

Community Consolidated School District 64
Park Ridge - Niles

Demographic Trends
and
Enrollment Projections

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Preface

This report updates population and housing trends within Community Consolidated School District 64 and assesses the implications of these trends for future enrollments. As before, the objective of the report is fourfold. First, I shall review residential development patterns and recent demographic dynamics underlying enrollment trends in the District. Next, I shall assess annual enrollment changes in District 64 schools during the past thirty years and analyze student migration patterns and other sources of these enrollment changes. I shall then discuss housing turnover and teardowns and other factors impacting family in-migration that will shape future enrollments in the District and the individual schools. Finally, I shall project enrollment, by grade and by year, for each of the five elementary schools through school year 2018-19 and for Emerson and Lincoln Middle Schools and the District as a whole through school year 2023-24.

All enrollment projections will be in the form of three separate series based on different assumptions about future fertility rates, housing turnover and family in-migration to District 64 and the elementary school attendance areas. These three series will provide forecasts, by grade and by year, of (A) the absolute minimum number of students to be anticipated, (B) the most likely

number of students to be expected and (C) the absolute maximum number of students that can possibly be foreseen.

In conducting the analysis that follows, I benefited from data provided by professional staff of District 64, local officials and school principals. I would like especially to acknowledge Ms. Rebecca Allard, Business Manager for the District, who served as the local coordinator in assembling much of the information upon which this study is based. For her fine assistance and that of others who contributed to this study, I am most appreciative.

Overview of District 64

District 64, educating students from pre-kindergarten through eighth grade, covers approximately eight square miles of land in Maine Township (Cook County), about fifteen miles northwest of the Loop. The District operates five elementary schools and two middle schools, which serve 97 percent of the City of Park Ridge and 9 percent of the Village of Niles. In addition, the Jefferson Early Childhood Center houses a pre-kindergarten program and an extended-day/after-school program.

The communities of Park Ridge and Niles are residential and, for the most part, completely developed. However, a phenomenon took place from the mid-1990's and continuing into the early years of this century that involved the razing of smaller, older homes and replacing them with larger houses, many of which were purchased by young families with preschool and elementary school-age children. Between 1995 and 2004, the District experienced approximately 70 teardowns/rebuilds per year. This phenomenon and the strong turnover of existing housing units to younger families were the primary factors underlying greater numbers of preschool and elementary school-age children in District 64 during that period. Following the real estate crisis beginning in 2007-08, however, the number of teardowns plummeted, with an average of only 10 teardowns per year during the past four years.

The District's K-5 elementary schools include Carpenter, Field, Franklin, Roosevelt and Washington. The middle schools are Lincoln and Emerson (opened in Fall 1998). Prior to the opening of Emerson in 1998, the elementary schools were K-6. Because of District enrollment growth and capacity needs, the District did additions on each of the elementary schools. The first addition was to Franklin in 1990-91, which resulted in a change of boundaries. Some students previously assigned to Carpenter and Field were assigned to Franklin beginning in the Fall of 1991. Due to a shift in student populations, a portion of the change between Field and Franklin was changed again in 1997 and new students in that area were assigned to Field beginning in the Fall of 1997.

Housing and Population Trends

Like many of Chicago's more mature suburban areas, District 64 experienced a flurry of single-family housing construction during the 1950s and 1960s (see Table 1). Between 1950 and 1969, Park Ridge added 7,131 housing units, while Niles added 7,549. These units were primarily single-family, detached homes with at least three bedrooms and attractively priced. As late as 1970, census data show that the median value of owner-occupied housing was \$37,000 in Park Ridge and just \$31,800 in Niles (see Table 2). This highly affordable single-family housing served to attract large numbers of younger families with preschool and school-age children during the 1950s and 1960s. This, in turn, led to substantial increases through 1960 in preschool residents and through 1970 in school-age residents in both Park Ridge and Niles as may be seen in Table 3.

New housing construction slowed during 1970s and 1980s, as existing residential units rapidly appreciated in value. By 1990, the median value of owner-occupied housing units in Park Ridge rose to \$185,700 and in Niles, to \$140,700; further rising to \$295,800 in Park Ridge and \$204,000 in Niles in 2000. In 2010, median sales prices rose to \$421,400 in Park Ridge and to \$289,300 in Niles.

By the 1980s, most of the District was built out. Record high (double digit) mortgage interest rates in the late 1970s and early 1980s considerably slowed

turnover of existing housing units. The combination of near residential build-out and substantially decreased housing turnover reduced the influx of younger families to the District significantly. It was not until the mid-1980s, when mortgage interest rates declined, that housing turnover accelerated with a corresponding new influx of younger families first with preschool-age children, followed in the 1990s with school-age children (see Table 3). Mortgage interest rates remained at relatively low levels throughout the 1990s and into the 21st century, keeping housing turnover from older to younger households strong, though Figure 1 and Figure 2 in Appendix A show a considerable drop in housing sales during the 2007–2011 period with only a modest up-tick in housing sales in late 2012. This up-tick again receded during the first half of 2013, while housing sales prices remained well below their 2007 mean peak of \$557,141 in Park Ridge (ZIP code 60068) and \$366,896 in Niles (ZIP code 60714).

As noted previously, the turnover of “empty nest” older housing units to younger, larger families was reinforced during much of the past twenty years by significant numbers of teardowns/rebuilds. These teardowns/rebuilds make up a large portion of the annual building permits for Park Ridge and Niles presented in Table 4 through July 2013.

Driven by the influx of younger, larger households, the total populations of Park Ridge and Niles both rose in the 1990s, reversing twenty years of overall

population decline. Since 2000, small population losses have characterized both villages with Park Ridge slipping from 37,775 in 2000 to 37,480 in 2010 and Niles declining from 30,068 to 29,803.

More importantly, as Table 3 reveals, there was a substantial decrease in preschool-age children (less than 5 age group) in Park Ridge between 2000 and 2010. This decrease will likely keep future near-term gains in kindergarten enrollment at a minimum even if housing turnover picks up.

Table 1

Housing Units by Year Structure Built in Municipalities Served by School District 64

Year Structure Built	Park Ridge		Niles	
	Estimate	Percent	Estimate	Percent
Total:	14,921	100.0	12,472	100.0
Built 2005 or later	637	4.3	207	1.7
Built 2000 to 2004	696	4.7	306	2.5
Built 1990 to 1999	661	4.4	1,018	8.2
Built 1980 to 1989	585	3.9	675	5.4
Built 1970 to 1979	919	6.2	1,439	11.5
Built 1960 to 1969	2,792	18.7	3,132	25.1
Built 1950 to 1959	4,339	29.1	4,417	35.4
Built 1940 to 1949	1,487	10.0	752	6.0
Built 1939 or earlier	2,805	18.8	526	4.2

Source: U.S. Census Bureau, 2009–2011 American Community Survey.

Table 2

Median value of Owner-occupied Housing Units
in Municipalities Served by School District 64: 1950 to 2010

Year	Park Ridge	Niles
1950	\$18,456	\$14,614
1960	\$28,000	\$23,400
1970	\$37,000	\$31,800
1980	\$92,900	\$79,800
1990	\$185,700	\$140,700
2000	\$295,800	\$204,400
2010*	\$421,400	\$289,300

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950–2000, and *2009–2011 American Community Survey.

Table 3

Population by Age in Municipalities Served by School District 64: 1950 to 2010

Park Ridge							
Age Group	1950	1960	1970	1980	1990	2000	2010
Less than 5	1,434	3,197	2,607	1,636	2,015	2,194	1,882
5 to 9	1,553	3,812	4,088	2,144	1,965	2,681	2,564
10 to 14	1,376	3,423	4,793	3,200	2,061	2,782	2,797
15 to 19	1,034	2,227	4,080	3,857	2,099	2,284	2,735
20 to 24	682	865	1,967	2,584	2,100	1,389	1,605
25 to 29	763	1,112	1,740	2,077	2,015	1,287	1,354
30 to 34	1,118	2,119	2,034	2,292	2,445	1,851	1,312
35 to 39	1,416	2,645	2,478	2,346	2,656	2,829	1,943
40 to 44	1,564	2,773	3,266	2,409	2,698	3,299	2,654
45 to 49	1,512	2,590	3,388	2,531	2,356	3,059	3,248
50 to 54	1,343	2,303	3,054	3,041	2,238	2,649	3,368
55 to 59	975	1,857	2,728	3,027	2,254	2,114	2,834
60 to 64	673	1,364	2,199	2,374	2,408	1,936	2,298
65 and over	1,159	2,372	4,044	5,186	6,865	7,421	6,886
Total	16,602	32,659	42,466	38,704	36,175	37,775	37,480
Niles							
Age Group	1950	1960	1970	1980	1990	2000	2010
Less than 5	481	2,762	2,441	1,158	1,209	1,137	1,213
5 to 9	422	2,452	3,218	1,374	1,125	1,336	1,313
10 to 14	350	1,866	3,468	2,121	1,230	1,570	1,491
15 to 19	220	1,153	2,770	2,961	1,420	1,560	1,533
20 to 24	209	715	1,870	2,577	1,862	1,472	1,570
25 to 29	323	1,250	1,984	1,799	2,026	1,514	1,566
30 to 34	331	1,848	1,861	1,662	1,851	1,633	1,504
35 to 39	282	2,039	1,902	1,623	1,794	1,939	1,627
40 to 44	249	1,733	2,461	1,740	1,648	2,127	1,749
45 to 49	206	1,424	2,461	1,934	1,567	2,037	2,075
50 to 54	156	870	2,100	2,399	1,675	1,998	2,310
55 to 59	149	719	1,720	2,397	1,760	1,629	2,181
60 to 64	87	519	976	1,970	2,153	1,783	2,015
65 and over	122	1,043	2,200	4,648	6,964	8,333	7,656
Total	3,587	20,393	31,432	30,363	28,284	30,068	29,803

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950–2010.

Table 4

Housing Units Authorized by Building Permits
in Municipalities Served by School District 64: 1989 through July 2013

Year	Park Ridge		Niles		Total	
	Single-family	Multi-family	Single-family	Multi-family	Single-family	Multi-family
1989	16	6	24	0	40	6
1990	23	2	14	21	37	23
1991	22	2	13	48	35	50
1992	23	114	17	64	40	178
1993	24	8	26	147	50	155
1994	35	78	49	97	84	175
1995	29	0	10	0	39	0
1996	61	2	8	40	69	42
1997	109	178	7	270	116	448
1998	86	76	6	50	92	126
1999	87	32	12	0	99	32
2000	68	0	9	0	77	0
2001	82	3	21	68	103	71
2002	63	0	12	68	75	68
2003	87	20	8	72	95	92
2004	97	0	16	0	113	0
2005	140	0	23	0	163	0
2006	100	35	21	0	121	35
2007	48	114	13	0	61	114
2008	44	0	8	0	52	0
2009	27	0	0	0	27	0
2010	8	0	3	0	11	0
2011	23	0	1	0	24	0
2012	34	0	2	0	36	0
-Jul. '13	13	0	2	0	15	0

Source: U.S. Bureau of the Census. Current Construction Reports, Housing Units Authorized by Building Permits, Annual Reports 1989 to 2012 and July 2013 YTD.

Enrollment Trends and Student Migration

Enrollment in District 64 mirrored new housing construction and family migration patterns in the earlier decades and housing turnover and teardowns in the more recent decades. Total District enrollment climbed from 2,300 students in 1950 to nearly 6,000 students in 1960, peaking at 6,794 students in school year 1969-70. Total enrollment steadily declined throughout the 1970s and first half of the 1980s, bottoming out at 2,506 students in school year 1987-88. Afterwards, total enrollment markedly grew, reaching just over 3,000 students in 1992-93, nearly 3,500 students in 1995-96 and over 4,000 students in 1999-2000. Total District 64 enrollment continued to grow through school year 2003-04 when it reached 4,397 students. Since then, total enrollment has been relatively stable at just under that number with 4,391 students this fall. This recent sixth-day enrollment count does represent a 114-student increase over the dip to 4,277 students District 64 experienced in Fall 2011.

Determinants of enrollment change

School districts are open demographic systems whose growth, stability, or decline is affected by three basic factors. The first is the difference between the size of the kindergarten class that enters each September and the size of the

previous June's graduating eighth grade class. The second is the net migration/transfer of school-age children in the district as they progress through the grades over the years. The third is the annual change in special education class sizes.

Tables 5, 6 and 7 describe how total enrollment change in District 64 since school year 1982-83 may be decomposed into the three component parts. Table 5 provides the grade-by-grade and year-by-year enrollment for the District between 1982-83 and 2013-14. Table 6 decomposes the annual total enrollment change into the three component parts. Thus, between September 2012 (school year 2012-13) and September 2013 (school year 2013-14), District enrollment grew by 64 students (4,327 to 4,391). The 499 eighth graders who graduated in June 2013 (see Table 5) were replaced this past September (2013) by 396 kindergarten students, for a net class size difference of -103. Balancing this decrease was the fact that 160 more students migrated into the District or transferred to District 64 schools from private or parochial schools than migrated out of the District or transferred to private or parochial schools between September 2012 and September 2013. In addition, special education enrollment increased by seven students during this period (from 58 to 65). The three components (-103, +160, +7) sum precisely to the overall 64-student increase in the District between September 2012 and September 2013.

Table 7 shows the grade-by-grade, year-by-year migration/transfer figures for the District as a whole. For example, the “69” at the bottom of the K-1 column means that as the kindergarten class of 2012-13 progressed to the first grade in 2013-14, it gained 69 students. Likewise, as the first grade class of 2012-13 progressed to the second grade in 2013-14, it gained 31students. Summing across the bottom row of Table 7 gives the K-8 net student migration/transfer gain of +160 between September 2012 and September 2013.

Table 5

Enrollment History of Community Consolidated School District 64: 1982–83 to 2013–14

School Year	K	1	2	3	4	5	6	7	8	K–8	Sp. Ed.	Total
1982–83	257	247	256	237	288	282	331	424	420	2,742	188	2,930
1983–84	233	254	240	265	243	293	285	347	412	2,572	179	2,751
1984–85	247	230	255	251	266	255	291	303	347	2,445	178	2,623
1985–86	243	251	225	261	249	269	253	310	293	2,354	169	2,523
1986–87	251	268	257	230	261	263	270	259	318	2,377	147	2,524
1987–88	255	259	265	258	233	271	270	277	263	2,351	155	2,506
1988–89	270	269	266	271	271	245	276	295	289	2,452	163	2,615
1989–90	296	271	281	270	286	285	256	310	311	2,566	124	2,690
1990–91	305	311	273	287	284	286	289	282	316	2,633	112	2,745
1991–92	334	329	315	290	293	303	301	317	291	2,773	102	2,875
1992–93	336	350	330	328	305	309	304	331	328	2,921	102	3,023
1993–94	344	359	362	344	327	330	320	341	337	3,064	98	3,162
1994–95	363	371	384	378	374	352	364	344	351	3,281	38	3,319
1995–96	373	389	389	399	387	383	365	379	359	3,423	51	3,474
1996–97	382	413	410	404	412	413	396	393	402	3,625	39	3,664
1997–98	383	428	425	419	418	424	419	407	396	3,719	70	3,789
1998–99	382	423	441	445	441	437	439	444	417	3,869	64	3,933
1999–00	376	426	432	458	478	460	472	447	464	4,013	62	4,075
2000–01	425	408	458	451	485	491	483	495	449	4,145	59	4,204
2001–02	376	477	427	474	465	503	513	496	484	4,215	53	4,268
2002–03	404	431	499	450	490	467	524	525	502	4,292	65	4,357
2003–04	392	448	447	515	459	505	495	544	527	4,332	65	4,397
2004–05	383	438	453	458	520	477	515	520	541	4,305	61	4,366
2005–06	357	423	450	465	475	531	486	522	517	4,226	64	4,290
2006–07	401	412	433	464	477	486	553	505	523	4,254	59	4,313
2007–08	429	449	433	447	474	493	501	554	507	4,287	71	4,358
2008–09	390	470	473	434	464	480	498	513	556	4,278	69	4,347
2009–10	402	426	489	483	452	463	484	510	520	4,229	77	4,306
2010–11	415	447	439	516	500	457	492	487	505	4,258	67	4,325
2011–12	388	453	459	452	510	503	470	485	486	4,206	71	4,277
2012–13	418	417	475	463	470	524	527	476	499	4,269	58	4,327
2013–14	396	487	448	487	473	474	535	539	487	4,326	65	4,391

Table 6

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School
District 64: September 1982 to September 2013

Transition Year Sept. to Sept.	Total Change	Entering K vs. Exiting 8	Net Student Migration/ Transfer	Change Sp. Ed.
1982 to 83	-179	-187	17	-9
1983 to 84	-128	-165	38	-1
1984 to 85	-100	-104	13	-9
1985 to 86	1	-42	65	-22
1986 to 87	-18	-63	37	8
1987 to 88	109	7	94	8
1988 to 89	75	7	107	-39
1989 to 90	55	-6	73	-12
1990 to 91	130	18	122	-10
1991 to 92	148	45	103	0
1992 to 93	139	16	127	-4
1993 to 94	157	26	191	-60
1994 to 95	155	22	120	13
1995 to 96	190	23	179	-12
1996 to 97	125	-19	113	31
1997 to 98	144	-14	164	-6
1998 to 99	142	-41	185	-2
1999 to 00	129	-39	171	-3
2000 to 01	64	-73	143	-6
2001 to 02	89	-80	157	12
2002 to 03	40	-110	150	0
2003 to 04	-31	-144	117	-4
2004 to 05	-76	-184	105	3
2005 to 06	23	-116	144	-5
2006 to 07	45	-94	127	12
2007 to 08	-11	-117	108	-2
2008 to 09	-41	-154	105	8
2009 to 10	19	-105	134	-10
2010 to 11	-48	-117	65	4
2011 to 12	50	-68	131	-13
2012 to 13	64	-103	160	7

Table 7

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2013

Transition Year Sept. to Sept.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1982 to 83	-3	-7	9	6	5	3	16	-12	17
1983 to 84	-3	1	11	1	12	-2	18	0	38
1984 to 85	4	-5	6	-2	3	-2	19	-10	13
1985 to 86	25	6	5	0	14	1	6	8	65
1986 to 87	8	-3	1	3	10	7	7	4	37
1987 to 88	14	7	6	13	12	5	25	12	94
1988 to 89	1	12	4	15	14	11	34	16	107
1989 to 90	15	2	6	14	0	4	26	6	73
1990 to 91	24	4	17	6	19	15	28	9	122
1991 to 92	16	1	13	15	16	1	30	11	103
1992 to 93	23	12	14	-1	25	11	37	6	127
1993 to 94	27	25	16	30	25	34	24	10	191
1994 to 95	26	18	15	9	9	13	15	15	120
1995 to 96	40	21	15	13	26	13	28	23	179
1996 to 97	46	12	9	14	12	6	11	3	113
1997 to 98	40	13	20	22	19	15	25	10	164
1998 to 99	44	9	17	33	19	35	8	20	185
1999 to 00	32	32	19	27	13	23	23	2	171
2000 to 01	52	19	16	14	18	22	13	-11	143
2001 to 02	55	22	23	16	2	21	12	6	157
2002 to 03	44	16	16	9	15	28	20	2	150
2003 to 04	46	5	11	5	18	10	25	-3	117
2004 to 05	40	12	12	17	11	9	7	-3	105
2005 to 06	55	10	14	12	11	22	19	1	144
2006 to 07	48	21	14	10	16	15	1	2	127
2007 to 08	41	24	1	17	6	5	12	2	108
2008 to 09	36	19	10	18	-1	4	12	7	105
2009 to 10	45	13	27	17	5	29	3	-5	134
2010 to 11	38	12	13	-6	3	13	-7	-1	65
2011 to 12	29	22	4	18	14	24	6	14	131
2012 to 13	69	31	12	10	4	11	12	11	160

Enrollment Change in the Individual Schools

Recent enrollment changes in the District have been differentially distributed among the District's schools. During the 1990s, as shown in Tables 8 through 14, enrollment increased at all five elementary schools, despite the movement of sixth grade classes to the middle schools with the opening of Emerson in Fall 1998. The greatest growth took place at Roosevelt Elementary, which increased from 488 students in 1990-91 to 763 students in 1997-98. Had the sixth grade not been shifted out of Roosevelt in Fall 1998, its total enrollment would have exceeded 830 in 1999-2000. Franklin and Washington also experienced major growth between 1990-91 and 1997-98, each adding more than 200 students. Carpenter Elementary expanded more modestly during the 1990s, while Field exhibited the most stability, though, adjusting for grade reorganization in Fall 1998, it continued to expand in the late 1990s.

Since 2000, total elementary school enrollment has remained essentially constant (2,722 in 2000-01 and 2,765 in 2013-14). Among the individual elementary schools, Carpenter has grown modestly and Field slightly the past five years, while Roosevelt has declined considerably this past year led by a major drop in its kindergarten enrollment from 112 in 2012-13 to 70 in 2013-14. Washington has remained fairly stable for the last five years.

Lincoln Middle School's enrollment pattern since school year 1982-83 is shown in Table 14. With an expected lag following total elementary school enrollment declines during the first half of the 1980s, Lincoln's total enrollment in grades 7 and 8 steadily dropped from 844 in 1982-83 to 540 students in 1987-88. Total enrollment (grades 7-8) at Lincoln strongly rebounded thereafter, reaching 803 students in 1997-98. When the new Emerson Middle School came on line in 1998-99 and the sixth grade added (from Roosevelt and Washington Elementary Schools), total enrollment at Lincoln dipped to 629 (6th through 8th grade). Lincoln's total enrollment grew again to 670 in 1999-2000 and to 768 in 2002-03, after which it stabilized through 2008-09 and then dipped to 683 students in 2011-12. Since then its enrollment has rebounded to 732 this September.

When Emerson Middle School opened in Fall 1998, it had 671 total students in grades 6 through 8 (see Table 13). Enrollment in the six years thereafter steadily increased to 828 students in 2004-05. Between 2004-05 and 2008-09 enrollment at Emerson was fairly stable. It then declined to 758 students in 2011-12. Since then, Emerson, which draws students from Carpenter, Field and Franklin, has grown to 829 students registered this fall.

Tables 15 through 21 decompose the sources of enrollment change at each elementary and middle school since 1982-83. Table 15 shows that Carpenter

Elementary School has experienced positive net student migration/transfer every year since 1991. Its decline from 1997 to 1998 resulted from grade reorganization and larger graduating fifth grade classes compared with the following fall's entering kindergarten class sizes. Declines between September 1998 and September 1999, between September 2003 and September 2004, and twice again between September 2005 and September 2006 and between September 2007 and September 2008 resulted from larger graduating fifth grade classes compared to the following September's entering kindergarten classes. Field, Franklin, Roosevelt and Washington also have been experiencing positive net student migration/transfer every year since the early 1990s. Any annual declines in enrollment in these schools (with the exception of grade reorganization in fall 1998) resulted from smaller kindergarten classes replacing larger graduating classes.

Lincoln Middle School (Table 21) likewise experienced positive net student migration/transfer throughout the 1990s (with the exception of transfer to Emerson in Fall 1998). This positive net student migration/transfer was reinforced by considerably larger entering seventh (and later, sixth) grade classes compared with the previous June's graduating eighth grade classes during the 1990s. Positive net student migration/transfer has continued at Lincoln in all but two years even with its student losses between 2006 and 2010 resulting largely

from the difference between the size of its graduating eighth grade class in June compared with its entering sixth grade class the following September.

Emerson's growth until 2004 was due to a combination of larger entering sixth grade classes and positive net student migration/transfer (see Table 20).

Between 2004 and 2010 annual declines resulted almost entirely from the entering sixth grade class being smaller than the previous year's graduating eighth grade class. Table 20 reveals that positive net student migration/transfer characterized Emerson every year since its opening with the exception of September 2006 to September 2007 and September 2010 to September 2011.

Emerson's enrollment growth since 2011 has resulted mostly from larger entering sixth-grade classes versus graduating eighth-grade class sizes.

Tables 22 through 28 provide the grade-by-grade, year-by-year migration/transfer numbers for each of the five elementary schools and the two middle schools. Summing across each row provides the total net student migration/transfer for each school shown in the previous annual enrollment change decomposition tables. These tables should be interpreted in an identical manner to the migration/transfer figures as previously discussed for the total District in Table 7.

One other demographic change worth noting is the modest increase in Hispanics in all District 64 schools during the past 10 years. Appendix B presents the racial/ethnic composition of each school annually from 1999 to 2012.

Table 8

Enrollment History of Community Consolidated School District 64: 1982–83 to 2013–14

Carpenter Elementary School

School Year	K	1	2	3	4	5	6	Total
1982–83	45	47	52	38	53	40	46	321
1983–84	39	49	48	53	36	56	43	324
1984–85	43	38	47	51	51	37	56	323
1985–86	35	46	40	46	48	51	39	305
1986–87	46	43	49	38	46	49	52	323
1987–88	50	45	45	51	39	45	47	322
1988–89	49	52	48	42	55	38	42	326
1989–90	52	53	49	48	42	59	38	341
1990–91	55	50	53	52	43	41	57	351
1991–92	50	57	45	47	48	41	38	326
1992–93	63	52	55	49	45	49	40	353
1993–94	56	64	52	55	47	50	53	377
1994–95	57	59	67	55	58	53	51	400
1995–96	51	58	62	68	53	64	57	413
1996–97	57	59	61	63	70	59	65	434
1997–98	64	61	60	63	63	72	61	444
1998–99	43	68	65	60	62	69	0	367
1999–00	50	50	69	65	58	64	0	356
2000–01	62	59	61	76	67	61	0	386
2001–02	38	73	62	63	80	73	0	389
2002–03	61	51	81	61	68	77	0	399
2003–04	57	76	55	87	64	70	0	409
2004–05	38	61	73	54	90	67	0	383
2005–06	50	49	60	74	59	91	0	383
2006–07	45	57	45	61	75	65	0	348
2007–08	55	47	59	52	65	76	0	354
2008–09	47	75	54	60	53	63	0	352
2009–10	62	49	72	57	59	53	0	352
2010–11	78	65	51	75	57	60	0	386
2011–12	62	77	65	55	72	55	0	386
2012–13	73	65	78	67	55	75	0	413
2013–14	62	82	70	85	65	60	0	424

Table 9

Enrollment History of Community Consolidated School District 64: 1982–83 to 2013–14

Field Elementary School

School Year	K	1	2	3	4	5	6	Total
1982–83	56	53	60	63	75	76	91	474
1983–84	41	58	52	59	62	74	78	424
1984–85	45	47	59	57	59	65	70	402
1985–86	52	43	46	62	52	62	62	379
1986–87	59	53	45	50	62	55	61	385
1987–88	62	62	53	41	51	66	55	390
1988–89	63	67	63	58	51	51	70	423
1989–90	82	59	72	66	64	63	55	461
1990–91	83	85	56	73	69	67	64	497
1991–92	56	70	76	48	66	66	63	445
1992–93	77	54	65	74	54	69	62	455
1993–94	70	78	57	66	74	56	67	468
1994–95	67	69	81	62	72	83	65	499
1995–96	69	70	71	83	58	72	85	508
1996–97	65	69	73	77	88	59	73	504
1997–98	88	76	76	70	82	92	61	545
1998–99	81	93	79	84	81	87	0	505
1999–00	100	85	89	82	87	82	0	525
2000–01	96	99	91	92	92	85	0	555
2001–02	85	109	103	98	99	94	0	588
2002–03	97	97	114	108	97	99	0	612
2003–04	75	104	100	114	111	101	0	605
2004–05	95	88	103	106	109	114	0	615
2005–06	80	108	91	103	112	115	0	609
2006–07	97	90	114	97	108	112	0	618
2007–08	99	102	100	115	95	111	0	622
2008–09	99	102	112	102	122	101	0	638
2009–10	90	109	112	114	109	124	0	658
2010–11	83	100	111	120	121	109	0	644
2011–12	79	104	110	115	123	122	0	653
2012–13	85	91	108	108	123	122	0	637
2013–14	104	101	103	114	110	122	0	654

Table 10

Enrollment History of Community Consolidated School District 64: 1982–83 to 2013–14

Franklin Elementary School

School Year	K	1	2	3	4	5	6	Total
1982–83	38	52	49	44	54	56	53	346
1983–84	35	39	46	48	47	57	54	326
1984–85	35	41	38	47	48	47	58	314
1985–86	33	41	40	42	44	56	44	300
1986–87	38	40	43	39	41	48	51	300
1987–88	40	38	36	44	36	44	54	292
1988–89	41	46	40	40	45	38	47	297
1989–90	50	43	48	42	46	47	42	318
1990–91	34	54	45	50	43	49	49	324
1991–92	66	58	69	69	59	61	61	443
1992–93	65	68	68	73	77	66	63	480
1993–94	61	70	71	72	77	83	71	505
1994–95	76	68	75	74	75	74	91	533
1995–96	69	76	73	78	75	76	78	525
1996–97	74	79	87	80	85	87	85	577
1997–98	76	83	79	90	76	84	81	569
1998–99	65	81	84	84	91	74	0	479
1999–00	55	73	80	92	91	97	0	488
2000–01	71	62	76	82	96	96	0	483
2001–02	67	74	66	78	85	100	0	470
2002–03	69	78	77	69	82	86	0	461
2003–04	58	78	77	80	70	83	0	446
2004–05	61	68	77	78	83	72	0	439
2005–06	57	64	73	76	81	82	0	433
2006–07	59	74	67	72	77	82	0	431
2007–08	66	74	77	69	75	82	0	443
2008–09	76	71	75	77	74	77	0	450
2009–10	54	84	82	77	82	70	0	449
2010–11	69	68	83	90	77	85	0	472
2011–12	75	72	69	87	85	80	0	468
2012–13	55	81	71	68	88	90	0	453
2013–14	66	70	89	70	72	89	0	456

Table 11

Enrollment History of Community Consolidated School District 64: 1982–83 to 2013–14

Roosevelt Elementary School

School Year	K	1	2	3	4	5	6	Total
1982–83	76	52	47	49	61	66	82	433
1983–84	82	75	52	55	53	57	67	441
1984–85	72	71	73	56	56	54	56	438
1985–86	81	74	65	70	59	51	55	455
1986–87	57	84	67	63	69	57	55	452
1987–88	64	59	81	71	62	73	56	466
1988–89	71	62	62	81	66	63	69	474
1989–90	67	65	64	59	82	62	63	462
1990–91	84	70	64	64	69	78	59	488
1991–92	95	83	73	71	70	75	83	550
1992–93	86	100	81	71	70	72	71	551
1993–94	89	96	97	83	72	74	73	584
1994–95	93	102	103	102	95	77	84	656
1995–96	108	104	108	106	106	98	75	705
1996–97	112	122	107	104	103	109	99	756
1997–98	84	123	121	109	111	102	113	763
1998–99	118	99	125	124	113	118	0	697
1999–00	96	137	107	132	134	118	0	724
2000–01	106	106	142	110	139	137	0	740
2001–02	108	115	106	147	111	140	0	727
2002–03	92	118	117	114	151	114	0	706
2003–04	114	102	124	123	113	160	0	736
2004–05	105	124	107	127	126	116	0	705
2005–06	88	111	130	113	129	128	0	699
2006–07	104	101	117	136	116	134	0	708
2007–08	114	116	101	116	133	119	0	699
2008–09	82	119	116	99	116	135	0	667
2009–10	94	89	121	116	100	119	0	639
2010–11	106	103	94	128	121	102	0	654
2011–12	92	118	104	90	129	117	0	650
2012–13	112	97	130	106	96	130	0	671
2013–14	70	131	99	131	105	93	0	629

Table 12

Enrollment History of Community Consolidated School District 64: 1982–83 to 2013–14

Washington Elementary School

School Year	K	1	2	3	4	5	6	Total
1982–83	42	43	48	43	45	44	59	324
1983–84	36	33	42	50	45	49	43	298
1984–85	52	33	38	40	52	52	51	318
1985–86	42	47	34	41	46	49	53	312
1986–87	51	48	53	40	43	54	51	340
1987–88	39	55	50	51	45	43	58	341
1988–89	46	42	53	50	54	55	48	348
1989–90	45	51	48	55	52	54	58	363
1990–91	49	52	55	48	60	51	60	375
1991–92	67	61	52	55	50	60	56	401
1992–93	45	76	61	61	59	53	68	423
1993–94	68	51	85	68	57	67	56	452
1994–95	70	73	58	85	74	65	73	498
1995–96	76	81	75	64	95	73	70	534
1996–97	74	84	82	80	66	99	74	559
1997–98	71	85	89	87	86	74	103	595
1998–99	75	82	88	93	94	89	0	521
1999–00	75	81	87	87	108	99	0	537
2000–01	90	82	88	91	91	112	0	554
2001–02	78	106	90	88	90	96	0	548
2002–03	85	87	110	98	92	91	0	563
2003–04	88	88	91	111	101	91	0	570
2004–05	84	97	93	93	112	108	0	587
2005–06	82	91	96	99	94	115	0	577
2006–07	96	90	90	98	101	93	0	568
2007–08	95	110	96	95	106	105	0	607
2008–09	86	103	116	96	99	104	0	604
2009–10	102	95	102	119	102	97	0	617
2010–11	79	111	100	103	124	101	0	618
2011–12	80	82	111	105	101	129	0	608
2012–13	93	83	88	114	108	107	0	593
2013–14	94	103	87	87	121	110	0	602

Table 13

Enrollment History of Community Consolidated School District 64: 1982–83 to 2013–14

Emerson Middle School

School Year	6	7	8	Total
1982–83	—	—	—	—
1983–84	—	—	—	—
1984–85	—	—	—	—
1985–86	—	—	—	—
1986–87	—	—	—	—
1987–88	—	—	—	—
1988–89	—	—	—	—
1989–90	—	—	—	—
1990–91	—	—	—	—
1991–92	—	—	—	—
1992–93	—	—	—	—
1993–94	—	—	—	—
1994–95	—	—	—	—
1995–96	—	—	—	—
1996–97	—	—	—	—
1997–98	—	—	—	—
1998–99	257	211	203	671
1999–00	237	257	219	713
2000–01	242	250	252	744
2001–02	255	249	245	749
2002–03	274	257	252	783
2003–04	278	286	261	825
2004–05	256	291	281	828
2005–06	245	264	286	795
2006–07	289	258	265	812
2007–08	254	279	263	796
2008–09	260	266	281	807
2009–10	236	267	270	773
2010–11	261	240	265	766
2011–12	258	253	247	758
2012–13	270	257	259	786
2013–14	290	280	259	829

Table 14

Enrollment History of Community Consolidated School District 64: 1982–83 to 2013–14

Lincoln Middle School

School Year	6	7	8	Total
1982–83	—	424	420	844
1983–84	—	347	412	759
1984–85	—	303	347	650
1985–86	—	310	293	603
1986–87	—	259	318	577
1987–88	—	277	263	540
1988–89	—	295	289	584
1989–90	—	310	311	621
1990–91	—	282	316	598
1991–92	—	317	291	608
1992–93	—	331	328	659
1993–94	—	341	337	678
1994–95	—	344	351	695
1995–96	—	379	359	738
1996–97	—	393	402	795
1997–98	—	407	396	803
1998–99	182	233	214	629
1999–00	235	190	245	670
2000–01	241	245	197	683
2001–02	258	247	239	744
2002–03	250	268	250	768
2003–04	217	258	266	741
2004–05	259	229	260	748
2005–06	241	258	231	730
2006–07	264	247	258	769
2007–08	247	275	244	766
2008–09	238	247	275	760
2009–10	248	243	250	741
2010–11	231	247	240	718
2011–12	212	232	239	683
2012–13	257	219	240	716
2013–14	245	259	228	732

Table 15

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School
District 64: September 1982 to September 2013

Carpenter Elementary School

Transition Year Sept. to Sept.	Total Change	Entering K vs. Exiting 5(6)	Net Student Migration/ Transfer	Reorganiz- ation
1982 to 83	3	-7	10	0
1983 to 84	-1	0	-1	0
1984 to 85	-18	-21	3	0
1985 to 86	18	7	11	0
1986 to 87	-1	-2	1	0
1987 to 88	4	2	2	0
1988 to 89	15	10	5	0
1989 to 90	10	17	-7	0
1990 to 91	-25	-7	-18	0
1991 to 92	27	25	2	0
1992 to 93	24	16	8	0
1993 to 94	23	4	19	0
1994 to 95	13	0	13	0
1995 to 96	21	0	21	0
1996 to 97	10	-1	11	0
1997 to 98	-77	-18	13	-72
1998 to 99	-11	-19	8	0
1999 to 00	30	-2	32	0
2000 to 01	3	-23	26	0
2001 to 02	10	-12	22	0
2002 to 03	10	-20	30	0
2003 to 04	-26	-32	6	0
2004 to 05	0	-17	17	0
2005 to 06	-35	-46	11	0
2006 to 07	6	-10	16	0
2007 to 08	-2	-29	27	0
2008 to 09	0	-1	1	0
2009 to 10	34	25	9	0
2010 to 11	0	2	-2	0
2011 to 12	27	18	9	0
2012 to 13	11	-13	24	0

Table 16

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School
District 64: September 1982 to September 2013

Field Elementary School

Transition Year Sept. to Sept.	Total Change	Entering K vs. Exiting 5(6)	Net Student Migration/ Transfer	Reorganiz- ation
1982 to 83	-50	-50	0	0
1983 to 84	-22	-33	11	0
1984 to 85	-23	-18	-5	0
1985 to 86	6	-3	9	0
1986 to 87	5	1	4	0
1987 to 88	33	8	25	0
1988 to 89	38	12	26	0
1989 to 90	36	28	8	0
1990 to 91	-52	-8	-44	0
1991 to 92	10	14	-4	0
1992 to 93	13	8	5	0
1993 to 94	31	0	31	0
1994 to 95	9	4	5	0
1995 to 96	-4	-20	16	0
1996 to 97	41	15	26	0
1997 to 98	-40	20	32	-92
1998 to 99	20	13	7	0
1999 to 00	30	14	16	0
2000 to 01	33	0	33	0
2001 to 02	24	3	21	0
2002 to 03	-7	-24	17	0
2003 to 04	10	-6	16	0
2004 to 05	-6	-34	28	0
2005 to 06	9	-18	27	0
2006 to 07	4	-13	17	0
2007 to 08	16	-12	28	0
2008 to 09	20	-11	31	0
2009 to 10	-14	-41	27	0
2010 to 11	9	-30	39	0
2011 to 12	-16	-37	21	0
2012 to 13	17	-18	35	0

Table 17

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School
District 64: September 1982 to September 2013

Franklin Elementary School

Transition Year Sept. to Sept.	Total Change	Entering K vs. Exiting 5(6)	Net Student Migration/ Transfer	Reorganiz- ation
1982 to 83	-20	-18	-2	0
1983 to 84	-12	-19	7	0
1984 to 85	-14	-25	11	0
1985 to 86	0	-6	6	0
1986 to 87	-8	-11	3	0
1987 to 88	5	-13	18	0
1988 to 89	21	3	18	0
1989 to 90	6	-8	14	0
1990 to 91	119	17	102	0
1991 to 92	37	4	33	0
1992 to 93	25	-2	27	0
1993 to 94	28	5	23	0
1994 to 95	-8	-22	14	0
1995 to 96	52	-4	56	0
1996 to 97	-8	-9	1	0
1997 to 98	-90	-16	10	-84
1998 to 99	9	-19	28	0
1999 to 00	-5	-26	21	0
2000 to 01	-13	-29	16	0
2001 to 02	-9	-31	22	0
2002 to 03	-15	-28	13	0
2003 to 04	-7	-22	15	0
2004 to 05	-6	-15	9	0
2005 to 06	-2	-23	21	0
2006 to 07	12	-16	28	0
2007 to 08	7	-6	13	0
2008 to 09	-1	-23	22	0
2009 to 10	23	-1	24	0
2010 to 11	-4	-10	6	0
2011 to 12	-15	-25	10	0
2012 to 13	3	-24	27	0

Table 18

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School
District 64: September 1982 to September 2013

Roosevelt Elementary School

Transition Year Sept. to Sept.	Total Change	Entering K vs. Exiting 5(6)	Net Student Migration/ Transfer	Reorganiz- ation
1982 to 83	8	0	8	0
1983 to 84	-3	5	-8	0
1984 to 85	17	25	-8	0
1985 to 86	-3	2	-5	0
1986 to 87	14	9	5	0
1987 to 88	8	15	-7	0
1988 to 89	-12	-2	-10	0
1989 to 90	26	21	5	0
1990 to 91	62	36	26	0
1991 to 92	1	3	-2	0
1992 to 93	33	18	15	0
1993 to 94	72	20	52	0
1994 to 95	49	24	25	0
1995 to 96	51	37	14	0
1996 to 97	7	-15	22	0
1997 to 98	-66	5	31	-102
1998 to 99	27	-22	49	0
1999 to 00	16	-12	28	0
2000 to 01	-13	-29	16	0
2001 to 02	-21	-48	27	0
2002 to 03	30	0	30	0
2003 to 04	-31	-55	24	0
2004 to 05	-6	-28	22	0
2005 to 06	9	-24	33	0
2006 to 07	-9	-20	11	0
2007 to 08	-32	-37	5	0
2008 to 09	-28	-41	13	0
2009 to 10	15	-13	28	0
2010 to 11	-4	-10	6	0
2011 to 12	21	-5	26	0
2012 to 13	-42	-60	18	0

Table 19

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School
District 64: September 1982 to September 2013

Washington Elementary School

Transition Year Sept. to Sept.	Total Change	Entering K vs. Exiting 5(6)	Net Student Migration/ Transfer	Reorganiz- ation
1982 to 83	-26	-23	-3	0
1983 to 84	20	9	11	0
1984 to 85	-6	-9	3	0
1985 to 86	28	-2	30	0
1986 to 87	1	-12	13	0
1987 to 88	7	-12	19	0
1988 to 89	15	-3	18	0
1989 to 90	12	-9	21	0
1990 to 91	26	7	19	0
1991 to 92	22	-11	33	0
1992 to 93	29	0	29	0
1993 to 94	46	14	32	0
1994 to 95	36	3	33	0
1995 to 96	25	4	21	0
1996 to 97	36	-3	39	0
1997 to 98	-74	-28	28	-74
1998 to 99	16	-14	30	0
1999 to 00	17	-9	26	0
2000 to 01	-6	-34	28	0
2001 to 02	15	-11	26	0
2002 to 03	7	-3	10	0
2003 to 04	17	-7	24	0
2004 to 05	-10	-26	16	0
2005 to 06	-9	-19	10	0
2006 to 07	39	2	37	0
2007 to 08	-3	-19	16	0
2008 to 09	13	-2	15	0
2009 to 10	1	-18	19	0
2010 to 11	-10	-21	11	0
2011 to 12	-15	-36	21	0
2012 to 13	9	-13	22	0

Table 20

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School
District 64: September 1982 to September 2013

Emerson Middle School

Transition Year Sept. to Sept.	Total Change	Entering 6 vs. Exiting 8	Net Student Migration/ Transfer	Reorganiz- ation
1982 to 83	—	—	—	0
1983 to 84	—	—	—	0
1984 to 85	—	—	—	0
1985 to 86	—	—	—	0
1986 to 87	—	—	—	0
1987 to 88	—	—	—	0
1988 to 89	—	—	—	0
1989 to 90	—	—	—	0
1990 to 91	—	—	—	0
1991 to 92	—	—	—	0
1992 to 93	—	—	—	0
1993 to 94	—	—	—	0
1994 to 95	—	—	—	0
1995 to 96	—	—	—	0
1996 to 97	—	—	—	0
1997 to 98	—	—	—	0
1998 to 99	42	34	8	0
1999 to 00	31	23	8	0
2000 to 01	5	3	2	0
2001 to 02	34	29	5	0
2002 to 03	42	26	16	0
2003 to 04	3	-5	8	0
2004 to 05	-33	-36	3	0
2005 to 06	17	3	14	0
2006 to 07	-16	-11	-5	0
2007 to 08	11	-3	14	0
2008 to 09	-34	-45	11	0
2009 to 10	-7	-9	2	0
2010 to 11	-8	-7	-1	0
2011 to 12	28	23	5	0
2012 to 13	43	31	12	0

Table 21

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School
District 64: September 1982 to September 2013

Lincoln Middle School

Transition Year Sept. to Sept.	Total Change	Entering 6 vs. Exiting 8	Net Student Migration/ Transfer	Reorganiz- ation
1982 to 83	-85	-73	-12	0
1983 to 84	-109	-109	0	0
1984 to 85	-47	-37	-10	0
1985 to 86	-26	-34	8	0
1986 to 87	-37	-41	4	0
1987 to 88	44	32	12	0
1988 to 89	37	21	16	0
1989 to 90	-23	-29	6	0
1990 to 91	10	1	9	0
1991 to 92	51	40	11	0
1992 to 93	19	13	6	0
1993 to 94	17	7	10	0
1994 to 95	43	28	15	0
1995 to 96	57	34	23	0
1996 to 97	8	5	3	0
1997 to 98	-174	-214	-193	233
1998 to 99	41	21	20	0
1999 to 00	13	-4	17	0
2000 to 01	61	61	0	0
2001 to 02	24	11	13	0
2002 to 03	-27	-33	6	0
2003 to 04	7	-7	14	0
2004 to 05	-18	-19	1	0
2005 to 06	39	33	6	0
2006 to 07	-3	-11	8	0
2007 to 08	-6	-6	0	0
2008 to 09	-19	-27	8	0
2009 to 10	-23	-19	-4	0
2010 to 11	-35	-28	-7	0
2011 to 12	33	18	15	0
2012 to 13	16	5	11	0

Table 22

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2013

Carpenter Elementary School

Transition Year Sept. to Sept.	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1982 to 83	4	1	1	-2	3	3	10
1983 to 84	-1	-2	3	-2	1	0	-1
1984 to 85	3	2	-1	-3	0	2	3
1985 to 86	8	3	-2	0	1	1	11
1986 to 87	-1	2	2	1	-1	-2	1
1987 to 88	2	3	-3	4	-1	-3	2
1988 to 89	4	-3	0	0	4	0	5
1989 to 90	-2	0	3	-5	-1	-2	-7
1990 to 91	2	-5	-6	-4	-2	-3	-18
1991 to 92	2	-2	4	-2	1	-1	2
1992 to 93	1	0	0	-2	5	4	8
1993 to 94	3	3	3	3	6	1	19
1994 to 95	1	3	1	-2	6	4	13
1995 to 96	8	3	1	2	6	1	21
1996 to 97	4	1	2	0	2	2	11
1997 to 98	4	4	0	-1	6	—	13
1998 to 99	7	1	0	-2	2	—	8
1999 to 00	9	11	7	2	3	—	32
2000 to 01	11	3	2	4	6	—	26
2001 to 02	13	8	-1	5	-3	—	22
2002 to 03	15	4	6	3	2	—	30
2003 to 04	4	-3	-1	3	3	—	6
2004 to 05	11	-1	1	5	1	—	17
2005 to 06	7	-4	1	1	6	—	11
2006 to 07	2	2	7	4	1	—	16
2007 to 08	20	7	1	1	-2	—	27
2008 to 09	2	-3	3	-1	0	—	1
2009 to 10	3	2	3	0	1	—	9
2010 to 11	-1	0	4	-3	-2	—	-2
2011 to 12	3	1	2	0	3	—	9
2012 to 13	9	5	7	-2	5	—	24

Table 23

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2013

Field Elementary School

Transition Year Sept. to Sept.	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1982 to 83	2	-1	-1	-1	-1	2	0
1983 to 84	6	1	5	0	3	-4	11
1984 to 85	-2	-1	3	-5	3	-3	-5
1985 to 86	1	2	4	0	3	-1	9
1986 to 87	3	0	-4	1	4	0	4
1987 to 88	5	1	5	10	0	4	25
1988 to 89	-4	5	3	6	12	4	26
1989 to 90	3	-3	1	3	3	1	8
1990 to 91	-13	-9	-8	-7	-3	-4	-44
1991 to 92	-2	-5	-2	6	3	-4	-4
1992 to 93	1	3	1	0	2	-2	5
1993 to 94	-1	3	5	6	9	9	31
1994 to 95	3	2	2	-4	0	2	5
1995 to 96	0	3	6	5	1	1	16
1996 to 97	11	7	-3	5	4	2	26
1997 to 98	5	3	8	11	5	—	32
1998 to 99	4	-4	3	3	1	—	7
1999 to 00	-1	6	3	10	-2	—	16
2000 to 01	13	4	7	7	2	—	33
2001 to 02	12	5	5	-1	0	—	21
2002 to 03	7	3	0	3	4	—	17
2003 to 04	13	-1	6	-5	3	—	16
2004 to 05	13	3	0	6	6	—	28
2005 to 06	10	6	6	5	0	—	27
2006 to 07	5	10	1	-2	3	—	17
2007 to 08	3	10	2	7	6	—	28
2008 to 09	10	10	2	7	2	—	31
2009 to 10	10	2	8	7	0	—	27
2010 to 11	21	10	4	3	1	—	39
2011 to 12	12	4	-2	8	-1	—	21
2012 to 13	16	12	6	2	-1	—	35

Table 24

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2013

Franklin Elementary School

Transition Year Sept. to Sept.	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1982 to 83	1	-6	-1	3	3	-2	-2
1983 to 84	6	-1	1	0	0	1	7
1984 to 85	6	-1	4	-3	8	-3	11
1985 to 86	7	2	-1	-1	4	-5	6
1986 to 87	0	-4	1	-3	3	6	3
1987 to 88	6	2	4	1	2	3	18
1988 to 89	2	2	2	6	2	4	18
1989 to 90	4	2	2	1	3	2	14
1990 to 91	24	15	24	9	18	12	102
1991 to 92	2	10	4	8	7	2	33
1992 to 93	5	3	4	4	6	5	27
1993 to 94	7	5	3	3	-3	8	23
1994 to 95	0	5	3	1	1	4	14
1995 to 96	10	11	7	7	12	9	56
1996 to 97	9	0	3	-4	-1	-6	1
1997 to 98	5	1	5	1	-2	—	10
1998 to 99	8	-1	8	7	6	—	28
1999 to 00	7	3	2	4	5	—	21
2000 to 01	3	4	2	3	4	—	16
2001 to 02	11	3	3	4	1	—	22
2002 to 03	9	-1	3	1	1	—	13
2003 to 04	10	-1	1	3	2	—	15
2004 to 05	3	5	-1	3	-1	—	9
2005 to 06	17	3	-1	1	1	—	21
2006 to 07	15	3	2	3	5	—	28
2007 to 08	5	1	0	5	2	—	13
2008 to 09	8	11	2	5	-4	—	22
2009 to 10	14	-1	8	0	3	—	24
2010 to 11	3	1	4	-5	3	—	6
2011 to 12	6	-1	-1	1	5	—	10
2012 to 13	15	8	-1	4	1	—	27

Table 25

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2013

Roosevelt Elementary School

Transition Year Sept. to Sept.	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1982 to 83	-1	0	8	4	-4	1	8
1983 to 84	-11	-2	4	1	1	-1	-8
1984 to 85	2	-6	-3	3	-5	1	-8
1985 to 86	3	-7	-2	-1	-2	4	-5
1986 to 87	2	-3	4	-1	4	-1	5
1987 to 88	-2	3	0	-5	1	-4	-7
1988 to 89	-6	2	-3	1	-4	0	-10
1989 to 90	3	-1	0	10	-4	-3	5
1990 to 91	-1	3	7	6	6	5	26
1991 to 92	5	-2	-2	-1	2	-4	-2
1992 to 93	10	-3	2	1	4	1	15
1993 to 94	13	7	5	12	5	10	52
1994 to 95	11	6	3	4	3	-2	25
1995 to 96	14	3	-4	-3	3	1	14
1996 to 97	11	-1	2	7	-1	4	22
1997 to 98	15	2	3	4	7	—	31
1998 to 99	19	8	7	10	5	—	49
1999 to 00	10	5	3	7	3	—	28
2000 to 01	9	0	5	1	1	—	16
2001 to 02	10	2	8	4	3	—	27
2002 to 03	10	6	6	-1	9	—	30
2003 to 04	10	5	3	3	3	—	24
2004 to 05	6	6	6	2	2	—	22
2005 to 06	13	6	6	3	5	—	33
2006 to 07	12	0	-1	-3	3	—	11
2007 to 08	5	0	-2	0	2	—	5
2008 to 09	7	2	0	1	3	—	13
2009 to 10	9	5	7	5	2	—	28
2010 to 11	12	1	-4	1	-4	—	6
2011 to 12	5	12	2	6	1	—	26
2012 to 13	19	2	1	-1	-3	—	18

Table 26

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2013

Washington Elementary School

Transition Year Sept. to Sept.	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1982 to 83	-9	-1	2	2	4	-1	-3
1983 to 84	-3	5	-2	2	7	2	11
1984 to 85	-5	1	3	6	-3	1	3
1985 to 86	6	6	6	2	8	2	30
1986 to 87	4	2	-2	5	0	4	13
1987 to 88	3	-2	0	3	10	5	19
1988 to 89	5	6	2	2	0	3	18
1989 to 90	7	4	0	5	-1	6	21
1990 to 91	12	0	0	2	0	5	19
1991 to 92	9	0	9	4	3	8	33
1992 to 93	6	9	7	-4	8	3	29
1993 to 94	5	7	0	6	8	6	32
1994 to 95	11	2	6	10	-1	5	33
1995 to 96	8	1	5	2	4	1	21
1996 to 97	11	5	5	6	8	4	39
1997 to 98	11	3	4	7	3	—	28
1998 to 99	6	5	-1	15	5	—	30
1999 to 00	7	7	4	4	4	—	26
2000 to 01	16	8	0	-1	5	—	28
2001 to 02	9	4	8	4	1	—	26
2002 to 03	3	4	1	3	-1	—	10
2003 to 04	9	5	2	1	7	—	24
2004 to 05	7	-1	6	1	3	—	16
2005 to 06	8	-1	2	2	-1	—	10
2006 to 07	14	6	5	8	4	—	37
2007 to 08	8	6	0	4	-2	—	16
2008 to 09	9	-1	3	6	-2	—	15
2009 to 10	9	5	1	5	-1	—	19
2010 to 11	3	0	5	-2	5	—	11
2011 to 12	3	6	3	3	6	—	21
2012 to 13	10	4	-1	7	2	—	22

Table 27

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2013

Emerson Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6-7	7-8	Total
1982 to 83	—	—	—
1983 to 84	—	—	—
1984 to 85	—	—	—
1985 to 86	—	—	—
1986 to 87	—	—	—
1987 to 88	—	—	—
1988 to 89	—	—	—
1989 to 90	—	—	—
1990 to 91	—	—	—
1991 to 92	—	—	—
1992 to 93	—	—	—
1993 to 94	—	—	—
1994 to 95	—	—	—
1995 to 96	—	—	—
1996 to 97	—	—	—
1997 to 98	—	—	—
1998 to 99	0	8	8
1999 to 00	13	-5	8
2000 to 01	7	-5	2
2001 to 02	2	3	5
2002 to 03	12	4	16
2003 to 04	13	-5	8
2004 to 05	8	-5	3
2005 to 06	13	1	14
2006 to 07	-10	5	-5
2007 to 08	12	2	14
2008 to 09	7	4	11
2009 to 10	4	-2	2
2010 to 11	-8	7	-1
2011 to 12	-1	6	5
2012 to 13	10	2	12

Table 28

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2013

Lincoln Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6-7	7-8	Total
1982 to 83	—	-12	-12
1983 to 84	—	0	0
1984 to 85	—	-10	-10
1985 to 86	—	8	8
1986 to 87	—	4	4
1987 to 88	—	12	12
1988 to 89	—	16	16
1989 to 90	—	6	6
1990 to 91	—	9	9
1991 to 92	—	11	11
1992 to 93	—	6	6
1993 to 94	—	10	10
1994 to 95	—	15	15
1995 to 96	—	23	23
1996 to 97	—	3	3
1997 to 98	—	-193	-193
1998 to 99	8	12	20
1999 to 00	10	7	17
2000 to 01	6	-6	0
2001 to 02	10	3	13
2002 to 03	8	-2	6
2003 to 04	12	2	14
2004 to 05	-1	2	1
2005 to 06	6	0	6
2006 to 07	11	-3	8
2007 to 08	0	0	0
2008 to 09	5	3	8
2009 to 10	-1	-3	-4
2010 to 11	1	-8	-7
2011 to 12	7	8	15
2012 to 13	2	9	11

The Enrollment Future of District 64

The critical question now becomes, what exactly will happen to enrollment in District 64 over the next ten years? Will total enrollment growth that characterized the District from 2011 to 2013 continue or will recent overall increases cease? Which grade levels will be most impacted? What schools will be most affected? My analysis of recent birth data for the District 64 area, housing turnover and teardown/rebuild trends, student migration/transfer patterns and stabilizing total sizes of District kindergarten classes during the past five years lead me to forecast relatively stable overall District enrollment for the next ten years, near its present 4,391 total. There will be modest differences among the individual schools, however. During the next five years, only Field is projected to show a meaningful increase while the other elementary schools will be roughly stable. Over the next ten years, Emerson Middle School will inch up while Lincoln will decline marginally. Before discussing the forecasts in greater detail, let me briefly elaborate their underlying factors and the methodology I employed.

Table 29 provides information on birth trends among residents of Park Ridge and Niles between 1980 and 2009 (the last year of available data). Note that between 1986 and 1993, the total number of births to residents of these communities rose from 575 to 676. Between 1993 and 2004, births to residents in

each community have fluctuated modestly but generally declined from 2005 to 2009. These birth trends suggest that the size of entering kindergarten classes for the District as a whole will not be rising significantly in the years ahead.

Renewed housing turnover in the coming years should keep total District 64 entering kindergarten classes just above the 396 registered this September, however.

Apropos the above, given the large number of residents over age 65 in Park Ridge and Niles (again, refer back to Table 3), we may expect to see steady housing turnover from empty-nesters to families with preschool and school-age children as the housing market recovers. As noted previously, empty nest housing turnover, together with teardowns and replacement housing, tend to attract younger, larger families.

Table 30 presents the most recent population and household forecasts for Park Ridge and Niles provided by the former Northeastern Illinois Planning Commission (NIPC). The NIPC forecasts suggest that while households will expand modestly in both Park Ridge and Niles between 2010 and 2030, only in Niles is total population forecasted to grow.

In projecting enrollment for District 64, two sets of interrelated factors play central causal roles. The first is future fertility rates and resulting family sizes. Any changes in fertility rates during the next five years will not affect

elementary school enrollment projections because children who will be reaching kindergarten during the next five years are already born. Fertility rate changes during the next five years could affect elementary school enrollments, beginning with school year 2019–20. However, recent demographic surveys of middle- and upper-income young adults do not lead one to expect significant changes in their fertility rates during the next five years. For this reason, all projections will assume that fertility rates remain near existing levels through 2018.

The second and most critical factor for future enrollment in the schools is net student in-migration resulting from new housing development in the District, turnover of existing housing units and teardowns/replacements. Since virtually all of District 64 is built-out, new single-family housing development will have minimal impact.

In the Field attendance area a 46-unit apartment building located at the corner of Greenwood Avenue and Northwest Highway has been recently approved and a 33-unit townhome project at 303 S. Northwest Highway is expected to be approved. These complexes will not likely be completed until late 2014 or 2015.

Future student migration patterns will vary substantially, however, predicated on the degree of housing turnover (including teardowns/replacements) in each attendance area. For this reason, three sets of

enrollment projections will be provided for the District and individual schools. These projections will be presented in the form of separate series, based on the following assumptions:

- Series A* Enrollment projection assuming future fertility rates remain constant (through 2018) and both turnover of existing housing units and teardowns *are less than currently anticipated* through 2023–24;
- Series B* Enrollment projection assuming future fertility rates remain constant (through 2018) and both turnover of existing housing units and teardowns *occur as anticipated* through 2023–24;
- Series C* Enrollment projection assuming future fertility rates remain constant (through 2018) and both turnover of existing housing units and teardowns *are greater than anticipated* through 2023–24.

The basic methodology used to make the three series of enrollment projections is a modified cohort survival procedure. Average cohort progression numbers were computed for each grade transition for the past four years based on each school’s migration/transfer figures shown previously. These average progression numbers were adjusted for outliers in any given year and then applied to compute baseline enrollment projections (via conventional cohort survival techniques) for the District. The sizes of future entering kindergarten classes were estimated using trends in birth registration data, student migration patterns and anticipated housing turnover (including teardowns) during the coming decade.

The next step was to adjust projected enrollment each year in grades 1 through 8 (and special education classes) for possible alterations in housing turnover (including teardowns). To obtain the Series B modified enrollment projections, it was assumed that future trends in housing turnover and teardowns would roughly mirror the average of the past four years.

For the individual elementary and middle schools, a similar procedure was followed. Annual projections by grade were made for each elementary school through 2018–19 and for each middle school through 2023–24 under the Series B assumptions and methods described above.

Series A projections were made using similar methods but with student in-migration (resulting from housing turnover and teardowns) deflated by approximately fifteen percent. Series C projections assume that housing turnover and teardowns/rebuilds would increase above recent numbers by fifteen percent.

Special education (and pre-K) classes are extremely difficult to forecast. My experience with numerous districts in the Chicago suburban area suggests that special education enrollment change is not correlated with any school district attribute, even its overall enrollment growth or decline. In the projections which follow, special education class sizes are forecast roughly to track overall enrollment change in the District.

Table 29

Births to Resident of Municipalities Served By School District 64:
1980 to 2006

Year	Park Ridge	Niles	Total
1980	329	225	554
1981	307	220	527
1982	306	225	531
1983	378	222	600
1984	355	226	581
1985	374	243	617
1986	358	217	575
1987	371	227	598
1988	388	227	615
1989	371	246	617
1990	375	232	607
1991	376	189	565
1992	404	229	633
1993	404	272	676
1994	380	264	644
1995	393	227	620
1996	373	236	609
1997	362	246	608
1998	377	239	616
1999	364	230	594
2000	383	237	620
2001	438	233	671
2002	392	235	627
2003	331	265	596
2004	395	252	647
2005	321	243	564
2006	331	245	576
2007	318	225	543
2008	280	295	575
2009	307	248	555

Source: Illinois Department of Public Health. Automated Vital Records System, 1980–2006; Cook County Department of Public Health, 2007–2009.

Table 30

Forecasts of Population and Households in Municipalities Served By School District 64:
2010 to 2030

Population				
Community	2010 ^a	2030 ^b	Change	% Change
Park Ridge	37,480	36,620	-860	-2.3
Niles	29,803	32,881	3,078	10.3
Households				
Community	2010 ^a	2030 ^b	Change	% Change
Park Ridge	14,118	14,763	645	4.6
Niles	11,906	12,329	423	3.6

Source: ^aU.S. Bureau of the Census. Decennial Census of Population and Housing, 2010.

^bNortheastern Illinois Planning Commission. 2030 Forecasts of Population, Households and Employment by County and Municipality. September 27, 2006.

Enrollment Projections

Tables 31 through 45 provide the grade-by-grade and year-by-year projections through school year 2018–19 for each of the five elementary schools under the Series A, Series B and Series C assumptions. Because the precise annual projected number for every school by grade may be observed in their respective tables, I will comment only on projected total enrollment at each school, focusing on Series B, which I believe is the most likely.

If residential development occurs as anticipated in each elementary school attendance area, the Series B projections show that Carpenter will increase slightly from 424 students currently to 444 students in 2015–16 and then slip back to 425 students in 2018–19. Field is expected to grow from its current 654 to 708 students in 2018–19. Franklin will remain very close to its present 456 count through 2018–19. Roosevelt is forecast to rise slightly from 629 students at present to 640 students in 2015–16 and then fall back to 593 students in 2018–19. Washington will stay close to its current enrollment of 602 through 2018–19.

In projecting middle school enrollments, it is assumed that Lincoln would continue to receive rising sixth grade students from Roosevelt and Washington, while Emerson would continue to receive students from the Carpenter, Field and Franklin attendance areas. Projections for Lincoln and Emerson also take into

account transfers from private and parochial schools, as well as movers from out of District.

Under the most likely (Series B) scenario, Table 47 shows that total enrollment at Emerson Middle School, currently at 829, will fluctuate modestly for the next five years and then climb to 866 students in 2020–21 before stabilizing. At Lincoln, the Series B projections presented in Table 50 reveal that its total enrollment, which now stands at 732 students, will dip to 688 students in 2017–18. Total enrollment at Lincoln will then fluctuate near that number through 2023–24.

One professional caveat should be noted regarding enrollment projections beyond school year 2018–19. At the middle school level, projections for the next ten years can be made with more confidence than the elementary level, since the majority of students who will enter the middle schools through 2023–24 are already enrolled in the elementary feeder schools. However, for individual elementary schools, projections for these relatively small attendance areas beyond 2018–19 would include students yet to be conceived. It is for this reason that I projected enrollment at the individual elementary schools only to 2018–19. Projections thereafter are provided, though, for the aggregate elementary school enrollment in District 64.

Tables 52, 53 and 54 present, respectively, the Series A, Series B and Series C projections, by year and by grade, for the District as a whole through school year 2023–24. The Series A and Series C district-wide projections were done independently from the individual school projections to take into account that all schools are unlikely to follow the same low or high pattern simultaneously and exclusively. Should housing turnover and student in-migration be less than currently anticipated, Table 52 reveals that total District enrollment (including special education) will decline from 4,391 students at present to 3,910 students in school year 2023–24. While the Series A projections may be considered too conservative by many, they should not be dismissed out of hand. If the housing market remains depressed for an extended period of time, these numbers could become a reality.

Should economic conditions improve and housing turnover occur as anticipated, the Series B projections presented in Table 53 show that total District enrollment will increase slightly next year to 4,427 students then slip back to 4,381 students in 2016–17 before stabilizing. To repeat, it is my professional judgment that Series B is the most likely set of projections for the District as well as for the individual schools.

If future housing turnover and student in-migration exceed current expectations, Series C projections presented in Table 54 show total District

enrollment expanding to 4,836 students in 2020-21 and then tapering off to just below 4,800. My judgment is that this upper limit enrollment parameter for District 64 is unlikely to be reached.

Concluding Remarks

Let me reiterate that no demographer has a crystal ball. In this updated report, I have assembled the best information presently available and applied professional techniques and judgment to project enrollment for District 64 schools. These projections should be monitored and updated regularly to ensure that policy decisions are based on the latest and most reliable figures. At this time, it is my hope that the projections and other demographic information contained in this report will be helpful to the District 64 Board of Education, administrators, teachers and concerned citizens as plans are made for future space and staff needs in District 64 schools.

John D. Kasarda, Ph.D.
Chapel Hill, North Carolina
September 2013

Table 31

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and
 Teardowns *Are Less than Currently Anticipated* through 2018–19

Carpenter Elementary School

<i>Series A projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	62	58	59	60	57	58
1	82	64	60	61	62	59
2	70	81	63	59	60	61
3	85	72	83	65	61	62
4	65	81	68	79	61	57
5	60	65	81	68	79	61
K–5	424	421	414	392	380	358

Table 32

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and
 Teardowns *Occur as Currently Anticipated* through 2018–19

Carpenter Elementary School

<i>Series B projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	62	63	66	68	65	67
1	82	66	67	70	72	69
2	70	83	67	68	71	73
3	85	74	87	71	72	75
4	65	83	72	85	69	70
5	60	67	85	74	87	71
K–5	424	436	444	436	436	425

Table 33

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns Are Greater than Currently Anticipated through 2018–19

Carpenter Elementary School

<i>Series C projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	62	67	70	73	70	72
1	82	68	73	76	79	76
2	70	85	71	76	79	82
3	85	76	91	77	82	85
4	65	85	76	91	77	82
5	60	69	89	80	95	81
K–5	424	450	470	473	482	478

Table 34

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and
 Teardowns *Are Less than Currently Anticipated* through 2018–19

Field Elementary School

<i>Series A projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	104	86	88	89	86	85
1	101	114	96	98	99	96
2	103	105	118	100	102	103
3	114	102	104	117	99	101
4	110	115	103	105	118	100
5	122	108	113	101	103	116
K–5	654	630	622	610	607	601

Table 35

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and
 Teardowns *Occur as Currently Anticipated* through 2018–19

Field Elementary School

<i>Series B projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	104	95	98	99	97	96
1	101	118	109	112	113	111
2	103	109	126	117	120	121
3	114	106	112	129	120	123
4	110	118	110	116	133	124
5	122	110	118	110	116	133
K–5	654	656	673	683	699	708

Table 36

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns Are Greater than Currently Anticipated through 2018–19

Field Elementary School

<i>Series C projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	104	103	105	106	104	105
1	101	121	120	122	123	121
2	103	112	132	131	133	134
3	114	109	118	138	137	139
4	110	121	116	125	145	144
5	122	112	123	118	127	147
K–5	654	678	714	740	769	790

Table 37

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns *Are Less than Currently Anticipated* through 2018–19

Franklin Elementary School

<i>Series A projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	66	62	57	55	58	54
1	70	71	67	62	60	63
2	89	69	70	66	61	59
3	70	87	67	68	64	59
4	72	68	85	65	66	62
5	89	72	68	85	65	66
K–5	456	429	414	401	374	363

Table 38

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and
 Teardowns *Occur as Currently Anticipated* through 2018–19

Franklin Elementary School

<i>Series B projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	66	68	64	62	68	63
1	70	74	76	72	70	76
2	89	73	77	79	75	73
3	70	90	74	78	80	76
4	72	71	91	75	79	81
5	89	74	73	93	77	81
K–5	456	450	455	459	449	450

Table 39

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns *Are Greater than Currently Anticipated* through 2018–19

Franklin Elementary School

<i>Series C projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	66	76	71	69	75	72
1	70	78	88	83	81	87
2	89	76	84	94	89	87
3	70	93	80	88	98	93
4	72	74	97	84	92	102
5	89	76	78	101	88	96
K–5	456	473	498	519	523	537

Table 40

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and
 Teardowns *Are Less than Currently Anticipated* through 2018–19

Roosevelt Elementary School

<i>Series A projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	70	78	82	84	81	84
1	131	79	87	91	93	90
2	99	132	80	88	92	94
3	131	96	129	77	85	89
4	105	130	95	128	76	84
5	93	101	126	91	124	72
K–5	629	616	599	559	551	513

Table 41

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and
 Teardowns *Occur as Currently Anticipated* through 2018–19

Roosevelt Elementary School

<i>Series B projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	70	86	88	90	88	92
1	131	82	98	100	102	100
2	99	135	86	102	104	106
3	131	99	135	86	102	104
4	105	133	101	137	88	104
5	93	104	132	100	136	87
K–5	629	639	640	615	620	593

Table 42

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns Are Greater than Currently Anticipated through 2018–19

Roosevelt Elementary School

<i>Series C projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	70	96	99	101	99	104
1	131	85	111	114	116	114
2	99	138	92	118	121	123
3	131	102	141	95	121	124
4	105	136	107	146	100	126
5	93	106	137	108	147	101
K–5	629	663	687	682	704	692

Table 43

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and
 Teardowns *Are Less than Currently Anticipated* through 2018–19

Washington Elementary School

<i>Series A projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	94	88	90	85	86	87
1	103	97	91	93	88	89
2	87	103	97	91	93	88
3	87	87	103	97	91	93
4	121	88	88	104	98	92
5	110	121	88	88	104	98
K–5	602	584	557	558	560	547

Table 44

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and
 Teardowns *Occur as Currently Anticipated* through 2018–19

Washington Elementary School

<i>Series B projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	94	93	95	90	91	92
1	103	99	98	100	95	96
2	87	106	102	101	103	98
3	87	90	109	105	104	106
4	121	91	94	113	109	108
5	110	124	94	97	116	112
K–5	602	603	592	606	618	612

Table 45

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns *Are Greater than Currently Anticipated* through 2018–19

Washington Elementary School

<i>Series C projection</i>						
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
K	94	98	100	95	96	97
1	103	102	106	108	103	104
2	87	109	108	112	114	109
3	87	92	114	113	117	119
4	121	94	99	121	120	124
5	110	127	100	105	127	126
K–5	602	622	627	654	677	679

Table 46

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns *Are Less than Currently Anticipated* through 2023–24

Emerson Middle School

<i>Series A projection</i>											
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
6	290	267	241	258	250	243	244	229	224	225	232
7	280	287	264	238	255	247	244	245	230	225	226
8	259	281	288	265	239	256	248	245	246	231	226
6–8	829	835	793	761	744	746	736	719	700	681	684

Table 47

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2023–24

Emerson Middle School

<i>Series B projection</i>											
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
6	290	276	256	281	282	285	289	283	285	286	287
7	280	292	278	258	283	284	288	292	286	288	289
8	259	284	296	282	262	287	287	291	295	289	291
6–8	829	852	830	821	827	856	864	866	866	863	867

Table 48

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns *Are Greater than Currently Anticipated* through 2023–24

Emerson Middle School

<i>Series C projection</i>											
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
6	290	285	271	304	313	324	325	333	335	336	338
7	280	297	292	278	311	320	328	329	337	339	340
8	259	288	305	300	286	319	325	333	334	342	344
6–8	829	870	868	882	910	963	978	995	1006	1017	1022

Table 49

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns *Are Less than Currently Anticipated* through 2023–24

Lincoln Middle School

<i>Series A projection</i>											
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
6	245	207	226	218	183	231	187	186	191	187	186
7	259	245	207	226	218	183	233	189	188	193	189
8	228	259	245	207	226	218	184	234	190	189	194
6–8	732	711	678	651	627	632	604	609	569	569	569

Table 50

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2023–24

Lincoln Middle School

<i>Series B projection</i>											
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
6	245	212	237	235	206	261	209	224	228	225	224
7	259	248	215	240	238	209	264	212	227	231	228
8	228	263	252	219	244	242	211	266	214	229	233
6–8	732	723	704	694	688	712	684	702	669	685	685

Table 51

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns *Are Greater than Currently Anticipated* through 2023–24

Lincoln Middle School

<i>Series C projection</i>											
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
6	245	217	247	251	227	285	239	262	266	263	265
7	259	251	223	253	257	233	289	243	266	270	267
8	228	266	258	230	260	264	237	293	247	270	274
6–8	732	734	728	734	744	782	765	798	779	803	806

Table 52

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns *Are Less than Currently Anticipated* through 2023–24

Community Consolidated School District 64

<i>Series A projection</i>											
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
K	396	391	392	388	380	381	384	379	376	371	375
1	487	425	420	421	417	409	413	416	411	408	403
2	448	498	436	431	432	428	422	426	429	424	421
3	487	449	499	437	432	433	434	428	432	435	430
4	473	490	452	502	440	435	438	439	433	437	440
5	474	471	488	450	500	438	437	440	441	435	439
6	535	480	477	494	456	506	447	446	449	450	444
7	539	533	478	475	492	454	508	449	448	451	452
8	487	537	531	476	473	490	455	509	450	449	452
K–8	4,326	4,274	4,173	4,074	4,022	3,974	3,938	3,932	3,869	3,860	3,856
Sp. Ed.	65	60	58	57	56	56	55	55	54	54	54
Total	4,391	4,334	4,231	4,131	4,078	4,030	3,993	3,987	3,923	3,914	3,910

Table 53

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2023–24

Community Consolidated School District 64

<i>Series B projection</i>											
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
K	396	405	411	409	409	410	404	401	402	400	405
1	487	439	448	454	452	452	451	445	442	443	441
2	448	506	458	467	473	471	471	470	464	461	462
3	487	459	517	469	478	484	482	482	481	475	472
4	473	496	468	526	478	487	493	491	491	490	484
5	474	479	502	474	532	484	493	499	497	497	496
6	535	488	493	516	488	546	498	507	513	511	511
7	539	540	493	498	521	493	552	504	513	519	517
8	487	547	548	501	506	529	498	557	509	518	524
K–8	4,326	4,359	4,338	4,314	4,337	4,356	4,342	4,356	4,312	4,314	4,312
Sp. Ed.	65	68	68	67	67	68	68	68	67	67	67
Total	4,391	4,427	4,406	4,381	4,404	4,424	4,410	4,424	4,379	4,381	4,379

Table 54

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2018) and Both Turnover of Existing Housing Units and Teardowns *Are Greater than Currently Anticipated* through 2023–24

Community Consolidated School District 64

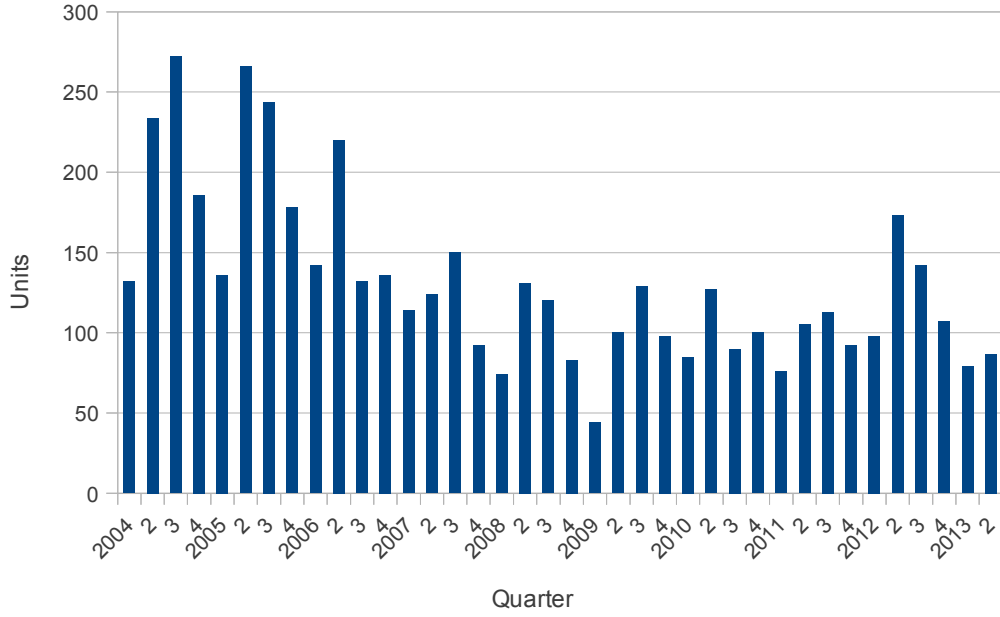
<i>Series C projection</i>											
Grade	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
K	396	417	428	427	429	431	427	425	428	427	435
1	487	454	475	486	485	487	481	477	475	478	477
2	448	514	481	502	513	512	508	502	498	496	499
3	487	466	532	499	520	531	525	521	515	511	509
4	473	506	485	551	518	539	545	539	535	529	525
5	474	488	521	500	566	533	548	554	548	544	538
6	535	499	513	546	525	591	552	567	573	567	563
7	539	549	513	527	560	539	601	562	577	583	577
8	487	555	565	529	543	576	549	611	572	587	593
K–8	4,326	4,448	4,513	4,567	4,659	4,739	4,736	4,758	4,721	4,722	4,716
Sp. Ed.	65	73	74	75	76	77	77	78	77	77	77
Total	4,391	4,521	4,587	4,642	4,735	4,816	4,813	4,836	4,798	4,799	4,793

Appendix A

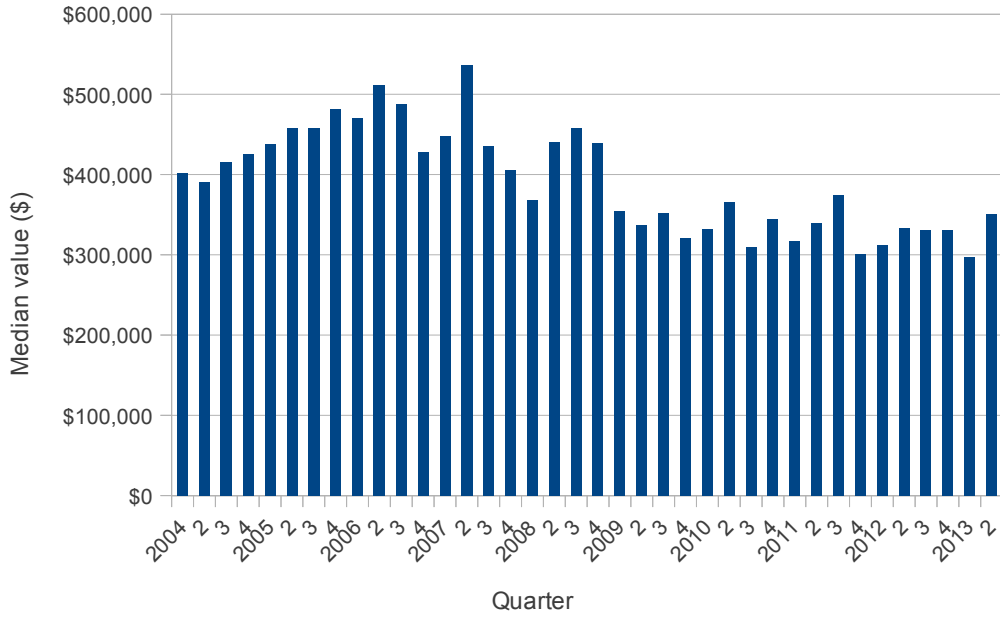
Home Sales in Zip Codes
Served by
Community Consolidated School District 64

60068
(Park Ridge)

Number of Units Sold

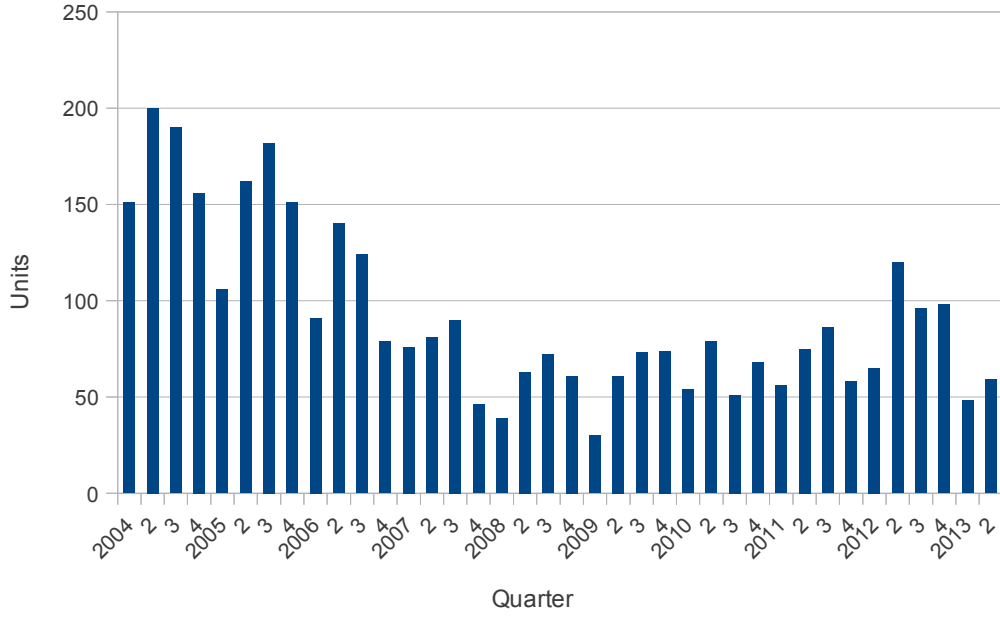


Median Value of Units Sold

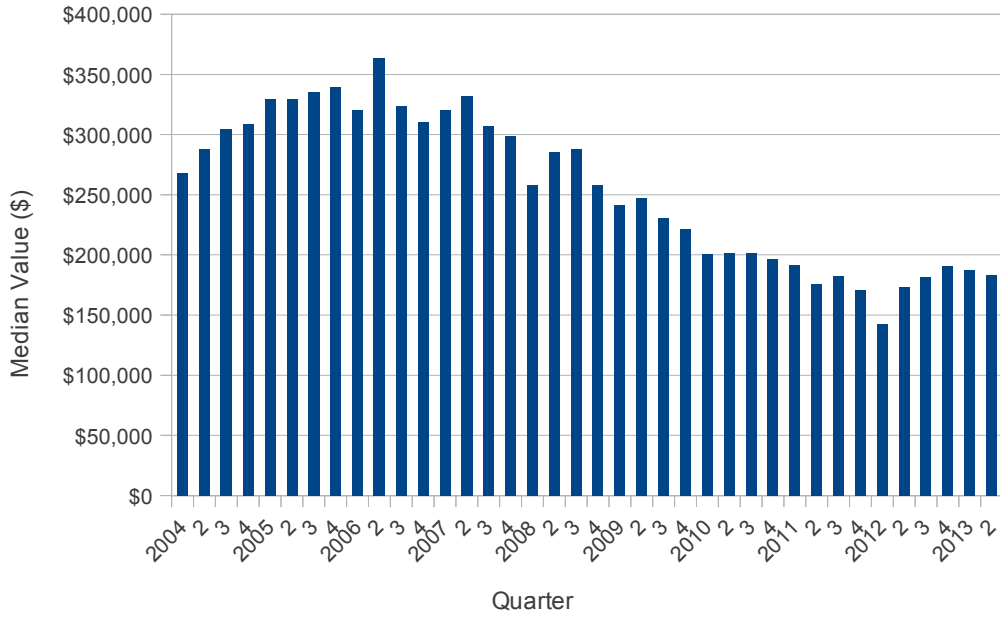


60714
(Niles)

Number of Units Sold



Median Value of Units Sold



Appendix B

Racial/Ethnic Composition of
Community Consolidated School District 64
Student Population: 2000 to 2012

GEORGE B CARPENTER ELEMENTARY SCHOOL

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0	3.4	0.5	2.4	93.7	0
2001	0	4.6	0.8	1.8	92.9	0
2002	0.2	4.2	0.5	2.5	92.6	0
2003	0	4.3	0.7	1.9	93	0
2004	0	0.9	0.7	1.4	97	0
2005	0	4.8	0	1.3	93.5	0.5
2006	0	3.6	0	1.8	94.1	0.5
2007	0	2.9	0	2.6	91.3	3.2
2008	0.5	2.2	0.3	3.5	90	3.5
2009	0	2.5	0.3	3.7	88.7	4.8
2010	0	2.8	0	2.8	88.4	5.9
2011	0	3.3	0	6.9	86.5	3
2012	0	3.5	0.8	6.7	85.3	3.5

EUGENE FIELD ELEMENTARY SCHOOL

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.2	2.5	1	2.7	93.7	0
2001	0.2	4.4	0.5	2.1	92.8	0
2002	0	4	0.3	3.4	92.2	0
2003	0	4.1	0.2	3.3	92.5	0
2004	0.2	4.6	0.7	4.8	89.8	0
2005	0	4.2	0.2	3.7	91	1
2006	0.2	5.5	0	3.9	88.8	1.6
2007	0.3	5.2	0.2	3.4	89.8	1.1
2008	0.3	5	0.2	3.9	88.9	1.8
2009	0.3	4.6	0.3	3.3	88.4	3.1
2010	0.6	4.7	0.5	3.3	87.5	3.3
2011	0.6	3.8	0.2	5.3	88.9	1.2
2012	0.5	4.1	0.3	6.8	87.1	1.2

FRANKLIN ELEMENTARY SCHOOL

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0	8.4	0.8	2.3	88.5	0
2001	0	10.4	0.4	3.7	85.6	0
2002	0	8.8	0.2	2.7	88.3	0
2003	0	6	0.4	4.5	89.1	0
2004	0	4.8	0.4	4.4	90.4	0
2005	0	6.7	0.4	6	86.9	0
2006	0	7.8	0.2	5.6	84.8	1.6
2007	0	7	0.2	5.6	83.6	3.6
2008	0	5.6	0.4	5.6	83.2	5.2
2009	0	6.2	1.5	6.8	79.5	6
2010	0	4.6	0.9	7.3	80.8	6.4
2011	0	3.9	0.6	12.8	79.4	3.2
2012	0	2.4	0.6	11.9	82.7	2.4

THEODORE ROOSEVELT ELEMENTARY SCHOOL

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0	1.7	0.3	1.2	96.8	0
2001	0	1.8	0.4	1.1	96.8	0
2002	0	1.5	0.4	1.2	96.8	0
2003	0	1.7	0.6	1.4	96.3	0
2004	0.8	1.4	0.4	1.1	96.3	0
2005	0	2.8	0.3	2	94.9	0
2006	0	2.6	0.3	2.8	93.6	0.7
2007	0	2.7	0.3	3.1	92.4	1.6
2008	0	2.7	0	3.9	91.4	2
2009	0.2	2.4	0.5	3.6	90.5	2.9
2010	0	2.5	0.5	4.5	89.2	3.3
2011	0	2.4	0.4	6.4	88.5	2.2
2012	0	2.5	0.2	6.4	88.3	2.6

GEORGE WASHINGTON ELEMENTARY SCHOOL

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.6	2.2	0.7	2.8	93.8	0
2001	0	1.4	0.7	2.4	95.5	0
2002	0.2	2.2	0.7	2.6	94.4	0
2003	0.2	2	0.7	3	94.1	0
2004	0.2	2.5	0	4.2	93.1	0
2005	0.2	2.7	0	4.8	92.3	0
2006	0	3.1	0	5.7	88.8	2.4
2007	0	2.8	0	4.8	88.9	3.5
2008	0	3	0	3.6	89.3	4.1
2009	0	2.6	0	4.1	88.6	4.6
2010	0	2.3	0	3.2	88.4	6.1
2011	0	1.7	0	8	88.2	2
2012	0	1.5	0	6.6	90.1	1.8

EMERSON MIDDLE SCHOOL

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0	4	0.3	1.7	94	0
2001	0.1	3.8	0.5	2.3	93.3	0
2002	0.4	4.1	0.4	3.3	91.8	0
2003	0.4	4.3	0.4	4	90.9	0
2004	0	3.8	0.4	2.5	93.3	0
2005	0	3.7	0	4.9	90.2	1.1
2006	0	4.8	0	5.4	88	1.9
2007	0.1	6.2	0.2	5.7	85.6	2.2
2008	0.1	6.3	0.4	5.1	85.9	2.1
2009	0.1	5.3	0.7	5.2	85.4	3.2
2010	0	4.4	0.4	5.6	87.1	2.6
2011	0.1	5.1	0.1	8.6	83.7	2.5
2012	0.3	5.5	0.4	8.5	83	2.3

LINCOLN MIDDLE SCHOOL

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.1	2.7	0.1	1.8	95.2	0
2001	0.1	2.3	0	2.2	95.3	0
2002	0.5	1.3	0	2.7	95.4	0
2003	0	1.6	0.5	2.7	95.2	0
2004	0	1.5	0.5	3	95	0
2005	0	2.4	0.7	3.6	92.5	0.8
2006	0	2.2	0.5	4.1	92.4	0.8
2007	3.9	2.9	0.4	0	91.8	1
2008	0	3	0.1	3.3	92.3	1.3
2009	0	3.4	0.4	3.3	91.6	1.3
2010	0.1	2.8	0.1	4	91.4	1.5
2011	0	3	0	6.9	88	2.1
2012	0	2	0.1	7.8	88.6	1.4

PARK RIDGE CCSD 64

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.1	3.4	0.5	2	93.9	0
2001	0.1	3.8	0.5	2.2	93.5	0
2002	0.2	3.5	0.4	2.6	93.4	0
2003	0.1	3.2	0.5	3	93.2	0
2004	0.2	2.7	0.4	3	93.7	0
2005	0	3.7	0.2	3.8	91.7	0.5
2006	0	4.1	0.2	4.3	90.1	1.4
2007	0.8	4.2	0.2	3.5	89.1	2.1
2008	0.1	4	0.2	4.1	88.9	2.6
2009	0.1	3.9	0.5	4.2	87.8	3.4
2010	0.1	3.5	0.3	4.4	87.8	3.8
2011	0.1	3.3	0.2	7.7	86.4	2.2
2012	0.1	3.1	0.3	7.7	86.6	2.1