LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069
847/295-4030 • FAX 847/295-9196
http://www.d103.org

BOARD OF EDUCATION AGENDA **FEBRUARY 7, 2017**

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, February 7, 2017 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

A. Call to Order and Roll Call
   Time: 2 Hours 30 Minutes
B. Pledge of Allegiance
C. Community Participation
D. Discussion Items
   Time: 2 Hours

E. Community Participation
F. Executive Session
   Time: 30 Minutes
G. Adjournment

LEADERS IN LEARNING

Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: February 2, 2017
Re: Student and Staff Absences

The administration team reviewed staff and student attendance thresholds to determine when we believed instruction would be severely impaired due to a lack of staff and students.

Staff Member Absences

Principals reported that they would find it difficult to run their buildings and cover classes effectively with the following classroom absences:

- Sprague – 15
- Half Day – 10
- Daniel Wright – 16

When absences in the District go beyond 15 staff members needing substitutes, we find it difficult to find outside support and must result to covering classes with internal resources.

Therefore, if the District had approximately 60 staff members who needed substitutes were absent on a day, we feel it would stress the system to a degree where normal operations would cease and school should be canceled.

Student Absences

Student absences are more difficult to quantify an impact, as school can continue with few students. For example, the District is open on Teacher Institute Days when there are no students in attendance.

When there are many students absent from a class, a teacher may alter lesson plans so new instruction is not presented and the class focuses on reinforcing previously taught material and enrichment work. These lessons are valuable to the students who are in attendance, and students who are absent are not left behind, as new material is not being presented.

That being said, the administration team feels that if 50% of students were absent from the district, school should be canceled due to the amount of lost instruction time.

LEADERS IN LEARNING

Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: January 31, 2017
Re: 2017-2018 School Calendar Discussion

The 2017-2018 draft calendar is presented for the Board's review. The calendar remains unchanged from when it was presented at the January 17, 2017 Board meeting. The Board will hold a discussion regarding the draft calendar.

2017-2018 Proposed Public School Calendar for Lincolnshire-Prairieview SD 103, Draft, as of 1/12/2017

Codes: X = attendance day; XHI, XHPT, XID, XDS, XHS, XHSW, XHIH, XHPH, XHSH = half attendance day; XH = holiday attendance waiver; FPT, FPTH, WFPT = full day parent teacher conference; FI, WFI, FIH = teacher inservice; PI, TI, TIH = parent/teacher institute; ED = emergency day; XED = proposed emergency day; HOL = holiday; NIA = not in attendance

Total Days of Attendance: 179 **Regular Day:** 8:30AM - 3:35PM **Instruct. Day Lgth:** 6 Hrs. 37 Mins.

July 2017

Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	29	30	1	2
3	4 HOL	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

July Atnd: 0 Accum: 0

August 2017

Mon	Tue	Wed	Thu	Fri	Sat	Sun
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 TI	25 TI	26	27
28 X	29 X	30 X	31 X	1	2	3
4	5	6	7	8	9	10

Aug Atnd: 4 Accum: 4

September 2017

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1 X	2	3
4 HOL	5 X	6 X	7 X	8 X	9	10
11 X	12 X	13 X	14 X	15 X	16	17
18 X	19 X	20 X	21 NIA	22 X	23	24
25 X	26 X	27 X	28 X	29 X	30	1
2	3	4	5	6	7	8

Sept Atnd: 19 Accum: 23

October 2017

Mon	Tue	Wed	Thu	Fri	Sat	Sun
25	26	27	28	29	30	1
2 X	3 X	4 X	5 X	6 X	7	8
9 HOL	10 X	11 X	12 X	13 X	14	15
16 X	17 X	18 X	19 X	20 X	21	22
23 X	24 X	25 X	26 X	27 X	28	29
30 X	31 X	1	2	3	4	5

Oct Atnd: 21 Accum: 44

November 2017

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	31	1 X	2 X	3 X	4	5
6 X	7 X	8 X	9 X	10 X	11 HOL	12
13 X	14 X	15 X	16 X	17 X	18	19
20 XHS	21 FPT	22 NIA	23 HOL	24 NIA	25	26
27 TI	28 TI	29 X	30 X	1	2	3
4	5	6	7	8	9	10

Nov Atnd: 16 Accum: 60

December 2017

Mon	Tue	Wed	Thu	Fri	Sat	Sun
27	28	29	30	1 X	2	3
4 X	5 X	6 X	7 X	8 X	9	10
11 X	12 X	13 X	14 X	15 X	16	17
18 X	19 X	20 X	21 X	22 X	23	24
25 HOL	26 NIA	27 NIA	28 NIA	29 NIA	30	31
1	2	3	4	5	6	7

Dec Atnd: 16 Accum: 76

January 2018

Mon	Tue	Wed	Thu	Fri	Sat	Sun
25	26	27	28	29	30	31
1 HOL	2 NIA	3 NIA	4 NIA	5 NIA	6	7
8 TI	9 X	10 X	11 X	12 X	13	14
15 HOL	16 X	17 X	18 X	19 X	20	21
22 X	23 X	24 X	25 X	26 X	27	28
29 X	30 X	31 X	1	2	3	4

Jan Atnd: 16 Accum: 92

February 2018

Mon	Tue	Wed	Thu	Fri	Sat	Sun
29	30	31	1 X	2 X	3	4
5 X	6 X	7 X	8 X	9 X	10	11
12 X	13 X	14 X	15 X	16 X	17	18
19 NIA	20 X	21 X	22 X	23 X	24	25
26 X	27 X	28 X	1	2	3	4
5	6	7	8	9	10	11

Feb Atnd: 19 Accum: 111

March 2018

Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	1 XHS	2 FPT	3	4
5 HOL	6 TI	7 X	8 X	9 X	10	11
12 X	13 X	14 X	15 X	16 X	17	18
19 X	20 X	21 X	22 X	23 X	24	25
26 NIA	27 NIA	28 NIA	29 NIA	30 NIA	31	1
2	3	4	5	6	7	8

Mar Atnd: 14 Accum: 125

April 2018

Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	29	30	31	1
2 X	3 X	4 X	5 X	6 X	7	8
9 X	10 X	11 X	12 X	13 X	14	15
16 X	17 X	18 X	19 X	20 X	21	22
23 X	24 X	25 X	26 X	27 X	28	29
30 X	1	2	3	4	5	6

Apr Atnd: 21 Accum: 146

May 2018

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	1 X	2 X	3 X	4 X	5	6
7 X	8 X	9 X	10 X	11 X	12	13
14 X	15 X	16 X	17 X	18 X	19	20
21 X	22 X	23 X	24 X	25 X	26	27
28 HOL	29 X	30 X	31 X	1	2	3
4	5	6	7	8	9	10

May Atnd: 22 Accum: 168

June 2018

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1 XHS	2	3
4 X	5 X	6 X	7 X	8 XHI	9	10
11 XED	12 XED	13 XED	14 XED	15 XED	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

June Atnd: 11 Accum: 179

LEADERS IN LEARNING

Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: February 2, 2017
Re: Extra Curricular Elements - Draft

The Board requested a list of elements that would be considered in the revision of Extra Curricular policies/procedures. The following elements are proposed to be included for review:

1. Overall philosophy of extra curricular activities
2. Purpose of activities
3. Grade levels
4. Number of participants
5. Season schedule
6. Budget
7. Travel guidelines - Local, State, National
8. Attendance - time allowed away from school – students
9. Attendance - time allowed away from school – staff
10. Room assignments
11. Equipment Storage
12. Tryout procedures
13. Posting of rules/procedures

The Board will have a discussion regarding this topic at the Board meeting.

LEADERS IN LEARNING

Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: February 2, 2017
Re: Legislative Update - Budget

The State of Illinois is working on providing the State with a budget for this year. One element that has been discussed, as part of the "grand plan", is a 2-year local property tax freeze. Because our District relies heavily on local property taxes, a 2-year freeze would negatively impact the District's finances. We have contacted our legislative representatives to inform them of this effect on our District. An example is provided for your review. A discussion regarding the update will occur at the Board meeting.

Dan Stanley <dstanley@d103.org>

Lincolnshire-Prairie View School District 103 and Property Tax Freeze Effect

1 message

Scott Warren <swarren@d103.org> Tue, Jan 31, 2017 at 11:37 AM
To: senator@link30.org
Cc: Dan Stanley <dstanley@d103.org>

Hello Senator Link,

We wanted to provide you with updated information as it relates to our Lincolnshire-Prairie View School District 103 and the effect of a 2-year property tax freeze.

We wanted to give you the most current information about our district's financial picture. I understand that there is much to consider in the legislative process, so we offer this information as a reference for you.

To that end, we have attached PDF with 3 charts on it each showing the comparison between (1) no property tax freeze and (2) a 2-year property tax freeze structured similarly with how it appears in the "Grand Plan" with a freeze for the 2017 and 2018 levies.

The following is to explain what the chart is showing:

Without the freeze (the grey bars), you can see that our finances are relatively stable. We are running on a very close surplus without projecting any deficit spending (FY 18 we are spending $5 million in cash towards a construction project this summer). The year end fund balance percentages remain in the low 20's (the 38% is high in FY 2017 and drops in FY 2018 because we are doing a construction project this summer and that reflects the payment for it), and our fund balances remains in the $7-8 million range.

With a 2-year freeze (the yellow bars), there is a stark difference. The first year our surplus/deficit is affected by about $300,000, increases to nearly $900,000 the 2nd year, and levels off at cost of $1.2 million per year after that. Our year end fund balance percentages drop from 22% to 8% in 5 years and our actual fund balances will decrease from $7-8 million down under $3 million

We are a fiscally strong school district, and have been for many years (as well as a top academic performer). However, this level of deficit spending is not sustainable and will certainly affect our students, resulting in reductions in programs, staff, and several teachers.

Thank you for all you do to serve the people of Illinois.

Sincerely,

Scott Warren, Superintendent
Dan Stanley, Assistant Superintendent for Business/CSBO

Scott Warren, Ed.D
Superintendent
Lincolnshire-Prairie View District 103
1370 N. Riverwoods Road
Lincolnshire, IL 60069
847-295-4030
swarren@d103.org

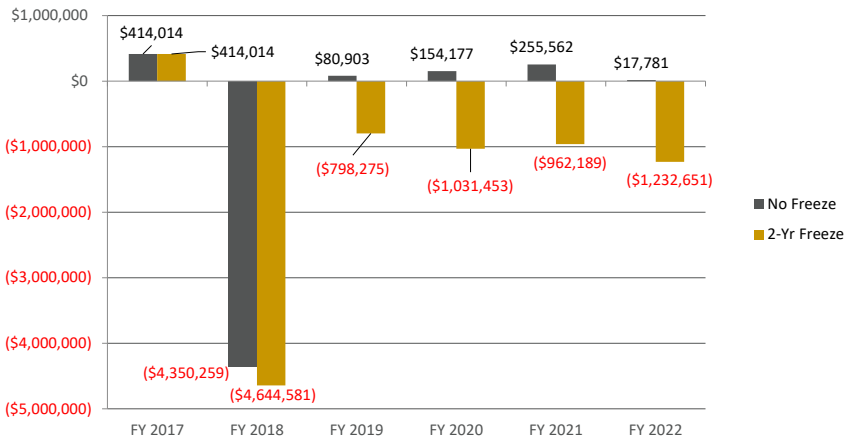
Mission: *To provide innovative learning experiences which empower each student to excel and make a difference in a diverse and interconnected world.*

2017-01 Projections base with freeze to share.pdf
101K

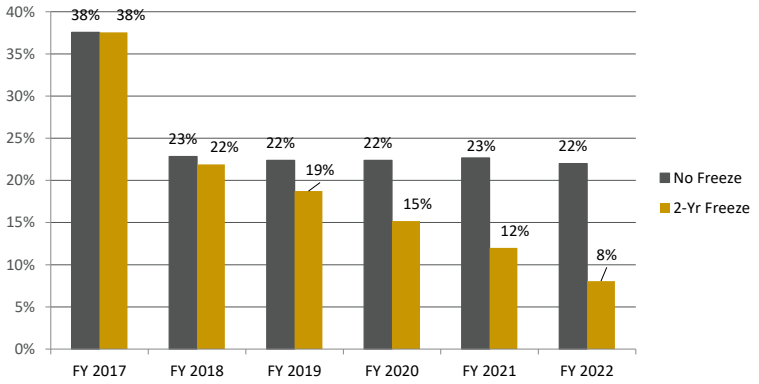
Aggregate - Projection Summary

Lincolnshire-Prairieview SD 103 | 2016-09-22 Base

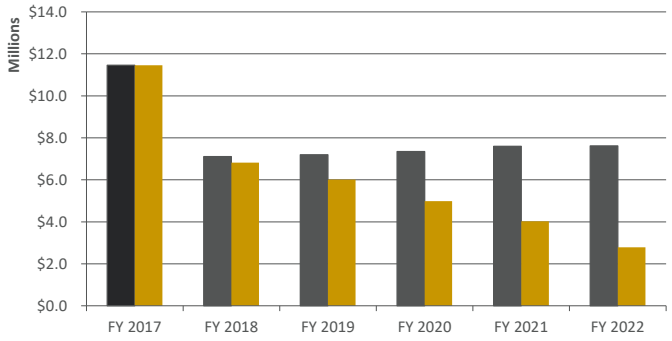
Fiscal Year Surplus / Deficit



Year End Fund Balance Percentage



Year End Fund Balances



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MEMO

To: Board of Education

From: Dan Stanley

CC: Dr. Scott Warren

Date: February 7, 2017

Re: Enrollment Projections

Included are the enrollment projections from Decision Insite, as well as our internal projections. I've also included the demographic report that includes a vast amount of information about our geographical area, but not necessarily our student population. Overall, please keep in mind that this is only K-8 projections. It does not (and cannot) include early childhood and out-of-district placements.

Biggest Drivers

Ultimately, the biggest impact to the projections boils down to 2 difficult things to estimate: kindergarten enrollment and 7th grade.

Kindergarten remains difficult to estimate as we have seen the 130's, 140's and 150's in the last three years. The question will be where does Kindergarten go in the future. Decision Insite's 2 scenarios Insite assume mid to upper 140's and 150's getting into 160's respectively. My two scenarios are based on 140 and 150 Kindergarten enrollment.

As you may well know, 7th grade had a very unusual bump this year, increasing 13% (the highest increase ever in the 24 years of records) when the recent average increase is in the 4-5% range. The question is does this continue. Decision Insite ranges between basically ignoring the bump and believing the bump is the new norm. My scenarios essentially assume the 7th bump was an outlier and wouldn't continue except that it is still considered in the averages used for the calculations.

Explanation of Reports

The next page has a summary of the total K-8 enrollment projections for the various scenarios. As you will see, 5 years from now the enrollment could be anywhere from 1824 to 1946. If I had to guess, I would imagine the moderate scenario from Decision Insite is not likely. However, it is clear that we will hit 1,800 students in K-8 within the next 2-3 years. In total enrollment (including EC and out-of-district placements, we are almost certain to hit 1,800 TOTAL students next year, but for enrollment projection purposes we only look at K-8.

The next reports are the internal projections that shows a five-year history as well as a five-year projection of the grades with colors coordinating where and how they are moving along. This is 140 Kindergarten scenario. Survival ratios are the change from one year, one grade to the next. For enrollment by school, I included 5th grade in Half Day as that will be the configuration going forward

(the historical enrollments for Half Day will also include 5th grade as this point, otherwise the report would be very messy).

For Teachers/Sections and Class Size, only K-5 was included as they are self-contained. These are used to directly calculate class sizes. As next year will have a different schedule and setup, it is impossible at this point to estimate what sections Daniel Wright will have as it pertains to being a divisor for class size calculations for the future.

The next reports are just charts of the same information, merely presented visually if that helps.

Analysis of Enrollment Projections

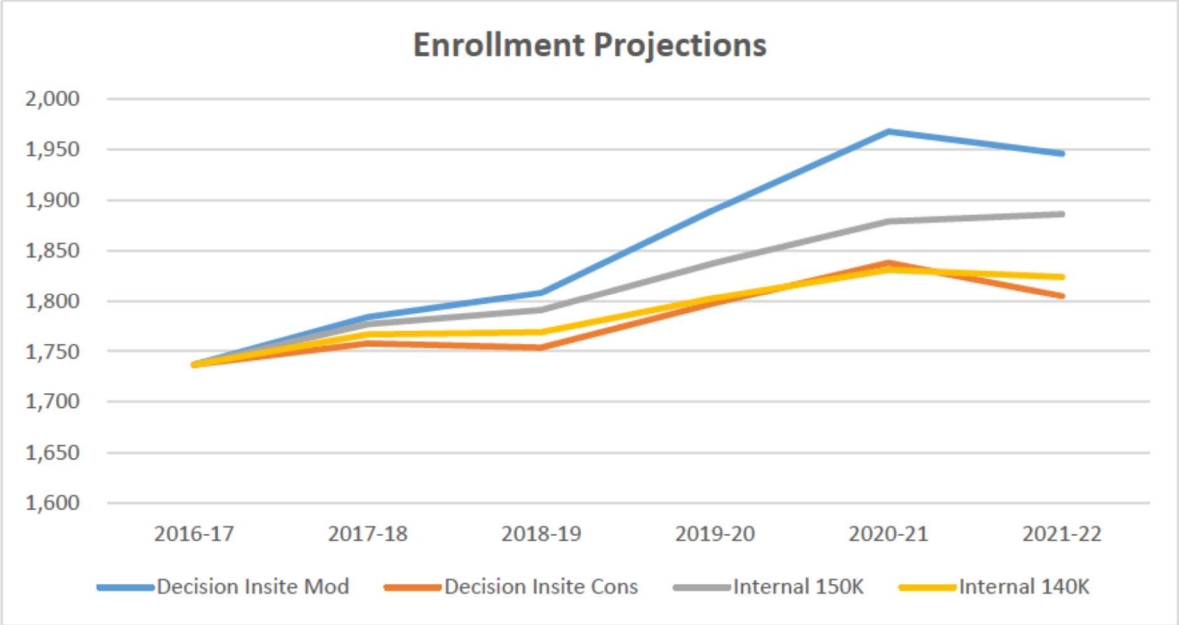
It is clear that enrollment is still projected to increase.

At Sprague, the enrollment will directly depend on Kindergarten enrollment. However, it does appear to be relatively stable outside of Kindergarten. For class size, 2nd grade will continue to see pressure after next year (next year should not be an issue). The 2018-19 year is projected to be at 23.4, which is not quite at the trigger, but getting out the range of “low 20’s”.

At Half Day, the enrollment is somewhat erratic, acting as a yo-yo from year-to year. There are several spots of class size concerns, but mostly related to one cohort of students. The Kindergarten class of 2014-15 was 153 and continues to grow. By the time it reaches 8th grade, it will likely be the largest class in the 24 years of records that I have. That class will be in 3rd grade next year with an average class size of basically 26, which is a concern. As that class moves through, it will likely require an additional section, especially when it hits 5th grade in 2019-20. This year’s 4th grade being tight at 26 class sizes, will be a bigger concern next year as it appears almost half of the 8 sections will begin the year with 28 students (the “trigger”).

For Daniel Wright, the enrollment is definitely trending up, reaching into the 700’s in 3-4 years. Because of the different schedule and potential teaming, I cannot comment on the class sizes yet, but I would imagine there would be some concerns in those future years. For the next year or two, it appears the enrollment will increase slightly.

Enrollment Projections	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Decision Insite Mod	1,737	1,784	1,808	1,891	1,968	1,946
Decision Insite Cons	1,737	1,758	1,754	1,798	1,838	1,805
Internal 150K	1,737	1,777	1,791	1,838	1,879	1,886
Internal 140K	1,737	1,767	1,769	1,803	1,831	1,824



D103 Enrollment Projections

Grade	Actual 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17	*Proj.* 2017-18	*Proj.* 2018-19	*Proj.* 2019-20	*Proj.* 2020-21	*Proj.* 2021-22
K	138	137	153	132	147	140	140	140	140	140
1	154	166	154	182	157	174	165	165	165	165
2	156	168	178	164	195	169	187	177	177	177
3	170	166	171	192	177	207	179	198	188	188
4	183	191	173	182	208	191	223	193	214	203
5	186	187	202	180	192	219	201	234	203	225
6	208	199	204	212	198	207	237	217	253	219
7	200	212	209	214	240	210	219	251	230	268
8	203	217	220	214	223	250	218	228	261	239
Total	1,598	1,643	1,664	1,672	1,737	1,767	1,769	1,803	1,831	1,824
Annual Change	(1)	45	21	8	65	30	2	34	28	(7)
% Change	-0.06%	2.82%	1.28%	0.48%	3.89%	1.73%	0.11%	1.92%	1.55%	-0.38%
Total EC	21	29	31	31	29	31	31	31	31	31
SpEd Out of Dist.	8	7	9	8	10	9	9	9	9	9
Total Total	1,627	1,679	1,704	1,711	1,776	1,807	1,809	1,843	1,871	1,864
% Change	-0.18%	3.20%	1.49%	0.43%	3.78%	1.72%	0.13%	1.88%	1.53%	-0.39%

Survival Ratios	2012-13	2013-14	2014-15	2015-16	2016-17	3-yr Avg.	4-yr Avg.	5-yr Avg.	Avg. Avg.	Avg. Used
K										
1	1.20	1.20	1.12	1.19	1.19	1.17	1.18	1.18	1.18	1.18
2	0.99	1.09	1.07	1.06	1.07	1.07	1.07	1.06	1.07	1.07
3	1.04	1.06	1.02	1.08	1.08	1.06	1.06	1.06	1.06	1.06
4	1.03	1.12	1.04	1.06	1.08	1.06	1.08	1.07	1.07	1.08
5	1.03	1.02	1.06	1.04	1.05	1.05	1.04	1.04	1.05	1.05
6	1.06	1.07	1.09	1.05	1.10	1.08	1.08	1.07	1.08	1.08
7	1.01	1.02	1.05	1.05	1.13	1.08	1.06	1.05	1.06	1.06
8	1.03	1.09	1.04	1.02	1.04	1.03	1.05	1.04	1.04	1.04

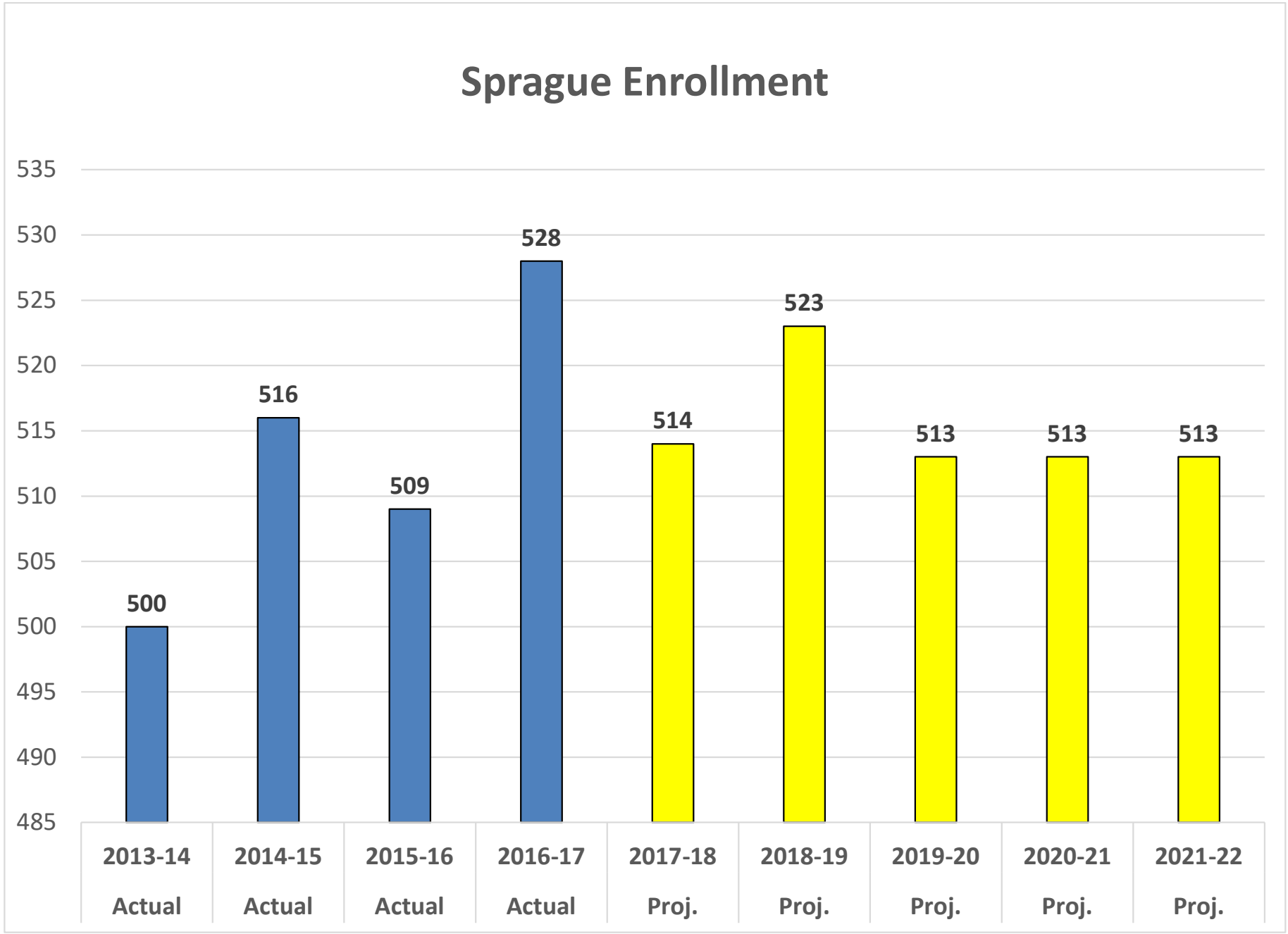
Enrollment by School

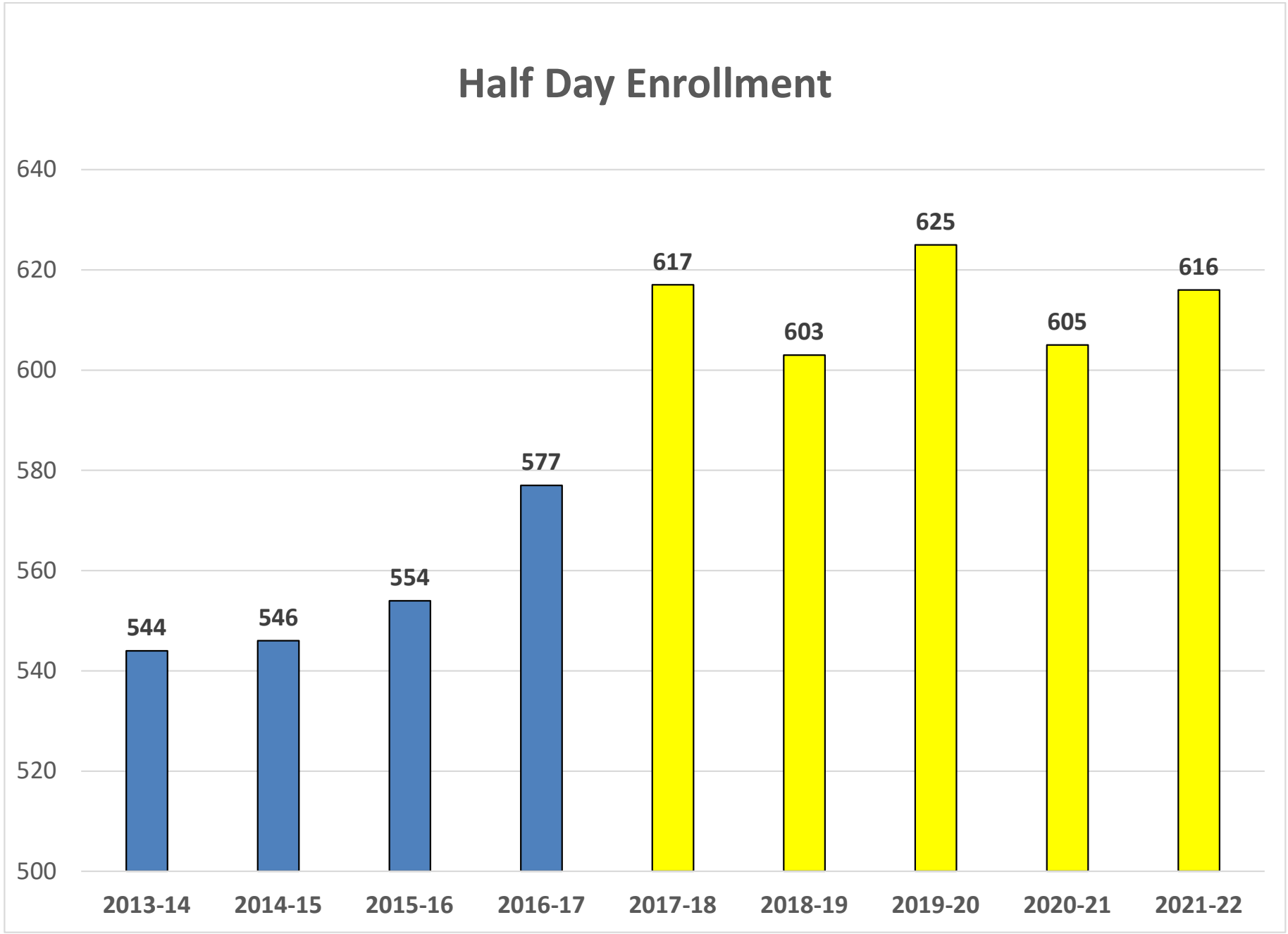
	Actual	Actual	Actual	Actual	Actual	*Proj.*	*Proj.*	*Proj.*	*Proj.*	*Proj.*
Sprague	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	138	137	153	132	147	140	140	140	140	140
1	154	166	154	182	157	174	165	165	165	165
2	156	168	178	164	195	169	187	177	177	177
Sprague K-2 Total	448	471	485	478	499	483	492	482	482	482
EC	21	29	31	31	29	31	31	31	31	31
Sprague Total	469	500	516	509	528	514	523	513	513	513
Half Day										
3	170	166	171	192	177	207	179	198	188	188
4	183	191	173	182	208	191	223	193	214	203
5	186	187	202	180	192	219	201	234	203	225
Half Day Total	539	544	546	554	577	617	603	625	605	616
Daniel Wright										
6	208	199	204	212	198	207	237	217	253	219
7	200	212	209	214	240	210	219	251	230	268
8	203	217	220	214	223	250	218	228	261	239
DW Total	611	628	633	640	661	667	674	696	744	726

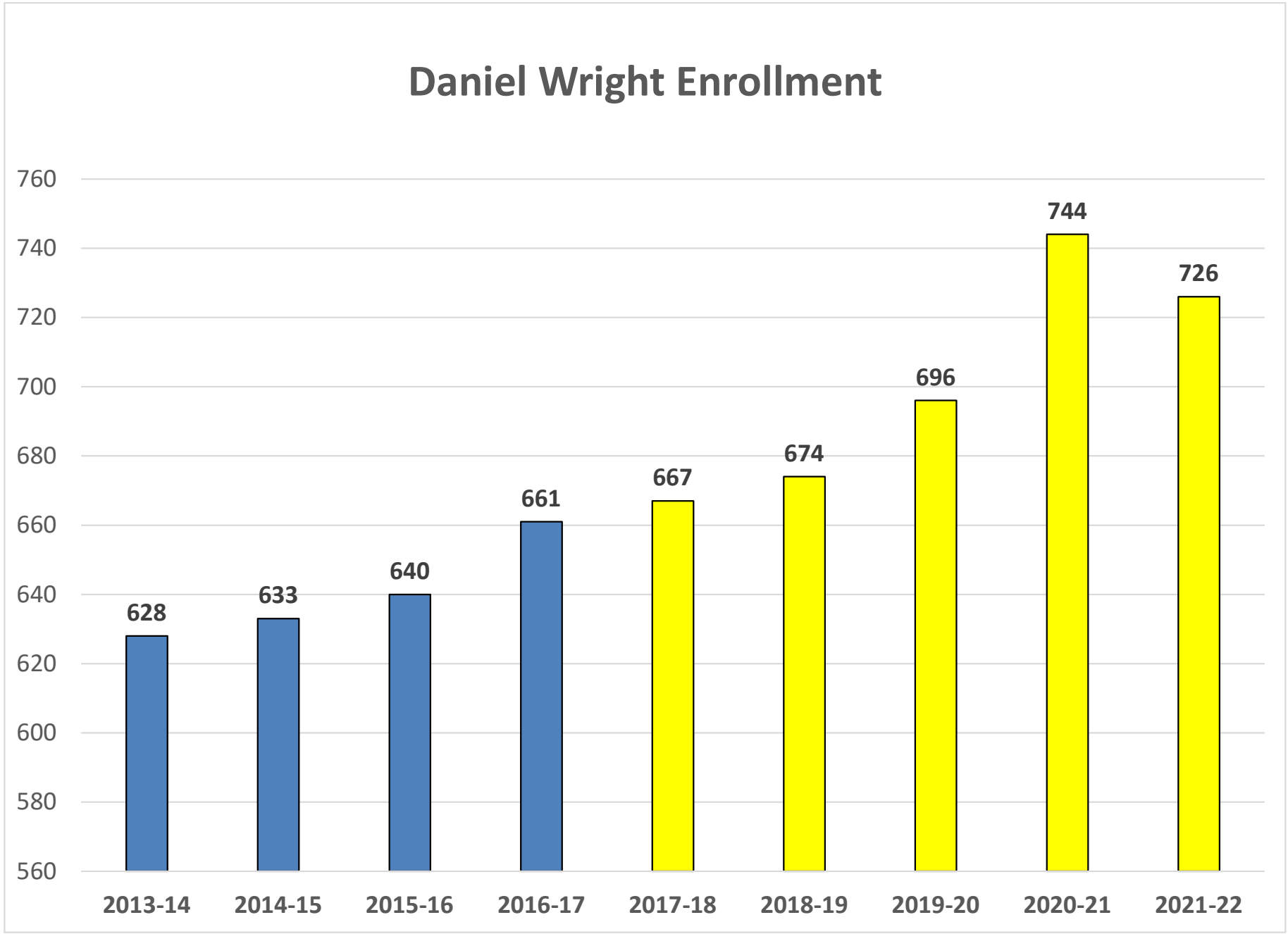
Teachers/Sections

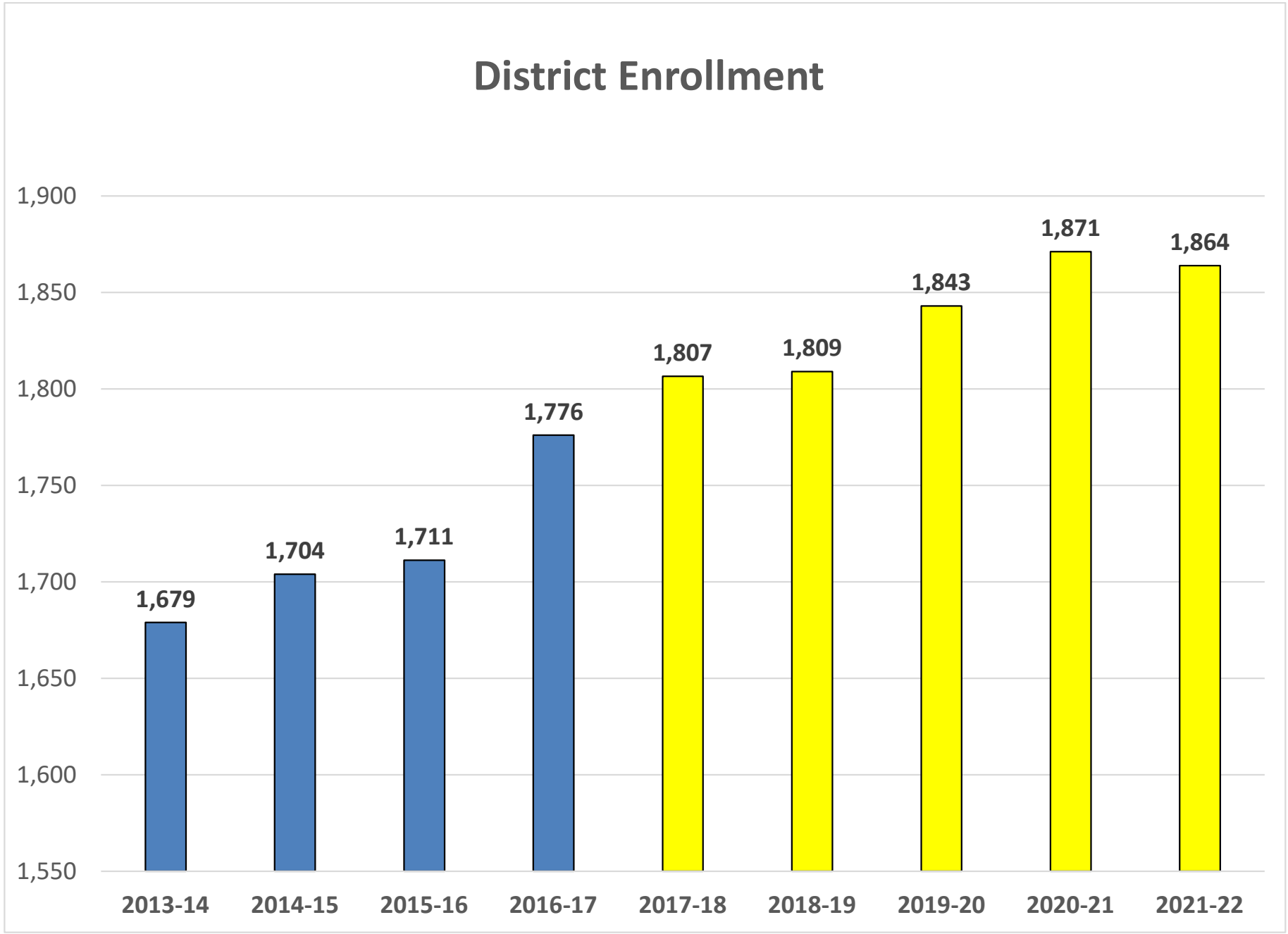
	Actual	Actual	Actual	Actual	Actual	*Proj.*	*Proj.*	*Proj.*	*Proj.*	*Proj.*
Teachers	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	8	8	8	7	8	8	8	8	8	8
1	8	8	8	8	8	8	8	8	8	8
2	8	8	8	8	8	8	8	8	8	8
3	8	8	8	8	8	8	8	8	8	8
4	8	8	8	8	8	8	8	8	8	8
5	8	8	8	8	8	8	8	8	8	8

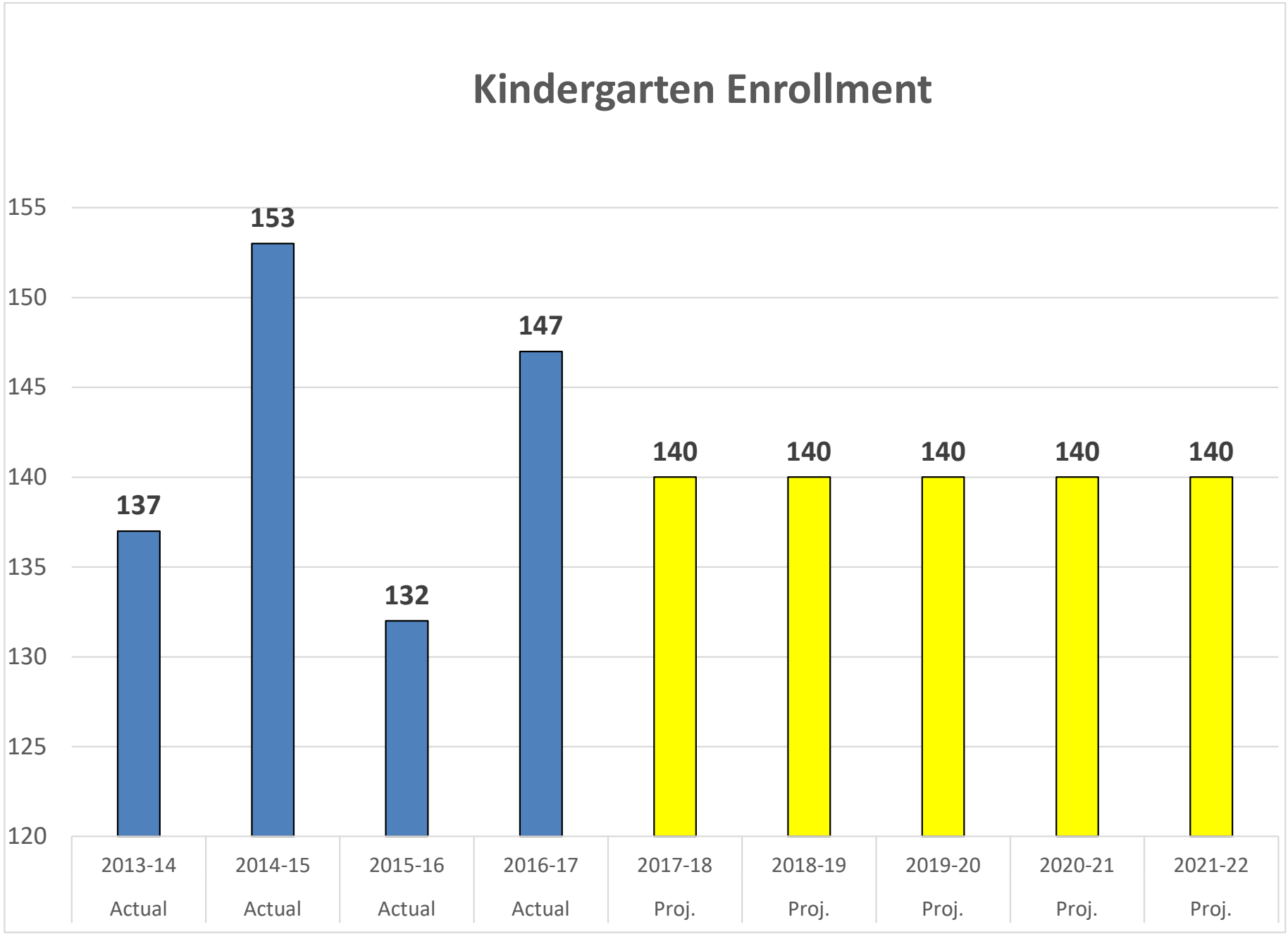
Class/Section Size	Actual 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17	***Proj.*** 2017-18	***Proj.*** 2018-19	***Proj.*** 2019-20	***Proj.*** 2020-21	***Proj.*** 2021-22
K	17.3	17.1	19.1	18.9	18.4	17.5	17.5	17.5	17.5	17.5
1	19.3	20.8	19.3	22.8	19.6	21.8	20.6	20.6	20.6	20.6
2	19.5	21.0	22.3	20.5	**24.4**	21.1	**23.4**	**22.1**	**22.1**	**22.1**
Sprague Avg	18.7	19.6	20.2	20.7	20.8	20.1	20.5	20.1	20.1	20.1
3	21.3	20.8	21.4	24.0	**22.1**	25.9	***22.4***	24.8	23.5	23.5
4	22.9	23.9	21.6	22.8	26.0	23.9	**27.9**	24.1	26.8	**25.4**
5	23.3	23.4	25.3	22.5	24.0	**27.4**	25.1	**29.3**	25.4	**28.1**
Half Day Avg.	22.5	22.7	22.8	23.1	24.0	25.7	25.1	26.0	25.2	25.7

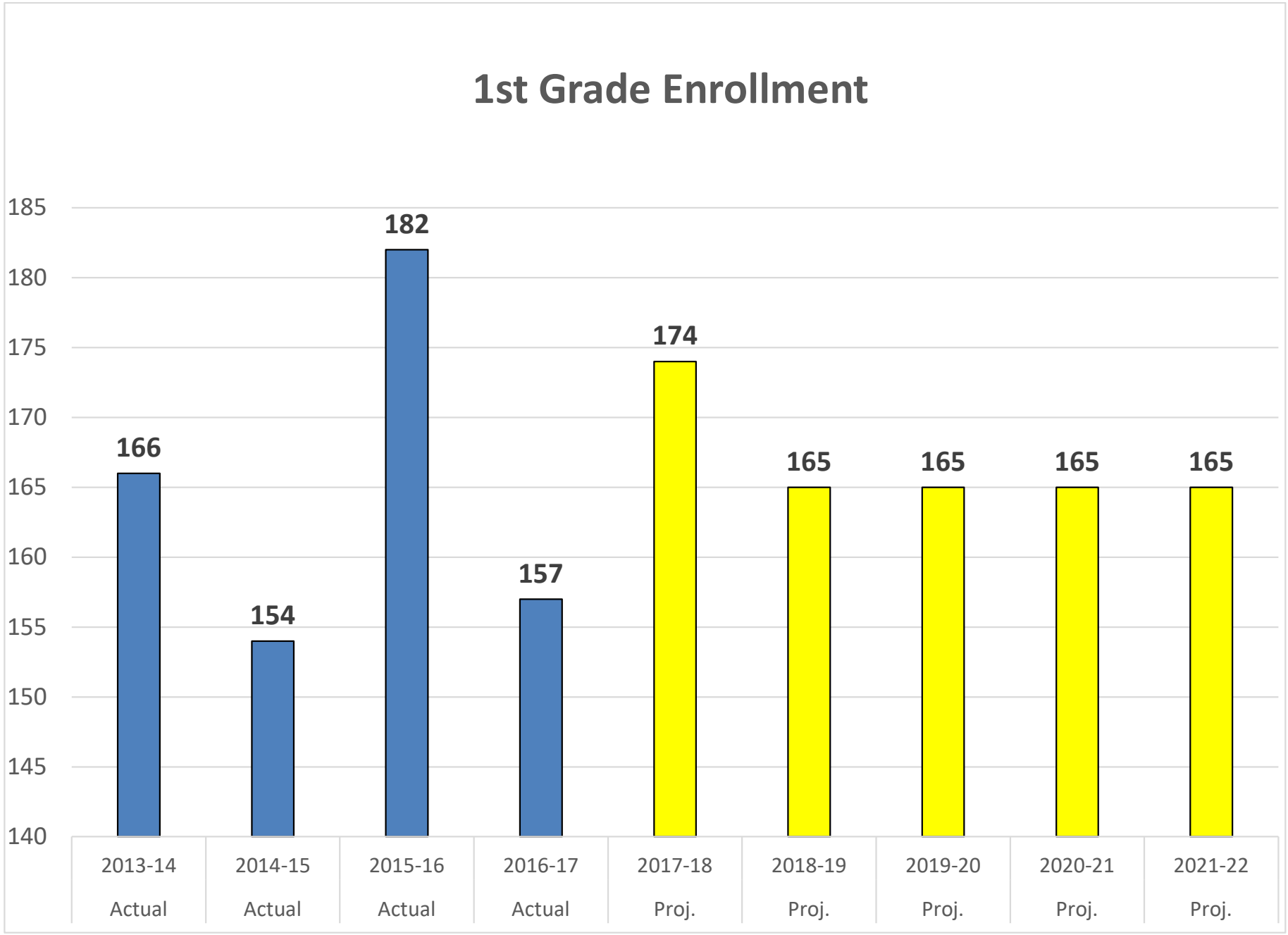

Sprague Enrollment
535
530
525
520
515
510
505
500
495
490
485
500
516
509
528
514
523
513
513
513
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


Half Day Enrollment
640
620
600
580
560
540
520
500
544
546
554
577
617
603
625
605
616
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22


Daniel Wright Enrollment
760
740
720
700
680
660
640
620
600
580
560
628
633
640
661
667
674
696
744
726
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22


District Enrollment
1,900
1,850
1,800
1,750
1,700
1,650
1,600
1,550
1,679
1,704
1,711
1,776
1,807
1,809
1,843
1,871
1,864
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22


Kindergarten Enrollment
155
150
145
140
135
130
125
120
137
153
132
147
140
140
140
140
140
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


1st Grade Enrollment
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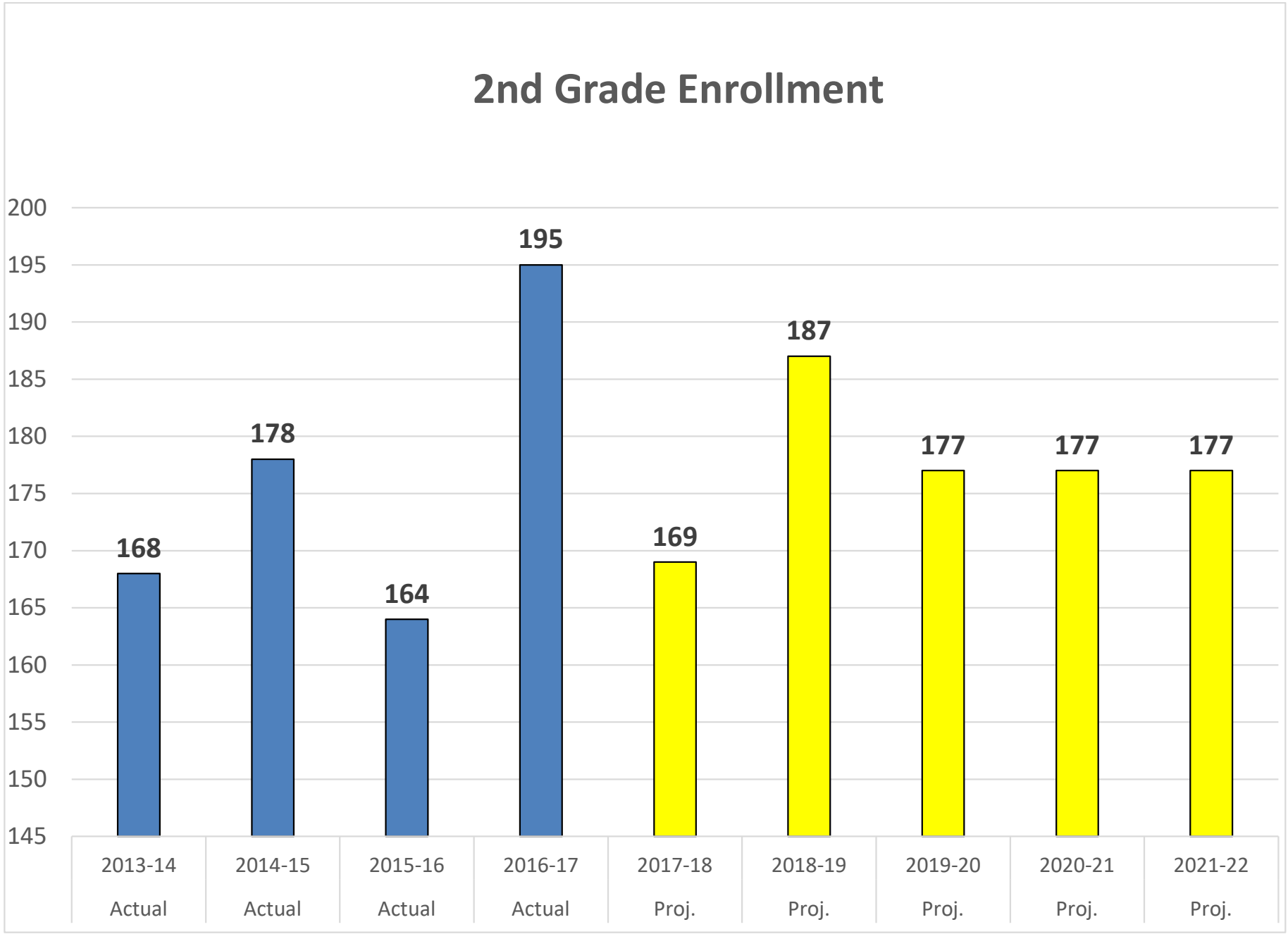
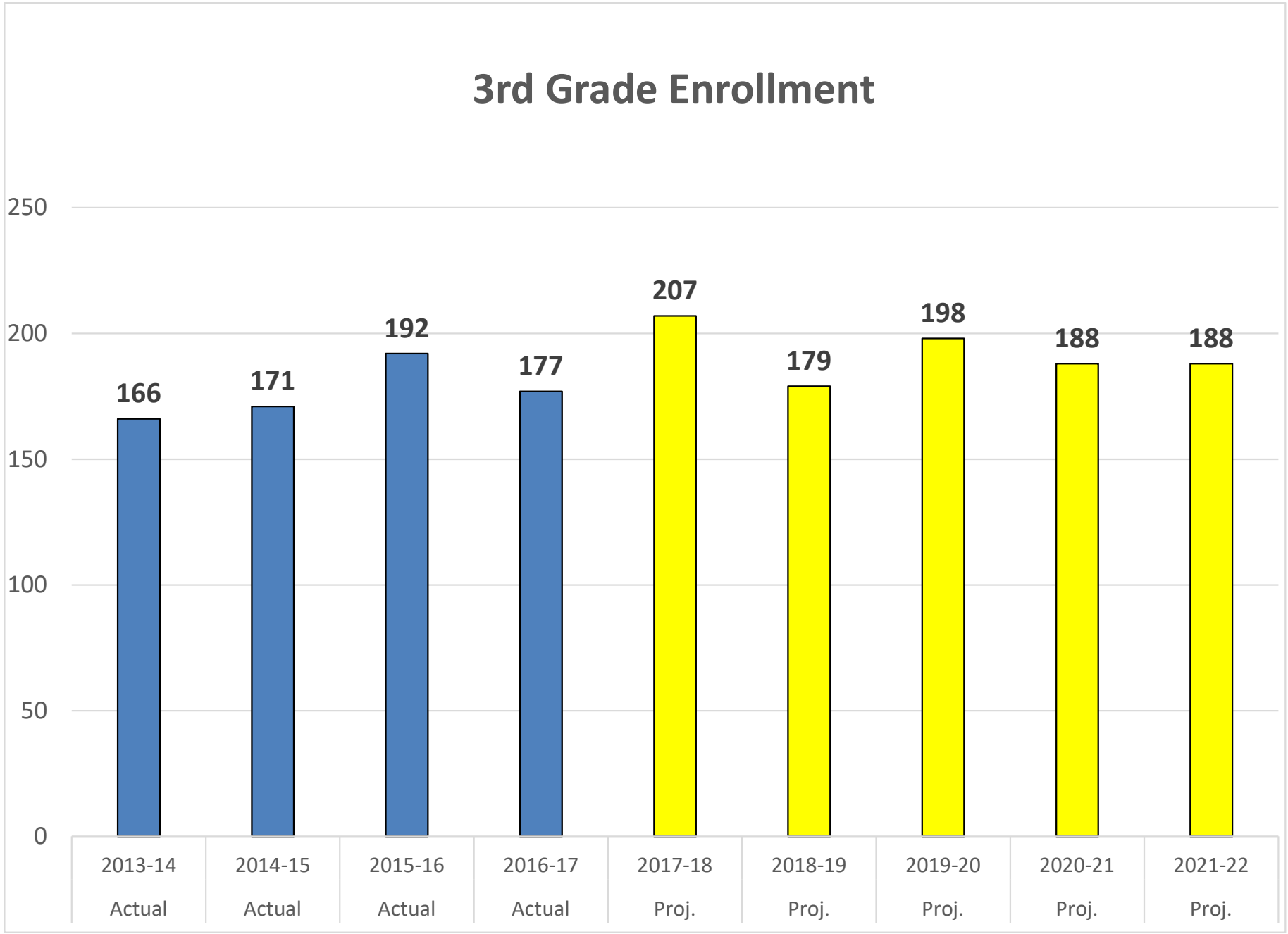
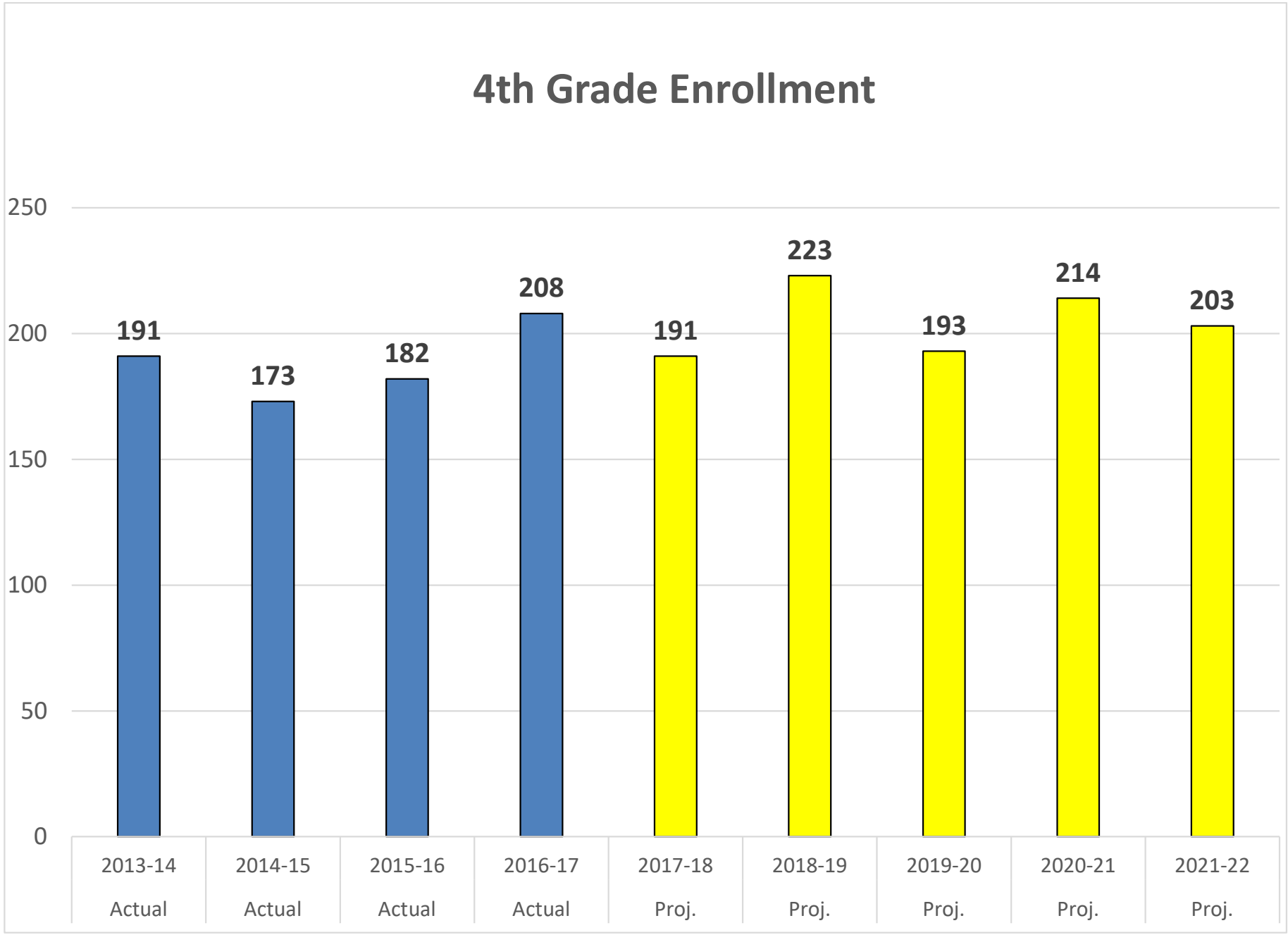
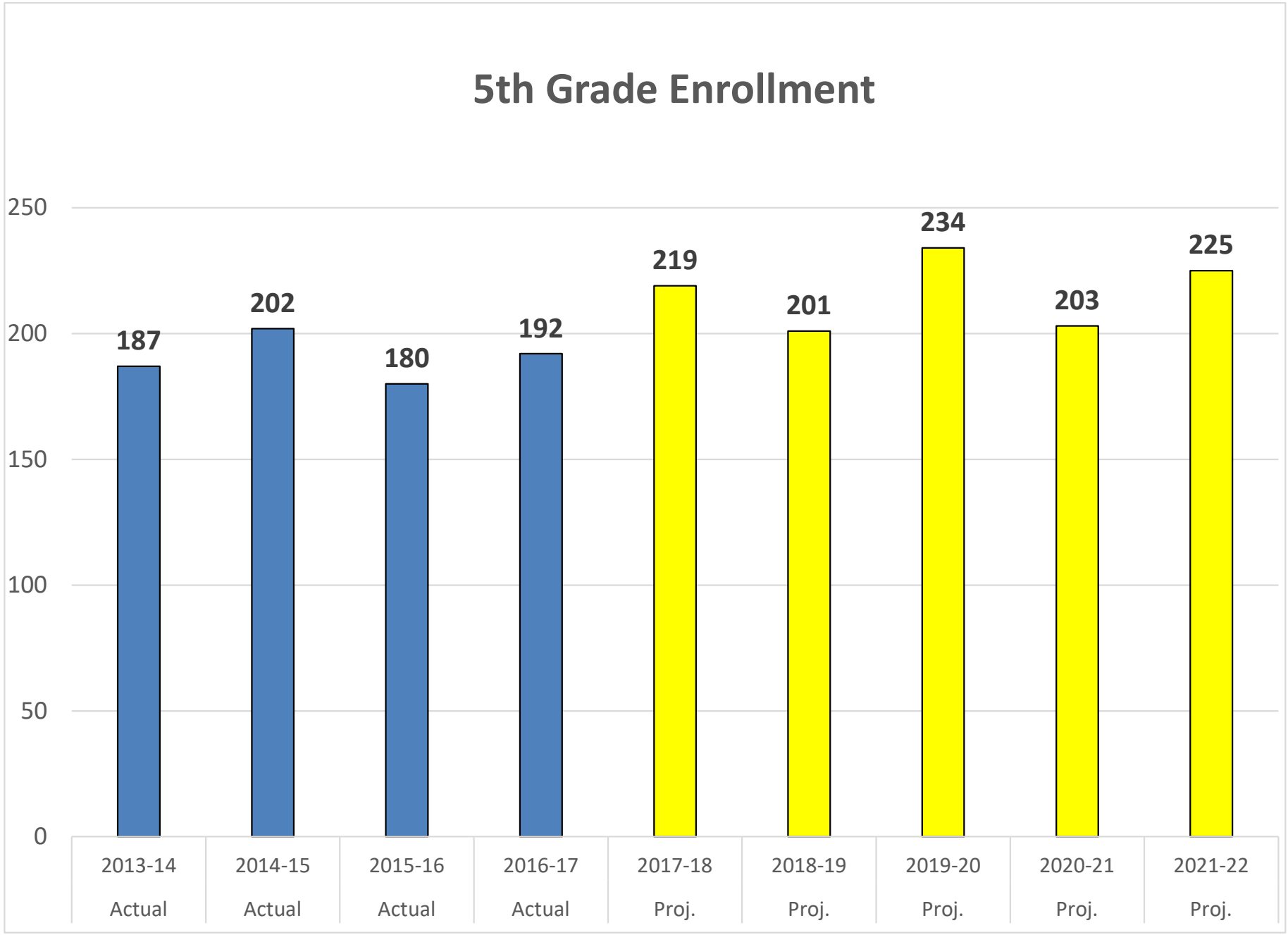
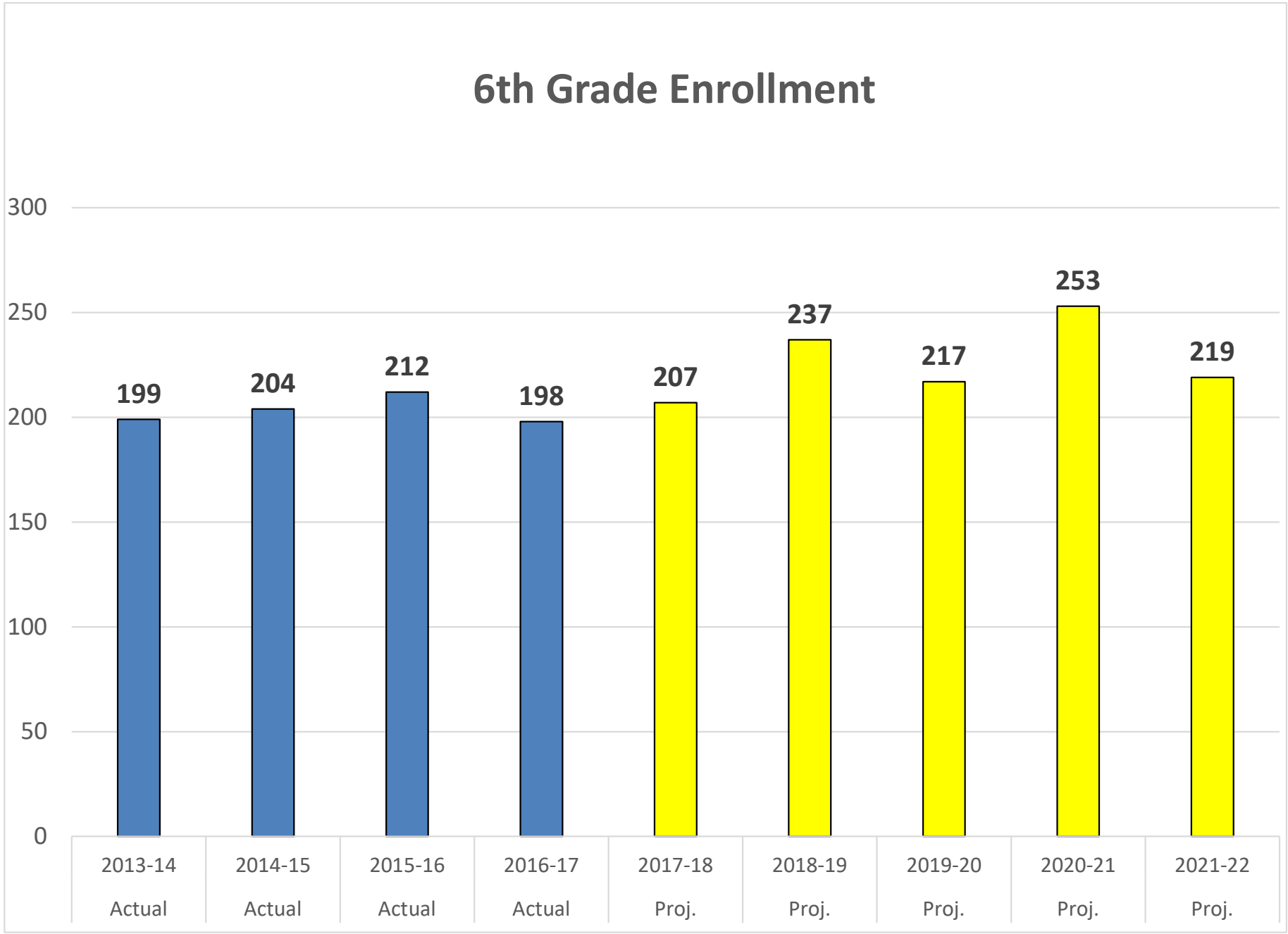
180
175
170
165
160
155
150
145
140
166
154
182
157
174
165
165
165
165
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.

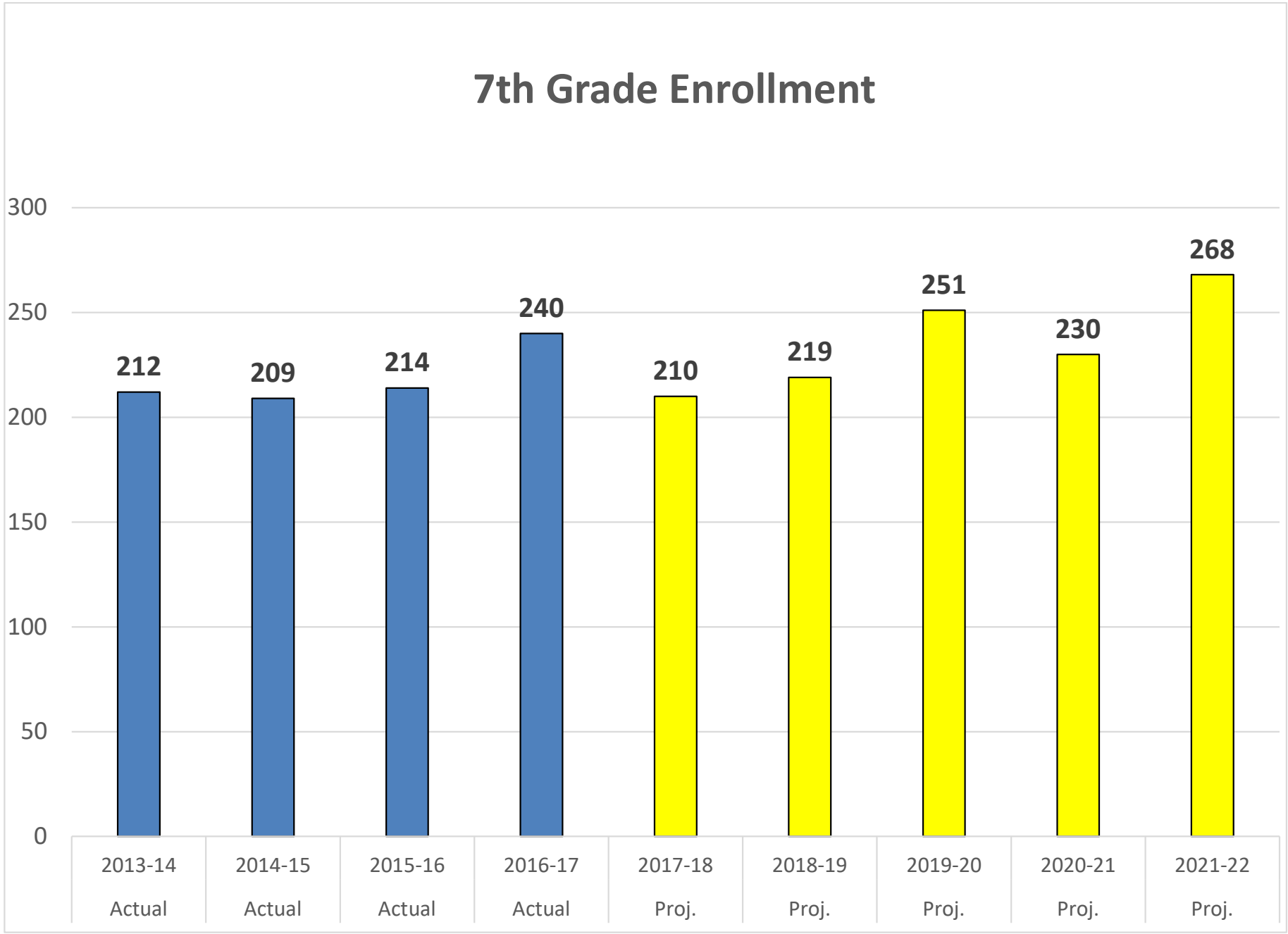

2nd Grade Enrollment
200
195
190
185
180
175
170
165
160
155
150
145
168
178
164
195
169
187
177
177
177
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


3rd Grade Enrollment
250
200
150
100
50
0
166
171
192
177
207
179
198
188
188
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


4th Grade Enrollment
250
200
150
100
50
0
191
173
182
208
191
223
193
214
203
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


5th Grade Enrollment
250
200
150
100
50
0
187
202
180
192
219
201
234
203
225
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


6th Grade Enrollment
300
250
200
150
100
50
0
199
204
212
198
207
237
217
253
219
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


7th Grade Enrollment
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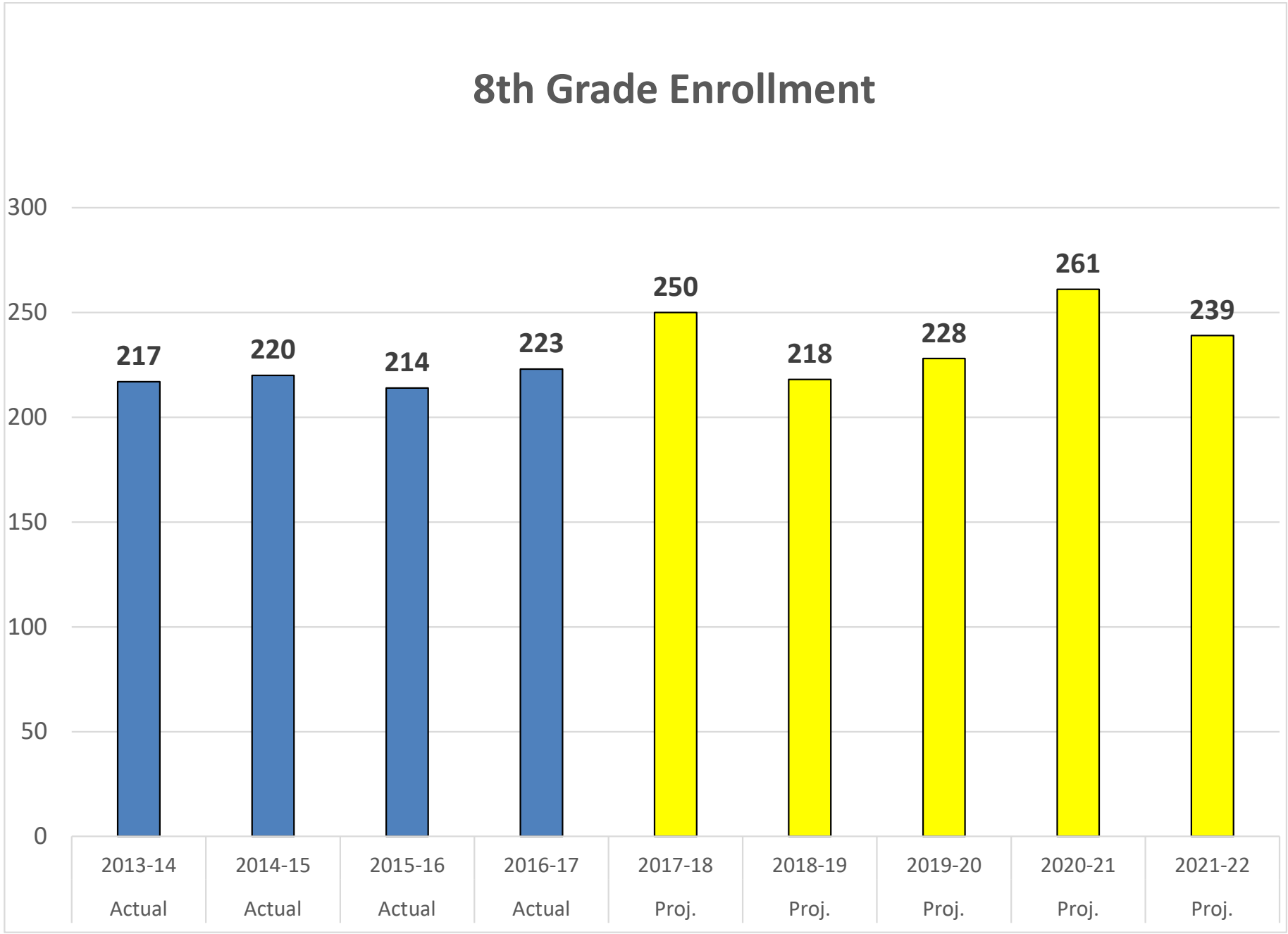
250
200
150
100
50
0
212
209
214
240
210
219
251
230
268
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


8th Grade Enrollment
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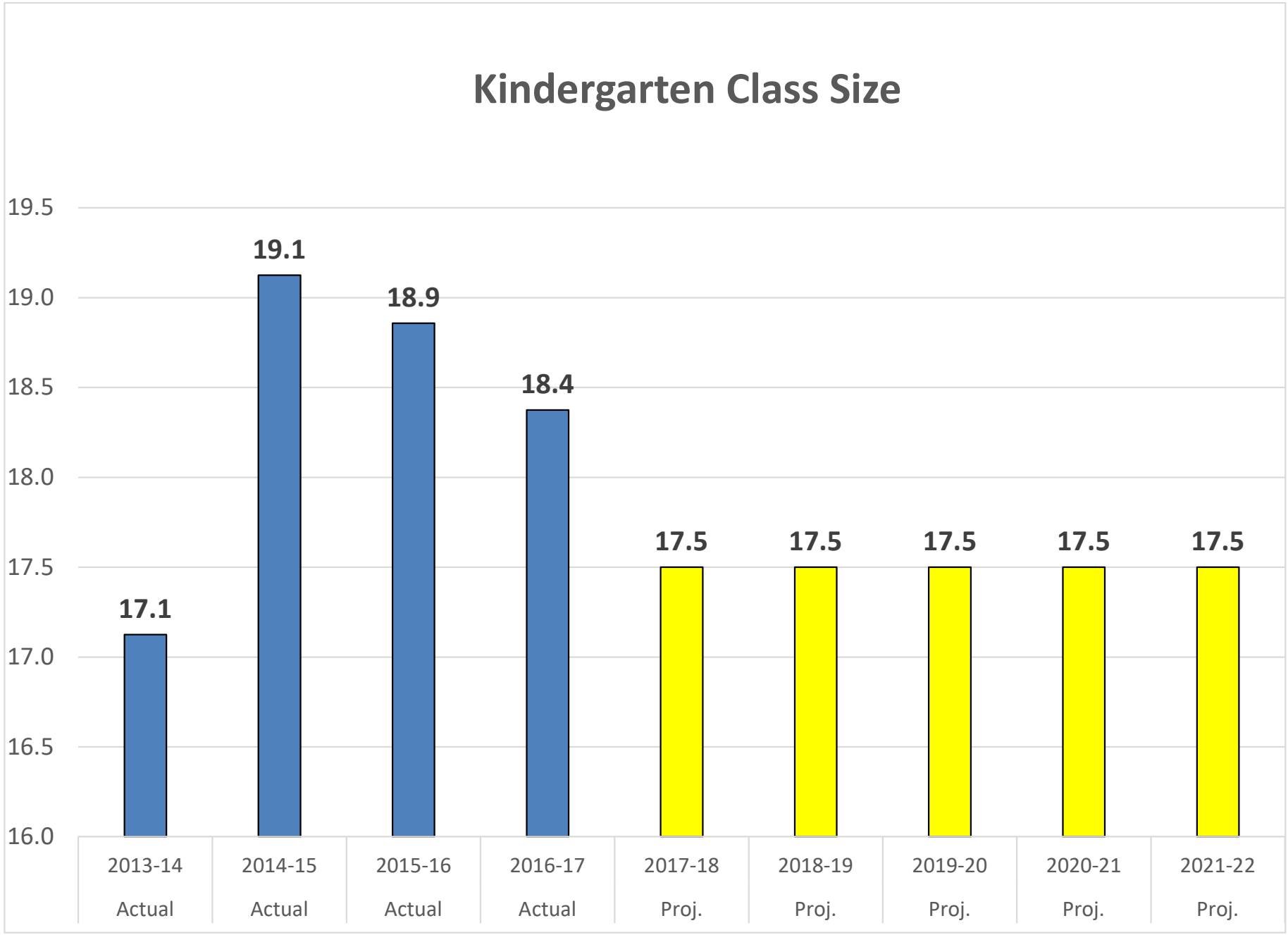
250
200
150
100
50
0
217
220
214
223
250
218
228
261
239
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


Kindergarten Class Size
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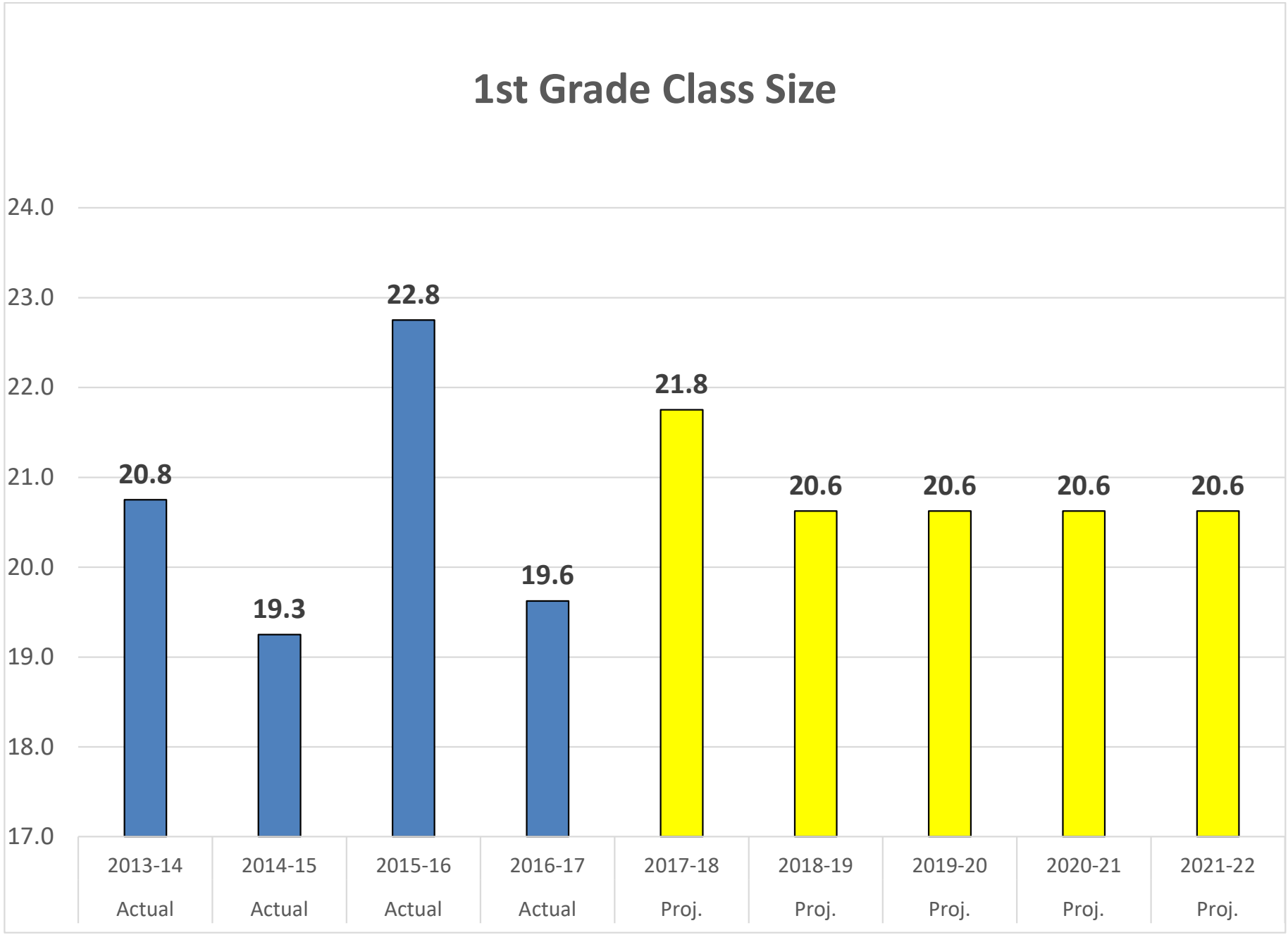
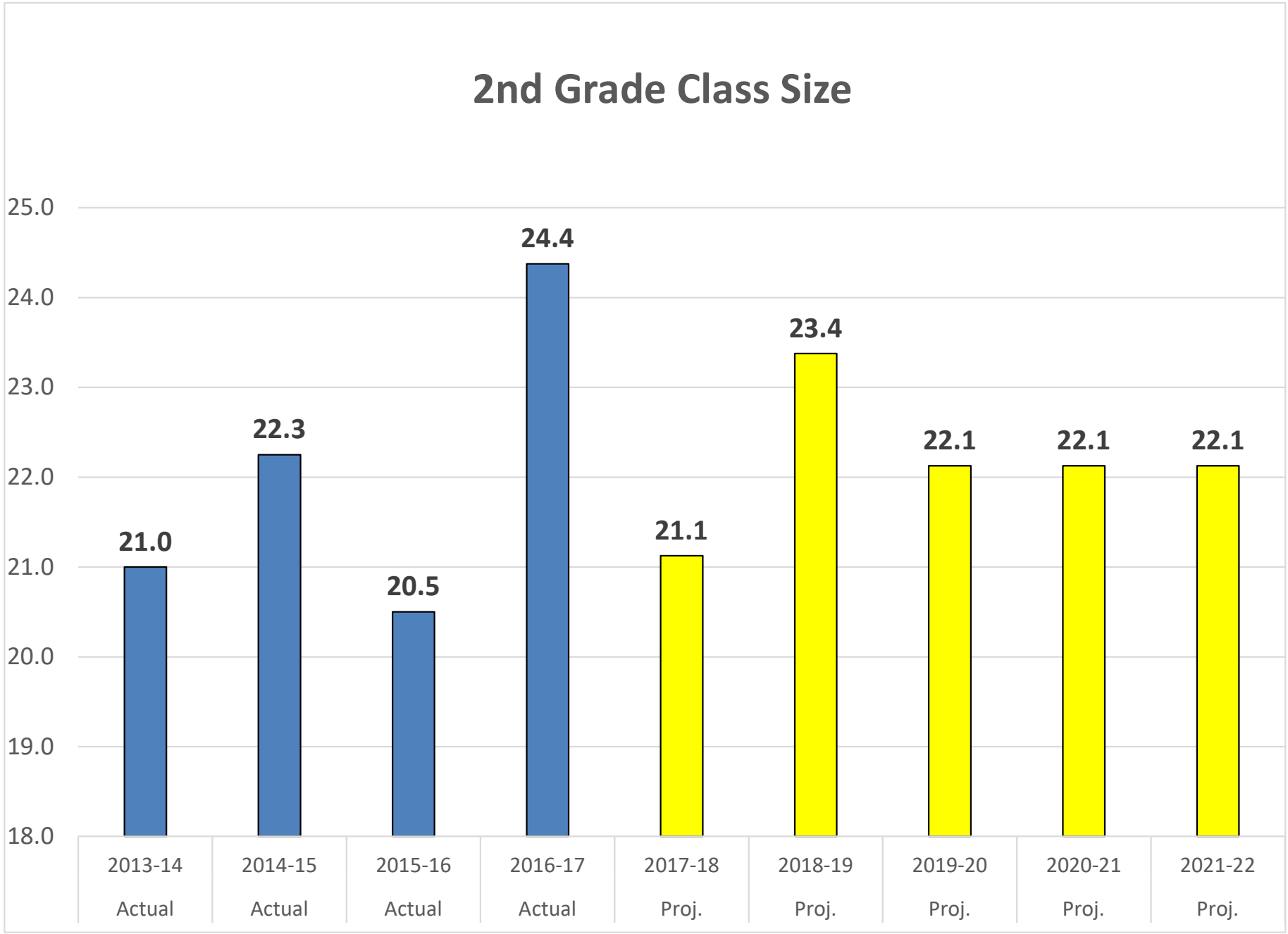
19.0
18.5
18.0
17.5
17.0
16.5
16.0
17.1
19.1
18.9
18.4
17.5
17.5
17.5
17.5
17.5
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


1st Grade Class Size
24.0
23.0
22.0
21.0
20.0
19.0
18.0
17.0
20.8
19.3
22.8
19.6
21.8
20.6
20.6
20.6
20.6
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


2nd Grade Class Size
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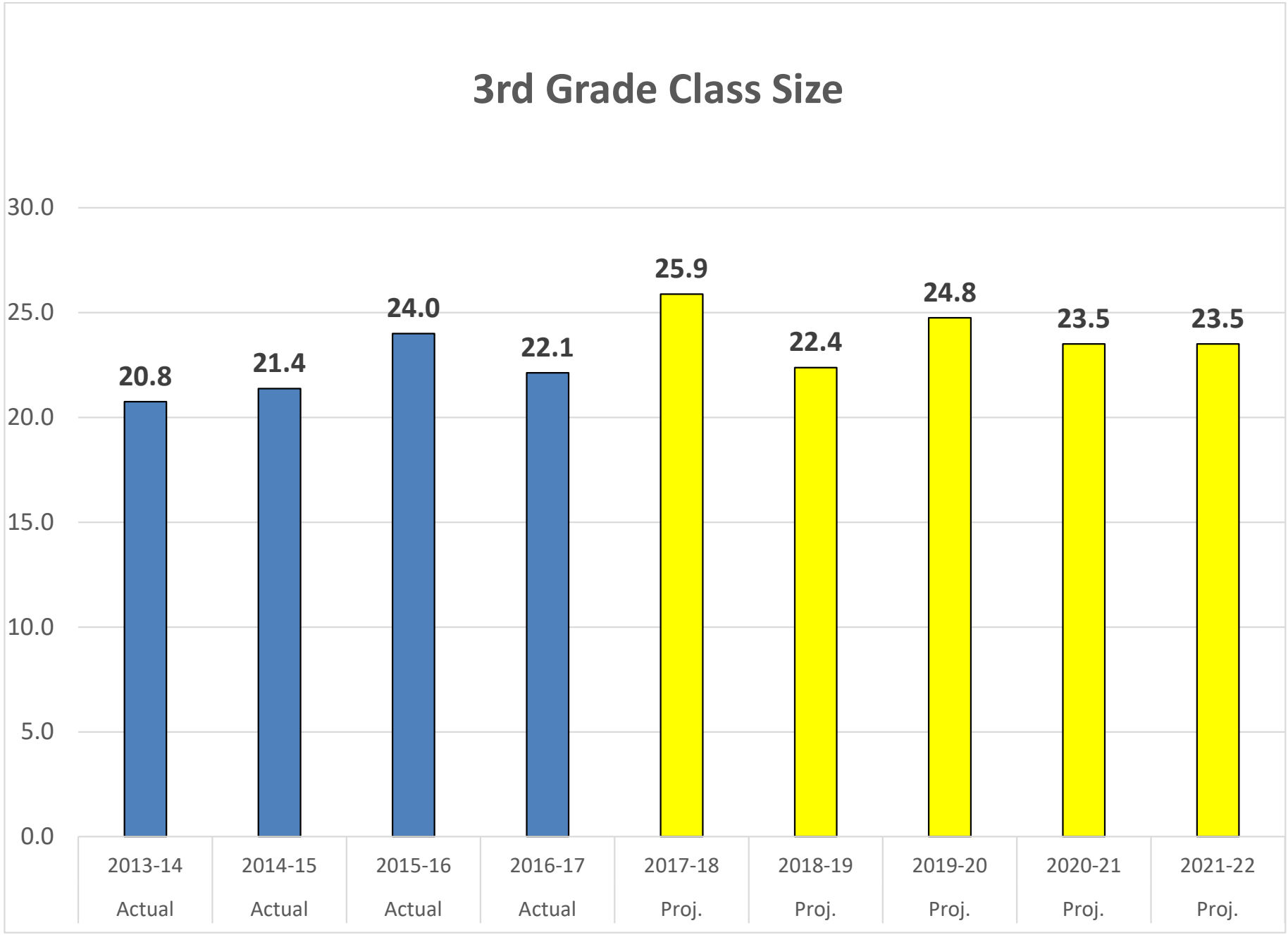
24.0
23.0
22.0
21.0
20.0
19.0
18.0
21.0
22.3
20.5
24.4
21.1
23.4
22.1
22.1
22.1
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


3rd Grade Class Size
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25.0
20.0
15.0
10.0
5.0
0.0
20.8
21.4
24.0
22.1
25.9
22.4
24.8
23.5
23.5
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
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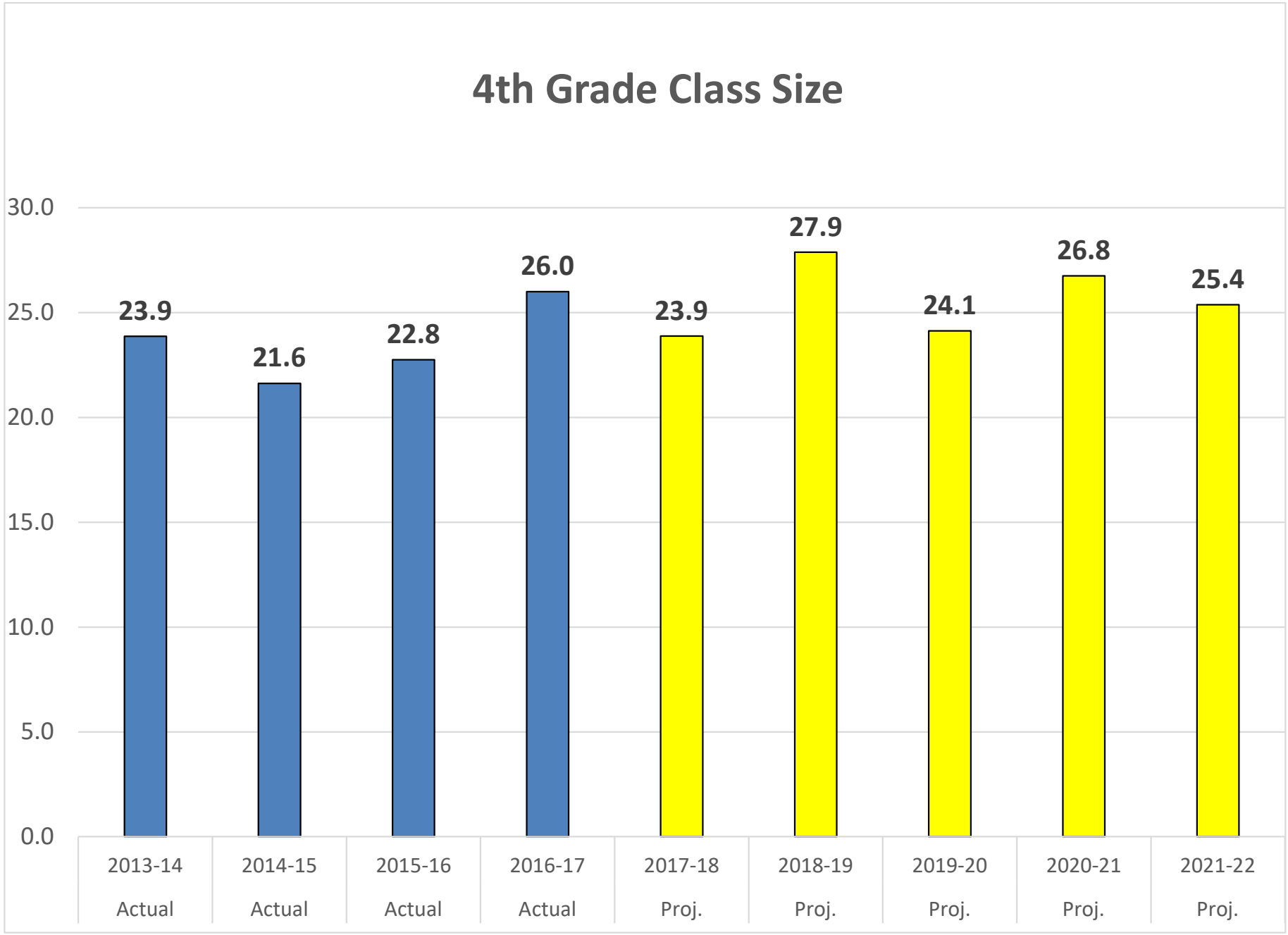
2021-22 Proj.


4th Grade Class Size
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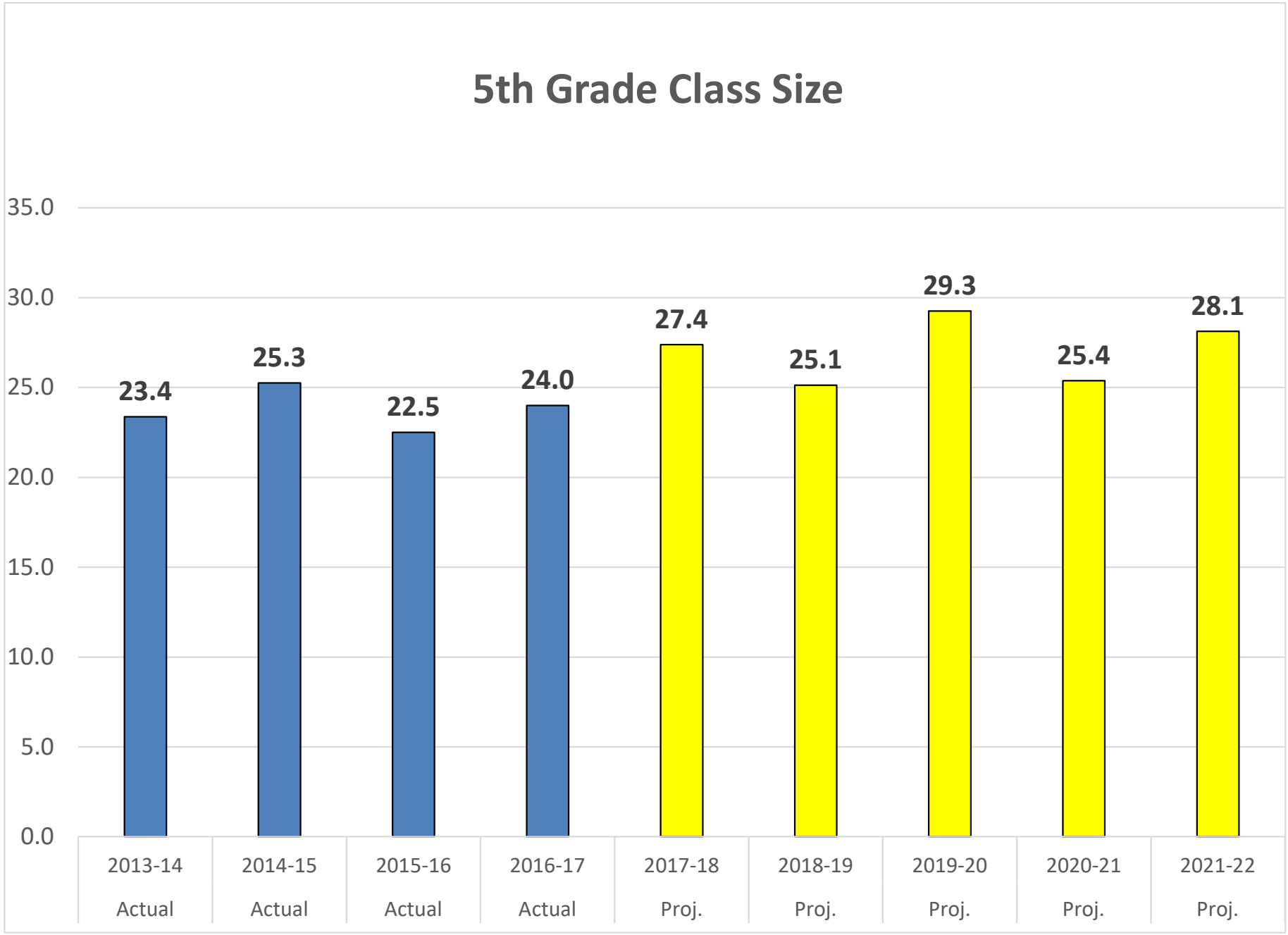
25.0
20.0
15.0
10.0
5.0
0.0
23.9
21.6
22.8
26.0
23.9
27.9
24.1
26.8
25.4
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.


5th Grade Class Size
35.0
30.0
25.0
20.0
15.0
10.0
5.0
0.0
23.4
25.3
22.5
24.0
27.4
25.1
29.3
25.4
28.1
2013-14 Actual
2014-15 Actual
2015-16 Actual
2016-17 Actual
2017-18 Proj.
2018-19 Proj.
2019-20 Proj.
2020-21 Proj.
2021-22 Proj.

DECISION INSITE

Enrollment Impact Specialists

Annual Enrollment Projection Report

Strategic Decision Support for School Districts

Student Enrollment Projections | Community Demographic Data | Consulting

ANALYSIS OF ENROLLMENT PROJECTIONS

FALL 2017

PREPARED FOR:
LINCOLNSHIRE PRAIRIEVIEW SCHOOL DISTRICT 103

PREPARED BY:
DECISIONINSITE
Enrollment Impact Specialists
101 PACIFICA, SUITE 380
IRVINE, CA

SUBMITTED: JANUARY 26, 2017

TABLE OF CONTENTS

LINCOLNSHIRE PRAIRIEVIEW SCHOOL DISTRICT 103

EXECUTIVE SUMMARY

ENROLLMENT PROJECTIONS - FALL 2017

DecisionInsite is pleased to present this report of findings to the Board of Education and Executive Staff of Lincolnshire Prairieview School District 103. Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

KINDERGARTEN ENROLLMENT

In general, Kindergarten enrollment over the past three years has been somewhat erratic. The data also show that the difference between the graduating cohort and the incoming cohort has been somewhat erratic. Note that both studies project an increase at the Kindergarten level.

COHORT PATTERNS

A typical student cohort ages from grade to grade relatively unchanged from the previous year. Historically, 7 cohorts show more than a 5% annual change.

NEW HOUSING DEVELOPMENT

Approximately 250 new residential units are projected to be occupied over the next 10 years. During that period, the annual impact in any given year, based on the Moderate Study, is estimated in peak years to be 33 students.

DISTRICT-WIDE ENROLLMENT PROJECTION

Overall the projections forecast a relatively stable trend across the 10-year period based upon the historical enrollment trends and any projected new residential development.

MORE INFORMATION

A richer and more comprehensive review of both studies is contained in the Final Report accompanying this Executive Summary. A wealth of more detailed information and analysis regarding both studies is also quickly and easily accessible online.

Respectfully Prepared and Submitted by:

The **DecisionInsite** Team

January 26, 2017

LINCOLNSHIRE PRAIRIEVIEW SCHOOL DISTRICT 103

DISTRICT ENROLLMENT PROJECTIONS

RECENT CHANGES IN ENROLLMENT

Familiarity with recent historical enrollment patterns and trends establishes the foundation for understanding projected enrollment. Percentages in the table below compare the current year enrollment to that of three years ago.

4 Year History Change	
Kindergarten	108%
Gr K-5	105%
Gr 6-8	105%
District	105%

FIGURE 1

KINDERGARTEN IMPACT

Kindergarten enrollment is a significant driver of overall future district-wide enrollment. A trend at Kindergarten from year to year, or a trend in the difference between the district's graduating cohort in a given year and the Kindergarten cohort the subsequent year, will eventually be reflected in the total district enrollment count.

In general, Kindergarten enrollment over the past three years has been somewhat erratic. The data in the table below also show that the difference between the graduating cohort and the incoming cohort has been somewhat erratic.

[More details: Reports > History > District-wide > History Years Enrollment]

Percent Change of Previous Year			
	2014	2015	2016
Kindergarten	114%	85%	111%
Grade 8 to K	72%	59%	68%
Total K-8	101%	101%	103%

FIGURE 2

LIVE BIRTH TRENDS

Live birth trends have an impact in large geographies, and on long range projections. However, in smaller areas of study, such as a school district, population mobility is often a mitigating if not an overriding factor, thereby reducing the effectiveness of live births as a predictor of enrollment. Consequently, DecisionInsite has found that recent Kindergarten enrollment trends by sub-geographies to be a better, more reliable predictor of future Kindergarten enrollment.

COHORT IMPACT

A typical student cohort ages from grade to grade relatively unchanged from the previous year. By contrast, the cohort matriculating from Kindergarten to Grade 1 is a common example of a cohort increase, typically attributable to students returning from a private school.

In the following table, cohort changes with more than a 2% variance from static are marked accordingly. Those with more than a 5% changed are marked as 'Significant'.

Average Cohort Change Past Three Years			
Cohort	Percent	+/-	Significant
K > 1	117%	++++	SSSS
1 > 2	107%	++++	SSSS
2 > 3	105%	++++	SSSS
3 > 4	106%	++++	SSSS
4 > 5	106%	++++	SSSS
5 > 6	106%	++++	SSSS
6 > 7	108%	++++	SSSS
7 > 8	103%	++++	

FIGURE 3

Incoming Out-of-District Transfer Impact

The number of students served from outside the district boundaries can impact enrollment. It is a factor over which the district may have some control. For the past two years, the number of out-of-district students served annually has been approximately 9, and has been increasing.

[More details: Reports > History > District-wide > Out of District]

Key Variables in Projecting District Enrollment

Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

As a matter of standard practice, DecisionInsite does not typically include specialized schools or programs such as Home and Hospital Programs, Community Day Schools or Independent Study Programs in the Enrollment Projections. Our work is focused on projecting grade level enrollment for typical schools that are reported to the state.

The major variables that distinguish the Conservative projection from the Moderate are described in the table below.

Key Variables Controlling the Projections Algorithm	
Kindergarten Enrollment Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
Cohort Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
K Enrollment Change Cap	Restricts the effect of anomalous spikes in Kindergarten history
K Enrollment Change Floor	Restricts the effect of anomalous spikes in Kindergarten history
Incoming Out-of-District Transfers	For each grade level span, applies the lesser or greater of 1-2 year history to the lograde; ages through existing students.
Dwelling Units	Moderate study assumes developer's phasing calendar. Conservative study shifts the developer's calendar toward the out-years.
Student Generation Rates	Typical of recent history by product type.

FIGURE 4

Impact of Projected New Dwelling Units

Projected Occupancy

Approximately 250 new residential units are projected to be occupied over the next 10 years. The tables below show the mix of proposed units across the three dwelling unit types. The Moderate table summarizes the plans described by developers while the Conservative table estimates a more likely scenario based on anticipated market conditions. The most recent residential research was completed in December 2016 by Hayley Rigali.

[More details: Residential > Reports > Proposed Dwelling Units]

New Dwelling Units Projected to be Occupied by Year (Moderate)										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Multi-family			88							
Attached	38	15	10							
Detached			40	57	13					
Totals:	38	15	138	57	13	0	0	0	0	0

FIGURE 5

New Dwelling Units Projected to be Occupied by Year (Conservative)										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Multi-family			62	26						
Attached	27	18	11	7						
Detached			28	39	32	11				
Totals:	27	18	101	72	32	11	0	0	0	0

FIGURE 6

The graph below depicts visually the differences between the phasing projected in the Moderate and Conservative studies.

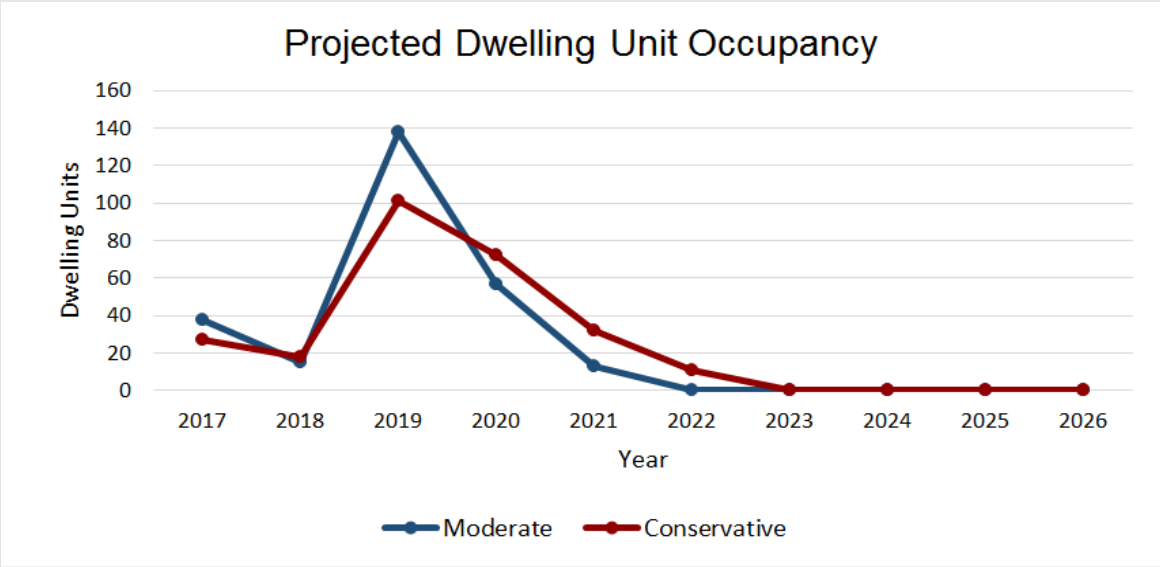


FIGURE 7

Students Generated

Over the period of years during which these units will become occupied, the impact, based on the Moderate scenario, is shown in the table below. The "Annual" row projects the number of students new to the district from these units, in a given year. The "Aggregate" row projects the accumulated increase in students served by the district through the year indicated.

Students Generated by Residential Development (Moderate)										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Aggregate		15	48	79	91	98	104	107	108	108
Annual	8	7	33	31	12	7	6	3	1	0

FIGURE 8

The table below reflects the students generated using the Conservative estimate of projected Dwelling Units.

Students Generated by Residential Development (Conservative)										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Aggregate		14	35	64	84	95	101	105	107	108
Annual	5	9	21	29	20	11	6	4	2	1

FIGURE 9

Student Generation Rates

Moderate student generation rates are typical of students enrolled from existing developments of similar product type. Conservative student generation rates, if different, are designed to anticipate a diminution in family size.

[More details: Residential > Reports > Student Generation Rates]

A complete report regarding new residential development is available online in the DI System under 'Reports > District Documents > Residential Research Summary xxxx' where xxxx is the projection year the report is associated with. This report includes a map of proposed dwelling unit projects, the phasing by dwelling unit type in each project, students generated by new development by studyblock, student generation rates. Additional individual reports can be found online in the DI system under 'Residential > Reports'.

Projected Enrollment Changes by Level

The tables below display the five-year district-wide projections by grade level and allow a comparison to enrollment in the current year.

Conservative 5 Year District-wide Projection by Grade Level

Grade	2016	2017	2018	2019	2020	2021
K	147	143	143	146	149	149
1	157	173	168	170	173	175
2	195	166	182	180	182	179
3	177	210	178	198	195	190
4	208	187	221	190	211	202
5	192	219	196	233	201	217
6	198	201	230	208	246	209
7	240	214	217	250	225	256
8	223	245	219	223	256	228
Subtotals:	1737	1758	1754	1798	1838	1805
Pct Chg:	3.3%	1.2%	-0.2%	2.5%	2.2%	-1.8%

FIGURE 10

Moderate 5 Year District-wide Projection by Grade Level

Grade	2016	2017	2018	2019	2020	2021
K	147	150	153	159	163	163
1	157	175	178	185	191	192
2	195	169	187	195	202	198
3	177	212	183	207	214	210
4	208	189	226	199	224	221
5	192	221	201	241	212	230
6	198	204	235	216	258	223
7	240	216	222	258	236	269
8	223	248	223	231	268	240
Subtotals:	1737	1784	1808	1891	1968	1946
Pct Chg:	3.3%	2.7%	1.3%	4.6%	4.1%	-1.1%

FIGURE 11

As the following graph illustrates, overall the projections forecast a relatively stable trend across the 10-year period based upon the historical enrollment trends and any projected new residential development.

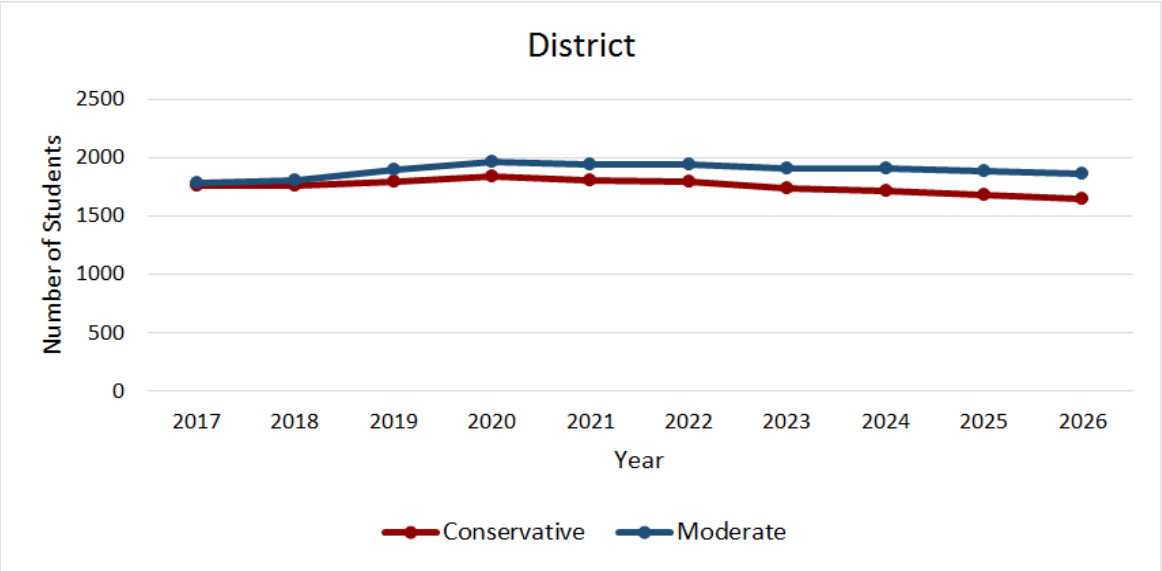


FIGURE 12

The tables below compare the Conservative and Moderate enrollment projections by key grade level groupings. Projected changes in enrollment at Kindergarten or lower grade level groupings will eventually impact total district enrollment.

5 Year Enrollment Trends: Moderate and Conservative Compared

Change by Level	Cnsv	Mod
Kindergarten	149	163
Change	101%	111%
Gr K-5	1112	1214
Change	103%	113%
Gr 6-8	693	732
Change	105%	111%
District	1805	1946
Change	104%	112%

FIGURE 13

Note that an averaging of both studies project an increase at the Kindergarten level.

The table below compares the ten-year projections. In the 10-year future at Kindergarten, both studies, averaged together, project a relatively stable trend.

10 Year Enrollment Trends: Moderate and Conservative Compared

Change by Level	Cnsv	Mod
Kindergarten	136	155
Change	93%	105%
Gr K-5	1013	1151
Change	94%	107%
Gr 6-8	631	714
Change	95%	108%
District	1644	1865
Change	95%	107%

FIGURE 14

The graphs below compare the Conservative and Moderate enrollment projections by key grade level groupings.

Elementary School Level

The projected elementary school enrollment shows a relatively stable trend.

[More details: Reports > Projections > Individual Schools > Projections > All Elementary Schools]

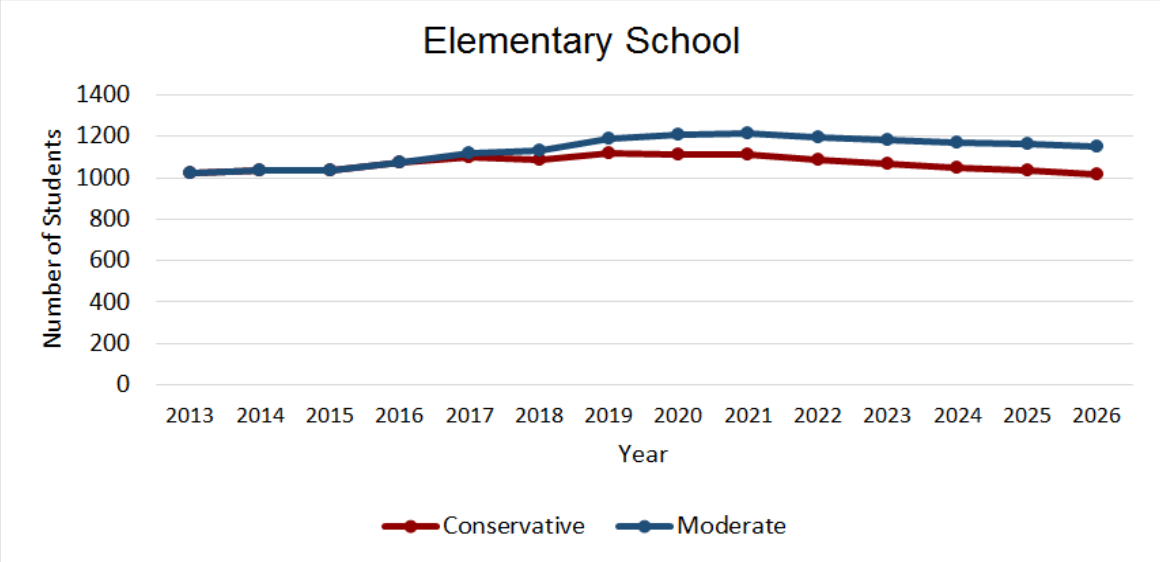


FIGURE 15

Middle School Level

The projected middle school enrollment shows a relatively stable trend.

[More details: Reports > Projections > Selected Schools > All Middle Schools]

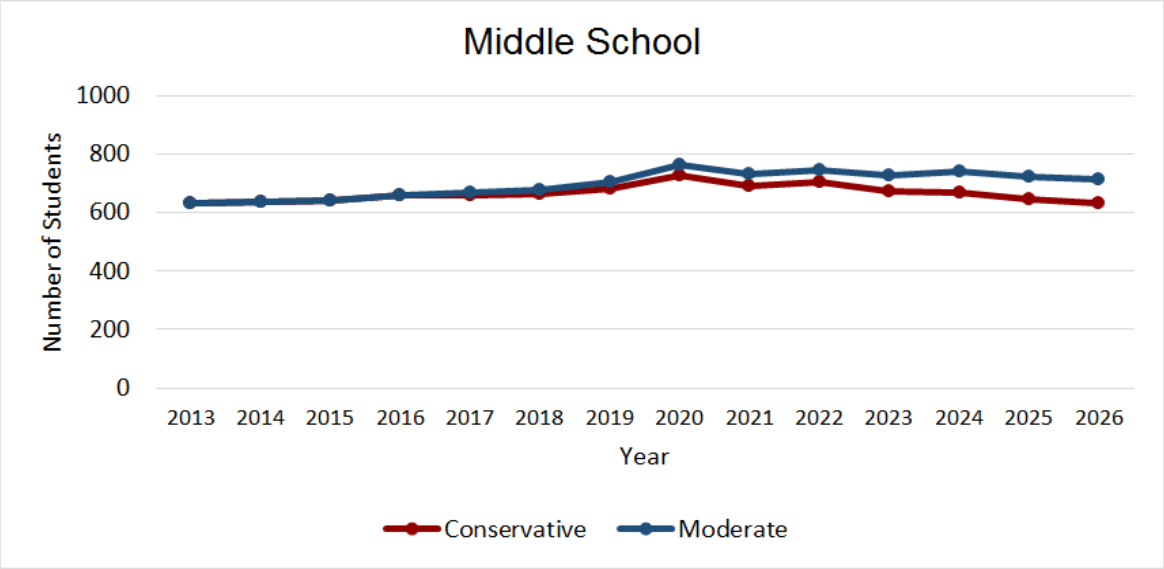


FIGURE 16

Summary of District Projections by Year

The complete district-wide projection table for each study is available online. Corresponding sets of individual School Projections are available online as well.

The tables below present a more detailed annual view of projected changes by grade level clusters for both projections. The “Pct Previous Year” row represents the percent of the previous year’s enrollment in each grade cluster that is projected in the subsequent year. The “Five Year Change” row represents the percent change projected over the enrollment five years prior.

Conservative Projection

Change by Level	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Kindergarten	147	143	143	146	149	149	147	144	141	139	136
Pct Prev Yr	111%	97%	100%	102%	102%	100%	99%	98%	98%	99%	98%
5-Yr Change						101%					91%
Gr K-5	1076	1098	1088	1117	1111	1112	1088	1066	1047	1033	1013
Pct Prev Yr	104%	102%	99%	103%	99%	100%	98%	98%	98%	99%	98%
5-Yr Change						103%					91%
Gr 6-8	661	660	666	681	727	693	704	671	670	645	631
Pct Prev Yr	103%	100%	101%	102%	107%	95%	102%	95%	100%	96%	98%
5-Yr Change						105%					91%
District	1737	1758	1754	1798	1838	1805	1792	1737	1717	1678	1644
Pct Prev Yr	103%	101%	100%	103%	102%	98%	99%	97%	99%	98%	98%
5-Yr Change						104%					91%

NOTE: Gray column most recent history year.

FIGURE 17

Moderate Projection

Change by Level	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Kindergarten	147	150	153	159	163	163	161	160	158	157	155
Pct Prev Yr	111%	102%	102%	104%	103%	100%	99%	99%	99%	99%	99%
5-Yr Change						111%					95%
Gr K-5	1076	1116	1128	1186	1206	1214	1198	1182	1169	1163	1151
Pct Prev Yr	104%	104%	101%	105%	102%	101%	99%	99%	99%	99%	99%
5-Yr Change						113%					95%
Gr 6-8	661	668	680	705	762	732	748	728	739	725	714
Pct Prev Yr	103%	101%	102%	104%	108%	96%	102%	97%	102%	98%	98%
5-Yr Change						111%					98%
District	1737	1784	1808	1891	1968	1946	1946	1910	1908	1888	1865
Pct Prev Yr	103%	103%	101%	105%	104%	99%	100%	98%	100%	99%	99%
5-Yr Change						112%					96%

NOTE: Gray column most recent history year.

FIGURE 18

Grade Level Profile Comparison

Another view of grade level enrollment can be seen in the chart below. The current grade level enrollment profile is compared with the projected grade level profile in the five and ten-year future.

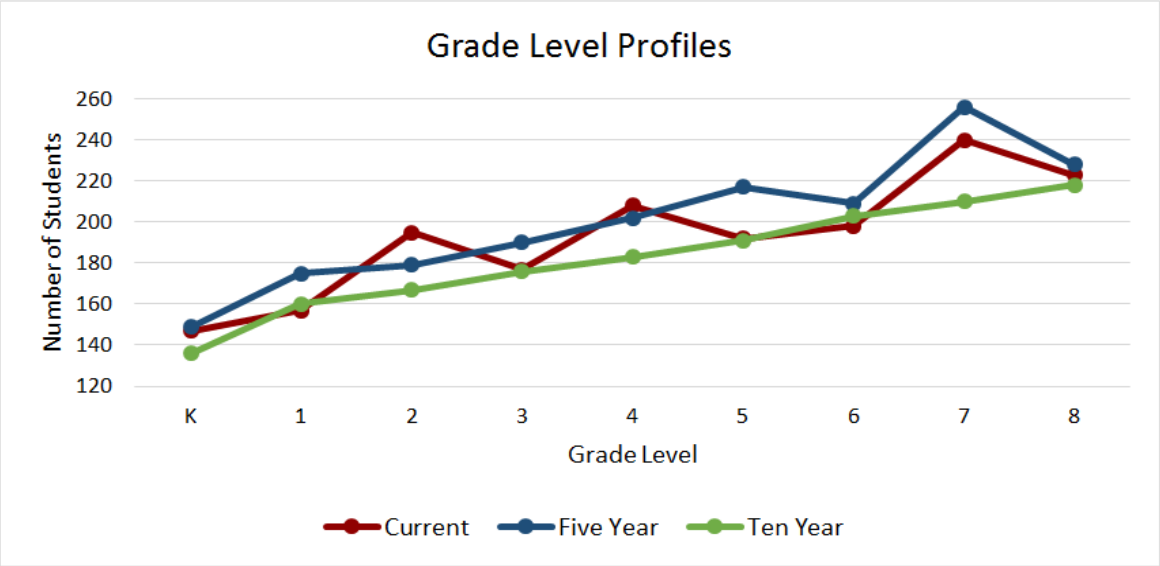


FIGURE 19

Projecting School Enrollment

School projections are primarily a function of the proportion of district students who enroll at a given school, modified by intra-district transfers within a given school level that may occur subsequent to initial enrollment, and augmented by inter-district transfer students.

School Draw Impact

A draw rate is the percentage of students who enroll at a particular grade level in a given school from a specified geographic area. Open enrollment among district schools is projected using this concept. Except for changes in school boundaries or other changes in policy, historical draw rates from a given geographic area to a specific school (including out-of-district students) are assumed in the projections.

Intra-district Transfers

Transfers within the district are incorporated into the projections in order to anticipate the movement of students from one district school to another within the same level, e.g., transfer from a neighborhood school to a special school. Recent historical transfer patterns are typically assumed in the projections.

[More details: Reports > History > All Schools > Open Enrollment]

Inter-district Transfers

Transfers into the district by out-of-district students, sometimes referred to as 'permit students', are an integral part of the district and school projections. Recent historical transfer patterns are typically assumed in the projections.

[More details: Reports > History > District-wide > Out of District]

Individual School Projection Tables

The complete set of individual school projection tables for each study is available online.

[More details: Reports > Projections > All Schools > Projections]

MySchoolLocator

MySchoolLocator is a web-based service accessible to DecisionInsite clients. This service allows Internet users to enter a residential address, and find out which district schools are assigned to serve them. Public access to MySchoolLocator is via a unique URL on the District's web site. The URL for integration into your district's website can be found by opening the appropriate Locator study from within the DI system. Once open, select "Run MySchoolLocator" from the District Admin menu. The MySchoolLocator app will open in a new browser window and the link can be copied from the address bar in the browser. Specialized district users have access to customize the messages seen by those using MySchoolLocator.

Impact of the Projections on School Capacity

Facility challenges, if any, may exist if projected numbers exceed the current school capacity data. These challenges may also manifest differently in a Moderate or Conservative projection. Because school capacity data has not yet been entered into the system, all schools are shown as exceeding capacity.

[More details: Reports > Projections > All Schools > Over Capacity]

The table below lists up to five schools that are projected to experience the most change in enrollment in the 5-year future based on the Conservative projection.

[More details: Reports > Projections > All Schools >Ten Percent Change]

School	5-Yr Pct Change	10-Yr Pct Change
Half Day School	58%	43%
Daniel Wright Junior High School	-19%	-26%

FIGURE 20

Impact of SDC Students on Capacity

Relative to the impact of SDC students on school capacity, note that SDC students are not included in the grade level counts, but are included in the capacity calculation as taking up one seat each.

Analyzing/Studying/Reviewing the Enrollment Projections

The projections of district and school enrollment are based on a complex mix of historical data, the projection of recent trends, and specific assumptions regarding the future. At DecisionInsite, we strongly encourage our clients to actively engage with the data with the aim of better understanding, further refining, and using the results to inform decisions about to be made. We believe increased effectiveness for both the district and DecisionInsite comes with increased and welcome dialogue.

Graphs or tables may be copied from the PDF version of this document using the Snapshot Tool inside PDF Reader.

Please do not hesitate to contact DecisionInsite regarding any questions or suggestions that may arise regarding these studies.

Respectfully Prepared and Submitted by:

The **DecisionInsite** Team

January 26, 2017

APPENDIX

ASSUMPTIONS AND METHODOLOGY

All projections are based on assumptions, and when read or shared are best prefaced with the phrase, "Based on these assumptions…", or "Based on these historical trends…". Particularly for projections more than 5 years out, "Enrollment Trend" is a far more accurate descriptor.

Three major factors drive district-wide student enrollment projections. These include:

1. recent kindergarten enrollment trends, modified by live birth data, if applicable,
2. changes in the grade level cohorts of students served as they age through, and
3. changes in the number of residential units within the district.

District-wide projections are disaggregated to school projections based on the historical patterns of:

1. the rates at which each school draws enrollment from various sections of the district, and
2. the pattern of transfers within the district at a given level from one school to another.

DISTRICT PROJECTIONS

Studyblocks

For enrollment projections the district is divided into studyblocks. A studyblock is a custom unit of geography created by DecisionInsite for the purpose of generating reliable projections. They are generally based on elementary boundaries or some portion thereof. A studyblock serves as the basis for the analysis of students served by the district and by schools. The objective is to do analysis with a small enough geographic unit to sense small area changes but large enough to allow for reliable projection. Studyblocks typically encompass 500–1000 students.

Kindergarten Enrollment

The projected Kindergarten enrollment is a key variable in projecting K–12 enrollment. The base Kindergarten projection is determined by the trend of Kindergartners served in each studyblock in the previous 3 or 4 years. Depending on the circumstances, a growth trend in Kindergarten enrollment may be capped. Steep straight-line trends are mathematically moderated to avoid unrealistic results.

School Capacities

School capacities provided by the district are compared to projected enrollments. Districts are invited to calculate school capacities in a manner that best serves the enrollment projection environment, and enter them into the DI System.

A Special Day Class (SDC) student at the elementary level is calculated by default as requiring 1 seat. This value, at district option, may be changed to 3, on the assumption that a class of 10 SDC students will occupy a typical classroom.

Students in the Projections

Enrollment projections are limited to typical K–12 students. SDC students are projected as a stable percentage of the typical population unless all SDC students are mainstreamed. Excluded from the projections are students enrolled in Non-Public School (NPS), Adult High School, Home School, Adult Ed, Independent Study programs and other special schools.

Attendance Boundaries

Attendance boundaries are assumed to remain constant, unless otherwise noted by the district.

Closed Schools
Opportunities for open enrollment (intra-district) are assumed to remain unchanged, unless otherwise noted by the district.

Inter-district Enrollment
Students enrolled from other school districts are treated in aggregate in separate studyblocks. Students in Kindergarten and the initial grade at each level are projected only to the extent they exist in recent years. Students enrolled in other grade level cohorts are aged through to the highest grade at each level. These defaults may be modified at district request.

Cohort Percent Change
Cohort percentage changes are calculated in order to assure sensitivity to perennial changes in students served by the district as they age from one grade level to the next. If every cohort were stable as it ages, the cohort percent change, from one grade to the next in each studyblock, would be calculated as 100%. For each studyblock, a cohort weighted average percent change over a defined number of years is calculated based on the change in the enrollment served as it ages from the previous grade level.

Average cohort percentages above 100% might, for example, reflect students returning from private schools. Cohort percentages below 100% might reflect drop-outs.

Growth studyblocks are those showing unusually high increases in enrollment and/or cohort percent change in recent years—due, typically, to new housing development. Once growth studyblocks are identified, their default cohort percent change rate is set to 100% so as not to over-project new residential growth. By default, growth is not predicted to continue unless new occupied dwelling units are projected.

Dwelling Unit Impact
The predicted impact of new dwelling units on school enrollment is based on three factors: 1) new dwelling units, 2) the student generation rate for each unit type, and 3) the grade level distribution of newly generated students.

1. Dwelling Units
New dwelling units are categorized into 3 housing types: Single Family Detached, Single Family Attached, and Multifamily. Developers and builders are contacted for information relative to their plans for occupancy of new dwelling units.

2. Student Generation
Student generation rates are determined for each product type for each level: elementary, middle school and high school. Student generation rates are based on similar products types where such exist; otherwise, a default generation rate is used.

3. Grade Level Distribution
For each level, students generated by new dwelling units are distributed across grade levels. These percentages are based on historical patterns where they exist; otherwise, default percentages are used.

SCHOOL PROJECTIONS

Projecting enrollment at the school level is based on the concept of a school draw rate, i.e., the percent of students from a given studyblock who enroll in a given school at its lowest grade. Draw rates reflect the impact of open enrollment within a district. For example, if one-half the sixth-graders from a given studyblock enroll in a particular 6–8 middle school, that school has a draw rate of 50% from that studyblock.

The draw rate for the most recent year is applied by default to the projected district enrollment for that grade from a given studyblock. The draw rate ages with the cohort. In this way, if the underlying cohort changes, the number of students enrolled at the school will change accordingly.

Draw rates can be adjusted if necessary. Manipulation of draw rates is used, for example, to project the impact of changes in attendance boundaries, or the impact of closing a school to open enrollment.

Intra-district Transfers

Grade-level transfers within or across schools are included in the projections to accommodate fluctuations like retention, transfer to continuation school, or any other special programs a district may offer that result in students changing schools at other than the typical grade configuration shifts. Transfers are calculated by applying the percent of a grade level population at one school that is transferred in the following year to another school, or continued at the same grade level at a given school in the following year.

CAVEATS ON PROJECTIONS AND METHODOLOGY

On Projections

Enrollment projections are based upon two critical factors: the student and school data from the school district and the mathematical formulas that are applied to those data. Projections fundamentally look at recent history as reflected in the student data and assume that past patterns and trends will continue into the future. The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year.

DecisionInsite takes great care in preparing a district's projections. A range of unpredicted anomalies, however, can cause reality to vary from the historical patterns. These include, but are not limited to, rapid changes in the economy, mortgage interest rates, the housing market, the job market, residential development plans, rental rates, etc. Anomalous changes that occur between the last set of student data and the first projection are not reflected in the projections unless the district works with DecisionInsite to amend the projections.

In the projections, calculations are mathematically precise. Each result is rounded to a whole number for ease of reading. This rounding sometimes results in the displayed whole numbers in a column not adding exactly to the displayed total of the column. This phenomenon, which is a result of rounding and not of any inaccuracy in the calculations, occurs both in the enrollment projections and in the community demographics.

On Student Data

DecisionInsite obtains historical student data files from the district. To the extent that the student data files are internally inconsistent from year to year, or the count of students in the files does not reflect the count of actual enrollees, errors are introduced to the projection calculations. For optimum results, the student data files must also consistently capture the same categories of students annually.

The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year. It is important that the student files obtained from the district are close to a common date each year, typically near the beginning of the school year. The snapshot of historical data near the beginning of the school year is best suited to our goal of projecting enrollment for the beginning of subsequent school years. To the extent the historical student data provided is not at one year intervals, or is not at a common date near the beginning of the school year, projections may reflect monthly fluctuations in enrollment that will diminish the accuracy of the projections.

DECISIONINSITE

Enrollment Impact Specialists

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The FullInsite Report

Prepared for:	Lincolnshire Prairieview School District 103
Study area:	Lincolnshire Prairieview School District 103
Base State:	IL
Current Year Estimate:	2016
5 Year Projection:	2021
10 Year Forecast:	2026
Date:	1/18/2017
Semi-Annual Projection:	Fall

About the NEW FullInsite Report

The NEW FullInsite report is designed to provide an extensive demographic portrait of a user defined geographic area. The New FullInsite integrates the full array of 2010 Census Data, the latest American Community Survey data and the new Experian Mosaic cluster system!

The NEW FullInsite report is divided into three sections, each providing a different approach to the data. The report has been redesigned from the "ground up." Careful consideration has been given to readability and graphic treatment. The hope is that the information it presents will be more accessible to the reader.

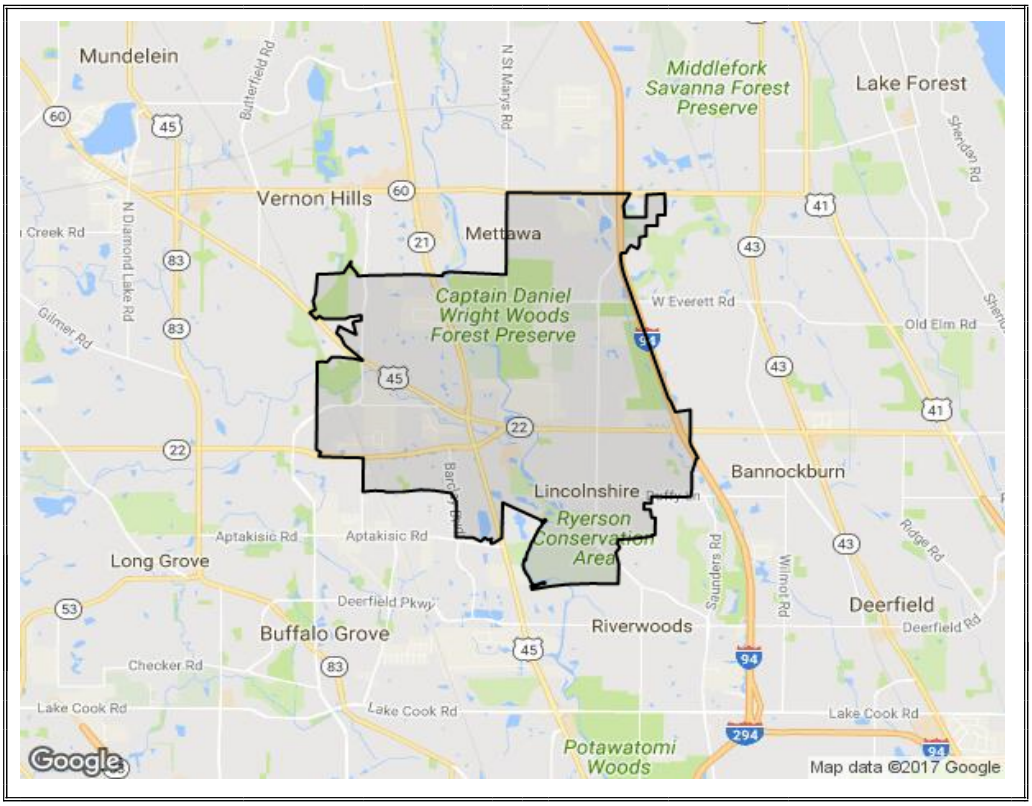
Three Sections

• The Story **View** Report presents 10 demographic indicators of your study area.

• The **TrendView** provides four graphs that reflect the more significant demographic trends that will shape the study area in the 5 to 10 year future.

• The **ThemeView** Report provides a wealth of demographic detail across six themes: People, Households, Families, Diversity, Housing and Work.

THE STUDY AREA



More Information

Please refer to the last page of the report for additional notes and interpretation aides in reading the report.

StoryView

Significant Demographic Indicators of the Study Area's Story

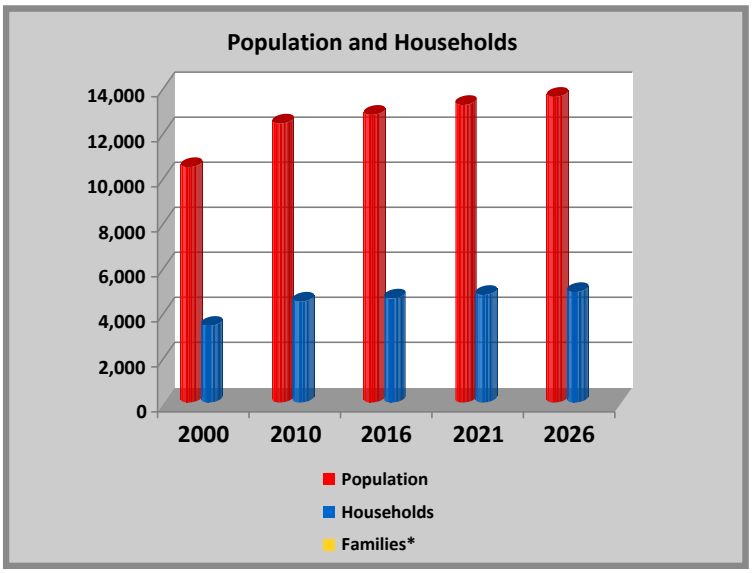
1	**Population Change** In the 10 year future, how is the population in this area expected to change? (See the Population Theme)	Significant Decline	Moderate Decline	Little Change	**Moderate Growth**	Significant Growth
2	**Household Change** In the 10 year future, how are the households in this area expected to change? (See Households Theme)	Significant Decline	Moderate Decline	Little Change	**Moderate Increase**	Significant Increase
3	**Families with Children** Compared to the state, are families with children more or less likely to live in two parent households? (See Families Theme)	Significantly Less	Somewhat Less	**About the Same**	Somewhat More	Significantly More
4	**Adult Educational Attainment** For this area, what is the general level of education of the adults 25 and older? (See the People Theme)	Very Low	Low	Mixed	High	**Very High**
5	**Community Diversity Index** How diverse is the racial/ethnic mix of this area? (See the Diversity Theme)	Very Homogeneous	**Homgeneous**	Moderately Diverse	Very Diverse	Extremely Diverse
6	**Median Family Income** How does the median family income compare to the state for this area? (See the Income Theme)	Significantly Less	Somewhat Less	About the Same	Somewhat Greater	**Significantly Greater**
7	**Poverty** Compared to the state, are the number of families in poverty above or below the state average? (See the Families Theme)	**Significantly Below**	Somewhat Below	About the Same	Somewhat Above	Significantly Above
8	**Blue to White Collar Occupations** On a continuum between blue collar and white collar occupations, where does this area fall? (See the Work Theme)	Very Blue Collar	Somewhat Blue	Closely Split	Somewhat White	**Very White Collar**
9	**Largest Racial/Ethnic Group** In this area, which racial/ethnic group is the largest percentage of the population? (See the Diversity Theme)	Asian (NH)	Black/Afri American (NH)	**White (NH)**	Hispanic or Latino	Pac Is/Amer Ind/Other

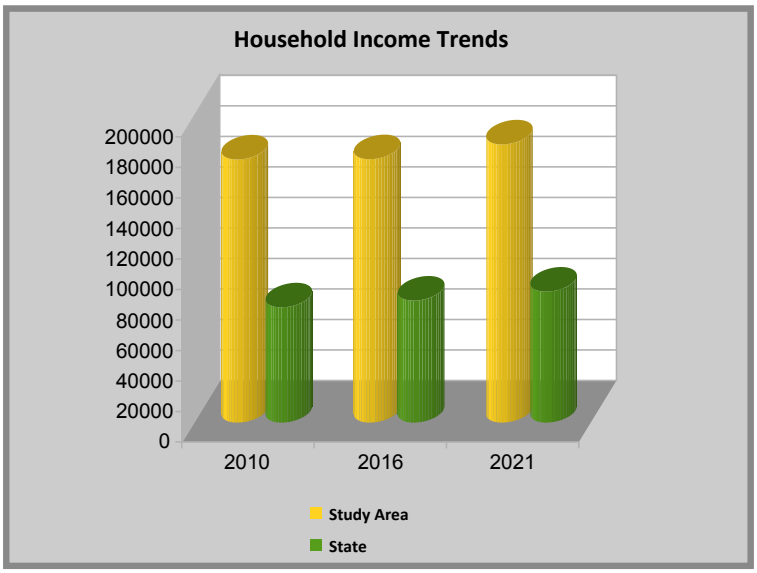
TrendView

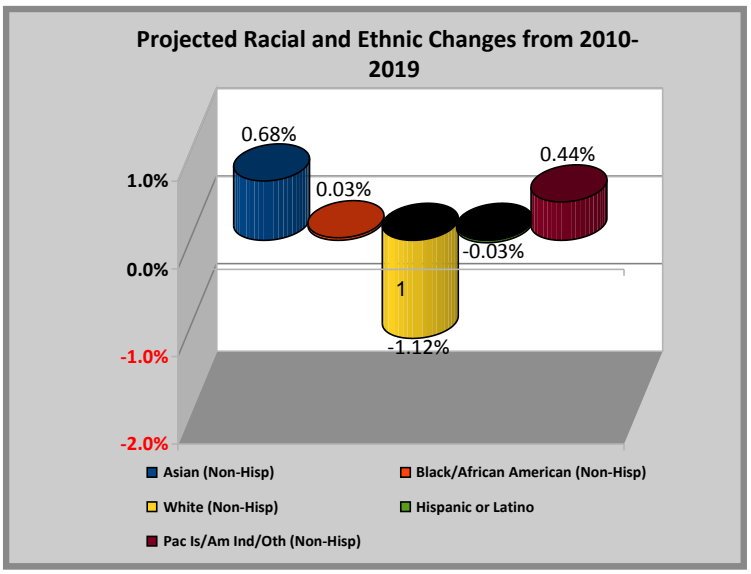
Significant Demographic Estimates and Projections

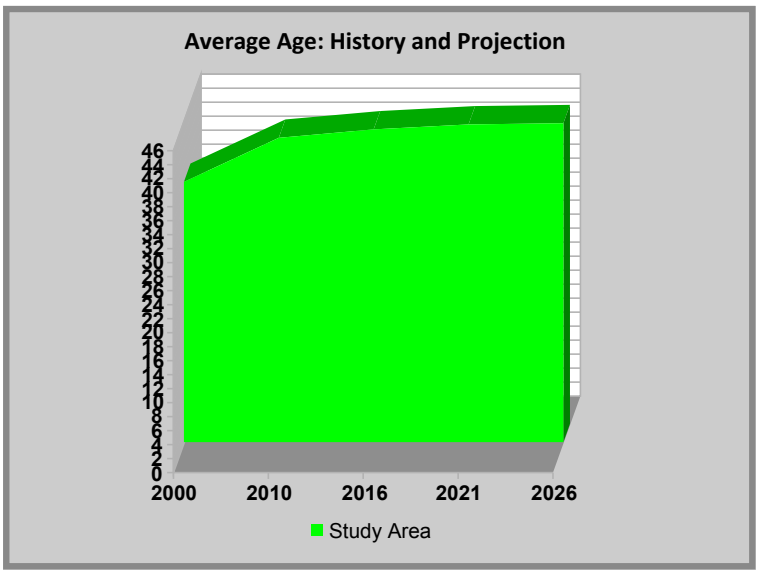
Prepared for: Lincolnshire Prairieview School District 103
Study Area: Lincolnshire Prairieview School District 103

Base State: IL
Date of Report: 1/18/2017









NOTE: Family Household data is not projected out 10 years.

ThemeView

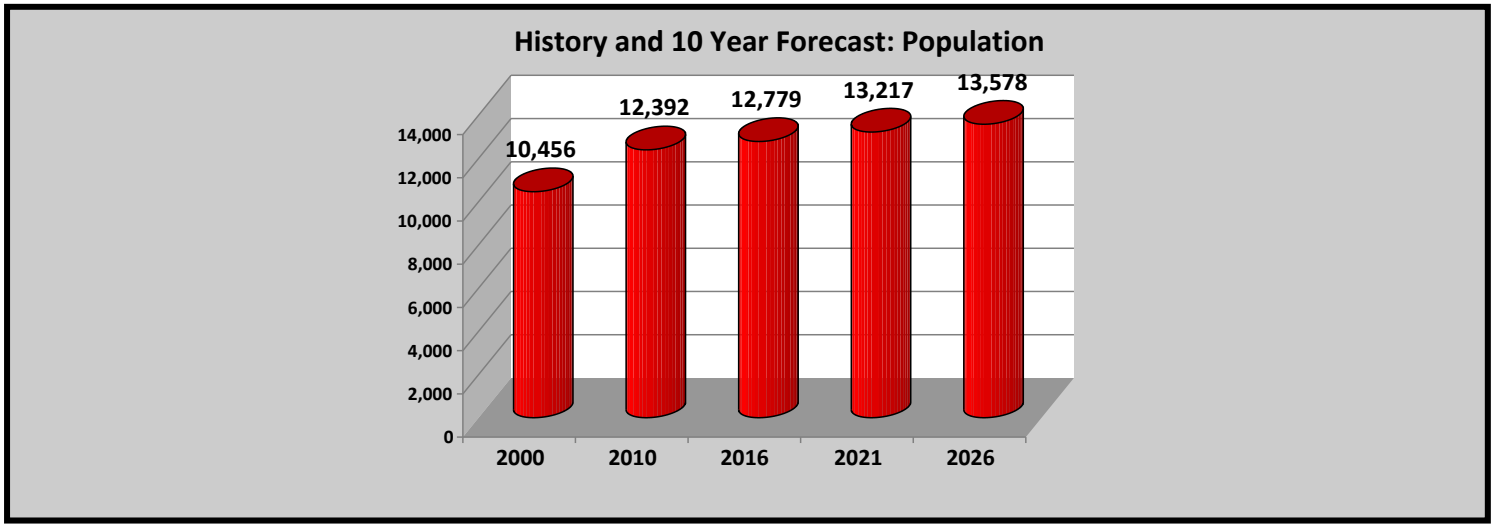
Demographic Descriptions of the Study Area

Prepared for: Lincolnshire Prairieview School District 103
Study Area: Lincolnshire Prairieview School District 103
Base State: IL
Date of Report: 1/18/2017

People and Change

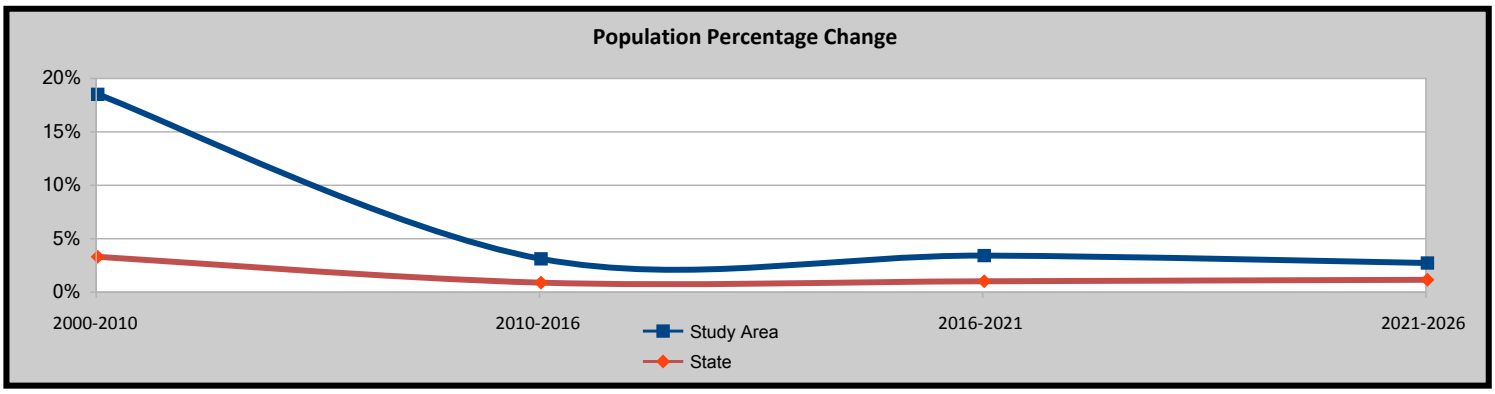
Population is the most basic demographic characteristic. It indicates how many persons reside within an area and how that total changes over time, including a current estimate and, 5 and 10 year forecast.

Population History with 5 and 10 Year Projected Change



Population Trends	2000	2010	2016	2021	2026
Study Area Population	10,456	12,392	12,779	13,217	13,578
Population Change		1,936	387	438	361
Percent Change		18.52%	3.12%	3.43%	2.73%
State Population	12,419,283	12,830,632	12,945,313	13,077,477	13,229,213
Population Change		411,349	114,681	132,164	151,736
Percent Change		3.31%	0.89%	1.02%	1.16%

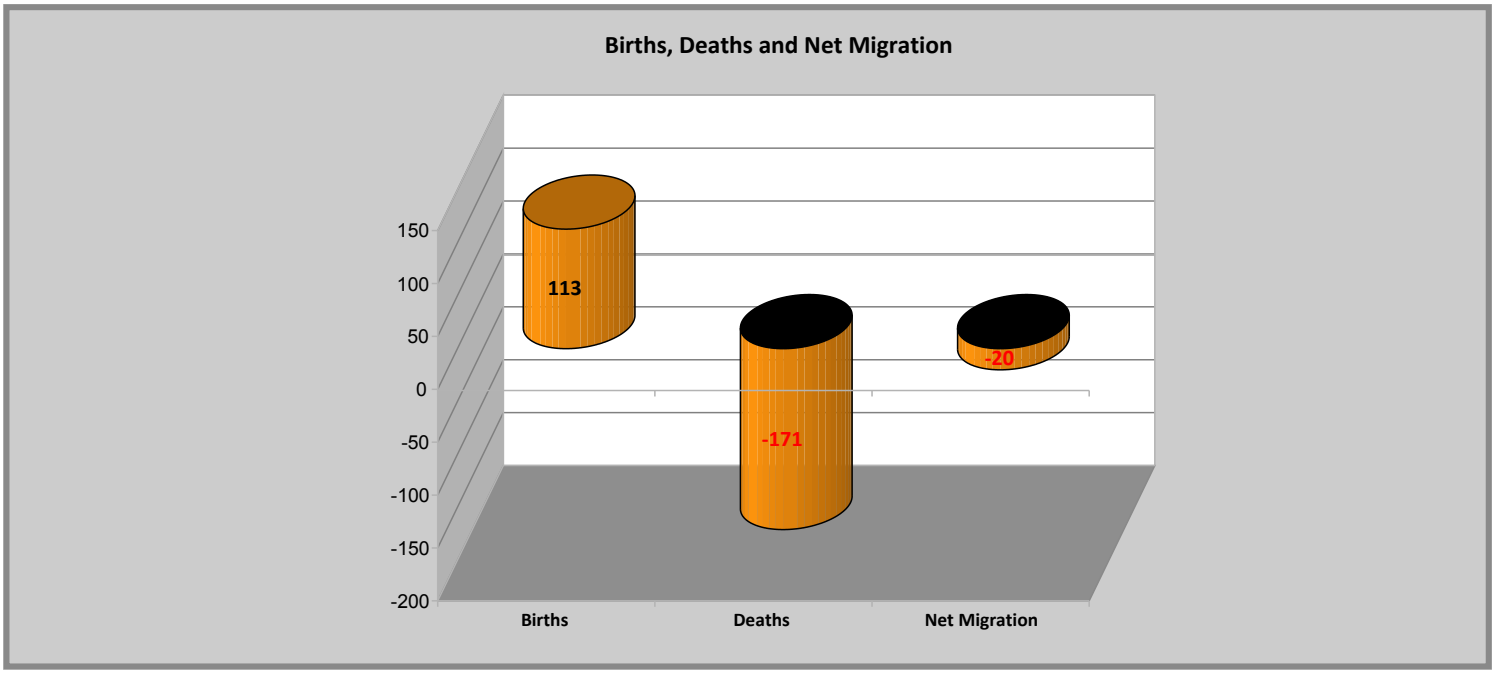
Projected Percentage Population Change: Comparison of Study Area to State



People and Change

Recent 8 Quarter History	2014 3rd Qtr	2014 4th Qtr	2015 1st Qtr	2015 2nd Qtr	2015 3rd Qtr	2015 4th Qtr	2016 1st Qtr	2016 2nd Qtr
Population	12,897	12,918	12,941	12,907	12,857	12,865	12,796	12,774
Change		21	23	-34	-50	8	-69	-22
Percent Change		*0.16%*	*0.18%*	*-0.26%*	*-0.39%*	*0.06%*	*-0.54%*	*-0.17%*
Seasonal Population	131	95	0	49	129	101	2	49
Change		-36	-95	49	80	-28	-99	47
Percent Change		*-27.48%*	*-100.00%*	*0.00%*	*163.27%*	*-21.71%*	*-98.02%*	*2350.00%*
Transient Population	1,104	1,071	856	875	1,097	1,109	916	875
Change		-33	-215	19	222	12	-193	-41
Percent Change		*-2.99%*	*-20.07%*	*2.22%*	*25.37%*	*1.09%*	*-17.40%*	*-4.48%*

Factors Effecting Population Change: Prior 12 Months



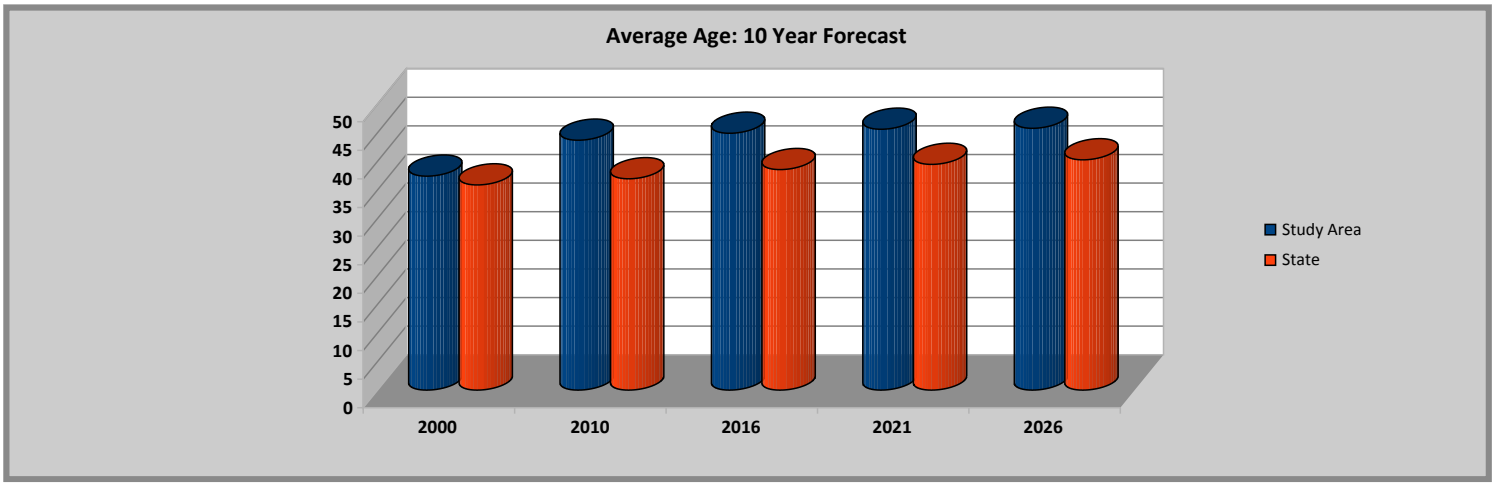
	2016
Factors Effecting Population Change	
Births	113
Deaths	171
Net Migration	-20
Net 12-Month Change	-78

(Births minus deaths plus net migration = Net 12 month Change)

	2010		2016		2021		2026		10 Yr Change
Population by Gender									
Female	6,450	*52.05%*	6,694	*52.38%*	6,913	*52.30%*	7,086	*52.19%*	*-0.19%*
Male	5,942	*47.95%*	6,086	*47.62%*	6,305	*47.70%*	6,492	*47.81%*	*0.19%*
Totals:	**12,392**	**100.00%**	**12,780**	**100.00%**	**13,218**	**100.00%**	**13,578**	**100.00%**	

People by Age

Average Age with State Comparison

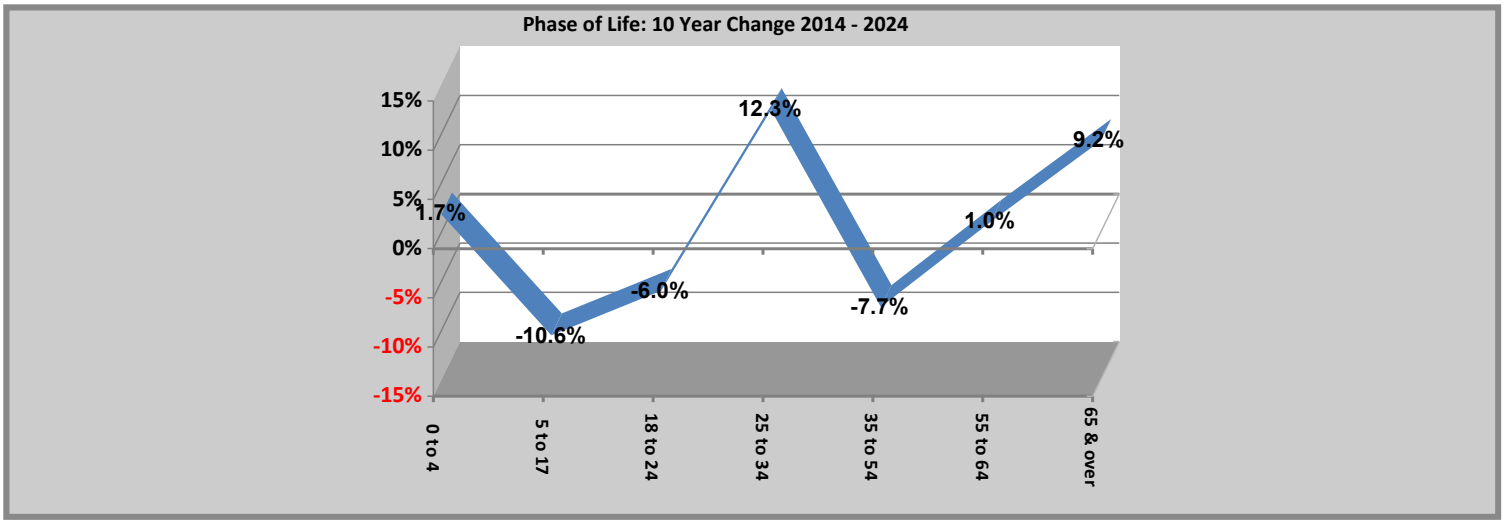


Age Trends	2000	2010	2016	2021	2026
Average Age: Study Area	37.39	43.68	44.89	45.59	45.76
Average Age Change		6.28	1.21	0.70	0.17
Percent Change		*16.80%*	*2.78%*	*1.57%*	*0.36%*
Median Age	40	46	48	50	48

Age: State	2000	2010	2016	2021	2026
Average Age: State	35.86	36.94	38.54	39.45	40.25
Average Age Change		1.07	1.61	0.91	0.79
Percent Change		*3.00%*	*4.35%*	*2.36%*	*2.01%*
Median Age	34	36	37	38	38

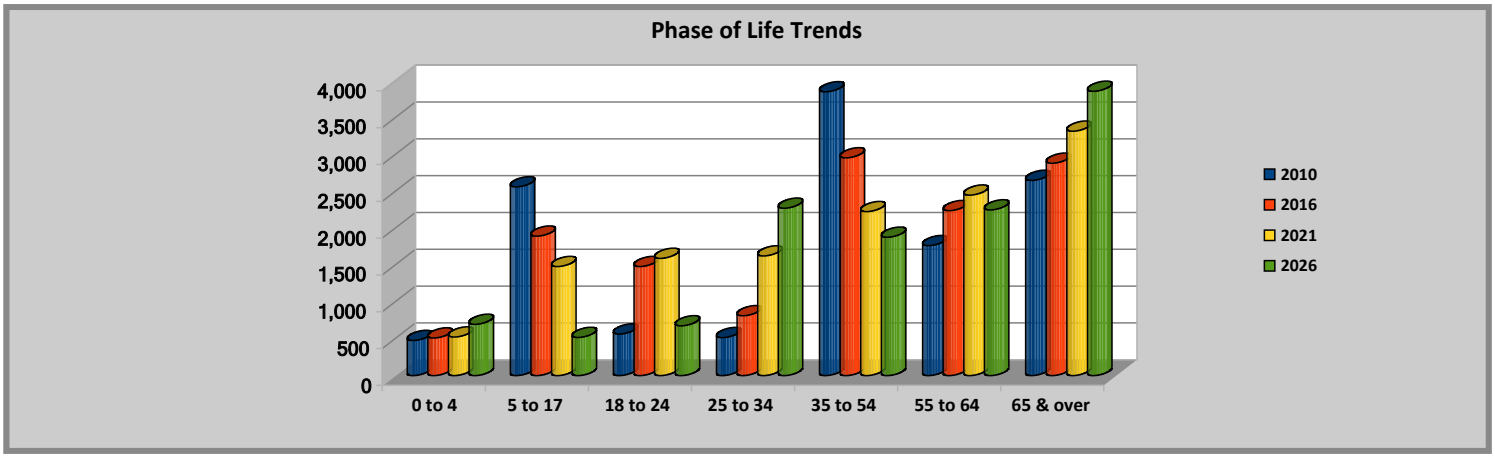
Phase of Life Projected Change

As people Age, they pass through various life phases. Based upon the number of persons born each year, the result can produce increases and decreases in various life phases.

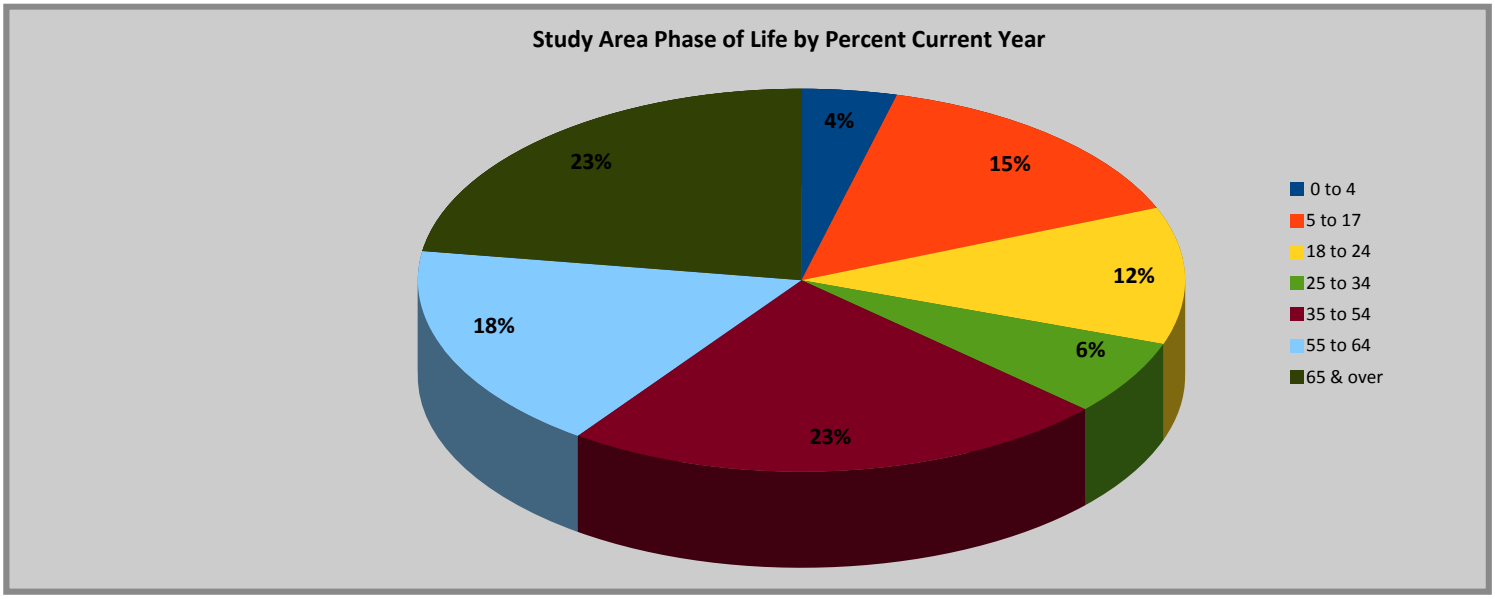


People by Age

Phase of Life



Current Year Population by Phase of Life

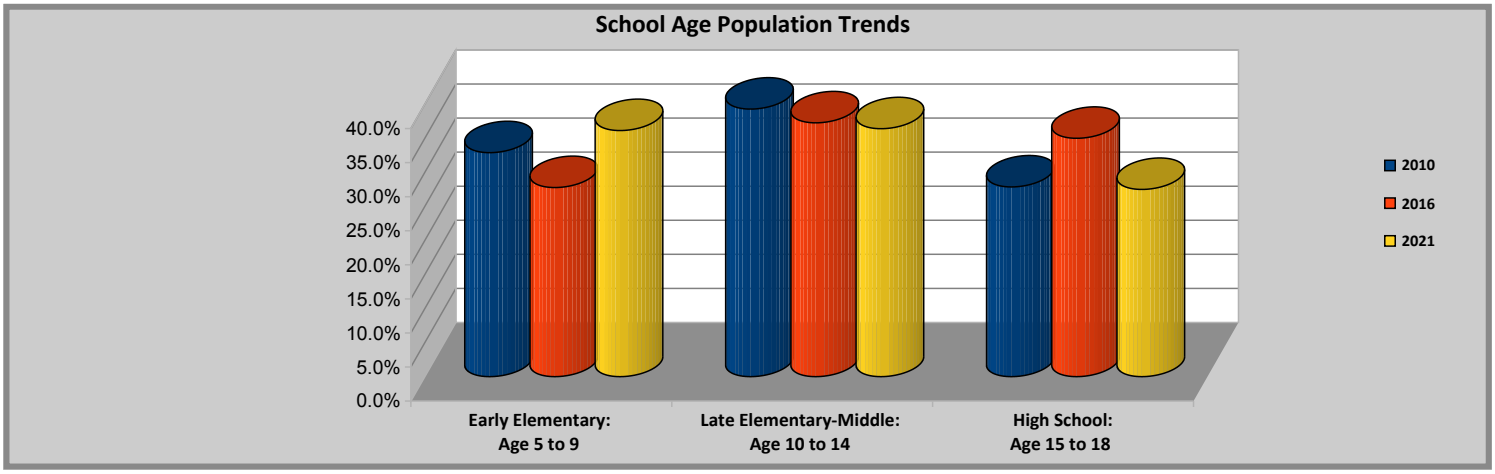


	2010		2016		2021		2026		10 Yr Change
Phase of life Forecast									
Before Formal Schooling: Ages 0 to 4	477	*3.85%*	511	*4.00%*	524	*3.96%*	696	*5.73%*	*1.73%*
Required Formal Schooling: Ages 5 to 17	2,563	*20.68%*	1,894	*14.82%*	1,481	*11.20%*	518	*4.26%*	*-10.56%*
College/Career Starts: Ages 18 to 24	565	*4.56%*	1,481	*11.59%*	1,592	*12.04%*	676	*5.56%*	*-6.03%*
Singles and Young Families: Ages 25 to 34	516	*4.16%*	813	*6.36%*	1,625	*12.29%*	2,273	*18.70%*	*12.34%*
Families/Empty Nesters: Ages 35 to 54	3,854	*31.10%*	2,957	*23.14%*	2,227	*16.85%*	1,879	*15.46%*	*-7.68%*
Enrich Years Singles/Couples: Ages 55 to 64	1,765	*14.24%*	2,240	*17.53%*	2,451	*18.54%*	2,250	*18.51%*	*0.99%*
Retirement Opportunities: Age 65 and over	2,651	*21.39%*	2,884	*22.57%*	3,319	*25.11%*	3,861	*31.77%*	*9.20%*
Totals:	**12,391**	***100.00%***	**12,780**	***100.00%***	**13,219**	***100.00%***	**12,153**	***100.00%***	

Phase of Life presents how a community changes and people age through their various life phases.

People by Age

School Age Population Trends



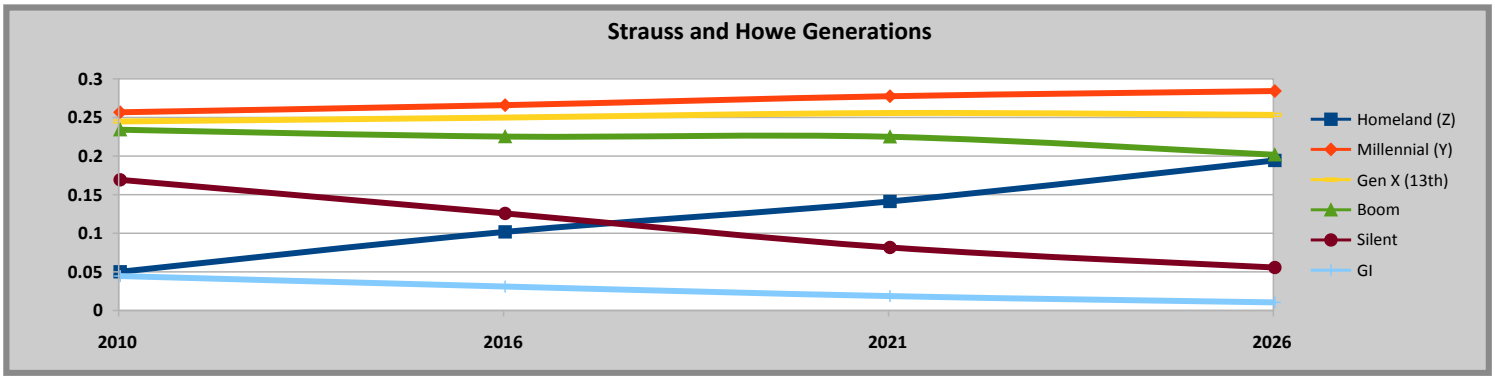
	Study Area						IL			Comp
	2010		2016		2021	5 Yr Chg	2010	2016	2021	Index CY
School Age Population Trends										
Early Elem: 5 to 9	843	*32.88%*	526	*27.76%*	535	*36.12%*	*8.37%*	*37.47%*	*38.00%*	*39.53%*	73
Late Elem-Mid: 10 to 14	1,007	*39.27%*	706	*37.26%*	539	*36.39%*	*-0.86%*	*38.34%*	*37.99%*	*37.55%*	98
High School: 15 to 17	714	*27.85%*	663	*34.99%*	407	*27.48%*	*-7.51%*	*24.19%*	*24.02%*	*22.92%*	146
Totals:	**2,564**	***100.00%***	**1,895**	***100.00%***	**1,481**	***100.00%***		***100.00%***	***100.00%***	***100.00%***	

Age by Generations

Generations	S & H Type	Initial Birth Yr	Final Birth Yr		2010		2016		2021		2026	
Homeland (Z)	Artist	2005	2025		622	*5.02%*	1,302	*10.19%*	1,867	*14.13%*	2,639	*19.44%*
Millennial (Y)	Hero	1982	2004		3,181	*25.68%*	3,400	*26.60%*	3,669	*27.76%*	3,860	*28.43%*
Gen X (13th)	Nomad	1961	1981		3,035	*24.49%*	3,195	*25.00%*	3,381	*25.58%*	3,441	*25.34%*
Boom	Prophet	1946	1960		2,901	*23.41%*	2,880	*22.53%*	2,974	*22.50%*	2,739	*20.17%*
Silent	Artist	1925	1945		2,098	*16.93%*	1,607	*12.57%*	1,079	*8.16%*	757	*5.57%*
GI	Hero	1901	1924		553	*4.46%*	398	*3.11%*	247	*1.87%*	143	*1.05%*
				Totals:	**12,390**	***100.00%***	**12,782**	***100.00%***	**13,217**	***100.00%***	**13,578**	***100.00%***

For more information on Generational types, go to http://www.fourthturning.com/

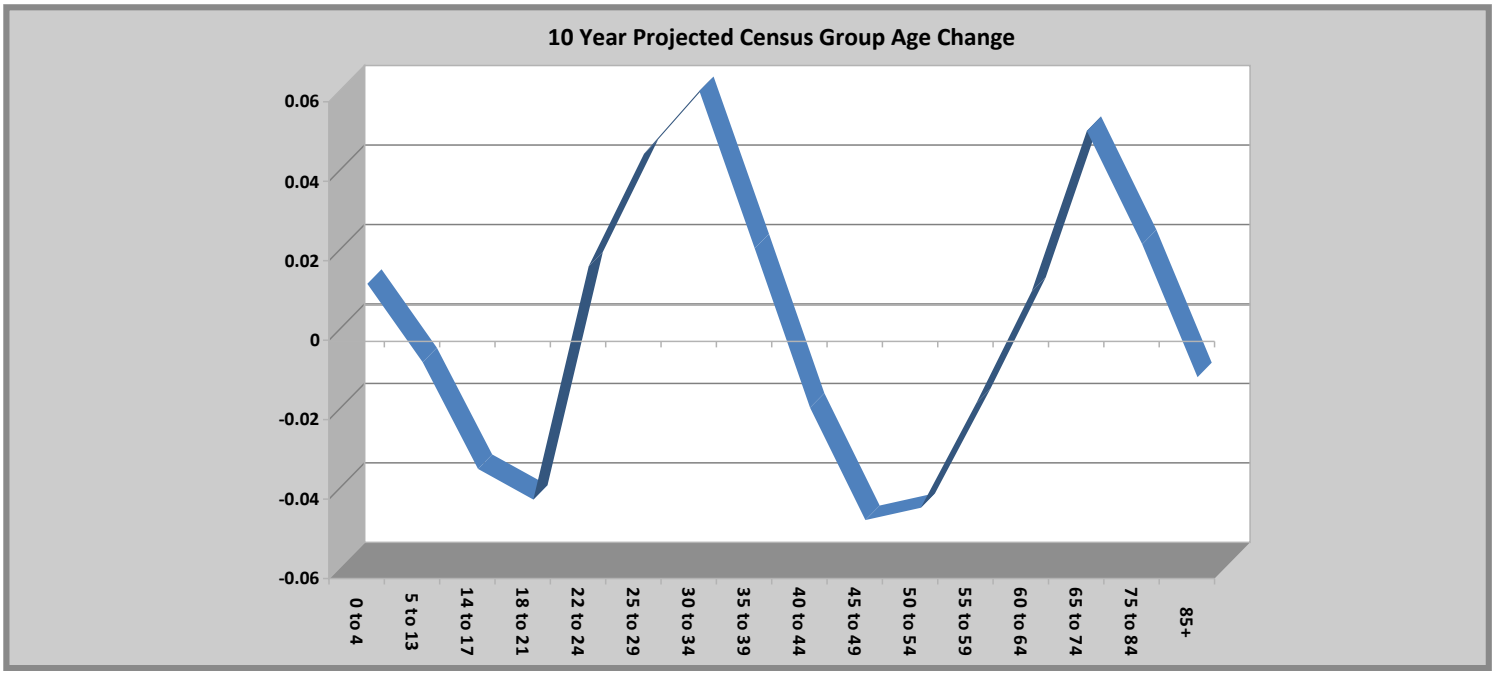
Generations as Percentage of the Population Trends



People by Age

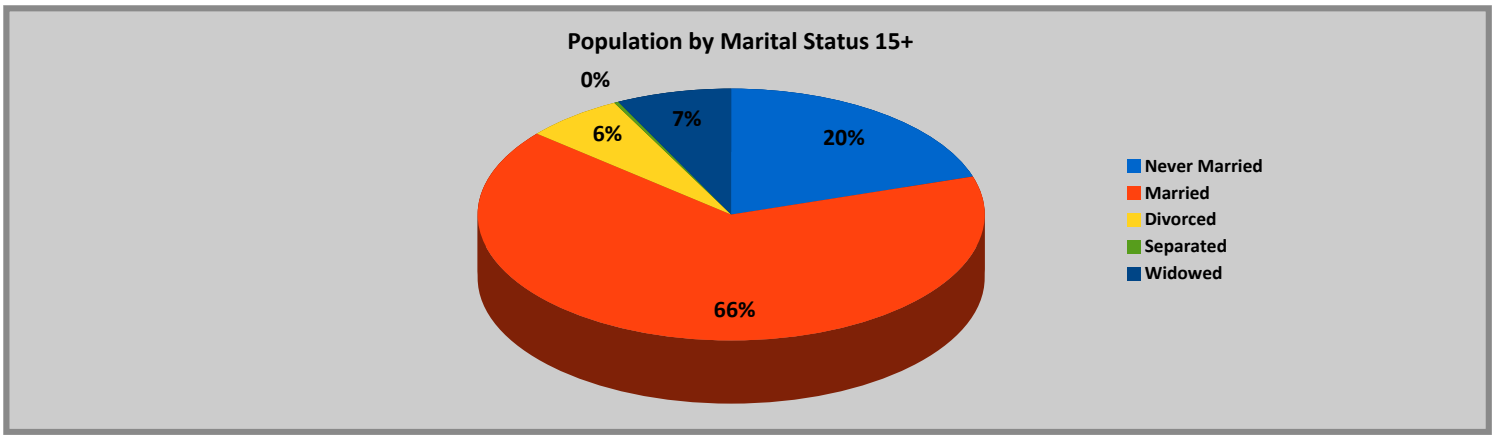
	2010		2016		2021		2026		10 Yr Change
Population by Age Forecast									
0 to 4	477	*3.85%*	511	*4.00%*	524	*3.96%*	696	*5.13%*	*1.13%*
5 to 13	1,633	*13.18%*	1,054	*8.25%*	950	*7.19%*	1,005	*7.40%*	*-0.85%*
14 to 17	930	*7.51%*	840	*6.57%*	531	*4.02%*	413	*3.04%*	*-3.53%*
18 to 21	342	*2.76%*	1,044	*8.17%*	877	*6.63%*	525	*3.87%*	*-4.30%*
22 to 24	224	*1.81%*	436	*3.41%*	715	*5.41%*	676	*4.98%*	*1.57%*
25 to 29	248	*2.00%*	522	*4.09%*	1,073	*8.12%*	1,152	*8.48%*	*4.40%*
30 to 34	267	*2.15%*	291	*2.28%*	552	*4.18%*	1,121	*8.26%*	*5.98%*
35 to 39	599	*4.83%*	290	*2.27%*	315	*2.38%*	582	*4.29%*	*2.02%*
40 to 44	960	*7.75%*	564	*4.41%*	317	*2.40%*	329	*2.42%*	*-1.99%*
45 to 49	1,159	*9.35%*	932	*7.29%*	609	*4.61%*	336	*2.47%*	*-4.82%*
50 to 54	1,136	*9.17%*	1,171	*9.16%*	985	*7.45%*	632	*4.65%*	*-4.51%*
55 to 59	978	*7.89%*	1,192	*9.33%*	1,225	*9.27%*	1,011	*7.45%*	*-1.88%*
60 to 64	787	*6.35%*	1,048	*8.20%*	1,226	*9.28%*	1,239	*9.13%*	*0.92%*
65 to 74	1,067	*8.61%*	1,464	*11.46%*	1,897	*14.35%*	2,231	*16.43%*	*4.97%*
75 to 84	1,009	*8.14%*	875	*6.85%*	964	*7.29%*	1,218	*8.97%*	*2.12%*
85+	575	*4.64%*	544	*4.26%*	458	*3.46%*	412	*3.03%*	*-1.22%*
Totals:	**12,391**	***100.00%***	**12,778**	***100.00%***	**13,218**	***100.00%***	**13,578**	***100.00%***	

Age Category Changes



People by Household Type and Marital Status

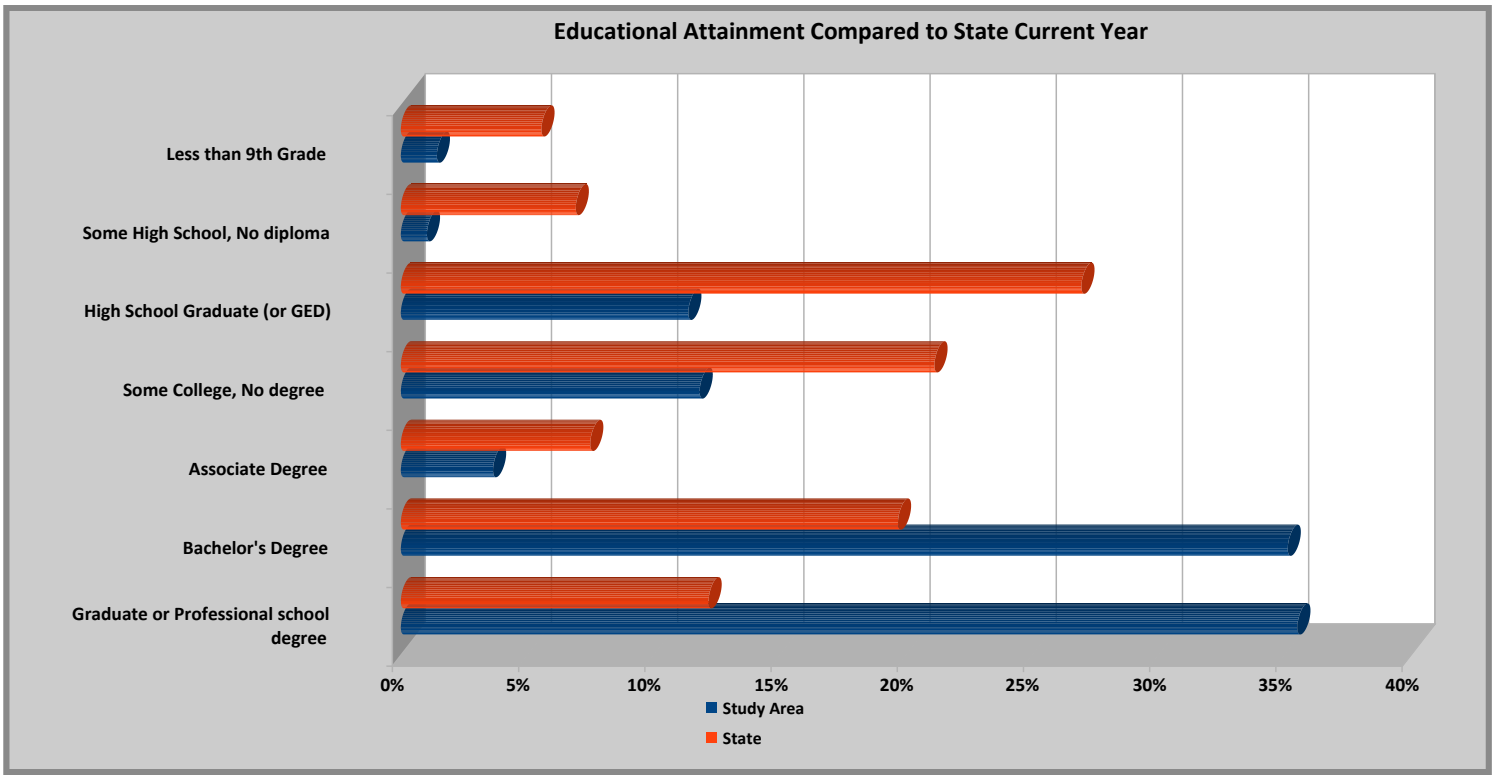
Population by Household Type



	Study Area							State of IL		Comp
	2010		2016		2021		5 Yr Chg	2016		Index CY
Population by Household Type Trends										
Population in Family Households	10,763	*86.85%*	11,103	*86.88%*	11,494	*86.96%*	*0.08%*	10,564,161	*81.61%*	106
Population in Non-Family Households	1,348	*10.88%*	1,383	*10.82%*	1,420	*10.74%*	*-0.08%*	2,078,023	*16.05%*	67
Population in Group Quarters	281	*2.27%*	294	*2.30%*	304	*2.30%*	*-0.00%*	303,129	*2.34%*	98
Totals:	**12,392**	***100.00%***	**12,780**	***100.00%***	**13,218**	***100.00%***		**12,945,313**	***100.00%***	
Population by Marital Status 15+										
Never Married	1,875	*18.24%*	2,255	*20.11%*	2,356	*20.06%*	*-0.05%*	3,506,508	*32.97%*	61
Married	7,074	*68.80%*	7,400	*65.99%*	7,789	*66.32%*	*0.33%*	5,275,777	*49.60%*	133
Divorced	605	*5.88%*	703	*6.27%*	720	*6.13%*	*-0.14%*	1,000,949	*9.41%*	67
Separated	19	*0.18%*	31	*0.28%*	32	*0.27%*	*-0.00%*	187,081	*1.76%*	16
Widowed	709	*6.90%*	824	*7.35%*	847	*7.21%*	*-0.14%*	666,174	*6.26%*	117
Totals:	**10,282**	***100.00%***	**11,213**	***100.00%***	**11,744**	***100.00%***		**10,636,489**	***100.00%***	
Population by Marital Status Single Female 15+										
Divorced	381	*21.50%*	408	*19.70%*				572,817	*20.67%*	95
Never Married	880	*49.66%*	1,070	*51.67%*				1,657,508	*59.82%*	86
Widowed	511	*28.84%*	593	*28.63%*				540,471	*19.51%*	147
Totals:	**1,772**	***100.00%***	**2,071**	***100.00%***				**2,770,796**	***100.00%***	
Population by Marital Status Single Male 15+										
Divorced	223	*15.74%*	296	*17.29%*				428,132	*17.82%*	97
Never Married	995	*70.22%*	1,185	*69.22%*				1,849,000	*76.95%*	90
Widowed	199	*14.04%*	231	*13.49%*				125,703	*5.23%*	258
Totals:	**1,417**	***100.00%***	**1,712**	***100.00%***				**2,402,835**	***100.00%***	
Population by Group Quarters										
Institutionalized	191	*68.21%*	192	*68.33%*				159,029	*53.08%*	129
Non-institutionalized: College	0	*0.00%*	0	*0.00%*				92,916	*31.01%*	0
Non-institutionalized: Military	0	*0.00%*	0	*0.00%*				12,957	*4.32%*	0
Non-institutionalized: Other	89	*31.79%*	89	*31.67%*				34,701	*11.58%*	273
Totals:	**280**	***100.00%***	**281**	***100.00%***				**299,603**	***100.00%***	

People by Education and School Enrollment

Population by Educational Attainment: 25+

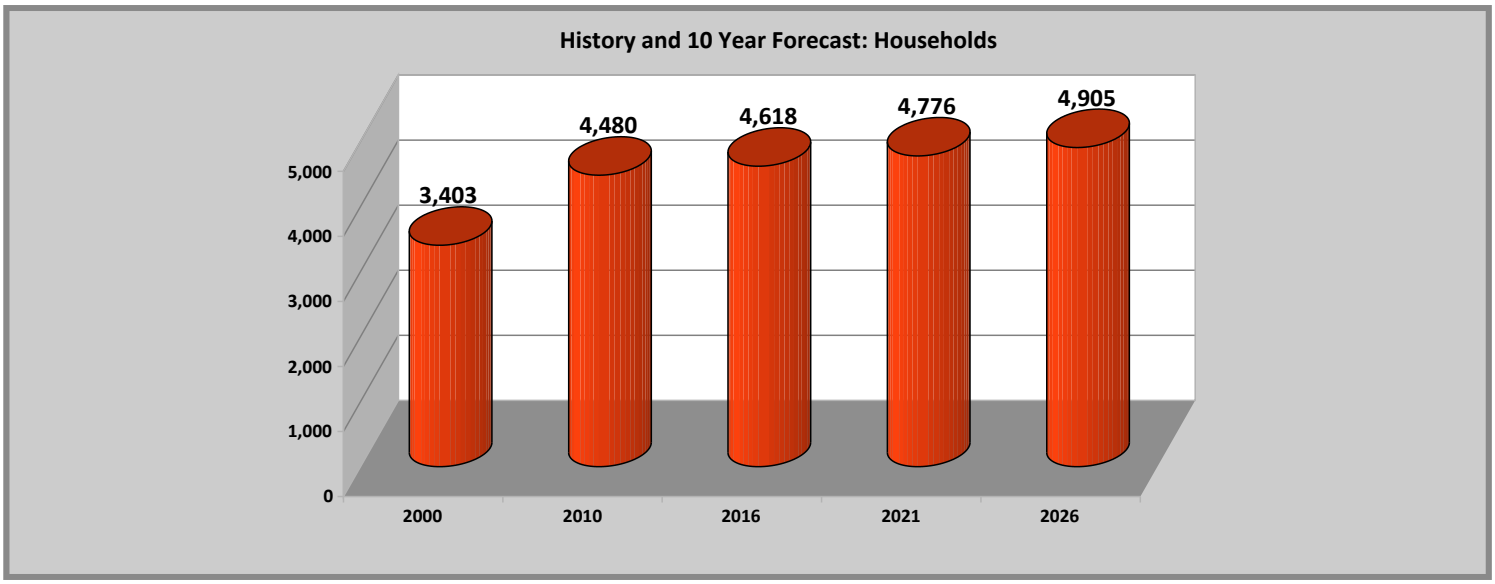


	Study Area							IL	Comp
	2010		2016		2021		5 Yr Chg	2016	Index CY
Population by Educational Attainment: 25+									
Less than 9th grade	70	*0.80%*	127	*1.43%*	157	*1.63%*	*0.20%*	*5.57%*	26
Some High School, No diploma	79	*0.90%*	92	*1.03%*	105	*1.09%*	*0.06%*	*6.93%*	15
High School Graduate (or GED)	1,040	*11.84%*	1,013	*11.39%*	1,168	*12.14%*	*0.75%*	*26.96%*	42
Some College, No degree	1,354	*15.41%*	1,053	*11.84%*	1,049	*10.90%*	*-0.94%*	*21.14%*	56
Associate Degree	301	*3.43%*	325	*3.65%*	359	*3.73%*	*0.08%*	*7.50%*	49
Bachelor's Degree	2,840	*32.33%*	3,125	*35.14%*	3,315	*34.45%*	*-0.68%*	*19.70%*	178
Graduate or Professional School	3,101	*35.30%*	3,159	*35.52%*	3,469	*36.05%*	*0.53%*	*12.19%*	291
Totals:	**8,785**	***100.00%***	**8,894**	***100.00%***	**9,622**	***100.00%***		***100.00%***	
Population: Currently Enrolled in Education									
High School			1,005	*34.23%*					
Kindergarten/Elementary School			1,695	*57.73%*					
Nursery School/Preschool			236	*8.04%*					
Totals:			**2,936**	***100.00%***					

Households and Change

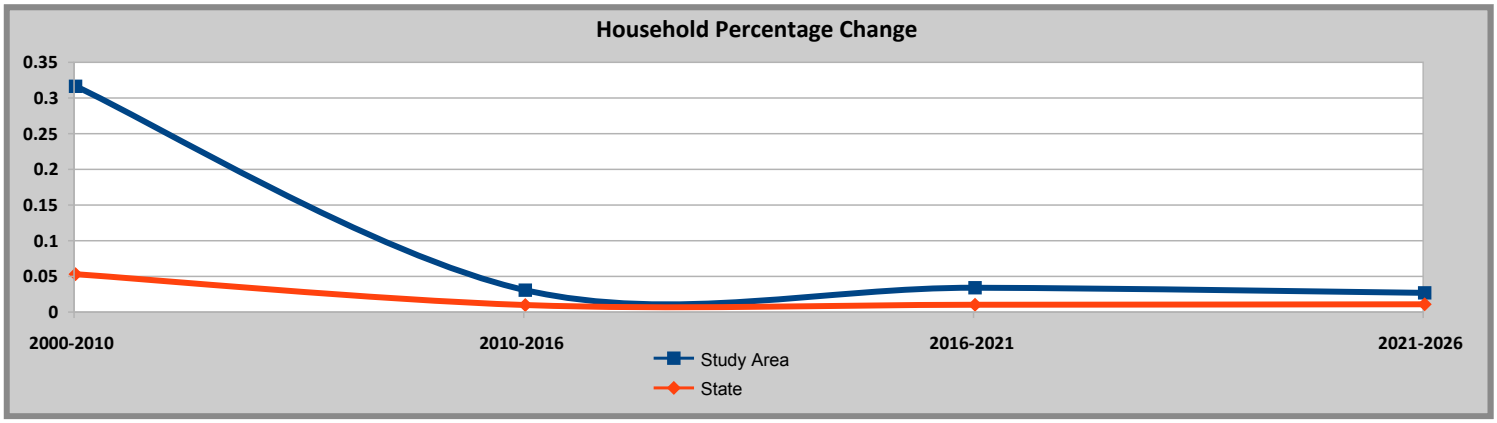
A household is defined as all people who occupy a housing unit. It includes two sub-categories: family households and non-family households. Group quarters are not included in this report.

Household History with 5 and 10 Year Projected Change



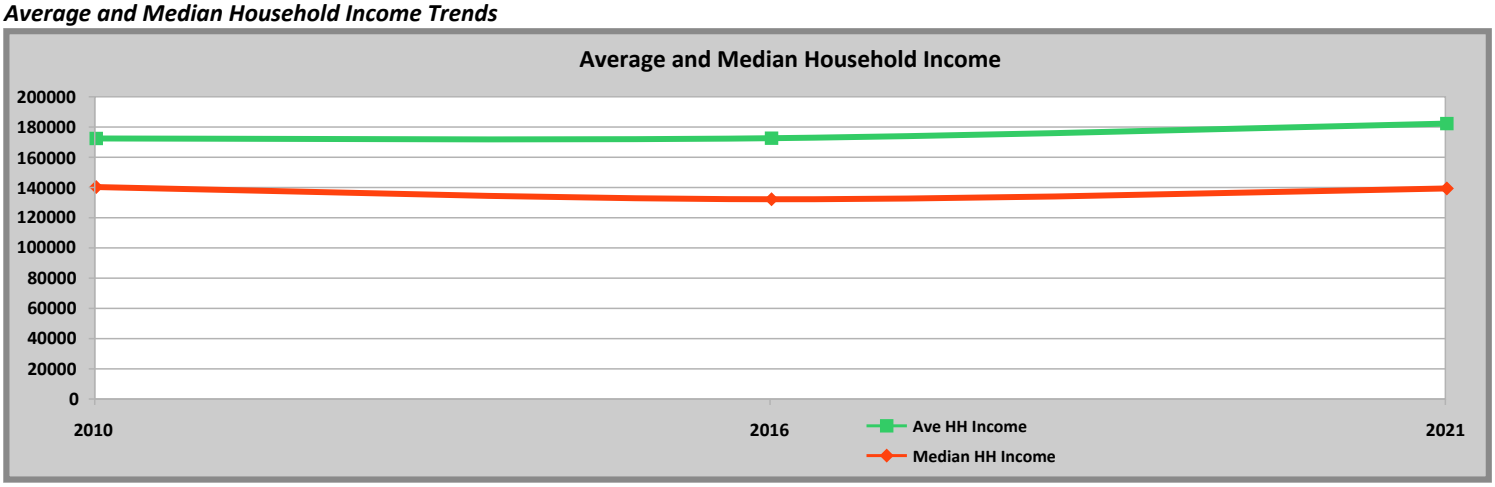
Household Trends	2000	2010	2016	2021	2026
Study Area Households	3,403	4,480	4,618	4,776	4,905
Households Change		1,077	138	158	129
Percent Change		*31.65%*	*3.08%*	*3.42%*	*2.70%*
State Households	4,592,747	4,836,972	4,884,928	4,935,252	4,989,579
Households Change		244,225	47,956	50,324	54,327
Percent Change		*5.32%*	*0.99%*	*1.03%*	*1.10%*
Population / Households	3.07	2.77	2.77	2.77	2.77
Population / Households Change		-0.31	0.00	0.00	0.00
Percent Change		*-9.98%*	*0.04%*	*0.01%*	*0.03%*

Projected Percentage Household Change: Comparison of Study Area to State



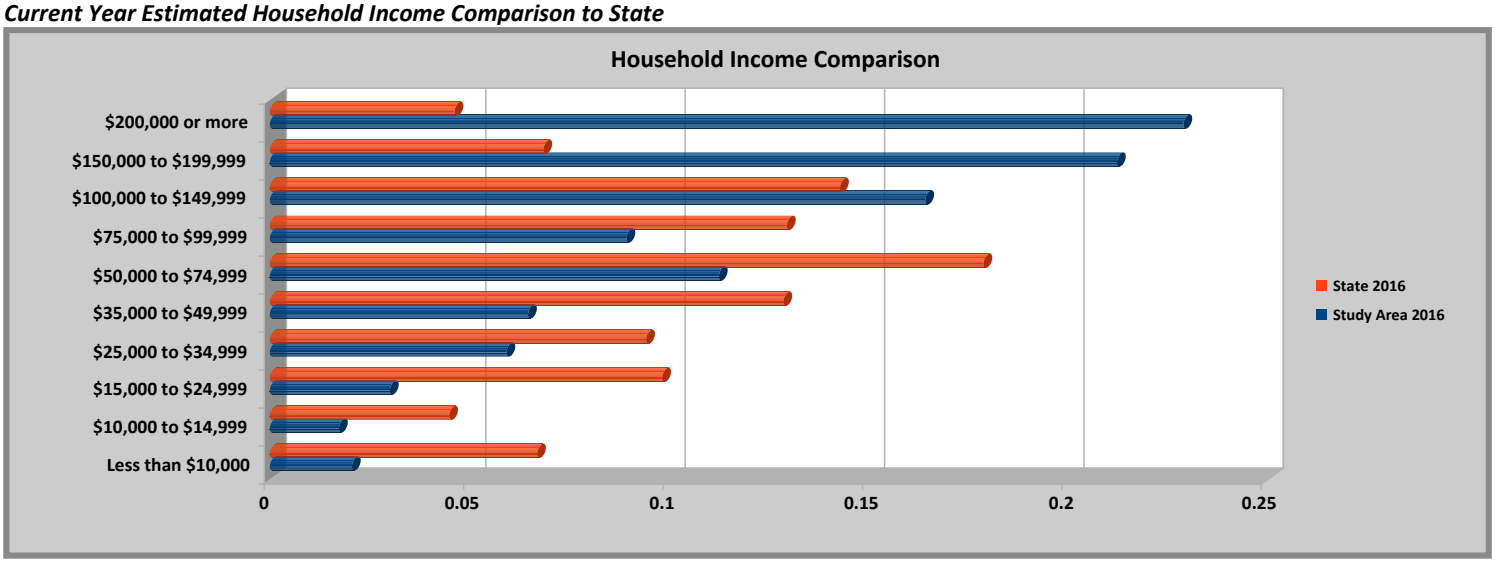
Households by Income

Average and Median Household Income Trends



Household Income Trends	2010	2016	2021
Study Area: Average HH Income	172,457	172,625	182,326
Households Change		169	9,700
Percent Change		*0.10%*	*5.62%*
Study Area: Median HH Income	140,277	132,212	139,362
Per Capita Income	62,347	62,382	65,884
Per Capita Income Change		35	3,501
Percent Change		*0.06%*	*5.61%*
State Average HH Income	75,518	79,967	85,851
Households Change		4,449	5,883
Percent Change		*5.89%*	*7.36%*
Average HH Income Comparative Index	228	216	212

Current Year Estimated Household Income Comparison to State



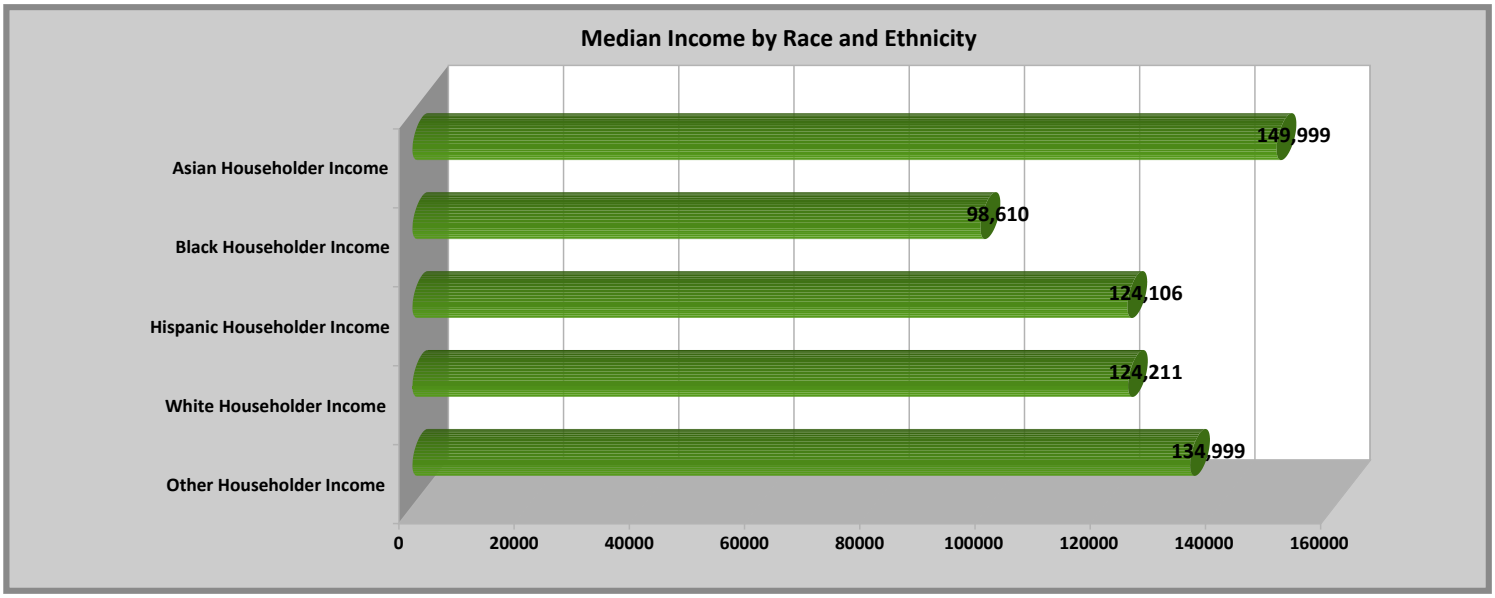
Households by Income

	Study Area							IL	Comp
	2010		2016		2021		5 Yr Chg	2016	Index CY
Household Income Forecast by Category									
Less than $10,000	105	2.34%	95	2.06%	84	1.76%	-0.30%	6.70%	31
$10,000 to $14,999	55	1.23%	80	1.73%	75	1.57%	-0.16%	4.50%	39
$15,000 to $24,999	97	2.16%	139	3.01%	128	2.68%	-0.33%	9.84%	31
$25,000 to $34,999	205	4.57%	274	5.93%	237	4.96%	-0.97%	9.44%	63
$35,000 to $49,999	255	5.69%	299	6.47%	319	6.68%	0.20%	12.88%	50
$50,000 to $74,999	385	8.59%	520	11.26%	503	10.53%	-0.73%	17.90%	63
$75,000 to $99,999	486	10.85%	413	8.94%	424	8.88%	-0.07%	12.97%	69
$100,000 to $149,999	810	18.08%	759	16.44%	785	16.44%	0.00%	14.30%	115
$150,000 to $199,999	715	15.96%	981	21.24%	674	14.11%	-7.13%	6.86%	310
$200,000 or more	1,368	30.53%	1,058	22.91%	1,547	32.39%	9.48%	4.63%	495
Totals:	**4,481**	**100.00%**	**4,618**	**100.00%**	**4,776**	**100.00%**		**100.00%**	
Family Income Forecast by Category									
Less than $10,000			37	1.05%	37	1.01%	-0.04%	4.35%	24
$10,000 to $14,999			18	0.51%	18	0.49%	-0.02%	2.84%	18
$15,000 to $24,999			36	1.02%	35	0.96%	-0.06%	7.20%	14
$25,000 to $34,999			64	1.82%	86	2.36%	0.54%	8.10%	22
$35,000 to $49,999			135	3.84%	137	3.75%	-0.08%	12.11%	32
$50,000 to $74,999			356	10.11%	365	10.00%	-0.11%	18.46%	55
$75,000 to $99,999			306	8.69%	315	8.63%	-0.06%	14.80%	59
$100,000 to $149,999			659	18.72%	684	18.74%	0.02%	17.52%	107
$150,000 to $199,999			926	26.31%	959	26.27%	-0.03%	8.77%	300
$200,000 or more			983	27.93%	1,014	27.78%	-0.15%	5.86%	477
Totals:			**3,520**	**100.00%**	**3,650**	**100.00%**		**100.00%**	
Non-family Income Forecast by Category									
Less than $10,000			25	2.27%	23	2.04%	-0.23%	8.20%	28
$10,000 to $14,999			27	2.45%	25	2.22%	-0.23%	5.34%	46
$15,000 to $24,999			51	4.63%	48	4.26%	-0.37%	10.82%	43
$25,000 to $34,999			63	5.72%	49	4.35%	-1.37%	7.64%	75
$35,000 to $49,999			85	7.71%	90	7.99%	0.28%	13.36%	58
$50,000 to $74,999			145	13.16%	142	12.61%	-0.55%	17.99%	73
$75,000 to $99,999			115	10.44%	114	10.12%	-0.31%	12.60%	83
$100,000 to $149,999			154	13.97%	163	14.48%	0.50%	13.32%	105
$150,000 to $199,999			185	16.79%	141	12.52%	-4.27%	6.11%	275
$200,000 or more			252	22.87%	331	29.40%	6.53%	4.62%	495
Totals:			**1,102**	**100.00%**	**1,126**	**100.00%**		**100.00%**	

	Study Area			IL	Comp
	2016	2021	5 Yr Chg	2016	Index CY
Household Income					
Median	132,212	139,362	7150	59,289	223
Family Median	158,044	157,715	-329	70,865	223

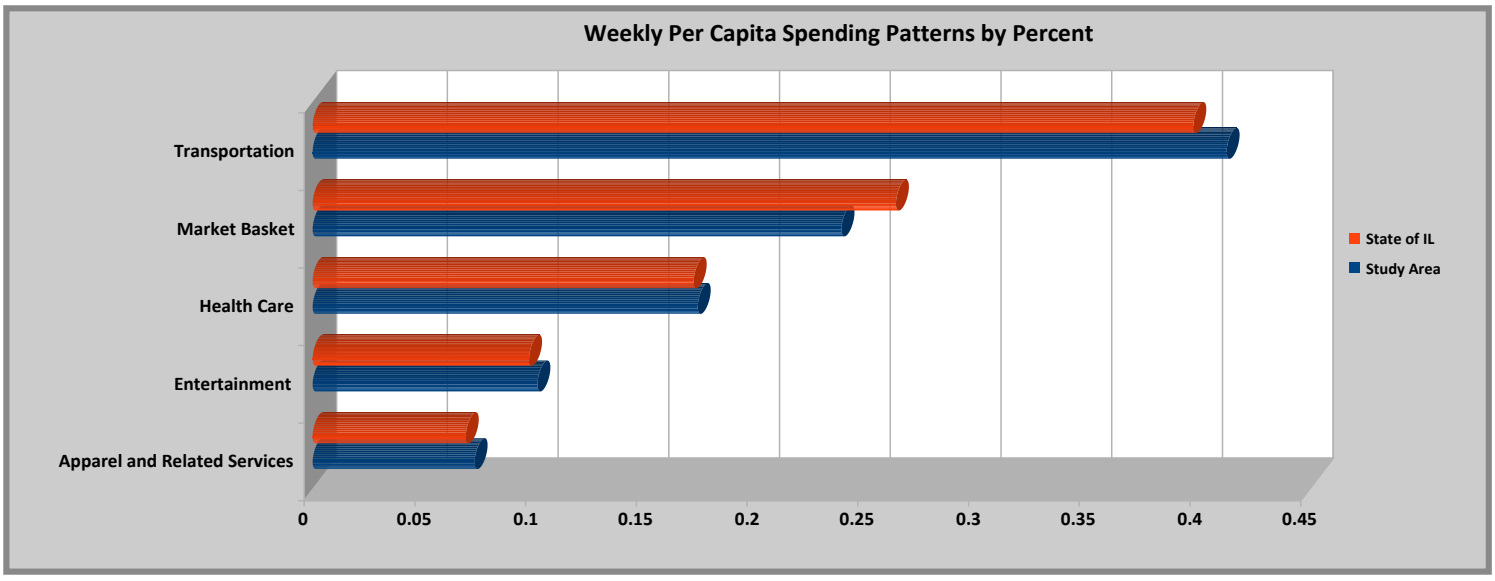
Households by Income

Median Income by Race and Ethnicity: 2016



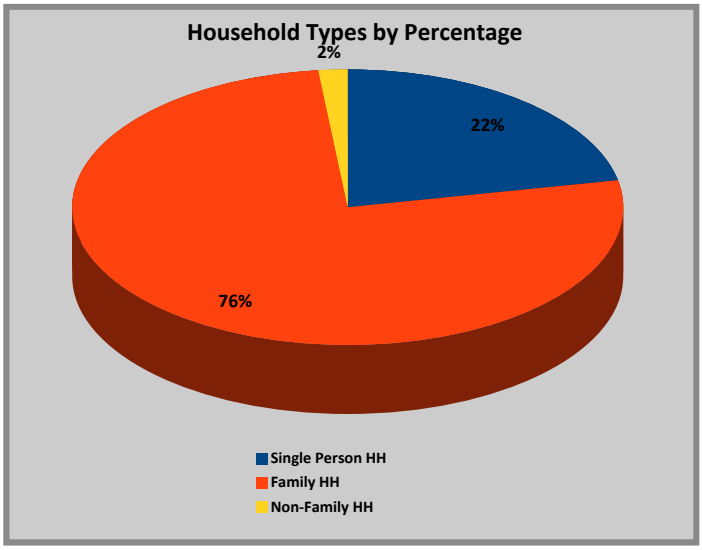
	Study Area	State of IL	Comp Index CY
2016 Median Income by Race and Ethnicity: Compared to State			
Asian Householder Income	149,999	76,939	195
Black Householder Income	98,610	36,367	271
Hispanic Householder Income	124,106	48,785	254
White Householder Income	124,211	65,492	190
Other Householder Income	134,999	51,185	264

Spending Patterns: Weekly Per Capita Consumer Expenditures

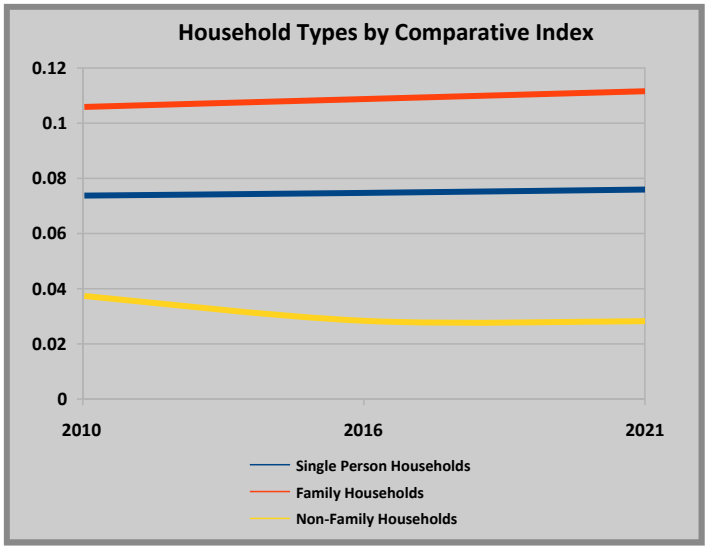


Households by Structure

Single, Family and Non-Family Households: 2016



Household Type Trends Compared to State



	Study Area			State of IL		
Household Type Trends	2010	2016	2021	2010	2016	2021
Single Person Households	993	1,018	1,044	1,346,312	1,361,729	1,374,320
Change		25	26		15,417	12,591
Percent Change		*2.52%*	*2.55%*		*1.15%*	*0.92%*
Family Households	3,371	3,518	3,650	3,182,984	3,234,179	3,270,932
Change		147	132		51,195	36,753
Percent Change		*4.36%*	*3.75%*		*1.61%*	*1.14%*
Non-Family Households	115	82	82	307,676	289,020	290,000
Change		-33	0		-18,656	980
Percent Change		*-28.70%*	*0.00%*		*-6.06%*	*0.34%*

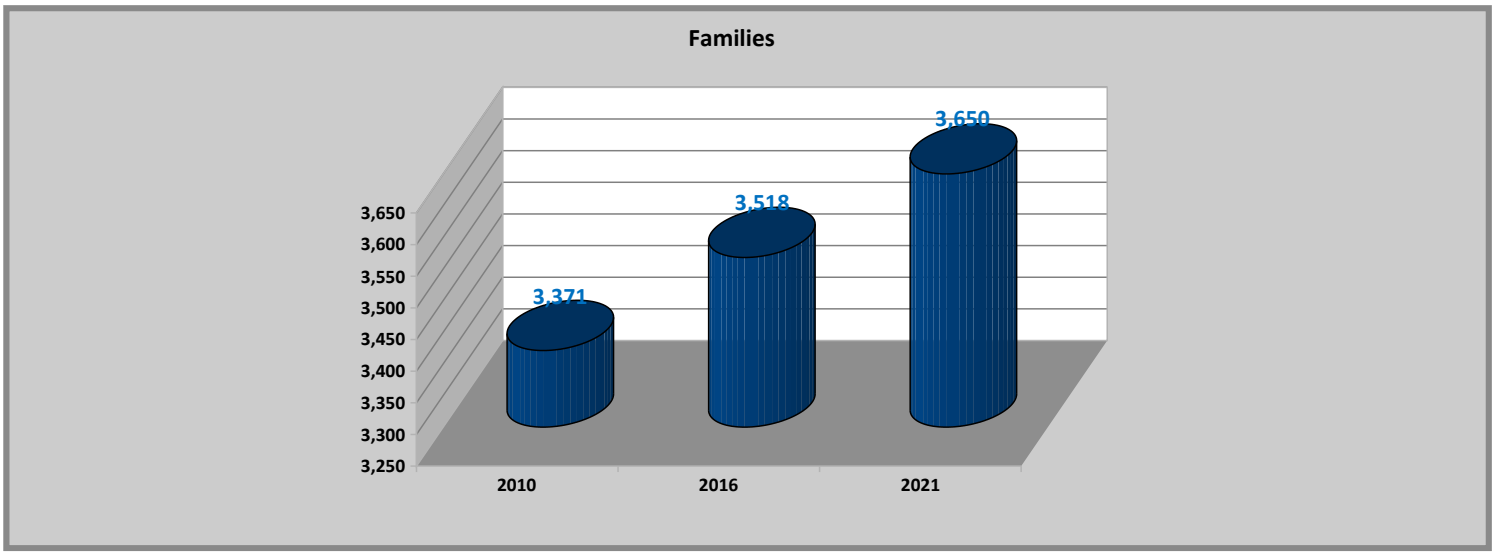
Households by Structure

	Study Area							IL	Comp
	2010		2016		2021		5 Yr Chg	2016	Index CY
Households by Size									
1-person household	993	*22.17%*	1,018	*22.04%*	1,044	*21.86%*	*-0.18%*	*27.88%*	79
2-person household	1,597	*35.66%*	1,640	*35.51%*	1,696	*35.52%*	*0.01%*	*31.21%*	114
3-person household	651	*14.53%*	679	*14.70%*	706	*14.79%*	*0.08%*	*15.62%*	94
4-person household	833	*18.60%*	862	*18.67%*	895	*18.74%*	*0.08%*	*13.64%*	137
5-person household	308	*6.88%*	317	*6.86%*	328	*6.87%*	*0.00%*	*6.83%*	100
6-person household	73	*1.63%*	76	*1.65%*	78	*1.63%*	*-0.01%*	*2.77%*	59
7-or-more person household	24	*0.54%*	26	*0.56%*	28	*0.59%*	*0.02%*	*2.05%*	27
Totals:	**4,479**	***100.00%***	**4,618**	***100.00%***	**4,775**	***100.00%***		***100.00%***	
Non-Family Households by Size									
1-person household	993	*89.62%*	1,018	*92.55%*				*82.49%*	112
2-person household	107	*9.66%*	46	*4.18%*				*13.83%*	30
3-person household	4	*0.36%*	15	*1.36%*				*2.05%*	66
4-person household	3	*0.27%*	5	*0.45%*				*0.89%*	51
5-person household	1	*0.09%*	6	*0.55%*				*0.31%*	174
6-person household	0	*0.00%*	6	*0.55%*				*0.22%*	250
7-or-more person household	0	*0.00%*	4	*0.36%*				*0.21%*	175
Totals:	**1,108**	***100.00%***	**1,100**	***100.00%***				***100.00%***	
Single by Gender or Family Households									
Female Householder	222	*6.59%*	223	*6.34%*				*19.45%*	33
Male Householder	86	*2.55%*	107	*3.04%*				*6.96%*	44
Married Couple	3,063	*90.86%*	3,188	*90.62%*				*73.59%*	123
Totals:	**3,371**	***100.00%***	**3,518**	***100.00%***				***100.00%***	
Non-Family Households by Gender									
Female Not living alone	55	*4.96%*	40	*3.64%*				*7.38%*	49
Male Not living alone	61	*5.50%*	42	*3.82%*				*10.13%*	38
Female Living alone	666	*60.05%*	682	*62.00%*				*45.98%*	135
Male Living alone	327	*29.49%*	336	*30.55%*				*36.51%*	84
Totals:	**1,109**	***100.00%***	**1,100**	***100.00%***				***100.00%***	
2016: Owner Households by Number of Vehicles									
No vehicle available			157	*4.15%*				*4.19%*	99
1 vehicle available			707	*18.70%*				*29.21%*	64
2 vehicles available			2,050	*54.22%*				*44.18%*	123
3 vehicles available			703	*18.59%*				*16.41%*	113
4 vehicles available			127	*3.36%*				*4.61%*	73
5+ vehicles available			37	*0.98%*				*1.39%*	70
Totals:			**3,781**	***100.00%***				***100.00%***	
2016: Renter Households by Number of Vehicles									
No vehicle available			196	*23.42%*				*24.98%*	94
1 vehicle available			238	*28.43%*				*47.46%*	60
2 vehicles available			357	*42.65%*				*21.71%*	196
3 vehicles available			23	*2.75%*				*3.58%*	77
4 vehicles available			12	*1.43%*				*1.41%*	102
5+ vehicles available			11	*1.31%*				*0.86%*	153
Totals:			**837**	***100.00%***				***100.00%***	

Family Households

Family households with or without children are changing. The traditional married couple structure is evolving into many different family expressions. These data provide an insight into the family structures within the study area and then compares those structures to the state.

Family Trends

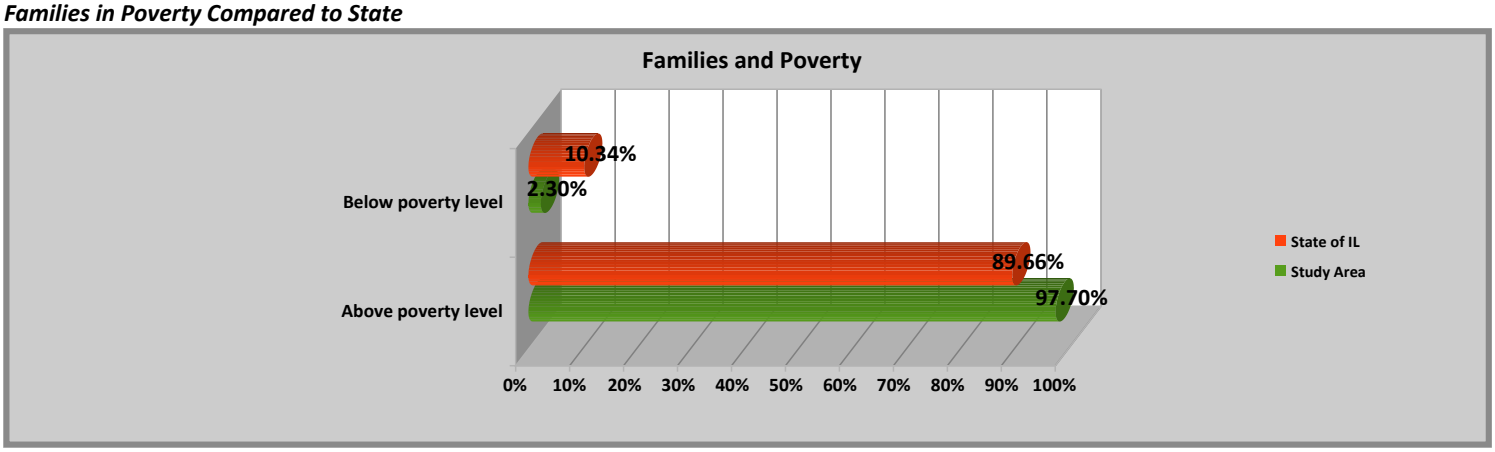


	2010	2016	2021
Study Area Family Households	3,371	3,518	3,650
Family Households Change		147	132
Percent Change		*4.36%*	*3.75%*
State Family Households	3,182,984	3,234,179	3,270,932
Family Households Change		51,195	36,753
Percent Change		*1.61%*	*1.14%*

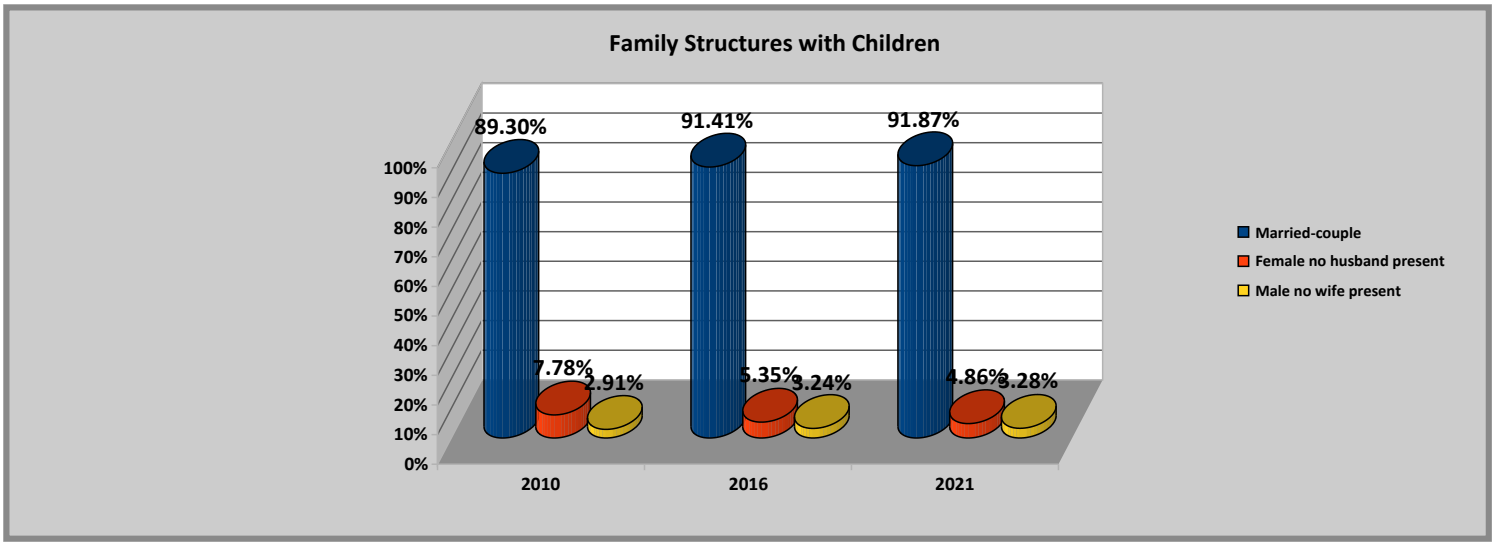
	Study Area							IL	Comp
	2010		2016		2021		5 Yr Chg	2016	Index CY
Family Households by Size									
2-person household	1,489	*44.17%*	1,543	*43.85%*	1,598	*43.78%*	*-0.07%*	*39.60%*	111
3-person household	648	*19.22%*	683	*19.41%*	711	*19.48%*	*0.07%*	*22.62%*	86
4-person household	830	*24.62%*	869	*24.69%*	902	*24.71%*	*0.02%*	*20.27%*	122
5-person household	307	*9.11%*	323	*9.18%*	337	*9.23%*	*0.05%*	*10.26%*	89
6-person household	73	*2.17%*	76	*2.16%*	78	*2.14%*	*-0.02%*	*4.16%*	52
7-or-more person household	24	*0.71%*	25	*0.71%*	24	*0.66%*	*-0.05%*	*3.08%*	23
Totals:	**3,371**	***100.00%***	**3,519**	***100.00%***	**3,650**	***100.00%***		***100.00%***	

Family Households

Families in Poverty Compared to State



Families with Children by Type

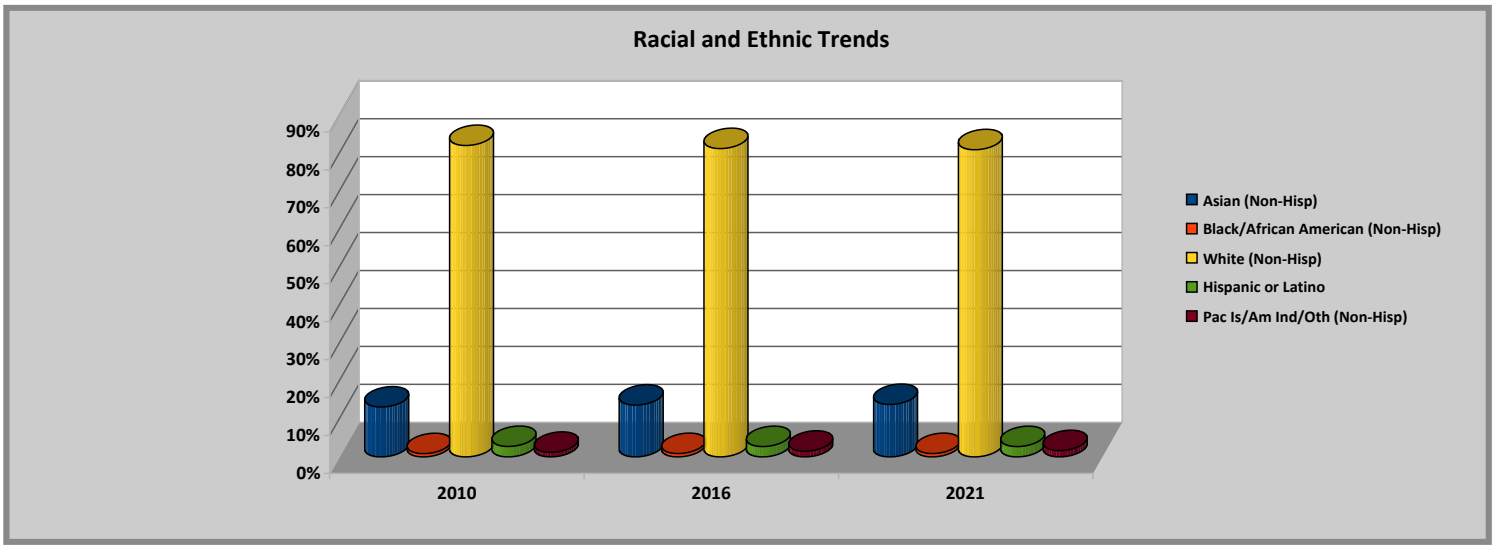


	Study Area							IL	Comp
	2010		2016		2021		5 Yr Chg	2016	Index CY
Families with Children by Type									
Married-couple	1,411	*89.30%*	1,554	*91.41%*	1,683	*91.87%*	*0.46%*	*69.30%*	132
Female no husband present	123	*7.78%*	91	*5.35%*	89	*4.86%*	*-0.49%*	*23.60%*	23
Male no wife present	46	*2.91%*	55	*3.24%*	60	*3.28%*	*0.04%*	*7.10%*	46
Totals:	**1,580**	***100.00%***	**1,700**	***100.00%***	**1,832**	***100.00%***		***100.00%***	
Families with No Children by Type									
Married-couple	1,652	*92.24%*	1,634	*89.93%*	1,618	*89.00%*	*-0.93%*	*77.07%*	117
Female no husband present	99	*5.53%*	132	*7.26%*	144	*7.92%*	*0.66%*	*16.08%*	45
Male no wife present	40	*2.23%*	51	*2.81%*	56	*3.08%*	*0.27%*	*6.85%*	41
Totals:	**1,791**	***100.00%***	**1,817**	***100.00%***	**1,818**	***100.00%***		***100.00%***	

Diversity: Race and Ethnicity

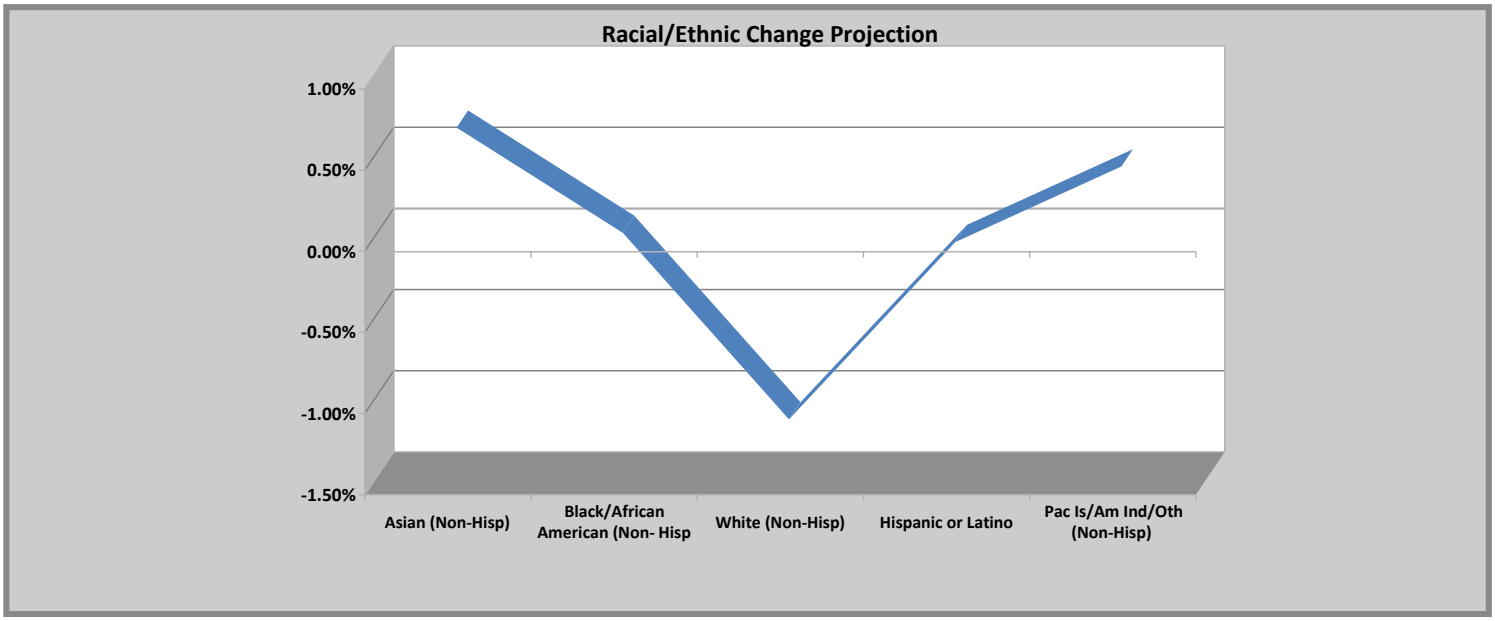
The diversity of a community is shaped by the racial/ethnicity of the people who reside in it but also people's age, income and education, career choices and geographic location.

Racial Ethnic Trend Projections



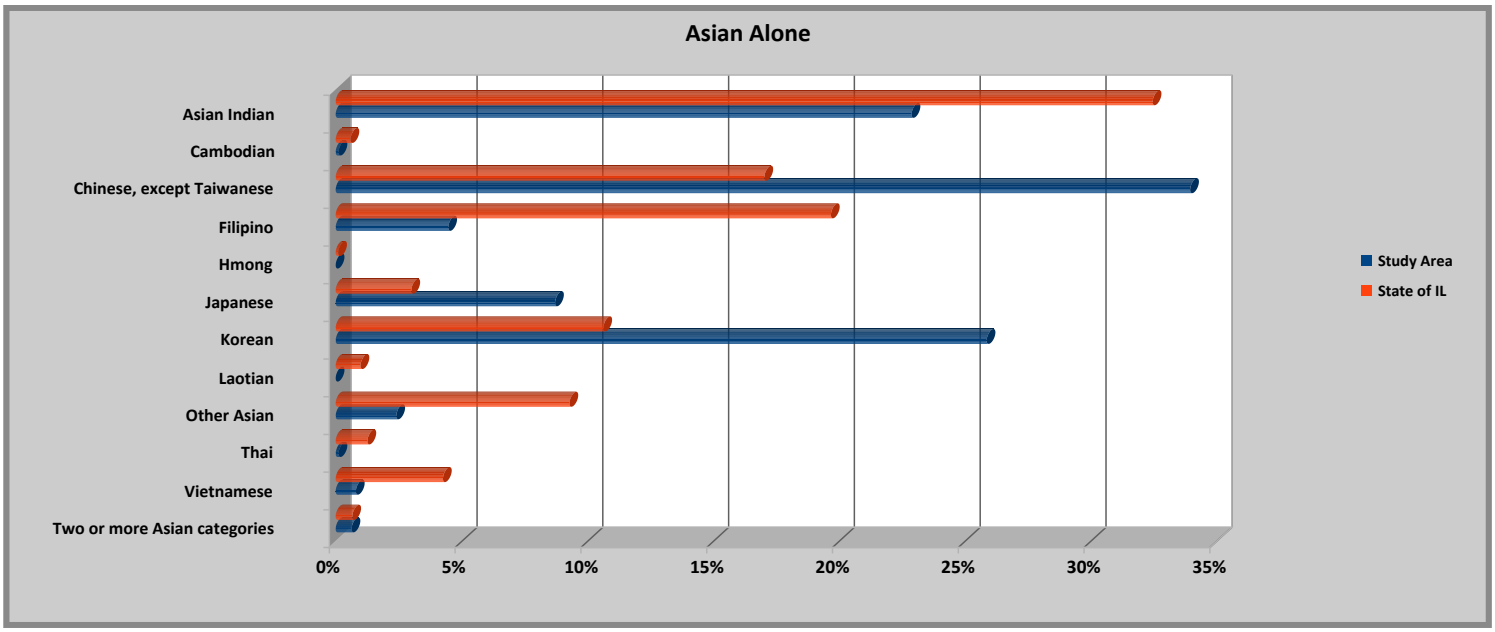
	Study Area							IL	Comp
	2010		2016		2021		5 Yr Chg	2016	Index CY
Racial/Ethnic Trends									
Asian (Non-Hisp)	1,628	*13.14%*	1,745	*13.65%*	1,826	*13.82%*	*0.16%*	*4.66%*	293
Black/African American (Non-Hisp)	106	*0.86%*	113	*0.88%*	117	*0.89%*	*0.00%*	*14.14%*	6
White (Non-Hisp)	10,168	*82.05%*	10,382	*81.24%*	10,697	*80.93%*	*-0.30%*	*63.46%*	128
Hispanic or Latino	340	*2.74%*	348	*2.72%*	359	*2.72%*	*-0.01%*	*15.99%*	17
Pac Is/Am Ind/Oth (Non-Hisp)	150	*1.21%*	192	*1.50%*	218	*1.65%*	*0.15%*	*1.75%*	86
Totals:	**12,392**	***100.00%***	**12,780**	***100.00%***	**13,217**	***100.00%***		***100.00%***	

NOTE: Race and ethnicity breakouts are based upon Census Bureau categories. Only those groups for which the Bureau provides extended detail can be reported.



Diversity: Race and Ethnicity

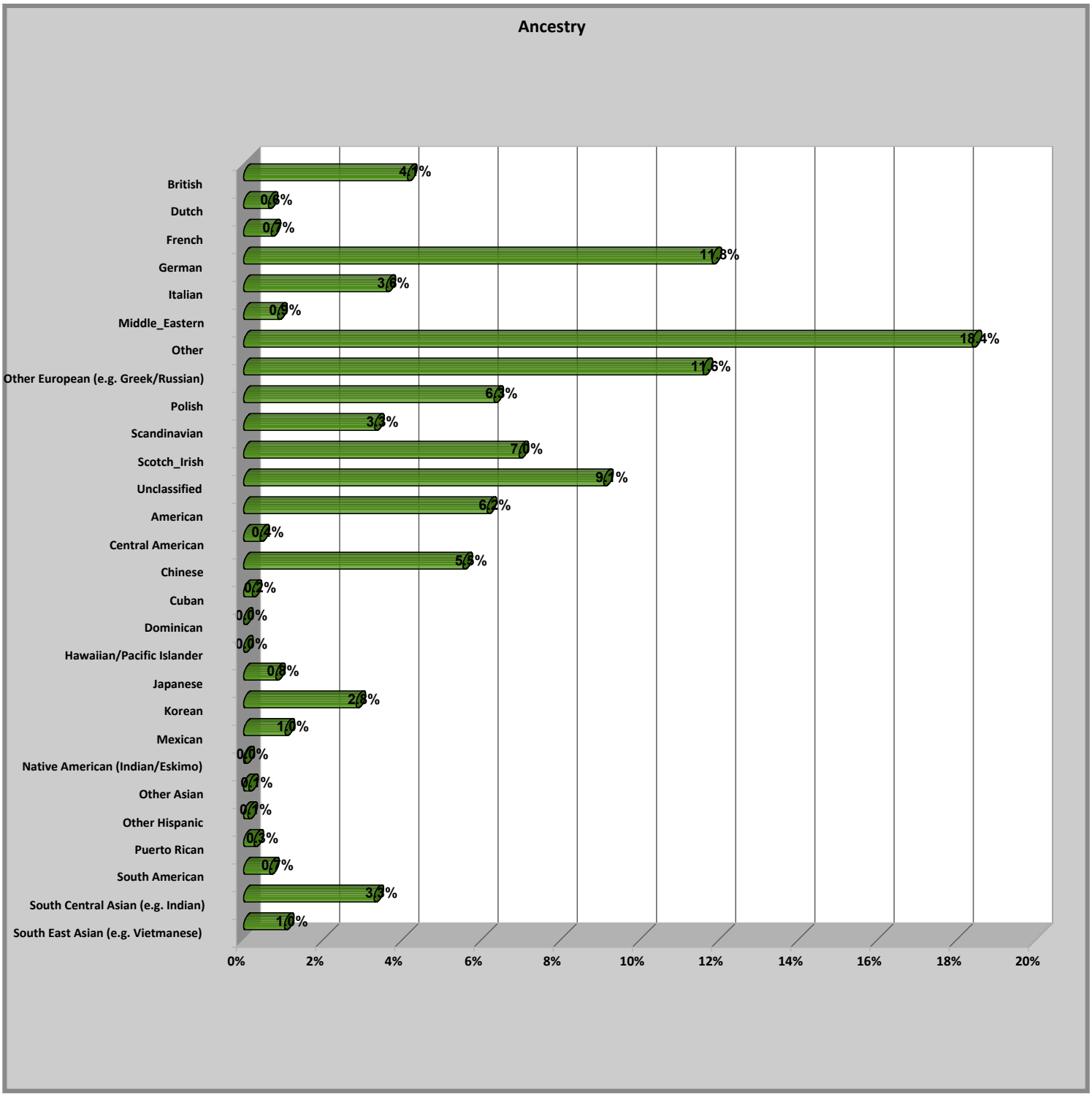
Estimated Current Year Asian Alone Population



	Study Area		State of IL		Comp Index CY
Population: Asian Alone	2016		2016		
Asian Indian	399	*22.89%*	195,773	*32.47%*	70
Cambodian	2	*0.11%*	3,552	*0.59%*	19
Chinese, except Taiwanese	592	*33.96%*	102,731	*17.04%*	199
Filipino	78	*4.48%*	118,673	*19.68%*	23
Hmong	0	*0.00%*	597	*0.10%*	0
Japanese	152	*8.72%*	18,137	*3.01%*	290
Korean	451	*25.87%*	64,137	*10.64%*	243
Laotian	0	*0.00%*	5,951	*0.99%*	0
Other Asian	42	*2.41%*	56,018	*9.29%*	26
Thai	2	*0.11%*	7,608	*1.26%*	9
Vietnamese	14	*0.80%*	25,706	*4.26%*	19
Two or more Asian categories	11	*0.63%*	3,979	*0.66%*	96
Totals:	**1,743**	***100.00%***	**602,862**	***100.00%***	

	Study Area				State of IL				Comp Index CY
	2010		2016		2010		2016		
Population: Hispanic or Latino by Origin									
Cuban	28	*8.24%*	29	*8.33%*	22,541	*1.11%*	23,155	*1.12%*	750
Mexican	170	*50.00%*	173	*49.71%*	1,602,403	*79.03%*	1,632,462	*78.88%*	63
Other Hispanic or Latino	117	*34.41%*	121	*34.77%*	219,645	*10.83%*	225,412	*10.89%*	321
Puerto Rican	25	*7.35%*	25	*7.18%*	182,989	*9.03%*	188,611	*9.11%*	80
Totals:	**340**	***100.00%***	**348**	***100.00%***	**2,027,578**	***100.00%***	**2,069,640**	***100.00%***	

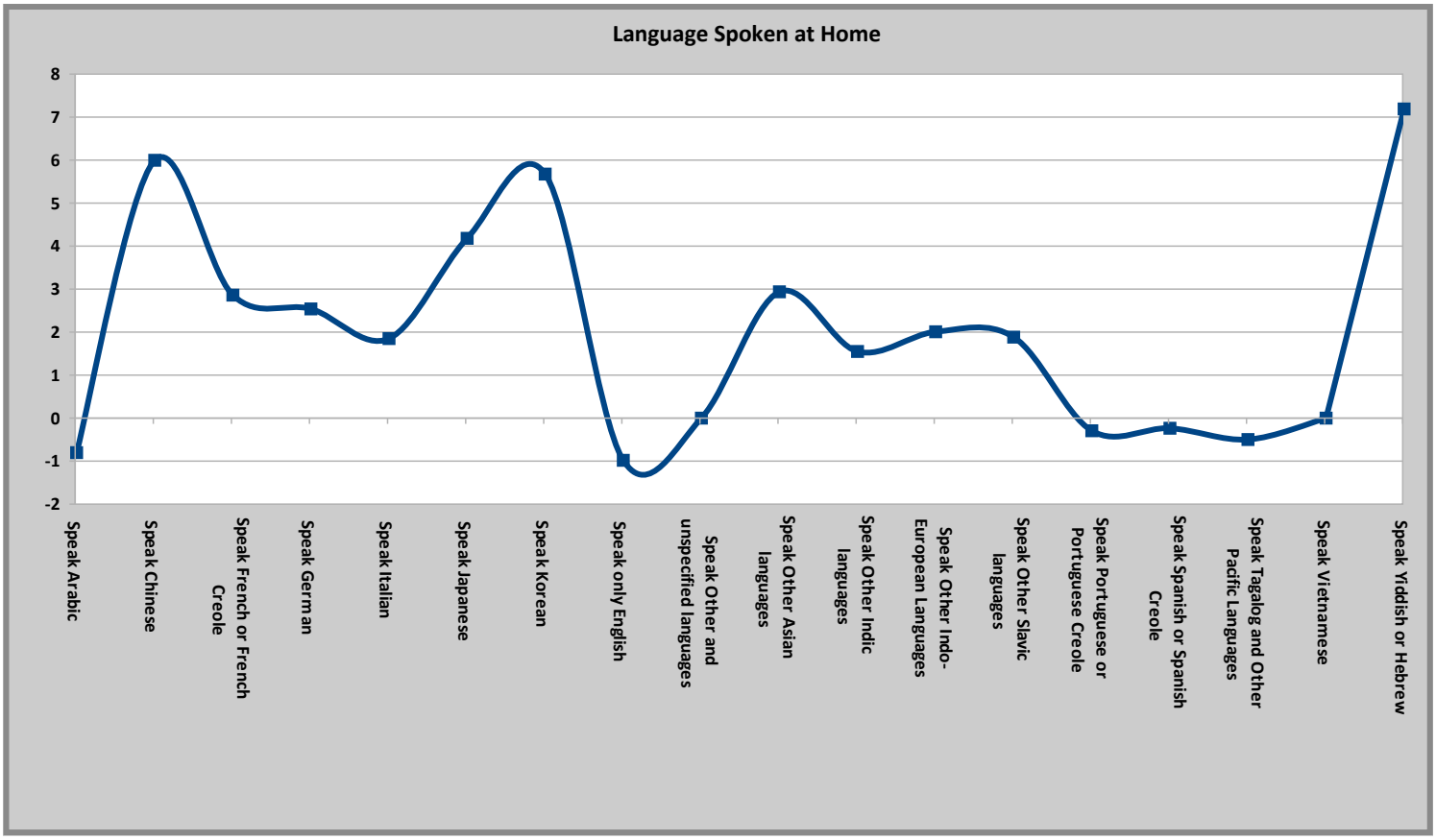
Diversity: Ancestry



Diversity: Languages

	Study Area		State of IL		Comp Index CY
Population 5+ by Language Spoken at Home (Detail)	2016		2016		
Speak Arabic	46	*0.37%*	56,643	0.47%	80
Speak Chinese	577	*4.70%*	94,926	0.78%	600
Speak French or French Creole	118	*0.96%*	40,670	0.34%	286
Speak German	118	*0.96%*	45,830	0.38%	254
Speak Italian	76	*0.62%*	40,488	0.33%	185
Speak Japanese	54	*0.44%*	12,735	0.11%	418
Speak Korean	288	*2.35%*	50,053	0.41%	568
Speak only English	9,311	*75.90%*	9,372,110	77.45%	98
Speak Other and unspecified languages	0	*0.00%*	46,251	0.38%	0
Speak Other Asian languages	203	*1.65%*	68,129	0.56%	294
Speak Other Indic languages	248	*2.02%*	157,793	1.30%	155
Speak Other Indo-European Languages	119	*0.97%*	58,437	0.48%	201
Speak Other Slavic languages	621	*5.06%*	325,150	2.69%	188
Speak Portuguese or Portuguese Creole	2	*0.02%*	6,730	0.06%	29
Speak Spanish or Spanish Creole	383	*3.12%*	1,608,160	13.29%	23
Speak Tagalog and Other Pacific Languages	44	*0.36%*	87,222	0.72%	50
Speak Vietnamese	0	*0.00%*	21,141	0.17%	0
Speak Yiddish or Hebrew	59	*0.48%*	8,093	0.07%	719
Totals:	**12,267**	***100.00%***	**12,100,561**	***100.00%***	

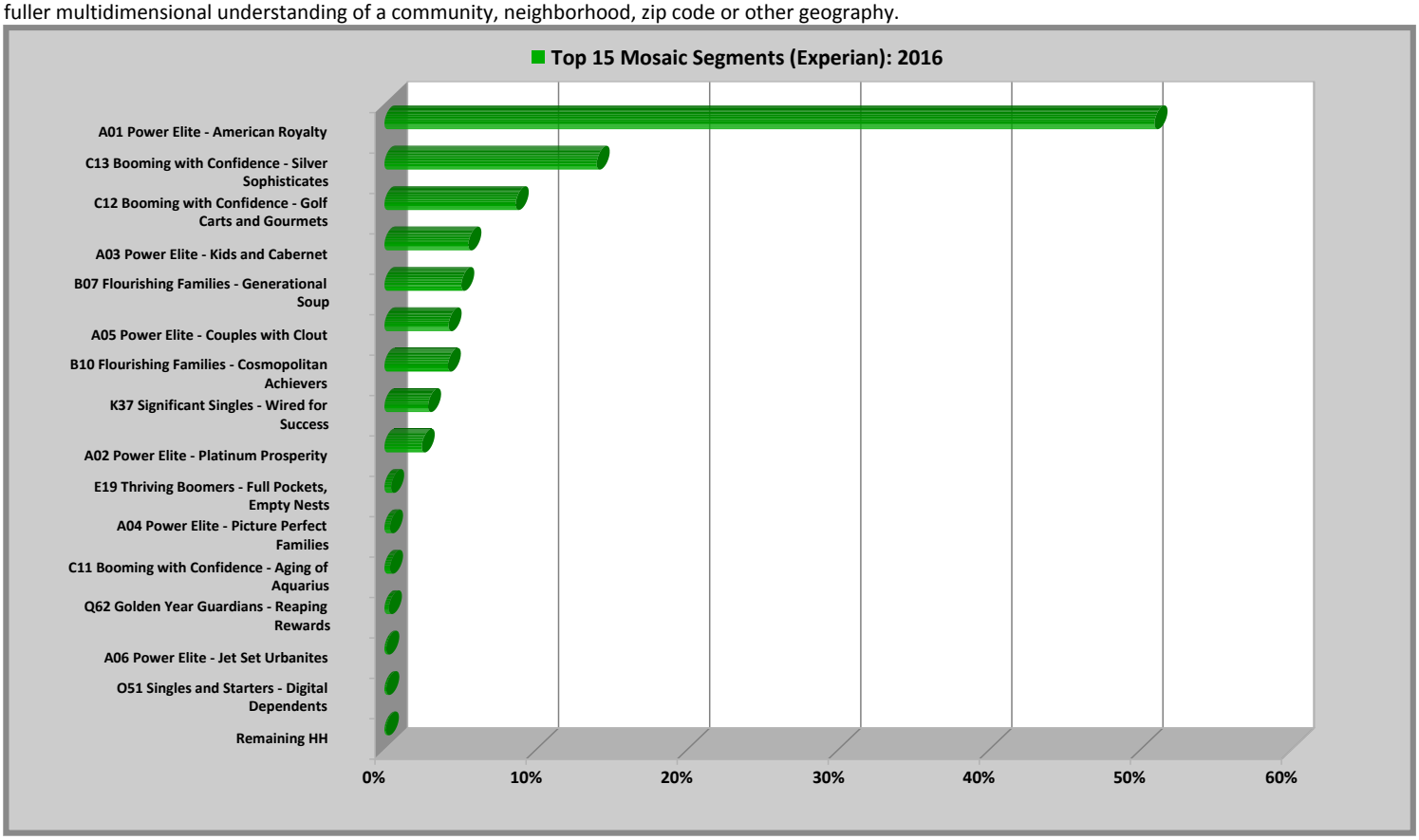
Population 5+ by Language Spoken at Home: Comparative Analysis Relative to the State of IL



Diversity: Mosaic

Mosaic Lifestyle Segmentation Types

Mosaic Lifestyle Types provides insight into the behaviors, attitudes and preferences of the households within the Study Area. The result is a fuller multidimensional understanding of a community, neighborhood, zip code or other geography.



	Study Area		State of IL		Comp Index CY
Mosaic: Top 15 Segments	2016		2016		
A01 Power Elite - American Royalty	2,064	51.0%	96,032	2.2%	2,338
C13 Booming with Confidence - Silver Sophisticates	569	14.1%	122,165	2.8%	507
C12 Booming with Confidence - Golf Carts and Gourmets	352	8.7%	8,260	0.2%	4,635
A03 Power Elite - Kids and Cabernet	225	5.6%	31,826	0.7%	769
B07 Flourishing Families - Generational Soup	206	5.1%	100,088	2.3%	224
A05 Power Elite - Couples with Clout	172	4.2%	19,488	0.4%	960
B10 Flourishing Families - Cosmopolitan Achievers	170	4.2%	33,215	0.8%	557
K37 Significant Singles - Wired for Success	117	2.9%	36,456	0.8%	349
A02 Power Elite - Platinum Prosperity	100	2.5%	21,872	0.5%	497
E19 Thriving Boomers - Full Pockets, Empty Nests	18	0.4%	79,523	1.8%	25
A04 Power Elite - Picture Perfect Families	15	0.4%	20,103	0.5%	81
C11 Booming with Confidence - Aging of Aquarius	15	0.4%	148,699	3.4%	11
Q62 Golden Year Guardians - Reaping Rewards	12	0.3%	65,592	1.5%	20
A06 Power Elite - Jet Set Urbanites	5	0.1%	62,264	1.4%	9
O51 Singles and Starters - Digital Dependents	5	0.1%	99,553	2.3%	5
Remaining HH	4	0.1%	3,458,760	78.5%	0
Totals:	**4,049**	**100.00%**	**4,403,896**	**100.00%**	

Learn about your Mosaic Households

To access Mosaic Portrait data click on:

Mosaic USA E-Handbook by Experian (To open in a new Tab hold Control key when you click on the link)

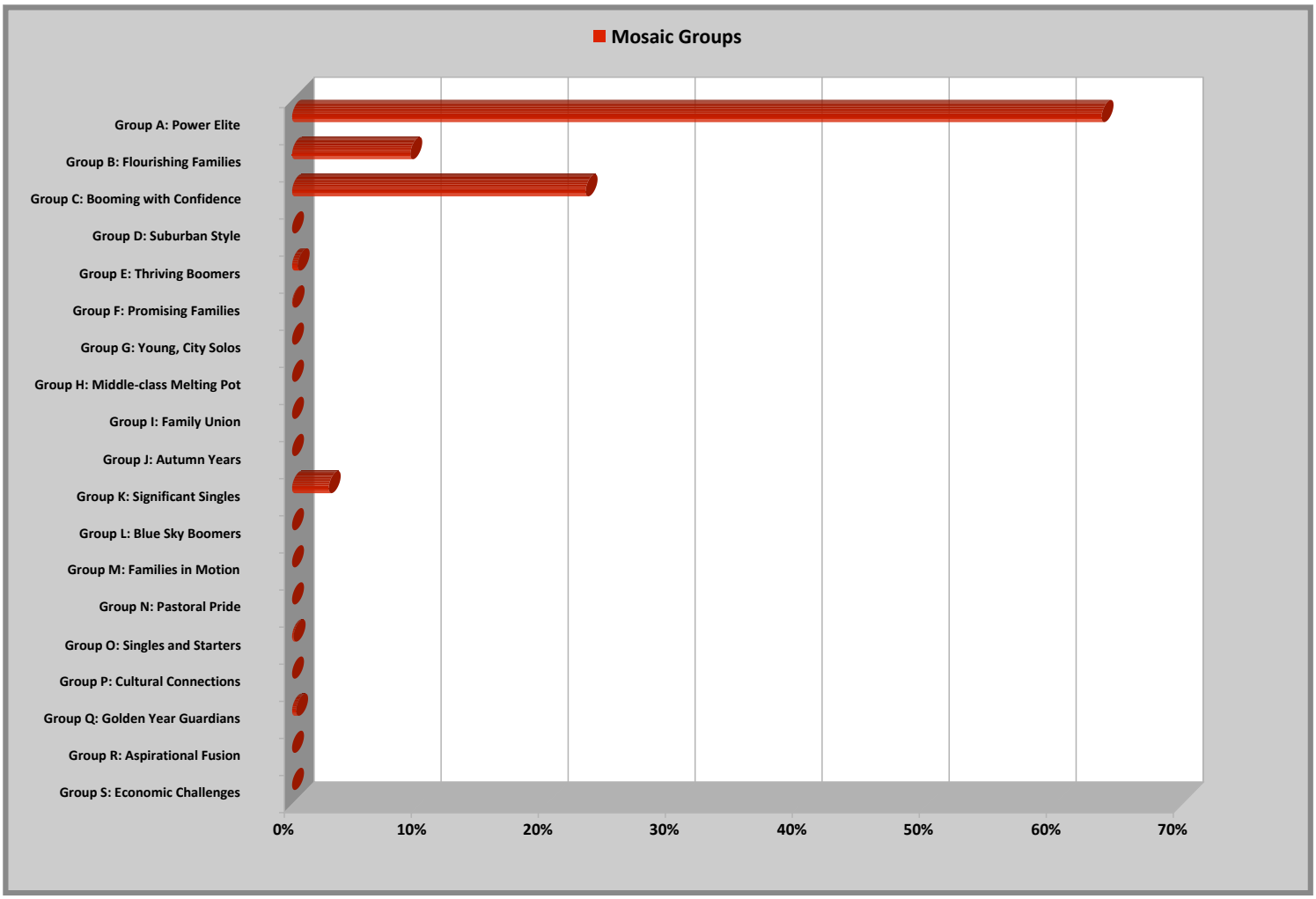
Handbook includes Mosaic Overview and two graphic pages for each of the 19 Groups and 71 Segments.

To access the Mosaic application guide click on:

Mission Impact Mosaic Application Guide by Bandy (To open in a new Tab hold Control key when you click on the link)

Diversity: Mosaic Groups

Mosaic Groups

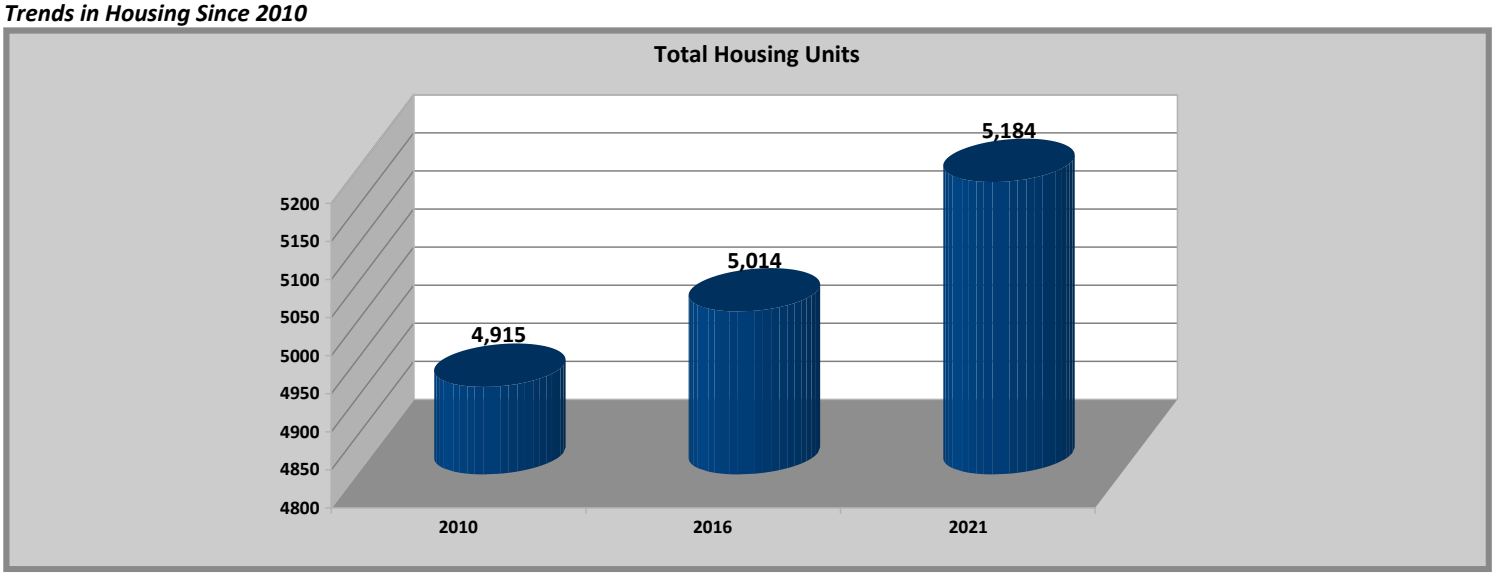


	Study Area		State of IL		Comp Index CY
Mosaic Groups	**2016**		**2016**		
Group A: Power Elite	2,581	*63.7%*	251,585	*5.7%*	1,116
Group B: Flourishing Families	377	*9.3%*	231,569	*5.3%*	177
Group C: Booming with Confidence	936	*23.1%*	349,057	*7.9%*	292
Group D: Suburban Style	0	*0.0%*	354,138	*8.0%*	0
Group E: Thriving Boomers	18	*0.4%*	263,304	*6.0%*	7
Group F: Promising Families	2	*0.0%*	97,022	*2.2%*	2
Group G: Young, City Solos	0	*0.0%*	211,621	*4.8%*	0
Group H: Middle-class Melting Pot	0	*0.0%*	210,292	*4.8%*	0
Group I: Family Union	0	*0.0%*	298,978	*6.8%*	0
Group J: Autumn Years	0	*0.0%*	396,447	*9.0%*	0
Group K: Significant Singles	117	*2.9%*	226,628	*5.1%*	56
Group L: Blue Sky Boomers	0	*0.0%*	170,698	*3.9%*	0
Group M: Families in Motion	0	*0.0%*	115,928	*2.6%*	0
Group N: Pastoral Pride	0	*0.0%*	60,641	*1.4%*	0
Group O: Singles and Starters	5	*0.1%*	326,974	*7.4%*	2
Group P: Cultural Connections	0	*0.0%*	249,316	*5.7%*	0
Group Q: Golden Year Guardians	13	*0.3%*	304,667	*6.9%*	5
Group R: Aspirational Fusion	0	*0.0%*	117,441	*2.7%*	0
Group S: Economic Challenges	0	*0.0%*	167,590	*3.8%*	0
Totals:	**4,049**	**0.00%**	**4,403,896**	**100.00%**	

Housing

Housing encompasses the number of housing units historically, presently and to some extend in the future within the study area.

Trends in Housing Since 2010



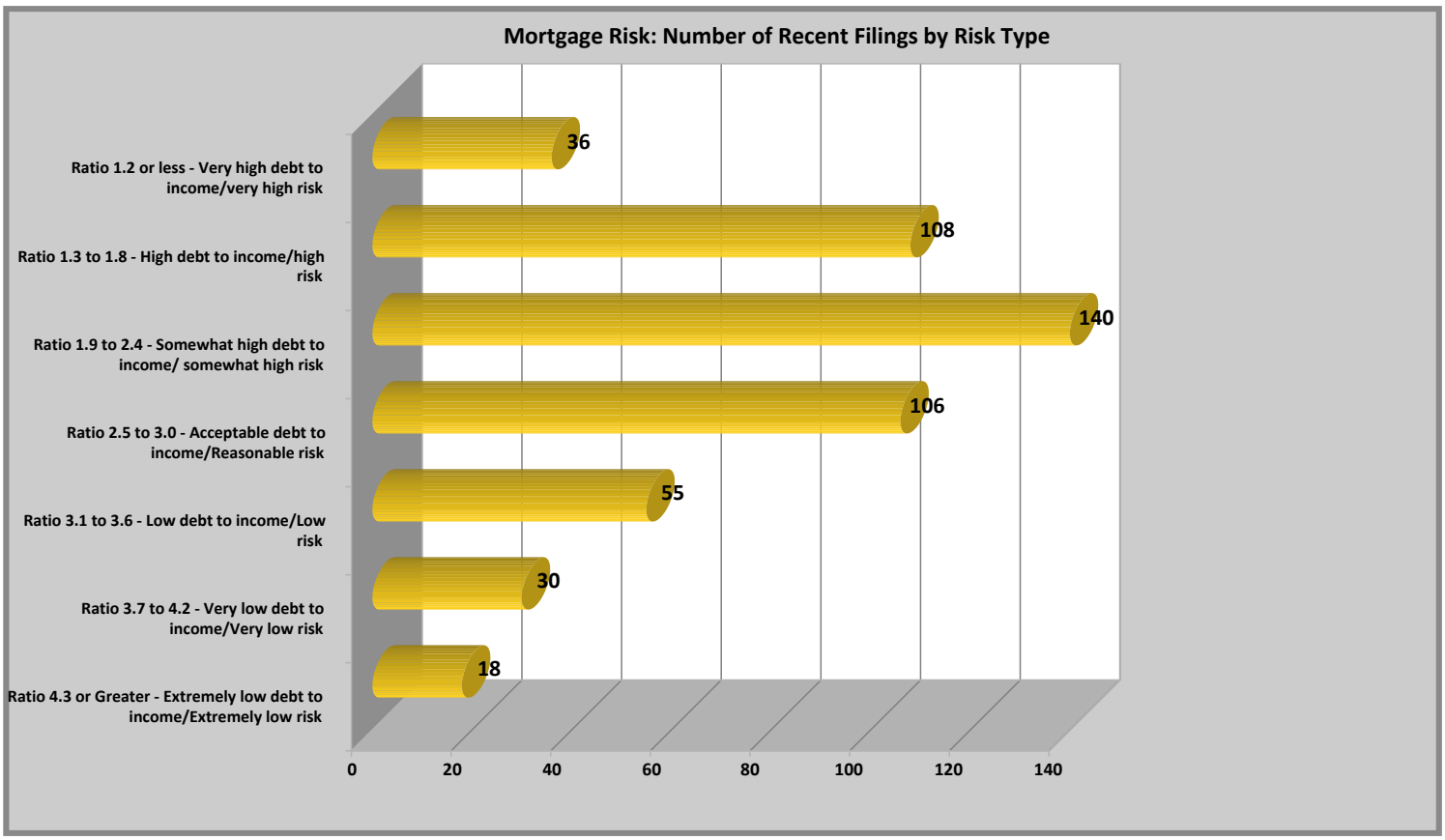
	2010	2016	2021
Housing Units	4,915	5,014	5,184
Family Households Change		99	170
Percent Change		*2.01%*	*3.39%*

	Study Area 2010		2016		2021		5 Yr Chg	IL 2016	Comp Index CY
Housing by Occupancy									
Occupied	4,480	*91.15%*	4,618	*92.10%*	4,881	*93.06%*	*0.96%*	*91.99%*	100
Vacant	435	*8.85%*	396	*7.90%*	364	*6.94%*	*-0.96%*	*8.01%*	99
Totals:	**4,915**	***100.00%***	**5,014**	***100.00%***	**5,245**	***100.00%***		***100.00%***	
Housing by Type of Occupancy									
Owner Occupied	3,690	*82.37%*	3,782	*81.88%*	3,984	*81.62%*	*-0.26%*	*67.52%*	121
Renter Occupied	790	*17.63%*	837	*18.12%*	897	*18.38%*	*0.26%*	*32.48%*	56
Totals:	**4,480**	***100.00%***	**4,619**	***100.00%***	**4,881**	***100.00%***		***100.00%***	

Housing

	Study Area 2016		State of IL 2016		Comp Index CY
Housing Units by Dwelling Type					
1 Unit Attached	935	*18.65%*	364,842	6.87%	271
1 Unit Detached	3,345	*66.71%*	3,382,195	63.69%	105
2 Units	18	*0.36%*	449,913	8.47%	4
3 to 19 Units	18	*0.36%*	288,000	5.42%	7
20 to 49 Units	251	*5.01%*	246,755	4.65%	108
50 or More Units	418	*8.34%*	429,678	8.09%	103
Mobile Home or Trailer	29	*0.58%*	147,082	2.77%	21
Other	0	*0.00%*	1,768	*0.03%*	0
Totals:	**5,014**	***100.00%***	**5,310,233**	***100.00%***	
Owner Occupied Housing Values					
Less than $20,000	25	*0.66%*	87,663	2.66%	25
$20,000 to $39,999	7	*0.19%*	91,260	2.77%	7
$40,000 to $59,999	21	*0.56%*	114,432	3.47%	16
$60,000 to $79,999	9	*0.24%*	172,610	5.23%	5
$80,000 to $99,999	5	*0.13%*	206,102	6.25%	2
$100,000 to $149,999	50	*1.32%*	475,787	14.42%	9
$150,000 to $199,999	84	*2.22%*	467,231	14.17%	16
$200,000 to $299,999	190	*5.03%*	685,493	20.78%	24
$300,000 to $399,999	423	*11.19%*	412,478	12.51%	89
$400,000 to $499,999	630	*16.66%*	244,395	7.41%	225
$500,000 to $749,999	1,249	*33.03%*	185,771	5.63%	587
$750,000 to $999,999	698	*18.46%*	84,525	2.56%	720
$1,000,000 or more	390	*10.31%*	70,722	*2.14%*	481
Totals:	**3,781**	***100.00%***	**3,298,469**	***100.00%***	
Housing by Year Built					
1939 or Earlier	111	*2.21%*	1,192,774	22.46%	10
1940 to 1949	40	*0.80%*	359,654	6.77%	12
1950 to 1959	239	*4.77%*	722,904	13.61%	35
1960 to 1969	593	*11.82%*	620,925	11.69%	101
1970 to 1979	806	*16.07%*	766,312	14.43%	111
1980 to 1989	601	*11.98%*	467,158	8.80%	136
1990 to 1999	1,329	*26.50%*	565,992	10.66%	249
2000 to 2009	1,255	*25.02%*	606,401	11.42%	219
2010 or Later	41	*0.82%*	8,113	*0.15%*	535
Totals:	**5,015**	**100.00%**	**5,310,233**	**100.00%**	

Mortgage Risk Indicator

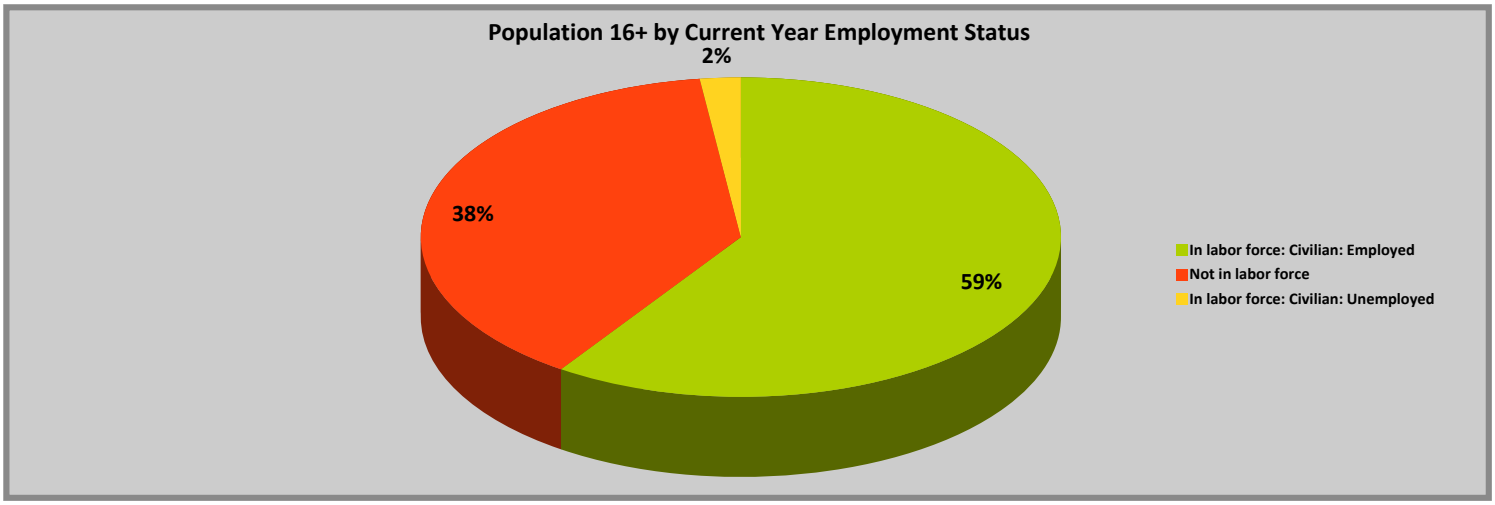


The Mortgage Risk Indicator indicates the assessed level of risk based upon debt to income. The higher the debt to income, the greater the risk. The values are used by mortgage lenders in the loan process.

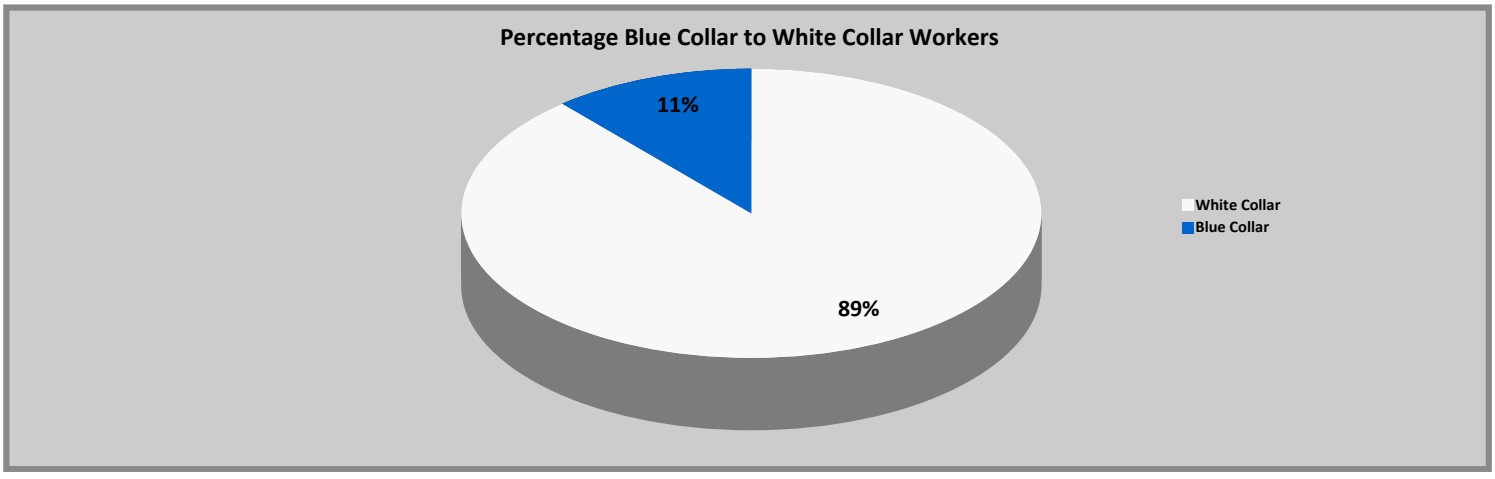
Work

The Work theme expresses several different ways of looking at the work people do within the study area.

Employment Status of Population 16 and Older: 2016

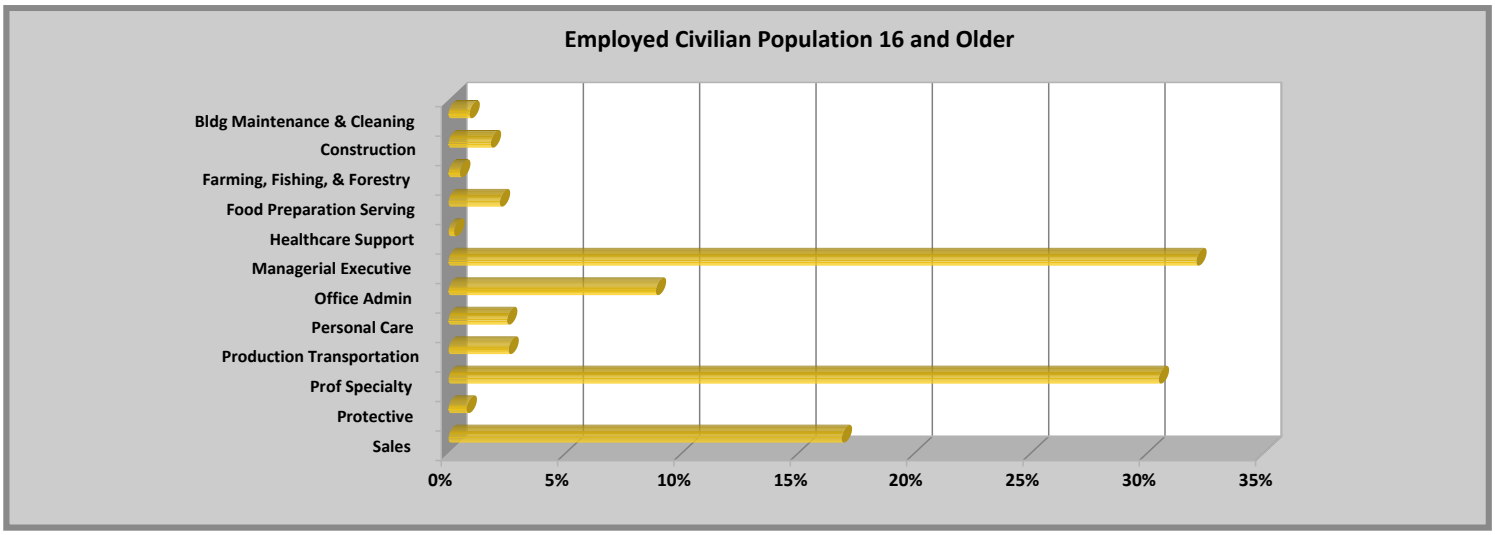


	Study Area		State of IL		Comp Index CY
Pop 16+ by Employment Status	2016		2016		
In labor force: Civilian: Employed	6,445	*59.50%*	6,336,366	61.56%	97
In labor force: In Armed Forces	0	*0.00%*	21,402	0.21%	0
Not in labor force	4,164	*38.44%*	3,497,125	33.98%	113
In labor force: Civilian: Unemployed	223	*2.06%*	438,010	*4.26%*	48
Blue and White Collar Workers 2016	**10,832**	***100.00%***	**10,292,903**	***100.00%***	
Employed Pop 16+ Blue/White Collar					
Blue Collar	728	*11.29%*	2,306,699	36.40%	31
White Collar	5,718	*88.71%*	4,029,667	*63.60%*	139
	6,446	***100.00%***	**6,336,366**	***100.00%***	



Work

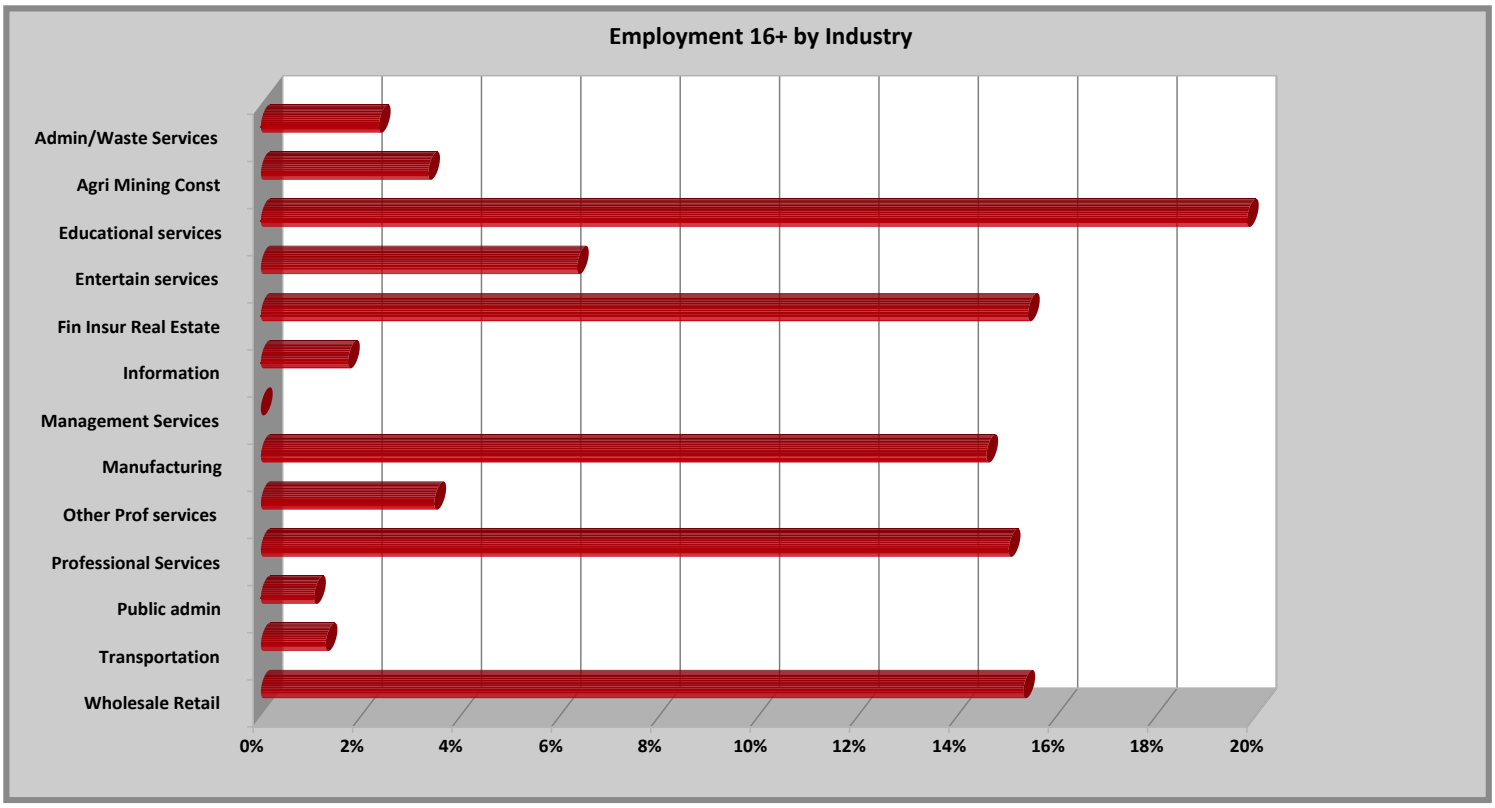
Employed Civilian Population by Occupation: 2016



	Study Area		State of IL		Comp Index CY
Employed Civilian Pop 16+ by Occupation	2016		2016		
Bldg Maintenance & Cleaning	58	*0.90%*	237,991	3.76%	24
Construction	117	*1.82%*	446,377	7.04%	26
Farming, Fishing, & Forestry	32	*0.50%*	18,915	0.30%	166
Food Preparation Serving	142	*2.20%*	344,473	5.44%	41
Healthcare Support	16	*0.25%*	146,437	2.31%	11
Managerial Executive	2,071	*32.14%*	953,780	15.05%	214
Office Admin	574	*8.91%*	890,195	14.05%	63
Personal Care	162	*2.51%*	234,022	3.69%	68
Production Transportation	166	*2.58%*	883,097	13.94%	18
Prof Specialty	1,967	*30.52%*	1,353,823	21.37%	143
Protective	50	*0.78%*	141,824	2.24%	35
Sales	1,089	*16.90%*	685,432	*10.82%*	156
Totals:	**6,444**	***100.00%***	**6,336,366**	***100.00%***	
Workers 16+: Home or Away					
Worked at Home	531	*8.24%*	229,012	3.61%	228
Worked away from Home	5,914	*91.76%*	6,107,354	*96.39%*	95
Totals:	**6,445**	***100.00%***	**6,336,366**	***100.00%***	
Workers 16+: Transport to Work					
Bicycle	20	*0.34%*	31,885	0.52%	65
Car, Truck, or Van: Carpooled	300	*5.07%*	565,253	9.26%	55
Car, Truck, or Van: Drove Alone	5,085	*85.98%*	4,715,336	77.21%	111
Motorcycle	0	*0.00%*	6,883	0.11%	0
Other Means	2	*0.03%*	43,735	0.72%	5
Walked	25	*0.42%*	187,513	3.07%	14
Public Trans Excluding Taxi Cab	456	*7.71%*	544,546	*8.92%*	86
Taxi Cab	26	*0.44%*	12,203	*0.20%*	220
Totals:	**5,914**	***100.00%***	**6,107,354**	***100.00%***	

Work

Employed Pop 16+ by Industry: 2016



	Study Area		State of IL		Comp Index CY
Employed Civilian Pop 16+ by Industry	2016		2016		
Admin/Waste Services	153	*2.37%*	268,673	4.24%	56
Agri Mining Const	217	*3.37%*	392,343	6.19%	54
Educational services	1,279	*19.84%*	1,466,394	23.14%	86
Entertain services	410	*6.36%*	567,578	8.96%	71
Fin Insur Real Estate	995	*15.44%*	461,896	7.29%	212
Information	113	*1.75%*	130,229	2.06%	85
Management Services	0	*0.00%*	7,384	0.12%	0
Manufacturing	941	*14.60%*	798,907	12.61%	116
Other Prof services	225	*3.49%*	303,886	4.80%	73
Professional Services	970	*15.05%*	434,002	6.85%	220
Public admin	69	*1.07%*	245,296	3.87%	28
Transportation	84	*1.30%*	372,464	5.88%	22
Wholesale Retail	989	*15.35%*	887,314	*14.00%*	110
Totals:	**6,445**	***100.00%***	**6,336,366**	***100.00%***	
Work Place Population Estimates					
Workplace Employees (Full Time Employees)	20,075	*96.59%*	6,009,487	94.42%	102
Workplace Establishments	708	*3.41%*	355,119	*5.58%*	61
Totals:	**20,783**	***100.00%***	**6,364,606**	***100.00%***	

Work

	Study Area		State of IL		Comp Index CY
Families: Workers					
1 worker	1,090	*29.83%*	1,048,013	32.40%	92
2 workers	1,658	*45.37%*	1,360,783	42.08%	108
3 or more workers	436	*11.93%*	394,415	12.20%	98
No workers	470	*12.86%*	430,968	*13.33%*	97
Totals:	**3,654**	***100.00%***	**3,234,179**	***100.00%***	
Workers 16+: Travel Time to Work	2016		2016		
Less than 5 minutes	84	*1.42%*	185,473	3.04%	47
5 to 9 minutes	421	*7.12%*	588,004	9.63%	74
10 to 14 minutes	828	*14.00%*	770,460	12.62%	111
15 to 19 minutes	868	*14.68%*	882,687	14.45%	102
20 to 24 minutes	744	*12.58%*	768,670	12.59%	100
25 to 29 minutes	379	*6.41%*	332,570	5.45%	118
30 to 34 minutes	789	*13.34%*	832,935	13.64%	98
35 to 39 minutes	401	*6.78%*	181,081	2.96%	229
40 to 44 minutes	200	*3.38%*	278,853	4.57%	74
45 to 59 minutes	519	*8.78%*	601,800	9.85%	89
60 to 89 minutes	515	*8.71%*	509,287	8.34%	104
90 or more minutes	166	*2.81%*	175,534	*2.87%*	98
Totals:	**5,914**	***100.00%***	**6,107,354**	***100.00%***	

Supporting Information

Interpreting the Report

The FullInsite report is formatted to help you interpret data at a glance.

Change over time: Several trend tables have a column indicating a change over time. Generally these tables begin with the last census, include the current year estimate, a five year projection and if available, a 10 year forecast. The data in each cell represents a percentage change up or down.

Color Coding: Both the "Change over Time" and "Comparative Indexes" columns are color coded to easily spot any change and the direction of that change.

Change:	Increasing	Stable	Declining
Index:	Above Ave	Ave	Below Ave.

Variable Definitions

Full variable definitions can be found in the Demographic Reference Guide. Download it free from the DecisionInsite website resource page.

Indexes: Some variables will have a column called "Comparative Index." An index is an easy way to compare a study area with a larger area. For this report, all comparisons are with the state or states within which the study area falls. The indexes can be interpreted as follows.

- Indexes of 100 mean the study area variable is the same as its base area.
- Indexes greater than 100 mean the study area variable is above the base area. The higher the number, the greater it is above the base.
- Indexes less than 100 mean the study area variable is below the base area. The lower the number, the greater it is below the base.

Support

If you need support with this report, please email DecisionInsite at misupport@missioninsite.com.

LEADERS IN LEARNING
Lincolnshire-Prairie View School District 103
1370 N. Riverwoods Road • Lincolnshire, Il 60069
847/295-4030 • FAX 847/295-9196
http://www.d103.org

MEMO

To: Board of Education

From: Dan Stanley

CC: Dr. Scott Warren

Date: February 7, 2017

Re: **DRAFT** Staffing Plans for 2017-18

Included are the DRAFT staffing plans for the 2017-18 school year. * Teaching staff, classified staff, and administration each have their own lists. The major themes are discussed below. Each list consists of the actual positions (blue) along with a separated itemization of the major themes and the staffing changes associated. The total changes are calculated (in yellow) to calculate the ending proposed staffing (blue+yellow=green).

Transition 5th Grade to Half Day School
Dr. Warren's report will provide the explanation for the FTE changes. There is a change of 2.60 FTE teachers and 5.0 FTE classified staff for a total increase of 7.60 FTE.

Daniel Wright Teaming
4.0 FTE are proposed to complete teaming at Daniel Wright (ELA, Math, Social Studies, and Spanish).

Other Changes
"Other changes" represents changes that are not directly related to the 5th grade transition nor the DW Teaming. In this case, it more related to student enrollment/class size/student needs.

3rd Grade Class Size
The enrollment for 3rd grade next year is trending towards 207 students, which is the highest 3rd grade class since the 2001-02 year (215 that year). This is due to the very large kindergarten class in 2014-15 (153 students). As that cohort moves progresses, it will continue to grow and cause class size issues at virtually every grade level. By the time this cohort reaches 8th grade, they will be the biggest class in at least the 24 years of records that I have access to. The class size projection for 3rd grade next year is trending towards 25.9 students, which is lower than the 28 target and still in the range of mid-20's, according to the guidelines in the October 6, 2015 Class Size Review report. However, beginning the year having 7/8 or all 8 section at 26 students is a concern. The recommendation is to increase the sections from 8 to 9, which will bring the class size down to 23. While this does appear to be a one-year anomaly in 3rd grade, it will continue to be a problem as that cohort moves throughout the grade levels. It is likely this class will require an extra section for each grade as it moves along.

The questions/factors to consider are listed below with responses:

1. ***Is the class manageable with the current level of students (i.e., a math class in which students need little intervention vs. a class where more intervention is needed)?***

   The class size will border on unmanageable for the third grade teachers due to class size.

2. ***Is the timing appropriate for an addition/reduction (did the class size increase/decrease before the school year started, in the middle of the year, or at the end of the year)?***

   The timing is appropriate as the recommendation would be to support this grade level at the start of the 2017-2018 school year.

3. ***Are there specific learning needs in a class that must be considered for reducing/adding students to a class, such as students with special education needs or EL services?***

   At the elementary level, classrooms are heterogeneous and self-contained. Thus, there will be a range of needs in each room. Support personnel such as EL and special education will be scheduled into the appropriate classrooms.

4. ***Can adequate support for the classroom be provided in the form of an assistant, co-teaching, or other methods?***

   Although assistants would be helpful, the class size remains a concern. As stated above, the class size projection for 3rd grade next year is trending towards 25.9 students, which is lower than the 28 target and still in the range of mid-20's, according to the guidelines in the October 6, 2015 Class Size Review report. However, beginning the year having 7/8 or all 8 section at 26 students is a concern. The recommendation is to increase the sections from 8 to 9, which will bring the class size down to 23.

5. ***Is the physical space adequate to house the number of students? Is there an alternate space needed for instruction?***

   The physical space will require a reconfiguration of the original estimate classroom arrangements for the new addition and renovations at Half Day. Some programming that was originally going to have a dedicated room will now be on a cart.

6. ***What are the financial implications for adding/reducing class sizes? Are there finances in the budget to cover costs? Are reductions needed in other areas to cover an additional section?***

   In regards to the physical space, the financial implications are minor as a wall is really just being moved in the plans. Regarding staff, the estimated cost of the additional teacher including salary and benefits to be in the range of $65,000.

<u>5th Grade Class Size</u>

The enrollment for 5th grade next year is trending towards 219 students, which is the highest 5th grade class in the 24 years I have records on. This is due to a higher than average growth as the cohort moves long. The average growth in the first 4 years is usually in the 7% range. This cohort is moving at an average growth of 11%. As that cohort moves progresses, it will continue to grow and may cause class size issues beyond 5th grade. However, due to the

scheduling and teaming to happen at DW, it is unclear at this point what that impact may be in the future. The class size projection for 5th grade next year is trending towards 27.4 students, which means that close to half (3/8 or 4//8 sections) will start the year at 28 students, which hits the 28 target according to the guidelines in the October 6, 2015 Class Size Review report. The recommendation is to increase the sections from 8 to 9, which will bring the class size down to 24.3. While this does appear to be a one-year anomaly in 5th grade, it remains unclear how this may impact class size when they move to 6th grade.

The questions/factors to consider are listed below with responses:

1. ***Is the class manageable with the current level of students (i.e., a math class in which students need little intervention vs. a class where more intervention is needed)?***

   The class size will border on unmanageable for the fifth grade teachers due to class size.

2. ***Is the timing appropriate for an addition/reduction (did the class size increase/decrease before the school year started, in the middle of the year, or at the end of the year)?***

   The timing is appropriate as the recommendation would be to support this grade level at the start of the 2017-2018 school year.

3. ***Are there specific learning needs in a class that must be considered for reducing/adding students to a class, such as students with special education needs or EL services?***

   At the elementary level, classrooms are heterogeneous and self-contained. Thus, there will be a range of needs in each room. Support personnel such as EL and special education will be scheduled into the appropriate classrooms.

4. ***Can adequate support for the classroom be provided in the form of an assistant, co-teaching, or other methods?***

   Although assistants would be helpful, the class sizes beginning at the trigger point of 28 is concerning. Adding a 9th section would bring the class size to 24.3 students, which is the mid-20 range guidelines.

5. ***Is the physical space adequate to house the number of students? Is there an alternate space needed for instruction?***

   The physical space will require a reconfiguration of the original estimate classroom arrangements for the new addition and renovations at Half Day. Some programming that was originally going to have a dedicated room will now be on a cart.

6. ***What are the financial implications for adding/reducing class sizes? Are there finances in the budget to cover costs? Are reductions needed in other areas to cover an additional section?***

   In regards to the physical space, the financial implications are minor as a wall is being moved in the plans. Regarding staff, the estimated cost of the additional teacher including salary and benefits to be in the range of $65,000.

Administration

Dr. Warren will provide additional information at the meeting, but the proposal is to eliminate the Assistant Director of Student Services (12-month, full-time) and replace with two (2) Assistant Principals at Sprague and Half Day (10-month, full-time). The Assistant Principals will cover student services duties that would have been done by the Assistant Director, and offer General Ed support as they would be in the building every day when students are in attendance. The 10-month position is every school day plus two weeks before and after the school year. In terms of cost, it would be similar to eliminating a 1.0 FTE and replacing it with two (2) 0.8 FTE positions. The change cost-wise would go from 1.0 FTE to 1.6 FTE, but the number of administrators going from 1 to 2. In summary, the district can add one additional staff member for every school day (plus additional time before and after the school year) for an increase cost of 0.6 FTE of what a full-time 12-month administrative position would cost. This increase is impacted by both the 5th grade move and enrollment/student needs.

***Student data, which informs positon needs, is not yet available in two areas:**

- EL – ACCESS data will be available late April. However, at this time, we are not anticipating a change.
- Special Ed – IEP meeting completions data will be available late May at the earliest.

DRAFT 2017-18 Teacher Staffing Plan - 01/31/17

Title	Actual 2016-17		Move 5th Grade 2017-18		DW Teaming 2017-18		Other Changes 2017-18		Total Changes 2017-18		Proposed 2017-18	
	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions
Adaptive P.E. Teacher	1.00	1									1.00	1
Art Teacher	3.00	3	0.20	0					0.20		3.20	3
Early Childhood Teacher	3.00	3									3.00	3
EL Teacher	5.00	5	-0.20	0					-0.20		4.80	5
REACH Coordinator	4.00	4									4.00	4
English Language Arts Teacher	8.00	8			1.00	1			1.00	1.00	9.00	9
Family And Consumer Science Teacher	1.00	1									1.00	1
Guided Teacher	2.00	2									2.00	2
Health Teacher	1.20	2	-0.20	1					-0.20	1.00	1.00	3
Learning Behavior Specialist	15.00	15									15.00	15
Librarian	3.00	3									3.00	3
Math Teacher	6.00	6			1.00	1			1.00	1.00	7.00	7
Music Teacher	6.75	7	1.20	1					1.20	1.00	7.95	8
Nurse	1.00	1									1.00	1
P.E. Teacher	6.00	6	0.50	1					0.50	1.00	6.50	7
Performing Arts Teacher	1.00	1	-0.20	0					-0.20		0.80	1
Psychologist	4.00	4									4.00	4
RTI Teacher	8.00	9	1.00	1					1.00	1.00	9.00	10
Science Teacher	5.00	5									5.00	5
Self-Contained Kindergarten Teacher	7.00	8									7.00	8
Self-Contained 1st Grade Teacher	8.00	8									8.00	8
Self-Contained 2nd Grade Teacher	8.00	8									8.00	8
Self-Contained 3rd Grade Teacher	8.00	8					1.00	1	1.00	1.00	9.00	9
Self-Contained 4th Grade Teacher	8.00	8									8.00	8
Self-Contained 5th Grade Teacher	8.00	8					1.00	1	1.00	1.00	9.00	9
Service Learning Teacher	0.20	1	-0.20	-1					-0.20	-1.00	0.00	0
Social Studies Teacher	5.00	5			1.00	1			1.00	1.00	6.00	6
Social Worker	4.00	4	0.50	1					0.50	1.00	4.50	5
Spanish Teacher	9.00	9			1.00	1			1.00	1.00	10.00	10
Speech Language Pathologist	4.60	5									4.60	5
Tech Resource Teacher	1.00	1									1.00	1
Technology Integration Specialist	4.00	4									4.00	4
Grand Total	**158.75**	**163.00**	**2.60**	**4.00**	**4.00**	**4.00**	**2.00**	**2.00**	**8.60**	**10.00**	**167.35**	**173.00**

DRAFT 2017-18 Classified Staffing Plan - 01/31/17

Title	Actual 2015-16		Move 5th Grade 2016-17		DW Teaming 2016-17		Other Changes 2016-17		Total Changes 2016-17		Proposed 2016-17	
	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions
103 Club Associates	4.00	16									4.00	16
103 Club Asst. Director	1.00	1									1.00	1
103 Club Director	1.00	1									1.00	1
103 Club Supervisor	3.00	3									3.00	3
1st Grade Associate	2.00	2									2.00	2
2nd Grade Associate	2.00	2									2.00	2
Admin Assistant	3.00	3									3.00	3
Bookkeeper	2.50	3									2.50	3
Bus Aide	0.57	1									0.57	1
Bus Driver	28.00	28	2.00	2					2.00	2	30.00	30
Clerical Aide	2.02	4									2.02	4
Communications Coordinator	0.80	1									0.80	1
Custodian	10.50	11	2.00	2					2.00	2	12.50	13
EL Associate	2.50	3									2.50	3
Kindergarten	6.00	7									6.00	7
HDK Associate	0.50	1									0.50	1
Head Custodian	3.00	3									3.00	3
Human Resources Coordinator	1.00	1									1.00	1
Library Associate	2.50	3	0.50	0					0.50		3.00	3
Lunchroom Associate	1.91	4									1.91	4
Maintenance	1.00	1									1.00	1
Network System Manager	1.00	1									1.00	1
Nurse	2.00	2									2.00	2
Occupational Therapist	1.00	1									1.00	1
Occupational Therapist Asst.	1.00	1									1.00	1
PE Associate	2.42	4	0.50	1					0.50	1	2.92	5
Physical Therapist	1.00	1									1.00	1
Receptionist	0.50	1									0.50	1
Rivershire Coordinator	1.00	1									1.00	1
RTI Associate	2.78	5									2.78	5
Secretary	5.92	6									5.92	6
SpEd Associate	17.79	18									17.79	18
SpEd EC Associate	4.66	5									4.66	5
SpEd Guided Associate	12.00	12									12.00	12
Tech Support Specialist	3.00	3									3.00	3
Grand Total	**134.87**	**160**	**5.00**	**5**	**0.00**	**0**	**0.00**	**0**	**5.00**	**5**	**139.87**	**165**

DRAFT 2017-18 Administration Staffing Plan - 01/31/17

Title	Actual 2015-16		Move 5th Grade 2016-17		DW Teaming 2016-17		Other Changes 2016-17		Total Changes 2016-17		Proposed 2016-17	
	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions
Superintendent	1.00	1									1.00	1
Principal	3.00	3									3.00	3
Asst. Principal	2.00	2					1.60	2	1.60	2	3.60	4
Director of Student Services	1.00	1									1.00	1
Asst. Director of Student Services	1.00	1					-1.00	-1	-1.00	-1	0.00	0
Asst. Supt. for Business	1.00	1									1.00	1
Asst. Supt. for Curriculum & Instruction	1.00	1									1.00	1
Curriculum Coordinator	0.50	1									0.50	1
Director of Technology	1.00	1									1.00	1
Director of Transportation	1.00	1									1.00	1
Director of Facilities	1.00	1									1.00	1
Grand Total	**13.50**	**14.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.60**	**1.00**	**0.60**	**1.00**	**14.10**	**15.00**

LEADERS IN LEARNING

Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: January 31, 2017
Re: Staffing Level Draft Changes – Impact of 5th grade moving to Half Day School

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The Administrative team reviewed the staffing changes that will need to occur with 5th grade moving to Half Day School for the 2017-2018 school year, and the change in starting/ending times. Curriculum, travel time, workload, and staff to student ratios have been considered. The net Full Time Equivalent (FTE) for each position that is impacted is described below.

The chart on the following page provides an overview of the FTE changes that will need to occur for the 2017-2018 school year due to 5th grade moving to Half Day School, and the change in starting/ending times for the Board's review. A discussion regarding these changes will occur at the Board meeting.

Staffing Changes
5th Grade Moving to Half Day School and
Starting/Ending Time Changes

Subject	Daniel Wright	Half Day	Sprague	Reason	Net FTE
Health	-0.2	No change	NA	Health Curriculum will be integrated into the PE and Science standards for EC-5	-0.2
Band	-0.8	+0.5	NA	Band moving to HD	-0.3
Music	-0.2	+0.5	No change	Scheduling	+0.3
Orchestra	No change	+1.2	NA	Scheduling and student enrollment (190 students at DW, 280 students at HD)	+1.2
Choir/Chorus	No change	No change	No change	No change	0.0
Art	No change	+0.4	-0.2	Adding Art to 5th grade curriculum, scheduling	+0.2
PE	No change	+0.5 Teacher +0.5 Associate	No change	5th grade shift requires change to maintain staff:student ratio, no change at DW due to class sizes/safety	+0.5 T +0.5 A
Spanish	-1.0	+1.0	No change	5th grade shift requires change to maintain staff:student ratio	0.0
Library	No change	+0.5 Associate	No change	Associate addition due to student enrollment	+0.5 A
Service Learning	-0.2	No change	No change	Curriculum will be integrated into Social Studies	-0.2
Tech/Art	(-0.2) No change	No change	No change	Curriculum replaced with Art. Tech Coach currently teaches class. Coach will now coach without dedicated class.	0.0
Performing Arts	-0.2	No change	NA	Performing Arts will be removed from 5th grade curriculum	-0.2
FCS	No change	No change	NA	FCS is not part of 5th grade curriculum	0.0
RtI Intervention	No change	+0.5 ELA +0.5 Math	No change	5th grade shift requires change to maintain staff:student ratio. Increase due to scheduling.	+1.0
REACH	-0.5 Math/Science	+0.5 ELA and Math	No change	Student enrollment	0.0
EL	-1.0	+0.8	No change	5th grade shift requires change to maintain staff:student ratio	-0.2
Speech	-0.4	+0.4	No change	5th grade shift requires change to maintain staff:student ratio	0.0

Psychology	No change	+0.4	-0.4	District level adjustments to balance scheduling	0.0
Social Work	-0.5	+0.5	+0.5	Scheduling issues	+0.5
Learning Behavior Specialists	-1.0	+1.0	0.0	5th grade shift requires change to maintain staff:student ratio	0.0
Transportation	New 3-Tier Model	New 3-Tier Model	New 3-Tier Model	To maintain transportation guidelines, 2 routes are needed	+2.0
Custodian	No change	+1.0	+1.0	Additional square footage at each building needing cleaning	+2.0

LEADERS IN LEARNING
Lincolnshire-Prairie View School District 103
1370 N. Riverwoods Road • Lincolnshire, Il 60069
847/295-4030 • FAX 847/295-9196
http://www.d103.org

MEMO

To: Board of Education

From: Dan Stanley, Anthony Mendoza

CC: Dr. Scott Warren

Date: February 07, 2017

Re: Bus Bids

As a reminder about the bids:

Considering the buses alone, the cheapest option is going with a 3-year lease of one-year-old 77-passenger buses, and new smaller and wheelchair buses. No service contract. The total annual cost would be $269,950, which is $16,594 (6.5%) more than what we currently pay for a fleet smaller by two buses. If you take the additional two buses out of the equation in the cost comparisons, our cost would actually be $251,688, which is $1,668 (0.7%) LESS than what we paid this year. This is the power of bidding all together (as well as going with one-year-old buses where possible).

The second cheapest option is to go with the exact same buses, except it would be a 2-year lease. The total cost would be $281,470 which is $28,114 (11.1%) more than what we are paying for this year inclusive of the two additional buses. Remove the 2 buses and the costs are increasing $9,360 (3.7%) over what we paid this year. The difference from the 2-year lease and 3-year lease is an annual cost of $11,028 or a total difference of $22,056 after the 2 years.

We examined the prices including the service contracts, and the cost would be an additional $48,642 which does not seem worth it as we average about $41,000 a year in maintenance costs.

For the radios, cameras, and GPS, there were cash options as well as 2, 3, 4, and 5-year financing options. There are pros and cons for the different options and I would like the opportunity to discuss these at the meeting.

As mentioned before, there is also a consideration for how does this all fit in for a timeline in bidding out transportation services in the future. A few questions surfaced from the last board meeting.

The first question was why not bid just one year. At the point of bidding them, I initially assumed the cost would be prohibitive. Since then, I've reached out to the vendor and the additional cost for the main buses would be about $1,200 more per bus, or nearly $30,000 more. This would cause our cost for the buses to increase 18% rather than the 6.5%. More importantly, however, I was told that the vendor would not bid on a one-year deal for any new buses. This makes it very difficult to do a one-year deal as we have very specific bus needs to make sure we don't need extra buses.

The second asked about if an outsourced company could “take over” our buses. The answer is yes, they can. We would continue to make the payment, but the contractor would operate the buses. This would obviously reflect in their bids as they aren’t putting out the capital for the buses. I’ve confirmed this with both Midwest and First Student. This could prove to be beneficial to us as there is no way the contractor can “step on” the cost of the fleet. However, it could equally work out to not be as beneficial due to that part of the reason for the cost savings to the district in outsourcing is that they buy the buses and capitalize them over the long-term.

Finally, as it relates to the cost…it continues to get more difficult to provide an educated estimate. Originally, we were looking in the range of 100-200K savings in the outsourcing. However, that was with everything wrapped up together. We had already spoken of doing some changes to driver compensation (health insurance and holidays) to get us to that $100k savings for next year. Doing a lease for 2 years rather than 3 years would cost us an additional $23,000, but it’s possible you could save that in outsourcing one year earlier. All of this to say is that you would probably still save some money bidding out in the next year or so, however I would be surprised if it was $100,000. If I had to guess, it would be $50,000 $100,000, but I honestly do not know. A lot would depend on the Board’s threshold of what level of savings makes it worthwhile.

LEADERS IN LEARNING
Lincolnshire-Prairie View School District 103
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http://www.d103.org

MEMO

To: Board of Education

From: Dan Stanley

CC: Dr. Scott Warren

Date: February 7, 2017

Re: School Fees Schedule for 2017-2020

As discussed previously, the district is at the end of the 3-year school fees plan. I have updated the base fee schedule, adding another 3 years increasing at a rate of 2% which is in line with inflation. Full Day Kindergarten fees for 2017-18 were increased to $3,710 at a previous board meeting this year. Beyond 2017-18, I increased the fee by 2% going forward. For the community peer fee, I have increased the fee 2%.

This is an example of what our structure could look like. The outstanding item to consider for fees is a consideration for an activity fee of some type. We have not had one, but is the Board interested in beginning one?

School Fees Schedule

	2014-15	2015-16	2016-17	2% 2017-18	2% 2018-19	2% 2019-20
General Registration Fee						
Early Childhood	59.00	60.00	61.00	62.00	63.00	64.00
Half Day Kindergarten	59.00	60.00	61.00	62.00	63.00	64.00
Grade 1	118.00	120.00	122.00	124.00	126.00	129.00
Grade 2	118.00	120.00	122.00	124.00	126.00	129.00
Grade 3	118.00	120.00	122.00	124.00	126.00	129.00
Grade 4	118.00	120.00	122.00	124.00	126.00	129.00
Grade 5	118.00	120.00	122.00	124.00	126.00	129.00
Grade 6	118.00	120.00	122.00	124.00	126.00	129.00
Grade 7	118.00	120.00	122.00	124.00	126.00	129.00
Grade 8	118.00	120.00	122.00	124.00	126.00	129.00
Tech Fee (EC-8)	17.00	18.00	18.00	19.00	19.00	19.00
Classroom Projects Fee (EC-4)	16.00	16.00	16.00	17.00	17.00	17.00
Fine Arts Fee (5-8)	12.00	13.00	13.00	13.00	14.00	14.00
Full Day Kindergarten *	3,350.00	3,430.00	3,510.00	3,710.00	3,784.00	3,860.00
Community Peer	2,110.00	2,160.00	2,900.00	2,958.00	3,017.00	3,077.00

* FDK Fee for 2017-18 already set at $3,710.00

LEADERS IN LEARNING

Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: February 2, 2017
Re: Superintendent Goals Update

The Superintendent Goals Update is provided for your review. A discussion regarding the update will occur at the meeting.

Superintendent 2016-2017 Goals
Final

CLIMATE AND CULTURE		
Goal 1: Improve stakeholder satisfaction		
Sub Goal: Create opportunities for students, families and staff to build understanding and appreciation between cultures	**Progress**	**Progress**
a. Meet with parents from diverse backgrounds to gather input into how to best serve students' educational needs		
b. Invite parents to be "cultural ambassadors" to work with staff to help understand cultural differences that impact student/family/staff relationships		
c. Design curriculum lessons/units that align to the curriculum standards that facilitate positive understandings for students of cultural differences		
d. Implement revised curriculum/lessons		
f. Research ways to involve students from SHS to provide mentorship at the District schools		
g. Review opportunities for parents be involved in the schools during the day respecting appropriate student developmental levels		
i. Engage students in discussions/ideas regarding cultural topics and how to impact inclusive environments		
d. Provide report to the Board on progress by June 2017		

Goal 2: Determine the feasibility of adjusting the starting and ending times for each school that consider the health and well-being of students		
Sub Goal: Provide Final Recommendation on Start Times for the 2017-2018 School Year	**Progress**	**Progress**
a. Finalize busing financial implications of moving to a 3-Tier system		
b. Provide 5 year projections that incorporate change in transportation and staffing implications for 5th grade moving to Half Day and Daniel Wright teaming		
c. Recommend start times for 2017-2018 by December 2016.		
d. Provide implementation plan in January 2017.		
Goal 3: Review options for teaming at DW		
Sub Goal: Create options that enable grade level teaming for 7th and 8th grades	**Progress**	**Progress**
a. Work with key personnel from Daniel Wright to review teaming scenarios		
b. Consider implications for scheduling and space		
c. Consider cost implications for staffing scenarios		
d. Provide recommendation to the Board by January 2016		

FACILITIES		
Goal 4: Optimize current District spaces to promote creativity, collaboration and analytical thinking		
Sub Goal: Work with an architect to optimize student learning spaces and staff workspaces	**Progress**	**Progress**
a. Collaborate with key personnel from the Daniel Wright staff to review best practices in space utilization and schedule design		
b. Collaborate with architects to review best practices in space utilization and schedule design		
c. Create a long range plan for classroom and collaborative area layouts to utilize as finances are available		
d. Review furniture options for classrooms and collaborative areas		
e. Begin implementation of changes as funds are available for the 2017-2018 school year		

Lincolnshire-Prairie View School District 103

2016-2017 Board of Education Goals

1. Culture & Climate

Create a 2 year committee to meet 2 times per year comprised of board members, administrators, teachers, and parents that will provide feedback to ensure success of the following significant changes in District 103: 5th grade move, transportation, start/end times. Students from each school will be provided an opportunity to provide input to the committee regarding these changes.

Reconvene the 2020 Vision Committee to provide feedback on Vision 2020 progress to date.

Support the development of an Administration cultural diversity plan.

2. Fiscal Sustainability & Facilities

Review the Administration plan to save for future facility improvements that could not be undertaken this year due to budgetary constraints.

Explore options to address new development within District 103 boundaries.

3. Curriculum, Instruction & Assessment

Review the Administration 5 year plan for staffing and facility utilization that anticipates needs by grade level related to projected enrollment increases due to move ins and new developments.

Review achievement data available to determine the percentage of each individual student that is meeting his/her growth potential with a long term goal to have ≥84% of students reaching individual growth targets as predicted by ECRA.

Explore underlying reasons for achievement differences on standardized tests by demographic as reported in the Illinois Report Card.

4. Student Schedules

Provide feedback related to changes in the scheduling and staffing at Daniel Wright while supporting efforts to enable grade level teaming at 7th and 8th grade.

Approved by the Lincolnshire-Prairie View School District 103 Board of Education on 12/13/2016

LEADERS IN LEARNING

Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: February 2, 2017
Re: IASB Lake Division Meeting

The Spring IASB Lake Division Meeting will occur on March 8, 2017. This year, Jim Burgett, President of the Burgett Group, will discuss the Art of School Boarding. As the Board make up will change this spring, I encourage the Board to attend this evening as part of the transition. The evening will also provide an opportunity for Board candidates to learn more about the role of a Board member. A flyer for the evening is presented for your review.

ILLINOIS ASSOCIATION OF SCHOOL BOARDS
2921 Baker Drive
Springfield, Illinois 62703-5929
www.iasb.com

ILLINOIS ASSOCIATION OF SCHOOL BOARDS
Field Services

LAKE DIVISION MEETING

The Art of School Boarding

Presented by Jim Burgett, President, The Burgett Group

Pre-meeting: Briefing for Candidates

Wednesday, March 8, 2017 • North Chicago Community High School • North Chicago

PROGRAM:

4:45 p.m. Pre-meeting: Briefing for Candidates

This session is designed to provide board candidates with an overview of the roles and responsibilities of an elected school board member and an idea of what to expect if they are successful in the April elections. Boards are encouraged to bring candidates for the whole evening, as the dinner program will be valuable to candidates as well as to current board members.

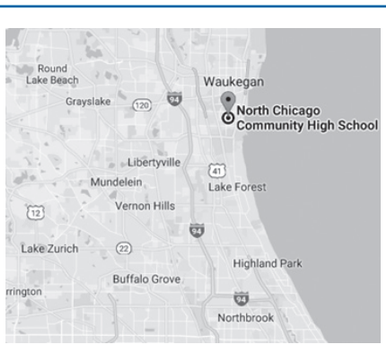
While the briefing is free, online registration and payment of $37 is required for the candidates attending the dinner. Your district superintendent or district secretary must update the district roster to include candidates prior to registration (see REGISTRATION section.)

This briefing is coordinated by Barbara B. Toney, Director of Field Services, IASB.

The Art of School Boarding

Being a school board member is not easy. There are lists of regulations, but not instructions. School boarding is not a science; it is an art. There are, however, things to know that can help the school board member make a positive difference. The Art of School Boarding shares ten top actions and attitudes for success. This presentation is great for the rookie just learning, or for the veteran trying to see where they excel or need a boost.

Jim Burgett is the author of eight educational books, is a national speaker and presenter, and was twice named Superintendent of the Year. Jim is very proud of the fact that he has keynoted the Joint Annual Conference four times in his career — the most of any speaker in conference history. He believes that school board members, working with district administrators, set the future for education, and he passionately shares his message hoping that this important team of leaders will be able to continue providing the best educational opportunities possible for the students of their district.



March 8, 2017

North Chicago Community High School
1717 17th Street
North Chicago, IL. 60064
314/779-6220

Please park in the north lot which is located across from the main entrance on 17th Street. Enter through the Main Entrance doors. The *Briefing for Candidates* will be held in the Learning Resource Center.

AGENDA:

4:45 p.m.	Pre-meeting: Briefing for Candidates
5:30-6 p.m.	Tour – Highlights of Our Community School Model
5:45 p.m.	Registration
6:15 p.m.	Business Meeting

Presiding: Ann Dingman, Chair

Reports of the:

Board of Directors: June Maguire, Director

Resolutions Committee: John Armstrong, Resolutions Chair

Recognition of Delegates

Statewide Officers: Joanne Osmond, IASB Vice President

Executive Director: Kimberly Small, General Counsel, IASB

Announcements: Barbara B. Toney, IASB Field Services Director

Program – The Art of School Boarding

Mark Your Calendar:

March 25-27, 2017 – NSBA Conference, Denver

November 17-19, 2017 – IASB/IASA/IASBO Joint Annual Conference, Chicago

Be sure to visit the IASB website for a complete list of events and locations: *www.iasb.com/calendar*

North Chicago CUSD 187 Governing Bodies:

Independent Authority
Dora King, Chairman, Sylvia Johnson, Joel Sensenig, Evelyn Alexander, and Shajuana Goshton

Financial Oversight Panel
David Agazzi, Chairman, Casandra Slade, Cheryl Crates, Hornsby Kneeland, and Shaunese Teamer

Military Representative on both panels:
Command Master Chief Ryan Lamkin

Dr. Ben Martindale, Chief Education Officer

Your Lake Division Officers:

The following dedicated school board members represent you and serve your Association:

June Maguire, Director
Waukegan CUSD 60

Ann Dingman, Chair
Grayslake CHSD 127

Marc Tepper, Vice Chair
Kildeer-Countryside CCSD 96

John Armstrong,
Resolutions Chair
Wauconda CUSD 118

Brian Battle, Director-at-Large
Barrington CUSD 220

Vacant, Director-at-Large

Dr. Catherine Finger
IASA Representative
Grayslake CHSD 127

Barbara B. Toney
Field Services Director

ILLINOIS ASSOCIATION OF SCHOOL BOARDS
Field Services

The vision of the Illinois Association of School Boards is excellence in local school board governance supporting quality public education.

REGISTRATION:

Event date: March 8, 2017
Registration fee: $37

All registrations must be completed online. You will be using the new IASB database management system to register. Please follow these easy steps:

1. Go to *www.iasb.com* and click on **MY ACCOUNT**.
2. Log in using your email address and password:
   - If you do not know your password or do not have a password, do not create a new account; use the ***forgot password*** link.
   - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed on the District Roster.
3. Click on Events Calendar tab and continue with your registration.

Payment may be made by credit card or the district can request that it be billed if a P.O. number is provided. Registration fees will be refunded only for cancellations received two days prior to the meeting. This is a legitimate school board expense.

Attendance at this event earns participants five points in IASB's Master Board Member Program.

If you have any questions, please contact Nancy J Johnson at *njohnson@iasb.com* or 630/629-3776, ext. 1220.

If you need a special meal or arrangements, please note when registering online or call/email the contact listed above.