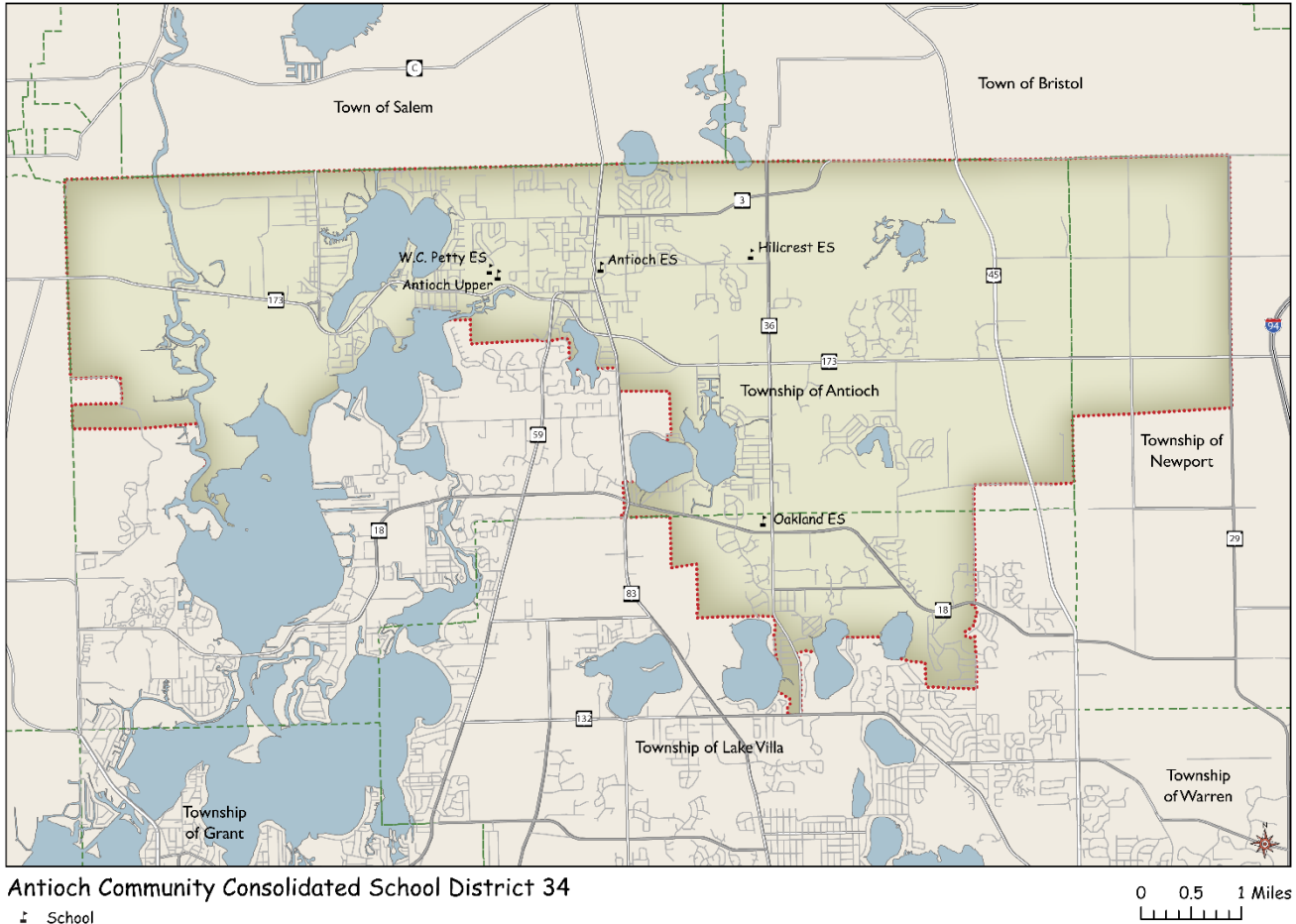


Planning for the Schools of Tomorrow



School Enrollment Projections Series

Antioch School District #34

January 2015

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Table of Contents

Introduction	1
District Enrollment History	1
Kindergarten Enrollment Trends	5
Birth Trends and Projections	6
Population Estimates and Projections	7
Residential Development.....	9
Method	12
School Enrollment Projections.....	14
Baseline Projections	14
5 Year Trend Projections	15
2 Year “Trend” Projections.....	16
Kindergarten Trend Projections	17
Comparison of Projection Models	18
Conclusions	22



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Introduction

This report offers a summary of the Enrollment Projections Analysis completed for the Antioch School District #34 by the Applied Population Laboratory (APL), University of Wisconsin-Madison. Projections for 2015/16-2024/25 are provided for the district as a whole, and individually for each grade and grade grouping as well as individual school projections. The projection process uses a combination of historical enrollment data, birth trends and projections, housing starts data, and population trends and projections to create reasonable assumptions about future growth scenarios and the likely impact on the school district.

District Enrollment History

Figure 1-A and Tables 1 and 2 display the last eight years of enrollment history in the Antioch School District #34. District enrollment has shown a decrease since 2005/06, from 2,923 students in the 2007/08 school year to 2,898 students in 2014/15. This is a decrease of 25 students, or a 0.9% decrease in the number of students enrolled over this eight year period.

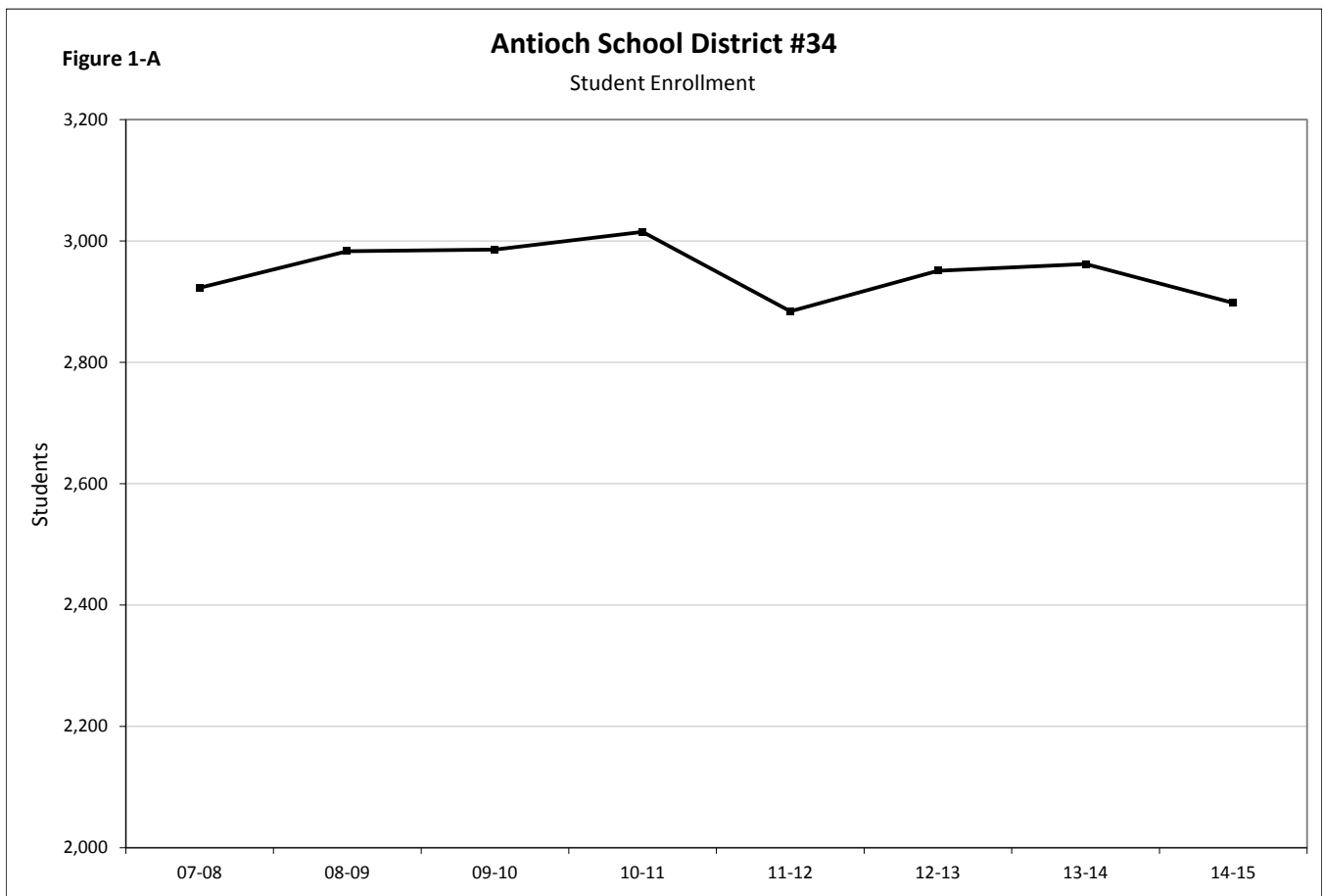


TABLE 1
Student Enrollment
Antioch School District #34

	SCHOOL YEAR							
	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
K	309	299	334	321	290	288	314	264
1	345	351	330	372	339	304	306	321
2	335	342	341	327	335	335	296	315
3	311	341	341	338	308	360	335	295
4	318	335	342	341	323	322	365	347
5	320	323	330	340	319	327	328	372
6	305	331	326	331	345	327	334	319
7	336	316	328	328	319	349	331	333
8	344	345	314	317	306	339	353	332
TOTAL	2,923	2,983	2,986	3,015	2,884	2,951	2,962	2,898
K-1	654	650	664	693	629	592	620	585
2-5	1,284	1,341	1,354	1,346	1,285	1,344	1,324	1,329
6-8	985	992	968	976	970	1,015	1,018	984

TABLE 2
Student Enrollment Changes
Antioch School District #34

GRADE	ABSOLUTE CHANGE			PERCENT CHANGE			AVERAGE ANNUAL PERCENT CHANGE		
	'07 to '14	'07 to '10	'11 to '14	'07 to '14	'07 to '10	'11 to '14	'07 to '14	'07 to '10	'11 to '14
K	-45	12	-26	-14.6	3.9	-9.0	-2.1	1.3	-3.0
1	-24	27	-18	-7.0	7.8	-5.3	-1.0	2.6	-1.8
2	-20	-8	-20	-6.0	-2.4	-6.0	-0.9	-0.8	-2.0
3	-16	27	-13	-5.1	8.7	-4.2	-0.7	2.9	-1.4
4	29	23	24	9.1	7.2	7.4	1.3	2.4	2.5
5	52	20	53	16.3	6.3	16.6	2.3	2.1	5.5
6	14	26	-26	4.6	8.5	-7.5	0.7	2.8	-2.5
7	-3	-8	14	-0.9	-2.4	4.4	-0.1	-0.8	1.5
8	-12	-27	26	-3.5	-7.8	8.5	-0.5	-2.6	2.8
TOTAL	-25	92	14	-0.9	3.1	0.5	-0.1	1.0	0.2
K-1	-69	39	-44	-10.6	6.0	-7.0	-1.5	2.0	-2.3
2-5	45	62	44	3.5	4.8	3.4	0.5	1.6	1.1
6-8	-1	-9	14	-0.1	-0.9	1.4	0.0	-0.3	0.5



Figure 1-B shows enrollment history broken down by grade groupings (K-1, 2-5, and 6-8). Grades K-1 enrollment has decreased by 1.5% annually while grades 2-5 has increased by 0.5% annually. Middle school enrollment has remained the same over the past eight years.

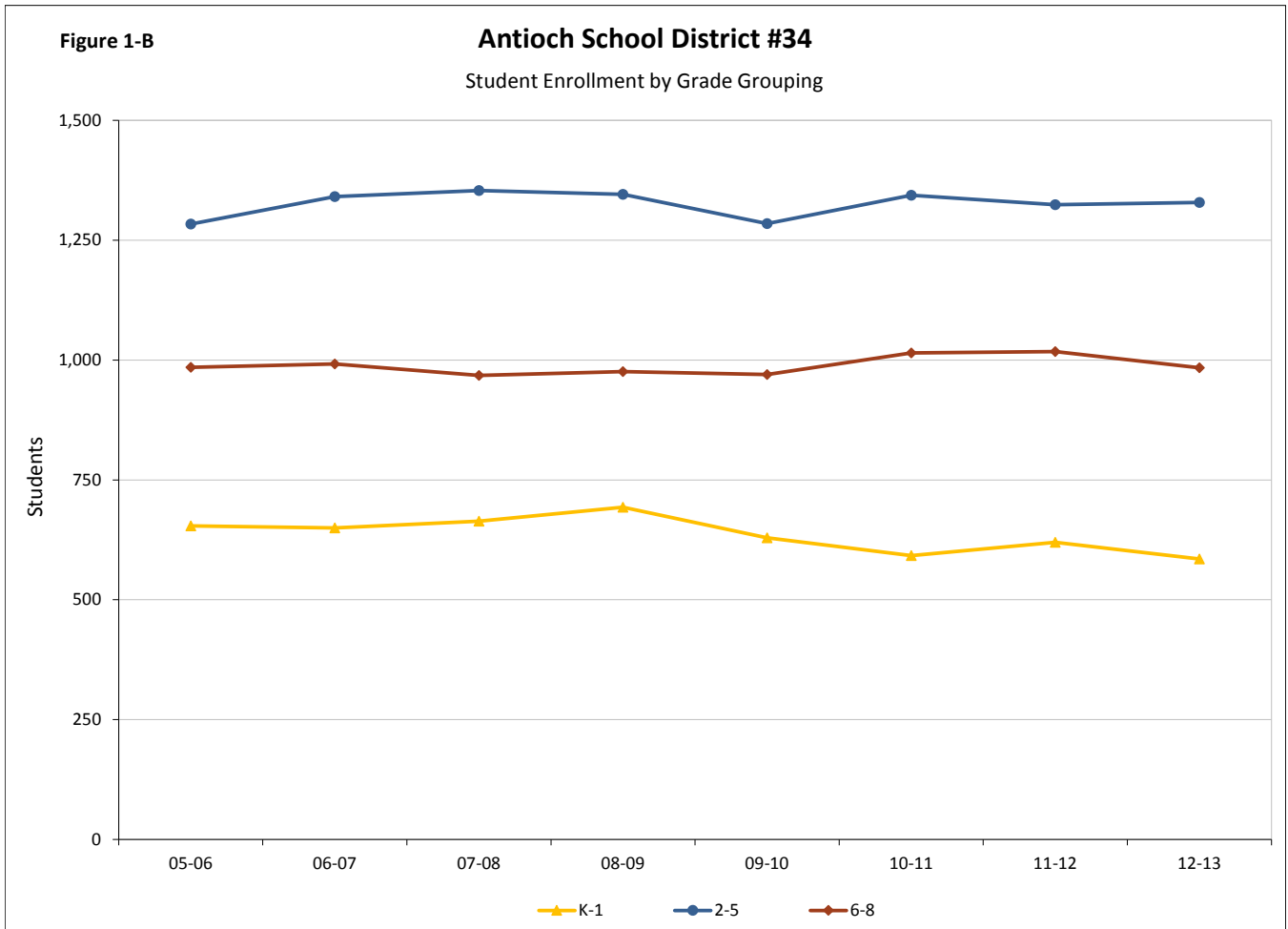
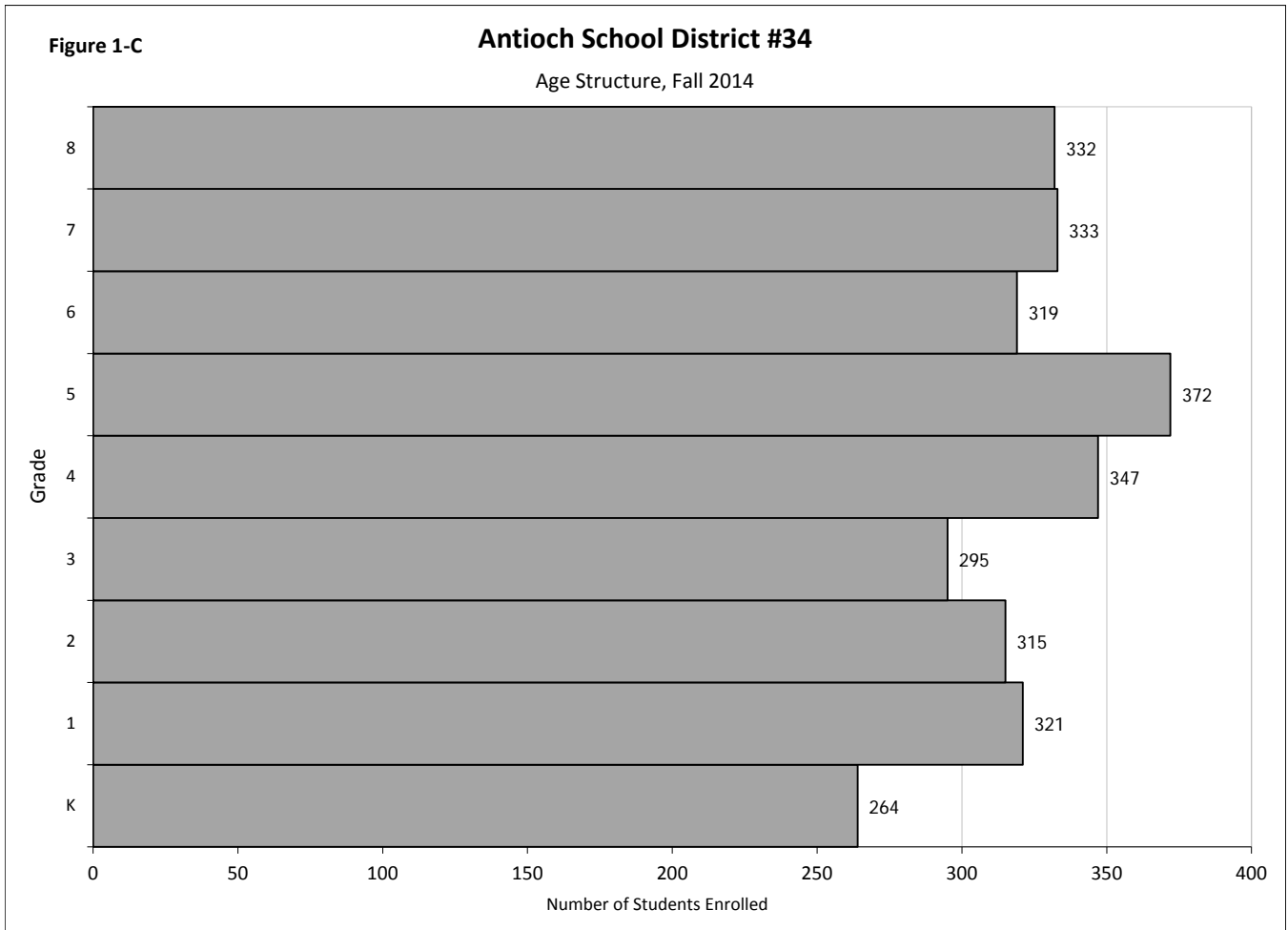
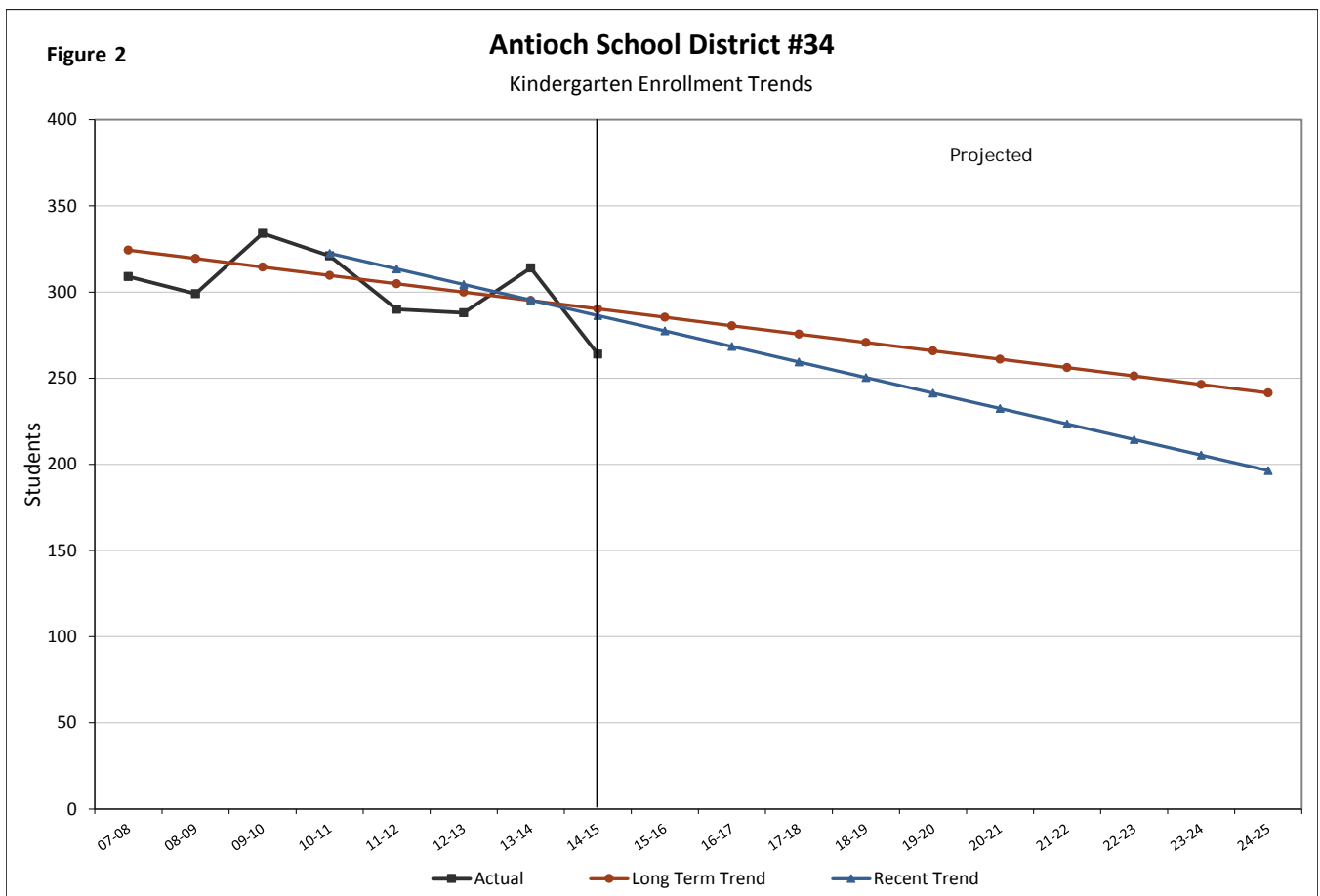


Figure 1-C shows the age structure this last fall at the Antioch School District #34 with the number of kindergarteners at the bottom and the number of 8th graders at the top of the chart. Middle school is relatively large with 7th grade containing the largest number of students. The 4th and 5th grades contain the largest number of students in the elementary grades. The least number of students are in kindergarten with 264 students.



Kindergarten Enrollment Trends

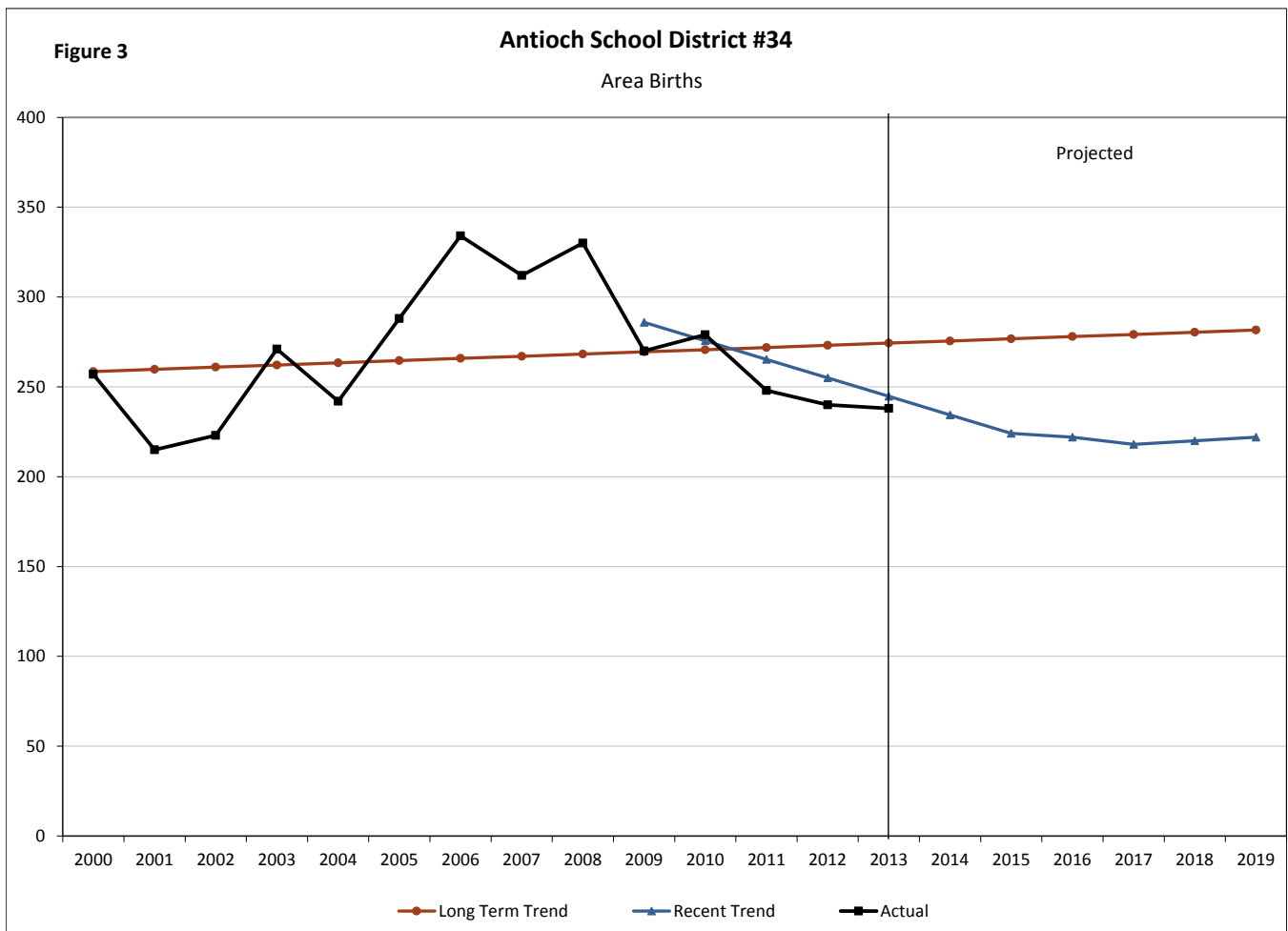
Examining trends in kindergarten enrollment is particularly informative for gaining perspective on future district enrollment, as today’s kindergarteners will gradually make up tomorrow’s students at the higher grade levels as they age and move through the school system. When kindergarten enrollment is decreasing, elementary school enrollment might be expected to decrease in the near future, while middle school enrollment may decrease further in the future. Figure 2 shows kindergarten enrollment history in black, and trend lines depicting kindergarten enrollment in red and blue. The “Long Term Trend” line (shown in red) averages kindergarten enrollment changes between 2007/08 and 2014/15. The “Recent Trend” line emphasizes kindergarten enrollment changes over the last five years. In the Antioch School District #34, although kindergarten enrollment has fluctuated, the district has seen a slight decline in the past eight years and a greater decline in the last five years.



Birth Trends and Projections

We use historical and projected birth data to forecast the number of kindergarten students who will enroll in the Antioch School District #34 in future years. Figure 3 shows (in black) the number of births to mothers living in Antioch from 2000-2013, as collected from the Illinois Center for Health Statistics.

We extrapolate these birth trends into the future to correspond with our Baseline and Recent Trend projection models, using the B:K grade progression ratios to predict future kindergarteners. The red line in Figure 3 represents birth trends over the longer term (between 2000 and 2013). The blue line shows birth patterns for the last five years and trends out to 2015 after which it will be anticipated births will rebound. The Recent Trend will be used to project kindergarteners for the Five and Two year trend models shown later in this report.



Year	2000	2001	2002	2003	2004	2005	2006
# of Births	257	215	223	271	242	288	334
Year	2007	2008	2009	2010	2011	2012	2013
# of Births	312	330	270	279	248	240	238

Source: Illinois Department of Public Health



Population Estimates

This section examines population trends in Antioch, Lake Villa, and Lindenhurst. Changes in the total population of the district area, particularly when examined by age, provide clues into how the school age population may be changing. Table 3 provides population counts and estimates for the villages from 2000 to 2013. The populations can be compared with Lake County and the State of Illinois.

TABLE 3
Total Population by Municipality: 2010-2013
Antioch School District #34

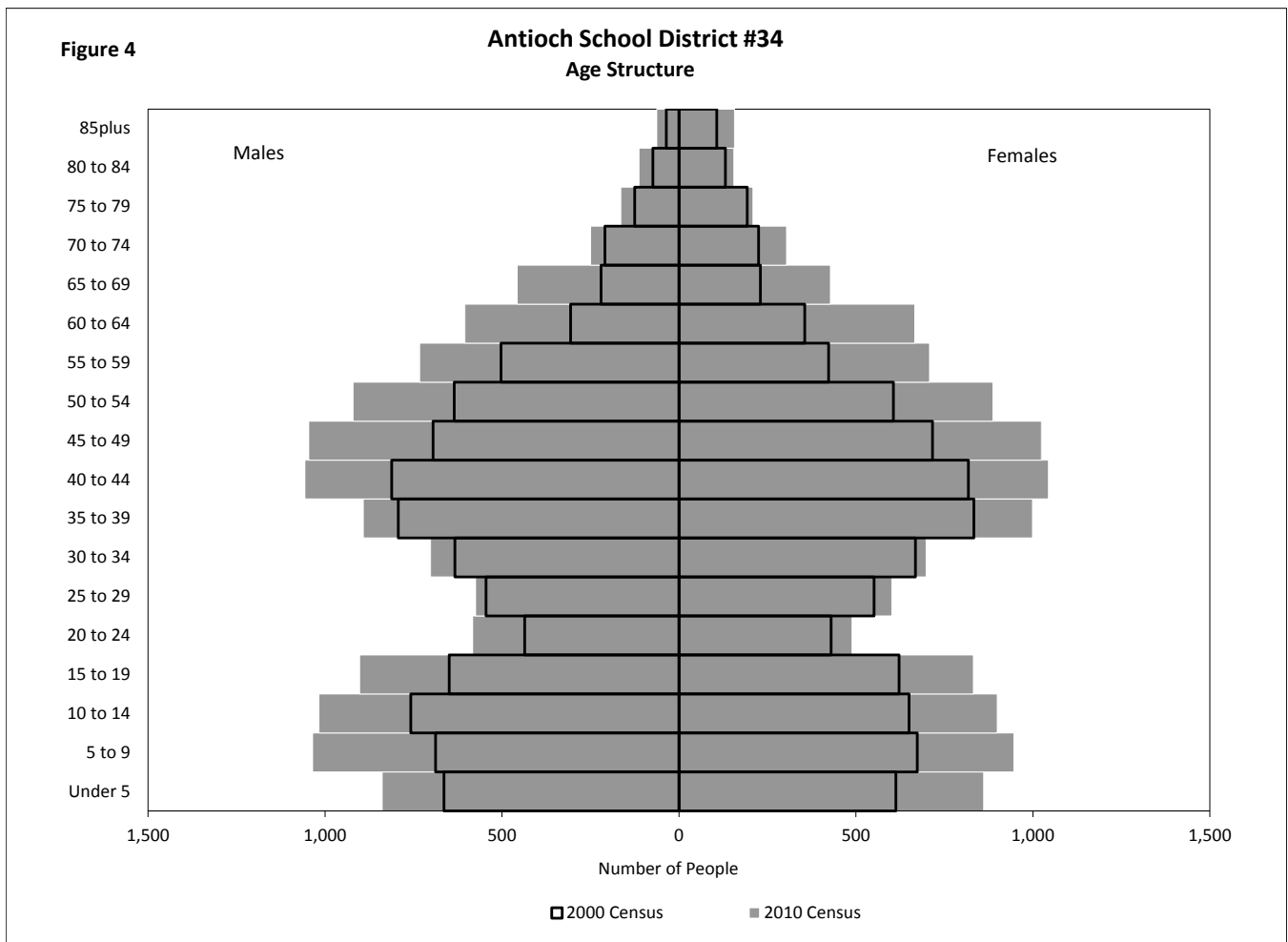
Municipality	POPULATION				
	Census 2000	Census 2010	est. 2011	est. 2012	est. 2013
Antioch	8,788	14,448	14,425	14,392	14,410
Lake Villa	5,864	8,741	8,761	8,776	8,829
Lindenhurst	12,539	14,466	14,456	14,454	14,513
District Area	27,191	37,655	37,642	37,622	37,752
Lake County	644,356	703,362	701,052	701,219	703,019
State of Illinois	12,419,293	12,830,632	12,855,970	12,868,192	12,882,135

Municipality	PERCENT CHANGE			
	2000 to 2010	2010 to 2011	2011 to 2012	2012 to 2013
Antioch	64.4%	-0.2%	-0.2%	0.1%
Lake Villa	49.1%	0.2%	0.2%	0.6%
Lindenhurst	15.4%	-0.1%	0.0%	0.4%
District Area	38.5%	0.0%	-0.1%	0.3%
Lake County	9.2%	-0.3%	0.0%	0.3%
State of Illinois	3.3%	0.2%	0.1%	0.1%

Source: U. S. Census Bureau



Figure 4 compares the 2000 population to the 2010 population by age for Antioch School District #34 from the U.S. Census Bureau. All school age populations (Under 5, 5-9, and 10-14) have increased over this ten year period.



Residential Development

Examining trends in recent housing development can help to explain the effects of migration on school enrollment. If the number of housing starts in the district area is expected to be reasonably consistent for the next several years, then we assume that in-migration of school-age children will also remain relatively consistent. If the number of housing starts is expected to increase significantly above and beyond recent levels, in-migration may play an increasing role in school district enrollment. However, it is important to recognize that the number of housing starts in any given year is dependent upon a large number of confounding variables (decisions of local, county, and state policy makers, residential developers, interest rates, demand for housing, etc.), making future growth patterns difficult to predict.

Table 4 shows the number of housing starts in the district area over the past ten years. The table shows housing starts for the entirety of each village although only parts of the villages of Lake Villa and Lindenhurst are in the district. Area housing starts have fluctuated from a high of 577 units in 2005 (including 569 single family homes), to a low of 10 new housing starts in 2010. Housing development has been on a downward trend since 2005. However, since 2010 the number of new homes has increased but not to the levels seen earlier in the 2000s.

TABLE 4
School District Area Housing Starts
Antioch School District #34

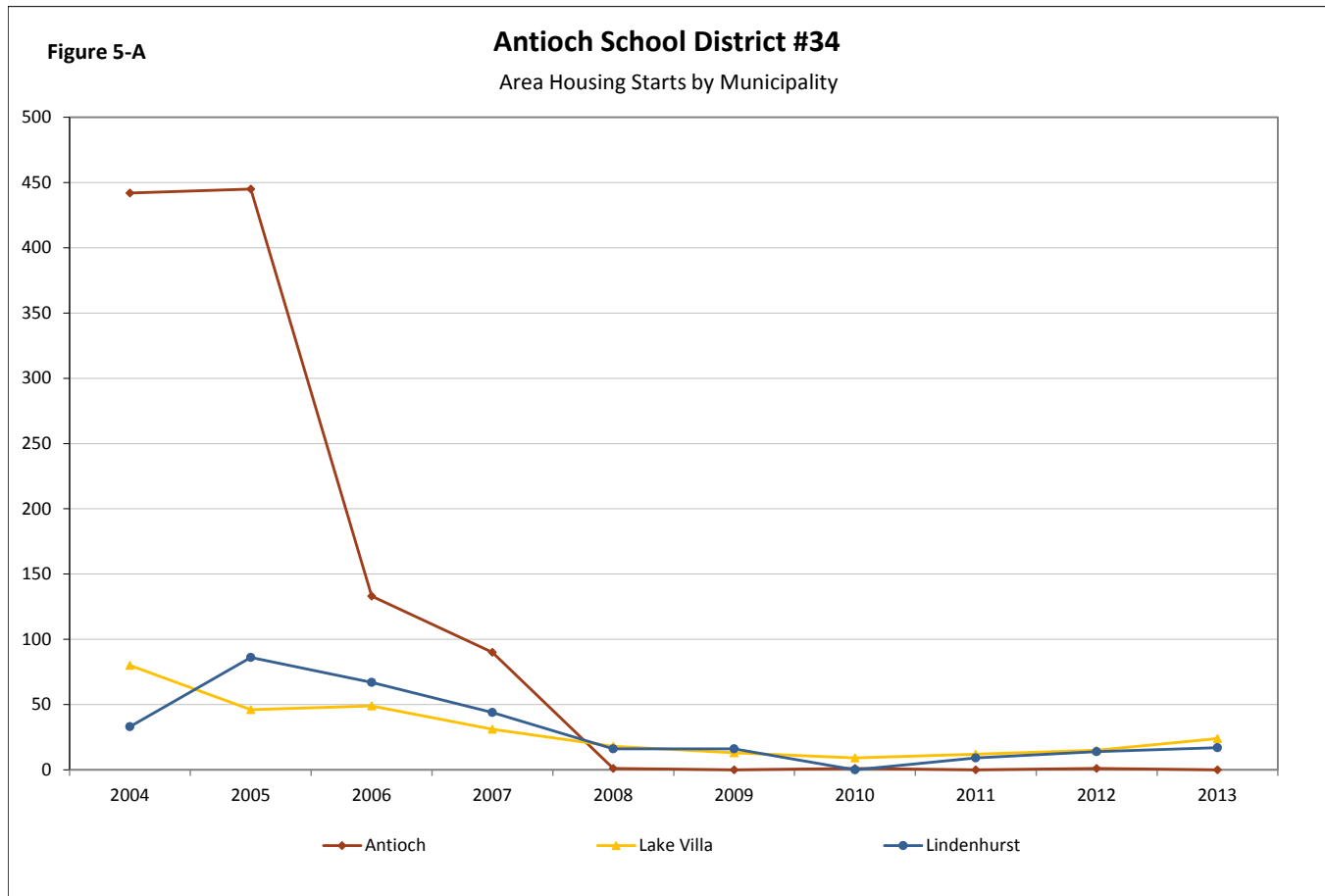
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
District Area										
TOTAL	555	577	249	165	35	29	10	21	30	41
Single Family	551	569	249	165	35	23	10	21	30	41
Multi-family	4	8	0	0	0	6	0	0	0	0
Antioch										
TOTAL	442	445	133	90	1	0	1	0	1	0
Single Family	438	437	133	90	1	0	1	0	1	0
Multi-family	4	8	0	0	0	0	0	0	0	0
Lake Villa										
TOTAL	80	46	49	31	18	13	9	12	15	24
Single Family	80	46	49	31	18	13	9	12	15	24
Multi-family	0	0	0	0	0	0	0	0	0	0
Lindenhurst										
TOTAL	33	86	67	44	16	16	0	9	14	17
Single Family	33	86	67	44	16	10	0	9	14	17
Multi-family	0	0	0	0	0	6	0	0	0	0

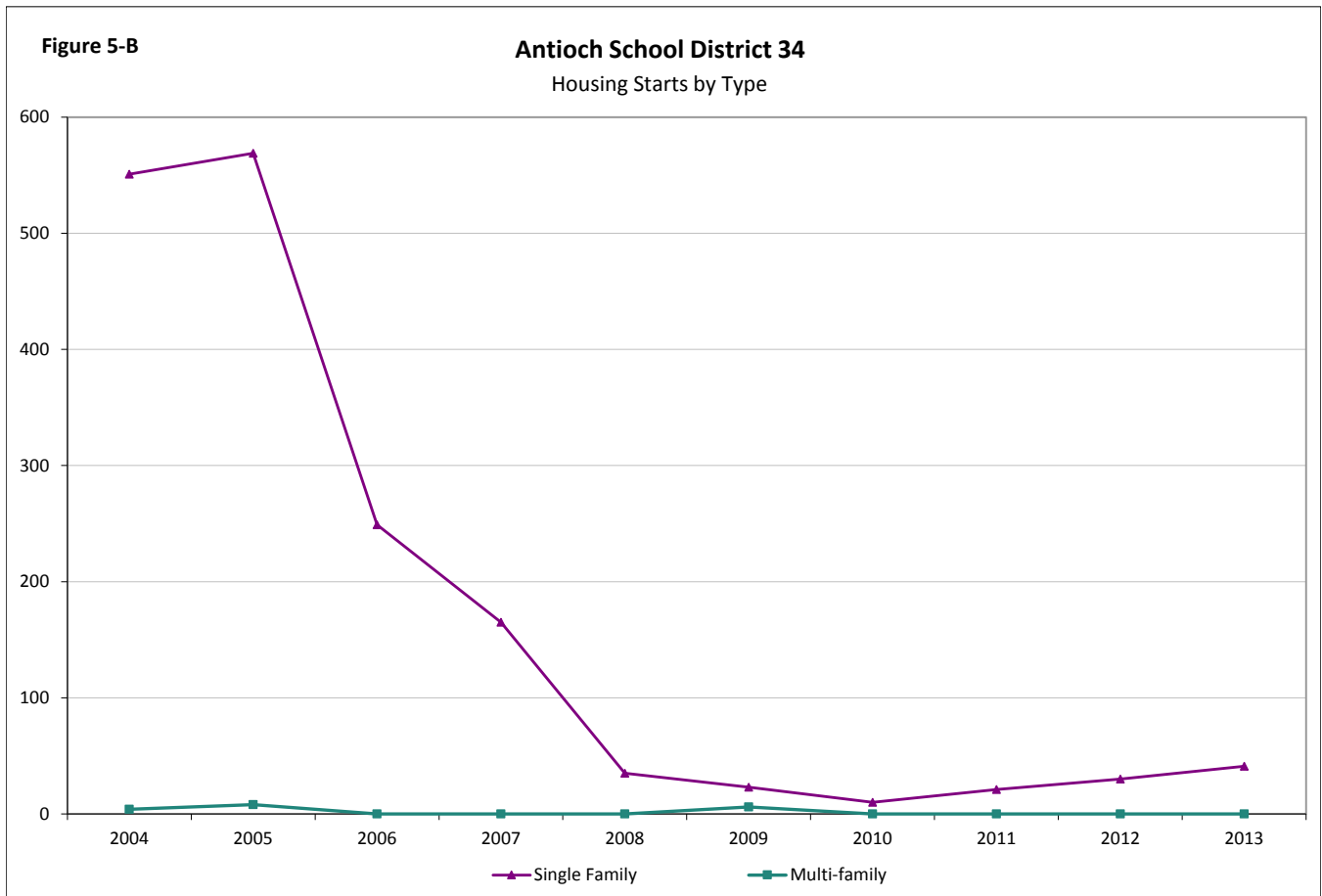
Source: U.S. Department of Housing and Urban Development



Figure 5-A shows the number of residential building permits issued by municipality in its entirety within the school district area. 5-B shows housing starts in the district area by type of housing unit: single family home and multi-family housing (including duplexes).

Housing development in the Antioch School District #34 has been primarily single family homes. Multi-family homes, on average, tend to have fewer school-aged children in them compared to single-family housing units. The area has seen a significant drop in the number of single family homes over the last six years.





It is also important to consider that turnover in ownership of existing housing stock also contributes to changes in enrollment. A district can maintain or even increase enrollment depending upon the cycle of resident homeowners, regardless of housing starts. For instance, a younger community will have a higher child-per-household ratio, whereas an older community will have a lower child-per-household ratio. However, within a few years a turnover in ownership in an older community may result in an increase in the child-per-household number. As younger families move into the area, the school district will tend to see new students enrolling into the district's schools. Absent new housing development or housing turnover, families age in place and the number of school-aged children eventually declines. Turnover in ownership does not happen overnight, however, and slow turnover may happen for several years at varying rates.



Method

In order to generate school enrollment projections, we rely on a commonly used demographic technique called the “cohort survival method.” This method advances current students through the school system over time and applies rates of transfer (or “survival”) as the students who are now in school age from year to year and grade to grade. It is through these rates of transfer that we make assumptions about how migration into and out of the district and transfers to and from different schools or home schooling will impact future enrollment. In order to project incoming kindergarten students, we gather data on births from the Illinois Center for Health Statistics and assume that a certain percentage of the children born to mothers residing in the school district area will enroll as kindergarteners five years later.

Grade Progression Ratios

Grade progression ratios are used to measure district enrollment changes, year to year and grade to grade that have occurred within the school district in the recent past. By examining these, we can better understand recent changes in enrollment, and we use these ratios as the rates of transfer mentioned above to inform projections of future students.

Table 5 shows the grade progression ratios for the Antioch School District #34. The ratios measure the effects of in- and out-migration and the transfer of students between private and public schools. The ratios are calculated for each pairs of years and then averages of these based on different time frames are calculated for each grade.

TABLE 5
Grade Progression Ratios
Antioch School District #34

YEAR CHANGES	B:K	K:1	1:2	2:3	3:4	4:5	5:6	6:7	7:8
07-08/08-09	1.188	1.136	0.991	1.018	1.077	1.016	1.034	1.036	1.027
08-09/09-10	1.225	1.104	0.972	0.997	1.003	0.985	1.009	0.991	0.994
09-10/10-11	1.008	1.114	0.991	0.991	1.000	0.994	1.003	1.006	0.966
10-11/11-12	0.908	1.056	0.901	0.942	0.956	0.935	1.015	0.964	0.933
11-12/12-13	0.889	1.048	0.988	1.075	1.045	1.012	1.025	1.012	1.063
12-13/13-14	1.082	1.063	0.974	1.000	1.014	1.019	1.021	1.012	1.011
13-14/14-15	0.957	1.022	1.029	0.997	1.036	1.019	0.973	0.997	1.003
Baseline	0.989	1.077	0.983	1.001	1.020	1.008	1.018	1.004	1.000
5 Year Trend	0.969	1.061	0.977	1.001	1.010	0.996	1.007	0.998	0.995
2 Year "Trend"	1.020	1.042	1.002	0.998	1.025	1.019	0.997	1.005	1.007

*Shaded progression ratios are excluded from the Baseline Average

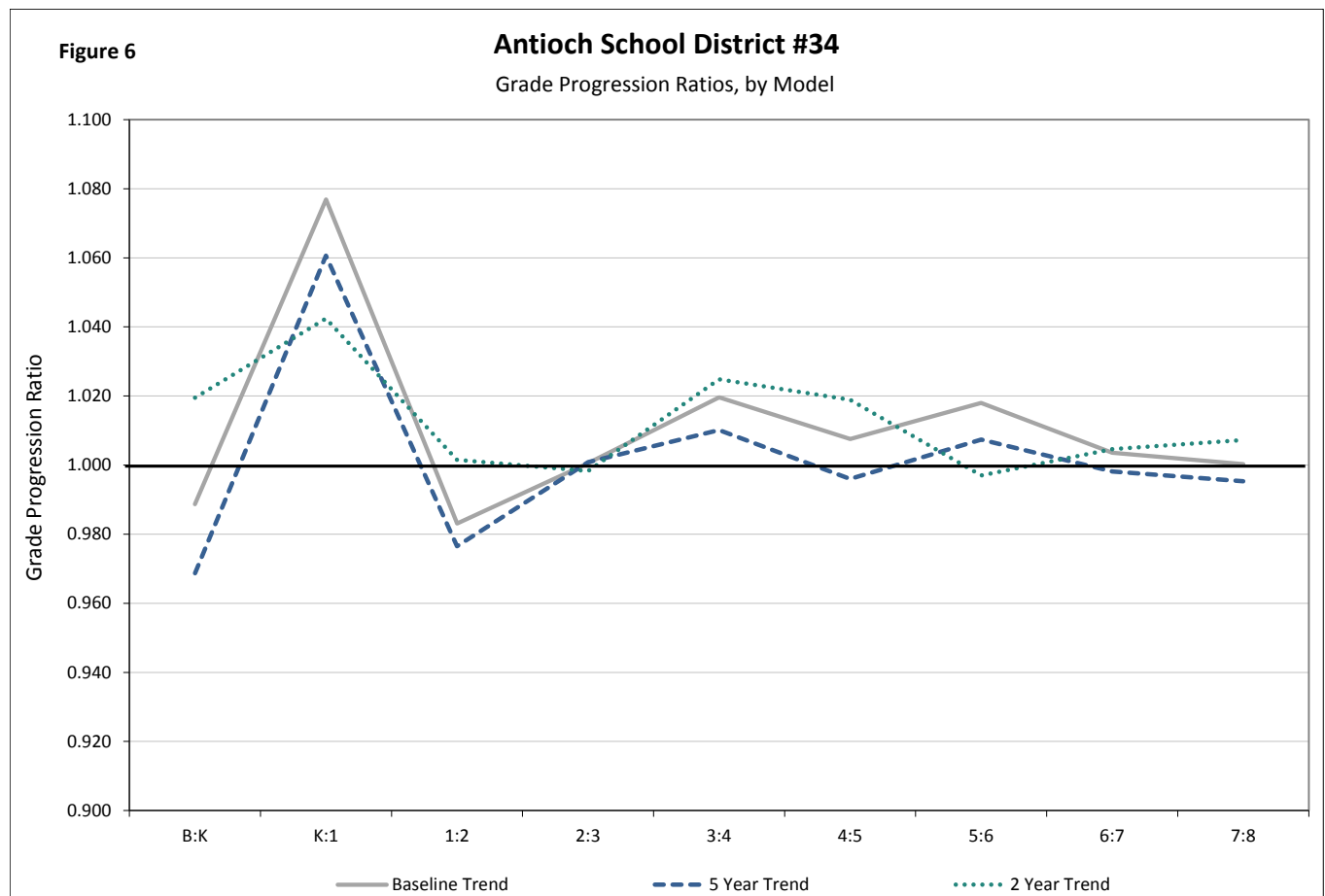


The grade progression ratios can be interpreted in the following manner. The Baseline ratio for K:1 is 1.077. This means that in the Antioch School District #34 the first grade is on average 7.7% larger each year than the kindergarten class was the previous year (the result of transfers from other schools and in-migration into the district). The B:K (birth to kindergarten) Baseline ratio of 0.989 indicates that on average, approximately 99% of the births in Antioch from five years previous enroll in kindergarten in Antioch School District #34. Outliers (ratios outside of one standard deviation of the mean) are not included in the calculation of the Baseline average ratios.

In order to predict future enrollment under different growth assumptions, three sets of grade progression ratios are calculated:

- Baseline: averages eight years of progression ratios, with outlying ratios (those outside of one standard deviation of the mean) excluded;
- Five-year Trend: averages the past five years of progression ratios with no exclusions;
- Two-year Trend: averages the past two years of progression ratios with no exclusions.

These short-, medium- and long-range bases produce varying projections that indicate a range of likely enrollment outcomes in the future. Figure 6 shows the differences between these three sets of grade progression ratios.



School Enrollment Projections

When considering all of the projections provided in this report for decision-making, it is important to recognize that population projections of all types, including school enrollment projections, are more accurate in the immediate future than they are further into the future. This is especially true for grades K-5, because the students who will enter kindergarten after 2018 have not yet been born. Overall, our projections are more reliable over the next five years (up to the 2019/20 school year) than they are in the latter half of the next decade.

Baseline Projections

The Baseline model (Table 6) projects enrollment using the assumption that average trends year to year, grade to grade, will continue into the future. This model assumes that long term (past eight years) trends in enrollment, migration, and births will be representative of future trends in the district.

This model projects decreasing K-8 enrollment over time. In total, the Baseline model projects that K-8 enrollment will decrease by 10% in five year from 2,898 in 2014/15 to 2,611 in 2019/20.

TABLE 6
Baseline Projection Model
Antioch School District #34

	SCHOOL YEAR									
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
K	240	236	260	273	274	276	277	278	279	280
1	284	258	254	280	294	296	297	298	299	301
2	316	279	254	250	275	289	291	292	293	294
3	315	316	280	254	250	275	289	291	292	293
4	301	321	322	285	259	255	281	295	296	298
5	350	303	324	324	287	261	257	283	297	299
6	379	356	308	330	330	292	266	261	288	303
7	320	380	357	310	331	331	293	267	262	289
8	333	320	380	357	310	331	331	294	267	262
TOTAL	2,837	2,770	2,739	2,663	2,611	2,606	2,582	2,558	2,574	2,619
K-1	524	494	514	553	569	571	574	576	579	581
2-5	1,281	1,220	1,179	1,113	1,072	1,081	1,118	1,160	1,179	1,184
6-8	1,032	1,056	1,046	996	971	955	891	822	817	854



5 Year Trend Projections

The 5 Year Trend model (Table 7) uses the grade progression ratios from the last five years and recent trends in the number of births in the school district area to project what future enrollment would look like if more recent patterns were representative of future trends.

With recent migration rates and birth trends weighted more heavily, K-8 enrollment in the Antioch School District #34 is projected to decrease over time. The model projects K-8 enrollment will decrease from 2,898 in 2014/15 to 2,381 in 2019/20, or a decrease of 517 students (-18%).

TABLE 7
5 Year Trend Projection Model
Antioch School District #34

GRADE	SCHOOL YEAR									
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
K	235	231	228	220	216	212	212	214	218	222
1	280	249	245	242	234	229	225	225	227	231
2	313	273	243	239	236	228	223	220	220	222
3	315	314	274	244	240	237	229	224	220	220
4	298	318	317	276	246	242	239	231	226	222
5	346	297	317	316	275	245	241	238	230	225
6	375	348	299	320	318	277	247	243	240	232
7	318	374	347	298	319	317	277	247	242	239
8	331	317	372	346	297	317	316	276	245	241
TOTAL	2,812	2,722	2,643	2,502	2,381	2,306	2,210	2,117	2,069	2,054
K-1	515	481	473	462	450	441	438	440	445	452
2-5	1,272	1,202	1,151	1,075	998	952	932	913	896	890
6-8	1,025	1,039	1,019	964	934	912	840	765	728	712



2 Year "Trend" Projections

The 2 Year "Trend" model (Table 8) uses the grade progression ratios from the last two years to project what future enrollments would look like if even more recent patterns were representative of future trends. For the 2 Year "Trend" model, K-8 enrollment is projected to decrease from 2,898 students in 2014/15 to 2,499 students in 2019/20. This is a decrease of 399 students (-14%) over the next five years.

TABLE 8
2 Year "Trend" Projection Model
Antioch School District #34

GRADE	SCHOOL YEAR									
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
K	247	243	240	232	227	224	224	226	229	233
1	275	258	254	250	242	237	233	233	235	239
2	321	276	258	254	251	242	237	233	233	236
3	314	321	275	258	254	250	242	237	233	233
4	302	322	329	282	264	260	257	248	243	239
5	354	308	328	335	287	269	265	261	252	247
6	371	352	307	327	334	286	268	264	261	252
7	320	373	354	309	329	336	288	270	265	262
8	335	323	375	357	311	331	338	290	272	267
TOTAL	2,841	2,776	2,721	2,604	2,499	2,435	2,351	2,262	2,223	2,207
K-1	523	501	494	482	469	460	457	459	464	472
2-5	1,292	1,227	1,191	1,129	1,056	1,022	1,000	979	962	955
6-8	1,027	1,048	1,037	993	974	953	894	824	798	781



Kindergarten Trend Projections

For this method we perform a trend analysis to project the number of future kindergarten students, rather than relying upon the traditional birth to kindergarten (B:K) progression ratio. Then, the 5 Year Trend progression ratios are used for projecting the other grades (1-8) in the district. In other words, this model assumes that the number of new kindergarteners each year over the next decade will continue to follow a trend similar to the trend in kindergarten enrollment change over the last eight years, regardless of the number of observed births in the school district area.

A good way to think about the projections provided by this model is that if the number of new kindergarteners continues to decrease at the same rate as they have over the last several years and if patterns of transfers in and out of the district continue as they have, then the Kindergarten Trend model should provide a good prediction of future enrollment. It is important to take into account the economic climate that leads parents to choose public kindergarten enrollment over private school kindergarten enrollment, as this may affect the accuracy of this model.

According to this hybrid projection method (Table 9), K-8 enrollment will decrease over time. The Kindergarten Trend model projects K-8 enrollment will decrease from 2,898 students in 2014/15 to 2,637 students in 2019/20, or a 9% decrease.

TABLE 9
Kindergarten Trend Projection Model
Antioch School District #34

GRADE	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
K	285	280	276	271	266	261	256	251	246	242
1	280	303	297	292	287	282	277	272	266	261
2	313	273	296	290	285	280	275	270	265	260
3	315	314	274	296	291	286	281	276	271	265
4	298	318	317	276	299	294	289	283	278	273
5	346	297	317	316	275	298	293	287	282	277
6	375	348	299	320	318	277	300	295	290	284
7	318	374	347	298	319	317	277	299	294	289
8	331	317	372	346	297	317	316	276	298	293
TOTAL	2,862	2,825	2,795	2,705	2,637	2,612	2,563	2,509	2,491	2,445
K-1	565	583	573	563	553	543	533	523	513	503
2-5	1,272	1,202	1,203	1,178	1,150	1,157	1,137	1,117	1,097	1,076
6-8	1,025	1,039	1,019	964	934	912	893	869	881	866



Comparison of Projection Models

Figures 7-10 and Tables 10-13 compare the four enrollment projection models broken down by total K-8 district enrollment and by grade groupings (K-1, 2-5, and 6-8).

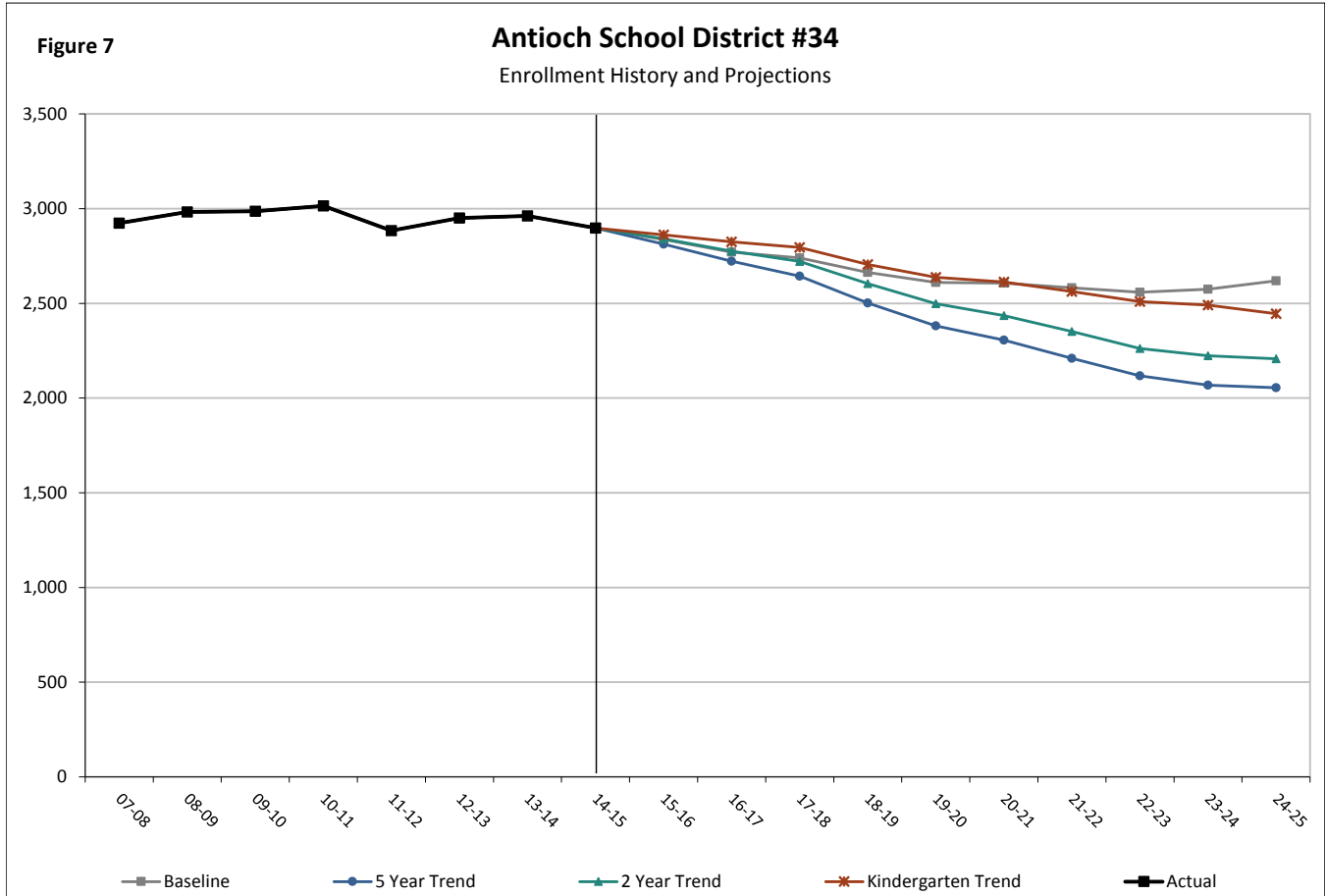


TABLE 10
Summary of K-8 Enrollment Projections
Antioch School District #34

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Baseline	2,837	2,770	2,739	2,663	2,611	2,606	2,582	2,558	2,574	2,619
5 Year Trend	2,812	2,722	2,643	2,502	2,381	2,306	2,210	2,117	2,069	2,054
2 Year "Trend"	2,841	2,776	2,721	2,604	2,499	2,435	2,351	2,262	2,223	2,207
Kindergarten Trend	2,862	2,825	2,795	2,705	2,637	2,612	2,563	2,509	2,491	2,445

The 2014/15 enrollment for grades K-8 is 2,898. The Five Year and Two Year trend models project significantly decreasing enrollment, while the Baseline and Kindergarten Trend models predict less of a decline in enrollment over the next decade. District-wide enrollment projections five years from now (2019/20) predict a range of enrollment from 2,381 to 2,637 students.



Figure 8

Antioch School District #34

K-1 Enrollment History and Projections

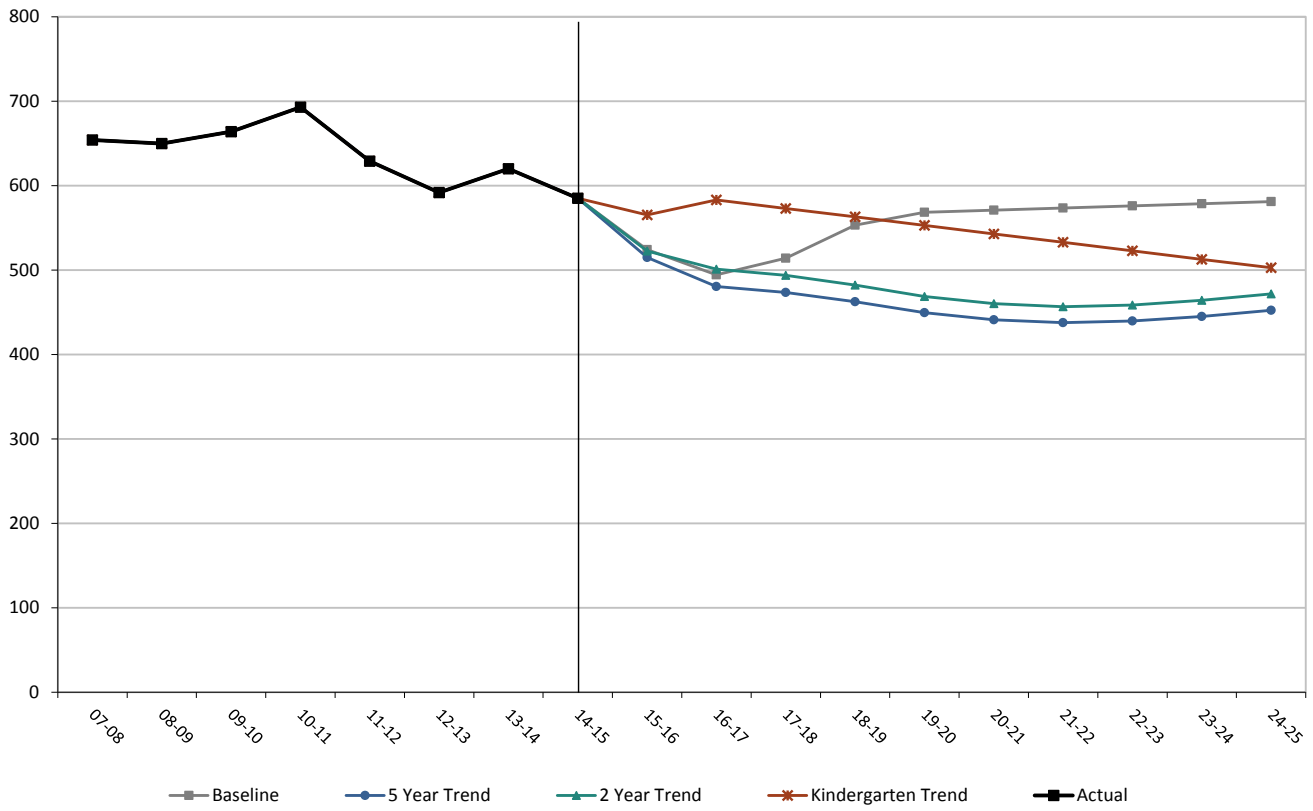


TABLE 11
Summary of K-1 Enrollment Projections
Antioch School District #34

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Baseline	524	494	514	553	569	571	574	576	579	581
5 Year Trend	515	481	473	462	450	441	438	440	445	452
2 Year "Trend"	523	501	494	482	469	460	457	459	464	472
Kindergarten Trend	565	583	573	563	553	543	533	523	513	503

The 2014/15 enrollment for grades K-1 is 585. Projection models utilizing births project a decrease for the next couple of years followed by steady to slightly increasing enrollment. The Kindergarten Trend projects less of a decline than the other models. K-1 enrollment projections five years from now (2019/20) predict a range of enrollment from 450 to 569 students.



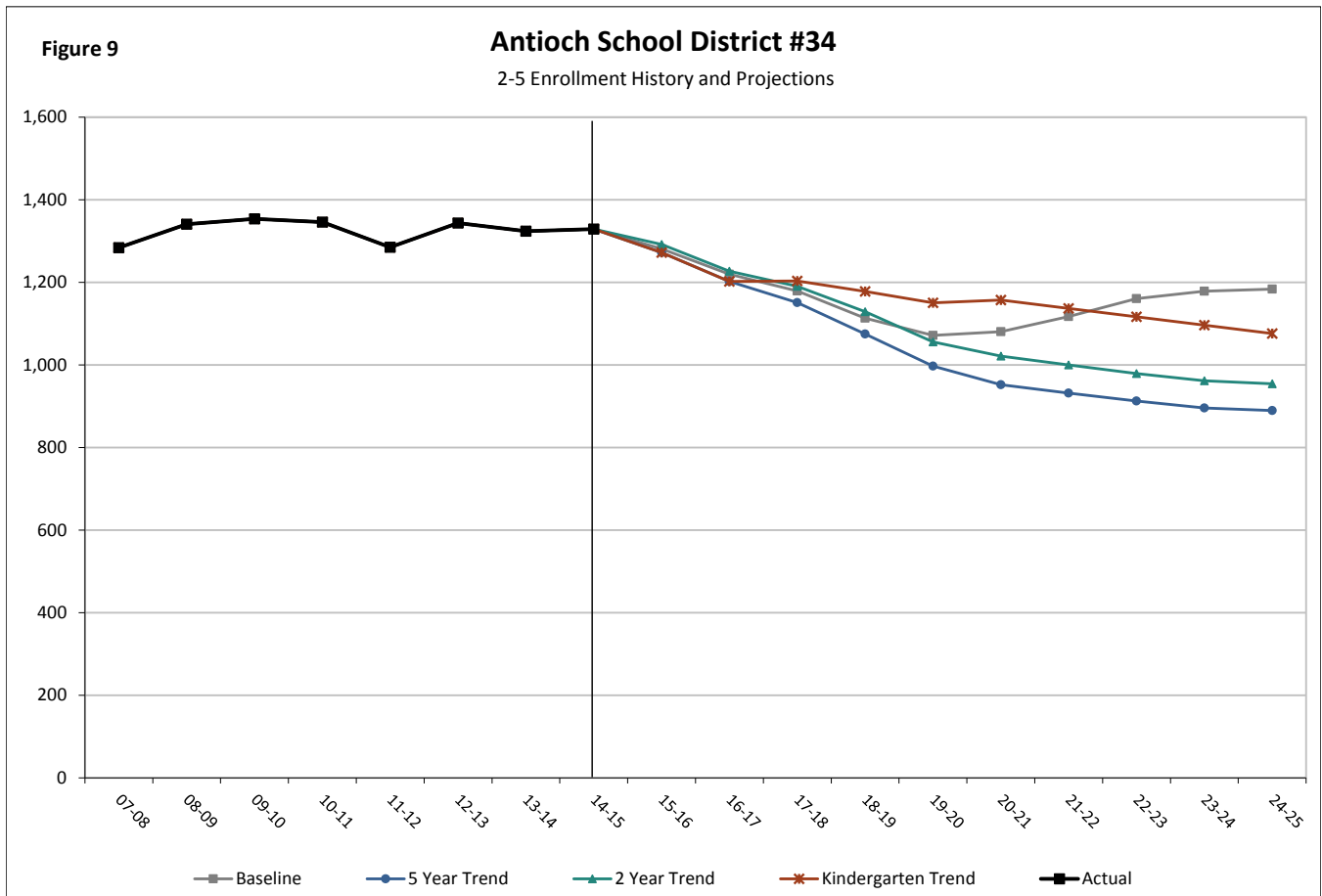


TABLE 12
Summary of 2-5 Enrollment Projections
Antioch School District #34

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Baseline	1,281	1,220	1,179	1,113	1,072	1,081	1,118	1,160	1,179	1,184
5 Year Trend	1,272	1,202	1,151	1,075	998	952	932	913	896	890
2 Year "Trend"	1,292	1,227	1,191	1,129	1,056	1,022	1,000	979	962	955
Kindergarten Trend	1,272	1,202	1,203	1,178	1,150	1,157	1,137	1,117	1,097	1,076

The 2014/15 enrollment for grades 2-5 is 1,329. For grades 2-5, all projection models predict a decrease for the next several years followed by steady to slightly increasing enrollment in the latter half of the decade. 2-5 enrollment projections five years from now (2019/20) predict a range of enrollment from 998 to 1,150 students.



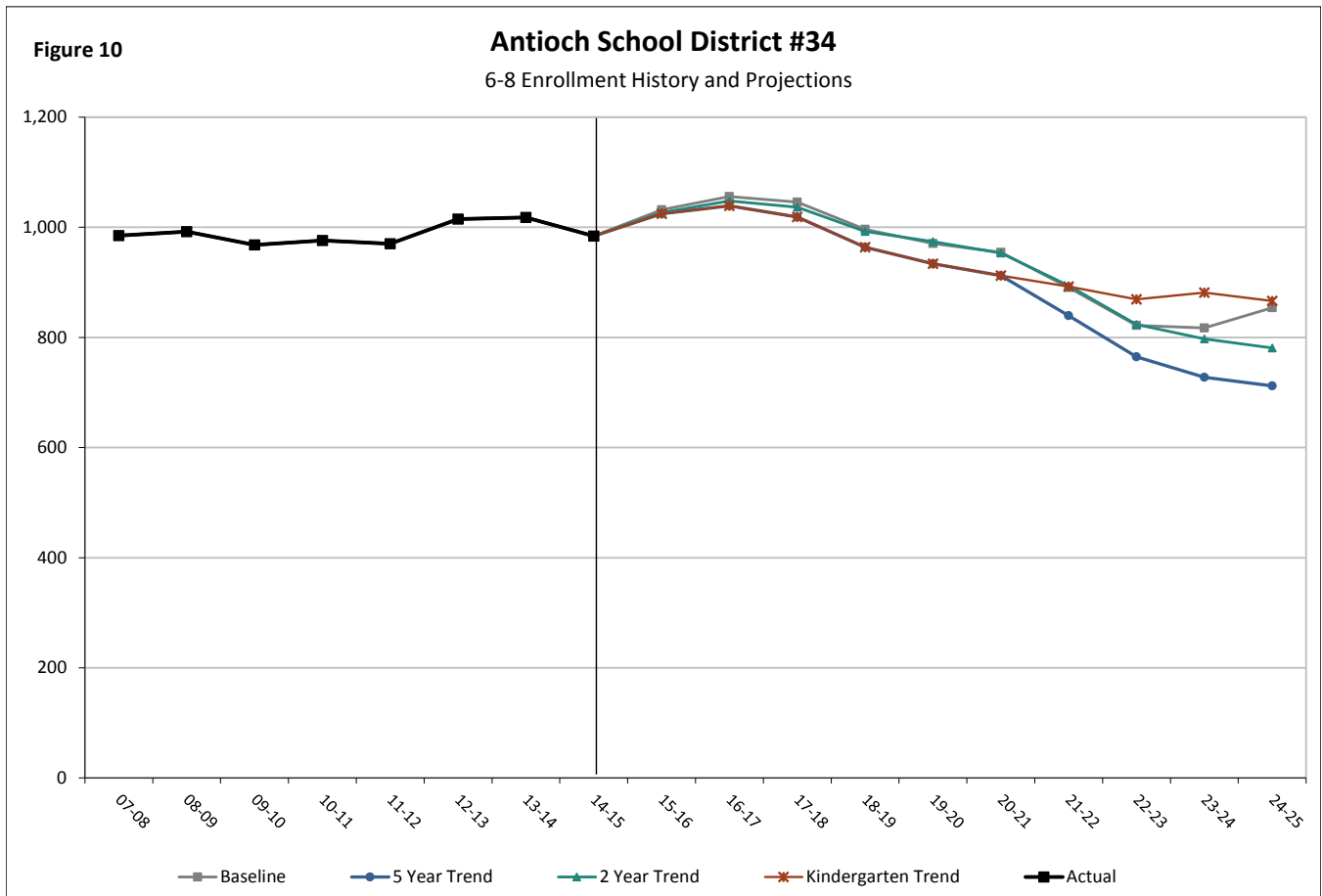


TABLE 13
Summary of 6-8 Enrollment Projections
Antioch School District #34

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Baseline	1,032	1,056	1,046	996	971	955	891	822	817	854
5 Year Trend	1,025	1,039	1,019	964	934	912	840	765	728	712
2 Year "Trend"	1,027	1,048	1,037	993	974	953	894	824	798	781
Kindergarten Trend	1,025	1,039	1,019	964	934	912	893	869	881	866

The 2014/15 enrollment for grades 6-8 is 984. At the middle school grades, all models project increases in enrollment over the next three years followed by declining enrollment. 6-8 enrollment projections five years from now (2019/20) predict a range of enrollment from 934 to 974 students.



Conclusions

These district-level enrollment projections are based on models that incorporate recent past and current demographic information as well as the district's own enrollment data and assumptions about future housing development in the school district area. Because most of the students in the district's schools over the next few years have already been born or are already in school, and because their grade progression from one year to another is highly predictable, the total district-level projections should be viewed as having high accuracy over the next few years. After a few years, and increasingly for the lower elementary grades, actual enrollment figures will likely deviate from these projections by ever increasing amounts. The reason for this is that birth trends, in-migration of pre-school age children, and transfers into the district are more difficult to predict and therefore this makes meaningful incorporation into enrollment projections a challenge. As with nearly all types of forecasts, accuracy in these enrollment projections decreases over time.

In sum, the information provided in this school enrollment projections report points to decreasing enrollment in the near term. The models using recent and longer term enrollment trends in conjunction with birth data (Baseline, 5 Year Trend, and 2 Year "Trend" models) point to decreasing enrollment due to the recent decrease in births. The Kindergarten Trend model also shows a decrease in enrollment over the next decade although it is less of a decrease than the other models. K-1 and 2-5 enrollment will likely decrease in the near term, while 6-8 enrollment will increase in the near term.

Because the projections found in this report incorporate the consequences of migration to and from the district area, any significant and sustained interruption of current or recent past migration patterns will erode these models' accuracy from the initiation point of the new pattern. Similarly, if previous patterns of private school enrollment of students who reside within Antioch School District #34 change significantly, this would also affect the accuracy of the models. The various projection models provide a realistic range of migration and transfer effects on the school district. Enrollment should be closely monitored for the next few years and compared with these projections to determine the trajectory of future decline or growth. This type of monitoring program might help the district to determine which of the models seems to be the most realistic to use for planning purposes.

