School Enrollment Projections for Bethlehem Central School District

2017-18 School Year

CAPITAL DISTRICT
**Regional
Planning
Commission**

School Enrollment Projections for Bethlehem Central School District

2017-18 School Year

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.

Capital District Regional Planning Commission

Commissioners

Albany County
G. Michael Apostol
Willard A. Bruce
Lucille McKnight
Michael Morelli
Kristin Swinton, *Treasurer*

Saratoga County
Philip Barrett
Jason Kemper, *Vice Chair*
John Murray
Paul Sausville

Rensselaer County
Judy H. Breselor, *Chair*
Stan Brownell
James D. Shaughnessy
Michael Stammel
Jacqueline Stellone

Schenectady County
B. Donald Ackerman
Nancy Casso
Gary Hughes, *Secretary*
Joe Landry
Barbara Mauro

CDRPC Staff
Mark A. Castiglione AICP, Executive Director

Timothy Canty, Financial Officer

Martin Daley, Director of Water Quality Programs

Todd Fabozzi, Director of Sustainability

Jill Falchi, Sustainability Planner

Daniel M. Harp Jr., Senior Planner

Magdy Hay, Financial Officer

Sean M. Maguire AICP, Director of Economic Development

Donna Reinhart, Office Manager

Robyn Reynolds, Senior Planner

Executive Summary

The 2017-18 School Enrollment Projections for Bethlehem Central School District provides five-year enrollment projections beginning with the 2018-19 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 been on the decline for most of the last ten years. After peaking in 2006-07, enrollment in 2017-18 declined 12.8% 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. While there is no indication that declines are slowing, there is evidence to show that declines in 9-12 will become more pronounced.

- Enrollment is experiencing a generational shift. The final Millennials are projected to graduate within a handful of years. 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 198 in 2015. 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.

- At least 20 residential developments are either approved or proposed for the District. 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.

- Enrollment projections from the 2016-17 report were very accurate. Not counting special education students, projections for total enrollment were off by just 8 students. Projections for the three grade cohorts were all within 1% of actual enrollment.

- Both total enrollment, and enrollment by grade cohort, are projected to continue to decline throughout the projection period. There are few signs that declines will slow.

- Total enrollment for 2018-19 is projected at 4,425 students, a decline of 2.1% from 2017-18. Enrollment for K-5, 6-8, and 9-12 is projected at 1,790 (+0.3%), 1,042 (-3.5%), and 1,553 (-3.2%) respectively.

- Total enrollment by 2022-23 is projected at 4,135 students, a decline of 8.5% from 2017-18. Enrollment for K-5, 6-8, and 9-12 is projected at 1,690 (-5.3%), 980 (-9.3%), and 1,425 (-11.2%) 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 second in the series and includes projections for the 2018-19 through 2022-23 school years.

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. From these, a set of enrollment projections can be assembled.

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 since 2002;
- 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;
- Anticipated new residential building activity in the District;

This data 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** provide 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 aggregate 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 level. The 20-year enrollment history was provided by the District's BEDS data.

Enrollment history for grades 1-5 is limited to 1998-99, but enrollment for the remaining grades (as well as total enrollment) is 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 enrollment history beyond the 20-year window. 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 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 outside of the 20-year window is used exclusively as a guideline, not for exact projections of future

enrollment.

The intent of showing 20-year enrollment trends, as well as the extended 28-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 discerned from 20-year enrollment trends alone.

The most critical element for enrollment projections is creating the grade-to-grade survival multipliers. Grade-to-grade survival multipliers provide the bedrock from which enrollment projections are built. 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 increments, 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. 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 2015, but the Kindergarten class of 2017-18 was born (roughly) in 2012, meaning that there are only 11 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 2017-18 report, enrollment projections stretch from 2018-19 through 2022-23. With the most recently available birth data from 2015, the data only supports projections through the 2020-21 school year. In order to complete the five year projections, births for 2016 and 2017 need to be estimated so that the Kindergarten classes of 2021 and 2022 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 & 2011-15 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 comes 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 micro 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 *Eastern New York Regional MLS,* CDRPC can report the Multiple Listing Service (MLS) data at the school district level. CDRPC began the transition to this new system in late 2014 and, as a result, historical data in unavailable prior to that year. This new system tracks various metrics including median & average sale price, total number of units sold, and the average number of days on market.

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, and decline. In the mid 1990s, enrollment was on a steady and steep incline. In 1998-99, the district had a total enrollment of 4,740 students, between then and the 2006-07 peak, enrollment increased to 5,182- an increase of 9.3%. In that period, the District averaged 55 new students every year.

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 300 students (5.9%). Enrollment in 2017-18 is 4,518, 664 (12.8%) lower than the peak and the lowest total in the 20-year period. While annual declines in enrollment do appear to be slowing, there is no reason to believe that the District's total enrollment is stabilizing.

For much of the last 20 years, enrollment in kindergarten varied only slightly year to year. From 1999 to 2008, the average year to year fluctuation in enrollment was +/-3.7%; but from 2009 to 2017 it has increased to +/-7.4%. This higher percentage of change means that kindergarten is experiencing stronger year to year fluctuations than it was earlier in the period. The 20-year enrollment history shows that kindergarten enrollment peaked in 2000-01 at 324 students. Since then, enrollment declined steadily, before spiking sharply in 2009-10. Since spiking, enrollment resumed its declines, but has begun to see sharp year to year spikes. Prior to 2009, year to year fluctuations were commonly in the 1 to 2% range, but from 2016 to 2017 kindergarten enrollment fluctuated by 15.7%. Kindergarten enrollment in 2017-18 of 248 students is the lowest in the 20 year period, and is 76 (23.5%) students below the 2000-01 peak.

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,
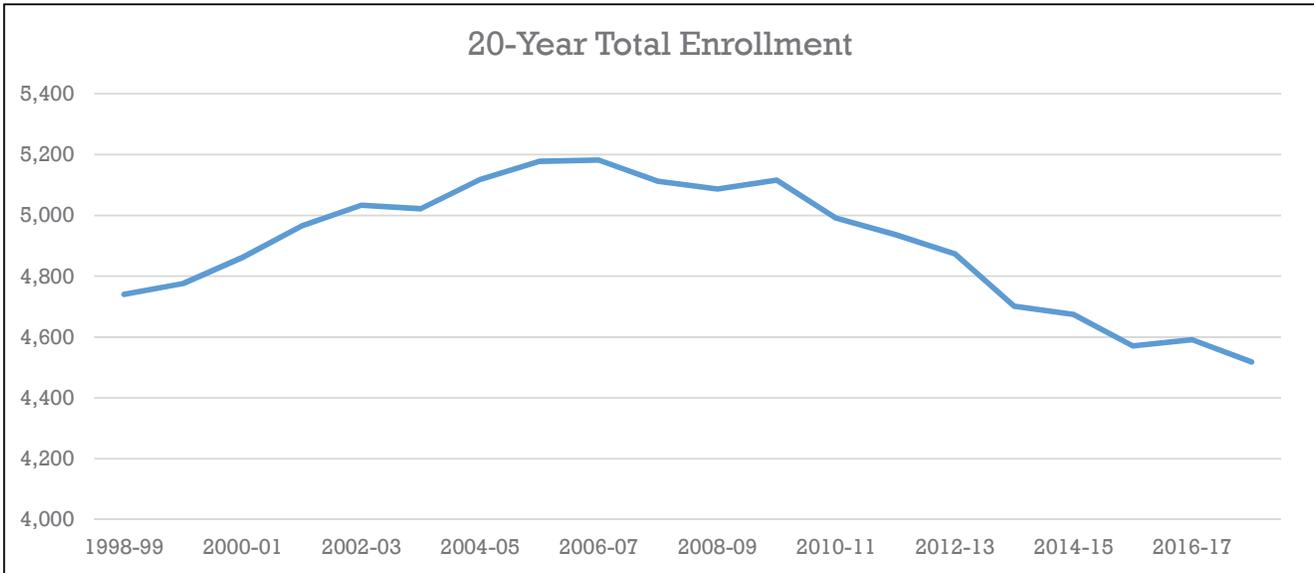
Figure 1. 20- Year Total Enrollment: *Figure 1 provides the overview of the District's total enrollment over the previous 20 years. Over a ten year period, the district gained 557 students, peaking at 5,182 in 2006-07. From 1998-99 to 2006-07 school years, year-to-year enrollment gains topped 80 students three times. Declines have been slightly steeper. Since peak enrollment, the total number of students has declined by 664, averaging a loss of 60 students annually.*
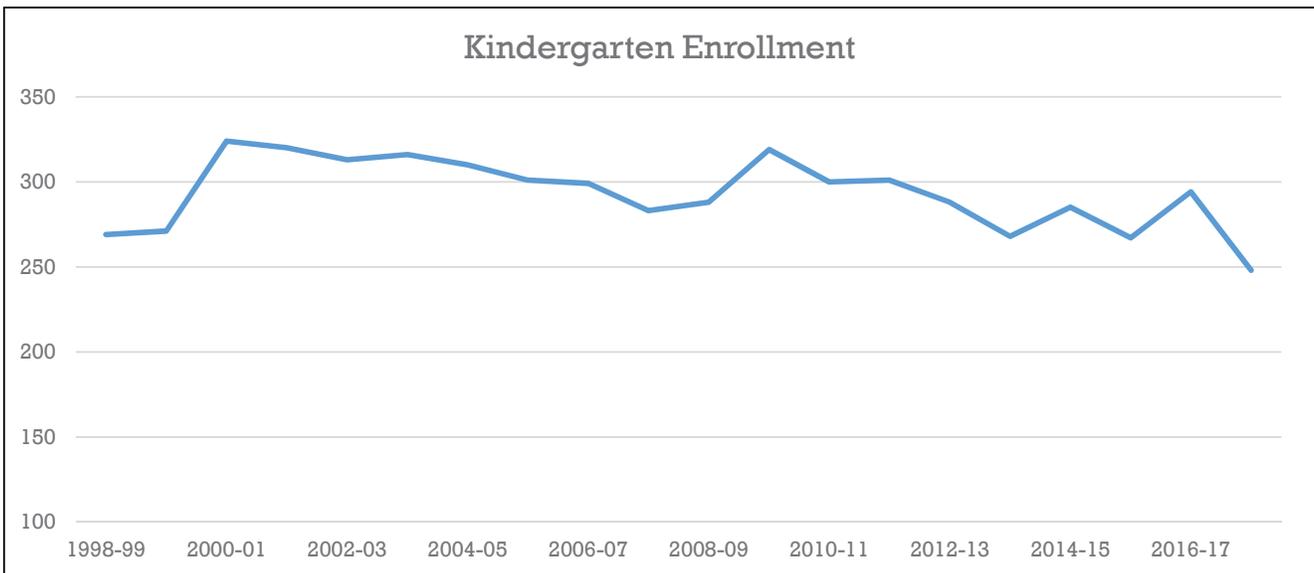

Figure 2. Kindergarten Enrollment: *Figure 2 illustrates the general consistency of kindergarten enrollment over the 20 year period. Notice the sharp spike in enrollment in the 2009-10 school year. Since that time, enrollment has tended to fluctuate more wildly than it did prior. Year-to-year change in enrollment now frequently exceeds 5% and has spiked as high as 15.6%.*
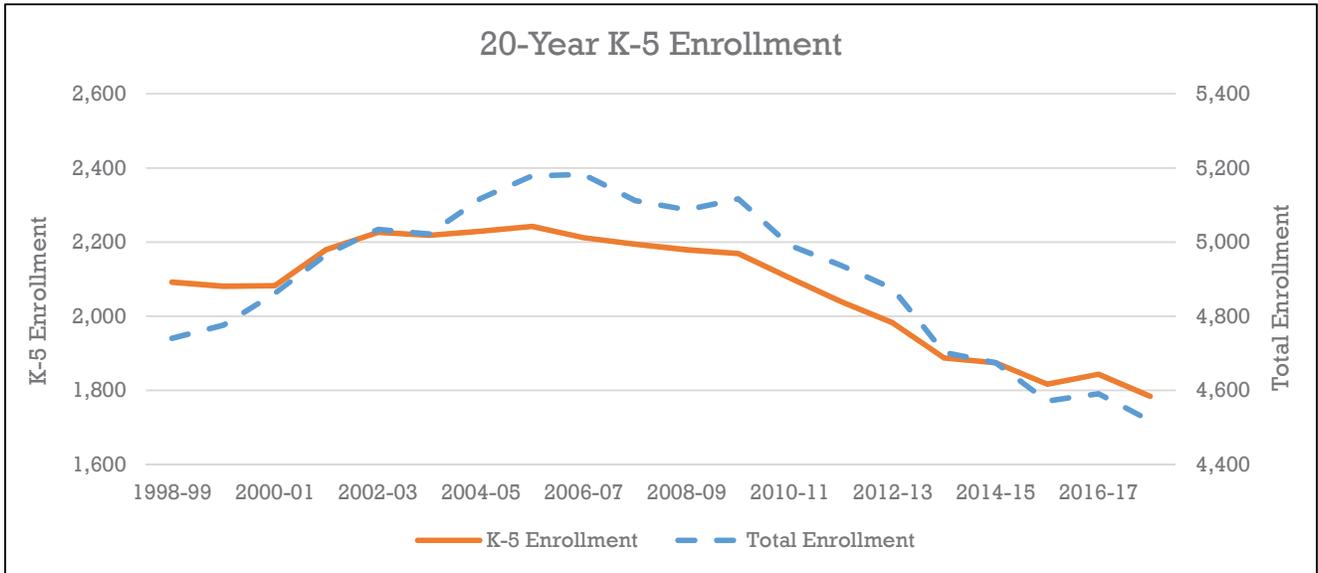
Figure 3. 20-Year K-5 Enrollment*: The solid orange line represents K-5 enrollment while the dotted blue line is Total Enrollment for the District and is represented on the right axis. As Figure 3 shows, K-5 enrollment began to level off slightly before total enrollment peaked. After K-5 enrollment peaked in 2005-06, it entered a period of persistent declines that have continued almost unabated.*
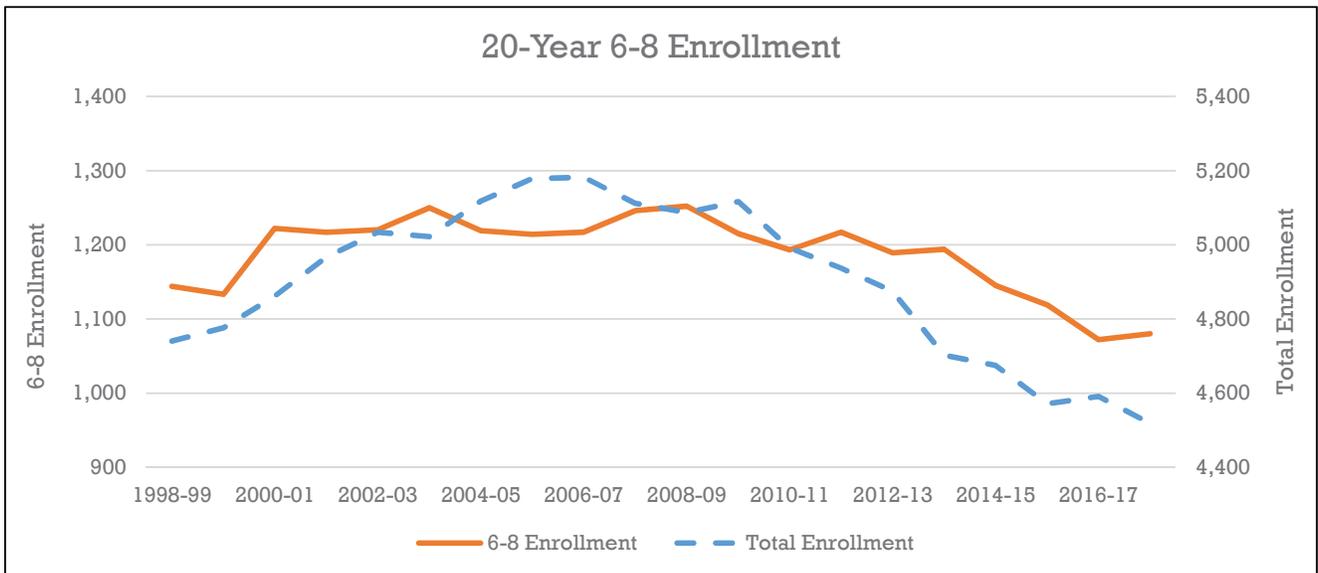
Figure 4. 20- Year 6-8 Enrollment*: Enrollment in grades 6-8 has been stable for much of the last 20 years, enjoying a relatively long plateau where enrollment topped 1,200 students for ten consecutive years. Recently, however, enrollment has experienced a sharp decline, tumbling from more than 1,200 students to fewer than 1,100 in just six years. This year's enrollment of 1,080 was a slight improvement from the previous year, but is not expected to reverse recent trends.*

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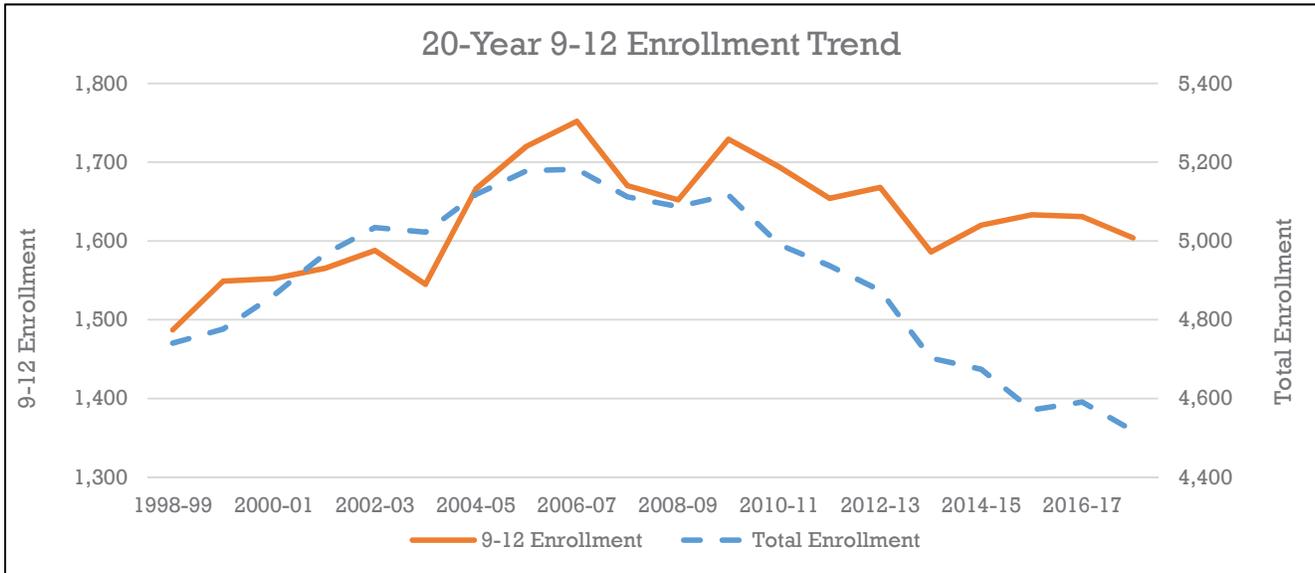
Figure 5. 20-Year 9-12 Enrollment Trend: The long term trend in enrollment for the 9-12 cohort is that of increases, but the more recent trend suggests that an enrollment peak has been reached and the beginnings of long term declines are beginning. The volatile nature of 9-12 enrollment makes it difficult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

Enrollment by Generation
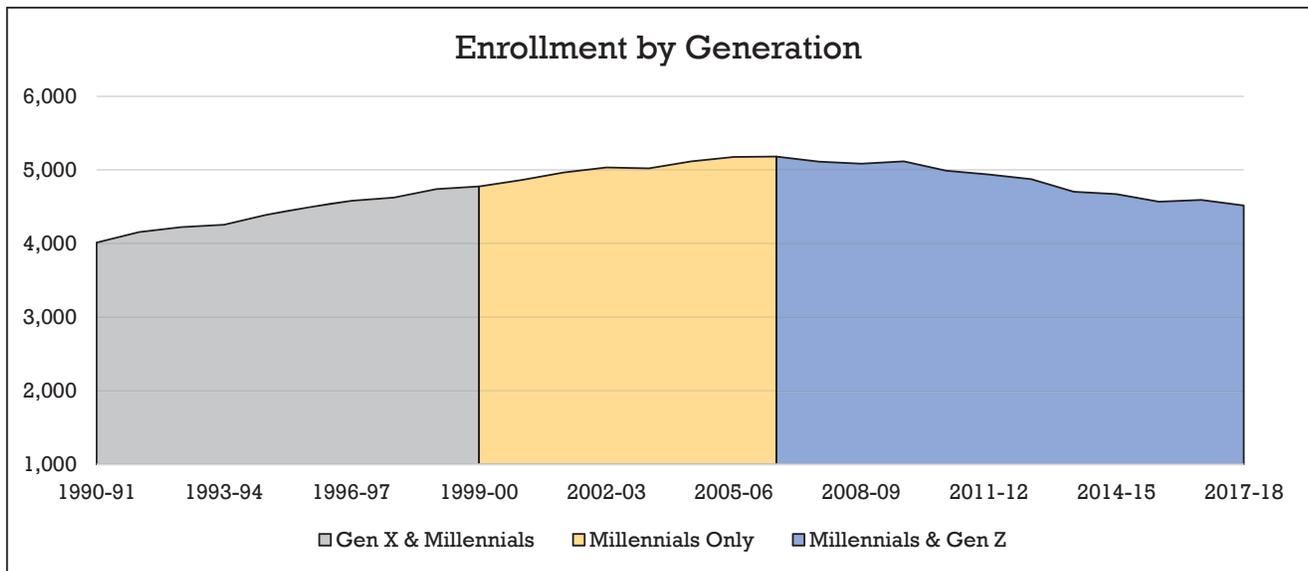
Figure 6. Enrollment by Generation: District-wide enrollment began to climb throughout the 1990s as more Millennials entered school. Even with the exit of the last Gen Xer, Millennials continued to drive enrollment higher, eventually cresting above 5,000 students. But as the older Millennials graduated, 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.

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, an increase of 150 students from 1998-99. Enrollment plateaued 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 -0.82% annually; this changed in the 2010-11 school year when enrollment patterns declined 3.0% from the previous year. From 2010-11 through 2015-16, enrollment declines averaged 2.9%, or 59 fewer students every year. After a brief increase in enrollment in 2016-17, enrollment again declined in 2017-18 to 1,784, a 3.2% decline from 2016-17 and 20.4% decline from the peak.

Enrollment in grades 6-8 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 just +/-2.0%, a year-to-year variation of 24 students. Near the tail-end of this plateau, enrollment peaked at 1,252 students in 2008-09. The 2010-11 school year saw enrollment briefly dip below 1,200 students before rebounding 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. However, as smaller classes have matriculated up from K-5, enrollment declines in 6-8 have increased. While 2017-18 did offer a respite from the declines, it is likely to be the exception to the rule as enrollment was still 13.7% below the 20-year peak.

Finally, enrollment in the 9-12 cohort has shown the most volatility over the 20-year period. In 1998-98, enrollment was 1,487, 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. By 2017-18, enrollment had again declined, falling to 1,604 after three elevated years. While the 9-12 cohort has been volatile in its enrollment, it will not be immune to continued declines as small classes matriculate upward.

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 28 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.

Evolving Trends in a Mother's Age & Fertility Rates- United States		
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
2015	26.4	1.84

Sources:

National Vital Statistics Report, Center for Disease Control and Prevention. Volumes 51 #1 & Volume 66 #1

Data for 1960 & 1965 from:

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

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 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 (AAB), 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 AAB had climbed slightly to just over 22 years old, but the fertility rate had declined dramatically to 1.77 children, 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.

Beginning in 1980, fertility rates saw a modest improvement and pushed upwards of 2.0. For much of the next twenty years, fertility would remain near or above 2.0, resulting in children who are classified as Millennials. While fertility rates were modestly increasing, the AAB continued to slowly increase. In 1980, the AAB was 23.0 years old, but by 2000 it was 24.5.

Since 2005, the trends have reverted back to those from 1960 to 1980, the AAB continues to increase, and fertility rates are back on the decline. From 2000 to 2005, the AAB increased almost a full year from 24.5 to 25.2 in just a five-year period. Meanwhile, fertility remained steady at 2.06. Since 2005, the trends have been steady. From 2010 to 2015, the AAB would again increase by a year (from 25.4 to 26.4) in a five-year period. Fertility, meanwhile, has reversed itself and is now approaching historic lows with 1.84 children per woman.

These trends in the AAB and fertility are born out in historical enrollment data. By 1990, Generation X was well established in school, but they were now being joined by Millennials. Just a few short years earlier, before the Millennials entered school, enrollment had been dependent on just Generation X, a generation that was the result of the "Baby Bust" of the 1970s. 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 5,182 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 2017, the oldest Millennial is roughly 34 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 Millennials 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.

Actual vs. Projected Enrollment

In 2016, CDRPC projected enrollment for the District for the fall of 2017-18 to be 4,460 (not including special education students). These projections proved to be extremely accurate, as actual enrollment in the 2017-18 school year amounted to 4,468, a difference of just 8 (0.2%) students.

Due to the extreme accuracy of projections for total enrollment, projections for grade-to-grade enrollment were similarly accurate. Projected enrollment in kindergarten, notoriously the most difficult, was exact at 248 students. In total, seven of the thirteen grades were projected to within 5 students of their actual enrollment. No grade was off by more than 3.5% from its actual enrollment.

From a cohort perspective, projections were even more accurate than they were by grade. Of the three grade cohorts, all were within ten students of actual enrollment. As a percentage, each cohort was within less than 1% of actual enrollment

The accuracy of the projections is evident in the Survival Multipliers for 2017-18. Outside of those for 1st to 2nd grade, and 10th to 11th grade, the survival multipliers were in line with short term,

Actual Enrollment vs Projected				
Grade	**2017-18**	**Projected**	**Difference**	**Percent Difference**
K	248	248	00	0.0%
1	303	305	+02	+0.7%
2	277	287	+10	+3.5%
3	315	306	-09	-2.9%
4	324	316	-08	-2.5%
5	317	316	-01	-0.3%
6	356	356	00	0.0%
7	352	351	-01	-0.3%
8	372	365	-07	-1.9%
9	377	372	-05	-1.3%
10	415	412	-03	-0.7%
11	387	399	+12	+3.0%
12	425	427	+02	+0.5%

Grade	**2017-18**	**Projected**	**Difference**	**Percent Difference**
K-5	1,784	1,778	-06	-0.3%
6-8	1,080	1,072	-08	-0.7%
9-12	1,604	1,610	+06	+0.4%
Sub Total	**4,468**	**4,460**	**-08**	**-0.2%**
Special Ed	50	40	-10	-25.0%
Total	**4,518**	**4,500**	**-18**	**-0.4%**

Survival Multipliers				
Grade	**2017-18**	**5-year**	**10-year**	**20-year**
Birth to K	1.2984	1.2871	1.2290	N/A
K to 1st	1.0306	1.0383	1.0621	1.1258
1st to 2nd	1.0000	1.0253	1.0306	N/A
2nd to 3rd	1.0396	1.0216	1.0142	N/A
3rd to 4th	1.0385	1.0156	1.0140	N/A
4th to 5th	1.0193	1.0247	1.0185	N/A
5th to 6th	1.0289	1.0321	1.0245	N/A
6th to 7th	1.0173	1.0127	1.0127	1.0361
7th to 8th	1.0276	1.0162	1.0088	1.0095
8th to 9th	1.0357	1.0225	1.0245	1.0218
9th to 10th	1.0000	0.9949	0.9940	0.9908
10th to 11th	0.9627	0.9886	0.9844	0.9830
11th to 12th	0.9930	0.9994	0.9992	1.0091

and long term trends. Even the two that deviated from the trend did so only slightly. In short, there were no surprises in 2017-18.

School District Births

Since 2002 (**Table 3**), the District has seen the number of births generally decline before stabilizing 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 2015 was a return to the trend with 198 births. At this time, the most that can be said is that the number of births has stabilized, there's no indication that they are set to reverse the trend, or decline further.

In order to complete the projections through the 2022-23 school year, the number of births for 2016 and 2017 need to be estimated. CDRPC utilized the average number of births over the previous five years as a basis for estimating future births, and then adjusted accordingly to compensate for the long-term trend. In this case, CDRPC projects that there will be 210 births within the school district in both 2016 and 2017. If housing sales continue to increase, then it is possible that births could increase accordingly.

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, seeing 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 2011-15 ACS helps provide a reference point to guide our interpretation of the data. The 2011-15 ACS indicates that the total number of units has continued to increase modestly, increasing 5.6% from the 2005-09 ACS. Considering the margin of error, this should be considered very modest growth.

The overall takeaway from **Figure 8** is that the number of housing units continues 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 2011-15 ACS' estimate few units than in 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.

District Births

Figure 7. Since 2002 births within the District have slowly declined, with a noticeable drop between 2008 and 2010. Aside from short term spikes, births in the district look to be on the long-term decline.

Table 6 explores existing home sales throughout the District. With only three full years of data available (data for 2017 is for January through October) 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 26 and 30 per month. Sales increased again in 2016 to 380 homes,

Residential Units by Structure

*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 9,086 units in the 2011-15 ACS. Please note that mobile homes are not displayed in this figure.*

an average of 32 a month. While the average days a house was on the market remained flat at 58, the median sale price in 2016 increased to $260,000. For 2017, sales have remained steady through October with 306 (an average of 31/month), but both the average days on market and the median sale price, have improved. In 2017, the median sale price for a home in Bethlehem increased to $275,000, while the average days a home was on the market fell substantially to 37. 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 2017 was $275,000, 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. As more data becomes available, it may become possible to find patterns between home sales and enrollment .
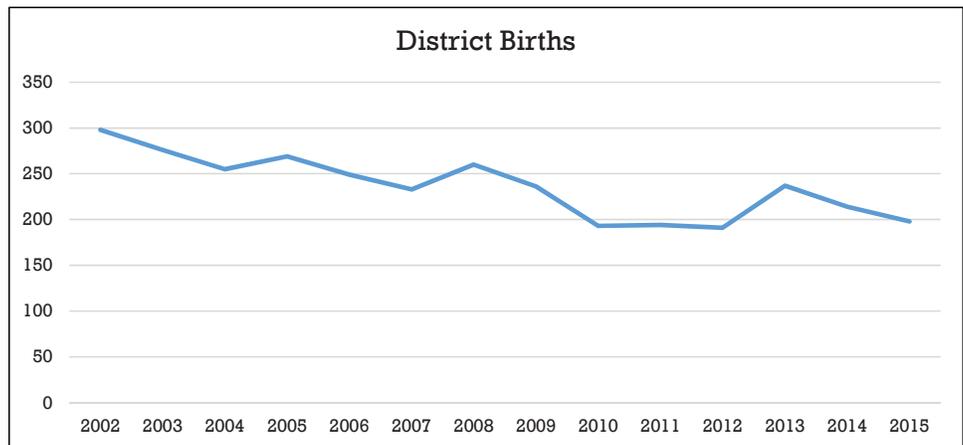
If enrollment begins to climb dramatically at the same time existing home sales rise, then it may be possible that there is a correlation or causation between the two.

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. **Bender Farms.** This 26 lot single-family subdivision is approved for an area south of Delmar Bypass. Construction is slated to begin in 2018.

2. **College Park.** Located off Wemple Road South of Windham Hill Road, this 13 unit single-family development has been approved, but construction is not expected for a year or two.

3. **Delmar Pointe.** 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 is underway, but full build-out is not expected for a number of years.

4. **Hamlet Apartments.** Located off New Scotland Road (roughly 1319 New Scotland Road), this 32 unit complex is has been completed.

5. **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. 52 single family detached and 50 townhouse units, are to be developed concurrently with build-out occurring sometime around 2021 or 22.

6. **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 for a number of years.

7. **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 2019 with completion some time after that.

8. **Pines at Normanside.** Located off Leonard Place off of Delaware Ave, this 8 unit single family development has been completed.

9. **Stonefield**. Approved for 29 single-family units, This development is planned for Feura Bush Road, east of Bain Road and South of Corrit Drive. Development should begin in earnest in 2019.

10. **The Gables.** This 25 single family detached development, located at 454 Delaware Ave, has been completed.

11. **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. Build-out is not expected until 2020.

Proposed Developments

1. **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.

2. **Fitzpatrick Subdivision.** Located off Bender Lane, this proposed development will consist of 9 single family detached lots.

3. **Hamden Woods.** Slated for 40 single family detached units, this proposed development is to be located a 494 Elm Ave.

4. **Kenwood Ave.** With 57 single family detached lots, this development has been proposed for 65 Kenwood Ave.

5. **McCormacks Hollow.** Located at North Street and write Lane, this ten lot single family detached development is early in the planning process.

6. **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.

7. **Phillipin Kill Manor.** Located between West Fisher Boulevard, north of Orchard Streetand south of New Scotland Road, this development is proposed to have both 13 single family detached units, and 36 single family attached townhouses.

8. **Quality Apartments.** This proposed development of 14 apartments is planned for 224 Delaware Avenue.

9. **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 20 approved and proposed developments could lead to significant rates of development within the district. 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 hundreds of 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 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 the 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 2022-23 school year. Highlighting some of the trends expected over the next five years:

- Total enrollment will continue its recent decline. By 2022-23 enrollment is projected to be just 4,135, a decline of 383 (8.5%) in just five years.

- Enrollment in kindergarten is projected to be erratic, but remain roughly on track with its long term trend. While the survival multiplier from birth to kindergarten continues to strengthen, the number of births is steadily declining. The spike in births in 2013 and 2014 may provide a temporary reversal of this trend, but long term births are hovering around 200 annually. The kindergarten class of 2018-19 is expected to be large, but that should be the exception, not the rule through the projection period.

- Declines in enrollment for the K-5 cohort are projected to continue along its current track. By 2022-23, enrollment is projected to decline to 1,690, 94 (5.3%) fewer students than in 2017-18. Of the three grade cohorts, K-5 will see the smallest percentage decline from 2017-18. While K-5 will decline the least from 2017-18 of the three cohorts, it does not appear that any stabilization is in the foreseeable future.

- For grades 6-8, enrollment will continue to decline through 2022-23. By the end of the projection period, enrollment is expected to decline to 980- a decline of 100 (9.3%) students from 2017-18. It is unlikely that any stabilization will come to 6-8 enrollment until stable rates of enrollment have matriculated up from K-5.

- After years of being insulated from the enrollment declines impacting the younger cohorts, the grades 9-12 cohort will see persistent declines. By 2022-23, enrollment is projected to decline by 179 students to 1,425. This decline of 11.2% in five years marks the largest declines of any of the three cohorts. Without an influx of new students into the District,
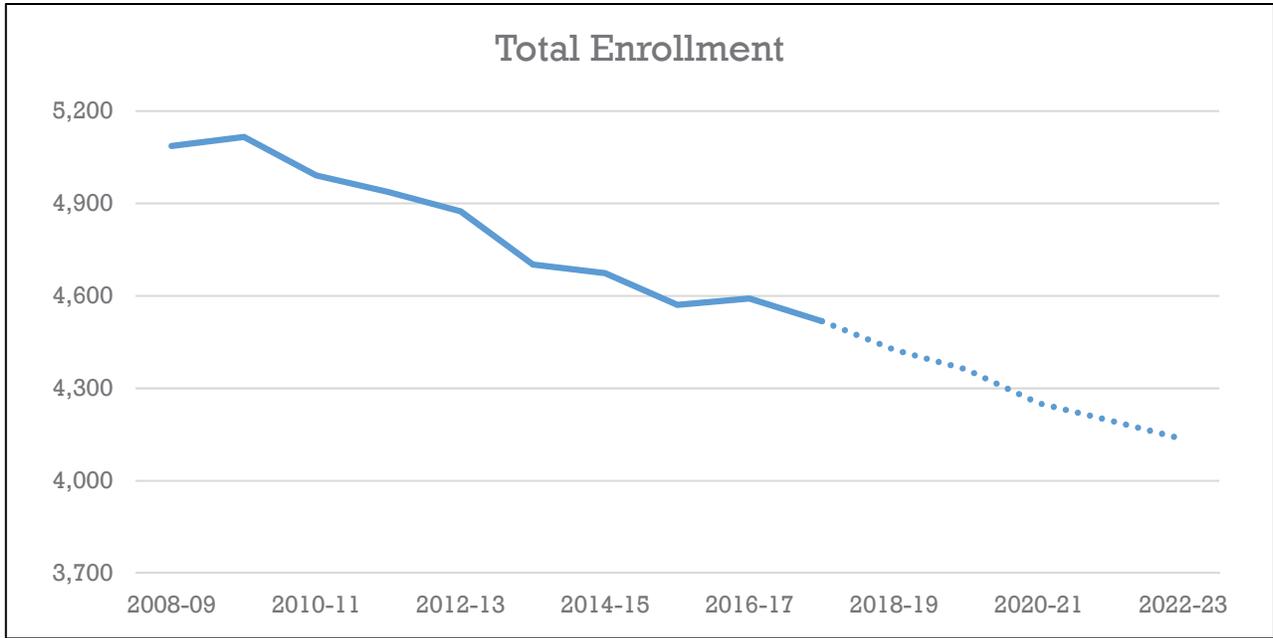
Total Enrollment

Figure 9. Total Enrollment: Projections indicate that the District's total enrollment will continue to decline throughout the projection period. By 2022-23 enrollment will decline to 4,135, a 8.5% decline from the current K-12 enrollment of 4,518, and a 20.2% decline from peak enrollment.

Kindergarten Enrollment
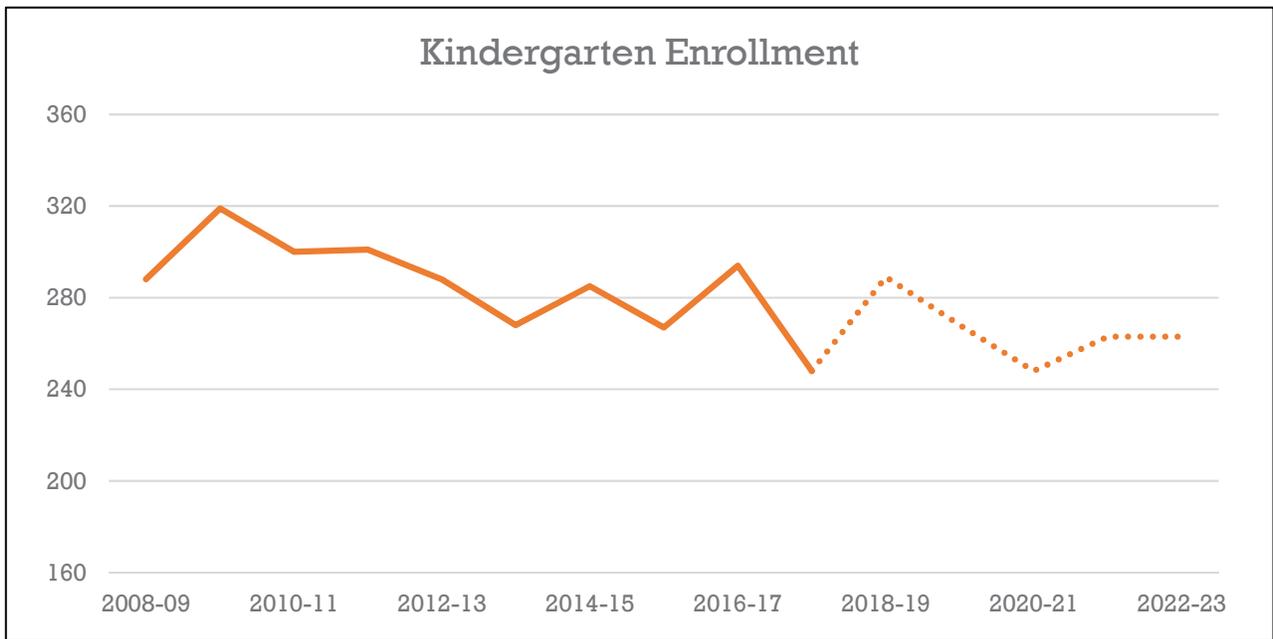
Figure 10. Kindergarten Enrollment. Overall, kindergarten enrollment will decline slightly through the projection period, while also continuing its volatile nature. With the number of births within the District (Table 3) trending lower, it is unlikely that kindergarten enrollment will reverse its trend any time in the foreseeable future.
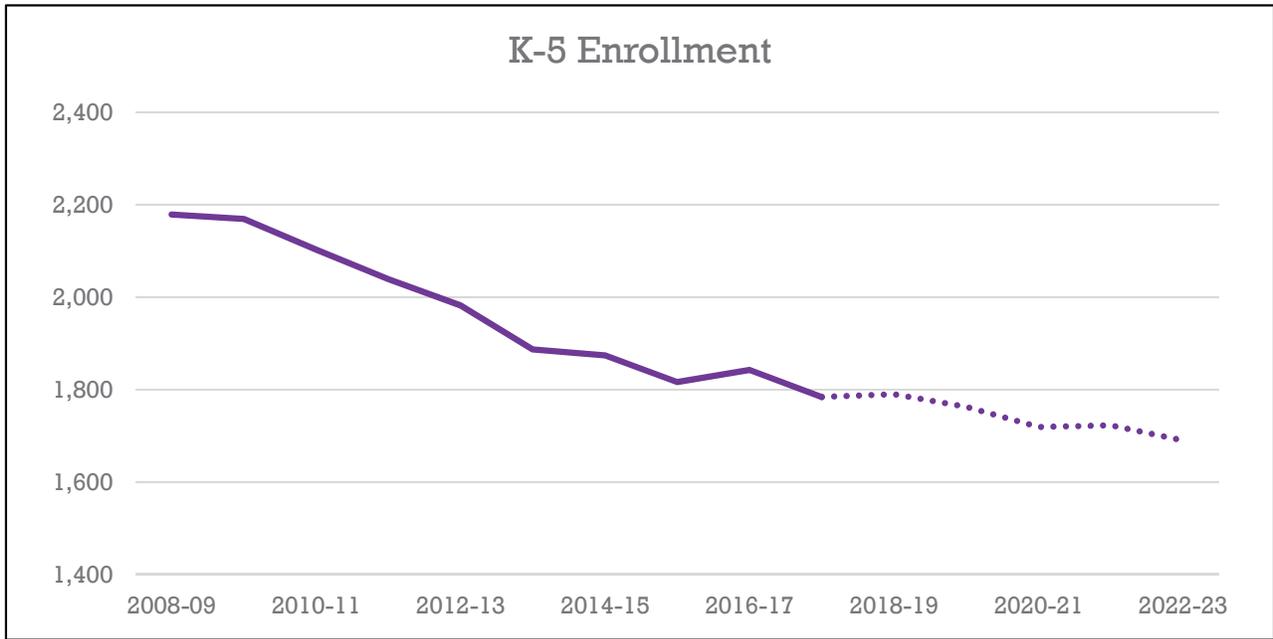
Figure 11. K-5 Enrollment. *While enrollment declines for K-5 seem to be slowing, they are still persistent. There is little indication that this trend may reverse in the near future. The only likely alternative is that enrollment reaches a floor where it stabilizes.*
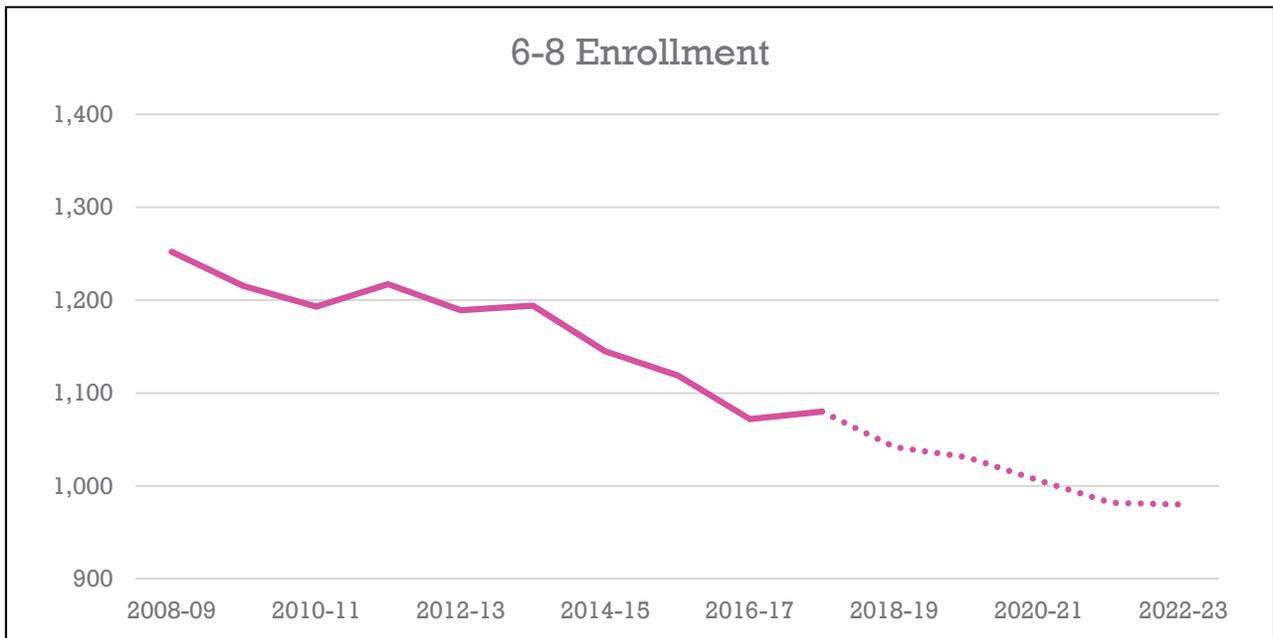
Figure 12. 6-8 Enrollment: *Enrollment in grades 6-8 is projected to continue its declines unabated. By 2021-22, enrollment is projected to dip below 1,000 students and remain there.*
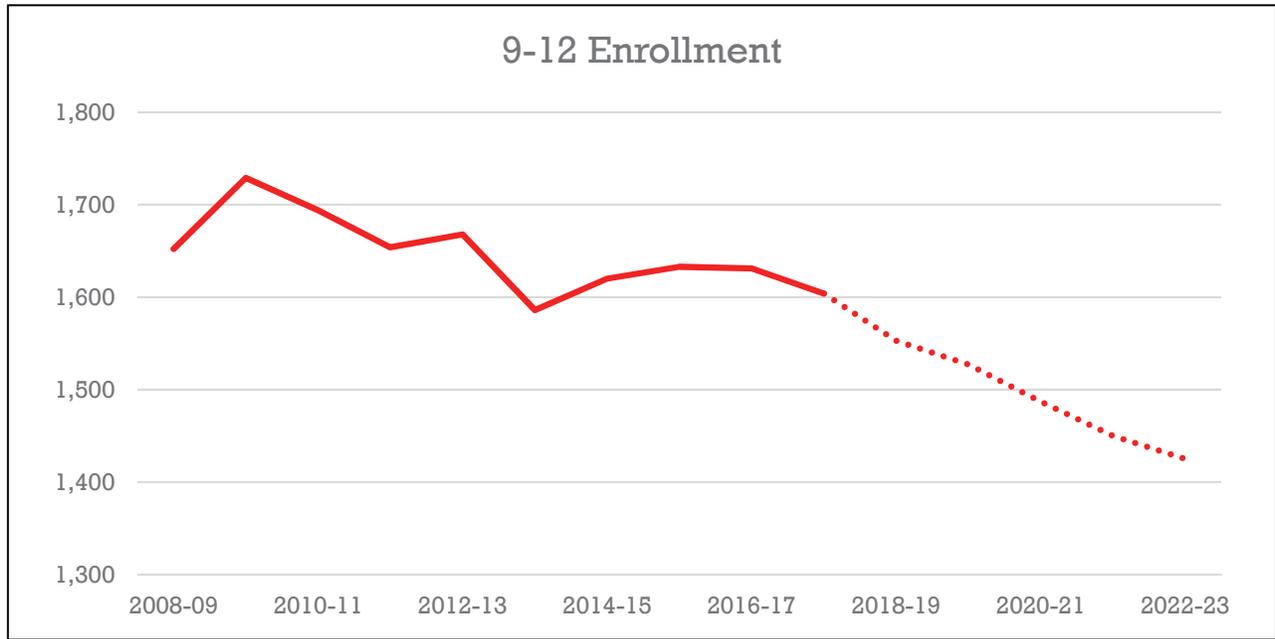
9-12 Enrollment

Figure 13. 9-12 Enrollment: No cohort will see steeper declines in enrollment than grades 9-12. From 2017-18 to 2022-23, enrollment is projected to decline by over 11%. By 2022-23, enrollment is projected at 1,425 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.

Projection Comparison
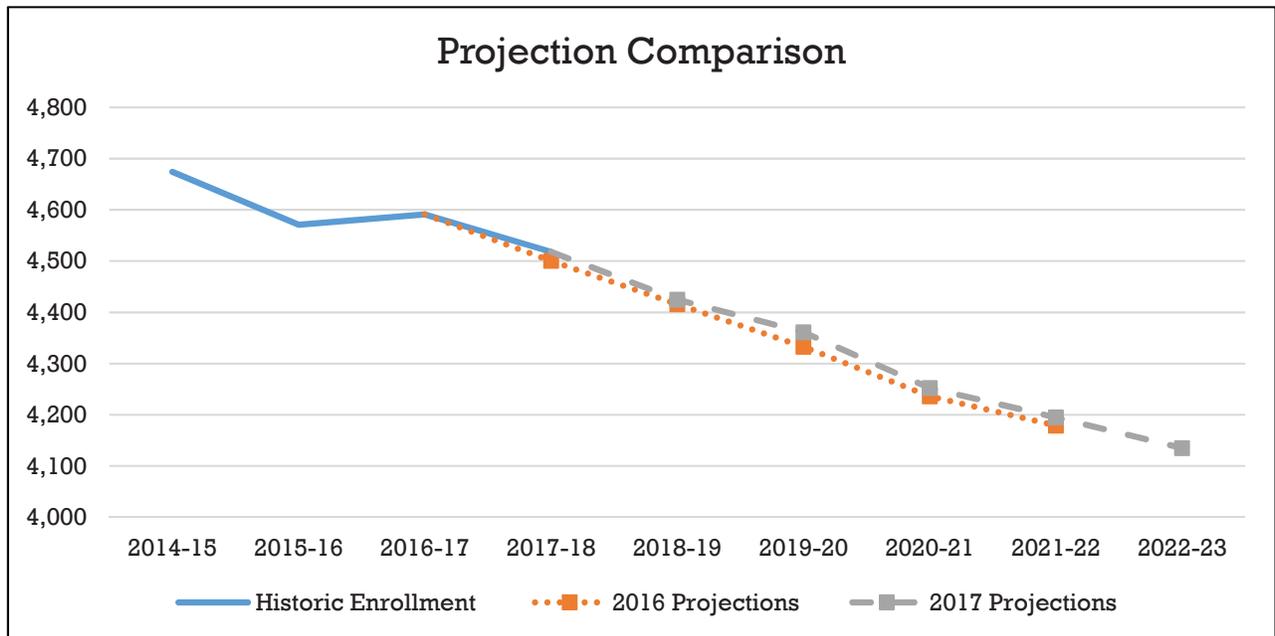
Figure 14. Projection Comparison: Projections remain very similar to 2016-17. 2017-18's projections have been revised slightly higher than those from 2016-17, but are still within tenths of a percent of one another. The two projections tell the same story without discrepancy, total enrollment will decline through 2022-23.

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 hundreds units of residential development available, this could make a sizeable impact on the District's enrollment if the developments were to be completed in a short period of time. Therefore, the new housing activity should be closely monitored.

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 closely moving forward. With hundreds of 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 there may be an 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.

Page intentionally left blank

Tables

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

Subdivision Name	Total Number Planned	Complete/ Underway	Remainder	2018	2019	2020	2021	2022
Town of Bethlehem								
Jolley Road	52	—	52	10	12	10	10	10
Newell Place Phase 1	40	6	34	8	8	8	6	4
Newell Place Phase 2	9	—	9	—	4	3	2	—
Pines at Normanside	8	8	—	—	—	—	—	—
Waldenmaier/Kenwood	9	4	5	2	2	1	—	—
Bender Farms	26	—	26	6	6	6	8	—
College Park	11	—	11	—	3	3	2	3
Stonefield	29	—	29	1	7	7	7	7
Total	184	18	166	27	42	38	35	24

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

Subdivision Name	Total Number Planned	Complete/ Underway	Remainder	2018	2019	2020	2021	2022
Town of Behlehem								
Delmar Pointe	46	8	38	10	10	10	8	—
Jolley Road (Townhome)	50	6	44	10	12	12	10	—
Hamlet Apartments	40	40	—	—	—	—	—	—
The Gables	25	25	—	—	—	—	—	—
225 Delaware- Quality Apts	6	6	—	—	—	—	—	—
Total	167	85	82	20	22	22	18	—

TABLE 1
Bethlehem Central School District
Historical School Enrollment : 1998-1999 to 2017-2018

	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	2017-18
K	269	271	324	320	313	316	310	301	299	283	288	319	300	301	288	268	285	267	294	248
1	362	323	309	363	370	364	370	358	366	377	350	318	327	310	310	300	289	286	277	303
2	350	371	340	357	396	378	369	370	368	380	383	361	327	344	326	314	310	295	303	277
3	333	367	380	359	376	407	387	379	380	377	383	393	366	328	338	315	327	311	312	315
4	384	350	352	401	373	366	417	401	388	387	379	396	388	370	336	345	321	327	311	324
5	394	399	377	380	398	387	376	433	411	390	396	382	395	386	384	345	342	330	346	317
6	366	393	423	372	375	409	402	384	385	401	393	407	389	403	390	389	354	357	346	356
7	357	382	407	437	436	399	417	397	397	403	403	395	411	398	411	386	399	360	362	352
8	421	358	392	408	409	442	400	433	435	456	456	413	393	416	388	419	392	402	364	372
9	404	428	359	402	426	425	412	445	454	398	390	474	422	403	434	386	427	404	415	377
10	380	393	429	365	391	379	452	416	445	445	406	397	472	412	385	430	387	421	402	415
11	355	380	386	414	358	346	411	444	413	421	443	410	386	455	395	377	419	391	428	387
12	348	348	378	384	413	395	391	415	440	406	413	448	414	384	454	393	387	417	386	425
Ungraded	17	13	6	4	0	9	4	2	1	2	4	3	1	27	35	35	35	3	45	50
Total	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	4,518

Source: NYS Dept. of Education BEDS Data

TABLE 2

Bethlehem Central School District

Aggregate School Enrollment : 1998-1999 to 2017-2018

	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	2017-18
K-5	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	1,784
6-8	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	1,080
9 - 12	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	1,604
Ungraded	17	13	6	4	0	9	4	2	1	2	4	3	1	27	35	35	35	3	45	50
Total	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	4,518

Source: NYS Dept. of Education BEDS Data

TABLE 3
School District Births
Bethlehem Central School District

Year of Birth	Number of Births	Year to Enter Kindergarten	Kindergarten Students	Survival Ratio
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	248	1.2984
2013	237	2018-19	*289*	*1.2200*
2014	214	2019-20	*268*	*1.2511*
2015	198	2020-21	*248*	*1.2511*
2016	*210*	2021-22	*263*	*1.2511*
2017	*210*	2022-23	*263*	*1.2511*

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
2011-15	8,608	478	672	740	859	90	11,447

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 & 2011-15 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
2016	94	0	46	140

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
2016	0	0	0	0

Table 6

**Bethlehem Central School District Existing
Home Sales**

	# of units sold	Median Sale Price	Average DOM
2014	306	$249,950	62
2015	355	$250,000	58
2016	380	$260,000	58
2017	306	$275,000	37

*2017 data is through October

TABLE 7
Bethlehem Central School District
Enrollment Projections : 2018-2019 to 2022-2023

Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	248	289	268	248	263	263
1	303	257	300	278	257	273
2	277	311	264	308	285	264
3	315	283	318	270	315	291
4	324	320	287	323	274	320
5	317	330	326	292	329	279
6	356	323	337	333	298	336
7	352	361	327	341	337	302
8	372	358	367	332	347	342
9	377	381	367	376	340	356
10	415	375	379	365	374	338
11	387	410	371	375	361	370
12	425	387	410	371	375	361
Ungraded	50	40	40	40	40	40
Total	4,518	4,425	4,361	4,252	4,195	4,135

Aggregate Enrollment Projections : 2018-2019 to 2022-2023

Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K-5	1,784	1,790	1,763	1,719	1,723	1,690
6-8	1,080	1,042	1,031	1,006	982	980
9-12	1,604	1,553	1,527	1,487	1,450	1,425
Ungraded	50	40	40	40	40	40
Total	4,518	4,425	4,361	4,252	4,195	4,135

2017-18 Represents Actual Fall Enrollment