



# **Glen Ellyn School District 41**

## Demographic Trends and Enrollment Projections

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## **Preface**

This report updates population and housing trends within Glen Ellyn School District 41 and assesses the implications of these trends for future enrollments at the individual schools and district as a whole. The objective of this report is fourfold. First, I shall discuss residential development patterns and demographic dynamics underlying historical and recent enrollment changes in the District. Next, I shall assess annual enrollment changes in District 41 schools during the past twenty-four years and analyze student migration patterns and other sources of these enrollment changes. I shall then discuss new housing prospects, housing turnover (including tear-downs) and other factors impacting family in-migration that will shape future enrollments in the District and the individual schools. Finally, I shall project enrollment, by grade and by year, for each of the four elementary schools through school year 2020–21, and at Hadley Junior High School and the District as a whole through school year 2025–26.

All enrollment projections will be in the form of three separate series based on different assumptions about future fertility rates, housing turnover and family migration to District 41 and the elementary school attendance areas. These three series will provide forecasts by grade and by year of (A) the absolute minimum number of students that may be anticipated, (B) the most likely

number of students to be expected, and (C) the absolute maximum number of students that can possibly be foreseen.

In conducting the analysis that follows, I benefited from data provided by administrators of District 41 and local officials. I would like especially to acknowledge Dr. Paul Gordon, Superintendent of Schools, Carolyn Gust, and other District staff who assembled much of the information upon which this study is based. I would also like to acknowledge village planners who provided data and comments on potential future housing development in the District 41 portions of their villages. For their fine assistance and that of others who contributed to this study, I am most appreciative.

## **Overview of School District 41**

Glen Ellyn School District 41 lies in the western suburbs of Chicago, just over 20 miles from the center of the city. The District serves a major part of Glen Ellyn and small portions of Carol Stream, Glendale Heights, Lombard and Wheaton, plus unincorporated parts of Milton and Bloomingdale Township. Primarily residential in nature, virtually all of the incorporated and unincorporated areas of District 41 are built-out.

In 2015-16, 2,329 students (including ECE and pre-K) attended the district's four elementary schools (Abraham Lincoln, Benjamin Franklin, Churchill and Forest Glen) and another 1,174 students attended Hadley Junior High. For the past two school years, total District enrollment has been flat near 3,500 students. The prior ten years were relatively stable, as well, with registered students totaling between 3,513 and 3,639 each year from September 2004 to September 2013. The annual State Report Card shows District 41 students consistently exceeding national, State and DuPage County performance standards with a 2013 independent study showing its students performing in the top 6 percent of the State. A high percentage of District 41 students continue on to colleges and universities.

## Housing and Population Trends

Like many of Chicago's more mature suburban areas, District 41 experienced a flurry of single family housing construction during the 1950s and 1960s. The vast majority of newly constructed homes contained three or more bedrooms and were modestly priced. As late as 1970, the median value of owner-occupied units ranged from \$23,800 in Carol Stream to \$32,200 in Glen Ellyn (see Table 1). These new modestly priced housing units attracted large numbers of young families with children leading to a boom in preschool and school-age residents during the 1950s and 1960s, especially in Glen Ellyn, as may be seen in Table 2.

New housing construction declined in Glen Ellyn during the 1970s and 1980s and existing residential units appreciated in value. High mortgage interest rates in the late 1970s and early 1980s combined with fewer parcels of developable land slowed both housing turnover and new construction considerably. By the 1990s most of the District was essentially built-out. As housing values continued to appreciate, scattered tear-downs and rebuilds began to occur. New replacement homes tended to be at least one-bedroom larger and often up to double the square footage.

With mortgage interest rates dropping in the mid-1980s and remaining at relatively low levels through the 1990s, and a growing number of empty-nester

homes coming on the market, housing turnover to younger families with preschool and elementary school age children increased. Thus, as shown in Table 2, the preschool and school-age population in Glen Ellyn rose markedly through 2000. A more mixed picture characterized the other communities served by District 41 with both Lombard and Wheaton exhibiting declines in their preschool populations by year 2000.

Between 2000 and 2010, Glen Ellyn's preschool population dropped considerably as did those in Carol Stream and Wheaton. While the school-age populations also sharply declined in nearby villages, Glen Ellyn held its own. Estimates from the 2010 through 2014 American Community Survey suggest that Glen Ellyn's population under age 5 expanded modestly between 2010 and 2014 while its population ages 5-9 and ages 10-14 declined modestly.

One important demographic factor to note also in Table 2 is the major increase in the size of Glen Ellyn's population age 55-64 and 65+ between 2000 and 2014. Should the housing market continue to strengthen in future years there should be further housing turnover to younger families. Appendix A presents the number of housing units sold in each village along with their median prices for each quarter between January 2000 and and July 2016.

However, as will be shown later, births to residents of Glen Ellyn, Lombard and Wheaton dropped in the late 1990s through 2009 and have remained at this lower level through 2014. If it were not for relatively robust

housing turnover by empty-nesters, the preschool population would have substantially declined. I now turn to the implications of these factors for enrollment changes in District 41 and its individual schools.



Table 1

Median Value of Owner-occupied Housing Units in Villages Served by District 41:  
1950 to 2014

Village	1950	1960	1970	1980	1990	2000	2010–14
Glen Ellyn	\$16,371	\$23,700	\$32,200	\$85,400	\$162,500	\$274,800	\$386,400
Carol Stream	—	—	\$23,800	\$76,600	\$128,700	\$170,400	\$229,100
Glendale Heights	—	—	\$23,900	\$68,000	\$105,500	\$142,800	\$173,900
Lombard	\$13,140	\$18,900	\$26,200	\$70,700	\$118,000	\$168,500	\$235,300
Wheaton	\$14,880	\$21,200	\$29,000	\$81,000	\$148,700	\$222,100	\$336,500

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990, and 2000; and 2010-2014 American Community Survey 5-Year Estimates.

Table 2

## Population by Age Group in Villages Served by District 41: 1950 to 2014

Village	Age Group	1950	1960	1970	1980	1990	2000	2010	2010–14
Glen Ellyn	Total	9,524	15,972	21,909	23,649	24,944	26,999	27,450	27,394
	< 5	864	1,754	1,813	1,450	1,967	2,118	1,764	1,888
	5–9	977	1,990	2,580	1,712	1,944	2,257	2,208	1,916
	10–14	766	1,797	2,671	2,235	1,616	2,079	2,241	2,080
	15–19	572	1,169	2,031	2,305	1,563	1,757	1,971	1,861
	20–24	441	471	1,132	1,683	1,591	1,107	1,209	1,341
	25–34	1,045	1,686	2,703	3,769	4,135	3,266	2,564	2,682
	35–44	1,683	2,557	2,932	3,280	4,386	4,841	3,730	3,667
	45–54	1,457	2,204	2,707	2,901	2,925	4,139	4,687	4,297
	55–64	941	1,290	1,921	2,244	2,208	2,360	3,475	3,694
65 +	778	1,054	1,419	2,070	2,609	3,075	3,601	3,968	
Carol Stream	Total	—	836	4,434	15,472	31,716	40,438	39,711	40,136
	< 5	—	—	568	1,923	3,667	3,308	2,574	2,009
	5–9	—	—	704	1,319	2,955	3,744	2,552	2,411
	10–14	—	—	529	1,032	2,049	3,508	2,860	2,772
	15–19	—	—	339	1,041	1,733	3,103	3,301	3,294
	20–24	—	—	401	2,117	2,296	2,533	2,726	2,893
	25–34	—	—	903	4,451	8,847	6,657	5,604	5,785
	35–44	—	—	539	1,574	5,576	8,155	5,351	4,861
	45–54	—	—	250	806	1,926	5,112	6,951	7,272
	55–64	—	—	122	538	1,014	2,009	4,378	5,062
65 +	—	—	79	671	1,653	2,309	3,414	3,777	
Glendale Heights	Total	—	173	11,406	23,163	27,973	31,765	34,208	34,436
	< 5	—	—	1,819	2,650	2,503	2,528	2,646	2,789
	5–9	—	—	2,070	2,362	2,269	2,368	2,610	2,376
	10–14	—	—	1,418	2,068	2,109	2,255	2,318	2,238
	15–19	—	—	694	1,925	1,909	2,386	2,468	2,307
	20–24	—	—	636	2,415	2,422	2,634	2,587	2,824
	25–34	—	—	2,506	5,916	6,801	6,389	6,190	5,682
	35–44	—	—	1,369	3,036	4,820	5,302	5,000	4,752
	45–54	—	—	534	1,411	2,642	4,119	4,473	4,718
	55–64	—	—	219	848	1,352	2,200	3,439	3,891
65 +	—	—	141	532	1,146	1,584	2,477	2,859	

Continued . . .

Table 2—Continued

Village	Age Group	1950	1960	1970	1980	1990	2000	2010	2010–14
Lombard	Total	9,817	22,561	35,977	37,295	39,408	42,322	43,165	43,854
	< 5	1,129	3,102	3,247	2,469	2,954	2,588	2,605	2,013
	5–9	977	3,076	4,186	2,508	2,540	2,782	2,431	2,451
	10–14	711	2,374	4,582	2,989	2,414	2,828	2,533	2,451
	15–19	583	1,337	3,492	3,403	2,125	2,413	2,701	2,714
	20–24	511	757	2,040	3,505	2,872	2,451	2,660	3,107
	25–34	1,496	3,043	4,682	6,814	8,184	6,806	6,430	6,084
	35–44	1,663	3,827	5,042	4,646	5,970	7,336	5,862	5,952
	45–54	1,249	2,408	4,465	4,236	3,958	5,505	6,826	7,178
	55–64	927	1,451	2,405	3,839	3,399	3,475	4,973	5,121
65 +	571	1,186	1,836	2,886	4,992	6,138	6,144	6,783	
Wheaton	Total	11,638	24,312	31,138	43,043	51,464	55,416	52,894	53,406
	< 5	1,141	2,889	2,557	2,934	4,048	3,517	2,893	3,035
	5–9	938	3,023	3,183	2,987	3,958	4,013	3,474	3,514
	10–14	691	2,442	3,526	3,469	3,444	4,377	3,793	3,355
	15–19	1,076	2,125	3,704	4,193	3,814	4,456	4,381	4,473
	20–24	1,268	1,577	2,479	4,268	4,065	3,930	4,130	4,206
	25–34	1,682	3,031	3,666	8,007	8,631	6,763	5,841	6,177
	35–44	1,583	3,782	3,833	5,624	9,140	9,170	6,522	6,123
	45–54	1,470	2,483	3,803	4,527	5,643	8,521	8,555	8,253
	55–64	907	1,555	2,236	3,614	3,930	4,443	6,818	6,975
65 +	882	1,405	2,151	3,420	4,791	6,226	6,487	7,295	

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990, 2000, and 2010; and 2010-2014 American Community Survey 5-Year Estimates.

## **Enrollment Trends and Student Migration**

Enrollment trends in District 41 mirrored new housing construction and family migration patterns in earlier decades and housing turnover over the past 25 years. Enrollment mushroomed from under 1,000 students in the early 1950s to nearly 4,000 students in 1965. Total District 41 enrollment continued to rise over the following five years peaking at just under 4,500 students in school year 1970-71.

District 41 enrollment then dropped annually thereafter to a low of approximately 2,350 students in 1986-87. By that date, declining mortgage interest rates stimulated accelerated housing turnover to younger families. District enrollment proceeded to rise to 3,010 students in school year 1992-93. After a five-year period of relative stability through 1997-98, total District enrollment commenced a slow but fairly steady rise to 3,588 students in 2006-07. After a modest dip to 3,543 students in 2008-09, enrollment rose the following year to 3,630 students and stabilized through 2012-13, before again declining. In fall 2015, District 41 registered 3,503 students.

### **Determinants of Enrollment Change**

School districts are open demographic systems whose growth, stability, or decline is affected by three basic factors. The first is the difference between the

size of the kindergarten class that enters each September and the size of the previous June's graduating eighth grade class. The second is the net migration/transfer of school-age children in the district as they progress through the grades over the years. The third is change in pre-K/ECE students.

Tables 3, 4, and 5 describe how annual enrollment change in District 41 since school year 1992-93 may be decomposed into the three component parts. Table 3 provides the grade-by-grade and year-by-year enrollment for the District between 1992-93 and 2015-16. Table 4 decomposes the annual total enrollment changes into the three component parts. Thus, between September 2014 (school year 2014-15) and September 2015 (school year 2015-16), overall District enrollment increased by ten students (3,493 to 3,503). The 402 eighth graders who graduated in June 2015 (see Table 3) were replaced last September (2015) by 377 kindergarten students, for a net class size difference of -25. This 25-student loss was countered by 20 more students who migrated into the District or transferred to District 41 schools from private or parochial schools than who migrated out of the District or transferred to private or parochial schools between September 2014 and September 2015. During the same period, pre-K/ECE also increased by 15 students. The three components (-25, +20, +15) sum precisely to the net ten-student gain in the District between September 2014 and September 2015.

Note that for four of the past five years, District 41 experienced enrollment losses primarily via smaller entering kindergarten replacing graduating eighth

grade classes. Losses would have been much greater were it not for positive net migration/transfer of students. Since September 2008, Table 4 shows that 198 more students migrated into District 41 or transferred to its public schools than moved out of the District or transferred to private or parochial schools. In fact, the only negative net student migration/transfer period since 2001 was between September 2013 and September 2014.

Table 5 describes how these net student migration/transfer figures are computed from the enrollment data. The bottom left cell of “29” means that as the kindergarten class of September 2014 progressed to the first grade in September 2015, it gained 29 students (see Table 3 where kindergarten enrollment in school year 2014–15 was 348 and first grade enrollment in school year 2015–16 is 377 students). Conversely, as the first grade class of September 2014 progressed to the second grade in September 2015, it declined by two students. Summing across the bottom row of Table 5, one obtains 29, which is the net student migration/transfer gain between September 2014 and September 2015 shown in Table 4.

Table 3

## Enrollment History of Glen Ellyn School District 41: 1992–93 to 2015–16

School Year	K	1	2	3	4	5	6	7	8	K–8	Pre-K/ ECE	Sp. Ed	Total
1992–93	367	313	347	330	338	313	394	297	270	2,969	8	33	3,010
1993–94	326	363	314	349	320	332	295	273	281	2,853	14	91	2,958
1994–95	350	333	340	308	340	308	326	312	306	2,923	13	28	2,964
1995–96	334	383	337	351	285	337	292	312	303	2,934	23	75	3,032
1996–97	400	352	370	322	345	288	343	327	336	3,083	27	—	3,110
1997–98	335	386	343	358	317	345	313	343	329	3,069	34	—	3,103
1998–99	384	351	399	351	351	321	356	310	350	3,173	37	—	3,210
1999–00	363	389	356	383	353	377	346	368	318	3,253	27	—	3,280
2000–01	390	383	389	350	374	352	376	344	358	3,316	68	—	3,384
2001–02	369	392	395	364	351	373	355	376	342	3,317	65	—	3,382
2002–03	366	377	395	400	381	354	380	355	365	3,373	61	—	3,434
2003–04	366	372	400	398	405	379	384	371	352	3,427	55	—	3,482
2004–05	384	385	382	404	384	385	378	379	379	3,460	53	—	3,513
2005–06	374	393	404	379	406	374	395	379	379	3,483	66	—	3,549
2006–07	385	398	398	393	384	395	384	389	377	3,503	85	—	3,588
2007–08	336	400	386	405	399	375	387	383	391	3,462	104	—	3,566
2008–09	372	352	398	376	401	399	373	395	380	3,446	97	—	3,543
2009–10	377	407	366	412	392	409	401	364	383	3,511	119	—	3,630
2010–11	326	398	416	366	413	390	413	403	382	3,507	132	—	3,639
2011–12	364	349	392	422	365	413	397	418	396	3,516	119	—	3,635
2012–13	368	381	352	400	409	377	416	397	419	3,519	110	—	3,629
2013–14	333	378	372	362	405	409	379	413	405	3,456	132	—	3,588
2014–15	348	341	373	383	350	401	407	370	402	3,375	118	—	3,493
2015–16	377	377	339	371	377	355	399	416	359	3,370	133	—	3,503

Table 4

Decomposition of Annual Source of Enrollment Change in Glen Ellyn School District 41:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Annual Migration/ Transfer	Change Pre-K/ECE	Change Sp. Ed.
1992 to 93	-52	56	-172	6	58
1993 to 94	6	69	1	-1	-63
1994 to 95	68	28	-17	10	47
1995 to 96	78	97	52	4	-75
1996 to 97	-7	-1	-13	7	0
1997 to 98	107	55	49	3	0
1998 to 99	70	13	67	-10	0
1999 to 00	104	72	-9	41	0
2000 to 01	-2	11	-10	-3	0
2001 to 02	52	24	32	-4	0
2002 to 03	48	1	53	-6	0
2003 to 04	31	32	1	-2	0
2004 to 05	36	-5	28	13	0
2005 to 06	39	6	14	19	0
2006 to 07	-22	-41	0	19	0
2007 to 08	-23	-19	3	-7	0
2008 to 09	87	-3	68	22	0
2009 to 10	9	-57	53	13	0
2010 to 11	-4	-18	27	-13	0
2011 to 12	-6	-28	31	-9	0
2012 to 13	-41	-86	23	22	0
2013 to 14	-95	-57	-24	-14	0
2014 to 15	10	-25	20	15	0



Table 5

Net Annual Student Migration/Transfer in Glen Ellyn School District 41:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1992 to 93	-4	1	2	-10	-6	-18	-121	-16	-172
1993 to 94	7	-23	-6	-9	-12	-6	17	33	1
1994 to 95	33	4	11	-23	-3	-16	-14	-9	-17
1995 to 96	18	-13	-15	-6	3	6	35	24	52
1996 to 97	-14	-9	-12	-5	0	25	0	2	-13
1997 to 98	16	13	8	-7	4	11	-3	7	49
1998 to 99	5	5	-16	2	26	25	12	8	67
1999 to 00	20	0	-6	-9	-1	-1	-2	-10	-9
2000 to 01	2	12	-25	1	-1	3	0	-2	-10
2001 to 02	8	3	5	17	3	7	0	-11	32
2002 to 03	6	23	3	5	-2	30	-9	-3	53
2003 to 04	19	10	4	-14	-20	-1	-5	8	1
2004 to 05	9	19	-3	2	-10	10	1	0	28
2005 to 06	24	5	-11	5	-11	10	-6	-2	14
2006 to 07	15	-12	7	6	-9	-8	-1	2	0
2007 to 08	16	-2	-10	-4	0	-2	8	-3	3
2008 to 09	35	14	14	16	8	2	-9	-12	68
2009 to 10	21	9	0	1	-2	4	2	18	53
2010 to 11	23	-6	6	-1	0	7	5	-7	27
2011 to 12	17	3	8	-13	12	3	0	1	31
2012 to 13	10	-9	10	5	0	2	-3	8	23
2013 to 14	8	-5	11	-12	-4	-2	-9	-11	-24
2014 to 15	29	-2	-2	-6	5	-2	9	-11	20

## **Enrollment Change in the Individual Schools**

Annual enrollment changes in the District during the past 24 years have been differentially distributed among the District's schools. Tables 6 through 10 show annual enrollments by grade at Abraham Lincoln, Benjamin Franklin Churchill and Forest Glen elementary schools, and Hadley Junior High School. I focus here on the last five years.

Between school years 2011–12 and 2014–15, Abraham Lincoln steadily declined from 615 students to 533 students before rebounding modestly to 547 students in 2015–16. Benjamin Franklin has been fairly stable since 2011–12 near that year's 586 students, though it did decline by 31 students over the past two years from 594 in 2013–14 to 563 in 2015–16. Churchill School rose from 633 students in 2011–12 to 675 in 2012–13 before declining to 625 students in 2015–16, including the reassignment pre-K/ECE students last year. Forest Glen dropped from 590 students in 2011–12 to 541 in 2014–15 before rebounding to 594 students last fall. Finally, Hadley Junior High, after increasing from 1,211 students in 2011–12 to 1,232 in 2012–13, modestly declined thereafter to 1,174 students in 2015–16.

Tables 11 through 20 decompose the annual sources of enrollment change and migration/transfer patterns at each school since September 1992. At the elementary schools, Abraham Lincoln's recent losses are a result primarily of

relatively smaller entering kindergarten classes replacing graduating fifth grade classes. There was also a net negative student migration/transfer at Lincoln of 26 students between September 2013 and September 2014. Lincoln's 14-student gain last year resulted from a combination of a relatively larger entering kindergarten class compared with its prior June's progressing fifth grade class and net positive student migration/transfer.

Benjamin Franklin Elementary has been experiencing much smaller entering kindergarten classes compared with progressing fifth grade classes. Overall enrollment declines were buffered by its consistently positive annual net student migration/transfer numbers.

Churchill has had mixed dynamics in both net student migration/transfer and relative sizes of entering kindergarten versus graduating fifth grade classes, though the latter showed mostly positive impacts while student net migration/transfer was negative for four of the past five years. Its 39 student decline last year resulted primarily from reassigning pre-K/ECE students.

Conversely, Forest Glen's 53-student growth last year resulted primarily from an increase of 44 pre-K/ECE students. This elementary school has continued to feel losses from smaller entering kindergarten versus progressing fifth grade numbers and gains from net positive student migration/transfer. Enrollment declines at Hadley Junior High over the last three years were due to a

combination of smaller entering sixth grade classes replacing larger graduating eighth grade classes and net negative student migration/ transfer.

Table 6

## Enrollment History of Abraham Lincoln Elementary: 1992–93 to 2015–16

School Year	K	1	2	3	4	5	K-5	Pre-K/ ECE	Sp. Ed	Total
1992–93	92	64	62	71	78	78	445	8	14	467
1993–94	68	85	67	65	74	71	430	14	15	459
1994–95	80	72	79	65	64	75	435	13	8	456
1995–96	81	90	73	85	59	59	447	23	—	470
1996–97	92	84	88	66	91	61	482	19	—	501
1997–98	74	89	78	84	67	91	483	14	—	497
1998–99	101	80	85	79	78	67	490	14	—	504
1999–00	78	89	68	83	77	83	478	27	—	505
2000–01	93	83	95	63	79	75	488	68	—	556
2001–02	74	94	89	89	62	81	489	31	—	520
2002–03	104	77	94	95	97	65	532	48	—	580
2003–04	89	101	87	90	91	96	554	42	—	596
2004–05	96	96	106	92	85	93	568	41	—	609
2005–06	113	100	105	99	91	90	598	14	—	612
2006–07	103	125	103	104	102	97	634	17	—	651
2007–08	81	107	118	103	104	100	613	11	—	624
2008–09	105	94	107	112	110	102	630	16	—	646
2009–10	81	112	96	110	111	104	614	29	—	643
2010–11	100	91	112	98	109	108	618	—	—	618
2011–12	92	109	94	116	94	110	615	—	—	615
2012–13	87	99	107	97	109	96	595	—	—	595
2013–14	90	91	99	111	90	103	584	—	—	584
2014–15	78	91	82	96	104	82	533	—	—	533
2015–16	90	85	91	83	92	106	547	—	—	547

Table 7

## Enrollment History of Benjamin Franklin Elementary: 1992–93 to 2015–16

School Year	K	1	2	3	4	5	K-5	Pre-K/ ECE	Sp. Ed	Total
1992–93	112	93	104	93	101	97	600	—	—	600
1993–94	101	108	86	101	89	99	584	—	—	584
1994–95	99	100	103	84	97	87	570	—	—	570
1995–96	91	101	94	99	76	97	558	—	11	569
1996–97	113	97	102	91	94	77	574	8	—	582
1997–98	89	112	100	102	88	95	586	—	—	586
1998–99	91	92	119	101	107	89	599	—	—	599
1999–00	94	97	93	106	103	108	601	—	—	601
2000–01	95	103	96	95	107	108	604	—	—	604
2001–02	95	88	105	93	97	109	587	—	—	587
2002–03	87	110	96	111	102	103	609	—	—	609
2003–04	90	93	113	97	114	101	608	—	—	608
2004–05	96	90	91	115	98	107	597	—	—	597
2005–06	77	96	92	90	119	94	568	41	—	609
2006–07	119	82	95	92	91	115	594	30	—	624
2007–08	89	126	86	94	98	92	585	71	—	656
2008–09	96	89	125	86	99	96	591	—	—	591
2009–10	89	106	96	126	92	102	611	—	—	611
2010–11	72	95	109	91	129	89	585	—	—	585
2011–12	81	78	91	107	98	131	586	—	—	586
2012–13	87	93	76	100	107	103	566	—	—	566
2013–14	73	98	95	84	112	114	576	18	—	594
2014–15	82	74	102	102	85	116	561	15	—	576
2015–16	92	89	72	102	107	84	546	17	—	563

Table 8

## Enrollment History of Churchill Elementary: 1992–93 to 2015–16

School Year	K	1	2	3	4	5	K-5	Pre-K/ ECE	Sp. Ed	Total
1992–93	94	90	109	114	106	83	596	—	—	596
1993–94	85	100	96	109	106	111	607	—	—	607
1994–95	95	84	86	87	99	93	544	—	—	544
1995–96	95	106	95	95	81	99	571	—	—	571
1996–97	120	95	97	92	89	77	570	—	—	570
1997–98	101	108	90	93	87	90	569	7	—	576
1998–99	91	90	107	88	82	80	538	—	—	538
1999–00	95	95	97	100	85	92	564	—	—	564
2000–01	104	101	88	92	94	88	567	—	—	567
2001–02	105	97	95	74	87	91	549	34	—	583
2002–03	93	103	100	100	80	88	564	—	—	564
2003–04	92	100	107	98	102	85	584	—	—	584
2004–05	111	100	101	101	94	100	607	—	—	607
2005–06	109	113	109	101	105	90	627	—	—	627
2006–07	75	113	111	106	99	100	604	20	—	624
2007–08	95	70	106	104	100	88	563	—	—	563
2008–09	92	97	66	102	105	106	568	57	—	625
2009–10	121	108	98	69	107	111	614	67	—	681
2010–11	85	124	116	98	68	114	605	86	—	691
2011–12	120	84	116	117	92	66	595	38	—	633
2012–13	110	119	86	113	110	94	632	43	—	675
2013–14	108	108	110	82	111	105	624	36	—	660
2014–15	113	106	105	113	83	113	633	31	—	664
2015–16	111	118	107	101	107	81	625	—	—	625

Table 9

## Enrollment History of Forest Glen Elementary: 1992–93 to 2015–16

School Year	K	1	2	3	4	5	K-5	Pre-K/ ECE	Sp. Ed	Total
1992–93	69	66	72	52	53	55	367	—	5	372
1993–94	72	70	65	74	51	51	383	—	—	383
1994–95	76	77	72	72	80	53	430	—	—	430
1995–96	67	86	75	72	69	82	451	—	—	451
1996–97	75	76	83	73	71	73	451	—	—	451
1997–98	71	77	75	79	75	69	446	13	—	459
1998–99	101	89	88	83	84	85	530	23	—	553
1999–00	96	108	98	94	88	94	578	—	—	578
2000–01	98	96	110	100	94	81	579	—	—	579
2001–02	95	113	106	108	105	92	619	—	—	619
2002–03	82	87	105	94	102	98	568	13	—	581
2003–04	95	78	93	113	98	97	574	13	—	587
2004–05	81	99	84	96	107	85	552	12	—	564
2005–06	75	84	98	89	91	100	537	11	—	548
2006–07	88	78	89	91	92	83	521	18	—	539
2007–08	71	97	76	104	97	95	540	22	—	562
2008–09	79	72	100	76	87	95	509	24	—	533
2009–10	86	81	76	107	82	92	524	23	—	547
2010–11	69	88	79	79	107	79	501	46	—	547
2011–12	71	78	91	82	81	106	509	81	—	590
2012–13	84	70	83	90	83	83	493	67	—	560
2013–14	62	81	68	85	92	87	475	78	—	553
2014–15	75	70	84	72	78	90	469	72	—	541
2015–16	84	85	69	85	71	84	478	116	—	594



Table 10

Enrollment history of Hadley Junior High: 1992–93 to 2015–16

School Year	6	7	8	6–8	Sp. Ed.	Total
1992–93	394	297	270	961	—	961
1993–94	295	273	281	849	76	925
1994–95	326	312	306	944	20	964
1995–96	292	312	303	907	64	971
1996–97	343	327	336	1,006	—	1,006
1997–98	313	343	329	985	—	985
1998–99	356	310	350	1,016	—	1,016
1999–00	346	368	318	1,032	—	1,032
2000–01	376	344	358	1,078	—	1,078
2001–02	355	376	342	1,073	—	1,073
2002–03	380	355	365	1,100	—	1,100
2003–04	384	371	352	1,107	—	1,107
2004–05	378	379	379	1,136	—	1,136
2005–06	395	379	379	1,153	—	1,153
2006–07	384	389	377	1,150	—	1,150
2007–08	387	383	391	1,161	—	1,161
2008–09	373	395	380	1,148	—	1,148
2009–10	401	364	383	1,148	—	1,148
2010–11	413	403	382	1,198	—	1,198
2011–12	397	418	396	1,211	—	1,211
2012–13	416	397	419	1,232	—	1,232
2013–14	379	413	405	1,197	—	1,197
2014–15	407	370	402	1,179	—	1,179
2015–16	399	416	359	1,174	—	1,174

Table 11

Decomposition of Annual Source of Enrollment Change in Abraham Lincoln Elementary:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change Pre-K/ECE	Change Sp. Ed.
1992 to 93	-8	-10	-5	6	1
1993 to 94	-3	9	-4	-1	-7
1994 to 95	14	6	6	10	-8
1995 to 96	31	33	2	-4	0
1996 to 97	-4	13	-12	-5	0
1997 to 98	7	10	-3	0	0
1998 to 99	1	11	-23	13	0
1999 to 00	51	10	0	41	0
2000 to 01	-36	-1	2	-37	0
2001 to 02	60	23	20	17	0
2002 to 03	16	24	-2	-6	0
2003 to 04	13	0	14	-1	0
2004 to 05	3	20	10	-27	0
2005 to 06	39	13	23	3	0
2006 to 07	-27	-16	-5	-6	0
2007 to 08	22	5	12	5	0
2008 to 09	-3	-21	5	13	0
2009 to 10	-25	-4	8	-29	0
2010 to 11	-3	-16	13	0	0
2011 to 12	-20	-23	3	0	0
2012 to 13	-11	-6	-5	0	0
2013 to 14	-51	-25	-26	0	0
2014 to 15	14	8	6	0	0

Table 12

Decomposition of Annual Source of Enrollment Change in Benjamin Franklin Elementary:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change Pre-K/ECE	Change Sp. Ed.
1992 to 93	-16	4	-20	0	0
1993 to 94	-14	0	-14	0	0
1994 to 95	-1	4	-16	0	11
1995 to 96	13	16	0	8	-11
1996 to 97	4	12	0	-8	0
1997 to 98	13	-4	17	0	0
1998 to 99	2	5	-3	0	0
1999 to 00	3	-13	16	0	0
2000 to 01	-17	-13	-4	0	0
2001 to 02	22	-22	44	0	0
2002 to 03	-1	-13	12	0	0
2003 to 04	-11	-5	-6	0	0
2004 to 05	12	-30	1	41	0
2005 to 06	15	25	1	-11	0
2006 to 07	32	-26	17	41	0
2007 to 08	-65	4	2	-71	0
2008 to 09	20	-7	27	0	0
2009 to 10	-26	-30	4	0	0
2010 to 11	1	-8	9	0	0
2011 to 12	-20	-44	24	0	0
2012 to 13	28	-30	40	18	0
2013 to 14	-18	-32	17	-3	0
2014 to 15	-13	-24	9	2	0

Table 13

Decomposition of Annual Source of Enrollment Change in Churchill Elementary:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change Pre-K/ECE	Change Sp. Ed.
1992 to 93	11	2	9	0	0
1993 to 94	-63	-16	-47	0	0
1994 to 95	27	2	25	0	0
1995 to 96	-1	21	-22	0	0
1996 to 97	6	24	-25	7	0
1997 to 98	-38	1	-32	-7	0
1998 to 99	26	15	11	0	0
1999 to 00	3	12	-9	0	0
2000 to 01	16	17	-35	34	0
2001 to 02	-19	2	13	-34	0
2002 to 03	20	4	16	0	0
2003 to 04	23	26	-3	0	0
2004 to 05	20	9	11	0	0
2005 to 06	-3	-15	-8	20	0
2006 to 07	-61	-5	-36	-20	0
2007 to 08	62	4	1	57	0
2008 to 09	56	15	31	10	0
2009 to 10	10	-26	17	19	0
2010 to 11	-58	6	-16	-48	0
2011 to 12	42	44	-7	5	0
2012 to 13	-15	14	-22	-7	0
2013 to 14	4	8	1	-5	0
2014 to 15	-39	-2	-6	-31	0

Table 14

Decomposition of Annual Source of Enrollment Change in Forest Glen Elementary:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change Pre-K/ECE	Change Sp. Ed.
1992 to 93	11	17	-1	0	-5
1993 to 94	47	25	22	0	0
1994 to 95	21	14	7	0	0
1995 to 96	0	-7	7	0	0
1996 to 97	8	-2	-3	13	0
1997 to 98	94	32	52	10	0
1998 to 99	25	11	37	-23	0
1999 to 00	1	4	-3	0	0
2000 to 01	40	14	26	0	0
2001 to 02	-38	-10	-41	13	0
2002 to 03	6	-3	9	0	0
2003 to 04	-23	-16	-6	-1	0
2004 to 05	-16	-10	-5	-1	0
2005 to 06	-9	-12	-4	7	0
2006 to 07	23	-12	31	4	0
2007 to 08	-29	-16	-15	2	0
2008 to 09	14	-9	24	-1	0
2009 to 10	0	-23	0	23	0
2010 to 11	43	-8	16	35	0
2011 to 12	-30	-22	6	-14	0
2012 to 13	-7	-21	3	11	0
2013 to 14	-12	-12	6	-6	0
2014 to 15	53	-6	15	44	0

Table 15

Decomposition of Annual Source of Enrollment Change in Hadley Junior High:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Annual Migration/ Transfer	Change Sp. Ed.
1992 to 93	-36	25	-137	76
1993 to 94	39	45	50	-56
1994 to 95	7	-14	-23	44
1995 to 96	35	40	59	-64
1996 to 97	-21	-23	2	0
1997 to 98	31	27	4	0
1998 to 99	16	-4	20	0
1999 to 00	46	58	-12	0
2000 to 01	-5	-3	-2	0
2001 to 02	27	38	-11	0
2002 to 03	7	19	-12	0
2003 to 04	29	26	3	0
2004 to 05	17	16	1	0
2005 to 06	-3	5	-8	0
2006 to 07	11	10	1	0
2007 to 08	-13	-18	5	0
2008 to 09	0	21	-21	0
2009 to 10	50	30	20	0
2010 to 11	13	15	-2	0
2011 to 12	21	20	1	0
2012 to 13	-35	-40	5	0
2013 to 14	-18	2	-20	0
2014 to 15	-5	-3	-2	0

Table 16

Net Annual Student Migration/Transfer in Abraham Lincoln Elementary:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1992 to 93	-7	3	3	3	-7	-5
1993 to 94	4	-6	-2	-1	1	-4
1994 to 95	10	1	6	-6	-5	6
1995 to 96	3	-2	-7	6	2	2
1996 to 97	-3	-6	-4	1	0	-12
1997 to 98	6	-4	1	-6	0	-3
1998 to 99	-12	-12	-2	-2	5	-23
1999 to 00	5	6	-5	-4	-2	0
2000 to 01	1	6	-6	-1	2	2
2001 to 02	3	0	6	8	3	20
2002 to 03	-3	10	-4	-4	-1	-2
2003 to 04	7	5	5	-5	2	14
2004 to 05	4	9	-7	-1	5	10
2005 to 06	12	3	-1	3	6	23
2006 to 07	4	-7	0	0	-2	-5
2007 to 08	13	0	-6	7	-2	12
2008 to 09	7	2	3	-1	-6	5
2009 to 10	10	0	2	-1	-3	8
2010 to 11	9	3	4	-4	1	13
2011 to 12	7	-2	3	-7	2	3
2012 to 13	4	0	4	-7	-6	-5
2013 to 14	1	-9	-3	-7	-8	-26
2014 to 15	7	0	1	-4	2	6

Table 17

Net Annual Student Migration/Transfer in Benjamin Franklin Elementary:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1992 to 93	-4	-7	-3	-4	-2	-20
1993 to 94	-1	-5	-2	-4	-2	-14
1994 to 95	2	-6	-4	-8	0	-16
1995 to 96	6	1	-3	-5	1	0
1996 to 97	-1	3	0	-3	1	0
1997 to 98	3	7	1	5	1	17
1998 to 99	6	1	-13	2	1	-3
1999 to 00	9	-1	2	1	5	16
2000 to 01	-7	2	-3	2	2	-4
2001 to 02	15	8	6	9	6	44
2002 to 03	6	3	1	3	-1	12
2003 to 04	0	-2	2	1	-7	-6
2004 to 05	0	2	-1	4	-4	1
2005 to 06	5	-1	0	1	-4	1
2006 to 07	7	4	-1	6	1	17
2007 to 08	0	-1	0	5	-2	2
2008 to 09	10	7	1	6	3	27
2009 to 10	6	3	-5	3	-3	4
2010 to 11	6	-4	-2	7	2	9
2011 to 12	12	-2	9	0	5	24
2012 to 13	11	2	8	12	7	40
2013 to 14	1	4	7	1	4	17
2014 to 15	7	-2	0	5	-1	9



Table 18

Net Annual Student Migration/Transfer in Churchill Elementary:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1992 to 93	6	6	0	-8	5	9
1993 to 94	-1	-14	-9	-10	-13	-47
1994 to 95	11	11	9	-6	0	25
1995 to 96	0	-9	-3	-6	-4	-22
1996 to 97	-12	-5	-4	-5	1	-25
1997 to 98	-11	-1	-2	-11	-7	-32
1998 to 99	4	7	-7	-3	10	11
1999 to 00	6	-7	-5	-6	3	-9
2000 to 01	-7	-6	-14	-5	-3	-35
2001 to 02	-2	3	5	6	1	13
2002 to 03	7	4	-2	2	5	16
2003 to 04	8	1	-6	-4	-2	-3
2004 to 05	2	9	0	4	-4	11
2005 to 06	4	-2	-3	-2	-5	-8
2006 to 07	-5	-7	-7	-6	-11	-36
2007 to 08	2	-4	-4	1	6	1
2008 to 09	16	1	3	5	6	31
2009 to 10	3	8	0	-1	7	17
2010 to 11	-1	-8	1	-6	-2	-16
2011 to 12	-1	2	-3	-7	2	-7
2012 to 13	-2	-9	-4	-2	-5	-22
2013 to 14	-2	-3	3	1	2	1
2014 to 15	5	1	-4	-6	-2	-6

Table 19

Net Annual Student Migration/Transfer in Forest Glen Elementary:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1992 to 93	1	-1	2	-1	-2	-1
1993 to 94	5	2	7	6	2	22
1994 to 95	10	-2	0	-3	2	7
1995 to 96	9	-3	-2	-1	4	7
1996 to 97	2	-1	-4	2	-2	-3
1997 to 98	18	11	8	5	10	52
1998 to 99	7	9	6	5	10	37
1999 to 00	0	2	2	0	-7	-3
2000 to 01	15	10	-2	5	-2	26
2001 to 02	-8	-8	-12	-6	-7	-41
2002 to 03	-4	6	8	4	-5	9
2003 to 04	4	6	3	-6	-13	-6
2004 to 05	3	-1	5	-5	-7	-5
2005 to 06	3	5	-7	3	-8	-4
2006 to 07	9	-2	15	6	3	31
2007 to 08	1	3	0	-17	-2	-15
2008 to 09	2	4	7	6	5	24
2009 to 10	2	-2	3	0	-3	0
2010 to 11	9	3	3	2	-1	16
2011 to 12	-1	5	-1	1	2	6
2012 to 13	-3	-2	2	2	4	3
2013 to 14	8	3	4	-7	-2	6
2014 to 15	10	-1	1	-1	6	15

Table 20

Net Annual Student Migration/Transfer in Hadley Junior High:  
September 1992 to September 2015

Transition Year Sept. to Sept.	Grade Transition		
	6-7	7-8	Total
1992 to 93	-121	-16	-137
1993 to 94	17	33	50
1994 to 95	-14	-9	-23
1995 to 96	35	24	59
1996 to 97	0	2	2
1997 to 98	-3	7	4
1998 to 99	12	8	20
1999 to 00	-2	-10	-12
2000 to 01	0	-2	-2
2001 to 02	0	-11	-11
2002 to 03	-9	-3	-12
2003 to 04	-5	8	3
2004 to 05	1	0	1
2005 to 06	-6	-2	-8
2006 to 07	-1	2	1
2007 to 08	8	-3	5
2008 to 09	-9	-12	-21
2009 to 10	2	18	20
2010 to 11	5	-7	-2
2011 to 12	0	1	1
2012 to 13	-3	8	5
2013 to 14	-9	-11	-20
2014 to 15	9	-11	-2

## The Enrollment Future of District 41

As before, the critical question now becomes, what exactly will happen to enrollment in District 41 over the next ten years? Will it remain stable, grow, or decline? Which grade levels will be most impacted? What schools will be most affected? My analysis of recent birth data for the District 41 area, trends in kindergarten enrollments, housing turnover, and student migration/transfer patterns lead me to forecast continuing District enrollment stability for the next four years, followed by a modest increase thereafter. During the coming five years, Abraham Lincoln and Hadley Junior High should remain fairly stable, as will Churchill after a slight increase this fall, while Franklin and Forest Glen Elementary Schools will grow modestly. Before presenting the numbers, let me describe the factors underlying these projections.

Table 21 provides information on birth trends among residents of Glen Ellyn, Carol Stream, Glendale Heights, Lombard, and Wheaton from 1990 to 2009 (the latest year available) and annual estimate afterwards based on births to DuPage County residents. After rising through the mid-1990s, observe that a substantial decline in the number of births to residents of these communities occurred in all villages except Glendale Heights. Most germane, births to residents of Glen Ellyn dropped consistently from a high of 507 in 1995 to just 315 in 2007. Since then, Glen Ellyn's births have increased but still remain well

below those of its residents in the mid-1990s and under those of the 2000 to 2005 period.

These birth trends would suggest that the size of entering kindergarten classes for the District as a whole should remain near those of recent years for at least the next three years. However, given the large number of residents at or approaching retirement age (see Table 2), solid empty-nest housing turnover is expected to continue. My professional judgment is that student in-migration will keep future kindergarten enrollment closer to last year's higher 377 kindergarten count.

Since the District is nearly built-out residentially, there are no anticipated substantial single-family new housing developments. According to village planners, four single-family units were approved for the Churchill School attendance area and twelve single-family units have been proposed for the Benjamin Franklin School attendance area in 2017-18. In addition, village planners estimate that there will be an annual average of eight single-family house teardowns and replacements throughout the District over the next five to ten years. In the conceptual stage (with no approved development plans) are eight single-family units in the Franklin School area, 183 multi-family units in the Lincoln School area, and 245 multi-family units in the Forest Glen attendance area. It is unlikely that these will be developed in the next few years, but longer-term development cannot be ruled out.

Despite limited new housing development, given the large number of residents over age 65 in Glen Ellyn and other nearby villages, housing turnover from empty-nesters to younger families should keep net student migration to District 41 on the strong positive side. Thus, modest overall population growth is expected.

This prognostication is corroborated by population forecasts provided by the Chicago Metropolitan Agency for Planning (CMAP) for District 41 villages. The CMAP forecasts which are presented in Table 22 indicate that modest population and household growth should characterize local villages to 2040.

In projecting enrollment for District 41, two sets of factors play central causal roles. The first is future fertility rates and resulting family sizes. Any changes in fertility rates during the next five years will not affect enrollment projections until after school year 2020–21 because children who will be reaching kindergarten during the next five years are already born. Fertility rate changes during the next five years could affect elementary school enrollments, beginning with school year 2021–22. However, recent demographic surveys of middle-income young adults do not lead one to expect significant changes in their fertility rates during the next five years. For this reason, all projections will assume that fertility rates remain near existing levels through 2020.

The second, and most critical factor for future enrollment in the schools is net student in-migration resulting from new housing development in the District

and turnover of existing housing units. New housing development, as noted, will likely be quite limited. Future net student migration therefore will be driven by housing turnover. For this and other reasons discussed, three sets of enrollment projections will be provided for the District and Hadley Junior High School through 2025–26 and individual elementary schools through 2020–21. These projections will be presented in the form of separate series, based on the following assumptions:

- Series A* Enrollment projection assuming future fertility rates remain constant (through 2020) and that new housing development, housing turnover and resulting in-migration of families with preschool age and school age children *are less than currently anticipated* through 2025–26;
- Series B* Enrollment projection assuming future fertility rates remain constant (through 2020) and that new housing development, housing turnover and resulting in-migration of families with preschool age and school age children *occur as currently anticipated* through 2025–26;
- Series C* Enrollment projection assuming future fertility rates remain constant (through 2020) and that new housing development, housing turnover and resulting in-migration of families with preschool age and school age children *are greater than currently anticipated* through 2025–26.

The basic methodology used to make the three series of enrollment projections is a modified cohort survival procedure. For the Series B (most likely) projections, average cohort progression factors were computed for each grade transition for the past four years based on each school's migration/transfer figures shown previously. These average progression factors were adjusted for outliers in any given year and then applied to compute (Series B) baseline

enrollment projections (via conventional cohort survival techniques) for the District. The sizes of future entering kindergarten classes were estimated using recent kindergarten enrollments, trends in resident birth registration data, student migration patterns, and anticipated housing turnover during the coming decade.

The next step was to adjust projected enrollment each year in grades 1 through 8 for possible alterations in housing development and turnover. Series A projections were made using similar methods but with student in-migration resulting from any new development and from housing turnover deflated by approximately 15 percent. Series C assumes a 15 percent increase in the amount of future in-migration of families with preschool and school age children to the District from greater new housing development and housing turnover than currently anticipated.

Early childhood and pre-kindergarten special education classes are extremely difficult to forecast. My experience with numerous districts in the Chicago suburban area suggests that such enrollment change is not correlated with any school district attribute. For the present projections, it will be assumed that pre-K enrollments will roughly track kindergarten and overall enrollment trends.



Table 21

Births to Residents of Villages Served by  
Glen Ellyn School District 41

Year	Glen Ellyn	Carol Stream	Glendale Heights	Lombard	Wheaton
1990	405	879	563	654	822
1991	434	888	571	658	766
1992	450	908	555	639	803
1993	427	855	526	696	819
1994	469	848	570	697	806
1995	507	879	578	633	836
1996	505	791	572	763	804
1997	492	808	515	661	722
1998	473	720	541	640	742
1999	471	644	558	604	729
2000	452	691	566	609	711
2001	447	665	628	673	678
2002	416	568	601	585	650
2003	414	629	607	569	688
2004	386	558	583	590	625
2005	393	577	605	599	623
2006	347	511	621	587	623
2007	315	582	639	575	593
2008	384	522	620	617	570
2009	360	555	582	580	558
2010	359	553	580	578	556
2011	358	552	579	577	555
2012	351	540	567	565	543
2013	353	542	569	567	545
2014	358	549	577	575	552

Source: Illinois Department of Public Health. Illinois Automated Vital Statistics Records, 1980-2009. 2010–2014 estimates.

Table 22

Population and Household Forecasts for Villages Served by  
Glen Ellyn School District 41: 2010 to 2040

Population				
Village	2010 <sup>a</sup>	2040 <sup>b</sup>	Change	% Change
Glen Ellyn	33,042	39,482	6,440	19.5%
Carol Stream	42,844	47,300	4,456	10.4%
Glendale Heights	35,030	41,225	6,195	17.7%
Lombard	49,320	56,194	6,874	13.9%
Wheaton	59,289	63,343	4,054	6.8%
Households				
Village	2010 <sup>a</sup>	2040 <sup>b</sup>	Change	% Change
Glen Ellyn	12,537	15,142	2,605	20.8%
Carol Stream	14,211	16,759	2,548	17.9%
Glendale Heights	11,718	13,682	1,964	16.8%
Lombard	19,280	22,399	3,119	16.2%
Wheaton	22,008	24,316	2,308	10.5%

Source: <sup>a</sup>U.S. Bureau of the Census. Decennial Census of Population and Housing, 2000.  
<sup>b</sup>Chicago Metropolitan Agency for Planning. 2040 Forecast of Population, Households and Employment, October 2014.

## Enrollment Projections

Tables 23 through 34 provide the grade by grade and year by year projections through school year 2020–21 for each of the four elementary schools under the Series A, Series B, and Series C assumptions. Because the precise annual projected number for every school by grade may be observed in their respective tables, I will comment only on projected total enrollment at each school, focusing on Series B, which I believe is the most likely.

If housing turnover and family in-migration occur as anticipated in each elementary school attendance area, the Series B projections show that Abraham Lincoln, whose enrollment stood at 547 last fall, will dip to 529 students next year then slowly climb back to 547 students in school year 2020–21. Benjamin Franklin School is projected to rise from 563 students last fall to 584 this fall then remain stable for two years before edging up to 610 students in 2020–21. Churchill School is projected to climb to 643 students this coming school year from its 625 enrollment last fall and the remain stable through 2020–21.

Appendix B show that the prior significant increases in Churchill's Hispanic student population stabilized in the last four years. This appendix presents the racial/ethnic mix from 2000 to 2015 for each District 41 school as well as the District as a whole.

The District's fourth elementary school, Forest Glen, is projected to slowly rise over the coming five years. Last year's 594 enrollment at Forest Glen should reach 645 by 2020–21.

Under the most likely Series B assumptions, enrollment at Hadley Junior High School will be stable this coming school year close to last fall's 1,174 count. Hadley's enrollment will then slowly dip to 1,093 students in 2020–21 before rising to 1,183 students in 2025–26 (see Table 36)

A professional caveat should be noted regarding enrollment projections beyond school year 2020–21. At the junior high school level, projections for the next five years can be made with more confidence than the five years following 2020–21, since most students who will enter the junior high school through 2020–21 are already enrolled in the elementary feeder schools. Afterward, we are projecting many students yet to register in District 41 elementary schools. For the elementary schools themselves, projections beyond 2020–21 would include students yet to be even conceived. It is for this reason and the relatively small areas that I projected individual elementary schools only to 2020–21. Projections thereafter are provided, however, for the aggregate elementary school enrollment in District 41.

Another caveat is the difficulty of estimating future kindergarten enrollments in elementary schools where kindergarten enrollments have fluctuated substantially in recent years. In these cases, I have smoothed the

fluctuations and used best professional judgment in making future kindergarten class size estimates.

Tables 38, 39, and 40 present, respectively, the Series A, Series B, and Series C projections, by year and by grade, for the District as a whole through school year 2025–26. It should be noted that these district-wide projections were made independently of the individual elementary school projections, so the sums of schools will not match the district totals, though they will be quite close for Series B. Series A and Series C projections at the district level will be, respectively, higher and lower than the Series A and Series C sums for the elementary schools since it is assumed that not all schools will simultaneously follow Series A or Series C.

If future housing turnover and student in-migration are less than anticipated, Table 38 reveals that total District enrollment (including ECE and pre-K) will decline from 3,503 in school year 2015–16 to 3,203 students in 2020–21 before stabilizing slightly above this number. While the Series A projections may be considered too conservative by many, they should not be dismissed out of hand. If we slip back into a recession or if mortgage interest rates climb considerably, Series A could become reality.

Should new housing development, housing turnover and resulting student in-migration occur as anticipated, the Series B projections presented in Table 39 show that total District enrollment will remain stable near last fall's

3,503 figure through 2018-19. After that year, total enrollment will slowly grow, reaching 3,660 students in 2025-26. To repeat, it is my professional judgment that Series B is the most likely set of projections for the District as well as for the individual schools.

If the future new housing development, housing turnover and resulting student in-migration exceed current expectations, Series C projections presented in Table 40 show total District enrollment climbing to 4,005 students in 2025-26. This accelerated growth projection is the absolute maximum number of students that can possibly be foreseen for District 41.

Figure 1 charts the actual and projected total District 41 enrollments between 1992-93 and 2025-26 under the Series A, Series B, and Series C assumptions. Figures 2 and 3 provide analogous historical enrollment trends and the Series A, Series B, and Series C projections for total elementary school (grades K-5) and junior high school (grades 6-8) through school year 2025-26.

## **Concluding Remarks**

As I stated in my prior report, no demographer has a crystal ball. In this report, I have assembled the best information presently available and applied professional techniques and judgment to project enrollment for District 41 schools. These projections should be monitored and updated regularly to ensure that policy decisions are based on the latest and most reliable figures. At this time, it is my hope that the projections and other demographic information contained in this report will be helpful to the District 41 Board of Education, administrators, teachers, and concerned citizens as plans are made for future space and staff needs for District 41 schools.

John D. Kasarda, Ph.D.  
Chapel Hill, North Carolina  
August 8, 2016

Table 23

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2020–21

Abraham Lincoln Elementary

<i>Series A Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	90	83	85	79	84	83
1	85	92	85	87	81	86
2	91	81	88	81	83	77
3	83	91	81	88	81	83
4	92	77	85	75	82	75
5	106	88	73	81	71	78
K–5	547	512	497	491	482	482
Pre-K/ECE	0	0	0	0	0	0
Total	547	512	497	491	482	482



Table 24

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2020–21

Abraham Lincoln Elementary

<i>Series B Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	90	89	91	85	90	89
1	85	95	94	96	90	95
2	91	83	93	92	94	88
3	83	93	85	95	94	96
4	92	79	89	81	91	90
5	106	90	77	87	79	89
K–5	547	529	529	536	538	547
Pre-K/ECE	0	0	0	0	0	0
Total	547	529	529	536	538	547

Table 25

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2020–21

Abraham Lincoln Elementary

<i>Series C Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	90	93	95	92	96	97
1	85	98	101	103	100	104
2	91	85	98	101	103	100
3	83	95	89	102	105	107
4	92	81	93	87	100	103
5	106	92	81	93	87	100
K–5	547	544	557	578	591	611
Pre-K/ECE	0	0	0	0	0	0
Total	547	544	557	578	591	611

Table 26

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2020–21

Benjamin Franklin Elementary

<i>Series A Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	92	83	87	84	81	85
1	89	95	86	90	87	84
2	72	88	94	85	89	86
3	102	74	90	96	87	91
4	107	104	76	92	98	89
5	84	108	105	77	93	99
K–5	546	552	538	524	535	534
Pre-K/ECE	17	14	14	14	14	14
Total	563	566	552	538	549	548

Table 27

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2020–21

Benjamin Franklin Elementary

<i>Series B Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	92	87	92	89	86	91
1	89	98	93	98	95	92
2	72	90	99	94	99	96
3	102	76	94	103	98	103
4	107	106	80	98	107	102
5	84	110	109	83	101	110
K–5	546	567	567	565	586	594
Pre-K/ECE	17	17	16	16	16	16
Total	563	584	583	581	602	610

Table 28

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2020–21

Benjamin Franklin Elementary

<i>Series C Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	92	94	99	98	96	101
1	89	101	103	108	107	105
2	72	92	104	106	111	110
3	102	78	98	110	112	117
4	107	108	84	104	116	118
5	84	112	113	89	109	121
K–5	546	585	601	615	651	672
Pre-K/ECE	17	19	18	18	18	18
Total	563	604	619	633	669	690

Table 29

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2020–21

Churchill Elementary

<i>Series A Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	111	105	109	106	107	108
1	118	108	102	106	103	104
2	107	113	103	97	101	98
3	101	103	109	99	93	97
4	107	97	99	105	95	89
5	81	103	93	95	101	91
K–5	625	629	615	608	600	587
Pre-K/ECE	0	0	0	0	0	0
Total	625	629	615	608	600	587

Table 30

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2020–21

Churchill Elementary

<i>Series B Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	111	109	114	112	113	115
1	118	110	108	113	111	112
2	107	115	107	105	110	108
3	101	105	113	105	103	108
4	107	99	103	111	103	101
5	81	105	97	101	109	101
K–5	625	643	642	647	649	645
Pre-K/ECE	0	0	0	0	0	0
Total	625	643	642	647	649	645

Table 31

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2020–21

Churchill Elementary

<i>Series C Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	111	118	123	121	122	125
1	118	112	119	124	122	123
2	107	117	111	118	123	121
3	101	107	117	111	118	123
4	107	101	107	117	111	118
5	81	107	101	107	117	111
K–5	625	662	678	698	713	721
Pre-K/ECE	0	0	0	0	0	0
Total	625	662	678	698	713	721



Table 32

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2020–21

Forest Glen Elementary

<i>Series A Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	84	77	75	78	77	79
1	85	86	79	77	80	79
2	69	84	85	78	76	79
3	85	69	84	85	78	76
4	71	82	66	81	82	75
5	84	71	82	66	81	82
K–5	478	469	471	465	474	470
Pre-K/ECE	116	97	95	92	93	93
Total	594	566	566	557	567	563

Table 33

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2020–21

Forest Glen Elementary

<i>Series B Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	84	81	80	84	83	86
1	85	89	86	85	89	88
2	69	86	90	87	86	90
3	85	71	88	92	89	88
4	71	84	70	87	91	88
5	84	73	86	72	89	93
K–5	478	484	500	507	527	533
Pre-K/ECE	116	113	113	110	113	112
Total	594	597	613	617	640	645

Table 34

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2020–21

Forest Glen Elementary

<i>Series C Projection</i>						
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
K	84	87	86	91	92	95
1	85	92	95	94	99	100
2	69	88	95	98	97	102
3	85	73	92	99	102	101
4	71	86	74	93	100	103
5	84	75	90	78	97	104
K–5	478	501	532	553	587	605
Pre-K/ECE	116	126	126	122	124	125
Total	594	627	658	675	711	730

Table 35

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2025–26

Hadley Junior High

<i>Series A Projection</i>											
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
6	399	351	369	351	317	346	356	330	351	351	342
7	416	394	346	364	346	312	345	355	329	350	350
8	359	404	382	334	352	334	306	339	349	323	344
K–8	1,174	1,149	1,097	1,049	1,015	992	1,007	1,024	1,029	1,024	1,036

Table 36

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2025–26

Hadley Junior High

<i>Series B Projection</i>											
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
6	399	358	381	371	345	379	393	384	399	396	389
7	416	400	359	382	372	346	380	394	385	400	397
8	359	412	396	355	378	368	343	377	391	382	397
K–8	1,174	1,170	1,136	1,108	1,095	1,093	1,116	1,155	1,175	1,178	1,183

Table 37

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2025–26

Hadley Junior High

<i>Series C Projection</i>											
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
6	399	363	391	390	370	411	434	442	453	446	431
7	416	406	370	398	397	377	414	437	445	456	449
8	359	422	412	376	404	403	376	413	436	444	455
K–8	1,174	1,191	1,173	1,164	1,171	1,191	1,224	1,292	1,334	1,346	1,335

Table 38

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2025–26

Glen Ellyn School District 41

<i>Series A Projection</i>											
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
K	377	348	362	358	345	349	351	336	348	350	353
1	377	384	355	369	365	352	361	363	348	360	362
2	339	368	375	346	360	356	347	356	358	343	355
3	371	337	366	373	344	358	358	349	358	360	345
4	377	359	325	354	361	332	353	353	344	353	355
5	355	373	355	321	350	357	331	352	352	343	352
6	399	351	369	351	317	346	356	330	351	351	342
7	416	394	346	364	346	312	345	355	329	350	350
8	359	404	382	334	352	334	306	339	349	323	344
K–5	2,196	2,169	2,138	2,121	2,125	2,104	2,101	2,109	2,108	2,109	2,122
6–8	1,174	1,149	1,097	1,049	1,015	992	1,007	1,024	1,029	1,024	1,036
K–8	3,370	3,318	3,235	3,170	3,140	3,096	3,108	3,133	3,137	3,133	3,158
Pre-K/ECE	133	111	109	106	107	107	103	106	107	108	108
Total	3,503	3,429	3,344	3,276	3,247	3,203	3,211	3,239	3,244	3,241	3,266

Table 39

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2025–26

## Glen Ellyn School District 41

<i>Series B Projection</i>											
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
K	377	368	382	380	372	381	378	369	377	381	383
1	377	393	384	398	396	388	397	394	385	393	397
2	339	373	389	380	394	392	385	394	391	382	390
3	371	345	379	395	386	400	397	390	399	396	387
4	377	367	341	375	391	382	397	394	387	396	393
5	355	378	368	342	376	392	383	398	395	388	397
6	399	358	381	371	345	379	393	384	399	396	389
7	416	400	359	382	372	346	380	394	385	400	397
8	359	412	396	355	378	368	343	377	391	382	397
K–5	2,196	2,224	2,243	2,270	2,315	2,335	2,337	2,339	2,334	2,336	2,347
6–8	1,174	1,170	1,136	1,108	1,095	1,093	1,116	1,155	1,175	1,178	1,183
K–8	3,370	3,394	3,379	3,378	3,410	3,428	3,453	3,494	3,509	3,514	3,530
Pre-K/ECE	133	130	129	126	129	128	125	128	129	130	130
Total	3,503	3,524	3,508	3,504	3,539	3,556	3,578	3,622	3,638	3,644	3,660



Table 40

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2020) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2025–26

Glen Ellyn School District 41

<i>Series C Projection</i>											
Grade	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
K	377	388	405	403	392	397	400	386	401	406	411
1	377	405	416	433	431	420	418	421	407	422	427
2	339	380	408	419	436	434	419	417	420	406	421
3	371	351	392	420	431	448	441	426	424	427	413
4	377	376	356	397	425	436	447	440	425	423	426
5	355	383	382	362	403	431	439	450	443	428	426
6	399	363	391	390	370	411	434	442	453	446	431
7	416	406	370	398	397	377	414	437	445	456	449
8	359	422	412	376	404	403	376	413	436	444	455
K–5	2,196	2,283	2,359	2,434	2,518	2,566	2,564	2,540	2,520	2,512	2,524
6–8	1,174	1,191	1,173	1,164	1,171	1,191	1,224	1,292	1,334	1,346	1,335
K–8	3,370	3,474	3,532	3,598	3,689	3,757	3,788	3,832	3,854	3,858	3,859
Pre-K/ECE	133	145	144	140	142	143	138	143	145	147	146
Total	3,503	3,619	3,676	3,738	3,831	3,900	3,926	3,975	3,999	4,005	4,005

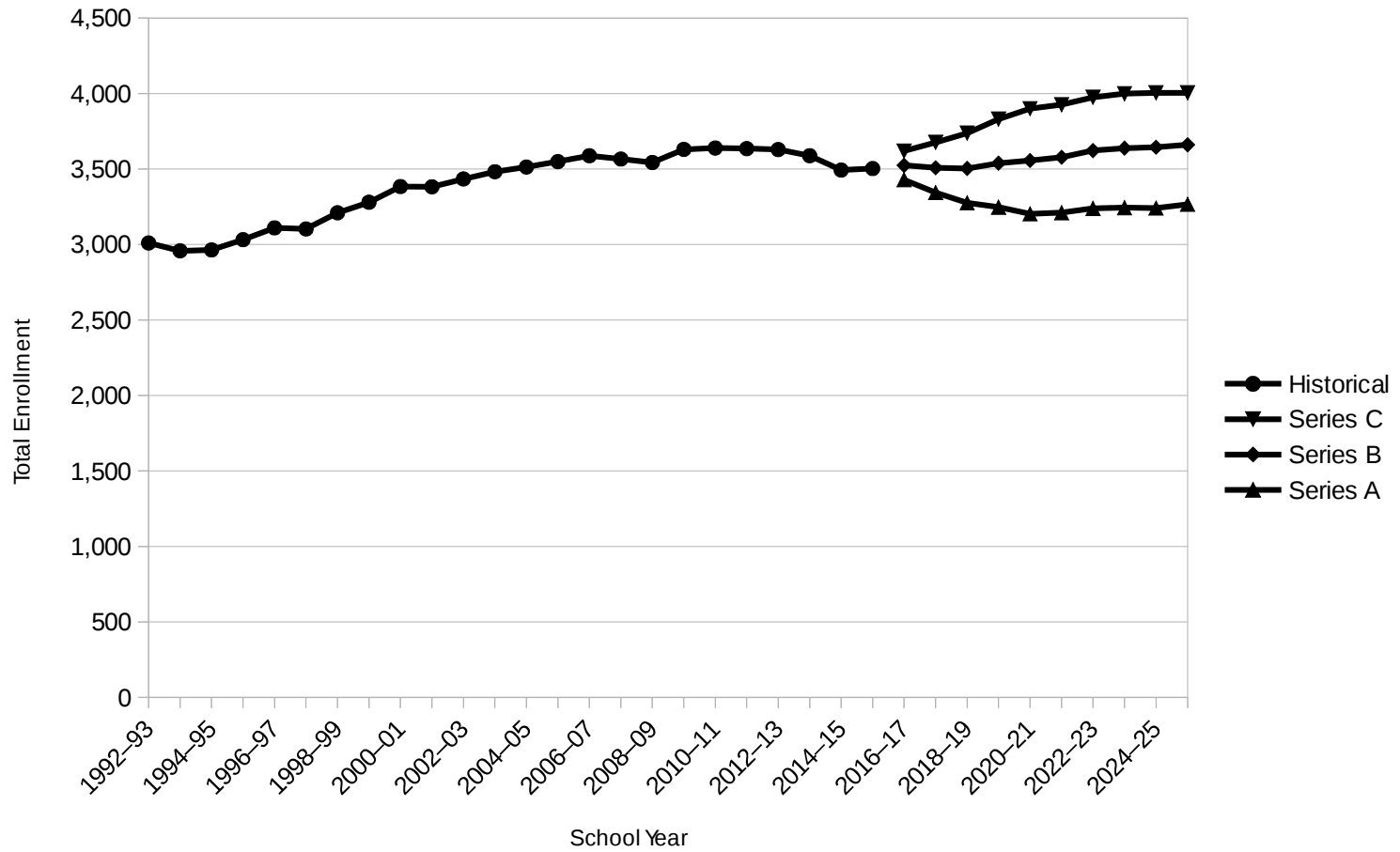


Figure 1. Total Enrollment for District 41: Historical (1992-93 to 2015-16) and Projected (2016-17 to 2025-26) under Series A, Series B, and Series C Assumptions

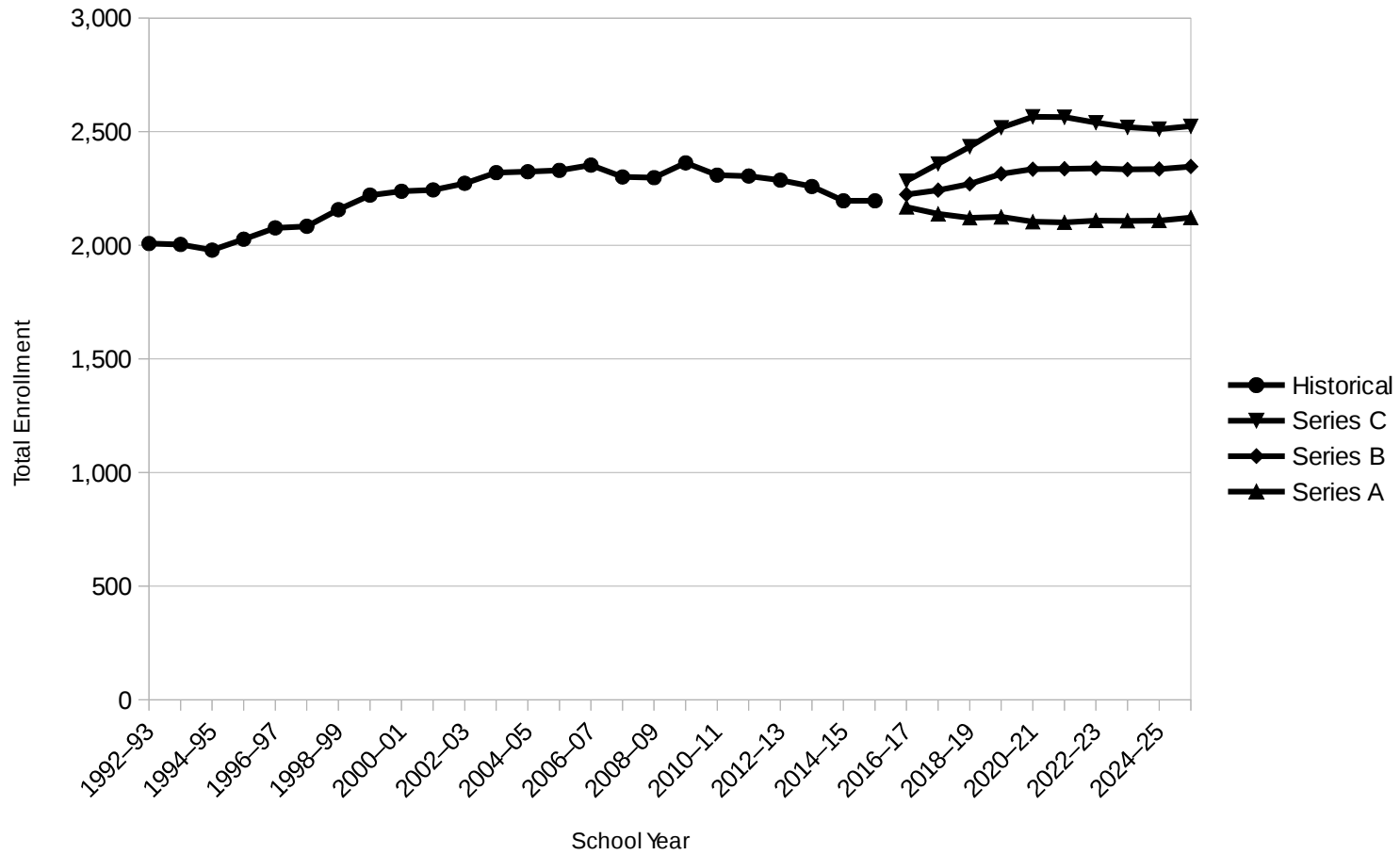


Figure 2. Total Elementary School Enrollment for District 41: Historical (1992-93 to 2015-16) and Projected (2016-17 to 2025-26) under Series A, Series B, and Series C Assumptions

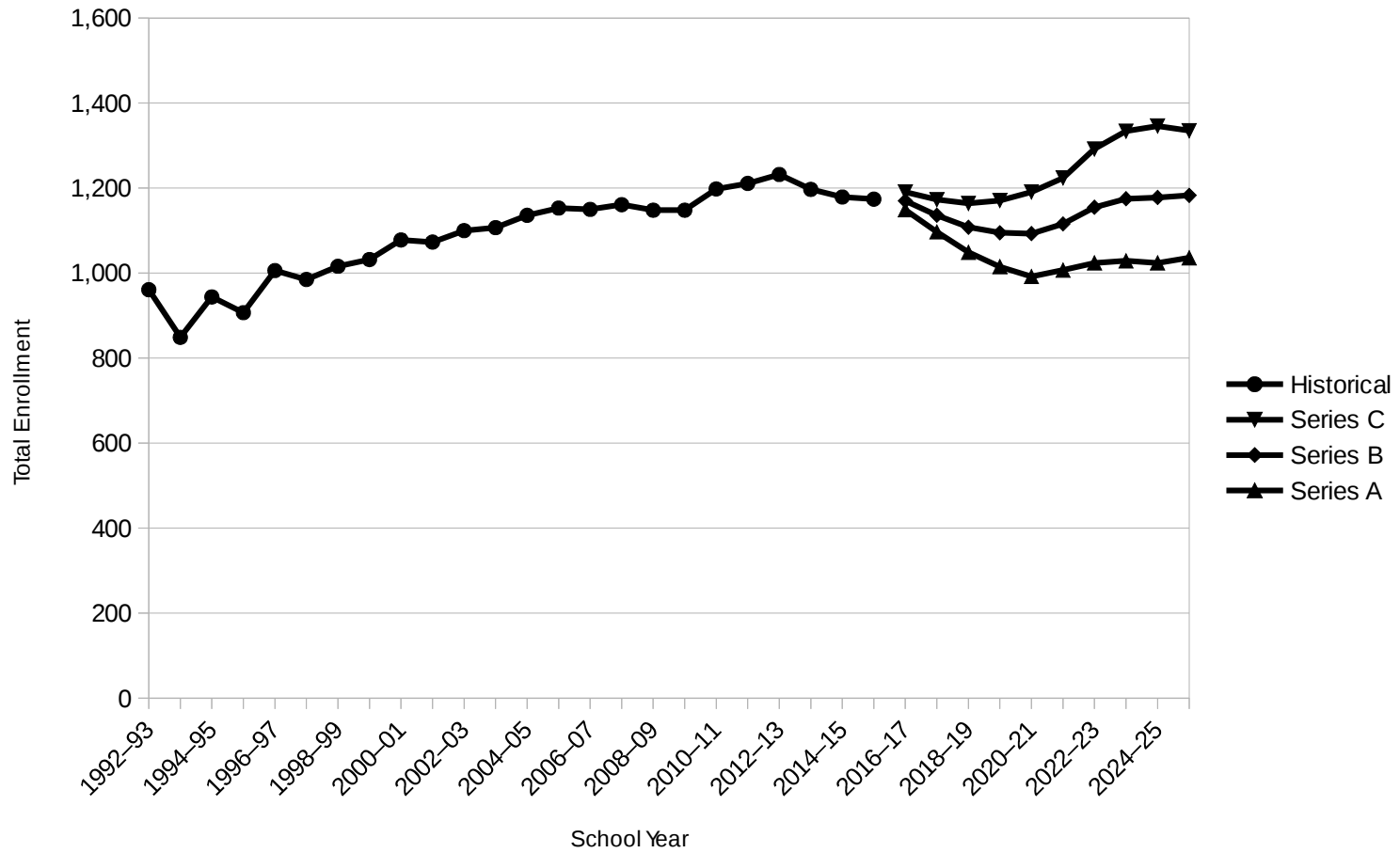
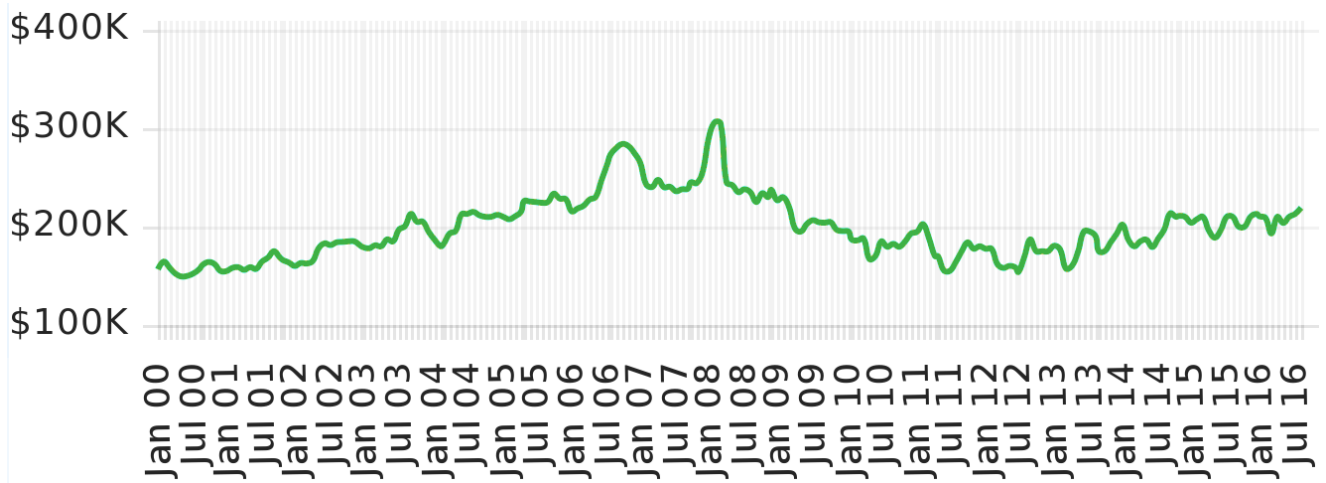


Figure 3. Total Junior High School Enrollment for District 41: Historical (1992-93 to 2015-16) and Projected (2016-17 to 2025-26) under Series A, Series B, and Series C Assumptions

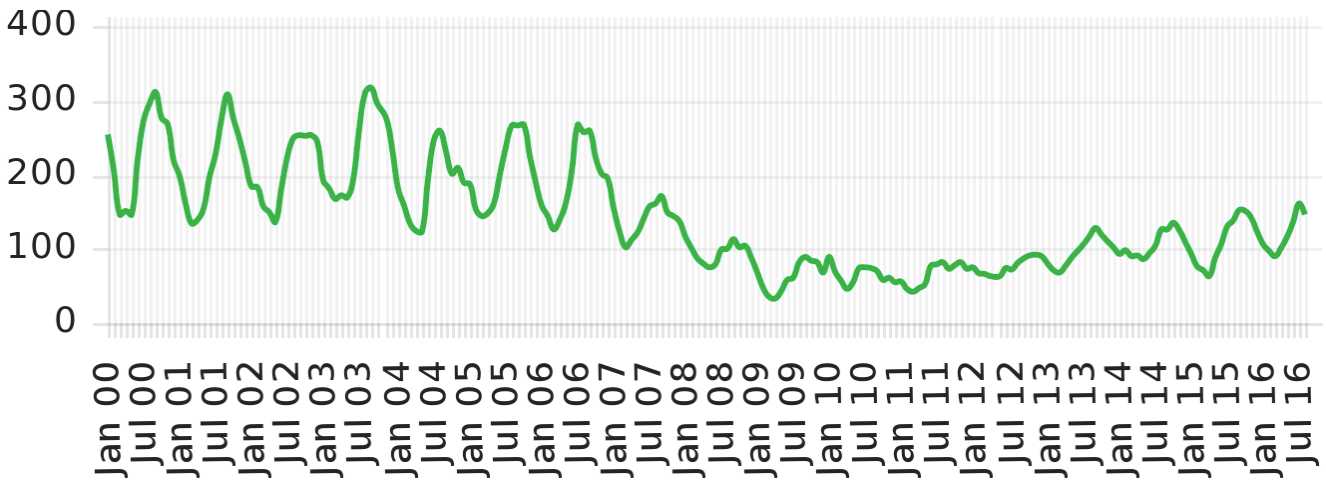
# **Appendix A**

## **Home Sales in Municipalities Served by Glen Ellyn School District 41**

### Carol Stream

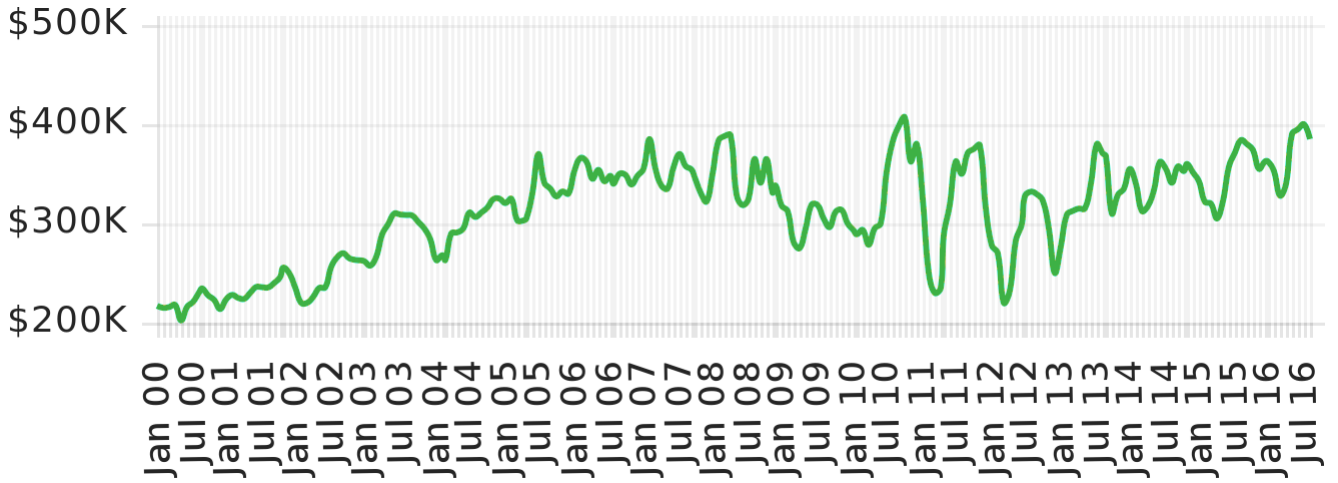


### Median Price

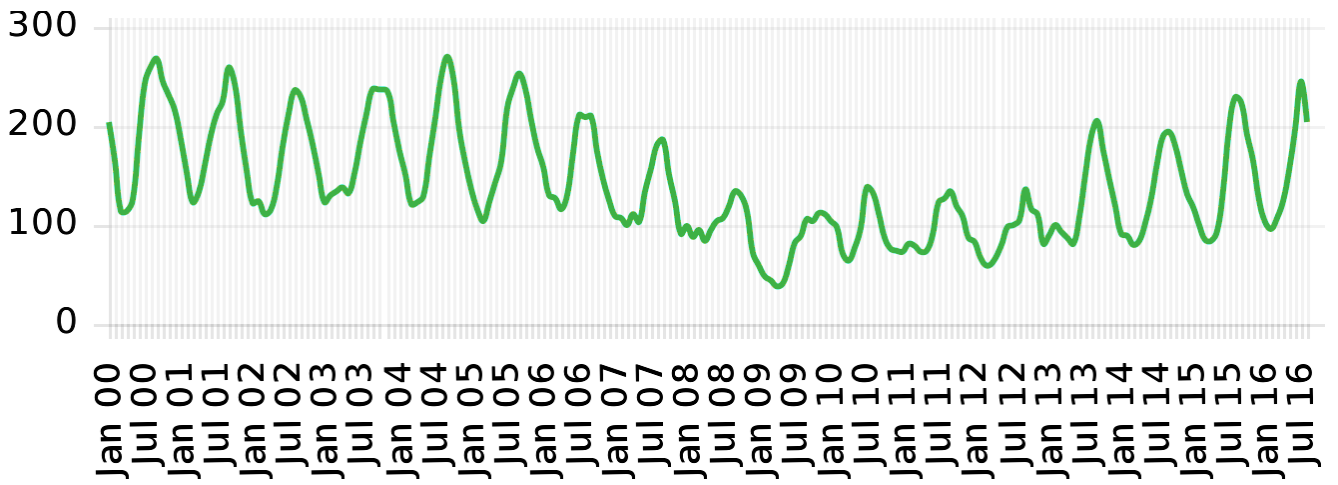


### Units Sold

# Glen Ellyn

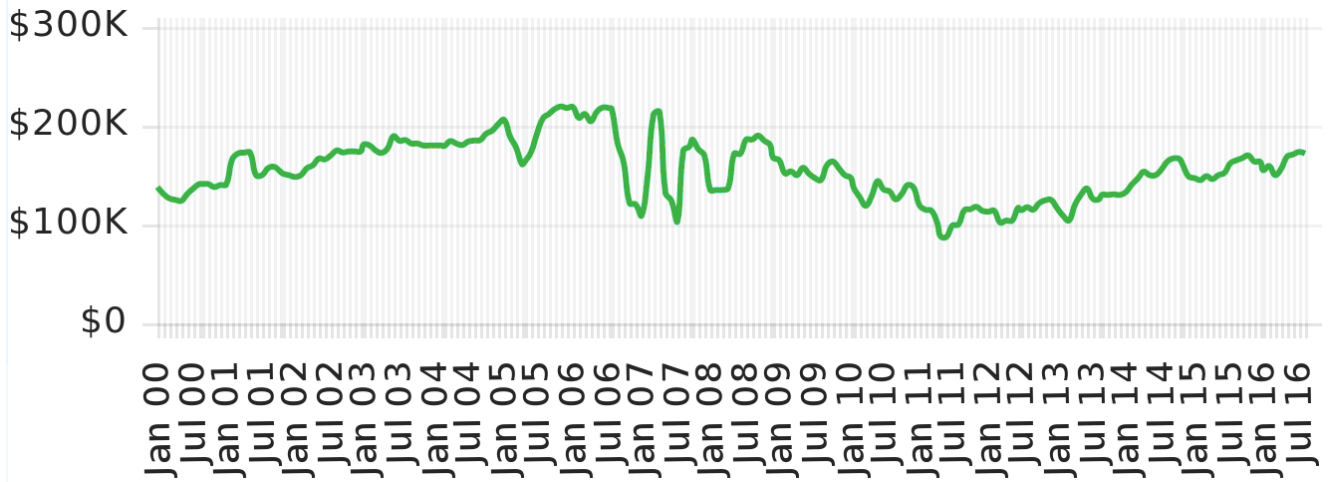


Median Price

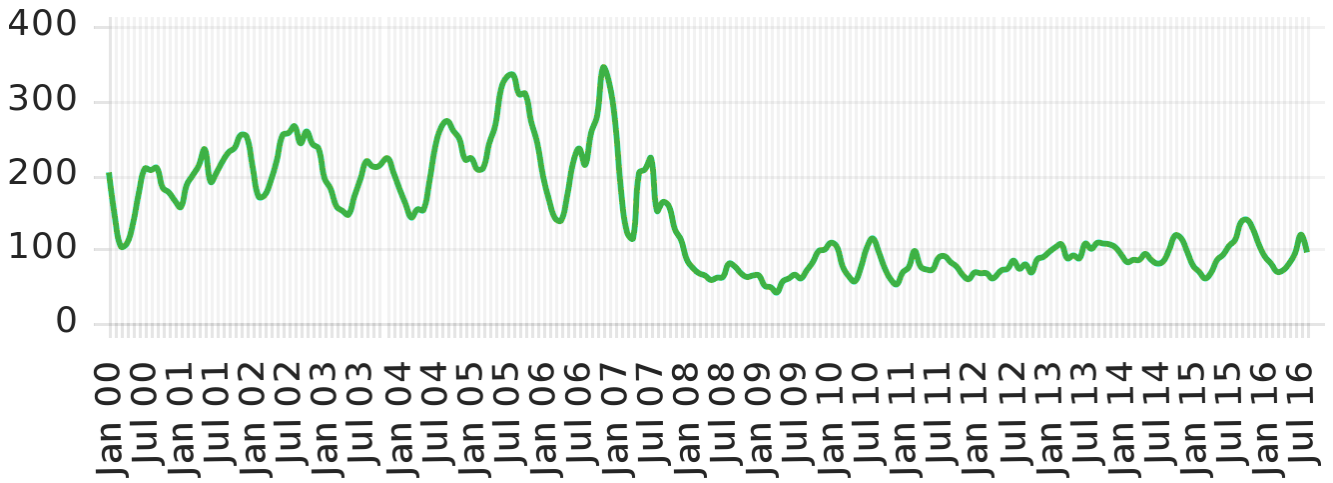


Units Sold

# Glendale Heights



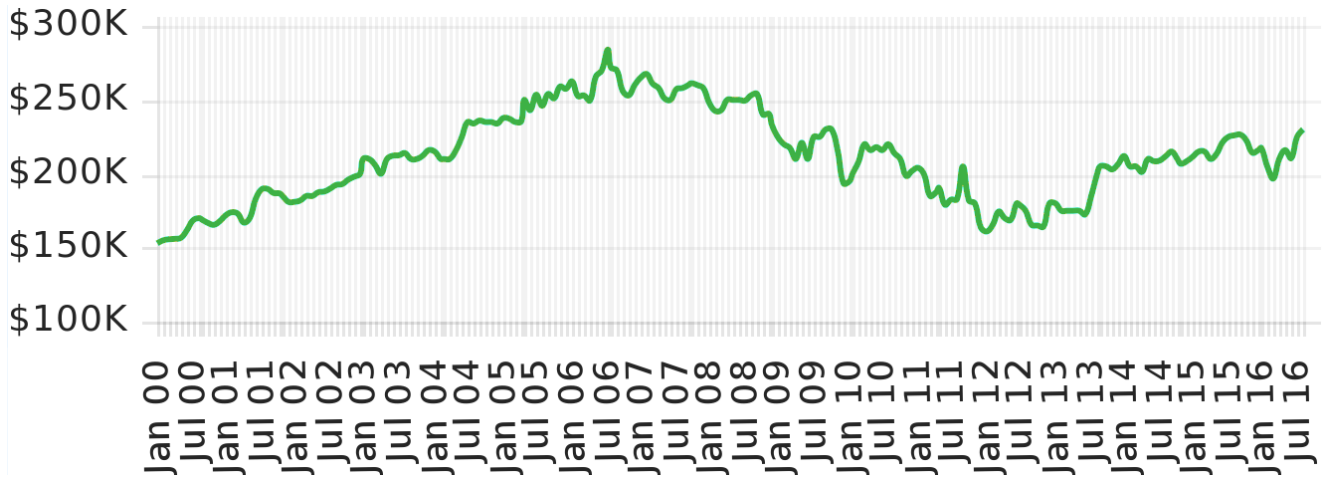
Median Price



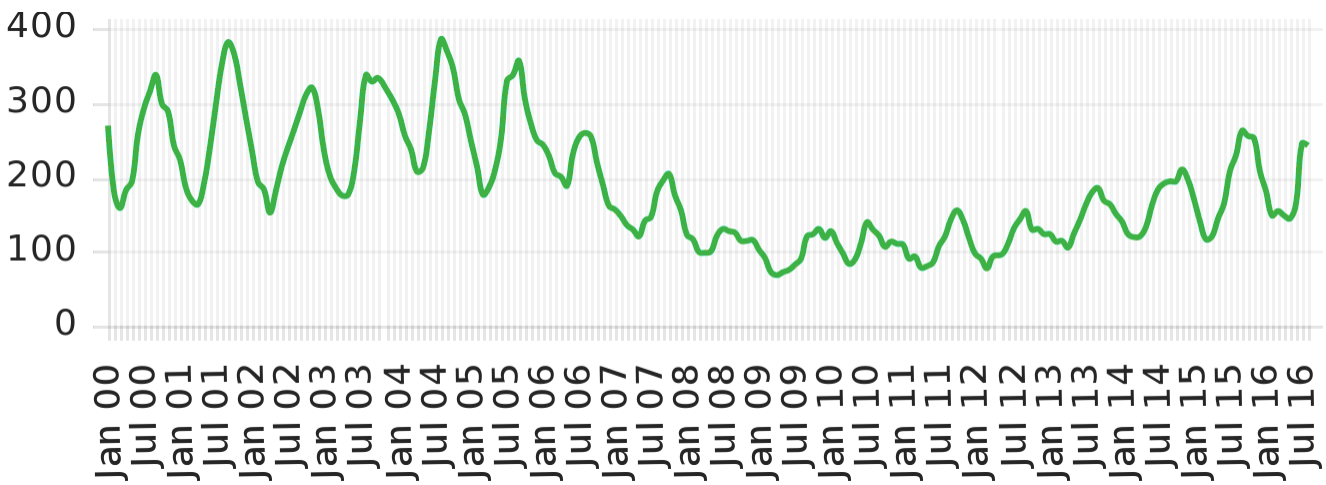
Units Sold



# Lombard

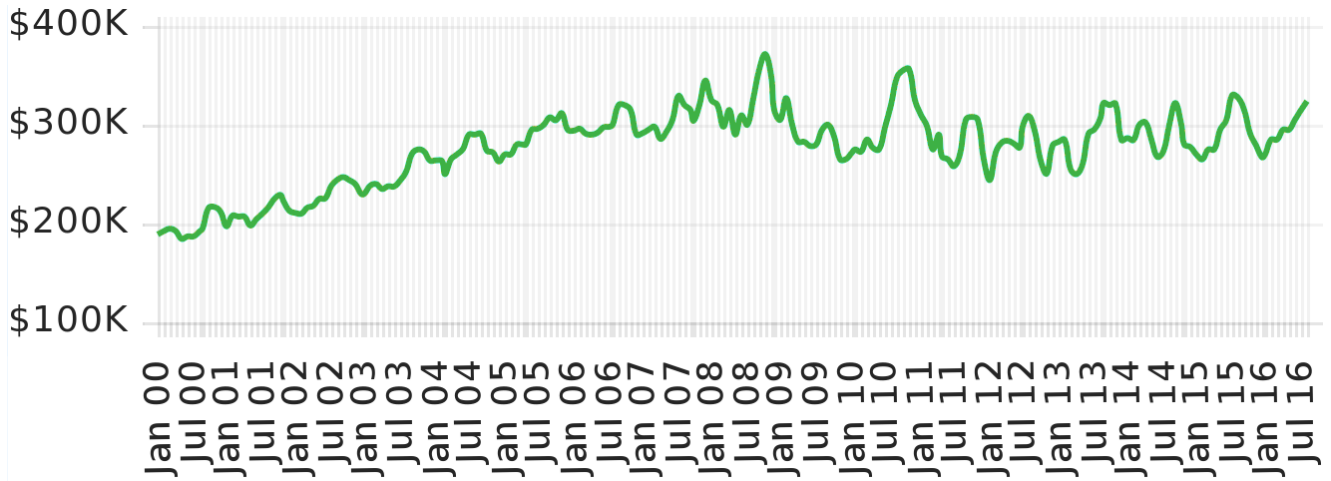


# Median Price

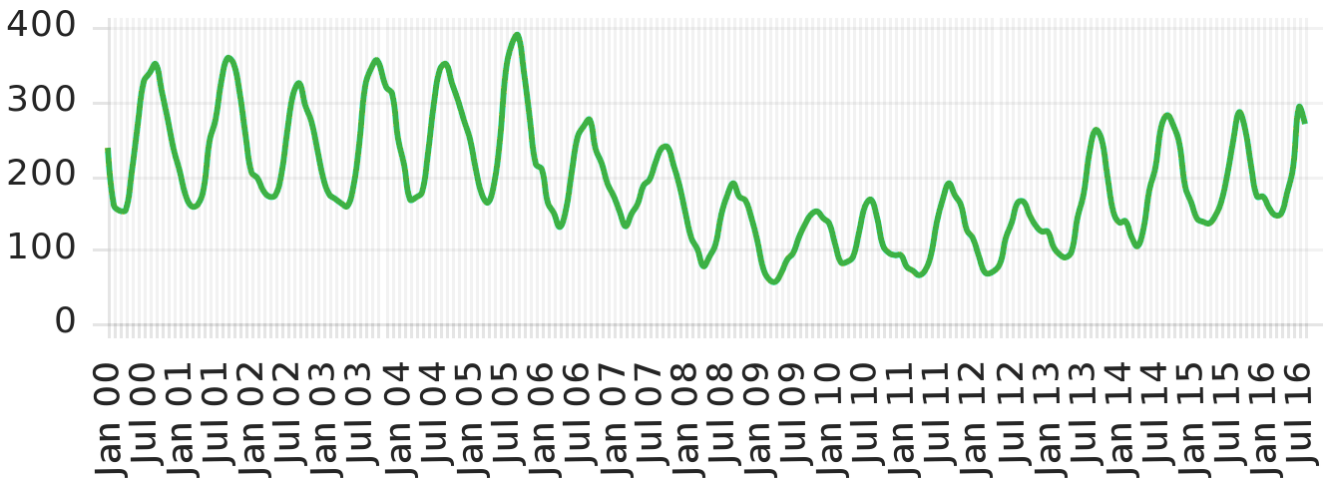


# Units Sold

# Wheaton



# Median Price



# Units Sold

Source: trulia.com

## **Appendix B**

### **Racial/Ethnic Composition of Glen Ellyn School District 41 and Individual Schools**

### Churchill Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0.3	18.3	5.8	25.6	0.0	49.6	0.4
2014	0.1	18.3	5.2	23.3	0.0	52.2	0.9
2013	0.3	16.5	4.5	26.0	0.0	51.6	1.2
2012	0.3	16.5	5.1	23.9	0.0	53.5	0.8
2011	0.2	18.2	5.8	21.0	0.0	54.0	0.8
2010	0.1	16.6	4.8	22.1	—	50.6	5.8
2009	0.2	15.7	4.9	18.7	—	54.6	5.9
2008	0.2	15.1	6.0	15.8	—	57.4	5.5
2007	0.2	14.3	6.4	15.2	—	58.7	5.3
2006	0.5	14.7	7.3	14.2	—	59.3	4.0
2005	0.5	17.1	8.4	15.0	—	59.0	0.0
2004	0.3	14.4	7.9	15.8	—	61.6	—
2003	0.0	12.6	6.7	10.6	—	70.0	—
2002	0.0	12.9	6.3	10.6	—	70.2	—
2001	0.4	10.1	6.5	9.3	—	73.7	—
2000	0.4	7.6	8.5	9.0	—	74.5	—

### Forest Glen Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0.2	11.3	2.9	11.7	0.0	68.2	5.7
2014	0.2	9.1	3.5	13.2	0.0	69.1	5.0
2013	0.2	8.2	3.4	13.2	0.0	71.4	3.6
2012	0.2	5.8	3.2	13.9	0.0	72.4	4.5
2011	0.2	6.7	2.2	13.1	0.0	74.0	3.7
2010	0.4	7.6	1.8	9.6	—	76.2	4.4
2009	0.6	9.2	3.2	7.3	—	76.4	3.4
2008	0.4	8.4	2.8	7.8	—	78.1	2.5
2007	0.4	7.1	3.0	6.3	—	79.8	3.5
2006	0.0	7.5	3.6	6.4	—	80.1	2.4
2005	0.2	6.0	3.4	7.4	—	83.0	0.0
2004	0.2	5.3	5.3	5.6	—	83.6	—
2003	0.2	5.5	5.7	4.8	—	83.8	—
2002	0.0	6.3	7.6	2.1	—	84.0	—
2001	0.0	5.9	6.7	1.7	—	85.7	—
2000	0.0	5.0	7.6	2.4	—	84.9	—

### Benjamin Franklin Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0.0	6.0	2.7	8.8	0.0	77.9	4.6
2014	0.0	4.3	2.4	8.3	0.0	79.8	5.2
2013	0.0	3.0	2.4	8.2	0.2	80.8	5.4
2012	0.2	3.7	1.8	7.5	0.2	80.5	6.2
2011	0.0	2.6	2.3	8.3	0.2	81.3	5.3
2010	0.0	2.3	1.0	4.7	—	87.2	4.7
2009	0.3	2.5	1.3	4.4	—	86.8	4.6
2008	0.3	4.0	3.5	7.0	—	80.6	4.6
2007	0.2	2.2	4.0	5.0	—	85.3	3.4
2006	0.0	3.3	3.1	5.3	—	86.4	2.0
2005	0.3	1.7	2.2	2.5	—	93.3	0.0
2004	0.5	1.2	3.6	1.6	—	93.1	—
2003	0.3	1.3	2.6	1.0	—	94.7	—
2002	0.2	1.4	0.5	1.5	—	96.4	—
2001	0.0	1.3	1.0	1.0	—	96.7	—
2000	0.0	1.3	0.5	1.5	—	96.7	—

### Abraham Lincoln Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0.4	16.5	4.9	8.2	0.0	66.0	3.9
2014	0.3	17.8	5.2	7.6	0.2	65.0	3.9
2013	0.5	16.6	4.5	7.4	0.0	67.2	3.8
2012	0.3	14.4	5.6	8.8	0.0	67.2	3.7
2011	0.1	11.4	6.0	8.7	0.0	70.8	3.0
2010	0.9	8.6	3.4	5.9	—	76.9	4.3
2009	0.8	7.3	5.3	4.5	—	78.6	3.6
2008	0.2	6.1	4.8	5.0	—	80.9	3.0
2007	0.3	7.5	6.1	5.5	—	77.3	3.2
2006	0.2	7.5	5.7	4.6	—	80.1	2.0
2005	0.3	10.0	7.8	2.5	—	79.3	0.0
2004	0.0	9.1	1.5	9.7	—	79.7	—
2003	0.0	7.4	2.2	9.3	—	81.0	—
2002	0.0	3.3	2.3	5.4	—	89.0	—
2001	0.0	5.2	2.7	9.0	—	83.1	—
2000	0.0	3.0	2.6	4.2	—	90.3	—

## Hadley Junior High School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0.2	10.5	3.9	13.3	0.1	68.9	3.1
2014	0.2	9.8	4.7	13.9	0.1	68.2	3.1
2013	0.1	9.5	4.8	11.7	0.0	70.3	3.7
2012	0.2	8.1	4.1	11.0	0.1	72.5	3.8
2011	0.3	6.8	4.7	9.9	0.3	74.5	3.6
2010	0.1	7.9	4.2	7.9	—	76.7	3.2
2009	0.1	7.7	4.3	7.4	—	78.0	2.6
2008	0.3	7.1	3.4	7.3	—	79.2	2.7
2007	0.2	6.5	5.2	6.6	—	78.9	2.6
2006	0.3	6.8	5.2	5.6	—	81.0	1.2
2005	0.2	7.2	5.9	5.1	—	81.6	0.0
2004	0.1	7.4	4.2	4.3	—	83.9	—
2003	0.1	5.1	4.4	3.7	—	86.7	—
2002	0.1	4.3	3.4	4.1	—	88.1	—
2001	0.0	3.6	3.7	4.8	—	87.8	—
2000	0.1	3.2	3.7	3.0	—	90.0	—



### Glen Ellyn School District 41

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0.2	12.3	4.1	14.1	0.0	66.0	3.3
2014	0.2	11.8	4.3	13.6	0.1	66.6	3.4
2013	0.2	10.8	4.1	13.2	0.0	68.2	3.5
2012	0.2	9.7	4.1	12.7	0.1	69.5	3.8
2011	0.2	8.9	4.4	11.8	0.1	71.3	3.3
2010	0.3	8.7	3.3	10.0	—	73.5	4.3
2009	0.3	8.4	3.9	8.4	—	75.2	3.8
2008	0.3	7.8	4.0	8.3	—	76.1	3.5
2007	0.2	7.4	5.0	7.6	—	76.3	3.5
2006	0.2	7.8	5.1	7.0	—	77.8	2.1
2005	0.3	8.3	5.6	6.3	—	79.5	0.0
2004	0.2	7.4	4.5	6.9	—	81.0	—
2003	0.1	6.1	4.3	5.5	—	84.0	—
2002	0.1	5.5	4.0	4.6	—	85.8	—
2001	0.1	4.9	4.0	5.1	—	85.9	—
2000	0.1	3.9	4.5	3.8	—	87.7	—

Source: Illinois Interactive Report Card.