

2019-2020 School Enrollment Projections

Averill Park Central School District



Capital District Regional Planning Commission

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Cover Picture Courtesy of Averill Park 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 2019-20 School Enrollment Projections for Averill Park Central School District provides five-year enrollment projections beginning with the 2020-21 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:

- **Total enrollment has increased slightly to 2,666.** This represents a .41% increase from last year's enrollment.
- [Kindergarten enrollment](#) is a key indicator and barometer for future enrollment throughout the District. This year's enrollment of 191 represents a much higher enrollment than projected after four years of consistent enrollment.
- Enrollment in all three cohorts (K-5, 6-8, 9-12) saw relative stability from last year's enrollment. After hitting a 20-year low last year, the K-5 grade cohort **experienced a 10 (.9%) student increase to 1,116.** The 6-8 cohort saw only **a slight decline with a loss of 2 (-.3%) students for 671 enrolled students** overall. The 9-12 cohort, after hitting a 20-year low last year, **increased by 4 (.46%) students to 875.**
- Total enrollment has been declining steadily since 2003-04. However, after hitting a 20-year enrollment low last year, this year's enrollment was the first instance of year to year enrollment growth since 2002.
- [District births](#) dropped to 135 in 2017, the lowest total since 2002. Births have fluctuated since 2010, with spikes in the birth rate occurring in 2013 and 2016, hitting 172 and 173 births respectively. Birth rates have been decreasing overall since 2008, with lower average birth classes becoming the norm. Kindergarten has remained consistently around 177 from 2015-2018 and saw a jump to 191 this year as compared to a birth class of 172 in 2014. Even with high birth-to-kindergarten ratios, if birth classes continue to be as small as 2017's, Kindergarten will see continued declines.
- With more than 70 completed new units and approximately 70 more units planned, new residential subdivisions could potentially bring new families into the District.
- The K-5 cohort is the only cohort projected to see increases over the next five years, growing to 1,130 by 2024-25. This is a positive sign for growth as those increases will cascade through the other cohorts over the next decade. The 6-8 cohort is projected to decrease by 65 students to 606 students by 2024-25 and 9-12 is projected to decrease by 58 students to 817.
- Kindergarten enrollment is projected to see large fluctuations due to a large 2016 birth class and a small 2017 birth class, but ultimately to return to above current enrollment levels with 176 students enrolled in 2024-25.

- Total enrollment is projected to **decrease by approximately 105 students to 2,561 in 2024-25.**

Introduction

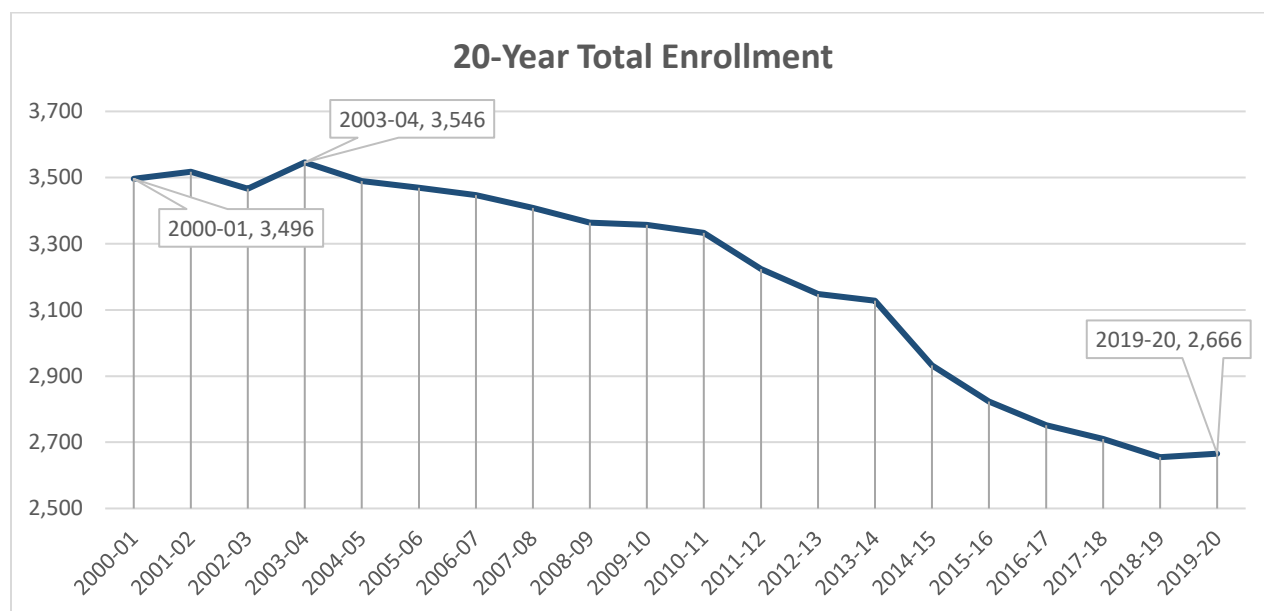
The Averill Park Central School District (the District) authorized the Capital District Regional Planning Commission (CDRPC) to prepare district-wide school enrollment projections annually for the 2017-2020 school years. This report contains school district enrollment projections for the 2020-21 through 2024-25 school years.

The following is a description of the data, assumptions, activities, and trends that may influence the number of students enrolled in the Averill Park 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 inform how enrollment fluctuates year-to-year over a generation of students. This report also examines patterns and trends for individual grades and total enrollment is 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, Averill Park Central School District



Source: Averill Park Central School District

Enrollment data was provided by the District as of the February 2019. 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.

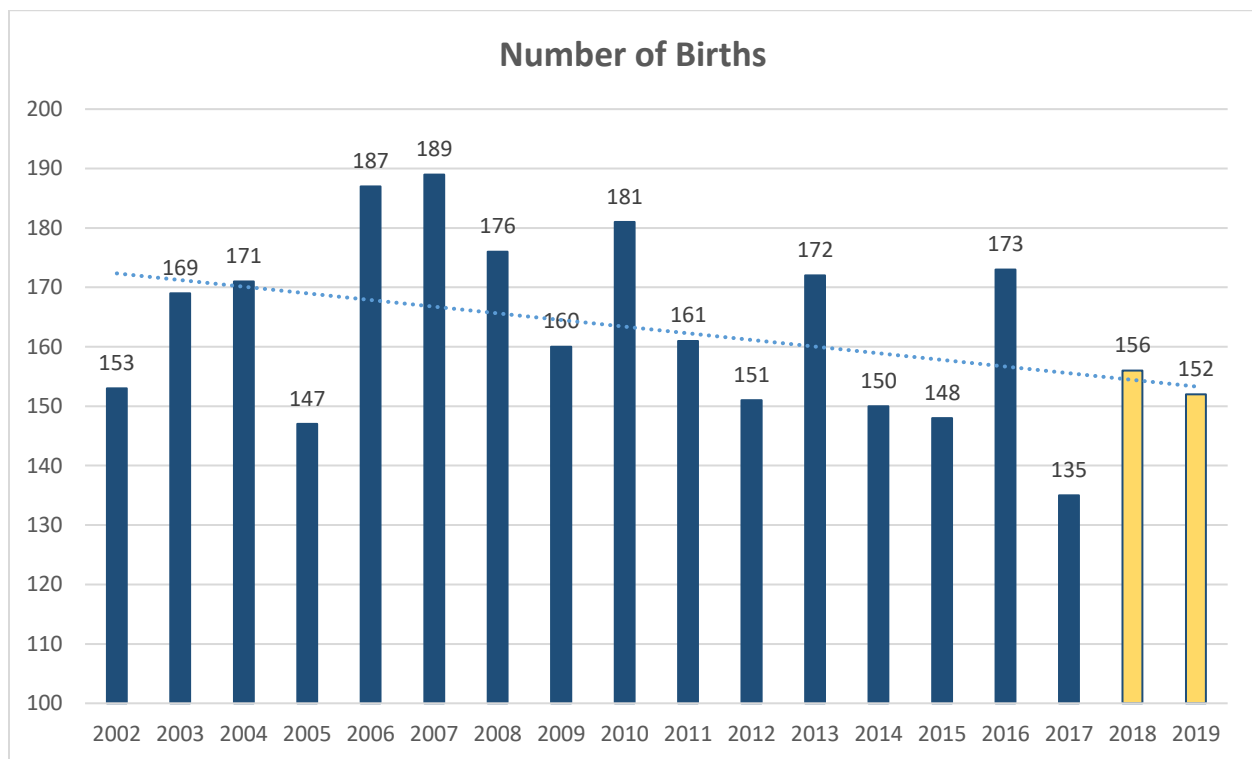
Calculating the Survival Multiplier

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 2017 (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 2024 and 2025, CDRPC estimated the number of births in 2018 and 2019.

Chart 2: Number of Births



NOTE: Births for 2018 and 2019 are estimates.

Source: New York State Department of Health

Since 2002, the New York State Department of Health has released school district level birth data. With data available through 2017, there are now 16 years of data from which patterns and trends can be observed. To complete the projections through the 2024-2025 school year, the number of births for 2018 and 2019 is 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 156 births within the school district in 2018 and 152 in 2019.

Over a 16-year period, the number of births within the District has fluctuated, with sharp one year increases in births, followed by two years of decline being the trend since 2007. This trend continued through 2017, however, the year to year decrease was much larger than initially anticipated. The 2017 birth class of 135 is the smallest since birth data was recorded at the school district level. The projected birth classes were not projected along with this previous trend, as it is more likely that birth classes will return back to their average levels as opposed to continuing to be as small as 2017, but careful monitoring of future birth class size will be important for future enrollment projections.

Births have been trending downwards overall from 2002 to 2017. The average number of births from 2002 to 2009 was 169, and the average from 2010 to 2017 was 159. ([Table 3](#)). The District's declining birth rates since 2007 could affect overall enrollment in the years to come, as fewer Kindergarten students will result in smaller grade cohorts down the line. While other factors can affect enrollment, such as residential development and home sales, birth rates are one of the pillars of enrollment for any school district.

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 (1990, 2000, 2010) and recent sample data from the American Community Survey.

Table 4. Number of Housing Units, Averill Park Central School District

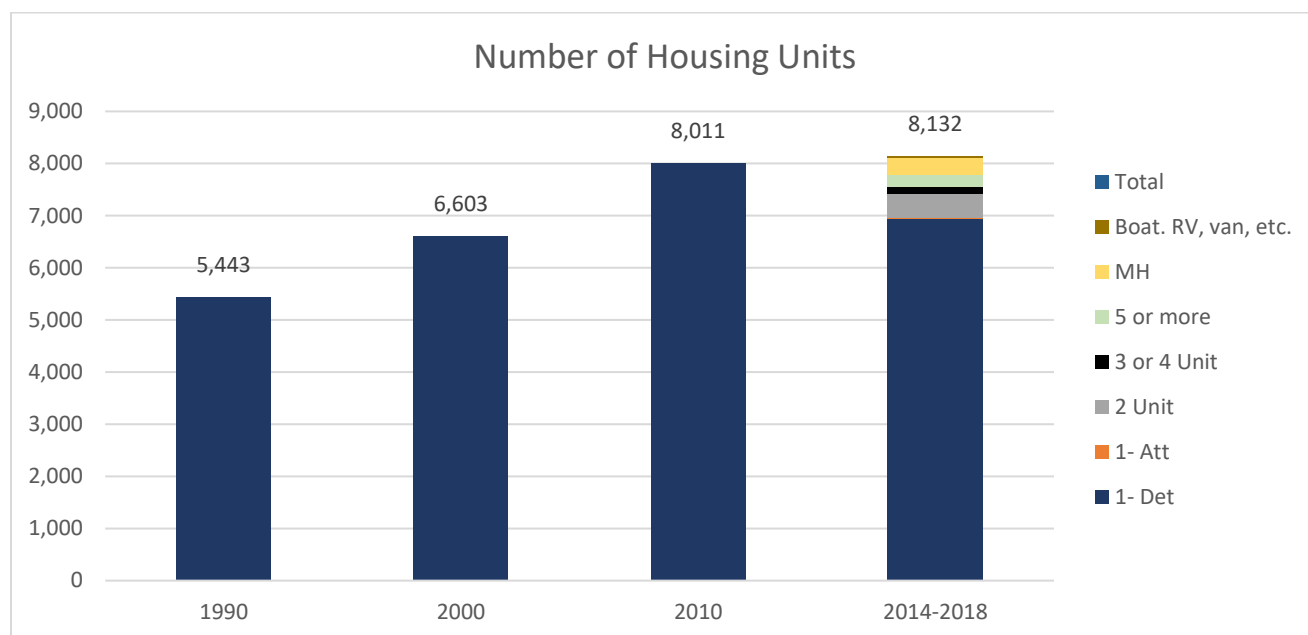
The 1990, 2000 and 2010 Census provides an exact count of the housing units in the District, while the American Community Survey provides an estimate of the total housing units and comes with a margin of error. [Table 4](#) provides a breakdown of housing units

organized as Single Family (both detached, and attached), 2 Unit, 3 or 4 Unit, 5 or More Units, and Mobile Homes. Residential development within the District experienced a surge in growth between the 1990s and 2010 but has slowed since. In 2000, there were 6,603 housing units, which increased to 8,011 by 2010, an increase of 1,398 or 21.3%. Construction has since slowed from the pace of the previous decade. Utilizing the 2014-2018 American Community Survey data, we can see that approximately 8,132 housing units are in the district, only a 1.5% increase from 2010. Development of residential housing units can provide a huge boost to enrollment numbers; however, the District's limited development could make reversing the trend of decline difficult.



FIGURE 1: HOMEROOM LOFTS IN AVERILL PARK

Chart 3. Total Number of Housing Units, Averill Park Central School District



Source: Census 1990, 2000, 2010 Summary File 1; 2014-2018 American Community Survey

The 2014-18 American Community Survey provides a breakdown of the housing types, allowing a closer examination of the character of the District's housing. Since 2010, approximately 121 housing units have been added for a total of 8,132. Not surprisingly, single family detached homes dominate the District, accounting for 85.3% of all housing. Typically, a high concentration of single-family homes within a district would suggest many births and overall high enrollment, but that has not occurred within Averill Park. The lowering number of births in the district, as well as consistent decline in enrollment, suggests that many of these homes could be filled with empty-nesters who have raised their children and remained in their homes.

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

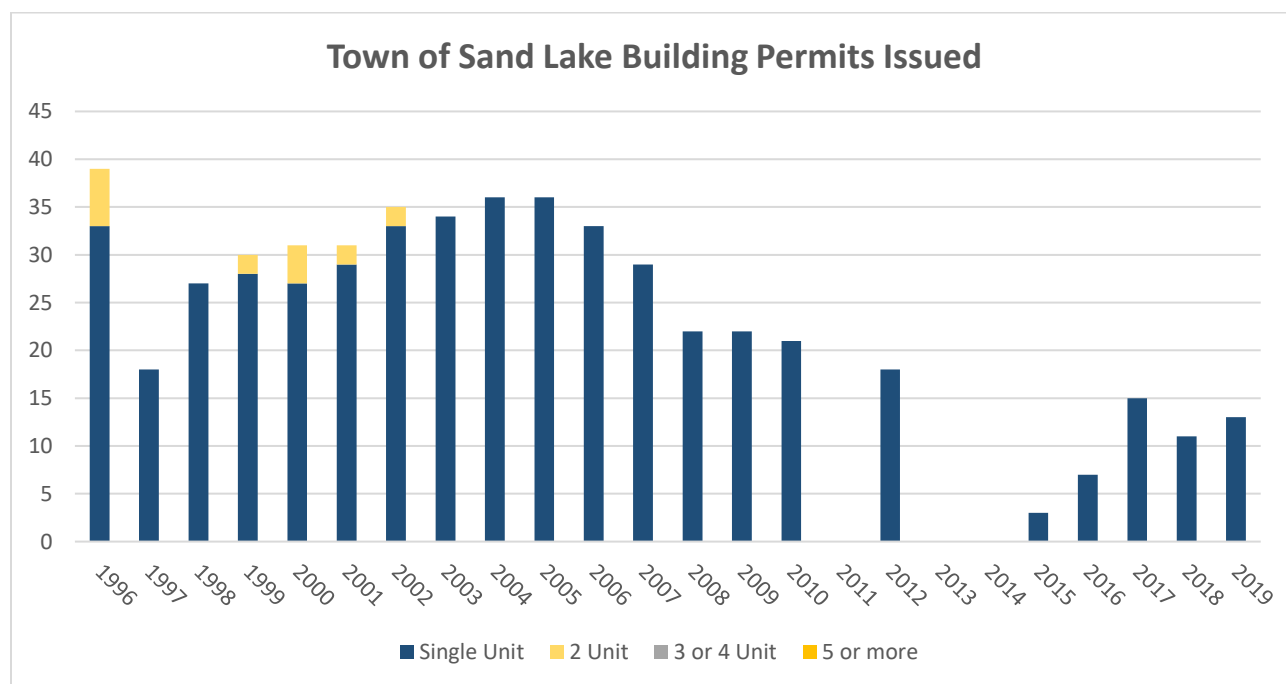
While Table 4 provides a view of how many homes were within the District, Table 5 and Charts 4a and 4b provide the ability to view how the trends have fluctuated on an annual basis. Table 5 provides permit issuances since 1996 for the towns of Sand Lake and Poestenkill. Similarly, to the organization 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 in Table 5.

After the District saw a significant increase in housing units throughout the 2000s, building permit issuance slowed in the following decade. From 1996-2007 both towns combined issued 587 building

permits. However, from 2008-2019, both towns issued only 221 permits. Development from the 1990s through 2010 happened rapidly and helped to establish a larger base of residents for the district. Enrollment increased through the 1990s but began to decline in 2003 despite the ongoing residential development. The number of building permits being given out has slowed significantly, with no more than 18 permits given out in a single year for both towns after 2010. The number of permits given out between 2003 and 2010 averaged around 23 for both towns. While fewer permits have been given out, a higher emphasis on single family units is often helpful for enrollment, as single-family units tend to produce more school-age children than multifamily units.

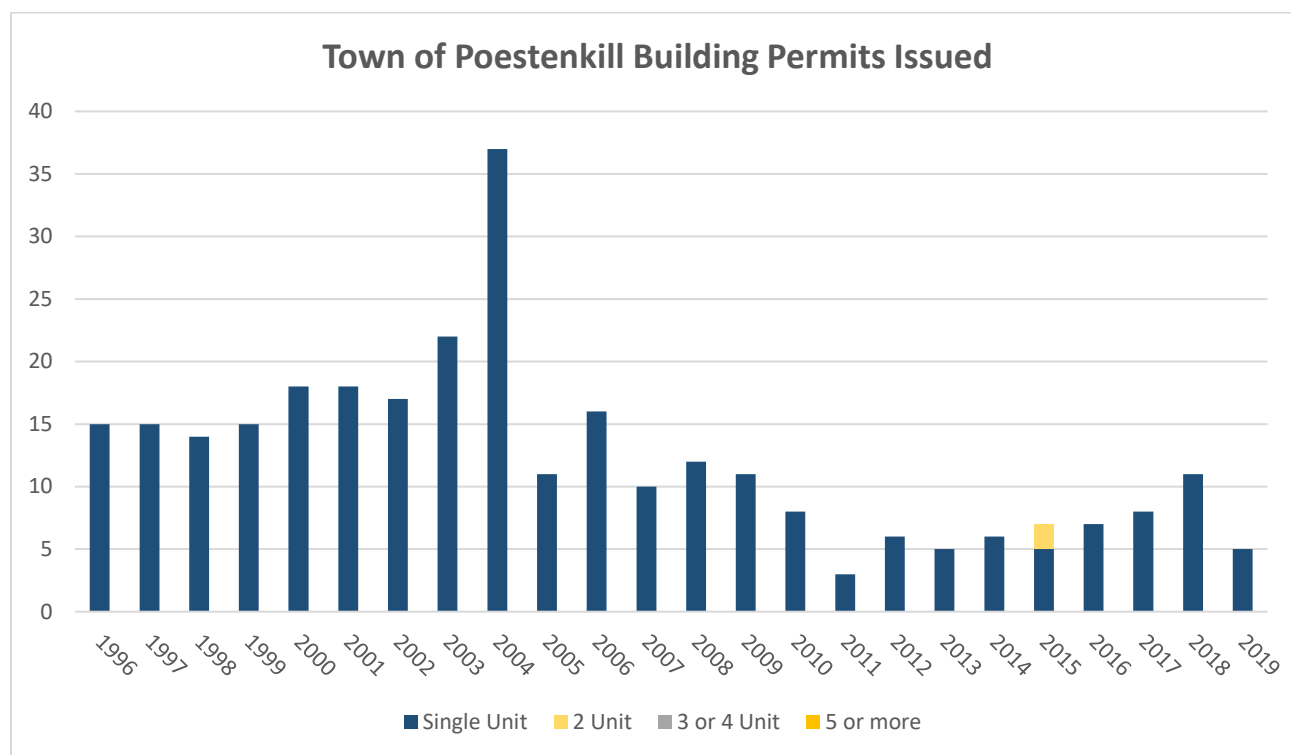
When a building permit is issued, it does not automatically mean that a project is approved and can move forward, but it is an important step in the process. Currently, there are approximately 72 completed new residential units between Poestenkill and Sand Lake and approximately 71 more units that have been approved and are scheduled to be complete by 2024. These new units have the potential to attract new families and thus add more students to overall enrollment in future years.

Chart 4a: Building Permits Issued Town of Sand Lake



Source: U.S. Census Bureau Building Permits Survey

Chart 4b: Building Permits Issued Town of Poestenkill



Source: U.S. Census Bureau Building Permits Survey

Chart 5: Averill Park 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 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.

In 2017, there were 206 existing home sales with a six-year high median sale price of \$219,250 and an average days-on-market of 65 within the School District. Median Sale price decreased in the following year dropping to \$212,000 in 2018. However, both the number of units sold and the number of days on market saw improvement in 2018 with 243 units sold and 54 days on the market. 2019's numbers were on pace to be slightly below 2018's figures in the number of units sold and median sales price. From January through October 31st of 2019, existing home sales have totaled

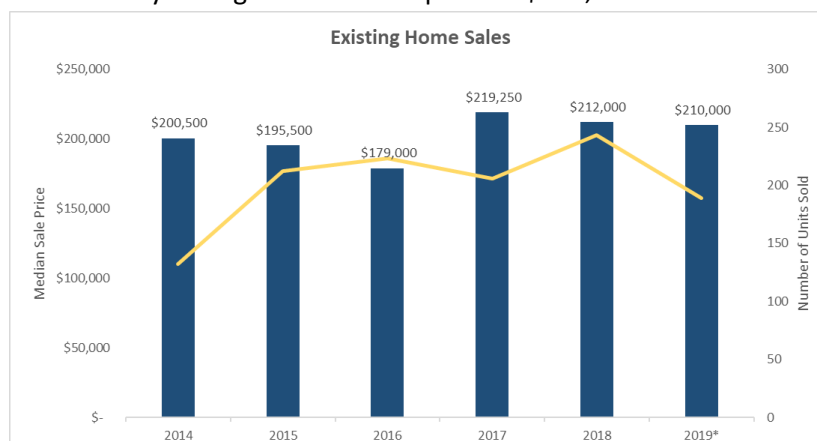


CHART 5: SOURCE, GREATER CAPITAL ASSOCIATION OF REALTORS. NOTE, 2019 DATA IS THROUGH OCTOBER

189 with a median sale price of \$210,000, a higher median sale price than 2014-2016 but a decrease from 2017 and 2018. Adjusting 2018's numbers through the end of the year, sales are on pace to reach approximately 227 units sold with approximately 18.9 units selling every month. This would result in a slight decline in the number of units sold and median sale price in 2018. High median sales price coupled with lowering days on market is a positive sign for interest in moving into the District. Houses in higher demand will be more expensive and be sold more quickly.

Between 2010 and 2018, the average age in the District has increased from 41.8 to 45.9. Coupled with this, the percentage of households with at least one child under the age of 18 has decreased from 35.9% to 27.2% in the same period. This data shows us that the population within the District is getting older and there are fewer families with school-aged children. We do not know for sure who is buying these homes; however, it does not appear that enough young families are moving in to reverse the trend of the community getting older. This helps to explain the falling enrollment numbers over the past 10+ years.

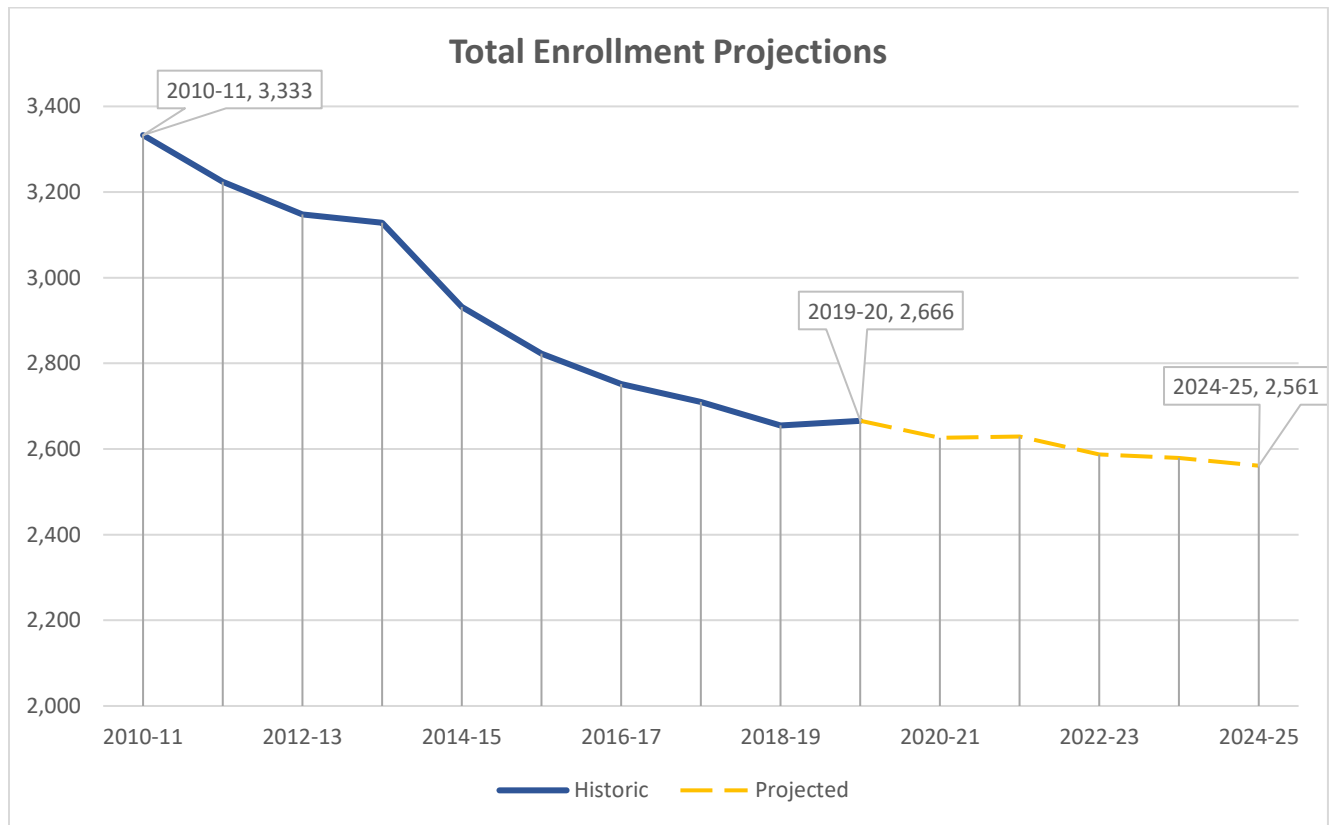
While enough families may not be moving into the District to reverse the downward trend, it is important to note that with this year's birth-to-Kindergarten ratio being much higher than expected. One explanation could be young families moving into the District and enrolling their kids into Kindergarten that were not born in the District. This year could be an outlier year but there is evidence that this might be occurring at a low rate. Future monitoring of existing home sales and the birth-to-Kindergarten ratio will help to give further insight into who is moving into these homes.

Five Year Enrollment Projections

- Total enrollment is projected to **decrease to 2,561 through 2023-2024**, a 3.94% or 105 student decrease from the 2,666 students in 2019-2020.
- Kindergarten enrollment is projected to fluctuate but ultimately decrease over the next 5 years, **dropping to 176 students in 2024-2025**.

Chart 6 provides an overview of our enrollment projections through the 2024-2025 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 continued, at a slower rate than projected in the previous two projection reports. In previous studies, the declines in enrollment were projected to total around 168 students, however, now predicts a decrease of approximately 105 students by 2024-25. This slower rate of decline is due in part to the high birth-to-kindergarten ratios we have seen over the past three years and an anticipated large Kindergarten class in 2022-23. If these high birth-to-Kindergarten ratios do not remain above 1.0, steeper declines will likely be seen in future projections.

Chart 6: Total Enrollment with Projections, 2010-2025

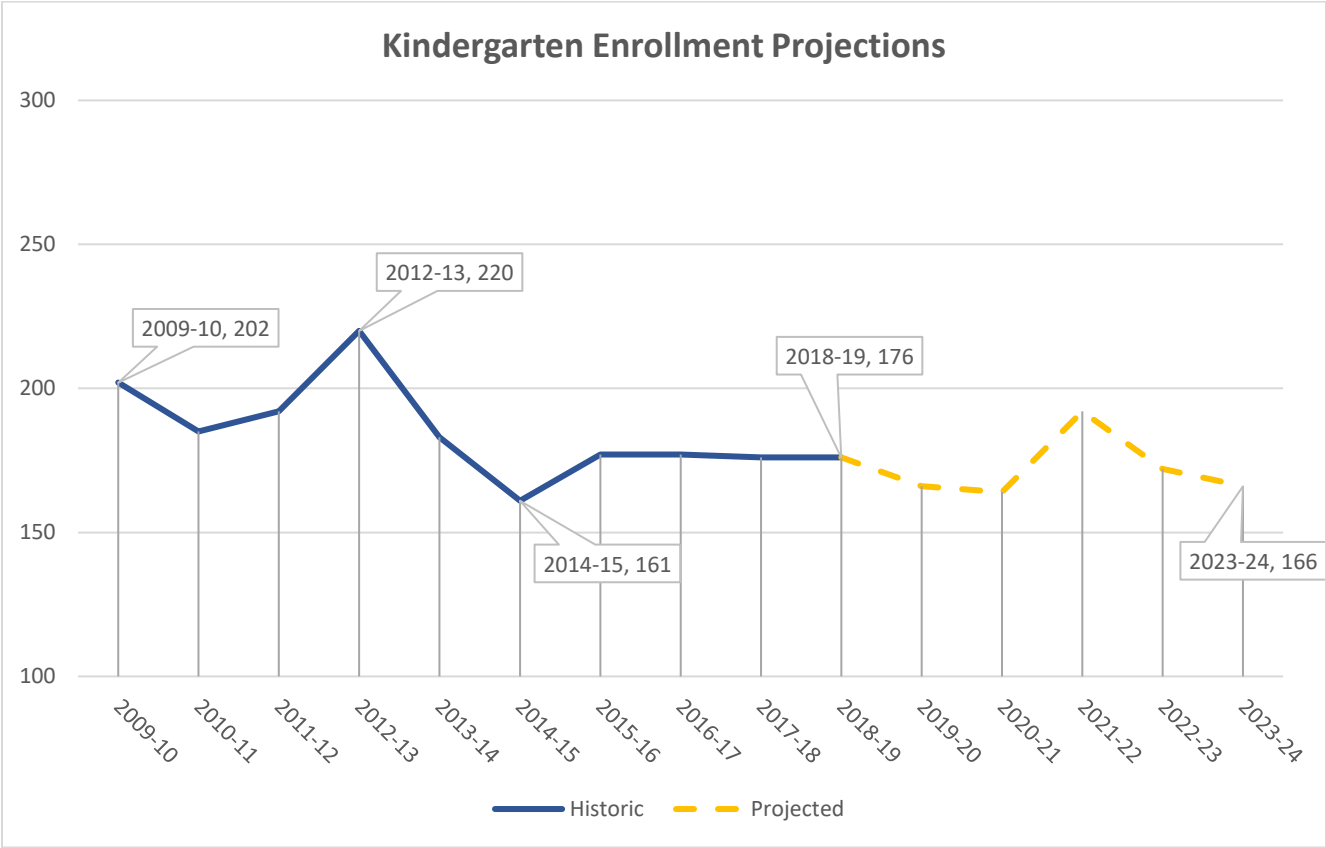


Total enrollment in 2019-2020 was 2,666. By the end of the projection period, enrollment is expected to be 2,561 students, a decrease of 105 students, or 3.94%, from 2019-2020.

Kindergarten Enrollment Projection

After a period of decline, Kindergarten enrollment has remained relatively stable over the past few years. Enrollment is anticipated to fluctuate over the next five years with a larger birth class expected to spike up enrollment in 2021-22 but a smaller birth class drop enrollment back down the following year. Enrollment in 2024-25 is expected to be 176 students, a 7.85% or 15 student decline from 2019-20 ([Chart 7](#)).

Chart 7: Kindergarten Enrollment with Projections, 2010-2025



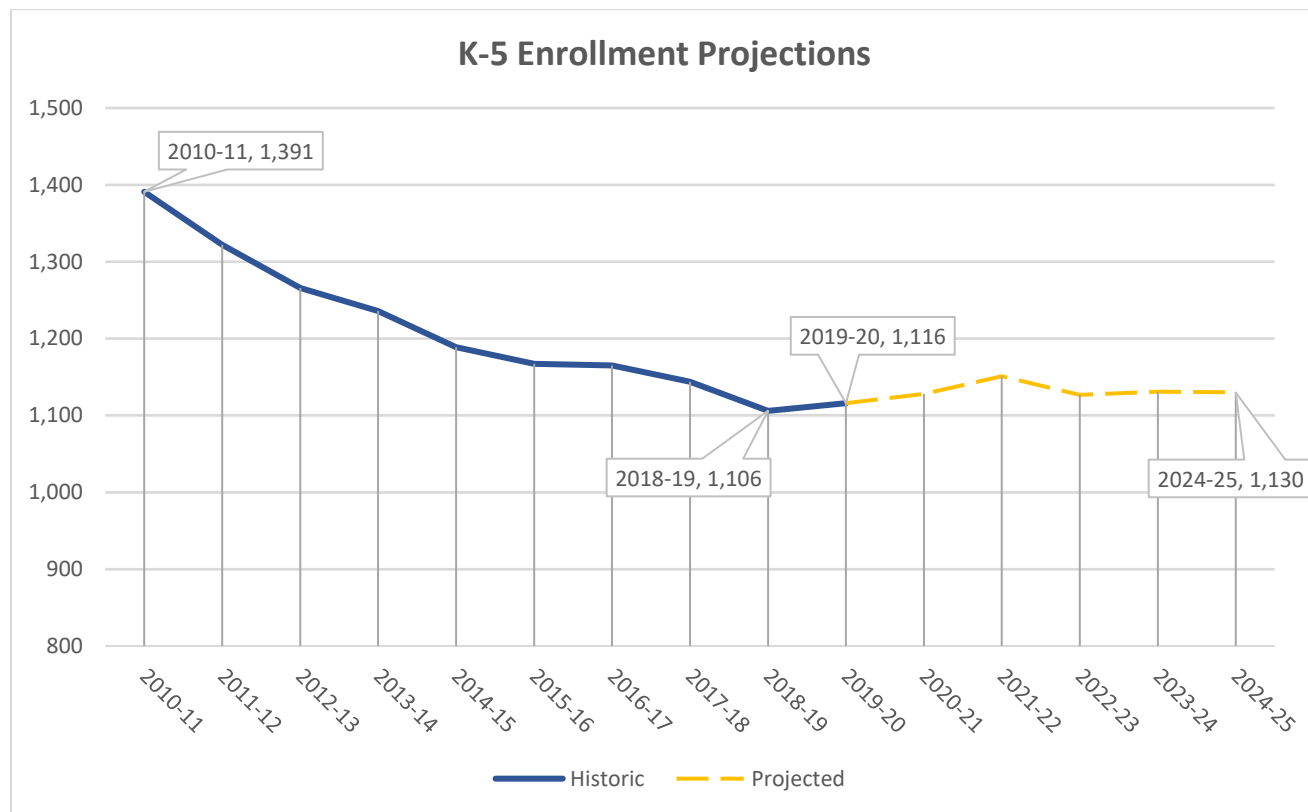
The number of births within the District has experienced a trend of surging up in a single year and then is followed by two years of decline since 2007. These fluctuations have averaged out to keep enrollment stable over the past few years. A spike in the 2016 birth rate to 173, coupled with a high survival multiplier, explains the anticipated spike in enrollment in 2021-22 and the smaller class of 135 in 2017 explains the anticipated drop in enrollment the following year. Kindergarten classes serve as the fuel to the upper cohorts, and low birth rates can have cascading effects throughout the district. 2016 continued the trend of surging birth rates after back to back years of decline, however, the decline in 2017 was much larger than it has been in the past. Lower birth rates were anticipated in 2017 and 2018, but not quite as low as 2017 showed. Estimates for 2018 and 2019 were made based on average birth class numbers of the past few years in anticipation that birth rates will return to the normal trend and not continue at a much lower level. If future birth classes continue to be lower as 2017’s was, enrollment declines will be much steeper in the future.

K-5 Enrollment Projection

Similar to the Kindergarten projections, the 2019-2020 K-5 projections anticipate enrollment increasing slightly over the next five years. Enrollment is projected to increase through 2021-22 where there is a slight spike thanks to the large Kindergarten class. Enrollment is then projected to level back out thanks to smaller birth classes through 2024-25 where it finishes at 1,130 enrolled students. Enrollment is

expected to increase to 1,117 in 2021-22. This represents a 14 student or 1.3% overall increase from 2019-20.

Chart 8: K-5 Enrollment with Projections, 2010-2025

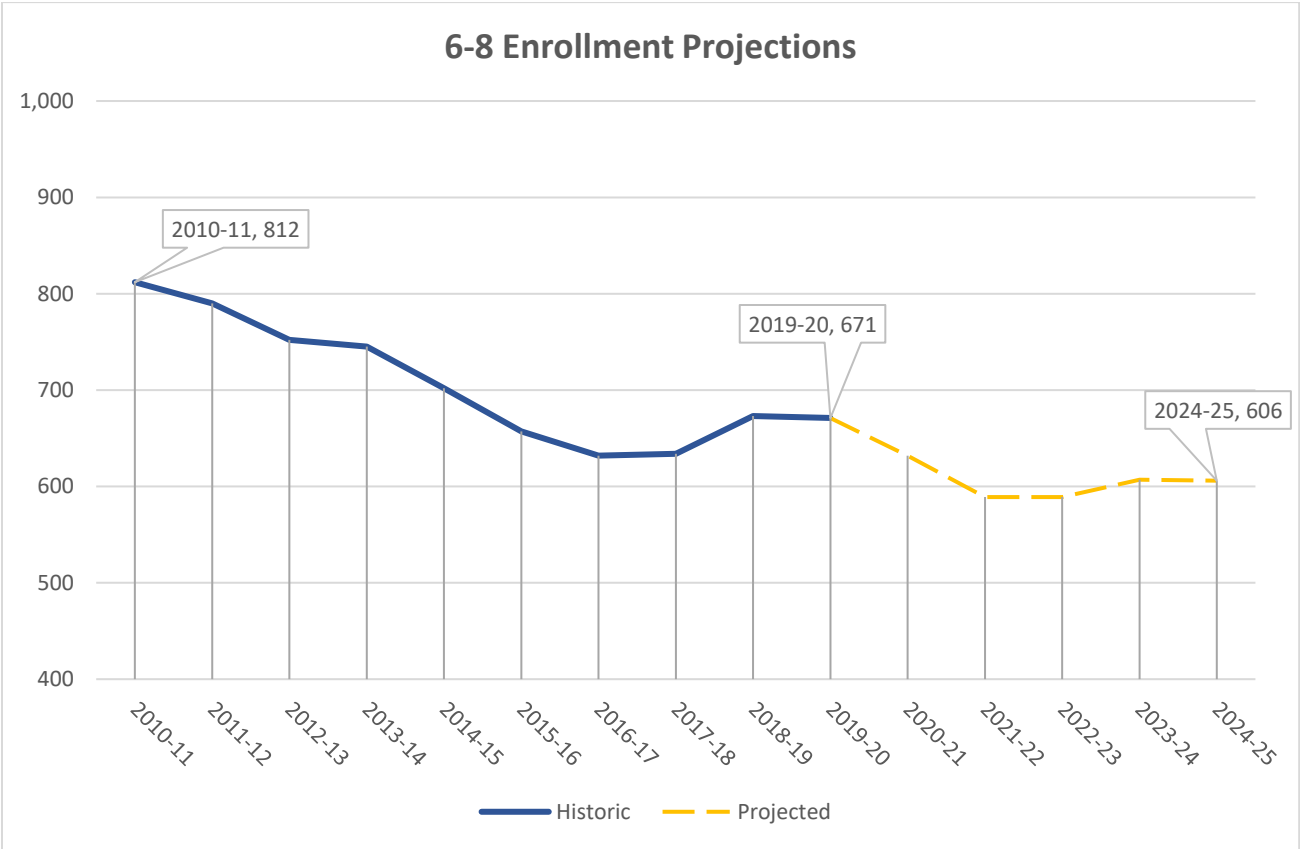


6-8 Enrollment Projection

Enrollment in grades 6-8 is projected to decline through 2022-23 and then see slight increases in the last two years of the projection period. In the 2024-25 school year, enrollment in the cohort is projected to be

606 students, a 9.7% or 65 student decrease from the 2019-20 school year. Increases towards the end of the projection are results of some of the K-5 students moving on into the 6-8 cohort.

Chart 9: 6-8 Enrollment with Projections, 2010-2025

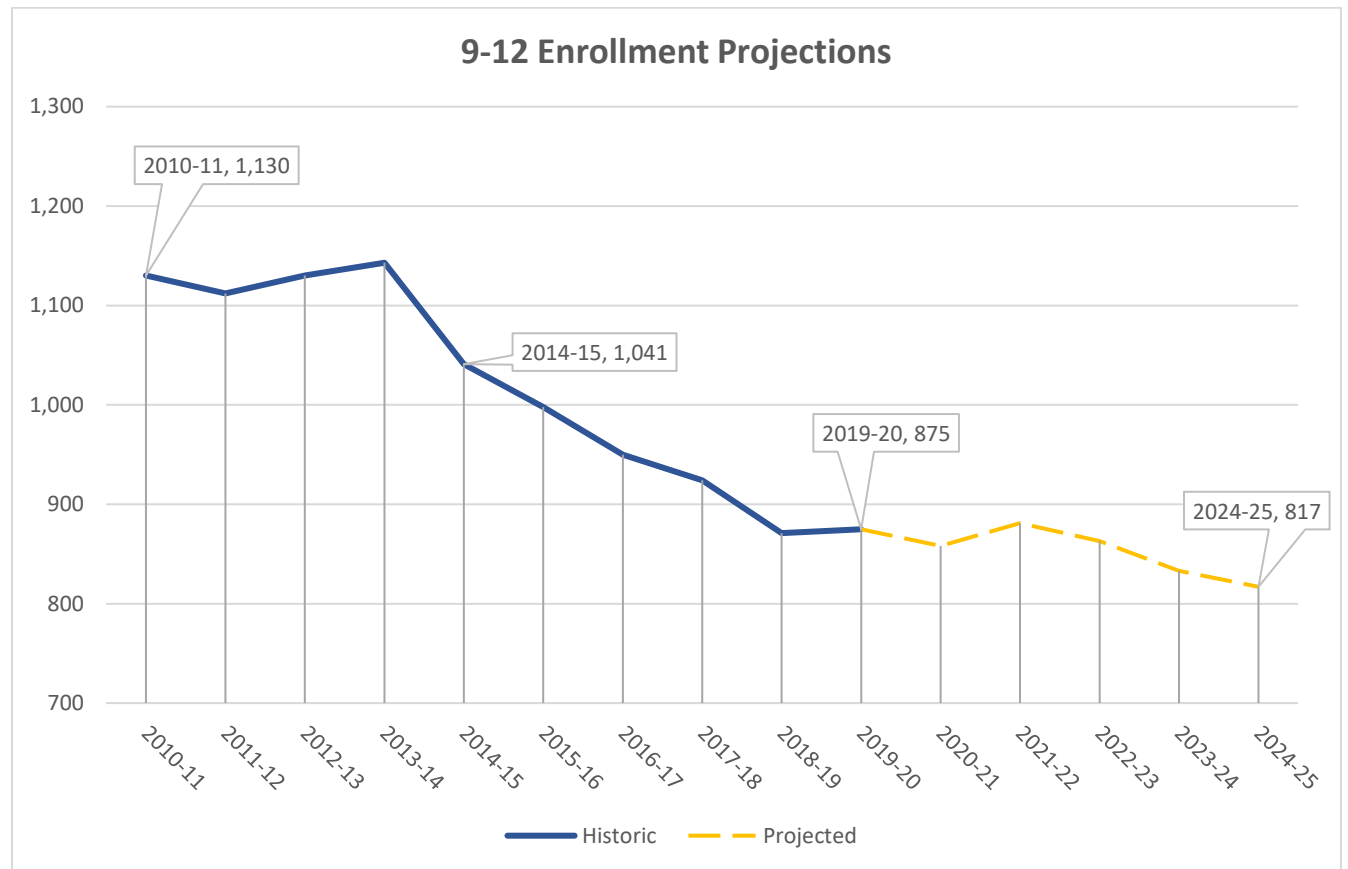


9-12 Enrollment Projection

The 9-12 age cohort has seen the steepest declines in enrollment over the past five years, and declines are expected to continue over the next five years. Starting with 875 students in 2019-2020, enrollment is anticipated to drop to 817 students in 2023-24. This would represent a 58 student or 6.6% decrease in enrollment. The rate of decline remains to be projected at a slower rate than declines that took place throughout the 2010s. After a year of decline following 2019-20, enrollment is expected to see a slight

increase in 2021-22. 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.

Chart 10: 9-12 Enrollment with Projections, 2010-2025



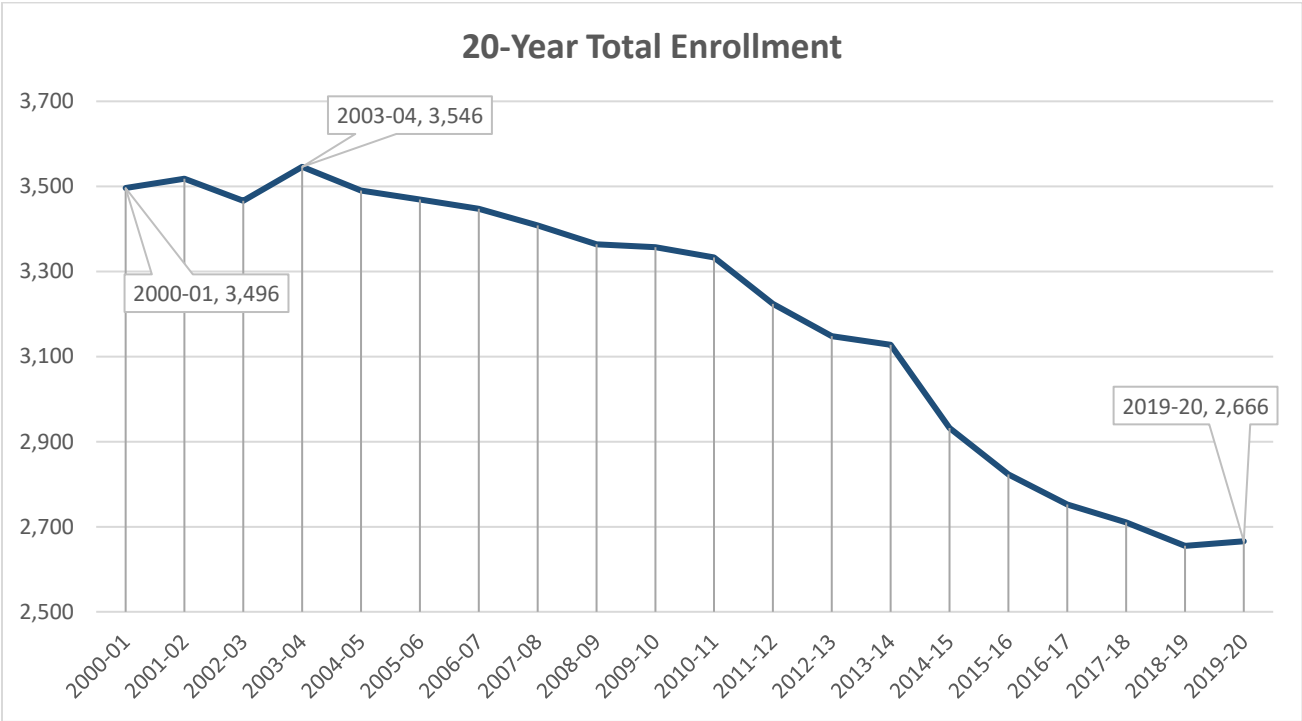
Historic Enrollment Trends

- The District experienced a 20-year enrollment peak in 2003-04 at 3,546 students
- Enrollment for 2019-2020 has declined by 880 students or 24.82% since 2003-04
- Kindergarten enrollment is 24.21% less than the District's 20-year peak in 2005-06

The 20-year enrollment trend (Chart 11) for the District's total enrollment, shows a slight increase in enrollment after more than a decade of decline. The 20-year enrollment peak for the District occurred in 2003-04, after which enrollment has steadily declined through the current school year. After years of

gradual decline, enrollment dropped more sharply after the 2013-14 school year. Between 2003-04 and 2012-13, enrollment decreased 10.2% and from 2013-14 through 2019-20 had decreased by 14.8%. Enrollment bounced back from a 20-year low this year with 2,666 students enrolled in the District. Though this year saw a yearly growth in enrollment, indicators do not point to this growth continuing.

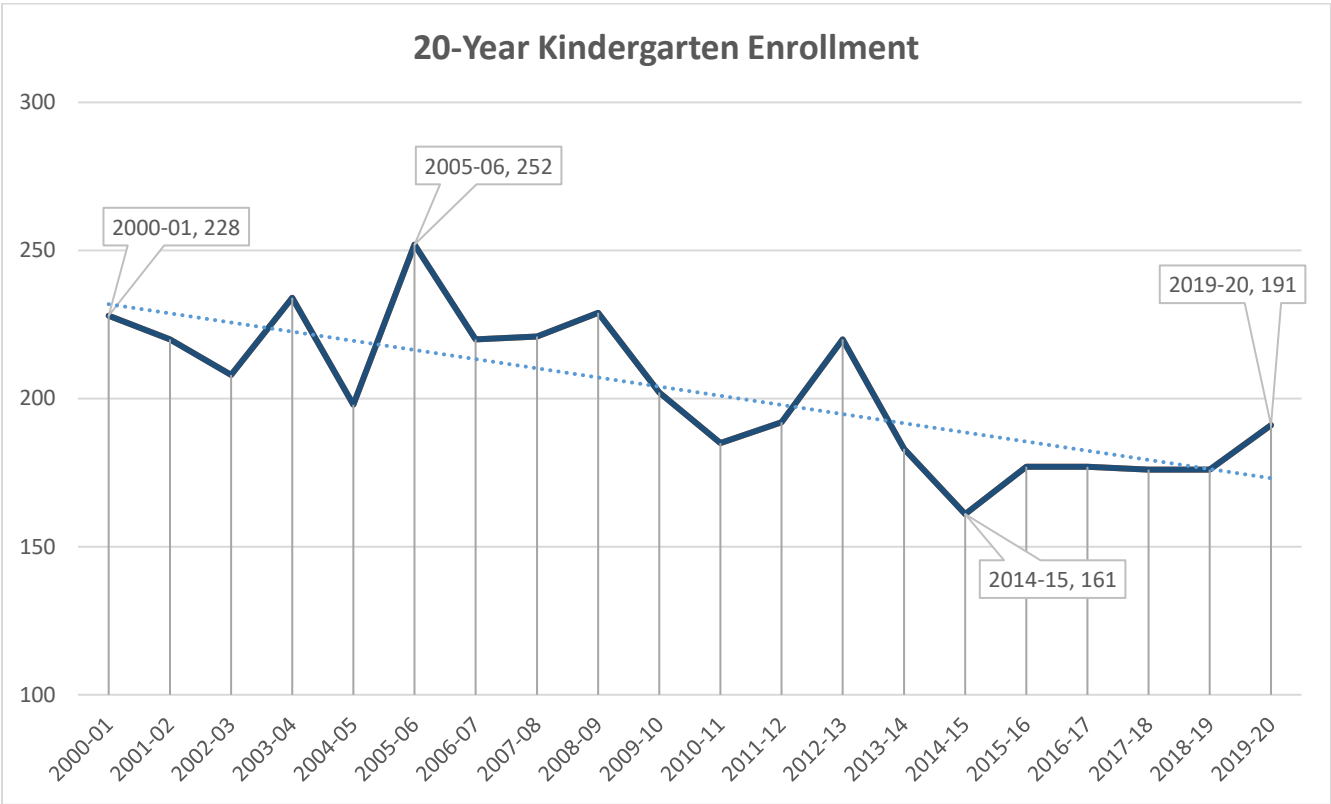
Chart 11. 20-Year Total Enrollment



20-Year Kindergarten Enrollment

20-Year Kindergarten enrollment (Chart 12) has fluctuated over the past 20 years, starting at 228 students in 2000-01, and fluctuating to a peak of 252 in 2005-06 and a low of 161 in 2014-15. Enrollment in 2019-20 has increased after years of stability to 191 students. Enrollment has fluctuated 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 2003-04 and 2005-06, enrollment dropped 36 students and increased 54 students the next year. These spikes have made the greater downward trend less noticeable, however Kindergarten enrollment has been declining steadily overall. Lowering birth rates suggest a continuation of this trend for the foreseeable future. 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.

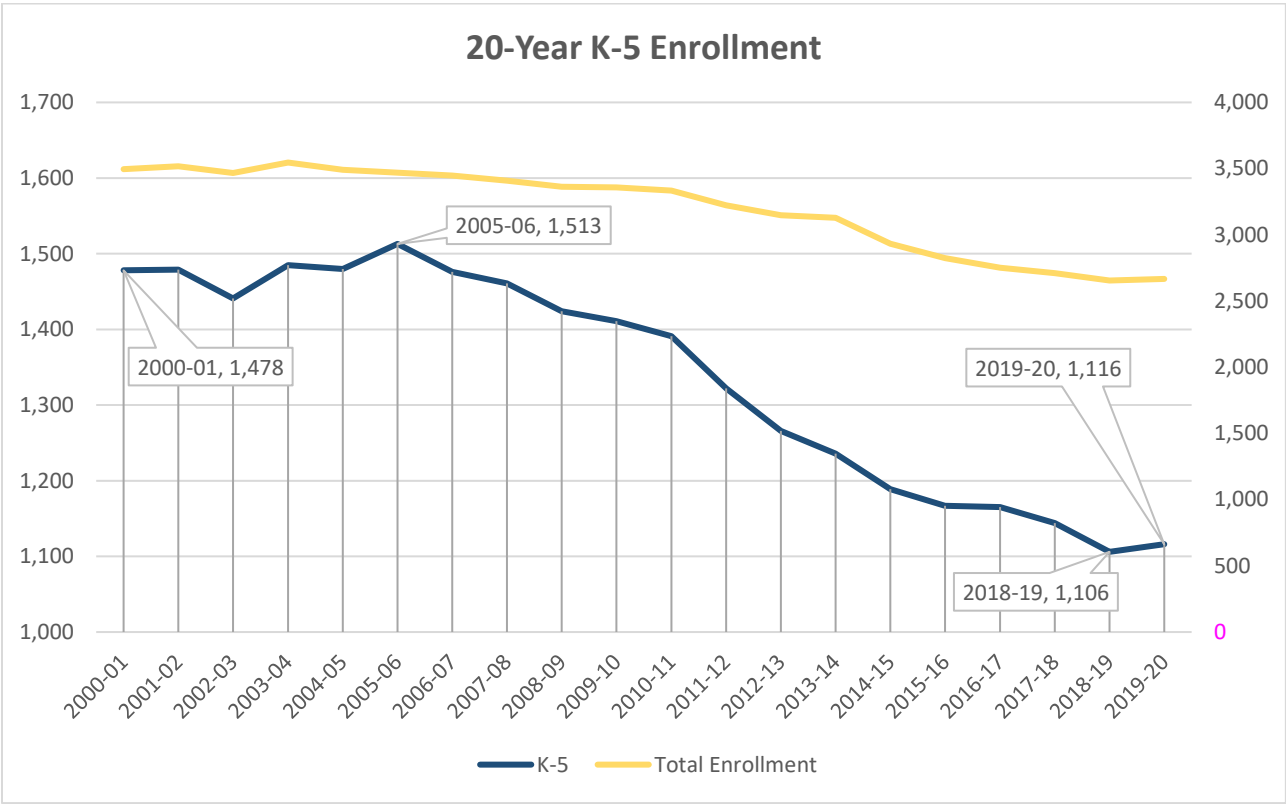
Chart 12. 20-Year Kindergarten Enrollment



20-Year K-5 Enrollment

Enrollment by grade cohort illustrates how enrollment trends by the three cohorts influence trends in the District’s total enrollment. Since 2000, enrollment in the K-5 cohort has steadily decreased. Enrollment began with 1,478 students in the cohort. Enrollment declined through 2002-03 at 1,441 students. Enrollment then saw gradual increases through 2005-06 but has been declining ever since. Enrollment rebounded from a 20-year low last year with a 10-student increase in K-5 enrollment. This represents a 26.2% or 397 student decline since 2000-01. Total Enrollment mirrored K-5 enrollment, as they both declined over the same period. 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. Coupled with years of decline in the K-5 cohort, total enrollment has also seen declines.

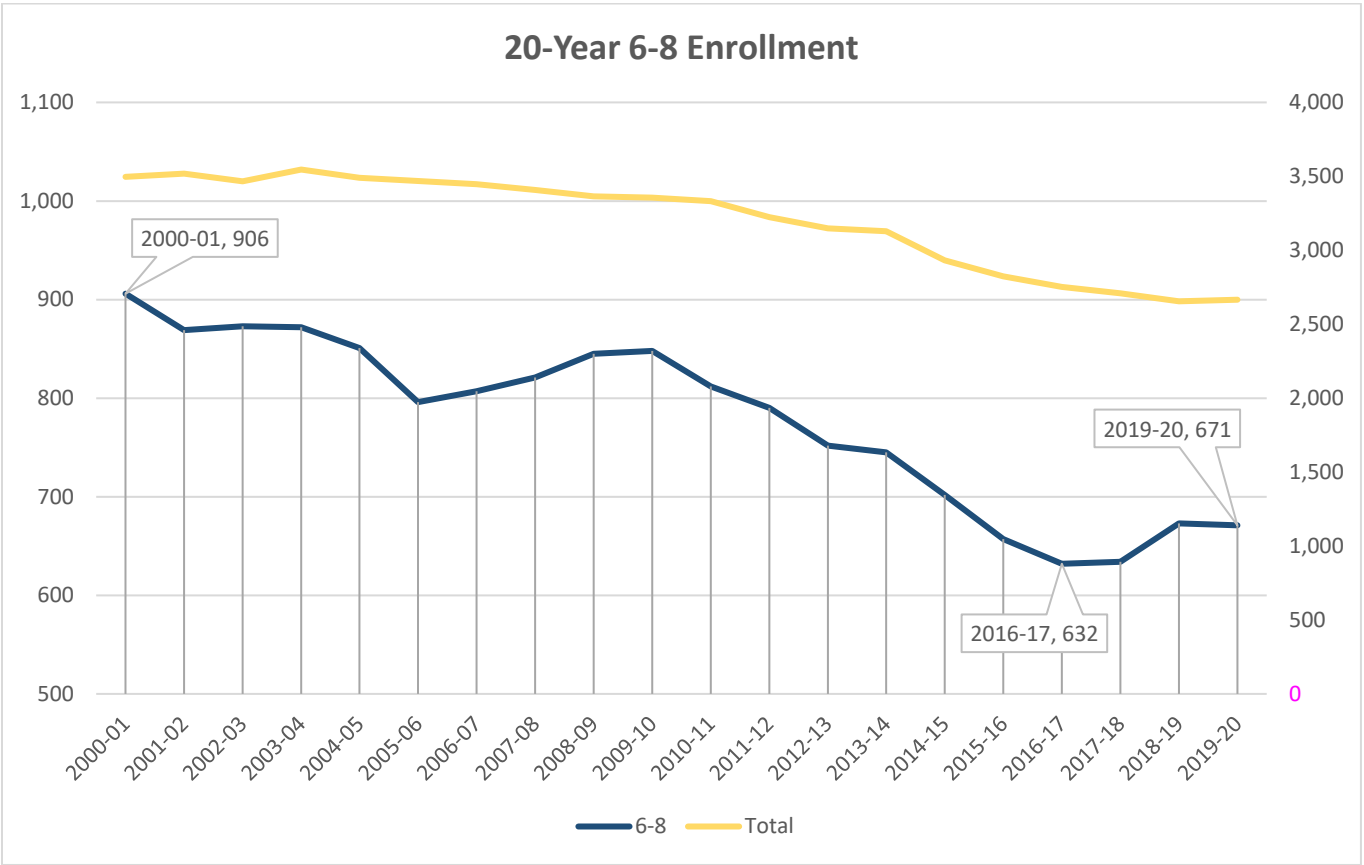
Chart 13. 20-Year K-5 Enrollment



20-Year 6-8 Enrollment

The 20-year trend for enrollment in grades 6-8 has also declined in the past 20 years. After a short period of growth, 6-8 enrollment saw a decline this year. In 2000, 6-8 enrollment began with a 20-year high in enrollment with 906 students enrolled. Enrollment in the cohort declined steadily to 796 in 2005-06. The cohort then steadily increased through 2009-10 with 848 students but then declined again. Enrollment declined through 2016-17 where enrollment reached a 20-year low of 632, a decline of 25.5%. This represented a 30.2% drop in enrollment from 2000-01. After 2016-17 however, 6-8 enrollment numbers saw a very slight increase in the following year, and a larger increase in the current year. Enrollment in 2019-20 reached 671 students, a 6.2% or a 39-student increase from the 2016-17 floor. The 6-8 cohort has seen generally higher survival ratios, which means the District has maintained and added students as classes have moved through the cohort.

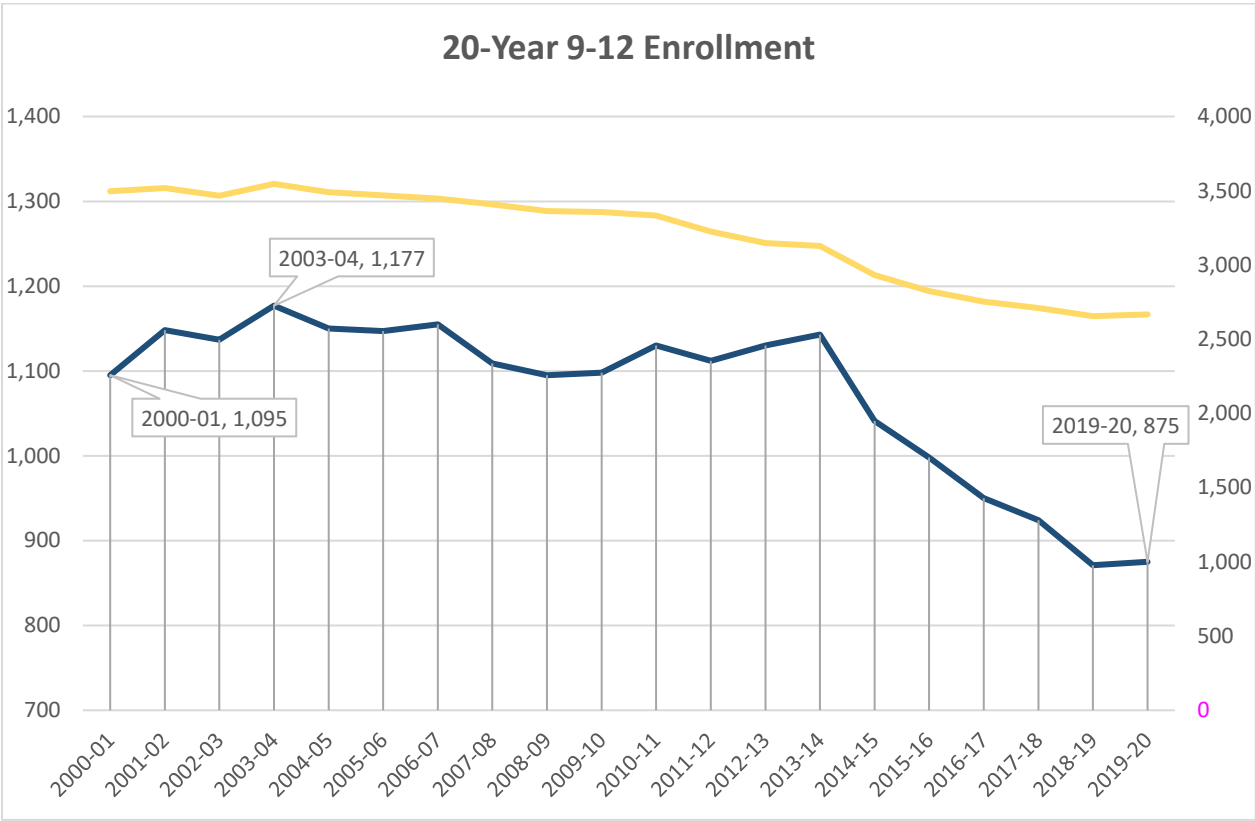
Chart 14. 20-Year 6-8 Enrollment



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. While declining overall, 9-12 has seen the most fluctuation of any cohort. Beginning with 1,095 students in 2000-01, enrollment increased through 2003-04 when enrollment hit its ceiling of 1,177 students, an increase of 12.3%. After this ceiling enrollment fluctuated through 2013-14 with increases and decreases taking place every few years. After 2013-14 enrollment began a sharp decline, bottoming out at 871 students last year. After hitting this 20-year floor, enrollment in the cohort has bounced back slightly, increasing to 875. Overall, enrollment in the cohort has decreased 25.7% since the 2003-04 peak. 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



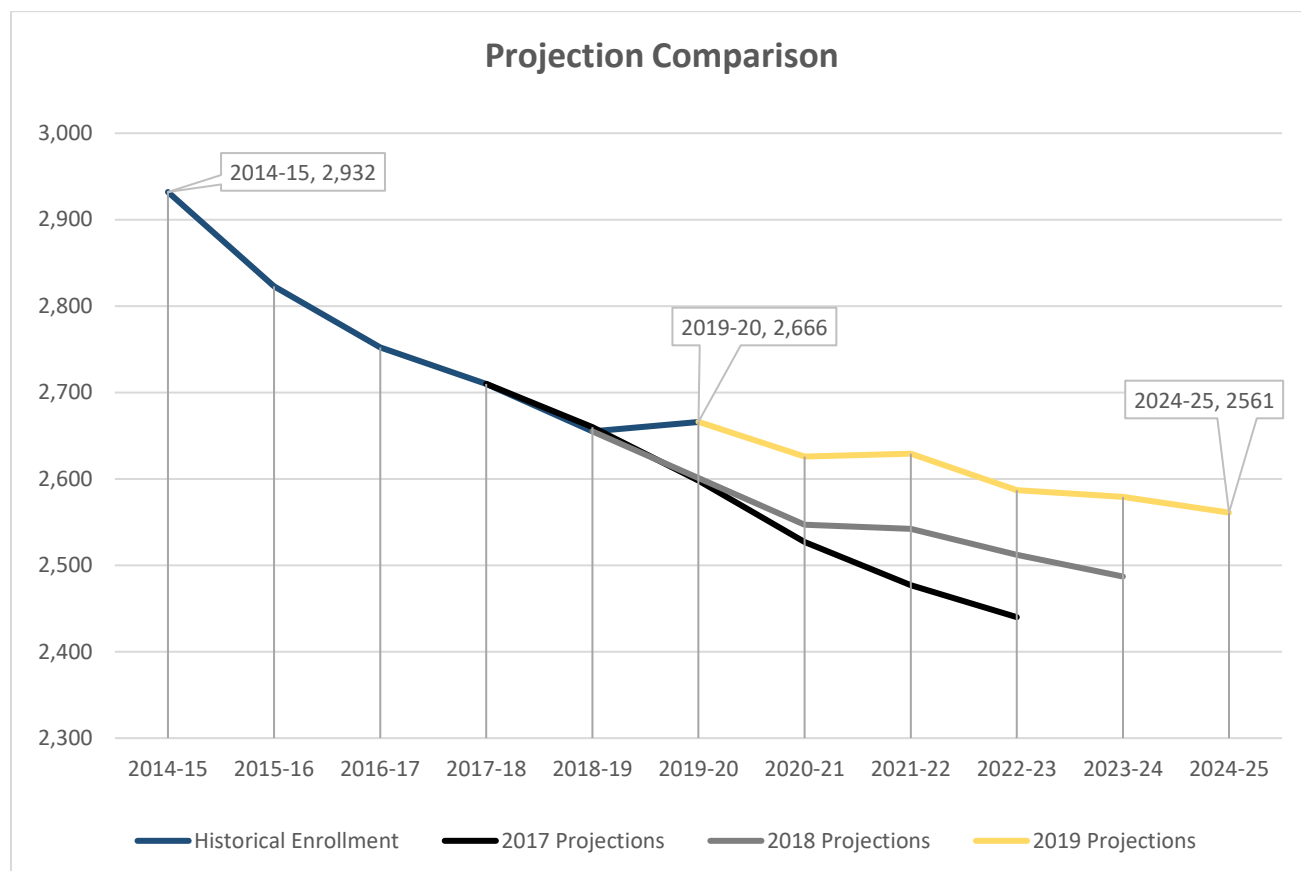
Actual vs. Projected Enrollment & Survival Multipliers

In February 2019, CDRPC projected enrollment for Averill Park Schools in the fall of 2019-20 to be 2,614 students. In large part, this projection was built around an anticipated small Kindergarten enrollment class due to anticipated small birth classes, as well as a continuation of downward trends the District had been seeing over the past few years. District enrollment was 2,666 students in 2019-20, resulting in actual enrollment outperforming projections by 52 students (-2%). 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 also anticipated continued declines in enrollment, the current 2019-20 (noted as 2019) projection anticipates declines to be less steep than previous projections. The 2017 projection anticipated enrollment would continue declining at the same rate that it had been and drop to slightly below 2,500 in 2021-22, which the 2018 projections kept almost in line with until declines would happen at a slower rate after 2020-21. All three projections decline at a similar rate; however, the current projection's declines are not quite as steep as the other projections and benefit from having an unexpectedly higher total enrollment in 2019-20. This can be attributed to a surprisingly high birth-to-Kindergarten ratio this year that brought in more enrollment than could have

been predicted. 2018's projection anticipated final 2023-24 enrollment to be at just under 2,500, however, 2019's anticipated final enrollment in 2023-24 higher than that at 2,579 students. 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 the logic that trends will continue and do not consider major events or changes that can't be predicted.



The largest discrepancy between the projection and actual enrollment occurred in the 9-12 cohort and Kindergarten enrollment. Kindergarten enrollment was projecting 166 students would be enrolled in the 2019-2020 school year, but actual enrollment totaled at 191 students, a 15.1% or a 25-student difference. While birth-to-Kindergarten ratios have been high in the past few years, this year's ratio of 1.27 is the highest since 2005 and was much higher than anticipated. This resulted in a Kindergarten class with 41 more students in it than there were births. There was also larger than anticipated increases in both 10th and 11th grade. The drop in enrollment between 10th and 11th grade has historically been around 15 students every year, but that did not take place this year resulting in higher than projected enrollment in both 10th and 11th grade.

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 78 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.

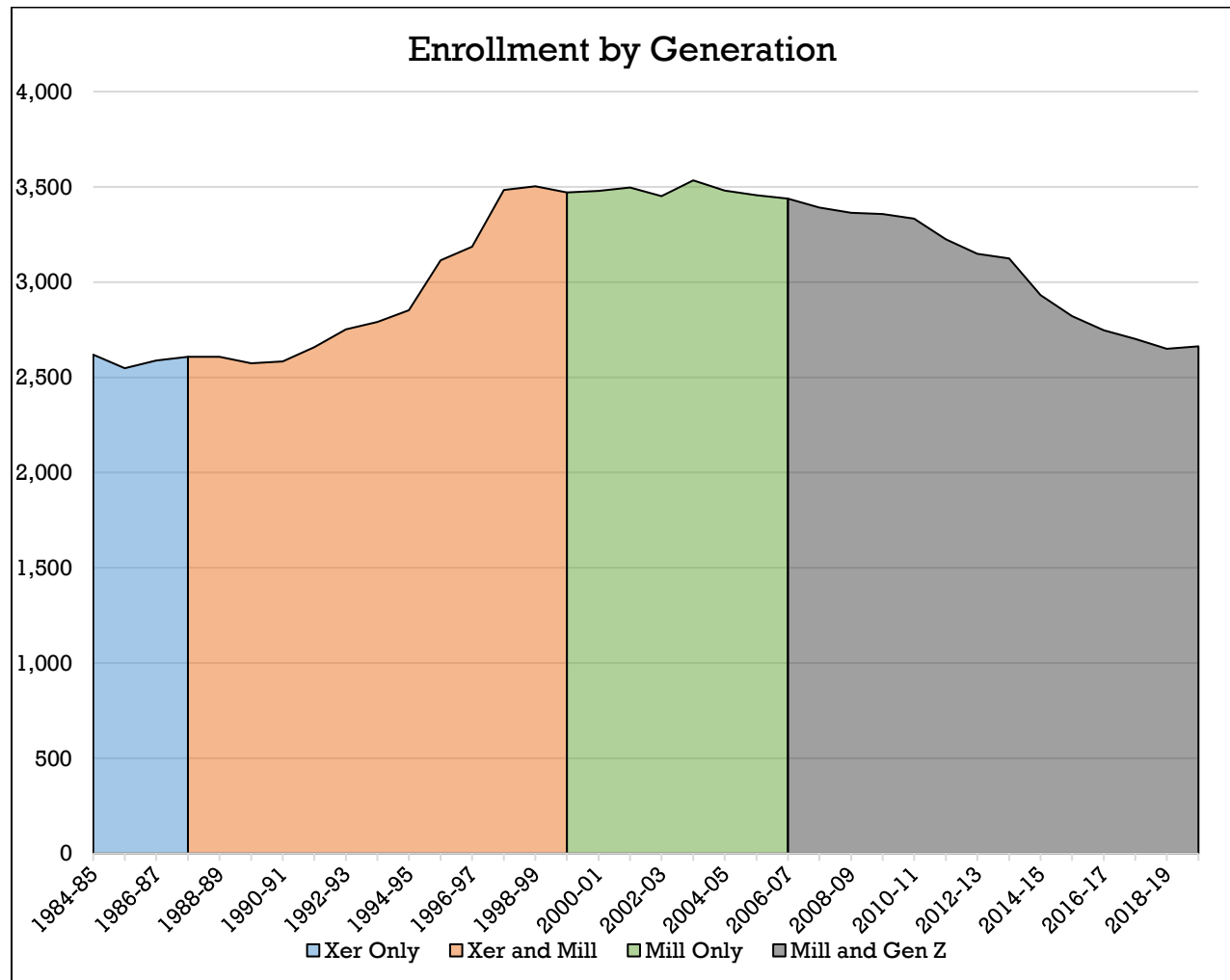
The Baby Boomers: The children born during the Post-War boom, these children are popularly grouped together as born between 1946 and 1964. This generation is well known for the explosion in births that occurred after the war.

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.

Chart 17: Generational Enrollment



Conclusion

Enrollment is projected to continue its downward trajectory over the next five years but at a slower rate than previously projected. This slower rate is based around a high birth-to-Kindergarten ratio. If this ratio does not hold up around a higher level, around 1.1, declines could continue at a higher rate. With lower average birth classes and limited residential development, the downward trend looks to continue. The effects of a large birth class like the one in 2016 show that declines can be temporarily mitigated. Existing home sales could potentially help inject new students into the district, however, there is no way to know for sure who is moving into those houses and the average age of the District getting older does not indicate that enough young families are moving into the District to reverse the trend. In the immediate future, enrollment is projected to decrease at a rate of approximately 100 students over the next five years. Enrollment will stabilize briefly but then continue its previous course. The great unknown is the birth rate. The 2017 birth class was much smaller than anticipated and if they remain around 135 births with lower birth-to-Kindergarten ratios, it could bring in smaller Kindergarten classes

down the road. Birth rates need to be monitored closely in the next few years to determine if this is a new trend or an outlier after a big year. 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 Residential Subdivisions

Subdivision Name	Total Number Planned	Complete/ Underway	Remainder	2020	2021	2022	2023	2024
Homeroom Loft Apartments	35	35	—	—	—	—	—	—
Westfall Village (Townhouses)	36	24	12	12	—	—	—	—
Lockview	17	7	10	2	2	2	2	—
Quail Meadows	37	6	31	3	3	3	3	3
Westfall PDD	10							
Route 150 (E.W. Birch Builders)	8	3	5	2	3	—	—	—
<i>District Total</i>	143	72	53	17	5	5	5	3

Appendix: Data Tables

Table 1: Historic School Enrollment, 2000 – 2020

TABLE 1
Historical School Enrollment : 2000-2001 to 2019-2020

	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	2019-20
K	228	220	208	234	198	252	220	221	229	202	185	192	220	183	161	177	177	176	176	191
1	232	251	235	238	249	208	251	231	216	242	209	191	193	223	187	162	181	180	184	180
2	240	236	262	244	257	255	209	252	239	227	238	215	194	198	235	196	168	185	187	185
3	243	249	240	275	262	262	260	214	254	248	230	240	206	198	200	231	196	169	190	194
4	265	252	247	240	267	264	273	266	218	266	252	225	229	207	200	208	231	201	172	191
5	270	271	249	254	247	272	263	277	268	226	277	259	224	227	206	193	212	233	197	175
6	320	279	275	277	270	249	285	271	284	280	235	267	252	229	224	205	204	223	244	207
7	276	323	293	291	286	273	248	289	273	291	283	238	264	254	235	219	206	208	223	249
8	310	267	305	304	295	274	274	261	288	277	294	285	236	262	243	233	222	203	206	215
9	346	354	292	337	311	316	299	291	281	306	315	304	298	280	276	254	230	227	224	217
10	280	317	321	279	310	289	304	276	270	272	293	278	280	294	246	256	245	234	212	225
11	235	249	285	279	249	283	259	279	258	256	249	276	263	282	248	226	240	227	214	209
12	234	228	239	282	280	259	293	263	286	264	273	254	289	287	271	262	235	236	221	224
Ungraded	17	22	15	12	9	13	9	17	0	0	0	0	0	4	0	1	5	8	5	4
Total	3,496	3,518	3,466	3,546	3,490	3,469	3,447	3,408	3,364	3,357	3,333	3,224	3,148	3,128	2,932	2,823	2,752	2,710	2,655	2,666

Table 2: Aggregate School Enrollment, 2000 – 2020

TABLE 2
Aggregate School Enrollment : 2000-2001 to 2019-2020

	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	2019-20
K-5	1,478	1,479	1,441	1,485	1,480	1,513	1,476	1,461	1,424	1,411	1,391	1,322	1,266	1,236	1,189	1,167	1,165	1,144	1,106	1,116
6-8	906	869	873	872	851	796	807	821	845	848	812	790	752	745	702	657	632	634	673	671
9 -12	1,095	1,148	1,137	1,177	1,150	1,147	1,155	1,109	1,095	1,098	1,130	1,112	1,130	1,143	1,041	998	950	924	871	875
Ungraded	17	22	15	12	9	13	9	17	0	0	0	0	0	4	0	1	5	8	5	4
Total	3,496	3,518	3,466	3,546	3,490	3,469	3,447	3,408	3,364	3,357	3,333	3,224	3,148	3,128	2,932	2,823	2,752	2,710	2,655	2,666

Table 3: School District Births

TABLE 3
School District Births

Year of Birth	Number of Births	Year to Enter Kindergarten	Kindergarten Students	Survival Multiplier
2002	153	2007-08	221	1.4444
2003	169	2008-09	229	1.3550
2004	171	2009-10	202	1.1813
2005	147	2010-11	185	1.2585
2006	187	2011-12	192	1.0267
2007	189	2012-13	220	1.1640
2008	176	2013-14	183	1.0398
2009	160	2014-15	161	1.0063
2010	181	2015-16	177	0.9779
2011	161	2016-17	177	1.0994
2012	151	2017-18	176	1.1656
2013	172	2018-19	176	1.0233
2014	150	2019-20	191	1.2733
2015	148	2020-21	171	1.1550
2016	173	2021-22	200	1.1550
2017	135	2022-23	156	1.1550
2018	156	2023-24	180	1.1550
2019	152	2024-25	176	1.1550

Projections in italics

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

Table 4: Number of Housing Units

TABLE 4
Number of Housing Units

Year	Single Unit		2 Unit	3 or 4 Unit	5 or more	MH	Boat, RV, van, etc.	Total
	1- Det	1- Att						
1990								5,443
2000								6,603
2010								8,011
2007-2011	6,448	61	420	383	232	321	0	
2014-2018	6,940	16	457	140	243	313	23	

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; 2014-2018 American Community Survey B25024 accessed through American Fact Finder

Table 5: Building Permits

TABLE 5
Building Permit Issuances

Sand Lake					
Year	Single Unit	2 Unit	3 or 4 Unit	5 or more	Total
1996	33	6	-	-	39
1997	18	-	-	-	18
1998	27	-	-	-	27
1999	28	2	-	-	30
2000	27	4	-	-	31
2001	29	2	-	-	31
2002	33	2	-	-	35
2003	34	-	-	-	34
2004	36	-	-	-	36
2005	36	-	-	-	36
2006	33	-	-	-	33
2007	29	-	-	-	29
2008	22	-	-	-	22
2009	22	-	-	-	22
2010	21	-	-	-	21
2011	-	-	-	-	0
2012	18	-	-	-	18
2013	-	-	-	-	0
2014	-	-	-	-	0
2015	3	-	-	-	3
2016	7	-	-	-	7
2017	15	-	-	-	15
2018	11	-	-	-	11
2019	13	-	-	-	13

Poestenkill					
Year	Single Unit	2 Unit	3 or 4 Unit	5 or more	Total
1996	15	-	-	-	15
1997	15	-	-	-	15
1998	14	-	-	-	14
1999	15	-	-	-	15
2000	18	-	-	-	18
2001	18	-	-	-	18
2002	17	-	-	-	17
2003	22	-	-	-	22
2004	37	-	-	-	37
2005	11	-	-	-	11
2006	16	-	-	-	16
2007	10	-	-	-	10
2008	12	-	-	-	12
2009	11	-	-	-	11
2010	8	-	-	-	8
2011	3	-	-	-	3
2012	6	-	-	-	6
2013	5	-	-	-	5
2014	6	-	-	-	6
2015	5	2	-	-	7
2016	7	-	-	-	7
2017	8	-	-	-	8
2018	11	-	-	-	11
2019	5	-	-	-	5

Source US Census

Table 6: Existing Home Sales

Table 6			
Existing Home Sales			
	# of units sold	Median Sale Price	Average DOM
2014	132	\$ 200,500	75
2015	212	\$ 195,500	78
2016	223	\$ 179,000	86
2017	206	\$ 219,250	65
2018	243	\$ 212,000	54
2019*	189	\$ 210,000	52
* 2019 Data is through October 31st			

Table 7: Enrollment Projections, 2020 – 2025

TABLE 7
Enrollment Projections : 2020-2021 to 2024-2025

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	191	171	200	156	180	176
1	180	195	175	205	160	184
2	185	185	200	180	210	164
3	194	189	189	204	184	214
4	191	195	190	190	205	185
5	175	193	197	192	192	207
6	207	184	203	207	202	202
7	249	208	185	204	208	203
8	215	240	201	178	197	201
9	217	229	256	214	190	210
10	225	210	222	248	207	184
11	209	206	193	204	228	190
12	224	213	210	197	208	233
Ungraded	4	8	8	8	8	8
Total	2,666	2,626	2,629	2,587	2,579	2,561

Aggregate Enrollment Projections : 2020-2021 to 2024-2025

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K-5	1,116	1,128	1,151	1,127	1,131	1,130
6-8	671	632	589	589	607	606
9-12	875	858	881	863	833	817
Ungraded	4	8	8	8	8	8
Total	2,666	2,626	2,629	2,587	2,579	2,561

