LaGrange School District 105

Demographic Trends
and
Enrollment Projections

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Contents

Preface

This report updates population and housing trends within LaGrange School District 105 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 105 schools during the past twenty-two years and analyze student migration patterns and other sources of these enrollment changes. I shall then discuss housing turnover (including tear-downs and rebuilds) 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 2022–23, and at Gurrie Middle School and the District as a whole through school year 2027–28.

As before, 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 105 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 105 and local officials. I would like especially to acknowledge Dr. Glenn Schlichting, Superintendent for District 105, who assembled much of the information upon which this study is based. For his fine assistance and that of others who contributed to this study, I am most appreciative.

Overview of District 105

LaGrange School District 105 lies in the western suburbs of Chicago, approximately fifteen miles from the center of the city. The District serves the communities of Countryside, Hodgkins and the southern portion of LaGrange, along with a non-residential portion of McCook covering approximately 6.3 square miles. Its boundaries generally follow 47th Street on the north, East Avenue on the east, Brainard Avenues on the west, and I-55 on the south. The District is culturally diverse with a healthy mix of retirees as well as younger families. Virtually all of the blend of residential, business, and commercial areas in District 105 are built-out, with few new residences anticipated.

This September, 1,024 students are enrolled in the district's four elementary schools (Hodgkins, Ideal, Seventh Avenue, and Spring Avenue, including pre-K) and another 317 students attend Gurrie Middle School. After a period of enrollment growth, steady declines have characterized the District over the past three years, dropping from 1,477 students in school year 2014–15 to 1,341 this fall. The annual State Report Card shows District 105 students consistently exceeding state performance standards.

Housing and Population Trends

Like many of Chicago's more mature suburban areas, District 105 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 $16,400 in Hodgkins to $33,100 in LaGrange (see Table 1). These new modestly priced housing units attracted large numbers of young families with children leading to a boom in preschool and school-age residents during the 1950s and 1960s.

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 sometimes up to double the square footage.

With mortgage interest rates dropping in the mid-1980s and remaining at relatively low levels through the 1990s, and a growing number of empty-nester homes coming on the market, housing turnover to younger families with preschool and elementary school age children increased, especially in LaGrange.

Thus, as shown in Table 2, the preschool and elementary-school-age population in LaGrange rose markedly in the 1980s and 1990s. A more mixed picture characterized the other communities served by District 105 with Countryside and Hodgkins dipping in the 1980s but rebounding in the 1990s. Between 2000 and 2010, the pre-K population dropped in all four villages with a substantial decline in LaGrange. However, LaGrange's school-age population continued to expand from 2000 to 2010, while a variable situation characterized Countryside and McCook, and declines in Hodgkins in all age categories. Between 2011 and 2015 the preschool-age population rebounded in LaGrange and held fairly stable in Countryside and Hodgkins. Countryside, which exhibited a marginal increase in under age 5 residents, also saw both its age 5–9 and 10–14 population increase in this period.

As will be shown later, births to residents of LaGrange and Countryside expanded in the late 1980s, then leveled off for most of the 1990s before dropping by nearly one-third since 2000. Though no concrete data exists, it is felt that increased transfers from private schools, younger families staying in starter homes due to the economy, and more younger families moving into some Section 8 housing in the Ideal area kept public school-age populations up. The Lenzi Apartments in Hodgkins were demolished during 2016 and 2017. There were 132 pre-K to eighth grade students living in the apartments prior to demolition. According to District records, seventy-one of those students

transferred to another school district, while sixty-one students stayed within District 105: twenty-four within the Hodgkins area, three relocating to LaGrange 7th Avenue, and thirty-four relocating to the Ideal attendance area. The Villages of Hodgkins is considering development options for the area which housed Lenzi Apartments, but currently does not have defined plans. I now turn to the implications of these factors for enrollment changes in District 105 and its individual schools.

Table 1

Median Value of Owner-Occupied Housing Units in Villages Served By School District 105

Village	1950	1960	1970	1980	1990	2000	2011-15
Countryside	---	---	$27,100	$73,700	$127,400	$201,600	$225,800
Hodgkins	---	. . .	$16,400	$42,300	$78,000	$160,800	*
La Grange	$17,614	$25,400	$33,100	$84,400	$165,900	$271,800	$430,600
McCook	---	---	---	---	$100,800	$156,000	$246,400

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990, and 2000; 2011–15 American Community Survey. *Figure not reliable.

Table 2

Population by Age in Villages Served by School District 105

Municipality	Age	1970	1980	1990	2000	2010	2011–15
Countryside	Total	2,888	6,538	5,716	5,991	5,895	5,984
	< 5	302	351	302	323	224	227
	5–9	258	330	266	309	302	395
	10–14	278	412	261	343	361	371
	15–19	220	426	302	348	378	323
	65 +	134	729	904	943	993	999
Hodgkins	Total	2,270	2,005	1,963	2,134	1,897	2,097
	< 5	—	193	157	162	138	124
	5–9	—	—	102	152	134	147
	10–14	—	—	102	133	132	130
	15–19	—	—	120	135	125	134
	65 +	143	277	301	315	305	348
La Grange	Total	16,773	15,445	15,362	15,608	15,550	15,709
	< 5	1,081	893	1,232	1,311	1,061	1,289
	5–9	1,556	988	1,107	1,230	1,444	1,289
	10–14	2,032	1,207	977	1,199	1,371	1,541
	15–19	1,773	1,332	847	951	1,064	959
	65 +	1,434	2,061	2,150	2,105	1,966	2,199
McCook	Total	333	303	235	254	228	208
	< 5	—	—	17	10	14	17
	5–9	—	—	8	12	7	15
	10–14	—	—	10	16	12	4
	15–19	—	—	12	9	15	2
	65 +	—	—	46	54	44	37

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing 1970, 1980, 1990, 2000, and 2010; 2011–15 American Community Survey.

Enrollment Trends and Student Migration

Enrollment trends in District 105 mirrored new housing construction and family migration patterns in earlier decades and housing turnover over the past 25 years. Based on nearby area enrollment trends and Census data, the number of elementary and middle-school children in the District grew rapidly in the 1950s and 1960s, peaked in the early 1970s, and declined until the mid-1980s. In 1990 (the earliest year for which I have annual data), total District 105 enrollment stood at 866.

District 105's enrollment consistently climbed to 1,035 in 1995–96, dipped to 976 and 994 in 1996–97 and 1997–98, respectively, before rebounding to 1,037 students in 1998–99. Total enrollment remained relatively flat through 2003–04 registering 1,048 students (excluding pre-K) in 2001–02. With pre-K included, total District 105 enrollment climbed from 1,146 in 2003–04 to 1,447 in 2014–15 before dropping to 1,341 students at school year 2017–18 opening.

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 105 since school year 1990–91 may be decomposed into the three component parts. Table 3 provides the grade-by-grade and year-by-year enrollment for the District between 1990–91 and 2017–18. Table 4 decomposes the annual total enrollment changes into the three component parts. Thus, between September 2016 (school year 2016–17) and September 2017 (school year 2017–18), overall District enrollment declined by eighty-one students (1,422 to 1,341). The 164 eighth graders who graduated in June 2017 (see Table 3) were replaced this September (2017) by 129 kindergarten students, for a net class size difference of −35. This thirty-five student decline was re-enforced by thirty-two more students who migrated out of the District or transferred from District 105 schools to private or parochial schools than who migrated into the District or transferred from private or parochial schools between September 2016 and September 2017. During the same period, pre-kindergarten enrollment declined by fourteen students. The three components (−35, −32, −14) sum precisely to the net eighty-one student decline in the District between September 2016 and September 2017.

Table 5 describes how these net student migration/transfer figures are computed from the enrollment data. The bottom left cell of "2" means that as the kindergarten class of September 2016 progressed to the first grade in September

2017, it gained two students (see Table 3 where kindergarten enrollment in school year 2016–17 was 116 and first grade enrollment in school year 2017–18 is 118 students). Conversely, as the second grade class of 2016–17 progressed to the third grade in 2017–18, it declined by eighteen students. Summing across the bottom row of Table 5, one obtains −32, which is the net student migration/ transfer gain between September 2016 and September 2017 shown in Table 4.

Table 3

Enrollment History of LaGrange School District 105: 1990–91 to 2017–18

School Year	K	1	2	3	4	5	6	7	8	K–8	Sp. Ed.	Total Pre-K	Total
1990–91	100	115	88	91	93	83	82	85	84	821	45	—	866
1991–92	115	106	117	83	90	97	88	87	94	877	39	—	916
1992–93	108	121	102	117	77	96	99	98	99	917	28	—	945
1993–94	111	107	122	101	113	73	100	103	93	923	25	—	948
1994–95	117	119	112	117	116	117	74	107	95	974	38	—	1,012
1995–96	129	122	109	116	122	104	119	82	110	1,013	22	—	1,035
1996–97	117	130	95	92	106	116	111	119	82	968	8	0	976
1997–98	126	114	108	88	91	108	111	104	125	975	19	0	994
1998–99	107	135	114	120	94	102	112	116	118	1,018	19	0	1,037
1999–00	104	114	130	119	118	95	109	116	115	1,020	22	0	1,042
2000–01	103	121	109	128	121	113	95	105	112	1,007	19	0	1,026
2001–02	118	112	125	106	117	119	122	97	112	1,028	20	0	1,048
2002–03	121	133	116	120	112	123	124	130	108	1,087	0	60	1,147
2003–04	106	122	124	119	120	120	121	120	128	1,080	0	66	1,146
2004–05	109	117	120	131	123	122	121	131	120	1,094	0	65	1,159
2005–06	119	123	120	126	132	126	117	125	127	1,115	0	69	1,184
2006–07	132	114	119	116	123	137	114	119	122	1,096	0	91	1,187
2007–08	120	136	123	120	121	127	138	118	126	1,129	0	48	1,177
2008–09	131	129	139	123	123	124	129	138	126	1,162	0	48	1,210
2009–10	135	154	127	142	126	127	128	131	139	1,209	0	112	1,321
2010–11	129	144	154	141	150	132	133	133	140	1,256	0	111	1,367
2011–12	122	144	147	149	147	152	136	139	141	1,277	0	112	1,389
2012–13	157	134	153	155	159	151	151	141	138	1,339	0	106	1,445
2013–14	137	165	135	152	160	161	155	155	144	1,364	0	101	1,465
2014–15	124	144	177	145	154	160	155	163	163	1,385	0	92	1,477
2015–16	140	138	144	156	163	158	158	158	159	1,374	0	87	1,461
2016–17	116	156	134	154	155	158	148	166	164	1,351	0	71	1,422
2017–18	129	118	138	130	152	146	154	146	171	1,284	0	57	1,341

Table 4

Decomposition of Annual Source of Enrollment Change in LaGrange School District 105: September 1990 to September 2017

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Student Migration/ Transfer	Change Sp. Ed.	Change Total Pre-K
1990 to 91	50	31	25	−6	—
1991 to 92	29	14	26	−11	—
1992 to 93	3	12	−6	−3	—
1993 to 94	64	24	27	13	—
1994 to 95	23	34	5	−16	—
1995 to 96	−59	7	−52	−14	—
1996 to 97	18	44	−37	11	0
1997 to 98	43	−18	61	0	0
1998 to 99	5	−14	16	3	0
1999 to 00	−16	−12	−1	−3	0
2000 to 01	22	6	15	1	0
2001 to 02	99	9	50	−20	60
2002 to 03	−1	−2	−5	0	6
2003 to 04	13	−19	33	0	−1
2004 to 05	25	−1	22	0	4
2005 to 06	3	5	−24	0	22
2006 to 07	−10	−2	35	0	−43
2007 to 08	33	5	28	0	0
2008 to 09	111	9	38	0	64
2009 to 10	46	−10	57	0	−1
2010 to 11	22	−18	39	0	1
2011 to 12	56	16	46	0	−6
2012 to 13	20	−1	26	0	−5
2013 to 14	12	−20	41	0	−9
2014 to 15	−16	−23	12	0	−5
2015 to 16	−39	−43	20	0	−16
2016 to 17	−81	−35	−32	0	−14

Table 5

Decomposition of Annual Source of Enrollment Change in LaGrange School District 105:
September 1990 to September 2017

Transition Year Sept. to Sept.	Grade Transition								
	K–1	1–2	2–3	3–4	4–5	5–6	6–7	7–8	Total
1990 to 91	6	2	−5	−1	4	5	5	9	25
1991 to 92	6	−4	0	−6	6	2	10	12	26
1992 to 93	−1	1	−1	−4	−4	4	4	−5	−6
1993 to 94	8	5	−5	15	4	1	7	−8	27
1994 to 95	5	−10	4	5	−12	2	8	3	5
1995 to 96	1	−27	−17	−10	−6	7	0	0	−52
1996 to 97	−3	−22	−7	−1	2	−5	−7	6	−37
1997 to 98	9	0	12	6	11	4	5	14	61
1998 to 99	7	−5	5	−2	1	7	4	−1	16
1999 to 00	17	−5	−2	2	−5	0	−4	−4	−1
2000 to 01	9	4	−3	−11	−2	9	2	7	15
2001 to 02	15	4	−5	6	6	5	8	11	50
2002 to 03	1	−9	3	0	8	−2	−4	−2	−5
2003 to 04	11	−2	7	4	2	1	10	0	33
2004 to 05	14	3	6	1	3	−5	4	−4	22
2005 to 06	−5	−4	−4	−3	5	−12	2	−3	−24
2006 to 07	4	9	1	5	4	1	4	7	35
2007 to 08	9	3	0	3	3	2	0	8	28
2008 to 09	23	−2	3	3	4	4	2	1	38
2009 to 10	9	0	14	8	6	6	5	9	57
2010 to 11	15	3	−5	6	2	4	6	8	39
2011 to 12	12	9	8	10	4	−1	5	−1	46
2012 to 13	8	1	−1	5	2	4	4	3	26
2013 to 14	7	12	10	2	0	−6	8	8	41
2014 to 15	14	0	−21	18	4	−2	3	−4	12
2015 to 16	16	−4	10	−1	−5	−10	8	6	20
2016 to 17	2	−18	−4	−2	−9	−4	−2	5	−32

Enrollment Change in the Individual Schools

Annual grade-by-grade enrollments for the District's four elementary schools from 1996–97 to 2017–18 are provided in Tables 6 through 9. Table 10 shows the figures for Gurrie Middle School.

After nearly twenty years of relative stability with enrollment fluctuating around 200, Hodgkins Elementary School declined from 212 students in 2014–15 to 126 students September 2017. Most of this drop was due to the demolition of Lenzi Apartments. K–6 enrollment at Ideal Elementary School declined from 311 students in 2013–14 to 274 in 2017–18. This drop follows a significant increase between 2008–09 and 2013–14 thought to be a result of a student influx to Section 8 housing in this attendance area. There was also a major drop in pre-K at Ideal this year with such students all being housed at Hodgkins.

Regular grade enrollment at Seventh Avenue Elementary School has climbed from 214 students in 2014–15 to 250 this year. Spring Avenue Elementary School has been fairly stable for the past seven years with a slight decline this year as pre-K moved to Hodgkins Elementary School. Finally, Gurrie Middle School has also been relatively stable for the past four years at between 317 and 330 students.

Tables 11 through 20 decompose the annual sources of enrollment change and present annual migration/transfer patterns at each school since 1996. At the

elementary schools, Hodgkins' significant decline since 2014 was due mostly to its negative net student migration/transfer. Ideal's overall declines resulted from drops in pre-K as well as smaller entering kindergarten classes replacing larger than sixth-grade classes. Seventh Avenue's growth in recent years has resulted primarily from positive net student migration/transfer. Spring Avenue's overall declines in the past four years resulted from drops in pre-K students and relatively smaller kindergarten classes versus graduating sixth-grade classes. Gurrie Middle School grew modestly from 2006 through 2016 due to a mixture of larger entering seventh-grade classes replacing smaller graduating eighth-grade classes and generally positive net student migration/transfer. After reaching 330 students in 2016–17, enrollment at Gurrie dropped back to 317 this September, largely because of a smaller entering seventh grade class replacing last year's graduating eighth grade class.

Appendix A provides racial/ethnic mix of students at each elementary school, Gurrie Middle School and District 105 as a whole annually from 2000 to 2016. The main demographic change has resulted from growth in Hispanic students at Hodgkins and Ideal elementary schools and at Gurrie Middle School.

Table 6

Enrollment History of Hodgkins Elementary School: 1996–95 to 2017–18

School Year	K	1	2	3	4	5	6	K–6	Sp. Ed.	Total Pre-K	Total
1996–97	36	31	20	21	18	19	17	162		0	162
1997–98	40	39	25	19	25	17	21	186		0	186
1998–99	29	39	30	22	13	27	18	178		0	178
1999–00	26	30	33	32	21	13	24	179		0	179
2000–01	35	29	31	30	34	21	13	193		0	193
2001–02	27	33	33	29	27	33	22	204		0	204
2002–03	32	26	32	29	25	26	29	199		0	199
2003–04	23	25	23	30	25	21	28	175		52	227
2004–05	32	26	26	24	32	23	22	185		19	204
2005–06	28	32	27	26	27	36	21	197		35	232
2006–07	29	19	31	25	25	26	25	180		58	238
2007–08	33	31	18	32	26	28	28	196		48	244
2008–09	26	29	30	19	32	23	26	185		23	208
2009–10	30	28	30	30	23	28	24	193			193
2010–11	23	32	28	32	31	24	30	200			200
2011–12	26	25	30	31	34	32	24	202			202
2012–13	24	24	26	28	37	32	31	202			202
2013–14	33	24	21	23	29	32	29	191			191
2014–15	32	32	39	24	27	29	29	212			212
2015–16	31	33	26	25	31	32	28	206			206
2016–17	14	31	29	35	20	23	23	175			175
2017–18	14	13	22	22	24	14	17	126		57	183

Table 7

Enrollment History of Ideal Elementary School:1996–97 to 2017–18

School Year	K	1	2	3	4	5	6	K–6	Sp. Ed.	Total Pre-K	Total
1996–97	25	31	29	21	31	26	23	186		0	186
1997–98	22	24	26	24	14	39	22	171		0	171
1998–99	24	29	29	33	31	18	42	206		0	206
1999–00	26	24	26	31	31	33	25	196		0	196
2000–01	34	30	24	29	32	25	30	204		0	204
2001–02	23	34	29	26	26	33	32	203		0	203
2002–03	33	24	32	26	32	27	36	210		0	210
2003–04	26	39	20	36	31	37	26	215		14	229
2004–05	28	31	36	27	37	35	37	231		12	243
2005–06	28	34	31	39	29	38	37	236		0	236
2006–07	33	29	27	30	42	34	41	236		0	236
2007–08	29	35	34	27	29	40	34	228		0	228
2008–09	37	32	37	31	32	29	42	240		4	244
2009–10	34	41	33	35	29	36	31	239			239
2010–11	37	36	40	40	42	30	41	266			266
2011–12	34	42	38	39	41	46	35	275			275
2012–13	50	35	46	43	42	41	45	302			302
2013–14	39	51	36	45	43	50	47	311		77	388
2014–15	27	43	52	40	45	45	52	304		73	377
2015–16	36	34	42	44	42	48	44	290		69	359
2016–17	33	40	32	45	47	42	46	285		54	339
2017–18	37	33	36	31	47	48	42	274		0	274

Table 8

Enrollment History of Seventh Avenue Elementary School: 1996–97 to 2017–18

School Year	K	1	2	3	4	5	6	K–6	Sp. Ed.	Total Pre-K	Total
1996–97	19	32	22	24	22	31	35	185	8	0	193
1997–98	36	17	25	18	27	22	30	175	19	0	194
1998–99	24	34	19	32	22	29	24	184	19	0	203
1999–00	24	28	36	20	35	21	32	196	22	0	218
2000–01	14	32	25	33	20	34	24	182	19	0	201
2001–02	34	19	32	21	30	19	34	189	20	0	209
2002–03	18	45	25	33	24	38	24	207		60	267
2003–04	26	20	43	25	35	29	37	215		0	215
2004–05	18	25	22	41	26	35	30	197		34	231
2005–06	28	24	28	24	38	26	32	200		34	234
2006–07	27	29	27	25	20	38	22	188		33	221
2007–08	24	25	27	29	28	22	38	193		0	193
2008–09	24	27	28	30	26	34	23	192		21	213
2009–10	25	34	23	33	29	30	34	208			208
2010–11	23	26	36	26	32	32	26	201			201
2011–12	22	24	28	33	26	30	34	197			197
2012–13	42	26	28	34	37	33	31	231			231
2013–14	30	43	27	28	36	36	33	233			233
2014–15	26	31	38	29	24	34	32	214			214
2015–16	33	32	36	40	37	23	35	236			236
2016–17	28	37	33	33	41	40	24	236			236
2017–18	30	32	34	33	39	38	44	250			250

Table 9

Enrollment History of Spring Avenue Elementary School: 1996–97 to 2017–18

School Year	K	1	2	3	4	5	6	K–6	Sp. Ed.	Total Pre-K	Total
1996–97	37	36	24	26	35	40	36	234		0	234
1997–98	28	34	32	27	25	30	38	214		0	214
1998–99	30	33	36	33	28	28	28	216		0	216
1999–00	28	32	35	36	31	28	28	218		0	218
2000–01	20	30	29	36	35	33	28	211		0	211
2001–02	34	26	31	30	34	34	34	223		0	223
2002–03	38	38	27	32	31	32	35	233		0	233
2003–04	31	38	38	28	29	33	30	227		0	227
2004–05	31	35	36	39	28	29	32	230		0	230
2005–06	35	33	34	37	38	26	27	230		0	230
2006–07	43	37	34	36	36	39	26	251		0	251
2007–08	34	45	44	32	38	37	38	268		0	268
2008–09	44	41	44	43	33	38	38	281		0	281
2009–10	46	51	41	44	45	33	39	299			299
2010–11	46	50	50	43	45	46	36	316			316
2011–12	40	53	51	46	46	44	43	323			323
2012–13	41	49	53	50	43	45	44	325			325
2013–14	35	47	51	56	52	43	46	330		24	354
2014–15	39	38	48	52	58	52	42	329		19	348
2015–16	40	39	40	47	53	55	51	325		18	343
2016–17	41	48	40	41	47	53	55	325		17	342
2017–18	48	40	46	44	42	46	51	317		0	317

Table 10

Enrollment History of Gurrie Middle School: 1996–97 to 2017–18

School Year	7	8	7–8	Sp. Ed.	Total
1996–97	119	82	201		201
1997–98	104	125	229		229
1998–99	116	118	234		234
1999–00	116	115	231		231
2000–01	105	112	217		217
2001–02	97	112	209		209
2002–03	130	108	238		238
2003–04	120	128	248		248
2004–05	131	120	251		251
2005–06	125	127	252		252
2006–07	119	122	241		241
2007–08	118	126	244		244
2008–09	138	126	264		264
2009–10	131	139	270		270
2010–11	133	140	273		273
2011–12	139	141	280		280
2012–13	141	138	279		279
2013–14	155	144	299		299
2014–15	163	163	326		326
2015–16	158	159	317		317
2016–17	166	164	330		330
2017–18	146	171	317		317

Table 11

Decomposition of Annual Source of Enrollment Change in Hodgkins Elementary School: September 1996 to September 2017

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 6	Net Student Migration/ Transfer	Change Sp. Ed.	Change Total Pre-K
1996 to 97	24	23	1	0	0
1997 to 98	−8	8	−16	0	0
1998 to 99	1	8	−7	0	0
1999 to 00	14	11	3	0	0
2000 to 01	11	14	−3	0	0
2001 to 02	−5	10	−15	0	0
2002 to 03	28	−6	−18	0	52
2003 to 04	−23	4	6	0	−33
2004 to 05	28	6	6	0	16
2005 to 06	6	8	−25	0	23
2006 to 07	6	8	8	0	−10
2007 to 08	−36	−2	−9	0	−25
2008 to 09	−15	4	4	0	−23
2009 to 10	7	−1	8	0	0
2010 to 11	2	−4	6	0	0
2011 to 12	0	0	0	0	0
2012 to 13	−11	2	−13	0	0
2013 to 14	21	3	18	0	0
2014 to 15	−6	2	−8	0	0
2015 to 16	−31	−14	−17	0	0
2016 to 17	8	−9	−40	0	57

Table 12

Decomposition of Annual Source of Enrollment Change in Ideal Elementary School: September 1996 to September 2017

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 6	Net Student Migration/ Transfer	Change Sp. Ed.	Change Total Pre-K
1996 to 97	−15	−1	−14	0	0
1997 to 98	35	2	33	0	0
1998 to 99	−10	−16	6	0	0
1999 to 00	8	9	−1	0	0
2000 to 01	−1	−7	6	0	0
2001 to 02	7	1	6	0	0
2002 to 03	19	−10	15	0	14
2003 to 04	14	2	14	0	−2
2004 to 05	−7	−9	14	0	−12
2005 to 06	0	−4	4	0	0
2006 to 07	−8	−12	4	0	0
2007 to 08	16	3	9	0	4
2008 to 09	−5	−8	7	0	−4
2009 to 10	27	6	21	0	0
2010 to 11	9	−7	16	0	0
2011 to 12	27	15	12	0	0
2012 to 13	86	−6	15	0	77
2013 to 14	−11	−20	13	0	−4
2014 to 15	−18	−16	2	0	−4
2015 to 16	−20	−11	6	0	−15
2016 to 17	−65	−9	−2	0	−54

Table 13

Decomposition of Annual Source of Enrollment Change in Seventh Avenue Elementary School:
September 1996 to September 2017

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 6	Net Student Migration/ Transfer	Change Sp. Ed.	Change Total Pre-K
1996 to 97	1	1	−11	11	0
1997 to 98	9	−6	15	0	0
1998 to 99	15	0	12	3	0
1999 to 00	−17	−18	4	−3	0
2000 to 01	8	10	−3	1	0
2001 to 02	58	−16	34	−20	60
2002 to 03	−52	2	6	0	−60
2003 to 04	16	−19	1	0	34
2004 to 05	3	−2	5	0	0
2005 to 06	−13	−5	−7	0	−1
2006 to 07	−28	2	3	0	−33
2007 to 08	20	−14	13	0	21
2008 to 09	−5	2	14	0	−21
2009 to 10	−7	−11	4	0	0
2010 to 11	−4	−4	0	0	0
2011 to 12	34	8	26	0	0
2012 to 13	2	−1	3	0	0
2013 to 14	−19	−7	−12	0	0
2014 to 15	22	1	21	0	0
2015 to 16	0	−7	7	0	0
2016 to 17	14	6	8	0	0

Table 14

Decomposition of Annual Source of Enrollment Change in Spring Avenue Elementary School: September 1996 to September 2017

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 6	Net Student Migration/ Transfer	Change Sp. Ed.	Change Total Pre-K
1996 to 97	−20	−8	−12	0	0
1997 to 98	2	−8	10	0	0
1998 to 99	2	0	2	0	0
1999 to 00	−7	−8	1	0	0
2000 to 01	12	6	6	0	0
2001 to 02	10	4	6	0	0
2002 to 03	−6	−4	−2	0	0
2003 to 04	3	1	2	0	0
2004 to 05	0	3	−3	0	0
2005 to 06	21	16	5	0	0
2006 to 07	17	8	9	0	0
2007 to 08	13	6	7	0	0
2008 to 09	18	8	10	0	0
2009 to 10	17	7	10	0	0
2010 to 11	7	4	3	0	0
2011 to 12	2	−2	4	0	0
2012 to 13	29	−9	14	0	24
2013 to 14	−6	−7	6	0	−5
2014 to 15	−5	−2	−2	0	−1
2015 to 16	−1	−10	10	0	−1
2016 to 17	−25	−7	−1	0	−17

Table 15

Decomposition of Annual Source of Enrollment Change in Gurrie Middle School: September 1996 to September 2017

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 7 vs. Exiting 8	Net Student Migration/ Transfer	Change Sp. Ed.
1996 to 97	28	22	6	0
1997 to 98	5	−9	14	0
1998 to 99	−3	−2	−1	0
1999 to 00	−14	−10	−4	0
2000 to 01	−8	−15	7	0
2001 to 02	29	18	11	0
2002 to 03	10	12	−2	0
2003 to 04	3	3	0	0
2004 to 05	1	5	−4	0
2005 to 06	−11	−8	−3	0
2006 to 07	3	−4	7	0
2007 to 08	20	12	8	0
2008 to 09	6	5	1	0
2009 to 10	3	−6	9	0
2010 to 11	7	−1	8	0
2011 to 12	−1	0	−1	0
2012 to 13	20	17	3	0
2013 to 14	27	19	8	0
2014 to 15	−9	−5	−4	0
2015 to 16	13	7	6	0
2016 to 17	−13	−18	5	0

Table 16

Net Annual Student Migration/Transfer in Hodgkins Elementary School:
September 1996 to September 2017

Transition Year Sept. to Sept.	Grade Transition						
	K–1	1–2	2–3	3–4	4–5	5–6	Total
1996 to 97	3	−6	−1	4	−1	2	1
1997 to 98	−1	−9	−3	−6	2	1	−16
1998 to 99	1	−6	2	−1	0	−3	−7
1999 to 00	3	1	−3	2	0	0	3
2000 to 01	−2	4	−2	−3	−1	1	−3
2001 to 02	−1	−1	−4	−4	−1	−4	−15
2002 to 03	−7	−3	−2	−4	−4	2	−18
2003 to 04	3	1	1	2	−2	1	6
2004 to 05	0	1	0	3	4	−2	6
2005 to 06	−9	−1	−2	−1	−1	−11	−25
2006 to 07	2	−1	1	1	3	2	8
2007 to 08	−4	−1	1	0	−3	−2	−9
2008 to 09	2	1	0	4	−4	1	4
2009 to 10	2	0	2	1	1	2	8
2010 to 11	2	−2	3	2	1	0	6
2011 to 12	−2	1	−2	6	−2	−1	0
2012 to 13	0	−3	−3	1	−5	−3	−13
2013 to 14	−1	15	3	4	0	−3	18
2014 to 15	1	−6	−14	7	5	−1	−8
2015 to 16	0	−4	9	−5	−8	−9	−17
2016 to 17	−1	−9	−7	−11	−6	−6	−40

Table 17

Net Annual Student Migration/Transfer in Ideal Elementary School:
September 1996 to September 2017

Transition Year Sept. to Sept.	Grade Transition						
	K–1	1–2	2–3	3–4	4–5	5–6	Total
1996 to 97	−1	−5	−5	−7	8	−4	−14
1997 to 98	7	5	7	7	4	3	33
1998 to 99	0	−3	2	−2	2	7	6
1999 to 00	4	0	3	1	−6	−3	−1
2000 to 01	0	−1	2	−3	1	7	6
2001 to 02	1	−2	−3	6	1	3	6
2002 to 03	6	−4	4	5	5	−1	15
2003 to 04	5	−3	7	1	4	0	14
2004 to 05	6	0	3	2	1	2	14
2005 to 06	1	−7	−1	3	5	3	4
2006 to 07	2	5	0	−1	−2	0	4
2007 to 08	3	2	−3	5	0	2	9
2008 to 09	4	1	−2	−2	4	2	7
2009 to 10	2	−1	7	7	1	5	21
2010 to 11	5	2	−1	1	4	5	16
2011 to 12	1	4	5	3	0	−1	12
2012 to 13	1	1	−1	0	8	6	15
2013 to 14	4	1	4	0	2	2	13
2014 to 15	7	−1	−8	2	3	−1	2
2015 to 16	4	−2	3	3	0	−2	6
2016 to 17	0	−4	−1	2	1	0	−2

Table 18

Net Annual Student Migration/Transfer in Seventh Avenue Elementary School:
September 1996 to September 2017

Transition Year Sept. to Sept.	Grade Transition						
	K–1	1–2	2–3	3–4	4–5	5–6	Total
1996 to 97	−2	−7	−4	3	0	−1	−11
1997 to 98	−2	2	7	4	2	2	15
1998 to 99	4	2	1	3	−1	3	12
1999 to 00	8	−3	−3	0	−1	3	4
2000 to 01	5	0	−4	−3	−1	0	−3
2001 to 02	11	6	1	3	8	5	34
2002 to 03	2	−2	0	2	5	−1	6
2003 to 04	−1	2	−2	1	0	1	1
2004 to 05	6	3	2	−3	0	−3	5
2005 to 06	1	3	−3	−4	0	−4	−7
2006 to 07	−2	−2	2	3	2	0	3
2007 to 08	3	3	3	−3	6	1	13
2008 to 09	10	−4	5	−1	4	0	14
2009 to 10	1	2	3	−1	3	−4	4
2010 to 11	1	2	−3	0	−2	2	0
2011 to 12	4	4	6	4	7	1	26
2012 to 13	1	1	0	2	−1	0	3
2013 to 14	1	−5	2	−4	−2	−4	−12
2014 to 15	6	5	2	8	−1	1	21
2015 to 16	4	1	−3	1	3	1	7
2016 to 17	4	−3	0	6	−3	4	8

Table 19

Net Annual Student Migration/Transfer in Spring Avenue Elementary School:
September 1996 to September 2017

Transition Year Sept. to Sept.	Grade Transition						
	K–1	1–2	2–3	3–4	4–5	5–6	Total
1996 to 97	−3	−4	3	−1	−5	−2	−12
1997 to 98	5	2	1	1	3	−2	10
1998 to 99	2	2	0	−2	0	0	2
1999 to 00	2	−3	1	−1	2	0	1
2000 to 01	6	1	1	−2	−1	1	6
2001 to 02	4	1	1	1	−2	1	6
2002 to 03	0	0	1	−3	2	−2	−2
2003 to 04	4	−2	1	0	0	−1	2
2004 to 05	2	−1	1	−1	−2	−2	−3
2005 to 06	2	1	2	−1	1	0	5
2006 to 07	2	7	−2	2	1	−1	9
2007 to 08	7	−1	−1	1	0	1	7
2008 to 09	7	0	0	2	0	1	10
2009 to 10	4	−1	2	1	1	3	10
2010 to 11	7	1	−4	3	−1	−3	3
2011 to 12	9	0	−1	−3	−1	0	4
2012 to 13	6	2	3	2	0	1	14
2013 to 14	3	1	1	2	0	−1	6
2014 to 15	0	2	−1	1	−3	−1	−2
2015 to 16	8	1	1	0	0	0	10
2016 to 17	−1	−2	4	1	−1	−2	−1

Table 20

Net Annual Student Migration/Transfer in Gurrie Middle School:
September 1996 to September 2017

Transition Year Sept. to Sept.	Grade Transition	
	7–8	Total
1996 to 97	6	6
1997 to 98	14	14
1998 to 99	−1	−1
1999 to 00	−4	−4
2000 to 01	7	7
2001 to 02	11	11
2002 to 03	−2	−2
2003 to 04	0	0
2004 to 05	−4	−4
2005 to 06	−3	−3
2006 to 07	7	7
2007 to 08	8	8
2008 to 09	1	1
2009 to 10	9	9
2010 to 11	8	8
2011 to 12	−1	−1
2012 to 13	3	3
2013 to 14	8	8
2014 to 15	−4	−4
2015 to 16	6	6
2016 to 17	5	5

The Enrollment Future of District 105

The key question now becomes, what will happen to enrollment in District 105 over the next ten years? Will recent total enrollment declines continue? Which grade levels will it impact most? What schools will be most affected? My analysis of recent birth data for the District 105 area, trends in kindergarten enrollments, housing turnover, and student migration/transfer patterns lead me to forecast relative stability for the next seven years near the District's current 1,341 count, before rising slightly during the following three years. Hodgkins (including pre-K) and Ideal will decline slightly. Seventh Avenue should remain fairly stable, while Spring Avenue will grow slightly. Gurrie Middle School should remain near its current 317 enrollment over the coming three years then drop modestly through 2023–24 before rebounding back to near its present enrollment. Before elaborating these forecasts, let me now describe the factors underlying them.

Table 21 provides information on birth trends among residents of Countryside, Hodgkins, LaGrange, and McCook from 1980 to 2015 (the latest year available). Note that from 2000 to 2015 substantial declines occurred in the total number of births to residents of District villages. All villages continued to decline in births since 2012, though Countryside had an up-tick in 2014 and LaGrange in 2015.

These birth declines, however, should be countered by housing turnover of large numbers of older empty-nest households in the villages as was documented in Table 2. Thus, I expect that the size of entering kindergarten classes for the District as a whole will not decline during the coming decade.

Because the District is essentially built-out residentially, there is little anticipated new housing development. However, modest amounts of teardowns and replacement housing should continue in the coming decade, while the stronger economy should keep existing housing turnover solid. Some new housing development may occur in selected areas. In Countryside, the 9-acre Dostel property could see 21–23 single-family homes built within the next five years. The Snyder and Skrine subdivision could add five additional homes. LaGrange will likely see a small amount of in-fill development where nine housing permits have been authorized in the Spring Avenue attendance area and five in the Seventh Avenue attendance area. The major question mark for the Hodgkins attendance area is, what will be developed in the former Lenzi Apartment area? Local officials believe it will either go commercial or mixed-use with limited residential. Currently no multi-family projects are anticipated in the District. Overall, I would anticipate slight to modest population growth over the coming decades in District 105 villages.

This prognostication is corroborated by the latest population forecasts provided by the former Northeastern Illinois Planning Commission (NIPC, now

the Chicago Metropolitan Agency for Planning) for these communities. The NIPC/CMAP forecasts are presented in Table 22 for the villages.

Another thorny question is whether or not substantial K–6 enrollment declines will continue in the Hodgkins attendance area. My professional judgment is that such declines will be far more modest than have taken place in recent years.

Apropos the above, in projecting enrollment for District 105, two sets of interrelated factors play central causal roles. The first is future fertility rates and resulting family sizes affecting kindergarten enrollment. Any changes in fertility rates during the next five years will not affect enrollment projections until after school year 2022–23 because children who will be reaching kindergarten during the next five years are already born. Fertility rate changes during the following five years could affect elementary school enrollments, beginning with school year 2023–24. 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 2022. If the District's Hispanic population continues to rise, so may births to residents, but note that births to village residents did not rise in the past decade, even with Hispanic resident increases.

The second, and most critical factor for future enrollment in the schools is net student in-migration and transfers resulting from turnover of existing

housing units in District 105. New housing development, aside from teardowns and replacements and those already noted, likely will be limited. Future net student migration therefore will be driven almost entirely by housing turnover. For this reason, three sets of enrollment projections will be provided for the District and Gurrie Middle School through 2027–28 and individual elementary schools through 2022–23. 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 relatively constant (through 2022) and that teardowns/ replacements, housing turnover and resulting in-migration of families with preschool-age and school-age children *are less than currently anticipated* through 2027–28;

Series B Enrollment projection assuming future fertility rates remain relatively constant (through 2022) and that teardowns/ replacements, housing turnover and resulting in-migration of families with preschool-age and school-age children o*ccur as currently anticipated* through 2027–28;

Series C Enrollment projection assuming future fertility rates remain relatively constant (through 2022) and that teardowns/ replacements, housing turnover and resulting in-migration of families with preschool-age and school-age children *are greater than currently anticipated* through 2027–28.

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 teardowns/replacements and other 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 housing turnover (including teardowns/replacements) in each attendance area would be similar to the past three years yielding similar net student migration rates, adjusting for the losses due to the Lenzi Apartments demolitions. Series A projections were made using similar methods but with student in-migration resulting from housing turnover deflated by approximately 15 percent. Series C assumes a 15 percent increase in the amount of future in-migration of families with preschool and school-age children to the District from greater housing turnover than currently anticipated. Additional new housing development is also built into the Series C projections.

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

Birth to Residents of Villages Served by District 105: 1980 to 2015

Year	Countryside	Hodgkins	La Grange	McCook	Total
1980	67	32	234	3	336
1981	77	36	202	5	320
1982	70	38	228	6	342
1983	68	35	226	3	332
1984	77	27	235	5	344
1985	67	31	253	5	356
1986	82	27	275	4	388
1987	83	31	261	4	379
1988	72	34	301	3	410
1989	54	35	268	3	360
1990	66	23	265	2	356
1991	63	31	243	4	341
1992	63	40	273	3	379
1993	55	31	271	2	359
1994	63	43	285	5	396
1995	67	38	298	0	403
1996	60	38	288	1	387
1997	62	36	271	3	372
1998	58	37	286	2	383
1999	52	47	302	2	403
2000	73	25	298	1	397
2001	56	45	254	2	357
2002	56	37	264	1	358
2003	56	37	270	2	365
2004	53	33	236	2	324
2005	52	26	230	2	310
2006	60	22	208	1	291
2007	59	21	215	0	295
2008	45	38	179	5	267
2009	46	27	197	0	270
2010	62	31	215	0	308
2011	58	16	164	0	238
2012	61	23	199	0	283
2013	57	20	176	0	253
2014	65	19	174	0	258
2015	50	18	181	0	249

Source: Illinois Department of Public Health. Automated Vital Statistics System. ˚2007–15 Cook County.

Table 22

Population and Household Forecasts for Villages Served by District 105: 2010 to 2030 and 2010 to 2040

Population 2010 to 2030				
Municipality	2010[a]	2030[b]	Change	% Change
Countryside	5,895	6,286	391	6.6
Hodgkins	1,897	2,137	240	12.7
La Grange	15,550	17,848	2,298	14.8
McCook	228	284	56	24.6
Total	23,570	26,555	2,985	12.7
Households 2010 to 2030				
Municipality	2010[a]	2030[b]	Change	% Change
Countryside	2,511	2,805	294	11.7
Hodgkins	737	978	241	32.7
La Grange	5,650	6,967	1,317	23.3
McCook	103	125	22	21.4
Total	9,001	10,875	1,874	20.8

Population 2010 to 2040				
Municipality	2010[a]	2040[c]	Change	% Change
Countryside	5,895	8,745	2,850	48.3
Hodgkins	1,897	2,731	834	44
La Grange	15,550	17,166	1,616	10.4
McCook	228	281	53	23.2
Total	23,570	28,923	5,353	22.7
Households 2010 to 2040				
Municipality	2010[a]	2040[c]	Change	% Change
Countryside	2,511	3,714	1,203	47.9
Hodgkins	737	1,122	385	52.2
La Grange	5,650	6,227	577	10.2
McCook	103	122	19	18.4
Total	9,001	11,185	2,184	24.3

Source: [a]U.S. Bureau of the Census. Decennial Census of Population and Housing, 2010. [b]Northeastern Illinois Planning Commission. 2030 Forecasts of Population, Households and Employment by County and Municipality. September 27, 2006. [c]Chicago Metropolitan Agency for Planning 2040 Forecast of Population, households and Employment. October 10, 2014.

Enrollment Projections

Tables 23 through 34 provide the grade by grade and year by year projections through school year 2022–23 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 Hodgkins Elementary School, currently at 183 students (including 57 pre-K), will decline only slightly during the next five years to 159 students in 2022–23. Ideal Elementary School is likewise projected to decline slightly from 274 students at present to 261 students in 2022–23. Seventh Avenue Elementary School is projected to remain fairly stable at just under its current 250 count. Spring Avenue Elementary School should inch up from its current 317 students to 334 students in 2022–23.

Under the most likely Series B assumptions, enrollment at the Gurrie Middle School will stay quite near its current 317 for the next two years then drop to 279 students in 2023–24 and rebound to 313 students in 2027–28 (see Table 36). If housing turnover and student in-migration slows below that currently anticipated, Series A projections (Table 35) show that Gurrie's total

enrollment will decline to 244 students in 2023–24 before rising slightly to 263 students in 2027–28. Under accelerated family in-migration assumptions (Series C, Table 37), enrollment at Gurrie Middle School will rise 363 students in 2025–26 and stabilize just above that number.

A professional caveat should be noted regarding enrollment projections beyond school year 2022–23. At the middle school level, projections for the next five years can be made with more confidence than the five years following 2022–23, since most students who will enter Gurrie Middle School through 2022–23 are already enrolled in the elementary feeder schools. Afterward, we are projecting many students yet to even register in District 105 elementary schools. For the elementary schools themselves, projections beyond 2022–23 would include many students yet to be even conceived. It is for this reason that I projected individual elementary schools only to 2022–23. Projections thereafter are provided, however, for the aggregate elementary school enrollment in District 105.

Another caveat is the difficulty of estimating future kindergarten enrollments in elementary schools where kindergarten enrollments have been bouncing up and down. In these cases, I have smoothed the fluctuations and used best professional judgment in making future kindergarten class size estimates.

Tables 38, 39, and 40 present, respectively, the Series A, Series B, and Series C projections, by year and by grade, for the District as a whole through school year 2027–28. It should be noted that these district-wide projections were made independently of the individual elementary school projections, so the sums of schools will not match the district totals, though they will be quite close for Series B. Series A and Series C projections at the district level will be, respectively, higher and lower that the Series A and Series C sums for the elementary schools since it is assumed that not all schools will simultaneously follow Series A or Series C.

If future housing turnover and student in-migration are less than anticipated, Table 38 reveals that total District enrollment (including pre-K) will decline from 1,341 currently to 1,176 in 2022–23. Total enrollment will then rise modestly to 1,205 in 2025–26 and stabilize. While the Series A projections may be considered too conservative by some, they should not be dismissed out of hand. If we enter another prolonged recession or if mortgage interest rates rise considerably, Series A could become reality.

Should housing turnover (including teardowns/replacements) and resulting student in-migration occur as anticipated, the Series B projections presented in Table 39 show that total District enrollment will dip slightly next fall to 1,327 and remain around 1,330 student through 2022–23. After that year, total enrollment commence modest growth reaching 1,381 students in 2025–26

and stabilizing just above the figure. 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 over the longer term.

If the future new housing development, housing turnover and resulting student in-migration exceed current expectations, Series C projections presented in Table 40 show total District enrollment steadily climbing to 1,586 students in 2026–27 then leveling off. This accelerated growth projection is the absolute maximum number of students that can possibly be foreseen for District 105.

Figure 1 charts the actual and projected total District 105 enrollments between 1990–91 and 2027–28 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–6) and middle school (grades 7–8) through school year 2027–28.

Concluding Remarks

As stated in my prior reports, no demographer has a crystal ball. In this report, I have assembled the best information presently available and applied professional techniques and judgment to project enrollment for District 105 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 105 Board of Education, administrators, teachers, and concerned citizens as plans are made for future space and staff needs for District 105 schools.

John D. Kasarda, Ph.D.
Chapel Hill, North Carolina
September 2017

Table 23

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Less than Currently Anticipated* through 2022–23

Hodgkins Elementary School

Series A Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	14	13	15	18	19	19
1	13	13	12	14	17	18
2	22	9	9	8	10	13
3	22	18	5	5	4	6
4	24	19	15	2	2	1
5	14	22	17	13	0	0
6	17	11	19	14	10	0
K–6	126	105	92	74	62	57
Total Pre-K	*57*	*48*	*50*	*49*	*51*	*49*
Total	183	153	142	123	113	106

Table 24

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children Occur as C*urrently Anticipated* through 2022–23

Hodgkins Elementary School

Series B Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	14	16	18	20	21	22
1	13	14	16	18	20	21
2	22	11	12	14	16	18
3	22	20	9	10	12	14
4	24	21	19	8	9	11
5	14	24	21	19	8	9
6	17	13	23	20	18	7
K–6	126	119	118	109	104	102
Total Pre-K	*57*	*56*	*58*	*56*	*58*	*57*
Total	183	175	176	165	162	159

Table 25

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Greater than Currently Anticipated* through 2022–23

Hodgkins Elementary School

Series C Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	14	19	20	23	25	26
1	13	16	21	22	25	27
2	22	13	16	21	22	25
3	22	22	13	16	21	22
4	24	23	23	14	17	22
5	14	26	25	25	16	19
6	17	15	27	26	26	17
K–6	126	134	145	147	152	158
Total Pre-K	*57*	*63*	*65*	*64*	*67*	*66*
Total	183	197	210	211	219	224

Table 26

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Less than Currently Anticipated* through 2022–23

Ideal Elementary School

Series A Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	37	33	34	32	30	32
1	33	38	34	35	33	31
2	36	29	34	30	31	29
3	31	33	26	31	27	28
4	47	31	33	26	31	27
5	48	46	30	32	25	30
6	42	46	44	28	30	23
K–6	274	256	235	214	207	200
Total Pre-K	0	0	0	0	0	*0*
Total	274	256	235	214	207	200

Table 27

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children Occur as C*urrently Anticipated* through 2022–23

Ideal Elementary School

Series B Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	37	37	39	36	34	36
1	33	40	40	42	39	37
2	36	31	38	38	40	37
3	31	35	30	37	37	39
4	47	33	37	32	39	39
5	48	48	34	38	33	40
6	42	48	48	34	38	33
K–6	274	272	266	257	260	261
Total Pre-K	0	0	0	0	0	*0*
Total	274	272	266	257	260	261

Table 28

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Greater than Currently Anticipated* through 2022–23

Ideal Elementary School

Series C Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	37	39	43	41	39	41
1	33	42	44	48	46	44
2	36	33	42	44	48	46
3	31	37	34	43	45	49
4	47	35	41	38	47	49
5	48	50	38	44	41	50
6	42	50	52	40	46	43
K–6	274	286	294	298	312	322
Total Pre-K	0	0	0	0	0	*0*
Total	274	286	294	298	312	322

Table 29

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Less than Currently Anticipated* through 2022–23

Seventh Avenue Elementary School

Series A Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	30	27	25	27	25	27
1	32	32	29	27	29	27
2	34	31	31	28	26	28
3	33	32	29	29	26	24
4	39	34	33	30	30	27
5	38	36	31	30	27	27
6	44	37	35	30	29	26
K–6	250	229	213	201	192	186
Total Pre-K	0	0	0	0	0	*0*
Total	250	229	213	201	192	186

Table 30

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children Occur as C*urrently Anticipated* through 2022–23

Seventh Avenue Elementary School

Series B Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	30	31	29	31	29	32
1	32	34	35	33	35	33
2	34	33	35	36	34	36
3	33	34	33	35	36	34
4	39	36	37	36	38	39
5	38	38	35	36	35	37
6	44	39	39	36	37	36
K–6	250	245	243	243	244	247
Total Pre-K	0	0	0	0	0	*0*
Total	250	245	243	243	244	247

Table 31

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Greater than Currently Anticipated* through 2022–23

Seventh Avenue Elementary School

Series C Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	30	35	33	35	33	36
1	32	36	41	39	41	39
2	34	35	39	44	42	44
3	33	36	37	41	46	44
4	39	38	41	42	46	51
5	38	40	39	42	43	47
6	44	41	43	42	45	46
K–6	250	261	273	285	296	307
Total Pre-K	0	0	0	0	0	*0*
Total	250	261	273	285	296	307

Table 32

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Less than Currently Anticipated* through 2022–23

Spring Avenue Elementary School

Series A Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	48	42	40	39	40	40
1	40	47	41	39	38	39
2	46	39	46	40	38	37
3	44	45	38	45	39	37
4	42	43	44	37	44	38
5	46	39	40	41	34	41
6	51	43	36	37	38	31
K–6	317	298	285	278	271	263
Total Pre-K	0	0	0	0	0	*0*
Total	317	298	285	278	271	263

Table 33

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children Occur as C*urrently Anticipated* through 2022–23

Spring Avenue Elementary School

Series B Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	48	47	45	44	45	46
1	40	50	49	47	46	47
2	46	41	51	50	48	47
3	44	47	42	52	51	49
4	42	45	48	43	53	52
5	46	41	44	47	42	52
6	51	45	40	43	46	41
K–6	317	316	319	326	331	334
Total Pre-K	0	0	0	0	0	*0*
Total	317	316	319	326	331	334

Table 34

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Greater than Currently Anticipated* through 2022–23

Spring Avenue Elementary School

Series C Projection						
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	48	51	49	48	49	50
1	40	53	56	54	53	54
2	46	43	56	59	57	56
3	44	49	46	59	62	60
4	42	47	52	49	62	65
5	46	43	48	53	50	63
6	51	47	44	49	54	51
K–6	317	333	351	371	387	399
Total Pre-K	0	0	0	0	0	*0*
Total	317	333	351	371	387	399

Table 35

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Less than Currently Anticipated* through 2027–28

Gurrie Middle School

Series A Projection											
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
7	146	156	143	146	124	131	111	133	128	128	133
8	171	148	158	145	148	126	133	113	135	130	130
Total	317	304	301	291	272	257	244	246	263	258	263

Table 36

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children Occur as C*urrently Anticipated* through 2027–28

Gurrie Middle School

Series B Projection											
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
7	146	159	149	155	138	147	128	151	155	153	156
8	171	151	164	154	160	143	151	132	155	159	157
Total	317	310	313	309	298	290	279	283	310	312	313

Table 37

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Greater than Currently Anticipated* through 2027–28

Gurrie Middle School

Series C Projection											
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
7	146	161	156	167	152	166	150	174	184	179	182
8	171	154	169	164	175	160	171	155	179	189	184
Total	317	315	325	331	327	326	321	329	363	368	366

Table 38

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Less than Currently Anticipated* through 2027–28

LaGrange School District 105

Series A Projection											
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
K	129	121	118	122	119	123	120	121	118	119	118
1	118	137	129	126	130	127	131	128	129	126	127
2	138	117	136	128	125	129	127	131	128	129	126
3	130	137	116	135	127	124	129	127	131	128	129
4	152	130	137	116	135	127	127	132	130	134	131
5	146	149	127	134	113	132	127	127	132	130	134
6	154	141	144	122	129	108	130	125	125	130	128
7	146	156	143	146	124	131	111	133	128	128	133
8	171	148	158	145	148	126	133	113	135	130	130
K–6	967	932	907	883	878	870	891	891	893	896	893
7–8	317	304	301	291	272	257	244	246	263	258	263
K–8	1,284	1,236	1,208	1,174	1,150	1,127	1,135	1,137	1,156	1,154	1,156
Total Pre-K	57	48	50	49	51	49	50	48	49	48	*49*
Total	1,341	1,284	1,258	1,223	1,201	1,176	1,185	1,185	1,205	1,202	1,205

Table 39

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children Occur as C*urrently Anticipated* through 2027–28

LaGrange School District 105

Series B Projection											
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
K	129	132	130	133	130	134	132	134	132	133	132
1	118	140	143	141	144	141	144	142	144	142	143
2	138	119	141	144	142	145	142	145	143	145	143
3	130	139	120	142	145	143	146	143	146	144	146
4	152	135	144	125	147	150	148	151	148	151	149
5	146	152	135	144	125	147	151	149	152	149	152
6	154	144	150	133	142	123	146	150	148	151	148
7	146	159	149	155	138	147	128	151	155	153	156
8	171	151	164	154	160	143	151	132	155	159	157
K–6	967	961	963	962	975	983	1,009	1,014	1,013	1,015	1,013
7–8	317	310	313	309	298	290	279	283	310	312	313
K–8	1,284	1,271	1,276	1,271	1,273	1,273	1,288	1,297	1,323	1,327	1,326
Total Pre-K	57	56	58	56	58	57	58	57	58	57	*57*
Total	1,341	1,327	1,334	1,327	1,331	1,330	1,346	1,354	1,381	1,384	1,383

Table 40

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Constant (through 2022) and that Teardowns/Replacements, Housing Turnover and Resulting In-migration of Families with Preschool-age and School-age Children A*re Greater than Currently Anticipated* through 2027–28

LaGrange School District 105

Series Projection											
Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
K	129	141	138	143	140	148	146	149	142	149	150
1	118	143	155	152	157	154	159	157	160	153	160
2	138	124	149	161	158	163	158	163	161	164	157
3	130	144	130	155	167	164	167	162	167	165	168
4	152	137	151	137	162	174	169	172	167	172	170
5	146	157	142	156	142	167	177	172	175	170	175
6	154	149	160	145	159	145	169	179	174	177	172
7	146	161	156	167	152	166	150	174	184	179	182
8	171	154	169	164	175	160	171	155	179	189	184
K–6	967	995	1,025	1,049	1,085	1,115	1,145	1,154	1,146	1,150	1,152
7–8	317	315	325	331	327	326	321	329	363	368	366
K–8	1,284	1,310	1,350	1,380	1,412	1,441	1,466	1,483	1,509	1,518	1,518
Total Pre-K	57	63	65	64	67	66	68	64	68	68	*68*
Total	1,341	1,373	1,415	1,444	1,479	1,507	1,534	1,547	1,577	1,586	1,586

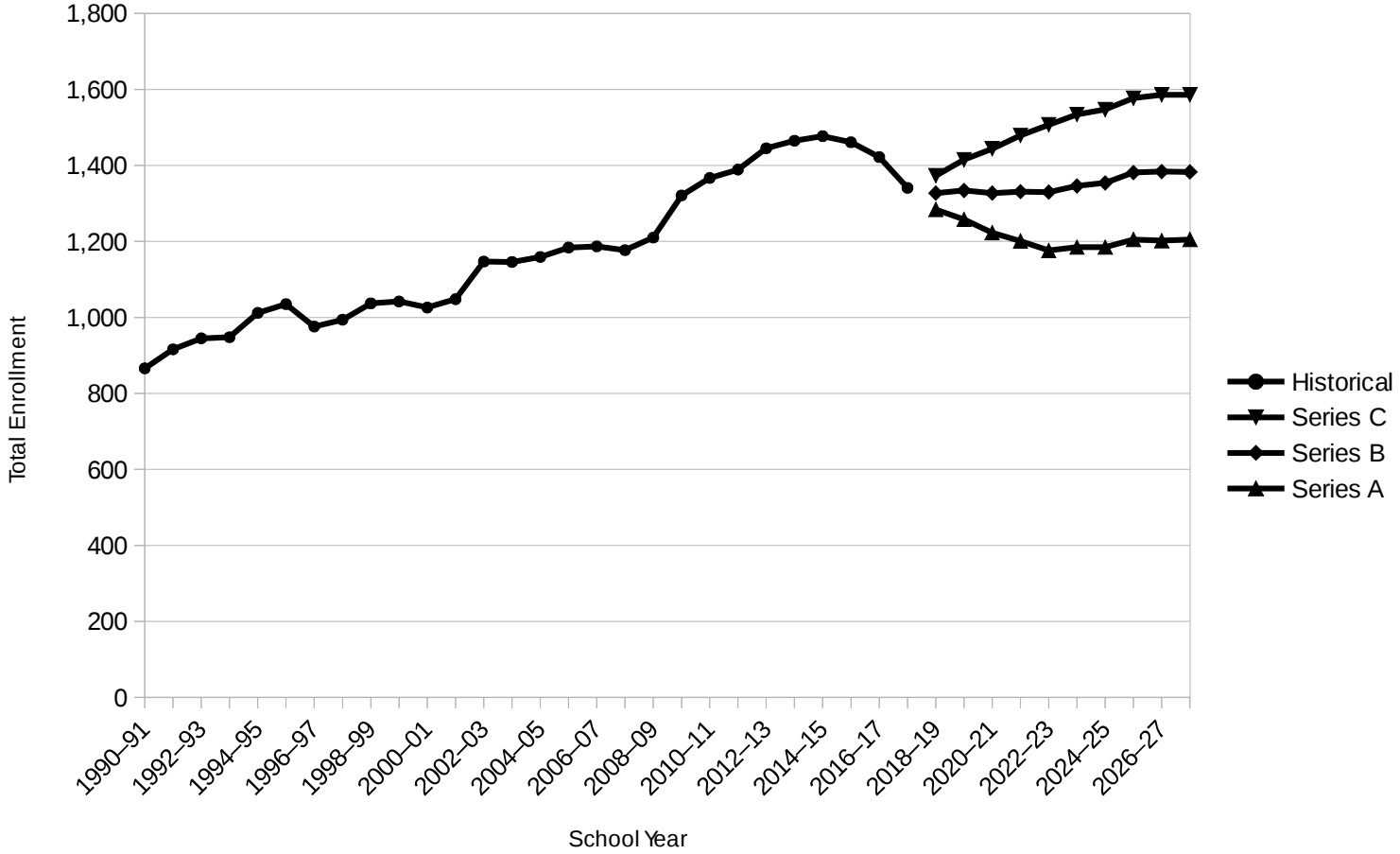

Figure 1. Total Enrollment for District 105: Historical (1990–91 to 2017–18) and Projected (2018–19 to 2027–28) under Series A, Series B, and Series C Assumptions

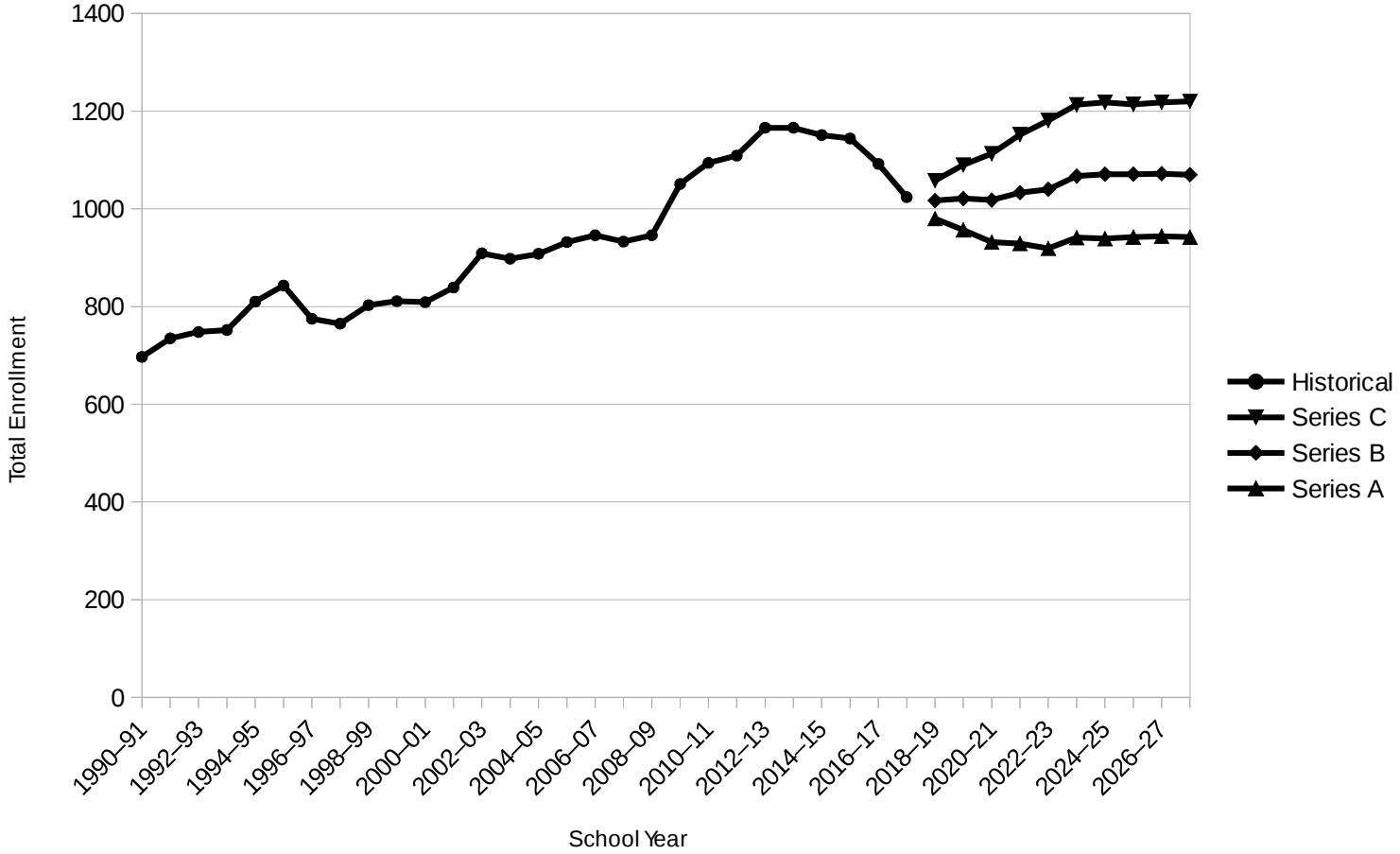

Figure 2. Total Elementary School Enrollment for District 105: Historical (1990–91 to 2017–18) and Projected (2018–19 to 2027–28) under Series A, Series B, and Series C Assumptions

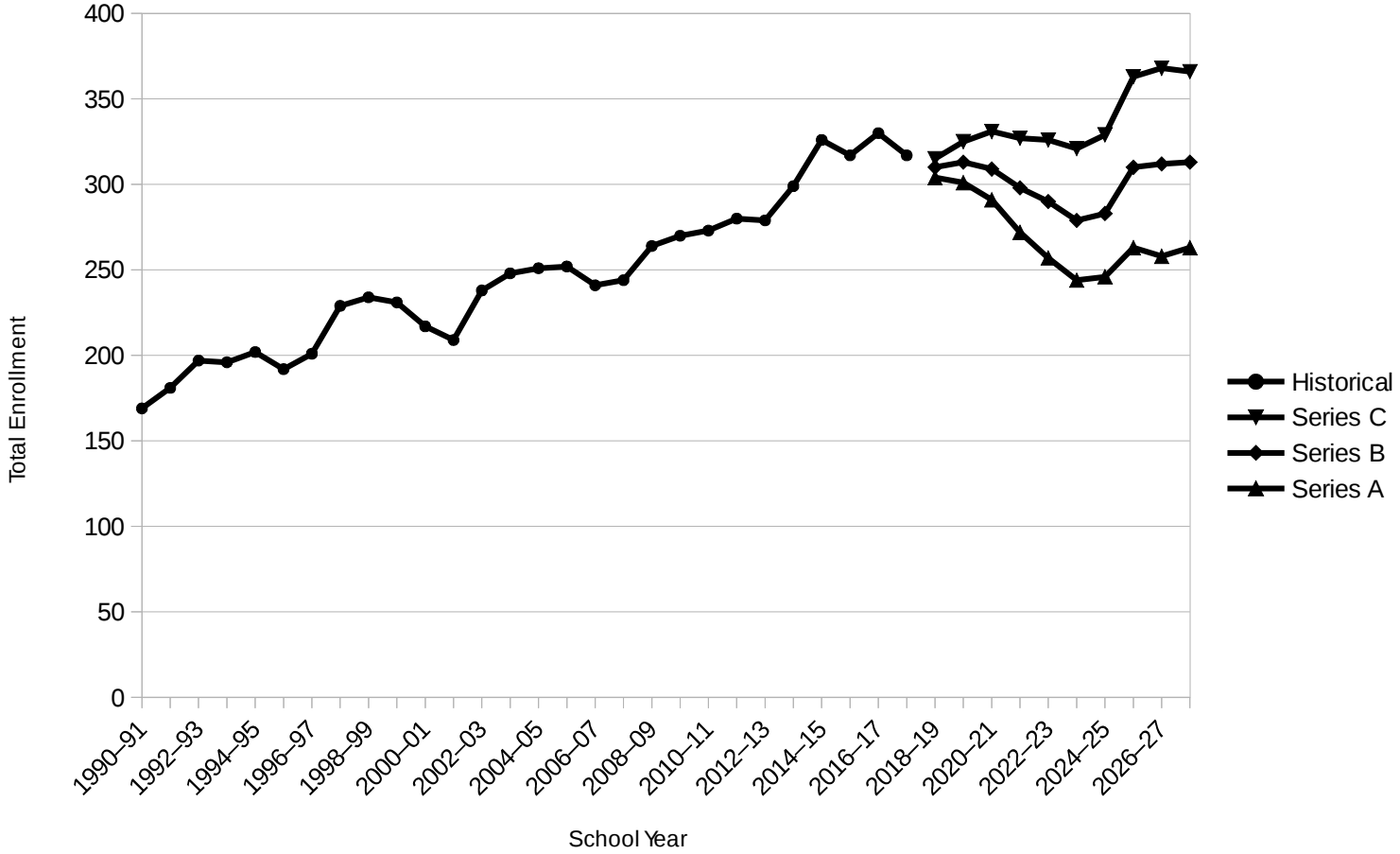

Figure 3. Total Middle School Enrollment for District 105: Historical (1990–91 to 2017–18) and Projected (2018–19 to 2027–28) under Series A, Series B, and Series C Assumptions

Appendix A

Racial/Ethnic Trends in Student Bodies of
LaGrange School District 105 South Public Schools:
2000 to 2016

Racial/Ethnic Trends in Student Bodies of
Hodgkins Elementary School: 2000 to 2016

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2016	0.0	0.0	0.5	83.1	0.0	16.0	0.5
2015	0.0	0.0	0.0	83.0	0.0	16.0	1.0
2014	0.0	0.0	0.0	78.8	0.0	19.2	2.1
2013	0.0	0.0	0.0	76.1	0.0	22.8	1.0
2012	0.0	0.0	0.0	74.8	0.0	25.2	0.0
2011	0.5	0.0	0.0	74.7	0.0	24.7	0.0
2010	0.0	0.0	0.0	67.2	—	27.0	5.9
2009	0.0	0.0	0.0	65.4	—	30.4	4.2
2008	0.0	0.0	0.0	65.6	—	29.5	4.9
2007	0.0	0.8	0.4	67.2	—	29.8	1.7
2006	0.0	0.0	0.4	75.0	—	24.6	0.0
2005	0.0	0.0	0.5	74.0	—	25.5	0.0
2004	0.0	0.4	3.1	62.6	—	33.9	—
2003	0.0	0.5	0.5	68.3	—	30.7	—
2002	0.0	0.5	0.0	69.1	—	30.4	—
2001	0.0	0.5	0.0	68.8	—	30.7	—
2000	0.0	0.6	0.0	69.8	—	29.6	—

Racial/Ethnic Trends in Student Bodies of
Ideal Elementary School: 2000 to 2016

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2016	0.0	2.5	5.3	59.3	0.0	30.1	2.8
2015	0.5	1.4	5.7	57.7	0.0	32.5	2.2
2014	0.0	1.5	5.7	56.7	0.3	34.0	1.8
2013	0.8	1.1	6.1	51.6	0.3	37.1	3.2
2012	0.8	1.3	7.6	47.9	0.3	39.1	3.1
2011	0.8	1.1	4.6	48.5	0.3	41.8	2.9
2010	0.7	0.3	5.8	36.3	—	52.1	4.8
2009	0.0	0.7	4.6	36.3	—	54.9	3.6
2008	0.4	0.4	6.6	29.4	—	59.6	3.5
2007	1.3	0.4	7.6	25.8	—	63.1	1.7
2006	0.8	1.3	9.7	25.4	—	61.4	1.3
2005	0.8	0.8	6.2	24.3	—	66.7	1.2
2004	0.9	0.9	7.0	21.0	—	70.3	—
2003	0.0	0.0	9.5	13.3	—	77.1	—
2002	0.0	0.0	5.9	12.3	—	81.8	—
2001	0.0	0.0	5.9	12.8	—	81.3	—
2000	0.0	0.5	7.0	11.6	—	80.9	—

Racial/Ethnic Trends in Student Bodies of
Seventh Avenue Elementary School: 2000 to 2016

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2016	0.4	0.0	3.4	24.9	0.0	67.1	4.2
2015	0.9	0.0	1.9	23.9	0.0	70.0	3.3
2014	0.9	0.0	1.7	25.1	0.0	69.7	2.6
2013	0.0	0.4	2.6	24.2	0.0	70.1	2.6
2012	0.0	0.5	4.0	19.7	0.0	71.7	4.0
2011	0.0	1.0	3.0	21.8	0.0	70.8	3.5
2010	0.8	1.6	2.0	30.5	—	61.4	3.7
2009	0.0	1.9	2.4	28.4	—	64.9	2.4
2008	0.0	3.6	3.1	17.1	—	74.6	1.6
2007	0.0	2.7	3.6	28.1	—	65.6	0.0
2006	0.0	2.1	5.1	29.5	—	63.2	0.0
2005	0.0	1.3	3.9	28.6	—	66.2	0.0
2004	0.0	0.9	3.3	16.3	—	79.5	—
2003	0.0	1.5	4.1	27.3	—	67.0	—
2002	0.0	1.6	1.2	24.7	—	72.5	—
2001	0.0	2.2	1.8	32.3	—	63.7	—
2000	0.0	1.6	3.3	33.3	—	61.8	—

Racial/Ethnic Trends in Student Bodies of
Spring Avenue Elementary School: 2000 to 2016

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2016	0.0	2.0	2.0	10.2	0.0	80.2	5.5
2015	0.0	2.6	2.0	11.0	0.0	78.7	5.8
2014	0.0	2.8	1.1	12.2	0.0	79.0	4.8
2013	0.0	3.2	0.6	13.5	0.0	77.8	4.9
2012	0.0	3.1	0.9	11.4	0.0	79.7	4.9
2011	0.0	3.5	0.6	12.6	0.0	78.3	5.0
2010	0.0	4.6	0.7	8.9	—	82.5	3.3
2009	0.7	2.3	1.0	9.0	—	82.9	4.0
2008	0.7	1.1	1.1	8.2	—	86.6	2.2
2007	0.0	1.2	1.2	7.6	—	88.0	2.0
2006	0.0	1.3	0.9	6.5	—	90.9	0.4
2005	0.0	1.3	0.4	6.5	—	90.9	0.9
2004	0.0	1.3	0.0	5.3	—	93.4	—
2003	0.0	0.4	0.0	3.9	—	95.7	—
2002	0.0	0.4	0.0	1.8	—	97.8	—
2001	0.0	0.5	0.0	0.5	—	99.1	—
2000	0.0	1.4	0.0	0.5	—	98.2	—

Racial/Ethnic Trends in Student Bodies of
Gurrie Middle School: 2000 to 2016

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2016	0.3	1.3	2.8	40.3	0.3	51.9	3.1
2015	0.3	1.2	2.5	39.5	0.3	54.0	2.2
2014	0.7	1.0	4.7	34.7	0.0	56.0	3.0
2013	0.7	1.5	4.4	33.1	0.0	57.8	2.5
2012	0.4	1.1	2.9	36.2	0.0	57.0	2.5
2011	0.0	0.0	3.6	31.2	0.0	63.8	1.4
2010	0.7	0.7	3.0	25.4	—	69.4	0.7
2009	0.4	0.8	3.4	26.0	—	68.3	1.1
2008	0.8	0.4	4.1	25.4	—	67.6	1.6
2007	0.8	0.0	5.4	27.4	—	65.6	0.8
2006	0.0	0.8	4.4	23.8	—	71.0	0.0
2005	0.0	1.6	2.8	25.5	—	70.1	0.0
2004	0.4	3.2	1.6	24.6	—	70.2	—
2003	4.2	0.8	2.5	23.5	—	68.9	—
2002	0.0	0.0	2.4	13.5	—	84.1	—
2001	0.5	2.8	1.4	20.4	—	75.0	—
2000	0.0	5.1	1.3	17.8	—	75.8	—

Racial/Ethnic Trends in Student Bodies of LaGrange School District 105: 2000 to 2016

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2016	0.1	1.4	3.0	41.6	0.1	50.4	3.4
2015	0.3	1.2	2.7	41.2	0.1	51.4	3.0
2014	0.3	1.3	3.0	39.4	0.1	53.0	2.9
2013	0.3	1.4	3.0	37.8	0.1	54.3	3.1
2012	0.3	1.4	3.4	37.0	0.1	54.7	3.1
2011	0.3	1.2	2.6	36.5	0.1	56.5	2.8
2010	0.5	1.6	2.4	31.5	—	60.4	3.6
2009	0.2	1.2	2.4	31.4	—	61.7	3.1
2008	0.4	1.0	2.9	29.2	—	63.6	2.8
2007	0.4	1.0	3.6	31.0	—	62.7	1.3
2006	0.2	1.1	4.1	31.9	—	62.3	0.3
2005	0.2	1.0	2.8	30.6	—	64.9	0.4
2004	0.3	1.4	3.0	26.0	—	69.4	—
2003	0.9	0.7	3.3	26.3	—	68.8	—
2002	0.0	0.6	1.8	23.9	—	73.7	—
2001	0.1	1.2	1.8	26.3	—	70.5	—
2000	0.0	1.9	2.3	25.3	—	70.4	—

Source: Interactive Illinois Report Card.