River Forest District 90 Geodemographic Survey, 2025-26

Conducted by Katie Segre Cohen, Geolytics, Inc.

Summary of Key Findings

River Forest Resident Demographics:

- Racial and Ethnic Composition – Overall static since 2022
- Median Household Income – $148,711
- English as a Primary Language – 87% of residents

Housing Characteristics:

- 44% homes built before 1940
- 23% of homes built since 1970
- 66% of homes are single family
- 89% of home are owner-occupied
- RF median home value – $676,900
- 29% of residents moved into current home in the last 5 years

Population Trends (Elementary Aged Children):

- Children aged 5-9 has dropped from 919 (2000) to 592 (current)
- Children aged 10-14 relatively stable

Family Size:

- # of family households declined from year 2000 (2948) to year 2023 (2906)
- Decline in % of homes with 4+ individuals from 40% (2000) to 33% (2023)

District 90 Enrollment Statistics

- Peak Enrollment (2019-20) – 1,467
- Current Enrollment (2025-26) – 1307
  * Overall loss is being mitigated by Early Childhood (EC) students, currently 54 children

Tables 7,8 and 9 depict specifics details of enrollment decline over time

Enrollment Changes by School:

Lincoln Elementary School

- Falling enrollment offset by addition of EC in 2024
- Peak enrollment – 403 (2017-18)
- Current enrollment – 368 (2025-26)
- See Table 11 for illustration of cohort enrollment changes at LES

Willard Elementary School

- Enrollment gradually spikes and returns to previous numbers over 2015-2025 span
- Peak enrollment – 396 (2019-20)
- Current enrollment – 315 (2025-26)
- See Table 13 for illustration of cohort enrollment changes at WES

Roosevelt Middle School

- Considerable variations from class to class yields enrollment peaks and troughs over time
- Peak enrollment – 679 (2020-21)
- Current enrollment – 613 (2025-26)
- See Table 15 for illustration of cohort enrollment changes at RMS

Tables 18-20 depict components of annual enrollment change by school (2015-2025)
Tables 21-23 depict net annual student migration/transfer by school (2015-2025)

Projected Enrollment Future:

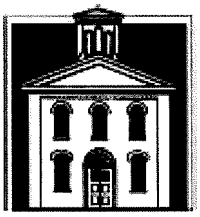
- # of households projected to increase from 4509 (current) to 5,227 (2050)
- Average household size projected to decrease from 2.46 (current) to 2.36 (2050)
- Population of children aged 5-9 expected to fall from 728 (current) to 644 (2040)

Enrollment Projections, D90:

*****Displayed for Low (A), Anticipated (B), and High (C) estimates

- Table 34 – Lincoln Elementary School (B): **367** students (2030-31)
- Table 35 – Willard Elementary School (B): **327** students (2030-31)
- Table 36 – Roosevelt Middle School (B): **587** students (2030-31)
- Table 41 – District 90 Total Enrollment (B): **1299** (2030-31), *reflects variability by school*
  1273 (2035-36), *reflects variability by school*

River Forest Public Schools
School District 90
Demographic Trends
and
Enrollment Projections



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Contents

Preface	1
Overview of District 90	2
Housing Trends	3
Population Trends	7
Causes of Enrollment Change	9
Enrollment Trends and Student Migration	9
Enrollment Change in the Individual Schools	13
The Enrollment Future of District 90	22
Enrollment Projections	24
Concluding Remarks	29

Preface

This report is a continuation of a report created for the school district in 2017 and then updated by GeoLytics in 2022. We have updated the population and housing trends within River Forest School District 90 and used these new numbers to develop future projected enrollment for the individual schools and the district. We have also added more charts to make the numbers easier to understand and the trends easier to visualize.

The objectives of this report are first, to look at the demographics of the school district; second, to focus on changes to the student body over the past 4-5 years and, lastly, to project likely scenarios of future changes.

To provide a sense of the community, we will examine data from the latest Census data (American Community Survey 2019-2023). Then we will focus on the individual schools and look at the underlying historical enrollment changes in each and across the District. We will analyze student migration patterns and other sources of these enrollment changes. Finally, we will evaluate the previous projections and take lessons from them as we create three tracks of projected enrollment (by grade and by year) for Lincoln and Willard elementary schools through school year 2030, and at Roosevelt Middle School and the District through school year 2035.

The enrollment projections have three separate scenarios. They are based upon different assumptions about future students moving into the District and class sizes based upon population projections for children aged 0-4 and 5-9. We have created forecasts by grade and by year based upon (A) the minimum number of students that may be anticipated, (B) the most likely number of students expected, and (C) the maximum number of students that can be foreseen.

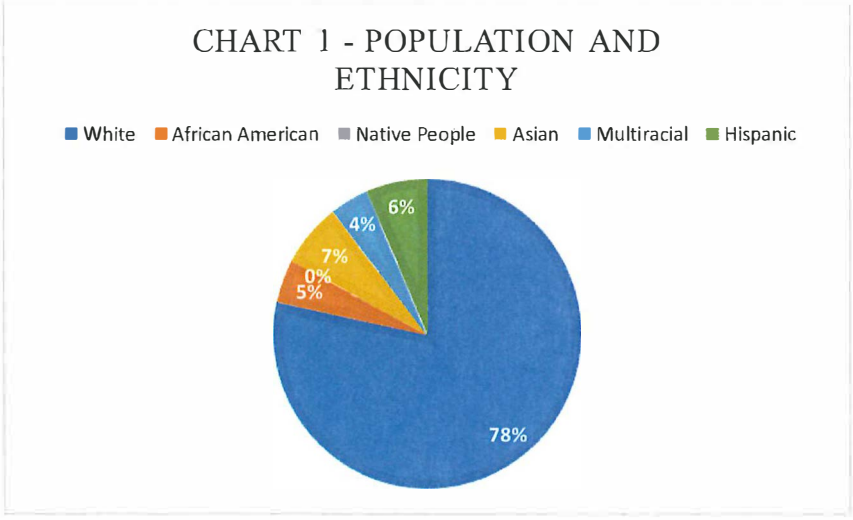
It would not have been possible to do this analysis without the data provided by administrators of District 90. We would like to acknowledge Dr. Edward J. Condon, Superintendent of River Forest Public Schools, and his staff, especially his Executive Assistant, Tracy Gutierrez, who assembled much of the information upon which this study is based. We are very appreciative of their help and expertise in compiling this report.

Overview of District 90

River Forest Public School District 90 is comprised of three schools that provide education for early childhood and kindergarten through eighth grade. Two elementary schools, Lincoln and Willard, and one middle school, Roosevelt, together comprised 1,307 students in the Fall of 2025.

River Forest is a stable, affluent, suburban community of 11,489 residents (according to the most recent US Census Bureau American Community Survey 2019-2023). The median income is $148,711. Less than twelve percent of the households make less than $35,000 and twenty-eight percent make less than $65,000. This is an increase over the report from three years ago when those under $35,000 were only 10% of the population and less than a quarter of the households made $65,000 or less. There are now an additional 200+ households making less than $65,000 than there were a few years ago.

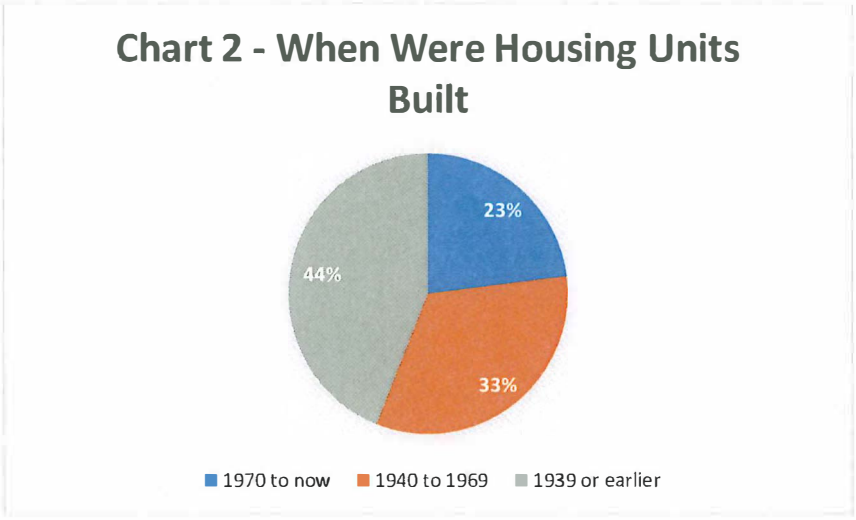
The racial and ethnic composition is almost identical to the findings a few years ago. Slightly over 20 percent of the township are minority in race or ethnicity and almost all of whom are US citizens and speak English "very well" (based on self-reporting). The foreign-born population is 12% of whom three-quarters have become naturalized citizens. 87% of the population speaks English as their primary language. Of the remaining 13%, two-thirds speak English "very well" and there are only 4% who speak English less than "very well".



Source: U.S. Bureau of the Census. American Community Survey 5-Year Estimates 2019-2023.

Housing Trends

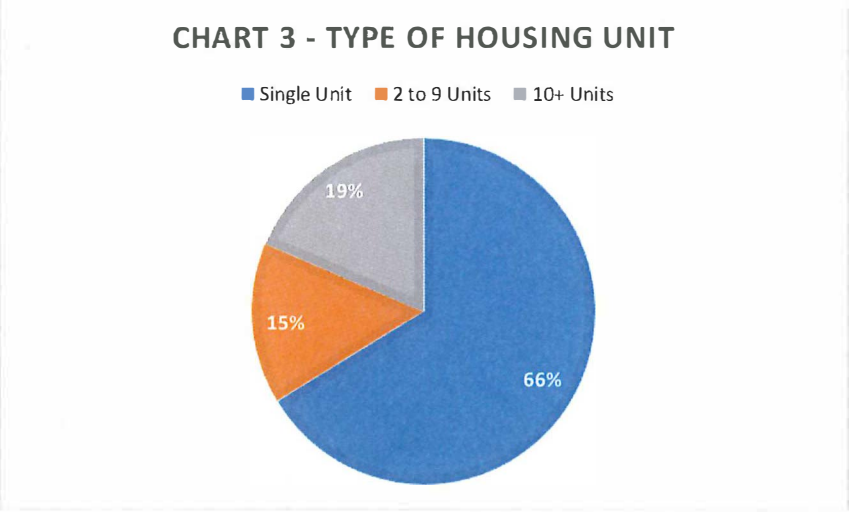
District 90 is a mature suburb of Chicago. As Chart 2 shows, 44% of the houses were built before 1940. A third of the houses were built in the 1940's, 1950's and 1960's. Only 23% of all housing units were built in the past 55 years (since 1970). This, however, is an increase from just a few years ago, meaning that new housing are either being built on what was empty land or they are on the foundation of an older house.



Source: U.S. Bureau of the Census. American Community Survey 5-Year Estimates 2019-2023.

Another factor contributing to the cost of housing is that almost 66% of houses are single family homes (some are detached, and some are attached) but there are not many options for smaller, often less expensive housing units (see Chart 3). Relatedly the area is 89% owner occupied units and only has 11% renters.

There are now more multi-units housing options than previously. Single family homes are still the majority, but they dropped from 69% to 66% of the housing stock. The increases were shared between buildings with 2-9 units, increasing from 14 to 15% and buildings with 10 or more units increasing from 17 to 19%.



Source: U.S. Bureau of the Census. American Community Survey 5-Year Estimates 2019-23.

Table 1 shows the dramatic increases in median housing value over the past 70 years. It doubled from 1950 to 1970, then again from 1970 to 1980, and then from 1980 to 1990 they increased nearly 2.5 times. They have continued to increase but at a slower rate now doubling over two decades (1990 to 2010). In the last three years since we last ran this analysis the median home value has increased 12.4%. The US median home value is $303,400, so River Forest's median value of $676,900 is quite affluent. For comparison, the Illinois median housing value is $250,500, and in Cook County it is $305,200. There are only two townships in Cook County with more expensive median homes (Barrington and New Trier).

Table 1 - Median Home Value of Owner-Occupied Housing Units: 1950 - 2020

Year	River Forest Median Value
1950	$ 20,000+
1960	$ 34,700
1970	$ 45,100
1980	$ 109,700
1990	$ 256,600
2000	$ 386,600
2011–2015	$ 556,400
2012-2016	$ 574,600
2013-2017	$ 575,900
2014-2018	$ 581,900
2015-2019	$ 596,900
2016-2020	$ 602,405
2019-2023	$ 676,900

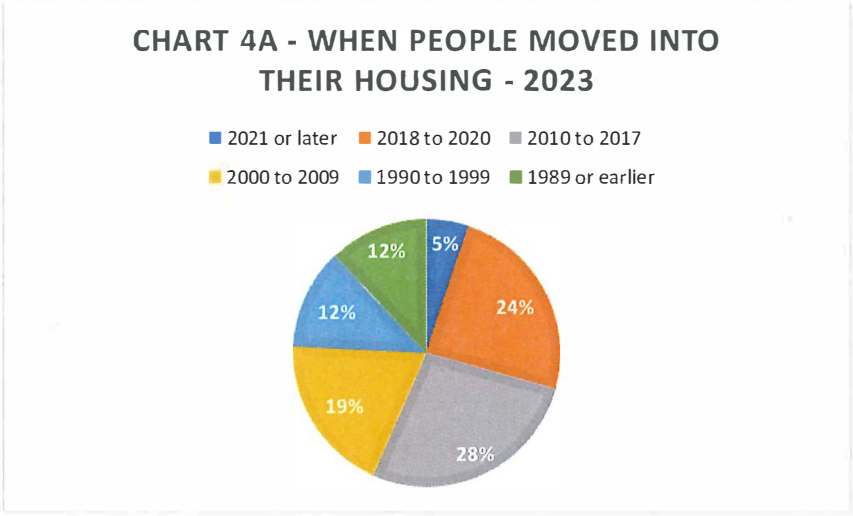
Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1900, and 2000. 2006–10, 2011–15, 2012-2016, 2013-2017, 2014-2018, 2015-2019, 2016-2020, 2019-2023 American Community Survey 5 Year Estimates.

Table 2 –Median Home Values for Owner-Occupied Units in Cook County, IL

Townships in Cook County	Median Home Value
Thornton township	$146,300
Bloom township	$170,600
Calumet township	$179,000
Rich township	$206,800
Bremen township	$209,800
Cicero township	$236,000
Worth township	$238,000
Stickney township	$252,600
Proviso township	$266,800
Hanover township	$270,400
Leyden township	$273,300
Berwyn township	$286,000
Palos township	$301,700
Schaumburg township	$313,500
Chicago city	$315,200
Elk Grove township	$328,100
Orland township	$334,800
Lyons township	$350,400
Wheeling township	$358,100
Maine township	$361,300
Palatine township	$366,400
Norwood Park township	$371,200
Niles township	$376,900
Riverside township	$395,000
Oak Park township	$456,300
Lemont township	$465,000
Evanston city,	$472,300
Northfield township	$624,800
River Forest township	$676,900
Barrington township	$684,900
New Trier township	$941,800

Source: U.S. Bureau of the Census. 2019-2023 American Community Survey 5 Year Estimates.

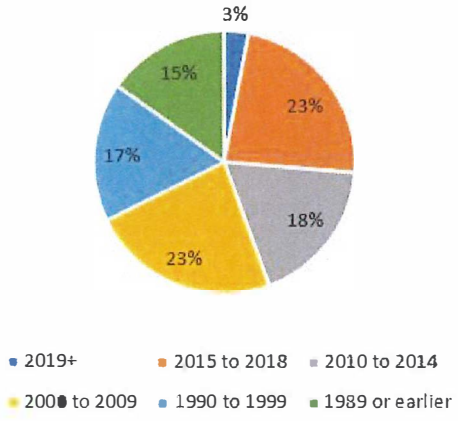
There is a second, important housing number to look at - the number of new, young families that move into a neighborhood. From Chart 4A we can see that according to the latest American Community Survey (2019-2023) five percent of people moved into their house in the past year and when you look at the past 5 years (2018-2023) that increases to 29% of all residents. And 57% of the residents have moved into their current home within the last 13 years. This is potentially good news for the school system. The hope would be that these new households have school-aged children. But if a household moves from one house within the district to a new one it would still register as moving into a new housing unit.



Source: U.S. Bureau of the Census. American Community Survey 5-Year Estimates 2019-23.

When we compare how long someone has been in their current home, the shift in the last 3 years is significant. Households who moved into their homes prior to 2000 used to account for 32% of households and is now down to 24%. And those who moved in prior to 2009 dropped from 55% of households to only 43%. Here's the break down from 3 years ago.

Chart 4 - When People Moved Into Their Housing



Source: U.S. Bureau of the Census. American Community Survey 5-Year Estimates 2016-20.

Population Trends

The total population is almost the same in 2023 as it was in 2000 (after having a slight dip and now a rebound in the past few years. The numbers for pre-school aged kids (under 5) do not seem to have a clear pattern, they are often in the 650 range but dropped to 550 and surged to 792. There is a pattern for elementary school aged children, those aged 5 to 9. The number of these children has dropped significantly over the past 25 years, even over the past ten years there has been a significant decrease. This is true not just in River Forest but in all of Cook County. Though, in River Forest the percentage decrease has been steeper.

Table 3 – Population by Age in River Forest IL 2000-2020

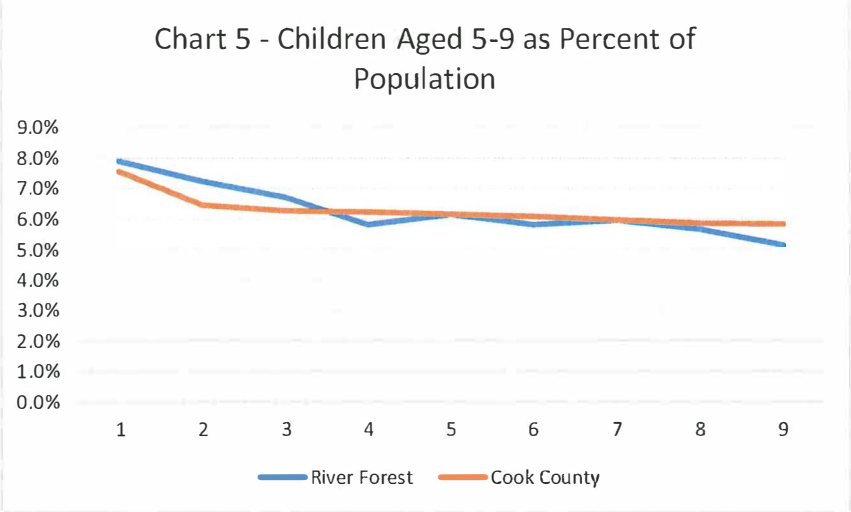
Ages	2000	2010	2011–15	2012-16	2013-17	2014-18	2015-19	2016-20	2019-23
Total	11,635	11,172	11,233	11,217	11,215	11,064	10,970	10,883	11,489
Under 5	728	550	653	673	637	664	643	792	672
5 to 9	919	808	754	653	690	645	656	619	592
10 to 14	974	887	934	1043	951	939	1035	890	978
15 to 19	1,003	1,240	1,238	1,264	1,209	1,154	1,107	1,087	1,254
20 to 24	765	812	653	689	683	654	644	525	514
25 to 29	372	286	259	320	305	286	280	294	355
30 to 34	501	327	360	364	282	299	279	567	689
35 to 39	791	499	563	514	630	671	584	538	683
40 to 44	1,046	736	675	651	651	579	610	606	689
45 to 49	1,003	846	732	714	746	804	740	686	403
50 to 54	828	1,021	1,114	1,076	1,091	1,029	1,075	900	1,170
55 to 59	607	843	811	859	898	838	811	753	661
60 to 64	474	727	844	725	671	663	671	742	561
65+	1,624	1,590	1,643	1,672	1,771	1,839	1,835	1,884	2,268

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 2000, 2010, and American Community Survey 5Year Estimates 2011–15, 2012-2016, 2013-2017, 2014-2018, 2015-2019, 2016-2020 and 2019-2023.

Table 4 – Children Aged 5-9 as a Percent of the Total Population Over Time

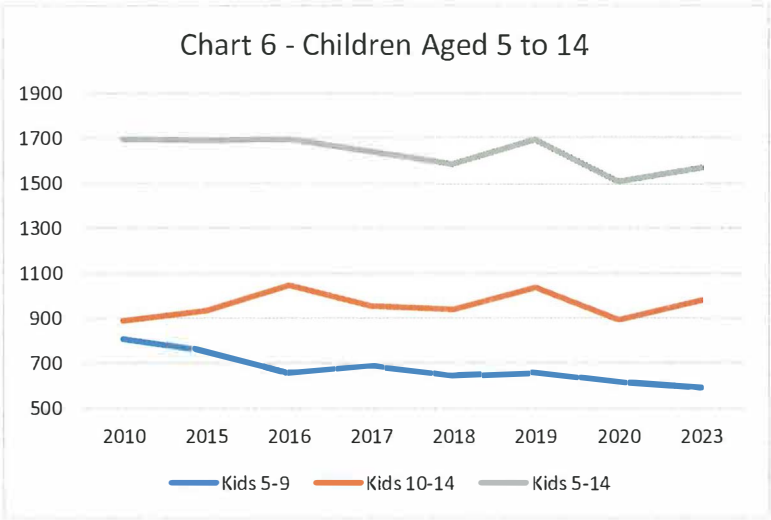
Year	River Forest	Cook County
2000	7.9%	7.6%
2010	7.2%	6.4%
2015	6.7%	6.3%
2016	5.8%	6.2%
2017	6.2%	6.1%
2018	5.8%	6.1%
2019	6.0%	6.0%
2020	5.7%	5.8%
2023	5.2%	5.8%

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 2000, 2010, and American Community Survey 5Year Estimates 2011–15, 2012-2016, 2013-2017, 2014-2018, 2015-2019, 2016-2020 and 2019-2023.



Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 2000, 2010, and American Community Survey 5Year Estimates 2011–15, 2012-2016, 2013-2017, 2014-2018, 2015-2019, 2016-2020 and 2019-2023.

Chart 6 shows that the children aged 10-14 helps to smooth out this decline for the district - when looking at all school aged children between the ages of 5 and 14.



Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 2010, and American Community Survey 5Year Estimates 2011–15, 2012-2016, 2013-2017, 2014-2018, 2015-2019, 2016-2020 and 2019-2023.

Number of Families and Family Size

The number of families has increased in the most recent data set – now nearly back to the 2000 level. But the number of families with multiple children has declined. When you look at the number of families with 4 or more people (probably 2 parents and 2+ kids) there is a sizeable decrease (only a third of all families) as opposed to 39-41% for the years 2000 to 2015. Because there are more families now than in 2020 the decrease in the number of children per family has not affected the school enrollment numbers as significantly as might have been the case.

Table 5 - Family Household Size 2000 through 2020

	2000	ACS 2007-2011	ACS 2011-2015	ACS 2016-2020	ACS 2019-2023
Total Families	2948	2638	2886	2754	2906
2-person households	40%	38%	42%	41%	42%
3-person households	21%	21%	19%	23%	25%
4-person households	22%	23%	30%	28%	21%
5+-person households	18%	18%	9%	8%	12%
4+ persons	40%	41%	39%	36%	33%

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 2000 and American Community Survey 5-Year Estimates 2007-2011, 2011–15, 2016-20 and 2019-2023.

Causes of Enrollment Change

A school's enrollment changes when any child either enters or leaves it. If no one ever moved into or out of an area then the 8th grade graduating class would be the same size as the entering kindergarten class was nine years earlier. Children enter school because they are old enough to join the kindergarten class, they move into the area from a different school, or they join the public school system instead of their private/parochial/home school situation. Children leave school when they graduate, move out of the area, their parents decide on alternative schooling options (private/parochial/home schooling), or in the unlikely event that they die.

Most of the changes in enrollment are either children entering Kindergarten or graduating from 8th grade. The other changes are predominantly caused by families who move into or out of the area.

Enrollment Trends and Student Migration

Enrollment was increasing for 5 years from 2015/16 to 2019/20 when it peaked at 1,467 and has been decreasing for the past 6 years in a steady downward trend. Table 6 shows that net migration into the system is still significant – incoming Kindergarten classes are much smaller than the exiting eighth grade. Another big help to mitigate some of the loss is the dramatic increase in EC children participating in the system. In 2015 there were only 9 children in EC, the numbers increased to the 20s in 2017, then the 30s in 2021 and in 2024 opening EC in Lincoln Elementary has nearly doubled enrollment to 54 children.

These additional EC children have helped prevent a much larger loss of total enrollment. The difference between K-8 students from 2019 to 2025 (1429 to 1242) is a drop of 187 students. When you add in the EC the drop is from (1467 to 1307) a drop of 160. You can see in Chart 7 there is still definitely a decrease, but it is a little flatter when you add in the EC children.

Table 6 -Enrollment History of River Forest Public Schools 2015/16 to 2024/25

School Year	K	1	2	3	4	5	6	7	8	K-8	EC	Sp Ed	Total
2015-2016	121	143	144	139	149	173	142	186	165	1362	9	0	1371
2016-2017	103	152	151	151	145	155	173	148	186	1364	17	10	1391
2017-2018	138.	136	156	155	161	156	163	172	152	1389	26	10	1425
2018-2019	102	166	144	171	161	170	156	156	172	1398	27	8	1433
2019-2020	118	116	181	159	185	174	179	161	156	1429	28	10	1467
2020-2021	107	141	119	179	156	177	169	171	162	1381	27	8	1416
2021-2022	101	137	153	123	183	156	170	165	167	1355	31	15	1401
2022-2023	90	143	148	154	126	182	155	169	167	1334	35	14	1383
2023-2024	102	132	140	143	156	131	179	153	169	1305	32	10	1347
2024-2025	109	120	133	143	141	154	133	179	152	1264	54	10	1328
2025-2026	111	114	124	134	146	145	156	133	179	1242	54	11	1307

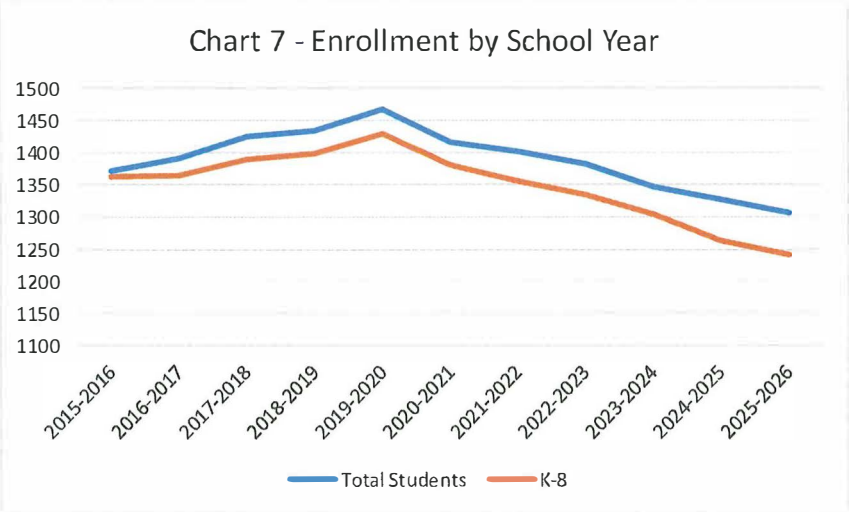


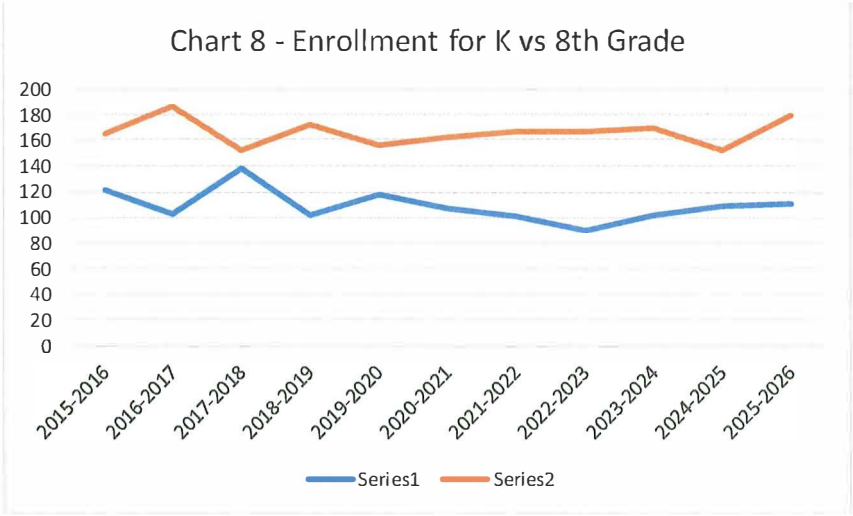
Table 7 shows the cohort that begins kindergarten in a given September and shows how their class size changes over the years through to graduation in June, nine years later. For example the first line shows that there are 102 kindergarteners in 2011 but by graduation the class has swelled to 156 students, a net gain of 54. This change is all in-migration to the school. There is a gain of around 50 students over the course of their nine years in school together regardless of which cohort you look at (though the later years are incomplete). By looking at the data this way it is easy to observe that some grades have a higher influx of new students. The largest is the jump from kindergarten to first grade.

In previous years there was an increase each year during elementary school, that is less true now, the numbers seem flatter after 1st grade. This is something that will need to be monitored in the next few years as the data is not yet available to see if this is going to become a negative trend or if it is merely a stabilizing of the class size earlier.

Table 7 - Following a Cohort Through the Grades

Cohort K Entry Year	K	1	2	3	4	5	6	7	8	Net Change
2011-2012	102	127	128	134	149	155	163	156	156	54
2012-2013	107	131	130	139	145	156	156	161	162	55
2013-2014	99	131	144	151	161	170	179	171	167	68
2014-2015	96	143	151	155	161	174	169	165	167	71
2015-2016	121	152	156	171	185	177	170	169	169	48
2016-2017	103	136	144	159	156	156	155	153	152	49
2017-2018	138	166	181	179	183	182	179	179	179	41
2018-2019	102	116	119	123	126	131	133	133		31
2019-2020	118	141	153	154	156	154	156			38
2020-2021	107	137	148	143	141	145				38
2021-2022	101	143	140	143	146					45
2022-2023	90	132	133	134						44
2023-2024	102	120	124							22
2024-2025	109	114								5
2025-2026	111									

Chart 8 shows the class that begins Kindergarten in the given year and how their class size expands over their 9 years together. The space between the orange and blue lines shows the number of new students who have entered the class.



Series 1 is the number of Kindergarteners and Series 2 is the number of 8th graders. The difference is a way to visually see how many children have joined a particular grade over their 9 years of education.

Table 8 shows the enrollment change from one year to another broken out into its component pieces: class size differences between incoming kindergarteners and graduating 8th graders, the net migration into or out of the area and the modest changes to the EC and Special Education numbers.

Table 8 – Components of Annual Enrollment Change 2015 to 2025

Transition Year Sept to Sept	Change Total Enrollment	Entering K Vs Exiting 8	Net Student Migration/ Transfer	Change EC	Change Special Education
2015 to 2016	20	-62	64	8	10
2016 to 2017	34	-48	73	9	0
2017 to 2018	8	-50	59	1	-2
2018 to 2019	34	-54	85	1	2
2019 to 2020	-51	-49	1	-1	-2
2020 to 2021	-15	-61	35	4	7
2021 to 2022	-18	-77	56	4	-1
2022 to 2023	-36	-65	36	-3	-4
2023 to 2024	-19	-60	19	22	0
2024 to 2025	-21	-41	19	0	1

Table 9 – Annual Enrollment Change By Grade 2015/16 to 2025/26

Transition Sept to Sept	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	Total
2014 to 2015	47	8	4	6	13	-5	-4	2	71
2015 to 2016	31	4	15	14	-8	-7	-1	0	48
2016 to 2017	33	8	15	-3	0	-1	-2	-1	49
2017 to 2018	28	15	-2	4	-1	-3	0	0	41
2018 to 2019	14	3	4	3	5	2	0		31
2019 to 2020	23	12	1	2	-2	2			38
2020 to 2021	30	11	-5	-2	4				38
2021 to 2022	42	-3	3	3					45
2022 to 2023	42	1	1						44
2023 to 2024	18	4							22
2024 to 2025	5								5
Average	28.1	5.8	4.8	5.3	3.7	0.6	-2.1	0.3	46.5

The change from kindergarten to first grade is always a big growth year. There are lots of families who may make alternative decisions about kindergarten or who have just moved into the area to be there when first grade starts. The average for the eleven years is an influx of 28.1 students in the transition from kindergarten to first grade. Throughout the elementary school years there is an average increase of nearly 5 students added to each grade, each year. But that is not true for the past few years. This is something that will need to be monitored closely to see if there is a new trend emerging. The middle school years show a leveling out and even some decreases.

Enrollment Change in the Individual Schools

Annual grade-by-grade enrollments for Lincoln and Willard elementary schools and Roosevelt Middle School from 2015 to 2025 are provided in Tables 10, 12 and 14. Tables 11, 13, and 15 show the same date by cohort year instead of by school year. The data for the school year is the group that you actually have in your building for the given calendar year. The advantage of looking at it by cohort is that you can more easily see where new students have been added or students have left.

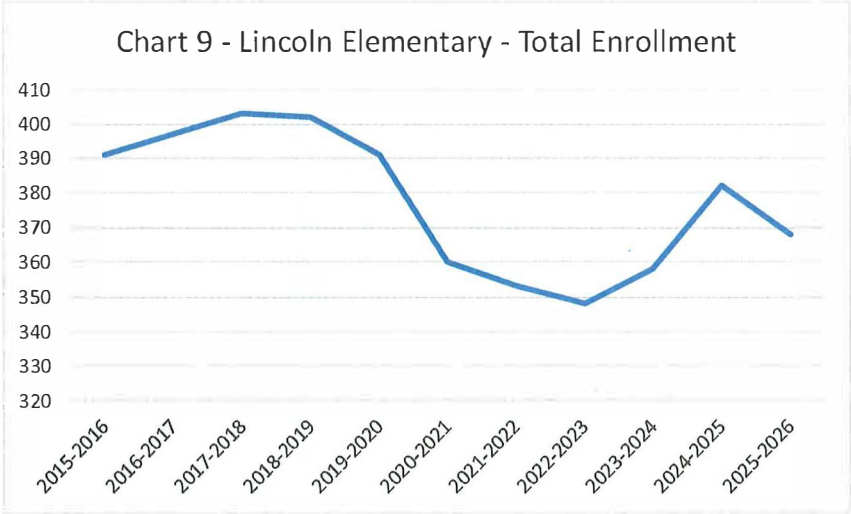
Lincoln Elementary School was relatively stable from 2015 through 2020 with a student body of 391 to 403 total. With Covid and everything else, in 2020 the numbers dropped nearly 10% and continued decreasing such that they hit a low in September 2022 and the school was 50 students less than at its height of 403 students, a 14.5% decrease. Since then, it has been stabilizing at this new lower number. The introduction of EC in 2024 boosts the total school enrollment up in a meaningful way.

The incoming classes are now in the 50s, which is lower than 2015 through 2020 period when they were in the 60s except for 2018 which had a dramatically small class size of only 48. In

2025 the Kindergarten class was finally back in the 60s but unfortunately the smaller previous years meant that the 3rd grade was markedly smaller, so the total school enrollment was down.

Table 10 –Enrollment at Lincoln Elementary School 2015/16 to 2024/25

School Year	K	1	2	3	4	K-4	EC	Sp Ed	Total
2015-2016	69	83	75	81	83	391	0	0	391
2016-2017	64	78	88	81	86	397	0	0	397
2017-2018	72	79	80	89	83	403	0	0	403
2018-2019	48	89	83	89	93	402	0	0	402
2019-2020	63	54	93	90	91	391	0	0	391
2020-2021	61	68	56	89	86	360	0	0	360
2021-2022	55	77	72	58	91	353	0	0	353
2022-2023	53	79	82	72	62	348	0	0	348
2023-2024	57	70	78	79	74	358	0	0	358
2024-2025	59	61	70	82	80	352	30	0	382
2025-2026	65	60	63	68	85	341	27	0	368



When you look at the total enrollment with the added EC children there is a good bounce back towards pre-Covid numbers. But when you exclude the EC so you are doing more of an apples-to-apples comparison you can see that the enrollment is continuing to decline.

Table 12 – Enrollment History of Willard Elementary School 2015/16 to 2022/23

School Year	K	1	2	3	4	K-4	EC	Sp Ed	Total
2015-2016	52	60	69	58	66	305	9	0	314
2016-2017	39	74	63	70	59	305	17	0	322
2017-2018	66	57	76	66	78	343	26	0	369
2018-2019	54	77	61	82	68	342	27	0	369
2019-2020	55	62	88	69	94	368	28	0	396
2020-2021	46	73	63	90	70	342	27	0	369
2021-2022	46	61	80	66	91	344	31	0	375
2022-2023	37	62	66	82	65	312	35	0	347
2023-2024	45	62	62	64	82	315	32	0	347
2024-2025	50	59	63	61	61	294	24	0	318
2025-2026	46	54	61	66	61	288	27	0	315

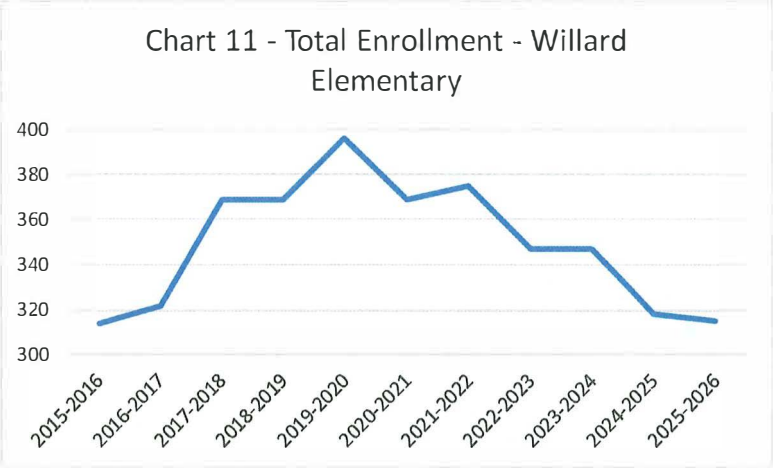


Table 13 – Cohort Enrollment Changes at Willard Elementary School

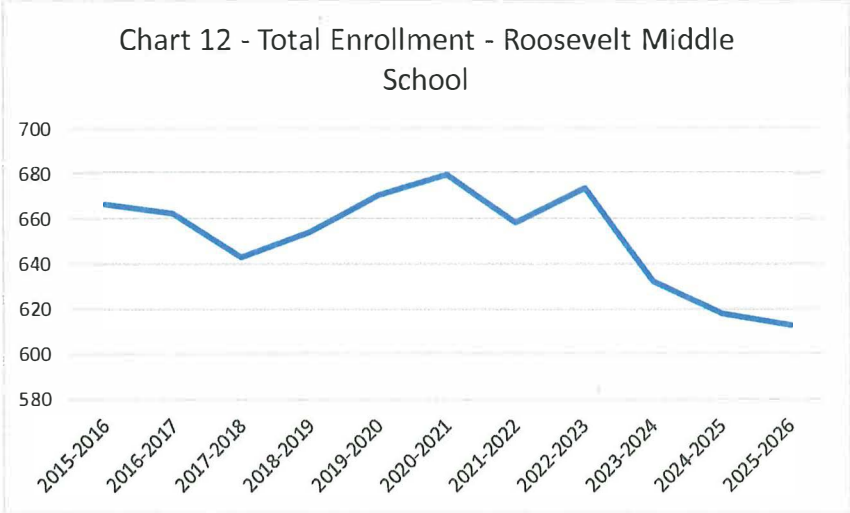
Cohort	K	1	2	3	4	Net Change
2015-2016	52	74	76	82	94	42
2016-2017	39	57	61	69	70	31
2017-2018	66	77	88	90	92	26
2018-2019	54	62	63	65	64	10
2019-2020	55	73	81	82	82	27
2020-2021	46	60	66	64	61	15
2021-2022	46	64	62	61	61	15
2022-2023	37	62	63	66		29
2023-2024	45	59	61			16
2024-2025	50	54				4
2025-2026	46					

Roosevelt Middle School, Similar to the two elementary schools the total enrollment figures for the middle school rose and fell but with relatively little variation from 2015 to 2022 and then it began to decrease. Over the eight years the total enrollment varied by only 46 students (from a low of 643 in 2017 to a high of 679 in 2020). But after 2022 the following years show a decrease in school size by 40 and then 60 kids. This is almost all attributable to the 5th grade class that enters in 2023 of only 131 students instead of 150-180 students.

When you look at the four grades in a given school year there is a lot of variation from the size of one to the size of the other (easily 30-40 students).

Table 14 – Enrollment History of Roosevelt Middle School 2015/16 to 2022/23

School Year	5	6	7	8	5-8	Sp Ed	Total
2015-2016	173	142	186	165	666	0	666
2016-2017	155	173	148	186	662	0	662
2017-2018	156	163	172	152	643	0	643
2018-2019	170	156	156	172	654	0	654
2019-2020	174	179	161	156	670	0	670
2020-2021	177	169	171	162	679	0	679
2021-2022	156	170	165	167	658	0	658
2022-2023	182	155	169	167	673	0	673
2023-2024	131	179	153	169	632	0	632
2024-2025	154	133	179	152	618	0	618
2025-2026	145	156	133	179	613	0	613



Tables 15 and 16 shows that from 2015 to 2018 there is little change in class size once you get to 5th grade. But starting in 2019 we start seeing actual class shrinkage during middle school. In 2023 and 2024's class that seems to have reversed and we are now seeing some modest growth.

Table 15 – Cohort Enrollment Changes Roosevelt Middle School

School Year	5	6	7	8	Net Change
2015-2016	173	173	172	172	-1
2016-2017	155	163	156	156	1
2017-2018	156	156	161	162	6
2018-2019	170	179	171	167	-3
2019-2020	174	169	166	167	-7
2020-2021	177	170	169	169	-8
2021-2022	156	155	153	152	-4
2022-2023	182	179	179	179	-3
2023-2024	131	133	133		2
2024-2025	154	156			2
2025-2026	145				

Table 17 – change in cohort size by year

School Year	5^{th}-6^{th}	6th - 7^{th}	7^{th} – 8^{th}	Net Change
2015-2016	0	-1	0	-1
2016-2017	8	-7	0	1
2017-2018	0	5	1	6
2018-2019	9	-8	-4	-3
2019-2020	-5	-3	1	-7
2020-2021	-7	-1	0	-8
2021-2022	-1	-2	-1	-4
2022-2023	-3	0	0	-3
2023-2024	2	0		2
2024-2025	2			2
Average	0.5	-1.9	-0.38	

When there was a large increase in enrollment between 5^{th} and 6^{th} grade it seems that those cohorts then had a large drop in enrollment between 6^{th} and 7^{th} grade, essentially leaving the class size the same as it was in 5^{th} grade.

Components of Enrollment Change by School

Tables 18, 19, 20 show the change in total enrollment from one year to the next. School enrollment is comprised of the number of new students entering, minus those that leave and the difference in size between the new incoming class and last year's graduating class. The first column of data is the most important – it tells the net difference in enrollment. The second column tells the change from this year's entering class and last year's graduating class. The third

column is the number of students who entered the school in any of the grades to net out this difference. If you want to see which grades they entered, you can consult one of the above tables where this is laid out in full detail. There was no material difference in Special Education students, so I am not including them in this part of the report. Early Childhood (EC) has doubled because it is now offered in both elementary schools. This helps boost the total enrollment numbers for Lincoln Elementary school as well as the District as a whole.

Table 18 – Components of Annual Enrollment Change Lincoln Elementary School: September 2015 to September 2025

Transition Sept to Sept	Change Total Enrollment	Entering K vs Exiting 4	Net Student Migration/Transfer
2015 to 2016	6	-19	25
2016 to 2017	6	-14	20
2017 to 2018	-1	-35	34
2018 to 2019	-11	-30	19
2019 to 2020	-31	-30	-1
2020 to 2021	-7	-31	24
2021 to 2022	-5	-38	33
2022 to 2023	10	-5	15
2023 to 2024	-6	-15	9
2024 to 2025	-11	-15	4

There is an additional change that needs to be noted, starting with the 2024-2025 school year Early Childhood (EC) was offered at Lincoln. The first year there were 30 children enrolled and the next year there were 27 children. This more than offsets the differential between the entering Kindergarten class and the 4th graders who graduated the previous spring. Meaning that the absolute enrollment in the school grew, though not in the K-4 classrooms.

Table 19 – Components of Annual Enrollment Change Willard Elementary School: September 2015 to September 2025

Transition Sept to Sept	Change Total Enrollment	Entering K vs Exiting 4	Net Student Migration/Transfer
2015 to 2016	0	-27	27
2016 to 2017	38	7	31
2017 to 2018	-1	-24	23
2018 to 2019	26	-13	39
2019 to 2020	-26	-48	22
2020 to 2021	2	-24	26
2021 to 2022	-32	-54	22
2022 to 2023	3	-20	23
2023 to 2024	-21	-32	11
2024 to 2025	-12	-15	3

Table 20 – Components of Annual Enrollment Change Roosevelt Middle School September 2015 to September 2025

Transition Sept to Sept	Change Total Enrollment	Entering 5 vs Exiting 8	Net Student Migration/Transfer
2015 to 2016	-4	-10	6
2016 to 2017	-19	-30	11
2017 to 2018	11	18	-7
2018 to 2019	16	2	-14
2019 to 2020	9	21	-12
2020 to 2021	-21	-6	-15
2021 to 2022	15	15	0
2022 to 2023	-41	-36	-5
2023 to 2024	-14	-15	1
2024 to 2025	-5	-7	2

Next let's look at the changes in a given class as it goes through the grades. These are the same as **Tables 11, 13, and 15** but instead of looking at the absolute numbers we will only look at the change in number. This allows patterns to emerge that are sometimes hidden in the differences in class size.

In comparing **Table 21 to Table 22** you see how much more growth there was at Willard as opposed to Lincoln elementary. On average there were 5.6 more children added to Willard every year (21.5 versus 15.9). You still see a lessening in the magnitude of the increase as the grades go up but the number of first graders added is higher as are the numbers for each of the grades.

Table 21 – Net Annual Student Migration/Transfer Lincoln 2015-2025

Transition Sept to Sept	K to 1st	1st to 2nd	2nd to 3rd	3rd to 4th	Total
2015 to 2016	9	2	9	2	22
2016 to 2017	15	4	7	-4	22
2017 to 2018	17	4	-4	2	19
2018 to 2019	6	2	2	4	14
2019 to 2020	5	4	0	2	11
2020 to 2021	16	5	-3	1	19
2021 to 2022	24	-1	4	3	30
2022 to 2023	17	0	-2		15
2023 to 2024	4	2			6
2024 to 2025	1				1
Average	11.4	2.4	1.6	1.4	15.9

Table 22 – Net Annual Student Migration/Transfer Willard 2015-2022

Transition Sept to Sept	K to 1st	1st to 2nd	2nd to 3rd	3rd to 4th	Total
2015 to 2016	22	2	6	12	27
2016 to 2017	18	4	8	1	31
2017 to 2018	11	11	2	2	23
2018 to 2019	8	1	2	-1	39
2019 to 2020	18	8	1	0	22
2020 to 2021	14	6	-2	-3	26
2021 to 2022	18	-2	-1	0	22
2022 to 2023	25	1	3		
2023 to 2024	14	2			
2024 to 2025	4				
Average	15.2	3.7	2.4	1.6	21.5

There are a few scattered grades/years were there are more students leaving a class than entering and we see a few instances of negative numbers for both elementary students. But when we look at the Middle School this is a common occurrence. In fact, there are years were there were losses in each grade. The years 2018 through 2022 in fact had negative growth for the school as a whole. For the last two years there was very modest growth.

I have added the transition from 4th to 5th grade but shaded it because these aren't children in the Middle School, so in some ways they don't count. But it is a larger incoming 5th grade than just looking at the sum of the two graduating 4th grades so I wanted to capture that for you.

Table 23 – Net Annual Student Migration/Transfer Roosevelt 2015-2025

School Year	4th to 5th	5th-6th	6th - 7th	7th – 8th	Net Change 5th through 8th	Net Change 4th through 8th
2015-2016	6	0	-1	0	-1	5
2016-2017	11	8	-7	0	1	12
2017-2018	9	0	5	1	6	15
2018-2019	13	9	-8	-4	-3	10
2019-2020	-8	-5	-3	1	-7	-15
2020-2021	0	-7	-1	0	-8	-8
2021-2022	-1	-1	-2	-1	-4	-5
2022-2023	5	-3	0	0	-3	2
2023-2024	-2	2	0		2	0
2024-2025	4	2			2	6
Average	3.7	0.5	-1.9	-0.4	-1.5	2.2
Avg last 5 yrs	1.2	-1.4	-1.2	-0.8	-2.2	-1.0

The Enrollment Future of District 90

When building projections for student enrollment the first piece of information you need is total population estimates. Initially we were asked to consider the Chicago Metropolitan Agency for Planning's township-based forecasts for 5-year increments starting in 2015 and running until 2050 (see Table 24)

Table 24 – CMAP Household and Population Projections 2015 to 2050

	Households	Population	Average Household Size
2015	4,013	10,293	2.56
2020	4.246	10,709	2.52
2025	4,509	11,127	2.46
2030	4,807	11,604	2.41
2035	5,103	12,137	2.37
2040	5,211	12,319	2.36
2045	5,225	12,319	2.36
2050	5,227	12,319	2.36

Chicago Metropolitan Agency for Planning Forecasts for Minor Civil Divisions (MCDs), 2018.

Like last time, we felt that these numbers were not as reliable as our own Estimates and Projections because they show too much growth for an area that is already fully developed. Instead of this option we used our own Projections which are based on the US Census Bureau's American Community Survey trends. We have already taken into account the changes in fertility, birth and death rates as well as migration. Those are all primary components of the projection model that we have built. Below in Table 22 are our proposed population changes.

Table 25 – GeoLytics Population Projections 2025 to 2040

	Total Population	Aged 0-4	Aged 5-9
2025	10,995	636	728
2030	11,021	603	694
2035	11,011	585	666
2040	11,017	563	644

GeoLytics Extended Premium Estimates 2025, 2030, 2035, 2040

Our numbers show a stable total population over the next 15 years with some losses in the preschool aged cohort. The school-aged children (5-9 year olds) also show a drop over time, but from a higher starting point. Thus, we see families moving into the township with school-aged children. For example, there are 636 children aged 0-4 in 2025 and they become 694 children aged 5-9 in 2030. This means that there are 58 children who have moved into the township in those 5 years. And this trend holds true for all 15 years that we have projected out.

Table 26 – GeoLytics Population Projections by cohort

Initial Year	Aged 0-4	Aged 5-9, 5 years later	Net Change
2025	636	694	58
2030	603	666	63
2035	585	644	59

GeoLytics Extended Premium Estimates 2025, 2030, 2035, 2040

To build out annual class numbers we then ran the annual projections for ages 0-4 and then 5-9 as shown in Table 27.

Table 27 – GeoLytics Population Projections 2025 to 2040

	Aged 0-4	Aged 5-9
2025	636	728
2026	622	714
2027	620	708
2028	612	703
2029	609	705
2030	603	694
2031	593	677
2032	589	674
2033	583	665
2034	583	663
2035	585	661
2036	575	661
2037	574	654
2038	570	648
2039	569	646
2040	563	644

GeoLytics Extended Premium Estimates 2025 through 2040

To build a model for school enrollment we look at the children who are currently aged 0-4. In five years, they will be the incoming elementary school children. Similarly, the current 5-9 year olds will be the middle school children in five years. We can then compare current enrollment with projected numbers to calculate the expected influx/outflow of students. The other important factor we use is the data in Tables 21, 22, and 23 which give us the historic average growth rate per grade for that particular school.

Before laying out the model for this time, let's look at the models from last time this analysis was completed.

Table 28 – Review of Previous Projections – Lincoln Elementary

Year	Low (A)	Moderate (B)	High (C)	Actual	Range
2022-2023	345	345	345	348	
2023-2024	346	363	376	358	A/B
2024-2025	350	373	390	352	A
2025-2026	340	367	387	341	A

Table 29 – Review of Previous Projections – Willard Elementary

Year	Low (A)	Moderate (B)	High (C)	Actual	Range
2022-2023	312	312	312	312	
2023-2024	301	318	331	315	B
2024-2025	287	310	326	294	A/B
2025-2026	290	316	336	288	A

Table 30 – Review of Previous Projections – Roosevelt Middle

Year	Low (A)	Moderate (B)	High (C)	Actual	Range
2022-2023	672	672	672	673	
2023-2024	629	632	655	632	B
2024-2025	615	623	668	618	A
2025-2026	614	629	691	613	A

This feels like a reasonable distribution. The hope is that the numbers fall within B (the anticipated enrollment) with the understanding that some years will have anomalies and there will be a large influx or reduction in births or families moving into the area. Unfortunately, things were not as optimistic as the B (anticipated) enrollment predicted and several years were in the A (low) enrollment numbers. So, we have used these new numbers and relied more heavily on the past few years and less significance was placed on enrollment numbers from 5-10 years ago. The fact that the projections for children 0-9 is going down and we have seen decreases in enrollment in the past few years for a cohort as they move from one grade to the next means that the projections this time around are less optimistically inclined towards growth.

Enrollment Projections

When creating Series A (low), Series B (anticipated) and Series C (high) projections we used the same initial input numbers for the total population for each of the three series.

Estimated Population Numbers - used for A, B, C

Alter this by grade based upon Tables 21, 22, and 23 for class changes

A – drop the highest 2 years for grade changes
B – use the average number of students changed by grade
C – drop the lowest 2 years for grade changes

When we look at the charts associated with the enrollment changes we can see the following:

Willard – increases from 2015 thru 2020 and then drops through 2025 and is now at the same level as 2015.

Low (A) numbers show a continued but small drop
Anticipated (B) shows a mostly flat with a slight increase but essentially flat
High (C) shows an increase as if we are cycling back up now like the increase in 2015

Lincoln – increases from 2015 thru 2019 and then drops through 2023 then increases again and drops again, but the entirety of the swings is 55 (from the low of 348 to the high of 403) This is in contrast to Willards span from 314 to 396 a change of 82. Though a large proportion of this difference is the addition of the EC children starting and thus adding an additional 30 kids (which is in fact the difference). And without that addition the numbers are much more of a decline.

Low (A) numbers show a continued but small drop back to the 2021-2023 levels
Anticipated (B) assumes an increase back to the 2020-2021 or 2024-2026
High (C) shows an increase as if we are cycling back up to the 2015-2020 or 2024

Roosevelt – has several peaks and valleys and does not have a consistent narrative – in part that is because it has students coming from 2 elementary schools with different patterns some of which cancel each other out and some of which magnify each other. The entirety of the swings is 66 (from the low of 613 to the high of 679)

Low (A) numbers show a continued drop based upon the elementary schools continued drop
Anticipated (B) assumes a modest increase back to the 2023-2025 numbers
High (C) shows an increase to the 2022-2023 numbers

We have included EC enrollment in these numbers because they are a part of the total school enrollment. But we have no insight into how those numbers change, if they are capped, etc. And they seem to have no bearing on the incoming Kindergarten class size the next year. Thus, we left them as a flat 29 students.

In the Low (A) version the total school enrollment for each school is a drop from the current 2025 numbers, sometimes to a previous low sometimes to a new low.

Table 31 – Lincoln Elementary Projections LOW (A) 2025/26 to 2030/31

	K	1	2	3	4	Total K-4	EC	Total
2025-2026	65	60	63	68	85	341	27	368
2026-2027	56	77	64	66	71	334	29	363
2027-2028	49	69	80	66	69	333	29	362
2028-2029	51	56	72	83	68	330	29	359
2029-2030	53	57	61	75	85	331	29	360
2030-2031	55	66	61	65	79	326	29	355

Table 32 – Willard Elementary Projections LOW (A) 2025/26 to 2030/31

	K	1	2	3	4	Total K-4	EC	Total
2025-2026	46	54	61	66	61	288	27	315
2026-2027	40	55	57	63	67	282	29	311
2027-2028	41	60	58	59	65	283	29	312
2028-2029	45	54	63	60	61	281	29	312
2029-2030	46	55	57	65	62	282	29	314
2030-2031	44	53	58	59	67	278	29	310

Table 33 – Roosevelt Middle School Projections LOW (A) 2025/26 - 2035/2036

	5	6	7	8	Total
2025-2026	145	156	133	179	613
2026-2027	151	147	158	134	590
2027-2028	144	155	147	158	604
2028-2029	140	147	157	149	593
2029-2030	137	142	150	159	588
2030-2031	151	139	145	153	588
2031-2032	150	152	142	146	590
2032-2033	135	152	154	143	584
2033-2034	137	137	153	154	581
2034-2035	139	138	138	155	570
2035-2036	140	139	139	139	557

In the Average (B) version the total school enrollment for each school is about the same as the average enrollment for the past eight years.

Table 34 – Lincoln Projections MODERATE (B) 2025/26 to 2031/32

	K	1	2	3	4	Total K-4	EC	Total
2025-2026	65	60	63	68	85	341	27	368
2026-2027	57	79	66	68	73	341	29	370
2027-2028	50	71	82	68	71	341	29	370
2028-2029	53	58	74	86	70	340	29	369
2029-2030	55	59	63	78	88	343	29	372
2030-2031	57	69	63	68	82	338	29	367

Table 35 – Willard Projections MODERATE (B) 2025/26 to 2030/31

	K	1	2	3	4	Total K-4	EC	Total
2025-2026	46	54	61	66	61	288	27	315
2026-2027	45	57	59	66	70	296	29	325
2027-2028	45	63	61	62	68	297	29	326
2028-2029	48	57	66	63	64	297	29	326
2029-2030	49	58	60	69	66	301	29	330
2030-2031	47	56	62	63	71	298	29	327

Table 36 – Roosevelt Projections MODERATE (B) 2025/26 to 2035/2036

	5	6	7	8	Total
2025-2026	145	156	133	179	613
2026-2027	152	148	158	135	593
2027-2028	148	157	149	159	612
2028-2029	145	151	159	151	604
2029-2030	141	147	154	160	601
2030-2031	158	143	149	156	606
2031-2032	157	159	146	151	612
2032-2033	140	159	161	147	606
2033-2034	144	142	161	161	607
2034-2035	147	145	143	162	597
2035-2036	150	148	146	144	587

In the High (C) version the total school enrollment for each school is a modest increase from where it currently is situated.

Table 37 – Lincoln Elem Projections HIGH (C) 2025/26 to 2031/32

	K	1	2	3	4	Total K-4	EC	Total
2025-2026	65	60	63	68	85	341	27	368
2026-2027	58	80	67	69	74	347	29	376
2027-2028	51	72	84	69	72	350	29	379
2028-2029	54	59	76	88	72	350	29	379
2029-2030	57	61	65	80	91	354	29	383
2030-2031	59	71	65	70	85	349	29	378

Table 38 – Willard Elem Projections HIGH (C) 2025/26 to 2031/32

	K	1	2	3	4	Total K-4	EC	Total
2025-2026	46	54	61	66	61	288	27	315
2026-2027	50	59	61	68	72	310	29	339
2027-2028	48	65	63	64	71	311	29	340
2028-2029	50	59	69	66	67	311	29	340
2029-2030	51	61	63	72	69	316	29	345
2030-2031	49	59	65	66	75	315	29	344

Table 39 – Roosevelt Projections HIGH (C) 2025/26 to 2035/2036

	5	6	7	8	Total 5-8
2025-2026	145	156	133	179	613
2026-2027	153	149	158	136	596
2027-2028	152	158	151	159	620
2028-2029	149	154	160	152	615
2029-2030	144	151	157	161	613
2030-2031	164	147	153	159	623
2031-2032	164	166	149	155	634
2032-2033	145	165	167	150	627
2033-2034	150	147	168	168	633
2034-2035	155	151	148	169	623
2035-2036	159	156	153	149	617

Table 40 – District Projections by Grade LOW (A) 2025/26 to 2035/36

	k	1	2	3	4	5	6	7	8	K-8	Total
2025-2026	111	114	124	134	146	145	156	133	179	1242	1296
2026-2027	96	132	121	129	138	151	147	158	134	1206	1264
2027-2028	90	129	138	125	134	144	155	147	158	1220	1278
2028-2029	96	110	135	143	129	140	147	157	149	1206	1264
2029-2030	99	112	118	140	147	137	142	150	159	1204	1262
2030-2031	99	119	119	124	146	151	139	145	153	1195	1253
2031-2032	94	122	127	124	128	150	152	142	146	1185	1243
2032-2033	91	112	127	131	130	135	152	154	143	1175	1233
2033-2034	90	109	120	131	135	137	137	153	154	1166	1224
2034-2035	90	112	121	127	136	139	138	138	155	1156	1214
2035-2036	88	112	122	127	135	140	139	139	139	1141	1199

Table 41 – District Projections by Grade MODERATE (B) 2025/26 to 2035/36

	K	1	2	3	4	5	6	7	8	K-8	Total
2025-2026	111	114	124	134	146	145	156	133	179	1242	1296
2026-2027	102	136	125	133	142	152	148	158	135	1230	1288
2027-2028	95	133	143	129	139	148	157	149	159	1250	1308
2028-2029	100	114	140	149	134	145	151	159	151	1241	1299
2029-2030	104	117	123	146	154	141	147	154	160	1244	1302
2030-2031	104	125	125	130	153	158	143	149	156	1241	1299
2031-2032	99	129	134	131	135	157	159	146	151	1240	1298
2032-2033	97	119	135	139	138	140	159	161	147	1232	1290
2033-2034	96	116	128	140	144	144	142	161	161	1230	1288
2034-2035	97	120	130	136	146	147	145	143	162	1224	1282
2035-2036	95	121	132	137	145	150	148	146	144	1215	1273

Table 42 – District Projections by Grade High (C) 2025/26 to 2035/36

	K	1	2	3	4	5	6	7	8	K-8	Total
2025-2026	111	114	124	134	146	145	156	133	179	1242	1296
2026-2027	108	139	128	137	146	153	149	158	136	1254	1312
2027-2028	99	137	147	133	143	152	158	151	159	1279	1337
2028-2029	104	119	146	154	139	149	154	160	152	1277	1335
2029-2030	108	122	129	152	160	144	151	157	161	1284	1342
2030-2031	108	130	130	136	160	164	147	153	159	1287	1345
2031-2032	104	135	141	138	142	164	166	149	155	1294	1352
2032-2033	102	125	142	146	146	145	165	167	150	1288	1346
2033-2034	102	123	135	148	152	150	147	168	168	1293	1351
2034-2035	103	128	138	145	155	155	151	148	169	1292	1350
2035-2036	101	129	141	146	155	159	156	153	149	1289	1347

The actual annual projected number for each school by grade is in Tables 31 through 39. Tables 40-42 are really just a summation of them and for the elementary grades they also extend for the following five years.

In creating projections, the biggest unknown is how many new students will enter the school district – either moving in/out or deciding to go to a public school. In modeling these numbers, we create low, average, and high versions because there are so many unknowns. Additionally, some unknowns will compound the gains/losses and others will help ameliorate them. For example, expanding the EC program to both elementary schools helped offset the decreasing number of enrolled students. Whereas Covid had an impact on all the grades simultaneously and continues to have some lingering effects on fluctuations in birth rates, etc.

We expect the school district enrollment to be slightly less but remain steady at about the 1,300 student level or maybe slightly lower.

Concluding Remarks

The projections indicate a shrinking school district enrollment. The numbers of the individual schools have been generally declining in the past five years and the estimated number of children (both 0-4 and 5-9) appear to be decreasing. The three models allow for continue decreases, leveling off around new lower number and a slight increase.

With projections there are no guarantees and none of us can know the future. We have tried to amass the best information available and use our best professional judgement and techniques to build the strongest model with the most reasonable scenarios included. There will always be unforeseeable events so these projections should be monitored and verified annually to make necessary alterations.

We hope that the projections and other demographic information in this report will be helpful to the District 90 Board of Education, administrators, teachers, and concerned citizens as you all plan for the future space and staff needs for your schools.

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