Meeting of the Board of Education
Park Ridge-Niles School District 64

Board of Education Agenda

Monday, January 25, 2010
Field Elementary School - LRC
707 Wisner Avenue

Please note that the starting times after the first session are estimates. If a session ends earlier than expected, the next session scheduled may convene immediately. In addition, on some occasions the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

Monday, January 25, 2010

TIME		APPENDIX
6:30 p.m.	**Meeting of the Board Convenes** • Roll Call • Introductions • Opening Remarks from President of the Board	
6:30 p.m.	• **Board Recesses and Adjourns to Committee of the Whole on Smart Boards and 2nd Quarterly Report**	
7:30 p.m.	• **Board Adjourns from Committee of the Whole on Smart Boards and 2nd Quarterly Report and Resumes Regular Meeting**	
7:30-7:35 p.m.	• **Public Comments**	
7:35-7:50 p.m.	• **Update on Implementation of District Goals at Field School** -- Principal	**A-1**
7:50-8:10 p.m.	• **Discussion on Budget Development Process and 2010-11 Budget Timeline** -- Business Manager	**A-2**
8:10-8:15 p.m.	• **Resolution #1047 Authorizing the Superintendent or Designee to Begin Development of Tentative Budget for the 2010-11 Fiscal Year** **--** Business Manager **Action Item 10-01-4**	**A-3**
8:15- 8:35 p.m.	• **Recommendation from Community Finance Committee (CFC) and Administrative Comments** -- Business Manager	**A-4**
8:35-8:45 p.m.	• **Report on Demographer Study** -- Business Manager	**A-5**

8:45-8:55 p.m. • **Approval of Recommendation on Middle School Program Review Schedule** **Action Item 10-01-5** **A-6**
-- Assistant Superintendent for Student Learning

8:55-9:00 p.m. • **Approval on Staffing Recommendation: Coordinator of Extended Day and Pre-School Services, and Director of Technology** **Action Item 10-01-6** **A-7**
-- Assistant Superintendent for Human Resources

9:00-9:05 p.m. • **Appointment of District 64 Open Meetings Act Officers (OMA)**
-- Superintendent **Action Item 10-01-7** **A-8**

9:05-9:10 p.m. • **Consent Agenda -** **Action Item 10-01-8** **A-9**
-- Board President
- Personnel Report
- Bills
- Destruction of Audio Closed Minutes (None)

9:10-9:15 p.m. • **Approval of Minutes** **Action Item 10-01-9** **A-10**
-- Board President
- Open Minutes of January 11, 2010
- Open Minutes of Committee-of-the-Whole on Policy of January 11, 2010

9: 15-9:20 p.m. • **Other Items of Information** **A-11**
-- Superintendent
- Upcoming Agenda
- FOIA Request
- Update on Strategic Plan
- Memorandum of Information
  - Illinois Youth Survey, Climate Survey & Health Assessment Survey Results
- Minutes of Board Committees
  - Green Team Minutes of January 12, 2010

9:20p.m. • **Adjournment**

Next Regular Meeting: **Monday, February 8, 2010 – 7:30 p.m.**
Raymond Hendee Educational Service Center
164 S. Prospect Avenue

<u>February 8</u>
- Committee-of-the-Whole on Finance
- Overview of Planned Review of Programs and Services for High Achieving Students
- Continuation of Discussion on Policy 8:25 – Advertising and Distributing Materials in Schools Provided by Non-District Organizations and Related Entities
- Update on Summer 2010 Construction and FAA Projects
- First Reading of Policy Issue 69, November 2009 and Policy Issue 70, December 2009

<u>February 22</u>
- Committee-of-the-Whole: Present Strategic Plan Team Report
- Staffing Recommendations
- Recognition of Strategic Planning Participants

• Update on Implementation of District Goals at Carpenter School

March 8
• Dismissal of Staff • Recommendation on FLES Materials • Approval of Student Fees

April 26
• Present Recommendation on Strategic Plan • Update on Green Initiatives

May 10
• Approve Strategic Plan and Implementation for 2010-11

TBD
• Update on Wellness
• Recommendation on Financial and Human Resources Software Package
• Approval of Superintendent
• Review of Early Entrance Criteria
• Natural Gas Contract (February or March)
• Food Service Contract (April)
• Custodial Supply Bid & Copier Paper Bid (May or June)
• Bid for Printer Ink Cartridges (May)
• Recap on Quotes for Art, Paper & General Supplies (Memo of Information) (February or March)
• P.E. Uniforms (Memo of Information) (March)

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Buildings and Grounds at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs

Board of Education Presentation
on School's Work Toward
Improving Learning of the Whole Child

School: Field Date of Board Presentation: January 25, 2010

The purpose of these Board presentations is to bring to life a tangible example(s) of how each school is working within the context of implementation of Response to Intervention (RtI) or implementation of the new Reading Framework to improve learning opportunities for students.

Board of Education Goal: Improving Achievement Levels of the Whole Child

District Goals:

A. Implementation of Early Intervening Services/Response to Intervention

- ☐ Analysis and use of data to determine student needs
- ☐ Differentiation to meet student needs through development of learning supports and/or extensions
- ☐ Professional collaboration to review student performance data, share instructional ideas, identify problems, develop solutions and build innovations

B. Meeting Student Needs through Implementation of District 64 Reading Framework

Understand and implement:

- ☐ Reading To instructional activities
- ☐ Reading With instructional activities
- X Reading By instructional activities

Overview of Presentation:

Principal Kathleen Creely and Assistant Principal Katie Kelly will share the ways that Field School is implementing the "Reading By: Student-Led Application" portion of the reading framework. An explanation of how this portion of the framework relates to the "Reading To" and "Reading With" components of the framework will be given. Examples will be shared of how the grade level teams and other curricular areas within the school are using instructional strategies that provide students with opportunities to apply and practice reading skills and strategies. A slideshow of photographs depicting students engaged in these student-led activities will be shown.

To: Board of Education

From: Rebecca Allard, Business Manager

Date: January 25, 2010

Subject: Discussion – The role of the Board of Education in the Budget Process

The 2010 -11 Budget Calendar is attached for Board review. The budget calendar should be considered as the Board continues the discussion on the budget process and the role of the Board of Education in the process.

Please note the change in the date to adopt the 2010-11 tentative budget to June to allow approval before a new superintendent begins.

Park Ridge Community Consolidated School District 64

2010 – 11 Budget Calendar

	Date of Board Meeting	Action
⇨	January 25, 2010	• Board authorizes preparation of the 2010–11 tentative budget.
	February 8, 2010	• Committee of the Whole to review financial projections.
	February 22, 2010	• Board authorizes 2010–11 staffing plan.
	May 10, 2010	• Board approves District 64 Strategic Plan and the 2010-11 implementation plan.
	May 24, 2010	• Board reviews draft of the 2010–11 tentative budget (Committee of the Whole).
	June 14, 2010	• Board reviews draft of the 2010–11 tentative budget (Committee of the Whole).
	June 28, 2010	• Board adopts 2010–11 tentative budget. • Board sets date of Public Hearing for final budget adoption. • Board places tentative budget on public display for 30 days prior to public hearing and final budget adoption.
	July 2010	• Board reviews updates to the draft budget.
	August 2010	• Board reviews updates to the draft budget.
	September 13, 2010	• Board reviews final draft of 2010–11 budget.
	September 27, 2010	• Board conducts a public hearing on the 2010–11 final budget prior to budget adoption • Board adopts the 2010–11 budget.
	November 8, 2010	• Board reviews the 2010 tentative tax levy. • Board sets date of Public Hearing for the 2010 tax levy.
	December 13, 2010	• Board conducts a public hearing prior to adopting the 2010 tax levy. • Board approves the 2010 tax levy.

RESOLUTION #1047 DESIGNATING THE SUPERINTENDENT TO BEGIN PREPARATION OF A TENTATIVE BUDGET FOR THE 2010-2011 FISCAL YEAR

The Board of Education authorizes and directs the Superintendent, or her designee, to prepare a Tentative Budget for the 2010-2011 fiscal year to be presented to the Board of Education on or before June 28, 2010.

_____
President
Board of Education
COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 64
Cook County, Illinois

_____
Secretary

Adopted this 25th day of January, 2010

#1047

Appendix 4

TO: Board of Education

FROM: Community Finance Committee

DATE: January 25, 2010

SUBJECT: Recommendations from CFC Ten-Year Fund Balance Outlook

BACKGROUND

On November 9, 2009, the Financial Structure Study Group reviewed the ***CFC Ten-Year Fund Balance Outlook under Various CPI Scenarios***. The Board asked us to expand upon our initial discussion of implications for District 64 and to make specific recommendations for how to proceed.

Below is a recap of the Conclusions and Implications from our report and CFC Recommendations for moving forward.

CONCLUSIONS

- Based purely on extrapolation, it appears that District 64 needs to act to avoid a referendum before 2017 as promised
  - Current trends, regardless of CPI, will result in reduction of the fund balance. We are concerned this balance could fall below the 33-1/3% policy prior to 2017.
- CPI growth can be a double-edged sword: higher-inflation scenarios can boost tax revenues but also deplete the fund balance almost as quickly as lower-CPI scenarios
- This analysis has identified five issues areas:
  - ***Salary growth*** will have a significant impact on the fund balance compared to earlier projections.
  - If trends continue, ***Health Benefits*** and ***Special Education Tuition*** costs will double. Health Benefits can rise to as much as 15-16% of total expenditures compared to 11% today while Tuition could grow to become the third largest expenditure line item after Salaries and Benefits.
  - ***Non-people expense growth*** trends can pull down the fund balance ratio if not controlled.
  - Changes in the ***property tax environment***, particularly constrained New Property growth on top of lower increases in CPI rates will have significant negative impact on tax revenues.

IMPLICATIONS

- This ten-year fund balance outlook can be a useful analysis tool to help the Board:
  - Identify significant financial issue areas.
  - Study, identify and evaluate alternatives, and begin to address them over the next 18 to 24 months.

- Act deliberatively to achieve long-term benefits while the fund balance is healthy.

- Developing a holistic view about prioritizing, adding, and reducing professional activities can guide job design, net staff changes, and new-hire policies.
- As relatively inflation-insensitive expenditure items with high growth trends, particular attention should be paid to Health Benefits and Special Education Tuition costs.
- Many non-people expenses will grow significantly if CPI accelerates, suggesting continued attention should be paid to expense control and strategic sourcing.
- Developing an alternative income stream, no matter how small it begins, may become an important strategic project for the Board.
- While outside of Board control, careful attention should be paid to the property tax environment, particularly CPI and New Property Growth.
- In general, prepare ***now*** to plan and take actions over the next decade – more revenue, slower spending, working cash financing, referendum.

SIX RECOMMENDATIONS

1. Staffing Model/Staffing Approach

Recommendation: Create a "holistic staffing model" to design jobs from the perspective of outcomes and tasks, prioritize value-added activities, and help evaluate requests for future staffing changes.

Typically this kind of analysis focuses on particular functional areas in the context of the entire organization's mission and objectives, strategy, reporting relationships, processes, skill sets, and culture. The idea is to narrow study to a particular area and concentrate on functions rather than existing job slots. The intent is to identify and document activities required to attain objectives, prioritize those functions, eliminate low-value activities, and redesign job descriptions[1]. The result is not only a refined structure which focuses on high priority activities but a yardstick that can be used to evaluate future requirements and allow trade-offs between higher- and lower-value activities within positions.

We recommend developing a holistic staffing model focused on administrative positions from the Assistant Superintendents to Assistant Principals. Direct student-facing staff such as teachers and teacher assistants, LRC, psychologists, and the like would not be part of this study apart from understanding how administration's requirements affect their daily duties.

Some of this will be accomplished as part of the strategic planning process, which includes the step of aligning all jobs with the District's strategic plan. We believe this is a great step, but will probably not cause low value-added activities to be curtailed nor result in a viable yardstick that can be used for future staffing change decisions.

We would also recommend that this analysis project include an examination of how retiring teachers and other staff are replaced with less experienced people given the significant proportion of expenditures devoted to salaries.

Incremental Project Costs: Our cursory review of other school districts did not reveal examples of holistic staffing models. It seems to us that this discipline is likely not to be found in the public sector, so it makes sense to retain a consultant experienced in holistic staffing approaches. We envision a business school professor with deep expertise in organizational design and a track record of advising CEOs and Boards of Directors. He or she would bring the knowledge and expertise in organization design, while the District would provide public education subject matter expertise. As a rough guess, such a consultant would require around $20,000 to $40,000 in fees over an eighteen-month period.

Potential Economic Benefits: The avoidance of additional, and perhaps elimination of, administrative positions.

Responsibility: The Superintendent should lead this project, with significant input from the Assistant Superintendent for Human Resources and the Superintendent for Student Learning.

The Board should participate in a Steering role.

Potential CFC Roles: Help select a consultant, provide a "bridge" between private sector outlook and District 64, and provide project support as requested.

2. Health Benefits Costs

Recommendation: In the short-term, explore cooperatives and consider issuing a RFP to investigate new broker possibilities. Over the longer-term, negotiate future staff contracts to accelerate greater cost sharing and provide incentives to use less-expensive options, such as higher-deductable MSA offering.

The envisioned project is highly analytical. We recommend the study group should be small and focused on data gathering and analysis.

As conclusions emerge, the District Insurance Committee should be briefed on the analyses and investigations.

Incremental Project Costs: None are foreseen.

Potential Economic Benefits: Reduction in the rate of health insurance expenditure growth.

Responsibility: The Business Manager should lead the project and conduct most of the analyses. As the project proceeds, the Assistant for Human Resources and the District Insurance Committee should be updated.

The Board should provide normal oversight.

Potential CFC Roles: Provide project support as requested.

3. Special Education Tuition

Recommendation: Accepting the need to provide services as the student population requires, investigate alternative models to provide the same levels of service at lower cost.

The District should evaluate alternatives to current external service providers, particularly alternatives to MTSEP, such as other providers or different cooperatives, or different configurations. This study should learn from and integrate, as appropriate, current MTSEP reviews and discussions, as well as the District 207 special education review chartered as part of the teacher contract.

In particular, the study should assess the benefits and obstacles of providing certain capabilities by the District as a means to reduce net costs while providing current services levels.

Incremental Project Costs: We believe the District would benefit from outside perspectives, which could be provided by an external consultant. The special education field covers numerous disabilities and conditions, which have benefited from significant academic study and evaluation.

It is, in short, a highly specialized discipline.

We envision a university researcher with deep expertise in design and evaluation of special education programs devoted to students of pre-high school age. He or she would bring knowledge and expertise in successful Special Education service models. As a rough guess, such a consultant would require around $10,000 to $20,000 in fees over an eighteen-month period.

Potential Economic Benefits: Reduction in the rate of Special Education Tuition expenditures growth.

Responsibility: The Superintendent should lead this project, with significant input from the Director of Pupil Services and the Assistant Superintendent for Student Learning.

The Board should participate in a Steering role.

Potential CFC Roles: It is not clear how CFC could contribute, but perhaps a way to involve family members could be developed.

4. Other Expense Growth

Recommendation: The District should reaffirm and reinvigorate the "District 64 culture of savings" though continued discipline and continued attention.

Several expenditure areas for examination include:

- Energy – monitor and act on energy usage, based on both cost and Green Team perspectives.
- Professional Services – continue use of RFP process for renewing contracts.
- Transportation – conduct RFP process for busing.

- Technology – continue the use of pre-owned assets; integrate strategic plan input.
- Supplies – continue use RFP process; explore other "industry best practices."

In addition, we recommend the District continue to document and analyze spending data to identify areas for potential savings through process redesign, RFPs, and/or cutbacks.

Incremental Project Costs: none are foreseen.

Potential Economic Benefits: Reduction in the rate of expense growth.

Responsibility: The Business Manager should lead the project and conduct most of the analyses.

The Board should provide normal oversight.

Potential CFC Roles: Document and analyze spend data, provide insights into RFP processes, provide insights into private sector best practices, and provide project support as requested.

5. Alternative Income Streams

Recommendation: Study groups should be formed to investigate alternative income streams.

The intent is to evaluate and recommend ways to build revenue streams that could become meaningful sources of funds over the next five years.

We recommend three study topics:

- Investigate "alumni giving model" and evaluate its potential.
- Investigate cell towers and corporate sponsorship – this should be a quicker study.
- Investigate if strategic planning initiatives are sufficiently innovative to qualify for grant funds; and consider developing an ongoing grant-raising mechanism.

CFC has formed an initial study group for the "alumni giving model" and has begun to investigate the cell tower and corporate sponsorship ideas.

Incremental Project Costs: none are foreseen.

Potential Economic Benefit: Increased revenues.

Responsibility: The Business Manager should lead the project.

The Board should provide normal oversight.

Potential CFC Roles: Conduct analyses with three study groups to advise the Business Manager and the Board.

6. Property Tax Environment

Recommendation: The Business Manager should regularly monitor and report on key property tax variables such as EAV, New Property growth, and refunds.

This would include regularly monitoring and updating CPI-U results and outlook, as this variable has a major impact on the limiting rate calculations.

The Business Manager should also investigate and if necessary recommend changes to fund balance policy and targets:

- The recent change to 55% / 45% timing split of property tax receipts.
- Implications of major unforeseen capital projects.
- Whether the fund balance policy should require budgetary or financing actions if targets are not attained.

In addition, the District should continue the practice of annual ten-year fund balance projections.

Incremental Project Costs: none are foreseen.

Potential Economic Benefit: Avoidance of unforeseen cash and fund balance shortfalls.

Responsibility: Business Manager.

The Board should provide normal oversight.

Potential CFC Roles: Conduct analyses and provide feedback as requested.

NEXT STEPS

- Prioritize recommended projects based on anticipated economic impacts.
- Evaluate project timing and sequence in light of the superintendent search, strategic planning effort, and other significant initiatives and commitments.
- As with the strategic plan draft, factor this discussion of financial recommendations into the superintendent search process.
- As planning is finalized, structure requests for CFC input and assistance.

---

[i] An example: Minute Maid, the company that manufactures and distributes orange juice products, decided to analyze its staffing needs and decision-making processes in the marketing and sales areas. The focus, therefore, was on marketing and sales management functions, which directly affected about two dozen people, out of about 650. However, another couple of hundred staff did have an impact on marketing and sales, so they were "touched" in the analysis but only to the degree their job activities affected marketing and sales. The end-result was a redesigned structure, some new jobs, some deleted jobs, and many reformulated jobs. In addition, the lower-value added activities across 100+ positions outside the marketing and sales function were replaced with automated solutions or eliminated, without affecting staffing levels in those areas. As the market place changed, management had a model to adjust job descriptions and regularly replace lower-value added activities with higher-value activities.

To: Board of Education

From: Rebecca Allard, Business Manager

Date: January 25, 2010

Subject: Demographic Trends and Enrollment Projections
Updated Report December 2009
Prepared by John D. Kasarda, Ph.D., Consulting Demographer

John D. Kasarda, Ph.D., Consulting Demographer prepared the attached report, ***Demographic Trends and Enrollment Projections***, for the District 64 Board of Education. In December 2004, Dr. Kasarda presented a similar analysis of the District. This report updates the population and housing trends within District 64 and assesses the implications on future enrollments. Dr. Kasarda forecasts relatively stable overall District enrollment for the next ten years.

You will note that Dr. Kasarda analyzes enrollment projections using three scenarios:

- Series A – Deflated *Series B* by 15%
- Series B – Most likely outcome
- Series C – Inflated *Series B* by 15%

The accuracy of the Series B projection is 98% when evaluating the last five years of actual enrollments compared to the report prepared in December 2004.

Community Consolidated School District 64
Park Ridge - Niles

Demographic Trends
and
Enrollment Projections

Prepared by

John D. Kasarda, Ph.D.
Consulting Demographer

Updated Report
December 2009

Contents

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 twenty-eight 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 2014–15 and for Emerson and Lincoln Middle Schools and the District as a whole through school year 2019–20.

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. There is also a building (Jefferson School) housing the Township 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 has taken place over the past fifteen years that involves the razing of smaller, older homes and replacing them with larger houses, many of which are purchased by young families with preschool and elementary school-age children. Between 1995 and 2007, the District has experienced approximately seventy teardowns/rebuilds per year, but slowed in 2008 and 2009. This has added to the strong turnover of existing housing units to younger families, which has been the primary factor in generating positive net student in-migration to District 64 since the early 1990s.

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 1959, Park Ridge added 4,384 housing units, while Niles added 4,135. 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 2007, mean sales prices rose to $557,141 in Park Ridge (zip code 60068) and to $366,896 in Niles (zip code 60714).

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 with first 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 past 20 months as the housing bubble burst and a deep recession set in.

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 September 2009.

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 36,927 in 2008 and Niles declining from 30,068 to 28,666.

More importantly, as Table 3 reveals, was the substantial increase in school-age children in Park Ridge between 1990 and 2000. The largest increases were in Park Ridge's age 5 to 9 and age 10 to 14 populations, each rising by over 700 residents. We will have to wait for the 2010 census to obtain accurate age-group changes since 2000 in Park Ridge and Niles.

Table 1

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

Year Structure Built	Park Ridge		Niles	
	Units	Percent	Units	Percent
1999 to March 2000	287	1.9	147	1.2
1995 to 1998	363	2.5	475	3.9
1990 to 1994	271	1.8	589	4.9
1985 to 1988	304	2.1	182	1.5
1980 to 1984	237	1.6	442	3.7
1970 to 1979	1,355	9.2	1,405	11.7
1960 to 1969	2,993	20.3	3,865	32.1
1950 to 1959	4,384	29.8	4,135	34.3
1940 to 1949	1,681	11.4	534	4.4
1939 or earlier	2,860	19.4	270	2.2
Total	14,735	100	12,044	100

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1990 and 2000.

Table 2

Median value of Owner-occupied Housing Units
in Municipalities Served by School District 64: 1950 to 2007

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
2007*	$557,141	$336,896

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950–2000. *2007 figures are mean prices of home sales in Park Ridge (zip code 60068) and Niles (zip code 60714)

Table 3

Population by Age in Municipalities Served by School District 64: 1950 to 2008

Park Ridge							
Age Group	1950	1960	1970	1980	1990	2000	2008
Less than 5	1,434	3,197	2,607	1,636	2,015	2,194	—
5 to 9	1,553	3,812	4,088	2,144	1,965	2,681	—
10 to 14	1,376	3,423	4,793	3,200	2,061	2,782	—
15 to 19	1,034	2,227	4,080	3,857	2,099	2,284	—
20 to 24	682	865	1,967	2,584	2,100	1,389	—
25 to 29	763	1,112	1,740	2,077	2,015	1,287	—
30 to 34	1,118	2,119	2,034	2,292	2,445	1,851	—
35 to 39	1,416	2,645	2,478	2,346	2,656	2,829	—
40 to 44	1,564	2,773	3,266	2,409	2,698	3,299	—
45 to 49	1,512	2,590	3,388	2,531	2,356	3,059	—
50 to 54	1,343	2,303	3,054	3,041	2,238	2,649	—
55 to 59	975	1,857	2,728	3,027	2,254	2,114	—
60 to 64	673	1,364	2,199	2,374	2,408	1,936	—
65 and over	1,159	2,372	4,044	5,186	6,865	7,421	—
Total	16,602	32,659	42,466	38,704	36,175	37,775	36,927
Niles							
Age Group	1950	1960	1970	1980	1990	2000	2008
Less than 5	481	2,762	2,441	1,158	1,209	1,137	—
5 to 9	422	2,452	3,218	1,374	1,125	1,336	—
10 to 14	350	1,866	3,468	2,121	1,230	1,570	—
15 to 19	220	1,153	2,770	2,961	1,420	1,560	—
20 to 24	209	715	1,870	2,577	1,862	1,472	—
25 to 29	323	1,250	1,984	1,799	2,026	1,514	—
30 to 34	331	1,848	1,861	1,662	1,851	1,633	—
35 to 39	282	2,039	1,902	1,623	1,794	1,939	—
40 to 44	249	1,733	2,461	1,740	1,648	2,127	—
45 to 49	206	1,424	2,461	1,934	1,567	2,037	—
50 to 54	156	870	2,100	2,399	1,675	1,998	—
55 to 59	149	719	1,720	2,397	1,760	1,629	—
60 to 64	87	519	976	1,970	2,153	1,783	—
65 and over	122	1,043	2,200	4,648	6,964	8,333	—
Total	3,587	20,393	31,432	30,363	28,284	30,068	28,666

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950–2000.

Table 4

Housing Units Authorized by Building Permits
in Municipalities Served by School District 64: 1989 through September 2009

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
–Sep. '09	24	0	0	0	24	0

Source: U.S. Bureau of the Census. Current Construction Reports, Housing Units Authorized by Building Permits, Annual Reports 1989 to 2008 and September 2009 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 edged down slightly to 4,306 students this past fall.

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 2009–10. Table 6 decomposes the annual total enrollment change into the three component parts. Thus, between September 2008 (school year 2008–09) and September 2009 (school year 2009–10), District enrollment declined by 41 students (4,347 to 4,306). The 556 eighth graders who graduated in June 2009 (see Table 5) were replaced this past September (2009) by 402 kindergarten students, for a net class size difference of -154. Balancing this decrease was the fact that 105 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 2008 and September 2009. In addition, special education enrollment increased by eight students during this period (from 69 to 77). The three components (-154, +105, +8) sum precisely to the overall 41-student decline in the District between September 2008 and September 2009.

Table 7 shows the grade-by-grade, year-by-year migration/transfer figures for the District as a whole. For example, the "36" at the bottom of the K–1

column means that as the kindergarten class of 2008-09 progressed to the first grade in 2009-10, it gained 36 students. Conversely, as the fourth grade class of 2008-09 progressed to the fifth grade in 2009-10, it lost one student. Summing across the bottom row of Table 7 gives the K-8 net student migration/transfer gain of +105 between September 2008 and September 2009.

Table 5

Enrollment History of Community Consolidated School District 64: 1982–83 to 2009–10

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

Table 6

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School District 64: September 1982 to September 2009

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

Table 7

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2009

Transition Year Sept. to Sept.	Transition Year								
	K–1	1–2	2–3	3–4	4–5	5–6	6–7	7–8	Total
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

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 2,715 in 2008-09). Among the individual elementary schools, Franklin and Washington have grown just slightly the past five years, while Field has expanded moderately. Carpenter declined slightly and Roosevelt declined moderately.

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 very near that number through 2009-10.

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. Since then, Emerson, which draws students from Carpenter, Field and Franklin, has modestly fluctuated just below that number with 773 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 even with its student losses since 2002 resulting 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). Since 2004 annual declines have resulted from the entering sixth grade class

being smaller than the previous year's graduating eighth grade class. Table 20 reveals, though, that positive net student migration/transfer characterized Emerson every year since its opening with the exception of September 2006 to September 2007.

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 charge worth noting is the modest increase in Hispanics and Asian in most District 64 schools during the past 10 years. Appendix B presents the racial/ethic composition of each school annually from 1999 to 2009.

Table 8

Enrollment History of Community Consolidated School District 64: 1982–83 to 2009–10

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

Table 9

Enrollment History of Community Consolidated School District 64: 1982–83 to 2009–10

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

Table 10

Enrollment History of Community Consolidated School District 64: 1982–83 to 2009–10

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

Table 11

Enrollment History of Community Consolidated School District 64: 1982–83 to 2009–10

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

Table 12

Enrollment History of Community Consolidated School District 64: 1982–83 to 2009–10

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

Table 13

Enrollment History of Community Consolidated School District 64: 1982–83 to 2009–10

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

Table 14

Enrollment History of Community Consolidated School District 64: 1982–83 to 2009–10

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

Table 15

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School District 64: September 1982 to September 2009

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

Table 16

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School District 64: September 1982 to September 2009

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

Table 17

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School District 64: September 1982 to September 2009

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

Table 18

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School District 64: September 1982 to September 2009

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

Table 19

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School District 64: September 1982 to September 2009

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

Table 20

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School District 64: September 1982 to September 2009

Emerson Middle School

Transition Year Sept. to Sept.	Total Change	Entering 6 vs. Exiting 8	Net Student Migration/ Transfer	Reorganiz-ation
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	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

Table 21

Decomposition of Annual Sources of Enrollment Change in Community Consolidated School District 64: September 1982 to September 2009

Lincoln Middle School

Transition Year Sept. to Sept.	Total Change	Entering 6(7) 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

Table 22

Net Annual Student Migration/Transfer in Community Consolidated School District 64: September 1982 to September 2009

Carpenter Elementary School

Transition Year Sept. to Sept.	Grade Transition						
	K–1	1–2	2–3	3–4	4–5	5–6	Total
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

Table 23

Net Annual Student Migration/Transfer in Community Consolidated School District 64: September 1982 to September 2009

Field Elementary School

Transition Year Sept. to Sept.	Grade Transition						
	K–1	1–2	2–3	3–4	4–5	5–6	Total
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

Table 24

Net Annual Student Migration/Transfer in Community Consolidated School District 64: September 1982 to September 2009

Franklin Elementary School

Transition Year Sept. to Sept.	Grade Transition						
	K–1	1–2	2–3	3–4	4–5	5–6	Total
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

Table 25

Net Annual Student Migration/Transfer in Community Consolidated School District 64: September 1982 to September 2009

Roosevelt Elementary School

Transition Year Sept. to Sept.	Grade Transition						
	K–1	1–2	2–3	3–4	4–5	5–6	Total
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

Table 26

Net Annual Student Migration/Transfer in Community Consolidated School District 64:
September 1982 to September 2009

Washington Elementary School

Transition Year Sept. to Sept.	Grade Transition						
	K–1	1–2	2–3	3–4	4–5	5–6	Total
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

Table 27

Net Annual Student Migration/Transfer in Community Consolidated School District 64: September 1982 to September 2009

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

Table 28

Net Annual Student Migration/Transfer in Community Consolidated School District 64: September 1982 to September 2009

Lincoln Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6–7	7–8	Total
1982 to 83	16	-12	-12
1983 to 84	18	0	0
1984 to 85	19	-10	-10
1985 to 86	6	8	8
1986 to 87	7	4	4
1987 to 88	25	12	12
1988 to 89	34	16	16
1989 to 90	26	6	6
1990 to 91	28	9	9
1991 to 92	30	11	11
1992 to 93	37	6	6
1993 to 94	24	10	10
1994 to 95	15	15	15
1995 to 96	28	23	23
1996 to 97	11	3	3
1997 to 98	-186	-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

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 growth that characterized enrollment from the mid-1980s to 2002 resume or will recent overall declines continue? 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 4,306 total. There will be modest differences among the individual schools, however. During the next five years, Franklin and Roosevelt Elementary Schools will decline slightly while Field will be stable and, Carpenter and Washington will move up slightly. Over the next ten years, Emerson Middle School will be relatively stable 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 2006 (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 2006, births to residents in

each community have fluctuated but have declined slightly in 2005 and 2006. 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 close to the 402 registered this fall, 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 when 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 updates of population and household forecasts for Park Ridge and Niles provided by the Northeastern Illinois Planning Commission (NIPC). The NIPC forecasts suggest that while households will expand modestly in both Park Ridge and Niles between 2000 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 2015-16. 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 2015.

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. Since virtually all of District 64 is built-out, new housing development will not have an impact. 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 2015) and both turnover of existing housing units and teardowns *are less than currently anticipated* through 2019-20;

Series B Enrollment projection assuming future fertility rates remain constant (through 2015) and both turnover of existing housing units and teardowns *occur as anticipated* through 2019-20;

Series C Enrollment projection assuming future fertility rates remain constant (through 2015) and both turnover of existing housing units and teardowns a*re greater than anticipated* through 2019-20.

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 (two modestly strong years and two quite weak years).

For the individual elementary and middle schools, a similar procedure was followed. Annual projections by grade were made for each elementary

school through 2014-15 and for each middle school through 2019-20 under the Series B assumptions and methods describe 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

Source: Illinois Department of Public Health. Automated Vital Records System.

Table 30

Forecasts of Population and Households in Municipalities Served By School District 64: 2000 to 2030

Population				
Community	2000[a]	2030[b]	Change	% Change
Park Ridge	37,775	36,620	-1,155	-3.1
Niles	30,068	32,881	2,813	9.4
Households				
Community	2000[a]	2030[b]	Change	% Change
Park Ridge	14,219	14,763	544	3.8
Niles	12,002	12,329	327	2.7

Source: [a]U.S. Bureau of the Census. Decennial Census of Population and Housing, 2000.
[b]Northeastern 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 2014–15 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 352 students this year to 374 students in 2012–13 and roughly stabilize. Field will remain stable near its current 658 though 2014–15. Franklin will rise marginally next year to 456 students then slightly decline to 421 students in 2014–15. Roosevelt is also forecast to decline slightly from 639 students at present to 612 students in 2014–15 while Washington will edge up from 617 students this fall to 644 students 2011–12, then level off.

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 773, will decline slightly for the next two years (to 740) and thereafter climb to 816 students in 2014–15. Total enrollment will then drop to 782 students in 2017–18 before stabilizing. At Lincoln, the Series B projections presented in Table 50 reveal that its total enrollment, which now stands at 741 students, will dip to 706 students in 2011–12. Total enrollment at Lincoln will then fluctuate near that number through 2019–20.

One professional caveat should be noted regarding enrollment projections beyond school year 2014–15. At the middle school level, projections for the next ten years can be made with more confidence than the elementary level, since most students who will enter the middle schools through 2019–20 are already enrolled in the elementary feeder schools. However, for individual elementary schools, projections for these relatively small attendance areas beyond 2014–15 would include students yet to be conceived. It is for this reason that I projected enrollment at the individual elementary schools only to 2014–15. 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 2019-20. These district-wide projections were done independently from the individual school projections and also take into account that all schools are unlikely to follow the same 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 4,306 students this year to 3,910 students in school year 2016-17 and then level off near that number. 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 increase back to normal levels, the Series B projections presented in Table 53 show that total District enrollment will still dip slightly to 4,280 students in 2011-12 then rise to 4,349 students in 2014-15 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 continuously rising

total District enrollment, surpassing 4,500 students in school year 2012–13 and 4,700 students in 2017–18, tapering off just above that number. 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
December 2009

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 2014–15

Carpenter Elementary School

Series A Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	62	51	52	49	52	49
1	49	65	54	55	52	55
2	72	47	63	52	53	50
3	57	72	47	63	52	53
4	59	56	71	46	62	51
5	53	57	54	69	44	60
K–5	352	348	341	334	315	318

Table 32

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2014–15

Carpenter Elementary School

Series B Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	62	55	56	54	57	55
1	49	68	61	62	60	63
2	72	49	68	61	62	60
3	57	74	51	70	63	64
4	59	58	75	52	71	64
5	53	59	58	75	52	71
K–5	352	363	369	374	365	377

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 2014–15

Carpenter Elementary School

Series C Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	62	59	60	58	62	60
1	49	70	67	68	66	70
2	72	51	72	69	70	68
3	57	76	55	76	73	74
4	59	60	79	58	79	76
5	53	61	62	81	60	81
K–5	352	377	395	410	410	429

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 2014–15

Field Elementary School

Series A Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	90	86	87	88	86	85
1	109	94	90	91	92	90
2	112	116	101	97	98	99
3	114	112	116	101	97	98
4	109	115	113	117	102	98
5	124	110	116	114	118	103
K–5	658	633	623	608	593	573

Table 35

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2014–15

Field Elementary School

Series B Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	90	92	93	95	93	92
1	109	97	99	100	102	100
2	112	119	107	109	110	112
3	114	114	121	109	111	112
4	109	118	118	125	113	115
5	124	112	121	121	128	116
K–5	658	652	659	659	657	647

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 2014–15

Field Elementary School

Series C Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	90	98	100	102	101	101
1	109	100	108	110	112	111
2	112	121	112	120	122	124
3	114	116	125	116	124	126
4	109	120	122	131	122	130
5	124	114	125	127	136	127
K–5	658	669	692	706	717	719

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 2014–15

Franklin Elementary School

Series A Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	54	54	55	54	54	55
1	84	60	60	61	60	60
2	82	86	62	62	63	62
3	77	81	85	61	61	62
4	82	79	83	87	63	63
5	70	81	78	82	86	62
K–5	449	441	423	407	387	364

Table 38

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2014–15

Franklin Elementary School

Series B Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	54	58	59	58	59	60
1	84	63	67	68	67	68
2	82	88	67	71	72	71
3	77	83	89	68	72	73
4	82	81	87	93	72	76
5	70	83	82	88	94	73
K–5	449	456	451	446	436	421

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 2014–15

Franklin Elementary School

Series C Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	54	64	66	65	66	67
1	84	66	76	78	77	78
2	82	90	72	82	84	83
3	77	85	93	75	85	87
4	82	83	91	99	81	91
5	70	85	86	94	102	84
K–5	449	473	484	493	495	490

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 2014–15

Roosevelt Elementary School

Series A Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	94	88	90	90	89	88
1	89	99	93	95	95	94
2	121	88	98	92	94	94
3	116	118	85	95	89	91
4	100	114	116	83	93	87
5	119	101	115	117	84	94
K–5	639	608	597	572	544	548

Table 41

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2014–15

Roosevelt Elementary School

Series B Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	94	93	95	96	96	94
1	89	102	101	103	104	104
2	121	90	103	102	104	105
3	116	120	89	102	101	103
4	100	116	120	89	102	101
5	119	103	119	123	92	105
K–5	639	624	627	615	599	612

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 2014–15

Roosevelt Elementary School

Series C Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	94	98	100	102	103	102
1	89	104	108	110	112	113
2	121	92	107	111	113	115
3	116	122	93	108	112	114
4	100	118	124	95	110	114
5	119	105	123	129	100	115
K–5	639	639	655	655	650	673

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 2014–15

Washington Elementary School

Series A Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	102	89	89	90	85	84
1	95	108	95	95	96	91
2	102	94	107	94	94	95
3	119	102	94	107	94	94
4	102	122	105	97	110	97
5	97	99	119	102	94	107
K–5	617	614	609	585	573	568

Table 44

Enrollment Projection Assuming Future Fertility Rates Remain Constant and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2014–15

Washington Elementary School

Series B Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	102	94	95	97	93	92
1	95	111	103	104	106	102
2	102	98	114	106	107	109
3	119	104	100	116	108	109
4	102	124	109	105	121	113
5	97	101	123	108	104	120
K–5	617	632	644	636	639	645

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 2014–15

Washington Elementary School

Series C Projection						
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
K	102	99	101	103	100	100
1	95	114	111	113	115	112
2	102	101	120	117	119	121
3	119	106	105	124	121	123
4	102	126	113	112	131	128
5	97	103	127	114	113	132
K–5	617	649	677	683	699	716

Table 46

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2014) and Both Turnover of Existing Housing Units and Teardowns *Are Less than Currently Anticipated* through 2019–20

Emerson Middle School

Series A Projection											
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
6	236	237	238	238	255	238	218	203	206	203	204
7	267	237	238	239	239	256	242	222	207	210	207
8	270	267	237	238	239	239	257	243	223	208	211
6–8	773	741	713	715	733	733	717	668	636	621	622

Table 47

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2014) and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2019–20

Emerson Middle School

Series B Projection											
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
6	236	241	248	255	278	268	255	254	257	256	258
7	267	242	247	254	261	284	275	262	261	264	263
8	270	270	245	250	257	264	286	277	264	263	266
6–8	773	753	740	759	796	816	816	793	782	783	787

Table 48

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2014) and Both Turnover of Existing Housing Units and Teardowns *Are Greater than Currently Anticipated* through 2019–20

Emerson Middle School

Series C Projection											
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
6	236	244	257	270	299	295	289	304	309	308	312
7	267	245	253	266	279	308	302	296	311	316	315
8	270	272	250	258	271	284	311	305	299	314	319
6–8	773	761	760	794	849	887	902	905	919	938	946

Table 49

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2014) and Both Turnover of Existing Housing Units and Teardowns *Are Less than Currently Anticipated* through 2019–20

Lincoln Middle School

Series A Projection											
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
6	248	224	208	242	227	186	211	192	194	195	189
7	243	249	225	209	243	228	188	213	194	196	197
8	250	240	246	222	206	240	226	186	211	192	194
6–8	741	713	679	673	676	654	625	591	599	583	580

Table 50

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2014) and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2019–20

Lincoln Middle School

Series B Projection											
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
6	248	230	218	256	245	210	239	230	233	236	232
7	243	253	235	223	261	250	215	244	235	238	241
8	250	243	253	235	223	261	250	215	244	235	238
6–8	741	726	706	714	729	721	704	689	712	709	711

Table 51

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2014) and Both Turnover of Existing Housing Units and Teardowns *Are Greater than Currently Anticipated* through 2019–20

Lincoln Middle School

Series C Projection											
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
6	248	234	226	268	261	231	262	263	267	271	269
7	243	258	244	236	278	271	239	270	271	275	279
8	250	247	262	248	240	282	273	241	272	273	277
6–8	741	739	732	752	779	784	774	774	810	819	825

Table 52

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2014) and Both Turnover of Existing Housing Units and Teardowns *Are Less than Currently Anticipated* through 2019–20

Community Consolidated School District 64

Series A Projection											
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
K	402	374	378	371	376	370	373	391	376	369	370
1	426	434	406	410	403	408	406	409	427	412	405
2	489	436	444	416	420	413	422	420	423	441	426
3	483	491	438	446	418	422	419	428	426	429	447
4	452	491	499	446	454	426	432	429	438	436	439
5	463	450	489	497	444	452	428	434	431	440	438
6	484	462	449	488	496	443	455	431	437	434	443
7	510	486	464	451	490	498	449	461	437	443	440
8	520	507	483	461	448	487	497	448	460	436	442
K–8	4,229	4,131	4,050	3,986	3,949	3,919	3,881	3,851	3,855	3,840	3,850
Sp. Ed.	77	63	62	61	60	60	59	59	59	59	59
Total	4,306	4,194	4,112	4,047	4,009	3,979	3,940	3,910	3,914	3,899	3,909

Table 53

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2014) and Both Turnover of Existing Housing Units and Teardowns *Occur as Currently Anticipated* through 2019–20

Community Consolidated School District 64

Series B Projection											
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
K	402	393	400	397	401	399	406	403	408	404	409
1	426	443	434	441	438	442	437	444	441	446	442
2	489	445	462	453	460	457	459	454	461	458	463
3	483	498	454	471	462	469	466	468	463	470	467
4	452	498	513	469	486	477	483	480	482	477	484
5	463	458	504	519	475	492	484	490	487	489	484
6	484	469	464	510	525	481	499	491	497	494	496
7	510	495	480	475	521	536	492	510	502	508	505
8	520	513	498	483	478	524	538	494	512	504	510
K–8	4,229	4,212	4,209	4,218	4,246	4,277	4,264	4,234	4,253	4,250	4,260
Sp. Ed.	77	71	71	71	72	72	72	72	72	72	72
Total	4,306	4,283	4,280	4,289	4,318	4,349	4,336	4,306	4,325	4,322	4,332

Table 54

Enrollment Projection Assuming Future Fertility Rates Remain Constant (through 2014) and Both Turnover of Existing Housing Units and Teardowns *Are Greater than Currently Anticipated* through 2019–20

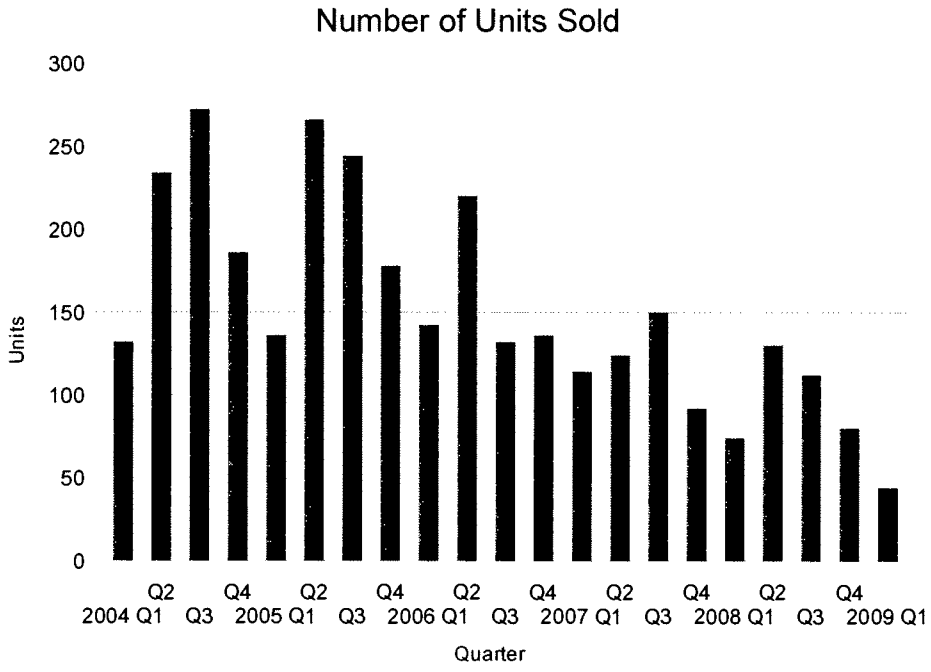
Community Consolidated School District 64

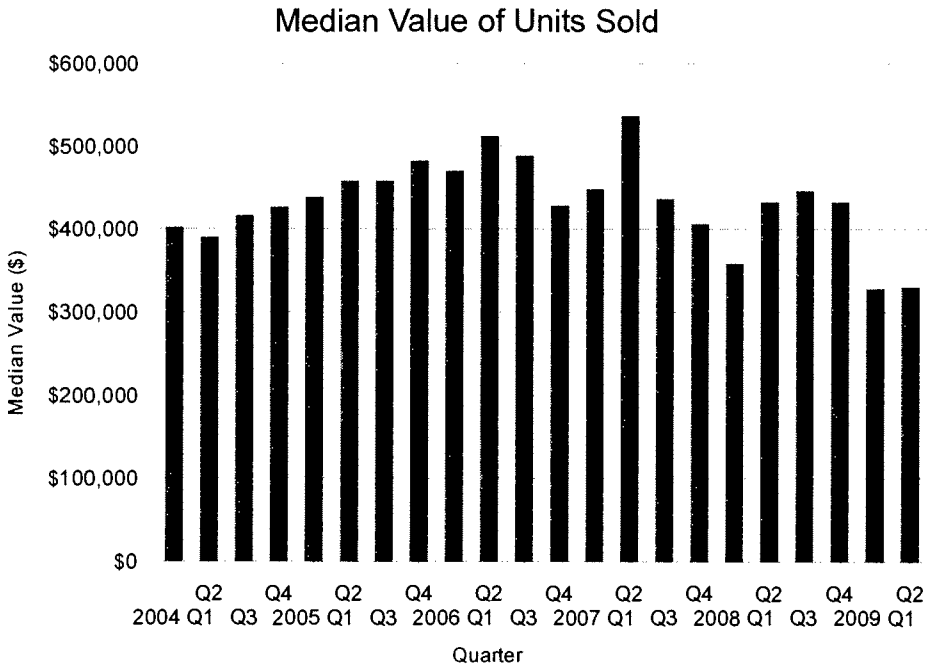
Series C Projection											
Grade	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
K	402	407	418	414	419	417	425	424	430	432	436
1	426	453	458	469	465	470	462	470	469	475	477
2	489	453	480	485	496	492	494	486	494	493	499
3	483	506	470	497	502	513	506	508	500	508	507
4	452	504	527	491	518	523	531	524	526	518	526
5	463	465	517	540	504	531	534	542	535	537	529
6	484	477	479	531	554	518	543	546	554	547	549
7	510	503	496	498	550	573	533	558	561	569	562
8	520	519	512	505	507	559	578	538	563	566	574
K–8	4,229	4,287	4,357	4,430	4,515	4,596	4,606	4,596	4,632	4,645	4,659
Sp. Ed.	77	76	77	79	80	82	82	82	82	83	83
Total	4,306	4,363	4,434	4,509	4,595	4,678	4,688	4,678	4,714	4,728	4,742

Appendix A

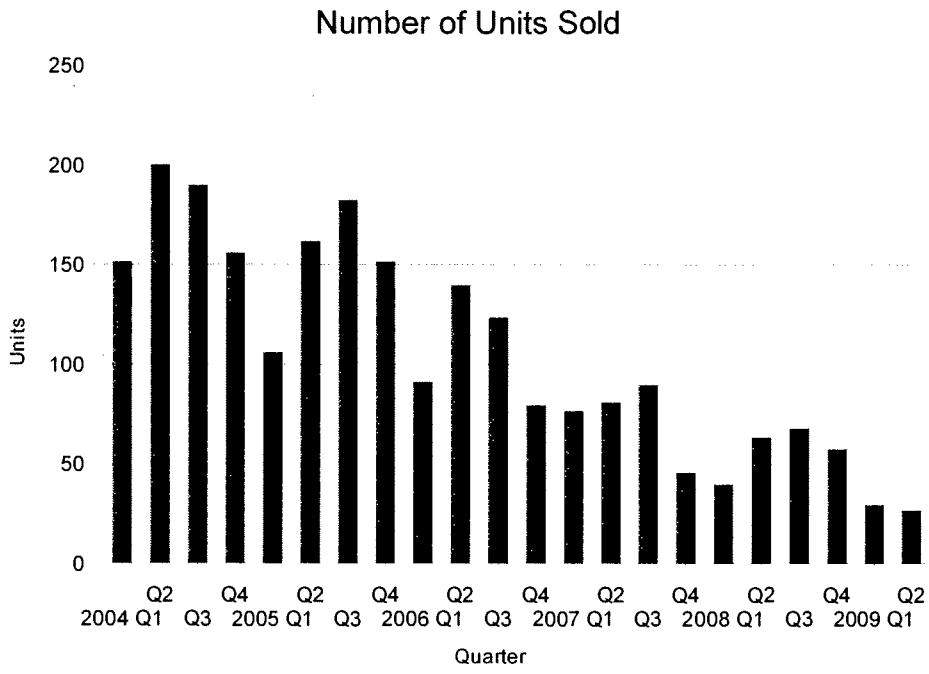
Home Sales in Zip Codes
Served by
Community Consolidated School District 64

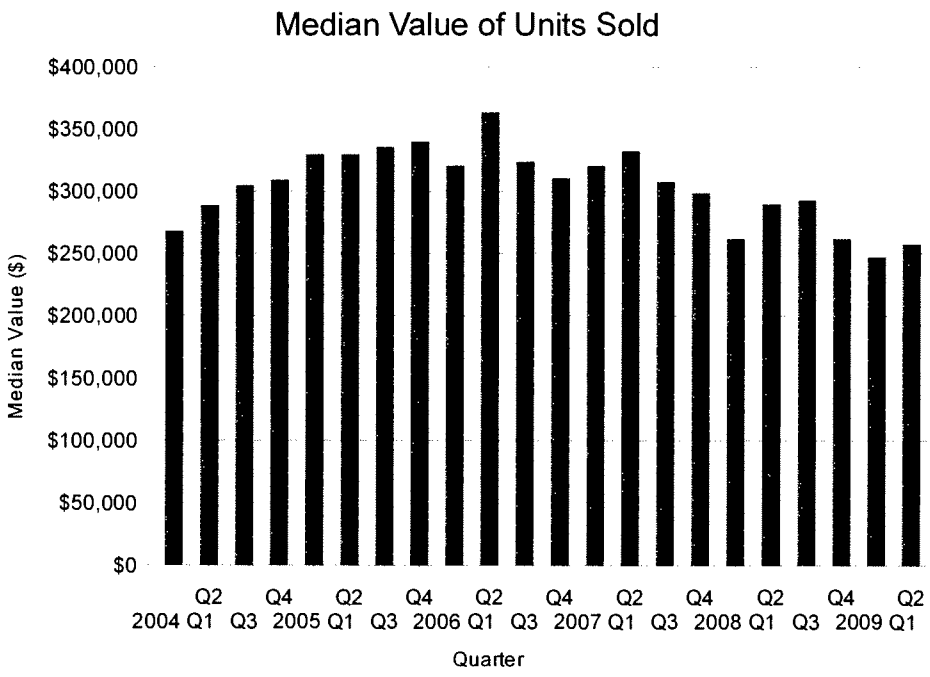
60068
(Park Ridge)





60714
(Niles)


Number of Units Sold
250
200
150
100
50
0
Units
2004 Q1
Q2
Q3
Q4
2005 Q1
Q2
Q3
Q4
2006 Q1
Q2
Q3
Q4
2007 Q1
Q2
Q3
Q4
2008 Q1
Q2
Q3
Q4
2009 Q1
Q2
Quarter


Median Value of Units Sold
$400,000
$350,000
$300,000
$250,000
$200,000
$150,000
$100,000
$50,000
$0
Median Value ($)
2004 Q1
Q2
Q3
Q4
2005 Q1
Q2
Q3
Q4
2006 Q1
Q2
Q3
Q4
2007 Q1
Q2
Q3
Q4
2008 Q1
Q2
Q3
Q4
2009 Q1
Q2
Quarter

Appendix B

Racial/Ethnic Composition of
Community Consolidated School District 64
Student Population: 1999 to 2009

GEORGE B CARPENTER ELEMENTARY SCHOOL

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial /Ethnicity (%)
1999	92.9	0.5	1.8	4.5	0.3	-
2000	93.7	0.5	2.4	3.4	-	-
2001	92.9	0.8	1.8	4.6	-	-
2002	92.6	0.5	2.5	4.2	0.2	-
2003	93	0.7	1.9	4.3	-	-
2004	97	0.7	1.4	0.9	-	-
2005	93.5	-	1.3	4.8	-	0.5
2006	94.1	-	1.8	3.6	-	0.5
2007	91.3	-	2.6	2.9	-	3.2
2008	90	0.3	3.5	2.2	0.5	3.5
2009	88.7	0.3	3.7	2.5	-	4.8

EUGENE FIELD ELEMENTARY SCHOOL

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial /Ethnicity (%)
1999	93.5	1	1.8	3.7	-	-
2000	93.7	1	2.7	2.5	0.2	-
2001	92.8	0.5	2.1	4.4	0.2	-
2002	92.2	0.3	3.4	4	-	-
2003	92.5	0.2	3.3	4.1	-	-
2004	89.8	0.7	4.8	4.6	0.2	-
2005	91	0.2	3.7	4.2	-	1
2006	88.8	-	3.9	5.5	0.2	1.6
2007	89.8	0.2	3.4	5.2	0.3	1.1
2008	88.9	0.2	3.9	5	0.3	1.8
2009	88.4	0.3	3.3	4.6	0.3	3.1

FRANKLIN ELEMENTARY SCHOOL

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial /Ethnicity (%)
1999	87.3	0.4	3.5	8.8	-	-
2000	88.5	0.8	2.3	8.4	-	-
2001	85.6	0.4	3.7	10.4	-	-
2002	88.3	0.2	2.7	8.8	-	-
2003	89.1	0.4	4.5	6	-	-
2004	90.4	0.4	4.4	4.8	-	-
2005	86.9	0.4	6	6.7	-	-
2006	84.8	0.2	5.6	7.8	-	1.6
2007	83.6	0.2	5.6	7	-	3.6
2008	83.2	0.4	5.6	5.6	-	5.2
2009	79.5	1.5	6.8	6.2	-	6

THEODORE ROOSEVELT ELEMENTARY SCHOOL

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial /Ethnicity (%)
1999	97.1	0.3	1	1.6	-	-
2000	96.8	0.3	1.2	1.7	-	-
2001	96.8	0.4	1.1	1.8	-	-
2002	96.8	0.4	1.2	1.5	-	-
2003	96.3	0.6	1.4	1.7	-	-
2004	96.3	0.4	1.1	1.4	0.8	-
2005	94.9	0.3	2	2.8	-	-
2006	93.6	0.3	2.8	2.6	-	0.7
2007	92.4	0.3	3.1	2.7	-	1.6
2008	91.4	-	3.9	2.7	-	2
2009	90.5	0.5	3.6	2.4	0.2	2.9

GEORGE WASHINGTON ELEMENTARY SCHOOL

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial /Ethnicity (%)
1999	93.6	0.8	3.2	2.3	0.2	-
2000	93.8	0.7	2.8	2.2	0.6	-
2001	95.5	0.7	2.4	1.4	-	-
2002	94.4	0.7	2.6	2.2	0.2	-
2003	94.1	0.7	3	2	0.2	-
2004	93.1	-	4.2	2.5	0.2	-
2005	92.3	-	4.8	2.7	0.2	-
2006	88.8	-	5.7	3.1	-	2.4
2007	88.9	-	4.8	2.8	-	3.5
2008	89.3	-	3.6	3	-	4.1
2009	88.6	-	4.1	2.6	-	4.6

EMERSON MIDDLE SCHOOL

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial /Ethnicity (%)
1999	95.1	0.3	1.5	3.1	-	-
2000	94	0.3	1.7	4	-	-
2001	93.3	0.5	2.3	3.8	0.1	-
2002	91.8	0.4	3.3	4.1	0.4	-
2003	90.9	0.4	4	4.3	0.4	-
2004	93.3	0.4	2.5	3.8	-	-
2005	90.2	-	4.9	3.7	-	1.1
2006	88	-	5.4	4.8	-	1.9
2007	85.6	0.2	5.7	6.2	0.1	2.2
2008	85.9	0.4	5.1	6.3	0.1	2.1
2009	85.4	0.7	5.2	5.3	0.1	3.2

LINCOLN MIDDLE SCHOOL

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial /Ethnicity (%)
1999	94.7	0.2	1.3	3.7	0.2	-
2000	95.2	0.1	1.8	2.7	0.1	-
2001	95.3	-	2.2	2.3	0.1	-
2002	95.4	-	2.7	1.3	0.5	-
2003	95.2	0.5	2.7	1.6	-	-
2004	95	0.5	3	1.5	-	-
2005	92.5	0.7	3.6	2.4	-	0.8
2006	92.4	0.5	4.1	2.2	-	0.8
2007	91.8	0.4	-	2.9	3.9	1
2008	92.3	0.1	3.3	3	-	1.3
2009	91.6	0.4	3.3	3.4	-	1.3

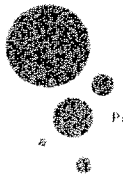
PARK RIDGE CCSD 64

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi Racial /Ethnicity (%)
1999	93.8	0.5	1.9	3.7	0.1	-
2000	93.9	0.5	2	3.4	0.1	-
2001	93.5	0.5	2.2	3.8	0.1	-
2002	93.4	0.4	2.6	3.5	0.2	-
2003	93.2	0.5	3	3.2	0.1	-
2004	93.7	0.4	3	2.7	0.2	-
2005	91.7	0.2	3.8	3.7	-	0.5
2006	90.1	0.2	4.3	4.1	-	1.4
2007	89.1	0.2	3.5	4.2	0.8	2.1
2008	88.9	0.2	4.1	4	0.1	2.6
2009	87.8	0.5	4.2	3.9	0.1	3.4

Demographic Trends
Enrollment Projections

John D. Kasarda

December 2009 report



Park Ridge – Niles Community Consolidated School District 64
Board of Education Meeting
Monday, January 25, 2010

Agenda

- Review report comments
- Review current enrollment projections
- Comparison to the December 2004 projections

Report Highlights

- Report Objective
  - Reviews residential development patterns and recent demographic dynamics in District 64 enrollment
  - Assess annual enrollment changes and analyze student migration patterns
  - Evaluate housing turnover / teardowns and how this affects District 64 enrollments
  - Project future enrollments
    - Elementary Schools through 2014-15
    - Middle Schools through 2019-20

Report Highlights (continued)

- Median Value of Owner-occupied Housing Units

Year	Park Ridge	% Inc	Niles	% Inc
1980	$92,900		$79,800	
1990	$185,700	99.9%	$140,700	76.3%
2000	$295,800	59.3%	$204,400	45.3%
2007	$557,141	88.4%	$336,896	64.8%
Overall Increase		*499.7%*		*322.2%*

Determinants of Enrollment Changes

- The difference between the size of the kindergarten class that enters each September and the size of the previous June's graduating class (exiting the district).
- Net Migration/transfer of school-age children in the district as they progress through the grades over the years.
- Annual change in special education class size.

Demographic Change Worth Noting

- *Modest Increase/Decrease in Ethnicity of Student population during the last 10 years.*

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi-Racial / Ethnicity (%)
1999	93.8%	0.5%	1.9%	3.7%	0.1%	0.0%
2000	93.9%	0.5%	2.0%	3.4%	0.1%	0.0%
2001	93.5%	0.5%	2.2%	3.8%	0.1%	0.0%
2002	93.4%	0.4%	2.6%	3.5%	0.2%	0.0%
2003	93.2%	0.5%	3.0%	3.2%	0.1%	0.0%
2004	93.7%	0.4%	3.0%	2.7%	0.2%	0.0%
2005	91.7%	0.2%	3.6%	3.7%	0.0%	0.5%
2006	90.1%	0.2%	4.3%	4.1%	0.0%	1.4%
2007	89.1%	0.2%	3.5%	4.2%	0.8%	2.1%
2008	88.9%	0.2%	4.1%	4.0%	0.1%	2.6%
2009	87.8%	0.5%	4.2%	3.9%	0.1%	3.4%

ENROLLMENT FUTURE

- *Underlying factors and methodology*
  - Table 29 – Birth Trends
    - Declining slightly
  - Housing Turnover
    - Empty-nesters to families with preschool and school-age children
  - Three Series of Projections
    - Series **A** – *assumes future fertility rates remain constant through 2015 and both turnover of existing housing units and teardowns are less than currently anticipated…*
    - Series **B** – *assumes future fertility rates remain constant through 2015 and both turnover of existing housing units and teardowns occur as anticipated…*
    - Series **C** – *assumes future fertility rates remain constant through 2015 and both turnover of existing housing units and teardowns are greater than anticipated…*

ENROLLMENT FUTURE (CONTINUED)

- ***Modified Cohort Survival Method***
  - Average cohort progression were computed for each grade level for the past 4-years
    - Adjusted for outliers in any given year and then applied to compute baseline enrollment projections *(a non-conventional cohort survival technique)*
  - Sizes of future kindergarten classes were estimated using trends in birth registration data, student migration patterns and anticipated housing turnover
  - Series B enrollment projection – adjust projected enrollment each year in grades 1 through 8…
    - Mirrors the average of the past 4-years…two modestly strong years and two quite weak years
  - Series A projection – deflated Series B by 15%
  - Series C projection – inflated Series B by 15%

HOW ACCURATE ARE PROJECTIONS (SERIES B)?

Report Date	2005-06	2006-07	2007-08	2008-09	2009-10
Projected December 2004	4,295	4,320	4,322	4,348	4,314
Actual December 2009	4,226	4,254	4,287	4,278	4,229
Variance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Accuracy Rate	98.37%	98.45%	99.18%	98.36%	97.99%

ENROLLMENT PROJECTIONS (SERIES B – DISTRICT-WIDE)

December 2009 Report	2009-10 Actual Enrollment	2010-11 Projected Enrollment	2011-12 Projected Enrollment	2012-13 Projected Enrollment	2013-14 Projected Enrollment	2014-15 Projected Enrollment
K - Grade 5	2,715	2,735	2,767	2,750	2,722	2,736
MS	1,514	1,477	1,442	1,468	1,524	1,541
Total Enrollment (does not include special education)	4,229	4,212	4,209	4,218	4,246	4,277
Change in K- Grade 5		20	32	(17)	(28)	14
Change in MS		(37)	(35)	26	56	17
Change in District Total		(17)	(3)	9	28	31

- Questions
- Comments
- Concerns

	2009-10 - 6th Day Enrollment						2010-11 Projected Enrollment						
	Carpenter	Field	Franklin	Roosevelt	Washington	District	Carpenter	Field	Franklin	Roosevelt	Washington	District	Year to Year Change
Grade - K	62	90	54	94	102	402	55	92	58	93	94	392	(10)
Sections	3	4	3	5	5	20	3	5	3	5	5	21	1
Average Class Size	20.67	22.50	18.00	18.80	20.40	20.10	18.33	18.40	19.33	18.60	18.80	18.67	(1.43)
Grade 1	49	109	84	89	95	426	68	97	63	102	111	441	15
Sections	3	5	4	4	4	20	3	5	3	5	5	21	1
Average Class Size	16.33	21.80	21.00	22.25	23.75	21.30	22.67	19.40	21.00	20.40	22.20	21.00	(0.30)
Grade 2	72	112	82	121	102	489	49	119	88	90	98	444	(45)
Sections	4	5	4	6	5	24	3	5	4	4	5	21	(3.00)
Average Class Size	18.00	22.40	20.50	20.17	20.40	20.38	16.33	23.80	22.00	22.50	19.60	21.14	0.77
Grade 3	57	114	77	116	119	483	74	114	83	120	104	495	12
Sections	3	5	4	5	5	22	4	5	4	5	5	23	1
Average Class Size	19.00	22.80	19.25	23.20	23.80	21.95	18.50	22.80	20.75	6.00	20.80	21.52	(0.43)
Grade 4	59	109	82	100	102	452	58	118	81	116	124	497	45
Sections	3	5	4	4	4	20	3	5	4	5	5	22	2
Average Class Size	19.67	21.80	20.50	25.00	25.50	22.60	19.33	23.60	20.25	23.20	24.80	22.59	(0.01)
Grade 5	53	124	70	119	97	463	59	112	83	103	101	458	(5)
Sections	3	5	4	5	4	21	3	5	4	5	5	22	1
Average Class Size	17.67	24.80	17.50	23.80	24.25	22.05	19.67	22.40	20.75	20.60	20.20	20.82	(1.23)
Building Total Grades 1 - 5	290	568	395	545	515	2,313	308	560	398	531	538	2,335	22
Sections	16	25	20	24	22	107	16	25	19	24	25	109	2
Average Class Size	18.13	22.72	19.75	22.71	23.41	21.62	19.25	22.40	20.95	22.13	21.52	21.42	(0.19)
Building Total Enrollment	352	658	449	639	617	2,415	363	652	456	624	632	2,429	14

	Carpenter		
	2009-10 6th Day Enrollment	2010-11 Projected Enrollment	Change In Enrollment
Grade - K	62	55	(7.00)
Sections	3	3	0.00
Average Class Size	20.67	18.33	(2.33)
Grade 1	49	68	19.00
Sections	3	3	0.00
Average Class Size	16.33	22.67	6.33
Grade 2	72	49	(23.00)
Sections	4	3	(1.00)
Average Class Size	18.00	16.33	(1.67)
Grade 3	57	74	17.00
Sections	3	4	1.00
Average Class Size	19.00	18.50	(0.50)
Grade 4	59	58	(1.00)
Sections	3	3	0.00
Average Class Size	19.67	19.33	(0.33)
Grade 5	53	59	6.00
Sections	3	3	0.00
Average Class Size	17.67	19.67	2.00
Building Total Grades 1 - 5	290	308	18.00
Sections	16	16	0.00
Average Class Size	18.13	19.25	1.13
Building Total Enrollment	352	363	11.00

	Field		
	2009-10 6th Day Enrollment	2010-11 Projected Enrollment	Change In Enrollment
Grade - K	90	92	2.00
Sections	4	5	1.00
Average Class Size	22.50	18.40	(4.10)
Grade 1	109	97	(12.00)
Sections	5	5	0.00
Average Class Size	21.80	19.40	(2.40)
Grade 2	112	119	7.00
Sections	5	5	0.00
Average Class Size	22.40	23.80	1.40
Grade 3	114	114	0.00
Sections	5	5	0.00
Average Class Size	22.80	22.80	0.00
Grade 4	109	118	9.00
Sections	5	5	0.00
Average Class Size	21.80	23.60	1.80
Grade 5	124	112	(12.00)
Sections	5	5	0.00
Average Class Size	24.80	22.40	(2.40)
Building Total Grades 1 - 5	568	560	(8.00)
Sections	25	25	0.00
Average Class Size	22.72	22.40	(0.32)
Building Total Enrollment	658	652	(6.00)

	Franklin		
	2009-10 6th Day Enrollment	2010-11 Projected Enrollment	Change In Enrollment
Grade - K	54	58	4.00
Sections	3	3	0.00
Average Class Size	18.00	19.33	1.33
Grade 1	84	63	(21.00)
Sections	4	3	(1.00)
Average Class Size	21.00	21.00	0.00
Grade 2	82	88	6.00
Sections	4	4	0.00
Average Class Size	20.50	22.00	1.50
Grade 3	77	83	6.00
Sections	4	4	0.00
Average Class Size	19.25	20.75	1.50
Grade 4	82	81	(1.00)
Sections	4	4	0.00
Average Class Size	20.50	20.25	(0.25)
Grade 5	70	83	13.00
Sections	4	4	0.00
Average Class Size	17.50	20.75	3.25
Building Total Grades 1 - 5	395	398	3.00
Sections	20	19	(1.00)
Average Class Size	19.75	20.95	1.20
Building Total Enrollment	449	456	7.00

Roosevelt

	2009-10 6th Day Enrollment	2010-11 Projected Enrollment	Change In Enrollment
Grade - K	94	93	(1.00)
Sections	5	5	0.00
Average Class Size	18.80	18.60	(0.20)
Grade 1	89	102	13.00
Sections	4	5	1.00
Average Class Size	22.25	20.40	(1.85)
Grade 2	121	90	(31.00)
Sections	6	4	(2.00)
Average Class Size	20.17	22.50	2.33
Grade 3	116	120	4.00
Sections	5	5	0.00
Average Class Size	23.20	6.00	(17.20)
Grade 4	100	116	16.00
Sections	4	5	1.00
Average Class Size	25.00	23.20	(1.80)
Grade 5	119	103	(16.00)
Sections	5	5	0.00
Average Class Size	23.80	20.60	(3.20)
Building Total Grades 1 - 5	545	531	(14.00)
Sections	24	24	0.00
Average Class Size	22.71	22.13	(0.58)
Building Total Enrollment	639	624	(15.00)

	Washington		
	2009-10 6th Day Enrollment	2010-11 Projected Enrollment	Change In Enrollment
Grade - K	102	94	(8.00)
Sections	5	5	0.00
Average Class Size	20.40	18.80	(1.60)
Grade 1	95	111	16.00
Sections	4	5	1.00
Average Class Size	23.75	22.20	(1.55)
Grade 2	102	98	(4.00)
Sections	5	5	0.00
Average Class Size	20.40	19.60	(0.80)
Grade 3	119	104	(15.00)
Sections	5	5	0.00
Average Class Size	23.80	20.80	(3.00)
Grade 4	102	124	22.00
Sections	4	5	1.00
Average Class Size	25.50	24.80	(0.70)
Grade 5	97	101	4.00
Sections	4	5	1.00
Average Class Size	24.25	20.20	(4.05)
Building Total Grades 1 - 5	515	538	23.00
Sections	22	25	3.00
Average Class Size	23.41	21.52	(1.89)
Building Total Enrollment	617	632	15.00

	2009-10 - 6th Day Enrollment			2010-11 Projected Enrollment			
	Emerson	Lincoln	District	Emerson	Lincoln	District	*Year to Year Change*
Grade 6	236	248	484	241	230	471	*(13)*
Homerooms	9	10	19	9	9	18	*(1)*
Average Class Size	*26.22*	*24.80*	*25.47*	*26.78*	*25.56*	*26.17*	*0.69*
Grade 7	267	243	510	242	253	495	*(15)*
Homerooms	10	9	19	9	9	18	*(1)*
Average Class Size	*26.70*	*27.00*	*26.84*	*26.89*	*28.11*	*27.50*	*0.66*
Grade 8	270	250	520	270	243	513	*(7)*
Homerooms	10	9	19	10	10	20	*1.00*
Average Class Size	*27.00*	*27.78*	*27.37*	*27.00*	*24.30*	*25.65*	*(1.72)*
Building Total Grades 6 - 8	773	741	1,514	753	726	1,479	*(35)*
Homerooms	29	28	57	28	28	56	*(1)*
Average Class Size	*26.66*	*26.46*	*26.56*	*26.89*	*25.93*	*26.41*	*(0.15)*

	Emerson		
	2009-10 6th Day Enrollment	2010-11 Projected Enrollment	Change In Enrollment
Grade 6	236	241	5.00
Homerooms	9	9	0.00
Average Class Size	26.22	26.78	0.56
Grade 7	267	242	(25.00)
Homerooms	10	9	(1.00)
Average Class Size	26.70	26.89	0.19
Grade 8	270	270	0.00
Homerooms	10	10	0.00
Average Class Size	27.00	27.00	0.00
Building Total Grades 6 - 8	773	753	(20.00)
Homerooms	29	28	(1.00)
Average Class Size	26.66	26.89	0.24

	Lincoln		
	2009-10 6th Day Enrollment	2010-11 Projected Enrollment	Change In Enrollment
Grade 6	248	230	(18.00)
Homerooms	10	9	(1.00)
Average Class Size	24.80	25.56	0.76
Grade 7	243	253	10.00
Homerooms	9	9	0.00
Average Class Size	27.00	28.11	1.11
Grade 8	250	243	(7.00)
Homerooms	9	10	1.00
Average Class Size	27.78	24.30	(3.48)
Building Total Grades 6 - 8	741	726	(15.00)
Homerooms	28	28	0.00
Average Class Size	26.46	25.93	(0.54)

Sections (FTE)	
Kindergarten	0.50
Grades 1 -5	2.00
MS	(1.00)
	1.50

APPROVAL ON MIDDLE SCHOOL SCHEDULE CHANGES: 6TH GRADE CORE CLASSES AND FLES/HEALTH/TECHNOLOGY

ACTION ITEM 10-01-5

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the recommendations regarding changes to the 6th Grade schedule as follows. *(Board member is to read each recommendation separately.)*

1. Change the current time allocation for core subjects from 45 minutes daily for Math, Science, Social Studies and Language Arts classes and two 30 minute daily classes for Reading to four daily 60 minute core classes (Math, Science, Social Studies and Language Arts) eliminating the separate two 30 minute Reading classes and instead incorporating instruction of reading/writing/learning strategies into all four core curriculum areas.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

2. Change the FLES/Health/Technology schedule from the current alternating (A/B) day schedule to a schedule in which students receive instruction every day each week for 18 weeks of FLES, 9 weeks of Health and 9 weeks of Technology instruction.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

To: District 64 Board of Education

From: Diane Betts, Assistant Superintendent for Student Learning

Date: January 25, 2010

Re: Middle School Program Review

RELATION OF REPORT TO:

State/Federal Mandates: None

Board Goal: Meeting the Needs of the Whole Child

Board Policy: None

Board Procedures: None

Budget Implications: Possible addition of .25 FTE C of C teacher

OVERVIEW:
Recommendations stemming from the Middle School Program Review regarding the 6th grade schedule were presented at the January 11, 2010 Board of Education Meeting. This report will provide some additional clarifying information regarding these proposed changes to the schedule.

Board members will be asked to take action on each of these recommended changes at this meeting. Changes would be put in place for the 2010-11 school year and formally reviewed in the second year of implementation (2011-12).

RECOMMENDATIONS:

I. FLES/Health/Technology Schedule

Change the way 6th grade students are currently scheduled for FLES, Health and Technology from the current alternating (A/B) day schedule to an every day schedule in which students would receive instruction every day each week for 18 weeks of FLES instruction, 9 weeks of Health and 9 weeks of Technology.

Concerns were raised that students might lose some language acquisition and require more review if they were assigned to FLES in the first semester of 6th grade and not have any formal language instruction for a 6 month period of time before electing to take a foreign language in 7th and 8th grades.

Clarifying Information:

- The purpose and focus of the 6th grade program differs from the 7th/8th grade program. The 6th grade FLES program is a continuation of the less formal study of oral language inherent in the 2nd-5th grade FLES program and serves as a beginning bridge to the more formal study of language in a 7th/8th grade program. The materials the students use in this 7th grade class assume that

the students have had NO exposure to the foreign language and therefore are designed to begin at a very basic level. Introduction of new vocabulary and skills moves slowly in the first half of the book.

- In most districts that do not offer FLES at the elementary school level or in 6th grade, teachers are not able to begin this 7th grade program speaking in the target language. Because of exposure to the language through our FLES program, District 64 teachers have been able to speak a great deal in the target language at the beginning of the 7th grade program. The 7th grade teachers realize they may need to adjust how quickly they speak exclusively in the target language at the beginning of the year. Opportunities for review and practice in the target language are plentiful in the beginning chapters of these 7th grade books.
- Other opportunities for students to practice and review their skills prior to starting the 7th grade program will be developed and offered to students (i.e. summer school class, summer packet of instructional materials, speaking/listening tapes, etc.)
- The majority of students who elect to take foreign language at the 7th and 8th grade level are strong students overall. These students typically grasp new skills with average amounts of practice and do not require a lot of extra practice or support.

II. READING/LANGUAGE ARTS INSTRUCTION

Change the current time allocation for core subjects from 45 minutes daily for Math, Science, Social Studies and Language Arts and two 30 minute daily classes for Reading to four 60 minute core classes daily (Math, Science, Social Studies and Language Arts) eliminating the two separate 30 minute Reading classes and instead incorporating the instruction of reading/writing/learning strategies into all four core curriculum areas.

Concerns were raised that students would lose minutes of reading instruction with this proposed change to the core schedule.

Clarifying Information:

- The proposed change does not eliminate time for reading instruction but instead reallocates time for reading instruction within each of the four content areas. Our current schedule provides 105 minutes of Reading/Language Arts instruction. The proposed schedule also provides 105 minutes of Reading/Language Arts instruction. The attached chart (Attachment 1) graphically depicts how these 105 minutes are broken up in the current and the proposed schedule.
- A comparative review of time allocated for Reading/Language Arts in other surrounding districts reveal that the majority of districts provide 80-85 minutes of instruction in these two areas daily as compared to the state average of 104 minutes and District 64's 105 minutes daily. The median number of minutes for these 23 districts is 80 minutes of instruction. (see Attachment 2)

- The current 60 minutes of Reading is split into two 30 minute blocks of time; one in the morning and one in the afternoon. Teachers report that they typically lose time out of these 60 minutes for transitioning into and out of the classroom and need to review what was being discussed/taught/worked on in the morning session. In reality, with our current schedule 6th grade students may receive closer to 45 minutes of actual reading instruction on a daily basis.
- Research indicates that middle and high school students require more direct instruction in how to read and write in each of the content areas. We believe that we can address these skills more authentically if time is provided for this instruction during the content area instruction.
- The following steps will be taken in order to support all core teachers with integrating reading instruction into their content area:
  - Curricular objectives will be revised to include process skills for reading in each content area.
  - Staff development on how to authentically integrate reading instruction into the content matter will be provided to all staff and developed as a required component of the new teacher induction program.
  - Principals will use both informal and formal evaluation methods to support teachers in this effort.

Both of these recommendations would be informally reviewed during the first year of implementation and formally reviewed to determine any positive or negative effect the schedule may have on student achievement. Suggestions for improvement or revision would be made prior to a third year of implementation.

DB:km
Attachments

ATTACHMENT 1

— 6TH GRADE SCHEDULE—

(Daily Core Periods)

Class Codes:

Language Arts
Math
Science
Social Studies
Reading

SAMPLE CURRENT SCHEDULE for 6th grade student

Period			
2	Language Arts		45 min
3	Math		45 min
4	Reading	30 min	
8	Reading	30 min	
9	Science		45 min
10	Social Studies		45 min
	Total Reading and Lang Arts		105 min

SAMPLE PROPOSED SCHEDULE for 6th grade student

Period				
2	Language Arts	45 min	Reading	15 min
3	Math	45 min	Reading	15 min
9	Science	45 min	Reading	15 min
10	Social Studies	45 min	Reading	15 min
	Total Reading & Lang Arts	105 min		

MINUTES OF READING/LANGUAGE INSTRUCTION
in Comparable Districts

DISTRICT	DAILY READING/LA MINUTES
State Average	104
District 64 – new recommendation	105
District 15	130
District 21	73
District 23	80
District 25	80
District 26	94
District 27	84
District 28	80
District 30	76
District 34	112
District 35	84
District 36	60
District 39	120
District 54	130
District 57	80
District 59	80
District 62	95
District 63	120
District 65	81
District 68	80
District 69	85
District 73.5	80
District 74	80

APPROVAL ON STAFFING RECOMMENDATION: COORDINATOR OF EXTENDED DAY AND PRE-SCHOOL SERVICES, AND DIRECTOR OF TECHNOLOGY

ACTION ITEM 10-01-6

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the recommendations for staffing for 2010-2011, including recommendations for revised position description as follows. *(Board member is to read each recommendation separately.)*

1. From Director of Technology Planning and Assessments to Director of Technology

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

2. From Team Leader Extended Day Programs at Jefferson School to Coordinator of Extended Day and Pre-School Services.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

January 25, 2010

To: Board of Education
Dr. Sally Pryor, Superintendent

From: Sandra Stringer, Assistant Superintendent for Human Resources
Diane Betts, Assistant Superintendent for Student Learning

Re: Recommendations on Staffing – Follow-up to January 11 Board Discussion:
Coordinator of Extended Day Care and Pre-School Services, and
Directory of Technology

Director of Technology:

In response to the Board's inquiries regarding the requirement for Type 75 Certification for the Director of Technology, the administration found that districts comparable in size to District 64 have a Type 75 requirement for this position. The Type 75 position is used in many capacities in each district. The certification would allow District 64's Director of Technology to continue to supervise technologists and provide leadership to teachers for incorporating technology into curriculum. The administrator would also work closely in a leadership position with the Director of EIS / RtI and the Assistant Superintendent for Student Learning in collaboration with District initiatives.

As part of the Type 75 certificate requirements, Certificate holders have a good working knowledge of schools and districts. During the internship for the Type 75 Certification there is a requirement to work closely with school administrators in understanding district functions including staffing, budget and decision-making. This leadership training will assist in the facilitation of the future goals of technology as developed in the Strategic Plan. In addition, District 64's Type 75 central office administrators are used for emergencies within the District, such as short-and long- term building coverage when required.

Coordinator of Extended Day & Pre-School Services:
A clarification of the role of the Coordinator:

The Jefferson Pre-School program is currently supported by MTSEP staff and Dr. Nelson as Director of Pupil Services. It is the administration's plan to have a year's transition in the Pre-School Program by having Dr. Nelson on hand to handle complicated IEP meetings. MTSEP will continue to function as the transition leader at IEP meetings for our students. Therefore, the coordinator of Extended Day & Pre-School Services will spend approximately 80% of his or her time in the Extended Day Program during the first year. The administration will reexamine the Pre-School portion of the responsibilities during the 2010-2011 school year and offer recommendations for the 2011-2012 school year in the winter of 2011.

In addition to these reasons, the security concerns outlined in the January 11 presentation warrant direct administrative oversight.

SS:Jk

APPOINTMENT OF DISTRICT 64 OPEN MEETINGS ACT OFFICERS (OMA) OFFICERS

ACTION ITEM 10-01-7

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the appointment of Superintendent Sally Pryor, Assistant Superintendent for Human Resources Sandra Stringer, Assistant Superintendent for Student Learning Diane Betts, Board President John Heyde and _____ to serve as School District 64's Open Meetings Act Officers.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT: