AMENDMENT TO DISTRICT-WIDE FACILITY STUDY

FOR

NESHAMINY SCHOOL DISTRICT

2001 LINCOLN HIGHWAY
LANGHORNE, PA 19047

spiezle
ARCHITECTURAL
GROUP

OCTOBER 23, 2014 – ORIGINAL ISSUE

Table of Contents

District-Wide Facility Study Amendment

Appendix: Supporting Information

Overview

The district most recently updated its district-wide facility study December 10, 2012 and the document was titled "District-Wide Facility Study Update – Option Refinement."

This document serves as an amendment to that District-Wide Facility Study and addresses: (1) updated enrollments and capacity information to reflect current and recently assessed data, and (2) the documenting of an additional building construction and consolidation option being considered for advancement by the district. This additional option will be identified as Option 9A and is a variant of Option 9 as previously documented in the December 10, 2012 study. This district-wide facility study amendment updates the prior study in terms of the following:

- **Enrollment:** Updated current and prior year enrollments are documented for all schools. Since the prior study, the district has implemented a full-day kindergarten program and developed an updated demographic study.

- **School Capacity:** Current school capacity was recently assessed based on an updated assessment of building use and is summarized and compared to projected enrollments (*see Appendix 1*).

- **Projected Enrollment:** 5-year projections based on the recent District demographic study are documented including consideration of actual full-day kindergarten enrollments (*demographic study provided in Appendix 2*). Full day kindergarten was initiated after the demographic study for the 2014-15 school year. Current and projected enrollments are also compared to building capacity for elementary and middle school facilities (*only elementary and middle schools are impacted by the additional construction and consolidation Option 9A in this amendment*).

- **Additional Construction and Consolidation Facility Option 9A:** An additional construction and consolidation option is documented that impacts the district at the elementary and middle school levels. The high school is not impacted by this option.

An overview of the Neshaminy School District and pertinent characteristics can be found in the December 10, 2012 District-Wide Facility Study document in Section 1, starting on page 7.

District Educational Program

Information on the Neshaminy School District's educational programs can be found in the December 10, 2012 District-Wide Facility Study document in Section 1, starting on page 31.

Current Enrollment

The current and 5-year historic enrollments at each of the district's schools is documented in the below table. 2014-15 figures correspond to October 1, 2014 district counts.

Table 1A: Current & Historic Enrollment for all schools

Enrollment Year	Elementary Schools (K-5)								
	Buck	Everitt	Ferderbar	Heckman	Hoover	Lower South	Miller	Schweitzer	Total
2010-11	449	391	527	534	607	434	383	340	**3,665**
% of Total (ES/MS)	*12.3%*	*10.7%*	*14.4%*	*14.6%*	*16.6%*	*11.8%*	*10.5%*	*9.3%*	
2011-12	459	397	539	518	617	464	384	360	**3,738**
% of Total (ES/MS)	*12.3%*	*10.6%*	*14.4%*	*13.9%*	*16.5%*	*12.4%*	*10.3%*	*9.6%*	
2012-13	422	394	533	522	645	498	405	344	**3,763**
% of Total (ES/MS)	*11.2%*	*10.5%*	*14.2%*	*13.9%*	*17.1%*	*13.2%*	*10.8%*	*9.1%*	
2013-14	394	397	586	467	656	475	413	348	**3,736**
% of Total (ES/MS)	*10.5%*	*10.6%*	*15.7%*	*12.5%*	*17.6%*	*12.7%*	*11.1%*	*9.3%*	
2014-15	433	395	585	457	695	513	415	374	**3,867**
% of Total (ES/MS)	*11.2%*	*10.2%*	*15.1%*	*11.8%*	*18.0%*	*13.3%*	*10.7%*	*9.7%*	

Enrollment Year	Middle Schools (6-8)				High School	District
	Maple Point	Poquessing	Sandburg	Total	(9-12)	Total
2010-11	996	554	603	**2153**	**2865**	**8683**
% of Total (ES/MS)	*46.3%*	*25.7%*	*28.0%*			
2011-12	1005	580	575	**2160**	**2850**	**8748**
% of Total (ES/MS)	*46.5%*	*26.9%*	*26.6%*			
2012-13	969	538	561	**2068**	**2629**	**8460**
% of Total (ES/MS)	*46.9%*	*26.0%*	*27.1%*			
2013-14	973	566	527	**2066**	**2638**	**8440**
% of Total (ES/MS)	*47.1%*	*27.4%*	*25.5%*			
2014-15	935	585	486	**2006**	**2540**	**8,413**
% of Total (ES/MS)	*46.6%*	*29.2%*	*24.2%*			

Table 1B: Current Enrollment by Grade & School

Enrollment (October 1, 2014 figures) Elementary Schools	KFD	1	2	3	4	5	Current Enroll
Pearl S. Buck	57	65	76	77	78	80	433
Samuel Everitt	64	65	72	67	65	62	395
Joseph E. Ferderbar	88	96	108	101	110	82	585
Oliver Heckman	70	73	75	86	73	80	457
Herbert Hoover	109	113	121	119	111	122	695
Lower Southhampton	87	94	72	94	98	68	513
Walter Miller	43	70	73	75	67	87	415
Albert Schweitzer	67	54	69	65	52	67	374
Totals	585	630	666	684	654	648	**3867**
Middle Schools				**6**	**7**	**8**	
Maple Point				282	316	337	935
Poquessing				208	197	180	585
Sandburg				147	161	178	486
Totals				637	674	695	**2006**
High School			**9**	**10**	**11**	**12**	
High School			654	584	640	662	**2540**

Projected Enrollment

Projected enrollments have been documented in December 10, 2012 District-Wide Facility Study document in Section 5, starting on page 56. Updates to these projections occurred with the preparation of a demographic study by Sundance on March 31, 2014 and provided in Appendix 2 for reference. Projections were further updated in this District-wide Study Amendment document to reflect the modification of the district's educational program to include full-day kindergarten. These latest update figures can be found below.

Table 2: March 2014 Demographic Study Projection (Appendix 2)

Year	K	1	2	3	4	5	Total	6	7	8	Total	9	10	11	12	Total	District
2014	454	729	618	675	651	645	**3772**	644	691	676	**2011**	700	598	630	641	**2569**	**8352**
2015	499	573	683	626	690	655	**3726**	672	652	692	**2016**	668	678	600	619	**2565**	**8307**
2016	540	630	538	691	640	694	**3733**	683	681	653	**2017**	684	647	679	589	**2599**	**8349**
2017	471	679	588	542	704	641	**3625**	721	689	680	**2090**	643	659	645	664	**2611**	**8326**
2018	505	592	634	593	552	705	**3581**	666	727	688	**2081**	669	620	657	631	**2577**	**8239**

Projection Modification:

Since these figures were generated, the district has initiated a full-day kindergarten program. Enrollments in this program significantly exceeded the enrollments projected in the demographic study. As a result, the projected enrollments have been amended for use in this document to: (1) reflect the actual enrollment for kindergarten for the 2014-15 school year (585 students vs 454

previously projected), and (2) modify the projection to consider this increased cohort size moving forward. Impacted cohorts are adjusted proportionally based on the original projection (grey/highlighted cells below). This amended projection is shown below – these figures are used for projected enrollments in this report:

Table 2B: AMENDED Enrollment Projections

Year	K	1	2	3	4	5	Total	6	7	8	Total	9	10	11	12	Total	District
2014	**585**	729	618	675	651	645	**3903**	644	691	676	**2011**	700	598	630	641	**2569**	**8483**
2015	643	**627**	683	626	690	655	**3924**	672	652	692	**2016**	668	678	600	619	**2565**	**8505**
2016	696	689	**625**	691	640	694	**4035**	683	681	653	**2017**	684	647	679	589	**2599**	**8651**
2017	607	746	687	**625**	704	641	**4010**	721	689	680	**2090**	643	659	645	664	**2611**	**8711**
2018	651	650	743	687	**625**	705	**4062**	666	727	688	**2081**	669	620	657	631	**2577**	**8720**

School Building Capacity

Building capacities are not absolute figures but instead represent the ability of each school building to support enrollment based on a series of factors and policies. These factors and the calculation methodology used to determine capacity are summarized below and covered in detail in Appendix 1 which includes the "Facility Capacity Assessment" report previously prepared for the district.

School Building Capacity – Calculation Factors

Calculation of the capacity of each school building considers the following factors:

Table 3

Capacity Factor	Value	Basis or Source
Elementary Class Sizes	**(students/room)**	
K (½ or full day)	22/44 FTE*	District maximum class size
Grade 1	24	District maximum class size
Grade 2	25	District maximum class size
Grade 3	26	District maximum class size
Grade 4	29	District maximum class size
Grade 5	29	District maximum class size
Average Grade 1–5	27	An average of maximum class sizes for grades 1 through 5 (see note 1)
Grade 1–5 Special Ed	12	District maximum class size
Middle School Class Sizes	**(students/room)**	
General Ed Gr. 6-8	35	District maximum class size

Capacity Factor	Value	Basis or Source
Science/Lab Gr. 6-8	30	District maximum class size
Bus/Art/Tech Gr. 6-8	20	District maximum class size
Grade 6–8 Special Ed	12	District maximum class size
Middle School Schedule	7 period/6 day cycle	Rooms nominally considered available for between 5 and 6 periods/day out of a possible 7 (71-85%).
Utilization Rates		
Elementary School	Maximum of 90% or 4 year average by school	Actual utilization is calculated, however; the higher of a generally accepted elementary school utilization (90%) or the actual calculated utilization is used
Middle School	Maximum of 80% or school actual	80% figure based on rooms available to support capacity between 5-6 hours out of 7 available daily.

**FTE = Full Time Equivalent for ½ day programs*

School Building Capacities

The current capacity of each elementary and middle school building (*the option explored within this amendment impacts only elementary and middle school facilities*) are reflected in the below table along with projected enrollments. Note: The school by school projected enrollments shown in this table do not consider the grade realignment explored in Option 9A.

Table 4: Projected Enrollment & Capacity (Elem; Middle)

Projected Enrollment Elementary Schools	10/1/2014 Enroll	% of Enroll	Projected Enrollment	Est. School Allocation	Capacity	Projected v Capac
Pearl S. Buck	433	*11.2%*		455	419	(36)
Samuel Everitt	395	*10.2%*		415	419	4
Joseph E. Ferderbar	585	*15.1%*		614	626	11
Oliver Heckman	457	*11.8%*	**4062**	480	506	26
Herbert Hoover	695	*18.0%*		730	739	9
Lower Southhampton	513	*13.3%*		539	490	(48)
Walter Miller	415	*10.7%*		436	419	(17)
Albert Schweitzer	374	*9.7%*		393	425	32
Totals	**3867**	*100.0%*		**4062**	**4041**	(21)
Middle Schools						
Maple Point	935	*46.6%*		970	1576	606
Poquessing	585	*29.2%*	**2081**	607	880	273
Sandburg	486	*24.2%*		504	894	389
Totals	**2006**	*100.0%*		**2081**	**3350**	**1269**
High School						
High School	**2540**	*100.0%*	**2577**	**2577**		

Physical Plant Facility Needs

The various upgrades and improvements recommended for consideration at each school were previously identified in the December 10, 2012 District-Wide Facility Study document in section 5 and starting on page 12. This information has not changed and the December 2012 document continues to serve as the representation of the various physical plant needs appropriate for district consideration in upgrading or improving each school building.

Amended Facility Improvement Option

Various improvement and consolidation options were explored in the December 10, 2012 District-Wide Facility Study document and can be found in section 5 starting on page 70 of this document. Of these options, an additional option is explored herein which represents a variation on Option 9 (and related option 6c) in the December 2012 study.

Option – 9A

This amended option considers the consolidation of the district in terms of several school closures, the construction of a new elementary school on the site of the prior Tawanka Elementary School, and a grade realignment impacting the elementary and middle schools. The Tawanka facility was previously closed by the district and is now operated by the Co unty Intermediate Unit. A new location will be proposed for IU use from the school closures considered under this option.

Option 9A Summary Description

- Closure of 3 elementary schools (Samuel Everitt, Oliver Heckman and Lower Southampton elementary Schools);
- Realignment of grades between elementary and middle schools from K-5 elementary schools to K-4 elementary schools and middle schools from grades 6-8 to grades 5-8.
- Construction of a New Elementary School with a maximum capacity of 929 students.
- Demolition of the Prior Tawanka Elementary School Building and transfer of the IU to one of the three schools proposed for closure.

Option 9A Enrollment and Capacity Impacts:

The goal of this option is consolidation of operations for efficiency. The realignment of 5th grade from the elementary schools to the middle schools reduces enrollment at the elementary level where capacity is tight, enabling the 5th grade student enrollment to be served in the middle schools where capacity in excess of grade 6-8 enrollment needs exists. Additionally, the closure of three schools and construction of a new school reduces excess elementary school capacity and captures operational efficiencies which will reduce district operating costs on an annual basis. Impacts to enrollment and capacity are summarized in

the following table. (*Note: some student realignment will need to be developed in detail with transportation changes which are pending*).

Table 6: Existing District Alignment (Enrollment and Capacity)

Projected Enrollment Elementary Schools	10/1/2014 Enroll	Projected Enrollment	Existing Capacity	Projected v Capac
K-5 Existing Configuration	3867	**4062**	**4041**	**-21**
Middle Schools				
6-8 Existing Configuration	2006	**2081**	**3350**	**1269**

Table 7: Proposed District Reconfiguration with Option 9A

Projected Enrollment Elementary Schools	10/1/2014 Enroll	Projected Enrollment	Capacity	Projected v Capac
K-4 Proposed Configuration	3219	**3357**	**4041**	**684**
Close Samuel everitt			(419)	
Close Oliver Heckman			(506)	
Close Lower Southampton			(490)	
Construct New Elementary			929	
K-4 Proposed Adjusted Figures		**3357**	**3555**	**199**
Middle Schools				
5-8 Proposed Configuration	2654	**2786**	**3350**	**564**

Option 9A PROS and CONS:

Considering the impacts of implementing this option, the following pros and cons are appropriate to be considered by the district:

PROS:

- Realignment of grades from K-5|6-8 to K-4|5-8 makes more efficient use of available capacity in district buildings.
- The construction of a new school and closure of 3 older schools will reduce current upgrade needs and reduce annual operational costs in the district.

- The new school is larger than other district elementary schools and will be more efficient to operate.
- An available site under ownership by the district enables construction of a new school without the need to acquire additional property.
- The change to a grade K-4|5-8 alignment may produce educational program delivery opportunities for the 5th grade curriculum as new facilities in the middle schools may be available to support delivery of this curriculum (e.g.: science labs, technology, etc.).

CONS:

- Realignment of grades and building attendance produces impacts most severely felt by residents within the sending areas of elementary buildings being closed.
- The new school is larger than other district elementary schools which may require variations in school management from current buildings.
- The change to a grade K-4|5-8 alignment may produce educational program delivery challenges for the district around the 5th grade curriculum.
- Construction of a new school represents a current cost to the district despite long term operational cost benefits.

Option 9A Budget Considerations:

A summary of anticipated costs associated with this option are listed below:

Summary of Option Costs Elementary Schools	Existing Sq. Ft.	Impacted Sq. Ft.	New Total Sq. Ft.	Estimated Costs*	Est. $/GSF
Pearl S. Buck	63,548	0	63,548	$ -	$ -
Samuel Everitt	43,146	(43,146)	0	$ -	$ -
Joseph E. Ferderbar	52,296	0	52,296	$ -	$ -
Oliver Heckman	54,200	(54,200)	0	$ -	$ -
Herbert Hoover	76,924	0	76,924	$ -	$ -
Lower Southhampton	55,596	(55,596)	0	$ -	$ -
Walter Miller	56,344	0	56,344	$ -	$ -
Albert Schweitzer	66,310	0	66,310	$ -	$ -
New Elementary	0	111,800	111,800	$ 29,600,000	$ 265
	468,364	(41,142)	427,222	$ 29,600,000	
Middle Schools					
Maple Point	249,115	0	249,115	$ -	$ -
Poquessing	146,146	0	146,146	$ -	$ -
Sandburg	124,189	0	124,189	$ -	$ -
	519,450	0	519,450	$ -	
High School					
High School	423,064	0	423,064	$ -	$ -
	423,064	0	423,064	$ -	

**Building and site related costs only. Soft costs are not included in the represented figures.*

NOTE: Costs shown and anticipated square footage impacts are preliminary and subject to refinement as the PlanCon approval and design process moves forward for the new school.

Author's Credentials

This update was prepared by Scott Downie, AIA, LEEDap – Principal of the Spiezle Architectural Group, Inc. (Spiezle), the current architect under contract with the Neshaminy School District. Mr. Downie holds architectural licensure in Pennsylvania, New Jersey and Delaware and has practiced as a licensed architect since 1993 during which time he has performed as the architect for dozens of new school building projects and hundreds of school renovation, additional, new construction and upgrade projects throughout the mid-atlantic region. He is a former NJ Office of School Construction Regional Director and has lectured and instructed on NJ/PA approval processes including PlanCon as well as sound educational design and planning for over 20 years.

Option 9A Budget Considerations:

A summary of anticipated costs associated with this option are listed below:

Summary of Option Costs Elementary Schools	Existing Sq. Ft.	Impacted Sq. Ft.	New Total Sq. Ft.	Estimated Costs*	Est. $/GSF
Pearl S. Buck	63,548	0	63,548	$ -	$ -
Samuel Everitt	43,146	(43,146)	0	$ -	$ -
Joseph E. Ferderbar	52,296	0	52,296	$ -	$ -
Oliver Heckman	54,200	(54,200)	0	$ -	$ -
Herbert Hoover	76,924	0	76,924	$ -	$ -
Lower Southhampton	55,596	(55,596)	0	$ -	$ -
Walter Miller	56,344	0	56,344	$ -	$ -
Albert Schweitzer	66,310	0	66,310	$ -	$ -
New Elementary	0	111,800	111,800	$ 29,600,000	$ 265
	468,364	(41,142)	427,222	$ 29,600,000	
Middle Schools					
Maple Point	249,115	0	249,115	$ -	$ -
Poquessing	146,146	0	146,146	$ -	$ -
Sandburg	124,189	0	124,189	$ -	$ -
	519,450	0	519,450	$ -	
High School					
High School	423,064	0	423,064	$ -	$ -
	423,064	0	423,064	$ -	

**Building and site related costs only. Soft costs are not included in the represented figures.*

NOTE: Costs shown and anticipated square footage impacts are preliminary and subject to refinement as the PlanCon approval and design process moves forward for the new school.

Appendix 1

Main body of previously completed Facility Capacity Assessment Report establishing capacity at each existing school in the Neshaminy School District.

FACILITY CAPACITY ASSESSMENT

FOR

NESHAMINY SCHOOL DISTRICT

2001 LINCOLN HIGHWAY
LANGHORNE, PA 19047

spiezle
ARCHITECTURAL
GROUP

OCTOBER 16, 2013 – UPDATED DRAFT
DECEMBER 4, 2013 - ISSUED

Table of Contents

Executive Summary

Assessments were undertaken of the current and past space use and capacity at each of Neshaminy School District's elementary and middle schools. The goal of this assessment was to understand how each building is utilized, the programming and policy practices under which each building is currently scheduled and district enrollment trends for understanding comparative growth between various schools. With consideration of these factors, as well as information from meetings with each school principal and walk-through tours of each facility, an assessment of both: (a) current capacity and (b) potential capacity for each building was developed.

Projected enrollment

Projections of future enrollments utilized in this study were provided by the Neshaminy School District. Individual school projections were outside the scope of this assessment; however, enrollment trends for each of the district's elementary and middle schools based on the past ten years of district provided information were reviewed to understand relative growth from school to school. This breakdown and the historic data can be found on page 6 and in Appendix 1.

	Current	5-year Projection	Variance +/(-)
Elementary Schools	3,736	**3,447**	(289)
Middle Schools	2,066	**2,192**	126
	5,802	**5,639**	(163)

School Building Capacity

Building capacities are not absolute figures but instead represent the ability of each school building to support enrollment based on a series of factors and policies. Factors influencing the calculation of capacity (e.g.: class sizes, utilization rates, etc.) are identified on page 7 of this report.

Current School Building Capacities

Current and historic capacities for the elementary schools and current capacities for the middle schools are outlined on page 10 of this report. These capacities are calculated based on the factors outlined on page 7 as well as information provided by the district, meetings with the school

principals, and direct observation of current usage at each school. Current capacities of each school and comparative 5-year projected enrollment figures are shown below.

Elementary Schools	Current Capacity	Est. Proj. Enroll Distribution*	Est. Variance	% of Capacity
Pearl S. Buck	419	381	38	91%
Samuel Everitt	419	387	32	92%
Joseph E. Ferderbar	626	543	83	87%
Oliver Heckman	506	465	41	92%
Herbert Hoover	739	578	161	78%
Lower Southhampton	490	438	52	89%
Walter Miller	438	330	108	75%
Albert Schweitzer	425	325	99	77%
	4061	3447	**614**	85%

Middle Schools	Potential Capacity	Est. Enroll Distribution	Est. Variance	% of Capacity
Maple Point	1576	1180	396	75%
Poquessing	880	459	421	52%
Sandburg	894	553	341	62%
	3350	2192	**1158**	65%

Potential School Building Capacities

While current capacity represents a baseline capacity figure, changes could be considered in the way facilities are used to increase capacity, enhance program delivery, or both. Adjustments to building use that would result in increased capacity and which may be appropriate for the District to consider were identified (where applicable). These are shown in tables 5.1 through 5.11 starting on page 18) and summarized in table 6.1 (page 18) also included below.

Elementary Schools	Potential Capacity	Est. Proj. Enroll Distribution*	Est. Variance	% of Capacity
Pearl S. Buck	442	381	62	86%
Samuel Everitt	419	387	32	92%
Joseph E. Ferderbar	626	543	83	87%
Oliver Heckman	554	465	88	84%
Herbert Hoover	763	578	185	76%
Lower Southhampton	490	438	52	89%
Walter Miller	486	330	156	68%
Albert Schweitzer	473	325	147	69%
	4252	3447	**805**	81%

Middle Schools	Potential Capacity	Est. Enroll Distribution	Est. Variance	% of Capacity
Maple Point	1632	1180	452	72%
Poquessing	880	459	421	52%
Sandburg	950	553	397	58%
	3462	2192	**1270**	63%

Overview

Assessments were undertaken of the current and past space use and capacity at each of Neshaminy School District's elementary and middle schools. The goal of this assessment was to understand how each building is utilized, the programming and policy practices under which each building is currently scheduled and district enrollment trends for understanding comparative growth between various schools. With consideration of these factors, as well as information from meetings with each school principal and walk-through tours of each facility, an assessment of both: (a) current capacity and (b) potential capacity for each building was developed. This assessment and the findings are described in terms of the following:

- **Enrollment:** The current and prior years enrollments were considered and trends of either growth or reduction in enrollment at each elementary school were reviewed.

- **Projected Enrollment:** 5-year projections of enrollment were provided by the District (overall elementary and overall middle school projected enrollment). These District enrollments were allocated to individual schools on a proportional basis to provide comparison to capacity figures.

- **Current School Usage:** Current room assignments, scheduling and program needs were considered for each of the elementary and middle schools.

- **Utilization Rates:** School programming utilization rates (*possible students supportable in spaces vs. actually assigned students*) were developed based on current and past usage to assess how efficiently each school operates given its programmatic mix and enrollment characteristics. Standard educational planning practice typically applies a 90% utilization rate for elementary schools and is utilized in this assessment. Middle schools vary depending on schedule and in-school practices and vary as a result. The rates used in this assessment and the methodology for those rates are as described in Table 2 on page 8

- **Current and Potential School Capacity:** A capacity figure representing current (baseline) programs and practices at each school was established and compared to projected enrollments. Additionally, a "potential" capacity figure was also developed. Achieving this potential capacity may require changes to current programming and in

these cases; changes are outlined for the District's consideration. If such changes are considered reasonable by the District, then this figure can be used as a planning figure.

Current School Classroom Usage

The current classrooms in use at each of the schools at the time of assessment are illustrated in table A below. This table reflects the total number of classrooms available and in use at each school regardless of whether they appropriately or by program support capacity. Capacity supporting classrooms are designated by school in detail in the tables shown for each facility in Appendix 2.

Table A

Elementary Schools	Clrms	Music	Art	Cmptr	SE	SCSE	Other**	IU	Total
Pearl S. Buck	17	1	1	1	4	0	1	5	30
Samuel Everitt	17	1	1	0	3	0	0	2	24
Joseph E. Ferderbar	25	0	1	0	2	0	0	0	28
Oliver Heckman	20	2	1	1	4	0	0	0	28
Herbert Hoover	29	2	1	0	3	2	0	3	40
Lower Southhampton	20	1	1	1	3	0	0	1	27
Walter Miller	17	2	1	1	5	0	0	3	29
Albert Schweitzer	15	2	1	1	3	5	1	2	30
	160	11	8	5	27	7	2	16	236

Middle Schools	General classrooms as well as computer art, music, tech, science, consumer science and gym stations	SE	SCSE	Other	IU	Total
Maple Point	61	0	0	11	8	80
Poquessing	35	0	0	1	3	39
Sandburg	35	0	1	10	0	46
	131	0	1	22	11	165

Projected Enrollments

Projections of future enrollments utilized in this study were provided by the Neshaminy School District. Individual school projections were outside the scope of this assessment; however, enrollment trends for each of the district's elementary and middle schools based on the past ten years of district provided information were reviewed to understand relative growth from school to school. These trends were applied as a means of breaking down the District's overall elementary and middle school level projections into approximate school by school allocations for the limited purpose of providing a comparison to calculated capacity figures for each school. Enrollment trends and the school by school allocation used for comparison are outlined below.

Table 1

Elementary Schools	Oct 1, 2013 Enroll	Est. Proj Enroll*	Est. % of Proj Enroll
Pearl S. Buck	394	381	*11%*
Samuel Everitt	397	387	*11%*
Joseph E. Ferderbar	586	543	*16%*
Oliver Heckman	467	465	*14%*
Herbert Hoover	656	578	*17%*
Lower Southhampton	475	438	*13%*
Walter Miller	413	330	*10%*
Albert Schweitzer	348	325	*9%*
	3736	**3447**	*100%*

Middle Schools	Oct 1, 2013 Enroll	Est. Proj Enroll*	Est. % of Proj Enroll
Maple Point	973	1,180	*54%*
Poquessing	566	459	*21%*
Sandburg	527	553	*25%*
	2066	**2192**	*100%*

**Elementary and Middle school total projected enrollments were provided by the District. School by school figures were estimated to provide comparative capacity figures across various schools.*

It is important to note that the illustrated trends shown in Appendix 1 of this report represent straight-line averaged trends based on the past 10 years of enrollment data which are extended forward. As such, they should not be construed as individual school projections but merely as a means of comparatively gauging relative growth patterns at one school verses another and to provide some context for capacity figures. As such, these 10-year trends were used to establish a proportion of the District's overall projected enrollment that might appropriately be allocated to each school.

School Building Capacity

Building capacities are not absolute figures but instead represent the ability of each school building to support enrollment based on a series of factors and policies. These include:

a. How the use of space in each building is assigned (*e.g.: is a full size classroom dedicated to general or specialized use such as art or music or are more specialized programs assigned to one particular building vs. another*);
b. How effectively each space in the building is utilized (*e.g.: number of available periods a space is actually scheduled vs. the possible periods for which it could be scheduled and the needs of the specialized programs assigned to individual spaces.*);
c. District maximum class sizes in terms of students/room; and
d. Sizes of spaces and their ability to support full or partial class sizes (*e.g.: partial sized classrooms are not considered capacity supporting, but are used for small group instruction).*

Buildings can be utilized at rates that are over or under capacity for many reasons relating to these criteria as well as other factors such as variations in enrollments from grade to grade and year to year, student in/out migration at individual schools throughout the year, or variations in assigned class sizes from grade to grade.

School Building Capacity – Calculation Factors

To assess the capacity of each school building, individual meetings were held with the principal's at each school and room assignments (from fall, 2013) were reviewed along with current class sizes and operational practices. Each building was toured to observe use and consider the various sizes and configurations of rooms in the buildings and evaluate the suitability of spaces to support full size classes, partial classes, or specialized programs. To provide as objective an assessment of capacity as possible the various factors utilized in the calculation of capacity are based on the following standards and/or district practices shown in table 2 which follows:

Table 2

Capacity Factor	Value	Basis or Source
Elementary Class Sizes	**(students/room)**	
K (½ or full day)	22/44 FTE*	District maximum class size
Grade 1	24	District maximum class size
Grade 2	25	District maximum class size
Grade 3	26	District maximum class size
Grade 4	29	District maximum class size
Grade 5	29	District maximum class size
Average Grade 1–5	27	An average of maximum class sizes for grades 1 through 5 (see note 1)
Grade 1–5 Special Ed	12	District maximum class size
Middle School Class Sizes	**(students/room)**	
General Ed Gr. 6-8	35	District maximum class size
Science/Lab Gr. 6-8	30	District maximum class size
Bus/Art/Tech Gr. 6-8	20	District maximum class size
Grade 6–8 Special Ed	12	District maximum class size
Middle School Schedule	7 period/6 day cycle	Rooms nominally considered available for between 5 and 6 periods/day out of a possible 7 (71-85%).
Utilization Rates		
Elementary School	Maximum of 90% or 4 year average by school	Actual utilization is calculated, however; the higher of a generally accepted elementary school utilization (90%) or the actual calculated utilization is used
Middle School	Maximum of 80% or school actual	80% figure based on rooms available to support capacity between 5-6 hours out of 7 available daily.

**FTE = Full Time Equivalent for ½ day programs*

Rooms assigned to either general instructional use (*capacity supporting at all school levels*) or specialized instruction were determined based on a combination of the information provided by the individual school principals and/or the scheduling assignments for fall 2013. Rooms assigned to programming where students are "pulled-out" of other classes to attend are not considered capacity supporting. At the elementary level, capacity is accounted for under a student's homeroom. Art, music, gym, or similar specialized spaces are not considered capacity supporting at the elementary level as students are pulled-out of their primary class to attend. When this occurs, a "seat" remains empty and to avoid double counting of potential capacity, specialized pull-out programs are not considered capacity supporting.

At the middle school level, general classrooms/homerooms as well as art, music, computer, gym, and similar spaces are considered capacity supporting if students are scheduled into them during the day rather than pulled-out of other spaces for specialized instruction.

NOTE 1: As general classrooms in an elementary school can be assigned to any grade in any particular year based on that year's specific enrollment needs, an average grade 1–5 class size figure is therefore used to calculate capacity as shown on the table on page 7. This accommodates enrollment dynamics which can change from year to year.

NOTE 2: The modification of any of the above factors or policies *will impact* educational capacities. Changing a middle school schedule, applying a larger class size to an elementary school space, or adding/dropping specific program requirements are all examples that would alter the capacity for a building as capacity figures represent the ability of each school building to support enrollment based on these factors and policies.

Current School Capacities

The current – or baseline – capacity was calculated for each elementary and middle school building and the historic capacity for each elementary school was calculated based on the programs supported at each school over the last four years. These are shown in the tables below *(see Appendix 1: Current and Historic Capacities*). *NOTE: Enrollment figures are as reported by individual schools at our meetings and are from varying time frames. They may not match District record enrollments or figures used by the district to generate enrollment projections.

Table 3a: Elementary Schools – Current and Historic Capacity and Enrollments

Elementary		2010	+/(-)	2011	+/(-)	2012	+/(-)	2013	+/(-)
Pearl S. Buck	*Enroll*	461	**13.0%**	425	**19.8%**	407	**15.6%**	394	**5.9%**
	Capacity	**530**		**530**		**482**		**419**	
	over/(under)	69		105		75		25	
Samuel Everitt	*Enroll*	420	**4.2%**	398	**9.2%**	367	**12.3%**	397	**5.1%**
	Capacity	**438**		**438**		**419**		**419**	
	over/(under)	18		40		52		22	
Joseph E. Ferderbar	*Enroll*	578	**0.0%**	570	**-2.2%**	591	**-1.6%**	586	**6.3%**
	Capacity	**578**		**558**		**582**		**626**	
	over/(under)	0		-12		-9		40	
Oliver Heckman	*Enroll*	461	**13.7%**	511	**4.3%**	487	**4.5%**	467	**7.7%**
	Capacity	**534**		**534**		**510**		**506**	
	over/(under)	73		23		23		39	
Herbert Hoover	*Enroll*	625	**0.1%**	645	**0.7%**	620	**9.5%**	656	**11.2%**
	Capacity	**626**		**650**		**685**		**739**	
	over/(under)	1		5		65		83	
Lower Southhampton	*Enroll*	462	**4.2%**	487	**3.8%**	511	**7.7%**	475	**3.1%**
	Capacity	**482**		**506**		**554**		**490**	
	over/(under)	20		19		43		15	
Walter Miller	*Enroll*	389	**11.2%**	373	**14.9%**	419	**8.5%**	413	**5.8%**
	Capacity	**438**		**438**		**458**		**438**	
	over/(under)	49		65		39		25	
Albert Schweitzer	*Enroll*	382	**9.1%**	342	**25.6%**	375	**23.8%**	348	**18.0%**
	Capacity	**420**		**460**		**492**		**425**	
	over/(under)	38		118		117		77	
Enrollment		3778	**6.6%**	3751	**8.8%**	3777	**9.7%**	3736	**8.0%**
Capacity		**4046**		**4114**		**4182**		**4061**	
Difference		268		363		405		325	

Understanding tables 3a & 3b:

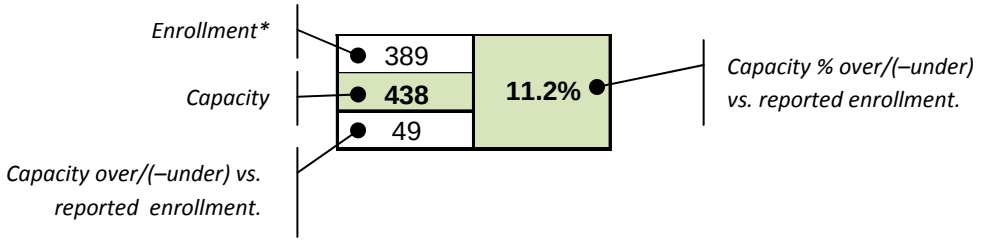


Table 3b: Middle Schools – Current Capacity and Enrollments

Middle Schools		2013	+/(-)
Poquessing	*Enroll*	566	**35.7%**
	Capacity	**880**	
	over/(under)	314	
Sandburg	*Enroll*	527	**41.0%**
	Capacity	**894**	
	over/(under)	367	
Maple Point	*Enroll*	973	**38.3%**
	Capacity	**1576**	
	over/(under)	603	
Enrollment		2066	**38.3%**
Capacity		**3350**	
Difference		1284	

**Based upon District provided enrollment projections.*

Table 4: Current Capacities vs. Est. 5-year Enrollment Projections

The below figures represent the capacity of each school given current programs and operating policies and can be considered a **"baseline"** capacity figure.

Elementary Schools	Current Capacity	Est. Proj. Enroll Distribution*	Est. Variance	% of Capacity
Pearl S. Buck	419	381	38	91%
Samuel Everitt	419	387	32	92%
Joseph E. Ferderbar	626	543	83	87%
Oliver Heckman	506	465	41	92%
Herbert Hoover	739	578	161	78%
Lower Southhampton	490	438	52	89%
Walter Miller	438	330	108	75%
Albert Schweitzer	425	325	99	77%
	4061	3447	**614**	85%

Middle Schools	Potential Capacity	Est. Enroll Distribution	Est. Variance	% of Capacity
Maple Point	1576	1180	396	75%
Poquessing	880	459	421	52%
Sandburg	894	553	341	62%
	3350	2192	**1158**	65%

Potential School Capacity

While current capacity represents a baseline capacity figure, changes could be considered in the way facilities are used to increase capacity, enhance program delivery, or both. Adjustments to building use that would result in increased capacity and which may be appropriate for the District to consider were identified (where applicable). Changes considered are shown below for each school in tables 5.1 through 5.11 (*and summarized on page 18*) along with the potential adjustment to capacity that could result if adopted. It should be noted that these are merely suggestions from a facility usage perspective and there may be very good educational reasons for current assignments that this perspective may not fully consider.

Additionally, further considerations could be made that were not included in the potential capacity figures but which may be appropriate for consideration. These include:

- **Elementary Computer Labs:** Dedicated computer labs have are scheduled on a limited basis, typically utilized through teacher sign-up. Additionally, these labs are used for MAP testing 3 times during the year when demand is high. Currently five elementary schools have dedicated computer labs and three do not. Options which may be appropriate to consider outside of the status quo and which would impact capacity may be: (1) adding dedicated computer rooms in schools without them by taking up an existing space which would reduce capacity at three schools; or (2) eliminating the existing computer labs in favor of computers carts (COW's) which would add capacity at five schools.

- **Resource Rooms:** The majority of special education instruction is based on inclusion or structured pull-out instruction. Rooms dedicated to pull-out instruction are not counted as capacity supporting however; in some cases, these rooms are full size classrooms. Three such rooms at the elementary level and two at the middle school level could be considered for conversion to capacity supporting use if current pull-out programs can be accommodated otherwise or a room be divided into two spaces as noted. By contrast, some schools have self-contained special education (SCSE) programs. SCSE rooms *are* counted as capacity supporting as students reside in these rooms as homerooms.

- **Intermediate Unit (IU) dedicated rooms:** Most schools host the IU in various rooms serving a mix of Neshaminy and other district students. These rooms could, if returned to district use, serve to support capacity. A total of 21 elementary and 8 middle school rooms are dedicated to IU use (see Appendix 2).

- **Full-day Kindergarten:** Currently, the District's kindergarten program consists of both half-day and full-day classes. Should the district consider implementation of full-day kindergarten at all schools additional space would be required to facilitate the program. Currently 11 classrooms are allocated to half-day kindergarten and 9 to full-day at the various elementary schools. If a full-day program was implemented with class sizes close to the target class size of 22 students/room, an estimated 9-10 additional rooms may be required depending on enrollment distribution between schools. If these rooms were reallocated from existing rooms, this would reduce overall elementary capacity by approximately 220 seats. Additionally, a full-day program would likely result in additional enrollment which has not been assessed as part of this effort but which could impact this estimate substantially depending on the increased draw from a full-day kindergarten program in the district.

Outside of consideration of the above, each school with identified potential changes is shown in the tables which follow. Figures in shaded boxes represent capacity supporting spaces:

Pearl S. Buck Elementary School (Table 5.1)

Potential Capacity Current Capacity >> 419

	Clrms	Music	Art	Cmptr	SE*	SCSE	Other**	IU			
1/2 day K	1								1	44	44
Full-day K	1								1	22	22
Grades 1-5	15				1				16 / 0	27	426
SCSE (1-5)									0 / 0	12	0
Non-Capacity		1	1	1	3		1	5	12	0	

*SE: pull-out use in full size rooms **Subtotal >>** **492**

**Other: full size spaces which could support capacity Utilization Rate (Greater of school average or 90%) >> 90.0%

Description of Changes: **Total >>** **442**

1. Subdivide Music room into (2) SE instruction; move music to reg classroom; maintain seperate lesson room
2. Current Art room, book room and IU rooms could also be considered

Capacity supporting spaces are shaded >>

Samuel Everitt Elementary School (Table 5.2)

Potential Capacity Current Capacity >> 419

	Clrms	Music	Art	Cmptr	SE*	SCSE	Other**	IU			
1/2 day K	1								1	44	44
Full-day K	1								1	22	22
Grades 1-5	15								15 / 0	27	399
SCSE (1-5)									0 / 0	12	0
Non-Capacity		1	1		3			2	7	0	

*SE: pull-out use in full size rooms **Subtotal >>** **465**

**Other: full size spaces which could support capacity Utilization Rate (Greater of school average or 90%) >> 90.0%

Description of Changes: **Total >>** **419**

1. None

Joseph Ferderbar Elementary School (Table 5.3)

Potential Capacity Current Capacity >> 626

	Clrms	Music	Art	Cmptr	SE*	SCSE	Other**	IU			
1/2 day K	2								2	44	88
Full-day K	1								1	22	22
Grades 1-5	22								22 / 0	27	585
SCSE (1-5)									0 / 0	12	0
Non-Capacity			1		2				3	0	

*SE: pull-out use in full size rooms **Subtotal >>** **695**

**Other: full size spaces which could support capacity Utilization Rate (Greater of school average or 90%) >> 90.0%

Description of Changes: **Total >>** **626**

1. None

Oliver Heckman Elementary School (Table 5.4)

Potential Capacity Current Capacity >> 506

	Clrms	Music	Art	Cmptr	SE*	SCSE	Other**	IU			
1/2 day K	2								2	44	88
Full-day K	1								1	22	22
Grades 1-5	17	1			1				19 / 0	27	505
SCSE (1-5)									0 / 0	12	0
Non-Capacity		1	1	1	3				6	0	

*SE: pull-out use in full size rooms **Subtotal >>** **615**

**Other: full size spaces which could support capacity Utilization Rate (Greater of school average or 90%) >> 90.0%

Description of Changes: **Total >>** **554**

1. Allocate one of the current Music rooms to general instruction; compensate with lesson room elsewhere
2. Re-assign one full-size SE pull-out room to capacity use; sibdivide a full size room to compensate

Herbert Hoover Elementary School (Table 5.5)

Potential Capacity Current Capacity >> 739

	Clrms	Music	Art	Cmptr	SE*	SCSE	Other**	IU			
1/2 day K	2								2	44	88
Full-day K	2								2	22	44
Grades 1-5	25	1							26 / 0	27	692
SCSE (1-5)					3	2			2 / 3	12	24
Non-Capacity		1	1					3	5	0	

*SE: pull-out use in full size rooms **Subtotal >>** **848**

**Other: full size spaces which could support capacity Utilization Rate (Greater of school average or 90%) >> 90.0%

Description of Changes: **Total >> 763**

1. Allocate one of the current Music rooms to general instruction; compensate with lesson room elsewhere

Lower Southampton Elementary School (Table 5.6)

Potential Capacity Current Capacity >> 490

	Clrms	Music	Art	Cmptr	SE*	SCSE	Other**	IU			
1/2 day K	1								1	44	44
Full-day K	1								1	22	22
Grades 1-5	18								18 / 0	27	479
SCSE (1-5)									0 / 0	12	0
Non-Capacity		1	1	1	3			1	7	0	

*SE: pull-out use in full size rooms **Subtotal >>** **545**

**Other: full size spaces which could support capacity Utilization Rate (Greater of school average or 90%) >> 90.0%

Description of Changes: **Total >> 490**

1. None

Walter Miller Elementary School (Table 5.7)

	Clrms	Music	Art	Cmptr	SE*	SCSE	Other**	IU			
1/2 day K	1								1	44	44
Full-day K	1								1	22	22
Grades 1-5	15	1			1				17 / 0	27	452
SCSE (1-5)									0 / 0	12	0
Non-Capacity		1	1	1	4			3	10	0	

*SE: pull-out use in full size rooms **Subtotal >>** **518**

**Other: full size spaces which could support capacity Utilization Rate (Greater of school average or 90%) >> 90.0%

Description of Changes: **Total >> 466**

1. Allocate one of the current Music rooms to general instruction; compensate with lesson room elsewhere
2. Re-assign one full-size SE pull-out room to capacity use; sibdivide one full size room to compensate

Albert Schweitzer Elementary School (Table 5.8)

Potential Capacity Current Capacity >> 425

	Clrms	Music	Art	Cmptr	SE*	SCSE	Other**	IU			
1/2 day K	1								1	44	44
Full-day K	1								1	22	22
Grades 1-5	13	1					1		15 / 0	27	399
SCSE (1-5)						5			5 / 0	12	60
Non-Capacity		1	1	1	3			2	8	0	

*SE: pull-out use in full size rooms **Subtotal >>** **525**

**Other: full size spaces which could support capacity Utilization Rate (Greater of school average or 90%) >> 90.0%

Total >> **473**

Description of Changes:

1. Use current professional development room as capacity supporting

2. Use (1) Lounge area as Music classroom; reallocate Music room

Maple Point Middle School (Table 5.9)

Current Capacity

	Clrms	Music	Art	Cmptr	Tech	Sci	PE	ConSci	SE*	SCSE	Other**	IU			
Grades 6-8 (gen stations)	37			4			3	2					46	35	1610
Grades 6-8 (Sci/Lab)						6							6	30	180
Grades 6-8 (Bus/Art/Tech		3	3		3								9	20	180
SCSE (6-8)													0	12	0
Non-Capacity											11	8	19	0	

*SE: pull-out use in full size rooms **Subtotal >>** **1970**

**Other: full size or LGI rooms or spaces which could provide full size rooms Utilization Rate (Greater of school average or 90%) >> 80.0%

Capacity supporting spaces are shaded >>

Total >> **1576**

Potential Capacity

	Clrms	Music	Art	Cmptr	Tech	Sci	PE	ConSci	SE*	SCSE	Other**	IU			
Grades 6-8 (gen stations)	37			4			3	2			2		48	35	1680
Grades 6-8 (Sci/Lab)						6							6	30	180
Grades 6-8 (Bus/Art/Tech		3	3		3								9	20	180
SCSE (6-8)													0	12	0
Non-Capacity											9	8	17	0	

*SE: pull-out use in full size rooms **Subtotal >>** **2040**

**Other: full size or LGI rooms or spaces which could provide full size rooms Utilization Rate (Greater of school average or 80%) >> 80.0%

Total >> **1632**

Description of Changes:

1. Combine resource use of regular rooms into fully scheduled rooms; current rooms 1/2 scheduled

Poquessing Middle School (Table 5.10)

Current Capacity

	Clrms	Music	Art	Cmptr	Tech	Sci	PE	ConSci	SE*	SCSE	Other**	IU			
Grades 6-8 (gen stations)	17			2			3	2					24	35	840
Grades 6-8 (Sci/Lab)						4							4	30	120
Grades 6-8 (Bus/Art/Tech		2	2		3								7	20	140
SCSE (6-8)													0	12	0
Non-Capacity											1	3	4	0	

*SE: pull-out use in full size rooms — **Subtotal >>** **1100**

**Other: full size or LGI rooms or spaces which could provide full size rooms — Utilization Rate (Greater of school average or 90%) >> 80.0%

Capacity supporting spaces are shaded >> — **Total >>** **880**

Potential Capacity

	Clrms	Music	Art	Cmptr	Tech	Sci	PE	ConSci	SE*	SCSE	Other**	IU			
Grades 6-8 (gen stations)	17			2			3	2					24	35	840
Grades 6-8 (Sci/Lab)						4							4	30	120
Grades 6-8 (Bus/Art/Tech		2	2		3								7	20	140
SCSE (6-8)													0	12	0
Non-Capacity											1	3	4	0	

*SE: pull-out use in full size rooms — **Subtotal >>** **1100**

**Other: full size or LGI rooms or spaces which could provide full size rooms — Utilization Rate (Greater of school average or 90%) >> 80.0%

Total >> **880**

Description of Changes:
1. none

Sandburg Middle School (Table 5.11)

Current Capacity

	Clrms	Music	Art	Cmptr	Tech	Sci	PE	ConSci	SE*	SCSE	Other**	IU			
Grades 6-8 (gen stations)	18			2			3	2					25	35	875
Grades 6-8 (Sci/Lab)						3							3	30	90
Grades 6-8 (Bus/Art/Tech		2	2		3								7	20	140
SCSE (6-8)										1			1	12	12
Non-Capacity											10		10	0	

*SE: pull-out use in full size rooms — **Subtotal >>** **1117**

**Other: full size or LGI rooms or spaces which could provide full size rooms — Utilization Rate (Greater of school average or 90%) >> 80.0%

Capacity supporting spaces are shaded >> — **Total >>** **894**

Potential Capacity

	Clrms	Music	Art	Cmptr	Tech	Sci	PE	ConSci	SE*	SCSE	Other**	IU			
Grades 6-8 (gen stations)	18			2			3	2			2		27	35	945
Grades 6-8 (Sci/Lab)						3							3	30	90
Grades 6-8 (Bus/Art/Tech		2	2		3								7	20	140
SCSE (6-8)										1			1	12	12
Non-Capacity											8		8	0	

*SE: pull-out use in full size rooms — **Subtotal >>** **1187**

**Other: full size or LGI rooms or spaces which could provide full size rooms — Utilization Rate (Greater of school average or 80%) >> 80.0%

Total >> **950**

Description of Changes:
1. Combine resource use of regular rooms into fully scheduled rooms; current rooms 1/2 scheduled

Table 6.1: Potential Capacities Compared to Est. 5-year Enrollment Projections

The below table summarizes the capacity that would be available at the various schools if the potential changes to space use were considered as identified in the tables starting on page 12.

Table 6.1

Elementary Schools	Potential Capacity	Est. Proj. Enroll Distribution*	Est. Variance	% of Capacity
Pearl S. Buck	442	381	62	86%
Samuel Everitt	419	387	32	92%
Joseph E. Ferderbar	626	543	83	87%
Oliver Heckman	554	465	88	84%
Herbert Hoover	763	578	185	76%
Lower Southhampton	490	438	52	89%
Walter Miller	486	330	156	68%
Albert Schweitzer	473	325	147	69%
	4252	3447	**805**	81%

Middle Schools	Potential Capacity	Est. Enroll Distribution	Est. Variance	% of Capacity
Maple Point	1632	1180	452	72%
Poquessing	880	459	421	52%
Sandburg	950	553	397	58%
	3462	2192	**1270**	63%

Current and potential capacities are calculated based upon the following capacity supporting stations (e.g.: classrooms) in each school:

Table 6.2

Elementary Schools	Current Capacity Stations	Potential Capacity Stations	+/-
Pearl S. Buck	17	18	1
Samuel Everitt	17	17	0
Joseph E. Ferderbar	25	25	0
Oliver Heckman	20	22	2
Herbert Hoover	29	32	3
Lower Southhampton	20	20	0
Walter Miller	17	19	2
Albert Schweitzer	15	22	7
	160	**175**	15

Middle Schools	Current Capacity Stations	Potential Capacity Stations	+/-
Maple Point	61	63	2
Poquessing	35	35	0
Sandburg	36	38	2
	292	**311**	19

Appendix 2

Projected enrollment assessment considered in this district-wide study update as provided by the Neshaminy School District.

March 31, 2014

Neshaminy School District
Attn: Mr. Robert L. Copeland, Superintendent
2001 Old Lincoln Highway
Langhorne, PA 19047

RE: **Neshaminy School District**
Demographic Study emphasizing K and Grade 1 Enrollments

Dear Mr. Copeland:

Thank you for the opportunity of exploring the impact of a possible change to full-day Kindergarten in the Neshaminy School District. We have based our projection on an analysis of the historic change of nearby districts, similar in enrollment and geography, who have previously completed that change. A narrative of the methodology, the findings of that analysis, and a projection of Kindergarten and Grade 1 enrollments are presented herein.

Because the Kindergarten and Grade 1 research effort relative to Enrollments, Births and Residential Building Permits, in the three comparative districts as well as Neshaminy, far outweighed the data collection for historic Neshaminy enrollments, we have proceeded with a full K-12 projection for the District.

Methodology

Historic enrollments for Public School Districts in the southeastern Pennsylvania counties of Berks, Bucks, Montgomery and Delaware were reviewed to determine which of those 66 Districts had Full Day Kindergarten Only (vs. AM/PM or AM/PM/Full) in October 2012. On average, 38% of the Districts had Full Day Kindergarten only with ranges from a low of 23% in Bucks County to a high of 47% in Montgomery County.

Full Day Kindergarten Review	Total	FDK	%
Bucks	13	3	23.1%
Montgomery	21	10	47.6%
Berks	17	7	41.2%
Delaware	15	5	33.3%
Combined	66	25	37.9%

Recent Transition	+6Yrs	-6Yrs	%
Bucks	12	1	
Montgomery	20	1	
Berks	14	3	
Delaware	15	0	
Combined	61	5	8.2%

Those 25 Districts that had Full Day Kindergarten Only were reviewed for Kindergarten status in October 2006 to determine which of the districts, had made the transition during that 6-year interval for which enrollment data was readily available.

Five of the Districts were recent transitions and were reviewed for further suitability to be included in the study.

Current Kindergarten enrollments were compared with the Neshaminy Kindergarten enrollment which had increased from 425 in year 2008 to 505 in year 2012.

Lower Moreland and Kutztown, with enrollments at 150 and 100, respectively, were eliminated from the study as being too small. Governor Mifflin, Bensalem and Wilson School Districts remained and were used in the study as comparative districts.

Recent Transitions by K Enrollment	District	K Enroll
Bucks	Bensalem	340
Montgomery	Lower Moreland	150
Berks	Gov. Mifflin	300
Berks	Kutztown	100
Berks	Wilson	400

Data regarding Live Births, Residential Building Permits and historical Kindergarten and Grade 1 enrollments was collected for each of these three school Districts. While Bensalem SD is a single municipality school district, Wilson SD is comprised of 4 municipalities and a small portion of a 5th; and Governor Mifflin SD is comprised of 5 municipalities. It is noted here for comparative purposes that Neshaminy is comprised of 6 municipalities. The Births and Permit data is documented in the Appendix.

For each school district a Cohort Survival analysis was made for 3 years before moving to Full Day Kindergarten and for 3 years after the change (except Neshaminy for which enrollment is only available for 2 years after). But this was not sufficiently accurate to account for in-migration due to New Housing, so a second Cohort Survival analysis was made that decreased each grades enrollment by a housing increment in each of the 6 years analyzed. This decrease ranged between 0 and 8 students per grade though the average was 2 per year in Governor Mifflin, 3 in Bensalem and 5 per year in Wilson.

From this Cohort Survival analysis, "before" and "after" Survival Ratios (S/R) were obtained for Birth to Kindergarten and for Kindergarten to Grade 1.

Results

Gov Mifflin	K	1st
S/R Before	0.891	1.169
S/R After	0.958	1.033
Change %	7.50%	-11.63%
Bensalem	K	1st
S/R Before	0.541	1.141
S/R After	0.632	1.002
Change %	16.74%	-12.20%
Wilson	K	1st
S/R Before	1.147	1.229
S/R After	1.247	1.123
Change %	8.72%	-8.65%
Combined Average		
Change %	10.99%	-10.83%

The findings are that, on average, a District that moves to Full Day Kindergarten will experience a 10.99% increase in their Birth to Kindergarten Survival Ratio; and a 10.83% decrease in their Kindergarten to Grade 1 Survival Ratio.

*It is to be noted that this is **not** a percent increase/decrease in enrollment. It is a percent increase/decrease in the Survival Ratio.*

Across the three comparative districts, changes in Birth to Kindergarten S/R ranged from 7.5% to 16.7%, and changes in Kindergarten to Grade 1 S/R ranged from -8.6% to -12.2%.

It is understood that, with analysis of even more "similar" districts, the "change" could be made more accurate. However, this Consultant is comfortable with moving forward with a projection for Neshaminy based on these results.

These changes indicate increases in Kindergarten enrollments and little change in Grade 1 enrollments.

The table at the right exhibits the projected October Kindergarten and Grade 1 enrollments for a 5-year and a 5-10 year extended period, in both an adjusted and a standard projection.

The Adjusted projection uses the S/R and New Housing changes resulting from the analysis and the Standard projection does not.

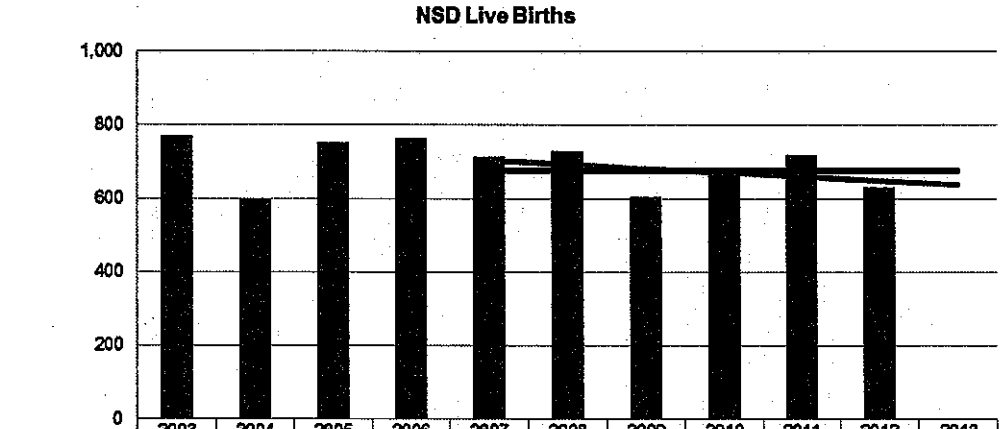
Kindergarten projections in the initial 5-year period are 47-56 students larger than the standard projection, the equivalent of 3 classrooms.

Grade 1 projections exhibit a 6 student increase by the end of the initial 5-year period. These students are likely from New Housing as discussed in greater detail on page 4.

		Kindergarten		Grade 1	
		Adj	Std	Adj	Std
Projected	2014	454	406	729	726
	2015	499	447	573	573
	2016	540	484	630	630
	2017	471	424	679	682
	2018	505	455	592	598
Extended	2019	505	455	635	642
	2020	505	455	635	642
	2021	505	455	635	642
	2022	505	455	635	642
	2023	506	455	635	642

Notes on Births (Five Years Earlier)

Live Births by the end of the initial 5-year projection period are estimates, these children are not yet born. The estimate used is the average of the prior 6 years (2007-12). This is the accepted practice for use of a Cohort Survival methodology for a school district enrollment projection.



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Births	770	598	752	764	713	729	604	664	719	630	
6 Yr Trend					704	693	682	671	660	649	638
6 Yr Avg					677	677	677	677	677	677	677

The **average** of the last 6 years is 677 births per year, of which 75% would enroll five years later in the Neshaminy SD. However, the 6-year **trend**, with some volatility, has been for 11 births less each year. If that trend were to continue, the 2013 Births (officially unavailable at this time) would be at 638, not the 677 used in the projection.

Five years later, the October 2018 Kindergarten enrollment would be 476 and not the 505 as projected...*lower by nearly 30 students. This note on methodology is provided so the reader might understand the importance of staying abreast of the Live Births in the District.* Additional Live Births data by Municipality is available in the Appendix.

The October 2018 Kindergarten enrollment is the only projection in the initial 5 years that is based on an average and not a documented count. However each additional year of projection uses one additional year of an "average", such that the year 2023 K-Grade 5 elementary projection is based on averages in its' entirety. *This note on methodology is provided so the reader might understand the relatively poor accuracy of K-Grade 5 projections on an extended 5-10 year period.*

Adjustments for the Impact of New Housing

The Kindergarten and Grade 1 projection was also adjusted for New Housing. While there is no residential construction activity in Hulmeville Borough, Langhorn Borough or Langhorn Manor Borough, there is unusual activity in the other three municipalities.

In Penndell Borough, where permits have averaged 1.5 per year over the last 6 years, there are permits for a mix of 24 units this year. In Lower Southampton, a 131 unit Townhouse Project is approved and under construction, while in Middletown, a 143 unit Townhouse Project is approved and under construction. Neither municipality has experienced any multi-family permitting in the last 6 years. These 298 units are "above the average" that is "built into" the standard projection.

The projection will be adjusted in accordance with a schedule for completion over the next three years as follows;

Proposed Housing (Above Average)						
			2014	**2015**	**2016**	**Total**
Penndel Borough	**Single Family**	3 Bdrm	2			**2**
	Twins	3 Bdrm	10			**10**
	Apartments	2 Bdrm	12			**12**
Lower Southampton	**Emerald Walk THs**	3 Bdrm	31	50	50	**131**
Middletown	**Big Oak Crossings THs**	3 Bdrm	43	50	50	**143**
			98	100	100	**298**

This schedule of development is then translated into a schedule of additional Public School Age Children by applying multipliers for the specific unit type and number of bedrooms. These multipliers are found in Rutgers University, Center for Urban Policy Research, "Residential Demographic Multipliers for Pennsylvania" by Burchell, Listokin, et al, June 2006.

A total of 106 additional K-12 students will arrive from this proposed new housing. 34 new students will arrive in 2014, with 36 arriving in years 2015 and 2016.

Public School Age Children						
		Mult.	**2014**	**2015**	**2016**	**Total**
Penndel Borough	**Single Family**	0.56	1.1			1
	Twins	0.36	3.6			4
	Apartments	0.19	2.3			2
Lower Southampton	**Emerald Walk THs**	0.36	11.2	18.0	18.0	47
Middletown	**Big Oak Crossings THs**	0.36	15.5	18.0	18.0	51
			34	**36**	**36**	**106**

Therefore, 2 to 3 students in each grade level, in each of these years are from new housing. These new students have been included in the K and Grade 1 Tables exhibited on page 2.

This concludes the projection for K and Grade 1 as commissioned.

Having completed the due diligence to project Kindergarten and Grade 1, there was little effort left to complete a District-wide projection and that also has been done. Those results are presented as Table 1.1 to 1.4, attached herewith and include the impacts of Full Day Kindergarten and New Housing.

Please feel free to telephone with questions, or to schedule a Presentation/Review meeting with the Board.

Very Truly Yours,

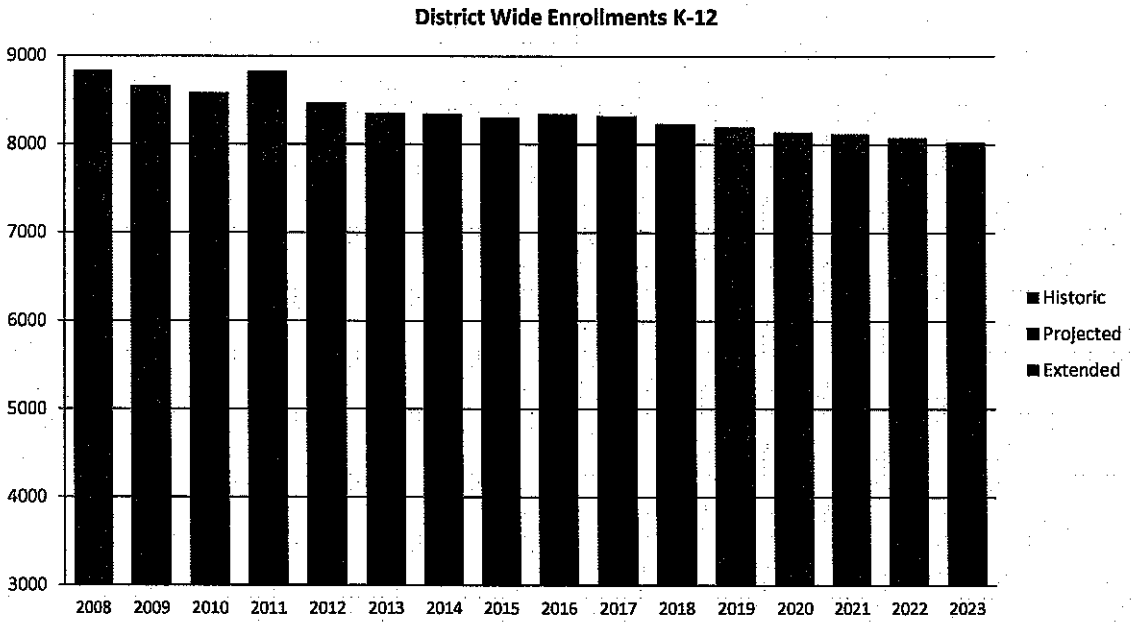
George B. Sundell
Principal Consultant
SUNDANCE ASSOCIATES

Neshaminy School District
District Wide

Table 1.1

All Schools

		PK/KK	K	1	2	3	4	5	6	7	8	9	10	11	12	UG 9-12	TOTAL	Average	Change
Historic	**2008**		427	723	616	646	636	685	694	726	764	659	752	732	776	1	8,837		
	2009		449	630	655	635	669	617	711	704	701	708	708	745	734	0	**8,666**		
	2010		489	653	594	653	635	673	644	726	728	724	693	671	704	0	**8,587**		
	2011		510	699	627	605	661	651	703	654	716	780	715	786	718	8	**8,833**	8,625	
	2012		505	707	641	626	617	665	679	702	650	672	657	659	692	1	**8,473**		
	2013		515	659	667	637	641	617	682	675	709	618	629	653	654	0	**8,356**		-481
Projected	**2014**		454	729	618	675	651	645	644	691	676	700	598	630	641	0	**8,352**		
	2015		499	573	683	626	690	655	672	652	692	668	678	600	619	0	**8,307**		
	2016		540	630	538	691	640	694	683	681	653	684	647	679	589	0	**8,349**	8,314	
	2017		471	679	588	542	704	641	721	689	680	643	659	645	664	0	**8,325**		
	2018		505	592	634	593	552	705	666	727	688	669	620	657	631	0	**8,238**		-118
Extended	**2019**		505	635	552	639	603	553	733	672	726	677	645	618	643	0	**8,201**		
	2020		505	635	593	557	650	604	575	739	670	714	652	643	605	0	**8,143**		
	2021		505	635	593	598	567	651	628	580	738	659	688	651	629	0	**8,122**	8,115	
	2022		505	635	593	598	609	568	677	633	578	726	636	686	637	0	**8,081**		
	2023		506	635	593	598	609	610	590	683	632	569	699	634	671	0	8,029		-209

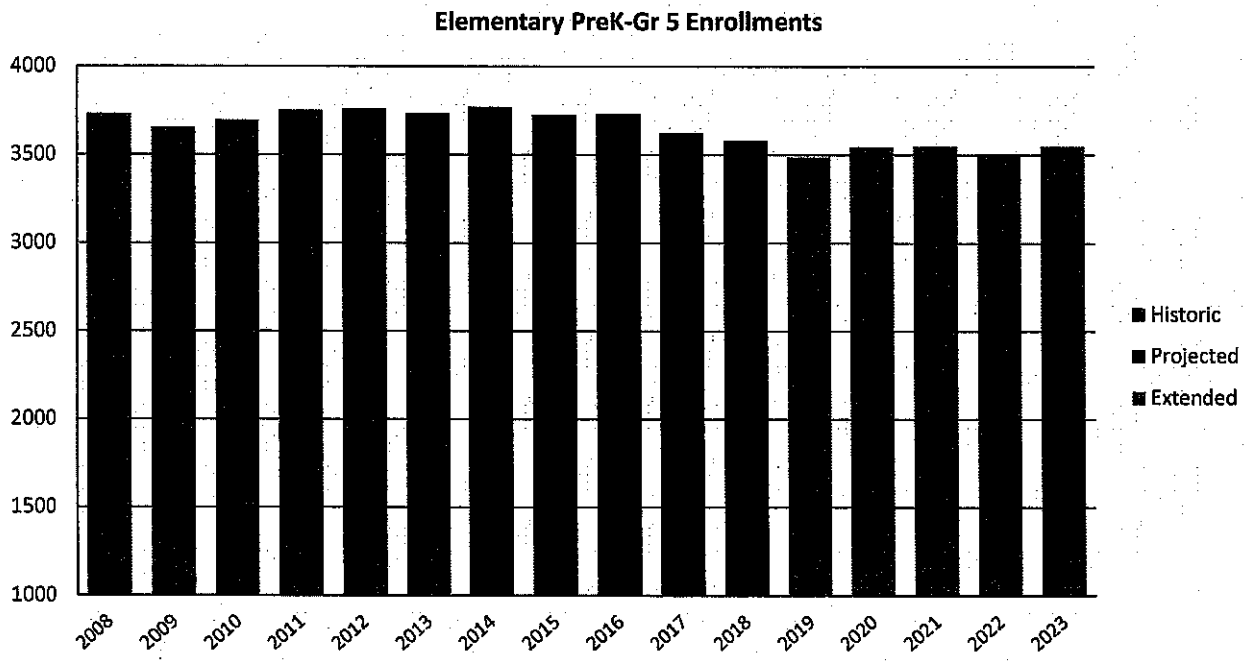


Neshaminy School District

Table 1.2

Elementary K -Grade 5 Enrollments

		PKSE	PK3	PK4	K	1	2	3	4	5	PK-5 TOTAL	Period Average	Change	
Historic	**2008**	0	0	0	427	723	616	646	636	685	**3,733**			
	2009	0	0	0	449	630	655	635	669	617	**3,655**			
	2010	0	0	0	489	653	594	653	635	673	**3,697**			
	2011	0	0	0	510	699	627	605	661	651	**3,753**	**3,723**		
	2012	0	0	0	505	707	641	626	617	665	**3,761**			
	2013	0	0	0	515	659	667	637	641	617	**3,736**		**3**	0.1%
Projected	**2014**	0	0	0	454	729	618	675	651	645	**3,771**			
	2015	0	0	0	499	573	683	626	690	655	**3,726**			
	2016	0	0	0	540	630	538	691	640	694	**3,733**	**3,687**		
	2017	0	0	0	471	679	588	542	704	641	**3,624**			
	2018	0	0	0	505	592	634	593	552	705	**3,581**		**-155**	-4.1%
Extended	**2019**	0	0	0	505	635	552	639	603	553	**3,488**			
	2020	0	0	0	505	635	593	557	650	604	**3,545**			
	2021	0	0	0	505	635	593	598	567	651	**3,550**	**3,528**		
	2022	0	0	0	505	635	593	598	609	568	**3,508**			
	2023	0	0	0	506	635	593	598	609	610	**3,550**		**-30**	-0.9%



Neshaminy School District

Table 1.3

Middle School Grade 6-8 Enrollments

		6	7	8	Gr 6-8 TOTAL	Period Average	Period Change	
Historic	**2008**	694	726	764	**2,184**			
	2009	711	704	701	**2,116**			
	2010	644	726	728	**2,098**			
	2011	703	654	716	**2,073**	**2095**		
	2012	679	702	650	**2,031**			
	2013	682	675	709	**2,066**		**-118**	-5.4%
Projected	**2014**	644	691	676	**2,010**			
	2015	672	652	692	**2,016**			
	2016	683	681	653	**2,018**	**2043**		
	2017	721	689	680	**2,090**			
	2018	666	727	688	**2,081**		**15**	0.7%
Extended	**2019**	733	672	726	**2,130**			
	2020	575	739	670	**1,984**			
	2021	628	580	738	**1,945**	**1970**		
	2022	677	633	578	**1,888**			
	2023	590	683	632	**1,905**		**-176**	-8.3%

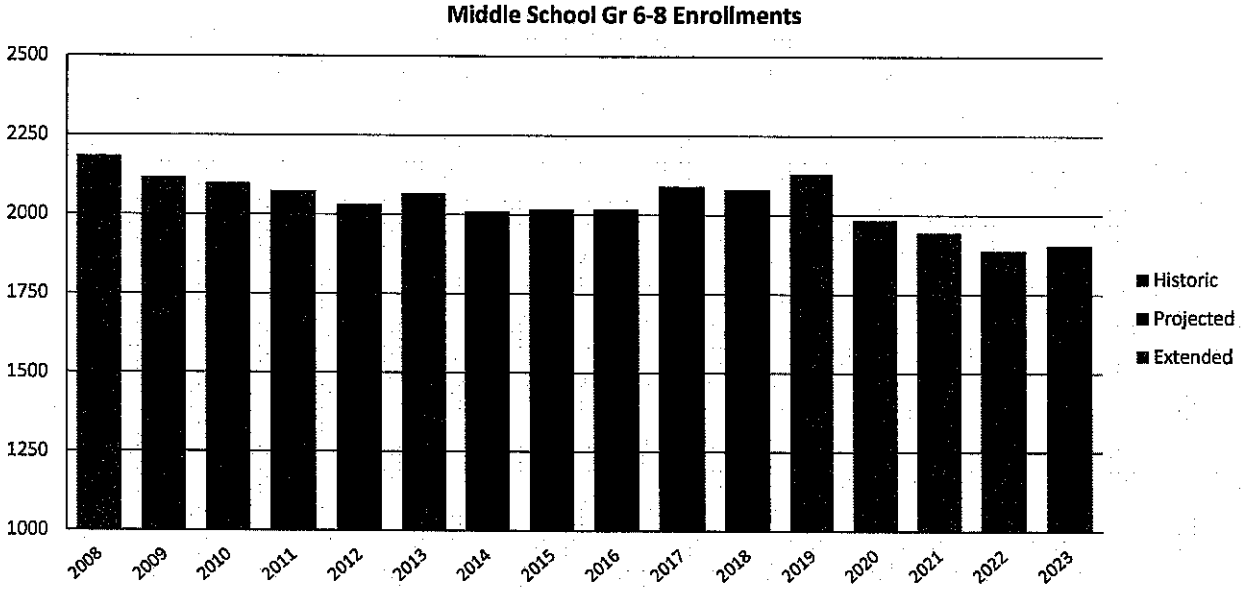
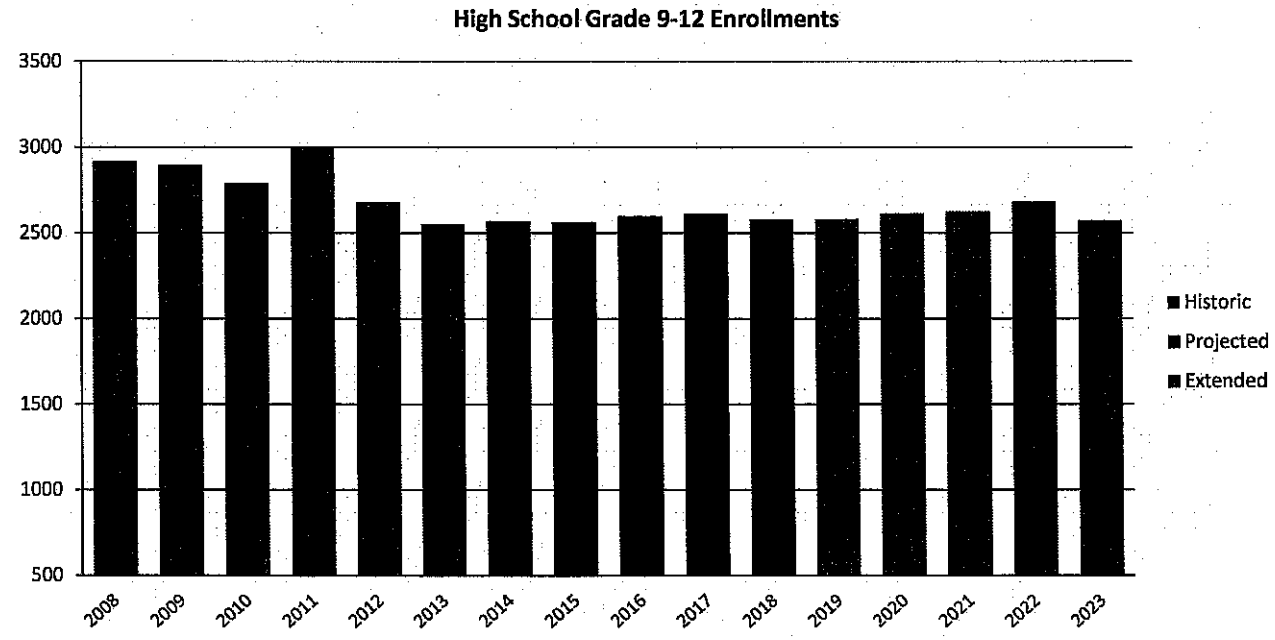


Table 1.4

Neshaminy School District
High School Grade 9-12 Enrollments

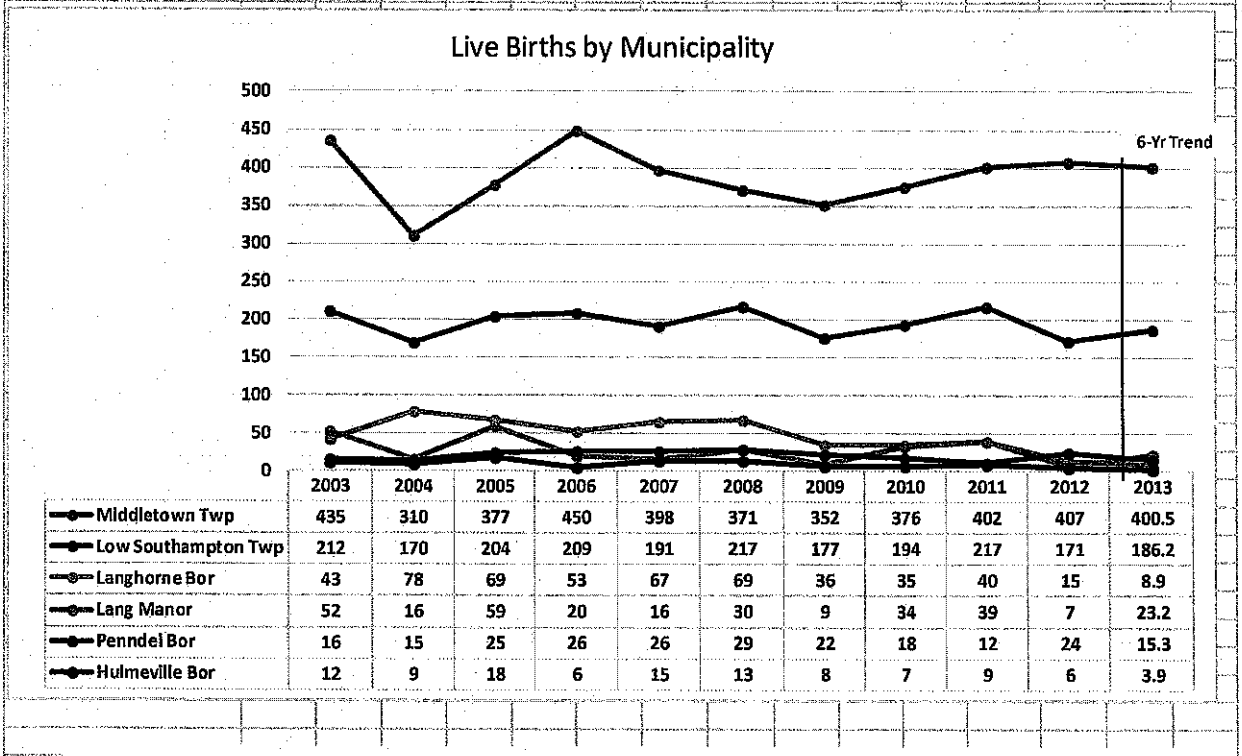
		9	10	11	12	9-12 UG	Gr 7-8 TOTAL	Period Average	Period Change	
Historic	**2008**	659	752	732	776	1	**2,920**			
	2009	708	708	745	734	0	**2,895**			
	2010	724	693	671	704	0	**2,792**			
	2011	780	715	786	718	8	**3,007**	**2808**		
	2012	672	657	659	692	1	**2,681**			
	2013	618	629	653	654	0	**2,554**		**-366**	-12.5%
Projected	**2014**	700	598	630	641	0	**2,570**			
	2015	668	678	600	619	0	**2,565**			
	2016	684	647	679	589	0	**2,599**	**2584**		
	2017	643	659	645	664	0	**2,611**			
	2018	669	620	657	631	0	**2,577**		**23**	0.9%
Extended	**2019**	677	645	618	643	0	**2,583**			
	2020	714	652	643	605	0	**2,614**			
	2021	659	688	651	629	0	**2,628**	**2617**		
	2022	726	636	686	637	0	**2,684**			
	2023	569	699	634	671	0	**2,574**		**-3**	-0.1%



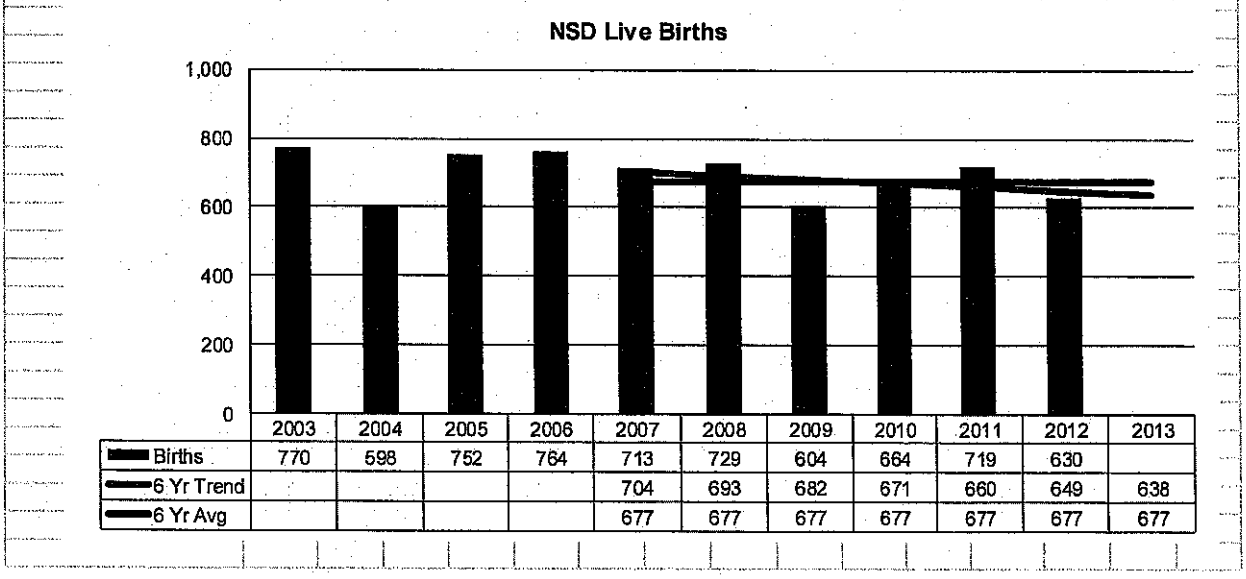
Neshaminy School District

Base Data for Enrollment Projection-BIRTHS

BIRTHS	2003	2004	2005	2006	2007	2008	2009	2010	2011	prel 2012	trend est. 2013
Middletown Twp	435	310	377	450	398	371	352	376	402	407	400.5
Low Southampton Twp	212	170	204	209	191	217	177	194	217	171	186.2
Langhorne Bor	43	78	69	53	67	69	36	35	40	15	8.9
Lang Manor	52	16	59	20	16	30	9	34	39	7	23.2
Penndel Bor	16	15	25	26	26	29	22	18	12	24	15.3
Hulmeville Bor	12	9	18	6	15	13	8	7	9	6	3.9
	770	598	752	764	713	729	604	664	719	630	638.0



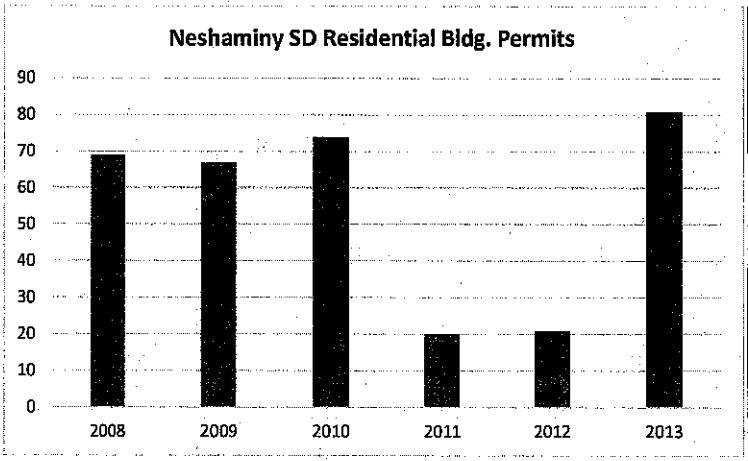
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Middletown Twp	435	310	377	450	398	371	352	376	402	407	400.5
Low Southampton Twp	212	170	204	209	191	217	177	194	217	171	186.2
Langhorne Bor	43	78	69	53	67	69	36	35	40	15	8.9
Lang Manor	52	16	59	20	16	30	9	34	39	7	23.2
Penndel Bor	16	15	25	26	26	29	22	18	12	24	15.3
Hulmeville Bor	12	9	18	6	15	13	8	7	9	6	3.9



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Births	770	598	752	764	713	729	604	664	719	630	
6 Yr Trend					704	693	682	671	660	649	638
6 Yr Avg					677	677	677	677	677	677	677

Neshaminy School District

Base Data for Enrollment Projection-Residential Building Permits



Sum of Neshaminy SD							6-year
	2008	2009	2010	2011	2012	2013	Average
Total	69	67	74	20	21	81	55
Units	69	67	74	20	21	81	All
Units	0	0	0	0	0	0	Single

Housing Unit Building Permits for: HULMEVILLE BOROUGH, PA (Bucks County)							6-year
	2008	2009	2010	2011	2012	2013	Average
Total	7	3	3	0	0	0	2.2
Units	7	3	3	0	0	0	
Units	0	0	0	0	0	0	

Housing Unit Building Permits for: LANGHORNE BOROUGH, PA (Bucks County)							6-year
	2008	2009	2010	2011	2012	2013	Average
Total	0	0	0	0	0	0	0.0
Units	0	0	0	0	0	0	
Units	0	0	0	0	0	0	

Housing Unit Building Permits for: LANGHORNE MANOR BOROUGH, PA (Bucks County)							6-year
	2008	2009	2010	2011	2012	2013	Average
Total	0	0	0	0	0	0	0.0
Units	0	0	0	0	0	0	
Units	0	0	0	0	0	0	

Housing Unit Building Permits for: LOWER SOUTHAMPTON TOWNSHIP, PA (Bucks County)							6-year
	2008	2009	2010	2011	2012	2013	Average
Total	5	38	39	6	3	55	24.3
Units	5	38	39	6	3	55	
Units	0	0	0	0	0	0	

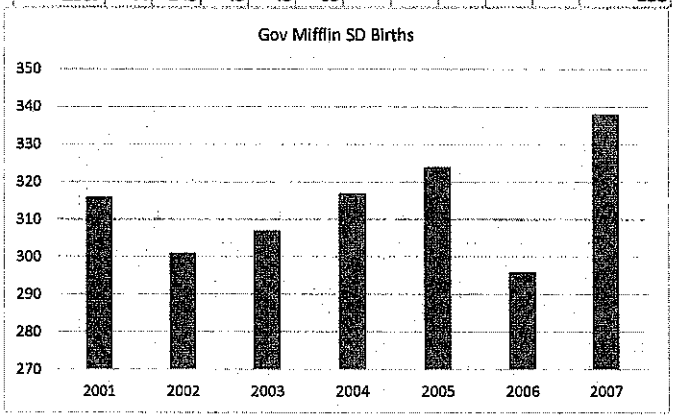
Housing Unit Building Permits for: MIDDLETOWN TOWNSHIP, PA (Bucks County)							6-year
	2008	2009	2010	2011	2012	2013	Average
Total	57	26	30	10	17	24	27.3
Units	57	26	30	10	17	24	
Units	0	0	0	0	0	0	

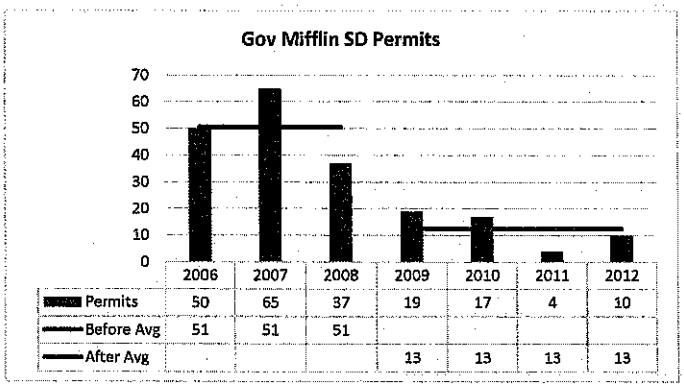
Housing Unit Building Permits for: PENNDEL BOROUGH, PA (Bucks County)							6-year
	2008	2009	2010	2011	2012	2013	Average
Total	0	0	2	4	1	2	1.5
Units	0	0	2	4	1	2	
Units	0	0	0	0	0	0	

Govenor Mifflin School District

Base Data for K and Grade 1 Enrollment Projection

GOVERNOR MIFFLIN	Brecknock Twp	Cumru Twp	Mohnton Bor	Kenhorst Bor	Shillington Bor						all Berks TOTAL
2001	65	135	35	32	49						316
2002	40	131	41	27	62						301
2003	47	136	28	34	62						307
2004	39	143	40	35	60						317
2005	45	142	35	37	65						324
2006	40	126	40	24	66						296
2007	44	143	43	43	65						338





Sum of Gov Mifflin SD	2006	2007	2008	2009	2010	2011	2012
Total Permits	50	65	37	19	17	4	10
Single-Family	50	60	37	19	17	4	5
Multi-Family	0	5	0	0	0	0	5
3-Yr Avg	51	51	51				
4-Yr Avg				13	13	13	13
PSAC (.84)	42	55	31	16	14	3	8
Single Grade	3.2	4.2	2.4	1.2	1.1	0.3	0.6

BRECKNOCK TOWNSHIP, PA (Berks County)	2006	2007	2008	2009	2010	2011	2012
Total Units	12	12	4	2	4	1	2
Units in Single-	12	12	4	2	4	1	2
Units in All Multi-	0	0	0	0	0	0	0

Housing Unit Building Permits for: CUMRU TOWNSHIP, PA (Berks County)	2006	2007	2008	2009	2010	2011	2012
Total Units	37	51	33	17	13	2	3
Units in Single-	37	46	33	17	13	2	3
Units in All Multi-	0	5	0	0	0	0	0

Housing Unit Building Permits for: KENHORST BOROUGH, PA (Berks County)	2006	2007	2008	2009	2010	2011	2012
Total Units	0	1	0	0	0	0	0
Units in Single-	0	1	0	0	0	0	0
Units in All Multi-	0	0	0	0	0	0	0

Housing Unit Building Permits for: MOHNTON BOROUGH, PA (Berks County)	2006	2007	2008	2009	2010	2011	2012
Total Units	1	0	0	0	0	1	0
Units in Single-	1	0	0	0	0	1	0
Units in All Multi-	0	0	0	0	0	0	0

Housing Unit Building Permits for: SHILLINGTON BOROUGH, PA (Berks County)	2006	2007	2008	2009	2010	2011	2012
Total Units	0	1	0	0	0	0	5
Units in Single-	0	1	0	0	0	0	0
Units in All Multi-	0	0	0	0	0	0	5

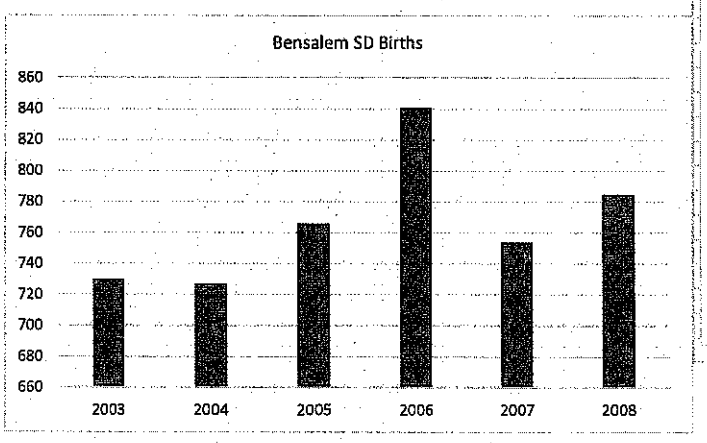
School Year	Births 5 Yrs. Ago	"s"	K	1st Gr. "s"
HISTORIC DATA			AP	
2006-07	316	0.889	281	327
			1.224	
2007-08	301	0.897	270	344
			1.137	
2008-09	307	0.915	281	307
			Full 1.132	
2009-10	317	0.946	300	318
			1.027	
2010-11	324	0.963	312	308
			1.035	
2011-12	296	0.970	287	323

School Year	Births 5 Yrs. Ago	"s"	K	1st Gr. "s"	New Housing Adjust per Grade
Housing Adj HISTORIC DATA					
2006-07	316	0.880	278	324	3
			1.228		
2007-08	301	0.884	266	340	4
			1.147		
2008-09	307	0.909	279	305	2
			Full 1.136		
2009-10	317	0.943	299	317	1
			1.027		
2010-11	324	0.960	311	307	1
			1.039		
2011-12	296	0.970	287	323	0

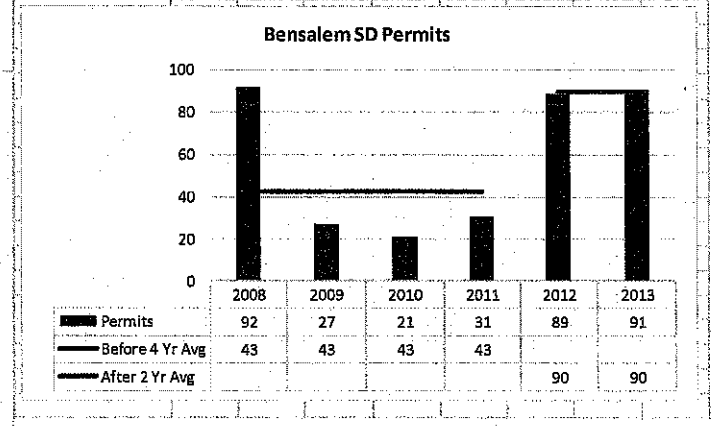
Bensalem School District

Base Data for K and Grade 1 Enrollment Projection

	Bensalem Twp
2003	730
2004	727
2005	766
2006	841
2007	754
2008	785



BENSALEM TOWNSHIP, PA	2008	2009	2010	2011	2012	2013
Total Permits	92	27	21	31	89	91
Single-Family	92	27	21	31	29	70
Multi-Family	0	0	0	0	60	21
3-Yr Avg	43	43	43	43		
3-Yr Avg					90	90
PSAC (.84)	77	23	18	26	75	76
Single Grade	6	2	1	2	6	6



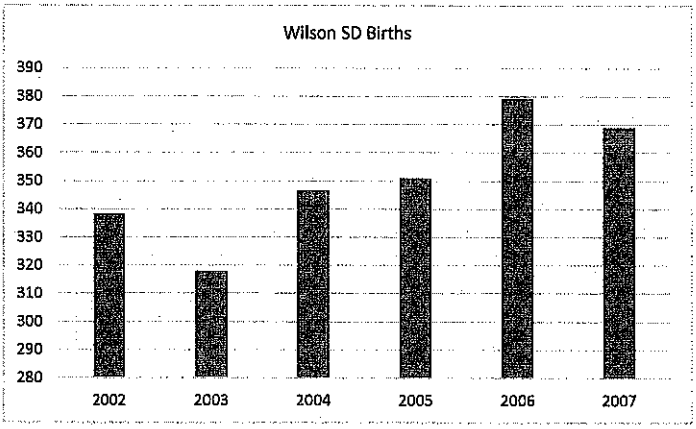
School Year	Births 5 Yrs. Ago	"s"	K	"s"	1st Gr.
HISTORIC DATA			APF		
2009-10	727	0.538	391		495
			1194		
2010-11	766	0.563	431		467
			1162		
2011-12	841	0.530	446		501
			Full	1074	
2012-13	754	0.667	503		479
			1002		
2013-14	785	0.613	481		504

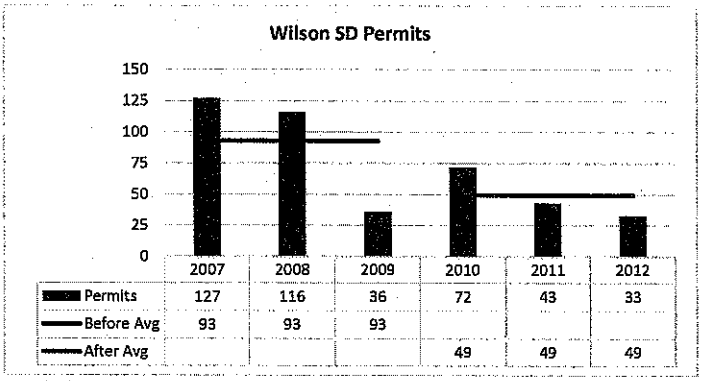
School Year	Births 5 Yrs. Ago	"s"	K	"s"	1st Gr.	New Housing Adjust per Grade
Housing Adj HISTORIC DATA						
2009-10	727	0.535	389		493	2
			1198			
2010-11	766	0.561	430		466	1
			1160			
2011-12	841	0.528	444		499	2
			Full	1065		
2012-13	754	0.659	497		473	6
			1002			
2013-14	785	0.605	475		498	6

Wilson School District

Base Data for K and Grade 1 Enrollment Projection

WILSON SD				*dissolved in 2006, to Spring Twp.*						*Berks*
	Low Heidelberg Twp	Sinking Spring Bor	Spring Twp	West Lawn		Wyomissing B 5%				TOTAL
2002	28	35	246	26		64				**338**
2003	34	23	230	28		60				**318**
2004	42	34	241	27		55				**347**
2005	41	39	240	27		79				**351**
2006	45	54	276			83				**379**
2007	43	61	261			80				**369**





Sum of Wilson SD	2007	2008	2009	2010	2011	2012
Total Permits	127	116	36	72	43	33
Single-Family	127	116	36	72	43	25
Multi-Family	0	0	0	0	0	8
3-Yr Avg	93	93	93			
3-Yr Avg				49	49	49
PSAC (.84)	107	97	30	60	36	28
Single Grade	8.2	7.5	2.3	4.7	2.8	2.1

LOWER HEIDELBERG TOWNSHIP, PA (Berks County)	2007	2008	2009	2010	2011	2012
Total Units	42	42	8	16	12	14
Units in Single-	42	42	8	16	12	14
Units in All Multi-	0	0	0	0	0	0

Housing Unit Building Permits for: SINKING SPRING BOROUGH, PA (Berks County)	2007	2008	2009	2010	2011	2012
Total Units	35	12	4	3	0	8
Units in Single-	35	12	4	3	0	0
Units in All Multi-	0	0	0	0	0	8

Housing Unit Building Permits for: SPRING TOWNSHIP, PA (Berks County)	2007	2008	2009	2010	2011	2012
Total Units	50	62	24	53	31	11
Units in Single-	50	62	24	53	31	11
Units in All Multi-	0	0	0	0	0	0

Housing Unit Building Permits for: WEST LAWN BOROUGH, PA (Berks County)	2007	2008	2009	2010	2011	2012
Total Units	0	0	0	0	0	0
Units in Single-	0	0	0	0	0	0
Units in All Multi-	0	0	0	0	0	0

School Year	Births 5 Yrs. Ago	"s"	K	"s"	1st Gr.
HISTORIC DATA			**APF**		
2007-08	**338**	1.148	**388**		**465**
				1.198	
2008-09	**318**	1.220	**388**		**465**
				1.276	
2009-10	**347**	1.127	**391**		**495**
			Full	1.194	
2010-11	**351**	1.228	**431**		**467**
				1.162	
2011-12	**379**	1.177	**446**		**501**
				1.074	
2012-13	**369**	1.363	**503**		**479**

School Year	Births 5 Yrs. Ago	"s"	K	"s"	1st Gr.	New Housing Adjust per Grade
Housing Adj HISTORIC DATA						
2007-08	**338**	1.124	**380**		**457**	**8**
				1.203		
2008-09	**318**	1.195	**380**		**457**	**8**
				1.297		
2009-10	**347**	1.121	**389**		**493**	**2**
			Full	1.188		
2010-11	**351**	1.214	**426**		**462**	**5**
				1.169		
2011-12	**379**	1.169	**443**		**498**	**3**
				1.077		
2012-13	**369**	1.358	**501**		**477**	**2**