Bloomingdale School District 13

Demographic Trends and Enrollment Projections

Report 1*

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* Baseline projections assume continuation of half-day kindergarten

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Preface

This report examines population and housing trends in Bloomingdale School District 13 and assesses the implications of these trends for future enrollments at the individual schools and district as a whole. Its objective is fourfold. First, I shall discuss residential development patterns and demographic dynamics underlying historical and recent enrollment changes in the district. Next, I shall assess annual enrollment changes in District 13 and its schools during the past twenty years and analyze student migration patterns and other sources of these enrollment changes. I shall then discuss new housing prospects, housing turnover and other factors impacting family in-migration that will shape future enrollments in the district and the individual schools. Finally, I shall project enrollment, by grade and by year, for DuJardin Elementary School and Erickson Elementary School through school year 2027–28 and for Westfield Middle School and the district as a whole, again by grade and by year, through school year 2032–33.

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 13 and the elementary school attendance areas. These three series will provide forecasts by grade and by year of (A) the minimum number of students that may be anticipated, (B) the most likely number of

students to be expected, and (C) the maximum number of students that can possibly be foreseen. The enrollment projections in the current report (Report 1) also assume a status quo continuation of the present half-day kindergarten program.

Bloomingdale School District 13 administrators have been well-attuned, however, to the desires of many community members for the district to implement full-day kindergarten classes at its two elementary schools. Legislative mandates, still being finalized, further state that school districts may need to implement full-day kindergarten in the upcoming years. At this point, the district does not have a definite timeline. This will partially depend on building space and renovation costs. When the district does implement full-day kindergarten, half-day kindergarten classes will remain an option. Informal surveys indicate that only a tiny percent of parents may opt to have their children remain in half-day kindergarten programming.

The present report (Report 1) will serve as a foundation for district and individual school enrollment projections when the district implements a full-day kindergarten program. A Stage 2 study (Report 2) is, thus, underway that builds on Report 1's demographic study and status quo (half-day kindergarten) projections to generate revised enrollment projections under the full-day kindergarten program scenario. This second study first estimates the total number of additional kindergarten students to expect should full-day

kindergarten classes commence in fall 2023. It then uses GIS to allocate estimated additional kindergarten students to DuJardin and Erickson elementary schools which, in turn, serves as a new basis for enrollment projections for District 13 and its three schools following the implementation of full-day kindergarten classes. Delivery of Report 2 is being targeted for late May 2023.

In conducting the analysis for Report 1, I benefited from information and data provided by administrators of District 13 and Village of Bloomingdale officials. I would like especially to acknowledge Dr. Jon Bartelt, Superintendent of District 13 and Ms. Valerie Varhalla, the district's Director of Finance, who assembled much of the information upon which Report 1 is based. I would also like to acknowledge Mr. Sean Gascoigne, Director of Community and Economic Development for the Village of Bloomingdale, who provided insights and information on future residential development in the village. For their fine assistance and that of others who contributed to this study, I am most appreciative.

Brief Overview of School District 13

Bloomingdale School District 13 is located in DuPage County, approximately 24 miles northeast of Chicago's Loop and about 16 miles (by road distance) from O'Hare Airport. The district covers roughly five square miles, including just over half of Bloomingdale, 10 percent of Roselle, and very small portions of Addison, Medinah, and unincorporated Bloomingdale Township. The district is essentially built-out residentially.

In fall 2022, District 13 served nearly 1,400 preschool through eighth-grade students (approximately ⅓ minority) in two elementary schools and one middle school. DuJardin Elementary School opened in 1964, Erickson Elementary School opened in 1993, and Westfield Middle School opened in 1975.

With more than 140 teachers and instructional aides, District 13 provides an excellent teaching/learning environment with the district ranking 102 out of 919 school districts in Illinois in student combined math and reading performance. District 13 students graduate to Lake Park High School in nearby Roselle.

Housing and Population Trends

Like many of Chicago's more mature suburban areas, District 13 experienced a flurry of single-family housing construction in the 1970s, 1980s, and 1990s (see Table 1). During the 1970's alone, well over a third of both Bloomingdale's and Roselle's current housing stock was constructed. The vast majority of these newly constructed homes contained at least three bedrooms and were modestly priced. As late as 1980, the median value of Bloomingdale's owner-occupied homes was $84,800 and Roselle's was $77,900 (see Table 2). These modestly priced new single-family housing units attracted large numbers of young families with children leading to a boom in preschool and school-age residents in both villages between 1970 and 1980 as may be seen in Table 3.

New housing construction, which remained strong in the two villages in the 1980s and 1990s, slowed thereafter as larger tracks of open land dwindled. At the same time, existing residential units (including greater numbers of constructed multi-family units) appreciated in value. Bloomingdale preschool-age (under age 5) residents stabilized through 2010 and expanded modestly from 2010 to 2020, while its age 5–9 and age 10–14 populations increased again between 1990 and 2000, after which these population fluctuated (see Table 3). Roselle's preschool-age population, which peaked at 1,751 in 1990, declined each decade thereafter through 2020 as did this village's age 5–9 population. Its

resident aged 10–14 continued to grow through year 2000 and then fluctuated as well for the following twenty years. As both villages were approaching residential build-out by the turn of this century, their overall (total) population growth essentially ceased.

Despite overall population stability, an important demographic factor to observe in Table 3 is the marked increase in the size of both Bloomingdale's and Roselle's population age 65+ since 2000, especially between 2010 and 2020. By 2020, over one in five residents in Bloomingdale was age 65 or older. Should mortgage interest rate not continue to rise and remain high or the nation not enter a prolong recession during the next 10 years, there should be accelerating housing turnover from "empty nest" older households to younger families with preschool and school-age children. Regarding this market, Figures 1 and 2 present the average monthly number of single-family housing units sold annually in Bloomingdale and Roselle between 2012 and 2022 along with the median sales price. Whereas the average monthly annual sales have fluctuated modestly, the general trend until 2022 was upward in both Bloomingdale and Roselle with a downturn in 2022 likely reflecting rising home mortgage interest rates. Home sales prices have risen considerably, on average, in both villages since 2019.

However, as will be shown later, annual births to residents in the primary District 13 Zip Codes dropped from 2017 to 2022. If it were not for housing

turnover by empty-nesters, the under age 5 populations in Bloomingdale likely would not have grown between 2010 and 2020 and Roselle's would have likely declined even more than is shown in Table 3. I now turn to the implications of these factors for enrollment trends in District 13 and its individual schools.

Table 1

Housing Units by Year Structure Built in Villages Served by School District 13

Year Structure Built	Bloomingdale		Roselle	
	Units	% Total	Units	% Total
Total	9,080	100.0	8,676	100.0
2014 to 2020	17	0.2	15	0.2
2010 to 2013	51	0.6	0	0.0
2000 to 2009	773	8.5	581	6.7
1990 to 1999	2,164	23.8	1,385	16.0
1980 to 1989	2,015	22.2	1,343	15.5
1970 to 1979	3,194	35.2	3,278	37.8
1960 to 1969	471	5.2	1,025	11.8
1950 to 1959	276	3.0	653	7.5
1940 to 1949	22	0.2	84	1.0
1939 or earlier	97	1.1	312	3.6

Source: 2020 American Community Survey 5-Year Estimates

Table 2

Median Value of Owner-occupied Housing Units in Villages Served by District 13: 1950 to 2020

Year	Bloomingdale	Roselle
1950	—	$12,450
1960	$22,000	$19,400
1970	$31,600	$29,200
1980	$84,800	$77,900
1990	$147,200	$124,200
2000	$209,200	$169,900
2010	$311,700	$286,100
2020	$306,400	$267,000

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1900, and 2000; and 2010 and 2020 American Community Survey 5-Year Estimates.

Table 3

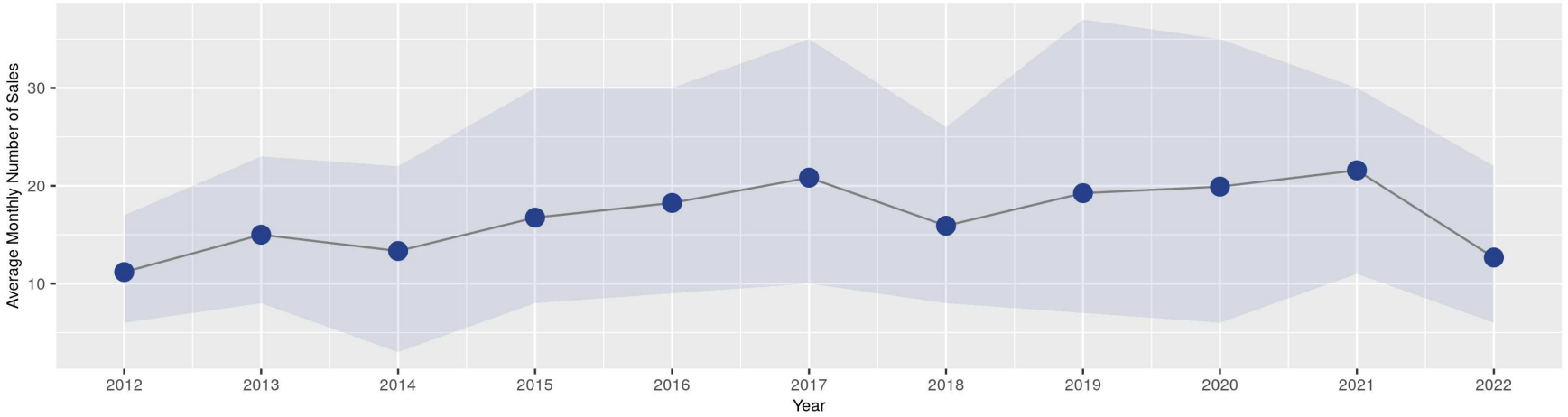
Population by Age Group in Villages Served by District 13: 1950 to 2020

Village	Age	1950	1960	1970	1980	1990	2000	2010	2020
Bloomingdale	Total	339	1,262	2,974	12,659	16,614	21,675	22,018	22,382
	Under 5	—	263	396	1,098	1,110	1,181	1,140	1,284
	5 to 9	—	264	449	1,225	1,174	1,332	1,111	1,571
	10 to 14	—		371	1,298	1,171	1,328	1,194	1,111
	15 to 19	—	—	210	996	1,106	1,394	1,250	892
	65 and over	—	56	113	737	1,597	2,682	3,598	4,824
Roselle	Total	1,038	3,581	4,583	16,948	20,819	23,115	22,763	22,897
	Under 5	134	614	452	1,620	1,751	1,597	1,247	1,188
	5 to 9	154	469	619	1,342	1,866	1,542	1,436	1,394
	10 to 14		347	705	1,341	1,585	1,761	1,621	1,184
	15 to 19	—	196	422	1,200	1,288	1,696	1,577	1,543
	65 and over	79	153	175	798	1,389	1,888	2,328	3,423

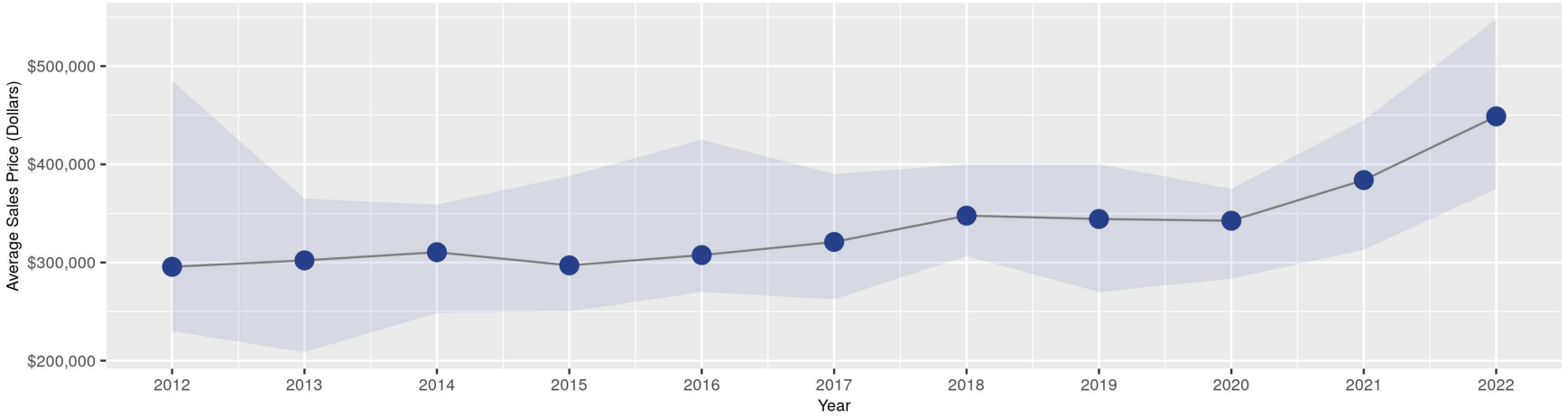
Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1900, 2000, and 2010; 2020 Redistricting File and 2020 American Community Survey 5-Year Estimates.

Figure 1

Monthly Average Number of Homes Sales in Bloomingdale: 2012 to 2022



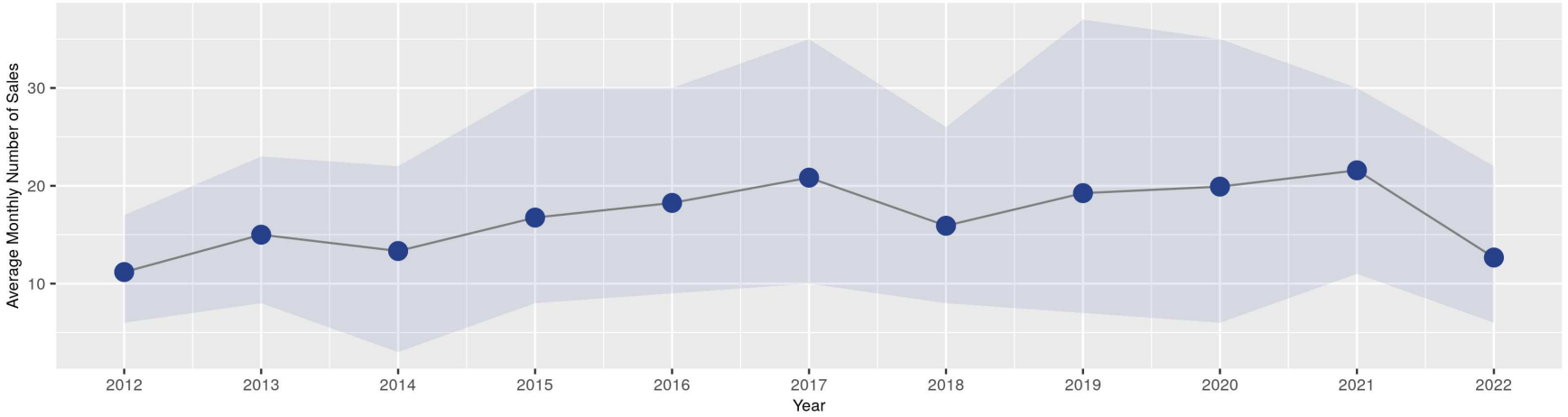
Monthly Median Home Sales Price in Bloomingdale: 2012 to 2022



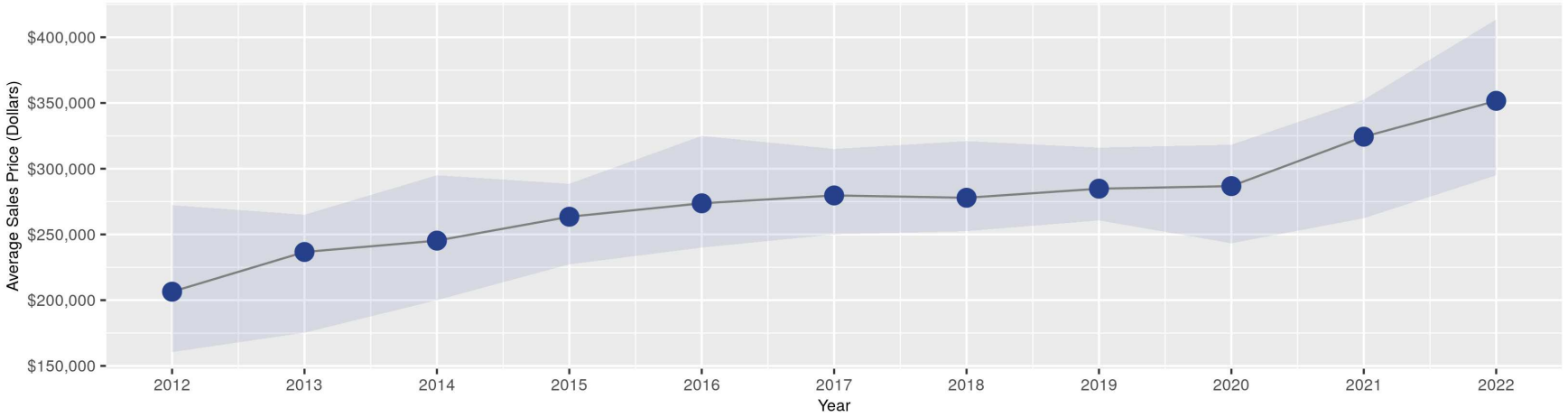
Source: Adapted from Redfin.com.

Figure 2

Monthly Average Number of Homes Sales in Roselle: 2012 to 2022



Monthly Median Home Sales Price in Roselle: 2012 to 2022



Source: Adapted from Redfin.com.

Enrollment Trends and Student Migration

Enrollment trends in District 13 during the past forty years mirrored a slowdown in new housing construction and rise in housing turnover as well as market conditions. The high mortgage interest rate environment of the first half of the 1980s as well as a recession in 1982–83 resulted in a slowdown in new housing development and housing turnover which led to a slight decline in total enrollment. With interest rates dropping and the economy recovering in the second half of the 1980s, the local housing market pick up and enrollment growth recommenced.

Table 4, which displays kindergarten, grades K–5, grade 6–8, and total K–8 enrollment (excluding pre-K) for school years 1982–83 through 2022–23, shows these trends. After declining from 1,260 students in fall 1982 to 1,173 students in fall 1987, total K–8 enrollment grew to 1,485 students in fall 1996. Total K–8 enrollment remain relatively stable for the next eight years with 1,454 K–8 students registered in fall 2004. K–8 enrollment declined thereafter to 1,166 students in 2011–12, then annually rose to 1,380 students in 2017–18. Since that year, total enrollment has been essentially stable with 1,352 K–8 students registered in fall 2022.

Until this year, kindergarten enrollment has fluctuated between 102 students (in 2016–17) and 167 (in 1996–97), the latter being a high outlier. This

year (2022–23) there was a large drop in District 13 kindergarten enrollment to just 94 students. Whether this decline is an anomaly or may represent the beginning of a lower kindergarten enrollment trend will be addressed later in the report. Let me add that K–5 total enrollment has be stable for the last four years while grades 6–8 enrollment (Westfield) has modestly fluctuated. DuJardin Elementary School has edged up just slightly over this four-year period (after dropping modestly from 2018–19 to 2019–20), while Erickson, with the exception of school year 2020–21, has been stable.

Table 4

History of Total Enrollment in Bloomingdale School District 13:
1982–83 to 2022–23

Year	K	K–5	6–8	K–8
1982–83	107	770	490	1,260
1983–84	130	743	463	1,206
1984–85	131	773	438	1,211
1985–86	126	777	425	1,202
1986–87	132	785	400	1,185
1987–88	118	780	393	1,173
1988–89	140	838	380	1,218
1989–90	136	868	433	1,301
1990–91	152	907	471	1,378
1991–92	125	920	506	1,426
1992–93	140	930	511	1,441
1993–94	132	923	486	1,409
1994–95	143	917	487	1,404
1995–96	145	918	499	1,417
1996–97	167	934	551	1,485
1997–98	133	944	516	1,460
1998–99	138	959	522	1,481
1999–00	144	992	528	1,520
2000–01	129	967	519	1,486
2001–02	131	944	517	1,461
2002–03	125	891	550	1,441
2003–04	111	880	547	1,427
2004–05	122	889	565	1,454
2005–06	126	860	529	1,389
2006–07	118	831	536	1,367
2007–08	111	795	503	1,298
2008–09	103	735	477	1,212
2009–10	113	748	451	1,199
2010–11	128	759	430	1,189
2011–12	137	759	407	1,166
2012–13	110	787	417	1,204
2013–14	120	804	396	1,200
2014–15	113	835	391	1,226
2015–16	128	868	411	1,279
2016–17	102	855	433	1,288
2017–18	131	880	500	1,380
2018–19	125	892	483	1,375
2019–20	123	856	485	1,341
2020–21	130	856	467	1,323
2021–22	124	861	503	1,364
2022–23	94	860	492	1,352

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 is change in pre-K students.

Tables 5, 6, and 7 describe how District 13's annual total enrollment change since school year 2002–03 may be decomposed into the three component parts. Table 5 provides the grade-by-grade and year-by-year enrollment for the district between 2002–03 and 2022–23. These grade-by-grade figures include mainstreamed special education students in their respective cohort grades but exclude a small number of students with special needs who reside in District 13 but attend schools outside of the district.

Table 6 decomposes the annual total enrollment changes into its basic three components. Thus, between September 2021 (school year 2021–22) and September 2022 (school year 2022–23), overall District 13 enrollment declined by eight students (1,397 to 1,389). The 175 eighth-graders who graduated in June 2022 (see Table 5) were replaced this past September (2022) by 94 kindergarten students, for a net class size difference of −81. This 81-student loss was partially

countered by 69 more students who migrated into the district or transferred to District 13 schools from private or parochial schools than who migrated out of the district or transferred to private or parochial schools between September 2021 and September 2022. During the same period, pre-K enrollment expanded by four students. The three components (−81, +69, +4) sum precisely to the net eight-student total enrollment decline in the district between September 2021 and September 2022.

Note that for all but one year since fall l 2002, there were smaller entering kindergarten classes replacing the prior June's graduating eighth-grade classes. Enrollment decline would have been considerably more were it not for positive net migration/transfer of students in the past fifteen years. Since September 2007, Table 6 shows that 575 more students migrated into District 13 or transferred to its public schools from private or parochial schools than moved out of the district or transferred to private or parochial schools. In fact, there were only two negative net student migration/transfer years since fall 2002, those being between September 2006 and September 2007 (−3) and between September 2007 and September 2008 (−17) when the national and local housing crisis commenced.

Table 7 describes how these net student migration/transfer figures are computed from the enrollment data. The bottom left cell of "23" means that as the kindergarten class of September 2021 progressed to the first grade in

September 2022, it increased by 23 students (see Table 5 where kindergarten enrollment in school year 2021–22 was 124 and first-grade enrollment in school year 2022–23 is 147 students). Note that all cohort grade progressions in District 13 this past year experienced positive net student migration/transfer. Summing across the bottom row of Table 7, one obtains +69, which is the net student migration/transfer gain between September 2021 and September 2022 shown in Table 6. Thus, the drop in overall District 13 enrollment was caused by an even larger difference (−81) between last year's eighth-grade class being replaced by a considerably smaller entering kindergarten class this past fall.

Tables 8 through 16 provide annual enrollments and the decomposition of annual enrollment change, including annual grade-by-grade migration/transfer, for DuJardin and Erickson Elementary Schools and for Westfield Middle School between school year 2002–03 and 2022-23. These tables should be interpreted in a manner nearly identical to that described regarding Tables 5, 6, and 7 for District 13 as a whole. Suffice it for me to point out that all three schools have experienced substantial positive net student migration/transfer the past two years, especially the two elementary schools.

Table 5

Enrollment History of Bloomingdale School District 13: 2002–03 to 2022–23

School Year	K	1	2	3	4	5	6	7	8	K–8	PK	Total
2002–03	125	134	150	163	156	163	210	168	172	1,441	12	1,453
2003–04	111	143	145	153	162	166	170	210	167	1,427	19	1,446
2004–05	122	119	149	155	166	178	181	174	210	1,454	18	1,472
2005–06	126	129	122	162	152	169	175	180	174	1,389	23	1,412
2006–07	118	129	136	127	168	153	183	176	177	1,367	17	1,384
2007–08	111	123	133	135	125	168	155	176	172	1,298	20	1,318
2008–09	103	117	126	138	133	118	158	154	165	1,212	21	1,233
2009–10	113	108	118	131	143	135	127	166	158	1,199	31	1,230
2010–11	128	125	112	119	135	140	137	124	169	1,189	16	1,205
2011–12	137	135	125	111	123	128	139	140	128	1,166	19	1,185
2012–13	110	152	144	134	119	128	137	142	138	1,204	22	1,226
2013–14	120	120	161	143	138	122	114	138	144	1,200	24	1,224
2014–15	113	134	130	159	151	148	124	130	137	1,226	23	1,249
2015–16	128	137	140	137	173	153	152	127	132	1,279	20	1,299
2016–17	102	150	143	149	145	166	157	151	125	1,288	19	1,307
2017–18	131	134	156	156	158	145	182	159	159	1,380	24	1,404
2018–19	125	151	141	163	159	153	146	178	159	1,375	27	1,402
2019–20	123	129	148	141	165	150	164	143	178	1,341	23	1,364
2020–21	130	128	132	153	145	168	153	168	146	1,323	23	1,346
2021–22	124	145	141	141	165	145	166	162	175	1,364	33	1,397
2022–23	94	147	152	150	142	175	151	170	171	1,352	37	1,389

Table 6

Decomposition of Annual Source of Enrollment Change in Bloomingdale School District 13: September 2002 to September 2022

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 8	Net Student Migration/ Transfer	Change Pre-K
2002 to 03	-7	-61	47	7
2003 to 04	26	-45	72	-1
2004 to 05	-60	-84	19	5
2005 to 06	-28	-56	34	-6
2006 to 07	-66	-66	-3	3
2007 to 08	-85	-69	-17	1
2008 to 09	-3	-52	39	10
2009 to 10	-25	-30	20	-15
2010 to 11	-20	-32	9	3
2011 to 12	41	-18	56	3
2012 to 13	-2	-18	14	2
2013 to 14	25	-31	57	-1
2014 to 15	50	-9	62	-3
2015 to 16	8	-30	39	-1
2016 to 17	97	6	86	5
2017 to 18	-2	-34	29	3
2018 to 19	-38	-36	2	-4
2019 to 20	-18	-48	30	0
2020 to 21	51	-22	63	10
2021 to 22	-8	-81	69	4

Table 7

Net Annual Student Migration/Transfer in Bloomingdale School District 13:
September 2002 to September 2022

Transition Year Sept. to Sept.	Grade Transition								
	K–1	1–2	2–3	3–4	4–5	5–6	6–7	7–8	Total
2002 to 03	18	11	3	-1	10	7	0	-1	47
2003 to 04	8	6	10	13	16	15	4	0	72
2004 to 05	7	3	13	-3	3	-3	-1	0	19
2005 to 06	3	7	5	6	1	14	1	-3	34
2006 to 07	5	4	-1	-2	0	2	-7	-4	-3
2007 to 08	6	3	5	-2	-7	-10	-1	-11	-17
2008 to 09	5	1	5	5	2	9	8	4	39
2009 to 10	12	4	1	4	-3	2	-3	3	20
2010 to 11	7	0	-1	4	-7	-1	3	4	9
2011 to 12	15	9	9	8	5	9	3	-2	56
2012 to 13	10	9	-1	4	3	-14	1	2	14
2013 to 14	14	10	-2	8	10	2	16	-1	57
2014 to 15	24	6	7	14	2	4	3	2	62
2015 to 16	22	6	9	8	-7	4	-1	-2	39
2016 to 17	32	6	13	9	0	16	2	8	86
2017 to 18	20	7	7	3	-5	1	-4	0	29
2018 to 19	4	-3	0	2	-9	11	-3	0	2
2019 to 20	5	3	5	4	3	3	4	3	30
2020 to 21	15	13	9	12	0	-2	9	7	63
2021 to 22	23	7	9	1	10	6	4	9	69

Table 8

Enrollment History of DuJardin Elementary School: 2002–03 to 2022–23

School Year	K	1	2	3	4	5	K–6	PK	Total
2002–03	55	43	64	63	70	69	364	12	376
2003–04	40	62	53	64	66	78	363	19	382
2004–05	55	50	73	63	77	76	394	18	412
2005–06	55	53	53	73	62	75	371	23	394
2006–07	54	61	57	54	74	65	365	17	382
2007–08	58	54	64	58	55	75	364	20	384
2008–09	42	54	53	62	59	49	319	21	340
2009–10	60	45	59	54	64	59	341	24	365
2010–11	51	63	44	59	59	58	334	11	345
2011–12	67	54	61	43	59	54	338	15	353
2012–13	55	76	58	67	49	57	362	17	379
2013–14	59	54	80	59	67	52	371	5	376
2014–15	49	59	61	76	61	70	376	4	380
2015–16	65	61	64	62	85	66	403	4	407
2016–17	45	75	64	67	66	82	399	4	403
2017–18	60	62	78	66	70	64	400	3	403
2018–19	54	65	64	81	72	66	402	2	404
2019–20	59	55	60	60	79	62	375	2	377
2020–21	60	58	61	64	64	76	383	0	383
2021–22	59	68	67	65	67	61	387	0	387
2022–23	40	69	73	73	65	70	390	0	390

Table 9

Decomposition of Annual Source of Enrollment Change in DuJardin Elementary School: September 2002 to September 2022

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Student Migration/ Transfer	Change Pre-K
2002 to 03	6	-29	28	7
2003 to 04	30	-23	54	-1
2004 to 05	-18	-21	-2	5
2005 to 06	-12	-21	15	-6
2006 to 07	2	-7	6	3
2007 to 08	-44	-33	-12	1
2008 to 09	25	11	11	3
2009 to 10	-20	-8	1	-13
2010 to 11	8	9	-5	4
2011 to 12	26	1	23	2
2012 to 13	-3	2	7	-12
2013 to 14	4	-3	8	-1
2014 to 15	27	-5	32	0
2015 to 16	-4	-21	17	0
2016 to 17	0	-22	23	-1
2017 to 18	1	-10	12	-1
2018 to 19	-27	-7	-20	0
2019 to 20	6	-2	10	-2
2020 to 21	4	-17	21	0
2021 to 22	3	-21	24	0

Table 10

Net Annual Student Migration/Transfer in DuJardin Elementary School:
September 2002 to September 2022

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
2002 to 03	7	10	0	3	8	28
2003 to 04	10	11	10	13	10	54
2004 to 05	-2	3	0	-1	-2	-2
2005 to 06	6	4	1	1	3	15
2006 to 07	0	3	1	1	1	6
2007 to 08	-4	-1	-2	1	-6	-12
2008 to 09	3	5	1	2	0	11
2009 to 10	3	-1	0	5	-6	1
2010 to 11	3	-2	-1	0	-5	-5
2011 to 12	9	4	6	6	-2	23
2012 to 13	-1	4	1	0	3	7
2013 to 14	0	7	-4	2	3	8
2014 to 15	12	5	1	9	5	32
2015 to 16	10	3	3	4	-3	17
2016 to 17	17	3	2	3	-2	23
2017 to 18	5	2	3	6	-4	12
2018 to 19	1	-5	-4	-2	-10	-20
2019 to 20	-1	6	4	4	-3	10
2020 to 21	8	9	4	3	-3	21
2021 to 22	10	5	6	0	3	24

Table 11

Enrollment History of Erickson Elementary School: 2002–03 to 2022–23

School Year	K	1	2	3	4	5	K–6	PK	Total
2002–03	70	91	86	100	86	94	527	0	527
2003–04	71	81	92	89	96	88	517	0	517
2004–05	67	69	76	92	89	102	495	0	495
2005–06	71	76	69	89	90	94	489	0	489
2006–07	64	68	79	73	94	88	466	0	466
2007–08	53	69	69	77	70	93	431	0	431
2008–09	61	63	73	76	74	69	416	0	416
2009–10	53	63	59	77	79	76	407	7	414
2010–11	77	62	68	60	76	82	425	5	430
2011–12	70	81	64	68	64	74	421	4	425
2012–13	55	76	86	67	70	71	425	5	430
2013–14	61	66	81	84	71	70	433	19	452
2014–15	64	75	69	83	90	78	459	19	478
2015–16	63	76	76	75	88	87	465	16	481
2016–17	57	75	79	82	79	84	456	15	471
2017–18	71	72	78	90	88	81	480	21	501
2018–19	71	86	77	82	87	87	490	25	515
2019–20	64	74	88	81	86	88	481	21	502
2020–21	70	70	71	89	81	92	473	23	496
2021–22	65	77	74	76	98	84	474	33	507
2022–23	54	78	79	77	77	105	470	37	507

Table 12

Decomposition of Annual Source of Enrollment Change in Erickson Elementary School:
September 2002 to September 2022

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Student Migration/ Transfer	Change Pre-K
2002 to 03	-10	-23	13	0
2003 to 04	-22	-21	-1	0
2004 to 05	-6	-31	25	0
2005 to 06	-23	-30	7	0
2006 to 07	-35	-35	0	0
2007 to 08	-15	-32	17	0
2008 to 09	-2	-16	7	7
2009 to 10	16	1	17	-2
2010 to 11	-5	-12	8	-1
2011 to 12	5	-19	23	1
2012 to 13	22	-10	18	14
2013 to 14	26	-6	32	0
2014 to 15	3	-15	21	-3
2015 to 16	-10	-30	21	-1
2016 to 17	30	-13	37	6
2017 to 18	14	-10	20	4
2018 to 19	-13	-23	14	-4
2019 to 20	-6	-18	10	2
2020 to 21	11	-27	28	10
2021 to 22	0	-30	26	4

Table 13

Net Annual Student Migration/Transfer in Erickson Elementary School:
September 2002 to September 2022

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
2002 to 03	11	1	3	-4	2	13
2003 to 04	-2	-5	0	0	6	-1
2004 to 05	9	0	13	-2	5	25
2005 to 06	-3	3	4	5	-2	7
2006 to 07	5	1	-2	-3	-1	0
2007 to 08	10	4	7	-3	-1	17
2008 to 09	2	-4	4	3	2	7
2009 to 10	9	5	1	-1	3	17
2010 to 11	4	2	0	4	-2	8
2011 to 12	6	5	3	2	7	23
2012 to 13	11	5	-2	4	0	18
2013 to 14	14	3	2	6	7	32
2014 to 15	12	1	6	5	-3	21
2015 to 16	12	3	6	4	-4	21
2016 to 17	15	3	11	6	2	37
2017 to 18	15	5	4	-3	-1	20
2018 to 19	3	2	4	4	1	14
2019 to 20	6	-3	1	0	6	10
2020 to 21	7	4	5	9	3	28
2021 to 22	13	2	3	1	7	26

Table 14

Enrollment History of Westfield Middle School: 2002–03 to 2022–23

School Year	6	7	8	Total
2002–03	210	168	172	550
2003–04	170	210	167	547
2004–05	181	174	210	565
2005–06	175	180	174	529
2006–07	183	176	177	536
2007–08	155	176	172	503
2008–09	158	154	165	477
2009–10	127	166	158	451
2010–11	137	124	169	430
2011–12	139	140	128	407
2012–13	137	142	138	417
2013–14	114	138	144	396
2014–15	124	130	137	391
2015–16	152	127	132	411
2016–17	157	151	125	433
2017–18	182	159	159	500
2018–19	146	178	159	483
2019–20	164	143	178	485
2020–21	153	168	146	467
2021–22	166	162	175	503
2022–23	151	170	171	492

Table 15

Decomposition of Annual Source of Enrollment Change in Westfield Middle School:
September 2002 to September 2022

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Student Migration/ Transfer
2002 to 03	-3	-2	-1
2003 to 04	18	14	4
2004 to 05	-36	-35	-1
2005 to 06	7	9	-2
2006 to 07	-33	-22	-11
2007 to 08	-26	-14	-12
2008 to 09	-26	-38	12
2009 to 10	-21	-21	0
2010 to 11	-23	-30	7
2011 to 12	10	9	1
2012 to 13	-21	-24	3
2013 to 14	-5	-20	15
2014 to 15	20	15	5
2015 to 16	22	25	-3
2016 to 17	67	57	10
2017 to 18	-17	-13	-4
2018 to 19	2	5	-3
2019 to 20	-18	-25	7
2020 to 21	36	20	16
2021 to 22	-11	-24	13

Table 16

Net Annual Student Migration/Transfer in Westfield Middle School:
September 2002 to September 2022

Transition Year Sept. to Sept.	Grade Transition		
	6–7	7–8	Total
2002 to 03	0	-1	-1
2003 to 04	4	0	4
2004 to 05	-1	0	-1
2005 to 06	1	-3	-2
2006 to 07	-7	-4	-11
2007 to 08	-1	-11	-12
2008 to 09	8	4	12
2009 to 10	-3	3	0
2010 to 11	3	4	7
2011 to 12	3	-2	1
2012 to 13	1	2	3
2013 to 14	16	-1	15
2014 to 15	3	2	5
2015 to 16	-1	-2	-3
2016 to 17	2	8	10
2017 to 18	-4	0	-4
2018 to 19	-3	0	-3
2019 to 20	4	3	7
2020 to 21	9	7	16
2021 to 22	4	9	13

The Enrollment Future of District 13 under Status Quo

The critical question now becomes, what will happen to enrollment in Bloomingdale School District 13 over the next ten years if the full-day kindergarten program is not implemented? Or, stated differently, if implemented, what will be the enrollment base projections upon which a future full-day kindergarten set of projections will build? Under status quo conditions, will District 13's enrollment stability continue or would enrollment growth or decline be expected during the coming decade? What are the minimum, maximum, and most likely enrollments in the district? Which grade levels will be most impacted? What schools will be most affected?

My analysis of recent births to residents data for the District 13 area, trends in kindergarten enrollments, housing turnover, and student migration/transfer patterns lead me to forecast, under the status quo kindergarten scenario, total district enrollment stability during the coming decade. DuJardin Elementary School should grow just slightly while Erickson Elementary School will decline slightly through the 2027–28 school year. Westfield Middle School will grow modestly next year then fluctuate slightly over the following nine years ending up in 2032–33 very close to its current count of 492. Before further detailing these status quo projections, let me describe the factors and methodology underlying them.

Table 17 provides annual births to residents from 2000 to 2021 for the primary ZIP Codes in the District 13 area which are mapped in Figure 3. Observe that there has been an inconsistent but overall decline in the number of births to residents in each of the two main ZIP codes (60108 and 60172).

Table 17

Births to Residents ZIP Codes Served by
Bloomingdale School District 13

Year	ZIP Code			
	60108	60143	60157	60172
2000	210	147	35	335
2001	231	132	18	334
2002	233	126	17	299
2003	247	137	25	331
2004	257	134	21	273
2005	246	123	25	328
2006	239	128	21	278
2007	238	127	12	273
2008	259	121	20	263
2009	239	111	9	264
2010	230	100	25	247
2011	243	94	14	259
2012	239	118	17	257
2013	237	115	24	258
2014	242	114	20	258
2015	212	101	20	302
2016	242	118	24	248
2017	212	106	32	248
2018	230	107	17	222
2019	180	114	17	232
2020	208	101	19	224
2021	191	112	13	212

Source: Illinois Department of Public Health.

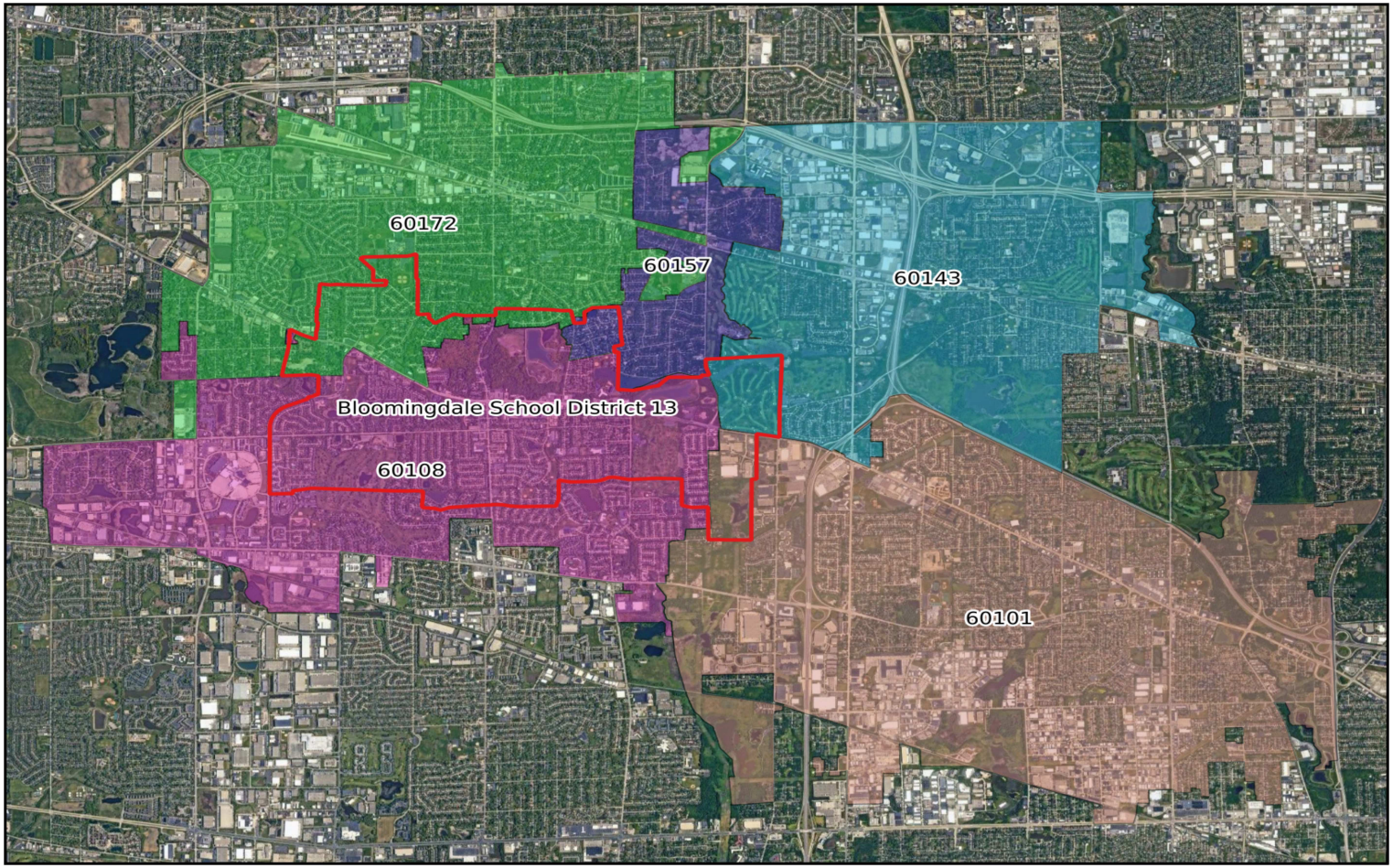


Figure 3. Primary ZIP Codes in the Bloomingdale School District 13 Area

Declines in recent birth numbers would suggest that the size of entering kindergarten classes for the district as a whole would drop for at least the next three years. However, given the large number of residents age 65+ in Bloomingdale and Roselle (see Table 3), I would expect additional empty-nest housing turnover to occur during the next ten years not only keeping future kindergarten enrollment from dropping further but also recovering from the major decline in kindergarten class size this year.

Since the district is essentially built-out residentially, very little new single-family new housing development is anticipated. Village officials expect only a small number of individual single-family units constructed with many of the single-family building permits authorized since 2010 (as displayed annually from 2000 to 2022 in Table 18) being teardown/replacement homes spread over the two elementary school attendance areas. There are two small townhome projects in the works that I will comment on shortly.

Despite limited new housing development, let me reiterate that given the large number of residents over age 65 in Bloomingdale and Roselle, housing turnover from empty-nesters to younger families with children should not only prevent further declines in kindergarten enrollment but also keep net student migration to District 13 on the positive side leading to population stability and possibly some renewed overall population growth in the two villages.

This prognostication is corroborated by population forecasts provided by the Chicago Metropolitan Agency for Planning (CMAP) for Bloomingdale and Roselle. The CMAP forecasts, which are presented in Table 19, indicate that modest population and household growth should characterize the district's two main villages to 2040. I should add, though, that in my 35 years of evaluating CMAP projections for the Chicago suburban area, I have found their projections to be a bit on the high side.

In projecting enrollment for District 13, two sets of factors play central causal roles. The first is future fertility rates and resulting family sizes. Any changes in fertility rates during the next five years will not affect enrollment projections until after school year 2027–28 because children who will be reaching kindergarten during the next five years are already born. Fertility rate changes during the next five years could affect elementary school enrollments beginning with school year 2028–29 and per-kindergarten enrollment before then. 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 2027.

Table 18

Housing Units Authorized by Building Permits:
2000 through 2022

Year	Bloomingdale		Roselle	
	Single-family	Multi-family	Single-family	Multi-family
2000	71	0	22	37
2001	41	0	21	52
2002	39	0	38	0
2003	61	0	10	78
2004	95	0	35	4
2005	67	0	26	6
2006	31	36	31	64
2007	15	0	18	0
2008	7	0	3	0
2009	0	0	12	5
2010	1	0	2	0
2011	2	0	4	0
2012	2	0	9	0
2013	2	0	14	0
2014	1	0	13	0
2015	7	0	17	0
2016	2	0	19	0
2017	1	0	4	0
2018	23	10	9	0
2019	26	23	6	98
2020	33	96	8	0
2021	33	3	20	0
2022	10	0	25	12

Source: U.S. Bureau of the Census. Current Construction Reports,
Housing Units Authorized by Building Permits,
Annual Reports 2000 to 2021 and December 2022 YTD.

Table 19

Population and Household Forecasts for Villages Served by Bloomingdale School District 13: 2020 to 2035

Population					
Village	2020	2025	2030	2035	2040
Bloomingdale	22,195	23,070	23,644	24,054	24,433
Roselle	23,347	23,994	24,679	25,261	25,757
Households					
Village	2020	2025	2030	2035	2040
Bloomingdale	9,275	9,759	10,084	10,294	10,470
Roselle	9,059	9,330	9,660	9,941	10,176

Source: Chicago Metropolitan Agency for Planning. ON TO 2050 Forecast of Population, Households and Employment. 2018.

The second, and most critical factor for future enrollment in the schools is net student in-migration resulting from new housing development in the district and turnover of existing housing units. New housing development, as noted, will likely be quite limited. Bloomingdale's director of community and economic development, Mr. Sean Gascoigne, reports that being an infill community, the main source of permitting is teardowns and replacement housing. He does point out that there are nine townhomes proposed for the vacant parcel at Medinah on the Lakes (Lake/Lakeview) and eighteen townhomes proposed for Schick/ Ridge/First. While approved, these projects have yet to commence construction for a variety of reasons. Moreover, townhomes tend to house fewer children than single-family units. The only location that Mr. Gascoigne noted that could yield more new housing is the redevelopment of Stratford Square. The internet research I was able to do on this higher-density, mixed-use development does not suggest it will have the types of housing that would yield more than a small number of students to District 13 schools.

Future net student migration and enrollment will, therefore, be driven almost entirely by housing turnover. For this and other reasons discussed, three sets of enrollment projections will be provided for the district and Westfield Middle School by year and by grade through 2032–33 and for DuJardin and Erickson elementary schools through 2027–28. These status quo projections will be presented in the form of separate series, based on the following assumptions:

Series A Enrollment projection assuming future fertility rates remain fairly stable (through 2027) and that housing turnover and resulting in-migration of families with preschool-age and school-age children *are less than currently anticipated* through 2032–33;

Series B Enrollment projection assuming future fertility rates remain fairly stable (through 2027) and that housing turnover and resulting in-migration of families with preschool-age and school-age children *occur as currently anticipated* through 2032–33;

Series C Enrollment projection assuming future fertility rates remain fairly stable (through 2027) and that housing turnover and resulting in-migration of families with preschool-age and school-age children *are greater than currently* anticipated through 2032–33.

The basic methodology used to make the three series of enrollment projections is a modified cohort survival procedure. For the Series B (most likely) projections, 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 (Series B) baseline enrollment projections (via conventional cohort survival techniques) for the district. The sizes of future entering kindergarten classes were estimated using recent kindergarten enrollments, trends in resident birth registration data, student migration patterns, and anticipated housing turnover during the coming decade. My opinion (given at some risk) is that the low kindergarten enrollment this year is an outlier. I have therefore used professional judgment along with

averaging recent years kindergarten enrollment to obtain estimates of future kindergarten enrollment for the elementary schools and District 13 as a whole.

The next step was to adjust projected enrollment each year in grades 1 through 8 for possible alterations in housing turnover and resulting student in-migration. Series A projections were made using similar methods to Series B (the most likely) but with student in-migration resulting from lower 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.

Pre-kindergarten classes are always difficult to forecast. My experience with numerous districts in the Chicago suburban area suggests that their annual enrollment change is not correlated with any school district attribute and is often administratively set. For the present projections, it will be assumed that pre-K enrollments will roughly track overall projected enrollment trends.

Status Quo Enrollment Projections

Tables 20 through 28 provide the grade-by-grade and year-by-year projections through school year 2027–28 for both of the district's two elementary schools under the Series A, Series B, and Series C assumptions, as well as the kindergarten status quo assumption. Because the precise annual projected numbers for each school by grade may be observed in their respective tables, I will comment only on projected annual total enrollments at each school, focusing on Series B, which, as stated, 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 total enrollment at DuJardin, which past fall stood at 390, will inch up to 404 students in 2024–25 then slip back to 395 students in 2027–28. Erickson is projected to decline next year to 484 students compared with this year's 507 total. Erickson's enrollment will then marginally increase to 491 students in 2025–26 before basically stabilizing through 2027–28. Under Series B assumptions, total enrollment at Westfield Middle School is projected to climb from this year's total of 492 to 507 students next year and then fluctuate fairly near that number through school year 2032–33.

A caveat should be noted regarding enrollment projections beyond school year 2027–28. At the middle school level, projections for the next five years can

be made with more confidence than the five years following 2027–28, since most students who will enter the middle school through 2027–28 are already enrolled in the elementary feeder schools. Afterward, we are projecting many students yet to register in District 13's two elementary schools. For the elementary schools themselves, projections beyond 2027–28 would include students yet to be conceived. It is for this reason, and because of their relatively small areas, that I projected individual elementary schools only to 2027–28. Projections for the following five years, by year and by grade, are provided, however, for the aggregate District 13 elementary-school enrollment.

Tables 29, 30, and 31 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 2032–33. *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-wide total projections, though they will be very close for Series B*. Series A and Series C projections at the aggregate district level tend to be, respectively, slightly higher and slightly lower that the Series A and Series C projection sums for the elementary schools since it is assumed that both elementary schools will not simultaneously follow Series A or Series C each year.

If future housing turnover and student in-migration are less than currently anticipated, Table 29 reveals that total district enrollment under the status quo kindergarten scenario will decline from this past fall's 1,389 count

(including pre-K) to 1,103 students in 2030–31 before edging back to 1,133 students in school year 2032–33. While the Series A projections may be considered too conservative by many, they should not be dismissed out of hand. If we slip back into a prolonged recession or if mortgage interest rates continue to climb and remain high, Series A could become reality.

Should housing turnover and resulting student in-migration occur as anticipated, the Series B projections, presented in Table 30, show that total district enrollment will remain quite close to this year's enrollment through school year 2026–27. After that year, total enrollment will inconsistently grow reaching 1,405 students in 2032–33. Again, it is my judgment that Series B is the most likely set of projections for the district as well as for the individual schools.

If the future housing turnover and resulting student in-migration exceed current expectations, Series C projections presented in Table 31 show total district enrollment growing over the coming decade reaching 1,633 students in 2031–32 and leveling off. This "high growth" projection is the maximum number of students that I can foresee for District 13 under status quo conditions.

Figure 4 charts the annual historical and projected total District 13 enrollments between 2002–03 and 2032–33 under the Series A, Series B, and Series C assumptions. Figures 5 and 6 provide analogous historical enrollment trends and the Series A, Series B, and Series C projections for total elementary school (grades K–5) and middle school (grades 6–8) through school year 2032–33.

Concluding Remarks

Like school district administrators, demographers do not have 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 13 and its individual schools under the assumption that the half-day kindergarten enrollment program remains for the next five to ten years. These projections create the Series A, Series B, and Series C baselines for projecting enrollments for District 13 and its schools should a full-day kindergarten program commence in fall 2023. A companion report is under preparation that will provide estimates of additional kindergarten students that will be generated at DuJardin and Erickson elementary schools and provide revised enrollment projections for these schools through school year 2027–28 and for Westfield Middle School and District 13 as a whole through school year 2032–33 under the full-day kindergarten scenario. At this time, it is my hope that the baseline projections and other demographic information contained in this report will be helpful to the District 13 Board of Education, administrators, teachers, and concerned citizens as plans are made for future space, staff, and program needs at district's schools.

John D. Kasarda, Ph.D.
San Diego, California
April 2023

Table 20

Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children
Are Less than Currently Anticipated through 2027–28

DuJardin Elementary School

Series A Projection						
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
K	40	45	46	44	49	47
1	69	44	49	50	48	53
2	73	71	46	51	52	50
3	73	75	73	48	53	54
4	65	73	75	73	48	53
5	70	61	69	71	69	44
K–5	390	369	358	337	319	301
PK	0	0	0	0	0	0
Total	390	369	358	337	319	301

Table 21

Table Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children *Occur As Currently Anticipated* through 2027–28

DuJardin Elementary School

Series B Projection						
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
K	40	56	59	54	60	57
1	69	47	63	66	61	67
2	73	74	52	68	71	66
3	73	77	78	56	72	75
4	65	75	79	80	58	74
5	70	63	73	77	78	56
K–5	390	392	404	401	400	395
PK	0	0	0	0	0	0
Total	390	392	404	401	400	395

Table 22

Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children
Are Greater Than Currently Anticipated through 2027–28

DuJardin Elementary School

Series C Projection						
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
K	40	62	64	61	66	65
1	69	50	72	74	71	76
2	73	77	58	80	82	79
3	73	79	83	64	86	88
4	65	77	83	87	68	90
5	70	65	77	83	87	68
K–5	390	410	437	449	460	466
PK	0	0	0	0	0	0
Total	390	410	437	449	460	466

Table 23

Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children
Are Less than Currently Anticipated through 2027–28

Erickson Elementary School

Series A Projection						
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
K	54	57	59	58	63	60
1	78	57	60	62	61	66
2	79	78	57	60	62	61
3	77	80	79	58	61	63
4	77	78	81	80	59	62
5	105	80	81	84	83	62
K–5	470	430	417	402	389	374
PK	37	25	24	27	25	26
Total	507	455	441	429	414	400

Table 24

Table Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children
Occur As Currently Anticipated through 2027–28

Erickson Elementary School

Series B Projection						
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
K	54	63	65	63	68	66
1	78	63	72	74	72	77
2	79	80	65	74	76	74
3	77	82	83	68	77	79
4	77	80	85	86	71	80
5	105	82	85	90	91	76
K–5	470	450	455	455	455	452
PK	37	34	33	36	34	35
Total	507	484	488	491	489	487

Table 25

Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children *Are Greater Than Currently Anticipated* through 2027–28

Erickson Elementary School

Series C Projection						
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28
K	54	72	74	72	77	74
1	78	68	86	88	86	91
2	79	82	72	90	92	90
3	77	84	87	77	95	97
4	77	82	89	92	82	100
5	105	84	89	96	99	89
K–5	470	472	497	515	531	541
PK	37	38	37	39	39	40
Total	507	510	534	554	570	581

Table 26

Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children
Are Less than Currently Anticipated through 2032–33

Westfield Middle School

Series A Projection											
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33
6	151	175	142	151	157	155	110	119	122	119	129
7	170	152	176	143	152	158	156	111	120	123	120
8	171	172	154	178	145	154	159	157	112	121	124
Total	492	499	472	472	454	467	425	387	354	363	373

Table 27

Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children
Occur As Currently Anticipated through 2032–33

Westfield Middle School

Series B Projection											
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33
6	151	178	148	160	169	170	135	159	162	156	166
7	170	155	182	152	164	173	173	138	162	165	159
8	171	174	159	186	156	168	176	176	141	165	168
Total	492	507	489	498	489	511	484	473	465	486	493

Table 28

Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children
Are Greater Than Currently Anticipated through 2032–33

Westfield Middle School

Series C Projection											
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33
6	151	181	154	168	180	184	154	192	193	186	194
7	170	158	188	161	175	187	188	158	196	197	190
8	171	177	165	195	168	182	191	192	162	200	201
Total	492	516	507	524	523	553	533	542	551	583	585

Table 29

District-wide Aggregate Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children *Are Less than Currently Anticipated* through 2032–33

Bloomingdale School District 13

Series A Projection											
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33
K	94	102	105	102	112	107	110	108	110	108	109
1	147	101	109	112	109	119	118	121	119	121	119
2	152	150	104	112	115	112	122	121	124	122	124
3	150	156	154	108	116	119	116	126	125	128	126
4	142	151	157	155	109	117	120	117	127	126	129
5	175	142	151	157	155	109	118	121	118	128	127
6	151	175	142	151	157	155	110	119	122	119	129
7	170	152	176	143	152	158	156	111	120	123	120
8	171	172	154	178	145	154	159	157	112	121	124
K–5	860	802	780	746	716	683	704	714	723	733	734
6–8	492	499	472	472	454	467	425	387	354	363	373
K–8	1,352	1,301	1,252	1,218	1,170	1,150	1,129	1,101	1,077	1,096	1,107
PK	37	25	24	27	25	26	26	26	26	26	26
Total	1,389	1,326	1,276	1,245	1,195	1,176	1,155	1,127	1,103	1,122	1,133

Table 30

District-wide Aggregate Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children *Occur As Currently Anticipated* through 2032–33

Bloomingdale School District 13

Series B Projection											
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33
K	94	119	123	118	128	123	126	123	125	124	126
1	147	112	137	141	136	146	139	142	139	141	140
2	152	153	118	143	147	142	152	145	148	145	147
3	150	159	160	125	150	154	148	158	151	154	151
4	142	154	163	164	129	154	157	151	161	154	157
5	175	145	157	166	167	132	156	159	153	163	156
6	151	178	148	160	169	170	135	159	162	156	166
7	170	155	182	152	164	173	173	138	162	165	159
8	171	174	159	186	156	168	176	176	141	165	168
K–5	860	842	858	857	857	851	878	878	877	881	877
6–8	492	507	489	498	489	511	484	473	465	486	493
K–8	1,352	1,349	1,347	1,355	1,346	1,362	1,362	1,351	1,342	1,367	1,370
PK	37	34	33	36	34	35	34	35	35	35	35
Total	1,389	1,383	1,380	1,391	1,380	1,397	1,396	1,386	1,377	1,402	1,405

Table 31

District-wide Aggregate Enrollment Projection Assuming Future Fertility Rates Remain Fairly Stable (Through 2027) and that Housing Turnover and Resulting In-Migration ff Families with Preschool-Age and School-Age Children *Are Greater Than Currently Anticipated* through 2032–33

Bloomingdale School District 13

Series C Projection											
Grade	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33
K	94	134	137	133	143	140	144	142	144	143	145
1	147	119	159	162	158	168	157	161	159	161	160
2	152	156	128	168	171	167	175	164	168	166	168
3	150	162	166	138	178	181	174	182	171	175	173
4	142	156	168	172	144	184	185	178	186	175	179
5	175	148	162	174	178	150	188	189	182	190	179
6	151	181	154	168	180	184	154	192	193	186	194
7	170	158	188	161	175	187	188	158	196	197	190
8	171	177	165	195	168	182	191	192	162	200	201
K–5	860	875	920	947	972	990	1,023	1,016	1,010	1,010	1,004
6–8	492	516	507	524	523	553	533	542	551	583	585
K–8	1,352	1,391	1,427	1,471	1,495	1,543	1,556	1,558	1,561	1,593	1,589
PK	37	38	37	39	39	40	39	40	39	40	40
Total	1,389	1,429	1,464	1,510	1,534	1,583	1,595	1,598	1,600	1,633	1,629

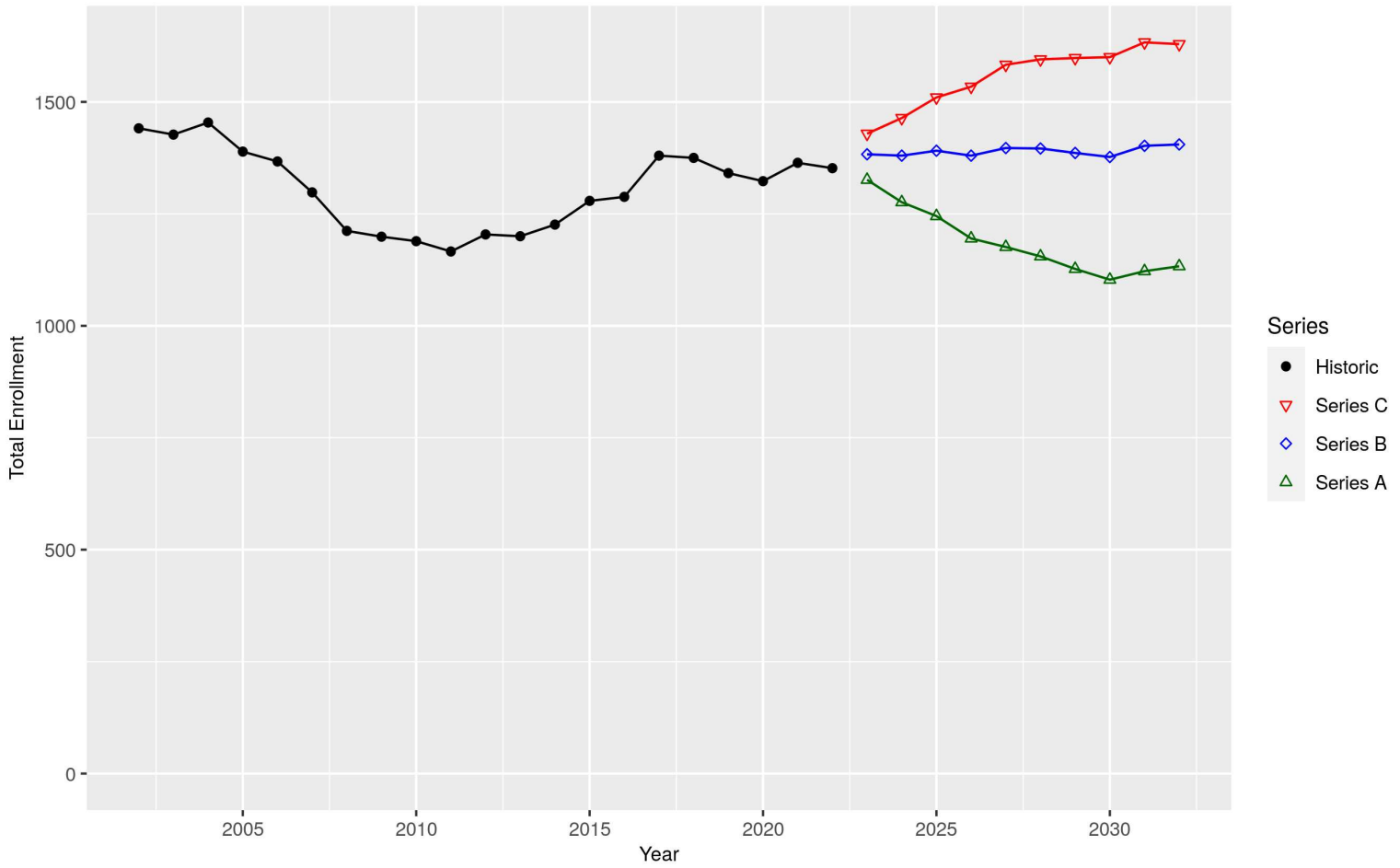


Figure 4. Total Enrollment for District 13: Historical (2002–03 to 2022–23)
and Status Quo Scenario Projected (2023–24 to 2032–33) under Series A, Series B, and Series C Assumptions

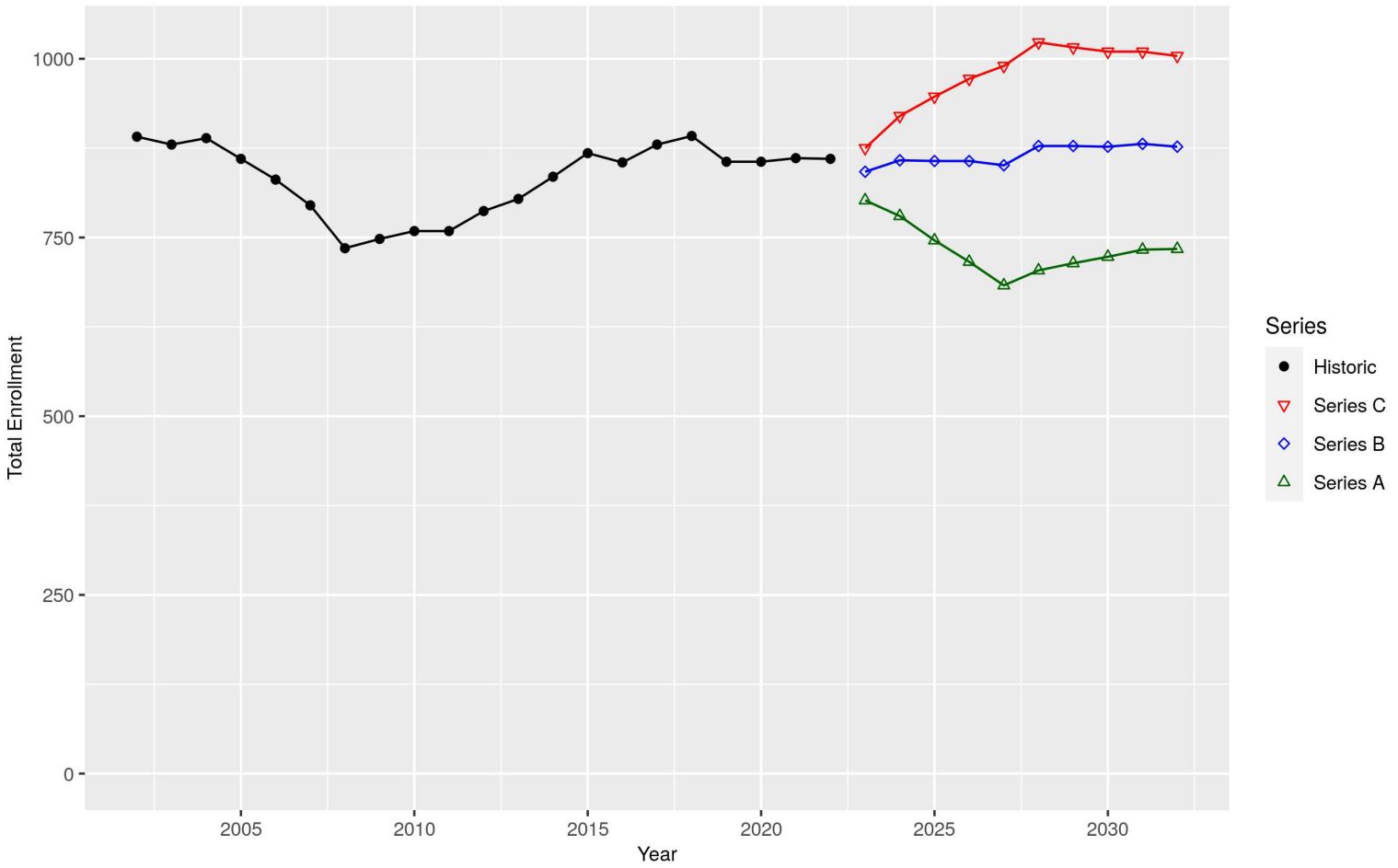


Figure 5. Total Elementary School Enrollment for District 13: Historical (2002–03 to 2022–23) and Status Quo Scenario Projected (2023–24 to 2032–33) under Series A, Series B, and Series C Assumptions

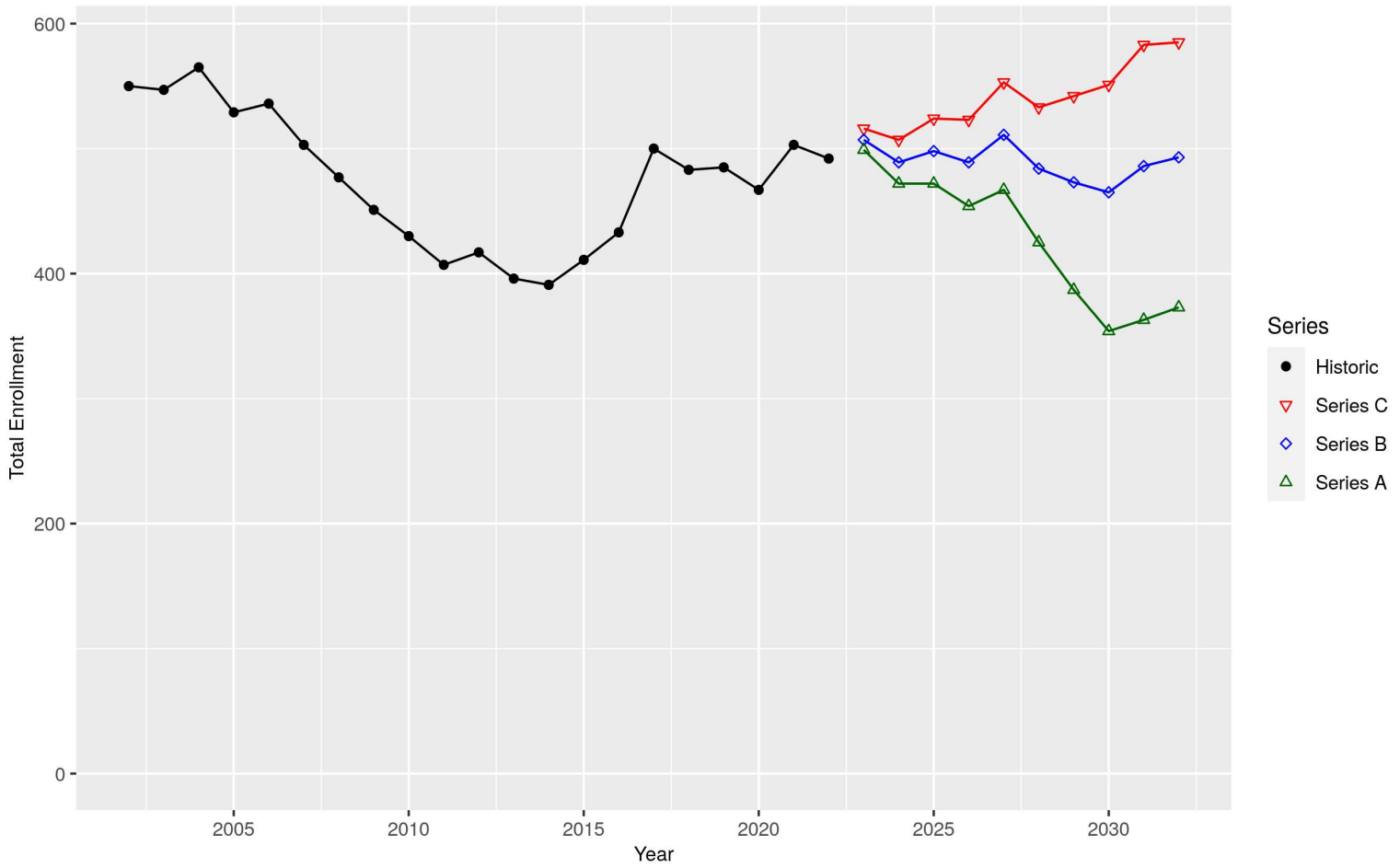


Figure 6. Total Middle School Enrollment for District 13: Historical (2002–03 to 2022–23) and Status Quo Scenario Projected (2023–24 to 2032–33) under Series A, Series B, and Series C Assumptions