

JUNE 22, 2009 GREENVILLE CENTRAL SCHOOL DISTRICT PRELIMINARY BASE COHORT ENROLLMENT PROJECTION CALCULATIONS

ENROLLMENT PROJECTION DATA AS A TOOL TO DEFINE BUILDING AID CEILING ESTIMATES

The table that follows summarizes the preliminary three enrollment projection calculations through 2018-2019 based on the application of the cohort survival statistic and the three assumptions (*Tables Four, Five and Six – see FTC file attached*) to project potential kindergarten enrollments in the future. Three enrollment projections based on the estimated influence of systemic AIS services for the next ten years, and the potential impact of the residential housing market will be prepared based on data from the local codes enforcement officers and local realtors and re-verified enrollment data for the school year 2009-2010. SED requires enrollment projections current to the school year within which a capital project is submitted for formal review. A formal Greenville capital project submittal is scheduled for early Fall.

The table reports the enrollment projection data presented by the study in the format necessary to form the basis for determining State Education Department building aid ceiling allowances for potential facility projects involving additions. The total state-rated capacity of all classrooms in all respective district buildings designated for K-6 as measured by the SED Building Aidable Units (BAU's) protocol cannot exceed the total projected enrollment of K-6 pupils five years from now in order to qualify for the maximum aid ceiling. The secondary school which serves grades 7-12 qualifies for Building Aid Unit capacity of the classrooms based on the total projected enrollment of grades 7-12 pupils ten years from now. If grades 7-8 were in a different building from grades 9-12, the Building Aid Unit capacity of the classrooms for grades 7 and 8 would be based on projected enrollment in grades 7 and 8 eight years from now.

Note that pre-kindergarten program enrollment is **not included** in the enrollment projection calculations. The vision of how many pre-kindergarten pupils the district hopes to serve in 5 years is an **added** variable that qualifies for Building Aidable Units in addition to the Units substantiated by the elementary enrollment projection calculations. For example, it is suggested that it would be reasonable for the district to set as a goal the service of pre-kindergarten pupils

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

equivalent to least 75% of the number of pupils expected for kindergarten in a given year starting five years from now. Also, pupils who are served in any spaces rented to the BOCES consortium are not included in the calculations. Classrooms rented to BOCES to serve pupils regionally generate **additional Building Aidable Units** to those estimated in the preliminary enrollment projections.

ENROLLMENT PROJECTIONS TO HELP DEFINE BUILDING AIDABLE UNITS
Enrollment Projections: Baseline linear cohort survival statistic calculations based on live birth trends and historical enrollment since 2003-2004 to the present and the estimated influence of a systemic AIS implementation and an added housing market.

Calculation	Year	Grades K-6	Grades 7-12
CURRENT ENROLLMENT	2008-2009	641	659
Base Low Range	2013-2014	688	
	2016-2017		
	2018-2019		609
Base Mid Range	2013-2014	706	
	2016-2017		
	2018-2019		606
Base High Range	2013-2014	719	
	2016-2017		
	2018-2019		630
Base Low Range Plus AIS	2013-2014		
	2016-2017		
	2018-2019		
Base Mid Range Plus AIS	2013-2014		
	2016-2017		
	2018-2019		
Base High Range Plus AIS	2013-2014		
	2016-2017		
	2018-2019		
Base Low Range Plus AIS and Housing Model	2013-2014		
	2016-2017		
	2018-2019		
Base Mid Range Plus AIS and Housing Model	2013-2014		
	2016-2017		
	2018-2019		
Base High Range Plus AIS and Housing Model	2013-2014		
	2016-2017		
	2018-2019		

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

ENROLLMENT PROJECTIONS TO HELP DEFINE BUILDING AIDABLE UNITS
Enrollment Projections: Baseline linear cohort survival statistic calculations based on live birth trends and historical enrollment since 2003-2004 to the present and the estimated influence of a systemic AIS implementation and an added housing market.

Calculation	Year	Grades K-5	Grades 6-8		Grades 9-12
			Grade 6	Grades 7-8	
CURRENT ENROLLMENT	2008-2009	556	85	204	455
Base Low Range	2013-2014	571	118		
	2016-2017			194	
	2018-2019				385
Base Mid Range	2013-2014	588	118		
	2016-2017			197	
	2018-2019				388
Base High Range	2013-2014	601	118		
	2016-2017			200	
	2018-2019				391
Base Low Range Plus AIS	2013-2014				
	2016-2017				
	2018-2019				
Base Mid Range Plus AIS	2013-2014				
	2016-2017				
	2018-2019				
Base High Range Plus AIS	2013-2014				
	2016-2017				
	2018-2019				
Base Low Range Plus AIS and Housing Model	2013-2014				
	2016-2017				
	2018-2019				
Base Mid Range Plus AIS and Housing Model	2013-2014				
	2016-2017				
	2018-2019				
Base High Range Plus AIS and Housing Model	2013-2014				
	2016-2017				
	2018-2019				

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

REFLECTIONS:

Cautions Concerning Enrollment Projections

The enrollment projections are based on assumptions about future human behavior and as such there are built-in uncertainties, especially for years further in the future. 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.

Suggested First Priority

The Board and senior administration should continue their focus on refining their consensus about their values, intuition, and vision-- as inspired by the values of the community-- of the future of the school district with regard to student programming and the role of the district in community and economic development. Most critical to successful long range school program and facility planning is *defining the vision of the program the Board and community expect to provide to the students of the district*. Facility form follows program function. A successful facility long-range facility plan occurs when the planning is viewed as a ‘curriculum project’ and not as solely a ‘brick and mortar’ plan.

Preliminary Use of Projections

The base cohort high range calculation provides substantiation for the highest number of Building Aidable Units at this juncture of the study. The study will analyze data from codes/planning officials and realtors to estimate the potential influence on future pupil

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

enrollments due to an added housing market. Given the current housing market factors, it is suggested that major planning be initially accomplished using these first three enrollment projection calculations based on the assumptions outlined in the tables.

The State Education Department guidelines, which define a building aid ceiling for proposed school facility projects, rely on enrollment projections five years into the future for elementary K-6 enrollment and ten years into the future for grades 7-12. The SED also recognizes the reasonableness of about a 10% additional capacity flexibility factor compared to projected enrollments. Therefore, if the district subscribes to a 10% capacity flexibility factor, then the projection calculations to date in the study substantiate a total capacity of K-6 facilities for 790 pupils; and a total capacity of 7-12 facilities for 693 pupils.

Estimates of facility capacities needed to serve expected student enrollments should be prudent. Facilities cannot be over-built. They also cannot be under-built given the commitment of the community to support building projects and given the time it takes to plan and build school facilities. In addition, the district senior leadership has a responsibility to present credible data that will allow the State of New York to provide the maximum state building aid possible in support of the student programming envisioned by the Board, community, and staff for the Greenville Central School District. Each potential facility project has unique nuances. Therefore, as Greenville pursues any type of facility project, the assigned SED project manager is an important and valuable resource to the district to help achieve the goals and vision of the district.

Prepared by: Dr. Paul M. Seversky
June 22, 2009

NEXT STEPS FOR THE STUDY

- ✓ Please see attached list of base data provided by the district. I have not received the items in red. The complete study cannot be accomplished without the data listed. If information is not available of the variable does not apply, please so note. Thanks.
- ✓ Please double check the historical enrollments since 2002. Note item five on the list: the historical enrollment includes all pupils regardless of location of program or type of program (Example: BOCES vocational technical or special ed placements not in the district). The survival data for grade 10 to grade 11 implies that all the Greenville pupils are not included in the grade 11 historical enrollments---are BOCES vocational technical or alternative ed pupils included?
- ✓ In order to provide the most useable data benchmarked to when the capital project will be submitted, I suggest that the base cohort projections and the other six projections be accomplished in September with actual 2009-2010 enrollment data. In this way, the best available data are used to base the program goals of the capital project.
- ✓ May I also suggest that the capacity study include what the district is planning in its K-12 buildings for renovations and/or additions? In this way, the district receives a capacity study in context of what is planned *and* the study is able to review building aid units in order to suggest ideas you may want to discuss with SED before formal submittal of the project in the fall in order to maximize available building aid to Greenville.
- ✓ There are no added costs in 2009-2010 to accomplish the above study steps. Printing of studies and travel expenses to the district (if any) are the only itemized potential costs for 2009-2010.

Prepared by: Dr. Paul M. Seversky
June 22, 2009

DATA PROVIDED BY THE DISTRICT TO SERVE AS A BASIS FOR AN ENROLLMENT PROJECTION STUDY

All of the data sets suggested below may or may not be applicable or available for your district. However, the more information provided enables the analysis in the study to be richer and more comprehensive. The data may also suggest that the statistical analysis of historical enrollment data needs to be adjusted to project possible future enrollments. I am available to discuss and guide the district point person responsible to gather the information.

A. Readily accessible geographic and historical enrollment data:

1. List each county the district is in. List the names of ALL the towns, cities, and villages within the boundaries of the district.
2. List each school building and list the grade levels served.
3. Please provide the total of kindergarten enrollments for each year since 1988 or as far back as possible. Make sure disabled kindergartners are part of each year's total enrollment.

KINDERGARTEN ENROLLMENT FOR AS FAR BACK AS POSSIBLE

1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002

4. If you do a kindergarten registration effort in May or June, please provide the number of prospective kindergarteners registered at these sessions for as many years as you have records since 1988.
5. Provide the grades K through 12 enrollments since 2003 (total of each grade level for the total district) through 2009-2010. **DO NOT breakout special needs students, or 'ungraded' students, or students attending a BOCES program-include them in a grade level enrollment total no matter where the children are served.** If need be, estimate the grade levels for all special needs students enrolled in a given year and make sure the grade levels from 2003 through 2009-10 include that enrollment. Be consistent for each year as to when you report the grade level enrollment. (Example: October 1 enrollment data for each grade level.) **Note** that enrollment reported in #1 on the BEDS form is **not inclusive** by grade level of all district pupils. All pupil totals listed in BEDS #1, #4, and #5 should be assigned to appropriate grade levels in the following chart. Complete totals of ALL possible district enrollments by grade level are requested for the calculations of this study in order to maximize enrollment to substantiate Building Aid Units and to help substantiate the capacity of the district to serve all its pupils. Current program decisions for current pupils do not necessarily correspond to the program placements of pupils taking their places in the future.

(Please note that these historical enrollment data of all the children regardless of instructional program or location are critical to the methodology. Please call if you have a question or need help. Thank you.)

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

YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12
2003-2004													
2004-2005													
2005-2006													
2006-2007													
2007-2008													
2008-2009													
2009-2010													

- List special education classrooms currently rented to BOCES. Include the types and enrollments. How long have you been renting and what is the outlook to continue renting and the numbers to be served in the rooms? Does the district provide special needs services to pupils of other districts on a tuition basis? If so, please list the numbers by grade level for each of the past six school years? Are these tuitioned enrollments part of the enrollments charted in number 5?
- List Pre-K enrollments, if any, since 1998 through the present. What is the district’s intent concerning universal pre-K?

1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009

- Provide home school and private school enrollment data for as many years as possible. If possible (as best you can given what data may be available), please chart the available data in the format listed below for each year possible historically. Include grade levels and/or age levels. Describe any history of private school openings or closings in the past five years. Is there any ‘talk’ of such schools opening or closing in the next five years? BEDS #7 will provide historical data about home-schooled pupils.

YEAR _____

GRADE	(PRE K)	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
PRIVATE SCHOOL															
List all such schools:															

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

Home Schooled															
Charter School Students															

9. Are there any charter schools or applications for such schools in your area? What is the number of students enrolled in charter schools now, if any? List the enrollments by grade level in the chart for number 8.
10. I will get the district’s completer/drop-out rates from SED. Is the district doing anything different over the years regarding prevention strategies? Any new strategies or programs upcoming? Please include any existing documents that describe your AIS efforts and the goals for implementing those efforts that will/may result in young people staying in school until completion.
11. If you have compiled numbers of retentions by grade level from one year to the next, please include this data.
12. Does the district tuition students from another school district (example: 9-12 students come from a K-8 Common School District). If yes, please provide the history of the enrollment of these tuitioned students for as far back as possible. Please provide the names of the school districts and the superintendents from these partner school districts.

B. Other data:

The cohort survival statistic is a common method applied to forecast future school enrollment. The statistic is a reliable enrollment forecasting technique. However, the accuracy of the projected enrollment data can be affected by a number of variables. Please provide as much information as possible about the following items.

13. Has your community hosted refugee families and other immigrants since 2000? If so, give numbers of immigrant children served by grade level. What is the outlook for continued sponsorship of such families in the future? Give educated estimates of how many families may be joining your community and school district.
14. Please provide me with the names, phone numbers and email addresses of the code officers or heads of planning for each of the municipalities (towns, villages, cities) in your school district. I will be researching any history/trends/patterns of: new residences or apartments, building permits, new businesses, business cutbacks, construction projects, any related permit applications, projects at a proposal stage, single family housing projects, multiple family housing apartment projects, mobile home parks and any other development that might affect population in the district. A call from you or your office to let these folks now that ‘this fellow Paul may call and it is ok’ will be of great help. Attached is a chart of information that I will be using

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

- with them. I will mail or email it to them. I have found that there is more credibility when a school district official contacts these information-rich folks to introduce the study and me. Are there any new employment opportunities or cutbacks within the district or nearby? Any media articles? Any contacts?
15. Please describe any recent grade retention policy changes.
 16. Is the county planning any new foster home families or group homes in your district? Social Services can give you some insight. If so, please explain or list a contact at social services to be called.
 17. Is the county proposing any changes with regard to welfare policy? If so, please explain or list a contact at social services to be called.
 18. If you have worked with a person from the county planning office, please list his/her name and office phone number. I will contact this person. Calling them to introduce me in that a call from me 'is ok' will be of great help.
 19. To your knowledge are there any policy changes or rumors about changes in any of the municipalities that you serve with regard to housing development? (Example: new requirements for minimum lot sizes.) Any contacts?
 20. If you have data about in and out district transfers, please compile and include for as many years as possible.
 21. Are there plans for any new highways that will allow folks who live in your district to travel more quickly to surrounding areas for employment? Any contacts?
 22. Choose one or more trusted and respected realtors. Please provide the names and phone numbers to me. Then, please call them to introduce me at that I will be calling them on behalf of the school district. I will be interviewing them to get their perceptions about such matters as: What is a good estimate of available single-family houses and empty apartments in the district? What is the usual vacancy/availability rate? What is the housing turnover in your district? What is the trend concerning empty nesters? What is the housing inventory? Data about the median cost of housing.
 23. Please send me a copy of the most recent (Serial) Bond prospectus written about the district by the district's bonding attorney or financial advisor.

Please call if you have a question. Thank you.

Dr. Paul M. Seversky
 Email: pseversk@twcny.rr.com
 3487 Nelson Place East
 Canastota, New York 13032
 Phone and fax: 315-697-9792

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