

Wellesley School Enrollment Forecasts

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Introduction

Forecasting enrollment, like forecasting anything else, is difficult because it is impossible to know the future. However, we all rely on forecasting to some extent: whether that be in deciding what to wear by the look of the weather; what stocks to invest in based on their past performance, their positioning and their industry's health; or whether to build a new school by fathoming the future course of school enrollments. When it comes right down to it, you have to guess at something and this forecast is no different. I shall herein lay out what we know and what we have to make assumptions about. Our concern is to build as simple a model as possible while still considering the most relevant factors, an approach which we might call "appropriate parsimony."

Typically, demographic models revolve around the central tenant that we each get older each new year. That lets us ascertain the extent of the population's growth (or decline) because of the unevenness in the underlying size of the cohorts aging over time. Beyond this, the models developed for Wellesley also focus on migration of new students into (or old students, out of) the Wellesley schools and the grade specific retention of previously existing students in school. This is the essence of most alternative models done by the variety of enrollment forecasters across the country today. I present this model and its results in section 1 of this report. It essentially validates the work that Dr. Paul Ash of the Wellesley school system has already reported to the town's school committee.

However, this year I have amplified my work, producing a new model including a critical new variable in the forecast: the aging (and potential retirement or mortality) of the adult population in Wellesley. There is a substantial period in many adult lives between the aging and departure of children from the home and the later moves associated with retirement (or mortality) which ultimately separate the older populations from their home long after the departure of their children. This period is often written about as the "empty-nest" period. The size and departure patterns of empty-nest populations from their homes can have a significant impact on net migration rates and on births within an area. My research has determined that Wellesley's empty-nest population is sufficiently significant that it should be taken into account to improve enrollment forecasts

Section 1 reports on the results of the traditional enrollment forecasting model so as to set the backdrop for new work. **Section 2** reports salient results of the current research. This supports the main finding of **section 1** that the enrollment will continue to increase in Wellesley. It also details much of what is necessary to be known in order to understand the forecast presented in **section 3**. A little work remains to be done in validating, tuning and understanding the dynamics of the new model produced herein.

1. MISER's Traditional Enrollment Forecasting Model

MISER has developed a highly accurate forecasting method for enrollments which utilizes minimal data on only two factors: the grade specific enrollment numbers of a school district and births for the region associated with the school district. Grade to grade transitions between pairs of years, developed in analyzing data on pairs of years, show the gross “persistence” rates of students in school. Of course, we do not know from such data if the students in a particular grade in a particular year are the same students as those in the next grade in the following year. There may have been migration of existing students out of the system, attrition of students from the school system and compensating in-migration of new students into the system for the higher grade in the latter year, leaving the results hardly different from a similar system with no migration or attrition. This is why MISER's enrollment work devotes much energy to separating the retention and migration components from one another. It does this by utilizing two theoretical principles, neither of which is perfect:

- students in the lower grades are subject to compulsory school attendance and they therefore do not withdraw from school unless migrating away from the town with their parents. This makes these students a good group from which to measure migration. We presume that for this group, when there are not simultaneous, significant changes in public/private school attending behaviors, all change is due to migration.¹
- students regardless of grade migrate in rhythm with one another because it is not the students but their parents who migrate; and at some level, parents all respond to the same economic stimuli regardless of what grade their children may be in. As the local economy heats up (or cools off) relative to the nation or the rest of the state, all parents are likely to be influenced. This does not imply that all parents actually act on their urges. I have found that there is a slightly enlarged propensity for parents of children in Grades K, 1, and 12 to move than for parents of children in other grades...but the simplification seems to be a worthwhile move toward parsimony.

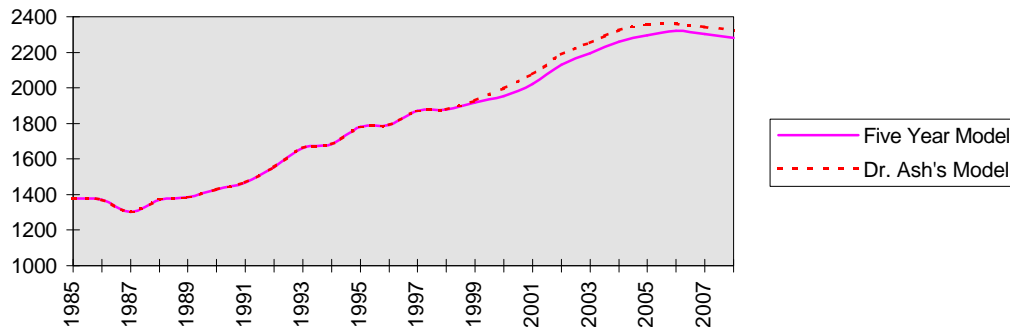
I have been tracking Wellesley school enrollments, along with Dr. Ash, since 1989. The model has worked well throughout most of the years. The major differences in the modeling of Dr. Ash and myself is in the use of preschool cohorts to introduce additional information into the forecast and whether the model is produced using a three year or a five year moving average on the persistence rates (or alternatively, on the migration and

¹ The case of significant private school attendance varying over grades (but not time) will appear as less than perfect retention in the grade(s) reflecting such variation. If private school attendance shifts in a given year proportionately for all grades, the shift will appear as migration for that year. To the extent that private school attendance shifts non-proportionately across grades, it will appear that the model “fits” less well than otherwise, leaving substantial unexplained historical variance in the enrollment numbers—a factor which can be measured statistically with the R^2 statistic.

retention rates—which I have designed to produce identical results to the pure persistence rate model when everything is set at its measured historical average).²

The **MISER** five year moving average forecast is presented in **Table 1**, following. In this forecast, total K-5 enrollments grow through the year 2008 to 2,282.³ We prefer the five year moving average forecast because major fluctuations in the rates of persistence, migration and retention were observed in the recent historical years which are used in constructing (parameterizing) the model. It was these fluctuations which threw Wellesley forecasts made a few years ago off track. In times of such heavy fluctuations, I would prefer to use parameters measured over longer periods of time rather than shorter.

Comparison of Various K-5 Forecasts for Wellesley



Two points of illustration are in order, here. First, if one looks at the last (unnumbered) page of the Appendix of Dr. Ash’s current report on enrollment’s, there is a uniquely high progression rate⁴ from birth to Kindergarten in 1996-97 (with a value of 1.26, compared to the 1.13, 1.14’s and 1.15 in its surrounding four years). If we use a three year moving average, we emphasize the abnormal (1.26) value, particularly if it has happened in the most recent years. For the Birth to K progression rate, a three year moving average yields a first year forecast value of 1.18, higher than the value which results from a five year moving average because the second most recent value is accorded a weight of 2/6 when computed by a three year moving average model as compared to 4/15 with the five year moving average computation. While this difference is not huge in the current case, the higher value nonetheless gets compounded several times in bringing several birth cohorts into kindergarten.

Second, with regard to the significance of what appears to be an aberration in progression rates, look a second time at the same table in Dr. Ash’s Appendix to the high Birth-K, K-1, 1-2 and 2-3 progression rates experienced in the period 1988-89. Then, these rates seemed to be aberrations, but in light of the persistently higher progression rates existing for these grades since 1993-94, the high earlier rates no longer seem out of place. In forecasting enrollments, we are less interested in looking at year to year

² With the migration and retention components, it is also possible to evaluate the effects of shifts away from continuing patterns of historically observed rates. That is the model can be used to produce “what if” simulations for change among the critical rates.

³ The five year moving average forecast is higher than the three year moving average forecast; but for reasons explained in the text, we prefer the five year moving average to the three. By comparison, the three year moving average enrollments in K-5 top out at 2186 in the year 2006 whereas the five year moving average enrollments for the same grades top out at 2321 in the year 2006.

⁴ Dr. Ash’s “progression rate” is called the “persistence rate” in my terminology. I apologize to readers for not synchronizing such terminology.

fluctuations (emphasizing the high and low parameter values) than at the long run central tendencies in the data. One year's abnormal fluctuation in enrollments can be dealt with without constructing (or abandoning) school buildings. It is only persistent, year after year (the concept of the "central tendency") needs that can drive home requirements for permanent changes to the school stock. For these reasons, parameterizing models with longer moving averages is recommended.

2. Support for the finding that Enrollment is Increasing

MISER's traditional model shows a 22% increase in K-5 enrollments over the next 10 years, from 1998-2008. This is a smaller increase than the 37% increase which occurred in the earlier 10 years from 1988-98 as K-5 enrollment rose from the 1371 children in 1988 to 1879 children in 1988. To be sure, however, we are not predicting this new growth just because there was old growth. Further, we operate under the assumption that the Wellesley is a "fully built out," town, unlikely to have undeveloped land which can add to the housing stock and not an apparent candidate for future zoning changes. Then the salient question is what are the forces which will bring such future enrollment growth?

MISER's traditional model whose results were presented in the last section works by converting the historical/actual number or predicted/future births into predicted kindergarten children by using predicted migration and public school attendance rates. The model then converts the resulting predicted kindergarten children into students in the upper grades by applying predicted migration and retention rates to their totals. The predicted, behavioral rates of migration, school attendance, and retention are of course not known so are generally set at levels within Wellesley's recent historical range of experience. This model is simple. It is relatively easy to understand the model's strengths, weaknesses, and potential sources of error.

Within this context, the question of what are the likely sources of future growth can be directed to each of the pieces of the model: the determinants of births, likely future migration rates, and determinants of school attendance and retention. Since births are the product of the number of fertile aged women and the fertility rate,⁵ we then proceed to look closely in this section into the component parts of:

- A) the general fertility rate,
- B) the migration rate, and
- C) the retention rate.

The latter, of course, for early grades where there is compulsory school attendance is the difference of the public school attendance ratios between grades.

A) The general fertility rate is the number of births for a cohort of women in the range of fertile ages.⁶ Births will increase either through changes in the number of fertile aged women or changes in the fertility rate. We think in Wellesley both of these things are changing. The number of fertile aged women is changing because of migration, a factor

⁵ This is technically know as the "general" fertility rate since it applies, generally, to all women within the defined fertile age range.

⁶ For our purposes in Wellesley, we take these ages to be 20-44.

we'll discuss in the next subsection. Here we discuss reasons for changes in the fertility rate, per se.

The general fertility rate can change in two ways since the general rate is not age specific within the larger fertile age range and since there are significant differences among fertility rates for women in the various narrow age groupings of the larger range.⁷ The first source of change is associated with behavioral changes in the number of babies born to the specific cohorts of women within the narrow age groupings, a phenomenon best evaluated by looking at age-specific fertility rates over time. The second source of change is associated with shifts in the relative distribution of women within the narrower fertile age ranges. If the percentage of fertile aged women increases in the higher fertility age ranges while those in the ages of lower fertility decline, the general fertility rate will increase. We consider this under the general heading of migration because differential net migration of persons by age can be a major cause of change here but the mere process of aging can also shift the relative distribution of persons by age and hence influence the general fertility rate too.

In building a new model of demographic community change for Wellesley, to consider all of these effects, we were presented with data on persons by age and gender for each occupied housing unit in Wellesley from the town annual street census listings. We "identified" the one oldest individual, regardless of whether that person be male or female, as the head of the household. Making corrections for those over 65 who might be living with someone at least 20 years younger to identify possible cases where adults' needs for medical or other support were being cared for by their now-adult children did not change the data appreciably. Therefore, rather than making a second identification of the female partner in the household for fertility purposes (given existence of divorce and single headed households with children), we then chose to analyze the data on the so identified "genderless" household head for its implied fertility behavior.

The basis for fertility calculations stood on the following logic: a three year old child in a household implies a fertility event three years earlier to persons who were then also three years younger. Using data on all children between three and sixteen, since these age groups were well counted in the Wellesley street list census,⁸ we built a consistent set of fertility data on Wellesley residents from 1974 through 1994.⁹ While one must keep in mind that these rates are somewhat artificial because they are constructed not by age of the female in the household but by the age of the head, **Figure 2** shows the dramatic fertility increases in Wellesley divined from the data.

⁷ The fertility rate for specific age groups is not surprisingly called the age-specific fertility rate to distinguish these rates from the general fertility rate.

⁸ Zero year olds seem to be undercounted (consistent with U.S. Census Bureau findings from decennial Censuses). If zero year olds are undercounted, it is most likely that one year olds are also simultaneously over counted. This is the basis for the so-called Census Bureaus Modified Age, Race Sex files known as MARS files. On the basis of this logic, we did not use data on zero or one year olds to construct the fertility rates from the Wellesley data. Similarly, seventeen year old children and older may have already left home to go away to college. Therefore, the useful data on children was limited on those between ages of three and sixteen.

⁹ The fertility data specifically reflects on household heads resident in Wellesley between 1991 and 1996.

Figure 2
Five Year Average Fertility Rates, Specific to Household Residents in Wellesley

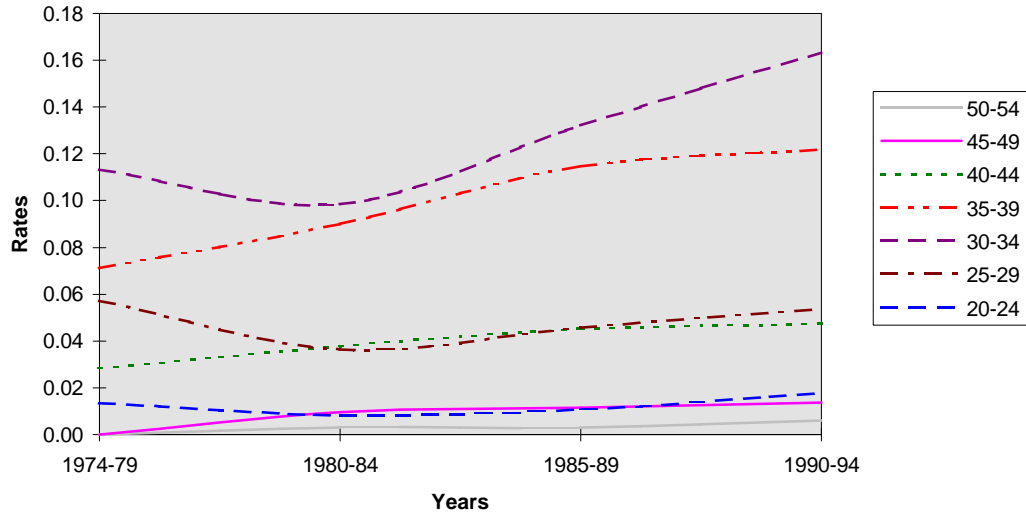


Figure 2 produces conclusive proof that the age-specific fertility rate has monotonically increased for Wellesley households since the early 1980's. This is a trend which may counter national and State events but one must remember that the fertility rates in **Figure 2** are specific to Wellesley, reflecting the kinds of households which are attracted to the town. The logical conclusion of **Figure 2**'s data is that, with no changes in the age distribution of household heads, the number of births should have been rising in Wellesley.

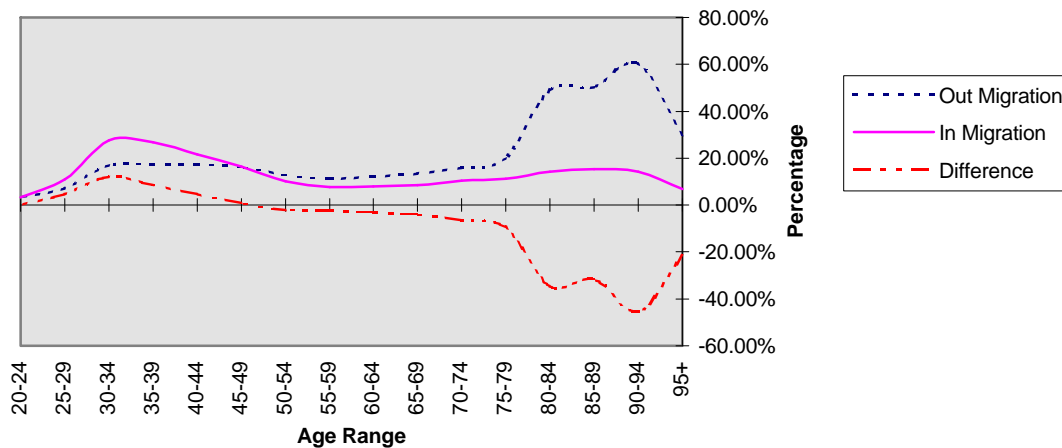
B) Migration effects, however, also weighs in here. Because of migration, whether caused by retirement or by the push and pull of U.S. regional sub-economies, the age distribution of household headship in Wellesley is constantly changing. Whereas in 1991, only 14.83 % of the household heads were in the age ranges from 30 to 34 and from 35 to 39, the two age ranges with the highest fertility throughout the period, by 1996 15.78 % were in these age categories. If such shifts were to continue, then the general fertility rate would continue to climb, even without changes in the age specific fertility rates. Ascertaining this dynamic piece of information is precisely the purpose of the new Wellesley model presented in Section 3.

The migration rate in Wellesley is studied by age rather than time both because we didn't have enough data available to observe migration over a substantial period and because the rates differ more by age than they do by time. By determining residences which did not have the same (sur)named family in them over continuous two year periods, we found that migration is a common Wellesley phenomenon—10.7% of housing units turn over each year. Migration has people of all ages coming and going, into and out of town. And as Peter Morrison⁷ once told me, “the best predictor of out-migration is immigration,” which I'm sure works as well in reverse.

⁷ Peter is a well-known demographer at the Rand Corporation, Santa Monica, CA.

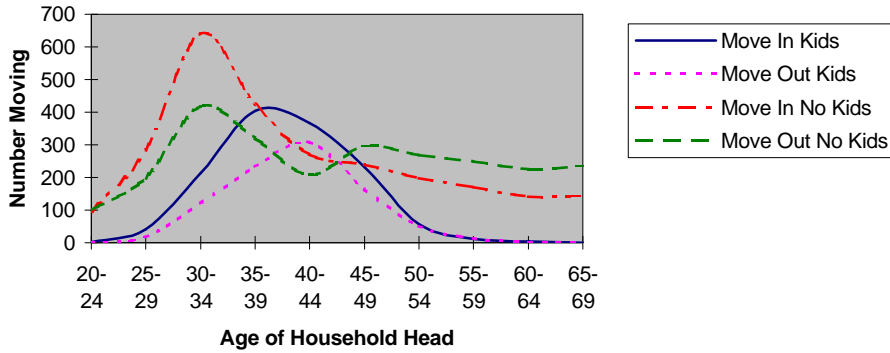
Figure 3a shows migration rates for each age group of the population, illustrating both in- and out-migration as well as their composite, net migration. We can see the patterns clearly with lots of people at all ages implied to migrate both ways, into and out of town. However, the net pattern clearly shows that people older than fifty move out of Wellesley more frequently than they move in; for younger, the reverse happens—more move in than out. While these forces must be strong enough to counter the natural aging of a population, we can see if the numbers of persons are large enough for substantial out-migration then the population should become younger.

Figure 3a
% of Population Migrating or Dying, Household Heads In
Wellesley By Age, 1991-96



Migration has three distinct effects on the population. First, if it affects the age distribution of women in the range of fertile age years as seems to be true in Wellesley, then the migration will influence the computation of the general fertility rate. The effect will be to raise the general fertility rate if the distribution becomes skewed toward the higher fertility age groups and to lower it if the distribution becomes skewed away from the higher fertility ages. Secondly migration, when it enlarges the size of the whole group of persons in the fertile age range as it has in Wellesley, also produces a larger base against which to multiply the fertility rate. And then thirdly, migration also brings in-migration of school aged children, per se. The first two points are illustrated in Figure 3a; the last, in **Figure 3b** which shows the numbers of persons moving into and out of Wellesley with and without children.

Figure 3b.
Number of Households Moving In and Out of Wellesley
With and Without Children, 1991-96

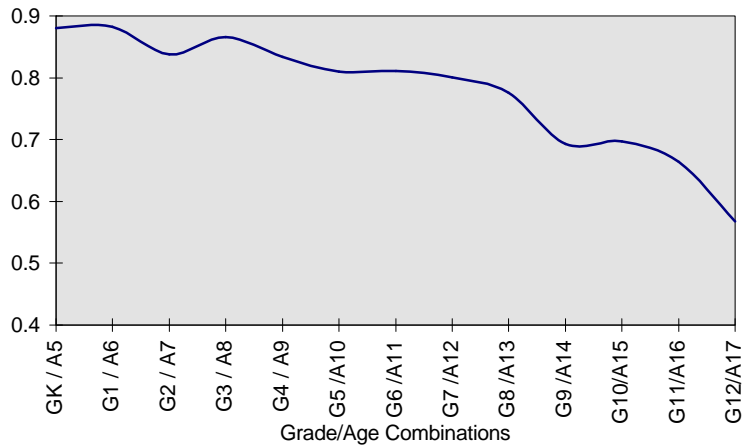


By carefully looking at **Figure 3b** with its in- and out-migration of the adult Wellesley population through all of the years, we observed two important things. The first is that migration rates are higher for people without children than for people with children whatever their age. This is consistent with the general economic/demographic literature, showing a higher propensity to migrate for those who are unencumbered of children. The second is that people who move in to Wellesley have the greatest number of children when they are 30-34 and 35-39, precisely the prime moving age of the general population coming to Wellesley, see **Figure 2**. For Wellesley, of course, this should not be a surprise: people move into Wellesley precisely because of their desire to bring their children to the Wellesley school system.

C) The retention rate in Wellesley is the third and last of the factors identified above as influencing the enrollment future of Wellesley. This rate is not as much a function of students dropping out of school in Wellesley for non-school pursuits as it is a function of the proportion of students deciding to stay in public schools rather than going to private. There has been a long history of private school participation which **Figure 4** shows to be pronounced right from Kindergarten, but which increases almost monotonically over grades as children age. In Kindergarten, the public school rate is 88.0%; by 11th grade, the rate is 66.4%.¹⁰

¹⁰ The public school attendance rate for 12th students is clouded by the large number of 17 year old students who reside in Wellesley to attend one of the town's colleges, adding to the number of 17 year olds without adding to the number seeking secondary school attendance. These students should ideally be extracted from the data base (and we have tried to extract them), but the calculated public school attendance rate for 12th grade students of 56.8% may nonetheless be improperly elevated because of their existence.

Figure 4.
Public School Attendance Rates



Any shifts in these attendance rates can add (or subtract) students from the public school system without changes in the numbers of student-aged children in town. We have calculated that the weighted average of public school participation has risen in Wellesley over the first half of the 1980's from approximately 75% to over 80% by the mid-decade. This implies a net gain of students even when demographic forces bringing more students into town are absent.

3. Results of MISER's New Model of Community Demographic Change

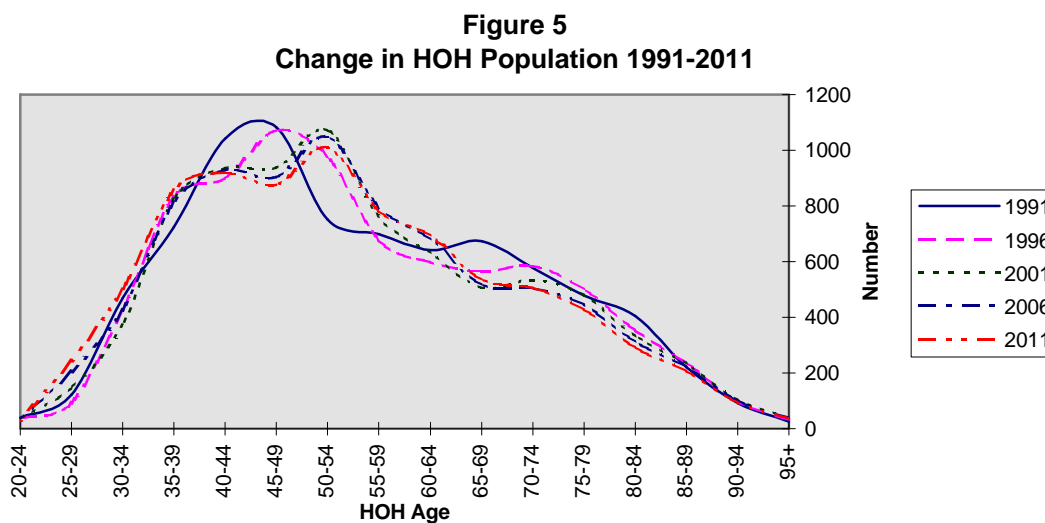
Building a model of community demographic change which combines as many facets as we have described in the last section is extraordinarily difficult. The model must capture the impact of change first on the adult populations and then on the school aged population. There is a requirement that the completed model be able to "jump" off from the last known historical data without a discontinuity as it begins to produce forecasts. There is another requirement that the model be able to make the minute adjustments necessary to appropriately attribute persons by age to grade levels when grade assignments in the real world of Wellesley schools are done by age not as of December 31 of a particular year (which simple use of the town street listing census would do) but by age at the start of the school year in September. Further, there is a requirement that the model "justify" itself in comparison to various pieces of independent data that are known from other sources than those used in the model. Two examples of the latter encountered in building the current model are that the model "predict" an all but "frictional" vacancy in its occupancy rate for housing (i.e., maintain a nearly fully occupied housing stock) and that the observed birth rate be reproduced by the artificial calculation of the model's fertility rate times the number of fertile-aged households in the historical period.

Considering that no funding was available from Wellesley (or any other source for that matter) to complete the model, the work on this model is still ongoing. Yet, results to date are quite promising. We have had only to make two adjustments in the model. First, a forecast "correction" was made in the birth forecast equation; when done, this tracks historical births reasonably. Second, we implemented an adjustment to the in-migration equation which holds the number of occupied housing units constant. Beyond these, we have been able to use the recently available, 1997-98 school year data in the forecast stream so as to "jump" off from those numbers rather immediately launching into a possibly otherwise ungrounded forecast. At present, we have not made the adjustments

for age so as to ensure that only five year olds prior to September of a given year are treated within the model as belonging to the year's kindergarten class.

We certainly believe that the model as developed to date has adequately captured the changes in the town's adult population shifts. We have not explored the dynamic issues which surround shifts in the age distribution of the adult population. It may be that the model will have the capacity to move the peak of age distribution for example slowly back and forth among age groups, or it may be that the model will move toward an equilibrium which once established will continue in place, undisturbed until the real world data describes a shift occurring outside of the factors which have thus far been "modelable." The actual results from the model as completed thus far are presented in **Figure 5**.

As is easily seen in **Figure 5**, there is and has been rapid change in the size of the population at the peak of the distribution. Whether the stagnation of the peak at 50-54 for the forecast years is a sign of convergence toward a dynamic equilibrium or whether it is



the beginning of a shift in which the peak of the Wellesley population deserves more study in the academic evaluation of the model. Nonetheless, the forecast shows also significant change among the younger populations from 20-49 and the older populations beyond 65.

The overall results of MISER's new model of community demographic change are shown in **Table 2a** (Forecast of adult population) and **Table 2b** (Forecast of school enrollments).

Table 1: Five Year Moving Average Forecast of Wellesley School Enrollments, December 1997⁵
Wellesley School Enrollment

Forecast using 5 year weighted (Migration Rate*Retention Rate) averages, with migration computed from pre-school and lower grade cohorts																					
School Year	Birth Year	Births	3 yr old	4 yr old	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	K- 5	6- 8	9-12	Total
Historical																					
1985					217	232	221	222	249	237	239	248	290	292	303	292	319	1378	777	1206	3361
1986	1982	229			229	232	217	222	217	253	238	232	254	283	293	300	277	1370	724	1153	3252
1987	1983	233			213	223	209	215	229	215	242	227	224	229	278	288	281	1304	693	1076	3090
1988	1984	228			274	218	228	213	210	228	217	238	218	210	225	272	279	1371	673	986	3030
1989	1985	260			249	269	214	221	217	216	215	199	226	202	217	227	273	1386	640	919	2962
1990	1986	287		308	261	257	273	205	222	211	212	208	196	203	199	220	221	1429	616	843	2888
1991	1987	271		319	268	256	254	274	195	220	209	205	198	187	192	204	209	1467	612	792	2871
1992	1988	280	316	317	292	285	258	263	265	190	231	208	201	204	190	187	199	1553	640	780	2973
1993	1989	286	317	327	290	297	279	274	264	260	200	227	203	181	201	196	185	1664	630	763	3057
1994	1990	247	288	334	316	291	276	278	267	257	280	200	221	173	194	195	193	1685	701	755	3141
1995	1991	273	338	316	325	319	295	290	285	268	264	284	184	209	174	185	189	1782	732	757	3271
1996	1992	277	340	357	284	337	312	298	276	286	261	245	280	185	202	182	181	1793	786	750	3329
1997	1993	305	357	344	344	291	339	316	311	271	290	235	241	250	175	204	171	1872	766	800	3438
1998	1994	333	365	364	316	331	287	329	320	296	269	285	230	226	246	182	199	1879	784	853	3516
Forecast																					
1999	1995	352	410	379	341	317	328	288	332	313	297	257	277	215	221	250	176	1918	832	862	3612
2000	1996	348	410	426	355	342	314	328	290	324	315	284	250	259	210	225	242	1953	849	937	3739
2001	1997	335	406	426	399	356	339	314	331	284	326	301	277	234	254	214	217	2022	903	919	3844
2002	1998	335	391	421	399	400	352	339	317	324	285	311	293	258	229	258	207	2131	889	952	3972
2003	1999	335	391	405	394	400	396	353	342	310	325	272	303	273	253	233	249	2195	901	1009	4105
2004	2000	335	391	405	380	396	396	397	356	335	311	311	265	283	268	257	225	2258	887	1033	4179
2005	2001	335	391	405	380	381	391	397	400	348	336	298	302	248	277	272	249	2297	936	1046	4279
2006	2002	335	391	405	380	381	377	392	400	391	350	321	290	283	242	282	263	2321	960	1070	4352
2007	2003	335	391	405	380	381	377	378	395	391	393	334	313	271	277	247	273	2302	1040	1067	4408
2008	2004	335	391	405	380	381	377	378	381	387	393	376	325	292	265	282	238	2282	1094	1077	4453

⁵ Figures in bold are numbers that were known, historical numbers at the time of the forecast.

Table 2a: New Model Adult Head of Household Forecast for Wellesley, January 1997

Age	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
95+	25	30	27	30	27	33	34	35	36	37	37	38	38	38	38	38	38	38	37	37	37	36
90-94	92	92	105	107	102	96	99	101	102	103	103	103	103	102	101	100	99	98	97	95	94	92
85-89	220	233	235	248	243	237	238	239	237	236	234	232	230	228	225	222	219	216	212	209	206	203
80-84	404	380	381	357	356	353	348	344	342	339	335	331	327	322	317	312	308	303	299	295	291	288
75-79	479	485	516	512	511	502	502	499	494	489	482	475	468	460	453	447	441	436	432	429	427	425
70-74	578	593	568	604	596	583	576	567	556	544	534	525	517	511	507	504	502	502	502	503	505	506
65-69	673	661	659	595	596	566	546	530	520	512	508	507	508	511	514	518	523	527	531	534	536	538
60-64	642	602	588	604	595	597	599	606	613	623	633	645	655	665	674	681	686	690	693	694	694	692
55-59	699	681	690	687	693	678	694	712	732	749	764	776	784	790	793	795	794	792	789	785	780	775
50-54	752	761	838	901	931	978	1020	1048	1064	1072	1073	1071	1067	1062	1055	1048	1041	1033	1025	1017	1008	1000
45-49	1082	1125	1150	1119	1105	1071	1031	1000	974	955	941	932	924	917	910	904	898	891	885	879	874	869
40-44	1042	960	907	939	897	898	908	919	928	935	939	941	940	937	933	929	924	920	918	916	916	918
35-39	723	762	747	793	781	833	839	841	841	837	831	824	819	815	813	814	817	822	829	839	849	860
30-34	470	521	499	530	469	426	406	390	380	375	375	380	389	399	412	426	441	455	469	483	495	506
25-29	122	168	123	102	85	92	102	111	123	136	150	162	174	185	196	206	215	223	229	235	239	242
20-24	39	42	33	32	26	36	35	34	34	35	35	35	35	35	35	35	34	33	32	31	30	29
Total HOH Pop	8042	8096	8066	8160	8013	7979	7976	7976	7976	7976	7976	7977	7977	7978	7978	7979	7979	7979	7980	7980	7980	7980

Table 2b: New Model Enrollment Forecast for Wellesley, January 1997

Grade/Age	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
G12/A17	209	199	185	193	189	181	171	199	159	208	197	164	202	187	209	219	231	201	213	216	224	236
G11/A16	204	187	196	195	185	182	204	182	236	226	188	231	214	239	251	264	230	243	247	256	270	264
G10/A15	192	190	201	194	174	202	175	246	237	196	242	224	250	262	276	241	255	258	268	282	276	311
G9/A14	187	204	181	173	209	185	250	226	186	228	212	237	249	262	229	242	245	255	268	262	296	292
G8/A13	198	201	203	221	184	280	241	230	286	269	296	312	329	287	303	308	320	337	329	373	367	362
G7/A12	205	208	227	200	284	245	235	285	266	289	309	325	283	300	304	316	333	325	368	362	358	357
G6/A11	209	231	200	280	264	261	290	269	289	312	328	285	302	306	318	335	328	371	365	360	359	362
G5/A10	220	190	260	257	268	286	271	296	322	338	293	310	315	328	346	338	382	376	371	370	373	375
G4/A9	195	265	264	267	285	276	311	320	336	291	309	313	326	343	335	380	374	369	368	370	372	374
G3/A8	274	263	274	278	290	298	316	329	284	302	306	319	336	328	371	365	361	359	362	364	366	369
G2/A7	254	258	279	276	295	312	339	287	308	312	324	342	334	379	372	368	366	369	371	373	376	380
G1/A6	256	285	297	291	319	337	291	331	337	348	368	359	408	401	396	394	397	399	401	405	409	414
GK/A5	268	292	290	316	325	284	344	316	323	340	335	380	373	369	367	370	372	374	377	381	386	392
Total Kids	2871	2973	3057	3141	3271	3329	3438	3516	3569	3660	3707	3802	3921	3990	4077	4140	4194	4238	4310	4376	4432	4487