



# **Enrollment Projection/ Demographic Study**

*for the*

***Burnt Hills-Ballston Lake  
Central School District***

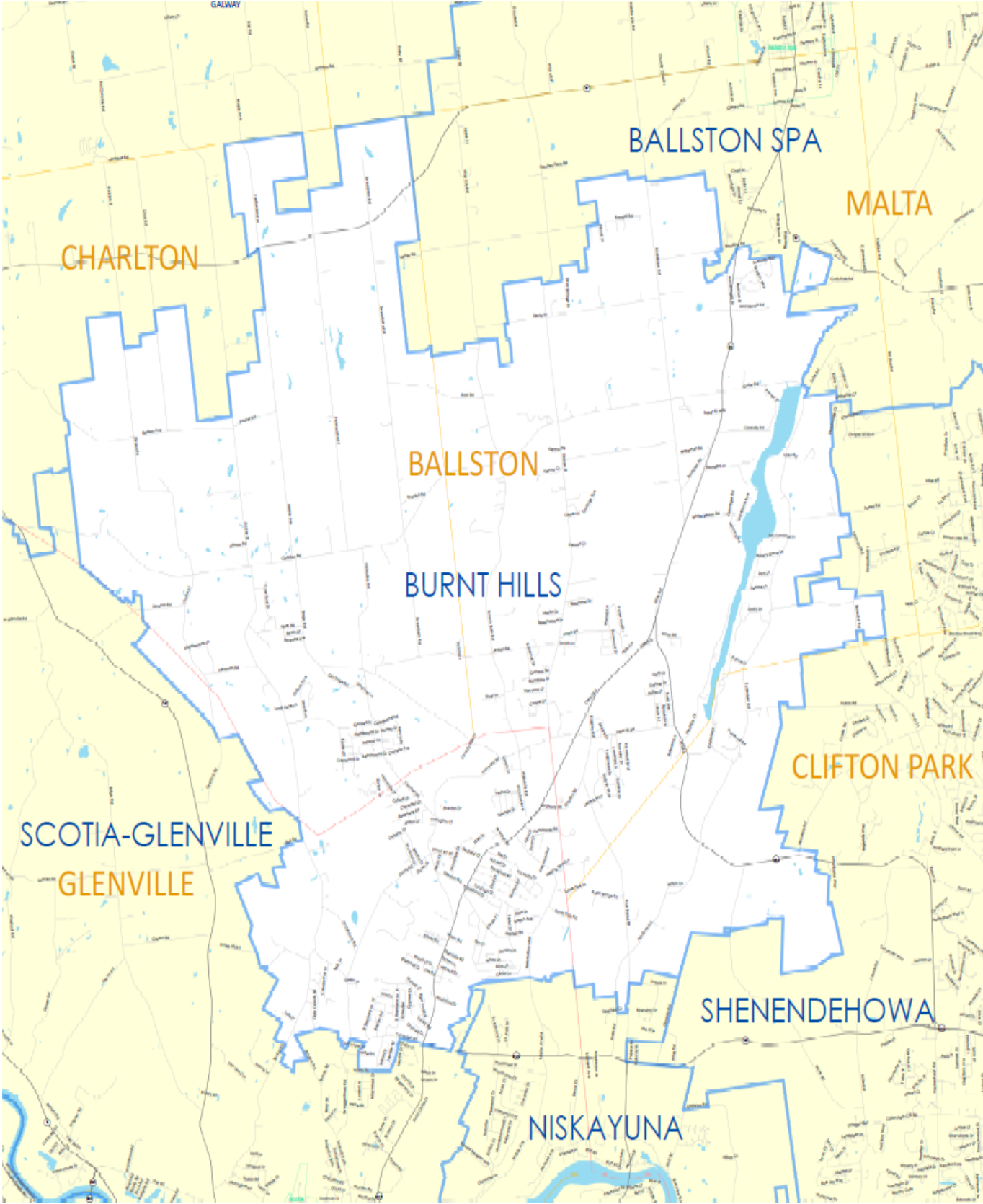
***Glenville,  
New York***



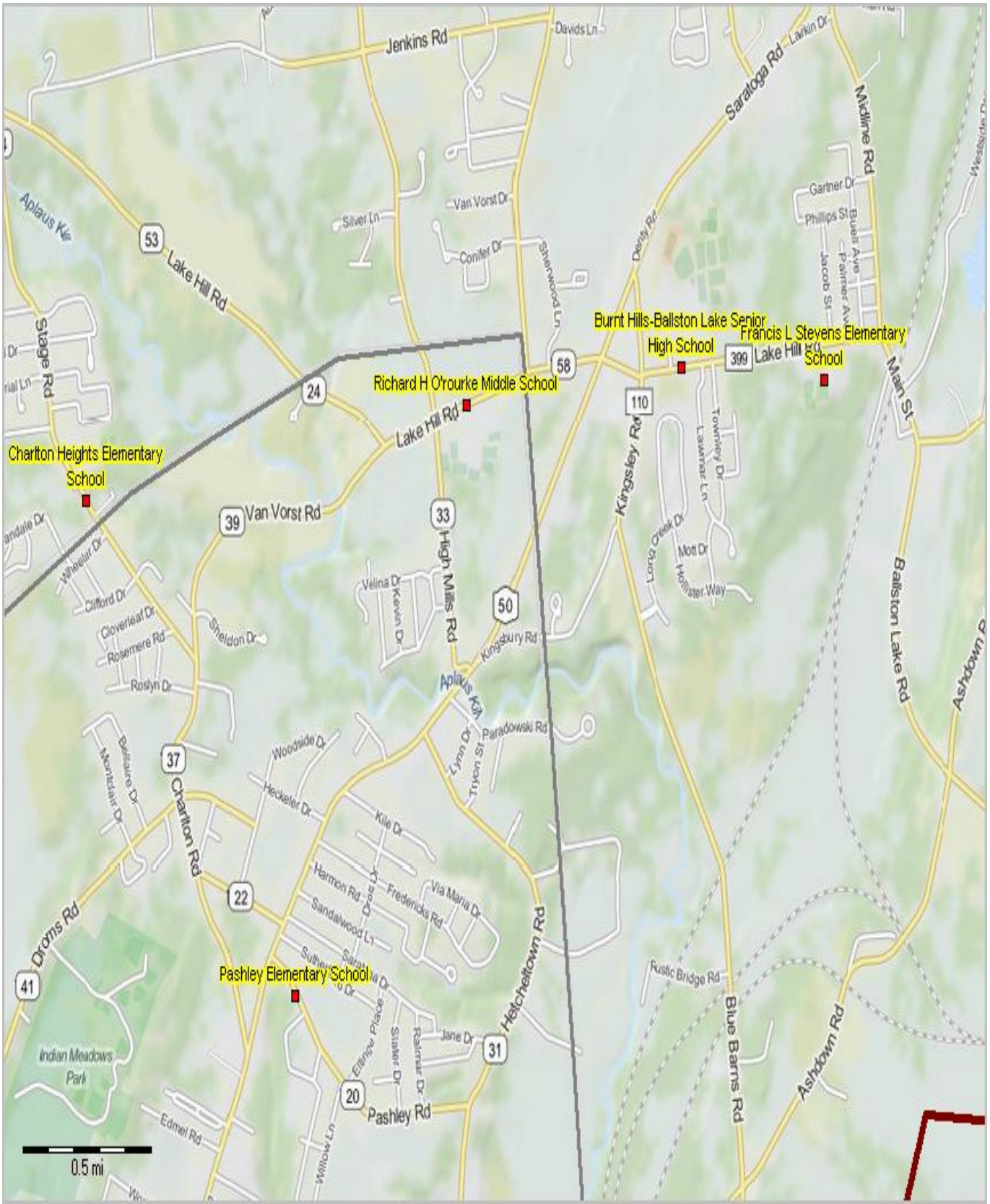
***A Tool to Help Plan and Discuss the Future***

**March 2017**

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*



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## **PURPOSE AND USE OF THE ENROLLMENT PROJECTION STUDY**

This demographic/enrollment projection study provides historical and current Burnt Hills-Ballston Lake School District enrollment data and suggests enrollment projection scenarios based on the trending of historical data patterns. The BH-BL School District has 48.38 square miles within its enrollment boundaries.

The main purpose of the study is to provide a tool to help school district decision-making. The study provides projected pupil enrollments based on different assumptions about the future. The study is a tool to engage a community in identifying what they believe about the future of the school district and the community it serves. The study also enables the school district to comply with Commissioner's Regulation Section 155.1. The Regulation requires long-range planning of program requirements, future enrollments K-12, pupil capacity of existing facilities, and a plan for repair or modernization of facilities and/or provision for additional facilities to support the delivery of the program Kindergarten through Grade 12. Planning for a Pre-kindergarten program component is a separate element and analysis. Unlike Kindergarten, which has evolved into a *defacto* 'compulsory' enrollment grade for which State attendance aid is given to a district, Pre-kindergarten enrollment rests solely on the availability of such a program at the discretion of a school district and the volition of the parents or guardians.

The enrollment projection study combined with the values, intuition, and vision of school district officials can frame planning discussions as the school district projects its facilities, staffing and program needs into the future.

## **VARIABLES THAT INFLUENCE FUTURE SCHOOL DISTRICT ENROLLMENTS**

The six sources of current and projected school district enrollment are:

- live births within the school district and their eventual kindergarten enrollment in the district;
- new household population with children who move to the district;
- new population who move to the district who are at child-bearing age and plan to begin a family;
- enrollment of students from non-public schools or from home-schooling settings;
- school program and academic intervention changes that may increase the success of the school district in keeping existing enrollment as long as possible to culminate in high school graduation;
- a change by other public schools, if any, who tuition students to attend the BH-BL School District.

If there are data to suggest that one or more of the variables listed above will not continue into the near future of the next five years in the same historical pattern, then the baseline enrollment projections results

are modified to estimate the potential impact the variable(s) may have on future school district enrollments. The baseline enrollment projection calculations of the study are based on the following:

- ✓ Historical live birth data and patterns
- ✓ Historical patterns of enrollment at the various grade levels
- ✓ Private school enrollments
- ✓ Historical pattern of other school districts, if any, that tuition students to the district

## **METHODOLOGY TO PROJECT BASELINE ENROLLMENT FORECASTS**

### **Compilation of Data**

The study collects the following data to execute the cohort survival statistic to project *baseline* future enrollments of the school district:

- Student enrollments of the BH-BL School District by grade level from 2011-2012 through 2016-2017 are compiled from data provided by district personnel. All public school enrolled children including special needs students regardless of current school year program location of program, and temporarily home-bound pupils are included in the estimates. BH-BL also serves non-resident tuition pupils who are included in the calculations.
- Annual kindergarten class enrollments are compared to the total school district enrollment area live births five years earlier.
- Live birth numbers in the school district since 2002 as reported by the New York State Department of Health are analyzed.

### **Application of the Baseline Cohort Survival Statistic**

The cohort survival statistic identifies a ‘percentage of survival’ ratio that describes the relationship of a grade level enrollment in a given year compared to the grade enrollment in the next lower grade from the previous year. If a ratio falls below 1.0, the ratio signifies that the enrollment of students in a grade level decreased or did not ‘survive’ enrollment into the next grade level of the next year. If a ratio rises above 1.0, the ratio then signifies that new enrollment has moved to the district or a significant change in grade-to-grade promotion policy.

Calculating the survival ratios from 2010-2011 through 2015-2016 for each of the grade enrollments provides the basis for a set of average grade-to-grade survival ratios that can be used to estimate future *baseline* grade enrollments in the BH-BL School District.

### **Limitations of the Study**

- The future enrollments predicted using the cohort survival statistic should be adjusted if there is evidence that one or more of the study assumptions have changed.
- Enrollment projection totals for K-6 (K-5, 6), 7-8 and for 9-12 are more reliable than are those for specific grade levels in specific years. Primary focus should be given to estimates five years into

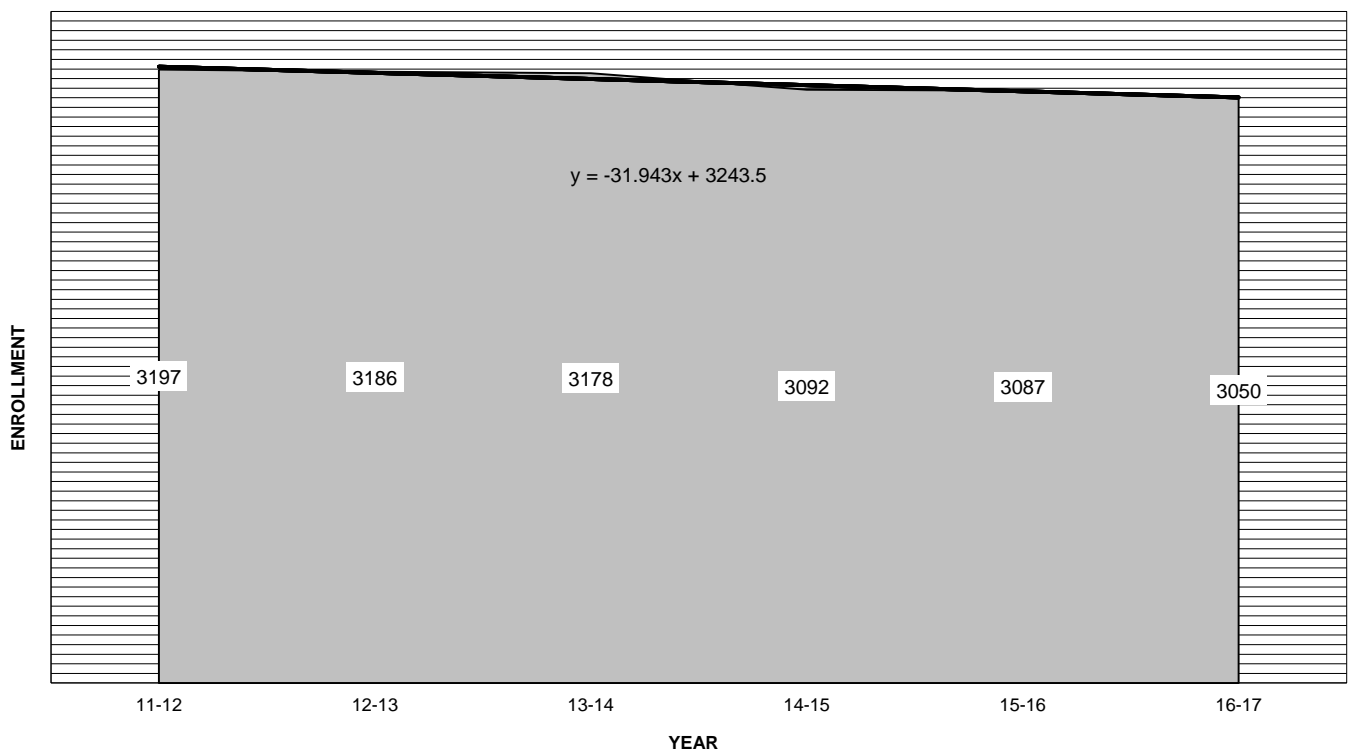
the future for grades K-6, eight years into the future for grades 7-8, and ten years into the future for grades 9-12.

- The cohort survival statistic is a linear calculation. As such, sporadic fluctuations of historical enrollment data from year-to-year could affect the estimated projections of future enrollment

## HISTORICAL PERSPECTIVE OF ANNUAL ENROLLMENTS

Total K-12 enrollment in the six enrollment years since 2011-2012 has changed from 3197 pupils to 3050 in the current school year. One hundred and forty-seven fewer pupils equate to a -4.6% change over the past six years. The six-year average is 3132 pupils and the median is 3135. The close relationship between the average and the median over the past six years of annual enrollments suggests a linear pattern and not a decrease influenced by an unforeseen ‘atypical’ demographic/economic variable.

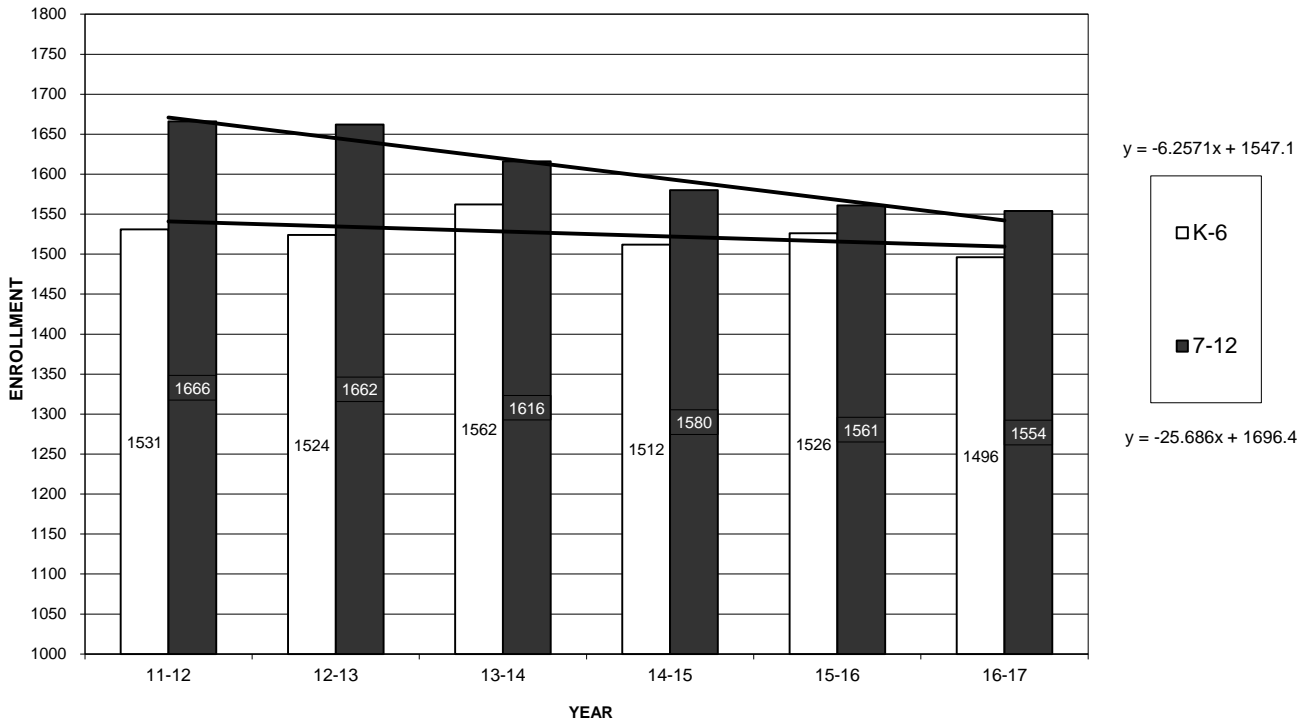
**CHART ONE: BURNT HILLS-BALLSTON LAKE CSD  
HISTORICAL K-12 ENROLLMENT 2011-2016**



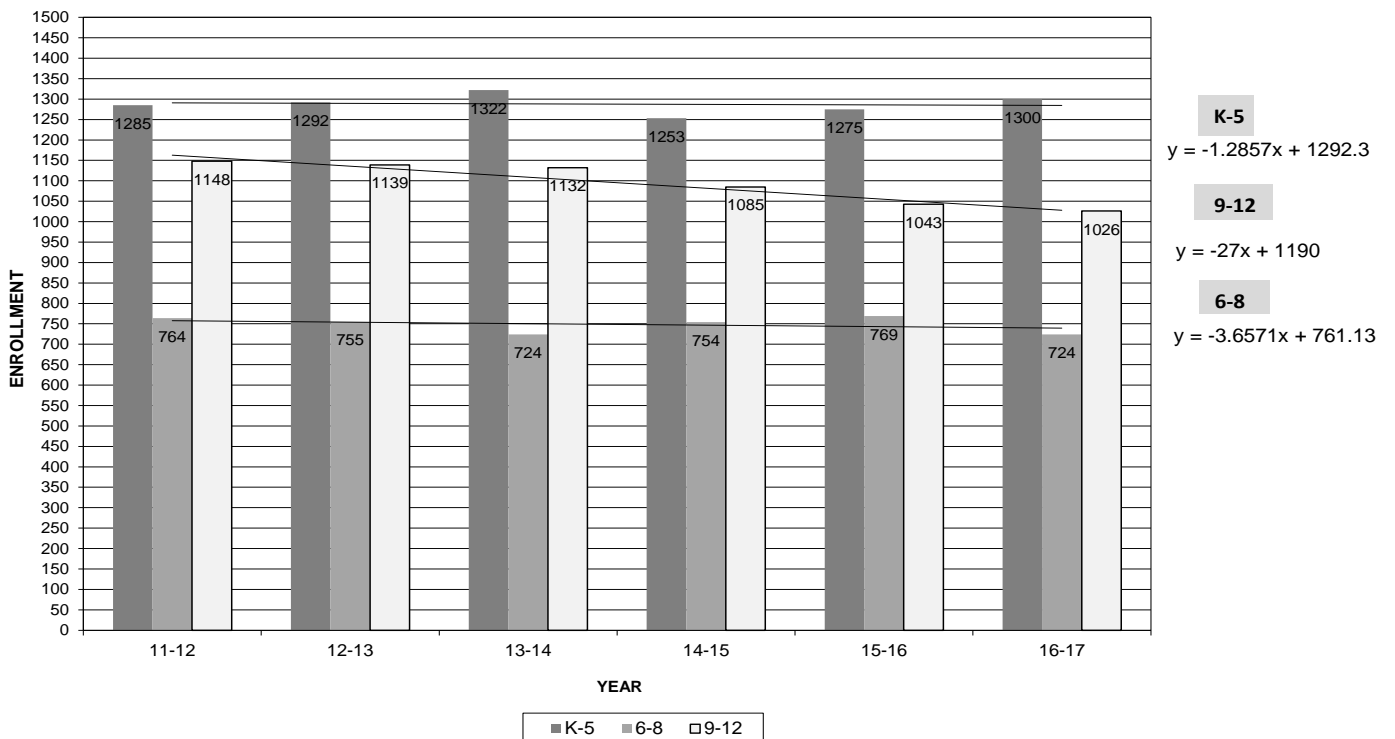
*Chart Two* illustrates the historical pattern of K-6, and 7-12 enrollments since 2011. Note the decreasing pattern of both elementary and secondary enrollments since 2011. The pattern of elementary enrollments K-6 is ‘less negative’ than the pattern for 7-12.

*Chart Three* illustrates the historical pattern of K-5, 6-8, and 9-12 enrollments since 2011. Note the ‘less negative’ pattern of K-5 enrollments compared to those in 6-8 and 9-12.

## CHART TWO: BURNT HILLS-BALLSTON LAKE CSD HISTORICAL K-6, 7-12 ENROLLMENT 2011-2016



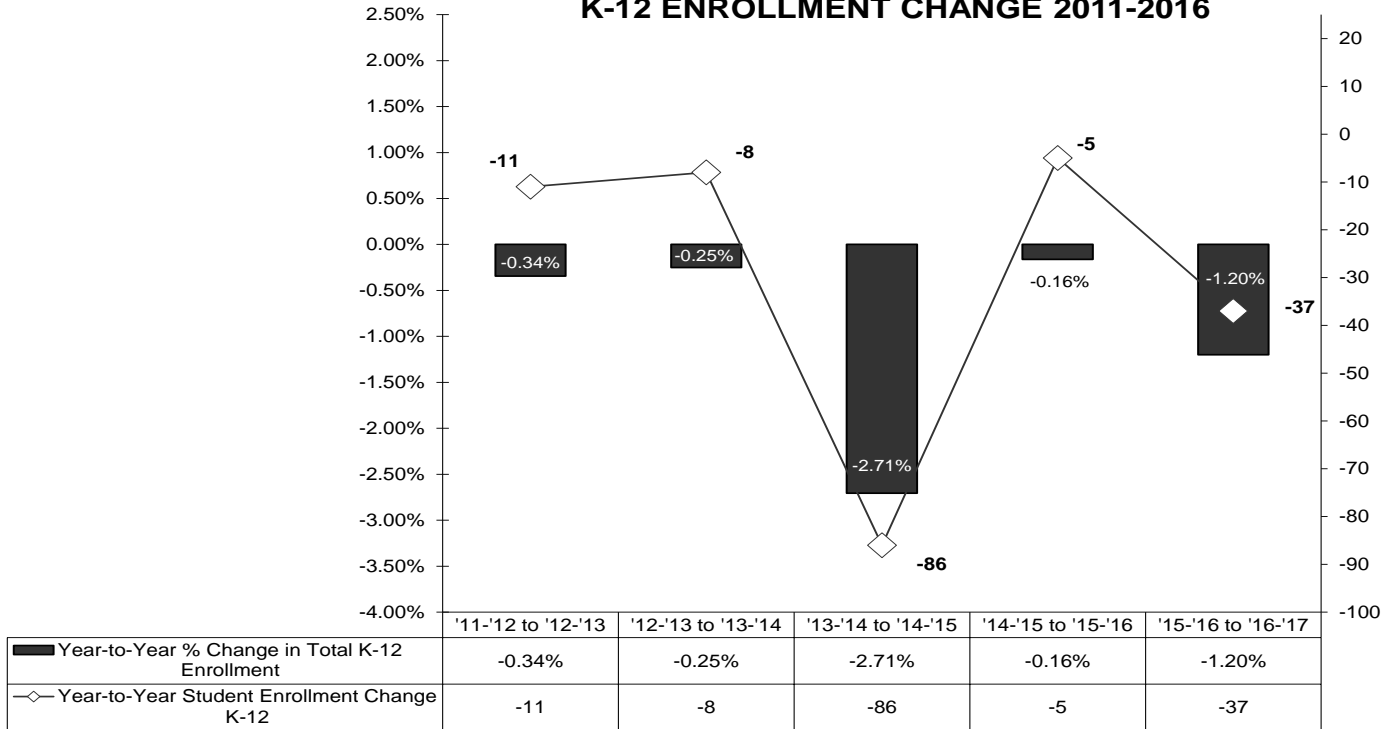
## CHART THREE: BURNT HILLS-BALLSTON LAKE CSD HISTORICAL K-5, 6-8, 9-12 ENROLLMENT 2011-2016



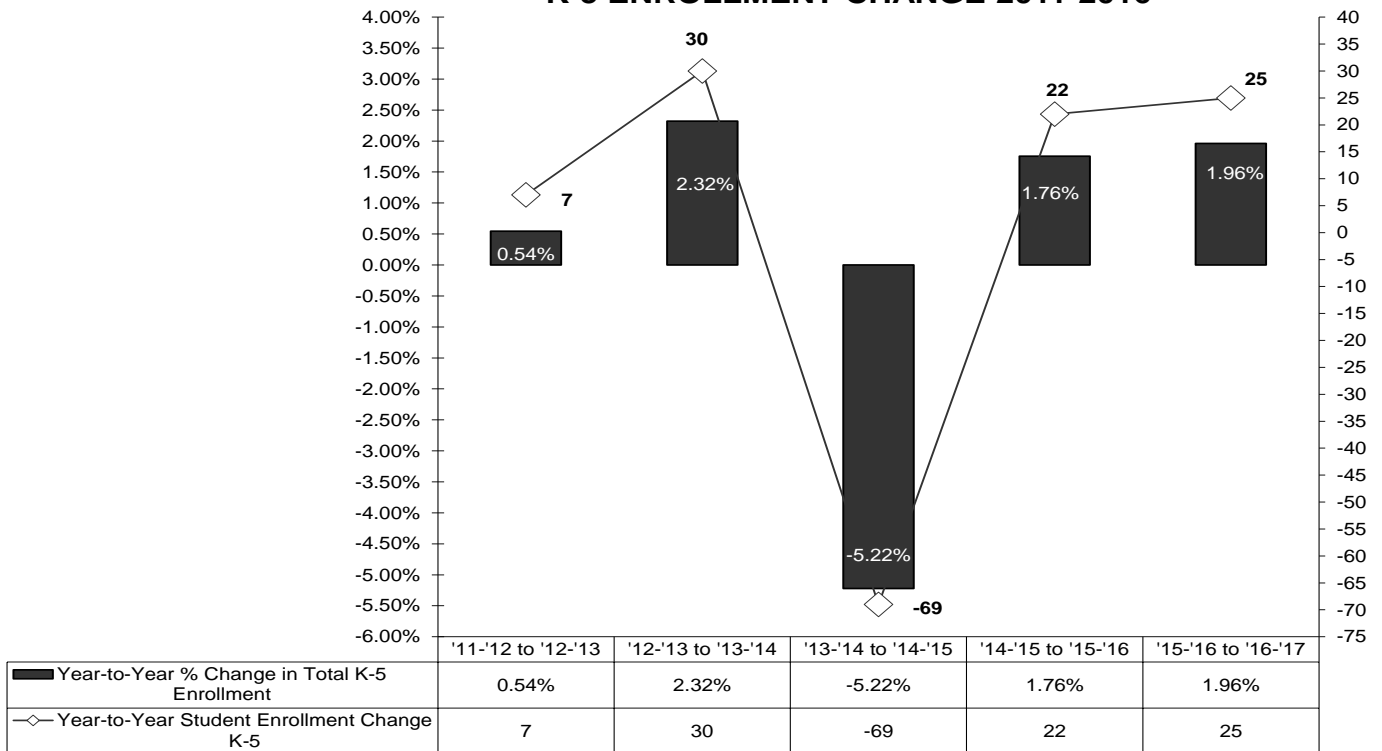


**Charts Four, Five, Six, and Seven** graphically represent the net percentage changes in enrollment from 2011 through 2016 for grades K-12, K-5, 6-8, and 9-12 enrollments respectively.

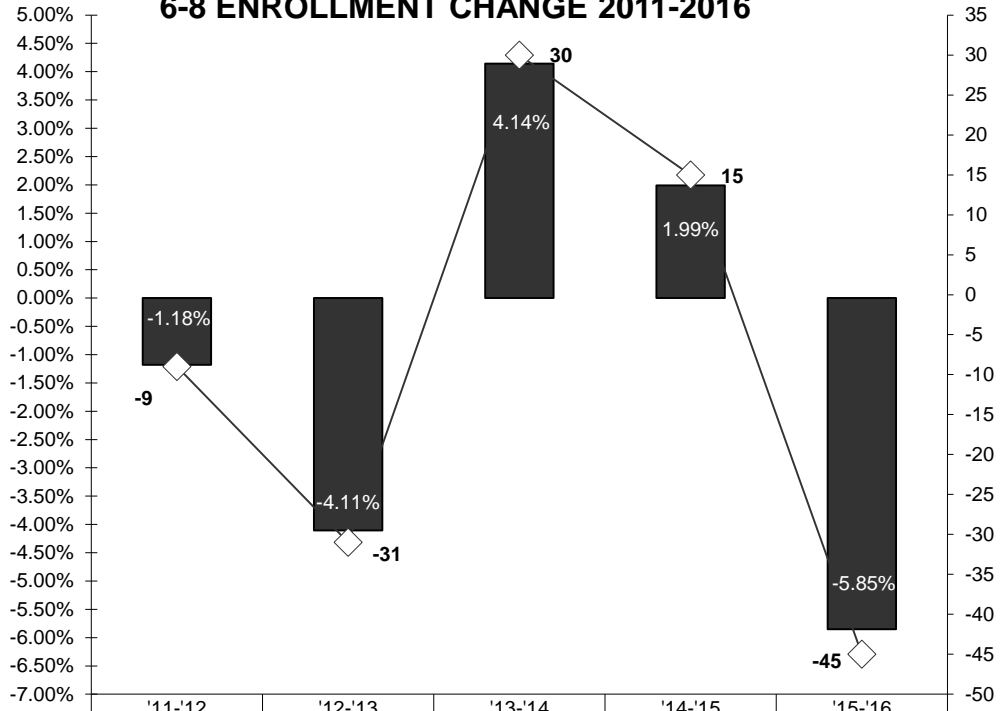
**CHART FOUR: BH-BL CSD  
K-12 ENROLLMENT CHANGE 2011-2016**



**CHART FIVE: BH-BL CSD  
K-5 ENROLLMENT CHANGE 2011-2016**

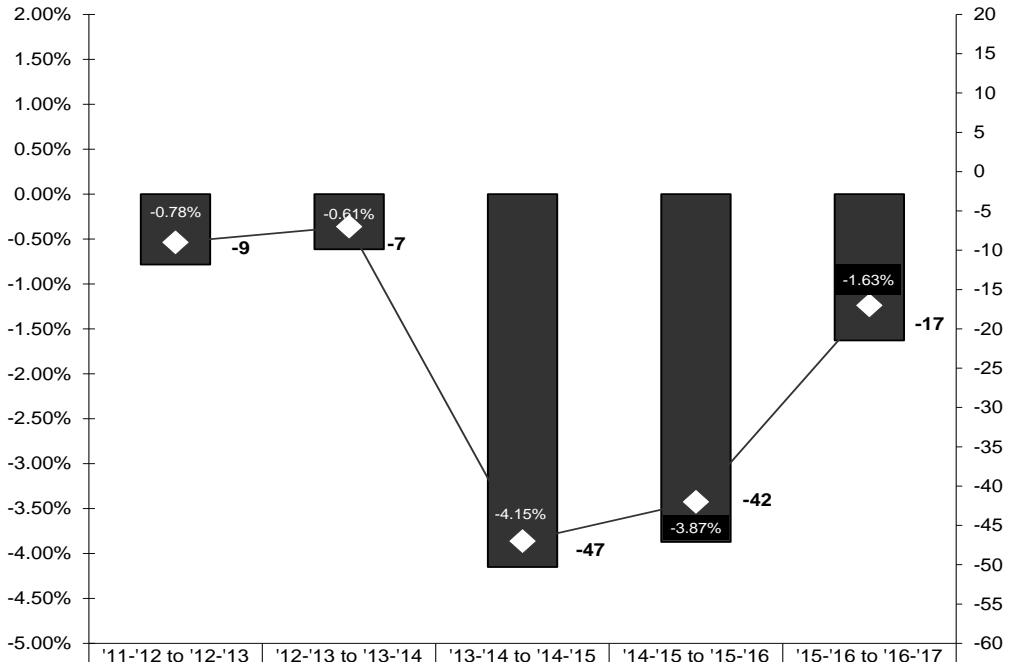


**CHART SIX: BH-BL CSD GRADES 6-8 ENROLLMENT CHANGE 2011-2016**



	'11-'12 to '12-'13	'12-'13 to '13-'14	'13-'14 to '14-'15	'14-'15 to '15-'16	'15-'16 to '16-'17
■ Year-to-Year % Change in Total 6-8 Enrollment	-1.18%	-4.11%	4.14%	1.99%	-5.85%
◇ Year-to-Year Student Enrollment Change 6-8	-9	-31	30	15	-45

**CHART SEVEN: BH-BL CSD GRADES 9-12 ENROLLMENT CHANGE 2011-2016**



	'11-'12 to '12-'13	'12-'13 to '13-'14	'13-'14 to '14-'15	'14-'15 to '15-'16	'15-'16 to '16-'17
■ Year-to-Year % Change in Total 9-12 Enrollment	-0.78%	-0.61%	-4.15%	-3.87%	-1.63%
◇ Year-to-Year Student Enrollment Change 9-12	-9	-7	-47	-42	-17

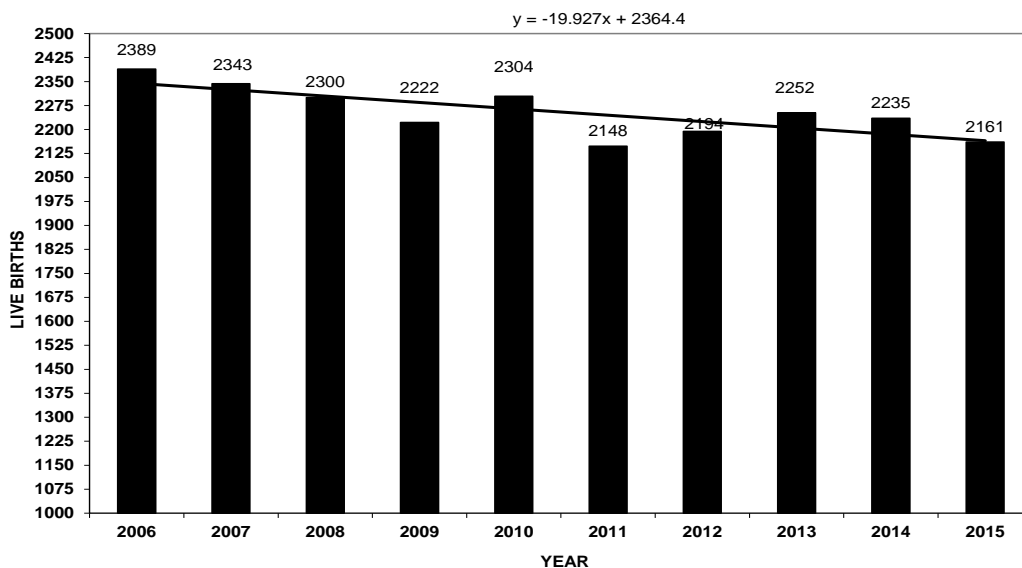
## DISTRICT ENROLLMENT AREA AND DISTRICT LIVE BIRTHS

**Table 1** below lists live birth data from 2002 through 2015 for the geographic area of the BH-BL School District; Saratoga and Schenectady Counties; and of the towns that make up the ‘catchment area’ of the school district. The NYS Health Department geocodes annual live birth data for the State. The data support a trend analysis of the pattern of the ten-year set of yearly live birth totals attributed to the school district. **Table 2** lists the annual BH-BL kindergarten enrollments since 2002.

<b>TABLE 1 LIVE BIRTHS IN THE CATCHMENT AREA SERVED BY THE BURNT HILLS-BALLSTON LAKE CENTRAL SCHOOL DISTRICT AS REPORTED BY THE NEW YORK STATE DEPARTMENT OF HEALTH 2002-2015</b>																
TOWN	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	TOTAL	
														<i>prelim.</i>		
BIRTHS IN EACH MUNICIPALITY																
SARATOGA COUNTY																
Ballston	77	97	97	82	89	102	80	80	96	92	84	106	94	130	1306	
Charlton	22	37	27	25	41	30	28	27	24	18	21	18	30	32	380	
Clifton Park	403	446	462	442	414	404	344	342	360	330	329	357	376	319	5328	
SCHENECTADY COUNTY																
Glenville	223	257	267	268	274	269	266	279	291	232	281	251	245	268	3671	
<b>TOTAL BIRTHS IN CATCHMENT AREA TOWNS</b>	<b>725</b>	<b>837</b>	<b>853</b>	<b>817</b>	<b>818</b>	<b>805</b>	<b>718</b>	<b>728</b>	<b>771</b>	<b>672</b>	<b>715</b>	<b>732</b>	<b>745</b>	<b>749</b>	<b>10685</b>	
NYS HEALTH DEPARTMENT 'LIVE BIRTHS BY SCHOOL DISTRICT'																
	127	133	154	139	157	143	148	149	161	114	136	138	153	182	2034	
DISTRICT/CATCHMENT AREA TOWNS																
LIVE BIRTH RATIO	17.52%	15.89%	18.05%	17.01%	19.19%	17.76%	20.61%	20.47%	20.88%	16.96%	19.02%	18.85%	20.54%	24.30%		
															<b>6 YEAR RATIO</b>	<b>20.16%</b>
SARATOGA COUNTY																
TOTAL BIRTHS	2370	2470	2409	2303	2389	2343	2300	2222	2304	2148	2194	2252	2235	2161	32,100	
SCHENECTADY COUNTY																
TOTAL BIRTHS	1740	1841	1833	1830	1810	1794	1802	1799	1837	1764	1938	1661	1821	1761	25,231	
<b>TABLE 2 KINDERGARTEN ENROLLMENT OF THE BURNT HILLS-BALLSTON LAKE CENTRAL SCHOOL DISTRICT 2003-2016</b>																
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
	217	200	200	190	204	182	229	215	174	197	180	197	199	205	190	

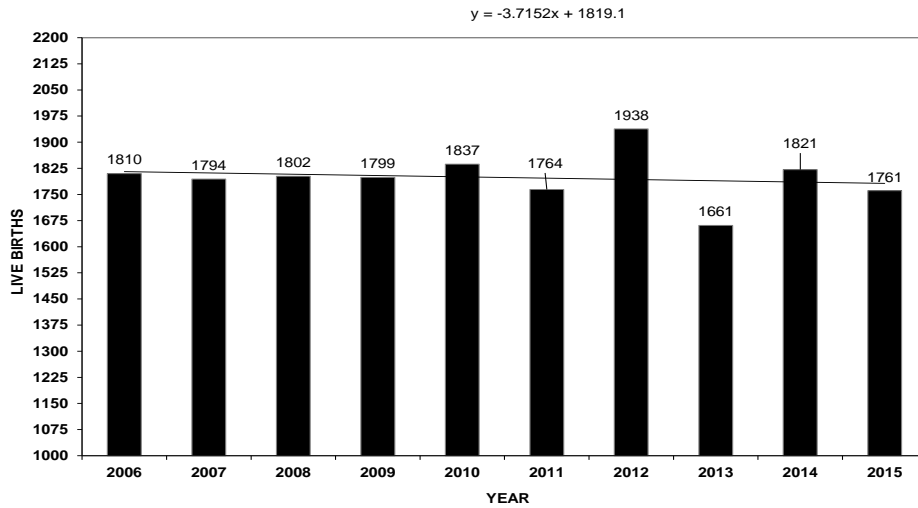
**Figure One** below charts the live birth data for Saratoga County since 2006. The annual totals of live births in Saratoga County have trended downward from 2006 to 2015; slope of -19.927. The range over ten years is from a high of 2389 in 2006 to a low of 2148 in 2011; a change of 241 or -10.09%. A comparison of the live births total in 2015 with the total in 2006 shows a change over ten years of 228 or -9.5%.

**FIGURE ONE: SARATOGA COUNTY  
LIVE BIRTHS 2006-2015**



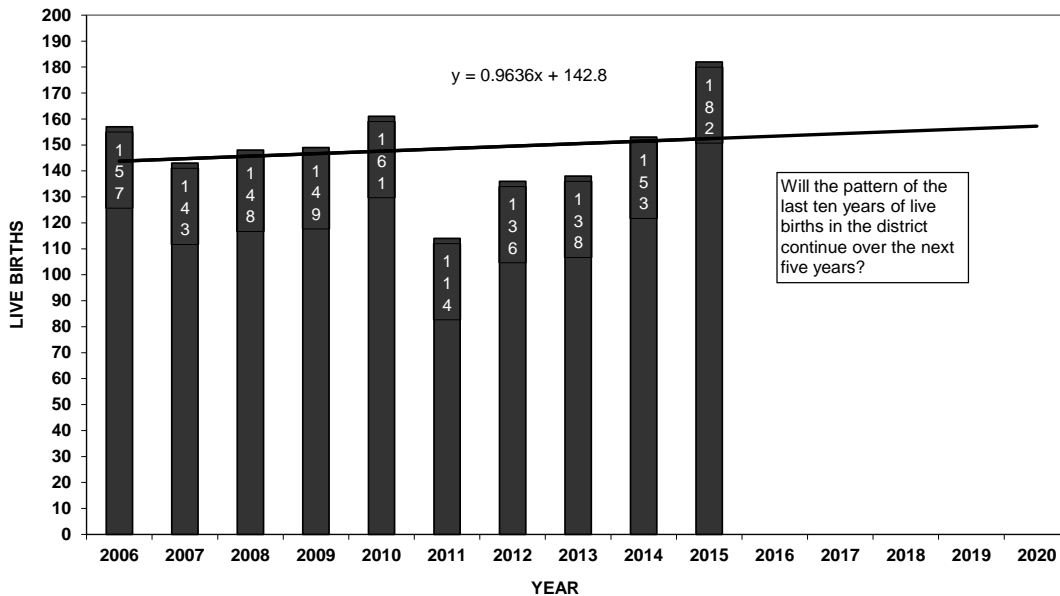
**Figure One-B** on the next page charts the live birth data for Schenectady County since 2006. The annual totals of live births in Schenectady County over the ten years have trended downward from 2006 to 2015; slope of -3.7152. The range over ten years is from a high of 1938 in 2012 to a low of 1661 in 2013; a change of 277 or -14.29%. However, a comparison of the live births total in 2015 with the total in 2006 shows a change over ten years of 49 or -2.7%.

**FIGURE ONE-B: SCHENECTADY COUNTY  
LIVE BIRTHS 2006-2015**



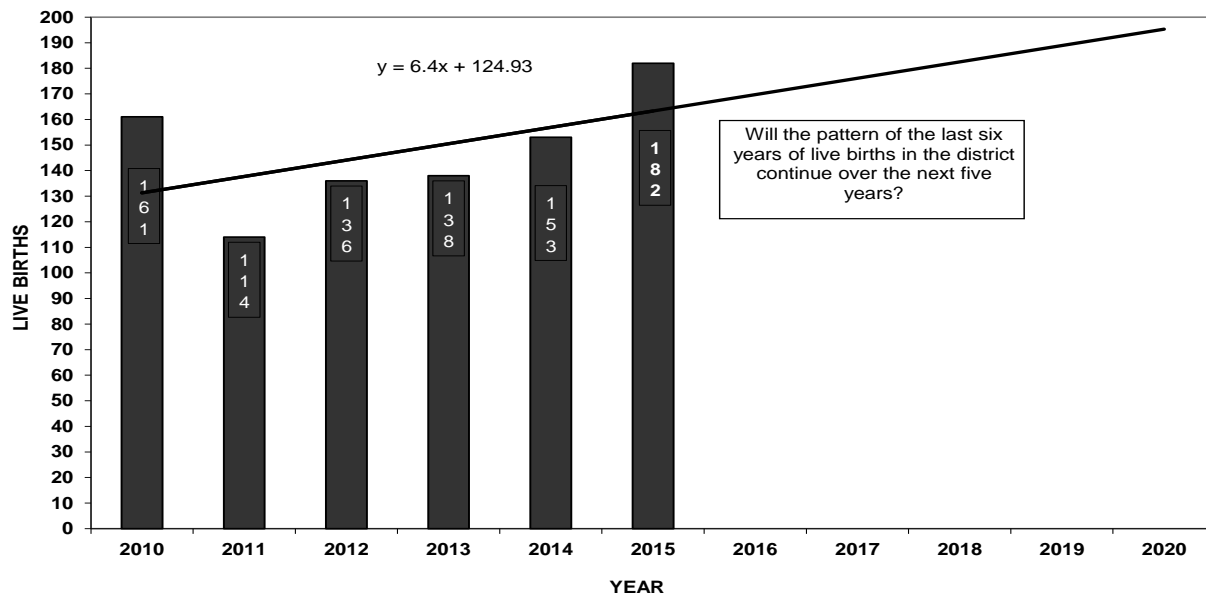
The pattern of live births in the enrollment area of the BH-BL School District from 2006 through 2015 is increasing. The range over ten years is from a high 182 in 2015 to a low of 114 in 2011; a change of 68 or -37.36%. However, a comparison of the live births total in 2015 with the total in 2006 shows a change over ten years of 25 or +15.92%. Will the historical pattern of live births in the BH-BL School District service area shown in **Figure Two** for the ten years since 2006 continue for the next five years from 2016 through 2020?

**FIGURE TWO: LIVE BIRTHS IN THE  
BURNT HILLS-BALLSTON LAKE SCHOOL DISTRICT  
ENROLLMENT AREA  
2006-2015**



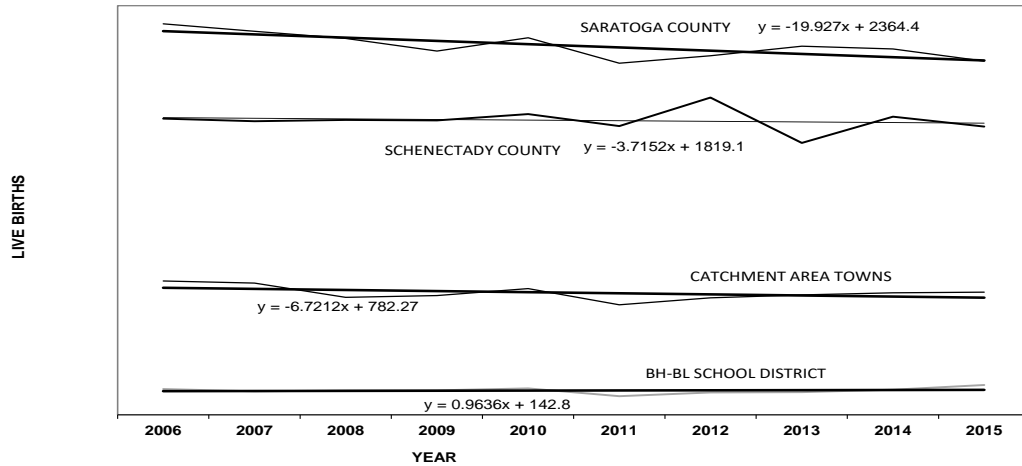
*Figure Two-A* below illustrates the pattern of live births in the BH-BL School District over the past six years from 2010-2015. Viewing the live birth data over the past six years instead of ten illustrates the most current influence of demographic variables that may affect the annual number of live births in the school district. In 2010 there were 161 live births within the boundaries of the BH-BL School District. In 2015 there were 182 representing an increase of 21 or +13.04% over 2010. *Will the increasing historical pattern of live births since 2010 in the BH-BL School District service area shown in Figure Two-A continue for the next five years through 2020?*

**FIGURE TWO-A: LIVE BIRTHS IN THE  
BURNT HILLS-BALSTON LAKE SCHOOL DISTRICT  
ENROLLMENT AREA  
2010-2015**



*Figure Three* on the next page charts the pattern of live births over the past ten years for Saratoga County, Schenectady County, the school district enrollment area, and for the ‘catchment area’ towns of the district in one illustration. The trend lines demonstrate the difference in the rates of live birth patterns in the school district, the towns in which the district is located, and the each County as a whole. The live births in the school district *enrollment area* are increasing compared to the trends of live birth patterns in the Counties and charted for the school district “catchment area” (towns in which BH-BL is located).

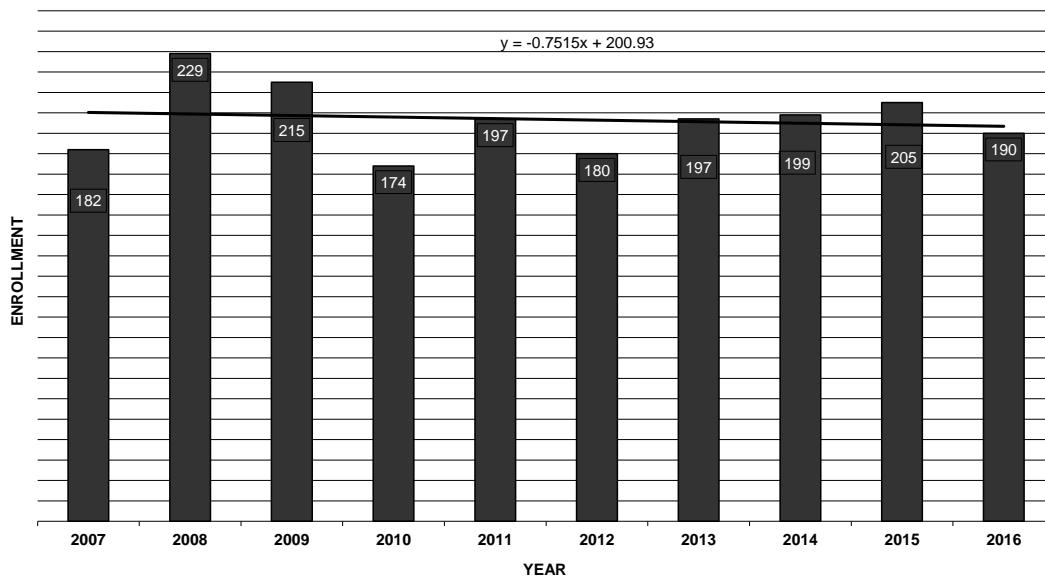
**FIGURE THREE: BURNT HILLS-BALLSTON LAKE SCHOOL DISTRICT ENROLLMENT AREA, CATCHMENT AREA, SARATOGA COUNTY, AND SCHENECTADY COUNTY BIRTH TRENDS 2006-2015**



**DISTRICT KINDERGARTEN ENROLLMENTS AND DISTRICT LIVE BIRTHS**

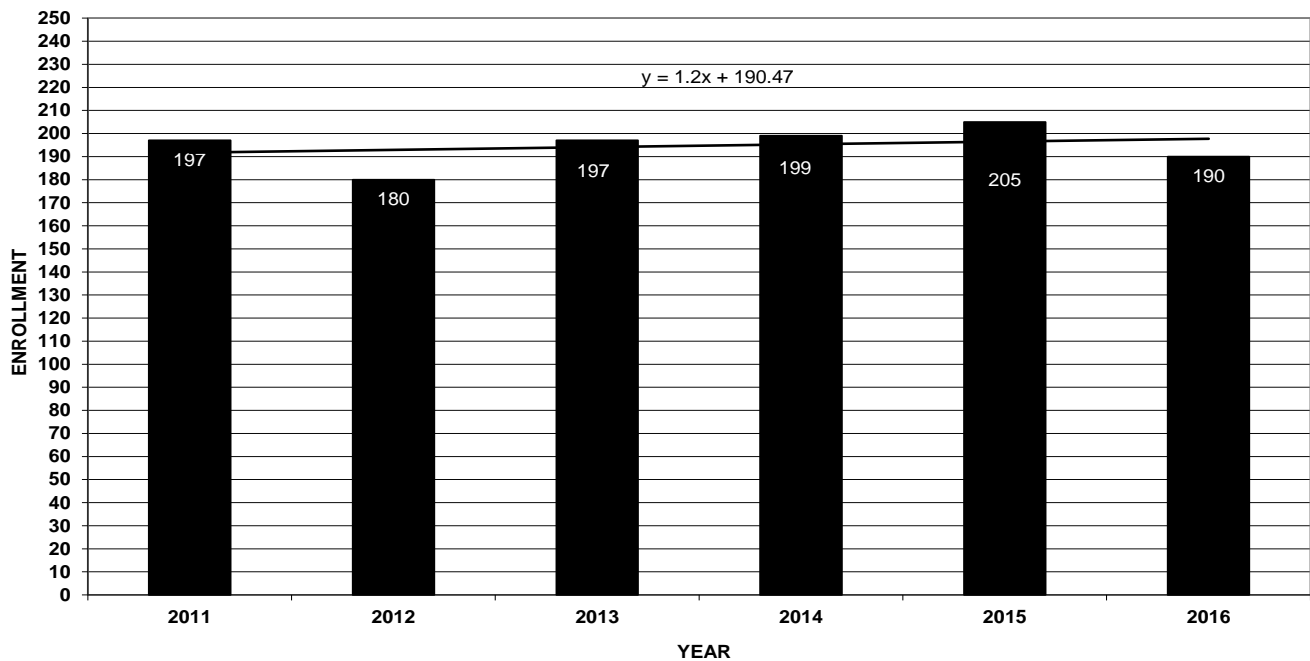
*Figure Four* charts the BH-BL School District kindergarten enrollment from 2007 through 2016. The pattern illustrates a slightly decreasing kindergarten enrollment pattern over 10 years;  $-.7515$  slope. The range of change over the ten years is from a low of 174 kindergarten enrollments in 2010 to a high of 229 kindergarten enrollments in 2008; a ‘delta’ gap of  $-55$  or  $-24.02\%$ . However, comparing the kindergarten enrollments in 2007 with the total in 2015, the change is 8 more or  $+4.4\%$ .

**FIGURE FOUR: BURNT HILLS-BALLSTON LAKE SCHOOL DISTRICT KINDERGARTEN ENROLLMENT 2007-2016**



*Figure Five* below charts the BH-BL School District kindergarten enrollment from 2011 through 2016. There is an increasing pattern of annual kindergarten enrollments over the past six school years (slope +1.2) compared to viewing enrollment data over the past ten years (slope of -.7515.). *Will the pattern of the past ten years of kindergarten enrollment in the BH-BL School District continue into the future? Will the increasing pattern of kindergarten enrollment over the past six years since 2011 continue into the future?*

**FIGURE FIVE: BURNT HILLS-BALLSTON LAKE SCHOOL DISTRICT KINDERGARTEN ENROLLMENT 2011-2016**

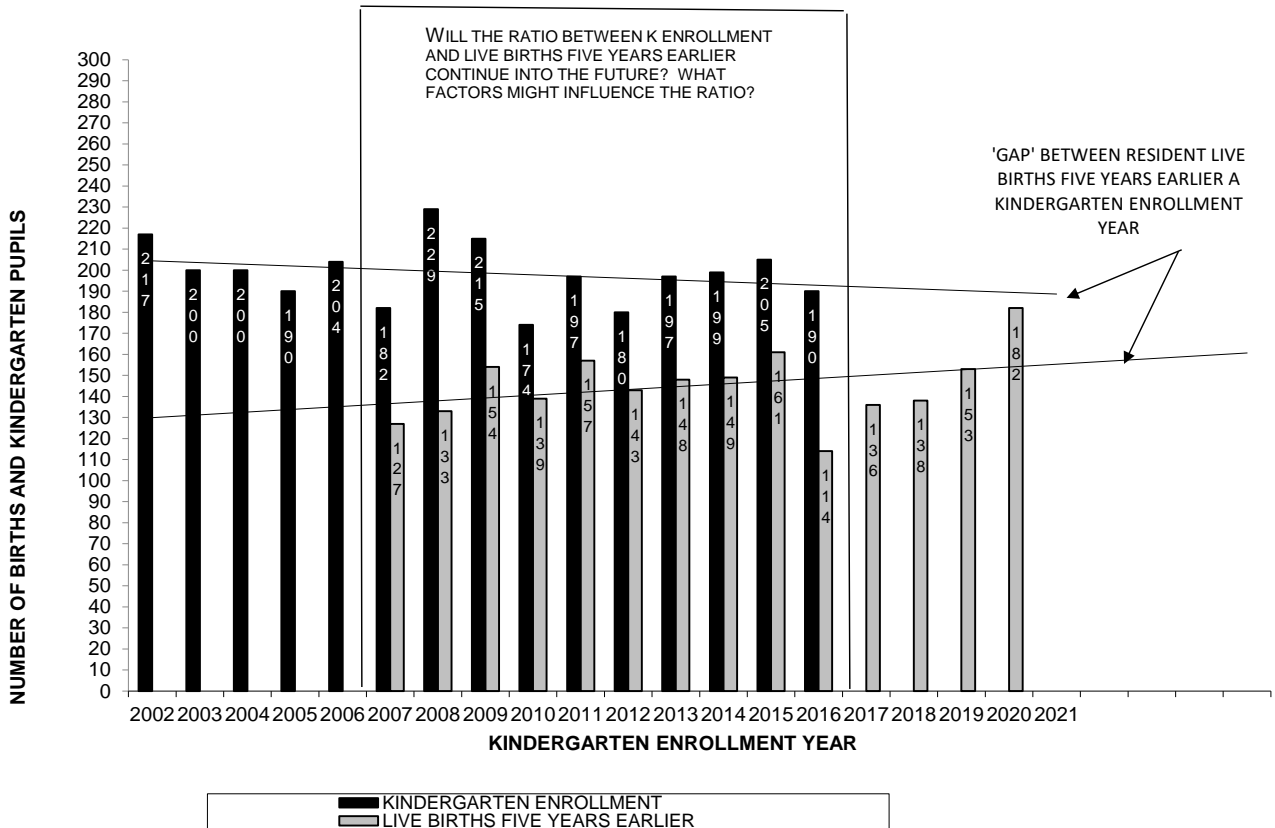


One way to suggest possible answers to the questions is to compare the pattern of kindergarten enrollments at BH-BL with the documented live births recorded for the school district enrollment area five years earlier each kindergarten enrollment year. *Figure Six* on the next page illustrates the pattern of kindergarten enrollments and the pattern of live births five years earlier each enrollment year. Note the pattern of higher kindergarten enrollments annually compared to the number of births in the school district five years earlier in each of the school years 2007 to 2016. The pattern documents that the district annually has had a large set of kindergarteners who enroll, but who were not born in the district from 2002-2011. The historical pattern suggests that the ongoing impact of kindergarten enrollments of children who are not born in the district is important to sustain the pattern of elementary enrollments the district has experienced since about 2008. Note, though, that the gap between the number of live births born five years earlier each kindergarten enrollment year and the kindergarten enrollment of the respective



year is getting smaller. The housing market increases and the resulting increase of new child-bearing age resident population moving to the district since 2007 has increased the impact of subsequent annual **resident** live birth totals.

**FIGURE SIX: PATTERN OF KINDERGARTEN ENROLLMENT AND THE PATTERN OF LIVE BIRTHS FIVE YEARS EARLIER IN THE BH-BL SCHOOL DISTRICT**



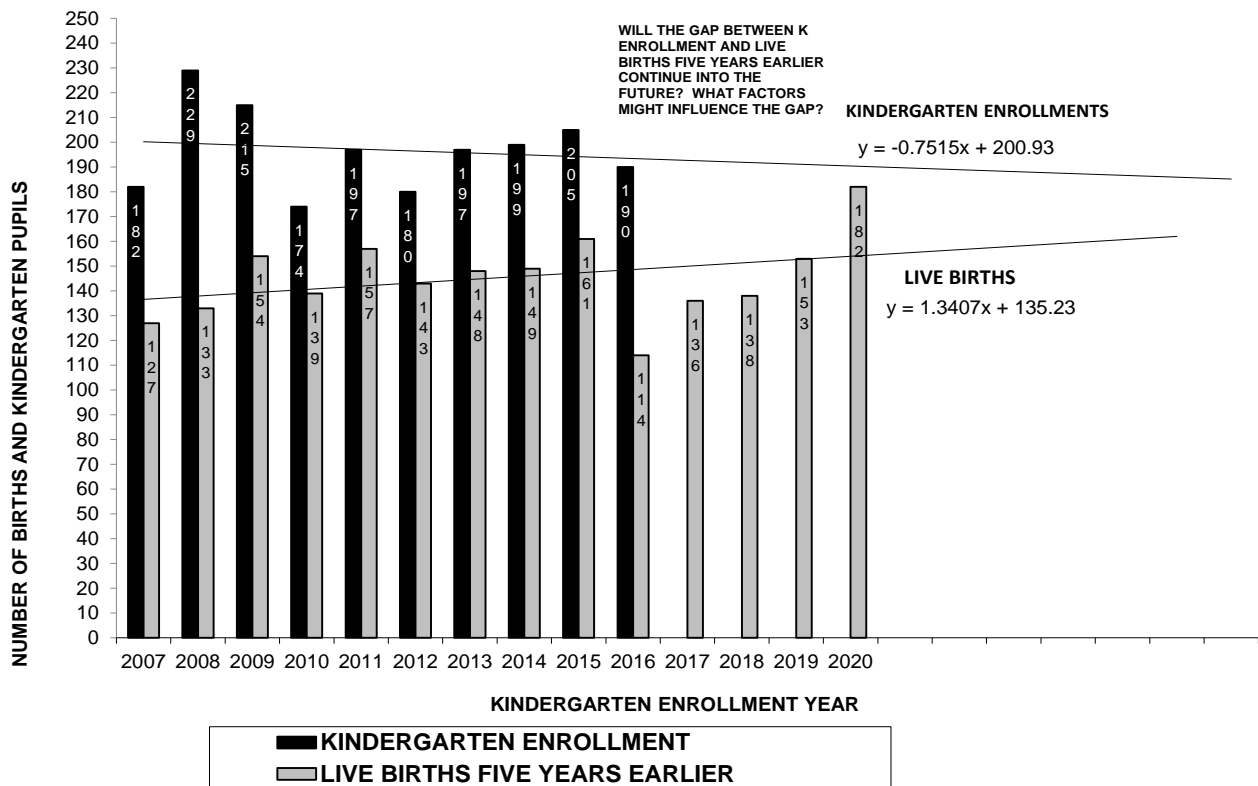
Annual live birth data for the school district does not exist before 2002. Therefore, comparing kindergarten enrollment numbers with births five years earlier in the district can only reliably be done for ten years from 2007-2016. *Given the annual kindergarten-live-birth ratios from 2007-2016, can the pattern of those ratios suggest what might be the kindergarten enrollments in years 2017 through 2021?*

The live birth data officially recorded by the NYS Health Department for Saratoga and Schenectady Counties, the towns that make up the BH-BL School District, and for the school district enrollment area do provide a documented population factor that can be charted and statistically used to forecast estimated future kindergarten enrollments in the school district. There are no data to identify which specific kindergarten enrollments from 2007 through 2016 were of children not born in the enrollment area served by BH-BL. Similarly, there are no data to determine specifically how many children born in the school district enrollment area in the years 2002-2011 moved from the area and, therefore, did not enroll in BH-BL kindergarten classes for each year from 2007 through 2016. The study initially assumes that the

migration of students both into and out of the town and the district will continue in a similar manner as it has during the years since 2002.

**Figure Six-A** charts the trends for annual BH-BL kindergarten enrollments since 2007 and the corresponding live births five years earlier each kindergarten enrollment year. The kindergarten enrollment trend is in a minor decline (slope:  $-0.756$ ). The pattern of annual live births of residents is increasing (slope:  $+1.34$ ). Even though it is clear that the influence of the number of children not born in the district on annual kindergarten enrollments continues as a major characteristic, the live birth trend pattern suggests that the influence may become smaller in future years. The data suggest that a set of households who moved to the district with child-bearing aged householders are beginning to add to their families. The district is still attracting new householders who have children born in a different school district and householders who may be of child-bearing age. The influence of live births within the school district is beginning to be more of a factor on possible future kindergarten enrollments than new households who move to the district with pre-school members. *Will the pattern illustrated below continue?*

**FIGURE SIX-A: KINDERGARTEN ENROLLMENTS AND LIVE BIRTHS FIVE YEARS EARLIER IN THE BURNT HILLS-BALLSTON LAKE CENTRAL SCHOOL DISTRICT 2007-2016**



The *base cohort* enrollment projection calculations of the study assume the live birth trends and kindergarten trends described above will continue in the same pattern into the future.

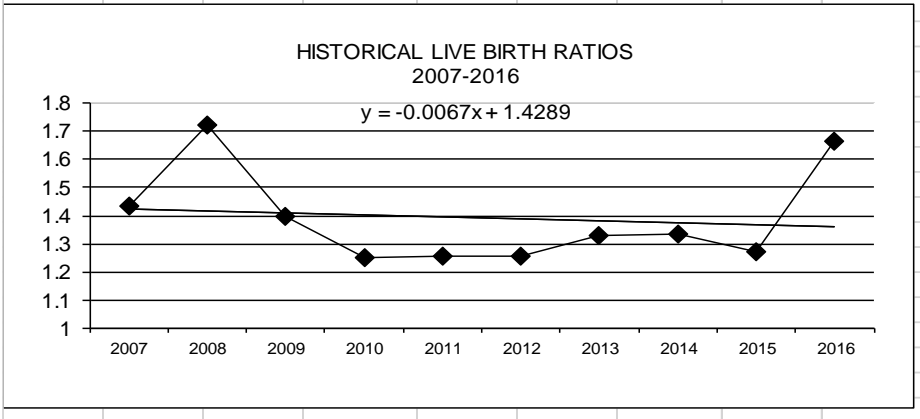
## KINDERGARTEN ENROLLMENT FORECASTS

Estimating future kindergarten enrollments is the most speculative aspect of projecting K-12 enrollments. However, analyzing historical annual kindergarten enrollments in concert with historical annual live birth data and patterns do reveal a set of defensible estimates of future kindergarten enrollments. These estimated future kindergarten enrollments can be included in the base cohort survival statistic application to project future K-12 enrollments.

In order to forecast future kindergarten enrollments, *Table 3* on the next page first compares the BH-BL kindergarten annual enrollments from 2007 to 2016 to the annual live births in the school district from 2002 to 2011. Ratios are calculated to determine the annual historical pattern of kindergarten enrollment in the BH-BL School District compared to all the children born five years earlier in the enrollment area served by the school district. The mathematical comparison of each annual kindergarten enrollment with the total live births five years earlier in the BH-BL enrollment area results in a set of ratios. For example, in 2014 there were 199 students enrolled in the kindergarten class. In 2009, there were 149 live births in the enrollment area of the school district. A ratio of 1.331081 results from comparing the 2014 kindergarten enrollment of 199 students with the 149 total live births five years earlier. That is, about 133% of the year 2009 live births in the BH-BL enrollment area became BH-BL kindergarten pupils in 2014. From 2002 through 2011, there were 1425 births in the BH-BL enrollment area. From 2007 through 2016, there were 1968 kindergarten enrollments. The live-birth-kindergarten ratio for this ten-year period is 1.381053. That is, there were about 138% more children enrolled as kindergarten pupils at BH-BL from 2007-2016 than were born in the district from 2002 to 2011. The mean ratio is 1.39. The median is 1.33. The annual live-birth-kindergarten ratios are subject to at least four variables: one, the number of live births resident in the district; two, the number of preschoolers born in the district who move from the district and do not enroll at BH-BL; three, the number of preschoolers who move to the district and enroll in the district for kindergarten; and four, the number of preschoolers born in the district or move to the district who do not attend public school for kindergarten.

**TABLE 3**  
**RATIOS OF KINDERGARTEN ENROLLMENTS (2007-2016)**  
**OF THE BH-BL SCHOOL DISTRICT**  
**AND LIVE BIRTHS FIVE YEARS EARLIER (2002-2011)**  
**IN THE ENROLLMENT AREA**  
**OF THE BH-BL DISTRICT**

COMPARISON YEARS	K ENROLL	LIVE BIRTHS ENROLLMENT AREA	KIND/ BIRTHS RATIO
2007 K STUDENTS TO 2002 BIRTHS	182	127	1.433071
2008 K STUDENTS TO 2003 BIRTHS	229	133	1.721805
2009 K STUDENTS TO 2004 BIRTHS	215	154	1.396104
2010 K STUDENTS TO 2005 BIRTHS	174	139	1.251799
2011 K STUDENTS TO 2006 BIRTHS	197	157	1.254777
2012 K STUDENTS TO 2007 BIRTHS	180	143	1.258741
2013 K STUDENTS TO 2008 BIRTHS	197	148	1.331081
2014 K STUDENTS TO 2009 BIRTHS	199	149	1.33557
2015 K STUDENTS TO 2010 BIRTHS	205	161	1.273292
2016 K STUDENTS TO 2011 BIRTHS	190	114	1.666667



**Historical Pattern of Kindergarten Registration in the Spring**

Charting the spring kindergarten registration data and the corresponding fall kindergarten enrollment data illustrates the historical pattern of the relationship between the number of spring registrants and kindergarten enrollments the following fall. The pattern of spring registrations and kindergarten enrollment in the subsequent fall can provide another tool for the school district as it plans to deploy resources for a new school year.

<b>HISTORICAL PATTERN OF KINDERGARTEN REGISTRATION IN THE SPRING AND KINDERGARTEN ENROLLMENTS IN THE FOLLOWING FALL</b>			
<b>School Year</b>	<b>Spring (May-June) K Registrations for Upcoming School Year</b>	<b>Kindergarten Enrollment in September</b>	<b>Ratio: Kindergarten Enrollments (Sept.) to Spring (May-June) K Registrations</b>
<b>2009-2010</b>	231	215	0.93
<b>2010-2011</b>	186	174	0.94
<b>2011-2012</b>	239	197	0.82
<b>2012-2013</b>	210	180	0.86
Full-day Kindergarten Implemented			
<b>2013-2014</b>	164	197	1.20
<b>2014-2015</b>	173	199	1.15
<b>2015-2016</b>	187	205	1.10
<b>2016-2017</b>	173	190	1.10

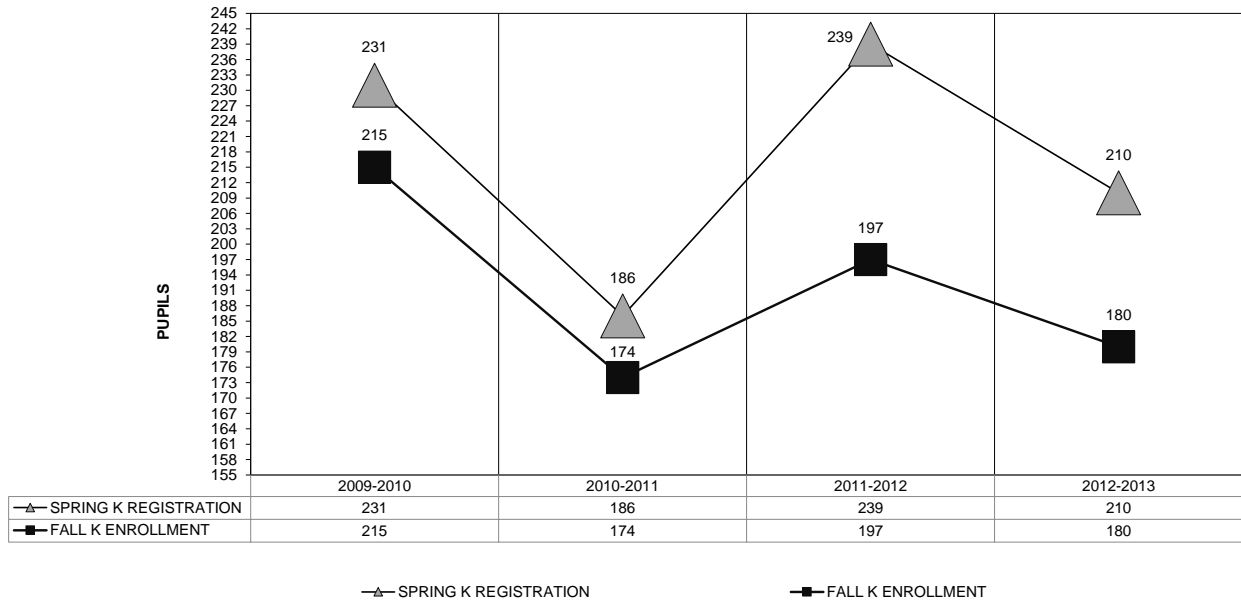
The mean ratio that expresses the relationship since 2009 between the number of annual spring kindergarten registrants with the annual number of kindergarten enrollments the following fall is 1.01. The median ratio since 2009 is 1.02.

The school district implemented full-day kindergarten starting in the 2013-2014 school year. There is a noticeable difference in the pattern of kindergarten enrollments in September of each school year to the number of kindergarten registrations the previous spring for the years 2013 through 2016 compared to the pattern for the school years 2009 through 2012. Since the implementation of full-day kindergarten, on-average, about 13 to 14% more kindergarten pupils are enrolled in September compared to the number of kindergarten eligible pupils who pre-registered in the previous spring. This difference may imply the influence of two variables. One is that there is on-average a consistent set of recalcitrant resident parents who do not register their preschoolers for kindergarten in the spring and/or a second variable is that there is on-average a consistent new set of households with preschoolers who move to the district between spring registration and the beginning of kindergarten in the fall of the same year.

In either case, the pattern of annual ratios derived from comparing spring registrations and fall kindergarten enrollment is another tool for planning by the district. The pattern of the comparative data suggests that the district can expect about 13 to 14% more kindergarten enrollments in the fall compared to the number of spring registrants in May-June.

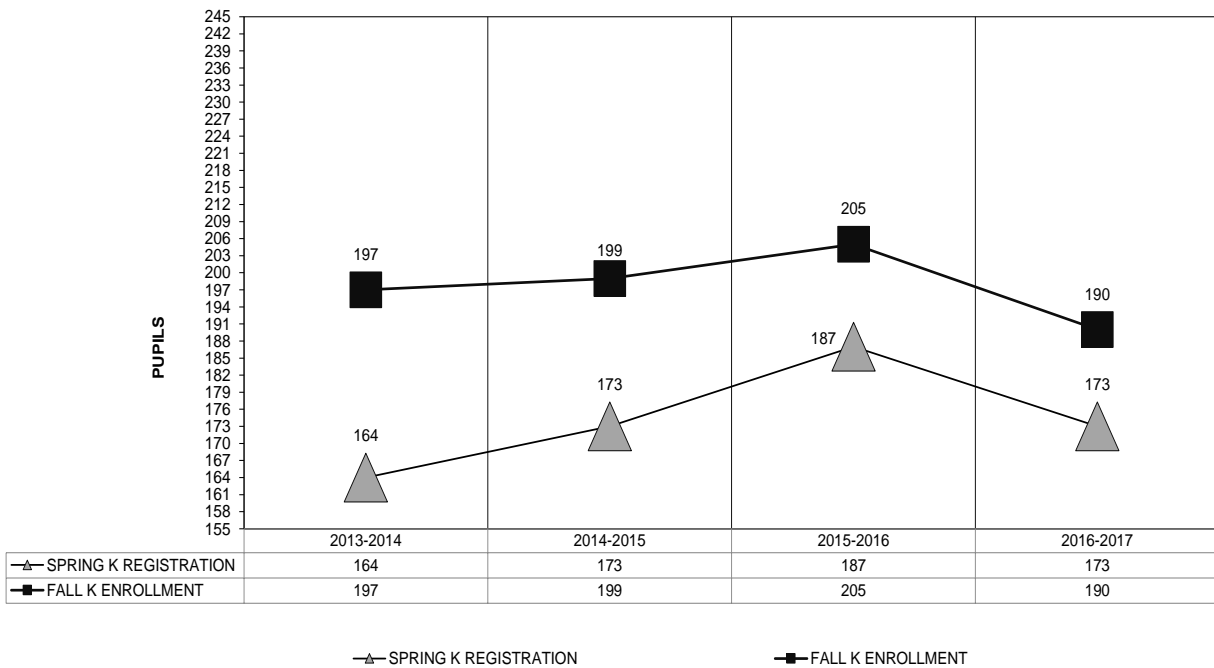
The charts below compare the kindergarten registrations in May-June in a given year with the kindergarten enrollment in September before and after full-day kindergarten was implemented in 2013-2014.

**COMPARISON OF KINDERGARTEN SPRING REGISTRATION WITH  
FALL KINDERGARTEN ENROLLMENT 2009-2012 BEFORE FULL DAY KINDERGARTEN IMPLEMENTED**



Note the pattern of higher spring kindergarten registrations compared with the number of fall kindergarten enrollments.

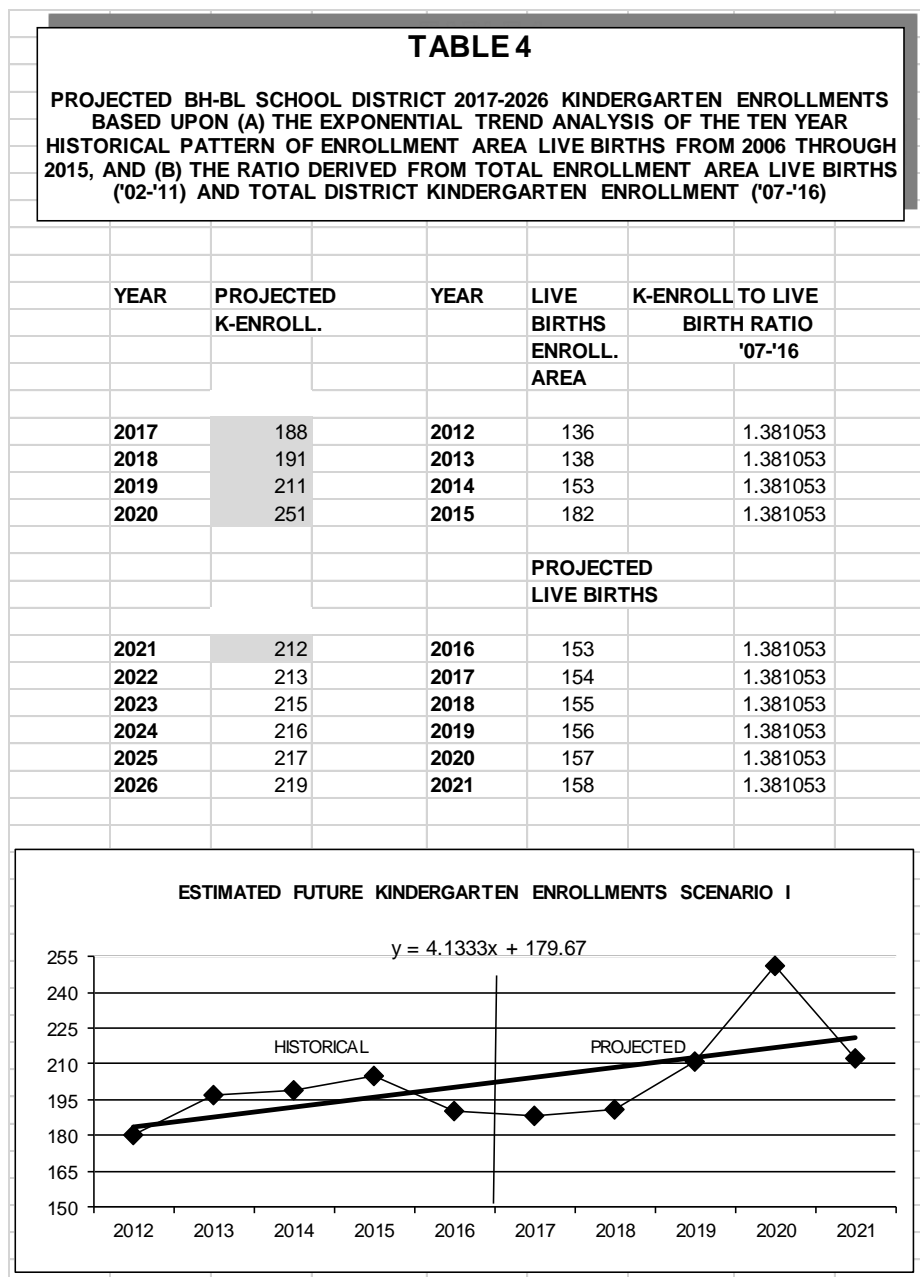
**COMPARISON OF KINDERGARTEN SPRING REGISTRATION WITH  
FALL KINDERGARTEN ENROLLMENT 2013-2016 AFTER FULL DAY KINDERGARTEN IMPLEMENTED**



Note the pattern of higher fall kindergarten enrollments compared with the spring kindergarten registrations.

## Low, Mid, and High Kindergarten Enrollment Estimates

The historical kindergarten enrollments of the BH-BL School District and historical live birth data are analyzed three ways. The three analyses form the basis for three kindergarten enrollment forecasts. The three kindergarten forecasts are used to develop Low, Mid, and High K-12 enrollment projection calculations. One forecast (**Table 4**) of future kindergarten enrollments assumes that the live births in the school district enrollment area will continue in the same pattern as it has for the past ten years since 2006. It also assumes that the total kindergarten-enrollment-to-live-birth ratio for the years 2007 through 2016 (1.381053) is a historically based ratio that is possible to expect in the future. Forecast scenario one is the basis for the *high range* enrollment projection calculations *with a view of five years into the future for the elementary grades*.



A second forecast of estimated future kindergarten enrollments (*Table 5*) assumes that the live births in the school district enrollment area will continue in the same pattern as it has for the past six years from 2010-2015. The forecast also assumes that the historical pattern of kindergarten-to-live-birth ratios for the years 2011 through 2015 will reflect the pattern of the kindergarten/live birth ratios from 2017-2021. Forecast scenario two is the basis for the *mid-range* enrollment projection calculations *with a view of five years into the future for the elementary grades*.

<b>TABLE 5</b> <b>PROJECTED BH-BL SCHOOL DISTRICT 2017-2026 KINDERGARTEN ENROLLMENTS</b> <b>BASED UPON (A) THE EXPONENTIAL TREND ANALYSIS OF THE SIX YEAR</b> <b>HISTORICAL PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2010 THROUGH</b> <b>2015, AND (B) THE EXPONENTIAL TREND ANALYSIS OF THE SIX YEAR HISTORICAL</b> <b>PATTERN OF LIVE BIRTH/KINDERGARTEN RATIOS FROM 2011-2015</b>				
YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	K-ENROLL TO LIVE BIRTH EST. RATIO
2017	183	2012	136	1.348
2018	185	2013	138	1.341
2019	204	2014	153	1.335
2020	242	2015	182	1.329
<b>PROJECTED LIVE BIRTHS</b>				
2021	224	2016	170	1.322
2022	232	2017	176	1.316
2023	239	2018	183	1.310
2024	246	2019	189	1.303
2025	253	2020	195	1.297
2026	260	2021	202	1.291

**ESTIMATED FUTURE KINDERGARTEN ENROLLMENTS SCENARIO II**

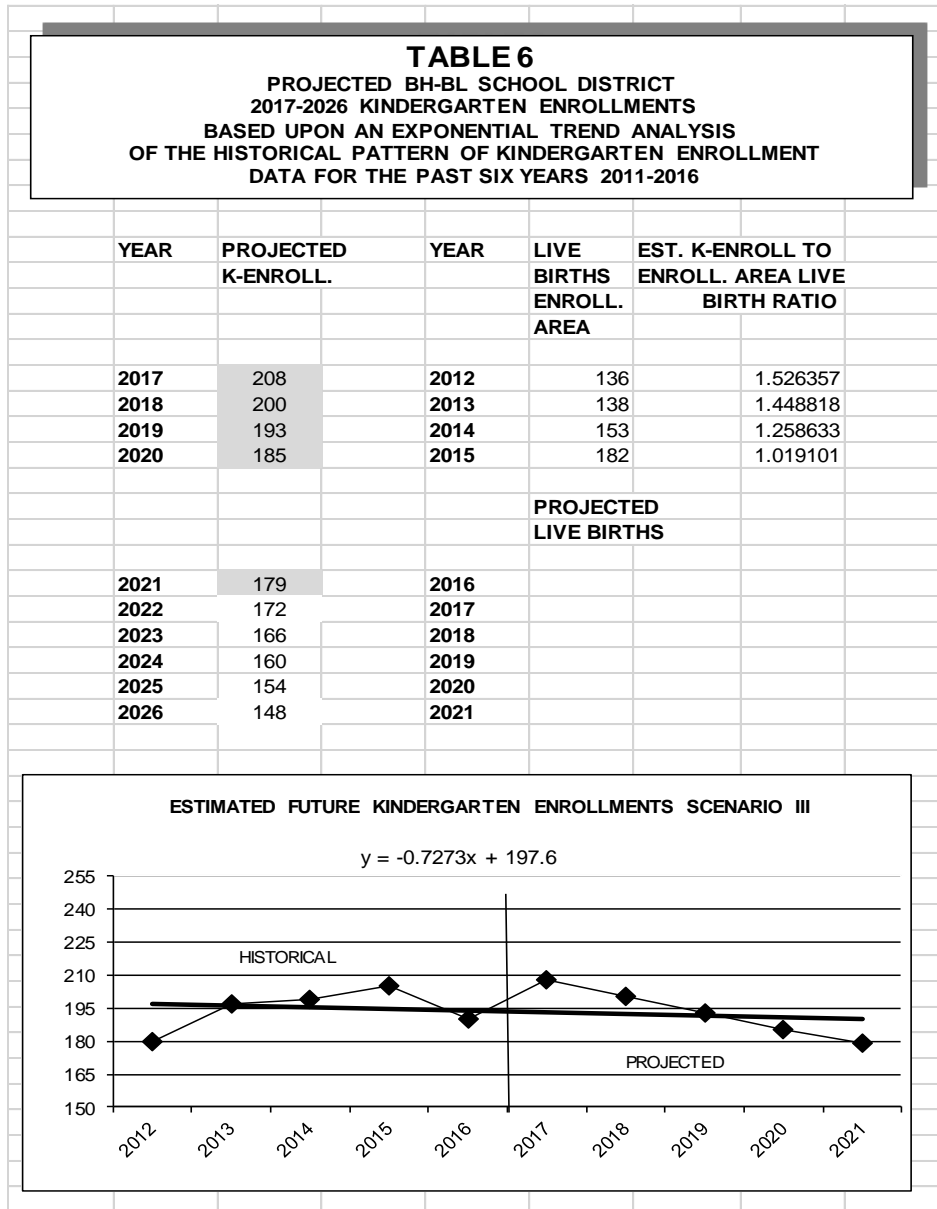
$y = 4.0545x + 178.6$

Year	Enrollment	Type
2012	180	Historical
2013	195	Historical
2014	198	Historical
2015	205	Historical
2016	190	Historical
2017	180	Projected
2018	182	Projected
2019	198	Projected
2020	242	Projected
2021	225	Projected

A third forecast of kindergarten enrollments assumes that future kindergarten enrollments will follow the historical pattern of kindergarten enrollments from 2011 through 2016 *without* reference to historical live birth trends or kindergarten-to-live-birth ratio patterns (*Table 6*). Forecast scenario three is the basis for



the low range enrollment projection calculations with a view of five years into the future for the elementary grades.



**Summary of the Low, Mid, and High\* Kindergarten Enrollment Baseline Estimates**

Historical Kindergarten Enrollments		Estimated Kindergarten Enrollment Estimate Scenarios			
		School Year	Table 6	Table 5	Table 4
2012	180	2017	208	183	188
2013	197	2018	200	185	191
2014	199	2019	193	204	211
2015	205	2020	185	242	251
2016	190	2021	179	224	212
<b>Five Year Average</b>	194		193	208	211
<b>Five Year Median</b>	197		193	204	211

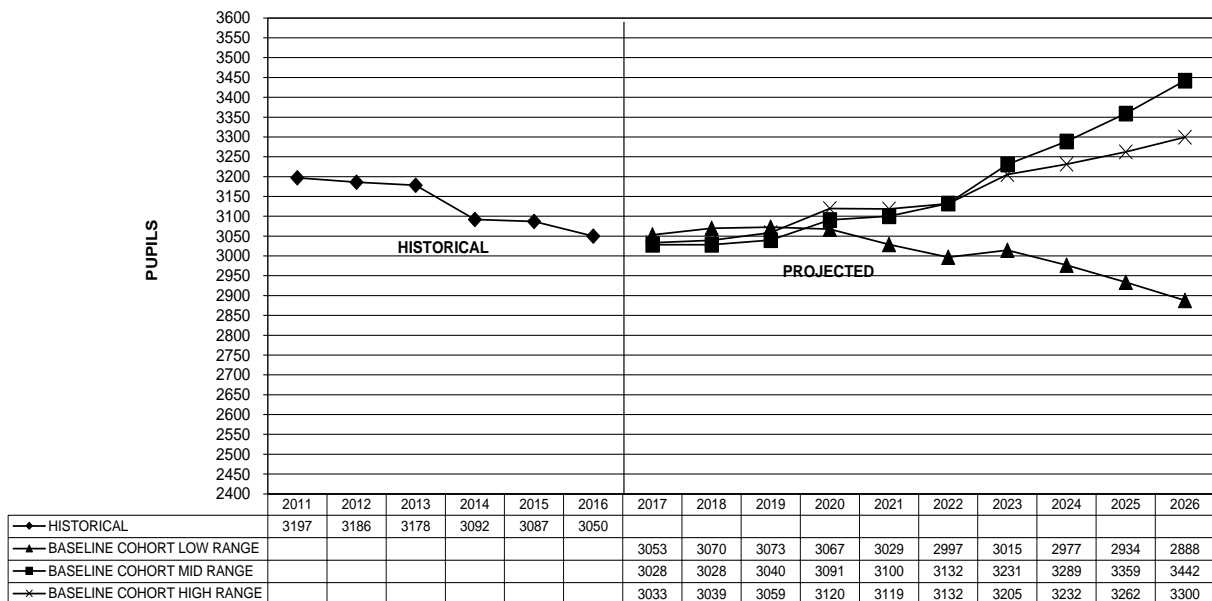
\*Defined by the estimates for K-6 five years from now; see page 40 summary.

## BASELINE K-12 ENROLLMENT PROJECTIONS

Tables 7A, B, and C in Appendix B present Low, Mid, and High range K-12 enrollment projections calculated using the cohort survival statistic. Each calculation is based on historical K-12 enrollments as reported by the school district for each of the school years 2011-2012 through 2015-2016. The historical enrollment data are used to calculate ‘percentage of survival’ ratios for each grade level K-12. The ratios quantify the rate of change in number of students in a particular grade level compared to the number of students in the next higher grade level in the following year. The ‘survival ratios’ are averaged for each grade level from 2011-2012 through 2016-2017. The six-year average ratios for each grade level are used to calculate estimated future grade 1-12 enrollments through 2026-27. As noted earlier in the study, the best tools for planning are the enrollment projections for grades K-6 over the next five years; for grades 7-8 over the next eight years; and for grades 9-12 over the next ten years.

The chart below illustrates the low, mid, and high K-12 enrollment projections for the years 2017-2018 through 2026-2027 applying the cohort survival statistic and the three forecast scenarios to estimate future kindergarten enrollments. Please note that since the validity of kindergarten through grade 6 enrollment estimates extends only to five years into the future. The validity of K-12 estimates for 2022-2026 are not as strong as the K-12 estimates for 2017-2021.

**GRADES K-12 ESTIMATED BASELINE COHORT  
ENROLLMENT PROJECTIONS 2017-2026  
BURNT HILLS-BALLSTON LAKE  
CENTRAL SCHOOL DISTRICT**



## MIGRATION TO AND OUT OF THE DISTRICT

The historical ‘percentage of survival ratios’ from grade-to-grade in Tables 7A, B, and C are reflective of the historical pattern of migration to and out of the school district. Charted below are the school year ‘transferred in’ and ‘transferred out’ K-12 pupil enrollment data for the past five years. The enrollment changes due to migration are reflected in the enrollment estimated calculations based on the historical pattern of grade level enrollments since 2011 and the rates of ‘survival’ of the total number of pupils in one grade level into the next grade level the next school year.

Grade	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	In	Out	Net	In	Out	Net	In	Out	Net	In	Out	Net	In	Out	Net
K	16	13	3	9	6	3	27	19	8	11	8	3	16	14	2
1	20	12	8	16	8	8	14	14	0	13	16	-3	28	9	19
2	23	13	10	3	5	-2	8	20	-12	12	7	5	28	11	17
3	20	15	5	9	4	5	12	7	5	8	10	-2	15	4	11
4	12	4	8	6	8	-2	13	8	5	5	13	-8	20	6	14
5	9	8	1	4	5	-1	7	13	-6	5	10	-5	15	13	2
6	9	9	0	10	3	7	10	5	5	6	12	-6	11	4	7
7	16	8	8	3	7	-4	6	7	-1	6	11	-5	15	8	7
8	8	4	4	7	4	3	5	10	-5	7	7	0	4	6	-2
9	15	10	5	8	7	1	8	11	-3	9	12	-3	18	9	9
10	17	9	8	6	7	-1	3	9	-6	7	11	-4	7	10	-3
11	6	13	-7	6	5	1	8	5	3	6	9	-3	8	11	-3
12	8	6	2	4	1	3	6	11	-5	7	10	-3	8	8	0
13*			0	2		2	3	1	2	2	2	0	6	0	6
14*	1	1	0		1	-1	0	1	-1	0	1	-1	1	1	0
<b>Totals:</b>	<b>180</b>	<b>125</b>	<b>+55</b>	<b>93</b>	<b>71</b>	<b>+22</b>	<b>130</b>	<b>141</b>	<b>-11</b>	<b>104</b>	<b>139</b>	<b>-35</b>	<b>200</b>	<b>114</b>	<b>+86</b>
	<b>3197 K-12 enrollment</b>			<b>3186 K-12 enrollment</b>			<b>3178 K-12 enrollment</b>			<b>3092 K-12 enrollment</b>			<b>3087 K-12 enrollment</b>		
<b>Rate of transfer in and transfer out</b>	<b>+</b> <b>5.6%</b>	<b>-</b> <b>3.9%</b>	<b>+</b> <b>1.7%</b>	<b>+</b> <b>2.9%</b>	<b>-</b> <b>2.2%</b>	<b>+</b> <b>.7%</b>	<b>+</b> <b>4.1%</b>	<b>-</b> <b>4.4%</b>	<b>-</b> <b>.4%</b>	<b>+</b> <b>3.4%</b>	<b>-</b> <b>.5%</b>	<b>-</b> <b>1.1%</b>	<b>+</b> <b>6.5%</b>	<b>-</b> <b>3.7%</b>	<b>+</b> <b>2.8%</b>

\* Typically special needs pupils up to age 21.

	Total K-12 Migration			K-12 Enrollment	Rate of Annual Migration
	IN	OUT	Chg		
<b>2011-2012</b>	180	125	+55	3197	9.54%
<b>2012-2013</b>	93	71	+22	3186	5.15%
<b>2013-2014</b>	130	141	-11	3178	8.53%
<b>2014-2015</b>	104	139	-35	3092	7.86%
<b>2015-2016</b>	200	114	+86	3087	10.17%
<b>Total over Five School Years</b>	707	590	+117	Average	8.25%

	Total K-5 Migration			K-5 Enrollment	Rate of Annual Migration
	IN	OUT	Chg		
2011-2012	100	65	+35	1286	12.8%
2012-2013	47	36	+11	1292	6.4%
2013-2014	81	81	0	1322	12.3%
2014-2015	54	64	-10	1253	9.4%
2015-2016	122	57	65	1275	14.0%
<b>Total over Five School Years</b>	404	303	+101	Average	11%

	Total 6-8 Migration			6-8 Enrollment	Rate of Annual Migration
	IN	OUT	Chg		
2011-2012	33	21	+12	764	7.1%
2012-2013	20	14	+6	755	4.5%
2013-2014	21	22	-1	724	5.9%
2014-2015	19	30	-11	754	6.5%
2015-2016	30	18	12	769	6.2%
<b>Total over Five School Years</b>	123	105	+18	Average	6.04%

	Total 9-12 Migration			9-12 Enrollment	Rate of Annual Migration
	IN	OUT	Chg		
2011-2012	47	39	+8	1148	7.5%
2012-2013	26	21	+5	1139	4.1%
2013-2014	28	38	-10	1132	5.8%
2014-2015	31	45	-14	1085	7%
2015-2016	48	39	+9	1043	8.3%
<b>Total over Five School Years</b>	180	182	-2	Average	6.5%

Observations and possible discussion questions:

- There is a ‘turnover’ of about 8 out of 100 pupils over the past five years at BH-BL K-12.
- BH-BL has about 8.2% of its annual K-12 pupil enrollment changing from after school starts in September through the end of the school year on June 30. What are the resources necessary to achieve the logistics of such an estimated in-out migration of pupils annually? What is the impact on pedagogy and program delivery to serve in-migration pupils after the school year starts?
- There is a ‘turnover’ of about 11 out of 100 pupils over the past five years at grades K-5. The 6-8 turnover is about half of the K-5 rate at 6 out of 100 pupils; the 9-12 turnover is about 7 out of 100. How does the pupil ‘turnover’ influence the delivery of the program at the various grade levels particularly at grades K-5 with the highest average annual turnover rate of 11%?
- The Private School-Home School data for the past three years for the district document an overall ‘stable’ pattern of non-public annual enrollments of BH-BL resident pupils. The historical data

suggest that resident pupils are not leaving the public school for non-public settings and vice-versa. The drop-out rates for BH-BL do not suggest an increase of non-completers documenting that secondary enrollment is not influenced by a higher number of drop-outs annually. The district may want to begin to chart the reasons for out-migration and in-migration at the three local grade configuration levels in order to analyze possible opportunities/challenges for the district regarding population/enrollment changes in the future.

## DISTRICT ENROLLMENT AND HOME-SCHOOL/NON-PUBLIC ENROLLMENT

The district reports the following *historical non-public school enrollment data and home schooled data* for the school years 2014-2015 through 2016-2017.

SCHOOL YEAR	NON-PUBLIC PRIVATE SCHOOL ENROLLMENT		
	K-6	7-12	TOTAL ENROLLMENT
2014	47	42	89
2015	38	37	75
2016	36	37	73
SCHOOL YEAR	HOME SCHOOLED ENROLLMENT		
	K-6	7-12	TOTAL ENROLLMENT
2014	30	28	58
2015	38	28	66
2016	40	27	67

The three year historical set of non-public and home schooled annual data suggests the following pattern.

	2014-2015		2015-2016		2016-2017		mean	
<b>K-12 BH-BL Public School Enrollment</b>	<b>3092</b>		<b>3087</b>		<b>3050</b>		<b>3076</b>	
	#	%	#	%	#	%	#	%
<b>K-12 Private School</b>	89	2.9	75	2.5	73	2.4	<b>79</b>	<b>2.6</b>
<b>K-12 Home Schooled</b>	58	1.9	66	2.1	67	2.2	<b>64</b>	<b>2.1</b>
	#	%	#	%	#	%	#	%
<b>K-12 All Non-public</b>	147	4.8	141	4.6	140	4.6	<b>143</b>	<b>4.7</b>

It is assumed that the private school and home-school enrollment data have already been incorporated into the pattern of historical public school enrollments since 2011. Over the past three school years, private school enrollment has decreased by 18%. Home school enrollment has increased by 15.5% over the same three school years. Total non-public enrollment has decreased by 4.8% since the 2014 school year.

Total K-12 private school pupils represent an average of 2.6% of the public school enrollment for each of the past three school years. Home schooled enrollment averages about 2.1% of the K-12 public school enrollments for the same period.

No changes, at this time, are made to the baseline enrollment projection calculations because of the pattern of non-public or home schooled enrollments historical pattern since 2014. The district may wish to take a conservative approach in looking at future enrollment of new school-aged population generated by any future estimated influence of the family residence market in the district. A conservative assumption based on the pattern of non-public/home schooled enrollment over the past three years is that about 4 to 5% of any new school-aged population expected or estimated to move to the district will attend non-public settings instead of the public school system.

The ongoing attention by the district to track the private school, home-school, and charter school enrollment data enables the district to analyze the possible influence of non-public enrollments on future enrollment projections. It is suggested that efforts be given to contact families of K-12 pupils who have chosen to enroll their children in other schools or practice home schooling. Learning about the reasons for their non-district enrollment decisions may help the district choose various initiatives, if appropriate. Such information may be an added asset as the district, along with other agencies and businesses of the district, prepare welcoming information for new residents. A communication/information strategy with current non-public school families may encourage public school enrollment and parent comfort about switching children from a private school experience to the opportunities of instruction offered by Burnt Hills-Ballston Lake as a public school. Such a strategy of communication and information also strengthens relationships with all taxpayers of the district regardless of where their children are enrolled.

**ENROLLED TUITION STUDENTS**

Other districts have sponsored tuition pupils to the Burnt Hills-Ballston Lake School District for service from 2007-2012. For the past three school years the school district has not hosted tuition students. The historical enrollments for the district used in the study *include* the tuition student enrollments. The estimated enrollment projections assume that the pattern of tuition student enrollments will continue into the future at the same historical rate and levels since 2011.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
K-6	2	2	2	1	2	0	0	0	0
7-12	4	4	5	4	8	6	0	0	0
<b>Total:</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>10</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>

## DISTRICT ENROLLMENT AND DROPOUT RATES/NON-COMPLETION RATES

High school graduation non-completion rates since 2011-2012 for the BH-BL Central School District are charted below as published by the State Education Department.

### HIGH SCHOOL NON-COMPLETION RATES FOR ALL BURNT HILLS-BALLSTON LAKE STUDENTS\*

YEAR	# DROPPED OUT	# ENTERED GED PROGRAM	TOTAL NON-COMPLETERS	% OF ENROLL
15-16	5	2	7	1%
14-15	9	0	9	1%
13-14	5	0	5	Less than 1%
12-13	2	6	8	1%
11-12	6	7	13	1%
<b>Totals over six years</b>	<b>27</b>	<b>15</b>	<b>42</b>	

\*Noncompletion and GED rates are also recorded for ‘Students with Disabilities’ and ‘General Education Students’ separately by the SED. The rates are combined in this summary chart and are reflective of ‘All Students’.

The dropout rate and the ‘non-completer’ rate protocol are factors to review as part of enrollment projection studies. The factors give insight about how many students leave enrollment before they become high school completers. A source of added school district enrollment is the success of the school district through program and academic intervention efforts in keeping existing enrollment as long as possible to culminate in high school graduation. Enrollment of students in a GED course of study is not viewed by SED as a program and academic intervention to keep enrollees in the ‘public school system’ since such GED enrollees are identified as ‘noncompleters.’ The State Education Department graduation data charted above shows that BH-BL has about 7 non-completers per school year. The district provides ongoing coordinated efforts to help all pupils complete graduation requirements.

BH-BL has committed program and curriculum efforts to achieve the New York State academic standards and graduation requirements for all students. For example, some elements of the comprehensive effort to help ensure the graduation of all students include:

- ✓ New alternative program at high school for students struggling (implemented in 2016-2017).
- ✓ Academic Assistance Period after middle school and high school classes. Teachers provide academic support to students. Mandatory after-school assistance period is assigned to students who do not seek academic assistance willingly, but need it to succeed.
- ✓ Provide tutoring / Regents prep to students with disabilities.
- ✓ Teachers offer review sessions for high-stakes exams.

- ✓ Additional RtI services added at the elementary level in ELA and math. Additional AIS staffing added at the middle school for math.
- ✓ Increased social work support - social worker assigned to each building.
- ✓ Infusion of science and coding activities in elementary classrooms.
- ✓ *1000 Book Program* at Elementary Schools to encourage and model good reading habits.
- ✓ *Jump Start Summer Program* for incoming kindergartners with academic needs.
- ✓ Mentoring Program at high school for disengaged boys and girls.

No changes, at this time, are made to the baseline enrollment projection calculations because of the potential of decreasing the number of non-completers in the future. The ongoing discussion in the district about how to help all pupils succeed may identify other elements of the Academic Intervention Program K-12 that may reduce the on-average total of seven non-completers annually.

## **PERSPECTIVE OF THE CURRENT HOUSING MARKET IN THE SCHOOL DISTRICT**

A step in preparing this study is to interview one or more realtors referred by the school district as community respected real estate professionals knowledgeable about the housing market in the Burnt Hills-Ballston Lake School District. Ms. Heidi Kazlo-Tatro of Purdy Realty and Ms. Elizabeth Perrins of CMK and Associates Real Estate were interviewed to gain insights about the housing market within the school district. The time and information of both realtors to help school district planning are greatly appreciated.

Both realtors shared that the good reputation of the school district is an “asset” to a “strong” housing market within the geographic region served by the school district. The housing market in the school district has historically been steady “with really no slowdowns”.

Ms. Perrins describes many clients in their early 30’s who are buyers of homes in the \$180,000 to \$250,000 range looking for a first home in a quality school district with a rural-suburban setting close to amenities of the Capital Region. Ms. Kazlo-Tatro shared that the steady and strong housing market was enhanced further when the school district began to offer a full-day kindergarten program. Young household buyers with young children and without children, as yet, became active in the BH-BL housing market. In addition, the school district housing inventory attracts buyers from outside the area looking for a home purchase upgrade in the \$250,000 and higher range.

Both realtors suggested that the housing market in the district has few options for ‘empty-nesters’ who wish to down-size from family-sized homes. The rental market is very small and patio-type, town house-type units are few. Both realtors discussed property taxes and the unique market opportunity provided by the geographic service area of the school district. The district serves four towns in two counties. The



county taxes in Schenectady County can be “1.5 to 2 times more” for a residence compared to county taxes on a similar residence located in Saratoga County. The location of BH-BL school district “allows buyers to have a Schenectady County type house in a more tax affordable county”.

Global Foundries of Saratoga County has been an asset to the Capital Region. Ms. Kazlo-Tatro reflects that Global has not been a major element in the BH-BL School District market. Generally, contract workers have not purchased ‘right away’ and instead are often long-term household unit renters. The major housing sales influence has been experienced in the Malta/Saratoga proper area closest to Global.

The realtors were generous in their time in sharing historical data about the housing market in the school district. Listed below, for example, are summary data from 2014, 2015, and 2016. On-average a residential property is on the market about two months before it is sold compared to almost three months in 2014. Average sales price is up about 12% over three market years.

Year	Total Listed Residential Properties Sold	Average Days on Market	Median Days on Market	Average Sold Price	Median Sold Price
2014	242	81	47	\$235,023	\$214,716
2015	250	60	37	\$251,147	\$224,000
2016	289	63	33	\$264,053	\$239,900

Ms. Perrins of CMK Real Estate shared another measure of the BH-BL School District housing market. Based on trends of sales volume, CMK estimates a factor called the *Months Supply of Inventory* factor. It is suggested that the BH-BL geographic area has about a 6.3 months inventory of residential properties for sale at a given time. The 6.3 MSI factor falls just barely in what is considered a ‘balanced market’. The MSI factor is approaching closely what is considered a ‘sellers’ market’ (below a factor of 6 months) because of the market demand for housing units in the school district service area.

**POTENTIAL IMPACT OF THE EXPECTED NEW UNITS TO THE HOUSING MARKET ON FUTURE SCHOOL DISTRICT ENROLLMENTS**

The planning/codes officials from the Towns of Ballston, Chariton Clifton Park, and Glenville shared the best available information about residential development projects as of December 2016. The Town of Glenville and Town of Clifton Park report no large scale development within the boundaries of the Burnt Hills-Ballston Lake School District. The time and willingness of the codes/planning officials to share their expertise, information, and local market knowledge are very much appreciated and are valuable assets to the study and to the Burnt Hills-Ballston Lake Central School District.

Charted below is the status of the various developments/ideas that are located in the school district.

TOWN OF BALLSTON			TOWN OF CHARLTON		
Development	Units	12/16 Status	Development	Units:	12/16 Status
Meadowbrook Court: Rt. 50 south of Brookline Rd	17	3 remaining	Deer Run	42 single family units	17 remaining
Sharon Lane: Schauber Rd.	9	7 remaining	Pine Hollow	23	23 remaining
Joseph Lazare: Goode St. south of Charlton Rd.	21	3 remaining			
Ballston Mourningkill: Mourningkill Drive	45	15 remaining			
Eric Katz Apartments: Rt. 50 south of Outlet Road	32	32 remaining			
Volpe Schauber Road	17	15 remaining			
Timber Creek Phase III Benedict Road	32	32			
Timber Creek Phase IV Benedict Road	270	<b>Concept</b> Stage: 135 in the BH-BL school district			
KT Development (Cider Mill) Benedict Road	19	Approved: 19			
Benuscak Goode St.	12	Approved: 12			
Viscusi Apartments 20 Mourningkill Dr.	40	<b>Concept</b> Stage: 40			

Presently, the town officials report that there are no official completion timelines for the residential projects or solid estimates for when units will be built and potentially ready for buyers. Cost of materials, the mortgage market, the ebbs and flow of the general economy and job market can influence the build-out schedule of proposed residential projects. As such, there are no identifiable build-out schedules that can be quantified with absolute certainty.

The study takes a very conservative approach in estimating the potential influence of the new residential market on future enrollments in the Burnt Hills-Ballston Lake School District. *Long-Range Facilities Plans-Reference Guide #A.6*, published by the State Education Department, counsels that:

*Any extensive change in new local housing construction within the school district will inevitably influence student enrollment projections. However, a word of caution is raised here. Only evidence of sales or contracted construction should modify any basic enrollment projection.*

Included in the study are separately estimated enrollment calculations based on a four year build-out/occupancy schedule. To estimate hypothetically specific numbers of new BH-BL pupil enrollments because of **all** of the approved or in-process proposed residential development would not be diligent or reliable now since available information about the project build-out timelines is incomplete. Therefore, the 175 proposed units now in ‘concept’ stage of planning with the Town are not included in the population/enrollment projections.

The study offers enrollment projection estimates based on the following residential developments that have some valid estimates of build-out and sales timelines as per the various Town building codes officials. The units in these developments total 178.

<b>Perception of Possible Accomplished Residential Development in the BH-BL School District Based on Information as of January 2017</b>						
<b>Town</b>	<b>Development</b>	<b>Estimated Units</b>	<b><i>Estimated Build-Out and Sales Timeline</i></b>			
			<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Charlton	Deer Run	17	5	4	4	4
	Pine Hollow	23	7	6	5	5
Ballston	Meadowbrook Court	3	3			
	Sharon Lane	7	4	3		
	Joseph Lazare	3	3			
	Ballston Mourningkill	15	4	4	4	3
	Volpe	15	4	4	4	3
	Eric Katz Apartments	32	10	10	12	
	Timber Creek Phase III	32	8	8	8	8
	KT Development	19	5	5	5	4
	Benuscak	12	4	4	4	
<b>Estimated Unit Totals:</b>		<b>178</b>	<b>57</b>	<b>48</b>	<b>46</b>	<b>27</b>

The methodology used to calculate estimated enrollment projections influenced by estimated new residential units to the housing market assumes factors that describe patterns of household occupancy locally in the school district as opposed to regionally or statewide. The methodology of the study assumes that:

- All of the units suspected to be on the market will be owner occupied.
- Seasonal residents will not occupy the new households.
- Occupation of the homes will reflect the American Community Survey Census 2015 (published December 2016) five year estimated on-average Burnt Hills-Ballston Lake School District household size of 3.13 for single-family homes; 2.70 for condominium households; and 2.41 for rental units. The analysis to estimate the influence of new housing units on pupil enrollment uses the average per Burnt-Hills–Ballston Lake School District household size of 2.62 to quantify possible population and enrollment impact on the school district.
- If existing residents of the District purchase/rent the new housing, it is assumed that the vacated housing units will attract householders that reflect the demographics of the BH-BL School District as of the 2015 American Community Survey of Census data.
- The ACS Census 2015 five year estimated percentages of population for age group cohorts in the geography bounded by the BH-BL School District are valid estimates in 2017.

(4.7%): Estimated under five years old
(5.8%) Estimated new enrollment grades K, 1,2,3,4 ---ages 5, 6, 7, 8, and 9 years
(7.1%) Estimated new enrollment grades 5, 6, 7, 8, 9 ---ages 10, 11, 12, 13, 14 years of age
(6.7%) Estimated new enrollment grades 10,11,12 ---ages 15, 16, 17, 18

- All children who live in the new housing will attend the public school and not a private school or undertake a home-schooled experience. Until specific profiles of specific new homebuyers are known, it is assumed that new pupils to the school district will be equally dispersed by grade level.

**ESTIMATED NEW POPULATION DUE TO PROPOSED HOUSING UNIT DEVELOPMENTS IDENTIFIED AS OF DECEMBER 2016 OVER THE NEXT FOUR YEARS BASED ON THE AVERAGE HOUSEHOLD SIZE IN THE BH-BL SCHOOL DISTRICT ATTENDANCE AREA**

AVERAGE HOUSEHOLD SIZE (ACS CENSUS 2015 ESTIMATE) 2.62 persons per household:	2017 X 57	2018 X 48	2019 X 46	2020 X 27
<b>ESTIMATED TOTAL NEW POPULATION FROM NEW HOUSING CONSTRUCTION</b>	<b>149.34</b>	<b>125.76</b>	<b>120.52</b>	<b>70.74</b>
Estimated under five years old (4.7%)	7.0	5.9	5.7	3.3
Estimated new enrollment grades K, 1,2,3,4 (5.8%)	8.7	7.3	7.0	4.1
Estimated new enrollment grades 5, 6, 7, 8,9 (7.1%)	10.6	8.9	8.6	5.0
Estimated new enrollment grades 10,11,12 (6.7%)	10.0	8.4	8.1	4.7
<b>Estimated 0-18 Age Totals:</b>	<b>36.3</b>	<b>30.6</b>	<b>29.3</b>	<b>17.2</b>
<b>Total Estimated Added Pupil Enrollment: 113.3 or an average of about .64 age 0 to 18 years old children per household</b>				

**SUMMARY OF ESTIMATED PER GRADE LEVEL KINDERGARTEN THROUGH 12 ADDED ENROLLMENT TO THE BASE COHORT CALCULATION FOR EACH YEAR 2017 THROUGH 2024 BASED ON THE NEW HOUSING UNITS ESTIMATED AS OF DECEMBER 2016 IN THE BURNT HILLS-BALLSTON LAKE SCHOOL DISTRICT**

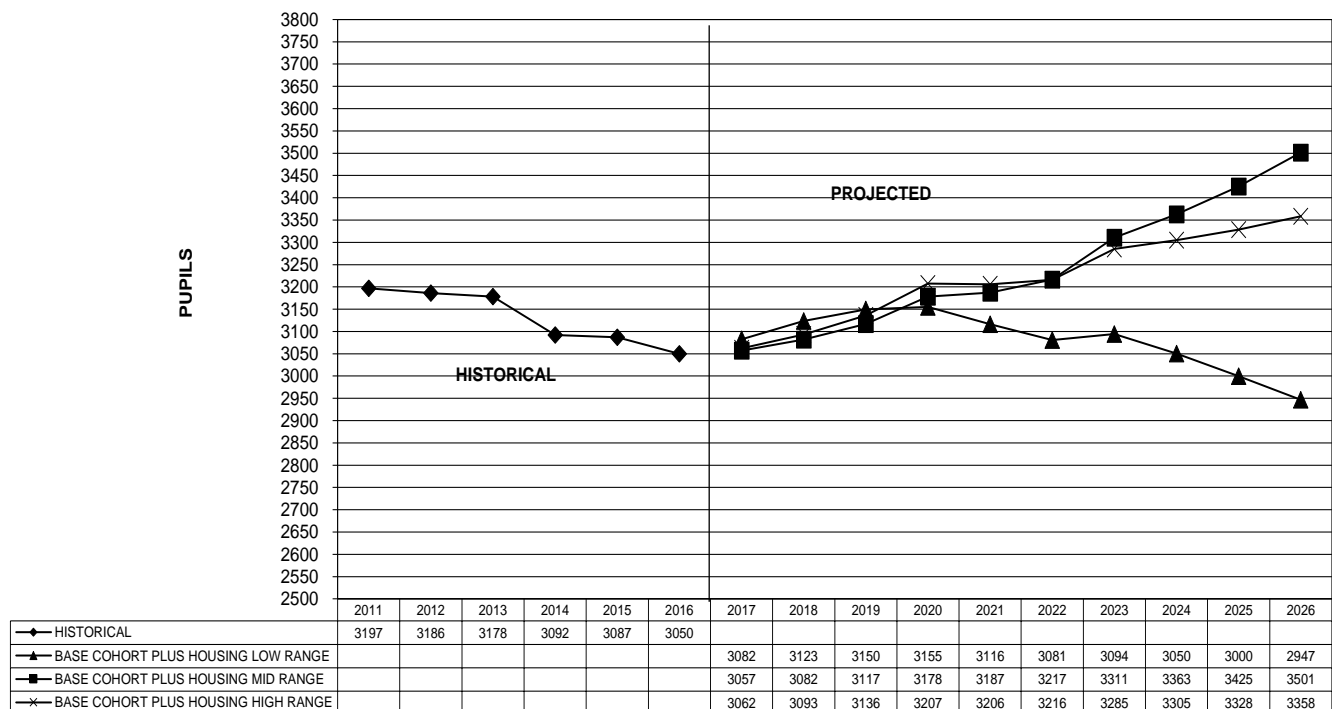
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>AGE 0-1</b>	1.755	1.478	1.416	0.831	0.000	0.000	0.000	0.000
<b>AGE 1-2</b>	1.755	3.232	2.894	2.247	0.831	0.000	0.000	0.000
<b>AGE 2-3</b>	1.755	3.232	4.649	3.725	2.247	0.831	0.000	0.000
<b>AGE 3-4</b>	1.755	3.232	4.649	5.480	3.725	2.247	0.831	0.000
<b>K</b>	1.732	3.214	4.630	5.469	5.480	3.725	2.247	0.831
<b>Grade 1</b>	1.732	1.459	1.398	0.821	0.000	0.000	0.000	0.000
<b>Grade 2</b>	1.732	1.459	1.398	0.821	0.000	0.000	0.000	0.000
<b>Grade 3</b>	1.732	1.459	1.398	0.821	0.000	0.000	0.000	0.000
<b>Grade 4</b>	1.732	1.459	1.398	0.821	0.000	0.000	0.000	0.000
<b>Grade 5</b>	2.651	2.232	2.139	1.256	0.000	0.000	0.000	0.000
<b>Grade 6</b>	2.651	2.232	2.139	1.256	0.000	0.000	0.000	0.000
<b>Grade 7</b>	2.651	2.232	2.139	1.256	0.000	0.000	0.000	0.000
<b>Grade 8</b>	2.651	2.232	2.139	1.256	0.000	0.000	0.000	0.000
<b>Grade 9</b>	2.501	2.106	2.019	1.185	0.000	0.000	0.000	0.000
<b>Grade 10</b>	2.501	2.106	2.019	1.185	0.000	0.000	0.000	0.000
<b>Grade 11</b>	2.501	2.106	2.019	1.185	0.000	0.000	0.000	0.000
<b>Grade 12</b>	2.501	2.106	2.019	1.185	0.000	0.000	0.000	0.000
<b>EST. TOTALS K-12</b>	<b>29.271</b>	<b>26.404</b>	<b>26.854</b>	<b>18.514</b>	<b>5.480</b>	<b>3.725</b>	<b>2.247</b>	<b>0.831</b>

The study suggests that the estimated construction and marketing of 178 new household units over the next four years may add a potential of about 466 new residents to the BH-BL School District. Of that possible new population, it is estimated that about 113 may be between the age of 0 and 19. These 113 children may add to the public school district population over the eight years from 2017 through 2024.

The baseline cohort K-12 low, mid and high enrollment projections are modified in *Tables 8A, B, and C* in *Appendix C*. The modified projections incorporate the estimated additional pupils from the new housing projects as ‘above and beyond’ the historical annual enrollment pattern of new students to the district over the past ten years.

The chart on the next page illustrates the low, mid, and high K-12 enrollment projections for the years 2017-2018 through 2026-2027 by adding the estimated new pupils from documented new housing units to the district as of December 2016 to the baseline projections. Please note that since the validity of kindergarten through grade 6 enrollment estimates extends only to five years into the future, the validity of K-12 estimates for 2022-2026 are not as strong as the K-12 estimates for 2017-2021.

### GRADES K-12 ESTIMATED BASE COHORT ENROLLMENT PROJECTIONS ADJUSTED BY THE INFLUENCE OF EXPECTED NEW RESIDENTIAL CONSTRUCTION AS OF JANUARY 2017



The modified projections presented in *Tables 8A, B, and C* in *Appendix C* and reported in the chart above incorporate the estimated additional pupils from the new housing projects as *‘above and beyond’* the historical annual enrollment pattern of new students to the district over the past six years.

*How* the district uses the housing impact estimates is worthy of local district discussion. The comparison of live births in the district with kindergarten enrollments five years later (**Table Three** on page 15 of the study) documents a strong and sustained ten-year consistent pattern of the enrollment of children not born in the BH-BL who enroll as kindergarteners in BH-BL. The sustained historical pattern of high live birth-kindergarten annual enrollment ratios over the past ten years is an atypical demographic characteristic for most districts. There were about 138% more children enrolled as kindergarten pupils at Burnt Hills-Ballston Lake from 2007-2016 than were born in the district from 2002 to 2011. The mean annual live birth-kindergarten ratio is 1.39 (139%). The median is 1.33 (133%). The study suggests the district discuss the following question to help decide about which estimates to use for district planning short-term and long-term. Because of the strong and sustained pattern over ten years of the influx of pupils to the district who were not born in the district, a ‘dilemma’ planning question to consider is:

*Should the estimated new school-age pupils expected to the district because of documented housing developments as of December 2016 be viewed as:*

- a. *‘normal and usual’ of the ten-year historical housing culture of the district and, therefore, the pupils are already reflected in the baseline enrollment projections (particularly the ‘high’ projection) offered by this study, or*
- b. *‘added’ new school-age population above the baseline enrollment projection estimates?*

## SNAPSHOT OF SCHOOL DISTRICT DEMOGRAPHICS

The boundaries of the BH-BL School District include 48.38 square miles. Listed below are demographics about the geographic area and ‘school district community’ served by the school district. The demographic data can be helpful in the short-range and long-range planning discussions of the district. The data are from the 2010 and 2015 American Community Survey 5-year estimates specific to the BH-BL School District geographic service area.

Demographic Characteristic	BH-BL SD (2006-2010) ACS 2010	BH-BL SD (2011-2015) ACS 2015	
Total Population	18,557	18,620	Slightly higher than the 2010 ACS Census
Median age	44	45.1	Outside what is considered ‘childbearing years’
Under 5	4.7%	4.7%	
5 to 9	6.2%	5.8%	
10 to 14	7.2%	7.1%	
15 to 19	8.3%	6.7%	
20 to 44	27.6%	25.7%	

<b>Demographic Characteristic</b>	<b>BH-BL SD (2006-2010) ACS 2010</b>	<b>BH-BL SD (2011-2015) ACS 2015</b>	<b>Demographic Characteristic</b>
45 to 64	31.3%	31.5%	
65 to 84	14.8%	16.5%	
85 and over	1.9%	2.1%	
Total Households	7028	7073	2010 public school enrollment of 3361; on average .48 public school pupils per household 2016 public school enrollment of 3050; on average .43 public school pupils per household
Family Households	5378	5213	76.5% of all households in 2010; 73.7% in 2015. 2010 public school enrollment of 3361; on average .63 public school pupils per family household 2016 public school enrollment of 3050; on average .58 public school pupils per family household
Family households with own children under 18 years	2239	1955	31.9% of all households in 2010; 27.6% in 2015. 2010 public school enrollment of 3361; on average 1.50 public school pupils per family household with own children under 18 years. 2016 public school enrollment of 3050; on average 1.56 public school pupils per family household with own children under 18 years.
All of households with one or more people under 18 years	2324	2055	33.1% of all households in 2010; 29.1% in 2015. 2010 public school enrollment of 3361; on average 1.45 public school pupils per family household with own children under 18 years. 2016 public school enrollment of 3050; on average 1.48 public school pupils per family household with own children under 18 years.
Non-family households	1650	1/860	23.5% of the total households in 2010; 26.3% in 2015
Householder living alone	1497	1632	21.3% of the total households in 2010; 23.1% in 2015
Householder living alone 65 years and older	766	768	10.9% of the total households in 2010; 10.9% in 2015
All of households with one or more people 65 years and older	2098	2313	29.9% of the total households in 2010; 32.7% in 2015
Average household size	2.63	2.62	
Average family size	3.03	3.11	
Number of women 15 to 50 years old who had a birth in the past 12 months	107	165	
% high school graduate or higher	96.4%	96.4%	
% bachelor's degree or higher	39%	39.1%	

<b>Demographic Characteristic</b>	<b>BH-BL SD (2006-2010) ACS 2010</b>	<b>BH-BL SD (2011-2015) ACS 2015</b>	
Place of birth of total population; Foreign Born	3.3%	3.2%	
Speak English 'less than very well' population 5 years and older	1.4%	.9%	
Total housing units	7351	7449	
1 unit attached and detached	90%	90.6%	
2 units	2.5%	2%	
3 or 4 units	.1%	1.9%	
5 to 9 units	1.3%	1.3%	
10 to 19 units	.4%	1.2%	
20 or more units	2.6%	1.7%	
Mobile home	3.2%	1.3%	
Housing units with 3 or more bedrooms	83.3%	81.6%	
Owner occupied	91.3%	87.9%	Decrease in owner occupied housing.
Housing Units with a mortgage	66.6%	63.7%	
Housing Units without a mortgage	33.4%	36.3%	
Renter occupied	8.7%	12.1%	Increase in rental housing.
Average size of owner occupied units	2.65	2.65	
Average size of renter occupied units	2.38	2.47	
Percentage of owner occupied units with a value of \$150,000 to \$299,999	64.3%	66.7%	
<p style="text-align: center;"><b>Occupation:</b></p> <p>Management, business, science, and arts occupations 44.2%</p> <p>Sales and office occupations 24.7%</p> <p>Service occupations 16.5%</p> <p style="text-align: center;"><b>Industry:</b></p> <p>Educational services, and health care and social assistance 28.1%</p> <p>Professional, scientific and administrative and waste management 13.7%</p> <p>Retail Trade 12.3%</p>		<p style="text-align: center;"><b>Occupation:</b></p> <p>Management, business, science, and arts occupations 45.0%</p> <p>Sales and office occupations 23.8%</p> <p>Service occupations 13.7%</p> <p style="text-align: center;"><b>Industry:</b></p> <p>Educational services, and health care and social assistance 28.7%</p> <p>Professional, scientific and administrative and waste management 12.2%</p> <p>Retail Trade 11.5%</p>	
Median household income	\$77,259	\$78,671	
Mean household income	\$85,445	\$93,261	
Median family income	\$88,719	\$91,926	



<b>Demographic Characteristic</b>	<b>BH-BL SD (2006-2010) ACS 2010</b>	<b>BH-BL SD (2011-2015) ACS 2015</b>	
Mean family income	\$93,869	\$104,999	
Median non-family income	\$47,292	\$48,291	
Mean non-family income	\$53,644	\$57,191	
Population with health insurance	na	96.7%	
Population Employed with health insurance	na	96.6%	
Population unemployed no health insurance	na	30.2%	
<b>PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL</b>			
All families	5.3%	2.2%	
With related children under 18 years	11.5%	4.5%	
Families with female householder, no husband present	31.5%	12.8%	
With related children under 18 years	46.8%	22.3%	
All people	6.8%	4%	
Under 18 years	10.4%	5.8%	

Listed below are *example* discussion questions based on the Census data that BH-BL Central School District might include in its deliberations as it plans for the future.

- About 26% of the school district population is at prime childbearing age. In 2010 about 28% of the population was at prime childbearing age. What are some possible impacts on the school district if the population transitions to include a smaller child-bearing aged cohort? A larger child-bearing cohort? Short Term? Long term? What changes in the housing market might influence the child-bearing age cohort in the school district?
- The estimated median age of the district is 45.1 years, which is above what is considered prime childbearing years (44 years of age). In 2010, the median age was 44 years. About 82% of all housing units in BH-BL CSD have at least 3 bedrooms. In 2010 about 83% of all housing units in BH-BL CSD had at least 3 bedrooms. Rental housing units have increased by about .43% over the number in 2010. What are the possible impacts on the school district if *existing* family-sized homes and/or rental units turnover at a slow rate? At a fast rate?
- What are some possible impacts on the school district if the housing market does not encourage residents in their prime child-bearing years to move to the district or remain residents of the district? What are some possible impacts on the school district if the median age of residents increases? Decreases?

- In 2015, 32.7% total households in BH-BL CSD have one or more persons 65 years or older. In 2015, 33.1% of total households in BH-BL CSD with one or more persons under 18 years of age. What do these data suggest about community programs offered and communication efforts with these households in the school district?
- Are there any noticeable dichotomies of opinions about the school district by the 33 out of 100 households with children under 18 and the 67 out of 100 households with no children under 18?
- The median household income is about 14% lower than the median family income in the BH-BL School District. The average household income is about 11% lower than the average family income in the BH-BL School District. The average non-family income is about 45% lower than the average family income. Has this disparity between average family and non-family incomes caused a noticeable difference in expectations for education by segments of the community? If not, what communication or program efforts by the district have proven successful in nurturing support by stakeholders across the economic spectrum?
- How might the following demographic differences between 2010 and 2015 influence such school district topics as: general public communication about programs/goals of the district? Programs and projects for non-school age residents? Information and outreach to all taxpayers, especially to households without a direct service connection with the school district?
  - ✓ The 2015 data have the number of households in the district increasing, but the number of public school pupils per household has decreased compared to the 2010 data.
  - ✓ The 2015 data have the number of family households decreasing and the number of public school pupils per family households also decreasing compared to the 2010 data.
  - ✓ The 2015 data have the number of family households with own children under 18 years of age decreasing and the number of public school pupils per such households increasing compared to the 2010 data.
  - ✓ The 2015 data have the number of all households with one or more people under 18 years of age decreasing and the number of public school pupils per such households increasing slightly compared to the 2010 data.
  - ✓ The 2015 data have the number of nonfamily households increasing by about 3% compared to the 2010 data.
  - ✓ The 2015 data have the number of householders living alone increasing by about 2% compared to the 2010 data.

## SUMMARY OF K-12 ENROLLMENT PROJECTION DATA CALCULATIONS

The charts that follow summarize the enrollment projection calculations through 2026-2027 undertaken in this study. The estimates are based on the application of the cohort survival statistic and annual total live birth analysis to project potential kindergarten enrollments in the future. The enrollment estimates are projections and not predictions. Projections for the immediate future are more reliable than those for years further in the future. Enrollment projection totals for K-6 and for 7-12 are more reliable than are those for specific grade levels in specific years. Primary focus should be given to estimates five years into the future for grades K-6, and ten years into the future for grades 7-12. The projections do offer a starting point for analyzing and understanding the elements of future school district demographic change.

### BASELINE COHORT ENROLLMENT ESTIMATES

The tables on the following pages are a helpful resource as the district undertakes its ongoing short and long-range planning efforts regarding its vision for the educational program to be delivered and the use of the school building assets of the district. The highlighted estimates follow SED planning guidelines with regard to applying enrollment projections to anticipated space needs in the future. **Commissioner's Regulation 155.1 requires districts to match facility planning with the estimated grades K-6 enrollment five years into the future, 7-8 enrollment (if served in a separate building from 9-12) eight years into the future, and estimated grades 9-12 enrollment ten years into the future.** Building Aid Units for State building aid on approved capital projects are based on the enrollment estimates outlined in the Regulations. It is suggested that the high range projections be used to base pupil capacity need in the future with facility planning. Often, SED Facility Project Managers will add about 10% to the enrollment projection to ensure a district has flexibility to implement the curriculum and program the district expects to implement over the next ten years. The low enrollment projection estimates can be a tool to estimate conservatively potential impact on existing staff and program offerings in the short term if enrollments decrease. The mid-range projection (with an eye on the high range projection) often can be a good tool to project potential impacts on district financials. In summary, the projections suggest that:

	<b>BASE COHORT ENROLLMENT PROJECTIONS</b>	<b>BASE COHORT ENROLLMENT PROJECTIONS ADJUSTED BY ANTICIPATED NEW HOUSING AS OF JANUARY 2017</b>
<b>Grades K-5</b>	o <b>Grades K-5 enrollment</b> may increase by about 86 pupils over <b>the next 5 years</b> per the most optimistic estimate. The most conservative estimate suggests enrollment will remain stable in five years compared to 2016-2017.	o <b>Grades K-5 enrollment</b> may decrease by about 118 pupils over <b>the next 5 years</b> per the most optimistic estimate. The most conservative estimate suggests an enrollment of about 29 more pupils in five years compared to 2016-2017.
<b>Grades 6-8</b>	o <b>Grades 6-8 total enrollment</b> may increase by about 23 pupils over <b>the next 8 years</b> per the most optimistic estimate. The most conservative estimate suggests an enrollment of about 3-14 fewer pupils in eight years compared to 2016-2017.	o <b>Grades 6-8 total enrollment</b> may increase by about 13 to 50 pupils over <b>the next 8 years</b> per the most optimistic estimate. The most conservative estimate suggests a stable pupil enrollment in eight years compared to 2016-2017.
<b>Grades 9-12</b>	o <b>Grades 9-12 total enrollment</b> may increase by about 30 pupils over <b>the next 10 years</b> per the most optimistic estimate. The most conservative estimate suggests 9-12 enrollment will remain stable in ten years compared to 2016-2017.	o <b>Grades 9-12 total enrollment</b> may increase by about 54 pupils over <b>the next 10 years</b> per the most optimistic estimate. The most conservative estimate suggests an enrollment of about 19-28 more pupils in ten years compared to 2016-2017.

<b>Calculation</b>	<b>Year</b>	<b>Grades K-5</b>	<b>Grade 6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
<b>CURRENT ENROLLMENT</b>	2016-2017	1300	196	528	1026
			<b>Grades 6-8: 724</b>		
<b>Baseline Cohort Low Range</b>	2019-2020	1327	234	496	1015
			730		
	2021-2022	1296	246	493	994
			739		
	2024-2025	1186	247	510	1033
		757			
2026-2027	1101	229	503	1055	
			732		
<b>Baseline Cohort Mid-Range</b>	2019-2020	1294	234	496	1015
			730		
	2021-2022	1368	246	493	994
			739		
	2024-2025	1549	229	478	1033
		707			
2026-2027	1623	302	496	1021	
			798		
<b>Baseline Cohort High Range</b>	2019-2020	1313	234	496	1015
			730		
	2021-2022	1386	246	493	994
			739		
	2024-2025	1478	237	484	1033
		721			
2026-2027	1446	311	515	1028	
			826		

Calculation	Year	Grades K-5	Grade 6	Grades 7-8	Grades 9-12
<b>CURRENT ENROLLMENT</b>	2016-2017	1300	196	528	1026
			<b>Grades 6-8: 724</b>		
<b>Low Range ADJUSTED BY ANTICIPATED NEW HOUSING</b>	2019-2020	1357	241	510	1042
			751		
	2021-2022	1329	252	508	1027
			760		
	2024-2025	1212	253	521	1064
774					
2026-2027	1115	236	515	1080	
		751			
<b>Mid-Range ADJUSTED BY ANTICIPATED NEW HOUSING</b>	2019-2020	1324	241	510	1042
			751		
	2021-2022	1400	252	508	1027
			760		
	2024-2025	1575	235	489	1064
724					
2026-2027	1638	306	510	1047	
		816			
<b>Baseline Cohort High Range ADJUSTED BY ANTICIPATED NEW HOUSING</b>	2019-2020	1343	241	510	1042
			751		
	2021-2022	1418	252	508	1027
			760		
	2024-2025	1504	242	495	1064
737					
2026-2027	1461	317	527	1054	
		844			

### CAUTIONS CONCERNING ENROLLMENT PROJECTION ESTIMATES

All enrollment projections for more than five years into the future have inherent uncertainties because the assumptions on which they are based can be affected by changes in human behavior, by the economy, or by other events. Elementary age enrollment estimates *more than five years* into the future, in particular, have lower reliability than estimates for grades 7-12. Key factors of population change relating to school enrollments are often interrelated and can multiply as one or more factors unexpectedly change or change significantly from their status at the time of this study. Future enrollments are positively affected by:

- Added births in the district and the resulting added kindergarten enrollments.
- The reductions or increases in private school/home-school/charter school enrollments.
- The increase in the enrollment retention of students through grade 12 as completers of a diploma program.
- A robust employment market that can attract new residents with children and/or who are at childbearing age.

- A robust housing market that can attract new residents with children and/or who are at childbearing age.
- Increased enrollment of tuition students from other school districts.

Similarly, future enrollment projections can be negatively affected by the antitheses of the same variables. Therefore, the enrollment projection estimates should be revisited and updated yearly if there are any major changes in: the assumptions that base the methodology of this study; the annual live birth data for the district; major shifts in the housing market and employment market opportunities from what has been expected; changes in the educational program offered; and/or changes in the non-public school, charter school, or out of school district enrollments by BH-BL School District residents; or major immediate changes to the numbers of pupils tuition from other school districts.

The sustained historical pattern of high live birth-kindergarten annual enrollment ratios over the past ten years is an atypical demographic characteristic for most districts. For **each** school year from 2007 through 2016, more children enrolled in BH-BL kindergarten than were born in the district five years earlier. There were about 138% more children enrolled as kindergarten pupils at Burnt Hills-Ballston Lake from 2007-2016 than were born in the district from 2002 to 2011. The mean annual live birth-kindergarten ratio is 1.39. The median is 1.333. The study suggests the district discuss the following question to help decide about which estimates to use for district planning short-term and long-term.

*Should the estimated new school-age pupils expected to the district because of documented housing developments as of January 2017 be viewed as:*

- 'normal and usual' of the ten-year historical housing culture of the district and, therefore, the pupils are already reflected in the baseline enrollment projections offered by this study, or*
- 'added' new school-age population above the baseline enrollment projection estimates?*

District planning may well be served by focusing in on the **High Range Baseline** enrollment projections. If a capital project is pursued with the SED that includes any new space, then the **High Range Projection based on the estimated influence of new housing units to the district** should be used for capital project and Building Aid estimate planning.

## **USE OF THE ENROLLMENT PROJECTION DATA FOR PLANNING**

The *Enrollment Projection Calculations* provide sets of estimates about future K-12 enrollments ranging from 'low' to 'high' based on defined assumptions and historical patterns of population and enrollment data. It is suggested that the Board of Education and the school district leadership team discuss the projection scenarios and come to consensus with the community about what the *school district and the*

*community* believe about the local future—will the “glass be filled, half-filled or half empty?” with regard to such items as increased numbers of tuition pupils, new residential construction, new population to the district, and increased jobs within commuting distance of the district.

Most critical to successful long range school program and facility planning is defining the vision of the program the Board and community expect to provide to the students of the district. Facility form follows program function. A successful long-range facility plan occurs when the planning is viewed as a ‘curriculum project’ that defines and plans the program for delivery to all pupils regardless of the total enrollment size of the district. Once the curriculum vision is defined, a facility plan is only then a ‘brick and mortar’ plan to support the implementation of the curriculum/program. What are the implications of the Board and community’s pupil program vision on the current facilities of the school district? With stable future student enrollments? With likely increasing student enrollments?

Is there a gap between the current pupil capacities of the school buildings and the estimated enrollments to be served five, eight and ten years into the future? Is there a gap between the Board’s future vision for the pupil program, the pupil capacity of the facilities, and the values that guide how the program is implemented currently?

# Appendix A:

## **DEMOGRAPHIC-ECONOMIC CHARACTERISTICS PROFILE BASED ON CENSUS BUREAU DATA: *A TOOL TO HELP PLAN AND DISCUSS THE FUTURE***

*for the*

### **BH-BL CENTRAL SCHOOL DISTRICT**

*Prepared by: Dr. Paul M. Seversky*

*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future.”*



## Introduction and Overview

This report provides a summary of demographic-economic characteristics for BH-BL School District.

Demographic-economic data in this report provide insights into “where we are now.” The selection, scope, organization, and content of these data provide a basis for examining challenges and opportunities that lie ahead. The data provide information for decision-makers and stakeholders to determine how they might benefit from plans and actions implemented now or scheduled for the future. The data provide a basis for collaborative planning among community/business stakeholders and leaders. These data can provide measures of how things have changed since an earlier point in time – often based on data from Census 2010. Assessing this change, and considering current and prospective change, provide insights into the future – how much might things change, at what time, by how much and where – and how might this change impact us?

The demographic-economic behavior of an area does not happen in a vacuum. It is important to understand the make-up and dynamics of the area around us. What is similar or dissimilar in the broader or adjacent area? Which of these patterns or characteristics might impose challenges or limitations on reaching goals? What are reasonable goals, suggested by analyzing these data that might be achieved? In what time frame?

Data presented in this report are based on the most recent demographic-economic data released in January 2011 and January 2016 for all U.S. political/statistical geographic areas. The report provides data on more than 600 demographic-economic subject matter items, a comprehensive overview, for the area organized into four structured Demographic-Economic Profiles (DP). Selected highlights from each of these four profiles are presented.

**Using this Report.** This comparative analysis report is provided to facilitate strategic planning and comparison of school district demographics over time.

**Sources.** This report is based on data from the Census Bureau American Community Survey (ACS) 2015 five-year (2011-15) estimates published in January 2016, and the American Community Survey (ACS) 2010 five-year (2006-2010) estimates published in January 2011. The estimates are subject to sampling and other errors of estimation. The ACS estimates are period estimates that describe the average characteristics of population and housing over a period of data collection.

# APPENDIX A: TABLE OF CONTENTS

*The demographic estimates are reported to encourage community discussion about the demographic characteristics of the BH-BL School District. The compilation of the Census data is a tool to help the community and school leaders discuss and suggest insights about the school district community as long-range plans are developed. Census data for the BH-BL School District are charted from two Census documents profiling the demographics of the school district from 2006-2015. In this way, comparative discussion/analysis is supported to identify similar and dissimilar demographic characteristics of the BH-BL School District over time.*

## SOURCE OF DATA:

**Federal Census Bureau 2006-2010 American Community Survey  
5- Year Estimates (public release December 2011)  
Federal Census Bureau 2011-2015 American Community Survey  
5-Year Estimates (public release December 2016)**

- **Page 47:** Selected Demographic Estimates (Sex and Age, Race, Housing Units...)
- **Page 49:** Selected Social Characteristics (Education, Marital Status, Relationships...)
- **Page 54:** Selected Economic Characteristics (Income, Occupation, Commuting to Work...)
- **Page 59:** Selected Housing Characteristics (Occupancy and Structure, Housing Value...)

## Definition of Demographic Terms

**Page 63**

To maintain confidentiality, the Census Bureau applies statistical procedures that introduce some uncertainty into data for geographic areas with small population groups. The data in these tables contain sampling error and nonsampling error. Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented with a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error. The effect of nonsampling error is not represented in these tables. Additional information on the design and methodology of the American Community Survey, including data collection and processing, can be found at [http://www.census.gov/acs/www/methodology/methodology\\_main/](http://www.census.gov/acs/www/methodology/methodology_main/)

**The shaded demographic characteristics in the charts that follow suggest data that are often reviewed and discussed by school districts as part of long-range planning effort.**

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>DEMOGRAPHIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>DEMOGRAPHIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
<b>SEX AND AGE</b>			<b>SEX AND AGE</b>		
Total population	18,557	18,557	Total population	18,620	18,620
Male	8,918	48.1%	Male	9,100	48.9%
Female	9,639	51.9%	Female	9,520	51.1%
Under 5 years	865	4.7%	Under 5 years	869	4.7%
5 to 9 years	1,156	6.2%	5 to 9 years	1,071	5.8%
10 to 14 years	1,343	7.2%	10 to 14 years	1,317	7.1%
15 to 19 years	1,541	8.3%	15 to 19 years	1,251	6.7%
20 to 24 years	897	4.8%	20 to 24 years	1,007	5.4%
25 to 34 years	1,408	7.6%	25 to 34 years	1,638	8.8%
35 to 44 years	2,450	13.2%	35 to 44 years	2,134	11.5%
45 to 54 years	3,112	16.8%	45 to 54 years	2,742	14.7%
55 to 59 years	1,628	8.8%	55 to 59 years	1,637	8.8%
60 to 64 years	1,062	5.7%	60 to 64 years	1,489	8.0%
65 to 74 years	1,686	9.1%	65 to 74 years	2,168	11.6%
75 to 84 years	1,056	5.7%	75 to 84 years	904	4.9%
85 years and over	353	1.9%	85 years and over	393	2.1%
Median age (years)	44.0	(X)	Median age (years)	45.1	(X)
18 years and over	14,192	76.5%	18 years and over	14,525	78.0%
21 years and over	13,525	72.9%	21 years and over	13,812	74.2%
62 years and over	3,711	20.0%	62 years and over	4,223	22.7%
65 years and over	3,095	16.7%	65 years and over	3,465	18.6%
18 years and over	14,192	14,192	18 years and over	14,525	14,525
Male	6,819	48.0%	Male	7,126	49.1%
Female	7,373	52.0%	Female	7,399	50.9%
65 years and over	3,095	3,095	65 years and over	3,465	3,465
Male	1,514	48.9%	Male	1,724	49.8%
Female	1,581	51.1%	Female	1,741	50.2%
<b>RACE</b>			<b>RACE</b>		
Total population	18,557	18,557	Total population	18,620	18,620
One race	18,403	99.2%	One race	18,265	98.1%
Two or more races	154	0.8%	Two or more races	355	1.9%
One race	18,403	99.2%	One race	18,265	98.1%
White	17,988	96.9%	White	17,724	95.2%
Black or African American	169	0.9%	Black or African American	149	0.8%
American Indian and Alaska Native	14	0.1%	American Indian and Alaska Native	0	0.0%
Cherokee tribal grouping	0	0.0%	Cherokee tribal grouping	0	0.0%
Chippewa tribal grouping	0	0.0%	Chippewa tribal grouping	0	0.0%
Navajo tribal grouping	0	0.0%	Navajo tribal grouping	0	0.0%

2006-2010 American Community Survey 5-Year Estimates	BH-BL School District		2011-2015 American Community Survey 5-Year Estimates	BH-BL School District	
	Estimate	Percent		Estimate	Percent
DEMOGRAPHIC CHARACTERISTICS			DEMOGRAPHIC CHARACTERISTICS		
Sioux tribal grouping	0	0.0%	Sioux tribal grouping	0	0.0%
Asian	224	1.2%	Asian	211	1.1%
Asian Indian	10	0.1%	Asian Indian	20	0.1%
Chinese	38	0.2%	Chinese	10	0.1%
Filipino	40	0.2%	Filipino	0	0.0%
Japanese	20	0.1%	Japanese	0	0.0%
Korean	93	0.5%	Korean	20	0.1%
Vietnamese	11	0.1%	Vietnamese	149	0.8%
Other Asian	12	0.1%	Other Asian	12	0.1%
Native Hawaiian and Other Pacific Islander	0	0.0%	Native Hawaiian and Other Pacific Islander	15	0.1%
Native Hawaiian	0	0.0%	Native Hawaiian	15	0.1%
Guamanian or Chamorro	0	0.0%	Guamanian or Chamorro	0	0.0%
Samoan	0	0.0%	Samoan	0	0.0%
Other Pacific Islander	0	0.0%	Other Pacific Islander	0	0.0%
Some other race	8	0.0%	Some other race	166	0.9%
Two or more races	154	0.8%	Two or more races	355	1.9%
White and Black or African American	8	0.0%	White and Black or African American	147	0.8%
White and American Indian and Alaska Native	137	0.7%	White and American Indian and Alaska Native	69	0.4%
White and Asian	0	0.0%	White and Asian	93	0.5%
Black or African American and American Indian and Alaska Native	0	0.0%	Black or African American and American Indian and Alaska Native	0	0.0%
Race alone or in combination with one or more other races			Race alone or in combination with one or more other races		
Total population	18,557	18,557	Total population	18,620	18,620
White	18,133	97.7%	White	18,058	97.0%
Black or African American	177	1.0%	Black or African American	342	1.8%
American Indian and Alaska Native	151	0.8%	American Indian and Alaska Native	69	0.4%
Asian	233	1.3%	Asian	350	1.9%
Native Hawaiian and Other Pacific Islander	0	0.0%	Native Hawaiian and Other Pacific Islander	15	0.1%
Some other race	17	0.1%	Some other race	166	0.9%
HISPANIC OR LATINO AND RACE			HISPANIC OR LATINO AND RACE		
Total population	18,557	18,557	Total population	18,620	18,620
Hispanic or Latino (of any race)	181	1.0%	Hispanic or Latino (of any race)	445	2.4%
Mexican	28	0.2%	Mexican	66	0.4%
Puerto Rican	62	0.3%	Puerto Rican	155	0.8%
Cuban	66	0.4%	Cuban	53	0.3%
Other Hispanic or Latino	25	0.1%	Other Hispanic or Latino	171	0.9%
Not Hispanic or Latino	18,376	99.0%	Not Hispanic or Latino	18,175	97.6%

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>DEMOGRAPHIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>DEMOGRAPHIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
White alone	17,824	96.1%	White alone	17,458	93.8%
Black or African American alone	169	0.9%	Black or African American alone	149	0.8%
American Indian and Alaska Native alone	14	0.1%	American Indian and Alaska Native alone	0	0.0%
Asian alone	224	1.2%	Asian alone	211	1.1%
Native Hawaiian and Other Pacific Islander alone	0	0.0%	Native Hawaiian and Other Pacific Islander alone	15	0.1%
Some other race alone	0	0.0%	Some other race alone	0	0.0%
Two or more races	145	0.8%	Two or more races	342	1.8%
Two races including Some other race	0	0.0%	Two races including Some other race	0	0.0%
Two races excluding Some other race, and Three or more races	145	0.8%	Two races excluding Some other race, and Three or more races	342	1.8%
Total housing units	7,351	(X)	Total housing units	7,449	(X)

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2010-2014 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
<b>HOUSEHOLDS BY TYPE</b>			<b>HOUSEHOLDS BY TYPE</b>		
Total households	7,028	7,028	Total households	7,073	7,073
Family households (families)	5,378	76.5%	Family households (families)	5,213	73.7%
With own children under 18 years	2,239	31.9%	With own children of the householder under 18 years	1,955	27.6%
Married-couple family	4,391	62.5%	Married-couple family	4,344	61.4%
With own children under 18 years	1,654	23.5%	With own children of the householder under 18 years	1,493	21.1%
Male householder, no wife present, family	259	3.7%	Male householder, no wife present, family	283	4.0%
With own children under 18 years	133	1.9%	With own children of the householder under 18 years	179	2.5%
Female householder, no husband present, family	728	10.4%	Female householder, no husband present, family	586	8.3%
With own children under 18 years	452	6.4%	With own children of the householder under 18 years	283	4.0%
Nonfamily households	1,650	23.5%	Nonfamily households	1,860	26.3%
Householder living alone	1,497	21.3%	Householder living alone	1,632	23.1%
65 years and over	766	10.9%	65 years and over	768	10.9%
Households with one or more people under 18 years	2,324	33.1%	Households with one or more people under 18 years	2,055	29.1%
Households with one or more people 65 years and over	2,098	29.9%	Households with one or more people 65 years and over	2,313	32.7%
Average household size	2.63	(X)	Average household size	2.62	(X)

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
Average family size	3.03	(X)	Average family size	3.11	(X)
<b>RELATIONSHIP</b>			<b>RELATIONSHIP</b>		
Population in households	18,464	18,464	Population in households	18,562	18,562
Householder	7,028	38.1%	Householder	7,073	38.1%
Spouse	4,401	23.8%	Spouse	4,360	23.5%
Child	5,944	32.2%	Child	5,933	32.0%
Other relatives	555	3.0%	Other relatives	712	3.8%
Nonrelatives	536	2.9%	Nonrelatives	484	2.6%
Unmarried partner	348	1.9%	Unmarried partner	309	1.7%
<b>MARITAL STATUS</b>			<b>MARITAL STATUS</b>		
Males 15 years and over	7,209	7,209	Males 15 years and over	7,483	7,483
Never married	1,721	23.9%	Never married	2,090	27.9%
Now married, except separated	4,583	63.6%	Now married, except separated	4,491	60.0%
Separated	125	1.7%	Separated	178	2.4%
Widowed	279	3.9%	Widowed	174	2.3%
Divorced	501	6.9%	Divorced	550	7.3%
Females 15 years and over	7,984	7,984	Females 15 years and over	7,880	7,880
Never married	1,977	24.8%	Never married	1,969	25.0%
Now married, except separated	4,545	56.9%	Now married, except separated	4,439	56.3%
Separated	211	2.6%	Separated	220	2.8%
Widowed	640	8.0%	Widowed	619	7.9%
Divorced	611	7.7%	Divorced	633	8.0%
<b>FERTILITY</b>			<b>FERTILITY</b>		
Number of women 15 to 50 years old who had a birth in the past 12 months	107	107	Number of women 15 to 50 years old who had a birth in the past 12 months	165	165
Unmarried women (widowed, divorced, and never married)	10	9.3%	Unmarried women (widowed, divorced, and never married)	73	44.2%
Per 1,000 unmarried women	5	(X)	Per 1,000 unmarried women	38	(X)
Per 1,000 women 15 to 50 years old	24	(X)	Per 1,000 women 15 to 50 years old	42	(X)
Per 1,000 women 15 to 19 years old	0	(X)	Per 1,000 women 15 to 19 years old	0	(X)
Per 1,000 women 20 to 34 years old	61	(X)	Per 1,000 women 20 to 34 years old	93	(X)
Per 1,000 women 35 to 50 years old	12	(X)	Per 1,000 women 35 to 50 years old	24	(X)
<b>GRANDPARENTS</b>			<b>GRANDPARENTS</b>		
Number of grandparents living with own grandchildren under 18 years	160	160	Number of grandparents living with own grandchildren under 18 years	189	189
Grandparents Responsible for grandchildren	65	40.6%	Grandparents responsible for grandchildren	25	13.2%

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
Years responsible for grandchildren			Years responsible for grandchildren		
Less than 1 year	0	0.0%	Less than 1 year	0	0.0%
1 or 2 years	0	0.0%	1 or 2 years	15	7.9%
3 or 4 years	9	5.6%	3 or 4 years	0	0.0%
5 or more years	56	35.0%	5 or more years	10	5.3%
Number of grandparents responsible for own grandchildren under 18 years	65	65	Number of grandparents responsible for own grandchildren under 18 years	25	25
Who are female	37	56.9%	Who are female	10	40.0%
Who are married	40	61.5%	Who are married	15	60.0%
<b>EDUCATIONAL ATTAINMENT</b>			<b>EDUCATIONAL ATTAINMENT</b>		
Population 25 years and over	12,755	12,755	Population 25 years and over	13,105	13,105
Less than 9th grade	120	0.9%	Less than 9th grade	97	0.7%
9th to 12th grade, no diploma	337	2.6%	9th to 12th grade, no diploma	376	2.9%
High school graduate (includes equivalency)	3,054	23.9%	High school graduate (includes equivalency)	3,130	23.9%
Some college, no degree	2,157	16.9%	Some college, no degree	2,205	16.8%
Associate's degree	2,114	16.6%	Associate's degree	2,170	16.6%
Bachelor's degree	2,629	20.6%	Bachelor's degree	2,749	21.0%
Graduate or professional degree	2,344	18.4%	Graduate or professional degree	2,378	18.1%
Percent high school graduate or higher	(X)	96.4%	Percent high school graduate or higher	(X)	96.4%
Percent bachelor's degree or higher	(X)	39.0%	Percent bachelor's degree or higher	(X)	39.1%
<b>VETERAN STATUS</b>			<b>VETERAN STATUS</b>		
Civilian population 18 years and over	14,183	14,183	Civilian population 18 years and over	14,479	14,479
Civilian veterans	1,670	11.8%	Civilian veterans	1,362	9.4%
<b>RESIDENCE 1 YEAR AGO</b>			<b>RESIDENCE 1 YEAR AGO</b>		
Population 1 year and over	18,455	18,455	Population 1 year and over	18,410	18,410
Same house	17,108	92.7%	Same house	17,288	93.9%
Different house in the U.S.	1,333	7.2%	Different house in the U.S.	1,072	5.8%
Same county	722	3.9%	Same county	483	2.6%
Different county	611	3.3%	Different county	589	3.2%
Same state	548	3.0%	Same state	402	2.2%
Different state	63	0.3%	Different state	187	1.0%
Abroad	14	0.1%	Abroad	50	0.3%
<b>PLACE OF BIRTH</b>			<b>PLACE OF BIRTH</b>		
Total population	18,557	18,557	Total population	18,620	18,620

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
Native	17,942	96.7%	Native	18,017	96.8%
Born in United States	17,858	96.2%	Born in United States	17,903	96.1%
State of residence	14,528	78.3%	State of residence	14,766	79.3%
Different state	3,330	17.9%	Different state	3,137	16.8%
Born in Puerto Rico, U.S. Island areas, or born abroad to American parent(s)	84	0.5%	Born in Puerto Rico, U.S. Island areas, or born abroad to American parent(s)	114	0.6%
Foreign born	615	3.3%	Foreign born	603	3.2%
<b>U.S. CITIZENSHIP STATUS</b>			<b>U.S. CITIZENSHIP STATUS</b>		
Foreign-born population	615	615	Foreign-born population	603	603
Naturalized U.S. citizen	404	65.7%	Naturalized U.S. citizen	496	82.3%
Not a U.S. citizen	211	34.3%	Not a U.S. citizen	107	17.7%
<b>YEAR OF ENTRY</b>			<b>YEAR OF ENTRY</b>		
Population born outside the United States	699	699	Population born outside the United States	717	717
Native	84	84	Native	114	114
Entered 2000 or later	10	11.9%	Entered 2010 or later	0	0.0%
Entered before 2000	74	88.1%	Entered before 2010	114	100.0%
Foreign born	615	615	Foreign born	603	603
Entered 2000 or later	32	5.2%	Entered 2010 or later	18	3.0%
Entered before 2000	583	94.8%	Entered before 2010	585	97.0%
<b>WORLD REGION OF BIRTH OF FOREIGN BORN</b>			<b>WORLD REGION OF BIRTH OF FOREIGN BORN</b>		
Foreign-born population, excluding population born at sea	615	615	Foreign-born population, excluding population born at sea	603	603
Europe	344	55.9%	Europe	253	42.0%
Asia	155	25.2%	Asia	144	23.9%
Africa	0	0.0%	Africa	0	0.0%
Oceania	0	0.0%	Oceania	0	0.0%
Latin America	33	5.4%	Latin America	142	23.5%
Northern America	83	13.5%	Northern America	64	10.6%
<b>LANGUAGE SPOKEN AT HOME</b>			<b>LANGUAGE SPOKEN AT HOME</b>		
Population 5 years and over	17,692	17,692	Population 5 years and over	17,751	17,751
English only	17,010	96.1%	English only	17,030	95.9%
Language other than English	682	3.9%	Language other than English	721	4.1%
Speak English less than "very well"	243	1.4%	Speak English less than "very well"	162	0.9%
Spanish	127	0.7%	Spanish	222	1.3%
Speak English less than "very well"	92	0.5%	Speak English less than "very well"	44	0.2%
Other Indo-European languages	428	2.4%	Other Indo-European languages	325	1.8%



<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>SOCIAL CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
Speak English less than "very well"	111	0.6%	Speak English less than "very well"	76	0.4%
Asian and Pacific Islander languages	127	0.7%	Asian and Pacific Islander languages	174	1.0%
Speak English less than "very well"	40	0.2%	Speak English less than "very well"	42	0.2%
Other languages	0	0.0%	Other languages	0	0.0%
Speak English less than "very well"	0	0.0%	Speak English less than "very well"	0	0.0%
<b>ANCESTRY</b>			<b>ANCESTRY</b>		
Total population	18,557	18,557	Total population	18,620	18,620
American	1,157	6.2%	American	972	5.2%
Arab	9	0.0%	Arab	22	0.1%
Czech	155	0.8%	Czech	159	0.9%
Danish	58	0.3%	Danish	138	0.7%
Dutch	987	5.3%	Dutch	642	3.4%
English	2,690	14.5%	English	2,901	15.6%
French (except Basque)	1,300	7.0%	French (except Basque)	1,083	5.8%
French Canadian	584	3.1%	French Canadian	490	2.6%
German	4,192	22.6%	German	4,313	23.2%
Greek	207	1.1%	Greek	137	0.7%
Hungarian	272	1.5%	Hungarian	112	0.6%
Irish	4,206	22.7%	Irish	4,309	23.1%
Italian	3,896	21.0%	Italian	3,447	18.5%
Lithuanian	66	0.4%	Lithuanian	161	0.9%
Norwegian	86	0.5%	Norwegian	97	0.5%
Polish	1,738	9.4%	Polish	2,072	11.1%
Portuguese	64	0.3%	Portuguese	0	0.0%
Russian	225	1.2%	Russian	144	0.8%
Scotch-Irish	338	1.8%	Scotch-Irish	125	0.7%
Scottish	609	3.3%	Scottish	674	3.6%
Slovak	89	0.5%	Slovak	68	0.4%
Subsaharan African	0	0.0%	Subsaharan African	0	0.0%
Swedish	49	0.3%	Swedish	197	1.1%
Swiss	84	0.5%	Swiss	73	0.4%
Ukrainian	318	1.7%	Ukrainian	194	1.0%
Welsh	228	1.2%	Welsh	203	1.1%
West Indian (excluding Hispanic origin groups)	24	0.1%	West Indian (excluding Hispanic origin groups)	60	0.3%

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
<b>EMPLOYMENT STATUS</b>			<b>EMPLOYMENT STATUS</b>		
Population 16 years and over	14,840	14,840	Population 16 years and over	14,984	14,984
In labor force	9,586	64.6%	In labor force	9,810	65.5%
Civilian labor force	9,577	64.5%	Civilian labor force	9,764	65.2%
Employed	9,139	61.6%	Employed	9,191	61.3%
Unemployed	438	3.0%	Unemployed	573	3.8%
Armed Forces	9	0.1%	Armed Forces	46	0.3%
Not in labor force	5,254	35.4%	Not in labor force	5,174	34.5%
Civilian labor force	9,577	9,577	Civilian labor force	9,764	9,764
Percent Unemployed	(X)	4.6%	Unemployment Rate	(X)	5.9%
Females 16 years and over	7,751	7,751	Females 16 years and over	7,674	7,674
In labor force	4,737	61.1%	In labor force	4,720	61.5%
Civilian labor force	4,737	61.1%	Civilian labor force	4,720	61.5%
Employed	4,541	58.6%	Employed	4,502	58.7%
Own children under 6 years	1,046	1,046	Own children under 6 years	1,042	1,042
All parents in family in labor force	647	61.9%	All parents in family in labor force	824	79.1%
Own children 6 to 17 years	3,123	3,123	Own children of the householder 6 to 17 years	2,912	2,912
All parents in family in labor force	2,207	70.7%	All parents in family in labor force	2,395	82.2%
<b>COMMUTING TO WORK</b>			<b>COMMUTING TO WORK</b>		
Workers 16 years and over	8,939	8,939	Workers 16 years and over	9,017	9,017
Car, truck, or van -- drove alone	7,708	86.2%	Car, truck, or van -- drove alone	7,704	85.4%
Car, truck, or van -- carpooled	601	6.7%	Car, truck, or van -- carpooled	760	8.4%
Public transportation (excluding taxicab)	100	1.1%	Public transportation (excluding taxicab)	94	1.0%
Walked	165	1.8%	Walked	112	1.2%
Other means	61	0.7%	Other means	75	0.8%
Worked at home	304	3.4%	Worked at home	272	3.0%
Mean travel time to work (minutes)	23.2	(X)	Mean travel time to work (minutes)	25.7	(X)
<b>OCCUPATION</b>			<b>OCCUPATION</b>		
Civilian employed population 16 years and over	9,139	9,139	Civilian employed population 16 years and over	9,191	9,191
Management, business, science, and arts occupations	4,037	44.2%	Management, business, science, and arts occupations	4,133	45.0%
Service occupations	1,508	16.5%	Service occupations	1,258	13.7%
Sales and office occupations	2,260	24.7%	Sales and office occupations	2,188	23.8%

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
Natural resources, construction, and maintenance occupations	702	7.7%	Natural resources, construction, and maintenance occupations	864	9.4%
Production, transportation, and material moving occupations	632	6.9%	Production, transportation, and material moving occupations	748	8.1%
<b>INDUSTRY</b>			<b>INDUSTRY</b>		
Civilian employed population 16 years and over	9,139	9,139	Civilian employed population 16 years and over	9,191	9,191
Agriculture, forestry, fishing and hunting, and mining	130	1.4%	Agriculture, forestry, fishing and hunting, and mining	62	0.7%
Construction	454	5.0%	Construction	594	6.5%
Manufacturing	691	7.6%	Manufacturing	689	7.5%
Wholesale trade	224	2.5%	Wholesale trade	210	2.3%
Retail trade	1,122	12.3%	Retail trade	1,056	11.5%
Transportation and warehousing, and utilities	270	3.0%	Transportation and warehousing, and utilities	355	3.9%
Information	148	1.6%	Information	125	1.4%
Finance and insurance, and real estate and rental and leasing	508	5.6%	Finance and insurance, and real estate and rental and leasing	643	7.0%
Professional, scientific, and management, and administrative and waste management services	1,253	13.7%	Professional, scientific, and management, and administrative and waste management services	1,120	12.2%
Educational services, and health care and social assistance	2,568	28.1%	Educational services, and health care and social assistance	2,642	28.7%
Arts, entertainment, and recreation, and accommodation and food services	792	8.7%	Arts, entertainment, and recreation, and accommodation and food services	509	5.5%
Other services, except public administration	442	4.8%	Other services, except public administration	547	6.0%
Public administration	537	5.9%	Public administration	639	7.0%
<b>CLASS OF WORKER</b>			<b>CLASS OF WORKER</b>		
Civilian employed population 16 years and over	9,139	9,139	Civilian employed population 16 years and over	9,191	9,191
Private wage and salary workers	6,650	72.8%	Private wage and salary workers	6,778	73.7%
Government workers	1,899	20.8%	Government workers	1,936	21.1%
Self-employed in own not incorporated business workers	582	6.4%	Self-employed in own not incorporated business workers	471	5.1%
Unpaid family workers	8	0.1%	Unpaid family workers	6	0.1%
<b>INCOME AND BENEFITS (IN 2010 INFLATION-ADJUSTED DOLLARS)</b>			<b>INCOME AND BENEFITS (IN 2015 INFLATION-ADJUSTED DOLLARS)</b>		
Total households	7,028	7,028	Total households	7,073	7,073
Less than \$10,000	168	2.4%	Less than \$10,000	225	3.2%
\$10,000 to \$14,999	227	3.2%	\$10,000 to \$14,999	98	1.4%
\$15,000 to \$24,999	364	5.2%	\$15,000 to \$24,999	266	3.8%

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
\$25,000 to \$34,999	449	6.4%	\$25,000 to \$34,999	494	7.0%
\$35,000 to \$49,999	708	10.1%	\$35,000 to \$49,999	732	10.3%
\$50,000 to \$74,999	1,467	20.9%	\$50,000 to \$74,999	1,565	22.1%
\$75,000 to \$99,999	1,167	16.6%	\$75,000 to \$99,999	1,112	15.7%
\$100,000 to \$149,999	1,895	27.0%	\$100,000 to \$149,999	1,578	22.3%
\$150,000 to \$199,999	321	4.6%	\$150,000 to \$199,999	580	8.2%
\$200,000 or more	262	3.7%	\$200,000 or more	423	6.0%
Median household income (dollars)	77,259	(X)	Median household income (dollars)	78,671	(X)
Mean household income (dollars)	85,445	(X)	Mean household income (dollars)	93,261	(X)
With earnings	5,464	77.7%	With earnings	5,426	76.7%
Mean earnings (dollars)	80,367	(X)	Mean earnings (dollars)	93,771	(X)
With Social Security	2,317	33.0%	With Social Security	2,497	35.3%
Mean Social Security income (dollars)	19,084	(X)	Mean Social Security income (dollars)	21,083	(X)
With retirement income	2,068	29.4%	With retirement income	2,158	30.5%
Mean retirement income (dollars)	31,147	(X)	Mean retirement income (dollars)	29,018	(X)
With Supplemental Security Income	150	2.1%	With Supplemental Security Income	196	2.8%
Mean Supplemental Security Income (dollars)	9,445	(X)	Mean Supplemental Security Income (dollars)	13,003	(X)
With cash public assistance income	11	0.2%	With cash public assistance income	43	0.6%
Mean cash public assistance income (dollars)	5,327	(X)	Mean cash public assistance income (dollars)	2,223	(X)
With Food Stamp/SNAP benefits in the past 12 months	92	1.3%	With Food Stamp/SNAP benefits in the past 12 months	212	3.0%
Families	5,378	5,378	Families	5,213	5,213
Less than \$10,000	103	1.9%	Less than \$10,000	52	1.0%
\$10,000 to \$14,999	139	2.6%	\$10,000 to \$14,999	18	0.3%
\$15,000 to \$24,999	139	2.6%	\$15,000 to \$24,999	96	1.8%
\$25,000 to \$34,999	217	4.0%	\$25,000 to \$34,999	266	5.1%
\$35,000 to \$49,999	527	9.8%	\$35,000 to \$49,999	417	8.0%
\$50,000 to \$74,999	1,046	19.4%	\$50,000 to \$74,999	1,108	21.3%
\$75,000 to \$99,999	951	17.7%	\$75,000 to \$99,999	983	18.9%
\$100,000 to \$149,999	1,711	31.8%	\$100,000 to \$149,999	1,367	26.2%
\$150,000 to \$199,999	312	5.8%	\$150,000 to \$199,999	552	10.6%
\$200,000 or more	233	4.3%	\$200,000 or more	354	6.8%
Median family income (dollars)	88,719	(X)	Median family income (dollars)	91,926	(X)
Mean family income (dollars)	93,869	(X)	Mean family income (dollars)	104,999	(X)
Per capita income (dollars)	33,027	(X)	Per capita income (dollars)	36,264	(X)

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
Nonfamily households	1,650	1,650	Nonfamily households	1,860	1,860
Median nonfamily income (dollars)	47,292	(X)	Median nonfamily income (dollars)	48,291	(X)
Mean nonfamily income (dollars)	53,644	(X)	Mean nonfamily income (dollars)	57,191	(X)
Median earnings for workers (dollars)	39,237	(X)	Median earnings for workers (dollars)	42,167	(X)
Median earnings for male full- time, year-round workers (dollars)	61,014	(X)	Median earnings for male full- time, year-round workers (dollars)	66,857	(X)
Median earnings for female full- time, year-round workers (dollars)	42,120	(X)	Median earnings for female full-time, year-round workers (dollars)	49,375	(X)
<b>HEALTH INSURANCE COVERAGE</b>			<b>HEALTH INSURANCE COVERAGE</b>		
Civilian noninstitutionalized population	(X)	(X)	Civilian noninstitutionalized population	18,551	18,551
With health insurance coverage	(X)	(X)	With health insurance coverage	17,939	96.7%
With private health insurance	(X)	(X)	With private health insurance	15,943	85.9%
With public coverage	(X)	(X)	With public coverage	5,228	28.2%
No health insurance coverage	(X)	(X)	No health insurance coverage	612	3.3%
Civilian noninstitutionalized population under 18 years	(X)	(X)	Civilian noninstitutionalized population under 18 years	4,072	4,072
No health insurance coverage	(X)	(X)	No health insurance coverage	76	1.9%
Civilian noninstitutionalized population 18 to 64 years	(X)	(X)	Civilian noninstitutionalized population 18 to 64 years	11,014	11,014
In labor force:	(X)	(X)	In labor force:	9,074	9,074
Employed:	(X)	(X)	Employed:	8,545	8,545
With health insurance coverage	(X)	(X)	With health insurance coverage	8,257	96.6%
With private health insurance	(X)	(X)	With private health insurance	7,912	92.6%
With public coverage	(X)	(X)	With public coverage	486	5.7%
No health insurance coverage	(X)	(X)	No health insurance coverage	288	3.4%
Unemployed:	(X)	(X)	Unemployed:	529	529
With health insurance coverage	(X)	(X)	With health insurance coverage	369	69.8%
With private health insurance	(X)	(X)	With private health insurance	247	46.7%
With public coverage	(X)	(X)	With public coverage	147	27.8%
No health insurance coverage	(X)	(X)	No health insurance coverage	160	30.2%
Not in labor force:	(X)	(X)	Not in labor force:	1,940	1,940

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>ECONOMIC CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
With health insurance coverage	(X)	(X)	With health insurance coverage	1,852	95.5%
With private health insurance	(X)	(X)	With private health insurance	1,555	80.2%
With public coverage	(X)	(X)	With public coverage	503	25.9%
No health insurance coverage	(X)	(X)	No health insurance coverage	88	4.5%
PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL			PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL		
All families	(X)	5.3%	All families	(X)	2.2%
With related children under 18 years	(X)	11.5%	With related children of the householder under 18 years	(X)	4.5%
With related children under 5 years only	(X)	29.4%	With related children of the householder under 5 years only	(X)	6.4%
Married couple families	(X)	1.0%	Married couple families	(X)	0.8%
With related children under 18 years	(X)	1.5%	With related children of the householder under 18 years	(X)	0.8%
With related children under 5 years only	(X)	0.0%	With related children of the householder under 5 years only	(X)	0.0%
Families with female householder, no husband present	(X)	31.5%	Families with female householder, no husband present	(X)	12.8%
With related children under 18 years	(X)	46.8%	With related children of the householder under 18 years	(X)	22.3%
With related children under 5 years only	(X)	73.1%	With related children of the householder under 5 years only	(X)	77.3%
All people	(X)	6.8%	All people	(X)	4.0%
Under 18 years	(X)	10.4%	Under 18 years	(X)	5.8%
Related children under 18 years	(X)	10.4%	Related children of the householder under 18 years	(X)	5.1%
Related children under 5 years	(X)	16.5%	Related children of the householder under 5 years	(X)	7.0%
Related children 5 to 17 years	(X)	8.9%	Related children of the householder 5 to 17 years	(X)	4.6%
18 years and over	(X)	5.7%	18 years and over	(X)	3.5%
18 to 64 years	(X)	5.8%	18 to 64 years	(X)	3.6%
65 years and over	(X)	5.4%	65 years and over	(X)	3.2%
People in families	(X)	5.6%	People in families	(X)	2.6%
Unrelated individuals 15 years and over	(X)	15.8%	Unrelated individuals 15 years and over	(X)	13.5%

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>HOUSING CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>HOUSING CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
<b>HOUSING OCCUPANCY</b>			<b>HOUSING OCCUPANCY</b>		
Total housing units	7,351	7,351	Total housing units	7,449	7,449
Occupied housing units	7,028	95.6%	Occupied housing units	7,073	95.0%
Vacant housing units	323	4.4%	Vacant housing units	376	5.0%
Homeowner vacancy rate	0.7	(X)	Homeowner vacancy rate	1.2	(X)
Rental vacancy rate	3.9	(X)	Rental vacancy rate	3.3	(X)
<b>UNITS IN STRUCTURE</b>			<b>UNITS IN STRUCTURE</b>		
Total housing units	7,351	7,351	Total housing units	7,449	7,449
1-unit, detached	6,511	88.6%	1-unit, detached	6,644	89.2%
1-unit, attached	104	1.4%	1-unit, attached	101	1.4%
2 units	184	2.5%	2 units	151	2.0%
3 or 4 units	10	0.1%	3 or 4 units	141	1.9%
5 to 9 units	94	1.3%	5 to 9 units	99	1.3%
10 to 19 units	26	0.4%	10 to 19 units	91	1.2%
20 or more units	190	2.6%	20 or more units	124	1.7%
Mobile home	232	3.2%	Mobile home	98	1.3%
Boat, RV, van, etc.	0	0.0%	Boat, RV, van, etc.	0	0.0%
<b>ROOMS</b>			<b>ROOMS</b>		
Total housing units	7,351	7,351	Total housing units	7,449	7,449
1 room	0	0.0%	1 room	15	0.2%
2 rooms	81	1.1%	2 rooms	98	1.3%
3 rooms	157	2.1%	3 rooms	218	2.9%
4 rooms	460	6.3%	4 rooms	326	4.4%
5 rooms	885	12.0%	5 rooms	1,002	13.5%
6 rooms	1,472	20.0%	6 rooms	1,442	19.4%
7 rooms	1,673	22.8%	7 rooms	1,689	22.7%
8 rooms	1,423	19.4%	8 rooms	1,535	20.6%
9 rooms or more	1,200	16.3%	9 rooms or more	1,124	15.1%
Median rooms	6.9	(X)	Median rooms	6.9	(X)
<b>BEDROOMS</b>			<b>BEDROOMS</b>		
Total housing units	7,351	7,351	Total housing units	7,449	7,449
No bedroom	0	0.0%	No bedroom	15	0.2%
1 bedroom	291	4.0%	1 bedroom	373	5.0%
2 bedrooms	935	12.7%	2 bedrooms	979	13.1%
3 bedrooms	2,904	39.5%	3 bedrooms	3,310	44.4%
4 bedrooms	2,861	38.9%	4 bedrooms	2,535	34.0%
5 or more bedrooms	360	4.9%	5 or more bedrooms	237	3.2%
<b>HOUSING TENURE</b>			<b>HOUSING TENURE</b>		
Occupied housing units	7,028	7,028	Occupied housing units	7,073	7,073
Owner-occupied	6,418	91.3%	Owner-occupied	6,219	87.9%
Renter-occupied	610	8.7%	Renter-occupied	854	12.1%

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>HOUSING CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>HOUSING CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
Average household size of owner-occupied unit	2.65	(X)	Average household size of owner-occupied unit	2.65	(X)
Average household size of renter-occupied unit	2.38	(X)	Average household size of renter-occupied unit	2.47	(X)
<b>YEAR HOUSEHOLDER MOVED INTO UNIT</b>			<b>YEAR HOUSEHOLDER MOVED INTO UNIT</b>		
Occupied housing units	7,028	7,028	Occupied housing units	7,073	7,073
Moved in 2005 or later	1,303	18.5%	Moved in 2015 or later	42	0.6%
Moved in 2000 to 2004	1,491	21.2%	Moved in 2010 to 2014	1,088	15.4%
Moved in 1990 to 1999	1,414	20.1%	Moved in 2000 to 2009	2,181	30.8%
Moved in 1980 to 1989	1,123	16.0%	Moved in 1990 to 1999	1,372	19.4%
Moved in 1970 to 1979	799	11.4%	Moved in 1980 to 1989	1,023	14.5%
Moved in 1969 or earlier	898	12.8%	Moved in 1979 and earlier	1,367	19.3%
<b>VEHICLES AVAILABLE</b>			<b>VEHICLES AVAILABLE</b>		
Occupied housing units	7,028	7,028	Occupied housing units	7,073	7,073
No vehicles available	168	2.4%	No vehicles available	120	1.7%
1 vehicle available	1,841	26.2%	1 vehicle available	2,072	29.3%
2 vehicles available	3,518	50.1%	2 vehicles available	3,090	43.7%
3 or more vehicles available	1,501	21.4%	3 or more vehicles available	1,791	25.3%
<b>HOUSE HEATING FUEL</b>			<b>HOUSE HEATING FUEL</b>		
Occupied housing units	7,028	7,028	Occupied housing units	7,073	7,073
Utility gas	4,070	57.9%	Utility gas	4,221	59.7%
Bottled, tank, or LP gas	499	7.1%	Bottled, tank, or LP gas	625	8.8%
Electricity	269	3.8%	Electricity	437	6.2%
Fuel oil, kerosene, etc.	1,792	25.5%	Fuel oil, kerosene, etc.	1,396	19.7%
Coal or coke	0	0.0%	Coal or coke	25	0.4%
Wood	331	4.7%	Wood	314	4.4%
Solar energy	11	0.2%	Solar energy	22	0.3%
Other fuel	39	0.6%	Other fuel	33	0.5%
No fuel used	17	0.2%	No fuel used	0	0.0%
<b>SELECTED CHARACTERISTICS</b>			<b>SELECTED CHARACTERISTICS</b>		
Occupied housing units	7,028	7,028	Occupied housing units	7,073	7,073
Lacking complete plumbing facilities	106	1.5%	Lacking complete plumbing facilities	0	0.0%
Lacking complete kitchen facilities	53	0.8%	Lacking complete kitchen facilities	0	0.0%
No telephone service available	121	1.7%	No telephone service available	32	0.5%
<b>OCCUPANTS PER ROOM</b>			<b>OCCUPANTS PER ROOM</b>		
Occupied housing units	7,028	7,028	Occupied housing units	7,073	7,073
1.00 or less	7,009	99.7%	1.00 or less	7,049	99.7%
1.01 to 1.50	19	0.3%	1.01 to 1.50	17	0.2%
1.51 or more	0	0.0%	1.51 or more	7	0.1%



<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>HOUSING CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>HOUSING CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
VALUE			VALUE		
Owner-occupied units	6,418	6,418	Owner-occupied units	6,219	6,219
Less than \$50,000	104	1.6%	Less than \$50,000	111	1.8%
\$50,000 to \$99,999	128	2.0%	\$50,000 to \$99,999	102	1.6%
\$100,000 to \$149,999	700	10.9%	\$100,000 to \$149,999	414	6.7%
\$150,000 to \$199,999	1,586	24.7%	\$150,000 to \$199,999	1,817	29.2%
\$200,000 to \$299,999	2,543	39.6%	\$200,000 to \$299,999	2,335	37.5%
\$300,000 to \$499,999	1,096	17.1%	\$300,000 to \$499,999	1,170	18.8%
\$500,000 to \$999,999	237	3.7%	\$500,000 to \$999,999	233	3.7%
\$1,000,000 or more	24	0.4%	\$1,000,000 or more	37	0.6%
Median (dollars)	223,900	(X)	Median (dollars)	223,100	(X)
MORTGAGE STATUS			MORTGAGE STATUS		
Owner-occupied units	6,418	6,418	Owner-occupied units	6,219	6,219
Housing units with a mortgage	4,273	66.6%	Housing units with a mortgage	3,964	63.7%
Housing units without a mortgage	2,145	33.4%	Housing units without a mortgage	2,255	36.3%
SELECTED MONTHLY OWNER COSTS (SMOC)			SELECTED MONTHLY OWNER COSTS (SMOC)		
Housing units with a mortgage	4,273	4,273	Housing units with a mortgage	3,964	3,964
Less than \$300	0	0.0%	Less than \$500	53	1.3%
\$300 to \$499	96	2.2%	\$500 to \$999	424	10.7%
\$500 to \$699	61	1.4%	\$1,000 to \$1,499	921	23.2%
\$700 to \$999	367	8.6%	\$1,500 to \$1,999	1,288	32.5%
\$1,000 to \$1,499	1,089	25.5%	\$2,000 to \$2,499	695	17.5%
\$1,500 to \$1,999	1,309	30.6%	\$2,500 to \$2,999	362	9.1%
\$2,000 or more	1,351	31.6%	\$3,000 or more	221	5.6%
Median (dollars)	1,686	(X)	Median (dollars)	1,710	(X)
Housing units without a mortgage	2,145	2,145	Housing units without a mortgage	2,255	2,255
Less than \$100	0	0.0%	Less than \$250	44	2.0%
\$100 to \$199	12	0.6%	\$250 to \$399	355	15.7%
\$200 to \$299	84	3.9%	\$400 to \$599	581	25.8%
\$300 to \$399	216	10.1%	\$600 to \$799	670	29.7%
\$400 or more	1,833	85.5%	\$800 to \$999	251	11.1%
			\$1,000 or more	354	15.7%
Median (dollars)	653	(X)	Median (dollars)	658	(X)
SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI)			SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI)		
Housing units with a mortgage (excluding units where SMOCAPI cannot be computed)	4,243	4,243	Housing units with a mortgage (excluding units where SMOCAPI cannot be computed)	3,915	3,915
Less than 20.0 percent	1,639	38.6%	Less than 20.0 percent	1,713	43.8%

<b>2006-2010 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>		<b>2011-2015 American Community Survey 5-Year Estimates</b>	<b>BH-BL School District</b>	
<b>HOUSING CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>	<b>HOUSING CHARACTERISTICS</b>	<b>Estimate</b>	<b>Percent</b>
20.0 to 24.9 percent	701	16.5%	20.0 to 24.9 percent	667	17.0%
25.0 to 29.9 percent	676	15.9%	25.0 to 29.9 percent	514	13.1%
30.0 to 34.9 percent	395	9.3%	30.0 to 34.9 percent	295	7.5%
35.0 percent or more	832	19.6%	35.0 percent or more	726	18.5%
Not computed	30	(X)	Not computed	49	(X)
Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed)	2,133	2,133	Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed)	890	890
Less than 10.0 percent	776	36.4%	Less than 10.0 percent	875	39.2%
10.0 to 14.9 percent	470	22.0%	10.0 to 14.9 percent	557	25.0%
15.0 to 19.9 percent	349	16.4%	15.0 to 19.9 percent	199	8.9%
20.0 to 24.9 percent	128	6.0%	20.0 to 24.9 percent	177	7.9%
25.0 to 29.9 percent	94	4.4%	25.0 to 29.9 percent	102	4.6%
30.0 to 34.9 percent	80	3.8%	30.0 to 34.9 percent	74	3.3%
35.0 percent or more	236	11.1%	35.0 percent or more	248	11.1%
<b>GROSS RENT</b>			<b>GROSS RENT</b>		
Occupied units paying rent	574	574	Occupied units paying rent	784	784
Less than \$200	0	0.0%	Less than \$500	43	5.5%
\$200 to \$299	0	0.0%	\$500 to \$999	359	45.8%
\$300 to \$499	84	14.6%	\$1,000 to \$1,499	243	31.0%
\$500 to \$749	93	16.2%	\$1,500 to \$1,999	100	12.8%
\$750 to \$999	256	44.6%	\$2,000 to \$2,499	39	5.0%
\$1,000 to \$1,499	83	14.5%	\$2,500 to \$2,999	0	0.0%
\$1,500 or more	58	10.1%	\$3,000 or more	0	0.0%
Median (dollars)	850	(X)	Median (dollars)	992	(X)
No rent paid	36	(X)	No rent paid	70	(X)
<b>GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI)</b>			<b>GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI)</b>		
Occupied units paying rent (excluding units where GRAPI cannot be computed)	566	566	Occupied units paying rent (excluding units where GRAPI cannot be computed)	784	784
Less than 15.0 percent	63	11.1%	Less than 15.0 percent	171	21.8%
15.0 to 19.9 percent	36	6.4%	15.0 to 19.9 percent	191	24.4%
20.0 to 24.9 percent	24	4.2%	20.0 to 24.9 percent	68	8.7%
25.0 to 29.9 percent	60	10.6%	25.0 to 29.9 percent	128	16.3%
30.0 to 34.9 percent	63	11.1%	30.0 to 34.9 percent	39	5.0%
35.0 percent or more	320	56.5%	35.0 percent or more	187	23.9%

## Definition of Demographic Terms

**Housing Unit.** A housing unit may be a house, an apartment, a mobile home, a group of rooms or a single room that is occupied (or, if vacant, intended for occupancy) as separate living quarters. Separate living quarters are those in which the occupants live separately from any other individuals in the building and which have direct access from outside the building or through a common hall. For vacant units, the criteria of separateness and direct access are applied to the intended occupants whenever possible. If that information cannot be obtained, the criteria are applied to the previous occupants.

**Occupied Housing Unit.** A housing unit is classified as occupied if it is the current place of residence of the person or group of people living in it at the time of interview, or if the occupants are only temporarily absent from the residence for two months or less, that is, away on vacation or a business trip. If all the people staying in the unit at the time of the interview are staying there for two months or less, the unit is considered to be temporarily occupied and classified as "vacant". The occupants may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated people who share living quarters. The living quarters occupied by staff personnel within any group quarters are separate housing units if they satisfy the housing unit criteria of separateness and direct access; otherwise, they are considered group quarters.

**Group Quarters (GQs).** GQs are places where people live or stay, in a group living arrangement that is owned or managed by an entity or organization providing housing and/or services for the residents. These services may include custodial or medical care, as well as other types of assistance, and residency is commonly restricted to those receiving these services. People living in GQs usually are not related to each other. GQs include such places as college residence halls, residential treatment centers, skilled nursing facilities, group homes, military barracks, correctional facilities, workers' dormitories, and facilities for people experiencing homelessness. GQs are defined according to the housing and/or services provided to residents, and are identified by census GQ type codes.

**Vacant Housing Unit.** A housing unit is vacant if no one is living in it at the time of interview. Units occupied at the time of interview entirely by persons who are staying two months or less and who have a more permanent residence elsewhere are considered to be temporarily occupied, and are classified as "vacant."

**Vacancy Status.** Vacancy status is a housing market indicator and provides information on the stability and quality of housing for certain areas. The data are used to assess the demand for housing, to identify housing turnover within areas, and to understand better the population within the housing market over time. These data also serve to aid in the development of housing programs to meet the needs of persons at different economic levels.

**Homeowner Vacancy Rate** The homeowner vacancy rate is the proportion of the homeowner inventory that is vacant "for sale". It is computed by dividing the number of vacant units "for sale only" by the sum of the owner-occupied units, vacant units that are "for sale only," and vacant units that have been sold but not yet occupied, and then multiplying by 100.

**Rental Vacancy Rate** The rental vacancy rate is the proportion of the rental inventory that is vacant "for rent". It is computed by dividing the number of vacant units "for rent" by the sum of the renter-occupied units, vacant units that are "for rent", and vacant units that have been rented but not yet occupied, and then multiplying by 100.

**Tenure.** Tenure provides a measurement of home ownership, which has served as an indicator of the nation's economy for decades. These data are used to aid in the distribution of funds for programs such as those involving mortgage insurance, rental housing, and national defense housing. Data on tenure allows planners to evaluate the overall viability of housing markets and to assess the stability of neighborhoods. The data also serve in understanding the characteristics of owner occupied and renter occupied units to aid builders, mortgage lenders, planning officials, government agencies, etc., in the planning of housing programs and services.

**Owner Occupied.** A housing unit is owner occupied if the owner or co-owner lives in the unit even if it is mortgaged or not fully paid for. The owner or co-owner must live in the unit and usually is Person 1 on the questionnaire. The unit is "Owned by you or someone in this household with a mortgage or loan" if it is being purchased with a mortgage or some other debt arrangement such as a deed of trust, trust deed, contract to purchase, land contract, or purchase agreement. The unit also is considered owned with a mortgage if it is built on leased land and there is a mortgage on the unit. Mobile homes occupied by owners with installment loan balances also are included in this category.

**Renter Occupied.** All occupied housing units which are not owner occupied, whether they are rented or occupied without payment of rent, are classified as renter occupied. "No rent paid" units are separately identified in the rent tabulations. Such units are generally provided free by friends or relatives or in exchange for services such as resident manager, caretaker, minister, or tenant farmer. Housing units on military bases also are classified in the "No rent paid" category. "Rented" includes units in continuing care, sometimes called life care arrangements. These arrangements usually involve a contract between one or more individuals and a health services provider guaranteeing

the individual shelter, usually a house or apartment, and services, such as meals or transportation to shopping or recreation.

**Value** Value is the respondent estimate of how much the property (house and lot, mobile home and lot, or condominium unit) would sell for if it were for sale. If the house or mobile home was owned or being bought, but the land on which it sits was not, the respondent was asked to estimate the combined value of the house or mobile home and the land. For vacant units, value was the price asked for the property. Value was tabulated separately for all owner-occupied and vacant-for-sale housing units, as well as owner-occupied and vacant-for-sale mobile homes. The value of a home provides information on neighborhood quality, housing affordability, and wealth. These data provide socioeconomic information not captured by household income and comparative information on the state of local housing markets. The data also serve to aid in the development of housing programs designed to meet the housing needs of persons at different economic levels.

**Ancestry.** Ancestry refers to a person's ethnic origin, heritage, descent, or roots, which may reflect their place of birth or that of previous generations of their family. Some ethnic identities, such as "Egyptian" or "Polish" can be traced to geographic areas outside the United States, while other ethnicities such as "Pennsylvania German" or "Cajun" evolved in the United States. The intent of the ancestry question was not to measure the degree of attachment the respondent had to a particular ethnicity, but simply to establish that the respondent had a connection to and self-identified with a particular ethnic group.

**Educational Attainment.** Educational attainment data are used to assess the socioeconomic condition of the U.S. population. Some government agencies require these data for funding allocations and program planning and implementation. These data are needed to determine the extent of illiteracy rates of citizens in language minorities in order to meet statutory requirements under the Voting Rights Act. Based on data about educational attainment, school districts are allocated funds to provide classes in basic skills to adults who have not completed high school. Educational attainment data are tabulated for people 18 years old and over.

**Employment Status.** Employment status is key to understanding work and unemployment patterns and the availability of workers. Based on labor market areas and unemployment levels, the U.S. Department of Labor identifies service delivery areas and determines amounts to be allocated to each for job training. The impact of immigration on the economy and job markets is determined partially by labor force data, and this information is included in required reports to Congress. OMB uses data about employed workers as part of the criteria for defining metropolitan areas. The Bureau of Economic Analysis uses these data to develop its state per capita income estimates used in the allocation formulas and eligibility criteria for many federal programs such as Medicaid.

**Employed.** The employed population includes all civilians 16 years old and over who either (1) were "at work," that is, those who did any work at all during the reference week as paid employees, worked in their own business or profession, worked on their own farm, or worked 15 hours or more as unpaid workers on a family farm or in a family business; or (2) were "with a job but not at work," that is, those who did not work during the reference week but had jobs or businesses from which they were temporarily absent due to illness, bad weather, industrial dispute, vacation, or other personal reasons. Excluded from the employed are people whose only activity consisted of work around the house or unpaid volunteer work for religious, charitable, and similar organizations; also excluded are all institutionalized people and people on active duty in the United States Armed Forces. Employed and Civilian Employed are synonymous.

**Unemployed.** The unemployed population includes all civilians 16 years old and over are classified as unemployed if they (1) were neither "at work" nor "with a job but not at work" during the reference week, and (2) were actively looking for work during the last 4 weeks, and (3) were available to start a job. Also included as unemployed are civilians who did not work at all during the reference week, were waiting to be called back to a job from which they had been laid off, and were available for work except for temporary illness.

**Civilian Labor Force.** The sum of people employed or unemployed in accordance with the criteria described above.

**Unemployment Rate.** The unemployment rate is the number of unemployed people as a percentage of the civilian labor force. For example, if the civilian labor force equals 100 people and seven people are unemployed, then the unemployment rate would be 7 percent.

**Labor Force** The labor force is the sum of the civilian labor force plus members of the U.S. Armed Forces (people on active duty with the United States Army, Air Force, Navy, Marine Corps, or Coast Guard).

**Labor Force Participation Rate.** The labor force participation rate is the proportion of the population that is in the labor force. For example, if there are 100 people in the population 16 years and over, and 64 of them are in the labor force, then the labor force participation rate for the population 16 years and over would be 64 percent.

**Not in Labor Force.** All people 16 years old and over who are not classified as members of the labor force. This category consists mainly of students, homemakers, retired workers, seasonal workers interviewed in an off-season who were not looking for work, institutionalized people, and people doing only incidental unpaid family work (less than 15 hours during the reference week).

**Worker.** Workers appear in connection with several subjects: employment status, journey-to-work questions, class of worker, weeks worked in the past 12 months, and number of workers in family in the past 12 months. The meaning varies and, therefore, should be determined in each case by referring to the definition of the subject in which it appears. When used in the concepts "workers in family" and "full-time, year-round workers", the term "worker" relates to the meaning of work defined for the "work experience" subject.

**Fertility.** Fertility measures are useful to determine geographies with high numbers of women with births and the characteristics of these women, such as age and marital status. When fertility was not reported, it was imputed according to the woman's age and marital status and the possibility there was an infant in the household. Data are most frequently presented in terms of the aggregate number of women who had a birth in the past 12 months in the specified category, and in terms of the rate per 1,000 women.

**Total Fertility Rate.** This measure estimates the number of children a group of 1,000 women would have by the end of their childbearing years if they all experienced the same-age specific birth rates between ages 15-50 in a given year. This rate is used for comparisons among different population groups--for example, women in different geographical areas--as the rate accounts for differences in the age distribution in those areas. It is calculated by summing the age-specific birth rates for women in 5-year age groups between ages 15-19 and 40-44 and ages 45-50 and multiplying these rates by 5--or by 6 for the final age group--representing the number of years in each age group. The sum of these individual rates is then multiplied by 1,000 to represent the numbers of births per 1,000 women.

**Hispanic or Latino Origin.** The data on the Hispanic or Latino population were derived from answers to a question that was asked of all people. The terms "Hispanic", "Latino", and "Spanish" are used interchangeably. Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Hispanic, Latino, or Spanish may be of any race.

**Household Type and Relationship.** The data on relationship to householder are tabulated for all people in housing units. Relationship data are essential for classifying the population into families and other groups. Information about changes in the composition of the American family, from the number of people living alone to the number of children living with only one parent, is essential for planning and carrying out a number of federal programs, such as families in poverty.

**Household.** A household includes all the people who occupy a housing unit. People not living in households are classified as living in group quarters. A housing unit is a house, an apartment, a mobile home, a group of rooms, or a single room that is occupied (or if vacant, is intended for occupancy) as separate living quarters. Separate living quarters are those in which the occupants live separately from any other people in the building and which have direct access from the outside of the building or through a common hall. The occupants may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated people who share living arrangements.

# Appendix B: Tables Illustrating the Baseline Enrollment Projection Estimates

**TABLE 7-A: LOW RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12**

<b>BH-BL CENTRAL SCHOOL DISTRICT</b>																										
<b>YEAR</b>	<b>KNDG</b>	<b>R</b>	<b>1ST</b>	<b>R</b>	<b>2ND</b>	<b>R</b>	<b>3RD</b>	<b>R</b>	<b>4TH</b>	<b>R</b>	<b>5TH</b>	<b>R</b>	<b>6TH</b>	<b>R</b>	<b>7TH</b>	<b>R</b>	<b>8TH</b>	<b>R</b>	<b>9TH</b>	<b>R</b>	<b>10TH</b>	<b>R</b>	<b>11TH</b>	<b>R</b>	<b>12TH</b>	<b>TOTAL</b>
11-12	197		169		229		246		214		230		246		262		256		283		285		281		299	3197
12-13	180	1.14	224	1.04	175	1.01	232	1.02	251	1.07	230	1.01	232	1.03	253	1.03	270	1.07	274	0.99	280	1.03	294	1.04	291	3186
13-14	197	1.11	200	1.03	230	1.09	191	1.07	248	1.02	256	1.04	240	1.03	239	0.97	245	1.03	278	0.99	272	1.01	282	1.02	300	3178
14-15	199	0.98	193	1.02	204	0.97	223	0.99	190	0.98	244	1.01	259	1.05	253	1.01	242	1.02	251	1.00	277	0.98	266	1.03	291	3092
15-16	205	1.08	215	1.10	212	1.06	217	1.02	228	1.04	198	1.03	251	1.03	266	1.00	252	1.05	253	1.01	253	0.97	269	1.01	268	3087
16-17	190	1.03	212	1.01	217	1.02	217	1.05	227	1.04	237	0.99	196	1.02	256	1.02	272	1.02	256	1.00	253	0.97	246	1.01	271	3050
<b>Average Ratio</b>	<b>1.068</b>		<b>1.038</b>		<b>1.032</b>		<b>1.031</b>		<b>1.032</b>		<b>1.016</b>		<b>1.032</b>		<b>1.006</b>		<b>1.037</b>		<b>0.997</b>		<b>0.992</b>		<b>1.021</b>			
17-18	208		203		220		224		224		234		241		202		258		282		255		251		251	3053
18-19	200		222		211		227		231		231		238		249		203		267		281		253		256	3070
19-20	193		214		231		218		234		238		235		246		250		211		266		279		258	3073
20-21	185		206		222		238		224		242		242		242		247		259		210		264		285	3067
21-22	179		198		214		229		245		231		246		250		244		256		259		209		270	3029
22-23	172		191		205		221		236		253		235		253		251		253		256		257		213	2997
23-24	166		184		199		212		228		244		257		243		255		261		252		254		262	3015
24-25	160		177		191		205		218		235		248		266		244		264		260		250		259	2977
25-26	154		171		184		197		211		225		239		255		267		253		264		258		255	2934
26-27	148		165		177		190		203		218		229		247		257		277		253		262		263	2888

**TABLE 7-B: MID RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12**

<b>BH-BL CENTRAL SCHOOL DISTRICT</b>																										
<b>YEAR</b>	<b>KNDG</b>	<b>R</b>	<b>1ST</b>	<b>R</b>	<b>2ND</b>	<b>R</b>	<b>3RD</b>	<b>R</b>	<b>4TH</b>	<b>R</b>	<b>5TH</b>	<b>R</b>	<b>6TH</b>	<b>R</b>	<b>7TH</b>	<b>R</b>	<b>8TH</b>	<b>R</b>	<b>9TH</b>	<b>R</b>	<b>10TH</b>	<b>R</b>	<b>11TH</b>	<b>R</b>	<b>12TH</b>	<b>TOTAL</b>
11-12	197		169		229		246		214		230		246		262		256		283		285		281		299	3197
12-13	180	1.14	224	1.04	175	1.01	232	1.02	251	1.07	230	1.01	232	1.03	253	1.03	270	1.07	274	0.99	280	1.03	294	1.04	291	3186
13-14	197	1.11	200	1.03	230	1.09	191	1.07	248	1.02	256	1.04	240	1.03	239	0.97	245	1.03	278	0.99	272	1.01	282	1.02	300	3178
14-15	199	0.98	193	1.02	204	0.97	223	0.99	190	0.98	244	1.01	259	1.05	253	1.01	242	1.02	251	1.00	277	0.98	266	1.03	291	3092
15-16	205	1.08	215	1.10	212	1.06	217	1.02	228	1.04	198	1.03	251	1.03	266	1.00	252	1.05	253	1.01	253	0.97	269	1.01	268	3087
16-17	190	1.03	212	1.01	217	1.02	217	1.05	227	1.04	237	0.99	196	1.02	256	1.02	272	1.02	256	1.00	253	0.97	246	1.01	271	3050
<b>Average Ratio</b>	<b>1.068</b>		<b>1.038</b>		<b>1.032</b>		<b>1.031</b>		<b>1.032</b>		<b>1.016</b>		<b>1.032</b>		<b>1.006</b>		<b>1.037</b>		<b>0.997</b>		<b>0.992</b>		<b>1.021</b>			
17-18	183		203		220		224		224		234		241		202		258		282		255		251		251	3028
18-19	185		196		211		227		231		231		238		249		203		267		281		253		256	3028
19-20	204		198		203		218		234		238		235		246		250		211		266		279		258	3040
20-21	242		218		205		210		224		242		242		242		247		259		210		264		285	3091
21-22	224		259		226		212		216		231		246		250		244		256		259		209		270	3100
22-23	232		239		268		234		218		223		235		253		251		253		256		257		213	3132
23-24	239		248		248		277		241		225		226		243		255		261		252		254		262	3231
24-25	246		255		257		256		286		248		229		234		244		264		260		250		259	3289
25-26	253		263		265		266		264		295		252		236		235		253		264		258		255	3359
26-27	260		270		273		274		274		273		300		261		238		244		253		262		263	3442

**TABLE 7-C: HIGH RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
BH-BL CENTRAL SCHOOL DISTRICT**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
11-12	197		169		229		246		214		230		246		262		256		283		285		281		299	3197
12-13	180	1.14	224	1.04	175	1.01	232	1.02	251	1.07	230	1.01	232	1.03	253	1.03	270	1.07	274	0.99	280	1.03	294	1.04	291	3186
13-14	197	1.11	200	1.03	230	1.09	191	1.07	248	1.02	256	1.04	240	1.03	239	0.97	245	1.03	278	0.99	272	1.01	282	1.02	300	3178
14-15	199	0.98	193	1.02	204	0.97	223	0.99	190	0.98	244	1.01	259	1.05	253	1.01	242	1.02	251	1.00	277	0.98	266	1.03	291	3092
15-16	205	1.08	215	1.10	212	1.06	217	1.02	228	1.04	198	1.03	251	1.03	266	1.00	252	1.05	253	1.01	253	0.97	269	1.01	268	3087
16-17	190	1.03	212	1.01	217	1.02	217	1.05	227	1.04	237	0.99	196	1.02	256	1.02	272	1.02	256	1.00	253	0.97	246	1.01	271	3050
<b>Average Ratio</b>	<b>1.068</b>		<b>1.038</b>		<b>1.032</b>		<b>1.031</b>		<b>1.032</b>		<b>1.016</b>		<b>1.032</b>		<b>1.006</b>		<b>1.037</b>		<b>0.997</b>		<b>0.992</b>		<b>1.021</b>			
17-18	188		203		220		224		224		234		241		202		258		282		255		251		251	3033
18-19	191		201		211		227		231		231		238		249		203		267		281		253		256	3039
19-20	211		204		209		218		234		238		235		246		250		211		266		279		258	3059
20-21	251		225		212		215		224		242		242		242		247		259		210		264		285	3120
21-22	212		268		234		219		222		231		246		250		244		256		259		209		270	3119
22-23	213		227		278		242		225		229		235		253		251		253		256		257		213	3132
23-24	215		228		235		287		249		233		233		243		255		261		252		254		262	3205
24-25	216		230		236		243		296		257		236		240		244		264		260		250		259	3232
25-26	217		231		238		244		250		306		261		244		242		253		264		258		255	3262
26-27	219		232		240		246		251		258		311		269		245		251		253		262		263	3300

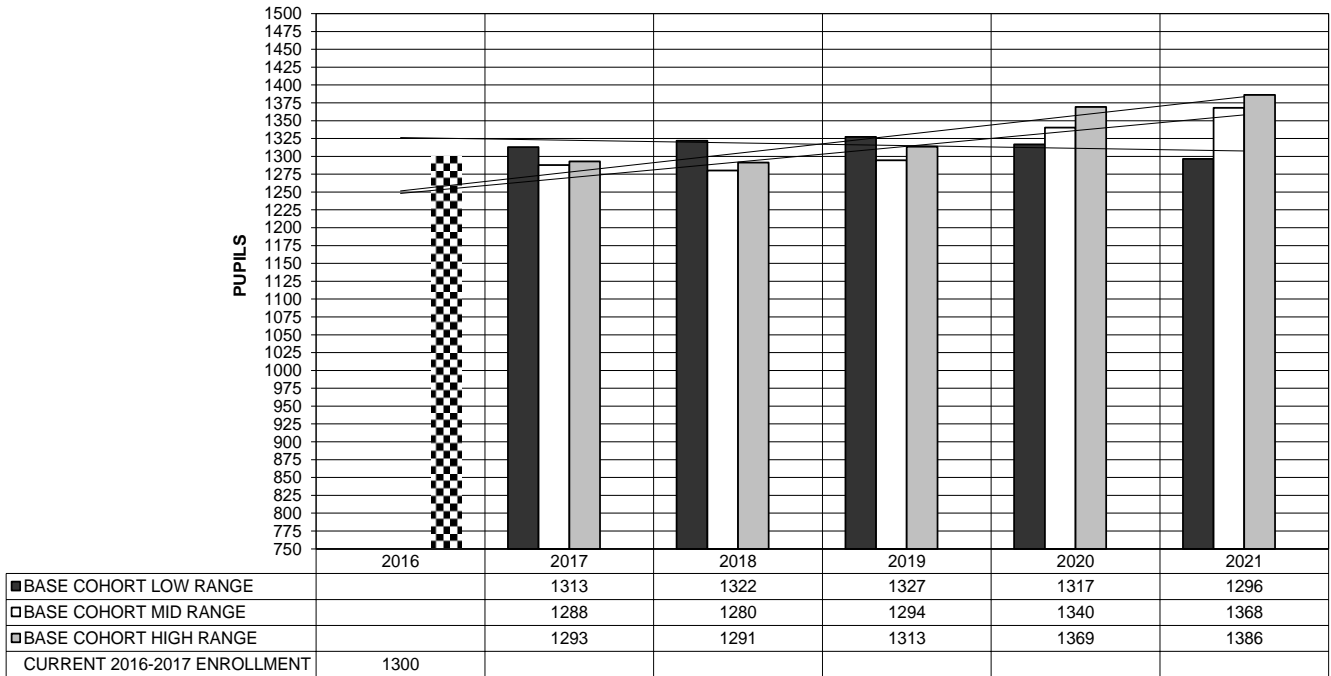
**BASE COHORT ENROLLMENT PROJECTIONS SUMMARY FOR  
BH-BL CENTRAL SCHOOL DISTRICT**

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-5	6-8	9-12	K-12	K-5	6-8	9-12	K-12	K-5	6-8	9-12	K-12
2017	1313	701	1039	3053	1288	701	1039	3028	1293	701	1039	3033
2018	1322	690	1058	3070	1280	690	1058	3028	1291	690	1058	3039
2019	1327	730	1015	3073	1294	730	1015	3040	1313	730	1015	3059
2020	1317	731	1019	3067	1340	731	1019	3091	1369	731	1019	3120
2021	1296	739	994	3029	1368	739	994	3100	1386	739	994	3119
2022	1279	740	978	2997	1414	740	978	3132	1414	740	978	3132
2023	1231	755	1028	3015	1478	724	1028	3231	1447	730	1028	3205
2024	1186	757	1033	2977	1549	707	1033	3289	1478	721	1033	3232
2025	1142	762	1030	2934	1605	724	1030	3359	1486	747	1030	3262
2026	1101	732	1055	2888	1623	798	1021	3442	1446	826	1028	3300

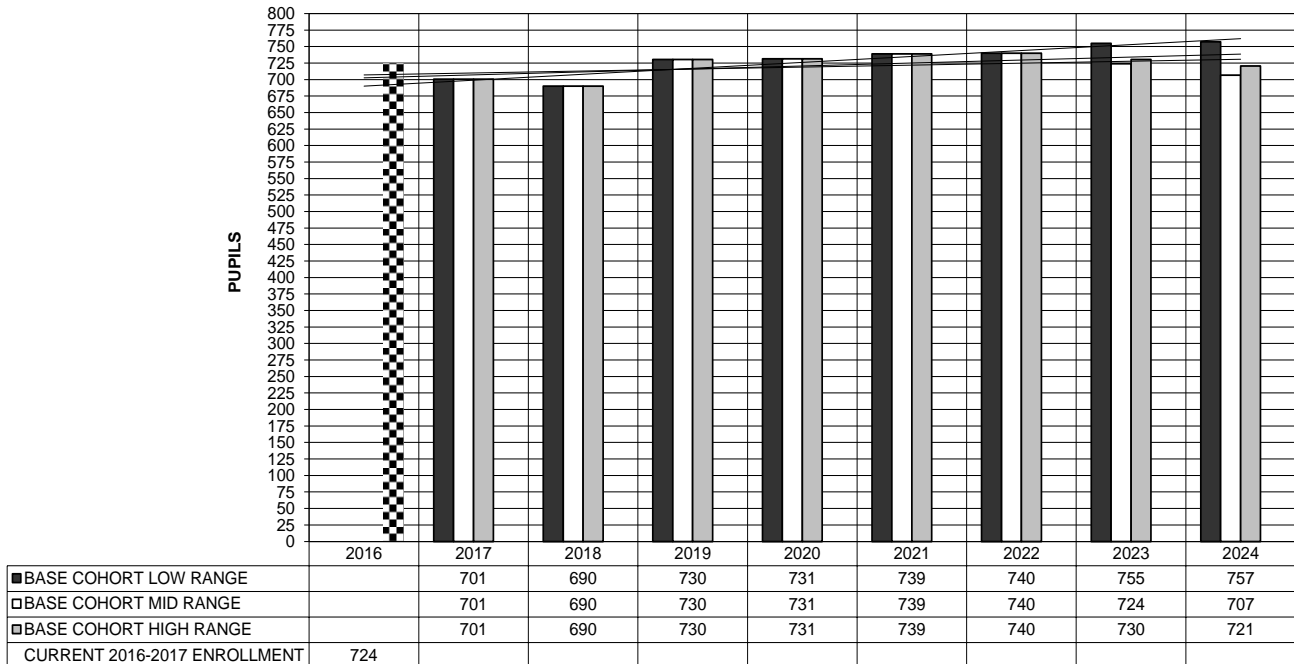
  

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-6	7-8	7-12	TOTAL K-12	K-6	7-8	7-12	TOTAL K-12	K-6	7-8	7-12	TOTAL K-12
2017	1554	460	1499	3053	1529	460	1499	3028	1534	460	1499	3033
2018	1560	452	1510	3070	1518	452	1510	3028	1530	452	1510	3039
2019	1562	496	1511	3073	1529	496	1511	3040	1548	496	1511	3059
2020	1559	489	1508	3067	1583	489	1508	3091	1611	489	1508	3120
2021	1542	493	1487	3029	1613	493	1487	3100	1632	493	1487	3119
2022	1514	505	1483	2997	1650	505	1483	3132	1649	505	1483	3132
2023	1489	498	1526	3015	1705	498	1526	3231	1679	498	1526	3205
2024	1434	510	1543	2977	1778	478	1511	3289	1714	484	1517	3232
2025	1381	523	1553	2934	1858	471	1501	3359	1747	486	1515	3262
2026	1330	503	1558	2888	1923	498	1520	3442	1757	515	1543	3300

## GRADES K-5 ESTIMATED ENROLLMENT SCENARIOS 2017-2021

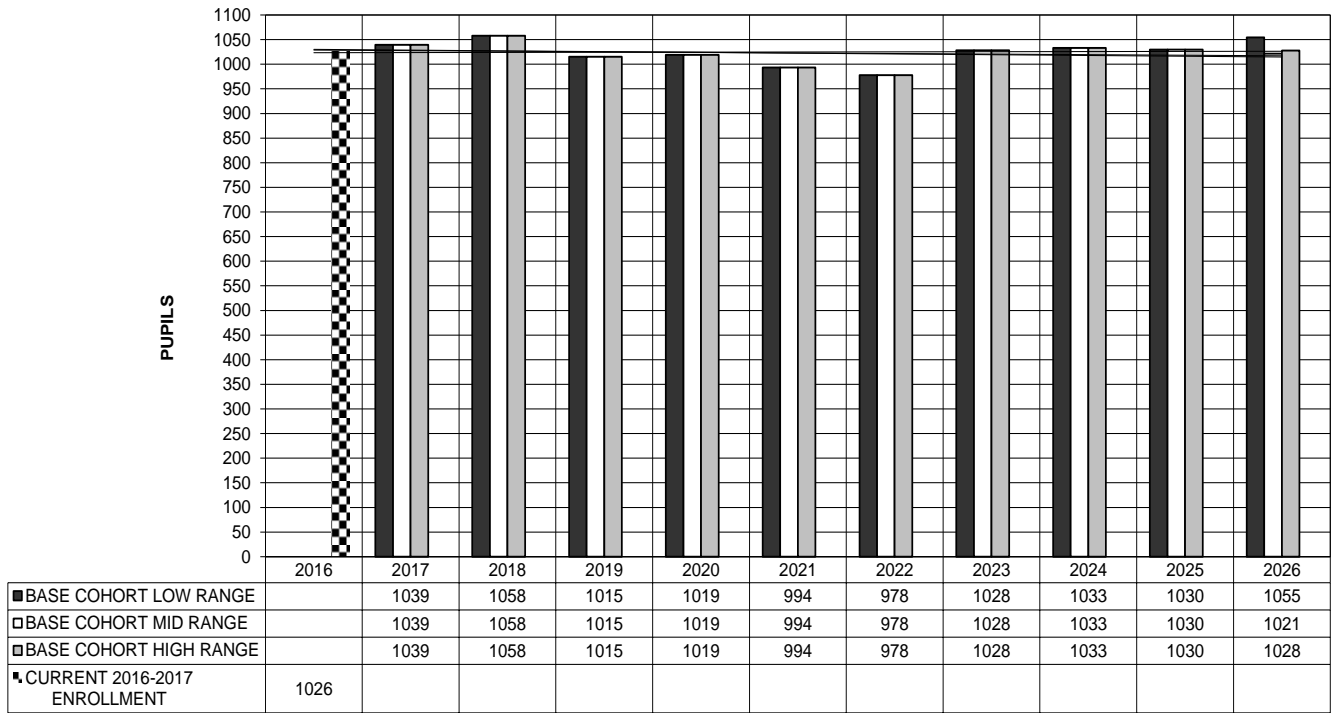


## GRADES 6-8 ESTIMATED ENROLLMENT SCENARIOS 2017-2024

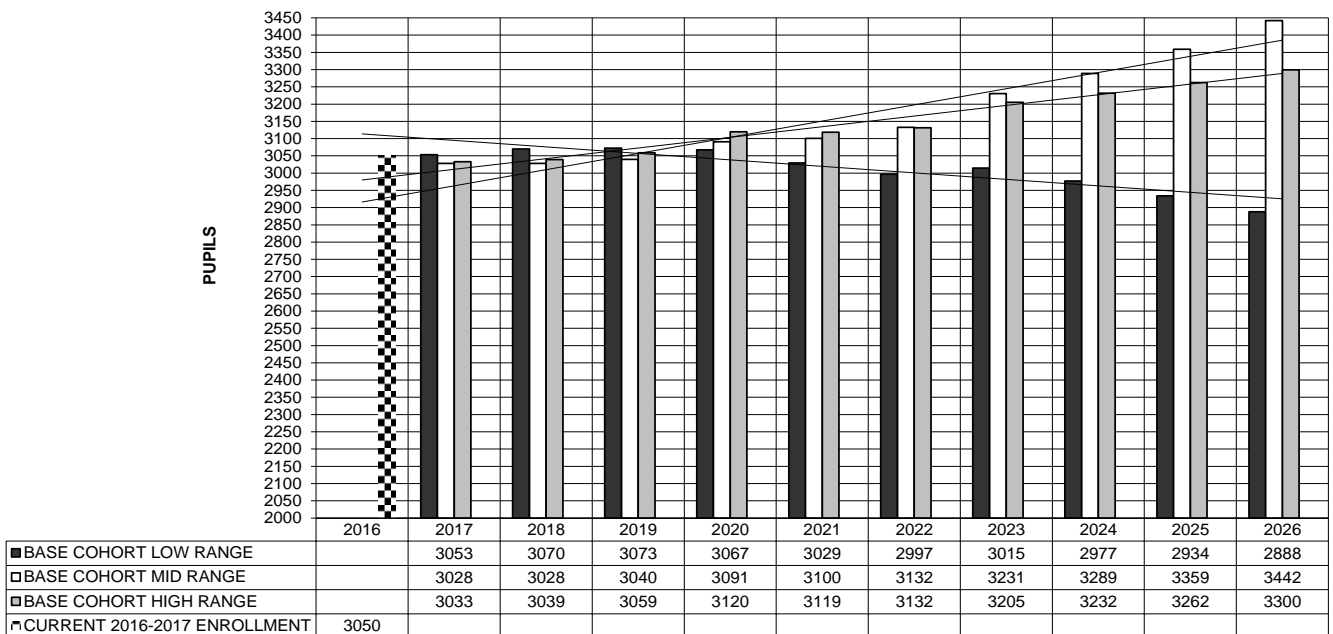




## GRADES 9-12 ESTIMATED ENROLLMENT SCENARIOS 2017-2026



## GRADES K-12 ESTIMATED ENROLLMENT SCENARIOS 2017-2026



# Appendix C: Tables Illustrating Enrollment Projection Estimates Influenced by New Housing Market Units Identified as of January 2017

**TABLE 8-A COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
AND ESTIMATED INFLUENCE OF ADDED NEW HOUSING UNITS  
BURNT HILLS- BALLSTON LAKE CENTRAL SCHOOL DISTRICT**

LOW RANGE																										
YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
11-12	197		169		229		246		214		230		246		262		256		283		285		281		299	3197
12-13	180	1.14	224	1.04	175	1.01	232	1.02	251	1.07	230	1.01	232	1.03	253	1.03	270	1.07	274	0.99	280	1.03	294	1.04	291	3186
13-14	197	1.11	200	1.03	230	1.09	191	1.07	248	1.02	256	1.04	240	1.03	239	0.97	245	1.03	278	0.99	272	1.01	282	1.02	300	3178
14-15	199	0.98	193	1.02	204	0.97	223	0.99	190	0.98	244	1.01	259	1.05	253	1.01	242	1.02	251	1.00	277	0.98	266	1.03	291	3092
15-16	205	1.08	215	1.10	212	1.06	217	1.02	228	1.04	198	1.03	251	1.03	266	1.00	252	1.05	253	1.01	253	0.97	269	1.01	268	3087
16-17	190	1.03	212	1.01	217	1.02	217	1.05	227	1.04	237	0.99	196	1.02	256	1.02	272	1.02	256	1.00	253	0.97	246	1.01	271	3050
<b>Average Ratio</b>		1.068		1.038		1.032		1.031		1.032		1.016		1.032		1.006		1.037		0.997		0.992		1.021		
17-18	209.7		204.7		221.8		225.7		225.4		236.9		243.6		204.9		260.2		284.6		257.8		253.5		253.6	3082
18-19	203.2		225.6		214.0		230.4		234.1		234.8		243.1		253.6		208.4		272.0		285.9		257.8		260.7	3123
19-20	197.6		218.5		235.5		222.3		238.8		243.7		240.8		253.0		257.2		218.1		273.2		285.6		265.1	3150
20-21	190.5		211.2		226.9		243.2		229.2		247.7		249.0		249.8		255.7		268.0		218.7		272.3		292.7	3155
21-22	184.5		203.5		219.3		234.2		250.6		236.5		251.8		257.0		251.3		265.2		267.3		217.0		277.9	3116
22-23	175.7		197.1		211.2		226.4		241.4		258.7		240.4		259.9		258.5		260.6		264.5		265.1		221.5	3081
23-24	168.2		187.8		204.6		218.1		233.3		249.1		262.9		248.1		261.4		268.1		259.9		262.4		270.6	3094
24-25	160.8		179.8		194.9		211.2		224.7		240.7		253.2		271.3		249.6		271.1		267.4		257.8		267.8	3050
25-26	154.0		171.8		186.6		201.2		217.7		231.9		244.7		261.3		273.0		258.8		270.4		265.2		263.1	3000
26-27	148.0		164.5		178.4		192.6		207.3		224.6		235.7		252.5		262.9		283.1		258.1		268.3		270.7	2947

**TABLE 9-B COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
AND ESTIMATED INFLUENCE OF ADDED NEW HOUSING UNITS  
BURNT HILLS-BALLSTON LAKE CENTRAL SCHOOL DISTRICT**

MID RANGE																										
YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
11-12	197		169		229		246		214		230		246		262		256		283		285		281		299	3197
12-13	180	1.14	224	1.04	175	1.01	232	1.02	251	1.07	230	1.01	232	1.03	253	1.03	270	1.07	274	0.99	280	1.03	294	1.04	291	3186
13-14	197	1.11	200	1.03	230	1.09	191	1.07	248	1.02	256	1.04	240	1.03	239	0.97	245	1.03	278	0.99	272	1.01	282	1.02	300	3178
14-15	199	0.98	193	1.02	204	0.97	223	0.99	190	0.98	244	1.01	259	1.05	253	1.01	242	1.02	251	1.00	277	0.98	266	1.03	291	3092
15-16	205	1.08	215	1.10	212	1.06	217	1.02	228	1.04	198	1.03	251	1.03	266	1.00	252	1.05	253	1.01	253	0.97	269	1.01	268	3087
16-17	190	1.03	212	1.01	217	1.02	217	1.05	227	1.04	237	0.99	196	1.02	256	1.02	272	1.02	256	1.00	253	0.97	246	1.01	271	3050
<b>Average Ratio</b>		1.068		1.038		1.032		1.031		1.032		1.016		1.032		1.006		1.037		0.997		0.992		1.021		
17-18	184.7		204.7		221.8		225.7		225.4		236.9		243.6		204.9		260.2		284.6		257.8		253.5		253.6	3057
18-19	188.2		198.8		214.0		230.4		234.1		234.8		243.1		253.6		208.4		272.0		285.9		257.8		260.7	3082
19-20	208.6		202.5		207.8		222.3		238.8		243.7		240.8		253.0		257.2		218.1		273.2		285.6		265.1	3117
20-21	247.5		223.0		210.3		214.6		229.2		247.7		249.0		249.8		255.7		268.0		218.7		272.3		292.7	3178
21-22	229.5		264.4		231.5		217.1		221.1		236.5		251.8		257.0		251.3		265.2		267.3		217.0		277.9	3187
22-23	235.7		245.2		274.5		238.9		223.7		228.2		240.4		259.9		258.5		260.6		264.5		265.1		221.5	3217
23-24	241.2		251.9		254.5		283.3		246.2		230.9		232.0		248.1		261.4		268.1		259.9		262.4		270.6	3311
24-25	246.8		257.8		261.4		262.7		292.0		254.1		234.7		239.4		249.6		271.1		267.4		257.8		267.8	3363
25-26	253.0		263.7		267.6		269.9		270.7		301.3		258.3		242.2		240.8		258.8		270.4		265.2		263.1	3425
26-27	260.0		270.3		273.8		276.2		278.1		279.4		306.3		266.6		243.6		249.8		258.1		268.3		270.7	3501

**TABLE 9-C COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12  
AND ESTIMATED INFLUENCE OF ADDED NEW HOUSING UNITS  
BURNT HILLS-BALLSTON LAKE CENTRAL SCHOOL DISTRICT**

HIGH RANGE																										
YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
11-12	197		169		229		246		214		230		246		262		256		283		285		281		299	3197
12-13	180	1.14	224	1.04	175	1.01	232	1.02	251	1.07	230	1.01	232	1.03	253	1.03	270	1.07	274	0.99	280	1.03	294	1.04	291	3186
13-14	197	1.11	200	1.03	230	1.09	191	1.07	248	1.02	256	1.04	240	1.03	239	0.97	245	1.03	278	0.99	272	1.01	282	1.02	300	3178
14-15	199	0.98	193	1.02	204	0.97	223	0.99	190	0.98	244	1.01	259	1.05	253	1.01	242	1.02	251	1.00	277	0.98	266	1.03	291	3092
15-16	205	1.08	215	1.10	212	1.06	217	1.02	228	1.04	198	1.03	251	1.03	266	1.00	252	1.05	253	1.01	253	0.97	269	1.01	268	3087
16-17	190	1.03	212	1.01	217	1.02	217	1.05	227	1.04	237	0.99	196	1.02	256	1.02	272	1.02	256	1.00	253	0.97	246	1.01	271	3050
<b>Average Ratio</b>		1.068		1.038		1.032		1.031		1.032		1.016		1.032		1.006		1.037		0.997		0.992		1.021		
17-18	189.7		204.7		221.8		225.7		225.4		236.9		243.6		204.9		260.2		284.6		257.8		253.5		253.6	3062
18-19	194.2		204.2		214.0		230.4		234.1		234.8		243.1		253.6		208.4		272.0		285.9		257.8		260.7	3093
19-20	215.6		208.9		213.3		222.3		238.8		243.7		240.8		253.0		257.2		218.1		273.2		285.6		265.1	3136
20-21	256.5		230.5		216.9		220.3		229.2		247.7		249.0		249.8		255.7		268.0		218.7		272.3		292.7	3207
21-22	217.5		274.0		239.2		223.9		227.0		236.5		251.8		257.0		251.3		265.2		267.3		217.0		277.9	3206
22-23	216.7		232.4		284.4		247.0		230.8		234.3		240.4		259.9		258.5		260.6		264.5		265.1		221.5	3216
23-24	217.2		231.6		241.2		293.6		254.5		238.2		238.2		248.1		261.4		268.1		259.9		262.4		270.6	3285
24-25	216.8		232.1		240.4		249.0		302.6		262.6		242.1		245.8		249.6		271.1		267.4		257.8		267.8	3305
25-26	217.0		231.7		240.9		248.1		256.6		312.3		267.0		249.8		247.3		258.8		270.4		265.2		263.1	3328
26-27	219.0		231.9		240.5		248.7		255.7		264.8		317.4		275.5		251.3		256.4		258.1		268.3		270.7	3358

**TABLE 9: SUMMARY OF ENROLLMENT PROJECTIONS INFLUENCED  
BY ADDED NEW UNITS TO THE HOUSING MARKET  
BURNT HILLS-BALLSTON LAKE CENTRAL SCHOOL DISTRICT**

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-5	6-8	9-12	K-12	K-5	6-8	9-12	K-12	K-5	6-8	9-12	K-12
2017	1324	709	1049	3082	1299	709	1049	3057	1304	709	1049	3062
2018	1342	705	1076	3123	1300	705	1076	3082	1312	705	1076	3093
2019	1357	751	1042	3150	1324	751	1042	3117	1343	751	1042	3136
2020	1349	755	1052	3155	1372	755	1052	3178	1401	755	1052	3207
2021	1329	760	1027	3116	1400	760	1027	3187	1418	760	1027	3206
2022	1310	759	1012	3081	1446	759	1012	3217	1446	759	1012	3216
2023	1261	772	1061	3094	1508	741	1061	3311	1476	748	1061	3285
2024	1212	774	1064	3050	1575	724	1064	3363	1504	737	1064	3305
2025	1163	779	1058	3000	1626	741	1058	3425	1507	764	1058	3328
2026	1115	751	1080	2947	1638	816	1047	3501	1461	844	1054	3358

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-6	7-8	7-12	TOTAL K-12	K-6	7-8	7-12	TOTAL K-12	K-6	7-8	7-12	TOTAL K-12
2017	1568	465	1515	3082	1543	465	1515	3057	1548	465	1515	3062
2018	1585	462	1538	3123	1543	462	1538	3082	1555	462	1538	3093
2019	1597	510	1552	3150	1565	510	1552	3117	1584	510	1552	3136
2020	1598	506	1557	3155	1621	506	1557	3178	1650	506	1557	3207
2021	1580	508	1536	3116	1652	508	1536	3187	1670	508	1536	3206
2022	1551	518	1530	3081	1687	518	1530	3217	1686	518	1530	3216
2023	1524	510	1571	3094	1740	510	1571	3311	1714	510	1571	3285
2024	1465	521	1585	3050	1810	489	1553	3363	1746	495	1560	3305
2025	1408	534	1592	3000	1885	483	1541	3425	1774	497	1555	3328
2026	1351	515	1596	2947	1944	510	1557	3501	1778	527	1580	3358

