

Enrollment Monitoring Committee

Community Forum

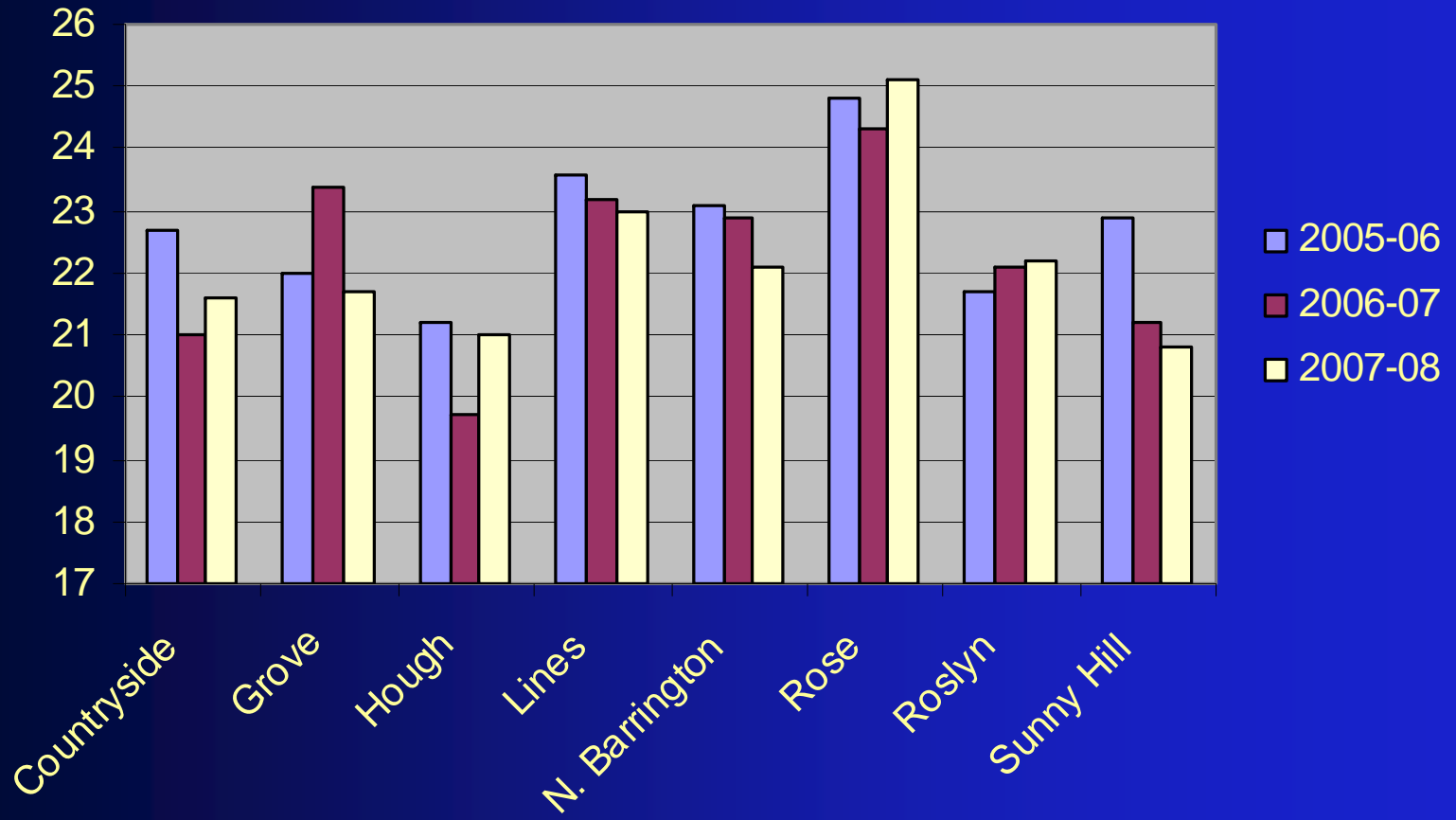
October 30, 2007

Why was the EMC created?

- To deal with class sizes that exceed district guidelines
- To plan for projected increases in enrollment
- To ensure equitable educational experiences for students throughout the district.

School Capacity Issues

(average students per classroom)



EMC Membership

Countryside School

Ron Hinkle
Vickie Huff
Tom Lidbury

Grove Avenue School

John Lee
James O'Leary
Chris Tabb

Hough Street School

John Kolasinski, Sr.
Peggy Moston
Jonathan Nyland

Arnett C. Lines School

Christa Boncimino
Sue Randall
Bradley Rouse

North Barrington School

Barry Altshuler
Diane Corbett
Carol Rolfs

Barbara Rose School

Bob Kinton
Elizabeth Rojek
Joe Ruffolo

Roslyn Road School

Margo Asta
Carol Bier-Laning
Barbara Laughlin-Karon

Sunny Hill School

Angela Cook
Mark Hampson
TBD

Members At-Large

Tricia Davis
Sarah Sander

Administrative Representatives

Michael Gilmore
Scott Kasik
Louise Robb
Marilyn Schick
Craig Winkelman

Board of Ed. Appointees

Jane Dawson
Sandra Ficke-Bradford
Harold Hoffman
Peter Jakopin
Robert King
Joann Robbins
Laurie Whitmer

Board of Education Representatives

Penny Kazmier
Jeff Nordquist

Facilitator

Mary Tudela

EMC Leadership

Co-Chairs:

Sandra Ficke-Bradford and Joe Ruffolo

- Correspondence Secretary: Diane Corbett

- District Liaison: Carol Bier-Laning

- Data Analysts: Ron Hinkle and John Lee
Harold Hoffman

- Facilitator (non-voting): Mary Tudela

The EMC Charge

- The District 220 Board of Education charges the Enrollment Monitoring Committee with the responsibility to present its recommendations for the realignment of the attendance boundaries governing the 8 existing elementary schools on or before the first scheduled school board meeting in January of 2008, to be effective with the beginning of the 2008-09 school year.

EMC's First Six Months

- Toured all district 220 schools
- Established governance and officers
- Familiarized ourselves with legal issues, principles and the law
- Developed work plan timeline
- Understood true school capacities
- Evaluated projection data
- Invested ~1500 people-hours



EMC Guiding Principles

Guiding Principles 1 - 3

- Identify areas of growth and enrollment trends and consider this in development of recommendations
- The EMC will be guided by the efficient and effective use of school facilities and educational programs.
- The EMC will strive to distribute student population to insure equal access to quality and program availability for all children.

Guiding Principles 4 - 6

- The EMC will attempt to assign students to the school closest to their home.
- The EMC will minimize busing to the extent possible.
- The EMC recommendations will be aimed at providing school assignments where children from the same neighborhoods will progress through the system together whenever possible.

Guiding Principles 7 - 9

- The EMC will attempt to preserve neighborhood identities within a school to the greatest extent possible.
- The EMC will maximize the stability of attendance area boundaries for future years in order to minimize long-term change for students and parents in district 220.
- The EMC will attempt to divide the attendance areas using natural (rivers, forest preserves, etc.) and man-made (major roads) boundaries when possible.

Guiding Principles 10 - 12

- The EMC will follow legal principles set for by Federal law, State law and the Illinois School Code in establishing attendance boundaries.
- The EMC recommendations shall be in line with District 220 Board of Education Policy.
- The EMC will consider the viewpoints of District 220 residents when developing attendance boundary scenarios through effective communication with residents.

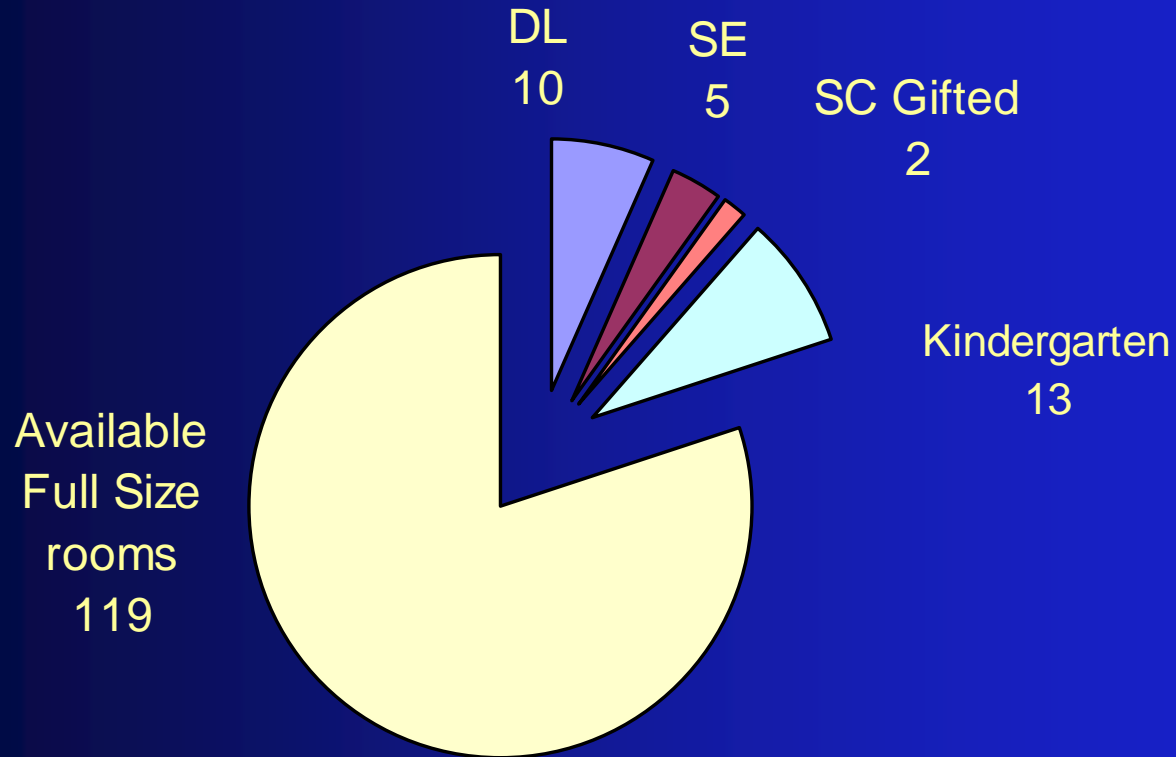


EMC Capacity Analysis

School Utilization Overview

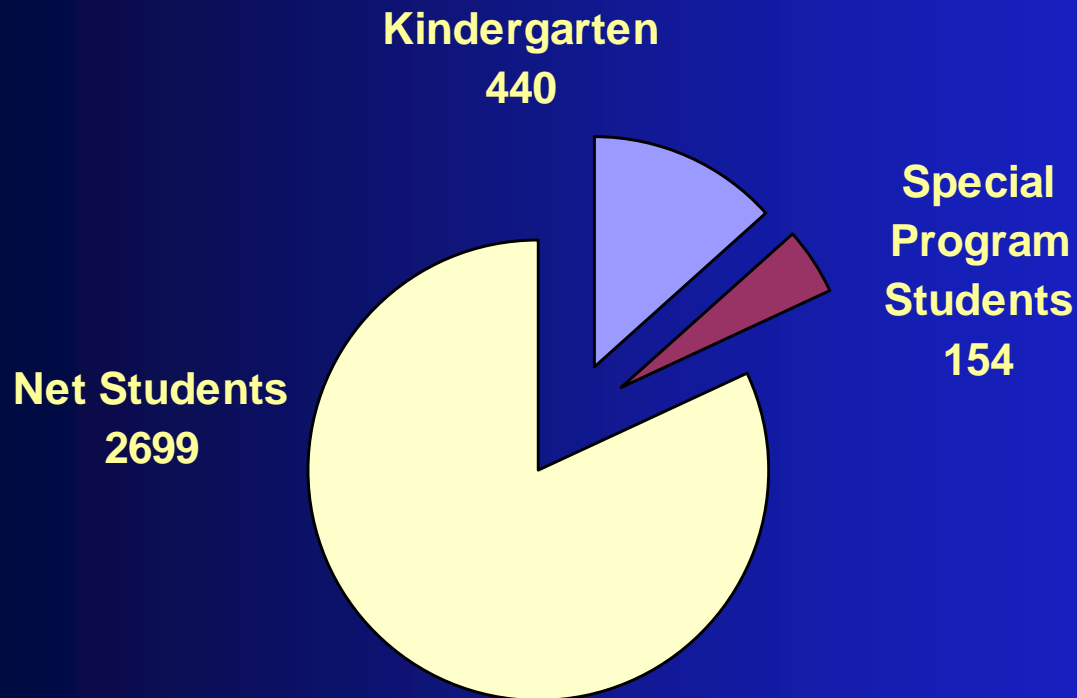
- Students per classroom used as the measure
- Equitable distribution is 22.7 students per classroom
- Demographic projections based on Kasarda 2007 B
 - Proven history with Kasarda
- School capacity based on net classrooms
 - 17 rooms used for special programs
- School usage based on net students
- Kindergarten excluded from analysis
 - Attendance less predictable

Net Classroom Capacity



Total Rooms: 149

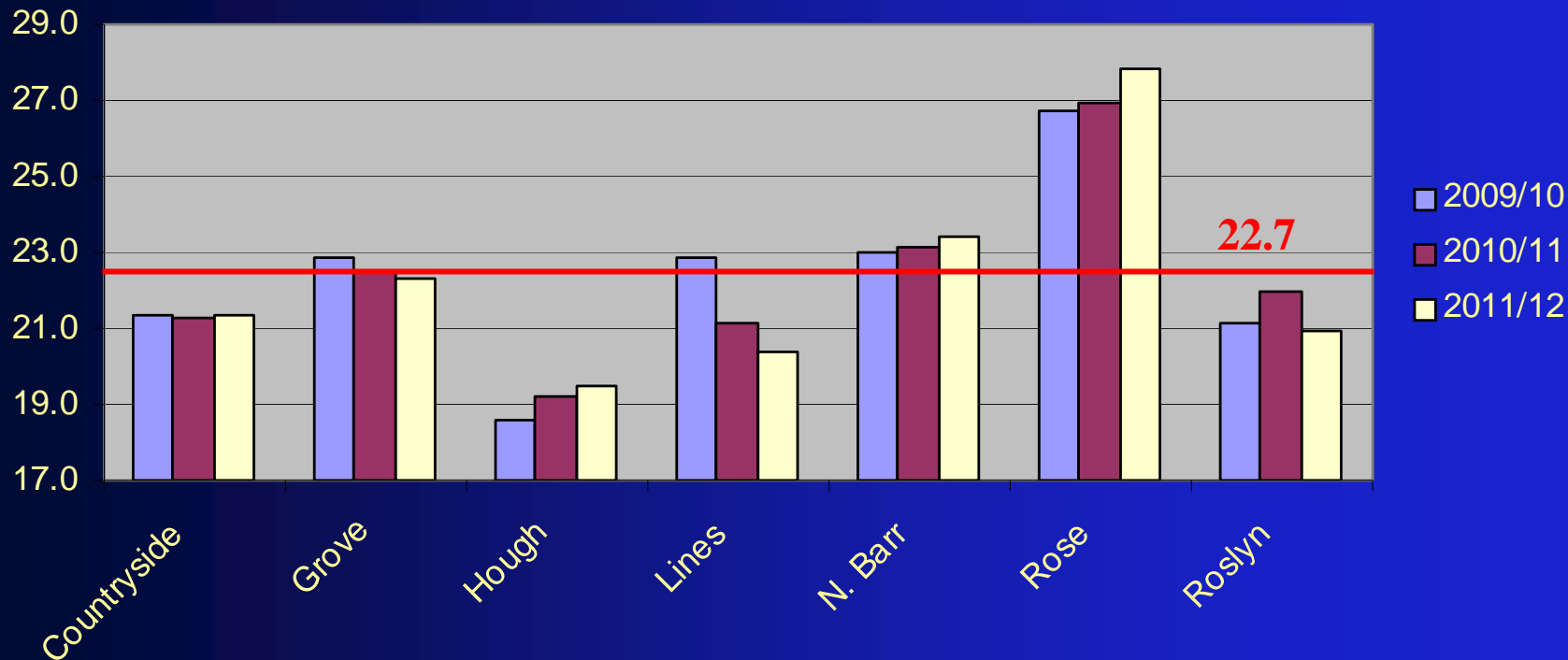
Net Classroom Usage



Total Students: 3293

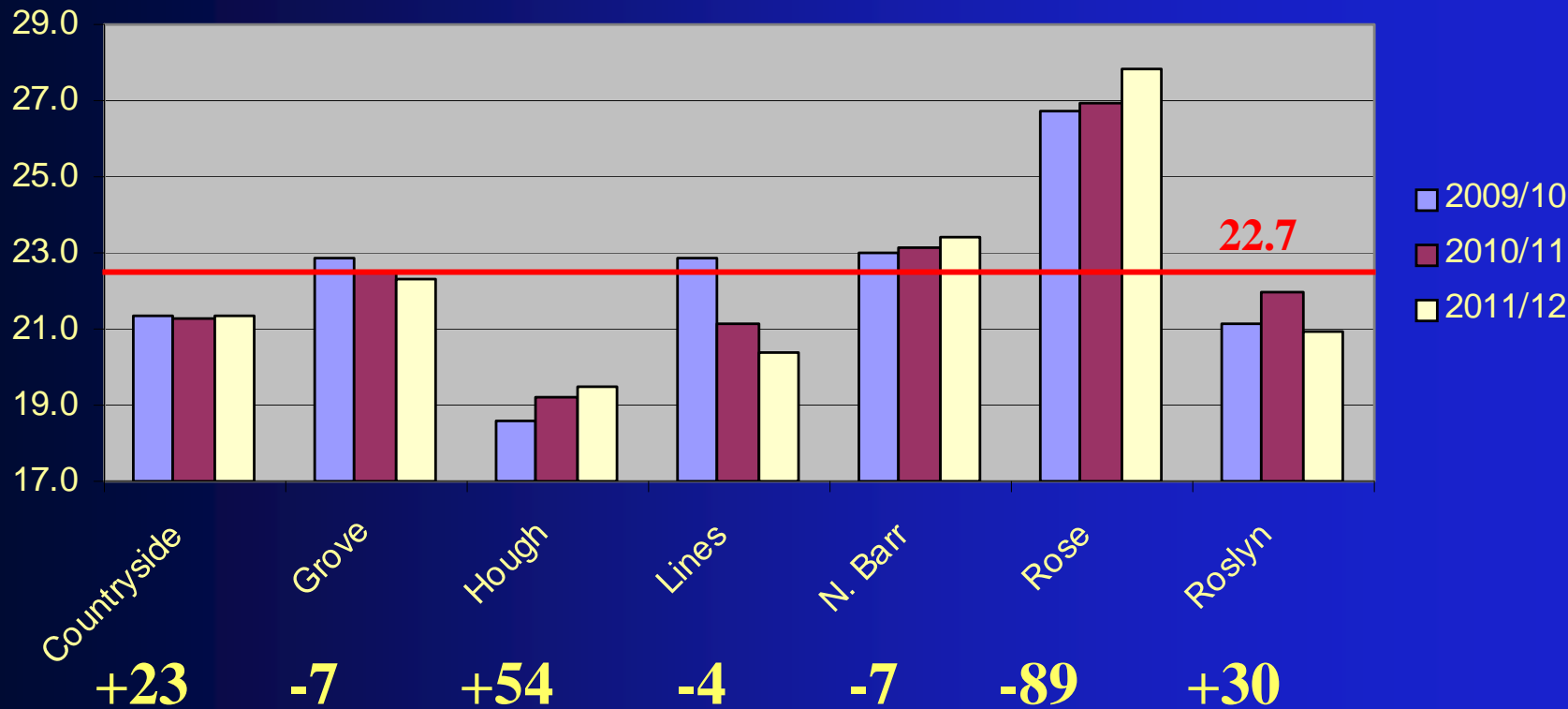
School Capacity Issues

(average students per classroom)



School Capacity Issues

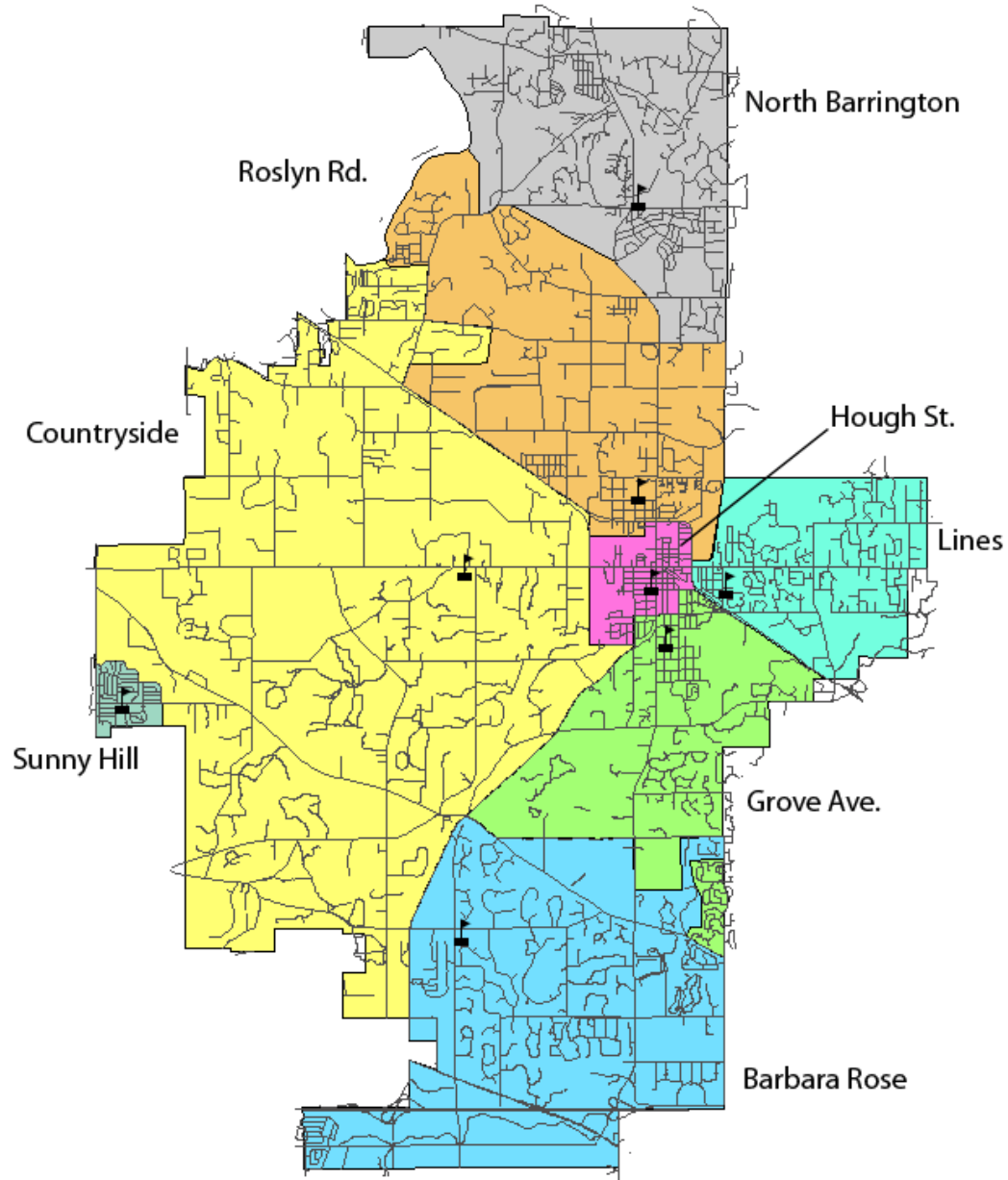
(average students per classroom)

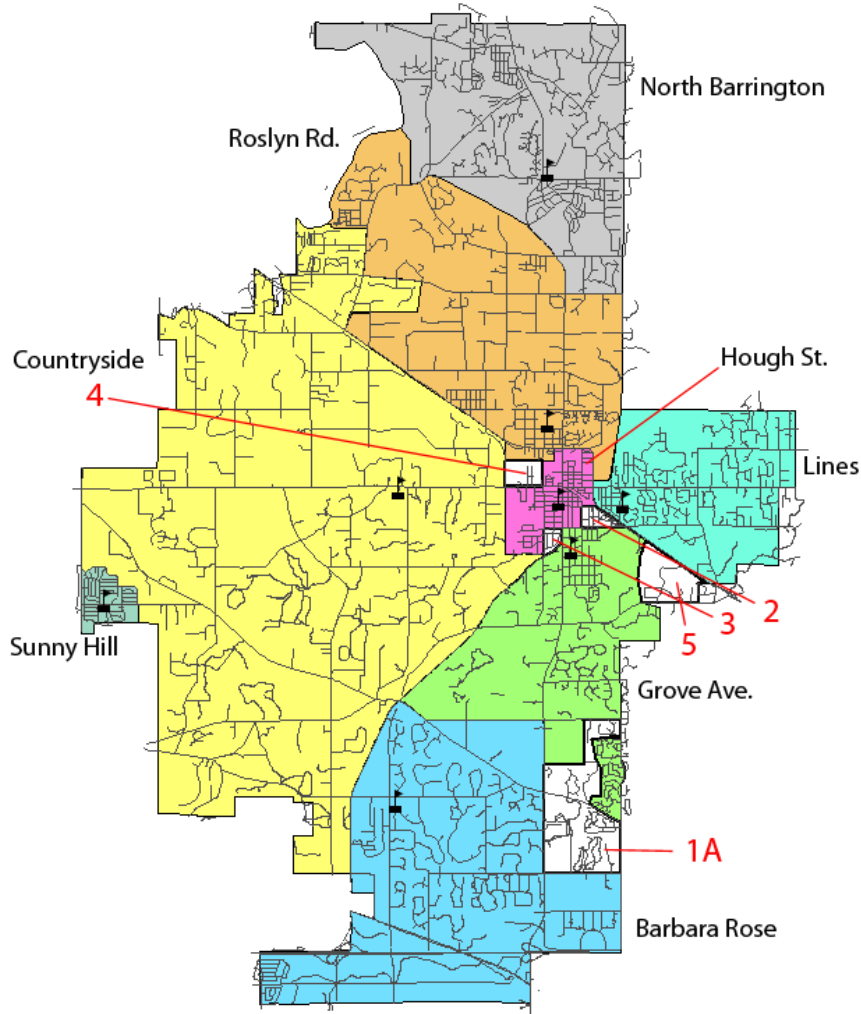




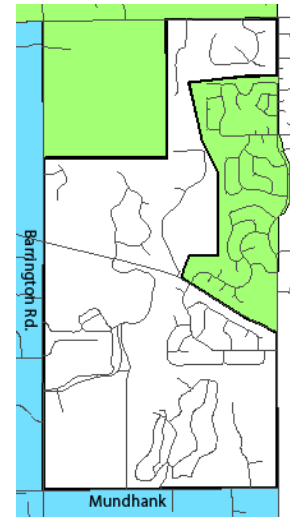
EMC DRAFT Proposals

CUSD220 Current Elementary Attendance Areas - 10/26/07

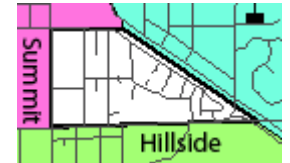




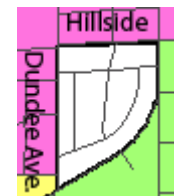
1A – North of Mundhank,
East of Barrington Rd.,
South of Palatine Rd. --
moving from Barbara
Rose to Grove Ave.



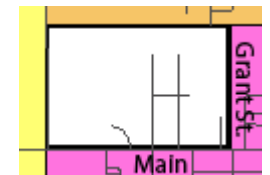
2 – North of Hillside, South of
NW Hwy., East of Summit --
moving from Grove Ave. to
Hough St.



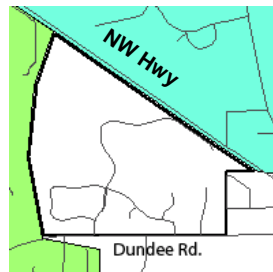
3 – South of Hillside,
East of Dundee Ave.,
West of Route 59 –
moving from Grove Ave. to
Hough St.



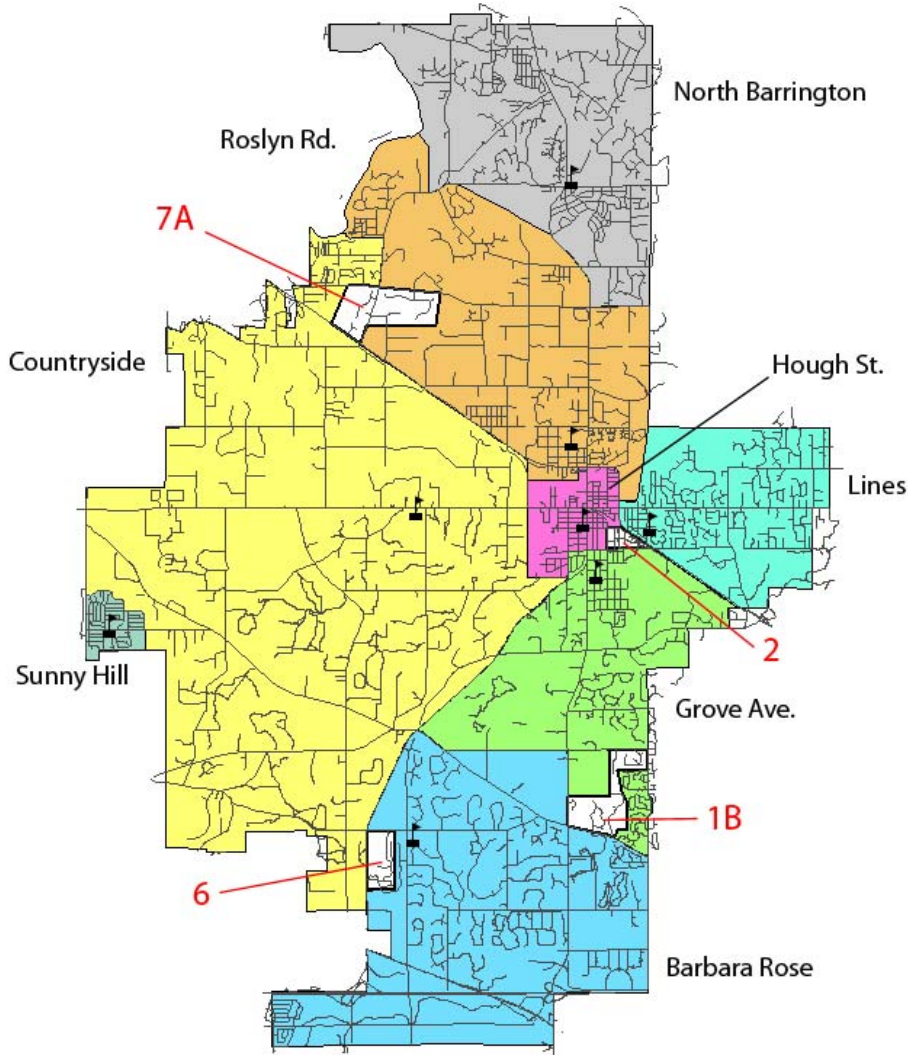
4 – North of Main St., East of
BHS, West of Grant St. –
moving from Hough St. to
Countryside.



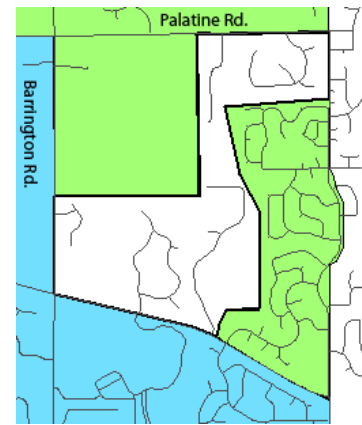
5 – North of Dundee Rd., East of
Eastern Ave., South of NW Hwy –
moving from Grove Ave. to Lines.



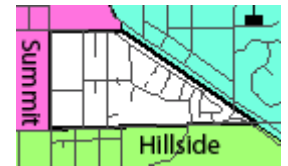
CUSD220 Draft of Proposed Attendance Boundaries - Map B - 10/26/07



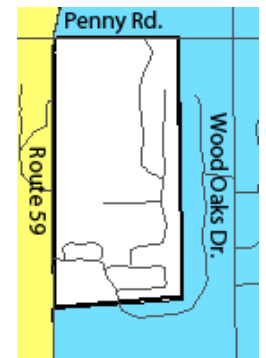
1B – North of Algonquin Rd., East of Barrington Rd., South of Palatine Rd. – moving from Barbara Rose to Grove Ave.



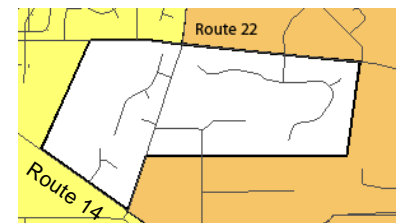
2 – East of Summit, North of Hillside, West of Route 14, South of Russell St. – moving from Grove Ave. to Hough St.

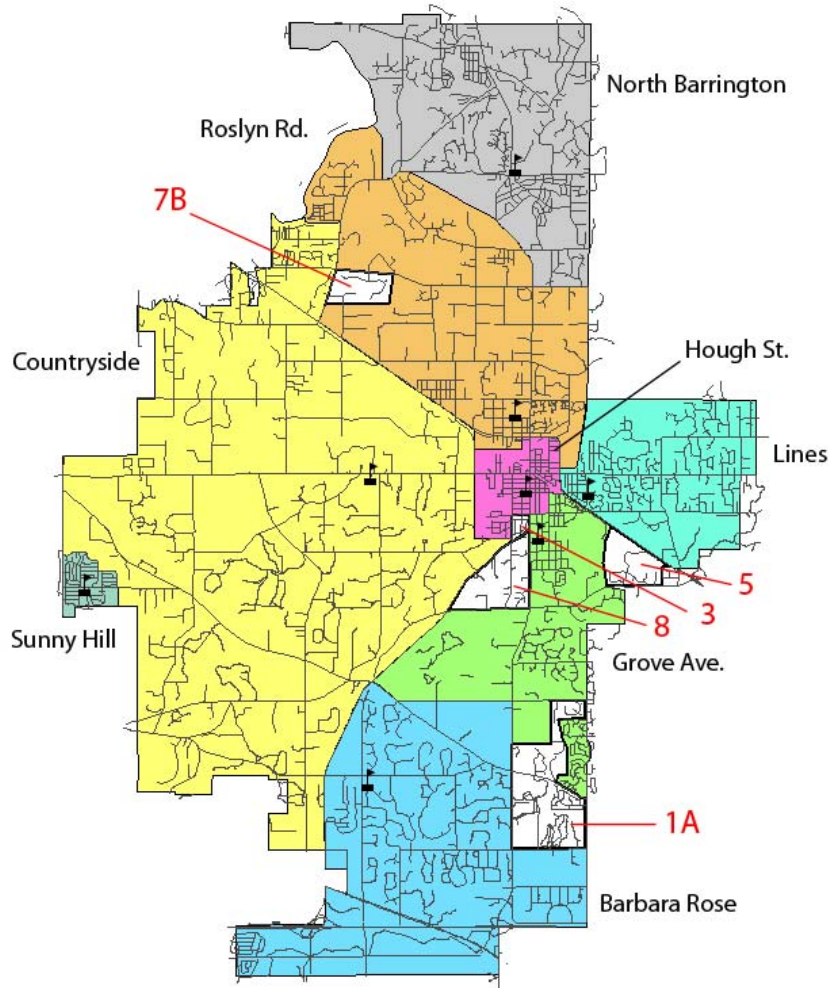


6 – East of Route 59, West of Wood Oaks Dr., South of Penny Rd. (Executive & Estate Collection Homesites) – moving from Barbara Rose to Countryside.

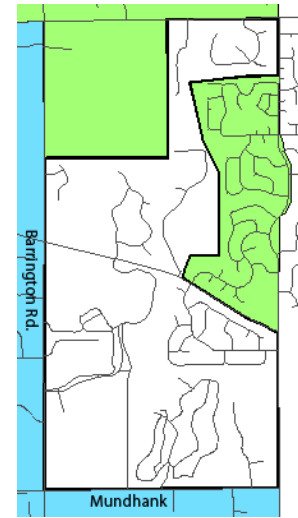


7A – South of Route 22, North of Route 14 (Savannah & Pheasant Ridge subdivisions) – moving from Countryside to Roslyn Rd.

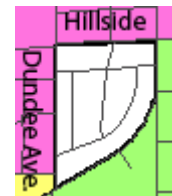




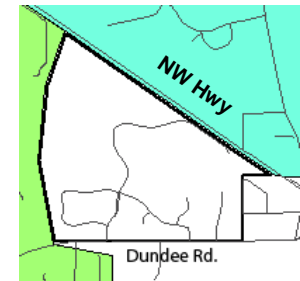
1A – North of Mundhank, East of Barrington Rd., South of Palatine Rd. – moving from Barbara Rose to Grove Ave.



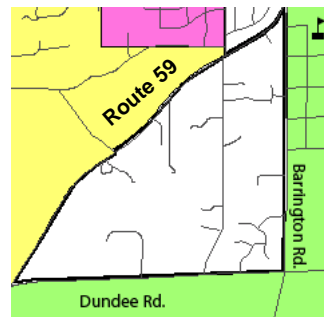
3 – South of Hillside, East of Dundee Ave., West of Route 59 – moving from Grove Ave. to Hough St.



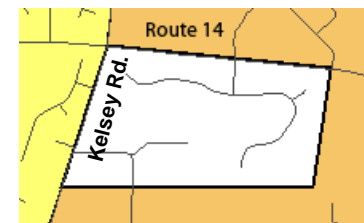
5 – North of Dundee Rd., East of Eastern Ave., South of NW Hwy – moving from Grove Ave. to Lines.



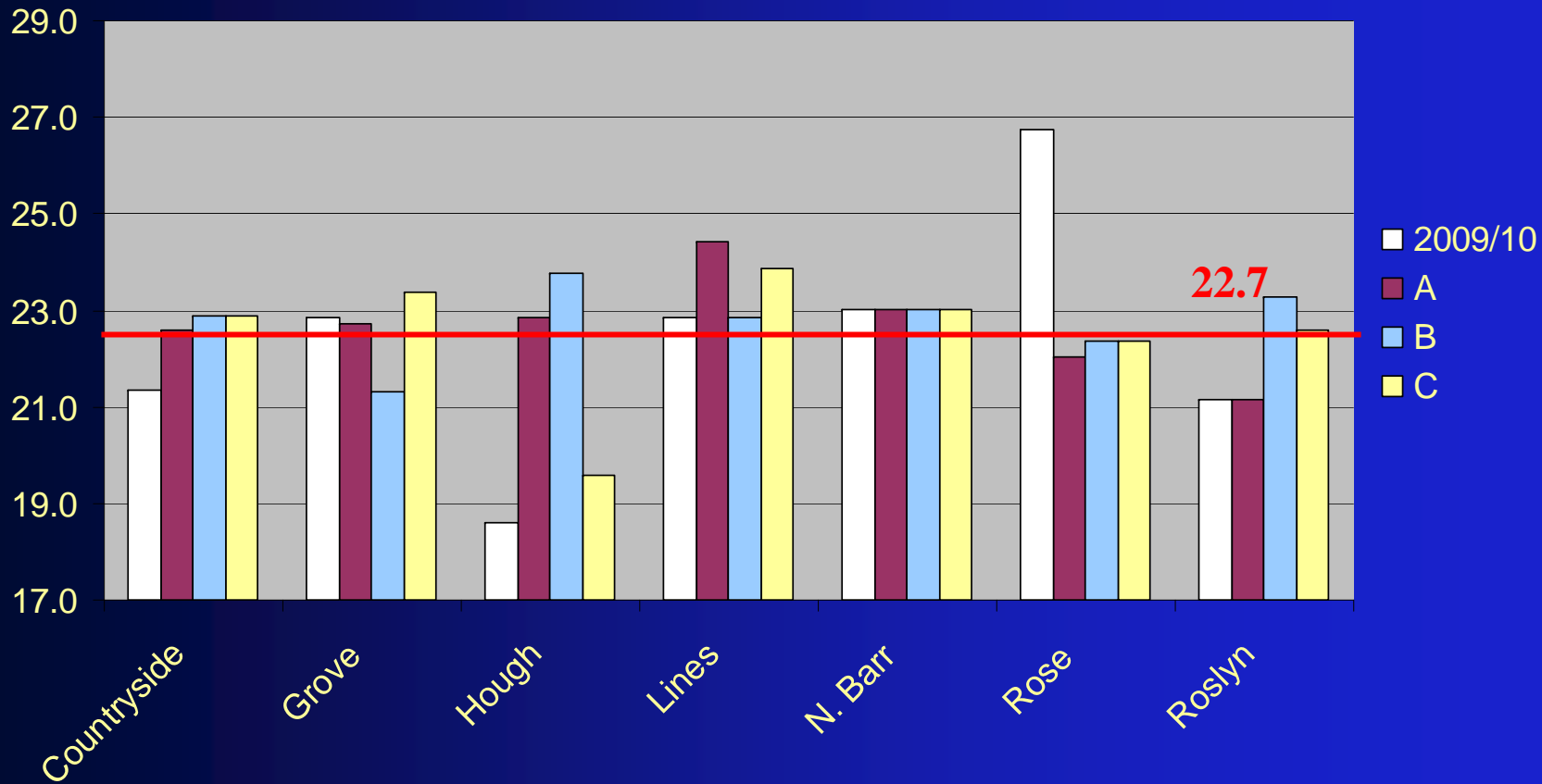
8 – North of Dundee Rd., West of Barrington Rd., Southeast of Route 59 – moving from Grove Ave. to Countryside.



7B – South of Route 22, East of Kelsey Rd. (Savannah subdivision) -- moving from Countryside to Roslyn Rd.



Proposal Impact



Next Steps (after October 30, 2007)

- *Recommendation* to the school board in January
- EMC continues to meet regularly to modify the proposals
 - Kasarda projection updates
 - Community Feedback
 - EMC email: EMC@cusd220.org



Backup Slides

Resulting Capacity

	Countryside	Grove	Hough	Lines	North Barr	Rose	Roslyn	Sunny Hill
2009/2010								
Classrooms Full Size	22	23	14	24	22	22	22	24
DL rooms	2	2	0	2	2	0	2	2
SE rooms	1 + (1)	0	0	2	0	0	2 + (1)	-2
Self-contained Gifted rooms			2					
Kindergarten rooms	2	2	1	2	2	2	2	4
Available Full Size rooms	17	19	11	18	18	20	16	18
09/10 students Kasarda	483	540	261	504	497	591	417	538
KG students Kasarda	66	71	33	64	66	83	57	81
1st-5th DL students	26.7	10.9	0.8	28.9	11.9	11.2	28.5	104
Gifted SelfCon'd students			35					
Net 1st-5th students	390	458	227	411	419	497	332	353
1st-5th students/room	23.0	24.1	20.7	22.8	23.3	24.8	20.7	19.6
	<i>All enrollment projection data are from Kasarda Series B, July 2007.</i>							
1 + (1)	Countryside uses one full & one 2/3 size room for Special Ed.							
2 + (1)	Roslyn uses two full & one 2/3 size room for Special Ed.							
-2	Sunny Hill uses two small rooms for Special Ed.							
***	Kindergarten Dual Language is a rough estimate.							

Sunny Hill

- Limited English Proficiency classes are limited in size by law to 90% of monolingual classes
- Students need smaller class sizes due to vocabulary and background knowledge issues
- NCLB requires that all schools meet AYP. Early intervention has helped Sunny Hill meet AYP.
- Currently Barrington High School is not meeting AYP in the following sub-categories:
Hispanic, Students with Disabilities, and Economically Disadvantaged

School Capacity

- Determine full size classrooms available 149
 - Excluding Kindergarten and Sunny Hill
- Subtracted district program classrooms -17
 - DL-dual language -10
 - SE-Special Education -5
 - Self-Contained Gifted -2
 - EL-Early Learning -0
- Subtracted Kindergarten classrooms -13
- Calculated net full size classrooms available 119

School Usage

- Determined K-5 aged students 3293
 - Excluding Sunny Hill
- Subtracted Kindergarten students -440
- Subtracted special program students -154
- Calculated Net 1st-5th students 2699

Equitable Distribution

- $2699/119 = 22.7$ students per classroom