

Community High School District 128
Oak Grove School District 68
Libertyville School District 70
and
Hawthorn Community Consolidated
School District 73

Demographic Trends
and
Enrollment Projections

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Contents

Preface.....	1
Overview of the Study Areas.....	3
Housing and Population Trends.....	5
Enrollment Trends and Student Migration/Transfer.....	12
Determinants of Enrollment Change.....	12
District 68, 70 and 73 Overviews and Enrollment Analyses.....	18
Oak Grove School District 68.....	18
District 68 Enrollment Trends.....	19
Determinants of Annual Enrollment Change.....	19
Libertyville School District 70.....	25
District 70 Enrollment Trends.....	26
Determinants of Enrollment Change.....	26
Hawthorn School District 73.....	31
District 73 Enrollment Trends.....	32
Determinants of Enrollment Change.....	32
Projecting K–8 School District Enrollment.....	39
Enrollment Projections for District 68, 70, and 73.....	44
Oak Grove School District 68.....	44
Libertyville School District 70.....	48
Hawthorn School District 73.....	52
Analysis of Community High School District 128 Enrollment Trends.....	57
Determinants of Enrollment Change.....	57
The Enrollment Future of Community High School District 128.....	68
Concluding Remarks.....	73
Appendix A: Student Body Racial/Ethnic Composition.....	83
Appendix B: Housing Market Trends.....	89
Appendix C: Sources of Incoming Ninth-Graders.....	95

Preface

This report updates my November 2016 report on population and housing trends in the villages and K–8 public school districts that contribute students to Community High School District 128. I assess the implications of these updated trends for student migration/transfer and future enrollment in the K–8 school districts and District 128’s two high schools. Special attention is given to Oak Grove School District 68, Libertyville School District 70, and Hawthorn Community Consolidated School District 73, along with District 128. Rondout School District 72 (a small district of just 145 students) chose not to participate in the current study but provided information that enabled me to project enrollment in the high schools district.

As before, the report commences with a review and update of housing and demographic dynamics for the study area as a whole. I then examine the effects of these dynamics on student migration and annual enrollment changes in the pertinent K–8 school districts. Next, I project enrollment for school Districts 68, 70, and 73, by year and by grade, through school year 2030–31. Finally, I analyze recent student migration/retention and transfer data for Community High School District 128 and bring the K–8 school district projections to bear on high school district enrollment projections through school year 2030–31.

Enrollment projections for the K–8 school districts and for District 128, including its two high schools, will be in the form of three separate series based on assumptions about future fertility rates, new residential development, turnover of existing housing (including teardowns and rebuilds), and resulting family in-migration to the area served by the respective school districts. These three series will provide (A) the minimum number of students that may be

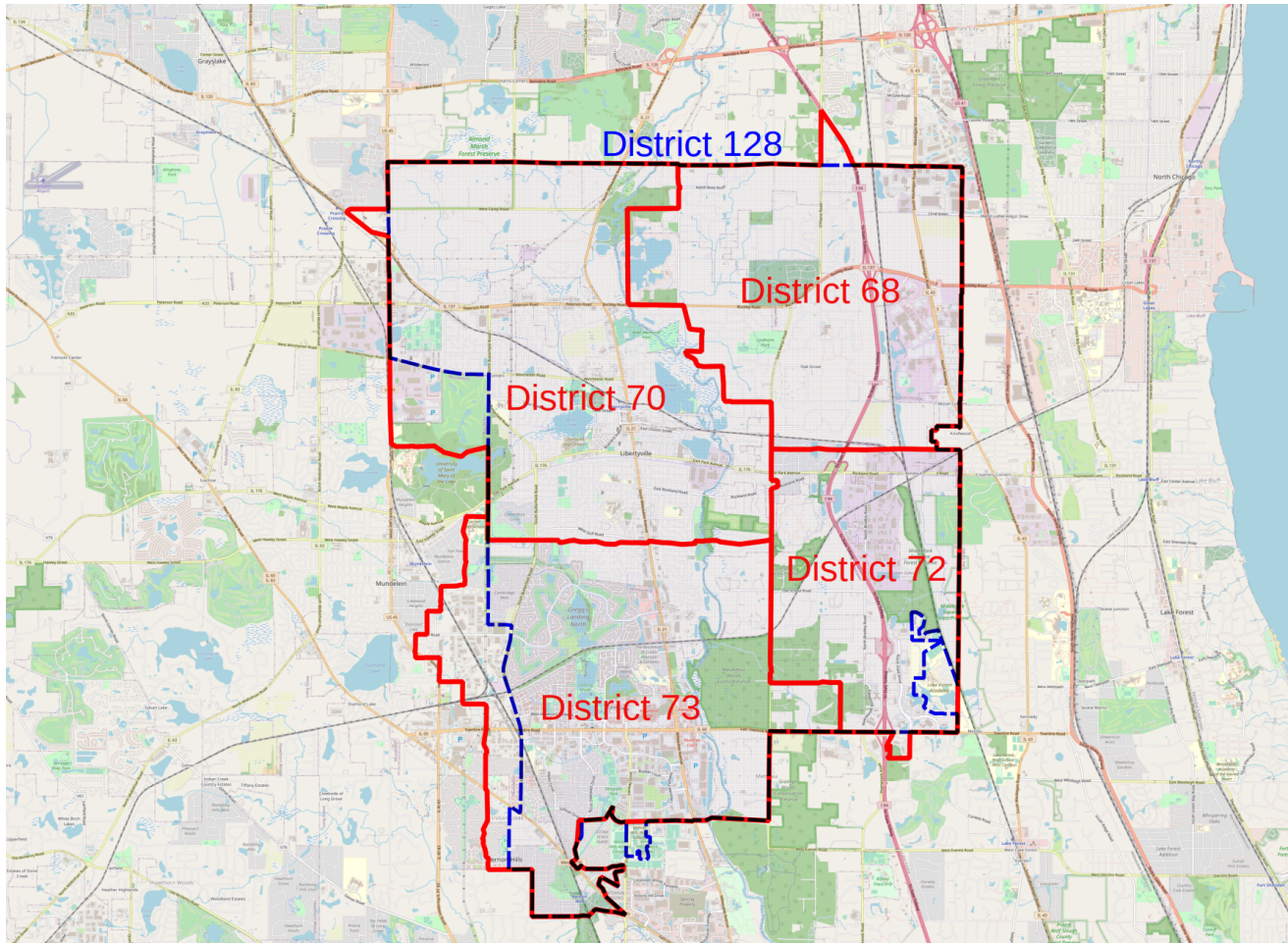
anticipated, (B) the most likely number of students to be expected, and (C) the maximum number of students that can possibly be foreseen.

In conducting the analysis that follows, I benefited from enrollment statistics and housing development data provided by administrators at each K–8 school district and District 128. I would like especially to thank Daniel Stanley, Assistant Superintendent for Finance/CSBO of Community High School District 128, who coordinated data assembly with the other districts. For his fine assistance and that of all other who contributed to this study, I am most appreciative.

Overview of the Study Areas

The Community High School District 128 attendance area is located in Lake County approximately 40 miles north of Chicago. Encompassing 34.4 square miles, the District serves the communities of Libertyville, Vernon Hills, Green Oaks, Rondout, Mettawa, and a small portion of Mundelein, as well as surrounding unincorporated areas with two campuses: Libertyville (North) and Vernon Hills (South), having a combined October 2020 enrollment of 3,387. Of this total, 1,807 attend Libertyville High School (North), while 1,580 attend Vernon Hills High School (South). District 128 students are assigned to each of the two high schools predicated on their origin public elementary feeder district and community of residence. The public elementary school districts of Oak Grove District 68, Libertyville District 70 and Rondout District 72 feed Libertyville (North) campus. Approximately 80 percent of Hawthorn Elementary School District 73 students attend the Vernon Hills (South) campus. In addition, fifteen to twenty-eight private or parochial students have transferred annually to District 128 freshmen classes in recent years along with an average of approximately thirty freshmen move-ins from outside District 128 boundaries. The District's two high schools rank in the top 2 percent of all public high schools nationally in academic challenge and student performance. The four elementary school districts, with a combined enrollment of 6,966 students in fall 2020 (down from 7,686 students in fall 2017), are similarly academically highly acclaimed. Figure 1 provides a map of these school district boundaries.

Figure 1
Community High School High School District 128 and Sending K–8 Public School Districts



Housing and Population Trends

Like many of Chicago's outer suburbs, the District 128 area experienced a flurry of new housing construction in the 1960s, 1970s and 1980s. The 2015–2019 American Community Survey estimates indicate that approximately half of the existing homes in the villages making up the District 128 area were built during those three decades (see Table 1). The vast majority of the homes constructed in the 1960s and 1970s were single-family, detached structures containing three or more bedrooms. Furthermore, these homes were reasonably priced. Table 2 shows that as late as 1980 the median value of owner-occupied houses in Vernon Hills was \$91,700 and in Libertyville, \$103,600.

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

Table 3 describes the population trends since 1950 for the communities served by District 128. Between 1960 and 1990, Libertyville increased from 8,560 residents to 19,174, with most of this growth in the 1960s and 1970s. Libertyville's total population continued to rise to 20,742 in 2000 and then leveled off at just below that number through 2019. Vernon Hills' rapid population increases started later with its peak growth during the 1970s and 1980s, rising from 1,056 in 1970 to 9,827 in 1980 and 15,319 in 1990. Driven by considerable new housing construction during the 1990s, Vernon Hills continued to grow at a solid rate, reaching 20,120 residents in 2000 and 25,113 in 2010 after which it stabilized. Green Oaks followed a similar post-1970 growth pattern, though at a much

smaller scale than Vernon Hills, while Mettawa's small population has fluctuated between 330 and 556 residents during the past forty years.

More important than total population numbers, are the changes in the preschool and school-age populations in District 128 communities. Observe in Table 3 how these populations grew over the years in Vernon Hills, though its preschool-age population dropped considerably between 2010 and 2019. Similar growth patterns occurred through year 2000 in the under-age-10 population in Libertyville, while its 10–14 population and 15–19 population sizes declined during the 1980s. By the 1990s, growth resumed in Libertyville's 10–14 population through 2010, with a drop afterward, while its residents under age 5 population declined significantly both between 2000 to 2010 and 2010 to 2019.

Despite rapidly appreciating housing costs, lower mortgage interest rates and a strengthening Chicago area economy in the mid-1980s led to renewed housing development and turnover in District 128. Table 4 presents annual housing construction permits for each of the communities from 1988 through December 2020. Observe that during the late 1990s, single-family housing development accelerated in Vernon Hills and remained strong through 2004. Between 1997 and 1999, 886 single-family housing building permits were authorized in this village, while 1,081 single-family units were permitted from 2000 through 2004. Thereafter, new single-family detached housing construction dropped precipitously with many of the new housing permits authorized rebuilds of units torn down. New single-family unit construction likewise slowed down considerably during the past dozen or so years in Libertyville and Mundelein while there was hardly any new housing construction in Green Oaks and Mettawa.

There have also been increases in the demographic diversity of the student bodies at most districts, especially over the last decade. For example, in 2009 28.9% of students in the combined elementary and high school districts self-identified as minorities. By 2019, that number rose to 38.6%. With the exception of District 72, which saw a small decrease in the percent of minority students (29.7% to 24.8%), each of the districts saw notable relative increases in the diversity of its study body. District 68 increased from 21.2% minority students to 40.4%; District 70 from 14.5% to 20.7%; District 73 from 46.5% to 56.9%; and District 128 from 22.0% to 29.0% Appendix A presents the student body racial/ethnic composition at each district for school years 2009–10 and 2018–19.

Table 1
Dates of Residential Housing Construction of Existing Units in Villages Served by High School District 128

Year Structure	Green Oaks		Libertyville		Mettawa		Mundelein		Vernon Hills	
Built	Estimate	% Total	Estimate	% Total	Estimate	% Total	Estimate	% Total	Estimate	% Total
Total units	1,262	100.0	7,822	100.0	220	100.0	11,253	100.0	10,482	100.0
2014 or later	97	7.7	66	0.8	11	5.0	111	1.0	363	3.5
2010 to 2013	0	0.0	128	1.6	5	2.3	209	1.9	324	3.1
2000 to 2009	128	10.1	621	7.9	59	26.8	1,327	11.8	2,263	21.6
1990 to 1999	372	29.5	755	9.7	18	8.2	2,573	22.9	2,233	21.3
1980 to 1989	248	19.7	1,523	19.5	42	19.1	1,734	15.4	1,633	15.6
1970 to 1979	138	10.9	2,050	26.2	27	12.3	1,269	11.3	3,128	29.8
1960 to 1969	140	11.1	836	10.7	31	14.1	1,196	10.6	327	3.1
1950 to 1959	99	7.8	854	10.9	7	3.2	2,068	18.4	43	0.4
1940 to 1949	0	0.0	303	3.9	2	0.9	270	2.4	7	0.1
1939 or earlier	40	3.2	686	8.8	18	8.2	496	4.4	161	1.5

Source: U.S. Bureau of the Census. American Community Survey, 2019 5-Year Estimates.

Table 2
Median Value of Owner-Occupied Homes in Villages in the District 128 Area: 1950 to 2019

Village	1950	1960	1970	1980	1990	2000	2010	2015	2019
Libertyville	\$12,982	\$20,400	\$30,000	\$103,600	\$188,500	\$263,700	\$451,600	\$395,900	\$447,900
Vernon Hills	—	—	\$23,200	\$91,700	\$140,500	\$223,300	\$352,300	\$318,900	\$348,900
Green Oaks	—	—	—	\$116,500	\$256,700	\$406,000	\$625,600	\$556,500	\$583,200
Mundelein	\$11,542	\$17,500	\$22,600	\$65,800	\$115,900	\$164,300	\$251,000	\$218,300	\$237,500
Mettawa	—	—	—	—	\$500,000	\$823,300	\$1,000,000	\$812,500	\$869,000

Source: U.S. Bureau of the Census. Decennial Census of Population and Housing, 1950, 1960, 1970, 1980, 1990 and 2000; 2015 and 2019 American Community Survey 5-Year Estimates.

Table 3
Population by Age Group in Villages Served by High School District 128: 1950–2019

Village	Age Group	1950	1960	1970	1980	1990	2000	2010	2019
Libertyville	Total	5,425	8,560	11,684	16,520	19,174	20,742	20,315	20,382
	< 5	627	994	1,000	1,111	1,265	1,380	1,035	779
	5–9	504	1,012	1,347	1,401	1,461	1,715	1,466	1,555
	10–14	368	898	1,459	1,821	1,617	1,770	1,850	1,561
	15–19	309	578	1,105	1,721	1,474	1,403	1,538	1,952
	65 +	408	960	827	1,239	1,843	2,406	2,824	3,258
Vernon Hills	Total	—	123	1,056	9,827	15,319	20,120	25,113	26,343
	< 5	—	—	—	1,152	1,563	1,632	1,655	1,303
	5–9	—	—	—	882	1,347	1,745	1,951	1,967
	10–14	—	—	—	609	1,090	1,590	1,869	2,317
	15–19	—	—	—	465	779	1,278	1,760	2,068
	65 +	—	—	—	160	812	1,219	2,342	3,433
Green Oaks	Total	—	198	659	1,415	2,101	3,572	3,866	3,846
	< 5	—	—	—	91	151	324	168	172
	5–9	—	—	—	—	210	328	359	242
	10–14	—	—	—	—	194	345	446	294
	15–19	—	—	—	—	156	252	326	330
	65	—	—	—	77	124	252	361	637
Mundelein	Total	3,189	10,526	16,128	17,053	21,215	30,935	31,064	31,587
	< 5	471	1,876	1,565	1,433	2,173	2,836	2,325	2,304
	5–9	365	1,730	2,076	1,336	1,775	2,853	2,190	1,892
	10–14	227	1,158	2,243	1,456	1,468	2,551	2,286	1,759
	15–19	187	532	1,705	1,694	1,299	2,234	2,382	2,182
	65 +	179	356	538	818	1,412	1,924	2,631	4,275
Mettawa	Total	—	126	285	330	348	367	547	556
	< 5	—	—	—	—	19	15	28	14
	5–9	—	—	—	—	16	30	47	45
	10–14	—	—	—	—	35	29	27	31
	15–19	—	—	—	—	26	20	32	35
	65 +	—	—	—	—	25	49	82	113

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

Table 4
New Housing Units Authorized by Building Permits in Villages
Served by High School District 128: 1988 to 2020

Year	Libertyville		Vernon Hills		Green Oaks		Mundelein		Mettawa	
	Single-	Multi-	Single-	Multi-	Single-	Multi-	Single-	Multi-	Single-	Multi-
1988	232	18	262	0	29	0	230	16	5	0
1989	98	2	360	0	8	0	187	74	6	0
1990	50	0	161	63	7	0	325	48	5	0
1991	31	0	216	50	4	0	183	108	2	0
1992	35	0	144	86	3	0	266	97	3	0
1993	49	0	99	57	1	0	197	0	1	0
1994	66	6	37	0	24	0	253	146	1	0
1995	51	6	26	9	61	0	376	124	0	0
1996	44	6	84	13	123	0	346	8	2	0
1997	51	0	191	4	71	0	130	68	0	0
1998	59	2	271	0	53	0	110	37	0	0
1999	65	222	424	0	53	0	130	0	5	0
2000	25	3	296	0	42	0	111	0	9	0
2001	19	28	218	0	9	0	118	0	12	0
2002	29	4	207	0	17	0	124	0	3	0
2003	37	159	130	308	11	0	135	0	2	0
2004	55	12	230	0	1	5	51	6	3	0
2005	86	0	64	40	14	0	78	32	19	0
2006	58	0	92	0	4	0	25	8	2	0
2007	48	0	31	146	3	0	406	0	6	0
2008	11	7	15	0	1	0	112	18	2	0
2009	7	0	14	0	1	0	46	0	1	0
2010	17	0	4	231	0	0	49	0	0	0
2011	27	0	6	0	0	0	36	0	3	0
2012	22	15	18	0	2	0	55	0	0	0
2013	33	0	26	96	1	0	84	0	1	0
2014	20	0	60	160	1	0	73	0	4	0
2015	18	0	17	32	1	0	10	9	0	0
2016	33	12	21	0	2	12	36	0	1	0
2017	33	2	8	260	1	14	65	0	2	0
2018	15	0	54	0	2	18	33	2	0	0
2019	39	0	31	0	2	0	43	0	2	0
2020	22	0	33	0	1	0	69	0	2	0

Source: U.S. Bureau of the Census. Current Construction Reports, Housing Units Authorized by Building Permits. Annual Reports 1988–2019 and December 2020 year to date.

Enrollment Trends and Student Migration/Transfer

Enrollment trends in local public schools mirrored community demographic dynamics. Total elementary school enrollments mushroomed in the 1960s and continued to grow in the elementary districts as a whole in the 1970s. For example, Hawthorn District 73 expanded from 836 students in 1974–75 to 2,158 in 1980–81, before its growth began to slow. Each of the elementary feeder districts grew during the 1990s, some of them substantially. Between school years 1994–95 and 2003–04, Oak Grove District 68 expanded from 583 students to 1,049; Libertyville District 70, from 2,382 to 2,653; and Hawthorn District 73, from 3,174 to 3,857. Since that period, total enrollment has declined modestly in Oak Grove District 68 (923 in fall 2020), while Libertyville District 70 experienced a sharper decline to 2,145 students in fall 2020. Hawthorn District 73 continued to move upward reaching 4,278 students in 2017–18 before annually declines to 3,753 students in 2020–21. I will shortly show in some detail the reasons for annual enrollment changes in Districts 68, 70, and 73.

Determinants of Enrollment Change

School districts are open demographic systems whose growth, stability, or decline is affected by three factors. The first is the difference between the size of the kindergarten (or for the high school district, ninth grade) class that enters each September and the size of the previous June's graduating class (either eighth or twelfth grade). The second is the net migration/transfer of school-age children in each district as they progress through the grades over the years. Special education enrollment change will also have an effect if these students are enumerated separately from students in regular grades. In the case of elementary

school districts, the change in prekindergarten can be a forth factor of annual enrollment change.

Tables 5, 6, and 7 show how annual total enrollment change in the combined elementary districts served by District 128 may be decomposed into these component parts since school year 1994–95. Table 5 provides the grade-by-grade and year-by-year combined enrollment for the elementary feeder districts (including Rondout District 72). Table 6 decomposes the annual total enrollment changes into the component parts. Thus, between September 2019 (school year 2019–20) and September 2020 (school year 2020–21), combined public feeder school K–8 enrollment declined by 347 students (7,313 to 6,966; see Table 5). The 893 eighth graders who left the public elementary districts in June 2020 (see Table 5) were replaced this past September by only 591 kindergarten students, for a net class size difference of –302. In addition, between September 2019 and September 2020, thirty-four more students migrated out of the combined elementary school districts or transferred to parochial schools than migrated into the districts or transferred from parochial schools. During the same period special education enrollment expanded by seven students while prekindergarten dropped by eighteen students. The four figures (–302, –34, +7, –18) sum to the 347-student decline between school years 2019–20 and 2020–21.

Table 7 shows the grade-by grade, year-by year migration/transfer figures for the combined elementary school districts. For example, the “1” at the bottom of the K–1 column means that as the kindergarten class school year 2019–20 progressed to the first grade in school year 2020–21, it gained one student via positive migration or transfer (see Table 5 where this class grew from 701 to 702 as it progressed upward one grade level). Conversely, as the fourth-grade class of

2019–20 (769 students) progressed to the fifth grade in 2020–21 (750 students), it declined by nineteen students. Summing across the bottom row of Table 7 gives the K–8 net student migration/transfer between September 2019 and September 2020, which is –34.

Observe that substantial positive net student migration/transfer characterized the combined elementary school districts until fall 2017 (school year 2017–18). Since then, led by a significant turnaround in net student migration/transfer at Hawthorn District 73 (to be described in detail later), the positive numbers dropped considerably afterward and turned negative between September 2019 and September 2020 for the elementary districts as a whole.

Another factor to point out is the sharp decline in kindergarten enrollment for the combined elementary districts this past year (See Table 5). This may be a COVID impact but kindergarten enrollments are often precursors of change in future overall elementary school enrollments.

I now turn to details of enrollment change in school districts 68, 70, and 73 including their annual grade-by-grade, year-by-year net student migration/transfer. Each elementary district has its own analysis section which commences with a district overview. Following their annual enrollment change analysis, I will discuss my projection methods and the results of the projections for each elementary school district. I will then conduct an analysis of annual enrollment change in Community High School District 128 and its two high schools and summarize my enrollment projection methodology before presenting the projections for North and South High Schools as well as the entire school district.

Table 5

Enrollment History in Combined Elementary Districts Served by District 128: 1994–95 to 2020–21

School Year	K	1	2	3	4	5	6	7	8	K–8	Sp. Ed./ SEDOL	Pre-K	Total
1994–95	683	662	675	763	703	691	634	693	632	6,136	90	0	6,226
1995–96	697	746	654	690	774	670	676	685	641	6,233	105	0	6,338
1996–97	671	750	752	671	702	812	706	711	631	6,406	56	0	6,462
1997–98	655	745	743	764	677	710	784	727	707	6,512	70	7	6,589
1998–99	709	734	759	766	773	710	714	801	735	6,701	65	0	6,766
1999–00	715	793	755	811	812	799	723	730	802	6,940	68	0	7,008
2000–01	718	790	822	751	860	827	824	764	754	7,110	64	0	7,174
2001–02	780	779	802	831	775	853	856	827	765	7,268	98	0	7,366
2002–03	696	866	810	802	864	795	882	863	840	7,418	151	36	7,605
2003–04	718	785	856	819	813	885	802	900	873	7,451	139	83	7,673
2004–05	705	767	807	864	835	815	875	819	898	7,385	86	85	7,556
2005–06	758	780	776	825	871	851	855	887	842	7,445	90	84	7,619
2006–07	754	821	773	790	833	890	866	863	886	7,476	60	143	7,679
2007–08	678	849	812	777	800	849	894	891	870	7,420	120	151	7,691
2008–09	753	739	866	826	819	818	859	870	890	7,440	30	191	7,661
2009–10	732	799	766	868	827	843	820	864	881	7,400	56	188	7,644
2010–11	701	773	808	781	865	844	853	829	878	7,332	95	198	7,625
2011–12	675	787	795	809	805	882	858	847	825	7,283	87	148	7,518
2012–13	681	729	783	813	817	814	884	872	859	7,252	71	165	7,488
2013–14	663	774	757	804	837	844	827	888	883	7,277	73	182	7,532
2014–15	641	751	797	786	806	858	860	846	902	7,247	68	190	7,505
2015–16	705	759	772	840	827	845	867	870	850	7,335	60	182	7,577
2016–17	734	749	792	806	864	846	845	879	877	7,392	78	147	7,617
2017–18	705	785	759	801	821	913	891	868	895	7,438	62	186	7,686
2018–19	647	715	791	760	811	822	916	890	852	7,204	66	151	7,421
2019–20	701	685	708	787	769	822	820	916	893	7,101	58	154	7,313
2020–21	591	702	695	710	784	750	825	804	904	6,765	65	136	6,966

Table 6
Decomposition of Annual Enrollment Change in
Combined Elementary Districts Served by District 128:
September 1994 to September 2020

Transition Year Sep. to Sep.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration/ Transfer	Change Sp. Ed.	Change Pre-K
1994 to 95	112	65	32	15	0
1995 to 96	124	30	143	-49	0
1996 to 97	127	24	82	14	7
1997 to 98	177	2	187	-5	-7
1998 to 99	242	-20	259	3	0
1999 to 00	166	-84	254	-4	0
2000 to 01	192	26	132	34	0
2001 to 02	239	-69	219	53	36
2002 to 03	68	-122	155	-12	47
2003 to 04	-117	-168	102	-53	2
2004 to 05	63	-140	200	4	-1
2005 to 06	60	-88	119	-30	59
2006 to 07	12	-208	152	60	8
2007 to 08	-30	-117	137	-90	40
2008 to 09	-17	-158	118	26	-3
2009 to 10	-19	-180	112	39	10
2010 to 11	-107	-203	154	-8	-50
2011 to 12	-30	-144	113	-16	17
2012 to 13	44	-196	221	2	17
2013 to 14	-27	-242	212	-5	8
2014 to 15	72	-197	285	-8	-8
2015 to 16	40	-116	173	18	-35
2016 to 17	69	-172	218	-16	39
2017 to 18	-265	-248	14	4	-35
2018 to 19	-108	-151	48	-8	3
2019 to 20	-347	-302	-34	7	-18

Table 7
Net Annual Student Migration/Transfer in
Combined Elementary Districts Served by District 128:
September 1994 to September 2020

Transition Year Sep. to Sep.	Transition Year								
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	Total
1994 to 95	63	-8	15	11	-33	-15	51	-52	32
1995 to 96	53	6	17	12	38	36	35	-54	143
1996 to 97	74	-7	12	6	8	-28	21	-4	82
1997 to 98	79	14	23	9	33	4	17	8	187
1998 to 99	84	21	52	46	26	13	16	1	259
1999 to 00	75	29	-4	49	15	25	41	24	254
2000 to 01	61	12	9	24	-7	29	3	1	132
2001 to 02	86	31	0	33	20	29	7	13	219
2002 to 03	89	-10	9	11	21	7	18	10	155
2003 to 04	49	22	8	16	2	-10	17	-2	102
2004 to 05	75	9	18	7	16	40	12	23	200
2005 to 06	63	-7	14	8	19	15	8	-1	119
2006 to 07	95	-9	4	10	16	4	25	7	152
2007 to 08	61	17	14	42	18	10	-24	-1	137
2008 to 09	46	27	2	1	24	2	5	11	118
2009 to 10	41	9	15	-3	17	10	9	14	112
2010 to 11	86	22	1	24	17	14	-6	-4	154
2011 to 12	54	-4	18	8	9	2	14	12	113
2012 to 13	93	28	21	24	27	13	4	11	221
2013 to 14	88	23	29	2	21	16	19	14	212
2014 to 15	118	21	43	41	39	9	10	4	285
2015 to 16	44	33	34	24	19	0	12	7	173
2016 to 17	51	10	9	15	49	45	23	16	218
2017 to 18	10	6	1	10	1	3	-1	-16	14
2018 to 19	38	-7	-4	9	11	-2	0	3	48
2019 to 20	1	10	2	-3	-19	3	-16	-12	-34

District 68, 70 and 73 Overviews and Enrollment Analyses

Let me now update demographic features of elementary school districts 68, 70, and 73, including their housing dynamics, enrollment trends, and net student migration/transfer patterns. The districts are covered in numerical order.

Oak Grove School District 68

Tracing its roots back to a log cabin built in 1850, Oak Grove School District 68 is located in the central Lake County village of Green Oaks, about 30 miles northeast of Chicago's Loop. Encompassing 8.7 square miles, the district is lightly developed residentially in the western portion, excluding forest preserves and agricultural sites. Much of the commercial land use is in the eastern side of the district. In 2019, the population in District 68 was estimated to be 7,092 persons. Residents in the district area are slightly older with a median age of 43.9 years compared with 38.4 years in Lake County. More than 98 percent of residents have a high school degree or higher while 67% hold college degrees.

The area served by District 68 is largely middle-class, with an estimated median household income in 2019 of \$115,625 as compared with \$89,427 in Lake County. In 2019, an estimated 11.1% of District 68 residents had moved since the previous year with 7% doing so within Lake County. In 2019, the median value of owner-occupied home in District 68 was estimated to be \$442,600 compared with \$265,100 for Lake County in 2019. Single-unit structures account for 74% of housing units in the District.

District 68 consists of a single school, Oak Grove School that serves approximately 920 students in kindergarten through the eighth grade.

Demographically, the racial/ethnic composition of student body reflects that of the area, with about 60% of the students self-identifying as White, 24% Asian, 4% Hispanic, 2% Black, 1% American Indian, and 9% as two or more races. District 68 is routinely recognized at the local, state, and national levels for its students' achievements and overall quality of education they receive.

District 68 Enrollment Trends

As shown with the combined elementary school district, annual grade-by-grade enrollments since school year 1994–95 for District 68 are provided in Table 8. The district's total enrollment, which stood at 583 in 1994–95, grew rapidly for eight years reaching 1,058 in school year 2002–03. Total enrollment stabilized and fluctuated around 1,050 student for the next six years. Following a six-year period of declines, total enrollment rebounded to 934 student in 2019–20, before dipping again this past fall to 923 students.

Determinants of Annual Enrollment Change

Enrollment change in District 68 may be decomposed into four basic components. The first is the difference between the size of the entering kindergarten class that enters each September and the size of the previous June's exiting eight-grade class. The second component is the net migration/transfer of school-age children in the District as they progress through the grades over the years. The third and fourth are the annual change in special education and prekindergarten class sizes.

For the past twenty years, entering kindergarten class sizes have been smaller than the previous June's exiting eighth-grade class sizes. For example,

the 106 eighth graders who exited District 68 in June 2020 were replaced the following September (2020) by only 66 kindergarten students, for a net difference of -40 students. In contrast, with the exception of 2010 to 2011, net annual student migration/transfer has been consistently positive each transition year since 1994–95. Special education class sizes appear to have been inconsistently reported over the years. Special education students between 1995 and 2015 are assumed to have been included in their respective regular classroom grade level counts. Between school year 2019–20 and school year 2020–21, special education enrollment in District 68 declined by two students (from 5 to 3), while prekindergarten remained unchanged. These four components (-40 , $+31$, -2 , $+0$) sum to the exact eleven-student loss between September 2019 and September 2020 (see Table 9).

Table 10 describes how the net annual student migration/transfer figures for District 68 are computed from the enrollment data. For instance, the “11” in the bottom left cell of Table 11 means that as the kindergarten class of September 2019 progressed to the first grade in September 2020, it gained eleven students (see Table 8 where kindergarten enrollment in 2019–20 was 87 and first-grade enrollment in 2020–21 is 98). Conversely, as the fourth-grade class of September 2019 progressed to the fifth grade in September 2020, it declined by four students. Summing across the bottom row of Table 10 one obtains 31, which is the net student migration/transfer gain between September 2019 and September 2020 shown in Table 9

In summary, it may be seen that District 68 has been a consistent magnet for students with generally positive net student migration/transfer. Where annual

declines in enrollment occurred, these were due largely to smaller entering kindergarten classes replacing graduating eight-grade classes.

Table 8
Enrollment History in Oak Grove School District 68: 1994–95 to 2020–21

School Year	K	1	2	3	4	5	6	7	8	K–8	Sp. Ed.	Pre-K	Total
1994–95	53	63	57	74	67	73	62	60	64	573	10	0	583
1995–96	67	71	68	65	85	81	77	68	60	642	0	0	642
1996–97	52	82	85	74	73	92	80	84	72	694	0	0	694
1997–98	72	78	90	101	84	78	102	82	83	770	0	7	777
1998–99	83	91	90	104	115	102	88	110	88	871	0	0	871
1999–00	84	108	100	95	116	122	108	89	114	936	0	0	936
2000–01	91	101	109	112	109	123	134	109	91	979	0	0	979
2001–02	121	101	102	123	117	112	127	133	108	1,044	0	0	1,044
2002–03	87	122	108	111	128	123	120	125	134	1,058	0	0	1,058
2003–04	93	102	125	109	108	132	126	124	130	1,049	0	0	1,049
2004–05	97	113	110	124	123	120	130	127	124	1,068	0	0	1,068
2005–06	93	105	116	114	122	129	121	124	128	1,052	0	0	1,052
2006–07	94	108	109	123	121	131	133	121	124	1,064	0	0	1,064
2007–08	68	112	99	106	128	133	133	138	123	1,040	0	0	1,040
2008–09	103	76	113	102	111	130	140	129	137	1,041	0	10	1,051
2009–10	69	104	79	114	107	115	131	139	130	988	0	0	988
2010–11	76	87	108	83	115	109	117	127	142	964	0	0	964
2011–12	66	83	83	100	80	110	109	107	128	866	0	3	869
2012–13	72	75	90	83	101	85	118	104	106	834	0	0	834
2013–14	56	79	72	96	87	103	88	119	110	810	0	0	810
2014–15	65	70	80	79	96	94	110	82	120	796	0	0	796
2015–16	71	83	81	97	87	106	101	113	82	821	0	0	821
2016–17	80	86	95	90	109	90	112	101	113	876	11	4	891
2017–18	90	97	99	102	95	110	102	116	103	914	3	2	919
2018–19	88	93	99	95	107	99	120	101	113	915	5	0	920
2019–20	87	93	102	101	104	109	109	118	106	929	5	0	934
2020–21	66	98	104	106	107	100	112	105	122	920	3	0	923

Table 9
Decomposition of Annual Enrollment Change in
Oak Grove School District 68:
September 1994 to September 2020

Transition Year Sep. to Sep.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration/ Transfer	Change Sp. Ed.	Change Pre-K
1994 to 95	59	3	66	-10	0
1995 to 96	52	-8	60	0	0
1996 to 97	83	0	76	0	7
1997 to 98	94	0	101	0	-7
1998 to 99	65	-4	69	0	0
1999 to 00	43	-23	66	0	0
2000 to 01	65	30	35	0	0
2001 to 02	14	-21	35	0	0
2002 to 03	-9	-41	32	0	0
2003 to 04	19	-33	52	0	0
2004 to 05	-16	-31	15	0	0
2005 to 06	12	-34	46	0	0
2006 to 07	-24	-56	32	0	0
2007 to 08	11	-20	21	0	10
2008 to 09	-63	-68	15	0	-10
2009 to 10	-24	-54	30	0	0
2010 to 11	-95	-76	-22	0	3
2011 to 12	-35	-56	24	0	-3
2012 to 13	-24	-50	26	0	0
2013 to 14	-14	-45	31	0	0
2014 to 15	25	-49	74	0	0
2015 to 16	70	-2	57	11	4
2016 to 17	28	-23	61	-8	-2
2017 to 18	1	-15	16	2	-2
2018 to 19	14	-26	40	0	0
2019 to 20	-11	-40	31	-2	0

Table 10
Net Annual Student Migration/Transfer in
Oak Grove School District 68:
September 1994 to September 2020

Transition Year Sep. to Sep.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1994 to 95	18	5	8	11	14	4	6	0	66
1995 to 96	15	14	6	8	7	-1	7	4	60
1996 to 97	26	8	16	10	5	10	2	-1	76
1997 to 98	19	12	14	14	18	10	8	6	101
1998 to 99	25	9	5	12	7	6	1	4	69
1999 to 00	17	1	12	14	7	12	1	2	66
2000 to 01	10	1	14	5	3	4	-1	-1	35
2001 to 02	1	7	9	5	6	8	-2	1	35
2002 to 03	15	3	1	-3	4	3	4	5	32
2003 to 04	20	8	-1	14	12	-2	1	0	52
2004 to 05	8	3	4	-2	6	1	-6	1	15
2005 to 06	15	4	7	7	9	4	0	0	46
2006 to 07	18	-9	-3	5	12	2	5	2	32
2007 to 08	8	1	3	5	2	7	-4	-1	21
2008 to 09	1	3	1	5	4	1	-1	1	15
2009 to 10	18	4	4	1	2	2	-4	3	30
2010 to 11	7	-4	-8	-3	-5	0	-10	1	-22
2011 to 12	9	7	0	1	5	8	-5	-1	24
2012 to 13	7	-3	6	4	2	3	1	6	26
2013 to 14	14	1	7	0	7	7	-6	1	31
2014 to 15	18	11	17	8	10	7	3	0	74
2015 to 16	15	12	9	12	3	6	0	0	57
2016 to 17	17	13	7	5	1	12	4	2	61
2017 to 18	3	2	-4	5	4	10	-1	-3	16
2018 to 19	5	9	2	9	2	10	-2	5	40
2019 to 20	11	11	4	6	-4	3	-4	4	31

Libertyville School District 70

Libertyville District 70 is located in Libertyville, Illinois, 35 miles north of Chicago. The district encompasses just over twelve square miles, with a population of about 18,500 residents in 2019.

The residents of the District 70 area are, on average, older than that of Lake County as a whole with a median age of 43.8 years versus 38.4 years. Its workforce leans heavily professional, with many employed in healthcare, finance and education. Over 97 percent have a high school degree or higher while over 70% hold college degrees.

As a result, the area served by District 70 is solidly middle- and upper-middle class, with an estimated median household income in 2019 of \$138,581 compared with that of \$89,427 in Lake County. Likewise, in 2019 the median value of owner-occupied home in the district was estimated to be \$463,300. In 2019, an estimated 12% of District 70 residents had moved since the previous year with 8% having moved within Lake County. The district is largely built out residentially with single-unit structures accounting for 80% of housing units.

The cornerstone of the community, Libertyville District 70 serves more than 2,100 students in grades pre-K through eight in four elementary schools and one middle school. Demographically, the racial/ethnic composition of student body generally reflects that of the area, with approximately 79% of the students identifying as White, 8% as Hispanic, 6% as Asian, 1% as Black, and 6% as two or more races. Libertyville District 70 is routinely recognized at the local, state, and national levels for its students' achievements and overall quality of education they receive.

District 70 Enrollment Trends

Annual grade-by-grade enrollments since school year 1994–95 for District 70 are provided in Table 11. Total enrollment in District 70, which stood at 2,382 in 1994–95, generally grew until school year 2000–01 where it reached at 2,618 students. Total enrollment then hovered about 2,600 students and peaked at 2,653 students in 2003–04 before commencing a slow but fairly consistent seventeen-year decline to 2,145 students this past fall. The 100-student and 114-student declines between September 2017 and September 2018 and between September 2019 and September 2020 represent the largest annual drops in total enrollment of the past twenty-six transition years.

Determinants of Enrollment Change

Annual enrollment declines during the past twenty-six transition years have been almost exclusively due to smaller entering kindergarten class sizes compared with the previous June's exiting eighth-grade class sizes. It may be seen in Table 12 that, since 2006, entering kindergarten class sizes have been, on average, over 100 students smaller than the previous June's exiting eighth-grade class. This past transition year, for example, the 278 eighth graders who exited District 70 in June 2020 were replaced the following September (2020) by only 189 kindergarten students, for a net difference of –89 students. The period from September 2019 to September 2020 also saw a net loss of 26 students via net annual student migration/transfer which is the first net negative migration/transfer since 1994–95. Again, Special education class sizes have been inconsistently reported over the years with special education students between 1995 and 2015 assumed to have been included in their respective regular

classroom grade level counts. Between school year 2019–20 and school year 2020–21, special education enrollment in District 70 increased by three students (from 12 to 15). Prekindergarten also dipped by two students. These four components (–89, –26, +3, –2) sum to the exact 114-student loss between September 2019 and September 2020 (see Table 12).

Table 13 describes how the net annual student migration/transfer figures for District 70 are computed from the enrollment data. For instance, the “–11” in the bottom left cell of Table 13 means that as the kindergarten class of September 2019 progressed to the first grade in September 2020, it declined by eleven students (see Table 11 where kindergarten enrollment in 2019–20 was 233 and first-grade enrollment in 2020–21 is 222). Conversely, as the first-grade class of September 2019 progressed to the second grade in September 2020, it gained five students. Summing across the bottom row of Table 13 one obtains –26, which is the net student migration/transfer gain between September 2019 and September 2020 shown in Table 12.

The cells in Table 13 also reveal that net student migration/transfer has been generally positive within the grades over the years. Enrollment declines in Libertyville School District 70 have, thus, been driven almost exclusively by smaller entering kindergarten classes compared with the prior June’s graduating eighth-grade class sizes.

Table 11
Enrollment History in Libertyville School District 70: 1994–95 to 2020–21

School Year	K	1	2	3	4	5	6	7	8	K–8	Sp. Ed.	Pre-K	Total
1994–95	240	251	259	280	251	269	253	280	265	2,348	34	0	2,382
1995–96	245	256	257	277	294	256	273	269	279	2,406	34	0	2,440
1996–97	270	277	285	263	297	305	266	288	263	2,514	0	0	2,514
1997–98	238	289	278	283	265	296	304	268	286	2,507	0	0	2,507
1998–99	259	259	282	287	282	263	297	308	277	2,514	0	0	2,514
1999–00	256	297	276	307	302	291	272	303	312	2,616	0	0	2,616
2000–01	226	271	309	283	323	305	297	289	315	2,618	0	0	2,618
2001–02	252	244	274	305	292	329	310	290	285	2,581	0	0	2,581
2002–03	230	281	256	272	311	286	339	323	296	2,594	0	0	2,594
2003–04	260	262	284	270	287	320	293	336	325	2,637	0	16	2,653
2004–05	248	276	272	299	277	282	325	306	338	2,623	0	13	2,636
2005–06	259	279	276	276	304	282	299	339	319	2,633	0	8	2,641
2006–07	262	291	278	289	281	312	286	305	335	2,639	0	13	2,652
2007–08	227	290	293	286	302	292	320	304	315	2,629	0	12	2,641
2008–09	230	248	291	299	298	319	294	310	307	2,596	0	9	2,605
2009–10	210	251	258	297	298	306	326	302	314	2,562	0	12	2,574
2010–11	195	225	254	262	293	310	311	328	309	2,487	27	28	2,542
2011–12	184	237	237	263	279	308	322	319	337	2,486	25	1	2,512
2012–13	212	204	239	260	275	289	316	333	327	2,455	25	16	2,496
2013–14	199	257	225	251	272	285	304	328	334	2,455	21	16	2,492
2014–15	200	237	274	242	256	287	296	321	335	2,448	18	14	2,480
2015–16	180	243	247	282	248	271	292	296	321	2,380	18	15	2,413
2016–17	211	193	260	263	293	254	269	297	301	2,341	24	10	2,375
2017–18	199	229	198	265	262	306	275	277	311	2,322	15	19	2,356
2018–19	164	206	230	215	272	262	315	281	277	2,222	15	19	2,256
2019–20	233	186	206	243	224	272	265	320	278	2,227	12	20	2,259
2020–21	189	222	191	209	240	218	272	260	311	2,112	15	18	2,145

Table 12
Decomposition of Annual Enrollment Change in
Libertyville School District 70:
September 1994 to September 2020

Transition Year Sep. to Sep.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration/ Transfer	Change Sp. Ed.	Change Pre-K
1994 to 95	58	-20	78	0	0
1995 to 96	74	-9	117	-34	0
1996 to 97	-7	-25	18	0	0
1997 to 98	7	-27	34	0	0
1998 to 99	102	-21	123	0	0
1999 to 00	2	-86	88	0	0
2000 to 01	-37	-63	26	0	0
2001 to 02	13	-55	68	0	0
2002 to 03	59	-36	79	0	16
2003 to 04	-17	-77	63	0	-3
2004 to 05	5	-79	89	0	-5
2005 to 06	11	-57	63	0	5
2006 to 07	-11	-108	98	0	-1
2007 to 08	-36	-85	52	0	-3
2008 to 09	-31	-97	63	0	3
2009 to 10	-32	-119	44	27	16
2010 to 11	-30	-125	124	-2	-27
2011 to 12	-16	-125	94	0	15
2012 to 13	-4	-128	128	-4	0
2013 to 14	-12	-134	127	-3	-2
2014 to 15	-67	-155	87	0	1
2015 to 16	-38	-110	71	6	-5
2016 to 17	-19	-102	83	-9	9
2017 to 18	-100	-147	47	0	0
2018 to 19	3	-44	49	-3	1
2019 to 20	-114	-89	-26	3	-2

Table 13
Net Annual Student Migration/Transfer in
Libertyville School District 70:
September 1994 to September 2020

Transition Year Sep. to Sep.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1994 to 95	16	6	18	14	5	4	16	-1	78
1995 to 96	32	29	6	20	11	10	15	-6	117
1996 to 97	19	1	-2	2	-1	-1	2	-2	18
1997 to 98	21	-7	9	-1	-2	1	4	9	34
1998 to 99	38	17	25	15	9	9	6	4	123
1999 to 00	15	12	7	16	3	6	17	12	88
2000 to 01	18	3	-4	9	6	5	-7	-4	26
2001 to 02	29	12	-2	6	-6	10	13	6	68
2002 to 03	32	3	14	15	9	7	-3	2	79
2003 to 04	16	10	15	7	-5	5	13	2	63
2004 to 05	31	0	4	5	5	17	14	13	89
2005 to 06	32	-1	13	5	8	4	6	-4	63
2006 to 07	28	2	8	13	11	8	18	10	98
2007 to 08	21	1	6	12	17	2	-10	3	52
2008 to 09	21	10	6	-1	8	7	8	4	63
2009 to 10	15	3	4	-4	12	5	2	7	44
2010 to 11	42	12	9	17	15	12	8	9	124
2011 to 12	20	2	23	12	10	8	11	8	94
2012 to 13	45	21	12	12	10	15	12	1	128
2013 to 14	38	17	17	5	15	11	17	7	127
2014 to 15	43	10	8	6	15	5	0	0	87
2015 to 16	13	17	16	11	6	-2	5	5	71
2016 to 17	18	5	5	-1	13	21	8	14	83
2017 to 18	7	1	17	7	0	9	6	0	47
2018 to 19	22	0	13	9	0	3	5	-3	49
2019 to 20	-11	5	3	-3	-6	0	-5	-9	-26

Hawthorn School District 73

Hawthorn School District 73 is located in Vernon Hills, roughly forty miles northwest of Chicago. With an area of 10.8 square miles, the district primarily serves the villages of Vernon Hills, parts of Libertyville, and Mundelein, as well as small portions of Mettawa and Indian Creek.

In 2019, the estimated population of the district was 30,524. Residential areas in District 73 are predominately built out. Unlike that of the other districts in this report, residents of District 73 area are marginally younger than that of Lake County as a whole with a median age of 38.3. Nearly 93 percent of district-area residents have a high school degree or higher while almost 58% hold college degrees. The area served by District 73 is largely middle-class, with an estimated median household income in 2019 of \$94,498 compared with that of \$89,427 in Lake County. The 2019 estimated median value of owner-occupied home in the district of \$324,900, which is also higher than the county-wide average of \$265,100, with single-unit structures accounting for 63% of housing units in the district. In 2019, an estimated 12.3% of District 73 residents had moved since the previous year with 7% having moved within Lake County.

District 73 has eight educational centers serving prekindergarten through the eighth grade, which are centrally located and reflect the district's philosophy regarding equal opportunity for students from diverse socioeconomic and ethnic backgrounds. The racial/ethnic composition of student body is slightly more diverse than the area served by the district, with approximately 43% of the students identifying as White, 26% as Hispanic, 23% as Asian, 3% as Black, and 5% as two or more races. Depending on their residence, District 73 students

attend either Libertyville, Mundelein, or Stevenson High School. Some also attend Carmel, a private high school in Mundelein.

District 73 Enrollment Trends

Annual grade-by-grade enrollments since school year 1994–95 for District 73 are provided in Table 14. In 1994–95, total enrollment in the District stood at 3,174. Total enrollment modestly declined to 3,159 in 1996–97 before beginning seven years of growth reaching 3,857 students in 2003–04. Enrollment declined sharply the following year but rebounded somewhat and remained around 3,850 until 2009–10 when general growth again commenced. Since school year 2017–18, District 73 has experienced relatively sharp enrollment declines, especially between September 2019 and September 2020 when total enrollment declined by 228 students (from 3,981 to 3,753).

Determinants of Enrollment Change

Enrollment change in District 73 may be decomposed into four basic components. The first is the difference between the size of the entering kindergarten class that enters each September and the size of the previous June's exiting eight-grade class. The second component is the net migration/transfer of school-age children in the District as they progress through the grades over the years. The third is the annual change in SEDOL class sizes and the fourth is the annual change in prekindergarten class sizes.

Over most of the past twenty-six transition years, Table 15 reveals that until 2017 the differences between the entering kindergarten class size and the previous June's exiting eighth-grade class size have fluctuated but, on average,

have been modestly negative. However, the past three transition years have seen strongly negative entering kindergarten versus exiting eighth-grade class size differences, with District 73 losing 343 students via these class-size difference during this period. By far, the largest difference was between September 2019 and September 2020, where the entering kindergarten class was 176 students smaller compared with previous year's exiting eighth-grade class-size (see Table 14 where 496 eighth graders exited District 73 in June 2020 and were replaced the following September (2020) by only 320 kindergarten students).

The sharp drop in kindergarten class sizes at District 73 from school year 2017–18 to 2020–21 will have a substantial impact on its future total enrollment. These kindergarten declines will also eventually filter up to impact enrollment at Vernon Hills (South) High School in District 128 since it receives about 80 percent of the eight-grade graduates from District 73.

Net annual student migration/transfer numbers in District 73 have likewise fluctuated over the years, but, again until 2017, were quite positive most years. The past three transition years, however, have been seen moderately-sized negative student migration/transfer figures, further contributing to total enrollment losses in the District each of the past three years. For example, between September 2019 and September 2020, 42 more students either transferred from District 73 to private or parochial schools or moved from the district than transferred to District 73 from private or parochial schools or moved to the district.

Change in SEDOL class sizes between 1994 and 2020 ranges between –90 and +60; however, in recent years annual change in SEDOL enrollments has been relatively stable and typically been in the single digits. Between September 2019

and September 2020, SEDOL enrollment grew by six students (see Table 14 where SEDOL enrollment in 2019 was 39 and is 45 in 2020), while prekindergarten enrollment fell by 16 students. The four key components of enrollment change discussed above (-176 , -42 , $+6$, -16) sum to the exact 228-student loss between September 2019 and September 2020 at District 73 (see Table 15).

Table 16 describes how the net annual student migration/transfer figures for District 73 are computed from the enrollment data. For instance, the “0” in the bottom left cell of Table 16 means that as the kindergarten class of September 2019 progressed to the first grade in September 2020, it neither gained nor lost students via migration/transfer (see Table 14 where kindergarten enrollment in 2019–20 was 367 and first-grade enrollment in 2020–21 is also 367). However, all of the remaining grade transitions experienced net student losses between September 2019 and September 2020. Adding across the bottom row of Table 16 one obtains -42 , which is the net student migration/transfer loss between September 2019 and September 2020 shown in Table 15.

To sum up, District 73’s large annual enrollment declines during each of the past three years were caused by a combination of net negative student migration/transfer and falling kindergarten class sizes. While births to residents in the Vernon Hills area have been trending downward, the recent drop in kindergarten class sizes is not easy to explain. Additional research at our end revealed that District 73 has higher mobility and poverty rates than the other elementary districts feeding District 128 high schools. One conjecture could be that such factors combined with COVID remote-learning demands (e.g., hardware and broadband) may have led to fewer students registering last fall, especially

kindergarten. This remains an uncertainty, though, that possess considerable risk in estimating future kindergarten enrollments in District 73.

Table 14
Enrollment History in Hawthorn Community Consolidated School District 73: 1994–95 to 2020–21

School Year	K	1	2	3	4	5	6	7	8	K–8	SEDOL	Pre-K	Total
1994–95	384	336	351	397	377	335	310	344	294	3,128	46	—	3,174
1995–96	373	413	316	341	380	325	312	340	292	3,092	71	—	3,163
1996–97	341	375	374	322	325	400	351	327	288	3,103	56	—	3,159
1997–98	327	367	356	372	314	327	366	366	326	3,121	70	—	3,191
1998–99	359	366	376	358	368	330	318	370	360	3,205	65	—	3,270
1999–00	359	377	362	398	376	378	330	329	364	3,273	68	—	3,341
2000–01	386	403	393	339	416	381	384	351	339	3,392	64	—	3,456
2001–02	401	417	409	393	347	400	398	393	355	3,513	98	—	3,611
2002–03	363	456	428	403	411	369	409	395	401	3,635	151	36	3,822
2003–04	359	408	440	425	402	422	368	427	400	3,651	139	67	3,857
2004–05	345	371	411	431	418	395	407	369	422	3,569	86	72	3,727
2005–06	385	380	374	421	433	422	418	410	378	3,621	90	76	3,787
2006–07	379	400	368	367	418	435	431	421	414	3,633	60	130	3,823
2007–08	364	424	397	366	359	408	426	433	417	3,594	120	139	3,853
2008–09	398	397	436	403	392	357	409	419	428	3,639	30	172	3,841
2009–10	434	420	411	431	399	405	352	408	425	3,685	56	176	3,917
2010–11	416	443	421	419	432	404	409	363	413	3,720	68	170	3,958
2011–12	418	451	454	421	428	439	404	404	351	3,770	62	144	3,976
2012–13	389	437	438	453	415	423	430	414	407	3,806	46	149	4,001
2013–14	399	426	449	442	458	432	420	420	418	3,864	52	166	4,082
2014–15	366	432	431	449	439	456	429	429	428	3,859	49	176	4,084
2015–16	440	421	430	450	477	453	453	439	434	3,997	42	167	4,206
2016–17	431	456	424	439	450	488	449	462	444	4,043	40	131	4,214
2017–18	407	443	448	421	452	484	497	460	463	4,075	41	162	4,278
2018–19	376	404	442	435	416	446	470	494	447	3,930	43	131	4,104
2019–20	367	387	389	424	423	425	432	466	496	3,809	39	133	3,981
2020–21	320	367	382	384	417	414	424	424	459	3,591	45	117	3,753

Table 15
Decomposition of Annual Enrollment Change in
Hawthorn Community Consolidated School District 73:
September 1994 to September 2020

Transition Year Sep. to Sep.	Change Total Enrollment	Entering K vs. Exiting 8	Net Migration/ Transfer	Change SEDOL	Change Pre-K
1994 to 95	-11	79	-115	25	0
1995 to 96	-4	49	-38	-15	0
1996 to 97	32	39	-21	14	0
1997 to 98	79	33	51	-5	0
1998 to 99	71	-1	69	3	0
1999 to 00	115	22	97	-4	0
2000 to 01	155	62	59	34	0
2001 to 02	211	8	114	53	36
2002 to 03	35	-42	58	-12	31
2003 to 04	-130	-55	-27	-53	5
2004 to 05	60	-37	89	4	4
2005 to 06	36	1	11	-30	54
2006 to 07	30	-50	11	60	9
2007 to 08	-12	-19	64	-90	33
2008 to 09	76	6	40	26	4
2009 to 10	41	-9	44	12	-6
2010 to 11	18	5	45	-6	-26
2011 to 12	25	38	-2	-16	5
2012 to 13	81	-8	66	6	17
2013 to 14	2	-52	47	-3	10
2014 to 15	122	12	126	-7	-9
2015 to 16	8	-3	49	-2	-36
2016 to 17	64	-37	69	1	31
2017 to 18	-174	-87	-58	2	-31
2018 to 19	-123	-80	-41	-4	2
2019 to 20	-228	-176	-42	6	-16

Table 16
Net Annual Student Migration/Transfer in
Hawthorn Community Consolidated School District 73:
September 1994 to September 2020

Transition Year Sep. to Sep.	Grade Transition								Total
	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	
1994 to 95	29	-20	-10	-17	-52	-23	30	-52	-115
1995 to 96	2	-39	6	-16	20	26	15	-52	-38
1996 to 97	26	-19	-2	-8	2	-34	15	-1	-21
1997 to 98	39	9	2	-4	16	-9	4	-6	51
1998 to 99	18	-4	22	18	10	0	11	-6	69
1999 to 00	44	16	-23	18	5	6	21	10	97
2000 to 01	31	6	0	8	-16	17	9	4	59
2001 to 02	55	11	-6	18	22	9	-3	8	114
2002 to 03	45	-16	-3	-1	11	-1	18	5	58
2003 to 04	12	3	-9	-7	-7	-15	1	-5	-27
2004 to 05	35	3	10	2	4	23	3	9	89
2005 to 06	15	-12	-7	-3	2	9	3	4	11
2006 to 07	45	-3	-2	-8	-10	-9	2	-4	11
2007 to 08	33	12	6	26	-2	1	-7	-5	64
2008 to 09	22	14	-5	-4	13	-5	-1	6	40
2009 to 10	9	1	8	1	5	4	11	5	44
2010 to 11	35	11	0	9	7	0	-5	-12	45
2011 to 12	19	-13	-1	-6	-5	-9	10	3	-2
2012 to 13	37	12	4	5	17	-3	-10	4	66
2013 to 14	33	5	0	-3	-2	-3	9	8	47
2014 to 15	55	-2	19	28	14	-3	10	5	126
2015 to 16	16	3	9	0	11	-4	9	5	49
2016 to 17	12	-8	-3	13	34	9	11	1	69
2017 to 18	-3	-1	-13	-5	-6	-14	-3	-13	-58
2018 to 19	11	-15	-18	-12	9	-14	-4	2	-41
2019 to 20	0	-5	-5	-7	-9	-1	-8	-7	-42

Projecting K–8 School District Enrollment

Two related factors play central roles in projecting K–8 school district enrollment. The first is future fertility rates and resulting family sizes. Any changes in fertility rates during the next five years will not affect enrollment in the fifth through eighth grade classes until after 2030–31, and they will not affect the kindergarten through fourth grades until after 2025–26. This is because children who will be reaching kindergarten during the next five years are already born, as are those reaching the fifth grade and above through 2030. Fertility rate changes in the next five years could affect elementary school enrollments beginning in school year 2026–27. However, demographic surveys of middle-income young adults do not lead one to expect significant changes in their fertility rates during the next five years. For this reason, all projections will assume that the resident births will remain close to most recent levels through 2026.

The second, and most pivotal factor for future enrollment in the districts' schools is net student in-migration resulting from new residential construction, turnover of existing housing units, and teardowns/replacements. The elementary school districts are close to residential build-out. My baseline assumption is new construction, housing turnover, teardowns, and resulting student in-migration will be similar to the average of the past four years with housing turnover by far the determining factor. However, because migration patterns in each district could vary predicated on national and local economic conditions, mortgage interest rates, and other factors, three sets of enrollment projects will be provided for elementary school districts 68, 70, and 73. (As a feeder to high school district 128, projections were also made for school district 72, but are not reported

because they are not participating in this study.) These projections will be presented in the form of three separate series, based on the following assumptions:

- Series A* Enrollment projection assuming future fertility rates remain near present levels and that new housing construction, housing turnover, and resulting in-migration of families with preschool-age and school-age children *are less than currently anticipated* through 2030;
- Series B* Enrollment projection assuming future fertility rates remain near present levels and that new housing construction, housing turnover, and resulting in-migration of families with preschool-age and school-age children *occur as currently anticipated* through 2030;
- Series C* Enrollment projection assuming future fertility rates remain near present levels and that new housing construction, housing turnover, and resulting in-migration of families with preschool-age and school-age children *are greater than currently anticipated* through 2030.

The basic methodology used to make the three series of enrollment projections is a modified cohort survival procedure. Average student retention progressions based on net student migration/transfer were computed for each grade transition in each school district for the past four years. These average retention progressions were then adjusted for outliers or other inconsistencies and applied to compute baseline enrollment projections (via conventional cohort survival techniques) for each school district. The sizes of future kindergarten cohorts for the K–8 school districts were estimated from recent trends in their kindergarten enrollments, village and census tract birth registration data, and various assumptions about housing turnover and resulting in-migration of families with preschool-age children and school-age children.

Let me note a few factors that influenced my professional judgment in forecasting future kindergarten enrollments under the three set of assumptions

and family migration. Despite the drop in kindergarten enrollments this year in some of the school districts, there is reason to expect that kindergarten enrollments will at least partially recover this coming fall and future years as well with student migration/transfer returning to generally more positive numbers. COVID has created unique circumstances including remote learning. The return to in-class instruction should have some positive effects, particularly on kindergarten enrollments which dropped significantly this year from last year in Districts 68, 70, and 73.

Another factor pointing to rebounds in both kindergarten enrollment and greater net student migration is the large number of residents in all villages age 65 and over (see Table 3). This should lead to increased turnover of existing “empty-nest” housing units to younger families with children. As just noted, sales of existing housing units (where there appears to be an uptick) is of far greater importance than new housing construction for family migration to each of the school districts. Appendix B presents the trend in housing sales and their median sales prices in the areas served by the school districts. Observe that, while most villages in the District 128 area saw some suppression in homes sales during the peak of the pandemic, all have experienced more recent rebounds in sales. Seasonally adjusted median sales prices remained largely unaffected during the pandemic, except in Vernon Hills which is showing signs of recovery. Libertyville and Mundelein have seen especially robust housing markets since late fall 2019 with both the monthly number of units sold and median sales price displaying solid growth.

Yet, as previously noted as well, the impact of kindergarten enrollment declines will ripple throughout the near term in the elementary districts and

eventually filter into the high schools. A key issue will be the extent to which turnover of empty-nest housing units compensate for the recent significant drops in kindergarten enrollment along with a return of students with post-COVID in-class instruction this coming fall. Unfortunately, I do not have a crystal ball and, therefore, had to apply considerable professional judgment in making assumptions for the projections.

One other factor I considered was local population projection by the Chicago Metropolitan Agency for Planning (CMAP). The CMAP population projections, shown in Table 17 for the areas villages in five-year increments from 2020 to 2035, indicate modest growth in the villages over the next fifteen years. This modest growth is consistent with the housing turnover likelihood of empty-nest households occupied by those age 65 and over to younger families with children.

Table 17
Population Forecasts for Villages Served by Community High School District 128: 2020 to 2035

Village	2020	2025	2030	2035
Green Oaks	3,955	4,111	4,216	4,308
Libertyville	21,157	21,993	22,867	23,772
Mettawa	935	1,201	1,321	1,387
Mundelein	32,635	33,639	34,579	35,254
Vernon Hills	27,327	28,300	29,000	29,569

Chicago Metropolitan Agency for Planning 2050 Forecast of Population, Households and Employment. October 2018

Enrollment Projections for District 68, 70, and 73

I now provide the enrollment projections for each of the three elementary school districts based on the three different sets of assumptions regarding housing dynamics and resulting in-migration of families with preschool-age and school-age children to each respective district.

Oak Grove School District 68

Should housing turnover and resulting in-migration of families with preschool and school-age children be less than is anticipated (Series A), Table 18 shows that enrollment in District 68 will decline from 923 students this year to 769 in 2028–29 and level off just above that number. If housing turnover and student in-migration occur as expected (Series B, Table 19), enrollment in District 68 will be basically flat over the next ten years, ranging from 920 students next year to 949 students in both 2025–26 and 2030–31. This is the most likely projection series in my judgment. Should housing turnover and student in-migration exceed that which is expected (Series C, Table 20), District 68's total enrollment will grow to 1,082 students in 2026–27, then stabilize. Series C is the maximum (upper limit) enrollment that I can foresee even under higher than anticipated housing turnover to younger families resulting in accelerated student in-migration.

Table 18
 Enrollment Projection Assuming Future Fertility Rates Remain Near Present Levels and that New Housing Construction,
 Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children
Are Less than Currently Anticipated through 2030

Oak Grove School District 68

<i>Series A Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
K	66	73	70	72	70	73	74	72	71	69	69
1	98	72	79	76	78	76	82	83	81	80	78
2	104	104	78	85	82	84	82	88	89	87	86
3	106	103	103	77	84	81	84	82	88	89	87
4	107	110	107	107	81	88	86	89	87	93	94
5	100	105	108	105	105	79	88	86	89	87	93
6	112	103	108	111	108	108	84	93	91	94	92
7	105	107	98	103	106	103	105	81	90	88	91
8	122	103	105	96	101	104	103	105	81	90	88
K–8	920	880	856	832	815	796	788	779	767	777	778
Sp. Ed.	3	2	2	2	2	2	2	2	2	2	2
Pre-K	0	0	0	0	0	0	0	0	0	0	0
Total	923	882	858	834	817	798	790	781	769	779	780

Table 19
Enrollment Projection Assuming Future Fertility Rates Remain Near Present Levels and that New Housing Construction,
Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children
Occur as Currently Anticipated through 2030

Oak Grove School District 68

<i>Series B Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
K	66	82	80	82	80	84	86	84	83	81	84
1	98	75	91	89	91	89	94	96	94	93	91
2	104	107	84	100	98	100	97	102	104	102	101
3	106	106	109	86	102	100	102	99	104	106	104
4	107	113	113	116	93	109	106	108	105	110	112
5	100	109	115	115	118	95	111	108	110	107	112
6	112	107	116	122	122	125	101	117	114	116	113
7	105	110	105	114	120	120	123	99	115	112	114
8	122	107	112	107	116	122	121	124	100	116	113
K–8	920	916	925	931	940	944	941	937	929	943	944
Sp. Ed.	3	4	4	4	4	4	4	4	4	4	4
Pre-K	0	0	1	0	1	1	1	1	1	1	1
Total	923	920	930	935	945	949	946	942	934	948	949

Table 20
Enrollment Projection Assuming Future Fertility Rates Remain Near Present Levels and that New Housing Construction,
Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children
Are Greater than Currently Anticipated through 2030

Oak Grove School District 68

<i>Series C Projection</i>											
Grade	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
K	66	88	86	88	86	90	92	90	91	89	92
1	98	78	100	98	100	98	101	103	101	102	100
2	104	110	90	112	110	112	108	111	113	111	112
3	106	110	116	96	118	116	116	112	115	117	115
4	107	116	120	126	106	128	124	124	120	123	125
5	100	112	121	125	131	111	132	128	128	124	127
6	112	110	122	131	135	141	119	140	136	136	132
7	105	113	111	123	132	136	141	119	140	136	136
8	122	110	118	116	128	137	139	144	122	143	139
K-8	920	947	984	1,015	1,046	1,069	1,072	1,071	1,066	1,081	1,078
Sp. Ed.	3	6	6	6	6	7	7	7	7	7	7
Pre-K	0	2	3	2	3	3	3	3	3	3	3
Total	923	955	993	1,023	1,055	1,079	1,082	1,081	1,076	1,091	1,088

Libertyville School District 70

Tables 21, 22, and 23 provide the Series A, Series B, and Series C giving the minimum, mostly likely, and maximum number of students by year and by grade through 2030–31 for District 70. If housing market or other economic conditions deteriorate leading to fewer families with preschool-age and school-age children moving to District 70 (Series A), total enrollment decline will continue, dropping from 2,145 students this year to 1,765 students in 2025–26. Total district enrollment will then level off afterward at just above that number. Should economic conditions occur as (including continuing economic recovery from 2020) and families move to District 70 as anticipated (Series B, Table 22), total enrollment will still decline to 1,966 students in 2025–26 before slightly rising to 2,009 students in school year 2027–28, before stabilizing. Again in my judgment, Series B is the most likely set of projections. If housing market and economic conditions result in greater numbers of families with preschool and school-age children moving to District 70 (Series C), its total enrollment will be relatively flat for the next five years before slightly rising to 2,209 students in 2027–28 and stabilizing once more to that number.

Table 21
 Enrollment Projection Assuming Future Fertility Rates Remain Near Present Levels and that New Housing Construction,
 Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children
Are Less than Currently Anticipated through 2030

Libertyville School District 70

<i>Series A Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
K	189	183	177	182	175	178	168	171	173	171	172
1	222	198	192	186	191	184	193	183	186	188	186
2	191	222	198	192	186	191	187	196	186	189	191
3	209	195	226	202	196	190	199	195	204	194	197
4	240	207	193	224	200	194	192	201	197	206	196
5	218	237	204	190	221	197	196	194	203	199	208
6	272	217	236	203	189	220	201	200	198	207	203
7	260	271	216	235	202	188	224	205	204	202	211
8	311	256	267	212	231	198	188	224	205	204	202
K–8	2,112	1,986	1,909	1,826	1,791	1,740	1,748	1,769	1,756	1,760	1,766
Sp. Ed.	15	12	12	12	12	12	12	12	12	12	12
Pre-K	18	13	14	13	14	13	13	13	13	13	13
Total	2,145	2,011	1,935	1,851	1,817	1,765	1,773	1,794	1,781	1,785	1,791

Table 22
Enrollment Projection Assuming Future Fertility Rates Remain Near Present Levels and that New Housing Construction,
Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children
Occur as Currently Anticipated through 2030

Libertyville School District 70

<i>Series B Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
K	189	196	189	195	188	192	182	186	189	187	189
1	222	202	209	202	208	201	209	199	203	206	204
2	191	225	205	212	205	211	206	214	204	208	211
3	209	201	235	215	222	215	221	216	224	214	218
4	240	211	203	237	217	224	219	225	220	228	218
5	218	241	212	204	238	218	228	223	229	224	232
6	272	222	245	216	208	242	224	234	229	235	230
7	260	276	226	249	220	212	248	230	240	235	241
8	311	259	275	225	248	219	214	250	232	242	237
K–8	2,112	2,033	1,999	1,955	1,954	1,934	1,951	1,977	1,970	1,979	1,980
Sp. Ed.	15	15	15	15	15	15	15	15	15	15	15
Pre-K	18	17	18	17	18	17	17	17	17	17	17
Total	2,145	2,065	2,032	1,987	1,987	1,966	1,983	2,009	2,002	2,011	2,012

Table 23
Enrollment Projection Assuming Future Fertility Rates Remain Near Present Levels and that New Housing Construction,
Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children
Are Greater than Currently Anticipated through 2030

Libertyville School District 70

<i>Series C Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
K	189	209	200	206	201	198	190	196	200	199	202
1	222	208	228	219	225	220	218	210	216	220	219
2	191	229	215	235	226	232	227	225	217	223	227
3	209	204	242	228	248	239	244	239	237	229	235
4	240	216	211	249	235	255	245	250	245	243	235
5	218	245	221	216	254	240	261	251	256	251	249
6	272	227	254	230	225	263	248	269	259	264	259
7	260	281	236	263	239	234	271	256	277	267	272
8	311	263	284	239	266	242	238	275	260	281	271
K–8	2,112	2,082	2,091	2,085	2,119	2,123	2,142	2,171	2,167	2,177	2,169
Sp. Ed.	15	17	17	17	17	17	17	17	17	17	17
Pre-K	18	21	22	21	21	20	21	21	21	21	21
Total	2,145	2,120	2,130	2,123	2,157	2,160	2,180	2,209	2,205	2,215	2,207

Hawthorn School District 73

This district was the most difficult one for which to produce projections given its plummeting kindergarten enrollment since 2017 and a sharp turnaround since that year, as well, to negative annual net student migration/transfer. I sought additional information and insight from District 73 administrators. They could, understandably, only speculate about the underlying causes. They did state that preregistration for next fall did not, as of early June, indicate a rebound was occurring. However, this is an ongoing process, so preregistration could pick up in the coming two months as the new school year gets closer and COVID restrictions ease.

Given the substantial number of residents of Vernon Hills age 65 and over (see Table 3) and no indication of a recession, at least in the short term, my judgment is that this year's kindergarten is close to bottoming out and will moderately rebound in the coming years. If this rebound does not occur, which certainly is a possibility, Series A projections (Table 24) show that total enrollment in District 73 will substantially decline to a low of 2,889 students in 2028–29 before a modest increase begins. Series A is the minimum number of students by year that I can currently envision.

Should future conditions emerge that I anticipate will result in an attraction of more families with preschool-age and school-age children to Vernon Hills, the Series B projections in Table 25 show that significant annual enrollment declines will still take place for at least the next five years. These Series B projections, which I consider the most likely, have District 73 total enrollment declining to

3,289 students in 2025–26, stabilizing for a few years near that number, then climbing modestly to 3,384 students in 2030–31.

Even if greater student in-migration occurs than is currently anticipated, the Series C projections in Table 26 reveal that District 73's total enrollment will still decline for each of the next five years, but not as sharply as that considered most likely. Under Series C assumptions, total enrollment will bottom out at 3,593 students in 2025–26 before commencing slow but steady growth reaching 3,784 students in 2030–31. To repeat, Series C is the maximum number of students I can foresee.

Table 24
Enrollment Projection Assuming Future Fertility Rates Remain Near Present Levels and that New Housing Construction,
Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children
Are Less than Currently Anticipated through 2030

Hawthorn Community Consolidated School District 73

Series A Projection											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
K	320	306	303	313	309	315	310	317	315	322	321
1	367	322	308	305	315	311	327	322	329	327	334
2	382	358	313	299	296	306	307	323	318	325	323
3	384	372	348	303	289	286	303	304	320	315	322
4	417	376	364	340	295	281	284	301	302	318	313
5	414	414	373	361	337	292	284	287	304	305	321
6	424	405	405	364	352	328	287	279	282	299	300
7	424	417	398	398	357	345	326	285	277	280	297
8	459	419	412	393	393	352	344	325	284	276	279
K–8	3,591	3,389	3,224	3,076	2,943	2,816	2,772	2,743	2,731	2,767	2,810
Sp. Ed.	45	39	38	38	38	38	38	38	38	38	38
Pre-K	117	113	116	115	117	115	118	117	120	119	119
Total	3,753	3,541	3,378	3,229	3,098	2,969	2,928	2,898	2,889	2,924	2,967

Table 25
Enrollment Projection Assuming Future Fertility Rates Remain Near Present Levels and that New Housing Construction,
Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children
Occur as Currently Anticipated through 2030

Hawthorn Community Consolidated School District 73

<i>Series B Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
K	320	338	335	346	344	350	345	353	351	358	357
1	367	327	345	342	353	351	363	358	366	364	371
2	382	362	322	340	337	348	349	361	356	364	362
3	384	376	356	316	334	331	346	347	359	354	362
4	417	380	372	352	312	330	332	347	348	360	355
5	414	420	383	375	355	315	335	337	352	353	365
6	424	409	415	378	370	350	312	332	334	349	350
7	424	421	406	412	375	367	350	312	332	334	349
8	459	423	420	405	411	374	368	351	313	333	335
K–8	3,591	3,456	3,354	3,266	3,191	3,116	3,100	3,098	3,111	3,169	3,206
Sp. Ed.	45	43	43	43	43	42	42	42	42	42	42
Pre-K	117	127	131	130	133	131	134	133	136	135	136
Total	3,753	3,626	3,528	3,439	3,367	3,289	3,276	3,273	3,289	3,346	3,384

Table 26
Enrollment Projection Assuming Future Fertility Rates Remain Near Present Levels and that New Housing Construction,
Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children
Are Greater than Currently Anticipated through 2030

Hawthorn Community Consolidated School District 73

<i>Series C Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
K	320	368	366	377	375	381	376	384	382	390	389
1	367	332	380	378	389	387	397	392	400	398	406
2	382	366	331	379	377	388	387	397	392	400	398
3	384	380	364	329	377	375	389	388	398	393	401
4	417	384	380	364	329	377	378	392	391	401	396
5	414	424	391	387	371	336	384	385	399	398	408
6	424	413	423	390	386	370	335	383	384	398	397
7	424	427	416	426	393	389	372	337	385	386	400
8	459	427	430	419	429	396	392	375	340	388	389
K–8	3,591	3,521	3,481	3,449	3,426	3,399	3,410	3,433	3,471	3,552	3,584
Sp. Ed.	45	48	48	48	48	48	48	49	49	49	49
Pre-K	117	142	146	145	148	146	149	148	151	151	151
Total	3,753	3,711	3,675	3,642	3,622	3,593	3,607	3,630	3,671	3,752	3,784

Analysis of Community High School District 128 Enrollment Trends

Total enrollment in Community High School District 128 followed new housing development and family migration patterns to the area, with a three- to five-year lag behind elementary school district total enrollments. Total high school enrollment climbed from 1,067 in school year 1965–66 to 2,026 students in 1975–76. Growth slowed over the next four years, reaching 2,280 students in 1978–79 before roughly stabilizing for the next eight years. Enrollment numbers then dipped from 2,225 students in 1987–88 to 2,053 students in 1990–91. The 1990s ushered in a decade of enrollment increases for District 128 with total high school enrollment rising to 2,558 students in 1999–2000. Enrollment growth continued to 2007–08 reaching 3,428 students that year. Since then combined high school enrollment has been relatively stable at around 3,380, with 3,387 students registered last fall (September 2020).

Determinants of Enrollment Change

Tables 27, 28, and 29 show how annual total enrollment change in District 128 since September 1994 may be decomposed into its component parts. Table 27 provides the grade-by-grade and year-by-year combined enrollment for District 128, while Table 28 decomposes the annual total enrollment changes into the component parts. For example, between September 2019 (school year 2019–20) and September 2020 (school year 2020–21) District 128 enrollment rose by twenty-three students (from 3,364 to 3,387; see Table 27). The 800 twelfth graders who left the District in June 2020 (see Table 27) were replaced this September by 836 ninth graders, for a net class size difference of +36. Conversely,

between September 2019 and September 2020, nine more students either migrated out, transferred out, or dropped out of the two high schools than migrated in or transferred to District 128 high schools from private or parochial schools. Furthermore, Special Education enrollment declined from 72 to 68 (-4 students). Adding the three components together ($+36, -9, -4$) provides the precise change in total District 128 enrollment ($+23$) between September 2019 and September 2020.

Table 29 describes how net student migration/transfer (including possible dropouts) at the high school level was computed from the enrollment data. Again, the bottom left cell of “ -1 ” means that as the ninth grade class of September 2019 progressed to the tenth grade in September 2020, it lost one student (see Table 27 where ninth grade class size in school year 2019–20 was 819 and the tenth grade class size in school year 2020–21 is 818 students). Conversely, as the tenth grade class of September 2019 progressed to the eleventh grade in September 2020, it expanded by six students. Summing across the bottom row in Table 29, one obtains -9 , which is the net student migration/transfer gain shown in Table 28. Tables 30 through 35 show how annual total enrollment change at each of the two high school may be decomposed into the component parts.

Table 27
Enrollment History in Community High School District 128: 1994–95 to 2020–21

School Year	9	10	11	12	9–12	Sp. Ed	Total
1994–95	646	605	539	517	2,307	71	2,378
1995–96	576	639	590	524	2,329	54	2,383
1996–97	630	600	647	602	2,479	28	2,507
1997–98	573	618	604	663	2,458	30	2,488
1998–99	630	570	624	596	2,420	33	2,453
1999–00	689	641	563	621	2,514	44	2,558
2000–01	753	696	639	570	2,658	63	2,721
2001–02	722	786	696	660	2,864	56	2,920
2002–03	739	711	776	700	2,926	59	2,985
2003–04	777	749	718	763	3,007	68	3,075
2004–05	827	771	741	706	3,045	72	3,117
2005–06	865	835	782	732	3,214	73	3,287
2006–07	811	851	845	781	3,288	83	3,371
2007–08	847	823	846	831	3,347	81	3,428
2008–09	844	841	820	854	3,359	68	3,427
2009–10	840	835	830	794	3,299	86	3,385
2010–11	840	832	828	816	3,316	73	3,389
2011–12	853	838	828	821	3,340	68	3,408
2012–13	783	846	843	811	3,283	74	3,357
2013–14	821	792	830	829	3,272	80	3,352
2014–15	813	818	790	813	3,234	89	3,323
2015–16	854	827	808	785	3,274	83	3,357
2016–17	786	851	836	798	3,271	76	3,347
2017–18	837	806	841	833	3,317	83	3,400
2018–19	852	837	793	836	3,318	81	3,399
2019–20	819	835	838	800	3,292	72	3,364
2020–21	836	818	841	824	3,319	68	3,387

Table 28
Decomposition of Annual Enrollment Change in
Community High School District 128:
September 1994 to September 2020

Transition Year Sep. to Sep.	Change Total Enrollment	Entering 9 vs. Exiting 12	Net Migration/ Transfer	Change Sp. Ed.
1994 to 95	5	59	-37	-17
1995 to 96	124	106	44	-26
1996 to 97	-19	-29	8	2
1997 to 98	-35	-33	-5	3
1998 to 99	105	93	1	11
1999 to 00	163	132	12	19
2000 to 01	199	152	54	-7
2001 to 02	65	79	-17	3
2002 to 03	90	77	4	9
2003 to 04	42	64	-26	4
2004 to 05	170	159	10	1
2005 to 06	84	79	-5	10
2006 to 07	57	66	-7	-2
2007 to 08	-1	13	-1	-13
2008 to 09	-42	-14	-46	18
2009 to 10	4	46	-29	-13
2010 to 11	19	37	-13	-5
2011 to 12	-51	-38	-19	6
2012 to 13	-5	10	-21	6
2013 to 14	-29	-16	-22	9
2014 to 15	34	41	-1	-6
2015 to 16	-10	1	-4	-7
2016 to 17	53	39	7	7
2017 to 18	-1	19	-18	-2
2018 to 19	-35	-17	-9	-9
2019 to 20	23	36	-9	-4

Table 29
Net Annual Student Migration/Transfer in
Community High School District 128:
September 1994 to September 2020

Transition Year Sep. to Sep.	Grade Transition			
	9–10	10–11	11–12	Total
1994 to 95	-7	-15	-15	-37
1995 to 96	24	8	12	44
1996 to 97	-12	4	16	8
1997 to 98	-3	6	-8	-5
1998 to 99	11	-7	-3	1
1999 to 00	7	-2	7	12
2000 to 01	33	0	21	54
2001 to 02	-11	-10	4	-17
2002 to 03	10	7	-13	4
2003 to 04	-6	-8	-12	-26
2004 to 05	8	11	-9	10
2005 to 06	-14	10	-1	-5
2006 to 07	12	-5	-14	-7
2007 to 08	-6	-3	8	-1
2008 to 09	-9	-11	-26	-46
2009 to 10	-8	-7	-14	-29
2010 to 11	-2	-4	-7	-13
2011 to 12	-7	5	-17	-19
2012 to 13	9	-16	-14	-21
2013 to 14	-3	-2	-17	-22
2014 to 15	14	-10	-5	-1
2015 to 16	-3	9	-10	-4
2016 to 17	20	-10	-3	7
2017 to 18	0	-13	-5	-18
2018 to 19	-17	1	7	-9
2019 to 20	-1	6	-14	-9

Table 30
Enrollment History in Libertyville High School: 1999–2000 to 2020–21

School Year	9	10	11	12	9–12	Sp. Ed	Total
1999–00	0	641	563	621	1,825	44	1,869
2000–01	471	428	434	569	1,902	51	1,953
2001–02	458	480	421	443	1,802	34	1,836
2002–03	448	449	464	417	1,778	42	1,820
2003–04	443	449	448	460	1,800	48	1,848
2004–05	503	445	444	445	1,837	47	1,884
2005–06	501	509	454	442	1,906	48	1,954
2006–07	500	494	510	446	1,950	55	2,005
2007–08	512	508	494	508	2,022	55	2,077
2008–09	487	510	504	502	2,003	44	2,047
2009–10	496	483	511	491	1,981	56	2,037
2010–11	504	496	490	501	1,991	44	2,035
2011–12	509	494	490	482	1,975	42	2,017
2012–13	499	511	491	484	1,985	43	2,028
2013–14	476	502	494	484	1,956	50	2,006
2014–15	502	479	499	489	1,969	51	2,020
2015–16	498	513	477	499	1,987	48	2,035
2016–17	450	498	516	472	1,936	47	1,983
2017–18	460	464	486	507	1,917	53	1,970
2018–19	459	457	459	484	1,859	48	1,907
2019–20	442	452	456	456	1,806	39	1,845
2020–21	428	442	454	448	1,772	35	1,807

Table 31
Decomposition of Annual Enrollment Change in
Libertyville High School:
September 1999 to September 2020

Transition Year Sep. to Sep.	Change Total Enrollment	Entering 9 vs. Exiting 12	Net Migration/ Transfer	Change Sp. Ed.
1999 to 00	84	-150	227	7
2000 to 01	-117	-111	11	-17
2001 to 02	-16	5	-29	8
2002 to 03	28	26	-4	6
2003 to 04	36	43	-6	-1
2004 to 05	70	56	13	1
2005 to 06	51	58	-14	7
2006 to 07	72	66	6	0
2007 to 08	-30	-21	2	-11
2008 to 09	-10	-6	-16	12
2009 to 10	-2	13	-3	-12
2010 to 11	-18	8	-24	-2
2011 to 12	11	17	-7	1
2012 to 13	-22	-8	-21	7
2013 to 14	14	18	-5	1
2014 to 15	15	9	9	-3
2015 to 16	-52	-49	-2	-1
2016 to 17	-13	-12	-7	6
2017 to 18	-63	-48	-10	-5
2018 to 19	-62	-42	-11	-9
2019 to 20	-38	-28	-6	-4

Table 32
Net Annual Student Migration/Transfer in
Libertyville High School:
September 1999 to September 2020

Transition Year Sep. to Sep.	Grade Transition			
	9–10	10–11	11–12	Total
1999 to 00	428	-207	6	227
2000 to 01	9	-7	9	11
2001 to 02	-9	-16	-4	-29
2002 to 03	1	-1	-4	-4
2003 to 04	2	-5	-3	-6
2004 to 05	6	9	-2	13
2005 to 06	-7	1	-8	-14
2006 to 07	8	0	-2	6
2007 to 08	-2	-4	8	2
2008 to 09	-4	1	-13	-16
2009 to 10	0	7	-10	-3
2010 to 11	-10	-6	-8	-24
2011 to 12	2	-3	-6	-7
2012 to 13	3	-17	-7	-21
2013 to 14	3	-3	-5	-5
2014 to 15	11	-2	0	9
2015 to 16	0	3	-5	-2
2016 to 17	14	-12	-9	-7
2017 to 18	-3	-5	-2	-10
2018 to 19	-7	-1	-3	-11
2019 to 20	0	2	-8	-6

Table 33
Enrollment History in Vernon Hills High School: 1999–2000 to 2020–21

School Year	9	10	11	12	9–12	Sp. Ed	Total
1999–00	689	0	0	0	689	0	689
2000–01	282	268	205	1	756	12	768
2001–02	264	306	275	217	1,062	22	1,084
2002–03	291	262	312	283	1,148	17	1,165
2003–04	334	300	270	303	1,207	20	1,227
2004–05	324	326	297	261	1,208	25	1,233
2005–06	364	326	328	290	1,308	25	1,333
2006–07	311	357	335	335	1,338	28	1,366
2007–08	335	315	352	323	1,325	26	1,351
2008–09	357	331	316	352	1,356	24	1,380
2009–10	344	352	319	303	1,318	30	1,348
2010–11	336	336	338	315	1,325	29	1,354
2011–12	344	344	338	339	1,365	26	1,391
2012–13	284	335	352	327	1,298	31	1,329
2013–14	345	290	336	345	1,316	30	1,346
2014–15	311	339	291	324	1,265	38	1,303
2015–16	356	314	331	286	1,287	35	1,322
2016–17	336	353	320	326	1,335	29	1,364
2017–18	377	342	355	326	1,400	30	1,430
2018–19	393	380	334	352	1,459	33	1,492
2019–20	377	383	382	344	1,486	33	1,519
2020–21	408	376	387	376	1,547	33	1,580

Table 34
Decomposition of Annual Enrollment Change in
Vernon Hills High School:
September 1999 to September 2020

Transition Year Sep. to Sep.	Change Total Enrollment	Entering 9 vs. Exiting 12	Net Migration/ Transfer	Change Sp. Ed.
1999 to 00	79	282	-215	12
2000 to 01	316	263	43	10
2001 to 02	81	74	12	-5
2002 to 03	62	51	8	3
2003 to 04	6	21	-20	5
2004 to 05	100	103	-3	0
2005 to 06	33	21	9	3
2006 to 07	-15	0	-13	-2
2007 to 08	29	34	-3	-2
2008 to 09	-32	-8	-30	6
2009 to 10	6	33	-26	-1
2010 to 11	37	29	11	-3
2011 to 12	-62	-55	-12	5
2012 to 13	17	18	0	-1
2013 to 14	-43	-34	-17	8
2014 to 15	19	32	-10	-3
2015 to 16	42	50	-2	-6
2016 to 17	66	51	14	1
2017 to 18	62	67	-8	3
2018 to 19	27	25	2	0
2019 to 20	61	64	-3	0

Table 35
Net Annual Student Migration/Transfer in
Vernon Hills High School:
September 1999 to September 2020

Transition Year Sep. to Sep.	Grade Transition			
	9–10	10–11	11–12	Total
1999 to 00	-421	205	1	-215
2000 to 01	24	7	12	43
2001 to 02	-2	6	8	12
2002 to 03	9	8	-9	8
2003 to 04	-8	-3	-9	-20
2004 to 05	2	2	-7	-3
2005 to 06	-7	9	7	9
2006 to 07	4	-5	-12	-13
2007 to 08	-4	1	0	-3
2008 to 09	-5	-12	-13	-30
2009 to 10	-8	-14	-4	-26
2010 to 11	8	2	1	11
2011 to 12	-9	8	-11	-12
2012 to 13	6	1	-7	0
2013 to 14	-6	1	-12	-17
2014 to 15	3	-8	-5	-10
2015 to 16	-3	6	-5	-2
2016 to 17	6	2	6	14
2017 to 18	3	-8	-3	-8
2018 to 19	-10	2	10	2
2019 to 20	-1	4	-6	-3

The Enrollment Future of Community High School District 128

The critical question, as before, becomes, what will happen to enrollment in District 128 and at Libertyville High School and Vernon Hills High School over the next ten years? Will enrollment remain basically stable at each high school and for the District as a whole, or will growth or decline occur? My analysis of the demographics of District 128 communities and their population projections, enrollment change in the elementary feeder districts, and likely future new housing development, housing turnover, and resulting family in-migration lead me to forecast that total District 128 enrollment will climb modestly to 3,425 students next year. Following this one-year increase of about forty students, combined high school enrollment will annually decline to 2,951 students in 2029–30 and stabilize. Most of this decline will take place at the Vernon Hills (South) campus. Let us examine the factors underlying this forecast.

Since any changes in resident future births will not affect high school enrollment projections until after school year 2030–31, and since new residential construction is expected to be quite limited (especially single-family homes), the most critical factor for future enrollment in the high schools becomes net student in-migration resulting from turnover of existing housing units.

Because future student migration patterns could vary substantially, predicated on the degree of turnover of existing housing units, three sets of enrollment projections, by grade and by year through school year 2030–31, will be provided for each high school. These projections will be presented in the form of separate series, based on the following assumptions:

- | | |
|-----------------|--|
| <i>Series A</i> | Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children are <i>less than anticipated</i> through 2030–31; |
| <i>Series B</i> | Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children <i>occur as anticipated</i> through 2030–31; |
| <i>Series C</i> | Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children <i>are greater than anticipated</i> through 2030–31. |

The basic methodology used to make the three series enrollment projections is a modified cohort survival procedure. Average survival progressions were computed for each grade transition between school years at respective elementary feeder districts and at the high school level for the past four years. These average survival progressions were then adjusted for particular year inconsistencies and applied to compute baseline enrollment projections (via conventional cohort survival techniques) for combined elementary Districts 68, 70 and 72 and for elementary District 73. The sizes of future entering kindergarten classes were estimated using recent trends in kindergarten enrollment, birth registration data for the respective communities, and different assumptions about likely family in-migration. I also assumed there would be positive impacts on kindergarten enrollment as the schools return to regular in-classroom instruction.

The next step was to adjust projected enrollment each year in grades 1 through 8 for anticipated new housing development and turnover under the three sets of assumptions. Series A projections were made assuming an approximate 15 percent decline in student in-migration (compared with Series B)

resulting from less housing turnover than is currently anticipated. Series C projections assume approximately 15 percent greater housing turnover than is currently anticipated. It has been my experience in projecting high school enrollment that actual enrollment outcomes in the longer-term have always fallen within the Series A and Series C parameters, and typically closest to Series B. Thus, the three series will provide, by year and by grade through school year 2030–31, (A) the minimum number of students that may be anticipated, (B) the most likely number of students to expect, and (C) the maximum number students that can be foreseen.

To project the three series of enrollment at each of the high schools it was necessary to allocate the eighth grade classes from the elementary feeder districts, parochial schools, and other sources to the appropriate high school. Appendix C shows the detailed sources of ninth grade students during the past five years for both high schools. Eighth-to-ninth grade cohort transition ratios were developed based on elementary district source allocations to each high school for the past four years, plus private/parochial transfers and out-of-district student move-ins to each high school attendance area. Eighth-grade graduates from Districts 68, 70, and 72 are expected to attend Libertyville (North) campus, while approximately 80 percent of District 73's eighth-grade graduates are expected to attend Vernon Hills (South) campus. The adjusted eighth-to-ninth grade transition ratios used will account for any change in the District 73 sending percentages and freshmen entering each high school from private/parochial schools as well as from out of district move-ins.

Tables 36 through 44 provide the enrollment projections for Libertyville High School (North Campus), Vernon Hills High School (South campus) and

the combined high schools, by year and by grade through school year 2030–31, under the Series B (most likely) assumptions. If future housing turnover and family in-migration occur as anticipated, Table 37 shows that enrollment at North campus (Libertyville), which totaled 1,807 in fall 2020, will increase to 1,834 students in fall 2021. Total enrollment at North campus will then slowly decline annually to 1,658 students in 2027–28 before inconsistently rising to 1,730 students in 2030–31. Under the same Series B assumptions, enrollment at South campus (Vernon Hills) will also increase marginally from 1,580 in fall 2020 to 1,591 students in fall 2021 (Table 40). Total enrollment at the South campus will then steadily decline to 1,221 students in 2030–31. When the Series B projections for the two schools are combined (Table 43), total District 128 enrollment is projected to grow from 3,387 in 2020–21 to 3,425 in 2021–22. Total combined high school enrollment will then, as noted above, annually decline to 2,951 students in 2029–30 before leveling off. As indicated, it is my professional judgment that Series B projections are the most likely to eventuate in District 128.

If the U.S. slips back into a recession, mortgage interest rates rise considerably, or national political decisions affect Hispanic residents considerably, family in-migration to District 128 will no doubt slow. Under these more conservative (Series A) assumptions, Table 36 indicates that enrollment at North campus (Libertyville) will be stable in 2021–21, then drop to 1,542 students in 2030–31. Under Series A assumptions, South campus (Vernon Hills) enrollment will constantly decline to just 1,077 students in 2030–31 (see Table 39). Combined high school enrollment, with slowing family in-migration, will drop from 3,387 this past fall to 2,619 in school year 2030–31 (see Table 42).

Under greater family in-migration (Series C) assumptions, Table 38 shows that North campus (Libertyville) enrollment will remain slightly above its fall 2020 count of 1,807 count through 2027–28 then modestly rise to 1,967 students in 2030–31. Under these same accelerated housing turnover and family in-migration assumptions, South campus (Vernon Hills) will modestly expand from 1,580 students in 2020–21 to 1,615 students in 2021–22 (see Table 41). South’s total enrollment will then decline to 1,365 students in 2030–31. Combined high school enrollments, using Series C assumptions (Table 44), will expand to 3,477 students in 2021–22 and remain near that number through 2023–24. District 128 combined campus enrollment will then slowly drop to 3,356 in 2026–27 and modestly fluctuate slightly under that count through school year 2030–31. In my opinion, this is an upper limit (enrollment maximum) parameter that is unlikely to be reached.

Concluding Remarks

As I stated previously, no demographer has a crystal ball. In this report, I have assembled the best information currently available and applied professional techniques and judgment to analyze annual enrollment changes in Elementary Schools Districts 68, 70, and 73, and High School District 128, and generate enrollment projections for each district and high school. Given COVID impacts this past year have disrupted so many school districts, in particular their kindergarten enrollments, generating so many unknowns, these projections should therefore be monitored and updated regularly to insure that policy decisions are based on the most current and reliable figures. At this time, it is my hope that the projections and other demographic information contained in this report will be helpful to Schools Districts 68, 70, 73, and 128 Boards of Education, administrators, teachers, and concerned citizens as plans are made for future space and staffing needs at their schools.

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June 2021

Table 36
Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families
with Preschool-Age and School-Age Children *Are Less than Anticipated* through 2030–31

Libertyville High School

<i>Series A Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
9	428	467	403	424	363	396	377	375	406	368	376
10	442	424	463	399	420	359	394	375	373	404	366
11	454	436	418	457	393	414	356	391	372	370	401
12	448	445	427	409	448	384	408	350	385	366	364
9–12	1,772	1,772	1,711	1,689	1,624	1,553	1,535	1,491	1,536	1,508	1,507
Sp. Ed.	35	36	36	36	35	35	35	35	35	35	35
Total	1,807	1,808	1,747	1,725	1,659	1,588	1,570	1,526	1,571	1,543	1,542

Table 37
Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families
with Preschool-Age and School-Age Children *Occur as Anticipated* through 2030–31

Libertyville High School

<i>Series B Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
9	428	476	415	440	387	425	404	406	444	406	437
10	442	429	477	416	441	388	427	406	408	446	408
11	454	440	427	475	414	439	387	426	405	407	445
12	448	450	436	423	471	410	435	383	422	401	403
9–12	1,772	1,795	1,755	1,754	1,713	1,662	1,653	1,621	1,679	1,660	1,693
Sp. Ed.	35	39	38	38	38	37	37	37	37	37	37
Total	1,807	1,834	1,793	1,792	1,751	1,699	1,690	1,658	1,716	1,697	1,730

Table 38
Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families
with Preschool-Age and School-Age Children *Are Greater than Anticipated* through 2030–31

Libertyville High School

<i>Series C Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
9	428	485	430	463	419	462	441	447	490	460	509
10	442	434	491	436	469	425	467	446	452	495	465
11	454	446	438	495	440	473	427	469	448	454	497
12	448	455	447	439	496	441	472	426	468	447	453
9–12	1,772	1,820	1,806	1,833	1,824	1,801	1,807	1,788	1,858	1,856	1,924
Sp. Ed.	35	42	42	42	42	42	42	42	43	43	43
Total	1,807	1,862	1,848	1,875	1,866	1,843	1,849	1,830	1,901	1,899	1,967

Table 39
Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families
with Preschool-Age and School-Age Children *Are Less than Anticipated* through 2030–31

Vernon Hills High School

<i>Series A Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
9	408	378	346	341	325	325	301	294	279	246	240
10	376	402	372	340	335	319	322	298	291	276	243
11	387	372	398	368	336	331	318	321	297	290	275
12	376	383	368	394	364	332	328	315	318	294	287
9–12	1,547	1,535	1,484	1,443	1,360	1,307	1,269	1,228	1,185	1,106	1,045
Sp. Ed.	33	32	32	32	32	32	32	32	32	32	32
Total	1,580	1,567	1,516	1,475	1,392	1,339	1,301	1,260	1,217	1,138	1,077

Table 40
Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families
with Preschool-Age and School-Age Children *Occur as Anticipated* through 2030–31

Vernon Hills High School

<i>Series B Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
9	408	386	357	355	343	348	323	318	305	274	290
10	376	407	385	356	354	342	347	322	317	304	273
11	387	378	409	387	358	356	344	349	324	319	306
12	376	387	378	409	387	358	356	344	349	324	319
9–12	1,547	1,558	1,529	1,507	1,442	1,404	1,370	1,333	1,295	1,221	1,188
Sp. Ed.	33	33	33	33	33	33	33	33	33	33	33
Total	1,580	1,591	1,562	1,540	1,475	1,437	1,403	1,366	1,328	1,254	1,221

Table 41
Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families
with Preschool-Age and School-Age Children *Are Greater than Anticipated* through 2030–31

Vernon Hills High School

<i>Series C Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
9	408	394	369	371	362	370	346	343	329	301	339
10	376	412	398	373	375	366	372	348	345	331	303
11	387	382	418	404	379	381	371	377	353	350	336
12	376	393	388	424	410	385	384	374	380	356	353
9–12	1,547	1,581	1,573	1,572	1,526	1,502	1,473	1,442	1,407	1,338	1,331
Sp. Ed.	33	34	34	34	34	34	34	34	34	34	34
Total	1,580	1,615	1,607	1,606	1,560	1,536	1,507	1,476	1,441	1,372	1,365

Table 42

Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families with Preschool-Age and School-Age Children *Are Less than Anticipated* through 2030–31

Community High School District 128

<i>Series A Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
9	836	845	749	765	688	721	678	669	685	614	616
10	818	826	835	739	755	678	716	673	664	680	609
11	841	808	816	825	729	745	674	712	669	660	676
12	824	828	795	803	812	716	736	665	703	660	651
9–12	3,319	3,307	3,195	3,132	2,984	2,860	2,804	2,719	2,721	2,614	2,552
Sp. Ed.	68	68	68	68	67	67	67	67	67	67	67
Total	3,387	3,375	3,263	3,200	3,051	2,927	2,871	2,786	2,788	2,681	2,619

Table 43
Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families
with Preschool-Age and School-Age Children *Occur as Anticipated* through 2030–31

Community High School District 128

<i>Series B Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
9	836	862	772	795	730	773	727	724	749	680	727
10	818	836	862	772	795	730	774	728	725	750	681
11	841	818	836	862	772	795	731	775	729	726	751
12	824	837	814	832	858	768	791	727	771	725	722
9–12	3,319	3,353	3,284	3,261	3,155	3,066	3,023	2,954	2,974	2,881	2,881
Sp. Ed.	68	72	71	71	71	70	70	70	70	70	70
Total	3,387	3,425	3,355	3,332	3,226	3,136	3,093	3,024	3,044	2,951	2,951

Table 44
Enrollment Projection Assuming that New Housing Construction, Housing Turnover, and Resulting In-Migration of Families
with Preschool-Age and School-Age Children *Are Greater than Anticipated* through 2030–31

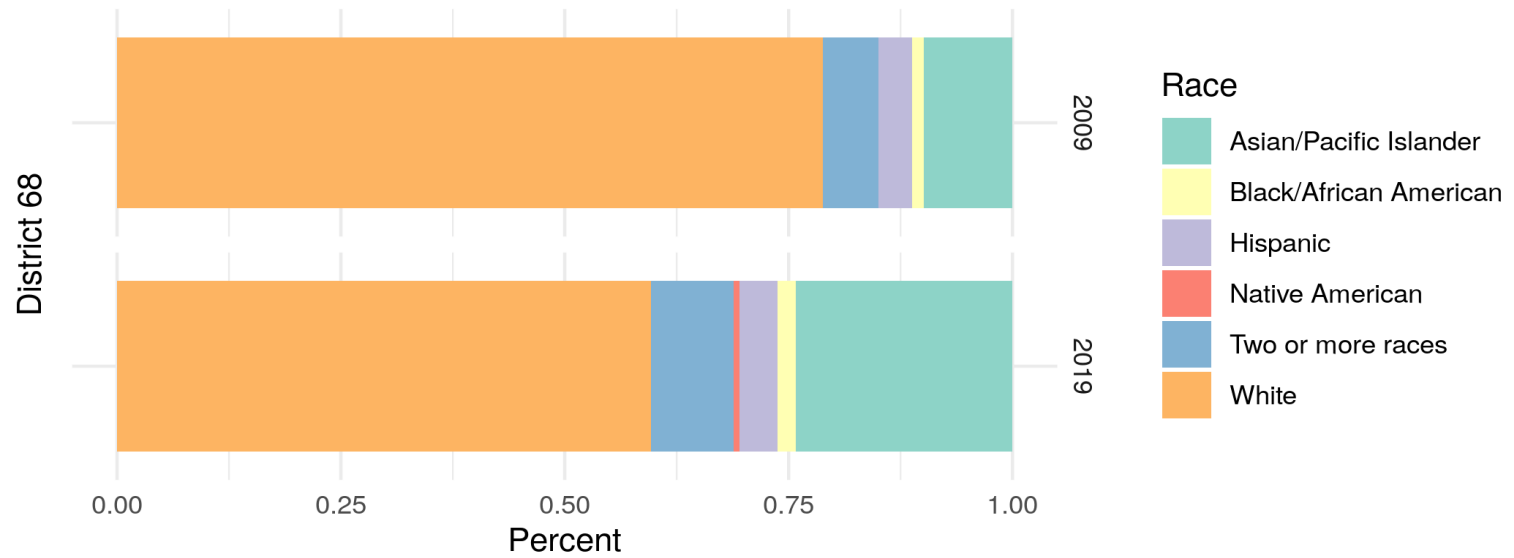
Community High School District 128

<i>Series C Projection</i>											
Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31
9	836	879	799	834	781	832	787	790	819	761	848
10	818	846	889	809	844	791	839	794	797	826	768
11	841	828	856	899	819	854	798	846	801	804	833
12	824	848	835	863	906	826	856	800	848	803	806
9–12	3,319	3,401	3,379	3,405	3,350	3,303	3,280	3,230	3,265	3,194	3,255
Sp. Ed.	68	76	76	76	76	76	76	76	77	77	77
Total	3,387	3,477	3,455	3,481	3,426	3,379	3,356	3,306	3,342	3,271	3,332

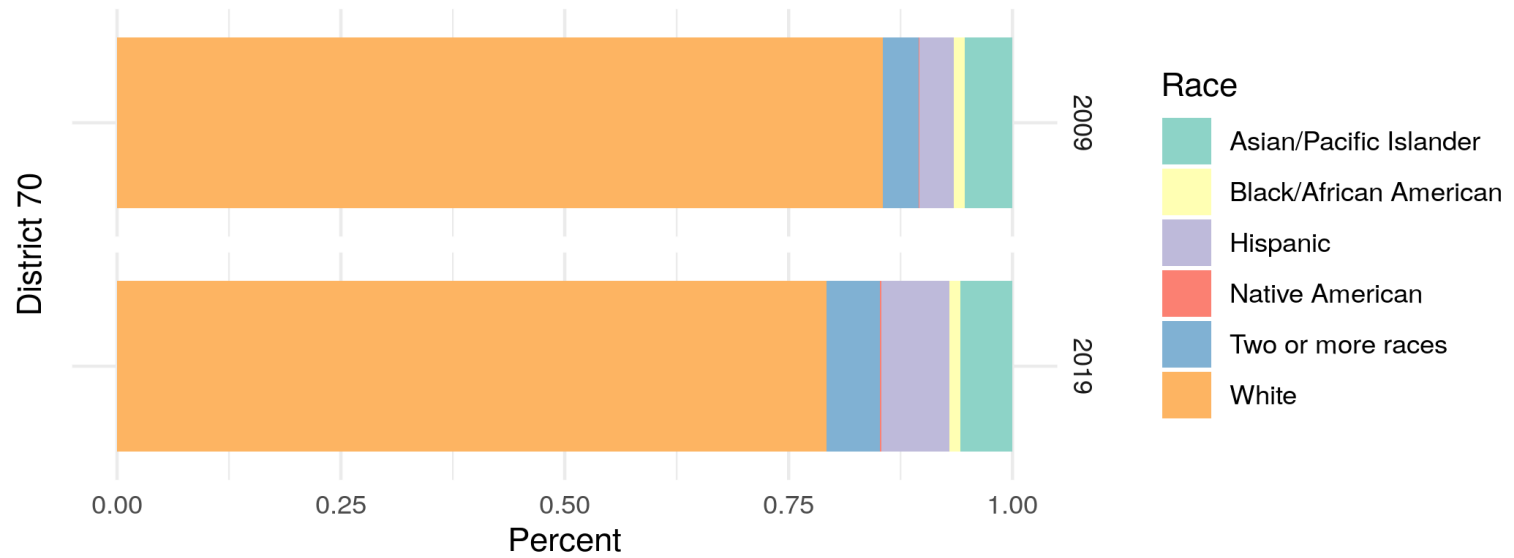
Appendix A

Student Body Racial/Ethnic Composition
at
Oak Grove School District 68
Libertyville School District 70
Rondout School District 72
Hawthorn Community Consolidated School District 73
and
Community High School District 128
2009–10 and 2018–19.

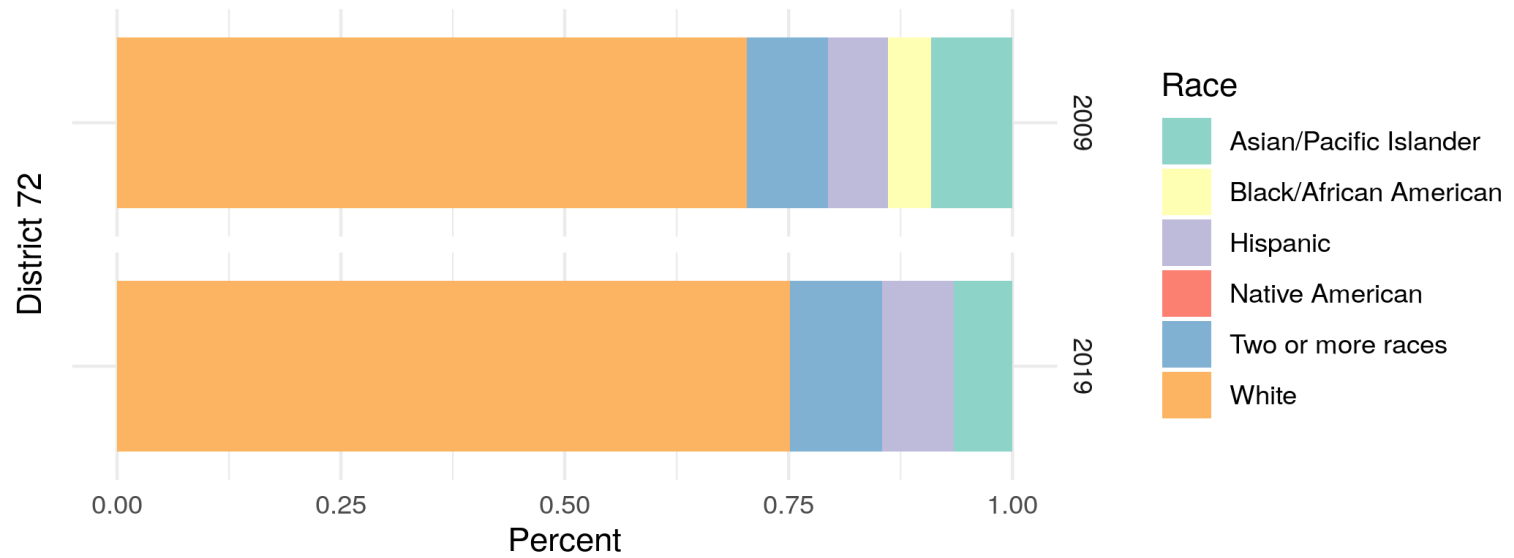
Student Body Racial/Ethnic Composition at
Oak Grove School District 68:
2009 and 2019



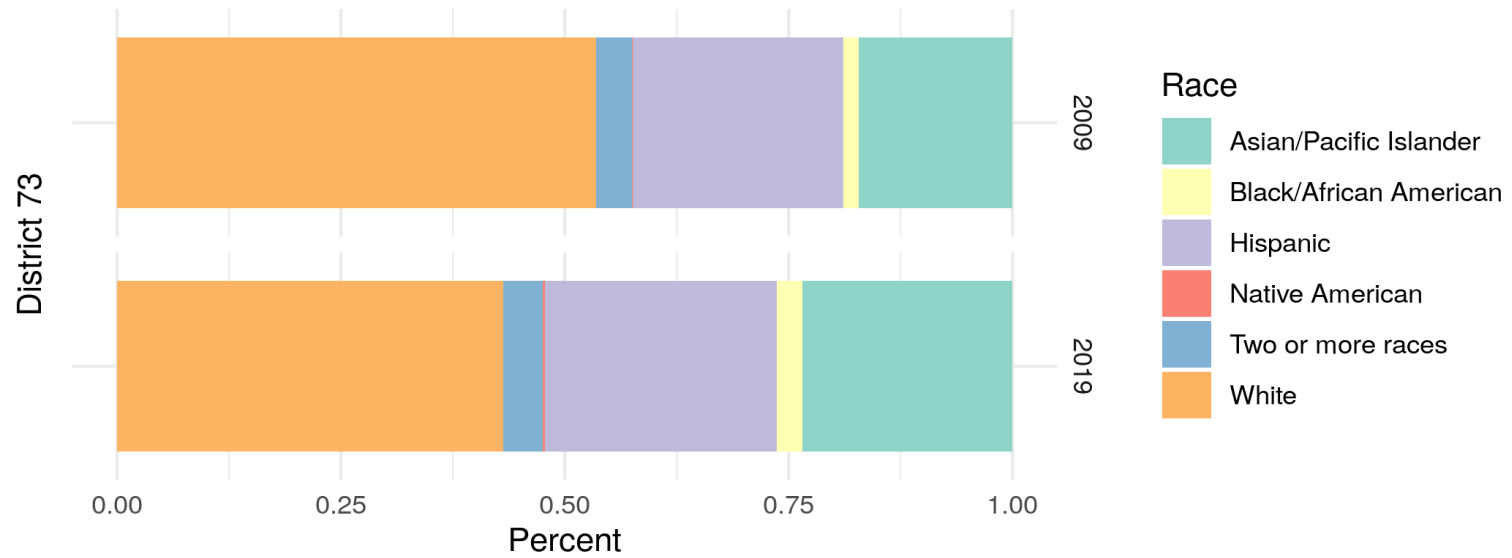
Student Body Racial/Ethnic Composition at
Libertyville School District 70:
2009 and 2019



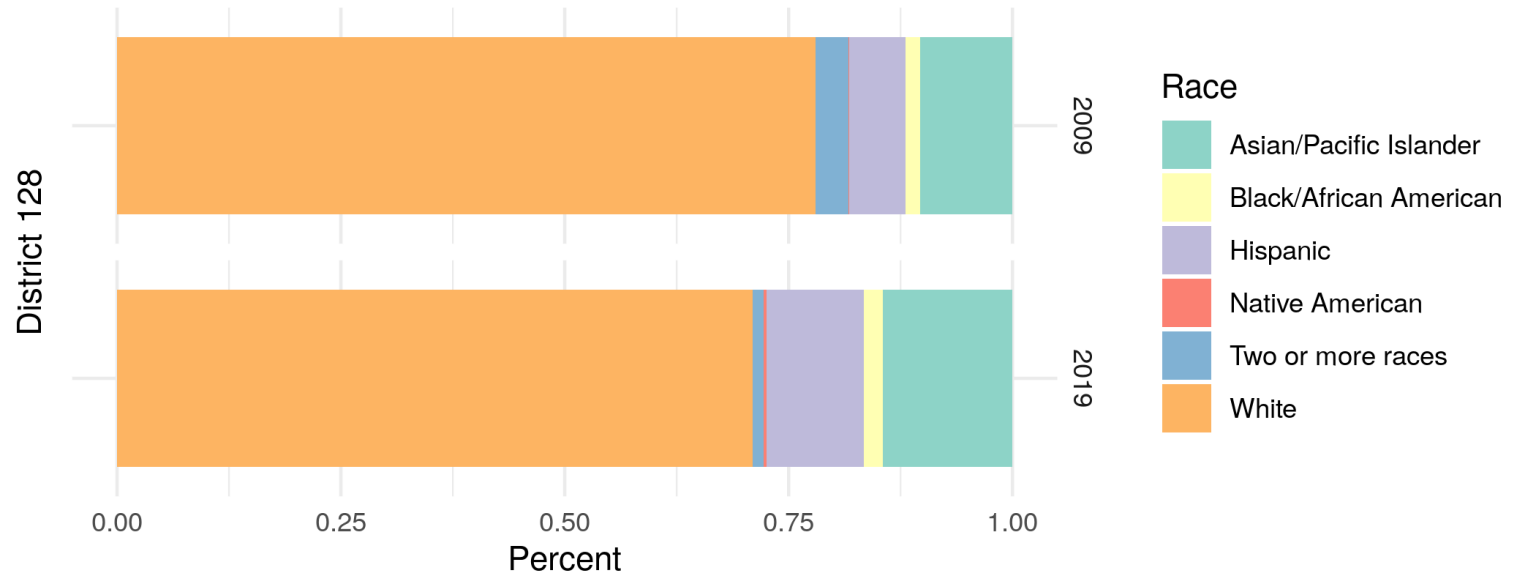
Student Body Racial/Ethnic Composition at
Rondout School District 72:
2009 and 2019



Student Body Racial/Ethnic Composition at
Hawthorn Community Consolidated School District 73:
2009 and 2019



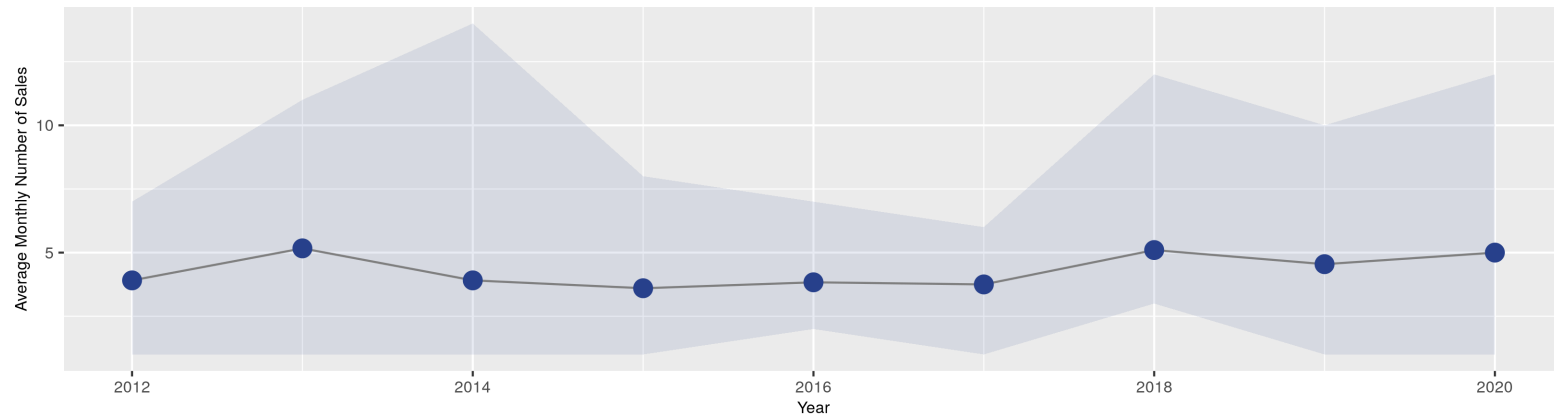
Student Body Racial/Ethnic Composition at
Community High School District 128:
2009 and 2019



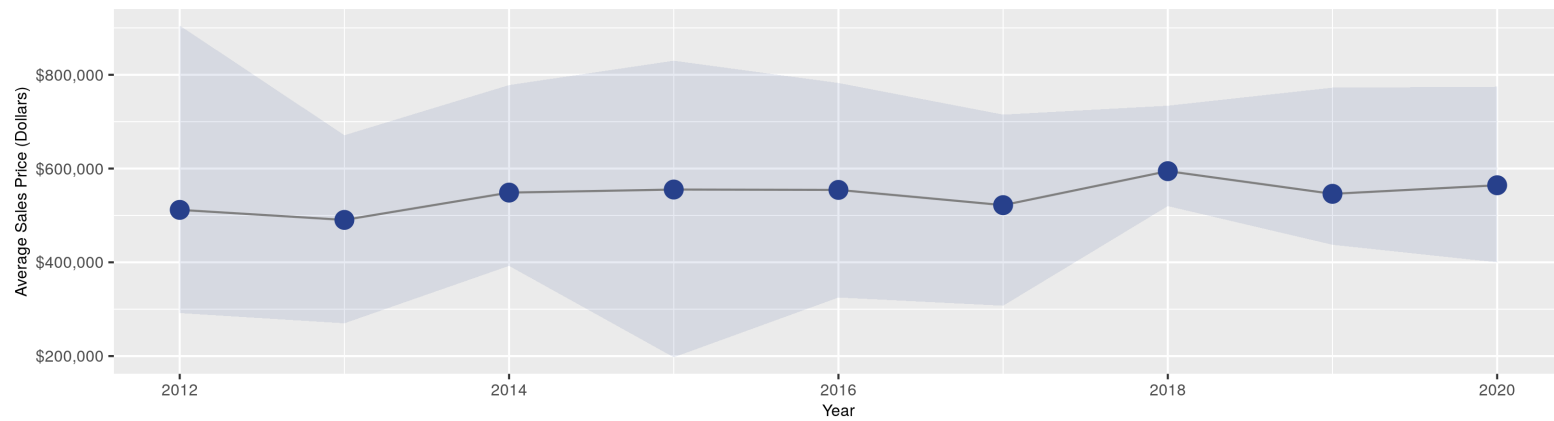
Appendix B

Trends in Housing Sales and Median Sales Prices in Villages Served by Community High School District 128: 2012 to 2020

Green Oaks

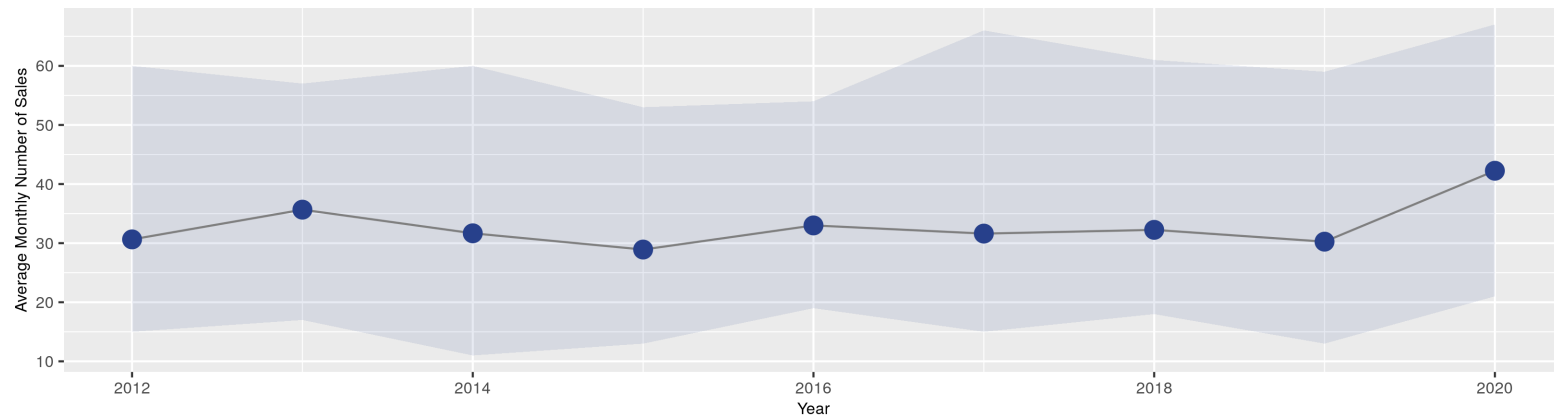


Median Sales Price

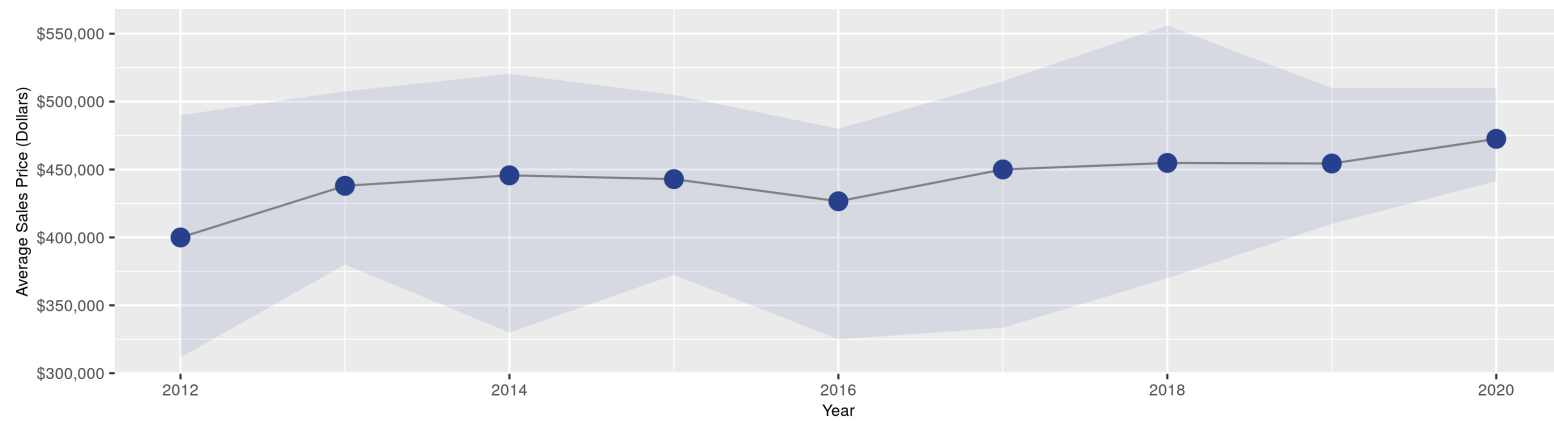


Source: Redfin.com

Libertyville

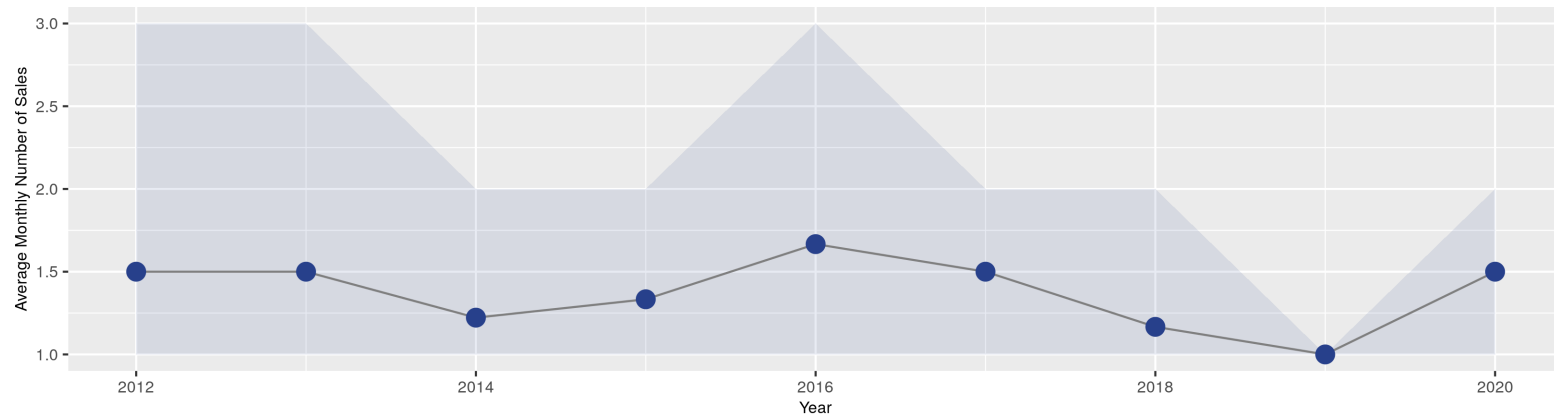


Median Sales Price

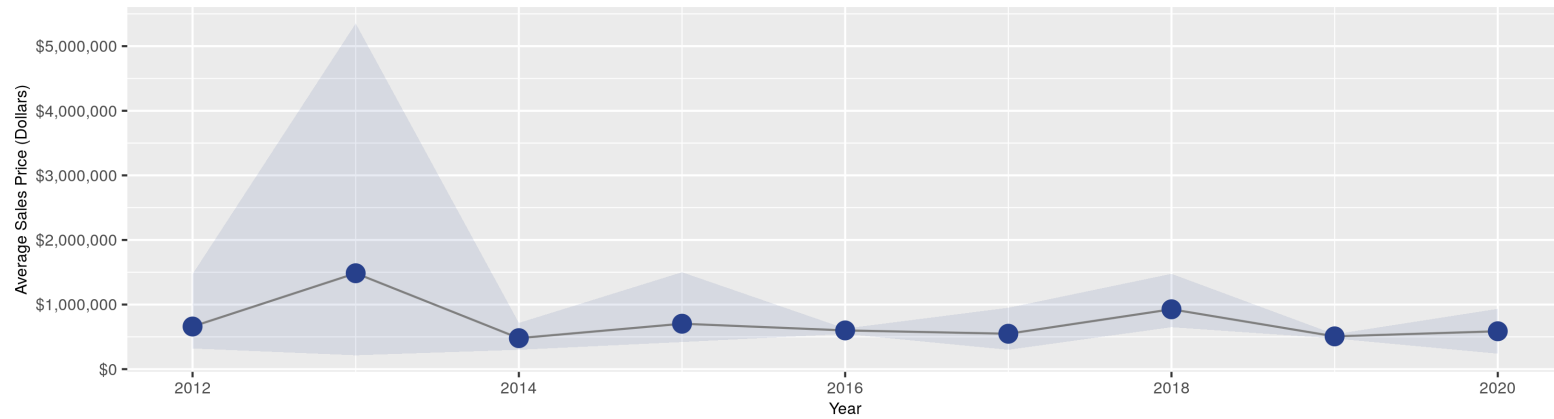


Source: Redfin.com

Mettawa

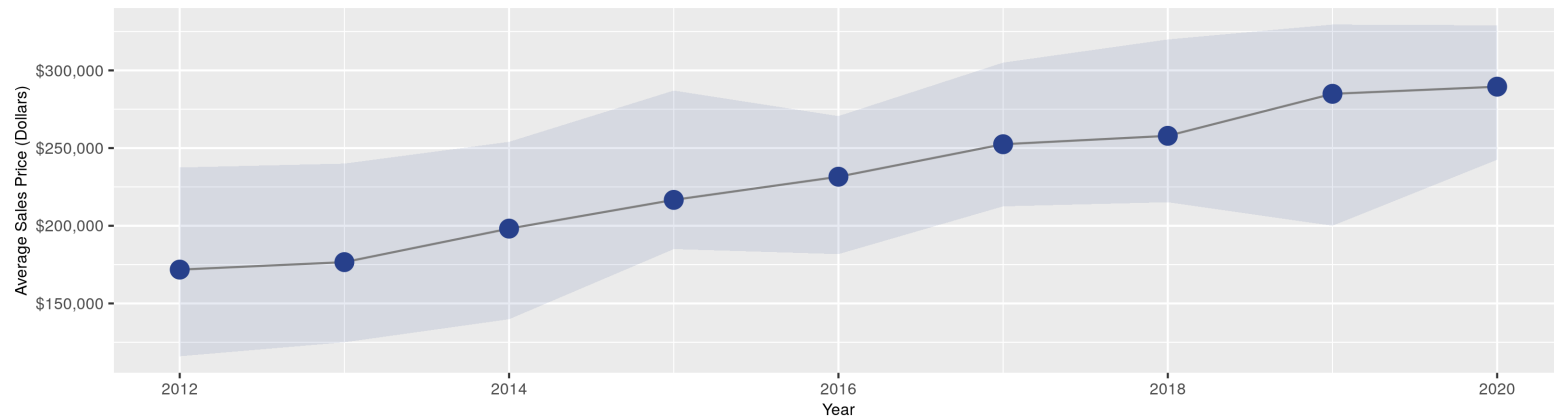
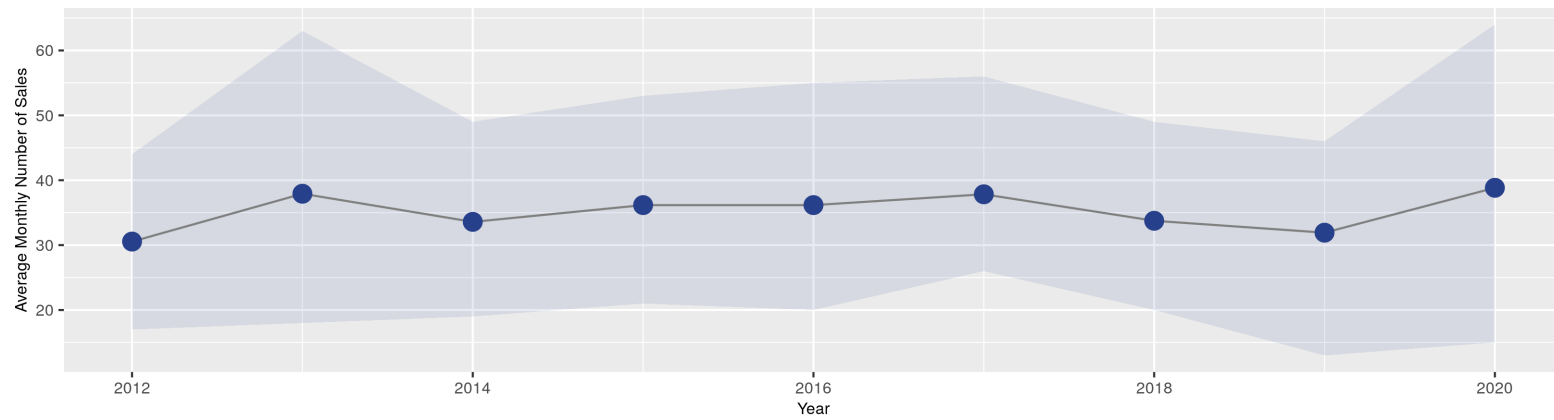


Median Sales Price



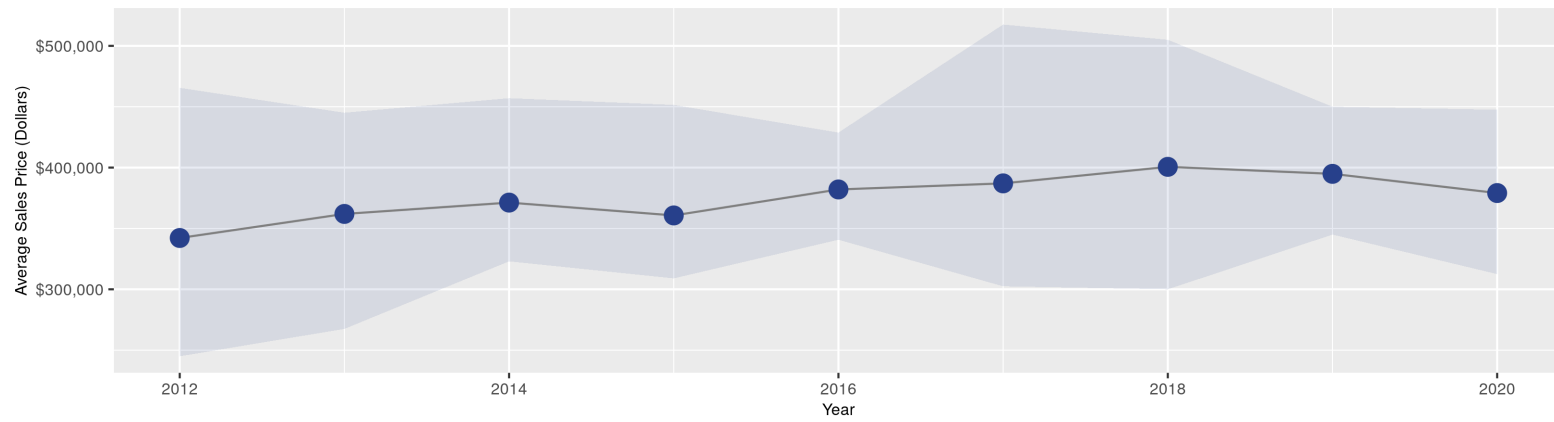
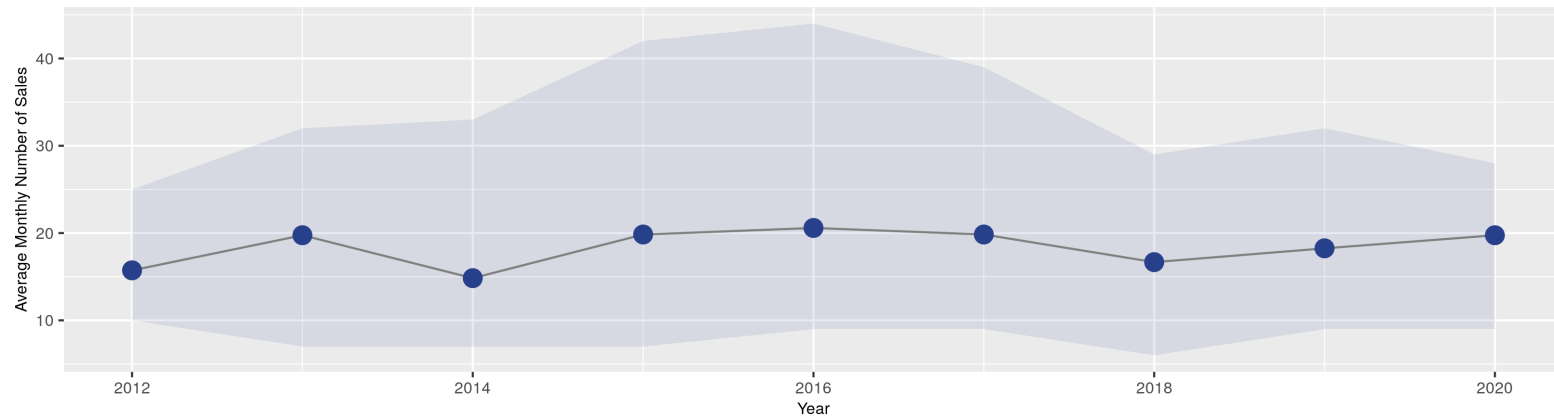
Source: Redfin.com

Mundelein



Source: Redfin.com

Vernon Hills



Source: Redfin.com

Appendix C

Sources of Incoming Ninth-Graders at District 128 High Schools by Sending District: 2016–17 to 2020–21

Incoming Ninth-Graders at District 128 High Schools by Sending District: 2016–17 to 2020–21

Libertyville High School (North)

School Year	Number of Incoming Ninth-Graders by Source					
	District 68	District 70	District 72	District 73	Private/ Parochial	Other/ Move-ins
2016–17	82	317	13	11	13	14
2017–18	110	290	18	7	15	20
2018–19	99	295	17	13	10	25
2019–20	106	273	15	3	20	25
2020–21	104	267	13	9	19	16

Vernon Hills High School (South)

School Year	Number of Incoming Ninth-Graders by Source					
	District 68	District 70	District 72	District 73	Private/ Parochial	Other/ Move-ins
2016–17	0	0	0	334	2	0
2017–18	0	0	0	363	8	6
2018–19	0	0	0	382	5	6
2019–20	0	0	0	355	8	14
2020–21	0	1	0	393	2	12