



GENEVA
COMMUNITY UNIT SCHOOL DISTRICT 304

Demographic Trends
and
Enrollment Projections

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Preface

This report updates population and housing trends within Geneva Community Unit School District 304 and assesses implications of these trends for future enrollment. As before, the objectives of the report are fourfold. First, I shall summarize both historic and the most recent housing development patterns and demographic dynamics underlying enrollment trends in the District. Next, I focus on enrollment growth in District 304 from 1989-90 to 2011-12 and analyze student migration patterns and other sources of this growth. I then discuss new housing development potential and related factors that will shape future District enrollment. Finally, I shall project District 304 enrollment, by grade and by year, through school year 2021-22.

All enrollment projections will be in the form of three separate series based on different assumptions about new residential development, housing turnover, and family migration to the District. These three series will provide forecasts through 2021-22, by year and by grade, 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 administrative staff of the District, Geneva city officials, and local developers. I

would like especially to acknowledge Donna V. Oberg, Assistant Superintendent – Business Services, who assembled much of the information upon which this demographic study is based. For her fine assistance, and that of all the others who contributed to this endeavor, I am most appreciative.

Overview of District 304

Geneva Community Unit School District 304 is located about forty miles west of downtown Chicago, Illinois, and covers an area of 23.41 square miles. The District provides for the education of children in pre-kindergarten through grade twelve (one high school, two middles schools, six elementary schools, and one preschool). The Geneva Community Unit School District 304 property tax base comprises approximately 75% residential property, with the balance being a mixture of commercial and industrial. Many of its residents commute to Chicago and the surrounding suburbs for employment. Population served is estimated to be approximately 25,000, which includes both the City of Geneva and a portion of Batavia and Blackberry Townships. Despite the recent slowdown of the national economy, economic conditions of the Geneva area remain relatively stable and property tax revenue steady, although population growth has slowed considerably. Geneva has traditionally been quite supportive of maintaining a top-notch public school system.

District Housing and Population Trends

Like many of Chicago's outermost northern and western suburbs, the Geneva area experienced substantial new housing construction between 1990 and 2005. Table 1 shows that 40 percent of the Geneva current housing stock was added during this 15-year period.

Table 2 provides year-by-year building permit figures for Geneva between 1990 and September 2011 for both single-family detached and multi-family dwellings, the former being the primary yielder of preschool and school-age children. One can observe a precipitous drop-off in single-family housing construction from 2006 to 2011 compared with the prior six years. By 2008, nearly all new housing construction ceased with only 17 building permits authorized from January 2008 through September 2011. Compare this with the 2000 to 2005 period when 1,443 single-family housing permits were authorized for the City of Geneva.

A strong historic attraction of Geneva area housing has been its reasonable price compared with many of Chicago's other well-regarded suburbs, its quality public schools, and the area's overall economic strength. Regarding affordability, as late as 2000, the median value of owner-occupied housing units in Geneva was only \$217,900, rising to \$339,403 in 2009. The 1990 median housing value was just \$147,900. The healthy-pace construction of moderately priced, detached homes

between 1990 and 2006 attracted larger numbers of younger couples with preschool and elementary school-age children. In addition, historically low mortgage interest rates together with the economic boom in Chicago's west and northwest suburbs, led to accelerated turnover of older "empty nest" households to younger families.

The sharp drop-off in new housing construction after 2006 was accompanied by declines in sales of existing housing units, Figure 1 shows these declines to the third quarter of 2011. Along with declining sales of existing residential units, was a decline in median sales price after mid-2008, also shown in Figure 1.

Table 3 reviews age-specific population trends from 1950 to 2010 for the City of Geneva. Observe that not only did overall population double between 1990 and 2000, but much of this growth occurred in the preschool and school-age resident categories: under 5, 5 to 9, 10 to 14, and 15 to 19. Thus, in year 2000, over one-third of Geneva's population was either preschool or school age.

Geneva's growth slowed considerably between 2000 and 2010 with an increment of less than 2,000 residents over the decade. By 2010, both the City's preschool population (residents under age 5) and elementary-school-age (age 5 to 9) were considerably less than they were in 2000.

Table 1

Housing Units in Geneva, IL, by Year Structure Built

Year Structure Built	Estimate	Percent
Total	8,100	100.0%
Built 2005 or later	239	3.0%
Built 2000 to 2004	1,091	13.5%
Built 1990 to 1999	2,168	26.8%
Built 1980 to 1989	1,216	15.0%
Built 1970 to 1979	986	12.2%
Built 1960 to 1969	534	6.6%
Built 1950 to 1959	680	8.4%
Built 1940 to 1949	239	3.0%
Built 1939 or earlier	947	11.7%

Source: U.S. Bureau of the Census, 2008-2010 American Community Survey 3-Year Estimates.

Table 2

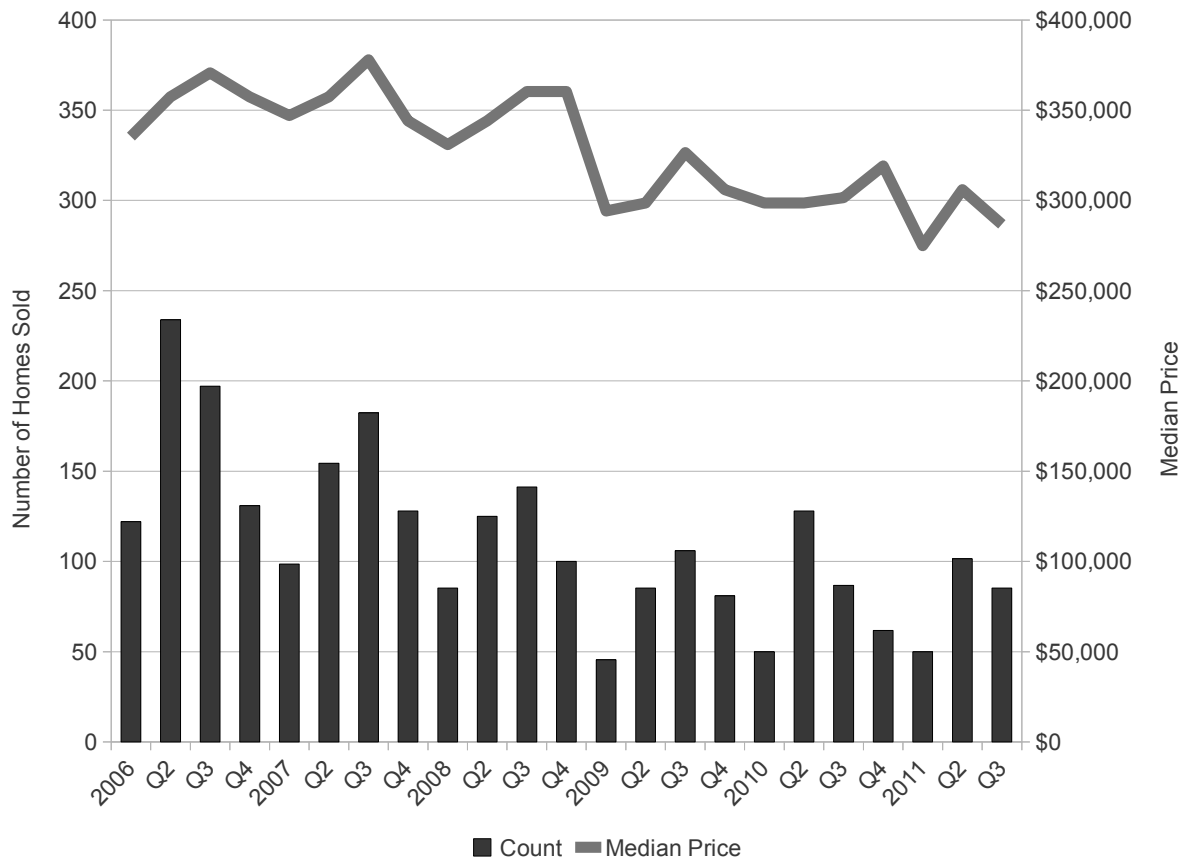
Residential Dwellings Authorized by Building Permits in Geneva, IL:
1990 to September 2011

Year	Housing Units		
	Single-family	Multi-family	Total
1990	223	128	351
1991	238	30	268
1992	214	9	223
1993	290	5	295
1994	307	0	307
1995	152	4	156
1996	141	0	141
1997	138	0	138
1998	145	40	185
1999	215	11	226
2000	240	4	244
2001	290	18	308
2002	248	0	248
2003	221	0	221
2004	233	0	233
2005	211	0	211
2006	108	0	108
2007	31	0	31
2008	4	0	4
2009	6	0	6
2010	5	0	5
-09/11	2	0	2

Source: U.S. Bureau of the Census. Current Construction Reports. Housing Units Authorized by Building Permits. Annual 1990–2010 and September 2011 year to date.

Figure 1

Home Sales in Geneva, IL: 2006 Q1 to 2011 Q3



Source: city-data.com.

Table 3

Population by Age Group in Geneva, IL: 1950 to 2005

Age	1950	1960	1970	1980	1990	2000	2010
Total	5,139	7,646	9,115	9,881	12,617	19,515	21,495
Under 5	448	819	658	558	1,075	1,487	1,091
5 to 9	354	710	798	700	1,075	1,887	1,532
10 to 14	298	699	1,017	843	849	1,816	1,909
15 to 19	492	702	975	895	746	1,438	1,808
20 to 24	277	324	512	729	556	627	934
25 to 29	311	399	516	725	954	805	887
30 to 34	409	471	496	780	1,276	1,310	885
35 to 39	373	482	517	706	1,225	1,946	1,199
40 to 44	412	523	565	605	1,073	2,097	1,743
45 to 49	367	501	571	634	791	1,685	2,116
50 to 54	298	481	554	645	586	1,290	2,077
55 to 59	311	424	497	551	590	851	1,678
60 to 64	273	300	451	412	526	544	1,225
65 and over	516	811	988	1,098	1,295	1,732	2,411

Source: U.S. Bureau of the Census. Decennial Census of Population, 1950, 1960, 1970, 1980, 1990, 2000, 2010.

Enrollment Trends and Student Migration

Enrollment trends in District 304 mirrored its new housing construction trends, housing turnover, and family migration patterns. Table 4 shows that between 1965 and 1975, total District enrollment was relatively stable, ranging from 2,376 in 1965–66 to 2,707 in 1970–71. Following the latter school year, total enrollment dropped for thirteen years, bottoming out at 1,902 students in school year 1983–84. For the following twenty-five years, enrollment growth characterized District 304 with total enrollment reaching 6,011 students in 2008–09. As illustrated in Table 4, most of this total increase occurred from 1990 to 2006. Growth occurred initially the fastest in grades K–5, (early to mid-1990's), then flowing into grades 6–8, and eventually fastest in grades 9–12 (2000 to 2006).

Total District growth substantially slowed between school years 2006–07 and 2008–09. Since the latter year, total District enrollment has slowly but steadily dropped, with 5,877 students registered this fall.

Determinants of Enrollment Change

School districts are open demographic systems whose growth, stability, or decline is affected by two 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 twelfth 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.

Tables 5, 6, and 7 show how annual enrollment change in District 304 since September 1989 may be decomposed into these component parts. Table 5 provides the grade-by-grade and year-by-year enrollment for the District between school years 1989–90 and 2010–11. Table 6 decomposes the annual total enrollment changes into the component parts. Thus, between September 2010 (school year 2010–11) and September 2011 (school year 2011–12), District 304 enrollment decreased by 37 students (from 5,914 to 5,877; see Table 5). The 515 twelfth graders who left the District in June 2011 (see Table 5) were replaced this past September by 331 kindergarten students for a net class size difference of -184. However, 147 more students migrated into District 304 schools or transferred from private or parochial schools than migrated out of the District or transferred to private or parochial schools between September 2010 and September 2011. These two components (-184, +147) sum to the exact 37-student decrease between September 2010 and September 2011 for District 304.

Note that during the 1990s, overall enrollment growth was driven by both relatively larger entering kindergarten class sizes compared with the previous June's graduating twelfth grade classes and substantial net student in-migration/transfers. Since September 2005, the size of the District's graduating

twelfth grade class has been increasingly larger than the size of the following Septembers entering kindergarten class. During the past three years (2008 to 2011), these entering versus exiting class size differences have overwhelmed rather strong positive net migration/transfer of students to the District's schools.

Table 7 describes how these net student migration/transfer numbers are computed from enrollment data. The bottom left cell of "34" means that the kindergarten class of September 2010 progressed to the first grade in September 2011, it increased by 34 students (see Table 5 where kindergarten in school year 2010-11 was 319 and first grade in school year 2011-12 is 353 students). Conversely, as the ninth grade class of September 2010 progressed to the tenth grade in September 2011, it lost 6 students. Summing across the bottom row in Table 7, one obtains +147, which is the net student migration/transfer gain shown in Table 6.

Appendix A provides annual grade-by-grade enrollments for the combined District 304 elementary schools, the middle school and the high school between 1989-90 and 2011-12, along with the decomposition of their annual sources of enrollment change and net annual student migration/transfer by grade for the combined elementary schools, the middle school and the high school. These tables should be interpreted identically to those provided for the District as a whole in Tables 5, 6, and 7.

Table 4

Total Enrollment in District 304: 1964–65 to 2011–12

School Year	Total Enrollment	School Year	Total Enrollment
1964–65	2,337	1988–89	2,204
1965–66	2,376	1989–90	2,387
1966–67	2,470	1990–91	2,522
1967–68	2,555	1991–92	2,691
1968–69	2,693	1992–93	2,932
1969–70	2,703	1993–94	3,143
1970–71	2,707	1994–95	3,461
1971–72	2,685	1995–96	3,717
1972–73	2,697	1996–97	3,991
1973–74	2,663	1997–98	4,196
1974–75	2,598	1998–99	4,376
1975–76	2,528	1999–00	4,541
1976–77	2,466	2000–01	4,780
1977–78	2,460	2001–02	5,031
1978–79	2,306	2002–03	5,305
1979–80	2,190	2003–04	5,489
1980–81	2,067	2004–05	5,620
1981–82	1,986	2005–06	5,723
1982–83	1,940	2006–07	5,873
1983–84	1,902	2007–08	5,962
1984–85	2,003	2008–09	6,011
1985–86	2,007	2009–10	5,981
1986–87	2,031	2010–11	5,914
1987–88	2,071	2011–12	5,877

Table 5

Enrollment History of District 304: 1989–90 to 2011–12

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K–12	Sp. Ed.	Total
1989–90	198	221	167	210	200	168	162	171	166	172	167	158	179	2,339	48	2,387
1990–91	183	227	227	169	218	211	176	167	180	186	186	175	165	2,470	52	2,522
1991–92	231	211	228	247	172	235	223	177	177	188	179	179	184	2,631	60	2,691
1992–93	275	250	235	242	257	197	246	233	191	201	184	182	185	2,878	54	2,932
1993–94	261	298	249	255	258	266	211	261	240	217	203	188	182	3,089	54	3,143
1994–95	315	321	317	272	280	291	280	233	278	249	231	200	194	3,461	—	3,461
1995–96	321	335	328	320	297	295	304	293	247	298	248	234	197	3,717	—	3,717
1996–97	332	366	336	344	326	315	326	316	295	251	299	256	229	3,991	—	3,991
1997–98	325	366	372	370	350	332	332	327	329	293	255	297	248	4,196	—	4,196
1998–99	332	356	396	376	375	362	348	341	332	339	307	241	271	4,376	—	4,376
1999–00	352	369	372	403	389	388	354	365	346	324	326	297	256	4,541	—	4,541
2000–01	349	392	382	380	429	404	407	379	378	329	353	324	274	4,780	—	4,780
2001–02	329	397	412	421	396	449	424	424	397	398	336	329	319	5,031	—	5,031
2002–03	376	387	427	431	458	431	463	442	427	404	396	351	312	5,305	—	5,305
2003–04	405	393	396	444	444	470	443	480	442	423	400	401	348	5,489	—	5,489
2004–05	356	447	416	393	465	446	472	453	485	474	448	380	385	5,620	—	5,620
2005–06	385	411	447	424	416	481	442	476	457	495	460	438	391	5,723	—	5,723
2006–07	383	412	430	454	444	435	501	454	490	481	499	463	427	5,873	—	5,873
2007–08	394	408	422	436	471	453	455	503	466	506	480	503	465	5,962	—	5,962
2008–09	371	435	420	446	456	477	464	463	505	473	506	480	515	6,011	—	6,011
2009–10	369	398	442	430	457	468	493	480	470	513	477	498	486	5,981	—	5,981
2010–11	319	417	406	453	435	454	472	501	476	481	510	475	515	5,914	—	5,914
2011–12	331	353	419	428	458	449	477	477	508	497	475	503	502	5,877	—	5,877

Table 6

Decomposition of Annual Sources of Enrollment Change in District 304:
Sept. 1989 to Sept. 2011

Transition Yea Sept. to Sept.	Change Total Enrollment	Entering K. vs. Exiting 12	Net Annual Migration/ Transfer	Change Special Education
1989 to 90	135	4	127	4
1990 to 91	169	66	95	8
1991 to 92	241	91	156	-6
1992 to 93	211	76	135	0
1993 to 94	318	133	239	-54
1994 to 95	256	127	129	0
1995 to 96	274	135	139	0
1996 to 97	205	96	109	0
1997 to 98	180	84	96	0
1998 to 99	165	81	84	0
1999 to 00	239	93	146	0
2000 to 01	251	55	196	0
2001 to 02	274	57	217	0
2002 to 03	184	93	91	0
2003 to 04	131	8	123	0
2004 to 05	103	0	103	0
2005 to 06	150	-8	158	0
2006 to 07	89	-33	122	0
2007 to 08	49	-94	143	0
2008 to 09	-30	-146	116	0
2009 to 10	-67	-167	100	0
2010 to 11	-37	-184	147	0

Table 7

Net Annual Student Migration/Transfer in District 304: Sept. 1989 to Sept. 2011

Transition Year Sept. to Sept.	Grade Transition												Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	
1989 to 90	29	6	2	8	11	8	5	9	20	14	8	7	127
1990 to 91	28	1	20	3	17	12	1	10	8	-7	-7	9	95
1991 to 92	19	24	14	10	25	11	10	14	24	-4	3	6	156
1992 to 93	23	-1	20	16	9	14	15	7	26	2	4	0	135
1993 to 94	60	19	23	25	33	14	22	17	9	14	-3	6	239
1994 to 95	20	7	3	25	15	13	13	14	20	-1	3	-3	129
1995 to 96	45	1	16	6	18	31	12	2	4	1	8	-5	139
1996 to 97	34	6	34	6	6	17	1	13	-2	4	-2	-8	109
1997 to 98	31	30	4	5	12	16	9	5	10	14	-14	-26	96
1998 to 99	37	16	7	13	13	-8	17	5	-8	-13	-10	15	84
1999 to 00	40	13	8	26	15	19	25	13	-17	29	-2	-23	146
2000 to 01	48	20	39	16	20	20	17	18	20	7	-24	-5	196
2001 to 02	58	30	19	37	35	14	18	3	7	-2	15	-17	217
2002 to 03	17	9	17	13	12	12	17	0	-4	-4	5	-3	91
2003 to 04	42	23	-3	21	2	2	10	5	32	25	-20	-16	123
2004 to 05	55	0	8	23	16	-4	4	4	10	-14	-10	11	103
2005 to 06	27	19	7	20	19	20	12	14	24	4	3	-11	158
2006 to 07	25	10	6	17	9	20	2	12	16	-1	4	2	122
2007 to 08	41	12	24	20	6	11	8	2	7	0	0	12	143
2008 to 09	27	7	10	11	12	16	16	7	8	4	-8	6	116
2009 to 10	48	8	11	5	-3	4	8	-4	11	-3	-2	17	100
2010 to 11	34	2	22	5	14	23	5	7	21	-6	-7	27	147

The Enrollment Future of District 304

The critical question now becomes, what exactly will happen to enrollment in District 304 during the next decade? Are the declines, which commenced three years ago, a cyclical or longer-term phenomenon? How long will these declines last? When might they bottom out? Which school levels and grade levels will they impact the most? My analysis of birth trends for the residents of the Geneva area, household and population forecasts, student migration/transfer patterns and modestly smaller sizes since 2007–08 of District kindergarten classes lead me to forecast slow but continuing overall enrollment decline, dropping below 5,700 total students by the 2015–16 school year, and below 5,500 students by 2019–20, before marginally dipping to 5,441 students in 2021–22. During this ten-year period, elementary school enrollment growth will decrease by approximately 100 students, middle school enrollment by approximately 160, and high school enrollment by about 180 students. At the elementary school level, declines will end with the 2015–16 school year. For both the middle school and the high school levels, the majority of enrollment decline will occur after the 2015–16 school year. Let us examine the factors underlying these forecasts, then specify the projections in greater detail.

Table 8 provides information on birth trends for residents of the City of Geneva. Note that births to residents of Geneva, which climbed to over 300 in

2002, have dropped since then. These birth trends, by themselves, would suggest continuing declines in District 304 enrollment. Yet, we saw in Tables 2 and 3 that net student migration/transfer to District 304 schools has remained strongly positive, despite the slowdown in the local housing market.

City of Geneva planners, Kane County staff, and local developers provided “best guess” estimates of future new housing development in District 304. These are summarized below.

The City of Geneva -Community Development Department reports that construction of new residential dwelling units in Geneva has slowed to a trickle, consistent with the collapse of real estate markets across the Chicago region, Illinois and the nation. Over the past five years, a total of 73 units have been built in Geneva. While the five-year average is about 10 units per year, the last two years were 4 and 5 units respectively. The Prairie Ridge townhouse development (with about 25 units left un-built) is in foreclosure. The Sunset Prairie and Stonewood Glen (single family subdivisions) remain active. About 60 vacant single family lots remain at Sunset Prairie and 7 to 8 vacant lots remain at Stonewood Glen Subdivision. The City does continue to see a couple teardown/replacement homes built each year.

Shodeen, Inc. (a local developer) has 14 spec homes available in Mill Creek subdivisions. (Their development schedule was...as one model was

purchased, another spec was supposed to be built to replace it.) They currently are developing two 4-unit townhouses in Mill Creek, a Geneva Subdivision of Blackberry Township. Future Shodeen plans have been submitted proposing The Vistas at Mill Creek Subdivision. This project is about 1.5 years before construction could start and then would take about 12 months before the first building could be occupied. The proposed Multi-Family units (approximately 390 units) would be built over a period of 10+ years.

City Department staff are currently reviewing the last phase of the Dodson Place Project (a proposed 5-unit townhouse development - if approved by the City Council) to be built in 2012. The Director of Community Development reports their crystal ball forecasts call for a “slow recovery” in 4 to 5 years.

One positive aspect for development in Geneva is the METRA commuter train station. New units near the train station appear to lease up quickly. The market forecasts for new housing units in downtown Geneva are modest (25-30 condos and 35-80 rental units over the next 5 years) However, much depends on the availability of construction financing and the overall economy.

In sum, it is estimated that there will be only about 35 single-family units constructed in the District during the next five years and about 130 multi-family units constructed in this period. The number of single-family units to be

constructed over the following five years is estimated to be 50 and multi-family units 350. Yet, since there is a substantial amount of potentially buildable land remaining in the District (especially beyond city boundaries), there are possibly other future housing developments not currently foreseen. This potential will be taken into consideration in the “High Series” projections and discussed later.

The former Northeastern Illinois Planning Commission (NIPC, now the Chicago Metropolitan Agency for Planning – CMAP) forecasts modest population and household growth for Geneva during the next decade as build-out begins to be approached. NIPC’s forecasts presented in Table 9 show that the City of Geneva population is expected to expand from 19,515 in 2000 to 25,459 in 2020, and then remain at that level through 2030. The number of households is expected to expand from 6,718 in 2000 to 9,012 in 2020, and remain relatively constant thereafter. NIPC’s forecasts assembled for District 304 boundaries do show greater growth for the District as a whole. These forecasts suggest that District-wide population will rise to 34,295 in 2030, up from 23,012 in 2000, though my hunch is that were NIPC to update their District-wide forecast, they would be reduced.

Projection Methodology

In projecting enrollment for District 304, 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 either middle school or high school enrollment projections until after 2021–22. They will not affect the elementary schools until after 2016–17. This is because children who will be reaching kindergarten during the next five years are already born, as are those who will reach sixth grade and above through 2021. Fertility rate changes during the next five years could affect the elementary school enrollments, beginning with school year 2017–18. However, recent demographic surveys of middle-income young adults do not lead one to expect significant changes in their fertility rates (births each woman has on average) during the next four years. For this reason, all projections will assume that fertility rates remain at existing levels through 2016, though as shown previously, the actual number of births to residents could increase as population increases.

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. Because future student migration patterns may vary substantially, predicated on the degree of new housing development and housing turnover, three sets of enrollment projections by grade and by year through 2021–22 will be provided for District 304. These projections will be presented in the form of separate series, based on the following assumptions:

- Series A* Enrollment projection assuming future fertility rates remain constant (through 2016) and both turnover of existing housing units and future new residential development *are less than anticipated* through 2021–22;
- Series B* Enrollment projection assuming future fertility rates remain constant (through 2016) and both turnover of existing housing units and future new residential development *occur as anticipated* through 2021–22;
- Series C* Enrollment projection assuming future fertility rates remain constant (through 2016) and both turnover of existing housing units and future new residential development *are greater than anticipated* through 2021–22.

The basic methodology used to make the three series of enrollment projections is a modified cohort survival procedure. Average survival progressions were computed for each grade transition for the past four years. These average survival progressions were adjusted for inconsistencies 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 recent kindergarten trends and birth registration data from Geneva and surrounding areas, and anticipated future housing construction in the District during the coming decade.

The next step was to adjust projected enrollment each year in grades 1 through 12 for anticipated new residential development. New residential construction estimates by local builders and municipal officials noted previously

were used for the Series B projections along with the modified cohort survival progressions.

Series A projections were made with anticipated new housing development estimates deflated by approximately 20 percent. Series A also assumes a decrease in the amount of in-migration of families with preschool and school-age children to existing housing units, compared with recent years net student migration rates.

Series C projections assume that new development would exceed local developers' estimates by 20 percent through new additions to the District's housing stock beyond that currently anticipated. Series C further assumes increases in the amount of future in-migration of families with preschool and school-age children to existing housing units in the District.

Table 8

Births to Residents of Geneva, IL: 1990 to 2004

Year	Births	Year	Births
1980	115	1995	285
1981	139	1996	280
1982	144	1997	284
1983	141	1998	264
1984	155	1999	295
1985	173	2000	277
1986	172	2001	250
1987	159	2002	304
1988	167	2003	294
1989	212	2004	288
1990	213	2005	262
1991	221	2006	246
1992	248	2007	261*
1993	235	2008	254*
1994	257	2009	238*

Source: Illinois Department of Public Health. Automated Vital Records System. *2007 to 2009 estimates.

Table 9

Forecasts of Population and Number of Households in Geneva, IL:
2000 to 2020 and 2000 to 2030

2000 to 2020				
Category	2000 ^a	2020 ^b	Change	% Change
Population	19,515	25,459	5,944	30.5%
Households	6,718	9,012	2,294	34.1%
2000 to 2030				
Category	2000 ^a	2030 ^c	Change	% Change
Population	19,515	25,480	5,965	30.6%
Households	6,718	8,985	2,267	33.7%

Source:

- a. Bureau of the Census. Decennial Census of Population and Housing 2000.
- b. Northeastern Illinois Planning Commission. Population, Household and Employment Forecast As Endorsed by the Northeastern Illinois Planning Commission on September 27, 2000.
- c. Northeastern Illinois Planning Commission. 2030 Forecasts Population, Households and Employment by County and Municipality. September 27, 2006.

Enrollment Projections

Table 10 presents the grade by grade, year by year projections for District 304 with the assumptions that future residential development, housing turnover, and family in-migration are less than currently anticipated. Under such Series A assumptions, total District enrollment will steadily decline from 5,877 students at present to 4,765 in school year 2021-22.

While this low projections series may be considered too conservative by many, the possibility of its occurring should not be dismissed entirely. If the local housing market remains down for a prolonged period and student in-migration slows below that experienced in recent years, Series A could well become reality for District 304.

Should new development, housing turnover, and resulting student in-migration occur as currently anticipated, Table 11 shows that District 304 enrollments will still continue to decline (albeit more slowly) to just under 5,700 students in 2015-16, and eventually drop to 5,441 students in 2021-22. It is my professional judgment that Series B is the most likely set of projections for District 304.

If future housing development and housing turnover are actually greater than anticipated, Series C projections presented in Table 12 reveal total enrollment growing to 6,100 students in 2016-17. Under the high growth Series C

assumptions, District 304 enrollment will roughly stabilize at between 6,000 and 6,1000 students afterwards through 2021-22. My judgment is that this upper limit enrollment parameter for the District is unlikely to be attained. However, given undeveloped land in the area, the potential for Series C to be approached does exist.

Tables 13, 14, and 15 provide aggregate elementary school (K-5) enrollment projections, middle school (6-8) enrollment projections, and high school (9-12) enrollment projections, by year, through 2021-22 under Series A, Series B, and Series C assumptions. Applying Series A (minimum growth) assumptions, Table 13 shows that total K-5 enrollment will decline from 2,438 students this year to 2,049 in 2016-17 then stabilize just above this number. Grade 6-8 enrollment, currently at 1,462 students, will drop to 1,109 students in 2018-19 and stabilize thereafter. High school enrollment will slowly decline from 1,977 students this fall to 1,921 in 2014-15, then drop off more rapidly down to about 1,550 students in 2021-22.

Table 14 shows that under the Series B (most likely housing market) assumptions, combined K-5 enrollment will continue to decline from its current 2,438 figure to 2,272 in 2015-16. Afterwards, K-5 enrollment will rise to 2,325 students in 2018-19 and stabilize near that number. Middle school (grades 6-8) enrollment will dip next year to 1,429 students, stabilizing around that figure

through 2015–16 and then decline to 1,266 students in 2018–19 before edging back up to 1,300 students in 2021–22. Total high school enrollment will rise to 2,002 students next year and stabilize near that number through 2015–16. High school enrollment will then commence a steady decline to 1,797 students in 2021–22.

Should housing development, housing turnover, and resulting student in-migration in District 304 exceed current expectations, Table 15 shows combined K–5 will remain steady through school year 2015–16 very close to its present 2,438 count then rise to 2,519 students in 2017–18 before stabilizing at just above that figure. Middle school enrollment will remain roughly stable over the next ten years with a high of 1,507 in 2015–16 and a low of 1,407 in 2018–19. High school enrollment will edge up from 1,977 students at present to over 2,144 students in 2016–17 before dropping back modestly to 2,027 students in 2021–22.

Figure 2 charts the actual and projected total District 304 enrollments between 1989–90 and 2021–22 under the Series A, Series B, and Series C assumptions. Figures 3, 4, and 5 provide analogous historical enrollment trends and the Series A, Series B, and Series C projections for total regular classroom elementary school, middle school, and high school enrollments through 2021–22.

Concluding Remarks

As I stated in my prior report, no demographer has a crystal ball. In this report, I have assembled the latest information available and applied professional techniques and judgment to generate the enrollment projections for District 304. These projections should be monitored and updated regularly to insure 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 304 Board of Education, administrators, teachers, and concerned citizens as plans are made for future space and staff needs in the District.

John D. Kasarda, Ph.D.
Chapel Hill, North Carolina
November 2011

Table 10

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2016) and Both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2021–22

<i>Series A Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	331	316	309	318	313	320	312	317	311	321	312
1	353	355	340	333	342	337	352	344	349	343	353
2	419	354	356	341	334	343	341	356	348	353	347
3	428	424	359	361	346	339	351	349	364	356	361
4	458	429	425	360	362	347	344	356	354	369	361
5	449	459	430	426	361	363	351	348	360	358	373
6	477	452	462	433	429	364	373	361	358	370	368
7	477	477	452	462	433	429	369	378	366	363	375
8	508	474	474	449	459	430	430	370	379	367	364
9	497	510	476	476	451	461	438	438	378	387	375
10	475	488	501	467	467	442	455	432	432	372	381
11	503	464	477	490	456	456	434	447	424	424	364
12	502	505	466	479	492	458	463	441	454	431	431
K–12	5,877	5,707	5,527	5,395	5,245	5,089	5,013	4,937	4,877	4,814	4,765

Table 11

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2016) and Both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2021–22

<i>Series B Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	331	338	333	344	339	346	338	347	337	349	341
1	353	367	374	369	380	375	384	376	385	375	387
2	419	359	373	380	375	386	382	391	383	392	382
3	428	433	373	387	394	389	400	396	405	397	406
4	458	436	441	381	395	402	398	409	405	414	406
5	449	466	444	449	389	403	410	406	417	413	422
6	477	463	480	458	463	403	417	424	420	431	427
7	477	485	471	488	466	471	412	426	433	429	440
8	508	481	489	475	492	470	475	416	430	437	433
9	497	521	494	502	488	505	483	488	429	443	450
10	475	494	518	491	499	485	501	479	484	425	439
11	503	471	490	514	487	495	480	496	474	479	420
12	502	516	484	503	527	500	504	489	505	483	488
K–12	5,877	5,830	5,764	5,741	5,694	5,630	5,584	5,543	5,507	5,467	5,441

Table 12

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2016) and Both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2021–22

<i>Series C Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	331	352	347	359	356	366	358	369	359	372	364
1	353	379	400	395	407	404	409	401	412	402	415
2	419	365	391	412	407	419	414	419	411	422	412
3	428	441	387	413	434	429	436	431	436	428	439
4	458	442	455	401	427	448	442	449	444	449	441
5	449	471	455	468	414	440	460	454	461	456	461
6	477	473	495	479	492	438	458	478	472	479	474
7	477	493	489	511	495	508	451	471	491	485	492
8	508	486	502	498	520	504	515	458	478	498	492
9	497	532	510	526	522	544	522	533	476	496	516
10	475	501	536	514	530	526	543	521	532	475	495
11	503	479	505	540	518	534	524	541	519	530	473
12	502	525	501	527	562	540	547	537	554	532	543
K–12	5,877	5,939	5,973	6,043	6,084	6,100	6,079	6,062	6,045	6,024	6,017

Table 13

Summary of Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2016) and Both Turnover of Existing Housing Units and Future New Residential Development *Are Less than Anticipated* through 2021–22

<i>Series A Projection</i>				
School Year	Elementary School	Middle School	High School	Total
2011–12	2,438	1,462	1,977	5,877
2012–13	2,337	1,403	1,967	5,707
2013–14	2,219	1,388	1,920	5,527
2014–15	2,139	1,344	1,912	5,395
2015–16	2,058	1,321	1,866	5,245
2016–17	2,049	1,223	1,817	5,089
2017–18	2,051	1,172	1,790	5,013
2018–19	2,070	1,109	1,758	4,937
2019–20	2,086	1,103	1,688	4,877
2020–21	2,100	1,100	1,614	4,814
2021–22	2,107	1,107	1,551	4,765

Table 14

Summary of Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2016) and Both Turnover of Existing Housing Units and Future New Residential Development *Occur as Anticipated* through 2021–22

<i>Series B Projection</i>				
School Year	Elementary School	Middle School	High School	Total
2011–12	2,438	1,462	1,977	5,877
2012–13	2,399	1,429	2,002	5,830
2013–14	2,338	1,440	1,986	5,764
2014–15	2,310	1,421	2,010	5,741
2015–16	2,272	1,421	2,001	5,694
2016–17	2,301	1,344	1,985	5,630
2017–18	2,312	1,304	1,968	5,584
2018–19	2,325	1,266	1,952	5,543
2019–20	2,332	1,283	1,892	5,507
2020–21	2,340	1,297	1,830	5,467
2021–22	2,344	1,300	1,797	5,441

Table 15

Summary of Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2016) and Both Turnover of Existing Housing Units and Future New Residential Development *Are Greater than Anticipated* through 2021–22

<i>Series C Projection</i>				
School Year	Elementary School	Middle School	High School	Total
2011–12	2,438	1,462	1,977	5,877
2012–13	2,450	1,452	2,037	5,939
2013–14	2,435	1,486	2,052	5,973
2014–15	2,448	1,488	2,107	6,043
2015–16	2,445	1,507	2,132	6,084
2016–17	2,506	1,450	2,144	6,100
2017–18	2,519	1,424	2,136	6,079
2018–19	2,523	1,407	2,132	6,062
2019–20	2,523	1,441	2,081	6,045
2020–21	2,529	1,462	2,033	6,024
2021–22	2,532	1,458	2,027	6,017

Figure 2

Total Enrollment for District 304: Historical (1964–65 to 2011–12) and Projected (2012–13 to 2021–22) under Series A, Series B, and Series C Assumptions

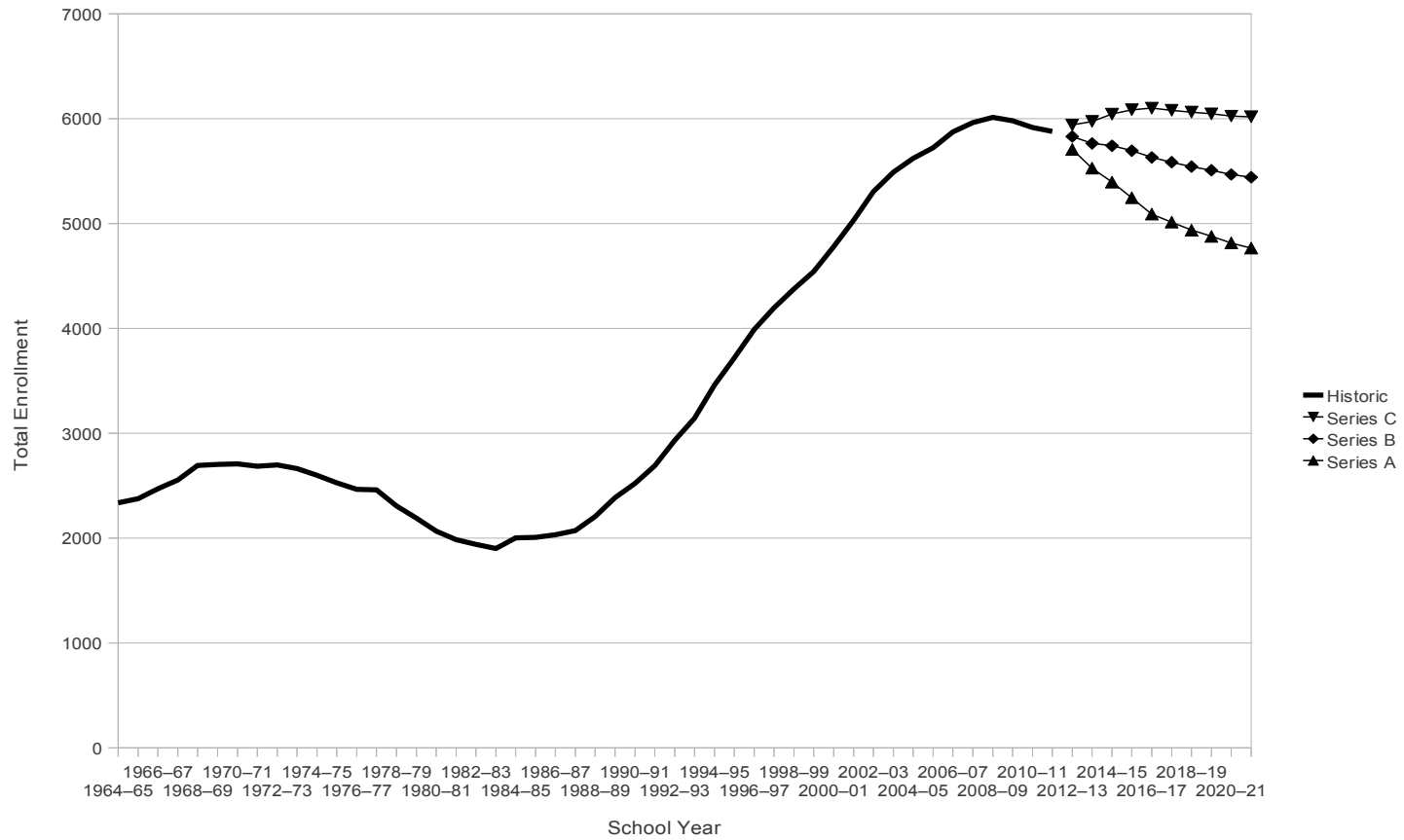


Figure 3

Total Enrollment for District 304 Combined Elementary Schools: Historical (1989–90 to 2011–12) and Projected (2012–13 to 2021–22) under Series A, Series B, and Series C Assumptions

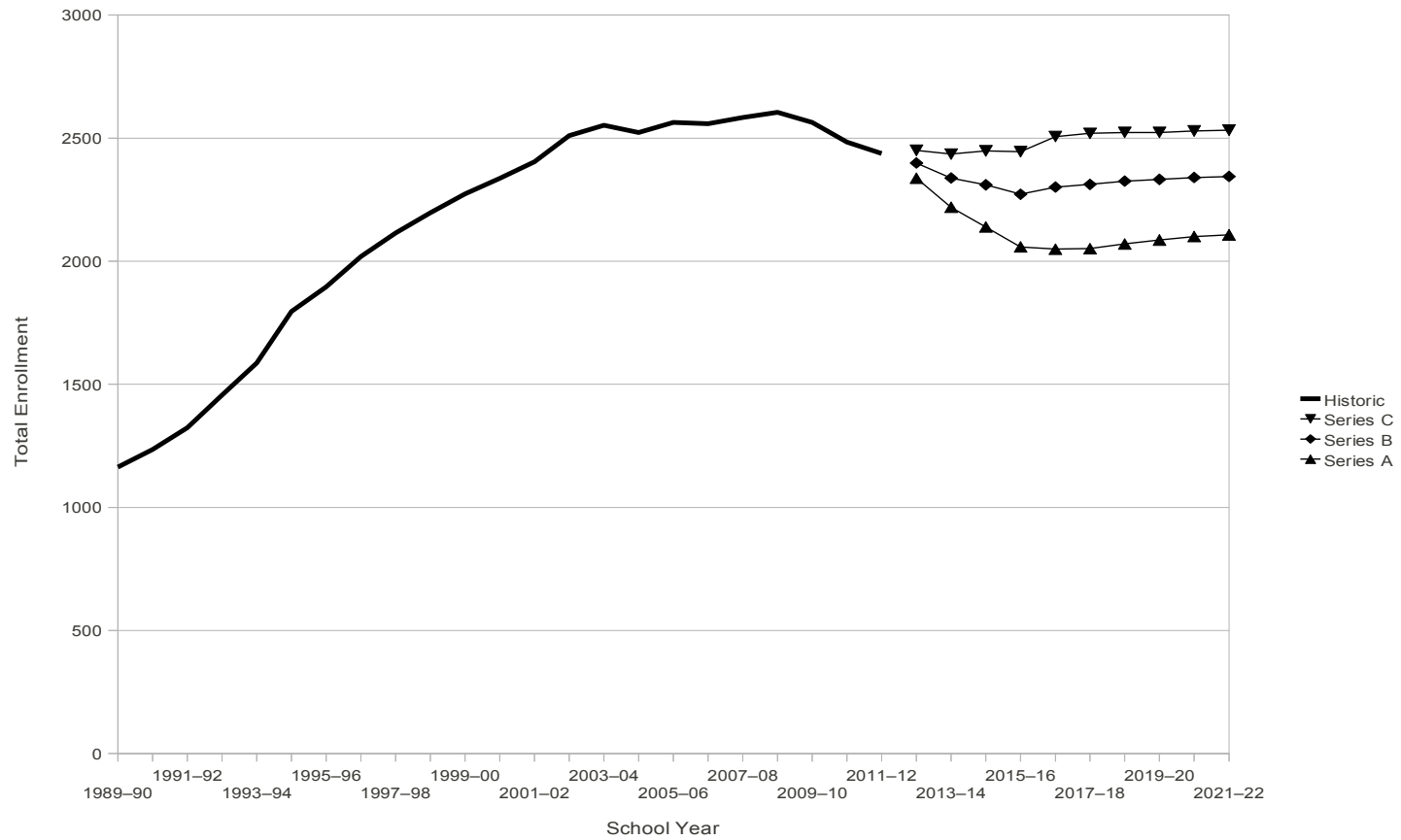


Figure 4

Total Enrollment for District 304 Middle School: Historical (1989–90 to 2011–12) and Projected (2012–13 to 2021–22) under Series A, Series B, and Series C Assumptions

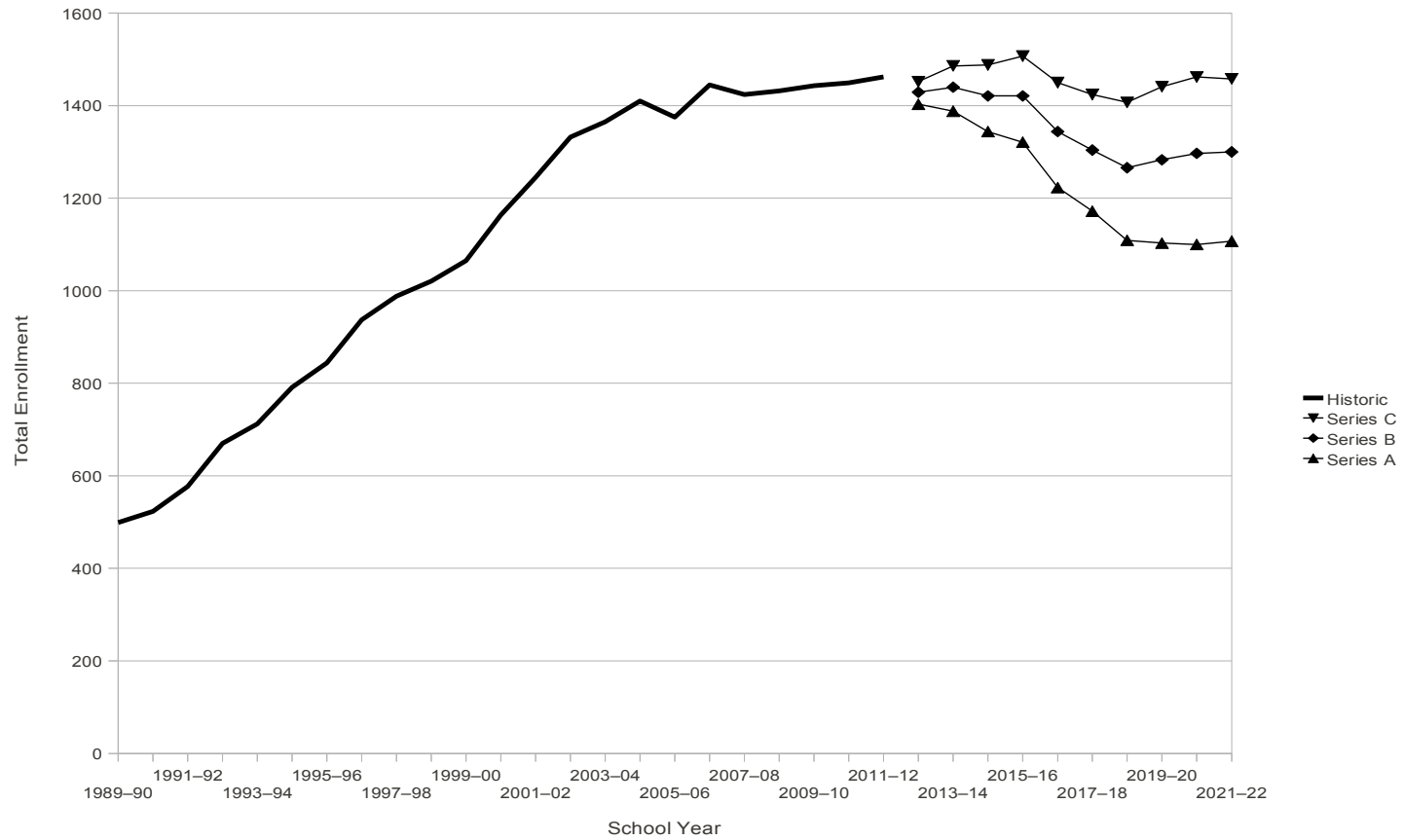
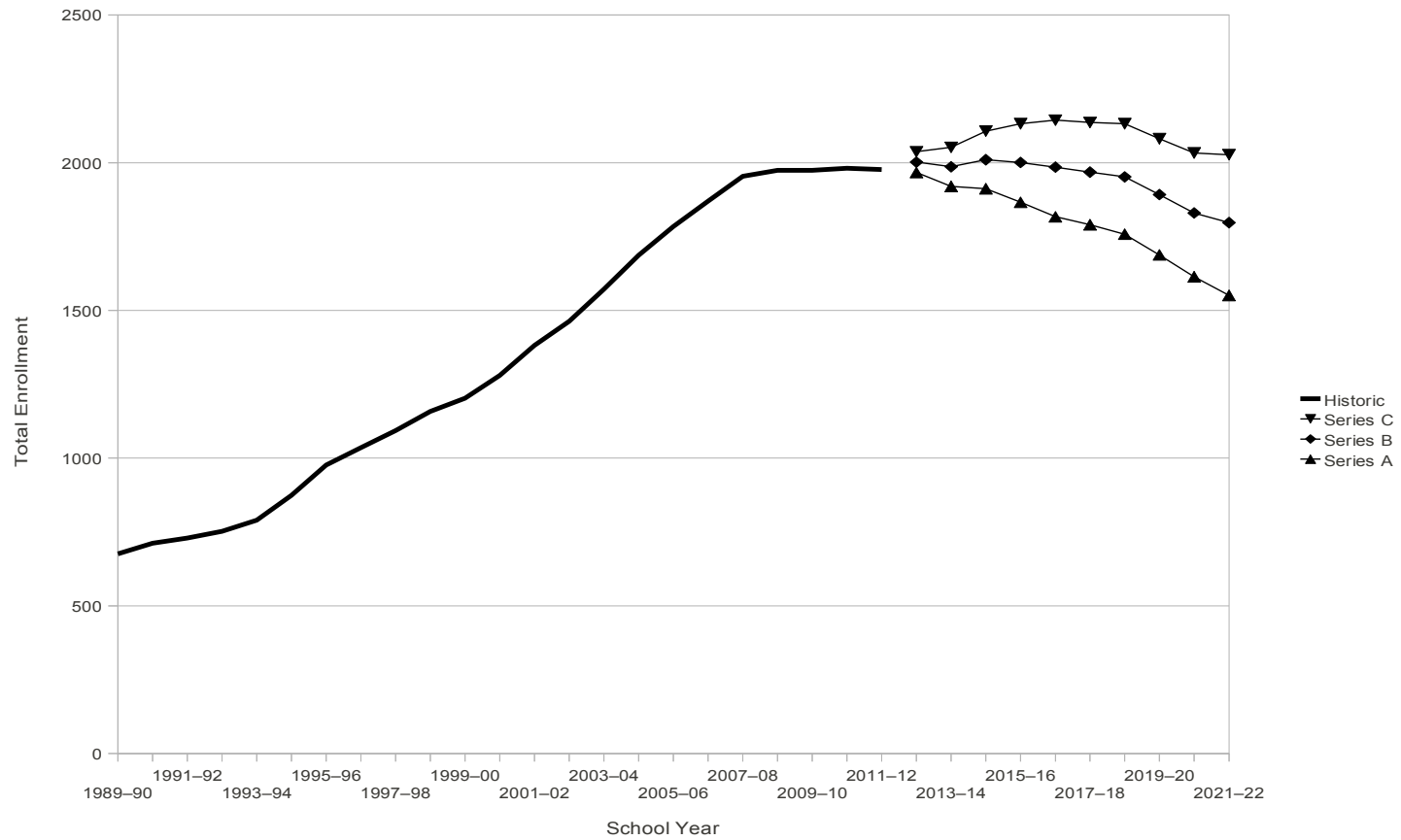


Figure 5

Total Enrollment for District 304 High School: Historical (1989–90 to 2011–12) and Projected (2012–13 to 2021–22) under Series A, Series B, and Series C Assumptions



Appendix A

Enrollment History,
Decomposition of Annual Sources of Enrollment Change,
and
Net Annual Student Migration/Transfer
for
the Combined District 304 Elementary Schools,
the Middle School
and
the High School
between
1989–90 and 2011–12

Enrollment History of District 304
 Combined Elementary School: 1989–90 to 2011–12

School Year	K	1	2	3	4	5	K-5
1989–90	198	221	167	210	200	168	1,164
1990–91	183	227	227	169	218	211	1,235
1991–92	231	211	228	247	172	235	1,324
1992–93	275	250	235	242	257	197	1,456
1993–94	261	298	249	255	258	266	1,587
1994–95	315	321	317	272	280	291	1,796
1995–96	321	335	328	320	297	295	1,896
1996–97	332	366	336	344	326	315	2,019
1997–98	325	366	372	370	350	332	2,115
1998–99	332	356	396	376	375	362	2,197
1999–00	352	369	372	403	389	388	2,273
2000–01	349	392	382	380	429	404	2,336
2001–02	329	397	412	421	396	449	2,404
2002–03	376	387	427	431	458	431	2,510
2003–04	405	393	396	444	444	470	2,552
2004–05	356	447	416	393	465	446	2,523
2005–06	385	411	447	424	416	481	2,564
2006–07	383	412	430	454	444	435	2,558
2007–08	394	408	422	436	471	453	2,584
2008–09	371	435	420	446	456	477	2,605
2009–10	369	398	442	430	457	468	2,564
2010–11	319	417	406	453	435	454	2,484
2011–12	331	353	419	428	458	449	2,438

Decomposition of Annual Sources of Enrollment Change in District 304
 Combined Elementary Schools: Sept. 1980 to Sept. 2011

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K. vs. Exiting 5	Net Annual Migration/ Transfer
1989 to 90	71	15	56
1990 to 91	89	20	69
1991 to 92	132	40	92
1992 to 93	131	64	67
1993 to 94	209	49	160
1994 to 95	100	30	70
1995 to 96	123	37	86
1996 to 97	96	10	86
1997 to 98	82	0	82
1998 to 99	76	-10	86
1999 to 00	63	-39	102
2000 to 01	68	-75	143
2001 to 02	106	-73	179
2002 to 03	42	-26	68
2003 to 04	-29	-114	85
2004 to 05	41	-61	102
2005 to 06	-6	-98	92
2006 to 07	26	-41	67
2007 to 08	21	-82	103
2008 to 09	-41	-108	67
2009 to 10	-80	-149	69
2010 to 11	-46	-123	77

Net Annual Student Migration/Transfer in District 304
 Combined Elementary Schools: Sept. 1989 to Sept. 2011

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1989 to 90	29	6	2	8	11	56
1990 to 91	28	1	20	3	17	69
1991 to 92	19	24	14	10	25	92
1992 to 93	23	-1	20	16	9	67
1993 to 94	60	19	23	25	33	160
1994 to 95	20	7	3	25	15	70
1995 to 96	45	1	16	6	18	86
1996 to 97	34	6	34	6	6	86
1997 to 98	31	30	4	5	12	82
1998 to 99	37	16	7	13	13	86
1999 to 00	40	13	8	26	15	102
2000 to 01	48	20	39	16	20	143
2001 to 02	58	30	19	37	35	179
2002 to 03	17	9	17	13	12	68
2003 to 04	42	23	-3	21	2	85
2004 to 05	55	0	8	23	16	102
2005 to 06	27	19	7	20	19	92
2006 to 07	25	10	6	17	9	67
2007 to 08	41	12	24	20	6	103
2008 to 09	27	7	10	11	12	67
2009 to 10	48	8	11	5	-3	69
2010 to 11	34	2	22	5	14	77

Enrollment History of District 304 Middle School: 1989–90 to 2011–12

School Year	6	7	8	6–8
1989–90	162	171	166	499
1990–91	176	167	180	523
1991–92	223	177	177	577
1992–93	246	233	191	670
1993–94	211	261	240	712
1994–95	280	233	278	791
1995–96	304	293	247	844
1996–97	326	316	295	937
1997–98	332	327	329	988
1998–99	348	341	332	1,021
1999–00	354	365	346	1,065
2000–01	407	379	378	1,164
2001–02	424	424	397	1,245
2002–03	463	442	427	1,332
2003–04	443	480	442	1,365
2004–05	472	453	485	1,410
2005–06	442	476	457	1,375
2006–07	501	454	490	1,445
2007–08	455	503	466	1,424
2008–09	464	463	505	1,432
2009–10	493	480	470	1,443
2010–11	472	501	476	1,449
2011–12	477	477	508	1,462

Decomposition of Annual Sources of Enrollment Change in District 304
Middle School: Sept. 1980 to Sept. 2011

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6. vs. Exiting 8	Net Annual Migration/Transf er
1989 to 90	24	10	14
1990 to 91	54	43	11
1991 to 92	93	69	24
1992 to 93	42	20	22
1993 to 94	79	40	39
1994 to 95	53	26	27
1995 to 96	93	79	14
1996 to 97	51	37	14
1997 to 98	33	19	14
1998 to 99	44	22	22
1999 to 00	99	61	38
2000 to 01	81	46	35
2001 to 02	87	66	21
2002 to 03	33	16	17
2003 to 04	45	30	15
2004 to 05	-35	-43	8
2005 to 06	70	44	26
2006 to 07	-21	-35	14
2007 to 08	8	-2	10
2008 to 09	11	-12	23
2009 to 10	6	2	4
2010 to 11	13	1	12

Net Annual Student Migration/Transfer in District 304
Middle School: Sept. 1989 to Sept. 2011

Transition Year Sept. to Sept.	Grade Transition		
	6-7	7-8	Total
1989 to 90	5	9	14
1990 to 91	1	10	11
1991 to 92	10	14	24
1992 to 93	15	7	22
1993 to 94	22	17	39
1994 to 95	13	14	27
1995 to 96	12	2	14
1996 to 97	1	13	14
1997 to 98	9	5	14
1998 to 99	17	5	22
1999 to 00	25	13	38
2000 to 01	17	18	35
2001 to 02	18	3	21
2002 to 03	17	0	17
2003 to 04	10	5	15
2004 to 05	4	4	8
2005 to 06	12	14	26
2006 to 07	2	12	14
2007 to 08	8	2	10
2008 to 09	16	7	23
2009 to 10	8	-4	4
2010 to 11	5	7	12

Enrollment History of District 304 High School: 1989–90 to 2011–12

School Year	9	10	11	12	9–12
1989–90	172	167	158	179	676
1990–91	186	186	175	165	712
1991–92	188	179	179	184	730
1992–93	201	184	182	185	752
1993–94	217	203	188	182	790
1994–95	249	231	200	194	874
1995–96	298	248	234	197	977
1996–97	251	299	256	229	1,035
1997–98	293	255	297	248	1,093
1998–99	339	307	241	271	1,158
1999–00	324	326	297	256	1,203
2000–01	329	353	324	274	1,280
2001–02	398	336	329	319	1,382
2002–03	404	396	351	312	1,463
2003–04	423	400	401	348	1,572
2004–05	474	448	380	385	1,687
2005–06	495	460	438	391	1,784
2006–07	481	499	463	427	1,870
2007–08	506	480	503	465	1,954
2008–09	473	506	480	515	1,974
2009–10	513	477	498	486	1,974
2010–11	481	510	475	515	1,981
2011–12	497	475	503	502	1,977

Decomposition of Annual Sources of Enrollment Change in District 304
High School: Sept. 1980 to Sept. 2011

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 9. vs. Exiting 12	Net Annual Migration/Transf er
1989 to 90	36	7	29
1990 to 91	18	23	-5
1991 to 92	22	17	5
1992 to 93	38	32	6
1993 to 94	84	67	17
1994 to 95	103	104	-1
1995 to 96	58	54	4
1996 to 97	58	64	-6
1997 to 98	65	91	-26
1998 to 99	45	53	-8
1999 to 00	77	73	4
2000 to 01	102	124	-22
2001 to 02	81	85	-4
2002 to 03	109	111	-2
2003 to 04	115	126	-11
2004 to 05	97	110	-13
2005 to 06	86	90	-4
2006 to 07	84	79	5
2007 to 08	20	8	12
2008 to 09	0	-2	2
2009 to 10	7	-5	12
2010 to 11	-4	-18	14

Net Annual Student Migration/Transfer in District 304
High School: Sept. 1989 to Sept. 2011

Transition Year Sept. to Sept.	Grade Transition			Total
	9-10	10-11	11-12	
1989 to 90	14	8	7	29
1990 to 91	-7	-7	9	-5
1991 to 92	-4	3	6	5
1992 to 93	2	4	0	6
1993 to 94	14	-3	6	17
1994 to 95	-1	3	-3	-1
1995 to 96	1	8	-5	4
1996 to 97	4	-2	-8	-6
1997 to 98	14	-14	-26	-26
1998 to 99	-13	-10	15	-8
1999 to 00	29	-2	-23	4
2000 to 01	7	-24	-5	-22
2001 to 02	-2	15	-17	-4
2002 to 03	-4	5	-3	-2
2003 to 04	25	-20	-16	-11
2004 to 05	-14	-10	11	-13
2005 to 06	4	3	-11	-4
2006 to 07	-1	4	2	5
2007 to 08	0	0	12	12
2008 to 09	4	-8	6	2
2009 to 10	-3	-2	17	12
2010 to 11	-6	-7	27	14