



January 19, 2006

**To: Board of Education Long Range Planning Committee**

**From: Mary Gulbrandsen**

**Subject: Final Reports of the East and Memorial/West Task Forces**

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I am pleased to present to you the final reports from the East and the Memorial/West Demographics and Long Range Facility Needs Task Forces. The Board of Education established these committees last summer. The representatives were selected in early September and they have been working diligently since that time. I and all the members of the MMSD staff who have worked with these task forces have been overwhelmingly impressed with the participants' commitment to the work, and their tireless energy to study, think, analyze, participate and make decisions for the benefit of the students in the MMSD. They have personally received phone calls, email messages, letters and personal contact from the communities that they represent and taken the time to listen and respond. They have been respectful of one another, disagreed, agreed, laughed and shared. It has been a pleasure to work with each of them.

Rita Applebaum and Jane Belmore have been terrific facilitators and it has been a joy to work with them again. Thank you for your appointment of them.

There are still many decisions for you to make and we are ready to respond to your questions as you proceed. For all of the information related to the work of the two task forces please see: <http://www.madison.k12.wi.us/boe/longrange/>



## **EAST ATTENDANCE AREA DEMOGRAPHICS AND LONG RANGE FACILITY NEEDS TASK FORCE**

### **Report to the Board of Education Long Range Planning Committee**

**January 23, 2006**

#### Executive Summary

1. The East Attendance Area Task Force presented its preliminary report to the Board of Education Long Range Planning Committee on December 19, 2005. The preliminary report contained detail on the creation of the Task Force, issues, charge, timeline, summaries of the meetings of the Task Force, the Community Forums, the struggles and challenges facing the Task Force, and a set of preliminary options.
2. The East Attendance Area Task Force met on December 22, 2005 and finalized their options. Task Force members also began work on a position paper, "Rationale for Removing School Closings from Consideration."
3. Final Options:
  1. Move Affiliated Alternatives to Marquette/O'Keeffe
  2. Move MSCR to Emerson
  3. Adjust the East Area middle school feeder pattern as a method to reduce the low income percentage at Sherman and increase enrollment at O'Keeffe, and move the undeveloped areas in the Milwaukee Street area from the LaFollette area to the East area.
  4. Give members of the Board of Education the opportunity to select one of the following three ideas to address under-enrollment and income disparity among the north area elementary schools:
    - 1) E-27-2 moves 181 students among Gompers, Lake View, Lindbergh, and Mendota
    - 2) E-27-3 moves 212 students among Gompers, Lake view, Lindbergh, and Mendota,  
**OR**
    - 3) Move all 57 Packers Townhouse students to Gompers
4. Beginning on page four of this document, each option is listed separately followed by supporting documentation for that option. A position paper, written by members of the East Attendance Area Task Force, entitled "Rationale for Removing School Closings from Consideration" may be found following the options.
5. Additional general documentation consisting of:
  - Enrollment Projections and Maximum Physical Plant Capacity-Elementary
  - Enrollment Projections and Maximum Physical Plant Capacity-Middle and High
  - Free and Reduced Lunch Status Percentages by School
  - Summary of Developments
6. Executive Summary of the East Attendance Area Task Force Preliminary Report to the Long Range Planning Committee on December 19, 2005

# EAST ATTENDANCE AREA DEMOGRAPHICS AND LONG RANGE FACILITY NEEDS TASK FORCE

## Report to the Board of Education Long Range Planning Committee

January 23, 2006

### Membership of the East Attendance Area Task Force

<u>*School</u>	<u>Representative</u>	<u>Alternate</u>
Emerson	Linda Galang	Michelle Rawlings
Gompers	Amy Riedemann	
Hawthorne	John Fortier	Tracy Hines
Lake View	Steve Marshall	Robert Godfrey
Lapham	Mike Wygocki	Matt Calvert
Lindbergh	Tonja Prodehl	
Lowell	Maria (Mimi) Doyle	
Marquette	Laura Chastain	Kimberly Neuschel
Mendota	Michelle Brokaw	Mike McCabe
Sandburg	Lisa Kind (resigned)	
Black Hawk	Jill Jokela	
O'Keeffe	David Wallner	Josh Day
Sherman	Vicky Nelson	Angela Nash
Shabazz	Kim and Richard Karlin-Kamin	
East	Brenda Robinson	
East student	Rebecca Berkenstadt	
Affiliated Alternatives	Gloria Marquardt	
Community Member	Pat Mooney	

<u>Principals</u>	<u>*At Large Representatives</u>	<u>Research and Evaluation</u>	<u>Chair</u>
Karen Seno	James Howard	Kurt Kiefer	Loren Rathert
Nancy Yoder	Chia Vang		
Ed Holmes	Ramona Natera		

### \* Voting members

<u>Invited Observers</u>	<u>Staff to the Task Force</u>
Alderpersons	Rita Applebaum
Neighborhood Association Representatives	
Board of Education Members	
All East Attendance Area Principals	
All East Attendance Area PTO Presidents	

## Acknowledgement

Without the conscientious hard work and serious discussions among the East Area Task Force members, this group could not have developed such insight and depth of understanding of the complex issues assigned to it by the Board of Education. East Area Task Force members reviewed numerous documents, tables, maps, and other data related to current and future student enrollment, school building space utilization, the financial and personal costs of closing a school, busing, pairing of schools, district budget impact, the benefits of small class size and schools without large concentrations of low-income students. Members came to meetings prepared with information from their constituencies and prepared for challenging discussions and decisions. Task Force members appreciate the opportunity to participate and contribute to the difficult decisions facing the Board of Education, and we appreciate the time and dedication given to this task by members of the East Area Task Force

## Background

The Board of Education adopted the specific issues to be addressed by the East Task Force, the charge to the Task Force, timeline, and process.

### Specific Issues to Address

- ◆ Under-enrollment at certain elementary and middle schools
- ◆ High enrollment at other elementary schools
- ◆ Income disparity among schools
- ◆ Projected growth

### Charge to the Task Force

Recommend to the Board of Education Long Range Planning Committee up to three options regarding the use of district owned facilities in the East Attendance Area that will provide stability for at least five years. Options may include but are not limited to

- ◆ Revising school boundaries
- ◆ Closings
- ◆ Restructuring programs
- ◆ Pairings
- ◆ Use of buildings for a range of district or non-district purposes, including shared use.

### Timeline

September 2005	Appointment of members and first meeting
December 19, 2005	Preliminary report
January 30, 2006 (tentative)	Recommendations to Long Range Planning Committee
February 6, 2006 (tentative)	Recommendations to the Board of Education

## Process

1. Analyze the district-owned space in the attendance area.
2. Review the number of students and demographic make-up of the student body in the attendance area currently and over the next five years.
3. Understand and use the criteria adopted by the Board of Education to plan space usage as recorded in the following documents:
  - Definitions: Purposes of Enrollment Calculations
  - Maximum Physical Plant Capacity Worksheet
  - Considerations when Redrawing Boundary Lines
  - Process for Dealing with Overcrowded Schools
  - Process for Dealing with Elementary Schools with Declining Enrollment
4. Review the 2004-05 options presented to the Long Range Planning Committee and currently on the website.
5. Discuss other options to address the identified issues and Task Force charge,
6. Develop recommendations to Long Range Planning Committee: BOE in January 2006.

## FINAL OPTIONS

### 1. Move Affiliated Alternatives to Marquette/O'Keeffe

The Alternative Programs currently at Brearly Street consist of SAPAR, Cluster, AERO, Work and Learn, and Wee Start.

Steve Hartley, Director of Alternative Programs, met with the East Area Task Force and East Area principals in order to determine potential locations for the Alternative Programs.

Working with the principals, space was identified in the Marquette/O'Keeffe building to house the Alternative Programs. The LEAP Program, Audiologist Program and Assistive Technology Program would be relocated. The alternative programs would move into the north corner of O'Keeffe. Wee Start would move to rooms 118, 119A, 119B, and 120 at Marquette. Approximate costs for program move are \$117,000.

The following pages contain detail on:

- a. Alternative Program Considerations
  - ADA Considerations; handicap accessibility issues for single site programs
  - Daycare space considerations
- b. Space requirements for the programs
- c. Ideas for Relocating Affiliated Alternatives and MSCR

This document lists five ideas for Relocating Affiliated Alternatives. Number II refers to the Marquette/O'Keeffe site and is the idea selected by the Task Force in this option.

**Space Needs for Affiliated Alternatives  
(SAPAR, Cluster, AERO, Work & Learn, and Wee Start)**

**Lapham, Marquette/O'Keeffe, Emerson, Lowell**

**East Area Planning Task Force  
December 22, 2005**

**I. Americans with Disabilities Act (ADA) Considerations**

SAPAR, Cluster, AERO, and the Wee Start Program are single-site programs and must be in handicapped accessible locations. Work and Learn could be in a non-handicapped accessible space because the Park Street Site is handicapped accessible.

Handicapped accessibility includes access to the building, ramps and elevators, bathrooms, doorway size, drinking fountains, fire alarms, automatic doors, and door knobs.

**II. Daycare: Space Considerations  
24 children at any one time**

- Infants: 8 infants to a room
- 2 – 2 ½ year olds: Groups of 12
- Usually regulated to first or ground floors
- Napping children must be within sight or sound of staff
- Sink where staff wash their hands for diaper changes cannot be at the same sink used for food prep (i.e. need 2 sinks per room)
- Preschool room will need access to at least one sink and one toilet
- Access to a kitchen with a sink and dishwasher; also a washer and dryer
- Some East High School teen parents use this daycare.

**Inside:**

Require 35 sq. ft. usable space per child, "exclusive of passageways, kitchens, bathrooms, coat storage areas, offices, storage areas, isolation quarters, staff room, furnace room, parts of rooms occupied by stationary equipment and areas not at all times available to children, including areas used exclusively for large muscle activity, napping or eating."

**Outside: ( 525 sq. ft. + 675 sq. ft. = 1,200)**

- 35 sq. ft. for each child under 2 years old
- 75 sq. ft. for each child 2 yrs. of age and older
- Needs to be enclosed and separate from the school-age playground

### **III. General Program Considerations**

- Central Location: Transportation
- Student competition/distractions (“Attractive Nuisances”: Students need help to stay focused on school; limit peer interactions)
- Principal supervision/leadership
- Shared clerical, support, and teaching staff
- Shared programming by students
- Work site opportunities
- Staff /student parking
- Two computer labs
- Contiguous spaces with easy access to exits and restrooms

### **IV. Cost Considerations**

▪ Elevator	\$350,000
▪ Wall	\$3,000
▪ Install unit ventilator	\$10,000
▪ Outlet, data jack, fire alarm horn/strobe	\$1,750 (One teacher work station)
▪ Computer Lab. 15 students	Building by building, up to \$20,000
▪ Re-Wire Lights	\$2,000
▪ Cut new door	\$4,500
▪ Phone outlet	\$300
▪ Total to split a room	\$24,783
▪ Sink	\$3,000

(Add 15% to each location for contingency, permits)

This does not include asbestos abatement, which needs to be reviewed for each location.





ALTERNATIVE PROGRAMS

545 West Dayton St. ● Madison, Wisconsin 53703-1995 ■ 608.663.1907 ▼ www.mmsd.org

Steve Hartley, Director

Art Rainwater, Superintendent

**AFFILIATED ALTERNATIVES**  
**15 South Brearly Street**

**RENTED SPACE**

Following is a description of the current space for alternative programs located at Brearly Street. This is the minimal amount of space needed. These programs do not have a gym or all-school gathering space. Also not included in these figures is hallway and restroom square footage.

Work and Learn – Brearly Street (60 students)

2 classrooms: 400 sq. ft. each  
1 staff office for 4 teachers: 210 sq. ft.  
1 computer lab: 466 sq. ft.

School-Age Parent Program (30 students)

4 classrooms: 466 sq. ft., 431 sq. ft., 413 sq. ft., 310 sq. ft.

Cluster (12 students)

1 classroom: 495 sq. ft.

AERO (25 students)

2 classrooms: 680 sq. ft. and 567 sq. ft.

Shared Space by all the programs:

Read 180 Computer Lab 611 sq. ft.  
LMC/Meeting Area 1086 sq. ft.  
Art Room 446 sq. ft.  
Cafeteria/Kitchen 1276 sq. ft.  
4 small offices (support staff) 100 sq. ft. each  
1 Main Office 224 sq. ft.  
Staff Room 229 sq. ft.

Wee Start Daycare

5 rooms and an office 1684 sq. ft.

October 24, 2005

S:\Alternatives\Misc\Affil Alternatives - sq ft. doc

# **IDEAS FOR RELOCATING AFFILIATED ALTERNATIVES AND MSCR WITHIN EAST AREA SCHOOLS**

## **NO BOUNDARY CHANGES, AFFILIATED ALTERNATIVES KEPT TOGETHER**

### **I. Affiliated Alternatives Housed at Lapham; MSCR to Emerson or Lowell**

#### **A. Early Childhood Relocated**

##### Description

Kindergarten through 2<sup>nd</sup> Grade stays at Lapham. Early Childhood is relocated (either to Emerson or Lowell.) AERO, Cluster, and Work and Learn would locate on the third floor classrooms. Wee Start and the SAPAR program would locate in the current Early Childhood space and adjacent classrooms 122, 124, 122c.

##### Approximate Costs

- Split room 309: \$25,000
- Add two computer labs in 309B and 311A: up to \$20,000
- Add wall \$6,750, four sinks \$12,000, and doorway \$4,500, for Wee Start
- Some remodeling would be needed for Lapham School to make up for the lost space
- Some possible additional remodeling costs for MSCR
- Total: at least \$68,250

##### Advantages

- Location and transportation for alternative students
- Keeps kindergarten model
- Disrupts few students
- Keeps alternative programs together
- No Emerson or Lowell students displaced

##### Disadvantages

- Loss of space for Lapham School
- Remodeling costs
- Emerson or Lowell remain under capacity (whichever does not have MSCR)
- Relocating Early Childhood program that has been housed at Lapham for several years
- Moving specialized equipment for OT/PT room
- Need for increases supervision
- Challenges for scheduling shared spaces
- Increased traffic

### **B. Grade 2 Relocated to Marquette**

##### Description

Early Childhood, Kindergarten, and 1<sup>st</sup> grade stay at Lapham; 2<sup>nd</sup> graders to Marquette. AERO, Cluster, and Work and Learn would locate to the third floor classrooms. Wee Start would move to kindergarten classrooms 110 and 112. SAPAR would move to classrooms adjacent to Early Childhood 122, 124, 122c.

#### Approximate Costs

- Split room 309: \$25,000
- Add two computer labs in 309B and 311A: up to \$20,000
- A wall \$24,783, two sinks \$6,000, and doorway \$4,500 for Wee Start
- Some remodeling would be needed for Lapham School program to make up for the lost space
- Some possible additional remodeling costs for MSCR
- Total Cost: at least \$80,283

#### Advantages

- Location and transportation excellent for alternative students
- Keeps alternative programs together
- No Emerson or Lowell students displaced

#### Disadvantages

- Loss of space for Lapham School
- Remodeling costs
- Moves approximately 70 second-grade students to Marquette one year earlier current feeder program, developmentally appropriate peers
- Changes current instructional arrangement/focus of K-2, 3-5
- Emerson or Lowell remain under capacity (whichever does not have MSCR)

## **II. Affiliated Alternatives Housed at Marquette/O'Keeffe; MSCR to Lapham**

#### Description:

Grades 3<sup>rd</sup> through 8<sup>th</sup> stay at Marquette/O'Keeffe; LEAP Program, Audiologist Program, and Assistive Technology Program relocated. The alternative programs would move in to the north corner of O'Keeffe. Wee Start would move to rooms 118, 119A, 119B, and 120 at Marquette.

#### Approximate Costs:

- Computer Lab in READ room: up to \$20,000
- Split room 114: \$25,000
- Computer lab 114: up to \$20,000
- ESL area split a room \$24,000; add a wall \$3,000; add 4 data jacks \$7,000
- Rooms 118 and 120: 2 walls, \$6,000 and 6 sinks for \$12,000
- Some possible additional remodeling costs for MSCR
- Total: at least \$117,000

#### Advantages

- Keeps alternative programs together

- Keeps current 3<sup>rd</sup> through 8<sup>th</sup> grade Marquette/O’Keeffe program
- Few students displaced
- MSCR relocated to former location

#### Disadvantages

- Remodeling costs
- Alternative programs would not be in a contiguous space
- It would be very hard to keep the middle school alternative students focused on their program and not on O’Keeffe students
- There would be fewer public transportation options
- This would keep some alternative students from participating in the programs

### **III. Affiliated Alternatives Housed at Emerson; MSCR to Lapham or Marquette**

#### Description

All alternatives (SAPAR with WEE Start daycare, AERO, Cluster, and Work and Learn would locate on the Lower and First Floor levels.

#### Approximate Costs

- Elevator: \$350,000
- Add two computer labs: up to \$20,000
- Add four sinks \$12,000
- Some remodeling may be needed for Emerson School to make up for the lost space
- Some possible additional remodeling costs for MSCR
- Total: at least \$382,000

#### Advantages

- Transportation for alternative students
- Keeps alternative programs together
- MSCR relocated to former location, if Lapham used
- No Lapham/Marquette students displaced
- Uses available space at Lapham or Marquette

#### Disadvantages

- Emerson K-5 over capacity
- Significant remodeling costs due to accessibility concerns

### **IV. Affiliated Alternatives Housed at Lowell; MSCR to Lapham or Marquette**

#### Description

All alternatives (SAPAR with WEE Start daycare, AERO, Cluster, and Work and Learn would locate on the First and Second Floor levels, contiguous wing.

### Approximate Costs

- Elevator: \$350,000
- Additional costs associated with multiple levels on First Floor
- Add two computer labs: up to \$20,000
- Add four sinks \$12,000
- Some remodeling may be needed for Lowell School to make up for the lost space
- Total: at least \$382,000

### Advantages

- Keeps alternative programs together
- MSCR relocated to former location, if Lapham used
- No Lapham/Marquette students displaced
- Uses available space at Lapham or Marquette

### Disadvantages

- Lowell K-5 over capacity
- Significant remodeling costs due to accessibility concerns
- Transportation for alternative students not efficient, will affect participation

NOTE: Two other ideas were described in conversations among task force members and principals. These involve configuring the Marquette/O'Keeffe campus as a K-8 facility and configuring the Lapham building as a K-5 facility. Each is described briefly below.

### Marquette/O'Keeffe K-8

This idea would have all 411 Lapham/Marquette students attend the same campus for grades K-5. The idea would require reassigning approximately eight (8) classrooms from O'Keeffe Middle School to the K-5 grades. O'Keeffe's capacity rate would change from 47% (355 students occupying space for 756 students) to 60% (355 students occupying space for 589 students). The Lapham facility would continue to house the Early Childhood program, all of the Affiliated Alternatives, and, most likely, MSCR. The LEAP program and other districtwide functions may have to be relocated to other sites, such as Emerson and/or Lowell. There may be some decreased transportation costs due to the proportionately larger number of students in the Marquette attendance area who would no longer be bussed for grades K-2 to Lapham.

### Advantages

- Opportunity for older/younger kids to collaborate (reading buddies)
- May be able to share specials staff - more full time teachers
- Utilizes available space more efficiently at Lapham/Marquette/O'Keeffe
- Reduces 3 principals to 2 for a cost savings

### Disadvantages

- Need to remodel/expand Marquette office area to accommodate more staff, students and families
- Large number of students in one building

- Limit the concentrated focus of K-2 and 3-5
- May reduce leadership capacity- 2 elementary principals to 1 principal

#### Lapham K-5

This idea would have all 411 Lapham/Marquette students attend the same campus for grades K-5. This would necessitate relocating the Early Childhood program to another site, perhaps either Emerson or Lowell. The Affiliated Alternatives would be located in the Marquette facility. MSCR would be relocated to either Emerson or Lowell. There may be some increased transportation costs due to the proportionately larger number of students in the Marquette attendance area who would no longer be walking to Marquette school in grades 3-5.

#### Advantages

- Keeps same group of kids together in one building
- Uses available space at each building

#### Disadvantages

- Transportation issues
- Issues with age group similarity of kids in alternative and at O'Keeffe

### **NO BOUNDARY CHANGES, AFFILIATED ALTERNATIVES SEPARATED**

#### **V. Affiliated Alternatives Housed at Lapham/Marquette/O'Keeffe; MSCR to Emerson or Lowell**

#### Description

WEE Start and SAPAR would locate in Lapham. AERO and one computer lab would locate in Marquette. Work and Learn, Cluster, and a computer lab would locate in O'Keeffe. LEAP would move to Emerson or Lowell.

#### Approximate Costs

Similar to idea II above

#### Advantages

- No K-5 students displaced
- Use available space at Lapham, Marquette, and O'Keeffe
- Alternative program located at Lapham match well with younger age students

#### Disadvantages

- Difficult to manage alternative program across multiple sites
- Creates some barriers to instructional collaboration across alternative programs
- Reduces dedicated space for Art, Music, PE, computers currently in Marquette/O'Keeffe
- Scheduling for specials subjects use of facilities more challenging, i.e., sharing gym, LMC, cafeteria

- Student traffic patterns in building may be challenge
- Priority would be given to regular education classrooms which may reduce space needed for some special education programming
- May need to move district wide programs such as audiology and assistive technology to other site(s) due to space needs
- Increased need for supervision
- More traffic and limited parking, especially at Marquette/O'Keeffe

## **VI. Affiliated Alternatives Housed at Lowell/Emerson; MSCR to Lapham or Marquette**

### Description

WEE Start and SAPAR would locate in Emerson all on first floor (and avoid additional accessibility costs by occupying two floors). AERO, Work and Learn, and Cluster would locate in Lowell on one wing occupying two floors. MSCR would locate in Lapham.

### Approximate Costs

- Similar to idea II and III above
- Accessibility costs include a minimum of an elevator (\$350,000) at Lowell
- At least \$450,000

### Advantages

- No K-5 students displaced
- Use available space at Lowell and Emerson

### Disadvantages

- Difficult to manage alternative program across multiple sites
- Creates some barriers to instructional collaboration across alternative programs
- Transportation for alternative students not efficient, will affect participation
- Significant remodeling costs due to accessibility concerns
- Reduces dedicated space for Art, Music, PE, computers currently in Emerson and Lowell
- Scheduling for specials subjects use of facilities more challenging, i.e., sharing gym, LMC, cafeteria
- Priority would be given to regular education classrooms which may reduce space needed for some special education programming
- May need to move district wide programs such as audiology and assistive technology to other site(s) due to space needs
- Increased need for supervision
- More traffic and limited parking, especially at Lowell

Other variations on these options exist. For example, alternative programs could be split across Lapham and Emerson, Lowell and Marquette, or still other configurations. Costs will be highest when siting the alternative programs at either Emerson or Lowell, especially when more than one floor is required for programmatic purposes.

## **2. Move MSCR to Emerson**

Currently housed at Hoyt School, the MSCR program utilizes 12,842 square feet of space including the gym. The space at Hoyt School serves the clerical program support as well as some of the classes and programs.

Emerson Elementary School is not handicap accessible. While the MSCR clerical offices could be housed at Emerson, single site classes and programs as well as registration need to be located in a building that is accessible. Installing an elevator at Emerson in order to make the building accessible would cost \$350,000. There would be other remodeling costs to create appropriate space for MSCR.



# **Madison School Community Recreation (MSCR) Facility Utilization of Hoyt School Building**

Room #	Square Feet
220C	75
220A	140
217	202
230	210
215	184
213	206
213A	182
204E	84
204B	109
204C	138
204A	416
205	844
207	845
221	411
221A	437
223	660
22 (Circled)	427
225	880
226	575
222	855
210	243
212	964
220N	129
220K	165
212B	84
212A	28
Gym	3349
TOTAL	12842

## Building Areas Square Footage 11/2/2005

Average of Area	
Facility Name	SqFt
Administration	84200
Allied	20819
Allis Elementary	82000
Blackhawk/Gompers	104960
Breary	16900
Chavez	88000
Cherokee Middle	89390
Crestwood Elementary	67675
East High	456655
Elvehjem Elementary	71449
Emerson Elementary	70600
Falk Elementary	66525
Franklin Elementary	51760
Glendale Elementary	78875
Hamilton/Van Hise	124977
Hawthorne Elementary	54091
Hoyt Elementary	33900
Huegel Elementary	64000
Jefferson Middle	81029
Kennedy Elementary	67220
LaFollette High	326876
Lake View Elementary	40500
Lapham Elementary	73744
Leopold Elementary	84955
Lincoln Elementary	58822
Lindbergh Elementary	34475
Lowell Elementary	68896
Lussier Stadium	3963
Maintenance / Food Service	67377
Mansfield Stadium	3600
Memorial High	347275
Mendota Elementary	49400
Midvale Elementary	64950
Muir Elementary	69000
O'Keeffe/Marquette	136542
Randall Elementary	61540
Sandburg Elementary	42864
School Forest	6287
Sennett Middle	98300
Sherman/Shabazz	131490
Shorewood Elementary	60950
Spring Harbor	32534
Stephens Elementary	72000
Thoreau Elementary	58500
Toki/Orchard Ridge	111386
West High	351078
Whitehorse/Schenk	118353
Wright	55150
Grand Total	114965

# Status of Madison Metropolitan School District Buildings ADA Accessibility – 1997/1998 2003/2004

- \* Essential functions are defined as office, cafeteria, LMC and gymnasium  
 NT No wheel chair accessible toilets  
 PAA Public Assembly Area  
 ♦ Two-level buildings, each level is physically accessible. However, there is no elevator or wheelchair lift to provide access between levels.

Accessibility Categories.....			Functionally Accessible				Total
Schools EAST	1 No physical access to any level or area	2* Physical access to main level only; some essential function are on inaccessible levels	3* Physical access to all essential functions; some other programs on inaccessible levels	4 Physical access to all levels/areas except one	5 All levels /areas physically accessible; accessibility issues remain	6 All levels/areas are functionally accessible	
East			X	X			
Shabazz						X	
Blackhawk				X			
Gompers						X	
Lake View♦		X					
Lindbergh					X		
Mendota♦		X					
O'Keeffe						X	
Lapham					X	X	
Lowell-NT	X	X					
Marq-NT						X	
Sandburg						X	
Sherman		X				X	
Emer-NT	X						
Hawthorne♦		X				X	
East Area Total	2- 1	4-3	1-0	1- 2	2-1	4-8	14-15

Accessibility Categories.....		
<b>Schools</b> <b>LAFOLLETTE</b>	<b>1</b> No physical access to any level or area	<b>2*</b> Physical access to main level only; some essential function are on inaccessible levels
		LaFollette
		Sennett
		Allis-NT
		Elvehjem
		Glendale
		Whitehorse
		Kennedy
		Schenk
LaFollette Area	± 0	± 2
Total		

<b>Functionally Accessible</b>					
<b>3*</b>	Physical access to all essential functions; some other programs on inaccessible levels	X			
<b>4</b>	Physical access to all levels/areas except one				
<b>5</b>	All levels /areas physically accessible; remain accessibility issues	X			
<b>6</b>	All levels/areas are functionally accessible	X			
<b>Total</b>					

Accessibility Categories.....		Functionally Accessible						
Schools	MEMORIAL	1	2*	3*	4	5	6	Total
No physical access to any level or area	Physical access only; some essential functions are on inaccessible levels	Physical access to all essential functions; some other programs on inaccessible levels	Physical access to all levels/areas except one	All levels /areas physically accessible; accessibility issues remain	All levels/areas are functionally accessible			
Memorial	Memorial							
Jefferson	Jefferson							
Crestwood	Crestwood							
Muir	Muir							
Stephens	Stephens							
Spring Harbor◆	Spring Harbor◆		X					
Toki	Toki			X				
Chavez	Chavez							
Falk	Falk							
Huegel	Huegel							
Orch Ridge	Orch Ridge		X					
Memorial Area Total	Memorial Area Total	0	2	1	1	1	5 6	10-11

20

Accessibility Categories.....			Functionally Accessible				.....
Schools WEST	1 No physical access to any level or area	2* Physical access to main level only; some essential function are on inaccessible levels	3* Physical access to all essential functions; some other programs on inaccessible levels	4 Physical access to all levels/areas except one	5 All levels /areas physically accessible; accessibility issues remain	6 All levels/areas are functionally accessible	Total
West			X				
Cherokee					X	X	
Leopold♦		X				X	
Lincoln				X			
Midvale		X					
Thoreau					X		
Wright						X	
Hamilton						X	
Franklin-NT		X					
Randall-NT	X						
Shorewood			X				
Van Hise						X	
West Area Total	1	3-2	2	1	2-1	3 5	12

Accessibility Categories.....			Functionally Accessible				.....
Schools OTHER	1 No physical access to any level or area	2* Physical access to main level only; some essential function are on inaccessible levels	3* Physical access to all essential functions; some other programs on inaccessible levels	4 Physical access to all levels/areas except one	5 All levels /areas physically accessible; accessibility issues remain	6 All levels/areas are functionally accessible	Total
Allied			X				
Brearily						X	
Doyle Admin					X	X	
Food Service						X	
Hoyt					X		
Lussier						X	
Maintenance						X	
Mansfield		X	X				
School Forest			X				
Total Other	0	1 0	0 3	0	1	3 5	4 9

Accessibility Categories.....			Functionally Accessible				Total
Schools TOTALS	1 No physical access to any level or area	2* Physical access to main level only; some essential function are on inaccessible levels	3* Physical access to all essential functions; some other programs on inaccessible levels	4 Physical access to all levels/areas except one	5 All levels /areas physically accessible; accessibility issues remain	6 All levels/areas are functionally accessible	
East Area	<del>2</del> 1	<del>4</del> 3	<del>1</del> 0	<del>1</del> 2	<del>2</del> 1	<del>5</del> 8	<del>15</del> 15
LaFollette Area	<del>1</del> 0	<del>1</del> 2	2	0	1	3	8
Memorial Area	0	2	1	1	1	<del>5</del> 6	<del>10</del> 11
West Area	1	<del>3</del> 2	2	1	<del>2</del> 1	<del>3</del> 5	12
Other	0	<del>1</del> 0	<del>0</del> 3	0	1	<del>3</del> 5	<del>5</del> 9
Grand Total	<del>4</del> 2	<del>11</del> 9	<del>6</del> 8	<del>3</del> 4	<del>7</del> 5	<del>19</del> 27	<del>50</del> 55

12/8/2003

3. **Adjust the East Area middle school feeder pattern as a method to reduce the low income percentage at Sherman and increase enrollment at O’Keeffe, and move the undeveloped areas in the Milwaukee Street area from the LaFollette area to the East area.**

**Middle School feeder Pattern:** Adjusting the middle school feeder pattern will improve the balance of enrollment, school capacity and percent low income at Sherman and O’Keeffe. The specific area and number of students to be reassigned will need to reflect the Board of Education’s decision regarding the move of Affiliated Alternatives to Marquette/O’Keeffe, as this decision will impact the amount of space remaining at O’Keeffe.

**Milwaukee Street Area:** Currently undeveloped, this area of land in the Schenk Elementary School attendance area (LaFollette) lies adjacent to the East Area. Reassigning the land prior to residential development would not disrupt any families and would positively impact growth issues in the LaFollette area.

## East Area Middle School Reassignment Ideas

Area A: Emerson Elementary Attendance Area East of Packers Avenue

Area B: Hawthorne Elementary Attendance Area North of East Washington Avenue

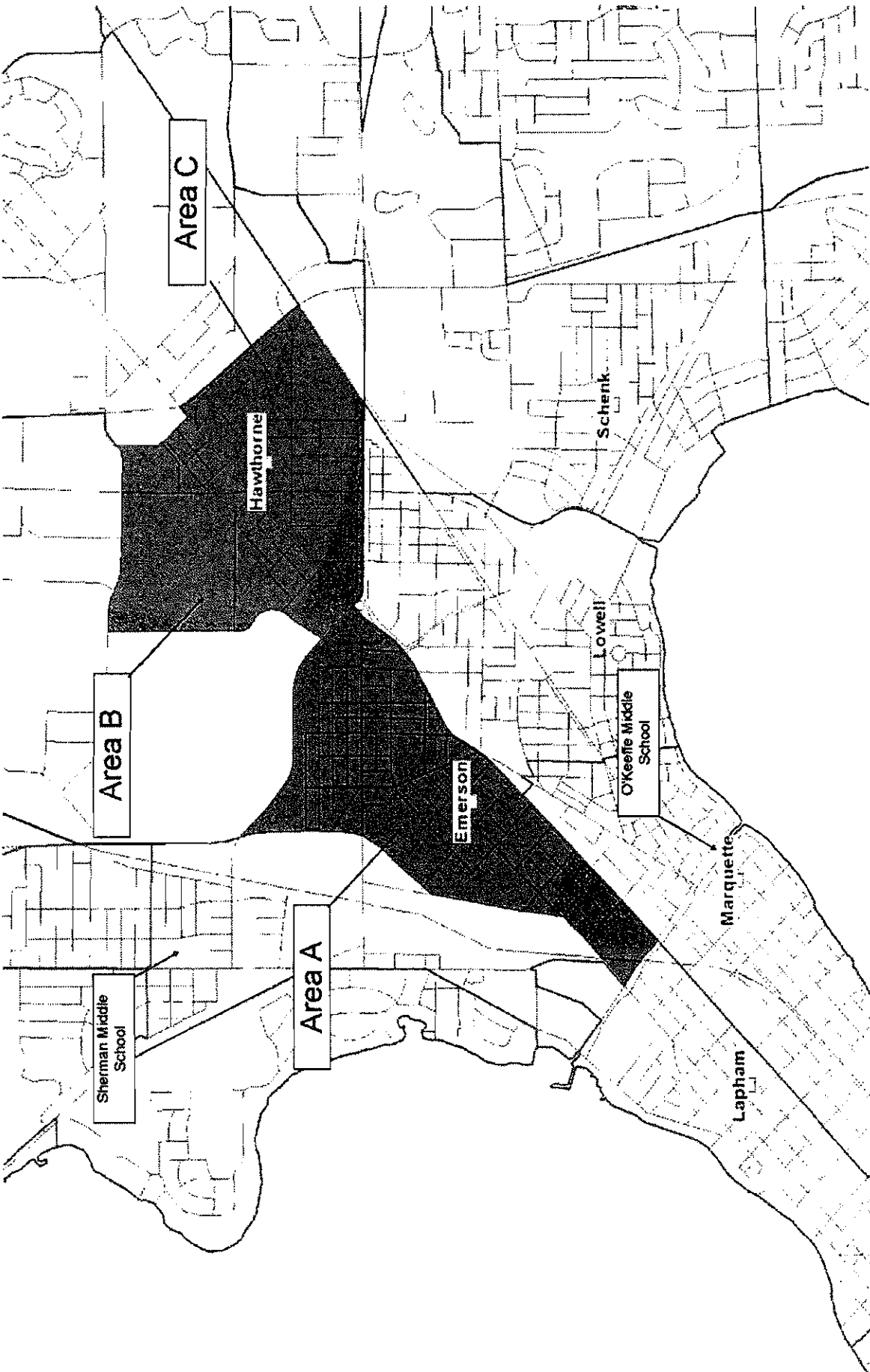
Area C: Hawthorne Elementary Attendance Area South of East Washington Avenue

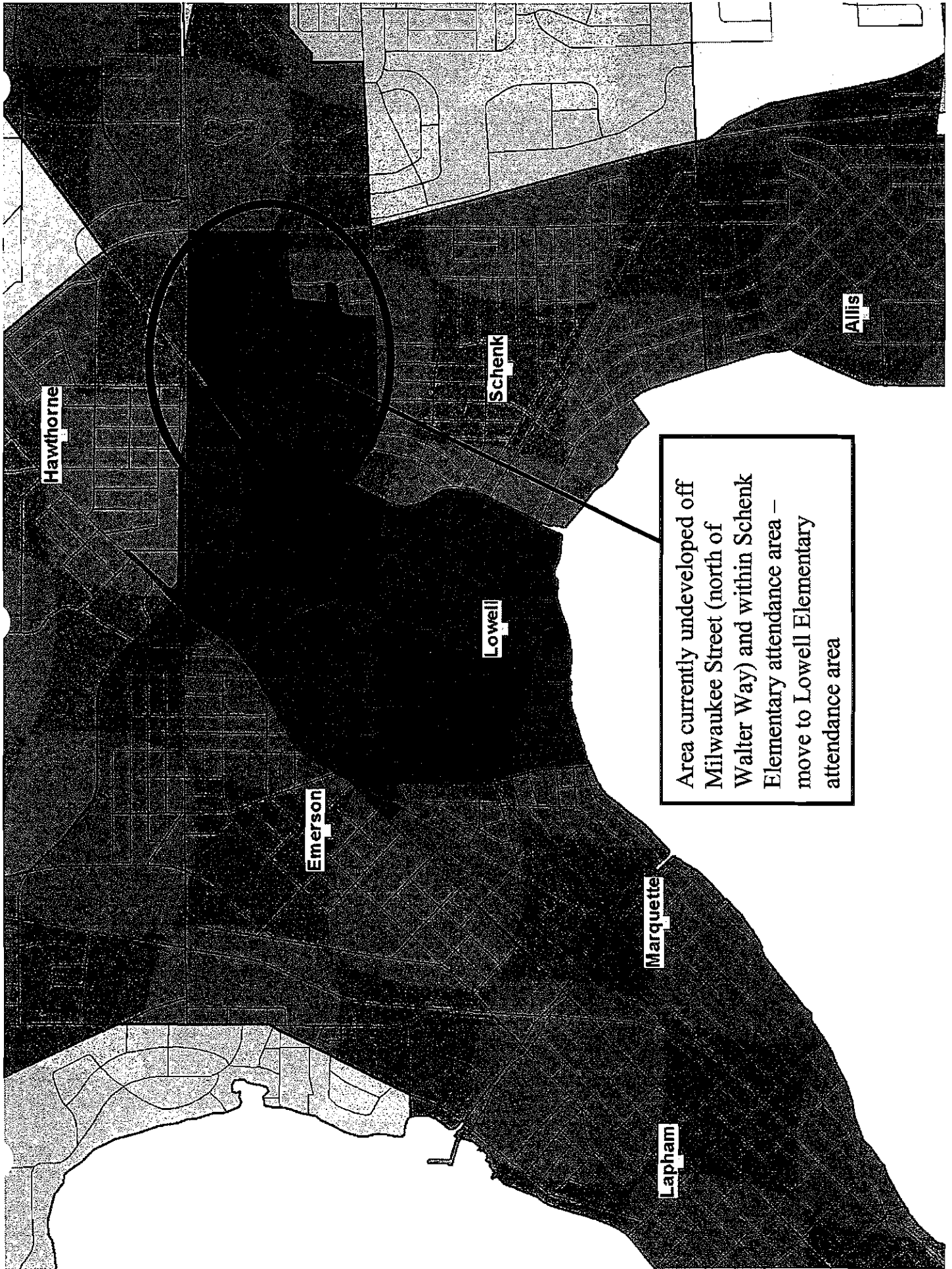
				Enrollment	Low Income #	Low Income %
Area Affected: Current Assignment: New Assignment:	A Sherman Middle O'Keeffe Middle	Sherman	Current Status	538	307	57%
			Adjustment	-92	-50	
			Changed Status	446	257	58%
		O'Keeffe	Current Status	355	118	33%
			Adjustment	92	50	
			Changed Status	447	168	38%
Area Affected: Current Assignment: New Assignment:	B Sherman Middle O'Keeffe Middle	Sherman	Current Status	538	307	57%
			Adjustment	-55	-44	
			Changed Status	483	263	54%
		O'Keeffe	Current Status	355	118	33%
			Adjustment	55	44	
			Changed Status	410	162	40%
Area Affected: Current Assignment: New Assignment:	C Sherman Middle O'Keeffe Middle	Sherman	Current Status	538	307	57%
			Adjustment	-34	-25	
			Changed Status	504	282	56%
		O'Keeffe	Current Status	355	118	33%
			Adjustment	34	25	
			Changed Status	389	143	37%
Areas Affected: Current Assignment: New Assignment:	A and B Sherman Middle O'Keeffe Middle	Sherman	Current Status	538	307	57%
			Adjustment	-147	-94	
			Changed Status	391	213	54%
		O'Keeffe	Current Status	355	118	33%
			Adjustment	147	94	
			Changed Status	502	212	42%
Areas Affected: Current Assignment: New Assignment:	B and C Sherman Middle O'Keeffe Middle	Sherman	Current Status	538	307	57%
			Adjustment	-89	-69	
			Changed Status	449	238	53%
		O'Keeffe	Current Status	355	118	33%
			Adjustment	89	69	
			Changed Status	444	187	42%
Areas Affected: Current Assignment: New Assignment:	A and C Sherman Middle O'Keeffe Middle	Sherman	Current Status	538	307	57%
			Adjustment	-126	-75	
			Changed Status	412	232	56%
		O'Keeffe	Current Status	355	118	33%
			Adjustment	126	75	
			Changed Status	481	193	40%

NOTE: Adjusted enrollments are calculated by determining the elementary grade students in the affected area (i.e., grades K-5) and dividing the figure in half to estimate middle grade enrollment (i.e., grades 6-8)



East Area Middle School Reassignment Ideas





4. Give members of the Board of Education the opportunity to select one of the following three ideas to address under-enrollment and income disparity among the north area elementary schools:

**1) E-27-2 that moves 181 students among Gompers, Lake View, Lindbergh, and Mendota.**

The range of low income among the four schools is narrowed 57% to 60% compared with the current 36% to 73%. Lake View may gain enough students from the Optional Gompers/Lake View move to place it over capacity at 105 percent. This option allows English Language Learners to return to their home school with the opening of an ESL Center at Mendota. This option includes moving the Packers Townhouse area from Mendota to Gompers

**2) E-27-3 that moves 212 students among Gompers, Lake view, Lindbergh, and Mendota,**

The range of low income among the four schools is narrowed 52% to 64% compared with the current 36% to 73%. The range of school capacity is 81% to 97%. While the high range of the capacity figure of 97 percent is at Gompers Elementary School, there would be room for Gompers to expand using additional available space at Black Hawk. This option assumes that an ESL Center opens at Mendota. This option includes moving the Packers Townhouse area from Mendota to Gompers

**OR**

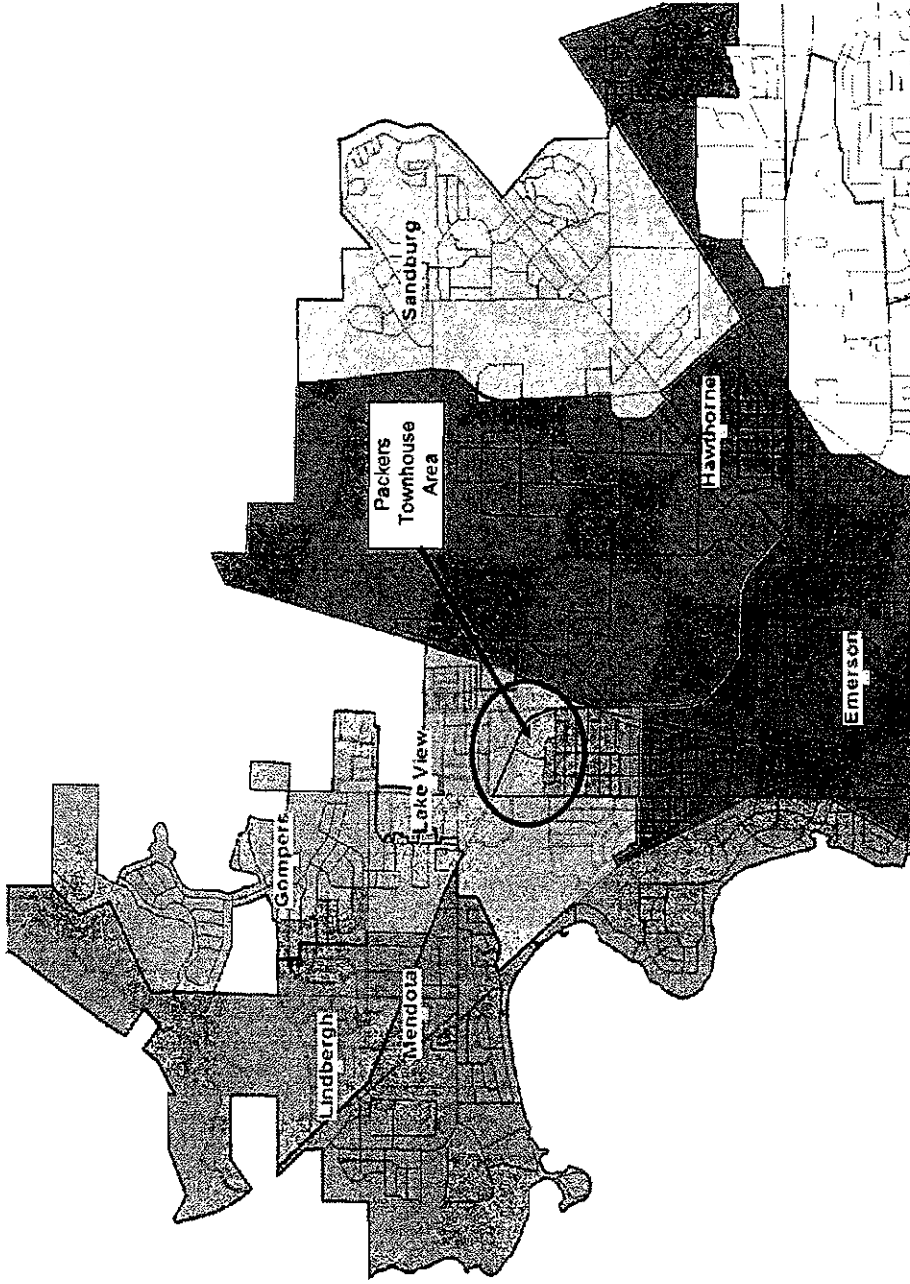
**3) Move all Packers Townhouse students to Gompers**

The Packers Townhouse area is part of a Mendota island. Students living in the Mendota island attend Mendota with the exception of English Language Learners who attend Lindbergh. There are 57 students residing in the Packers Townhouse portion of the Mendota island. Eleven of the 57 are English Language Learners attending Lindbergh. Gompers has an ESL program and all 57 students would move to Gompers in this option.

This option requires reassignment of two rooms from Black Hawk Middle to Gompers. The range of low income between Gompers and Mendota remains relatively wide, compared with E-27-2 and E-27-3, with Gompers at 48% and Mendota at 72%. Lake View remains over capacity at 106%.

These numbers are based upon where students live rather than where they attend school. Unless an ESL Center is opened at Mendota, enrollment at both Mendota and Lindbergh will decrease. Mendota's enrollment without an ESL Center could fall below 200 students under this option.

## E27 North Area Boundary Changes 2

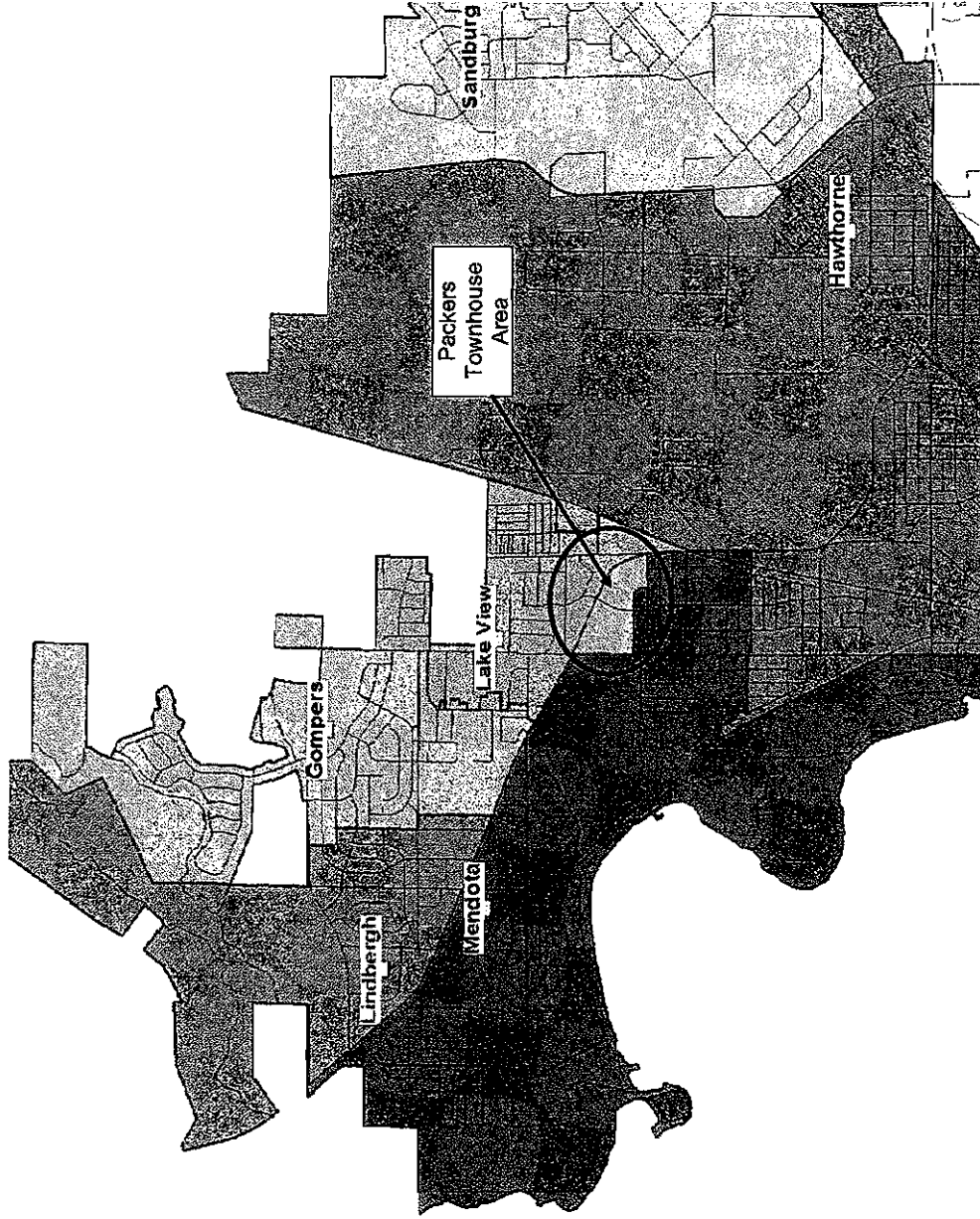


School	Enrollment	Capacity #	Capacity %	Free Lunch	Reduced Lunch	Low Income #	Low Income %
Gompers	221	263	84%	177	9	126	57%
Lake View	280	268	105%	159	11	169	60%
Lindbergh	227	248	92%	117	18	133	59%
Mendota	276	354	78%	133	26	161	58%

Area	Of Students	From School	To School
Maple Bluff	43	Lake View	Mendota
Whitetail Ridge	47	Gompers	Optional Gompers/Lake View
Windom/Elika/Sherman/Northport (including Packers Townhouse Community)	57	Mendota	Gompers
Dalewara/Tennessee/Min. Trail/Nevada/Esch/Mandrake/Monica/Irene/Mueeler	28	Gompers	Lindbergh

Notes:  
Assumes ESL center opens at Mendota

# E27 North Area Boundary Changes 3

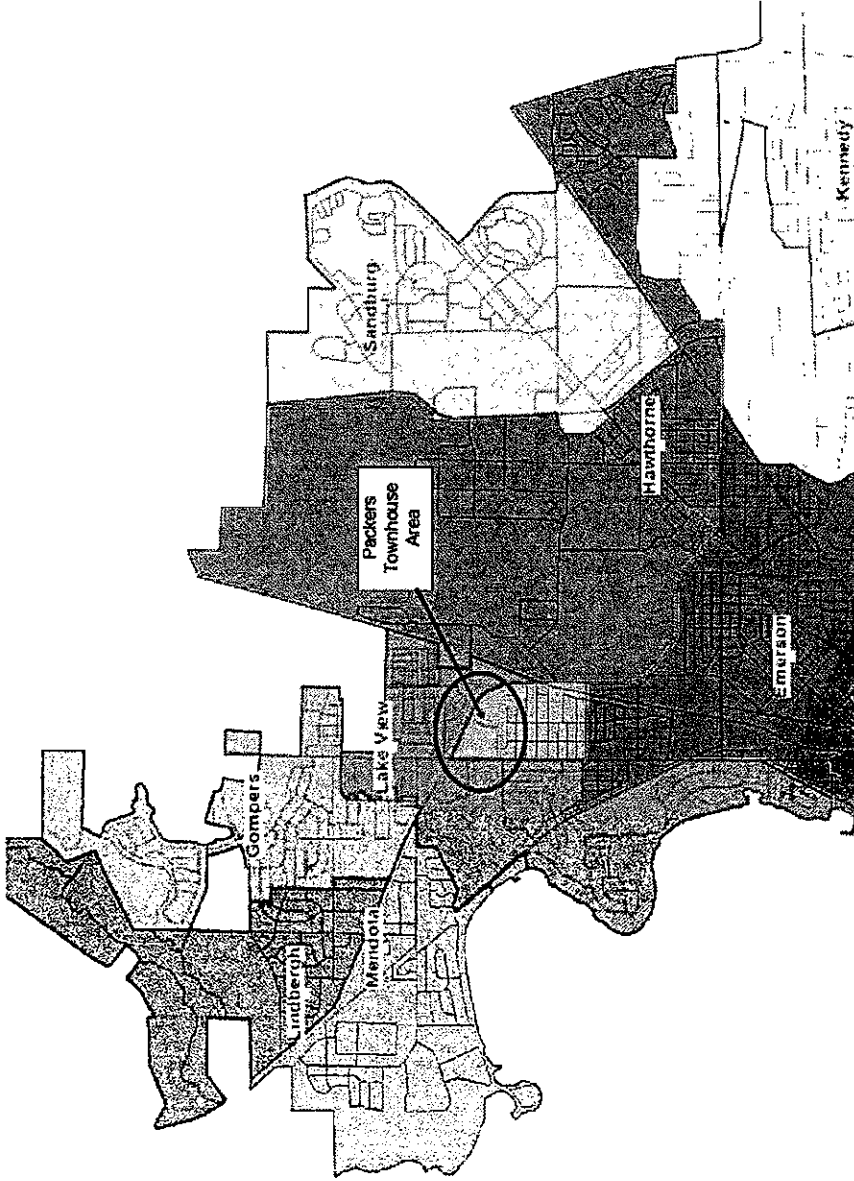


School	Enrollment	Capacity #	Capacity %	Free Lunch	Reduced Lunch	Low Income #	Low Income %
Gompers	254	263	97%	123	9	132	52%
Lake View	228	266	86%	126	9	135	59%
Lindbergh	200	248	81%	112	16	128	64%
Mendota	322	354	91%	164	30	194	60%

Notes:  
Assumes ESL center opens at Mendota

Area	From School	To School
MacPherson/Sherman/Northport/Rail Corridor	Lake View	Mendota
Maple Bluff	Lake View	Mendota
Whitetail Ridge	Gompers	Lake View
Windom/Elke/Sherman/Northport (incl Packers Community)	Mendota	Gompers
East of Henover	Gompers	Lake View
<b># of Students</b>	<b>4</b>	<b>4</b>

E27 Move Packers Area from Mendota to Gompers



NOTES:

Requires reassignment of two (2) rooms from Black Hawk Middle to Gompers

Lindbergh enrollment is estimated to be 235 given the out of area ELL students to continue there from non-Packers Mendota areas (~20 students)

Mendota enrollment is estimated to be 185 given the Mendota area resident ELL students who would continue at Lindbergh School (~20 students)

School	Enrollment	Capacity #	Capacity %	Free Lunch	Reduced Lunch	Low Income #	Low Income %
Gompers	305	263	116%	135	10	145	48%
Lake View	281	266	106%	150	10	160	57%
Lindbergh	200	248	81%	112	16	128	64%
Mendota	218	354	62%	128	28	156	72%

## **EAST ATTENDANCE AREA TASK FORCE**

### **Rationale for Removing School Closings from Consideration:**

#### ***A Position Paper created by members of the East Attendance Area Task Force***

1. While very accurate at the district level, we've learned that enrollment projections can be unreliable on a per-school basis..
2. If we assume some reliability, the LaFollette attendance area is likely to be over capacity in 5 years. Leaving space available in East area schools will allow for potential boundary changes that will delay the need for another school on the far east side-Sprecher area-for the foreseeable future.
3. There is research suggesting children in poverty may benefit from small school size, in addition to small class size. The East attendance area has some of the smallest capacity schools in the district; it also has the highest concentration of children in poverty. In addition to strong leadership, smaller class sizes in the East area are contributing to the decrease in the achievement gap among students and across schools.
4. Elementary school aged children in the East attendance area, while attending schools with the highest level of low income enrollment, benefit from the fewest number of children being bused and lowest distance busing rates. The advantage this presents children and their families is better access to, and opportunity to become involved in, a neighborhood school.
5. Excess space in the East area schools can be, and is being, used efficiently as numerous district-wide programs are housed in East area schools. Placing programs within East area schools is a better way to continue to meet the unique needs of students in the East attendance area.
6. The financial benefits of closing a school are not worth the costs of disrupting the education of children attending that neighborhood school. Madison schools that have been closed in the East area have all been re-opened.
7. District wide, the problem of over-crowding in West/Memorial area schools bears much greater weight and urgency; further, changes on the East side would have no direct or real effect on the problems faced by these attendance areas. Solutions to the East attendance area and the West/Memorial attendance areas are not linked fiscally nor should they be practically linked. The issues, compositions, needs and realities are very different for the two attendance areas and each deserve due, deliberate and unique consideration and resolution
8. Renovations, investments in the School Improvement Process (SIP), great parental and neighborhood support...these kinds of things are considered to have much more value than what would be gained by closing a neighborhood school. The East attendance area has greater poverty because proportionally more families who lack economic resources live in the attendance area. Communities in this area benefit from having neighborhood schools where families and children are more likely to connect with one another at school and as a result are more likely to be connected to

their neighbors and neighborhoods. This is a critical resource in more economically fragile communities. What benefits schools, benefits communities and what benefits communities, benefits schools.

9. The impact of central East attendance area in-fill development project, such as Voit Farms, Union Corners, 800 East Washington block, the Fiore Center, and Don Miller lot development are unknown. These projects are different than the existing downtown projects in that they will have a mix of housing and retail and will include dwelling sizes and prices to better accommodate families.
10. We do not see the school closing option as viable, cost-effective or real long-range solution to best meet the educational needs of children in the East High School attendance area.



**Enrollment Projections and Maximum Physical Plant Capacity by Attendance Area 2006.xls  
Elementary**

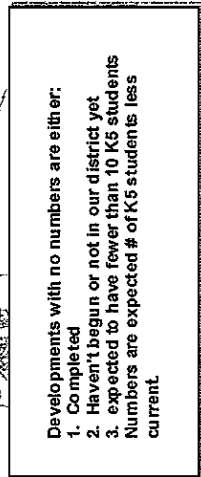
School Code	School Name	Area	K-5 2005-06 Actual Enrollment (Pre-K Not Included)	Elementary Maximum Physical Plant Capacity (MPPC)	Number of Seats Remaining (MPPC-2005-06 Enrollment)	2005-06 MPPC Factor (MPPC-Seats/MPPC)	% Low Income 3rd Friday in September 2005	K-5 2010-11 Projected Enrollment (Pre-K Not Included)	Number of Seats Remaining (MPPC-2010-11 Projected Enrollment)	2010-11 MPPC Factor (MPPC-Seats/MPPC)
007	Emerson Ele	East	261	425	164	61%	62%	288	137	68%
010	Gompers Ele	East	246	263	17	94%	36%	281	18	107%
012	Hawthorne Ele	East	319	372	53	86%	63%	342	30	92%
014	Lake View Ele	East	278	266	12	105%	62%	266	0	100%
016	Lapham Ele	East	219	304	85	72%	39%	233	71	77%
071	Lindbergh Ele	East	248	248	0	100%	71%	239	9	96%
019	Lowell Ele	East	266	425	159	63%	50%	294	131	69%
020	Marquette Ele	East	225	315	90	71%	24%	228	37	72%
021	Mendota Ele	East	239	354	115	68%	73%	254	100	72%
053	Sandburg Ele	East	296	357	61	83%	44%	348	9	97%
<b>East Total</b>			<b>2597</b>	<b>3329</b>	<b>732</b>	<b>78%</b>	<b>53%</b>	<b>2773</b>	<b>556</b>	<b>83%</b>
001	Allis/Nuestro Mundo	La Follette	534	549	15	97%	59%	675	126	123%
006	Elvehjem Ele	La Follette	391	588	197	66%	16%	484	104	82%
009	Glendale Ele	La Follette	330	460	130	72%	76%	431	29	94%
036	Kennedy Ele	La Follette	491	564	73	87%	22%	671	107	119%
027	Schenk Ele	La Follette	368	395	27	93%	57%	458	63	116%
<b>LaFollette Total</b>			<b>2114</b>	<b>2556</b>	<b>442</b>	<b>83%</b>	<b>45%</b>	<b>2719</b>	<b>-163</b>	<b>106%</b>
052	Chavez Ele	Memorial	594	583	11	102%	26%	714	131	122%
004	Crestwood Ele	Memorial	387	432	45	90%	21%	471	39	109%
011	Falk Ele	Memorial	359	372	13	97%	54%	399	27	107%
038	Huegel Ele	Memorial	456	470	14	97%	41%	498	28	106%
017	Muir Ele	Memorial	399	451	52	88%	28%	434	17	96%
025	Orchard Ridge Ele	Memorial	257	301	44	85%	39%	278	23	92%
032	Stephens Ele	Memorial	494	508	14	97%	28%	661	53	130%
<b>Memorial Total</b>			<b>2946</b>	<b>3117</b>	<b>171</b>	<b>95%</b>	<b>33%</b>	<b>3455</b>	<b>-338</b>	<b>111%</b>
008	Franklin Ele	West	328	319	9	103%	25%	343	24	108%
072	Leopold Ele	West	678	655	23	104%	51%	762	197	116%
037	Lincoln Ele	West	352	414	62	85%	68%	361	63	87%
022	Midvale Ele	West	345	420	75	82%	67%	380	40	91%
026	Randall Ele	West	366	405	39	90%	21%	369	36	91%
029	Shorewood Ele	West	443	470	27	94%	26%	443	27	94%
023	Thoreau Ele	West	411	432	21	95%	45%	386	46	89%
034	Van Hise Ele	West	299	306	7	98%	22%	310	4	101%
<b>West Total</b>			<b>3222</b>	<b>3421</b>	<b>199</b>	<b>94%</b>	<b>42%</b>	<b>3356</b>	<b>65</b>	<b>98%</b>

**Enrollment Projections and Maximum Physical Plant Capacity by Attendance Area 2006.xls**  
**Middle and High**

School Code	School Name	Area	Number of Instructional Spaces	Students Per Instructional Space	Number of Gyms	2005-06 Student Capacity	2005-06 Actual Enrollment	Number of Seats Remaining (MPPC-2005-06 Enrollment)	2005-06 MPPC Factor (MPPC-Seats/MPPC)	% Low Income 3rd Friday in September 2005	2010-11 Projected Enrollment	Number of Seats Remaining (MPPC-2010-11 Projected Enrollment)	2010-11 MPPC Factor (MPPC-Seats/MPPC)
210	Black Hawk Mid	East	29	19	2	558	406	152	73%	50%	393	165	70%
220	O'Keefe Mid	East	39	19	3	756	355	401	47%	33%	354	402	47%
228	Sherman Mid	East	36	19	2	684	538	146	79%	57%	529	155	77%
	East Total Middle		104		7	1998	1299	699	65%	48%	1276	722	64%
141	East High	East	112	23	7	2584	1839	745	71%	42%	1716	868	66%
242	Sennett Mid	La Follette	48	19	3	936	627	309	67%	45%	529	407	56%
227	Whitehorse Mid	La Follette	28	19	1	522	396	126	76%	35%	357	165	68%
	La Follette Total Middle		76		4	1458	1023	435	70%	41%	886	572	61%
142	La Follette High	La Follette	97	23	5	2206	1748	458	79%	32%	1352	854	61%
245	Jefferson Mid	Memorial	28	19	2	540	484	56	90%	25%	527	13	98%
231	Spring Harbor Mid	Memorial	16	19	1	306	245	61	80%	23%	240	66	78%
225	Toki Mid	Memorial	41	19	2	774	629	145	81%	45%	675	99	87%
	Memorial Total Middle		85		5	1620	1358	262	84%	34%	1443	177	89%
145	Memorial High	Memorial	96	23	5	2185	2197	-12	101%	28%	1852	333	85%
203	Cherokee Mid	West	33	19	3	648	530	118	82%	53%	592	56	91%
234	Hamilton Mid	West	41	19	4	810	700	110	86%	18%	671	139	83%
239	James Wright Mid	West	16	19	2	324	230	94	71%	79%	240	84	74%
	West Total Middle		90		9	1782	1460	322	82%	40%	1503	279	84%
143	West High	West	94	23	6	2173	2045	128	94%	25%	2130	43	98%
140	Shabazz		11	21	1	233	117	116	50%	28%	117	116	50%
	TOTAL MIDDLE		355		25	6858	5140	1718	75%	41%	5107	1751	74%
	TOTAL HIGH		410		24	9381	7946	1435	85%	31%	7167	2214	76%

Free and Reduced Lunch Status Percentages by School  
3rd Friday September 2005

Level	Area	School Code	School Name	Free	Reduced	Free + Reduced	Paid
1-Elementary	La Follette	001	Allis Ele	51%	9%	61%	39%
1-Elementary	Memorial	052	Chavez Ele	21%	5%	26%	74%
1-Elementary	Memorial	004	Crestwood Ele	18%	2%	21%	79%
1-Elementary	La Follette	006	Elvehjem Ele	12%	4%	16%	84%
1-Elementary	East	007	Emerson Ele	51%	12%	62%	38%
1-Elementary	Memorial	011	Falk Ele	49%	6%	55%	45%
1-Elementary	West	008	Franklin Ele	21%	3%	25%	75%
1-Elementary	La Follette	009	Glendale Ele	65%	12%	76%	24%
1-Elementary	East	010	Gompers Ele	33%	2%	36%	64%
1-Elementary	East	012	Hawthorne Ele	53%	10%	63%	37%
1-Elementary	Memorial	038	Huegel Ele	36%	5%	41%	59%
1-Elementary	La Follette	036	Kennedy Ele	15%	6%	22%	78%
1-Elementary	East	014	Lake View Ele	56%	6%	62%	38%
1-Elementary	East	016	Lapham Ele	28%	8%	36%	64%
1-Elementary	West	072	Leopold Ele	41%	10%	51%	49%
1-Elementary	West	037	Lincoln Ele	56%	12%	68%	32%
1-Elementary	East	071	Lindbergh Ele	62%	9%	71%	29%
1-Elementary	East	019	Lowell Ele	42%	8%	50%	50%
1-Elementary	East	020	Marquette Ele	21%	3%	24%	76%
1-Elementary	East	021	Mendota Ele	62%	10%	73%	27%
1-Elementary	West	022	Midvale Ele	56%	11%	67%	33%
1-Elementary	Memorial	017	Muir Ele	30%	1%	30%	70%
1-Elementary	District	065	Nuestro Mundo	42%	9%	51%	49%
1-Elementary	Memorial	025	Orchard Ridge Ele	35%	5%	39%	61%
1-Elementary	West	026	Randall Ele	18%	3%	21%	79%
1-Elementary	East	053	Sandburg Ele	38%	7%	45%	55%
1-Elementary	La Follette	027	Schenk Ele	49%	9%	58%	42%
1-Elementary	West	029	Shorewood Ele	17%	9%	26%	74%
1-Elementary	Memorial	032	Stephens Ele	26%	2%	28%	72%
1-Elementary	West	023	Thoreau Ele	41%	3%	45%	55%
1-Elementary	West	034	Van Hise Ele	20%	2%	22%	78%
2-Middle	District	206	AERO-Middle	83%	17%	100%	0%
2-Middle	East	210	Black Hawk Mid	45%	6%	50%	50%
2-Middle	West	203	Cherokee Mid	45%	8%	53%	47%
2-Middle	West	234	Hamilton Mid	14%	5%	18%	82%
2-Middle	West	239	James Wright Mid	67%	12%	79%	21%
2-Middle	Memorial	245	Jefferson Mid	22%	4%	25%	75%
2-Middle	East	220	O'Keeffe Mid	26%	7%	33%	67%
2-Middle	La Follette	242	Sennett Mid	37%	8%	45%	55%
2-Middle	East	228	Sherman Mid	50%	7%	57%	43%
2-Middle	Memorial	231	Spring Harbor Mid	17%	6%	23%	77%
2-Middle	Memorial	225	Toki Mid	38%	7%	45%	55%
2-Middle	La Follette	227	Whitehorse Mid	28%	7%	35%	65%
3-High	District	106	AERO-High	67%	8%	75%	25%
3-High	District	144	East DCP High	29%	10%	40%	60%
3-High	East	141	East High	35%	7%	42%	58%
3-High	La Follette	142	La Follette High	25%	8%	32%	68%
3-High	Memorial	145	Memorial High	23%	4%	28%	72%
3-High	District	150	SAPAR	56%	16%	72%	28%
3-High	District	140	Shabazz	26%	3%	28%	72%
3-High	District	148	West DCP High	19%	0%	19%	81%
3-High	West	143	West High	20%	6%	25%	75%
3-High	District	110	Work Learn	44%	14%	57%	43%



Developments  
Madison Metropolitan School District  
December 2005

Development ID	High School Attendance Area	Middle School Attendance Area	Elementary School Attendance Area (guess if no assignment)	Name of Development	Neighborhood/Plan	Development Status	Projected Years to Completion if available	SF (74)	Copies (42)	M/C Copies (32)	Total Enrollment	Projected Elem Enrollment	Projected Middle Enrollment	Projected High Enrollment	Projected Total Enrollment	Remaining Units to be developed	# of K-5 Students 2006	# of K-5 Students 2007	# of K-5 Students 2008	# of K-5 Students 2009
22	141-East	228-Sherman	12-Hawthorne	Crescent Oaks 1st Addition	East Towne	Compl	Compl	37			15	7	4	4	0	0	9	0	0	0
	141-East	228-Sherman	019-Lowell	Union Corners	Schenk Atwood?					450	54	27	14	14	0	0	9	0	0	0
	141-East	228-Sherman	12-Hawthorne	Ridgewood-Hawthorne	East Towne	Compl	Compl										159	151	106	91
51	142-LaFoll	227-Whitehorse	36-Kennedy	Brigham Property	Sprecher Road	2007	2012	203	2	142	98	49	25	25	?	?	0	0	0	0
11	142-LaFoll	242-Sennett	6-Elvehjem	Grandview Commons	Sprecher Road	2002	2012	577	20	1164	373	186	93	93	125	1000	27	12	2	0
	142-LaFoll	242-Sennett	9-Glendale	Owl Creek	Marsh Road			93		24	40	20	10	10	125	1000	0	0	0	0
23	142-LaFoll	242-Sennett	9-Glendale	Liberty Place	Marsh Road	2004	2007	199		46	85	43	21	21	100	145	28	4	0	0
	142-LaFoll	242-Sennett	9-Glendale	Lost Creek	Marsh Road	Compl	Compl										10	6	2	0
6	142-LaFoll	242-Sennett	6-Elvehjem	Maywick Estates	Cottage Grove					76	9	5	2	2	?	?	0	0	0	0
9	142-LaFoll	242-Sennett	9-Glendale	Quinn Ranch/Sigge Grove	Marsh Road			44			18	9	4	4	?	?	2	1	0	0
	142-LaFoll	242-Sennett	27-Schenk	Ridgewood-Schenk	East Towne	Compl	Compl										105	92	66	57
30	142-LaFoll	227-Whitehorse	36-Kennedy	The Meadowlands	Sprecher Road	2004	2012	206	56	305	126	63	31	31	100	460	0	0	0	0
	143-West	203-Cherokee	72-Leopold	McGaw Park	Fitchburg															
37	143-West	203-Cherokee	72-Leopold	Oak Meadow	Fitchburg	2005	2008	159		193	87	43	22	22	0	0	2	0	0	0
33	143-West	203-Cherokee	72-Leopold	Swan Creek	Nine Springs	2003	2007	310	0	431	176	88	44	44	0	0	19	14	0	0
39	145-Mem	245-Jefferson	32-Stephens	1st Add to Valley Ridge	High Point Raymond	Compl	Compl	36			14	7	4	4	36	0	5	0	0	0
36	145-Mem	245-Jefferson	32-Stephens	Cardinal Glenn (Garfoot)	Pioneer	2006	2010	154	4	60	69	35	17	17	?	?	0	0	0	0
	145-Mem	245-Jefferson	4-Crestwood	Hawks Landing	Midtown Extension	Compl	Compl										108	94	58	33
	145-Mem	?	?	Hawks Meadow	Midtown Extension			33	0	0	13	7	3	3	0	0	0	0	0	0
	145-Mem	?	?	Hawks Ridge Estates	Midtown Extension			35	2	0	14	7	4	4	0	0	0	0	0	0
	145-Mem	?	?	Theis Development	Midtown Extension															
	145-Mem	225-Toki	52-Chavez	Heather Glen Addition to Cross Creek	Cross Country	Compl	Compl	36			14	7	4	4	100	48	2	0	0	0
7	145-Mem	225-Toki	52-Chavez	Heather Glen	Cross Country	2005	2010	148			59	30	15	15	100	48	2	0	0	0
12	145-Mem	225-Toki	38-Huegel	Ice Age Falls	High Point Raymond	2004	2005	238		48	101	50	25	25	75	0	19	5	4	5
38	145-Mem	245-Jefferson	4-Crestwood	Linden Park	Pioneer	2006	2013	226			90	45	23	23	75	150				
	145-Mem	?	?	Pine Hill Farm	Pioneer	2006		75			30	15	8	8			0	0	0	0
52	145-Mem	245-Jefferson	32-Stephens	Midtown Commons	High Point	2005	2006	30	40	680	98	49	25	25	?	?	22	18	9	0
53	145-Mem	?	?	Pellet Property (1000 Oaks)	Pioneer	2007	2014	274	30	390	160	80	40	40	?	?	0	0	0	0
	145-Mem	?	?	Backus Property	Pioneer															
10	145-Mem	225-Toki	52-Chavez	Savanna on the Park	Cross Country					127	15	8	4	4	?	?	0	0	0	0
	145-Mem	225-Toki	38-Huegel	Stone Crest	High Point Raymond	Compl	Compl										25	23	20	12
	145-Mem	245-Jefferson	32-Stephens	Valley Ridge (excl 1st Add)	High Point Raymond	Compl	Compl										97	68	56	43



**BOARD OF EDUCATION  
LONG RANGE PLANNING COMMITTEE  
December 19, 2005**

**East Attendance Area Demographics and Long Range Facility Needs Task Force**

**Preliminary Report**

**Executive Summary**

- The East Area Task Force consists of \*school representatives and their alternates, \*at-large representatives, a \*community member without school-age children, three principals from a different attendance area, Research and Evaluation, Chair, staff to the Task Force and invited observers. (\*Voting members)
- Specific Issues to Address
  - Under-enrollment at certain elementary and middle schools
  - High enrollment at other elementary schools
  - Income disparity among schools
  - Projected growth
- Charge to the Task Force
 

Recommend to the Board of Education Long Range Planning Committee up to three options regarding the use of district owned facilities in the East Attendance Area that will provide stability for at least five years Options may include but are not limited to

  - Revising school boundaries
  - Closings
  - Restructuring programs
  - Pairings
  - Use of buildings for a range of district or non-district purposes, including shared use
- September Meetings: Task Force members became acquainted with each other, their roles, the process to be utilized, issues, data, previous recommendations on space utilization
- October Meetings: Task Force members reviewed numerous documents covering maps, demographics, enrollment, development data, ranking of considerations used when redrawing boundary lines, creating initial ideas. The considerations receiving higher rankings were:
  - a) Every attempt will be made to avoid creating schools with high concentrations of low-income students
  - b) Efforts will be made to keep geographically and historically defined neighborhoods together and to consider the proximity of students to school when redrawing boundary lines
  - c) Every effort will be made to keep bus routes no more than 45 minutes in duration one way
- November Meetings: Task Force members studied diverse information on school closings. Members identified 24 preliminary ideas that were reduced to six preliminary options and voted to eliminate school closing as an option.
- Two Community forums were held, the first at Black Hawk Middle School on November 28 and the second at O'Keeffe Middle School on December 1, 2005. Audience members learned about the work of the East Task Force and reviewed the six preliminary options Feedback forms were distributed. Each respondent could indicate their preference for up to three preliminary options The number of

feedback forms returned was small. Eleven forms were received at the Black Hawk forum and five from the O'Keeffe forum. Respondents gave preference to moving MSCR and the Alternative Programs to the East attendance area.

- December Meeting: Task Force members learned more about paired schools, streamlined their preliminary options in order to provide direction for further analysis.
- Current Preliminary Options:
  - E-3 Move MSCR to East Attendance Area Schools
  - E-4 Move Alternative Programs to East Attendance Area Schools
  - E-5 Assign all Packers Townhouse students to Gompers Elementary School
  - E-6 Analyze school pairings in the Isthmus area
  - E- Analyze boundary changes in the North area
  - E- Consider attaching and/or including:
    - a) Adjust East Area middle school feeder pattern as a method to reduce the low income percentage at Sherman and increase enrollment at O'Keeffe
    - b) Move the undeveloped areas in the Milwaukee Street area from the LaFollette area to the East area.

Madison Metropolitan School District  
Madison, Wisconsin

**FINAL REPORT  
of the  
BOARD OF EDUCATION  
LONG RANGE PLANNING COMMITTEE'S**

**Demographics and Long Range  
Facility Needs Task Force  
for the  
Memorial and West Attendance Areas**

**January 23, 2006**

**Art Rainwater  
Superintendent**

**Task Force Membership**



**Voting Participants:**

<b><u>Representing</u></b>	<b><u>Task Force Member</u></b>	<b><u>Alternate</u></b>
Chavez	Rich Rubasch	Jennifer Sheridan
Crestwood	Marisue Horton	Mary Kay Battaglia
Falk	Dr. Matthew Raw	Karl Woodruff
Huegel	Karen Janssen	Laura Lenzen
Muir	Mark Guthier	
Orchard Ridge	Michele Hughes	
Stephens	Carol Quintana	
Jefferson	Wilma Gurl	
Spring Harbor	Don Jorgensen	
Toki	Annette Miller	Sue Mowris
Memorial High	Scott Whitcomb	Mary Fahey
Franklin/Randall	Michael Maguire	
Leopold	Rusty Shoemaker-Allen	Linda Davis
Lincoln	Lori Mann Carey	
Midvale	Jerry Eykholt	Garet Lahvis
Shorewood	Michelle Vassallo	Janice Ferguson
Thoreau	Al Parker	Gina Hodgson
Van Hise	Wendy Cooper	Jim Baumann
Cherokee	Arlene Silveira	Marcia Bastian
Hamilton	Mark Kaiser	Alan Kim
Wright	Sandra Willis-Smith	Fern Murdoch
West High	Michelle Reynolds	Mary O'Connell
Shabazz, Affiliated Alt	Paula Volpiansky	Stacy Sandler
Student Liaison to the Board of Education:	Connor Gants	
At large representing an ethnic group within the attendance areas:	Prasanna Raman Brenda Gonzalez Charlie Daniel	
Community member without children in MMSD:	Tim Otis	

**Non Voting Participants:**

Central Office Representative and Chair:	Mary Gulbrandsen
Principals from schools outside the attendance areas:	Cathy McMillan (Hawthorne) Anne Nolan (Whitehorse) Mike Meissen (La Follette)
Research and Evaluation:	Tim Potter

**Invited Observers:**

Alderpersons  
 Neighborhood Association Representatives  
 Board of Education Members  
 Memorial and West Attendance Area Principals  
 Memorial and West Attendance Area  
 Parent/Family/Teacher Organization Presidents

**Staff to the Task Force:** Jane Belmore

**Acknowledgement:** It is essential to acknowledge the extraordinary amount of time and energy that Task Force members brought to addressing this charge. To date formal meetings, work groups, and community forums total approximately 50 hours of working time. In addition, Task Force members communicate on almost a daily basis with members of their representative communities and respond to email and forum feedback. Many members have given additional hours to creating strategies between meetings that they have brought back to the group for the next level of problem solving. A representative from every group has been present at almost every meeting. As a result of attending Task Force meetings and Community Forums, other members of the community have provided valuable ideas and technical support for the Task Force work. This extremely high level of commitment and participation reflects the serious intent of the Task Force to provide workable recommendations to the Board of Education.

This report presents the work of this dedicated group of citizens and is organized to provide information that directly addresses key questions regarding the charge, operations and results of the work of the Task Force.

The key questions addressed in this report include:

- A. Why did the Board of Education form two attendance area Task Forces?**
- B. What was the Board of Education's Charge to the Memorial/West Task Force?**
- C. How did the Memorial/West Task Force operate to meet the Charge?**
- D. What struggles did the Task Force experience as they did their work?**
- E. What questions were posed and addressed by the Memorial/West Task Force along the way?**
- F. How were the final recommendations determined by the Memorial/West Task Force?**
- G. What are the final recommendations and options of the Memorial/West Task Force?**

**Appendix A – Documents used by the Memorial West Attendance Area Task Force**  
**Appendix B – Preliminary Recommendations and Options presented to the Board of Education on December 19, 2005**  
**Appendix C – Information Regarding Art and/or Music Instruction provided in the classroom**

<b>A. Why did the Board of Education form two attendance area Task Forces?</b>
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In November 1999, voters in the MMSD approved a referendum to build the first new school to be built in the district in approximately thirty years. Chavez Elementary School was designed, built and opened in the 2001-02 school year. Prior to the opening of this new school, during the 2001-02 school year, a boundary study was conducted regarding overcrowding in the Memorial and West attendance areas. The results of the study involved Leopold/Thoreau, Falk, Orchard Ridge, Huegel, Crestwood, Stephens and Chavez. As a result of this boundary study, it was recommended that a short term solution to Leopold overcrowding included the out posting of students for one year while an addition was built to accommodate growth for the short term. In addition, a new school in the Leopold Attendance Area would be planned for a long term solution to Leopold overcrowding

A Board of Education Long Range Planning Committee including citizen members met during the 2004-05 school year to consider the status of over enrollments in the West and Memorial Attendance Areas, future growth in the Memorial, West and La Follette Attendance Areas, and under enrollment in the East Attendance Area. During the spring of 2005, the Madison Metropolitan School District put forth a referendum to the community to build a new school on the current Leopold site to accommodate overcrowding at Leopold. This referendum did not pass.

In the summer of 2005, the Board of Education decided to form two Task Forces, one to address issues in the Memorial/West Attendance Areas and one to address issues in the East Attendance Area. These Task Forces comprised of parents and other community members were charged with studying the under enrollments and overcrowding and make up to three recommendations for the Board to consider.

## **B. What was the specific Board of Education's Charge to the Memorial/West Task Force?**

The Board selected participants for the Memorial/West Attendance Area Task Force from each school attendance area, and at large participants to represent those in the community without children in school, ethnic groups present in each school community, principals of schools outside the attendance areas, and central office staff. Other interested stakeholders were invited to attend meetings and observe the progress of the Task Force. The Board gave the Memorial/West Attendance Area Task Force the following issues to address, charge to complete and timeline within which to do their work:

### ***Specific Issues to Address:***

- Leopold overcrowding
- High enrollment at most elementary schools in the attendance areas
- Projected growth
- Income disparity among schools

### ***Charge to the Task Force:***

Recommend to the Board of Education Long Range Planning Committee up to three options regarding the use of district owned facilities in the Memorial and West Attendance Areas that will provide stability for at least five years. Options may include but are not limited to:

- Revising school boundaries
- Reopening Hoyt School
- Building new schools,
- Building additions to existing schools
- Restructuring programs
- Pairings.

### ***Timeline:***

- September 2005** Appointment of members and first meeting
- January 2006** Recommendations to Long Range Planning Committee–January 9
- Recommendations to Board of Education – January 16

### ***Process:***

1. Analyze the existing district-owned space in the attendance area.
2. Review the number of students and demographic make-up of the student body in the attendance areas currently and over the next five years.

3. Understand and use the criteria adopted by the Board of Education to plan space usage as recorded in the following documents:
  - Definitions: Purposes of Enrollment Calculations
  - Maximum Physical Plant Capacity Worksheet
  - Considerations when Redrawing Boundary Lines
  - Process for Dealing with Overcrowded Schools
  - Process for Dealing with Elementary Schools with Declining Enrollment
4. Review the 2004-05 options presented to the Long Range Planning Committee and currently on the website.
5. Discuss other options to address the identified issues and Task Force charge.
6. Develop recommendations to Long Range Planning Committee: BOE in January 2006.

### **C. How did the Memorial/West Task Force operate to meet the Charge?**

**Planning the Task Force Work:** An internal district "Planning for Long Range Planning Team" met at scheduled times between the formal meetings of the Task Force. This Planning Team consisted of the district staff members of the Memorial/West Task Force, the East Attendance Area Task Force, the Chair of the Board of Education Long Range Planning Committee, the President of the Board of Education and the Superintendent. The purpose of the Planning for Long Range Planning Team was to coordinate the resources for both Task Forces and maintain communication across the various departments staffing the two Task Forces. The Board of Education Long Range Planning Committee received one informal update of the Task Force's work prior to the preliminary report.

**The Work of the Task Force:** The Task Force has held twelve formal meetings and seven smaller working groups of Task Force members to date to address the issues and charge. In addition, four formal community forums were held to allow for public feedback. Task Force members and MMSD staff also attended numerous PTO and Neighborhood Association Meetings to facilitate understanding of their work and elicit feedback. A website was set up to include the essential description of the Task Force, the information discussed at each meeting, a newsletter to be sent home at the school level and used with other groups for communication and an online forum open to public feedback. Members of the Task Force and other interested community members gave of their expertise to help devise a variety of tools and strategies for Task Force members to consider while analyzing information. Details of these operations of the Task Force are provided below.

#### **Formal Meetings:**

At initial meetings, the Task Force devoted time to developing an understanding of their Charge by reviewing documents reflecting demographic information about the district and West and Memorial Attendance Area Schools. The documents noting projected enrollment for each school and the Maximum Physical Plant Capacity of each school were key to the initial meetings. The Task Force also reviewed a variety of other important information such as SAGE documentation and the number and location of students who are transported to school. (See Appendix A for a list and link to all documents reviewed).

City Planners from Madison and Fitchburg presented information to the Task Force about expected growth on the far West side of Madison and in Fitchburg areas of the Madison Metropolitan School District. Understanding the impact that this potential growth will have on schools in the Memorial and West Attendance Areas required a great deal of discussion. These presentations were very helpful in understanding why the Task Force needed to address the current and future over enrollment in the Memorial and West Attendance Areas. Following these presentations, a map and description of future

growth in the MMSD has been used to guide the discussions and decisions of the Task Force. These discussions focused on the growth that is expected and should be addressed in the Leopold, Stephens, Chavez and Huegel attendance areas. The map can be found at:

[http://www.mmsd.org/boe/longrange/0506/Summary\\_of\\_Developments2006pdf.pdf](http://www.mmsd.org/boe/longrange/0506/Summary_of_Developments2006pdf.pdf)

After several meetings, MMSD parent Peter Gascoyne, who is also by profession a Financial and Economic Analysis and Forecasting Consultant, provided an additional external analysis of growth and a strategy for assisting the Task Force in analyzing potential options.

Early discussions of the Task Force also centered on the Board of Education's document entitled "**Considerations when Redrawing Boundary Lines**". These guidelines state that "In the process of redrawing elementary school attendance area boundary lines, the following issues will be considered:

1. Every attempt will be made to keep bus routes no more than 45 minutes, one way
2. When redrawing boundary lines, current attendance area islands and optional areas will be reduced wherever possible and new ones will not be created
3. No student will be required to change schools, as a result of boundary line changes more than once during his/her elementary years.
4. Grandfathering 4th and 5th grade students will be considered
5. School size of at least two sections per grade level to a maximum of 650 students
6. Every attempt will be made to avoid creating schools with high concentrations of low income families.
7. Efforts will be made to keep geographically and historically defined neighborhoods together and to consider the proximity of students to a school when redrawing boundary lines.

As a result of the discussion and a participating in valuing activity related to these guidelines, the Task Force selected three values that would be of highest priority in the development of options and making decisions regarding those options. The three considerations valued most highly by the Task Force in the order presented are:

7. Efforts will be made to keep geographically and historically defined neighborhoods together and to consider the proximity of students to a school when redrawing boundary lines.
6. Every attempt will be made to avoid creating schools with high concentrations of low income families.
1. Every attempt will be made to keep bus routes no more than 45 minutes, one way.

During the fourth meeting and beyond, the Task Force engaged in problem solving a variety of ways to address the growth, income disparity and geographic issues inherent in redesigning school attendance area boundaries.

#### **Small Working Groups:**

Members of the Task Force were invited to attend any one or all of the small work groups held at the Doyle Administration Building. The purpose of the work groups was to generate ideas to be fully discussed at the subsequent meeting of the entire Task Force. Members attended at their option over half of the entire Task Force was able to attend at least one work group session. At the work group sessions, members also were able to gain a better understanding of Maptician, the software used to "hypothetically" redraw boundaries to create new options and data related to new options.

**Formal Community Forums:**

During the week of November 28, 2005, a Community Forum was held at each of the Middle Schools in the Attendance Areas. The Forums were publicized in advance and well attended. Mary Gulbrandsen and Jane Belmore used a PowerPoint Presentation and handouts to share the status of the work of the Task Force to that point. The PowerPoint Presentation and the Ideas and Maps presented at the Forums can be accessed at <http://www.mmsd.org/boe/longrange/0506/memwest/forums/>. Those in attendance were provided an opportunity to speak in a public hearing format at the end of the meeting. Each attendee was given a form to provide written feedback as well. A summary of the feedback was used by the Task Force to create the preliminary options presented in this report. This summary can also be accessed at <http://www.mmsd.org/boe/longrange/0506/memwest/forums/>.

**Other communication:**

**Out Reach:** During the four months that the Task Force has been meeting, Task Force participants and/or District Staff have presented information to many constituents in a variety of ways including:

- school's parent groups ( PTO, PTA, etc.)
- Back Pack express
- Neighborhood Association Meetings
- Informal coffee meetings
- Telephone conversations
- Email lists

**Electronic Forum:** An online Forum was established to allow community members to post information that they would like to have Task Force participants consider. The forum has over 150 postings at this point. The forum can be accessed at <http://www.mmsd.org/boe/longrange/forum/> .

**Memos:** The district sent two informational memos alerting interested community members to the possibility of school boundary changes. One memo was sent to the centers providing early childhood care and education for pre-school aged children. The second similar memo was sent to the Greater Madison Board of Realtors.

**Long Range Planning Website:**

The district has maintained a Long Range Planning web site containing minutes of every meeting including all documents, maps and ideas reviewed at the meeting and newsletters that can be use for communication. Interested members of the public could follow the proceedings of the Task Force through the web site or by attending meetings as an observer.

**Tools created along the way to help analyze information:**

Task Force participants and other interested observers provided suggestions for organizing information and strategies for making decisions. These tools were discussed, modified if needed and "tried out" by the participants as they worked to understand information and continue to focus on possible suggestions for options.

<b>D. What struggles did the Task Force experience as they did their work?</b>
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The Task Force had a large amount of complex information to process. Participants sought to not only represent their families and school communities but also to take a broader perspective of what is best for all 25,000 Madison Metropolitan School District students. As

they struggled with the issues below, they were also aware of the voices that might not be at the table and attempted to include the perspectives of groups and individuals not present.

**Dots/Numbers vs. people:** The information they worked with was very factual, but participants were very aware that behind each dot representing a number lay a child, a family and specific needs and desires. They struggled with keeping these individual concerns in mind while making decisions that would impact a large number of people.

**Focusing on specifics vs. exploring as much as possible:** Participants struggled with their charge of coming up with specific options under a timeline. It was difficult to balance a need to focus on creating specific options with the need to explore as many avenues to solutions as possible to ensure the community that considered thought had been given to all possibilities. The Task Force provided some balance to itself in that while some members would suggest moving ahead, others would suggest more ideas to explore and by doing some of both of these things, a certain balance was maintained.

**Sharing complexity with others:** While Task Force participants grew to understand the complexity of the issues they were addressing, it was difficult to share these complexities with people who had not spent the same extensive number of hours studying the issues.

**Everyone sees issues from different viewpoints:** Participants struggled with keeping a balance of differing points of view both among themselves and know that they represented people with an even greater range of viewpoints.

**How to consolidate ideas into acceptable options:** A struggle that continues is how can we find and present solutions that make "common sense" to the people who have not participated in the process leading to certain aspects of each option that is considered. Anticipating numerous questions about the process and product of their work, participants asked to include in the final report a question/answer format that would help people better understand what led participants to their final recommendations. These questions will be addressed in Section G below.

**Regarding Referendum:** Participants wondered about how to advance the potential need for another school if that became an option in the wake of a failed referendum.

## **E. What questions were posed and addressed by the Memorial/West Task Force along the way?**

This section of the report identifies the essential questions that arose during the work of the Task Force. The way that the Task Force addressed these questions provided important guidance to further decisions regarding the final recommendations to the Board of Education. The answer to these questions and additional questions and answers will be developed for the final report.

- Why not move students from the Memorial and West Attendance Areas to schools in the East Attendance area?
- Why not move students from Leopold into Midvale/Lincoln?
- Among the recommended options, why create an option that only works for 3 years?
- Why not pair and un-pair schools?
- Why not use Hoyt?
- Why not move Leopold students to Wright Middle School? Why not use the space available at Wright?
- Why not consider purchasing Wingra or some other existing facility?
- Why are we concerned about overcrowding when actual enrollment at the elementary level is down?

## **F. How were the final recommendations determined by the Memorial/West Task Force?**

On December 19, 2005, the preliminary recommendations of Task Force along with questions from the Task Force to the Board of Education (see Appendix B) were presented to the Board of Education. Answers to the questions and the responses of Board of Education members were discussed at three subsequent meetings of the Task Force (December 20, 2005; January 5, 2006 and January 11, 2006) as the preliminary recommendations were revised into the final recommendations.

Section G of the report includes the Task Force's final recommendations regarding the strategies presented in their charge and the final options for further consideration by the Board of Education.

## **G. What are the final recommendations and options of the Memorial/West Task Force?**

The Board of Education charged the Task Force with presenting up to three options that address the issues of Leopold overcrowding, high enrollments at most elementary schools in the attendance areas, projected growth and income disparity. As they worked to address these issues, the Task Force continuously related their discussion to the six strategies noted in the formal charge of the Board of Education to the Task Force:

- Revising school boundaries
- Reopening Hoyt School
- Building new schools,
- Building additions to existing schools
- Restructuring programs
- Pairings

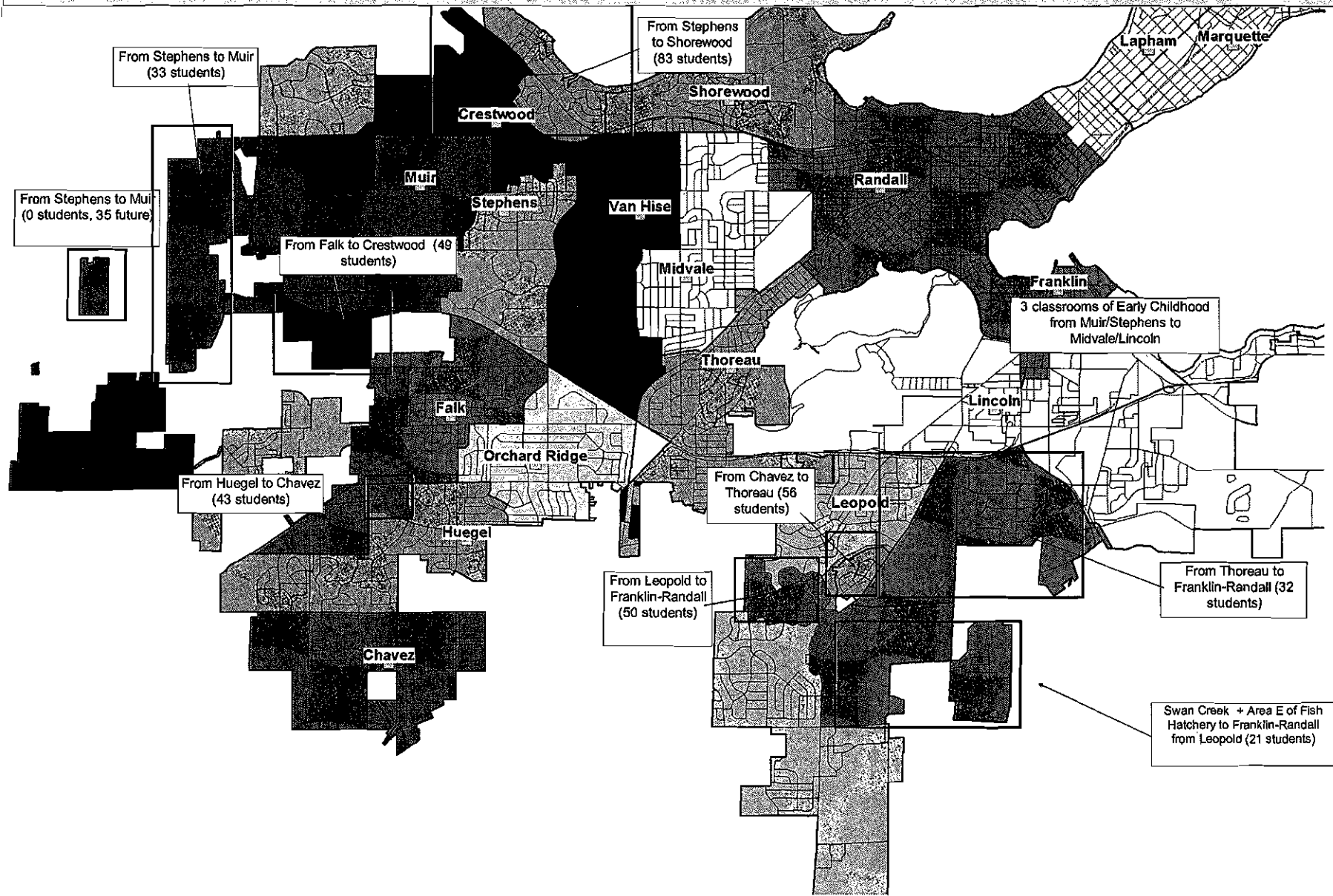
### **Final Recommendations**

<b>Strategy in BOE Charge to Task Force</b>	<b>Task Force Final Recommendation</b>	<b>Discussion</b>
Building new schools, adding additions to existing buildings	Recommend Option CP3A with CP4 and CP2 as secondary plans.	The Task Force unanimously recommended Option CP3A as the final option with Option CP4 and CP2 as secondary plans if only a new building or new addition but not both are added.
Revising school boundaries and restructuring programs	Present Option CP1A and Other examples of plans using strategies of changing boundaries with minor program structure changes (See Appendix C).  The Task Force reached the conclusion that boundary changes alone can not solve the space problem for more than three years.	The Task Force presents Option CP1A as the fall back plan if no new space is added through additions, new buildings or both. This is presented as an example of the multiple moves if boundary changes are used as the primary means to address overcrowding. The Task Force created, analyzed and discarded over twenty options that changed school boundaries. (See Appendix C). The plans represent a variety of strategies including: Moving as few students as possible Moving up to 500 students Sending students to the East attendance area Moving students from the Memorial area into the West area and visa versa Pairing and un-pairing schools
Restructuring programs and revising school boundaries	Option CP1A with additional Programmatic Changes to gain Capacity	The Task Force directed the Administration to create a "CP1A like" option to present as an example to the Board that also included a greater use of programmatic changes as a primary strategy along with boundary changes to create additional capacity and address overcrowding if no new space is built.



## Option CP 1a 1-17-2006

No Leopold addition. No new school far west side. Gain capacity by programmatic changes, e.g. SAGE reduction, Art and Music rooms converted to classrooms, or reduction of flexible room, at Crestwood, Chavez and Franklin-Randall. Early Childhood moved from Stephens and Muir to Midvale-Lincoln



# Changes in Option CP 1a 1-17-2006

Description of Area:	Current # of Students	# Low Income Students	From	To	Transportation Impact
Allied Drive to Crestwood (67) and Stephens (124). Grandfather current students no moves	0	0	Crestwood, Stephens, Thoreau	Crestwood, Stephens	
Swan Creek and area E of Fish Hatchery S to Lacy Rd	21	1	Leopold	Franklin-Randall	Increase of 20 minutes to Randall and 10 minutes Franklin, 1 new route, \$45,000
Area S of Bellline, E of Fish Hatchery	32	29	Thoreau	Franklin-Randall	?
Highlands of Seminole, Brendan Ave	50	6	Leopold	Franklin-Randall	?
High Ridge Trail	56	46	Chavez	Thoreau	Increase bus time 3 minutes
Spring Harbor Area	83	27	Stephens	Shorewood	Increase bus time 12 minutes
Watts Road Area	49	23	Falk	Crestwood	?
Area W of Bellline, N of Valley View Rd, S of Old Sauk Rd	33	7	Stephens	Muir	?
Area S of Raymond, W of McKenna, N of Pilgrim and E of Ch 3	43	26	Huegel	Chavez	Current walkers, 30 minute bus ride, \$45,000
<b>Total</b>	<b>367</b>	<b>165</b>			

Future Development (continuing or new)	Projected # of students (new or additional)	# Low Income Students	From	To
Linden Park	45	0	Crestwood	Crestwood
Cardinal Glenn (Garfoot)	35	0	Stephens	Muir
Pellet	78	0	Unassigned	?
Pine Hill Farm	15	0	Unassigned	?
Ice Age Falls	31	0	Huegel	Huegel
Hawks Ridge/Meadow	14	0	Unassigned	?
Midtown Commons	27	0	Stephens	Stephens
Oak Meadow	41	0	Leopold	Leopold
Swan Creek	69	0	Leopold	Franklin-Randall
Heather Glen	28	0	Chavez	Chavez

## Option CP 1a (1-17-2006) All numbers are K5 Only

**No Leopold addition. No new school far west side. Gain capacity by programmatic changes, e.g. SAGE reduction, Art and Music rooms converted to classrooms, or reduction of flexible room, at Crestwood, Chavez and Franklin-Randall. Early Childhood moved from Stephens and Muir to Midvale-Lincoln. Multiple**

Total Elem Schools Affected:	12
Total K5 Students Moved	367
Total K5 Low Income Moved:	165

Building Space Use Among Schools				
	Range	High	Low	Average
Current	27%	108%	81%	94%
After	17%	98%	81%	93%

Balancing Low Income Among Schools				
	Range	High	Low	Average
Current	44%	64%	20%	38%
After	41%	64%	23%	38%

Boundary	Data from 3rd Friday in September 2005					CP1a					Projection Without Changes	
	Students Living in Attendance Boundary	Actual Students Enrolled	Building Capacity	% of Capacity	% Low Income	New Capacity	Adjusted Enrollment	Seats Available	% of Capacity	% Low Income	2011 Proj K5	% of Capacity
Chavez	610	594	583	105%	26%	620	597	23	96%	23%	714	122%
Crestwood	382	387	432	88%	20%	470	454	16	97%	27%	471	109%
Falk	373	359	372	100%	55%	372	324	48	87%	56%	399	107%
Frank-Rand	663	694	724	92%	22%	778	766	12	98%	24%	712	98%
Huegel	479	456	470	102%	44%	470	436	34	93%	42%	498	106%
Leopold	708	678	655	108%	50%	655	637	18	97%	55%	762	116%
Midv-Linc	736	697	834	88%	64%	781	736	45	94%	64%	741	89%
Muir	381	399	451	84%	30%	489	414	75	85%	29%	434	96%
Orchard Ridge	245	257	301	81%	38%	301	245	56	81%	38%	278	92%
Shorewood	385	443	470	82%	28%	470	468	2	100%	29%	443	94%
Stephens	504	494	508	99%	27%	526	434	92	83%	34%	661	130%
Thoreau	420	411	432	97%	48%	432	375	57	87%	41%	386	89%
Van Hise	291	299	306	95%	23%	306	291	15	95%	23%	310	102%
<b>Total</b>	<b>6177</b>	<b>6168</b>	<b>6538</b>	<b>94%</b>	<b>38%</b>	<b>6670</b>	<b>6177</b>	<b>493</b>	<b>93%</b>	<b>38%</b>	<b>6810</b>	<b>104%</b>
<b>TOTAL STUDENTS MOVED</b>							<b>367</b>				<b>165</b>	

**Notes:**

**Allied Drive** to Crestwood (67) and Stephens (124). Assumption that current students will be grandfathered. No students moved.

**Chavez** add 37 seats to capacity by programmatic changes 2 rooms.

**Crestwood** add 38 seats to capacity.

**Midvale-Lincoln** opens 3 classrooms of Early Childhood (remove 53 seats from capacity)

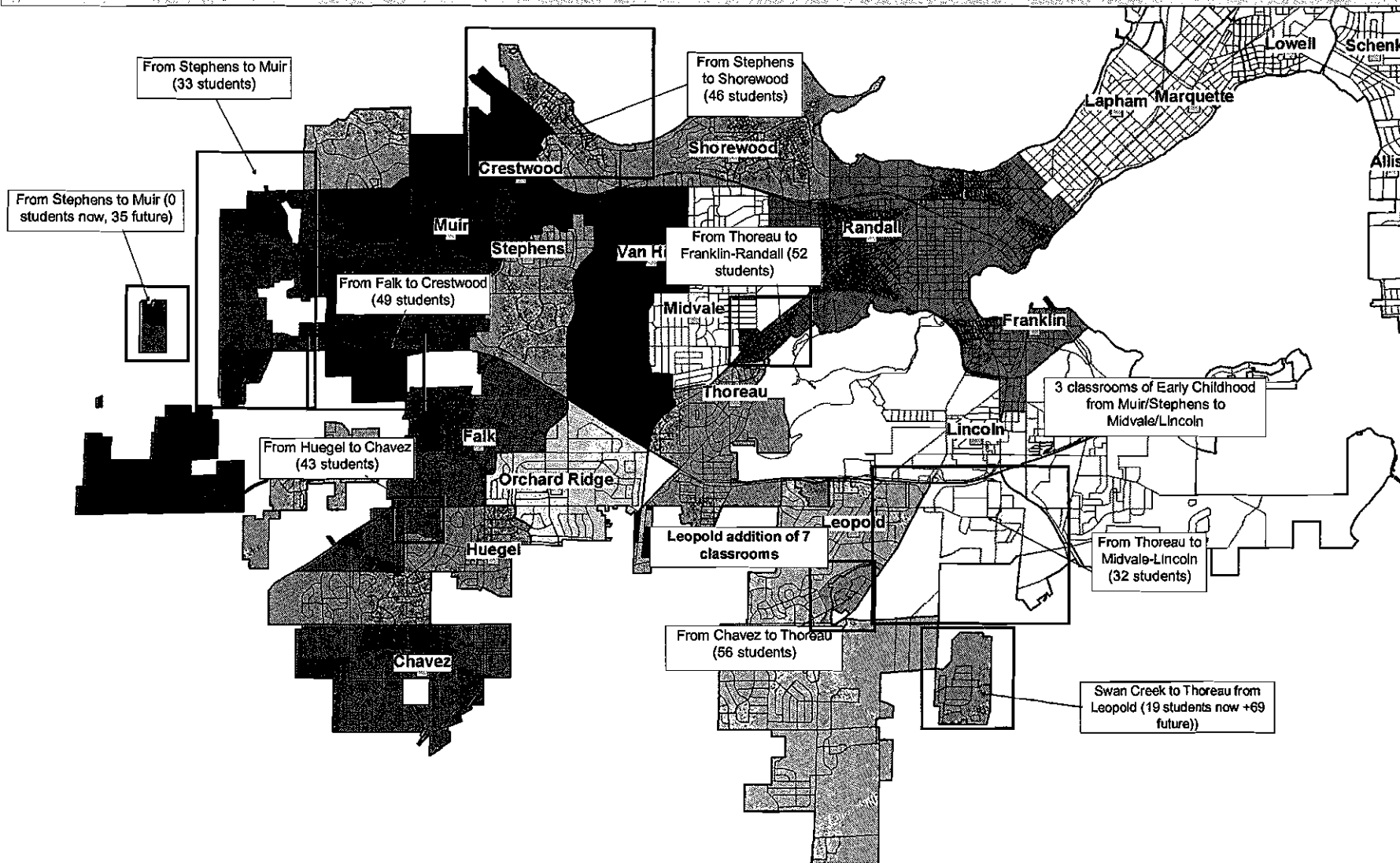
**Muir** add 38 seats to capacity - move Early Childhood.

**Stephens** add 18 seats to capacity - move Early Childhood.

**Franklin-Randall** add 54 seats to capacity.

## Option CP 2 Updated 1-11-2006

**New Leopold addition (7 rooms). No new school far west side. Gain capacity by programmatic changes, e.g. SAGE reduction, Art and Music rooms converted to classrooms, or reduction of flexible room, at Crestwood and Chavez (increasing capacity). Early Childhood moved from Stephens and Muir to Midvale-Lincoln. Multiple Boundary Changes.**



### Changes in Option CP 2 (Updated 1-11-2006)

Description of Area	Current # of Students	# Low Income Students	From	To	Transportation Impact
Allied Drive to Crestwood (67) and Stephens (124). Grandfather current students no moves	0	0	Crestwood, Stephens, Thoreau	Crestwood, Stephens	
Swan Creek	19	1	Leopold	Thoreau	Increase bus time 10 minutes
Area S of Belline, E of Fish Hatchery	32	29	Thoreau	Midvale-Lincoln	Increase bus time 5 minutes, cost: \$45,000
Spring Harbor area N of University Avenue	46	3	Stephens	Shorewood	Increase bus time 12 minutes
Area W of Belline, N of Valley View Rd, S of Old Sauk Rd	33	7	Stephens	Muir	No impact
Area S of Raymond, W of McKenna, N of Pilgrim and E of Ch 3	43	26	Huegel	Chavez	Current walkers, 30 minute bus ride, \$45,000
Watts Road Area	49	23	Falk	Crestwood	Currently bused
High Ridge Trail	56	46	Chavez	Thoreau	Increase bus time 3 minutes
Thoreau part of Dudgeon Monroe + Small area by Tokay	52	5	Thoreau	Franklin-Randall	Current all walk, 1/2 would walk, 1/2 bus, cost \$45,000
<b>Total</b>	<b>330</b>	<b>140</b>			

Future Development (continuing or new)	Projected # of students (new or additional)	# Low Income Students	From	To
Linden Park	45	0	Crestwood	Crestwood
Cardinal Glenn (Garfoot)	35	0	Stephens	Muir
Pellet	78	0	Unassigned	?
Pine Hill Farm	15	0	Unassigned	?
Ice Age Falls	31	0	Huegel	Huegel
Hawks Ridge/Meadow	14	0	Unassigned	?
Midtown Commons	27	0	Stephens	Stephens
Oak Meadow	41	0	Leopold	Leopold
Swan Creek	69	0	Leopold	Thoreau
Heather Glen	28	0	Chavez	Chavez

## Option CP 2 Updated 1-11-2006 All numbers are K5 Only

**New Leopold addition (7 rooms). No new school far west side. Gain capacity by programmatic changes, e.g. SAGE reduction, Art and Music rooms converted to classrooms, or reduction of flexible room, at Crestwood and Chavez (increasing capacity). Early Childhood moved from Stephens and Muir to Midvale-Lincoln. Multiple Boundary Changes.**

<b>Total Elem Schools Affected:</b>	<b>14</b>
<b>Total K5 Students Moved</b>	<b>316</b>
<b>Total K5 Low Income Moved:</b>	<b>143</b>

Building Space Use Among Schools				
	Range	High	Low	Average
<b>Current</b>	27%	108%	81%	94%
<b>After</b>	20%	99%	79%	92%

Balancing Low Income Among Schools				
	Range	High	Low	Average
<b>Current</b>	44%	64%	20%	38%
<b>After</b>	44%	65%	21%	38%

Boundary	Data from 3rd Friday in September 2005					CP 2					Projection Without Changes	
	Students Living in Attendance Boundary	Actual Students Enrolled	Building Capacity	% of Capacity	% Low Income	New Capacity	Adjusted Enrollment	Seats Available	% of Capacity	% Low Income	2011 Proj K5	% of Capacity
Chavez	610	594	583	105%	26%	620	597	23	96%	23%	714	122%
Crestwood	382	387	432	88%	20%	470	405	65	86%	24%	471	109%
Falk	373	359	372	100%	55%	372	338	34	91%	53%	399	107%
Frank-Rand	663	694	724	92%	22%	724	715	9	99%	21%	712	98%
Huegel	479	456	470	102%	44%	470	436	34	93%	42%	498	106%
Leopold	708	678	655	108%	50%	777	689	88	89%	52%	762	116%
Midv-Linc	736	697	834	88%	64%	781	768	13	98%	65%	741	89%
Muir	381	399	451	84%	30%	489	414	75	85%	29%	434	96%
Orchard Ridge	245	257	301	81%	38%	301	280	21	93%	43%	278	92%
Shorewood	385	443	470	82%	28%	470	431	39	92%	26%	443	94%
Stephens	504	494	508	99%	27%	526	471	55	90%	36%	661	130%
Thoreau	420	411	432	97%	48%	432	342	90	79%	44%	386	89%
Van Hise	291	299	306	95%	23%	306	291	15	95%	23%	310	102%
<b>Total</b>	<b>6177</b>	<b>6168</b>	<b>6538</b>	<b>94%</b>	<b>38%</b>	<b>6738</b>	<b>6177</b>	<b>561</b>	<b>92%</b>	<b>38%</b>	<b>6810</b>	<b>104%</b>
<b>TOTAL STUDENTS MOVED</b>							<b>316</b>			<b>143</b>		

**Notes:**

**Allied Drive** to Crestwood (67) and Stephens (124). Assumption that current students will be grandfathered. No students moved.

**Chavez** add 37 seats to capacity by programmatic changes 2 rooms.

**Crestwood** add 38 seats to capacity.

**Leopold** addition (7 classrooms) increases capacity by 122.

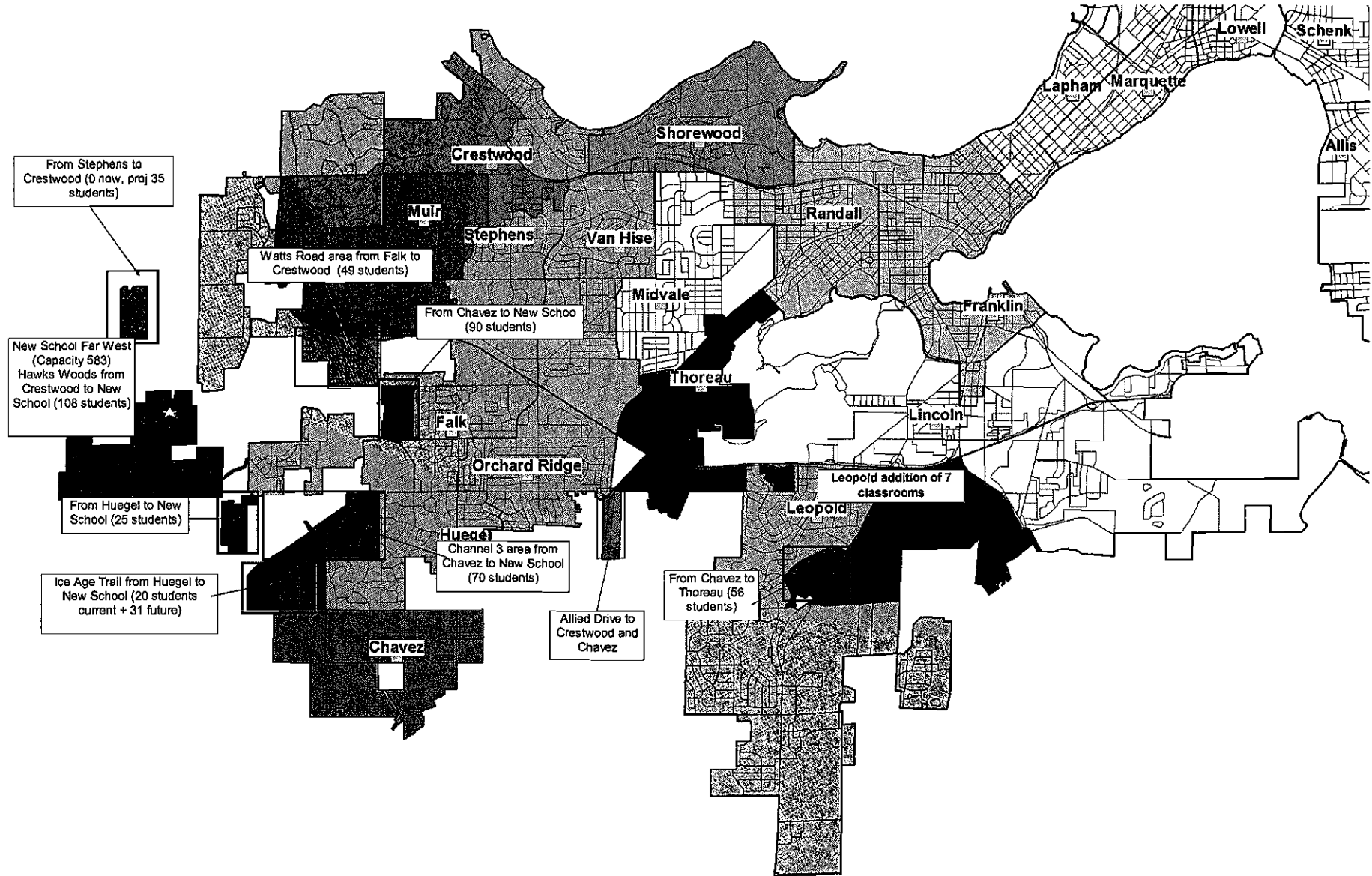
**Midvale-Lincoln** opens 3 classrooms of Early Childhood (remove 53 seats from capacity)

**Muir** add 38 seats to capacity - move Early Childhood.

**Stephens** add 18 seats to capacity - move Early Childhood.

## Option CP 3a (Updated 1-11-2006)

New addition (7 rooms) at Leopold. New school far West Side. Multiple Boundary Changes



Changes in Option CP 3a (Updated 1-11-2006)

Description of Area	Current # of Students	# Low Income Students	From	To	Transportation Impact
Allied Drive to Crestwood (56) and Chavez (135). Grandfather current students no moves	0	0	Crestwood, Thoreau	Crestwood, Chavez	
Watts Road area (Sam's Club, Woodman's)	49	23	Falk	Crestwood	?
Park Ridge Drive area	90	76	Chavez	New Far West School	?
Channel 3 Area	69	11	Chavez	New Far West School	?
High Ridge Trail	56	46	Chavez	Thoreau	Increase bus time 3 minutes
Stone Crest	25	2	Huegel	New Far West School	?
Ice Age Falls	20	0	Huegel	New Far West School	Increase bus time 20 minutes
Area N of Channel 3	1	0	Chavez	Falk	
Hawks Woods	108	1	Crestwood	New Far West School	All walk, reduce 2 routes, save \$90,000
<b>Total</b>	<b>418</b>	<b>159</b>			

Future Development (continuing or new)	Projected # of students (new or additional)	# Low Income Students	From	To
Linden Park	45	0	Crestwood	New Far West School
Cardinal Glenn (Garfoot)	35	0	Stephens	Crestwood
Pellet	78	0	Unassigned	New Far West School
Pine Hill Farm	15	0	Unassigned	New Far West School
Ice Age Falls	31	0	Huegel	New Far West School
Hawks Ridge/Meadow	14	0	Unassigned	New Far West School
Midtown Commons	27	0	Stephens	New Far West School
Oak Meadow	41	0	Leopold	Leopold
Swan Creek	69	0	Leopold	Leopold
Heather Glen	28	0	Chavez	Chavez



# Option CP 3a Updated 1-11-2006 All numbers are K5 Only

New addition (7 rooms) at Leopold. New school far West Side. Multiple Boundary Changes

Total Elem Schools Affected:	7
Total K5 Students Moved	418
Total K5 Low Income Moved:	159

Building Space Use Among Schools				
	Range	High	Low	Average
Current	27%	108%	81%	94%
After	18%	95%	78%	85%

Balancing Low Income Among Schools				
	Range	High	Low	Average
Current	44%	64%	20%	38%
After	50%	64%	14%	38%

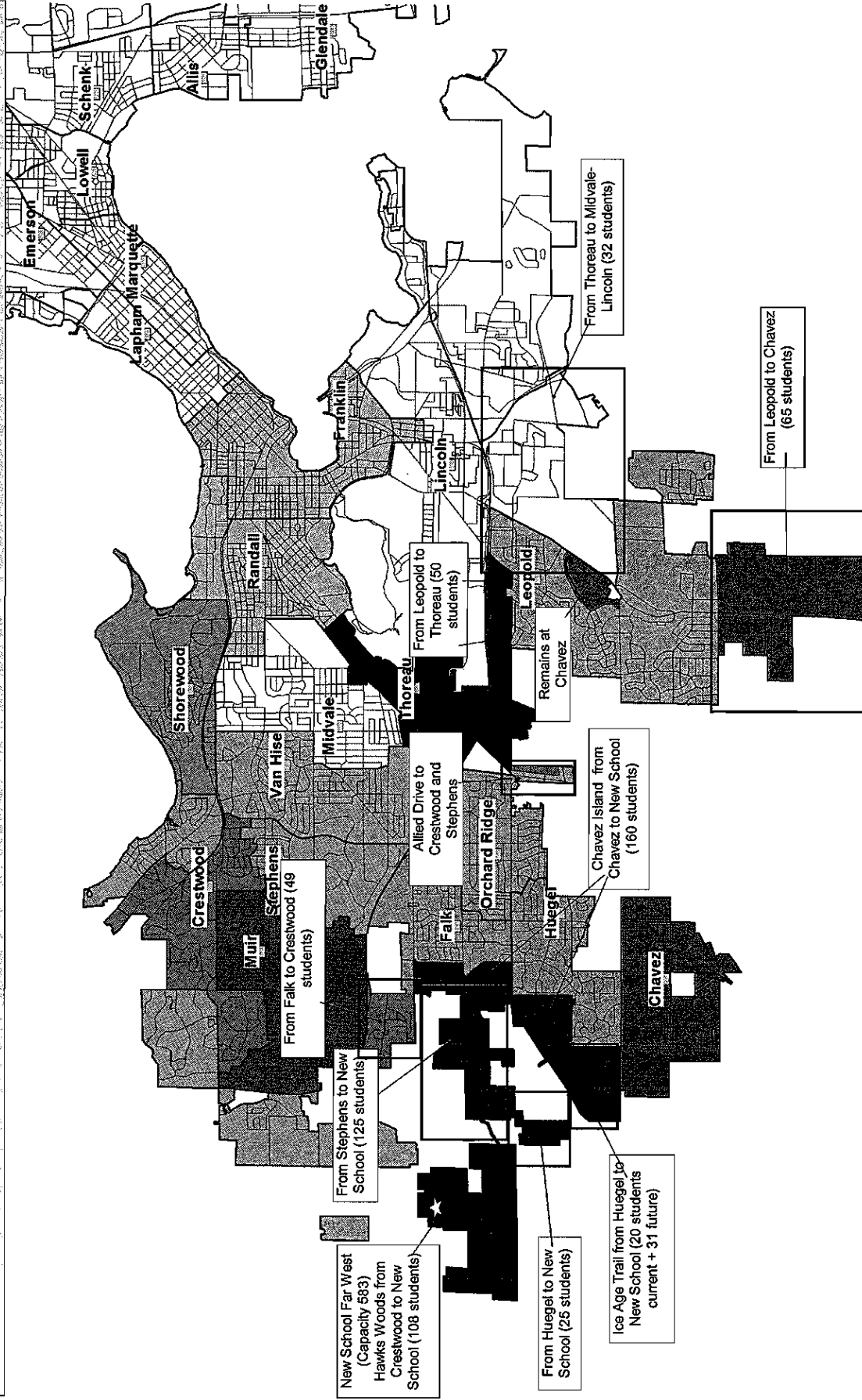
Boundary	Data from 3rd Friday in September 2005					CP 3a					Projection Without Changes	
	Students Living in Attendance Boundary	Actual Students Enrolled	Building Capacity	% of Capacity	% Low Income	New Capacity	Adjusted Enrollment	Seats Available	% of Capacity	% Low Income	2011 Proj K5	% of Capacity
Chavez	610	594	583	105%	26%	583	529	54	91%	30%	714	122%
Crestwood	382	387	432	88%	20%	432	335	97	78%	33%	471	109%
Falk	373	359	372	100%	55%	372	325	47	87%	56%	399	107%
Frank-Rand	663	694	724	92%	22%	724	663	61	92%	22%	712	98%
New West Side School	na	na	na	na	na	583	312	271	54%	29%	na	na
Huegel	479	456	470	102%	44%	470	434	36	92%	48%	498	106%
Leopold	708	678	655	108%	50%	777	708	69	91%	50%	762	116%
Midv-Linc	736	697	834	88%	64%	834	736	98	88%	64%	741	89%
Muir	381	399	451	84%	30%	451	381	70	84%	30%	434	96%
Orchard Ridge	245	257	301	81%	38%	301	245	56	81%	38%	278	92%
Shorewood	385	443	470	82%	28%	470	385	85	82%	28%	443	94%
Stephens	504	494	508	99%	27%	508	426	82	84%	14%	661	130%
Thoreau	420	411	432	97%	48%	432	407	25	94%	45%	386	89%
Van Hise	291	299	306	95%	23%	306	291	15	95%	23%	310	102%
Total	6177	6168	6538	94%	38%	7243	6177	1066	85%	38%	6810	104%
TOTAL STUDENTS MOVED							418			159		

Notes:

Allied Drive to Crestwood (56) and Chavez (135). Assumption that current students will be grandfathered. No students moved.

# Option CP 4 Updated 1-11-2006

New school far West Side. No addition at Leopold. Multiple boundary changes.



### Changes in Option CP 4 Updated 1-11-2006

Description of Area	Current # of Students	# Low Income Students	From	To	Transportation Impact
Allied Drive to Crestwood (56 and Stephens (135). Grandfather current students no moves	0	0	Crestwood, Stephens, Thoreau	Crestwood, Stephens	
Chavez Island (Channel 3 and Park Ridge Drive)	160	87	Chavez	New Far West School	Increase bus time 10 minutes
Grandview, Brighton Place S of Bellline, McDivitt and Todd Dr	50	37	Leopold	Thoreau	Current walk, need bus
Watts Road Area	49	23	Falk	Crestwood	Current bused
Area S of Bellline, E of Fish Hatchery	32	29	Thoreau	Midvale-Lincoln	Increase bus time 5 minutes, cost: \$45,000
Area S of Lacy Rd	65	5	Leopold	Chavez	Increase bus time to 50 minutes
Stone Crest	25	2	Huegel	New Far West School	Increase bus time 5 minutes
Ice Age Falls	20	0	Huegel	New Far West School	Increase bus time 20 minutes
Valley Ridge area	125	12	Stephens	New Far West School	Decrease bus time 0-5 minutes
Hawks Woods	108	1	Crestwood	New Far West School	All walk, reduce 2 routes, \$90,000 saving
<b>Total</b>	<b>634</b>	<b>196</b>			

Future Development (continuing or new)	Projected # of students (new or additional)	# Low Income Students	From	To
Linden Park	45	0	Crestwood	New Far West School
Cardinal Glenn (Garfoot)	35	0	Stephens	Stephens
Pellet	78	0	Unassigned	New Far West School
Pine Hill Farm	15	0	Unassigned	New Far West School
Ice Age Falls	31	0	Huegel	New Far West School
Hawks Ridge/Meadow	14	0	Unassigned	New Far West School
Midtown Commons	27	0	Stephens	New Far West School
Oak Meadow	41	0	Leopold	Chavez
Swan Creek	69	0	Leopold	Leopold
Heather Glen	28	0	Chavez	Chavez

# Option CP 4 Updated 1-11-2006 All Numbers are K5 Only

No addition at Leopold. New school far West Side.  
Multiple Boundary Changes

Total Elem Schools Affected:	10
Total K5 Students Moved	634
Total K5 Low Income Moved:	196

Building Space Use Among Schools				
	Range	High	Low	Average
Current	27%	108%	81%	94%
After	18%	95%	78%	87%

Balancing Low Income Among Schools				
	Range	High	Low	Average
Current	44%	64%	20%	38%
After	50%	65%	15%	38%

Boundary	Data from 3rd Friday in September 2005					CP 4					Projection Without Changes	
	Students Living in Attendance Boundary	Actual Students Enrolled	Building Capacity	% of Capacity	% Low Income	New Capacity	Adjusted Enrollment	Seats Available	% of Capacity	% Low Income	2011 Proj K5	% of Capacity
Chavez	610	594	583	105%	26%	583	515	68	88%	15%	714	122%
Crestwood	382	387	432	88%	20%	432	335	97	78%	33%	471	109%
Falk	373	359	372	100%	55%	372	324	48	87%	56%	399	107%
Frank-Rand	663	694	724	92%	22%	724	663	61	92%	22%	712	98%
New West Side School	na	na	na	na	na	583	438	145	75%	23%	na	na
Huegel	479	456	470	102%	44%	470	434	36	92%	48%	498	106%
Leopold	708	678	655	108%	50%	655	593	62	91%	53%	762	116%
Midv-Linc	736	697	834	88%	64%	834	768	66	92%	65%	741	89%
Muir	381	399	451	84%	30%	451	381	70	84%	30%	434	96%
Orchard Ridge	245	257	301	81%	38%	301	245	56	81%	38%	278	92%
Shorewood	385	443	470	82%	28%	470	385	85	82%	28%	443	94%
Stephens	504	494	508	99%	27%	508	436	72	86%	41%	661	130%
Thoreau	420	411	432	97%	48%	432	369	63	85%	39%	386	89%
Van Hise	291	299	306	95%	23%	306	291	15	95%	23%	310	102%
Total	6177	6168	6538	94%	38%	7121	6177	944	87%	38%	6810	104%
TOTAL STUDENTS MOVED							634			196		

## Notes:

Allied Drive to Crestwood (56) and Stephens (135). Assumption that current students will be grandfathered. No students moved.

Unassigned developments and new developments (except Oak Meadow, Swan Creek and Heather Glen) to new west side school.

## **Final Recommendations Regarding Building new schools, Building additions to existing schools, and Revising school boundaries with restructuring programs**

Building on the work of previous meetings and the input from the December 19, 2005 Board of Education meeting, the Task Force continued to work with the preliminary options and the decision making format during the final three large group meetings. The beginning point of the decisions for preliminary and final options was addressing Leopold overcrowding. Each option was dependent upon how the Task Force chose to respond to Leopold overcrowding.

The Task Force's discussion and final recommendations related to revising school boundaries to create options was extensive and ongoing. After analyzing all of the options and strategies, the Task Force recommends the following three final options related to changing boundaries and/or building new schools and/or additions:

*Option CP3A-Building a new school on the far West side of Madison and building an addition of seven rooms to Leopold School* is recommended by unanimous support, coupled with the suggestion that the Board consider as secondary plans *Options CP4-Building a new school far West and reassigning school boundaries* and *CP2- Building a seven room addition to Leopold School with no new school on the far West side* if CP3A is not implemented.

Option CP1A is presented by the Task Force only as an example of possible ways to address space issues without building either a new building or an addition. The Task Force tried to create a boundary change plan that will last for more than three years and found that it was an impossible task. Thus the example boundary change CP1A plan that is presented will not last five years.

### **Final Options Regarding Restructuring Programs:**

The Task Force had ongoing discussion regarding the use of space at Hoyt School, pairing schools, and restructuring programs. At the final meeting, the Task Force requested that in addition to the Option CP1A, the administration would create a CP1A like Option that included programmatic changes. The Task Force also requested that the Administration provide to the Board of Education a summary of the discussions regarding programmatic changes and information regarding the impact of programmatic changes on the issues noted in the charge to the Task Force.

Physical plant capacity of MMSD elementary schools is calculated on the current programmatic structure:

- Reduced class size
- One classroom set aside for flexibility, (for example, an influx of students, a new grant, etc.
- Classrooms set aside for Art and Music and REACH in proportion to the enrollment
- Space for ESL, Reading Recovery, Special education services

The enrollment projections for MMSD elementary schools, district wide, predict that there will be only 120 empty seats for K-5th grade students in five years.

Without building new capacity, it is mathematically impossible to create enough seats, using the current program structure to seat all K- 5th and Early Childhood children in five years. This situation is most pronounced in the West and Memorial attendance areas, where there will be a shortage of 273 seats. Thus extensive programmatic restructuring is required if no capacity is added.

#### Creating capacity by eliminating program flexibility

The Task Force discussed the fact that current building capacity calculations leave one room unassigned at each school to accommodate program flexibility. One way of gaining a small amount of capacity is to eliminate the program flexibility that this practice affords.

#### Creating capacity by providing art and music instruction in the academic classroom

The Task Force reluctantly discussed the option of gaining capacity by having art and/or music teachers deliver instruction in the regular classroom setting as a means of gaining space in schools that are overcrowded. This can be used as a strategy to gain classroom space if no additional space is built. It can also be used as a short term strategy if the decision is made to create additional space either through additions, new buildings or both.

Please see the analysis provided by MMSD Fine Arts Coordinator in Appendix D.

#### Creating capacity by increasing class size

The Task Force reluctantly considered the elimination of reduced class size for the reading and math blocks in grades 2 and 3 at schools of no more than 26% poverty if such elimination resulted in creating enough space to maintain an option for at least five years. This is a strategy that has the biggest impact on student achievement and is not an acceptable strategy for that reason. Reduced class size of no more than 15:1 in grades K and 1 is one of the educational practices that has the strongest research link to an increase in student academic achievement and to closing the achievement gap. The research shows the strongest positive impact on students of poverty and students of color. The Board of Education goal that all children be proficient in reading by grade three is directly impacted by class size. The state of Wisconsin SAGE program mandates reduced class size in grades K-3. Schools that are SAGE schools must have reduced class size in all of these grades to maintain funding. The Task Force requests that the Board weigh heavily the impact that this strategy would have on student learning.

#### **Information regarding remaining strategies in Board of Education Charge to Task Force**

In addition to the Options recommended and the information presented above, The Task Force provided additional information regarding the other strategies that were included in the overall charge to the Task Force. A summary of their thoughts is presented for each category below. Please see Appendix

#### Keeping Neighborhoods together

This was a top priority of the Task Force but could not be accomplished without additional space either through additions, new buildings or both.

#### Keeping Bus rides no longer than 45 minutes

The Task Force felt strongly that children should not have longer than a 45 minute bus ride one way. There are no current bus rides longer than 45 minutes for MMSD elementary school students. The Board of Education could determine other options if it is willing to have longer bus rides. If we add longer bus routes, we may not be able to double routes as we currently do and there would be additional expense.

#### Addressing income disparity

Every option was analyzed in terms of addressing income disparity. Some options address this better than others. While this was a priority of the Task Force, it became apparent that this could not be attained without additional space either through additions, new buildings or both and/or working with the city of Madison to address housing patterns.

#### Accommodating new growth

None of the plans developed and analyzed with boundary changes alone could accommodate the increase in enrollment and new growth for more than three years.

#### Relocation of Early Childhood Programs

Early Childhood programs occupy space in schools. The Task Force moved these programs when needed to gain space at specific schools. The EC program is mandated by law. The district has used space outside of schools for these programs in the past (eg. Red Arrow, etc.) There are some negative aspects of using space outside of the district. Moving within the district to schools that have space is a more positive strategy.

#### Pairings

The Task Force created and analyzed many plans that included pairing schools. In the end, final options did not include new pairing, mostly because it added bus routes and/or put current walkers on buses, both of which would add costs.

#### Reopening Hoyt School

The discussion of this strategy centered on balancing the significant financial investment needed to remodel the building, the fact that the seats were not located in a place where they were needed, and the removal of the programs that are currently located at Hoyt. The area around Hoyt has a significant number of citizens over 55 who would not easily be able to access MSCR programs located on the East side.