



Barrington Community Unit School District 220

Demographic Trends and Projections

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Introduction

This report updates demographic trends and enrollment projections for Barrington Area Community Unit School District 220. Analysis herein will incorporate recent demographic data, changing housing market conditions, and student migration/transfers including Choice and Petition students as well as special program student reassignments to schools outside students' natural attendance areas.

As in prior studies, enrollment projections will be provided in the form of three series based on different assumptions about future fertility, residential development, housing turnover, and student migration to the Barrington area. These three series will provide forecasts, for each school, by year and by grade, of (A) the absolute minimum number of students that may be anticipated, (B) the most likely number of students to be expected, and (C) the absolute maximum number of students that can possibly be foreseen. The three series of annual projections will be provided for the elementary schools through 2016-17, and for Barrington Middle Schools and Barrington High School through 2021-22. In addition, annual grade-by-grade projections will be provided for the combined (K-5) elementary grades, middle school grades (6-8) and the District as a whole through school year 2021-21.

In conducting the analysis that follows, I benefited from excellent information provided by Cynthia Jaskowiak, Assistant Superintendent Educational Programs and Assessment, the School principals, and the central administrative staff of District 220. The analysis also benefited from revised housing forecasts by Barrington area village planners and developers taking into consideration the sharp market downturn and its likely continuation for at least the next two years. For their assistance and that of all others who contributed to this study, I am most appreciative.

District-wide Demographic and Enrollment Trends

My prior reports discussed residential construction and housing turnover that caused total enrollment in District 220 to begin a steady rise in the latter half of the 1980s that continued through the 2007-08 school year. After stabilizing for two years, District enrollment dropped by approximately 100 students in both 2010-11 and 2011-12.

The resurgence of Barrington area new housing construction affecting these enrollments that took place in the late 1980s is documented in Table 1. Between 1985 and 1990, over 2,400 new single-family housing permits were authorized by villages served in part or whole by the District. In 1987 and 1988 alone, more than 1,000 new single-family housing permits were authorized.

New housing development continued throughout the 1990s, albeit at a slower pace, averaging 181 single family units per year between 1990 and 1999. From 2000 through 2005, annual single family permitting averaged 158 a year with a major up-tick during 2006 and 2007 to 240 and 224 single family permits respectively. South Barrington led the way, growing from an average of 19 single-family building permits per year between 2002 and 2005 to 118 permits in 2006 and 71 permits in 2007.

During 2008, new single-family housing permits in the District tanked with just 64 in total approved for the eight combined villages shown in Table 1.

The past three years proved even worse for new construction with the combined eight villages issuing a total of 24 permits in 2009, 21 permits in 2010, and 28 permits through September 2011.

Data provided on sales of the area's existing housing units (not shown here) reveal that this market likewise deteriorated after 2007. Nobody really knows how long the current housing crisis will last, but most experts are predicting that it will continue at least through the first half of 2013. Local planners who provided me with their estimates of future new housing construction see it lasting even longer.

Mirroring the resurgence in new housing construction during the late 1980s, the number of residents in villages served by District 220 grew considerably between 1980 and 1990, with particularly strong additions of the preschool and school-age populations. South Barrington led all area villages in proportional growth expanding by 152 percent during the decade while Deer Park grew by 111 percent and Lake Barrington by 66 percent. Population under age 5 and aged 5–17 tended to grow even faster, reflecting a substantial in-migration of younger families to a number of the villages.

Contributing further to family in-migration, mortgage interest rates dropped during the latter half of the 1980s and remained relatively low thereafter, stimulating turnover of existing housing occupied by older couples to younger couples with preschool and school-age children (e.g., Barrington

Village). Despite the 1990–92 recession, this turnover together with continuation of new housing development (albeit at a markedly slower pace than the late 1980s) led all Barrington area villages, with the exception Barrington Hills and Tower Lakes, to add population between 1990 and 2000 (See Table 2). Table 3 shows North Barrington grew the most, adding 1,131 residents while Lake Barrington gained 902, South Barrington 823, and Barrington Village 664.

Tables 2 and 3 also reveal that between 2000 and 2010 growth characterized all area villages with the exception of Tower Lakes. South Barrington led the way, followed by Inverness, Barrington Hills, Lake Barrington, North Barrington, and Barrington. Tables 2 and 3 further show that the preschool-age population (under 5) dropped between 2000 and 2010 in all villages with the exception of South Barrington, while the high-school-age population (age 14–17) continued to expand in all villages. Notice, as well, the greater absolute increases in the over-65 population in all villages between 2000 and 2010. This would suggest an eventual up-tick in existing housing turnover to younger families once the economy and the local housing market recover.

Table 1

Single-Family Housing Units Authorized by Building Permit: 1980 through September 2011

Year	Barrington	Barrington Hills	Deer Park	Inverness	Lake Barrington	North Barrington	South Barrington	Tower Lakes	Total
1980	3	14	3	34	7	NA	10	5	76
1981	2	19	9	39	7	3	23	1	103
1982	1	16	21	41	15	3	25	2	124
1983	2	19	40	94	23	5	42	6	231
1984	8	19	38	131	12	5	58	8	279
1985	13	23	68	134	16	4	51	13	322
1986	26	32	88	173	23	10	72	16	440
1987	102	39	53	130	64	13	100	4	505
1988	46	38	69	63	129	84	97	4	530
1989	56	44	44	47	89	80	44	1	405
1990	29	22	26	20	31	37	43	1	209
1991	40	21	18	10	40	11	41	0	181
1992	49	17	16	9	28	15	28	3	165
1993	40	15	16	23	71	28	32	0	225
1994	17	17	11	28	62	25	32	0	192
1995	19	15	9	30	25	24	32	2	156
1996	11	13	13	23	17	33	91	0	201
1997	9	14	9	31	20	25	66	1	175
1998	11	12	9	28	10	38	28	1	137
1999	11	23	12	21	35	41	29	2	174

Continued...

Table 1—Continued

Single-Family Housing Units Authorized by Building Permit: 1980 through September 2011

Year	Barrington	Barrington Hills	Deer Park	Inverness	Lake Barrington	North Barrington	South Barrington	Tower Lakes	Total
2000	2	36	5	29	25	42	25	2	166
2001	13	21	4	42	60	21	22	1	184
2002	11	53	5	46	16	13	19	2	165
2003	13	27	4	50	3	9	18	0	124
2004	19	29	10	68	5	14	19	2	166
2005	17	28	1	63	6	9	19	0	143
2006	19	22	10	64	3	4	118	0	240
2007	16	11	39	71	9	7	71	0	224
2008	7	7	5	15	1	2	27	0	64
2009	2	4	1	5	1	1	10	0	24
2010	1	2	5	0	2	2	9	0	21
–Sep, 2011	2	1	4	13	0	3	5	0	28

Source: U. S. Bureau of the Census. Current Construction Reports. Housing Units Authorized by Building Permits, 1980 to 2010 Annual and September 2011 year to date.

Table 2

Population by Age in Villages Served by District 220: 1990 through 2010

1990					
Village	Total	Under 5	5 to 13	14 to 17	65 and over
Barrington	9,504	698	1,242	500	1,199
Barrington Hills	4,202	213	541	284	354
Deer Park	2,887	240	478	172	149
Inverness	6,503	344	859	476	488
Lake Barrington	3,855	156	328	172	435
North Barrington	1,787	104	240	112	132
South Barrington	2,937	227	508	237	94
Tower Lakes	1,333	87	200	81	76

2000					
Village	Total	Under 5	5 to 13	14 to 17	65 and over
Barrington	10,168	748	1,666	622	1,287
Barrington Hills	3,915	200	523	268	486
Deer Park	3,102	193	548	215	208
Inverness	6,749	314	915	476	803
Lake Barrington	4,757	180	535	256	852
North Barrington	2,918	198	458	179	258
South Barrington	3,760	214	596	312	256
Tower Lakes	1,310	86	206	93	100

2010					
Village	Total	Under 5	5 to 13	14 to 17	65 and over
Barrington	10,327	559	1,610	775	1,697
Barrington Hills	4,209	121	580	296	745
Deer Park	3,200	138	465	259	381
Inverness	7,399	253	872	504	1,492
Lake Barrington	4,973	149	492	278	1,465
North Barrington	3,047	126	482	255	385
South Barrington	4,565	215	718	335	628
Tower Lakes	1,283	57	220	121	170

Source: U.S. Bureau of the Census. Decennial Census of Population. 1990, 2000 and 2010.

Table 3

Population Change by Age in Villages Served by District 220:
1990 to 2000 and 2000 to 2010

Change 1990–2000					
Village	Total	Under 5	5 to 13	14 to 17	65 and over
Barrington	664	50	424	122	88
Barrington Hills	-287	-13	-18	-16	132
Deer Park	215	-47	70	43	59
Inverness	246	-30	56	0	315
Lake Barrington	902	24	207	84	417
North Barrington	1,131	94	218	67	126
South Barrington	823	-13	88	75	162
Tower Lakes	-23	-1	6	12	24

Change 2000–2010					
Village	Total	Under 5	5 to 13	14 to 17	65 and over
Barrington	159	-189	-56	153	410
Barrington Hills	294	-79	57	28	259
Deer Park	98	-55	-83	44	173
Inverness	650	-61	-43	28	689
Lake Barrington	216	-31	-43	22	613
North Barrington	129	-72	24	76	127
South Barrington	805	1	122	23	372
Tower Lakes	-27	-29	14	28	70

Source: U.S. Bureau of the Census. Decennial Census of Population. 1990, 2000 and 2010.

District-wide Enrollment Patterns and Determinants

Total enrollment in District 220 schools responded to the post-1985 increases in new housing construction and housing turnover to younger families, growing from 5,960 students in 1985–86 to 9,294 students in 2007–08, before slipping back to 9,056 students this fall. Table 4 shows that growth accelerated during the 1990s. Between school year 1989–90 and 2000–01, District 220 added over 2,000 students (from 6,282 to 8,364). Following a slow climb to 8,479 students in 2002–03, strong enrollment gains re-emerged, rising to 9,294 students in 2007–08 before commencing recent declines.

Table 5 provides an updated decomposition of the sources of annual total enrollment changes in District 220 between September 1985 and September 2011 into that accounted for by 1) the differences in the sizes of the graduating twelfth grade class the previous June and the size of the kindergarten class that replaced it the following September, 2) annual net student migration/transfer, and 3) annual changes in special education, in preschool (i.e., early childhood development), and in SEDOL and private placement.

For example, between September 2010 and September 2011, total District enrollment declined by 96 students (from 9,152 to 9,056). Table 4 illustrates that 739 twelfth graders left the high school following school year 2010–11 and were replaced by a total of 454 kindergarten students in school year 2011–12 (for a net

difference of -285). However, 259 more students either migrated into District 220 or transferred from private or parochial schools to District schools than moved out of the District or transferred from District 220 schools to private or parochial schools between September 2010 and September 2011. During the same period, special education enrollment declined by 43 students, preschool enrollment by 32 students, while SEDOL & PP enrollment increased by 5 students. Summing across these categories (-285, +259, -43, -32, +5) provides the exact 96-student decline in total District 220 enrollment between September 2010 and September 2011.

What is especially noteworthy is the substantial positive net in-migration and transfer of students to District 220 schools over the years (including the past three, despite the housing market downturn). Also noteworthy is that smaller entering kindergarten classes are replacing larger graduating twelfth grade classes. This was particularly the case over the past four years. Given expected continuing larger twelfth grade classes in future years compared to entering kindergarten class totals, it is likely that these cohort size differences will depress future District 220 growth, even with continuing positive net student migration and transfer.

How net migration/transfer gains were distributed across the District's grades is shown in Table 6. The 77 at the bottom of the K-1 column means that, as the kindergarten class of the school year 2010-11 (September 2011) became the

first grade class of the school year 2011–12 (September 2011), it increased by 77 students (see Table 4 where 474 kindergarten students last year expanded to 551 first graders this year). Conversely, as the ninth grade class of the school year 2010–11 progressed to the tenth grade in the school year 2011–12, it declined by 5 students. One can sum across the bottom row in Table 6 to obtain the total net student migration/transfer for District 220 schools between September 2010 and September 2011, which was 259. Observe that during the past year, all elementary and middle school grades attracted more students via migration and transfer than they lost.

Table 7 provides a summary of enrollment trends in the regular elementary grades, middle school grades, and at the high school from school year 1985–86 to school year 2011–12. Because the sixth grade classes were moved to the middle school beginning with the 1992–93 school year, I present the trends for the combined grades K–5, 6–8 and 9–12. Regular classroom enrollment in grades K–5 declined by 31 students over the past year, regular middle school enrollment remained constant at 2,168 students, while regular high school grade enrollment grew by 5 students.

Table 8 decomposes total enrollment changes of the elementary grades, middle school grades, and high school grades into the relative sizes of their entering and exiting classes each year, and net student migration/transfer within respective school levels and changes in special education. Again, observe the

strong positive net migration/transfer gains at the elementary school level and generally positive at the middle school level. The relatively small negative net student migration/transfer figures at Barrington High School for most years also reflect dropouts.

Not apparent from the within school-level decompositions of annual enrollment changes are net migration gains between school levels. These can be found in Table 6.

Table 4

Enrollment History of District 220: 1985–86 to 2011–12

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total K–12	Pre-K	Sp. Ed.	SEDOL & PP	Grand Total
1985–86	386	399	351	342	343	385	369	420	457	580	569	585	563	5,749	0	102	109	5,960
1986–87	399	408	433	365	393	392	416	424	421	487	606	577	581	5,902	34	152	111	6,199
1987–88	367	461	421	458	383	415	413	471	432	461	489	607	594	5,972	45	129	97	6,243
1988–89	399	434	474	434	488	396	436	446	481	456	457	491	613	6,005	50	155	119	6,329
1989–90	416	448	438	477	449	485	441	456	464	506	468	448	495	5,991	47	127	117	6,282
1990–91	407	480	467	477	507	473	507	467	464	481	490	466	456	6,142	59	160	118	6,479
1991–92	410	483	485	481	496	532	494	535	466	464	458	488	462	6,254	58	167	93	6,572
1992–93	438	494	511	505	502	527	560	514	540	488	470	458	492	6,499	0	259	106	6,864
1993–94	518	524	515	553	526	525	556	583	504	555	481	462	458	6,760	89	111	73	7,033
1994–95	519	605	535	546	579	539	562	540	588	531	542	466	460	7,012	72	91	74	7,249
1995–96	540	569	624	545	545	585	554	553	555	606	537	532	460	7,205	72	115	89	7,481
1996–97	511	624	585	622	560	563	597	567	550	564	574	527	525	7,369	131	121	80	7,701
1997–98	509	584	626	586	627	570	550	583	557	526	550	572	520	7,360	114	170	10	7,654
1998–99	547	590	607	641	608	637	578	577	597	588	526	555	571	7,622	114	149	15	7,900
1999–00	528	645	634	625	676	619	647	589	579	604	580	530	556	7,812	115	188	29	8,144

Continued. . .

Table 4—Continued

Enrollment History of District 220: 1985–86 to 2011–12

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total K–12	Pre-K	Sp. Ed.	SEDOL & PP	Grand Total
2000–01	543	637	676	644	653	689	630	638	603	607	612	574	541	8,047	61	229	27	8,364
2001–02	521	628	641	690	657	657	651	617	625	626	625	609	581	8,128	108	173	37	8,446
2002–03	514	598	626	639	689	651	625	667	629	648	598	600	601	8,085	138	222	34	8,479
2003–04	495	608	630	658	674	740	660	633	667	662	668	603	590	8,288	175	251	37	8,751
2004–05	577	623	653	647	689	696	675	721	635	731	652	649	589	8,537	185	293	29	9,044
2005–06	547	660	648	669	665	696	687	735	677	694	717	653	646	8,694	181	260	30	9,165
2006–07	519	631	676	669	692	677	685	696	738	705	696	721	653	8,758	205	211	38	9,212
2007–08	570	597	645	701	695	702	667	706	709	760	708	690	722	8,872	195	196	31	9,294
2008–09	515	640	619	664	695	704	712	678	710	755	756	702	680	8,830	203	222	36	9,291
2009–10	504	604	647	647	681	715	721	730	695	747	743	743	700	8,877	140	204	47	9,268
2010–11	474	588	622	657	662	678	716	727	725	722	747	732	739	8,789	124	206	33	9,152
2011–12	454	551	613	665	689	678	700	732	736	754	717	740	734	8,763	92	163	38	9,056

Table 5

Decomposition of Annual Enrollment Change in District 220:
September 1985 to September 2011

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 12	Net Student Migration / Transfer	Change Special Ed	Change Preschool	Change SEDOL & PP
1985 to 86	239	-164	317	50	34	2
1986 to 87	44	-214	284	-23	11	-14
1987 to 88	86	-195	228	26	5	22
1988 to 89	-47	-197	183	-28	-3	-2
1989 to 90	197	-88	239	33	12	1
1990 to 91	93	-46	158	7	-1	-25
1991 to 92	292	-24	269	92	-58	13
1992 to 93	169	26	235	-148	89	-33
1993 to 94	216	61	191	-20	-17	1
1994 to 95	232	80	113	24	0	15
1995 to 96	220	51	113	6	59	-9
1996 to 97	-47	-16	7	49	-17	-70
1997 to 98	246	27	235	-21	0	5
1998 to 99	244	-43	233	39	1	14
1999 to 00	220	-13	248	41	-54	-2
2000 to 01	82	-20	101	-56	47	10
2001 to 02	33	-67	24	49	30	-3
2002 to 03	272	-106	309	29	37	3
2003 to 04	293	-13	262	42	10	-8
2004 to 05	121	-42	199	-33	-4	1
2005 to 06	47	-127	191	-49	24	8
2006 to 07	82	-83	197	-15	-10	-7
2007 to 08	-3	-207	165	26	8	5
2008 to 09	-23	-176	223	-18	-63	11
2009 to 10	-116	-226	138	2	-16	-14
2010 to 11	-96	-285	259	-43	-32	5

Table 6

Annual Net Migration/Transfer in District 220: September 1985 to September 2011

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
1985 to 86	22	34	14	51	49	31	55	1	30	26	8	-4	317
1986 to 87	62	13	25	18	22	21	55	8	40	2	1	17	284
1987 to 88	67	13	13	30	13	21	33	10	24	-4	2	6	228
1988 to 89	49	4	3	15	-3	45	20	18	25	12	-9	4	183
1989 to 90	64	19	39	30	24	22	26	8	17	-16	-2	8	239
1990 to 91	76	5	14	19	25	21	28	-1	0	-23	-2	-4	158
1991 to 92	84	28	20	21	31	28	20	5	22	6	0	4	269
1992 to 93	86	21	42	21	23	29	23	-10	15	-7	-8	0	235
1993 to 94	87	11	31	26	13	37	-16	5	27	-13	-15	-2	191
1994 to 95	50	19	10	-1	6	15	-9	15	18	6	-10	-6	113
1995 to 96	84	16	-2	15	18	12	13	-3	9	-32	-10	-7	113
1996 to 97	73	2	1	5	10	-13	-14	-10	-24	-14	-2	-7	7
1997 to 98	81	23	15	22	10	8	27	14	31	0	5	-1	235
1998 to 99	98	44	18	35	11	10	11	2	7	-8	4	1	233
1999 to 00	109	31	10	28	13	11	-9	14	28	8	-6	11	248

Continued. . .

Table 6—Continued

Annual Net Migration/Transfer in District 220: September 1985 to September 2011

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
2000 to 01	85	4	14	13	4	-38	-13	-13	23	18	-3	7	101
2001 to 02	77	-2	-2	-1	-6	-32	16	12	23	-28	-25	-8	24
2002 to 03	94	32	32	35	51	9	8	0	33	20	5	-10	309
2003 to 04	128	45	17	31	22	-65	61	2	64	-10	-19	-14	262
2004 to 05	83	25	16	18	7	-9	60	-44	59	-14	1	-3	199
2005 to 06	84	16	21	23	12	-11	9	3	28	2	4	0	191
2006 to 07	78	14	25	26	10	-10	21	13	22	3	-6	1	197
2007 to 08	70	22	19	-6	9	10	11	4	46	-4	-6	-10	165
2008 to 09	89	7	28	17	20	17	18	17	37	-12	-13	-2	223
2009 to 10	84	18	10	15	-3	1	6	-5	27	0	-11	-4	138
2010 to 11	77	25	43	32	16	22	16	9	29	-5	-7	2	259

Table 7

Enrollment History by School Level in District 220: 1985–86 to 2011–12

School Year	Pre-K	K–5	6–8	9–12	Sp. Ed.	Total	SEDOL & PP	Grand
1985–86	0	2,206	1,246	2,297	102	5,851	109	5,960
1986–87	34	2,390	1,261	2,251	152	6,088	111	6,199
1987–88	45	2,505	1,316	2,151	129	6,146	97	6,243
1988–89	50	2,625	1,363	2,017	155	6,210	119	6,329
1989–90	47	2,713	1,361	1,917	127	6,165	117	6,282
1990–91	59	2,811	1,438	1,893	160	6,361	118	6,479
1991–92	58	2,887	1,495	1,872	167	6,479	93	6,572
1992–93	0	2,977	1,614	1,908	259	6,758	106	6,864
1993–94	89	3,161	1,643	1,956	111	6,960	73	7,033
1994–95	72	3,323	1,690	1,999	91	7,175	74	7,249
1995–96	72	3,408	1,662	2,135	115	7,392	89	7,481
1996–97	131	3,465	1,714	2,190	121	7,621	80	7,701
1997–98	114	3,502	1,690	2,168	170	7,644	10	7,654
1998–99	114	3,630	1,752	2,240	149	7,885	15	7,900
1999–00	115	3,727	1,815	2,270	188	8,115	29	8,144
2000–01	61	3,842	1,871	2,334	229	8,337	27	8,364
2001–02	108	3,794	1,893	2,441	173	8,409	37	8,446
2002–03	138	3,717	1,921	2,447	222	8,445	34	8,479
2003–04	175	3,805	1,960	2,523	251	8,714	37	8,751
2004–05	185	3,885	2,031	2,621	293	9,015	29	9,044
2005–06	181	3,885	2,099	2,710	260	9,135	30	9,165
2006–07	205	3,864	2,119	2,775	211	9,174	38	9,212
2007–08	195	3,910	2,082	2,880	196	9,263	31	9,294
2008–09	203	3,837	2,100	2,893	222	9,255	36	9,291
2009–10	140	3,798	2,146	2,933	204	9,221	47	9,268
2010–11	124	3,681	2,168	2,940	206	9,119	33	9,152
2011–12	92	3,650	2,168	2,945	163	9,018	38	9,056

Table 8

Decomposition of Enrollment Change (excluding Preschool) by School Level in District 220:
September 1985 to September 2011

Transition Year Sept to Sept	Elementary School (Grades K–5)				Middle School (Grades 6–8)				High School (Grades 9–12)			
	K–5 Enrollment Change	Entering K vs. Exiting 5	Net Student Migration / Transfer	Change Sp. Ed. *	6–8 Enrollment Change	Entering 6 vs. Exiting 8	Net Student Migration / Transfer	Change Sp. Ed. *	9–12 Enrollment Change	Entering 9 vs. Exiting 12	Net Student Migration / Transfer	Change Sp. Ed.
1985 to 86	217	14	170	33	15	-41	56	12	-41	-76	30	5
1986 to 87	115	-25	140	0	55	-8	63	-24	-99	-120	20	1
1987 to 88	124	-16	136	4	47	4	43	26	-138	-138	4	-4
1988 to 89	88	20	68	0	-2	-40	38	-29	-99	-107	7	1
1989 to 90	95	-78	176	-3	77	43	34	16	-4	-14	-10	20
1990 to 91	72	-63	139	-4	57	30	27	16	-26	8	-29	-5
1991 to 92	144	-94	184	54	146	94	25	34	40	26	10	4
1992 to 93	100	-9	193	-84	50	16	13	-34	18	63	-15	-30
1993 to 94	162	-6	168	0	51	58	-11	4	46	73	-30	3
1994 to 95	85	1	84	0	-39	-34	6	-11	147	146	-10	11
1995 to 96	63	-74	131	6	49	42	10	-3	67	104	-49	12
1996 to 97	31	-54	91	-6	16	0	-24	40	8	1	-23	30
1997 to 98	128	-23	151	0	49	21	41	-13	64	68	4	-8
1998 to 99	97	-109	206	0	90	50	13	27	42	33	-3	12
1999 to 00	143	-76	191	28	69	51	5	13	64	51	13	0

Continued. . .

Table 8—Continued

Decomposition of Enrollment Change (excluding Preschool) by School Level in District 220:
September 1985 to September 2011

Transition Year Sept to Sept	Elementary School (Grades K–5)				Middle School (Grades 6–8)				High School (Grades 9–12)			
	K–5 Enrollment Change	Entering K vs. Exiting 5	Net Student Migration / Transfer	Change Sp. Ed. *	6–8 Enrollment Change	Entering 6 vs. Exiting 8	Net Student Migration / Transfer	Change Sp. Ed. *	9–12 Enrollment Change	Entering 9 vs. Exiting 12	Net Student Migration / Transfer	Change Sp. Ed.
2000 to 01	-48	-168	120	0	63	48	-26	41	38	85	22	-69
2001 to 02	-105	-143	66	-28	-9	0	28	-37	92	67	-61	86
2002 to 03	164	-156	244	76	45	31	8	6	99	61	15	23
2003 to 04	78	-163	243	-2	86	8	63	15	125	141	-43	27
2004 to 05	0	-149	149	0	30	52	16	-38	94	105	-16	5
2005 to 06	-12	-177	156	9	22	8	12	2	14	59	6	-51
2006 to 07	47	-107	153	1	-62	-71	34	-25	115	107	-2	10
2007 to 08	-74	-187	114	-1	11	3	15	-7	26	33	-20	13
2008 to 09	-31	-200	161	8	24	11	35	-22	15	67	-27	-25
2009 to 10	-104	-241	124	13	14	21	1	-8	-13	22	-15	-20
2010 to 11	-50	-224	193	-19	-4	-25	25	-4	-12	15	-10	-17

Enrollment Shifts at The Individual Schools

The 1992-93 school year marked a significant change in the grade structure and enrollment at the elementary schools and Barrington Middle School. With the opening of a new second middle school campus, the sixth grade classes were shifted from the elementary schools to the Prairie campus and Station campus of Barrington Middle School. As a result, Tables 9 through 17 reveal that enrollment declined at each of the elementary schools between school years 1991-92 and 1992-93. Between 1992-93 and 1997-98, regular classroom enrollment rose at all existing elementary schools except Woodland, with the greatest growth at Countryside, A.C. Lines, and Roslyn Road. The following year, a number of re-allocations were made and, in 1999 Barbara Rose School was opened. Reassignment was also made at the middle school level in an effort to balance enrollments at the Prairie and Station campuses.

With capacity problems at North Barrington Elementary, an additional 23 kindergarteners were temporarily reassigned in 2001-02 to Roslyn Road. In 2002-03, another set of reassignments took place with a number of neighborhoods moved from North Barrington to Roslyn and other neighborhoods from Roslyn to Countryside. During the past nine years, almost all schools (excepting Barrington High School) have been affected by either boundary changes or reassignments, special language programs, choice and

petition students, creating fluctuating numbers, especially at the kindergarten level at a number of elementary schools. For example, Grove dropped from 91 kindergarten students last year to 48 this year and North Barrington went from 93 kindergarten students in 2009-10 to 43 kindergarteners this Fall. Conversely, Barbara Rose jumped from 54 kindergarten students last year to 82 this year while Roslyn Road's kindergarten class shot up from 50 students last year to 80 this year. Tables 9 through 17 provide the annual enrollment counts, by grade, for each elementary school from school year 1985-86 to school year 2011-12.

Another factor affecting enrollments at some schools worth noting is the change racial/ethnic composition of District 220's student body. Since 2000, racial/ethnic minorities have grown from 14 percent to 30 percent of the District's students (see Appendix A). At the individual schools the most dramatic changes have been at Barbara Rose where the Asian portion expanded from 13 percent in 1999 to 38 percent in 2011 and Sunny Hill where the Hispanic portion grew from 41 percent in 1999 to 80 percent in 2011.

Tables 18 through 26 decompose regular K-5 classroom enrollment change since September 1985 for each elementary school in terms of its entering kindergarten class size versus graduating fifth (or sixth) grade class size and annual net student migration/transfer. In addition, for September 1991 to September 1992, the effect of the sixth grade transfer to the middle schools is shown.

As just pointed out, instability has occurred with kindergarten enrollments at a number of the elementary schools, making predicting future kindergarten enrollment at these schools a challenge. Since kindergarten enrollments are important baselines for individual school projections, such instability in kindergarten enrollments during the past three to five years should be noted. Of course, this is not a problem in making aggregate (total District) grade by grade projections.

Tables 27 through 35 further decompose the net student migration/transfer figures into their grade by grade components. Again, many of these migration/transfer figures were impacted by boundary changes and student reassignments, special programs and school choice options over the years. They therefore do not really tap true student migration/transfer for an attendance area when reassignments or school or program choice is involved.

Since Barrington Middle School enrollment was split between the Prairie Campus and Station Campus in 1992-93, enrollment has risen more at the Prairie Campus than at the Station Campus (see Tables 36 and 37). In fact, from September 1999 to September 2011, the Prairie Campus has been relatively stable fluctuating modestly around the 1,000-student count. During the same period, the Station Campus has risen from 918 students to 1,166 students, though its enrollment has slipped back from its 1,216 peak in 2009-10.

Decomposition of sources of enrollment change at the two campuses (shown in Tables 38 and 39) reveals that most of the growth that has taken place at the Prairie Campus has resulted from a mixture of larger entering sixth grade classes compared to exiting eighth grade classes and positive net student migration/transfer. The 49-student drop in enrollment this year at the Prairie Campus resulted entirely from its graduating eighth grade class being considerably larger than its entering sixth grade class. The 45-student increase this year at the Station Campus resulted from a combination of larger entering sixth grade classes compared with graduating eighth grade class sizes and strong positive net student migration/transfer. Tables 40 and 41 show the details of the student migration/transfers at each middle school.

Tables 42 and 43 present the annual grade by grade enrollments and decomposition of sources of annual enrollment change at Barrington High School. After 18 consecutive years of enrollment growth, high school enrollment dropped slightly during each of the past two years (see Table 42).

Decomposition of sources of enrollment change in Table 43 show that virtually all of the growth at the high school during the past 20 years was a result of larger annual entering ninth grade classes compared with the previous June's graduating twelfth grade classes which continued for the past two years.

Barrington High School's slight declines in total enrollment since school year

2009-10 resulted from slightly negative net student migration/ transfer (which include drop-outs) and declines in special education enrollment.

Table 9

Enrollment History of District 220 Schools 1985–86 to 2011–12

Country Side

School Year	K	1	2	3	4	5	6	Total
1985–86	39	32	37	36	23	40	41	248
1986–87	40	47	41	40	52	39	44	303
1987–88	39	45	51	41	40	51	41	308
1988–89	39	49	47	51	44	39	47	316
1989–90	44	28	56	48	54	42	44	316
1990–91	40	62	48	70	64	63	50	397
1991–92	47	55	62	54	67	70	70	425
1992–93	66	60	65	69	58	76		394
1993–94	72	83	75	75	72	66		443
1994–95	63	80	82	72	77	75		449
1995–96	78	85	87	81	73	80		484
1996–97	59	105	93	88	85	75		505
1997–98	57	86	103	92	88	91		517
1998–99	75	62	74	77	81	90		459
1999–00	62	69	82	71	81	77		442
2000–01	43	71	70	67	72	79		402
2001–02	55	48	66	61	57	67		354
2002–03	56	70	66	70	69	74		405
2003–04	58	80	74	70	83	82		447
2004–05	69	80	79	76	81	85		470
2005–06	66	80	79	86	76	86		473
2006–07	65	77	82	90	86	85		485
2007–08	66	71	82	81	90	86		476
2008–09	59	74	82	79	82	87		463
2009–10	57	68	76	102	79	76		458
2010–11	45	67	73	78	106	77		446
2011–12	43	56	67	81	78	112		437

Table 10

Enrollment History of District 220 Schools 1985–86 to 2011–12

Grove

School Year	K	1	2	3	4	5	6	Total
1985–86	49	70	48	56	56	82	61	422
1986–87	57	51	69	40	55	49	84	405
1987–88	49	66	58	78	54	64	56	425
1988–89	66	63	67	65	87	67	78	493
1989–90	78	81	63	75	72	88	74	531
1990–91	72	73	72	66	68	78	90	519
1991–92	68	80	74	74	63	72	73	504
1992–93	60	87	91	80	84	78		480
1993–94	89	81	96	92	83	88		529
1994–95	80	103	82	98	96	86		545
1995–96	58	95	111	81	95	99		539
1996–97	76	69	100	113	84	100		542
1997–98	77	82	75	95	109	78		516
1998–99	73	66	75	68	91	109		482
1999–00	64	81	63	81	68	88		445
2000–01	80	69	86	71	84	70		460
2001–02	85	85	80	88	76	86		500
2002–03	58	85	82	80	89	69		463
2003–04	65	66	88	85	87	101		492
2004–05	80	86	69	86	84	86		491
2005–06	70	85	84	80	89	78		486
2006–07	72	83	95	82	84	98		514
2007–08	80	73	83	91	81	91		499
2008–09	60	102	91	91	104	82		530
2009–10	71	70	108	95	91	105		540
2010–11	91	82	70	107	99	86		535
2011–12	48	99	89	83	109	101		529

Table 11

Enrollment History of District 220 Schools 1985–86 to 2011–12

Hough

School Year	K	1	2	3	4	5	6	Total
1985–86	43	43	35	37	34	44	44	280
1986–87	43	33	36	29	33	30	41	245
1987–88	41	46	37	39	35	35	29	262
1988–89	41	41	38	45	43	41	37	286
1989–90	39	37	41	39	46	44	42	288
1990–91	33	38	33	41	44	49	42	280
1991–92	42	36	36	41	38	45	49	287
1992–93	25	38	40	41	42	37		223
1993–94	38	27	34	56	50	44		249
1994–95	45	44	32	49	66	63		299
1995–96	39	40	35	42	53	68		277
1996–97	42	43	38	43	50	53		269
1997–98	40	44	44	43	46	53		270
1998–99	43	58	46	59	45	53		304
1999–00	44	39	47	45	58	40		273
2000–01	38	50	43	51	51	57		290
2001–02	21	42	52	55	60	55		285
2002–03	40	30	41	55	59	57		282
2003–04	24	39	32	44	53	47		239
2004–05	23	31	49	37	50	56		246
2005–06	36	36	30	42	35	43		222
2006–07	38	38	31	33	45	32		217
2007–08	32	35	37	45	35	42		226
2008–09	52	43	42	50	48	40		275
2009–10	44	61	44	61	58	58		326
2010–11	46	51	64	54	66	60		341
2011–12	30	45	51	79	58	69		332

Table 12

Enrollment History of District 220 Schools 1985–86 to 2011–12

A. C. Lines

School Year	K	1	2	3	4	5	6	Total
1985–86	37	33	45	37	46	47	52	297
1986–87	51	48	58	71	60	70	59	417
1987–88	47	63	54	70	73	69	74	450
1988–89	48	60	66	51	78	68	75	446
1989–90	47	63	68	68	53	76	74	449
1990–91	68	69	72	73	76	59	85	502
1991–92	48	73	72	70	80	83	64	490
1992–93	81	75	84	77	68	84		469
1993–94	81	97	76	96	82	84		516
1994–95	88	98	97	88	99	81		551
1995–96	104	100	103	95	86	95		583
1996–97	87	126	103	104	98	89		607
1997–98	71	99	127	105	107	96		605
1998–99	93	79	102	122	99	102		597
1999–00	82	112	86	99	125	99		603
2000–01	74	105	117	89	105	132		622
2001–02	89	91	104	119	92	111		606
2002–03	79	99	94	98	122	94		586
2003–04	66	88	104	102	93	126		579
2004–05	106	76	97	106	103	99		587
2005–06	79	112	82	94	111	104		582
2006–07	62	92	108	86	99	109		556
2007–08	71	77	95	114	86	99		542
2008–09	56	87	76	100	112	86		517
2009–10	64	73	108	72	101	141		559
2010–11	58	77	74	133	73	103		518
2011–12	55	64	82	74	136	75		486

Table 13

Enrollment History of District 220 Schools 1985–86 to 2011–12

North Barrington

School Year	K	1	2	3	4	5	6	Total
1985–86	48	45	39	57	50	48	56	343
1986–87	53	48	52	46	60	59	51	369
1987–88	49	73	56	52	49	60	60	399
1988–89	38	57	72	58	53	49	64	391
1989–90	35	51	65	71	58	61	55	396
1990–91	40	58	52	73	76	64	67	430
1991–92	45	56	66	56	79	81	73	456
1992–93	45	63	59	63	61	83		374
1993–94	55	59	65	58	60	58		355
1994–95	71	68	71	66	61	62		399
1995–96	63	76	74	66	70	62		411
1996–97	63	69	73	72	58	74		409
1997–98	65	78	68	70	72	62		415
1998–99	83	91	92	90	88	87		531
1999–00	84	106	96	90	95	93		564
2000–01	51	103	112	103	96	96		561
2001–02	84	105	108	115	104	93		609
2002–03	63	91	81	102	89	104		530
2003–04	69	84	96	88	104	101		542
2004–05	62	84	95	100	93	108		542
2005–06	66	82	93	96	102	99		538
2006–07	67	77	86	93	98	98		519
2007–08	68	86	75	83	99	102		513
2008–09	65	71	82	77	78	103		476
2009–10	93	72	73	80	75	85		478
2010–11	52	101	78	76	82	81		470
2011–12	43	65	100	84	82	87		461

Table 14

Enrollment History of District 220 Schools 1985–86 to 2011–12

Barbara Rose

School Year	K	1	2	3	4	5	6	Total
1985–86	—	—	—	—	—	—	—	—
1986–87	—	—	—	—	—	—	—	—
1987–88	—	—	—	—	—	—	—	—
1988–89	—	—	—	—	—	—	—	—
1989–90	—	—	—	—	—	—	—	—
1990–91	—	—	—	—	—	—	—	—
1991–92	—	—	—	—	—	—	—	—
1992–93	—	—	—	—	—	—	—	—
1993–94	—	—	—	—	—	—	—	—
1994–95	—	—	—	—	—	—	—	—
1995–96	—	—	—	—	—	—	—	—
1996–97	—	—	—	—	—	—	—	—
1997–98	—	—	—	—	—	—	—	—
1998–99	—	—	—	—	—	—	—	—
1999–00	68	86	89	78	103	93		517
2000–01	84	88	94	95	91	109		561
2001–02	66	96	93	100	94	88		537
2002–03	82	77	95	93	101	94		542
2003–04	66	98	83	96	103	106		552
2004–05	85	96	105	86	107	106		585
2005–06	69	103	107	109	89	110		587
2006–07	74	86	109	108	115	89		581
2007–08	87	100	98	119	123	117		644
2008–09	66	84	90	82	100	128		550
2009–10	51	76	77	92	78	98		472
2010–11	54	81	85	83	93	82		478
2011–12	82	99	87	93	91	93		545

Table 15

Enrollment History of District 220 Schools 1985–86 to 2011–12

Roslyn Road

School Year	K	1	2	3	4	5	6	Total
1985–86	91	91	72	51	74	66	60	505
1986–87	86	97	102	72	63	76	70	566
1987–88	45	54	54	54	44	36	69	356
1988–89	60	57	59	49	56	49	39	369
1989–90	45	64	44	62	53	56	56	380
1990–91	63	52	64	49	69	56	56	409
1991–92	46	70	49	61	53	70	56	405
1992–93	46	57	71	49	67	53		343
1993–94	62	60	60	71	56	67		376
1994–95	46	79	59	57	74	58		373
1995–96	70	54	77	64	62	73		400
1996–97	73	78	54	73	69	59		406
1997–98	74	84	82	58	74	73		445
1998–99	45	76	81	74	52	72		400
1999–00	42	55	79	87	80	55		398
2000–01	75	53	56	81	83	83		431
2001–02	48	62	49	53	85	84		381
2002–03	52	57	75	60	69	80		393
2003–04	61	67	63	78	62	72		403
2004–05	64	75	73	63	77	70		422
2005–06	71	67	76	76	62	80		432
2006–07	58	86	62	85	72	68		431
2007–08	58	69	86	64	86	78		441
2008–09	52	70	67	91	65	85		430
2009–10	52	76	90	70	126	70		484
2010–11	50	60	74	67	68	119		438
2011–12	80	53	66	72	76	70		417

Table 16

Enrollment History of District 220 Schools 1985–86 to 2011–12

Sunny Hill

School Year	K	1	2	3	4	5	6	Total
1985–86	79	85	75	68	60	58	55	480
1986–87	50	84	75	67	70	69	67	482
1987–88	46	68	66	69	55	54	66	424
1988–89	61	52	73	67	70	53	48	424
1989–90	78	82	49	64	66	56	63	458
1990–91	48	77	81	49	62	56	58	431
1991–92	64	62	74	80	60	65	59	464
1992–93	68	66	52	71	76	65		398
1993–94	76	70	61	53	71	74		405
1994–95	79	71	67	62	51	58		388
1995–96	80	74	81	73	56	54		418
1996–97	69	83	77	74	75	60		438
1997–98	83	68	76	71	81	73		452
1998–99	76	94	75	67	74	78		464
1999–00	82	97	92	74	66	74		485
2000–01	98	98	98	87	71	63		515
2001–02	73	99	89	99	89	73		522
2002–03	84	89	92	81	91	79		516
2003–04	86	86	90	95	89	105		551
2004–05	88	95	86	93	94	86		542
2005–06	90	95	97	86	101	96		565
2006–07	83	92	103	92	93	98		561
2007–08	108	86	89	104	95	87		569
2008–09	105	109	89	94	106	93		596
2009–10	72	108	71	75	73	82		481
2010–11	78	69	104	59	75	70		455
2011–12	73	70	71	99	59	71		443

Table 17

Enrollment History of District 220 Schools 1985–86 to 2011–12

Early Learning Center / Woodland

School Year	K	1	2	3	4	5	6	Total	Pre-K	Sp. Ed.	Grand Total
1985–86	—	—	—	—	—	—	—	—	—	—	—
1986–87	19	—	—	—	—	—	—	19	34	33	52
1987–88	51	46	45	55	33	46	18	294	45	33	327
1988–89	46	55	52	48	57	30	48	336	50	37	373
1989–90	50	42	52	50	47	62	33	336	47	37	373
1990–91	43	51	45	56	48	48	59	350	59	34	384
1991–92	50	51	52	45	56	46	50	350	58	30	380
1992–93	47	48	49	55	46	51		296	0	84	390
1993–94	45	47	48	52	52	44		288	89		288
1994–95	47	62	45	54	55	56		319			319
1995–96	48	45	56	43	50	54		296			296
1996–97	42	51	47	55	41	53		289		6	295
1997–98	42	43	51	52	50	44		282			282
1998–99	59	64	62	84	78	46		393		0	393
1999–00	—	—	—	—	—	—		—	115		115
2000–01	—	—	—	—	—	—		—	61	28	89
2001–02	—	—	—	—	—	—		—	108	28	136
2002–03	—	—	—	—	—	—		—	138		138
2003–04	—	—	—	—	—	—		—	99	76	175
2004–05	—	—	—	—	—	—		—	111	74	185
2005–06	—	—	—	—	—	—		—	107	74	181
2006–07	—	—	—	—	—	—		—	122	83	205
2007–08	—	—	—	—	—	—		—	111	84	195
2008–09	—	—	—	—	—	—		—	120	83	203
2009–10	—	—	—	—	—	—		—	140	91	231
2010–11	—	—	—	—	—	—		—	124	104	228
2011–12	—	—	—	—	—	—		—	92	85	177

Table 18

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

Countryside

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 5*	Net Student Migration / Transfer	6th Grade Transfer
1985 to 86	55	-1	56	0
1986 to 87	5	-5	10	0
1987 to 88	8	-2	10	0
1988 to 89	0	-3	3	0
1989 to 90	81	-4	85	0
1990 to 91	28	-3	31	0
1991 to 92	-31	-4	43	-70
1992 to 93	49	-4	53	0
1993 to 94	6	-3	9	0
1994 to 95	35	3	32	0
1995 to 96	21	-21	42	0
1996 to 97	12	-18	30	0
1997 to 98	-58	-16	-42	0
1998 to 99	-17	-28	11	0
1999 to 00	-40	-34	-6	0
2000 to 01	-48	-24	-24	0
2001 to 02	51	-11	62	0
2002 to 03	42	-16	58	0
2003 to 04	23	-13	36	0
2004 to 05	3	-19	22	0
2005 to 06	12	-21	33	0
2006 to 07	-9	-19	10	0
2007 to 08	-13	-27	14	0
2008 to 09	-5	-30	25	0
2009 to 10	-12	-31	19	0
2010 to 11	-9	-34	25	0

* The sixth grade was moved to the middle schools in 1992-93 school year.

Table 19

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

Grove

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 5*	Net Student Migration / Transfer	6th Grade Transfer
1985 to 86	-17	-4	-13	0
1986 to 87	20	-35	55	0
1987 to 88	68	10	58	0
1988 to 89	38	0	38	0
1989 to 90	-12	-2	-10	0
1990 to 91	-15	-22	7	0
1991 to 92	-24	-13	61	-72
1992 to 93	49	11	38	0
1993 to 94	16	-8	24	0
1994 to 95	-6	-28	22	0
1995 to 96	3	-23	26	0
1996 to 97	-26	-23	-3	0
1997 to 98	-34	-5	-29	0
1998 to 99	-37	-45	8	0
1999 to 00	15	-8	23	0
2000 to 01	40	15	25	0
2001 to 02	-37	-28	-9	0
2002 to 03	29	-4	33	0
2003 to 04	-1	-21	20	0
2004 to 05	-5	-16	11	0
2005 to 06	28	-6	34	0
2006 to 07	-15	-18	3	0
2007 to 08	31	-31	62	0
2008 to 09	10	-11	21	0
2009 to 10	-5	-14	9	0
2010 to 11	-6	-38	32	0

* The sixth grade was moved to the middle schools in 1992-93 school year.

Table 20

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

Hough

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 5*	Net Student Migration / Transfer	6th Grade Transfer
1985 to 86	-35	-1	-34	0
1986 to 87	17	0	17	0
1987 to 88	24	12	12	0
1988 to 89	2	2	0	0
1989 to 90	-8	-9	1	0
1990 to 91	7	0	7	0
1991 to 92	-64	-24	5	-45
1992 to 93	26	1	25	0
1993 to 94	50	1	49	0
1994 to 95	-22	-24	2	0
1995 to 96	-8	-26	18	0
1996 to 97	1	-13	14	0
1997 to 98	34	-10	44	0
1998 to 99	-31	-9	-22	0
1999 to 00	17	-2	19	0
2000 to 01	-5	-36	31	0
2001 to 02	-3	-15	12	0
2002 to 03	-43	-33	-10	0
2003 to 04	7	-24	31	0
2004 to 05	-24	-20	-4	0
2005 to 06	-5	-5	0	0
2006 to 07	9	0	9	0
2007 to 08	49	10	39	0
2008 to 09	51	4	47	0
2009 to 10	15	-12	27	0
2010 to 11	-9	-30	21	0

* The sixth grade was moved to the middle schools in 1992-93 school year.

Table 21

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

A.C. Lines

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 5*	Net Student Migration / Transfer	6th Grade Transfer
1985 to 86	120	-1	121	0
1986 to 87	33	-12	45	0
1987 to 88	-4	-26	22	0
1988 to 89	3	-28	31	0
1989 to 90	53	-6	59	0
1990 to 91	-12	-37	25	0
1991 to 92	-21	17	45	-83
1992 to 93	47	-3	50	0
1993 to 94	35	4	31	0
1994 to 95	32	23	9	0
1995 to 96	24	-8	32	0
1996 to 97	-2	-18	16	0
1997 to 98	-8	-3	-5	0
1998 to 99	6	-20	26	0
1999 to 00	19	-25	44	0
2000 to 01	-16	-43	27	0
2001 to 02	-20	-32	12	0
2002 to 03	-7	-28	21	0
2003 to 04	8	-20	28	0
2004 to 05	-5	-20	15	0
2005 to 06	-26	-42	16	0
2006 to 07	-14	-38	24	0
2007 to 08	-25	-43	18	0
2008 to 09	42	-22	64	0
2009 to 10	-41	-83	42	0
2010 to 11	-32	-48	16	0

* The sixth grade was moved to the middle schools in 1992-93 school year.

Table 22

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

North Barrington

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 5*	Net Student Migration / Transfer	6th Grade Transfer
1985 to 86	26	-3	29	0
1986 to 87	30	-2	32	0
1987 to 88	-8	-22	14	0
1988 to 89	5	-29	34	0
1989 to 90	34	-15	49	0
1990 to 91	26	-22	48	0
1991 to 92	-82	-28	27	-81
1992 to 93	-19	-28	9	0
1993 to 94	44	13	31	0
1994 to 95	12	1	11	0
1995 to 96	-2	1	-3	0
1996 to 97	6	-9	15	0
1997 to 98	116	21	95	0
1998 to 99	33	-3	36	0
1999 to 00	-3	-42	39	0
2000 to 01	48	-12	60	0
2001 to 02	-79	-30	-49	0
2002 to 03	12	-35	47	0
2003 to 04	0	-39	39	0
2004 to 05	-4	-42	38	0
2005 to 06	-19	-32	13	0
2006 to 07	-6	-30	24	0
2007 to 08	-37	-37	0	0
2008 to 09	2	-10	12	0
2009 to 10	-8	-33	25	0
2010 to 11	-9	-38	29	0

* The sixth grade was moved to the middle schools in 1992-93 school year.

Table 23

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

Barbara Rose

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 5*	Net Student Migration / Transfer	6th Grade Transfer
1985 to 86	—	—	—	—
1986 to 87	—	—	—	—
1987 to 88	—	—	—	—
1988 to 89	—	—	—	—
1989 to 90	—	—	—	—
1990 to 91	—	—	—	—
1991 to 92	—	—	—	—
1992 to 93	—	—	—	—
1993 to 94	—	—	—	—
1994 to 95	—	—	—	—
1995 to 96	—	—	—	—
1996 to 97	—	—	—	—
1997 to 98	—	—	—	—
1998 to 99	—	—	—	—
1999 to 00	44	-9	53	0
2000 to 01	-24	-43	19	0
2001 to 02	5	-6	11	0
2002 to 03	10	-28	38	0
2003 to 04	33	-21	54	0
2004 to 05	2	-37	39	0
2005 to 06	-6	-36	30	0
2006 to 07	63	-2	65	0
2007 to 08	-94	-51	-43	0
2008 to 09	-78	-77	-1	0
2009 to 10	6	-44	50	0
2010 to 11	67	0	67	0

* The sixth grade was moved to the middle schools in 1992–93 school year.

Table 24

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

Roslyn Road

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 5*	Net Student Migration / Transfer	6th Grade Transfer
1985 to 86	61	26	35	0
1986 to 87	-210	-25	-185	0
1987 to 88	13	-9	22	0
1988 to 89	11	6	5	0
1989 to 90	29	7	22	0
1990 to 91	-4	-10	6	0
1991 to 92	-62	-10	18	-70
1992 to 93	33	9	24	0
1993 to 94	-3	-21	18	0
1994 to 95	27	12	15	0
1995 to 96	6	0	6	0
1996 to 97	39	15	24	0
1997 to 98	-45	-28	-17	0
1998 to 99	-2	-30	28	0
1999 to 00	33	20	13	0
2000 to 01	-50	-35	-15	0
2001 to 02	12	-32	44	0
2002 to 03	10	-19	29	0
2003 to 04	19	-8	27	0
2004 to 05	10	1	9	0
2005 to 06	-1	-22	21	0
2006 to 07	10	-10	20	0
2007 to 08	-11	-26	15	0
2008 to 09	54	-33	87	0
2009 to 10	-46	-20	-26	0
2010 to 11	-21	-39	18	0

* The sixth grade was moved to the middle schools in 1992-93 school year.

Table 25

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

Sunny Hill

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 5*	Net Student Migration / Transfer	6th Grade Transfer
1985 to 86	2	-5	7	0
1986 to 87	-58	-21	-37	0
1987 to 88	0	-5	5	0
1988 to 89	34	30	4	0
1989 to 90	-27	-15	-12	0
1990 to 91	33	6	27	0
1991 to 92	-66	9	-10	-65
1992 to 93	7	11	-4	0
1993 to 94	-17	5	-22	0
1994 to 95	30	22	8	0
1995 to 96	20	15	5	0
1996 to 97	14	23	-9	0
1997 to 98	12	3	9	0
1998 to 99	21	4	17	0
1999 to 00	30	24	6	0
2000 to 01	7	10	-3	0
2001 to 02	-6	11	-17	0
2002 to 03	35	7	28	0
2003 to 04	-9	-17	8	0
2004 to 05	23	4	19	0
2005 to 06	-4	-13	9	0
2006 to 07	8	10	-2	0
2007 to 08	27	18	9	0
2008 to 09	-115	-21	-94	0
2009 to 10	-26	-4	-22	0
2010 to 11	-12	3	-15	0

* The sixth grade was moved to the middle schools in 1992-93 school year.

Table 26

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

Early Learning Center / Woodland

Transition Year Sept to Sept	Total Enrollment Change	Entering K vs. Exiting 5*	Net Student Migration / Transfer	6th Grade Transfer
1985 to 86	—	—	—	0
1986 to 87	275	—	—	275
1987 to 88	42	28	14	0
1988 to 89	0	2	-2	0
1989 to 90	14	10	4	0
1990 to 91	0	-9	9	0
1991 to 92	-54	-3	-5	-46
1992 to 93	-8	-6	-2	0
1993 to 94	31	3	28	0
1994 to 95	-23	-8	-15	0
1995 to 96	-7	-12	5	0
1996 to 97	-7	-11	4	0
1997 to 98	111	15	96	0
1998 to 99	—	—	—	—
1999 to 00	—	—	—	—
2000 to 01	—	—	—	—
2001 to 02	—	—	—	—
2002 to 03	—	—	—	—
2003 to 04	—	—	—	—
2004 to 05	—	—	—	—
2005 to 06	—	—	—	—
2006 to 07	—	—	—	—
2007 to 08	—	—	—	—
2008 to 09	—	—	—	—
2009 to 10	—	—	—	—
2010 to 11	—	—	—	—

* The sixth grade was moved to the middle schools in 1992–93 school year.

Table 27

Annual Net Migration/Transfer in District 220 Schools: September 1985 to September 2011

Countryside

Transition Year Sept to Sept	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1985 to 86	8	9	3	16	16	4	56
1986 to 87	5	4	0	0	-1	2	10
1987 to 88	10	2	0	3	-1	-4	10
1988 to 89	-11	7	1	3	-2	5	3
1989 to 90	18	20	14	16	9	8	85
1990 to 91	15	0	6	-3	6	7	31
1991 to 92	13	10	7	4	9		43
1992 to 93	17	15	10	3	8		53
1993 to 94	8	-1	-3	2	3		9
1994 to 95	22	7	-1	1	3		32
1995 to 96	27	8	1	4	2		42
1996 to 97	27	-2	-1	0	6		30
1997 to 98	5	-12	-26	-11	2		-42
1998 to 99	-6	20	-3	4	-4		11
1999 to 00	9	1	-15	1	-2		-6
2000 to 01	5	-5	-9	-10	-5		-24
2001 to 02	15	18	4	8	17		62
2002 to 03	24	4	4	13	13		58
2003 to 04	22	-1	2	11	2		36
2004 to 05	11	-1	7	0	5		22
2005 to 06	11	2	11	0	9		33
2006 to 07	6	5	-1	0	0		10
2007 to 08	8	11	-3	1	-3		14
2008 to 09	9	2	20	0	-6		25
2009 to 10	10	5	2	4	-2		19
2010 to 11	11	0	8	0	6		25

Table 28

Annual Net Migration/Transfer in District 220 Schools: September 1985 to September 2011

Grove

Transition Year Sept to Sept	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1985 to 86	2	-1	-8	-1	-7	2	-13
1986 to 87	9	7	9	14	9	7	55
1987 to 88	14	1	7	9	13	14	58
1988 to 89	15	0	8	7	1	7	38
1989 to 90	-5	-9	3	-7	6	2	-10
1990 to 91	8	1	2	-3	4	-5	7
1991 to 92	19	11	6	10	15		61
1992 to 93	21	9	1	3	4		38
1993 to 94	14	1	2	4	3		24
1994 to 95	15	8	-1	-3	3		22
1995 to 96	11	5	2	3	5		26
1996 to 97	6	6	-5	-4	-6		-3
1997 to 98	-11	-7	-7	-4	0		-29
1998 to 99	8	-3	6	0	-3		8
1999 to 00	5	5	8	3	2		23
2000 to 01	5	11	2	5	2		25
2001 to 02	0	-3	0	1	-7		-9
2002 to 03	8	3	3	7	12		33
2003 to 04	21	3	-2	-1	-1		20
2004 to 05	5	-2	11	3	-6		11
2005 to 06	13	10	-2	4	9		34
2006 to 07	1	0	-4	-1	7		3
2007 to 08	22	18	8	13	1		62
2008 to 09	10	6	4	0	1		21
2009 to 10	11	0	-1	4	-5		9
2010 to 11	8	7	13	2	2		32

Table 29

Annual Net Migration/Transfer in District 220 Schools: September 1985 to September 2011

Hough

Transition Year Sept to Sept	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1985 to 86	-10	-7	-6	-4	-4	-3	-34
1986 to 87	3	4	3	6	2	-1	17
1987 to 88	0	-8	8	4	6	2	12
1988 to 89	-4	0	1	1	1	1	0
1989 to 90	-1	-4	0	5	3	-2	1
1990 to 91	3	-2	8	-3	1	0	7
1991 to 92	-4	4	5	1	-1		5
1992 to 93	2	-4	16	9	2		25
1993 to 94	6	5	15	10	13		49
1994 to 95	-5	-9	10	4	2		2
1995 to 96	4	-2	8	8	0		18
1996 to 97	2	1	5	3	3		14
1997 to 98	18	2	15	2	7		44
1998 to 99	-4	-11	-1	-1	-5		-22
1999 to 00	6	4	4	6	-1		19
2000 to 01	4	2	12	9	4		31
2001 to 02	9	-1	3	4	-3		12
2002 to 03	-1	2	3	-2	-12		-10
2003 to 04	7	10	5	6	3		31
2004 to 05	13	-1	-7	-2	-7		-4
2005 to 06	2	-5	3	3	-3		0
2006 to 07	-3	-1	14	2	-3		9
2007 to 08	11	7	13	3	5		39
2008 to 09	9	1	19	8	10		47
2009 to 10	7	3	10	5	2		27
2010 to 11	-1	0	15	4	3		21

Table 30

Annual Net Migration/Transfer in District 220 Schools: September 1985 to September 2011

A. C. Lines

Transition Year Sept to Sept	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1985 to 86	11	25	26	23	24	12	121
1986 to 87	12	6	12	2	9	4	45
1987 to 88	13	3	-3	8	-5	6	22
1988 to 89	15	8	2	2	-2	6	31
1989 to 90	22	9	5	8	6	9	59
1990 to 91	5	3	-2	7	7	5	25
1991 to 92	27	11	5	-2	4		45
1992 to 93	16	1	12	5	16		50
1993 to 94	17	0	12	3	-1		31
1994 to 95	12	5	-2	-2	-4		9
1995 to 96	22	3	1	3	3		32
1996 to 97	12	1	2	3	-2		16
1997 to 98	8	3	-5	-6	-5		-5
1998 to 99	19	7	-3	3	0		26
1999 to 00	23	5	3	6	7		44
2000 to 01	17	-1	2	3	6		27
2001 to 02	10	3	-6	3	2		12
2002 to 03	9	5	8	-5	4		21
2003 to 04	10	9	2	1	6		28
2004 to 05	6	6	-3	5	1		15
2005 to 06	13	-4	4	5	-2		16
2006 to 07	15	3	6	0	0		24
2007 to 08	16	-1	5	-2	0		18
2008 to 09	17	21	-4	1	29		64
2009 to 10	13	1	25	1	2		42
2010 to 11	6	5	0	3	2		16

Table 31

Annual Net Migration/Transfer in District 220 Schools: September 1985 to September 2011

North Barrington

Transition Year Sept to Sept	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1985 to 86	0	7	7	3	9	3	29
1986 to 87	20	8	0	3	0	1	32
1987 to 88	8	-1	2	1	0	4	14
1988 to 89	13	8	-1	0	8	6	34
1989 to 90	23	1	8	5	6	6	49
1990 to 91	16	8	4	6	5	9	48
1991 to 92	18	3	-3	5	4		27
1992 to 93	14	2	-1	-3	-3		9
1993 to 94	13	12	1	3	2		31
1994 to 95	5	6	-5	4	1		11
1995 to 96	6	-3	-2	-8	4		-3
1996 to 97	15	-1	-3	0	4		15
1997 to 98	26	14	22	18	15		95
1998 to 99	23	5	-2	5	5		36
1999 to 00	19	6	7	6	1		39
2000 to 01	54	5	3	1	-3		60
2001 to 02	7	-24	-6	-26	0		-49
2002 to 03	21	5	7	2	12		47
2003 to 04	15	11	4	5	4		39
2004 to 05	20	9	1	2	6		38
2005 to 06	11	4	0	2	-4		13
2006 to 07	19	-2	-3	6	4		24
2007 to 08	3	-4	2	-5	4		0
2008 to 09	7	2	-2	-2	7		12
2009 to 10	8	6	3	2	6		25
2010 to 11	13	-1	6	6	5		29

Table 32

Annual Net Migration/Transfer in District 220 Schools: September 1985 to September 2011

Barbara Rose

Transition Year Sept to Sept	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1985 to 86	—	—	—	—	—	—	—
1986 to 87	—	—	—	—	—	—	—
1987 to 88	—	—	—	—	—	—	—
1988 to 89	—	—	—	—	—	—	—
1989 to 90	—	—	—	—	—	—	—
1990 to 91	—	—	—	—	—	—	—
1991 to 92	—	—	—	—	—	—	—
1992 to 93	—	—	—	—	—	—	—
1993 to 94	—	—	—	—	—	—	—
1994 to 95	—	—	—	—	—	—	—
1995 to 96	—	—	—	—	—	—	—
1996 to 97	—	—	—	—	—	—	—
1997 to 98	—	—	—	—	—	—	—
1998 to 99	—	—	—	—	—	—	—
1999 to 00	20	8	6	13	6		53
2000 to 01	12	5	6	-1	-3		19
2001 to 02	11	-1	0	1	0		11
2002 to 03	16	6	1	10	5		38
2003 to 04	30	7	3	11	3		54
2004 to 05	18	11	4	3	3		39
2005 to 06	17	6	1	6	0		30
2006 to 07	26	12	10	15	2		65
2007 to 08	-3	-10	-16	-19	5		-43
2008 to 09	10	-7	2	-4	-2		-1
2009 to 10	30	9	6	1	4		50
2010 to 11	45	6	8	8	0		67

Table 33

Annual Net Migration/Transfer in District 220 Schools: September 1985 to September 2011

Roslyn Road

Transition Year Sept to Sept	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1985 to 86	6	11	0	12	2	4	35
1986 to 87	-32	-43	-48	-28	-27	-7	-185
1987 to 88	12	5	-5	2	5	3	22
1988 to 89	4	-13	3	4	0	7	5
1989 to 90	7	0	5	7	3	0	22
1990 to 91	7	-3	-3	4	1	0	6
1991 to 92	11	1	0	6	0		18
1992 to 93	14	3	0	7	0		24
1993 to 94	17	-1	-3	3	2		18
1994 to 95	8	-2	5	5	-1		15
1995 to 96	8	0	-4	5	-3		6
1996 to 97	11	4	4	1	4		24
1997 to 98	2	-3	-8	-6	-2		-17
1998 to 99	10	3	6	6	3		28
1999 to 00	11	1	2	-4	3		13
2000 to 01	-13	-4	-3	4	1		-15
2001 to 02	9	13	11	16	-5		44
2002 to 03	15	6	3	2	3		29
2003 to 04	14	6	0	-1	8		27
2004 to 05	3	1	3	-1	3		9
2005 to 06	15	-5	9	-4	6		21
2006 to 07	11	0	2	1	6		20
2007 to 08	12	-2	5	1	-1		15
2008 to 09	24	20	3	35	5		87
2009 to 10	8	-2	-23	-2	-7		-26
2010 to 11	3	6	-2	9	2		18

Table 34

Annual Net Migration/Transfer in District 220 Schools: September 1985 to September 2011

Sunny Hill

Transition Year Sept to Sept	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1985 to 86	5	-10	-8	2	9	9	7
1986 to 87	18	-18	-6	-12	-16	-3	-37
1987 to 88	6	5	1	1	-2	-6	5
1988 to 89	21	-3	-9	-1	-14	10	4
1989 to 90	-1	-1	0	-2	-10	2	-12
1990 to 91	14	-3	-1	11	3	3	27
1991 to 92	2	-10	-3	-4	5		-10
1992 to 93	2	-5	1	0	-2		-4
1993 to 94	-5	-3	1	-2	-13		-22
1994 to 95	-5	10	6	-6	3		8
1995 to 96	3	3	-7	2	4		5
1996 to 97	-1	-7	-6	7	-2		-9
1997 to 98	11	7	-9	3	-3		9
1998 to 99	21	-2	-1	-1	0		17
1999 to 00	16	1	-5	-3	-3		6
2000 to 01	1	-9	1	2	2		-3
2001 to 02	16	-7	-8	-8	-10		-17
2002 to 03	2	1	3	8	14		28
2003 to 04	9	0	3	-1	-3		8
2004 to 05	7	2	0	8	2		19
2005 to 06	2	8	-5	7	-3		9
2006 to 07	3	-3	1	3	-6		-2
2007 to 08	1	3	5	2	-2		9
2008 to 09	3	-38	-14	-21	-24		-94
2009 to 10	-3	-4	-12	0	-3		-22
2010 to 11	-8	2	-5	0	-4		-15

Table 35

Annual Net Migration/Transfer in District 220 Schools: September 1985 to September 2011

Early Learning Center / Woodland

Transition Year Sept to Sept	Grade Transition						Total
	K-1	1-2	2-3	3-4	4-5	5-6	
1985 to 86	—	—	—	—	—	—	—
1986 to 87	27	—	—	—	—	—	—
1987 to 88	4	6	3	2	-3	2	14
1988 to 89	-4	-3	-2	-1	5	3	-2
1989 to 90	1	3	4	-2	1	-3	4
1990 to 91	8	1	0	0	-2	2	9
1991 to 92	-2	-2	3	1	-5		-5
1992 to 93	0	0	3	-3	-2		-2
1993 to 94	17	-2	6	3	4		28
1994 to 95	-2	-6	-2	-4	-1		-15
1995 to 96	3	2	-1	-2	3		5
1996 to 97	1	0	5	-5	3		4
1997 to 98	22	19	33	26	-4		96
1998 to 99	—	—	—	—	—		—
1999 to 00	—	—	—	—	—		—
2000 to 01	—	—	—	—	—		—
2001 to 02	—	—	—	—	—		—
2002 to 03	—	—	—	—	—		—
2003 to 04	—	—	—	—	—		—
2004 to 05	—	—	—	—	—		—
2005 to 06	—	—	—	—	—		—
2006 to 07	—	—	—	—	—		—
2007 to 08	—	—	—	—	—		—
2008 to 09	—	—	—	—	—		—
2009 to 10	—	—	—	—	—		—
2010 to 11	—	—	—	—	—		—

Table 36

Enrollment History of District 220 Schools: 1992–93 to 2011–12

Barrington Middle School: Prairie Campus

School Year	6	7	8	Total	Sp. Ed.	Grand Total
1992–93	264	239	267	770	14	784
1993–94	265	282	245	792	23	815
1994–95	285	262	282	829	25	854
1995–96	286	274	267	827	21	848
1996–97	289	293	271	853	20	873
1997–98	261	286	283	830	34	864
1998–99	285	269	296	850	35	885
1999–00	320	293	266	879	39	918
2000–01	326	330	307	963	40	1,003
2001–02	347	323	325	995	56	1,051
2002–03	328	363	325	1,016	51	1,067
2003–04	334	333	367	1,034	48	1,082
2004–05	341	387	333	1,061	55	1,116
2005–06	393	394	333	1,120	44	1,164
2006–07	341	391	397	1,129	41	1,170
2007–08	376	346	397	1,119	33	1,152
2008–09	400	388	358	1,146	36	1,182
2009–10	391	406	396	1,193	23	1,216
2010–11	399	391	406	1,196	19	1,215
2011–12	356	403	392	1,151	15	1,166

Table 37

Enrollment History of District 220 Schools: 1992–93 to 2011–12

Barrington Middle School: Station Campus

School Year	6	7	8	Total	Sp. Ed.	Grand Total
1992–93	296	275	273	844	13	857
1993–94	291	301	259	851	25	876
1994–95	277	278	306	861	27	888
1995–96	268	279	288	835	20	855
1996–97	308	274	279	861	18	879
1997–98	289	297	274	860	44	904
1998–99	293	308	301	902	30	932
1999–00	327	296	313	936	53	989
2000–01	304	308	296	908	65	973
2001–02	304	294	300	898	90	988
2002–03	297	304	304	905	58	963
2003–04	326	300	300	926	67	993
2004–05	334	334	302	970	75	1,045
2005–06	294	341	344	979	48	1,027
2006–07	344	305	341	990	53	1,043
2007–08	291	360	312	963	36	999
2008–09	312	290	352	954	26	980
2009–10	330	324	299	953	17	970
2010–11	317	336	319	972	13	985
2011–12	344	329	344	1,017	13	1,030

Table 38

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1992 to September 2011

Barrington Middle School: Prairie Campus

Transition Year Sept to Sept	Total Enrollment Change	Entering 6 vs. Exiting 8	Net Student Migration / Transfer	Change Special Ed
1992 to 93	31	-2	24	9
1993 to 94	39	40	-3	2
1994 to 95	-6	4	-6	-4
1995 to 96	25	22	4	-1
1996 to 97	-9	-10	-13	14
1997 to 98	21	2	18	1
1998 to 99	33	24	5	4
1999 to 00	85	60	24	1
2000 to 01	48	40	-8	16
2001 to 02	16	3	18	-5
2002 to 03	15	9	9	-3
2003 to 04	34	-26	53	7
2004 to 05	48	60	-1	-11
2005 to 06	6	8	1	-3
2006 to 07	-18	-21	11	-8
2007 to 08	30	3	24	3
2008 to 09	34	33	14	-13
2009 to 10	-1	3	0	-4
2010 to 11	-49	-50	5	-4

Table 39

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1992 to September 2011

Barrington Middle School: Station Campus

Transition Year Sept to Sept	Total Enrollment Change	Entering 6 vs. Exiting 8	Net Student Migration / Transfer	Change Special Ed
1992 to 93	19	18	-11	12
1993 to 94	12	18	-8	2
1994 to 95	-33	-38	12	-7
1995 to 96	24	20	6	-2
1996 to 97	25	10	-11	26
1997 to 98	28	19	23	-14
1998 to 99	57	26	8	23
1999 to 00	-16	-9	-19	12
2000 to 01	15	8	-18	25
2001 to 02	-25	-3	10	-32
2002 to 03	30	22	-1	9
2003 to 04	52	34	10	8
2004 to 05	-18	-8	17	-27
2005 to 06	16	0	11	5
2006 to 07	-44	-50	23	-17
2007 to 08	-19	0	-9	-10
2008 to 09	-10	-22	21	-9
2009 to 10	15	18	1	-4
2010 to 11	45	25	20	0

Table 40

Annual Net Migration/Transfer in District 220 Schools:
September 1992 to September 2011

Barrington Middle School: Prairie Campus

Transition Year Sept to Sept	Grade Transition		
	6-7	7-8	Total
1992 to 93	18	6	24
1993 to 94	-3	0	-3
1994 to 95	-11	5	-6
1995 to 96	7	-3	4
1996 to 97	-3	-10	-13
1997 to 98	8	10	18
1998 to 99	8	-3	5
1999 to 00	10	14	24
2000 to 01	-3	-5	-8
2001 to 02	16	2	18
2002 to 03	5	4	9
2003 to 04	53	0	53
2004 to 05	53	-54	-1
2005 to 06	-2	3	1
2006 to 07	5	6	11
2007 to 08	12	12	24
2008 to 09	6	8	14
2009 to 10	0	0	0
2010 to 11	4	1	5

Table 41

Annual Net Migration/Transfer in District 220 Schools:
September 1992 to September 2011

Barrington Middle School: Station Campus

Transition Year Sept to Sept	Grade Transition		
	6-7	7-8	Total
1992 to 93	5	-16	-11
1993 to 94	-13	5	-8
1994 to 95	2	10	12
1995 to 96	6	0	6
1996 to 97	-11	0	-11
1997 to 98	19	4	23
1998 to 99	3	5	8
1999 to 00	-19	0	-19
2000 to 01	-10	-8	-18
2001 to 02	0	10	10
2002 to 03	3	-4	-1
2003 to 04	8	2	10
2004 to 05	7	10	17
2005 to 06	11	0	11
2006 to 07	16	7	23
2007 to 08	-1	-8	-9
2008 to 09	12	9	21
2009 to 10	6	-5	1
2010 to 11	12	8	20

Table 42

Enrollment History in District 220 Schools: 1985–86 to 2011–12

Barrington High School

School Year	9	10	11	12	Total	Sp. Ed.	Grand Total
1985–86	580	569	585	563	2,297	44	2,341
1986–87	487	606	577	581	2,251	49	2,300
1987–88	461	489	607	594	2,151	50	2,201
1988–89	456	457	491	613	2,017	46	2,063
1989–90	506	468	448	495	1,917	47	1,964
1990–91	481	490	466	456	1,893	67	1,960
1991–92	464	458	488	462	1,872	62	1,934
1992–93	488	470	458	492	1,908	66	1,974
1993–94	555	481	462	458	1,956	36	1,992
1994–95	531	542	466	460	1,999	39	2,038
1995–96	606	537	532	460	2,135	50	2,185
1996–97	564	574	527	525	2,190	62	2,252
1997–98	526	550	572	520	2,168	92	2,260
1998–99	588	526	555	571	2,240	84	2,324
1999–00	604	580	530	556	2,270	96	2,366
2000–01	607	612	574	541	2,334	96	2,430
2001–02	626	625	609	581	2,441	27	2,468
2002–03	648	598	600	601	2,447	113	2,560
2003–04	662	668	603	590	2,523	136	2,659
2004–05	731	652	649	589	2,621	163	2,784
2005–06	694	717	653	646	2,710	168	2,878
2006–07	705	696	721	653	2,775	117	2,892
2007–08	760	708	690	722	2,880	127	3,007
2008–09	755	756	702	680	2,893	140	3,033
2009–10	747	743	743	700	2,933	115	3,048
2010–11	722	747	732	739	2,940	95	3,035
2011–12	754	717	740	734	2,945	78	3,023

Table 43

Decomposition of Annual Enrollment Change in District 220 Schools:
September 1985 to September 2011

Barrington High School

Transition Year Sept to Sept	Total Enrollment Change	Entering 9 vs. Exiting 12	Net Student Migration / Transfer	Change Special Ed
1985 to 86	-41	-76	30	5
1986 to 87	-99	-120	20	1
1987 to 88	-138	-138	4	-4
1988 to 89	-99	-107	7	1
1989 to 90	-4	-14	-10	20
1990 to 91	-26	8	-29	-5
1991 to 92	40	26	10	4
1992 to 93	18	63	-15	-30
1993 to 94	46	73	-30	3
1994 to 95	147	146	-10	11
1995 to 96	67	104	-49	12
1996 to 97	8	1	-23	30
1997 to 98	64	68	4	-8
1998 to 99	42	33	-3	12
1999 to 00	64	51	13	0
2000 to 01	38	85	22	-69
2001 to 02	92	67	-61	86
2002 to 03	99	61	15	23
2003 to 04	125	141	-43	27
2004 to 05	94	105	-16	5
2005 to 06	14	59	6	-51
2006 to 07	115	107	-2	10
2007 to 08	26	33	-20	13
2008 to 09	15	67	-27	-25
2009 to 10	-13	22	-15	-20
2010 to 11	-12	15	-10	-17

Table 44

Annual Net Migration/Transfer in District 220 Schools:
September 1985 to September 2011

Barrington High School

Transition Year Sept to Sept	Grade Transition			
	9-10	10-11	11-12	Total
1985 to 86	26	8	-4	30
1986 to 87	2	1	17	20
1987 to 88	-4	2	6	4
1988 to 89	12	-9	4	7
1989 to 90	-16	-2	8	-10
1990 to 91	-23	-2	-4	-29
1991 to 92	6	0	4	10
1992 to 93	-7	-8	0	-15
1993 to 94	-13	-15	-2	-30
1994 to 95	6	-10	-6	-10
1995 to 96	-32	-10	-7	-49
1996 to 97	-14	-2	-7	-23
1997 to 98	0	5	-1	4
1998 to 99	-8	4	1	-3
1999 to 00	8	-6	11	13
2000 to 01	18	-3	7	22
2001 to 02	-28	-25	-8	-61
2002 to 03	20	5	-10	15
2003 to 04	-10	-19	-14	-43
2004 to 05	-14	1	-3	-16
2005 to 06	2	4	0	6
2006 to 07	3	-6	1	-2
2007 to 08	-4	-6	-10	-20
2008 to 09	-12	-13	-2	-27
2009 to 10	0	-11	-4	-15
2010 to 11	-5	-7	2	-10

The Enrollment Future of District 220 Schools

As before, the most pertinent question becomes, will overall District 220 enrollment growth resume, and if so, how much larger will the student population become over the next ten years? If it will continue to decline, what is the projected drop? What about the individual schools? Which ones will likely grow, and how large will they become? Which schools will likely decline and by how much?

My prior reports noted that two sets of interrelated factors play pivotal roles in projecting enrollment. The first is future fertility rates. Changes from existing fertility rates over the next ten years will not affect either middle school or high school enrollment projections. This is because children who will be reaching the sixth grade and above during the coming decade are already born. Fertility rate changes after 2015 will not affect any District 220 elementary schools either, since those born in the year 2016 and later will not reach elementary school-age before year 2021. Fertility and resulting family size changes during the next five years could affect elementary school enrollments beginning with the school year 2017-18 (and, of course, preschool enrollment). However, recent demographic surveys of younger, upper- and middle-income adults do not lead one to expect significant changes in fertility rates and family sizes during the next five years. For this reason, all projections will assume that

fertility rates remain near existing levels through 2016, although the absolute number of births to residents may rise a bit when the housing market improves and more younger families arrive.

The critical factors then for future enrollment in District 220 schools are new housing development and turnover of existing units in various attendance areas, and the resulting volume of younger family in-migration. Because future enrollment in the District could vary substantially, predicated on the degree of new housing development, housing turnover, and resulting family in-migration, three sets of enrollment projections will be provided for each school and for the District as a whole. These projections will be presented in the form of separate series based on the following assumptions:

- Series A* Enrollment projection assuming resident fertility rates remain constant (through 2016) and future residential development, housing turnover, and in-migration of families with preschool and school-age children to each attendance area *are less than currently anticipated* through 2021;
- Series B* Enrollment projection assuming resident fertility rates remain constant (through 2016) and future residential development, housing turnover, and in-migration of families with preschool and school-age children to each attendance area *occur as currently anticipated* through 2021;
- Series C* Enrollment projection assuming resident fertility rates remain constant (through 2016) and future residential development, housing turnover, and in-migration of families with preschool and school-age children to each attendance area *are greater than currently anticipated* through 2021.

The three projection series will provide estimates of the absolute minimum number of students that can be foreseen in District 220 by grade and by year through 2021–22 if new residential development, housing turnover, and in-migration stay low and possibly even slow (Series A); the number of students to be expected by grade and by year through 2021–22 if residential development, housing turnover, and in-migration occur as anticipated (Series B); and the absolute maximum number of students that can be expected if new residential construction, housing turnover, and resulting in-migration exceed that currently anticipated (Series C).

Information was gathered on likely new residential development in each Barrington area village by District 220 administrative staff in consultation with village planners and officials. Not surprisingly, essentially all forecasts prior to 2009 were downsized as developments stalled and some were eliminated. The likely potential developments still expected are the Woods in the Village of South Barrington and Inverness Ridge which are now anticipated to generate fewer than 140 new single-family units over the next five years.

Relatively small and scattered new developments are expected throughout the District with most of these forecasted to come on-line after 2014. For example, Lake Barrington has four unfinished subdivisions including Tallgrass with 64 vacant lots, Walnut Grove with 4 vacant lots, JKF Foley with 3 lots available and Enclave with 20 vacant lots. Much of the development

previously anticipated to boost enrollment at Countryside School has been placed on indefinite hold as have most other projects.

It is my anticipation, though, that the economy and local housing markets will recover by 2014 and that new construction will resume. Given the large number of residents in the villages over age 65 (see Table 2) there should be additional turnover to younger family households when the market improves. Conversely, we cannot entirely rule out the possibility of the current slowdown in the housing market continuing for a prolonged period.

The baseline assumption, however, is that future new housing construction, housing turnover and resulting student in-migration will not depart substantially from that currently anticipated. This assumption is largely corroborated by the most recent projections of population and households for the Barrington area provided by the Northeastern Illinois Planning Commission (now the Chicago Metropolitan Agency for Planning, CMAP) shown in Table 45. Observe that all villages are expected to grow modestly over the next two decades.

Series A projections will assume, on average, that the amount of new residential development, housing turnover, and student in-migration will be approximately 20 percent below the baseline Series B rates, whereas Series C will assume, on average, that new residential development and student in-migration will be approximately 20 percent greater than Series B.

A substantial number of enrollment projections I have conducted for Chicago suburban school districts have shown that over a ten-year span, total District enrollment has fallen well within 20 percent parameters, though in any given year or short-term period, these parameters can be exceeded for individual schools. I, therefore, feel reasonably confident that the 20 percent low and high parameters will hold for District 220 as a whole.

The basic methodology used to make the three series of enrollment projections is a modified cohort survival procedure described in my previous reports. To obtain estimates of the sizes of future kindergarten classes, I combined information on recent kindergarten enrollment patterns, student migration/transfer data, and new housing development and housing turnover expectations along with annual registered births to residents of the villages and county. Since there were no discernible trends in births to residents data, any future increases in kindergarten enrollments will likely be caused by new residential development and housing turnover to younger families with preschool and school-age children.

Table 45

Population and Household Forecasts for Villages Served by District 220: 2010 to 2030 and 2010 to 2040

Village	Population				Households			
	2010 ^a	2030 ^b	Change 2010–2030		2010 ^a	2030 ^b	Change 2010–2030	
			number	percent			number	percent
Barrington	10,327	10,429	102	1	4,234	4,001	-233	-5.5
Barrington Hills	4,209	5,060	851	20.2	1,501	1,777	276	18.4
Deer Park	3,200	3,846	646	20.2	1,097	1,311	214	19.5
Inverness	7,399	8,039	640	8.6	2,706	2,795	89	3.3
Lake Barrington	4,973	5,695	722	14.5	2,252	2,220	-32	-1.4
North Barrington	3,047	3,542	495	16.2	1,066	1,291	225	21.1
South Barrington	4,565	4,657	92	2	1,445	1,513	68	4.7
Tower Lakes	1,283	1,442	159	12.4	439	494	55	12.5

Village	Population				Households			
	2010 ^a	2040 ^c	Change 2010–2040		2010 ^a	2040 ^c	Change 2010–2040	
			number	percent			number	percent
Barrington	10,327	13,008	2,681	26	4,234	4,830	596	14.1
Barrington Hills	4,209	10,339	6,130	145.6	1,501	3,646	2,145	142.9
Deer Park	3,200	5,581	2,381	74.4	1,097	1,758	661	60.3
Inverness	7,399	9,163	1,764	23.8	2,706	3,129	423	15.6
Lake Barrington	4,973	6,973	2,000	40.2	2,252	2,918	666	29.6
North Barrington	3,047	4,252	1,205	39.5	1,066	1,451	385	36.1
South Barrington	4,565	5,648	1,083	23.7	1,445	1,744	299	20.7
Tower Lakes	1,283	1,708	425	33.1	439	596	157	35.8

Source: ^a U. S. Bureau of the Census. Decennial Census of Population and Housing, 2010. ^b Northeastern Illinois Planning Commission. 2030 Forecasts of Population, Households and Employment by County and Municipality. Revised September 27, 2006. ^c Chicago Metropolitan Agency for Planning 2040 Forecast of Population, Households and Employment, adopted on 13 October 2010.

Preschool (early childhood development) and special education classes in the District are difficult to project with any accuracy. My baseline Series B projection will assume that future preschool proportionally lead kindergarten enrollment and special education students will roughly follow their average proportion of total enrollment during the past three to five years. Series A will modestly deflate the Series B numbers while Series C will modestly increase them.

In addition to District-wide projections, I will provide annual grade by grade projections for each elementary school, through school year 2016–17, and for each Barrington Middle School campus and Barrington High School through 2021–22. I am reluctant to project individual elementary school building enrollment beyond 2016–17 because after that date we are talking about enrolled students at a particular school who have yet to be born. I will, however, project aggregate grade by grade enrollment for the combined elementary schools through school year 2021–22.

I will also project preschool and special education enrollments for Woodlawn (shown in combined elementary school tables), assuming no building reallocations of these students. Special education students will also be projected for the Barrington Middle School campuses and Barrington High School.

Tables 46 through 69 present the Series A, Series B, and Series C projections for each elementary school building, by grade, through 2016–17. It is

important to note that these projections refer to current elementary school attendance areas with some important exceptions based on annual shifts in students outside their residential attendance area based on four programs: Chinese Immersion, Spanish Dual Language, Choice, and Petition students to attend other District 220 schools.

In all cases of special language programs, Choice and Petitions, the Board of Education reviews the policy annually and makes decisions based on school space availability, educational enrichment, and other factors. Programs move around the schools, but typically once students start at an elementary school, they stay at that school through the fifth grade.

The challenge for projections is that programs such as Chinese Immersion are open to students throughout the District and we cannot predict which schools the students will come from in the future. Moreover, when these programs are started or removed from a particular school they can have a dramatic impact, especially on kindergarten class sizes, as was shown in school enrollment tables and discussed previously. This makes projections for a number of the individual schools fraught with risk.

I, therefore, had to make some assumptions about program location and student impacts. At Grove, for example, I assumed that there would be no new Spanish Dual Language programs until 2015-16 and 2016-17 when they are (tentatively) slated to start up there again. North Barrington is tentatively

scheduled to start a Chinese Immersion kindergarten cohort in 2015-16, but this could change. Barbara Rose, which had a dramatic jump in kindergarten enrollment this year because it hosted a new Chinese Immersion kindergarten cohort, is assumed to drop back substantially in kindergarten enrollment next year as this year's large cohort moves onto the first grade and no more special language programs are slated for Barbara Rose kindergarten classes in 2012-13. The next new Chinese Immersion kindergarten cohort at the school is not anticipated (again, tentatively) until 2016-17. Roslyn Road also had a major increase in kindergarten enrollment this year due to the placement of a Spanish Dual Language program there. However, it is expected to house another Dual Language kindergarten program there next year, maintaining its large kindergarten enrollment in 2012-13.

As stated, the fluid nature of programs and student movements around the District make individual elementary school projections extremely risky, but I have done my best to incorporate future expected conditions into these projections. The projections for the aggregate elementary grade by year, which will be presented through school year 2021-22, do not have these same risks and should thus be far more accurate. For parsimony of presentation of the eight individual elementary school projections, I will focus on the Series B projections, which I consider the most likely of the three series.

Under Series B assumptions, Countryside will decline from 437 students at present to 383 students in 2014–15 and stabilize near that number. Grove Avenue will likewise decline from its current 529 count to 460 students in 2014–15 then level off. Hough Street will remain stable near its present enrollment of 332 for the next two years then slowly decline to 300 students in 2016–17. Lines is expected to edge up slightly next year to 492 students then drop to 439 students in 2013–14 and level off at slightly above that number. North Barrington will modestly decline for the next two years from 461 at present to 438 in 2013–14 before stabilizing near that number through 2016–17. Barbara Rose is projected to be fairly stable over the next five years close to its current 545 count. Roslyn Road, however, with another Spanish Dual Language cohort entering next fall, is expected to rise from 417 students this year to 446 students in 2012–13 then level off afterwards through 2016–17. Sunny Hill is projected to remain stable near its present 443 enrollment through 2013–14 before dropping to 410 students in 2014–15 and stabilizing near that number.

Tables 70 through 72 present independent projections of the aggregate elementary school enrollments (including preschool and special education students at the Early Learning Center) through school year 2021–22 under the Series A, Series B and Series C sets of assumptions. Should future residential development, housing turnover, and in-migration of families with preschool and school-age children to District 220 be less than anticipated (Series A), Table 70

shows that total elementary school enrollment will decline from 3,827 students this year to 3,279 students in 2016–17, before climbing back to 3,451 students in 2021–22.

If residential development, housing turnover, and family in-migration occur as anticipated (Series B), Table 71 reveals that total elementary school enrollment will still drop to 3,587 in 2015–16 and then steadily rebound to 3,815 students in 2021–22. Should residential development and family in-migration exceed that currently anticipated (Series C), Table 72 shows that total elementary school enrollment will rise to 4,086 students in 2021–22.

Barrington middle school enrollment is projected for the two campuses separately. These projections assume that most recent elementary school feeder percentages will continue over the next ten years. Tables 73 through 78 provide the Series A, Series B, and Series C projections, respectively, for the Prairie campus and the Station campus through school year 2021–22.

Should new housing development and housing turnover slow below that currently anticipated (Series A), and all elementary school feeder schools follow the Series A (low) track, the Prairie campus could drop by 353 students during the next ten years (from 1,166 to 813), while the Station campus would drop from 1,030 to 797 students from this year to 2021–22. Under the more likely Series B assumption, the Prairie Campus would slowly drop to 1,081 students in 2018–19 before leveling off. The Station Campus under currently anticipated housing

dynamics (Series B) would dip next year to 1,006 students then inch back to 1,018 students in 2013–14 before declining to 857 students in 2019–20 and then climb again to just over 900 students in 2021–22. If new housing development and housing turnover exceed expectations for every elementary school attendance area, the Prairie campus would add approximately 257 students to its present number by 2021–22, while the Station campus would add about 100 students by 2021–22 following a modest roller coaster pattern.

Since it is unlikely that all attendance areas will be equally and consistently impacted by Series A (low) or Series C (high) assumptions, independent (district-wide) projections under Series A, Series B, and Series C assumptions were also made for the combined middle school campuses. Under Series B (most likely) assumptions, Table 80 shows projections fairly close to the sum of the individual middle school campuses, with total middle school enrollment just above the sum of the two campuses' projections in the out years. However, under modified Series A assumptions (i.e., not all elementary schools will consistently follow Series A), Table 79 shows total middle school enrollment will decline to 1,682 students in 2019–20 from 2,196 students at present then inch up to 1,718 students in 2021–22 (Table 79), while under the district-wide modified Series C assumptions (Table 81), total middle school enrollment would rise to just above 2,200 in 2021–22.

Turning to Barrington High School, assuming that future residential development, housing turnover, and family in-migration slows below that currently anticipated (Series A, Table 82) total enrollment (including special education) at the high school will decline from 3,023 this fall to 2,449 students 2021-22.

Under the more likely Series B assumptions (Table 83), total high school enrollment will continue to slowly rise to 3,088 students in 2014-15 then slowly decline to 2,845 students in 2021-22.

Table 84 illustrates high school enrollments that will result in the event that future residential development, housing turnover, and family in-migration exceed that currently expected. Under such circumstances, Barrington High School will expand to 3,331 students in 2018-19 before falling back to 3,203 students in 2021-22.

Tables 85, 86, and 87 provide Series A, Series B and Series C enrollment projections by grade and by year through 2021-22 for the District as a whole including preschool, special education students, and SEDOL/PP. Again, the projections were done for the District aggregate, and therefore independently of the individual school projections. This considerably tightens the lower (Series A) and upper (Series C) projection parameters versus summing these for the individual schools. Under Series A assumptions, total District enrollment will decline from 9,056 students this year to 7,589 students in 2021-22. While this low

projection series may be on the conservative side, the possibility of its occurrence should not be dismissed out of hand. In the event that the current downturn in the economy and local housing markets continue for a prolonged additional period, Series A enrollment figures could become a reality for District 220.

If new residential development and housing turnover occur as anticipated, the Series B projections (Table 86) show that total District 220 enrollment will decline modestly to 8,691 students in 2017-18. Total District enrollment is then expected to continue to decline but only slightly down to 8,644 students in 2021-22.

Series C assumptions, when applied to the District as a whole, result in steady growth in total enrollment through 2019-20 before leveling off (see Table 87). This high projection series, while possible given available buildable land in the District, is the absolute maximum number of students that can be foreseen at this time.

Concluding Comments

I have alerted readers in my previous reports that no demographer has a crystal ball. The weak housing market resulting from the current economic conditions will likely continue for at least the next couple of years depressing enrollments for the District overall. Though housing markets will likely rebound at some point, the future remains somewhat clouded. For this reason, the enrollment projections herein should be monitored and possibly updated on an annual basis until market conditions become more settled. At the present, I have assembled the best information currently available and applied professional techniques and judgment to generate revised enrollment projections. It is my hope that these projections (along with other demographic information I've presented) will provide helpful guidance to District 220's Board of Education, administrators, teachers, and concerned citizens as future space and staff needs for District 220 and its individual schools are assessed.

John D. Kasarda, Ph.D.
Chapel Hill, N.C.
December 2011

Table 46

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Less than Currently Anticipated* through 2016–17

Countryside

<i>Series A Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	43	42	48	49	47	46
1	56	50	49	55	56	54
2	67	56	50	49	55	56
3	81	69	58	52	51	57
4	78	80	68	57	51	50
5	112	76	78	66	55	49
K–5	437	373	351	328	315	312

Table 47

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2016–17

Countryside

<i>Series B Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	43	47	53	55	52	52
1	56	53	57	63	65	62
2	67	59	56	60	66	68
3	81	73	65	62	66	72
4	78	83	75	67	64	68
5	112	79	84	76	68	65
K–5	437	394	390	383	381	387

Table 48

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2016–17

Countryside

<i>Series C Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	43	52	58	60	57	58
1	56	56	65	71	73	70
2	67	62	62	71	77	79
3	81	76	71	71	80	86
4	78	85	80	75	75	84
5	112	81	88	83	78	78
K–5	437	412	424	431	440	455

Table 49

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Less than Currently Anticipated* through 2016–17

Grove

<i>Series A Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	48	46	50	50	75	75
1	99	54	52	56	56	81
2	89	100	55	53	57	57
3	83	90	101	56	54	58
4	109	82	89	100	55	53
5	101	107	80	87	98	53
K–5	529	479	427	402	395	377

Table 50

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2016–17

Grove

<i>Series B Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	48	50	54	55	80	80
1	99	58	60	64	65	90
2	89	104	63	65	69	70
3	83	94	109	68	70	74
4	109	85	96	111	70	72
5	101	110	86	97	112	71
K–5	529	501	468	460	466	457

Table 51

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2016–17

Grove

<i>Series C Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	48	55	59	60	85	85
1	99	62	69	73	74	99
2	89	107	70	77	81	82
3	83	98	116	79	86	90
4	109	88	103	121	84	91
5	101	113	92	107	125	88
K–5	529	523	509	517	535	535

Table 52

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Less than Currently Anticipated* through 2016–17

Hough

<i>Series A Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	30	32	33	34	32	31
1	45	31	33	34	35	33
2	51	44	30	32	33	34
3	79	61	54	40	42	43
4	58	82	64	57	43	45
5	69	59	83	65	58	44
K–5	332	309	297	262	243	230

Table 53

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2016–17

Hough

<i>Series B Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	30	36	38	39	37	36
1	45	35	41	43	44	42
2	51	46	36	42	44	45
3	79	65	60	50	56	58
4	58	84	70	65	55	61
5	69	61	87	73	68	58
K–5	332	327	332	312	304	300

Table 54

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2016–17

Hough

<i>Series C Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	30	40	42	44	42	41
1	45	39	49	51	53	51
2	51	48	42	52	54	56
3	79	68	65	59	69	71
4	58	86	75	72	66	76
5	69	63	91	80	77	71
K–5	332	344	364	358	361	366

Table 55

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Less than Currently Anticipated* through 2016–17

A. C. Lines

<i>Series A Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	55	51	55	56	54	54
1	64	64	60	64	65	63
2	82	65	65	61	65	66
3	74	82	65	65	61	65
4	136	72	80	63	63	59
5	75	135	71	79	62	62
K–5	486	469	396	388	370	369

Table 56

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2016–17

A. C. Lines

<i>Series B Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	55	56	60	61	59	59
1	64	68	69	73	74	72
2	82	69	73	74	78	79
3	74	86	73	77	78	82
4	136	75	87	74	78	79
5	75	138	77	89	76	80
K–5	486	492	439	448	443	451

Table 57

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2016–17

A. C. Lines

<i>Series C Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	55	61	65	66	64	64
1	64	72	78	82	83	81
2	82	72	80	86	90	91
3	74	89	79	87	93	97
4	136	77	92	82	90	96
5	75	140	81	96	86	94
K–5	486	511	475	499	506	523

Table 58

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Less than Currently Anticipated* through 2016–17

North Barrington

<i>Series A Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	43	42	46	65	66	66
1	65	50	49	53	72	73
2	100	64	49	48	52	71
3	84	99	63	48	47	51
4	82	83	98	62	47	46
5	87	84	85	100	64	49
K–5	461	422	390	376	348	356

Table 59

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2016–17

North Barrington

<i>Series B Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	43	52	55	72	73	73
1	65	53	62	65	82	83
2	100	67	55	64	67	84
3	84	103	70	58	67	70
4	82	86	105	72	60	69
5	87	87	91	110	77	65
K–5	461	448	438	441	426	444

Table 60

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2016–17

North Barrington

<i>Series C Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	43	57	59	75	76	76
1	65	56	70	72	88	89
2	100	70	61	75	77	93
3	84	106	76	67	81	83
4	82	89	111	81	72	86
5	87	89	96	118	88	79
K–5	461	467	473	488	482	506

Table 61

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Less than Currently Anticipated* through 2016–17

Barbara Rose

<i>Series A Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	82	54	53	54	56	75
1	99	100	72	71	72	74
2	87	100	101	73	72	73
3	93	88	101	102	74	73
4	91	91	86	99	100	72
5	93	89	89	84	97	98
K–5	545	522	502	483	471	465

Table 62

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2016–17

Barbara Rose

<i>Series B Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	82	59	58	60	62	80
1	99	104	81	80	82	84
2	87	103	108	85	84	86
3	93	92	108	113	90	89
4	91	95	94	110	115	92
5	93	93	97	96	112	117
K–5	545	546	546	544	545	548

Table 63

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2016–17

Barbara Rose

<i>Series C Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	82	64	64	66	68	85
1	99	109	91	91	93	95
2	87	106	116	98	98	100
3	93	95	114	124	106	106
4	91	98	100	119	129	111
5	93	96	103	105	124	134
K–5	545	568	588	603	618	631

Table 64

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Less than Currently Anticipated* through 2016–17

Roslyn Road

<i>Series A Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	80	75	49	50	48	47
1	53	85	80	54	55	53
2	66	55	87	82	56	57
3	72	62	51	83	78	52
4	76	74	64	53	85	80
5	70	74	72	62	51	83
K–5	417	425	403	384	373	372

Table 65

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2016–17

Roslyn Road

<i>Series B Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	80	79	55	56	54	53
1	53	89	88	64	65	63
2	66	58	94	93	69	70
3	72	64	56	92	91	67
4	76	78	70	62	98	97
5	70	78	80	72	64	100
K–5	417	446	443	439	441	450

Table 66

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2016–17

Roslyn Road

<i>Series C Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	80	84	60	61	59	58
1	53	93	97	73	74	72
2	66	61	101	105	81	82
3	72	68	63	103	107	83
4	76	81	77	72	112	116
5	70	80	85	81	76	116
K–5	417	467	483	495	509	527

Table 67

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Less than Currently Anticipated* through 2016–17

Sunny Hill

<i>Series A Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	73	68	68	74	72	70
1	70	68	63	63	69	67
2	71	66	64	59	59	65
3	99	63	58	56	51	51
4	59	97	61	56	54	49
5	71	54	92	56	51	49
K–5	443	416	406	364	356	351

Table 68

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2016–17

Sunny Hill

<i>Series B Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	73	72	74	77	75	74
1	70	71	70	72	75	73
2	71	69	70	69	71	74
3	99	66	64	65	64	66
4	59	99	66	64	65	64
5	71	56	96	63	61	62
K–5	443	433	440	410	411	413

Table 69

Enrollment Projection Assuming Resident Fertility Rates Remain Constant and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2016–17

Sunny Hill

<i>Series C Projection</i>						
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
K	73	78	76	82	80	80
1	70	75	80	78	84	82
2	71	71	76	81	79	85
3	99	69	69	74	79	77
4	59	101	71	71	76	81
5	71	58	100	70	70	75
K–5	443	452	472	456	468	480

Table 70

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area
Are Less than Currently Anticipated through 2021–22

Combined Elementary Schools

<i>Series A Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	454	432	437	442	446	452	450	458	456	460	458
1	551	522	500	505	510	514	528	526	534	532	536
2	613	559	530	508	513	518	528	542	540	548	546
3	665	625	571	542	520	525	536	546	560	558	566
4	689	673	633	579	550	528	537	548	558	572	570
5	678	688	672	632	578	549	534	543	554	564	578
K–5	3,650	3,499	3,343	3,208	3,117	3,086	3,113	3,163	3,202	3,234	3,254
PK	92	113	114	112	114	113	115	117	117	118	117
SE PK	85	81	80	80	81	80	77	78	79	80	80
Total	3,827	3,693	3,537	3,400	3,312	3,279	3,305	3,358	3,398	3,432	3,451

Table 71

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2021–22

Combined Elementary Schools

<i>Series B Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	454	450	462	470	478	486	488	493	492	497	498
1	551	534	530	542	550	558	570	572	577	576	581
2	613	569	552	548	560	568	579	591	593	598	597
3	665	638	594	577	573	585	596	607	619	621	626
4	689	684	657	613	596	592	607	618	629	641	643
5	678	701	696	669	625	608	607	622	633	644	656
K–5	3,650	3,576	3,491	3,419	3,382	3,397	3,447	3,503	3,543	3,577	3,601
PK	92	118	119	117	120	118	123	124	124	125	126
SE PK	85	84	83	84	85	84	84	85	86	87	88
Total	3,827	3,778	3,693	3,620	3,587	3,599	3,654	3,712	3,753	3,789	3,815

Table 72

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area
Are Greater than Currently Anticipated through 2021–22

Combined Elementary Schools

<i>Series C Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	454	475	484	493	502	513	518	523	525	530	532
1	551	544	565	574	583	592	601	606	611	613	618
2	613	578	571	592	601	610	616	625	630	635	637
3	665	654	619	612	633	642	646	652	661	666	671
4	689	695	684	649	642	663	669	673	679	688	693
5	678	710	716	705	670	663	682	688	692	698	707
K–5	3,650	3,656	3,639	3,625	3,631	3,683	3,732	3,767	3,798	3,830	3,858
PK	92	123	124	124	127	128	131	133	133	134	135
SE PK	85	87	87	88	89	89	90	91	92	92	93
Total	3,827	3,866	3,850	3,837	3,847	3,900	3,953	3,991	4,023	4,056	4,086

Table 73

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area
Are Less than Currently Anticipated through 2021–22

Barrington Middle Schools: Prairie Campus

<i>Series A Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
6	356	364	351	346	314	290	287	277	272	268	263
7	403	354	362	349	344	312	290	287	277	272	268
8	392	401	352	360	347	342	312	290	287	277	272
6–8	1,151	1,119	1,065	1,055	1,005	944	889	854	836	817	803
Sp. Ed.	15	14	13	13	12	12	11	11	10	10	10
Grand Total	1,166	1,133	1,078	1,068	1,017	956	900	865	846	827	813

Table 74

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2021–22

Barrington Middle Schools: Prairie Campus

<i>Series B Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
6	356	376	376	385	368	357	353	345	339	352	362
7	403	359	379	379	388	371	361	357	349	343	356
8	392	406	362	382	382	391	375	365	361	353	347
6–8	1,151	1,141	1,117	1,146	1,138	1,119	1,089	1,067	1,049	1,048	1,065
Sp. Ed.	15	15	15	15	15	15	14	14	14	14	14
Grand Total	1,166	1,156	1,132	1,161	1,153	1,134	1,103	1,081	1,063	1,062	1,079

Table 75

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2021–22

Barrington Middle Schools: Prairie Campus

<i>Series C Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
6	356	388	398	418	415	416	417	423	420	428	433
7	403	363	395	405	425	422	424	425	431	428	436
8	392	411	371	403	413	433	430	432	433	439	436
6–8	1,151	1,162	1,164	1,226	1,253	1,271	1,271	1,280	1,284	1,295	1,305
Sp. Ed.	15	16	16	17	17	17	17	18	18	18	18
Grand Total	1,166	1,178	1,180	1,243	1,270	1,288	1,288	1,298	1,302	1,313	1,323

Table 76

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area
Are Less than Currently Anticipated through 2021–22

Barrington Middle Schools: Station Campus

<i>Series A Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
6	344	288	301	278	259	228	230	231	321	230	229
7	329	349	293	306	283	264	232	234	235	325	234
8	344	326	346	290	303	280	263	231	233	234	324
6–8	1,017	963	940	874	845	772	725	696	789	789	787
Sp. Ed.	13	12	11	11	10	9	9	8	10	10	10
Grand Total	1,030	975	951	885	855	781	734	704	799	799	797

Table 77

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area Occur as Currently Anticipated through 2021–22

Barrington Middle Schools: Station Campus

<i>Series B Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
6	344	307	331	318	313	286	271	276	278	293	300
7	329	354	317	341	328	323	295	280	285	287	302
8	344	332	357	320	344	331	326	298	283	288	290
6–8	1,017	993	1,005	979	985	940	892	854	846	868	892
Sp. Ed.	13	13	13	13	13	12	11	11	11	11	11
Grand Total	1,030	1,006	1,018	992	998	952	903	865	857	879	903

Table 78

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children to Each Attendance Area *Are Greater than Currently Anticipated* through 2021–22

Barrington Middle Schools: Station Campus

<i>Series C Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
6	344	328	360	356	363	346	333	347	348	363	370
7	329	359	343	375	371	378	358	345	359	360	375
8	344	337	367	351	383	379	384	364	351	365	366
6–8	1,017	1,024	1,070	1,082	1,117	1,103	1,075	1,056	1,058	1,088	1,111
Sp. Ed.	13	14	14	15	15	15	14	14	14	15	15
Grand Total	1,030	1,038	1,084	1,097	1,132	1,118	1,089	1,070	1,072	1,103	1,126

Table 79

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children
Are Less than Currently Anticipated through 2021–22

Barrington Middle Schools: Combined Campuses

<i>Series A Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
6	700	676	686	670	630	576	554	539	548	559	569
7	732	706	682	692	676	636	586	564	549	558	569
8	736	728	702	678	688	672	637	587	565	550	559
6–8	2,168	2,110	2,070	2,040	1,994	1,884	1,777	1,690	1,662	1,667	1,697
Sp. Ed.	28	26	25	25	24	23	22	21	20	20	21
Grand Total	2,196	2,136	2,095	2,065	2,018	1,907	1,799	1,711	1,682	1,687	1,718

Table 80

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children
Occur as Currently Anticipated through 2021–22

Barrington Middle Schools: Combined Campuses

<i>Series B Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
6	700	687	710	705	678	634	620	619	634	645	656
7	732	713	700	723	718	691	651	637	636	651	662
8	736	739	720	707	730	725	701	661	647	646	661
6–8	2,168	2,139	2,130	2,135	2,126	2,050	1,972	1,917	1,917	1,942	1,979
Sp. Ed.	28	28	28	28	27	26	25	25	25	25	26
Grand Total	2,196	2,167	2,158	2,163	2,153	2,076	1,997	1,942	1,942	1,967	2,005

Table 81

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children
Are Greater than Currently Anticipated through 2021–22

Barrington Middle Schools: Combined Campuses

<i>Series C Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
6	700	700	732	738	727	692	678	697	703	707	713
7	732	722	722	754	760	749	712	698	717	723	727
8	736	749	739	739	771	777	761	724	710	729	735
6–8	2,168	2,171	2,193	2,231	2,258	2,218	2,151	2,119	2,130	2,159	2,175
Sp. Ed.	28	29	30	30	31	30	29	29	29	29	29
Grand Total	2,196	2,200	2,223	2,261	2,289	2,248	2,180	2,148	2,159	2,188	2,204

Table 82

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children
Are Less than Currently Anticipated through 2021–22

Barrington High School

<i>Series A Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
9	754	756	748	722	698	708	694	659	609	587	572
10	717	742	744	736	710	686	703	689	654	604	582
11	740	701	726	728	720	694	677	694	680	645	595
12	734	730	691	716	718	710	689	672	689	675	640
9–12	2,945	2,929	2,909	2,902	2,846	2,798	2,763	2,714	2,632	2,511	2,389
Sp. Ed.	78	74	73	73	72	70	70	68	66	63	60
Grand Total	3,023	3,003	2,982	2,975	2,918	2,868	2,833	2,782	2,698	2,574	2,449

Table 83

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children
Occur as Currently Anticipated through 2021–22

Barrington High School

<i>Series B Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
9	754	766	769	750	737	760	759	735	695	681	680
10	717	750	762	765	746	733	758	757	733	693	679
11	740	708	741	753	756	737	727	752	751	727	687
12	734	739	707	740	752	755	736	726	751	750	726
9–12	2,945	2,963	2,979	3,008	2,991	2,985	2,980	2,970	2,930	2,851	2,772
Sp. Ed.	78	78	79	80	79	79	79	79	78	76	73
Grand Total	3,023	3,041	3,058	3,088	3,070	3,064	3,059	3,049	3,008	2,927	2,845

Table 84

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children
Are Greater than Currently Anticipated through 2021–22

Barrington High School

<i>Series C Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
9	754	782	795	785	785	817	824	808	771	757	776
10	717	759	787	800	790	790	819	826	810	773	759
11	740	718	760	788	801	791	788	817	824	808	771
12	734	746	724	766	794	807	793	790	819	826	810
9–12	2,945	3,005	3,066	3,139	3,170	3,205	3,224	3,241	3,224	3,164	3,116
Sp. Ed.	78	84	85	87	88	89	90	90	90	88	87
Grand Total	3,023	3,089	3,151	3,226	3,258	3,294	3,314	3,331	3,314	3,252	3,203

Table 85

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children
Are Less than Currently Anticipated through 2021–22

Community Unit School District 220

<i>Series A Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	454	432	437	442	446	452	450	458	456	460	458
1	551	522	500	505	510	514	528	526	534	532	536
2	613	559	530	508	513	518	528	542	540	548	546
3	665	625	571	542	520	525	536	546	560	558	566
4	689	673	633	579	550	528	537	548	558	572	570
5	678	688	672	632	578	549	534	543	554	564	578
6	700	676	686	670	630	576	554	539	548	559	569
7	732	706	682	692	676	636	586	564	549	558	569
8	736	728	702	678	688	672	637	587	565	550	559
9	754	756	748	722	698	708	694	659	609	587	572
10	717	742	744	736	710	686	703	689	654	604	582
11	740	701	726	728	720	694	677	694	680	645	595
12	734	730	691	716	718	710	689	672	689	675	640
K-12	8,763	8,538	8,322	8,150	7,957	7,768	7,653	7,567	7,496	7,412	7,340
Pre-K	92	84	85	86	87	87	89	88	89	89	89
Sp. Ed.	163	151	147	144	141	137	135	134	132	131	130
SEDOL & PP	38	35	34	34	33	32	32	31	31	31	30
Grand Total	9,056	8,808	8,588	8,414	8,218	8,024	7,909	7,820	7,748	7,663	7,589

Table 86

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children
Occur as Currently Anticipated through 2021–22

Community Unit School District 220

<i>Series B Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	454	450	462	470	478	486	488	493	492	497	498
1	551	534	530	542	550	558	570	572	577	576	581
2	613	569	552	548	560	568	579	591	593	598	597
3	665	638	594	577	573	585	596	607	619	621	626
4	689	684	657	613	596	592	607	618	629	641	643
5	678	701	696	669	625	608	607	622	633	644	656
6	700	687	710	705	678	634	620	619	634	645	656
7	732	713	700	723	718	691	651	637	636	651	662
8	736	739	720	707	730	725	701	661	647	646	661
9	754	766	769	750	737	760	759	735	695	681	680
10	717	750	762	765	746	733	758	757	733	693	679
11	740	708	741	753	756	737	727	752	751	727	687
12	734	739	707	740	752	755	736	726	751	750	726
K-12	8,763	8,678	8,600	8,562	8,499	8,432	8,399	8,390	8,390	8,370	8,352
Pre-K	92	94	96	97	99	99	100	100	101	101	101
Sp. Ed.	163	161	160	159	158	157	156	156	156	156	155
SEDOL & PP	38	38	37	37	37	37	36	36	36	36	36
Grand Total	9,056	8,971	8,893	8,855	8,793	8,725	8,691	8,682	8,683	8,663	8,644

Table 87

Enrollment Projection Assuming Resident Fertility Rates Remain Constant (through 2016) and Future Residential Development, Housing Turnover, and In-migration of Families with Preschool and School-age Children
Are Greater than Currently Anticipated through 2021–22

Community Unit School District 220

<i>Series C Projection</i>											
Grade	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
K	454	475	484	493	502	513	518	523	525	530	532
1	551	544	565	574	583	592	601	606	611	613	618
2	613	578	571	592	601	610	616	625	630	635	637
3	665	654	619	612	633	642	646	652	661	666	671
4	689	695	684	649	642	663	669	673	679	688	693
5	678	710	716	705	670	663	682	688	692	698	707
6	700	700	732	738	727	692	678	697	703	707	713
7	732	722	722	754	760	749	712	698	717	723	727
8	736	749	739	739	771	777	761	724	710	729	735
9	754	782	795	785	785	817	824	808	771	757	776
10	717	759	787	800	790	790	819	826	810	773	759
11	740	718	760	788	801	791	788	817	824	808	771
12	734	746	724	766	794	807	793	790	819	826	810
K-12	8,763	8,832	8,898	8,995	9,059	9,106	9,107	9,127	9,152	9,153	9,149
Pre-K	92	103	105	107	110	111	112	112	113	114	113
Sp. Ed.	163	172	174	176	177	178	178	178	179	179	179
SEDOL & PP	38	40	41	41	41	41	41	42	42	42	42
Grand Total	9,056	9,147	9,218	9,319	9,387	9,436	9,438	9,459	9,486	9,488	9,483

Appendix A

Racial/Ethnic Composition of District 220's Student Body

1999 to 2011

CUSD 220

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	85.8	1.5	7.2	5.4	0	-
2000	86.1	1.3	7.2	5.3	0.1	-
2001	84.7	1.6	7.8	5.9	0	-
2002	83.6	1.5	8.5	6.3	0.1	-
2003	82.9	1.4	10.4	5.2	0	-
2004	81.3	1.7	10	7	0	-
2005	80.3	1.6	10.2	7.4	0	0.5
2006	78.4	1.6	11	8	0	1
2007	77.3	1.5	11.4	8.4	0.1	1.4
2008	75.8	1.6	11.7	8.9	0	2
2009	74.3	1.8	12.2	9.2	0	2.4
2010	72.9	1.8	12.7	9.7	0	2.9
2011	70.2	1.6	14.9	9.7	0.1	3.4

Countryside Elementary School

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	92.8	0.7	3.9	2.6	0	-
2000	95.2	0.5	2.4	1.9	0	-
2001	95.3	0.2	2	2.5	0	-
2002	90.4	1.4	5.1	3.1	0	-
2003	87.6	2.2	3.7	6.5	0	-
2004	86.7	1.9	4	7.5	0	-
2005	89.1	0.4	3.6	6.3	0.2	0.4
2006	88.7	1.4	2.9	5.6	0.2	1.2
2007	87.4	0.4	5.5	4.5	0.2	2
2008	87.2	0.6	4.3	4.1	0.2	3.5
2009	86.6	1	4.5	3.9	0.2	3.7
2010	84	1.5	5.4	4.3	0	4.8
2011	83.2	2	7.7	4.4	0	2.6

Grove Avenue Elementary School

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	86.1	1.7	2.3	10	0	-
2000	86.2	1.5	3.4	8.8	0	-
2001	83.6	1.2	3.9	11.2	0	-
2002	83	2	4.7	10.2	0	-
2003	83.6	1.5	5.3	9.7	0	-
2004	81.7	1.6	4.6	12.1	0	-
2005	78	2	5.5	14.5	0	0
2006	75.1	1.8	5.2	16.5	0	1.4
2007	72.1	1.9	6.7	17	0.2	2.1
2008	70.6	2.4	5	18.3	0	3.8
2009	69.1	2.4	3.5	20.7	0	4.3
2010	70.6	2.2	3	19.8	0	4.4
2011	67.5	1.8	7.8	19	0	4

Hough Street Elementary School

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	92.8	2.6	0.3	4.3	0	-
2000	97.1	1.1	0.4	1.5	0	-
2001	93.8	2.8	0.7	2.8	0	-
2002	91.9	1.4	1.8	4.9	0	-
2003	91.8	1.4	1.8	5	0	-
2004	89.2	1.9	4.1	4.8	0	-
2005	86.8	2.2	4	5.9	0	1.1
2006	84.4	3	3.8	7.2	0	1.5
2007	85.7	2.3	4.2	6	0	1.9
2008	85	1.3	3.7	7.6	0	2.3
2009	80.7	0.6	6	8.6	0	4.2
2010	85.5	0.9	4.3	6.5	0	2.8
2011	83.1	0.8	5.9	5.6	0	4.5

Arnett C Lines Elementary School

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	98.5	0.3	0.7	0.5	0	-
2000	98.2	0.7	0.5	0.7	0	-
2001	97.4	0.2	1.3	1.1	0	-
2002	97	0.3	0.8	1.8	0	-
2003	95.7	0.3	0.7	3.2	0	-
2004	95.4	0.7	0.9	3	0	-
2005	89.5	1.2	4.3	3.1	0.2	1.8
2006	89.2	0.3	3.9	4.2	0	2.4
2007	87.7	0.7	3.7	4.7	0	3.2
2008	83.9	1.2	6.7	4.8	0	3.3
2009	84.5	0.9	6.7	4.7	0	3.2
2010	83.5	0.4	7	5.2	0	3.9
2011	81.1	0.9	6	5.1	0	6.8

North Barrington Elementary School

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	97	0.2	1.1	1.7	0	-
2000	97	0	0.9	2.1	0	-
2001	96.4	0.2	1.8	1.6	0	-
2002	95.6	0.3	2	2.1	0	-
2003	94.5	0.4	1.8	3.3	0	-
2004	94.4	0.7	1.5	3.4	0	-
2005	93.8	0.8	0.9	2.4	0	2.1
2006	93.7	0.2	1.1	2.5	0	2.5
2007	92.8	0.2	1.4	2.4	0	3.2
2008	91.9	0.2	1.2	2.7	0	3.9
2009	91.3	0.7	1.1	2.8	0	4.1
2010	86	0.6	5.4	3.5	0	4.4
2011	84	1.3	7.2	2.7	0	4.9

Barbara B Rose Elementary School

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	74.4	1.4	11	13.2	0	-
2000	76.9	1.5	3.7	17.9	0	-
2001	73.7	2.6	3	20.7	0	-
2002	75.5	2	2.2	20.3	0	-
2003	77.1	2	19.2	1.7	0	-
2004	76.1	1.7	1.3	21	0	-
2005	74.1	1.4	1.8	22.7	0	0
2006	72.9	0.5	0.9	24.1	0	1.6
2007	67.7	0.9	1.1	28.3	0	2
2008	62.9	1	0.7	32.8	0	2.6
2009	61.6	1.1	0.6	34.3	0	2.5
2010	57.4	1.1	0.6	36	0	4.9
2011	54.2	0.6	3.2	38.1	0	3.8

Roslyn Road Elementary School

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	96.2	0.2	2.1	1.4	0	-
2000	96	0.3	1.8	1.8	0.3	-
2001	96.6	0.7	0.9	1.6	0.2	-
2002	93.8	1.2	1.7	3.2	0	-
2003	96.8	0.5	1.2	1.5	0	-
2004	94.7	0.7	1.9	2.7	0	-
2005	93.2	1.2	2.1	2.3	0	1.2
2006	86.3	0.8	7.4	3.4	0	2.1
2007	87.8	0.9	6	3.1	0	2.2
2008	86.1	0.8	7.4	3.1	0	2.7
2009	84.2	1.1	7.4	4.2	0	3.2
2010	81.6	1	8.9	4.8	0	3.7
2011	83.7	1.1	6.4	6	0	2.8

Sunny Hill Elementary School

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	50.9	5.2	41.4	2.1	0.4	-
2000	49.1	2.8	46.5	1.4	0.2	-
2001	39.8	5.5	52.8	1.7	0.2	-
2002	35.2	4.5	59	1.3	0	-
2003	29.5	3	65.7	1.9	0	-
2004	24.2	4.4	69.5	2	0	-
2005	20.1	4.6	72.6	1.5	0	1.1
2006	16.7	5.3	73.2	2.5	0.2	2.1
2007	16.1	3.3	76.5	2	0.2	1.8
2008	15.4	4.3	74.8	2	0.2	3.3
2009	14.2	5	73.9	1.9	0.2	4.9
2010	12.4	4.7	75.9	1.8	0.2	5.1
2011	12.4	3.4	79.9	1.6	0	2.8

Barrington Middle School — Prairie Campus

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	84.5	2	8	5.4	0	-
2000	84.7	2	8	5.3	0	-
2001	84	2.2	7.5	6.3	0	-
2002	83.2	1.3	7.9	7.6	0	-
2003	82.3	1.5	8.2	8	0	-
2004	81.1	1.4	8.5	9.1	0	-
2005	78	1.9	10.6	9.3	0	0.3
2006	75.9	2	11.1	10.1	0	0.9
2007	75.2	1.5	12	10.2	0	1.2
2008	73.3	1.5	13.4	10	0	1.9
2009	71.3	2	13.5	10.8	0	2.5
2010	71.5	1.8	12.6	11.7	0.1	2.3
2011	70.4	1.1	14.6	10.9	0.2	2.8

Barrington Middle School — Station Campus

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	87.3	2.1	4.9	5.6	0	-
2000	88.9	1.2	4.4	5.5	0	-
2001	87.5	1.5	6.2	4.8	0	-
2002	87.7	1.3	5.8	5.3	0	-
2003	86.5	1	7.4	5.1	0	-
2004	85.3	1.3	8	5.4	0	-
2005	83.5	1.7	10.3	4	0	0.4
2006	81.7	1.8	10.4	5.7	0.1	0.3
2007	80.4	2.2	10.4	5.6	0.3	1.2
2008	79.5	1.8	10.7	6.2	0.2	1.6
2009	78.6	1.4	10.6	7.4	0	1.9
2010	74.9	1.8	12.4	8.3	0	2.7
2011	71.2	2.2	14.9	8.5	0	3.2

Barrington High School

Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
1999	85.5	1.2	6.5	6.8	0	-
2000	85.2	1.5	7	6.3	0.1	-
2001	85.6	1.3	6.7	6.4	0.1	-
2002	84.7	1.5	7.2	6.4	0.2	-
2003	84.6	1.6	7.7	6	0.2	-
2004	83.2	1.8	8.5	6.4	0.1	-
2005	82.6	1.5	8.4	7.4	0	0.1
2006	82.1	1.5	8.8	7.5	0	0.1
2007	81.3	1.6	9	8	0	0.2
2008	80.3	1.7	9.7	7.8	0	0.5
2009	79.2	2.1	10.1	7.6	0.1	0.9
2010	77	2.1	11.1	8.4	0.1	1.4
2011	73.1	1.8	13.6	8.3	0.2	3