Community Unit School District 200

Demographic Trends
and
Enrollment Projections

Prepared by

John D. Kasarda, Ph.D.
Consulting Demographer

Updated April 2022

Contents

Preface....1

Overview of District 200....3

Housing and Population Trends....4

District Enrollment Trends....15

Determinants of Enrollment Change....17

Future Enrollment in the Schools and the District as a Whole....30

Enrollment Projections....41

Concluding Remarks....48

Appendix A: Annual Enrollment Change Analyses of Individual Schools....116

Appendix B: Annual Racial/Ethnic Composition of District 200 Schools....177

Preface

This report provides a complete updated demographic study and sets of enrollment projections for Community Unit School District 200 and its individual schools. I commence with a brief review and update of population and housing dynamics that have shaped District enrollment from the 1950s through the present. I then analyze recent enrollment patterns and student migration/ transfer trends for District 200 and for each of its twenty schools as well as other demographic determinants of District and school enrollment changes. Finally, I project student enrollment, by grade and by year, for each of the thirteen elementary schools through school year 2026–27 and for the four middle schools and two high schools (and for the District as a whole, including the Jefferson preschool center) through 2031–2032. As before, all projections will be in the form of three separate series based on different assumptions about future resident births, housing turnover, new residential development (where possible), and family migration to each school attendance area. These three series will forecast for each school and the District as a whole, by year and by grade, (A) the minimum number of students that may be anticipated, (B) the most likely number of students to be expected, and (C) the maximum number of students that can possibly be foreseen.

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

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

Overview of District 200

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

The District serves approximately 11,700 students in thirteen grade K–5 elementary schools plus a preschool center, four grade 6–8 middle schools, and two grade 9–12 high schools. Students come from diverse family backgrounds, including a growing number of students for whom English is a second language. In 2021, 37.3 percent were racial/ethnic minorities including 17.4 percent of the student body who were Hispanic, up from 5.2 percent in 2000, 8.7 percent Asian, 6.3 percent black, 4.7 percent two or more races, and 0.2 percent other minority. District 200 schools have an excellent reputation, ranking highly in Illinois and national surveys of academic quality.

Housing and Population Trends

Like many of Chicago's well-established suburbs, the District 200 area experienced a flurry of new housing construction from the 1950s to the 1980s (see Table 1). The vast majority of these homes were single-family, detached structures containing three or more bedrooms. Furthermore, these homes were reasonably priced. Table 2 shows that as late as 1970 the median value of owner-occupied houses in Wheaton was $29,000 and just $20,800 in Warrenville. By 2000, housing costs were still modest by Chicago suburban standards with the median value $222,100 in Wheaton and $148,900 in Warrenville. Housing prices did appreciate rapidly during the first eight years of this century, before moderating following the national recession and local housing downturn.

The substantial amount of construction of modestly priced, detached homes from the 1950s to the 1980s attracted large numbers of younger couples with preschool and school-age children to the District. Moreover, most of these couples had at least two children.

Table 3 describes the population trends since 1950 for the communities served by District 200. Between 1950 and 1960, Wheaton more than doubled from 11,638 residents to 24,312. Total population in Wheaton continued to climb to 31,138 in 1970, 43,043 in 1980, 51,464 in 1990, and 55,416 in 2000. The 2010 Census showed Wheaton declined to 52,894 residents, followed by a slight rebound to an

estimated 53,270 in 2019, the latest year for which population counts are available.

Warrenville expanded from 1,891 in 1950 to 3,134 in 1960. Growth in Warrenville slowed somewhat in the 1960s, but picked up again in the 1970s and 1980s, reaching 11,333 in 1990 and 13,363 in 2000. Like Wheaton, the 2010 Census showed Warrenville experienced a slight decline to 13,140 residents, followed by relative stability through in 2019.

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

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

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

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

During the 2000 to 2010 period, Table 3 shows that all preschool and school-age cohorts declined in both Wheaton and Warrenville. There were particularly significant drops in the under age 5 populations in the two villages. It was only because housing turnover remained relatively robust that District kindergarten populations did not experience major declines. Housing turnover gave a modest boost to Wheaton's under age 5 population through 2019, though its age 5–9 and age 10–14 populations continued to decline slightly. Warrenville's preschool age as well as elementary school and middle school populations also declined modestly through 2019.

The housing crisis and ensuing recession that began in 2008, along with limited available land, depressed new housing construction in Wheaton and Warrenville. Single- and multi-family unit housing permits are shown annually for District 200 communities between 1998 and 2021 in Table 4. Some of these

permits were for teardowns and rebuilds, mostly concentrated in the north of the District. Table 4 illustrates a modest recovery in new housing construction after 2012, restricted by the fact that most of District 200 is at or close to residential build-out.

Table 1

Construction Dates of Existing Housing Units

	Wheaton		Warrenville		Winfield		Carol Stream		West Chicago	
Year Structure Built	Number	% Total	Number	% Total	Number	% Total	Number	% Total	Number	% Total
Total	20,439	100.0%	5,134	100.0%	3,989	100.0%	14,442	100.0%	7,968	100.0%
2014 or later	361	1.8%	110	2.1%	96	2.4%	18	0.1%	25	0.3%
2010 to 2013	273	1.3%	17	0.3%	151	3.8%	0	0.0%	32	0.4%
2000 to 2009	914	4.5%	199	3.9%	535	13.4%	649	4.5%	1,287	16.2%
1990 to 1999	1,945	9.5%	983	19.1%	807	20.2%	3,106	21.5%	1,633	20.5%
1980 to 1989	3,916	19.2%	1,146	22.3%	1,065	26.7%	5,136	35.6%	810	10.2%
1970 to 1979	5,819	28.5%	1,533	29.9%	360	9.0%	3,876	26.8%	1,411	17.7%
1960 to 1969	2,191	10.7%	256	5.0%	626	15.7%	934	6.5%	770	9.7%
1950 to 1959	2,746	13.4%	339	6.6%	181	4.5%	442	3.1%	745	9.3%
1940 to 1949	670	3.3%	193	3.8%	88	2.2%	74	0.5%	205	2.6%
1939 or earlier	1,604	7.8%	358	7.0%	80	2.0%	207	1.4%	1,050	13.2%

Source: U.S. Census Bureau, American Community Survey, 2019 5-year estimates.

Table 2

Median Value of Owner-occupied Housing Units in Municipalities Served by Community Unit School District 200: 1950 to 2019

Municipality	1950	1960	1970	1980	1990	2000	2010	2019
Wheaton	$14,880	$21,200	$29,000	$81,000	$148,700	$222,100	$357,400	$358,000
Warrenville	$10,303	$15,300	$20,800	$65,800	$112,200	$148,900	$245,100	$221,700
Winfield	n.a.	$22,000	$33,300	$83,600	$145,600	$210,400	$308,700	$305,200
Carol Stream	n.a.	n.a.	$23,800	$76,600	$128,700	$170,400	$261,200	$247,600
West Chicago	$10,886	$16,100	$20,800	$59,400	$94,200	$160,000	$260,500	$249,500

Source: Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990, 2000; American Community Survey, 2010 and 2019 5-Year estimates.

Table 3

Population by Age Group in Municipalities Served by Community Unit School District 200: 1950 to 2019

Village	Age	1950	1960	1970	1980	1990	2000	2010	2019
Wheaton	Total	11,638	24,312	31,138	43,043	51,464	55,416	52,894	53,270
	Under 5	1,141	2,889	2,557	2,934	4,048	3,517	2,893	3,335
	5 to 9	938	3,023	3,183	2,987	3,958	4,013	3,474	3,626
	10 to 14	691	2,442	3,526	3,469	3,444	4,377	3,793	3,342
	15 to 19	1,076	2,125	3,704	4,193	3,814	4,456	4,381	4,203
	65+	882	1,405	2,151	3,420	4,791	6,226	6,487	8,412
Warrenville	Total	1,891	3,134	3,854	7,519	11,333	13,363	13,140	13,158
	Under 5	263	415	316	778	1,248	1,008	915	546
	5 to 9	—	379	455	514	1,119	995	889	873
	10 to 14	—	372	497	475	774	1,136	893	813
	15 to 19	—	216	383	485	577	1,028	887	1,065
	65+	151	222	279	361	543	797	1,114	1,723
Winfield	Total	714	1,575	4,285	4,422	7,096	8,718	9,080	9,700
	Under 5	—	206	471	305	685	696	484	457
	5 to 9	—	—	626	370	617	791	569	448
	10 to 14	—	—	611	507	470	757	664	634
	15 to 19	—	—	379	539	422	536	667	614
	65+	—	96	204	207	471	671	1,186	1,813
Carol Stream	Total	—	836	4,434	15,472	31,716	40,438	39,711	39,726
	Under 5	—	—	568	1,923	3,667	3,308	2,574	2,282
	5 to 9	—	—	704	1,319	2,955	3,744	2,552	2,707
	10 to 14	—	—	529	1,032	2,049	3,508	2,860	2,521
	15 to 19	—	—	339	1,041	1,733	3,103	3,301	2,329
	65+	—	—	79	671	1,653	2,309	3,414	5,164
West Chicago	Total	3,973	6,854	10,111	12,550	14,796	23,469	27,086	27,180
	Under 5	438	883	1,062	1,309	1,461	2,408	2,518	2,068
	5 to 9	381	895	1,241	1,013	1,291	2,056	2,526	1,906
	10 to 14	262	694	1,157	973	1,028	1,811	2,387	2,305
	15 to 19	251	488	894	1115	1118	1,963	2,085	2,221
	65+	347	497	630	1,044	1,059	1,099	1,688	2,411

Source: Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990, 2000, and 2010; and American Community Survey 2019 5-Year estimates.

Table 4

Housing Units Authorized by Building Permit in Municipalities Served by Community Unit School District 200: 1988 to October 2021

Year	Unit Type	Wheaton	Warrenville	Winfield	Carol Stream	West Chicago
1988	Single	491	144	—	1,017	77
	Multi	356	8	—	239	0
	Total	847	152	—	1,256	77
1989	Single	135	44	—	679	95
	Multi	11	16	—	401	0
	Total	146	60	—	1,080	95
1990	Single	70	105	—	324	53
	Multi	344	0	—	67	0
	Total	414	105	—	391	53
1991	Single	70	32	40	198	68
	Multi	0	36	0	54	0
	Total	70	68	40	252	68
1992	Single	70	29	67	241	102
	Multi	216	26	0	0	2
	Total	286	55	67	241	104
1993	Single	76	40	88	289	116
	Multi	3	4	0	33	0
	Total	79	44	88	322	116
1994	Single	58	22	23	264	191
	Multi	0	0	0	6	0
	Total	58	22	23	270	191
1995	Single	63	12	80	72	143
	Multi	0	0	0	0	0
	Total	63	12	80	72	143
1996	Single	49	77	84	92	200
	Multi	295	231	0	0	0
	Total	344	308	84	92	200
1997	Single	30	66	75	45	167
	Multi	199	120	0	0	11
	Total	229	186	75	45	178
1998	Single	51	52	87	81	323
	Multi	40	0	0	0	0
	Total	91	52	87	81	323

Continued. . .

Table 4—*Continued*

Housing Units Authorized by Building Permit in Municipalities Served by Community Unit School District 200: 1988 to October 2021

Year	Unit Type	Wheaton	Warrenville	Winfield	Carol Stream	West Chicago
1999	Single	42	13	93	77	335
	Multi	0	0	0	0	0
	Total	42	13	93	77	335
2000	Single	57	10	84	19	228
	Multi	0	0	0	0	0
	Total	57	10	84	19	228
,2001	Single	45	18	87	25	177
	Multi	0	0	0	0	0
	Total	45	18	87	25	177
2002	Single	57	20	93	69	103
	Multi	2	0	0	6	0
	Total	59	20	93	75	103
2003	Single	68	23	101	98	68
	Multi	0	0	0	0	183
	Total	68	23	101	98	251
2004	Single	101	22	99	26	175
	Multi	0	0	0	0	16
	Total	101	22	99	26	191
2005	Single	58	20	87	82	102
	Multi	0	0	0	0	0
	Total	58	20	87	82	102
2006	Single	98	11	14	70	29
	Multi	100	0	0	0	0
	Total	198	11	14	70	29
2007	Single	68	12	6	148	9
	Multi	0	0	9	0	0
	Total	68	12	15	148	9
2008	Single	25	3	8	1	7
	Multi	0	0	3	0	0
	Total	25	3	11	1	7
2009	Single	12	2	83	0	5
	Multi	0	0	12	0	0
	Total	12	2	95	0	5

Continued. . .

Table 4—*Continued*

Housing Units Authorized by Building Permit in Municipalities Served by Community Unit School District 200: 1988 to October 2021

Year	Unit Type	Wheaton	Warrenville	Winfield	Carol Stream	West Chicago	Total
2010	Single	18	0	41	11	6	76
	Multi	0	0	0	0	0	0
	Total	18	0	41	11	6	76
2011	Single	14	2	35	33	7	91
	Multi	0	0	0	0	0	0
	Total	14	2	35	33	7	91
2012	Single	26	9	24	10	4	73
	Multi	0	0	0	0	0	0
	Total	26	9	24	10	4	73
2013	Single	49	5	37	32	5	128
	Multi	0	0	0	0	0	0
	Total	49	5	37	32	5	128
2014	Single	61	7	46	36	6	156
	Multi	0	0	0	0	0	0
	Total	61	7	46	36	6	156
2015	Single	45	14	16	10	3	88
	Multi	0	2	0	5	0	7
	Total	45	16	16	15	3	95
2016	Single	49	6	22	14	4	95
	Multi	0	18	0	0	0	18
	Total	49	24	22	14	4	113
2017	Single	46	22	24	0	3	95
	Multi	0	6	0	0	0	6
	Total	46	28	24	0	3	101
2018	Single	22	18	24	2	2	68
	Multi	0	0	0	0	0	0
	Total	22	18	24	2	2	68
2019	Single	15	45	8	1	1	70
	Multi	0	120	0	0	0	120
	Total	15	165	8	1	1	190

Continued. . .

Table 4—*Continued*

Housing Units Authorized by Building Permit in Municipalities Served by Community Unit School District 200: 1988 to October 2021

Year	Unit Type	Wheaton	Warrenville	Winfield	Carol Stream	West Chicago	Total
2020	Single	39	33	9	0	1	82
	Multi	0	434	163	0	24	621
	Total	39	467	172	0	25	703
–10/'21	Single	22	123	1	0	2	148
	Multi	0	62	0	0	0	62
	Total	22	185	1	0	2	210

Source: U.S. Bureau of the Census. Current Construction Reports, Housing Units Authorized by Building Permits, Annual Reports 1988 to 2020 and October 2021.

District Enrollment Trends

Overall enrollment trends in District 200 schools since the 1950s mirrored new housing development, housing turnover, and family migration to the Wheaton-Warrenville area. As may be observed in Table 5, the 1950s and 1960s witnessed explosive District growth, with total enrollment climbing from 5,517 in 1958–59 to 11,140 (excluding ODSE and pre-K) in 1970–71. During the early 1970s, District enrollment growth slowed and (excluding ODSE) peaked at 11,891 students in 1975–76. Total K–12 enrollment declined for the next eight years, down to 9,845 in 1983–84. For the next nineteen years, District 200 K–12 enrollment steadily climbed, reaching 14,261 students in the 2001–02 school year. Total enrollment then declined fairly consistently thereafter to 11,436 last fall, again, excluding ODSE and pre-K.

Breakdown of enrollment trends since 1958 by elementary school, middle school, and high school grades reveals the impact of the higher fertility rates of the 1950s and early 1960s, together with the substantial in-migration of families with preschool and school-age children, followed by a decline in both during the 1970s. Table 5 provides enrollment trends in school level groupings (despite changing grade organization), whereas Table 6 presents enrollment trends based on constant grade organization. Enrollment in the elementary schools, which stood at 3,271 in 1958–59, expanded to 6,023 in 1972–73. Elementary school enrollment then steadily declined to 4,412 students in 1983–84, before

recommencing annual growth for the following fourteen years to 6,776 students in 1997–98. Since then, total elementary school enrollment dropped in all but three years down to 4,973 students last fall.

Total kindergarten enrollment tends to be a rough harbinger of overall enrollment change. Observed in Table 6 that total District 200 kindergarten has generally trended downward, especially since school year 2012–13.

Junior high/middle school enrollment rose from 753 students in 1958–59 to 2,017 students in 1973–74 and then declined to 1,561 students in 1980–81. Following grade reallocation, total junior high/middle school enrollment jumped to 2,297 in 1983–84, then stabilized near 2,100 for the following four years before recommencing annual growth for the next fourteen years to 3,470 students in 2001–02. With the expected lag behind declining elementary school enrollments, total middle school enrollment declined for most of the past twenty years, registering 2,674 students this past fall.

Total high school enrollment mushroomed from 1,493 students in 1958–59 to 4,121 students in 1975–76, before commencing a decline to just under 3,100 students in 1988–89. For sixteen years thereafter, total enrollment in the high schools expanded annually, reaching 4,662 students in 2005–06. The smaller numbers of District 200 middle school students in the pipeline eventually lowered total enrollment in the high schools the past sixteen years, with 3,789 students registered this past fall.

Determinants of Enrollment Change

School districts are open demographic systems whose growth, stability, or decline is affected by three basic factors. The first is the difference between the size of the district's exiting (graduating) twelfth grade class each June and the size of the newly entering kindergarten class that replaces it in the system the following September. The second is the net migration and retention of school-age children as they progress through the grades over the years. The third is the change in the number of pre-K students.

Tables 7, 8, and 9 show how total annual enrollment change in the District can be decomposed into these three basic components since fall 1987. Table 7 provides the grade-by-grade and year-by-year enrollment for the District from school year 1987–88 to 2021–22. Table 8 decomposes the annual enrollment changes into its three basic components. Thus, between September 2020 and September 2021 (school years 2020–21 to 2021–22), total District enrollment declined by 119 students (11,805 to 11,686, excluding ODSE). The 949 seniors who left the District in June 2021 (school year 2020–21) were replaced in September 2021 by 755 kindergarten students for a 194 net student loss (see Table 7). In addition, between the two school years, 47 more students either migrated into the District or transferred from private or parochial schools to District 200 schools than migrated out of District 200, dropped out, or transferred to private or parochial schools. During this same period, pre-K students

increased from 222 in fall 2021 to 250 students in fall 2022 for a net gain of 28. These three components (–194, +47, +28) sum to the precise 119-student loss between school years 2020–21 and 2021–22.

Observe in Table 8 that the primary driver of overall enrollment decline after 2001 was relatively smaller entering kindergarten classes compared with the previous year's graduating twelfth grade classes. The exceptional +182 migration/transfer gain between September 2001 and September 2002 is an artifact of special education student counts being administratively shifted to the regular grades and −289 net student migration/transfer loss between September 2019 and September 2020 due to COVID-19 impacts.

Table 9 decomposes the student migration/transfer data by grade and by school year from September 1987 to September 2021. The bottom left-hand cell of "59" means that, as the kindergarten class of school year 2020–21 progressed to the first grade this school year (2021–22), it gained 59 students (see Table 7 where kindergarten enrollment in school year 2020–21 was 810 and first grade enrollment in school year 2021–22 is 869). Conversely, as the second-grade class in 2020–21 became the third-grade class in 2021–22, it shed 15 students (802 to 787). Summing across the columns gives 47, which is the total net student migration/transfer between September 2020 and September 2021.

Annual enrollment numbers between September 1987 and September 2021 for each of the schools in District 200, along with the decomposition of their

annual sources of enrollment change and annual grade-by-grade migration/ transfer, are provided in Appendix A. Interpretation of these tables is virtually identical to that described for the District as a whole. Therefore, elaboration is not necessary here and I shall therefore proceed directly to the projections.

Before proceeding, though, I should note that CUSD 200 is trending towards more demographic diversity. Appendix B provides the racial/ethnic composition of each District 200 elementary school, middle school, and high school annually from 2000 to 2021. In addition, it shows the district-wide student racial/ethnic composition for these years.

Table 5

Enrollment Trends by School Level Groupings in Community Unit School District 200: 1958–59 to 2021–22

School Year	K	Elementary	Jr. High/ Middle School	High School	Total K–12	ODSE
1958–59	0	3,271	753	1,493	5,517	0
1959–60	0	3,345	891	1,594	5,830	0
1960–61	0	3,498	1,007	1,710	6,215	0
1961–62	0	3,699	980	1,939	6,618	0
1962–63	0	4,111	982	2,054	7,147	0
1963–64	0	4,194	1,053	2,219	7,466	0
1964–65	0	4,243	1,194	2,342	7,779	0
1965–66	694	4,290	1,234	2,442	7,966	0
1966–67	740	4,626	1,271	2,664	8,561	0
1967–68	751	5,006	1,393	2,904	9,303	0
1968–69	789	5,348	1,546	3,098	9,992	0
1969–70	808	5,856	1,748	3,309	10,913	0
1970–71	766	5,910	1,855	3,375	11,140	60
1971–72	746	5,878	1,906	3,543	11,327	65
1972–73	819	6,023	1,974	3,711	11,708	65
1973–74	832	5,959	2,017	3,851	11,827	90
1974–75	881	5,920	1,998	3,928	11,846	92
1975–76	891	5,796	1,974	4,121	11,891	75
1976–77	829	5,711	1,853	4,097	11,661	99
1977–78	686	5,424	1,727	3,987	11,138	108
1978–79	655	5,330	1,600	3,834	10,764	93
1979–80	669	5,261	1,576	3,675	10,512	86

Continued. . .

Table 5—Continued

Enrollment Trends by School Level Groupings in Community Unit School District 200: 1958–59 to 2021–22

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

Continued. . .

Table 5—Continued

Enrollment Trends by School Level Groupings in Community Unit School District 200: 1958–59 to 2021–22

School Year	K	Elementary	Jr. High/ Middle School	High School	Total K–12	ODSE
2000–01	993	6,484	3,432	4,312	14,228	86
2001–02	975	6,351	3,470	4,440	14,261	95
2002–03	963	6,189	3,406	4,588	14,183	(*91)
2003–04	916	6,072	3,357	4,596	14,025	0
2004–05	956	5,996	3,273	4,651	13,920	0
2005–06	949	5,933	3,250	4,662	13,845	0
2006–07	926	5,788	3,196	4,613	13,597	0
2007–08	897	5,674	3,148	4,578	13,400	0
2008–09	866	5,653	3,110	4,551	13,314	0
2009–10	968	5,758	3,094	4,479	13,331	0
2010–11	841	5,719	3,052	4,496	13,267	0
2011–12	892	5,714	3,007	4,505	13,226	0
2012–13	973	5,611	3,055	4,399	13,065	0
2013–14	904	5,663	3,035	4,305	13,003	0
2014–15	876	5,652	2,959	4,233	12,844	0
2015–16	872	5,568	2,913	4,129	12,610	0
2016–17	879	5,545	2,844	4,109	12,498	0
2017–18	892	5,618	2,782	4,078	12,478	0
2018–19	828	5,409	2,819	4,003	12,231	0
2019–20	868	5,348	2,818	3,906	12,072	0
2020–21	810	4,981	2,793	3,809	11,583	0
2021–22	755	4,973	2,674	3,789	11,436	0

**Counted in-grade levels.*

Table 6

Enrollment Trends by Constant Grade Organization in Community Unit School District 200: 1965–66 to 2021–22

School Year	K	1–5	K–5	6–8	9–12	K–12	Sp. Ed.	Pre-K	Total	ODSE	Grand
1965–66	694	3,048	3,742	1,749	2,431	7,922	44	0	7,966	0	0
1966–67	740	3,225	3,965	1,907	2,664	8,536	25	0	8,561	0	0
1967–68	751	3,520	4,271	2,092	2,904	9,267	36	0	9,303	0	0
1968–69	789	3,787	4,576	2,274	3,098	9,948	44	0	9,992	0	0
1969–70	808	4,138	4,946	2,575	3,309	10,830	83	0	10,913	0	0
1970–71	766	4,242	5,008	2,711	3,375	11,094	46	0	11,140	60	11,200
1971–72	746	4,202	4,948	2,777	3,543	11,268	59	0	11,327	65	11,392
1972–73	819	4,223	5,042	2,879	3,711	11,632	76	0	11,708	65	11,773
1973–74	832	4,131	4,963	2,958	3,851	11,772	55	0	11,827	90	11,917
1974–75	881	4,074	4,955	2,904	3,926	11,785	61	0	11,846	92	11,938
1975–76	891	3,950	4,841	2,819	4,105	11,765	126	0	11,891	75	11,966
1976–77	829	4,002	4,831	2,598	4,082	11,511	150	0	11,661	99	11,760
1977–78	686	3,898	4,584	2,433	3,970	10,987	151	0	11,138	108	11,246
1978–79	655	3,797	4,452	2,282	3,816	10,550	214	0	10,764	93	10,857
1979–80	669	3,664	4,333	2,277	3,656	10,266	246	0	10,512	86	10,598
1980–81	691	3,560	4,251	2,331	3,453	10,035	222	0	10,257	106	10,363
1981–82	722	3,440	4,162	2,376	3,247	9,785	213	0	9,998	123	10,121
1982–83	715	3,369	4,084	2,389	3,154	9,627	260	0	9,887	86	9,973
1983–84	706	3,508	4,214	2,256	3,116	9,586	259	0	9,845	99	9,944
1984–85	789	3,556	4,345	2,136	3,175	9,656	231	0	9,887	100	9,987
1985–86	819	3,670	4,489	2,078	3,211	9,778	189	0	9,967	119	10,086
1986–87	816	3,804	4,620	2,099	3,153	9,872	172	0	10,044	141	10,185
1987–88	838	4,048	4,886	2,138	3,119	10,143	169	0	10,312	151	10,463
1988–89	915	4,269	5,184	2,268	3,065	10,517	219	0	10,736	131	10,867
1989–90	971	4,364	5,335	2,301	3,064	10,700	260	0	10,960	148	11,108

Continued. . .

Table 6—Continued

Enrollment Trends by Constant Grade Organization in Community Unit School District 200: 1965–66 to 2021–22

School Year	K	1–5	K–5	6–8	9–12	K–12	Sp. Ed.	Pre-K	Total	ODSE	Grand
1990–91	1,065	4,654	5,719	2,490	3,177	11,386	221	0	11,607	166	11,773
1991–92	1,036	4,878	5,914	2,605	3,228	11,747	217	0	11,964	149	12,113
1992–93	1,079	5,048	6,127	2,678	3,410	12,215	168	0	12,383	161	12,544
1993–94	1,086	5,213	6,299	2,770	3,435	12,504	332	0	12,836	107	12,943
1994–95	1,080	5,376	6,456	2,825	3,599	12,880	261	0	13,141	73	13,214
1995–96	1,137	5,409	6,546	2,935	3,529	13,010	265	0	13,275	72	13,347
1996–97	1,085	5,503	6,588	3,051	3,734	13,373	258	0	13,631	68	13,699
1997–98	1,032	5,626	6,658	3,240	3,860	13,758	250	0	14,008	65	14,073
1998–99	996	5,582	6,578	3,321	3,927	13,826	219	87	14,132	82	14,214
1999–00	1,035	5,474	6,509	3,339	4,091	13,939	207	90	14,236	89	14,325
2000–01	993	5,390	6,383	3,376	4,253	14,012	216	85	14,313	86	14,399
2001–02	975	5,267	6,242	3,401	4,378	14,021	240	110	14,371	95	14,466
2002–03	963	5,226	6,189	3,406	4,588	14,183	0	131	14,314	(*91)	14,223
2003–04	916	5,156	6,072	3,357	4,596	14,025	0	167	14,192	0	14,192
2004–05	956	5,040	5,996	3,273	4,651	13,920	0	205	14,125	0	14,125
2005–06	949	4,984	5,933	3,250	4,662	13,845	0	231	14,076	0	14,076
2006–07	926	4,862	5,788	3,196	4,613	13,597	0	238	13,835	0	13,835
2007–08	897	4,777	5,674	3,148	4,578	13,400	0	226	13,626	0	13,626
2008–09	866	4,787	5,653	3,110	4,551	13,314	0	249	13,563	0	13,563
2009–10	968	4,790	5,758	3,094	4,479	13,331	0	141	13,472	0	13,472
2010–11	841	4,878	5,719	3,052	4,496	13,267	0	136	13,403	0	13,403
2011–12	892	4,822	5,714	3,007	4,505	13,226	0	146	13,372	0	13,372
2012–13	973	4,638	5,611	3,055	4,399	13,065	0	178	13,243	0	13,243
2013–14	904	4,759	5,663	3,035	4,305	13,003	0	152	13,155	0	13,155
2014–15	876	4,776	5,652	2,959	4,233	12,844	0	132	12,976	0	12,976
2015–16	872	4,696	5,568	2,913	4,129	12,610	0	130	12,740	0	12,740
2016–17	879	4,666	5,545	2,844	4,109	12,498	0	149	12,647	0	12,647
2017–18	892	4,726	5,618	2,782	4,078	12,478	0	197	12,675	0	12,675
2018–19	828	4,581	5,409	2,819	4,003	12,231	0	182	12,413	0	12,413
2019–20	868	4,480	5,348	2,818	3,906	12,072	0	204	12,276	0	12,276
2020–21	810	4,171	4,981	2,793	3,809	11,583	0	222	11,805	0	11,805
2021–22	755	4,218	4,973	2,674	3,789	11,436	0	250	11,686	0	11,686

**Counted in-grade levels.*

Table 7

Enrollment History of Community Unit School District 200: 1987–88 to 2021–21

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K–12	Sp. Ed.	Pre-K	Total
1987–88	838	917	850	800	734	747	718	731	689	748	737	818	816	10,143	169	0	10,312
1988–89	915	935	873	847	837	777	772	749	747	761	749	737	818	10,517	219	0	10,736
1989–90	971	917	910	858	864	815	796	772	733	797	774	761	732	10,700	260	0	10,960
1990–91	1,065	1,051	887	961	871	884	854	840	796	821	796	779	781	11,386	221	0	11,607
1991–92	1,036	1,103	1,027	895	953	900	903	874	828	867	821	766	774	11,747	217	0	11,964
1992–93	1,079	1,097	1,070	1,034	895	952	911	902	865	918	896	817	779	12,215	168	0	12,383
1993–94	1,086	1,101	1,099	1,060	1,031	922	972	891	907	917	872	854	792	12,504	332	0	12,836
1994–95	1,080	1,123	1,075	1,095	1,049	1,034	956	957	912	998	894	863	844	12,880	261	0	13,141
1995–96	1,137	1,115	1,097	1,075	1,076	1,046	1,046	940	949	911	957	847	814	13,010	265	0	13,275
1996–97	1,085	1,128	1,097	1,099	1,103	1,076	1,065	1,044	942	988	934	965	847	13,373	258	0	13,631
1997–98	1,032	1,147	1,142	1,121	1,103	1,113	1,109	1,089	1,042	996	1,002	916	946	13,758	250	0	14,008
1998–99	996	1,062	1,138	1,138	1,130	1,114	1,136	1,088	1,097	1,047	980	1,025	875	13,826	219	87	14,132
1999–00	1,035	1,059	1,053	1,112	1,123	1,127	1,098	1,145	1,096	1,124	1,034	951	982	13,939	207	90	14,236
2000–01	993	1,091	1,024	1,049	1,120	1,106	1,133	1,117	1,126	1,128	1,154	1,024	947	14,012	216	85	14,313
2001–02	975	1,010	1,054	1,040	1,056	1,107	1,133	1,145	1,123	1,147	1,110	1,138	983	14,021	240	110	14,371
2002–03	963	1,022	998	1,078	1,058	1,070	1,114	1,150	1,142	1,154	1,152	1,130	1,152	14,183	0	131	14,314
2003–04	916	974	1,027	1,013	1,078	1,064	1,070	1,127	1,160	1,154	1,160	1,145	1,137	14,025	0	167	14,192
2004–05	956	925	1,016	1,008	1,028	1,063	1,054	1,096	1,123	1,280	1,137	1,104	1,130	13,920	0	205	14,125
2005–06	949	965	953	1,003	1,025	1,038	1,066	1,077	1,107	1,188	1,254	1,106	1,114	13,845	0	231	14,076
2006–07	926	940	951	943	1,002	1,026	1,036	1,069	1,091	1,228	1,133	1,169	1,083	13,597	0	238	13,835
2007–08	897	947	965	934	928	1,003	1,038	1,050	1,060	1,276	1,103	1,062	1,137	13,400	0	226	13,626
2008–09	866	919	966	977	961	964	1,022	1,052	1,036	1,209	1,194	1,030	1,118	13,314	0	249	13,563
2009–10	968	890	938	997	997	968	977	1,042	1,075	1,176	1,163	1,128	1,012	13,331	0	141	13,472

Continued...

Table 7—*Continued*

Enrollment History of Community Unit School District 200: 1987–88 to 2021–22

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K–12	Sp. Ed.	Pre-K	Total
2010–11	841	984	914	977	1,014	989	980	1,002	1,070	1,214	1,095	1,097	1,090	13,267	0	136	13,403
2011–12	892	868	1,000	949	981	1,024	1,005	993	1,009	1,228	1,158	1,048	1,071	13,226	0	146	13,372
2012–13	973	875	861	987	955	960	1,030	1,024	1,001	1,122	1,155	1,088	1,034	13,065	0	178	13,243
2013–14	904	1,020	890	892	994	963	966	1,036	1,033	1,111	1,069	1,066	1,059	13,003	0	152	13,155
2014–15	876	952	1,027	905	911	981	967	965	1,027	1,120	1,050	1,023	1,040	12,844	0	132	12,976
2015–16	872	922	956	1,000	909	909	976	959	978	1,113	1,063	938	1,015	12,610	0	130	12,740
2016–17	879	876	943	956	995	896	901	983	960	1,083	1,043	990	993	12,498	0	149	12,647
2017–18	892	910	894	955	963	1,004	905	916	961	998	1,051	1,005	1,024	12,478	0	197	12,675
2018–19	828	892	900	893	956	940	1,009	901	909	1,029	969	995	1,010	12,231	0	182	12,413
2019–20	868	847	889	903	885	956	937	981	900	956	1,001	939	1,010	12,072	0	204	12,276
2020–21	810	807	802	843	878	841	937	918	938	928	946	986	949	11,583	0	222	11,805
2021–22	755	869	839	787	839	884	834	939	901	1,004	911	901	973	11,436	0	250	11,686

Table 8

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2021

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 12	Net Migration/ Transfer	Change Special Education	Change Pre-K
1987 to 88	424	99	275	50	0
1988 to 89	224	153	30	41	0
1989 to 90	647	333	353	-39	0
1990 to 91	357	255	106	-4	0
1991 to 92	419	305	163	-49	0
1992 to 93	453	307	-18	164	0
1993 to 94	305	288	88	-71	0
1994 to 95	134	293	-163	4	0
1995 to 96	356	271	92	-7	0
1996 to 97	377	185	200	-8	0
1997 to 98	124	50	18	-31	87
1998 to 99	104	160	-47	-12	3
1999 to 00	77	11	62	9	-5
2000 to 01	58	28	-19	24	25
2001 to 02	-57	-20	182	-240	21
2002 to 03	-122	-236	78	0	36
2003 to 04	-67	-181	76	0	38
2004 to 05	-49	-181	106	0	26
2005 to 06	-241	-188	-60	0	7
2006 to 07	-209	-186	-11	0	-12
2007 to 08	-63	-271	185	0	23
2008 to 09	-91	-150	167	0	-108
2009 to 10	-69	-171	107	0	-5
2010 to 11	-31	-198	157	0	10
2011 to 12	-129	-98	-63	0	32
2012 to 13	-88	-130	68	0	-26
2013 to 14	-179	-183	24	0	-20
2014 to 15	-236	-168	-66	0	-2
2015 to 16	-93	-136	24	0	19
2016 to 17	28	-101	81	0	48
2017 to 18	-262	-196	-51	0	-15
2018 to 19	-137	-142	-17	0	22
2019 to 20	-471	-200	-289	0	18
2020 to 21	-119	-194	47	0	28

Table 9

Net Annual Student Migration/Transfer in Community Units School District 200: September 1987 to September 2021

Transition Year Sept. to Sept.	Grade Transition												
	K–1	1–2	2–3	3–4	4–5	5–6	6–7	7–8	8–9	9–10	10–11	11–12	Total
1987 to 88	97	-44	-3	37	43	25	31	16	72	1	0	0	275
1988 to 89	2	-25	-15	17	-22	19	0	-16	50	13	12	-5	30
1989 to 90	80	-30	51	13	20	39	44	24	88	-1	5	20	353
1990 to 91	38	-24	8	-8	29	19	20	-12	71	0	-30	-5	106
1991 to 92	61	-33	7	0	-1	11	-1	-9	90	29	-4	13	163
1992 to 93	22	2	-10	-3	27	20	-20	5	52	-46	-42	-25	-18
1993 to 94	37	-26	-4	-11	3	34	-15	21	91	-23	-9	-10	88
1994 to 95	35	-26	0	-19	-3	12	-16	-8	-1	-41	-47	-49	-163
1995 to 96	-9	-18	2	28	0	19	-2	2	39	23	8	0	92
1996 to 97	62	14	24	4	10	33	24	-2	54	14	-18	-19	200
1997 to 98	30	-9	-4	9	11	23	-21	8	5	-16	23	-41	18
1998 to 99	63	-9	-26	-15	-3	-16	9	8	27	-13	-29	-43	-47
1999 to 00	56	-35	-4	8	-17	6	19	-19	32	30	-10	-4	62
2000 to 01	17	-37	16	7	-13	27	12	6	21	-18	-16	-41	-19
2001 to 02	47	-12	24	18	14	7	17	-3	31	5	20	14	182
2002 to 03	11	5	15	0	6	0	13	10	12	6	-7	7	78
2003 to 04	9	42	-19	15	-15	-10	26	-4	120	-17	-56	-15	76
2004 to 05	9	28	-13	17	10	3	23	11	65	-26	-31	10	106
2005 to 06	-9	-14	-10	-1	1	-2	3	14	121	-55	-85	-23	-60
2006 to 07	21	25	-17	-15	1	12	14	-9	185	-125	-71	-32	-11
2007 to 08	22	19	12	27	36	19	14	-14	149	-82	-73	56	185
2008 to 09	24	19	31	20	7	13	20	23	140	-46	-66	-18	167
2009 to 10	16	24	39	17	-8	12	25	28	139	-81	-66	-38	107

Continued...

Table 9—*Continued*

Net Annual Student Migration/Transfer in Community Units School District 200: September 1987 to September 2021

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
2010 to 11	27	16	35	4	10	16	13	7	158	-56	-47	-26	157
2011 to 12	-17	-7	-13	6	-21	6	19	8	113	-73	-70	-14	-63
2012 to 13	47	15	31	7	8	6	6	9	110	-53	-89	-29	68
2013 to 14	48	7	15	19	-13	4	-1	-9	87	-61	-46	-26	24
2014 to 15	46	4	-27	4	-2	-5	-8	13	86	-57	-112	-8	-66
2015 to 16	4	21	0	-5	-13	-8	7	1	105	-70	-73	55	24
2016 to 17	31	18	12	7	9	9	15	-22	38	-32	-38	34	81
2017 to 18	0	-10	-1	1	-23	5	-4	-7	68	-29	-56	5	-51
2018 to 19	19	-3	3	-8	0	-3	-28	-1	47	-28	-30	15	-17
2019 to 20	-61	-45	-46	-25	-44	-19	-19	-43	28	-10	-15	10	-289
2020 to 21	59	32	-15	-4	6	-7	2	-17	66	-17	-45	-13	47

Future Enrollment in the Schools and the District as a Whole

In projecting enrollment for District 200 schools, two sets of interrelated factors play central causal roles. The first is future births to residents and resulting family sizes. Any changes in fertility rates during the next five years will not affect either the middle schools or high school enrollment projections. This is because youngsters who will enter these school grades through school year 2031–32 are already born. Fertility changes will not affect the elementary schools until after 2026–27; again, because children who will be reaching kindergarten during the next five years are already born. Fertility rate changes during the next five years could affect pre-K enrollment sooner as well as elementary school enrollments beginning with the school year 2027–28. However, information on fertility rates of middle-income suburban families suggests that there will be little change during the next five years. The one factor that could play a role, though, is greater in-migration of Hispanic families who have higher fertility rates, a District 200 trend noted earlier in this report.

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

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

Series A Enrollment projection assuming future fertility rates remain relatively stable (through 2026), future new residential development (where possible), and turnover of existing housing units in each attendance area to families with preschool and school-age children *are less than anticipated* through 2031;

Series B Enrollment projection assuming future fertility rates remain relatively stable (through 2026), future new residential development (where possible), and turnover of existing housing units in each attendance area to families with preschool and school-age children *occur as anticipated* through 2031;

Series C Enrollment projection assuming future fertility rates remain relatively stable (through 2026), future new residential development (where possible), and turnover of existing housing units in each attendance area to families with preschool and school-age children *are greater than anticipated* through 2031.

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

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

Updated enrollment projections, by grade and by year, will be provided for each elementary school through 2026–27 and for the combined elementary schools through 2031–32. Middle school (grade 6–8) enrollment will be projected for Edison, Franklin, Hubble, and Monroe through 2031–32. Enrollment will be projected for Wheaton North and Wheaton-Warrenville South High Schools, by year and by grade, through 2031–32, as will total District enrollment. Series A, Series B, and Series C projections will be provided in all instances.

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

It should be reiterated here that entering kindergarten enrollments at a number of elementary schools have been volatile. Given COVID-19 impacts, in the past two years a number of elementary schools experienced out-of-line jumps while others had significant declines. Cap-and-send policies based on available classroom space likewise affected some kindergarten grade sizes and also migration/transfer patterns for a few schools. This makes forecasting future kindergarten enrollments at these schools difficult and also diminishes the accuracy of projections for schools impacted by cap-and-send. I have done my best to adjust for these anomalies, but recommend that the elementary school projections be updated fairly frequently to capture these dynamics.

Table 10 provides updated information on annual births to residents of the communities served by District 200 between 1990 and 2009 (the last year for which village resident birth data is available) and estimates thereafter based on resident births in local ZIP code areas. Our sensitivity analysis of historic data showed that the sum of births to residents in ZIP codes 60187, 60189 and 60555 has been about 48 greater than the sum of Wheaton and Warrenville. Focusing on Wheaton and Warrenville, note the considerable drop in the number of births to residents between 1999 and 2009. The ZIP code births indicate that since 2009, births to residents have been relatively stable. This, together with anticipated future "empty nest" housing turnover, would suggest that kindergarten

enrollments will remain stable and possibly even increase slightly in the decade ahead.

The next step was to adjust projected enrollment each year in grades 1 through 12 for anticipated new residential development (including teardowns and rebuilds) and net student migration/transfer. New housing development estimates were provided for the school attendance areas by local developers and municipal officials.

Since District 200 is largely built out, only limited new single-family housing development is anticipated over the coming decade with the exception of the Bower attendance area and especially Pulte's Naper Commons development in the Whittier attendance area. Some townhouse and multifamily development is expected to continue in a few attendance areas which tend to yield on average fewer children than single-family units. There may well be other scattered new housing development over the coming decade not currently envisioned.

Teardowns of smaller homes and replacements by larger ones have been occurring in the District over the years, especially in the Hawthorne, Lowell, Longfellow, and Washington attendance areas, but also in Emerson, Lincoln, Madison, and Whittier attendance areas. In addition, the diversity of the student population has increased as Hispanic families (some with larger families) moved

into more affordable complexes in the Bower, Johnson, Sandburg and Washington attendance areas.

For District 200 communities as a whole, the former Northeastern Illinois Planning Commission (NIPC; now the Chicago Metropolitan Agency for Planning) predicts modest longer-term population growth (see Table 11 for 2030, 2035 and 2040 forecasts). By 2040, total population in Wheaton is forecasted to reach 58,596 up from 52,598 in 2020, while Warrenville is expected to reach 15,621 or approximately 1,700 above its year 2020 population estimate of 13,909.

Series B projections (the most likely) were made following the methodology described above, taking into account estimated future kindergarten enrollments and anticipated family in-migration to each attendance area as a result of new housing development and housing turnover (including teardowns). Series A projections were computed in a similar manner to Series B, except that downward adjustments were made for student in-migration, assuming a lesser amount of new residential development and/or housing turnover in each attendance area than is assumed in Series B. Series C projections were also computed in a manner similar to Series B, except that adjustments assumed that housing turnover (including teardowns and rebuilds) would be greater than currently anticipated and that some additional new single-family and multi-family units not currently envisioned would be completed.

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

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

Table 10

Births to Residents of Primary Municipalities and ZIP Codes Served By Community Unit School District 200:
1990 to 2020

Year	Wheaton	Warrenville	Sum
1990	822	241	1063
1991	766	248	1014
1992	803	232	1035
1993	819	228	1047
1994	806	236	1042
1995	836	193	1029
1996	804	239	1043
1997	722	203	925
1998	742	193	935
1999	729	230	959
2000	711	204	915
2001	678	234	912
2002	650	197	847
2003	688	214	902
2004	625	205	830
2005	623	196	819
2006	623	220	843
2007	593	194	787
2008	570	180	750
2009	558	174	732

Year	ZIP Code		
	60187 & 60189	60555	Sum
2010	588	183	771
2011	615	181	796
2012	636	192	828
2013	604	147	751
2014	658	169	827
2015	686	147	833
2016	690	180	870
2017	692	175	867
2018	653	159	812
2019	664	159	823
2020	624	139	763

Source: Illinois Department of Public Health.

Table 11

Population and Household Forecasts for Municipalities Served by Community Unit School District 200: 2000 to 2025, 2030, 2035, and 2040

Population					
Municipality	2020	2025	2030	2035	2040
Wheaton	52,598	54,170	55,730	57,155	58,596
Warrenville	13,909	14,374	14,934	15,319	15,621
Winfield	9,999	10,310	10,603	10,830	11,052
Carol Stream	41,268	42,487	43,717	44,351	44,984
West Chicago	27,788	28,927	30,219	31,586	33,207
Households					
Municipality	2020	2025	2030	2035	2040
Wheaton	21,022	21,945	22,848	23,587	24,263
Warrenville	5,303	5,498	5,751	5,923	6,056
Winfield	3,888	4,053	4,212	4,328	4,434
Carol Stream	15,180	15,691	16,245	16,527	16,800
West Chicago	7,937	8,402	8,954	9,523	10,157

Source: U.S. Bureau of the Census, 2010 Census of Population and Housing.
Chicago Metropolitan Agency for Planning. ON TO 2050 Forecast of Population, Households and Employment. 2018.

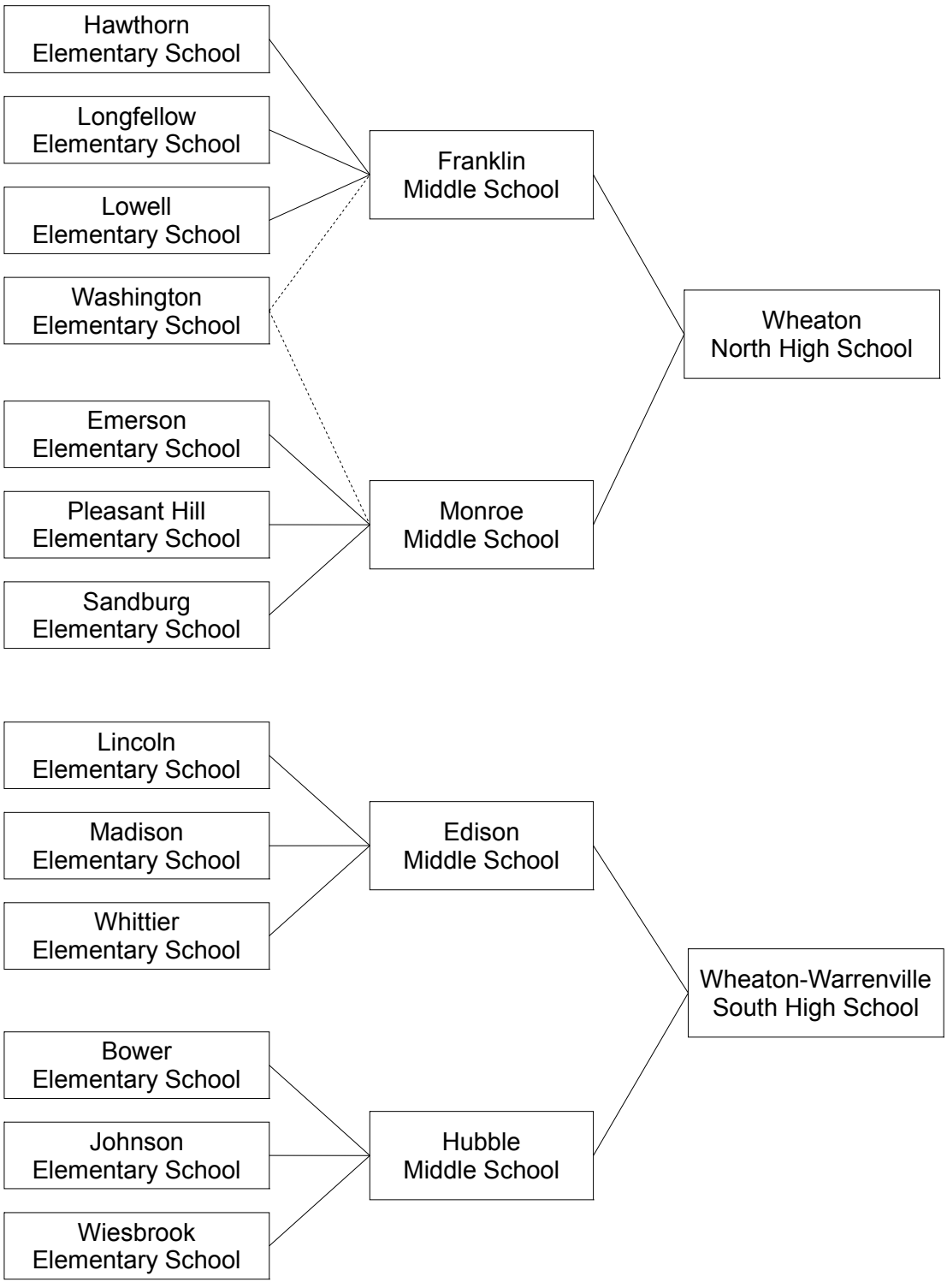
Table 12

Allocation of Elementary School Graduates to Middle and High Schools

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

Figure 1

General Matriculation Pattern in Community Unit School District 200
as of School Year 2016–17



Enrollment Projections

Tables 13A through 25C provide enrollment projections for each elementary school, by year and by grade, through 2026–27 under the three sets of assumptions described above. Because the precise grade-by-grade numbers projected may be clearly observed in each table for each projection series, I will comment here on total enrollments projected for each school under Series B, which is the most likely.

Should future new housing development, housing turnover and resulting in-migration of families with preschool and elementary school-age children occur as anticipated, the Series B projections show that Bower will remain relatively stable for the next five years at just under this year's count of 439. Emerson is likewise projected to be stable slightly below its September 2021 enrollment of 259. The same stability is expected at Hawthorn Elementary School though it could edge up in 2026–27 to 184 students compared to its fall 2021 count of 175. Johnson is similarly projected to rise slightly from 455 students this past fall to 489 students in 2026–27. Conversely, Lincoln is projected to decline slightly over the next five years from 441 this year to near 425 in 2026–27. Longfellow should stay quite close to its current 336 enrollment. Lowell is projected to modestly decline for the next two years from 259 in fall 2021 to 231 students in 2023–24 then roughly stabilize just above that number through 2026–27. Madison is likewise projected to modestly dip over the next two years

from 409 students presently to 387 students in 2023–24 before edging back to 403 students in 2025–26. Pleasant Hill is projected to decline from this past fall's 553 enrollment to 502 students in 2026–27. Sandburg should remain essentially stable just under its current 382 count through 2026–27. Washington will modestly decline from 371 students this year to 346 students in 2026–27. During this same period, Whittier impacted by Naper Commons development, should grow from its current enrollment of 417 to 464 students in 2026–27. Finally, Wiesbrook is projected to slightly rise from 477 students this past fall to 493 in 2025–26 before slipping back to 470 students in 2026–27.

In projecting middle school enrollment for the next 10 years, it is assumed that all graduating students from Lincoln, Madison, and Whittier will attend Edison Middle School (see Table 12 and Figure 1). Franklin Middle School will receive all students from Hawthorne, Longfellow, Lowell, and a majority from the Washington attendance area. All of Bower, Johnson, and Wiesbrook are assumed to attend Hubble Middle School. Monroe Middle School is assumed to receive all students from Emerson, Pleasant Hill, Sandburg, as well as a portion from the Washington attendance area.

Table 26B shows that under the Series B (most likely) assumptions, enrollment at Edison will edge up from 660 last fall to 675 students in 2023–24. Total enrollment at Edison will then drop to 604 students in 2025–26 before rebounding to 652 students in 2030–31, then stabilizing. Under Series A (low

growth; Table 26A) assumptions, Edison's enrollment will decline to 523 students ten years from now with virtually all the drop occurring during the next five years. Under Series C (high growth; Table 26C) assumptions, Edison's enrollment would climb to 786 students in 2031–32 before stabilizing.

Table 27B shows that under Series B (most likely) assumptions, total enrollment at Franklin, currently at 600 students, will drop to 466 students in 2026–27, and then stabilize at just above that number through 2031–32. If family in-migration is less than currently anticipated (Series A; Table 27A), Franklin's enrollment could drop down to 310 students in 2031–32, which I do not view as likely. Should housing development, housing turnover, and family in-migration trends accelerate beyond that currently anticipated (Series C; Table 27C), total enrollment at Franklin would be basically stable next year, then decline to 567 students in 2024–25 before steadily rising to 658 students in 2030–31.

The projections for Hubble School are presented in Tables 28A through 28C. Under the most likely assumptions (Series B), Hubble's enrollment will be stable next year near its current 706 number then dip to 667 students in 2023–24. Total enrollment will then climb to 721 in 2026–27 and stabilize at slightly under that number through 2031–32. The Series A (absolute minimum) projection shows that Hubble's enrollment could decline to 561 students in 2030–31 before stabilizing. If new housing development and housing turnover expectations and resulting family in-migration are exceeded (Series C), total enrollment at Hubble

would be relatively stable for the next two years, then rise to 847 students in 2031–32.

Monroe's projections are shown in Tables 29A through 29C. Should new housing development and housing turnover in the areas served by Monroe occur as anticipated, total enrollment in this middle school will decline from 708 this year to 645 students in 2024–25. Following three years of relative stability, Monroe's enrollment will decline to 595 students in 2029–30 and then edge back to 619 students in 2031–32. Under low-growth assumptions (Series A), total enrollment at Monroe would drop to 472 students in 2031–32. Under high growth Series C assumptions, total enrollment at Monroe would still drop to 698 students next year then rise to 773 students in 2026–27 before stabilizing near that count.

Tables 30A through 31C provide enrollment projections under the three sets of assumptions for Wheaton North High School and Wheaton-Warrenville South High School. If new housing development and housing turnover occur as anticipated (Series B, Table 30B), total enrollment at Wheaton North High School will drop from last fall's 1,943 students to 1,507 in 2030–31. Should new housing development and housing turnover and resulting family in-migration be lower than expected (Series A), total enrollment at Wheaton North High School could decline over the coming decade to just 1,101 students in 2031–32 which is the absolute minimum that can be foreseen. Conversely, should new housing

development and housing turnover and resulting family in-migration accelerate beyond that anticipated (Series C), total enrollment at Wheaton North High School would rise to 1,984 students in 2024–25 then dip to 1,877 students in 2027–28 before fluctuating around that number through 2031–32.

If housing dynamics in the District occur as expected (Series B, Table 31B), Wheaton-Warrenville South High School's enrollment will remain at or very near its present 1,846 count next year then rise to 1,912 students in 2025–26. South's total enrollment should then decline to 1,835 students in 2027–28 before stabilizing at just above that count through 2031–32. The Series A (absolute minimum) projection (Table 31A) shows that total enrollment at Wheaton-Warrenville South High School would decline to 1,548 students in 2029–30 and leveling off. Should new housing development, housing turnover and resulting family in-migration exceed expectations (Series C), total enrollment at Wheaton-Warrenville South High School would climb to 2,229 students in 2031–32.

It is possible to gain more reliability and a better handle on where the District as a whole is heading by projecting combined school enrollments, by year and by grade, through 2031–32. These projections, under Series A, Series B, and Series C assumptions, are provided in Tables 32A, 32B, and 32C, respectively. Since they were done completely independently of the individual school projections, they will not equal the sum of the individual schools for each series. In particular, the Series A and Series C projections will be tighter than the

individual school sums of the Series A or Series C since all schools will not likely follow Series A or Series C simultaneously. The Series B aggregate projections will be close to the Series B sums of individual schools, though.

Under Series B assumptions (Table 32B), total District enrollment (including preschool at Jefferson) will continue drop from 11,686 last fall to 10,683 students in 2029–30. Total District enrollment in will roughly stabilize thereafter. In my opinion, District 200 total enrollment will most closely track the Series B projection numbers.

Assuming a significant slowdown in future student in-migration, Series A (Table 32A) shows that total District 200 enrollment will decline to 9,961 students in 2029–30 and level off near that number. Again, Series A represents the minimum number that can be foreseen. However, should net student in-migration accelerate beyond that presently expected, Table 32C (Series C) reveals that total District 200 enrollment (including preschool at Jefferson) will remain fairly stable during the coming decade.

Tables 33A, 33B, and 33C provide the aggregate district-wide K–5, 6–8, and 9–12 forecasts for District 200 under the three sets of assumptions. Historical and projected total enrollment by grade groupings under the three sets of assumptions are also illustrated in Figures 2 through 5. The basic conclusion to be drawn is that overall enrollment decline will likely continue to characterize the District at the elementary school, middle school, and high school levels for

the next five years. These declines will not be as sharp though as some years in the recent past and greater enrollment stability should set in after 2026–27.

Concluding Remarks

As I stated previously, no demographer has a crystal ball. In this updated report, I have assembled the best information presently available and applied professional techniques and judgment to generate enrollment projections for District 200 and the individual schools. These projections should be monitored and updated regularly (at least once every three years) to ensure that policy decisions are based on the latest and most reliable figures, especially given COVID-19 impacts and fluctuating kindergarten enrollments that destabilize elementary school forecasts. At this time, it is my hope that the projections and all other demographic information contained in this report will be useful to District 200's Board of Education, administrators, teachers, and concerned citizens as plans are made for future space and staff needs in the District.

John D. Kasarda, Ph.D.
San Diego, CA
April 2022

Table 13A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Bower Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	62	62	64	63	65	64
1	64	60	60	62	61	63
2	88	67	63	63	65	64
3	72	84	63	59	59	61
4	76	72	84	63	59	59
5	77	75	71	83	62	58
Total	439	420	405	393	371	369

Table 13B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Bower Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	62	67	69	68	70	70
1	64	62	67	69	68	70
2	88	69	67	72	74	73
3	72	86	67	65	70	72
4	76	74	88	69	67	72
5	77	77	75	89	70	68
Total	439	435	433	432	419	425

Table 13C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Bower Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	62	71	73	72	74	74
1	64	64	73	75	74	76
2	88	71	71	80	82	81
3	72	88	71	71	80	82
4	76	76	92	75	75	84
5	77	79	79	95	78	78
Total	439	449	459	468	463	475

Table 14A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Emerson Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	43	39	38	40	38	40
1	45	41	37	36	38	36
2	38	41	37	33	32	34
3	51	35	38	34	30	29
4	41	47	31	34	30	26
5	41	39	45	29	32	28
Total	259	242	226	206	200	193

Table 14B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Emerson Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	43	44	43	45	43	46
1	45	43	44	43	45	43
2	38	43	41	42	41	43
3	51	37	42	40	41	40
4	41	49	35	40	38	39
5	41	41	49	35	40	38
Total	259	257	254	245	248	249

Table 14C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Emerson Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	43	48	47	49	47	50
1	45	45	50	49	51	49
2	38	45	45	50	49	51
3	51	39	46	46	51	50
4	41	51	39	46	46	51
5	41	43	53	41	48	48
Total	259	271	280	281	292	299

Table 15A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Hawthorn Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	31	29	28	27	29	28
1	29	31	29	28	27	29
2	30	24	26	24	23	22
3	21	28	22	24	22	21
4	34	20	27	21	23	21
5	30	29	15	22	16	18
Total	175	161	147	146	140	139

Table 15B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Hawthorn Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	31	32	31	30	32	31
1	29	33	34	33	32	34
2	30	26	30	31	30	29
3	21	30	26	30	31	30
4	34	22	31	27	31	32
5	30	31	19	28	24	28
Total	175	174	171	179	180	184

Table 15C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Hawthorn Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	31	35	35	34	36	36
1	29	35	39	39	38	40
2	30	28	34	38	38	37
3	21	32	30	36	40	40
4	34	24	35	33	39	43
5	30	33	23	34	32	38
Total	175	187	196	214	223	234

Table 16A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Johnson Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	87	75	74	73	76	74
1	68	87	75	74	73	76
2	80	67	86	74	73	72
3	74	77	64	83	71	70
4	69	70	73	60	79	67
5	77	69	70	73	60	79
Total	455	445	442	437	432	438

Table 16B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Johnson Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	87	79	78	77	81	78
1	68	89	81	80	79	83
2	80	69	90	82	81	80
3	74	79	68	89	81	80
4	69	72	77	66	87	79
5	77	71	74	79	68	89
Total	455	459	468	473	477	489

Table 16C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Johnson Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	87	85	83	82	86	83
1	68	91	89	87	86	90
2	80	71	94	92	90	89
3	74	81	72	95	93	91
4	69	74	81	72	95	93
5	77	73	78	85	76	99
Total	455	475	497	513	526	545

Table 17A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Lincoln Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	67	69	70	70	69	70
1	79	68	70	71	71	70
2	70	74	63	65	66	66
3	79	66	70	59	61	62
4	78	76	63	67	56	58
5	68	76	74	61	65	54
Total	441	429	410	393	388	380

Table 17B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Lincoln Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	67	72	73	73	72	73
1	79	70	75	76	76	75
2	70	76	67	72	73	73
3	79	68	74	65	70	71
4	78	78	67	73	64	69
5	68	78	78	67	73	64
Total	441	442	434	426	428	425

Table 17C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Lincoln Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	67	76	77	78	77	78
1	79	72	81	82	83	82
2	70	78	71	80	81	82
3	79	70	78	71	80	81
4	78	80	71	79	72	81
5	68	80	82	73	81	74
Total	441	456	460	463	474	478

Table 18A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Longfellow Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	47	49	48	47	49	49
1	58	47	49	48	47	49
2	58	57	46	48	47	46
3	51	57	56	45	47	46
4	59	51	57	56	45	47
5	63	59	51	57	56	45
Total	336	320	307	301	291	282

Table 18B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Longfellow Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	47	53	52	51	53	54
1	58	49	55	54	53	55
2	58	59	50	56	55	54
3	51	59	60	51	57	56
4	59	53	61	62	53	59
5	63	61	55	63	64	55
Total	336	334	333	337	335	333

Table 18C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Longfellow Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	47	58	57	56	58	59
1	58	51	62	61	60	62
2	58	61	54	65	64	63
3	51	61	64	57	68	67
4	59	55	65	68	61	72
5	63	63	59	69	72	65
Total	336	349	361	376	383	388

Table 19A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipate*d through 2026

Lowell Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	41	40	37	36	41	40
1	42	38	37	34	33	38
2	47	41	37	36	33	32
3	28	42	36	32	31	28
4	48	25	39	33	29	28
5	53	44	21	35	29	25
Total	259	230	207	206	196	191

Table 19B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Lowell Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	41	44	41	40	44	44
1	42	39	42	39	38	42
2	47	43	40	43	40	39
3	28	44	40	37	40	37
4	48	27	43	39	36	39
5	53	46	25	41	37	34
Total	259	243	231	239	235	235

Table 19C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Lowell Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	41	49	46	45	49	49
1	42	42	50	47	46	50
2	47	45	45	53	50	49
3	28	46	44	44	52	49
4	48	29	47	45	45	53
5	53	48	29	47	45	45
Total	259	259	261	281	287	295

Table 20A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Madison Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	64	62	60	60	62	62
1	69	64	62	60	60	62
2	65	68	63	61	59	59
3	55	64	67	62	60	58
4	69	52	61	64	59	57
5	87	67	50	59	62	57
Total	409	377	363	366	362	355

Table 20B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Madison Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	64	66	64	64	66	66
1	69	66	68	66	66	68
2	65	70	67	69	67	67
3	55	65	70	67	69	67
4	69	54	64	69	66	68
5	87	69	54	64	69	66
Total	409	390	387	399	403	402

Table 20C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Madison Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	64	69	68	68	70	70
1	69	68	73	72	72	74
2	65	72	71	76	75	75
3	55	68	75	74	79	78
4	69	56	69	76	75	80
5	87	71	58	71	78	77
Total	409	404	414	437	449	454

Table 21A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Pleasant Hill Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	72	83	82	81	84	83
1	104	71	82	81	80	83
2	106	102	69	80	79	78
3	83	102	98	65	76	75
4	94	82	101	97	64	75
5	94	91	79	98	94	61
Total	553	531	511	502	477	455

Table 21B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Pleasant Hill Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	72	87	86	85	89	88
1	104	72	87	86	85	89
2	106	104	72	87	86	85
3	83	104	102	70	85	84
4	94	84	105	103	71	86
5	94	93	83	104	102	70
Total	553	544	535	535	518	502

Table 21C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Pleasant Hill Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	72	92	91	90	94	94
1	104	74	94	93	92	96
2	106	106	76	96	95	94
3	83	106	106	76	96	95
4	94	86	109	109	79	99
5	94	95	87	110	110	80
Total	553	559	563	574	566	558

Table 22A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Sandburg Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	53	55	58	55	56	57
1	74	56	58	61	58	59
2	68	70	52	54	57	54
3	59	65	67	49	51	54
4	66	57	63	65	47	49
5	62	63	54	60	62	44
Total	382	366	352	344	331	317

Table 22B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Sandburg Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	53	60	62	59	62	63
1	74	58	65	67	64	67
2	68	72	56	63	65	62
3	59	67	71	55	62	64
4	66	59	67	71	55	62
5	62	65	58	66	70	54
Total	382	381	379	381	378	372

Table 22C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Sandburg Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	53	65	66	63	66	67
1	74	60	72	73	70	73
2	68	74	60	72	73	70
3	59	69	75	61	73	74
4	66	61	71	77	63	75
5	62	67	62	72	78	64
Total	382	396	406	418	423	423

Table 23A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Washington Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	57	54	51	54	52	53
1	60	56	53	50	53	51
2	55	56	52	49	46	49
3	74	55	56	52	49	46
4	58	71	52	53	49	46
5	67	57	70	51	52	48
Total	371	349	334	309	301	293

Table 23B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Washington Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	57	59	55	60	56	57
1	60	58	60	56	61	57
2	55	58	56	58	54	59
3	74	57	60	58	60	56
4	58	73	56	59	57	59
5	67	59	74	57	60	58
Total	371	364	361	348	348	346

Table 23C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Washington Elementary

Series C Projection					
Grade	2021–22	2022–23	2023–24	2024–25	2025–26
K	57	63	60	65	62
1	60	60	66	63	68
2	55	60	60	66	63
3	74	59	64	64	70
4	58	75	60	65	65
5	67	61	78	63	68
Total	371	378	388	386	396

Table 24A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Whittier Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	61	65	63	62	64	65
1	73	66	70	68	67	69
2	65	73	66	70	68	67
3	56	66	74	67	71	69
4	76	57	67	75	68	72
5	86	75	56	66	74	67
Total	417	402	396	408	412	409

Table 24B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Whittier Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	61	68	67	66	68	70
1	73	69	76	75	74	76
2	65	75	71	78	77	76
3	56	68	78	74	81	80
4	76	59	71	81	77	84
5	86	77	60	72	82	78
Total	417	416	423	446	459	464

Table 24C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Whittier Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	61	71	70	69	71	73
1	73	71	81	80	79	81
2	65	77	75	85	84	83
3	56	71	83	81	91	90
4	76	62	77	89	87	97
5	86	79	65	80	92	90
Total	417	431	451	484	504	514

Table 25A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2026

Wiesbrook Elementary

Series A Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	70	70	66	71	67	72
1	104	72	72	68	73	69
2	69	103	71	71	67	72
3	84	69	103	71	71	67
4	71	82	67	101	69	69
5	79	68	79	64	98	66
Total	477	464	458	446	445	415

Table 25B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2026

Wiesbrook Elementary

Series B Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	70	75	71	76	72	77
1	104	74	79	75	80	76
2	69	105	75	80	76	81
3	84	71	107	77	82	78
4	71	84	71	107	77	82
5	79	70	83	70	106	76
Total	477	479	486	485	493	470

Table 25C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2026

Wiesbrook Elementary

Series C Projection						
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27
K	70	80	76	81	77	82
1	104	76	86	82	87	83
2	69	107	79	89	85	90
3	84	73	111	83	93	89
4	71	86	75	113	85	95
5	79	72	87	76	114	86
Total	477	494	514	524	541	525

Table 26A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2031

Edison Middle School

Series A Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	223	231	208	170	176	191	176	180	177	176	179
7	214	215	223	200	162	168	187	172	176	173	172
8	223	209	210	218	195	157	167	186	171	175	172
Total	660	655	641	588	533	516	530	538	524	524	523

Table 26B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2031

Edison Middle School

Series B Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	223	239	222	190	201	222	206	220	218	217	220
7	214	219	235	218	186	197	221	205	219	217	216
8	223	213	218	234	217	185	196	220	204	218	216
Total	660	671	675	642	604	604	623	645	641	652	652

Table 26C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2031

Edison Middle School

Series C Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	223	245	234	209	228	255	239	263	262	262	265
7	214	222	244	233	208	227	254	238	262	261	261
8	223	215	223	245	234	209	226	253	237	261	260
Total	660	682	701	687	670	691	719	754	761	784	786

Table 27A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2031

Franklin Middle School

Series A Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	178	181	160	124	138	125	118	115	107	107	114
7	226	167	170	149	113	127	120	113	110	102	102
8	196	210	151	154	133	97	119	112	105	102	94
Total	600	558	481	427	384	349	357	340	322	311	310

Table 27B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2031

Franklin Middle School

Series B Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	178	190	176	148	169	164	156	167	159	160	165
7	226	175	187	173	145	166	162	154	165	157	158
8	196	217	166	178	164	136	161	157	149	160	152
Total	600	582	529	499	478	466	479	478	473	477	475

Table 27C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2031

Franklin Middle School

Series C Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	178	197	191	170	198	201	198	225	219	219	225
7	226	183	202	196	175	203	200	197	224	218	218
8	196	225	182	201	195	174	200	197	194	221	215
Total	600	605	575	567	568	578	598	619	637	658	658

Table 28A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2031

Hubble Middle School

Series A Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	208	222	201	209	209	209	199	187	184	187	188
7	262	207	221	200	208	208	210	200	188	185	188
8	236	258	203	217	196	204	209	211	201	189	186
Total	706	687	625	626	613	621	618	598	573	561	562

Table 28B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2031

Hubble Middle School

Series B Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	208	232	217	231	237	243	231	233	230	233	235
7	262	212	236	221	235	241	246	234	236	233	236
8	236	264	214	238	223	237	243	248	236	238	235
Total	706	708	667	690	695	721	720	715	702	704	706

Table 28C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2031

Hubble Middle School

Series C Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	208	242	233	253	265	277	262	279	275	278	280
7	262	217	251	242	262	274	282	267	284	280	283
8	236	269	224	258	249	269	278	286	271	288	284
Total	706	728	708	753	776	820	822	832	830	846	847

Table 29A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2031

Monroe Middle School

Series A Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	225	208	201	190	193	195	152	161	161	160	161
7	237	213	196	189	178	181	192	149	158	158	157
8	246	225	201	184	177	166	177	188	145	154	154
Total	708	646	598	563	548	542	521	498	464	472	472

Table 29B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2031

Monroe Middle School

Series B Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	225	220	220	215	225	233	185	209	208	207	211
7	237	222	217	217	212	222	231	183	207	206	205
8	246	233	218	213	213	208	219	228	180	204	203
Total	708	675	655	645	650	663	635	620	595	617	619

Table 29C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2031

Monroe Middle School

Series C Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
6	225	231	237	239	256	270	219	258	256	256	260
7	237	228	234	240	242	259	271	220	259	257	257
8	246	239	230	236	242	244	260	272	221	260	258
Total	708	698	701	715	740	773	750	750	736	773	775

Table 30A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2031

Wheaton North High School

Series A Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
9	507	447	440	357	343	315	284	317	321	271	277
10	458	485	425	418	335	321	298	267	300	304	254
11	476	435	462	402	395	312	300	277	246	279	283
12	502	474	433	460	400	393	320	308	285	254	287
Total	1,943	1,841	1,760	1,637	1,473	1,341	1,202	1,169	1,152	1,108	1,101

Table 30B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2031

Wheaton North High School

Series B Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
9	507	470	478	412	419	405	376	412	417	361	396
10	458	496	459	467	401	408	392	363	399	404	348
11	476	443	481	444	452	386	392	376	347	383	388
12	502	486	453	491	454	462	398	404	388	359	395
Total	1,943	1,895	1,871	1,814	1,726	1,661	1,558	1,555	1,551	1,507	1,527

Table 30C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2031

Wheaton North High School

Series C Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
9	507	490	512	460	485	485	452	494	503	449	515
10	458	506	489	511	459	484	479	446	488	497	443
11	476	456	504	487	509	457	474	469	436	478	487
12	502	498	478	526	509	531	472	489	484	451	493
Total	1,943	1,950	1,983	1,984	1,962	1,957	1,877	1,898	1,911	1,875	1,938

Table 31A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2031

Wheaton-Warrenville South High School

Series A Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
9	497	469	477	423	445	401	387	402	423	398	390
10	453	486	458	466	412	434	393	379	394	415	390
11	425	428	461	433	441	387	416	375	361	376	397
12	471	419	422	455	427	435	382	411	370	356	371
Total	1,846	1,802	1,818	1,777	1,725	1,657	1,578	1,567	1,548	1,545	1,548

Table 31B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2031

Wheaton-Warrenville South High School

Series B Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
9	497	487	505	460	500	468	453	470	499	471	487
10	453	493	483	501	456	496	463	448	465	494	466
11	425	437	477	467	485	440	480	447	432	449	478
12	471	429	441	481	471	489	439	479	446	431	448
Total	1,846	1,846	1,906	1,909	1,912	1,893	1,835	1,844	1,842	1,845	1,879

Table 31C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2031

Wheaton-Warrenville South High School

Series C Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
9	497	503	528	491	547	527	513	539	574	543	584
10	453	501	507	532	495	551	528	514	540	575	544
11	425	449	497	503	528	491	543	520	506	532	567
12	471	431	455	503	509	534	493	545	522	508	534
Total	1,846	1,884	1,987	2,029	2,079	2,103	2,077	2,118	2,142	2,158	2,229

Table 32A

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2031

Community Unit School District 200

Series A Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
K	755	743	732	734	740	746	741	732	742	736	733
1	869	762	750	739	741	747	761	756	747	757	751
2	839	864	757	745	734	736	748	762	757	748	758
3	787	827	852	745	733	722	732	744	758	753	744
4	839	774	814	839	732	720	717	727	739	753	748
5	884	827	762	802	827	720	716	713	723	735	749
6	834	872	815	750	790	815	717	713	710	720	732
7	939	825	863	806	741	781	819	721	717	714	724
8	901	921	807	845	788	723	775	813	715	711	708
9	1,004	931	951	837	875	818	768	820	858	760	756
10	911	976	903	923	809	847	797	747	799	837	739
11	901	876	941	868	888	774	819	769	719	771	809
12	973	898	873	938	865	885	775	820	770	720	772
K–5	4,973	4,797	4,667	4,604	4,507	4,391	4,415	4,434	4,466	4,482	4,483
6–8	2,674	2,618	2,485	2,401	2,319	2,319	2,311	2,247	2,142	2,145	2,164
9–12	3,789	3,681	3,668	3,566	3,437	3,324	3,159	3,156	3,146	3,088	3,076
K–12	11,436	11,096	10,820	10,571	10,263	10,034	9,885	9,837	9,754	9,715	9,723
PK / PK SE	250	207	208	210	207	209	206	208	207	208	207
Total	11,686	11,303	11,028	10,781	10,470	10,243	10,091	10,045	9,961	9,923	9,930

Table 32B

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2031

Community Unit School District 200

Series B Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
K	755	789	778	780	799	785	800	791	802	793	790
1	869	774	808	797	799	818	805	820	811	822	813
2	839	872	777	811	800	802	822	809	824	815	826
3	787	837	870	775	809	798	800	820	807	822	813
4	839	784	834	867	772	806	796	798	818	805	820
5	884	837	782	832	865	770	804	794	796	816	803
6	834	881	834	779	829	862	769	803	793	795	815
7	939	836	883	836	781	831	865	772	806	796	798
8	901	931	828	875	828	773	827	861	768	802	792
9	1,004	952	982	879	926	879	828	882	916	823	857
10	911	988	936	966	863	910	860	809	863	897	804
11	901	887	964	912	942	839	886	836	785	839	873
12	973	909	895	972	920	950	844	891	841	790	844
K–5	4,973	4,893	4,849	4,862	4,844	4,779	4,827	4,832	4,858	4,873	4,865
6–8	2,674	2,648	2,545	2,490	2,438	2,466	2,461	2,436	2,367	2,393	2,405
9–12	3,789	3,736	3,777	3,729	3,651	3,578	3,418	3,418	3,405	3,349	3,378
K–12	11,436	11,277	11,171	11,081	10,933	10,823	10,706	10,686	10,630	10,615	10,648
PK / PK SE	250	228	229	235	231	235	232	235	233	234	235
Total	11,686	11,505	11,400	11,316	11,164	11,058	10,938	10,921	10,863	10,849	10,883

Table 32C

Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2031

Community Unit School District 200

Series C Projection											
Grade	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32
K	755	822	813	817	826	833	830	824	834	823	821
1	869	786	853	844	848	857	855	852	846	856	845
2	839	879	796	863	854	858	864	862	859	853	863
3	787	845	885	802	869	860	866	872	870	867	861
4	839	792	850	890	807	874	862	868	874	872	869
5	884	845	798	856	896	813	875	863	869	875	873
6	834	890	851	804	862	902	815	877	865	871	877
7	939	843	899	860	813	871	907	820	882	870	876
8	901	939	843	899	860	813	870	906	819	881	869
9	1,004	969	1,007	911	967	928	875	932	968	881	943
10	911	997	962	1,000	904	960	912	859	916	952	865
11	901	896	982	947	985	889	941	893	840	897	933
12	973	917	912	998	963	1,001	897	949	901	848	905
K–5	4,973	4,969	4,995	5,072	5,100	5,095	5,152	5,141	5,152	5,146	5,132
6–8	2,674	2,672	2,593	2,563	2,535	2,586	2,592	2,603	2,566	2,622	2,622
9–12	3,789	3,779	3,863	3,856	3,819	3,778	3,625	3,633	3,625	3,578	3,646
K–12	11,436	11,420	11,451	11,491	11,454	11,459	11,369	11,377	11,343	11,346	11,400
PK / PK SE	250	253	254	257	255	260	258	261	260	261	262
Total	11,686	11,673	11,705	11,748	11,709	11,719	11,627	11,638	11,603	11,607	11,662

Table 33A

Summary of Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Less than Anticipated* through 2031

Community Unit School District 200

Series A Projection						
School Year	K–5	6–8	9–12	K–12	PK SE	Total
2021–22	4,973	2,674	3,789	11,436	250	11,686
2022–23	4,797	2,618	3,681	11,096	207	11,303
2023–24	4,667	2,485	3,668	10,820	208	11,028
2024–25	4,604	2,401	3,566	10,571	210	10,781
2025–26	4,507	2,319	3,437	10,263	207	10,470
2026–27	4,391	2,319	3,324	10,034	209	10,243
2027–28	4,415	2,311	3,159	9,885	206	10,091
2028–29	4,434	2,247	3,156	9,837	208	10,045
2029–30	4,466	2,142	3,146	9,754	207	9,961
2030–31	4,482	2,145	3,088	9,715	208	9,923
2031–32	4,483	2,164	3,076	9,723	207	9,930

Table 33B

Summary of Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Occur as Anticipated* through 2031

Community Unit School District 200

Series B Projection						
School Year	K–5	6–8	9–12	K–12	PK SE	Total
2021–22	4,973	2,674	3,789	11,436	250	11,686
2022–23	4,893	2,648	3,736	11,277	228	11,505
2023–24	4,849	2,545	3,777	11,171	229	11,400
2024–25	4,862	2,490	3,729	11,081	235	11,316
2025–26	4,844	2,438	3,651	10,933	231	11,164
2026–27	4,779	2,466	3,578	10,823	235	11,058
2027–28	4,827	2,461	3,418	10,706	232	10,938
2028–29	4,832	2,436	3,418	10,686	235	10,921
2029–30	4,858	2,367	3,405	10,630	233	10,863
2030–31	4,873	2,393	3,349	10,615	234	10,849
2031–32	4,865	2,405	3,378	10,648	235	10,883

Table 33C

Summary of Enrollment Projection Assuming Future Fertility Rates Remain Relatively Stable (through 2026), Future New Residential Development (where Possible), and Turnover of Existing Housing Units in Each Attendance Area to Families with Preschool and School-Age Children *Are Greater than Anticipated* through 2031

Community Unit School District 200

Series C Projection						
School Year	K–5	6–8	9–12	K–12	PK SE	Total
2021–22	4,973	2,674	3,789	11,436	250	11,686
2022–23	4,969	2,672	3,779	11,420	253	11,673
2023–24	4,995	2,593	3,863	11,451	254	11,705
2024–25	5,072	2,563	3,856	11,491	257	11,748
2025–26	5,100	2,535	3,819	11,454	255	11,709
2026–27	5,095	2,586	3,778	11,459	260	11,719
2027–28	5,152	2,592	3,625	11,369	258	11,627
2028–29	5,141	2,603	3,633	11,377	261	11,638
2029–30	5,152	2,566	3,625	11,343	260	11,603
2030–31	5,146	2,622	3,578	11,346	261	11,607
2031–32	5,132	2,622	3,646	11,400	262	11,662

Figure 2

District 200 Historical Total Enrollment 1990–91 to 2021–22
and Projected Total Enrollment 2022–23 to 2031–32 under Series A, Series B and Series C Assumptions

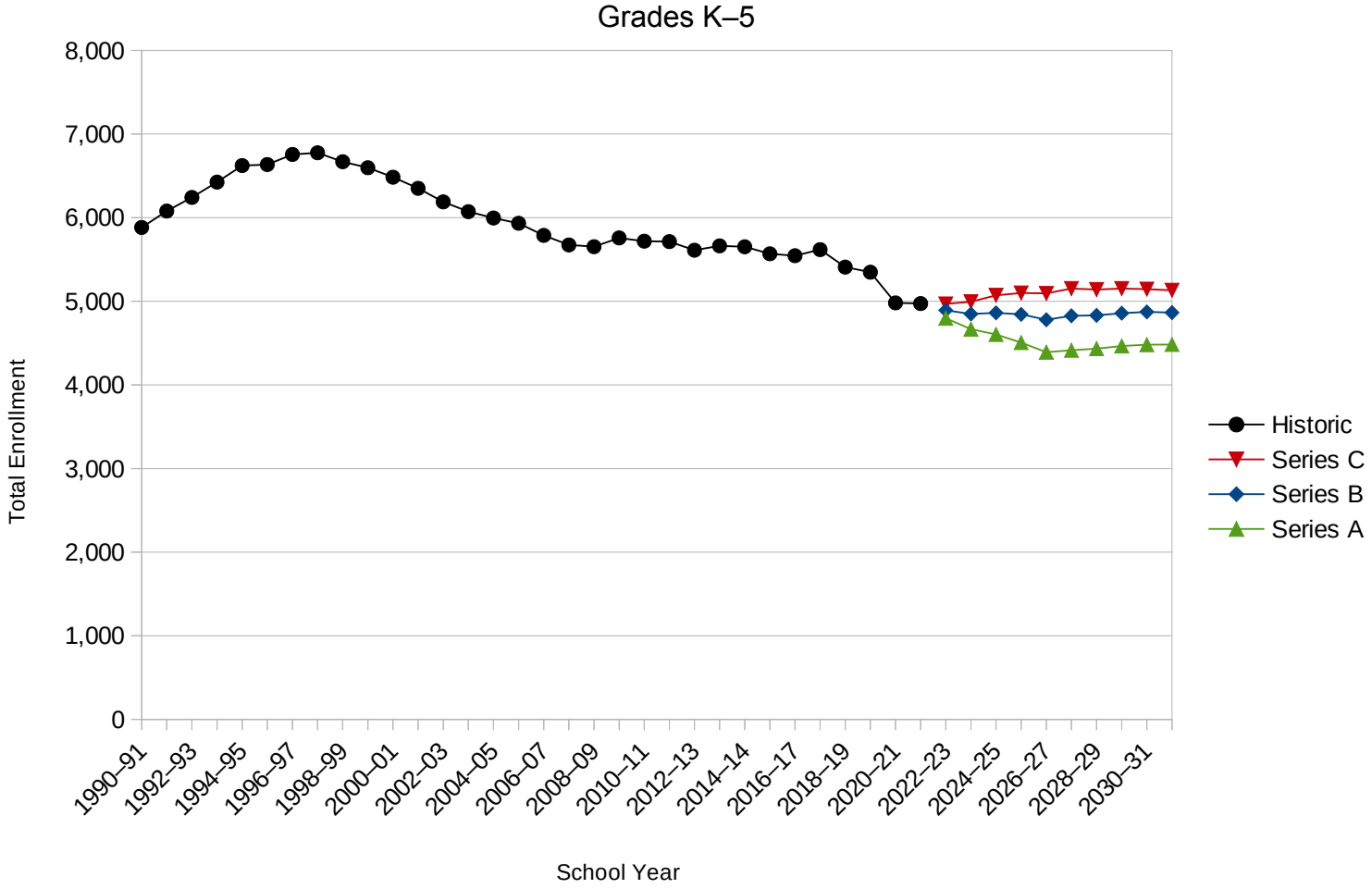


Figure 3

District 200 Historical Total Enrollment 1990–91 to 2021–22
and Projected Total Enrollment 2022–23 to 2031–32 under Series A, Series B and Series C Assumptions

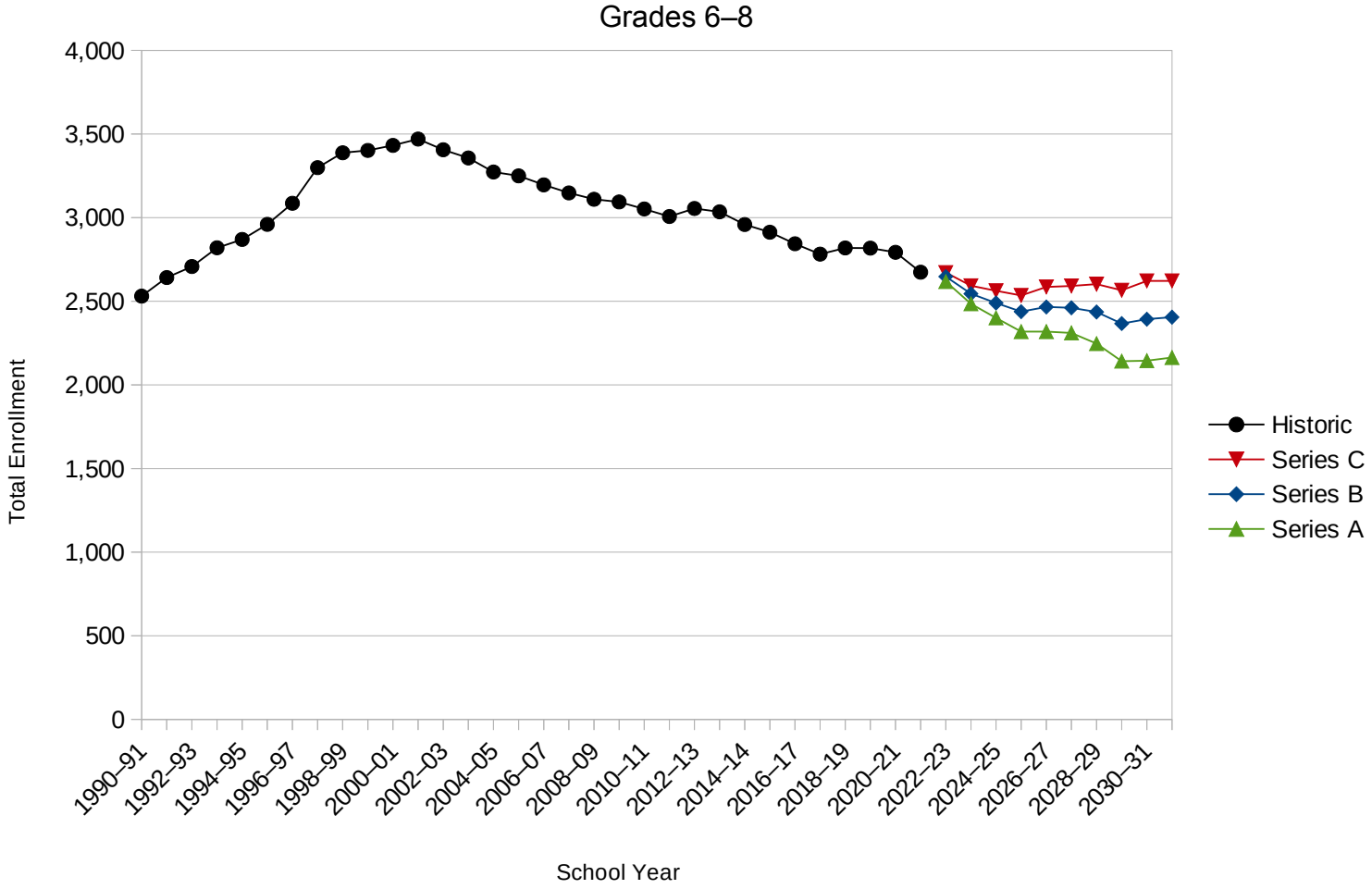


Figure 4

District 200 Historical Total Enrollment 1990–91 to 2021–22
and Projected Total Enrollment 2022–23 to 2031–32 under Series A, Series B and Series C Assumptions

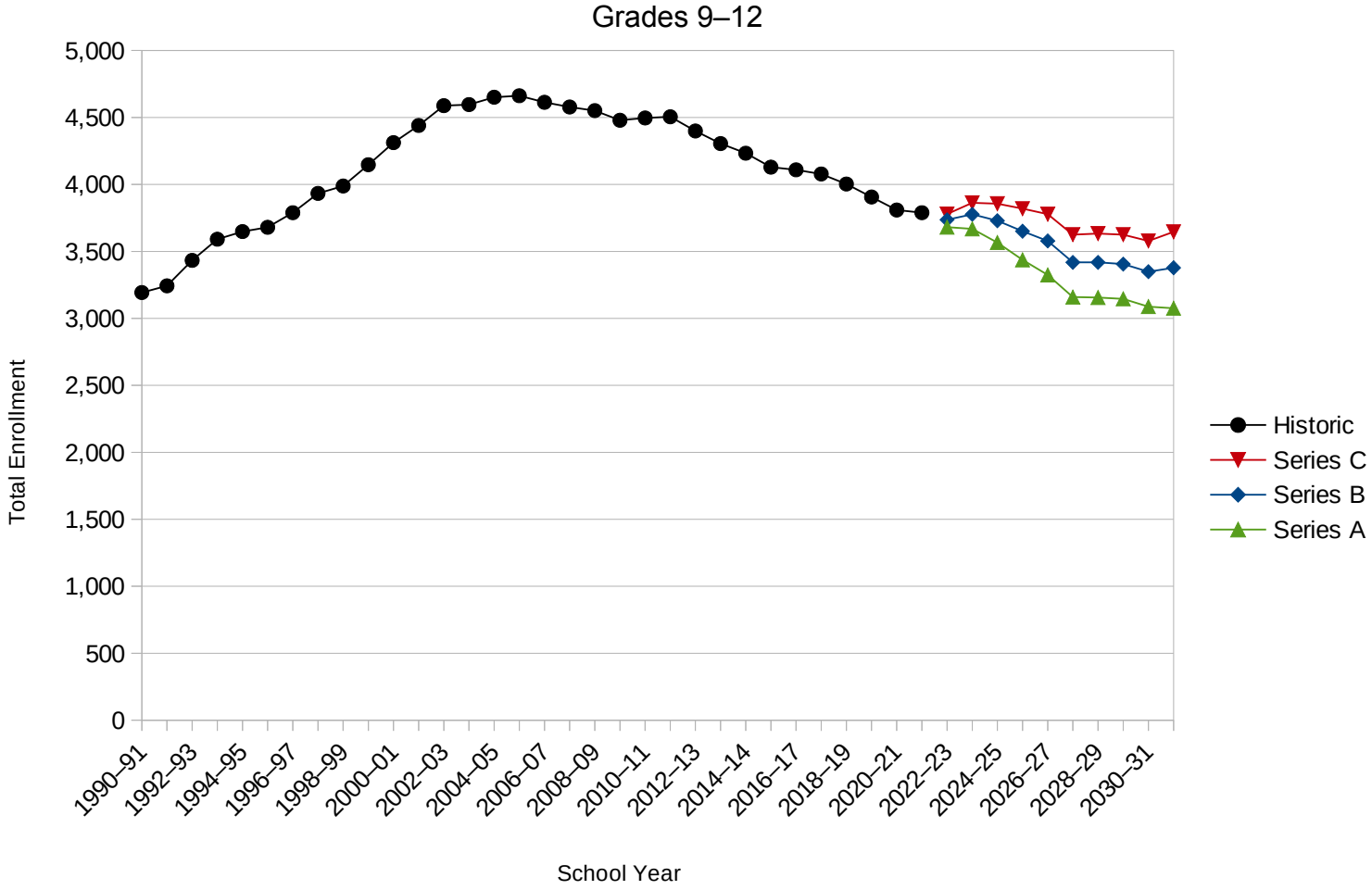
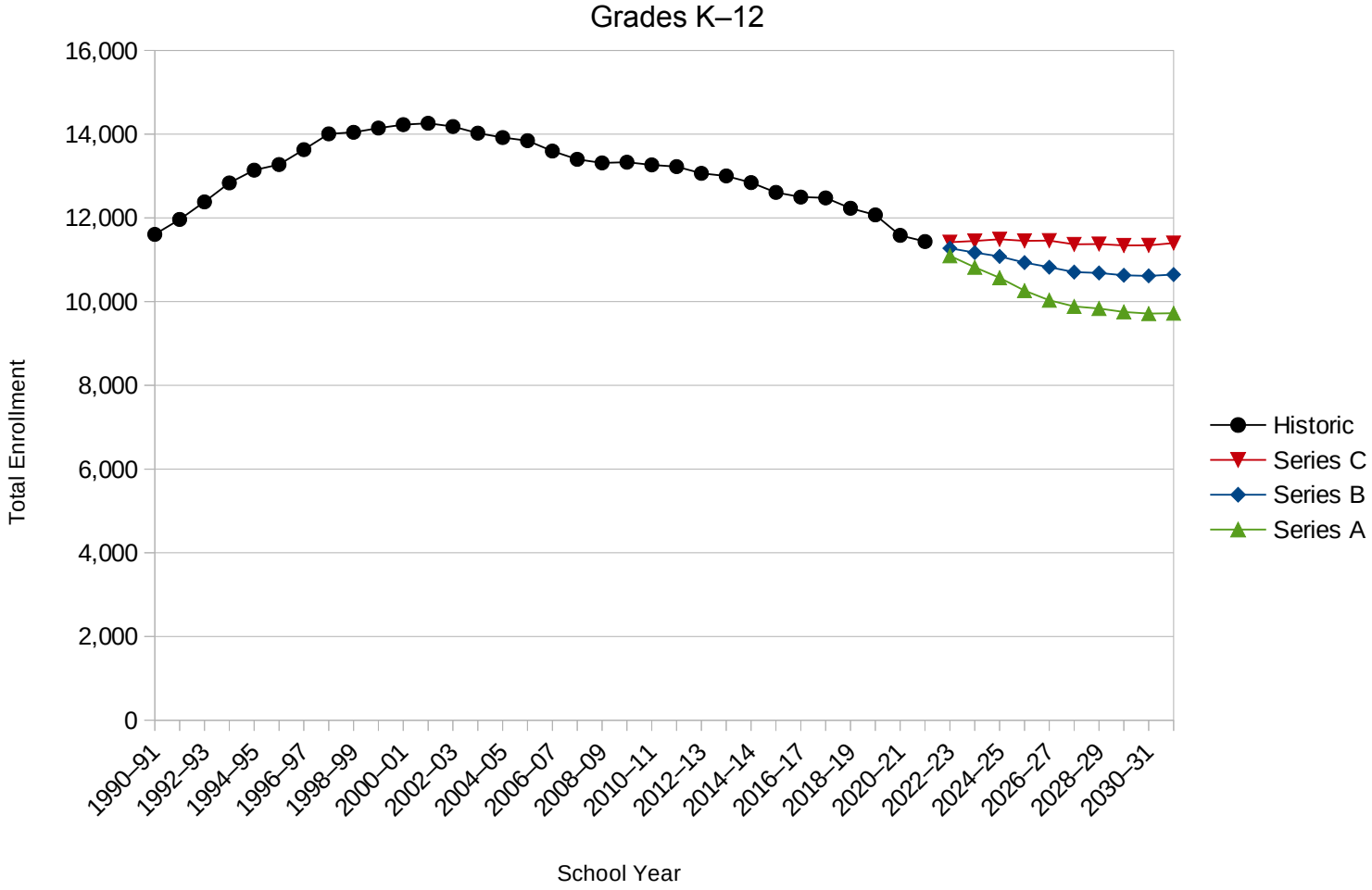


Figure 5

District 200 Historical Total Enrollment 1990–91 to 2021–22
and Projected Total Enrollment 2022–23 to 2031–32 under Series A, Series B and Series C Assumptions



Appendix A

Enrollment History, Decomposition of Sources of Enrollment Change, and Net Annual Migration/Transfer in Community Unit School District 200 Schools: 1987–88 to 2021–22

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Bower Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	99	122	109	93	74	85	582	5	587
1988–89	124	100	113	109	102	83	631	34	665
1989–90	117	136	100	113	114	94	674	26	700
1990–91	90	104	80	75	76	81	506	31	537
1991–92	80	102	98	77	69	70	496	42	538
1992–93	90	88	93	101	80	71	523	35	558
1993–94	89	87	85	94	95	81	531	27	558
1994–95	84	107	96	89	93	95	564	53	617
1995–96	86	87	90	94	81	88	526	22	548
1996–97	79	89	84	89	83	79	503	52	555
1997–98	83	84	76	86	88	87	504	55	559
1998–99	68	87	86	81	89	85	496	31	527
1999–00	88	79	84	82	87	86	506	43	549
2000–01	68	87	75	82	86	82	480	41	521
2001–02	75	59	88	83	92	87	484	35	519
2002–03	81	78	65	90	97	93	504	—	504
2003–04	67	82	86	68	94	94	491	—	491
2004–05	88	64	98	80	68	97	495	—	495
2005–06	73	83	67	100	83	74	480	—	480
2006–07	66	84	77	69	100	90	486	—	486
2007–08	57	82	83	81	68	99	470	—	470
2008–09	67	75	94	83	81	74	474	—	474
2009–10	61	82	83	91	85	80	482	—	482
2010–11	69	81	83	80	92	83	488	—	488
2011–12	82	78	77	86	86	89	498	—	498
2012–13	90	84	79	73	85	83	494	—	494
2013–14	91	90	83	82	67	87	500	—	500
2014–15	78	93	87	83	88	68	497	—	497
2015–16	78	80	88	85	84	87	502	—	502
2016–17	67	73	84	82	82	78	466	—	466
2017–18	65	66	74	84	80	87	456	—	456
2018–19	79	69	70	69	80	82	449	—	449
2019–20	76	75	74	67	70	79	441	—	441
2020–21	64	76	78	74	72	66	430	—	430
2021–22	62	64	88	72	76	77	439	—	439

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Bower Elementary School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	78	39	10	29
1988 to 89	35	34	9	-8
1989 to 90	-163	-4	-164	5
1990 to 91	1	-1	-9	11
1991 to 92	20	20	7	-7
1992 to 93	0	18	-10	-8
1993 to 94	59	3	30	26
1994 to 95	-69	-9	-29	-31
1995 to 96	7	-9	-14	30
1996 to 97	4	4	-3	3
1997 to 98	-32	-19	11	-24
1998 to 99	22	3	7	12
1999 to 00	-28	-18	-8	-2
2000 to 01	-2	-7	11	-6
2001 to 02	-15	-6	26	-35
2002 to 03	-13	-26	13	0
2003 to 04	4	-6	10	0
2004 to 05	-15	-24	9	0
2005 to 06	6	-8	14	0
2006 to 07	-16	-33	17	0
2007 to 08	4	-32	36	0
2008 to 09	8	-13	21	0
2009 to 10	6	-11	17	0
2010 to 11	10	-1	11	0
2011 to 12	-4	1	-5	0
2012 to 13	6	8	-2	0
2013 to 14	-3	-9	6	0
2014 to 15	5	10	-5	0
2015 to 16	-36	-20	-16	0
2016 to 17	-10	-13	3	0
2017 to 18	-7	-8	1	0
2018 to 19	-8	-6	-2	0
2019 to 20	-11	-15	4	0
2020 to 21	9	-4	13	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Bower Elementary School

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	1	-9	0	9	9	10
1988 to 89	12	0	0	5	-8	9
1989 to 90	-13	-56	-25	-37	-33	-164
1990 to 91	12	-6	-3	-6	-6	-9
1991 to 92	8	-9	3	3	2	7
1992 to 93	-3	-3	1	-6	1	-10
1993 to 94	18	9	4	-1	0	30
1994 to 95	3	-17	-2	-8	-5	-29
1995 to 96	3	-3	-1	-11	-2	-14
1996 to 97	5	-13	2	-1	4	-3
1997 to 98	4	2	5	3	-3	11
1998 to 99	11	-3	-4	6	-3	7
1999 to 00	-1	-4	-2	4	-5	-8
2000 to 01	-9	1	8	10	1	11
2001 to 02	3	6	2	14	1	26
2002 to 03	1	8	3	4	-3	13
2003 to 04	-3	16	-6	0	3	10
2004 to 05	-5	3	2	3	6	9
2005 to 06	11	-6	2	0	7	14
2006 to 07	16	-1	4	-1	-1	17
2007 to 08	18	12	0	0	6	36
2008 to 09	15	8	-3	2	-1	21
2009 to 10	20	1	-3	1	-2	17
2010 to 11	9	-4	3	6	-3	11
2011 to 12	2	1	-4	-1	-3	-5
2012 to 13	0	-1	3	-6	2	-2
2013 to 14	2	-3	0	6	1	6
2014 to 15	2	-5	-2	1	-1	-5
2015 to 16	-5	4	-6	-3	-6	-16
2016 to 17	-1	1	0	-2	5	3
2017 to 18	4	4	-5	-4	2	1
2018 to 19	-4	5	-3	1	-1	-2
2019 to 20	0	3	0	5	-4	4
2020 to 21	0	12	-6	2	5	13

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Emerson Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	56	44	48	42	48	43	281	46	327
1988–89	52	56	38	51	37	48	282	52	334
1989–90	57	53	52	48	53	47	310	67	377
1990–91	62	55	43	57	42	56	315	47	362
1991–92	72	57	46	40	55	40	310	42	352
1992–93	48	68	59	44	42	53	314	29	343
1993–94	59	45	65	55	44	47	315	9	324
1994–95	59	67	43	69	60	43	341	46	387
1995–96	70	52	71	43	71	63	370	0	370
1996–97	53	62	54	73	44	68	354	37	391
1997–98	45	56	60	56	66	46	329	0	329
1998–99	52	48	61	61	56	71	349	0	349
1999–00	58	43	49	55	67	58	330	0	330
2000–01	61	57	43	48	57	63	329	11	340
2001–02	62	58	54	36	47	53	310	23	333
2002–03	61	62	58	60	40	49	330	—	330
2003–04	71	47	57	59	50	42	326	—	326
2004–05	58	58	50	59	62	54	341	—	341
2005–06	69	40	59	45	59	64	336	—	336
2006–07	51	52	37	60	43	56	299	—	299
2007–08	56	49	55	43	56	47	306	—	306
2008–09	82	45	47	54	40	61	329	—	329
2009–10	79	75	45	51	55	40	345	—	345
2010–11	59	63	75	48	52	56	353	—	353
2011–12	58	56	69	74	45	55	357	—	357
2012–13	73	40	51	69	77	42	352	—	352
2013–14	59	65	40	47	60	74	345	—	345
2014–15	56	53	69	39	45	60	322	—	322
2015–16	55	45	51	67	38	45	301	—	301
2016–17	48	50	53	54	68	36	309	—	309
2017–18	56	42	48	54	50	64	314	—	314
2018–19	63	44	42	52	48	49	298	—	298
2019–20	49	64	43	49	50	54	309	—	309
2020–21	35	40	56	41	42	49	263	—	263
2021–22	43	45	38	51	41	41	259	—	259

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2021

Emerson Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	7	9	-8	6
1988 to 89	43	9	19	15
1989 to 90	-15	15	-10	-20
1990 to 91	-10	16	-21	-5
1991 to 92	-9	8	-4	-13
1992 to 93	-19	6	-5	-20
1993 to 94	63	12	14	37
1994 to 95	-17	27	2	-46
1995 to 96	21	-10	-6	37
1996 to 97	-62	-23	-2	-37
1997 to 98	20	6	14	0
1998 to 99	-19	-13	-6	0
1999 to 00	10	3	-4	11
2000 to 01	-7	-1	-18	12
2001 to 02	-3	8	12	-23
2002 to 03	-4	22	-26	0
2003 to 04	15	16	-1	0
2004 to 05	-5	15	-20	0
2005 to 06	-37	-13	-24	0
2006 to 07	7	0	7	0
2007 to 08	23	35	-12	0
2008 to 09	16	18	-2	0
2009 to 10	8	19	-11	0
2010 to 11	4	2	2	0
2011 to 12	-5	18	-23	0
2012 to 13	-7	17	-24	0
2013 to 14	-23	-18	-5	0
2014 to 15	-21	-5	-16	0
2015 to 16	8	3	5	0
2016 to 17	5	20	-15	0
2017 to 18	-16	-1	-15	0
2018 to 19	11	0	11	0
2019 to 20	-46	-19	-27	0
2020 to 21	-4	-6	2	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Emerson Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	0	-6	3	-5	0	-8
1988 to 89	1	-4	10	2	10	19
1989 to 90	-2	-10	5	-6	3	-10
1990 to 91	-5	-9	-3	-2	-2	-21
1991 to 92	-4	2	-2	2	-2	-4
1992 to 93	-3	-3	-4	0	5	-5
1993 to 94	8	-2	4	5	-1	14
1994 to 95	-7	4	0	2	3	2
1995 to 96	-8	2	2	1	-3	-6
1996 to 97	3	-2	2	-7	2	-2
1997 to 98	3	5	1	0	5	14
1998 to 99	-9	1	-6	6	2	-6
1999 to 00	-1	0	-1	2	-4	-4
2000 to 01	-3	-3	-7	-1	-4	-18
2001 to 02	0	0	6	4	2	12
2002 to 03	-14	-5	1	-10	2	-26
2003 to 04	-13	3	2	3	4	-1
2004 to 05	-18	1	-5	0	2	-20
2005 to 06	-17	-3	1	-2	-3	-24
2006 to 07	-2	3	6	-4	4	7
2007 to 08	-11	-2	-1	-3	5	-12
2008 to 09	-7	0	4	1	0	-2
2009 to 10	-16	0	3	1	1	-11
2010 to 11	-3	6	-1	-3	3	2
2011 to 12	-18	-5	0	3	-3	-23
2012 to 13	-8	0	-4	-9	-3	-24
2013 to 14	-6	4	-1	-2	0	-5
2014 to 15	-11	-2	-2	-1	0	-16
2015 to 16	-5	8	3	1	-2	5
2016 to 17	-6	-2	1	-4	-4	-15
2017 to 18	-12	0	4	-6	-1	-15
2018 to 19	1	-1	7	-2	6	11
2019 to 20	-9	-8	-2	-7	-1	-27
2020 to 21	10	-2	-5	0	-1	2

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Hawthorn Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	53	58	63	52	52	46	324	0	324
1988–89	63	62	57	62	50	51	345	0	345
1989–90	43	49	38	49	48	45	272	0	272
1990–91	54	45	50	39	44	52	284	0	284
1991–92	34	49	42	41	47	45	258	0	258
1992–93	48	45	59	48	46	48	294	0	294
1993–94	46	54	34	54	56	40	284	0	284
1994–95	46	48	44	43	54	48	283	0	283
1995–96	44	50	50	47	45	58	294	0	294
1996–97	53	45	50	50	52	38	288	0	288
1997–98	43	56	49	49	53	53	303	0	303
1998–99	38	47	52	49	48	54	288	0	288
1999–00	58	41	45	53	51	52	300	0	300
2000–01	46	56	37	46	51	49	285	0	285
2001–02	38	50	53	35	44	53	273	0	273
2002–03	46	43	53	55	35	45	277	—	277
2003–04	64	46	49	52	54	45	310	—	310
2004–05	54	59	50	46	52	55	316	—	316
2005–06	56	56	57	46	46	56	317	—	317
2006–07	46	**48**	55	48	42	46	285	—	285
2007–08	53	50	48	34	48	50	283	—	283
2008–09	47	55	44	46	53	49	294	—	294
2009–10	63	46	60	54	44	53	320	—	320
2010–11	62	67	48	58	55	46	336	—	336
2011–12	52	66	69	54	60	55	356	—	356
2012–13	64	45	55	60	49	55	328	—	328
2013–14	38	64	38	52	53	45	290	—	290
2014–15	41	40	65	37	50	57	290	—	290
2015–16	44	41	43	66	38	49	281	—	281
2016–17	34	43	42	40	61	35	255	—	255
2017–18	41	36	39	38	41	59	254	—	254
2018–19	26	42	35	40	40	46	229	—	229
2019–20	50	25	40	31	44	38	228	—	228
2020–21	23	35	20	43	35	38	194	—	194
2021–22	31	29	30	21	34	30	175	—	175

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Hawthorn Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	21	17	4	0
1988 to 89	-73	-8	-65	0
1989 to 90	12	9	3	0
1990 to 91	-26	-18	-8	0
1991 to 92	36	3	33	0
1992 to 93	-10	-2	-8	0
1993 to 94	-1	6	-7	0
1994 to 95	11	-4	15	0
1995 to 96	-6	-5	-1	0
1996 to 97	15	5	10	0
1997 to 98	-15	-15	0	0
1998 to 99	12	4	8	0
1999 to 00	-15	-6	-9	0
2000 to 01	-12	-11	-1	0
2001 to 02	4	-7	11	0
2002 to 03	33	19	14	0
2003 to 04	6	9	-3	0
2004 to 05	1	1	0	0
2005 to 06	-32	-10	-22	0
2006 to 07	-2	7	-9	0
2007 to 08	11	-3	14	0
2008 to 09	26	14	12	0
2009 to 10	16	9	7	0
2010 to 11	20	6	14	0
2011 to 12	-28	9	-37	0
2012 to 13	-38	-17	-21	0
2013 to 14	0	-4	4	0
2014 to 15	-9	-13	4	0
2015 to 16	-26	-15	-11	0
2016 to 17	-1	6	-7	0
2017 to 18	-25	-33	8	0
2018 to 19	-1	4	-5	0
2019 to 20	-34	-15	-19	0
2020 to 21	-19	-7	-12	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Hawthorn Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	9	-1	-1	-2	-1	4
1988 to 89	-14	-24	-8	-14	-5	-65
1989 to 90	2	1	1	-5	4	3
1990 to 91	-5	-3	-9	8	1	-8
1991 to 92	11	10	6	5	1	33
1992 to 93	6	-11	-5	8	-6	-8
1993 to 94	2	-10	9	0	-8	-7
1994 to 95	4	2	3	2	4	15
1995 to 96	1	0	0	5	-7	-1
1996 to 97	3	4	-1	3	1	10
1997 to 98	4	-4	0	-1	1	0
1998 to 99	3	-2	1	2	4	8
1999 to 00	-2	-4	1	-2	-2	-9
2000 to 01	4	-3	-2	-2	2	-1
2001 to 02	5	3	2	0	1	11
2002 to 03	0	6	-1	-1	10	14
2003 to 04	-5	4	-3	0	1	-3
2004 to 05	2	-2	-4	0	4	0
2005 to 06	-8	-1	-9	-4	0	-22
2006 to 07	4	0	-21	0	8	-9
2007 to 08	2	-6	-2	19	1	14
2008 to 09	-1	5	10	-2	0	12
2009 to 10	4	2	-2	1	2	7
2010 to 11	4	2	6	2	0	14
2011 to 12	-7	-11	-9	-5	-5	-37
2012 to 13	0	-7	-3	-7	-4	-21
2013 to 14	2	1	-1	-2	4	4
2014 to 15	0	3	1	1	-1	4
2015 to 16	-1	1	-3	-5	-3	-11
2016 to 17	2	-4	-4	1	-2	-7
2017 to 18	1	-1	1	2	5	8
2018 to 19	-1	-2	-4	4	-2	-5
2019 to 20	-15	-5	3	4	-6	-19
2020 to 21	6	-5	1	-9	-5	-12

Enrollment History in Community Unit School District 200: 1987–88 to 1989–90

Holmes Elementary (closed)

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

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 1988

Holmes Elementary (closed)

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

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 1988

Holmes Elementary (closed)

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

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Johnson Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	—	—	—	—	—	—	—	—	—
1988–89	—	—	—	—	—	—	—	—	—
1989–90	—	—	—	—	—	—	—	—	—
1990–91	123	89	94	94	95	75	570	32	602
1991–92	102	119	80	92	93	103	589	42	631
1992–93	90	106	110	86	86	91	569	30	599
1993–94	119	100	112	112	102	91	636	47	683
1994–95	112	107	94	104	116	102	635	44	679
1995–96	108	111	104	100	101	119	643	41	684
1996–97	112	113	110	111	107	105	658	49	707
1997–98	88	113	114	111	107	106	639	34	673
1998–99	81	84	112	103	111	107	598	32	630
1999–00	86	91	81	102	101	111	572	29	601
2000–01	100	83	97	79	98	104	561	30	591
2001–02	90	102	82	104	80	93	551	29	580
2002–03	102	98	106	86	105	92	589	—	589
2003–04	76	104	98	107	88	104	577	—	577
2004–05	88	84	103	89	97	83	544	—	544
2005–06	93	89	79	90	90	86	527	—	527
2006–07	96	78	96	78	94	89	531	—	531
2007–08	87	83	79	91	72	93	505	—	505
2008–09	88	86	83	75	99	75	506	—	506
2009–10	108	77	84	82	72	92	515	—	515
2010–11	87	94	73	99	82	73	508	—	508
2011–12	85	68	88	69	88	79	477	—	477
2012–13	80	73	61	88	72	76	450	—	450
2013–14	79	82	70	63	86	71	451	—	451
2014–15	93	76	81	70	63	81	464	—	464
2015–16	74	99	81	77	70	67	468	—	468
2016–17	78	66	86	73	69	69	441	—	441
2017–18	69	84	75	91	77	64	460	—	460
2018–19	73	74	79	71	89	69	455	—	455
2019–20	89	77	77	80	70	95	488	—	488
2020–21	66	78	75	70	74	71	434	—	434
2021–22	87	68	80	74	69	77	455	—	455

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2021

Johnson Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	—	—	—	0
1988 to 89	—	—	—	0
1989 to 90	—	—	—	32
1990 to 91	29	27	-8	10
1991 to 92	-32	-13	-7	-12
1992 to 93	84	28	39	17
1993 to 94	-4	21	-22	-3
1994 to 95	5	6	2	-3
1995 to 96	23	-7	22	8
1996 to 97	-34	-17	-2	-15
1997 to 98	-43	-25	-16	-2
1998 to 99	-29	-21	-5	-3
1999 to 00	-10	-11	0	1
2000 to 01	-11	-14	4	-1
2001 to 02	9	9	29	-29
2002 to 03	-12	-16	4	0
2003 to 04	-33	-16	-17	0
2004 to 05	-17	10	-27	0
2005 to 06	4	10	-6	0
2006 to 07	-26	-2	-24	0
2007 to 08	1	-5	6	0
2008 to 09	9	33	-24	0
2009 to 10	-7	-5	-2	0
2010 to 11	-31	12	-43	0
2011 to 12	-27	1	-28	0
2012 to 13	1	3	-2	0
2013 to 14	13	22	-9	0
2014 to 15	4	-7	11	0
2015 to 16	-27	11	-38	0
2016 to 17	19	0	19	0
2017 to 18	-5	9	-14	0
2018 to 19	33	20	13	0
2019 to 20	-54	-29	-25	0
2020 to 21	21	16	5	0

Net Annual Migration/Transfer in Community Unit School District 200: September 1987 to September 2021

Johnson Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	—	—	—	—	—	—
1988 to 89	—	—	—	—	—	—
1989 to 90	—	—	—	—	—	—
1990 to 91	-4	-9	-2	-1	8	-8
1991 to 92	4	-9	6	-6	-2	-7
1992 to 93	10	6	2	16	5	39
1993 to 94	-12	-6	-8	4	0	-22
1994 to 95	-1	-3	6	-3	3	2
1995 to 96	5	-1	7	7	4	22
1996 to 97	1	1	1	-4	-1	-2
1997 to 98	-4	-1	-11	0	0	-16
1998 to 99	10	-3	-10	-2	0	-5
1999 to 00	-3	6	-2	-4	3	0
2000 to 01	2	-1	7	1	-5	4
2001 to 02	8	4	4	1	12	29
2002 to 03	2	0	1	2	-1	4
2003 to 04	8	-1	-9	-10	-5	-17
2004 to 05	1	-5	-13	1	-11	-27
2005 to 06	-15	7	-1	4	-1	-6
2006 to 07	-13	1	-5	-6	-1	-24
2007 to 08	-1	0	-4	8	3	6
2008 to 09	-11	-2	-1	-3	-7	-24
2009 to 10	-14	-4	15	0	1	-2
2010 to 11	-19	-6	-4	-11	-3	-43
2011 to 12	-12	-7	0	3	-12	-28
2012 to 13	2	-3	2	-2	-1	-2
2013 to 14	-3	-1	0	0	-5	-9
2014 to 15	6	5	-4	0	4	11
2015 to 16	-8	-13	-8	-8	-1	-38
2016 to 17	6	9	5	4	-5	19
2017 to 18	5	-5	-4	-2	-8	-14
2018 to 19	4	3	1	-1	6	13
2019 to 20	-11	-2	-7	-6	1	-25
2020 to 21	2	2	-1	-1	3	5

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Lincoln Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	70	99	94	69	67	75	474	0	474
1988–89	70	77	95	86	74	64	466	0	466
1989–90	90	66	72	92	84	71	475	0	475
1990–91	89	87	59	73	83	75	466	0	466
1991–92	78	87	84	59	78	83	469	0	469
1992–93	87	82	83	79	59	76	466	0	466
1993–94	73	92	85	82	74	62	468	0	468
1994–95	102	75	89	86	78	68	498	0	498
1995–96	69	101	72	94	82	72	490	0	490
1996–97	92	69	101	75	96	75	508	0	508
1997–98	85	91	74	102	78	96	526	0	526
1998–99	93	83	84	76	101	80	517	0	517
1999–00	79	92	83	89	75	98	516	0	516
2000–01	72	79	86	84	84	73	478	0	478
2001–02	83	76	78	89	91	82	499	0	499
2002–03	78	85	79	86	92	89	509	—	509
2003–04	68	78	81	82	84	87	480	—	480
2004–05	76	78	81	93	79	83	490	—	490
2005–06	62	77	87	73	79	81	459	—	459
2006–07	71	60	71	92	71	79	444	—	444
2007–08	68	66	63	74	80	68	419	—	419
2008–09	80	85	80	79	85	100	509	—	509
2009–10	84	79	84	84	84	88	503	—	503
2010–11	78	86	80	81	85	83	493	—	493
2011–12	80	80	91	87	82	88	508	—	508
2012–13	82	81	80	90	90	82	505	—	505
2013–14	95	84	79	81	96	98	533	—	533
2014–15	70	100	89	80	75	92	506	—	506
2015–16	91	72	99	83	76	77	498	—	498
2016–17	78	94	74	98	77	76	497	—	497
2017–18	85	79	99	70	92	81	506	—	506
2018–19	78	82	74	96	65	85	480	—	480
2019–20	73	82	79	69	91	66	460	—	460
2020–21	77	76	79	75	67	81	455	—	455
2021–22	67	79	70	79	78	68	441	—	441

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Lincoln Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	-8	-5	-3	0
1988 to 89	9	26	-17	0
1989 to 90	-9	18	-27	0
1990 to 91	3	3	0	0
1991 to 92	-3	4	-7	0
1992 to 93	2	-3	5	0
1993 to 94	30	40	-10	0
1994 to 95	-8	1	-9	0
1995 to 96	18	20	-2	0
1996 to 97	18	10	8	0
1997 to 98	-9	-3	-6	0
1998 to 99	-1	-1	0	0
1999 to 00	-38	-26	-12	0
2000 to 01	21	10	11	0
2001 to 02	10	-4	14	0
2002 to 03	-29	-21	-8	0
2003 to 04	10	-11	21	0
2004 to 05	-31	-21	-10	0
2005 to 06	-15	-10	-5	0
2006 to 07	-25	-11	-14	0
2007 to 08	90	12	78	0
2008 to 09	-6	-16	10	0
2009 to 10	-10	-10	0	0
2010 to 11	15	-3	18	0
2011 to 12	-3	-6	3	0
2012 to 13	28	13	15	0
2013 to 14	-27	-28	1	0
2014 to 15	-8	-1	-7	0
2015 to 16	-1	1	-2	0
2016 to 17	9	9	0	0
2017 to 18	-26	-3	-23	0
2018 to 19	-20	-12	-8	0
2019 to 20	-5	11	-16	0
2020 to 21	-14	-14	0	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Lincoln Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	7	-4	-8	5	-3	-3
1988 to 89	-4	-5	-3	-2	-3	-17
1989 to 90	-3	-7	1	-9	-9	-27
1990 to 91	-2	-3	0	5	0	0
1991 to 92	4	-4	-5	0	-2	-7
1992 to 93	5	3	-1	-5	3	5
1993 to 94	2	-3	1	-4	-6	-10
1994 to 95	-1	-3	5	-4	-6	-9
1995 to 96	0	0	3	2	-7	-2
1996 to 97	-1	5	1	3	0	8
1997 to 98	-2	-7	2	-1	2	-6
1998 to 99	-1	0	5	-1	-3	0
1999 to 00	0	-6	1	-5	-2	-12
2000 to 01	4	-1	3	7	-2	11
2001 to 02	2	3	8	3	-2	14
2002 to 03	0	-4	3	-2	-5	-8
2003 to 04	10	3	12	-3	-1	21
2004 to 05	1	9	-8	-14	2	-10
2005 to 06	-2	-6	5	-2	0	-5
2006 to 07	-5	3	3	-12	-3	-14
2007 to 08	17	14	16	11	20	78
2008 to 09	-1	-1	4	5	3	10
2009 to 10	2	1	-3	1	-1	0
2010 to 11	2	5	7	1	3	18
2011 to 12	1	0	-1	3	0	3
2012 to 13	2	-2	1	6	8	15
2013 to 14	5	5	1	-6	-4	1
2014 to 15	2	-1	-6	-4	2	-7
2015 to 16	3	2	-1	-6	0	-2
2016 to 17	1	5	-4	-6	4	0
2017 to 18	-3	-5	-3	-5	-7	-23
2018 to 19	4	-3	-5	-5	1	-8
2019 to 20	3	-3	-4	-2	-10	-16
2020 to 21	2	-6	0	3	1	0

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Longfellow Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	68	70	69	59	70	67	403	20	423
1988–89	71	66	70	65	57	70	399	23	422
1989–90	60	60	63	65	60	55	363	0	363
1990–91	62	73	60	69	63	58	385	0	385
1991–92	71	58	72	61	67	64	393	0	393
1992–93	67	79	59	70	62	72	409	0	409
1993–94	68	67	69	54	62	66	386	10	396
1994–95	72	81	72	75	62	62	424	0	424
1995–96	90	67	77	69	60	57	420	0	420
1996–97	70	93	66	77	74	74	454	0	454
1997–98	67	72	92	67	73	79	450	0	450
1998–99	67	67	74	85	68	71	432	0	432
1999–00	64	70	68	72	77	61	412	0	412
2000–01	76	72	62	59	69	74	412	0	412
2001–02	81	75	73	65	63	67	424	0	424
2002–03	71	80	69	72	64	62	418	—	418
2003–04	71	76	76	63	80	71	437	—	437
2004–05	79	69	77	73	65	73	436	—	436
2005–06	74	84	77	83	73	66	457	—	457
2006–07	71	80	88	72	77	67	455	—	455
2007–08	69	81	82	83	72	76	463	—	463
2008–09	54	65	78	81	81	70	429	—	429
2009–10	79	60	59	79	74	79	430	—	430
2010–11	58	73	64	62	75	73	405	—	405
2011–12	63	62	72	67	62	74	400	—	400
2012–13	76	63	65	72	65	66	407	—	407
2013–14	63	78	62	65	69	61	398	—	398
2014–15	55	66	72	66	66	65	390	—	390
2015–16	58	57	75	72	68	74	404	—	404
2016–17	59	57	55	70	72	65	378	—	378
2017–18	63	66	58	52	71	72	382	—	382
2018–19	56	65	66	56	57	68	368	—	368
2019–20	58	54	63	68	57	57	357	—	357
2020–21	53	43	44	52	54	52	298	—	298
2021–22	47	58	58	51	59	63	336	—	336

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Longfellow Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	-1	4	-8	3
1988 to 89	-59	-10	-26	-23
1989 to 90	22	7	15	0
1990 to 91	8	13	-5	0
1991 to 92	16	3	13	0
1992 to 93	-13	-4	-19	10
1993 to 94	28	6	32	-10
1994 to 95	-4	28	-32	0
1995 to 96	34	13	21	0
1996 to 97	-4	-7	3	0
1997 to 98	-18	-12	-6	0
1998 to 99	-20	-7	-13	0
1999 to 00	0	15	-15	0
2000 to 01	12	7	5	0
2001 to 02	-6	4	-10	0
2002 to 03	19	9	10	0
2003 to 04	-1	8	-9	0
2004 to 05	21	1	20	0
2005 to 06	-2	5	-7	0
2006 to 07	8	2	6	0
2007 to 08	-34	-22	-12	0
2008 to 09	1	9	-8	0
2009 to 10	-25	-21	-4	0
2010 to 11	-5	-10	5	0
2011 to 12	7	2	5	0
2012 to 13	-9	-3	-6	0
2013 to 14	-8	-6	-2	0
2014 to 15	14	-7	21	0
2015 to 16	-26	-15	-11	0
2016 to 17	4	-2	6	0
2017 to 18	-14	-16	2	0
2018 to 19	-11	-10	-1	0
2019 to 20	-59	-4	-55	0
2020 to 21	38	-5	43	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Longfellow Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	-2	0	-4	-2	0	-8
1988 to 89	-11	-3	-5	-5	-2	-26
1989 to 90	13	0	6	-2	-2	15
1990 to 91	-4	-1	1	-2	1	-5
1991 to 92	8	1	-2	1	5	13
1992 to 93	0	-10	-5	-8	4	-19
1993 to 94	13	5	6	8	0	32
1994 to 95	-5	-4	-3	-15	-5	-32
1995 to 96	3	-1	0	5	14	21
1996 to 97	2	-1	1	-4	5	3
1997 to 98	0	2	-7	1	-2	-6
1998 to 99	3	1	-2	-8	-7	-13
1999 to 00	8	-8	-9	-3	-3	-15
2000 to 01	-1	1	3	4	-2	5
2001 to 02	-1	-6	-1	-1	-1	-10
2002 to 03	5	-4	-6	8	7	10
2003 to 04	-2	1	-3	2	-7	-9
2004 to 05	5	8	6	0	1	20
2005 to 06	6	4	-5	-6	-6	-7
2006 to 07	10	2	-5	0	-1	6
2007 to 08	-4	-3	-1	-2	-2	-12
2008 to 09	6	-6	1	-7	-2	-8
2009 to 10	-6	4	3	-4	-1	-4
2010 to 11	4	-1	3	0	-1	5
2011 to 12	0	3	0	-2	4	5
2012 to 13	2	-1	0	-3	-4	-6
2013 to 14	3	-6	4	1	-4	-2
2014 to 15	2	9	0	2	8	21
2015 to 16	-1	-2	-5	0	-3	-11
2016 to 17	7	1	-3	1	0	6
2017 to 18	2	0	-2	5	-3	2
2018 to 19	-2	-2	2	1	0	-1
2019 to 20	-15	-10	-11	-14	-5	-55
2020 to 21	5	15	7	7	9	43

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Lowell Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	68	70	69	59	70	67	403	20	423
1988–89	71	66	70	65	57	70	399	23	422
1989–90	60	60	63	65	60	55	363	0	363
1990–91	62	73	60	69	63	58	385	0	385
1991–92	71	58	72	61	67	64	393	0	393
1992–93	67	79	59	70	62	72	409	0	409
1993–94	68	67	69	54	62	66	386	10	396
1994–95	72	81	72	75	62	62	424	0	424
1995–96	90	67	77	69	60	57	420	0	420
1996–97	70	93	66	77	74	74	454	0	454
1997–98	67	72	92	67	73	79	450	0	450
1998–99	67	67	74	85	68	71	432	0	432
1999–00	64	70	68	72	77	61	412	0	412
2000–01	76	72	62	59	69	74	412	0	412
2001–02	81	75	73	65	63	67	424	0	424
2002–03	71	80	69	72	64	62	418	—	418
2003–04	71	76	76	63	80	71	437	—	437
2004–05	79	69	77	73	65	73	436	—	436
2005–06	74	84	77	83	73	66	457	—	457
2006–07	71	80	88	72	77	67	455	—	455
2007–08	69	81	82	83	72	76	463	—	463
2008–09	54	65	78	81	81	70	429	—	429
2009–10	79	60	59	79	74	79	430	—	430
2010–11	58	73	64	62	75	73	405	—	405
2011–12	63	62	72	67	62	74	400	—	400
2012–13	76	63	65	72	65	66	407	—	407
2013–14	63	78	62	65	69	61	398	—	398
2014–15	55	66	72	66	66	65	390	—	390
2015–16	58	57	75	72	68	74	404	—	404
2016–17	59	57	55	70	72	65	378	—	378
2017–18	63	66	58	52	71	72	382	—	382
2018–19	56	65	66	56	57	68	368	—	368
2019–20	58	54	63	68	57	57	357	—	357
2020–21	53	43	44	52	54	52	298	—	298
2021–22	47	58	58	51	59	63	336	—	336

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Lowell Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	-1	4	-8	3
1988 to 89	-59	-10	-26	-23
1989 to 90	22	7	15	0
1990 to 91	8	13	-5	0
1991 to 92	16	3	13	0
1992 to 93	-13	-4	-19	10
1993 to 94	28	6	32	-10
1994 to 95	-4	28	-32	0
1995 to 96	34	13	21	0
1996 to 97	-4	-7	3	0
1997 to 98	-18	-12	-6	0
1998 to 99	-20	-7	-13	0
1999 to 00	0	15	-15	0
2000 to 01	12	7	5	0
2001 to 02	-6	4	-10	0
2002 to 03	19	9	10	0
2003 to 04	-1	8	-9	0
2004 to 05	21	1	20	0
2005 to 06	-2	5	-7	0
2006 to 07	8	2	6	0
2007 to 08	-34	-22	-12	0
2008 to 09	1	9	-8	0
2009 to 10	-25	-21	-4	0
2010 to 11	-5	-10	5	0
2011 to 12	7	2	5	0
2012 to 13	-9	-3	-6	0
2013 to 14	-8	-6	-2	0
2014 to 15	14	-7	21	0
2015 to 16	-26	-15	-11	0
2016 to 17	4	-2	6	0
2017 to 18	-14	-16	2	0
2018 to 19	-11	-10	-1	0
2019 to 20	-59	-4	-55	0
2020 to 21	38	-5	43	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Lowell Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	-2	0	-4	-2	0	-8
1988 to 89	-11	-3	-5	-5	-2	-26
1989 to 90	13	0	6	-2	-2	15
1990 to 91	-4	-1	1	-2	1	-5
1991 to 92	8	1	-2	1	5	13
1992 to 93	0	-10	-5	-8	4	-19
1993 to 94	13	5	6	8	0	32
1994 to 95	-5	-4	-3	-15	-5	-32
1995 to 96	3	-1	0	5	14	21
1996 to 97	2	-1	1	-4	5	3
1997 to 98	0	2	-7	1	-2	-6
1998 to 99	3	1	-2	-8	-7	-13
1999 to 00	8	-8	-9	-3	-3	-15
2000 to 01	-1	1	3	4	-2	5
2001 to 02	-1	-6	-1	-1	-1	-10
2002 to 03	5	-4	-6	8	7	10
2003 to 04	-2	1	-3	2	-7	-9
2004 to 05	5	8	6	0	1	20
2005 to 06	6	4	-5	-6	-6	-7
2006 to 07	10	2	-5	0	-1	6
2007 to 08	-4	-3	-1	-2	-2	-12
2008 to 09	6	-6	1	-7	-2	-8
2009 to 10	-6	4	3	-4	-1	-4
2010 to 11	4	-1	3	0	-1	5
2011 to 12	0	3	0	-2	4	5
2012 to 13	2	-1	0	-3	-4	-6
2013 to 14	3	-6	4	1	-4	-2
2014 to 15	2	9	0	2	8	21
2015 to 16	-1	-2	-5	0	-3	-11
2016 to 17	7	1	-3	1	0	6
2017 to 18	2	0	-2	5	-3	2
2018 to 19	-2	-2	2	1	0	-1
2019 to 20	-15	-10	-11	-14	-5	-55
2020 to 21	5	15	7	7	9	43

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Madison Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	45	64	58	60	50	49	326	0	326
1988–89	68	63	71	67	58	69	396	0	396
1989–90	83	66	70	76	74	58	427	0	427
1990–91	71	88	66	74	80	78	457	0	457
1991–92	82	77	81	74	73	80	467	0	467
1992–93	97	82	82	85	74	77	497	0	497
1993–94	71	94	84	77	79	76	481	13	494
1994–95	85	91	91	86	75	90	518	0	518
1995–96	90	104	87	90	87	79	537	0	537
1996–97	69	100	87	81	92	89	518	0	518
1997–98	84	80	102	88	80	90	524	0	524
1998–99	71	82	78	109	91	89	520	0	520
1999–00	75	81	95	84	108	92	535	0	535
2000–01	66	89	92	88	91	109	535	0	535
2001–02	83	77	96	92	89	89	526	0	526
2002–03	64	84	69	98	84	87	486	—	486
2003–04	79	56	88	79	95	83	480	—	480
2004–05	73	63	64	92	82	98	472	—	472
2005–06	85	71	64	59	97	83	459	—	459
2006–07	78	72	72	63	59	95	439	—	439
2007–08	83	59	75	72	60	61	410	—	410
2008–09	68	63	64	76	71	63	405	—	405
2009–10	90	60	66	70	80	68	434	—	434
2010–11	73	80	65	66	75	82	441	—	441
2011–12	73	64	76	64	69	74	420	—	420
2012–13	76	61	62	69	65	70	403	—	403
2013–14	85	86	58	72	70	70	441	—	441
2014–15	75	68	86	60	70	65	424	—	424
2015–16	68	79	67	84	57	65	420	—	420
2016–17	90	70	82	72	89	66	469	—	469
2017–18	63	88	75	88	71	89	474	—	474
2018–19	67	68	87	76	83	69	450	—	450
2019–20	63	69	72	89	75	85	453	—	453
2020–21	67	64	66	72	89	75	433	—	433
2021–22	64	69	65	55	69	87	409	—	409

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Madison Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	70	19	51	0
1988 to 89	31	14	17	0
1989 to 90	30	13	17	0
1990 to 91	10	4	6	0
1991 to 92	30	17	13	0
1992 to 93	-3	-6	-10	13
1993 to 94	24	9	28	-13
1994 to 95	19	0	19	0
1995 to 96	-19	-10	-9	0
1996 to 97	6	-5	11	0
1997 to 98	-4	-19	15	0
1998 to 99	15	-14	29	0
1999 to 00	0	-26	26	0
2000 to 01	-9	-26	17	0
2001 to 02	-40	-25	-15	0
2002 to 03	-6	-8	2	0
2003 to 04	-8	-10	2	0
2004 to 05	-13	-13	0	0
2005 to 06	-20	-5	-15	0
2006 to 07	-29	-12	-17	0
2007 to 08	-5	7	-12	0
2008 to 09	29	27	2	0
2009 to 10	7	5	2	0
2010 to 11	-21	-9	-12	0
2011 to 12	-17	2	-19	0
2012 to 13	38	15	23	0
2013 to 14	-17	5	-22	0
2014 to 15	-4	3	-7	0
2015 to 16	49	25	24	0
2016 to 17	5	-3	8	0
2017 to 18	-24	-22	-2	0
2018 to 19	3	-6	9	0
2019 to 20	-20	-18	-2	0
2020 to 21	-24	-11	-13	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Madison Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	18	7	9	-2	19	51
1988 to 89	-2	7	5	7	0	17
1989 to 90	5	0	4	4	4	17
1990 to 91	6	-7	8	-1	0	6
1991 to 92	0	5	4	0	4	13
1992 to 93	-3	2	-5	-6	2	-10
1993 to 94	20	-3	2	-2	11	28
1994 to 95	19	-4	-1	1	4	19
1995 to 96	10	-17	-6	2	2	-9
1996 to 97	11	2	1	-1	-2	11
1997 to 98	-2	-2	7	3	9	15
1998 to 99	10	13	6	-1	1	29
1999 to 00	14	11	-7	7	1	26
2000 to 01	11	7	0	1	-2	17
2001 to 02	1	-8	2	-8	-2	-15
2002 to 03	-8	4	10	-3	-1	2
2003 to 04	-16	8	4	3	3	2
2004 to 05	-2	1	-5	5	1	0
2005 to 06	-13	1	-1	0	-2	-15
2006 to 07	-19	3	0	-3	2	-17
2007 to 08	-20	5	1	-1	3	-12
2008 to 09	-8	3	6	4	-3	2
2009 to 10	-10	5	0	5	2	2
2010 to 11	-9	-4	-1	3	-1	-12
2011 to 12	-12	-2	-7	1	1	-19
2012 to 13	10	-3	10	1	5	23
2013 to 14	-17	0	2	-2	-5	-22
2014 to 15	4	-1	-2	-3	-5	-7
2015 to 16	2	3	5	5	9	24
2016 to 17	-2	5	6	-1	0	8
2017 to 18	5	-1	1	-5	-2	-2
2018 to 19	2	4	2	-1	2	9
2019 to 20	1	-3	0	0	0	-2
2020 to 21	2	1	-11	-3	-2	-13

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Pleasant Hill Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	56	63	74	69	40	54	356	0	356
1988–89	62	62	55	71	82	47	379	0	379
1989–90	67	53	51	39	44	59	313	0	313
1990–91	62	74	56	50	42	52	336	0	336
1991–92	81	72	74	60	53	45	385	0	385
1992–93	0	88	76	71	66	56	357	0	357
1993–94	92	81	90	80	70	67	480	0	480
1994–95	76	93	88	94	81	76	508	0	508
1995–96	100	101	105	99	109	84	598	0	598
1996–97	117	105	115	112	112	107	668	5	673
1997–98	113	142	110	124	115	118	722	0	722
1998–99	141	124	150	119	128	118	780	0	780
1999–00	126	153	126	142	118	132	797	0	797
2000–01	114	124	148	129	144	112	771	0	771
2001–02	83	109	112	128	122	134	688	0	688
2002–03	109	85	107	112	125	121	659	—	659
2003–04	87	115	96	108	112	123	641	—	641
2004–05	93	85	112	98	109	109	606	—	606
2005–06	92	101	87	113	97	109	599	—	599
2006–07	90	106	97	83	114	98	588	—	588
2007–08	86	99	111	96	84	115	591	—	591
2008–09	79	102	108	113	98	94	594	—	594
2009–10	85	83	102	111	111	101	593	—	593
2010–11	60	95	86	107	109	111	568	—	568
2011–12	79	75	94	87	97	110	542	—	542
2012–13	92	103	85	93	90	101	564	—	564
2013–14	93	113	117	99	94	100	616	—	616
2014–15	110	107	103	120	99	105	644	—	644
2015–16	98	118	109	104	115	91	635	—	635
2016–17	91	104	118	106	104	110	633	—	633
2017–18	112	97	108	118	106	105	646	—	646
2018–19	88	107	94	104	114	104	611	—	611
2019–20	100	87	107	93	104	111	602	—	602
2020–21	99	92	85	94	95	106	571	—	571
2021–22	72	104	106	83	94	94	553	—	553

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Pleasant Hill Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	23	8	15	0
1988 to 89	-66	20	-86	0
1989 to 90	23	3	20	0
1990 to 91	49	29	20	0
1991 to 92	-28	-45	17	0
1992 to 93	123	36	87	0
1993 to 94	28	9	19	0
1994 to 95	90	24	66	0
1995 to 96	75	33	37	5
1996 to 97	49	6	48	-5
1997 to 98	58	23	35	0
1998 to 99	17	8	9	0
1999 to 00	-26	-18	-8	0
2000 to 01	-83	-29	-54	0
2001 to 02	-29	-25	-4	0
2002 to 03	-18	-34	16	0
2003 to 04	-35	-30	-5	0
2004 to 05	-7	-17	10	0
2005 to 06	-11	-19	8	0
2006 to 07	3	-12	15	0
2007 to 08	3	-36	39	0
2008 to 09	-1	-9	8	0
2009 to 10	-25	-41	16	0
2010 to 11	-26	-32	6	0
2011 to 12	22	-18	40	0
2012 to 13	52	-8	60	0
2013 to 14	28	10	18	0
2014 to 15	-9	-7	-2	0
2015 to 16	-2	0	-2	0
2016 to 17	13	2	11	0
2017 to 18	-35	-17	-18	0
2018 to 19	-9	-4	-5	0
2019 to 20	-31	-12	-19	0
2020 to 21	-18	-34	16	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Pleasant Hill Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	6	-8	-3	13	7	15
1988 to 89	-9	-11	-16	-27	-23	-86
1989 to 90	7	3	-1	3	8	20
1990 to 91	10	0	4	3	3	20
1991 to 92	7	4	-3	6	3	17
1992 to 93	81	2	4	-1	1	87
1993 to 94	1	7	4	1	6	19
1994 to 95	25	12	11	15	3	66
1995 to 96	5	14	7	13	-2	37
1996 to 97	25	5	9	3	6	48
1997 to 98	11	8	9	4	3	35
1998 to 99	12	2	-8	-1	4	9
1999 to 00	-2	-5	3	2	-6	-8
2000 to 01	-5	-12	-20	-7	-10	-54
2001 to 02	2	-2	0	-3	-1	-4
2002 to 03	6	11	1	0	-2	16
2003 to 04	-2	-3	2	1	-3	-5
2004 to 05	8	2	1	-1	0	10
2005 to 06	14	-4	-4	1	1	8
2006 to 07	9	5	-1	1	1	15
2007 to 08	16	9	2	2	10	39
2008 to 09	4	0	3	-2	3	8
2009 to 10	10	3	5	-2	0	16
2010 to 11	15	-1	1	-10	1	6
2011 to 12	24	10	-1	3	4	40
2012 to 13	21	14	14	1	10	60
2013 to 14	14	-10	3	0	11	18
2014 to 15	8	2	1	-5	-8	-2
2015 to 16	6	0	-3	0	-5	-2
2016 to 17	6	4	0	0	1	11
2017 to 18	-5	-3	-4	-4	-2	-18
2018 to 19	-1	0	-1	0	-3	-5
2019 to 20	-8	-2	-13	2	2	-19
2020 to 21	5	14	-2	0	-1	16

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Sandburg Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	89	94	83	92	74	72	504	0	504
1988–89	99	110	90	82	94	77	552	0	552
1989–90	90	81	83	68	76	79	477	0	477
1990–91	78	99	86	83	73	82	501	0	501
1991–92	93	90	107	90	80	72	532	0	532
1992–93	91	95	80	107	86	78	537	0	537
1993–94	82	95	93	80	104	90	544	0	544
1994–95	91	89	89	97	81	102	549	0	549
1995–96	86	80	74	74	79	78	471	0	471
1996–97	81	81	86	80	76	80	484	0	484
1997–98	68	82	81	85	80	76	472	0	472
1998–99	60	74	68	73	83	76	434	0	434
1999–00	61	67	73	68	67	77	413	0	413
2000–01	63	60	66	70	66	72	397	0	397
2001–02	63	71	68	81	75	64	422	0	422
2002–03	61	65	72	73	80	80	431	—	431
2003–04	49	61	67	73	78	83	411	—	411
2004–05	61	56	62	70	83	70	402	—	402
2005–06	57	62	60	69	73	87	408	—	408
2006–07	69	66	62	64	69	70	400	—	400
2007–08	59	72	62	68	65	62	388	—	388
2008–09	59	60	71	66	71	65	392	—	392
2009–10	70	70	62	79	66	76	423	—	423
2010–11	55	65	61	67	78	64	390	—	390
2011–12	57	55	67	63	64	82	388	—	388
2012–13	64	64	55	66	61	62	372	—	372
2013–14	61	67	73	56	68	64	389	—	389
2014–15	52	64	74	69	63	66	388	—	388
2015–16	49	52	57	76	67	58	359	—	359
2016–17	68	54	60	61	77	63	383	—	383
2017–18	67	71	52	60	65	78	393	—	393
2018–19	63	71	64	53	65	64	380	—	380
2019–20	73	71	67	68	46	60	385	—	385
2020–21	62	67	69	64	66	53	381	—	381
2021–22	53	74	68	59	66	62	382	—	382

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Sandburg Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	48	27	21	0
1988 to 89	-75	13	-88	0
1989 to 90	24	-1	25	0
1990 to 91	31	11	20	0
1991 to 92	5	19	-14	0
1992 to 93	7	4	3	0
1993 to 94	5	1	4	0
1994 to 95	-78	-16	-62	0
1995 to 96	13	3	10	0
1996 to 97	-12	-12	0	0
1997 to 98	-38	-16	-22	0
1998 to 99	-21	-15	-6	0
1999 to 00	-16	-14	-2	0
2000 to 01	25	-9	34	0
2001 to 02	9	-3	12	0
2002 to 03	-20	-31	11	0
2003 to 04	-9	-22	13	0
2004 to 05	6	-13	19	0
2005 to 06	-8	-18	10	0
2006 to 07	-12	-11	-1	0
2007 to 08	4	-3	7	0
2008 to 09	31	5	26	0
2009 to 10	-33	-21	-12	0
2010 to 11	-2	-7	5	0
2011 to 12	-16	-18	2	0
2012 to 13	17	-1	18	0
2013 to 14	-1	-12	11	0
2014 to 15	-29	-17	-12	0
2015 to 16	24	10	14	0
2016 to 17	10	4	6	0
2017 to 18	-13	-15	2	0
2018 to 19	5	9	-4	0
2019 to 20	-4	2	-6	0
2020 to 21	1	0	1	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Sandburg Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	21	-4	-1	2	3	21
1988 to 89	-18	-27	-22	-6	-15	-88
1989 to 90	9	5	0	5	6	25
1990 to 91	12	8	4	-3	-1	20
1991 to 92	2	-10	0	-4	-2	-14
1992 to 93	4	-2	0	-3	4	3
1993 to 94	7	-6	4	1	-2	4
1994 to 95	-11	-15	-15	-18	-3	-62
1995 to 96	-5	6	6	2	1	10
1996 to 97	1	0	-1	0	0	0
1997 to 98	6	-14	-8	-2	-4	-22
1998 to 99	7	-1	0	-6	-6	-6
1999 to 00	-1	-1	-3	-2	5	-2
2000 to 01	8	8	15	5	-2	34
2001 to 02	2	1	5	-1	5	12
2002 to 03	0	2	1	5	3	11
2003 to 04	7	1	3	10	-8	13
2004 to 05	1	4	7	3	4	19
2005 to 06	9	0	4	0	-3	10
2006 to 07	3	-4	6	1	-7	-1
2007 to 08	1	-1	4	3	0	7
2008 to 09	11	2	8	0	5	26
2009 to 10	-5	-9	5	-1	-2	-12
2010 to 11	0	2	2	-3	4	5
2011 to 12	7	0	-1	-2	-2	2
2012 to 13	3	9	1	2	3	18
2013 to 14	3	7	-4	7	-2	11
2014 to 15	0	-7	2	-2	-5	-12
2015 to 16	5	8	4	1	-4	14
2016 to 17	3	-2	0	4	1	6
2017 to 18	4	-7	1	5	-1	2
2018 to 19	8	-4	4	-7	-5	-4
2019 to 20	-6	-2	-3	-2	7	-6
2020 to 21	12	1	-10	2	-4	1

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Washington Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	—	—	—	—	—	—	—	—	—
1988–89	—	—	—	—	—	—	—	—	—
1989–90	84	64	66	54	63	45	376	26	402
1990–91	81	94	64	77	56	67	439	25	464
1991–92	84	95	92	69	72	59	471	27	498
1992–93	84	89	80	80	67	70	470	21	491
1993–94	84	82	87	82	83	71	489	20	509
1994–95	74	63	69	73	75	80	434	24	458
1995–96	94	61	67	66	70	77	435	26	461
1996–97	49	81	61	67	70	70	398	25	423
1997–98	72	61	83	62	68	70	416	23	439
1998–99	71	82	54	82	64	76	429	21	450
1999–00	72	82	57	48	72	60	391	16	407
2000–01	58	82	68	59	56	71	394	19	413
2001–02	68	69	71	71	71	69	419	22	441
2002–03	72	72	72	73	76	76	441	—	441
2003–04	60	64	71	67	69	72	403	—	403
2004–05	69	63	71	63	73	71	410	—	410
2005–06	72	72	62	74	68	68	416	—	416
2006–07	77	68	70	69	75	64	423	—	423
2007–08	56	78	77	70	75	79	435	—	435
2008–09	57	57	79	75	72	75	415	—	415
2009–10	61	59	59	80	84	75	418	—	418
2010–11	66	68	66	67	90	91	448	—	448
2011–12	66	68	69	71	75	90	439	—	439
2012–13	76	58	70	69	72	72	417	—	417
2013–14	55	76	66	70	83	70	420	—	420
2014–15	50	69	77	63	78	82	419	—	419
2015–16	65	63	70	80	72	82	432	—	432
2016–17	66	68	67	74	77	82	434	—	434
2017–18	65	66	65	72	76	79	423	—	423
2018–19	70	64	63	67	70	67	401	—	401
2019–20	65	76	62	63	66	72	404	—	404
2020–21	57	59	66	59	62	64	367	—	367
2021–22	57	60	55	74	58	67	371	—	371

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Washington Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	—	—	—	0
1988 to 89	—	—	—	26
1989 to 90	62	36	27	-1
1990 to 91	34	17	15	2
1991 to 92	-7	25	-26	-6
1992 to 93	18	14	5	-1
1993 to 94	-51	3	-58	4
1994 to 95	3	14	-13	2
1995 to 96	-38	-28	-9	-1
1996 to 97	16	2	16	-2
1997 to 98	11	1	12	-2
1998 to 99	-43	-4	-34	-5
1999 to 00	6	-2	5	3
2000 to 01	28	-3	28	3
2001 to 02	0	3	19	-22
2002 to 03	-38	-16	-22	0
2003 to 04	7	-3	10	0
2004 to 05	6	1	5	0
2005 to 06	7	9	-2	0
2006 to 07	12	-8	20	0
2007 to 08	-20	-22	2	0
2008 to 09	3	-14	17	0
2009 to 10	30	-9	39	0
2010 to 11	-9	-25	16	0
2011 to 12	-22	-14	-8	0
2012 to 13	3	-17	20	0
2013 to 14	-1	-20	19	0
2014 to 15	13	-17	30	0
2015 to 16	2	-16	18	0
2016 to 17	-11	-17	6	0
2017 to 18	-22	-9	-13	0
2018 to 19	3	-2	5	0
2019 to 20	-37	-15	-22	0
2020 to 21	4	-7	11	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Washington Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	—	—	—	—	—	—
1988 to 89	—	—	—	—	—	—
1989 to 90	10	0	11	2	4	27
1990 to 91	14	-2	5	-5	3	15
1991 to 92	5	-15	-12	-2	-2	-26
1992 to 93	-2	-2	2	3	4	5
1993 to 94	-21	-13	-14	-7	-3	-58
1994 to 95	-13	4	-3	-3	2	-13
1995 to 96	-13	0	0	4	0	-9
1996 to 97	12	2	1	1	0	16
1997 to 98	10	-7	-1	2	8	12
1998 to 99	11	-25	-6	-10	-4	-34
1999 to 00	10	-14	2	8	-1	5
2000 to 01	11	-11	3	12	13	28
2001 to 02	4	3	2	5	5	19
2002 to 03	-8	-1	-5	-4	-4	-22
2003 to 04	3	7	-8	6	2	10
2004 to 05	3	-1	3	5	-5	5
2005 to 06	-4	-2	7	1	-4	-2
2006 to 07	1	9	0	6	4	20
2007 to 08	1	1	-2	2	0	2
2008 to 09	2	2	1	9	3	17
2009 to 10	7	7	8	10	7	39
2010 to 11	2	1	5	8	0	16
2011 to 12	-8	2	0	1	-3	-8
2012 to 13	0	8	0	14	-2	20
2013 to 14	14	1	-3	8	-1	19
2014 to 15	13	1	3	9	4	30
2015 to 16	3	4	4	-3	10	18
2016 to 17	0	-3	5	2	2	6
2017 to 18	-1	-3	2	-2	-9	-13
2018 to 19	6	-2	0	-1	2	5
2019 to 20	-6	-10	-3	-1	-2	-22
2020 to 21	3	-4	8	-1	5	11

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Whittier Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	95	84	82	90	76	80	507	0	507
1988–89	89	111	88	85	99	83	555	0	555
1989–90	85	79	110	74	79	88	515	0	515
1990–91	93	88	73	102	76	76	508	0	508
1991–92	77	90	87	75	97	85	511	0	511
1992–93	96	82	85	89	75	97	524	0	524
1993–94	90	106	87	92	92	80	547	0	547
1994–95	86	91	99	87	88	95	546	0	546
1995–96	104	105	95	96	95	92	587	0	587
1996–97	106	97	97	95	101	97	593	0	593
1997–98	90	117	100	107	96	96	606	0	606
1998–99	90	91	126	100	108	92	607	0	607
1999–00	108	99	90	129	97	112	635	0	635
2000–01	105	119	88	92	126	92	622	0	622
2001–02	68	105	97	84	74	127	555	0	555
2002–03	54	78	102	98	83	79	494	—	494
2003–04	74	64	77	104	101	83	503	—	503
2004–05	67	80	64	75	107	98	491	—	491
2005–06	67	72	80	65	85	113	482	—	482
2006–07	61	70	71	84	69	87	442	—	442
2007–08	66	65	68	73	91	66	429	—	429
2008–09	54	70	63	74	76	92	429	—	429
2009–10	61	59	75	66	86	80	427	—	427
2010–11	54	61	58	76	64	82	395	—	395
2011–12	79	61	65	61	79	68	413	—	413
2012–13	54	65	60	61	60	77	377	—	377
2013–14	61	54	66	64	62	59	366	—	366
2014–15	68	69	60	68	68	65	398	—	398
2015–16	54	75	75	54	76	66	400	—	400
2016–17	78	64	75	81	59	74	431	—	431
2017–18	81	87	64	76	87	64	459	—	459
2018–19	42	79	87	70	84	88	450	—	450
2019–20	63	51	79	93	79	85	450	—	450
2020–21	64	61	48	75	88	66	402	—	402
2021–22	61	73	65	56	76	86	417	—	417

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Whittier Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	48	9	39	0
1988 to 89	-40	2	-42	0
1989 to 90	-7	5	-12	0
1990 to 91	3	1	2	0
1991 to 92	13	11	2	0
1992 to 93	23	-7	30	0
1993 to 94	-1	6	-7	0
1994 to 95	41	9	32	0
1995 to 96	6	14	-8	0
1996 to 97	13	-7	20	0
1997 to 98	1	-6	7	0
1998 to 99	28	16	12	0
1999 to 00	-13	-7	-6	0
2000 to 01	-67	-24	-43	0
2001 to 02	-61	-73	12	0
2002 to 03	9	-5	14	0
2003 to 04	-12	-16	4	0
2004 to 05	-9	-31	22	0
2005 to 06	-40	-52	12	0
2006 to 07	-13	-21	8	0
2007 to 08	0	-12	12	0
2008 to 09	-2	-31	29	0
2009 to 10	-32	-26	-6	0
2010 to 11	18	-3	21	0
2011 to 12	-36	-14	-22	0
2012 to 13	-11	-16	5	0
2013 to 14	32	9	23	0
2014 to 15	2	-11	13	0
2015 to 16	31	12	19	0
2016 to 17	28	7	21	0
2017 to 18	-9	-22	13	0
2018 to 19	0	-25	25	0
2019 to 20	-48	-21	-27	0
2020 to 21	15	-5	20	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Whittier Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	16	4	3	9	7	39
1988 to 89	-10	-1	-14	-6	-11	-42
1989 to 90	3	-6	-8	2	-3	-12
1990 to 91	-3	-1	2	-5	9	2
1991 to 92	5	-5	2	0	0	2
1992 to 93	10	5	7	3	5	30
1993 to 94	1	-7	0	-4	3	-7
1994 to 95	19	4	-3	8	4	32
1995 to 96	-7	-8	0	5	2	-8
1996 to 97	11	3	10	1	-5	20
1997 to 98	1	9	0	1	-4	7
1998 to 99	9	-1	3	-3	4	12
1999 to 00	11	-11	2	-3	-5	-6
2000 to 01	0	-22	-4	-18	1	-43
2001 to 02	10	-3	1	-1	5	12
2002 to 03	10	-1	2	3	0	14
2003 to 04	6	0	-2	3	-3	4
2004 to 05	5	0	1	10	6	22
2005 to 06	3	-1	4	4	2	12
2006 to 07	4	-2	2	7	-3	8
2007 to 08	4	-2	6	3	1	12
2008 to 09	5	5	3	12	4	29
2009 to 10	0	-1	1	-2	-4	-6
2010 to 11	7	4	3	3	4	21
2011 to 12	-14	-1	-4	-1	-2	-22
2012 to 13	0	1	4	1	-1	5
2013 to 14	8	6	2	4	3	23
2014 to 15	7	6	-6	8	-2	13
2015 to 16	10	0	6	5	-2	19
2016 to 17	9	0	1	6	5	21
2017 to 18	-2	0	6	8	1	13
2018 to 19	9	0	6	9	1	25
2019 to 20	-2	-3	-4	-5	-13	-27
2020 to 21	9	4	8	1	-2	20

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Wiesbrook Elementary

School Year	K	1	2	3	4	5	K–5	Sp. Ed.	Total
1987–88	64	51	47	61	63	64	350	43	393
1988–89	52	71	51	46	63	67	350	34	384
1989–90	59	66	75	64	59	70	393	51	444
1990–91	100	65	73	91	65	59	453	29	482
1991–92	86	101	73	77	95	75	507	12	519
1992–93	95	98	100	82	73	89	537	0	537
1993–94	98	94	103	100	81	74	550	0	550
1994–95	87	101	94	96	97	83	558	0	558
1995–96	98	87	105	96	97	98	581	0	581
1996–97	94	94	82	101	93	100	564	0	564
1997–98	93	84	97	82	107	94	557	6	563
1998–99	68	96	84	102	88	106	544	7	551
1999–00	72	74	104	82	110	87	529	0	529
2000–01	71	77	72	111	89	109	529	0	529
2001–02	73	63	83	75	107	90	491	0	491
2002–03	71	80	62	85	87	106	491	—	491
2003–04	65	83	81	66	89	88	472	—	472
2004–05	59	77	86	75	70	87	454	—	454
2005–06	63	68	81	90	77	72	451	—	451
2006–07	74	67	69	74	95	78	457	—	457
2007–08	54	84	70	66	73	90	437	—	437
2008–09	61	71	88	86	77	79	462	—	462
2009–10	76	69	72	89	90	79	475	—	475
2010–11	64	88	81	79	96	89	497	—	497
2011–12	55	73	96	88	86	99	497	—	497
2012–13	80	72	76	103	91	85	507	—	507
2013–14	66	99	76	78	107	93	519	—	519
2014–15	69	78	99	82	74	102	504	—	504
2015–16	85	78	78	90	80	77	488	—	488
2016–17	71	75	77	86	93	82	484	—	484
2017–18	72	71	80	76	86	95	480	—	480
2018–19	79	79	75	79	85	84	481	—	481
2019–20	60	82	70	76	74	86	448	—	448
2020–21	98	64	81	75	79	68	465	—	465
2021–22	70	104	69	84	71	79	477	—	477

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Wiesbrook Elementary

Transition Year Sept. to Sept.	Change Total Enrollment	Entering K vs. Exiting 5	Net Migration/ Transfer	Change Special Education
1987 to 88	-9	-12	12	-9
1988 to 89	60	-8	51	17
1989 to 90	38	30	30	-22
1990 to 91	37	27	27	-17
1991 to 92	18	20	10	-12
1992 to 93	13	9	4	0
1993 to 94	8	13	-5	0
1994 to 95	23	15	8	0
1995 to 96	-17	-4	-13	0
1996 to 97	-1	-7	0	6
1997 to 98	-12	-26	13	1
1998 to 99	-22	-34	19	-7
1999 to 00	0	-16	16	0
2000 to 01	-38	-36	-2	0
2001 to 02	0	-19	19	0
2002 to 03	-19	-41	22	0
2003 to 04	-18	-29	11	0
2004 to 05	-3	-24	21	0
2005 to 06	6	2	4	0
2006 to 07	-20	-24	4	0
2007 to 08	25	-29	54	0
2008 to 09	13	-3	16	0
2009 to 10	22	-15	37	0
2010 to 11	0	-34	34	0
2011 to 12	10	-19	29	0
2012 to 13	12	-19	31	0
2013 to 14	-15	-24	9	0
2014 to 15	-16	-17	1	0
2015 to 16	-4	-6	2	0
2016 to 17	-4	-10	6	0
2017 to 18	1	-16	17	0
2018 to 19	-33	-24	-9	0
2019 to 20	17	12	5	0
2020 to 21	12	2	10	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Wiesbrook Elementary

Transition Year Sept. to Sept.	Grade Transition					
	K–1	1–2	2–3	3–4	4–5	Total
1987 to 88	7	0	-1	2	4	12
1988 to 89	14	4	13	13	7	51
1989 to 90	6	7	16	1	0	30
1990 to 91	1	8	4	4	10	27
1991 to 92	12	-1	9	-4	-6	10
1992 to 93	-1	5	0	-1	1	4
1993 to 94	3	0	-7	-3	2	-5
1994 to 95	0	4	2	1	1	8
1995 to 96	-4	-5	-4	-3	3	-13
1996 to 97	-10	3	0	6	1	0
1997 to 98	3	0	5	6	-1	13
1998 to 99	6	8	-2	8	-1	19
1999 to 00	5	-2	7	7	-1	16
2000 to 01	-8	6	3	-4	1	-2
2001 to 02	7	-1	2	12	-1	19
2002 to 03	12	1	4	4	1	22
2003 to 04	12	3	-6	4	-2	11
2004 to 05	9	4	4	2	2	21
2005 to 06	4	1	-7	5	1	4
2006 to 07	10	3	-3	-1	-5	4
2007 to 08	17	4	16	11	6	54
2008 to 09	8	1	1	4	2	16
2009 to 10	12	12	7	7	-1	37
2010 to 11	9	8	7	7	3	34
2011 to 12	17	3	7	3	-1	29
2012 to 13	19	4	2	4	2	31
2013 to 14	12	0	6	-4	-5	9
2014 to 15	9	0	-9	-2	3	1
2015 to 16	-10	-1	8	3	2	2
2016 to 17	0	5	-1	0	2	6
2017 to 18	7	4	-1	9	-2	17
2018 to 19	3	-9	1	-5	1	-9
2019 to 20	4	-1	5	3	-6	5
2020 to 21	6	5	3	-4	0	10

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Edison Middle School

School Year	6	7	8	6–8	Sp. Ed.	Total
1987–88	222	234	204	660	0	660
1988–89	236	238	257	731	0	731
1989–90	248	237	237	722	0	722
1990–91	253	260	247	760	0	760
1991–92	237	269	255	761	0	761
1992–93	240	226	257	723	0	723
1993–94	252	241	224	717	0	717
1994–95	227	257	252	736	0	736
1995–96	262	245	267	774	0	774
1996–97	261	265	241	767	0	767
1997–98	274	264	262	800	0	800
1998–99	310	289	279	878	0	878
1999–00	249	315	290	854	0	854
2000–01	313	269	326	908	0	908
2001–02	252	294	237	783	7	790
2002–03	282	259	286	827	—	827
2003–04	249	286	269	804	—	804
2004–05	245	255	288	788	—	788
2005–06	262	252	258	772	—	772
2006–07	249	260	256	765	—	765
2007–08	252	256	264	772	—	772
2008–09	217	267	249	733	—	733
2009–10	261	222	269	752	—	752
2010–11	220	265	226	711	—	711
2011–12	240	230	261	731	—	731
2012–13	228	242	226	696	—	696
2013–14	222	237	237	696	—	696
2014–15	237	217	220	674	—	674
2015–16	214	235	232	681	—	681
2016–17	194	212	229	635	—	635
2017–18	218	198	204	620	—	620
2018–19	221	212	195	628	—	628
2019–20	235	217	214	666	—	666
2020–21	226	225	212	663	—	663
2021–22	223	214	223	660	—	660

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Edison Middle School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Migration/ Transfer	Change Special Education
1987 to 88	71	32	39	0
1988 to 89	-9	-9	0	0
1989 to 90	38	16	22	0
1990 to 91	1	-10	11	0
1991 to 92	-38	-15	-23	0
1992 to 93	-6	-5	-1	0
1993 to 94	19	3	16	0
1994 to 95	38	10	28	0
1995 to 96	-7	-6	-1	0
1996 to 97	33	33	0	0
1997 to 98	78	48	30	0
1998 to 99	-24	-30	6	0
1999 to 00	54	23	31	0
2000 to 01	-118	-74	-51	7
2001 to 02	37	45	-1	-7
2002 to 03	-23	-37	14	0
2003 to 04	-16	-24	8	0
2004 to 05	-16	-26	10	0
2005 to 06	-7	-9	2	0
2006 to 07	7	-4	11	0
2007 to 08	-39	-47	8	0
2008 to 09	19	12	7	0
2009 to 10	-41	-49	8	0
2010 to 11	20	14	6	0
2011 to 12	-35	-33	-2	0
2012 to 13	0	-4	4	0
2013 to 14	-22	0	-22	0
2014 to 15	7	-6	13	0
2015 to 16	-46	-38	-8	0
2016 to 17	-15	-11	-4	0
2017 to 18	8	17	-9	0
2018 to 19	38	40	-2	0
2019 to 20	-3	12	-15	0
2020 to 21	-3	11	-14	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Edison Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6–7	7–8	Total
1987 to 88	16	23	39
1988 to 89	1	-1	0
1989 to 90	12	10	22
1990 to 91	16	-5	11
1991 to 92	-11	-12	-23
1992 to 93	1	-2	-1
1993 to 94	5	11	16
1994 to 95	18	10	28
1995 to 96	3	-4	-1
1996 to 97	3	-3	0
1997 to 98	15	15	30
1998 to 99	5	1	6
1999 to 00	20	11	31
2000 to 01	-19	-32	-51
2001 to 02	7	-8	-1
2002 to 03	4	10	14
2003 to 04	6	2	8
2004 to 05	7	3	10
2005 to 06	-2	4	2
2006 to 07	7	4	11
2007 to 08	15	-7	8
2008 to 09	5	2	7
2009 to 10	4	4	8
2010 to 11	10	-4	6
2011 to 12	2	-4	-2
2012 to 13	9	-5	4
2013 to 14	-5	-17	-22
2014 to 15	-2	15	13
2015 to 16	-2	-6	-8
2016 to 17	4	-8	-4
2017 to 18	-6	-3	-9
2018 to 19	-4	2	-2
2019 to 20	-10	-5	-15
2020 to 21	-12	-2	-14

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Franklin Middle School

School Year	6	7	8	6–8	Sp. Ed.	Total
1987–88	178	189	159	526	10	536
1988–89	198	183	184	565	12	577
1989–90	197	193	181	571	15	586
1990–91	235	221	210	666	10	676
1991–92	174	157	142	473	13	486
1992–93	172	172	154	498	11	509
1993–94	178	168	175	521	12	533
1994–95	171	176	162	509	13	522
1995–96	182	160	173	515	0	515
1996–97	194	181	173	548	0	548
1997–98	234	198	189	621	12	633
1998–99	240	216	199	655	12	667
1999–00	241	237	208	686	9	695
2000–01	232	240	231	703	7	710
2001–02	264	234	243	741	0	741
2002–03	223	245	228	696	—	696
2003–04	220	219	240	679	—	679
2004–05	209	216	207	632	—	632
2005–06	231	223	237	691	—	691
2006–07	226	231	220	677	—	677
2007–08	244	234	231	709	—	709
2008–09	275	240	231	746	—	746
2009–10	241	269	243	753	—	753
2010–11	264	247	276	787	—	787
2011–12	264	265	250	779	—	779
2012–13	239	266	266	771	—	771
2013–14	239	232	274	745	—	745
2014–15	214	247	238	699	—	699
2015–16	242	217	241	700	—	700
2016–17	234	243	223	700	—	700
2017–18	213	236	240	689	—	689
2018–19	248	210	232	690	—	690
2019–20	223	235	208	666	—	666
2020–21	213	212	221	646	—	646
2021–22	178	226	196	600	—	600

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Franklin Elementary School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Migration/ Transfer	Change Special Education
1987 to 88	41	39	0	2
1988 to 89	9	13	-7	3
1989 to 90	90	54	41	-5
1990 to 91	-190	-36	-157	3
1991 to 92	23	30	-5	-2
1992 to 93	24	24	-1	1
1993 to 94	-11	-4	-8	1
1994 to 95	-7	20	-14	-13
1995 to 96	33	21	12	0
1996 to 97	85	61	12	12
1997 to 98	34	51	-17	0
1998 to 99	28	42	-11	-3
1999 to 00	15	24	-7	-2
2000 to 01	31	33	5	-7
2001 to 02	-45	-20	-25	0
2002 to 03	-17	-8	-9	0
2003 to 04	-47	-31	-16	0
2004 to 05	59	24	35	0
2005 to 06	-14	-11	-3	0
2006 to 07	32	24	8	0
2007 to 08	37	44	-7	0
2008 to 09	7	10	-3	0
2009 to 10	34	21	13	0
2010 to 11	-8	-12	4	0
2011 to 12	-8	-11	3	0
2012 to 13	-26	-27	1	0
2013 to 14	-46	-60	14	0
2014 to 15	1	4	-3	0
2015 to 16	0	-7	7	0
2016 to 17	-11	-10	-1	0
2017 to 18	1	8	-7	0
2018 to 19	-24	-9	-15	0
2019 to 20	-20	5	-25	0
2020 to 21	-46	-43	-3	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Franklin Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6–7	7–8	Total
1987 to 88	5	-5	0
1988 to 89	-5	-2	-7
1989 to 90	24	17	41
1990 to 91	-78	-79	-157
1991 to 92	-2	-3	-5
1992 to 93	-4	3	-1
1993 to 94	-2	-6	-8
1994 to 95	-11	-3	-14
1995 to 96	-1	13	12
1996 to 97	4	8	12
1997 to 98	-18	1	-17
1998 to 99	-3	-8	-11
1999 to 00	-1	-6	-7
2000 to 01	2	3	5
2001 to 02	-19	-6	-25
2002 to 03	-4	-5	-9
2003 to 04	-4	-12	-16
2004 to 05	14	21	35
2005 to 06	0	-3	-3
2006 to 07	8	0	8
2007 to 08	-4	-3	-7
2008 to 09	-6	3	-3
2009 to 10	6	7	13
2010 to 11	1	3	4
2011 to 12	2	1	3
2012 to 13	-7	8	1
2013 to 14	8	6	14
2014 to 15	3	-6	-3
2015 to 16	1	6	7
2016 to 17	2	-3	-1
2017 to 18	-3	-4	-7
2018 to 19	-13	-2	-15
2019 to 20	-11	-14	-25
2020 to 21	13	-16	-3

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Hubble Middle School

School Year	6	7	8	6–8	Sp. Ed.	Total
1987–88	318	308	326	952	26	978
1988–89	338	328	306	972	32	1,004
1989–90	351	342	315	1,008	40	1,048
1990–91	366	359	339	1,064	31	1,095
1991–92	302	271	280	853	24	877
1992–93	337	306	267	910	19	929
1993–94	352	324	315	991	27	1,018
1994–95	337	331	327	995	32	1,027
1995–96	378	322	317	1,017	25	1,042
1996–97	363	371	321	1,055	35	1,090
1997–98	325	363	367	1,055	39	1,094
1998–99	323	319	358	1,000	41	1,041
1999–00	324	330	332	986	38	1,024
2000–01	322	325	327	974	34	1,008
2001–02	319	325	325	969	40	1,009
2002–03	324	342	343	1,009	—	1,009
2003–04	308	323	340	971	—	971
2004–05	300	314	321	935	—	935
2005–06	299	300	314	913	—	913
2006–07	269	297	303	869	—	869
2007–08	301	266	295	862	—	862
2008–09	296	309	277	882	—	882
2009–10	239	312	313	864	—	864
2010–11	271	246	319	836	—	836
2011–12	259	270	255	784	—	784
2012–13	271	266	270	807	—	807
2013–14	253	274	263	790	—	790
2014–15	247	259	279	785	—	785
2015–16	256	245	258	759	—	759
2016–17	224	267	249	740	—	740
2017–18	229	245	263	737	—	737
2018–19	249	229	245	723	—	723
2019–20	224	252	229	705	—	705
2020–21	258	228	241	727	—	727
2021–22	208	262	236	706	—	706

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Hubble Middle School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Migration/ Transfer	Change Special Education
1987 to 88	26	12	8	6
1988 to 89	44	45	-9	8
1989 to 90	47	51	5	-9
1990 to 91	-218	-37	-174	-7
1991 to 92	52	57	0	-5
1992 to 93	89	85	-4	8
1993 to 94	9	22	-18	5
1994 to 95	15	51	-29	-7
1995 to 96	48	46	-8	10
1996 to 97	4	4	-4	4
1997 to 98	-53	-44	-11	2
1998 to 99	-17	-34	20	-3
1999 to 00	-16	-10	-2	-4
2000 to 01	1	-8	3	6
2001 to 02	0	-1	41	-40
2002 to 03	-38	-35	-3	0
2003 to 04	-36	-40	4	0
2004 to 05	-22	-22	0	0
2005 to 06	-44	-45	1	0
2006 to 07	-7	-2	-5	0
2007 to 08	20	1	19	0
2008 to 09	-18	-38	20	0
2009 to 10	-28	-42	14	0
2010 to 11	-52	-60	8	0
2011 to 12	23	16	7	0
2012 to 13	-17	-17	0	0
2013 to 14	-5	-16	11	0
2014 to 15	-26	-23	-3	0
2015 to 16	-19	-34	15	0
2016 to 17	-3	-20	17	0
2017 to 18	-14	-14	0	0
2018 to 19	-18	-21	3	0
2019 to 20	22	29	-7	0
2020 to 21	-21	-33	12	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Hubble Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6–7	7–8	Total
1987 to 88	10	-2	8
1988 to 89	4	-13	-9
1989 to 90	8	-3	5
1990 to 91	-95	-79	-174
1991 to 92	4	-4	0
1992 to 93	-13	9	-4
1993 to 94	-21	3	-18
1994 to 95	-15	-14	-29
1995 to 96	-7	-1	-8
1996 to 97	0	-4	-4
1997 to 98	-6	-5	-11
1998 to 99	7	13	20
1999 to 00	1	-3	-2
2000 to 01	3	0	3
2001 to 02	23	18	41
2002 to 03	-1	-2	-3
2003 to 04	6	-2	4
2004 to 05	0	0	0
2005 to 06	-2	3	1
2006 to 07	-3	-2	-5
2007 to 08	8	11	19
2008 to 09	16	4	20
2009 to 10	7	7	14
2010 to 11	-1	9	8
2011 to 12	7	0	7
2012 to 13	3	-3	0
2013 to 14	6	5	11
2014 to 15	-2	-1	-3
2015 to 16	11	4	15
2016 to 17	21	-4	17
2017 to 18	0	0	0
2018 to 19	3	0	3
2019 to 20	4	-11	-7
2020 to 21	4	8	12

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Monroe Middle School

School Year	6	7	8	6–8	Sp. Ed.	Total
1987–88	—	—	—	—	—	—
1988–89	—	—	—	—	—	—
1989–90	—	—	—	—	—	—
1990–91	—	—	—	—	—	—
1991–92	190	177	151	518	0	518
1992–93	162	198	187	547	0	547
1993–94	190	158	193	541	11	552
1994–95	221	193	171	585	0	585
1995–96	224	213	192	629	0	629
1996–97	247	227	207	681	0	681
1997–98	276	264	224	764	8	772
1998–99	263	264	261	788	14	802
1999–00	284	263	266	813	16	829
2000–01	266	283	242	791	15	806
2001–02	298	292	318	908	22	930
2002–03	285	304	285	874	—	874
2003–04	293	299	311	903	—	903
2004–05	300	311	307	918	—	918
2005–06	274	302	298	874	—	874
2006–07	292	281	312	885	—	885
2007–08	241	294	270	805	—	805
2008–09	234	236	279	749	—	749
2009–10	236	239	250	725	—	725
2010–11	225	244	249	718	—	718
2011–12	242	228	243	713	—	713
2012–13	292	250	239	781	—	781
2013–14	252	293	259	804	—	804
2014–15	269	242	290	801	—	801
2015–16	264	262	247	773	—	773
2016–17	249	261	259	769	—	769
2017–18	245	237	254	736	—	736
2018–19	291	250	237	778	—	778
2019–20	255	277	249	781	—	781
2020–21	240	253	264	757	—	757
2021–22	225	237	246	708	—	708

Decomposition of Enrollment Change in Community Unit School District 200: September 1987 to September 2021

Monroe Middle School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 6 vs. Exiting 8	Net Migration/ Transfer	Change Special Education
1987 to 88	—	—	—	0
1988 to 89	—	—	—	0
1989 to 90	—	—	—	0
1990 to 91	—	—	—	0
1991 to 92	29	11	18	0
1992 to 93	5	3	-9	11
1993 to 94	33	28	16	-11
1994 to 95	44	53	-9	0
1995 to 96	52	55	-3	0
1996 to 97	91	69	14	8
1997 to 98	30	39	-15	6
1998 to 99	27	23	2	2
1999 to 00	-23	0	-22	-1
2000 to 01	124	56	61	7
2001 to 02	-56	-33	-1	-22
2002 to 03	29	8	21	0
2003 to 04	15	-11	26	0
2004 to 05	-44	-33	-11	0
2005 to 06	11	-6	17	0
2006 to 07	-80	-71	-9	0
2007 to 08	-56	-36	-20	0
2008 to 09	-24	-43	19	0
2009 to 10	-7	-25	18	0
2010 to 11	-5	-7	2	0
2011 to 12	68	49	19	0
2012 to 13	23	13	10	0
2013 to 14	-3	10	-13	0
2014 to 15	-28	-26	-2	0
2015 to 16	-4	2	-6	0
2016 to 17	-33	-14	-19	0
2017 to 18	42	37	5	0
2018 to 19	3	18	-15	0
2019 to 20	-24	-9	-15	0
2020 to 21	-49	-39	-10	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Monroe Middle School

Transition Year Sept. to Sept.	Grade Transition		
	6–7	7–8	Total
1987 to 88	—	—	—
1988 to 89	—	—	—
1989 to 90	—	—	—
1990 to 91	—	—	—
1991 to 92	8	10	18
1992 to 93	-4	-5	-9
1993 to 94	3	13	16
1994 to 95	-8	-1	-9
1995 to 96	3	-6	-3
1996 to 97	17	-3	14
1997 to 98	-12	-3	-15
1998 to 99	0	2	2
1999 to 00	-1	-21	-22
2000 to 01	26	35	61
2001 to 02	6	-7	-1
2002 to 03	14	7	21
2003 to 04	18	8	26
2004 to 05	2	-13	-11
2005 to 06	7	10	17
2006 to 07	2	-11	-9
2007 to 08	-5	-15	-20
2008 to 09	5	14	19
2009 to 10	8	10	18
2010 to 11	3	-1	2
2011 to 12	8	11	19
2012 to 13	1	9	10
2013 to 14	-10	-3	-13
2014 to 15	-7	5	-2
2015 to 16	-3	-3	-6
2016 to 17	-12	-7	-19
2017 to 18	5	0	5
2018 to 19	-14	-1	-15
2019 to 20	-2	-13	-15
2020 to 21	-3	-7	-10

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Wheaton North High School

School Year	9	10	11	12	9–12	Sp. Ed.	Total
1987–88	373	342	413	428	1,556	19	1,575
1988–89	379	376	338	425	1,518	25	1,543
1989–90	380	380	378	339	1,477	25	1,502
1990–91	406	383	385	385	1,559	16	1,575
1991–92	420	414	367	384	1,585	15	1,600
1992–93	399	437	427	380	1,643	23	1,666
1993–94	421	366	392	409	1,588	118	1,706
1994–95	472	408	383	404	1,667	25	1,692
1995–96	394	437	371	352	1,554	128	1,682
1996–97	444	416	458	393	1,711	17	1,728
1997–98	484	468	407	455	1,814	33	1,847
1998–99	479	481	479	390	1,829	36	1,865
1999–00	534	471	466	460	1,931	29	1,960
2000–01	524	534	470	459	1,987	35	2,022
2001–02	534	514	531	454	2,033	28	2,061
2002–03	577	534	526	534	2,171	—	2,171
2003–04	543	581	540	525	2,189	—	2,189
2004–05	645	515	532	528	2,220	—	2,220
2005–06	584	611	489	555	2,239	—	2,239
2006–07	580	545	548	506	2,179	—	2,179
2007–08	619	524	484	561	2,188	—	2,188
2008–09	577	581	455	532	2,145	—	2,145
2009–10	599	548	531	479	2,157	—	2,157
2010–11	585	544	503	549	2,181	—	2,181
2011–12	634	544	505	512	2,195	—	2,195
2012–13	578	580	504	515	2,177	—	2,177
2013–14	599	515	518	514	2,146	—	2,146
2014–15	588	530	479	536	2,133	—	2,133
2015–16	593	542	454	504	2,093	—	2,093
2016–17	568	540	501	491	2,100	—	2,100
2017–18	511	539	506	540	2,096	—	2,096
2018–19	544	484	522	517	2,067	—	2,067
2019–20	508	520	466	522	2,016	—	2,016
2020–21	463	495	514	473	1,945	—	1,945
2021–22	507	458	476	502	1,943	—	1,943

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Wheaton North High School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 9 vs. Exiting 12	Net Migration/ Transfer	Change Special Education
1987 to 88	-32	-49	11	6
1988 to 89	-41	-45	4	0
1989 to 90	73	67	15	-9
1990 to 91	25	35	-9	-1
1991 to 92	66	15	43	8
1992 to 93	40	41	-96	95
1993 to 94	-14	63	16	-93
1994 to 95	-10	-10	-103	103
1995 to 96	46	92	65	-111
1996 to 97	119	91	12	16
1997 to 98	18	24	-9	3
1998 to 99	95	144	-42	-7
1999 to 00	62	64	-8	6
2000 to 01	39	75	-29	-7
2001 to 02	110	123	15	-28
2002 to 03	18	9	9	0
2003 to 04	31	120	-89	0
2004 to 05	19	56	-37	0
2005 to 06	-60	25	-85	0
2006 to 07	9	113	-104	0
2007 to 08	-43	16	-59	0
2008 to 09	12	67	-55	0
2009 to 10	24	106	-82	0
2010 to 11	14	85	-71	0
2011 to 12	-18	66	-84	0
2012 to 13	-31	84	-115	0
2013 to 14	-13	74	-87	0
2014 to 15	-40	57	-97	0
2015 to 16	7	64	-57	0
2016 to 17	-4	20	-24	0
2017 to 18	-29	4	-33	0
2018 to 19	-51	-9	-42	0
2019 to 20	-71	-59	-12	0
2020 to 21	-2	34	-36	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Wheaton North High School

Transition Year Sept. to Sept.	Grade Transition			
	9–10	10–11	11–12	Total
1987 to 88	3	-4	12	11
1988 to 89	1	2	1	4
1989 to 90	3	5	7	15
1990 to 91	8	-16	-1	-9
1991 to 92	17	13	13	43
1992 to 93	-33	-45	-18	-96
1993 to 94	-13	17	12	16
1994 to 95	-35	-37	-31	-103
1995 to 96	22	21	22	65
1996 to 97	24	-9	-3	12
1997 to 98	-3	11	-17	-9
1998 to 99	-8	-15	-19	-42
1999 to 00	0	-1	-7	-8
2000 to 01	-10	-3	-16	-29
2001 to 02	0	12	3	15
2002 to 03	4	6	-1	9
2003 to 04	-28	-49	-12	-89
2004 to 05	-34	-26	23	-37
2005 to 06	-39	-63	17	-85
2006 to 07	-56	-61	13	-104
2007 to 08	-38	-69	48	-59
2008 to 09	-29	-50	24	-55
2009 to 10	-55	-45	18	-82
2010 to 11	-41	-39	9	-71
2011 to 12	-54	-40	10	-84
2012 to 13	-63	-62	10	-115
2013 to 14	-69	-36	18	-87
2014 to 15	-46	-76	25	-97
2015 to 16	-53	-41	37	-57
2016 to 17	-29	-34	39	-24
2017 to 18	-27	-17	11	-33
2018 to 19	-24	-18	0	-42
2019 to 20	-13	-6	7	-12
2020 to 21	-5	-19	-12	-36

Enrollment History in Community Unit School District 200: 1987–88 to 2021–22

Wheaton-Warrenville South High School

School Year	9	10	11	12	9–12	Sp. Ed.	Total
1987–88	375	395	405	388	1,563	0	1,563
1988–89	382	373	399	393	1,547	7	1,554
1989–90	417	394	383	393	1,587	10	1,597
1990–91	415	413	394	396	1,618	0	1,618
1991–92	447	407	399	390	1,643	0	1,643
1992–93	519	459	390	399	1,767	0	1,767
1993–94	496	506	462	383	1,847	38	1,885
1994–95	526	486	480	440	1,932	24	1,956
1995–96	517	520	476	462	1,975	23	1,998
1996–97	544	518	507	454	2,023	38	2,061
1997–98	512	534	509	491	2,046	40	2,086
1998–99	568	499	546	485	2,098	25	2,123
1999–00	590	563	485	522	2,160	27	2,187
2000–01	604	620	554	488	2,266	24	2,290
2001–02	613	596	607	529	2,345	34	2,379
2002–03	577	618	604	618	2,417	—	2,417
2003–04	611	579	605	612	2,407	—	2,407
2004–05	635	622	572	602	2,431	—	2,431
2005–06	604	643	617	559	2,423	—	2,423
2006–07	648	588	621	577	2,434	—	2,434
2007–08	657	579	578	576	2,390	—	2,390
2008–09	632	613	575	586	2,406	—	2,406
2009–10	577	615	597	533	2,322	—	2,322
2010–11	629	551	594	541	2,315	—	2,315
2011–12	594	614	543	559	2,310	—	2,310
2012–13	544	575	584	519	2,222	—	2,222
2013–14	512	554	548	545	2,159	—	2,159
2014–15	532	520	544	504	2,100	—	2,100
2015–16	520	521	484	511	2,036	—	2,036
2016–17	515	503	489	502	2,009	—	2,009
2017–18	487	512	499	484	1,982	—	1,982
2018–19	485	485	473	493	1,936	—	1,936
2019–20	448	481	473	488	1,890	—	1,890
2020–21	465	451	472	476	1,864	—	1,864
2021–22	497	453	425	471	1,846	—	1,846

Decomposition of Enrollment Change in Community Unit School District 200:
September 1987 to September 2021

Wheaton-Warrenville South High School

Transition Year Sept. to Sept.	Change Total Enrollment	Entering 9 vs. Exiting 12	Net Migration/ Transfer	Change Special Education
1987 to 88	-9	-6	-10	7
1988 to 89	43	24	16	3
1989 to 90	21	22	9	-10
1990 to 91	25	51	-26	0
1991 to 92	124	129	-5	0
1992 to 93	118	97	-17	38
1993 to 94	71	143	-58	-14
1994 to 95	42	77	-34	-1
1995 to 96	63	82	-34	15
1996 to 97	25	58	-35	2
1997 to 98	37	77	-25	-15
1998 to 99	64	105	-43	2
1999 to 00	103	82	24	-3
2000 to 01	89	125	-46	10
2001 to 02	38	48	24	-34
2002 to 03	-10	-7	-3	0
2003 to 04	24	23	1	0
2004 to 05	-8	2	-10	0
2005 to 06	11	89	-78	0
2006 to 07	-44	80	-124	0
2007 to 08	16	56	-40	0
2008 to 09	-84	-9	-75	0
2009 to 10	-7	96	-103	0
2010 to 11	-5	53	-58	0
2011 to 12	-88	-15	-73	0
2012 to 13	-63	-7	-56	0
2013 to 14	-59	-13	-46	0
2014 to 15	-64	16	-80	0
2015 to 16	-27	4	-31	0
2016 to 17	-27	-15	-12	0
2017 to 18	-46	1	-47	0
2018 to 19	-46	-45	-1	0
2019 to 20	-26	-23	-3	0
2020 to 21	-18	21	-39	0

Net Annual Migration/Transfer in Community Unit School District 200:
September 1987 to September 2021

Wheaton-Warrenville South High School

Transition Year Sept. to Sept.	Grade Transition			
	9–10	10–11	11–12	Total
1987 to 88	-2	4	-12	-10
1988 to 89	12	10	-6	16
1989 to 90	-4	0	13	9
1990 to 91	-8	-14	-4	-26
1991 to 92	12	-17	0	-5
1992 to 93	-13	3	-7	-17
1993 to 94	-10	-26	-22	-58
1994 to 95	-6	-10	-18	-34
1995 to 96	1	-13	-22	-34
1996 to 97	-10	-9	-16	-35
1997 to 98	-13	12	-24	-25
1998 to 99	-5	-14	-24	-43
1999 to 00	30	-9	3	24
2000 to 01	-8	-13	-25	-46
2001 to 02	5	8	11	24
2002 to 03	2	-13	8	-3
2003 to 04	11	-7	-3	1
2004 to 05	8	-5	-13	-10
2005 to 06	-16	-22	-40	-78
2006 to 07	-69	-10	-45	-124
2007 to 08	-44	-4	8	-40
2008 to 09	-17	-16	-42	-75
2009 to 10	-26	-21	-56	-103
2010 to 11	-15	-8	-35	-58
2011 to 12	-19	-30	-24	-73
2012 to 13	10	-27	-39	-56
2013 to 14	8	-10	-44	-46
2014 to 15	-11	-36	-33	-80
2015 to 16	-17	-32	18	-31
2016 to 17	-3	-4	-5	-12
2017 to 18	-2	-39	-6	-47
2018 to 19	-4	-12	15	-1
2019 to 20	3	-9	3	-3
2020 to 21	-12	-26	-1	-39

Appendix B

Racial/Ethnic Composition of the Individual Schools and Community Unit School District 200 as a Whole: 2000 to 2021

Bower Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	11.2	3.0	18.9	0.0	61.3	5.6
2020	0.0	8.8	2.5	19.3	0.0	63.3	6.1
2019	0.0	8.0	1.6	21.6	0.2	63.3	5.3
2018	0.0	7.2	3.3	21.3	0.2	62.3	5.7
2017	0.0	5.4	3.0	21.7	0.0	63.3	6.7
2016	0.2	4.6	2.2	21.3	0.0	64.6	7.0
2015	0.4	3.6	2.8	21.0	0.0	66.0	6.2
2014	0.6	4.5	2.9	20.5	0.0	65.3	6.2
2013	0.6	3.1	4.5	16.8	0.0	68.9	6.1
2012	0.4	4.4	5.0	16.8	0.0	68.4	5.0
2011	0.4	4.4	4.4	15.3	0.2	71.4	3.8
2010	0.0	3.7	5.4	13.5	—	72.1	5.2
2009	0.2	4.0	6.3	13.7	—	70.8	4.9
2008	0.2	3.4	5.3	12.1	—	74.9	4.0
2007	0.2	3.5	6.2	10.9	—	76.3	2.9
2006	0.0	3.3	5.4	10.0	—	78.1	3.1
2005	0.0	3.8	6.5	8.9	—	78.8	2.0
2004	0.0	2.4	6.3	9.0	—	82.3	—
2003	0.0	2.6	4.2	7.3	—	85.9	—
2002	0.0	2.5	3.9	5.4	—	88.1	—
2001	0.2	2.0	2.2	2.4	—	93.2	—
2000	0.9	2.3	1.7	3.4	—	91.7	—

Emerson Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	13.7	5.0	12.2	0.0	63.0	6.1
2020	0.0	10.7	7.1	12.6	0.0	64.7	4.9
2019	0.0	7.0	6.0	11.7	0.0	70.1	5.0
2018	0.0	7.3	6.4	11.8	0.0	69.7	4.8
2017	0.0	6.8	7.1	12.6	0.3	68.9	4.2
2016	0.0	4.1	5.1	11.2	0.0	75.2	4.4
2015	0.0	2.6	4.5	13.9	0.0	75.2	3.9
2014	0.0	4.0	6.6	12.9	0.0	73.1	3.4
2013	0.0	3.6	5.2	12.6	0.3	75.4	3.0
2012	0.0	3.9	6.1	13.0	0.3	74.3	2.5
2011	0.0	2.8	6.1	8.9	0.3	79.8	2.2
2010	0.0	3.8	7.5	4.9	—	78.3	5.5
2009	0.3	4.0	8.2	6.4	—	76.3	4.9
2008	0.0	2.6	6.5	4.9	—	83.0	2.9
2007	0.7	3.7	4.0	3.3	—	84.6	3.7
2006	0.0	3.3	3.9	3.3	—	87.5	2.1
2005	0.0	3.2	5.0	3.8	—	88.0	0.0
2004	0.0	2.1	10.4	2.8	—	84.7	—
2003	0.0	3.3	8.5	3.6	—	84.5	—
2002	0.0	4.9	6.1	3.6	—	85.4	—
2001	0.0	4.4	5.3	3.6	—	86.7	—
2000	0.0	5.5	3.9	3.9	—	86.7	—

Hawthorne Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	23.2	1.6	21.1	0.0	50.5	3.7
2020	0.0	24.6	3.9	15.8	0.0	52.6	3.1
2019	0.0	27.3	2.6	14.5	0.0	52.4	3.1
2018	0.0	26.8	1.2	13.4	0.0	55.9	2.8
2017	0.0	21.2	1.6	15.7	0.0	58.0	3.5
2016	0.0	19.9	1.7	18.5	0.0	55.6	4.2
2015	0.0	19.2	2.0	21.9	0.0	53.2	3.7
2014	0.0	14.3	2.4	23.2	0.0	56.0	4.1
2013	0.0	11.0	3.6	27.4	0.0	53.0	5.1
2012	0.0	10.3	6.8	27.1	0.0	51.2	4.6
2011	0.0	8.8	7.4	26.9	0.3	52.7	4.0
2010	0.0	6.9	8.4	16.6	—	62.5	5.6
2009	0.0	6.8	9.5	14.5	—	64.9	4.4
2008	0.0	6.6	12.8	14.8	—	62.8	3.0
2007	0.0	5.3	11.9	16.1	—	62.5	4.2
2006	0.0	5.0	10.7	21.8	—	59.3	3.2
2005	0.0	6.0	12.3	22.5	—	57.3	1.9
2004	0.0	8.7	11.0	22.3	—	58.1	—
2003	0.0	6.9	11.9	17.0	—	64.3	—
2002	0.0	8.8	10.6	14.8	—	65.8	—
2001	0.0	9.0	9.7	11.7	—	69.7	—
2000	0.0	9.5	6.1	12.5	—	72.0	—

Clifford Johnson School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.2	7.4	4.6	50.7	0.0	33.3	3.7
2020	1.0	4.7	5.7	51.4	0.2	32.6	4.3
2019	0.9	4.2	4.0	55.6	0.2	30.8	4.4
2018	0.6	2.2	4.1	60.3	0.2	28.9	3.7
2017	0.5	2.3	3.6	60.3	0.2	29.0	4.1
2016	0.2	2.0	5.3	63.5	0.0	25.0	3.9
2015	0.4	1.7	6.0	66.3	0.0	22.3	3.2
2014	0.2	1.3	2.8	68.6	0.0	23.4	3.7
2013	0.2	1.6	3.3	67.1	0.0	23.9	3.9
2012	0.2	1.6	5.3	66.8	0.0	23.0	3.1
2011	0.0	2.4	4.9	64.9	0.0	25.1	2.6
2010	0.0	2.3	6.0	60.0	—	26.4	5.2
2009	0.2	1.0	6.9	57.9	—	27.4	6.5
2008	0.2	1.6	7.5	53.5	—	31.3	5.9
2007	0.2	2.6	5.6	51.2	—	35.2	5.1
2006	0.2	3.0	3.6	48.2	—	40.2	4.7
2005	0.2	2.9	3.3	44.3	—	45.0	4.2
2004	0.0	2.4	7.1	37.8	—	52.7	—
2003	0.0	2.9	4.9	34.8	—	57.4	—
2002	0.0	2.4	4.3	28.7	—	64.7	—
2001	0.7	2.2	5.1	20.7	—	71.4	—
2000	0.0	3.0	4.7	16.3	—	76.0	—

Lincoln Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.2	10.5	4.8	12.5	0.0	67.5	4.4
2020	0.0	10.5	4.4	12.9	0.2	68.1	3.9
2019	0.2	12.7	3.3	11.5	0.2	66.7	5.4
2018	0.4	9.9	4.3	12.3	0.2	67.4	5.5
2017	0.8	9.7	3.8	11.3	0.0	69.8	4.6
2016	0.6	10.0	3.2	12.5	0.0	69.5	4.2
2015	0.6	9.1	4.2	11.5	0.0	70.3	4.4
2014	0.6	8.5	4.3	11.5	0.0	70.3	4.8
2013	0.6	7.1	3.8	12.5	0.0	70.7	5.4
2012	0.0	8.3	4.0	12.6	0.0	69.7	5.5
2011	0.0	9.0	3.3	12.5	0.0	68.9	6.3
2010	0.0	9.1	3.4	7.8	—	73.6	6.2
2009	0.0	8.3	3.3	6.9	—	74.7	6.9
2008	0.0	9.3	3.6	8.1	—	72.3	6.7
2007	0.0	8.8	4.3	8.6	—	71.8	6.5
2006	0.0	8.1	5.0	8.5	—	73.6	4.8
2005	0.0	8.6	4.9	9.0	—	75.5	2.0
2004	0.0	7.7	4.0	9.4	—	79.0	—
2003	0.0	6.9	6.3	9.0	—	77.8	—
2002	0.0	7.7	5.5	7.3	—	79.5	—
2001	0.0	6.4	3.1	7.3	—	83.2	—
2000	0.0	7.0	2.7	4.5	—	85.9	—

Longfellow Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	8.3	2.4	8.7	0.3	75.8	4.5
2020	0.0	9.2	3.2	12.1	0.0	70.7	4.7
2019	0.0	9.8	2.7	9.6	0.5	72.7	4.6
2018	0.0	9.2	3.4	11.8	0.5	70.9	4.2
2017	0.0	7.4	2.4	14.6	0.5	71.4	3.7
2016	0.0	8.0	3.4	17.1	0.2	68.8	2.4
2015	0.0	7.3	2.8	16.1	0.8	69.6	3.5
2014	0.0	5.5	2.8	16.5	0.0	72.4	2.8
2013	0.0	6.6	2.9	12.6	0.0	74.8	3.2
2012	0.0	5.3	4.1	11.4	0.0	74.9	4.3
2011	0.2	6.0	2.9	12.7	0.0	73.2	5.0
2010	0.0	7.9	2.3	8.8	—	77.4	3.5
2009	0.0	7.5	4.2	9.8	—	74.1	4.4
2008	0.0	6.0	5.4	13.4	—	71.5	3.7
2007	0.0	3.3	5.7	11.9	—	76.5	2.6
2006	0.0	3.7	8.1	12.0	—	73.5	2.6
2005	0.0	2.8	7.3	9.6	—	77.1	3.2
2004	0.0	2.5	6.6	10.3	—	80.5	—
2003	0.0	3.6	6.0	9.1	—	81.3	—
2002	0.2	4.7	5.9	9.9	—	79.3	—
2001	0.0	3.6	6.7	9.4	—	80.2	—
2000	0.0	5.3	7.0	8.2	—	79.4	—

Lowell Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	18.3	10.4	4.8	0.7	61.6	4.2
2020	0.0	16.1	8.7	9.3	0.6	60.4	5.0
2019	0.0	15.8	8.5	8.8	0.3	62.1	4.5
2018	0.3	14.0	6.7	9.4	0.3	64.4	4.9
2017	0.0	13.7	6.6	7.9	0.0	66.8	4.9
2016	0.3	15.9	5.9	6.7	0.0	67.7	3.5
2015	0.2	11.5	7.3	8.3	0.0	69.2	3.4
2014	0.5	9.0	5.4	6.7	0.3	74.1	4.1
2013	0.7	7.9	8.2	5.1	0.0	73.4	4.7
2012	0.5	7.3	8.1	5.7	0.0	73.0	5.5
2011	0.0	5.0	9.0	5.0	0.2	76.6	4.2
2010	0.0	5.1	7.4	4.6	—	79.1	3.8
2009	0.0	5.1	10.4	4.1	—	76.6	3.9
2008	0.0	4.3	7.1	4.5	—	82.2	2.0
2007	0.0	5.6	6.9	4.1	—	80.9	2.6
2006	0.0	5.2	10.1	3.9	—	80.8	0.0
2005	0.0	4.6	5.4	5.0	—	83.1	1.9
2004	0.0	5.2	7.0	4.3	—	83.5	—
2003	0.0	4.8	6.6	4.6	—	83.9	—
2002	0.0	4.7	5.7	3.2	—	86.4	—
2001	0.0	5.3	4.4	3.9	—	86.4	—
2000	0.0	4.5	4.9	3.1	—	87.4	—

Madison Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	11.0	11.4	7.5	0.5	62.9	6.8
2020	0.4	10.4	13.4	6.3	0.6	64.1	4.8
2019	0.2	6.7	13.1	7.3	0.6	66.3	5.8
2018	0.2	7.9	12.4	7.3	0.2	64.9	7.1
2017	0.2	8.4	12.0	7.4	0.2	65.1	6.8
2016	0.0	7.0	9.7	8.6	0.2	66.4	8.1
2015	0.2	5.8	9.3	10.2	0.2	66.5	7.8
2014	0.2	5.4	9.8	9.4	0.0	67.5	7.6
2013	0.0	4.8	9.8	7.8	0.2	70.7	6.6
2012	0.0	4.3	12.8	8.2	0.0	69.1	5.5
2011	0.0	5.2	14.6	8.8	1.6	64.7	5.2
2010	0.0	4.2	14.8	4.0	—	70.8	6.2
2009	0.0	4.0	13.4	4.0	—	72.0	6.6
2008	0.0	4.1	13.4	3.4	—	73.4	5.6
2007	0.0	3.2	11.6	4.1	—	75.2	5.9
2006	0.0	4.1	10.9	5.4	—	74.9	4.6
2005	0.0	4.7	8.9	7.2	—	74.6	4.7
2004	0.0	5.6	9.2	6.3	—	79.0	—
2003	0.0	5.6	8.2	6.0	—	80.2	—
2002	0.0	5.7	7.8	6.0	—	80.5	—
2001	0.4	6.1	7.2	6.1	—	80.2	—
2000	0.2	5.0	5.8	6.9	—	82.1	—

Pleasant Hill Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.2	10.1	11.5	20.6	1.0	53.0	3.7
2020	0.3	8.5	13.0	20.3	1.0	53.7	3.3
2019	0.3	8.0	14.4	21.2	0.3	51.7	3.9
2018	0.2	7.4	13.8	23.2	0.3	51.4	3.7
2017	0.3	6.8	12.6	22.4	0.2	53.9	3.8
2016	0.8	6.8	13.3	21.5	0.2	54.2	3.4
2015	0.9	7.5	14.2	20.8	0.0	52.9	3.6
2014	0.7	7.6	13.4	17.9	0.0	57.3	3.1
2013	0.0	7.7	13.4	14.9	0.0	60.0	4.0
2012	0.0	6.4	11.8	12.3	0.2	65.0	4.3
2011	0.0	5.4	10.4	11.7	0.2	68.4	3.9
2010	0.0	3.5	11.5	8.1	—	73.2	3.7
2009	0.2	2.5	8.9	8.8	—	75.8	3.9
2008	0.3	2.4	7.4	6.4	—	79.9	3.6
2007	0.0	2.0	7.1	3.7	—	84.2	2.9
2006	0.0	2.3	5.5	3.8	—	86.3	2.0
2005	0.0	2.6	5.8	4.3	—	85.3	2.0
2004	0.0	2.3	7.3	4.7	—	85.6	—
2003	0.0	2.4	7.3	4.7	—	85.6	—
2002	0.0	3.6	5.5	4.1	—	86.7	—
2001	0.0	3.4	4.0	4.3	—	88.3	—
2000	0.0	3.9	4.4	3.1	—	88.6	—

Carl Sandburg Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.3	8.7	7.7	18.0	0.0	60.6	4.8
2020	0.3	7.8	7.3	19.0	0.5	61.2	3.9
2019	0.3	6.3	6.6	19.8	0.3	62.3	4.5
2018	0.3	7.9	8.7	24.2	0.0	54.7	4.3
2017	0.3	5.0	9.4	25.1	0.0	56.9	3.4
2016	0.3	8.0	8.0	24.0	0.0	56.5	3.2
2015	0.3	7.9	8.7	22.9	0.0	56.0	4.3
2014	0.0	7.4	6.4	22.2	0.0	59.7	4.3
2013	0.3	5.7	9.0	21.1	0.0	58.8	5.2
2012	0.2	5.8	8.5	20.4	0.0	60.3	4.6
2011	0.5	4.1	7.9	21.8	0.2	60.4	5.0
2010	0.2	3.5	7.1	17.0	—	65.7	6.4
2009	0.3	2.8	6.4	12.2	—	71.8	6.6
2008	0.3	3.9	5.7	11.6	—	72.4	6.2
2007	0.0	4.0	6.3	12.0	—	73.0	4.8
2006	0.0	5.1	4.7	10.5	—	75.7	3.9
2005	0.0	4.7	5.5	7.0	—	79.6	3.2
2004	0.0	3.2	5.8	6.3	—	84.7	—
2003	0.0	3.2	6.0	6.5	—	84.2	—
2002	0.0	2.4	6.1	5.2	—	86.3	—
2001	0.0	1.5	7.6	4.3	—	86.6	—
2000	0.0	1.9	5.3	3.1	—	89.6	—

Washington Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	11.2	9.3	15.6	0.8	58.5	4.6
2020	0.0	8.2	9.7	18.3	0.7	59.7	3.5
2019	0.0	7.2	9.5	20.0	0.5	59.4	3.5
2018	0.0	8.7	6.4	20.1	0.0	61.9	2.8
2017	0.2	7.8	7.8	22.1	0.0	58.1	3.9
2016	0.2	8.0	6.6	25.2	0.0	57.0	3.0
2015	0.0	8.0	5.9	24.8	0.0	58.3	3.0
2014	0.0	9.2	6.0	23.9	0.2	57.6	3.2
2013	0.0	6.6	6.6	26.7	0.0	56.6	3.4
2012	0.0	7.9	8.3	25.0	0.0	54.4	4.4
2011	0.0	7.1	8.4	21.6	0.0	58.2	4.7
2010	0.0	6.5	7.9	13.4	—	65.3	6.9
2009	0.2	5.8	7.2	11.3	—	69.9	5.5
2008	0.0	6.7	7.1	10.8	—	70.1	5.3
2007	0.0	7.3	7.8	10.6	—	70.7	3.5
2006	0.0	7.2	8.2	11.5	—	70.2	2.9
2005	0.0	8.8	8.5	11.0	—	67.6	4.1
2004	0.0	7.9	8.4	11.2	—	72.5	—
2003	0.0	7.0	9.1	11.8	—	72.1	—
2002	0.2	6.3	7.3	15.2	—	71.0	—
2001	0.0	7.5	4.3	12.8	—	75.4	—
2000	0.0	7.1	3.4	10.1	—	79.4	—

Whittier Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	6.9	5.0	6.2	0.0	78.4	3.5
2020	0.0	6.3	5.4	5.4	0.2	79.5	3.2
2019	0.0	6.7	5.1	4.0	0.0	80.3	3.8
2018	0.0	6.1	7.0	4.8	0.4	78.0	3.7
2017	0.0	4.2	5.8	4.4	0.0	81.4	4.2
2016	0.0	3.3	7.1	3.5	0.3	81.9	4.0
2015	0.0	4.3	9.0	3.8	0.3	78.9	3.8
2014	0.0	3.8	6.6	4.4	0.3	81.3	3.6
2013	0.3	4.2	6.8	3.6	0.0	82.0	3.1
2012	0.2	3.9	8.2	6.0	0.5	78.6	2.7
2011	0.2	4.2	7.0	3.2	0.5	81.5	3.2
2010	0.0	2.8	7.3	2.3	—	85.5	2.1
2009	0.0	3.0	4.9	1.4	—	88.1	2.6
2008	0.0	3.7	6.3	1.9	—	85.8	2.3
2007	0.0	3.8	6.1	1.8	—	86.4	1.8
2006	0.0	3.7	5.8	2.3	—	86.5	1.7
2005	0.0	3.5	5.7	2.2	—	87.4	1.2
2004	0.0	2.6	5.4	2.8	—	89.3	—
2003	0.0	2.2	7.3	2.2	—	88.3	—
2002	0.2	1.6	8.0	2.4	—	87.9	—
2001	0.2	2.6	8.0	8.0	—	81.2	—
2000	0.0	2.2	9.1	6.6	—	82.0	—

Wiesbrook Elementary School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	3.9	2.1	6.2	0.4	82.6	4.7
2020	0.0	4.3	2.0	5.4	0.2	81.9	6.3
2019	0.0	5.4	3.3	4.8	0.2	80.0	6.3
2018	0.0	5.2	3.5	5.4	0.2	80.6	5.0
2017	0.0	6.0	3.1	6.0	0.2	80.8	3.9
2016	0.0	7.5	2.8	4.7	0.0	79.9	5.1
2015	0.0	7.9	4.0	6.3	0.0	77.4	4.4
2014	0.0	9.5	3.4	6.1	0.0	76.6	4.4
2013	0.0	8.3	3.1	6.2	0.0	78.0	4.4
2012	0.0	7.9	1.4	6.3	0.0	78.5	5.9
2011	0.0	7.1	1.8	6.7	0.0	79.8	4.7
2010	0.0	5.1	1.5	2.7	—	84.4	6.3
2009	0.0	5.2	2.4	2.8	—	85.5	4.1
2008	0.0	4.1	2.3	1.8	—	87.6	4.1
2007	0.0	3.9	1.5	1.8	—	89.7	3.1
2006	0.0	3.5	1.6	1.6	—	90.9	2.4
2005	0.0	2.9	2.9	1.5	—	91.9	0.9
2004	0.0	3.8	2.8	2.5	—	90.9	—
2003	0.0	3.3	3.9	2.6	—	90.2	—
2002	0.0	3.3	3.5	2.4	—	90.8	—
2001	0.0	4.3	3.4	1.9	—	90.4	—
2000	0.0	3.4	2.5	1.3	—	92.8	—

Edison Middle School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	8.0	6.3	8.9	0.0	69.9	6.9
2020	0.0	7.8	6.3	7.5	0.0	72.2	6.2
2019	0.0	7.2	5.4	8.1	0.0	73.9	5.4
2018	0.3	6.8	5.0	8.4	0.0	74.0	5.5
2017	0.0	6.5	4.4	9.6	0.0	73.7	5.8
2016	0.0	6.4	5.6	7.9	0.0	74.4	5.6
2015	0.3	6.2	6.5	8.2	0.0	74.2	4.7
2014	0.1	6.7	6.6	8.3	0.1	73.2	4.9
2013	0.0	6.8	6.2	7.5	0.3	74.8	4.4
2012	0.0	6.3	6.3	5.9	0.7	76.1	4.8
2011	0.0	5.1	5.3	7.1	0.8	77.7	3.9
2010	0.0	5.3	5.1	4.7	—	82.0	2.9
2009	0.0	5.6	5.9	5.0	—	81.6	1.9
2008	0.0	6.1	5.2	3.9	—	83.0	1.8
2007	0.0	3.8	5.2	5.0	—	84.8	1.2
2006	0.0	4.1	3.6	4.9	—	86.8	0.5
2005	0.0	3.6	3.3	5.2	—	87.8	0.1
2004	0.0	3.9	4.7	5.1	—	86.3	—
2003	0.0	4.0	4.2	3.4	—	88.4	—
2002	0.0	4.7	3.9	2.4	—	89.0	—
2001	0.1	5.7	3.5	5.2	—	85.5	—
2000	0.1	6.1	3.2	4.4	—	86.2	—

Franklin Middle School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	9.1	6.8	17.7	0.3	62.4	3.8
2020	0.0	10.0	4.8	16.7	0.3	64.3	3.9
2019	0.0	11.1	3.5	16.1	0.1	65.0	4.1
2018	0.1	11.9	3.5	17.0	0.0	63.6	3.9
2017	0.6	10.7	4.4	14.7	0.0	65.4	4.1
2016	0.3	9.1	4.8	15.0	0.0	66.7	4.1
2015	0.3	9.1	4.8	14.6	0.0	67.5	3.8
2014	0.1	8.6	5.2	14.3	0.0	69.0	2.9
2013	0.1	8.0	5.4	15.2	0.0	68.3	3.1
2012	0.0	6.5	6.0	15.2	0.0	68.4	3.9
2011	0.0	5.7	7.2	12.2	0.0	71.1	3.8
2010	0.0	6.9	7.0	8.2	—	74.2	3.6
2009	0.0	5.5	7.4	7.6	—	76.4	3.1
2008	0.0	5.2	8.2	7.8	—	76.4	2.4
2007	0.0	4.4	8.4	7.2	—	77.0	3.0
2006	0.0	4.5	9.4	7.5	—	75.8	2.7
2005	0.0	4.6	7.9	5.9	—	80.9	0.8
2004	0.3	5.4	7.1	5.7	—	81.4	—
2003	0.3	4.9	7.2	3.3	—	84.3	—
2002	0.0	5.3	6.4	4.0	—	84.4	—
2001	0.0	5.5	6.6	4.9	—	82.9	—
2000	0.1	5.5	6.3	5.3	—	82.7	—

Hubble Middle School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.1	5.0	4.5	30.8	0.1	54.3	5.0
2020	0.0	4.4	4.1	31.0	0.1	55.7	4.7
2019	0.1	4.3	5.0	30.5	0.0	54.4	5.7
2018	0.1	3.8	4.7	29.2	0.0	57.5	4.6
2017	0.3	4.5	4.7	28.9	0.0	57.0	4.6
2016	0.1	4.5	4.2	30.4	0.0	56.8	4.0
2015	0.1	4.1	4.9	28.6	0.0	57.1	5.2
2014	0.3	3.7	4.7	26.1	0.0	61.7	3.5
2013	0.1	3.5	6.3	25.3	0.0	61.7	3.0
2012	0.1	3.5	5.7	25.1	0.1	61.6	4.0
2011	0.1	2.9	6.2	24.0	0.2	62.4	4.2
2010	0.1	2.9	7.4	19.6	—	67.0	3.0
2009	0.0	3.2	6.5	18.4	—	69.4	2.5
2008	0.0	3.2	7.1	16.8	—	71.3	1.5
2007	0.0	2.9	6.2	14.5	—	74.5	2.0
2006	0.0	3.2	4.9	12.5	—	78.2	1.2
2005	0.0	3.3	4.4	9.5	—	81.9	0.9
2004	0.1	3.5	6.4	7.9	—	82.1	—
2003	0.2	3.2	4.2	6.6	—	85.8	—
2002	0.3	2.8	4.7	6.5	—	85.7	—
2001	0.3	4.0	3.4	5.6	—	86.7	—
2000	0.1	5.0	3.0	5.7	—	86.2	—

Monroe Middle School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.1	9.7	10.2	18.7	0.1	57.4	3.8
2020	0.0	9.2	9.8	16.0	0.0	60.6	4.4
2019	0.0	9.2	11.5	17.5	0.0	57.5	4.3
2018	0.0	9.1	12.1	17.0	0.1	58.2	3.5
2017	0.0	6.1	10.8	17.0	0.1	61.6	4.3
2016	0.1	5.4	11.5	14.4	0.1	63.6	4.8
2015	0.0	4.4	10.4	14.8	0.0	66.3	4.1
2014	0.0	4.3	10.6	14.4	0.0	66.6	4.2
2013	0.0	2.8	9.7	15.0	0.0	69.2	3.2
2012	0.1	2.7	8.0	12.0	0.1	73.8	3.2
2011	0.0	2.7	7.5	10.5	0.3	74.7	4.4
2010	0.0	3.4	7.9	7.6	—	78.2	2.9
2009	0.0	3.3	7.2	8.3	—	79.0	2.1
2008	0.0	3.7	8.0	10.2	—	76.5	1.6
2007	0.0	3.8	8.2	12.3	—	74.8	0.8
2006	0.0	4.2	8.7	11.2	—	75.2	0.7
2005	0.0	4.1	7.6	12.0	—	75.8	0.4
2004	0.0	4.5	7.8	9.9	—	77.9	—
2003	0.0	6.3	5.5	7.8	—	80.4	—
2002	0.1	5.4	4.5	7.3	—	82.7	—
2001	0.1	3.5	5.4	3.1	—	87.9	—
2000	0.1	3.5	3.7	3.5	—	89.2	—

Wheaton North High School

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.0	8.9	7.1	15.3	0.0	64.5	4.3
2020	0.0	9.0	7.6	14.6	0.0	64.5	4.3
2019	0.0	7.8	7.3	14.1	0.0	66.4	4.3
2018	0.1	7.5	7.4	13.9	0.0	67.0	4.0
2017	0.0	7.4	7.4	14.1	0.0	67.7	3.3
2016	0.0	7.2	7.1	13.3	0.0	68.8	3.4
2015	0.0	6.6	7.3	12.1	0.0	70.3	3.8
2014	0.0	7.0	7.6	11.5	0.0	70.3	3.6
2013	0.0	6.3	7.3	10.5	0.0	71.9	3.9
2012	0.0	5.8	7.1	10.2	0.2	73.1	3.6
2011	0.0	5.0	7.0	9.6	0.9	74.5	3.0
2010	0.0	5.0	9.5	7.4	—	76.6	1.6
2009	0.0	4.8	9.1	7.5	—	77.5	1.1
2008	0.0	4.5	7.9	7.6	—	79.2	0.9
2007	0.0	4.8	7.8	7.2	—	79.4	0.9
2006	0.0	4.2	6.3	7.2	—	81.7	0.6
2005	0.0	4.3	6.3	6.4	—	82.4	0.5
2004	0.0	4.9	6.3	6.0	—	82.7	—
2003	0.1	5.5	5.3	4.9	—	84.2	—
2002	0.0	6.5	5.1	5.0	—	83.4	—
2001	0.2	6.5	4.8	4.6	—	83.9	—
2000	0.1	7.3	4.9	5.1	—	82.7	—

Wheaton Warrenville South H S

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.1	5.3	4.6	20.4	0.1	64.6	4.9
2020	0.2	5.6	4.6	20.7	0.1	63.9	4.9
2019	0.2	5.3	4.7	20.4	0.0	64.7	4.7
2018	0.2	5.9	5.1	19.7	0.0	64.4	4.8
2017	0.0	6.3	5.7	18.5	0.0	65.1	4.4
2016	0.0	5.7	5.9	16.7	0.0	67.2	4.4
2015	0.0	5.4	6.3	16.4	0.0	67.9	3.9
2014	0.0	5.0	5.8	16.2	0.3	68.6	4.1
2013	0.1	4.4	5.7	15.2	0.4	70.1	4.2
2012	0.1	4.3	6.1	15.0	0.5	70.4	3.6
2011	0.2	3.5	5.1	14.0	1.4	72.6	3.2
2010	0.0	3.8	6.0	11.5	—	77.2	1.5
2009	0.0	3.3	5.6	9.6	—	80.5	1.0
2008	0.1	3.3	5.4	8.5	—	81.8	0.9
2007	0.1	3.7	4.1	7.3	—	84.3	0.7
2006	0.1	4.0	3.9	6.6	—	84.9	0.6
2005	0.2	3.9	4.3	6.1	—	85.1	0.5
2004	0.2	4.5	4.3	5.3	—	85.7	—
2003	0.2	4.7	4.3	5.1	—	85.8	—
2002	0.1	4.9	3.4	5.0	—	86.6	—
2001	0.0	5.6	3.1	3.7	—	87.6	—
2000	0.0	5.5	3.3	2.9	—	88.2	—

CUSD 200

Year	American Indian (%)	Asian (%)	Black (%)	Hispanic (%)	Pacific Islander (%)	White (%)	Two or More Races (%)
2021	0.1	8.7	6.3	17.4	0.2	62.7	4.7
2020	0.1	8.3	6.5	17.2	0.2	63.1	4.5
2019	0.1	7.9	6.4	17.3	0.1	63.5	4.7
2018	0.1	7.8	6.5	17.6	0.1	63.4	4.4
2017	0.1	7.2	6.4	17.5	0.1	64.4	4.3
2016	0.1	7.0	6.3	17.3	0.1	64.9	4.3
2015	0.2	6.5	6.7	17.1	0.0	65.3	4.2
2014	0.1	6.3	6.3	16.5	0.1	66.6	4.0
2013	0.1	5.6	6.5	15.9	0.1	67.7	4.1
2012	0.1	5.4	6.7	15.5	0.2	68.0	4.1
2011	0.1	4.8	6.4	14.8	0.6	69.5	3.8
2010	0.0	4.7	7.2	11.3	—	73.4	3.4
2009	0.0	4.3	7.0	10.6	—	75.0	3.1
2008	0.1	4.2	6.8	10.0	—	76.3	2.5
2007	0.0	4.1	6.4	9.6	—	77.7	2.3
2006	0.0	4.2	6.0	9.2	—	78.9	1.7
2005	0.1	4.2	5.7	8.6	—	80.1	1.4
2004	0.1	4.4	6.2	8.0	—	81.4	—
2003	0.1	4.5	5.7	7.0	—	82.7	—
2002	0.1	4.8	5.1	6.5	—	83.6	—
2001	0.1	4.9	4.7	5.7	—	84.6	—
2000	0.1	5.1	4.3	5.2	—	85.3	—

Source: Illinois Interactive Report Card.