# [Reports on various Madison public schools].

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# A REPORT ON BADGER SCHOOL

April 20, 1967

## The problem

At what point in time will Badger school have to be relieved?

Two corollaries exist.

1. Should the pupils from the Fish Hatchery area continue to be transported to the existing Badger school?

2. Should pupils who live in the Franklin area north of the beltline highway continue to attend Badger?

## Discussion

Badger school was attached to the Madison school district in 1962 for school purposes only. The district was first censused by Madison in 1963. With the opening of Lincoln junior high school in September, 1965, the 7th and 8th grades were removed from Badger.

The present school was built across Badger Road from the location of the old Badger State Graded school in 1961. There were additions in 1961, 1962, and 1964. The physical plant, as it now exists contains nine rooms plus a kindergarten. Enrollment in September, 1966, was 254.

The principal's estimate for 1967-68 is 307, which may be slightly high, but not appreciably so. Of the 307 estimated, 72 are estimated to come from the Fish Hatchery area, and 95 from the area in the Franklin district north of the beltline highway. This would mean that 140 would come from the immediate Badger district.

Experience shows that the parochial factor at the elementary level is minimal. One can expect to lose 4 or 5 from kindergarten to parochial first grade. Grade distribution of parochial school attendance from this area makes it appear that there is no consistent pattern of parochial school attendance, however. Oddly enough, as of June, 1966, Edgewood had 17 pupils from this area in grades 9-12, inclusive.

Following are census data:

| Year | Pre-school | % of total | Elementary | % of total | Jr. Hi. | % of total | Sr. Hi. | % of total | Post High | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1963 | 234 | 35.1 | 249 | 37.3 | 76 | 11.4 | 75 | 11.2 | 33 | 4.9 | 667 |
| 1964* | 109 | 21.8 | 226 | 45.3 | 75 | 15.0 | 58 | 11.6 | 31 | 6.2 | 499 |
| 1965 | 117 | 22.6 | 215 | 41.6 | 91 | 17.6 | 57 | 11.0 | 37 | 7.2 | 517 |
| 1966 | 109 | 20.9 | 202 | 38.8 | 95 | 18.2 | 70 | 13.4 | 45 | 8.6 | 521 |

*Boundary changed (The area north of the beltline placed in Franklin district.)

These census data show some rather odd characteristics.

1. The number of pre-school children are far too few to maintain the school without children from the Fish Hatchery area and the area north of the beltline.

2. This same statement can be made of elementary age children in the Badger district.

3. The number of junior high age pupils is high.

4. The per cent of total of junior high age children is the highest found to date in any school district.

5. The number of senior high age pupils is not as high, but the per cent of total is high. (This usually runs 14% - 16% in old districts.)

6. One can expect drops in the elementary school enrollments from the Badger district unless new homes are constructed in the district.

7. Eventually, one should expect corresponding drops at the junior high level unless there is construction activity.

Following are pre-school census data by ages and enrollment by grades:

| Year | census age or grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1962-63 | not available | | | | | : 52 | 37 | 26 | 38 | 32 | 28 | 26 | 239 |
| 1963-64 | 55 | 46 | 51 | 41 | 41 | : 52 | 47 | 35 | 31 | 38 | 31 | 26 | 260 |
| 1964-65 | 11 | 28 | 11 | 32 | 27 | : 57 | 38 | 43 | 35 | 28 | 39 | 28 | 268 |
| 1965-66 | 22 | 18 | 31 | 17 | 29 | : 52 | 42 | 37 | 34 | 30 | 27 | 34 | 256 |
| 1966-67 | 21 | 18 | 19 | 30 | 21 | : 54 | 55 | 28 | 36 | 29 | 34 | 18 | 254 |

*Boundary changed.

A number of observations are in order.

1. When the district boundaries were altered in 1964, substantial numbers of children were removed. However, this has had no effect on the enrollments because the children attend Badger school rather than Franklin, the school of their district.

2. The school could not be maintained by the district's school population.

3. There is great variation in both age progressions and in grade progressions, but grade projections are generally stable.

4. There is no consistent pattern identifiable in movement from kindergarten to first grade.

5. If the projected enrollment of 307 made by the principal is realistic, (an increase of 53) it seems obvious that the increase will have to come from areas which are not in the district.

6. There have been, and it would appear that there will continue to be, awkward class sizes (too many for one section and not enough for two).

7. Awkward class sizes would exist even though out-of-district pupils were sent to another school.

8. It would make sense to alter the district boundaries to include the area from the Franklin District, the children of which attend Badger school. (The only difference it would make is that future analyses of both districts would be greatly simplified if the census reflected more accurately where the children went to school.)

9. There is the possibility that the causeway's completion will stimulate growth in this area. Until such time as there is growth, this school will continue to be a problem school.

Summary and conclusions

Problems at this school are quite simple to identify, but not simple to solve.

At the present time, the school facilities are substandard by our standards. They always have been, and were more substandard before 1962, when they were attached for school purposes, than they are now. Identified, substandard conditions exist in the areas of library, art, physical education, and possibly in music.

If there are to be approximately 300 pupils in this school next September, and there is no reason to question that figure, two temporaries will help to solve the immediate problems. However, they will not solve the problems inherent in the lack of library facilities, art, or physical education.

Of the approximately 300 pupils anticipated, approximately 70 of them will come from the Fish Hatchery area which will be a part of the Arbor Hills school district if a school is built there in 1968.

In one sense, losing these pupils to Arbor Hills will simplify the Badger problems, but in another it will complicate them. The problems will be simplified because there will be fewer pupils to carefor in limited physical facilities.

It will complicate them because, without further growth, their removal will leave awkward sized numbers in some grades. Nor will the removal of the Fish Hatchery group help to solve the long-range problems of a substandard physical plant.

This school is not included in the BLUEPRINT.

The 1967 school census will census the children now in the Franklin district, but attending Badger school, in the Badger district.

Future analyses of Badger and Franklin districts must recognize that the census areas have been changed and that what will appear as growth in the Badger district and losses in the Franklin district may not represent growth or losses in the respective districts.

Recommendations

1. Solve the short-range problems as best we can by using temporaries.

2. Recommend to the Board of Education that the long-range problems be solved by up-grading the facilities within this capital budget period even though Badger is not included in BLUEPRINT FOR THE FUTURE.

3. Make this fact known to the parents of the Badger district.

4. Make the temporary solution no longer than two additional school years. (There is considerable growth potential in the district. The causeway could very easily stimulate it.)

# LONG-RANGE ANALYSIS OF CHEROKEE HEIGHTS DISTRICT

February 3, 1967

## The problem

Should the elementary district boundaries be changed to eliminate or avoid large sections at Cherokee Heights elementary school?

If boundaries are to be changed, should the boundaries between Midvale and Cherokee Heights or between Nakoma and Cherokee Heights be changed, or should both be changed?

What future effects will changes have?

## Discussion

Cherokee Heights elementary-junior high school opened in September, 1955, at which time the enrollment at the elementary level was well over 50% of the total enrollment.

In 1956-57, for example, total enrollment was 1036, of which 625 were in the elementary division.

This school was planned, specifically, to have the elementary section of the building shrink to a one-section school while the junior high section increased proportionately.

This is exactly what happened.

However, relatively few and minor changes in age and grade classifications in any age group or grade take on great significance when one is dealing with a one-section school. One inevitably comes to the point where two or three more pupils at any grade level change the class from a full class of 29 or 30 to a more crowded class of 32 or 33. If this were to happen occasionally, it would represent nothing more than a fact of life in the operation of the school. Such things do happen. However, if these things happen with marked consistency, they represent a long-time or chronic problem, in which case they should be solved.

The parochial effect of the district is not particularly significant, and would not become significant unless the per cent of parochial children changed. If this were to happen, it would be significant for the reasons pointed out above.

There were a total of 57 pupils from the district attending two parochial schools (Edgewood and Queen of Peace) as of June, 1966. Twenty-five of these were at grades 1 - 6, inc. Fourteen were at grades 7, 8, and 9, and 18 were at grades 10, 11, and 12.

Following is the distribution of census-aged groups from 1958 to 1966, inclusive:

| Year | No. pre-school | % of total | No. elementary | % of total | No. Jr. high | % of total | No. Sr. high | % of total | Post school | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1958* | 160 | 31.5 | 204 | 40.2 | 60 | 11.8 | 49 | 9.6 | 35 | 6.9 | 508 |
| 1959 | 150 | 28.0 | 211 | 39.4 | 80 | 15.0 | 56 | 10.5 | 38 | 7.1 | 535 |
| 1960 | 161 | 28.3 | 213 | 37.5 | 82 | 14.4 | 72 | 12.7 | 40 | 7.0 | 568 |
| 1961* | 167 | 28.4 | 216 | 36.7 | 91 | 15.5 | 73 | 12.4 | 41 | 7.0 | 588 |
| 1962 | 172 | 27.3 | 235 | 37.4 | 82 | 13.0 | 91 | 14.5 | 49 | 7.8 | 629 |
| 1963 | 155 | 24.7 | 218 | 34.7 | 97 | 15.4 | 98 | 15.6 | 60 | 9.6 | 628 |
| 1964* | 172 | 23.0 | 245 | 32.8 | 126 | 16.8 | 133 | 17.8 | 72 | 9.6 | 748 |
| 1965 | 140 | 19.7 | 246 | 34.6 | 114 | 16.0 | 125 | 17.6 | 86 | 12.1 | 711 |
| 1966 | 158 | 21.0 | 245 | 32.5 | 121 | 16.1 | 123 | 16.3 | 106 | 14.1 | 753 |

*Boundary changes.

A number of observations are in order.

1. The number of pre-school children in the district has remained fairly constant during this period, and while it varies somewhat from year to year, there is no identifiable trend either up or down.

2. The per cent of pre-school children to total census-age children has dropped consistently during this period. This indicates an identifiable change in the age composition of census-age people in the district, a fact one can recognize by noting that in 1966 it took a total of 753 to maintain 153 pre-school children. In 1958 a total of 508 maintained a pre-school population of 160.

3. The actual number of elementary-age children increased steadily between 1958 and 1966.

4. The per cent of elementary-age children dropped consistently. Therefore the increased numbers must be explained by the increase in totals.

5. Junior high-age children doubled during this period. This fact indicates that people tend to remain in the district. It also indicates that families with children of junior high-age have moved into the district in greater numbers than they have moved out.

6. As would be expected, the per cent of junior high-age children increased steadily during this period.

7. The number of senior high-age children increased about 250%. The same conclusions can be drawn from this fact as were drawn from the junior high-age children.

8. The per cent of senior high-age population increased steadily.

9. Growth of the total census-age population was very steady, and considering the size of the district, was quite remarkable.

Following are elementary and junior high enrollments and projections:

| Year | census age or grade | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | El | Jr | Total |
| 1958-59 | 33 | 33 | 27 | 33 | 34 | : 30 | 35 | 35 | 28 | 22 | 25 | 36 | 308 | 270 | 199 | 211 | 777 | 988 |
| 1959-60 | 30 | 27 | 38 | 23 | 32 | : 35 | 24 | 35 | 34 | 31 | 20 | 22 | 282 | 203 | 252 | 201 | 737 | 938 |
| 1960-61 | 40 | 34 | 26 | 38 | 23 | : 31 | 27 | 25 | 35 | 35 | 30 | 21 | 235 | 273 | 192 | 204 | 700 | 904 |
| 1961-62 | 39 | 34 | 33 | 23 | 38 | : 33 | 33 | 29 | 26 | 36 | 32 | 32 | 206 | 235 | 273 | 221 | 714 | 935 |
| 1962-63 | 32 | 41 | 36 | 36 | 27 | : 31 | 30 | 32 | 30 | 25 | 32 | 32 | 262 | 218 | 233 | 212 | 713 | 925 |
| 1963-64 | 23 | 30 | 31 | 37 | 34 | : 35 | 26 | 26 | 31 | 28 | 27 | 31 | 227 | 262 | 225 | 211 | 707 | 918 |
| 1964-65 | 32 | 27 | 41 | 29 | 43 | : 35 | 34 | 24 | 23 | 25 | 32 | 27 | 215 | 218 | 271 | 200 | 704 | 904 |
| 1965-66 | 23 | 26 | 25 | 39 | 27 | : 30 | 34 | 34 | 27 | 23 | 24 | 31 | 206 | 223 | 236 | 203 | 665 | 868 |
| 1966-67 | 31 | 29 | 33 | 32 | 33 | : 36 | 33 | 35 | 30 | 26 | 26 | 25 | 226 | 201 | 228 | 211 | 655 | 866 |
| 1967-68 | | | | | | 33 | 33 | 33 | 35 | 30 | 26 | 26 | 200 | 226 | 201 | 216 | 627 | 843 |
| 1968-69 | | | | | | 30 | 31 | 33 | 33 | 35 | 30 | 26 | 216 | 200 | 226 | 218 | 642 | 860 |
| 1969-70 | | | | | | 30 | 28 | 31 | 33 | 33 | 35 | 30 | 207 | 216 | 200 | 220 | 623 | 843 |
| 1970-71 | | | | | | 30 | 28 | 28 | 31 | 33 | 33 | 35 | 215 | 207 | 216 | 218 | 638 | 856 |
| 1971-72 | | | | | | 30 | 28 | 28 | 28 | 31 | 33 | 33 | 227 | 215 | 207 | 211 | 649 | 860 |

There are a number of pertinent observations.

1. Each pre-school age group has been remarkably stable.

2. Age progressions in the pre-school group have also been remarkably stable.

3. Without exception, each grade group has been very stable.

4. With few exceptions, grade progressions have been very stable.

5. During the period from 1958 to 1966-67, there were 63 elementary grade sections. Thirty-seven (59%) of these sections enrolled 30 or more pupils.

6. During the nine year period studied, total elementary enrollment fluctuated by only 20 pupils.

7. Since 1959-60, junior high enrollment has also fluctuated relatively little.

8. It would appear that, unchanged, the elementary section of the school will continue to have an inordinate number of sections with thirty pupils or more.

9. It would also appear that, unchanged, total elementary enrollment will remain stable.

10. Total junior high enrollments appear to have leveled off at about 650.

11. Junior high projections indicate that total junior high enrollments will remain about 650.

This building contains 1 library, 2 industrial arts rooms, 2 art, 2 home economics, 3 science, 2 music, and 17 regular classrooms in the junior high area. In addition, there are 6 regular classrooms plus a kindergarten in the elementary section. (At the present time, the elementary section is using one regular classroom in the junior high area.)

A reasonable junior high enrollment for the building is 650 to 700. A reasonable elementary enrollment for the building is 180 to 210, depending on whether there are 1 or 2 sections of kindergarten. At the present time there is one section.

As pointed out earlier, "capacity" in the elementary section is quite inflexible because there is only one section per grade. Under these conditions, fluctuations of very few pupils per grade can cause scheduling problems.

Principal Bainbridge has furnished two alternate plans with summaries of how each would affect his elementary enrollment next year. Copies of these plans are attached.

Summary and conclusions

It is quite clear that the problems of elementary classes of 30 or more pupils per grade has been a chronic one for the past nine years. It is equally clear that, undisturbed, classes of 30 or more in each grade will continue.

It might be possible to use another junior high room for elementary purposes. However, this would mean increasing the numbers of split grades. Because the numbers in each grade do not exceed 30 by very many, increasing the numbers of split grades would decrease the pupil-teacher ratio at the elementary level drastically. One can therefore conclude that increasing the number of teachers (and using more rooms) would prove to be a very uneconomical way to solve the problem.

All the available data indicate that the junior high population will remain about the same as it is now.

Unless the boundaries of the elementary district are changed, the elementary school will continue to have large classes.

If Mr. Bainbridge's data is correct, (and there is no reason to assume that it is not) shifting the Midvale-Cherokee elementary boundary would relieve the situation.

The question will arise as to whether Midvale could absorb these pupils without creating problems. Mr. Bainbridge gives the numbers of children who would be affected at the kindergarten through 4th grade only. Midvale's projected enrollment by grades is given below with the children identified by Mr. Bainbridge.

| | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---|---|---|---|---|---|---|---|---|
| Projected Midvale | 75 | 75 | 80 | 80 | 71 | 98 | 88 | 567 |
| From Cherokee | 7 | 5 | 3 | 7 | 4 | ? | ? | |
| | 82 | 80 | 83 | 87 | 75 | 98 | 88 | 593 |

Since these pupils would eventually go to Cherokee junior high, next year's Cherokee 6th grade should not be changed. It is clear that Midvale would have no trouble if the boundary change is made.

The Midvale-Cherokee Heights boundary change indicated by Mr. Bainbridge should be made.

PROPOSED BOUNDARY CHANGE FOR THE 1967-68 SCHOOL YEAR - CHEROKEE ELEMENTARY

PLAN I. Including all of Odana Road, Rolla Lane, Anthony Lane, 700 block of Midvale and extending to the intersection of Cabot and Somerset. Students living in this area in grades kindergarten through fourth grade could attend Midvale School. The students living in this area who are in grades 5 and 6 could continue to attend Cherokee.

The above proposed change would affect our enrollment as follows:

Prospective Kindergarten - 28 - taken from census
Students living in the above area:
Michael Anderson, 725 Anthony Lane
Renee Condon, 4321 Rolla Lane
Robert David, 4201 Odana Road
William Stein, 4325 Odana Road
Steven Steinhofer, 718 Anthony Lane
Joanne Toomey, 4305 Rolla Lane
Patricia VanEss, 4307 Odana Road 28
minus 7
21

1st Grade - 35 1967-68
Students living in the above area:
David Meinhardt, 4210 Rolla Lane
Jennifer Richardson, 4301 Rolla Lane
Gretchen Schlicht, 726 Anthony Lane
Tara McIsaac, 4430 Rolla Lane
Lori Click, 4201 Odana Road 35
minus 5
30

2nd Grade - 33 1967-68
Students living in the above area:
Karen Anderson, 4434 Rolla Lane
Julie Coatta, 4104 Odana Road
Donald Toomey, 4305 Rolla Lane 33
minus 3
30

3rd Grade - 35 1967-68
Students living in the above area:
Susan Jensen, 713 S. Midvale
Larry Schwarts, 4334 Rolla Lane
Kristen Schlicht, 726 Anthony Lane
Robert Shapiro, 4309 Rolla Lane
Susan Steinhofer, 718 Anthony Lane
Shauna McIsaac, 4430 Rolla Lane
Ronald Click, 4201 Odana Road 35
minus 7
28

4th grade - 30 1967-68
Students living in the above area:
John Coatta, 4104 Odana Road
Lauren Schlicht, 726 Anthony Lane
Linda Feirn, 4322 Rolla Lane
Paul Kollberg, 722 Anthony Lane

30
minus 4
26

Emery Bainbridge, Principal

## PLAN II

Proposed Boundary Change for the 1967-68 School Year (Cont.)

2. Excluding the triangle area bounded by Nakoma Road, Whenona Drive and the Belt Line, including the apartments across from Brookwood. These pupils could be transported to Nakoma or Dudgeon Schools. This would have the following results on our enrollments:

Prospective Kindergarten - 28 1967-68
Students living in the above area:
Jessica Wrightsman, 19 Mohawk Circle
Morris Lornitzo, 4333 Doncaster Drive
Eric St. Germain, 4326 Mohawk Drive
William Byers, 4350 Doncaster Drive 28
minus 4
24

1st Grade - 35 1967-68
Students living in the above area:
Julie D'Orazio, 4313 Mohawk Drive
Stephen Lornitzo, 4333 Doncaster Drive
Chris Oviatt, 1510 Whenona Drive
Wendy Stoltman, 4433 Nakoma Road 35
minus 4
31

2nd Grade - 33 1967-68
Students living in the above area:
David Blessum, 4427 Nakoma Road
Harry Krouse, 4427 Nakoma Road
Darlene Murphy, 1610 Whenona Drive
James Wrightsman, 19 Mohawk Circle
Fredric Zwerg, 4301 Doncaster Drive
Danny LeMay, 7 Mohawk Circle 33
minus 6
27

3rd Grade - 35 1967-68
Students living in the above area:
Steven D'Orazio, 4313 Mohawk Drive
Robert Murphy, 1610 Whenona Drive
Jeff Klossner, 4322 Doncaster Drive 35
minus 3
32

4th Grade - 35 1967-68
Students living in the above area:
Jeffrey Myers, 17 Mohawk Circle
Joni Esser, 4433 Nakoma Road 35
minus 2
33

Emery Bainbridge, Principal

# LONG-RANGE PLANS - DUDGEON SCHOOL

## The problem

In a master or long range plan for utilization of Madison Public Schools, how can this school best be utilized?

## Pertinent data

This school has been used as a transport school for a number of years.

It is located in one of the older west side areas of the city, and from the standpoint of location, it leaves much to be desired since it has the cemetery and golf course on its immediate north side and the arboretum and Lake Wingra on the south. The district has always been a small one.

During the early sixties, this district was also a very stable one with a great deal of evidence that turnover in the school population took place, but actual numbers in the elementary-age group were consistently larger than the pre-school-age group would indicate. In other words, people with elementary-age pupils tended to move into the district.

However, in 1964, there were two boundary changes which merely recognized or formalized the elementary attendance pattern which had been in effect for years. One change took the area west of Glenway and placed it in the Midvale district where the children had attended since Midvale was opened in 1951. The other accomplished substantially the same thing by placing a small area in the Randall district.

Both of these changes had an effect on Dudgeon's child census when it dropped from 1380 in 1963 to 994 in 1964. An examination of the census of Midvale and Randall comparing 1963 and 1964 indicates very strongly that the drop in Dudgeon's census in 1964 was indeed caused by shifts in the boundaries, and not by movement.

The district has a large concentration of parochial children. This distribution, as of June, 1966, follows:

| School | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Blessed Sacrament | | 13 | 16 | 8 | 15 | 12 | 14 | 11 | 10 | | | | | 99 |
| Edgewood | 4 | 3 | 3 | 1 | 4 | 3 | 2 | 2 | 2 | 11 | 13 | 10 | 7 | 65 |
| Queen of Peace | | 4 | 1 | 1 | 5 | 4 | 3 | 2 | 3 | | | | | 23 |
| St. Raphael | | | | | | | | 1 | | | | | | 1 |
| | 4 | 20 | 20 | 10 | 24 | 19 | 19 | 16 | 15 | 11 | 13 | 10 | 7 | 188 |

Following are census age groups from 1960-1966:

| Year | Pre-school | % of total | Elementary | % of total | Jr. High | % of total | Sr. High | % of total | Post High | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1960 | 333 | 23.7 | 527 | 37.5 | 213 | 15.1 | 191 | 13.6 | 143 | 10.2 | 1407 |
| 1961 | 326 | 23.2 | 491 | 35.0 | 241 | 17.2 | 177 | 12.6 | 168 | 12.0 | 1403 |
| 1962 | 341 | 23.9 | 500 | 35.1 | 203 | 14.2 | 222 | 15.6 | 160 | 11.2 | 1426 |
| 1963 | 285 | 20.7 | 500 | 36.2 | 210 | 15.2 | 217 | 15.7 | 168 | 12.2 | 1380 |
| 1964* | 218 | 21.9 | 373 | 37.5 | 154 | 15.5 | 153 | 15.4 | 96 | 9.7 | 994 |
| 1965 | 207 | 21.4 | 358 | 37.0 | 149 | 15.4 | 135 | 13.9 | 119 | 12.3 | 968 |
| 1966 | 214 | 23.1 | 333 | 35.9 | 139 | 15.0 | 131 | 14.1 | 110 | 11.9 | 927 |

*Boundary changed.

A number of observations should be made.

1. From 1960 through 1962, the number of pre-school children was very constant but with a substantial decrease in 1963.

2. The elementary-age groups were also constant through 1963, and were enough larger than pre-school groups to indicate that people with elementary-age children move into the district.

3. After 1961, the junior high-age groups decreased. This decrease continued after the district boundaries were changed in 1964.

4. The senior high-age group peaked in 1962 with decreases evident after the 1964 boundary changes.

5. The per cents of total census of both pre-school and elementary-age children were remarkably stable during this period. These are characteristic of mature districts.

6. Except for one year (1961) the junior high per cents of totals also showed remarkable stability. The per cent of total at this level for 1961 (17.2%) was very high.

7. At the senior high level, the per cent of total peaked at 15.7% which is about par in the mature districts. However, it is interesting to note that this index got below 14% in 1965. This should be watched in the future. Of course, what it may indicate is a cycle effect at the senior high age level.

Pre-school census and enrollment data follow.

| | census age or grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | -1 | 1 | 2 | 3 | 4 | : K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1960-61 | 56 | 68 | 73 | 71 | 65 | : 67 | 55 | 52 | 48 | 61 | 46 | 32 | 361 |
| 1961-62 | 53 | 55 | 70 | 75 | 73 | : 76 | 54 | 48 | 51 | 54 | 54 | 45 | 382 |
| 1962-63 | 59 | 60 | 66 | 78 | 78 | : 60 | 63 | 50 | 51 | 46 | 50 | 57 | 377 |
| 1963-64 | 36 | 58 | 54 | 60 | 77 | : 67 | 53 | 57 | 45 | 53 | 49 | 44 | 368 |
| 1964-65* | 47 | 37 | 41 | 41 | 52 | : 80 | 64 | 58 | 54 | 52 | 55 | 55 | 418 |
| 1965-66 | 40 | 43 | 38 | 46 | 40 | : 93 | 63 | 47 | 57 | 51 | 46 | 53 | 410 |
| 1966-67 | 38 | 49 | 41 | 34 | 52 | : 76 | 71 | 59 | 51 | 53 | 54 | 48 | 412 |

*Boundaries changed.

As indicated earlier, this school has been used for many years as a transport school.

It is presently being used for pupils from the Marlborough Heights-Allied Drive area. As of June, 1966, the following breakdown gives the number of pupils transported in and the number from the resident district:

| | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---|---|---|---|---|---|---|---|---|
| Transports | 56 | 33 | 24 | 25 | 25 | 20 | 27 | 210 |
| From Dudgeon district | 37 | 30 | 23 | 32 | 26 | 26 | 26 | 200 |
| | 93 | 63 | 47 | 57 | 51 | 46 | 53 | 410 |

Even though there are more pupils from outside the district than go to Dudgeon from the district, and even though this school has been a transport school for many years, there are some things which can be concluded from the above data.

1. Age progressions are good, and even after the boundary changes, there is evidence that they remained good. This indicates that families with pre-school children moved into the district.

2. Number of births in the district remained quite stable.

3. Number of pre-school children indicate a large one-section school, possibly 1½ sections at each grade, but certainly less than 2 sections per grade.

4. The total number of pupils each year has increased slowly since 1960. This is probably due primarily to growth in numbers from the transport areas rather than from the district itself.

5. More than half (210) of the pupils attending in June, 1966, came from the transport areas.

6. In June, 1966, the numbers of resident pupils at each grade represented about a one section school.

7. Grade progressions (with transports included) were very stable and, in general, show increases.

Discussion of the problem

There is no evidence that this school can be used economically without transporting pupils to it from other districts. Any long-range plans should recognize that, because of the accessibility of parochial schools in this district, real estate transfers will probably tend to increase the parochial segment of the population, and this, in turn, will tend to decrease the public school population. In a district with as small a base as this one has, losing a relatively few children at each grade level.

It would seem that the best long-range plan should attempt, insofar as possible, to transport as many pupils from a single area, and the area should be as permanent as possible. This has been possible in the past.

One possible long-range solution of the Dudgeon problem would be to construct an elementary school in the Marlborough Heights area. There are sufficient numbers of pupils to justify such a school. There is also sufficient potential. The Board has a long-range option on 10.8 acres in what was the Electric Farm which expires June 20, 1971.

If this were done, long-range plans could include the utilization of the Dudgeon school as a relatively permanent solution of the problems of increasing Eagle Heights pupils. Time-wise, such a solution would be excellent. The Eagle Heights overflow could attend John Muir, and when the time comes that John Muir fills up with pupils of its own district, the Eagle Heights pupils could be transported to Dudgeon.

And this long-range solution should be kept in mind.

However, there are some real complications at this time.

Without the Electric Farm area development, the potential for a school in the Marlborough Heights area drops to a point where an elementary school should not be constructed.

The Electric Farm is in the Verona school district. The plat has been approved by the Plan Commission, (with the school site reserved). However, the developers, to date, have opposed annexation to the City of Madison.

Since the Electric Farm furnishes the potential for a Marlborough Heights school, and since there is no immediate indication of the area being annexed to the City of Madison, the Superintendent's staff and the Plan Department's staff agree that construction of a Marlborough school should not be recommended at this time.

Summary and conclusions

1. The Dudgeon district, itself, generates and will continue to generate elementary public school pupils in insufficient numbers to fill the school.

2. The parochial composition of the district indicates that, even though families with school-age children continue to move into the district as others move out, the long-range trend will be to increase the parochial school population. Because the district is essentially saturated insofar as dwelling units are concerned, public school children will tend to decrease as parochial children increase.

3. It will be necessary to move elementary children into the school from other districts to utilize the building economically.

4. Transporting the anticipated numbers of Eagle Heights pupils to Dudgeon can be accomplished only if Marlborough Heights pupils are not transported to Dudgeon. Such a move would indicate a relatively permanent solution to the Dudgeon problem, and also to the Eagle Heights problem.

5. There are sufficient pupils from the Marlborough Heights area to open a new elementary school there.

6. The potential for additional pupils from the Electric Farm area is there, but not within the Madison School District, but in the Verona district.

Recommendation

Continue to bus the Marlborough Heights area pupils to Nakoma and Dudgeon.

When and if the Electric Farm area development is annexed to the City of Madison, construct a two section school. At that point in time, bus Eagle Heights pupils to Dudgeon, and possibly Nakoma.

Exercise the option before it expires in June, 1971.

# ANALYSIS OF EAST HIGH SCHOOL ENROLLMENT

March 17, 1967

The problem

If the proposed new high school were to be built in the Sherman-Mendota-Gompers-Lake View area, what would be its potential?

The problem has a number of corollaries.

1. How would such a high school affect East?

2. What junior high schools (and elementary schools) would be in the service area of a high school located in this area?

3. Could such a high school in the proposed area open as a 7 - 11 and a year later, a 7 - 12 school?

   The premise is accepted that any high school built to house 1500 to 2000 pupils in Madison must open as a junior-senior high school. The premise is also accepted that a high school in Madison should not be constructed for less than the 1500 pupil potential.

   Reasons for the acceptance of the above premises are quite apparent. From the educational viewpoint, the wide variety of curricular offerings, which are the objective of Madison Public Schools, are impractical with fewer pupils. Likewise, activities such as forensics, music, and athletics are difficult to maintain successfully with fewer pupils.

   From a physical standpoint, many facilities become uneconomical without the support of numbers of this magnitude. Examples are ancillary space, pool, gymnasium, library or instructional materials center, planetarium, and cafeteria-commons.

4. What would be the effect on existing junior high schools in the area which are irrevocably committed (Sherman and Gompers)?

5. At this moment in time, does the subject area have as great a potential as the Kennedy-Elvehjem area?

6. What are the long-range implications for La Follette high school? What are the long-range implications for West high school, particularly if pupils from south Madison are placed in all or in part in the La Follette attendance district, or it becomes necessary to move the West high boundary?

Discussion

The premise is accepted that a new high school will be necessary on the east side of Madison.

However, the problems inherent in the determination of its exact location are complex and difficult.

Two possible areas become obvious. One is in the Sherman-Mendota-Gompers-Lake View area. The other is in the Kennedy-Elvehjem area. These two areas are separated by the large expanse of the Truax area.

One can readily see and understand that if the area taken up by Truax were essentially residential, the best location of a new high school on the east side would be in the general Truax area. Such a statement becomes immaterial when one realizes that the location of Truax is a fact of life. Therefore, the solution to the location problem must work around the location of Truax.

The premise is also accepted that East high school must be maintained by pupils from the Mendota-Gompers area or by pupils from the Schenk-Elvehjem-Kennedy area. It cannot be maintained by the older districts (Sunnyside, Hawthorne, Emerson, Lowell, Marquette, and Lapham.)

In order to get at the problems, the assumption was made that a high school in the Mendota-Gompers area would have to include Mendota, Gompers, and Lake View and that it would also probably have to include Sherman and Lakewood.

Following data are census breakdowns of Mendota, Gompers, and Lake View into pre-school, elementary, junior, senior high, and post high school ages.

| Year | No. pre-school | % of total | No. elementary | % of total | No. Jr. high | % of total | No. Sr. high | % of total | Post high | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1963 | 1427 | 35.9 | 1724 | 43.4 | 434 | 10.9 | 255 | 6.4 | 130 | 3.3 | 3970 |
| 1964 | 1630 | 34.8 | 2049 | 43.7 | 505 | 10.8 | 380 | 8.1 | 122 | 2.6 | 4686 |
| 1965 | 1527 | 31.3 | 2180 | 44.6 | 594 | 12.2 | 386 | 7.9 | 198 | 4.1 | 4885 |
| 1966 | 1461 | 29.5 | 2192 | 44.3 | 648 | 13.1 | 443 | 9.0 | 202 | 4.1 | 4946 |
| The following is comparable data from Sherman and Lakewood districts only: | | | | | | | | | | | |
| 1963 | 715 | 26.7 | 988 | 36.9 | 360 | 13.4 | 345 | 12.9 | 270 | 10.1 | 2678 |
| 1964 | 813 | 27.9 | 1064 | 36.6 | 385 | 13.2 | 402 | 13.8 | 245 | 8.4 | 2909 |
| 1965 | 811 | 27.5 | 1042 | 35.3 | 435 | 14.7 | 386 | 13.1 | 279 | 9.4 | 2953 |
| 1966 | 664 | 23.5 | 1008 | 35.6 | 469 | 16.6 | 408 | 14.4 | 282 | 10.0 | 2831 |

The following combines the data from Mendota, Gompers, Lake View, Sherman, and Lakewood:

| Year | No. pre-school | % of total | No. elementary | % of total | No. Jr. high | % of total | No. Sr. high | % of total | Post high | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1963 | 2124 | 32.2 | 2712 | 40.8 | 794 | 11.9 | 600 | 9.0 | 400 | 6.0 | 6630 |
| 1964 | 2443 | 32.2 | 3113 | 41.0 | 890 | 11.7 | 782 | 10.3 | 367 | 4.8 | 7595 |
| 1965 | 2338 | 29.8 | 3222 | 41.1 | 1029 | 13.1 | 772 | 9.8 | 477 | 6.1 | 7838 |
| 1966 | 2125 | 27.3 | 3200 | 41.1 | 1117 | 14.4 | 851 | 10.9 | 484 | 6.2 | 7777 |

What do these data indicate?

Data from Mendota, Gompers, and Lake View combination indicate the following:

1. The total numbers of pre-school census children in this combination of districts peaked in 1964 and has declined since that date.

   This means that, over a long-range period, if the pre-school group declines (and there is no movement of school-age children into the district) junior and senior high school population would eventually fall.

2. Elementary-age population in the combined districts increased steadily, with the largest increase between 1963 and 1964.

3. As might be expected, junior high-age population increased during the period. However, the 1966 census shows that there are only enough junior high-age children to maintain Gompers junior high. Of course, one can expect junior high-age population to continue to increase.

4. Senior high-age population also increased, and one can expect this increase to continue.

One can safely conclude that these three districts cannot support a high school until city development leap-frogs the marsh and the Yahara River. If, and when this takes place (and the area, now in the Waunakee district, is annexed to the City of Madison) long-range plans would indicate a high school. Such a school, however, would have to be located north of the existing Gompers school.

What are the indications of the data relative to Sherman and Lakewood districts?

1. Pre-school-age population peaked in 1964, but dropped to its lowest total in 1966.

2. The elementary-age group increased with practically all the increase coming from the Mendota-Gompers area.

3. Junior and senior high-age populations increased. However, the total combined junior high-age population was only 1117, and while this total will undoubtedly increase some, there will not be enough junior high-age pupils in this combined area for three junior high schools (Sherman, Gompers, and one in a new high school) until and unless the city limits cross the marsh and the Yahara River or the area north of Lake View and east of Gompers develops.

The above discussion limits itself to combined census data from the five census districts in the Mendota-Sherman area.

What do the combined census data from the remaining districts (Marquette, Lowell, Emerson, Hawthorne, Sunnyside, and all of the Lapham district --- pre-supposing the closing of Central-University) indicate?

These data follow:

| Year | No. pre-school | % of total | No. elementary | % of total | No. Jr. high | % of total | No. Sr. high | % of total | Post high | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1963 | 3779 | 32.1 | 3847 | 32.6 | 1437 | 12.2 | 1452 | 12.3 | 1275 | 10.8 | 11790 |
| 1964 | 3266 | 29.1 | 4037 | 35.9 | 1416 | 12.6 | 1558 | 13.9 | 956 | 8.5 | 11233 |
| 1965 | 3206 | 27.7 | 3949 | 34.2 | 1471 | 12.7 | 1454 | 12.6 | 1478 | 12.8 | 11558 |
| 1966 | 2721 | 25.2 | 3781 | 35.0 | 1430 | 13.2 | 1425 | 13.2 | 1456 | 13.5 | 10813 |

1. The number of pre-school children in the combined district has shrunk markedly. The number in 1966 is only 72% of the number there in 1963.

   This must lead to the conclusion that East high school (to maintain its enrollment over a long-range period) must have growing districts in its service district. These growing districts must grow at least as much as the older districts decline.

2. The number of elementary-age children in the combined district peaked in 1964 and dropped thereafter. The number in 1966 was less than the number in 1963. This effect will start to show in the junior high group, and then in the senior high group.

3. The junior high-age population remained very constant during this period.

4. The senior-high age group also remained stable. Both these groups were slightly less in 1966 than they were in 1963.

5. Total combined census totals dropped, with most of the drop coming from the pre-school group.

As of June, 1966, there were 667 identified pupils in the senior high school grades at East from Mendota, Lake View, Gompers, Sherman, and Lakewood districts. They were distributed as follows:

| | | |
|---|---|---|
| Grade 10 | 257 | |
| 11 | 217 | |
| 12 | 193 | 667 |

The number of pupils from all other elementary districts was as follows:

| | | |
|---|---|---|
| Grade 10 | 374 | |
| 11 | 406 | |
| 12 | 552 | 1332 |
| Total | | 1999 |

This means that, as of last June, 37% of East senior high school enrollment came from these north elementary districts. That per cent, of course, will continue to increase because of the nature of the feeder districts because Mendota, Gompers, and Lake View have not yet reached their peaks of senior high school-age populations.

COMBINED ENROLLMENTS AND PROJECTIONS FOR MARQUETTE, LOWELL, EMERSON, LAPHAM, HAWTHORNE AND SUNNYSIDE DISTRICTS

| | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| 1963-64 | 666 | 583 | 446 | 410 | 413 | 427 | 352 | 3297 |
| 1964-65 | 625 | 581 | 460 | 398 | 376 | 414 | 406 | 3260 |
| 1965-66 | 632 | 538 | 450 | 431 | 371 | 382 | 394 | 3198 |
| 1966-67 | 577 | 570 | 422 | 413 | 417 | 358 | 357 | 3114 |
| 1967-68 | 511 | 517 | 471 | 407 | 390 | 400 | 331 | 3027 |
| 1968-69 | 467 | 469 | 434 | 452 | 390 | 375 | 384 | 2971 |
| 1969-70 | 478 | 437 | 403 | 417 | 438 | 376 | 363 | 2912 |
| 1970-71 | 464 | 445 | 390 | 390 | 401 | 423 | 362 | 2875 |
| 1971-72 | 455 | 433 | 377 | 377 | 378 | 386 | 408 | 2814 |

It was pointed out earlier that the number of pre-school children in the above districts dropped over 1000 between the 1963 census and the 1966 census. It is apparent that the decline in numbers of pre-school children has also had its initial effects on the enrollments at the elementary school level.

1. Kindergarten enrollment dropped from 666 in 1963 to 577 in September, 1966. Projections indicate that this decline will continue.

2. Current data show that the drop in pre-school children has affected the kindergarten group only. From grades 1 through 6 the numbers have been very stable. However, this stability will not continue unless there is a marked movement of elementary-age pupils into the area.

3. Grade progressions, however, do show deterioration. Compare the 2nd grade group in 1963 with the same group in 1966 which was then in the 5th grade. There was a loss of 88 pupils in this grade progression.

   Comparisons are made using the second grade as a base because most of the parochial pupils shift from public first grade to parochial second grade.

In any discussion of the East high school service area, one must also recognize the fact that the greatest parochial concentration is in the older districts.

As of June, 1966, parochial schools enrolled a total of 766 pupils from the Marquette, Lowell, Lapham, Emerson, Hawthorne, and Sunnyside elementary districts. In addition, it was possible to identify a total of 64 parochial pupils at Edgewood, mostly at grades 9 through 12. Lowell, Lapham, Marquette, and Emerson contributed all but 87 of those in grades 1 through 8.

A projection of the parochial pupils indicate that East can expect approximately 80 pupils per grade from grades 9 through 12.

Projections of public school pupils from the Sherman, Mendota, Lake View, Gompers, and Lakewood districts at East senior high school are as follows:

| | |
|---|---|
| 1966-67 | 744 |
| 1967-68 | 830 |
| 1968-69 | 886 |
| 1969-70 | 955 |
| 1970-71 | 1007 |
| 1971-72 | 1109 |

There is no question about these numbers being able to support a high school.

The very real question is what the removal of these pupils would do to East high enrollments in the face of certain high school population decreases in the districts which would remain in the East service district.

We know that the physical plant at East is large enough to sustain East enrollments (including those from the northern districts) for a number of years.

We know, also, that the East physical plant is not large enough to maintain anticipated potential enrollments from the rapidly expanding far east districts -- nor is La Follette.

Proponents of a new high school in the Gompers-Mendota area must argue that East can be maintained by shunting high school pupils from the Schenk, Kennedy, and Elvehjem areas to East, and by building a new high school in the Gompers-Mendota area for pupils from Gompers, Mendota, Lake View, Sherman, and Lakewood districts.

As pointed out earlier, Sherman and Lakewood must be included to make this argument valid.

It is suggested that such a school be built on the Warner Park site. A circle with a 2 mile radius, with its center at Warner Park, to include Sherman and Lakewood districts, will be within a few blocks of East high school, will include most of Truax Field, and will include a substantial area of Lake Mendota. For these reasons, the Warner Park site was discarded as a possible high school site a number of years ago.

For these reasons, also, any future high school in the Gompers-Mendota area must be north of the existing Gompers school, must exclude Sherman and Lakewood districts, and must wait until Madison's development extends north of Cherokee Marsh and the Yahara River, and/or fills in the area east of Gompers.

Such a high school cannot be located on the Warner Park site.

To summarize

1. The decline of pre-school-age population in the Lapham, Marquette, Lowell, Emerson, Hawthorne, and Sunnyside of over 1000 children between the date of the 1963 census and the 1966 census indicates very clearly that East high school population cannot be maintained by pupils from this combined area.

2. A north side high school of 1500 to 2000 pupils cannot be maintained by pupils from the Mendota, Sherman, Lake View, Gompers, Lakewood districts. As of June, 1966, there were 667 senior high pupils from this combined area at East. Also, as of June, 1966, there were 1139 senior high pupils at East from the remainder of the East service area.

3. A senior high school on the north side would have to include Sherman and Lakewood.

4. Our data indicate that Sherman elementary and junior high school enrollments are going to decline in the future. There are not enough junior high age pupils in the combined Mendota, Lake View, Gompers, Sherman, and Lakewood area to maintain three junior high schools, and until such time as there is a great deal of development north of the Yahara River and Cherokee Marsh, there will not be enough junior high age pupils in this combined district.

5. It is necessary to open a combination junior-senior high school in Madison in order to get enough pupils to justify full facilities in the building. This happened at La Follette and Madison Memorial. It will also be true of a far east or a north side high school.

6. The East physical plant can take care of the needs of the north side as population in the north area increases because population in the older areas of East will decrease.

7. It was pointed out in the Kennedy-Elvehjem area study that a separate junior high at La Follette should wait until after a far east junior-senior high is built.

8. It will be argued that high school population could be taken from the Schenk-Kennedy-Elvehjem area and diverted to East to maintain East high school enrollments.

   Hinz's projections in 1963-64 indicate clearly (on the basis of potential development in that area) that the high school population in this area cannot be handled at East. Our data also indicate the same thing. This, then, would mean that the high school problem in the far east side of the city must eventually be solved by a high school in the general area now proposed.

   Trying to solve the long-range high school problems of the far east side by diverting pupils to East would merely make the eventual solution a great deal more difficult.

The Far East side

One of the difficulties in the determination of a high school site is that the determination must be made on the basis of potential high school population in a given proposed service area. In Madison, where it would be extremely difficult to open a senior high school with sufficient pupils to justify it, one is virtually forced to open the school as a combination junior-senior high school. Therefore, one must also be concerned about the junior high potential population.

In every new and rapidly expanding area, the early potential is measured in pre-school and elementary-age populations. The peak in school enrollments are at the kindergarten and primary grades first, then at the intermediate grades, junior high grades, and finally at the senior high grades.

Because these things are true, the decision on the location of a high school, whether on the north side or the far east side, must be weighed heavily on the basis of which service area has the greatest high school potential. We have reported on the potential of the north side, as we see it.

We must also report on the potential of the far east side, as we see it.

Following are data from the combined Allis, Elvehjem, Glendale, Kennedy, and Schenk districts:

| Year | No. pre-school | % of total | No. elementary | % of total | No. Jr. high | % of total | No. Sr. high | % of total | Post high | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1962 | 2736 | 32.8 | 3555 | 42.7 | 969 | 11.6 | 686 | 8.2 | 387 | 4.6 | 8333 |
| 1963 | 2759 | 30.9 | 3798 | 42.6 | 1078 | 12.1 | 838 | 9.4 | 432 | 4.8 | 8905 |
| 1964 | 2725 | 29.3 | 4016 | 43.1 | 1202 | 12.9 | 936 | 10.1 | 431 | 4.6 | 9310 |
| 1965 | 2721 | 27.9 | 4102 | 42.0 | 1342 | 13.7 | 1001 | 10.2 | 601 | 6.2 | 9767 |
| 1966 | 2626 | 25.7 | 4372 | 43.7 | 1446 | 14.1 | 1105 | 10.8 | 681 | 6.7 | 10230 |

The above data do not include Waunona Way.

Two of the districts involved (Allis and Glendale) are quite stable. However, one must keep in mind the fact that there is a considerable growth potential in the Glendale district to the south.

Two other districts, (Kennedy and Elvehjem) are among the most rapidly growing districts in the city. Both of these districts have tremendous potential.

From the above data:

1. The pre-school group has been quite constant for the past 5 years.
2. There has been a marked increase in the elementary-age group. This is expected to continue for some time.
3. There has also been a large increase in the junior high-age group. This, also will continue to increase.
4. The senior high-age group has also increased markedly. This will continue.

The 1966 combined census for this area by yearly census age is as follows:

| Census age | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No. | 706 | 629 | 637 | 636 | 624 | 597 | 543 | 497 | 486 | 463 | 400 | 374 | 331 |

Projected on a straight line basis, these figures indicate that, beginning in 1969, over 600 pupils at the 7th grade age-level. By 1971, there will be over 600 at the 7th, 8th, and 9th grade age levels. By 1973, over 700 will arrive at the 7th grade age-level, and by 1977, there will be over 700 at the 10th grade age-level, and before 1980, there will be over 700 at each of the 10th, 11th, and 12th grade age-levels.

The magnitude of these numbers are best realized by saying that, by 1971, one can expect over 3500 junior-senior high school-age people in this far east district. By 1973, there will be over 3800, and by 1976, there will be over 4000.

And these data are on straight line projections. These people do not have to be born -- they are here. This district does not have to grow to produce these numbers. They are based on the district with its present school population.

As stated earlier, the two rapidly expanding elementary districts are Elvehjem and Kennedy. They will continue to expand.

From the standpoint of child census, expansion in these districts has been little less than fantastic. The data below illustrate the tremendous growth in Elvehjem and Kennedy districts since 1960:

| Year | No. pre-school | % of total | No. elementary | % of total | No. Jr. high | % of total | No. Sr. high | % of total | Post high | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1960 | 120 | 53.8 | 79 | 35.4 | 10 | 4.5 | 9 | 4.0 | 5 | 2.2 | 223 |
| 1961 | 174 | 55.6 | 106 | 33.9 | 18 | 5.8 | 8 | 2.6 | 7 | 2.2 | 313 |
| 1962 | 652 | 45.9 | 540 | 38.0 | 119 | 8.4 | 71 | 5.0 | 38 | 2.7 | 1420 |
| 1963 | 800 | 41.5 | 762 | 39.5 | 172 | 8.9 | 131 | 6.8 | 64 | 3.3 | 1929 |
| 1964 | 887 | 37.9 | 912 | 38.8 | 206 | 8.8 | 164 | 7.0 | 66 | 2.8 | 2235 |
| 1965 | 979 | 35.7 | 1209 | 44.1 | 260 | 9.5 | 181 | 6.6 | 114 | 4.2 | 2743 |
| 1966 | 1046 | 31.2 | 1556 | 46.4 | 362 | 10.8 | 248 | 7.4 | 145 | 4.3 | 3357 |

When one correlates these data with a realization of the building potential remaining in these two districts, he cannot but conclude that there must be a high school on the far east side regardless of whether a portion of this population were to be siphoned off to East high school.

In the original definition of the problems affecting the location of a new high school on the East side, the question was asked as to what effect such a school may have on La Follette and West high schools.

Long-range plans for high schools cannot ignore the possibility of a high school on the south side of Madison where a conservative estimate is that the potential senior high enrollment would be 1200 to 1500.

When this development comes, this area must look to West and La Follette high schools for the solution of their problems until there are sufficient numbers to construct the South side high school.

It is very clear that neither West nor L. Follette could accommodate the numbers of pupils which can be generated from this area which, geographically, is very large.

Another factor which must be considered in any long-range plans is the question as to what point in time the Madison Memorial and West boundaries will have to be shifted. It is fairly certain that as the area around Madison Memorial develops, it will be necessary, at some time in the future, to move the West-Memorial high school boundary toward the west.

One must recognize the fact that it is impossible to build a school, define its service district, and conclude that now and forever more this particular boundary defines the service district of this particular school. And simply because a junior high service district is larger than an elementary service district, greater long-range changes are made. Because a senior high district is even larger, the impact of long-range boundary changes are even greater.

Each time there must be a change in any school service district, it must necessarily affect people. It is quite natural that people, as individuals, weigh changes in the light of effects which the changes have on themselves and their children. From the standpoint of the individual this is right and proper.

However, the Board of Education must weigh changes in school service areas from the standpoint of all the people affected. They must weigh changes, not in a narrow context as to the impact on one school or school service area, but in context of the impact on all the schools or service areas affected.

For these reasons, the members of the Board of Education must weigh the effect a new high school on the east side will have on East high school. They must also consider the effect on junior high schools on the north side. They must also consider the long-range potential, which is now clearly identified, of the south side. They must consider the interim period before a south side high school can be built, and where pupils from this area will attend high school during that interim period. And because this is true, they must consider West high school and probable long-range boundary changes between West and Madison Memorial.

# EAST SENIOR HIGH PROJECTIONS FROM THE ELEMENTARY SERVICE DISTRICTS OF SUNNYSIDE, HAWTHORNE, EMERSON, MARQUETTE AND LAPHAM DISTRICTS

April 5, 1967

The staff's conclusion, reported at the public hearing March 20, 1967, was that the elementary districts named above cannot produce enough junior and later, senior high school pupils to maintain Marquette and East junior high schools, and East senior high school.

The reason for this conclusion was that the pre-school children in these districts have dropped more than 1050 since the 1963 school census.

Proponents of a north side high school presented projections in an attempt to prove the following:

1. That the five north side elementary districts (Mendota, Gompers, Lake View, Sherman, and Lakewood) would produce over 1000 senior high pupils for a north side high school by 1970.

2. That the older elementary districts in the East service area would produce enough senior high pupils to maintain East, and that future growth in the Hawthorne and Sunnyside districts would go a long way to compensate for losses from the north side.

The first conclusion is correct. As a matter of fact, the data on the projected numbers of senior high pupils from the five north side districts confirms the conclusion.

However, the second conclusion is incorrect.

Two serious errors were made in the projections.

1. The projections were made essentially by taking existing enrollments in each grade of these five older districts and projecting them ahead.

   For example, the tenth grade class of 1970 will be made up of the existing sixth grade, and in 1972, the existing sixth grade will be the 12th grade.

   One of the identifiable characteristics of elementary districts like Lapham, Marquette, and other "old" districts is that there are always fewer pupils in the intermediate grades than in the primary grades, which is readily identified when one takes a first or second grade and follows that grade.

   To illustrate, the following data are from the combined enrollments of the five schools in these older districts. We start with the kindergarten class of 1963-64, which became the third grade class in 1966-67:

| Year | Grade | Number in the grade |
|---|---|---|
| 1963-64 | K | 666 |
| 1964-65 | 1st | 581 |
| 1965-66 | 2nd | 450 |
| 1966-67 | 3rd | 413 |

This trend in these districts is not an isolated incident. One will find it to a greater or lesser degree in each of the five older districts.

It is quite clear that projecting or predicting how many of these numbers will reach the seventh grade, and later, the tenth, eleventh, and twelfth grades, by merely moving the number in first grade up through the grades will result in a substantial over-projection or over-prediction. Not only will it result in over-predictions, the longer the projection span, the greater will be the error because the error, itself, becomes highly progressive.

Following are the data Mr. Kopp used, by school, and our corresponding data:

| School | All projections for East Senior high school<br>Our data as of June, 1966 (actual) | Our projection for 1970-71 | Their projection for 1970-71 |
|---|---|---|---|
| Lowell | 269 | 341 | 374 |
| Emerson | 295 | 301 | 294 |
| Hawthorne | 145 | 196 | 168 |
| Marquette | 242 | 204 | 292 |
| Lapham* | 214 | 160 | 365 |
| | 1165 | 1202 | 1493 |

*This figure includes Lapham senior high pupils at both East and Central-University.

The over-prediction is almost 300 (291). This over-prediction will get progressively larger as time goes on. This is true because the real impact of the decreasing school populations in these older districts has not yet been felt at the senior high school level, and will not be complete by 1970.

2. The second major source of error in the predictions is that pupils in the Lapham elementary district essentially were counted twice. This is a very easy error to make, and one which we guard against constantly when our predictions are made.

The estimate was 215 from Lapham elementary school to East senior high school for the year 1970. It was also estimated that East senior high school will get an additional 150 from Central-University by the time Central-University has been closed one year (1970), or a total of 365.

Mathematically, this is impossible. As of June, 1966, Central senior had 137 pupils from Lapham, and East senior had 77. In June, 1965, there were 113 pupils from the Lapham district in junior high school at Central-University. There were 18 at East, and 22 at Marquette. Even on straight line projections, these 153 junior high pupils represent the total potential from Lapham unless there is movement of junior high age pupils into the Lapham district, and this has not happened for years. The movement is out, not in. Because this is true, no one, realistically, can expect a potential of 365 pupils from Lapham (and Central) to be at East senior high school.

Of the two identified errors, the first one (using straight line predictions) is, by far, the most important one because it is progressive. The second one (essentially counting a portion of the Lapham potential twice) is a one-shot deal, and does not become progressive.

Summary and conclusions

1. The data previously presented to the Board has been reviewed, and there is no reason to change it.

2. The data presented by proponents of a north side high school has been reviewed, and the projections from the "old" East elementary districts are high and unrealistic.

3. We agree with the projections of senior high pupils from the five north side districts.

(Straight line projections were used in both cases. They work because the increases at Lake View, Mendota, and Gompers compensate for the decreases at Sherman and Lakewood.)

4. East senior high school cannot be maintained economically if a north side high school is constructed at this time without placing far east districts (principally Schenk and all or part of Kennedy) in the east senior high district.

5. A north side high school, at this time, would have to be a senior high school, and not a combination junior-senior high school.

6. A north side high school, if it were to include a junior high, cannot include Lakewood and Sherman junior high school districts. If it were to include these junior high districts, there would be no Sherman junior high school. Sherman school building is far too large to become an elementary school only.

7. East high school must retain growing elementary service districts in its high school service district to compensate for decreasing school populations in the "old" elementary districts (Lapham, Marquette, etc.)

8. We expect increased high school population from development northeast along highway 151, but this potential shows no signs of compensating for losses which will occur at East if the five north elementary districts are removed from the East service area and placed in a north side high school district.

9. A north side high school cannot solve the far east side high school problem. It can only complicate the future of East and the future of Sherman junior high school.

10. A north side high school, when and if built, cannot include Sherman and Lakewood.

11. A north side high school must wait until there is a great deal of further development north and east of Gompers and Lake View.

12. A north side high school, when and if built, should be north of Gompers, and could be north of the Yahara River. (This area is now in the Waunakee high school district.)

# LONG RANGE ANALYSIS OF EMERSON SCHOOL

January 27, 1967

## The problem

Plans for remodeling are in progress. To what extent can existing space be altered within the building without jeopardising future classroom needs?

Should additional area be provided?

## Discussion

This school is one of the older schools in the system and is located in one of the older neighborhoods of the city.

In former years, as most of the schools in the system, it has been used to house transport pupils. In 1946 Truax pupils were transported to this school. In 1965-66 Truax pupils were also transported to Emerson, but the number was insignificant. There are no transports housed there this year.

In 1959 five very economical classrooms were added by remodeling the auditorium. (The old auditorium was separated horizontally which provided 4 classrooms above, and one classroom was added at the rear of the auditorium.)

This school is a large school containing two kindergarten rooms, a library, an art room, 21 regular classrooms, 2 undersized classrooms, plus 4 basement classrooms which have been used for classes at one time or another during recent years.

The peak in recent enrollment was 814 in 1958-59. Enrollment in 1951-52 was also 814. A comfortable enrollment of 650 to 700 can be housed without using basement classrooms which are substandard. Any remodeling could consider these rooms which could be used, if necessary, to provide special-purpose rooms, particularly music and art.

Parochial influence in the district is not very great. As of June, 1966, there were 151 parochial pupils in grades 1 through 12.

| School | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Blessed Sacrament | 1 | 1 | | | 2 | | 1 | | | | | | 5 |
| Edgewood | | | | | | | | | 4 | 3 | 4 | 4 | 15 |
| Immaculate Heart | | | 1 | | | 1 | | | | | | | 2 |
| St. Bernard | | | | | | 1 | | | | | | | 1 |
| St. James | 7 | 11 | 13 | 19 | 14 | 15 | 12 | 10 | | | | | 101 |
| St. Raphael | 2 | 1 | 3 | 1 | 1 | 4 | 2 | 2 | | | | | 16 |
| Seventh Day | 3 | 2 | 1 | 1 | | 1 | 3 | | | | | | 11 |
| | 13 | 15 | 18 | 21 | 18 | 21 | 18 | 12 | 4 | 3 | 4 | 4 | 151 |

Following are child census data since 1958 showing pre-school, elementary, junior high, senior high, and post school age groups:

| Year | No. pre-school | % of total | No. elem-school | % of total | No. Jr. high | % of total | No. Sr. high | % of total | post school | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1958 | 864 | 30.4 | 972 | 34.2 | 346 | 12.2 | 339 | 11.9 | 324 | 11.4 | 2845 |
| 1959 | 832 | 30.8 | 918 | 34.0 | 348 | 12.9 | 329 | 12.2 | 276 | 10.2 | 2703 |
| 1960 | 832 | 31.0 | 852 | 31.7 | 368 | 13.7 | 345 | 12.8 | 288 | 10.7 | 2685 |
| 1961 | 817 | 30.0 | 846 | 31.1 | 397 | 14.6 | 332 | 12.2 | 328 | 12.1 | 2720 |
| 1962 | 782 | 30.1 | 834 | 32.1 | 351 | 13.5 | 354 | 13.6 | 280 | 10.8 | 2601 |
| 1963 | 753 | 29.0 | 811 | 31.2 | 328 | 12.6 | 377 | 14.5 | 327 | 12.6 | 2596 |
| 1964 | 667 | 28.1 | 798 | 33.6 | 319 | 13.4 | 365 | 15.4 | 228 | 9.6 | 2377 |
| 1965 | 599 | 26.6 | 712 | 31.7 | 308 | 13.7 | 345 | 15.3 | 284 | 12.6 | 2248 |
| 1966 | 553 | 26.0 | 702 | 33.1 | 295 | 13.9 | 312 | 14.7 | 262 | 12.3 | 2124 |

The following observations are pertinent:

1. The number of pre-school children dropped significantly between 1958 and 1966. This drop amounted to 36%, which is certainly significant.

2. In addition, the pre-school per cent of each year's total also dropped quite significantly.

3. The number of elementary-school age children also dropped quite significantly during the period between 1958 and 1966. This drop amounted to 27.8%.

4. The per cent of elementary-age children of each year's total did not fluctuate a great deal. This indicates that about the same percentage of the child census were at the elementary-school age. Interpretted, this means that even though total numbers of census age children may increase or decrease, age composition groups are not changing.

5. The number of junior-high age children increased considerably between 1958 and 1961, then declined to a point of 100 less in 1966 than in 1958.

6. The per cent of junior-high census children of the annual total child census remained quite constant. This indicates that even though numbers decreased, proportions stayed quite constant.

7. The number of senior-high census children remained fairly constant, peaked in 1963, and declined thereafter. This figure should be watched closely.

8. Per cent of senior-high age pupils to totals for each year increased during this period. Actual numbers were less in 1966 than in 1958.

9. Total child census shows a 25% drop in the nine year period. The greatest drops came at the pre-school and elementary-school age levels. These facts indicate that, left unchecked, one can expect corresponding drops in the future at the junior-high and senior-high age levels.

Pre-school census and enrollment data are shown in the following table, along with projections:

| Year | census age or grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1958-59 | 226 | 174 | 164 | 153 | 147 | : 153 | 117 | 111 | 105 | 101 | 113 | 114 | 814 |
| 1959-60 | 190 | 177 | 170 | 150 | 145 | : 140 | 127 | 93 | 91 | 90 | 90 | 101 | 732 |
| 1960-61 | 205 | 167 | 170 | 153 | 137 | : 136 | 111 | 110 | 99 | 91 | 83 | 86 | 716 |
| 1961-62 | 201 | 178 | 157 | 150 | 131 | : 132 | 122 | 85 | 99 | 99 | 84 | 80 | 701 |
| 1962-63 | 167 | 161 | 162 | 154 | 138 | : 150 | 116 | 98 | 96 | 97 | 92 | 78 | 727 |
| 1963-64 | 172 | 154 | 150 | 139 | 138 | : 119 | 133 | 102 | 94 | 95 | 89 | 91 | 723 |
| 1964-65 | 152 | 141 | 122 | 137 | 115 | : 139 | 110 | 105 | 83 | 76 | 93 | 84 | 690 |
| 1965-66 | 129 | 125 | 111 | 107 | 127 | : 114 | 116 | 96 | 94 | 87 | 86 | 90 | 683 |
| 1966-67 | 135 | 106 | 129 | 86 | 97 | : 111 | 108 | 85 | 85 | 95 | 82 | 76 | 642 |
| 1967-68 | | | | | | 95 | 98 | 95 | 81 | 81 | 91 | 74 | 615 |
| 1968-69 | | | | | | 90 | 85 | 88 | 91 | 78 | 78 | 87 | 597 |
| 1969-70 | | | | | | 90 | 82 | 82 | 84 | 87 | 75 | 75 | 575 |
| 1970-71 | | | | | | 90 | 82 | 78 | 79 | 80 | 83 | 72 | 564 |
| 1971-72 | | | | | | 90 | 82 | 78 | 74 | 76 | 76 | 79 | 555 |

Following are a number of observations:

1. Number of births in the district has dropped consistently during the period from 1958 to 1966. This is a drop of 40.3%.

2. There has been a consistent drop at every pre-school age between 1958 and 1966. One year old children dropped 39.1%; two year old children dropped 21.3%; four year olds dropped 34%.

3. Age progressions at pre-school levels invariably dropped. For example, there were 226 births in the district in 1958. This group dropped to 138 four year-olds in 1962, or a drop of 38.9%. Births of 172 in 1963 dropped to 86 three year-olds in 1966. This is a drop of exactly 50%.

4. Without exception, numbers at a given grade level dropped dramatically between 1958 and 1966. This fact becomes significant when one realizes that, during this period, transports played a minor role in the school's enrollments.

5. Grade progressions are almost universally regressive. For example, the 1958 kindergarten group of 153 became the 1964 sixth grade group of 84. One-hundred-fifty kindergarteners in 1962 became 95 sixth graders in 1966.

6. Total enrollments dropped correspondingly. This drop was 21.1% during this period.

7. Any projections for this school must be regressive. They cannot be straight-line.

Summary and conclusions

Some districts follow cyclical patterns. This district may be one of those districts. However, unless overwhelming economic factors are brought into play, (such as long recessive periods) there is strong evidence that this district will continue to decline at a declining rate.

There is presently no solid evidence that this district will become another Washington, Longfellow, old Lincoln, or Lapham district. Yet one cannot fail to recognize some of the symptoms.

The original building is more than 40 years old. There are absolutely no immediate prospects of the district losing population to the point of closing. However, one must recognize the probability that the school population in the district has exhibited unmistakable signs of shrinking. There is a great deal of evidence that this trend will continue.

Such an influence must inevitably be reflected in East junior and senior high school enrollments.

There may be, and probably will be, cyclical trends in the district. To a very large degree, however, such trends will reflect broad economic cycles. Lacking relatively long-term economic recessions, this district will probably continue to show two aspects. Young married couples will continue to have their first child in the district. But the evidence is clear that this is not happening to the same degree that it was nine years ago. The second is that families, in increasing numbers, are maturing in the district with their children finishing junior and senior high school.

The patterns, so clearly evident in Randall district, for example, of older families being replaced by younger families simply do not exist in this district.

One cannot escape the conclusion that all functional remodeling in this school should be confined to the area and volume of the existing building.

Such a conclusion will inevitably preclude the provision of an ideal instructional materials center. It will also preclude ideal functional space for such things as large group instruction. It should also preclude any major remodeling of basement rooms for special purpose rooms such as art.

One should keep in mind that remodeling for special education classes is probably justifiable. This type of educational program will probably find itself increasingly needed in the general area of this school (more than in many other areas of the city, the Randall area, for example).

One should also begin to accept the premise that while this school has, at times, been one of the larger elementary schools in the city insofar as enrollments are concerned, there is every indication that those times belong to the past. They certainly are not indicated in the future.

# LONG-RANGE ANALYSIS OF FRANKLIN DISTRICT

February 27, 1967

## The problem

Will enrollments in this school remain fairly constant, decrease, or increase?

A corollary to the problem is the question as to whether more classroom space should be converted into other functional spaces.

## Discussion

Until the 1965-66 school year, this was one of the few K-8 schools in the system.

Some remodeling (primarily of locker-shower facilities) plus eight classrooms were added in the mid-fifties. With the completion of the addition, the building contained 22 regular classrooms, 1 kindergarten, 1 industrial arts, one home economics, and a library.

At least one room(the home economics room) has already been lost by remodeling for office space for pupil services.

Present room utilization illustrates very well the fact that so-called capacity of an elementary school is a function of the educational philosophy. Two rooms are being used for classes of 11 and 15 pupils. One is a pre-primary class, the other a transitional 1st grade. In addition, one classroom is used for small group instruction by the kindergarten and 1st grade R & I units.

This statement is not intended to be critical. Certainly if one accepts the current philosophy that under-privileged children require special emphasis, it follows that room use such as this is justified. However, one must also accept the fact that if enrollments increase, choices become inevitable.

The district has a considerable parochial population. Parochial enrollments as of June, 1966, were as follows:

| School - grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Blessed Sac. | 1 | 1 | | | 2 | | 1 | | | | | | 5 |
| Edgewood | | | | | | | | | 4 | 3 | 4 | 4 | 15 |
| Immaculate Heart | | | 1 | | | 1 | | | | | | | 2 |
| St. James | 7 | 11 | 13 | 19 | 14 | 15 | 12 | 10 | | | | | 101 |
| St. Raphael | 2 | 1 | 3 | 1 | 1 | 4 | 2 | 2 | | | | | 16 |
| Seventh Day | 3 | 2 | 1 | 1 | | 1 | 3 | | | | | | 11 |
| | 13 | 15 | 18 | 21 | 17 | 21 | 18 | 12 | 4 | 3 | 4 | 4 | 150 |

Of the 150 total, 105 were at grades 1 through 6.

Census age distributions from 1955 to 1966 were as follows:

| Year | pre-school | % of total | elementary | % of total | Jr. High | % of total | Sr. high | % of total | post high | % of total | total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1955* | 454 | 31.4 | 506 | 35.0 | 181 | 12.5 | 157 | 10.9 | 146 | 10.1 | 1444 |
| 1956* | 438 | 30.3 | 532 | 36.8 | 183 | 12.7 | 167 | 11.6 | 124 | 8.6 | 1444 |
| 1957 | 482 | 32.2 | 525 | 35.0 | 191 | 12.8 | 166 | 11.1 | 134 | 8.9 | 1498 |
| 1958 | 519 | 32.3 | 561 | 34.9 | 205 | 12.7 | 176 | 10.9 | 147 | 9.1 | 1608 |
| 1959 | 559 | 33.0 | 586 | 34.6 | 232 | 13.7 | 177 | 10.5 | 138 | 8.2 | 1692 |
| 1960 | 686 | 36.8 | 610 | 32.7 | 241 | 12.9 | 188 | 10.1 | 140 | 7.5 | 1865 |
| 1961 | 699 | 36.4 | 618 | 32.2 | 242 | 12.6 | 201 | 10.5 | 160 | 8.3 | 1920 |
| 1962 | 765 | 37.6 | 668 | 32.8 | 230 | 11.3 | 224 | 11.0 | 149 | 7.3 | 2036 |
| 1963 | 776 | 37.4 | 678 | 32.7 | 243 | 11.7 | 225 | 10.8 | 152 | 7.3 | 2074 |
| 1964 | 575 | 31.3 | 668 | 36.4 | 239 | 13.0 | 227 | 12.4 | 128 | 7.0 | 1837 |
| 1965 | 479 | 27.2 | 726 | 41.2 | 222 | 12.6 | 208 | 11.8 | 128 | 7.3 | 1763 |
| 1966 | 648 | 32.5 | 723 | 36.3 | 227 | 11.4 | 224 | 11.2 | 171 | 8.6 | 1993 |

*Boundary change

A number of observations are in order.

1. The number of pre-school census children increased by 71% from 1955 to 1963. In this district such an increase is quite surprising.

2. It is quite possible that the decrease in pre-school children in 1964 and in 1965 represent errors in the census. This would seem more probable because this age group bounced back in 1966.

3. The number of elementary-age children increased 43% between 1955 and 1966. It is important to note that the fall in pre-school ages in 1964 and 1965 show no apparent effect in the elementary-age group of 1966. It is true that the decline in the number of pre-school children (if real) would not show up materially in the 1966 elementary group.

The 1967 census should be watched for further indication as to whether the 1964 and 1965 drops were real or, possibly, mistakes.

4. The number of children at junior high-age increased rather steadily between 1955 and 1966.

5. The per cent of junior high census ages to total census remained remarkably stable during this period.

   This trend indicates that children born in the district tend to remain through the junior high age, or those that move out are replaced with others of junior high-age.

6. The senior high-age census group increased steadily during this period. Since 1961, this group has been remarkably stable.

7. The percent of senior high ages to total census also remained stable. The same observation can be made of this trend as of the junior high group.

8. As is often the case, the post-high group bounced around a great deal during the period.

9. The per cent of post-high ages to total census dropped during this period. This indicates that people of post-high ages tend to leave the district, which is exactly the opposite of what happened in Washington, Longfellow, and Lapham districts.

10. At least to date, the over-all picture of this district, as shown by census data, is healthy. If there is a great deal of movement of school census-age people from the district, they are being replaced by people of the same ages moving into the district.

11. There was a 38% increase in the total census between 1955 and 1966. Since most of the increase in total census came from increases at pre-school and school age levels, (not from post-school-age population) it is clear that growth of the district has been effective growth insofar as schools are concerned.

Unquestionably, some of the growth of the Franklin district resulted from the annexation of Waunona Way to the city and the district in 1954. However, growth of Waunona Way, of itself, cannot be credited with all the growth of the district.

Pre-school census groups and enrollments by grades are given below. Attention is called to the fact that the enrollment data do not include the 7th and 8th grades which were moved to Lincoln in September, 1965.

| Year | census age and grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1955-56 | 93 | 101 | 87 | 85 | 88 | : | | | | | | | |
| 1956-57* | 87 | 92 | 91 | 88 | 80 | : 65 | 61 | 62 | 61 | 48 | 68 | 44 | 413 |
| 1957-58 | 118 | 98 | 93 | 94 | 79 | : | | | | | | | |
| 1958-59 | 116 | 120 | 102 | 90 | 91 | : 85 | 76 | 67 | 60 | 68 | 61 | 48 | 465 |
| 1959-60 | 134 | 114 | 121 | 100 | 94 | : 94 | 71 | 68 | 67 | 53 | 72 | 66 | 491 |
| 1960-61 | 155 | 158 | 139 | 124 | 110 | : 104 | 85 | 72 | 61 | 60 | 48 | 64 | 494 |
| 1961-62 | 164 | 150 | 142 | 128 | 115 | : 106 | 81 | 77 | 80 | 63 | 60 | 60 | 527 |
| 1962-63 | 182 | 154 | 151 | 154 | 124 | : 101 | 70 | 60 | 66 | 59 | 49 | 55 | 460 |
| 1963-64 | 177 | 164 | 154 | 143 | 138 | : 94 | 73 | 64 | 63 | 68 | 49 | 52 | 463 |
| 1964-65* | 130 | 127 | 110 | 90 | 118 | : 93 | 85 | 68 | 66 | 64 | 70 | 49 | 495 |
| 1965-66 | 88 | 101 | 105 | 99 | 86 | : 125 | 85 | 81 | 74 | 60 | 75 | 66 | 566 |
| 1966-67 | 132 | 129 | 135 | 132 | 120 | : 99 | 102 | 66 | 74 | 59 | 57 | 69 | 526 |
| 1967-68 | | | | | | 115 | 85 | 95 | 62 | 67 | 55 | 54 | 533 |
| 1968-69 | | | | | | 100 | 100 | 82 | 92 | 59 | 63 | 53 | 549 |
| 1969-70 | | | | | | 95 | 85 | 92 | 79 | 88 | 57 | 60 | 555 |
| 1970-71 | | | | | | 89 | 80 | 82 | 88 | 76 | 84 | 55 | 554 |
| 1971-72 | | | | | | 90 | 75 | 75 | 79 | 85 | 73 | 80 | 557 |

*Boundary changed

A number of observations are in order. However, it should be pointed out that definite trends or patterns are very hard to identify. The behavior patterns of age progressions as well as grade progressions bounce around in a fashion which may make any projection look ridiculous.

1. The number of births in the district varied a great deal from year to year, but between 1955-56 and 1962-63, births about doubled.

2. The drop in census pre-school groups in 1965-66 cannot be accounted for by the boundary changes. The boundary changes added Badger area to Franklin, and removed Burr Oaks area from Franklin. The net difference was to reduce the number of children, but not to the degree indicated.

   There are two definite indications that differences in the 1965-66 census is in error. Age progressions drop in 1965-66, but bounce right back in 1966-67, and actual enrollments by grades do not reflect census drops.

   For all intents and purposes, the 1965-66 census should be ignored in projections.

3. Pre-school age progressions during the early history of this period showed stability in general. However, ignoring the 1965 census, one has to conclude that the drop indicated between 1963-64 and 1964-65 was due primarily to changing boundaries of the district. The disturbing factor in this conclusion is that there were not corresponding drops in the numbers at each grade level.

4. Definite drops in grade progressions were evident between 1965-66 and 1966-67. There is no real indication of cause. The importance of cause most certainly is a factor in projections from 1966-67 to 1971-72.

5. The very evident variations at grade levels are perplexing. For example, kindergarten enrollment of 125 in 1965-66 dropped to 99 in 1966-67. Kindergarten enrollment of 93 in 1964-65 jumped to 125 the next year in spite of boundary changes which should have indicated fewer kindergarten pupils. Nor did the 1964-65 four year old group indicate 125 in kindergarten the next year.

6. Grade progressions, generally, showed moderate decreases. The most obvious losses were between 1961-62 and 1962-63. These can be explained by the fact that pupils in the Burr Oaks area were transported to Longfellow rather than to Franklin at that time.

7. The school's largest enrollment during this period was 651 in 1961-62. The table above does not show it because the 7th and 8th grades were removed from the data above.

8. The highest elementary enrollment was in 1965-66. However, the general trend was up from 1955-56 to 1965-66.

9. As indicated earlier, projections leave one with an uncomfortable feeling because they may be very unreal.

10. We know that a number of pupils censused in the Franklin district attend Badger school. As of June, 1966, there were 68 pupils from Franklin district going to Badger.

11. The present pre-school census age groups are about what they were in 1959-60. For want of something better, the projections from 1966-67 to 1971-72 tend to follow the pattern set up by the 1959-60 census age groups.

Conclusions

1. Census age groups (pre-school, elementary, etc.) indicate that the enrollment at Franklin will remain fairly constant.

2. Projections indicate that the tendency for numbers in grades to "bounce" around will also continue. For example, see projected numbers at the kindergarten level.

3. If the projections prove reasonably reliable, one can expect awkward-sized grade groups. Almost invariably, awkward-sized grade groups demand more room.

4. There is no indication that there will be appreciable permanent decreases in enrollment. During 1969 and 1970, it is very possible that there will be indications of some losses. These may indeed indicate the beginning of a trend downward, but such a conclusion cannot be reached now.

5. Because what appears to have been the beginning of trends actually were not maintained by later experience, one should watch this district very closely. Needless to say, one should not "go out on a limb" from what appear to be early and clear-cut indications.

6. To return to the original problems, the district does appear stable (although it may be quite volatile). There most certainly should not be physical changes in the building which destroy existing classrooms.

# LONG RANGE ANALYSIS OF HOYT, MIDVALE, AND VAN HISE DISTRICTS

January 7, 1967

## The problem

A decreasing school population is anticipated at Midvale and Van Hise elementary schools.

There is, and will continue to be a shortage of rooms at Hoyt.

Can re-drawing district lines between these three schools relieve Hoyt? If it can, what probabilities are there that such relief would be relatively permanent. If it cannot, what is the solution to Hoyt's classroom shortage?

## Discussion

### Hoyt

Following are census and enrollment data for Hoyt:

| Year | child census or grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1962-63 | 82 | 64 | 86 | 71 | 66 | 71 | 79 | 55 | 47 | 58 | 57 | 54 | 421 |
| 1963-64 | 69 | 64 | 61 | 77 | 74 | 73 | 67 | 80 | 61 | 50 | 63 | 56 | 450 |
| 1964-65 | 55 | 55 | 61 | 55 | 60 | 81 | 57 | 67 | 81 | 52 | 47 | 64 | 449 |
| 1965-66 | 81 | 76 | 68 | 74 | 60 | 61 | 70 | 55 | 65 | 76 | 56 | 48 | 431 |
| 1966-67 | 69 | 69 | 74 | 79 | 72 | 74 | 55 | 66 | 61 | 71 | 70 | 52 | 449 |
| 1967-68 | | | | | | 80 | 65 | 55 | 66 | 61 | 71 | 70 | 468 |
| 1968-69 | | | | | | 80 | 69 | 65 | 55 | 66 | 61 | 71 | 467 |
| 1969-70 | | | | | | 80 | 69 | 69 | 65 | 55 | 66 | 61 | 465 |

Some observations are indicated as follows:

1. The number of births in the district since 1962 has been quite constant with the exception of 1964.

2. With some exceptions, the numbers of pre-school children in each age group have also been quite constant.

3. With the exception of 1964, the numbers of pre-school children in the district have been remarkably constant.

| | |
|---|---|
| 1962-63 | 369 |
| 1963-64 | 345 |
| 1964-65 | 286 |
| 1965-66 | 359 |
| 1966-67 | 363 |

4. Total enrollments since 1962-63 have remained constant.

5. Grade progressions, in general, have remained fairly constant with some exceptions. For example, the 1962 first grade of 79 increased at the 3rd grade level in 1964, but decreased each of the past two years. The 1963 1st grade had only four fewer pupils than this group had last September as 5th grade pupils.

6. The table does not show it, but there are 33 pupils attending Hoyt from the Midvale-Hoyt optional area from the Van Hise district. This number has decreased from 53 a year ago and 50 two years ago. According to Miss Rule, removal of these would make no significant difference because of their distribution.

7. The table does not show the parochial effect either, but, as of June 1966, 11.5% of children of school age were in parochial school, the largest number being at Queen of Peace.

The school has a total of 14 classrooms, 1 kindergarten, 1 artroom, and 1 library. One of the 14 classrooms is designed so that it can be used as a kindergarten.

As of this date, following are sections, enrollments, and rooms needed:

| No. in grade | Grade | Sections | Rooms | Class size |
|---|---|---|---|---|
| 76 | K | 3* | 1 | 25 - 25 - 26 |
| 55 | 1 | 2 | 2 | 27 - 27 |
| 65 | 2 | 3 | 3 | 21 - 23 - 21 |
| 58 | 3 | 2 | 2 | 28 - 30 |
| 70 | 4 | 2 | 2 | 35 - 35 |
| 71 | 5 | 3 | 3 | 24 - 24 - 23 |
| 52 | 6 | 2 | 2 | 27 - 25 |
| 447 | | 17 | 15 | |

*Three kindergarten sections use one room.

Every room, except art and library, is used. The difficulties become apparent when one looks at the numbers in grades, particularly the 2nd, 4th, and 5th. These grades are too small for three sections and too large for 2 sections.

If this situation were to last this year only, the problem would not be great. Unfortunately, if the numbers remain reasonably constant, the problem can remain for several years.

Following is a projection for 1967-68:

| No. in grade | Grade | Sections | Rooms | Class size |
|---|---|---|---|---|
| 80 | K | 3 | 1* | 27 average |
| 65 | 1 | 3 | 3 | 22 |
| 55 | 2 | 2 | 2 | 27 |
| 66 | 3 | 3 | 3 | 22 |
| 61 | 4 | 2 | 2 | 31 |
| 71 | 5 | 3 | 3 | 24 |
| 70 | 6 | 3 | 3 | 24 |
| 468 | | 19 | 17 | |

*Would have to continue to use 1 room.

If class sections were scheduled this way, Hoyt would be short 2 rooms unless they used the art room and library as regular classrooms. Combination grades would be difficult. The only other alternative would be very large sections at 3rd, 5th, and 6th.

It would be possible, of course, to return the present Hoyt-Midvale optional area to Van Hise. At the present time, this affects 30 to 35 pupils now attending Hoyt from the optional area. If distributed in the right grades, these pupils could eliminate the problem, but according to Miss Rule, they are not.

There has not been any spectacular growth in the district. Potential for limited growth does exist, however. Construction on the Topp property north of Bluff Street could add 25 to 35 pupils. The owners of this property have asked for zoning modifications to allow them to build apartments rather than single family units. To date, the requests have been refused because of opposition of home owners in the immediate area.

Insofar as the school problems are concerned, it would appear immaterial whether this property is developed for apartments or single dwelling units. Approximately 35 single dwelling units could be added, or approximately 120 apartments. Either would add some pupils to the district, but we feel that the number of pupils would be about the same either way.

The character of the district has remained stable and would appear that it will continue to do so. We know that the existing situation will hold for several years, and it is possible that it will be a constant for many years.

If this is true, temporaries are not the answer.

As to the question of boundary changes to relieve the problem, it does not appear that any reasonable boundary changes would help.

One suggested change was to enlarge the Midvale district to include the area between Hillcrest, Westmorland Boulevard and Mineral Point. As of November 15, the following pupils in this area would be affected:

| | |
|---|---|
| Kindergarten | 3 |
| Grade 1 | 4 |
| 2 | 3 |
| 3 | 4 |
| 4 | 6 |
| 5 | 4 |

It was also indicated that one could expect 11 kindergarten pupils to transfer to parochial schools on entering 1st grade.

These pupils removed will not change the problem next year. Adding the suggested area to Midvale, and removing the area now optional between Midvale and Hoyt could possibly alter the picture temporarily. However, Hoyt would continue to have marginal sized sections depending upon changes of very few pupils at any grade level during any given year.

It is quite probable that two additional classrooms at Hoyt would solve the problem permanently. This, of course, raises the question as to where two rooms could be constructed.

There appear to be two possible solutions:

1. Explore possibilities of remodeling the covered play area under the two-story section of the building to provide facilities for art and library.

2. Construct an essentially separate two room addition to the north or north and west of the two-story section of the building.

The architect should not limit his thinking to the above two suggestions, but should explore all reasonable solutions possible.

Midvale

Midvale was the first post world-war II school to be constructed. It opened in September, 1951. There are 18 classrooms, 3 kindergartens, library, 1 music room, 1 art room, 1 science room, and two classrooms on the lower level which were created by remodeling a large arts and crafts room.

Following are child census and enrollment data -- the pre-school census is for 1957-58, and enrollments since 1958-59. The reason for including the 1957 census data is to illustrate what until 1957 was the characteristic census data for the district. We went back to 1958-59 enrollment date to illustrate what was then characteristic. However, 794 was not Midvale's top enrollment. The peak was at 879 in 1954-55.

| Year | Child census or grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1957-58 | 182 | 195 | 212 | 225 | 220 | | | | | | | | |
| 1958-59* | 129 | 125 | 134 | 164 | 153 | 158 | 94 | 119 | 97 | 115 | 95 | 116 | 794 |
| 1959-60 | 87 | 113 | 114 | 123 | 146 | 146 | 113 | 89 | 102 | 88 | 112 | 91 | 741 |
| 1960-61 | 62 | 86 | 116 | 116 | 126 | 163 | 100 | 106 | 88 | 93 | 90 | 99 | 739 |
| 1961-62* | 67 | 74 | 86 | 115 | 113 | 126 | 98 | 90 | 95 | 89 | 82 | 84 | 664 |
| 1962-63 | 60 | 88 | 90 | 106 | 131 | 155 | 94 | 106 | 91 | 99 | 90 | 87 | 722 |
| 1963-64 | 59 | 71 | 91 | 94 | 138 | 125 | 114 | 94 | 115 | 94 | 103 | 87 | 732 |
| 1964-65* | 69 | 79 | 96 | 105 | 107 | 121 | 76 | 110 | 92 | 112 | 99 | 101 | 711 |
| 1965-66 | 65 | 80 | 98 | 106 | 98 | 139 | 85 | 74 | 106 | 96 | 106 | 94 | 700 |
| 1966-67 | 46 | 48 | 44 | 69 | 53 | 116 | 80 | 80 | 71 | 98 | 88 | 105 | 638 |
| 1967-68 | | | | | | 75 | 75 | 80 | 80 | 71 | 98 | 88 | 567 |
| 1968-69 | | | | | | 70 | 55 | 75 | 80 | 80 | 71 | 98 | 529 |
| 1969-70 | | | | | | 65 | 52 | 55 | 75 | 80 | 80 | 71 | 478 |
| 1970-71 | | | | | | 60 | 48 | 52 | 55 | 75 | 80 | 80 | 450 |
| 1971-72 | | | | | | 60 | 48 | 48 | 52 | 55 | 75 | 80 | 418 |

* Boundaries changed

There are many observations which should be made.

1. The depletion of pre-school population since 1957 has been dramatic.

2. The number of pre-school children has dropped remarkably since 1965-66 and 1966-67.

   This may be an error in the census. It is difficult to believe that there could be as large a drop as indicated between 1965 and 1966.

3. Total enrollment, with some exceptions, has declined steadily since 1958-59. It climbed to 700 or more in the years from 1962 to 1965, with a loss in totals of 62 between 1965 and 1966.

4. Until the 1966 census, there had been an identifiable trend indicating that people with pre-school children were moving into the district. (For example, the 1960 birth group of 62 had climbed to 107 four year olds in 1964. However, it appears that this trend has also reversed, at least as shown in the 1966 census.)

5. From 1962 through 1965, every two, three, and four year old group was ninety or more until 1966.

6. Projections are essentially straight-line. However, they cannot ignore the 1966 census data. Nor can one ignore the fact that even if the pre-school count proves to be incorrect, the trend toward losing school population is evident.

7. If one assumes the pre-school census for 1966 is incorrect, and projects on the basis of the 1965 and earlier data, the projections would look somewhat as follows:

| Year | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---|---|---|---|---|---|---|---|---|
| 1967-68 | 100 | 80 | 80 | 80 | 71 | 98 | 88 | 597 |
| 1968-69 | 90 | 65 | 80 | 80 | 80 | 71 | 98 | 564 |
| 1969-70 | 85 | 60 | 65 | 80 | 80 | 80 | 71 | 521 |
| 1970-71 | 80 | 55 | 60 | 65 | 80 | 80 | 80 | 500 |
| 1971-72 | 80 | 50 | 55 | 60 | 65 | 80 | 80 | 470 |

An examination of census data, not shown in the above tables, is very interesting. For example, following are child census data for two years, 10 years apart:

| Year | -1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1955 | 187 | 233 | 207 | 252 | 218 | 233 | 234 | 195 | 199 | 153 | 134 | 131 | 149 | 103 | 86 | 65 | 73 | 60 | 2912 |
| 1965 | 65 | 80 | 98 | 106 | 98 | 119 | 108 | 150 | 125 | 139 | 160 | 152 | 151 | 163 | 137 | 144 | 161 | 124 | 2280 |

These two census years, ten years apart, illustrate beautifully what happens as a new school district matures.

| Year | No. pre-school* | % of total | No. elementary** | % of total | No. Jr. high# | % of total | No. Sr. high@ | % of total | Total birth through 17 |
|---|---|---|---|---|---|---|---|---|---|
| 1955 | 1097 | 37.7 | 1279 | 43.9 | 338 | 11.6 | 198 | 6.8 | 2912 |
| 1965 | 447 | 18.8 | 953 | 40.2 | 451 | 19.0 | 429 | 18.1 | 2280 |

*Birth through 4 years.
**Five years through 11 years.
#Twelve years through 14 years.
@Fifteen years through 17 years.

Several factors become very clear.

1. The early years of the district are characterized by large populations of pre-school children. They are also characterized by few pupils of high school age.

   One should keep in mind that in 1955 the Midvale district actually did have a substantial population. There was considerable building activity in this area (Westmorland and Sunset Village) in the late thirties and early forties. The numbers of junior and senior high school age pupils in 1955 demonstrate this fact quite well.

2. As a district reaches maturity, pre-school age children groups get smaller, both actually and relatively.

3. Greater numbers of children of junior and senior high ages are a characteristic of a district's maturity.

It is possible, of course, that the population in this district will cycle so that there will again some day be more pre-school children. This has happened before. But it is very doubtful that Midvale will ever again have the crowded school that it had in the mid-fifties.

This area has a very high concentration of parochial children because of the proximity of Queen of Peace. In June, 1965, there were 384 Midvale census district children at Queen of Peace. This number had dropped slightly in 1966, when there were 362. Generally, catholic families tend to concentrate in an area where there is a catholic school. We see this in the Randall district, the Dudgeon district, the Longfellow district, and other districts characterized by high parochial concentrations. If there is room for additional parochial children at Queen of Peace, one would expect real estate transfers to reflect that fact. This, of course, would tend to make Midvale's potential problems more acute, and not less.

Very likely, there is nothing unique in the phases of the Midvale district. In 1950 this district was bounded by the city limits. Geographically, it was a great deal larger than it is now. If there is anything unique about it, surely it must be because no additions have been added. As the city expanded, new elementary schools were built, and crowded conditions were avoided by district boundary changes. Midvale's problems would have been a great deal different had there not been a large parochial school constructed.

The Midvale district does illustrate very dramatically the fact that the demographic characteristics of a school district change. They do illustrate the fact that over-building (even initial over-building) of a school in a new district can happen if the building is constructed to care for peak loads.

Midvale also illustrates the fact that there is nothing constant in a ratio of elementary pupils, junior high pupils, or senior high pupils to number of dwellings. Surely the Midvale district has as many dwelling units now as it has ever had. The difference is that there are not the same number of pre-school, elementary, junior, and senior high age pupils in those dwelling units. These are the numbers which shift constantly as a district matures.

Even when Midvale falls below 500 pupils, there will be no great calamity. As stated many times, there is a need for space for special education classes. Any added space at Midvale can be used for these purposes with utmost economy. But as stated many times, Madison cannot continue to construct for peak loads in all new schools without eventually facing the fact that schools will be over-built.

In an attempt to understand the characteristics of districts as they mature, the following census data are given for several districts in varying stages of development:

| Year & Dist. | No. pre-school* | % of total | No. elementary** | % of total | No. Jr. high# | % of total | No. Sr. high@ | % of total | Total birth through 17 |
|---|---|---|---|---|---|---|---|---|---|
| Midvale | | | | | | | | | |
| 1955 | 1097 | 37.7 | 1279 | 43.9 | 338 | 11.6 | 198 | 6.8 | 2912 |
| 1965 | 447 | 18.8 | 953 | 40.2 | 451 | 19.0 | 429 | 18.1 | 2280 |
| Schenk | | | | | | | | | |
| 1955 | 788 | 46.0 | 706 | 41.2 | 135 | 7.9 | 85 | 5.0 | 1714 |
| 1960 | 1235 | 37.6 | 1458 | 44.4 | 391 | 11.9 | 199 | 6.1 | 3281 |
| 1966 | 667 | 24.7 | 1180 | 43.7 | 476 | 17.6 | 377 | 14.0 | 2700 |
| Van Hise | | | | | | | | | |
| 1958 | 507 | 36.1 | 604 | 43.0 | 176 | 12.5 | 119 | 8.5 | 1406 |
| 1961 | 656 | 29.7 | 1003 | 45.4 | 329 | 14.9 | 220 | 10.0 | 2208 |
| 1966 | 385 | 19.3 | 867 | 43.5 | 416 | 20.9 | 324 | 16.3 | 1992 |
| Elvehjem & Kennedy | | | | | | | | | |
| 1960 | 120 | 55.0 | 79 | 36.2 | 10 | 4.6 | 9 | 4.1 | 218 |
| 1963 | 800 | 43.0 | 762 | 40.9 | 172 | 9.2 | 131 | 7.0 | 1865 |
| 1964 | 887 | 39.8 | 1024 | 44.9 | 206 | 9.0 | 164 | 7.2 | 2281 |
| 1966 | 1046 | 32.6 | 1556 | 48.4 | 362 | 11.3 | 248 | 7.7 | 3212 |

* Birth through 4 years.
**Five years through 11 years.
# Twelve years through 14 years.
@ Fifteen years through 17 years.

Note: Elvehjem and Kennedy combined because of recency of making two separate elementary census districts.

The districts above were chosen because they illustrate districts in varying degrees of maturity. Given time, Kennedy and Elvehjem will assume the characteristics of a Midvale, Van Hise, or Schenk. One common characteristic of each of the above districts was rapid development and rapid growth. To be sure, these districts may well go into cycles as families get older, but the extremes which characterize the transition from rural farmland to intense urban development will not be a part of future cycles.

Van Hise

The elementary section of Van Hise contains 18 classrooms, 2 kindergarten rooms, 1 art, 1 music, and 1 library. The junior high section contains 37 classrooms including the special-purpose rooms. The entire building has 63 teaching stations (not including 2 undersized rooms).

The maximum elementary enrollment was 826 in the 1962-63 school year. The maximum junior high enrollment was 1028 in 1965-66. That year also marked the school's maximum total enrollment of 1728.

The opening of Madison Memorial in September, 1966, dropped the junior high enrollment in 1966-67 to 714. This was 30 less than had been anticipated in the projections of last year.

Following are data relative to Van Hise enrollments, child census, and straight-line projections:

| Year | child census and enrollment | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Total |
| 1958-59 | 78 | 107 | 107 | 100 | 115 | : 132 | 112 | 96 | 79 | 76 | 73 | 62 | | | | 630 |
| 1959-60 | 110 | 108 | 113 | 127 | 108 | : 123 | 99 | 109 | 100 | 87 | 79 | 82 | 241 | 171 | | 1091 |
| 1960-61 | 114 | 117 | 119 | 125 | 147 | : 120 | 125 | 111 | 120 | 116 | 99 | 95 | 221 | 242 | 149 | 1398 |
| 1961-62* | 99 | 126 | 139 | 141 | 151 | : 133 | 104 | 129 | 108 | 109 | 107 | 101 | 198 | 213 | 228 | 1430 |
| 1962-63* | 73 | 80 | 112 | 110 | 103 | : 122 | 119 | 115 | 121 | 113 | 117 | 119 | 211 | 202 | 214 | 1453 |
| 1963-64* | 66 | 76 | 86 | 106 | 111 | : 95 | 92 | 108 | 104 | 109 | 101 | 125 | 333 | 220 | 217 | 1504 |
| 1964-65* | 83 | 83 | 97 | 98 | 117 | : 102 | 80 | 97 | 93 | 111 | 111 | 106 | 335 | 333 | 260 | 1628 |
| 1965-66 | 71 | 78 | 79 | 92 | 88 | : 81 | 103 | 85 | 99 | 101 | 113 | 118 | 360 | 331 | 337 | 1728 |
| 1966-67** | 51 | 82 | 80 | 84 | 88 | : 82 | 70 | 103 | 78 | 99 | 98 | 110 | 262 | 223 | 229 | 1354 |
| 1967-68 | | | | | | 80 | 71 | 70 | 103 | 78 | 99 | 98 | 240 | 262 | 230 | 1331 |
| 1968-69 | | | | | | 78 | 70 | 71 | 70 | 103 | 78 | 99 | 222 | 240 | 270 | 1301 |
| 1969-70 | | | | | | 78 | 79 | 70 | 71 | 70 | 103 | 78 | 221 | 222 | 250 | 1242 |
| 1970-71 | | | | | | 75 | 68 | 69 | 70 | 71 | 70 | 103 | 215 | 221 | 232 | 1194 |
| 1971-72 | | | | | | 60 | 64 | 68 | 69 | 70 | 71 | 70 | 210 | 215 | 231 | 1128 |

* Elementary census district boundaries changed.
**Junior high school district boundaries changed.

Elementary and junior high distribution totals and pre-school census totals for the above are as follows:

| Year | Pre-school total | Elementary total | Junior high | Total (both) |
|---|---|---|---|---|
| 1958-59 | 507 | 630 | | 630 |
| 1959-60 | 566 | 679 | 412 | 1091 |
| 1960-61 | 622 | 786 | 612 | 1398 |
| 1961-62 | 656 | 791 | 639 | 1430 |
| 1962-63 | 478 | 826 | 27 | 1453 |
| 1963-64 | 445 | 734 | 770 | 1504 |
| 1964-65 | 478 | 700 | 928 | 1628 |
| 1965-66 | 408 | 700 | 1028 | 1728 |
| 1966-67 | 385 | 640 | 714 | 1354 |
| 1967-68 | | 599 | 732 | 1331 |
| 1968-69 | | 569 | 732 | 1301 |
| 1969-70 | | 539 | 693 | 1232 |
| 1970-71 | | 526 | 668 | 1194 |
| 1971-72 | | 472 | 656 | 1128 |

A number of observations should be made.

1. Elementary enrollment peaked at 826 in 1962-63. By 1971-72, elementary very probably will be less than 500.

2. Total pre-school children (birth to 4 inc.) peaked at 656 in 1961-62, and has dropped steadily since.

   One could argue that the district boundaries were changed several times, which is true. There is nothing unique in the fact that they were changed. They always do in rapidly growing areas.

3. Characteristically, grade progressions either increased in numbers or remained about the same during the middle years. For example, 104 first grade pupils in 1961-62 "held at 110 sixth graders in 1966-67".

4. That characteristic grade progression is showing signs of reversing. For example, the 1962-63 first grade of 119 became the 1966-67 fifth grade of 98.

5. The projections are straight-line. If the reversed grade projections continue, the projections are too large, and we will have less than 500 elementary pupils before 1971-72.

6. Fewer babies were born in the district and showed up in the 1966 census than any year between 1958 and 1966.

7. To date, the large losses at the junior high level were caused by the opening of Madison Memorial. However, one can anticipate junior high losses which will be caused by shrinking elementary enrollments, particularly at Midvale and Van Hise.

8. Because the straight-line projections at the elementary levels may well be too optimistic, and over-predictions at the elementary level will also prove the junior high projections to be too optimistic--they merely become apparent later.

Summary and conclusions

1. There is no question that either Midvale or Van Hise or both would have absolutely no difficulty, insofar as space is concerned, in solving the over-crowding of some sections at Hoyt.

2. The real difficulty would be to re-draw the boundaries of the three districts, and there is no apparent way that it can be done without placing area in close proximity to Hoyt in the Van Hise and Midvale districts.

3. The marginal grade groups at Hoyt probably will exist for a number of years. This will be more evident because there is room for added housing units in the Hoyt district. Hoyt will be at the mercy of critical numbers in grade groups.

4. Hoyt's problem appears to be chronic. Temporary measures will not solve the problem.

5. Conversion of the lower level covered play area into a library and art room would free two rooms.

   This solution would not be ideal because of the traffic patterns involved, but there is no ideal solution.

6. The addition of two classrooms at the lower level would probably solve the problem. Such an addition would cut into playground space which is also limited. However, use of park area for playground is accepted at Hoyt.

7. Serious consideration should be given to future use of portions of Midvale. If special education classes are not placed at Midvale, the school can be considered as a school which can be utilized for transports.

8. Van Hise will also have available room. Specials should also be considered at Van Hise.

9. Junior high library facilities can and should be upgraded. Use of existing rooms for this purpose should be examined.

10. Based upon straight-line projections, (recognizing that this type projection may be too optimistic) it would appear that space problems at Van Hise will not be especially critical for several years.

In conclusion, detailed analysis of these three school districts again point out quite conclusively that Madison cannot afford to construct for peak school loads. A corollary which cannot be ignored is that during the middle years, some crowded conditions are inevitable. It would seem that temporary facilities, in long term planning, are preferable to permanent additions for peak loads.

# LONG RANGE PLANS FOR KENNEDY-HIESTAND AREA

December 13, 1966

The problem:

How large should an elementary school be on a site in the Hiestand area, and when should this school be built?

One corollary to the problem is the extent to which a school on this site must provide relief for the Kennedy school.

A second corollary leads to the question as to what additions, if any, should be constructed on the Kennedy site, at what level, and at what time.

Also, a long-range question which should be answered in the planning stages of a new far east high school is whether the new high school should open as a junior-senior high school, or as a straight senior high school.

All of the above problem segments are connected, and the answers should be furnished in total, and not piecemeal. Justification of this statement is that any part of the answer to one part of a basic problem of the direction of solutions is very apt to affect the others.

Discussion

Early growth in this entire area of the far east side became critical with the rapid development of the Elvehjem area to the south which resulted in the construction of Elvehjem school.

To illustrate, following are the 1960, 1961, and 1962 census data for the Elvehjem area which was first censused in 1960:

| age | -1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1960 | 23 | 27 | 19 | 29 | 22 | 16 | 14 | 9 | 7 | 15 | 8 | 10 | 4 | 3 | 3 |
| 1961 | 39 | 34 | 34 | 31 | 36 | 27 | 23 | 15 | 9 | 10 | 13 | 9 | 9 | 9 | 4 |
| 1962 | 134 | 147 | 129 | 127 | 115 | 121 | 106 | 84 | 72 | 61 | 49 | 47 | 44 | 38 | 37 |

In 1960, the first census data available included all the area between Buckeye Road and Cottage Grove Road with the developments on both sides of Cottage Grove Road included.

The 1962 census illustrates the almost fantastic development of the area, once it really started.

In 1960, there were very few children in the present Kennedy district. This area was essentially undeveloped.

Following are 1966 child census data for the Elvehjem and Kennedy districts:

| age | -1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Kennedy | 81 | 86 | 98 | 105 | 138 | 163 | 121 | 117 | 120 | 104 | 102 | 78 | 71 | 60 | 53 |
| Elvehjem | 87 | 89 | 108 | 109 | 145 | 129 | 119 | 122 | 102 | 99 | 95 | 85 | 69 | 61 | 48 |
| Combined | 168 | 175 | 206 | 214 | 283 | 292 | 240 | 239 | 222 | 203 | 197 | 163 | 140 | 121 | 101 |

Following are enrollment data for each of these districts as of September, 1966:

| | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---|---|---|---|---|---|---|---|---|
| Kennedy | 154 | 143 | 101 | 115 | 86 | 84 | 79 | 762 |
| Elvehjem | 122 | 117 | 106 | 75 | 84 | 63 | 71 | 638 |
| | 276 | 260 | 207 | 190 | 170 | 147 | 150 | 1400 |

These data indicate a number of conclusions:

1. The growth pattern of the Kennedy and the Elvehjem districts is typical of rapidly expanding new areas of the city.

2. School age children increased rapidly from births in the districts plus marked movement of school-aged and pre-school children into the districts.

3. Child census data and enrollment data both are skewed toward the pre-school and primary age levels.

4. Kennedy school opened in September, 1966, very close to its maximum capacity. (There are 24 classrooms plus two kindergarten rooms. Absolute maximum figuring 30 per classroom plus 60 per kindergarten would be 840.)

5. Elvehjem (17 classrooms plus two kindergarten rooms has a maximum capacity of 630) is also at capacity.

Straight line projections in this district would be very unrealistic.

According to Bob Hull's August, 1966, count, (based on March, 1963 data) there were 642 dwellings in the district with a potential of 1,824 total.

However, even straight line predictions would account for approximately 1,000 elementary pupils in the district by 1971-72.

Granted that Hull's .995 elementary pupils per dwelling is not a static figure, even the most conservative estimates of numbers of elementary pupils in the district within the next four years would be 1,500 or 1,600 (more than twice present enrollment) if the area is to continue to grow. Certainly the potential is there.

Another factor which cannot be ignored is that the present Kennedy district has a potential greater than that of Orchard Ridge. Again quoting Hull's dwelling unit potential, 1,824 are indicated for Kennedy, while Orchard Ridge has 1,434 or 390 fewer. One cannot escape the conviction that, allowed to follow the same pattern that Orchard Ridge followed, Kennedy elementary-junior high school could very easily have a total enrollment of 2,000 or more, without the portion of the district north of Milwaukee Street.

Junior high level

At this level, straight line predictions also fail to tell the whole story. However, based on straight line predictions, the combined Elvehjem-Kennedy district would produce between 650 and 700 junior high pupils by September, 1972. Also based on straight line predictions, the two districts would produce 650 to 700 pupils of junior high census age pupils by 1971.

As of June, 1966, there were a total of 298 junior high pupils from these two districts in attendance at La Follette and Schenk junior high schools, with 134 of them in attendance at Schenk. Schenk's junior high enrollment in September, 1966, was 549. Removal of the Kennedy district junior high pupils from Schenk would drop the Schenk enrollment to approximately 400.

It would appear, therefore, that removal of the Kennedy district junior high pupils from Schenk will create problems. The least that one might expect would be shifting the Schenk junior high boundaries.

The following data shows child census and enrollment figures for Schenk, along with predictions for the next four years:

| Year | child census or grade | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | El | Jr |
| 1960-61 | 208 | 228 | 266 | 273 | 249 | 241 | 179 | 166 | 196 | 189 | 164 | 140 | 156 | 176 | 109 | 1275 | 441 |
| 1961-62 | 193 | 215 | 219 | 263 | 242 | 226 | 149 | 153 | 146 | 176 | 173 | 152 | 194 | 151 | 187 | 1175 | 532 |
| *1962-63 | 159 | 173 | 175 | 182 | 231 | 199 | 147 | 138 | 154 | 133 | 176 | 159 | 194 | 179 | 158 | 1106 | 531 |
| 1963-64 | 117 | 173 | 171 | 170 | 167 | 217 | 126 | 141 | 125 | 142 | 130 | 154 | 182 | 185 | 157 | 1035 | 524 |
| 1964-65 | 114 | 131 | 167 | 171 | 175 | 171 | 154 | 139 | 135 | 128 | 133 | 119 | 189 | 182 | 167 | 979 | 538 |
| 1965-66 | 135 | 119 | 139 | 172 | 170 | 181 | 162 | 145 | 137 | 119 | 115 | 136 | 167 | 187 | 176 | 932 | 530 |
| 1966-67 | 103 | 139 | 124 | 144 | 157 | 156 | 160 | 115 | 140 | 125 | 108 | 122 | 189 | 173 | 187 | 926 | 549 |
| 1967-68 | | | | | | 150 | 156 | 115 | 115 | 140 | 125 | 108 | 182 | 189 | 173 | 909 | 544 |
| 1968-69 | | | | | | 144 | 150 | 100 | 115 | 115 | 140 | 125 | 168 | 182 | 189 | 889 | 539 |
| 1969-70 | | | | | | 124 | 144 | 95 | 100 | 115 | 115 | 140 | 185 | 168 | 182 | 833 | 535 |
| 1970-71 | | | | | | 130 | 124 | 90 | 95 | 100 | 115 | 115 | 195 | 185 | 168 | 769 | 548 |

*District boundary change

Note: St. Dennis (as of September, 1966) enrolled grade 2 through grade 8.

Junior high predictions include only those from Kennedy who now attend Schenk. There were 134 at Schenk in June, 1966, and about 160 in September, 1966.

Several conclusions may be drawn from the above.

1. Schenk elementary school will continue to decline in enrollments with characteristics of a 3 section school becoming quite marked in the next few years.

2. The largest elementary enrollment was in 1960-61. It has fallen from that high of 1,275 every year through 1966-67, and it will continue to fall.

3. Junior high enrollment was at its peak in 1966-67 at 549. It would appear that, undisturbed, junior high enrollment will remain at about that figure for several years. It will increase if the Kennedy district remains in Schenk, but decrease if Kennedy is removed.

4. Siphoning off of junior high pupils to attend a junior high in the Kennedy area would leave Schenk junior high smaller than it has been since 1960.

5. A junior high in the Kennedy area would mean that Schenk junior high district would be essentially coterminous with the Schenk elementary district, and this is not enough to maintain an efficient junior high school. It would be possible to alter the junior high district boundaries to include some of the Kennedy area, or alter East junior boundaries, or both.

6. The Schenk building could use existing space for remodeling. However, one has to recognize the fact that Schenk has been crowded, not from junior high pupils, but from the elementary school. In 1960-61, there were almost 250 more pupils in the combined elementary and junior high schools than are there presently.

Another junior high school which will be affected by a junior high school in the Kennedy area is LaFollette.

As of June, 1966 feeder schools for LaFollette junior high were Frank Allis, Glendale, and Elvehjem. There were 713 identifiable junior high pupils from these districts in the following numbers:

| | |
|---|---|
| Elvehjem | 153 |
| Frank Allis | 275 |
| Glendale | 277 |
| Badger | 1 |
| Lowell | 1 |
| Schenk | 6 |
| | 713 |

Of these feeder schools, Frank Allis and Glendale can be expected to remain quite constant. Elvehjem can be expected to contribute increasing numbers of junior high pupils, and by 1969-70, one can expect approximately 300 junior high pupils from the Elvehjem district.

If Lafollette junior high were not relieved by that time, one could expect 900 to 950 junior high pupils at LaFollette, possibly more if there is marked development of the Elvehjem area south of Buckeye Road.

It would also seem that one can expect junior high school pupils from the Kennedy district to reach the magnitude of 300 or more between now and 1970. This would mean approximately 1,200 to 1,250 junior high pupils from Elvehjem, Frank Allis, Glendale, and Kennedy areas.

Bob Hull's figures indicate a potential junior high enrollment in the Kennedy and Elvehjem areas of 840. This figure is probably low because the child population in this area is skewed toward pre-school and elementary children.

The senior high level

As indicated earlier, the question also arises as to the effect of another high school in this area -- whether it should start out as a junior-senior high school, or as a straight senior high school.

In an attempt to get an answer to the senior high question, we have reverted to straight-line census projections in the present LaFollette senior high district (Frank Allis, Elvehjem, Glendale, Kennedy, and Schenk.) We have done this because, to date, the total LaFollette senior high enrollment has followed child census data very closely. For example, in the 1964 census, the total 15, 16, and 17 year olds in these districts was 936. LaFollette senior enrollment in 1964-65 was 892. The 1965 corresponding figures were census, 1,001, enrollment 1,037; and in 1966-67, census 1,105, enrollment 1,142.

Following is a breakdown of these combined census figures:

| | -1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1964-65 | 428 | 485 | 562 | 648 | 602 | 607 | 651 | 626 | 613 | 523 | 513 | 483 | 432 | 412 | 358 | 311 | 314 | 311 |
| 1965-66 | 429 | 483 | 530 | 614 | 675 | 614 | 623 | 632 | 615 | 597 | 525 | 496 | 484 | 455 | 403 | 377 | 323 | 301 |
| 1966-67 | 413 | 474 | 539 | 559 | 641 | 706 | 629 | 637 | 636 | 624 | 597 | 543 | 497 | 486 | 463 | 400 | 374 | 331 |
| 1967-68 | | 413 | 474 | 539 | 559 | 641 | 706 | 629 | 637 | 636 | 624 | 597 | 543 | 497 | 486 | 463 | 400 | 374 |
| 1968-69 | | | 413 | 474 | 539 | 559 | 641 | 706 | 629 | 637 | 636 | 624 | 597 | 543 | 497 | 486 | 463 | 400 |
| 1969-70 | | | | 413 | 474 | 539 | 559 | 641 | 706 | 629 | 637 | 636 | 624 | 597 | 543 | 497 | 486 | 463 |
| 1970-71 | | | | | 413 | 474 | 539 | 559 | 641 | 706 | 629 | 637 | 636 | 624 | 597 | 543 | 497 | 486 |
| 1971-72 | | | | | | 413 | 474 | 539 | 559 | 641 | 706 | 629 | 637 | 636 | 624 | 597 | 543 | 497 |

These predictions are straight-line, and one can expect a great deal more growth than these census extensions would indicate, particularly since Elvehjem and Kennedy have not reached their peak, and since both have considerable areas which can be developed.

Conservative though they are, they indicate 1,350-1,400 senior high pupils in the LaFollette senior high area by the time a far east high school can open in September, 1969. They also indicate 1,525-1,550 by September, 1970, and 1,625-1,650 by September, 1971.

Conceivably, senior high school growth in this area could be taken care of for a few years by advancing the construction time of a junior high school on the LaFollette site. It is my opinion, however, that it would be a stop-gap measure, and would recommend against it very strongly.

Elvehjem

A final analysis before summation.

As stated earlier, Elvehjem's present capacity is somewhere between 570 and 630, depending on the kindergarten enrollments. Straight-line predictions would indicate 830 to 850 pupils by September, 1971.

Following are these data:

| Year | Census age or grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1965-66 | 67 | 86 | 94 | 122 | 109: | 109 | 137 | 73 | 79 | 71 | 69 | 55 | 593 |
| 1966-67 | 87 | 89 | 108 | 109 | 145: | 122 | 117 | 106 | 75 | 84 | 63 | 71 | 633 |
| 1967-68 | | | | | : | 145 | 122 | 117 | 95 | 75 | 84 | 63 | 701 |
| 1968-69 | | | | | : | 145 | 145 | 122 | 100 | 95 | 75 | 84 | 766 |
| 1969-70 | | | | | : | 145 | 145 | 145 | 100 | 100 | 95 | 75 | 805 |
| 1970-71 | | | | | : | 125 | 145 | 145 | 120 | 100 | 100 | 95 | 830 |

Note: St Dennis (as of June 1966) encompassed grades 3-7, with 55 from district.

These predictions may well be conservative because this is a district which will undoubtedly expand. However, it would seem questionable to expand the Elvehjem school plant, at this time, to one capable of housing approximately 1,000 pupils.

Several factors should be pointed out in the Elvehjem predictions:

1. They are essentially straight-line. However, they do include a liberal growth of pre-school children through movement into the district. Note that 108 and 109 two and three year olds were increased to 145 kindergarten pupils before the straight line extensions.

2. Births for the past two years do not indicate rapid growth due to children born in the district.

3. Heaviest concentration of school children in the district is at grades K and 1.

4. These numbers do not justify a twelve room addition.

Summary

It would appear that one of the basic problems in rapidly expanding new areas is a very real danger of over-building.

A contributing factor is found in the inherent nature of newly created and fast developing areas. The early history of this type of growth invariably shows child census and pupil population skewed decidedly toward pre-school and primary grade levels. It takes several years of growth before one begins to find upper elementary and junior high school-aged pupils equal, in numbers, to those found at pre-school and primary ages. Inevitably, as the numbers increase at the upper elementary and junior high ages, they decrease at the pre-school and primary ages.

This means, of course, that as a community becomes older, there is a well defined tendency, first, of age group levels becoming more and more constant at each census age. Later, there is a tendency for reductions in pre-school and primary age groups. Stated differently, this factor is one which is characteristic of a new area as it reaches maturity.

This also means that if school facilities are provided for peak load growths, over-building in these areas becomes inevitable.

It also means that the potential for over-building is greater in a large school than in a smaller one.

To date, the spectre of over-building in Madison's schools has not been a critical one. Shortages of rooms for special classes has taken up some of the slack, and will continue to do so. Transportation of pupils (Falk as an example) has also provided excellent interim use for buildings which might have been considered over-built.

Modernizations of existing older plants (all necessary and desirable) allows excellent opportunities to convert space, which otherwise might be wasted, into space for functional educational use today.

However, it would appear axiomatic that there is a limit to which over-building can be used economically for these purposes.

The time has come to preclude the possibilities of over-building by very careful planning.

Another fact also seems pretty clear.

There have been times when the easiest solution to meeting peak loads in critical areas was to build more additions. At times, there was no alternative. Yet it is clear that continuing to add additions may well add to the difficulties in the ultimate solutions.

For example, it is quite possible that the large additions to East and West high schools made Memorial and Far East solutions more difficult. There is no question that other factors were involved in the decisions to add to East and West. Yet, here again, it is axiomatic that the more pupils are placed in one building make placing enough pupils in another more difficult. Marquette junior high school is another example. At the time it was built, there was no other choice. However, here again it makes the ultimate solutions to the Marquette and East problems more difficult.

The present capital budget of $26.5 million offers a great deal of temptation to attempt to solve the problems in areas like Orchard Ridge, Elvehjem, Kennedy, and LaFollette by additions. It also offers the best moment in time to question the size of proposed additions.

This study does not attempt to offer all the answers. It does attempt to raise a number of questions which should be answered while we are in the planning stages.

Conclusions

1. During the life of this capital budget, a school in the area north of Milwaukee Street (possibly on a Swanton site) very probably will be needed. not with re-zoning

2. However, most of the enrollment for a school on this site will have to come from residential development north of Milwaukee Road.

3. If the purpose of a school on this site now is to relieve Kennedy, it should not be built at this time. The only area of the Kennedy district which could gain relief from a school north of Milwaukee Street is the northeast portion of the district. This area, according to Bob Hull's figures, would relieve Kennedy of 160 pupils who would have to cross Milwaukee Street to go to the new school.

4. A school to relieve Kennedy should be south of Milwaukee Street and north of Cottage Grove Road. Possible sites east and west of Kennedy might be explored.

5. Thought had been given previously of relieving Kennedy elementary school by building a junior high school at Kennedy earlier than its use for junior high would dictate.

6. This cannot be accomplished if the far east high school (in the same area) is to open as a junior-senior high school, unless it can form an integral part of a separate junior high when far east becomes a 10-12 school. The far east high school's construction date cannot be moved ahead.

7. Junior-senior high school data indicate quite clearly that a far east high school, to open in September, 1969, will have to open as a junior-senior high school to have enough pupils to open economically.

8. Kennedy school will have to have relief at the elementary level in September, 1967, either by another school in the area or by an addition.

9. Before an addition is contemplated to Kennedy, the question should be answered as to how large this school will be ultimately. It opened with 760 pupils. Very few of these (less than a dozen according to Mrs. Nelson) come from north of Milwaukee Street. This means, of course, that with only one elementary school in the Kennedy area south of Milwaukee Street, this school has the potential to become one of the largest elementary schools in the Madison school district. That decision should be made now.

10. Kennedy district junior high pupils attend Schenk. A junior high school in the Kennedy district (whether as a part of an elementary-junior arrangement or part of a junior-senior arrangement) will have a definite effect on Schenk. Schenk junior was built for 750. In September, 1966, it had 549. As of September, 1966, about 160 of the 549 came from the Kennedy district.

11. With a junior high school in the Kennedy district, some junior high pupils should be left at Schenk.

12. A separate junior high school building at LaFollette will be needed during this capital budget span. However, enrollment data from feeder schools indicate that this should not be sooner than the far east high school if that is possible.

13. Conceivably, a separate junior high school at LaFollette could be necessary by September, 1969. It would appear to be questionable in September, 1968, unless junior high potential in the Elvehjem area increases markedly between now and the 1967 census. One should remember that LaFollette's junior high potential comes from Allis and Glendale (both areas quite mature) and Elvehjem. The timing key to a separate junior high at LaFollette is development and move-ins at this level to Elvehjem district. The 1968 time schedule may prove correct or may prove unavoidable.

14. The question as to Elvehjem's ultimate size should be made now. A 12 room addition will boost it to about 1,000.

15. It would seem to me that a six room (or possibly eight room) addition to Elvehjem would be quite safe until September, 1969. It could always be blown up more at that time if necessary.

16. It should be decided now whether there should be a new elementary school south of Buckeye Road. The larger Elvehjem becomes, the more difficult it will become to answer this question.

17. Finally, it would appear that a number of these conclusions may prove to be on the conservative side. They hinge, to a great extent, on the question as to how rapidly the whole area expands. However, it seems to me that there are enough safe hedges to buy a little more time for ultimate decisions.

PROJECTIONS FOR LA FOLLETTE JUNIOR-SENIOR HIGH SCHOOL
FROM ALLIS, GLENDALE, SCHENK, ELVEHJEM, AND KENNEDY
ELEMENTARY DISTRICTS

April 6, 1967

The problem

What are the short-range and long-range junior and senior high school enrollment potentials of the far east side?

Discussion

The potential school population of the far east side must be considered in the light that three of the elementary service districts are relatively old and stable with a history enough to insure reasonable accuracy of projections without having to guess what will happen. These districts are Frank Allis, Glendale, and Schenk. The other two districts (Elvehjem and Kennedy) have grown very rapidly since 1962, still have a great deal of potential, and have not had history enough to estimate the potential without guessing or extrapolation.

Because the districts are so different, each will be analyzed separately.

Frank Allis

This district was annexed to Madison in 1961 and censused first in 1962. It has been a very stable district. The following table shows the distribution of the school age population since 1962.

| Year | Pre-school | % of total | Elementary | % of total | Jr. Hi. | % of total | Sr. Hi. | % of total | Post High | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1962 | 537 | 27.3 | 780 | 40.0 | 262 | 13.3 | 233 | 11.9 | 153 | 7.8 | 1965 |
| 1963 | 538 | 27.0 | 768 | 38.6 | 271 | 13.6 | 251 | 12.6 | 163 | 8.2 | 1991 |
| 1964 | 462 | 23.8 | 756 | 39.0 | 299 | 15.4 | 274 | 14.1 | 147 | 7.6 | 1938 |
| 1965 | 458 | 23.8 | 743 | 38.6 | 294 | 15.3 | 246 | 12.8 | 183 | 9.5 | 1924 |
| 1966 | 403 | 21.7 | 734 | 39.5 | 291 | 15.7 | 250 | 13.4 | 181 | 9.7 | 1859 |

The above data indicate the following:

1. The number of pre-school children in the district has fallen quite consistently. This is a 25% drop.

2. The number of elementary-age children has been remarkably stable, but did show a decrease during this period.

3. The number of junior high-age children increased both in actual numbers and in per cent of total.

4. The senior high population peaked in 1964. However, the long-range peak has not been reached at either junior or senior high levels.

5. The number of post high-age people increased, but not substantially.

6. The over-all totals dropped with most of the decrease coming from the pre-school group.

   This drop should be watched very carefully because it may indicate a trend which will be reflected in a decrease of elementary enrollments within the next few years. This drop does show slightly in the decreasing elementary enrollments between 1962 and 1966.

   It is too early to conclude that Allis enrollments will drop. The drop in pre-school children may well be offset by movement of elementary children into the district.

The following table shows child census.

| | census age | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | -1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 1962 | 93 | 109 | 106 | 116 | 113 | 116 | 120 | 113 | 113 | 100 | 102 | 116 | 85 | 90 | 87 | 105 | 65 | 63 |
| 1963 | 92 | 99 | 120 | 107 | 120 | 108 | 114 | 113 | 110 | 112 | 108 | 103 | 108 | 82 | 81 | 88 | 100 | 63 |
| 1964 | 72 | 85 | 95 | 108 | 102 | 111 | 101 | 116 | 115 | 106 | 108 | 93 | 105 | 112 | 82 | 88 | 89 | 97 |
| 1965 | 69 | 88 | 85 | 103 | 113 | 107 | 110 | 103 | 112 | 104 | 101 | 106 | 90 | 98 | 106 | 78 | 83 | 85 |
| 1966 | 64 | 64 | 91 | 86 | 98 | 114 | 105 | 111 | 98 | 105 | 105 | 96 | 100 | 92 | 99 | 99 | 73 | 78 |

These data indicate the following:

1. Unless there is a marked movement of school-age children into the district, one can expect decreases, particularly at the kindergarten and first grade levels. Both 1967 census data and September, 1967 enrollments should be watched.

2. The first grade of 121 in September, 1966, was higher than the census group which produced it (the 114 5 year olds in the 1966 census). This indicates that there has been some movement into the district.

3. Census age progressions (following an age group through each successive year) show a healthy stability for the most part. For example, follow the 1962 five-year old group of 116 to the point where they are nine years old in 1966 (105).

4. As was stated earlier, neither the junior high population nor the senior high population has reached its peak. This is indicated clearly by the fact that age progressions have not fallen except at the pre-school ages. In about 7 years, one can expect 300-320 junior high-age children. In about 10 years, one can expect a like number of senior high-age pupils.

   Certainly, one can expect a sustaining number of junior and senior high pupils from this district for a number of years.

5. While the table does not show it, there is very little parochial loss. As of June, 1966, there were only 80 pupils at all grades attending parochial schools. At the high school level there were only 4 attending Edgewood. This fact is pointed out because one can expect the high school-age group to attend public high schools.

6. Based on straight-line projections, (in this district they are justified at junior and senior high levels) one can expect junior and senior high school populations as follows. (These are senior high).

| 1967 | 1968 | 1969 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | |
|---|---|---|---|---|---|---|---|---|---|
| 271 | 290 | 290 | 291 | 288 | 301 | 299 | 314 | 314 | (10th, 11th, 12th) |

Glendale

Glendale, also, was annexed in 1961 and censused first in 1962.

Following are census age groups since 1962:

| Year | Pre-school | % of total | Elementary | % of total | Jr. Hi. | % of total | Sr. Hi. | % of total | Post High | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1962 | 627 | 34.7 | 838 | 46.4 | 184 | 10.2 | 103 | 5.7 | 54 | 3.0 | 1806 |
| 1963 | 643 | 33.4 | 869 | 45.2 | 209 | 10.9 | 133 | 6.9 | 70 | 3.6 | 1924 |
| 1964 | 618 | 30.2 | 908 | 44.4 | 266 | 13.0 | 178 | 8.7 | 73 | 3.6 | 2043 |
| 1965 | 559 | 27.5 | 868 | 42.7 | 302 | 14.8 | 202 | 9.9 | 103 | 5.1 | 2034 |
| 1966 | 508 | 24.3 | 899 | 43.0 | 317 | 15.2 | 230 | 11.0 | 135 | 6.5 | 2089 |

The above data indicate the following:

1. The pre-school population has fallen about 21% since 1963. This trend should be watched. If it does not change, decreasing elementary enrollments can be expected at Glendale.

2. The drop in pre-school population has not yet shown any appreciable effect on the elementary school population. This may be due to movements of people with elementary-age children into the district.

3. The junior high school population has climbed steadily both in per cent of total and raw numbers.

4. The same trend noted in the junior high population is also true of the senior high and post school populations.

5. Totals of the district increased over the period with most of the increases coming from the junior high, senior high, and post high school groups.

6. While not reflected in the table, there is no parochial effect at the high school level, and a relatively minor one at the elementary and junior high levels. As of June, 1966, there were only 61 parochial pupils at all levels.

The following table shows child census data by age groups:

| Year | -1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1962 | 101 | 135 | 119 | 136 | 136 | 152 | 139 | 137 | 116 | 113 | 105 | 76 | 63 | 72 | 49 | 50 | 32 | 21 |
| 1963 | 118 | 107 | 154 | 132 | 132 | 133 | 147 | 133 | 128 | 116 | 109 | 103 | 77 | 69 | 63 | 52 | 52 | 29 |
| 1964 | 106 | 121 | 100 | 163 | 128 | 141 | 141 | 151 | 126 | 126 | 106 | 117 | 107 | 83 | 76 | 64 | 54 | 60 |
| 1965 | 88 | 105 | 116 | 93 | 157 | 124 | 129 | 126 | 141 | 124 | 122 | 102 | 116 | 103 | 83 | 82 | 66 | 54 |
| 1966 | 78 | 94 | 118 | 115 | 103 | 153 | 118 | 126 | 123 | 144 | 114 | 121 | 103 | 111 | 103 | 86 | 79 | 65 |

These data indicate the following:

1. Births in the district have dropped since peaking in 1963. This trend should be watched, and if it continues, it may indicate a decreasing elementary enrollment.

2. Age progressions, generally are very healthy. For example, follow the 152 five year-olds in 1962 until they become 144 nine year-olds in 1966.

3. There is some indication that people with very young children move into the district. For example, the 1964 birth group of 106 became the two year-old group of 118 in 1966.

4. Neither the junior high population nor the senior high population has reached its peak, although it is possible that the elementary population has.

5. Straight-line projections (which are reasonable in this district) show the junior high population peaking at about 400 in 1973, and senior high population peaking at the same figure in 1976.

6. Following are straight-line projections for senior high population:

| Year | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 268 | 300 | 317 | 335 | 338 | 379 | 381 | 393 | 367 | 397 |

Schenk

The following census age data is for Schenk:

| Year | Pre-school | % of total | Elementary | % of total | Jr. Hi. | % of total | Sr. Hi. | % of total | Post High | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1962 | 920 | 29.3 | 1397 | 44.5 | 404 | 12.9 | 279 | 8.9 | 142 | 4.5 | 3142 |
| 1963 | 798 | 25.9 | 1399 | 45.4 | 426 | 13.8 | 323 | 10.5 | 135 | 4.4 | 3081 |
| 1964 | 758 | 24.6 | 1347 | 43.8 | 474 | 15.4 | 353 | 11.5 | 145 | 4.7 | 3077 |
| 1965 | 735 | 23.9 | 1282 | 41.7 | 486 | 15.8 | 372 | 12.7 | 201 | 6.5 | 3076 |
| 1966 | 667 | 22.8 | 1183 | 40.5 | 476 | 16.3 | 377 | 12.9 | 220 | 7.5 | 2923 |

The above data indicate the following:

1. The number of pre-school children has dropped steadily since 1962. This drop hasamounted to 20%.

2. The drop in the number of pre-school children has not yet had its full impact on elementary enrollments. However, the elementary-age population has dropped about 15% since it peaked in 1963.

3. While the above table does not show it, Schenk's elementary enrollment has indeed shown signs of deterioration. For example, the 1963-64 kindergarten was 217. The 1966-67 kindergarten was 156.

4. Junior high population has probably reached its peak, and shows signs of levelling off. However, one should continue to expect 470 to 500 people at junior high age for quite some time. Very close attention should be given to this age bracket in the future.

5. Senior high population also appears to be levelling off. This age group grew very rapidly between 1955 and 1963, but now shows definite signs of tapering off. There were about 100 fewer senior high age children in the district in 1966 than there were junior high age children.

   It is possible, of course, that the district will retain its junior high population of 476 in 1966 as senior high population. This trend should be checked in the new census. If the future proves that the district does, in fact, retain the junior high population through the senior high ages, one can expect closer to 500 potential senior high pupils than 400.

6. Total census figures have not dropped markedly, but the significant losses have been at the pre-school and elementary age levels.

Following are individual census age groups since 1962:

| | census age | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | -1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 1962 | 159 | 173 | 175 | 182 | 231 | 205 | 228 | 204 | 202 | 202 | 192 | 164 | 161 | 121 | 122 | 138 | 79 | 62 |
| 1963 | 117 | 173 | 171 | 170 | 167 | 225 | 195 | 219 | 192 | 187 | 192 | 189 | 155 | 152 | 119 | 120 | 132 | 71 |
| 1964 | 114 | 131 | 167 | 171 | 175 | 172 | 229 | 192 | 215 | 186 | 176 | 177 | 175 | 147 | 152 | 115 | 114 | 124 |
| 1965 | 135 | 119 | 139 | 172 | 170 | 166 | 175 | 215 | 187 | 198 | 172 | 169 | 175 | 174 | 137 | 151 | 111 | 110 |
| 1966 | 103 | 139 | 124 | 144 | 157 | 147 | 166 | 161 | 193 | 172 | 181 | 163 | 154 | 162 | 160 | 126 | 141 | 110 |

These data indicate the following:

1. The number of births in the district has fallen about 35% since 1962.

2. With few exceptions, every age group decreased between 1962 and 1966 except the 13 year age group.

3. Census age progressions also tended to decline. For example, there were 228 six year olds in 1962. This group had dropped to 181 in 1966.

4. If the pre-school trend continues, the elementary section of the school will begin to show definite signs of a 3 section school in 1971. Census trends should be followed very closely.

5. The above data do not show it, but there is a substantial loss between first and second grades. About 45 pupils go to St. Dennis. In the future, the return will be at the 9th grade level. (There are very few parochial pupils at the senior high level.)

As stated earlier, we are of the opinion that one should not use straight-line projections for this district. However, in order to check whether the projections used for this district are reasonable, the straight-line projections were made and appear below.

| | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jr.Hi. | 479 | 498 | 516 | 546 | 526 | 520 | 474 | 470 | 448 | 425 | 407 | 366 | 345 |
| Sr.Hi. | 427 | 448 | 476 | 479 | 498 | 516 | 546 | 526 | 520 | 474 | 470 | 448 | 425 |

One can readily see that the junior high population (on straight-line projection) will peak at 546 in 1970, and the senior high will peak in 1973 at the same level. As stated earlier, it is quite possible, because of the nature of the district, that the ultimate senior high potential will be lower than that of the junior high.

However, one should be safe in senior high projections for this district to assume that there will be 380 to 400 population of high school age for a number of years.

Elvehjem, Kennedy, and Swanton areas.

City Plan Department current dwelling unit data show that this combined area is 45% built up.

The combined child census, as of last June, had a total of 3212 people, birth through 17. Studies in elementary districts show that as a district reaches maturity, one can expect 12% to 16% of the total child census (birth through 20).

It is possible with these data to do two things:

1. Estimate the total potential child census by dividing 3212 by .45. This would be 7,138.

2. Estimate the total senior high potential by taking 16% of 7138. This would be 1,142.

One very serious problem will be present if the Board's decision is to build a junior-senior high school on the far east side.

Projection data show very clearly that La Follette junior-senior high school cannot take care of the junior-senior population until September, 1969. The school year 1968-69 (the year before the project date of another junior-senior high school) will see La Follette junior-senior high school with 2450-2500 pupils. The La Follette physical plant cannot take care of that number.

The most likely answer to this situation would be to relieve La Follette junior high school by diverting junior high school pupils to East and/or Marquette, and/or Sherman.

The Kennedy area junior high pupils presently attend Schenk. They would continue to do so until a junior-senior high opens in that area in September, 1969. The increasing junior high population from the Kennedy area will keep Schenk full until a new school is built.

If a junior high school were built at La Follette, and were to care only for the Glendale and Allis elementary districts, it could be built to house 600 to 700. Such a move would require a junior high school in the Kennedy-Elvehjem area. (Kennedy junior high pupils go to Schenk, and Elvehjem junior high pupils go to La Follette.)

To summarize:

1. We can expect a senior high school population of 2300-2400 in the early 1970's from the elementary districts of Schenk, Allis, Glendale, Elvehjem, and Kennedy.

2. The junior high population in these districts will reach the same magnitude two or three years sooner than the senior high.

3. If a junior-senior high school is built on the far east side, the numbers at the senior high level will be less than the numbers at the junior high level. This will be true because the Kennedy-Elvehjem districts have a young school population. The peak or modal age in the 1966 census was at 5 years of age where there was a total of 292. Compare this with the 78 at age 17 in the same census.

4. La Follette cannot house the junior-senior population of the far east side until such time as another junior-senior high school is built.

5. If a junior high were to be built at La Follette at this time, and were to house pupils from Allis and Glendale only, it would be built for the traditional 650-700.

6. Such a school would serve as a short-range answer to the junior-senior high school problems on the far east side.

7. Such a school would also make the long-range solution extremely difficult.

8. Such a solution would make it necessary to provide a junior high school in the Kennedy-Elvehjem area before a senior high school.

9. Such a solution would ignore the problems of junior and senior high school population expected from the south side.

10. If a junior-senior high school is constructed on the far east side, establishing the original boundaries will be extremely difficult and probably very unpopular.

11. It may be necessary to alter the original boundary at least once, and possibly twice during the early life of a far east junior-senior high school.

12. Existing junior-senior high population in the older elementary districts (Schenk, Glendale, and Allis) plus the potential junior-senior high population of the Kennedy-Elvehjem area justifies a junior-senior high school on the far east side. If there were to be no further development on the far east side, the present La Follette and the far east side junior-senior high school could solve the problem permanently.

# LONG-RANGE ANALYSIS OF LAPHAM DISTRICT

February 15, 1967

## The problem

What are the long-range implications in use of this school which is faced with rapid deterioration of the school population?

## Discussion

For purposes of this report, the old Lincoln data has been combined with the Lapham district data.

Excluding the basement orthopedic area, the building contains 19 regular classrooms, 1 library, one art room, 1 over-size music room, and 2 kindergarten rooms. The building has housed as many as 613 pupils (1956-57). Existing enrollment, including specials, is 429, of which 358 are regular pupils and 71 are specials.

Lapham school district uses 13 regular classrooms, and the specials use 8. There is a combination at the 3rd and 4th grade levels. All sections except the present 2nd grade could easily absorb more pupils. Present enrollments are as follows:

| | | |
|---|---|---|
| K | 77 | |
| 1 | 47 | |
| 2 | 58 | |
| 3 | 41 | |
| 4 | 42 | |
| 5 | 51 | |
| 6 | 37 | 353 |

The parochial population in the district is a very real factor.

| | grade level | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | total |
| Edgewood | | | | | | | | | 3 | 4 | 5 | 5 | 17 |
| St. Bernard | | | | | | | | 1 | | | | | 1 |
| St. Patrick | 16 | 15 | 13 | 19 | 11 | 21 | 15 | 16 | | | | | 126 |
| St. Raphael | 1 | 5 | 2 | 2 | 2 | 5 | 3 | 1 | | | | | 21 |
| East Side Lutheran | | 1 | | | 1 | | 1 | | | | | | 3 |
| | 17 | 21 | 15 | 21 | 14 | 26 | 19 | 18 | 3 | 4 | 5 | 5 | 168 |

The following table shows census-age children at pre-school through post-high school age:

| Year | Pre-school | % of total | Elementary | % of total | Jr. High | % of total | Sr. High | % of total | Post school | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1955 | 919 | 35.0 | 797 | 30.4 | 280 | 10.7 | 296 | 11.3 | 331 | 12.6 | 2623 |
| 1956 | 925 | 35.0 | 810 | 30.6 | 294 | 11.1 | 281 | 10.6 | 336 | 12.7 | 2646 |
| 1957 | 909 | 33.5 | 799 | 29.4 | 292 | 10.7 | 271 | 10.0 | 446 | 16.4 | 2717 |
| 1958 | 933 | 32.8 | 845 | 29.7 | 272 | 9.6 | 275 | 9.7 | 520 | 18.3 | 2845 |
| 1959 | 869 | 32.6 | 789 | 29.6 | 283 | 10.6 | 260 | 9.7 | 467 | 17.5 | 2668 |
| 1960 | 800 | 31.6 | 714 | 28.2 | 292 | 11.5 | 265 | 10.5 | 461 | 18.2 | 2532 |
| 1961 | 809 | 32.1 | 704 | 28.0 | 315 | 12.5 | 240 | 9.5 | 450 | 17.9 | 2518 |
| 1962 | 816 | 31.7 | 696 | 27.1 | 281 | 10.9 | 260 | 10.1 | 518 | 20.1 | 2571 |
| 1963 | 704 | 32.0 | 645 | 29.4 | 281 | 12.8 | 274 | 12.5 | 293 | 13.3 | 2197 |
| 1964* | 489 | 26.9 | 621 | 34.2 | 250 | 13.8 | 298 | 16.4 | 160 | 8.8 | 1818 |
| 1965 | 487 | 24.1 | 603 | 29.9 | 232 | 11.5 | 270 | 13.4 | 427 | 21.1 | 2019 |
| 1966 | 267 | 15.2 | 503 | 28.7 | 210 | 12.0 | 244 | 13.9 | 527 | 30.1 | 1751 |

*First year old Lincoln district and Lapham district census combined. However from 1955 through 1962, the data are from the combined districts.

A number of conclusions can be drawn from these data.

1. The number of pre-school children remained fairly constant between 1955 and 1962, at which time the losses became very apparent.

2. The percent of pre-school children to total in the census dropped steadily during this 12 year period.

3. There were only 29% as many pre-school children in the 1966 census as there were in the 1955 census.

4. The number of elementary census children remained quite constant through 1960. After 1960, there was a steady decline in actual numbers and in the percent of the total census.

5. The real effect in the elementary children in the census can be expected during the next few years. The present kindergarten came from the 1961 births.

6. The junior high census children increased between 1955 and peaked in 1961 at 315.

7. The drop in this age group did not become too apparent until the 1964 census. This means, of course, that the real impact at the junior high census age is yet to come.

8. This fact is also indicated by the over-all increase in the percent of junior high ages to the total.

9. Senior high-age children remained quite constant between 1955 and 1965.

10. It would appear that recent losses at both junior high and senior high age are the result of children of these ages moving out of the district rather than attrition.

11. Post high school-age numbers generally increased, peaking in the 1965 census.

Note: The erratic behavior of the post-high school group is more than likely due to errors in the census. Consistently this age group is in the least dependable area of the census. One indication of this fact is the number of post school census individuals in the 1964 census. It is highly unlikely that this group dropped from 293 in 1963 to 160 the next year, and then bounced back to 427 in 1965.

12. The totals of the census dropped from 2623 in 1955 to 1751 in 1966. This drop assumes significance when one realizes that the bulk of the losses came at the pre-school and elementary-age levels.

13. If the drop in pre-school children "holds" at the elementary, junior, and senior high levels, one can expect the elementary age group to approach 230 children, the junior high age group to approach 80, and the senior high group to approach 85.

14. It is particularly important to recognize the fact that the full impact of population shifts out of this district have not been felt at any of the school-age groups.

15. As indicated above, there are indications that movement out of the district is affecting junior high and senior high school-age groups. One can therefore expect losses at these levels much sooner than losses attributable to fewer children growing up in the district, or losses due to long-range attrition.

Following are pre-school and elementary enrollments and projections. It should be pointed out that these projections, even though they are somewhat regressive in nature, may actually prove to be on the optimistic side.

| Year | child census or grade | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1955-56 | 247 | 213 | 171 | 143 | 145 | : | | | | | | | | |
| 1956-57 | 256 | 213 | 174 | 149 | 133 | : | 199 | 143 | 117 | 129 | 123 | 107 | 98 | 916 |
| 1957-58 | 250 | 192 | 178 | 151 | 138 | : | | | | | | | | |
| 1958-59 | 289 | 204 | 167 | 143 | 130 | : | 172 | 157 | 122 | 134 | 118 | 99 | 91 | 893 |
| 1959-60 | 243 | 204 | 159 | 134 | 129 | : | 173 | 121 | 105 | 99 | 102 | 99 | 79 | 778 |
| 1960-61 | 204 | 181 | 157 | 141 | 117 | : | 144 | 144 | 116 | 92 | 96 | 95 | 97 | 784 |
| 1961-62 | 219 | 186 | 141 | 136 | 127 | : | 151 | 98 | 115 | 89 | 100 | 82 | 88 | 723 |
| 1962-63 | 215 | 195 | 163 | 130 | 113 | : | 154 | 111 | 79 | 106 | 89 | 89 | 72 | 700 |
| 1963-64 | 164 | 170 | 142 | 125 | 103 | : | 114 | 98 | 67 | 56 | 87 | 79 | 67 | 568 |
| 1964-65 | 114 | 93 | 89 | 105 | 88 | : | 110 | 81 | 68 | 65 | 50 | 78 | 73 | 525 |
| 1965-66 | 119 | 102 | 86 | 78 | 102 | : | 77 | 74 | 51 | 54 | 55 | 49 | 64 | 424 |
| 1966-67 | 68 | 51 | 50 | 49 | 49 | : | 76 | 49 | 57 | 39 | 43 | 55 | 39 | 358 |
| 1967-68 | | | | | | | 50 | 48 | 42 | 49 | 35 | 40 | 48 | 312 |
| 1968-69 | | | | | | | 48 | 40 | 41 | 38 | 44 | 33 | 38 | 282 |
| 1969-70 | | | | | | | 45 | 39 | 37 | 37 | 35 | 41 | 31 | 265 |
| 1970-71 | | | | | | | 42 | 37 | 36 | 35 | 35 | 32 | 38 | 255 |
| 1971-72 | | | | | | | 39 | 34 | 35 | 34 | 33 | 33 | 30 | 238 |

Any interpretation of the above enrollment data should be made in light of the fact that both Lincoln and Lapham were used extensively to house transport pupils. Therefore the large enrollments during the fifties and early sixties can not be attributed solely to Lincoln and Lapham districts. However, Lapham has not had any transports since the 1964-65 school year.

A number of observations can be made.

1. The number of births in the district has fallen steadily since 1955-56, with very rapid deterioration since 1962. Only 27.5% as many children were born in the district in 1966 as were born in 1955.

2. Pre-school age progressions indicate that many children who were born in the district have moved before they reached kindergarten age.

3. There was a dramatic loss of pre-school age children between 1965 and 1966.

4. Grade progressions indicate that there has been a trend toward losses each year. This fact is indicated even though the years between 1955-56 and 1963-64 reflect transports.

5. Higher kindergarten and first grade enrollments than would be indicated by census figures reflect transportation of out-of-district pupils to the school.

6. Grade progressions from 1964-65 disclose very rapid loss of pupils, particularly at the early grades.

7. Total pupils from 1964-65 to date show very rapid depletion of the district.

8. In general, low enrollments cannot be attributed to attrition. It would appear, rather, that children of all age brackets are moving from the district.

   This fact cannot be attributed to redevelopment, (as at Longfellow) or the influence of the university building activities, (as at Washington).

9. Unless the trends indicated clearly by these data change, there will be even more losses than may be indicated now.

10. It is apparent that 1967-68 kindergarten will drop to two sections.

11. The school will go through a period during which economical use of staff or physical facilities will be difficult.

12. The 1967-68 1st, 3rd, and 6th grades will be the only ones (other than kindergarten) large enough to justify 2 sections each.

13. If the grade progressions next September follow the trend they indicated in September, 1966, one must expect large losses.

14. Time is proving that the predictions made at the time of closing old Lincoln were too optimistic. Also, after looking at two of the three districts which, at one time, furnished the major source of Central's enrollments, it is perfectly clear that the predictions which accompanied the closing of Central-University were also correct.

Conclusions

With the specials using 8 regular classrooms, and Lapham using 13, there probably will not be classrooms freed next year except for one kindergarten room.

The decision to increase the number of specials in the building was a correct decision.

If the present trends continue, the regular classes are approaching one section each. As they reach such a level, there will be more rooms available for specials.

Any recommendations to increase the existing area of the building or to provide an IMC should be negative.

# LONG-RANGE ANALYSIS OF LONGFELLOW DISTRICT

February 20, 1967

## The problem

What developments may be expected in the Longfellow district?

If Washington school is to be closed, is there sufficient room at Longfellow to absorb the Washington district pupils?

## Discussion

Forces similar to those encountered in Washington and Lapham districts have been operating in this district. Undoubtedly the major precipitating factor in loss of school population in the Longfellow district was the redevelopment carried on. However, if a parallel is drawn between this district and Lapham, redevelopment, itself, was not the sole cause of losses.

One must remember that the major force in the Washington district was due to university expansion, and that of Longfellow, to redevelopment. However, neither of these forces were superimposed on Lapham. Yet the demographic changes in the three districts, insofar as school population is concerned, are very similar in both kind and degree.

It was pointed out in previous reports that these three districts furnished the backbone of Central, and later, Central-University junior and senior high school populations.

The Longfellow school contains 18 regular classrooms, 1 kindergarten, one lunch room, 1 music, 1 art, a library, and the old shop area. Peak enrollment, other than specials, was in 1953-54, when the school enrolled 531 regular pupils.

Currently the school uses 8 regular classrooms, and the specials use 9 regular classrooms.

The district has an extremely high parochial concentration. The following parochial schools enrolled pupils (in June, 1966) in these numbers.

| School | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Edgewood | 1 | | 1 | 1 | | 1 | | 1 | | 13 | 15 | 11 | 12 | 56 |
| St. James | | 32 | 24 | 31 | 26 | 34 | 33 | 31 | 29 | | | | | 240 |
| St. Raphael | | 3 | 1 | 2 | 2 | | 3 | 2 | 3 | | | | | 16 |
| Seventh Day | | | | | | 1 | | 2 | | | | | | 3 |
| | 1 | 35 | 26 | 34 | 28 | 36 | 36 | 36 | 32 | 13 | 15 | 11 | 12 | 315 |

Of the 315 total, 196 are accounted for in kindergarten through sixth.

The following table shows the distribution of census-age groups from 1955 through 1966:

| Year | Pre-school | % of total | Elementary | % of total | Jr. high | % of total | Sr. high | % of total | Post high | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1955 | 731 | 30.4 | 759 | 31.5 | 248 | 10.3 | 211 | 8.8 | 458 | 19.0 | 2407 |
| 1956 | 790 | 32.3 | 745 | 30.4 | 268 | 11.0 | 230 | 9.4 | 414 | 16.9 | 2447 |
| 1957 | 768 | 31.6 | 751 | 30.9 | 247 | 10.2 | 220 | 9.1 | 442 | 18.2 | 2428 |
| 1958 | 781 | 34.9 | 728 | 32.5 | 246 | 11.0 | 219 | 9.8 | 263 | 11.8 | 2237 |
| 1959 | 719 | 32.7 | 639 | 29.1 | 246 | 11.2 | 224 | 10.2 | 368 | 16.8 | 2196 |
| 1960 | 685 | 31.7 | 623 | 28.9 | 254 | 11.8 | 211 | 9.8 | 386 | 17.9 | 2159 |
| 1961 | 602 | 29.1 | 641 | 30.9 | 253 | 12.2 | 221 | 10.7 | 355 | 17.1 | 2072 |
| 1962 | 550 | 27.8 | 591 | 29.9 | 226 | 11.4 | 207 | 10.5 | 401 | 20.3 | 1975 |
| 1963 | 350 | 23.4 | 472 | 31.5 | 200 | 13.4 | 194 | 13.0 | 281 | 18.8 | 1497 |
| 1964 | 357 | 24.6 | 447 | 30.8 | 202 | 13.9 | 218 | 15.0 | 226 | 15.6 | 1450 |
| 1965 | 277 | 20.0 | 440 | 31.8 | 184 | 13.3 | 204 | 14.8 | 278 | 20.1 | 1383 |
| 1966 | 210 | 16.7 | 383 | 30.4 | 186 | 14.8 | 187 | 14.9 | 293 | 23.3 | 1259 |

A number of observations are in order.

1. The number of pre-school children in 1966 was 28% of the number in 1955.

2. The percent of pre-school children to total group censused peaked in 1958 and dropped steadily through 1962, falling off very rapidly from 1963 on.

3. The number of elementary-age pupils in the district dropped about 50% between 1955 and 1966, with the most rapid drop-off coming during the past four years.

4. The percent of elementary children to total censused remained quite steady during the entire period. One can expect it to fall considerably within the next few years.

5. The full impact of the declining of pre-school age children has not yet been reflected fully in the elementary enrollment.

6. Junior high school-age pupils remained very constant between 1955 and 1961. However, the drop-off became more pronounced after 1961.

7. There were 75% as many children of junior high-age in 1966 as there were in 1955.

8. The percent of junior high-age pupils to the total censused remained very constant through 1962, after which it began a slow rise.

9. The full impact of the shrinkage of pre-school and elementary school-age children will not be evident for a few more years.

10. The number of people at senior high age "held" remarkably well through the 1965 census, but appears to have begun to slide.

11. The percent of senior high pupils to total census climbed rather steadily throughout the period studied. This indicates, of course, that the district continues to hold relatively more at the senior high-age than at the pre-school or elementary-age groups. It is interesting to note that the 1966 senior high group was almost as large as the 1966 pre-school group.

12. Child census totals in the district have shrunk to about half what they were in 1955. It is important to note that most of this shrinkage has been in the pre-school and elementary-age groups.

13. Continued decline of pre-school, elementary, junior and senior high age groups are indicated. Major effects of these declines will be most evident at the junior and senior high-age levels. However, it appears that the elementary-age group will continue to decline somewhat.

14. Totals of the post-high group bounced around as they often do. However, over-all percents of totals show the characteristic increases for districts with declining school census populations.

Following are pre-school census data and enrollments:

| Year | Census age or grade | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : | K | 1 | 2 | 3 | 4 | 5 | 6 | Total Enr. |
| 1955-56 | 166 | 146 | 156 | 125 | 138 | : | no breakdown | | | | | | | 508 |
| 1956-57 | 195 | 159 | 161 | 153 | 122 | : | 118 | 71 | 57 | 67 | 56 | 60 | 38 | 467 |
| 1957-58 | 179 | 168 | 151 | 140 | 130 | : | no breakdown | | | | | | | 438 |
| 1958-59 | 206 | 168 | 151 | 135 | 121 | : | 118 | 56 | 48 | 51 | 49 | 43 | 45 | 410 |
| 1959-60 | 198 | 161 | 130 | 123 | 107 | : | 102 | 48 | 44 | 41 | 40 | 40 | 30 | 345 |
| 1960-61 | 171 | 154 | 138 | 108 | 114 | : | 107 | 49 | 38 | 40 | 40 | 34 | 37 | 345 |
| 1961-62 | 131 | 141 | 124 | 109 | 97 | : | 97 | 49 | 46 | 39 | 41 | 37 | 36 | 345 |
| 1962-63 | 130 | 110 | 119 | 94 | 97 | : | 100 | 42 | 37 | 29 | 32 | 29 | 29 | 298 |
| 1963-64 | 56 | 80 | 69 | 86 | 59 | : | 55 | 33 | 29 | 23 | 20 | 22 | 24 | 206 |
| 1964-65 | 84 | 73 | 65 | 56 | 79 | : | 65 | 27 | 26 | 26 | 24 | 17 | 26 | 211 |
| 1965-66 | 73 | 61 | 49 | 51 | 43 | : | 56 | 27 | 24 | 28 | 25 | 25 | 24 | 209 |
| 1966-67 | 59 | 46 | 28 | 36 | 41 | : | 39 | 25 | 19 | 19 | 20 | 20 | 17 | 159* |
| 1967-68 | | | | | | | 37 | 20 | 21 | 17 | 17 | 18 | 18 | 148 |
| 1968-69 | | | | | | | 33 | 18 | 18 | 19 | 15 | 15 | 16 | 134 |
| 1969-70 | | | | | | | 29 | 17 | 16 | 16 | 17 | 14 | 14 | 123 |
| 1970-71 | | | | | | | 29 | 16 | 15 | 14 | 14 | 15 | 13 | 116 |
| 1971-72 | | | | | | | 29 | 16 | 16 | 15 | 14 | 14 | 15 | 119 |

*This does not include 101 Specials.

Many observations are suggested.

1. The number of births in the district peaked in 1958-59, dropped quite sharply until 1962-63, and then dropped by more than half between 1962 and 1966.

2. The district has been characterized since 1955 (at least) with a fall-off in age progressions at the pre-school level. This has been even more pronounced during the recent history of the district between 1964 and the present.

3. The 1966 births were 36% of the 1955 births, and about 29% of the peak year of 1958.

4. The dramatic drop in age groups is even more startling at the one, two, three, and four year-old levels. For example, there were 30% as many four-year-olds in 1966 as in 1955, and only 18% as many two-year-olds in 1966 as in 1955.

5. Pre-school children movement from the district has been high during this 12 year period, but has been especially high during the past few years.

6. Every pre-school age group has been decimated during the period studied.

7. Total enrollments held quite well until 1959. They then held for three years at exactly the same level (345), after which the bottom began to drop out.

8. It was pointed out quite clearly earlier that the full impact of the depletion in the district has not yet been felt at the elementary level. The above data bear this out.

9. Grade progressions have been marked with drop-offs. This indicates that children who start school in the kindergarten tend not to finish school here at the sixth grade level. This appears to be an ingrained characteristic. Straight-line progressions in this district would be completely unrealistic.

10. The high parochial population is clear in the drop between kindergarten and first grade enrollments. This drop is likely to become greater as room in St. James becomes more available. Surely, the parochial schools must be subject to the same forces as the public schools.

Summary and conclusions

Unless something happens to alter the trends which are apparent, Longfellow school will go through stages which are parallel to those observed at Washinton. To date, there is no indication of a change in the trends.

Physically, it would be possible to help Longfellow school by a change in boundary districts between Randall and Longfellow. However, at the present time, Randall's projected enrollments do not warrant such a move.

For a number of years, there will be elementary pupils in the Longfellow district, just as there will be some pupils in the Washington district.

It is quite clear that the impact of the depletion of school-age population in the Longfellow district has not yet been felt at Central-University junior and senior high school.

One should not ignore the fact that, while the full impact of the Washington-Longfellow situation will not be felt at Central-University school, (because that school will have closed) the impact must be felt at West. Any future plans at West must acknowledge the fact that very few junior or senior high pupils will come from the Washington-Longfellow districts. This has to be a factor in considering the possibility of over-building at West.

The enormity of the above statement can be appreciated only if one takes a look at the combined territory of the Washington-Longfellow districts.

It is recommended that Washington district pupils be transferred to Longfellow, that close scrutiny be applied to future Longfellow enrollments, and that the plan to utilize Longfellow increasingly as a school for specials be continued.

It is further recommended that, if increased pupils from Eagle Heights and University housing warrant it, Washington school be considered as a possible solution to that problem.

# LONG-RANGE PROJECTIONS FOR LOWELL

January 20, 1967

## The problem

Basically, the problem at Lowell is relatively uncomplicated. BLUEPRINT FOR THE FUTURE speaks of converting the old gymnasium into an IMC and up-dating locker-shower rooms. Present thinking does not envisage adding to the present volume of the school. Area, if added, would be added without increasing volume. (Making two floors in the old gym rather than the present one floor.)

A corollary to the problem is the effect of removing the old gym--will that area be needed?

## Background information

Exclusive of basement rooms which were once used for home economics and industrial arts, and exclusive of the upper level rooms (penthouse, actually) there are 19 classrooms, 2 kindergarten rooms, a library, an art room, a "new" and an "old" gymnasium.

During the 1952-53 school year, the enrollment was 857.

Depending upon kindergarten enrollments, this building can house 600 to 650. One must recognize the fact that this school had been used as a transport school until 1963-64. Because this is true, earlier enrollments must be recognized as inflated by transports and that transports caused rather wide fluctuations in enrollments prior to 1963.

One must also recognize the fact that there are some basement rooms which were used a number of years ago for home economics and industrial arts and which are now non-conforming insofar as Industrial Commission regulations are concerned.

Also, in any reasonable long-range planning, one must recognize the fact that while there were about 860 pupils in this school at one time, physical conditions were taxed to the limit and crowding this number of pupils in the school was very undesirable, but also unavoidable.

One must understand that the so-called "capacity" of a school building is anything but finite. Certainly the number of rooms in the building is a factor, and a very important one. But because a kindergarten room may be used for both morning and afternoon sessions, its "capacity" is about 60 pupils, (if you have 60 pupils). But it is 31 if that is all you have. And this year, it is 74 at Hoyt, because they have 3 shifts of kindergarten in one room. Likewise, the "capacity" of two elementary rooms may be 60 pupils. However, the fact that you would put 60 pupils in two rooms if you have 60 does not alter the fact that you will use 2 rooms for 45 pupils if that is all you have.

Another factor which one must consider in referring to a school's "capacity" is the neighborhood concept, particularly at the elementary school level. There is no doubt that Madison is committed to the neighborhood school concept. This does not mean that available space in schools is not utilized, because for many years, space has been used for transport pupils. Almost without exception, there is a period in a new school district during which transportation of pupils is necessary before there are enough pupils to justify a new school.

One cannot determine a theoretical capacity of Madison's public schools and use that capacity to decide whether a new school should or should not be constructed. Available space in Frank Allis cannot solve Hoyt's problems unless one is willing to transport Hoyt pupils to Frank Allis. Nor can available space at Marquette solve Orchard Ridge's problems unless one is willing to ignore the neighborhood school concept.

We not only may have, but we do have school areas which have required transportation for numbers of years. Marlborough Heights pupils have been transported to Dudgeon and Nakoma for years. To fail to use these two schools for transports would mean that Dudgeon and Nakoma would have substantial segments of their enrollments removed. Waunona Way is a similar situation.

A school's program, special classes, pupil distribution in grades, and the peculiar needs of children in some areas of the city are all factors in determining capacity of a given school. These factors tend to become exponential in character when one attempts to arrive at a gross capacity figure for all schools.

These things do not and should not indicate that available space in individual schools should be ignored. Rather, they mean that available space in one school should be studied in depth as possible solutions to problems of crowded schools in other areas.

The history of the past 10 years at Lowell illustrates very clearly that the idea of utilizing available space is neither novel nor new. Madison has done it, and will continue to do it. The same thing has been done at some time during the existence of every new school. It has also been done since the late forties in older schools. A list of schools which have been used as transport schools in Madison would be essentially a list of all the schools in Madison.

However, in the justifiable concerns of possibilities of overbuilding, there must also be a justifiable concern of the possibilities of under-building. Our concerns include both.

The following table shows the distribution of pre-school, elementary, junior high, and senior high-aged children from 1958 through 1966:

| Year | No. pre-school | % pre-school | No. elementary | % elementary | No. Jr. high | % Jr. high | No. Sr. high | % Sr. high | Post high | % post high | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1958 | 984 | 35.3% | 828 | 29.7% | 326 | 11.7% | 325 | 11.6% | 328 | 11.8% | 2791 |
| 1959 | 1012 | 35.9 | 837 | 29.7 | 336 | 11.9 | 341 | 12.1 | 293 | 10.4 | 2819 |
| 1960 | 960 | 34.3 | 852 | 30.4 | 350 | 12.5 | 338 | 12.1 | 302 | 10.8 | 2802 |
| 1961 | 961 | 38.8 | 844 | 29.7 | 357 | 12.6 | 323 | 11.4 | 356 | 12.5 | 2841 |
| 1962 | 931 | 33.7 | 798 | 28.9 | 323 | 11.7 | 323 | 11.7 | 389 | 14.1 | 2764 |
| 1963 | 851 | 32.8 | 789 | 30.4 | 304 | 11.7 | 338 | 13.0 | 316 | 12.2 | 2598 |
| 1964 | 704 | 29.2 | 827 | 34.3 | 280 | 11.6 | 336 | 13.9 | 265 | 11.0 | 2412 |
| 1965 | 674 | 26.6 | 764 | 32.6 | 298 | 12.7 | 305 | 13.0 | 301 | 12.9 | 2342 |
| 1966 | 577 | 26.9 | 729 | 33.9 | 283 | 13.2 | 297 | 13.8 | 262 | 12.2 | 2148 |

A number of observations can be made.

1. The number of pre-school children has dropped from a high of about 1000 in 1959 to 577 in 1966.

2. Not only have the actual numbers dropped, the per cent of pre-school children in the district has dropped.

3. The number of elementary-aged pupils has also dropped during this same period. However, the drop has not been as spectacular as that of pre-school age.

   Over this period of time, this would indicate that more people move into the district with elementary-age children than are born here, or than move out. Certainly, the ratio or per cent of elementary-age children increased even though the actual number dropped.

4. The number of junior high-age pupils remained relatively constant, although the per cent in the district increased. This, also, indicated a certain amount of mobility in the district.

5. At high school ages, the per cent in the district increased, but actual numbers decreased.

6. It is quite apparent that decreasing numbers of high school-aged pupils in the district must be increasingly reflected in high school enrollments at East.

7. This district, while beginning to show the signs of loss of school population, is not in the same category as Marquette. There are identifiable changes in the character of the school census, but there are also indications that the district continues to maintain its school-aged population.

8. One cannot escape the conclusion that, while the character of the district has changed, there has been a remarkable stability in the number of school-age children. Nor can one escape the conclusion that, in spite of the apparent stability, the actual number of school-age children is showing unmistakable signs of shrinkage.

Following are enrollment and pre-school data:

| Year | child census and grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1958-59 | 205 | 154 | 121 | 135 | 122 | : 174 | 109 | 91 | 82 | 91 | 87 | 88 | 722 |
| 1959-60* | 174 | 178 | 136 | 118 | 125 | : 129 | 134 | 73 | 63 | 77 | 78 | 72 | 626 |
| 1960-61# | 183 | 183 | 184 | 156 | 129 | : 163 | 152 | 107 | 88 | 78 | 93 | 84 | 765 |
| 1961-62# | 182 | 168 | 177 | 165 | 145 | : 164 | 152 | 102 | 110 | 91 | 90 | 89 | 798 |
| 1962-63# | 172 | 154 | 151 | 157 | 155: | : 162 | 136 | 95 | 90 | 96 | 69 | 67 | 715 |
| 1963-64 | 159 | 154 | 141 | 135 | 145 | : 134 | 106 | 54 | 56 | 68 | 77 | 55 | 550 |
| 1964-65 | 147 | 119 | 137 | 125 | 136 | : 109 | 124 | 71 | 52 | 68 | 77 | 78 | 579 |
| 1965-66 | 150 | 151 | 119 | 151 | 137 | : 141 | 112 | 95 | 69 | 50 | 71 | 84 | 622 |
| 1966-67 | 117 | 114 | 120 | 95 | 130 | : 126 | 123 | 71 | 91 | 78 | 55 | 72 | 616 |
| 1967-68 | | | | | | 121 | 116 | 90 | 70 | 85 | 75 | 50 | 607 |
| 1968-69 | | | | | | 95 | 110 | 85 | 88 | 67 | 81 | 70 | 596 |
| 1969-70 | | | | | | 105 | 91 | 80 | 82 | 85 | 65 | 79 | 587 |
| 1970-71 | | | | | | 100 | 98 | 75 | 78 | 80 | 82 | 62 | 575 |
| 1971-72 | | | | | | 100 | 93 | 73 | 72 | 75 | 78 | 80 | 571 |

*Hawthorne opened.
#Lowell used as transport school.

Enrollment in 1952-53 was 857.

A number of observations can be made.

1. Census age progressions are quite regressive. The 1958 births in the district dropped from 205 to 155 four year-olds in 1962.

2. Births in the district dropped markedly between 1958 and 1966.

3. One cannot use enrollment figures from 1958 through 1962-63 without understanding that the "bouncing" was caused primarily by transports to the school from other districts.

4. Kindergarten enrollments (from 1963-64 to date) have tended to fluctuate quite markedly.

5. Kindergarten enrollments may or may not parallel pre-school census age numbers. There is some indication that people with primary children move into the district for a few years and then leave. This is quite marked, for example by "holding power" through the second and third grades, followed by diminishing enrollments at intermediate grades. (Most parochial shifting takes place between first and second grades because St. Bernard begins with the second grade.) Normal loss is about one section.

6. Projections are slightly regressive. They may actually prove to be more so than indicated.

7. Many of the trends identifiable in the census-age groups are also evident in enrollment data.

8. There is a great deal of evidence that the enrollment in this school will not drop off rapidly, and that one can expect 500 or more pupils in this school for some time. However, one should re-evaluate this district every year. If--or when--enrollments in kindergarten and first grades begin to show appreciable drops, there is apt to be serious declines in upper elementary grades later. However, to date, kindergarten and first grade enrollments have "held" remarkably well.

Conclusion

Any remodeling in this school should be within the schools present physical limitations.

Before the function of the "old" gym is destroyed, a decision should be made as to whether or not one physical education space can provide for the numbers of pupils which will be involved here for a number of years.

Such a decision should recognize the fact that enrollments will probably be skewed toward the primary grades.

# LONG-RANGE ANALYSIS OF MARQUETTE

January 12, 1967

## The problem

Should any potential remodeling of Marquette be limited to remodeling within the existing confines of the building?

A corollary of the problem revolves around the question as to whether Marquette junior high school can be maintained, and if the answer is negative, at what point in time should it be discontinued.

## Discussion

The elementary portion of the Marquette building consists of 20 regular classrooms, 2 kindergarten rooms 1 library, 1 art room, 1 music room, and 1 undersized room ( on the third floor), plus a double gymnasium.

The junior high contains 13 classrooms, 2 science rooms, 1 art, 1 music, 1 home ec, and 1 shop.

The maximum elementary enrollment was 747 in 1951-52.

The maximum junior high enrollment was 350 (the 9th day enrollment 1966-67).

Following are child census data:

| Year | pre-school birth - 4 inc. | elementary K - 6 inc. | junior high 12 - 14 inc. | senior high 15 - 17 inc. | over 17 | Total |
|---|---|---|---|---|---|---|
| 1958 census | 984 | 828 | 326 | 325 | 328 | 2791 |
| 1959 | 1012 | 837 | 336 | 341 | 293 | 2819 |
| 1960 | 960 | 852 | 350 | 338 | 302 | 2802 |
| 1961 | 961 | 844 | 357 | 323 | 356 | 2841 |
| 1962 | 931 | 798 | 323 | 323 | 389 | 2764 |
| 1963 | 851 | 789 | 304 | 338 | 316 | 2598 |
| 1964 | 704 | 827 | 280 | 336 | 265 | 2412 |
| 1965 | 674 | 764 | 298 | 305 | 301 | 2342 |
| 1966 | 577 | 729 | 283 | 297 | 262 | 2148 |

These data offer a wealth of pertinent information.

1. The number of pre-school children in 1966 was only 57% of the number of pre-school children in 1959, (577 as compared to 1012).

2. The number of children of elementary age dropped from a high of 844 in 1961 to 729 in 1966.

   The full effects of the drop in pre-school children has not yet been reflected in the number of elementary-aged children. However, the number of elementary-aged children will continue to drop, and roughly, one can expect the decrease in the numbers of elementary-aged children to parallel the decrease in pre-school-aged children.

3. The number of children of junior high age in the district held quite constant from 1958 to 1964. A slight increase followed, but it appears that a downward trend is evident.

4. The number of children of high school age also was constant until 1965, but a downward trend is also becoming evident.

5. The totals in the census dropped from a high of 2841 in 1961 to a low of 2148 in 1966.

   It is most significant that the area with the greatest shrinkage was at the pre-school and elementary-aged levels.

What do these data mean?

They mean that, unless the pattern now clearly identifiable changes, this district will be marked by dramatic losses of school-aged children in all age groups within the next six to eight years. One cannot cut the school potential (the number of pre-school-aged children) almost in half in a district within a span of eight years without the effects of such decreases becoming painfully evident within the next six to eight years.

It means that, unchecked, the number of elementary-aged children will decrease. This will be followed by decreases in the numbers of junior high school-aged children, and finally, by corresponding decreases at senior high-aged levels. Because of the demographic character of the district, they may not decrease to the same extent, but decrease dramatically they will.

If the decreases in age groups become straight-line, one could expect the number of elementary-aged children to drop to less than 500, the number of junior high-aged children to fall to about 200, and the number of senior high-aged children to drop to about 195.

If these things happen, and unless the trend changes they will, junior high enrollments at Marquette will fall to a level too low to continue to maintain a junior high school there. And ultimately, this district will furnish about half the number of senior high pupils to East that it did a few years ago.

Following are pre-school and enrollment data:

| Year | census age and grade | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | K-6 | 7-9 | Both |
| 1958-59 | 274 | 209 | 172 | 173 | 156 | 131 | 106 | 83 | 84 | 77 | 92 | 85 | | | | 658 | | 658 |
| 1959-60 | 251 | 243 | 198 | 162 | 135 | 135 | 123 | 82 | 87 | 79 | 79 | 84 | | | | 669 | | 669 |
| 1960-61 | 237 | 217 | 220 | 153 | 133 | 140 | 125 | 97 | 73 | 82 | 80 | 85 | | | | 682 | | 682 |
| 1961-62 | 240 | 214 | 185 | 193 | 129 | 127 | 116 | 103 | 100 | 69 | 79 | 84 | | | | 678 | | 678 |
| 1962-63 | 225 | 226 | 179 | 151 | 150 | 106 | 119 | 85 | 80 | 88 | 71 | 80 | 133 | 105 | | 629 | 238 | 867 |
| 1963-64 | 213 | 191 | 152 | 158 | 137 | 137 | 97 | 108 | 88 | 72 | 82 | 70 | 110 | 122 | 110 | 654 | 342 | 996 |
| 1964-65 | 172 | 151 | 131 | 115 | 135 | 117 | 110 | 80 | 90 | 79 | 74 | 74 | 107 | 111 | 114 | 624 | 332 | 956 |
| 1965-66 | 148 | 155 | 139 | 128 | 104 | 119 | 90 | 85 | 76 | 79 | 70 | 71 | 140 | 102 | 105 | 590 | 347 | 937 |
| 1966-67 | 141 | 98 | 119 | 107 | 112 | 104 | 100 | 89 | 74 | 73 | 71 | 64 | 115 | 132 | 103 | 575* | 350 | 925 |
| 1967-68 | | | | | | 100 | 95 | 88 | 84 | 70 | 69 | 67 | 102 | 115 | 132 | 573 | 349 | 922 |
| 1968-69 | | | | | | 92 | 91 | 85 | 84 | 80 | 66 | 65 | 100 | 102 | 115 | 563 | 317 | 880 |
| 1969-70 | | | | | | 88 | 85 | 81 | 81 | 80 | 76 | 62 | 98 | 100 | 102 | 553 | 300 | 853 |
| 1970-71 | | | | | | 84 | 80 | 78 | 77 | 77 | 76 | 72 | 95 | 98 | 100 | 544 | 293 | 837 |
| 1971-72 | | | | | | 80 | 78 | 72 | 74 | 73 | 73 | 72 | 90 | 98 | 98 | 522 | 286 | 808 |

*This total dropped to 551 between the 9th day and December, 1966.

A number of observations are in order.

1. Pre-school age progressions drop very rapidly. For example, 274 births in the district in 1958 dropped to 150 four-year-olds in 1962. Also, the 225 births in 1962 dropped to 112 four-year-olds in 1966.

2. Grade progressions followed a similar pattern. For example, the first grade group of 125 in 1960 became the sixth grade group of 71 in 1965. Also, the second grade group of 108 in 1963 became the fifth grade group of 71 in 1966. This type of grade progression is typical of the school's enrollments.

3. Most of the drop-offs between kindergarten and first grades and first grades and second grades are not accounted for by parochial shifts. The two parochial schools which get virtually all of the pupils who shift are St. Patrick (kindergarten to first) and St. Bernard (first to second). Consistently, less than a total of 25 pupils shift to these two parochial schools.

4. Since 1958, at least, many children were born in the district, but they did not remain in the district long enough to enter school.

5. As indicated above, once they were in school, the largest factor in the drop-off in grade progressions was movement from the district, and not the parochial shift.

6. Without exception, every pre-school age group was less in 1966 than it was in 1958. For example, number of births in the district dropped almost 50% between 1958 and 1966. Number of four-year-olds (in the same period) dropped almost 30%.

7. Without exception, every grade level was less in 1966 than in 1958.

8. All of the characteristics which were evident in the Washington, old Lincoln, Lapham, and Longfellow districts are clearly evident now in the Marquette district.

9. Projections at both elementary level and junior high level are regressive. In light of what is happening in the district, they could scarcely be otherwise.

10. In view of what has been happening, it is possible that the projections at both levels are too optimistic.

    (Our long-range data which we propose to get cooperatively with the Plan Department relating numbers of children to dwelling units annually should be more indicative of what actually will happen in this district.)

11. The junior high enrollment comes from Marquette, itself, from Lowell, and a few from Lapham.

12. Numbers of junior high pupils from Lowell are expected to remain quite constant for several years. However, numbers from Marquette, itself, will decrease, as will those few from Lapham.

    (Refer to Lowell analysis).

Some general conclusions

Present evidence is great that Marquette junior high school cannot be maintained economically within its present attendance area. Neither the elementary section nor the junior high section nor both can continue to utilize available space economically even by confining any remodeling to within the existing building.

From an educational standpoint, it would seem that one question which must be answered is how small a junior high school can be to continue to be justified.

There is no question that the closing of Central-University school will affect ultimate plans for Marquette junior high. However, in the absence of boundary changes, Marquette junior high will be affected only to the extent that closing Central-University affects East junior-senior high school. The Marquette junior high pupils who now attend Central junior make no real difference in numbers. As of last June, there were only 18, and 13 of the 18 were in the 9th grade -- now in the 10th.

Nor will the opening of a far east high school effect Marquette junior high directly. Indirectly, the effect will be through East, and it will be by what physical space is made available at East by opening of a far east high school.

One other major factor which will bear upon Marquette's eventual plans will be the extent to which East will grow because the north and northwest high school population (which will continue at East) outstrips high school population losses in East's older attendance areas such as Marquette, Lowell, Lapham, and Emerson.

During this analysis, it became apparent that a number of junior high-age pupils in the Marquette junior high district, but live in the Lapham and Lowell elementary districts, go to East junior high on a permit basis. Following are these distributions as they exist now:

Lapham-Lowell Junior high pupils who live in
Marquette Junior district but attend East Junior on permit

| Grade | Lapham | Lowell | Total |
|---|---|---|---|
| 7 | 15 | 1 | 16 |
| 8 | 6 | 2 | 8 |
| 9 | 2 | 29 | 31 |
| | 23 | 32 | 55 |

If these pupils all went to Marquette junior high instead of to East, it would show a somewhat different picture. However, the largest single influence comes from the Lowell group of 29. All of these pupils represent the shift from St. Bernard 8th grade to East 9th. This makes sense because otherwise they would go from St. Bernard 8th, to Marquette 9th, to East 10th.

One other possibility which would tend to hold Marquette's junior high enrollment up for a longer time would be to place all of Central junior high area east of the Wisconsin-Monona Avenue line into Marquette junior high district. One factor on whether or not to place the Lapham area in Marquette junior district depends upon junior high predictions at East.

As of June, 1966, there were 113 junior high pupils from the Lapham district attending Central. In addition, there were 18 going to East from the Lapham district. While this total number of about 130 will continue to decrease, such a shift would "solve" Marquette's junior high problem for several years.

There would undoubtedly be a great deal of opposition in the Lapham district to placing that area in the Marquette junior high district. Most of the argument, however, would be from emotion rather than logic.

Another suggested solution was made by the Superintendent. Take the junior high school section of Marquette and attempt to build a school for high school-age pupils who are not profiting from the traditional high school curriculum.

BLUEPRINT FOR THE FUTURE suggests that any major remodeling at Marquette be during the latter part of this five-year capital budget period. This timing would seem to be sound. By 1970, the effects of closing Central and opening a new far east high school will have been reduced to fact rather than projection. Also, we will have had an opportunity to watch trends in the Marquette area for a few more years--years which are likely to be critical insofar as long range plans for Marquette are concerned.

Several factors should be kept in mind:

1. Present data indicate very clearly that Marquette's enrollments will drop at both elementary and junior high levels.

   Elementary enrollments (in an elementary building which housed 750 pupils at one time) will drop to less than 500, and such a drop can easily come by 1970, and could come before that time if present trends are maintained. At the present time, we know of no factors which promise to alter the trends which are clearly indicated now.

2. In the absence of altering Marquette junior high attendance area, there will not be enough junior high pupils to maintain the school.

3. If the junior high boundary is changed, (by adding part of the present Central junior high area to Marquette) a significant number of junior high pupils can be added to Marquette. As of June, 1966, this number was 131. However, this number, also, will drop as Lapham district loses school-age population.

4. As the enrollments at Marquette drop, more specials could be housed there.

5. Closing of Central (if East junior-senior districts take all of Central's area east of Wisconsin-Monona Avenue) will affect Marquette junior high only indirectly.

6. A school designed for high school-aged pupils who do not profit from our present high school education could be planned to use the junior high section of the building.

7. There should be no remodeling of the existing building for the existing elementary and junior high schools unless it is done within the existing confines of the building. Certainly no area should be added.

8. No extensive remodeling should take place until there is agreement as to the ultimate use of the building.

9. Problems at Marquette are more critical at the junior high level than at the elementary level. Unless there is a marked quickening of elementary enrollment trends, the elementary school does not face the fate of Washington, Longfellow, or old Lincoln for six to eight years. (It is disturbing that the elementary enrollment dropped from 575 to 551 in the space of a few months this school year.)

10. Unless something happens to change the trend that a substantial part of the Marquette district is now taking, ultimate plans should not discount what has happened in Lapham and the districts named above.

Long-range analysis of Mendota, Gompers,
Lake View, and Sherman Areas.

December 19, 1966

## The problem

What sized elementary school should be built on the so-called Dapin site? When should it be built? What is the ultimate potential in the Mendota, Lake View, Gompers, and Sherman areas?

## Discussion

In some ways, this area is quite unique. Growth of this section of the Madison Public School District actually started in 1945 when the Sherman district was annexed to Madison. At that time, Sherman had about 250 pupils.

Growth was marked essentially by "leap-frogging" areas. Although Sherman was contiguous to the City, it was also contiguous to Maple Bluff and development on the east was blocked by Truax. Mendota, annexed in 1952, had about 150 pupils. The area between Sherman and Mendota had not developed in 1952, but developed later, and was then served by Lake View, with the developed area north and east of Mendota being served by Gompers.

The development of all these areas was influenced by Truax, and the phasing out of Truax complicates the problems, to what extent, time only can tell.

## Mendota

Following figures show Mendota's child census and enrollments since 1960-61.

| Year | census age or grade in school | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1960-61 | 62 | 54 | 70 | 64 | 60 | : | 110 | 95 | 83 | 70 | 68 | 46 | 52 | 524 |
| 1961-62 | 104 | 110 | 91 | 131 | 95 | : | 124 | 97 | 102 | 76 | 69 | 71 | 45 | 584 |
| 1962-63 | 119 | 110 | 118 | 106 | 135 | : | 132 | 108 | 93 | 93 | 77 | 65 | 71 | 639 |
| 1963-64 | 75 | 121 | 111 | 124 | 105 | : | 143 | 119 | 103 | 97 | 102 | 81 | 80 | 725 |
| 1964-65 | 95 | 112 | 126 | 131 | 141 | : | 149 | 142 | 125 | 116 | 92 | 105 | 82 | 811 |
| 1965-66 | 79 | 108 | 95 | 127 | 143 | : | 153 | 131 | 138 | 115 | 111 | 86 | 104 | 838 |
| 1966-67 | 91 | 100 | 110 | 118 | 134 | : | 145 | 154 | 115 | 120 | 108 | 98 | 62* | 802* |
| 1967-68 | | | | | | : | 130 | 135 | 154 | 115 | 120 | 108 | 98 | 860 |
| 1968-69 | | | | | | : | 120 | 125 | 135 | 154 | 115 | 120 | 108 | 877 |
| 1969-70 | | | | | | : | 115 | 120 | 125 | 135 | 154 | 115 | 120 | 884 |
| 1970-71 | | | | | | : | 115 | 110 | 120 | 125 | 135 | 154 | 115 | 874 |

*Does not include 27 sixth graders at Gompers.

There appear to be a number of conclusions which can be drawn from these child census and enrollment data.

1. Births in this district seem to have stabilized.

(cont.)

2. While birth and other age projections have shown marked increases in the past, there is beginning to be evidence that they, also, are tending to approach stability.

   For example, the 1960 births increased from 62 to 141 as four year olds in 1964. However, the 75 births in 1963 became 95 two year olds in 1965. Also, the 119 births in 1962 increased only to 134 four year olds in 1966.

3. Kindergarten class sizes have been larger consistently than the child census would indicate.

   Generally, this indicates an influx of pre-school children between the time the census is taken and school opens. The Truax influence has undoubtedly been a factor in the district's population mobility.

4. Primary grade totals are higher than intermediate grade totals (389 primary and 295 intermediate including the 27 6th graders at Gompers). This, also, is an indication of mobility.

5. There is some indication that the intermediate grades are leveling off. However, if the apparent mobility continues, this may not happen at the kindergarten and primary levels.

6. Present enrollment (including the 27 sixth graders at Gompers) is almost identical with that of last year (829 vs 838). This is true even though thirty-three fewer Truax pupils are at Mendota than were there in June, 1965.

   While this fact would tend to indicate that closing Truax will affect Mendota in a temporary manner, one cannot be sure, because there is no easy method of determining what effect, if any, closing Truax will have on the civilian population of the district.

The present building has 30 rooms. Two of these were converted from the cafeteria or all-purpose room. One would have to say that the school is about at capacity.

Straight-line projections would indicate an enrollment next September of approximately 860 to 880, assuming that all of the present 5th graders stay at Mendota.

If all the existing Truax pupils are removed next year, this figure would drop to about 835.

At any rate, enrollments at Mendota will be critical next September. The factors which will control are as follows:

1. The number of Truax connected pupils who leave between June and September.

2. The numbers of pupils lost (or gained) for reasons other than Truax. About 60 can be accounted for as lost between last year and this year. These included Truax removals.

(cont.)

3. The size of next September's kindergarten, which I would guess will be smaller than this year's kindergarten. (This, however, will not affect the number of rooms used because only two kindergarten rooms are being used now.)

An obvious interim solution could be use of one or two temporaries.

Gompers

Following table shows Gompers child census and enrollment data:

| Year | Census age or grade in school | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1960-61 | 57 | 62 | 77 | 62 | 50 | : | 123 | 80 | 70 | 59 | 48 | 56 | 44 | 480 |
| 1961-62 | 43 | 54 | 62 | 65 | 64 | : | 47 | 63 | 39 | 38 | 35 | 21 | 26 | 269* |
| 1962-63 | 60 | 64 | 59 | 76 | 71 | : | 88 | 48 | 62 | 42 | 38 | 42 | 26 | 346 |
| 1963-64 | 54 | 62 | 62 | 72 | 83 | : | 91 | 87 | 52 | 76 | 51 | 52 | 46 | 455 |
| 1964-65 | 57 | 78 | 85 | 83 | 89 | : | 95 | 89 | 82 | 60 | 79 | 54 | 44 | 503 |
| 1965-66 | 61 | 66 | 93 | 105 | 111 | : | 102 | 96 | 93 | 94 | 80 | 81 | 58 | 604 |
| 1966-67 | 67 | 71 | 89 | 108 | 119 | : | 112 | 104 | 111 | 105 | 111 | 79 | 76** | 698** |
| 1967-68 | | | | | | : | 119 | 112 | 104 | 111 | 105 | 111 | 79 | 741 |
| 1968-69 | | | | | | : | 126 | 119 | 112 | 104 | 111 | 105 | 111 | 788 |
| 1969-70 | | | | | | : | 131 | 126 | 119 | 112 | 104 | 111 | 105 | 808 |

*Lake View opened.
**Does not include 27 sixth graders from Mendota.

A number of observations are possible:

1. Number of births in the district has remained constant since 1960-61.

2. Pre-school census progressions are marked, especially when they hit the two, three, and four year old age groups.

3. Grade progressions between 1961-62 (when Lake View opened) and 1966-67 were unusual.

   a. Forty-seven kindergarten group in 1961-62 became the 5th grade group of seventy-nine in 1966-67.

   b. Eighty-eight kindergarten pupils in 1962-63 became the 4th grade group of 111 in 1966-67.

   c. There was remarkable stability from kindergarten to 1st grade from 1961-62 through 1966-67. Parochial shift is between kindergarten and 1st, but not very great. (In June, 1966, St. Mary of the Lake had 38 district pupils scattered in grades 1 through 6, with an additional eleven in grades 7 and 8.)

4. Each of the last years since Lake View opened (in 1961) have shown large increases in enrollments each year. (Increases have been 77, 109, 48, 101, and 94 respectively, and ranged from 11% to 32%.)

(cont.)

5. Predictions at the elementary level are restricted to three years because relief will be provided not later than September, 1968. They are essentially straight line, and do not include a sixth grade class from Mendota next year.

   However, if the grade progression increases next year as it has in the past, one could expect a September, 1967 enrollment of about 780 rather than 741. Thus the building enrollment could be 1,280 to 1,330.

The elementary section of the Gompers school has a total of 22 classrooms and is now using 21 of them, plus 4 classrooms in the junior high section, plus a conference room for 6th grade team teaching.

Sections are as follows:

| Grade | Sections | Rooms | Pupils | Ave. per section |
|---|---|---|---|---|
| K | 4 | 2 | 113 | 28+ |
| 1 | 4 | 4 | 104 | 26 |
| 2 | 4 | 4 | 111 | 28- |
| 3 | 4 | 4 | 105 | 26+ |
| 4 | 4 | 4 | 111 | 28- |
| 5 | 3 | 3 | 79 | 26+ |
| 6 | 4 | 4 | 103* | 25+ |

*Twenty-seven of these are Mendota sixth graders.

With the number of sections and the sections divided as they are above, it would be quite possible to pick up a considerable number of pupils, if necessary, by increasing the section sizes. Of course, the sections may or may not divide this way another year, but it would seem that at least some of them will.

The existing junior high school has 7th and 8th grades only, and will pick up the 9th with the incoming 7th. Junior high enrollment in September was 343.

If one takes all of Mendota's 6th grade, all of Gompers 6th grade, and half of Lake View's 6th grade, one could expect a 7th grade in September, 1966, of about 200. Straight-line predictions would indicate a junior high of about 540-550 next September.

The junior high school was designed for 700-720. Rooms are 1 art, 1 industrial arts, 1 arts & crafts, 2 music, 2 science, 2 home economics, the IMC complex, 4 small group instruction rooms, and 13 classrooms.

If one figured 30 per room for regular sized classrooms and special rooms, capacity would be 660. If the IMC facilities are utilized on a scheduled basis, it would seem that 720 is a reasonable capacity number. This is complicated, however, by the fact that the elementary section is using 5 classrooms, thus leaving only 8 non-special-purpose rooms.

It appears quite safe to assume that the elementary school will be no smaller next year than this year, and certainly if the houses which are now empty are filled by next September, the elementary section will be larger. (If the pattern established for the past several years is followed, one can expect a substantial increase.)

If one considers the fact that, as of now, 21 of 22 available rooms in the elementary building are being used for classrooms, and capacity of the junior high section is 700-720, capacity of the total building, with both kindergarten rooms accounting for 4 sections, is about 1400. This figure is more than total enrollment next year is likely to be.

As stated earlier, placing 1,400 pupils in the total building might be difficult. It pre-supposes 30 pupils per room in the elementary section and pre-supposes approximately 700 pupils in the junior high section of the building. Substantial numbers of pupils would have to be in the IMC on regular schedules.

Certainly, every effort should be made to utilize existing facilities to the greatest extent possible. Any interim solutions must recognize that both Mendota and Gompers will be very close to maximum capacities next September.

Here again, temporaries might be a solution, but in the case of both Mendota and Gompers, a suggestion of temporaries inevitably will raise the question as to why another school in this area is scheduled for 1968 opening rather than 1967 opening.

It would not appear that over-building in this area is presently a problem unless the relief school is over-built.

Lake View

Lake View school has 2 kindergarten rooms, 1 library, 1 art, and 20 classrooms. A comfortable capacity, depending upon kindergarten enrollments, is 660 to 700. However, library facilities, especially, could become strained if enrollments of grades 1 through 6 got that high.

Following data gives census and enrollments:

| Year | child census or grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1961-62* | 142 | 122 | 133 | 116 | 120 | 99 | 73 | 60 | 57 | 43 | 38 | 39 | 409 |
| 1962-63 | 121 | 143 | 124 | 118 | 99 | 102 | 77 | 73 | 62 | 57 | 49 | 41 | 461 |
| 1963-64 | 117 | 116 | 110 | 108 | 107 | 105 | 86 | 73 | 73 | 65 | 59 | 55 | 516 |
| #1964-65 | 149 | 133 | 131 | 103 | 117 | 105 | 98 | 83 | 69 | 71 | 60 | 60 | 546 |
| 1965-66 | 129 | 114 | 116 | 114 | 89 | 104 | 99 | 79 | 84 | 70 | 66 | 57** | 559 |
| 1966-67 | 98 | 78 | 89 | 95 | 94 | 98 | 79 | 86 | 66 | 70 | 59 | 64 | 522 |
| 1967-68 | | | | | | 95 | 95 | 79 | 86 | 66 | 70 | 59 | 550 |
| 1968-69 | | | | | | 95 | 92 | 95 | 79 | 86 | 66 | 70 | 583 |
| 1969-70 | | | | | | 95 | 92 | 92 | 95 | 79 | 86 | 66 | 605 |
| 1970-71 | | | | | | 95 | 92 | 92 | 92 | 95 | 79 | 86 | 631 |

*Opened September, 1961
**34 to Sherman Jr and 23 to Gompers Jr
#Boundary changes

A number of observations can be made.

1. Births in the district were quite stable until 1966-67.

2. Child census at pre-school level changed markedly between 1965 and 1966. There were 108 fewer pre-school children in 1966 than in 1965. While the table does not show it, there were only 40 fewer children of elementary age in 1966 than 1965.

3. There were 37 fewer pupils in school in 1967 than in 1966.

4. Most of these losses, in both census and in school, are attributed to losses of Truax pupils. There have been no marked increases in enrollment since September. Therefore, dwellings vacated did not fill up, at least they did not fill up with families of school age.

5. If the district stabilizes at the 1966-67 level, it looks as if there will be awkward-sized grade groups for some time. This, of course, will be reflected in low pupil-teacher ratios which will be difficult or impossible to avoid.

6. If necessary, it would seem that some room might be available for relief of Gompers. Whether or not room could be made available would depend on class sizes, and as stated above, some smaller classes probably cannot be avoided.

Naturally, the question arises as to whether there will be a further appreciable drop as Truax is phased out. Miss Bredeson states that this factor will make little difference because most of them are gone now.

7. Census and grade progressions are quite stable until September, 1966, indicating relatively little mobility of population.

Sherman

Following table shows Sherman child census and enrollment data:

| Year | Census age or grade in school | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1960-61 | 124 | 119 | 118 | 122 | 118 | : 130 | 90 | 87 | 88 | 67 | 65 | 73 | 600 |
| 1961-62 | 120 | 112 | 107 | 98 | 116 | : 100 | 100 | 89 | 87 | 87 | 71 | 67 | 601 |
| *1962-63 | 109 | 118 | 132 | 110 | 104 | : 102 | 85 | 101 | 78 | 90 | 86 | 71 | 613 |
| 1963-64 | 112 | 112 | 111 | 127 | 109 | : 109 | 81 | 74 | 98 | 80 | 90 | 84 | 616 |
| 1964-65 | 114 | 102 | 127 | 109 | 110 | : 113 | 82 | 76 | 65 | 98 | 83 | 91 | 608 |
| 1965-66 | 124 | 125 | 106 | 111 | 120 | : 135 | 85 | 84 | 78 | 74 | 102 | 91 | 649 |
| 1966-67 | 100 | 90 | 86 | 88 | 92 | : 125 | 104 | 84 | 82 | 72 | 75 | 101 | 643 |
| 1967-68 | | | | | | : 95 | 100 | 104 | 84 | 82 | 72 | 75 | 612 |
| 1968-69 | | | | | | : 95 | 80 | 100 | 104 | 84 | 82 | 72 | 617 |
| 1969-70 | | | | | | : 90 | 75 | 80 | 100 | 104 | 84 | 82 | 615 |
| 1970-71 | | | | | | : 90 | 75 | 75 | 80 | 100 | 104 | 84 | 608 |
| 1971-72 | | | | | | : 90 | 75 | 75 | 75 | 80 | 100 | 104 | 599 |
| 1972-73 | | | | | | : 90 | 75 | 75 | 75 | 75 | 80 | 100 | 570 |
| 1973-74 | | | | | | : 90 | 75 | 75 | 75 | 75 | 75 | 80 | 545 |

*Boundary change

A number of observations should be made:

1. Until 1966-67, the number of births in the district has been very stable.

2. The same held true for each pre-school age group and age progression.

3. The 1965 pre-school group (birth through 4 years) dropped from 586 in 1965 to 456 in 1966. This is a drop of 130 pre-school pupils, or 22.2%.

4. The parochial shift between kindergarten and first grade has been fairly constant. (St. Bernard's starts at grade 2.)

5. Total elementary enrollments have been stable, and remained that way in September, 1966.

6. The projections are essentially straight-line, and continue to indicate the elementary school population leveling off at a scant three sections.

7. Projections were extended to 1973-74 to show the effect of the expected kindergarten drop in September, 1967, and the drop in pre-school children evident in the 1966 census.

8. The projections have ignored any further drop due to the phasing out of Truax. There will be some loss, of course, but there is no way of predicting precisely when it will happen.

9. It would appear that the greatest effect in September, 1967, will be at the kindergarten level.

Unless there is a greater loss due to Truax than expected, the elementary section of the school should cause no alarm. Granted that projections, however valid when made, may appear sophomoric when later equated with actual events. Yet the projections must be made on the basis of current knowledge, trends, or even less stable feeble indications.

Sherman junior high

Feeder schools for Sherman junior high schools are Sherman elementary, Lakewood and part of Lake View. (As of this year, there were 2 pupils from Mendota going to Sherman Junior rather than Gompers. Eight of Lake View's 6th grade class last year, living in the Sherman junior high district are at Gompers this year.)

Following are Sherman junior high enrollment data and projections:

| Year | 7th | 8th | 9th | Jr Total | Elem Total | Grand Total |
|---|---|---|---|---|---|---|
| 1960-61 | 187 | 177 | 115 | 479 | 600 | 1079 |
| 1961-62 | 192 | 184 | 182 | 558 | 601 | 1159 |
| 1962-63 | 193 | 178 | 183 | 554 | 613 | 1167 |
| 1963-64 | 262 | 212 | 207 | 681 | 616 | 1297 |
| 1964-65 | 323 | 257 | 227 | 807 | 608 | 1415 |
| 1965-66 | 310 | 313 | 190* | 813* | 649 | 1462* |
| 1966-67 | 145 | 164 | 303 | 612 | 643 | 1255 |
| 1967-68 | 166 | 145 | 180 | 491 | 612 | 1103 |
| 1968-69 | 145 | 166 | 160 | 471 | 612 | 1083 |
| 1969-70 | 150 | 145 | 178 | 473 | 615 | 1088 |
| 1970-71 | 155 | 150 | 160 | 465 | 608 | 1073 |
| 1971-72 | 165 | 155 | 165 | 485 | 599 | 1084 |

*Approximately 80 ninth graders went to East. Not included in these totals.

A number of observations should be made.

1. The junior high school population apparently will stabilize at about 500, possibly somewhat less.

2. Elementary enrollments will probably remain at about 600 for some years.

3. Total school population will remain at about 1,200 for some time.

4. Peak junior high pupils in the district was 1965-66 when about 900 pupils were there, about 80 of them housed in the 9th grade at East.

5. The dramatic drop in junior high enrollments was due to the opening of Gompers junior high in September, 1966. (Gompers now houses seventh and eighth grades only.) The next big drop in Sherman's junior high population will be next September, at which time Sherman will lose about 300 ninth graders and pick up 160 seventh graders.

What happens to Sherman elementary and junior high in the future will depend on the closing of Truax, and equally important, to what use Truax is made when it is closed.

It is true that Sherman has backed off its peak load of 1,460, which was expected when Gompers was planned. Although, for a while, the junior high enrollment will be less than one would like, the elementary enrollment will continue to need classroom space in the junior high section of the building.

The elementary section of the building contains 19 classrooms, 1 kindergarten, 1 art, and the library. However, classrooms in the original building are small, (some as small as 650 sq. ft.) and while one might consider the capacity of the elementary section at about 600 pupils, a more realistic figure would be about 525.

The junior high section of the building contains 20 classrooms, 1 arts and crafts, 2 industrial arts, 2 music, 2 home economics and 2 science rooms. A comfortable capacity would be 675 to 700. This raises the question as to how the building housed over 800 junior high pupils a year ago. It was well recognized that conditions were overcrowded.

There should be some remodeling in the junior high section, especially in the library area.

One can conclude, reasonably, that there will be room available at Sherman next year to relieve Gompers if that becomes necessary.

One can also conclude that necessary remodeling is necessary to make functional space available.

Future use of this school should also include the possibility of using Sherman to relieve either Mendota or Gompers next September, should that prove necessary.

Conclusions

1. There is no doubt that both Gompers and Mendota will be crowded next September. The real question is whether or not the existing facilities can "get by" one more year.

   It is very probable that Mendota would not have been able to make it this year if Truax losses had not been substantial. If they lose the remainder of their Truax pupils by next September, and if there is no more growth between now and next September, it may be possible to make it another year.

2. There is no question that another school, (on the so-called Dapin site) will be necessary. The timetable for another school calls for September, 1968, opening.

3. A two-section elementary school (designed for future expansion should it become necessary) is indicated.

4. While boundaries for a new district would depend upon the actual location, the boundaries suggested by Mr. Lee would appear reasonable. (Havey Road as the boundary between Mendota and the proposed school and Mandrake as the boundary between Gompers and the proposed school.)

   Before boundaries are established, the area suggested should be studied very carefully to determine the ultimate effect on both existing schools and on the proposed new one.

5. Construction of a new school is preferable to additions on the existing schools. It does not appear that over-building in the total area is a problem unless the proposed school is over-built.

6. Lake View faces no shortages of space. If necessary next September, Lake View probably could furnish some room to relieve Mendota or Gompers on an interim basis.

7. Sizes of sections at Gompers provide possibilities for solution to a part of Gompers' problems.

8. Possible use of the IMC facilities on a regularly scheduled basis should be explored critically.

9. Sherman elementary school appears to be quite stable, and should remain so for several years.

10. Sherman junior high enrollment will drop again next September because Gompers will "pick up" a 9th grade.

11. Sherman junior high enrollments will probably continue to decrease slightly for several years, but should eventually stabilize at about 500.

12. If necessary, it would seem that Sherman could furnish temporary relief for Gompers.

13. Sherman elementary has rooms in the original section of the building which are small. Library facilities are on the inadequate side for a school with a total population of 1,100 to 1,200.

14. The possibility of using some rooms at Sherman for special education classes should be kept in mind, particularly if Sherman does not have to furnish relief for Gompers next year.

15. Remodeling of any part of Sherman facilities should be delayed until after the 1967-68 school year opens to make certain that remodeling will not remove rooms which may be necessary to relieve Gompers next year.

16. Further phasing out of Truax will probably affect Sherman, Mendota, and Gompers, but will not have much effect on Lake View.

17. Every effort should be made next year to house Mendota and Gompers pupils in their own respective schools.

18. It would be difficult or impossible to step up the timetable for a new school to have it open in September, 1967. This would again mean building a full-blown elementary school in 18 to 20 weeks.

19. Some temporary rooms (kept to an absolute minimum) could be considered. However, if they are to be considered, it should be as soon as possible.

# LONG RANGE LOOK AT ORCHARD RIDGE

November 28, 1966

## The problem

How large must the Orchard Ridge physical plant be to provide for the ultimate enrollments of the elementary and junior high school districts?

## The facts

The elementary portion of the building is defined as that portion of the building east of the main entrance. The junior high school as the portion of the building west of the main entrance. Within these definitions, the elementary capacity is 650 to 700 pupils depending upon kindergarten enrollments. Junior high capacity is approximately 750. Total capacity is 1400 to 1450.

In September, 1966, the total district elementary enrollment was 1090 elementary (including those transported to Huegel and Falk) and 519 junior high pupils. A total of 151 are now transported to Huegel and Falk.

Had all district pupils been retained at Orchard Ridge, September, 1966, enrollment would have been 1609. Actual enrollment at Orchard Ridge this year was 1458, or the maximum capacity of the building.

The parochial factor does make a difference at the elementary level, but in the past has been minimal at the junior high school level.

Maria Goretti operated grades from 3 through 6 in 1965-66 with an average of about 25 district pupils in each grade. In 1966-67, Maria Goretti extended their grades to include grade 7, and plan to extend next year to include grade 8.

Aside from the initial effect at grade 3, there will be no added effect until September 1968, at which time district parochial parents would have to choose between Edgewood 9th or Orchard Ridge 9th. It would seem that the more logical choice would be Edgewood. In either case, the effect on Orchard Ridge would not be great.

Another factor which makes the problem difficult is the question as to the future of the eastern part of the district, north of Verona Road, which continues to have a potential for development.

It is interesting to note that total elementary enrollment from the district in September, 1966, was 41 pupils fewer than our best estimates in July, 1966. These totals include those being transported to Huegel and Falk.

In arriving at an answer to the basic question, it would seem that there are several other questions which must be explored.

1. How big should the combined elementary-junior high school be allowed to get from the standpoint of the educational program?

2. What effect will a combined elementary-junior high of approximately eighteen hundred pupils have on the planned elementary and junior high school west of Orchard Ridge, a possible elementary school south of Orchard Ridge, and on the Ray Huegel School?

3. To what extent can one afford to build for peak loads, recognizing that Orchard Ridge must, as every new district must, reach a peak and then taper off?

4. How soon will Orchard Ridge peak at the elementary level and how soon will it peak at the junior high level?

Child census data (Orchard Ridge only)

| age | -1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1960 | 101 | 109 | 108 | 122 | 107 | 110 | 103 | 97 | 77 | 53 | 59 | 49 | 51 | 43 | 22 |
| 1961 | 119 | 144 | 135 | 137 | 145 | 137 | 134 | 132 | 110 | 91 | 82 | 61 | 61 | 54 | 50 |
| 1962 | 149 | 157 | 161 | 176 | 150 | 179 | 143 | 148 | 147 | 127 | 110 | 99 | 76 | 70 | 73 |
| 1963* | 149 | 161 | 177 | 175 | 185 | 155 | 181 | 133 | 139 | 142 | 122 | 106 | 94 | 74 | 66 |
| 1964 | 159 | 154 | 190 | 208 | 198 | 232 | 186 | 209 | 149 | 155 | 159 | 132 | 115 | 94 | 79 |
| 1965# | 125 | 148 | 141 | 188 | 190 | 170 | 186 | 171 | 171 | 130 | 134 | 144 | 110 | 91 | 80 |
| 1966 | 111 | 150 | 161 | 142 | 200 | 194 | 188 | 184 | 184 | 185 | 143 | 137 | 155 | 127 | 116 |

*District boundaries changed.

#Huegel area censused separately.

The table below groups census data by pre-school, elementary, and junior high age.

| Year | Pre-school age (-1 - 4 inc) | | Elementary age (5-11 inc) | | Junior high age (12-14 inc) | |
|---|---|---|---|---|---|---|
| 1960 (base) | 547 | 100% | 548 | 100% | 118 | 100% |
| 1961 | 680 | 124% | 747 | 136% | 165 | 140% |
| 1962 | 793 | 145% | 953 | 174% | 219 | 186% |
| 1963* | 847* | 155% | 978* | 178% | 234* | 198% |
| 1964 | 909 | 166% | 1222 | 223% | 288 | 244% |
| 1965# | 792# | 145% | 1106# | 202% | 315 # | 267% |
| 1966 | 764 | 140% | 1215 | 222% | 398 | 337% |

*District boundaries changed.

#Huegel censused separately.

Several conclusions may be drawn from these two tables.

1. Not since 1960 have there been fewer children born in the district than were shown in the last census. (101 in 1960; 111 in 1966).

2. The age-progression, which showed dramatic increases in age groups as they progressed each year, has certainly slowed, and may actually have reversed. (Follow the 1960 births of 101 to the children 6 years old in 1966 -- 188. Follow the 149 births in 1963 to 3 year olds in 1966.)

3. Since 1960, the largest pre-school group was in 1964 (909). The 1966 pre-school group dropped to 764.

4. The largest school-age group was in 1964 (1222). This dropped to 1106 in 1965, but went back up to 1215 in 1966.

5. As expected, junior high school age groups continue to increase, and will do so for several more years.

If we project junior high enrollments (using straight line projections) we come up with numbers like the following:

These data include all existing enrollments of Orchard Ridge, Falk, and Huegel.

| Year | 7 | 8 | 9 | Total |
|---|---|---|---|---|
| 1966-67 | 199 | 177 | 143 | 519 |
| 1967-68 | 167 | 199 | 173 | 539 |
| 1968-69 | 183 | 169 | 199 | 551 |
| 1969-70 | 227 | 183 | 169 | 579 |
| 1970-71 | 245 | 227 | 183 | 655 |
| 1971-72 | 282 | 245 | 227 | 754 |
| 1972-73 | 308 | 282 | 245 | 835 |
| 1973-74 | 301 | 308 | 282 | 891 |

Before drawing conclusions from these data, it is necessary to discuss some generalizations.

These are straight line projections. The junior high parochial factor is ignored. If all Maria Goretti eighth graders chose Orchard Ridge 9th grade in September, 1968, (assuming Maria Goretti will expand, as they have indicated, by extending to the 8th grade next year) there would be only 25-30 involved. Their effect would be at the 9th grade level only.

A factor which undoubtedly would have more of an effect is one that cannot be quantified. We know that Orchard Ridge school population increased markedly because families moved in the district with substantial numbers of upper elementary and junior high school aged pupils. It is difficult to see this continuing in the Orchard Ridge district. As pointed out above, there are definite signs that this trend in the Orchard Ridge district has changed. However, one cannot conclude that it will not happen in the Huegel district and/or in the Falk district. Certainly there is no way to determine, at this time, whether it will or will not. But even assuming that it will, some pretty safe conclusions can be drawn.

1. It is most unlikely that the junior high saturation enrollment (of 730) will be reached before 1969-70 or 1970-71.

2. If this proves correct, there will continue to be space available in the junior high section of the building for elementary pupils unless existing junior high space is converted into a resource center or something else.

3. It will probably be difficult to establish another junior high school (west of Orchard Ridge) before 1969-70 or 1970-71.

4. Three to four junior high classrooms will be available for elementary use for at least 3 years, and probably 4 years.

5. At this stage, it would appear that the junior high space is not critical insofar as classrooms are concerned if the elementary space problem is solved.

Following are enrollment data projected at the elementary level:

| Year | Kdn | 1st | 2nd | 3rd | 4th | 5th | 6th | Total |
|---|---|---|---|---|---|---|---|---|
| 1960-61 | 119 | 123 | 105 | 87 | 75 | 60 | 52 | 621 |
| 1961-62 | 147 | 141 | 139 | 128 | 91 | 97 | 75 | 818 |
| 1962-63 | 156 | 139 | 136 | 137 | 121 | 115 | 115 | 919 |
| 1963-64* | 138 | 148 | 122 | 129 | 126 | 120 | 122 | 905 |
| 1964-65 | 188 | 172 | 165 | 118 | 104 | 130 | 122 | 999 |
| 1965-66 | 204 | 194 | 186 | 153 | 127 | 106 | 143 | 1113 |
| 1966-67 | 190 | 201 | 179 | 152 | 149 | 119 | 100 | 1090 |
| 1967-68 | 185 | 190 | 201 | 155 | 152 | 149 | 119 | 1151 |
| 1968-69 | 165 | 175 | 190 | 175 | 155 | 152 | 149 | 1161 |
| 1969-70 | 150 | 160 | 175 | 165 | 175 | 155 | 152 | 1132 |
| 1970-71 | 140 | 145 | 160 | 150 | 165 | 175 | 155 | 1090 |

*District boundaries changed.

If these projections prove reasonable, total elementary and junior high enrollment figures would be pretty much as follows:

| Year | combined enrollment | present capacity | difference |
|---|---|---|---|
| 1967-68 | 1690 | 1500 | 190 |
| 1968-69 | 1712 | " | 212 |
| 1969-70 | 1711 | " | 211 |
| 1970-71 | 1745 | " | 245 |

As pointed out earlier, these figures could be affected by the development of the "open" area in the eastern part of the district. They may be affected, also, by the composition of population additions at the junior high level in the Huegel and Falk areas.

Conclusions

1. The dangers of over-building at Orchard Ridge are very real.

   Any over building will create problems in the time table for building a junior high school west of Orchard Ridge, for an elementary school west of Orchard Ridge, and for a possible elementary school south of Orchard Ridge.

2. There is no question as to whether or not Orchard Ridge will have to have relief. It will. However, there is a very real question as to how much must be provided.

3. There is no question as to whether or not the junior high population in the Orchard Ridge, Huegel, Falk area will continue to increase. It will. But insofar as marked increases in Orchard Ridge from move-ins of junior high pupils, there is pretty good evidence that this trend has slowed down, and may have reversed.

4. Elementary projections at Orchard Ridge indicate that peak enrollment will be reached in 1968-69, after which there is every reason to expect the elementary enrollment to continue to decline until it reaches a stabilization point. That point in time is not clear, but the trend is now indicated.

5. As recently as July, 1966, our best estimate of the total Orchard Ridge elementary enrollment (including those at Huegel and Falk) was 41 pupils too high.

6. The temptation to solve the Orchard Ridge problem by building for peak enrollments is great. However, the extent to which Orchard Ridge, or any other school, is over-built must necessarily complicate the problems of locating new and adjacent schools. The larger the district population, the greater the over-building will become.

7. Existing rooms at Orchard Ridge probably should not be removed for a resource center. If such facilities are to be provided, they should be in the form of other remodeling and designed for the purpose.

Recommendation

It is recommended that not more than 8 elementary rooms be added with provision for further additions, if imperative, or use of temporaries until the enrollments pass their peak.

# LONG-RANGE ANALYSIS OF RANDALL DISTRICT

January 24, 1967

## The problem

Should any proposed remodeling of Randall school building be confined to the area of the existing building wherever possible?

A corollary is the extent to which available space in the school may be changed functionally in view of long-range enrollment possibilities. How stable is the existing school population?

What effect, if any, will expansion of University facilities west of Breese Terrace have on the school population?

## Discussion

This school is the oldest elementary public school in the system.

Its basic structure is as sound today as it was in 1908 when the first element of the school (facing Spooner Street) was built.

Because this school was constructed at times when there was probably little or no correlation between area and numbers of pupils, it is difficult to apply area per pupil standards in assessing the building. There is a great deal of parasitic area. For example, the north-south corridors are 14 feet wide. All corridors are essentially single loaded. Ratio of instructional area to total area is relatively low.

Gross area per pupil is very high, but this ratio can be very misleading because the ratio of functional instructional area to pupils is low.

Gross area, not including attic area, is 65,000 sq. ft. or more.

However, as indicated above, any comparisons of gross area per pupil in this school with gross area per pupil in newer buildings must inevitably lead to unfair or erroneous conclusions.

In 1950-51, this school housed about 850 pupils. With that number, the building was obviously over-crowded.

The building has 19 classrooms, 1 art, 2 kindergartens, library, plus two basement rooms which are not used for regular classrooms, but which could be used for special purpose rooms.

Following table shows census-age children in the district since 1958. No significant changes in boundaries have been made since then.

| Year | No. pre-school | % of total | Elem. | % of total | Jr. High | % of total | Sr. high | % of total | Post-school | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1958* | 559 | 25.0 | 844 | 37.7 | 328 | 14.7 | 287 | 12.8 | 220 | 9.8 | 2238 |
| 1959 | 541 | 23.8 | 814 | 35.8 | 370 | 16.3 | 307 | 13.5 | 243 | 10.7 | 2275 |
| 1960 | 525 | 22.0 | 874 | 36.6 | 384 | 16.1 | 347 | 14.5 | 255 | 10.7 | 2385 |
| 1961 | 555 | 22.7 | 845 | 34.6 | 414 | 17.0 | 339 | 13.9 | 289 | 11.8 | 2442 |
| 1962 | 550 | 21.5 | 903 | 35.3 | 395 | 15.4 | 390 | 15.2 | 323 | 12.6 | 2561 |
| 1963 | 515 | 19.9 | 934 | 36.1 | 403 | 15.6 | 400 | 15.4 | 337 | 13.0 | 2589 |
| 1964 | 551 | 19.6 | 1009 | 36.0 | 459 | 16.4 | 475 | 16.9 | 311 | 11.1 | 2805 |
| 1965 | 488 | 17.9 | 992 | 31.1 | 472 | 17.3 | 430 | 15.8 | 340 | 12.5 | 2722 |
| 1966 | 472 | 17.7 | 964 | 36.2 | 489 | 18.4 | 431 | 16.4 | 305 | 11.5 | 2661 |

*Boundary changes

A number of interesting observations may be made.

1. Actual numbers of pre-school age children remained fairly constant between 1958 and 1966.

2. Per cent of pre-school age children dropped steadily during these years.

3. Actual numbers of elementary-school age children increased.

4. The per cent of elementary-school age children remained remarkably stable.

   Taken together, these facts would indicate that significant numbers of elementary-school age children moved into the district. There is no indication that the district's elementary-school age population is drying up.

5. Actual numbers of junior-high age children increased during these years.

6. Per cent of junior-high age children increased steadily during these years.

   These increases, also, must have come from in-migration of junior-high age children.

7. The actual numbers of senior-high age children increased steadily during these years.

8. The per cent of senior-high age children also increased steadily.

   Much of these increases can be attributed to in-migration.

9. Total numbers of school-age children increased at all levels. This fact also indicates in-migration.

Note: The 1957 child census showed a total of 4141. However, for purposes of the 1958 child census, Mohawk Park and Blackhawk Park were added to the Van Hise child census.

At this juncture, one raises the question as to the Randall school's ability to handle pupils in numbers indicated by the child census.

This district has a very high parochial composition. Following are enrollments of parochial schools (as of June, 1966) from the Randall district alone:

| Parochial school attended | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Blessed Sacrament | | 43 | 45 | 58 | 54 | 50 | 52 | 56 | 47 | | | | | 405 |
| Edgewood | 4 | 9 | 7 | 9 | 4 | 4 | 7 | 12 | 8 | 58 | 38 | 38 | 39 | 237 |
| St. James | | 7 | 8 | 4 | 9 | 6 | 6 | 9 | 6 | | | | | 55 |
| St. Raphael | | 1 | | 2 | | 3 | 2 | | 2 | | | | | 10 |
| | 4 | 60 | 60 | 73 | 67 | 63 | 67 | 77 | 63 | 58 | 38 | 38 | 39 | 707 |

The significance of these figures becomes apparent when one realizes that, as of June, 1966, there were 394 elementary-age children from the Randall district attending the above schools (K-6) and 140 in addition at the 7th and 8th grade levels in these parochial schools. This fact is even more striking when one realizes that the elementary enrollment of Randall last year was 562.

Following are enrollment data and enrollment projections:

| Year | census age and grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | : K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1960-61 | 109 | 104 | 100 | 106 | 106 | : 105 | 75 | 78 | 71 | 75 | 83 | 85 | 572 |
| 1961-62 | 126 | 110 | 102 | 105 | 112 | : 107 | 72 | 78 | 76 | 72 | 75 | 75 | 555 |
| 1962-63 | 108 | 127 | 104 | 108 | 103 | : 107 | 72 | 67 | 81 | 78 | 74 | 76 | 555 |
| 1963-64 | 90 | 91 | 114 | 109 | 111 | : 103 | 68 | 69 | 70 | 81 | 85 | 78 | 554 |
| 1964-65 | 121 | 102 | 95 | 126 | 107 | : 128 | 75 | 65 | 72 | 77 | 76 | 89 | 582 |
| 1965-66 | 74 | 92 | 96 | 99 | 127 | : 117 | 77 | 71 | 66 | 73 | 83 | 75 | 562 |
| 1966-67 | 90 | 75 | 111 | 98 | 98 | : 123 | 74 | 84 | 74 | 74 | 82 | 85 | 596 |
| 1967-68 | | | | | | 98 | 75 | 74 | 84 | 74 | 74 | 82 | 561 |
| 1968-69 | | | | | | 98 | 60 | 75 | 74 | 84 | 74 | 74 | 539 |
| 1969-70 | | | | | | 111 | 60 | 60 | 75 | 74 | 84 | 74 | 538 |
| 1970-71 | | | | | | 90 | 70 | 60 | 60 | 75 | 74 | 84 | 513 |
| 1971-72 | | | | | | 90 | 55 | 70 | 60 | 60 | 75 | 74 | 484 |

A number of observations are in order.

1. Age progressions of pre-school children are very stable. As pointed out earlier, there has been a drop in numbers of pre-school children.

2. As would be expected, the parochial shift from kindergarten to first grade is very substantial.

3. In the main, each grade has remained remarkably stable during the seven years from 1960-61 to 1966-67 inclusive. (Note that during this period the first grade has fluctuated from 68 pupils to 77 pupils.)

4. Grade progressions from first grade through sixth grade tend to remain constant or to increase. (Examine the 1960-61 first grade of 75 which became the 6th grade of 75 in 1965-66. The first grade of 72 pupils in 1961-62 became the present 6th grade of 85.)

5. Trends which were indicated in census data are also indicated in enrollment data.

6. The projections are straight-line. However, it is very possible that these projections are too low. This is true because enrollments have remained constant or climbed slightly in spite of decreases in pre-school age children in the district. There is much to indicate that people with elementary children move into the district. Census data do bear this out.

7. Other than the drop in numbers of pre-school age children, which appears to be more than compensated for by elementary-age children moving into the district, there are no indications of shrinking school-age population in this district at this time.

Summary and conclusions

This school, which has had as many as 841 pupils in attendance, can house 550-600 pupils very conveniently.

Kindergarten loads will continue to be disproportionately high because of the numbers of parochial children in the district who attend public school kindergarten and shift to parochial first grade. One can thus safely conclude that enrollments of 550 to 600 can be very misleading. About 21% of this year's total enrollment is at the kindergarten level where less space per pupil is required in the total operation of the school. For example, kindergarten pupils do not go to physical education, library, art, etc. plus the fact that one room can care for 60 kindergarten pupils, but only 28-30 primary or intermediate pupils.

There is a great deal of evidence that this district is on the upswing of a cycle where not only elementary-age children are moving into the district, but junior and senior high-age children are moving into the district.

Straight-line projections are apt to be too conservative in this district. One should continue to analyze grade progressions very carefully. If the number of pre-school age children continues to drop, the only way that elementary population can increase or remain constant is by more children of school ages moving into the district than move out. If, or when that happens, the character of the grade progressions should be one of the first indicators.

Certainly, this is not happening now.

To return to the original problem, remodeling in this school should be confined to existing volume as much as possible.

With total area of the building (exclusive of the attic) in the neighborhood of 65,000 sq. ft., it should be possible to accomplish the major part of any remodeling without adding area. Any plan should examine the function of space very carefully because there is no question that the ratio of unused space to usable space is very high. Corridors are single loaded and wide. The Spooner Street stairs are useless functionally, and could be removed and the building would comply with exit codes.

Westward expansion of the university area does not seem to have had any direct effect on the district's stability to date.

# STATUS OF WASHINGTON SCHOOL DISTRICT

February 14, 1967

## The problem

Should Washington school continue to operate for Washington District pupils?

## Discussion

Much of the data presented here is unnecessary, actually, if one answers the problem. However, these data are presented as a rather classic example of the trends early identifiable in the story of the death of a school. Therefore, they are presented as factors that one should look for and recognize as early as possible in the lives of other districts which may repeat essentially the Washington story.

These data are presented, too, as a plea to those who are engaged in planning and projecting school populations to be keenly aware of the fact that trends in census data affect elementary school populations first. That they then affect a junior high school, and later, a senior high school. They are presented as a caution against straight-line projections from year to year if straight-line projections are not indicated.

One has only to realize that if those who project add 5% in their projections to the next year's enrollment of each school, about 1600 additional pupils will be projected. If 10% is added, about 3200 more pupils are projected.

It is true that some schools will increase 5%, 10%, or even more from one year to the next. It is equally true that some schools will lose 5% or even 10% from one year to the next.

It is absolutely essential, however, to discern the one from the other.

Table I (following) reports school census data from 1955 through 1966.

There are a number of very interesting observations which can be made.

1. As early as 1955, and certainly by 1959, the trend in the decreasing numbers of pre-school children in the district was well established.

2. From 1960 to 1966 the number of pre-school children declined very rapidly.

3. Using 1955 as the base year (100%) there were only 17.5% as many pre-school children in the district as there were in it in 1955.

4. The numbers of elementary-age children dropped every year from 1955 to 1966.

## TABLE I

### PRE-SCHOOL, ELEMENTARY, JUNIOR, SENIOR AND POST SCHOOL AGE DISTRIBUTION, WASHINGTON CENSUS DISTRICT

| Year | No. pre-school | % of total | No. elementary | % of total | Jr. high | % of total | Sr. high | % of total | Post high | % of total | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1955 | 946 | 35.6 | 741 | 27.9 | 266 | 10.0 | 245 | 9.2 | 456 | 17.2 | 2654 |
| 1956 | 861 | 35.9 | 687 | 28.7 | 245 | 10.2 | 232 | 9.7 | 371 | 15.5 | 2396 |
| 1957 | 844 | 34.4 | 676 | 27.5 | 260 | 10.6 | 228 | 9.3 | 448 | 18.2 | 2456 |
| 1958 | 890 | 37.6 | 633 | 26.7 | 218 | 9.2 | 225 | 9.5 | 404 | 17.0 | 2370 |
| 1959 | 773 | 33.6 | 560 | 24.3 | 242 | 10.5 | 223 | 9.8 | 506 | 22.0 | 2304 |
| 1960 | 745 | 32.4 | 546 | 23.8 | 218 | 9.5 | 223 | 9.7 | 565 | 24.6 | 2297 |
| 1961 | 600 | 30.4 | 506 | 25.7 | 198 | 10.0 | 202 | 10.2 | 465 | 23.6 | 1971 |
| 1962 | 532 | 25.5 | 436 | 20.9 | 182 | 8.7 | 209 | 10.0 | 728 | 34.9 | 2087 |
| 1963 | 379 | 22.4 | 319 | 18.8 | 159 | 9.4 | 194 | 11.5 | 643 | 38.0 | 1694 |
| 1964 | 199 | 17.4 | 255 | 22.3 | 112 | 9.8 | 154 | 13.4 | 426 | 37.2 | 1146 |
| 1965 | 189 | 20.8 | 218 | 24.0 | 96 | 10.6 | 111 | 12.2 | 295 | 32.5 | 909 |
| 1966 | 166 | 17.9 | 168 | 18.2 | 83 | 9.0 | 93 | 10.1 | 415 | 44.9 | 925 |
| $\frac{1966}{1955}$ | | 17.5% | | 22.7% | | 31.2% | | 38.0% | | 91.0% | 34.9% |

5. In 1966 there were 22.7% as many elementary-age children in the district as there were in 1955.

6. The per cent of pre-school children to total census was just about halved during this 12 year period.

7. There were less than a third as many junior high-age children in 1966 as there were in 1955.

8. The dramatic drop in junior high-age children came after 1960.

9. The number of senior high-age pupils dropped dramatically during this period.

10. There were only 38% as many senior high-age pupils in the district in 1966 as there were in 1955.

11. The drop in the senior high-age classifications was most pronounced during 1963, 64, 65, and 66.

12. As might be expected, the post-high school-age group bounced around considerably, but percentage-wise, there was an increase from 17.2% in 1955 to 44.9% in 1966.

13. The total number of people in the census was about 35% as many in 1966 as in 1955. However, about 45% of these were at post high school-age in 1966.

Three parochial schools enrolled 79 of the district's pupils as of June, 1966. Of these, St. Raphael had 66 scattered quite uniformly in grades 1 to 8, inc. Edgewood had 11 at 9th grade through 12th. St. James had 2.

These numbers do not appear to be very great, but when one remembers that the present Washington school has only 97 pupils from the Washington district, the 52 pupils in parochial schools in grades 1 - 6, inclusive, put the numbers in a different perspective. Actually, the parochial impact in the district is quite large.

## TABLE II

### PRE-SCHOOL AND ELEMENTARY ENROLLMENTS IN WASHINGTON SCHOOL 1955 - 1966-67

| Year | pre-school or grade | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | -1 | 1 | 2 | 3 | 4 | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| 1955-56 | 274 | 183 | 194 | 163 | 132 | | | | | | | | |
| 1956-57 | 239 | 208 | 149 | 143 | 122 | 104 | 65 | 65 | 64 | 66 | 60 | 54 | 478 |
| 1957-58 | 263 | 180 | 153 | 127 | 121 | | | | | | | | |
| 1958-59 | 304 | 208 | 153 | 121 | 104 | 89 | 61 | 58 | 51 | 51 | 44 | 65 | 419 |
| 1959-60 | 259 | 169 | 138 | 120 | 87 | 78 | 58 | 57 | 43 | 40 | 39 | 40 | 355 |
| 1960-61 | 241 | 162 | 138 | 105 | 99 | 79 | 58 | 54 | 48 | 43 | 38 | 43 | 363 |
| 1961-62 | 153 | 143 | 124 | 99 | 81 | 74 | 47 | 47 | 43 | 43 | 38 | 33 | 325 |
| 1962-63 | 176 | 95 | 108 | 85 | 68 | 63 | 39 | 33 | 42 | 33 | 39 | 38 | 287 |
| 1963-64 | 114 | 89 | 55 | 63 | 58 | 36 | 35 | 26 | 25 | 29 | 28 | 30 | 209 |
| 1964-65 | 47 | 45 | 36 | 30 | 41 | 41 | 18 | 30 | 19 | 19 | 26 | 18 | 171 |
| 1965-66 | 64 | 39 | 34 | 31 | 20 | 30 | 21 | 7 | 12 | 15 | 15 | 18 | 118 |
| 1966-67 | 56 | 30 | 24 | 30 | 26 | 47* | 14 | 17 | 8 | 10 | 13 | 8 | 117* |

*Of these 47, 23 are from the Washington district and 24 from Silver Spring.

Many observations can be made from the above data.

Note: The only reason for omitting K - 6 enrollments for 1955-56 and 1957-58 is that they were not available without going back to dead files in the basement of the administration building. Since they added little or nothing to the total picture, they were not reported.

1. The fact had been recognized for many years that Washington district, because of its very nature as a part of the university area, produced many pre-school children who were born in the district, but who moved out of the district before they were of school age. Until 1960-61 this continued to be true. Every age progression prior to that time bears this out. For example, 274 births in 1955 became 87 four-year-olds in 1959-60.

2. After 1960-61, an irreversible trend became apparent in the number of births in the district. At that point in time, this trend could not be explained by the fall in the birth rate. That trend has continued, and, more than likely, will continue as the character of the district continues to change.

   It is more than of passing interest to note that this district has gone through, and will continue to go through "redevelopment" as a natural factor. This is due, primarily, to university long-range planning which hastened the changes in the district. Whether or not these changes would have taken place without the university factor may or may not be a moot question.

3. The first evidences of what appeared to be a decline in the district population, and the basic character of that population, were evident, and were recognized in the mid fifties.

4. Examine any grade projection and it becomes apparent that the declining school population was perfectly apparent and that the trends were of major importance insofar as the future of the school was concerned.

5. The births in the district of 274 in 1955 becomes the present 6th grade group of 8.

6. The 304 births in 1958 become the present 3rd grade group of 8.

7. These factors were recognized, and in the hope that it would bolster the enrollment, Washington school became "experimental school" in cooperation with the University of Wisconsin. This proved futile.

   There should be a lesson in that failure. It is more than doubtful that the experimental factor had any effect in the death of the district. It probably did not delay the end result in the least.

8. It was perfectly apparent when the future of Central-University school was studied that the basic changes which were taking place in the Washington district must have a lasting effect upon the future of Central-University school.

   The same factors, illustrated in somewhat different ways, were operating in the Longfellow district and the Lapham district. These factors, in summation, removed the backbone of the school population which furnished the life-blood of Central-University.

Summary and conclusions

It is axiomatic that the future of elementary schools, which furnish the junior high school population which, in turn, furnish the senior high school population of a given school, represents the future of the junior high school, and later, of the senior high school. The only variable is time itself.

Nor is it remarkable that the school administration recognized these factors in the elementary districts which fed Central, and later fed Central-University school.

The initial attempt to keep Central alive by blood transfusions was the so-called Madison Plan. As stated in the Central-University study, this plan really had little effect.

What did have an effect was the fact that when areas were attached to the Madison school district for school purposes only, the only available school with room for the junior and senior high populations of these districts was Central.

This fact, coupled with the University's closing of University high school, pumped blood into Central (of Central-University) school.

In the analysis of Central-University, prior to the decision to close the school in 1969, the premise was accepted that, regardless of any and all attempts to give Central-University artifical respiration, the basic fact which would force the closing of Central-University was that school population in the Longfellow, Lapham-Lincoln, and Washington districts was disappearing at a rate which would make it impossible to operate the school.

While we have not yet analyzed or re-examined the Lapham and Longfellow districts, that premise has been proved correct.

It is highly unlikely that the 1967-68 seventh grade at Central-University will enroll 40 pupils. One has only to remember that the 7th grade eventually becomes the 12th grade to realize these implications.

The conclusion cannot be escaped that Washington school cannot continue economical operations for the Washington district alone. It may be needed for a transport school for a few years, but there is not a great deal of probability of permanent operation in that conclusion either.