



Community Unit School District 200

Demographic Trends and Enrollment Projections

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Preface

This report updates my July 2008 demographic study and enrollment projections for Community Unit School District 200. It commences with a brief review and update of population and housing dynamics that have shaped District enrollment from the 1950s through the present. I then analyze recent enrollment patterns and student migration/transfer trends for District 200 and for each of its twenty schools as well as other demographic determinants of District and school enrollment changes. Finally, I project student enrollment, by grade and by year, for each of the thirteen elementary schools through school year 2017-18 and for the four middle schools and two high schools (and for the District as a whole, including the Jefferson preschool center) through 2022-2023. As before, all projections will be in the form of three separate series based on different assumptions about future fertility, housing turnover, new residential development (where appropriate), and family migration to each attendance area. These three series will forecast for each school and the District as a whole, by year and by grade, (A) the absolute minimum number of students that may be anticipated, (B) the most likely number of students to be expected, and (C) the maximum number of students that can possibly be foreseen.

In conducting the analysis that follows, I benefited from the data provided by the central administrative staff of the District and local community officials. I

would especially like to thank Mr. Bill Farley , Assistant Superintendent of Business Operations for Community Units School District 200, who coordinated all data gathering efforts at the local level. For his fine assistance and that of others who contributed information for this study, I am most appreciative.

Overview of District 200

Wheaton-Warrenville Community Unit School District 200 is a K-12 district serving Wheaton, Warrenville, and portions of Winfield, West Chicago, and Carol Stream, Illinois. It is a predominately built-out residential school district, covering just over twenty-five square miles, thirty miles west of downtown Chicago, and adjacent the Illinois Research and Development Corridor. More than 80,000 people reside within the area served by District 200, including a large population of commuters to downtown Chicago and professionals who work along the high technology corridor between Argonne and Fermi National Laboratories.

The District serves approximately 13,240 students in thirteen grade K-5 elementary schools plus a preschool center, four grade 6-8 middle schools, and two grade 9-12 high schools. There are also just under 80 ODSE students. During the past five years, District 200 enrollment (excluding ODSE and preschool) has declined by 222 students, with a drop of 99 students the past year.

Students come from diverse family backgrounds, including a growing group of students for whom English is a second language. In 2012, 32 percent were racial/ethnic minorities including 15.5 percent of the student body who are Hispanic, up from 5.2 percent in 2000. Appendix A provides the racial/ethnic composition of each District 200 elementary school, middle school, and high

school annually from 2000 to 2012. It also provides district-wide racial/ethnic compositions for these years.

Housing and Population Trends

Like many of Chicago's well-established suburbs, the District 200 area experienced a flurry of new housing construction in the 1950s, 1960s, and early 1970s (see Table 1). The vast majority of these homes were single-family, detached structures containing three or more bedrooms. Furthermore, these homes were reasonably priced. Table 2 shows that as late as 1970 the median value of owner-occupied houses in Wheaton was \$29,000 and just \$20,800 in Warrenville. By 2000, housing costs were still modest by Chicago suburban standards with the median value \$222,100 in Wheaton and \$148,900 in Warrenville. Housing prices did appreciate nicely during the first decade of this century, though.

The substantial amount of construction of moderately priced, detached homes during the 1950s, 1960s, and early 1970s attracted large numbers of younger couples with preschool and school-age children to the District. Moreover, during this post-war “baby boom” period, most of these couples had at least two children.

Table 3 describes the population trends since 1950 for the communities served by District 200. Between 1950 and 1960, Wheaton more than doubled from 11,638 residents to 24,312. Total population in Wheaton continued to climb

to 31,138 in 1970, 43,043 in 1980, 51,464 in 1990, and 55,416 in 2000. The 2010 Census showed Wheaton with 52,894 residents, a 2,522 decline since 2000.

Warrenville expanded from 1,891 in 1950 to 3,134 in 1960. Growth in Warrenville slowed somewhat in the 1960s, but picked up again in the 1980s and 1990s, reaching 13,363 in 2000. Like Wheaton, the 2010 Census showed Warrenville experienced a modest decline to 13,140 residents.

Population trends are similarly shown in Table 3 for Winfield, Carol Stream, and West Chicago. Discussion for this report will focus, however, on the primary communities served by District 200, Wheaton and Warrenville.

More important than total population numbers, however, are the changes in the preschool and school-age populations in District 200's communities. In Wheaton, for example, preschool population (under age 5) began to decline in the mid-1960s (the end of the Post-War baby boom) and slowly recovered to just above the 1960 number in 1980. With mortgage interest rates falling in the mid-1980s (after double-digit highs in the early 1980s) and with growing numbers of empty nest households, housing turnover accelerated and more young families began to move into the District, despite appreciating housing costs. Sustained lower interest rates, together with a solid rebound in the Chicago area economy, led to continuing housing turnover to younger families with preschool and school-age children during the 1990s. As a result, in Wheaton, for example,

preschool (under age 5) population expanded from 2,934 in 1980 to 4,048 in 1990, while the population aged 5–9 grew from 2,987 to 3,958.

Between 1990 and 2000, though, Wheaton’s under age 5 population dropped by over 500 children, down to 3,517. At the same time, Warrenville’s under age 5 population declined by 240 children from 1,248 in 1990 to 1,008 in year 2000. These drops in preschool population were precursors of declines in future elementary school students and eventually middle school and high school students.

During the 2000 to 2010 period, Table 3 shows that all preschool and school-age cohorts declined in both Wheaton and Warrenville. There were particularly significant drops in the under-age-5 populations in the two villages. It was only because housing turnover remained relatively robust that District kindergarten populations did not experience major declines through school year 2012–13.

The housing crisis and ensuing recession that began in 2008 virtually put an end to new housing construction in Wheaton and Warrenville. Single- and multi-family unit housing permits are shown for District 200 communities through November 2012 in Table 4. Some of these were teardowns and rebuilds.

Table 1

Construction Dates of Existing Housing Units

Year Structure Built	Wheaton		Warrenville		Winfield		Carol Stream		West Chicago	
	Number	% Total	Number	% Total	Number	% Total	Number	% Total	Number	% Total
Total	19,947	100.0%	5,178	100.0%	3,635	100.0%	14,918	100.0%	8,066	100.0%
Built 2005 or later	232	1.2%	94	1.8%	166	4.6%	182	1.2%	541	6.7%
Built 2000 to 2004	494	2.5%	120	2.3%	232	6.4%	493	3.3%	1,225	15.2%
Built 1990 to 1999	2,085	10.5%	922	17.8%	827	22.8%	3,303	22.1%	1,682	20.9%
Built 1980 to 1989	3,900	19.6%	1,136	21.9%	980	27.0%	5,006	33.6%	904	11.2%
Built 1970 to 1979	5,717	28.7%	1,657	32.0%	492	13.5%	4,215	28.3%	949	11.8%
Built 1960 to 1969	2,315	11.6%	239	4.6%	538	14.8%	940	6.3%	825	10.2%
Built 1950 to 1959	2,889	14.5%	402	7.8%	267	7.3%	526	3.5%	648	8.0%
Built 1940 to 1949	694	3.5%	313	6.0%	74	2.0%	157	1.1%	179	2.2%
Built 1939 or earlier	1,621	8.1%	295	5.7%	59	1.6%	96	0.6%	1,113	13.8%

Source: U.S. Census Bureau, 2007-2011 American Community Survey.

Table 2

Median Value of Owner-occupied Housing Units in Municipalities Served by Community Unit School District 200: 1950 to 2010

Municipality	1950	1960	1970	1980	1990	2000	2010*
Wheaton	\$14,880	\$21,200	\$29,000	\$81,000	\$148,700	\$222,100	354,000
Warrenville	\$10,303	\$15,300	\$20,800	\$65,800	\$112,200	\$148,900	239,000
Winfield	n.a.	\$22,000	\$33,300	\$83,600	\$145,600	\$210,400	298,800
Carol Stream	n.a.	n.a.	\$23,800	\$76,600	\$128,700	\$170,400	259,100
West Chicago	\$10,886	\$16,100	\$20,800	\$59,400	\$94,200	\$160,000	251,100

Source: Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990, 2000;

*Estimated from the American Community 5-Year Survey, 2007–2011

Table 3

Population by Age Group in Municipalities Served by Community Unit School District 200:
1950 to 2010

Village	Age	1950	1960	1970	1980	1990	2000	2010
Wheaton	Total	11,638	24,312	31,138	43,043	51,464	55,416	52,894
	Under 5	1,141	2,889	2,557	2,934	4,048	3,517	2,893
	5 to 9	938	3,023	3,183	2,987	3,958	4,013	3,474
	10 to 14	691	2,442	3,526	3,469	3,444	4,377	3,793
	15 to 19	1,076	2,125	3,704	4,193	3,814	4,456	4,381
	65+	882	1,405	2,151	3,420	4,791	6,226	6,487
Warrenville	Total	1,891	3,134	3,854	7,519	11,333	13,363	13,140
	Under 5	263	415	316	778	1,248	1,008	915
	5 to 9	N/A	379	455	514	1,119	995	889
	10 to 14	N/A	372	497	475	774	1,136	893
	15 to 19	N/A	216	383	485	577	1,028	887
	65+	151	222	279	361	543	797	1,114
Winfield	Total	714	1,575	4,285	4,422	7,096	8,718	9,080
	Under 5	N/A	206	471	305	685	696	484
	5 to 9	N/A	N/A	626	370	617	791	569
	10 to 14	N/A	N/A	611	507	470	757	664
	15 to 19	N/A	N/A	379	539	422	536	667
	65+	N/A	96	204	207	471	671	1,186
Carol Stream	Total	N/A	836	4,434	15,472	31,716	40,438	39,711
	Under 5	N/A	N/A	568	1,923	3,667	3,308	2,574
	5 to 9	N/A	N/A	704	1,319	2,955	3,744	2,552
	10 to 14	N/A	N/A	529	1,032	2,049	3,508	2,860
	15 to 19	N/A	N/A	339	1,041	1,733	3,103	3,301
	65+	N/A	N/A	79	671	1,653	2,309	3,414
West Chicago	Total	3,973	6,854	10,111	12,550	14,796	23,469	27,086
	Under 5	438	883	1,062	1,309	1,461	2,408	2,518
	5 to 9	381	895	1,241	1,013	1,291	2,056	2,526
	10 to 14	262	694	1,157	973	1,028	1,811	2,387
	15 to 19	251	488	894	1,115	1,118	1,963	2,085
	65+	347	497	630	1,044	1,059	1,099	1,688

Source: Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990, 2000, and 2010.

Table 4

Housing Units Authorized by Building Permit in Municipalities Served by Community Unit
School District 200: 1988 to November 2012

Year	Unit Type	Wheaton	Warrenville	Winfield	Carol Stream	West Chicago
1988	Single	491	144	n.a.	1,017	77
	Multi	356	8	n.a.	239	0
	Total	847	152	n.a.	1,256	77
1989	Single	135	44	n.a.	679	95
	Multi	11	16	n.a.	401	0
	Total	146	60	n.a.	1,080	95
1990	Single	70	105	n.a.	324	53
	Multi	344	0	n.a.	67	0
	Total	414	105	n.a.	391	53
1991	Single	70	32	40	198	68
	Multi	0	36	0	54	0
	Total	70	68	40	252	68
1992	Single	70	29	67	241	102
	Multi	216	26	0	0	2
	Total	286	55	67	241	104
1993	Single	76	40	88	289	116
	Multi	3	4	0	33	0
	Total	79	44	88	322	116
1994	Single	58	22	23	264	191
	Multi	0	0	0	6	0
	Total	58	22	23	270	191
1995	Single	63	12	80	72	143
	Multi	0	0	0	0	0
	Total	63	12	80	72	143
1996	Single	49	77	84	92	200
	Multi	295	231	0	0	0
	Total	344	308	84	92	200

Continued. . .

Table 4—Continued

Housing Units Authorized by Building Permit in Municipalities Served by Community Unit School District 200: 1988 to November 2012

Year	Unit Type	Wheaton	Warrenville	Winfield	Carol Stream	West Chicago
1997	Single	30	66	75	45	167
	Multi	199	120	0	0	11
	Total	229	186	75	45	178
1998	Single	51	52	87	81	323
	Multi	40	0	0	0	0
	Total	91	52	87	81	323
1999	Single	42	13	93	77	335
	Multi	0	0	0	0	0
	Total	42	13	93	77	335
2000	Single	57	10	84	19	228
	Multi	0	0	0	0	0
	Total	57	10	84	19	228
2001	Single	45	18	87	25	177
	Multi	0	0	0	0	0
	Total	45	18	87	25	177
2002	Single	57	20	93	69	103
	Multi	2	0	0	6	0
	Total	59	20	93	75	103
2003	Single	68	23	101	98	68
	Multi	0	0	0	0	183
	Total	68	23	101	98	251
2004	Single	101	22	99	26	175
	Multi	0	0	0	0	16
	Total	101	22	99	26	191
2005	Single	58	20	87	82	102
	Multi	0	0	0	0	0
	Total	58	20	87	82	102

Continued. . .

Table 4—Continued

Housing Units Authorized by Building Permit in Municipalities Served by Community Unit School District 200: 1988 to November 2012

Year	Unit Type	Wheaton	Warrenville	Winfield	Carol Stream	West Chicago	Total
2006	Single	98	11	14	70	29	222
	Multi	100	0	0	0	0	100
	Total	198	11	14	70	29	322
2007	Single	68	12	6	148	9	243
	Multi	0	0	9	0	0	9
	Total	68	12	15	148	9	252
2008	Single	25	3	8	1	7	44
	Multi	0	0	3	0	0	3
	Total	25	3	11	1	7	47
2009	Single	12	2	83	0	5	102
	Multi	0	0	12	0	0	12
	Total	12	2	95	0	5	114
2010	Single	18	0	41	11	6	76
	Multi	0	0	0	0	0	0
	Total	18	0	41	11	6	76
2011	Single	14	2	35	33	7	91
	Multi	0	0	0	0	0	0
	Total	14	2	35	33	7	91
-11/2012	Single	25	9	29	10	4	77
	Multi	0	0	0	0	0	0
	Total	25	9	29	10	4	77

Source: U.S. Bureau of the Census. Current Construction Reports, Housing Units Authorized by Building Permits, Annual Reports 1988 to 2011 and November 2012.

District Enrollment Trends

Overall enrollment trends in District 200 schools since the 1950s mirrored new housing development, housing turnover, and family migration to the Wheaton-Warrenville area. As may be observed in Table 5, the 1950s and 1960s witnessed explosive District growth, with total enrollment climbing from 5,517 in 1958–59 to 11,140 (excluding ODSE and pre-K) in 1970–71. During the early 1970s, District enrollment growth slowed and peaked at 11,891 students in 1975–76. Total enrollment declined for the next eight years, down to 9,845 in 1983–84. For the next nineteen years, District 200 enrollment steadily climbed, reaching 14,183 students in the 2002–03 school year. Total enrollment then declined fairly consistently to 13,065 last fall, again, excluding ODSE and pre-K.

Breakdown of enrollment trends since 1958 by elementary school, middle school, and high school grades reveals the impact of the higher fertility rates of the 1950s and early 1960s, together with the substantial in-migration of families with preschool and school-age children, followed by a decline in both during the 1970s. Table 5 provides enrollment trends in school level groupings (despite changing grade organization), whereas Table 6 presents enrollment trends based on constant grade organization. Enrollment in the elementary schools, which stood at 3,271 in 1958–59, expanded to 6,023 in 1972–73. Elementary school enrollment then steadily declined to just over 4,400 students in 1983–84, before

recommencing annual growth for the following fourteen years to 6,776 students in 1997-98. Since then, total elementary school enrollment dropped in all but one year down to 5,611 students last fall.

Observe, however, that this past fall (2012-13) total kindergarten enrollment bounced up to 973 students, its highest number in eleven years. Whether this bounce is an anomaly or beginning of a new upward trend is impossible to tell. My educated guess is that it is more of an anomaly, but I would not bet my house on this.

Junior high/middle school enrollment rose from 753 students in 1958-59 to 2,017 students in 1973-74 and then declined to 1,561 students in 1980-81. Following grade reallocation, total junior high/middle school enrollment jumped to 2,297 in 1983-84, then stabilized near 2,100 for the following four years before recommencing annual growth for the next fourteen years to 3,470 students in 2001-02. With the expected lag behind declining elementary school enrollments, total middle school enrollment declined for most of the past decade, registering 3,055 students this past fall, a small increment over school year 2011-12.

Total high school enrollment mushroomed from 1,493 students in 1958-59 to 4,121 students in 1975-76, before commencing a decline to just under 3,100 students in 1988-89. For sixteen years thereafter, total enrollment in the high schools expanded annually, reach 4,662 students in 2005-06. The smaller numbers of District 200 middle school students in the pipeline eventually

lowered total enrollment in the high schools the past seven years, with 4,399 students registered 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 district's exiting (graduating) twelfth grade class each June and the size of the newly entering kindergarten class that replaces it in the system the following September. The second is the net migration and retention of school-age children as they progress through the grades over the years. The third is the change in the number of students in special education classes (if not included in the regular grade enrollments).

Tables 7, 8, and 9 show how total annual enrollment change in the District can be decomposed into these three basic components since fall 1987. Table 7 provides the grade-by-grade and year-by-year enrollment for the District from school year 1987-88 to 2012-13. Table 8 decomposes the annual enrollment changes into its three basic components. Thus, between September 2011 and September 2012 (school years 2011-12 to 2012-13), total District enrollment declined by 99 students (13,342 to 13,243, excluding ODSE). The 1,054 seniors who left the District in June 2012 (school year 2011-12) were replaced in September 2012 by 973 kindergarten students for a 81 net student loss (see

Table 7). In addition, between the two school years, three more students either migrated into District 200 or transferred from private or parochial schools than migrated out of the District or transferred to private or parochial schools from District 200 schools. Furthermore, special education students dropped from 199 last year to 178 students this year for a net decline of 21. These three components (-81, +3, -21) sum to the precise 99-student loss between school years 2011-12 and 2012-13.

Observe in Table 8 that from 1995 to 2012, District 200 gained substantial numbers of students via positive student migration/transfer. Thus, the primary driver of overall enrollment decline after 2001 was relatively smaller entering kindergarten classes compared with the previous year's graduating twelfth grade classes. The exceptional +182 migration/transfer gain between September 2001 and September 2002 is an artifact of special education student counts being administratively shifted to the regular grades. It is also likely that the 185 net migration/transfer gain between September 2007 and September 2008 resulted from administrative reallocations since special education students dropped by 85 between these two school years.

Table 9 decomposes the migration/transfer data by grade and by school year from September 1987 to September 2012. The bottom left-hand cell of "-10" means that, as the kindergarten class of school year 2011-12 progressed to the first grade this school year (2012-13), it declined by ten students (see Table 7

where kindergarten enrollment in school year 2011–12 was 885 and first grade enrollment in school year 2012–13 is 875). Likewise, as the first grade class last year became the second grade class this year, it shed six students (867 to 861). Summing across the columns gives +3, which is the total net student migration/transfer between September 2011 and September 2012.

Enrollment patterns between September 1987 and September 2012 for each of the schools in District 200, along with the decomposition of their annual sources of enrollment change and annual grade-by-grade migration/transfer, are provided in Appendix B. Interpretation of these tables is virtually identical to that described for the District as a whole. Therefore, elaboration is not necessary here and we shall therefore proceed directly to the projections.

Table 5

Enrollment Trends by School Level Groupings in Community Unit School District 200:
1958–59 to 2012–13

School Year	K	Elementary	Jr. High/ Middle School	High School	Total K–12	ODSE
1958–59	—	3,271	753	1,493	5,517	—
1959–60	—	3,345	891	1,594	5,830	—
1960–61	—	3,498	1,007	1,710	6,215	—
1961–62	—	3,699	980	1,939	6,618	—
1962–63	—	4,111	982	2,054	7,147	—
1963–64	—	4,194	1,053	2,219	7,466	—
1964–65	—	4,243	1,194	2,342	7,779	—
1965–66	694	4,290	1,234	2,442	7,966	—
1966–67	740	4,626	1,271	2,664	8,561	—
1967–68	751	5,006	1,393	2,904	9,303	—
1968–69	789	5,348	1,546	3,098	9,992	—
1969–70	808	5,856	1,748	3,309	10,913	—
1970–71	766	5,910	1,855	3,375	11,140	60
1971–72	746	5,878	1,906	3,543	11,327	65
1972–73	819	6,023	1,974	3,711	11,708	65
1973–74	832	5,959	2,017	3,851	11,827	90
1974–75	881	5,920	1,998	3,928	11,846	92
1975–76	891	5,796	1,974	4,121	11,891	75
1976–77	829	5,711	1,853	4,097	11,661	99
1977–78	686	5,424	1,727	3,987	11,138	108
1978–79	655	5,330	1,600	3,834	10,764	93
1979–80	669	5,261	1,576	3,675	10,512	86

Continued. . .

Table 5—Continued

Enrollment Trends by School Level Groupings in Community Unit School District 200:
1958–59 to 22012–13

School Year	K	Elementary	Jr. High/ Middle School	High School	Total K–12	ODSE
1980–81	691	5,219	1,561	3,477	10,257	106
1981–82	722	5,100	1,635	3,263	9,998	123
1982–83	715	5,030	1,679	3,178	9,887	86
1983–84	706	4,412	2,297	3,136	9,845	99
1984–85	789	4,516	2,174	3,197	9,887	100
1985–86	819	4,625	2,116	3,226	9,967	119
1986–87	816	4,737	2,140	3,167	10,044	141
1987–88	838	5,000	2,174	3,138	10,312	151
1988–89	915	5,327	2,312	3,097	10,736	131
1989–90	971	5,505	2,356	3,099	10,960	148
1990–91	1,065	5,883	2,531	3,193	11,607	166
1991–92	1,036	6,079	2,642	3,243	11,964	149
1992–93	1,079	6,242	2,708	3,433	12,383	161
1993–94	1,086	6,425	2,820	3,591	12,836	107
1994–95	1,080	6,623	2,870	3,648	13,141	73
1995–96	1,137	6,635	2,960	3,680	13,275	72
1996–97	1,085	6,756	3,086	3,789	13,631	68
1997–98	1,032	6,776	3,299	3,933	14,008	65
1998–99	996	6,669	3,388	3,988	14,045	82
1999–00	1,035	6,597	3,402	4,147	14,146	89

Continued . . .

Table 5—Continued

Enrollment Trends by School Level Groupings in Community Unit School District 200:
1958–59 to 2012–13

School Year	K	Elementary	Jr. High/ Middle School	High School	Total K–12	ODSE
2000–01	993	6,484	3,432	4,312	14,228	86
2001–02	975	6,351	3,470	4,440	14,261	95
2002–03	963	6,189	3,406	4,588	14,314	(91)*
2003–04	916	6,072	3,357	4,596	14,192	124
2004–05	956	5,996	3,273	4,651	14,125	125
2005–06	949	5,933	3,250	4,662	14,076	97
2006–07	926	5,788	3,196	4,613	13,835	91
2007–08	897	5,674	3,148	4,578	13,626	97
2008–09	866	5,653	3,110	4,551	13,455	95
2009–10	968	5,758	3,094	4,479	13,467	75
2010–11	839	5,707	3,039	4,445	13,335	77
2011–12	885	5,681	3,007	4,455	13,342	87
2012–13	973	5,611	3,055	4,399	13,243	78

*Counted in-grade levels.

Table 6

Enrollment Trends by Constant Grade Organization in Community Unit School District 200:
1965–66 to 2012–13

School Year	K	1–5	K–5	6–8	9–12	K–12	Sp. Ed.	Total	ODSE	Grand
1965–66	694	3,048	3,742	1,749	2,431	7,922	44	7,966	—	—
1966–67	740	3,225	3,965	1,907	2,664	8,536	25	8,561	—	—
1967–68	751	3,520	4,271	2,092	2,904	9,267	36	9,303	—	—
1968–69	789	3,787	4,576	2,274	3,098	9,948	44	9,992	—	—
1969–70	808	4,138	4,946	2,575	3,309	10,830	83	10,913	—	—
1970–71	766	4,242	5,008	2,711	3,375	11,094	46	11,140	60	11,200
1971–72	746	4,202	4,948	2,777	3,543	11,268	59	11,327	65	11,392
1972–73	819	4,223	5,042	2,879	3,711	11,632	76	11,708	65	11,773
1973–74	832	4,131	4,963	2,958	3,851	11,772	55	11,827	90	11,917
1974–75	881	4,074	4,955	2,904	3,926	11,785	61	11,846	92	11,938
1975–76	891	3,950	4,841	2,819	4,105	11,765	126	11,891	75	11,966
1976–77	829	4,002	4,831	2,598	4,082	11,511	150	11,661	99	11,760
1977–78	686	3,898	4,584	2,433	3,970	10,987	151	11,138	108	11,246
1978–79	655	3,797	4,452	2,282	3,816	10,550	214	10,764	93	10,857
1979–80	669	3,664	4,333	2,277	3,656	10,266	246	10,512	86	10,598
1980–81	691	3,560	4,251	2,331	3,453	10,035	222	10,257	106	10,363
1981–82	722	3,440	4,162	2,376	3,247	9,785	213	9,998	123	10,121
1982–83	715	3,369	4,084	2,389	3,154	9,627	260	9,887	86	9,973
1983–84	706	3,508	4,214	2,256	3,116	9,586	259	9,845	99	9,944
1984–85	789	3,556	4,345	2,136	3,175	9,656	231	9,887	100	9,987
1985–86	819	3,670	4,489	2,078	3,211	9,778	189	9,967	119	10,086
1986–87	816	3,804	4,620	2,099	3,153	9,872	172	10,044	141	10,185
1987–88	838	4,048	4,886	2,138	3,119	10,143	169	10,312	151	10,463
1988–89	915	4,269	5,184	2,268	3,065	10,517	219	10,736	131	10,867
1989–90	971	4,364	5,335	2,301	3,064	10,700	260	10,960	148	11,108

Continued . . .

Table 6—Continued

Enrollment Trends by Constant Grade Organization in Community Unit School District 200:
1965–66 to 2012–13

School Year	K	1–5	K–5	6–8	9–12	K–12	Sp. Ed.	Total	ODSE	Grand
1990–91	1,065	4,654	5,719	2,490	3,177	11,386	221	11,607	166	11,773
1991–92	1,036	4,878	5,914	2,605	3,228	11,747	217	11,964	149	12,113
1992–93	1,079	5,048	6,127	2,678	3,410	12,215	168	12,383	161	12,544
1993–94	1,086	5,213	6,299	2,770	3,435	12,504	332	12,836	107	12,943
1994–95	1,080	5,376	6,456	2,825	3,599	12,880	261	13,141	73	13,214
1995–96	1,137	5,409	6,546	2,935	3,529	13,010	265	13,275	72	13,347
1996–97	1,085	5,503	6,588	3,051	3,734	13,373	258	13,631	68	13,699
1997–98	1,032	5,626	6,658	3,240	3,860	13,758	250	14,008	65	14,073
1998–99	996	5,582	6,578	3,321	3,927	13,826	219	14,045	82	14,127
1999–00	1,035	5,474	6,509	3,339	4,091	13,939	207	14,146	89	14,235
2000–01	993	5,390	6,383	3,376	4,253	14,012	216	14,228	86	14,314
2001–02	975	5,267	6,242	3,401	4,378	14,021	240	14,261	95	14,356
2002–03	963	5,226	6,189	3,406	4,588	14,183	131	14,314	(91)*	14,223
2003–04	916	5,156	6,072	3,357	4,596	14,025	167	14,192	124	14,316
2004–05	956	5,040	5,996	3,273	4,651	13,920	205	14,125	125	14,250
2005–06	949	4,984	5,933	3,250	4,662	13,845	231	14,076	97	14,173
2006–07	926	4,862	5,788	3,196	4,613	13,597	238	13,835	91	13,926
2007–08	897	4,777	5,674	3,148	4,578	13,400	226	13,626	97	13,723
2008–09	866	4,787	5,653	3,110	4,551	13,314	141	13,455	95	13,550
2009–10	968	4,790	5,758	3,094	4,479	13,331	136	13,467	75	13,542
2010–11	839	4,868	5,707	3,039	4,445	13,191	144	13,335	77	13,412
2011–12	885	4,796	5,681	3,007	4,455	13,143	199	13,342	87	13,429
2012–13	973	4,638	5,611	3,055	4,399	13,065	178	13,243	78	13,321

*Counted in-grade levels.

Table 7

Enrollment History of Community Unit School District 200: 1987–88 to 2012–13

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Sp. Ed.	K–12	Total
1987–88	838	917	850	800	734	747	718	731	689	748	737	818	816	169	10,143	10,312
1988–89	915	935	873	847	837	777	772	749	747	761	749	737	818	219	10,517	10,736
1989–90	971	917	910	858	864	815	796	772	733	797	774	761	732	260	10,700	10,960
1990–91	1,065	1,051	887	961	871	884	854	840	796	821	796	779	781	221	11,386	11,607
1991–92	1,036	1,103	1,027	895	953	900	903	874	828	867	821	766	774	217	11,747	11,964
1992–93	1,079	1,097	1,070	1,034	895	952	911	902	865	918	896	817	779	168	12,215	12,383
1993–94	1,086	1,101	1,099	1,060	1,031	922	972	891	907	917	872	854	792	332	12,504	12,836
1994–95	1,080	1,123	1,075	1,095	1,049	1,034	956	957	912	998	894	863	844	261	12,880	13,141
1995–96	1,137	1,115	1,097	1,075	1,076	1,046	1,046	940	949	911	957	847	814	265	13,010	13,275
1996–97	1,085	1,128	1,097	1,099	1,103	1,076	1,065	1,044	942	988	934	965	847	258	13,373	13,631
1997–98	1,032	1,147	1,142	1,121	1,103	1,113	1,109	1,089	1,042	996	1,002	916	946	250	13,758	14,008
1998–99	996	1,062	1,138	1,138	1,130	1,114	1,136	1,088	1,097	1,047	980	1,025	875	219	13,826	14,045
1999–00	1,035	1,059	1,053	1,112	1,123	1,127	1,098	1,145	1,096	1,124	1,034	951	982	207	13,939	14,146
2000–01	993	1,091	1,024	1,049	1,120	1,106	1,133	1,117	1,126	1,128	1,154	1,024	947	216	14,012	14,228
2001–02	975	1,010	1,054	1,040	1,056	1,107	1,133	1,145	1,123	1,147	1,110	1,138	983	240	14,021	14,261
2002–03	963	1,022	998	1,078	1,058	1,070	1,114	1,150	1,142	1,154	1,152	1,130	1,152	131	14,183	14,314
2003–04	916	974	1,027	1,013	1,078	1,064	1,070	1,127	1,160	1,154	1,160	1,145	1,137	167	14,025	14,192
2004–05	956	925	1,016	1,008	1,028	1,063	1,054	1,096	1,123	1,280	1,137	1,104	1,130	205	13,920	14,125
2005–06	949	965	953	1,003	1,025	1,038	1,066	1,077	1,107	1,188	1,254	1,106	1,114	231	13,845	14,076
2006–07	926	940	951	943	1,002	1,026	1,036	1,069	1,091	1,228	1,133	1,169	1,083	238	13,597	13,835
2007–08	897	947	965	934	928	1,003	1,038	1,050	1,060	1,276	1,103	1,062	1,137	226	13,400	13,626
2008–09	866	919	966	977	961	964	1,022	1,052	1,036	1,209	1,194	1,030	1,118	141	13,314	13,455
2009–10	968	890	938	997	997	968	977	1,042	1,075	1,176	1,163	1,128	1,012	136	13,331	13,467
2010–11	839	984	912	974	1,011	987	976	1,000	1,063	1,207	1,084	1,084	1,070	144	13,191	13,335
2011–12	885	867	987	946	975	1,021	1,004	992	1,011	1,215	1,144	1,042	1,054	199	13,143	13,342
2012–13	973	875	861	987	955	960	1,030	1,024	1,001	1,122	1,155	1,088	1,034	178	13,065	13,243

Table 8

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 12	Net Migration/ Transfer	Change Special Education
1987 to 88	424	99	275	50
1988 to 89	224	153	30	41
1989 to 90	647	333	353	-39
1990 to 91	357	255	106	-4
1991 to 92	419	305	163	-49
1992 to 93	453	307	-18	164
1993 to 94	305	288	88	-71
1994 to 95	134	293	-163	4
1995 to 96	356	271	92	-7
1996 to 97	377	185	200	-8
1997 to 98	37	50	18	-31
1998 to 99	101	160	-47	-12
1999 to 00	82	11	62	9
2000 to 01	33	28	-19	24
2001 to 02	53	-20	182	-109
2002 to 03	-122	-236	78	36
2003 to 04	-67	-181	76	38
2004 to 05	-49	-181	106	26
2005 to 06	-241	-188	-60	7
2006 to 07	-209	-186	-11	-12
2007 to 08	-171	-271	185	-85
2008 to 09	12	-150	167	-5
2009 to 10	-132	-173	33	8
2010 to 11	7	-185	137	55
2011 to 12	-99	-81	3	-21

Table 9

Net Annual Student Migration/Transfer in Community Units School District 200: September 1987 to September 2012

Transition Year Sept. to Sept.	Grade Transition												
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Total
1987 to 88	97	-44	-3	37	43	25	31	16	72	1	0	0	275
1988 to 89	2	-25	-15	17	-22	19	0	-16	50	13	12	-5	30
1989 to 90	80	-30	51	13	20	39	44	24	88	-1	5	20	353
1990 to 91	38	-24	8	-8	29	19	20	-12	71	0	-30	-5	106
1991 to 92	61	-33	7	0	-1	11	-1	-9	90	29	-4	13	163
1992 to 93	22	2	-10	-3	27	20	-20	5	52	-46	-42	-25	-18
1993 to 94	37	-26	-4	-11	3	34	-15	21	91	-23	-9	-10	88
1994 to 95	35	-26	0	-19	-3	12	-16	-8	-1	-41	-47	-49	-163
1995 to 96	-9	-18	2	28	0	19	-2	2	39	23	8	0	92
1996 to 97	62	14	24	4	10	33	24	-2	54	14	-18	-19	200
1997 to 98	30	-9	-4	9	11	23	-21	8	5	-16	23	-41	18
1998 to 99	63	-9	-26	-15	-3	-16	9	8	27	-13	-29	-43	-47
1999 to 00	56	-35	-4	8	-17	6	19	-19	32	30	-10	-4	62
2000 to 01	17	-37	16	7	-13	27	12	6	21	-18	-16	-41	-19
2001 to 02	47	-12	24	18	14	7	17	-3	31	5	20	14	182
2002 to 03	11	5	15	0	6	0	13	10	12	6	-7	7	78
2003 to 04	9	42	-19	15	-15	-10	26	-4	120	-17	-56	-15	76
2004 to 05	9	28	-13	17	10	3	23	11	65	-26	-31	10	106
2005 to 06	-9	-14	-10	-1	1	-2	3	14	121	-55	-85	-23	-60
2006 to 07	21	25	-17	-15	1	12	14	-9	185	-125	-71	-32	-11
2007 to 08	22	19	12	27	36	19	14	-14	149	-82	-73	56	185
2008 to 09	24	19	31	20	7	13	20	23	140	-46	-66	-18	167
2009 to 10	16	22	36	14	-10	8	23	21	132	-92	-79	-58	33
2010 to 11	28	3	34	1	10	17	16	11	152	-63	-42	-30	137
2011 to 12	-10	-6	0	9	-15	9	20	9	111	-60	-56	-8	3

Future Enrollment in the Schools and the District as a Whole

In projecting enrollment for District 200 schools, 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 affect neither the middle schools nor high school enrollment projections, because youngsters who will enter these school grades through school year 2022–23 are already born. Fertility changes will not affect the elementary schools until after 2017–18; again, 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 the school year 2018–19. However, information on fertility rates of middle income suburban families suggests that there will be little change during the next five years. The one factor that could play a role, though, is greater in-migration of Hispanic families who have higher fertility rates, a trend noted earlier in this report.

The second, and most critical factor, for the future enrollment in District 200 schools is net student in-migration resulting from new housing development (including teardowns and rebuilds) in selected attendance areas and, far more importantly, the turnover of existing housing units. Because future family migration patterns in the District could vary substantially, predicated on

the degree of new housing development and especially housing turnover, three sets of enrollment projections will be provided for each school and for the District as a whole. Projections will be presented in the form of three separate series, based on the following assumptions:

- Series A* Enrollment projection assuming future fertility rates remain relatively stable (through 2017), future new residential development (where possible), and turnover of existing housing units in each attendance area to families with preschool and school-age children *are less than anticipated* through 2022;
- Series B* Enrollment projection assuming future fertility rates remain relatively stable (through 2017), future new residential development (where possible), and turnover of existing housing units in each attendance area to families with preschool and school-age children *occur as anticipated* through 2022;
- Series C* Enrollment projection assuming future fertility rates remain relatively stable (through 2017), future new residential development (where possible), and turnover of existing housing units in each attendance area to families with preschool and school-age children *are greater than anticipated* through 2022.

Although the lower and upper parameter limits of projected enrollment change will vary from school attendance area to school attendance area, predicated upon housing turnover and possible new housing development, Series A projections will assume, on average, that the amount of housing turnover and new residential development will be 15 percent below anticipated amounts; whereas, Series C will assume, on average, that housing turnover and

new residential development will be 15 percent greater than the amounts currently anticipated.

Updated enrollment projections, by grade and by year, will be provided for each elementary school through 2017-18 and for the combined elementary schools through 2012-23. Middle school (grade 6-8) enrollment will be projected for Edison, Franklin, Hubble, and Monroe through 2022-23. Enrollment will be projected for Wheaton North and Wheaton-Warrenville South High Schools, by year and by grade, through 2022-23, as will total District enrollment. Series A, Series B, and Series C projections will be provided in all instances.

The basic methodology used to make the three series of enrollment projections is a modified cohort survival procedure. Average cohort progression numbers (similar to those presented in the migration/transfer tables for the District and the schools) were computed for each grade transition over the past four years. These average progression numbers were adjusted for any perturbations (dramatic single year inconsistencies) and then applied to compute baseline enrollment projections (via conventional cohort survival techniques) for each school. The sizes of the entering kindergarten cohorts were estimated based on recent kindergarten enrollment patterns in the individual elementary schools and birth trends to residents of District 200 communities served by each elementary school.

It should be reiterated here that entering kindergarten enrollments have been volatile the last five years. In the past year a number of elementary schools experienced out-of-line jumps while some others had significant declines. Cap-and-send policies based on available classroom space likewise affected some kindergarten grade sizes and also migration/transfer patterns for a few schools. This makes forecasting future kindergarten enrollments difficult and also diminishes the accuracy of projections for schools impacted by cap-and-send. I have done my best to adjust for these anomalies, but recommend that the elementary school projections be updated more frequently than every five years to capture these dynamics.

Table 10 provides updated information on annual births to residents of the communities served by District 200 between 1990 and 2009 (the last year for which birth data is available). Focusing on Wheaton and Warrenville, note the considerable drop in the number of births to residents between 1999 and 2009. Thus, for total elementary school enrollment not to continue to decline, there will have to be an increase in housing turnover to families with preschool and elementary school-age children.

The next step was to adjust projected enrollment each year in grades 1 through 12 for anticipated new residential development (including teardowns and rebuilds). The baseline projections obtained from the cohort survival procedure were adjusted on a year-by-year basis according to the amount and

timing of new residential development anticipated in each attendance area. New housing development estimates were provided in collaboration with local planners and municipal officials.

Since District 200 is largely built out, very little new housing development is anticipated over the coming decade. The majority of this development, moreover, will likely be multi-family units, which tend to yield on average fewer children than single-family units. For example, the Civic Center Redevelopment Site Plan shows 40 multi-family units being developed in the Bower Elementary School attendance area. The only substantial single-family development pointed out to me was the 60 units anticipated from Legends and Arrowhead in the Wiesbrook attendance area. There is also a possibility that the 45-home Silverwood Glen subdivision located on the Mason Farm, County Farm & Parkway Drive in the Pleasant Hill attendance area will get final approval this year, though it could be delayed. The 12 single-family unit Northridge development in Sandburg could likewise come on-line this year. There will probably be other scattered developments or housing redevelopments over the coming decade not currently envisioned or noted here.

Teardowns of smaller homes and replacements by larger ones have been occurring in the District over the years, especially in the Hawthorne, Lowell, Longfellow, and Washington attendance areas, but also in Emerson, Lincoln, Madison, and Whittier attendance areas. In addition, the diversity of the student

population is increasing as Hispanic families (some with large families) move into more affordable complexes such as Winchester in the Johnson area. As a pertinent aside, the apartment complex feeding Pleasant Hill Elementary School also appears to have impacted this year's substantial rise in kindergarten students as well as its high positive net student migration/transfer, the latter which may have been reinforced by cap-and-send.

For District 200 communities as a whole, the former Northeastern Illinois Planning Commission (NIPC; now the Chicago Metropolitan Agency for Planning) predicts modest longer-term population growth. By 2030, total population in Wheaton is forecasted to reach 61,960 up from 55,416 in 2000, while Warrenville is expected to reach 15,007 or 1,644 above its year 2000 population of 13,363. With the 2010 Census showing declines in both Wheaton and Warrenville, the NIPC forecasts made in September 2006 may turn out on the high side..

Series B projections (the most likely) were made following the methodology described above, taking into account anticipated future kindergarten enrollments and anticipated family in-migration to each attendance area as a result of new housing development and housing turnover (including teardowns). Series A projections were computed in a similar manner to Series B, except that downward adjustments were made for student in-migration, assuming a lesser amount of new residential development and/or housing

turnover in each attendance area than is assumed in Series B. Series C projections were also computed in a manner similar to Series B, except that adjustments assumed that housing turnover (including teardowns and rebuilds) would be greater than currently anticipated and that all proposed new single-family and multi-family units would be completed. Series C also assumes an acceleration in the movement of Hispanics to District 200.

Pre-K and pre-K special education classes are extremely difficult to project into the future. My experience with numerous districts in the Chicago suburban area suggests that neither pre-K nor special education enrollment change is correlated with any school district attributes, even its overall enrollment growth or decline, as has been the case in District 200. I will therefore apply my best professional judgment in estimating pre-K and pre-K special education students, again, guided by recent trends in their numbers.

In projecting middle school enrollments, it was necessary to allocate future graduating fifth grade classes from each elementary sending school to the sixth grade at the likely receiving middle school. The sending elementary school allocation percentages used for each middle school are shown in Table 12 and Figure 1, as are the allocations of the four middle schools to North and South High Schools.

Table 10

Births to Residents of Municipalities Served By Community Unit School District 200: 1990 to 2009

Year	Wheaton	Warrenville	Winfield	Carol Stream	West Chicago
1990	822	241	163	879	354
1991	766	248	170	888	388
1992	803	232	134	908	455
1993	819	228	147	855	425
1994	806	236	127	848	481
1995	836	193	153	879	523
1996	804	239	132	791	533
1997	722	203	127	808	541
1998	742	193	144	720	577
1999	729	230	128	644	593
2000	711	204	149	691	659
2001	678	234	115	665	669
2002	650	197	100	568	710
2003	688	214	94	629	676
2004	625	205	92	558	669
2005	623	196	98	577	668
2006	623	220	75	511	705
2007	593	194	99	582	621
2008	570	180	101	522	626
2009	558	174	91	555	576

Source: Illinois Department of Public Health. Automated Vital Records System, 1990 to 2009

Table 11

Population and Household Forecasts for Municipalities Served by Community Unit School District 200: 2000 to 2030

Population				
Municipality	2000	2030	Change	% Change
Wheaton	55,416	61,960	6,544	11.8
Warrenville	13,363	15,007	1,644	12.3
Winfield	8,718	15,242	6,524	74.8
Carol Stream	40,438	41,604	1,166	2.9
West Chicago	23,469	41,632	18,163	77.4
Households				
Municipality	2000	2030	Change	% Change
Wheaton	19,377	19,653	276	1.4
Warrenville	4,931	5,537	606	12.3
Winfield	2,975	4,847	1,872	62.9
Carol Stream	13,872	14,765	893	6.4
West Chicago	6,379	12,090	5,711	89.5

Source: Northeastern Illinois Planning Commission 2030 Forecasts of Population, Households and Employment by County and Municipality (September 27, 2006).

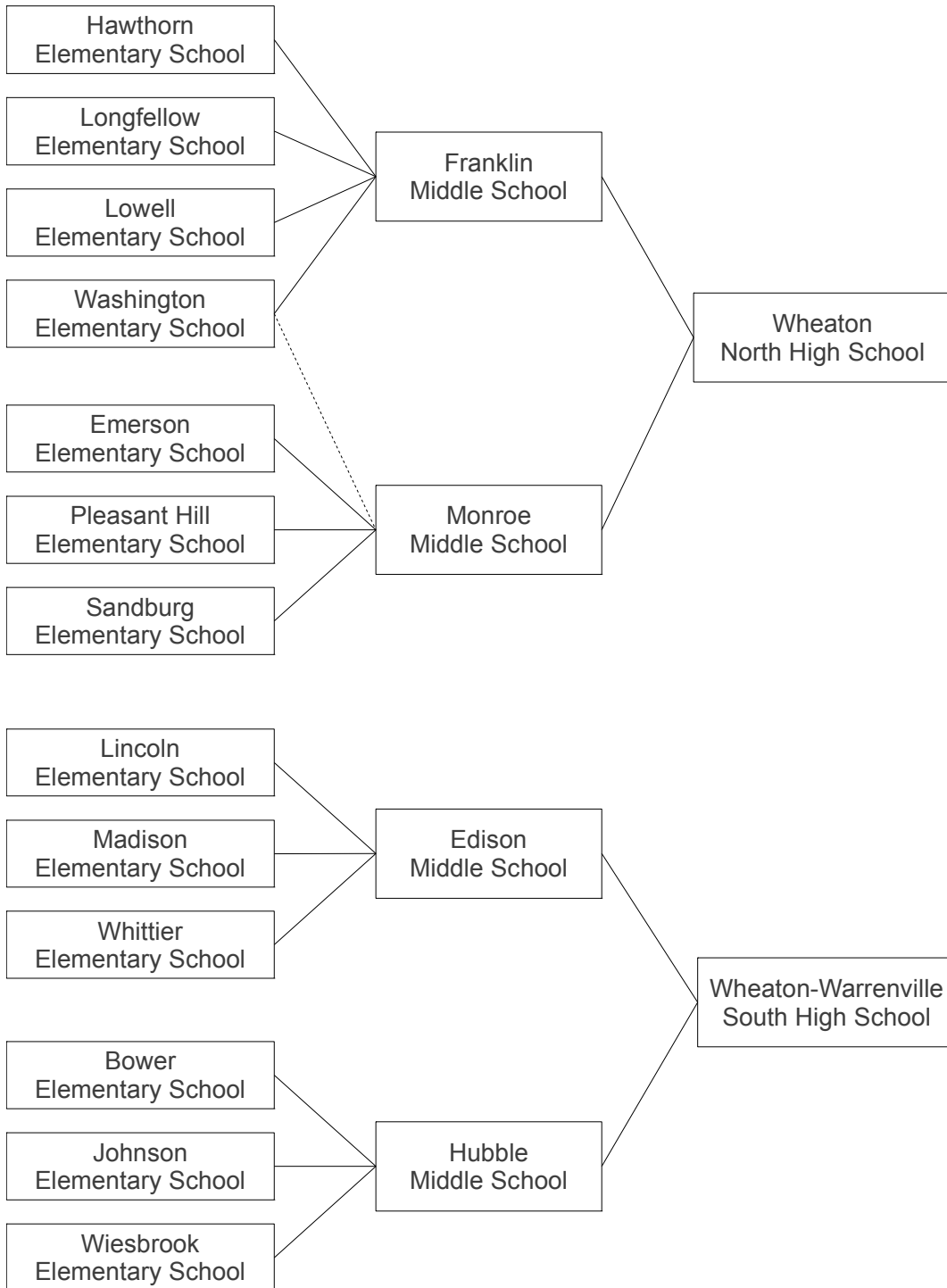
Table 12

Allocation of Elementary School Graduates to Middle and High Schools

Elementary School	Middle School	High School
Bower	Hubble	South
Emerson	Monroe	North
Hawthorn	Franklin	North
Johnson	Hubble	South
Lincoln	Edison	South
Longfellow	Franklin	North
Lowell	Franklin	North
Madison	Edison	South
Pleasant Hill	Monroe	North
Sandburg	Monroe	North
Washington	Franklin (some Monroe)	North
Whittier	Edison	South
Wiesbrook	Hubble	South

Figure 1

General Matriculation Pattern in Community Unit School District 200
as of School Year 2012–13



Enrollment Projections

Tables 13A through 25C provide enrollment projections for each elementary school, by year and by grade, through 2017-18 under the three sets of assumptions described above. Because the precise grade-by-grade numbers projected may be clearly observed in each table for each projection series, I will comment here on total enrollments projected for each school under Series B, which is the most likely.

Should future new housing development, housing turnover and resulting in-migration of families with preschool and elementary school-age children occur as anticipated, the Series B projections show that Bower will slowly but steadily grow from 494 students at present to 529 students in 2017-18. Emerson will rise to 363 students next year from its current 352. Enrollment at Emerson will then drop to 320 in 2015-16 before leveling off near that number. Hawthorn will also slowly rise from its present 328 count to 351 students in 2017-18. Conversely, Johnson will drop from 450 students at present to 411 students in 2015-16 before stabilizing. Lincoln is projected to remain essentially stable over the next five years at just above this year's 505 count. Longfellow will follow a similar pattern staying slightly above its current 407 enrollment. Lowell is projected to dip next year to 419 students from 435 this year then level off through 2017-18. Madison will decline modestly from 403 students in 2012-13 to 385 in 2015-16 and stabilize thereafter. Pleasant Hill is projected to remain

close to its present 564 enrollment the next two years then expand by a modest amount through 2017-18. (It should be noted that volatility in Pleasant Hill's kindergarten enrollments makes this projection difficult.) Sandburg will remain essentially constant near its current 372 number through 2015-16 then inch up slightly. Washington will slowly climb from 417 students at present to 444 students in 2017-18, while during this same period, Whittier will modestly decline from its current enrollment of 377 to 349 students in 2017-18. Finally, Wiesbrook is forecasted to grow from 507 students this year to 551 students in 2017-18.

In projecting middle school enrollment for the next 10 years, it is assumed that all graduating students from Lincoln, Madison, and Whittier will attend Edison Middle School (see Table 12 and Figure 1). Franklin Middle School will receive all students from Hawthorne, Longfellow, Lowell, and Washington, with the exception of fifth-graders in one section of Washington (about 30) who will attend Monroe Middle School from 2012-13 through 2014-15. All of Bower, Johnson, and Wiesbrook are assumed to attend Hubble Middle School. Monroe Middle School is assumed to receive all students from Emerson, Pleasant Hill, and Sandburg, plus the 30 or so fifth-graders in a portion of the Washington attendance as noted above.

Table 26B shows that under the Series B (most likely) assumptions, enrollment at Edison will inch up from 696 last fall to 700 students in 2013-14.

Total enrollment at Edison will continue a general downward trend until 2018-19, reaching just 639 students, after which total enrollment will stabilize. Under Series A (low growth; Table 26A) assumptions, Edison's enrollment will decline even faster down to 531 students ten years from now. Under Series C (high growth; Table 26C) assumptions, Edison's enrollment will slowly but inconsistently rise to 771 students 2022-23.

Table 27B shows that under Series B (most likely) assumptions, total enrollment at Franklin, currently at 771 students, will drop to 726 students in 2014-15, and after a slight one-year increase fall back to 689 students in 2017-18 before climbing again to 781 students in 2020-21, then decline again to 744 students in 2022-23. If family in-migration is less than currently anticipated (Series A; Table 27A), Franklin's enrollment will drop to 585 students in 2022-23. Should housing development, housing turnover, and family in-migration trends accelerate beyond that currently anticipated (Series C; Table 27C), total enrollment at Franklin will expand to 926 students in 2020-21, then marginally decline to 908 students in 2022-23.

The projections for Hubble School are presented in Tables 28A through 28C. Under the most likely assumptions (Series B), Hubble's enrollment will modestly drop from 807 this past fall to 792 in fall 2014. After a one-year gain to 797 students, total enrollment at Hubble will decline to 760 students on 2018-19 then fluctuate above that number ending with 778 students in 2022-23. The

Series A (absolute minimum) projection shows that Hubble's enrollment will decline to 646 students in 2018–19 and stabilize just above this figure through 2022–23. If new housing development and housing turnover expectations and resulting family in-migration are exceeded (Series C), total enrollment at Hubble will rise to 901 students in 2020–21, then level off.

Monroe's projections are shown in Tables 29A through 29C. Should new housing development and housing turnover in the areas served by Monroe occur as anticipated, total enrollment in this middle school will rise from 781 students at present to 823 students in fall 2014 (including shifts from Franklin) and fluctuate modestly below that number until until 2021–22, then decline to 763 students in 2022–23. Under low-growth assumptions (Series A), total enrollment at Monroe will drop to 624 students in 2022–23. Under high growth Series C assumptions, total enrollment at Monroe will increase to 904 students in 2019–20, then stabilize.

Tables 30A through 31C provide enrollment projections under the three sets of assumptions for Wheaton North High School and Wheaton-Warrenville South High School. If new housing development and housing turnover occur as anticipated (Series B, Table 30B), total enrollment at Wheaton North High School will rise from last fall's 2,177 students to 2,256 in 2017–18. Afterward, total enrollment at Wheaton North High School will decline to 2,144 students in 2020–21 before rebounding slightly. However, should new housing

development and housing turnover be lower than expected (Series A), total enrollment at Wheaton North High School will drop to 1,879 students in 2020–21 and remain near that number through 2022–23. Conversely, should new housing development and housing turnover and resulting family in-migration accelerate beyond that anticipated (Series C), total enrollment at Wheaton North High School will rise to 2,467 students in 2018–19 then fluctuate around that number through 2022–23.

If housing dynamics in the District occur as expected (Series B, Table 31B), Wheaton-Warrenville South High School's enrollment will drop from 2,222 this past fall to 1,958 students in 2020–21. After a one-year gain 12 students, total enrollment will decline again to 1,926 in 2022–23. The Series A (absolute minimum) projection (Table 31A) shows that total enrollment at Wheaton-Warrenville South High School will decline every year but one, falling to 1,655 students in 2022–23. Should new housing development, housing turnover and resulting family in-migration exceed expectations (Series C), total enrollment at Wheaton-Warrenville South High School still decline from its current 2,222 students to 2,161 students in 2015–16, then climb to just under 2,260 students in 2018–19, before fluctuating near that number through 2020–23.

It is possible to gain more reliability and a better handle on where the District as a whole is heading by projecting combined school enrollments, by year and by grade, through 2022–23. These projections, under Series A, Series B,

and Series C assumptions, are provided in Tables 32A, 32B, and 32C, respectively. Since they were done completely independently of the individual school projections, they will not equal the sum of the individual schools for each series. In particular, the Series A and Series C projections will be much tighter than the individual school sums of the Series A or Series C since all schools will not likely follow Series A or Series C simultaneously. The Series B aggregate projections will be close to the Series B sums of individual schools, though.

Under Series B assumptions (Table 32B), total District enrollment (including preschool at Jefferson) will consistently drop from 13,243 last fall to 13,040 students in 2015–16. After climbing slightly to 13,061 students in 2016–17, total District 200 enrollment will decline to 12,915 students in 2022–23. In my opinion, District 200 total enrollment will most closely track the Series B projection numbers.

Assuming a slowdown in future student in-migration, Series A (Table 32A) shows that total District 200 enrollment will decline fairly steadily to 11,931 students in 2022–23. However, should net student in-migration accelerate beyond that presently expected, Table 32C (Series C) reveals that total District 200 enrollment (including preschool at Jefferson) will rise to 13,840 students in 2022–23.

Tables 33A, 33B, and 33C provide the aggregate K–5, 6–8, and 9–12 forecasts for District 200 under the three sets of assumptions. Historical and

projected total enrollment by grade groupings under the three sets of assumptions are also illustrated in Figures 2 through 5. The basic conclusion to be drawn is that total elementary school enrollment will be relatively stable over the next ten years under the most likely (Series B) projections. Series B projections show modest declines for the aggregate 6–8 grade levels over the next six years, then a nearly equal rebound thereafter. Aggregate high school declines will last a bit longer, reflecting prior declines in pipeline elementary school and middle school students. The bottom line is that District 200 is looking at just around 12,900 students in the aggregate ten years out compared with 13,243 students this year.

Concluding Remarks

As I stated previously, 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 generate enrollment projections for District 200 and the individual schools. These projections should be monitored and updated regularly (at least once every three years) to insure that policy decisions are based on the latest and most reliable figures, especially given fluctuating kindergarten enrollments that destabilize elementary school forecasts. At this time, it is my hope that the projections and all other demographic information contained in this report will be useful to District 200's Board of Education, administrators, teachers, and concerned citizens as plans are made for future space and staff needs in the District.

John D. Kasarda, Ph.D.
Chapel Hill, N.C.
February 2013

Table 13A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Bower Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	90	74	75	72	73	72
1	84	95	79	80	77	78
2	79	82	93	77	78	75
3	73	75	78	89	73	74
4	85	73	75	78	89	73
5	83	81	69	71	74	85
Total	494	480	469	467	464	457

Table 13B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Bower Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	90	81	82	79	81	80
1	84	98	89	90	87	89
2	79	84	98	89	90	87
3	73	77	82	96	87	88
4	85	75	79	84	98	89
5	83	83	73	77	82	96
Total	494	498	503	515	525	529

Table 13C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Bower Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	86	87	84	86	86	70
1	84	97	98	95	97	97
2	79	86	99	100	97	99
3	73	79	86	99	100	97
4	85	77	83	90	103	104
5	83	85	77	83	90	103
Total	490	511	527	553	573	570

Table 14A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Emerson Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	73	56	57	54	53	52
1	40	59	42	43	40	39
2	51	38	57	40	41	38
3	69	50	37	56	39	40
4	77	68	49	36	55	38
5	42	76	67	48	35	54
Total	352	347	309	277	263	261

Table 14B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Emerson Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	73	61	62	60	58	58
1	40	62	50	51	49	47
2	51	40	62	50	51	49
3	69	52	41	63	51	52
4	77	70	53	42	64	52
5	42	78	71	54	43	65
Total	352	363	339	320	316	323

Table 14C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Emerson Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	73	66	67	65	64	65
1	40	65	58	59	57	56
2	51	42	67	60	61	59
3	69	54	45	70	63	64
4	77	72	57	48	73	66
5	42	80	75	60	51	76
Total	352	379	369	362	369	386

Table 15A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Hawthorn Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	64	54	53	54	51	51
1	45	62	52	51	52	49
2	55	43	60	50	49	50
3	60	52	40	57	47	46
4	49	57	49	37	54	44
5	55	46	54	46	34	51
Total	328	314	308	295	287	291

Table 15B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Hawthorn Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	64	59	58	59	56	56
1	45	65	60	59	60	57
2	55	45	65	60	59	60
3	60	54	44	64	59	58
4	49	59	53	43	63	58
5	55	48	58	52	42	62
Total	328	330	338	337	339	351

Table 15C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Hawthorn Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	64	63	62	64	61	61
1	45	68	67	66	68	65
2	55	47	70	69	68	70
3	60	56	48	71	70	69
4	49	61	57	49	72	71
5	55	50	62	58	50	73
Total	328	345	366	377	389	409

Table 16A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Johnson Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	80	78	80	81	77	80
1	73	64	62	64	65	61
2	61	66	57	55	57	58
3	88	60	65	56	54	56
4	72	86	58	63	54	52
5	76	67	81	53	58	49
Total	450	421	403	372	365	356

Table 16B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Johnson Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	80	82	84	85	81	84
1	73	67	69	71	72	68
2	61	68	62	64	66	67
3	88	62	69	63	65	67
4	72	88	62	69	63	65
5	76	69	85	59	66	60
Total	450	436	431	411	413	411

Table 16C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Johnson Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	80	86	88	89	85	88
1	73	70	76	78	79	75
2	61	70	67	73	75	76
3	88	64	73	70	76	78
4	72	90	66	75	72	78
5	76	71	89	65	74	71
Total	450	451	459	450	461	466

Table 17A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Lincoln Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	82	76	79	79	77	78
1	81	82	76	79	79	77
2	80	81	82	76	79	79
3	90	79	80	81	75	78
4	90	90	79	80	81	75
5	82	89	89	78	79	80
Total	505	497	485	473	470	467

Table 17B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Lincoln Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	82	80	83	83	81	82
1	81	84	82	85	85	83
2	80	83	86	84	87	87
3	90	81	84	87	85	88
4	90	92	83	86	89	87
5	82	91	93	84	87	90
Total	505	511	511	509	514	517

Table 17C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Lincoln Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	82	84	87	87	85	86
1	81	86	88	91	91	89
2	80	85	90	92	95	95
3	90	83	88	93	95	98
4	90	94	87	92	97	99
5	82	93	97	90	95	100
Total	505	525	537	545	558	567

Table 18A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Longfellow Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	76	62	61	63	62	61
1	63	76	62	61	63	62
2	65	62	75	61	60	62
3	72	65	62	75	61	60
4	65	68	61	58	71	57
5	66	62	65	58	55	68
Total	407	395	386	376	372	370

Table 18B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Longfellow Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	76	66	65	67	66	65
1	63	78	68	67	69	68
2	65	64	79	69	68	70
3	72	67	66	81	71	70
4	65	70	65	64	79	69
5	66	64	69	64	63	78
Total	407	409	412	412	416	420

Table 18C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Longfellow Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	76	70	69	71	70	70
1	63	80	74	73	75	74
2	65	66	83	77	76	78
3	72	69	70	87	81	80
4	65	72	69	70	87	81
5	66	66	73	70	71	88
Total	407	423	438	448	460	471

Table 19A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Lowell Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	66	59	60	58	56	59
1	66	70	63	64	62	60
2	62	66	70	63	64	62
3	74	63	67	71	64	65
4	78	72	61	65	69	62
5	89	75	69	58	62	66
Total	435	405	390	379	377	374

Table 19B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Lowell Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	66	63	64	62	60	65
1	66	72	69	70	68	66
2	62	68	74	71	72	70
3	74	65	71	77	74	75
4	78	74	65	71	77	74
5	89	77	73	64	70	76
Total	435	419	416	415	421	426

Table 19C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Lowell Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	66	67	68	66	69	69
1	66	74	75	76	74	77
2	62	70	78	79	80	78
3	74	67	75	83	84	85
4	78	76	69	77	85	86
5	89	79	77	70	78	86
Total	435	433	442	451	470	481

Table 20A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Madison Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	76	70	69	69	68	67
1	61	64	58	57	57	56
2	62	58	61	55	54	54
3	69	58	54	57	51	50
4	65	69	58	54	57	51
5	70	64	68	57	53	56
Total	403	383	368	349	340	334

Table 20B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Madison Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	76	74	73	73	72	72
1	61	66	64	63	63	62
2	62	60	65	63	62	62
3	69	60	58	63	61	60
4	65	71	62	60	65	63
5	70	66	72	63	61	66
Total	403	397	394	385	384	385

Table 20C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Madison Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	76	79	78	78	77	78
1	61	68	71	70	70	69
2	62	62	69	72	71	71
3	69	62	62	69	72	71
4	65	73	66	66	73	76
5	70	68	76	69	69	76
Total	403	412	422	424	432	441

Table 21A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Pleasant Hill Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	92	79	78	79	77	80
1	103	101	88	87	88	86
2	85	104	102	89	88	89
3	93	84	103	101	88	87
4	90	89	80	99	97	84
5	101	89	88	79	98	96
Total	564	546	539	534	536	522

Table 21B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Pleasant Hill Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	92	84	83	84	82	85
1	103	104	96	95	96	94
2	85	106	107	99	98	99
3	93	86	107	108	100	99
4	90	91	84	105	106	98
5	101	91	92	85	106	107
Total	564	562	569	576	588	582

Table 21C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Pleasant Hill Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	92	89	88	89	87	90
1	103	108	105	104	105	103
2	85	108	113	110	109	110
3	93	88	111	116	113	112
4	90	93	88	111	116	113
5	101	93	96	91	114	119
Total	564	579	601	621	644	647

Table 22A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Sandburg Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	64	55	56	58	56	55
1	64	64	55	56	58	56
2	55	61	61	52	53	55
3	66	55	61	61	52	53
4	61	63	52	58	58	49
5	62	59	61	50	56	56
Total	372	357	346	335	333	324

Table 22B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Sandburg Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	64	59	60	62	60	59
1	64	67	62	63	65	63
2	55	63	66	61	62	64
3	66	57	65	68	63	64
4	61	65	56	64	67	62
5	62	61	65	56	64	67
Total	372	372	374	374	381	379

Table 22C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Sandburg Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	64	63	64	66	64	63
1	64	70	69	70	72	70
2	55	65	71	70	71	73
3	66	59	69	75	74	75
4	61	67	60	70	76	75
5	62	63	69	62	72	78
Total	372	387	402	413	429	434

Table 23A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Washington Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	76	63	63	62	61	60
1	58	75	62	62	61	60
2	70	58	75	62	62	61
3	69	71	59	76	63	63
4	72	72	74	62	79	66
5	72	71	71	73	61	78
Total	417	410	404	397	387	388

Table 23B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Washington Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	76	68	67	66	65	64
1	58	78	70	69	68	67
2	70	60	80	72	71	70
3	69	73	63	83	75	74
4	72	74	78	68	88	80
5	72	73	75	79	69	89
Total	417	426	433	437	436	444

Table 23C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Washington Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	76	72	71	70	69	68
1	58	81	77	76	75	74
2	70	62	85	81	80	79
3	69	75	67	90	86	85
4	72	76	82	74	97	93
5	72	75	79	85	77	100
Total	417	441	461	476	484	499

Table 24A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Whittier Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	54	52	50	53	52	54
1	65	53	51	49	52	51
2	60	62	50	48	46	49
3	61	60	62	50	48	46
4	60	60	59	61	49	47
5	77	58	58	57	59	47
Total	377	345	330	318	306	294

Table 24B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Whittier Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	54	56	54	57	56	58
1	65	56	58	56	59	58
2	60	64	55	57	55	58
3	61	62	66	57	59	57
4	60	62	63	67	58	60
5	77	60	62	63	67	58
Total	377	360	358	357	354	349

Table 24C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Whittier Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	54	60	58	61	60	62
1	65	59	65	63	66	65
2	60	66	60	66	64	67
3	61	64	70	64	70	68
4	60	64	67	73	67	73
5	77	62	66	69	75	69
Total	377	375	386	396	402	404

Table 25A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2017

Wiesbrook Elementary

<i>Series A Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	80	66	69	70	68	67
1	72	89	75	78	79	77
2	76	74	91	77	80	81
3	103	80	78	95	81	84
4	91	106	83	81	98	84
5	85	91	106	83	81	98
Total	507	506	502	484	487	491

Table 25B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2017

Wiesbrook Elementary

<i>Series B Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	80	72	74	75	72	72
1	72	92	84	86	87	84
2	76	76	96	88	90	91
3	103	82	82	102	94	96
4	91	108	87	87	107	99
5	85	93	110	89	89	109
Total	507	523	533	527	539	551

Table 25C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2017

Wiesbrook Elementary

<i>Series C Projection</i>						
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
K	80	77	78	80	76	77
1	72	95	92	93	95	91
2	76	78	101	98	99	101
3	103	84	86	109	106	107
4	91	110	91	93	116	113
5	85	95	114	95	97	120
Total	507	539	562	568	589	609

Table 26A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2022

Edison Middle School

<i>Series A Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	228	219	201	205	182	181	184	177	176	177	175
7	242	229	220	202	206	183	184	187	180	179	180
8	226	238	225	216	198	202	180	181	184	177	176
Total	696	686	646	623	586	566	548	545	540	533	531

Table 26B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2022

Edison Middle School

<i>Series B Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	228	226	214	224	207	212	211	209	209	212	208
7	242	233	231	219	229	212	217	216	214	214	217
8	226	241	232	230	218	228	211	216	215	213	213
Total	696	700	677	673	654	652	639	641	638	639	638

Table 26C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2022

Edison Middle School

<i>Series C Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	228	233	227	243	232	243	245	250	250	254	252
7	242	237	242	236	252	241	250	252	257	257	261
8	226	245	240	245	239	255	242	251	253	258	258
Total	696	715	709	724	723	739	737	753	760	769	771

Table 27A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2022

Franklin Middle School

<i>Series A Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	239	242	214	219	195	184	231	198	196	196	192
7	266	238	241	213	218	194	184	231	198	196	196
8	266	266	238	241	213	218	195	185	232	199	197
Total	771	746	693	673	626	596	610	614	626	591	585

Table 27B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2022

Franklin Middle School

<i>Series B Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	239	250	230	243	227	212	276	250	248	248	241
7	266	241	252	232	245	229	214	278	252	250	250
8	266	269	244	255	235	248	232	217	281	255	253
Total	771	760	726	730	707	689	722	745	781	753	744

Table 27C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2022

Franklin Middle School

<i>Series C Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	239	259	247	268	260	249	312	301	297	298	297
7	266	244	264	252	273	265	254	317	306	302	303
8	266	272	250	270	258	279	271	260	323	312	308
Total	771	775	761	790	791	793	837	878	926	912	908

Table 28A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2022

Hubble Middle School

<i>Series A Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	271	238	233	250	201	207	232	216	220	219	216
7	266	273	240	235	252	203	209	234	218	222	221
8	270	266	273	240	235	252	205	211	236	220	224
Total	807	777	746	725	688	662	646	661	674	661	661

Table 28B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2022

Hubble Middle School

<i>Series B Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	271	252	253	276	233	245	267	252	257	256	251
7	266	277	258	259	282	239	250	272	257	262	261
8	270	270	281	262	263	286	243	254	276	261	266
Total	807	799	792	797	778	770	760	778	790	779	778

Table 28C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2022

Hubble Middle School

<i>Series C Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	271	262	269	298	261	279	292	294	295	296	288
7	266	281	272	279	308	271	286	299	301	302	303
8	270	274	289	280	287	316	277	292	305	307	308
Total	807	817	830	857	856	866	855	885	901	905	899

Table 29A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2022

Monroe Middle School

<i>Series A Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	292	228	247	239	202	216	235	206	207	207	202
7	250	295	231	250	242	205	219	238	209	210	210
8	239	251	296	232	251	243	207	221	240	211	212
Total	781	774	774	721	695	664	661	665	656	628	624

Table 29B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2022

Monroe Middle School

<i>Series B Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	292	243	268	266	233	251	275	250	251	252	246
7	250	299	250	275	273	240	256	280	255	256	257
8	239	256	305	256	281	279	244	260	284	259	260
Total	781	798	823	797	787	770	775	790	790	767	763

Table 29C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2022

Monroe Middle School

<i>Series C Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
6	292	254	285	289	262	286	304	293	294	295	290
7	250	301	263	294	298	271	293	311	300	301	302
8	239	259	310	272	303	307	278	300	318	307	308
Total	781	814	858	855	863	864	875	904	912	903	900

Table 30A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2022

Wheaton North High School

<i>Series A Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
9	578	581	593	610	549	544	547	508	511	560	513
10	580	525	528	540	557	496	494	497	458	461	510
11	504	532	477	480	492	509	454	452	455	416	419
12	515	506	534	479	482	494	512	457	455	458	419
Total	2,177	2,144	2,132	2,109	2,080	2,043	2,007	1,914	1,879	1,895	1,861

Table 30B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2022

Wheaton North High School

<i>Series B Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
9	578	594	614	638	600	605	614	563	564	641	606
10	580	533	549	569	593	555	560	569	518	519	596
11	504	543	496	512	532	556	518	523	532	481	482
12	515	512	551	504	520	540	563	525	530	539	488
Total	2,177	2,182	2,210	2,223	2,245	2,256	2,255	2,180	2,144	2,180	2,172

Table 30C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2022

Wheaton North High School

<i>Series C Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
9	578	607	633	662	644	655	665	627	630	708	688
10	580	544	573	599	628	610	615	625	587	590	668
11	504	551	515	544	570	599	579	584	594	556	559
12	515	516	563	527	556	582	608	588	593	603	565
Total	2,177	2,218	2,284	2,332	2,398	2,446	2,467	2,424	2,404	2,457	2,480

Table 31A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2022

Wheaton-Warrenville South High School

<i>Series A Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
9	544	523	531	525	483	460	489	431	447	469	450
10	575	518	497	505	499	457	438	467	409	425	447
11	584	550	493	472	480	474	436	417	446	388	404
12	519	547	513	456	435	443	440	402	383	412	354
Total	2,222	2,138	2,034	1,958	1,897	1,834	1,803	1,717	1,685	1,694	1,655

Table 31B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2022

Wheaton-Warrenville South High School

<i>Series B Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
9	544	538	553	555	534	523	554	494	510	531	514
10	575	525	519	534	536	515	504	535	475	491	512
11	584	557	507	501	516	518	497	486	517	457	473
12	519	554	527	477	471	486	488	467	456	487	427
Total	2,222	2,174	2,106	2,067	2,057	2,042	2,043	1,982	1,958	1,966	1,926

Table 31C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2022

Wheaton-Warrenville South High School

<i>Series C Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
9	544	548	571	581	577	578	615	563	587	602	609
10	575	531	535	558	568	564	563	600	548	572	587
11	584	563	519	523	546	556	550	549	586	534	558
12	519	564	543	499	503	526	531	525	524	561	509
Total	2,222	2,206	2,168	2,161	2,194	2,224	2,259	2,237	2,245	2,269	2,263

Table 32A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2022

Community Unit School District 200

<i>Series A Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	973	862	870	899	885	868	872	883	872	863	871
1	875	979	868	876	905	891	876	880	891	880	871
2	861	874	978	867	875	904	893	878	882	893	882
3	987	868	881	985	874	882	913	902	887	891	902
4	955	988	869	882	986	875	885	916	905	890	894
5	960	943	976	857	870	974	866	876	907	896	881
6	1,030	961	944	977	858	871	977	869	879	910	899
7	1,024	1,041	972	955	988	869	885	991	883	893	924
8	1,001	1,027	1,044	975	958	991	874	890	996	888	898
9	1,122	1,110	1,136	1,153	1,084	1,067	1,108	991	1,007	1,113	1,005
10	1,155	1,042	1,030	1,056	1,073	1,004	993	1,034	917	933	1,039
11	1,088	1,087	974	962	988	1,005	942	931	972	855	871
12	1,034	1,057	1,056	943	931	957	981	918	907	948	831
K–12	13,065	12,839	12,598	12,387	12,275	12,158	12,065	11,959	11,905	11,853	11,768
PK SE	178	163	169	166	163	163	166	163	162	163	163
Total	13,243	13,002	12,767	12,553	12,438	12,321	12,231	12,122	12,067	12,016	11,931

Table 32B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2022

Community Unit School District 200

<i>Series B Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	973	894	902	937	922	898	915	921	912	904	922
1	875	988	909	917	952	937	914	931	937	928	920
2	861	884	997	918	926	961	946	923	940	946	937
3	987	879	902	1,015	936	944	978	963	940	957	963
4	955	998	890	913	1,026	947	954	988	973	950	967
5	960	952	995	887	910	1,023	943	950	984	969	946
6	1,030	971	963	1,006	898	921	1,033	953	960	994	979
7	1,024	1,050	991	983	1,026	918	940	1,052	972	979	1,013
8	1,001	1,036	1,062	1,003	995	1,038	928	950	1,062	982	989
9	1,122	1,133	1,168	1,194	1,135	1,127	1,166	1,056	1,078	1,190	1,110
10	1,155	1,056	1,067	1,102	1,128	1,069	1,059	1,098	988	1,010	1,122
11	1,088	1,099	1,000	1,011	1,046	1,072	1,015	1,005	1,044	934	956
12	1,034	1,066	1,077	978	989	1,024	1,054	997	987	1,026	916
K–12	13,065	13,006	12,923	12,864	12,889	12,879	12,845	12,787	12,777	12,769	12,740
PK SE	178	173	179	176	172	175	176	174	173	176	175
Total	13,243	13,179	13,102	13,040	13,061	13,054	13,021	12,961	12,950	12,945	12,915

Table 32C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2022

Community Unit School District 200

<i>Series C Projection</i>											
Grade	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
K	973	938	947	970	958	938	957	964	956	950	969
1	875	997	962	971	994	982	958	977	984	976	970
2	861	894	1,016	981	990	1,013	995	971	990	997	989
3	987	888	921	1,043	1,008	1,017	1,037	1,019	995	1,014	1,021
4	955	1,007	908	941	1,063	1,028	1,032	1,052	1,034	1,010	1,029
5	960	961	1,013	914	947	1,069	1,029	1,033	1,053	1,035	1,011
6	1,030	980	981	1,033	934	967	1,083	1,043	1,047	1,067	1,049
7	1,024	1,059	1,009	1,010	1,062	963	990	1,106	1,066	1,070	1,090
8	1,001	1,045	1,080	1,030	1,031	1,083	978	1,005	1,121	1,081	1,085
9	1,122	1,154	1,198	1,233	1,183	1,184	1,220	1,115	1,142	1,258	1,218
10	1,155	1,063	1,095	1,139	1,174	1,124	1,123	1,159	1,054	1,081	1,197
11	1,088	1,108	1,016	1,048	1,092	1,127	1,075	1,074	1,110	1,005	1,032
12	1,034	1,080	1,100	1,008	1,040	1,084	1,115	1,063	1,062	1,098	993
K–12	13,065	13,174	13,246	13,321	13,476	13,579	13,592	13,581	13,614	13,642	13,653
PK SE	178	185	189	187	183	187	188	187	185	189	187
Total	13,243	13,359	13,435	13,508	13,659	13,766	13,780	13,768	13,799	13,831	13,840

Table 33A

Summary of Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2022

Community Unit School District 200

<i>Series A Projection</i>						
School Year	K-5	6-8	9-12	K-12	PK SE	Total
2012-13	5,611	3,055	4,399	13,065	178	13,243
2013-14	5,514	3,029	4,296	12,839	163	13,002
2014-15	5,442	2,960	4,196	12,598	169	12,767
2015-16	5,366	2,907	4,114	12,387	166	12,553
2016-17	5,395	2,804	4,076	12,275	163	12,438
2017-18	5,394	2,731	4,033	12,158	163	12,321
2018-19	5,305	2,736	4,024	12,065	166	12,231
2019-20	5,335	2,750	3,874	11,959	163	12,122
2020-21	5,344	2,758	3,803	11,905	162	12,067
2021-22	5,313	2,691	3,849	11,853	163	12,016
2022-23	5,301	2,721	3,746	11,768	163	11,931

Table 33B

Summary of Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2022

Community Unit School District 200

<i>Series B Projection</i>						
School Year	K-5	6-8	9-12	K-12	PK SE	Total
2012-13	5,611	3,055	4,399	13,065	178	13,243
2013-14	5,595	3,057	4,354	13,006	173	13,179
2014-15	5,595	3,016	4,312	12,923	179	13,102
2015-16	5,587	2,992	4,285	12,864	176	13,040
2016-17	5,672	2,919	4,298	12,889	172	13,061
2017-18	5,710	2,877	4,292	12,879	175	13,054
2018-19	5,650	2,901	4,294	12,845	176	13,021
2019-20	5,676	2,955	4,156	12,787	174	12,961
2020-21	5,686	2,994	4,097	12,777	173	12,950
2021-22	5,654	2,955	4,160	12,769	176	12,945
2022-23	5,655	2,981	4,104	12,740	175	12,915

Table 33C

Summary of Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2017), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2022

Community Unit School District 200

<i>Series C Projection</i>						
School Year	K-5	6-8	9-12	K-12	PK SE	Total
2012-13	5,611	3,055	4,399	13,065	178	13,243
2013-14	5,685	3,084	4,405	13,174	185	13,359
2014-15	5,767	3,070	4,409	13,246	189	13,435
2015-16	5,820	3,073	4,428	13,321	187	13,508
2016-17	5,960	3,027	4,489	13,476	183	13,659
2017-18	6,047	3,013	4,519	13,579	187	13,766
2018-19	6,008	3,051	4,533	13,592	188	13,780
2019-20	6,016	3,154	4,411	13,581	187	13,768
2020-21	6,012	3,234	4,368	13,614	185	13,799
2021-22	5,982	3,218	4,442	13,642	189	13,831
2022-23	5,989	3,224	4,440	13,653	187	13,840

Figure 2

District 200 Historical Total Enrollment 1990–91 to 2012–13
and Projected Total Enrollment 2013–14 to 2022–23 under Series A, Series B and Series C Assumptions

Grades K–5

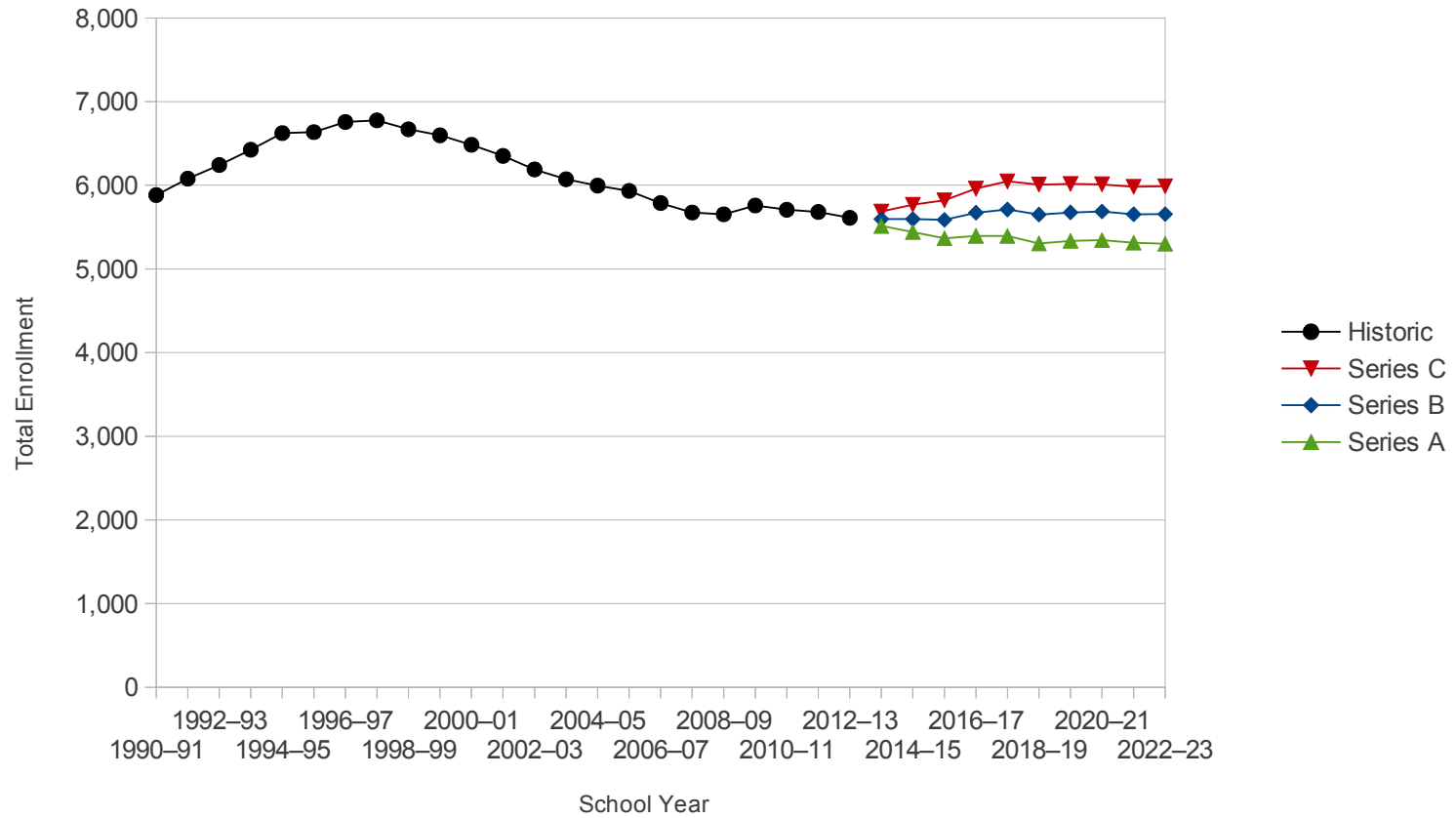


Figure 3

District 200 Historical Total Enrollment 1990–91 to 2012–13
and Projected Total Enrollment 2013–14 to 2022–23 under Series A, Series B and Series C Assumptions

Grades 6–8

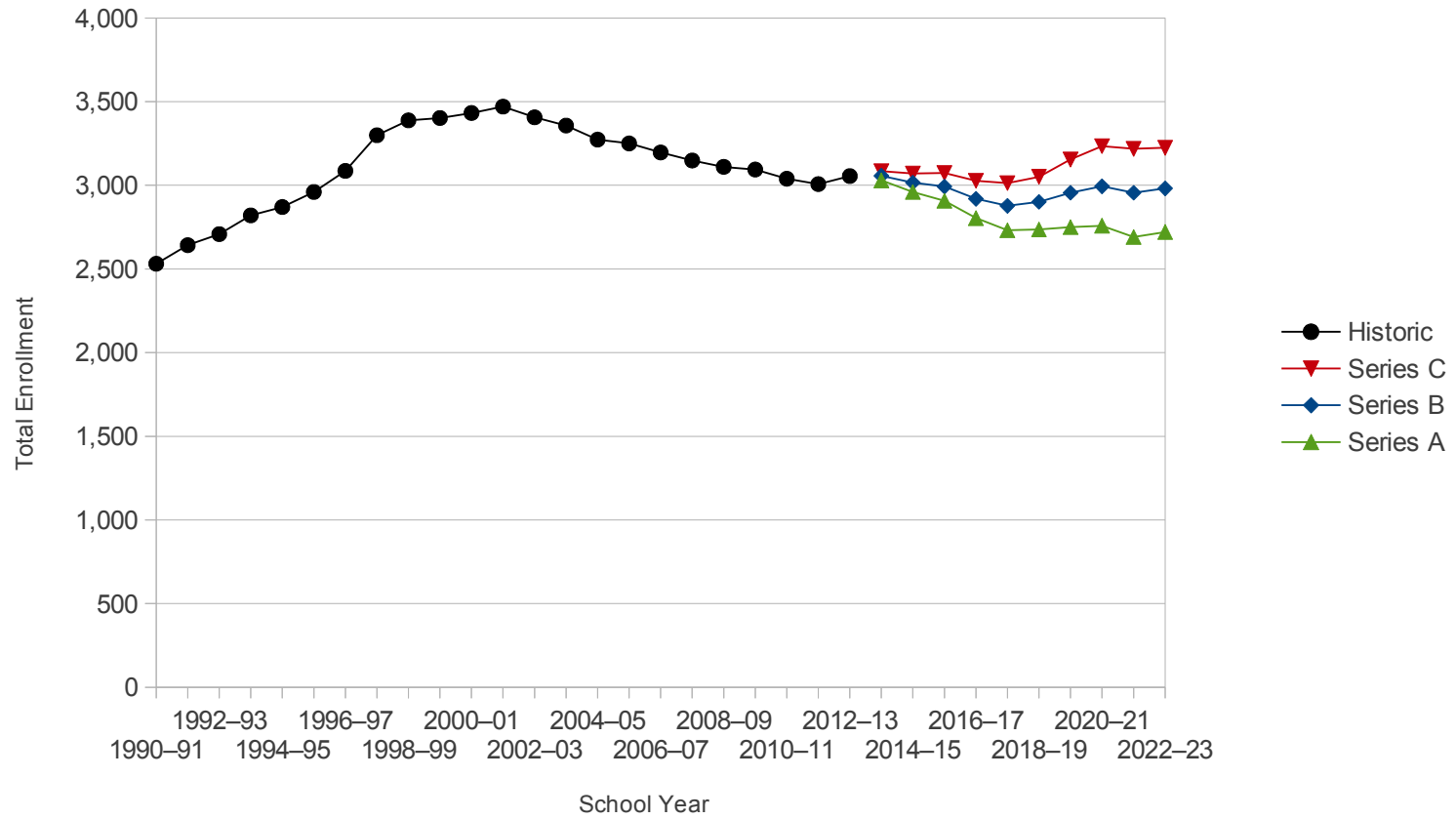


Figure 4

District 200 Historical Total Enrollment 1990–91 to 2012–13
and Projected Total Enrollment 2013–14 to 2022–23 under Series A, Series B and Series C Assumptions

Grades 9–12

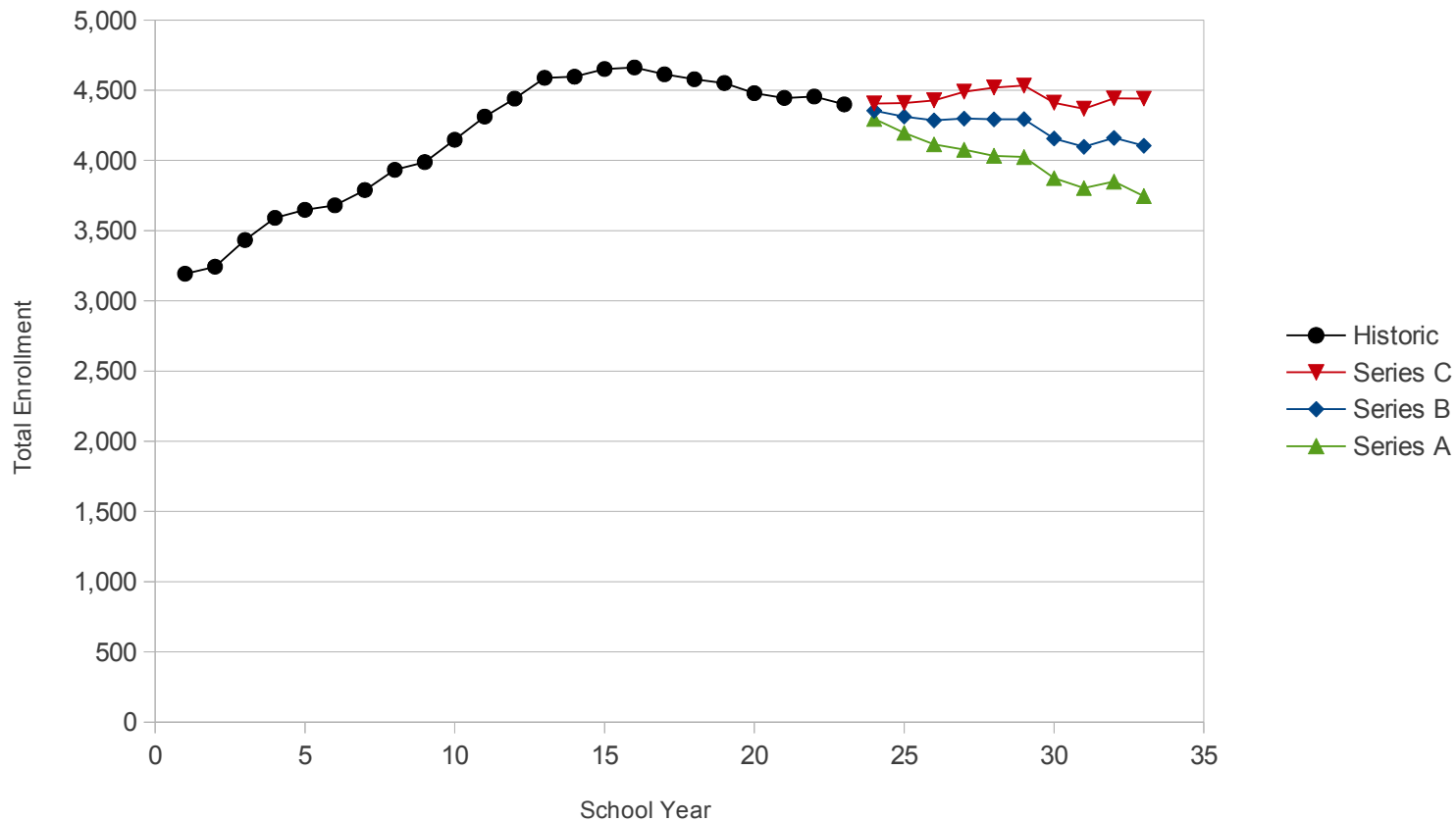
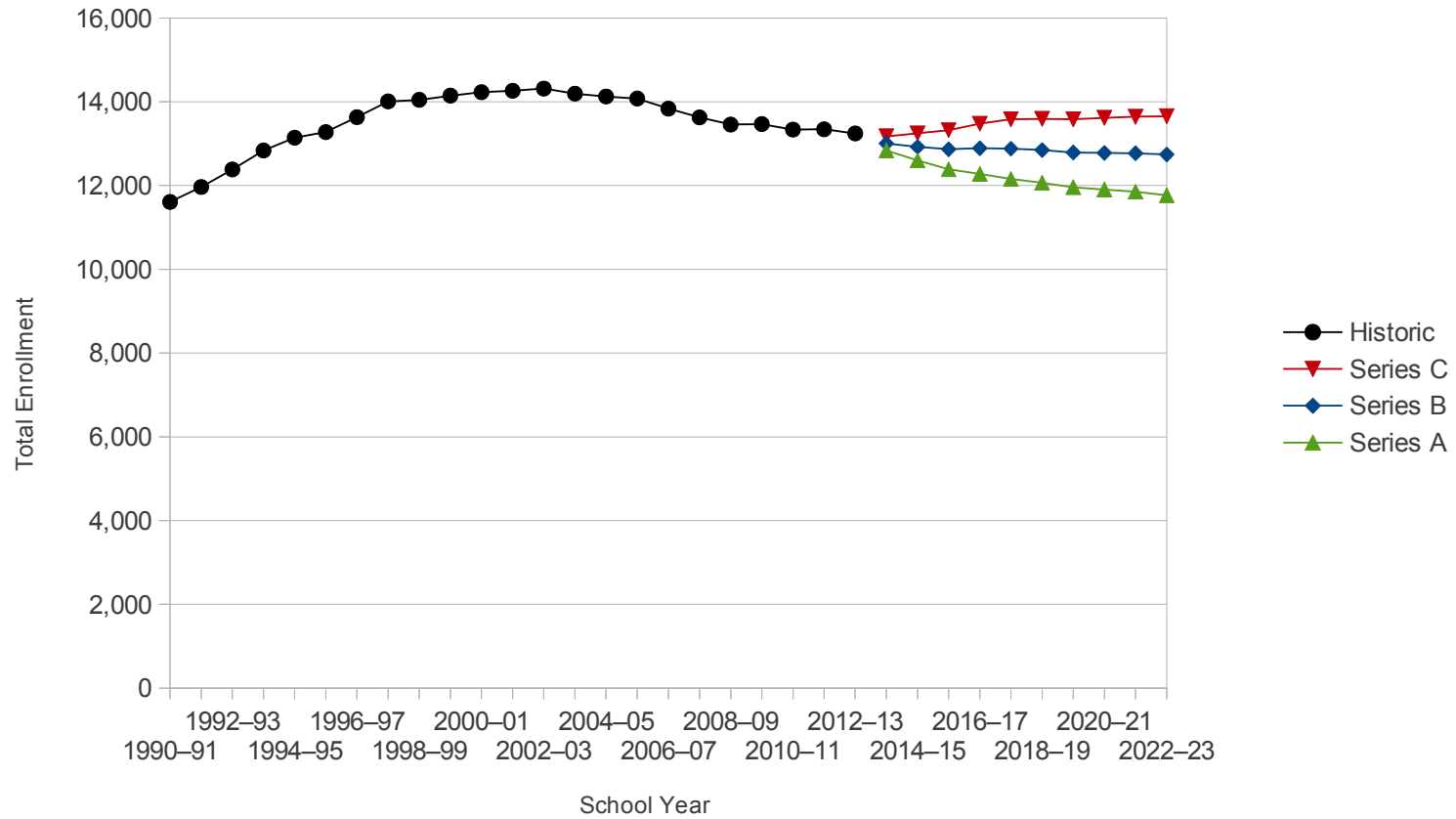


Figure 5

District 200 Historical Total Enrollment 1990–91 to 2012–13
and Projected Total Enrollment 2013–14 to 2022–23 under Series A, Series B and Series C Assumptions

Grades K–12



Appendix A

Racial/Ethnic Composition
of the
Individual Schools
and
Community Unit School District 200 as a Whole:
2000 to 2012

Bower Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.9	2.3	1.7	3.4	91.7	0.0
2001	0.2	2.0	2.2	2.4	93.2	0.0
2002	0.0	2.5	3.9	5.4	88.1	0.0
2003	0.0	2.6	4.2	7.3	85.9	0.0
2004	0.0	2.4	6.3	9.0	82.3	0.0
2005	0.0	3.8	6.5	8.9	78.8	2.0
2006	0.0	3.3	5.4	10.0	78.1	3.1
2007	0.2	3.5	6.2	10.9	76.3	2.9
2008	0.2	3.4	5.3	12.1	74.9	4.0
2009	0.2	4.0	6.3	13.7	70.8	4.9
2010	0.0	3.7	5.4	13.5	72.1	5.2
2011	0.4	4.4	4.4	15.3	71.4	3.8
2012	0.4	4.4	5.0	16.8	68.4	5.0

Emerson Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	5.5	3.9	3.9	86.7	0.0
2001	0.0	4.4	5.3	3.6	86.7	0.0
2002	0.0	4.9	6.1	3.6	85.4	0.0
2003	0.0	3.3	8.5	3.6	84.5	0.0
2004	0.0	2.1	10.4	2.8	84.7	0.0
2005	0.0	3.2	5.0	3.8	88.0	0.0
2006	0.0	3.3	3.9	3.3	87.5	2.1
2007	0.7	3.7	4.0	3.3	84.6	3.7
2008	0.0	2.6	6.5	4.9	83.0	2.9
2009	0.3	4.0	8.2	6.4	76.3	4.9
2010	0.0	3.8	7.5	4.9	78.3	5.5
2011	0.0	2.8	6.1	8.9	79.8	2.2
2012	0.0	3.9	6.1	13.0	74.3	2.5

Hawthorne Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	9.5	6.1	12.5	72.0	0.0
2001	0.0	9.0	9.7	11.7	69.7	0.0
2002	0.0	8.8	10.6	14.8	65.8	0.0
2003	0.0	6.9	11.9	17.0	64.3	0.0
2004	0.0	8.7	11.0	22.3	58.1	0.0
2005	0.0	6.0	12.3	22.5	57.3	1.9
2006	0.0	5.0	10.7	21.8	59.3	3.2
2007	0.0	5.3	11.9	16.1	62.5	4.2
2008	0.0	6.6	12.8	14.8	62.8	3.0
2009	0.0	6.8	9.5	14.5	64.9	4.4
2010	0.0	6.9	8.4	16.6	62.5	5.6
2011	0.0	8.8	7.4	26.9	52.7	4.0
2012	0.0	10.3	6.8	27.1	51.2	4.6

Clifford Johnson School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	3.0	4.7	16.3	76.0	0.0
2001	0.7	2.2	5.1	20.7	71.4	0.0
2002	0.0	2.4	4.3	28.7	64.7	0.0
2003	0.0	2.9	4.9	34.8	57.4	0.0
2004	0.0	2.4	7.1	37.8	52.7	0.0
2005	0.2	2.9	3.3	44.3	45.0	4.2
2006	0.2	3.0	3.6	48.2	40.2	4.7
2007	0.2	2.6	5.6	51.2	35.2	5.1
2008	0.2	1.6	7.5	53.5	31.3	5.9
2009	0.2	1.0	6.9	57.9	27.4	6.5
2010	0.0	2.3	6.0	60.0	26.4	5.2
2011	0.0	2.4	4.9	64.9	25.1	2.6
2012	0.2	1.6	5.3	66.8	23.0	3.1

Lincoln Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	7.0	2.7	4.5	85.9	0.0
2001	0.0	6.4	3.1	7.3	83.2	0.0
2002	0.0	7.7	5.5	7.3	79.5	0.0
2003	0.0	6.9	6.3	9.0	77.8	0.0
2004	0.0	7.7	4.0	9.4	79.0	0.0
2005	0.0	8.6	4.9	9.0	75.5	2.0
2006	0.0	8.1	5.0	8.5	73.6	4.8
2007	0.0	8.8	4.3	8.6	71.8	6.5
2008	0.0	9.3	3.6	8.1	72.3	6.7
2009	0.0	8.3	3.3	6.9	74.7	6.9
2010	0.0	9.1	3.4	7.8	73.6	6.2
2011	0.0	9.0	3.3	12.5	68.9	6.3
2012	0.0	8.3	4.0	12.6	69.7	5.5

Longfellow Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	5.3	7.0	8.2	79.4	0.0
2001	0.0	3.6	6.7	9.4	80.2	0.0
2002	0.2	4.7	5.9	9.9	79.3	0.0
2003	0.0	3.6	6.0	9.1	81.3	0.0
2004	0.0	2.5	6.6	10.3	80.5	0.0
2005	0.0	2.8	7.3	9.6	77.1	3.2
2006	0.0	3.7	8.1	12.0	73.5	2.6
2007	0.0	3.3	5.7	11.9	76.5	2.6
2008	0.0	6.0	5.4	13.4	71.5	3.7
2009	0.0	7.5	4.2	9.8	74.1	4.4
2010	0.0	7.9	2.3	8.8	77.4	3.5
2011	0.2	6.0	2.9	12.7	73.2	5.0
2012	0.0	5.3	4.1	11.4	74.9	4.3

Lowell Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	4.5	4.9	3.1	87.4	0.0
2001	0.0	5.3	4.4	3.9	86.4	0.0
2002	0.0	4.7	5.7	3.2	86.4	0.0
2003	0.0	4.8	6.6	4.6	83.9	0.0
2004	0.0	5.2	7.0	4.3	83.5	0.0
2005	0.0	4.6	5.4	5.0	83.1	1.9
2006	0.0	5.2	10.1	3.9	80.8	0.0
2007	0.0	5.6	6.9	4.1	80.9	2.6
2008	0.0	4.3	7.1	4.5	82.2	2.0
2009	0.0	5.1	10.4	4.1	76.6	3.9
2010	0.0	5.1	7.4	4.6	79.1	3.8
2011	0.0	5.0	9.0	5.0	76.6	4.2
2012	0.5	7.3	8.1	5.7	73.0	5.5

Madison Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.2	5.0	5.8	6.9	82.1	0.0
2001	0.4	6.1	7.2	6.1	80.2	0.0
2002	0.0	5.7	7.8	6.0	80.5	0.0
2003	0.0	5.6	8.2	6.0	80.2	0.0
2004	0.0	5.6	9.2	6.3	79.0	0.0
2005	0.0	4.7	8.9	7.2	74.6	4.7
2006	0.0	4.1	10.9	5.4	74.9	4.6
2007	0.0	3.2	11.6	4.1	75.2	5.9
2008	0.0	4.1	13.4	3.4	73.4	5.6
2009	0.0	4.0	13.4	4.0	72.0	6.6
2010	0.0	4.2	14.8	4.0	70.8	6.2
2011	0.0	5.2	14.6	8.8	64.7	5.2
2012	0.0	4.3	12.8	8.2	69.1	5.5

Pleasant Hill Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	3.9	4.4	3.1	88.6	0.0
2001	0.0	3.4	4.0	4.3	88.3	0.0
2002	0.0	3.6	5.5	4.1	86.7	0.0
2003	0.0	2.4	7.3	4.7	85.6	0.0
2004	0.0	2.3	7.3	4.7	85.6	0.0
2005	0.0	2.6	5.8	4.3	85.3	2.0
2006	0.0	2.3	5.5	3.8	86.3	2.0
2007	0.0	2.0	7.1	3.7	84.2	2.9
2008	0.3	2.4	7.4	6.4	79.9	3.6
2009	0.2	2.5	8.9	8.8	75.8	3.9
2010	0.0	3.5	11.5	8.1	73.2	3.7
2011	0.0	5.4	10.4	11.7	68.4	3.9
2012	0.0	6.4	11.8	12.3	65.0	4.3

Carl Sandburg Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	1.9	5.3	3.1	89.6	0.0
2001	0.0	1.5	7.6	4.3	86.6	0.0
2002	0.0	2.4	6.1	5.2	86.3	0.0
2003	0.0	3.2	6.0	6.5	84.2	0.0
2004	0.0	3.2	5.8	6.3	84.7	0.0
2005	0.0	4.7	5.5	7.0	79.6	3.2
2006	0.0	5.1	4.7	10.5	75.7	3.9
2007	0.0	4.0	6.3	12.0	73.0	4.8
2008	0.3	3.9	5.7	11.6	72.4	6.2
2009	0.3	2.8	6.4	12.2	71.8	6.6
2010	0.2	3.5	7.1	17.0	65.7	6.4
2011	0.5	4.1	7.9	21.8	60.4	5.0
2012	0.2	5.8	8.5	20.4	60.3	4.6

Washington Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	7.1	3.4	10.1	79.4	0.0
2001	0.0	7.5	4.3	12.8	75.4	0.0
2002	0.2	6.3	7.3	15.2	71.0	0.0
2003	0.0	7.0	9.1	11.8	72.1	0.0
2004	0.0	7.9	8.4	11.2	72.5	0.0
2005	0.0	8.8	8.5	11.0	67.6	4.1
2006	0.0	7.2	8.2	11.5	70.2	2.9
2007	0.0	7.3	7.8	10.6	70.7	3.5
2008	0.0	6.7	7.1	10.8	70.1	5.3
2009	0.2	5.8	7.2	11.3	69.9	5.5
2010	0.0	6.5	7.9	13.4	65.3	6.9
2011	0.0	7.1	8.4	21.6	58.2	4.7
2012	0.0	7.9	8.3	25.0	54.4	4.4

Whittier Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	2.2	9.1	6.6	82.0	0.0
2001	0.2	2.6	8.0	8.0	81.2	0.0
2002	0.2	1.6	8.0	2.4	87.9	0.0
2003	0.0	2.2	7.3	2.2	88.3	0.0
2004	0.0	2.6	5.4	2.8	89.3	0.0
2005	0.0	3.5	5.7	2.2	87.4	1.2
2006	0.0	3.7	5.8	2.3	86.5	1.7
2007	0.0	3.8	6.1	1.8	86.4	1.8
2008	0.0	3.7	6.3	1.9	85.8	2.3
2009	0.0	3.0	4.9	1.4	88.1	2.6
2010	0.0	2.8	7.3	2.3	85.5	2.1
2011	0.2	4.2	7.0	3.2	81.5	3.2
2012	0.2	3.9	8.2	6.0	78.6	2.7

Wiesbrook Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	3.4	2.5	1.3	92.8	0.0
2001	0.0	4.3	3.4	1.9	90.4	0.0
2002	0.0	3.3	3.5	2.4	90.8	0.0
2003	0.0	3.3	3.9	2.6	90.2	0.0
2004	0.0	3.8	2.8	2.5	90.9	0.0
2005	0.0	2.9	2.9	1.5	91.9	0.9
2006	0.0	3.5	1.6	1.6	90.9	2.4
2007	0.0	3.9	1.5	1.8	89.7	3.1
2008	0.0	4.1	2.3	1.8	87.6	4.1
2009	0.0	5.2	2.4	2.8	85.5	4.1
2010	0.0	5.1	1.5	2.7	84.4	6.3
2011	0.0	7.1	1.8	6.7	79.8	4.7
2012	0.0	7.9	1.4	6.3	78.5	5.9

Edison Middle School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.1	6.1	3.2	4.4	86.2	0.0
2001	0.1	5.7	3.5	5.2	85.5	0.0
2002	0.0	4.7	3.9	2.4	89.0	0.0
2003	0.0	4.0	4.2	3.4	88.4	0.0
2004	0.0	3.9	4.7	5.1	86.3	0.0
2005	0.0	3.6	3.3	5.2	87.8	0.1
2006	0.0	4.1	3.6	4.9	86.8	0.5
2007	0.0	3.8	5.2	5.0	84.8	1.2
2008	0.0	6.1	5.2	3.9	83.0	1.8
2009	0.0	5.6	5.9	5.0	81.6	1.9
2010	0.0	5.3	5.1	4.7	82.0	2.9
2011	0.0	5.1	5.3	7.1	77.7	3.9
2012	0.0	6.3	6.3	5.9	76.1	4.8

Franklin Middle School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.1	5.5	6.3	5.3	82.7	0.0
2001	0.0	5.5	6.6	4.9	82.9	0.0
2002	0.0	5.3	6.4	4.0	84.4	0.0
2003	0.3	4.9	7.2	3.3	84.3	0.0
2004	0.3	5.4	7.1	5.7	81.4	0.0
2005	0.0	4.6	7.9	5.9	80.9	0.8
2006	0.0	4.5	9.4	7.5	75.8	2.7
2007	0.0	4.4	8.4	7.2	77.0	3.0
2008	0.0	5.2	8.2	7.8	76.4	2.4
2009	0.0	5.5	7.4	7.6	76.4	3.1
2010	0.0	6.9	7.0	8.2	74.2	3.6
2011	0.0	5.7	7.2	12.2	71.1	3.8
2012	0.0	6.5	6.0	15.2	68.4	3.9

Hubble Middle School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.1	5.0	3.0	5.7	86.2	0.0
2001	0.3	4.0	3.4	5.6	86.7	0.0
2002	0.3	2.8	4.7	6.5	85.7	0.0
2003	0.2	3.2	4.2	6.6	85.8	0.0
2004	0.1	3.5	6.4	7.9	82.1	0.0
2005	0.0	3.3	4.4	9.5	81.9	0.9
2006	0.0	3.2	4.9	12.5	78.2	1.2
2007	0.0	2.9	6.2	14.5	74.5	2.0
2008	0.0	3.2	7.1	16.8	71.3	1.5
2009	0.0	3.2	6.5	18.4	69.4	2.5
2010	0.1	2.9	7.4	19.6	67.0	3.0
2011	0.1	2.9	6.2	24.0	62.4	4.2
2012	0.1	3.5	5.7	25.1	61.6	4.0

Monroe Middle School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.1	3.5	3.7	3.5	89.2	0.0
2001	0.1	3.5	5.4	3.1	87.9	0.0
2002	0.1	5.4	4.5	7.3	82.7	0.0
2003	0.0	6.3	5.5	7.8	80.4	0.0
2004	0.0	4.5	7.8	9.9	77.9	0.0
2005	0.0	4.1	7.6	12.0	75.8	0.4
2006	0.0	4.2	8.7	11.2	75.2	0.7
2007	0.0	3.8	8.2	12.3	74.8	0.8
2008	0.0	3.7	8.0	10.2	76.5	1.6
2009	0.0	3.3	7.2	8.3	79.0	2.1
2010	0.0	3.4	7.9	7.6	78.2	2.9
2011	0.0	2.7	7.5	10.5	74.7	4.4
2012	0.1	2.7	8.0	12.0	73.8	3.2

Wheaton North High School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.1	7.3	4.9	5.1	82.7	0.0
2001	0.2	6.5	4.8	4.6	83.9	0.0
2002	0.0	6.5	5.1	5.0	83.4	0.0
2003	0.1	5.5	5.3	4.9	84.2	0.0
2004	0.0	4.9	6.3	6.0	82.7	0.0
2005	0.0	4.3	6.3	6.4	82.4	0.5
2006	0.0	4.2	6.3	7.2	81.7	0.6
2007	0.0	4.8	7.8	7.2	79.4	0.9
2008	0.0	4.5	7.9	7.6	79.2	0.9
2009	0.0	4.8	9.1	7.5	77.5	1.1
2010	0.0	5.0	9.5	7.4	76.6	1.6
2011	0.0	5.0	7.0	9.6	74.5	3.0
2012	0.0	5.8	7.1	10.2	73.1	3.6

Wheaton Warrenville South H S

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.0	5.5	3.3	2.9	88.2	0.0
2001	0.0	5.6	3.1	3.7	87.6	0.0
2002	0.1	4.9	3.4	5.0	86.6	0.0
2003	0.2	4.7	4.3	5.1	85.8	0.0
2004	0.2	4.5	4.3	5.3	85.7	0.0
2005	0.2	3.9	4.3	6.1	85.1	0.5
2006	0.1	4.0	3.9	6.6	84.9	0.6
2007	0.1	3.7	4.1	7.3	84.3	0.7
2008	0.1	3.3	5.4	8.5	81.8	0.9
2009	0.0	3.3	5.6	9.6	80.5	1.0
2010	0.0	3.8	6.0	11.5	77.2	1.5
2011	0.2	3.5	5.1	14.0	72.6	3.2
2012	0.1	4.3	6.1	15.0	70.4	3.6

CUSD 200

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	White (%)	Multi Racial /Ethnicity (%)
2000	0.1	5.1	4.3	5.2	85.3	0.0
2001	0.1	4.9	4.7	5.7	84.6	0.0
2002	0.1	4.8	5.1	6.5	83.6	0.0
2003	0.1	4.5	5.7	7.0	82.7	0.0
2004	0.1	4.4	6.2	8.0	81.4	0.0
2005	0.1	4.2	5.7	8.6	80.1	1.4
2006	0.0	4.2	6.0	9.2	78.9	1.7
2007	0.0	4.1	6.4	9.6	77.7	2.3
2008	0.1	4.2	6.8	10.0	76.3	2.5
2009	0.0	4.3	7.0	10.6	75.0	3.1
2010	0.0	4.7	7.2	11.3	73.4	3.4
2011	0.1	4.8	6.4	14.8	69.5	3.8
2012	0.1	5.4	6.7	15.5	68.0	4.1

Source: Illinois Interactive Report Card.

Appendix B

Enrollment History,
Decomposition of Sources of Enrollment Change,
and
Net Annual Migration/Transfer
in
Community Unit School District 200 Schools:
1987–88 to 2012–13

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Bower Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	99	122	109	93	74	85	5	582	587
1988–89	124	100	113	109	102	83	34	631	665
1989–90	117	136	100	113	114	94	26	674	700
1990–91	90	104	80	75	76	81	31	506	537
1991–92	80	102	98	77	69	70	42	496	538
1992–93	90	88	93	101	80	71	35	523	558
1993–94	89	87	85	94	95	81	27	531	558
1994–95	84	107	96	89	93	95	53	564	617
1995–96	86	87	90	94	81	88	22	526	548
1996–97	79	89	84	89	83	79	52	503	555
1997–98	83	84	76	86	88	87	55	504	559
1998–99	68	87	86	81	89	85	31	496	527
1999–00	88	79	84	82	87	86	43	506	549
2000–01	68	87	75	82	86	82	41	480	521
2001–02	75	59	88	83	92	87	35	484	519
2002–03	81	78	65	90	97	93	—	504	504
2003–04	67	82	86	68	94	94	—	491	491
2004–05	88	64	98	80	68	97	—	495	495
2005–06	73	83	67	100	83	74	—	480	480
2006–07	66	84	77	69	100	90	—	486	486
2007–08	57	82	83	81	68	99	—	470	470
2008–09	67	75	94	83	81	74	—	474	474
2009–10	61	82	83	91	85	80	—	482	482
2010–11	69	81	83	80	92	83	—	488	488
2011–12	82	78	77	86	85	89	—	497	497
2012–13	90	84	79	73	85	83	—	494	494

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Bower Elementary School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	78	39	10	29
1988 to 89	35	34	9	-8
1989 to 90	-163	-4	-164	5
1990 to 91	1	-1	-9	11
1991 to 92	20	20	7	-7
1992 to 93	0	18	-10	-8
1993 to 94	59	3	30	26
1994 to 95	-69	-9	-29	-31
1995 to 96	7	-9	-14	30
1996 to 97	4	4	-3	3
1997 to 98	-32	-19	11	-24
1998 to 99	22	3	7	12
1999 to 00	-28	-18	-8	-2
2000 to 01	-2	-7	11	-6
2001 to 02	-15	-6	26	-35
2002 to 03	-13	-26	13	0
2003 to 04	4	-6	10	0
2004 to 05	-15	-24	9	0
2005 to 06	6	-8	14	0
2006 to 07	-16	-33	17	0
2007 to 08	4	-32	36	0
2008 to 09	8	-13	21	0
2009 to 10	6	-11	17	0
2010 to 11	9	-1	10	0
2011 to 12	-3	1	-4	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Bower Elementary School

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	1	-9	0	9	9	10
1988 to 89	12	0	0	5	-8	9
1989 to 90	-13	-56	-25	-37	-33	-164
1990 to 91	12	-6	-3	-6	-6	-9
1991 to 92	8	-9	3	3	2	7
1992 to 93	-3	-3	1	-6	1	-10
1993 to 94	18	9	4	-1	0	30
1994 to 95	3	-17	-2	-8	-5	-29
1995 to 96	3	-3	-1	-11	-2	-14
1996 to 97	5	-13	2	-1	4	-3
1997 to 98	4	2	5	3	-3	11
1998 to 99	11	-3	-4	6	-3	7
1999 to 00	-1	-4	-2	4	-5	-8
2000 to 01	-9	1	8	10	1	11
2001 to 02	3	6	2	14	1	26
2002 to 03	1	8	3	4	-3	13
2003 to 04	-3	16	-6	0	3	10
2004 to 05	-5	3	2	3	6	9
2005 to 06	11	-6	2	0	7	14
2006 to 07	16	-1	4	-1	-1	17
2007 to 08	18	12	0	0	6	36
2008 to 09	15	8	-3	2	-1	21
2009 to 10	20	1	-3	1	-2	17
2010 to 11	9	-4	3	5	-3	10
2011 to 12	2	1	-4	-1	-2	-4

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Emerson Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	56	44	48	42	48	43	46	281	327
1988–89	52	56	38	51	37	48	52	282	334
1989–90	57	53	52	48	53	47	67	310	377
1990–91	62	55	43	57	42	56	47	315	362
1991–92	72	57	46	40	55	40	42	310	352
1992–93	48	68	59	44	42	53	29	314	343
1993–94	59	45	65	55	44	47	9	315	324
1994–95	59	67	43	69	60	43	46	341	387
1995–96	70	52	71	43	71	63	0	370	370
1996–97	53	62	54	73	44	68	37	354	391
1997–98	45	56	60	56	66	46	0	329	329
1998–99	52	48	61	61	56	71	0	349	349
1999–00	58	43	49	55	67	58	0	330	330
2000–01	61	57	43	48	57	63	11	329	340
2001–02	62	58	54	36	47	53	23	310	333
2002–03	61	62	58	60	40	49	—	330	330
2003–04	71	47	57	59	50	42	—	326	326
2004–05	58	58	50	59	62	54	—	341	341
2005–06	69	40	59	45	59	64	—	336	336
2006–07	51	52	37	60	43	56	—	299	299
2007–08	56	49	55	43	56	47	—	306	306
2008–09	82	45	47	54	40	61	—	329	329
2009–10	79	75	45	51	55	40	—	345	345
2010–11	59	63	75	48	52	56	—	353	353
2011–12	58	56	68	74	45	55	—	356	356
2012–13	73	40	51	69	77	42	—	352	352

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Emerson Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	7	9	-8	6
1988 to 89	43	9	19	15
1989 to 90	-15	15	-10	-20
1990 to 91	-10	16	-21	-5
1991 to 92	-9	8	-4	-13
1992 to 93	-19	6	-5	-20
1993 to 94	63	12	14	37
1994 to 95	-17	27	2	-46
1995 to 96	21	-10	-6	37
1996 to 97	-62	-23	-2	-37
1997 to 98	20	6	14	0
1998 to 99	-19	-13	-6	0
1999 to 00	10	3	-4	11
2000 to 01	-7	-1	-18	12
2001 to 02	-3	8	12	-23
2002 to 03	-4	22	-26	0
2003 to 04	15	16	-1	0
2004 to 05	-5	15	-20	0
2005 to 06	-37	-13	-24	0
2006 to 07	7	0	7	0
2007 to 08	23	35	-12	0
2008 to 09	16	18	-2	0
2009 to 10	8	19	-11	0
2010 to 11	3	2	1	0
2011 to 12	-4	18	-22	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Emerson Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	0	-6	3	-5	0	-8
1988 to 89	1	-4	10	2	10	19
1989 to 90	-2	-10	5	-6	3	-10
1990 to 91	-5	-9	-3	-2	-2	-21
1991 to 92	-4	2	-2	2	-2	-4
1992 to 93	-3	-3	-4	0	5	-5
1993 to 94	8	-2	4	5	-1	14
1994 to 95	-7	4	0	2	3	2
1995 to 96	-8	2	2	1	-3	-6
1996 to 97	3	-2	2	-7	2	-2
1997 to 98	3	5	1	0	5	14
1998 to 99	-9	1	-6	6	2	-6
1999 to 00	-1	0	-1	2	-4	-4
2000 to 01	-3	-3	-7	-1	-4	-18
2001 to 02	0	0	6	4	2	12
2002 to 03	-14	-5	1	-10	2	-26
2003 to 04	-13	3	2	3	4	-1
2004 to 05	-18	1	-5	0	2	-20
2005 to 06	-17	-3	1	-2	-3	-24
2006 to 07	-2	3	6	-4	4	7
2007 to 08	-11	-2	-1	-3	5	-12
2008 to 09	-7	0	4	1	0	-2
2009 to 10	-16	0	3	1	1	-11
2010 to 11	-3	5	-1	-3	3	1
2011 to 12	-18	-5	1	3	-3	-22

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Hawthorn Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	53	58	63	52	52	46	0	324	324
1988–89	63	62	57	62	50	51	0	345	345
1989–90	43	49	38	49	48	45	0	272	272
1990–91	54	45	50	39	44	52	0	284	284
1991–92	34	49	42	41	47	45	0	258	258
1992–93	48	45	59	48	46	48	0	294	294
1993–94	46	54	34	54	56	40	0	284	284
1994–95	46	48	44	43	54	48	0	283	283
1995–96	44	50	50	47	45	58	0	294	294
1996–97	53	45	50	50	52	38	0	288	288
1997–98	43	56	49	49	53	53	0	303	303
1998–99	38	47	52	49	48	54	0	288	288
1999–00	58	41	45	53	51	52	0	300	300
2000–01	46	56	37	46	51	49	0	285	285
2001–02	38	50	53	35	44	53	0	273	273
2002–03	46	43	53	55	35	45	—	277	277
2003–04	64	46	49	52	54	45	—	310	310
2004–05	54	59	50	46	52	55	—	316	316
2005–06	56	56	57	46	46	56	—	317	317
2006–07	46	48	55	48	42	46	—	285	285
2007–08	53	50	48	34	48	50	—	283	283
2008–09	47	55	44	46	53	49	—	294	294
2009–10	63	46	60	54	44	53	—	320	320
2010–11	62	67	48	58	55	46	—	336	336
2011–12	52	66	69	54	60	55	—	356	356
2012–13	64	45	55	60	49	55	—	328	328

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Hawthorn Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	21	17	4	0
1988 to 89	-73	-8	-65	0
1989 to 90	12	9	3	0
1990 to 91	-26	-18	-8	0
1991 to 92	36	3	33	0
1992 to 93	-10	-2	-8	0
1993 to 94	-1	6	-7	0
1994 to 95	11	-4	15	0
1995 to 96	-6	-5	-1	0
1996 to 97	15	5	10	0
1997 to 98	-15	-15	0	0
1998 to 99	12	4	8	0
1999 to 00	-15	-6	-9	0
2000 to 01	-12	-11	-1	0
2001 to 02	4	-7	11	0
2002 to 03	33	19	14	0
2003 to 04	6	9	-3	0
2004 to 05	1	1	0	0
2005 to 06	-32	-10	-22	0
2006 to 07	-2	7	-9	0
2007 to 08	11	-3	14	0
2008 to 09	26	14	12	0
2009 to 10	16	9	7	0
2010 to 11	20	6	14	0
2011 to 12	-28	9	-37	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Hawthorn Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	9	-1	-1	-2	-1	4
1988 to 89	-14	-24	-8	-14	-5	-65
1989 to 90	2	1	1	-5	4	3
1990 to 91	-5	-3	-9	8	1	-8
1991 to 92	11	10	6	5	1	33
1992 to 93	6	-11	-5	8	-6	-8
1993 to 94	2	-10	9	0	-8	-7
1994 to 95	4	2	3	2	4	15
1995 to 96	1	0	0	5	-7	-1
1996 to 97	3	4	-1	3	1	10
1997 to 98	4	-4	0	-1	1	0
1998 to 99	3	-2	1	2	4	8
1999 to 00	-2	-4	1	-2	-2	-9
2000 to 01	4	-3	-2	-2	2	-1
2001 to 02	5	3	2	0	1	11
2002 to 03	0	6	-1	-1	10	14
2003 to 04	-5	4	-3	0	1	-3
2004 to 05	2	-2	-4	0	4	0
2005 to 06	-8	-1	-9	-4	0	-22
2006 to 07	4	0	-21	0	8	-9
2007 to 08	2	-6	-2	19	1	14
2008 to 09	-1	5	10	-2	0	12
2009 to 10	4	2	-2	1	2	7
2010 to 11	4	2	6	2	0	14
2011 to 12	-7	-11	-9	-5	-5	-37

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Holmes Elementary (closed)

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	67	62	46	39	53	43	0	310	310
1988–89	71	69	53	45	42	52	0	332	332
1989–90	51	67	64	54	45	41	0	322	322

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Holmes Elementary (closed)

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration / Transfer	Change Special Education
1987 to 88	22	28	-6	0
1988 to 89	-10	-1	-9	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Holmes Elementary (closed)

Transition Year Sept. to Sept.	Grade Transition					
	K-1	1-2	2-3	3-4	4-5	Total
1987 to 88	2	-9	-1	3	-1	-6
1988 to 89	-4	-5	1	0	-1	-9

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Johnson Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K-5	Total
1987–88	—	—	—	—	—	—	—	—	—
1988–89	—	—	—	—	—	—	—	—	—
1989–90	—	—	—	—	—	—	—	—	—
1990–91	123	89	94	94	95	75	32	570	602
1991–92	102	119	80	92	93	103	42	589	631
1992–93	90	106	110	86	86	91	30	569	599
1993–94	119	100	112	112	102	91	47	636	683
1994–95	112	107	94	104	116	102	44	635	679
1995–96	108	111	104	100	101	119	41	643	684
1996–97	112	113	110	111	107	105	49	658	707
1997–98	88	113	114	111	107	106	34	639	673
1998–99	81	84	112	103	111	107	32	598	630
1999–00	86	91	81	102	101	111	29	572	601
2000–01	100	83	97	79	98	104	30	561	591
2001–02	90	102	82	104	80	93	29	551	580
2002–03	102	98	106	86	105	92	—	589	589
2003–04	76	104	98	107	88	104	—	577	577
2004–05	88	84	103	89	97	83	—	544	544
2005–06	93	89	79	90	90	86	—	527	527
2006–07	96	78	96	78	94	89	—	531	531
2007–08	87	83	79	91	72	93	—	505	505
2008–09	88	86	83	75	99	75	—	506	506
2009–10	108	77	84	82	72	92	—	515	515
2010–11	86	94	73	99	82	73	—	507	507
2011–12	84	68	88	69	88	79	—	476	476
2012–13	80	73	61	88	72	76	—	450	450

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Johnson Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	—	—	—	—
1988 to 89	—	—	—	—
1989 to 90	—	—	—	—
1990 to 91	29	27	-8	10
1991 to 92	-32	-13	-7	-12
1992 to 93	84	28	39	17
1993 to 94	-4	21	-22	-3
1994 to 95	5	6	2	-3
1995 to 96	23	-7	22	8
1996 to 97	-34	-17	-2	-15
1997 to 98	-43	-25	-16	-2
1998 to 99	-29	-21	-5	-3
1999 to 00	-10	-11	0	1
2000 to 01	-11	-14	4	-1
2001 to 02	9	9	29	-29
2002 to 03	-12	-16	4	0
2003 to 04	-33	-16	-17	0
2004 to 05	-17	10	-27	0
2005 to 06	4	10	-6	0
2006 to 07	-26	-2	-24	0
2007 to 08	1	-5	6	0
2008 to 09	9	33	-24	0
2009 to 10	-8	-6	-2	0
2010 to 11	-31	11	-42	0
2011 to 12	-26	1	-27	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Johnson Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	—	—	—	—	—	—
1988 to 89	—	—	—	—	—	—
1989 to 90	—	—	—	—	—	—
1990 to 91	-4	-9	-2	-1	8	-8
1991 to 92	4	-9	6	-6	-2	-7
1992 to 93	10	6	2	16	5	39
1993 to 94	-12	-6	-8	4	0	-22
1994 to 95	-1	-3	6	-3	3	2
1995 to 96	5	-1	7	7	4	22
1996 to 97	1	1	1	-4	-1	-2
1997 to 98	-4	-1	-11	0	0	-16
1998 to 99	10	-3	-10	-2	0	-5
1999 to 00	-3	6	-2	-4	3	0
2000 to 01	2	-1	7	1	-5	4
2001 to 02	8	4	4	1	12	29
2002 to 03	2	0	1	2	-1	4
2003 to 04	8	-1	-9	-10	-5	-17
2004 to 05	1	-5	-13	1	-11	-27
2005 to 06	-15	7	-1	4	-1	-6
2006 to 07	-13	1	-5	-6	-1	-24
2007 to 08	-1	0	-4	8	3	6
2008 to 09	-11	-2	-1	-3	-7	-24
2009 to 10	-14	-4	15	0	1	-2
2010 to 11	-18	-6	-4	-11	-3	-42
2011 to 12	-11	-7	0	3	-12	-27

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Lincoln Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	70	99	94	69	67	75	0	474	474
1988–89	70	77	95	86	74	64	0	466	466
1989–90	90	66	72	92	84	71	0	475	475
1990–91	89	87	59	73	83	75	0	466	466
1991–92	78	87	84	59	78	83	0	469	469
1992–93	87	82	83	79	59	76	0	466	466
1993–94	73	92	85	82	74	62	0	468	468
1994–95	102	75	89	86	78	68	0	498	498
1995–96	69	101	72	94	82	72	0	490	490
1996–97	92	69	101	75	96	75	0	508	508
1997–98	85	91	74	102	78	96	0	526	526
1998–99	93	83	84	76	101	80	0	517	517
1999–00	79	92	83	89	75	98	0	516	516
2000–01	72	79	86	84	84	73	0	478	478
2001–02	83	76	78	89	91	82	0	499	499
2002–03	78	85	79	86	92	89	—	509	509
2003–04	68	78	81	82	84	87	—	480	480
2004–05	76	78	81	93	79	83	—	490	490
2005–06	62	77	87	73	79	81	—	459	459
2006–07	71	60	71	92	71	79	—	444	444
2007–08	68	66	63	74	80	68	—	419	419
2008–09	80	85	80	79	85	100	—	509	509
2009–10	84	79	84	84	84	88	—	503	503
2010–11	78	86	80	81	84	83	—	492	492
2011–12	80	80	91	87	82	88	—	508	508
2012–13	82	81	80	90	90	82	—	505	505

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Lincoln Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	-8	-5	-3	0
1988 to 89	9	26	-17	0
1989 to 90	-9	18	-27	0
1990 to 91	3	3	0	0
1991 to 92	-3	4	-7	0
1992 to 93	2	-3	5	0
1993 to 94	30	40	-10	0
1994 to 95	-8	1	-9	0
1995 to 96	18	20	-2	0
1996 to 97	18	10	8	0
1997 to 98	-9	-3	-6	0
1998 to 99	-1	-1	0	0
1999 to 00	-38	-26	-12	0
2000 to 01	21	10	11	0
2001 to 02	10	-4	14	0
2002 to 03	-29	-21	-8	0
2003 to 04	10	-11	21	0
2004 to 05	-31	-21	-10	0
2005 to 06	-15	-10	-5	0
2006 to 07	-25	-11	-14	0
2007 to 08	90	12	78	0
2008 to 09	-6	-16	10	0
2009 to 10	-11	-10	-1	0
2010 to 11	16	-3	19	0
2011 to 12	-3	-6	3	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Lincoln Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	7	-4	-8	5	-3	-3
1988 to 89	-4	-5	-3	-2	-3	-17
1989 to 90	-3	-7	1	-9	-9	-27
1990 to 91	-2	-3	0	5	0	0
1991 to 92	4	-4	-5	0	-2	-7
1992 to 93	5	3	-1	-5	3	5
1993 to 94	2	-3	1	-4	-6	-10
1994 to 95	-1	-3	5	-4	-6	-9
1995 to 96	0	0	3	2	-7	-2
1996 to 97	-1	5	1	3	0	8
1997 to 98	-2	-7	2	-1	2	-6
1998 to 99	-1	0	5	-1	-3	0
1999 to 00	0	-6	1	-5	-2	-12
2000 to 01	4	-1	3	7	-2	11
2001 to 02	2	3	8	3	-2	14
2002 to 03	0	-4	3	-2	-5	-8
2003 to 04	10	3	12	-3	-1	21
2004 to 05	1	9	-8	-14	2	-10
2005 to 06	-2	-6	5	-2	0	-5
2006 to 07	-5	3	3	-12	-3	-14
2007 to 08	17	14	16	11	20	78
2008 to 09	-1	-1	4	5	3	10
2009 to 10	2	1	-3	0	-1	-1
2010 to 11	2	5	7	1	4	19
2011 to 12	1	0	-1	3	0	3

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Longfellow Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	68	70	69	59	70	67	20	403	423
1988–89	71	66	70	65	57	70	23	399	422
1989–90	60	60	63	65	60	55	0	363	363
1990–91	62	73	60	69	63	58	0	385	385
1991–92	71	58	72	61	67	64	0	393	393
1992–93	67	79	59	70	62	72	0	409	409
1993–94	68	67	69	54	62	66	10	386	396
1994–95	72	81	72	75	62	62	0	424	424
1995–96	90	67	77	69	60	57	0	420	420
1996–97	70	93	66	77	74	74	0	454	454
1997–98	67	72	92	67	73	79	0	450	450
1998–99	67	67	74	85	68	71	0	432	432
1999–00	64	70	68	72	77	61	0	412	412
2000–01	76	72	62	59	69	74	0	412	412
2001–02	81	75	73	65	63	67	0	424	424
2002–03	71	80	69	72	64	62	—	418	418
2003–04	71	76	76	63	80	71	—	437	437
2004–05	79	69	77	73	65	73	—	436	436
2005–06	74	84	77	83	73	66	—	457	457
2006–07	71	80	88	72	77	67	—	455	455
2007–08	69	81	82	83	72	76	—	463	463
2008–09	54	65	78	81	81	70	—	429	429
2009–10	79	60	59	79	74	79	—	430	430
2010–11	58	73	64	62	75	73	—	405	405
2011–12	60	62	71	67	60	73	—	393	393
2012–13	76	63	65	72	65	66	—	407	407

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Longfellow Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	-1	4	-8	3
1988 to 89	-59	-10	-26	-23
1989 to 90	22	7	15	0
1990 to 91	8	13	-5	0
1991 to 92	16	3	13	0
1992 to 93	-13	-4	-19	10
1993 to 94	28	6	32	-10
1994 to 95	-4	28	-32	0
1995 to 96	34	13	21	0
1996 to 97	-4	-7	3	0
1997 to 98	-18	-12	-6	0
1998 to 99	-20	-7	-13	0
1999 to 00	0	15	-15	0
2000 to 01	12	7	5	0
2001 to 02	-6	4	-10	0
2002 to 03	19	9	10	0
2003 to 04	-1	8	-9	0
2004 to 05	21	1	20	0
2005 to 06	-2	5	-7	0
2006 to 07	8	2	6	0
2007 to 08	-34	-22	-12	0
2008 to 09	1	9	-8	0
2009 to 10	-25	-21	-4	0
2010 to 11	-12	-13	1	0
2011 to 12	14	3	11	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Longfellow Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	-2	0	-4	-2	0	-8
1988 to 89	-11	-3	-5	-5	-2	-26
1989 to 90	13	0	6	-2	-2	15
1990 to 91	-4	-1	1	-2	1	-5
1991 to 92	8	1	-2	1	5	13
1992 to 93	0	-10	-5	-8	4	-19
1993 to 94	13	5	6	8	0	32
1994 to 95	-5	-4	-3	-15	-5	-32
1995 to 96	3	-1	0	5	14	21
1996 to 97	2	-1	1	-4	5	3
1997 to 98	0	2	-7	1	-2	-6
1998 to 99	3	1	-2	-8	-7	-13
1999 to 00	8	-8	-9	-3	-3	-15
2000 to 01	-1	1	3	4	-2	5
2001 to 02	-1	-6	-1	-1	-1	-10
2002 to 03	5	-4	-6	8	7	10
2003 to 04	-2	1	-3	2	-7	-9
2004 to 05	5	8	6	0	1	20
2005 to 06	6	4	-5	-6	-6	-7
2006 to 07	10	2	-5	0	-1	6
2007 to 08	-4	-3	-1	-2	-2	-12
2008 to 09	6	-6	1	-7	-2	-8
2009 to 10	-6	4	3	-4	-1	-4
2010 to 11	4	-2	3	-2	-2	1
2011 to 12	3	3	1	-2	6	11

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Lowell Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	76	106	77	74	67	69	0	469	469
1988–89	94	88	92	78	79	66	0	497	497
1989–90	85	77	66	62	65	63	0	418	418
1990–91	100	90	83	77	76	73	0	499	499
1991–92	96	106	91	80	74	79	0	526	526
1992–93	110	95	104	92	79	74	0	554	554
1993–94	115	104	105	98	89	77	0	588	588
1994–95	106	110	107	96	89	90	0	598	598
1995–96	98	109	100	107	99	81	0	594	594
1996–97	110	99	104	88	103	94	0	598	598
1997–98	101	109	104	102	92	102	0	610	610
1998–99	96	97	109	98	95	89	0	584	584
1999–00	88	87	98	106	93	101	0	573	573
2000–01	93	106	90	102	103	96	0	590	590
2001–02	108	96	99	97	101	99	0	600	600
2002–03	93	112	84	90	90	91	—	560	560
2003–04	85	98	100	85	84	89	—	541	541
2004–05	91	89	98	95	81	85	—	539	539
2005–06	86	90	93	96	98	79	—	542	542
2006–07	76	89	86	87	94	107	—	539	539
2007–08	103	79	92	83	84	97	—	538	538
2008–09	70	85	67	69	57	67	—	415	415
2009–10	51	71	87	61	66	57	—	393	393
2010–11	56	63	74	85	60	54	—	392	392
2011–12	62	62	67	78	88	61	—	418	418
2012–13	66	66	62	74	78	89	—	435	435

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Lowell Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	28	25	3	0
1988 to 89	-79	19	-98	0
1989 to 90	81	37	44	0
1990 to 91	27	23	4	0
1991 to 92	28	31	-3	0
1992 to 93	34	41	-7	0
1993 to 94	10	29	-19	0
1994 to 95	-4	8	-12	0
1995 to 96	4	29	-25	0
1996 to 97	12	7	5	0
1997 to 98	-26	-6	-20	0
1998 to 99	-11	-1	-10	0
1999 to 00	17	-8	25	0
2000 to 01	10	12	-2	0
2001 to 02	-40	-6	-34	0
2002 to 03	-19	-6	-13	0
2003 to 04	-2	2	-4	0
2004 to 05	3	1	2	0
2005 to 06	-3	-3	0	0
2006 to 07	-1	-4	3	0
2007 to 08	-123	-27	-96	0
2008 to 09	-22	-16	-6	0
2009 to 10	-1	-1	0	0
2010 to 11	26	8	18	0
2011 to 12	17	5	12	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Lowell Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	12	-14	1	5	-1	3
1988 to 89	-17	-22	-30	-13	-16	-98
1989 to 90	5	6	11	14	8	44
1990 to 91	6	1	-3	-3	3	4
1991 to 92	-1	-2	1	-1	0	-3
1992 to 93	-6	10	-6	-3	-2	-7
1993 to 94	-5	3	-9	-9	1	-19
1994 to 95	3	-10	0	3	-8	-12
1995 to 96	1	-5	-12	-4	-5	-25
1996 to 97	-1	5	-2	4	-1	5
1997 to 98	-4	0	-6	-7	-3	-20
1998 to 99	-9	1	-3	-5	6	-10
1999 to 00	18	3	4	-3	3	25
2000 to 01	3	-7	7	-1	-4	-2
2001 to 02	4	-12	-9	-7	-10	-34
2002 to 03	5	-12	1	-6	-1	-13
2003 to 04	4	0	-5	-4	1	-4
2004 to 05	-1	4	-2	3	-2	2
2005 to 06	3	-4	-6	-2	9	0
2006 to 07	3	3	-3	-3	3	3
2007 to 08	-18	-12	-23	-26	-17	-96
2008 to 09	1	2	-6	-3	0	-6
2009 to 10	12	3	-2	-1	-12	0
2010 to 11	6	4	4	3	1	18
2011 to 12	4	0	7	0	1	12

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Madison Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	45	64	58	60	50	49	0	326	326
1988–89	68	63	71	67	58	69	0	396	396
1989–90	83	66	70	76	74	58	0	427	427
1990–91	71	88	66	74	80	78	0	457	457
1991–92	82	77	81	74	73	80	0	467	467
1992–93	97	82	82	85	74	77	0	497	497
1993–94	71	94	84	77	79	76	13	481	494
1994–95	85	91	91	86	75	90	0	518	518
1995–96	90	104	87	90	87	79	0	537	537
1996–97	69	100	87	81	92	89	0	518	518
1997–98	84	80	102	88	80	90	0	524	524
1998–99	71	82	78	109	91	89	0	520	520
1999–00	75	81	95	84	108	92	0	535	535
2000–01	66	89	92	88	91	109	0	535	535
2001–02	83	77	96	92	89	89	0	526	526
2002–03	64	84	69	98	84	87	—	486	486
2003–04	79	56	88	79	95	83	—	480	480
2004–05	73	63	64	92	82	98	—	472	472
2005–06	85	71	64	59	97	83	—	459	459
2006–07	78	72	72	63	59	95	—	439	439
2007–08	83	59	75	72	60	61	—	410	410
2008–09	68	63	64	76	71	63	—	405	405
2009–10	90	60	66	70	80	68	—	434	434
2010–11	73	80	65	66	75	82	—	441	441
2011–12	73	65	76	64	69	74	—	421	421
2012–13	76	61	62	69	65	70	—	403	403

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Madison Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	70	19	51	0
1988 to 89	31	14	17	0
1989 to 90	30	13	17	0
1990 to 91	10	4	6	0
1991 to 92	30	17	13	0
1992 to 93	-3	-6	-10	13
1993 to 94	24	9	28	-13
1994 to 95	19	0	19	0
1995 to 96	-19	-10	-9	0
1996 to 97	6	-5	11	0
1997 to 98	-4	-19	15	0
1998 to 99	15	-14	29	0
1999 to 00	0	-26	26	0
2000 to 01	-9	-26	17	0
2001 to 02	-40	-25	-15	0
2002 to 03	-6	-8	2	0
2003 to 04	-8	-10	2	0
2004 to 05	-13	-13	0	0
2005 to 06	-20	-5	-15	0
2006 to 07	-29	-12	-17	0
2007 to 08	-5	7	-12	0
2008 to 09	29	27	2	0
2009 to 10	7	5	2	0
2010 to 11	-20	-9	-11	0
2011 to 12	-18	2	-20	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Madison Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	18	7	9	-2	19	51
1988 to 89	-2	7	5	7	0	17
1989 to 90	5	0	4	4	4	17
1990 to 91	6	-7	8	-1	0	6
1991 to 92	0	5	4	0	4	13
1992 to 93	-3	2	-5	-6	2	-10
1993 to 94	20	-3	2	-2	11	28
1994 to 95	19	-4	-1	1	4	19
1995 to 96	10	-17	-6	2	2	-9
1996 to 97	11	2	1	-1	-2	11
1997 to 98	-2	-2	7	3	9	15
1998 to 99	10	13	6	-1	1	29
1999 to 00	14	11	-7	7	1	26
2000 to 01	11	7	0	1	-2	17
2001 to 02	1	-8	2	-8	-2	-15
2002 to 03	-8	4	10	-3	-1	2
2003 to 04	-16	8	4	3	3	2
2004 to 05	-2	1	-5	5	1	0
2005 to 06	-13	1	-1	0	-2	-15
2006 to 07	-19	3	0	-3	2	-17
2007 to 08	-20	5	1	-1	3	-12
2008 to 09	-8	3	6	4	-3	2
2009 to 10	-10	5	0	5	2	2
2010 to 11	-8	-4	-1	3	-1	-11
2011 to 12	-12	-3	-7	1	1	-20

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Pleasant Hill Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	56	63	74	69	40	54	0	356	356
1988–89	62	62	55	71	82	47	0	379	379
1989–90	67	53	51	39	44	59	0	313	313
1990–91	62	74	56	50	42	52	0	336	336
1991–92	81	72	74	60	53	45	0	385	385
1992–93	0	88	76	71	66	56	0	357	357
1993–94	92	81	90	80	70	67	0	480	480
1994–95	76	93	88	94	81	76	0	508	508
1995–96	100	101	105	99	109	84	0	598	598
1996–97	117	105	115	112	112	107	5	668	673
1997–98	113	142	110	124	115	118	0	722	722
1998–99	141	124	150	119	128	118	0	780	780
1999–00	126	153	126	142	118	132	0	797	797
2000–01	114	124	148	129	144	112	0	771	771
2001–02	83	109	112	128	122	134	0	688	688
2002–03	109	85	107	112	125	121	—	659	659
2003–04	87	115	96	108	112	123	—	641	641
2004–05	93	85	112	98	109	109	—	606	606
2005–06	92	101	87	113	97	109	—	599	599
2006–07	90	106	97	83	114	98	—	588	588
2007–08	86	99	111	96	84	115	—	591	591
2008–09	79	102	108	113	98	94	—	594	594
2009–10	85	83	102	111	111	101	—	593	593
2010–11	59	95	85	106	108	111	—	564	564
2011–12	77	74	94	86	97	109	—	537	537
2012–13	92	103	85	93	90	101	—	564	564

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Pleasant Hill Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	23	8	15	0
1988 to 89	-66	20	-86	0
1989 to 90	23	3	20	0
1990 to 91	49	29	20	0
1991 to 92	-28	-45	17	0
1992 to 93	123	36	87	0
1993 to 94	28	9	19	0
1994 to 95	90	24	66	0
1995 to 96	75	33	37	5
1996 to 97	49	6	48	-5
1997 to 98	58	23	35	0
1998 to 99	17	8	9	0
1999 to 00	-26	-18	-8	0
2000 to 01	-83	-29	-54	0
2001 to 02	-29	-25	-4	0
2002 to 03	-18	-34	16	0
2003 to 04	-35	-30	-5	0
2004 to 05	-7	-17	10	0
2005 to 06	-11	-19	8	0
2006 to 07	3	-12	15	0
2007 to 08	3	-36	39	0
2008 to 09	-1	-9	8	0
2009 to 10	-29	-42	13	0
2010 to 11	-27	-34	7	0
2011 to 12	27	-17	44	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Pleasant Hill Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K-1	1-2	2-3	3-4	4-5	Total
1987 to 88	6	-8	-3	13	7	15
1988 to 89	-9	-11	-16	-27	-23	-86
1989 to 90	7	3	-1	3	8	20
1990 to 91	10	0	4	3	3	20
1991 to 92	7	4	-3	6	3	17
1992 to 93	81	2	4	-1	1	87
1993 to 94	1	7	4	1	6	19
1994 to 95	25	12	11	15	3	66
1995 to 96	5	14	7	13	-2	37
1996 to 97	25	5	9	3	6	48
1997 to 98	11	8	9	4	3	35
1998 to 99	12	2	-8	-1	4	9
1999 to 00	-2	-5	3	2	-6	-8
2000 to 01	-5	-12	-20	-7	-10	-54
2001 to 02	2	-2	0	-3	-1	-4
2002 to 03	6	11	1	0	-2	16
2003 to 04	-2	-3	2	1	-3	-5
2004 to 05	8	2	1	-1	0	10
2005 to 06	14	-4	-4	1	1	8
2006 to 07	9	5	-1	1	1	15
2007 to 08	16	9	2	2	10	39
2008 to 09	4	0	3	-2	3	8
2009 to 10	10	2	4	-3	0	13
2010 to 11	15	-1	1	-9	1	7
2011 to 12	26	11	-1	4	4	44

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Sandburg Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	89	94	83	92	74	72	0	504	504
1988–89	99	110	90	82	94	77	0	552	552
1989–90	90	81	83	68	76	79	0	477	477
1990–91	78	99	86	83	73	82	0	501	501
1991–92	93	90	107	90	80	72	0	532	532
1992–93	91	95	80	107	86	78	0	537	537
1993–94	82	95	93	80	104	90	0	544	544
1994–95	91	89	89	97	81	102	0	549	549
1995–96	86	80	74	74	79	78	0	471	471
1996–97	81	81	86	80	76	80	0	484	484
1997–98	68	82	81	85	80	76	0	472	472
1998–99	60	74	68	73	83	76	0	434	434
1999–00	61	67	73	68	67	77	0	413	413
2000–01	63	60	66	70	66	72	0	397	397
2001–02	63	71	68	81	75	64	0	422	422
2002–03	61	65	72	73	80	80	—	431	431
2003–04	49	61	67	73	78	83	—	411	411
2004–05	61	56	62	70	83	70	—	402	402
2005–06	57	62	60	69	73	87	—	408	408
2006–07	69	66	62	64	69	70	—	400	400
2007–08	59	72	62	68	65	62	—	388	388
2008–09	59	60	71	66	71	65	—	392	392
2009–10	70	70	62	79	66	76	—	423	423
2010–11	55	65	61	67	78	64	—	390	390
2011–12	57	55	66	63	64	82	—	387	387
2012–13	64	64	55	66	61	62	—	372	372

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Sandburg Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	48	27	21	0
1988 to 89	-75	13	-88	0
1989 to 90	24	-1	25	0
1990 to 91	31	11	20	0
1991 to 92	5	19	-14	0
1992 to 93	7	4	3	0
1993 to 94	5	1	4	0
1994 to 95	-78	-16	-62	0
1995 to 96	13	3	10	0
1996 to 97	-12	-12	0	0
1997 to 98	-38	-16	-22	0
1998 to 99	-21	-15	-6	0
1999 to 00	-16	-14	-2	0
2000 to 01	25	-9	34	0
2001 to 02	9	-3	12	0
2002 to 03	-20	-31	11	0
2003 to 04	-9	-22	13	0
2004 to 05	6	-13	19	0
2005 to 06	-8	-18	10	0
2006 to 07	-12	-11	-1	0
2007 to 08	4	-3	7	0
2008 to 09	31	5	26	0
2009 to 10	-33	-21	-12	0
2010 to 11	-3	-7	4	0
2011 to 12	-15	-18	3	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Sandburg Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	21	-4	-1	2	3	21
1988 to 89	-18	-27	-22	-6	-15	-88
1989 to 90	9	5	0	5	6	25
1990 to 91	12	8	4	-3	-1	20
1991 to 92	2	-10	0	-4	-2	-14
1992 to 93	4	-2	0	-3	4	3
1993 to 94	7	-6	4	1	-2	4
1994 to 95	-11	-15	-15	-18	-3	-62
1995 to 96	-5	6	6	2	1	10
1996 to 97	1	0	-1	0	0	0
1997 to 98	6	-14	-8	-2	-4	-22
1998 to 99	7	-1	0	-6	-6	-6
1999 to 00	-1	-1	-3	-2	5	-2
2000 to 01	8	8	15	5	-2	34
2001 to 02	2	1	5	-1	5	12
2002 to 03	0	2	1	5	3	11
2003 to 04	7	1	3	10	-8	13
2004 to 05	1	4	7	3	4	19
2005 to 06	9	0	4	0	-3	10
2006 to 07	3	-4	6	1	-7	-1
2007 to 08	1	-1	4	3	0	7
2008 to 09	11	2	8	0	5	26
2009 to 10	-5	-9	5	-1	-2	-12
2010 to 11	0	1	2	-3	4	4
2011 to 12	7	0	0	-2	-2	3

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Washington Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K-5	Total
1987–88	—	—	—	—	—	—	—	—	—
1988–89	—	—	—	—	—	—	—	—	—
1989–90	84	64	66	54	63	45	26	376	402
1990–91	81	94	64	77	56	67	25	439	464
1991–92	84	95	92	69	72	59	27	471	498
1992–93	84	89	80	80	67	70	21	470	491
1993–94	84	82	87	82	83	71	20	489	509
1994–95	74	63	69	73	75	80	24	434	458
1995–96	94	61	67	66	70	77	26	435	461
1996–97	49	81	61	67	70	70	25	398	423
1997–98	72	61	83	62	68	70	23	416	439
1998–99	71	82	54	82	64	76	21	429	450
1999–00	72	82	57	48	72	60	16	391	407
2000–01	58	82	68	59	56	71	19	394	413
2001–02	68	69	71	71	71	69	22	419	441
2002–03	72	72	72	73	76	76	—	441	441
2003–04	60	64	71	67	69	72	—	403	403
2004–05	69	63	71	63	73	71	—	410	410
2005–06	72	72	62	74	68	68	—	416	416
2006–07	77	68	70	69	75	64	—	423	423
2007–08	56	78	77	70	75	79	—	435	435
2008–09	57	57	79	75	72	75	—	415	415
2009–10	61	59	59	80	84	75	—	418	418
2010–11	66	68	65	67	90	91	—	447	447
2011–12	66	68	67	71	75	90	—	437	437
2012–13	76	58	70	69	72	72	—	417	417

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Washington Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	—	—	—	—
1988 to 89	—	—	—	—
1989 to 90	62	36	27	-1
1990 to 91	34	17	15	2
1991 to 92	-7	25	-26	-6
1992 to 93	18	14	5	-1
1993 to 94	-51	3	-58	4
1994 to 95	3	14	-13	2
1995 to 96	-38	-28	-9	-1
1996 to 97	16	2	16	-2
1997 to 98	11	1	12	-2
1998 to 99	-43	-4	-34	-5
1999 to 00	6	-2	5	3
2000 to 01	28	-3	28	3
2001 to 02	0	3	19	-22
2002 to 03	-38	-16	-22	0
2003 to 04	7	-3	10	0
2004 to 05	6	1	5	0
2005 to 06	7	9	-2	0
2006 to 07	12	-8	20	0
2007 to 08	-20	-22	2	0
2008 to 09	3	-14	17	0
2009 to 10	29	-9	38	0
2010 to 11	-10	-25	15	0
2011 to 12	-20	-14	-6	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Washington Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	—	—	—	—	—	—
1988 to 89	—	—	—	—	—	—
1989 to 90	10	0	11	2	4	27
1990 to 91	14	-2	5	-5	3	15
1991 to 92	5	-15	-12	-2	-2	-26
1992 to 93	-2	-2	2	3	4	5
1993 to 94	-21	-13	-14	-7	-3	-58
1994 to 95	-13	4	-3	-3	2	-13
1995 to 96	-13	0	0	4	0	-9
1996 to 97	12	2	1	1	0	16
1997 to 98	10	-7	-1	2	8	12
1998 to 99	11	-25	-6	-10	-4	-34
1999 to 00	10	-14	2	8	-1	5
2000 to 01	11	-11	3	12	13	28
2001 to 02	4	3	2	5	5	19
2002 to 03	-8	-1	-5	-4	-4	-22
2003 to 04	3	7	-8	6	2	10
2004 to 05	3	-1	3	5	-5	5
2005 to 06	-4	-2	7	1	-4	-2
2006 to 07	1	9	0	6	4	20
2007 to 08	1	1	-2	2	0	2
2008 to 09	2	2	1	9	3	17
2009 to 10	7	6	8	10	7	38
2010 to 11	2	-1	6	8	0	15
2011 to 12	-8	2	2	1	-3	-6

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Whittier Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	95	84	82	90	76	80	0	507	507
1988–89	89	111	88	85	99	83	0	555	555
1989–90	85	79	110	74	79	88	0	515	515
1990–91	93	88	73	102	76	76	0	508	508
1991–92	77	90	87	75	97	85	0	511	511
1992–93	96	82	85	89	75	97	0	524	524
1993–94	90	106	87	92	92	80	0	547	547
1994–95	86	91	99	87	88	95	0	546	546
1995–96	104	105	95	96	95	92	0	587	587
1996–97	106	97	97	95	101	97	0	593	593
1997–98	90	117	100	107	96	96	0	606	606
1998–99	90	91	126	100	108	92	0	607	607
1999–00	108	99	90	129	97	112	0	635	635
2000–01	105	119	88	92	126	92	0	622	622
2001–02	68	105	97	84	74	127	0	555	555
2002–03	54	78	102	98	83	79	—	494	494
2003–04	74	64	77	104	101	83	—	503	503
2004–05	67	80	64	75	107	98	—	491	491
2005–06	67	72	80	65	85	113	—	482	482
2006–07	61	70	71	84	69	87	—	442	442
2007–08	66	65	68	73	91	66	—	429	429
2008–09	54	70	63	74	76	92	—	429	429
2009–10	61	59	75	66	86	80	—	427	427
2010–11	54	61	58	76	64	82	—	395	395
2011–12	79	61	64	61	79	68	—	412	412
2012–13	54	65	60	61	60	77	—	377	377

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Whittier Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	48	9	39	0
1988 to 89	-40	2	-42	0
1989 to 90	-7	5	-12	0
1990 to 91	3	1	2	0
1991 to 92	13	11	2	0
1992 to 93	23	-7	30	0
1993 to 94	-1	6	-7	0
1994 to 95	41	9	32	0
1995 to 96	6	14	-8	0
1996 to 97	13	-7	20	0
1997 to 98	1	-6	7	0
1998 to 99	28	16	12	0
1999 to 00	-13	-7	-6	0
2000 to 01	-67	-24	-43	0
2001 to 02	-61	-73	12	0
2002 to 03	9	-5	14	0
2003 to 04	-12	-16	4	0
2004 to 05	-9	-31	22	0
2005 to 06	-40	-52	12	0
2006 to 07	-13	-21	8	0
2007 to 08	0	-12	12	0
2008 to 09	-2	-31	29	0
2009 to 10	-32	-26	-6	0
2010 to 11	17	-3	20	0
2011 to 12	-35	-14	-21	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Whittier Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K-1	1-2	2-3	3-4	4-5	Total
1987 to 88	16	4	3	9	7	39
1988 to 89	-10	-1	-14	-6	-11	-42
1989 to 90	3	-6	-8	2	-3	-12
1990 to 91	-3	-1	2	-5	9	2
1991 to 92	5	-5	2	0	0	2
1992 to 93	10	5	7	3	5	30
1993 to 94	1	-7	0	-4	3	-7
1994 to 95	19	4	-3	8	4	32
1995 to 96	-7	-8	0	5	2	-8
1996 to 97	11	3	10	1	-5	20
1997 to 98	1	9	0	1	-4	7
1998 to 99	9	-1	3	-3	4	12
1999 to 00	11	-11	2	-3	-5	-6
2000 to 01	0	-22	-4	-18	1	-43
2001 to 02	10	-3	1	-1	5	12
2002 to 03	10	-1	2	3	0	14
2003 to 04	6	0	-2	3	-3	4
2004 to 05	5	0	1	10	6	22
2005 to 06	3	-1	4	4	2	12
2006 to 07	4	-2	2	7	-3	8
2007 to 08	4	-2	6	3	1	12
2008 to 09	5	5	3	12	4	29
2009 to 10	0	-1	1	-2	-4	-6
2010 to 11	7	3	3	3	4	20
2011 to 12	-14	-1	-3	-1	-2	-21

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Wiesbrook Elementary

School Year	K	1	2	3	4	5	Sp. Ed.	K–5	Total
1987–88	64	51	47	61	63	64	43	350	393
1988–89	52	71	51	46	63	67	34	350	384
1989–90	59	66	75	64	59	70	51	393	444
1990–91	100	65	73	91	65	59	29	453	482
1991–92	86	101	73	77	95	75	12	507	519
1992–93	95	98	100	82	73	89	0	537	537
1993–94	98	94	103	100	81	74	0	550	550
1994–95	87	101	94	96	97	83	0	558	558
1995–96	98	87	105	96	97	98	0	581	581
1996–97	94	94	82	101	93	100	0	564	564
1997–98	93	84	97	82	107	94	6	557	563
1998–99	68	96	84	102	88	106	7	544	551
1999–00	72	74	104	82	110	87	0	529	529
2000–01	71	77	72	111	89	109	0	529	529
2001–02	73	63	83	75	107	90	0	491	491
2002–03	71	80	62	85	87	106	—	491	491
2003–04	65	83	81	66	89	88	—	472	472
2004–05	59	77	86	75	70	87	—	454	454
2005–06	63	68	81	90	77	72	—	451	451
2006–07	74	67	69	74	95	78	—	457	457
2007–08	54	84	70	66	73	90	—	437	437
2008–09	61	71	88	86	77	79	—	462	462
2009–10	76	69	72	89	90	79	—	475	475
2010–11	64	88	81	79	96	89	—	497	497
2011–12	55	72	89	86	83	98	—	483	483
2012–13	80	72	76	103	91	85	—	507	507

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Wiesbrook Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	-9	-12	12	-9
1988 to 89	60	-8	51	17
1989 to 90	38	30	30	-22
1990 to 91	37	27	27	-17
1991 to 92	18	20	10	-12
1992 to 93	13	9	4	0
1993 to 94	8	13	-5	0
1994 to 95	23	15	8	0
1995 to 96	-17	-4	-13	0
1996 to 97	-1	-7	0	6
1997 to 98	-12	-26	13	1
1998 to 99	-22	-34	19	-7
1999 to 00	0	-16	16	0
2000 to 01	-38	-36	-2	0
2001 to 02	0	-19	19	0
2002 to 03	-19	-41	22	0
2003 to 04	-18	-29	11	0
2004 to 05	-3	-24	21	0
2005 to 06	6	2	4	0
2006 to 07	-20	-24	4	0
2007 to 08	25	-29	54	0
2008 to 09	13	-3	16	0
2009 to 10	22	-15	37	0
2010 to 11	-14	-34	20	0
2011 to 12	24	-18	42	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Wiesbrook Elementary

Transition Year Sept. to Sept.	Grade Transition					Total
	K-1	1-2	2-3	3-4	4-5	
1987 to 88	7	0	-1	2	4	12
1988 to 89	14	4	13	13	7	51
1989 to 90	6	7	16	1	0	30
1990 to 91	1	8	4	4	10	27
1991 to 92	12	-1	9	-4	-6	10
1992 to 93	-1	5	0	-1	1	4
1993 to 94	3	0	-7	-3	2	-5
1994 to 95	0	4	2	1	1	8
1995 to 96	-4	-5	-4	-3	3	-13
1996 to 97	-10	3	0	6	1	0
1997 to 98	3	0	5	6	-1	13
1998 to 99	6	8	-2	8	-1	19
1999 to 00	5	-2	7	7	-1	16
2000 to 01	-8	6	3	-4	1	-2
2001 to 02	7	-1	2	12	-1	19
2002 to 03	12	1	4	4	1	22
2003 to 04	12	3	-6	4	-2	11
2004 to 05	9	4	4	2	2	21
2005 to 06	4	1	-7	5	1	4
2006 to 07	10	3	-3	-1	-5	4
2007 to 08	17	4	16	11	6	54
2008 to 09	8	1	1	4	2	16
2009 to 10	12	12	7	7	-1	37
2010 to 11	8	1	5	4	2	20
2011 to 12	17	4	14	5	2	42

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Edison Middle School

School Year	6	7	8	Sp. Ed.	6–8	Total
1987–88	222	234	204	0	660	660
1988–89	236	238	257	0	731	731
1989–90	248	237	237	0	722	722
1990–91	253	260	247	0	760	760
1991–92	237	269	255	0	761	761
1992–93	240	226	257	0	723	723
1993–94	252	241	224	0	717	717
1994–95	227	257	252	0	736	736
1995–96	262	245	267	0	774	774
1996–97	261	265	241	0	767	767
1997–98	274	264	262	0	800	800
1998–99	310	289	279	0	878	878
1999–00	249	315	290	0	854	854
2000–01	313	269	326	0	908	908
2001–02	252	294	237	7	783	790
2002–03	282	259	286	—	827	827
2003–04	249	286	269	—	804	804
2004–05	245	255	288	—	788	788
2005–06	262	252	258	—	772	772
2006–07	249	260	256	—	765	765
2007–08	252	256	264	—	772	772
2008–09	217	267	249	—	733	733
2009–10	261	222	269	—	752	752
2010–11	220	264	225	—	709	709
2011–12	240	230	263	—	733	733
2012–13	228	242	226	—	696	696

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Edison Middle School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Migration/ Transfer	Change Special Education
1987 to 88	71	32	39	0
1988 to 89	-9	-9	0	0
1989 to 90	38	16	22	0
1990 to 91	1	-10	11	0
1991 to 92	-38	-15	-23	0
1992 to 93	-6	-5	-1	0
1993 to 94	19	3	16	0
1994 to 95	38	10	28	0
1995 to 96	-7	-6	-1	0
1996 to 97	33	33	0	0
1997 to 98	78	48	30	0
1998 to 99	-24	-30	6	0
1999 to 00	54	23	31	0
2000 to 01	-118	-74	-51	7
2001 to 02	37	45	-1	-7
2002 to 03	-23	-37	14	0
2003 to 04	-16	-24	8	0
2004 to 05	-16	-26	10	0
2005 to 06	-7	-9	2	0
2006 to 07	7	-4	11	0
2007 to 08	-39	-47	8	0
2008 to 09	19	12	7	0
2009 to 10	-43	-49	6	0
2010 to 11	24	15	9	0
2011 to 12	-37	-35	-2	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Edison Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6-7	7-8	Total
1987 to 88	16	23	39
1988 to 89	1	-1	0
1989 to 90	12	10	22
1990 to 91	16	-5	11
1991 to 92	-11	-12	-23
1992 to 93	1	-2	-1
1993 to 94	5	11	16
1994 to 95	18	10	28
1995 to 96	3	-4	-1
1996 to 97	3	-3	0
1997 to 98	15	15	30
1998 to 99	5	1	6
1999 to 00	20	11	31
2000 to 01	-19	-32	-51
2001 to 02	7	-8	-1
2002 to 03	4	10	14
2003 to 04	6	2	8
2004 to 05	7	3	10
2005 to 06	-2	4	2
2006 to 07	7	4	11
2007 to 08	15	-7	8
2008 to 09	5	2	7
2009 to 10	3	3	6
2010 to 11	10	-1	9
2011 to 12	2	-4	-2

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Franklin Middle School

School Year	6	7	8	Sp. Ed.	6–8	Total
1987–88	178	189	159	10	526	536
1988–89	198	183	184	12	565	577
1989–90	197	193	181	15	571	586
1990–91	235	221	210	10	666	676
1991–92	174	157	142	13	473	486
1992–93	172	172	154	11	498	509
1993–94	178	168	175	12	521	533
1994–95	171	176	162	13	509	522
1995–96	182	160	173	0	515	515
1996–97	194	181	173	0	548	548
1997–98	234	198	189	12	621	633
1998–99	240	216	199	12	655	667
1999–00	241	237	208	9	686	695
2000–01	232	240	231	7	703	710
2001–02	264	234	243	0	741	741
2002–03	223	245	228	—	696	696
2003–04	220	219	240	—	679	679
2004–05	209	216	207	—	632	632
2005–06	231	223	237	—	691	691
2006–07	226	231	220	—	677	677
2007–08	244	234	231	—	709	709
2008–09	275	240	231	—	746	746
2009–10	241	269	243	—	753	753
2010–11	263	247	275	—	785	785
2011–12	264	265	251	—	780	780
2012–13	239	266	266	—	771	771

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Franklin Elementary School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Migration/ Transfer	Change Special Education
1987 to 88	41	39	0	2
1988 to 89	9	13	-7	3
1989 to 90	90	54	41	-5
1990 to 91	-190	-36	-157	3
1991 to 92	23	30	-5	-2
1992 to 93	24	24	-1	1
1993 to 94	-11	-4	-8	1
1994 to 95	-7	20	-14	-13
1995 to 96	33	21	12	0
1996 to 97	85	61	12	12
1997 to 98	34	51	-17	0
1998 to 99	28	42	-11	-3
1999 to 00	15	24	-7	-2
2000 to 01	31	33	5	-7
2001 to 02	-45	-20	-25	0
2002 to 03	-17	-8	-9	0
2003 to 04	-47	-31	-16	0
2004 to 05	59	24	35	0
2005 to 06	-14	-11	-3	0
2006 to 07	32	24	8	0
2007 to 08	37	44	-7	0
2008 to 09	7	10	-3	0
2009 to 10	32	20	12	0
2010 to 11	-5	-11	6	0
2011 to 12	-9	-12	3	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Franklin Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6-7	7-8	Total
1987 to 88	5	-5	0
1988 to 89	-5	-2	-7
1989 to 90	24	17	41
1990 to 91	-78	-79	-157
1991 to 92	-2	-3	-5
1992 to 93	-4	3	-1
1993 to 94	-2	-6	-8
1994 to 95	-11	-3	-14
1995 to 96	-1	13	12
1996 to 97	4	8	12
1997 to 98	-18	1	-17
1998 to 99	-3	-8	-11
1999 to 00	-1	-6	-7
2000 to 01	2	3	5
2001 to 02	-19	-6	-25
2002 to 03	-4	-5	-9
2003 to 04	-4	-12	-16
2004 to 05	14	21	35
2005 to 06	0	-3	-3
2006 to 07	8	0	8
2007 to 08	-4	-3	-7
2008 to 09	-6	3	-3
2009 to 10	6	6	12
2010 to 11	2	4	6
2011 to 12	2	1	3

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Hubble Middle School

School Year	6	7	8	Sp. Ed.	6–8	Total
1987–88	318	308	326	26	952	978
1988–89	338	328	306	32	972	1,004
1989–90	351	342	315	40	1,008	1,048
1990–91	366	359	339	31	1,064	1,095
1991–92	302	271	280	24	853	877
1992–93	337	306	267	19	910	929
1993–94	352	324	315	27	991	1,018
1994–95	337	331	327	32	995	1,027
1995–96	378	322	317	25	1,017	1,042
1996–97	363	371	321	35	1,055	1,090
1997–98	325	363	367	39	1,055	1,094
1998–99	323	319	358	41	1,000	1,041
1999–00	324	330	332	38	986	1,024
2000–01	322	325	327	34	974	1,008
2001–02	319	325	325	40	969	1,009
2002–03	324	342	343	—	1,009	1,009
2003–04	308	323	340	—	971	971
2004–05	300	314	321	—	935	935
2005–06	299	300	314	—	913	913
2006–07	269	297	303	—	869	869
2007–08	301	266	295	—	862	862
2008–09	296	309	277	—	882	882
2009–10	239	312	313	—	864	864
2010–11	269	245	318	—	832	832
2011–12	258	270	254	—	782	782
2012–13	271	266	270	—	807	807

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Hubble Middle School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Migration/ Transfer	Change Special Education
1987 to 88	26	12	8	6
1988 to 89	44	45	-9	8
1989 to 90	47	51	5	-9
1990 to 91	-218	-37	-174	-7
1991 to 92	52	57	0	-5
1992 to 93	89	85	-4	8
1993 to 94	9	22	-18	5
1994 to 95	15	51	-29	-7
1995 to 96	48	46	-8	10
1996 to 97	4	4	-4	4
1997 to 98	-53	-44	-11	2
1998 to 99	-17	-34	20	-3
1999 to 00	-16	-10	-2	-4
2000 to 01	1	-8	3	6
2001 to 02	0	-1	41	-40
2002 to 03	-38	-35	-3	0
2003 to 04	-36	-40	4	0
2004 to 05	-22	-22	0	0
2005 to 06	-44	-45	1	0
2006 to 07	-7	-2	-5	0
2007 to 08	20	1	19	0
2008 to 09	-18	-38	20	0
2009 to 10	-32	-44	12	0
2010 to 11	-50	-60	10	0
2011 to 12	25	17	8	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Hubble Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6-7	7-8	Total
1987 to 88	10	-2	8
1988 to 89	4	-13	-9
1989 to 90	8	-3	5
1990 to 91	-95	-79	-174
1991 to 92	4	-4	0
1992 to 93	-13	9	-4
1993 to 94	-21	3	-18
1994 to 95	-15	-14	-29
1995 to 96	-7	-1	-8
1996 to 97	0	-4	-4
1997 to 98	-6	-5	-11
1998 to 99	7	13	20
1999 to 00	1	-3	-2
2000 to 01	3	0	3
2001 to 02	23	18	41
2002 to 03	-1	-2	-3
2003 to 04	6	-2	4
2004 to 05	0	0	0
2005 to 06	-2	3	1
2006 to 07	-3	-2	-5
2007 to 08	8	11	19
2008 to 09	16	4	20
2009 to 10	6	6	12
2010 to 11	1	9	10
2011 to 12	8	0	8

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Monroe Middle School

School Year	6	7	8	Sp. Ed.	6–8	Total
1987–88	—	—	—	—	—	—
1988–89	—	—	—	—	—	—
1989–90	—	—	—	—	—	—
1990–91	—	—	—	—	—	—
1991–92	190	177	151	0	518	518
1992–93	162	198	187	0	547	547
1993–94	190	158	193	11	541	552
1994–95	221	193	171	0	585	585
1995–96	224	213	192	0	629	629
1996–97	247	227	207	0	681	681
1997–98	276	264	224	8	764	772
1998–99	263	264	261	14	788	802
1999–00	284	263	266	16	813	829
2000–01	266	283	242	15	791	806
2001–02	298	292	318	22	908	930
2002–03	285	304	285	—	874	874
2003–04	293	299	311	—	903	903
2004–05	300	311	307	—	918	918
2005–06	274	302	298	—	874	874
2006–07	292	281	312	—	885	885
2007–08	241	294	270	—	805	805
2008–09	234	236	279	—	749	749
2009–10	236	239	250	—	725	725
2010–11	224	244	245	—	713	713
2011–12	242	227	243	—	712	712
2012–13	292	250	239	—	781	781

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Monroe Middle School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Migration/ Transfer	Change Special Education
1987 to 88	—	—	—	—
1988 to 89	—	—	—	—
1989 to 90	—	—	—	—
1990 to 91	—	—	—	—
1991 to 92	29	11	18	0
1992 to 93	5	3	-9	11
1993 to 94	33	28	16	-11
1994 to 95	44	53	-9	0
1995 to 96	52	55	-3	0
1996 to 97	91	69	14	8
1997 to 98	30	39	-15	6
1998 to 99	27	23	2	2
1999 to 00	-23	0	-22	-1
2000 to 01	124	56	61	7
2001 to 02	-56	-33	-1	-22
2002 to 03	29	8	21	0
2003 to 04	15	-11	26	0
2004 to 05	-44	-33	-11	0
2005 to 06	11	-6	17	0
2006 to 07	-80	-71	-9	0
2007 to 08	-56	-36	-20	0
2008 to 09	-24	-43	19	0
2009 to 10	-12	-26	14	0
2010 to 11	-1	-3	2	0
2011 to 12	69	49	20	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Monroe Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6-7	7-8	Total
1987 to 88	—	—	—
1988 to 89	—	—	—
1989 to 90	—	—	—
1990 to 91	—	—	—
1991 to 92	8	10	18
1992 to 93	-4	-5	-9
1993 to 94	3	13	16
1994 to 95	-8	-1	-9
1995 to 96	3	-6	-3
1996 to 97	17	-3	14
1997 to 98	-12	-3	-15
1998 to 99	0	2	2
1999 to 00	-1	-21	-22
2000 to 01	26	35	61
2001 to 02	6	-7	-1
2002 to 03	14	7	21
2003 to 04	18	8	26
2004 to 05	2	-13	-11
2005 to 06	7	10	17
2006 to 07	2	-11	-9
2007 to 08	-5	-15	-20
2008 to 09	5	14	19
2009 to 10	8	6	14
2010 to 11	3	-1	2
2011 to 12	8	12	20

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Wheaton North High School

School Year	9	10	11	12	Sp. Ed.	9–12	Total
1987–88	373	342	413	428	19	1,556	1,575
1988–89	379	376	338	425	25	1,518	1,543
1989–90	380	380	378	339	25	1,477	1,502
1990–91	406	383	385	385	16	1,559	1,575
1991–92	420	414	367	384	15	1,585	1,600
1992–93	399	437	427	380	23	1,643	1,666
1993–94	421	366	392	409	118	1,588	1,706
1994–95	472	408	383	404	25	1,667	1,692
1995–96	394	437	371	352	128	1,554	1,682
1996–97	444	416	458	393	17	1,711	1,728
1997–98	484	468	407	455	33	1,814	1,847
1998–99	479	481	479	390	36	1,829	1,865
1999–00	534	471	466	460	29	1,931	1,960
2000–01	524	534	470	459	35	1,987	2,022
2001–02	534	514	531	454	28	2,033	2,061
2002–03	577	534	526	534	—	2,171	2,171
2003–04	543	581	540	525	—	2,189	2,189
2004–05	645	515	532	528	—	2,220	2,220
2005–06	584	611	489	555	—	2,239	2,239
2006–07	580	545	548	506	—	2,179	2,179
2007–08	619	524	484	561	—	2,188	2,188
2008–09	577	581	455	532	—	2,145	2,145
2009–10	599	548	531	479	—	2,157	2,157
2010–11	582	540	497	538	—	2,157	2,157
2011–12	626	538	505	502	—	2,171	2,171
2012–13	578	580	504	515	—	2,177	2,177

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Wheaton North High School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 9 vs. Exiting 12	Net Migration/ Transfer	Change Special Education
1987 to 88	-32	-49	11	6
1988 to 89	-41	-45	4	0
1989 to 90	73	67	15	-9
1990 to 91	25	35	-9	-1
1991 to 92	66	15	43	8
1992 to 93	40	41	-96	95
1993 to 94	-14	63	16	-93
1994 to 95	-10	-10	-103	103
1995 to 96	46	92	65	-111
1996 to 97	119	91	12	16
1997 to 98	18	24	-9	3
1998 to 99	95	144	-42	-7
1999 to 00	62	64	-8	6
2000 to 01	39	75	-29	-7
2001 to 02	110	123	15	-28
2002 to 03	18	9	9	0
2003 to 04	31	120	-89	0
2004 to 05	19	56	-37	0
2005 to 06	-60	25	-85	0
2006 to 07	9	113	-104	0
2007 to 08	-43	16	-59	0
2008 to 09	12	67	-55	0
2009 to 10	0	103	-103	0
2010 to 11	14	88	-74	0
2011 to 12	6	76	-70	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Wheaton North High School

Transition Year Sept. to Sept.	Grade Transition			
	9-10	10-11	11-12	Total
1987 to 88	3	-4	12	11
1988 to 89	1	2	1	4
1989 to 90	3	5	7	15
1990 to 91	8	-16	-1	-9
1991 to 92	17	13	13	43
1992 to 93	-33	-45	-18	-96
1993 to 94	-13	17	12	16
1994 to 95	-35	-37	-31	-103
1995 to 96	22	21	22	65
1996 to 97	24	-9	-3	12
1997 to 98	-3	11	-17	-9
1998 to 99	-8	-15	-19	-42
1999 to 00	0	-1	-7	-8
2000 to 01	-10	-3	-16	-29
2001 to 02	0	12	3	15
2002 to 03	4	6	-1	9
2003 to 04	-28	-49	-12	-89
2004 to 05	-34	-26	23	-37
2005 to 06	-39	-63	17	-85
2006 to 07	-56	-61	13	-104
2007 to 08	-38	-69	48	-59
2008 to 09	-29	-50	24	-55
2009 to 10	-59	-51	7	-103
2010 to 11	-44	-35	5	-74
2011 to 12	-46	-34	10	-70

Enrollment History in Community Unit School District 200: 1987–88 to 2012–13

Wheaton-Warrenville South High School

School Year	9	10	11	12	Sp. Ed.	9–12	Total
1987–88	375	395	405	388	0	1,563	1,563
1988–89	382	373	399	393	7	1,547	1,554
1989–90	417	394	383	393	10	1,587	1,597
1990–91	415	413	394	396	0	1,618	1,618
1991–92	447	407	399	390	0	1,643	1,643
1992–93	519	459	390	399	0	1,767	1,767
1993–94	496	506	462	383	38	1,847	1,885
1994–95	526	486	480	440	24	1,932	1,956
1995–96	517	520	476	462	23	1,975	1,998
1996–97	544	518	507	454	38	2,023	2,061
1997–98	512	534	509	491	40	2,046	2,086
1998–99	568	499	546	485	25	2,098	2,123
1999–00	590	563	485	522	27	2,160	2,187
2000–01	604	620	554	488	24	2,266	2,290
2001–02	613	596	607	529	34	2,345	2,379
2002–03	577	618	604	618	—	2,417	2,417
2003–04	611	579	605	612	—	2,407	2,407
2004–05	635	622	572	602	—	2,431	2,431
2005–06	604	643	617	559	—	2,423	2,423
2006–07	648	588	621	577	—	2,434	2,434
2007–08	657	579	578	576	—	2,390	2,390
2008–09	632	613	575	586	—	2,406	2,406
2009–10	577	615	597	533	—	2,322	2,322
2010–11	625	544	587	532	—	2,288	2,288
2011–12	589	606	537	552	—	2,284	2,284
2012–13	544	575	584	519	—	2,222	2,222

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2012

Wheaton-Warrenville South High School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 9 vs. Exiting 12	Net Migration/ Transfer	Change Special Education
1987 to 88	-9	-6	-10	7
1988 to 89	43	24	16	3
1989 to 90	21	22	9	-10
1990 to 91	25	51	-26	0
1991 to 92	124	129	-5	0
1992 to 93	118	97	-17	38
1993 to 94	71	143	-58	-14
1994 to 95	42	77	-34	-1
1995 to 96	63	82	-34	15
1996 to 97	25	58	-35	2
1997 to 98	37	77	-25	-15
1998 to 99	64	105	-43	2
1999 to 00	103	82	24	-3
2000 to 01	89	125	-46	10
2001 to 02	38	48	24	-34
2002 to 03	-10	-7	-3	0
2003 to 04	24	23	1	0
2004 to 05	-8	2	-10	0
2005 to 06	11	89	-78	0
2006 to 07	-44	80	-124	0
2007 to 08	16	56	-40	0
2008 to 09	-84	-9	-75	0
2009 to 10	-34	92	-126	0
2010 to 11	-4	57	-61	0
2011 to 12	-62	-8	-54	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2012

Wheaton-Warrenville South High School

Transition Year Sept. to Sept.	Grade Transition			
	9-10	10-11	11-12	Total
1987 to 88	-2	4	-12	-10
1988 to 89	12	10	-6	16
1989 to 90	-4	0	13	9
1990 to 91	-8	-14	-4	-26
1991 to 92	12	-17	0	-5
1992 to 93	-13	3	-7	-17
1993 to 94	-10	-26	-22	-58
1994 to 95	-6	-10	-18	-34
1995 to 96	1	-13	-22	-34
1996 to 97	-10	-9	-16	-35
1997 to 98	-13	12	-24	-25
1998 to 99	-5	-14	-24	-43
1999 to 00	30	-9	3	24
2000 to 01	-8	-13	-25	-46
2001 to 02	5	8	11	24
2002 to 03	2	-13	8	-3
2003 to 04	11	-7	-3	1
2004 to 05	8	-5	-13	-10
2005 to 06	-16	-22	-40	-78
2006 to 07	-69	-10	-45	-124
2007 to 08	-44	-4	8	-40
2008 to 09	-17	-16	-42	-75
2009 to 10	-33	-28	-65	-126
2010 to 11	-19	-7	-35	-61
2011 to 12	-14	-22	-18	-54