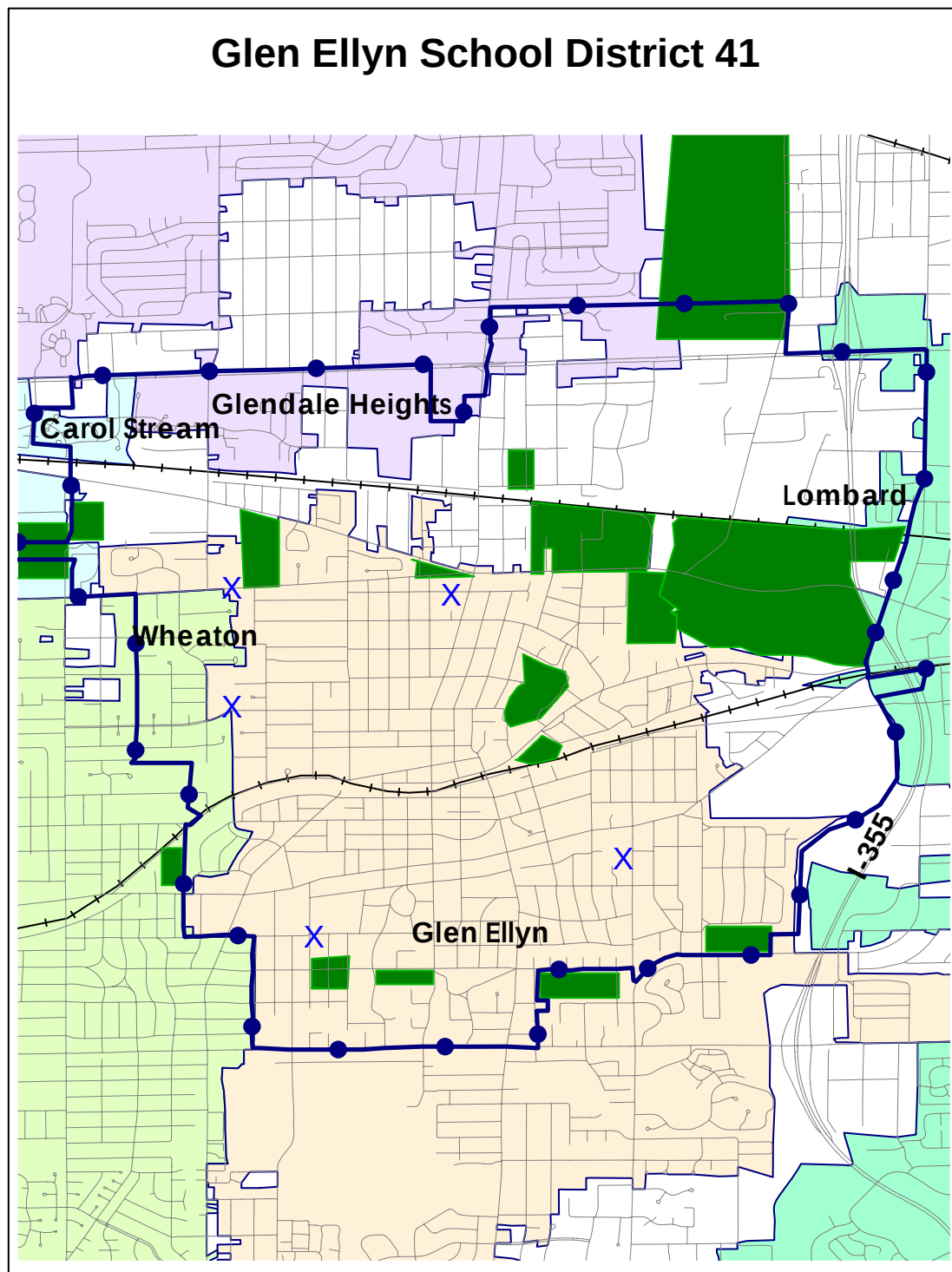


**Glen Ellyn School District 41
Enrollment Projections Update
November 14, 2005**

**Regional Development Institute
Northern Illinois University Outreach**

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Introduction:

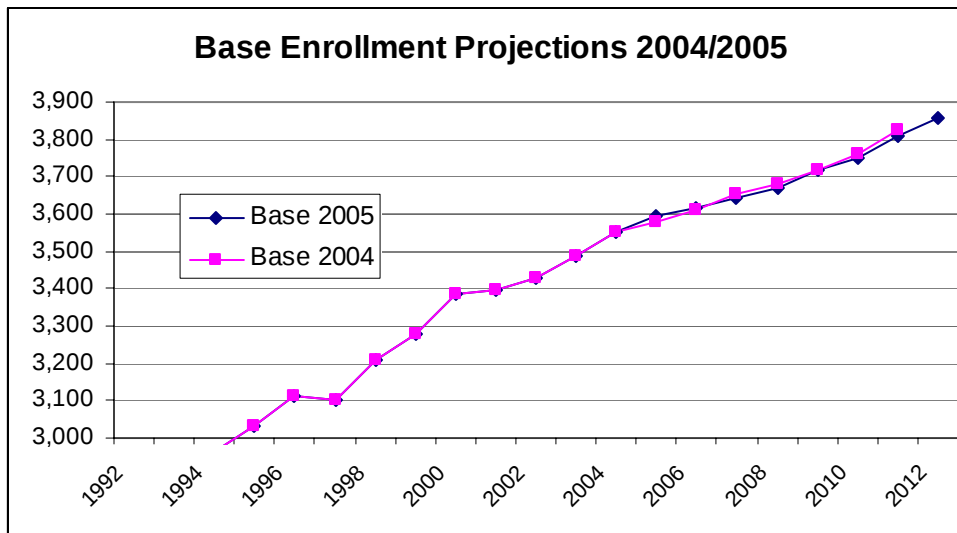
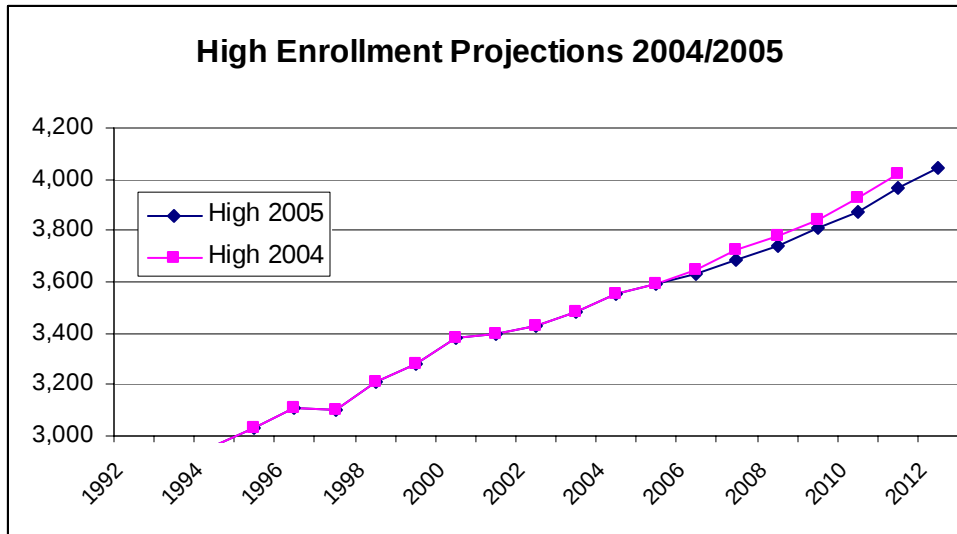
The Regional Development Institute (RDI), formerly the Center for Governmental Studies, was contracted by District 41 to update the enrollment projections done for the district in the fall of 2004. As noted in RDI's presentations and discussions with the district, regular monitoring of actual enrollment in comparison to enrollment projections is an essential aspect of ensuring that projections remain useful in capacity planning decisions. Monitoring enrollment as compared to projections allows unexpected deviations in cohort survival, deviations in kindergarten enrollment projections based on birth rates, and deviations in the geographical distribution of student enrollment to be identified in a timely fashion and in a framework that allows future enrollment expectations to be appropriately adjusted.

What do the fall 2005 enrollment figures tell us?

The October 3, 2005 Monthly Enrollment Report Summary provided by the District indicates that total K-8 enrollment in the district (excluding special education, early childhood, and Pre-K) is 3,479. The NIU base projection model for the district projected an enrollment of 3,464 for fall 2005 and the higher projection model predicted 3,480 students. However, the aggregate enrollment figures for the district, both from the NIU projections and from the actual fall 2005 enrollment data, hide important information that may affect the projected future enrollment in the district. Looking at the enrollment data, the following observations can be made:

- Based on historical cohort survival rates for the district, six grades had a deviation of more than 12 students each in the cohort's expected survival from 2004. Three of the deviations were positive and three were negative. In aggregate, the kindergarten, 1st grade, and 5th grade classes were more than 40 students smaller than would be expected based on historic cohort survival from year to year. In contrast, the 4th, 7th, and 8th grade classes were more than 40 students larger than would be expected based on historic cohort survival from year to year.
- None of the deviations in cohort survival, with the possible exception of the smaller first grade class, occurred in a grade where natural movement in and out of the public schools is usually observed (i.e., kindergarten to first grade, first grade to second grade, fifth grade to sixth grade).
- The second, fourth, sixth, seventh, and eighth grade classes in 2005 are each the largest cohorts for their respective grades since at least 1992. This means that junior high enrollment has hit a post-1992 peak this year.

- The kindergarten cohort in the district has been quite unstable over the past 14 years. There was an upward shift in the size of the kindergarten class beginning in 1996 (with a downward blip in 1997). However, the size of recent kindergarten classes has been somewhat erratic, with enrollment hitting 390 in 2000, then very stable kindergarten enrollment of around 370 in 2001, 2002, and 2003, followed by a large jump back to 388 in 2004, and a drop this year back to 373. No clear demographic information supports this instability, nor provides reliable guidance as to the future path of changes in kindergarten enrollment. Thus, educated assessments must be made to provide a range of possible alternative scenarios for the kindergarten population that might be expected in a given year.
- When the smaller than expected kindergarten, 1st grade, and 5th grade classes are considered and this new information is incorporated (as is) into the projection models, the projected future enrollment of the district falls from the expected enrollments presented in the projections prepared in 2004 (at the simplest level, the model projects smaller future kindergarten classes than it did in 2004, and then the smaller kindergarten and 1st grade classes in 2005 produce smaller cohorts in future years as those students move through the schools for the next several years). As an example, due to the reduced size of the fifth grade cohort in 2005, our models now show a significant extra bump in district enrollment in 2009 when the current cohort of fifth graders leave the district to attend high school.
- Given the instability of the cohorts, it may be appropriate to treat the large changes in the cohorts this year to be an aberration. In terms of the projections model, this means incorporating the 2005 cohort sizes into the model but not fully incorporating a shift in the cohort survival rates based on the changes observed in the cohorts from fall 2004 to fall 2005. A similar analytical approach can be taken in estimating the future kindergarten populations. The alternative is to assume that the lower kindergarten and the lower first grade cohort survival are not aberrations and reflect a downward shift in the starting point for future projections. This assumption is used to produce a “low alternative” projection model. We do not believe that this low model is likely to be borne out in terms of the future path of student enrollment growth in the district, but it is presented for purposes of completeness and comparison as an input in the capital planning process.
- An updated estimate of 2003 birth statistics for areas within District 41 shows no decline in births, but only a slight increase from 394 to 397. The implication of this for 2008 Kindergarten class perhaps will mean a continuation of the core enrollment for Kindergarten, aside from the immigration of new families. There was a continuing stream of refugee children placed in District schools this year, but there is no way to accurately gauge next year’s placement.
- A comparison of total District enrollment projections from 2004 and 2005, based on actual 2005 enrollments, shows strong agreement between the data sets. 2005 projections differ by less than one percent from 2004.



	Births 5 yrs Prior	K-5 Total	K	1	2	3	4	5	6	7	8	K-8 Regular	6-8 Regular	SPED Estimate	Total
1992		2,008	358	322	347	330	338	313	294	297	270	2,869	861	41	2,910
1993		2,004	326	363	314	349	320	332	295	273	281	2,853	849	105	2,958
1994		1,979	350	333	340	308	340	308	326	312	306	2,923	944	41	2,964
1995	421	2,027	334	383	337	351	285	337	292	312	303	2,934	907	98	3,032
1996	431	2,077	400	352	370	322	345	288	343	327	336	3,083	1,006	27	3,110
1997	437	2,084	335	386	343	358	317	345	313	343	329	3,069	985	34	3,103
1998	421	2,157	384	351	399	351	351	321	356	310	350	3,173	1,016	37	3,210
1999	441	2,221	363	389	356	383	353	377	346	368	318	3,253	1,032	27	3,280
2000	462	2,238	390	383	389	350	374	352	376	344	358	3,316	1,078	68	3,384
2001	459	2,247	372	400	396	365	350	364	341	366	338	3,292	1,045	105	3,397
2002	436	2,265	367	384	395	399	372	348	376	339	364	3,344	1,079	87	3,431
2003	426	2,311	369	368	399	401	400	374	378	370	347	3,406	1,095	79	3,485
2004	426	2,334	388	391	382	390	392	391	370	370	363	3,437	1,103	113	3,550
2005	419	2,325	373	389	403	378	406	376	395	380	379	3,479	1,154	114	3,593
2006	424	2,353	392	385	402	399	379	397	380	389	378	3,500	1,146	115	3,615
2007	394	2,367	397	404	398	398	400	370	401	374	387	3,528	1,161	116	3,645
2008		2,412	402	409	418	394	399	391	374	395	372	3,553	1,140	118	3,670
2009		2,442	407	414	423	413	395	390	395	368	392	3,598	1,155	119	3,717
2010		2,479	412	420	428	419	414	386	394	388	366	3,627	1,149	120	3,747
2011		2,524	417	425	434	424	420	405	390	388	386	3,688	1,164	121	3,809
2012		2,556	422	430	439	429	425	410	409	384	386	3,734	1,179	122	3,857

Glen Ellyn District 41
Base Cohort Model District Enrollment Projections 2006-2012

	Births 5 yrs Prior	K-5 Total	K	1	2	3	4	5	6	7	8	K-8 Regular	6th-8th Total	SPED Estimate	Total District
1992		2,008	358	322	347	330	338	313	294	297	270	2,869	861	41	2,910
1993		2,004	326	363	314	349	320	332	295	273	281	2,853	849	105	2,958
1994		1,979	350	333	340	308	340	308	326	312	306	2,923	944	41	2,964
1995	421	2,027	334	383	337	351	285	337	292	312	303	2,934	907	98	3,032
1996	431	2,077	400	352	370	322	345	288	343	327	336	3,083	1,006	27	3,110
1997	437	2,084	335	386	343	358	317	345	313	343	329	3,069	985	34	3,103
1998	421	2,157	384	351	399	351	351	321	356	310	350	3,173	1,016	37	3,210
1999	441	2,221	363	389	356	383	353	377	346	368	318	3,253	1,032	27	3,280
2000	462	2,238	390	383	389	350	374	352	376	344	358	3,316	1,078	68	3,384
2001	459	2,247	372	400	396	365	350	364	341	366	338	3,292	1,045	105	3,397
2002	436	2,265	367	384	395	399	372	348	376	339	364	3,344	1,079	87	3,431
2003	426	2,311	369	368	399	401	400	374	378	370	347	3,406	1,095	79	3,485
2004	426	2,334	388	391	382	390	392	391	370	370	363	3,437	1,103	113	3,550
2005	419	2,325	373	389	403	378	406	376	395	380	379	3,479	1,154	114	3,593
2006	424	2,362	392	386	404	401	381	399	382	391	380	3,514	1,152	115	3,630
2007	394	2,391	397	406	403	404	406	376	407	379	392	3,570	1,179	116	3,686
2008		2,450	402	412	424	402	409	401	384	404	383	3,621	1,171	118	3,739
2009		2,493	407	419	431	424	410	404	409	383	408	3,693	1,200	119	3,812
2010		2,545	412	424	439	433	431	406	414	408	389	3,756	1,211	120	3,876
2011		2,600	417	430	445	441	440	428	417	414	414	3,845	1,245	121	3,966
2012		2,644	422	436	451	447	451	437	439	418	420	3,921	1,277	122	4,044

**Glen Ellyn District 41
Higher Cohort Model Enrollment Projections 2006-2012**

	Births 5 yrs Prior	K-5 Total	K	1	2	3	4	5	6	7	8	K-8 Regular	6-8 Regular	SPED Estimate	Total
1992		2,008	358	322	347	330	338	313	294	297	270	2,869	861	41	2,910
1993		2,004	326	363	314	349	320	332	295	273	281	2,853	849	105	2,958
1994		1,979	350	333	340	308	340	308	326	312	306	2,923	944	41	2,964
1995	421	2,027	334	383	337	351	285	337	292	312	303	2,934	907	98	3,032
1996	431	2,077	400	352	370	322	345	288	343	327	336	3,083	1,006	27	3,110
1997	437	2,084	335	386	343	358	317	345	313	343	329	3,069	985	34	3,103
1998	421	2,157	384	351	399	351	351	321	356	310	350	3,173	1,016	37	3,210
1999	441	2,221	363	389	356	383	353	377	346	368	318	3,253	1,032	27	3,280
2000	462	2,238	390	383	389	350	374	352	376	344	358	3,316	1,078	68	3,384
2001	459	2,247	372	400	396	365	350	364	341	366	338	3,292	1,045	105	3,397
2002	436	2,265	367	384	395	399	372	348	376	339	364	3,344	1,079	87	3,431
2003	426	2,311	369	368	399	401	400	374	378	370	347	3,406	1,095	79	3,485
2004	426	2,334	388	391	382	390	392	391	370	370	363	3,437	1,103	113	3,550
2005	419	2,325	373	389	403	378	406	376	395	380	379	3,479	1,154	114	3,593
2006	424	2,337	378	383	402	399	379	397	380	389	378	3,484	1,146	115	3,599
2007	394	2,334	383	388	396	398	400	370	401	374	387	3,496	1,161	116	3,612
2008		2,363	388	393	401	391	399	391	374	395	372	3,503	1,140	118	3,621
2009		2,376	393	398	406	397	392	390	395	368	392	3,532	1,155	119	3,650
2010		2,396	398	403	411	402	398	384	394	388	366	3,544	1,149	120	3,664
2011		2,427	403	408	417	407	403	389	387	388	386	3,588	1,162	121	3,709
2012		2,458	408	413	422	412	408	394	393	381	386	3,617	1,160	122	3,740

Glen Ellyn District 41
Low Base Cohort Model Enrollment Projections 2006-2012

Forest Glen School Lower Base Model								Forest Glen School Higher Base Model						
	K	1	2	3	4	5	REGULAR ED TOTAL	K	1	2	3	4	5	REGULAR ED TOTAL
1992	69	66	72	52	53	55	367	69	66	72	52	53	55	367
1993	72	70	65	74	51	51	383	72	70	65	74	51	51	383
1994	76	77	72	72	80	53	430	76	77	72	72	80	53	430
1995	67	86	75	72	69	82	451	67	86	75	72	69	82	451
1996	75	76	83	73	71	73	451	75	76	83	73	71	73	451
1997	71	77	75	79	75	69	446	71	77	75	79	75	69	446
1998	101	89	88	83	84	85	530	101	89	88	83	84	85	530
1999	96	108	98	94	88	94	578	96	108	98	94	88	94	578
2000	98	96	110	100	94	81	579	98	96	110	100	94	81	579
2001	98	114	104	105	101	89	611	98	114	104	105	101	89	611
2002	80	88	105	93	94	94	554	80	88	105	93	94	94	554
2003	95	78	96	111	95	92	567	95	78	96	111	95	92	567
2004	81	101	85	96	111	85	559	81	101	85	96	111	85	559
2005	74	84	97	88	91	100	534	74	84	97	88	91	100	534
2006	78	76	87	96	88	89	514	78	77	87	96	89	89	516
2007	79	80	79	86	96	86	506	79	81	80	87	98	88	512
2008	80	81	83	78	86	94	502	80	82	84	80	88	96	510
2009	81	82	84	82	78	84	491	81	83	85	84	81	87	502
2010	82	83	85	83	82	77	492	82	84	87	86	86	81	505
2011	83	84	86	84	83	80	501	83	85	88	87	87	85	516
2012	84	85	87	85	84	81	507	84	87	90	89	89	87	525

Totals may not equal grade totals due to rounding.

Churchill School Lower Base Model								Churchill School Higher Base Model						
	K	1	2	3	4	5	REGULAR ED TOTAL	K	1	2	3	4	5	REGULAR ED TOTAL
1992	94	90	109	114	106	83	596	94	90	109	114	106	83	596
1993	85	100	96	109	106	111	607	85	100	96	109	106	111	607
1994	95	84	86	87	99	93	544	95	84	86	87	99	93	544
1995	95	106	95	95	81	99	571	95	106	95	95	81	99	571
1996	120	95	97	92	89	77	570	120	95	97	92	89	77	570
1997	101	108	90	93	87	90	569	101	108	90	93	87	90	569
1998	91	90	107	88	82	80	538	91	90	107	88	82	80	538
1999	95	95	97	100	85	92	564	95	95	97	100	85	92	564
2000	104	101	88	92	94	88	567	104	101	88	92	94	88	567
2001	105	103	98	79	92	90	567	105	103	98	79	92	90	567
2002	96	108	101	102	81	87	575	96	108	101	102	81	87	575
2003	93	99	108	101	101	84	586	93	99	108	101	101	84	586
2004	111	103	100	103	93	104	614	111	103	100	103	93	104	614
2005	109	109	109	101	105	91	624	109	109	109	101	105	91	624
2006	114	113	113	108	101	103	651	114	113	113	108	102	103	654
2007	116	118	116	112	108	99	669	116	119	118	113	110	100	676
2008	117	120	122	115	112	106	692	117	121	124	118	115	108	702
2009	119	121	124	121	115	109	709	119	122	126	124	120	113	724
2010	120	123	125	122	121	113	724	120	124	128	126	126	119	744
2011	122	124	127	124	123	118	738	122	126	130	129	129	125	760
2012	123	126	128	125	124	120	747	123	128	132	131	132	128	773

Totals may not equal grade totals due to rounding.

Ben Franklin School Lower Model								Ben Franklin School Higher Model						
	K	1	2	3	4	5	REGULAR ED TOTAL	K	1	2	3	4	5	REGULAR ED TOTAL
1992	112	93	104	93	101	97	600	112	93	104	93	101	97	600
1993	101	108	86	101	89	99	584	101	108	86	101	89	99	584
1994	99	100	103	84	97	87	570	99	100	103	84	97	87	570
1995	91	101	94	99	76	97	558	91	101	94	99	76	97	558
1996	113	97	102	91	94	77	574	113	97	102	91	94	77	574
1997	89	112	100	102	88	95	586	89	112	100	102	88	95	586
1998	91	92	119	101	107	89	599	91	92	119	101	107	89	599
1999	94	97	93	106	103	108	601	94	97	93	106	103	108	601
2000	95	103	96	95	107	108	604	95	103	96	95	107	108	604
2001	95	88	105	91	95	104	578	95	88	105	91	95	104	578
2002	87	110	96	109	101	101	604	87	110	96	109	101	101	604
2003	90	90	108	98	113	102	601	90	90	108	98	113	102	601
2004	99	92	90	100	99	110	590	99	92	90	100	99	110	590
2005	77	96	92	90	119	94	568	77	96	92	90	119	94	568
2006	81	79	99	91	90	116	557	81	80	100	91	91	117	559
2007	82	83	82	98	91	88	525	82	84	83	100	93	90	531
2008	83	84	86	81	98	89	523	83	85	88	83	101	91	531
2009	84	86	87	85	82	96	520	84	86	89	88	85	100	531
2010	85	87	88	86	86	80	512	85	87	91	89	89	84	525
2011	86	88	90	88	87	84	521	86	89	92	91	91	88	537
2012	87	89	91	89	88	85	528	87	90	93	92	93	90	546

Totals may not equal grade totals due to rounding.

Abraham Lincoln School Lower Base Model								Abraham Lincoln School Higher Base Model						
	K	1	2	3	4	5	REGULAR ED TOTAL	K	1	2	3	4	5	REGULAR ED TOTAL
1992	83	73	62	71	78	78	445	83	73	62	71	78	78	445
1993	68	85	67	65	74	71	430	68	85	67	65	74	71	430
1994	80	72	79	65	64	75	435	80	72	79	65	64	75	435
1995	81	90	73	85	59	59	447	81	90	73	85	59	59	447
1996	92	84	88	66	91	61	482	92	84	88	66	91	61	482
1997	74	89	78	84	67	91	483	74	89	78	84	67	91	483
1998	101	80	85	79	78	67	490	101	80	85	79	78	67	490
1999	78	89	68	83	77	83	478	78	89	68	83	77	83	478
2000	93	83	95	63	79	75	488	93	83	95	63	79	75	488
2001	74	95	89	90	62	81	491	74	95	89	90	62	81	491
2002	104	78	93	95	96	66	532	104	78	93	95	96	66	532
2003	91	101	87	91	91	96	557	91	101	87	91	91	96	557
2004	97	95	107	91	89	92	571	97	95	107	91	89	92	571
2005	113	100	105	99	91	91	599	113	100	105	99	91	91	599
2006	119	117	103	104	99	89	631	119	117	104	104	100	89	633
2007	120	122	121	102	104	97	667	120	123	122	104	106	98	673
2008	122	124	127	119	103	102	696	122	125	128	122	105	104	707
2009	123	126	128	125	120	100	722	123	127	130	128	124	104	737
2010	125	127	130	127	126	117	751	125	128	133	131	131	123	771
2011	126	129	131	128	127	123	765	126	130	135	134	133	130	788
2012	128	130	133	130	129	124	774	128	132	137	135	137	132	801

Totals may not equal grade totals due to rounding.