

Community Consolidated School District 89

Demographic Trends and Enrollment Projections

Prepared by
John D. Kasarda, Ph.D.

Updated October 2016

Table of Contents

Preface.....	1
Overview of District 89.....	2
Housing and Population Trends.....	3
Enrollment Trends and Student Migration.....	8
Determinants of Enrollment Change.....	8
Enrollment Change in the Individual Schools.....	10
The Enrollment Future of District 89.....	33
Enrollment Projections.....	41
Concluding Remarks.....	45
Appendix A: Students Transferred out of Residency School.....	67
Appendix B: Home Sales.....	69
Appendix C: Racial/Ethnic Composition.....	73

Preface

This report updates population and housing trends within Community Consolidated School District 89 and assesses the implications of these trends for future enrollments at the individual schools and district as a whole. As with my prior report, 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 89 schools during the past decade and analyze student migration patterns and other sources of these enrollment changes. I shall then discuss new housing prospects, housing turnover 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 2021–22, and at Glen Crest Middle School and the District as a whole through school year 2026–27.

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 89 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 89 and local officials. I would like especially to acknowledge Dr. Robert Langman, Assistant Superintendent for Learning, and Ms. Maureen Jones, Assistant Superintendent for Finance & Operations/CSBO, who assembled much of the information upon which this study is based. For their fine assistance and that of others who contributed to this study, I am most appreciative.

Overview of District 89

Community Consolidated School District 89 lies in the western suburbs of Chicago, about 25 miles from the Loop. Covering 8.6 square miles, the District serves a good portion of Glen Ellyn and small portions of Lombard and Wheaton, plus unincorporated areas. Its boundaries are contiguous with Glenbard South High School in Glenbard High School District 87. Mostly single-family in character, virtually all of the incorporated areas of District 89 are built-out.

Approximately 2,200 students (including pre-K) attend the district's four elementary schools and one middle school. The annual State Report Card shows

District 89 students consistently exceeding State and DuPage County performance standards, with a high percentage going on to college.

Housing and Population Trends

Like many of Chicago's more mature suburban areas, District 89 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 moderately priced. As late as 1970, the median value of owner-occupied units was \$32,200 in Glen Ellyn; \$29,000 in Wheaton; and just \$26,200 in Lombard (see Table 1). These new moderately 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, 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 housing turnover as well as 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 attracted younger, larger families.

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. However, both Lombard and Wheaton showed a marked decline in under age-5 children in 2000.

The 2000–2010 period saw a sharp drop in Glen Ellyn's preschool population (from 2,118 to 1,764) while Wheaton's declined substantially as well (from 3,517 to 2,893). Wheaton also experienced large declines in its school-age population from 2000 to 2010. Lombard showed large losses in its school-age population, but its preschool population actually increased marginally.

Estimates from the 2010 through 2014 American Community Survey indicate that Glen Ellyn's under age five population rose to 1,888 by 2014. As will be shown later, births to residents of Glen Ellyn, Lombard and Wheaton began to drop in the late 1990s with declines continuing in Glen Ellyn and Wheaton through 2010, depressing their preschool populations. If it were not for relatively robust housing turnover by empty-nesters between 2000 and 2010, the preschool population would have declined even further.

One factor that does point to potential stabilization and even small future increases in the preschool population is the relatively large size of the population

aged 55–64 and over age 65 shown in Table 2. Assuming that the housing market continues its recent year's rebound over the next few years, there should also be an increase in younger families as the homes of these older residents turn over. We now turn to the implications of these factors for enrollment changes in District 89 and its individual schools.

Table 1

Median Value of Owner Occupied Housing Units
in Communities Served by Community Consolidated School District 89: 1950 to 2015

Community	1950	1960	1970	1980	1990	2000	2015
Glen Ellyn	—	—	\$32,200	\$85,400	\$162,500	\$274,800	\$447,600
Lombard	\$13,140	\$18,900	\$26,200	\$70,700	\$118,000	\$168,500	\$246,000
Wheaton	\$14,880	\$21,200	\$29,000	\$81,000	\$148,700	\$222,100	\$343,000

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990 and 2000; and 2015 American Community Survey.

Table 2

Population by Age Group
in Communities Served by Community Consolidated School District 89: 1950 to 2014

Community	Age Group	1950	1960	1970	1980	1990	2000	2010	2014
Glen Ellyn	< 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	4,296
	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	3,969
	Total	9,524	15,972	21,909	23,649	24,944	26,999	27,450	27,394
Lombard	< 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	2,713
	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	5,120
	65	571	1,186	1,836	2,886	4,992	6,138	6,144	6,784
	Total	9,817	22,561	35,977	37,295	39,408	42,322	43,165	43,853
Wheaton	< 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	6,176
	35-44	1,583	3,782	3,833	5,624	9,140	9,170	6,522	6,124
	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
	Total	11,638	24,312	31,138	43,043	51,464	55,416	52,894	53,406

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

Enrollment Trends and Student Migration

Enrollment trends in District 89 mirrored new housing construction and family migration patterns in earlier decades and housing turnover over the past 20 years. Enrollment climbed from a few hundred students in the early 1950s to 942 students in 1961–62. By 1968–69, it reached 2,200 students (see Table 3). Total District 89 enrollment continued to rise through the early 1970s peaking at 2,894 students in school year 1973–74.

Table 3 shows that total District enrollment then dropped annually to just 2,041 students in 1984–85. By that date, declining mortgage interest rates stimulated accelerated housing turnover to younger families. District enrollment proceeded to rise to 2,629 students in school year 1994–95. Annual enrollment decline set in for the following eighteen years with the District's total count dropping to 1,865 in school year 2012–13 (excluding non-grade guided programs; such as Early Childhood and Cooperative Association for Special Education or CASE). Since then, K–8 enrollment climbed annually to 2,086 students this past fall (2016–17).

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 change in pre-K students.

Tables 4, 5, and 6 describe how total annual enrollment change in District 89 since school year 1992-93 may be decomposed into the three component parts. Table 4 provides the grade-by-grade and year-by-year enrollment for the District between 1992-93 and 2016-17. Table 5 decomposes the annual total enrollment changes into the three component parts. Thus, between September 2015 (school year 2015-16) and September 2016 (school year 2016-17), overall District enrollment increased by 122 students (2,070 to 2,292). The 202 eighth graders who graduated in June 2016 (see Table 4) were replaced the following September (2016) by 265 kindergarten students, for a net class size difference of +63. This 63-student gain was further increased by 55 more students who migrated into the District or transferred to District 89 schools from private or parochial schools than who migrated out of the District or transferred to private or parochial schools between September 2015 and September 2016. During the same period, pre-K likewise increased by four students. The three components (+63, +55, +4) sum precisely to the net 122-student growth in the District between September 2015 and September 2016.

Note that for nineteen of the past of twenty years, District 89 experienced positive net student in-migration and transfer. Since September 2012, 178 more students migrated into District 89 or transferred to its public schools than moved out of the District or transferred to private or parochial schools.

Table 6 describes how these net student migration/transfer figures are computed from the enrollment data. The bottom left cell of “10” means that as the kindergarten class of September 2015 progressed to the first grade in September 2016, it gained 11 students (see Table 4 where kindergarten enrollment in school year 2015–16 was 242 and first grade enrollment in school year 2016–17 is 252 students). All other grade progressions expanded in enrollment as well. Summing across the bottom row of Table 6, one obtains 55, which is the net student migration/transfer gain between September 2015 and September 2016 shown in Table 5.

Enrollment Change in the Individual Schools

During the past five years all but Glen Crest Middle School experienced enrollment increases. Much of this growth has been since school year 2014–15. Tables 7 through 11 show that between 2014–15 and 2016–17 total enrollment at Arbor View (which includes pre-K) has risen from 339 to 373; from 298 to 376 at Briar Glen; from 454 to 486 at Park View; and from 281 to 306 at Westfield. After declining from 915 students in 2001–02 to 622 students in 2013–14, Glen Crest

Middle School enrollment has unevenly risen to 651 students this past September.

Tables 12 through 21 decompose the annual sources of enrollment change and migration/transfer patterns at each school since September 1992. It should be pointed out that the student migration/transfer numbers at the elementary schools have been heavily influenced during the past seven years by students transferring out of their schools of residency. Appendix A presents these transfers on a year-by-year, school-by-school, grade-by-grade basis. For example, Appendix A shows that 20 kindergarten students transferred out this year from the Park View residency area with almost all shifting to Briar Glen. In like manner, Arbor View had 24 third graders this year as transfers from other elementary schools. Extreme care must, therefore, be taken in interpreting the annual migration/transfer figures for the elementary schools since 2010 as well as some of the entering kindergarten versus progressing fifth grade differences. Further complicating matters, I was informed that approximately one-third of the transfers return to their residency schools the following year. I will return to this issue in my enrollment projections section.

Glen Crest Middle School's student migration/transfer has also been modestly positive since September 2012. Its enrollment declines between September 2012 and September 2013 and between September 2014 and September 2015 were entirely due to smaller entering sixth grade classes

compared with the previous June's graduating eighth grade classes. This gap was particularly large between September 2012 and September 2013 where the negative difference was 38 students.

Table 3

Summary of Enrollment Trends in Community Consolidated School District 89:
1961–62 to 2016–17

School Year	K–5	6–8	K–8	Sp. Ed.	Total
1961–62	707	231	938	4	942
1962–63	807	279	1,086	6	1,092
1963–64	901	319	1,220	9	1,229
1964–65	1,038	400	1,438	9	1,447
1965–66	1,180	430	1,610	10	1,620
1966–67	1,171	483	1,654	11	1,665
1967–68	1,348	559	1,907	14	1,921
1968–69	1,531	657	2,188	20	2,208
1969–70	1,720	713	2,433	32	2,465
1970–71	1,734	825	2,559	14	2,573
1971–72	1,790	892	2,682	18	2,700
1972–73	1,805	952	2,757	20	2,777
1973–74	1,809	1,068	2,877	17	2,894
1974–75	1,796	1,010	2,806	20	2,826
1975–76	1,730	1,038	2,768	30	2,798
1976–77	1,673	943	2,616	39	2,655
1977–78	1,652	949	2,601	39	2,640
1978–79	1,597	910	2,507	35	2,542
1979–80	1,503	881	2,384	—	2,384
1980–81	1,384	857	2,241	—	2,241
1981–82	1,283	873	2,156	—	2,156
1982–83	1,213	896	2,109	—	2,109
1983–84	1,242	804	2,046	—	2,046
1984–85	1,320	721	2,041	—	2,041
1985–86	1,412	674	2,086	—	2,086
1986–87	1,511	668	2,179	—	2,179
1987–88	1,559	717	2,276	—	2,276
1988–89	1,658	705	2,363	—	2,363
1989–90	1,678	744	2,422	—	2,422

Continued. . .

Table 3—*Continued*Summary of Enrollment Trends in Community Consolidated School District 89:
1961–62 to 2016–17

School Year	K–5	6–8	K–8	Sp. Ed.	Total
1990–91	1,718	781	2,499	—	2,499
1991–92	1,706	799	2,505	—	2,505
1992–93	1,753	827	2,580	—	2,580
1993–94	1,760	855	2,615	—	2,615
1994–95	1,763	866	2,629	—	2,629
1995–96	1,723	864	2,587	—	2,587
1996–97	1,679	878	2,557	—	2,557
1997–98	1,650	905	2,555	—	2,555
1998–99	1,643	871	2,514	—	2,514
1999–00	1,620	866	2,486	—	2,486
2000–01	1,506	899	2,405	—	2,405
2001–02	1,484	915	2,399	—	2,399
2002–03	1,469	914	2,383	—	2,383
2003–04	1,414	856	2,270	—	2,270
2004–05	1,407	854	2,261	—	2,261
2005–06	1,336	827	2,163	—	2,163
2006–07	1,296	846	2,142	—	2,142
2007–08	1,262	811	2,073	—	2,073
2008–09	1,246	748	1,994	—	1,994
2009–10	1,220	736	1,956	—	1,956
2010–11	1,232	712	1,944	—	1,944
2011–12	1,221	689	1,910	—	1,910
2012–13	1,207	658	1,865	—	1,865
2013–14	1,250	622	1,872	—	1,872
2014–15	1,274	639	1,913	—	1,913
2015–16	1,342	626	1,968	—	1,968
2016–17	1,435	651	2,086	—	2,086

Table 4

Enrollment History of Community Consolidated School District 89:
1992–93 to 2016–17

School Year	K	1	2	3	4	5	6	7	8	K–8	Pre-K	Total
1992–93	314	284	296	292	304	263	277	264	286	2,580	—	2,580
1993–94	273	314	279	291	300	303	280	302	273	2,615	—	2,615
1994–95	287	282	302	289	291	312	295	281	290	2,629	—	2,629
1995–96	250	307	283	302	294	287	303	284	277	2,587	—	2,587
1996–97	250	257	299	273	304	296	293	298	287	2,557	—	2,557
1997–98	253	262	262	303	273	297	290	292	323	2,555	—	2,555
1998–99	257	273	264	270	311	268	301	289	281	2,514	—	2,514
1999–00	231	268	273	274	263	311	273	297	296	2,486	—	2,486
2000–01	209	241	250	269	259	278	289	326	284	2,405	26	2,431
2001–02	222	219	248	260	275	260	290	292	333	2,399	46	2,445
2002–03	222	229	244	251	254	269	290	293	331	2,383	38	2,421
2003–04	201	224	239	239	250	261	268	291	297	2,270	62	2,332
2004–05	204	220	226	240	255	262	281	272	301	2,261	65	2,326
2005–06	188	223	214	231	228	252	278	280	269	2,163	60	2,223
2006–07	187	199	227	208	237	238	263	299	284	2,142	62	2,204
2007–08	183	198	204	222	212	243	239	263	309	2,073	75	2,148
2008–09	179	198	201	215	231	222	245	240	263	1,994	91	2,085
2009–10	171	188	204	206	223	228	236	252	248	1,956	103	2,059
2010–11	213	183	198	197	215	226	231	234	247	1,944	98	2,042
2011–12	194	225	195	195	192	220	220	233	236	1,910	90	2,000
2012–13	192	208	220	188	206	193	215	208	235	1,865	103	1,968
2013–14	199	204	221	219	198	209	197	222	203	1,872	100	1,972
2014–15	202	222	208	222	216	204	213	201	225	1,913	98	2,011
2015–16	242	212	235	216	219	218	207	217	202	1,968	102	2,070
2016–17	265	252	223	245	218	232	221	212	218	2,086	106	2,192

Table 5

Decomposition of Annual Enrollment Change in
Community Consolidated School District 89:
September 1992 to September 2016

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Annual Migration/ Transfer	Change Pre-K
1992 to 93	35	-13	48	—
1993 to 94	14	14	0	—
1994 to 95	-42	-40	-2	—
1995 to 96	-30	-27	-3	—
1996 to 97	-2	-34	32	—
1997 to 98	-41	-66	25	—
1998 to 99	-28	-50	22	—
1999 to 00	-81	-87	6	—
2000 to 01	14	-62	56	20
2001 to 02	-24	-111	95	-8
2002 to 03	-89	-130	17	24
2003 to 04	-6	-93	84	3
2004 to 05	-103	-113	15	-5
2005 to 06	-19	-82	61	2
2006 to 07	-56	-101	32	13
2007 to 08	-63	-130	51	16
2008 to 09	-26	-92	54	12
2009 to 10	-17	-35	23	-5
2010 to 11	-42	-53	19	-8
2011 to 12	-32	-44	-1	13
2012 to 13	4	-36	43	-3
2013 to 14	39	-1	42	-2
2014 to 15	59	17	38	4
2015 to 16	122	63	55	4

Table 6

Net Annual Student Migration/Transfer in Change in
Community Consolidated School District 89:
September 1992 to September 2016

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	0	-5	-5	8	-1	17	25	9	48
1993 to 94	9	-12	10	0	12	-8	1	-12	0
1994 to 95	20	1	0	5	-4	-9	-11	-4	-2
1995 to 96	7	-8	-10	2	2	6	-5	3	-3
1996 to 97	12	5	4	0	-7	-6	-1	25	32
1997 to 98	20	2	8	8	-5	4	-1	-11	25
1998 to 99	11	0	10	-7	0	5	-4	7	22
1999 to 00	10	-18	-4	-15	15	-22	53	-13	6
2000 to 01	10	7	10	6	1	12	3	7	56
2001 to 02	7	25	3	-6	-6	30	3	39	95
2002 to 03	2	10	-5	-1	7	-1	1	4	17
2003 to 04	19	2	1	16	12	20	4	10	84
2004 to 05	19	-6	5	-12	-3	16	-1	-3	15
2005 to 06	11	4	-6	6	10	11	21	4	61
2006 to 07	11	5	-5	4	6	1	0	10	32
2007 to 08	15	3	11	9	10	2	1	0	51
2008 to 09	9	6	5	8	-3	14	7	8	54
2009 to 10	12	10	-7	9	3	3	-2	-5	23
2010 to 11	12	12	-3	-5	5	-6	2	2	19
2011 to 12	14	-5	-7	11	1	-5	-12	2	-1
2012 to 13	12	13	-1	10	3	4	7	-5	43
2013 to 14	23	4	1	-3	6	4	4	3	42
2014 to 15	10	13	8	-3	2	3	4	1	38
2015 to 16	10	11	10	2	13	3	5	1	55

Table 7

Enrollment History of Arbor View Elementary School: 1992–93 to 2016–17

School Year	K	1	2	3	4	5	K–5	Pre-K	Total
1992–93	72	71	73	60	61	61	398	—	398
1993–94	63	64	69	67	61	59	383	—	383
1994–95	66	59	59	73	69	59	385	—	385
1995–96	55	68	61	60	71	69	384	—	384
1996–97	43	52	66	59	61	71	352	—	352
1997–98	59	45	51	68	62	54	339	—	339
1998–99	53	65	47	53	70	61	349	—	349
1999–00	49	54	63	49	51	68	334	—	334
2000–01	39	48	51	59	49	49	295	16	311
2001–02	45	37	42	50	60	52	286	46	332
2002–03	45	49	40	43	46	61	284	38	322
2003–04	33	49	52	37	46	51	268	62	330
2004–05	39	34	52	55	42	48	270	65	335
2005–06	33	41	34	52	51	42	253	60	313
2006–07	38	39	42	36	52	51	258	62	320
2007–08	38	34	41	44	37	53	247	75	322
2008–09	33	44	36	45	45	36	239	91	330
2009–10	35	37	44	39	47	45	247	103	350
2010–11	38	38	45	46	39	51	257	98	355
2011–12	39	39	46	49	44	46	263	90	353
2012–13	38	37	42	47	46	42	252	103	355
2013–14	34	38	40	41	47	50	250	100	350
2014–15	25	44	44	40	44	44	241	98	339
2015–16	50	26	48	45	44	43	256	102	358
2016–17	47	48	27	54	45	46	267	106	373

Table 8

Enrollment History of Briar Glen Elementary School: 1992–93 to 2016–17

School Year	K	1	2	3	4	5	K–5	Pre-K	Total
1992–93	87	74	83	81	101	74	500	—	500
1993–94	79	93	71	79	79	98	499	—	499
1994–95	85	79	90	76	85	81	496	—	496
1995–96	76	89	79	80	78	80	482	—	482
1996–97	75	79	87	75	79	80	475	—	475
1997–98	75	82	91	91	78	80	497	—	497
1998–99	70	90	76	100	98	81	515	—	515
1999–00	68	74	90	79	94	91	496	—	496
2000–01	55	60	78	76	84	85	438	0	438
2001–02	71	69	66	83	81	86	456	0	456
2002–03	71	69	65	82	80	85	452	0	452
2003–04	55	69	75	68	75	82	424	0	424
2004–05	55	69	75	68	75	82	424	0	424
2005–06	58	55	69	75	64	77	398	0	398
2006–07	53	57	57	65	77	68	377	0	377
2007–08	40	59	57	55	60	76	347	0	347
2008–09	45	41	61	62	61	63	333	0	333
2009–10	37	52	41	60	60	60	310	0	310
2010–11	61	44	54	41	71	57	328	0	328
2011–12	37	63	42	54	42	67	305	0	305
2012–13	43	45	59	36	58	45	286	0	286
2013–14	49	42	49	58	39	57	294	0	294
2014–15	54	50	42	51	57	44	298	0	298
2015–16	64	56	54	42	52	54	322	0	322
2016–17	94	70	59	55	44	54	376	0	376

Table 9

Enrollment History of Park View Elementary School: 1992–93 to 2016–17

School Year	K	1	2	3	4	5	K–5	Pre-K	Total
1992–93	86	71	80	93	74	81	485	—	485
1993–94	68	85	71	82	101	80	487	—	487
1994–95	85	77	80	66	78	111	497	—	497
1995–96	69	96	72	88	67	78	470	—	470
1996–97	72	69	97	70	91	72	471	—	471
1997–98	60	79	62	92	65	89	447	—	447
1998–99	69	63	83	60	88	63	426	—	426
1999–00	64	79	67	81	66	95	452	—	452
2000–01	75	93	72	76	71	81	468	0	468
2001–02	63	72	92	77	78	70	452	0	452
2002–03	63	71	92	76	77	68	447	0	447
2003–04	72	61	71	88	73	75	440	0	440
2004–05	66	69	56	76	92	75	434	0	434
2005–06	52	69	58	55	68	87	389	0	389
2006–07	55	55	65	54	55	72	356	0	356
2007–08	64	61	51	66	51	60	353	0	353
2008–09	55	65	61	54	65	53	353	0	353
2009–10	61	53	68	65	55	68	370	0	370
2010–11	65	67	55	69	58	57	371	0	371
2011–12	69	70	68	53	69	60	389	0	389
2012–13	66	77	66	70	55	66	400	0	400
2013–14	66	73	82	65	73	55	414	0	414
2014–15	76	78	76	83	66	75	454	0	454
2015–16	77	80	83	81	78	70	469	0	469
2016–17	79	80	85	83	77	82	486	0	486

Table 10

Enrollment History of Westfield Elementary School: 1992–93 to 2016–17

School Year	K	1	2	3	4	5	K–5	Pre-K	Total
1992–93	69	68	60	58	68	47	370	—	370
1993–94	63	72	68	63	59	66	391	—	391
1994–95	51	67	73	74	59	61	385	—	385
1995–96	50	54	71	74	78	60	387	—	387
1996–97	60	57	49	69	73	73	381	—	381
1997–98	59	56	58	52	68	74	367	—	367
1998–99	65	55	58	57	55	63	353	—	353
1999–00	50	61	53	65	52	57	338	—	338
2000–01	40	40	49	58	55	63	305	10	315
2001–02	43	41	48	50	56	52	290	0	290
2002–03	43	40	47	50	51	55	286	0	286
2003–04	41	45	41	46	56	53	282	0	282
2004–05	44	48	43	41	46	57	279	0	279
2005–06	45	58	53	49	45	46	296	0	296
2006–07	41	48	63	53	53	47	305	0	305
2007–08	41	44	55	57	64	54	315	0	315
2008–09	46	48	43	54	60	70	321	0	321
2009–10	38	46	51	42	61	55	293	0	293
2010–11	49	34	44	41	47	61	276	0	276
2011–12	49	53	39	39	37	47	264	0	264
2012–13	45	49	53	35	47	40	269	0	269
2013–14	50	51	50	55	39	47	292	0	292
2014–15	47	50	46	48	49	41	281	0	281
2015–16	51	50	50	48	45	51	295	0	295
2016–17	45	54	52	53	52	50	306	0	306

Table 11

Enrollment History of Glen Crest Middle School: 1992–93 to 2016–17

School Year	6	7	8	Total
1992–93	277	264	286	827
1993–94	280	302	273	855
1994–95	295	281	290	866
1995–96	303	284	277	864
1996–97	293	298	287	878
1997–98	290	292	323	905
1998–99	301	289	281	871
1999–00	273	297	296	866
2000–01	289	326	284	899
2001–02	290	292	333	915
2002–03	290	293	331	914
2003–04	268	291	297	856
2004–05	281	272	301	854
2005–06	278	280	269	827
2006–07	263	299	284	846
2007–08	239	263	309	811
2008–09	245	240	263	748
2009–10	236	252	248	736
2010–11	231	234	247	712
2011–12	220	233	236	689
2012–13	215	208	235	658
2013–14	197	222	203	622
2014–15	213	201	225	639
2015–16	207	217	202	626
2016–17	221	212	218	651

Table 12

Decomposition of Annual Enrollment Change at Arbor View Elementary School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change Pre-K
1992 to 93	-15	2	-17	#N/A
1993 to 94	2	7	-5	#N/A
1994 to 95	-1	-4	3	#N/A
1995 to 96	-32	-26	-6	#N/A
1996 to 97	-13	-12	-1	#N/A
1997 to 98	10	-1	11	#N/A
1998 to 99	-15	-12	-3	#N/A
1999 to 00	-39	-29	-10	#N/A
2000 to 01	21	-4	-5	30
2001 to 02	-10	-7	5	-8
2002 to 03	8	-28	12	24
2003 to 04	5	-12	14	3
2004 to 05	-22	-15	-2	-5
2005 to 06	7	-4	9	2
2006 to 07	2	-13	2	13
2007 to 08	8	-20	12	16
2008 to 09	20	-1	9	12
2009 to 10	5	-7	17	-5
2010 to 11	-2	-12	18	-8
2011 to 12	2	-8	-3	13
2012 to 13	-5	-8	6	-3
2013 to 14	-11	-25	16	-2
2014 to 15	19	6	9	4
2015 to 16	15	4	7	4

Table 13

Decomposition of Annual Enrollment Change at Briar Glen Elementary School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change Pre-K
1992 to 93	-1	5	-6	#N/A
1993 to 94	-3	-13	10	#N/A
1994 to 95	-14	-5	-9	#N/A
1995 to 96	-7	-5	-2	#N/A
1996 to 97	22	-5	27	#N/A
1997 to 98	18	-10	28	#N/A
1998 to 99	-19	-13	-6	#N/A
1999 to 00	-58	-36	-22	#N/A
2000 to 01	18	-14	32	0
2001 to 02	-4	-15	11	0
2002 to 03	-28	-30	2	0
2003 to 04	0	-27	27	0
2004 to 05	-26	-24	-2	0
2005 to 06	-21	-24	3	0
2006 to 07	-30	-28	-2	0
2007 to 08	-14	-31	17	0
2008 to 09	-23	-26	3	0
2009 to 10	18	1	17	0
2010 to 11	-23	-20	-3	0
2011 to 12	-19	-24	5	0
2012 to 13	8	4	4	0
2013 to 14	4	-3	7	0
2014 to 15	24	20	4	0
2015 to 16	54	40	14	0

Table 14

Decomposition of Annual Enrollment Change at Park View Elementary School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change Pre-K
1992 to 93	2	-13	15	#N/A
1993 to 94	10	5	5	#N/A
1994 to 95	-27	-42	15	#N/A
1995 to 96	1	-6	7	#N/A
1996 to 97	-24	-12	-12	#N/A
1997 to 98	-21	-20	-1	#N/A
1998 to 99	26	1	25	#N/A
1999 to 00	16	-20	36	#N/A
2000 to 01	-16	-18	2	0
2001 to 02	-5	-7	2	0
2002 to 03	-7	4	-11	0
2003 to 04	-6	-9	3	0
2004 to 05	-45	-23	-22	0
2005 to 06	-33	-32	-1	0
2006 to 07	-3	-8	5	0
2007 to 08	0	-5	5	0
2008 to 09	17	8	9	0
2009 to 10	1	-3	4	0
2010 to 11	18	12	6	0
2011 to 12	11	6	5	0
2012 to 13	14	0	14	0
2013 to 14	40	21	19	0
2014 to 15	15	2	13	0
2015 to 16	17	9	8	0

Table 15

Decomposition of Annual Enrollment Change at Westfield Elementary School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Annual Migration/ Transfer	Change Pre-K
1992 to 93	21	16	5	#N/A
1993 to 94	-6	-15	9	#N/A
1994 to 95	2	-11	13	#N/A
1995 to 96	-6	0	-6	#N/A
1996 to 97	-14	-14	0	#N/A
1997 to 98	-14	-9	-5	#N/A
1998 to 99	-15	-13	-2	#N/A
1999 to 00	-33	-17	-16	#N/A
2000 to 01	-25	-20	5	-10
2001 to 02	-4	-9	5	0
2002 to 03	-4	-14	10	0
2003 to 04	-3	-9	6	0
2004 to 05	17	-12	29	0
2005 to 06	9	-5	14	0
2006 to 07	10	-6	16	0
2007 to 08	6	-8	14	0
2008 to 09	-28	-32	4	0
2009 to 10	-17	-6	-11	0
2010 to 11	-12	-12	0	0
2011 to 12	5	-2	7	0
2012 to 13	23	10	13	0
2013 to 14	-11	0	-11	0
2014 to 15	14	10	4	0
2015 to 16	11	-6	17	0

Table 16

Decomposition of Annual Enrollment Change at Glen Crest Middle School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Annual Migration/ Transfer
1992 to 93	28	-6	34
1993 to 94	11	22	-11
1994 to 95	-2	13	-15
1995 to 96	14	16	-2
1996 to 97	27	3	24
1997 to 98	-34	-22	-12
1998 to 99	-5	-8	3
1999 to 00	33	-7	40
2000 to 01	16	6	10
2001 to 02	-1	-43	42
2002 to 03	-58	-63	5
2003 to 04	-2	-16	14
2004 to 05	-27	-23	-4
2005 to 06	19	-6	25
2006 to 07	-35	-45	10
2007 to 08	-63	-64	1
2008 to 09	-12	-27	15
2009 to 10	-24	-17	-7
2010 to 11	-23	-27	4
2011 to 12	-31	-21	-10
2012 to 13	-36	-38	2
2013 to 14	17	10	7
2014 to 15	-13	-18	5
2015 to 16	25	19	6

Table 17

Net Annual Student Migration/Transfer at Arbor View Elementary School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1992 to 93	-8	-2	-6	1	-2	-17
1993 to 94	-4	-5	4	2	-2	-5
1994 to 95	2	2	1	-2	0	3
1995 to 96	-3	-2	-2	1	0	-6
1996 to 97	2	-1	2	3	-7	-1
1997 to 98	6	2	2	2	-1	11
1998 to 99	1	-2	2	-2	-2	-3
1999 to 00	-1	-3	-4	0	-2	-10
2000 to 01	-2	-6	-1	1	3	-5
2001 to 02	4	3	1	-4	1	5
2002 to 03	4	3	-3	3	5	12
2003 to 04	1	3	3	5	2	14
2004 to 05	2	0	0	-4	0	-2
2005 to 06	6	1	2	0	0	9
2006 to 07	-4	2	2	1	1	2
2007 to 08	6	2	4	1	-1	12
2008 to 09	4	0	3	2	0	9
2009 to 10	3	8	2	0	4	17
2010 to 11	1	8	4	-2	7	18
2011 to 12	-2	3	1	-3	-2	-3
2012 to 13	0	3	-1	0	4	6
2013 to 14	10	6	0	3	-3	16
2014 to 15	1	4	1	4	-1	9
2015 to 16	-2	1	6	0	2	7

Table 18

Net Annual Student Migration/Transfer at Briar Glen Elementary School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1992 to 93	6	-3	-4	-2	-3	-6
1993 to 94	0	-3	5	6	2	10
1994 to 95	4	0	-10	2	-5	-9
1995 to 96	3	-2	-4	-1	2	-2
1996 to 97	7	12	4	3	1	27
1997 to 98	15	-6	9	7	3	28
1998 to 99	4	0	3	-6	-7	-6
1999 to 00	-8	4	-14	5	-9	-22
2000 to 01	14	6	5	5	2	32
2001 to 02	-2	-4	16	-3	4	11
2002 to 03	-2	6	3	-7	2	2
2003 to 04	14	6	-7	7	7	27
2004 to 05	0	0	0	-4	2	-2
2005 to 06	-1	2	-4	2	4	3
2006 to 07	6	0	-2	-5	-1	-2
2007 to 08	1	2	5	6	3	17
2008 to 09	7	0	-1	-2	-1	3
2009 to 10	7	2	0	11	-3	17
2010 to 11	2	-2	0	1	-4	-3
2011 to 12	8	-4	-6	4	3	5
2012 to 13	-1	4	-1	3	-1	4
2013 to 14	1	0	2	-1	5	7
2014 to 15	2	4	0	1	-3	4
2015 to 16	6	3	1	2	2	14

Table 19

Net Annual Student Migration/Transfer at Park View Elementary School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1992 to 93	-1	0	2	8	6	15
1993 to 94	9	-5	-5	-4	10	5
1994 to 95	11	-5	8	1	0	15
1995 to 96	0	1	-2	3	5	7
1996 to 97	7	-7	-5	-5	-2	-12
1997 to 98	3	4	-2	-4	-2	-1
1998 to 99	10	4	-2	6	7	25
1999 to 00	29	-7	9	-10	15	36
2000 to 01	-3	-1	5	2	-1	2
2001 to 02	8	20	-16	0	-10	2
2002 to 03	-2	0	-4	-3	-2	-11
2003 to 04	-3	-5	5	4	2	3
2004 to 05	3	-11	-1	-8	-5	-22
2005 to 06	3	-4	-4	0	4	-1
2006 to 07	6	-4	1	-3	5	5
2007 to 08	1	0	3	-1	2	5
2008 to 09	-2	3	4	1	3	9
2009 to 10	6	2	1	-7	2	4
2010 to 11	5	1	-2	0	2	6
2011 to 12	8	-4	2	2	-3	5
2012 to 13	7	5	-1	3	0	14
2013 to 14	12	3	1	1	2	19
2014 to 15	4	5	5	-5	4	13
2015 to 16	3	5	0	-4	4	8

Table 20

Net Annual Student Migration/Transfer at Westfield Elementary School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1992 to 93	3	0	3	1	-2	5
1993 to 94	4	1	6	-4	2	9
1994 to 95	3	4	1	4	1	13
1995 to 96	7	-5	-2	-1	-5	-6
1996 to 97	-4	1	3	-1	1	0
1997 to 98	-4	2	-1	3	-5	-5
1998 to 99	-4	-2	7	-5	2	-2
1999 to 00	-10	-12	5	-10	11	-16
2000 to 01	1	8	1	-2	-3	5
2001 to 02	-3	6	2	1	-1	5
2002 to 03	2	1	-1	6	2	10
2003 to 04	7	-2	0	0	1	6
2004 to 05	14	5	6	4	0	29
2005 to 06	3	5	0	4	2	14
2006 to 07	3	7	-6	11	1	16
2007 to 08	7	-1	-1	3	6	14
2008 to 09	0	3	-1	7	-5	4
2009 to 10	-4	-2	-10	5	0	-11
2010 to 11	4	5	-5	-4	0	0
2011 to 12	0	0	-4	8	3	7
2012 to 13	6	1	2	4	0	13
2013 to 14	0	-5	-2	-6	2	-11
2014 to 15	3	0	2	-3	2	4
2015 to 16	3	2	3	4	5	17

Table 21

Net Annual Student Migration/Transfer at Glen Crest Middle School:
September 1992 to September 2016

Transition Year Sept. to Sept.	Grade Transition		
	6-7	7-8	Total
1992 to 93	25	9	34
1993 to 94	1	-12	-11
1994 to 95	-11	-4	-15
1995 to 96	-5	3	-2
1996 to 97	-1	25	24
1997 to 98	-1	-11	-12
1998 to 99	-4	7	3
1999 to 00	53	-13	40
2000 to 01	3	7	10
2001 to 02	3	39	42
2002 to 03	1	4	5
2003 to 04	4	10	14
2004 to 05	-1	-3	-4
2005 to 06	21	4	25
2006 to 07	0	10	10
2007 to 08	1	0	1
2008 to 09	7	8	15
2009 to 10	-2	-5	-7
2010 to 11	2	2	4
2011 to 12	-12	2	-10
2012 to 13	7	-5	2
2013 to 14	4	3	7
2014 to 15	4	1	5
2015 to 16	5	1	6

The Enrollment Future of District 89

The critical question, as before, now becomes, what exactly will happen to enrollment in District 89 over the next ten years? Which grade levels will it impact most? What schools will be most affected? My analysis of recent birth data for the District 89 area, trends in kindergarten enrollments, housing turnover, and student migration/transfer patterns lead me to forecast continuing overall District enrollment growth from 2,192 this fall to around 2,625 students in 2024-25, at which point enrollment should stabilize near that number. All four elementary schools will exhibit growth during the coming five years, though by varying amounts. Glen Crest Middle School should steadily increase to around 850 students in 2023-24 then level off. Before elaborating these projections, let me describe the factors underlying them.

Table 22 provides information on birth trends among residents of Glen Ellyn, Lombard, and Wheaton from 1989 to 2009 (the latest year available) and estimated through 2014 based on DuPage County births. After rising through the mid-1990s, note that a substantial decline in the number of births to residents of these communities commenced. In 2009, total births to residents of the three communities (1,498) were 300 fewer annually than 2001 (1,798). In Glen Ellyn births to residents dropped from 507 in 1995 to 360 in 2009. Since 2009, estimates indicate that the birth decline ceased. These birth trends would suggest that the

size of entering kindergarten classes for the District as a whole should have declined after 2012, but it did not. The likely reason is that there was considerable empty-nest housing turnover to younger families after that date, which is expected to continue. My judgment is that housing turnover and resulting student in-migration will mitigate the lower births to residents keeping future kindergarten enrollment close to its recent year higher numbers for the District as a whole:

Since the District is essentially built-out residentially, there are no anticipated significant new housing developments. There may be scattered teardowns/rebuilds, which has occurred in prior years. As I just noted, though, given the growing number of residents over age 65 in Glen Ellyn, Lombard, and Wheaton, housing turnover from empty-nesters to younger families should keep net student migration to District 89 on the modest positive side.

Appendix B shows quarterly home sales data along with median prices of sold units from the first quarter of 2000 until the second quarter of 2016 for Glen Ellyn, Lombard, and Wheaton. Compared with other villages I have studied in Chicago's outer northern and western suburbs, housing sales in Glen Ellyn held up better (as they did in Lombard and Wheaton) than many other places during the 2007-2011 downturn and Appendix B shows the rebound (with seasonal fluctuations) thereafter. And, again, housing turnover may pick up even further in the decade ahead, given the number of elderly resident households, barring a

recession. Thus, despite very little new housing construction potential in District 89, overall population growth is expected.

This prognostication is corroborated by population forecasts provided by the Chicago Metropolitan Agency for Planning (CMAP) for these communities, as updated in October 2014. The CMAP forecasts are presented in Table 23 and indicate that, between 2010 and 2040, Glen Ellyn's population is forecast to grow by 12,032; Lombard by 13,029; and Wheaton by 10,449. Although these forecasts may turn out to be a bit on the high side, population and household increases are very likely.

Appendix C provided the District and individual school student racial/ethnic mix annually between 2000 and 2015. Note that the rise in racial/ethnic minority percentages that the District experienced between 2000 and 2011 has leveled off since 2011.

The main factors influencing total District enrollment then will be an anticipated continuation of modestly larger entering kindergarten classes compared to graduating eighth grade classes and continuing positive net student migration/transfer. Both will be fueled by anticipated solid housing turnover resulting in younger family in-migration.

In projecting enrollment for District 89, 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 2021–22 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 (including minorities) 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 2021.

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 stated, likely will be minimal. 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 Glen Crest Middle School through 2026–27 and individual elementary schools through 2021–22. These projections will be presented in the form of separate series, based on the following assumptions:

<i>Series A</i>	Enrollment projection assuming future fertility rates remain constant (through 2021) and that housing turnover and resulting in-migration of families with preschool-age and school-age children <i>are less than currently anticipated</i> through 2026–27;
-----------------	--

- Series B* Enrollment projection assuming future fertility rates remain constant (through 2021) and that housing turnover and resulting in-migration of families with preschool-age and school-age children *occur as currently anticipated* through 2026–27;
- Series C* Enrollment projection assuming future fertility rates remain constant (through 2021) and that housing turnover and resulting in-migration of families with preschool-age and school-age children *are greater than currently anticipated* through 2026–27.

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 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 turnover. To obtain the Series B modified enrollment projections, it was assumed that future trends in housing turnover would be slightly above the last four years. Series A projections were made using similar methods but with student in-migration resulting from housing turnover deflated by approximately 15 percent. Series C projections

assume a 15 percent increase in the amount of future in-migration of families with preschool and school age children to existing housing units in the District.

Prekindergarten 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 my projections, it will be assumed that pre-K enrollments will track kindergarten and overall enrollment trends.

Prior to presenting these, I must note an important caveat for the individual elementary school projections. Because of the substantial number of students transferring annually out of their resident school to other schools, it is extremely difficult to make projections with confidence. Kindergarten enrollments are especially important. This year Briar Glen's kindergarten grew to 94 students (from 64 last year) with its boost of 21 transfers, mostly from the Park View attendance area. Will this be the case again next year? And how many of these transfers will remain in Briar Glen's first-grade class next year? I therefore had to use my best professional judgment in developing projection models to account for this but, realistically, these numbers will not be determined by formal demographics but by administrative and family decisions.

Table 22

Births to Residents of Communities
Served by Community Consolidated School District 89: 1989 to 2014

Year	Glen Ellyn	Lombard	Wheaton
1989	387	618	819
1990	405	654	822
1991	434	658	766
1992	450	639	803
1993	427	696	819
1994	469	697	806
1995	507	633	836
1996	505	763	804
1997	492	661	722
1998	473	640	742
1999	471	604	729
2000	452	609	711
2001	447	673	678
2002	416	585	650
2003	414	569	688
2004	386	590	625
2005	393	599	623
2006	347	587	623
2007	315	575	593
2008	384	617	570
2009	360	580	558
2010	359	578	556
2011	358	577	555
2012	351	565	543
2013	353	567	545
2014	358	575	552

Source: Illinois Department of Public Health. Automated Vital Statistics System. 2010–2014 estimates.

Table 23

Population and Households in the Villages
Served by Community Consolidated School District 89: 2010 to 2040

Population				
Community	2010 ^a	2040 ^b	Change	% Change
Glen Ellyn	27,450	39,482	12,032	43.8%
Lombard	43,165	56,194	13,029	30.2%
Wheaton	52,894	63,343	10,449	19.8%
Households				
Community	2010 ^a	2040 ^b	Change	% Change
Glen Ellyn	10,424	15,142	4,718	45.3%
Lombard	17,405	22,399	4,994	28.7%
Wheaton	19,191	24,316	5,125	26.7%

^aU.S. Bureau of the Census. Decennial Census of Population and Housing, 2010.

^bChicago Metropolitan Agency for Planning 2040 Forecast of Population, Households and Employment. October 10, 2014.

Enrollment Projections

Bearing in mind my caveat at the conclusion of the prior section, Tables 24 through 35 provide the grade by grade and year by year projections through school year 2021-22 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 Arbor View Elementary, currently with 373 students (including 106 pre-K students), will remain just under that number through school year 2019-20. Its enrollment will then modestly expand to 390 students in 2021-22. Briar Glen Elementary is projected increase to 449 students in 2020-21 (from its present 376 count) then stabilize. This projection assumes the large number of kindergarten transfers this year will not occur again next year with Briar Glen's kindergarten enrollment next year at 72. Park View Elementary is projected to steadily grow to 544 students in 2021-22 (up from this year's 486), while Westfield Elementary, currently at 306 students, should edge up to 324 students in 2020-21. I must

reiterate that administrative and family decisions regarding school residency transfers and returns can have a major influence on these projections.

Under the most likely Series B assumptions, enrollment at the Glen Crest Middle School will grow from 651 students this year to 853 students in 2023–24, before roughly stabilizing near that number through 2026–27 (see Table 37). If housing turnover and student in-migration slows below that currently anticipated, Series A projections (Table 36) show that total middle school enrollment will not rise as much, reaching 774 in 2023–24 before leveling off. Under accelerated family in-migration assumptions (Series C, Table 38), total middle school enrollment will expand to 988 students in 2024–25 and stabilize thereafter.

An additional professional caveat should be noted regarding enrollment projections beyond school year 2021–22. At the middle school level, projections for the next five years can be made with more confidence than the five years following 2021–22, since most students who will enter the middle schools through 2021–22 are already enrolled in the elementary feeder schools. Afterward, we are projecting many students yet to even register in District 89 elementary schools. For the elementary schools themselves, projections beyond 2021–22 would include students yet to be even conceived. It is for this reason that I projected individual elementary schools only to 2021–22. Projections thereafter

are provided, however, for the aggregate elementary school enrollment in District 89.

Tables 39, 40, and 41 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 2026–27. 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 39 reveals that total District enrollment (including pre-K) will still expand modestly from 2,192 this year to 2,381 students in 2024–25 before stabilizing. While the Series A projections may be considered conservative by some, they should not be dismissed out of hand. If we slip back into a prolonged recession or if mortgage interest rates climb considerably, Series A could become reality.

Should economic conditions, housing turnover and resulting student in-migration occur as we anticipate, the Series B projections presented in Table 40 show that total District enrollment will annually grow to 2,625 students in 2024–25 and stabilize thereafter. 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 housing turnover and student in-migration exceed current expectations, Series C projections presented in Table 41 show total District enrollment rising faster to 2,993 students in 2026–27. This is the absolute maximum number of students that can be foreseen at this time for District 89.

Figure 1 charts the actual and projected total District 89 enrollments between 1961–62 and 2026–27 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 middle school (grades 6–8) through school year 2026–27.

Concluding Remarks

As I have stressed in my prior reports, no demographer has a crystal ball. In this updated report, I have assembled the best information presently available and applied professional techniques and judgment to project enrollment for District 89 schools. Given the substantial amount of school residency transfers, 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 89 Board of Education, administrators, teachers, and concerned citizens as plans are made for future space and staff needs in District 89 schools.

John D. Kasarda, Ph.D.
Chapel Hill, North Carolina
October 2016

Table 24

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Less than Currently Anticipated through 2021-22

Arbor View Elementary School

Series A projection						
Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	47	42	41	45	39	43
1	48	45	40	39	43	37
2	27	45	42	37	36	40
3	54	26	44	41	36	35
4	45	50	22	40	37	32
5	46	42	47	19	37	34
K-5	267	250	236	221	228	221
Pre-K	106	87	91	92	87	93
Total	373	337	327	313	315	314

Table 25

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Occur as Currently Anticipated through 2021–22

Arbor View Elementary School

Series B projection						
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	47	47	46	50	44	48
1	48	48	48	47	51	45
2	27	47	47	47	46	50
3	54	28	48	48	48	47
4	45	52	26	46	46	46
5	46	44	51	25	45	45
K–5	267	266	266	263	280	281
Pre-K	106	102	104	105	104	109
Total	373	368	370	368	384	390

Table 26

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children
Are Greater than Currently Anticipated through 2021–22

Arbor View Elementary School

Series C projection						
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	47	51	51	54	49	54
1	48	50	54	54	57	52
2	27	49	51	55	55	58
3	54	30	52	54	58	58
4	45	54	30	52	54	58
5	46	46	55	31	53	55
K–5	267	280	293	300	326	335
Pre-K	106	112	117	118	114	120
Total	373	392	410	418	440	455

Tale 27

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Less than Currently Anticipated through 2021-22

Briar Glen Elementary School

Series A projection						
Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	94	62	57	58	58	59
1	70	89	57	52	53	53
2	59	69	88	56	51	52
3	55	57	67	86	54	49
4	44	52	54	64	83	51
5	54	42	50	52	62	81
K-5	376	371	373	368	361	345
Pre-K	0	0	0	0	0	0
Total	376	371	373	368	361	345

Table 28

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Occur as *Currently Anticipated* through 2021–22

Briar Glen Elementary School

Series B projection						
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	94	72	67	68	68	70
1	70	93	71	66	67	67
2	59	72	95	73	68	69
3	55	60	73	96	74	69
4	44	56	61	74	97	75
5	54	45	57	62	75	98
K–5	376	398	424	439	449	448
Pre-K	0	0	0	0	0	0
Total	376	398	424	439	449	448

Table 29

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Greater than Currently Anticipated through 2021–22

Briar Glen Elementary School

Series C projection						
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	94	78	72	74	75	78
1	70	96	80	74	76	77
2	59	73	99	83	77	79
3	55	62	76	102	86	80
4	44	58	65	79	105	89
5	54	47	61	68	82	108
K–5	376	414	453	480	501	511
Pre-K	0	0	0	0	0	0
Total	376	414	453	480	501	511

Table 30

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Less than Currently Anticipated through 2021-22

Park View Elementary School

Series A projection						
Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	79	72	68	73	73	71
1	80	81	74	70	75	75
2	85	82	83	76	72	77
3	83	85	82	83	76	72
4	77	81	83	80	81	74
5	82	78	82	84	81	82
K-5	486	479	472	466	458	451
Pre-K	0	0	0	0	0	0
Total	486	479	472	466	458	451

Table 31

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Occur as Currently Anticipated through 2021–22

Park View Elementary School

Series B projection						
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	79	80	76	81	82	80
1	80	86	87	83	88	89
2	85	85	91	92	88	93
3	83	87	87	93	94	90
4	77	84	88	88	94	95
5	82	80	87	91	91	97
K–5	486	502	516	528	537	544
Pre-K	0	0	0	0	0	0
Total	486	502	516	528	537	544

Table 32

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children
Are Greater than Currently Anticipated through 2021–22

Park View Elementary School

Series C projection						
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	79	87	83	88	89	87
1	80	89	97	93	98	99
2	85	86	95	103	99	104
3	83	89	90	99	107	103
4	77	85	91	92	101	109
5	82	82	90	96	97	106
K–5	486	518	546	571	591	608
Pre-K	0	0	0	0	0	0
Total	486	518	546	571	591	608

Table 33

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Less than Currently Anticipated through 2021–22

Westfield Elementary School

Grade	Series A projection					
	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	45	44	45	46	45	46
1	54	45	44	45	46	45
2	52	54	45	44	45	46
3	53	51	53	44	43	44
4	52	50	48	50	41	40
5	50	53	51	49	51	42
K–5	306	297	286	278	271	263
Pre-K	0	0	0	0	0	0
Total	306	297	286	278	271	263

Table 34

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Occur as *Currently Anticipated* through 2021–22

Westfield Elementary School

Series B projection						
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	45	49	50	51	50	52
1	54	48	52	53	54	53
2	52	56	50	54	55	56
3	53	53	57	51	55	56
4	52	52	52	56	50	54
5	50	55	55	55	59	53
K–5	306	313	316	320	323	324
Pre-K	0	0	0	0	0	0
Total	306	313	316	320	323	324

Table 35

Enrollment Projection Assuming Future Fertility Rates Remain Constant and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Greater than Currently Anticipated through 2021–22

Westfield Elementary School

Series C projection						
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	45	53	54	55	51	58
1	54	51	59	60	61	57
2	52	58	55	63	64	65
3	53	55	61	58	66	67
4	52	54	56	62	59	67
5	50	57	59	61	67	64
K–5	306	328	344	359	368	378
Pre-K	0	0	0	0	0	0
Total	306	328	344	359	368	378

Table 36

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2021) and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Less than Currently Anticipated through 2026–27

Glen Crest Middle School

Series A projection											
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
6	221	229	216	240	219	251	274	248	246	259	261
7	212	220	228	215	239	218	252	275	249	247	260
8	218	208	216	224	211	235	217	251	274	248	246
Total	651	657	660	679	669	704	743	774	769	754	767

Table 37

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2021) and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Occur as Currently Anticipated through 2026–27

Glen Crest Middle School

Series B projection												
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	
6	221	235	226	253	236	273	295	281	277	280	281	
7	212	225	239	230	257	240	275	297	283	279	282	
8	218	213	226	240	231	258	240	275	297	283	279	
Total	651	673	691	723	724	771	810	853	857	842	842	

Table 38

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2021) and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Greater than Currently Anticipated through 2026–27

Glen Crest Middle School

Series C projection											
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
6	221	240	237	270	258	300	325	328	322	328	327
7	212	229	248	245	278	266	305	330	333	327	333
8	218	217	234	253	250	283	269	308	333	336	330
Total	651	686	719	768	786	849	899	966	988	991	990

Table 39

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2021) and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Less than Currently Anticipated through 2026–27

Community Consolidated School District 89

Series A projection												
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	
K	265	237	232	243	245	232	248	240	249	252	249	
1	252	271	243	238	249	251	240	256	248	257	260	
2	223	255	274	246	241	252	254	243	259	251	260	
3	245	224	256	275	247	242	255	257	246	262	254	
4	218	242	221	253	272	244	242	255	257	246	262	
5	232	219	243	222	254	273	247	245	258	260	249	
6	221	229	216	240	219	251	274	248	246	259	261	
7	212	220	228	215	239	218	252	275	249	247	260	
8	218	208	216	224	211	235	217	251	274	248	246	
K–5	1,435	1,448	1,469	1,477	1,508	1,494	1,486	1,496	1,517	1,528	1,534	
6–8	651	657	660	679	669	704	743	774	769	754	767	
K–8	2,086	2,105	2,129	2,156	2,177	2,198	2,229	2,270	2,286	2,282	2,301	
Pre-K	106	87	91	92	87	93	90	93	95	93	94	
Total	2,192	2,192	2,220	2,248	2,264	2,291	2,319	2,363	2,381	2,375	2,395	

Table 40

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2021) and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Occur as Currently Anticipated through 2026–27

Community Consolidated School District 89

Series B projection											
Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	265	253	251	256	260	256	269	265	274	272	270
1	252	275	263	261	266	270	265	278	274	283	281
2	223	260	283	271	269	274	275	270	283	279	288
3	245	228	265	288	276	274	277	278	273	286	282
4	218	245	228	265	288	276	272	275	276	271	284
5	232	223	250	233	270	293	279	275	278	279	274
6	221	235	226	253	236	273	295	281	277	280	281
7	212	225	239	230	257	240	275	297	283	279	282
8	218	213	226	240	231	258	240	275	297	283	279
K-5	1,435	1,484	1,540	1,574	1,629	1,643	1,637	1,641	1,658	1,670	1,679
6-8	651	673	691	723	724	771	810	853	857	842	842
K-8	2,086	2,157	2,231	2,297	2,353	2,414	2,447	2,494	2,515	2,512	2,521
Pre-K	106	102	104	105	104	109	107	111	110	109	110
Total	2,192	2,259	2,335	2,402	2,457	2,523	2,554	2,605	2,625	2,621	2,631

Table 41

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2021) and that Housing Turnover
and Resulting In-migration of Families with Preschool-age and School-age Children
Are Greater than Currently Anticipated through 2026–27

Community Consolidated School District 89

Series C projection												
Grade	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	
K	265	273	271	282	286	275	290	285	299	306	305	
1	252	280	288	286	297	301	287	302	297	311	318	
2	223	265	293	301	299	310	309	295	310	305	319	
3	245	233	275	303	311	309	315	314	300	315	310	
4	218	251	239	281	309	317	311	317	316	302	317	
5	232	229	262	250	292	320	323	317	323	322	308	
6	221	240	237	270	258	300	325	328	322	328	327	
7	212	229	248	245	278	266	305	330	333	327	333	
8	218	217	234	253	250	283	269	308	333	336	330	
K–5	1,435	1,531	1,628	1,703	1,794	1,832	1,835	1,830	1,845	1,861	1,877	
6–8	651	686	719	768	786	849	899	966	988	991	990	
K–8	2,086	2,217	2,347	2,471	2,580	2,681	2,734	2,796	2,833	2,852	2,867	
Pre-K	106	112	117	118	114	120	118	124	127	126	126	
Total	2,192	2,329	2,464	2,589	2,694	2,801	2,852	2,920	2,960	2,978	2,993	

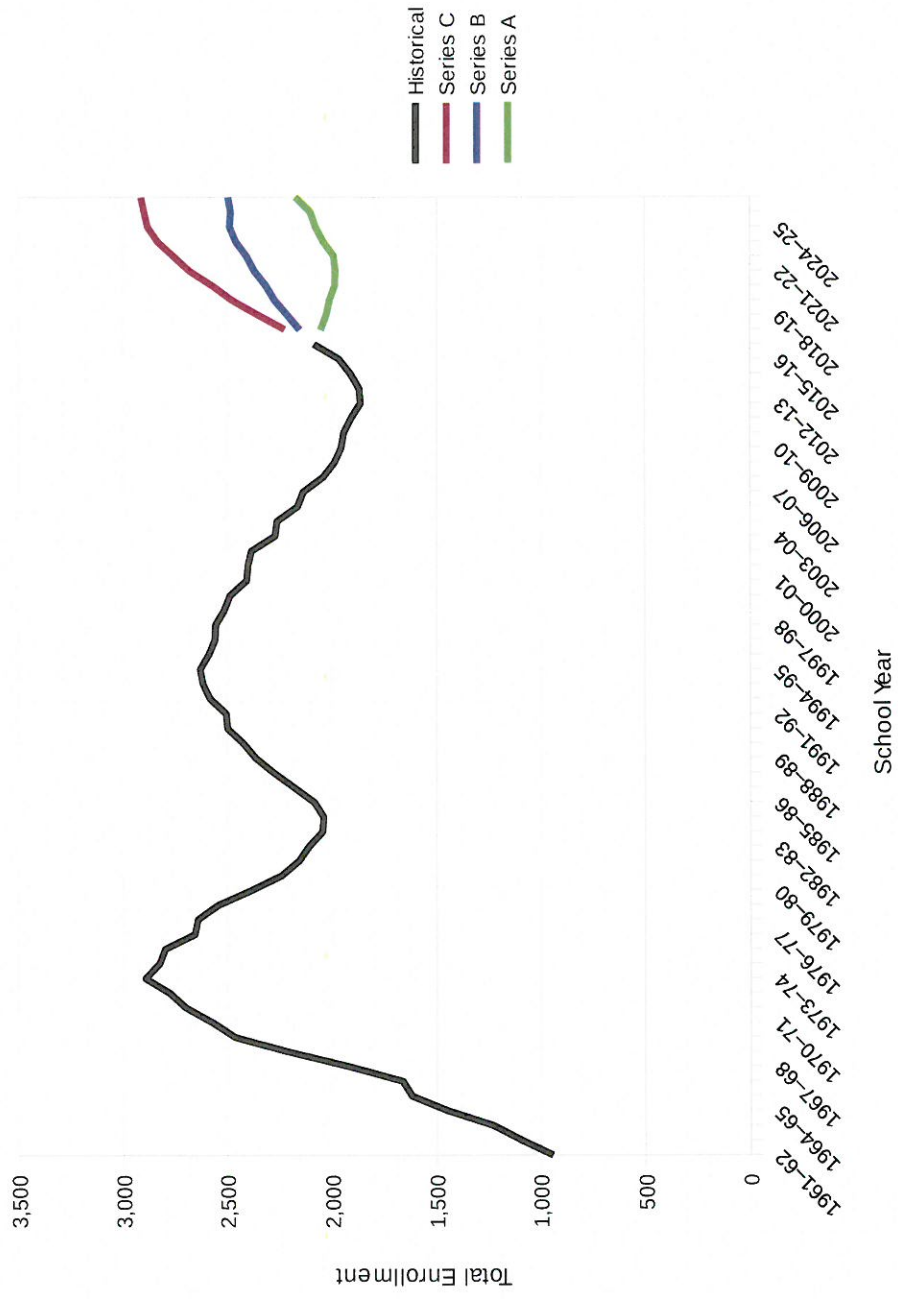


Figure 1. Total Enrollment for District 89: Historical (1961–62 to 2016–17) and Projected (2017–18 to 2026–27) under Series A, Series B, and Series C Assumptions

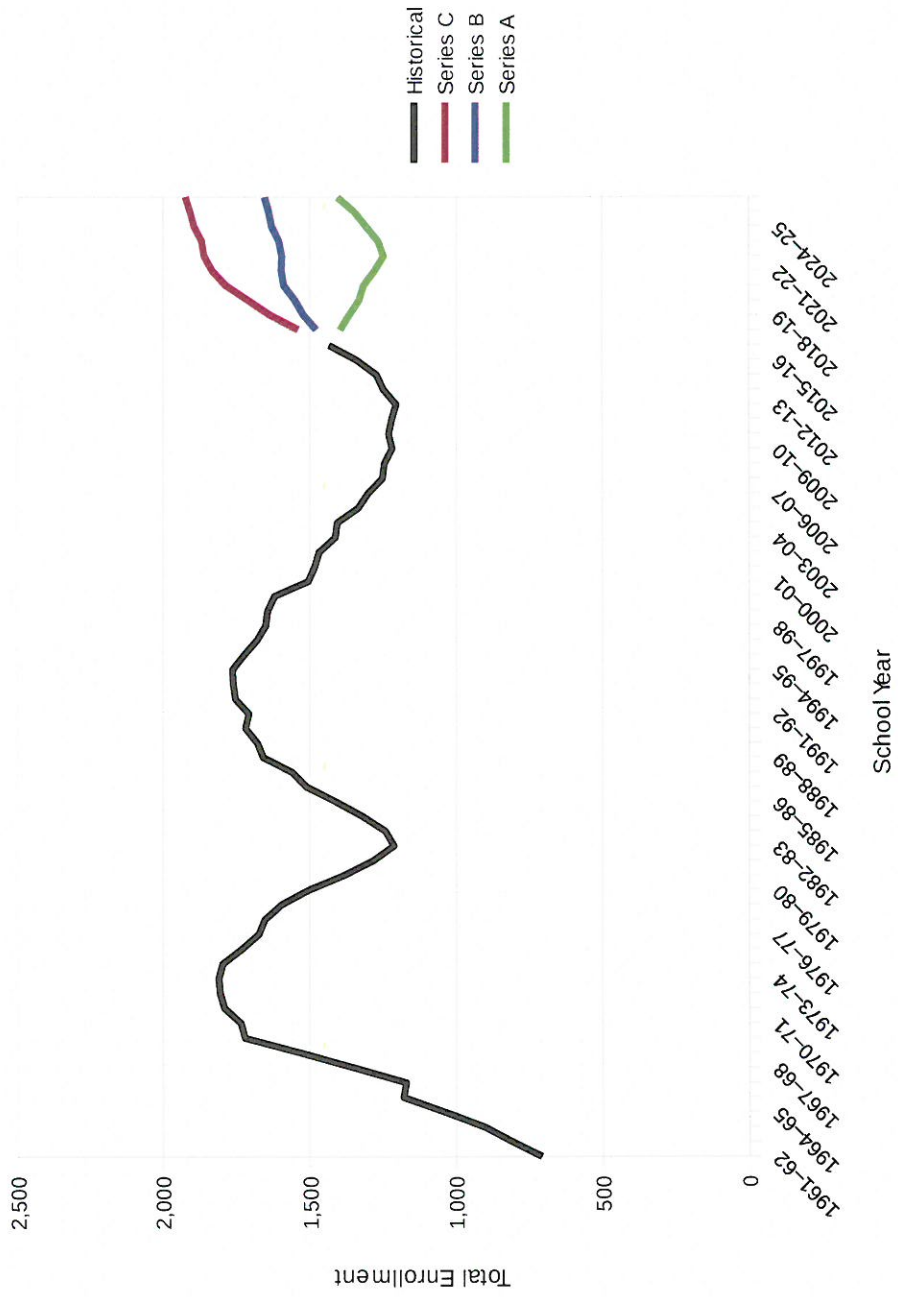


Figure 2. Total Elementary School Enrollment for District 89: Historical (1961–62 to 2016–17) and Projected (2017–18 to 2026–27) under Series A, Series B, and Series C Assumptions

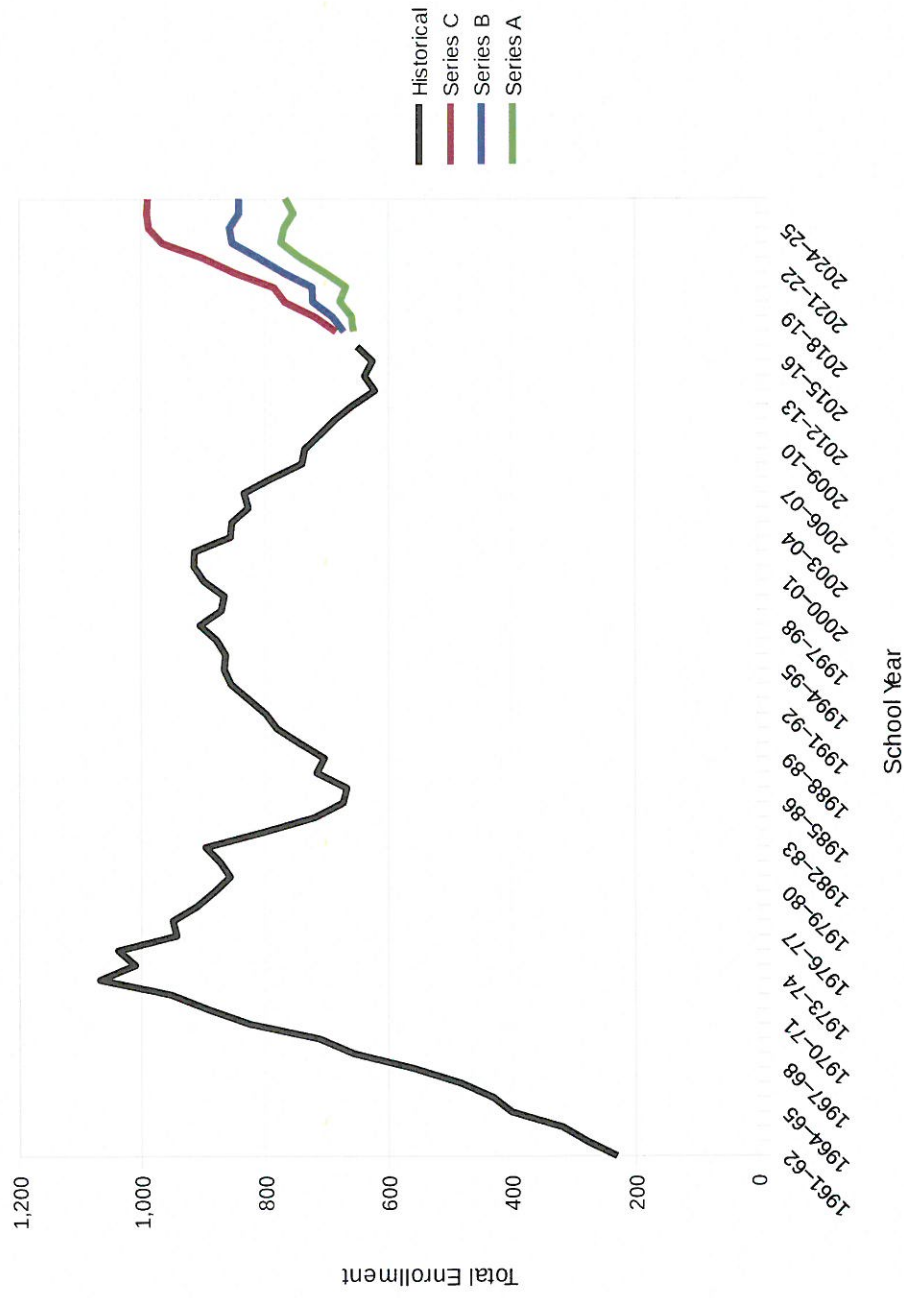


Figure 3. Total Middle School Enrollment for District 89: Historical (1961–62 to 2016–17) and Projected (2017–18 to 2026–27) under Series A, Series B, and Series C Assumptions

Appendix A

Summary of Students Transferred out of Residency School by Grade Level: 2009-10 to 2016-13

Students Transferred out of Residency School by Grade Level: 2009–10 to 2016–17

of Students Transferred out of Residency School by Grade Level

2016-2017						
School	K	1	2	3	4	5
Park View	20	8	1	11	2	4
Briar Glen	3	1	7	10	3	2
Westfield	7	12	0	5	3	1
Arbor View	0	0	0	0	0	0
2015-2016						
School	K	1	2	3	4	5
Park View	5	6	6	2	1	0
Briar Glen	0	2	3	0	0	0
Westfield	15	0	3	1	2	1
Arbor View	0	1	0	1	0	0
2014-2015						
School	K	1	2	3	4	5
Park View	5	0	0	0	0	0
Briar Glen	1	8	1	1	4	1
Westfield	0	4	4	1	2	2
Arbor View	0	0	0	0	0	0
2013-2014						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	3	1	0	3	0	10
Westfield	0	0	3	1	2	0
Arbor View	0	0	0	0	0	0
2012-2013						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	1	0	2	0	6	0
Westfield	0	4	0	3	0	0
Arbor View	0	0	0	0	0	0
2011-2012						
School	K	1	2	3	4	5
Park View	0	0	0	1	0	0
Briar Glen	0	2	0	9	0	2
Westfield	6	0	2	0	0	0
Arbor View	0	0	0	0	0	0
2010-2011						
School	K	1	2	3	4	5
Park View	0	0	2	0	1	0
Briar Glen	1	0	7	0	1	2
Westfield	4	0	0	0	0	1
Arbor View	0	0	0	0	0	0
2009-2010						
School	K	1	2	3	4	5
Park View	0	1	0	0	0	0
Briar Glen	0	5	0	1	3	1
Westfield	0	0	0	0	0	0
Arbor View	0	0	0	0	0	0

of Students Transferred into Serving School by Grade Level

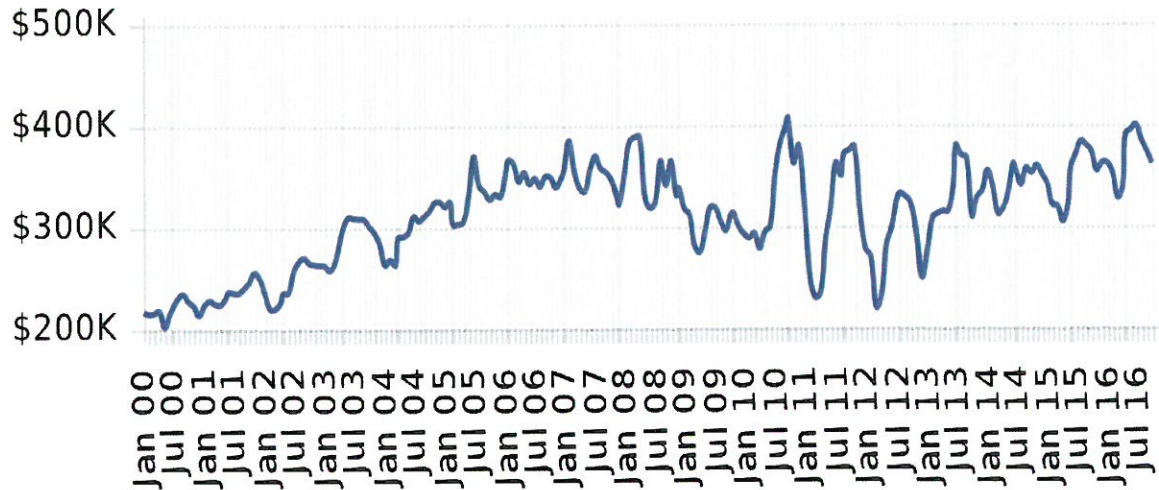
2016-2017						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	21	5	0	0	1	0
Westfield	1	1	7	2	2	0
Arbor View	8	15	1	24	5	7
2015-2016						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	1	0	0	0	1	0
Westfield	1	9	3	2	0	0
Arbor View	18	0	9	1	2	1
2014-2015						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	0	0	0	0	0	0
Westfield	12	0	0	0	0	0
Arbor View	1	12	5	2	6	3
2013-2014						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	0	0	0	0	0	0
Westfield	0	0	0	0	0	0
Arbor View	3	1	3	3	2	10
2012-2013						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	0	0	0	0	0	0
Westfield	0	0	0	0	0	0
Arbor View	1	4	2	3	6	0
2011-2012						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	0	0	0	0	0	0
Westfield	0	0	0	0	0	0
Arbor View	6	2	2	10	0	2
2010-2011						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	0	0	0	0	0	0
Westfield	0	0	0	0	0	0
Arbor View	5	0	9	0	2	3
2009-2010						
School	K	1	2	3	4	5
Park View	0	0	0	0	0	0
Briar Glen	0	0	0	0	0	0
Westfield	0	1	0	0	0	0
Arbor View	0	5	0	1	3	1

Appendix B

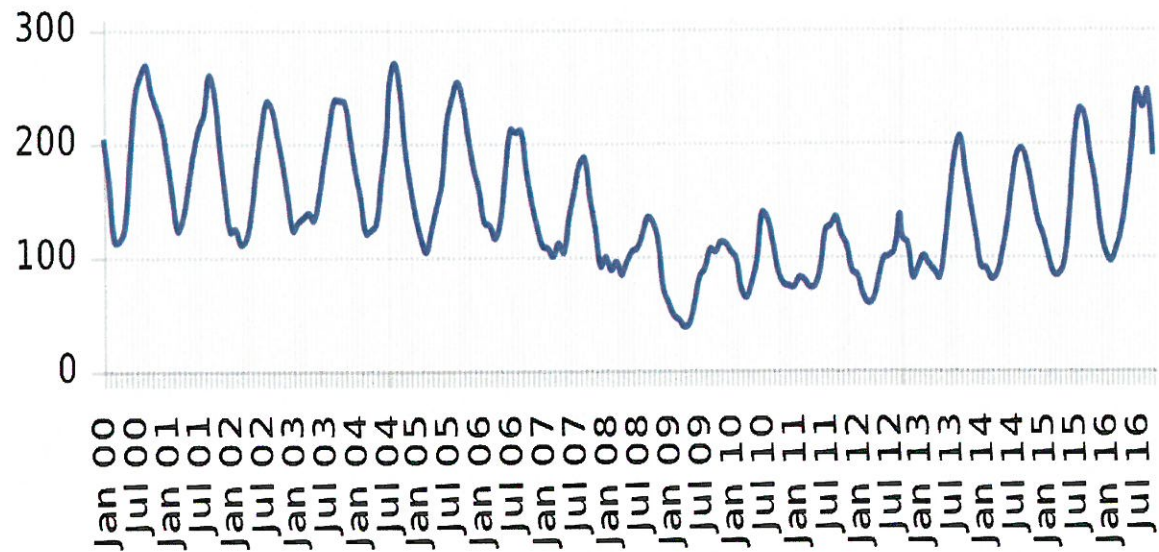
Home Sales in Municipalities Served by Community Consolidated School District 89

Glen Ellyn, Illinois

Median Sales Price

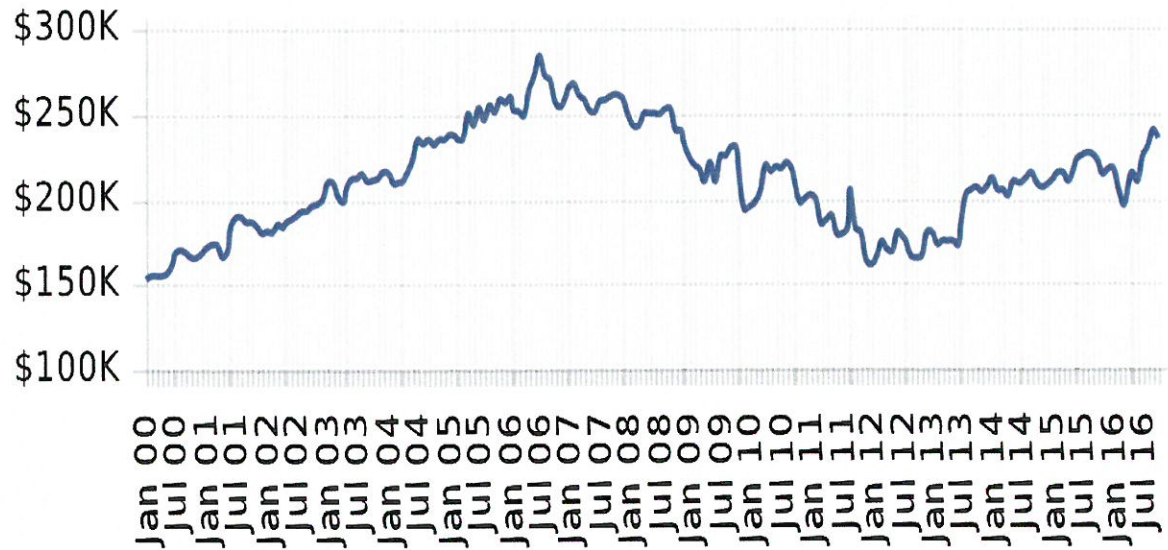


Number of Sales

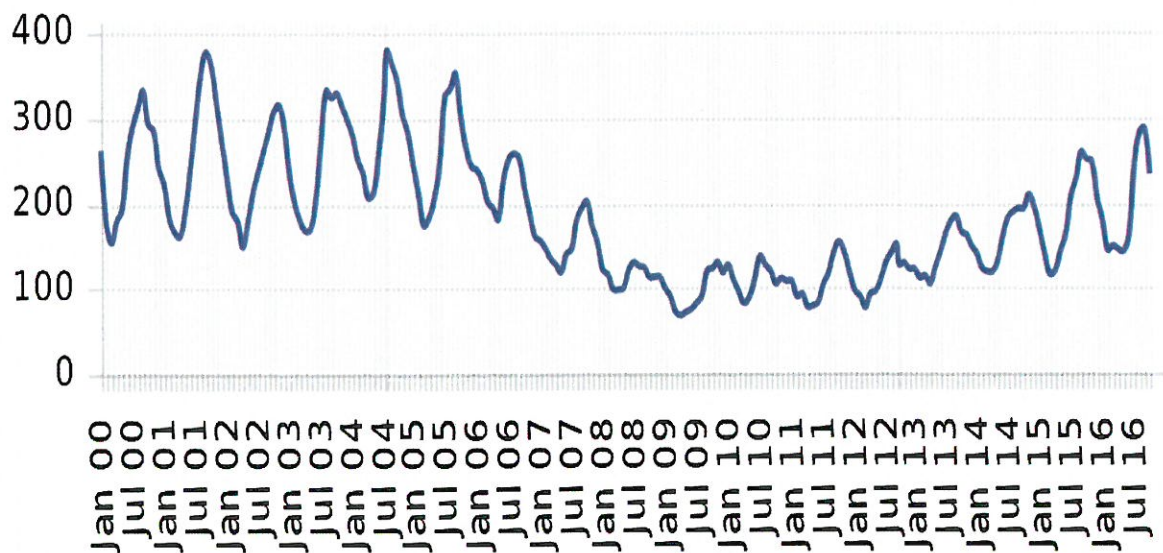


Lombard, Illinois

Median Sales Price

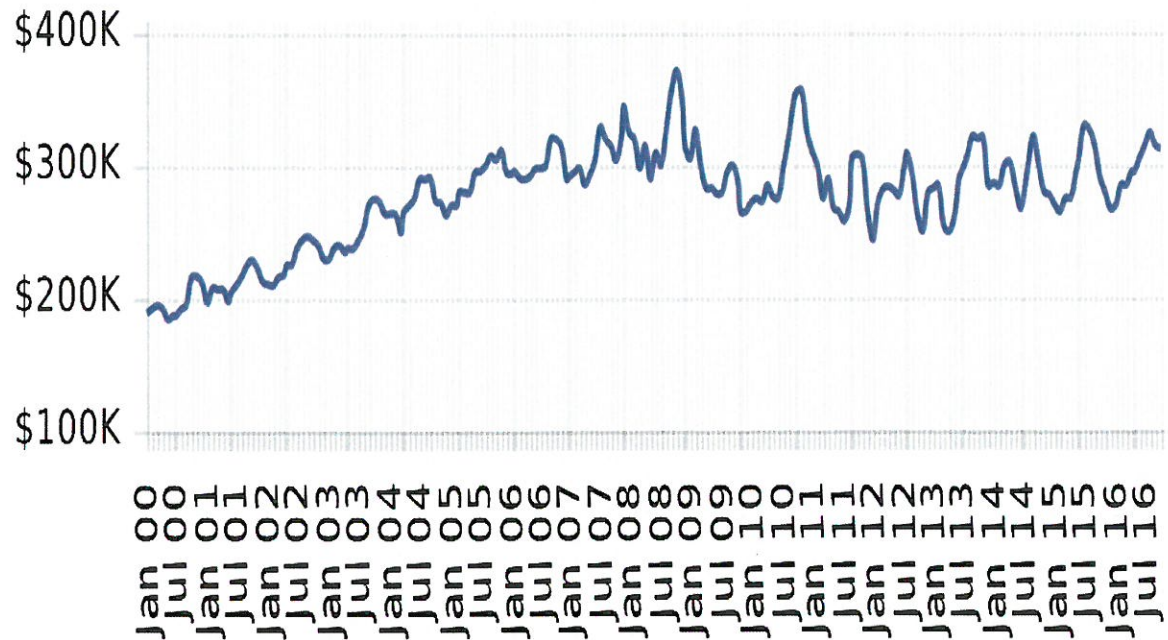


Number of Sales

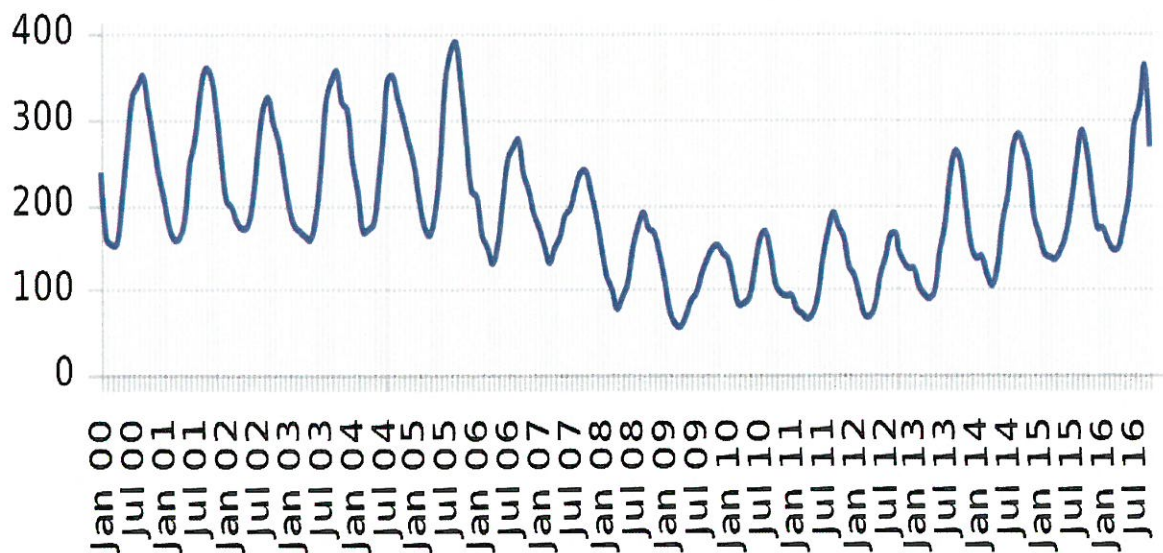


Wheaton, Illinois

Median Sales Price



Number of Sales



Source: trulia.com

Appendix C

Racial/Ethnic Composition of Community Consolidated School District 89 and Individual Schools

Arbor View Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0	5.3	4	7.3	0	77.7	5.6
2014	0	6.5	4.2	7.5	0	76.9	4.9
2013	0	6	2.8	7.2	0	78.9	5
2012	0	5.3	5	8.2	0	77.4	4.1
2011	0	4.6	4.3	9.5	0.3	76.9	4.3
2010	0	5	5.6	4.4	—	80.6	4.4
2009	0	3.8	3.1	4.7	—	84.1	4.4
2008	0	5.7	3.8	3.8	—	83.6	3.2
2007	0	7	2.8	3.8	—	83.5	2.8
2006	0	7.5	2.8	1.9	—	83.8	4.1
2005	0.3	7.6	4.1	3.5	—	83.1	1.5
2004	0.3	9.6	4.1	4.1	—	82	—
2003	0	8.3	5.9	2.4	—	83.4	—
2002	0	6.6	6.9	2.6	—	83.9	—
2001	0	6.4	6.4	1.9	—	85.4	—
2000	0	7.1	4.2	1.7	—	87	—

Briar Glen Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0	9.9	4.2	11.9	0	68.9	5.1
2014	0.3	9.7	6.5	12.6	0	67	3.9
2013	0.3	8.1	6.4	12.2	0	68.6	4.4
2012	0.3	5.9	9.5	12.5	0	68.2	3.6
2011	0.3	5.2	11	11	0	68.3	4.3
2010	0.3	6.9	11.2	8.3	—	67	6.3
2009	0.3	8.5	11	7.9	—	67.4	4.9
2008	0	8.8	10.2	8.5	—	67.5	5
2007	0	10.7	11.5	7.5	—	66	4.3
2006	0	9.5	10.3	6.8	—	69.6	3.8
2005	0	10.1	9.2	7.5	—	70	3.1
2004	0	11.3	7.1	9.8	—	71.8	—
2003	0	11.1	6.8	7.2	—	74.9	—
2002	0	10.7	5.3	7.1	—	76.9	—
2001	0	8.4	6.4	6.4	—	78.8	—
2000	0	8.3	7.1	5.9	—	78.7	—

Park View Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0.2	22.6	5.5	12.6	0.2	54.9	4
2014	0.7	17.8	6.5	11.6	0	59.3	4.2
2013	1	18.1	6.3	13	0	58.1	3.6
2012	1.3	16.5	7.7	14.7	0	56	3.9
2011	0.8	13.7	6.3	13.7	0	61.6	3.9
2010	0	11.2	6.7	12	—	65.3	4.8
2009	0	10.1	8.2	11.8	—	64.4	5.5
2008	0	13.6	7.4	11.1	—	63.4	4.5
2007	0	13.2	8.3	8.5	—	68	1.9
2006	0	9.1	10.2	8.9	—	69.3	2.5
2005	0	12.2	10.6	9.7	—	66.8	0.7
2004	0	11.3	9.3	7.2	—	72.2	—
2003	0.2	10.5	6.9	4.9	—	77.4	—
2002	0	9.6	7.7	5.1	—	77.6	—
2001	0	11.2	8.4	4.3	—	76	—
2000	0	9.8	8.5	5	—	76.7	—

Westfield Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0	8.3	8.3	13.8	0	63	6.6
2014	0	6.3	8.3	17.5	0	62.3	5.6
2013	0	7.5	7.5	16	0	64.4	4.6
2012	0	9.4	4.7	19.2	0	62.3	4.3
2011	0	10.1	6.9	20.7	0	58.7	3.6
2010	0	10.1	8.2	13.4	—	64.1	4.2
2009	0	11.1	7.5	10.8	—	68	2.7
2008	0	10.7	9.5	8.8	—	69.7	1.3
2007	0	11.5	14.6	7	—	65.6	1.3
2006	0	9.6	13.9	5	—	70.2	1.3
2005	0	11	9.3	2.8	—	76.9	0
2004	0	12.1	9.3	1.1	—	77.6	—
2003	0	9.3	6.6	1.7	—	82.4	—
2002	0	7.3	7.6	1.3	—	83.8	—
2001	0	12.8	6.7	1.7	—	78.8	—
2000	0	11.4	6	1.4	—	81.1	—

Glen Crest Middle School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0.3	8.9	7	14.1	0	66.2	3.4
2014	0.3	7.9	6.8	13.3	0	67.5	4.2
2013	0.6	6.5	8.4	12.6	0	67.5	4.4
2012	0.3	7.4	11.5	11.8	0	64.3	4.8
2011	0.1	7.4	11.9	12.4	0	64.6	3.5
2010	0	10.2	12	8.2	—	66.5	3
2009	0	10	7.3	7.4	—	71.7	3.6
2008	0.1	9.9	9.4	6.4	—	72.5	1.7
2007	0.1	9.3	8.7	6.6	—	74.5	0.8
2006	0.1	8.3	9.9	4.2	—	77.2	0.4
2005	0	7.7	8.2	3.9	—	79.8	0.4
2004	0	7.2	8.3	4	—	80.6	—
2003	0	8.4	6.8	3.9	—	80.9	—
2002	0	9	4.8	3.9	—	82.4	—
2001	0.3	9.2	3.6	3	—	83.9	—
2000	0.3	10.5	3.7	2.4	—	83	—

Community Consolidated School District 89

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2015	0.1	11.6	6	12.3	0	65.2	4.6
2014	0.3	9.9	6.5	12.6	0	66.3	4.5
2013	0.5	9.2	6.6	12.2	0	67.1	4.4
2012	0.4	8.9	8.4	12.9	0	65.3	4.3
2011	0.2	8.1	8.8	13	—	65.9	3.9
2010	0	9	9.3	9	—	68.3	4.2
2009	0	9	7.4	8.4	—	71.1	4.1
2008	0	9.8	8.4	7.5	—	71.4	2.9
2007	0	10.1	9.1	6.7	—	72	1.9
2006	0	8.7	9.6	5.2	—	74.4	2
2005	0	9.4	8.4	5.5	—	75.7	1
2004	0	9.7	7.7	5.3	—	77.2	—
2003	0	9.4	6.7	4.2	—	79.7	—
2002	0	8.9	6.1	4.2	—	80.8	—
2001	0.1	9.6	5.8	3.6	—	80.9	—
2000	0.1	9.6	5.6	3.3	—	81.3	—

Source: Illinois Interactive Report Card.