enrollment for grades K-5 has generally followed a gentle downward slope over much of the last ten years. When viewing the enrollment history from a 20-year window, the impression is that the first 10 years are divided between the final years of enrollment growth, and then a short plateau, while the final 10 years are reserved almost exclusively for enrollment declines- leaving us with a slightly skewed vision that omits years of enrollment growth that took place outside of the 20-year window. The cohort's enrollment peak occurred in 2005-06 with 2,242 students, 9.0% larger than enrollment from 1997-98. Enrollment enjoyed a period of plateaued enrollment from 2002 to 2006 when it settled slightly above 2,200 students. Following the peak in 2005-06, enrollment began to decline. Only two years after peaking, enrollment slipped below 2,200 students and has not recovered. For the first four years after peaking, the year-to-year enrollment declines were mild, averaging .82% decline annually; this changed in the 2010-11 school year when enrollment declined 3.0% from the previous year. From 2010-11 through 2015-16, enrollment declines averaged 2.9%, or 59 fewer students every year. 2016-17 saw a reversal of this trend, however, with enrollment increasing from the previous year, the first time this has happened since the 2005-06 school year. Enrollment increased 1.5% to 1,843, still well below the 20-year average of 2,085 however.

Enrollment in the 6-8 cohort is the smallest of the three cohorts, and has seen trends towards declining enrollment gather momentum in recent years. For ten consecutive school years (2000-01 through 2009-10) enrollment surpassed 1,200 students- resulting in a very stable enrollment plateau. During this time, the average year-to-year change was an incredible .05%, a year-to-year variation of just 4 students. Near the tail-end of this plateau, enrollment peaked at 1,252 students in 2008-09. The 2010-11 school year saw enrollment decline to below 1,200 before it again spiked to over 1,200 one final time in 2011-12. From 2010-11 through 2013-14 the general trend was one of very mild declines, with enrollment averaging 1,198 in those four years compared to 1,227 in the ten prior years. Subsequently, since 2013-14 the declines have been more pronounced, falling to 1,072 in 2016-17. These declines are a result of the declines in enrollment experienced in K-5 as small classes matriculated their way into the 6-8 cohort.

Finally, enrollment in the 9-12 cohort has shown the most volatility over the 20-year period. In 1997-98, enrollment was 1,415, and proceeded an uneven climb to a peak enrollment of 1,752 in 2006-07. Unlike the 6-8 cohort, there was not a relatively stable plateau period during the years around 2006-07. After peaking at 1,752, enrollment immediately declined to below 1,700 students, and only surpassed 1,700 again in 2009-10. The volatility in this cohort has continued to show itself in the general trend of declining enrollment for much of the last ten years. During this downward trend, enrollment has been punctuated by years where enrollment has spiked, including the last three years where enrollment has increased after declining to 1,586 in 2013-14. By 2016-17, enrollment had increased to 1,631. This recent trend of increasing enrollment is likely to be short lived as continued small classes advance through the K-5 and 6-8 cohorts, but the volatile nature of 9-12 does present cause for caution that the trend may not be as linear as expected.

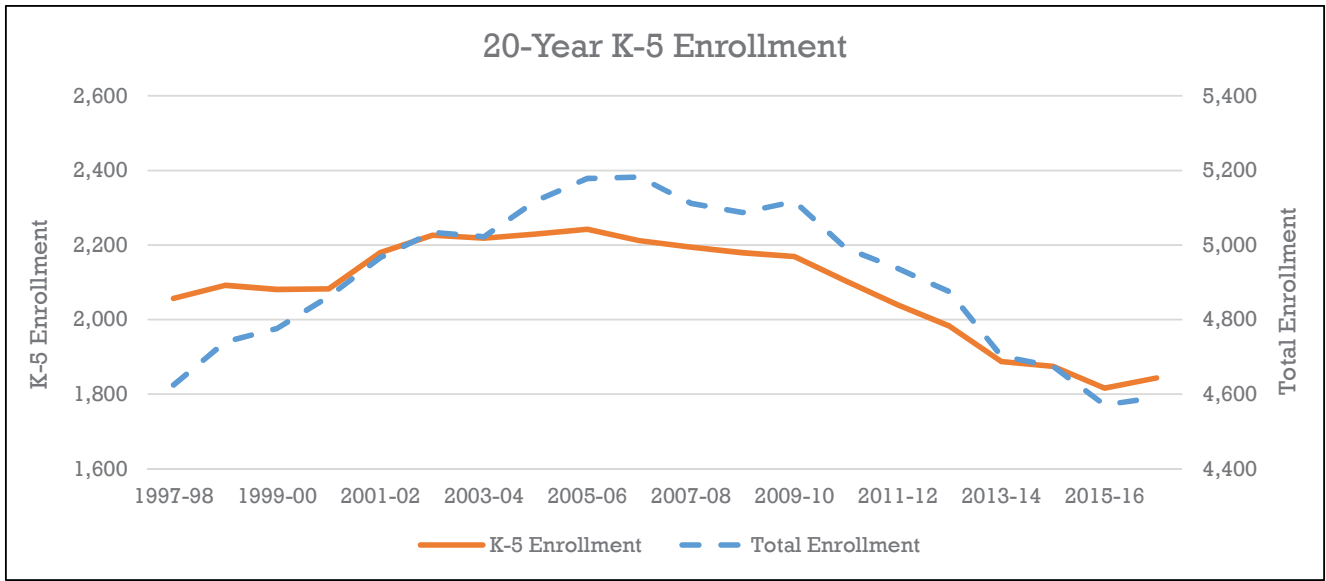


Figure 3. 20-Year K-5 Enrollment: The solid orange line represents K-5 enrollment while the dotted blue line is Total Enrollment for the District and is represented on the right axis. As Figure 3 shows, K-5 enrollment began to level off slightly before total enrollment peaked, with K-5 enrollment peaking one year before the District’s total enrollment peaked. Since then, as enrollment in K-5 has declined, the District’s total enrollment has mirrored it.

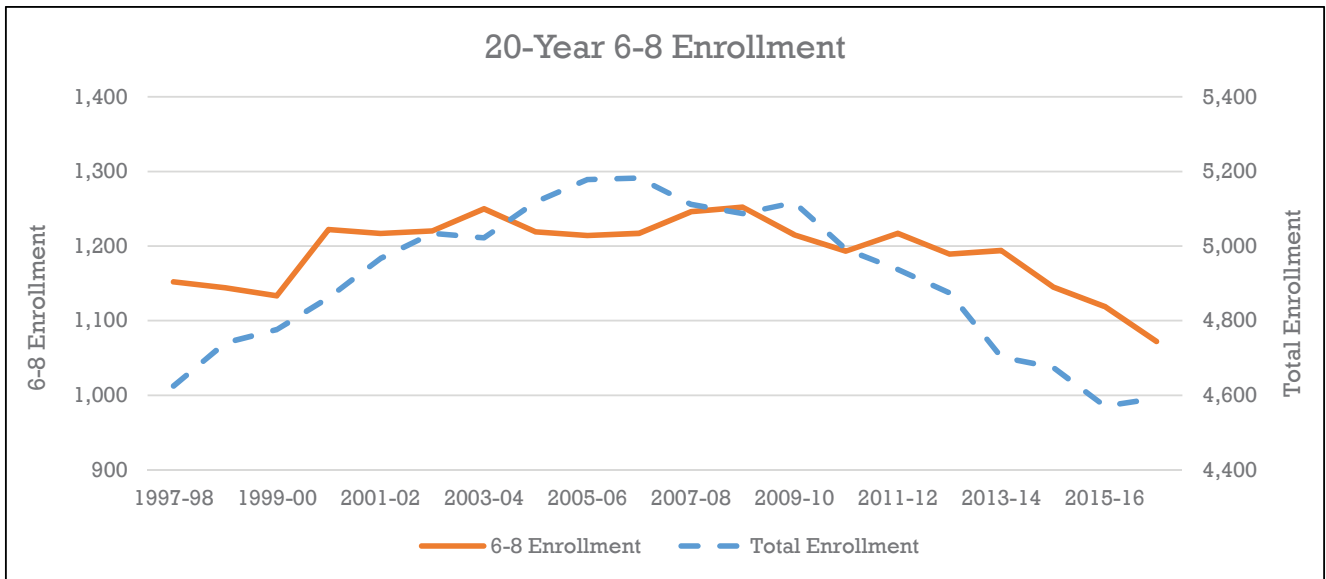


Figure 4. 20- Year 6-8 Enrollment: Enrollment in grades 6-8 has been stable for much of the last 20 years, enjoying a relatively long plateau where enrollment topped 1,200 students for ten consecutive years. Recently, however, enrollment has experienced a sharper decline, tumbling from more than 1,200 students to fewer than 1,100 in just five years. 2016-17’s enrollment of 1,072 set a 20-year low.



Generational Enrollment Patterns

In an attempt 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 how the District’s enrollment is tied to generations of children.

With 27 years of total enrollment data available, it is possible to 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 touch multiple generations of students. When measured from enrollment valley- to enrollment peak- to the next enrollment valley; a cycle stretches far beyond the 20-year window used in most studies.

In order to satisfactorily plot and understand the changing patterns of generational enrollment, it is useful to both define the generations of students that have proceeded through the District, and discuss the societal structures that influenced family creation.

Since the 1990-91 school year, roughly three generations of children have been students. While typically a “generation” is thought to be 20 years, 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 a rough start and end year. Since only the Baby Boomers are clearly defined, all subsequent generations are established from the end dates of the Boomers in 1964.

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 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 1990s. Composed primarily of the

Year	Avg. Age of 1st Birth	General Fertility Rate
1960	21.8	3.65
1965	21.9	2.91
1970	22.1	2.48
1975	22.3	1.77
1980	23.0	1.80
1985	23.5	1.84
1990	23.8	2.08
1995	23.8	1.98
2000	24.5	2.06
2005	25.2	2.06
2010	25.4	1.93
2014	26.3	1.86

Source: Average Age of First Birth: *Vital Statistics of the United States, 2003, Volume I, Natality*. Centers for Disease Control and Prevention.

Data for 2005 through 2010: *National Vital Statistics Report, Vol 56, #6*. Center for Disease Control and Prevention. December 5, 2007. And *National Vital Statistics Reports, Vol 61, #1*. Center for Disease Control and Prevention. August 28, 2012.

Fertility Rate: Between 1960 and 2012, the world average fertility rate halved to 2.5 births per woman. Suzuki, Emi. *World Development Indicators*; from The World Bank

US Birthrate Declines for Sixth Consecutive Year, Tamar Lewin; New York Times. December 4, 2014

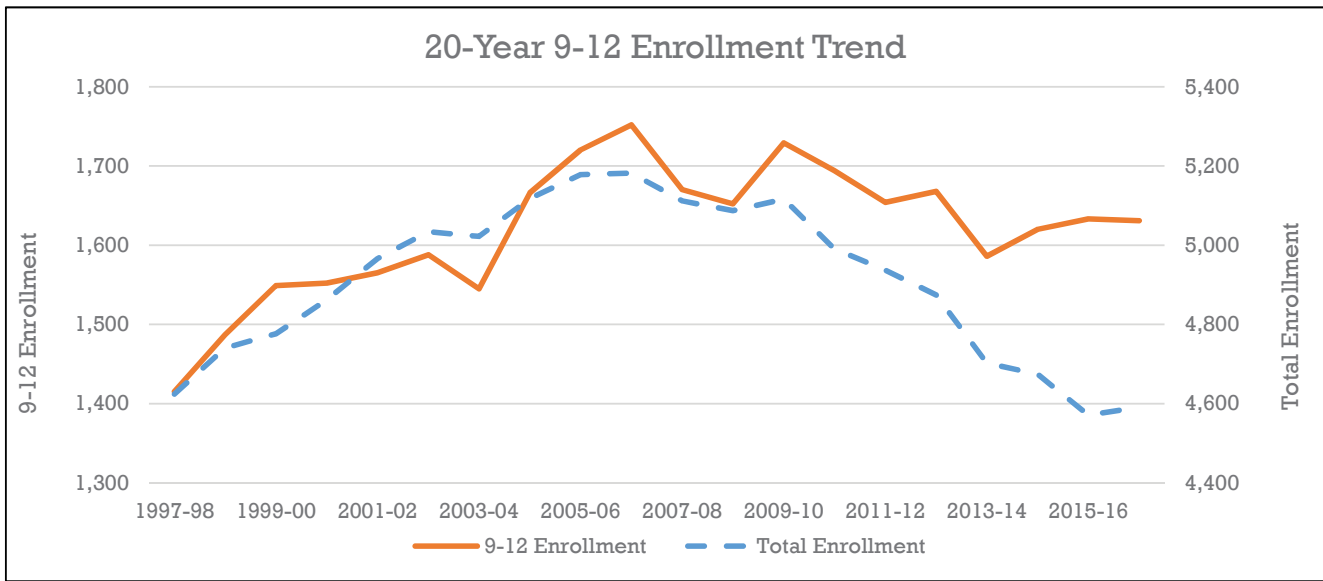


Figure 5. 20-Year 9-12 Enrollment Trend: The long term trend in enrollment for the 9-12 cohort is that of increases, but the more recent trend suggests that an enrollment peak has been reached and the beginnings of long term declines are just beginning. The volatile nature of 9-12 enrollment makes it difficult to identify a prolonged plateau for the cohort, and suggests that any declines are unlikely to be as linear as the other cohorts.

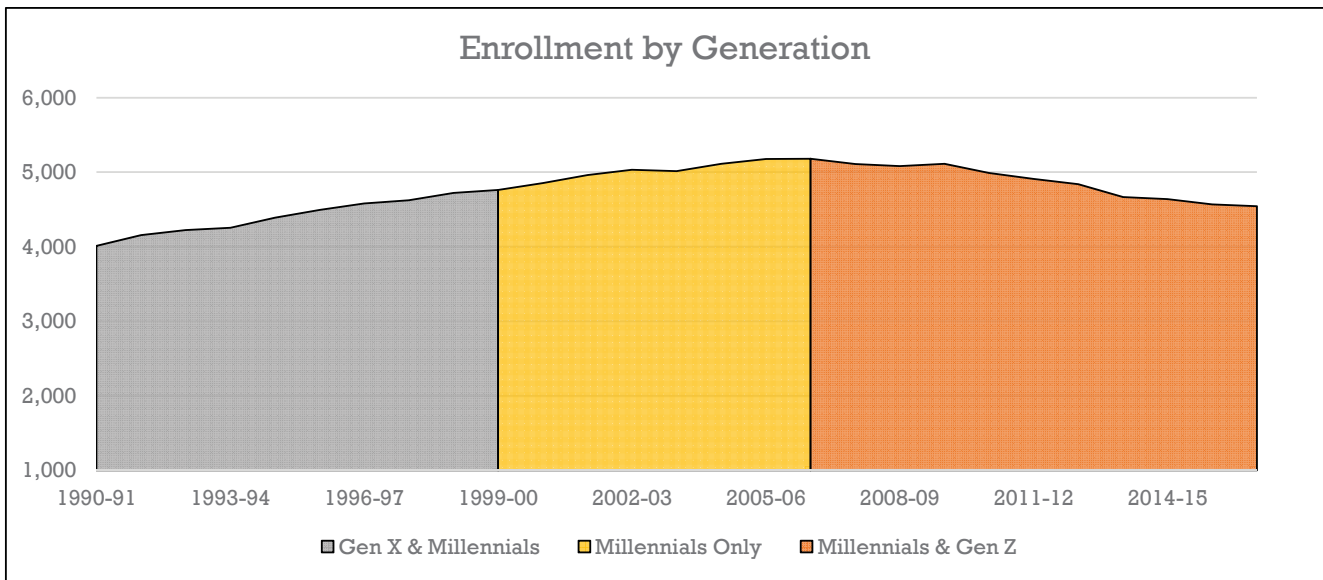


Figure 6. Enrollment by Generation: District-wide enrollment began to climb throughout the 1990s as more Millennials entered school. Even with the exit of the last Gen Xer, Millennials continued to drive enrollment higher, eventually cresting above 5,000 students. But as the older Millennials graduated, they were replaced by members of Gen Z, a smaller generation born predominately from Gen X parents. Soon, enrollment began to decline- declines that are likely to continue until Millennials begin to have children of their own in high concentrations.



children of the Boomers, this generation is sometimes thought of as an “echo” of their parents.

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 that preceded the Boomers. This generation is smaller than the Millennials and are primarily the children of Gen Xers.

With the generations defined, exploring the fluctuations in the average age of a woman’s first birth, and the general fertility rate, may help to understand how enrollment has ebbed and flowed, and provide insights into what may be expected in the near future. In 1960, the average American woman was having her first child just shy of her 22nd birthday. Concurrently, the average number of children per woman was 3.65. Assuming 1960 was similar to previous years, this explains the high number of children associated with the Baby Boom, women were starting families at a young age and having more than 3 children on average.

Five years later in 1965, a year after the end of the Baby Boom, the average age at which a woman was having her first child had remained stable, but her fertility rate had declined to less than three children on average. Only ten years later, in 1975, the average age had climbed slightly to just over 22 years old, but the fertility rate had declined dramatically to 1.77 children per woman on average, a 51.5% decline in the fertility rate from 1960. This rate remains one of the lowest ever recorded and helps explain the “Baby Bust” that define Generation X.

Since 1975, there has been a slight rebound in the fertility rate, approaching or exceeding 2.0. But that rebound has been tempered by the fact that the average age of a woman when she has her first child has climbed steadily. From 1975 to 2014, the average woman is waiting four years longer to have her first child. While four years may not seem to be a noteworthy increase, when it is paired with lower fertility rates it creates a situation in which the children who are expected to replace graduating students are late in arriving and aren’t arriving in sufficient numbers to maintain enrollment rates.

Beginning in 1980, fertility rates saw a modest improvement and pushed upwards of 2.0 through 2005. Much of this period resulted in children who are classified as Millennials, a very large generation that reflects their Boomer parents. This is where Figure 6 picks up the story. By 1990, the children of the Baby Bust had been in school for years, but they were now being joined by the growing generation of the Millennials. Just a few short years earlier, before the Millennials entered school, enrollment had been dependent on a single generation of children, a generation that was small in comparison. Buoyed by the arrival of the Millennials, the District’s total enrollment began to increase throughout the 1990s.

By 2000, the last of the Xers had graduated from high school, leaving Millennials alone to comprise the student population. The generation is so large, however, that enrollment continued to rise, before eventually reaching its aforementioned peak of 5,181 in 2006-07. This would mark a peak of enrollment, as well as the final year in which Millennials were the sole generation enrolled.

2007-08 saw the introduction of Generation Z into the school district in the kindergarten classes. This coincided with the long steady decline in enrollment as large classes of Millennials were



replaced with small classes of Gen Z. By 2019-20, the last of the Millennials will be finishing high school, leaving Generation Z to wholly comprise the student body- and declining enrollment is likely to continue.

Looking at the data in this manner does help set the stage for what the District should expect on a macro level over the next handful of years. In 2016, the oldest Millennial is roughly 33 years old, far older than the average age for having her first child. However, Millennials are, by and large, the most highly educated generation in American history. A generation who, from kindergarten forward, was encouraged to attend college in ways that had not happened previously. We know that, as a rule, the more educated a woman, the longer she waits to have a child and the fewer children she has.

But this fact alone does not tell the full story of Millennials and family creation. The oldest Millennials who decided to go on and get a four year degree would have been graduating in roughly the Spring of 2005. For these Millennials, and for many that followed shortly behind them, they would have been entering the workforce just before, or right as, the worst recession since the Great Depression rocked the economy. The Great Recession of 2007-08 has had long term ramifications on Millennials, ranging from short term struggles with unemployment, to long term struggles with earning potential that was damaged due to long term depression of wages.

A highly educated generation, that did not enter the workforce with a high degree of confidence or certainty in their economic future, was primed for delaying family creation. However, the economy for many has been improving, unemployment is low which puts pressure on wages to increase, meanwhile the biological clock is still ticking. It is possible that Millennials are primed for a surge in births as the older members of the generation who put off family creation longer than expected due to outside pressures, find themselves in position to start a family. When/if this is to happen is the million dollar question, but if it is, then we would expect to see a surge in births in the upcoming years.

School District Births

So what does recent data tell us regarding the number of births, are there any hints at the imagined Millennial surge in births?

Since 2002 (**Table 3**), the District has seen the number of births generally decline before flat-lining between 2010 and 2012. 2013 and 2014 saw modest improvements in the number of births within the District, surpassing 200 for the first time since 2009, but it's too early to know if this is the beginning of a new trend or if it's just an anomaly. We will have to wait until data for 2015 and 2016 is released to determine if a trend of increased births has emerged.

It stands to reason that, based upon the 17 years assigned to Generation X, and with Generation Z beginning roughly in 2002, that a new generation of children should begin to appear sometime around 2018, so we are entering a period where the 2nd echo of the Boomers could begin to manifest itself.

The short term implications of this are easier to understand. Even if the birth rate were to jump substantially in 2015, any direct impacts on enrollment would not be felt for at least five years. This



means that any influx in enrollment from increased births alone will be predictable. The harder to predict element is if there is an uptick in birth rates, while at the same time an increase of movement into the district of families with sub-school age children. This phenomena can be very difficult to project because the data is not captured in either the birth data or the historical survival multipliers.

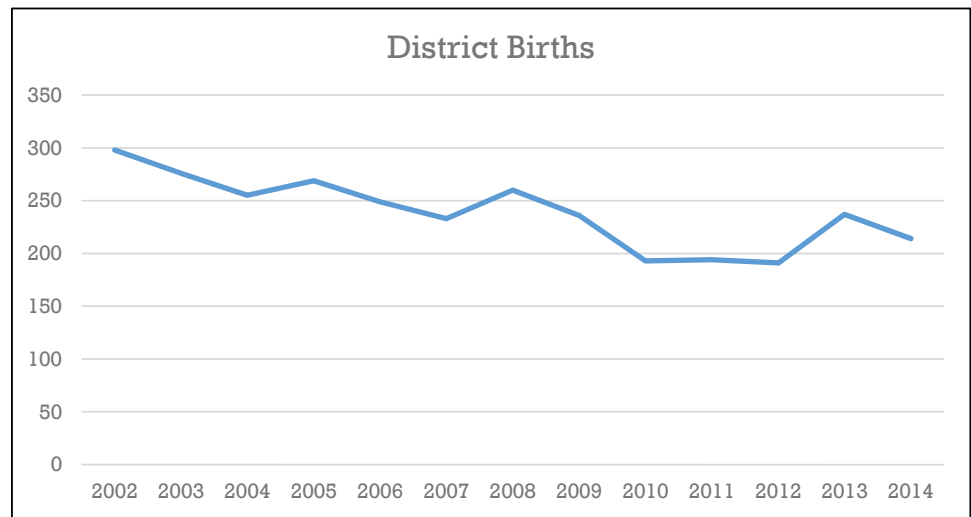


Figure 7. Since 2002 births within the District have slowly declined, with a noticeable drop between 2009 and 2010. From 2010-12, births remained below 200 children, before rebounding in 2013 and 2014. Only time will tell if this recovery in births is the beginning of a new trend.

Buildings, Building Permits, & Existing Home Sales

Table 4 highlights the total number of housing units in the District and organizes them by units per structure. As Figure 8 shows, in 2000 there were a total of 10,090 residential units throughout the District. Of these, 8,120 (80.5%) were single family homes—the traditional housing type found in American suburbs. The remaining 1,970 units were found in structures that contained multiple units such as duplexes, apartment buildings, and condominiums. By the 2005-09 ACS, total residential units had increased to 10,839, with the majority of the growth occurring in single family units, a 7.1% increase from 2000. The other area of growth was in residential structures with five units or more, jumping 60% to 832 units. As mentioned earlier, due to the nature of the ACS there is a margin of error for all of the estimates, so the 2010-14 ACS helps provide a reference point to guide our interpretation of the data. The 2010-14 ACS indicates that the total number of units has continued to increase modestly, up 3.4% from the 2005-09 ACS. Considering the margin of

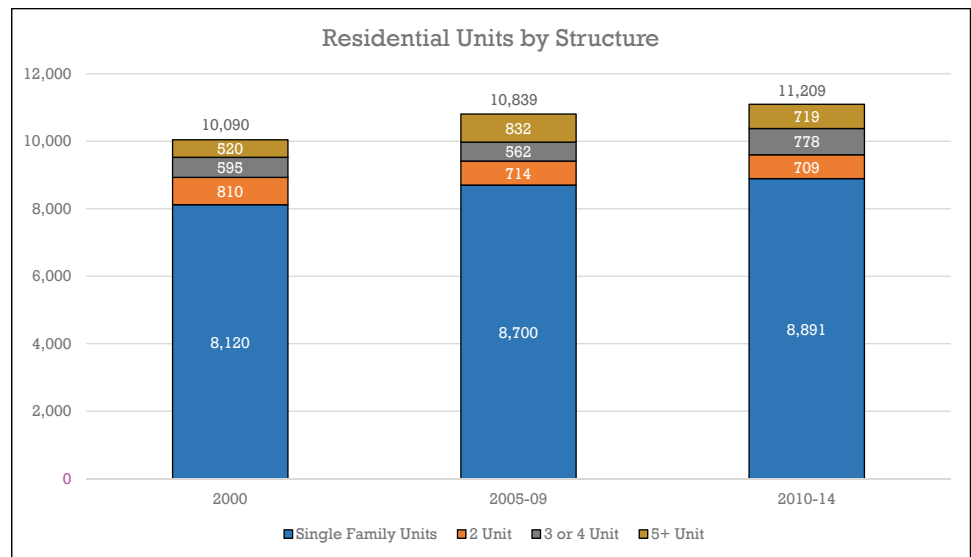


Figure 8. Residential Units by Structure. This figure shows the total number of residential units per structure within the Bethlehem CSD. In all three periods the dominant housing type is single family units, growing from 8,120 units in 2000 to 8,891 units in the 2010-14 ACS. Please note that mobile homes are not displayed in this figure.



error, this should be considered very modest growth. More importantly we see that there is some discrepancy between the breakdown of housing units. Single family units again showed an increase, but in the context to margins of error, it should be considered flat between the two periods. Conversely, structures of five units or more showed a decline, but that is also unlikely due to margins of error. Therefore, the area of growth is likely coming from structures with three or four units, which showed more than a 200 unit increase between the 2005-09 and 2010-14 ACS. This is likely outside of the margin of error.

The overall takeaway from **Figure 8** is that the number of housing units is continuing to increase, and that while single family units continue to dominate there has been a small shift towards multi-family units. The only housing type that has seen a perceptible decline is 2-unit structures. Both the 2005-09 and 2010-14 ACS' estimate numbers below the 2000 Census, indicating that this type of housing is falling out of style. Instead, housing is increasingly being concentrated in either single family units or in larger multi-unit structures such as apartment buildings or townhouses.

Table 5 reinforces this conclusion by illustrating residential building permit issuances throughout the towns of Bethlehem and New Scotland. While New Scotland has been very quiet over the last 36 years, Bethlehem has been very active. The period of heaviest activity was in the mid to late 1980s and was typically in favor of single family units. The late 1990s and Aughts saw single family units dominate permit issuances, with very little activity for multi-family units. Since the Great Recession, however, there has been a turn towards more permits for multi-family units. In fact, permits for structures with three or more units reached 248 in 2015, by far the highest total recorded for multi-family structures. Not only did this more than quadruple the number of single family units permitted in 2015, but overall 306 units received permits- the highest number in a single year since 1992.

Table 6 explores existing home sales throughout the District. With only two full years of data available (data for 2016 is for the first eight months of the year) it is difficult to ascertain any trends in the data- but some observations can be made. In 2014 and 2015, the District saw 306 and 355 homes sold respectively, an average of 25.5 and 29.6 per month over a 12 month span. Through August of 2016, 254 homes have been sold- an average of 31.8 homes per month. Assuming that the Fall and Winter months do see a slowdown in sales, it is still very likely that the total number of homes sold in 2016 will end up on pace with 2015. Unfortunately, it is impossible to determine the demographics of those that are purchasing these homes, including if they are from outside the District. Do they have school age children? How many children do they have? We do know that the average sale price of an existing home in 2016 was \$286,267, by far more affordable than much of the new housing stock being developed around the Region. Every year that passes provides CDRPC a better understanding of the housing market in Bethlehem, but without sufficient historical data, all that we can do is observe the housing market and await to determine if any trends emerge. If enrollment begins to climb dramatically at the same time existing home sales rise, then it may be possible that there is some causation taking place. With much of the Town of Bethlehem built-out, leaving limited space for new large scale residential development, it is likely that the sale of existing homes will present the best opportunity for an influx of new residents.



Residential Building Activity

The following is the most recent status report of approved and proposed residential developments in the District. **Appendix A & B** has a complete listing of approved large residential developments and a tentative building schedule for each. Subdivision for which final approval is pending are not included in either appendix.

Town of Bethlehem

The Bethlehem CSD encompasses much of North Bethlehem. The District cuts the Town roughly in half with south Bethlehem in the Ravena Coeymans Selkirk school district. The Town of Bethlehem is one of the oldest suburbs in the Capital Region and saw heavy development in the Post-War years and again in the 1990s. With the completion of the Northway, development during the 1970's and 1980's shifted to North of Albany into Saratoga County, leaving suburbs like Bethlehem to see slower rates of development.

Approved Developments

1. **Delmar Point.** This large scale multi-family development located north of Delaware ave, east of Fisher boulevard, and west of Longmeadow Dr, is slated for 46 single family attached homes. Construction has recently begun on the infrastructure and buildings, with completion expected early in 2018.
2. **Hamlet Apartments.** Located off New Scotland Road (roughly 1319 New Scotland Road), this 32 unit complex is under construction and is expected to be completed by early 2017.
3. **Jolley Road.** Located at the north terminus of Jolley Road, north of Glenmont Road, this development is planned for both single family detached, and single family attached (townhouse), units. 50 single family detached and 52 townhouse units, are to be developed concurrently with both being completed in early 2018.
4. **Newell Place Phase 1.** South of Feura Bush Road, and west of Wemple Road, this development is planned for two phases. Phase 1 is currently under construction and is planned to have 40 single family detached units. Development has been slowed slightly, and full build-out is not expected until 2018.
5. **Newell Place Phase 2.** Planned for South of Feura Bush Road and east of Hasgate Dr, Phase 2 of Newell Place is slated for only 9 single family detached units. Construction is not expected to begin until the summer of 2017 with completion sometime in 2018.
6. **Pines at Normanside.** Located off Leonard Place off of Delaware Ave, this 8 unit single family detached is nearing completion and should be complete by the end of the year.
7. **The Gables.** This 25 single family detached development, located at 454 Delaware Ave, is nearing completion and should be finished by the end of the year.



8. **Waldenmaier/Kenwood Subdivision.** Planned for 9 single family detached units, this development is located north of Kenwood Ave and east of Rockefeller Road, this development has been very slow. Construction began June 2015 and is tentatively slated to be completed in 2017.

Of a total 271 approved residential units, only 33 are either completed or underway, leaving 238 units awaiting construction.

Proposed Developments

1. **267 Delaware Ave Apartments.** Located at 267 Delaware Ave, this apartment building has been proposed for 6 units.
2. **Bender Farms.** This 26 lot single family detached subdivision is proposed for Bender Lane, south of the Delmar Bypass.
3. **College Park Subdivision.** Proposed for 13 single family detached units, this development is slated for construction off of Wemple Road, south of Windham Hill Road.
4. **Elm Ave Subdivision.** With 60 proposed single family detached units, this development will be located in the general area located south of Delmar Bypass, east of Elm Ave, west of Fieldstone Drive, and north of Feura Bush Road.
5. **Fitzpatrick Subdivision.** Located off Bender Lane, this proposed development will consist of 9 single family detached lots.
6. **Hamden Woods.** Slated for 40 single family detached units, this proposed development is to be located a 494 Elm Ave.
7. **Kenwood Ave.** With 57 single family detached lots, this development has been proposed for 65 Kenwood Ave.
8. **McCormacks Hollow.** Located at North Street and write Lane, this ten lot single family detached development is early in the planning process.
9. **Old Couse Farm.** Located at New Scotland Road and Couse Lane, this proposed development of 82 single family detached units is early in the review process.
10. **Phillipin Kill Manor.** Located between West Fisher Boulevard, north of Orchard Street and south of New Scotland Road, this development is proposed to have both 13 single family detached units, and 36 single family attached townhouses.
11. **Quality Apartments.** This proposed development of 18 apartments is planned for 224 Delaware Avenue.



12. **Stonefield Subdivision.** Proposed for 29 single family detached units, this development is slated for construction between south of Feura Bush Road, east of Bain Road, and west of Corrit Drive.
13. **Wemple Road Apartments.** This development is early in its conceptual stage and is likely to be a combination of apartments and townhouses. The proposal includes 96 units.

The 21 approved and proposed developments combine for 766 total units, the vast majority of which are planned for single family detached housing. When examining the need for using demographic multipliers in order to buttress future enrollment projections, single family detached units are the most likely to result in children as opposed to apartments or townhouses which do not result in as many children. With potentially 766 residential units to come online, it would seem obvious that demographic multipliers would be needed in order to accurately anticipate future enrollment. However, the relatively slow progress of the approved developments, and the unclear timetable for most of the proposed developments, makes it difficult to ascertain exactly how quickly these new homes will come online. Obviously, if all 766 units were to come online in just a handful of years, that would likely lead to a flood of new students entering the District. Conversely, if only a fraction of those 766 units were to come online- and do so over a prolonged period of time, any impact in enrollment would be smaller and could more accurately be projected. Since relatively few new homes will be completed within the next year or two beyond the historical average, CDRPC will not use a demographic multiplier for this year's projections- there likely will not be enough new children from these homes to warrant the use of the demographic multipliers. However, in the coming years as a clearer picture begins to emerge of the building patterns of these developments, it is possible that multipliers will need to be used in order to compensate for an influx of new residents.

Five-Year Enrollment Projections

Table 7 provides the district-wide projections through the 2021-22 school year. Highlighting some of the trends expected over the next five years:

- Total enrollment will continue its recent decline. By 2021-22 enrollment is projected to be just 4,179, a decline of 412 (9.0%) in just five years.
- Enrollment in kindergarten is projected to be erratic, but remain roughly on track with its long term trend. The kindergarten class of 2016-17 (294 students) was a very strong class despite only 193 births five years prior in 2010. The strong kindergarten class resulted in a record high survival multiplier of 1.52, shattering the prior record of 1.38. The District in general is seeing birth to kindergarten survival multipliers strengthen, but it is not expected that a multiplier of 1.52 will become the norm. As a result, kindergarten is expected to experience a noteworthy decline in 2017-18 as a small birth class of 2012 (191 children) will likely not duplicate the high survival multiplier of the kindergarten class of 2016-17.
- Declines in enrollment for the K-5 cohort are projected to slow. By 2021-22, enrollment is projected to decline to 1,734, 109 (5.9%) fewer students than in 2016-17. Of the three

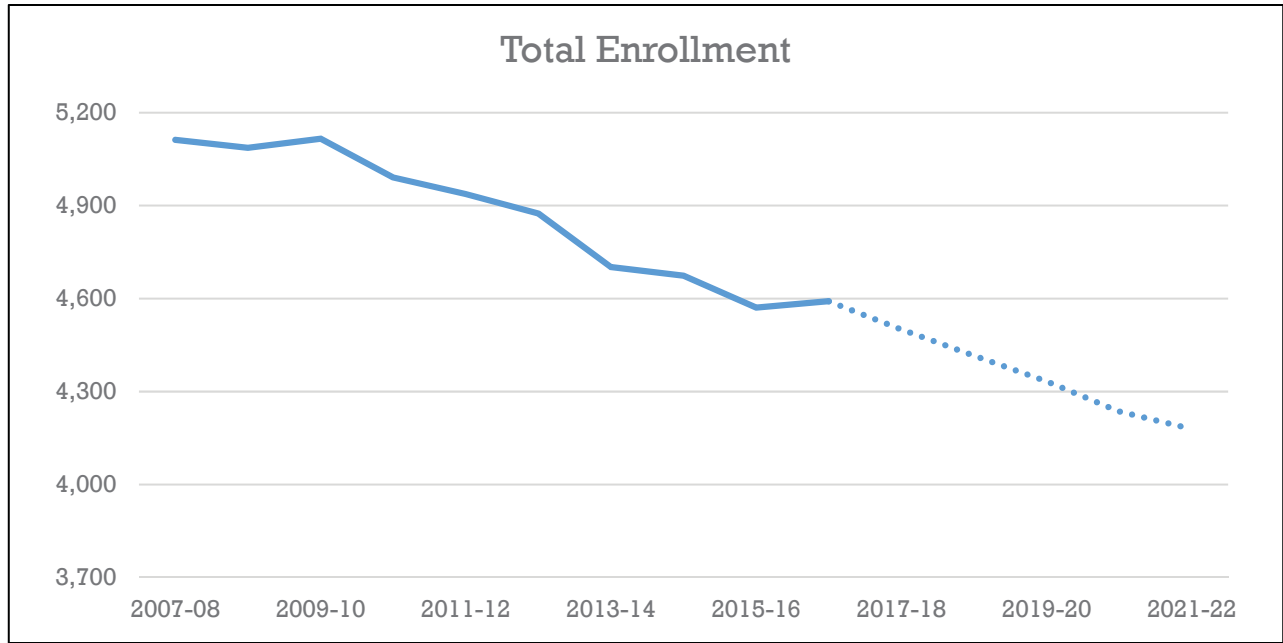


Figure 10. Total Enrollment: Projections indicate that the District’s total enrollment will continue to decline throughout the projection period. By 2021-22 enrollment will decline to 4,179, a 9.0% decline from the current K-12 enrollment of 4,546, and a 19.4% decline from peak enrollment.

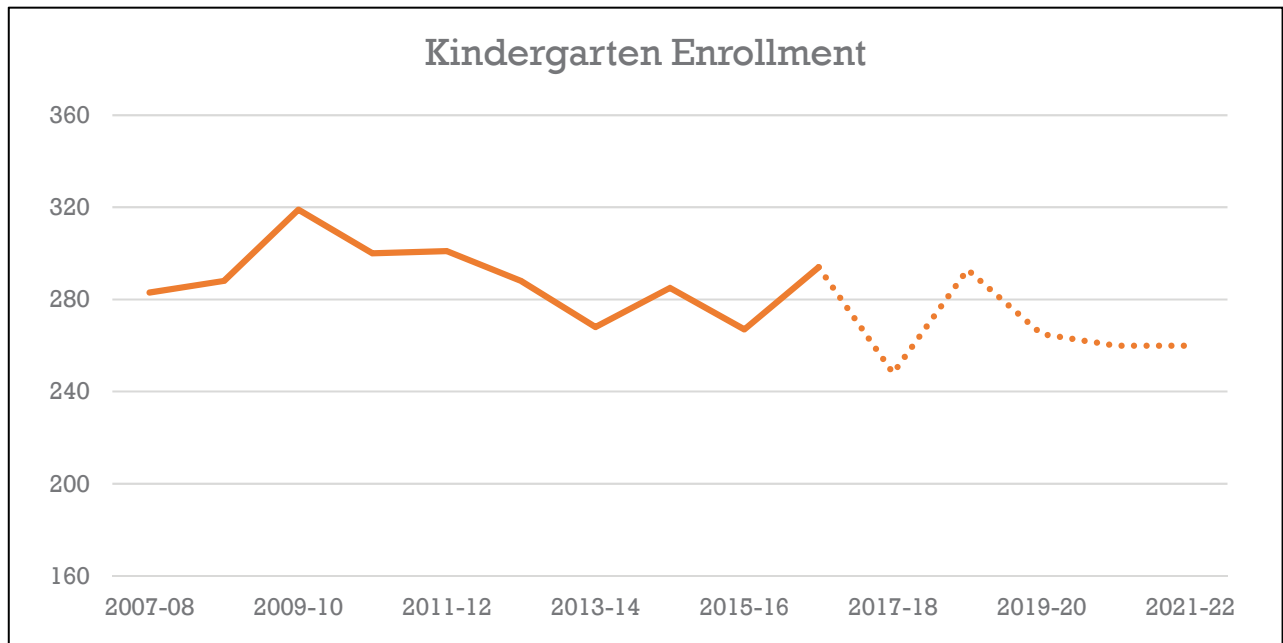


Figure 11. Kindergarten Enrollment. Overall, kindergarten enrollment will decline slightly through the projection period, while also continuing its volatile nature. From 2010 through 2012 the District witnessed a limited number of births annually (Table 3). However, unless the District experiences a third year of unusually high kindergarten survival multipliers, with only 191 children born in 2012, it is likely that the kindergarten class of 2017-18 will be much smaller than the previous year’s kindergarten class.

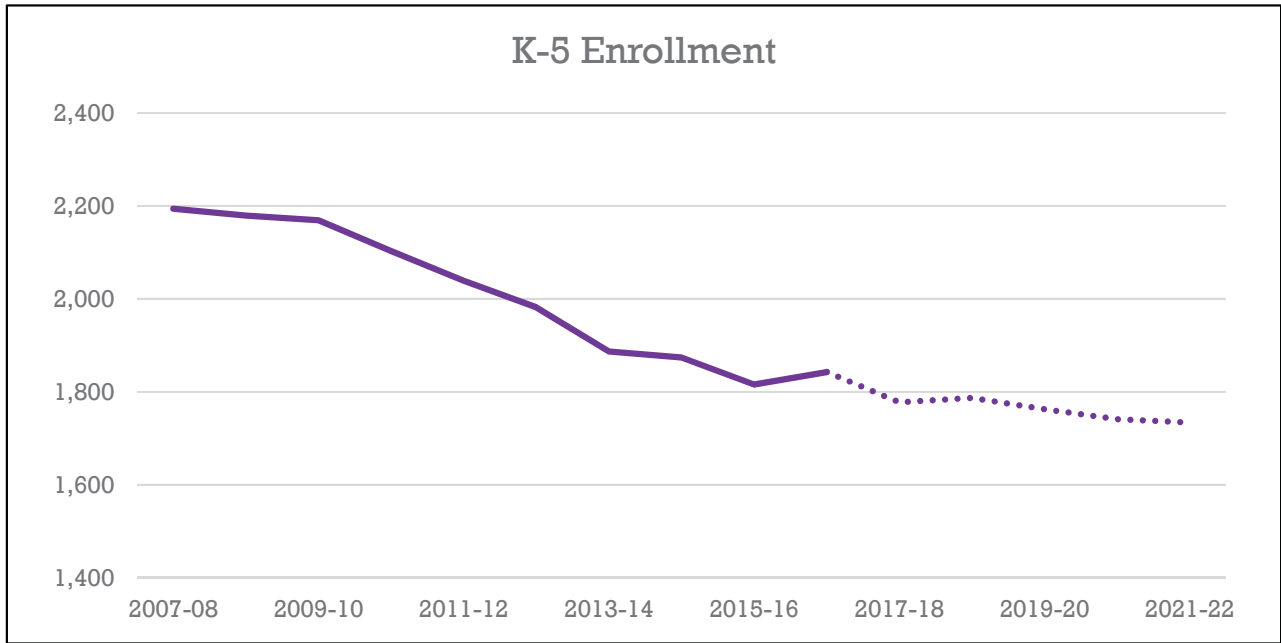


Figure 12. K-5 Enrollment. Of the three grade cohorts, K-5 is the only one that shows evidence of slowing its long term enrollment decline. After sharp contractions from 2010 onward, enrollment actually saw a slight increase in 2016-17. While this is not projected to continue, the declines are projected to slow dramatically. While it is too early to determine that stabilization, much less increases, are in the immediate future, it does suggest that years of sharp declines are coming to an end.

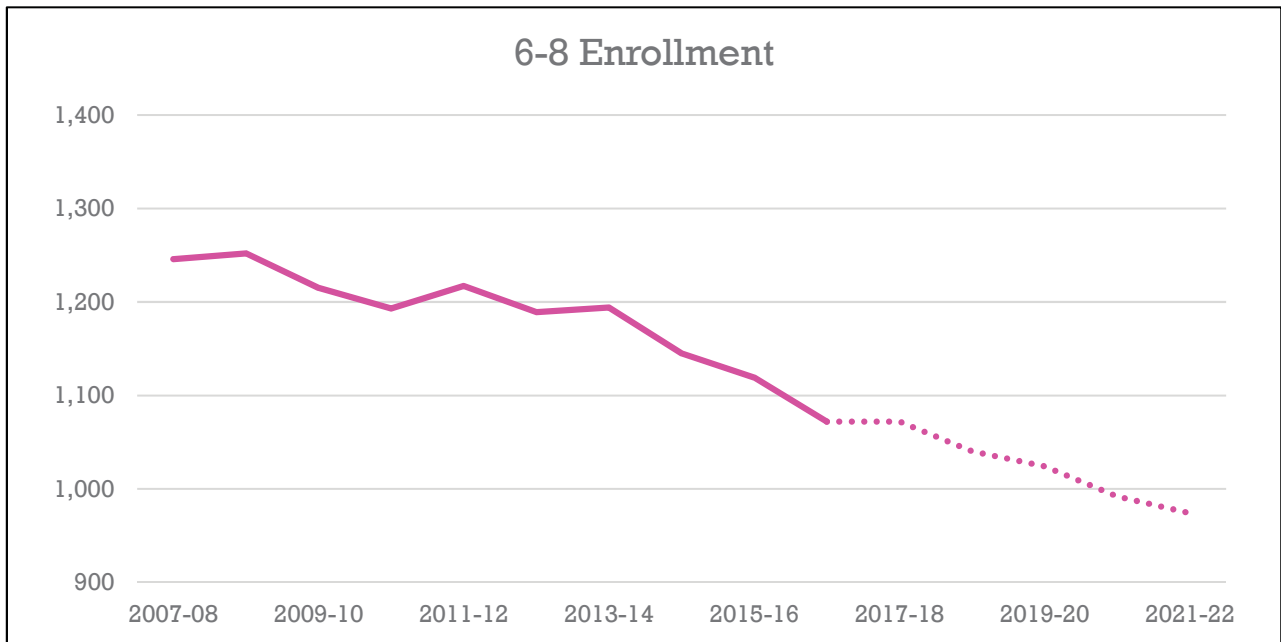


Figure 13. 6-8 Enrollment: Years of declines in K-5 have recently manifest themselves in the 6-8 cohort, leading to growing enrollment declines. Unlike K-5, the 6-8 enrollment does not show signs of slowing over the next five years, with enrollment projected to fall below 1,000 by 2021-22.

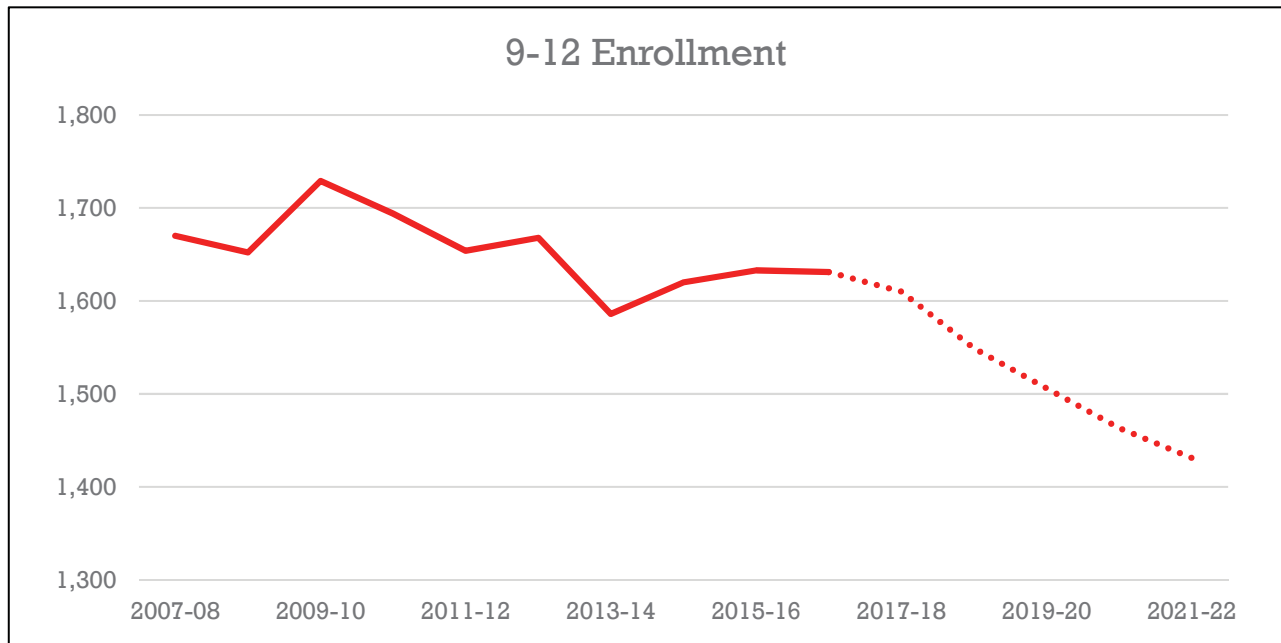


Figure 14. 9-12 Enrollment: No cohort will see steeper declines in enrollment than grades 9-12. From 2016-17 to 2021-22, enrollment is projected to decline by over 12%. By 2021-22, enrollment is projected at 1,431 students, the lowest enrollment since the 1997-98 school year. Without an influx of new students, it is likely that declines in enrollment will continue for much of the next decade.

grade cohorts, K-5 will see the smallest percentage decline from 2016-17. This suggest that enrollment is approaching the tail end of a period of persistent declines and the District may be looking at enrollment stabilizing in the medium term.

- For grades 6-8, enrollment will continue to decline through 2021-22. By the end of the projection period, enrollment is expected to decline to 974- a 98 (9.1%) decline from 2016-17. Unlike the K-5 cohort, there is not much evidence to suggest that the declines in the 6-8 cohort are approaching stabilization. It will take several additional years beyond the projection period for any stabilization in K-5 to be reflected in 6-8.
- After years of being slightly insulated from the enrollment declines impacting the younger cohorts, the grades 9-12 cohort will see persistent declines arrive. The declines will begin minor before growing quickly. By 2021-22, enrollment is projected to decline 200 students to 1,431. This decline of 12.3% in five years marks the largest declines of any of the three cohorts. Without an influx of new students into the District, enrollment in grades 9-12 is likely to experience a decade of declines as the small classes from K-5 that began in 2010-11 work their way through high school.

These projections are based on the assumption that the approved residential developments within the District will develop at the rate anticipated, and that the proposed residential developments are approved and completed in a relatively slow manner in line with the pace seen from the currently active developments. As mentioned earlier, with potentially 766 units of residential development available, this could make a sizeable impact on the District’s enrollment if the developments were to



all be completed in a shorter period of time. Therefore, the new housing activity should be closely monitored to determine the rate at which the proposed developments will be approved, and how quickly they will be completed once approved.

Aside from enrollment growth due to a new construction, it is possible that strong growth in existing home sales could also reverse enrollment declines. With affordable housing prices and a highly regarded school district, Bethlehem could be an attractive landing spot for many young families. As one of the oldest suburbs of Albany, it is possible that Bethlehem has a high concentration of empty-nesters who may be interested in downsizing to smaller homes. This could open the market to many young families that are looking for a new home.

Conclusion

For the foreseeable future, enrollment district-wide will continue to decline. Neither birthrates, nor in-migration, have increased enough to reverse the long term trends of small classes replacing larger classes. Kindergarten enrollment is projected to remain relatively flat over the full five year period, despite year-to-year fluctuations, and that could result in eventual stabilization for the K-5 cohort in the medium term. Meanwhile, enrollment in the 6-8 and 9-12 cohorts will continue to decline; this is especially true for 9-12 which will see the steepest declines of the three cohorts.

The new residential building activity, both approved and proposed, is an area to watch more closely moving forward. With over 700 residential units either approved or proposed for construction, they represent a tremendous variable to long term enrollment trend. At this time it is not entirely clear how quickly the approved units will be constructed, or how quickly the proposed developments will be approved for construction. If approval is granted quickly, and construction is pursued aggressively, then the 700+ units could have an extreme impact on enrollment. Conversely, if approval is granted slowly and only partially, and construction is slowed by low demand, then the impact would be blunted significantly. In addition, existing home sales should also be closely monitored to ascertain the impact that housing turnover from empty nesters to young families with children may have on future enrollment patterns.



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Tables

School Enrollment Projections for Bethlehem Central School District



Appendix A
Bethlehem Central School District
Status of Approved Major Single Family Residential Subdivisions

Subdivision Name	Total Number Planned	Complete/ Underway	Remainder	2017	2018	2019	2020	2021
Town of Bethlehem								
Jolley Road	52	0	52	8	8	8	8	8
Newell Place Phase 1	40	0	40	5	5	5	5	5
Newell Place Phase 2	9	0	9	4	5	-	-	-
Pines at Normanside	8	7	1	1	-	-	-	-
Waldenmaier/Kenwood	9	1	8	4	4	-	-	-
<i>Total</i>	118	8	110	22	22	13	13	13

Appendix B
Bethlehem Central School District
Status of Approved Major Multi-Family Residential Subdivisions

Subdivision Name	Total Number Planned	Complete/ Underway	Remainder	2017	2018	2019	2020	2021
Town of Behlehem								
Delmar Pointe	46	0	46	30	16	-	-	-
Jolley Road (Townhome)	50	0	50	25	25	-	-	-
Hamlet Apartments	32	0	32	32	-	-	-	-
The Gables	25	25	-	-	-	-	-	-
<i>Total</i>	153	25	128	87	41	-	-	-

TABLE 1
Bethlehem Central School District
Historical School Enrollment : 1997-1998 to 2016-2017

	1997-98	1998-99	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
K	276	269	271	324	320	313	316	310	301	299	283	288	319	300	301	288	268	285	267	294
1	N/A	362	323	309	363	370	364	370	358	366	377	350	318	327	310	310	300	289	286	277
2	N/A	350	371	340	357	396	378	369	370	368	380	383	361	327	344	326	314	310	295	303
3	N/A	333	367	380	359	376	407	387	379	380	377	383	393	366	328	338	315	327	311	312
4	N/A	384	350	352	401	373	366	417	401	388	387	379	396	388	370	336	345	321	327	311
5	N/A	394	399	377	380	398	387	376	433	411	390	396	382	395	386	384	345	342	330	346
6	350	366	393	423	372	375	409	402	384	385	401	393	407	389	403	390	389	354	357	346
7	419	357	382	407	437	436	399	417	397	397	456	403	395	411	398	411	386	399	360	362
8	383	421	358	392	408	409	442	400	433	435	389	456	413	393	416	388	419	392	402	364
9	392	404	428	359	402	426	425	412	445	454	398	390	474	422	403	434	386	427	404	415
10	356	380	393	429	365	391	379	452	416	445	445	406	397	472	412	385	430	387	421	402
11	346	355	380	386	414	358	346	411	444	413	421	443	410	386	455	395	377	419	391	428
12	321	348	348	378	384	413	395	391	415	440	406	413	448	414	384	454	393	387	417	386
Ungraded	0	17	13	6	4	0	9	4	2	1	2	4	3	1	27	35	35	35	3	45
Total	4,624	4,740	4,776	4,862	4,966	5,034	5,022	5,118	5,178	5,182	5,112	5,087	5,116	4,991	4,937	4,874	4,702	4,674	4,571	4,591

Source: NYS Dept. of Education BEDS Data

TABLE 2
Bethlehem Central School District
Aggregate School Enrollment : 1997-1998 to 2016-2017

	1997-98	1998-99	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
K-5	2,057	2,092	2,081	2,082	2,180	2,226	2,218	2,229	2,242	2,212	2,194	2,179	2,169	2,103	2,039	1,982	1,887	1,874	1,816	1,843
6-8	1,152	1,144	1,133	1,222	1,217	1,220	1,250	1,219	1,214	1,217	1,246	1,252	1,215	1,193	1,217	1,189	1,194	1,145	1,119	1,072
9 - 12	1,415	1,487	1,549	1,552	1,565	1,588	1,545	1,666	1,720	1,752	1,670	1,652	1,729	1,694	1,654	1,668	1,586	1,620	1,633	1,631
Ungraded	0	17	13	6	4	0	9	4	2	1	2	4	3	1	27	35	35	35	3	45
Total	4,624	4,740	4,776	4,862	4,966	5,034	5,022	5,118	5,178	5,182	5,112	5,087	5,116	4,991	4,937	4,874	4,702	4,674	4,571	4,591

Source: NYS Dept. of Education BEDS Data

TABLE 3
School District Births
Bethlehem Central School District

<u>Year of Birth</u>	<u>Number of Births</u>	<u>Year to Enter Kindergarten</u>	<u>Kindergarten Students</u>	<u>Survival Ratio</u>
2002	298	2007-08	283	0.9497
2003	276	2008-09	288	1.0435
2004	255	2009-10	319	1.2510
2005	269	2010-11	300	1.1152
2006	249	2011-12	301	1.2088
2007	233	2012-13	288	1.2361
2008	260	2013-14	268	1.0308
2009	236	2014-15	285	1.2076
2010	193	2015-16	267	1.3834
2011	194	2016-17	294	1.5155
2012	191	2017-18	236	<i>1.2361</i>
2013	237	2018-19	293	<i>1.2361</i>
2014	214	2019-20	265	<i>1.2361</i>
2015	205	2020-21	253	<i>1.2361</i>
2016	205	2021-22	253	<i>1.2361</i>

Projections in italics

Source: NYS Department of Health Bureau of Health Statistics, Resident Live Births

TABLE 4
Bethlehem Central School District
Number of Housing Units

Year	Single Unit		2 Unit	3 or 4 Unit	5 or more	MH	Total
	1- Det	1- Att					
2000	7,705	415	810	595	520	45	10,090
2005-09	8,183	517	714	562	832	31	10,839
2010-14	8,425	466	709	778	719	112	11,209

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 Summary File 1 Accessed through the National Center for Education; 2005-09 & 2010-14 American Community Survey B25024 accessed through American Fact Finder

TABLE 5
Building Permit Issuances

Town of Bethlehem

Year	Single Unit	2 Unit	3 or more	Total
1980	108	6	0	114
1981	55	8	12	75
1982	62	8	0	70
1983	121	8	0	129
1984	145	38	4	187
1985	242	64	26	332
1986	239	96	8	343
1987	120	32	0	152
1988	137	2	126	265
1989	133	0	124	257
1990	89	0	40	129
1991	97	2	40	139
1992	207	0	109	316
1993	165	0	12	177
1994	150	2	0	152
1995	100	8	184	292
1996	99	10	16	125
1997	119	0	0	119
1998	165	0	6	171
1999	188	0	116	304
2000	189	0	0	189
2001	170	0	10	180
2002	168	4	34	206
2003	151	0	94	245
2004	140	6	0	146
2005	95	0	0	95
2006	71	14	0	85
2007	64	2	8	74
2008	46	0	0	46
2009	44	2	3	49
2010	32	0	22	54
2011	22	2	105	129
2012	40	0	86	126
2013	33	0	82	115
2014	58	0	9	67
2015	58	0	248	306

Town of New Scotland

Year	Single Unit	2 Unit	3 or more	Total
1980	10	0	0	10
1981	12	0	0	12
1982	14	0	0	14
1983	19	0	0	19
1984	25	4	0	29
1985	22	0	4	26
1986	54	10	0	64
1987	40	2	0	42
1988	22	6	0	28
1989	13	0	0	13
1990	19	0	0	19
1991	18	6	0	24
1992	20	2	24	46
1993	23	0	0	23
1994	19	2	0	21
1995	22	0	0	22
1996	12	0	0	12
1997	16	0	0	16
1998	17	0	0	17
1999	21	0	0	21
2000	20	0	0	20
2001	19	0	0	19
2002	33	0	0	33
2003	29	6	0	35
2004	16	0	0	16
2005	24	0	0	24
2006	36	0	0	36
2007	30	0	0	30
2008	6	0	0	6
2009	10	0	0	10
2010	18	0	0	18
2011	4	0	0	4
2012	11	0	0	11
2013	11	0	0	11
2014	12	0	0	12
2015	11	0	0	11

Table 6
Bethlehem Central School District Existing Home Sales

	# of units sold	Average Sale Price	Median Sale Price	Average DOM
2014	306	\$283,100	\$249,950	62
2015	355	\$275,122	\$250,000	58
2016	254	\$287,267	\$266,000	61

* Data for 2016 is for January through August only

TABLE 7
Bethlehem Central School District
Enrollment Projections : 2017-2018 to 2021-2022

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	294	248	293	265	260	260
1	277	305	257	304	275	270
2	303	287	316	266	315	285
3	312	306	290	319	269	318
4	311	316	310	294	323	272
5	346	316	321	315	299	329
6	346	356	325	330	324	307
7	362	351	361	330	335	329
8	364	365	354	364	333	338
9	415	372	373	362	372	340
10	402	412	369	370	359	369
11	428	399	409	366	367	356
12	386	427	398	408	365	366
Ungraded	45	40	40	40	40	40
Total	4,591	4,500	4,416	4,333	4,236	4,179

Aggregate Enrollment Projections : 2017-2018 to 2021-2022

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K-5	1,843	1,778	1,787	1,763	1,741	1,734
6-8	1,072	1,072	1,040	1,024	992	974
9-12	1,631	1,610	1,549	1,506	1,463	1,431
Ungraded	45	40	40	40	40	40
Total	4,591	4,500	4,416	4,333	4,236	4,179

2016-17 Represents Actual Fall Enrollment



Capital District Regional Planning Commission

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