



MEMORANDUM

To: Dr. David Zerbe
Superintendent
Methacton School District

Date: July 7, 2022

Project No.: F2172.01.001

From: Rebecca Wright
Project Planner

Jerry Oelerich
Demographer/Senior Analyst

Re: 2022–23 to 2031–32 Enrollment Forecasts Report—Methacton School District

At the request of the Methacton School District (MSD/District), FLO Analytics (FLO) prepared forecasts of future student enrollment for grades kindergarten (K) through 12 for school years 2022–23 to 2031–32. The study was completed through three main tasks: (1) student enrollment assessment, (2) demographic and land use analysis, and (3) student enrollment forecasting. The resulting forecasts are reported at various levels of geography and from different perspectives of enrollment (see the Forecast Perspectives section). District-wide enrollment forecasts represent the total number of students living inside and outside the District boundary and attending District schools and programs. These forecasts are provided as a District-wide total and per-grade group. FLO also prepared more granular residence-based and building/program attendance forecasts that include District-wide totals per individual grade and the number of students anticipated to reside in the District and attend each of the District’s elementary, upper elementary, intermediate, and high school (HS) attendance areas (AAs) and schools/programs.

Student Enrollment Assessment

To better understand recent enrollment trends, FLO analyzed historical (2016–17 to 2020–21) and October 1, 2021, enrollment in the enrollment reports (headcount) provided by the District. In addition, FLO analyzed data from the MSD October 2021–22 student information system (SIS). FLO evaluated historical grade progression ratios (GPRs), participation in special or nontraditional programs, demographic characteristics of the student body (e.g., residence in single-family [SF] or multifamily [MF] housing), and differences in enrollment based on residence compared to building attendance (i.e., transfer rates). All students in the MSD SIS data were included in the analyses and enrollment forecasts. This task also included mapping the existing AA configurations (Figure 1) and the distribution of the student body or density across the District and surrounding area based on student residences (Figure 2).

Figure 3 shows the District-wide enrollment per individual grade based on District-provided enrollment reports. District-wide enrollment gradually declined between 2016–17 (4,843 students) and 2019–20 (4,742 students). Likely due to the effects of COVID-19, enrollment declined by 90 students in 2020–21 from the prior school year. Grades K–2, 4–6, 8, and 10 all experienced a contraction in enrollment from the prior year. In contrast, enrollment in grades 3, 7, 9, and 11–12

saw an increase in enrollment in 2020–21. While some proportion of students who did not enroll in 2020–21 may have returned in 2021–22, District-wide enrollment declined in 2021–22 (54 students), but at a lower rate than in 2020–21.

Figure 4 tabulates enrollment by grade group and school. While there was some year-to-year variation, elementary school (ES; grades K–4) enrollment declined by an average of 20 students per year between 2016–17 and 2019–20. Similarly, intermediate school (IS; grades 7–8) and HS (grades 9–12) enrollment declined by 34 and 41 students, respectively. Over the same period, enrollment at upper elementary school (UES; grades 5–6) expanded by 34 students, primarily due to a series of comparatively larger cohorts in grades 5 and 6. Concerns regarding COVID-19 likely contributed to enrollment declines at ES (76 fewer students) and UES (47 fewer students) in 2020–21 from the previous school year. HS enrollment expanded by 32 students over the same period. From 2016–17 to 2020–21, ES, UES, IS, and HS enrollment declined by 136, 13, 33, and nine students, respectively.

Despite further uncertainty due to COVID-19, ES students began to return to the District in 2021–22, with grade group enrollment expanding by 28 students in 2021–22. Over the same period, UES enrollment contracted by 76 students, largely due to a series of smaller cohorts advancing into the grade group while IS and HS enrollment remained steady leading to a District-wide decline of 54 students.

Based on FLO's analysis of District-wide K–12 transfers (Figure 5), a total of 20 students who live outside the District boundary transferred into District schools, representing 0.4 percent of enrollment. Overall, 27 K–4 students residing within the District boundary transferred to a school or program different from their residence school, which is based on the AA in which they live. This amounts to a District-wide intra-District transfer rate of 0.6 percent. Transfers occur in all grade groups, but the largest percentage of transfers occurs in the K–4 grade group, with a transfer rate total of 2.1 percent.

As depicted in the ES residence-attendance matrix (Figure 6), transfer rates also differ per school/program. For instance, transfer-out rates for the ES AAs range from 0.7 percent (Worcester ES) to 2.7 percent (Eagleville ES). From the perspective of building attendance, ES transfer-in rates range from 0.2 percent (Arrowhead ES) to 3.6 percent (Woodland ES). Schools with higher transfer-in rates are typically due to a preference in programming and/or location. These transfer rates can help reveal patterns of student choice or quantify MSD policies. For instance, if a particular school with a high transfer-in rate began to experience overcrowding, MSD may reconsider transfer policies or programming to alleviate these enrollment issues.

Residence-attendance matrices are not provided for the UES, IS, and HS grade groups, as they are each serviced by only one school. Figure 5 provides the transfer rates from outside the District for each of these grade groups.

Demographic and Land Use Analysis

To incorporate overarching factors that underpin student enrollment, FLO reviewed and analyzed historical, current, and projected demographic characteristics of the region; trends of population change over time; current land use policies; anticipated residential development; and trends in residential sales data.

To better understand current land use and the potential for change, FLO conducted interviews with planners from Montgomery County along with the Townships of Lower Providence and Worcester to discuss foreseeable residential growth or decline in the District through the 2031–32 forecast

horizon. Key development data acquired through these meetings are presented in Figures 7–9. Figure 7 reports the estimated number of anticipated housing units by SF and MF categories over the next two five-year periods, based on available data from Montgomery County, the Lower Providence Township, and the Worcester Township. Figure 8 depicts the locations of SF and MF developments that are currently in active construction or expected to finalize construction by 2031. Figure 9 includes details of acquired residential development data such as data source, housing unit type, anticipated number of units per time period, and assorted planner notes where available. Note that if the Meadowood and Shannondell senior living MF developments (Map IDs 10 and 20 in Figures 8 and 9) are excluded, the total housing units expected in the next two five-year periods (Figure 7) are reduced from 2,212 and 629 (total of 2,841 units), respectively, to 539 and 329 (total of 868 units). While the senior living developments are included in this report due to their expected impact on total population growth, they do not otherwise factor into our analysis (i.e., no students are expected). Compared to the housing growth over the past decade (792 units), the expected construction of 868 units (without senior living units) over the next ten years represents an increase of 9.6 percent.

Certified July 1, 2021, population estimates prepared by the U.S. Census Bureau report the Lower Providence Township 2021 population to be at 25,728, an increase of 0.5 percent over the 2011 population estimate (25,593). American Community Survey (ACS) data report there are 9,519 households in Lower Providence (2016–2020 five-year estimates). Apart from the Shannondell senior living development, planners indicate slower housing growth in Lower Providence compared to Worcester, largely due to limited developable land. Notable developments include the Branca (24 SF detached units) at 420 Church Road and 24 SF detached units at 35 Evansburg Road. FLO expects that 246 of the 868 non-senior living housing units estimated by 2031, or 28.3 percent, to be in the Lower Providence portion of MSD. This compares to 440 of the 792 non-senior living housing units built between 2011 and 2021, or 55.6 percent.

Certified July 1, 2021, population estimates prepared by the U.S. Census Bureau report the Worcester Township 2021 population to be at 10,515, an increase of 6.5 percent over the 2011 population estimate (9,875). ACS data report there are 3,681 households in Worcester (2016–2020 five-year estimates). Compared to previous years, planners are expecting increased rates of SF and MF housing construction in Worcester. Notable developments include the City View development (two 90-unit MF buildings) at the intersection of W Germantown Pike and N Trooper Road, and the remaining build-out of the Reserve at Center Square (162 SF units, mix of detached and townhomes) in the northeast area of the township. FLO expects that 622 of the 868 non-senior living housing units estimated by 2031, or 71.3 percent, to be in the Worcester portion of MSD. This compares to 352 of the 792 non-senior living housing units built between 2011 and 2021, or 44.4 percent. Note that our forecasts do not account for the likely development of the St. Gabriel's property on Pawlings Road that recently sold in May 2022, as this materialized after we completed our analysis. Based on current zoning, planners estimate the parcel containing St. Gabriel's Hall and the area between Cahill Circle and Chapel View Road could yield up to 68 SF units. As our forecast analysis assumed 8 speculative housing units in this area, this potential development represents up to 60 SF units in the ten-year forecast horizon that we did not expect or account for in our forecasts. Based on our estimated average student generation rates (SGR) (or yields) from new SF housing in the District as detailed below, we expect development of this property to yield approximately 30 additional K–12 students (beyond the forecasts contained in this report) by 2031–22. Note that planners expect the parcel directly across Pawlings Road from St. Gabriel's Hall to remain open space in some form; therefore, it is not expected to yield additional housing or potential families with children.

Housing type is an important indicator of the number of students who can be expected to be yielded from a housing unit. For instance, on average, SF housing units generate more students per unit than MF housing units. Factors that contribute to SGRs (or yields) include the size of the housing units, the number of bedrooms, housing costs, and neighborhood demographics. We assessed residential housing units throughout the District and determined that, of students enrolled in District schools in 2021–22, 95.6 percent reside in SF housing units, 3.9 percent in MF housing units, and 0.4 percent in unspecified housing units that we were unable to classify as SF or MF.

FLO defines SF and MF housing in accordance with the U.S. Census ACS Subject Definitions and other sources of demographic research and population forecasts (e.g., Portland State University Population Research Center). SF housing includes one-unit structures that are fully detached from other housing and attached dwellings (e.g., row houses and townhouses). In the case of attached units, to be classified as an SF structure, each unit must be separated from the adjacent unit by a ground-to-roof wall, and units must not share heating/air-conditioning systems or utilities. MF housing is defined as residential buildings containing two or more housing units that do not have ground-to-roof wall and/or have common facilities (attic, basement, heating, plumbing, etc.).

SGRs for new housing vary by geographic location in the District and by housing subtypes (e.g., SF detached, townhome, duplex, multiunit apartments). Depending on the granularity of information available, we estimate SGRs per residential development or township within the District. Based on currently available residential housing data, we estimated average SGRs in the District to be 0.62 students per SF housing unit and 0.24 students per MF housing unit (Figure 10).

FLO also reviewed MSD residential sales between 2016 and 2021 and found that sales averaged just under 400 per year between 2016 and 2020 with little variation before increasing to 535 in 2021. Additionally, the Worcester share of total sales increased from an average of 32 percent between 2016 and 2020 to 40 percent in 2021. Although FLO was not able to establish a material connection between the increased sales in 2021 and enrollment, we recommend the District continue to monitor housing sales data, as continued growth in sales volumes would likely help increase the population of school age children in the District. For example, the enrollment demographics report prepared for the Wissahickon School District by the Montgomery County Planning Commission in 2019 found an average net increase of five students per 100 housing units sold. Although affordability is a factor, housing turnover via sales is generally associated with younger families moving into an area, particularly in places such as MSD where the public school system is highly regarded.

The number of students enrolled in a district is largely influenced by the number of school-aged children residing within that district. FLO compares historical Pennsylvania Department of Health's birth data (i.e., live births within the townships) to historical K class sizes to determine annual K percent of births values (i.e., the number of kindergarteners who enrolled with the District divided by the number of live births in the District five years prior). These values, combined with age-group-specific population projections of childbearing-aged women residing in the county, allow us to forecast the number of anticipated births in the District, and thus the number of kindergarteners anticipated in future school years. Figure 11 depicts the number of live births in the District, K class sizes that include all enrolled students, and resulting ratios of kindergarteners to births, including both historical values and FLO forecasts. Discussion of the birth and K forecast (Figure 11) is located in the Births to Kindergarten section of this report.

The progression of students from one grade to the next is a significant determinant of future enrollment, and therefore plays a significant role in FLO's forecasting process. FLO assesses how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a

given year to the enrollment of the same age cohort in the previous year. For instance, when 150 kindergarteners in 2017 become 140 1st graders in 2018, the GPR is 0.93. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than 1 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into a District or students choosing to transfer into a District from other districts or nonpublic schools. Conversely, a GPR value less than 1 indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of a District, students choosing to transfer to other districts or nonpublic schools, or students not advancing to the next grade.

Figure 12 depicts the GPRs for all K–12 students enrolled in the District from 2016–17 to 2021–22. Except for a handful of transitions between 2017–18 and 2019–20, the majority of GPRs were at or above 1.00, indicating an increase in cohort size as the class advanced from one grade to the next. The two- and three-year GPR averages incorporate the 2020–21 and 2021–22 GPRs and were not directly used in the forecasting process. In order to mitigate the irregular effect of COVID-19 on enrollment (2019–20 to 2020–21 and 2020–21 to 2021–22), a set of forecast GPRs was developed to incorporate into the District-wide forecasting process. Between 2017–18 and 2019–20, the average District-wide GPR ranged from 1.02 to 1.04. GPRs declined in 2020–21 in response to the contraction in District-wide enrollment, largely due to the effects of COVID-19. From the grade group perspective, the K–4 group experienced the largest decline in GPRs followed by the 5–6 grade group in 2020–21. As a result of new enrollments and students returning to the District, the GPRs for nearly all K–4 transitions were higher in 2021–22 than in 2020–21, collectively looking more like prepandemic GPRs. While grades 6–12 experienced a decline in enrollment in 2021–22, the 5–6, 7–8, and 9–12 transitions were also in line with prepandemic GPRs. As further discussed in the COVID-19 Assumptions section, the forecasted GPRs for the medium (preferred) forecast scenario assume a return to prepandemic levels as a starting basis and were then adjusted slightly to account for an expected increase in enrollment compared to recent years in response to an anticipated higher rate of in-migration due to new housing. The transition from K to grade 1 was also adjusted for all forecast years (i.e., to a lower amount) to account for the increase in K enrollment expected with the upcoming transition to full-day kindergarten at the start of the 2022–23 school year. Discussion of the K forecast (Figure 11) is located in the Births to Kindergarten section of this report.

Enrollment Forecasts

Summary

- Between the 2021–22 and 2031–32 school years, District-wide enrollment (headcount) is forecasted to decrease from 4,598 to 4,566, or by 0.7 percent. Figure 13 shows the annual District-wide building attendance forecasts for the low-, medium- (preferred), and high-growth scenarios. All subsequent figures focus on the medium-growth scenario, as it represents the most likely enrollment outcomes based on currently available data and the FLO analysis. The low- and high-growth scenarios are provided to give an indication of what enrollment might look like if there is either a recession or strong expansion in the economy, either of which could impact population and housing growth as well as fertility rates.
- Figure 14 disaggregates the annual District-wide building attendance forecasts by grade group.
 - K–4 enrollment from 1,608 to 1,632 (1.5 percent increase)
 - 5–6 enrollment from 651 to 687 (5.5 percent increase)

- 7–8 enrollment from 771 to 741 (3.8 percent decrease)
- 9–12 enrollment from 1,568 to 1,505 (4.0 percent decrease)
- Figure 15 provides the annual District-wide residence-based forecasts per individual grade. These forecasts represent the number of students expected to reside in the District (for more details, see the Forecast Perspectives section below). The individual grade forecasts are summed to form grade group totals and adding the students who reside outside the District produces the annual building attendance forecasts per grade group.
- Based on the geographic distribution of students, the residence-based forecasts are aggregated to grade group AAs. Figure 16 provides annual forecasts of students residing in each of the ES, UES, IS, and HS AAs, respectively.
- Figure 17 provides annual District-wide building attendance per individual grade. Figure 18 provides annual forecasts of students attending each of the ES, UES, IS, and HS buildings/programs. While there is expected to be some year-to-year variation, it is anticipated that District-wide enrollment will fluctuate between 4,500 and 4,600 throughout the forecast period. FLO expects 61 fewer students by 2026–27 followed by 29 additional students over the latter half of the forecast period. The expectation of growth between 2026–27 and 2031–32 is primarily due to gradual growth in K enrollment.
- Figures 19 and 20 provide annual District-wide building attendance forecasts per individual grade for the low- and high-growth scenarios, respectively.

Detailed Results

Births to Kindergarten

The relationship between the number of births occurring in the District and future K class sizes is vitally important to forecasting student enrollment. Although volatility is typical in small population centers, such as MSD, an increasing number of births will typically correlate to increases in enrollment and vice versa. Figure 11 shows the relationship between K enrollment and related births five years prior. Between 2012 and 2016, District births fluctuated between 276 and 307, averaging 291 births. Meanwhile, K enrollment steadily increased between 2017–18 (273) and 2019–20 (296) before declining in 2020–21 (277), a contraction that is likely due to concerns regarding COVID-19. K enrollment changed only slightly in 2021–22 (276 students) from the previous school year. Aside from impacts of volatility in births (i.e., going from 291 to 245 to 306 between 2019 and 2021) on expected K enrollment five years later, the primary factor to consider with our K forecasts is that they account for the expected increase in K enrollment as a result of the upcoming transition to full-day kindergarten at the start of the 2022–23 school year. While the prepandemic (2017–18 to 2019–20) average K percent of births was 97.4 percent, we expect the conversion to be 111.6 percent beginning in 2022–23. This assumption is based on FLO's analysis of the K percent of birth increases for the Hatboro-Horsham, North Penn, and Upper Merion Area school districts in Montgomery County when they transitioned to full-day K between 2017–18 and 2019–20).

District-Wide Enrollment Forecasts

As noted in Figures 13 and 17, District-wide enrollment is forecasted to decrease from 4,598 in 2021–22 to 4,566 in 2031–32, with some year-to-year variation as student cohorts enter and exit the system. Despite the expectation that the population within MSD will continue to expand at recent rates for the foreseeable future, along with forecast GPRs that are generally above 1.00 and the

transition to full-day K in 2022–23, forecasted enrollment is expected to remain flat. This is primarily driven by large cohorts (born prior to 2009) advancing through and exiting the District. In fact, the impact of declining District births on District enrollment has been at play for several years, as annual District births have gone from averaging 342 between 2000 and 2008, to averaging just 291 since (2009 through 2021). As the District has captured, on average, 89.0 percent of these births as K enrollment five years later, this is a deficit of around 40–50 children per year that we might have expected to enroll as kindergarteners and to have progressed through K–12 educations if births had recovered to the levels seen leading up to the Great Recession.

From the grade group perspective, ES enrollment is expected to increase by 24 students (Figures 14, 17, and 18). Much of this gain can be attributed to the expectation of a series of larger K classes (due in part to full-day K) entering the District between 2022–23 and on (with the exception of 2025–26), in conjunction with an average K–4 forecast GPR of 1.02; meaning that FLO anticipates that ES cohorts will generally gain students as they move through the grade group.

While there is some year-to-year variation, FLO expects UES enrollment (Figures 14, 17, and 18) to increase over the first half of the forecast period (40 more students), largely due to the expectation of more substantial cohorts graduating into the grade group as smaller cohorts advance to the IS grade group. After which, again smaller cohorts of students are generally expected to advance into the grade group, potentially leading to a slight enrollment increase through 2031–32 (four additional students). Primarily due to comparatively larger 2021–22 grade 7 and 8 cohorts, IS enrollment is expected to decline over both halves of the forecast period, with 21 fewer students by 2026–21 and 9 fewer students between 2026–27 and 2031–32.

HS grade group enrollment (Figures 14, 17, and 18), is expected to also vary year-to-year and decline overall by 2026–27 (72 fewer students) as the larger cohorts born 2008 and earlier exit the system. FLO expects nine additional students over the latter half of the forecast period, leading to 63 fewer students throughout the forecast period.

Methods

Demographic Terms

While both projections and forecasts represent future enrollment, the methods of prediction differ. Enrollment projections are based on past and current patterns of change and the expectation that these trends will continue. For example, historical enrollment data for an ES shows an increase from 250 students in 2017 to 265 students in 2018 and to 275 students in 2019. The average rate of change observed over the past three years could be used to prepare a projection of enrollment in 2020, assuming that the trend of growth continues into the future. In other words, a projection does not predict future trends or what will actually occur, but rather indicates what would happen if the past and current trends that underpin the projection continue into the future. In this sense, projections are strictly mathematical.

In comparison, forecasts are based on past and current patterns of change, but also incorporate predictions of how trends may change in the future. So that practitioners may evaluate a range of potential outcomes, it is common for multiple sets of projections to be prepared, capturing a range of scenarios, such as decreasing enrollment due to declining fertility rates or rapid enrollment growth due to residential development and in-migration. Sets of projections differ based on the modification of one or more variables, including birth rates, SGR or yields per housing type, and rates of residential housing development. Forecasts represent the set of projections that is deemed most

likely to materialize, based on the analysis and decision-making of practitioners. In this sense, forecasts represent the art of the science of demography.

Forecast Perspectives

There are two basic types of student enrollment forecasts:

1. Building/program attendance forecasts represent the number of students expected to attend a specific school building or program. Districts often refer to these values as “actual” enrollments or the number of “students in desks.” Building/program attendance forecasts account for out-of-District students, intra-District transfers, special programs, etc.
2. Residence forecasts represent the number of students expected to reside in a certain region, whether it be the District as a whole or individual AAs. Residence forecasts are generally more accurate than building/program attendance forecasts because the former are not subject to the variability of student choice, school district policies, movement of program locations, and constraints on inter- and intra-District transfers imposed by building capacities.

Residence forecasts are rooted in student location; thus, with the proper granularity, they can be allocated to boundaries other than the current AAs. For instance, FLO’s residence forecasts are produced at the geographic level of U.S. Census block group, of which there are 26 in the District. These small-area forecasts can be accurately aggregated to larger geographies, such as prospective AA boundaries. Despite these advantages, residence forecasts do not always suit District needs.

Building/program attendance forecasts are often more useful, albeit less reliable, because they reflect realized enrollment by capturing the inter- and intra-District transfers. At the District-wide level, the building/program attendance forecasts are always higher than the forecast of students residing in the AAs. This is due to the segment of students who live outside the District boundary but attend District schools. When comparing building/program attendance and residence-based forecasts for an individual school, it is important to recognize that there will be some variation between each.

Forecasting Methodologies

Initial Steps

FLO’s first step in preparing enrollment forecasts is to perform a detailed assessment of historical enrollment trends (i.e., 2016–17 to 2021–22), and the geographic distribution of the 2021–22 student body. The results of this enrollment assessment feed into FLO enrollment forecasts, which use a combination of the demographic cohort-component model and the enrollment rate method. In the former, the components of population change (i.e., births, deaths, and migration) are used to forecast population for the District by age and sex, while the latter advances each age cohort through successive grade levels.

Enrollment Rate Method

In terms of linking historical enrollment trends to future enrollment forecasts, the enrollment rate method is first used to assess the percentage of five-year-old children living within the District boundary in the 2021–22 school year who were enrolled in K at District schools. This is referred to as the K enrollment (or capture) rate. Separate enrollment rates are similarly computed for each of the other age or grade cohorts present in 2021–22 (i.e., 1st through 12th grades). These cohort-specific enrollment rates—modified based on certain assumptions (e.g., dropout rates in HS)—are the

primary basis for determining the rate at which each given cohort will be enrolled in the future and can be thought of as a means of calibrating the future enrollment forecasts. For example, the 2021–22 3rd grade enrollment rate of eight-year-old students heavily informs the 8th grade capture rate of the projected District population of 13-year-old students in 2026–27.

This is a widely prescribed forecasting method and is especially useful in one-year forecasts and districts without much year-to-year cohort variability. With minor refinements, FLO forecasts apply the average of the K–5 capture rates for the 2021–22 cohorts to new cohorts matriculating into K in the 2022–23 school year and later.

Projecting Net Migration

Another way historical enrollment data are used is by leveraging knowledge of the geographic distribution of the 2021–22 student population to calculate enrollment rates at the subdistrict level. To do this, FLO divided the District into subdistricts, each with a sufficient number of students at each grade level to permit statistical calculations. These subdistrict, cohort-specific enrollment rates were applied as a baseline to new District school age children projected to be added because of net in-migration over the next five years. Note that the future migration rate and population projections FLO used were largely informed by Esri’s 2021/2026 U.S. Demographics data. They were prepared at an even finer geographic resolution (U.S. Census block groups) and at units that are generally socioeconomically distinct from each other.

The Esri 2021/2026 U.S. Demographics data set is prepared using recent growth trends derived from U.S. Census and state/local sources and, in tracking growth, accounts for regional land use and comprehensive plans, publicly available development data (e.g., permits), housing inventory, and U.S. Postal Service carrier route additions. Prior to use, FLO reviews these data and confirms proper assumptions and incorporation of local data sources, particularly with respect to any publicly available residential development data, making modifications as warranted.

The benefit of this approach is that the geographic analysis performed allows for a granular forecasting of how many of the eligible new children in the District over the next five years will enroll in District schools and is expected to be more accurate than simply using District-level rates to predict capture. This is key, as migration often plays a larger role in future enrollment levels than any other factor (such as gradual changes in birth rate) but can vary greatly within a region.

At the end of each five-year window, the attendance-area numbers are modified as needed to ensure that they are consistent with District-wide numbers that are computed using only District-wide population and historical enrollment numbers. In this way, the District-wide numbers control the attendance-area-level numbers.

Longer-Term (Ten-Year) Forecasts

FLO’s ten-year forecasts assume that recent trends in U.S. Census-tract-level migration patterns, similar to those between 2021–22 and 2026–27, hold steady through the forecast period. Similar assumptions are estimated for the buildable land inventory, and their build-out rates within District boundaries.

Births from 2022 to 2026, which inform K classes beginning with the 2027–28 school year, were projected based on a review of historical live births to mothers residing within the District, the forecasted population of women of childbearing age throughout Montgomery County, and state trends in fertility.

For the capture rate, FLO used the grade-specific rates computed from the 2021–22 student enrollment assessments. Also, as with the shorter-term projections, FLO enforced a set of forecast GPRs at the District level.

Data Sources

FLO used the following data sources to inform student enrollment forecasts:

- MSD SIS data (October 2021), AAs, District boundary, and school locations
- MSD 2016–17 to 2021–22 enrollment reports (headcount)
- Pennsylvania Department of Health birth data
- Delaware Valley Regional Planning Commission population forecasts
- ESRI 2021/2026 U.S. Demographics data
- FLO-conducted interviews with Montgomery County and the Townships of Lower Providence and Worcester
- County and township parcels, zoning, comprehensive plans, specific area plans, and building permits
- U.S. Census Bureau and ACS enumerations and estimates
- Municipal boundaries from Open Data Pennsylvania

Accuracy

Enrollment projections and forecasts are expected values based on assessment of current and past data, and as such, should be considered a planning tool rather than steadfast numbers for the allocation of future resources. Unlike measurable data, such as the results of a survey, projections and forecasts do not allow for the estimation of a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared projections or forecasts that were conducted using similar data and methodologies. Finally, when considering confidence and accuracy, the appropriate use of projections and forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. It is important that stakeholders monitor and manage the changing conditions that will affect future populations, and that projections or forecasts be updated either at a regular frequency, or when deviation of actual enrollment from the projections or forecasts is significant and/or develops into a sustained trend.

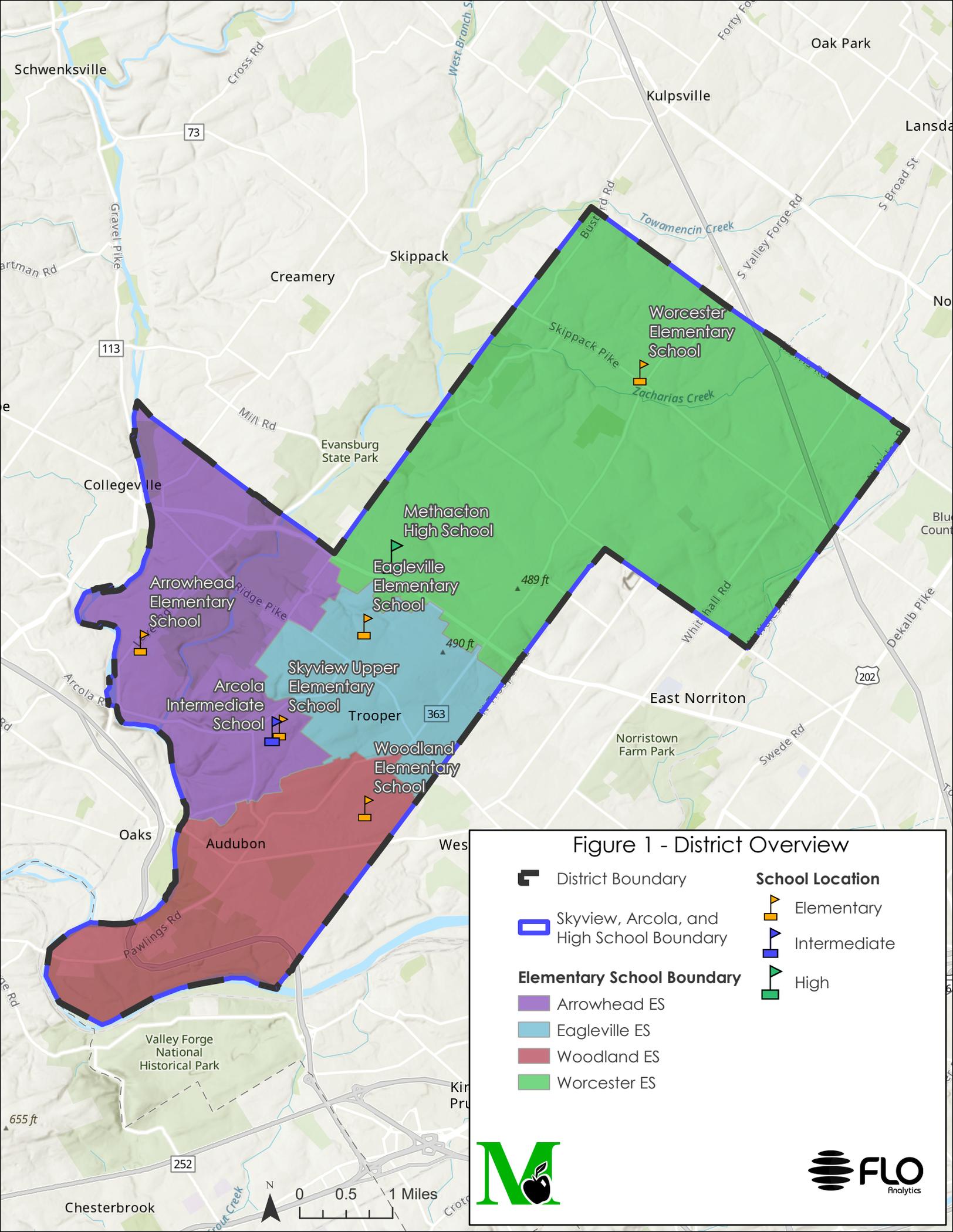
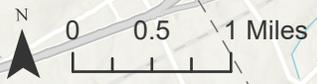


Figure 1 - District Overview

-  District Boundary
-  Skyview, Arcola, and High School Boundary
- Elementary School Boundary**
-  Arrowhead ES
-  Eagleville ES
-  Woodland ES
-  Worcester ES
- School Location**
-  Elementary
-  Intermediate
-  High



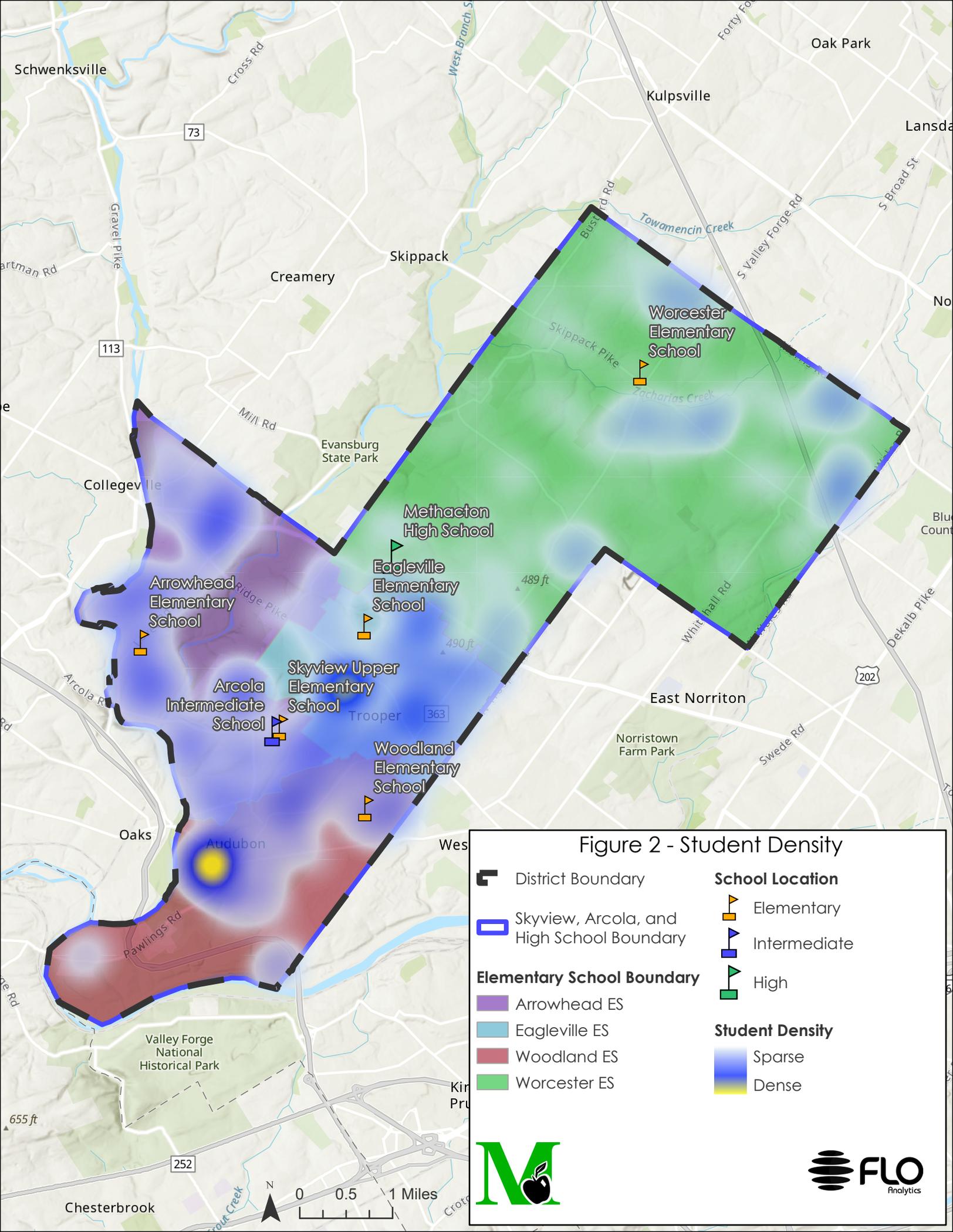


Figure 2 - Student Density

- District Boundary
- Skyview, Arcola, and High School Boundary
- Elementary School Boundary**
 - Arrowhead ES
 - Eagleville ES
 - Woodland ES
 - Worcester ES
- School Location**
 - Elementary
 - Intermediate
 - High
- Student Density**
 - Sparse
 - Dense

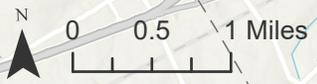


Figure 3: Historical and Current Enrollment per Grade

District-Wide Totals

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
K	270	273	280	296	277	276	6
1	326	327	343	341	336	315	-11
2	375	340	334	340	322	338	-37
3	368	371	348	326	334	333	-35
4	377	366	378	353	314	346	-31
5	363	375	385	385	349	308	-55
6	377	367	388	391	383	343	-34
7	433	374	378	388	395	378	-55
8	367	430	378	382	377	393	26
9	362	371	426	370	386	384	22
10	402	359	366	433	361	381	-21
11	411	402	352	368	434	359	-52
12	412	422	408	369	384	444	32
District Total	4,843	4,777	4,764	4,742	4,652	4,598	-245

Methacton School District Enrollment Report October 2016–17 to 2021–22 enrollment by grade. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively. Sparklines are colored blue, gray, or orange to illustrate 5-year decline, stasis, or growth.

Figure 4: Historical and Current Enrollment per School and Grade Group

Elementary School (K-4)

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
Arrowhead ES	278	405	393	406	382	412	134
Audubon ES	453	0	0	0	0	0	-453
Eagleville ES	333	413	409	388	369	380	47
Woodland ES	302	450	463	442	438	413	111
Worcester ES	350	409	418	420	391	403	53
ES Total	1,716	1,677	1,683	1,656	1,580	1,608	-108

Upper Elementary School (5-6)

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
Skyview Upper ES	740	742	773	774	727	651	-89
Upper ES Total	740	742	773	774	727	651	-89

Intermediate School (7-8)

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
Arcola Intermediate	800	804	756	766	767	771	-29
Intermediate Total	800	804	756	766	767	771	-29

High School (9-12)

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
Methacton HS	1,587	1,554	1,552	1,546	1,578	1,568	-19
HS Total	1,587	1,554	1,552	1,546	1,578	1,568	-19

Totals

School Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17 to 2021-22
District Total	4,843	4,777	4,764	4,742	4,652	4,598	-245

Methacton School District Enrollment Report October 2016–17 to 2021–22 enrollment by grade. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively. Sparklines are colored blue, gray, or orange to illustrate 5-year decline, stasis, or growth. Abrupt changes in enrollment are likely due to deliberate student placement or attendance boundary changes.

Figure 5: 2021–2022 District-Wide Transfer Rates

Grade Group	Enrollment In-District	Enrollment from Out-of-District	Enrollment Total	Transfers Intra-District	Transfers Total	Transfer Rate Intra-District	Transfer Rate from Out-of-District	Transfer Rate Total
K-4	1,601	7	1,608	27	34	1.7%	0.4%	2.1%
5-6	648	3	651	0	3	0.0%	0.0%	0.5%
7-8	770	1	771	0	1	0.0%	0.1%	0.1%
9-12	1,559	9	1,568	0	9	0.0%	0.6%	0.6%
District-wide	4,578	20	4,598	27	47	0.6%	0.4%	1.0%

Methacton School District October 2021–22 SIS enrollment. Residence counts are based on current attendance area boundaries, as of the 2021–22 school year.

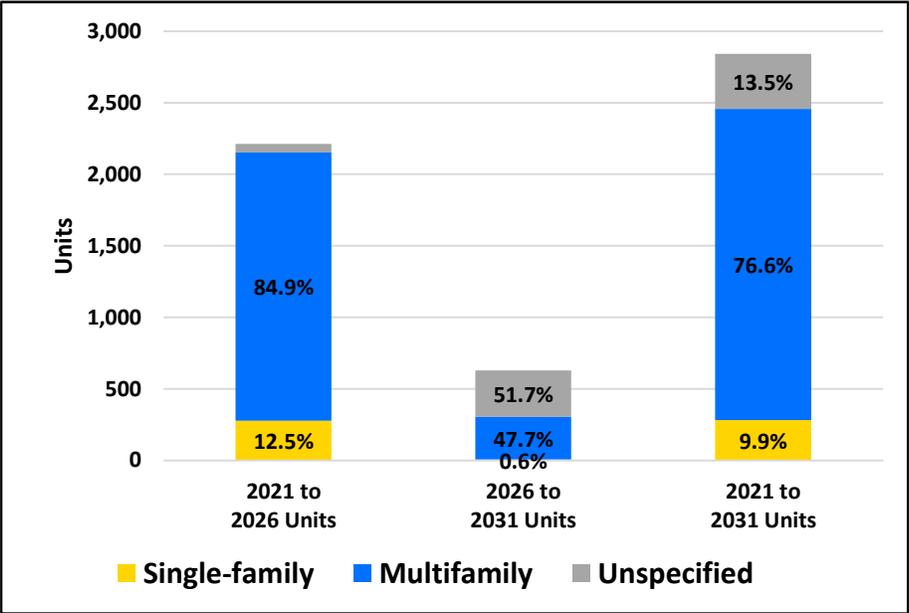
**Figure 6: 2021–2022 Elementary School Enrollment Patterns
Residence-Attendance Matrix**

School of Attendance Attendance Area	Residence Count	Arrowhead ES	Eagleville ES	Woodland ES	Worcester ES	Capture Rate	Transfer Out Student Total	Transfer Out Rate
Arrowhead ES	420	411	4	5	0	97.9%	9	2.1%
Eagleville ES	377	1	367	9	0	97.3%	10	2.7%
Woodland ES	403	0	5	398	0	98.8%	5	1.2%
Worcester ES	401	0	2	1	398	99.3%	3	0.7%
K-4 Subtotals	1,601	412	378	413	398	--	27	--
Out of District	7	0	2	0	5	--	7	--
K-4 Totals	1,608	412	380	413	403	--	34	--
Transfer In Student Total	34	1	13	15	5	--	--	--
Transfer In Rate	2.1%	0.2%	3.4%	3.6%	1.2%	--	--	--

Methacton School District October 2021–22 SIS enrollment. Residence counts are based on current attendance area boundaries, as of the 2021–22 school year.

Figure 7: 2021–2031 Residential Development Totals

Housing Type	2021 to 2026 Units	2026 to 2031 Units	2021 to 2031 Units
Single-family	276	4	280
Multifamily	1,877	300	2,177
Unspecified	59	325	384
Total	2,212	629	2,841



Total number of anticipated housing units by type within the enrollment forecast horizon. Percentages represent each housing type's proportion of the total number of units.

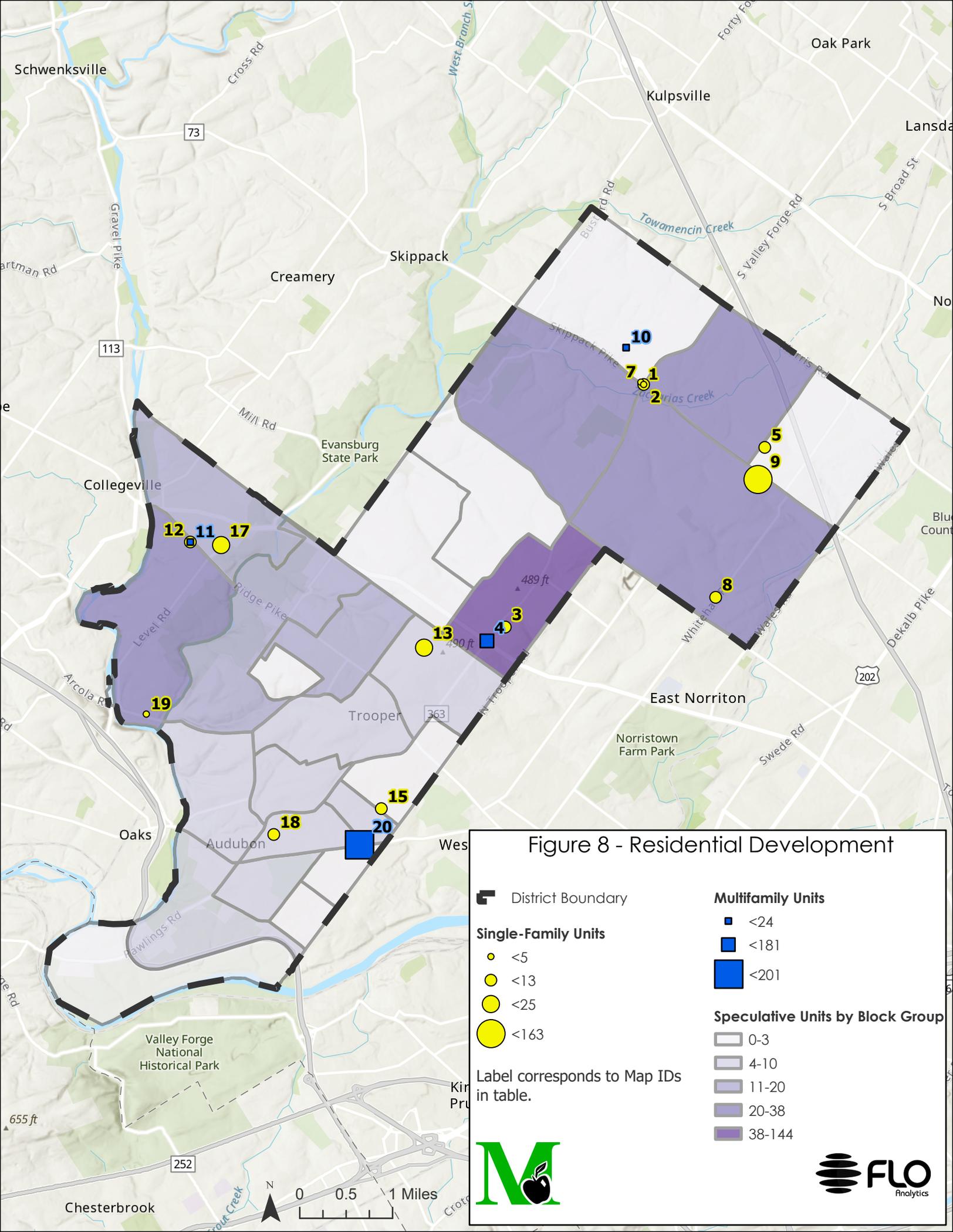


Figure 8 - Residential Development

- District Boundary
 - Single-Family Units**
 - <5
 - <13
 - <25
 - <163
 - Multifamily Units**
 - <24
 - <181
 - <201
 - Speculative Units by Block Group**
 - 0-3
 - 4-10
 - 11-20
 - 20-38
 - 38-144
- Label corresponds to Map IDs in table.



Figure 9: 2021–2031 Residential Development Details

Map ID	Jurisdiction	Source	Type	Total Units	Current-year to 5-Year Units	5-year to 10-Year Units	Current-year to 10-Year Units	Beyond 10-Year Units	Notes
1	Worcester	Worcester	SF	0	0	0	0	0	Palmer; Under review; Opens potential for later subdivision
2	Worcester	Worcester	SF	9	9	0	9	0	Palmer Village; Under review; 9 detached SFRs (along with commercial uses)
3	Worcester	Worcester	SF	8	8	0	8	0	Huganir; Under review; Detached SFRs; Preliminary plan
4	Worcester	Worcester	MF	180	180	0	180	0	City View; Under review; Two 90-unit MFR buildings
5	Worcester	Worcester	SF	8	8	0	8	0	Sparango Construction; 2044 Berks Road; Approved; Detached SFRs
7	Worcester	Worcester	SF	2	2	0	2	0	Bethel Development Associates; Approved; Detached SFRs
8	Worcester	Worcester	SF	10	10	0	10	0	Whitehall Estates; Whitehall Road; Under construction; Detached SFRs
9	Worcester	Worcester	SF	162	162	0	162	0	Reserve at Center Square; Under construction; 125 detached SFR and 125 townhomes, 88 units already built
10	Worcester	Worcester	MF	22	22	0	22	0	Meadowood Senior Living; Under construction; Memory care building expansion
11	Lower Providence	Lower Providence	MF	24	24	0	24	0	MOSCARIELLO AT CROSSKEYS; Nico Lane (3880 Ridge); Under construction
12	Lower Providence	Lower Providence	SF	12	8	4	12	0	MOSCARIELLO AT CROSSKEYS; 3840-3880 Ridge; Permitting; Apartments above commercial
13	Lower Providence	Lower Providence	SF	24	24	0	24	0	Church Rd - Branca; 420 Church Road; SLDO review; Detached SFRs
15	Lower Providence	Lower Providence	SF	9	9	0	9	0	Gambone Family Development; 2711 & 2725 Woodland Ave; Final SLDO
17	Lower Providence	Lower Providence	SF	24	24	0	24	0	Evansburg Road Tract; 35 Evansburg Road; Detached SFRs; Site work to be completed
18	Lower Providence	Lower Providence	SF	8	8	0	8	0	Crawford Estates; 37 Crawford; 7 completed and occupied; Detached SFRs
19	Lower Providence	Lower Providence	SF	4	4	0	4	0	Sherry - Arocla Road; 3531 Arcola Rd; Initial SLDO review; Detached SFRs
20	Lower Providence	Lower Providence	MF	2,000	1,651	300	1,951	49	Shannondell Senior Living; Egypt and Shannondell; Phase 3 SLDO review
--	Lower Providence	FLO	Speculative	10	4	6	10	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	15	7	8	15	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	8	0	8	8	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	9	3	6	9	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	9	3	6	9	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	8	0	8	8	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	6	2	4	6	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	6	2	4	6	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	5	1	4	5	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	19	0	19	19	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	20	8	12	20	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Lower Providence	FLO	Speculative	26	0	26	26	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Worcester	FLO	Speculative	31	0	31	31	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Worcester	FLO	Speculative	25	5	20	25	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Worcester	FLO	Speculative	38	19	19	38	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Worcester	FLO	Speculative	3	3	0	3	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Worcester	FLO	Speculative	144	0	144	144	0	Housing units based on overall expected housing growth, recent trends, and developable land.
--	Worcester	FLO	Speculative	2	2	0	2	0	Housing units based on overall expected housing growth, recent trends, and developable land.
TOTALS				2,890	2,212	629	2,841	49	

Record represents a unique single-family (SF) or multifamily (MF) residential developments, unless noted as Speculative units sourced from FLO.

Map IDs correspond to labels depicted on Figure 8.

Figure 10: Student Generation Rates

Summary of Generation Rates Used for New Development	K-12 Students per Single-Family (SF) Unit	K-12 Students per Multifamily (MF) Unit
Overall Average Rates	0.62	0.24
Highest Rate Used for a Development	0.96	0.24
Lowest Rate Used for a Development	0.54	0.24

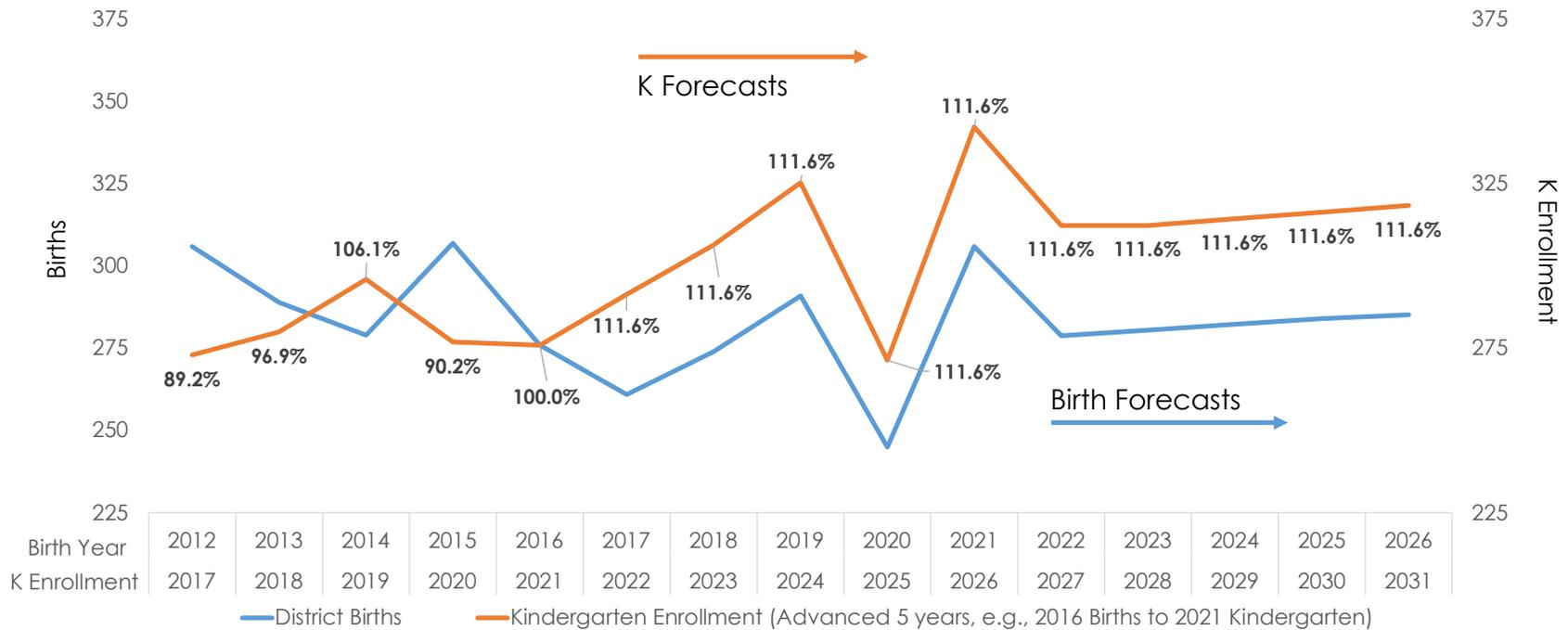
While overall average student generation rates used in preparing the forecasts were 0.62 K-12 students/SF unit and 0.24 K-12 students/MF unit, the specific rates used for each development were carefully determined on an individual basis. Broadly speaking, we merge as much information as possible when determining rates to apply to each development. Information considered includes:

- 1) existing students per housing unit for SF and MF within individual neighborhoods
- 2) development-specific expectations provided by planners (e.g., housing targeting families)
- 3) educated assumptions about new or changing housing development trends.

Figure 11: District Birth Rates

Birth Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Forecasts				
District Births	306	289	279	307	276	261	274	291	245	306	279	281	282	284	285

K Year	2017	2018	2019	2020	2021	Forecasts									
K Total	273	280	296	277	276	291	306	325	271	342	312	312	314	316	318
K % of Births	89.2%	96.9%	106.1%	90.2%	100.0%	111.6%	111.6%	111.6%	111.6%	111.6%	111.6%	111.6%	111.6%	111.6%	111.6%



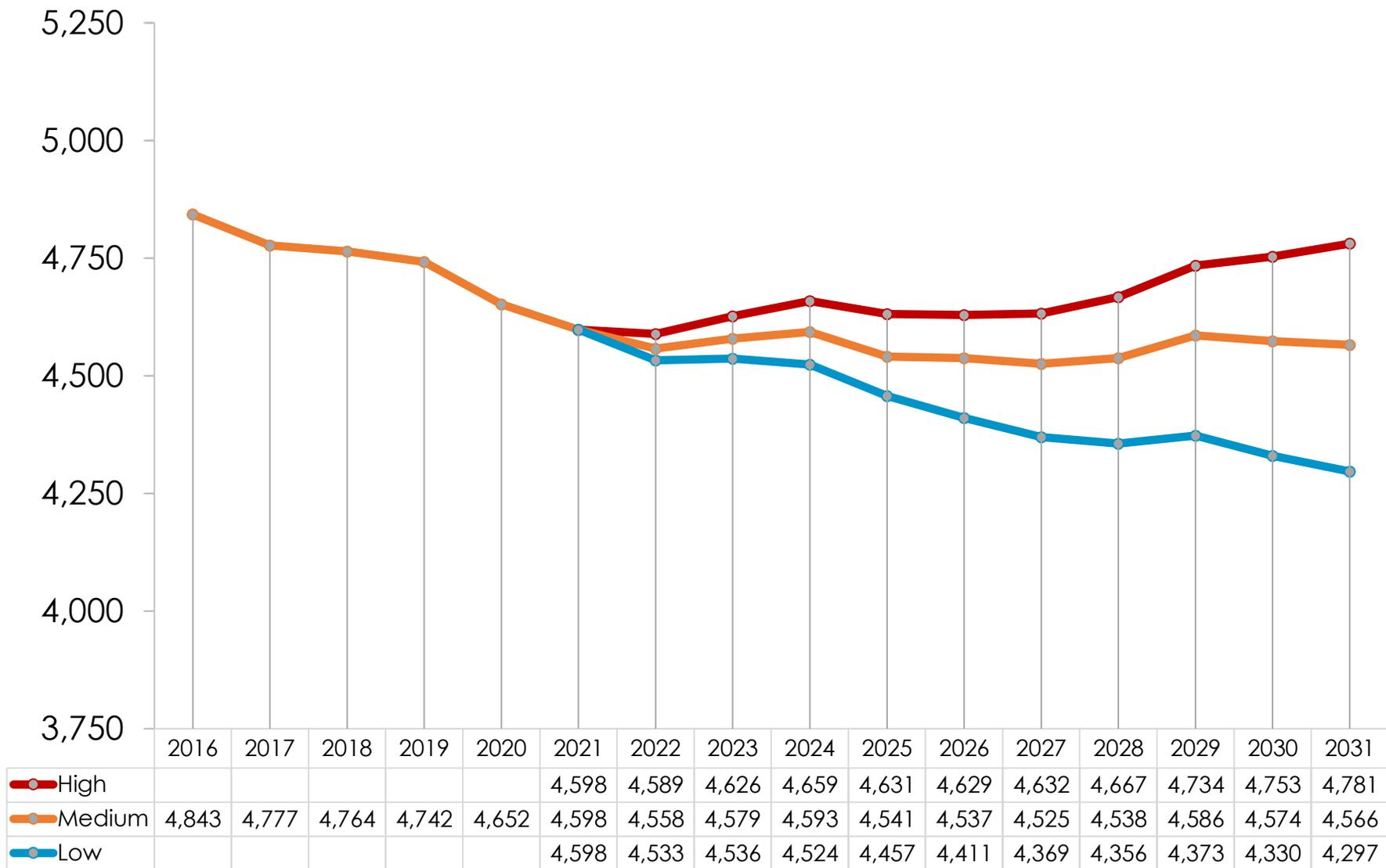
PDOH 2012 to 2021 historical live births to mothers residing in the district (2020 and 2021 numbers are preliminary), as well as historical district K totals for the 2017–2021 school years. The metric “K % of Births” is calculated by dividing each K class by the live birth total five years earlier (e.g., 2019 K class divided by 2014 births). 2021 to 2026 births, which inform K classes beginning with the 2026 school year, were projected based on a review of the historical birth data. Forecasts of future K class sizes were then developed by employing forecasts of trends in “K % of Births”. Note that birth numbers reported by PDOH represent the January 1st through December 31st calendar year, and therefore do not align directly with K enrollment 5 years later (i.e., August cutoff for being age 5 to enroll in K in the fall).

Figure 12: Grade Progression Ratios

Grade Progression	2017-18	2018-19	2019-20	2020-21	2021-22	3-year Avg	2-year Avg	Forecast GPR
K-1	1.21	1.26	1.22	1.14	1.14	1.16	1.14	1.04
1-2	1.04	1.02	0.99	0.94	1.01	0.98	0.98	1.03
2-3	0.99	1.02	0.98	0.98	1.03	1.00	1.01	1.01
3-4	0.99	1.02	1.01	0.96	1.04	1.00	1.00	1.02
4-5	0.99	1.05	1.02	0.99	0.98	1.00	0.98	1.03
5-6	1.01	1.03	1.02	0.99	0.98	1.00	0.99	1.03
6-7	0.99	1.03	1.00	1.01	0.99	1.00	1.00	1.02
7-8	0.99	1.01	1.01	0.97	0.99	0.99	0.98	1.02
8-9	1.01	0.99	0.98	1.01	1.02	1.00	1.01	1.00
9-10	0.99	0.99	1.02	0.98	0.99	0.99	0.98	1.01
10-11	1.00	0.98	1.01	1.00	0.99	1.00	1.00	1.01
11-12	1.03	1.01	1.05	1.04	1.02	1.04	1.03	1.04

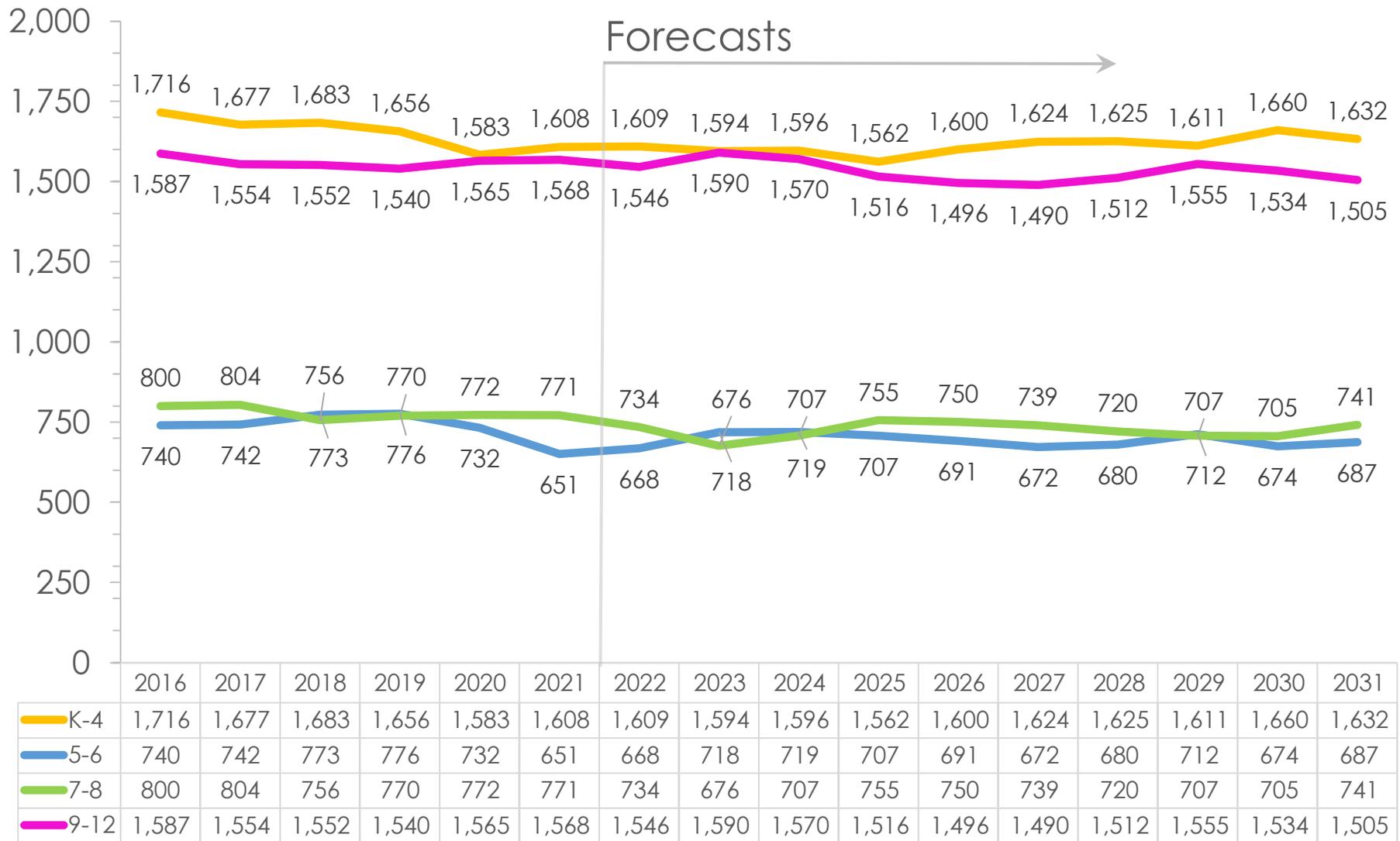
2017–18 to 2021–22 Grade Progression Ratios (GPR) based on Methacton School District Headcount Enrollment. Excludes Preschool. GPRs are calculated as the ratio of enrollment in a specific grade in a given year, to the enrollment of the same age cohort in the previous year. For instance, when 150 kindergarteners in 2017 become 140 first graders in 2018, a GPR of 0.93 is yielded. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and new students join existing cohorts. A GPR value greater than 1.0 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district, students choosing to transfer into the district from other districts (public or private). Conversely, a GPR value less than 1.0 indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts, or students not advancing to the next grade.

Figure 13: Total District Building Attendance Enrollment Forecasts (Headcount): Low-, Medium- (Preferred), and High-Growth Scenarios



District-wide October 1 building attendance enrollment forecasts (headcount) through 2031–32—low-, medium-, and high-growth scenarios. Includes all schools and students living both inside and outside the District.

Figure 14: Building Attendance Enrollment Forecasts (Headcount) by Grade Group: Medium-Growth (Preferred) Scenario



District-wide October 1 building attendance enrollment forecasts (headcount) through 2031–32 by grade group, medium-growth scenario. Includes all schools and students living both inside and outside the District.

**Figure 15: District Grade Totals, Attendance Area Residence-Based Forecasts (Headcount):
Medium-Growth (Preferred) Scenario**

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
K	274	290	305	324	270	341	311	311	313	315	317
1	313	316	298	312	331	279	348	318	318	322	324
2	338	320	323	305	321	341	287	356	324	325	330
3	333	341	319	324	307	320	345	289	360	328	326
4	343	338	345	327	329	315	329	347	292	366	331
5	305	355	353	358	339	341	321	342	362	302	377
6	343	313	365	361	368	350	351	338	350	372	310
7	377	352	321	378	371	375	356	359	344	356	377
8	393	382	355	329	384	375	383	361	363	349	364
9	382	395	386	359	329	382	379	385	363	365	349
10	380	387	402	391	364	329	387	381	390	366	368
11	356	384	392	405	395	368	332	389	384	394	370
12	441	371	401	406	419	408	383	348	409	400	409
Residing in District (Residence- Based)											
K-4	1,601	1,605	1,590	1,592	1,558	1,596	1,620	1,621	1,607	1,656	1,628
5-6	648	668	718	719	707	691	672	680	712	674	687
7-8	770	734	676	707	755	750	739	720	707	705	741
9-12	<u>1,559</u>	<u>1,537</u>	<u>1,581</u>	<u>1,561</u>	<u>1,507</u>	<u>1,487</u>	<u>1,481</u>	<u>1,503</u>	<u>1,546</u>	<u>1,525</u>	<u>1,496</u>
Total: K-12	4,578	4,544	4,565	4,579	4,527	4,524	4,512	4,524	4,572	4,560	4,552
Out of District											
K-4	7	5	5	5	5	5	5	5	5	5	5
5-6	3	1	1	1	1	1	1	1	1	1	1
7-8	1	1	1	1	1	1	1	1	1	1	1
9-12	<u>9</u>	<u>7</u>									
Total: K-12	20	14	14	14	14	13	13	14	14	14	14
Total Attendance (Building Attendance)											
K-4	1,608	1,609	1,594	1,596	1,562	1,600	1,624	1,625	1,611	1,660	1,632
5-6	651	668	718	719	707	691	672	680	712	674	687
7-8	771	734	676	707	755	750	739	720	707	705	741
9-12	<u>1,568</u>	<u>1,546</u>	<u>1,590</u>	<u>1,570</u>	<u>1,516</u>	<u>1,496</u>	<u>1,490</u>	<u>1,512</u>	<u>1,555</u>	<u>1,534</u>	<u>1,505</u>
Total: K-12	4,598	4,558	4,579	4,593	4,541	4,537	4,525	4,538	4,586	4,574	4,566

Annual District attendance area residence-based forecasts grade totals through 2031. Shown are 2021 actual counts of District students residing in each attendance area (October), as well as October 1 forecasts for each subsequent year. Forecasts of out-of-District students by grade group are also included, as well as building attendance forecasts by grade group (the sum of residence-based and out of District). Note that forecast values are rounded; individual summations may not exactly equal stated totals. Current year student counts originate from the October 1, 2021 SIS.

**Figure 16: Residence-Based Enrollment Forecasts by Attendance Area (Headcount):
Medium-Growth (Preferred) Scenario**

<u>Attendance Area</u>	Students Residing* →											Change 2021-22 to 2031-32	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Arrowhead ES	420	422	431	415	411	416	421	422	417	433	430	10	2.4%
Eagleville ES	377	390	384	396	372	373	375	373	370	382	376	-1	-0.4%
Woodland ES	403	396	391	387	372	382	384	380	378	390	389	-14	-3.5%
Worcester ES	401	397	383	394	403	425	439	446	442	450	434	33	8.1%
Skyview Upper ES	648	668	718	719	707	691	672	680	712	674	687	39	6.0%
Arcola Intermediate	770	734	676	707	755	750	739	720	707	705	741	-29	-3.8%
Methacton HS	1,559	1,537	1,581	1,561	1,507	1,487	1,481	1,503	1,546	1,525	1,496	-63	-4.0%
K-12	4,578	4,544	4,565	4,579	4,527	4,524	4,512	4,524	4,572	4,560	4,552	-26	-0.6%

*20 students residing out of district.

Notes:

- 2021 residing student numbers from October 1, 2021 SIS.
- Note that the forecast numbers reported above have been formatted to round to the nearest whole number; as such, adding/subtracting as whole numbers may produce marginally different totals than those shown.

Annual attendance area residence-based forecasts through 2031. Shown are October 1, 2021 actual counts of District students residing in each attendance area, as well as October 1st forecasts for each subsequent year.

**Figure 17: District Grade Totals, Building Attendance Forecasts (Headcount):
Medium-Growth (Preferred) Scenario**

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Change 2021-22 to 2031-32	
												Number	Percent
K	276	291	306	325	271	342	312	312	314	316	318		
1	315	317	299	313	332	280	349	319	319	323	325		
2	338	320	323	305	321	341	287	356	324	325	330		
3	333	341	319	324	307	320	345	289	360	328	326		
4	346	339	346	328	330	316	330	348	293	367	332		
5	308	355	353	358	339	341	321	342	362	302	377		
6	343	313	365	361	368	350	351	338	350	372	310		
7	378	352	321	378	371	375	356	359	344	356	377		
8	393	382	355	329	384	375	383	361	363	349	364		
9	384	397	388	361	331	384	381	387	365	367	351		
10	381	389	404	393	366	331	389	383	392	368	370		
11	359	386	394	407	397	370	334	391	386	396	372		
12	444	373	403	408	421	410	385	350	411	402	411		
K-4	1,608	1,609	1,594	1,596	1,562	1,600	1,624	1,625	1,611	1,660	1,632	24	1.5%
5-6	651	668	718	719	707	691	672	680	712	674	687	36	5.5%
7-8	771	734	676	707	755	750	739	720	707	705	741	-30	-3.8%
9-12	<u>1,568</u>	<u>1,546</u>	<u>1,590</u>	<u>1,570</u>	<u>1,516</u>	<u>1,496</u>	<u>1,490</u>	<u>1,512</u>	<u>1,555</u>	<u>1,534</u>	<u>1,505</u>	-63	-4.0%
K-12	4,598	4,558	4,579	4,593	4,541	4,537	4,525	4,538	4,586	4,574	4,566	-32	-0.7%

Total Attendance
(Building
Attendance)

Notes:

- 2021 building attendance numbers from October 1, 2021 SIS.
- Forecasts are for October 1st enrollment (headcount) each school year.
- Note that the forecast numbers reported above have been formatted to round to the nearest whole number; as such, adding/subtracting as whole numbers may produce marginally different totals than those shown.

Annual District building attendance forecasts grade totals through 2031, medium-growth scenario. Shown are October 1, 2021 totals of students attending District schools, as well as October 1st forecasts for each subsequent year.

Figure 18: Annual Building Attendance Forecasts (Headcount) by Building: Medium-Growth (Preferred) Scenario

Building/Program	Students Attending →											Change 2021-22 to 2031-32	
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Number	Percent
Arrowhead ES	412	413	422	406	403	407	412	413	408	424	421	9	2.1%
Eagleville ES	380	393	386	397	374	375	378	376	372	385	378	-2	-0.5%
Woodland ES	413	407	403	399	382	393	396	391	390	402	400	-13	-3.1%
Worcester ES	403	397	383	394	403	425	438	445	442	450	433	30	7.5%
Skyview Upper ES	651	668	718	719	707	691	672	680	712	674	687	36	5.5%
Arcola Intermediate	771	734	676	707	755	750	739	720	707	705	741	-30	-3.8%
Methacton HS	1,568	1,546	1,590	1,570	1,516	1,496	1,490	1,512	1,555	1,534	1,505	-63	-4.0%
K-12	4,598	4,558	4,579	4,593	4,541	4,537	4,525	4,538	4,586	4,574	4,566	-32	-0.7%

Notes:

- 2021 building attendance numbers from October 1, 2021 SIS.

- Note that the forecast numbers reported above have been formatted to round to the nearest whole number; as such, adding/subtracting as whole numbers may produce marginally different totals than those shown.

Annual building attendance forecasts through 2031. Shown are October 1, 2021 totals by building/program of students attending District schools, as well as October 1 forecasts for each subsequent year.

**Figure 19: District Grade Totals, Building Attendance Forecasts (Headcount):
Low-Growth Scenario**

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Change 2021-22 to 2031-32	
												Number	Percent
K	276	283	297	311	261	321	293	290	292	286	287		
1	315	312	289	303	317	267	329	299	296	298	292		
2	338	323	331	297	311	326	274	337	307	304	306		
3	333	339	325	338	298	313	327	275	339	308	305		
4	346	339	345	330	349	303	318	333	280	344	314		
5	308	356	349	355	340	334	312	327	342	288	354		
6	343	317	366	358	365	349	344	320	337	352	296		
7	378	349	322	373	365	372	355	350	326	342	358		
8	393	383	353	326	377	369	376	360	354	330	347		
9	384	392	381	352	325	376	368	375	358	353	329		
10	381	386	394	384	354	327	378	370	377	360	355		
11	359	382	387	395	385	355	328	379	371	378	361		
12	444	373	396	402	410	399	368	340	393	385	392		
K-4	1,608	1,596	1,587	1,579	1,537	1,530	1,541	1,534	1,514	1,541	1,504	-104	-6.5%
5-6	651	673	715	714	705	684	655	648	679	640	650	-1	-0.1%
7-8	771	732	676	699	742	741	732	709	680	672	705	-66	-8.6%
9-12	<u>1,568</u>	<u>1,532</u>	<u>1,559</u>	<u>1,532</u>	<u>1,473</u>	<u>1,457</u>	<u>1,442</u>	<u>1,464</u>	<u>1,500</u>	<u>1,476</u>	<u>1,437</u>	-131	-8.3%
K-12	4,598	4,533	4,536	4,524	4,457	4,411	4,369	4,356	4,373	4,330	4,297	-301	-6.6%

Total Attendance
(Building
Attendance)

Notes:

- 2021 building attendance numbers from October 1, 2021 SIS.
- Forecasts are for October 1st enrollment (headcount) each school year.
- Note that the forecast numbers reported above have been formatted to round to the nearest whole number; as such, adding/subtracting as whole numbers may produce marginally different totals than those shown.

Annual District building attendance forecasts grade totals through 2031, low-growth scenario. Shown are October 1, 2021 totals of students attending District schools, as well as October 1 forecasts for each subsequent year.

Figure 20: District Grade Totals, Building Attendance Forecasts (Headcount): High-Growth Scenario

Grade	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Change 2021-22 to 2031-32	
												Number	Percent
K	276	302	317	336	283	361	328	331	333	341	342		
1	315	331	310	325	345	291	370	337	339	341	350		
2	338	325	348	319	335	356	299	381	347	349	351		
3	333	341	328	358	322	338	359	301	383	349	351		
4	346	340	348	335	372	329	345	366	307	391	356		
5	308	358	352	360	346	351	339	356	378	317	403		
6	343	318	370	363	372	357	362	350	367	389	327		
7	378	351	325	378	371	380	364	370	357	375	397		
8	393	384	357	331	384	377	386	370	375	363	380		
9	384	393	385	357	331	384	378	386	370	375	362		
10	381	388	397	389	360	334	388	381	389	373	378		
11	359	384	391	400	392	363	336	390	383	391	375		
12	444	374	400	407	417	408	378	350	406	399	407		
K-4	1,608	1,639	1,650	1,673	1,658	1,674	1,701	1,715	1,709	1,771	1,750	142	8.9%
5-6	651	676	722	723	718	708	702	706	745	707	730	79	12.2%
7-8	771	735	682	708	755	757	750	740	733	737	777	6	0.8%
9-12	<u>1,568</u>	<u>1,539</u>	<u>1,573</u>	<u>1,553</u>	<u>1,500</u>	<u>1,490</u>	<u>1,479</u>	<u>1,506</u>	<u>1,548</u>	<u>1,538</u>	<u>1,523</u>	-45	-2.9%
K-12	4,598	4,589	4,626	4,659	4,631	4,629	4,632	4,667	4,734	4,753	4,781	183	4.0%

Total Attendance
(Building Attendance)

Notes:

- 2021 building attendance numbers from October 1, 2021 SIS.
- Forecasts are for October 1st enrollment (headcount) each school year.
- Note that the forecast numbers reported above have been formatted to round to the nearest whole number; as such, adding/subtracting as whole numbers may produce marginally different totals than those shown.

Annual District building attendance forecasts grade totals through 2031, high-growth scenario. Shown are October 1, 2021 totals of students attending District schools, as well as October 1 forecasts for each subsequent year.