



Enrollment Projection/ Demographic Study

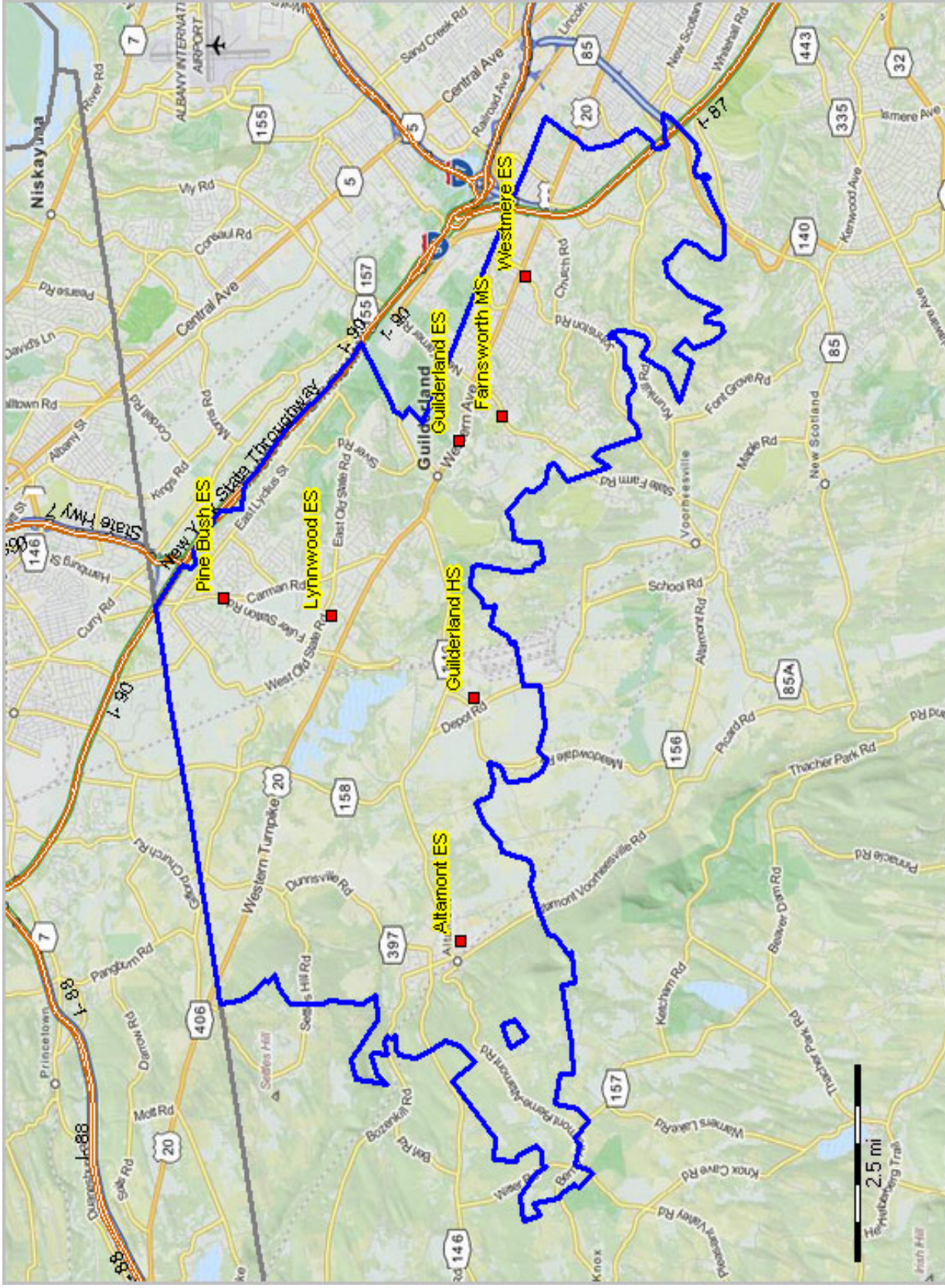
for the

***Guilderland
Central School District***

***GUILDERLAND,
NEW YORK***

MARCH 2014

*“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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TABLE OF CONTENTS

Purpose and Use of the Enrollment Projection Calculations Study	1
Variables That Influence Future Enrollments	1
Methodology to Project Baseline Enrollment Forecasts	2
Application of the Baseline Cohort Survival Statistic	2
Limitations of the Study	2
Historical Perspective of Annual Enrollments	3
District Enrollment Area and District Live Births	7
District Kindergarten Enrollments and District Live Births	10
Kindergarten Enrollment Forecasts	13
Baseline K-12 Enrollment Projections	17
Migration to and out of the District	18
District Enrollment and Home-School/Non-Public Enrollment	19
Enrolled Tuition Students	21
District Enrollment and Dropout Rates/Noncompletion Rates	21
Snapshot of School District Demographics	23
The Housing Market in the Guilderland CSD	25
Potential Impact of the New Housing Market on Future Enrollments	26
Realtor Insights about the Housing Market	30
Summary of K-12 Enrollment Projection Calculations	32
Cautions Concerning Enrollment Projection Estimates	39
Appendix A: Census Demographic Data of the District	41
General Demographic Characteristics	44
Social Characteristics	45
Economic Characteristics	47
Housing Characteristics	50
Appendix B: Tables and Charts Illustrating the Enrollment Projection Estimates	55

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

PURPOSE AND USE OF THE ENROLLMENT PROJECTION CALCULATIONS STUDY

This demographic/enrollment projection study provides historical and current Guilderland School District enrollment data and suggests enrollment projection scenarios based on the trending of patterns of historical data. The Guilderland Central School District has 50.01 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, 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 program. 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 Guilderland 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.

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 Guilderland School District by grade level from 2008-2009 through 2013-2014 are compiled from data provided by district personnel.
- 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 NYS 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 2008-2009 through 2013-2014 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 Guilderland 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.
- Projections for the immediate future are more reliable than those for years further in the future. Enrollment projection totals for K-5, or 6-8 and for 9-12 are more reliable than are those for specific grade levels in specific years. Focus should be given to estimates five years into the future for grades K-6; eight years into the future for grades 7 and 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 enrollments.

HISTORICAL PERSPECTIVE OF ANNUAL ENROLLMENTS

Total K-12 enrollment in the five enrollment years since 2008-2009 has changed from 5323 pupils to 4925 in the current school year. 398 fewer pupils equate to a -7.48% change over the past six years. The six-year average is 5120 pupils and the median is 5137.

**CHART ONE: GUILDERLAND CSD
HISTORICAL K-12 ENROLLMENT
2008-2013**

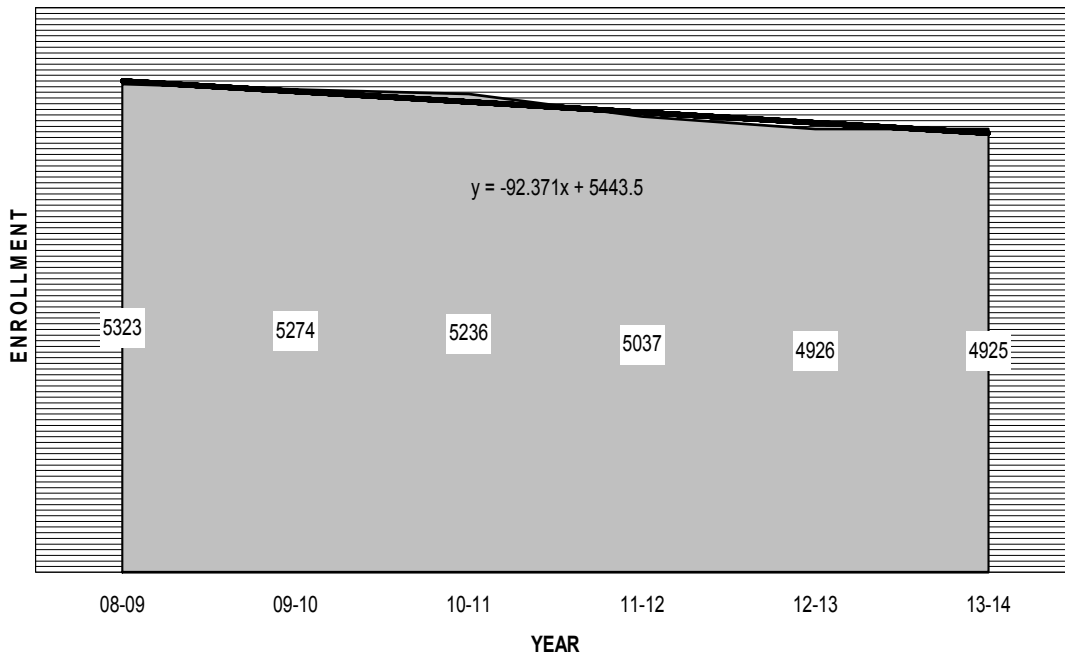


Chart Two illustrates the historical pattern of K-6, and 7-12 enrollments since 2008.

**CHART TWO: GUILDERLAND
HISTORICAL K-6, 7-12 ENROLLMENT
2008-2013**

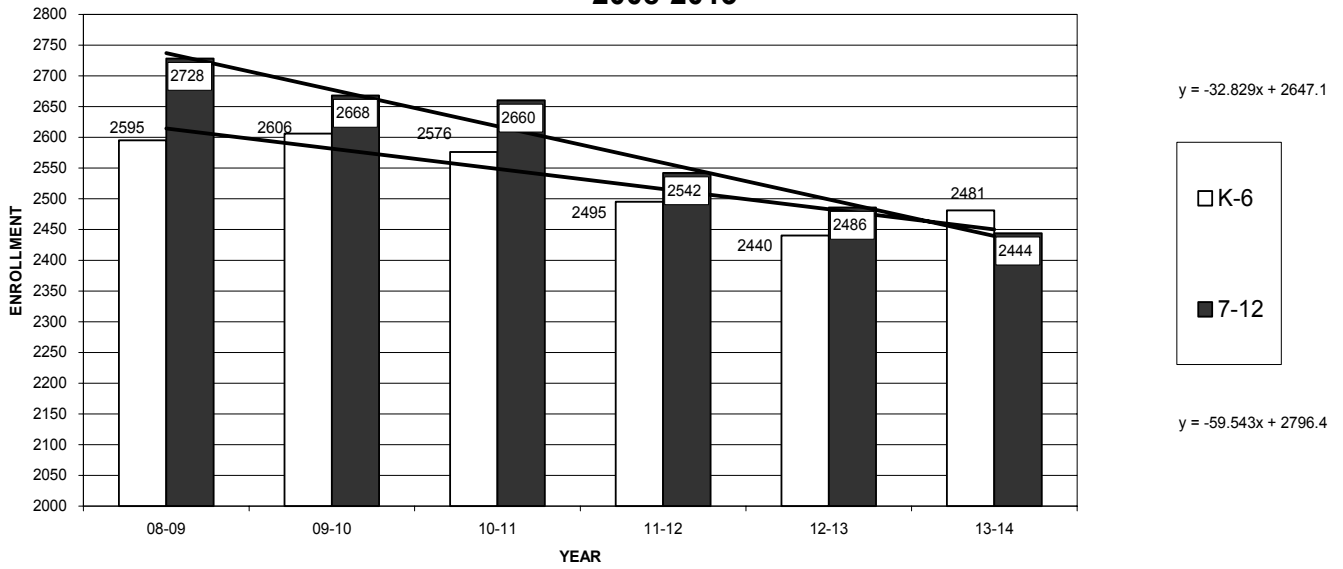
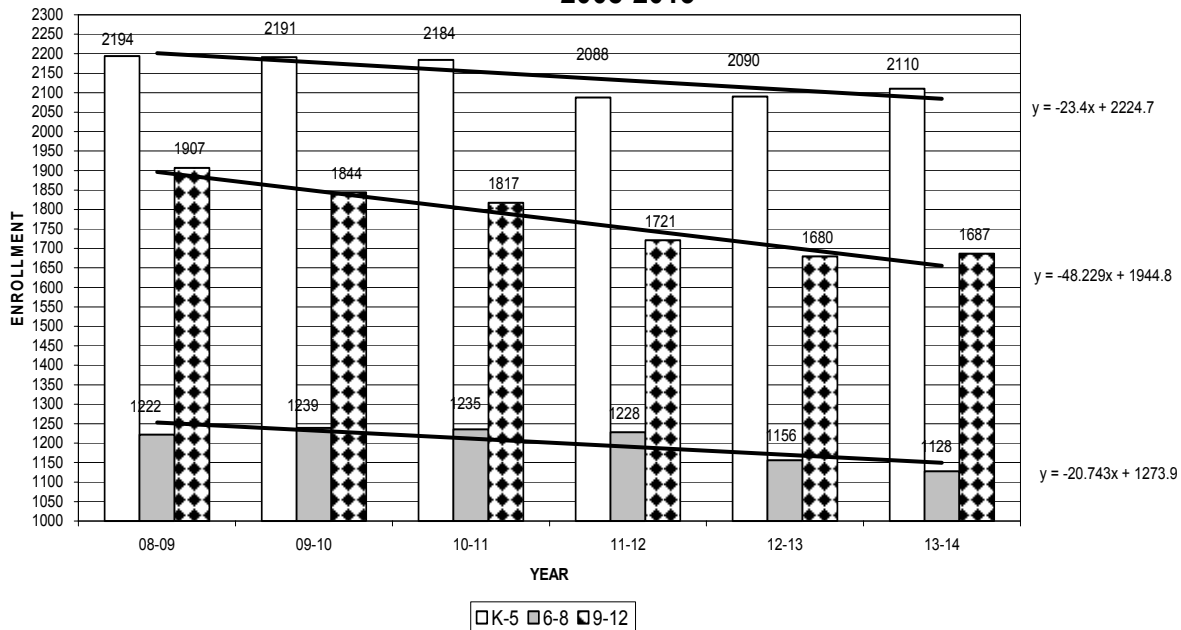


Chart Two-B illustrates the historical pattern of K-5, 6-8, and 9-12 enrollments since 2008. Note the decreasing trend lines for grades K-8. As this ‘generation’ of K-8 pupils cycle through the elementary and middle schools, it is likely that high school grades 9-12 will experience decreasing enrollments over the next eight years.

**CHART TWO-B: GUILDERLAND
HISTORICAL K-5, 6-8, 9-12 ENROLLMENT
2008-2013**



Charts Three, Four, Five, and Six graphically represent the net percentage changes in enrollment from 2008 through 2013 for grades K-12, K-5, 6-8, and 9-12 respectively.

CHART THREE: GUILDERLAND K-12 ENROLLMENT CHANGE 2008-2013

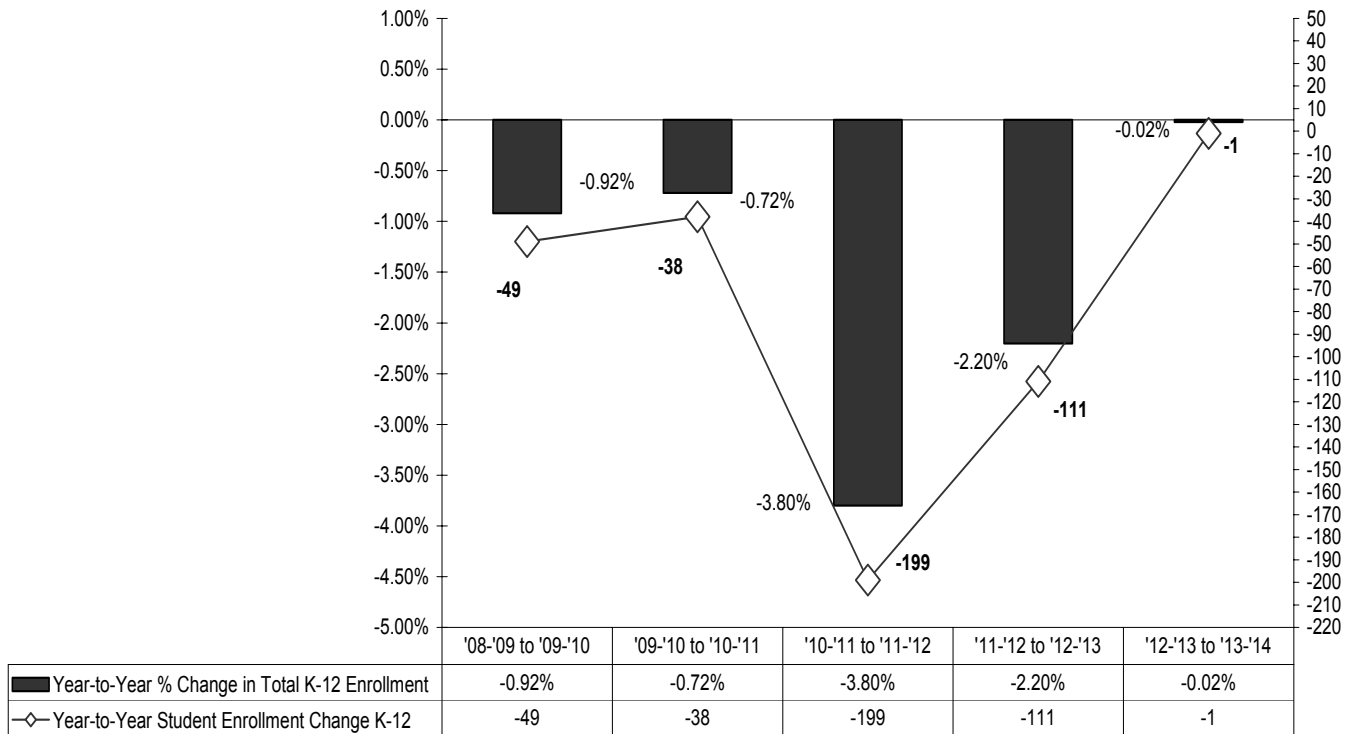
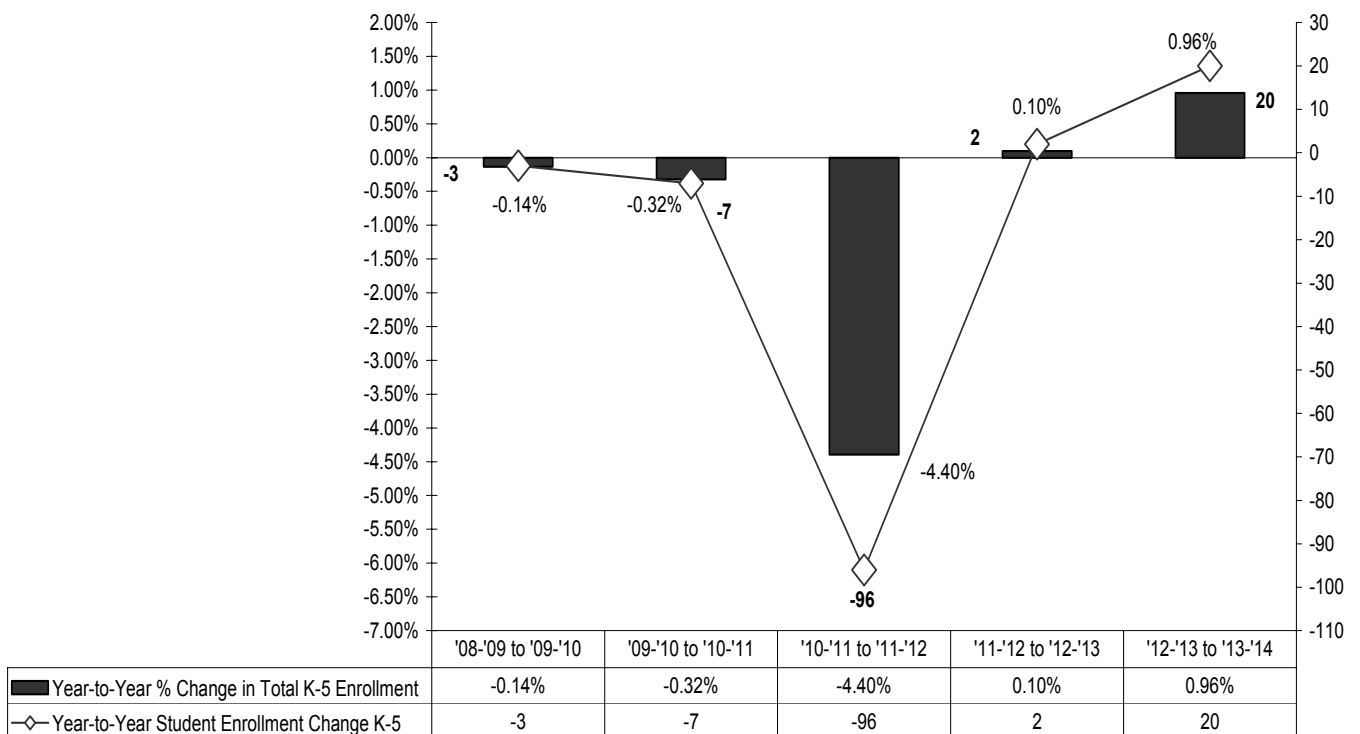
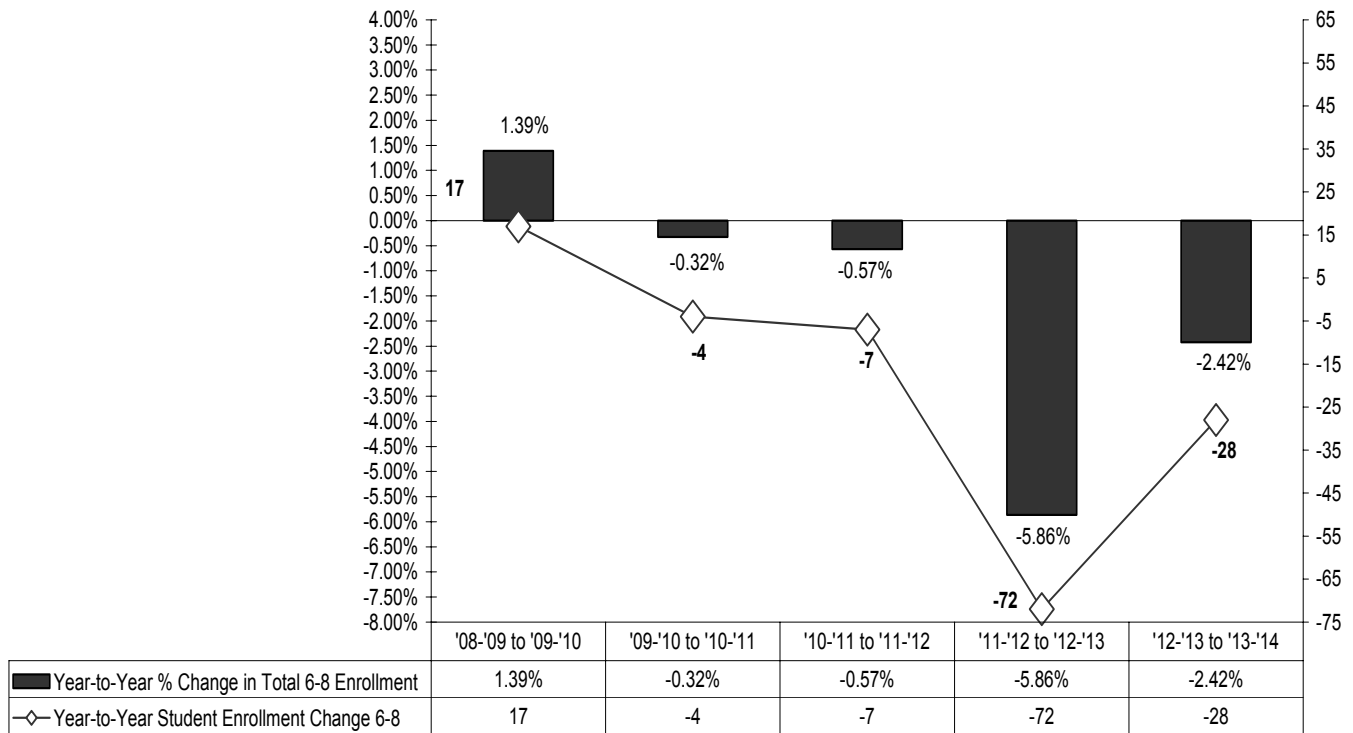


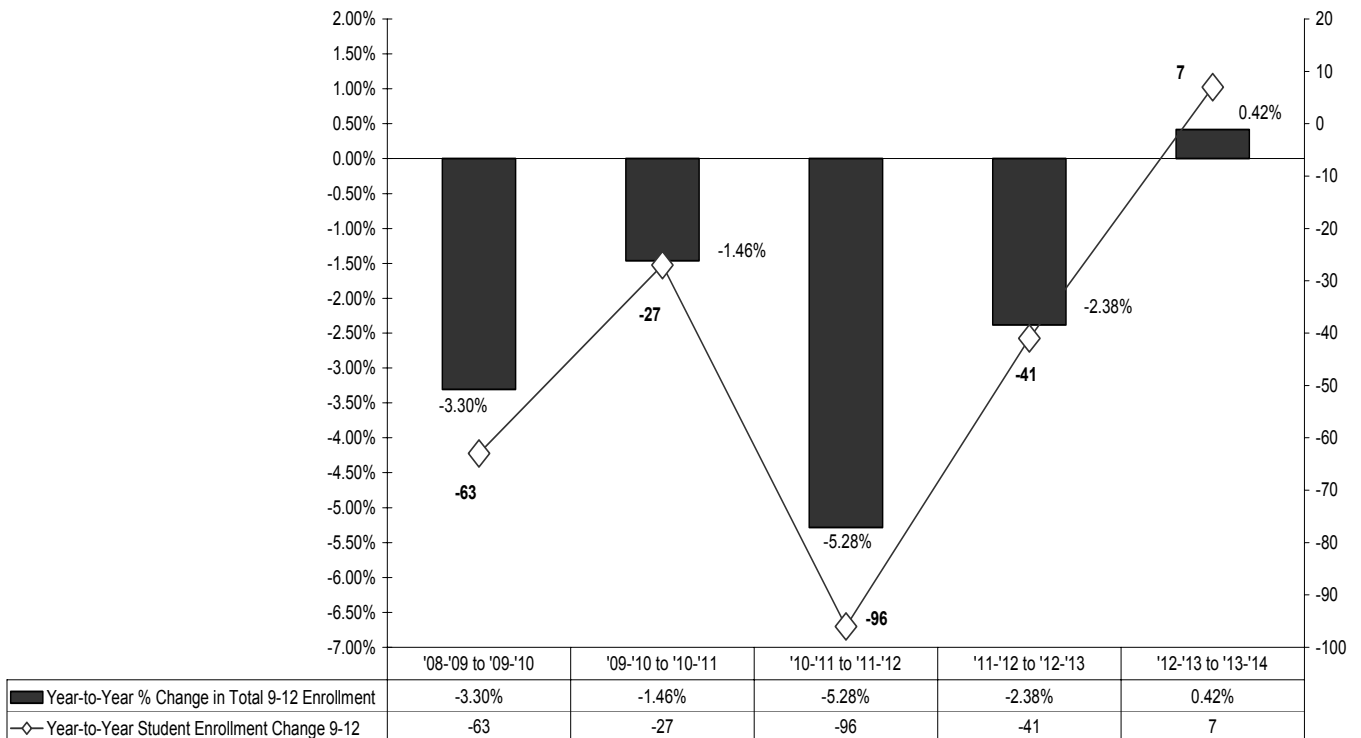
CHART FOUR: GUILDERLAND K-5 ENROLLMENT CHANGE 2008-2013



**CHART FIVE: GUILDERLAND GRADES 6-8 ENROLLMENT CHANGE
2008-2013**



**CHART SIX: GUILDERLAND GRADES 9-12 ENROLLMENT CHANGE
2008-2013**



DISTRICT ENROLLMENT AREA AND DISTRICT LIVE BIRTHS

Table 1 lists live birth data from 2002 through 2012 for the geographic area of the Guilderland School District; Albany County; and of the towns and village 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 Guilderland kindergarten enrollments since 2004.

TABLE 1
LIVE BIRTHS IN THE CATCHMENT AREA SERVED BY THE
GUILDERLAND CENTRAL SCHOOL DISTRICT
AS REPORTED BY THE NEW YORK STATE DEPARTMENT OF HEALTH
2002-2012

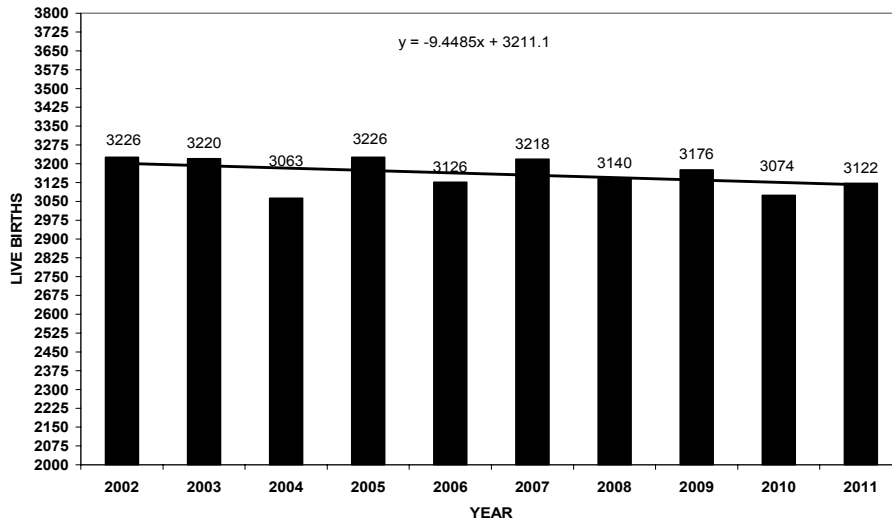
TOWN	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	TOTAL
Preliminary												
BIRTHS IN EACH MUNICIPALITY												
ALBANY COUNTY												
Bethlehem 1.20%	354	336	330	331	299	292	329	304	251	243	na	3069
Guilderland 98.40%	323	317	344	286	289	267	299	285	264	287	na	2961
Knox 5.40%	29	21	26	32	21	34	22	28	30	32	na	275
New Scotland 1.80%	93	75	83	78	69	69	69	67	76	82	na	761
VILLAGE Altamont 100.00%	17	25	19	14	12	16	10	15	16	15	na	159
<i>Percentages refer to the share of residential parcels that are in the Guilderland School District</i>												
TOTAL BIRTHS IN CATCHMENT AREA	816	774	802	741	690	678	729	699	637	659	na	7225
NYS HEALTH DEPARTMENT 'LIVE BIRTHS BY SCHOOL DISTRICT'	329	319	353	285	303	281	316	298	266	294	305	3349
DISTRICT/CATCHMENT AREA LIVE BIRTH RATIO	40.32%	41.21%	44.01%	38.46%	43.91%	41.45%	43.35%	42.63%	41.76%	44.61%	na	42.8%
5 YEAR RATIO THRU 2011												
ALBANY COUNTY TOTAL BIRTHS	3226	3220	3063	3226	3126	3218	3140	3176	3074	3122	na	31,591
SCHOOL DISTRICT ENROLLMENT AREA/COUNTY BIRTH RATIO	10.20%	9.91%	11.52%	8.83%	9.69%	8.73%	10.06%	9.38%	8.65%	9.42%	na	9.25%
5 YEAR RATIO THRU 2011												

TABLE 2
KINDERGARTEN ENROLLMENT OF THE GUILDERLAND
CENTRAL SCHOOL DISTRICT 2004-2013

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
313	327	279	289	318	333	314	307	313	300

Figure One charts the live birth data for Albany County since 2002. The annual totals of live births in Albany County have trended downward from 2002 to 2011; slope of -9. The range over ten years is from a high of 3226 in 2002 and 2005 to a low of 3063 in 2004.

**FIGURE ONE: ALBANY COUNTY
LIVE BIRTHS 2002-2011**



The pattern of live births in the enrollment area of the Guilderland School District from 2002 through 2012 is decreasing; slope of -4. The range over ten years is from a high of 353 in 2004 to a low of 266 in 2010. Will the historical pattern of live births in the Guilderland School District service area shown in *Figure Two* for the eleven years since 2002 continue for the next five years through 2017?

**FIGURE TWO: LIVE BIRTHS IN THE
GUILDERLAND SCHOOL DISTRICT
ENROLLMENT AREA
2002-2012**

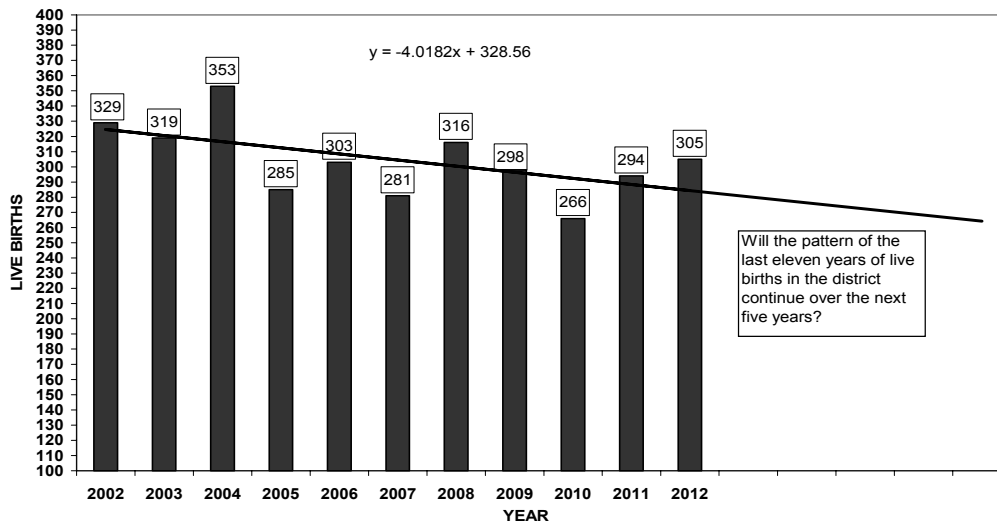


Figure Two-A illustrates the pattern of live births in the Guilderland School District over the past six years from 2007-2012. Viewing the live birth data over the past six years instead of ten illustrates the most current influence of demographic variables that may affect the numbers of live births in the school district. There is a rate of increase illustrated by the live births data pattern over the past six years compared to a decreasing pattern when the live birth data are viewed over the past eleven years. Will the historical pattern of live births in the Guilderland School District service area shown in *Figure Two-A* for the six years since 2007 continue for the next five years through 2017?

FIGURE TWO-A: LIVE BIRTHS IN THE GUILDERLAND SCHOOL DISTRICT ENROLLMENT AREA 2007-2012

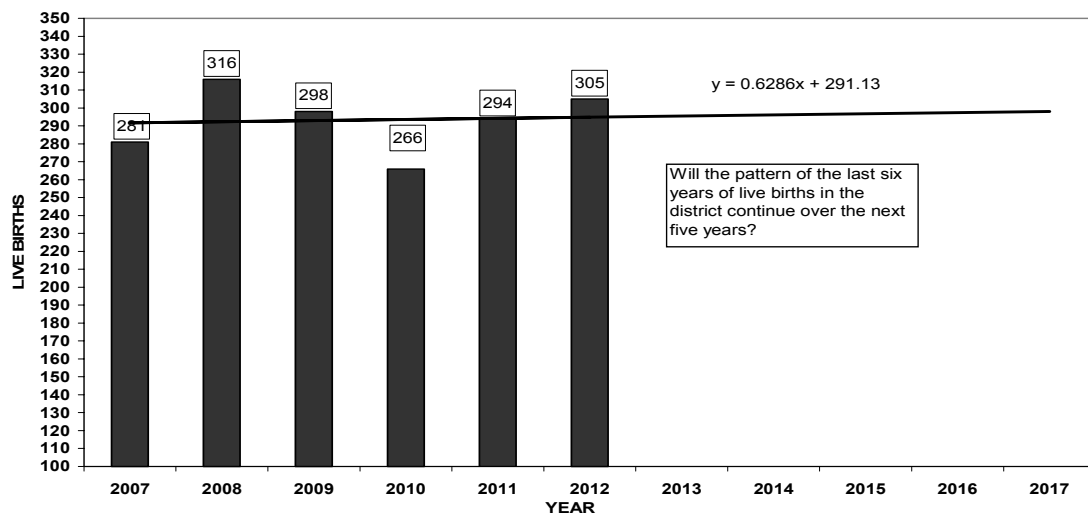
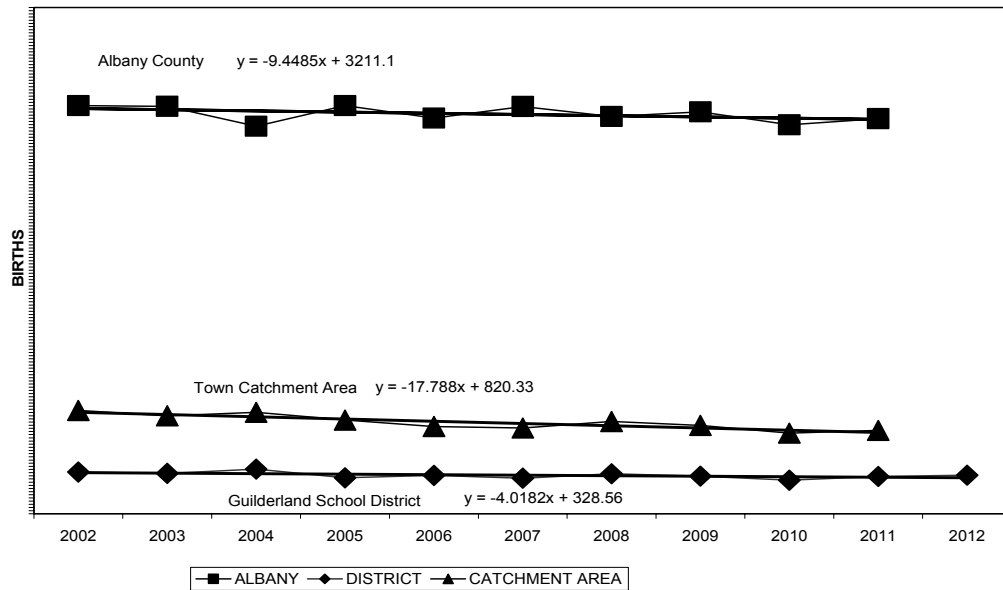


Figure Three charts the live births in Albany County, the ‘catchment area’ of the district, and for the enrollment area of the district. Note the slightly positive pattern (‘less negative’) of live births in the school district compared to the two other geographic areas over the same ten years. The Guilderland Central School District geographic enrollment area as a subset of the County and as a subset of the Towns that make up the school district has had a slower decline in annual live births over the past eleven years compared to the County as a whole and the Towns in which the school district is located.

FIGURE THREE: GUILDERLAND SCHOOL DISTRICT ENROLLMENT AREA (2002-2012), CATCHMENT AREA (2002-2011), AND COUNTY BIRTH TRENDS (2002-2011)



DISTRICT KINDERGARTEN ENROLLMENTS AND DISTRICT LIVE BIRTHS

Figure Four charts the Guilderland School District kindergarten enrollment from 2004 through 2013. The pattern suggests a stable pattern of kindergarten enrollment over 10 years; $+0.09$ slope.

FIGURE FOUR: GUILDERLAND CSD KINDERGARTEN ENROLLMENT 2004-2013

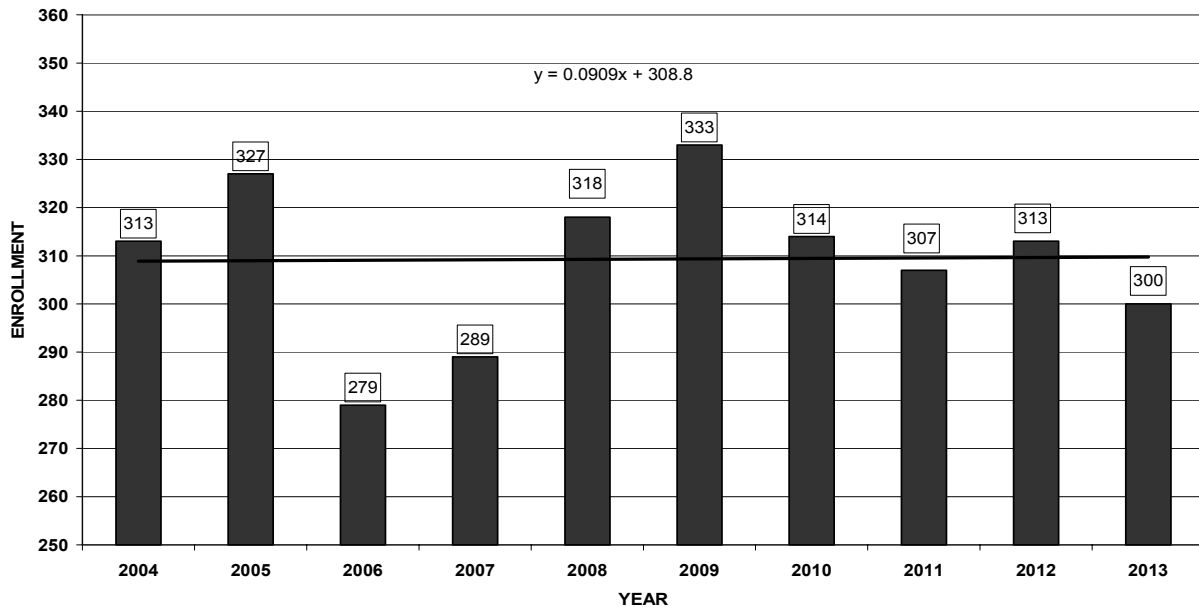
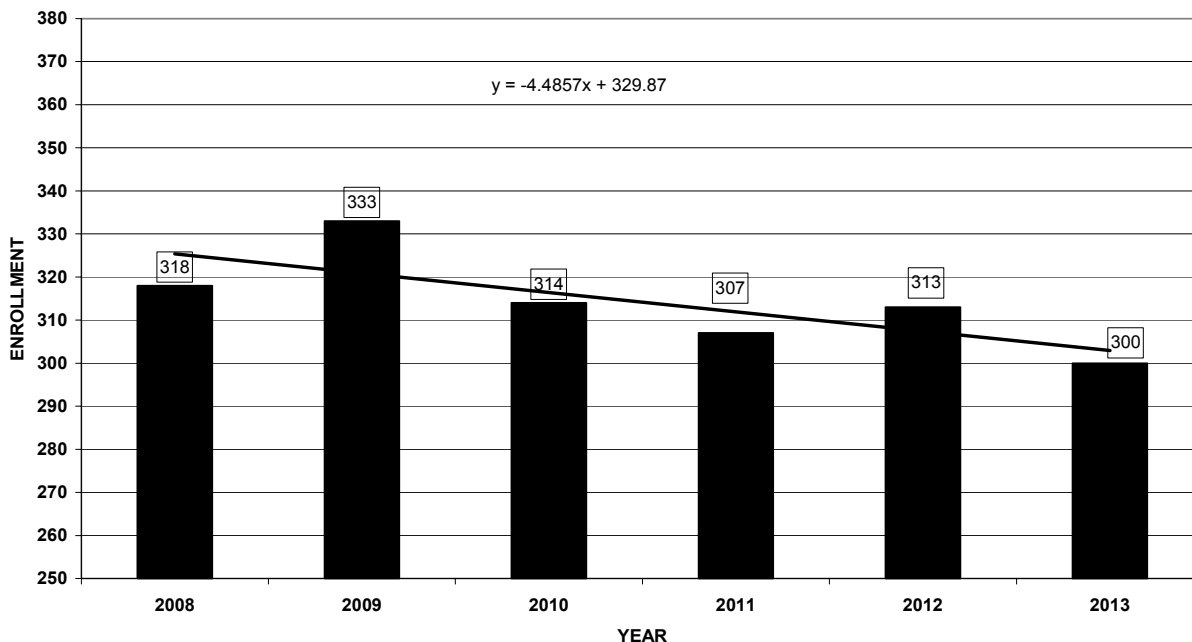


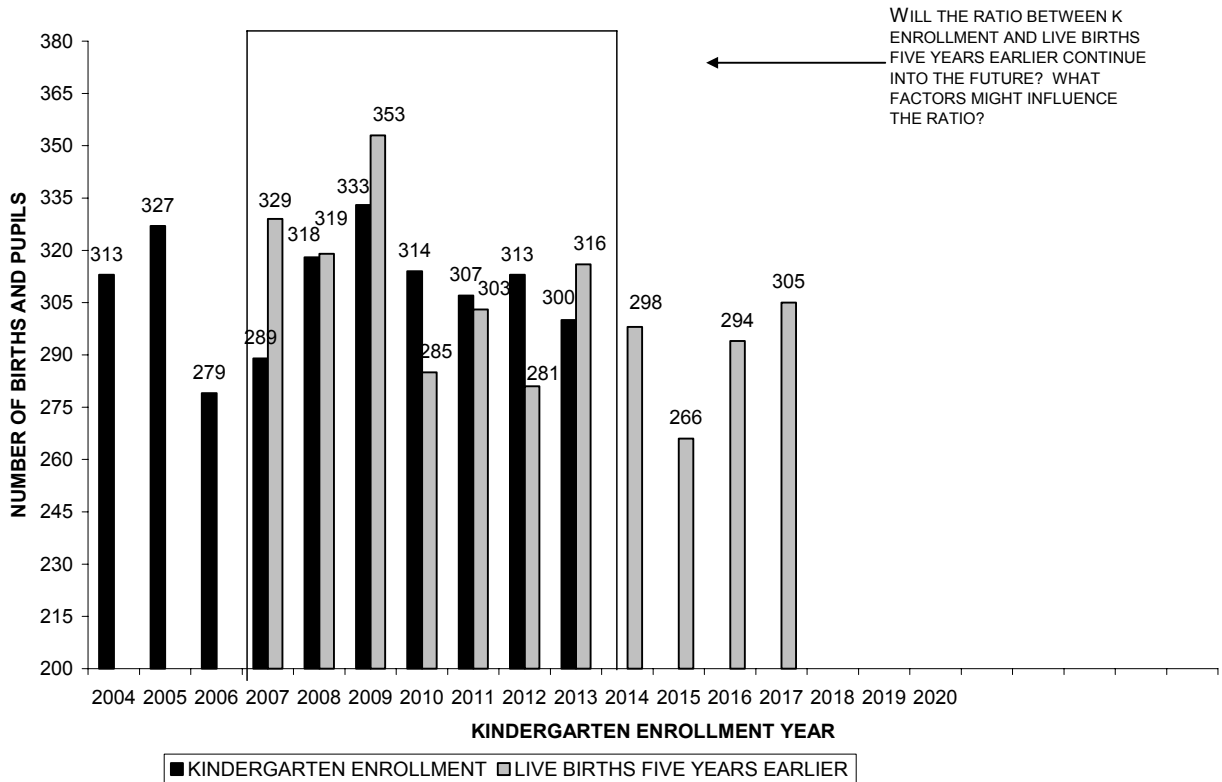
Figure Five charts the Guilderland School District kindergarten enrollment from 2008 through 2013. This view of the most recent past illustrates a decreasing pattern of annual kindergarten enrollments over the past six school years (slope -4.5). Will the pattern of ten years of stable kindergarten enrollment in the Guilderland School District continue into the future? Will the decreased rate of growth of kindergarten enrollment over the past six years since 2008 continue into the future?

FIGURE FIVE: GUILDERLAND CSD KINDERGARTEN ENROLLMENT 2008-2013



One way to suggest possible answers to the questions is to compare the pattern of kindergarten enrollments at Guilderland 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.

FIGURE SIX: PATTERN OF KINDERGARTEN ENROLLMENT AND THE PATTERN OF LIVE BIRTHS FIVE YEARS EARLIER IN THE GUILDERLAND SCHOOL DISTRICT



A limitation to the analysis is that accurate, geocoded, 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 seven years; 2007, 2008, 2009, 2010, 2011, 2012 and 2013. Given the kindergarten-live-birth ratios for 2007-2013, can the pattern of those ratios suggest what might be the kindergarten enrollments in years 2014 through 2018?

The live birth data officially recorded by the NYS Health Department for Albany County, the towns that make up the Guilderland 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 specific kindergarten enrollments from 2007 through 2013 of children not born in the enrollment area served by Guilderland and are from families who moved to the school district. Similarly, there are no data to determine specifically how many children born in the school district enrollment area in the years 2002-2008 moved from the area and, therefore, did not enroll in Guilderland kindergarten classes for each year from 2007 through 2013. The study initially assumes that the migration of students both into and out of the towns and the district will continue in a similar manner as it has during the years since 2002.

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 then be included in the base cohort survival statistic application to project future K-12 enrollments.

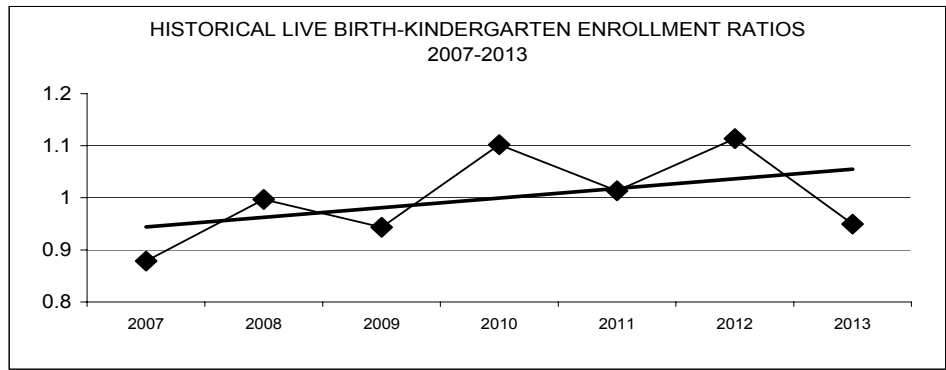
In order to forecast future kindergarten enrollments, **Table 3** of the study first compares the Guilderland kindergarten annual enrollments from 2007 to 2013 to the annual live births in the school district from 2002 to 2008. Ratios are calculated to determine the annual historical pattern of kindergarten enrollment in the Guilderland School District compared to all the children born five years earlier in the catchment area served by the school district. The mathematical comparison of each annual kindergarten enrollment with the total live births five years earlier in the Guilderland enrollment area results in a set of ratios. For example, in 2009 there were 333 students enrolled in the kindergarten class. In 2004, there were 353 live births in the enrollment area of the school district. A ratio of .94 results from comparing the 2009 kindergarten enrollment of 333 students with the 353 total live births five years earlier. That is, about 94% of the year 2004 live births in the Guilderland enrollment area became Guilderland kindergartners in 2009. From 2002 through 2008, there were 2186 births in the Guilderland enrollment area. From 2007 through 2013, there were 2174 kindergarten enrollments. The live-birth-kindergarten ratio for this seven-year period is .994511. That is, there were about 1% fewer children who enrolled as kindergartners at Guilderland from 2007-2013 than were born in the district from 2002 to 2008. The mean ratio is .996865. The median is .999547. 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 Guilderland; three, the number of pre-schoolers 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.

The Guilderland seven-year live-birth-kindergarten ratio pattern history suggests that the geographic area served by the school district has attracted families with preschoolers to move to the district such that there

were more kindergarten enrollees in 2010, 2011, and 2012 than live births in the school district geographic region in 2005, 2006, and 2007. The overall ratio of kindergarten enrollments in 2010-2012 compared to the number of live births five years earlier is 1.0747 or about 107%. From 2010 through 2012, the district gained about 65 more kindergarten enrollments because of net population migration to the district. In 2013, about 94.9% of the 316 live births in the school district in 2008 enrolled in kindergarten. One year does not make a trend. It is too early to assume that the kindergarten-live birth ratio will again follow the average .939 ratio pattern from 2007-2009 as compared to following the 1.07 average ratio pattern from 2010-2012.

TABLE 3
RATIOS OF KINDERGARTEN ENROLLMENTS (2007-2013)
OF THE GUILDERLAND SCHOOL DISTRICT
AND LIVE BIRTHS FIVE YEARS EARLIER (2002-2008)
IN THE ENROLLMENT AREA
OF THE DISTRICT

COMPARISON YEARS	K ENROLL	LIVE BIRTHS ENROLLMENT AREA	KIND/ BIRTHS RATIO
2007 K STUDENTS TO 2002 BIRTHS	289	329	0.878419
2008 K STUDENTS TO 2003 BIRTHS	318	319	0.996865
2009 K STUDENTS TO 2004 BIRTHS	333	353	0.943343
2010 K STUDENTS TO 2005 BIRTHS	314	285	1.101754
2011 K STUDENTS TO 2006 BIRTHS	307	303	1.013201
2012 K STUDENTS TO 2007 BIRTHS	313	281	1.113879
2013 K STUDENTS TO 2008 BIRTHS	300	316	0.949367



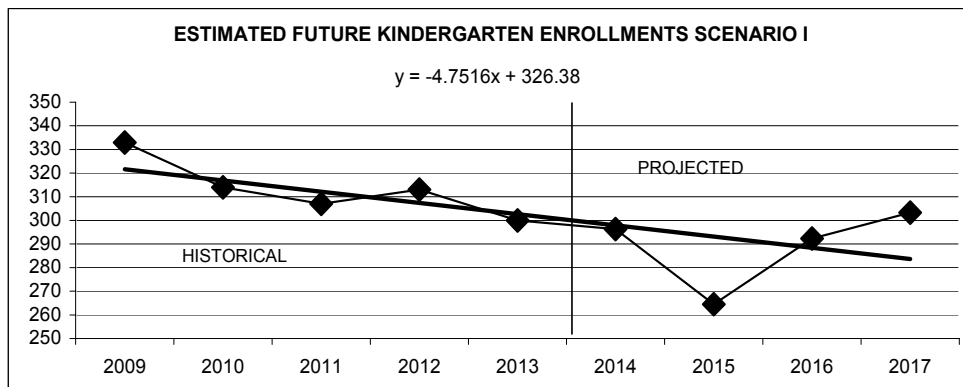
Low, Mid, and High Kindergarten Enrollment Estimates

The historical kindergarten enrollments of the Guilderland 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 six years since 2007. It also assumes that the overall kindergarten enrollment to live birth ratio for the years 2007 through 2013 (.994511) is a historically based ratio that is possible to expect in the future. Forecast scenario one is the basis for the low range enrollment projection calculations with a view of five years into the future.

TABLE 4
PROJECTED GUILDERLAND 2014-2023 KINDERGARTEN ENROLLMENTS BASED UPON (A) THE EXPONENTIAL TREND ANALYSIS OF THE SIX YEAR HISTORICAL PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2007 THROUGH 2012, AND (B) THE RATIO DERIVED FROM TOTAL ENROLLMENT AREA LIVE BIRTHS ('02-'08) AND TOTAL DISTRICT KINDERGARTEN ENROLLMENT ('07-'13)

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	K-ENROLL TO LIVE BIRTH RATIO '08-'13
2014	296	2009	298	0.994511
2015	265	2010	266	0.994511
2016	292	2011	294	0.994511
2017	303	2012	305	0.994511
PROJECTED LIVE BIRTHS				
2018	294	2013	295	0.994511
2019	294	2014	296	0.994511
2020	295	2015	297	0.994511
2021	296	2016	297	0.994511
2022	296	2017	298	0.994511
2023	297	2018	299	0.994511

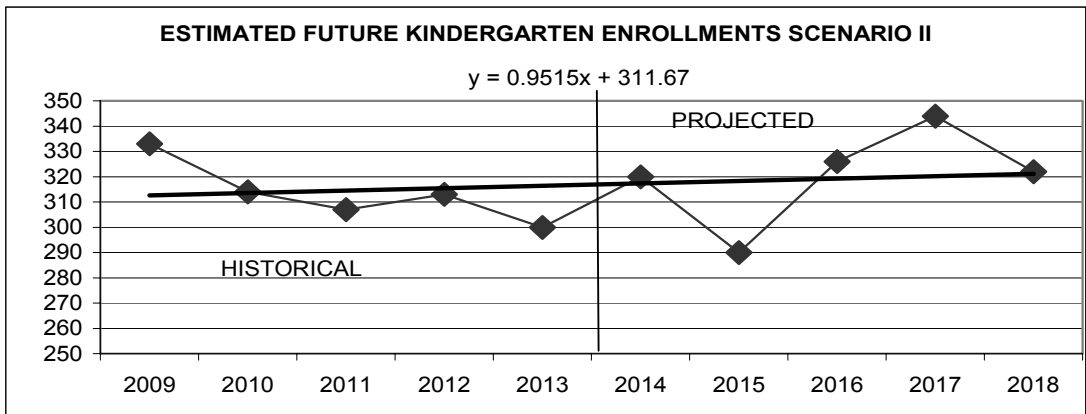


A second forecast of estimated future kindergarten enrollments (*Table 5*) assumes that the live births in the school district enrollment area will continue in the same pattern as it has for the past eleven years since 2002. It recognizes that the historical pattern since 2007 includes three years when the number of kindergarteners enrolled at Guilderland exceeded the number of births recorded for the school district five years earlier than the kindergarten enrollment year (see *Table 3*). The forecast assumes that the historical

pattern of kindergarten-to-live-birth ratios for the years 2007 through 2013 will continue in the same pattern into the future. Forecast scenario two is the basis for the high range enrollment projection calculations with a view of five years into the future.

TABLE 5
PROJECTED GUILDERLAND 2014-2023 KINDERGARTEN ENROLLMENTS BASED UPON
(A) THE EXPONENTIAL TREND ANALYSIS OF THE ELEVEN YEAR HISTORICAL
PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2002 THROUGH 2012, AND (B)
THE EXPONENTIAL TREND ANALYSIS OF THE KINDERGARTEN-TO-LIVE-BIRTH
RATIOS FOR THE SCHOOL YEARS 2007-2013

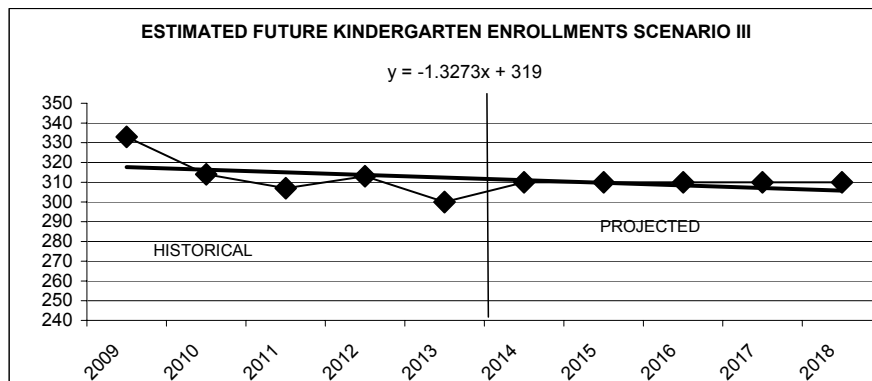
YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO LIVE BIRTH RATIO
2014	320	2009	298	1.073365
2015	290	2010	266	1.09182
2016	326	2011	294	1.110275
2017	344	2012	305	1.128729
			PROJECTED LIVE BIRTHS	
2018	322	2013	281	1.147184
2019	323	2014	277	1.165639
2020	324	2015	274	1.184093
2021	325	2016	270	1.202548
2022	326	2017	267	1.221002
2023	326	2018	263	1.239457



A third forecast of kindergarten enrollments assumes that future kindergarten enrollments will follow the historical pattern of kindergarten enrollments from 2004 through 2013 *without* reference to historical live birth trends or kindergarten-to-live-birth ratio patterns (**Table 6**). Forecast scenario three is the basis for the mid range enrollment projection calculations with a view of five years into the future.

TABLE 6
PROJECTED GUILDERLAND SCHOOL DISTRICT
2014-2023 KINDERGARTEN ENROLLMENTS
BASED UPON AN EXPONENTIAL TREND ANALYSIS
OF THE HISTORICAL PATTERN OF KINDERGARTEN ENROLLMENT
DATA FOR THE PAST TEN YEARS 2004-2013

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO ENROLL. AREA LIVE BIRTH RATIO
2014	310	2009	312	0.992881
2015	310	2010	270	1.147921
2016	310	2011	284	1.091896
2017	310	2012	253	1.226318
			PROJECTED LIVE BIRTHS	
2018	310	2013	295	1.051804
2019	311	2014	299	1.040037
2020	311	2015	302	1.028402
2021	311	2016	306	1.016898
2022	311	2017	309	1.005521
2023	311	2018	313	0.994312



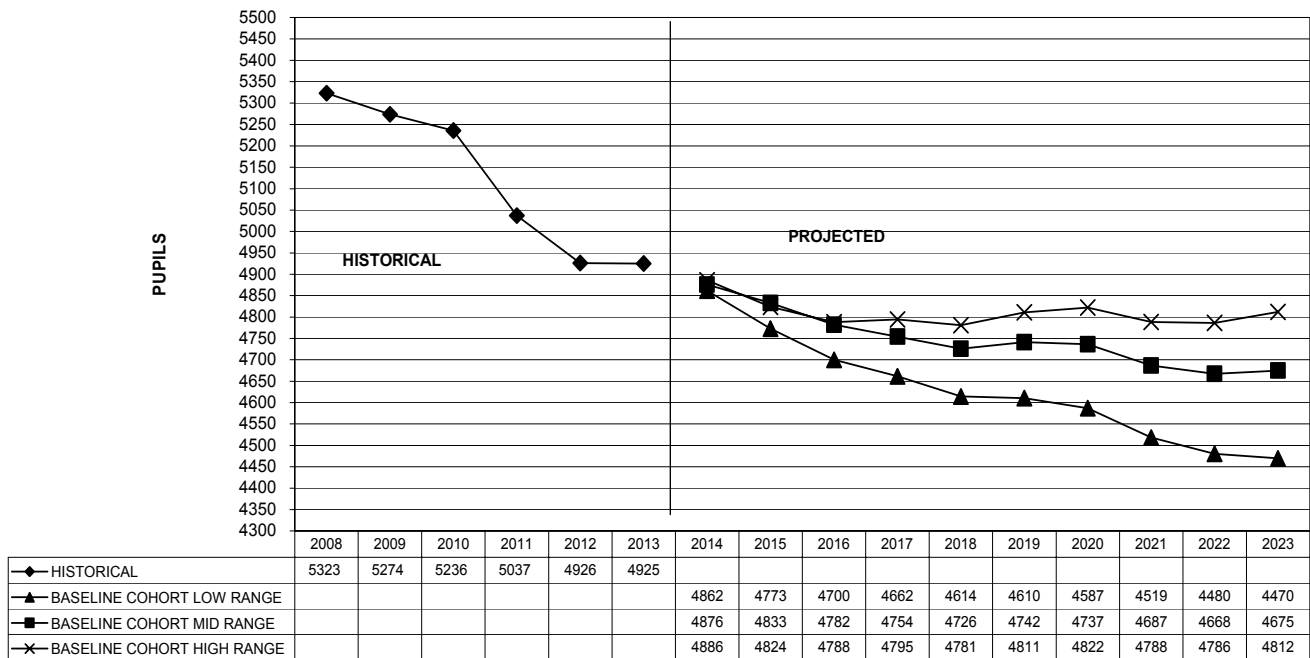
BASELINE K-12 ENROLLMENT PROJECTIONS

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 2008-2009 through 2013-2014. 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 2008-2009 through 2013-2014. The six-year average ratios for each grade level are used to calculate estimated future grade 1-12 enrollments through 2023-24. 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 Base Cohort Enrollment Projections Summary (Table 8) in Appendix B lists the K-5, 6-8 and 9-12 base cohort enrollment projections for the years 2014-2015 through 2023-2024 applying the cohort survival statistic and the three forecast scenarios to estimate future kindergarten enrollments.

The chart below illustrates the K-12 enrollment projections resulting from the assumptions that underlie the baseline cohort low, mid, and high scenarios.

GRADES K-12 ESTIMATED BASELINE COHORT ENROLLMENT PROJECTIONS 2014-2023 GUILDERLAND CSD



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 two years. The chart also includes data about Guilderland resident pupils who transfer to a different attendance zone during the school year. The data from 2011-2013 suggest that there is very little movement between the elementary school attendance zones of established resident pupils once the school year begins.

	2011-2012			2012-2013		
	Transferred In	Transferred Out	Net	Transferred In	Transferred Out	Net
K-5	67	57	+10	96	74	+22
K-5 Inter-School Migration	4	4		11	11	
6-12	52	113	-61	51	100	-49
	K-5 enrollment: 2088	6-12 enrollment: 2949		K-5 enrollment: 2090	6-12 enrollment: 2836	
Rate of transfer of new pupils to the district and existing resident pupils out	K-5:	K-5:	K-5:	K-5:	K-5:	K-5:
	+3.2%	-2.7%	+5%	+4.6%	-3.5%	+1.1%
	6-12	6-12	6-12	6-12	6-12	6-12
	+1.8%	-3.8%	-2%	+1.8%	-3.5%	-1.7%
K-12	119	170	-51	147	174	-27
	+2.4%	-3.4%	-1%	+3%	-3.5%	-5%

School District migration data are available only for the past two years. The two years of data do not define a pattern that can be crafted to estimate future net annual migrations of students to and out of the district. The two years of data helps to illustrate how new resident enrollments at the elementary level have helped to mitigate the historical decline of K-12 total Guilderland pupil enrollment since 2008. The enrollment changes due to migration are reflected in the enrollment estimated calculations based on the historical pattern of grade level enrollments since 2008 and the rates of ‘survival’ of the total number of pupils in one grade level into the next grade level the next school year.

DISTRICT ENROLLMENT AND HOME-SCHOOL/NON-PUBLIC ENROLLMENT

The district reports the following historical private school enrollment data for the school years 2011-2014.

Guilderland Central School District	2011-2012	2012-2013	2013-2014	Mean	Median
Private School Enrollment Grades K-5	169	174	158	167	169
Public School Enrollment Grades K-5	2088	2090	2110	2096	2090
<i>Private School Enrollment as a Percentage of Public School Enrollment</i>	8.1%	8.3%	7.5%	8%	8.1%
Private School Enrollment Grades 6-8	79	73	70	74	73
Public School Enrollment Grades 6-8	1228	1156	1128	1171	1156
<i>Private School Enrollment as a Percentage of Public School Enrollment</i>	6.4%	6.3%	6.2%	6.3%	6.3%
Private School Enrollment Grades 9-12	62	84	107	84	84
Public School Enrollment Grades 9-12	1721	1680	1687	1696	1687
<i>Private School Enrollment as a Percentage of Public School Enrollment</i>	3.6%	5%	6.3%	5%	5%
Total Non-public school Enrollment K-12	310	331	335	325	331
Total K-12 Enrollment Guilderland	5037	4926	4925	4962	4926
<i>Private School Enrollment as a Percentage of Public School Enrollment</i>	6.2%	6.7%	6.8%	6.6%	6.7%

The district reports the following historical home school enrollment data for the school years 2011-2012 through 2013-2014.

Guilderland Central School District	2011-2012	2012-2013	2013-2014	Mean	Median
Home School Enrollment Grades K-5	19	18	8	15	18
Public School Enrollment Grades K-5	2088	2090	2110	2096	2090
<i>Home School Enrollment as a Percentage of Public School Enrollment</i>	.9%	.9%	.4%	.73%	.9%
Home School Enrollment Grades 6-8	13	16	16	15	16
Public School Enrollment Grades 6-8	1228	1156	1128	1170	1156
<i>Home School Enrollment as a Percentage of Public School Enrollment</i>	1.1%	1.4%	1.4%	1.3%	1.4%
Home School Enrollment Grades 9-12	12	15	16	14	15
Public School Enrollment Grades 9-12	1721	1680	1687	1696	1687
<i>Home School Enrollment as a Percentage of Public School Enrollment</i>	.7%	.9%	.9%	.83%	.9%
Total Home School Enrollment K-12	44	49	40	44	44
Total K-12 Enrollment Guilderland	5037	4926	4925	4962	4926
<i>Home School Enrollment as a Percentage of Public School Enrollment</i>	.9%	1%	.8%	.9%	.9%

The district reports the following historical charter school enrollment data for the school years 2011-2012 through 2013-2014.

Guilderland Central School District	2011-2012	2012-2013	2013-2014	Mean	Median
Charter School Enrollment Grades K-5	4	6	4	5	4
Public School Enrollment Grades K-5	2088	2090	2110	2096	2090
<i>Charter School Enrollment as a Percentage of Public School Enrollment</i>	.2%	.3%	.2%	.23%	.2%
Charter School Enrollment Grades 6-8	1	0	2	1	1
Public School Enrollment Grades 6-8	1228	1156	1128	1170	1156
<i>Charter School Enrollment as a Percentage of Public School Enrollment</i>	.8%	0%	.2%	.3%	.2%
Charter School Enrollment Grades 9-12	0	1	2	1	1
Public School Enrollment Grades 9-12	1721	1680	1687	1696	1687
<i>Charter School Enrollment as a Percentage of Public School Enrollment</i>	0%	.1%	.1%	.07%	.1%
Total Charter School Enrollment K-12	5	7	8	7	7
Total K-12 Enrollment Guilderland	5037	4926	4925	4962	4926
<i>Charter School Enrollment as a Percentage of Public School Enrollment</i>	.1%	.1%	.2%	.13%	.1%

It is assumed that the private school and home school enrollment data listed in the charts above have already been incorporated into the pattern of historical public school enrollments since 2007. No changes, at this time, are made to the baseline enrollment projection calculations because of the historical pattern of private school, home school or charter school enrollments. 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 private/home/charter school enrollment since 2011 is that about 7% to 8% of any new school-aged population expected or estimated to move to the district will attend non-public schools 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 private 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 Guilderland 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 school districts do not sponsor tuition for their students to attend the Guilderland School District.

DISTRICT ENROLLMENT AND DROPOUT RATES/NONCOMPLETION RATES

Charted below are the high school graduation cohort results since 2005 and the noncompletion rates since 2006-2007 for the Guilderland Central School District as published by the State Education Department.

**GUILDERLAND CENTRAL SCHOOL DISTRICT
HIGH SCHOOL GRADUATION RESULTS OF ALL STUDENTS OF
GRADE 9 COHORTS FOUR YEARS LATER**

COHORT YEAR	STUDENT COUNT	% GRADUATED	IEP DIPLOMA	% STILL ENROLLED	TRANS. TO GED	% DROPPED OUT
2005	463	90%	2%	4%	0%	4%
2006	471	92%	1%	4%	0%	3%
2007	488	93.2%	1.4%	2.7%	0%	2.7%
2008	484	93%	.8%	2.7%	.2%	3.3%

**HIGH SCHOOL NONCOMPLETION RATES FOR ALL
GUILDERLAND STUDENTS***

YEAR	# DROPPED OUT	# ENTERED GED PROGRAM	TOTAL NON-COMPLETERS	% OF ENROLL
11-12	14	1	15	1%
10-11	15	1	16	1%
09-10	21	3	24	1%
08-09	23	1	24	1%
07-08	28	3	31	1%
06-07	44	1	45	2%
Totals over six years	145	10	155	

*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 ‘non-completers. There is an average of 26 non-completers for each of the school years from 2006-2012. The average over the past four school years is 18 non-completers.

The district provides on-going coordinated efforts to help all pupils complete graduation requirements. For example, the FOCUS Program at the high school is a custom program for ‘at-risk students identified in grade 10. The district is studying the possibility of beginning FOCUS in ninth grade. Summer school is offered to help students recover credits for failed courses and/or Regents exams. A regional cooperative summer school through the BOCES consortium is under consideration as a way to help pupils achieve the necessary course credits to complete high school. The SED Report Card data charted above suggest that the effort of the school district to help all pupils achieve graduation has had success over the past six years. As part of the district’s on-going development of its Academic Interventions Program planning, it may want to develop further and/or enhance efforts to focus further on the 14 to 23 pupils a year who do not achieve a high school diploma. 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.

SNAPSHOT OF SCHOOL DISTRICT DEMOGRAPHICS

The boundaries of the Guilderland Central School District include 50.01 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 **2012 American Community Survey 3-year estimates** released in December of 2013 specific to the Guilderland Central School District geographic service area.

Total Population	36,468	
Median age	39.7	
Under 5	3.5%	Under 5 population county-wide is 4.9% Total of 23.4%; note that the youngest cohorts under 5 and 5 to 9 are smaller than the 10 to 14 and 15 to 19 cohorts.
5 to 9	5.3%	
10 to 14	5.2%	
15 to 19	9.4%	
20 to 44	32.9%	
45 to 64	29%	Prime childbearing years
65 to 84	11.9%	
85 and over	2.9%	
Total Households	14,628	Current public school enrollment of 4925; on average .337 public school pupils per household
Family Households	8562	58.5% of all households; Current public school enrollment of 4925; on average .575 pupils per family household
Family households with own children under 18 years	3569	24.4% of all households; Current public school enrollment of 4925; on average .725 pupils per family household with children under 18
Non-family households	6066	41.5% of the total households
Householder living alone	4699	32.1% of the total households
Householder living alone 65 years and older	1762	12% of the total households
All of households with one or more people under 18 years	25.2%	About one out of four households.
All of households with one or more people 65 years and older	26.5%	About one out of four households.
Average household size	2.35	
Average family size	3.05	
% high school graduate or higher	95.4%	
% bachelor’s degree or higher	50.2%	
Residence 1 year ago; same house	88%	
Total housing units	15,503	
1 unit attached and detached	68.2%	
2 units	2.8%	
3 or 4 units	5%	
5 to 9 units	12.4%	
10 to 19 units	4.7%	
20 or more units	6%	
Mobile home	.9%	
Total housing units built 2000 or later	1414; 9.1%	

% of householders moved into household unit since 2000	55.3%	Rate of household change either within the district or by new residents moving to the district is about 4.25% per year
Housing units with 3 or more bedrooms	57.7%	Majority of existing housing unit inventory has primary characteristic for family with children households
Owner occupied	65.7%	
Renter occupied	34.3%	
Average size of owner occupied unit	2.58	
Average size of renter occupied unity	1.92	
Percentage of owner occupied units with a value of \$200,000 to \$499,999	62.8%	
Occupation of population 16 years and over:		
Educational service; health care and social assistance occupations	30.7%	
Professional, scientific, and management	11.3%	
Retail trade occupations	10.1%	
Median household income	\$80,310	
Mean household income	\$94,647	
Median family income	\$101,956	
Mean family income	\$119,491	
Median non-family income	\$53,151	
Mean non-family income	\$58,615	
PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL		
All families	3.9%	
With related children under 18 years	5.4%	
Married couple families	1.9%	
With related children under 18 years	1.4%	
Families with female householder, no husband present	18.2%	
With related children under 18 years	31.7%	
All people	5.8%	
Under 18 years	7%	

Some example discussion questions for Guilderland as it plans for the future based on the Census data might include:

- About 33% of the school district population is at child-bearing 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? About 58% of all housing units in Guilderland have at least 3 bedrooms. 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?
- The estimated median age of the district is 39.7 years, which is approaching the upper range of what is considered, prime childbearing years. What are some possible impacts on the school district if the housing market does not encourage residents in their prime childbearing years to move to the district? What are some possible impacts on the school district if the median age of residents continues to increase?

- The share of total households in Guilderland with one or more persons 65 years or older is about 26 out of a 100 compared to about 25 out of 100 district households with members under 18. 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 25 out of 100 households with children under 18 and the 75 out of 100 households with no children under 18?
- The median household income is about 21% less than the median family income in the Guilderland School District. The average household income is about 21% less than the average family income in the Guilderland School District. Has this disparity 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?

THE HOUSING MARKET

The planning/codes officials from the Towns of Bethlehem, Guilderland, Knox, New Scotland and the Village of Altamont were contacted to share the best available information about residential development projects as of March 2014. 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 Guilderland Central School District.

Charted below is the status of the various developments/ideas that are located in the school district sorted by Town. The chart lists the best estimate of the build-out schedule as of March 2014 as reported by the responding municipalities. Cost of materials, the mortgage market, business decisions by developers, the ebbs, and flow of the general economy and job market can influence the build-out schedule of proposed residential projects.

The study takes a conservative approach in estimating the potential influence of the new residential market on future enrollments in the Guilderland School District. Included in the study are separately estimated future enrollment calculations based on the perceived build-out timelines suggested by the respective Town officials from their observations and informal conversations with the developers as of March 2014. To hypothetically estimate specific numbers of new Guilderland pupil enrollments because of *all* of the approved or in process or on-hold proposed residential development would not be diligent or reliable now since available information about the project build-out timelines is incomplete.

DATA AS OF DECEMBER 2013						
PROJECT NAME	TYPE/STATUS	Estimated Build-Out as of 12/13				
		2014	2015	2016	2017	
Town of Guilderland (Including Altamont Village)						
Bozenkill	10 lots, all sold; under construction	3	3	3		
Dutchman Acres	34					
Lone Pine 7	70; not yet built 32	8	8	8	8	
Lynwood Estates	13, slow progress			2	2	
Mat Farms	60; roads, infrastructure in		3	5	5	
Mill Hill 2 & 3	73; 55 not yet built; Townhouses		10	10	10	
Patriot Woods	10; 9 not yet built; slow, steady	1	1	1	1	
Pine Bush Manor 2	51; 9 not yet built; slow, steady	1	1	1	1	
Prescott Woods	90; 13 not yet built, slow, steady	1	1	1	1	
Random Acres 6	183; 12 not yet built; slow, steady	1	1	1	1	
Saddlebrook	42; 7 not yet built; slow, steady	1	1	1	1	
Sir Louis Court	14; no progress					
Twenty West	72; 48 not yet built; started in 2013	12	12	12	12	
Williamsburg	60; 15 not yet built; no progress					
Woodsfield	45; 35 not yet built; recent slow progress	1	1	1	1	
Mill Hollow	88 senior citizen housing; just started	22	22	22	22	
Seafini Apartments	8	4	4			
Towns of New Scotland, Bethlehem, and Knox						
None in Guilderland CSD						

POTENTIAL IMPACT OF THE NEW HOUSING MARKET ON FUTURE SCHOOL DISTRICT ENROLLMENTS

The residential development data as of March 2014 from the Towns suggest that there is the *potential* for 160 newly constructed single-family residential units, and 8 apartments to be built, sold, and/or rented in the Guilderland School District over the next four years, 2014-2017. It is also estimated that 44 out of the 88 senior citizen apartments of the Mill Hollow project be occupied by current Guilderland residents.

Therefore, it is estimated that 44 existing family-sized residential properties will be added to the ‘for sale inventory’ within the school district boundaries influenced by the construction of the 88 senior citizen apartments.

The study offers enrollment projection estimates based on the following residential developments with the estimated build-out and sales timelines listed.

Single Family Units	TOWN	2014	2015	2016	2017
		Town of Guilderland	29	42	46
	Estimated existing family-sized residential properties added to the ‘for sale inventory’ due to Guilderland residents choosing to move to the Mill Hollow Senior Citizen Development	11	11	11	11
Single Rental Units	Town of Guilderland	4	4		

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 additional single-family residences suspected to be on the market will be owner occupied.
- If current residents of the school district purchase or rent a new household unit, then it is assumed vacated units will be sold/rented to new population to the district.
- Seasonal residents will occupy none of the new households.
- Occupation of the homes will reflect the Census 2012 three year estimates on average Guilderland School District household size of 2.58 for owner-occupied homes; and 1.92 for rental units.
- The Census 2012 three year estimated percentages of population for age group cohorts in the geography bounded by the Guilderland School District are valid estimates in 2013.

(3.5%): Estimated under five years old
(5.3%) Estimated new enrollment grades K, 1,2,3,4 ---ages 5, 6, 7, 8, and 9 years
(5.2%) Estimated new enrollment grades 5, 6, 7, 8, 9 ---ages 10, 11, 12, 13, 14 years of age
(9.4%) 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. However, the school district may want to assume a

lower enrollment rate of the estimated new school-aged population suggested by the new residential market.

The pattern of private/home schooled enrollment since 2011 is that about 7% to 8% of the school-aged population in the school district attends non-public schools instead of the public school system. The study takes a ‘conservative’ point of view and assumes that *all* potential new school-aged population will attend public school at Guilderland. The district may wish to use 92 to 93% of the estimated new school-aged enrollment that may come about due to residential construction. Until profiles of specific new homebuyers are known, it is assumed that estimated 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 MARCH 2014 TO BE MOST POSSIBLE OVER THE NEXT FOUR YEARS

AVERAGE HOUSEHOLD SIZE (CENSUS ACS 2012 ESTIMATE)	2014	2015	2016	2017
2.58 persons per owner-occupied single residential household:	X 40	X 53	X 57	X 54
1.92 persons per rental household:	X 4	X 4		
ESTIMATED TOTAL POPULATION TO OCCUPY NEW HOUSING CONSTRUCTION	110.88	144.42	147.06	139.32
Estimated under five years old (3.5%)	3.9	5.1	5.1	4.9
Estimated new enrollment grades K, 1,2,3,4 (5.3%)	5.9	7.7	7.8	7.4
Estimated new enrollment grades 5, 6, 7, 8,9 (5.2%)	5.8	7.5	7.6	7.2
Estimated new enrollment grades 10,11,12 (9.4%)	10.4	13.6	13.8	13.1
Estimated 0 to School Age Totals:	25.9	33.8	34.4	32.6

SUMMARY OF ESTIMATED PER GRADE LEVEL K THROUGH 12 ADDED ENROLLMENT TO BASE COHORT CALCULATION FOR EACH YEAR 2015 THROUGH 2022 BASED ON THE NEW HOUSING UNITS ESTIMATED AS OF MARCH 2014 IN THE GUILDERLAND CSD

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
AGE 0-1	0.970	1.264	1.287	1.219	0.000	0.000	0.000	0.000
AGE 1-2	0.970	2.234	2.550	2.506	1.219	0.000	0.000	0.000
AGE 2-3	0.970	2.234	3.521	3.770	2.506	1.219	0.000	0.000
AGE 3-4	0.970	2.234	3.521	4.740	3.770	2.506	1.219	0.000
K	1.175	2.501	3.793	4.997	4.740	3.770	2.506	1.219
1	1.175	1.531	1.559	1.477	0.000	0.000	0.000	0.000
2	1.175	1.531	1.559	1.477	0.000	0.000	0.000	0.000
3	1.175	1.531	1.559	1.477	0.000	0.000	0.000	0.000
4	1.175	1.531	1.559	1.477	0.000	0.000	0.000	0.000
5	1.441	1.877	1.912	1.811	0.000	0.000	0.000	0.000
6	1.441	1.877	1.912	1.811	0.000	0.000	0.000	0.000
7	1.441	1.877	1.912	1.811	0.000	0.000	0.000	0.000
8	1.441	1.877	1.912	1.811	0.000	0.000	0.000	0.000
9	2.606	3.394	3.456	3.274	0.000	0.000	0.000	0.000
10	2.606	3.394	3.456	3.274	0.000	0.000	0.000	0.000
11	2.606	3.394	3.456	3.274	0.000	0.000	0.000	0.000
12	2.606	3.394	3.456	3.274	0.000	0.000	0.000	0.000
EST. TOTALS K-12	22.065	29.710	31.499	31.245	4.740	3.770	2.506	1.219

The study suggests that the estimated construction and marketing of new household units over the next four years will add a potential of about 541 new residents to the Guilderland School District. Of that possible new population, it is estimated that about 127 will be between the age of 0 and 19. These 127 children may add to the public school district population over the eight years from 2015 through 2022. It is estimated that each new housing unit on average will include .623 school age children over the years 2015-2022. Currently, in 2013, each household unit in the Guilderland School District has on average .337 public school pupils. Note that the study conservatively assumes that all potential school age-pupils from the estimated residential unit development will attend the public school and not a private setting. Actual new pupil enrollment may be lower.

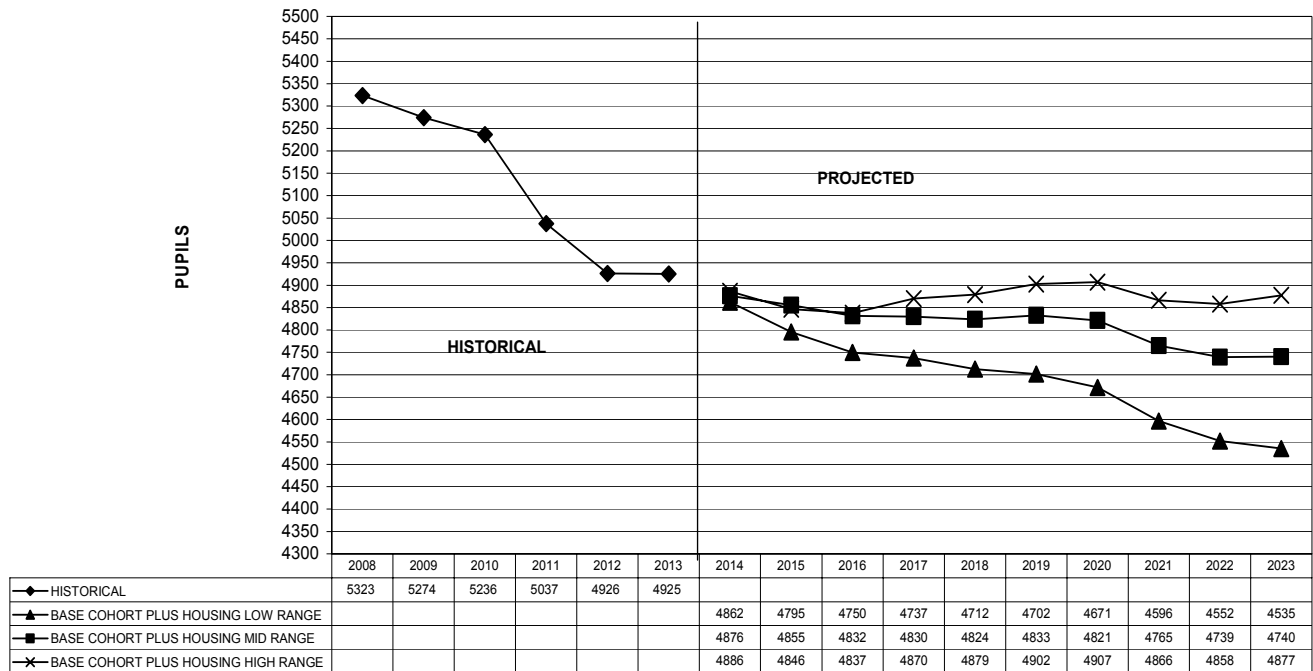
The base cohort K-12 low, mid, and high enrollment projections are recalculated by factoring the estimated added annual pupil enrollment estimated due to proposed housing unit housing market influences as of March 2014. **Tables 8A, B, and C** in *Appendix B* calculate the estimated low, mid and high enrollment impacts of the new population expected to move to the district based on proposed housing unit development implementation timelines estimated as of March 2014.

Table 9 in *Appendix B* summarizes the adjusted low, mid, and high enrollment projections taking into account the expected positive influence on future public school enrollment that the residential units coming to the market may have on increased population to the Guilderland enrollment area.

Until the new family housing units are ready for sale, and until marketing results begin to take shape, the elementary and secondary enrollment totals suggested by the study, because of assumed housing market conditions, are more reliable for planning than individual grade level enrollment estimates at the time of publication. It is important to note that the methodology of the study to estimate the potential impact of new housing construction rests on data about development that is highly likely to be built and marketed. It does not use data that total all potential building spaces *available* for development within the district. An ongoing regularly scheduled dialog with the knowledgeable representatives of the codes/planning office of each Town that makes up the school district should take place to know when other development might come to fruition.

The chart on the next page illustrates the enrollment projections resulting from the assumptions that underlie the baseline cohort low, mid, and high scenarios adjusted by the expected influence of the estimated construction and marketing of 160 new household units and 44 additional existing units of seniors moving to senior apartments over the next four years.

GRADES K-12 ESTIMATED BASE COHORT ENROLLMENT PROJECTIONS ADJUSTED BY THE INFLUENCE OF EXPECTED NEW RESIDENTIAL CONSTRUCTION AS OF MARCH 2014



REALTOR INSIGHTS ABOUT THE HOUSING MARKET

The district provided local realtor contacts to interview to understand the current market and to estimate the future residential market in the school district. The time and willingness of **Mr. Troy Miller, of CMFox Real Estate**, and **Mr. Kevin Clancy of Clancy Real Estate** to share their expertise, information, and local market knowledge is sincerely appreciated and is a valuable asset to the study and to the Guilderland School District. Mr. Michael Valentine of the Albany Industrial Development Agency also was valuable in sharing information about the Global Foundry initiatives and the local job market.

Two prime economic variables in the Capital Region are Global Foundry and the Nano Center at Albany University. The housing choice to date for most has been rentals. The Malta area and Albany City have been the primary sites for renting. Most of the purchasing has occurred in the Mechanicsville, Saratoga, Delmar, Guilderland, Stillwater, and Bethlehem areas.

The realtors are finding that not all Global employees are relocating, as many choose to stay in their present home and commute. In addition, many of the first waves of Global Foundry employees have homes in Texas. Other Capital area realtors report how the housing market in Texas is still ‘an upside down market’ in that equity in current homes is very low since housing prices are still depressed compared to when the homes were purchased. In addition, a set of employees are trainers and other specialties that may not be permanently part of the Capital Region Global Foundry enterprise. Mr. Clancy of Clancy Real Estate describes how clients often have two to three contracts with Global Foundry and, therefore, renting is preferred. As such, the market has a “shortage of rental properties”. Often, Global Foundry clients are renting single-family homes at market rates similar to housing that they otherwise might purchase. Mr. Clancy shares his experience that most of the Global Foundry related sales of homes have been to international employees transferred to the Capital Region. Similarly, he has served international employees of the Nano Center with home purchases.

Mr. Miller shares the perspective that the Global Foundry presence has encouraged a positive economic and growth sentiment in the Capital Region by individual citizens and the media. The housing sales market, so far, has seen ‘little impact’.

Mr. Michael Valentine, Senior Planner, of the Albany County Industrial Development Agency explains that the original phase for the microchip manufacturing is FAB 8.1 and the development of a Research and Development Center. FAB 8.2 is the second manufacturing phase that has been approved by the Towns of Malta and Stillwater. He suggests that it will take about four years to begin to see the employment influence on the region. Currently, Global and the Towns and State are at the tax incentive discussion stage. Recently, there was a public briefing by Global where it was explained that the company has been selected to manufacture a new chip for Apple. Even though “30 people have been laid off at Global”, it is expected that 2015 will be a “very good year” for the company. To date there has not been an upsurge of support business and suppliers to Global Foundries. Instead, the development of support businesses has been slow. It is primarily due to the business decision “to contract for supplies a year at a time instead of through long-term contracts”. However, Mr. Valentine notes there has been an increase in such professional support services like architects and law firms in the Global Foundry ‘catchment area’. Infrastructure, a network-wiring firm, has expanded, for example.

In a phone interview, Mr. Valentine shared how Global is collaborating with area schools to help nurture a trained and chip-industry career oriented future work force. Hudson Valley Community College

spearheaded a program to train ‘clean-room’ manufacturing skills. At present, the program is not filled with students pursuing a 2-year degree or enrolled for retraining. Global Foundries is supporting and working with local public schools of the region to provide curriculum and information about robotics and nano technology to elementary and middle school students. In this way, it is hoped that if students ‘grow-up’ with the knowledge about such technology, then they may well consider pursuing a career in the industry and thus become the foundation for the future Global workforce in the region.

Mr. Miller explains that the Guilderland School District area is considered a “primary market” along with the Bethlehem and South Colonie School Districts. Young couples with children often have ‘good schools’ as a major focus that guides their home purchase. Guilderland CSD has a recognized ‘good school reputation’. For those in the \$225,000 to \$299,999 housing market, good schools, amenities of the property and property tax amounts are the key home purchasing considerations. He explains how clients will initially identify a particular ‘primary market’. Depending upon how the three major home purchasing considerations ‘line up’, the final purchase may not be in the initially identified market. Mr. Miller also notes that the Guilderland housing market has many Guilderland-to-Guilderland buyers who are either upgrading or downsizing within the same market. The Guilderland CSD market has larger homes in the \$500,000 plus market range that attracts out-of-state buyers and empty nesters. Often these households have no children or the children attend private school settings.

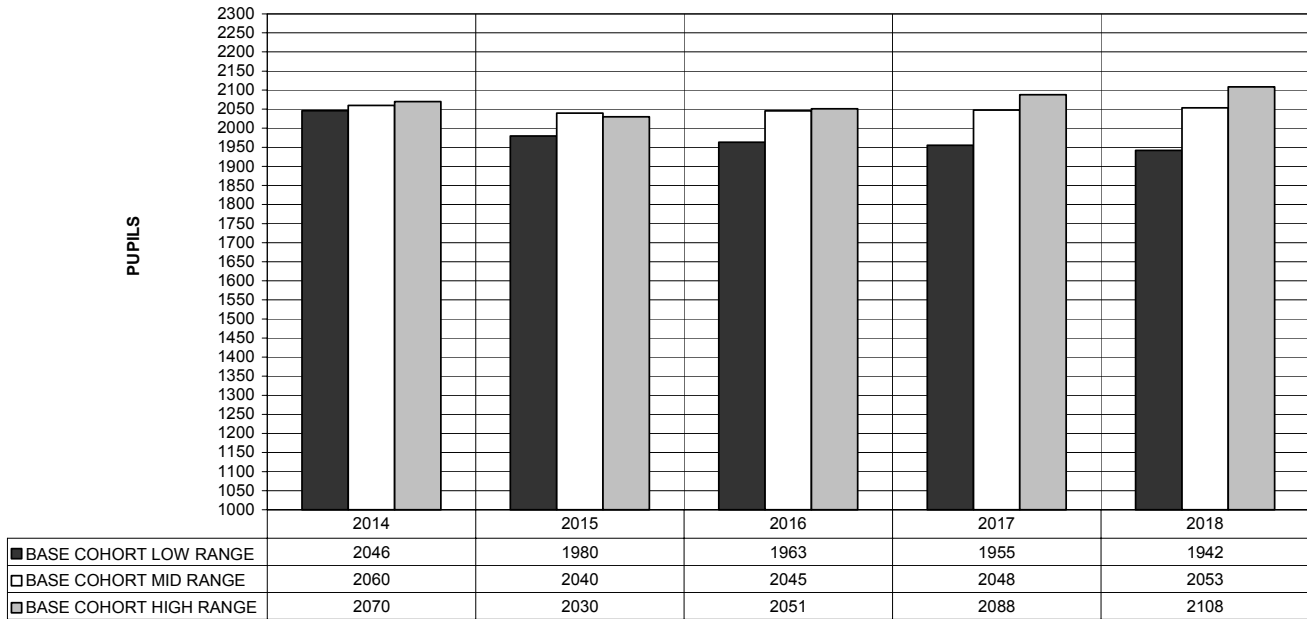
Both Mr. Troy Miller, of CMFox Real Estate, and Mr. Kevin Clancy of Clancy Real Estate, foresee a continued strong real estate market for Guilderland as a primary market of the Capital Region.

SUMMARY OF K-12 ENROLLMENT PROJECTION DATA CALCULATIONS

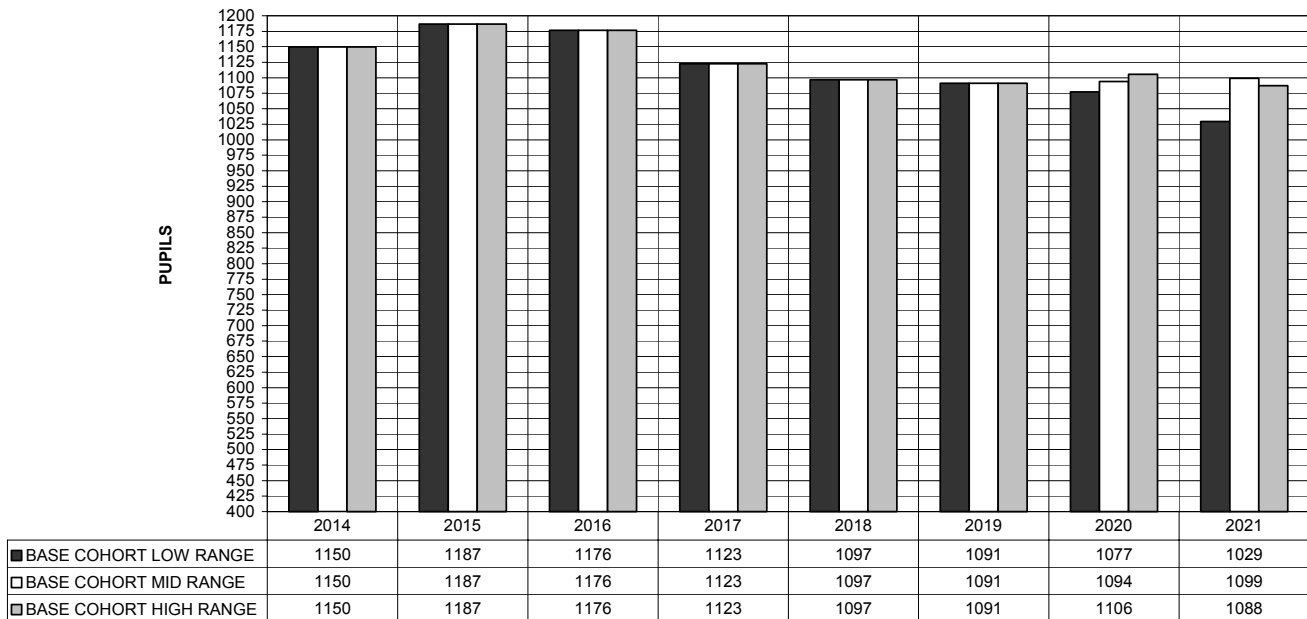
The charts that follow summarize the enrollment projection calculations through 2022-2023 undertaken in this study. The estimates are based on the application of the cohort survival statistic and annual total live birth analysis to project potential kindergarten enrollments in the future. The enrollment estimates are projections and not predictions. All enrollment projections for years further in the future (plus five years) 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. The projections do offer a starting point for analyzing and understanding the elements of future school district demographic change.

BASELINE COHORT ENROLLMENT ESTIMATES

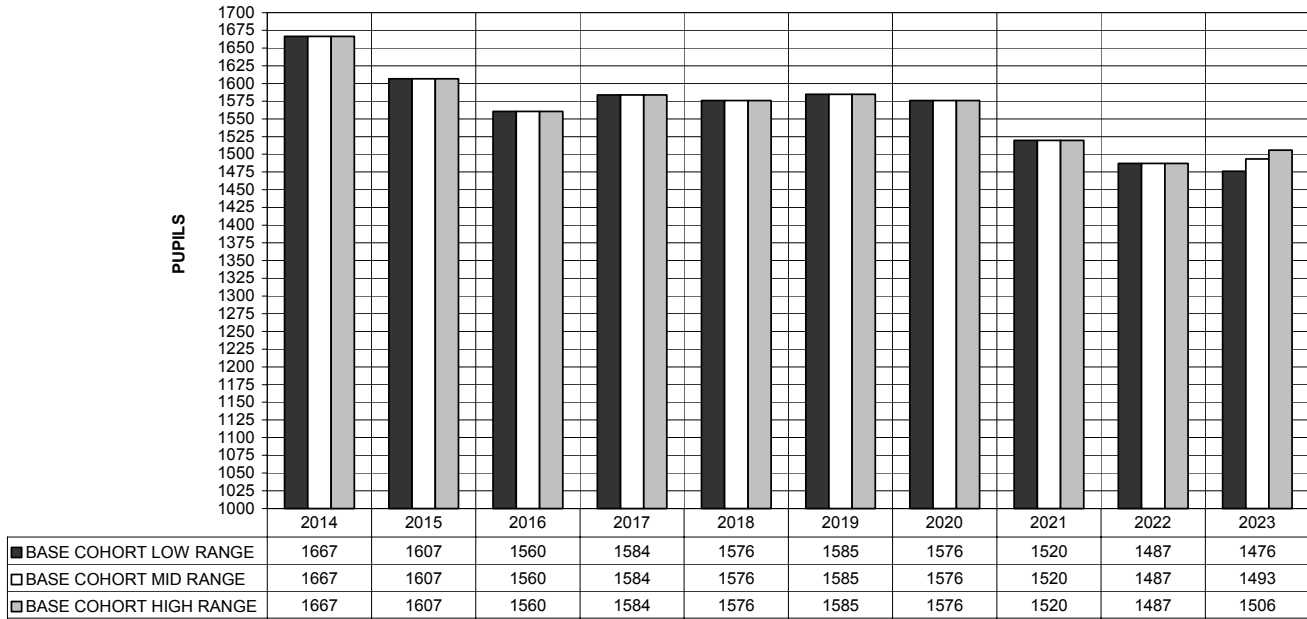
GRADES K-5 ESTIMATED ENROLLMENT SCENARIOS 2014-2018



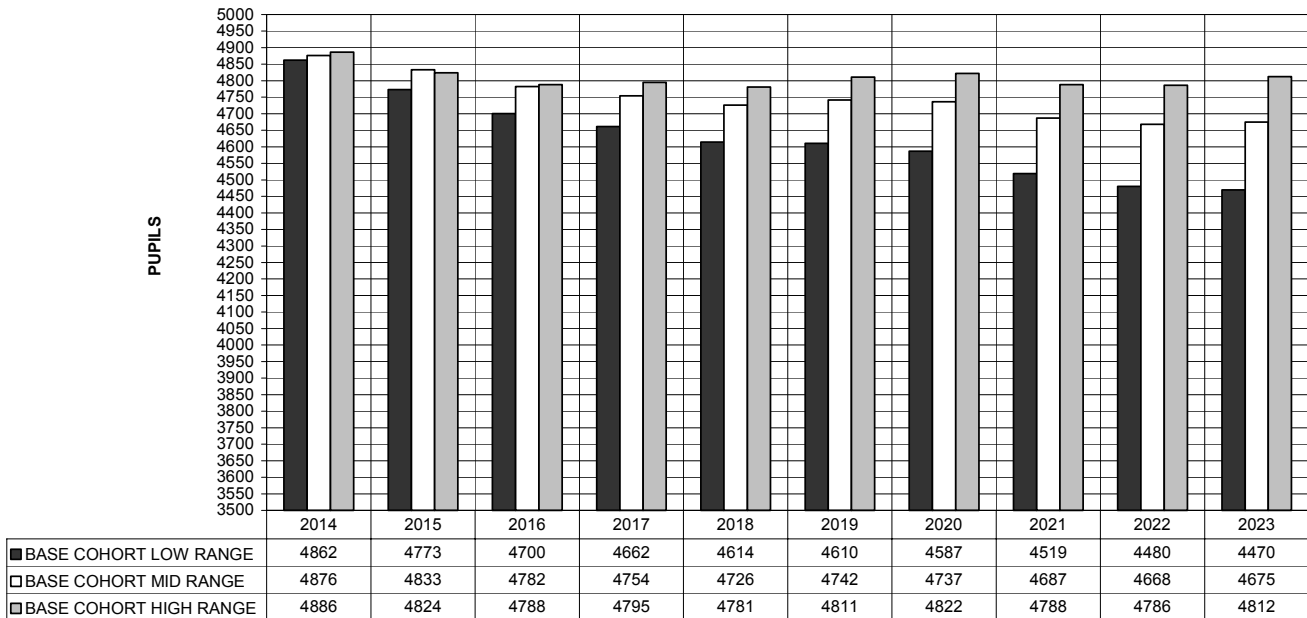
GRADES 6-8 ESTIMATED ENROLLMENT SCENARIOS 2014-2021



GRADES 9-12 ESTIMATED ENROLLMENT SCENARIOS 2014-2023

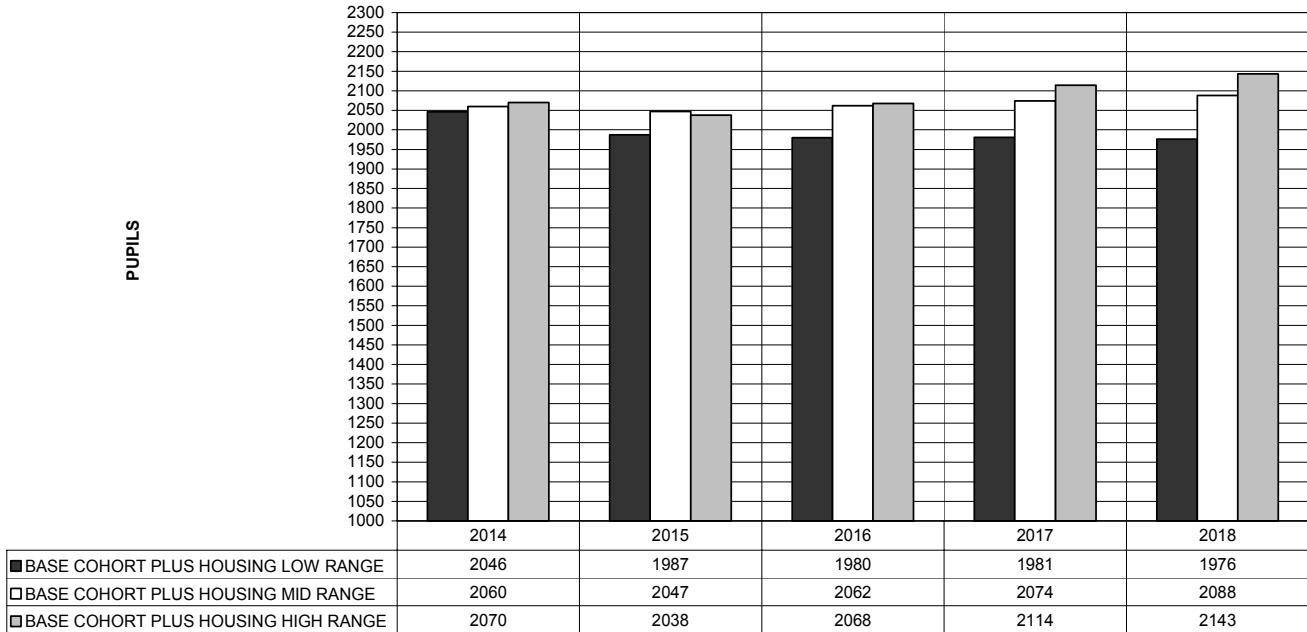


GRADES K-12 ESTIMATED ENROLLMENT SCENARIOS 2014-2023

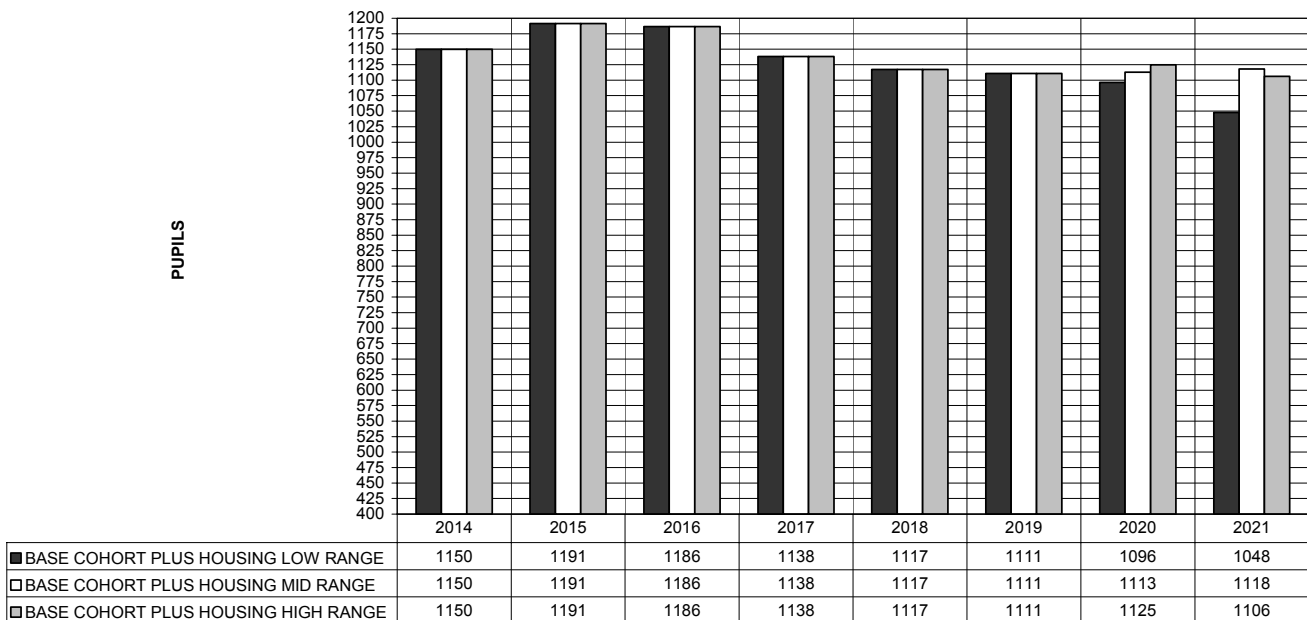


ENROLLMENT ESTIMATES: BASELINE COHORT PLUS POSSIBLE INFLUENCE OF ADDED NEW RESIDENTIAL UNITS AS OF DECEMBER 2013 TO THE HOUSING MARKET

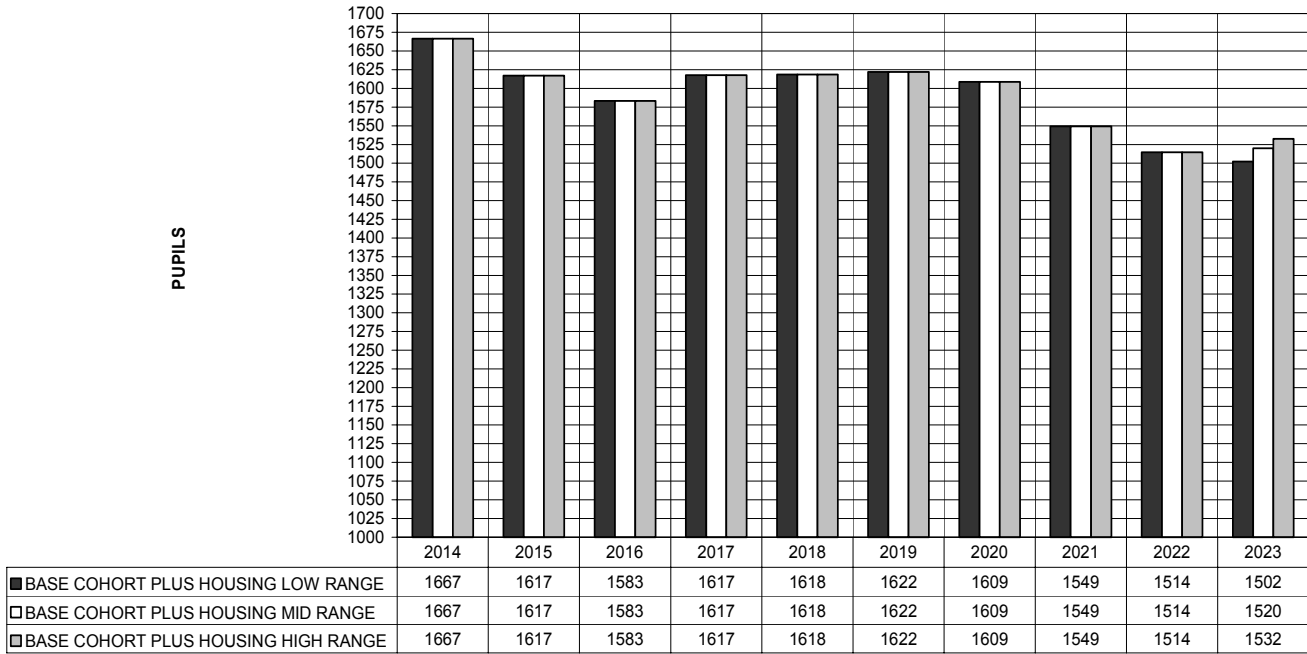
GRADES K-5 ESTIMATED ENROLLMENT SCENARIOS 2014-2018 AND ESTIMATED NEW HOUSING UNITS AS OF MARCH 2014



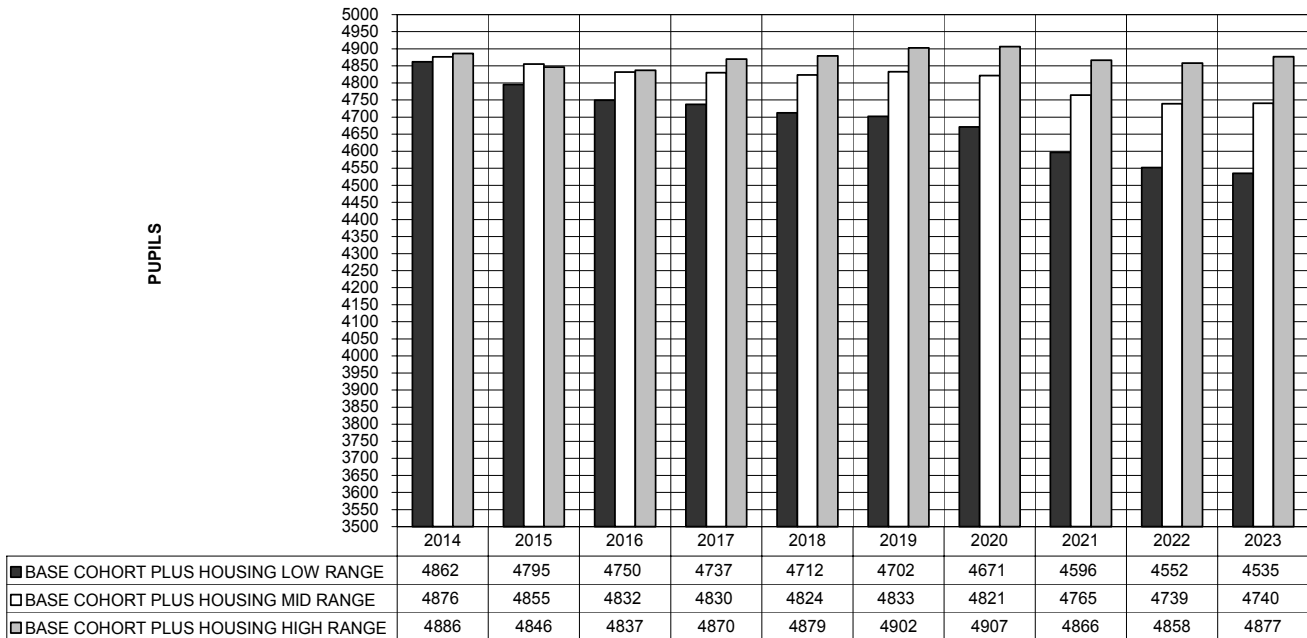
GRADES 6-8 ESTIMATED ENROLLMENT SCENARIOS 2014-2021 AND ESTIMATED NEW HOUSING UNITS AS OF MARCH 2014



GRADES 9-12 ESTIMATED ENROLLMENT SCENARIOS 2014-2023 AND ESTIMATED NEW HOUSING UNITS AS OF MARCH 2014



GRADES K-12 ESTIMATED ENROLLMENT SCENARIOS 2014-2023 AND ESTIMATED NEW HOUSING UNITS AS OF MARCH 2014



The table below is 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-5 (6) enrollment five years into the future; grades (6) 7-8 enrollment eight years into the future; and estimated grades 9-12 enrollment ten years into the future. In summary, the six projections suggest that:

Base Cohort Projections:

- **Grades K-5 enrollment** may remain stable over the next five years per the most optimistic estimate. The most conservative estimate suggests an enrollment of about 165 fewer pupils compared to 2013-2014.
- **Grades 6-8 enrollment** may likely decrease up to 100 pupils over the next eight years. The most optimistic estimate suggests an enrollment of about 40 fewer pupils compared to 2013-2014.
- **Grades 9-12 enrollment** may likely decline up to 210 pupils over the next 10 years. The most optimistic estimate suggests an enrollment of about 180 fewer pupils compared to 2013-2014.
- **Grades K-6 enrollment** may likely remain stable over the next five years. The most conservative estimate suggests an enrollment of about 175 fewer pupils compared to 2013-2014.
- **Grades 7-12 enrollment** may likely decline by up to 200 pupils over the next ten years. The most conservative estimate suggests an enrollment of about 300 fewer pupils compared to 2013-2014.

Baseline Enrollment Projections (shaded estimates used by SED for facility project submittals)					
Calculation	Year	Grades K-5	Grades 6-8	Grades 9-12	Total Grades K-12
CURRENT ENROLLMENT	2013-2014	2110	1128	1687	4925
Baseline Cohort Low Range					
	2016-2017	1963	1176	1560	4700
	2018-2019	1942	1097	1576	4614
	2021-2022	1970	1029	1520	4519
	2023-2024	1967	1027	1476	4470
Baseline Cohort Mid Range					
	2016-2017	2045	1176	1560	4782
	2018-2019	2053	1097	1576	4726
	2021-2022	2068	1099	1520	4687
	2023-2024	2070	1111	1493	4675
Baseline Cohort High Range					
	2016-2017	2051	1176	1560	4788
	2018-2019	2108	1097	1576	4781
	2021-2022	2181	1088	1520	4788
	2023-2024	2160	1146	1506	4812

	Year	Grades K-6	Grades 7-12
CURRENT ENROLLMENT	2013-2014	2481	2444
Baseline Cohort Low Range	2016-2017	2323	2377
	2018-2019	2302	2312
	2021-2022	2282	2236
	2023-2024	2324	2145
Baseline Cohort Mid Range	2016-2017	2405	2377
	2018-2019	2414	2312
	2021-2022	2434	2253
	2023-2024	2436	2239
Baseline Cohort High Range	2016-2017	2411	2377
	2018-2019	2469	2312
	2021-2022	2523	2265
	2023-2024	2566	2246

Base Cohort Projections *Plus Potential Influence of New Housing Units as of March 2014:*

- **Grades K-5 enrollment** may increase by about 30 pupils over the next five years per the most optimistic estimate. The most conservative estimate suggests an enrollment of about 135 fewer pupils compared to 2013-2014.
- **Grades 6-8 enrollment** may likely decrease up to 80 pupils over the next eight years. The most optimistic estimate suggests an enrollment of about 20 fewer pupils compared to 2013-2014.
- **Grades 9-12 enrollment** may likely decline up to 185 pupils over the next 10 years. The most optimistic estimate suggests an enrollment of about 155 fewer pupils compared to 2013-2014.
- **Grades K-6 enrollment** may increase by about 30 pupils over the next five years. The most conservative estimate suggests an enrollment of about 135 fewer pupils compared to 2013-2014.
- **Grades 7-12 enrollment** may likely decline by up to about 155 pupils over the next ten years. The most conservative estimate suggests an enrollment of about 260 fewer pupils compared to 2013-2014.

Baseline Enrollment Projections Plus the Estimated Influence of New Housing Units as of March 2014 (shaded estimates used by SED for facility project submittals)					
Calculation	Year	Grades K-5	Grades 6-8	Grades 9-12	Total Grades K-12
CURRENT ENROLLMENT	2013-2014	2110	1128	1687	4925
Baseline Cohort Plus Housing Low Range	2016-2017	1980	1186	1583	4750
	2018-2019	1976	1117	1618	4712
	2021-2022	1999	1048	1549	4596
	2023-2024	1987	1046	1502	4535
Baseline Cohort Plus Housing Mid Range	2016-2017	2062	1186	1583	4832
	2018-2019	2088	1117	1618	4824
	2021-2022	2098	1118	1549	4765
	2023-2024	2090	1130	1520	4740
Baseline Cohort Plus Housing High Range	2016-2017	2068	1186	1583	4837
	2018-2019	2143	1117	1618	4879
	2021-2022	2211	1106	1549	4866
	2023-2024	2180	1165	1532	4877

	Year	Grades K-6	Grades 7-12
CURRENT ENROLLMENT	2013-2014	2481	2444
Baseline Cohort Plus Housing Low Range	2016-2017	2343	2407
	2018-2019	2343	2369
	2021-2022	2318	2278
	2023-2024	2350	2185
Baseline Cohort Plus Housing Mid Range	2016-2017	2425	2407
	2018-2019	2455	2369
	2021-2022	2470	2295
	2023-2024	2462	2278
Baseline Cohort Plus Housing High Range	2016-2017	2431	2407
	2018-2019	2510	2369
	2021-2022	2559	2307
	2023-2024	2592	2286

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 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 tuitioned 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 Guilderland School District residents; or major immediate changes to the numbers of pupils tuitioned from other school districts.

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 pupils completing graduation, new residential construction, new population to the district, and increased jobs within commuting distance of the district.

The ongoing development of Global Foundry and the Nano Center as robust employment sources suggests that the district should review the variables that influence school enrollment yearly.

Appendix A:

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

for the

GUILDERLAND 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 Guilderland Central School District, NY.

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 2000. Assessing this change, and considering current and prospective change, provides 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 October 2013 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 multiple areas.

Sources. This report is based on data from the Census Bureau American Community Survey (ACS) 2012 three-year (2010-12) estimates and related data. The ACS 2012 three-year estimates are based on a sample survey. 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 possible similarities and differences in characteristics of the school district and Albany County. 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.

SOURCE OF DATA:

Federal Census Bureau 2010-2012 American Community Survey 3-Year Estimates

- **Page 44:** Selected Demographic Estimates (Sex and Age, Race, Housing Units...)
- **Page 45:** Selected Social Characteristics (Education, Marital Status, Relationships...)
- **Page 47:** Selected Economic Characteristics (Income, Occupation, Commuting to Work...)
- **Page 50:** Selected Housing Characteristics (Occupancy and Structure, Housing Value...)

Definition of Demographic Terms

Page 52

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/

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.

General Demographics	Guiderland CSD		Albany County	
Census 2010 Population	36,131		304,206	
ACS 2012 THREE YEAR ESTIMATES 2010-2012	Value	Percent	Value	Percent
SEX AND AGE				
Total population	36,468		304,694	
Male	17,310	47.5%	147,499	48.4%
Female	19,158	52.5%	157,195	51.6%
Under 5 years	1,267	3.5%	15,057	4.9%
5 to 9 years	1,925	5.3%	15,588	5.1%
10 to 14 years	1,883	5.2%	17,414	5.7%
15 to 19 years	3,426	9.4%	24,141	7.9%
20 to 24 years	2,739	7.5%	28,658	9.4%
25 to 34 years	4,989	13.7%	40,003	13.1%
35 to 44 years	4,266	11.7%	36,316	11.9%
45 to 54 years	5,302	14.5%	44,262	14.5%
55 to 59 years	3,018	8.3%	21,817	7.2%
60 to 64 years	2,258	6.2%	18,301	6.0%
65 to 74 years	2,484	6.8%	21,461	7.0%
75 to 84 years	1,852	5.1%	14,212	4.7%
85 years and over	1,059	2.9%	7,464	2.4%
Median age (years)	39.7	(X)	38.2	(X)
18 years and over	29,795	81.7%	245,365	80.5%
21 years and over	27,555	75.6%	226,996	74.5%
62 years and over	6,788	18.6%	53,955	17.7%
65 years and over	5,395	14.8%	43,137	14.2%
18 years and over	29,795		245,365	
Male	13,945	46.8%	116,992	47.7%
Female	15,850	53.2%	128,373	52.3%
65 years and over	5,395	5,395	43,137	43,137
Male	2,091	38.8%	17,612	40.8%
Female	3,304	61.2%	25,525	59.2%
Race alone or in combination with one or more other races				
Total population	36,468		304,694	
White	31,967	87.7%	243,453	79.9%
Black or African American	925	2.5%	43,781	14.4%
American Indian and Alaska Native	116	0.3%	2,214	0.7%
Asian	3,102	8.5%	17,480	5.7%
Some other race	674	1.8%	6662	2.1%
HISPANIC OR LATINO AND RACE				
Total population	36,468		304,694	
Hispanic or Latino (of any race)	1,343	3.7%	15,614	5.1%
Not Hispanic or Latino	35,125	96.3%	289,080	94.9%
Total housing units	15,503	(X)	137,714	(X)

Social Characteristics	Guilderland CSD		Albany County	
Census 2010 Population	36,131		304,206	
ACS 2012 THREE YEAR ESTIMATES 2010-2012	Value	Percent	Value	Percent
HOUSEHOLDS BY TYPE				
Total households	14,628		121,548	
Family households (families)	8,562	58.5%	69,127	56.9%
With own children under 18 years	3,569	24.4%	30,261	24.9%
Married-couple family	7,296	49.9%	49,458	40.7%
With own children under 18 years	2,974	20.3%	19,329	15.9%
Male householder, no wife present, family	331	2.3%	4,543	3.7%
With own children under 18 years	194	1.3%	2,317	1.9%
Female householder, no husband present, family	935	6.4%	15,126	12.4%
With own children under 18 years	401	2.7%	8,615	7.1%
Nonfamily households	6,066	41.5%	52,421	43.1%
Householder living alone	4,699	32.1%	40,992	33.7%
65 years and over	1,762	12.0%	13,592	11.2%
Households with one or more people under 18 years	3,690	25.2%	32,253	26.5%
Households with one or more people 65 years and over	3,879	26.5%	29,907	24.6%
Average household size	2.35	(X)	2.36	(X)
Average family size	3.05	(X)	3.08	(X)
RELATIONSHIP				
Population in households	34,419		287,399	
Householder	14,628	42.5%	121,548	42.3%
Spouse	7,258	21.1%	49,503	17.2%
Child	9,389	27.3%	81,389	28.3%
Other relatives	944	2.7%	12,947	4.5%
Nonrelatives	2,200	6.4%	22,012	7.7%
Unmarried partner	756	2.2%	9,419	3.3%
MARITAL STATUS				
Males 15 years and over	14,826		122,879	
Never married	5,530	37.3%	54,301	44.2%
Now married, except separated	7,767	52.4%	54,088	44.0%
Separated	309	2.1%	2,321	1.9%
Widowed	356	2.4%	3,489	2.8%
Divorced	864	5.8%	8,680	7.1%
Females 15 years and over	16,567	16,567	133,756	133,756
Never married	5,429	32.8%	50,987	38.1%
Now married, except separated	7,717	46.6%	52,795	39.5%
Separated	221	1.3%	3,311	2.5%
Widowed	1,536	9.3%	13,394	10.0%
Divorced	1,664	10.0%	13,269	9.9%
EDUCATIONAL ATTAINMENT				
Population 25 years and over	25,228		203,836	
Less than 9th grade	318	1.3%	4,409	2.2%
9th to 12th grade, no diploma	839	3.3%	11,549	5.7%
High school graduate (includes equivalency)	5,299	21.0%	53,360	26.2%
Some college, no degree	3,601	14.3%	34,853	17.1%
Associate's degree	2,494	9.9%	21,491	10.5%
Bachelor's degree	6,217	24.6%	40,688	20.0%
Graduate or professional degree	6,460	25.6%	37,486	18.4%
Percent high school graduate or higher	(X)	95.4%	(X)	92.2%
Percent bachelor's degree or higher	(X)	50.2%	(X)	38.4%
VETERAN STATUS				
Civilian population 18 years and over	29,733		245,113	
Civilian veterans	2,277	7.7%	18,551	7.6%
RESIDENCE 1 YEAR AGO				

Social Characteristics	Guilderland CSD		Albany County	
Census 2010 Population	36,131		304,206	
ACS 2012 THREE YEAR ESTIMATES 2010-2012	Value	Percent	Value	Percent
Population 1 year and over	36,313		301,877	
Same house	31,949	88.0%	258,986	85.8%
Different house in the U.S.	4,179	11.5%	40,867	13.5%
Same county	1,854	5.1%	23,166	7.7%
Different county	2,325	6.4%	17,701	5.9%
Same state	1,623	4.5%	12,624	4.2%
Different state	702	1.9%	5,077	1.7%
Abroad	185	0.5%	2,024	0.7%
PLACE OF BIRTH				
Total population	36,468		304,694	
Native	32,722	89.7%	278,185	91.3%
Born in United States	32,255	88.4%	274,137	90.0%
State of residence	27,254	74.7%	235,944	77.4%
Different state	5,001	13.7%	38,193	12.5%
Born in Puerto Rico, U.S. Island areas, or born abroad to American parent(s)	467	1.3%	4,048	1.3%
Foreign born	3,746	10.3%	26,509	8.7%
U.S. CITIZENSHIP STATUS				
Foreign-born population	3,746		26,509	
Naturalized U.S. citizen	1,637	43.7%	14,872	56.1%
Not a U.S. citizen	2,109	56.3%	11,637	43.9%
YEAR OF ENTRY				
Population born outside the United States	4,213		30,557	
Native	467		4,048	
Entered 2010 or later	12	2.6%	137	3.4%
Entered before 2010	455	97.4%	3,911	96.6%
Foreign born	3,746	3,746	26,509	
Entered 2010 or later	275	7.3%	1,390	5.2%
Entered before 2010	3,471	92.7%	25,119	94.8%
ANCESTRY				
Total population	36,468		304,694	
American	1,952	5.4%	9,829	3.2%
Arab	129	0.4%	1,609	0.5%
Czech	165	0.5%	1,182	0.4%
Danish	151	0.4%	860	0.3%
Dutch	1,471	4.0%	11,093	3.6%
English	4,272	11.7%	26,416	8.7%
French (except Basque)	1,913	5.2%	18,026	5.9%
French Canadian	297	0.8%	4,808	1.6%
German	7,156	19.6%	49,197	16.1%
Greek	197	0.5%	1,932	0.6%
Hungarian	395	1.1%	1,880	0.6%
Irish	9,022	24.7%	76,122	25.0%
Italian	7,422	20.4%	51,479	16.9%
Lithuanian	89	0.2%	1,120	0.4%
Norwegian	110	0.3%	1,561	0.5%
Polish	2,215	6.1%	18,215	6.0%
Portuguese	44	0.1%	528	0.2%
Russian	998	2.7%	6,272	2.1%
Scotch-Irish	215	0.6%	1,569	0.5%
Scottish	737	2.0%	4,626	1.5%
Slovak	70	0.2%	756	0.2%
Subsaharan African	103	0.3%	3,621	1.2%
Swedish	246	0.7%	2,564	0.8%

Swiss	97	0.3%	744	0.2%
Ukrainian	285	0.8%	2,549	0.8%
Welsh	268	0.7%	1,599	0.5%
West Indian (excluding Hispanic origin groups)	96	0.3%	4,961	1.6%

Economic Characteristics	Guilderland CSD		Albany County	
Census 2010 Population	36,131		304,206	
ACS 2012 THREE YEAR ESTIMATES 2010-2012	Value	Percent	Value	Percent
EMPLOYMENT STATUS				
Population 16 years and over	30,935		252,858	
In labor force	20,513	66.3%	164,862	65.2%
Civilian labor force	20,451	66.1%	164,610	65.1%
Employed	19,363	62.6%	152,532	60.3%
Unemployed	1,088	3.5%	12,078	4.8%
Armed Forces	62	0.2%	252	0.1%
Not in labor force	10,422	33.7%	87,996	34.8%
Civilian labor force	20,451		164,610	
Percent Unemployed	(X)	5.3%	(X)	7.3%
Females 16 years and over	16,353		131,974	
In labor force	9,958	60.9%	81,567	61.8%
Civilian labor force	9,947	60.8%	81,505	61.8%
Employed	9,431	57.7%	76,362	57.9%
Own children under 6 years	1,729	1,729	17,981	17,981
All parents in family in labor force	1,132	65.5%	13,125	73.0%
Own children 6 to 17 years	4,780		39,130	39,130
All parents in family in labor force	3,650	76.4%	30,630	78.3%
COMMUTING TO WORK				
Workers 16 years and over	19,105		149,771	
Car, truck, or van -- drove alone	15,831	82.9%	116,584	77.8%
Car, truck, or van -- carpooled	1,389	7.3%	12,089	8.1%
Public transportation (excluding taxicab)	375	2.0%	7,771	5.2%
Walked	551	2.9%	6,549	4.4%
Other means	144	0.8%	2,365	1.6%
Worked at home	815	4.3%	4,413	2.9%
Mean travel time to work (minutes)	20.8	(X)	19.9	(X)
OCCUPATION				
Civilian employed population 16 years and over	19,363		152,532	
Management, business, science, and arts occupations	10,678	55.1%	66,435	43.6%
Service occupations	2,363	12.2%	26,530	17.4%
Sales and office occupations	4,501	23.2%	40,918	26.8%
Natural resources, construction, and maintenance occupations	864	4.5%	8,393	5.5%
Production, transportation, and material moving occupations	957	4.9%	10,256	6.7%
INDUSTRY				
Civilian employed population 16 years and over	19,363		152,532	
Agriculture, forestry, fishing and hunting, and mining	33	0.2%	500	0.3%
Construction	889	4.6%	7,116	4.7%
Manufacturing	1,065	5.5%	6,909	4.5%
Wholesale trade	520	2.7%	2,844	1.9%
Retail trade	1,959	10.1%	17,015	11.2%
Transportation and warehousing, and utilities	765	4.0%	5,721	3.8%
Information	343	1.8%	3,235	2.1%
Finance and insurance, real estate, rental and leasing	1,485	7.7%	10,189	6.7%

Economic Characteristics	Guilderland CSD		Albany County	
Census 2010 Population	36,131		304,206	
ACS 2012 THREE YEAR ESTIMATES 2010-2012	Value	Percent	Value	Percent
Professional, scientific, and management, and administrative and waste management services	2,188	11.3%	16,030	10.5%
Educational services, and health care and social assistance	5,944	30.7%	42,786	28.1%
Arts, entertainment, and recreation, and accommodation and food services	1,234	6.4%	13,492	8.8%
Other services, except public administration	623	3.2%	6,725	4.4%
Public administration	2,315	12.0%	19,970	13.1%
CLASS OF WORKER				
Civilian employed population 16 years and over	19,363		152,532	
Private wage and salary workers	13,115	67.7%	105,541	69.2%
Government workers	5,246	27.1%	39,992	26.2%
Self-employed in own not incorporated business workers	1,002	5.2%	6,879	4.5%
Unpaid family workers	0	0.0%	120	0.1%
INCOME AND BENEFITS (IN 2012 INFLATION-ADJUSTED DOLLARS)				
Total households	14,628		121,548	
Less than \$10,000	377	2.6%	8,314	6.8%
\$10,000 to \$14,999	680	4.6%	6,382	5.3%
\$15,000 to \$24,999	811	5.5%	11,382	9.4%
\$25,000 to \$34,999	1,041	7.1%	10,574	8.7%
\$35,000 to \$49,999	1,416	9.7%	15,026	12.4%
\$50,000 to \$74,999	2,561	17.5%	23,328	19.2%
\$75,000 to \$99,999	2,251	15.4%	15,538	12.8%
\$100,000 to \$149,999	3,231	22.1%	18,845	15.5%
\$150,000 to \$199,999	1,288	8.8%	7,479	6.2%
\$200,000 or more	972	6.6%	4,680	3.9%
Median household income (dollars)	80,310	(X)	58,585	(X)
Mean household income (dollars)	94,647	(X)	75,134	(X)
With earnings	11,553	79.0%	93,773	77.1%
Mean earnings (dollars)	98,483	(X)	77,015	(X)
With Social Security	4,295	29.4%	34,817	28.6%
Mean Social Security income (dollars)	18,189	(X)	18,166	(X)
With retirement income	3,670	25.1%	26,419	21.7%
Mean retirement income (dollars)	29,338	(X)	27,060	(X)
With Supplemental Security Income	287	2.0%	5,699	4.7%
Mean Supplemental Security Income (dollars)	7,500	(X)	9,328	(X)
With cash public assistance income	42	0.3%	3,103	2.6%
Mean cash public assistance income (dollars)	N	N	4,555	(X)
With Food Stamp/SNAP benefits in the past 12 months	415	2.8%	13,201	10.9%
Families	8,562	8,562	69,127	
Less than \$10,000	82	1.0%	2,537	3.7%
\$10,000 to \$14,999	191	2.2%	1,901	2.8%
\$15,000 to \$24,999	218	2.5%	4,415	6.4%
\$25,000 to \$34,999	433	5.1%	4,481	6.5%
\$35,000 to \$49,999	697	8.1%	7,191	10.4%
\$50,000 to \$74,999	1,198	14.0%	12,617	18.3%
\$75,000 to \$99,999	1,250	14.6%	10,051	14.5%
\$100,000 to \$149,999	2,415	28.2%	15,090	21.8%
\$150,000 to \$199,999	1,128	13.2%	6,528	9.4%
\$200,000 or more	950	11.1%	4,316	6.2%
Median family income (dollars)	101,956	(X)	78,176	(X)

Economic Characteristics	Guilderland CSD		Albany County	
Census 2010 Population	36,131		304,206	
ACS 2012 THREE YEAR ESTIMATES 2010-2012	Value	Percent	Value	Percent
Mean family income (dollars)	119,491	(X)	94,102	(X)
Per capita income (dollars)	38,932	(X)	31,202	(X)
Nonfamily households	6,066		52,421	
Median nonfamily income (dollars)	53,151	(X)	37,211	(X)
Mean nonfamily income (dollars)	58,615	(X)	47,504	(X)
Median earnings for workers (dollars)	41,384	(X)		
Median earnings for male full-time, year-round workers (dollars)	63,446	(X)	33,498	(X)
Median earnings for female full-time, year-round workers (dollars)	53,380	(X)	52,200	(X)
PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL				
All families	(X)	3.9%	(X)	8.9%
With related children under 18 years	(X)	5.4%	(X)	16.0%
With related children under 5 years only	(X)	0.0%	(X)	16.9%
Married couple families	(X)	1.9%	(X)	3.1%
With related children under 18 years	(X)	1.4%	(X)	4.9%
With related children under 5 years only	(X)	0.0%	(X)	6.8%
Families with female householder, no husband present	(X)	18.2%	(X)	26.4%
With related children under 18 years	(X)	31.7%	(X)	38.1%
With related children under 5 years only	(X)	0.0%	(X)	41.7%
All people	(X)	5.8%	(X)	13.7%
Under 18 years	(X)	7.0%	(X)	18.7%
Related children under 18 years	(X)	7.0%	(X)	18.6%
Related children under 5 years	(X)	1.7%	(X)	22.5%
Related children 5 to 17 years	(X)	8.3%	(X)	17.2%
18 years and over	(X)	5.5%	(X)	12.5%
18 to 64 years	(X)	5.9%	(X)	13.5%
65 years and over	(X)	3.9%	(X)	7.9%
People in families	(X)	3.9%	(X)	9.9%
Unrelated individuals 15 years and over	(X)	11.7%	(X)	24.4%

Housing Characteristics	Guilderland CSD		Albany County	
Census 2010 Population	36,131		304,206	
ACS 2012 THREE YEAR ESTIMATES 2010-2012:	Value	Percent	Value	Percent
HOUSING OCCUPANCY				
Total housing units	15,503		137,714	
Occupied housing units	14,628	94.4%	121,548	88.3%
Vacant housing units	875	5.6%	16,166	11.7%
Homeowner vacancy rate	1.3	(X)	1.6	(X)
Rental vacancy rate	5.8	(X)	6.8	(X)
UNITS IN STRUCTURE				
Total housing units	15,503		137,714	
1-unit, detached	9,412	60.7%	69,951	50.8%
1-unit, attached	1,163	7.5%	6,609	4.8%
2 units	430	2.8%	20,977	15.2%
3 or 4 units	771	5.0%	12,820	9.3%
5 to 9 units	1,921	12.4%	9,191	6.7%
10 to 19 units	731	4.7%	6,538	4.7%
20 or more units	929	6.0%	9,826	7.1%
Mobile home	133	0.9%	1,789	1.3%
Boat, RV, van, etc.	13	0.1%	13	0.0%
YEAR STRUCTURE BUILT				
Total housing units	15,503		137,714	
Built 2010 or later	113	0.7%	268	0.2%
Built 2000 to 2009	1,301	8.4%	9,060	6.6%
Built 1990 to 1999	2,473	16.0%	10,785	7.8%
Built 1980 to 1989	2,296	14.8%	13,081	9.5%
Built 1970 to 1979	2,982	19.2%	17,415	12.6%
Built 1960 to 1969	2,283	14.7%	15,425	11.2%
Built 1950 to 1959	1,716	11.1%	16,483	12.0%
Built 1940 to 1949	913	5.9%	9,763	7.1%
Built 1939 or earlier	1,426	9.2%	45,434	33.0%
ROOMS				
Total housing units	15,503		137,714	
1 room	86	0.6%	2,347	1.7%
2 rooms	398	2.6%	3,223	2.3%
3 rooms	1,478	9.5%	14,443	10.5%
4 rooms	2,728	17.6%	24,501	17.8%
5 rooms	2,417	15.6%	23,333	16.9%
6 rooms	2,305	14.9%	25,262	18.3%
7 rooms	1,754	11.3%	16,981	12.3%
8 rooms	1,884	12.2%	13,171	9.6%
9 rooms or more	2,453	15.8%	14,453	10.5%
Median rooms	5.8	(X)	5.5	(X)
BEDROOMS				
Total housing units	15,503		137,714	
No bedroom	99	0.6%	2,730	2.0%
1 bedroom	2,129	13.7%	20,226	14.7%
2 bedrooms	4,328	27.9%	38,843	28.2%
3 bedrooms	4,797	30.9%	48,768	35.4%
4 bedrooms	3,499	22.6%	22,174	16.1%
5 or more bedrooms	651	4.2%	4,973	3.6%
HOUSING TENURE				
Occupied housing units	14,628		121,548	

Housing Characteristics	Guilderland CSD		Albany County	
Census 2010 Population	36,131		304,206	
ACS 2012 THREE YEAR ESTIMATES 2010-2012:	Value	Percent	Value	Percent
Owner-occupied	9,617	65.7%	71,925	59.2%
Renter-occupied	5,011	34.3%	49,623	40.8%
Average household size of owner-occupied unit	2.58	(X)	2.53	(X)
Average household size of renter-occupied unit	1.92	(X)	2.13	(X)
YEAR HOUSEHOLDER MOVED INTO UNIT				
Occupied housing units	14,628		121,548	
Moved in 2010 or later	2,395	16.4%	20,660	17.0%
Moved in 2000 to 2009	5,697	38.9%	52,982	43.6%
Moved in 1990 to 1999	3,071	21.0%	20,643	17.0%
Moved in 1980 to 1989	1,716	11.7%	12,068	9.9%
Moved in 1970 to 1979	707	4.8%	7,429	6.1%
Moved in 1969 or earlier	1,042	7.1%	7,766	6.4%
VEHICLES AVAILABLE				
Occupied housing units	14,628		121,548	
No vehicles available	642	4.4%	15,481	12.7%
1 vehicle available	5,626	38.5%	46,259	38.1%
2 vehicles available	6,243	42.7%	44,086	36.3%
3 or more vehicles available	2,117	14.5%	15,722	12.9%
HOUSE HEATING FUEL				
Occupied housing units	14,628		121,548	
Utility gas	10,353	70.8%	82,375	67.8%
Bottled, tank, or LP gas	145	1.0%	2,818	2.3%
Electricity	2,178	14.9%	20,064	16.5%
Fuel oil, kerosene, etc.	1,688	11.5%	13,226	10.9%
Coal or coke	0	0.0%	40	0.0%
Wood	178	1.2%	1,949	1.6%
Solar energy	0	0.0%	97	0.1%
Other fuel	58	0.4%	584	0.5%
No fuel used	28	0.2%	395	0.3%
SELECTED CHARACTERISTICS				
Occupied housing units	14,628		121,548	
Lacking complete plumbing facilities	0	0.0%	219	0.2%
Lacking complete kitchen facilities	59	0.4%	508	0.4%
No telephone service available	158	1.1%	2,417	2.0%
OCCUPANTS PER ROOM				
Occupied housing units	14,628		121,548	
1.00 or less	14,584	99.7%	120,082	98.8%
1.01 to 1.50	16	0.1%	1,081	0.9%
1.51 or more	28	0.2%	385	0.3%
VALUE				
Owner-occupied units	9,617		71,925	
Less than \$50,000	125	1.3%	2,031	2.8%
\$50,000 to \$99,999	133	1.4%	4,426	6.2%
\$100,000 to \$149,999	837	8.7%	9,668	13.4%
\$150,000 to \$199,999	2,021	21.0%	17,247	24.0%
\$200,000 to \$299,999	3,438	35.7%	23,226	32.3%
\$300,000 to \$499,999	2,603	27.1%	12,717	17.7%
\$500,000 to \$999,999	345	3.6%	2,252	3.1%

Housing Characteristics	Guilderland CSD		Albany County	
Census 2010 Population	36,131		304,206	
ACS 2012 THREE YEAR ESTIMATES 2010-2012:	Value	Percent	Value	Percent
\$1,000,000 or more	115	1.2%	358	0.5%
Median (dollars)	241,900	(X)	209,100	(X)
MORTGAGE STATUS				
Owner-occupied units	9,617	9,617	71,925	
Housing units with a mortgage	6,418	66.7%	47,446	66.0%
Housing units without a mortgage	3,199	33.3%	24,479	34.0%

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 employed 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 and Charts Illustrating the Enrollment Projection Estimates

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

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
08-09	318		332		340		404		388		412		401		400		421		480		496		467		464	5323
09-10	333	1.18	376	1.02	340	1.01	343	1.02	411	1.00	388	1.01	415	1.02	411	1.03	413	1.03	432	0.99	476	0.96	476	0.99	460	5274
10-11	314	1.05	348	1.08	405	1.02	348	1.03	353	1.01	416	1.01	392	1.03	426	1.01	417	1.04	429	0.97	419	1.01	482	1.02	487	5236
11-12	307	1.04	327	1.01	350	1.02	413	0.99	343	0.99	348	0.98	407	1.01	396	1.00	425	1.01	423	0.98	422	0.96	401	0.99	475	5037
12-13	313	1.05	323	1.05	343	1.03	361	0.98	406	1.00	344	1.01	350	0.99	403	1.02	403	1.05	448	0.98	415	0.99	418	1.00	399	4926
13-14	300	1.05	328	1.07	345	1.02	349	1.05	379	1.01	409	1.08	371	1.01	354	1.00	403	1.04	419	0.96	432	1.00	415	1.01	421	4925

Average Ratio	1.074		1.045		1.020		1.013		1.002		1.016		1.013		1.012		1.035		0.978		0.984		0.999		
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14-15	296		322		343		352		354		380		416		376		358		417		410		425		415	4862
15-16	265		318		337		350		357		354		386		421		380		371		408		403		425	4773
16-17	292		285		332		343		354		357		360		391		426		394		363		401		403	4700
17-18	303		314		297		339		348		355		363		364		395		441		385		357		401	4662
18-19	294		325		328		303		343		348		360		367		369		409		431		379		357	4614
19-20	294		316		340		334		307		344		354		365		372		382		400		424		378	4610
20-21	295		316		330		347		339		308		349		358		370		385		373		394		424	4587
21-22	296		317		330		336		351		339		313		354		363		382		377		367		393	4519
22-23	296		318		331		336		341		352		345		317		358		376		374		370		367	4480
23-24	297		318		332		338		341		341		358		349		321		371		367		368		370	4470

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

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
08-09	318		332		340		404		388		412		401		400		421		480		496		467		464	5323
09-10	333	1.18	376	1.02	340	1.01	343	1.02	411	1.00	388	1.01	415	1.02	411	1.03	413	1.03	432	0.99	476	0.96	476	0.99	460	5274
10-11	314	1.05	348	1.08	405	1.02	348	1.03	353	1.01	416	1.01	392	1.03	426	1.01	417	1.04	429	0.97	419	1.01	482	1.02	487	5236
11-12	307	1.04	327	1.01	350	1.02	413	0.99	343	0.99	348	0.98	407	1.01	396	1.00	425	1.01	423	0.98	422	0.96	401	0.99	475	5037
12-13	313	1.05	323	1.05	343	1.03	361	0.98	406	1.00	344	1.01	350	0.99	403	1.02	403	1.05	448	0.98	415	0.99	418	1.00	399	4926
13-14	300	1.05	328	1.07	345	1.02	349	1.05	379	1.01	409	1.08	371	1.01	354	1.00	403	1.04	419	0.96	432	1.00	415	1.01	421	4925

Average Ratio	1.074		1.045		1.020		1.013		1.002		1.016		1.013		1.012		1.035		0.978		0.984		0.999		
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14-15	310		322		343		352		354		380		416		376		358		417		410		425		415	4876
15-16	310		333		337		350		357		354		386		421		380		371		408		403		425	4833
16-17	310		333		348		343		354		357		360		391		426		394		363		401		403	4782
17-18	310		333		348		355		348		355		363		364		395		441		385		357		401	4754
18-19	310		333		348		355		359		348		360		367		369		409		431		379		357	4726
19-20	311		333		348		355		359		360		354		365		372		382		400		424		378	4742
20-21	311		334		348		355		359		360		366		358		370		385		373		394		424	4737
21-22	311		334		349		355		359		360		366		370		363		382		377		367		393	4687
22-23	311		334		349		356		359		360		366		370		375		376		374		370		367	4668
23-24	311		334		349		356		361		360		366		370		375		388		367		368		370	4675

**TABLE 7-C: HIGH RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12
GUILDERLAND CSD**

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
08-09	318		332		340		404		388		412		401		400		421		480		496		467		464	5323
09-10	333	1.18	376	1.02	340	1.01	343	1.02	411	1.00	388	1.01	415	1.02	411	1.03	413	1.03	432	0.99	476	0.96	476	0.99	460	5274
10-11	314	1.05	348	1.08	405	1.02	348	1.03	353	1.01	416	1.01	392	1.03	426	1.01	417	1.04	429	0.97	419	1.01	482	1.02	487	5236
11-12	307	1.04	327	1.01	350	1.02	413	0.99	343	0.99	348	0.98	407	1.01	396	1.00	425	1.01	423	0.98	422	0.96	401	0.99	475	5037
12-13	313	1.05	323	1.05	343	1.03	361	0.98	406	1.00	344	1.01	350	0.99	403	1.02	403	1.05	448	0.98	415	0.99	418	1.00	399	4926
13-14	300	1.05	328	1.07	345	1.02	349	1.05	379	1.01	409	1.08	371	1.01	354	1.00	403	1.04	419	0.96	432	1.00	415	1.01	421	4925

Average Ratio	1.074		1.045		1.020		1.013		1.002		1.016		1.013		1.012		1.035		0.978		0.984		0.999		
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14-15	320		322		343		352		354		380		416		376		358		417		410		425		415	4886
15-16	290		344		337		350		357		354		386		421		380		371		408		403		425	4824
16-17	326		311		359		343		354		357		360		391		426		394		363		401		403	4788
17-18	344		350		325		366		348		355		363		364		395		441		385		357		401	4795
18-19	322		369		366		332		371		348		360		367		369		409		431		379		357	4781
19-20	323		346		386		373		336		372		354		365		372		382		400		424		378	4811
20-21	324		347		361		394		378		337		378		358		370		385		373		394		424	4822
21-22	325		348		362		369		399		379		342		382		363		382		377		367		393	4788
22-23	326		349		363		370		373		400		385		347		387		376		374		370		367	4786
23-24	326		350		365		371		374		374		406		390		351		401		367		368		370	4812

BASE COHORT ENROLLMENT PROJECTIONS SUMMARY FOR GUILDERLAND CSD

YEAR	LOW RANGE PROJECTION			MID RANGE PROJECTION			HIGH RANGE PROJECTION		
	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12
2014	2462	2401	4862	2476	2401	4876	2486	2401	4886
2015	2365	2408	4773	2425	2408	4833	2416	2408	4824
2016	2323	2377	4700	2405	2377	4782	2411	2377	4788
2017	2318	2343	4662	2411	2343	4754	2451	2343	4795
2018	2302	2312	4614	2414	2312	4726	2469	2312	4781
2019	2289	2322	4610	2420	2322	4742	2490	2322	4811
2020	2283	2304	4587	2433	2304	4737	2518	2304	4822
2021	2282	2236	4519	2434	2253	4687	2523	2265	4788
2022	2319	2162	4480	2435	2232	4668	2566	2221	4786
2023	2324	2145	4470	2436	2239	4675	2566	2246	4812

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
2014	2046	1150	1667	4862	2060	1150	1667	4876	2070	1150	1667	4886
2015	1980	1187	1607	4773	2040	1187	1607	4833	2030	1187	1607	4824
2016	1963	1176	1560	4700	2045	1176	1560	4782	2051	1176	1560	4788
2017	1955	1123	1584	4662	2048	1123	1584	4754	2088	1123	1584	4795
2018	1942	1097	1576	4614	2053	1097	1576	4726	2108	1097	1576	4781
2019	1935	1091	1585	4610	2066	1091	1585	4742	2136	1091	1585	4811
2020	1934	1077	1576	4587	2067	1094	1576	4737	2141	1106	1576	4822
2021	1970	1029	1520	4519	2068	1099	1520	4687	2181	1088	1520	4788
2022	1974	1019	1487	4480	2069	1111	1487	4668	2181	1118	1487	4786
2023	1967	1027	1476	4470	2070	1111	1493	4675	2160	1146	1506	4812

YEAR	LOW RANGE PROJECTION					MID RANGE PROJECTION					HIGH RANGE PROJECTION				
	K-4	K-2	3-6	5-6	7-8	K-4	K-2	3-6	5-6	7-8	K-4	K-2	3-6	5-6	7-8
2014	1666	961	1501	795	734	1680	975	1501	795	734	1690	985	1501	795	734
2015	1626	919	1446	740	801	1686	979	1446	740	801	1676	970	1446	740	801
2016	1606	909	1414	717	817	1688	991	1414	717	817	1694	996	1414	717	817
2017	1600	914	1404	718	760	1693	991	1420	718	760	1733	1019	1432	718	760
2018	1593	947	1355	709	736	1705	991	1423	709	736	1760	1057	1412	709	736
2019	1591	950	1339	698	737	1706	992	1428	714	737	1764	1055	1435	726	737
2020	1626	941	1342	657	728	1707	993	1440	726	728	1804	1032	1486	714	728
2021	1630	943	1340	652	717	1708	994	1440	726	733	1803	1035	1488	721	745
2022	1622	945	1374	696	675	1709	994	1441	726	745	1781	1038	1527	784	734
2023	1625	947	1377	699	670	1710	994	1442	726	745	1786	1041	1525	780	740

YEAR	LOW RANGE PROJECTION			MID RANGE PROJECTION			HIGH RANGE PROJECTION		
	5	3-5	6	5	3-5	6	5	3-5	6
2014	380	1085	416	380	1085	416	380	1085	416
2015	354	1060	386	354	1060	386	354	1060	386
2016	357	1055	360	357	1055	360	357	1055	360
2017	355	1041	363	355	1057	363	355	1069	363
2018	348	995	360	348	1063	360	348	1051	360
2019	344	985	354	360	1074	354	372	1081	354
2020	308	993	349	360	1074	366	337	1108	378
2021	339	1027	313	360	1074	366	379	1146	342
2022	352	1029	345	360	1075	366	400	1143	385
2023	341	1020	358	360	1077	366	374	1119	406

**TABLE 9-A COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12
AND ESTIMATED INFLUENCE OF ADDED NEW HOUSING UNITS
GUILDERLAND SD
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
08-09	318		332		340		404		388		412		401		400		421		480		496		467		464	5323
09-10	333	1.18	376	1.02	340	1.01	343	1.02	411	1.00	388	1.01	415	1.02	411	1.03	413	1.03	432	0.99	476	0.96	476	0.99	460	5274
10-11	314	1.05	348	1.08	405	1.02	348	1.03	353	1.01	416	1.01	392	1.03	426	1.01	417	1.04	429	0.97	419	1.01	482	1.02	487	5236
11-12	307	1.04	327	1.01	350	1.02	413	0.99	343	0.99	348	0.98	407	1.01	396	1.00	425	1.01	423	0.98	422	0.96	401	0.99	475	5037
12-13	313	1.05	323	1.05	343	1.03	361	0.98	406	1.00	344	1.01	350	0.99	403	1.02	403	1.05	448	0.98	415	0.99	418	1.00	399	4926
13-14	300	1.05	328	1.07	345	1.02	349	1.05	379	1.01	409	1.08	371	1.01	354	1.00	403	1.04	419	0.96	432	1.00	415	1.01	421	4925

Average Ratio	1.074		1.045		1.020		1.013		1.002		1.016		1.013		1.012		1.035		0.978		0.984		0.999		
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14-15	296.0		322.1		342.7		352.0		353.5		379.6		415.6		375.7		358.4		417.0		409.8		425.1		414.7	4862
15-16	266.2		319.0		337.7		350.8		357.7		355.6		387.2		422.3		381.8		373.4		410.4		405.9		427.3	4795
16-17	294.5		287.3		334.8		346.1		356.9		360.2		363.1		393.9		429.4		398.4		368.7		407.2		408.9	4750
17-18	306.8		317.8		301.8		343.2		352.2		359.4		367.9		369.7		400.8		447.7		393.2		366.2		410.4	4737
18-19	299.0		330.9		333.5		309.4		349.1		354.6		367.0		374.3		376.1		417.9		441.2		390.1		369.2	4712
19-20	298.7		321.1		345.7		340.2		313.4		349.7		360.2		371.6		379.0		389.1		408.8		434.1		389.8	4702
20-21	298.8		320.8		335.4		352.7		344.7		313.9		355.3		364.8		376.2		392.1		380.6		402.2		433.8	4671
21-22	298.5		320.8		335.2		342.2		357.3		345.2		318.9		359.8		369.3		389.3		383.6		374.5		401.9	4596
22-23	297.2		320.5		335.2		341.9		346.7		357.9		350.8		323.0		364.3		382.1		380.8		377.4		374.2	4552
23-24	297.0		319.1		334.9		342.0		346.4		347.2		363.6		355.2		327.0		376.9		373.8		374.7		377.1	4535

**TABLE 9-B COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12
AND ESTIMATED INFLUENCE OF ADDED NEW HOUSING UNITS
GUILDERLAND SD
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
08-09	318		332		340		404		388		412		401		400		421		480		496		467		464	5323
09-10	333	1.18	376	1.02	340	1.01	343	1.02	411	1.00	388	1.01	415	1.02	411	1.03	413	1.03	432	0.99	476	0.96	476	0.99	460	5274
10-11	314	1.05	348	1.08	405	1.02	348	1.03	353	1.01	416	1.01	392	1.03	426	1.01	417	1.04	429	0.97	419	1.01	482	1.02	487	5236
11-12	307	1.04	327	1.01	350	1.02	413	0.99	343	0.99	348	0.98	407	1.01	396	1.00	425	1.01	423	0.98	422	0.96	401	0.99	475	5037
12-13	313	1.05	323	1.05	343	1.03	361	0.98	406	1.00	344	1.01	350	0.99	403	1.02	403	1.05	448	0.98	415	0.99	418	1.00	399	4926
13-14	300	1.05	328	1.07	345	1.02	349	1.05	379	1.01	409	1.08	371	1.01	354	1.00	403	1.04	419	0.96	432	1.00	415	1.01	421	4925

Average Ratio	1.074		1.045		1.020		1.013		1.002		1.016		1.013		1.012		1.035		0.978		0.984		0.999		
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14-15	310.0		322.1		342.7		352.0		353.5		379.6		415.6		375.7		358.4		417.0		409.8		425.1		414.7	4876
15-16	311.2		334.0		337.7		350.8		357.7		355.6		387.2		422.3		381.8		373.4		410.4		405.9		427.3	4855
16-17	312.5		335.7		350.5		346.1		356.9		360.2		363.1		393.9		429.4		398.4		368.7		407.2		408.9	4832
17-18	313.8		337.1		352.3		359.2		352.2		359.4		367.9		369.7		400.8		447.7		393.2		366.2		410.4	4830
18-19	315.0		338.4		353.7		360.9		365.3		354.6		367.0		374.3		376.1		417.9		441.2		390.1		369.2	4824
19-20	315.7		338.2		353.6		360.8		365.5		365.9		360.2		371.6		379.0		389.1		408.8		434.1		389.8	4833
20-21	314.8		339.0		353.4		360.7		365.5		366.2		371.8		364.8		376.2		392.1		380.6		402.2		433.8	4821
21-22	313.5		338.0		354.2		360.5		365.4		366.1		372.0		376.5		369.3		389.3		383.6		374.5		401.9	4765
22-23	312.2		336.6		353.1		361.4		365.2		366.0		372.0		376.7		381.2		382.1		380.8		377.4		374.2	4739
23-24	311.0		335.3		351.7		360.3		366.1		365.8		371.9		376.7		381.4		394.4		373.8		374.7		377.1	4740

**TABLE 9-C COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12
AND ESTIMATED INFLUENCE OF ADDED NEW HOUSING UNITS
GUILDERLAND SD
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
08-09	318		332		340		404		388		412		401		400		421		480		496		467		464	5323
09-10	333	1.18	376	1.02	340	1.01	343	1.02	411	1.00	388	1.01	415	1.02	411	1.03	413	1.03	432	0.99	476	0.96	476	0.99	460	5274
10-11	314	1.05	348	1.08	405	1.02	348	1.03	353	1.01	416	1.01	392	1.03	426	1.01	417	1.04	429	0.97	419	1.01	482	1.02	487	5236
11-12	307	1.04	327	1.01	350	1.02	413	0.99	343	0.99	348	0.98	407	1.01	396	1.00	425	1.01	423	0.98	422	0.96	401	0.99	475	5037
12-13	313	1.05	323	1.05	343	1.03	361	0.98	406	1.00	344	1.01	350	0.99	403	1.02	403	1.05	448	0.98	415	0.99	418	1.00	399	4926
13-14	300	1.05	328	1.07	345	1.02	349	1.05	379	1.01	409	1.08	371	1.01	354	1.00	403	1.04	419	0.96	432	1.00	415	1.01	421	4925

Average Ratio	1.074	1.045	1.020	1.013	1.002	1.016	1.013	1.012	1.035	0.978	0.984	0.999
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14-15	320.0		322.1		342.7		352.0		353.5		379.6		415.6		375.7		358.4		417.0		409.8		425.1		414.7	4886
15-16	291.2		344.8		337.7		350.8		357.7		355.6		387.2		422.3		381.8		373.4		410.4		405.9		427.3	4846
16-17	328.5		314.2		361.8		346.1		356.9		360.2		363.1		393.9		429.4		398.4		368.7		407.2		408.9	4837
17-18	347.8		354.3		329.8		370.6		352.2		359.4		367.9		369.7		400.8		447.7		393.2		366.2		410.4	4870
18-19	327.0		374.9		371.6		338.0		376.9		354.6		367.0		374.3		376.1		417.9		441.2		390.1		369.2	4879
19-20	327.7		351.1		391.7		379.2		342.4		377.6		360.2		371.6		379.0		389.1		408.8		434.1		389.8	4902
20-21	327.8		351.9		366.9		399.6		384.1		342.9		383.6		364.8		376.2		392.1		380.6		402.2		433.8	4907
21-22	327.5		352.0		367.7		374.3		404.8		384.7		348.4		388.5		369.3		389.3		383.6		374.5		401.9	4866
22-23	327.2		351.7		367.7		375.1		379.1		405.5		390.9		352.8		393.3		382.1		380.8		377.4		374.2	4858
23-24	326.0		351.4		367.4		375.1		380.0		379.8		412.0		395.8		357.2		406.9		373.8		374.7		377.1	4877

SUMMARY OF ENROLLMENT PROJECTIONS INFLUENCED BY ADDED NEW UNITS TO THE HOUSING MARKET GUILDERLAND SD

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-5	6-8	9-12	TOTALS	K-5	6-8	9-12	TOTALS	K-5	6-8	9-12	TOTALS
2014	2046	1150	1667	4862	2060	1150	1667	4876	2070	1150	1667	4886
2015	1987	1191	1617	4795	2047	1191	1617	4855	2038	1191	1617	4846
2016	1980	1186	1583	4750	2062	1186	1583	4832	2068	1186	1583	4837
2017	1981	1138	1617	4737	2074	1138	1617	4830	2114	1138	1617	4870
2018	1976	1117	1618	4712	2088	1117	1618	4824	2143	1117	1618	4879
2019	1969	1111	1622	4702	2100	1111	1622	4833	2170	1111	1622	4902
2020	1966	1096	1609	4671	2100	1113	1609	4821	2173	1125	1609	4907
2021	1999	1048	1549	4596	2098	1118	1549	4765	2211	1106	1549	4866
2022	1999	1038	1514	4552	2095	1130	1514	4739	2206	1137	1514	4858
2023	1987	1046	1502	4535	2090	1130	1520	4740	2180	1165	1532	4877

YEAR	LOW RANGE PROJECTION			MID RANGE PROJECTION			HIGH RANGE PROJECTION		
	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12
2014	2462	2401	4862	2476	2401	4876	2486	2401	4886
2015	2374	2421	4795	2434	2421	4855	2425	2421	4846
2016	2343	2407	4750	2425	2407	4832	2431	2407	4837
2017	2349	2388	4737	2442	2388	4830	2482	2388	4870
2018	2343	2369	4712	2455	2369	4824	2510	2369	4879
2019	2329	2372	4702	2460	2372	4833	2530	2372	4902
2020	2322	2350	4671	2471	2350	4821	2557	2350	4907
2021	2318	2278	4596	2470	2295	4765	2559	2307	4866
2022	2350	2202	4552	2467	2272	4739	2597	2261	4858
2023	2350	2185	4535	2462	2278	4740	2592	2286	4877

