

GLEN ELLYN SCHOOL DISTRICT 41

Demographic Trends and Enrollment Projections

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Preface

This report examines 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 enrollment changes in the District. Next, I shall assess annual enrollment changes in District 41 schools during the past fifteen 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 2011-12, and at Hadley Junior High School and the District as a whole through school year 2016-17.

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 benefitted from data provided by administrators of District 41 and local officials. I would like especially to acknowledge Ms. Phyllis A. Hanna, Assistant Business Manager for District 41, who assembled much of the information upon which this study is based. For her fine assistance and that of others who contributed to this study, I am most appreciative.

Overview of 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. Virtually all of the incorporated and unincorporated areas of District 41 are built-out.

More than 2,400 students attend the district's four elementary schools (Abraham Lincoln, Benjamin Franklin, Churchill and Forest Glen) and another 1,150 students attend Hadley Junior High. Steady enrollment growth has characterized the District over the past dozen years, climbing from 2,958 students in school year 1993-94 to 3,588 this past fall. The annual State Report Card shows District 41 students consistently exceeding state performance standards.

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 pre-school and school-age residents during the 1950s and 1960s, as may be seen in Table 2.

New housing construction declined 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 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 pre-school 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 pre-school populations by year 2000.

As will be shown later, births to residents of Glen Ellyn, Lombard and Wheaton began to drop in the late 1990s and remained lower through 2004, depressing the preschool population. If it were not for relatively robust housing turnover by entry-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

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

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990, and 2000.

Table 2

Pop

Village	Age	1950	1960	1970	1980	1990	2000	2005
Glen Ellyn	Total	9,524	15,972	21,909	23,649	24,944	26,999	27,193
	< 5	864	1,754	1,813	1,450	1,967	2,118	—
	5-9	977	1,990	2,580	1,712	1,944	2,257	—
	10-14	766	1,797	2,671	2,235	1,616	2,079	—
	15-19	572	1,169	2,031	2,305	1,563	1,757	—
	65 +	778	1,054	1,419	2,070	2,609	3,075	—
Carol Stream	Total	—	836	4,434	15,472	31,716	40,438	40,040
	< 5	—	—	568	1,923	3,667	3,308	—
	5-9	—	—	704	1,319	2,955	3,744	—
	10-14	—	—	529	1,032	2,049	3,508	—
	15-19	—	—	339	1,041	1,733	3,103	—
	65 +	—	—	79	671	1,653	2,309	—
Glendale Heights	Total	—	173	11,406	23,163	27,973	31,765	32,465
	< 5	—	—	1,819	2,650	2,503	2,528	—
	5-9	—	—	2,070	2,362	2,269	2,368	—
	10-14	—	—	1,418	2,068	2,109	2,255	—
	15-19	—	—	694	1,925	1,909	2,386	—
	65 +	—	—	141	532	1,146	1,584	—

Continued. . .

Table 2—Continued

Village	Age	1950	1960	1970	1980	1990	2000	2005
Lombard	Total	9,817	22,561	35,977	37,295	39,408	42,322	42,816
	< 5	1,129	3,102	3,247	2,469	2,954	2,588	—
	5-9	977	3,076	4,186	2,508	2,540	2,782	—
	10-14	711	2,374	4,582	2,989	2,414	2,828	—
	15-19	583	1,337	3,492	3,403	2,125	2,413	—
	65 +	571	1,186	1,836	2,886	4,992	6,138	—
Wheaton	Total	11,638	24,312	31,138	43,043	51,464	55,416	54,700
	< 5	1,141	2,889	2,557	2,934	4,048	3,517	—
	5-9	938	3,023	3,183	2,987	3,958	4,013	—
	10-14	691	2,442	3,526	3,469	3,444	4,377	—
	15-19	1,076	2,125	3,704	4,193	3,814	4,456	—
	65 +	882	1,405	2,151	3,420	4,791	6,226	—

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990, and 2000.

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 15 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 fairly steady rise to this year's 3,588 total.

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 factor is non-graded pre-K and special education.

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 2006-07. Table 4 decomposes the annual total enrollment changes into the three component parts. Thus, between September 2005 (school year 2005-06) and September 2006 (school year 2006-07), overall District enrollment grew by 39 students (3,549 to 3,588). The 379 eighth graders who graduated in June 2006 (see Table 3) were replaced the following September (2006) by 385 kindergarten students, for a net class size difference of +6. This 6-student gain was re-enforced by 14 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 2005 and September 2006. During the same period, ECE and pre-K also expanded by a combined 19 students. The three components (+6, +14, +19) sum precisely to the net 39 student gain in the District between September 2005 and September 2006.

Note that for eight of the past nine years, District 41 experienced positive gains via entering kindergarten versus graduating eighth grade classes. Since births to residents have not risen, this would imply that housing turnover is attracting young families with pre-school children. This is certainly the case for

school-age children. Since September 1997, Table 4 shows that 225 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.

Table 5 describes how these net student migration/transfer figures are computed from the enrollment data. The bottom left cell of “24” means that as the kindergarten class of September 2005 progressed to the first grade in September 2006, it gained 24 students (see Table 3 where kindergarten enrollment in school year 2005–06 was 374 and first grade enrollment in school year 2006–07 is 398 students). Conversely, as the second grade class of September 2005 progressed to the third grade in September 2006, it declined by 11 students. Summing across the bottom row of Table 5, one obtains 14, which is the net student migration/transfer gain between September 2005 and September 2006 shown in Table 4.

Enrollment Change in the Individual Schools

Annual enrollment changes in the District during the past 15 years have been differentially distributed among the District's schools. Tables 6 through 10 show annual enrollments by grade at Churchill, Forest Glen, Benjamin Franklin, and Abraham Lincoln, elementary schools and Hadley Junior High School.

Churchill School, following a period of relative enrollment stability near 570 from 1995-96 to 2003-04, climbed more recently to the lower 600s. Forest Glen experienced rapid enrollment growth from 372 students in 1992-93 to 619 in 2001-02. Following the boundary change in 2002, enrollment at Forest Glen declined to 539 students this past fall.

Benjamin Franklin has been relatively stable since 2002-03 near 610 students when at the beginning of that school year approximately 30 students were assigned (via a boundary change) from Forest Glen to Franklin to relieve overcrowding at Forest Glen. Abraham Lincoln has steadily risen from 456 students in 1994-95 to 651 in 2006-07. Finally, Hadley Junior High basically trended upward since 1993-94, rising from 925 students that year to 1,150 at present.

Tables 11 through 20 decompose the annual sources of enrollment change and migration/transfer patterns at each school since September 1992. It may be observed that virtually all of the growth at Hadley Junior High was due to larger entering sixth grade classes replacing smaller graduating eighth grade classes.

At the elementary schools, Forest Glen's recent enrollment declines have been due mostly to smaller entering kindergarten classes replacing graduating fifth grade classes. Abraham Lincoln gains have been a result of both positive net student migration/transfer and relatively larger entering kindergarten classes compared to graduating fifth grade classes. Both Churchill and Franklin

schools have had mixed dynamics in both net student migration/transfer and relative sizes of entering kindergarten versus graduating fifth grade classes.

Table 3

Enrollment History of Glen Ellyn School District 41: 1992-93 to 2006-07

School Year	K	1	2	3	4	5	6	7	8	K-8	ECE	Pre-K	Sp. Ed	Total
1992-93	367	313	347	330	338	313	394	297	270	2,969	8	0	33	3,010
1993-94	326	363	314	349	320	332	295	273	281	2,853	14	0	91	2,958
1994-95	350	333	340	308	340	308	326	312	306	2,923	13	0	28	2,964
1995-96	334	383	337	351	285	337	292	312	303	2,934	11	12	75	3,032
1996-97	400	352	370	322	345	288	343	327	336	3,083	19	8	0	3,110
1997-98	335	386	343	358	317	345	313	343	329	3,069	21	13	0	3,103
1998-99	384	351	399	351	351	321	356	310	350	3,173	14	23	0	3,210
1999-00	363	389	356	383	353	377	346	368	318	3,253	27	0	0	3,280
2000-01	390	383	389	350	374	352	376	344	358	3,316	32	36	0	3,384
2001-02	369	392	395	364	351	373	355	376	342	3,317	31	34	0	3,382
2002-03	366	377	395	400	381	354	380	355	365	3,373	27	34	0	3,434
2003-04	366	372	400	398	405	379	384	371	352	3,427	21	34	0	3,482
2004-05	384	385	382	404	384	385	378	379	379	3,460	43	10	0	3,513
2005-06	374	393	404	379	406	374	395	379	379	3,483	25	41	0	3,549
2006-07	385	398	398	393	384	395	384	389	377	3,503	35	50	0	3,588

Table 4

Decomposition of Annual Source of Enrollment Change in Glen Ellyn School District 41:
September 1992 to September 2006

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

Table 5

Net Annual Student Migration/Transfer in Glen Ellyn School District 41:
September 1992 to September 2006

Transition Year Sept. to Sept.	Grade Transition								
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	Total
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

Table 6

Enrollment History of Churchill Elementary: 1992-93 to 2006-07

School Year	K	1	2	3	4	5	K-5	ECE	Pre-K	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

Table 7

Enrollment History of Forest Glen Elementary: 1992-93 to 2006-07

School Year	K	1	2	3	4	5	K-5	ECE	Pre-K	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

*Boundary change moves approximately 30 students from Forest Glen to Benjamin Franklin.

Table 8

Enrollment History of Franklin Elementary: 1992-93 to 2006-07

School Year	K	1	2	3	4	5	K-5	ECE	Pre-K	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

*Boundary change moves approximately 30 students from Forest Glen to Benjamin Franklin.

Table 9

Enrollment History of Lincoln Elementary: 1992-93 to 2006-07

School Year	K	1	2	3	4	5	K-5	ECE	Pre-K	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	11	12		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	32	36		556
2001-02	74	94	89	89	62	81	489	31			520
2002-03	104	77	94	95	97	65	532	14	34		580
2003-04	89	101	87	90	91	96	554	8	34		596
2004-05	96	96	106	92	85	93	568	31	10		609
2005-06	113	100	105	99	91	90	598	14			612
2006-07	103	125	103	104	102	97	634	17			651

Table 10

Enrollment history of Hadley Junior High: 1992-93 to 2006-07

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

Table 11

Decomposition of Annual Source of Enrollment Change in Churchill Elementary:
September 1992 to September 2006

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change ECE	Change Pre-K	Change Sp. Ed.
1992 to 93	11	2	9	0	0	0
1993 to 94	-63	-16	-47	0	0	0
1994 to 95	27	2	25	0	0	0
1995 to 96	-1	21	-22	0	0	0
1996 to 97	6	24	-25	7	0	0
1997 to 98	-38	1	-32	-7	0	0
1998 to 99	26	15	11	0	0	0
1999 to 00	3	12	-9	0	0	0
2000 to 01	16	17	-35	0	34	0
2001 to 02	-19	2	13	0	-34	0
2002 to 03	20	4	16	0	0	0
2003 to 04	23	26	-3	0	0	0
2004 to 05	20	9	11	0	0	0
2005 to 06	-3	-15	-8	0	20	0

Table 12

Decomposition of Annual Source of Enrollment Change in Forest Glen Elementary:
September 1992 to September 2006

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change ECE	Change Pre-K	Change Sp. Ed.
1992 to 93	11	17	-1	0	0	-5
1993 to 94	47	25	22	0	0	0
1994 to 95	21	14	7	0	0	0
1995 to 96	0	-7	7	0	0	0
1996 to 97	8	-2	-3	0	13	0
1997 to 98	94	32	52	0	10	0
1998 to 99	25	11	37	0	-23	0
1999 to 00	1	4	-3	0	0	0
2000 to 01	40	14	26	0	0	0
2001 to 02*	-38	-10	-41	13	0	0
2002 to 03	6	-3	9	0	0	0
2003 to 04	-23	-16	-6	-1	0	0
2004 to 05	-16	-10	-5	-1	0	0
2005 to 06	-9	-12	-4	7	0	0

*Boundary change moves approximately 30 students from Forest Glen to Benjamin Franklin.

Table 13

Decomposition of Annual Source of Enrollment Change in Franklin Elementary:
September 1992 to September 2006

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change ECE	Change Pre-K	Change Sp. Ed.
1992 to 93	-16	4	-20	0	0	0
1993 to 94	-14	0	-14	0	0	0
1994 to 95	-1	4	-16	0	0	11
1995 to 96	13	16	0	0	8	-11
1996 to 97	4	12	0	0	-8	0
1997 to 98	13	-4	17	0	0	0
1998 to 99	2	5	-3	0	0	0
1999 to 00	3	-13	16	0	0	0
2000 to 01	-17	-13	-4	0	0	0
2001 to 02*	22	-22	44	0	0	0
2002 to 03	-1	-13	12	0	0	0
2003 to 04	-11	-5	-6	0	0	0
2004 to 05	12	-30	1	0	41	0
2005 to 06	15	25	1	0	-11	0

*Boundary change moves approximately 30 students from Forest Glen to Benjamin Franklin.

Table 14

Decomposition of Annual Source of Enrollment Change in Lincoln Elementary:
September 1992 to September 2006

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change ECE	Change Pre-K	Change Sp. Ed.
1992 to 93	-8	-10	-5	6	0	1
1993 to 94	-3	9	-4	-1	0	-7
1994 to 95	14	6	6	-2	12	-8
1995 to 96	31	33	2	8	-12	0
1996 to 97	-4	13	-12	-5	0	0
1997 to 98	7	10	-3	0	0	0
1998 to 99	1	11	-23	13	0	0
1999 to 00	51	10	0	5	36	0
2000 to 01	-36	-1	2	-1	-36	0
2001 to 02	60	23	20	-17	34	0
2002 to 03	16	24	-2	-6	0	0
2003 to 04	13	0	14	23	-24	0
2004 to 05	3	20	10	-17	-10	0
2005 to 06	39	13	23	3	0	0

Table 15

Decomposition of Annual Source of Enrollment Change in Hadley Junior High:
September 1992 to September 2006

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

Table 16

Net Annual Student Migration/Transfer in Churchill Elementary:
September 1992 to September 2006

Transition Year Sept. to Sept.	Grade Transition					
	K-1	1-2	2-3	3-4	4-5	Total
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

Table 17

Net Annual Student Migration/Transfer in Forest Glen Elementary:
September 1992 to September 2006

Transition Year Sept. to Sept.	Grade Transition					
	K-1	1-2	2-3	3-4	4-5	Total
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

*Boundary change moves approximately 30 students from Forest Glen to Benjamin Franklin.

Table 18

Net Annual Student Migration/Transfer in Franklin Elementary:
September 1992 to September 2006

Transition Year Sept. to Sept.	Grade Transition					
	K-1	1-2	2-3	3-4	4-5	Total
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

*Boundary change moves approximately 30 students from Forest Glen to Benjamin Franklin.

Table 19

Net Annual Student Migration/Transfer in Lincoln Elementary:
September 1992 to September 2006

Transition Year Sept. to Sept.	Grade Transition					
	K-1	1-2	2-3	3-4	4-5	Total
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

Table 20

Net Annual Student Migration/Transfer in Hadley Junior High:
September 1992 to September 2006

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

The Enrollment Future of District 41

The critical question now becomes, what exactly will happen to enrollment in District 41 over the next ten years? Will recent growth trends continue? Which grade levels will it impact most? 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 growth to nearly 3,800 students in 2016–17. During the next five years, Churchill should remain fairly stable, while Lincoln and Franklin will grow modestly. Forest Glen and Hadley Junior High will expand a bit more over the coming five years with Hadley expected to grow even more strongly after 2011–12. Let me now describe the factors underlying these forecasts.

Table 21 provides information on birth trends among residents of Glen Ellyn, Carol Stream, Glendale Heights, Lombard, and Wheaton from 1990 to 2004 (the latest year available). 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 386 in 2004.

These birth trends would suggest that the size of entering kindergarten classes for the District as a whole should decline for at least the next three years.

However, with solid empty-nest housing turnover expected to continue, my judgement is that additional student in-migration will mitigate the lower births to residents keeping future kindergarten enrollment fairly stable for the District as a whole.

Since the District is nearly built-out residentially, there are no anticipated large new housing developments. Based on input from various village planners, District staff assembled information between October 2006 and December 2006 on new housing developments in different occupancy, planning and approval phases. Almost all of the new developments are in the Churchill and Forest Glen attendance areas, with the largest number of students expected to be yielded by developments in Forest Glen. Along with these new housing developments, the teardown/rebuild phenomenon is anticipated to continue with the rebuilds considerably larger than the homes they replace.

As just noted, though, given the growing 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 positive side. Thus, despite limited new housing construction potential in District 41, modest overall population growth is expected.

This prognostication is corroborated by population forecasts provided by the Northeastern Illinois Planning Commission (NIPC) for these communities. The NIPC forecasts are presented in Table 22 and indicate that, between 2000 and 2020, Glen Ellyn's population will grow by 1,846; Lombard by 4,578; Carol

Stream by 4,299; and Wheaton by 6,080. The latest NIPC population forecasts updated through 2030 also show expected growth in all three communities.

The main depressing factor on total District enrollment then will be the recent declines in District resident births, which will limit expansion of entering kindergarten classes. Positive net student migration/transfer is anticipated to continue though, as well as continuing movement of families with preschool children to District 41.

Apropos the above, in projecting enrollment for District 41, two sets of interrelated 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 2011–12 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 2012–13. 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 2011.

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, likely will be modest. Future net student migration therefore will be driven by

housing turnover. For this reason, three sets of enrollment projections will be provided for the District and Hadley Junior High School through 2016–17 and individual elementary schools through 2011–12. 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 2011) and that new housing development, housing turnover and resulting in-migration of families with pre-school age and school age children *are less than currently anticipated* through 2016–17;
- Series B Enrollment projection assuming future fertility rates remain constant (through 2011) and that new housing development, housing turnover and resulting in-migration of families with pre-school age and school age children *occur as currently anticipated* through 2016–17;
- Series C Enrollment projection assuming future fertility rates remain constant (through 2011) and that new housing development, housing turnover and resulting in-migration of families with pre-school age and school age children *are greater than currently anticipated* through 2016–17.

The basic methodology used to make the three series of enrollment projections is a modified cohort survival procedure. 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 baseline enrollment projections (via conventional cohort survival techniques) for the District. The sizes of future entering kindergarten classes were estimated using trends in resident birth registration data, student

migration patterns, and anticipated new housing development and 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. To obtain the Series B modified enrollment projections, it was assumed that the Forest Glen area would see the most new development, followed by Churchill, and that housing turnover would mirror that of the past three years in all four elementary school attendance areas. 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 pre-school 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 trends.

Table 21

Births to Residents of 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

Source: Illinois Department of Public Health. Automated Vital Records System.

Table 22

Population and Household Forecasts for Villages Served by
Glen Ellyn School District 41:
2000 to 2020 and 2000 to 2030

Population: 2000 to 2020				
Village	2000 ^a	2020 ^b	Change	% Change
Glen Ellyn	26,999	28,845	1,846	6.8%
Carol Stream	40,438	44,737	4,299	10.6%
Glendale Heights	31,765	32,866	1,101	3.5%
Lombard	42,322	47,000	4,678	11.1%
Wheaton	55,416	61,496	6,080	11.0%
Households: 2000 to 2020				
Village	2000 ^a	2020 ^b	Change	% Change
Glen Ellyn	10,207	10,786	579	5.7%
Carol Stream	13,872	15,707	1,835	13.2%
Glendale Heights	10,791	11,095	304	2.8%
Lombard	16,487	19,464	2,977	18.1%
Wheaton	19,377	20,925	1,548	8.0%

Continued. . .

Table 22 – *Continued*

Population: 2000 to 2030				
Village	2000 ^a	2030 ^b	Change	% Change
Glen Ellyn	26,999	32,291	5,292	19.6%
Carol Stream	40,438	41,604	1,166	2.9%
Glendale Heights	31,765	35,059	3,294	10.4%
Lombard	42,322	50,618	8,296	19.6%
Wheaton	55,416	61,960	6,544	11.8%
Households: 2000 to 2030				
Village	2000 ^a	2030 ^c	Change	% Change
Glen Ellyn	10,207	12,303	2,096	20.5%
Carol Stream	13,872	14,765	893	6.4%
Glendale Heights	10,791	11,661	870	8.1%
Lombard	16,487	20,527	4,040	24.5%
Wheaton	19,377	19,653	276	1.4%

Source: ^aU.S Bureau of the Census. Decennial Census of Population and Housing, 2000. ^bPopulation, Household and Employment Forecast as Endorsed by the Northeastern Illinois Planning Commission on September 27, 2000. ^cNortheastern Illinois Planning Commission 2030 Forecasts of Population, Households and Employment by County and Municipality, September 27, 2006.

Enrollment Projections

Tables 23 through 31 provide the grade by grade and year by year projections through school year 2011–12 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 Churchill School, currently at 624 students, will fluctuate slightly above that number through school year 2011–12. Franklin School is projected to expand slowly from 624 students at present to 656 students in five years. Lincoln School is likewise projected to modestly grow from its current 651 enrollment to 676 in 2011–12, while Forest Glen should increase from its current 539 students to 580 in 2011–12.

Under the most likely Series B assumptions, enrollment at the Hadley Junior High School will rise next year to 1,174 students, remain close to that figure through 2010–11 and then fairly steadily grow to 1,241 students in 2016–17 (see Table 33). If housing turnover and student in-migration slows below that currently anticipated, Series A projections (Table 32) show that Hadley's total enrollment will still rise to 1,159 students next year, then decline

and stabilize at just above 1,100 students through 2016–17. Under accelerated family in-migration assumptions (Series C, Table 34), enrollment at Hadley will steadily climb to 1,325 students in 2016–17.

A professional caveat should be noted regarding enrollment projections beyond school year 2011–12. At the junior high school level, projections for the next five years can be made with more confidence than the five years following 2011–12, since most students who will enter the junior high school through 2011–12 are already enrolled in the elementary feeder schools. Afterward, we are projecting many students yet to even register in District 41 elementary schools. For the elementary schools themselves, projections after 2011–12 would include students yet to be even conceived. It is for this reason that I projected individual elementary schools only to 2011–12. 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 such as Churchill, Franklin and Lincoln 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 35, 36, and 37 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 2016–17. 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, modestly 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 35 reveals that total District enrollment (including pre-K special needs) will decline from 3,588 this year to 3,403 students in 2015-16 before stabilizing. While the Series A projections may be considered too conservative by many, they should not be dismissed out of hand. If we slip into prolonged 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 we anticipate, the Series B projections presented in Table 36 show that total District enrollment will continue to rise to 3,714 students in 2011-12. After that year, future total enrollment growth will slow, reaching 3,778 students in 2016-17. To repeat, it is my professional judgement 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 37 show total District enrollment steadily climbing to 4,010 students in 2016-17. 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 2016-17 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 2016-17.

Concluding Remarks

No demographer has a crystal ball. In this report, I have assembled the best information presently available and applied professional techniques and judgement 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
March 2007

Table 23

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2011-12

Churchill Elementary

<i>Series A projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	75	91	90	89	91	92
1	113	78	94	93	92	94
2	111	114	79	95	94	93
3	106	108	111	76	92	91
4	99	105	107	110	75	91
5	100	95	101	103	106	71
K-5	604	591	582	566	550	532
ECE	0	0	0	0	0	0
Pre-K	20	16	16	16	16	16
Total	624	607	598	582	566	548

Table 24

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2011-12

Churchill Elementary

<i>Series B projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	75	96	98	99	101	100
1	113	81	102	104	105	107
2	111	116	84	105	107	108
3	106	110	115	83	104	106
4	99	108	112	117	85	106
5	100	98	107	111	116	84
K-5	604	609	618	619	618	611
ECE	0	0	0	0	0	0
Pre-K	20	20	20	20	20	20
Total	624	629	638	639	638	631

Table 25

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2016-17

Churchill Elementary

<i>Series C projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	75	100	106	108	109	108
1	113	84	109	115	117	118
2	111	118	89	114	120	122
3	106	112	119	90	115	121
4	99	110	116	123	94	119
5	100	100	111	117	124	95
K-5	604	624	650	667	679	683
ECE	0	0	0	0	0	0
Pre-K	20	22	23	23	23	23
Total	624	646	673	690	702	706

Table 26

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2011-12

Forest Glen Elementary

<i>Series A projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	88	84	85	84	86	85
1	78	89	85	86	85	87
2	89	79	90	86	87	86
3	91	88	78	89	85	86
4	92	88	85	75	86	82
5	83	84	80	77	67	78
K-5	521	512	503	497	496	504
ECE	18	15	15	15	15	15
Pre-K	0	0	0	0	0	0
Total	539	527	518	512	511	519

Table 27

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2011-12

Forest Glen Elementary

<i>Series B projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	88	87	90	91	92	92
1	78	91	90	93	94	95
2	89	81	94	93	96	97
3	91	90	82	95	94	97
4	92	90	89	81	94	93
5	83	86	84	83	75	88
K-5	521	525	529	536	545	562
ECE	18	17	18	18	18	18
Pre-K	0	0	0	0	0	0
Total	539	542	547	554	563	580

Table 28

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2016-17

Forest Glen Elementary

<i>Series C projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	88	91	97	98	99	99
1	78	93	96	102	103	104
2	89	83	98	101	107	108
3	91	92	86	101	104	110
4	92	92	93	87	102	105
5	83	88	88	89	83	98
K-5	521	539	558	578	598	624
ECE	18	19	19	19	20	20
Pre-K	0	0	0	0	0	0
Total	539	558	577	597	618	644

Table 29

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2011-12

Franklin Elementary

<i>Series A projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	119	93	92	90	91	89
1	82	120	94	93	91	92
2	95	79	117	91	90	88
3	92	94	78	116	90	89
4	91	92	94	78	116	90
5	115	86	87	89	73	111
K-5	594	564	562	557	551	559
ECE	0	0	0	0	0	0
Pre-K	30	27	27	26	26	27
Total	624	591	589	583	577	586

Table 30

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2011-12

Franklin Elementary

<i>Series B projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	119	98	101	96	97	96
1	82	122	101	104	99	100
2	95	81	121	100	103	98
3	92	96	82	122	101	104
4	91	94	98	84	124	103
5	115	88	91	95	81	121
K-5	594	579	594	601	605	622
ECE	0	0	0	0	0	0
Pre-K	30	32	32	33	33	34
Total	624	611	626	634	638	656

Table 31

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2016-17

Franklin Elementary

<i>Series C projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	119	101	106	104	105	105
1	82	124	106	111	109	110
2	95	84	126	108	113	111
3	92	98	87	129	111	116
4	91	96	102	91	133	115
5	115	90	95	101	90	132
K-5	594	593	622	644	661	689
ECE	0	0	0	0	0	0
Pre-K	30	37	37	38	38	39
Total	624	630	659	682	699	728

Table 32

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2011-12

Lincoln Elementary

<i>Series A projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	103	98	95	94	94	93
1	125	107	102	99	98	98
2	103	127	109	104	101	100
3	104	100	124	106	101	98
4	102	101	97	121	103	98
5	97	103	102	98	122	104
K-5	634	636	629	622	619	591
ECE	17	14	14	14	14	14
Pre-K	0	0	0	0	0	0
Total	651	650	643	636	633	605

Table 33

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2011-12

Lincoln Elementary

<i>Series B projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	103	102	100	101	100	99
1	125	110	109	107	108	107
2	103	130	115	114	112	113
3	104	102	129	114	113	111
4	102	103	101	128	113	112
5	97	106	107	105	132	117
K-5	634	653	661	669	678	659
ECE	17	16	16	16	17	17
Pre-K	0	0	0	0	0	0
Total	651	669	677	685	695	676

Table 34

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2016-17

Lincoln Elementary

<i>Series C projection</i>						
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
K	103	105	107	106	107	107
1	125	112	114	116	115	116
2	103	133	120	122	124	123
3	104	104	134	121	123	125
4	102	106	106	136	123	125
5	97	108	112	112	142	129
K-5	634	668	693	713	734	725
ECE	17	18	18	18	19	19
Pre-K	0	0	0	0	0	0
Total	651	686	711	731	753	744

Table 35

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2016-17

Hadley Junior High

<i>Series A projection</i>											
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
6	384	398	373	378	375	381	379	368	373	371	374
7	389	377	391	366	371	368	376	374	363	368	366
8	377	384	372	386	361	366	366	374	372	361	366
Total	1,150	1,159	1,136	1,130	1,107	1,115	1,121	1,116	1,108	1,100	1,106

Table 36

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2016-17

Hadley Junior High

<i>Series B projection</i>											
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
6	384	405	385	396	398	409	412	411	417	413	418
7	389	381	402	382	393	395	406	409	408	414	410
8	377	388	380	401	381	392	394	405	408	407	413
Total	1,150	1,174	1,167	1,179	1,172	1,196	1,212	1,225	1,233	1,234	1,241

Table 37

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2016-17

Hadley Junior High

<i>Series C projection</i>											
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
6	384	411	394	410	418	433	432	440	445	440	441
7	389	386	413	396	412	420	432	431	439	444	439
8	377	393	390	417	400	416	421	433	432	440	445
Total	1,150	1,190	1,197	1,223	1,230	1,269	1,285	1,304	1,316	1,324	1,325

Table 38

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2016-17

Glen Ellyn School District 41

<i>Series A projection</i>											
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K	385	370	371	366	368	364	365	362	363	360	361
1	398	392	377	378	373	375	374	375	372	373	370
2	398	404	398	383	384	379	382	381	382	379	380
3	393	390	396	390	375	376	374	377	376	377	374
4	384	389	386	392	386	371	376	374	377	376	377
5	395	370	375	372	378	372	361	366	364	367	366
6	384	398	373	378	375	381	379	368	373	371	374
7	389	377	391	366	371	368	376	374	363	368	366
8	377	384	372	386	361	366	366	374	372	361	366
K-5	2,353	2,315	2,303	2,281	2,264	2,237	2,232	2,235	2,234	2,232	2,228
6-8	1,150	1,159	1,136	1,130	1,107	1,115	1,121	1,116	1,108	1,100	1,106
K-8	3,503	3,474	3,439	3,411	3,371	3,352	3,353	3,351	3,342	3,332	3,334
ECE	35	31	31	31	30	30	30	30	30	30	30
Pre-K	50	42	42	42	41	41	41	41	41	41	41
Total	3,588	3,547	3,512	3,484	3,442	3,423	3,424	3,422	3,413	3,403	3,405

Table 39

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2016-17

Glen Ellyn School District 41

<i>Series B projection</i>											
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K	385	383	389	385	390	387	391	388	392	389	391
1	398	401	399	405	401	406	402	406	403	407	404
2	398	409	412	410	416	412	417	413	417	414	418
3	393	395	406	409	407	413	409	414	410	414	411
4	384	395	397	408	411	409	415	411	416	412	416
5	395	375	386	388	399	402	401	407	403	408	404
6	384	405	385	396	398	409	412	411	417	413	418
7	389	381	402	382	393	395	406	409	408	414	410
8	377	388	380	401	381	392	394	405	408	407	413
K-5	2,353	2,358	2,389	2,405	2,424	2,429	2,435	2,439	2,441	2,444	2,444
6-8	1,150	1,174	1,167	1,179	1,172	1,196	1,212	1,225	1,233	1,234	1,241
K-8	3,503	3,532	3,556	3,584	3,596	3,625	3,647	3,664	3,674	3,678	3,685
ECE	35	34	35	36	36	37	37	38	38	39	39
Pre-K	50	50	50	51	51	52	52	53	53	54	54
Total	3,588	3,616	3,641	3,671	3,683	3,714	3,736	3,755	3,765	3,771	3,778

Table 40

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2011) and both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2016-17

Glen Ellyn School District 41

<i>Series C projection</i>											
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K	385	393	401	400	405	403	408	407	412	411	414
1	398	405	413	421	420	425	420	425	424	429	428
2	398	413	420	428	436	435	436	431	436	435	440
3	393	401	416	423	431	439	434	435	430	435	434
4	384	400	408	423	430	438	443	438	439	434	439
5	395	378	394	402	417	424	432	437	432	433	428
6	384	411	394	410	418	433	432	440	445	440	441
7	389	386	413	396	412	420	432	431	439	444	439
8	377	393	390	417	400	416	421	433	432	440	445
K-5	2,353	2,390	2,452	2,497	2,539	2,564	2,573	2,573	2,573	2,577	2,583
6-8	1,150	1,190	1,197	1,223	1,230	1,269	1,285	1,304	1,316	1,324	1,325
K-8	3,503	3,580	3,649	3,720	3,769	3,833	3,858	3,877	3,889	3,901	3,908
ECE	35	37	38	39	39	40	41	41	41	42	42
Pre-K	50	53	55	55	56	57	58	59	60	60	60
Total	3,588	3,670	3,742	3,814	3,864	3,930	3,957	3,977	3,990	4,003	4,010

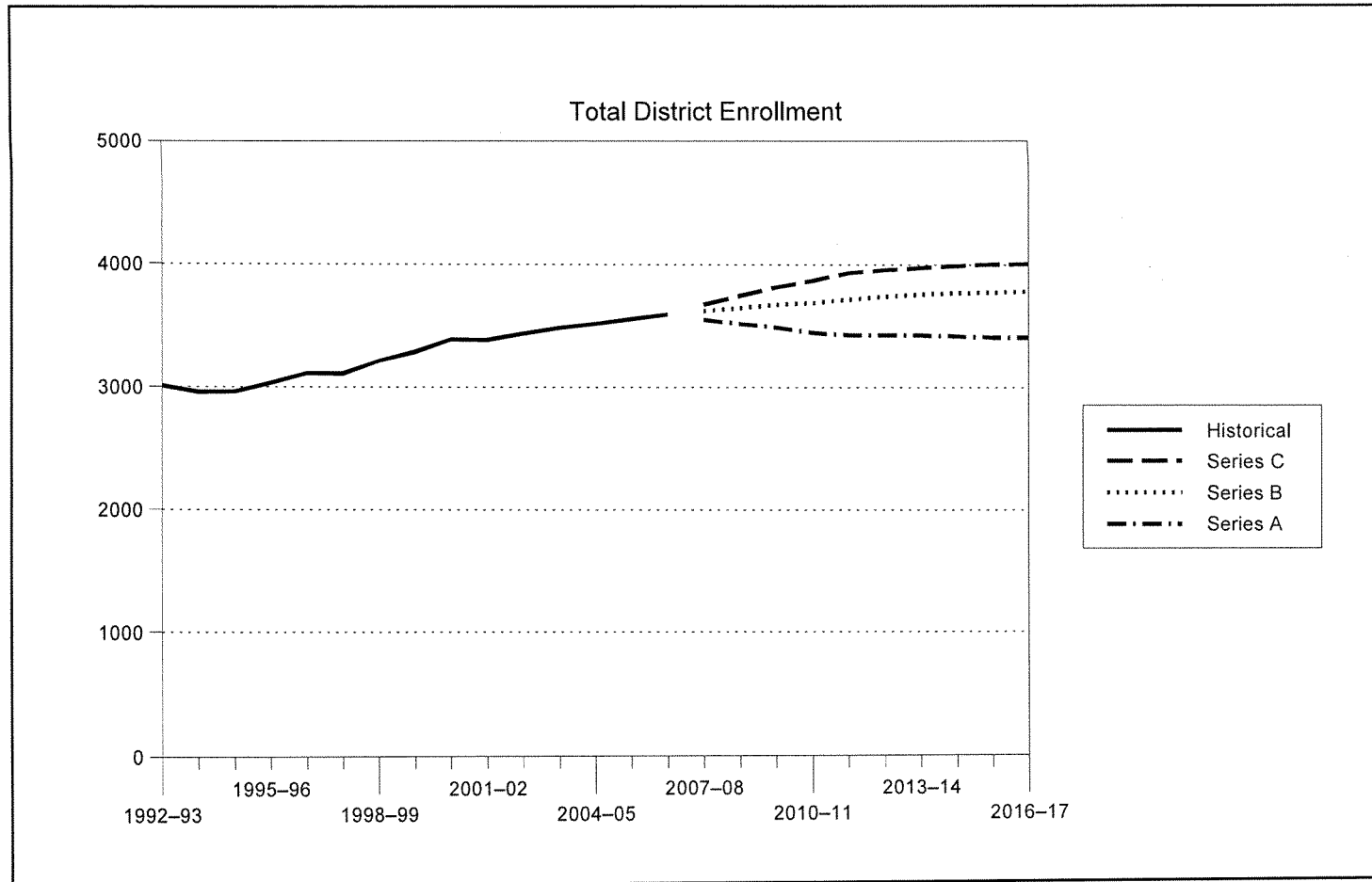


Figure 1. Total Enrollment for District 41: Historical (1992-93 to 2006-07) and Projected (2007-08 to 2016-17) under Series A, Series B, and Series C Assumptions

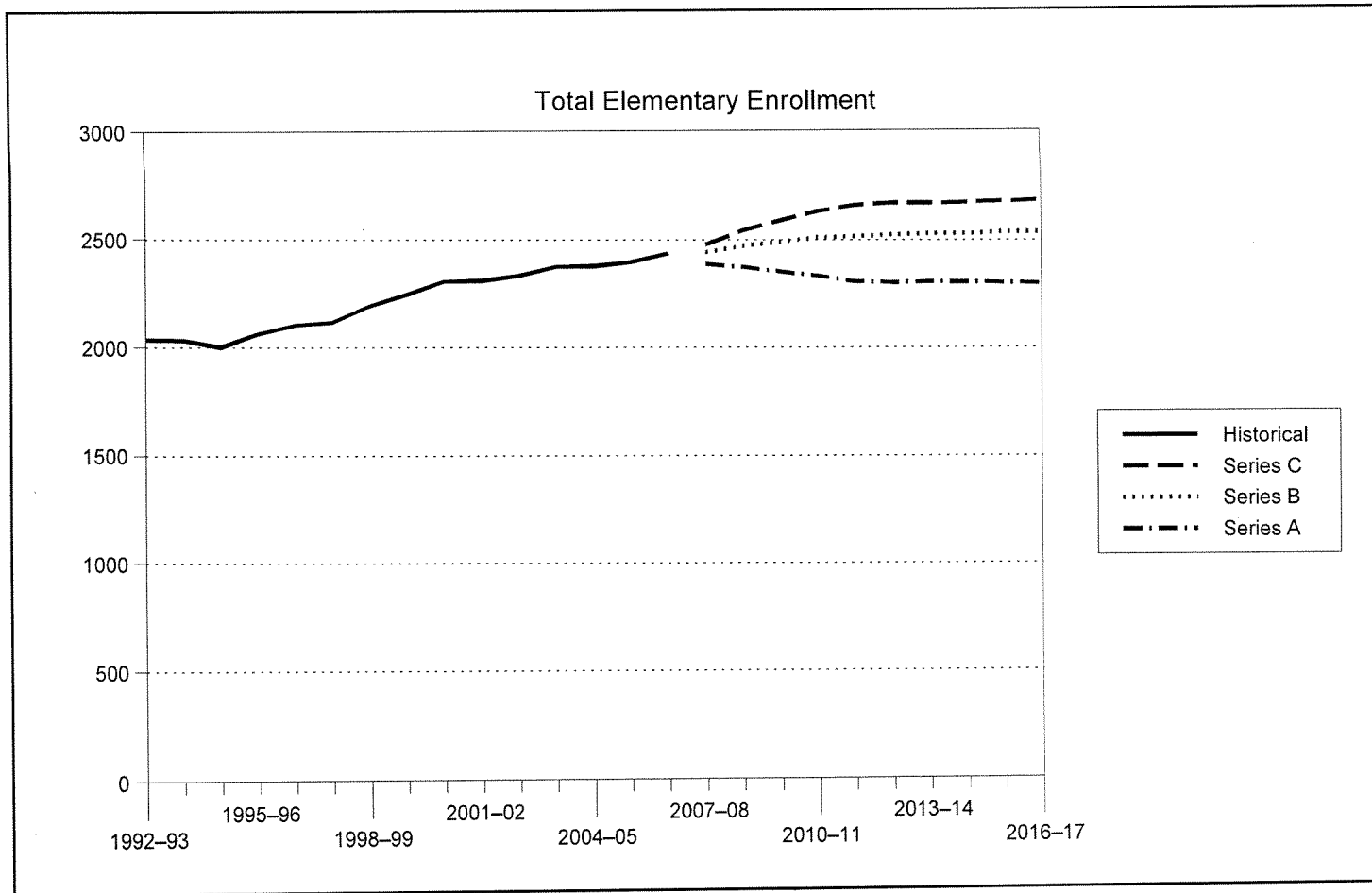


Figure 2. Total Elementary School Enrollment for District 41: Historical (1992-93 to 2006-07) and Projected (2007-08 to 2016-17) under Series A, Series B, and Series C Assumptions

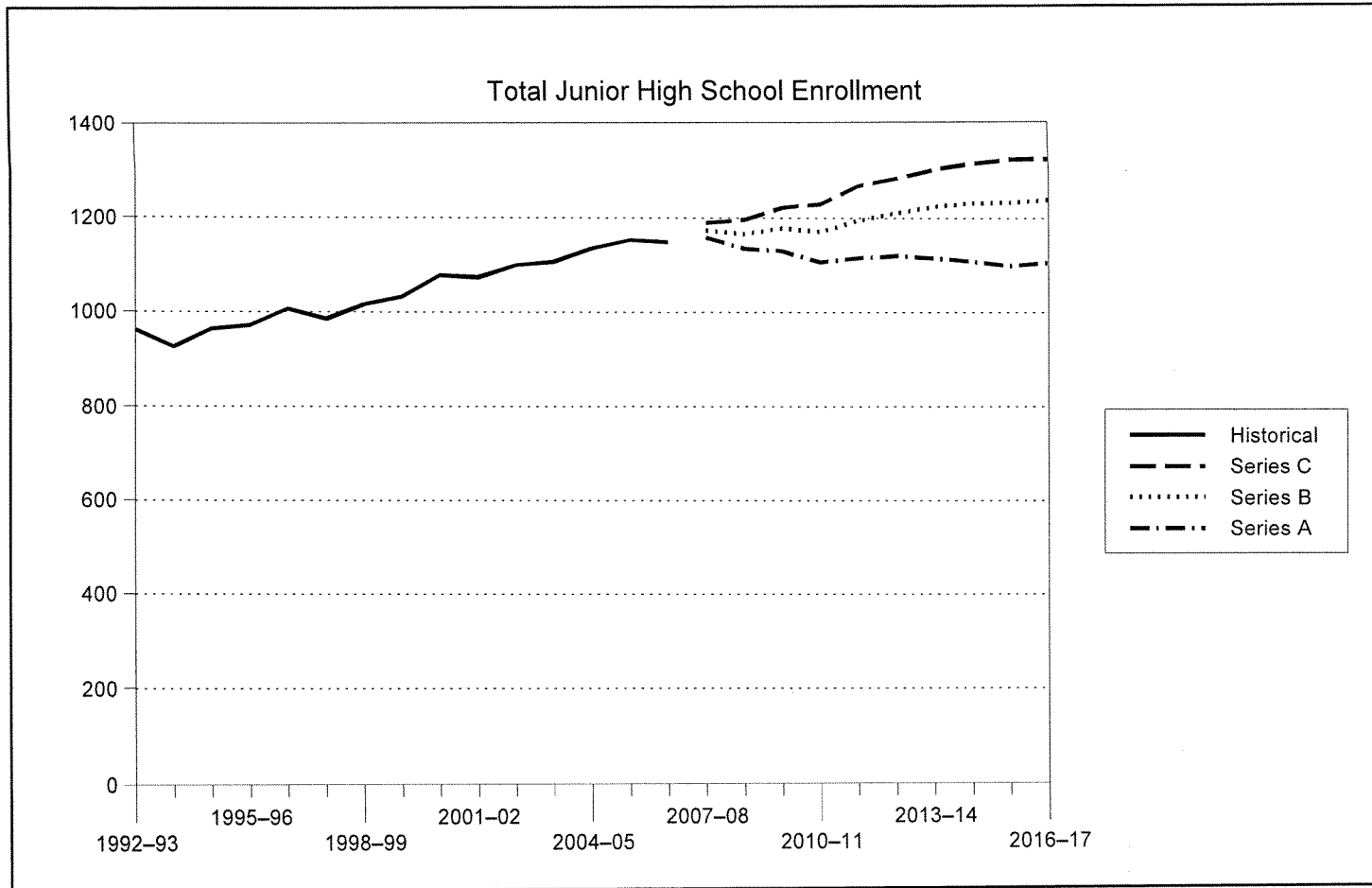


Figure 3. Total Junior High School Enrollment for District 41: Historical (1992-93 to 2006-07) and Projected (2007-08 to 2016-17) under Series A, Series B, and Series C Assumptions

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