



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

TO: District 65 School Board

CC: Dr. Angel Turner

FROM: Dr. Stacy Beardsley, Tamara Mitchell, Dr. Katie Speth

DATE: September 29, 2025

RE: Potential School Closure Scenarios


Objective: ___ Information X Discussion ___ Follow-up ___ Decision

Background:

To address the existing structural deficit, District 65 is working through a multi-phase Structural Deficit Reduction Plan with the goal of achieving financial sustainability. Phases I & II included \$20 million in reductions with the focus on preserving the investments deemed critical to staff, families, and community members.

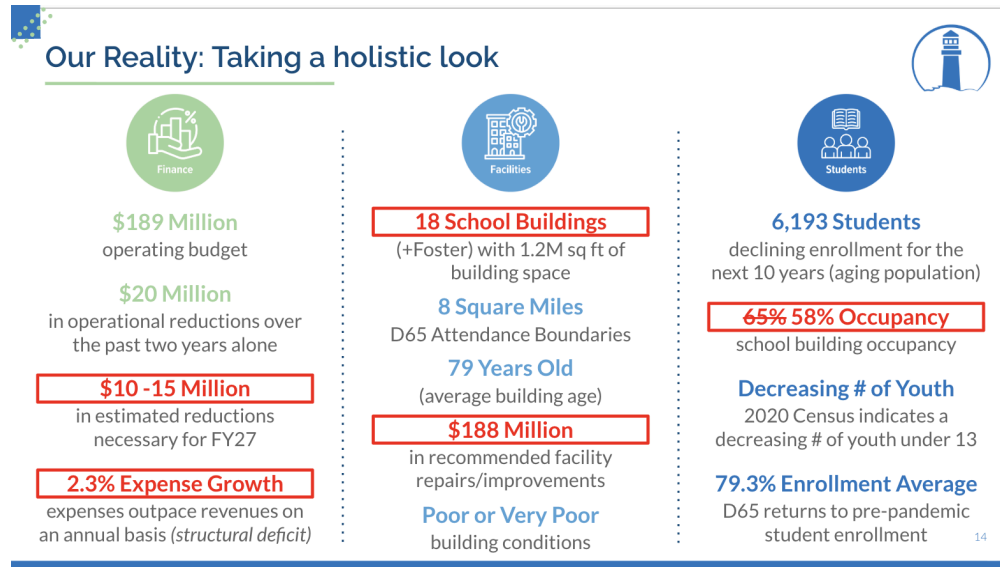
As part of Phase III and beyond, we are looking at possible school closures to address declining student enrollment, underutilized buildings with increasing maintenance needs, and the need for continued budget reductions (approximately \$10-15 million). We know that considering school closures is difficult and deeply personal, especially for the school communities who may be most impacted, and are committed to centering the needs of students.

Efforts to address the structural deficit have been ongoing since early 2024 and are summarized in the table below.

Evolution/Phases of Structural Deficit Reduction Plan 

FY24	FY25	FY26	FY27 and Beyond
Identification	Phase I: Immediate Cuts	Phase II: Stabilize	Phase III: Sustainability
Began in February 2024	Hiring Freeze	\$13.2M in Reductions	\$10-15M in Reductions
Identified and approved \$6.5M in reductions for FY25	Eliminated vacant positions Purchased Services reductions Developed SDRP Framework (includes stakeholder engagement)	Stakeholder Engagement & Decision-making: December 2024 January 2025 Effective July 1, 2025	Stakeholder Engagement & SDRP Committee Work: Began February 1 and will remain ongoing Goes into effect: July 1, 2026

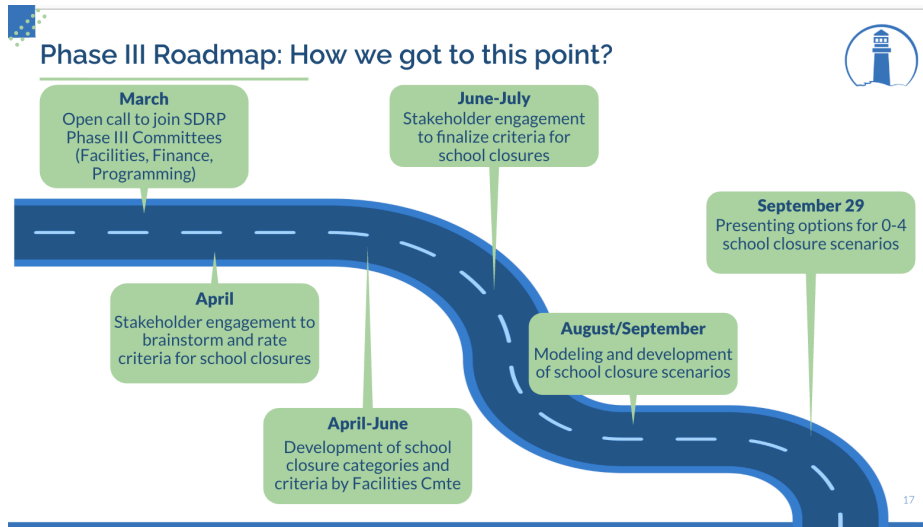
District 65 is striving to achieve financial sustainability. In order to accomplish this, the District must continue to address several key issues including expenditures outpacing revenue, aging facilities with significant deferred maintenance and low building utilization rates driven by enrollment that has been decreasing since a peak in 2016-17 with an expected 7.3% decrease (401 students) over the next ten years ([McKibben Demographic Study Report](#)).



During Phase III of the Structural Deficit Reduction Plan (SDRP), the District is charged with recommending scenarios for zero to four school closures. These closures are in addition to the Board approved closure of Bessie Rhodes (June 2024) which is scheduled to close at the conclusion of the 2025-26 school year.

District leadership has engaged community steering committees that were formed in March 2025 to inform the review of programs, finances and facilities. The facilities subcommittee is specifically charged with supporting District administration in the development of categories and criteria for school closure and has provided feedback on potential school closure scenarios to inform the administration’s recommendations to the School Board. The scenario development factored in the administration’s academic program recommendations from the programs subcommittee. The District has engaged in deep work with the committees and community engagement to inform categories, criteria, scorecards and scenario development.

The District specifically wants to thank the steering committees for their contributions to the SDRP work.



Goal/Guiding Principles:

In June, the administration brought forward categories and criteria that were developed in collaboration with the Facilities Steering committee. Key inputs that were considered in developing the categories and criteria included: community engagement sessions, input from the Superintendent’s Parent and Caregiver Advisory Committee (SPAC), the master facility assessment (MFP), demography assessment, program enrollment patterns, building tours, and operating cost data. Please refer to the [June 23, 2025 Board memo and presentation](#) on the District 65 website to learn more.

The categories and criteria are used to develop baseline scorecards for each school/building under consideration for potential school closure. The scorecard values are then used to help to inform school scenario modelling.

Process for Developing Scenarios:

Baseline Scorecards: Baseline school scorecards were developed for each elementary (K-5), magnet (King Arts), and Park School. A recommendation was made to exclude the middle schools from the consideration for school closure. This recommendation was based on specific programmatic aspects of the middle school buildings that meet the District 65 program needs. Examples include band rooms, larger gymnasiums and auditoriums, science classrooms, and locker rooms. These building features support the District 65 band, physical education and arts programs which are structured to provide deeper exposures and increased opportunities for application in the middle school years.

Initially Park School was included in the baseline scorecard calculations. After the first draft of scorecard calculations, it became clear that Park School, due to its unique programming requirements and building features operated as an outlier in the calculations. This led to further discussion about including Park School in the school card calculations and a decision was made to remove Park School and to treat Park School and the services they provide as a program

similar to RISE, STEP, ACC and TWI. This shift means that the physical Park building could be potentially closed but the program would be relocated and is not under consideration for closure. If closing the Park school building is an outcome of the process, the program movement would need to be at least 1-2 years into the future to allow for time to renovate a new location and ensure that the space meets the needs of the Park program indoors and outdoors. There will be no changes to the Park program location for the 2026-27 school year.

The summary table of the baseline score card calculations are included in **Appendix A** followed by school specific baseline scorecards.

Baseline scorecard values were used to provide guidance on where to begin in scenario development. The schools with the lowest overall values were seen as a starting place for modelling.

As scenario modelling moved into model two, three or four school closures, the baseline scorecard continued to guide scenario development but numerous other scenarios were run and reviewed in order to understand the impact of utilization rates, transportation/walkability, and the impact of adjacent school closures. For each scenario that was run, a scenario scorecard score was developed allowing for comparison across scenarios.

Administration has been asked to bring forward a series of school closure options for consideration by the School Board. Specifically, this memo is delivering baseline data for zero school closures applying the Board approved school boundaries for the 2026-27 school year. The memo then provides multiple scenarios for one, two, three or four school closure options.

Each scenario includes information on impacted Districtwide programs. The programs include RISE, STEP, Park, Rice, TWI, ACC, King Arts Magnet, & Early Childhood Programming (JEH ECC & Doorway to Learning). Guidance was generated by the programs subcommittee for program placement.

Program	Size and Location (SY25 Enrollment)	Description & Administration Program Placement Recommendations
RISE (K-8)	King Arts - 4 classrooms 19 students	<p>RISE (Rigorous Individualized Specialized Educational Program) is a self-contained, special education program which provides a supportive and rigorous educational experience for students who present with moderate to significant disabilities and require special education instruction for more than 50 percent of the school day. Students in the RISE program typically have multiple disabilities which may include but are not limited to speech/language disorder, physical impairment, intellectual disability, sensory processing deficit, other health impairment and/or autism.</p> <p>Recommendation: Minimize movement, maintain inclusion opportunities, maintain K-8 setting.</p>

<p>STEP (Monolingual and Bilingual) (K-5 & 6-8)</p>	<p>Lincolnwood (3), Lincoln (3), Washington (3), Nichols</p> <p>27 students in K-5 STEP</p>	<p>STEP (Structured Teaching Education Program) is a program committed to supporting the success of students who present with an Autism Spectrum Disorder and benefit from a structured teaching approach that capitalizes on student strengths. Students grow and develop through the program's focus on independent functioning and skills generalization in the areas of academic achievement, social-emotional functioning, communication, behavior management, and self-care.</p> <p>Recommendation: Minimize movement, maintain inclusion opportunities.</p>
<p>Park (Ages 3-21) (Funded in conjunction with ETHS)</p>	<p>Park School, 57 students</p>	<p>Park School is a public therapeutic day program committed to serving a wide range of students with disabilities, ages 3 through 22, who are identified within the “low incidence” population. Students found eligible for support and services at Park School typically have an identified disability in one or more of the following categories: moderate to significant Intellectual Disability, Autism, Deaf and Hard of Hearing, Visual Impairment, and/or Multiple Disabilities. Park School offers a safe, highly structured environment with a wide range of services and program options to support every child and their specific needs.</p> <p>Recommendation: Maintain programming and minimize change. If the program is moved, ensure a high quality programmatically supportive space.</p>
<p>Rice (K-8) (Facility is leased in the Daniel F. and Ada L. Rice Children’s Center)</p>	<p>Rice School, 19 students</p>	<p>Rice school serves 3rd-8th grade students who are experiencing severe emotional, behavioral or mental health needs by providing a comprehensive program focused on fostering creativity, critical thinking, problem-solving, collaboration, effective communication, self-advocacy, and self-efficacy.</p> <p>Recommendation: Maintain programming and minimize change.</p>
<p>ACC (K-5)</p>	<p>Oakton, 73 students</p>	<p>The ACC program centers the identity, heritage, and values of people of African descent using culturally significant, collaborative, multiage learning experiences that build critical consciousness and increase student capacity to better the community.</p> <p>Recommendation: Maintain at Oakton Elementary</p>
<p>King Arts Magnet (K-8)</p>	<p>King Arts, 415 students (including</p>	<p>The Dr. Martin Luther King Jr. Literary and Fine Arts School provides all students with a dynamic educational experience</p>

	RISE)	that focuses on the fine and performing arts and emphasizes literature and writing. Recommendation: Maintain program, K-8 structure, and location.
Early Childhood Center	JEH, 276 students	The Joseph E. Hill (JEH) Center for Early Childhood Education will provide comprehensive, multicultural early childhood developmental programming that effectively draws from and connects with our community to ensure that all children ages 0-5 and their family units experience a strength-based, anti-biased, respectful, and inclusive learning environment. Recommendation: <ul style="list-style-type: none"> ● Strengthen Program Branding, Communication, and Family Choice <ul style="list-style-type: none"> ○ Launch a targeted outreach and rebranding effort to inform families of available early childhood programs, especially culturally responsive options.
TWI (K-5, 6-8 Dual Language @ Rhodes)	Bessie Rhodes (2), Willard, Dewey, Washington (2), Oakton, Dawes, 782 students	The goal of the TWI program is for students to develop strong literacy skills and language proficiency in both English and Spanish, in order for them to become bilingual, biliterate, and bicultural. In District 65, the TWI magnet program is composed of a balance of two linguistic groups: <ul style="list-style-type: none"> ● Spanish-speaking students who are eligible to receive EL (English Learner) services and who have accepted services ● English proficient students Recommendation: Please see below.

Program’s Subcommittee program placement recommendations to administration for the TWI program:

- Consider establishing/maintaining at least one TWI program/strand in every middle school feeder pattern, with a focus on historically underserved neighborhoods.
 - Create Double strands in TWI buildings when closing an existing strand is feasible.
- Maintain the 67/33 classroom composition and prioritize walkable access for TWS students, particularly across hazard zones wherever possible.
 - Ideal TWI classroom composition is 50% native Spanish-speaking students and 50% native English-speaking students and, however in real world practice that is not always possible. The dual language model does have flexibility which allows for a composition as low as 33% native English-speakers or 33% native

Spanish-speakers (a 67/33 split between language groups) and still retain model integrity

- Minimize disruptions to existing TWI communities. If changes are necessary, involve TWI families early in planning and ensure the transition preserves program quality and cultural integrity.
 - To further strengthen TWI programs, invest in recruiting, training, and retaining certified dual-language educators and Spanish-speaking school leaders.

The administration and facilities subcommittee worked to honor the program subcommittee recommendations but in some cases feasibility became a significant challenge. In most cases, this occurred when recommendations were not compatible with each other in a scenario.

Challenges included but are not limited to the following:

- Creating double strand TWI in the Chute feeder pattern proved to not be feasible while maintaining ACC at Oakton elementary. The program additions with the density of families living in the Oakton boundaries either pushed utilization rates well beyond feasibility for the monolingual/neighborhood programming or squeezed the boundary to a very small geographic footprint.
- The school scorecards helped to inform which schools to model for closure. This led to modelling scenarios where Oakton school is closed. In these scenarios, ACC was moved to King Arts.
- Additionally, models were run that close King Arts as the team moved to considering 3 or four school closures. This again was driven by score card values and the value of walkable neighborhood schools in the community. This closure was modeled as a full closure of K-8 programming and of the arts magnet.

Recommended Scenarios - Summary Table

One School Closure Scenarios

Title & Data Set	Description	Data Tables and Analysis
1A. Close Kingsley School	Close Kingsley School after the 2025-26 school year. <ul style="list-style-type: none"> ● Close TWI Section at Willard Elementary 	Refer to Appendix B
1B. Close Lincolnwood School	Close Lincolnwood School after the 2025-26 school year. <ul style="list-style-type: none"> ● Move STEP to Willard Elementary ● Close TWI Section at Willard Elementary 	Refer to Appendix B

Two School Closure Scenarios

Title & Data Set	Description	Data Tables and Analysis
2F. Close Lincolnwood & Kingsley	Close Lincolnwood and Kingsley after the 2025-26 school year. <ul style="list-style-type: none"> ● Move STEP to Willard Elementary ● Close TWI Section at Willard Elementary 	Refer to Appendix B
2D. Close Kingsley & Willard	Close Kingsley and Willard after the 2025-26 school year. <ul style="list-style-type: none"> ● Close TWI Section at Willard Elementary 	Refer to Appendix B

Three School Closure Scenarios

Title & Data Set	Description	Data Tables and Analysis
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3D. Close Lincolnwood, Kingsley, Washington	Lincolnwood, Kingsley, and Washington close after the 2025-26 school year. <ul style="list-style-type: none"> ● STEP moves to Willard ● Close TWI Section at Willard Elementary ● Dewey becomes a double strand of TWI and Lincoln adds a TWI strand. ● Bilingual STEP moves to Dawes 	Refer to Appendix B
3B. Close Lincolnwood, Kingsley, and Dawes	Lincolnwood, Kingsley, and Dawes close after the 2025-26 school year. <ul style="list-style-type: none"> ● STEP moves to Willard ● TWI moves to Lincoln ● Lincoln moves to the Chute feeder pattern ● Walker moves to the Nichols feeder pattern 	Refer to Appendix B

Four School Closure Scenarios

Title & Data Set	Description	Data Tables and Analysis
4F Close Lincolnwood, Kingsley, King Arts & Washington	Lincolnwood, Kingsley, King Arts and Washington close after the 2025-26 school year. <ul style="list-style-type: none"> ● Close K-8 Arts magnet ● Move Lincolnwood STEP to Willard ● Move RISE (K-5) to Lincoln ● Move RISE (6-8) to Chute ● Move Lincoln STEP to Dewey ● Move Bilingual STEP to Dawes 	Refer to Appendix B

Options considered:

The administration and committee ran over 25 different closure scenarios. Additionally, other schools and scenarios were considered and deemed by administration either not feasible or not recommended at this time. Additional information on options are provided below:

Middle Schools:

Middle schools were considered in the early phases of SDRP III work. During the June School Board meeting, it was recommended that middle schools be removed from consideration for closure. The rationale for this recommendation includes:

- High utilization rates.
- Locations are geographically dispersed in a manner that allows the vast majority of students to get to school without District provided transportation.
- Facilities contain programmatic elements that support the middle school academic program including - auditoriums, band rooms, locker rooms, large gymnasiums, and media arts spaces.
- Changing grade configurations creates staffing and curricular challenges.
- Closing a middle school would require shifting the District grade level configuration or placing middle school students in a facility that does not support middle programmatic needs.

The School Board returned to the conversation about modelling middle schools in scenarios during the September 8, 2025 School Board meeting. There was further discussion about the shifting grade level configurations in this meeting and the Board advised administration to continue to exclude middle schools from modelling scenarios for the September 29, 2025 Board meeting.

Orrington Elementary

Due to low enrollment, Orrington elementary school is a school that may seem likely for closure. Orrington's baseline scorecard value is a 3.7 (1 least impactful to close to 5 most impactful to close). This is the second highest overall school scorecard value thus indicating the school as being more impactful to close.

This score was driven by the geography (32% weight) and the building cost (21% weight) categories. Our spring community engagement sessions elevated walk ability as an important value in District 65. As a result, a 32% weight was allocated to geography. Orrington's geographic location has the furthest average distance to the three closest adjacent schools. Additionally, Orrington, despite being an old building which requires improvements, is more efficient to operate and requires less capital investment relative to other schools based on the master facility assessment. Regardless, Orrington presents challenges - it is a small land parcel limiting the ability to expand, six classrooms are below grade (in the basement), and the parking lot is small leading to staff parking on City streets.

Orrington Elementary was modelled in one school, two school, and three school closure scenarios and in none of the scenarios did the scenario data packet and scenario scorecard values justify recommending the scenario.

Park School

Administration has considered the following options for Park School - please note this section will refer to Park building and the Park program.

- **Option 1:** Keep the Park program at the Park School building and commit to building improvements over the next 5 years (52.4% 2021 Facility Cost Index with \$6.9 million in deficiencies). These improvements include upgrades to the building heating and cooling, plumbing, and roof/building envelope as well as programmatic needs including additional storage for equipment and program specific spaces to meet student needs.
- **Option 2:** Move the Park program to a District 65 school building (pending a school closure) after renovations of the space to make the space suitable for the Park program. This would allow District 65 to potentially sell the Park building yet the soonest this could happen would be 2027-28. Timing would be driven based on availability of capital funds and competing priorities.

JEH Early Childhood

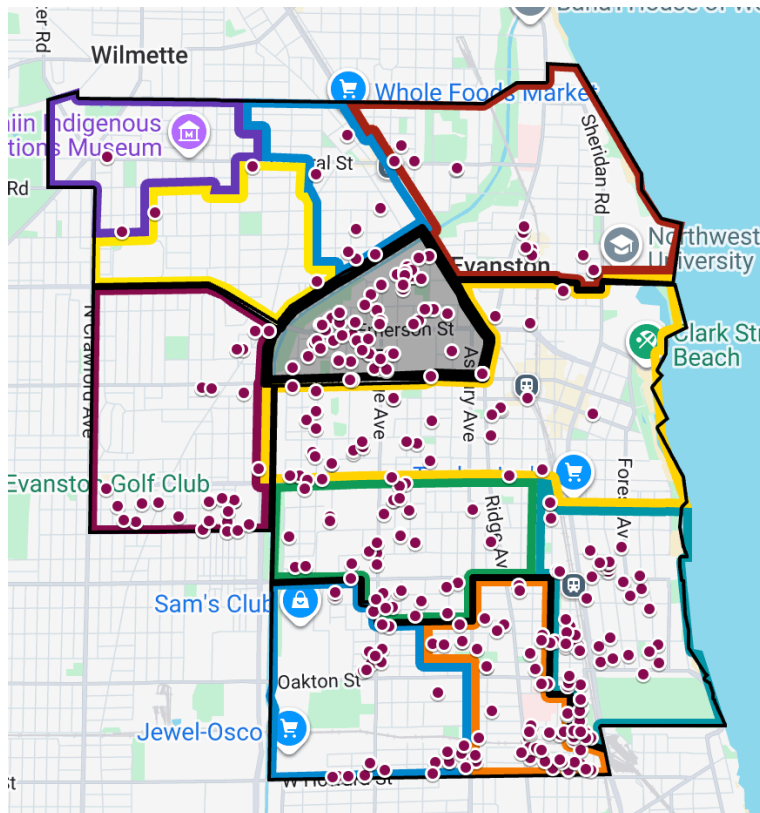
The District heard interest in potentially moving and expanding the Joseph E. Hill Early Childhood program (3-5 year olds) into neighborhood schools during the spring community engagements. The District has not considered this option for the following reasons:

- The focus of SDRP III is fiscal sustainability. The early childhood program operates on grant funds and District general funds. Expanding the program in the short term would increase district expenditures rather than decrease expenditures.
- School spaces would need to be renovated to include, 1.) Safe playground and outdoor spaces, 2.) Strong HVAC systems to mitigate asthma attacks, allergies, and the spread of disease, child-sized cabinets, tables, sinks and toilets to build independence, competence, and good hygiene practices.
- Leading a strong early childhood program that meets the needs of a school population with significant special education needs requires a strong team of educators, clinicians and a school leader that deeply understands early childhood education. Breaking the program up across schools risks increasing special education costs and impacting the quality of the program. Additionally, the delivery of quality professional learning and development support for educators (teachers and paraprofessionals) becomes increasingly difficult across multiple sites.

It is possible that shifting to a tuition based model for families that do not qualify for free and reduced lunch could address some of the financial concerns. These ideas would need to be more fully vetted programs and finance and require a longer implementation window than is available in SDRP phase 3 therefore moving early childhood classrooms into multiple schools in the district was not modeled.

Moving the Joseph E. Hill Early Childhood Center (3-5 year olds) to a vacated school in District 65 (pending a closure) is modeled. This could potentially create a space for the Park program at JEH. These moves would also require capital investment to ensure that the sites meet the programmatic needs. The map below reflects where JEH ECC families currently live. If the Early Childhood program (3-5 year olds) is moved from JEH, it should be placed either in the 5th, 8th or 9th ward due to proximity of the families. Additionally, the location would need adequate parking and allow for safe drop off and pick up (buses and families).

The earliest this model could be implemented would be 2027-28. Timing would be driven based on availability of capital funds, competing capital priorities and the scope of the work needed to ensure the buildings (JEH and an additional school) meet the program needs. .



JEH Administrative Offices:

The administration also heard feedback from the community and committees that it was important to consider closing the JEH building and moving the administrative offices. The JEH building is the newest building in District 65 completed in 2002. It is also the only building in the District that has a facilities condition index other than poor or very poor (18.16% - average).

The main floor houses the District 0-5 year old programs and serves almost 300 children in a high quality learning environment. The school space is modern and has many features to support quality school programming. As a result, the District recommends that students continue to be educated at JEH so did not model fully closing the JEH building.

Administration: Staff: 77	Doorway to Learning Students: 34 Staff: 13 Classrooms: 5	JEH ECC Students: 242 Staff: 95 Classrooms: 15
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The administration did discuss the possibility of moving the administrative team from the JEH building to a closed school building. This would require converting both a closed school into administrative spaces and converting the second floor of JEH for alternative use. Due to the building's adjacency to King Arts and limited adjacent outdoor space (due to streets and parking lots, it is a challenging conversion if it was going to be repurposed to a school space.

Currently, the recommendation is not to move the administrative office out of JEH. The possibility of moving Park to JEH and moving the Early Childhood Center to a closed school is being evaluated. This can be re-evaluated if the Board closes schools and is interested in further investigation related to building re-use.

Guidance Requested:

King Arts

King Arts is the only K-8 school in District 65. It recently achieved the Magnet Schools of America designation, hosts the RISE program and is the one remaining choice school in District 65. King Arts is modeled for closure in scenarios. Potential scenarios where the King Arts programming was moved to a K-5 building as a K-5 program was considered, however capacities in the cases of 3 or 4 school closures make this not feasible. Additionally, the K-8 design of the program allows students to grow and go deeper in their arts studies prior to entering into ETHS.

- **Does the School Board want to keep a K-8 arts magnet school as a choice option in District 65?**

Financial Implications:

When reviewing the seven modeled school closure scenarios, it is important to recognize that the financial impact depends on whether a building is fully closed and sold or retained for other use. Full closure and sale provides the most significant opportunity for savings by eliminating the ongoing operating and maintenance costs. If a school is instead held or leased, those savings will be reduced. While lease agreements may be structured in such a way that offsets certain costs (i.e., utilities, building insurance, security monitoring, etc.), they would not remove the district's overall financial responsibility for the facility.

Scenario	School	Savings*
1A.	Kingsley School	\$1,997,434

1B.	Lincolnwood School	\$2,118,056
2F.	Lincolnwood & Kingsley	\$4,293,012
2D.	Kingsley & Willard	\$4,200,277
3D.	Lincolnwood, Kingsley, Washington	\$6,390,760
3B.	Lincolnwood, Kingsley, and Dawes	\$6,288,522
4F.	Lincolnwood, Kingsley, King Arts & Washington	\$9,180,665
*Estimates as of 9/25/2025		

Decision/Input requested:

The District 65 administration is seeking feedback and additional guidance on the scenarios in order to narrow down the number of options for school closure.

Appendix A: Baseline Scorecard Summary Table followed by school score cards

Baseline Scorecard Values (9/22)	Equity			Geography		Building Functionality				Income	Costs			Total Score
	Students Changing Schools	Who Is Impacted	Equity Score	School Proximity	Geography Score	ADA Compliance	Gym Cafeteria Separation	Teaching Stations	Building Score	Income Potential	Capital Expense	Operating Cost	Costs Score	
Walker Elementary School	4.0	3.6	3.8	3.8	3.8	2.3	5.0	1.0	2.8	4.1	4.4	4.6	4.5	3.8
Orrington Elementary School	2.1	2.4	2.2	5.0	5.0	1.0	1.0	1.7	1.2	4.0	5.0	5.0	5.0	3.7
Lincoln Elementary School	4.8	4.3	4.5	2.9	2.9	5.0	5.0	4.0	4.7	1.0	3.4	2.9	3.1	3.4
Dawes Elementary School	2.9	4.8	3.9	2.4	2.4	5.0	1.0	1.3	2.4	5.0	4.0	4.4	4.2	3.3
Dr Martin Luther King Jr Literary & Fine Arts School	5.0	4.6	4.8	2.7	2.7	5.0	5.0	5.0	5.0	3.4	1.0	1.0	1.0	3.2
Dewey Elementary School	4.2	4.3	4.2	1.0	1.0	3.7	5.0	3.0	3.9	4.6	3.9	3.7	3.8	3.1
Willard Elementary School	1.8	1.5	1.7	2.7	2.7	5.0	5.0	3.0	4.3	3.2	4.4	3.8	4.1	3.1
Oakton Elementary School	4.6	5.0	4.8	1.7	1.7	1.0	5.0	3.7	3.2	1.6	1.6	3.5	2.5	2.8
Washington Elementary School	4.5	3.8	4.2	1.5	1.5	3.7	5.0	3.0	3.9	3.4	1.9	1.7	1.8	2.7
Lincolnwood Elementary School	1.0	1.0	1.0	1.1	1.1	1.0	1.0	1.3	1.1	4.3	3.9	4.8	4.3	2.1
Kingsley Elementary School	1.0	1.1	1.1	1.0	1.0	5.0	1.0	1.7	2.6	2.1	3.5	3.9	3.7	1.9

WALKER ELEMENTARY BASELINE SCORECARD



EQUITY SCORE	3.8
Students Changing Schools	4.0
Who is Impacted	3.6
GEOGRAPHY SCORE	3.8
School Proximity	3.8
BUILDING FUNCTIONALITY SCORE	2.8
ADA Compliance	2.3
Gym/Cafeteria Separation	5.0
Teaching Stations	1.0
INCOME SCORE	4.1
Income Potential	4.1
COSTS SCORE	4.5
Capital Expense	4.4
Operating Cost	4.6

TOTAL SCORE

3.8

CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

ORRINGTON ELEMENTARY BASELINE SCORECARD



EQUITY SCORE	2.2
Students Changing Schools	2.1
Who is Impacted	2.4
GEOGRAPHY SCORE	5.0
School Proximity	5.0
BUILDING FUNCTIONALITY SCORE	1.2
ADA Compliance	1.0
Gym/Cafeteria Separation	1.0
Teaching Stations	1.7
INCOME SCORE	4.0
Income Potential	4.0
COSTS SCORE	5.0
Capital Expense	5.0
Operating Cost	5.0

TOTAL SCORE **3.7**

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

LINCOLN ELEMENTARY BASELINE SCORECARD



EQUITY SCORE	4.5
Students Changing Schools	4.8
Who is Impacted	4.3
GEOGRAPHY SCORE	2.9
School Proximity	2.9
BUILDING FUNCTIONALITY SCORE	4.7
ADA Compliance	5.0
Gym/Cafeteria Separation	5.0
Teaching Stations	4.0
INCOME SCORE	1.0
Income Potential	1.0
COSTS SCORE	3.1
Capital Expense	3.4
Operating Cost	2.9

TOTAL SCORE **3.4**

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

DAWES ELEMENTARY BASELINE SCORECARD



EQUITY SCORE	3.9
Students Changing Schools	2.9
Who is Impacted	4.8
GEOGRAPHY SCORE	2.4
School Proximity	2.4
BUILDING FUNCTIONALITY SCORE	2.4
ADA Compliance	5.0
Gym/Cafeteria Separation	1.0
Teaching Stations	1.3
INCOME SCORE	5.0
Income Potential	5.0
COSTS SCORE	4.2
Capital Expense	4.0
Operating Cost	4.4

TOTAL SCORE **3.3**

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		



BASELINE SCORECARD

EQUITY SCORE	4.8
Students Changing Schools	5.0
Who is Impacted	4.6
GEOGRAPHY SCORE	2.7
School Proximity	2.7
BUILDING FUNCTIONALITY SCORE	5.0
ADA Compliance	5.0
Gym/Cafeteria Separation	5.0
Teaching Stations	5.0
INCOME SCORE	3.4
Income Potential	3.4
COSTS SCORE	1.0
Capital Expense	1.0
Operating Cost	1.0

TOTAL SCORE **3.2**

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

DEWEY ELEMENTARY BASELINE SCORECARD



EQUITY SCORE	4.2
Students Changing Schools	4.2
Who is Impacted	4.3
GEOGRAPHY SCORE	1.0
School Proximity	1.0
BUILDING FUNCTIONALITY SCORE	3.9
ADA Compliance	3.7
Gym/Cafeteria Separation	5.0
Teaching Stations	3.0
INCOME SCORE	4.6
Income Potential	4.6
COSTS SCORE	3.8
Capital Expense	3.9
Operating Cost	3.7

TOTAL SCORE **3.1**

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

WILLARD ELEMENTARY BASELINE SCORECARD



EQUITY SCORE	1.7
Students Changing Schools	1.8
Who is Impacted	1.5
GEOGRAPHY SCORE	2.7
School Proximity	2.7
BUILDING FUNCTIONALITY SCORE	4.3
ADA Compliance	5.0
Gym/Cafeteria Separation	5.0
Teaching Stations	3.0
INCOME SCORE	3.2
Income Potential	3.2
COSTS SCORE	4.1
Capital Expense	4.4
Operating Cost	3.8

TOTAL SCORE **3.1**

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

OAKTON ELEMENTARY BASELINE SCORECARD



EQUITY SCORE	4.8
Students Changing Schools	4.6
Who is Impacted	5.0
GEOGRAPHY SCORE	1.7
School Proximity	1.7
BUILDING FUNCTIONALITY SCORE	3.2
ADA Compliance	1.0
Gym/Cafeteria Separation	5.0
Teaching Stations	3.7
INCOME SCORE	1.6
Income Potential	1.6
COSTS SCORE	2.5
Capital Expense	1.6
Operating Cost	3.5

TOTAL SCORE

2.8

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

WASHINGTON ELEMENTARY BASELINE SCORECARD



EQUITY SCORE	4.2
Students Changing Schools	4.5
Who is Impacted	3.8
GEOGRAPHY SCORE	1.5
School Proximity	1.5
BUILDING FUNCTIONALITY SCORE	3.9
ADA Compliance	3.7
Gym/Cafeteria Separation	5.0
Teaching Stations	3.0
INCOME SCORE	3.4
Income Potential	3.4
COSTS SCORE	1.8
Capital Expense	1.9
Operating Cost	1.7

TOTAL SCORE

2.7

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

LINCOLNWOOD ELEMENTARY

BASELINE SCORECARD



EQUITY SCORE	1.0
Students Changing Schools	1.0
Who is Impacted	1.0
GEOGRAPHY SCORE	1.1
School Proximity	1.1
BUILDING FUNCTIONALITY SCORE	1.1
ADA Compliance	1.0
Gym/Cafeteria Separation	1.0
Teaching Stations	1.3
INCOME SCORE	4.3
Income Potential	4.3
COSTS SCORE	4.3
Capital Expense	3.9
Operating Cost	4.8

TOTAL SCORE

2.1

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

KINGSLEY ELEMENTARY BASELINE SCORECARD



EQUITY SCORE	1.1
Students Changing Schools	1.0
Who is Impacted	1.1
GEOGRAPHY SCORE	1.0
School Proximity	1.0
BUILDING FUNCTIONALITY SCORE	2.6
ADA Compliance	5.0
Gym/Cafeteria Separation	1.0
Teaching Stations	1.7
INCOME SCORE	2.1
Income Potential	2.1
COSTS SCORE	3.7
Capital Expense	3.5
Operating Cost	3.9

TOTAL SCORE

1.9

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CATEGORY WEIGHTS	EQUITY	22%	INCOME	9%
	GEOGRAPHY	32%	COST	21%
	BUILDING FUNCTIONALITY	16%		

Appendix B: Scenarios & Data Tables - Please see the next page for the first page of the data tables.

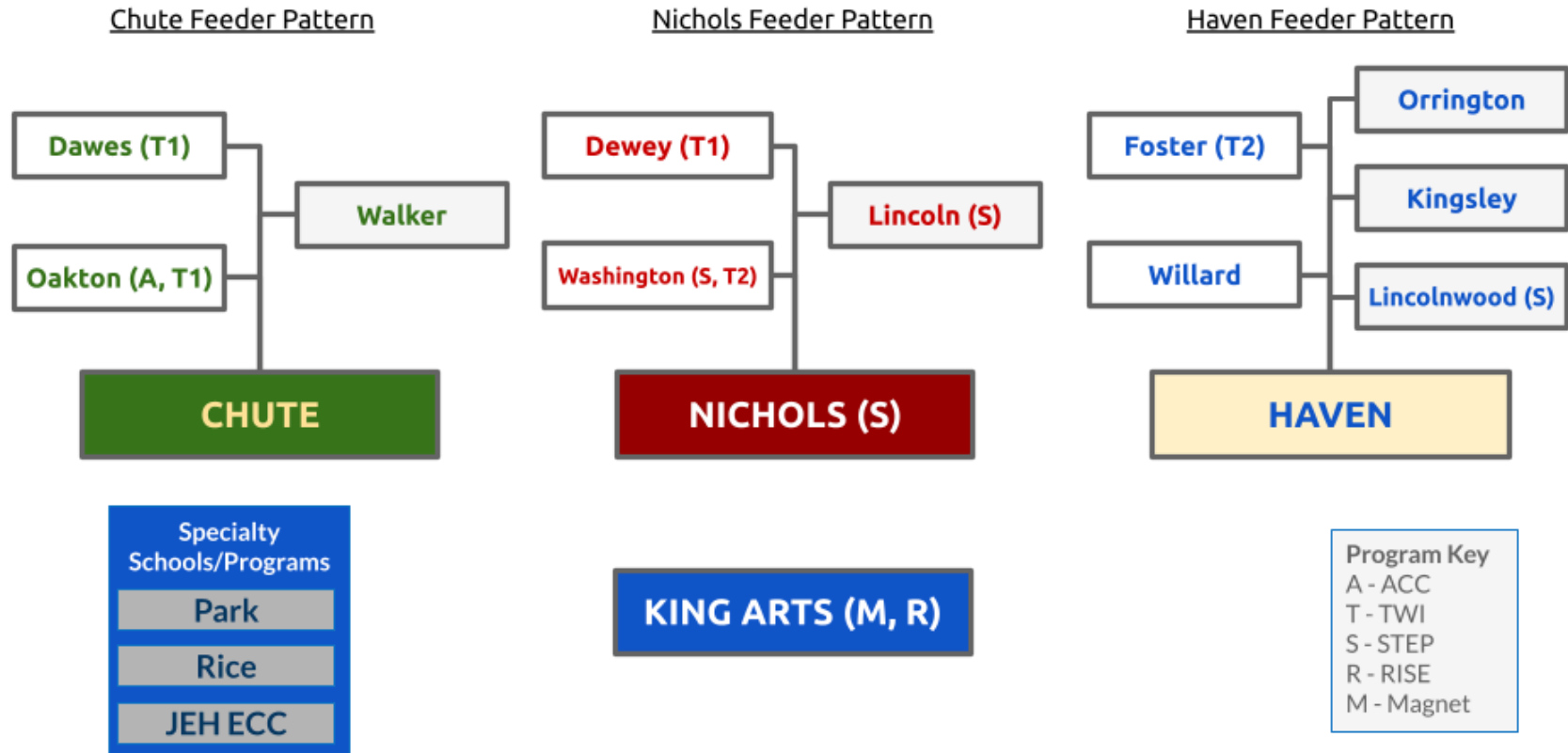


Scenario 0

Baseline data set for zero school closures

D65 Elementary School Feeder Pattern 2026-27

Scenario 0 (Foster Baseline) with Program Designations



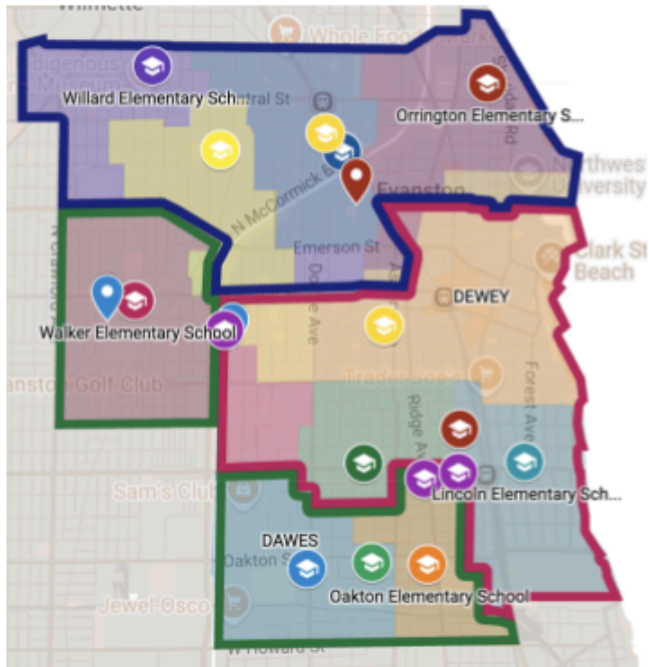


District Boundaries

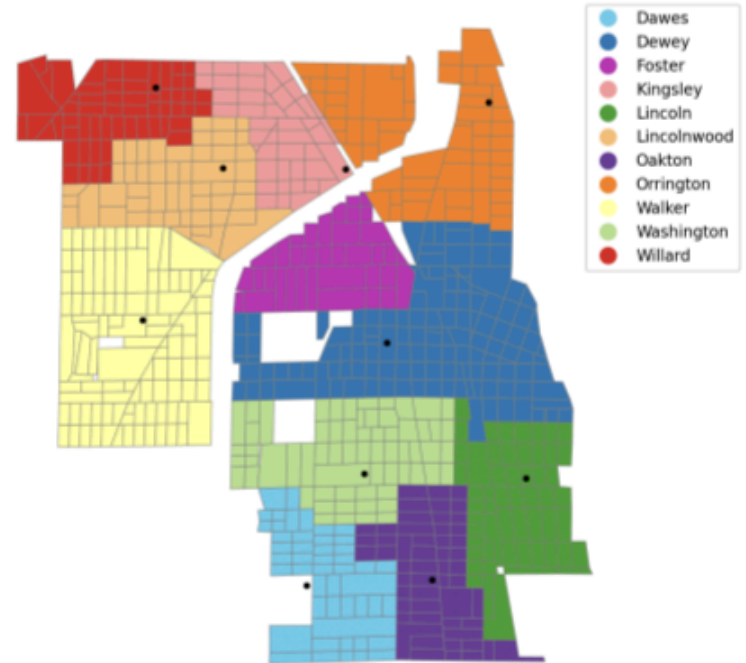


Current Boundaries

2026-27 Board Approved Boundaries



Elementary School Assignment - SY26-27





0 - Baseline Utilization Rates

Middle School Feeder Pattern	Average Elementary School Utilization Rate
Chute Feeder	73%
Haven Feeder (Excluding Foster)	42%
Nichols Feeder	68%



Zero School Closures with Board Approved 2026-27

Boundaries (Foster Open)

Building Utilization Summary

0 School Closures, Revised Boundaries

Schools	Enroll SY25	Area Counts	Cap Total	Traditional Monolingual			Traditional Monolingual			Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC
				Cap Neighb	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.									
Dawes Elementary School	294	354	432	288	144	0	337	186	60	61	30	0	78%	65%	105%		
Dewey Elementary School	316	442	576	432	144	0	372	260	48	39	25	0	65%	60%	78%		
Kingsley Elementary School	326	187	432	432	0	0	167	167	0	0	0	0	39%	39%			
Lincoln Elementary School	334	476	576	576	0	0	328	328	0	0	0	0	57%	57%			
Lincolnwood Elementary School	283	186	432	432	0	0	181	181	0	0	0	0	42%	42%			
Oakton Elementary School	361	466	576	288	144	144	403	243	43	33	11	73	70%	84%	60%	51%	
Orrington Elementary School	218	259	432	432	0	0	226	226	0	0	0	0	52%	52%			
Walker Elementary School	345	426	432	432	0	0	304	304	0	0	0	0	70%	70%			
Washington Elementary School	403	447	530	242	288	0	441	230	94	82	35	0	83%	95%	73%		
Willard Elementary School	345	227	576	576	0	0	193	193	0	0	0	0	34%	34%			
Dr Bessie Rhodes School of Global Studies	251	0	0	0	0	0	0	0	0	0	0	0					
Foster School	0	502	576	288	288	0	452	255	58	104	35	0	78%	89%	68%		
Dr Martin Luther King Jr Literary & Fine Arts School	415	0	651	651	0	0	415	415	0	0	0	0	64%	64%			
Chute Middle School	567	638	792	792	0	0	551	551	0	0	0	0	70%	70%			
Haven Middle School	642	704	936	910	26	0	664	652	1	9	2	0	71%	72%	46%		
Nichols Middle School	609	710	705	679	26	0	656	648	2	4	2	0	93%	95%	31%		
Park School	57	0	109	109	0	0	57	57	0	0	0	0	52%	52%			
Family Center	34	0	60	60	0	0	34	34	0	0	0	0	57%	57%			
Rice Childrens Center	19	0	0	0	0	0	19	19	0	0	0	0					
Joseph E Hill Education Center	242	0	404	404	0	0	242	242	0	0	0	0	60%	60%			
Not in D65	0	37	0	0	0	0	19	15	0	4	0	0					
													Average	63%	64%	66%	51%
													Min	34%	34%	31%	51%
													Max	93%	95%	105%	51%



0 Baseline Additional Data Tables



Transportation

Zero School Closures with Board Approved 2026-27 Boundaries (Foster Open)

Transportation Summary
0 School Closures, 2026-27 Boundaries

Board Approved 26-27 Boundaries with Foster School	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk
Chute Middle School	0	203	0	0	0	0	5	0	0	0	343
Dawes Elementary School	0	0	0	0	0	0	4	16	17	11	289
Dewey Elementary School	0	0	34	0	0	0	4	2	9	5	318
Dr Martin Luther King Jr Literary & Fine Arts School	0	156	130	2	0	0	27	0	0	0	100
Family Center	0	0	0	0	34	0	0	0	0	0	0
Foster School	0	0	190	0	0	0	7	42	15	16	182
Haven Middle School	0	0	0	0	0	0	5	0	0	0	659
Joseph E Hill Education Center	0	0	0	0	207	0	35	0	0	0	0
Kingsley Elementary School	0	0	0	0	0	0	0	0	0	0	167
Lincoln Elementary School	0	0	0	0	0	1	9	0	0	0	318
Lincolnwood Elementary School	0	0	0	0	0	2	11	0	0	0	168
Nichols Middle School	0	0	0	0	0	0	7	1	1	1	647
Not in D65	0	0	0	18	0	0	1	0	0	0	0
Oakton Elementary School	28	0	0	0	0	0	6	0	0	0	369
Orrington Elementary School	0	0	0	0	0	0	1	0	0	0	225
Park School	0	0	0	0	33	0	24	0	0	0	0
Rice Childrens Center	0	0	0	0	9	0	10	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	6	0	0	0	215
Washington Elementary School	0	0	0	0	0	0	11	14	24	9	383
Willard Elementary School	0	0	0	0	0	0	1	0	0	0	192
Totals	28	359	437	20	283	3	174	75	66	41	4575



0 Baseline Additional Data Tables



Race & Ethnicity

Zero School Closures with Board Approved 2026-27 Boundaries (Foster Open)

Student Demographics Breakdown
0 School Closures, 2026-27 Boundaries

Board Approved 26-27 Boundaries with Foster School	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	6%	27%	29%	0%	8%	0%	30%
Dawes Elementary School	0%	3%	21%	37%	0%	9%	1%	29%
Dewey Elementary School	1%	8%	21%	24%	0%	12%	0%	35%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	38%	14%	0%	14%	0%	30%
Family Center	0%	3%	50%	35%	0%	6%	0%	6%
Foster School	0%	2%	36%	39%	0%	6%	0%	17%
Haven Middle School	0%	5%	15%	16%	0%	11%	0%	52%
Joseph E Hill Education Center	0%	8%	31%	36%	0%	9%	0%	16%
Kingsley Elementary School	0%	2%	4%	5%	0%	10%	0%	78%
Lincoln Elementary School	0%	9%	20%	12%	0%	13%	0%	47%
Lincolnwood Elementary School	0%	1%	9%	3%	0%	7%	0%	79%
Nichols Middle School	0%	4%	17%	27%	0%	11%	0%	41%
Not in D65	0%	0%	63%	37%	0%	0%	0%	0%
Oakton Elementary School	0%	3%	41%	21%	0%	8%	0%	27%
Orrington Elementary School	0%	10%	6%	5%	0%	14%	0%	65%
Park School	0%	9%	32%	18%	0%	9%	0%	33%
Rice Childrens Center	0%	0%	53%	11%	0%	21%	0%	16%
Walker Elementary School	0%	12%	16%	12%	0%	16%	0%	44%
Washington Elementary School	0%	2%	18%	34%	0%	10%	0%	35%
Willard Elementary School	0%	3%	3%	6%	0%	9%	0%	79%
Average	0%	5%	26%	21%	0%	10%	0%	38%
Min	0%	0%	3%	3%	0%	0%	0%	0%
Max	1%	12%	63%	39%	0%	21%	1%	79%



0 Baseline Additional Data Tables



Free and Reduced Lunch

Zero School Closures with Board Approved 2026-27 Boundaries (Foster Open)

Free and Reduced Lunch Breakdown

0 School Closures, 2026-27 Boundaries

Board Approved 26-27 Boundaries with Foster School	Does not Qualify for Free or Reduced Lunch	Qualifies for Free or Reduced Lunch
Chute Middle School	52%	48%
Dawes Elementary School	50%	50%
Dewey Elementary School	59%	41%
Dr Martin Luther King Jr Literary & Fine Arts School	49%	51%
Family Center	82%	18%
Foster School	33%	67%
Haven Middle School	70%	30%
Joseph E Hill Education Center	42%	58%
Kingsley Elementary School	95%	5%
Lincoln Elementary School	59%	41%
Lincolnwood Elementary School	91%	9%
Nichols Middle School	61%	39%
Not in D65	5%	95%
Oakton Elementary School	44%	56%
Orrington Elementary School	86%	14%
Park School	32%	68%
Rice Childrens Center	58%	42%
Walker Elementary School	71%	29%
Washington Elementary School	56%	44%
Willard Elementary School	94%	6%
Average	59%	41%
Min	5%	95%
Max	95%	5%

Analysis/Notes:

District 65 is scheduled to change boundaries with the opening of Foster School and the closing of Bessie Rhodes School. Baseline data reflects these board approved boundaries.

The Board approved changes create shifts for the Walker, Dewey, Foster, Willard, Lincolnwood, Kingsley, Washington, Lincoln, and Orrington school boundaries. The following parameters were provided to families:

- Beginning in the 2026-2027 school year, all newly enrolled students will be assigned to their school based on the newly approved attendance boundaries. To support the transition and minimize disruption, current students may remain in their school beyond the 2026-2027 school year. However, there will be no transportation provided by the District.
- In addition, while elementary students may remain in their current school through fifth grade, they must attend their newly assigned middle school beginning in sixth grade.



Baseline Scorecard

Baseline Scorecard Values (9/22)	Equity			Geography		Building Functionality				Income	Costs			Total Score
	Students Changing Schools	Who Is Impacted	Equity Score	School Proximity	Geography Score	ADA Compliance	Gym Cafeteria Separation	Teaching Stations	Building Score	Income Potential	Capital Expense	Operating Cost	Costs Score	
Walker Elementary School	4.0	3.6	3.8	3.8	3.8	2.3	5.0	1.0	2.8	4.1	4.4	4.6	4.5	3.8
Orrington Elementary School	2.1	2.4	2.2	5.0	5.0	1.0	1.0	1.7	1.2	4.0	5.0	5.0	5.0	3.7
Lincoln Elementary School	4.8	4.3	4.5	2.9	2.9	5.0	5.0	4.0	4.7	1.0	3.4	2.9	3.1	3.4
Dawes Elementary School	2.9	4.8	3.9	2.4	2.4	5.0	1.0	1.3	2.4	5.0	4.0	4.4	4.2	3.3
Dr Martin Luther King Jr Literary & Fine Arts School	5.0	4.6	4.8	2.7	2.7	5.0	5.0	5.0	5.0	3.4	1.0	1.0	1.0	3.2
Dewey Elementary School	4.2	4.3	4.2	1.0	1.0	3.7	5.0	3.0	3.9	4.6	3.9	3.7	3.8	3.1
Willard Elementary School	1.8	1.5	1.7	2.7	2.7	5.0	5.0	3.0	4.3	3.2	4.4	3.8	4.1	3.1
Oakton Elementary School	4.6	5.0	4.8	1.7	1.7	1.0	5.0	3.7	3.2	1.6	1.6	3.5	2.5	2.8
Washington Elementary School	4.5	3.8	4.2	1.5	1.5	3.7	5.0	3.0	3.9	3.4	1.9	1.7	1.8	2.7
Lincolnwood Elementary School	1.0	1.0	1.0	1.1	1.1	1.0	1.0	1.3	1.1	4.3	3.9	4.8	4.3	2.1
Kingsley Elementary School	1.0	1.1	1.1	1.0	1.0	5.0	1.0	1.7	2.6	2.1	3.5	3.9	3.7	1.9

Notes:

- Middle schools were removed from consideration due to curricular, programmatic features of the buildings and higher utilization rates.
- Early Childhood, Park and RISE were removed due to specialized nature of their programming and facility needs.



One School Closure Scorecard

Non TWI Schools	Equity			Geography					Building Functionality				Income		Costs		Total Score
	Students Changing Schools	Who Is Impacted	Equity Score	Walkability	Hazards	Transportation	School Proximity	Geography Score	ADA Compliance	Gym Cafeteria Separation	Teaching Stations	Building Score	Income Potential	Capital Expense	Operating Cost	Costs Score	
1c - Walker	4.1	4.2	4.2	5.0	2.6	5.0	3.8	4.1	2.3	5.0	1.0	2.8	4.7	3.5	4.3	3.9	3.9
1d - Orrington	2.3	2.9	2.6	1.1	5.0	1.1	5.0	3.0	1.0	1.0	1.9	1.3	4.6	5.0	5.0	5.0	3.2
1e - Lincoln	5.0	5.0	5.0	4.9	1.0	1.2	2.9	2.5	5.0	5.0	5.0	5.0	1.0	1.0	1.0	1.0	3.0
1b - Lincolnwood	1.5	1.0	1.3	2.3	1.0	1.0	1.1	1.4	1.0	1.0	1.4	1.2	5.0	2.3	4.6	3.4	2.1
1a - Kingsley	1.0	1.2	1.1	1.0	1.0	1.0	1.0	1.0	5.0	1.0	1.9	2.6	2.3	1.4	2.8	2.1	1.6



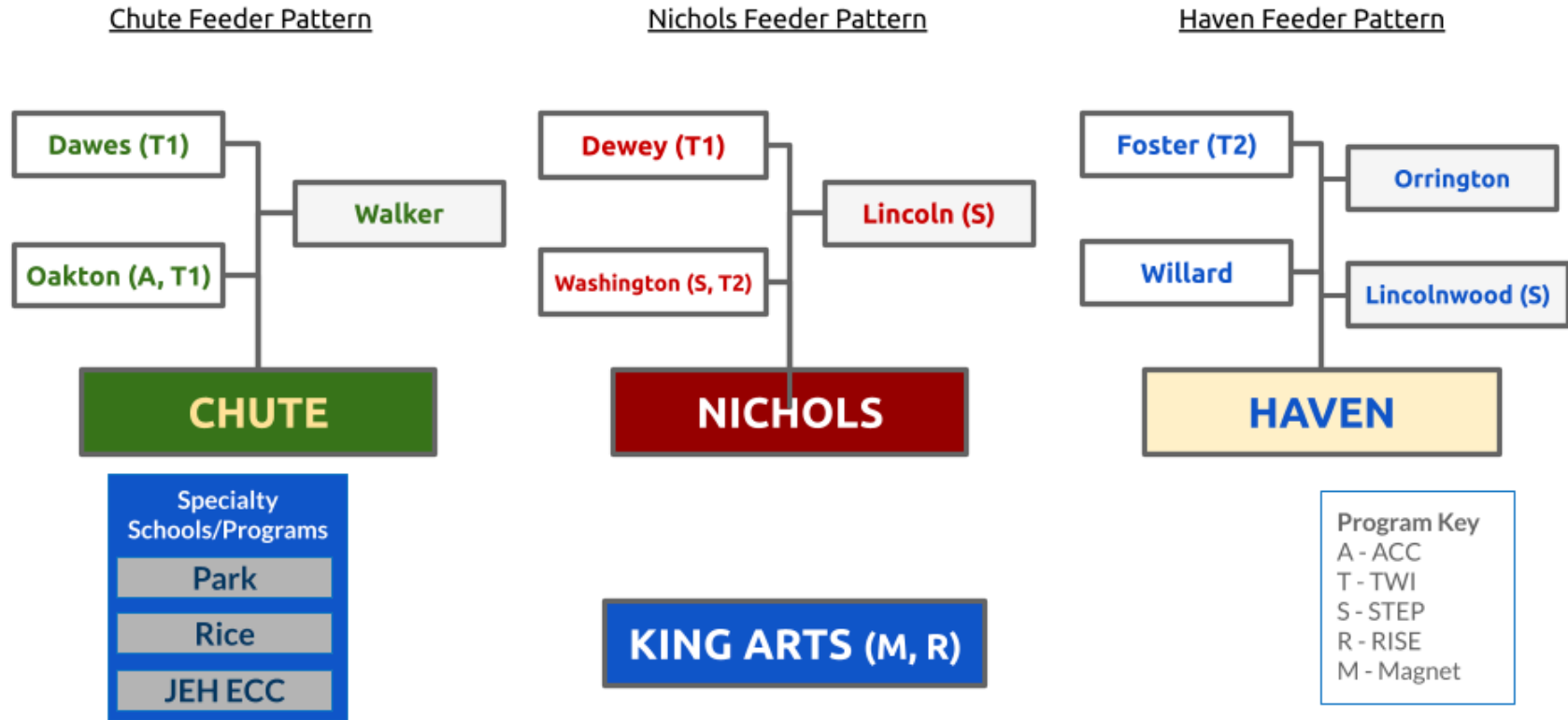
Scenario 1A

Kingsley School Closes after the 2025-26 school year

- TWI discontinued at Willard

D65 Elementary School Feeder Pattern 2026-27

Scenario 1A Kingsley Closure with Program Designations





1A Utilization Rates

Scenario 1A - Kingsley School Closure



Utilization Rates

Note: Neighborhood is the traditional monolingual program.

1A Utilization	Enroll SY25	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC	
Dawes Elementary School	294	354	432	288	144	0	337	186	60	61	30	0	78%	65%	105%		
Dewey Elementary School	316	442	576	432	144	0	372	260	48	39	25	0	65%	60%	78%		
Kingsley Elementary School	326	0	0	0	0	0	0	0	0	0	0	0					
Lincoln Elementary School	334	476	576	576	0	0	328	328	0	0	0	0	57%	57%			
Lincolnwood Elementary School	283	297	432	432	0	0	280	280	0	0	0	0	65%	65%			
Oakton Elementary School	361	466	576	288	144	144	403	243	43	33	11	73	70%	84%	60%	51%	
Orrington Elementary School	218	259	432	432	0	0	226	226	0	0	0	0	52%	52%			
Walker Elementary School	345	426	432	432	0	0	304	304	0	0	0	0	70%	70%			
Washington Elementary School	403	447	530	242	288	0	441	230	94	82	35	0	83%	95%	73%		
Willard Elementary School	345	303	576	576	0	0	261	261	0	0	0	0	45%	45%			
Dr Bessie Rhodes School of Global Studies	251	0	0	0	0	0	0	0	0	0	0	0					
Foster School	0	502	576	288	288	0	452	255	58	104	35	0	78%	89%	68%		
Dr Martin Luther King Jr Literary & Fine Arts School	415	0	651	651	0	0	415	415	0	0	0	0	64%	64%			
Chute Middle School	567	638	792	792	0	0	551	551	0	0	0	0	70%	70%			
Haven Middle School	642	704	936	910	26	0	664	652	1	9	2	0	71%	72%	46%		
Nichols Middle School	609	710	705	679	26	0	656	648	2	4	2	0	93%	95%	31%		
Park School	57	0	109	109	0	0	57	57	0	0	0	0	52%	52%			
Family Center	34	0	60	60	0	0	34	34	0	0	0	0	57%	57%			
Rice Childrens Center	19	0	0	0	0	0	19	19	0	0	0	0					
Joseph E Hill Education Center	242	0	404	404	0	0	242	242	0	0	0	0	60%	60%			
Not in D65	0	37	0	0	0	0	19	15	0	4	0	0					
													Average	66%	68%	66%	
													Min	45%	45%	31%	
													Max	93%	95%	105%	51%



1A Additional Data Tables



Transportation

Transportation	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk
Chute Middle School	0	203	0	0	0	0	5	0	0	0	343
Dawes Elementary School	0	0	0	0	0	0	4	16	17	11	289
Dewey Elementary School	0	0	34	0	0	0	4	2	9	5	318
Dr Martin Luther King Jr Literary & Fine Arts School	0	156	130	2	0	0	27	0	0	0	100
Family Center	0	0	0	0	34	0	0	0	0	0	0
Foster School	0	0	190	0	0	0	7	42	15	16	182
Haven Middle School	0	0	0	0	0	0	5	0	0	0	659
Joseph E Hill Education Center	0	0	0	0	207	0	35	0	0	0	0
Lincoln Elementary School	0	0	0	0	0	1	9	0	0	0	318
Lincolnwood Elementary School	0	0	0	0	0	2	11	0	0	0	267
Nichols Middle School	0	0	0	0	0	0	7	1	1	0	647
Not in D65	0	0	0	18	0	0	1	0	0	0	0
Oakton Elementary School	28	0	0	0	0	0	6	0	0	0	369
Orrington Elementary School	0	0	0	0	0	0	1	0	0	0	225
Park School	0	0	0	0	33	0	24	0	0	0	0
Rice Childrens Center	0	0	0	0	9	0	10	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	6	0	0	0	215
Washington Elementary School	0	0	0	0	0	0	11	14	24	9	383
Willard Elementary School	0	0	0	0	0	0	1	0	0	0	260
Total	28	359	437	20	283	3	174	75	66	41	4575



1A Additional Data Tables



Race & Ethnicity

Scenario 1A - Race and Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	6%	27%	29%	0%	8%	0%	30%
Dawes Elementary School	0%	3%	21%	37%	0%	9%	1%	29%
Dewey Elementary School	1%	8%	21%	24%	0%	12%	0%	35%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	38%	14%	0%	14%	0%	30%
Family Center	0%	3%	50%	35%	0%	6%	0%	6%
Foster School	0%	2%	36%	39%	0%	6%	0%	17%
Haven Middle School	0%	5%	15%	16%	0%	11%	0%	52%
Joseph E Hill Education Center	0%	8%	31%	36%	0%	9%	0%	16%
Lincoln Elementary School	0%	9%	20%	12%	0%	13%	0%	47%
Lincolnwood Elementary School	0%	2%	7%	3%	0%	10%	0%	78%
Nichols Middle School	0%	4%	17%	27%	0%	11%	0%	41%
Not in D65	0%	0%	63%	37%	0%	0%	0%	0%
Oakton Elementary School	0%	3%	41%	21%	0%	8%	0%	27%
Orrington Elementary School	0%	10%	6%	5%	0%	14%	0%	65%
Park School	0%	9%	32%	18%	0%	9%	0%	33%
Rice Childrens Center	0%	0%	53%	11%	0%	21%	0%	16%
Walker Elementary School	0%	12%	16%	12%	0%	16%	0%	44%
Washington Elementary School	0%	2%	18%	34%	0%	10%	0%	35%
Willard Elementary School	0%	2%	4%	7%	0%	8%	0%	80%
Average	0%	5%	27%	22%	0%	10%	0%	36%
Min	0%	0%	4%	3%	0%	0%	0%	0%
Max	1%	12%	63%	39%	0%	21%	1%	80%



1A Additional Data Tables

Free and Reduced Lunch

1A Free and Reduced Lunch	No	Yes
Chute Middle School	52%	48%
Dawes Elementary School	50%	50%
Dewey Elementary School	59%	41%
Dr Martin Luther King Jr Literary & Fine Arts School	49%	51%
Family Center	82%	18%
Foster School	33%	67%
Haven Middle School	70%	30%
Joseph E Hill Education Center	42%	58%
Lincoln Elementary School	59%	41%
Lincolnwood Elementary School	93%	8%
Nichols Middle School	61%	39%
Not in D65	5%	95%
Oakton Elementary School	44%	56%
Orrington Elementary School	86%	14%
Park School	32%	68%
Rice Childrens Center	58%	42%
Walker Elementary School	71%	29%
Washington Elementary School	56%	44%
Willard Elementary School	95%	5%
Average	58%	42%
Min	5%	5%
Max	95%	95%

Scenario 1A - Kingsley School Closure



Analysis/Notes:

Strengths:

- School is in close proximity to the new Foster School.
- The closure and re-assignment can be achieved with minimal impact on transportation or hazard crossings.
- Property has a strong income potential if the District does not keep the property.
- Maintains boundaries similar to the Board approved 2026-27 boundaries.

Challenges:

- Single school closure makes only small progress towards financial sustainability.
- Average overall utilization rate is below 70%.
- Schools with Title 1 designation have higher utilization rates.
- Dawes TWI utilization is over 100% but can be adjusted and absorbed by neighboring TWI strands.
- The Kingsley property is adjacent a District middle school which requires additional consideration for type of reuse.



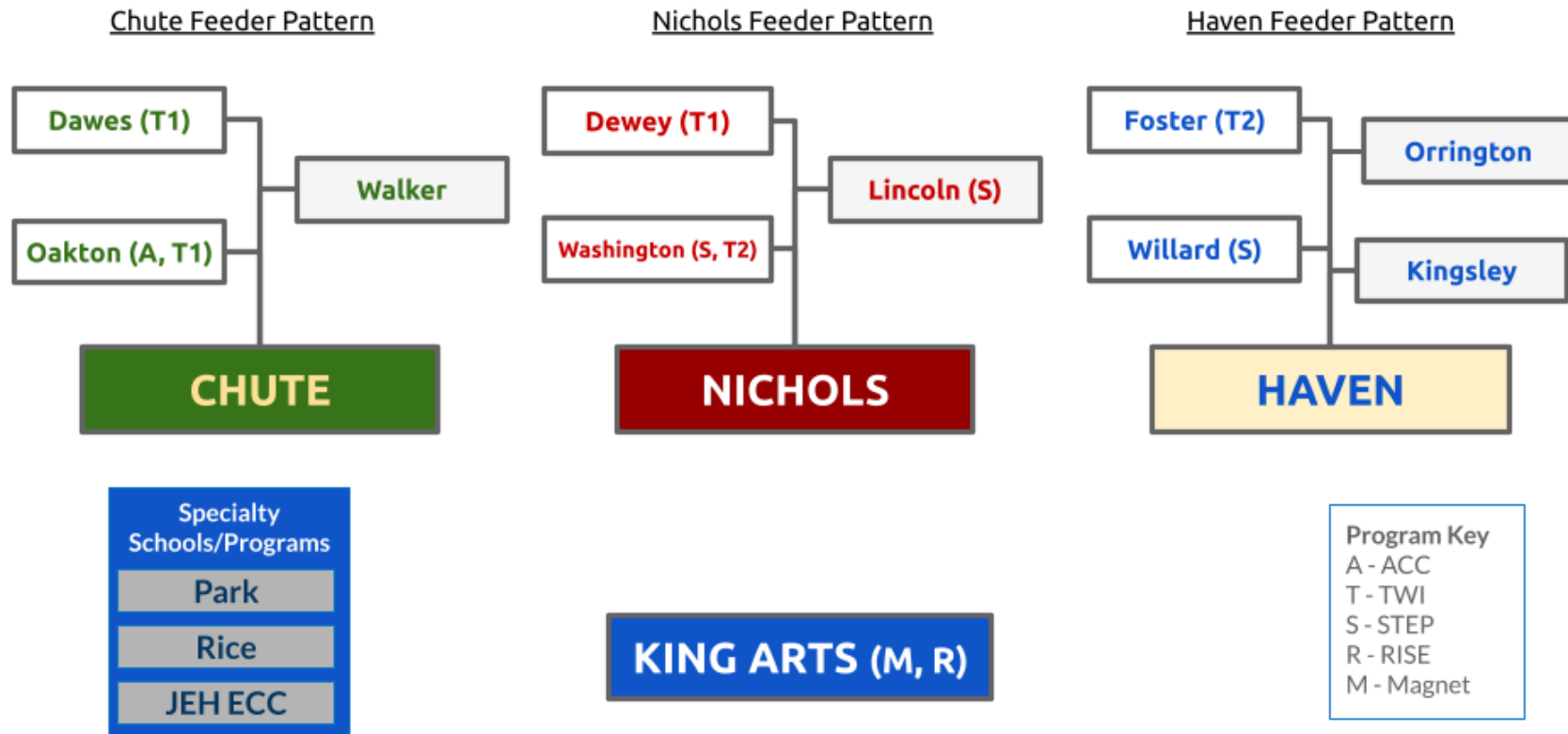
Scenario 1B

Lincolnwood School Closes after the 2025-26 school year

- STEP moves from Lincolnwood to Willard
- TWI discontinued at Willard

D65 Elementary School Feeder Pattern 2026-27

Scenario 1B Lincolnwood School Closure with TWI Designations

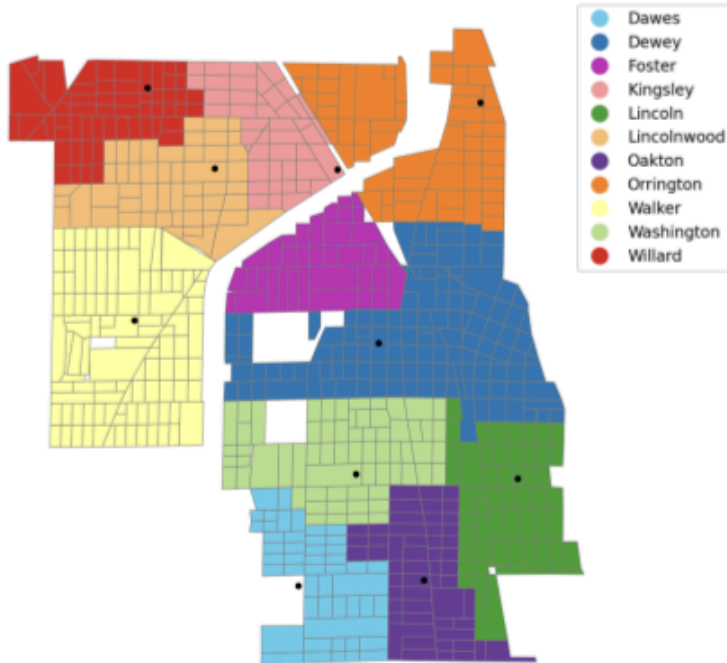




District Boundaries

2026-27 Board Approved Boundaries

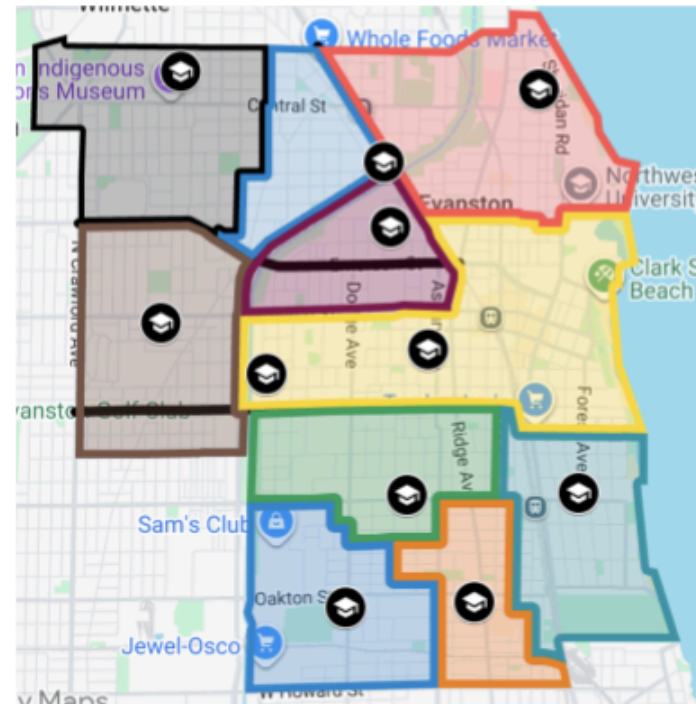
Elementary School Assignment - SY26-27



Scenario 1B Lincolnwood School Closure



2026-27 Scenario 1B Boundaries





1B Utilization Rates



1B Utilization Rates

Note: Neighborhood is the traditional monolingual program.

1B Utilization	Enroll SY25	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC	
Dawes Elementary School	294	354	432	288	144	0	337	186	60	61	30	0	78%	65%	105%		
Dewey Elementary School	316	442	576	432	144	0	372	260	48	39	25	0	65%	60%	78%		
Kingsley Elementary School	326	220	432	432	0	0	198	198	0	0	0	0	46%	46%			
Lincoln Elementary School	334	476	576	576	0	0	328	328	0	0	0	0	57%	57%			
Lincolnwood Elementary School	283	0	0	0	0	0	0	0	0	0	0	0					
Oakton Elementary School	361	466	576	288	144	144	403	243	43	33	11	73	70%	84%	60%	51%	
Orrington Elementary School	218	259	432	432	0	0	226	226	0	0	0	0	52%	52%			
Walker Elementary School	345	426	432	432	0	0	304	304	0	0	0	0	70%	70%			
Washington Elementary School	403	447	530	242	288	0	441	230	94	82	35	0	83%	95%	73%		
Willard Elementary School	345	380	526	526	0	0	343	343	0	0	0	0	65%	65%			
Dr Bessie Rhodes School of Global Studies	251	0	0	0	0	0	0	0	0	0	0	0					
Foster School	0	502	576	288	288	0	452	255	58	104	35	0	78%	89%	68%		
Dr Martin Luther King Jr Literary & Fine Arts School	415	0	651	651	0	0	415	415	0	0	0	0	64%	64%			
Chute Middle School	567	638	792	792	0	0	551	551	0	0	0	0	70%	70%			
Haven Middle School	642	704	936	910	26	0	664	652	1	9	2	0	71%	72%	46%		
Nichols Middle School	609	710	705	679	26	0	656	648	2	4	2	0	93%	95%	31%		
Park School	57	0	109	109	0	0	57	57	0	0	0	0	52%	52%			
Family Center	34	0	60	60	0	0	34	34	0	0	0	0	57%	57%			
Rice Childrens Center	19	0	0	0	0	0	19	19	0	0	0	0					
Joseph E Hill Education Center	242	0	404	404	0	0	242	242	0	0	0	0	60%	60%			
Not in D65	0	37	0	0	0	0	19	15	0	4	0	0					
													Average	67%	68%	66%	51%
													Min	46%	46%	31%	51%
													Max	93%	95%	105%	51%



1B Additional Data Tables



1B Transportation

Scenario 1B Transportation	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk
Chute Middle School	0	203	0	0	0	0	5	0	0	0	343
Dawes Elementary School	0	0	0	0	0	0	4	16	17	11	289
Dewey Elementary School	0	0	34	0	0	0	4	2	9	5	318
Dr Martin Luther King Jr Literary & Fine Arts School	0	156	130	2	0	0	27	0	0	0	100
Family Center	0	0	0	0	34	0	0	0	0	0	0
Foster School	0	0	190	0	0	0	7	42	15	16	182
Haven Middle School	0	0	0	0	0	0	5	0	0	0	659
Joseph E Hill Education Center	0	0	0	0	207	0	35	0	0	0	0
Kingsley Elementary School	0	0	0	0	0	0	0	0	0	0	198
Lincoln Elementary School	0	0	0	0	0	1	9	0	0	0	318
Nichols Middle School	0	0	0	0	0	0	7	1	1	0	647
Not in D65	0	0	0	18	0	0	1	0	0	0	0
Oakton Elementary School	28	0	0	0	0	0	6	0	0	0	369
Orrington Elementary School	0	0	0	0	0	0	1	0	0	0	225
Park School	0	0	0	0	33	0	24	0	0	0	0
Rice Childrens Center	0	0	0	0	9	0	10	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	6	0	0	0	215
Washington Elementary School	0	0	0	0	0	0	11	14	24	9	383
Willard Elementary School	0	0	0	0	0	2	12	0	0	0	329
Total	28	359	437	20	283	3	174	75	66	41	4575



1B Additional Data Tables

1B Race & Ethnicity

1B Racial Demographics	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	6%	27%	29%	0%	8%	0%	30%
Dawes Elementary School	0%	3%	21%	37%	0%	9%	1%	29%
Dewey Elementary School	1%	8%	21%	24%	0%	12%	0%	35%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	38%	14%	0%	14%	0%	30%
Family Center	0%	3%	50%	35%	0%	6%	0%	6%
Foster School	0%	2%	36%	39%	0%	6%	0%	17%
Haven Middle School	0%	5%	15%	16%	0%	11%	0%	52%
Joseph E Hill Education Center	0%	8%	31%	36%	0%	9%	0%	16%
Kingsley Elementary School	0%	3%	5%	5%	0%	12%	0%	76%
Lincoln Elementary School	0%	9%	20%	12%	0%	13%	0%	47%
Nichols Middle School	0%	4%	17%	27%	0%	11%	0%	41%
Not in D65	0%	0%	63%	37%	0%	0%	0%	0%
Oakton Elementary School	0%	3%	41%	21%	0%	8%	0%	27%
Orrington Elementary School	0%	10%	6%	5%	0%	14%	0%	65%
Park School	0%	9%	32%	18%	0%	9%	0%	33%
Rice Childrens Center	0%	0%	53%	11%	0%	21%	0%	16%
Walker Elementary School	0%	12%	16%	12%	0%	16%	0%	44%
Washington Elementary School	0%	2%	18%	34%	0%	10%	0%	35%
Willard Elementary School	0%	2%	6%	5%	0%	7%	0%	81%
Average	0%	5%	27%	22%	0%	10%	0%	36%
Min	0%	0%	5%	5%	0%	0%	0%	0%
Max	1%	12%	63%	39%	0%	21%	1%	81%



1B Additional Data Tables

Scenario 1B Lincolnwood School Closure



Free and Reduced Lunch

1B Free and Reduced Lunch	No	Yes
Chute Middle School	52%	48%
Dawes Elementary School	50%	50%
Dewey Elementary School	59%	41%
Dr Martin Luther King Jr Literary & F	49%	51%
Family Center	82%	18%
Foster School	33%	67%
Haven Middle School	70%	30%
Joseph E Hill Education Center	42%	58%
Kingsley Elementary School	95%	5%
Lincoln Elementary School	59%	41%
Nichols Middle School	61%	39%
Not in D65	5%	95%
Oakton Elementary School	44%	56%
Orrington Elementary School	86%	14%
Park School	32%	68%
Rice Childrens Center	58%	42%
Walker Elementary School	71%	29%
Washington Elementary School	56%	44%
Willard Elementary School	92%	8%
Average	58%	42%
Min	5%	5%
Max	95%	95%

Analysis/Notes:

Strengths:

- School is in close proximity to neighboring schools.
- The closure and re-assignment can be achieved with minimal impact on transportation or hazard crossings.
- Maintains Districtwide boundaries similar to the Board approved 2026-27 boundaries.

Challenges:

- Single school closure makes only small progress towards financial sustainability.
- Average overall utilization rate is below 70%.
- Schools with Title 1 designation have higher utilization rates.
- Dawes TWI utilization is over 100% but can be adjusted and absorbed by neighboring TWI strands.
- Property is not projected to have a strong income potential.



2 School Closure Scenario Scorecard

	Equity			Geography					Building Functionality				Income		Costs			Total Score
	Students Changing Schools	Who Is Impacted	Equity Score	Walkability	Hazards	Transportation	School Proximity	Geography Score	ADA Compliance	Gym Cafeteria Separation	Teaching Stations	Building Score	Income Potential	Capital Expense	Operating Cost	Costs Score		
2e - Orrington & Willard	1.7	2.8	2.2	2.1	5.0	2.5	5.0	3.7	3.0	5.0	5.0	4.3	3.1	5.0	4.1	4.6	3.6	
2g - Lincolnwood & Dewey	1.9	4.6	3.3	3.4	4.4	1.6	1.1	2.6	2.3	5.0	4.2	3.8	5.0	3.4	3.8	3.6	3.4	
2b1 - Kingsley & Washington	5.0	5.0	5.0	5.0	3.7	4.1	1.3	3.5	4.3	5.0	5.0	4.8	1.3	1.0	1.0	1.0	3.3	
2h - Kingsley & Dewey	1.9	4.6	3.3	2.2	2.4	5.0	1.0	2.6	4.3	5.0	5.0	4.8	2.5	3.0	2.9	3.0	3.2	
2c - Orrington & Lincolnwood	1.5	2.3	1.9	1.0	5.0	2.0	3.9	3.0	1.0	1.0	1.0	1.0	4.4	4.5	5.0	4.8	2.9	
2a - Orrington & Lincolnwood	1.2	2.4	1.8	1.2	4.9	1.0	3.9	2.7	1.0	1.0	1.0	1.0	4.4	4.5	5.0	4.8	2.8	
2d - Kingsley & Willard	1.2	1.6	1.4	3.3	2.2	3.9	2.2	2.9	5.0	5.0	5.0	5.0	1.0	3.5	3.0	3.3	2.8	
2b2 - Kingsley & Washington	4.4	4.9	4.7	2.0	3.1	1.5	1.3	2.0	4.3	5.0	5.0	4.8	1.3	1.0	1.0	1.0	2.7	
2f - Lincolnwood & Kingsley	1.0	1.0	1.0	2.6	1.0	1.9	1.1	1.7	3.0	1.0	1.0	1.7	2.3	3.0	3.9	3.5	2.0	



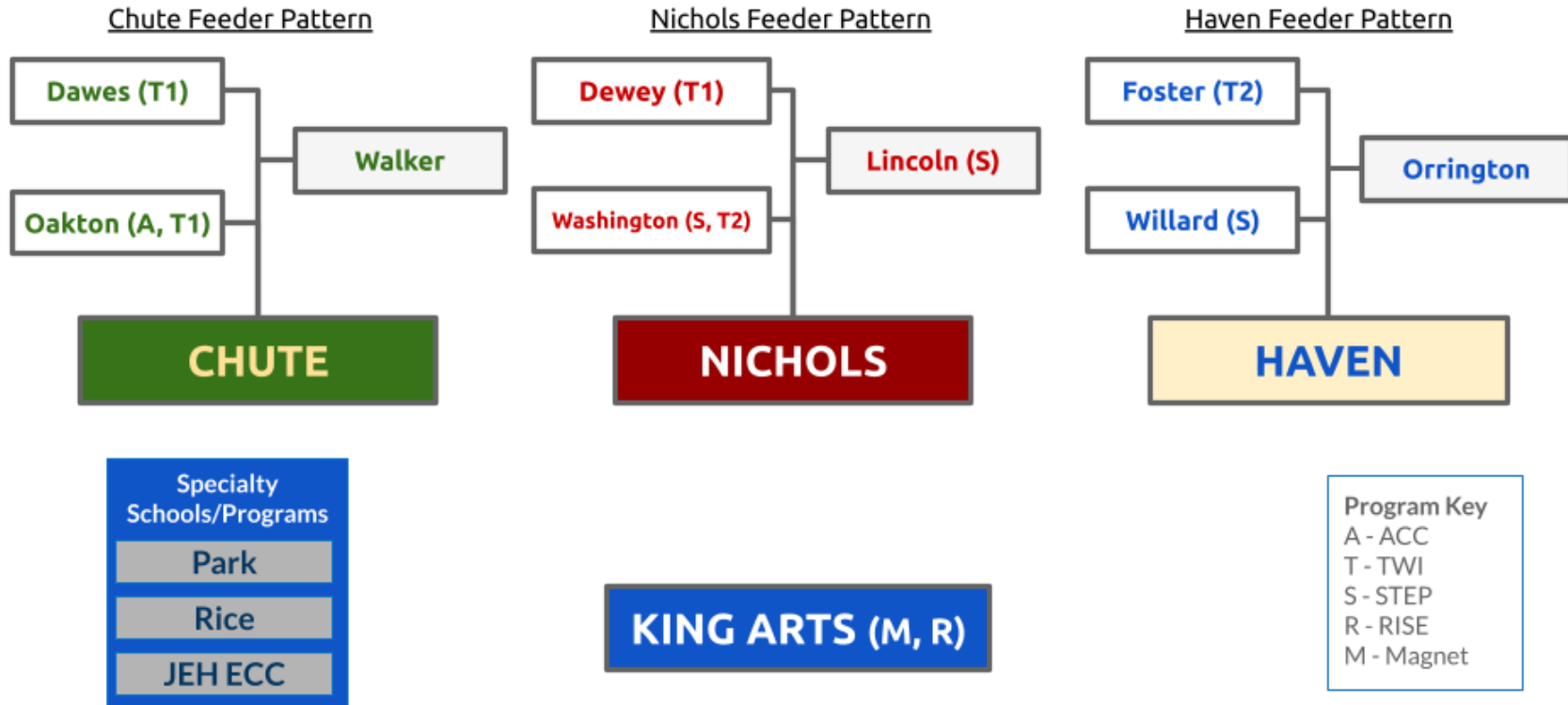
Scenario 2F

Lincolnwood & Kingsley Close after the 2025-26 school year

- STEP moves to Willard.
- Discontinue TWI at Willard

D65 Elementary School Feeder Pattern 2026-27

Scenario 2F Lincolnwood & Kingsley with Program Designations

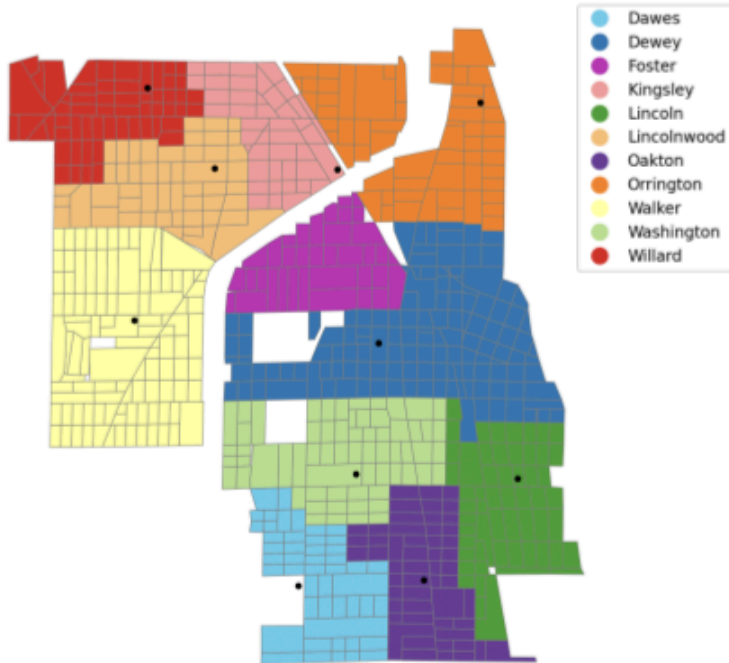




District Boundaries

2026-27 Board Approved Boundaries

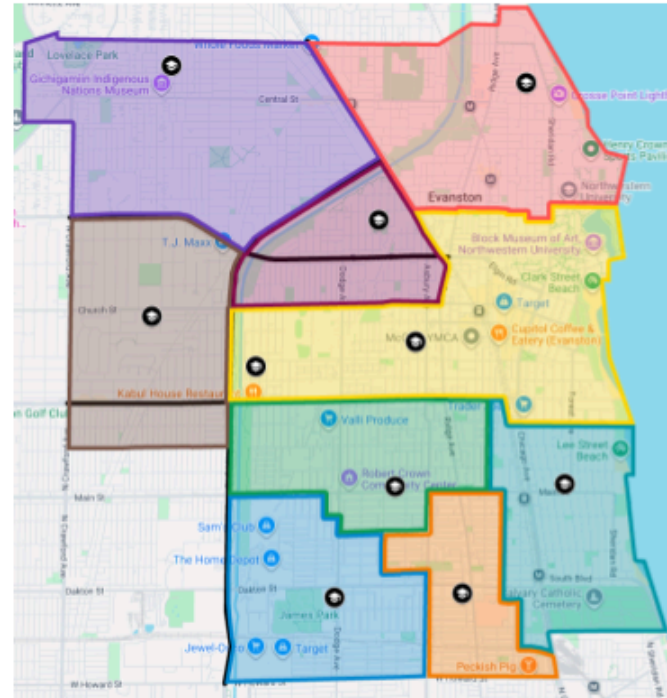
Elementary School Assignment - SY26-27



Scenario 2F Lincolnwood & Kingsley Closure



2026-27 Scenario 2F Boundaries





2F Utilization Rates



Note: Neighborhood is the traditional monolingual program.

Utilization Rates

2F Utilization	Enroll SY25	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC	
Dawes Elementary School	294	354	432	288	144	0	308	186	49	48	25	0	71%	65%	85%		
Dewey Elementary School	316	442	576	432	144	0	372	260	48	39	25	0	65%	60%	78%		
Kingsley Elementary School	326	0	0	0	0	0	0	0	0	0	0	0					
Lincoln Elementary School	334	476	576	576	0	0	328	328	0	0	0	0	57%	57%			
Lincolnwood Elementary School	283	0	0	0	0	0	0	0	0	0	0	0					
Oakton Elementary School	361	466	576	288	144	144	432	243	54	46	16	73	75%	84%	81%	51%	
Orrington Elementary School	218	259	432	432	0	0	226	226	0	0	0	0	52%	52%			
Walker Elementary School	345	426	432	432	0	0	304	304	0	0	0	0	70%	70%			
Washington Elementary School	403	447	530	242	288	0	441	230	94	82	35	0	83%	95%	73%		
Willard Elementary School	345	600	526	526	0	0	541	541	0	0	0	0	103%	103%			
Dr Bessie Rhodes School of Global Studies	251	0	0	0	0	0	0	0	0	0	0	0					
Foster School	0	502	576	288	288	0	452	255	58	104	35	0	78%	89%	68%		
Dr Martin Luther King Jr Literary & Fine Arts School	415	0	651	651	0	0	415	415	0	0	0	0	64%	64%			
Chute Middle School	567	638	792	792	0	0	553	551	1	1	0	0	70%	70%			
Haven Middle School	642	704	936	910	26	0	664	652	1	9	2	0	71%	72%	46%		
Nichols Middle School	609	710	705	679	26	0	654	648	1	3	2	0	93%	95%	23%		
Park School	57	0	109	109	0	0	57	57	0	0	0	0	52%	52%			
Family Center	34	0	60	60	0	0	34	34	0	0	0	0	57%	57%			
Rice Childrens Center	19	0	0	0	0	0	19	19	0	0	0	0					
Joseph E Hill Education Center	242	0	404	404	0	0	242	242	0	0	0	0	60%	60%			
Not in D65	0	37	0	0	0	0	19	15	0	4	0	0					
													Average	70%	72%	65%	51%
													Min	52%	52%	23%	51%
													Max	103%	103%	85%	51%



2F Additional Data Tables



Transportation

2F Transportation	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk
Chute Middle School	0	203	0	0	0	0	5	0	0	0	343
Dawes Elementary School	0	0	0	0	0	0	4	5	4	6	289
Dewey Elementary School	0	0	34	0	0	0	4	2	9	5	318
Dr Martin Luther King Jr Literary & Fine Arts School	0	156	130	2	0	0	27	0	0	0	100
Family Center	0	0	0	0	34	0	0	0	0	0	0
Foster School	0	0	190	0	0	0	7	42	15	16	182
Haven Middle School	0	0	0	0	0	0	5	0	0	0	659
Joseph E Hill Education Center	0	0	0	0	207	0	35	0	0	0	0
Lincoln Elementary School	0	0	0	0	0	1	9	0	0	0	318
Nichols Middle School	0	0	0	0	0	0	7	1	1	0	647
Not in D65	0	0	0	18	0	0	1	0	0	0	0
Oakton Elementary School	28	0	0	0	0	0	6	11	13	5	369
Orrington Elementary School	0	0	0	0	0	0	1	0	0	0	225
Park School	0	0	0	0	33	0	24	0	0	0	0
Rice Childrens Center	0	0	0	0	9	0	10	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	6	0	0	0	215
Washington Elementary School	0	0	0	0	0	0	11	14	24	9	383
Willard Elementary School	0	0	0	0	0	2	12	0	0	0	527
Total	28	359	437	20	283	3	174	75	66	41	4575



2F Additional Data Tables

Race & Ethnicity

2F Race and Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	6%	27%	29%	0%	8%	0%	30%
Dawes Elementary School	0%	4%	23%	33%	0%	10%	1%	30%
Dewey Elementary School	1%	8%	21%	24%	0%	12%	0%	35%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	38%	14%	0%	14%	0%	30%
Family Center	0%	3%	50%	35%	0%	6%	0%	6%
Foster School	0%	2%	36%	39%	0%	6%	0%	17%
Haven Middle School	0%	5%	15%	16%	0%	11%	0%	52%
Joseph E Hill Education Center	0%	8%	31%	36%	0%	9%	0%	16%
Lincoln Elementary School	0%	9%	20%	12%	0%	13%	0%	47%
Nichols Middle School	0%	4%	17%	27%	0%	11%	0%	41%
Not in D65	0%	0%	63%	37%	0%	0%	0%	0%
Oakton Elementary School	0%	3%	39%	25%	0%	7%	0%	26%
Orrington Elementary School	0%	10%	6%	5%	0%	14%	0%	65%
Park School	0%	9%	32%	18%	0%	9%	0%	33%
Rice Childrens Center	0%	0%	53%	11%	0%	21%	0%	16%
Walker Elementary School	0%	12%	16%	12%	0%	16%	0%	44%
Washington Elementary School	0%	2%	18%	34%	0%	10%	0%	35%
Willard Elementary School	0%	2%	5%	5%	0%	9%	0%	79%
Average	0%	5%	28%	23%	0%	10%	0%	33%
Min	0%	0%	5%	5%	0%	0%	0%	0%
Max	1%	12%	63%	39%	0%	21%	1%	79%



2F Additional Data Tables

Scenario 2F Lincolnwood & Kingsley Closure



Free and Reduced Lunch		
2F Free and Reduced Lunch	No	Yes
Chute Middle School	52%	48%
Dawes Elementary School	49%	51%
Dewey Elementary School	59%	41%
Dr Martin Luther King Jr Literary & Fine Arts School	49%	51%
Family Center	82%	18%
Foster School	33%	67%
Haven Middle School	70%	30%
Joseph E Hill Education Center	42%	58%
Lincoln Elementary School	59%	41%
Nichols Middle School	62%	38%
Not in D65	5%	95%
Oakton Elementary School	45%	55%
Orrington Elementary School	86%	14%
Park School	32%	68%
Rice Childrens Center	58%	42%
Walker Elementary School	71%	29%
Washington Elementary School	56%	44%
Willard Elementary School	94%	6%
Average	56%	44%
Min	5%	6%
Max	94%	95%

Analysis/Notes:

Strengths:

- The closure and re-assignment can be achieved with minimal impact on transportation or hazard crossings.
- Maintains Districtwide boundaries similar to the Board approved 2026-27 boundaries.
- Closes buildings that are lowest on the baseline scorecards.
- Maintains largest and most recently renovated Haven feeder school (Willard)
- Balances the feeder patterns (3 schools to middle)

Challenges

- Concern about closing two adjacent school communities in one feeder pattern..
- Willard is over 100% - could be partially absorbed by an adjacent school but could add to number of students crossing a hazard..
- Large variation in utilization rates (57% - 103% excluding special programs).



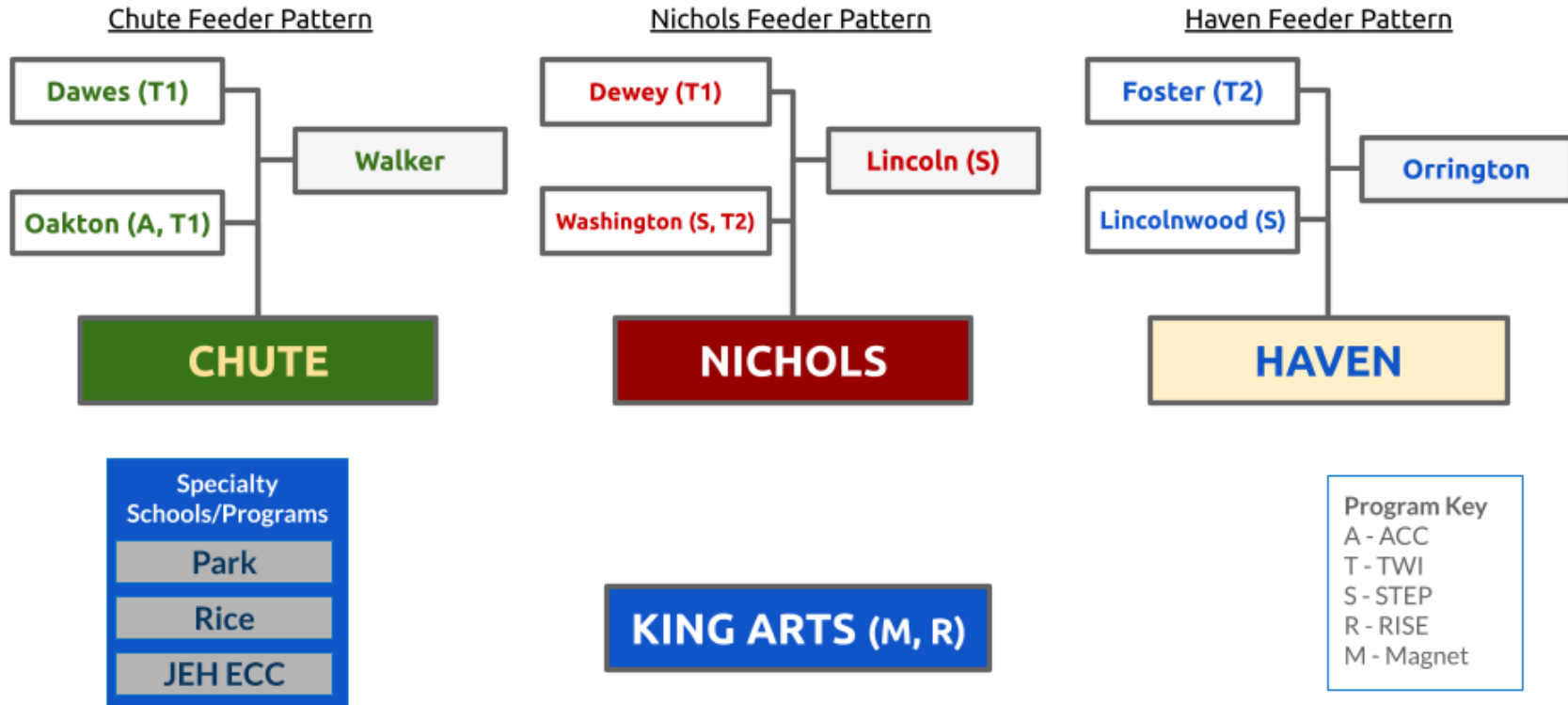
Scenario 2D

Kingsley and Willard close after the 2025-26 school year

- Willard TWI is discontinued.

D65 Elementary School Feeder Pattern 2026-27

Scenario 2D Kingsley and Willard Closure with Program Designations

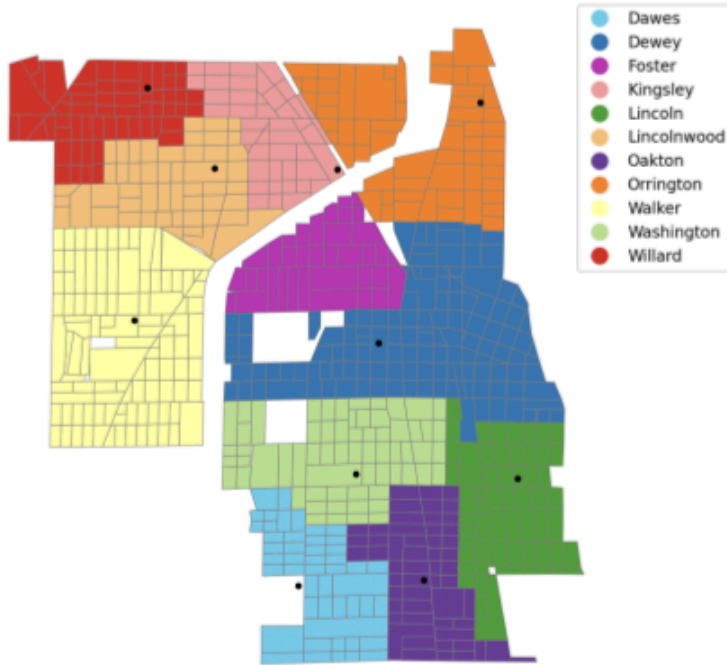




District Boundaries

2026-27 Board Approved Boundaries

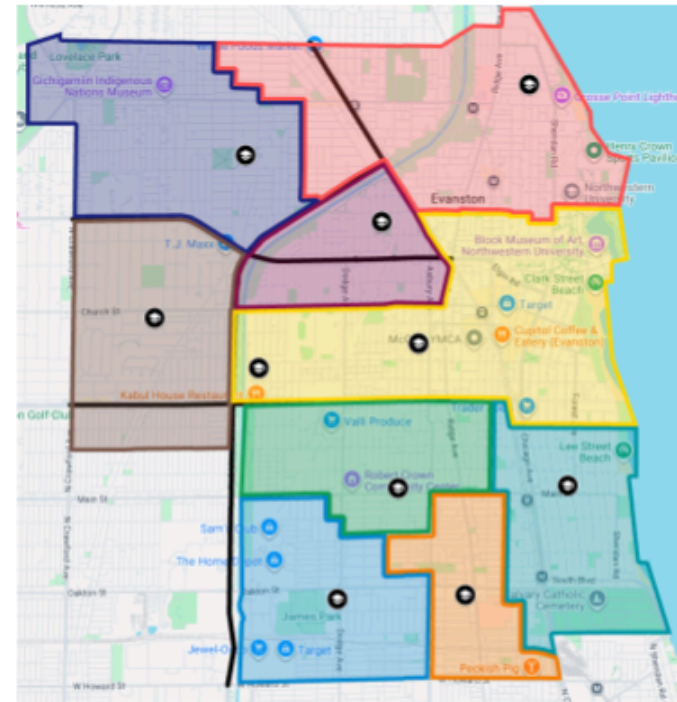
Elementary School Assignment - SY26-27



Scenario 2D Kingsley and Willard Closure



2026-27 Scenario 2D Boundaries





2D Utilization Rates



Utilization Rates

Note: Neighborhood is the traditional monolingual program.

2D Utilization	Enroll SY25	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC	
Dawes Elementary School	294	354	432	288	144	0	307	185	49	48	25	0	71%	64%	85%		
Dewey Elementary School	316	442	576	432	144	0	371	259	48	39	25	0	64%	60%	78%		
Kingsley Elementary School	326	0	0	0	0	0	0	0	0	0	0	0					
Lincoln Elementary School	334	476	576	576	0	0	330	330	0	0	0	0	57%	57%			
Lincolnwood Elementary School	283	463	407	407	0	0	421	421	0	0	0	0	103%	103%			
Oakton Elementary School	361	466	576	288	144	144	431	242	54	46	16	73	75%	84%	81%	51%	
Orrington Elementary School	218	396	432	432	0	0	348	348	0	0	0	0	81%	81%			
Walker Elementary School	345	426	432	432	0	0	304	304	0	0	0	0	70%	70%			
Washington Elementary School	403	447	530	242	288	0	441	230	94	82	35	0	83%	95%	73%		
Willard Elementary School	345	0	0	0	0	0	0	0	0	0	0	0					
Bessie Rhodes	251	0	0	0	0	0	0	0	0	0	0	0					
Foster School	0	502	576	288	288	0	451	254	58	104	35	0	78%	88%	68%		
Dr Martin Luther King Jr Literary & Fine Arts School	415	0	651	651	0	0	415	415	0	0	0	0	64%	64%			
Chute Middle School	567	638	792	792	0	0	551	551	0	0	0	0	70%	70%			
Haven Middle School	642	704	936	910	26	0	664	652	1	9	2	0	71%	72%	46%		
Nichols Middle School	609	710	705	679	26	0	656	648	2	4	2	0	93%	95%	31%		
Park School	57	0	109	109	0	0	57	57	0	0	0	0	52%	52%			
Family Center	34	0	60	60	0	0	34	34	0	0	0	0	57%	57%			
Rice Childrens Center	19	0	0	0	0	0	19	19	0	0	0	0					
Joseph E Hill Education Center	242	0	404	404	0	0	242	242	0	0	0	0	60%	60%			
Not in D65	0	37	0	0	0	0	19	15	0	4	0	0					
													Average	72%	73%	66%	51%
													Min	52%	52%	31%	51%
													Max	103%	103%	85%	51%



2D Additional Data Tables

2D Transportation

2D Transportation	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk
Chute Middle School	0	203	0	0	0	0	5	0	0	0	343
Dawes Elementary School	0	0	0	0	0	0	4	5	4	6	289
Dewey Elementary School	0	0	34	0	0	0	4	2	9	5	318
Dr Martin Luther King Jr Literary & Fine Arts School	0	156	130	2	0	0	27	0	0	0	100
Family Center	0	0	0	0	34	0	0	0	0	0	0
Foster School	0	0	190	0	0	0	7	42	15	16	182
Haven Middle School	0	0	0	0	0	0	5	0	0	0	659
Joseph E Hill Education Center	0	0	0	0	207	0	35	0	0	0	0
Lincoln Elementary School	0	0	0	0	0	1	9	0	0	0	318
Lincolnwood Elementary School	0	12	0	0	0	2	12	0	0	0	393
Nichols Middle School	0	0	0	0	0	0	7	1	1	0	647
Not in D65	0	0	0	18	0	0	1	0	0	0	0
Oakton Elementary School	28	0	0	0	0	0	6	11	13	5	369
Orrington Elementary School	0	54	68	0	0	0	1	0	0	0	225
Park School	0	0	0	0	33	0	24	0	0	0	0
Rice Childrens Center	0	0	0	0	9	0	10	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	6	0	0	0	215
Washington Elementary School	0	0	0	0	0	0	11	14	24	9	383
Total	28	425	505	20	283	3	174	75	66	41	4441



2D Additional Data Tables

Race & Ethnicity

2D Race and Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	6%	27%	29%	0%	8%	0%	30%
Dawes Elementary School	0%	4%	23%	33%	0%	10%	1%	30%
Dewey Elementary School	1%	8%	21%	24%	0%	12%	0%	35%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	38%	14%	0%	14%	0%	30%
Family Center	0%	3%	50%	35%	0%	6%	0%	6%
Foster School	0%	2%	35%	39%	0%	6%	0%	17%
Haven Middle School	0%	5%	15%	16%	0%	11%	0%	52%
Joseph E Hill Education Center	0%	8%	31%	36%	0%	9%	0%	16%
Lincoln Elementary School	0%	8%	20%	12%	0%	13%	0%	46%
Lincolnwood Elementary School	0%	2%	6%	4%	0%	9%	0%	79%
Nichols Middle School	0%	4%	17%	27%	0%	11%	0%	41%
Not in D65	0%	0%	63%	37%	0%	0%	0%	0%
Oakton Elementary School	0%	3%	39%	25%	0%	7%	0%	26%
Orrington Elementary School	0%	7%	5%	6%	0%	12%	0%	70%
Park School	0%	9%	32%	18%	0%	9%	0%	33%
Rice Childrens Center	0%	0%	53%	11%	0%	21%	0%	16%
Walker Elementary School	0%	12%	16%	12%	0%	16%	0%	44%
Washington Elementary School	0%	2%	18%	34%	0%	10%	0%	35%
Average	0%	5%	28%	23%	0%	10%	0%	34%
Min	0%	0%	5%	4%	0%	0%	0%	0%
Max	1%	12%	63%	39%	0%	21%	1%	79%



2D Additional Data Tables



Free and Reduced Lunch

2D Free and Reduced Lunch	No	Yes
Chute Middle School	52%	48%
Dawes Elementary School	49%	51%
Dewey Elementary School	59%	41%
Dr Martin Luther King Jr Literary & Fine Arts School	49%	51%
Family Center	82%	18%
Foster School	33%	67%
Haven Middle School	70%	30%
Joseph E Hill Education Center	42%	58%
Lincoln Elementary School	58%	42%
Lincolnwood Elementary School	92%	8%
Nichols Middle School	61%	39%
Not in D65	5%	95%
Oakton Elementary School	45%	55%
Orrington Elementary School	90%	10%
Park School	32%	68%
Rice Childrens Center	58%	42%
Walker Elementary School	71%	29%
Washington Elementary School	56%	44%
Average	56%	44%
Min	5%	8%
Max	92%	95%

Analysis/Notes:

Strengths:

- Average utilization is over 70%
- Maintains Districtwide boundaries similar to the Board approved 2026-27 boundaries.
- School communities impacted by closure largely move in groups.
- Minimizes impact on low income students.
- Balances the feeder patterns (3 schools to middle)

Challenges:

- Increases the number of students requiring transportation due to distance from school or crossing hazards by 134 from the baseline.
- Large variation in utilization rates (57% - 103% excluding special programs).
- Utilization over 100% can be addressed by shifting boundaries with Walker; increases students crossing a hazard.
- Closes largest and most recently renovated existing K-5 school in the Haven feeder pattern.



3 School Closure Scenario Scorecard

	Equity			Geography					Building Functionality				Income	Costs			Total Score
	Students Changing Schools	Who Is Impacted	Equity Score	Walk- ability	Hazards	Trans- portation	School Proximity	Geography Score	ADA Compliance	Gym Cafeteria Separation	Teaching Stations	Building Score	Income Potential	Capital Expense	Operating Cost	Costs Score	
3 School Closure Scenario Scorecard																	
3g - Wilard, Kingsley & Dewey	3.1	3.1	3.1	3.2	3.1	4.6	2.4	3.3	5.0	5.0	4.3	4.8	2.9	4.3	3.1	3.7	3.6
3t - Orrington, Lincolnwood & Dewey	3.7	3.1	3.4	1.1	4.5	1.8	4.6	3.0	1.0	3.0	2.7	2.2	5.0	5.0	5.0	5.0	3.6
3n - Orrington, Lincolnwood & Dewey	3.2	3.0	3.1	1.2	4.4	2.3	4.6	3.1	1.0	3.0	2.7	2.2	5.0	5.0	5.0	5.0	3.5
3s - Kingsley, Wilard & Dewey	2.8	3.0	2.9	3.1	3.3	4.7	2.4	3.4	5.0	5.0	4.3	4.8	2.9	4.3	3.1	3.7	3.5
3u - Orrington, Lincolnwood & Washington	3.8	3.2	3.5	1.0	5.0	1.9	5.0	3.2	1.0	3.0	2.7	2.2	4.2	3.6	3.2	3.4	3.3
3q - Oakton, Kingsley & Washington	5.0	5.0	5.0	5.0	3.8	3.2	2.0	3.5	3.0	5.0	5.0	4.3	1.0	1.0	1.0	1.0	3.2
3r - Kingsley, Wilard & Washington	2.5	2.8	2.7	2.6	3.5	4.7	2.8	3.4	5.0	5.0	4.3	4.8	2.2	2.9	1.3	2.1	3.1
3f - Lincolnwood, Kingsley & Lincoln	4.5	2.9	3.7	4.2	1.5	1.0	2.7	2.3	3.7	3.0	3.7	3.4	1.2	3.6	3.2	3.4	2.9
3a - Lincolnwood, Kingsley & Dewey	3.5	2.9	3.2	2.3	2.5	1.6	1.0	1.8	3.0	3.0	2.7	2.9	3.7	4.0	4.0	4.0	2.9
3v - Lincolnwood, Kingsley & King Arts	3.0	3.6	3.3	2.9	1.0	5.0	2.5	2.9	3.7	3.0	4.7	3.8	2.9	2.0	1.5	1.7	2.9
3e - Lincolnwood, Kingsley & Oakton	3.5	3.5	3.5	4.6	2.0	2.6	1.7	2.7	1.7	3.0	3.3	2.7	1.6	2.4	3.7	3.1	2.9
3b - Lincolnwood, Kingsley & Dawes	3.0	2.5	2.8	2.5	1.8	1.0	2.3	1.9	3.7	1.0	1.0	1.9	4.0	4.1	4.6	4.3	2.8
3d - Lincolnwood, Kingsley & Washington	1.0	1.0	1.0	2.5	2.4	1.0	1.4	1.8	3.0	3.0	2.7	2.9	2.9	2.6	2.2	2.4	2.0



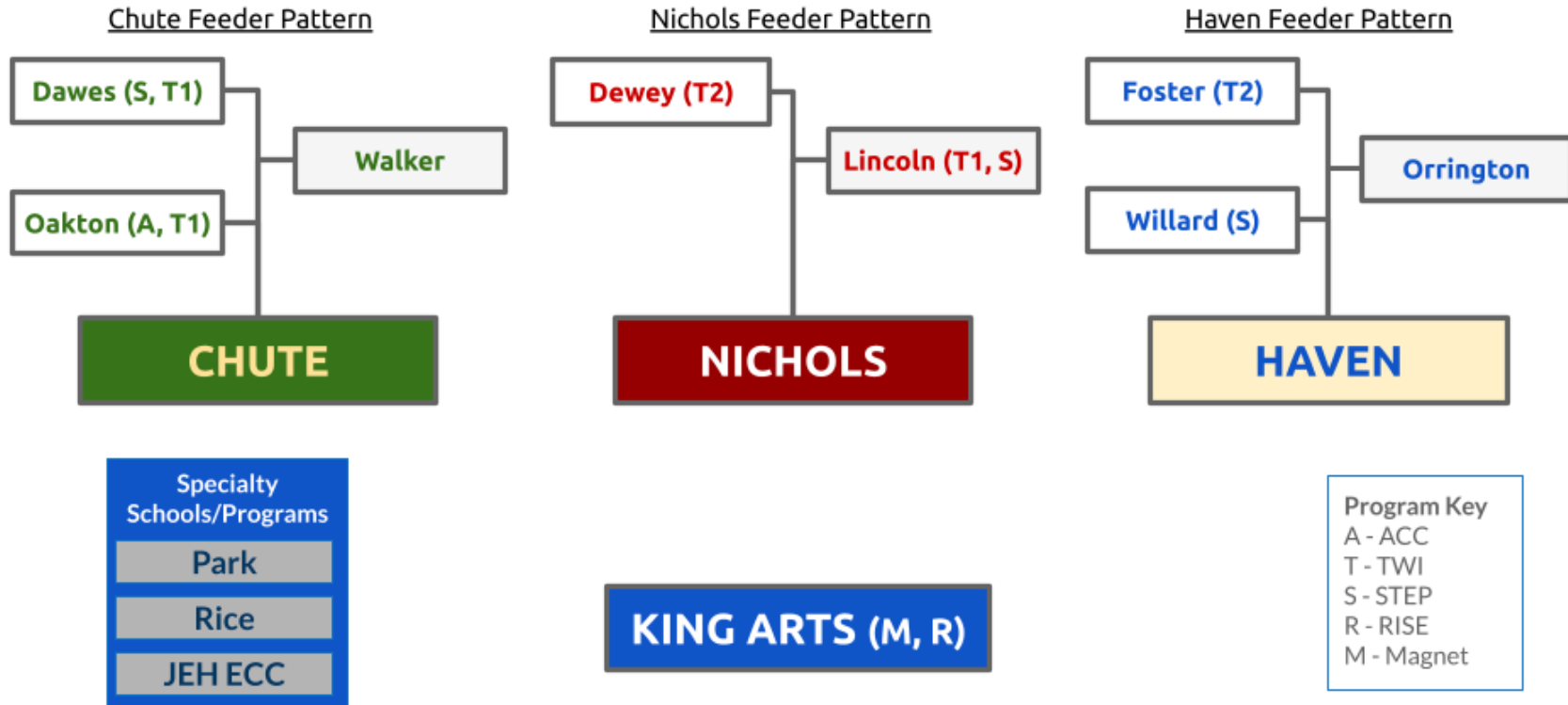
Scenario 3D

Lincolnwood, Kingsley, and Washington close after the 2025-26 school year.

- STEP moves to Willard
- TWI @ Willard discontinued
- Dewey becomes a double strand of TWI and Lincoln adds a TWI strand.
- Bilingual STEP moves to Dawes

D65 Elementary School Feeder Pattern 2026-27

Scenario 3D Lincolnwood, Kingsley, Washington Closure with Program Designations

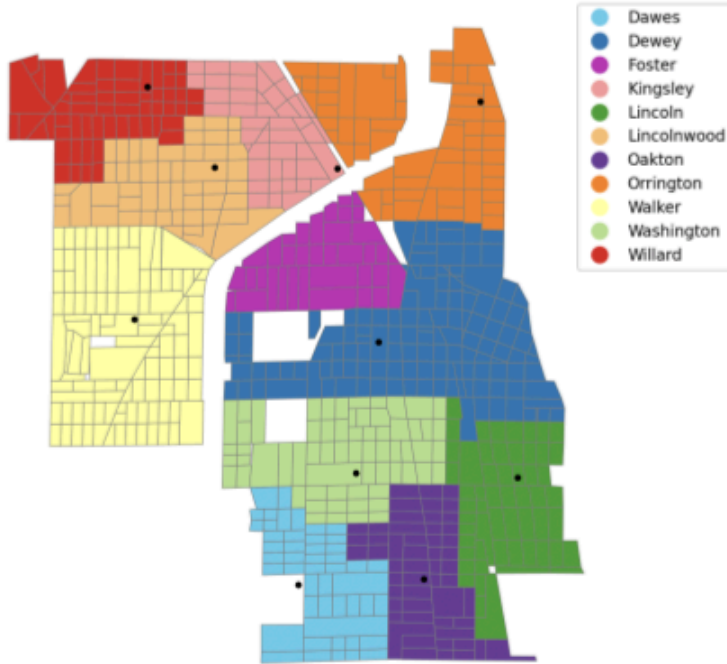




District Boundaries

2026-27 Board Approved Boundaries

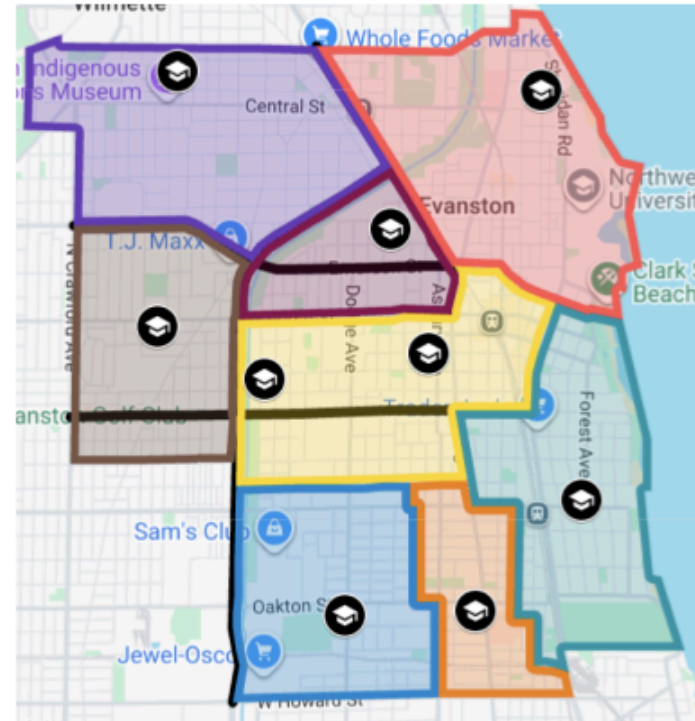
Elementary School Assignment - SY26-27



Scenario 3D Lincolnwood, Kingsley, Washington Closure



2026-27 Scenario 3D Boundaries





3D Utilization Rates



Utilization Rates

Note: Neighborhood is the traditional monolingual program.

3D Utilization Rates	Enroll SY25	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC	
Dawes Elementary School	294	481	432	288	144	0	400	252	65	51	32	0	93%	88%	103%		
Dewey Elementary School	316	596	576	288	288	0	482	318	61	71	32	0	84%	110%	57%		
Kingsley Elementary School	326	0	0	0	0	0	0	0	0	0	0	0					
Lincoln Elementary School	334	567	576	432	144	0	481	384	42	40	15	0	84%	89%	67%		
Lincolnwood Elementary School	283	0	0	0	0	0	0	0	0	0	0	0					
Oakton Elementary School	361	502	576	288	144	144	480	265	71	50	21	73	83%	92%	99%	51%	
Orrington Elementary School	218	298	432	432	0	0	252	252	0	0	0	0	58%	58%			
Walker Elementary School	345	426	432	432	0	0	304	304	0	0	0	0	70%	70%			
Washington Elementary School	403	0	0	0	0	0	0	0	0	0	0	0					
Willard Elementary School	345	600	526	526	0	0	543	543	0	0	0	0	103%	103%			
Dr Bessie Rhodes School of Global Studies	251	0	0	0	0	0	0	0	0	0	0	0					
Foster School	0	502	576	288	288	0	462	255	64	107	36	0	80%	89%	72%		
Dr Martin Luther King Jr Literary & Fine Arts School	415	0	651	651	0	0	415	415	0	0	0	0	64%	64%			
Chute Middle School	567	727	792	792	0	0	636	636	1	1	0	0	81%	80%			
Haven Middle School	642	713	936	910	26	0	672	660	1	9	2	0	72%	73%	46%		
Nichols Middle School	609	612	705	679	26	0	561	555	1	3	2	0	80%	82%	23%		
Park School	57	0	109	109	0	0	57	57	0	0	0	0	52%	52%			
Family Center	34	0	60	60	0	0	34	34	0	0	0	0	57%	57%			
Rice Childrens Center	19	0	0	0	0	0	19	19	0	0	0	0					
Joseph E Hill Education Center	242	0	404	404	0	0	242	242	0	0	0	0	60%	60%			
Not in D65	0	37	0	0	0	0	19	15	0	4	0	0					
													Average	75%	78%	67%	51%
													Min	52%	52%	23%	51%
													Max	103%	110%	103%	51%



3D Additional Data Tables

Transportation

3D Transportation	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk
Chute Middle School	0	203	0	0	0	0	6	0	0	0	427
Dawes Elementary School	0	0	0	0	0	0	5	3	0	3	389
Dewey Elementary School	0	0	196	0	0	0	3	0	0	0	283
Dr Martin Luther King Jr Literary & Fine Arts School	0	156	130	2	0	0	27	0	0	0	100
Family Center	0	0	0	0	34	0	0	0	0	0	0
Foster School	0	0	190	0	0	0	10	48	15	17	182
Haven Middle School	0	0	0	0	0	0	5	0	0	0	667
Joseph E Hill Education Center	0	0	0	0	207	0	35	0	0	0	0
Lincoln Elementary School	0	0	0	0	0	1	13	0	0	0	467
Nichols Middle School	0	0	0	0	0	0	6	1	1	0	555
Not in D65	0	0	0	18	0	0	1	0	0	0	0
Oakton Elementary School	28	0	0	0	0	0	7	13	17	8	407
Orrington Elementary School	0	0	0	0	0	0	2	0	0	0	250
Park School	0	0	0	0	33	0	24	0	0	0	0
Rice Childrens Center	0	0	0	0	9	0	10	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	6	0	0	0	215
Willard Elementary School	0	0	0	0	0	2	14	0	0	0	527
Willard Elementary School	0	0	0	0	0	3	13	0	0	0	527
Totals	28	359	599	20	283	6	187	65	33	28	4996



3D Additional Data Tables

Race & Ethnicity

3D Race and Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	6%	26%	28%	0%	8%	0%	31%
Dawes Elementary School	0%	3%	25%	30%	0%	10%	1%	32%
Dewey Elementary School	1%	3%	24%	30%	0%	11%	0%	31%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	38%	14%	0%	14%	0%	30%
Family Center	0%	3%	50%	35%	0%	6%	0%	6%
Foster School	0%	2%	35%	39%	0%	6%	0%	18%
Haven Middle School	0%	5%	15%	16%	0%	11%	0%	52%
Joseph E Hill Education Center	0%	8%	31%	36%	0%	9%	0%	16%
Lincoln Elementary School	0%	8%	14%	20%	0%	13%	0%	45%
Nichols Middle School	0%	3%	17%	27%	0%	11%	0%	42%
Not in D65	0%	0%	63%	37%	0%	0%	0%	0%
Oakton Elementary School	0%	3%	36%	25%	0%	8%	0%	28%
Orrington Elementary School	0%	12%	7%	6%	0%	13%	0%	62%
Park School	0%	9%	32%	18%	0%	9%	0%	33%
Rice Childrens Center	0%	0%	53%	11%	0%	21%	0%	16%
Walker Elementary School	0%	12%	16%	12%	0%	16%	0%	44%
Willard Elementary School	0%	2%	6%	5%	0%	9%	0%	79%
Average	0%	5%	29%	23%	0%	10%	0%	33%
Min	0%	0%	6%	5%	0%	0%	0%	0%
Max	1%	12%	63%	39%	0%	21%	1%	79%



3D Additional Data Tables

Scenario 3D Lincolnwood, Kingsley, Washington Closure



Free and Reduced Lunch

3D Free and Reduced Lunch	No	Yes
Chute Middle School	53%	47%
Dawes Elementary School	51%	49%
Dewey Elementary School	52%	48%
Dr Martin Luther King Jr Literary & Fine Arts School	49%	51%
Family Center	82%	18%
Foster School	33%	67%
Haven Middle School	70%	30%
Joseph E Hill Education Center	42%	58%
Lincoln Elementary School	61%	39%
Nichols Middle School	62%	38%
Not in D65	5%	95%
Oakton Elementary School	48%	52%
Orrington Elementary School	85%	15%
Park School	32%	68%
Rice Childrens Center	58%	42%
Walker Elementary School	71%	29%
Washington Elementary School	0%	100%
Willard Elementary School	93%	7%
Average	53%	47%
Min	0%	7%
Max	93%	100%

Analysis/Notes:

Strengths:

- Average utilization is 75% and K-5 utilization rate is 82%
- Scenario has the least impactful equity scorecard value.
- Aligned to the scorecard by including the schools with the lowest baseline scorecard values.
- Balanced middle school utilization rates.
- Maintains middle school feeder pattern.
- Maintains a K-8 magnet choice option.

Challenges:

- Increases the number of students requiring transportation due to distance (105) from school or crossing hazards (163) from the baseline.
- Moves a two strand TWI program and a bilingual STEP program.
- K-5 students cross Dempster (Hazard) to get to school.
- Schools over 100% - could be partially absorbed by an adjacent school but could add to number of students crossing a hazard..
- Approximately 18% of students have a new school assignment.



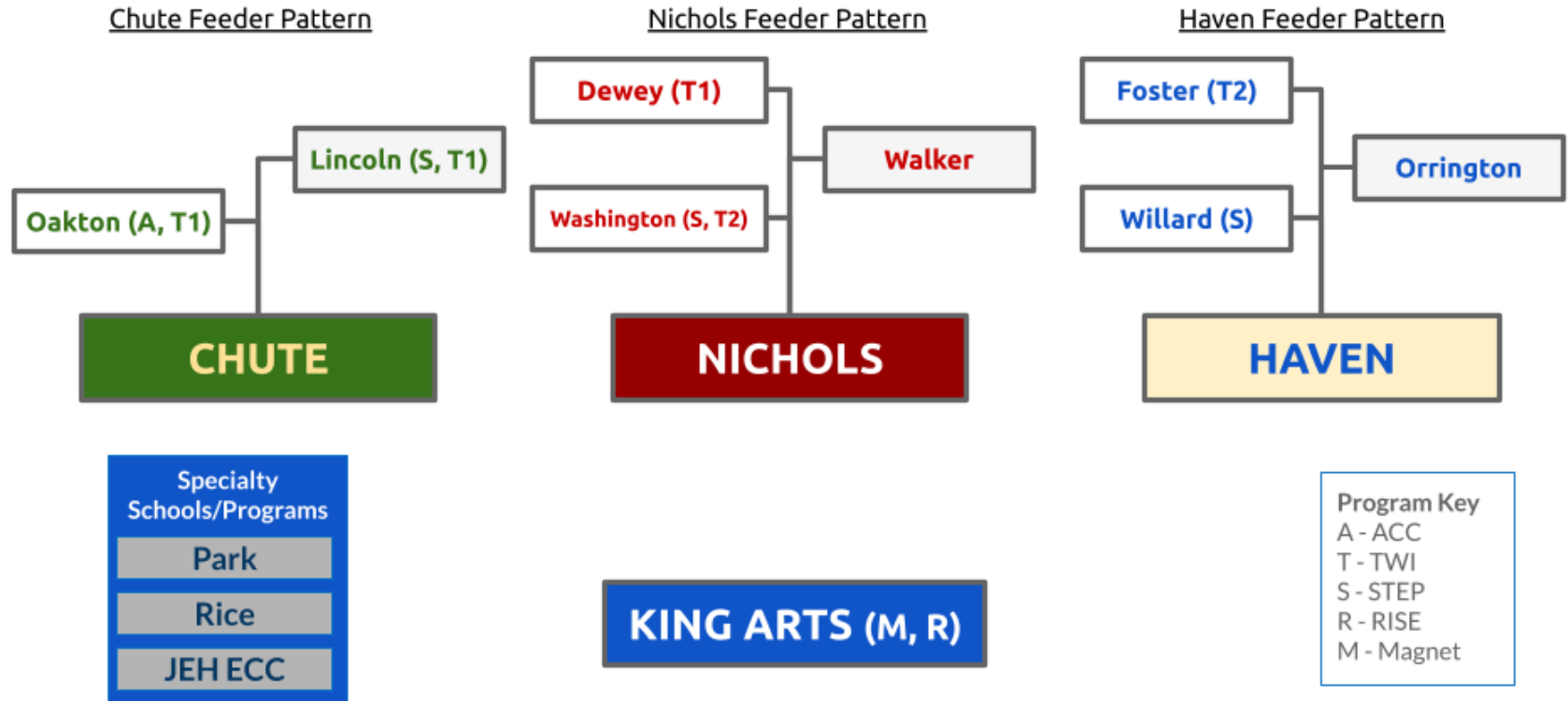
Scenario 3B

Lincolnwood, Kingsley, and Dawes close after the 2025-26 school year.

- STEP moves to Willard
- TWI moves to Lincoln
- Lincoln moves to the Chute feeder pattern
- Walker moves to the Nichols feeder pattern

D65 Elementary School Feeder Pattern 2026-27

Scenario 3B Lincolnwood, Kingsley, Dawes Closure with Program Designations

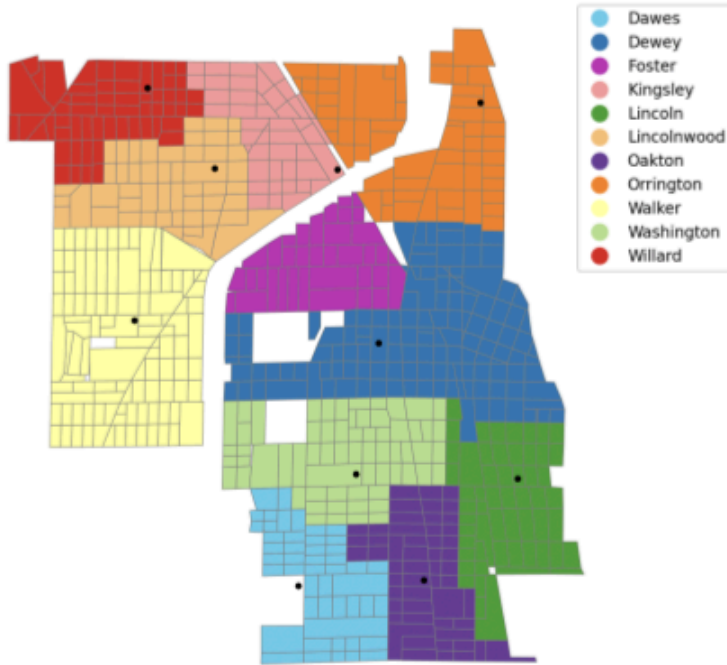




District Boundaries

2026-27 Board Approved Boundaries

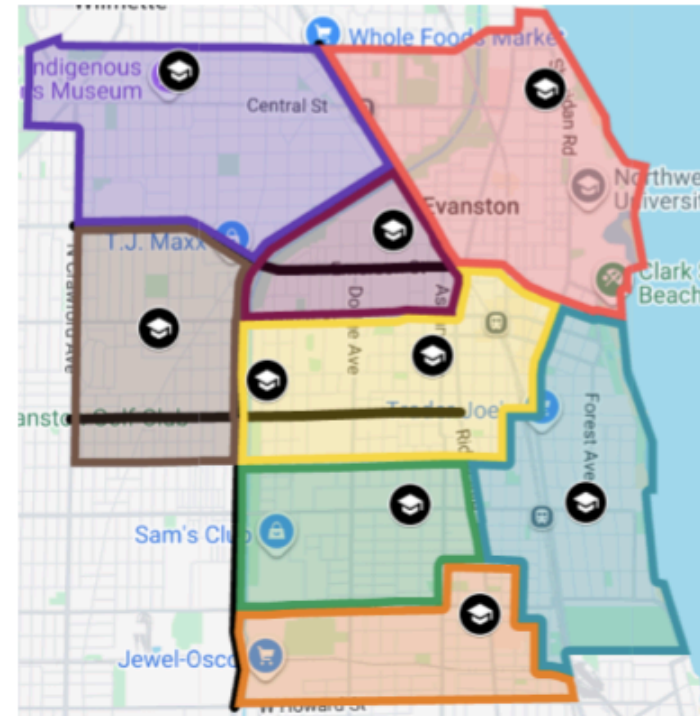
Elementary School Assignment - SY26-27



Scenario 3B Lincolnwood, Kingsley, Dawes Closure



2026-27 Scenario 3B Boundaries





3B Utilization Rates



Utilization Rates

Scenario 3B	Enroll SY25	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC	
Dawes Elementary School	294	0	0	0	0	0	0	0	0	0	0	0					
Dewey Elementary School	316	544	576	432	144	0	443	304	55	56	28	0	77%	70%	97%		
Kingsley Elementary School	326	0	0	0	0	0	0	0	0	0	0	0					
Lincoln Elementary School	334	605	576	432	144	0	505	405	40	44	16	0	88%	94%	69%		
Lincolnwood Elementary School	283	0	0	0	0	0	0	0	0	0	0	0					
Oakton Elementary School	361	541	576	288	144	144	472	275	44	61	19	73	82%	95%	86%	51%	
Orrington Elementary School	218	298	432	432	0	0	252	252	0	0	0	0	58%	58%			
Walker Elementary School	345	426	432	432	0	0	304	304	0	0	0	0	70%	70%			
Washington Elementary School	403	456	526	263	263	0	426	237	100	54	37	0	81%	90%	73%		
Willard Elementary School	345	600	526	526	0	0	541	541	0	0	0	0	103%	103%			
Dr Bessie Rhodes School of Global Studies	251	0	0	0	0	0	0	0	0	0	0	0					
Foster School	0	502	576	288	288	0	459	255	64	104	36	0	80%	89%	71%		
Dr Martin Luther King Jr Literary & Fine Arts School	415	0	651	651	0	0	415	415	0	0	0	0	64%	64%			
Chute Middle School	567	593	792	792	0	0	537	537	0	0	0	0	68%	68%			
Haven Middle School	642	713	936	910	26	0	672	660	1	9	2	0	72%	73%	46%		
Nichols Middle School	609	746	705	679	26	0	662	654	2	4	2	0	94%	96%	31%		
Park School	57	0	109	109	0	0	57	57	0	0	0	0	52%	52%			
Family Center	34	0	60	60	0	0	34	34	0	0	0	0	57%	57%			
Rice Childrens Center	19	0	0	0	0	0	19	19	0	0	0	0					
Joseph E Hill Education Center	242	0	404	404	0	0	242	242	0	0	0	0	60%	60%			
Not in D65	0	37	0	0	0	0	19	15	0	4	0	0					
													Average	74%	76%	68%	51%
													Min	52%	52%	31%	51%
													Max	103%	103%	97%	51%



3B Additional Data Tables



Transportation

3B Transportation	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk
Chute Middle School	0	0	0	0	0	0	6	0	0	0	531
Dewey Elementary School	0	0	134	0	0	0	3	0	0	0	306
Dr Martin Luther King Jr Literary & Fine Arts School	0	156	130	2	0	0	27	0	0	0	100
Family Center	0	0	0	0	34	0	0	0	0	0	0
Foster School	0	0	190	0	0	0	7	48	15	17	182
Haven Middle School	0	0	0	0	0	0	5	0	0	0	667
Joseph E Hill Education Center	0	0	0	0	207	0	35	0	0	0	0
Lincoln Elementary School	0	0	0	0	0	0	14	0	0	0	491
Nichols Middle School	0	205	0	0	0	0	6	0	0	1	450
Not in D65	0	0	0	18	0	0	1	0	0	0	0
Oakton Elementary School	28	0	0	0	0	0	6	0	0	0	438
Orrington Elementary School	0	0	0	0	0	0	2	0	0	0	250
Park School	0	0	0	0	33	0	24	0	0	0	0
Rice Childrens Center	0	0	0	0	9	0	10	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	6	0	0	0	215
Washington Elementary School	0	0	0	0	0	0	10	16	17	11	374
Willard Elementary School	0	0	0	0	0	2	12	0	0	0	527
Total	28	361	537	20	283	2	174	64	32	29	4531



3B Additional Data Tables



Race & Ethnicity

3B Race and Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	3%	25%	26%	0%	8%	0%	38%
Dewey Elementary School	1%	3%	24%	28%	0%	12%	0%	32%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	38%	14%	0%	14%	0%	30%
Family Center	0%	3%	50%	35%	0%	6%	0%	6%
Foster School	0%	2%	35%	39%	0%	6%	0%	18%
Haven Middle School	0%	5%	15%	16%	0%	11%	0%	52%
Joseph E Hill Education Center	0%	8%	31%	36%	0%	9%	0%	16%
Lincoln Elementary School	0%	8%	14%	21%	0%	12%	0%	45%
Nichols Middle School	0%	6%	19%	29%	0%	11%	0%	35%
Not in D65	0%	0%	63%	37%	0%	0%	0%	0%
Oakton Elementary School	0%	5%	42%	26%	0%	6%	0%	21%
Orrington Elementary School	0%	12%	7%	6%	0%	13%	0%	62%
Park School	0%	9%	32%	18%	0%	9%	0%	33%
Rice Childrens Center	0%	0%	53%	11%	0%	21%	0%	16%
Walker Elementary School	0%	12%	16%	12%	0%	16%	0%	44%
Washington Elementary School	0%	1%	19%	30%	0%	11%	0%	38%
Willard Elementary School	0%	2%	5%	5%	0%	9%	0%	79%
Average	0%	5%	29%	23%	0%	10%	0%	33%
Min	0%	0%	5%	5%	0%	0%	0%	0%
Max	1%	12%	63%	39%	0%	21%	0%	79%



3B Additional Data Tables

Free and Reduced Lunch

3B Free and Reduced Lunch	No	Yes
Chute Middle School	52%	48%
Dewey Elementary School	52%	48%
Dr Martin Luther King Jr Literary & Fine Arts School	49%	51%
Family Center	82%	18%
Foster School	33%	67%
Haven Middle School	70%	30%
Joseph E Hill Education Center	42%	58%
Lincoln Elementary School	62%	38%
Nichols Middle School	61%	39%
Not in D65	5%	95%
Oakton Elementary School	34%	66%
Orrington Elementary School	85%	15%
Park School	32%	68%
Rice Childrens Center	58%	42%
Walker Elementary School	71%	29%
Washington Elementary School	63%	37%
Willard Elementary School	94%	6%
Average	56%	44%
Min	5%	6%
Max	94%	95%

Scenario 3B Lincolnwood, Kingsley, Dawes Closure

Analysis/Notes:



Strengths:

- Average utilization is 74% with an 80% utilization rate for K-5 schools.
- Minimizes program movement and maximizes walkability when compared to other 3 school scenarios.
- Maintains 4 section per grade schools.
- Boundaries largely follow major streets.
- Maintains a K-8 magnet choice option.

Challenges:

- Changes the middle school feeder pattern.
- Scenario has lower income potential and lower building operating costs based on scorecard.
- Increases the number of students requiring transportation due to distance (102) from school or crossing hazards (132) from the baseline.
- Schools over 100% utilization and would required boundary adjustment.
- Middle school utilization rates no longer balanced.
- Approximately 28% of students have a new school assignment.



4 School Closure Scenario Scorecard

	Equity			Geography					Building Functionality				Income	Costs			Total Score
	Students Changing Schools	Who Is Impacted	Equity Score	Walkability	Hazards	Transportation	School Proximity	Geography Score	ADA Compliance	Gym Cafeteria Separation	Teaching Stations	Building Score	Income Potential	Capital Expense	Operating Cost	Costs Score	
4e - Lincolnwood, Kingsley, King Arts & Dawes	5.0	5.0	5.0	1.5	1.0	1.0	5.0	2.1	5.0	1.0	1.0	2.3	5.0	4.2	3.4	3.8	3.4
4g - Lincolnwood, Kingsley, King Arts & Dewey	4.7	1.8	3.3	1.0	3.2	1.4	2.6	2.0	4.0	5.0	5.0	4.7	4.2	4.0	2.8	3.4	3.2
4c - Lincolnwood, Kingsley, Dewey & Oakton	1.0	1.0	1.0	5.0	3.6	5.0	1.0	3.6	1.0	5.0	1.8	2.6	1.0	5.0	5.0	5.0	2.9
4a - Lincolnwood, Kingsley, Washington & Oakton	2.1	1.4	1.8	5.0	5.0	4.5	1.8	4.1	1.0	5.0	1.8	2.6	1.0	2.0	3.2	2.6	2.7
4f - Lincolnwood, Kingsley, King Arts & Washington	3.4	3.0	3.2	1.1	1.7	1.0	3.4	1.8	4.0	5.0	5.0	4.7	4.2	1.0	1.0	1.0	2.6



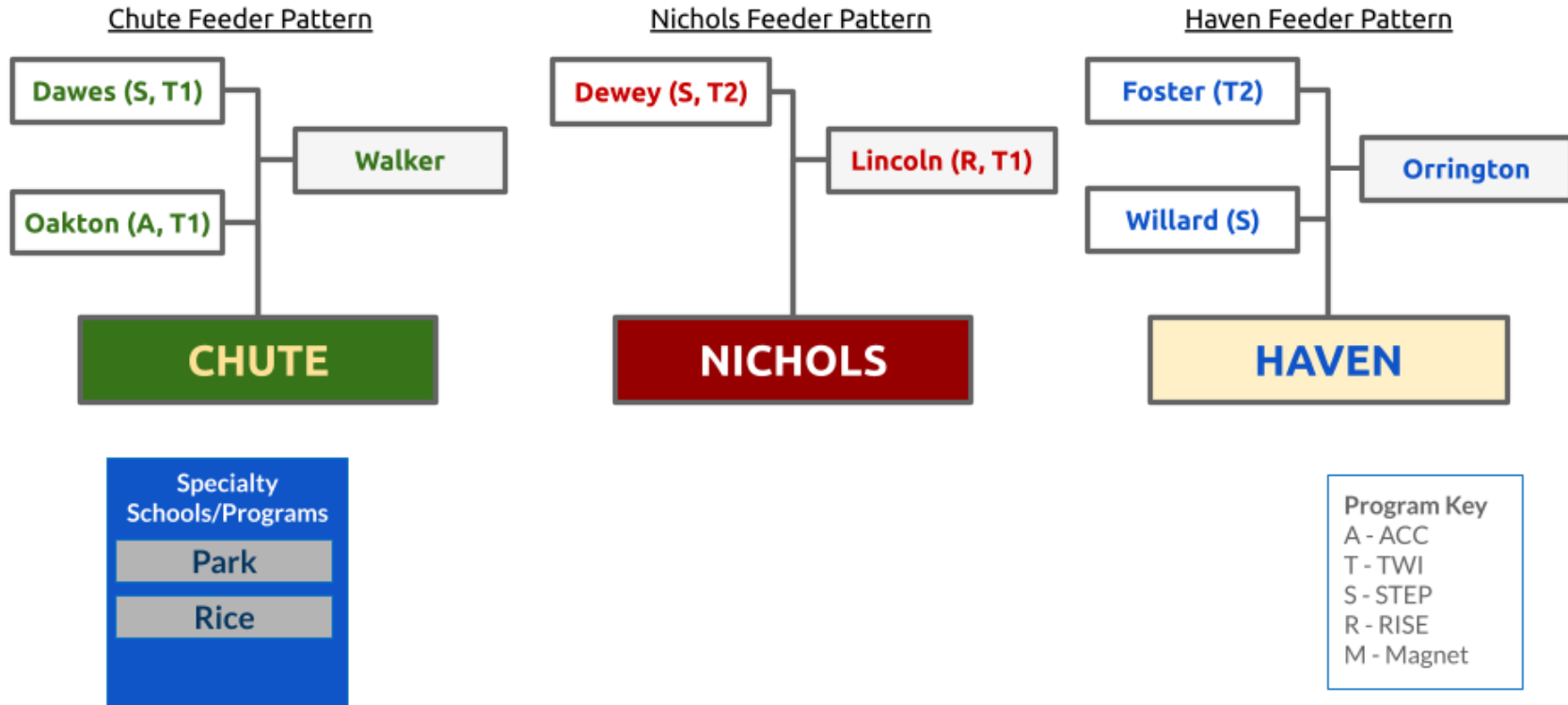
Scenario 4F

Lincolnwood, Kingsley, King Arts and Washington close after the 2025-26 school year.

- Close K-8 Arts Magnet
 - Move Lincolnwood STEP to Willard
 - Move RISE (K-5) to Lincoln
 - Move RISE (6-8) to Chute
 - Move Lincoln STEP to Dewey
 - Move Bilingual STEP to Dawes
-

D65 Elementary School Feeder Pattern 2026-27

Scenario 4F Lincolnwood, Kingsley, King Arts and Washington Closure with Program Designations





District Boundaries

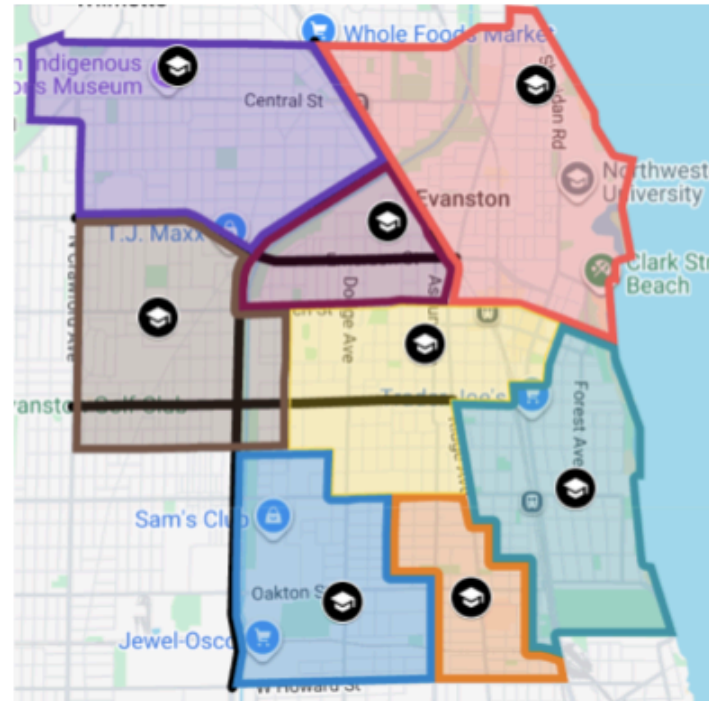
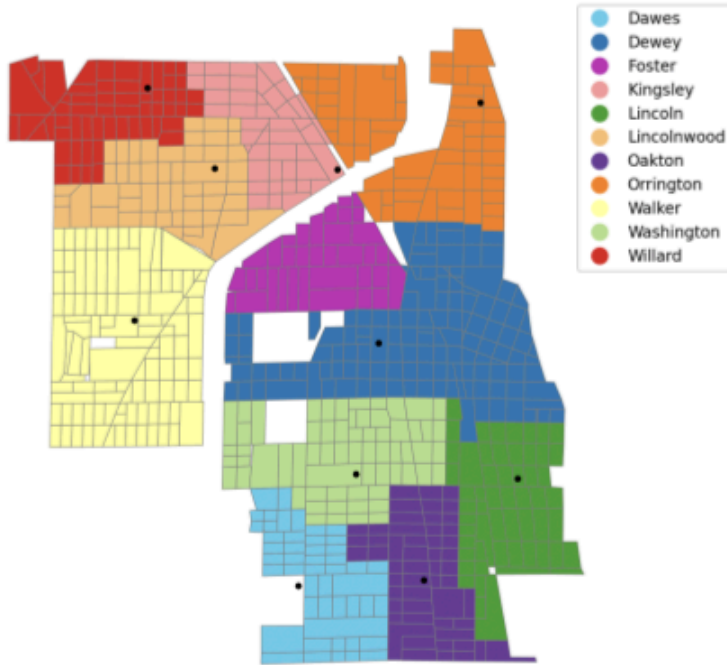
Scenario 4F Lincolnwood, Kingsley, King Arts and Washington Closure



2026-27 Board Approved Boundaries

2026-27 Scenario 4F Boundaries

Elementary School Assignment - SY26-27





4F Utilization Rates

Utilization Rates

4F Utilization	Enroll SY25	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC	
Dawes Elementary School	294	457	432	288	144	0	420	266	65	57	32	0	97%	92%	107%		
Dewey Elementary School	316	495	576	288	288	0	465	317	61	59	28	0	81%	110%	51%		
Kingsley Elementary School	326	0	0	0	0	0	0	0	0	0	0	0					
Lincoln Elementary School	334	611	576	432	144	0	548	446	48	37	17	0	95%	103%	71%		
Lincolnwood Elementary School	283	0	0	0	0	0	0	0	0	0	0	0					
Oakton Elementary School	361	458	576	288	144	144	494	274	64	62	21	73	86%	95%	102%	51%	
Orrington Elementary School	218	314	432	432	0	0	275	275	0	0	0	0	64%	64%			
Walker Elementary School	345	535	432	432	0	0	418	418	0	0	0	0	97%	97%			
Washington Elementary School	403	0	0	0	0	0	0	0	0	0	0	0					
Willard Elementary School	345	600	526	526	0	0	544	544	0	0	0	0	103%	103%			
Dr Bessie Rhodes School of Global Studies	251	0	0	0	0	0	0	0	0	0	0	0					
Foster School	0	502	576	288	288	0	510	303	65	104	38	0	89%	105%	72%		
Dr Martin Luther King Jr Literary & Fine Arts School	415	0	0	0	0	0	0	0	0	0	0	0					
Chute Middle School	567	724	717	717	0	0	703	703	0	0	0	0	98%	98%			
Haven Middle School	642	723	936	910	26	0	712	700	1	9	2	0	76%	77%	46%		
Nichols Middle School	609	605	705	679	26	0	599	591	2	4	2	0	85%	87%	31%		
Park School	57	0	109	109	0	0	57	57	0	0	0	0	52%	52%			
Family Center	34	0	60	60	0	0	34	34	0	0	0	0	57%	57%			
Rice Childrens Center	19	0	0	0	0	0	19	19	0	0	0	0					
Joseph E Hill Education Center	242	0	404	404	0	0	242	242	0	0	0	0	60%	60%			
Not in D65	0	37	0	0	0	0	21	17	0	4	0	0					
													Average	81%	86%	69%	51%
													Min	52%	52%	31%	51%
													Max	103%	110%	107%	51%



4F Additional Data Tables

Transportation

4F Transportation	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk
Chute Middle School	0	263	0	0	0	0	14	0	0	0	426
Dawes Elementary School	0	0	0	0	0	0	10	8	2	3	397
Dewey Elementary School	0	0	196	0	0	4	10	0	0	0	255
Family Center	0	0	0	0	34	0	0	0	0	0	0
Foster School	0	0	215	0	0	0	9	49	15	19	203
Haven Middle School	0	85	379	0	0	0	7	0	0	0	241
Joseph E Hill Education Center	0	0	0	0	207	0	35	0	0	0	0
Lincoln Elementary School	0	1	0	0	0	0	19	0	0	0	528
Nichols Middle School	0	9	84	0	0	0	7	1	3	1	494
Not in D65	0	0	0	20	0	0	1	0	0	0	0
Oakton Elementary School	32	0	0	0	0	0	7	13	26	11	405
Orrington Elementary School	0	0	5	0	0	0	2	0	0	0	268
Park School	0	0	0	0	33	0	24	0	0	0	0
Rice Childrens Center	0	0	0	0	9	0	10	0	0	0	0
Walker Elementary School	0	2	169	0	0	0	6	0	0	0	241
Willard Elementary School	0	0	0	0	0	2	13	0	0	0	529
Total	32	360	1048	20	283	6	174	71	46	34	3987



4F Additional Data Tables

Race & Ethnicity

4F Race and Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	5%	28%	28%	0%	9%	0%	30%
Dawes Elementary School	0%	3%	28%	30%	0%	10%	0%	28%
Dewey Elementary School	1%	4%	20%	28%	0%	12%	0%	35%
Family Center	0%	3%	50%	35%	0%	6%	0%	6%
Foster School	0%	3%	36%	37%	0%	6%	0%	17%
Haven Middle School	0%	6%	16%	16%	0%	11%	0%	51%
Joseph E Hill Education Center	0%	8%	31%	36%	0%	9%	0%	16%
Lincoln Elementary School	0%	7%	15%	22%	0%	12%	0%	45%
Nichols Middle School	0%	4%	17%	25%	0%	11%	0%	43%
Not in D65	0%	0%	67%	33%	0%	0%	0%	0%
Oakton Elementary School	0%	4%	39%	25%	0%	9%	0%	24%
Orrington Elementary School	0%	13%	7%	6%	0%	15%	0%	60%
Park School	0%	9%	32%	18%	0%	9%	0%	33%
Rice Childrens Center	0%	0%	53%	11%	0%	21%	0%	16%
Walker Elementary School	0%	9%	25%	12%	0%	14%	0%	41%
Willard Elementary School	0%	2%	5%	5%	0%	9%	0%	78%
Average	0%	5%	29%	23%	0%	10%	0%	33%
Min	0%	0%	5%	5%	0%	0%	0%	0%
Max	1%	13%	67%	37%	0%	21%	0%	78%



4F Additional Data Tables

Free and Reduced Lunch

4F Free and Reduced Lunch	No	Yes
Chute Middle School	52%	48%
Dawes Elementary School	48%	52%
Dewey Elementary School	57%	43%
Family Center	82%	18%
Foster School	32%	68%
Haven Middle School	68%	32%
Joseph E Hill Education Center	42%	58%
Lincoln Elementary School	61%	39%
Nichols Middle School	63%	37%
Not in D65	5%	95%
Oakton Elementary School	43%	57%
Orrington Elementary School	84%	16%
Park School	32%	68%
Rice Childrens Center	58%	42%
Walker Elementary School	66%	34%
Willard Elementary School	94%	6%
Average	55%	45%
Min	5%	6%
Max	94%	95%

Analysis/Notes:

Strengths:

- Average utilization is 81% and 88% across non-specialized schools.
- Maintains middle school feeder pattern.
- Middle school utilization somewhat balanced (Chute too high)
- Most walkable of the four school scenarios.
- Boundaries largely follow major streets.

Challenges:

- Increases the number of students crossing hazards (187) from the baseline with students crossing Ridge, Dempster and McCormick or providing busing.
- Four schools with neighborhood utilization rates above 100%
- K-5 TWI in Chute feeder pattern is above 100% utilization.
- Higher utilization rates can impact programmatic spaces and potential resource or clinician spaces.
- Removes K-8 Arts Magnet and removes K-8 RISE option.
- RISE split across feeder patterns.
- Average utilization rates are higher at traditionally Title 1 schools.
- Approximately 28% of students have a new school assignment.

Possible Additional Slides

October 1, 2025

CAPACITY & UTILIZATION CALCULATIONS
Evanston/Skokie School District 65 - Summary



SCHOOL (Board Approved Future Boundaries with Foster)	Total SF Core Classrooms + SPED	Total Teaching Stations	Total Capacity	Core CR SF Per Student	SY25 Enrollment (Demography)	Current Capacity Rate	Goal	% Under/Over Utilized	
ELEMENTARY SCHOOLS									
Dawes Elementary School	19,398	19	501	39	319	63.67%	95%	-31%	
Dewey Elementary School	20,248	24	537	38	417	77.65%	95%	-17%	
Foster Elementary School	22,800	24	600	38	477	79.50%	95%	-16%	
Kingsley Elementary School	16,915	20	435	39	189	43.45%	95%	-52%	
Lincoln Elementary School	25,502	27	642	40	452	70.40%	95%	-25%	
Lincolnwood Elementary School	19,410	19	508	38	181	35.63%	95%	-59%	
Oakton Elementary School	18,360	26	467	39	454	97.22%	95%	2%	
Orrington Elementary School	18,061	20	464	39	259	55.82%	95%	-39%	
Walker Elementary School	17,312	18	467	37	397	85.01%	95%	-10%	
Washington Elementary School	23,872	24	626	38	424	67.73%	95%	-27%	
Willard Elementary School	20,098	24	533	38	247	46.34%	95%	-49%	
MIDDLE SCHOOLS									
Chute Middle School	29,986	35	792	38	670	84.60%	80%	5%	
Haven Middle School	36,166	47	937	39	714	76.20%	80%	-4%	
Nichols Middle School	27,424	41	705	39	722	102.41%	80%	22%	
OTHER - Not included in the demography report.									
Park School	10,943	12	109	100	0	0.00%	75%		
Dr. Bessie Rhodes School of Global Studies	18,757	18	503	37	0	0.00%	75%		
Dr. King Jr Literary & Fine Arts School	25,402	30	653	39	0	0.00%	75%		
Joseph Hill Admin Building (Early Childhood)	14,260	19	464	48	0	0.00%	90%		
TOTALS: 384,914 447 9,943 763 5,922									
TOTAL STUDENT POPULATION FALL 2023:				5,445	55% of Total Capacity				
TOTAL STUDENT POPULATION CAPACITY:				9,943					

Appendix C: Term/Definitions for Data Tables

Scenario Notes

- Reserved 60 seats from JEH for Family Center
- Reserved one classroom at Nichols and one at Haven for the 6th grade TWI program. In FY27 there will be two classrooms per grade for 6th,7th and 8th grade at Haven, and two classrooms for 6th grade at Nichols.
- Students are assigned to their new school based on their address and program only. For example, permissive/admin transfers are counted at their neighborhood school. TWI program assignment is strictly based on the TWI steam for that specific scenario. Some simple balancing is in place once a school gets to 100% TWI utilization but it is minimal.
- Park, Rice, JEH, Family Center and King Arts stay in their program/school except in scenarios where King Arts is closed.
- STEP/RISE students stay in the program/school unless the program is moved.

Utilization Summary

- **Enroll SY25** - The school enrollment for the FY25 school year. This is the school the students were enrolled in for services, not where they live.
- **Area Counts** - The students that live in the school's boundaries for the proposed scenario. For example, students that live in Foster's attendance boundary but go to King Arts are counted at Foster for the area count. This includes Pre-K, Park and Rice.
- **Cap Total** - The capacity for the building. These numbers may change slightly depending on the scenario and how many classrooms/seats need to be saved for a special program (e.g., STEP).
- **Cap Neighb.** - This is the **Cap Total - Cap TWI - Cap ACC**. In other words, the total number of seats available for traditional gen ed students not in a program – e.g., TWI, ACC.
- **Cap TWI** - The total number of seats to reserve for the TWI program (144 is single-strand TWI and 288 is double-strand TWI).
- **Enroll Total** - The total enrollment count for the school including students placed there for programs. **Enroll Total = Enroll Neighb. + Enroll TWE + Enroll TWS + Enroll TWX + Enroll ACC**
- **Enroll Neighb.** - Total number of traditional monolingual students enrolled in the school. **Enroll Neighb. = Enroll Total - Enroll TWE - Enroll TWS - Enroll TWX - Enroll ACC**
- **Enroll TWE** - Total number of TWE students that may be enrolled in the school's TWI program
- **Enroll TWS** - Total number of TWS students that may be enrolled in the school's TWI program
- **Enroll TWX** - Total number of TWX/Monitoring students that may be enrolled in the school's TWI program

- **Enroll ACC** - Total number of ACC students enrolled.
- **Util Total** - The total utilization rate. **Util Total = Enroll Total / Cap Total**
- **Util. Neighb.** - The traditional monolingual utilization rate. **Util. Neighb. = Enroll Neighb. / Traditional Monolingual.**
- **Util TWI** - The TWI utilization rate. **Util TWI = (Enroll TWX + Enroll TWS + Enroll TWE) / Cap TWI**
- **Util ACC** - The ACC utilization rate. **Util ACC = Enroll ACC / Cap ACC**

Transportation Summary

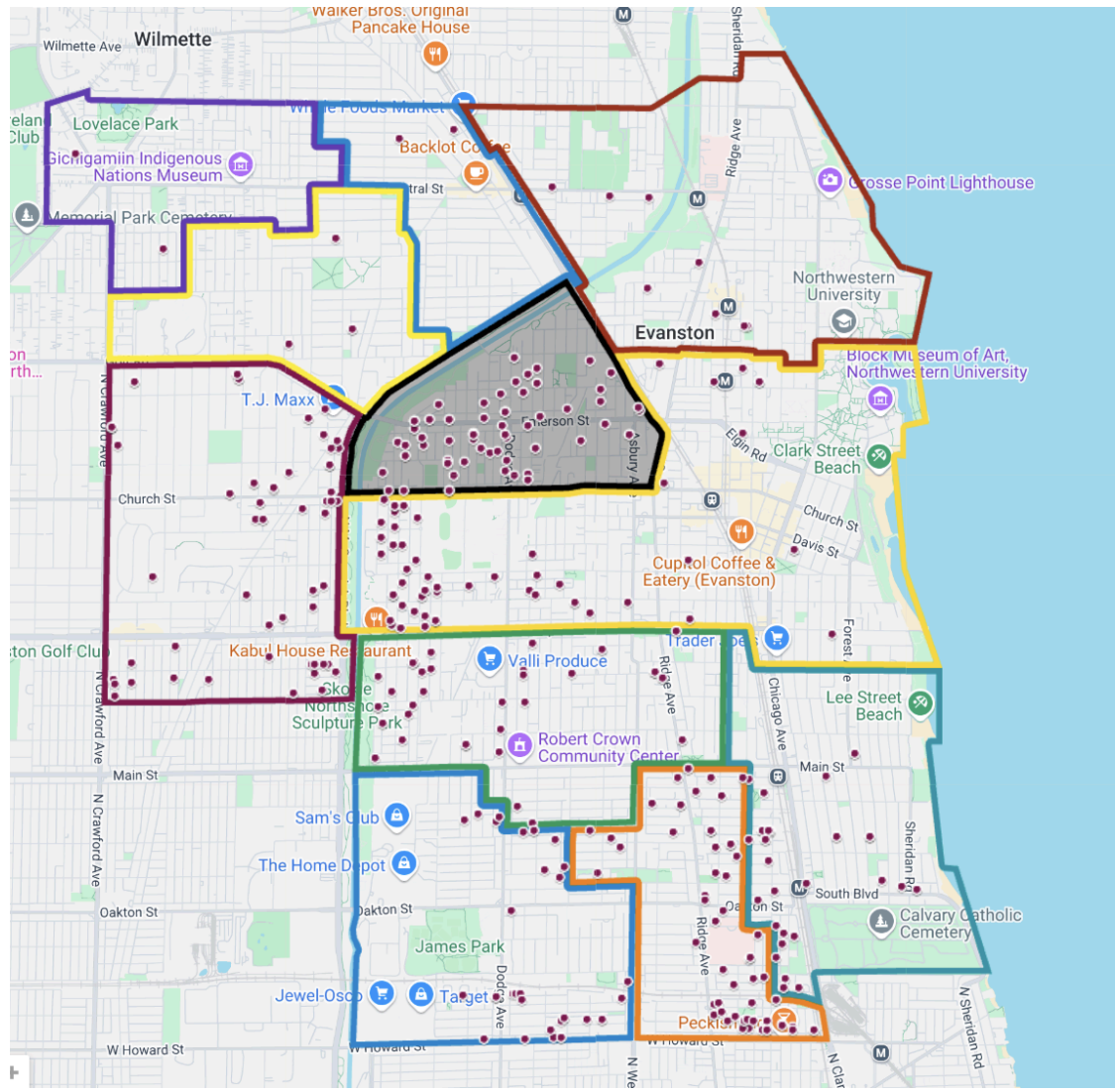
- **ACC Placement:** Student has selected ACC and lives outside the host school’s boundaries.
- **Bus:** General education students who qualify for transportation based on current District policies and procedures (>=1.5 miles).
- **Hazard:** Students who must cross an identified hazard to get to school and live less than 1.5 miles.
- **Not in District 65:** Students who attend District 65 aligned to ISBE School Code that live out of the District
- **Park, Rice, JEH:** Placeholder for students who attend Rice, Park or JEH. (Special Education or early childhood)
- **STEP Placement:** Students who are transported to the STEP program. (Special education)
- **Special Education Transportation:** Special education students who qualify for transportation based on their IEP.
- **TWE Placement:** Native English speakers enrolled in the TWI program but do not live in the school’s boundaries and therefore may qualify for transportation due to TWI program placement.
- **TWS Placement:** Native Spanish speakers enrolled in the TWI program but do not live in the school’s boundaries and therefore will qualify for transportation due to TWI program placement
- **TWX Placement:** Former Spanish speaking English language learners enrolled in the TWI program but do not live in the school’s boundaries and therefore may qualify for transportation due to TWI program placement.
- **Walk:** Students who live within 1.5 miles of their school assignment and do not qualify for transportation.

Transportation Notes

- **King Arts:** Students enrolled at King Arts may receive transportation under [policy 4:112](#). Should the policy remain in effect during the FY27 school year, transportation of magnet school students may be provided for a fee.
- **Haven and Nichols:** Currently, the district does not provide transportation to Haven and Nichols students except for special circumstances: IEP, homeless, etc.

- **ACC Placement:** Students who do not live in Oakton's attendance boundary but go there for the ACC program. The district is not required to provide transportation to these students but may provide transportation under [policy 4:112](#).
- **Bus:** Students whose shortest walk distance to school is ≥ 1.5 miles. The district does not currently provide transportation to students in grades 6-8 with the exception of Chute Middle School since safe, adequate public transportation is not available.
- **Hazard:** Students whose shortest walk distance to school is < 1.5 miles and who would cross an IDOT approved hazard.
- **Not in D65:** Students that do not live in the district and will most likely receive transportation under Section 45/1-15 of the Education for Homeless Children Act.
- **Park, Rice, JEH:** Placeholder for students enrolled in these three programs. Students in these programs may or may not receive transportation. Park Students are generally transported in accordance with their IEP. JEH/Family Center students do receive transportation but the district is not required to provide Pre-K transportation. On average, about 60% of JEH/Family Center students receive transportation.
- **STEP Placement:** Students who are enrolled in STEP not at their neighborhood school and do not have transportation as part of their IEP. Many of STEP students fall under the SpEd Transportation category.
- **SpEd Transportation:** Students who have transportation requirements as part of their IEP.
- **TWE Placement:** Students (non-native Spanish speakers) enrolled in the TWI program not at their neighborhood schools. Transportation of these students may be provided under [policy 4:112](#).
- **TWS Placement:** Students (native Spanish speakers) enrolled in the TWI program not at their neighborhood school. Transportation of these students is required as the TWI program is how these students receive their required EL services.
- **TWX Placement:** Students (native Spanish speakers who have become English proficient and are no longer EL) enrolled in the TWI program not at their neighborhood school. Transportation for these students will most likely continue to be provided regardless of their EL status.
- **Walk:** Students whose shortest walk distance to school is < 1.5 miles and who do not cross an IDOT approved hazard.

Appendix D: King Arts Enrollment Map



Appendix D: Baseline Enrollments with Racial Demographics and Program Assignments by 2026-27 Home School Excluding Park, Rice, JEH, STEP/RISE and Out of District.

Attendance Area School	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White	TWE	TWS	TWX	ACC	Total	Max Enrollment (All Foster and BRMS)	Util TWI	Util Neighb
Chute Middle School		34	169	167		52	1	191	1	1			614			
Dawes Elementary School		11	87	94		35	2	93	44	44	19	6	322			
Dewey Elementary School	3	33	104	82		49		138	46	30	20	5	409			
Foster School	1	13	186	153		27		55	16	89	19	8	435	554	84%	108%
Haven Middle School		34	113	112		75		359	1	9	2		693			
Kingsley Elementary School		4	7	17		20		134	6	5	3		182			
Lincoln Elementary School		29	78	92	1	46		171	16	37	14	9	417			
Lincolnwood Elementary School		1	7	13		16		145	6	3	2		182			
Nichols Middle School	2	27	128	180	1	77	1	285	1	3	2		701			
Oakton Elementary School		15	163	86		35		117	43	33	11	44	416			
Orrington Elementary School		24	14	19		36		154	7	5	4		247			
Walker Elementary School		36	59	74		57		161	16	17	11		387			
Washington Elementary School		7	92	110		47		155	80	51	26		411			
Willard Elementary School		6	9	21		18		171	23	2	7		225			

Appendix E: Transportation Impact Summary Chart by Scenario

Scenario	Transportation	ACC Placement	Bus	Scenario - Baseline Walk	Hazard	Scenario Hazard - Baseline	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk	Scenario Walk - Baseline Walk
0	Totals	28	359		437		20	283	3	174	75	66	41	4575	
1A	Total	28	359	0	437	0	20	283	3	174	75	66	41	4575	0
1B	Total	28	359	0	437	0	20	283	3	174	75	66	41	4575	0
2D	Total	28	425	66	505	68	20	283	3	174	75	66	41	4441	-134
2F	Total	28	359	0	437	0	20	283	3	174	75	66	41	4575	0
3D	Totals	28	359	0	599	162	20	283	6	187	65	33	28	4996	421
3B	Total	28	361	2	537	100	20	283	2	174	64	32	29	4531	-44
4F	Total	32	360	1	1048	611	20	283	6	174	71	46	34	3987	-588