

# **GERMANTOWN SCHOOL DISTRICT**

## **Notice of Transportation Committee Meeting**

Monday February 12, 2018

**5:30 PM**

### **To Be Held at Germantown School District Administration Building**

N104 W13840 Donges Bay Rd.

Germantown, WI 53022

## **AGENDA**

### **I. Meeting Called to Order**

### **II. Roll Call**

### **III. Agenda Revisions and Approval**

### **IV. Approve Minutes**

A. January 8, 2018 Meeting Date

### **V. Reports & Updates**

A. Springsted Housing Study

### **VI. Unfinished Business - Discussion with Possible Action**

A. 2018/2019 Elementary Attendance Area Boundary Determination

### **VII. New Business - Discussion with Possible Action**

None

### **VIII. Adjourn**

***Note:*** School Board members who are not members of the Transportation Committee may be present at this Transportation Committee meeting.

**GERMANTOWN SCHOOL DISTRICT  
GERMANTOWN, WISCONSIN 53022  
MINUTES OF THE BOARD OF EDUCATION  
TRANSPORTATION COMMITTEE MEETING**

**January 8, 2018**

1. The meeting of the Transportation Committee was called to order by Committee Chair Tom Barney at 5:45 p.m. in the District Offices Board Room. Transportation Committee Members Present: Tom Barney, Michael Loth, Board President Soderberg. Member Ray Borden absent excused. Administration/Guests: Steve Williams, Justin Baumgartner, Ericksen, Holmes, Riteway Bus Company officials. Others may have arrived later.
2. Motion by Loth, second by Soderberg to move item VI.B. before V.A. and approve the agenda as amended. Motion carried.
3. Motion by Loth, second by Soderberg to approve the October 16, 2017 committee meeting minutes. Motion carried.
4. Ericksen and Baumgartner presented information on the elementary attendance boundary determination topic. General discussions ensued. No formal action taken or necessary.
5. Ericksen updated committee on the status of the Springsted Housing Study. No formal action taken or necessary.
6. Ericksen and Riteway presented information on cameras surveillance on buses and ridership frequencies. General discussions ensued. No formal action was necessary.
7. Ericksen and Holmes presented information on the requested change in the high school bell schedule for the 2019/2020 school year. General discussions ensued. Committee chair asked for further information relative to 1) surveying other schools to determine if they provide a “resources period”; 2) impact on instructional minutes; 3) what if students are not engaged during resource period.
8. Motion by Loth, second by Soderberg to adjourn. Motion carried.
7. Committee Chair Tom Barney declared the meeting adjourned at or about 7:15 p.m.

Ric Ericksen  
Recording Secretary

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Lester Spies  
School Board Clerk

## GERMANTOWN SCHOOL DISTRICT

**TO:** Transportation Committee

**FROM:** Ric Ericksen, Director of Business & Auxiliary Services

**AGENDA ITEMS:**

V.A. Reports & Updates – Springsted Housing Study

VI.A. 2018/2019 Elementary Attendance Areas Boundary Determination

*An hour-long meeting is anticipated.*

**Recommendation(s):** Pending discussions and at the will of the committee.

**Presentations, Background, and Considerations:**

Mr. Jerry Dudzik, Springsted, will be giving a 10-minute presentation relative to the housing study.

Mr. Justin Baumgartner will be giving a 20-30 minute presentation relative to scenarios and boundary outlines relative to elementary attendance areas.

Mr. Baumgartner's presentation will contain information relative to new single and multi-housing developments within the borders of the Germantown School District. These developments have:

- been approved
- are partially approved (in various stages of development)
- pending or in preliminary review by municipal officials

**Other Administrative Discussions:**

- Aspects of Parent Survey

**Attachement(s):**

Springsted Presentation and Housing Study Reports  
Administrative Presentation (Baumgartner) Report



# 2018 SINGLE-FAMILY HOUSING STUDY

Germantown School District, WI

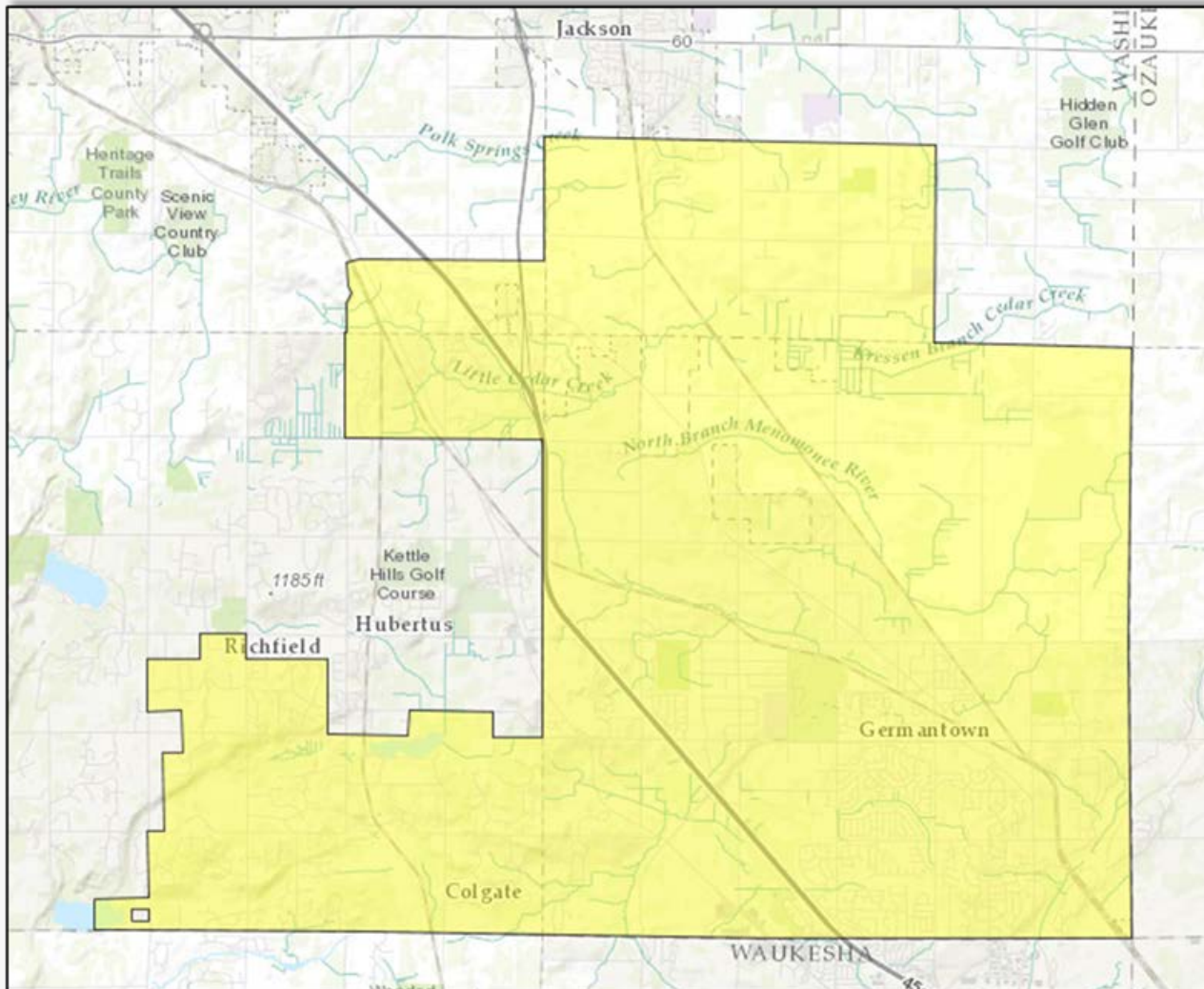
# Overview

- Background
- Research Approach
- Data Sources
- Local Data and Related Impact

# Background

- History of analysis for planning dating back to 2013
- District's large service area with residential growth dictates need to further understand trends
- Multiple K-5 schools require ongoing service balance

*Source: US Census*



- Study approach used a consistent method and structure for data collection for effective comparability and analysis.
- Census data is a broadly accepted method to compare data for school districts, communities and other public government agencies.
- Report accuracy for Census data is upheld with data being used for federal and state fund distribution.

- Census Data
- Wisconsin Department of Revenue
- Department of Public Instruction
- Municipality Data

- Boundary variances between school districts and municipalities require that primary taxation districts be identified and serve as proxies for analysis
- New single-family housing unit permits reflect the most consistent indicator of new student/new household
- Annual impact of developments w/o permits is difficult to measure
- Two Municipalities Account for 92% of District:
  - Village of Germantown
  - Village of Richfield

Population	Village of Germantown	Washington County	Wisconsin
2000 Census	17,507	117,493	5,363,675
2010 Census	18,920	131,887	5,686,986
2015 ACS Survey	19,204	132,921	5,742,117
<b><i>Change Since 2000</i></b>	<b><i>9.7%</i></b>	<b><i>13.1%</i></b>	<b><i>7.1%</i></b>
<b><i>Change Since 2010</i></b>	<b><i>1.5%</i></b>	<b><i>0.8%</i></b>	<b><i>1.0%</i></b>

*Source: U.S. Census Bureau*

- Median age rose from 36.6 in 2000 to 42.6 in 2016
- Age pattern reflects consistent ownership with limited turnover
- Age pattern reflects satisfactory quality of life and sufficient community services
- 2015 ACS Survey – Germantown's median age exceeded the state as well as the county

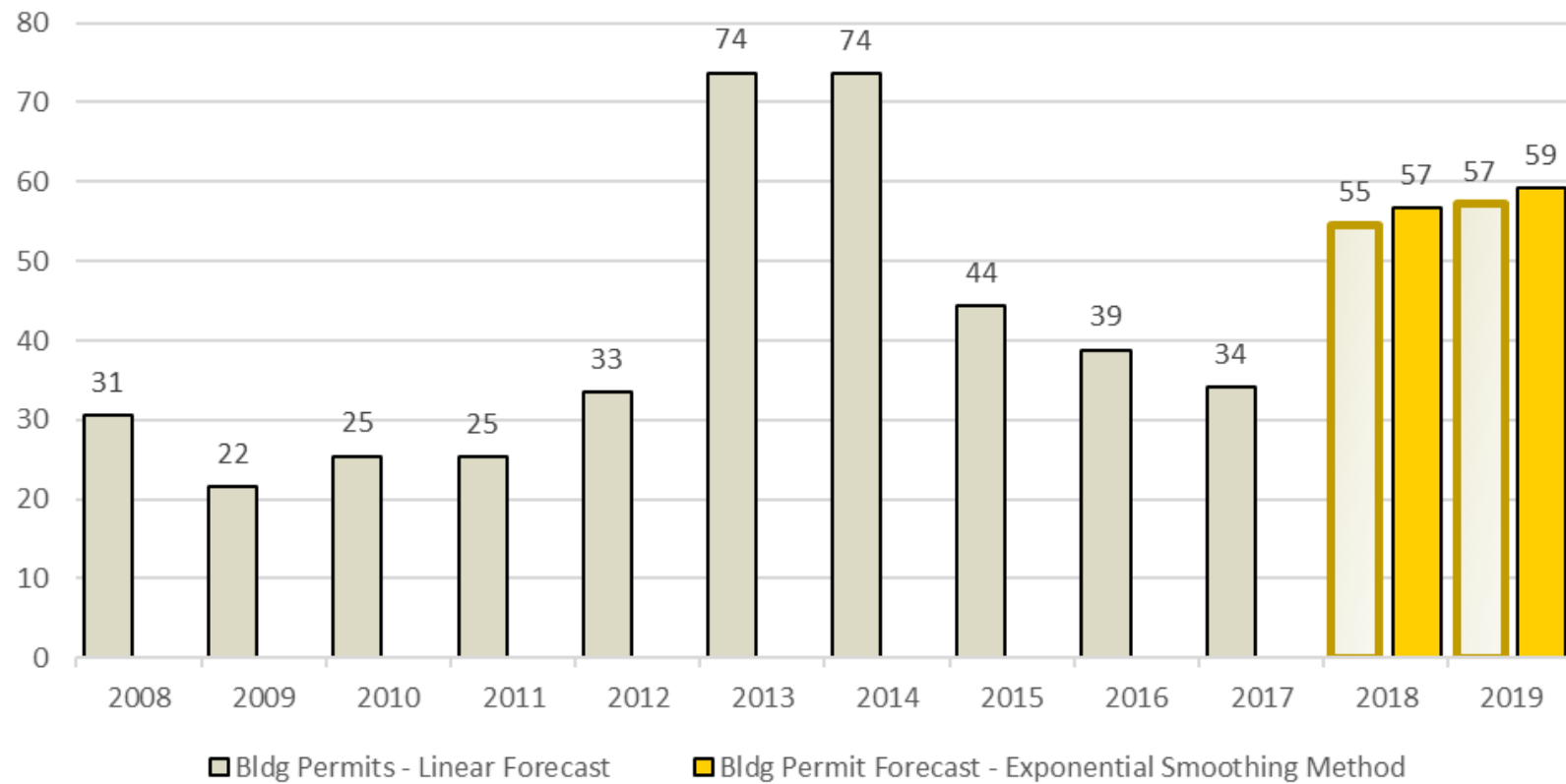
- New single-family housing units reflect the most consistent indicator of new students per new household
- Multifamily complexes traditionally contain fewer, permanent, school-aged children than single-family housing units

<b>Students per Home</b>	<b>Growth Category</b>
<b>0.58 to 0.72</b>	<b>High Growth</b>
<b>0.34 to 0.38</b>	<b>Moderate Growth</b>
<b>0.27 or less</b>	<b>Slow Growth</b>

## Germantown School District Building Permit Activity

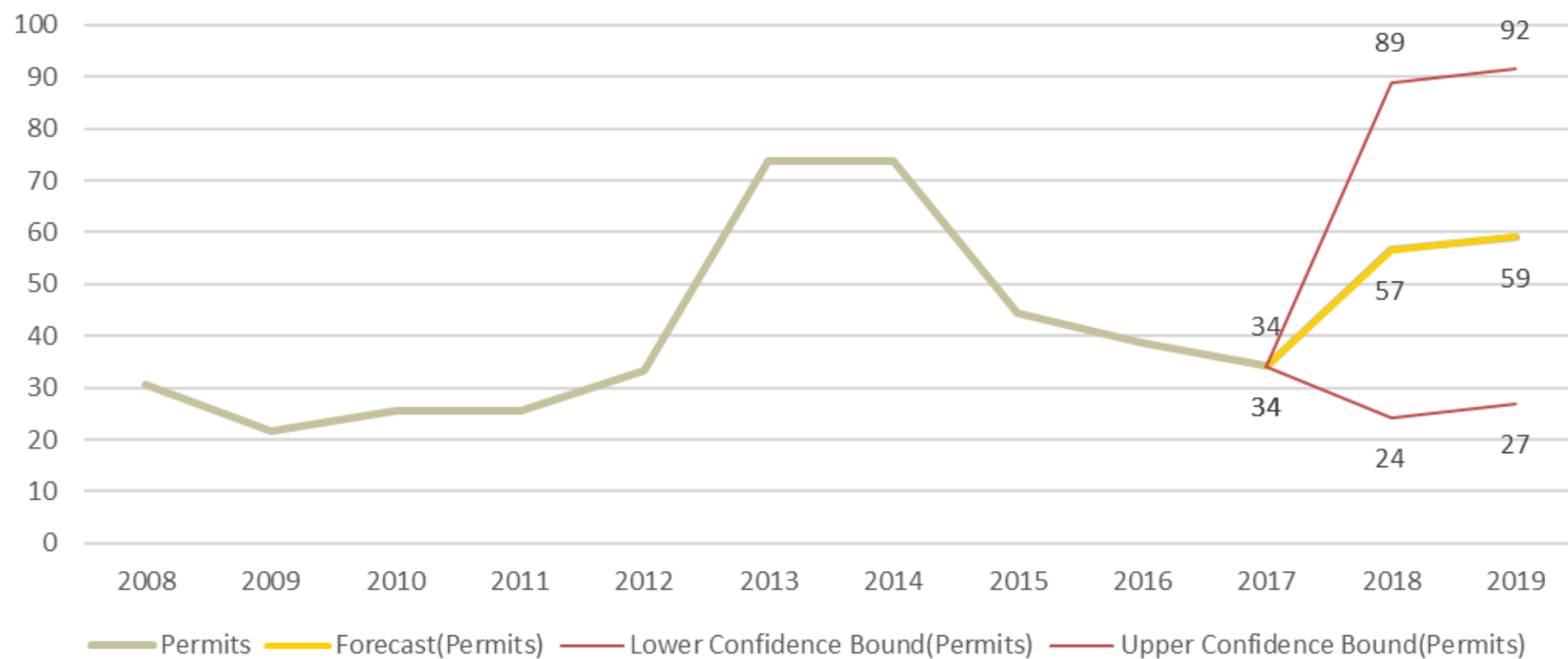
*Note: Village of Richfield - Pro-Rata Basis*

*\*2017 Activity through 11/30/2017 only*

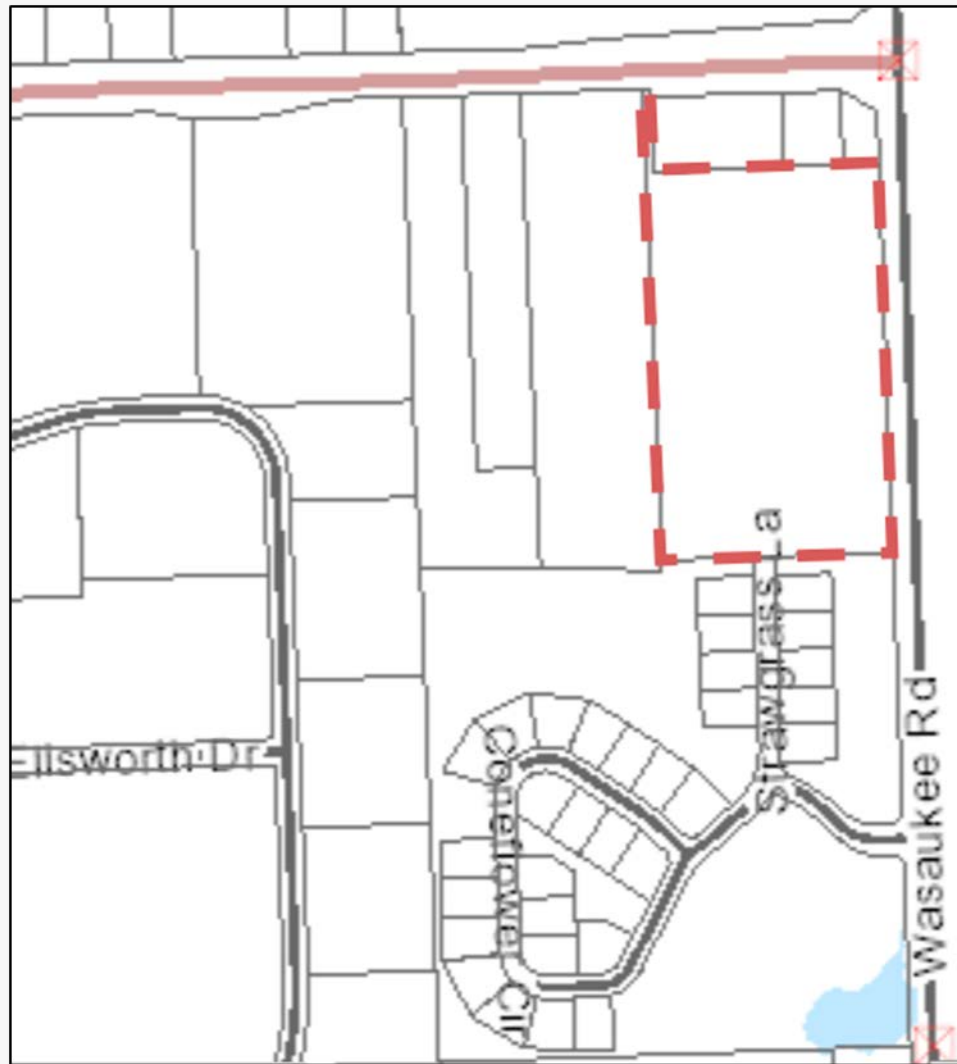


# Germantown School District Building Permit Forecast

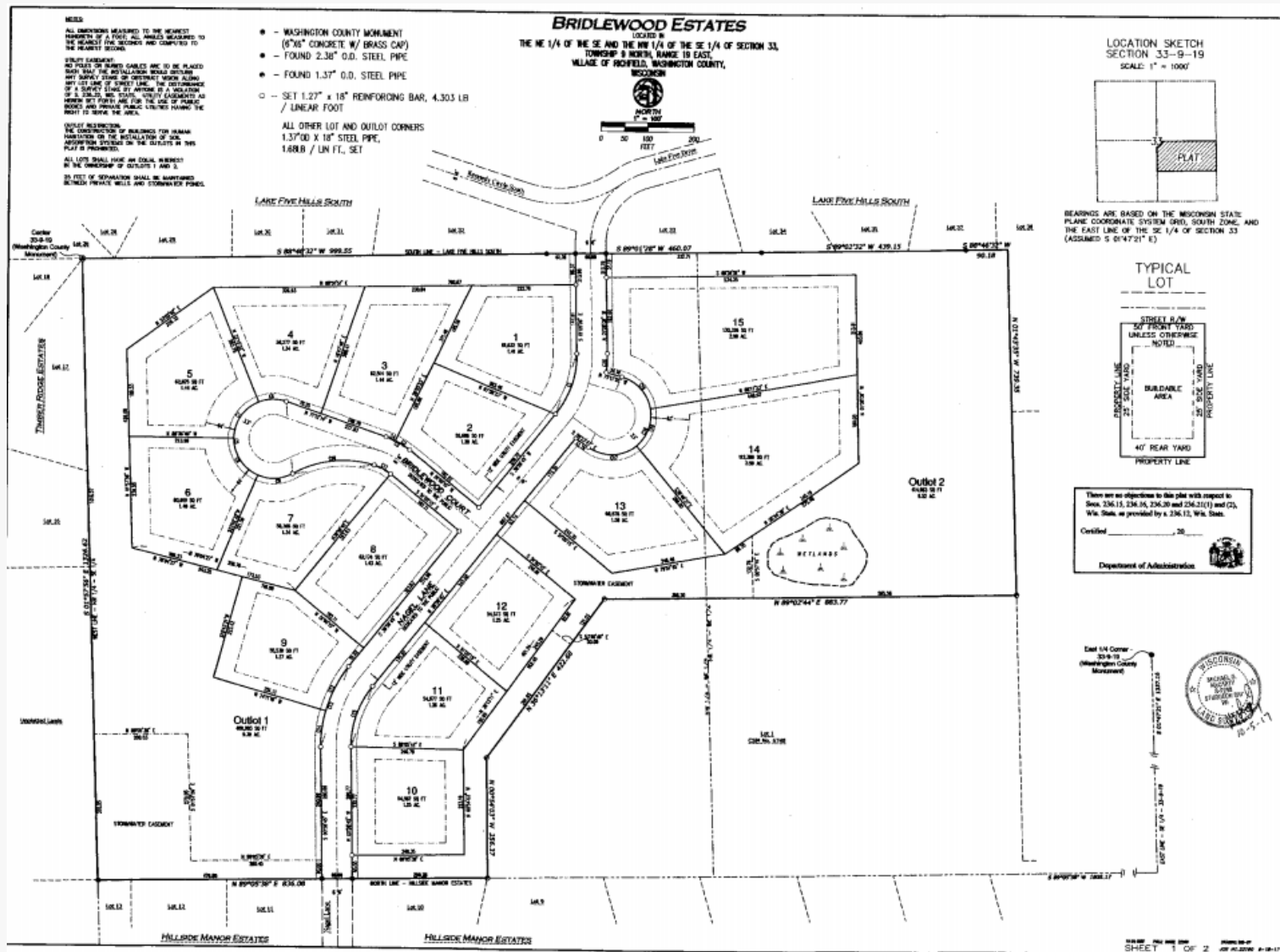
Exponential Smoothing Method with Upper & Lower Confidence Thresholds  
Primary Taxation Districts







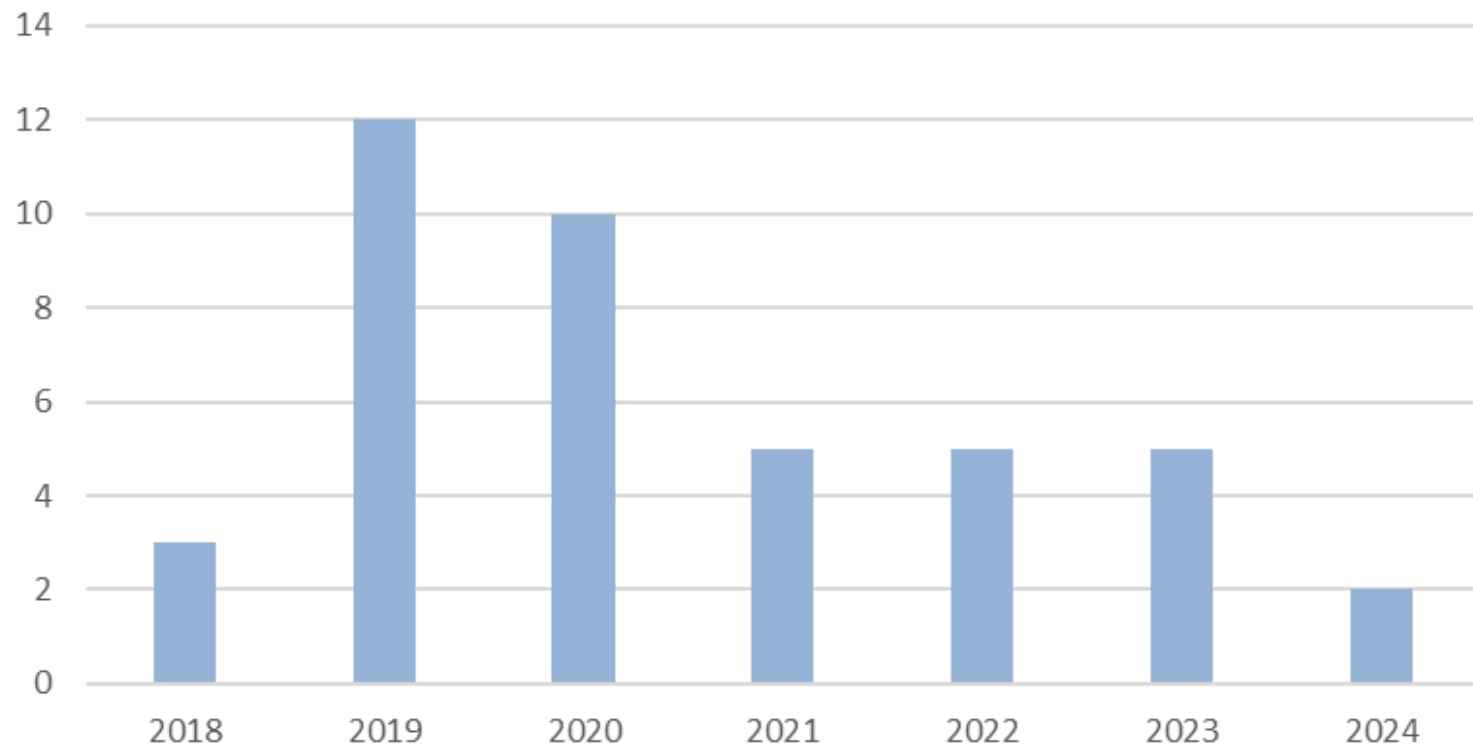




- Attractive home price points relative to market
- Lot size
- Availability of spec home sites
- Availability of custom home sites
- Attractive location

### Estimated Student Impact (FTE)

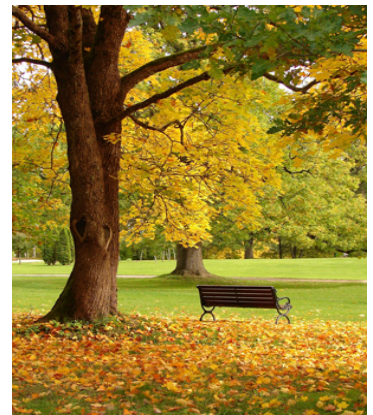
Actual and Pending Residential Developments



- Active Town of Jackson single family housing subdivisions: Twin Creeks (81/118), Sherman Park (4/55), Crosswind Farms (11/26), Prairie Meadow Estates (2/12).
- Town of Jackson is not a primary taxation district in this study - represents <5% of District's tax base
- The Town of Jackson's Comprehensive Plan identifies that projected housing units for the Town of Jackson will be five, annually, through 2035.

- The Germantown School District falls near the High Growth Category for students per household at .54
- Building permit activity supports area growth; supported by both forecasting methods; with low of 24 and high of 89) 13 to 48 new FTE's in upcoming year
- Independent of forecasting, *approved* developments for the primary taxations districts reflect a growth of 17 additional FTE's over the next few years.
- Pending developments in primary taxation districts add 25 FTE's.

- Beyond the potential annual growth related to housing development, District assessment of current population mix is critical: Net impact of outgoing twelfth grade vs. incoming kindergarten class should be analyzed closely
- Census data supports that the Germantown School District area is an attractive area; supported by age profile and trends
- Service levels are well-received by the public



## Single-Family Housing Analysis

Prepared for the Germantown School District, Wisconsin

Provided by Springsted Incorporated

February 12, 2018

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## About Springsted Incorporated

Springsted Incorporated is one of the largest and most established independent public sector advisory firms in the United States. For close to 60 years, the firm has been providing high quality financial and management advisory services to school districts, cities, counties, higher education authorities, colleges and universities, housing and economic development authorities, non-profit organizations and other public entities. As our clients' needs have changed, we have grown to meet their needs. We provide cost-effective solutions for infrastructure, operational finance, economic development investments and organizational management.

Community is more than infrastructure, budgets and projects; it is about people. The people who live in it, go to school in it and work in it. The people who lead it and are hired to help it succeed. Across all of Springsted's service groups, multi-disciplinary teams stand ready to help your school district and community do more.

Springsted's primary goal to its clients is to provide resources to assist in their long-term planning process of building their communities.

## Introduction

Springsted Incorporated's Management Consulting Services division was recently retained by the Germantown School District to provide a single-family housing unit study. This study comes after two prior studies dating back to 2013. The primary goal of this 2018 study is to research the potential future impact of single-family housing units on the District's overall student population. An observation of the District and region, support land availability for residential and economic development; two factors consistently present with growing student populations. The District is responsible to plan for the future to ensure students are effectively developed before entering society. This study will assess existing and historical building permits that have been taken out as well as approved and pending single-family developments from the area. The report will identify trend changes over the past several years and estimated trends into the future.

Before sharing the results of the study, it is important to identify that school districts throughout the country, but especially in Wisconsin, are addressing a multitude of complex simultaneous challenges, including identifying efficient and effective service delivery systems, balancing taxpayer, Board, parent and student expectations, and responding to new and long-term mandates. Effective planning requires that school districts plan and collect a thorough understanding of potential community changes that will impact both the district-wide student population and student-learning environment.

The District places significant emphasis on the concepts of quality, commitment, opportunity and achievement. These are very important outcomes and values for students, families, and school officials. The essence of this report suggests that understanding the population element and examining trends now is important in making timely, successful and mission-critical changes for the District in the future.

The business of managing a school district is very difficult. Elected and appointed leaders are under continuous pressure to deliver value within a constrained financial environment, regardless of whether or not there is planned growth in their community. To be successful in this environment, school officials must recognize these variables, manage them accordingly and introduce change processes and creative ideas to move their organizations forward. These conditions and factors are the foundation upon which this study is based.

By using historical, trend and residential housing development information, this report provides rational outcomes about future area residential consequences and its impact on the school age population that will likely become part of the Germantown School District population. The analysis is not assumed to be a

review of all related areas, but rather to examine the primary indicators of the District's condition and the potential outcome related to single-family housing unit trends within the District's boundaries.

In certain cases, the researched data was developed and presented through a ratio analysis technique whereby information is divided by demographic measures to provide a per unit measure relative to the variable being studied. A significant portion of the researched data was collected through the U.S. Census Bureau. The U.S. Census Bureau measures key variables to be used in a study of this type; consistent data collection methods, broad public acceptance and mandated governmental responsibility to complete the related reporting.

The U.S. Census Bureau reports some of its information by municipality as opposed to school district. The U.S. Census Bureau also frequently excludes township information applicable to this type of study, in its reporting. Because of these facts, and the fact that the school district boundaries do not align completely with municipal boundaries that feed school age children into the Germantown School District, reasonable norms are developed to express local conclusions.

Upon reading this report, the reader should be conscious of the fact that the next national census won't occur until 2020. Though a full national census is not in the immediate near future, other valuable U.S. Census data sets in combination with the most recent census provide a practical picture of what the future can bring to the Germantown School District community.

Springsted Incorporated would like to thank the Germantown School District for the opportunity to provide this analysis. We know you will find the report beneficial as the District looks to its future needs.

## Research Approach

The information contained in this report is comprised primarily from public sources. All 2000 and 2010 demographic, economic and housing data were collected through the U.S. Census Bureau. Additionally, multi-year U.S. Census American Community Surveys (ACS) were utilized to expand the analysis beyond the official census years, where applicable. Reference to the ACS documentation is relevant in this report due to the prior District studies which also referenced the related data sets. Other data sources include the Wisconsin Department of Revenue, the Wisconsin Department of Public Instruction, Washington County, and information provided by the municipalities that make up the Germantown School District.

As noted in the *Introduction*, a significant amount of data was collected through the U.S. Census Bureau. The decennial census is the only data gathering operation in the United States that is mandated by the Constitution. The first census was taken in 1790, and since then, occurring every 10 years. The primary purpose of the decennial census is to provide population counts that determine how seats in the U. S. House of Representatives are apportioned.

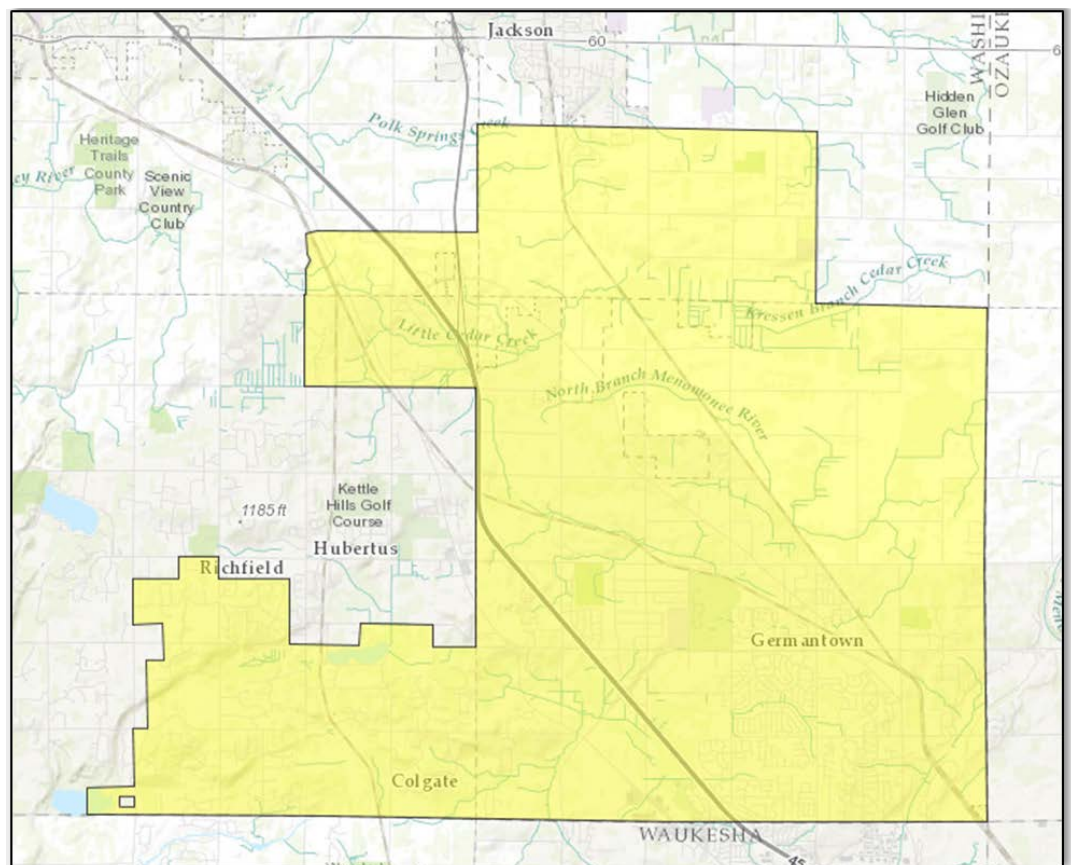
Census figures are also used to draw congressional and state legislative district boundaries, to allocate federal and state funds, to formulate public policy and to assist with planning and decision-making in the private sector. A major benefit of using the U.S. Census is that its consistent method and structure for data collection allows effective comparability and analysis. Most importantly, census data is a broadly accepted method to compare data for school districts, communities and other public government agencies.

In addition to the decennial census, the American Community Survey (ACS) is an ongoing national U.S. Census survey that provides vital information on a yearly basis about our nation, its people and communities. Information from the survey generates data that help determine how more than \$400 billion in federal and state funds are distributed each year. Through the ACS, we obtain current information about jobs and occupations, educational attainment, veterans, whether people own or rent their home, and other topics. The information from the ACS, while not as comprehensive as the 10-year Census, provides useful information for planning into the future. Active respondents to the ACS assist in helping communities plan schools, hospitals, school lunch programs, improve emergency services, build bridges, and inform businesses looking to add jobs and expand to new markets.

## District Map and Boundaries

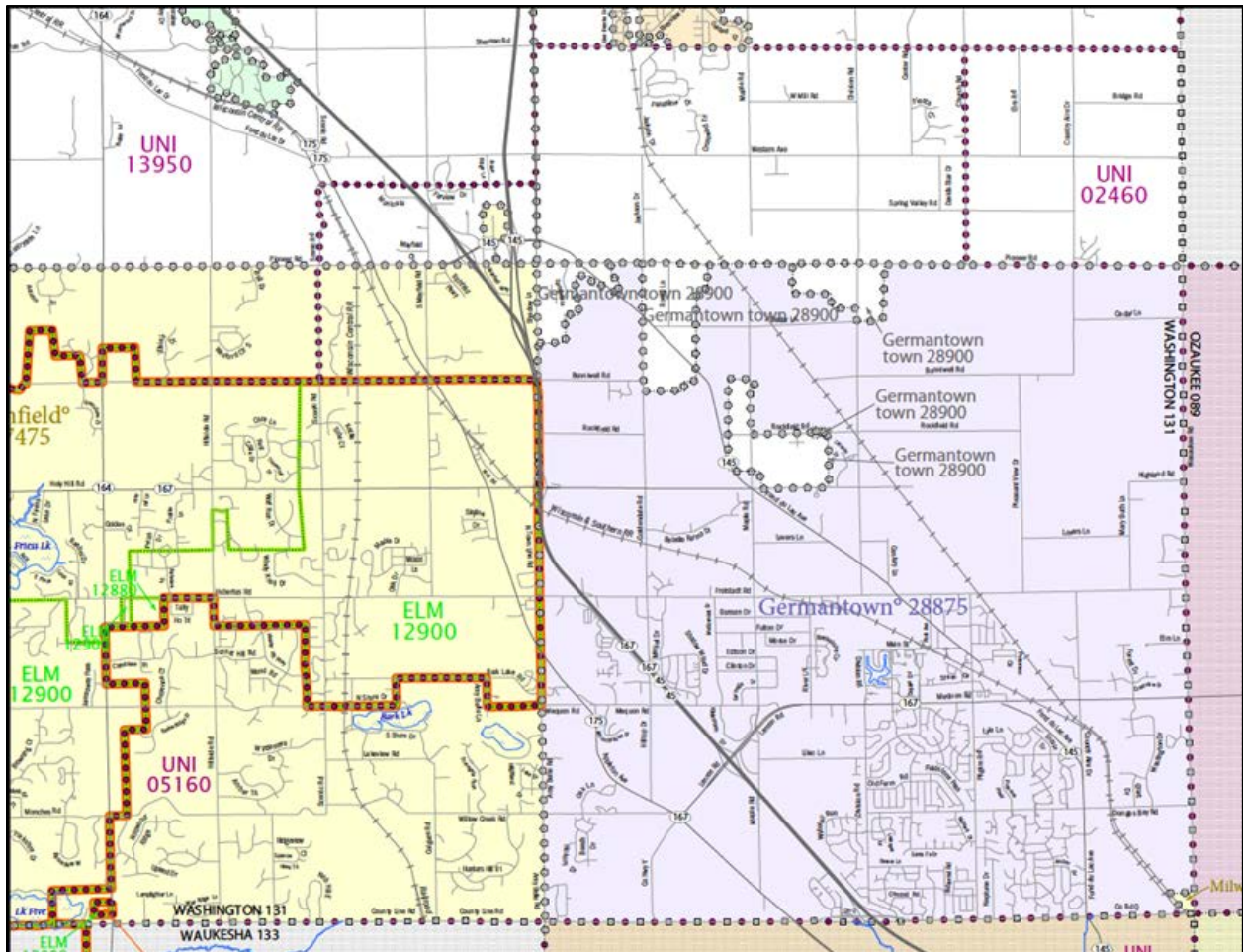
**B**efore reporting the results of the analysis, we should first examine the boundaries of the District to fully understand the educational service area. The following map depicts the District's boundaries as reported through the U.S. Census Bureau. A more clearly identified, color-coded version of the attendance perimeter is also included on the following page.

The District encompasses 56 square miles and is located entirely in Washington County, Wisconsin. The District serves the Village of Germantown, the Town of Germantown, portions of the Village of Richfield, and portions of the Town of Jackson and the Town of Polk. The District is approximately 20 miles northwest of downtown Milwaukee giving residents' quality suburban living with easy access to the metropolitan Milwaukee area. The area also offers a diverse industrial tax base and multiple industrial parks.



*Source: U.S. Census Bureau*

The subsequent map provides additional visual detail surrounding the Germantown School District's boundaries, including notation of the various municipalities that make up the school system.



Source: U.S. Census Bureau

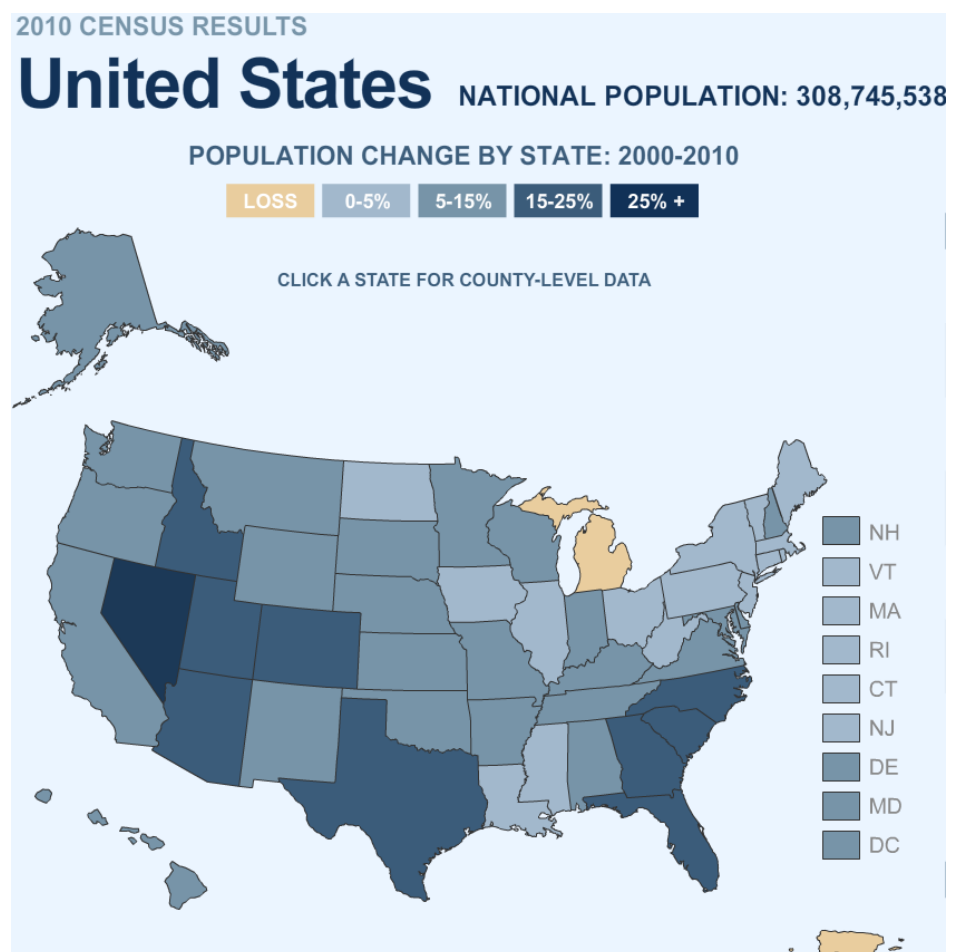
## Population Trends

Because much of our analysis is based on per-household or per-pupil measures, we begin with a look at the District's population trends in recent years. Growth and decline in population present challenges, whether by driving the need for additional services, staffing and/or capital expenditures, or by reducing the need for these variables.

Population change is one broad demographic indicator of shifting demands for public services and the ability to pay. It represents a rough measure of the overall health of a community, and provides insight into the extent of the local tax base available to a district.

### National Trends

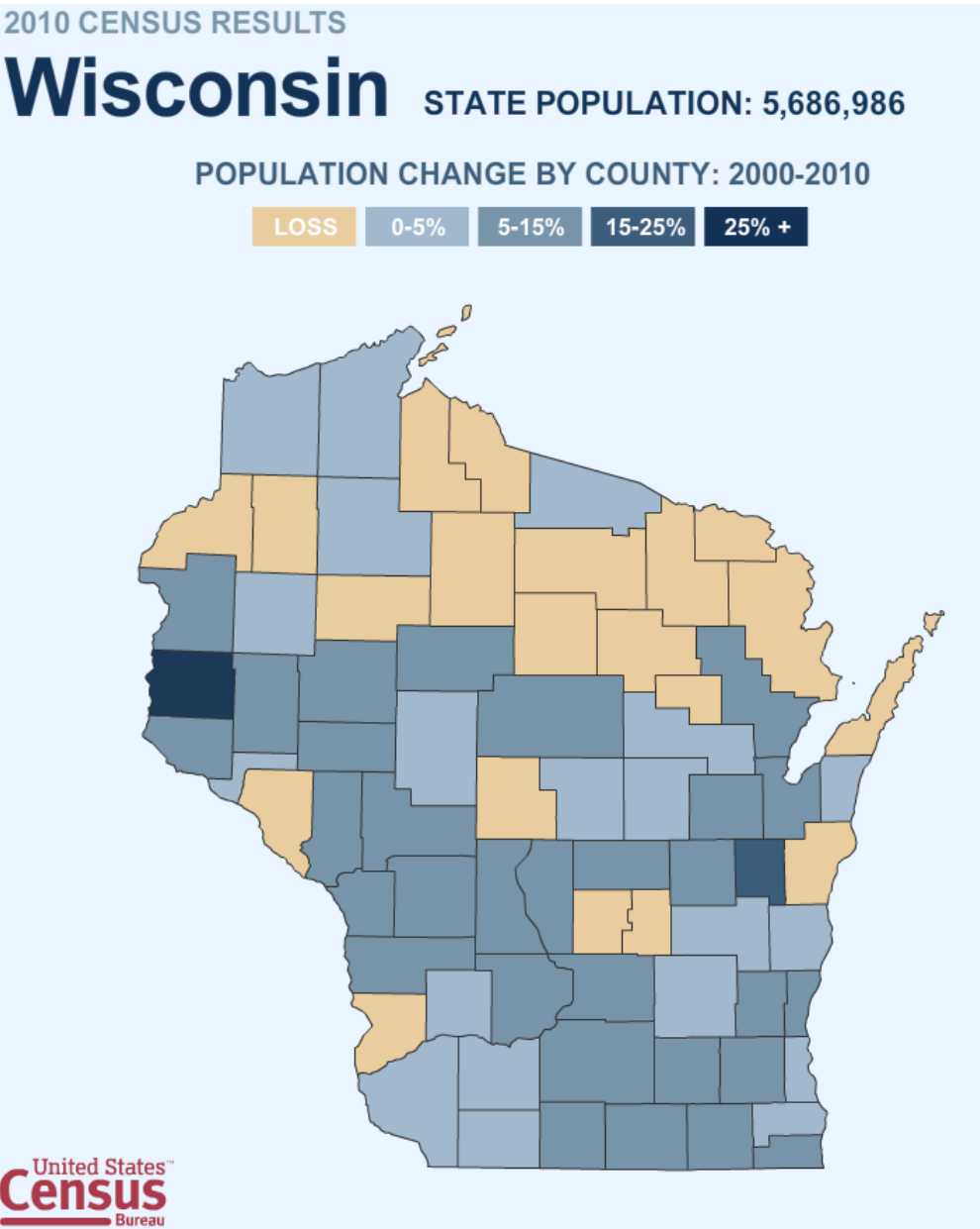
Before reporting on the population trends of the Germantown School District area, we've assembled both national and statewide visual data following this section to put local changes in a broader context for the reader of this report.



Source: U.S. Census Bureau

# State and County Population Trend Map

The following most recent census map depicts general population information for Wisconsin and additionally provides visual population changes by county over a ten-year period from 2000 to 2010. Washington County, the county that houses the Germantown School District, falls in the 5-15% category for population change in the most recent census.



## Local and Regional Population Trends

Population data was not available on a District basis, so we use the population figures for the Village of Germantown and for Washington County as proxies. These trends along with the population figures for the State of Wisconsin, are shown below.

Population: According to the US Census, the population of the Village of Germantown in 1990 was 13,738; this rose to 17,507 in 2000, an increase of more than 27%. By 2010, the population had grown to a level of 18,920 and by 2015 to 19,204. The 2015 figure represents an increase of 1.5% from the 2010 Census and 9.7% since 2000.

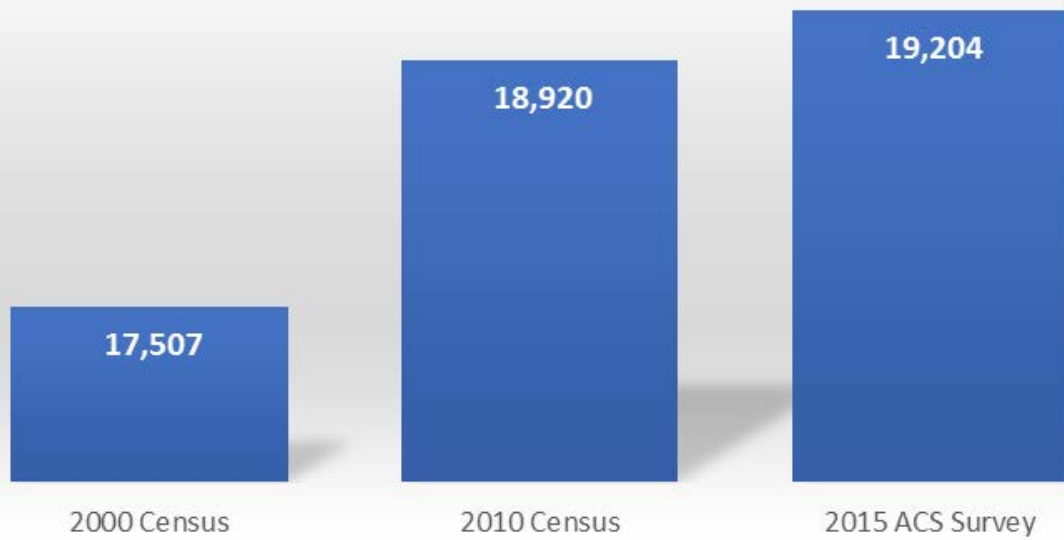
This growth pattern is consistent with the trend for Washington County, which also saw its population rise over the past 15 years. In the 2010 Census, the County's population was 131,887; by 2015, this figure had risen to 132,921, representing an increase of 0.8% and 13.1% since 2000.

Population	Village of Germantown	Washington County	Wisconsin
2000 Census	17,507	117,493	5,363,675
2010 Census	18,920	131,887	5,686,986
2015 ACS Survey	19,204	132,921	5,742,117
<i>Change Since 2000</i>	<i>9.7%</i>	<i>13.1%</i>	<i>7.1%</i>
<i>Change Since 2010</i>	<i>1.5%</i>	<i>0.8%</i>	<i>1.0%</i>

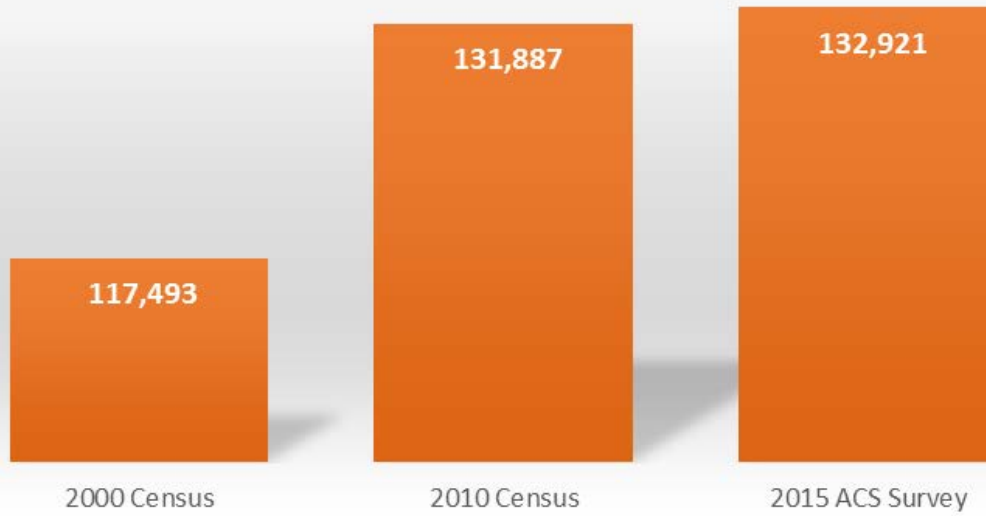
Source: U.S. Census Bureau

The following charts illustrate the related trend over a fifteen-year period for the Village of Germantown, Washington County and the State of Wisconsin. As you can see, since 2000, the population for the Village of Germantown and Washington County has been higher than the State. Growth by local jurisdiction is dictated by several factors: land availability, local approval process and local codes that may impact the pace of new development. All factors should be considered when assessing trends.

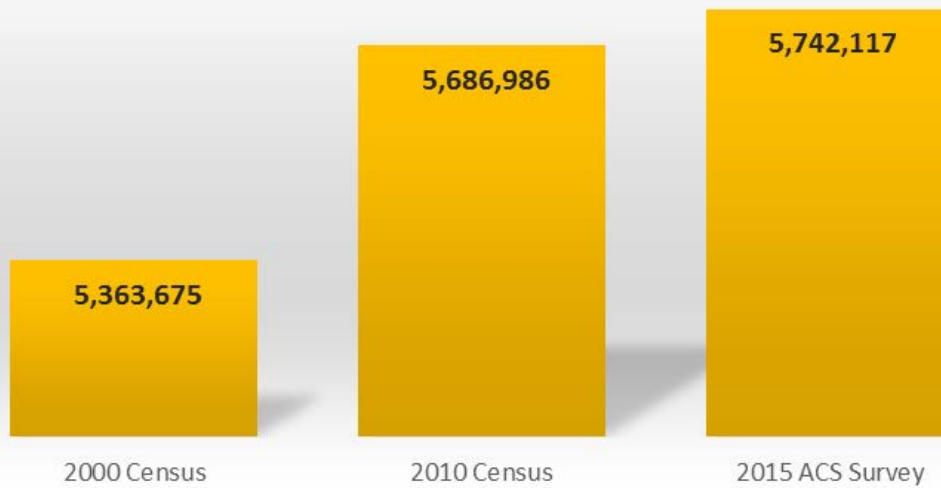
## Village of Germantown - Population



## Washington County - Population



## Wisconsin - Population

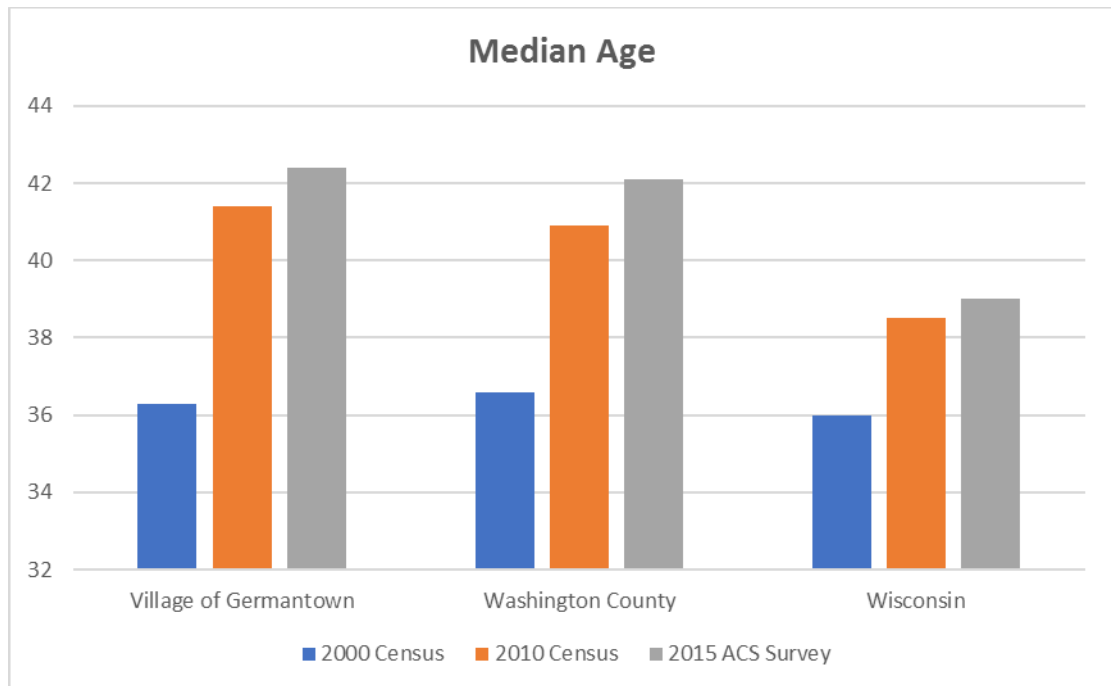


## Median Age

The median age for the State of Wisconsin is lower than that of either Washington County or the Village of Germantown. The 2000 Census recorded a median age of 36.3 for residents of the Village, as compared to a median age of 36.6 for the County and 36.0 for the State. The 2010 Census recorded the median age for the County at 40.9, as compared to 41.4 for the Village and 38.5 for the State of Wisconsin. The 2015 ACS Survey reflects a median age of 42.4 for the Village, 42.1 for the County and 39.0 for the State. The following matrix is also shown in graphical form below.

Median Age	Village of Germantown	Washington County	Wisconsin
2000 Census	36.3	36.6	36.0
2010 Census	41.4	40.9	38.5
2015 ACS Survey	42.4	42.1	39.0
<i>Change Since 2000</i>	<i>16.8%</i>	<i>15.0%</i>	<i>8.3%</i>

Source: U.S. Census Bureau



## School Taxation Districts

To understand the makeup of the District, we must have knowledge of the municipalities that comprise the District and the amount of property value the designated boundaries represent for tax purposes. The State of Wisconsin Department of Revenue uses defined attendance areas categorized as taxation districts to collect school taxes for local public-school systems. The Germantown School District has five taxation districts that make up the complete District. The majority of the District falls within two taxation districts: 1.) the Village of Germantown, and 2.) the Village of Richfield.

## Equalized Valuation

Before discussing the taxation districts, we should have familiarity with “what” and “why” equalized values are used in Wisconsin for tax distribution. Equalized valuation results from the Wisconsin Department of Revenue (DOR) applying an adjustment factor to assessed property values. Assessed valuation is property value, as determined by the local municipal assessor on January 1 in any given year.

The Department of Revenue’s adjustment factor incorporates *actual* property sales in the municipality during the past year, as well as other information. This “equalizing” process is meant to ensure each type of property has comparable value regardless of local assessment practices, which frequently vary between communities. Most state computations use equalized value, otherwise known as “fair market” value. In its simplest form, fair market value can be defined as the value that would be agreed upon between a willing buyer and a willing seller in a transaction.

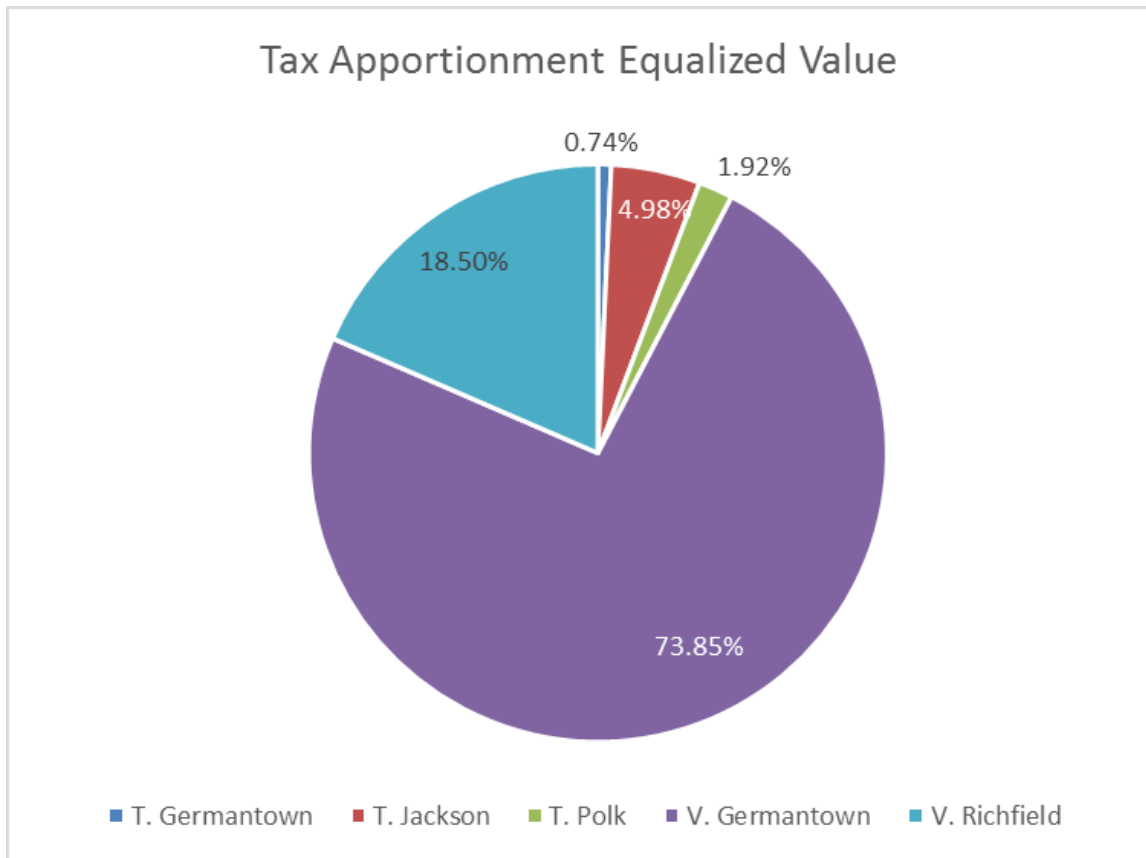
For Wisconsin school districts, equalized valuation plays a critical role in measuring a local school district’s ability to subsidize public education and how much state support is needed to meet a state-defined threshold.

## School Use of Equalized Values

School districts use equalized values for two primary purposes. The first-time school districts receive the new-year property value information in an official value certification is in October of each school year. The October 1 Tax Apportionment Value Certification is used by school districts to determine municipal tax bills. After October 1, the Department of Revenue may refine this same set of numbers until a “final” version is issued the following May (nearly 18 months after the date of the assessment). This second purpose and final version is known as the school aid value certification and is used in the following year’s aid formula. So, as an

example, property value as of January 1, 2016 will eventually be used in the 2017-18 Equalization Aid computation.

The following chart provides a complete 2017-18 breakdown of tax distribution for the Germantown School District. Since the prior 2013-14 housing study was completed, the equalized value has grown \$492,950,882 or 17.2% for the District. The total 2013-14 equalized valuation for the combined taxation districts was 2,863,929,124.



*Source: Wisconsin Department of Revenue*

The 2017-18 valuations by taxation district are provided below. The values fluctuate from year to year by taxation district. Percentages of each taxation district in relation to the total valuation of the District also changes from year to year. Tax distribution for the Germantown School District is distributed according to the percentages each taxation district represents of the total equalized valuation.

<b>Taxation District</b>	<b>Tax Apportionment Equalized Value</b>
T. Germantown	\$24,867,200
T. Jackson	\$167,168,080
T. Polk	\$64,602,310
V. Germantown	\$2,479,116,200
V. Richfield	\$621,126,216
<b>Total</b>	<b>\$3,356,880,006</b>

*Source: Wisconsin Department of Public Instruction*

In reviewing the prior study completed for the District, we noticed very little change in the primary taxation districts' percentage of the overall municipal grouping. The primary taxation districts, the Village of Germantown and the Village of Richfield, account for approximately 92% of the District's valuation.

## Primary Taxation Districts

Referenced earlier in the *Introduction* of this study, Wisconsin school districts don't often have matching boundaries to the complete list of municipalities that support their school system. In fact, throughout most of the State, many school districts have boundaries that fall into multiple, pro-rata sections of villages, and townships. This non-aligning boundary condition is present with the Germantown School District. For example, nearly 31% of the Village of Richfield falls into the Germantown School District, representing nearly 19% of the total school district's equalized valuation. The Village of Richfield's remaining 69% falls into neighboring school systems governed by different educational boards.

Due to the boundary variances between the local municipalities and the school district, assumptions need to be made relative to housing and its impact on the school district. The villages of Germantown and Richfield are actively reported through the U.S. Census Bureau and serve the majority of the resident students. As a result, these two areas shall serve as proxies for the District's analysis.

Through communications with the U.S. Census Bureau, both the Village of Germantown and the Village of Richfield are active respondents to American Community Survey (ACS) data collection efforts by the Bureau. Both villages submit related data when requested.

## County Housing

Consistent with the population trends of the county, Washington County has also continued to experience growth in its housing development. From 2000 to 2015, Washington County housing units grew from 45,808 to 55,303; representing 21% growth. The housing units included in this reference are broad: single-family housing units, condos, quads, townhomes and multifamily units. The information presented in this section was gathered through the 2000 U.S. Census and the 2015 American Community Surveys.

## Municipal Housing Trends

Similar to Washington County, the District's primary municipality also experienced housing growth. From 2000 to 2015, the Village of Germantown's housing units grew from 7,068 to 7,917; representing 12% growth. These figures include the same housing types and sources as noted for the county.

As various data sets are referenced, the reader should understand that while the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's decennial census that produces the official categorical estimates for the nation, states, counties, cities and towns. *Note:* The Census Bureau provides adjustments to collected data at various intervals.

## Building Permit Activity

**B**uilding permits are valid indicators of population growth and likely school district enrollment growth. From 2012 through November 2017 the Village of Germantown issued a total of 225 building permits for single-family homes. The following section provides insight into what the home growth reflects and what to consider when studying the information.

### Single-Family Housing Units

New single-family housing units reflect the most consistent indicator of new students per new household. Therefore, analysis will focus on this related data set so as not to artificially inflate students that may come from other housing unit types. History has shown that multifamily apartment complexes traditionally contain fewer, permanent, school-aged children than single-family housing units.

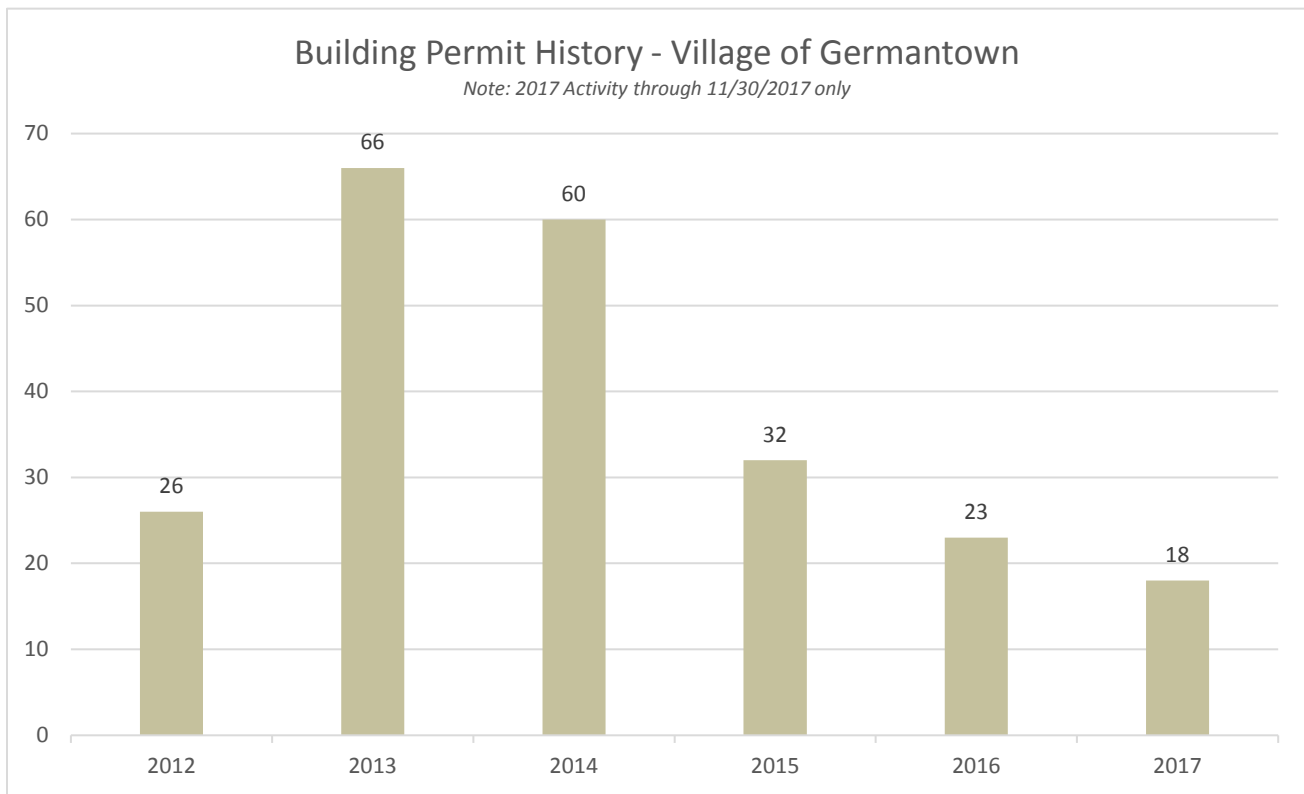
Upon reviewing the most recent housing data collected by the U.S. Census Bureau and comparing the data to the student population for the Germantown School District, a general student per home ratio can be developed.

Examining the single-family housing development over the years for the region provides insight into how in-migration into the District may be influencing enrollment changes. If the number of homes to be developed is expected to grow over the next several years, then we can generally assume that the school age children count will also grow. Conversely, if the number of building permits for single-family homes declines significantly, reduced growth levels or even declines in enrollment may occur in future years assuming limited changeover of home ownership for a community and no future residential developments planned. As a point of reference from the prior study that was initiated in 2013, the Village of Germantown was issuing 15 and 18 building permits for single-family housing units back in 2009 and 2010, respectively. Post-recession permit activity for the Village of Germantown produced 66 permits for calendar year 2013. From 2014 through 2015 the Village continued to see significant growth, with the last two years seeing stable but modest growth-levels. Beyond 2017, new developments support increasing trends once again.

An important factor to keep in mind when studying housing is that while trends are generally consistent indicators of housing for future years, several variables play a role in future growth patterns. For example, many state, county or local decisions will directly impact the demand for housing. Taking this example further, the cost to borrow money for families needing to finance a home will play a role in their ability to move forward with a decision to build a home in the area.

Lastly, a question that needs to be posed is whether or not a community is landlocked for future development. Limited property development capacity tends to be a more common issue for urban school districts or districts with a small boundary perimeter.

The following chart provides building permit activity for the Village of Germantown. Since 2012 there has been consistent, healthy growth in the number of single-family housing units built in the Village. Based on the chart below, there has been average growth of nearly 38 permits issued annually for the Village of Germantown over the last six years.



*Source: U.S. Census Bureau*

As data was being collected and analyzed, Springsted was able to confirm through the U.S. Census Bureau that both primary taxation districts in this report are active respondents to the Bureau regarding permit data; submitting monthly and annual data when requested.

## Estimated Student Generation from Single-Family Housing Development

The students generated per household that were derived in this study represent an average generation rate based upon the housing units reported by the 2010 U.S. Census for the Germantown School District. Any individual development may have a higher or lower student generation rate. This study does not attempt to create housing multipliers based upon the number of bedrooms due to the lack of accurate, available data.

Based on the most recent official data collected from the 2010 U.S. Census Bureau we did determine that .54 students are generated per household for the Germantown School District. This factor was determined after collecting both the school age children count for the school district and the total number of housing units for the same geographic area. As future home development takes shape, this standard can be utilized to develop the potential school age children impact to the District. The next full census will be taken in 2020 and may dictate a slightly different impact of students per household.

To put the student per household ratio in perspective for the Germantown School District, Springsted Incorporated has found the following ranges across studies completed in the United States relative to growth categories.

Students per Home	Growth Category
0.58 to 0.72	High Growth
0.34 to 0.38	Moderate Growth
0.27 or less	Slow Growth

As depicted in the preceding chart, the students generated from housing in the Germantown School District fall in between the moderate and high growth categories; but significantly closer to the high growth category. This outcome would lend itself to support steady to higher growth into the immediate future relative to other communities.

By studying the two largest municipalities that make up approximately 92% of the school district, we can develop some rational estimates as to the long-term impact. As stated earlier the Village of Germantown is averaging nearly 38 new single-family homes over the last six years. The Village of Richfield, if prorated to represent the portion of the village falling in the District, averaged 12 new homes

a year over a six-year period. Looking at these figures and their corresponding student per home ratios, 50 new homes a year would generate 27 new students annually according to the student factor per household identified earlier.

If we take the prior information one step further, we can utilize the recent history to forecast a reasonable expectation for the immediate future. The following chart examines trend progression by assessing prior year activity to generate an estimated number of building permits for 2018. While trends can be debated, historical trends for non-landlocked communities often prove relevant to the future; assuming no dramatic change in the local economy, local government, and local policy.

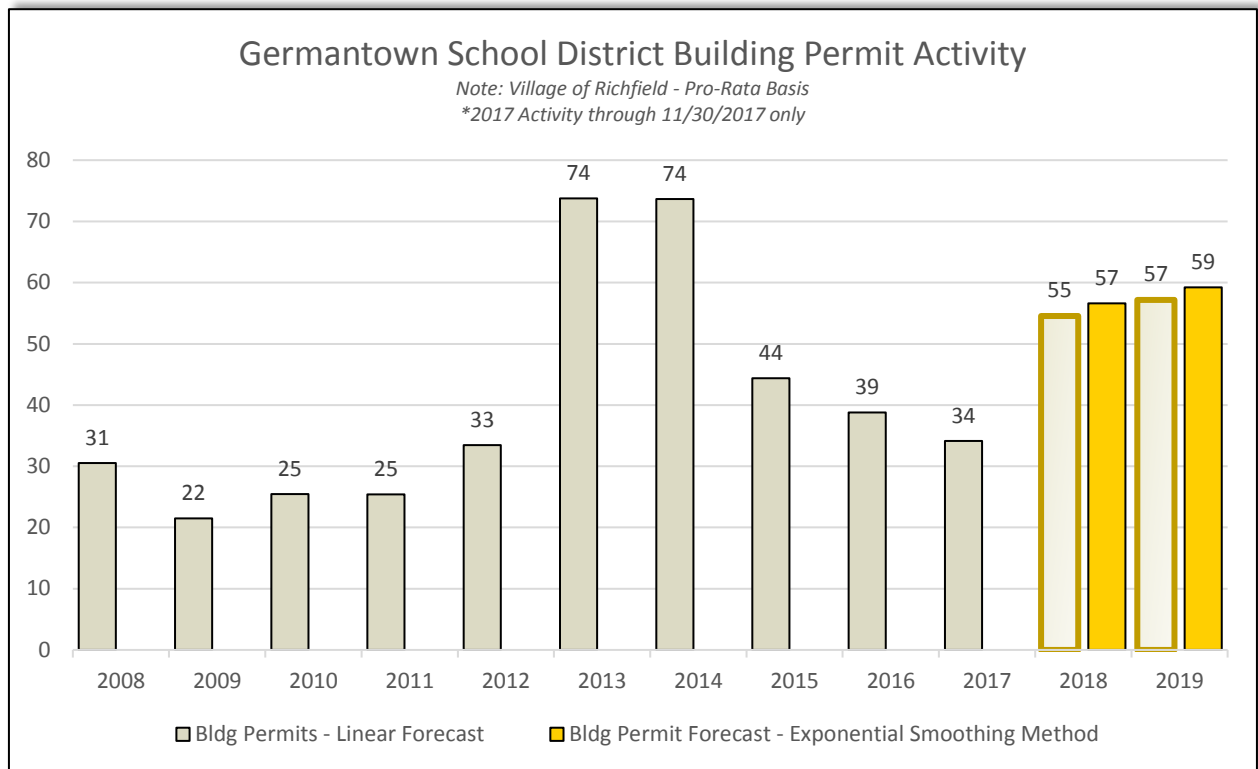
### **Building Permit Trend Analysis**

This report uses two statistical methods to project future trend. The first is the linear trend technique, whereby a time series of data points are interpreted and used to create a line for future trend estimation. A linear trendline is a best-fit straight line that is used with linear data sets. A forecasting outcome usually shows that something is increasing or decreasing at a steady rate.

While there are many factors that could impact homebuilding pace in the developing subdivision, the local and national economy at the time of this report are very strong as noted by previous growth indicators.

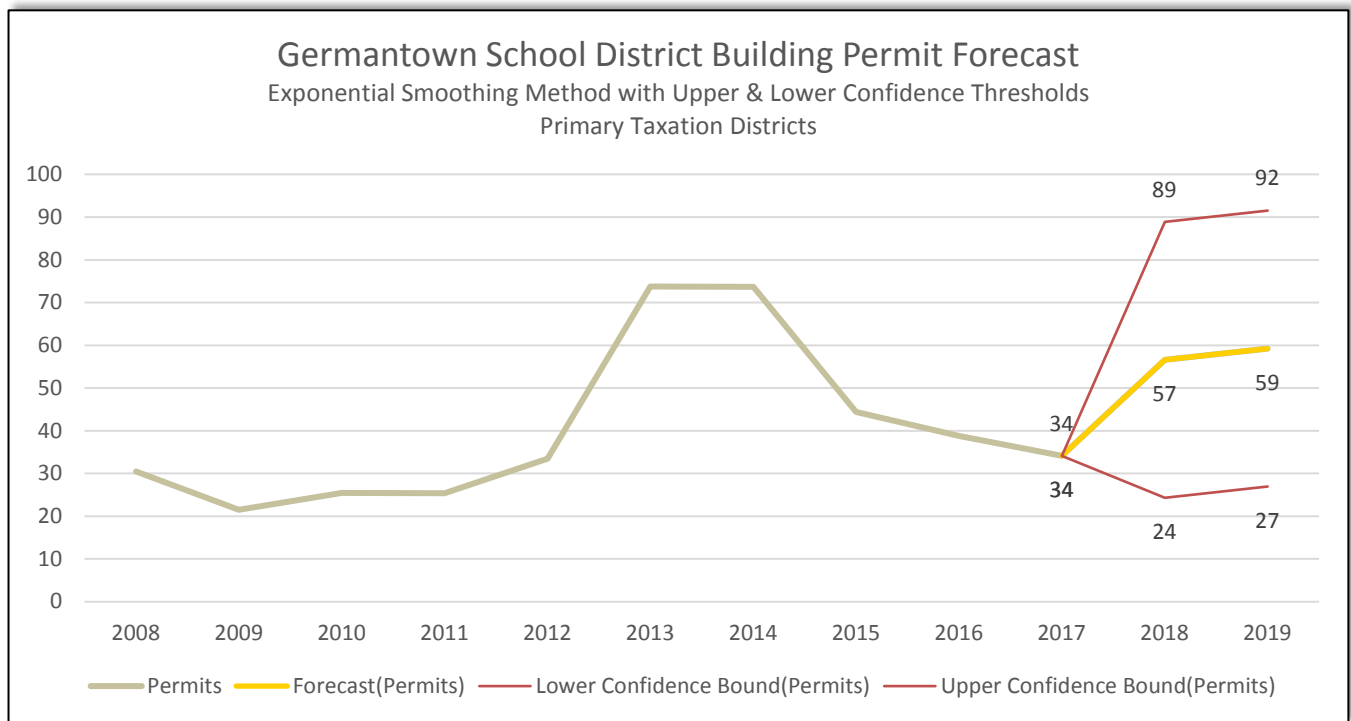
General building permit growth can be attributed to citizens regaining financial capacity after the recession, to finance home building. Based on the proximity to Milwaukee and the economic growth of the metropolitan area, all indications lean toward growth in highly sought-after suburbs like the Germantown area.

Following is a chart projecting single-family housing permit activity for a two-year period after taking in to account historical activity.



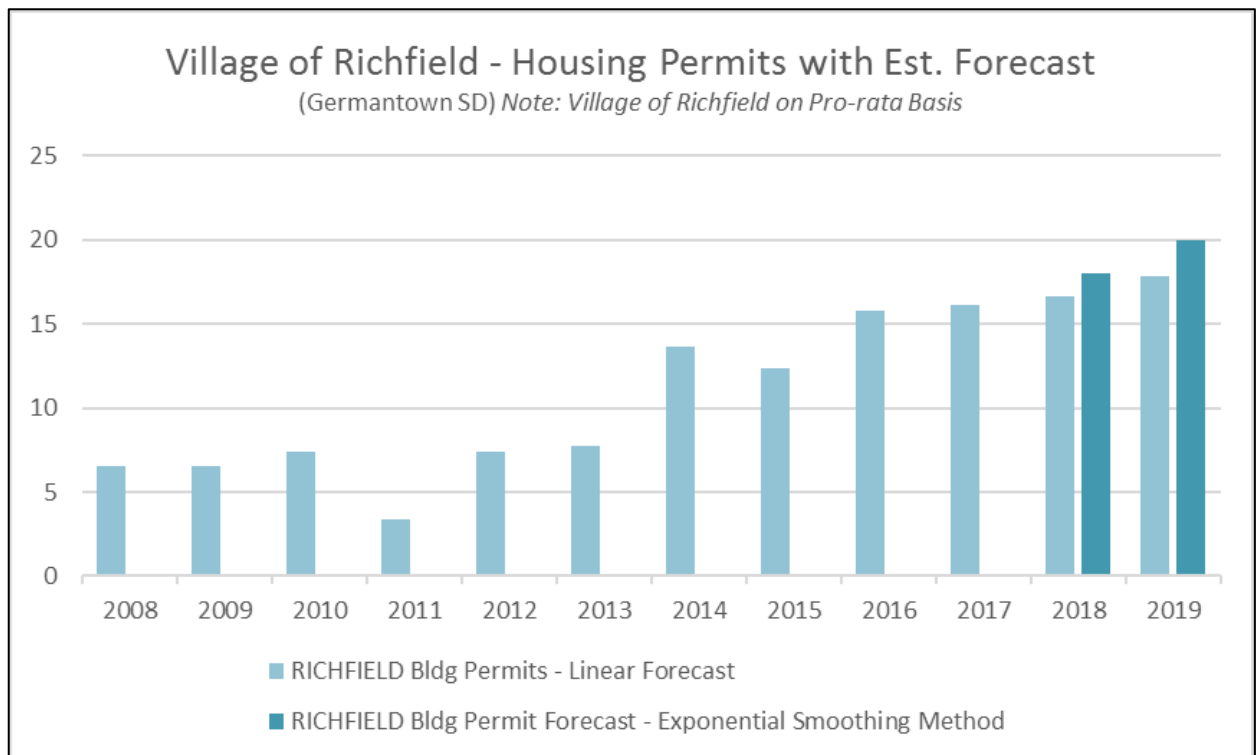
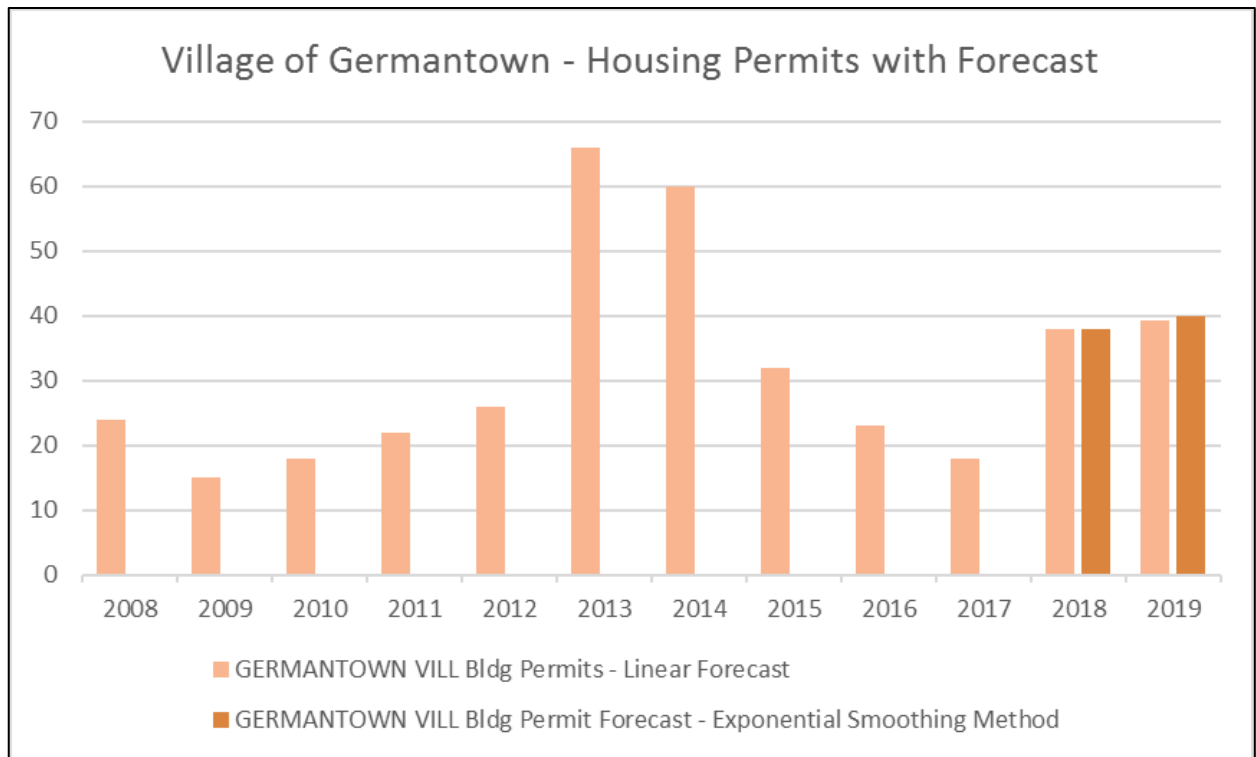
Evident in the above chart, you will see the secondary forecasting technique noted for years 2018 and 2019; *the exponential smoothing method*. Depending on trend patterns, a linear trendline may not always provide a clear picture on trend seasonality over time. To provide an alternative view that will reflect seasonality, we included expanded analysis with the exponential smoothing method. This method often improves forecasting by adding in seasonality through its algorithm, whereby more recent trends are weighted heavier than less recent activity. As noted by the graph, the secondary forecasting technique increases the projected building permits taken out by two permits per year for 3.6% in 2018 when compared to the linear forecasting method, and 3.5% in 2019.

Expanding on the secondary forecasting method, Springsted has included the following chart and confidence ranges through 2019. While a forecast can be extended for several years, local developments and the current economy require that this type of study be re-evaluated every two years to maintain forecasting accuracy. The following chart reflects a 95% confidence level within the upper and lower confidence ranges.



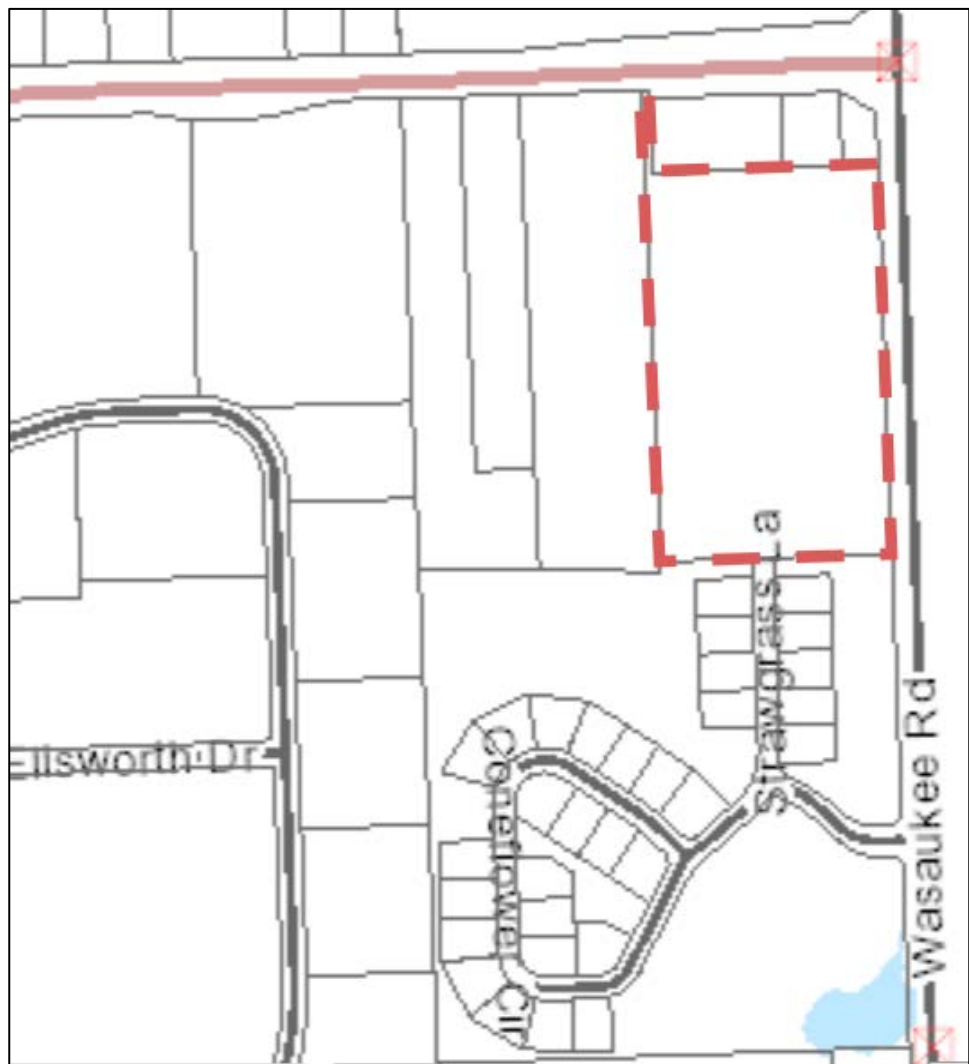
Projecting building permit activity forward with linear trend analysis, we can estimate that the next 2018 calendar year could reasonably experience final yearend building permit activity of approximately 57 single-family housing units for most of the District's attendance area. Utilizing the prior noted student generator per single-family housing unit of .54, we can project new students from the housing units to generate from 13 to 48 additional school age students, annually, in the immediate to near future. This projection again reflects a 95% confidence level.

The two graphs that follow reflect the individual forecasts for the primary taxation districts. Their upper and lower confidence ranges are *combined* above for both jurisdictions.



## Future Developments – Approved & Pending

While the previous section of this report identified building permits that have been formally issued, the Village of Germantown, a primary taxation district, also has a new residential subdivision that has recently been approved. The subdivision is the Prairie Glen II subdivision located south of Mequon Road and west of Wasaukee Road. The development is owned by Bielinski Holdings LLC & Bielinski Homes Inc. The development is a 15-acre property that includes 16 single housing lots with anticipated building permits to be taken out soon. The average lot size for the single-family properties is 21,754 square feet. A map outlining the perimeter of the development is provided below.



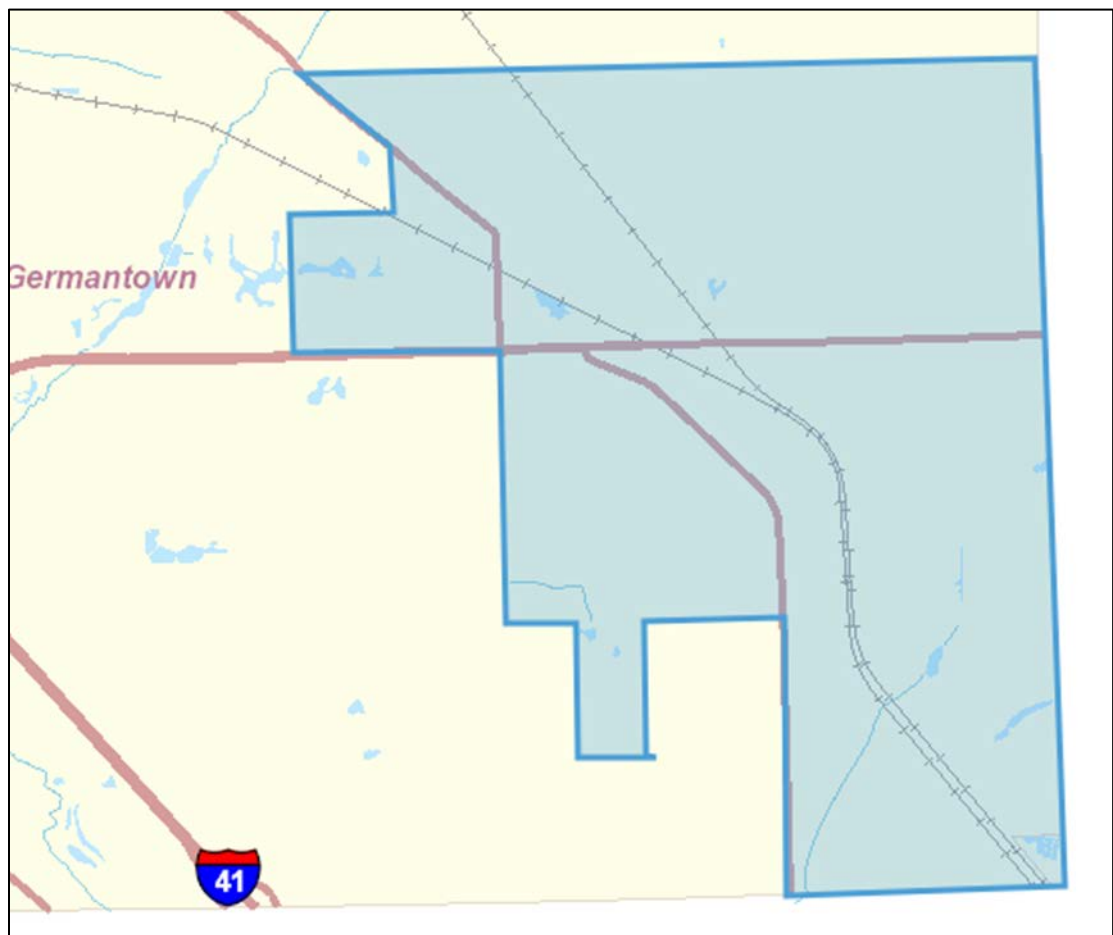
Another pending development under serious consideration, which has not yet been approved by the Village of Germantown, is the 107-acre property proposed and developed by Top Leaf Development LLC. This development calls for 47 single-family lots south of Freistadt Road, north of Elm Lane and west of Wasaukee Road. The Plan Commission for the Village of Germantown has asked the developer to come forward with refined plans which have been positively received to date. The following map outlines the perimeter of the pending development.

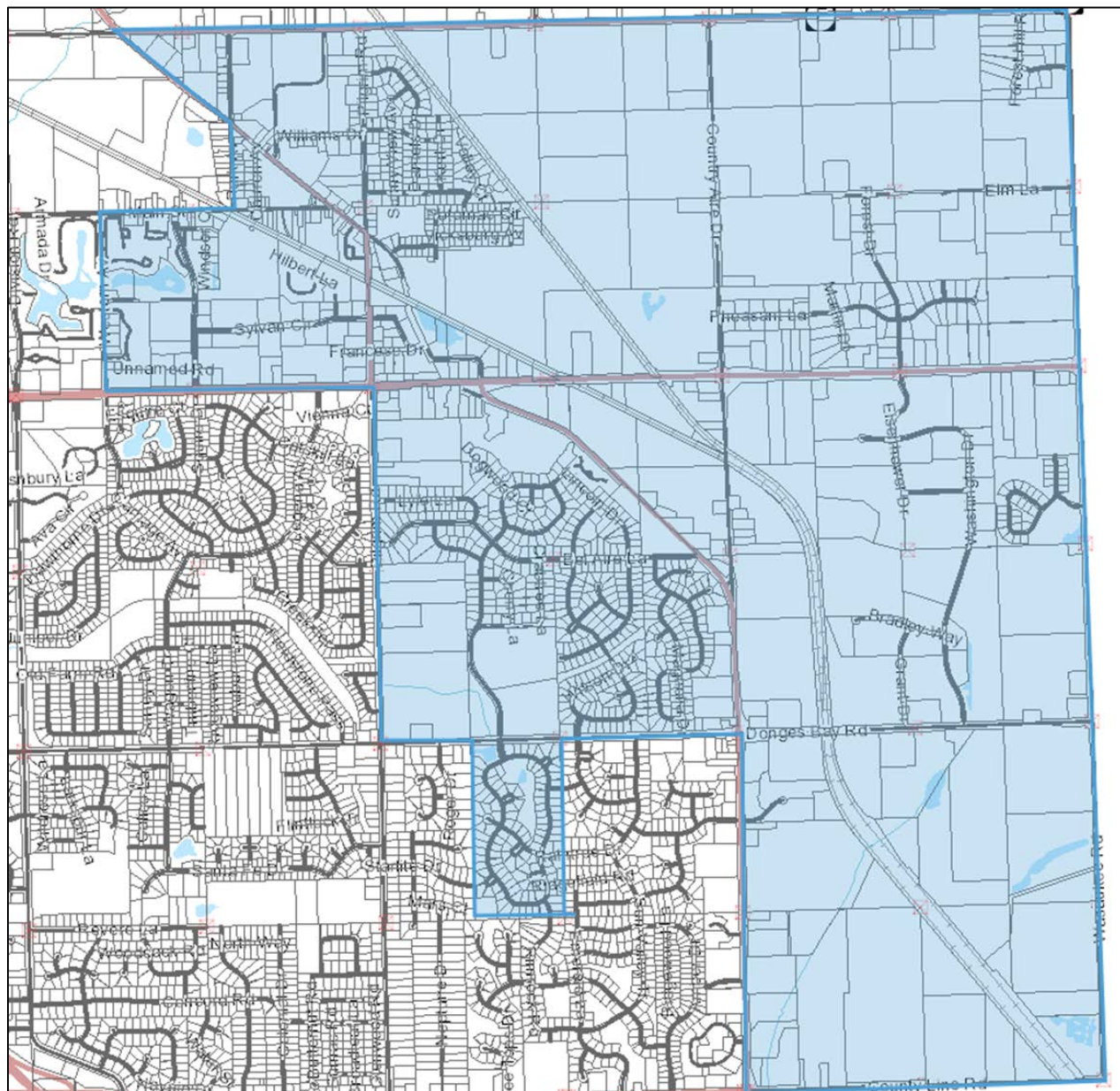


Upon review, both the approved Prairie Glenn II subdivision development and the pending Top Leaf Development currently fall within the attendance area of MacArthur Elementary School.

The following maps provide boundary demarcation for MacArthur Elementary School. While the following boundary map is believed to be accurate, there are boundary nuances for many districts that may provide variations from what is provided. The Germantown School District will have the official school boundary perimeter.

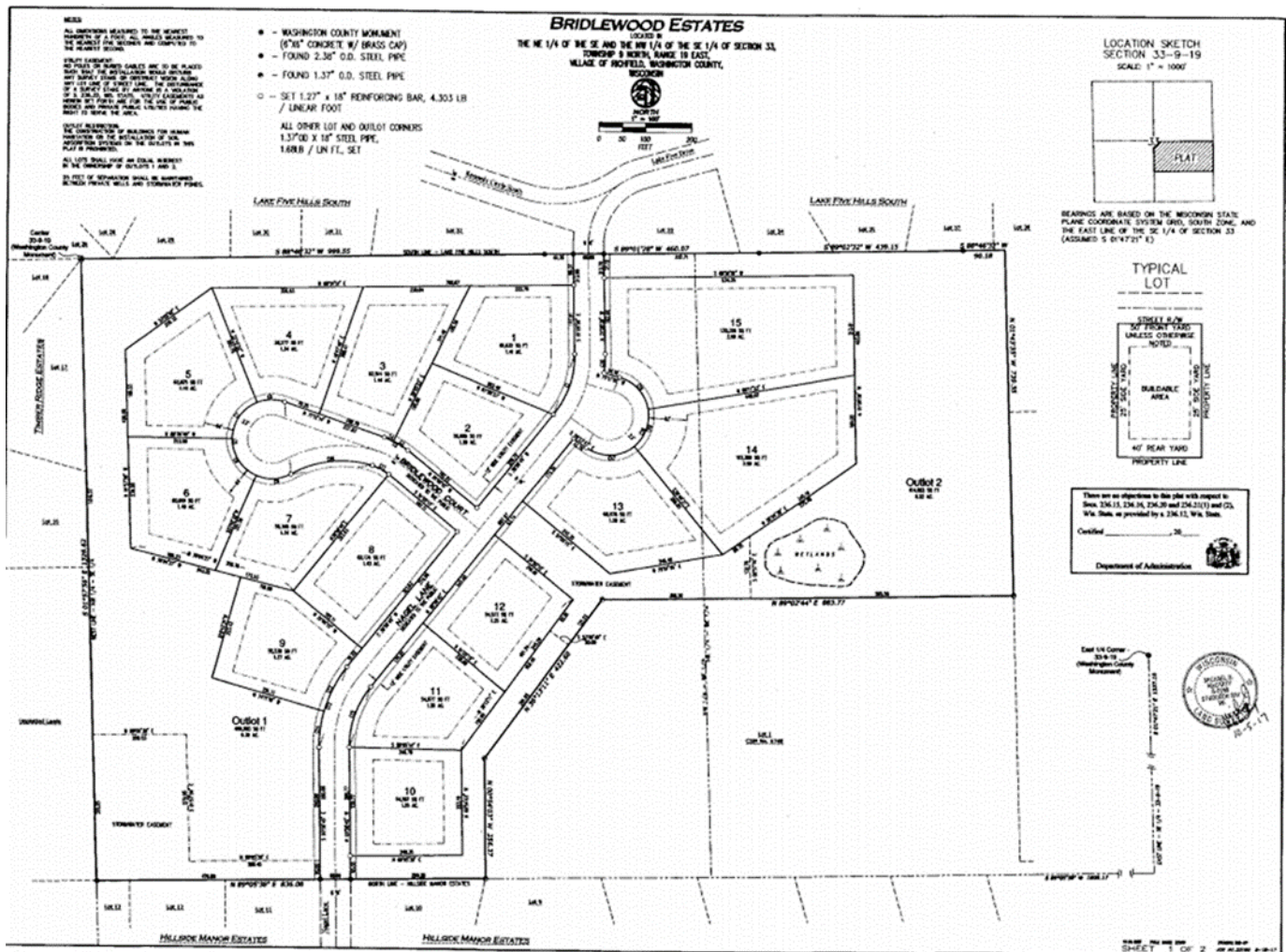
The first map provides a general picture of the boundary perimeter for MacArthur Elementary School. The second map provides more distinct detail.





### **Village of Richfield**

Separate from forecasting presented previously in this report, there is one small development for the Village of Richfield. The Bridlewood Estates subdivision has been approved for 15 lots which will generate an estimated 8 additional FTE's over time. Based on the current District attendance boundary, these homes will fall exclusively in the Amy Belle Elementary attendance area. A drawing of the development follows.

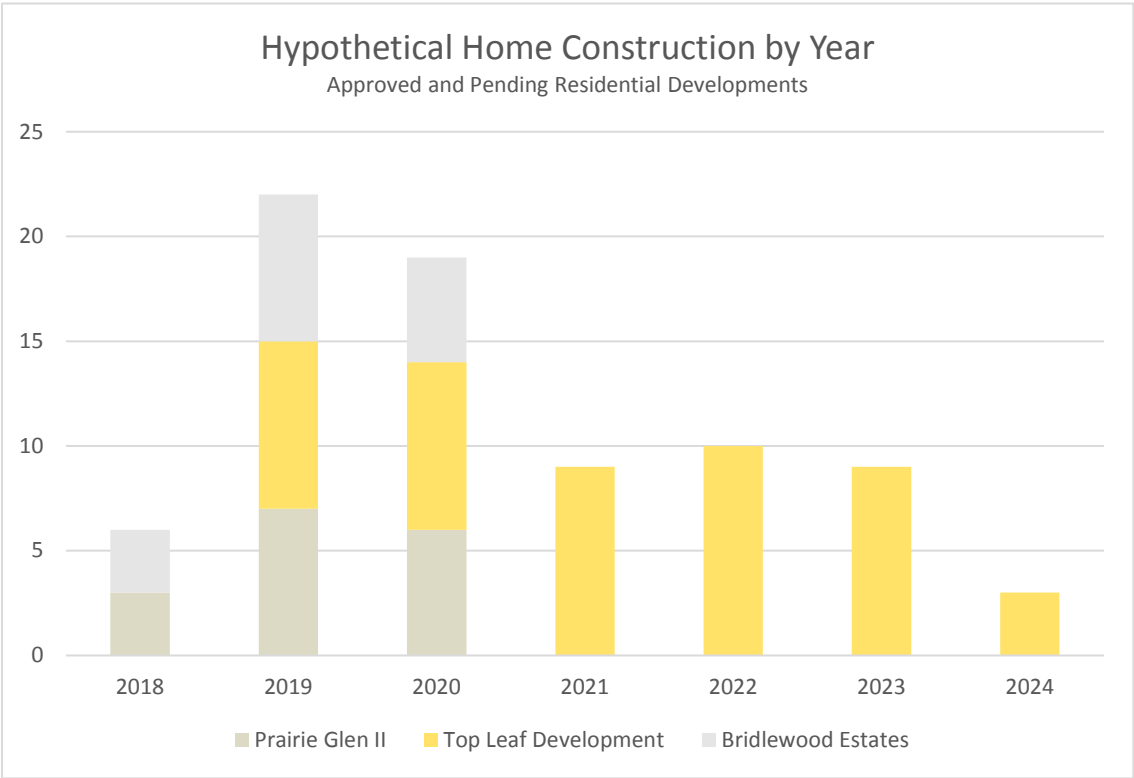


Projecting student impact to the Germantown School District from the approved and pending developments require some basic assumptions. Site completion, absorption rate (the number of months it would take to sell listed homes in the market), home-prices-to-market, land purchase and home-building timeframes by prospective homeowners are very difficult to predict for new construction; however, there is a reasonable likelihood that the community will see home completion for these areas over the next two to five years. For planning purposes in this report, we will look at the result of completed Village of Germantown and Village of Richfield developments for both areas since the home count has been defined by the Planning Commission.

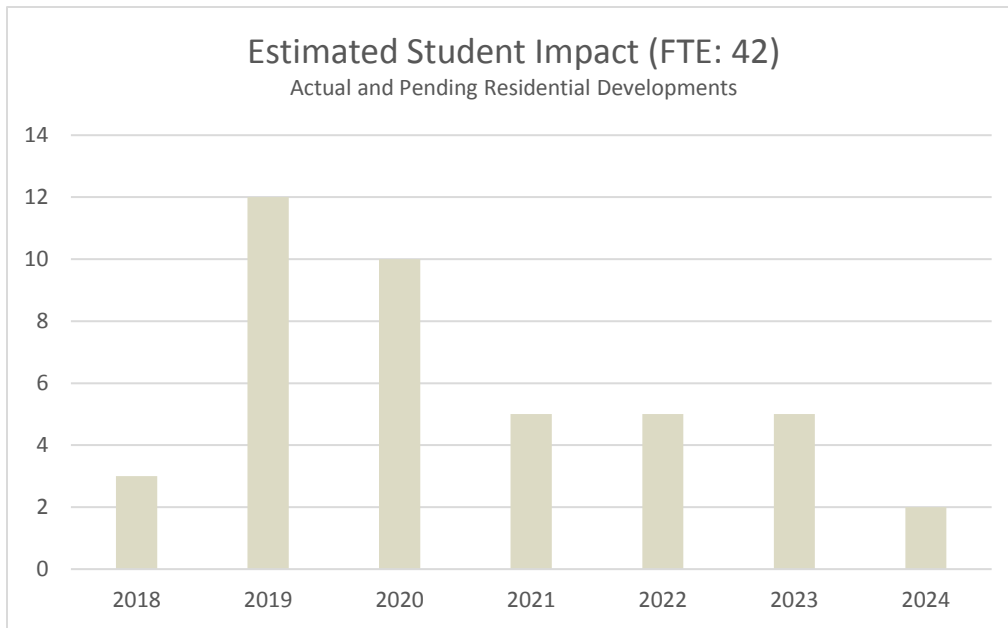
Utilizing the prior referenced student generator per single-family housing unit of .54, we can generate some estimates on future student impact. It's important to note that only two of the three sites have been formally approved by their governing boards at this time (Prairie Glen II and Bridlewood Estates).

Several factors will play into the rate of home construction for these three areas: lot size, location, home value range relative to market. Based on reporting from the villages, it appears each of these variables will be very attractive to home buyers. The service offerings and recently approved facility expansion and updates of the Germantown School District are also expected to be attractive to families.

Considering the previous assumptions, Springsted has provided a hypothetical outcome of the approved and pending developments for the primary taxation districts.



The following chart takes into account the anticipated home construction by year information and formulates an estimated full-time equivalency (FTE) student count by calendar year. Springsted is involved in economic development projects throughout the United States. We understand that residential development, like commercial development, has many moving pieces that can either significantly delay or accelerate developments. So, upon reviewing the related graphics, keep in mind that these estimates are estimates and can change.



Considering the above impact, the Germantown School District will need to assess at the time of enrollment, whether the impact can be absorbed within its existing staffing and building structure. The grade of the incoming students will also need to be weighed for local impact. Again, it's important to note that two of the three new developments fall within the current MacArthur Elementary School attendance boundary.

### **Town of Jackson**

The Town of Jackson is not a primary taxation district in this study, and represents a small portion of the District's current tax base (< 5%). However, the Town of Jackson does have some active single-family housing lots and subdivisions available to future homebuyers. Seven developments fall within the District: Twin Creeks, Sherman Park, Paloroma Farms, Prairie Meadow Estates, Crosswind Farms, El Camino Estates and Mockingbird Hill. Twin Creeks, Sherman Park, Prairie Meadow Estates and Crosswind farms are the only active development at this time. Current breakdown of homes built vs. total available lots is as follows:

Subdivision	Current Homes	Total Available Lots	% Built
Twin Creeks	81	118	69%
Sherman Park	4	55	7%
Palorama Farms			
Prairie Meadow Estates	2	12	17%
Crosswind Farms	11	26	42%
El Camino Estates			
Mockingbird Hill			

*Note: Subdivisions with no data denote current inactive developments.*

The Town of Jackson's Comprehensive Plan identifies that projected housing units for the Town of Jackson will be five (5), annually, through 2035, with the majority impacting the West Bend School District. Understanding that a portion of this growth will fall within the Germantown School District, development does potentially lend itself to some added impact over the years. Annual District review of these developments is strongly recommended.

## Housing Turnover

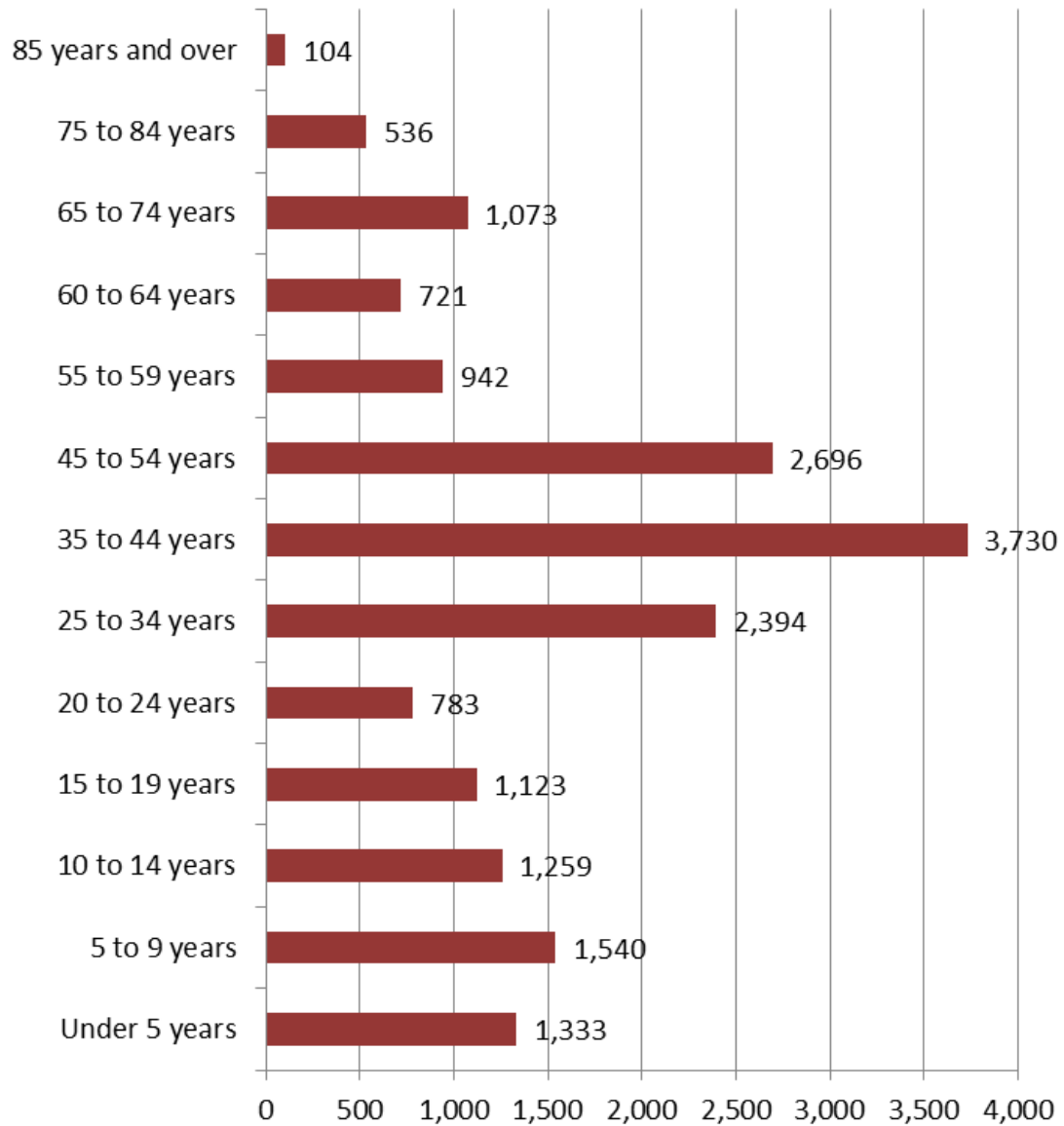
Cycles of housing ownership are a constant for any community. It's important to point out that as housing ownership demographics change, the impact can often contribute to enrollment changes for a school district. Enrollments for a school system can increase or decline without any impact of housing development due to changes in housing ownership.

Generally speaking, the child per household ratio is typically higher for a younger family population. Conversely, an older community family population often dictates a lower child per household ratio. While the community age typically dictates the child per household ratio, trends in birthing age have changed significantly over the last two decades, further complicating the impact of age and its influence on school age children counts. Nonetheless, be aware that ownership and transition cycles play an important role in enrollment fluctuations for school systems.

The following three (3) charts captured from the 2000 and 2010 census and the 2016 American Community Survey reports illustrate the age distribution for the Village of Germantown along with the change in median age over those timeframes. The reader should note that the reporting of age groupings has changed by the Bureau; however, the general age distribution can still be utilized for comparison purposes. The median age rose from 36.6 in 2000 to 42.2 in 2015 and to 42.6 in 2016; reflecting consistent housing ownership with limited turnover, satisfactory quality of life and sufficient community services.

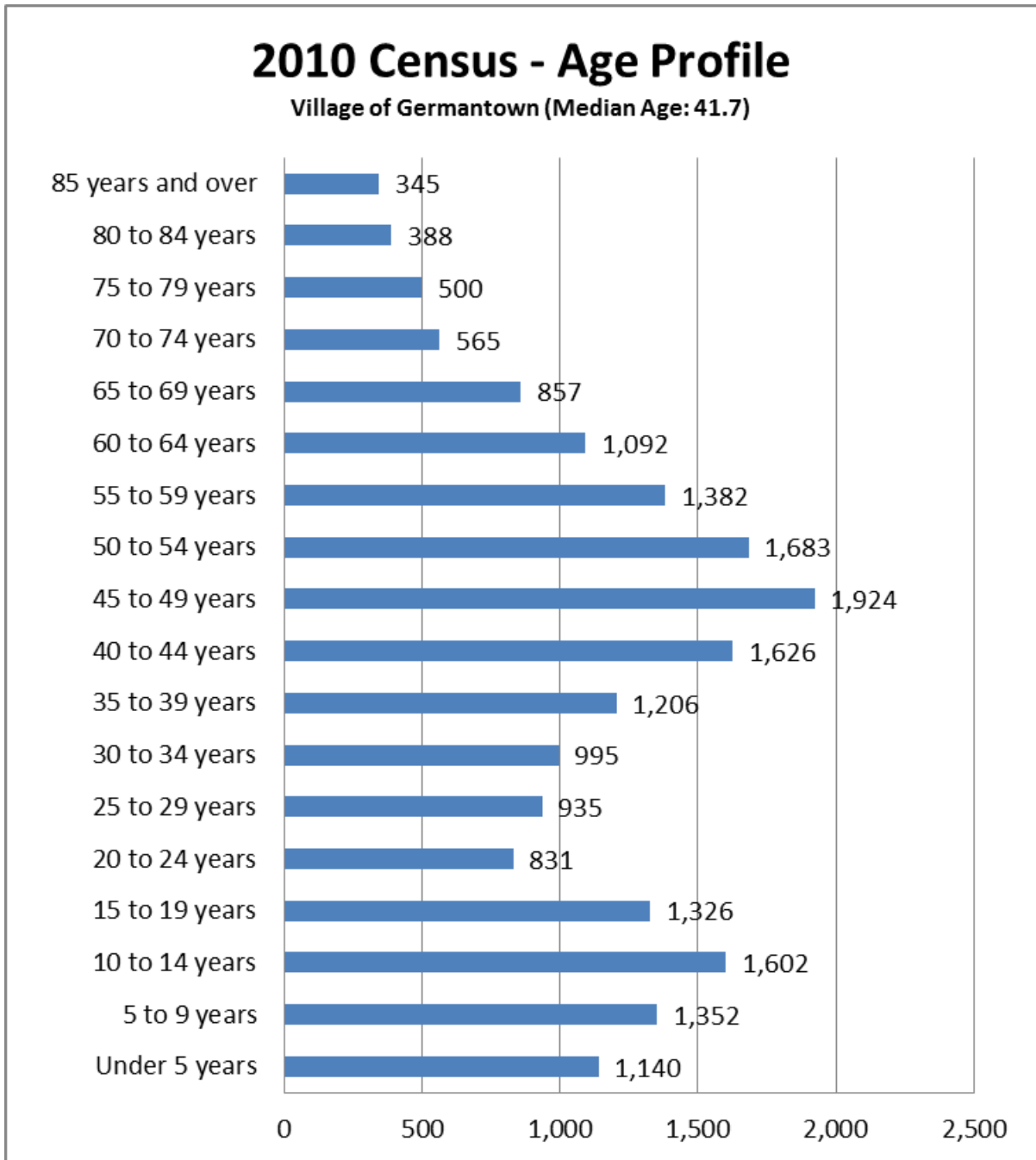
## 2000 Census - Age Profile

Village of Germantown (Median Age: 36.6)

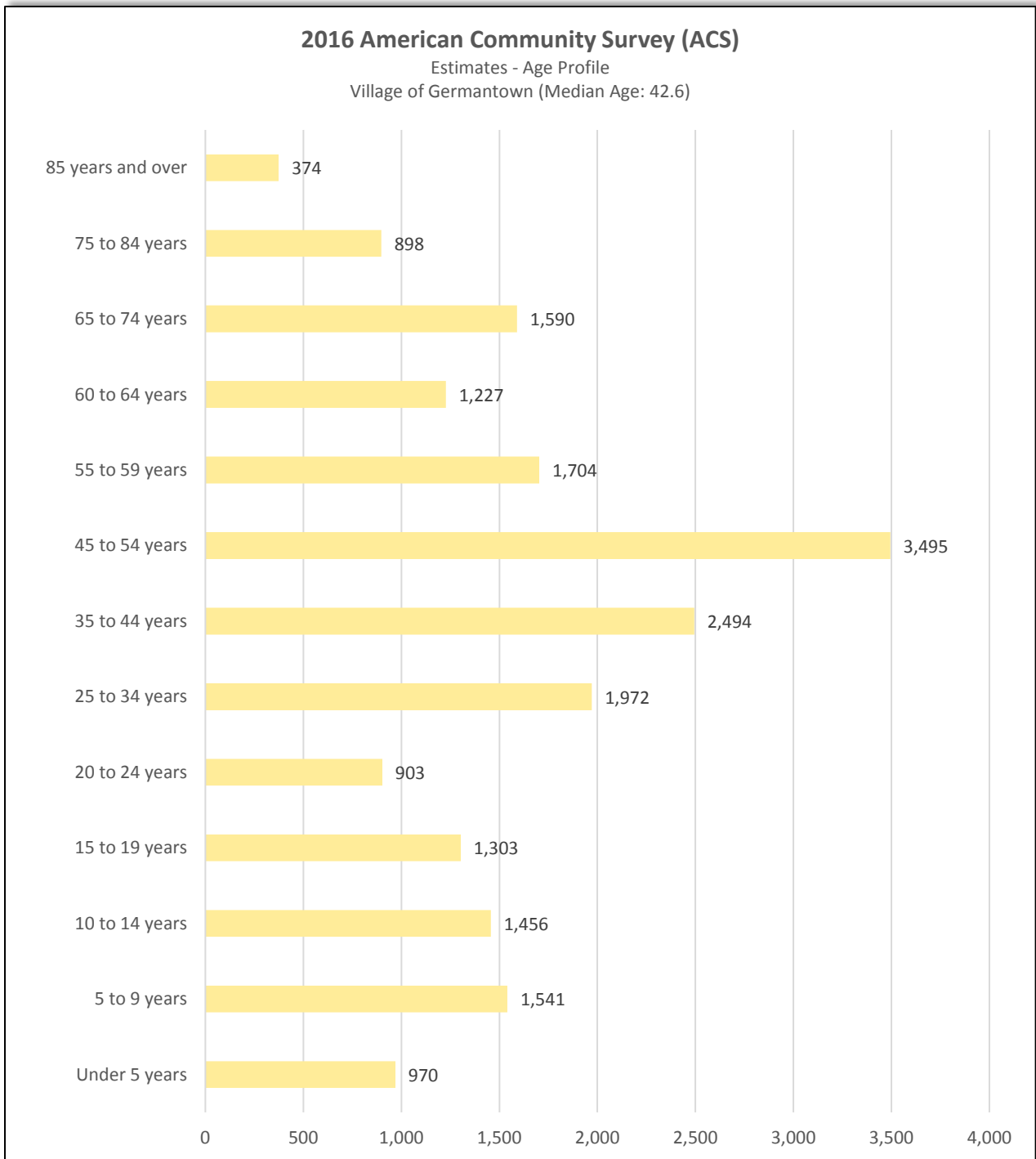


Source: U.S. Census Bureau

Source: U.S. Census Bureau



Note: The median age saw a 5.1 year change, or 14% increase between 2000 and 2010.



Source: U.S. Census Bureau

Note: The median age saw a 0.5 year change, or 1.2% increase between 2010 and 2015 and a 0.4 year change, or 0.95% between 2015 and 2016

## Conclusion

The information contained in this report provides insight into the potential school age population impact for the Germantown School District, relative to housing development. The outcomes in this study are tied solely to future single-family housing unit development and the history of the activity for the area. While viewed as a more conservative measurement, single-family housing units reflect the most consistent indicator of new, long-term students per new household. This study does not include enrollment projections or student migration trends in and out of the Germantown School District.

Through research and assessment of the community changes by Springsted's Management Consulting Services division, there are multiple signs that point toward continued growth in the District's school age student population for the immediate to near future. The report findings are heavily based on reported data to the United States Census Bureau by area municipalities, the Department of Revenue and the Wisconsin Department of Public Instruction.

The research findings identify that the District can expect annual growth of approximately 13 to 48 students into the near future as tied to single-family housing permit activity from primary taxation districts that make up the District. Activity after the 2008 recession points to renewed growth and financial capacity for families in this region. The projection assumes that birthing trends don't dramatically change and that there will be no dramatic change in the local economy, local government, and local policy. Any significant changes to these assumptions will likely impact the results into the future.

Approved and pending residential development for the primary taxation districts account for an anticipated 78 homes. Through the assessment of the anticipated projects and estimated project pace, Springsted estimates a total of 42 new students to be added from these three developments over the next five years. Project pace and local impact will need to be monitored closely by the District as will the specific service needs of the students. An additional variable to consider will be the fact that the majority of these developments, are located in the MacArthur Elementary School attendance area. While classroom additions are being added to MacArthur Elementary School, the District will need to determine if the school will be able to absorb the potential impact or not, and if so how to best meet the needs of the students and District with a plan.

Beyond the potential annual growth related to housing development, the District will need to assess the net impact of the projections into the school population mix. Meaning, after determining the gain or loss of an outgoing twelfth grade class and an incoming kindergarten class, what will the net impact be. For example, a large outgoing twelfth grade with a small incoming kindergarten class could minimize

any growth reflected in single-family housing impact permit activity. Conversely, a large incoming kindergarten class with a smaller outgoing twelfth grade class will see a significant figure above the students estimated through the student generator of this report.

An important point to keep in mind as this report is used for planning is to consider annual changes and that, the farther the projections are from current day the more difficult it is to predict the future activity and outcome. This phenomenon is not unique to this study but any study that analyzes trends and looks to the future.

Looking ahead, planning should consider the significant importance of future economic consequences or growth. Changes in the economy could have a substantial effect on the projection of this report. We strongly urge clients to monitor and inform us of any major community trends in the near future to assess the potential impact on the reporting results. Annual monitoring can assist in helping Springsted to determine whether a disruption will impact a projection and whether a change would be statistically significant enough to warrant review and adjustments to the projections.

## Sources

Springsted trusts this information provides you with valuable information for future planning purposes. In the event additional analysis is necessary because of changes in policy or past practices, Springsted is available to assist the District as needed.

In the preparation of this analysis, the following primary sources were used:

- U.S. Census Bureau
- Wisconsin Department of Public Instruction
- Wisconsin Department of Revenue
- Municipalities/Taxation Districts

# Boundary Options and Analysis

# Current Boundaries

Amy Belle

	Count	%
● KG	47	11.5%
● 1	67	16.3%
● 2	65	15.9%
● 3	85	20.7%
● 4	67	16.3%
● 5	79	19.3%

County Line

	Count	%
● KG	63	13.8%
● 1	83	18.1%
● 2	72	15.7%
● 3	91	19.9%
● 4	77	16.8%
● 5	72	15.7%

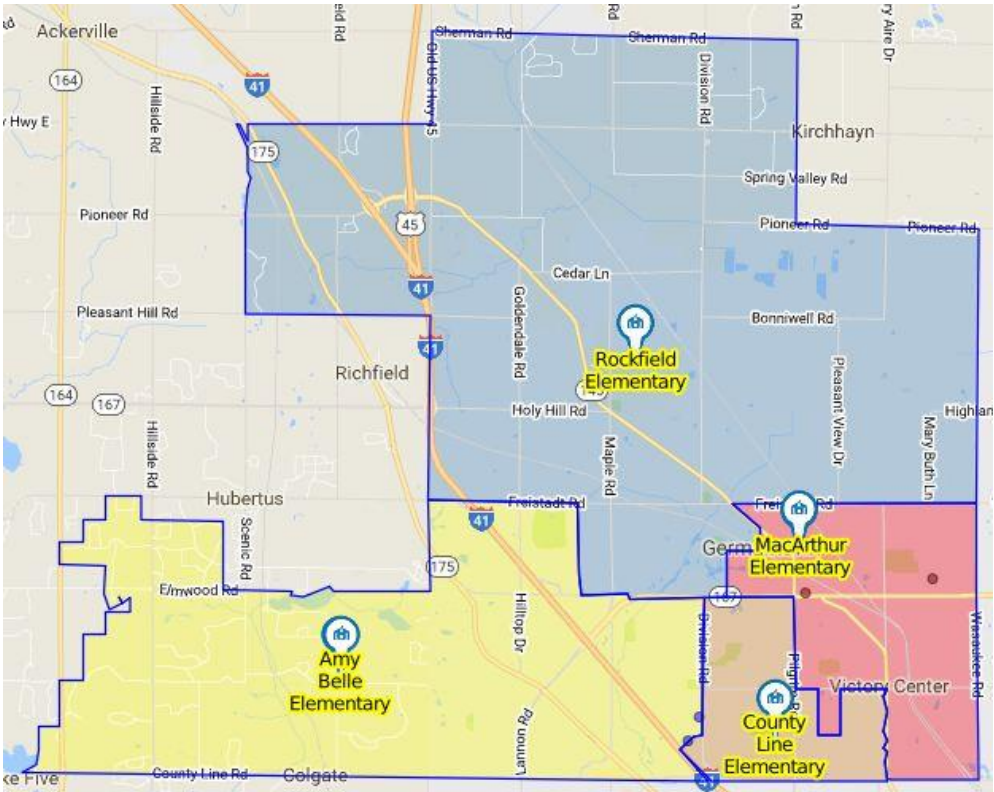
MacArthur

	Count	%
● KG	62	17.0%
● 1	42	11.5%
● 2	68	18.7%
● 3	67	18.4%
● 4	55	15.1%
● 5	70	19.2%

Rockfield

	Count	%
● KG	55	15.9%
● 1	65	18.8%
● 2	46	13.3%
● 3	58	16.8%
● 4	52	15.0%
● 5	70	20.2%

	Count	%
● Amy Belle Elementary	410	26.0%
● County Line Elementary	458	29.0%
● MacArthur Elementary	364	23.1%
● Rockfield Elementary	346	21.9%



# The Big Three Questions

- 1) How important is it to have no more than two classes at **any grade level** at Amy Belle?
- 2) Should we be prioritizing the school that students are currently enrolled in when making boundary decisions?
- 3) To what degree should the possibility of student population growth due to housing developments affect the boundary decisions?

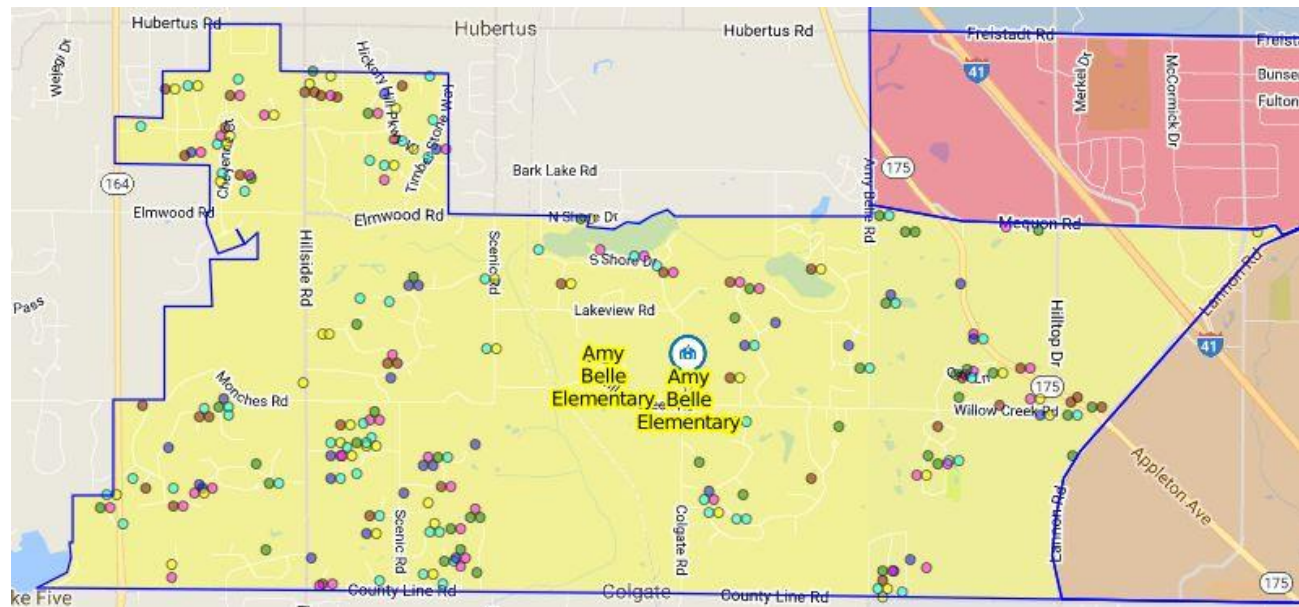
# Methodology

- Amy Belle will have fewer classrooms as a result of construction so all options must start with Amy Belle
- There will be no Shared Area zones
- Next, areas that were easily flexible were identified and set aside for balance purposes
- The current shared area and the neighborhood it is a part of was analyzed for various ways to balance the student population of MacArthur and County Line
- County Line has the least amount of development space, so we tried to bring the numbers close to the optimal amount
- Identify housing developments that are underway and account for them
- Finally we mix and match our previously identified flexible areas to balance our student populations

# The Amy Belle Boundary

	Count	%
● KG	30	11.3%
● 1	42	15.8%
● 2	46	17.4%
● 3	63	23.8%
● 4	39	14.7%
● 5	45	17.0%

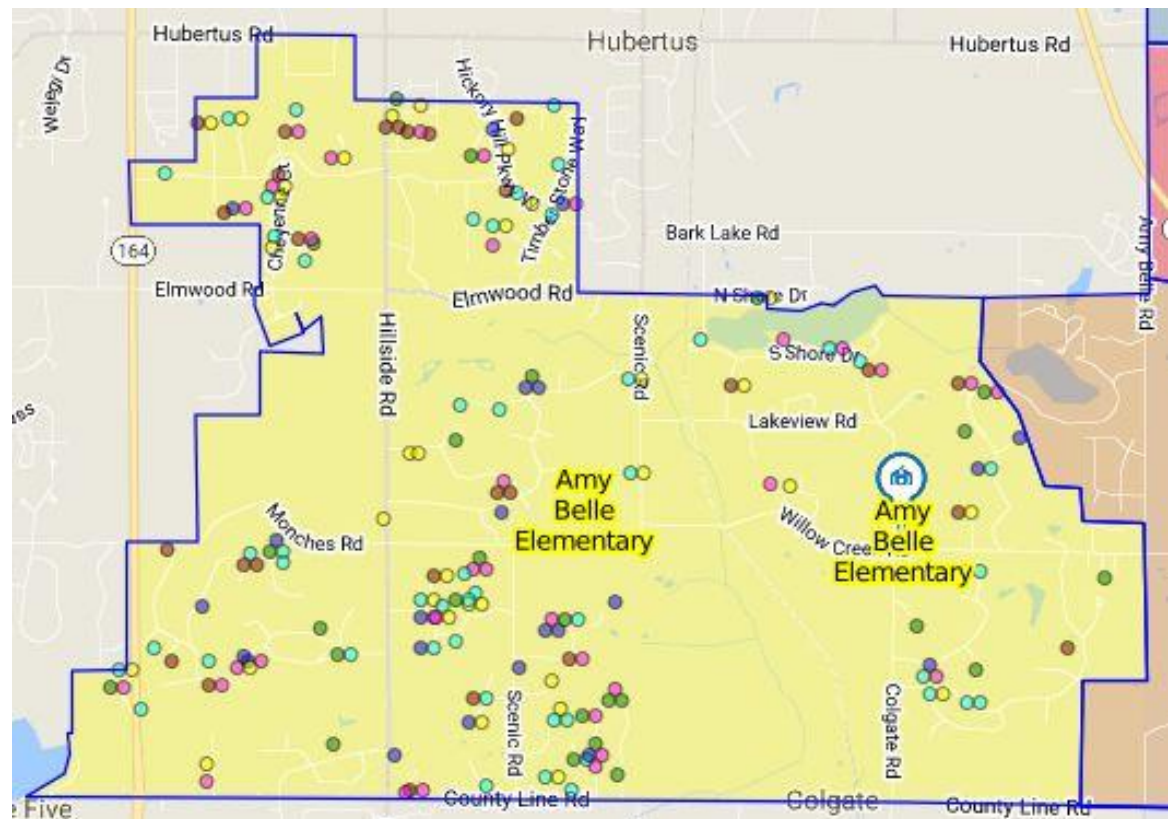
The initial boundary movements to get Amy Belle down to an optimal student population left good class sizes except for an unusually large current 3rd grade. This is the start for our first couple of options.



# Getting Amy Belle current 3rd grade to 2 sections

	Count	%
● KG	23	11.2%
● 1	34	16.6%
● 2	36	17.6%
● 3	53	25.9%
● 4	30	14.6%
● 5	29	14.1%

In order to get down to acceptable, if large class sizes, everything east of Amy Belle Road plus the community around Amy Belle Lake would have to move to County Line.



# First Big Question

Initial class sizes within board policy optimal numbers or shorter bus rides?

	<u>Count</u>	<u>%</u>
● KG	23	11.2%
● 1	34	16.6%
● 2	36	17.6%
● 3	53	25.9%
● 4	30	14.6%
● 5	29	14.1%

	<u>Count</u>	<u>%</u>
● KG	30	11.3%
● 1	42	15.8%
● 2	46	17.4%
● 3	63	23.8%
● 4	39	14.7%
● 5	45	17.0%

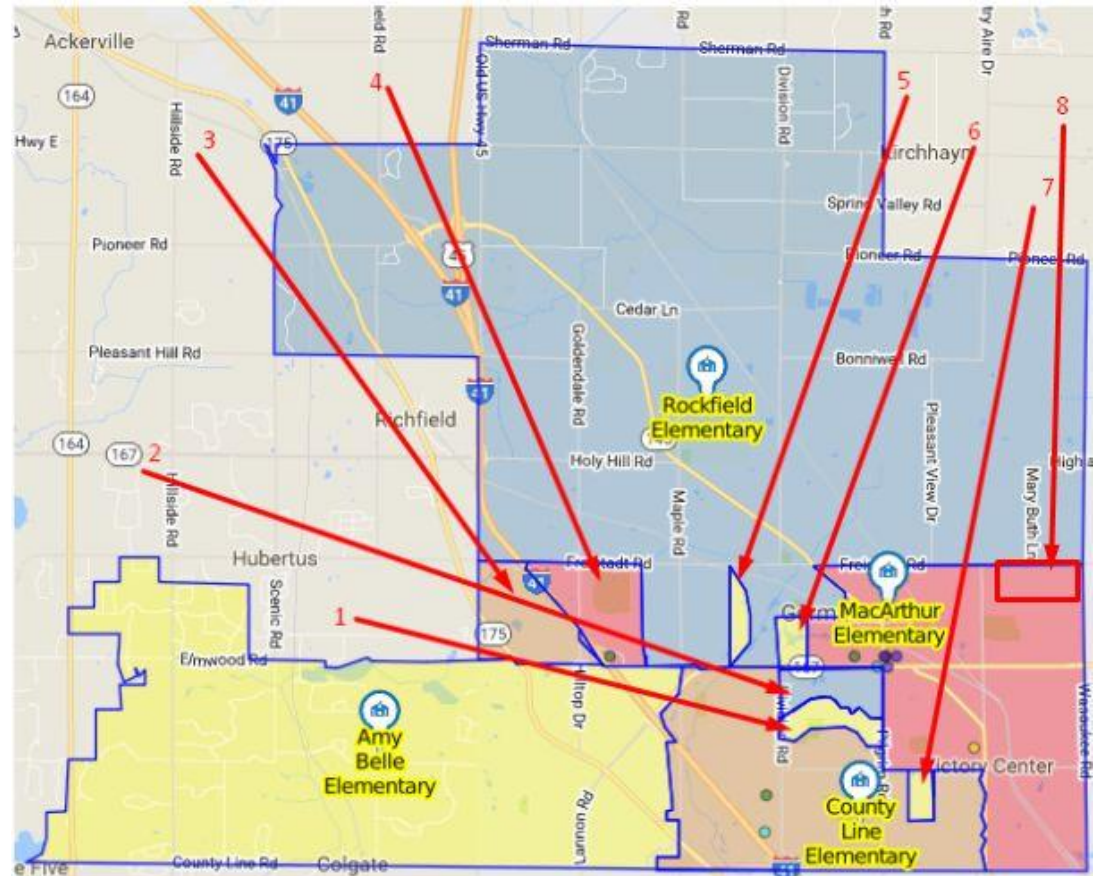
- Class sizes for the other grades are quite small in the board policy option
- A third section of 4th grade leaves Amy Belle utilizing every inch of the building

# Identifying Neighborhoods to Move

- 1) Alt Bauer Park group - 75 students
- 2) Current Shared Area - 83 students
- 3) West of 41 group - 41 students
- 4) Homestead Hollow - 41 students
- 5) River Lane group - 26 students
- 6) Driftwood Area - 34 students
- 7) Windsong Circle - 22 students
- 8) Top Leaf development - ??

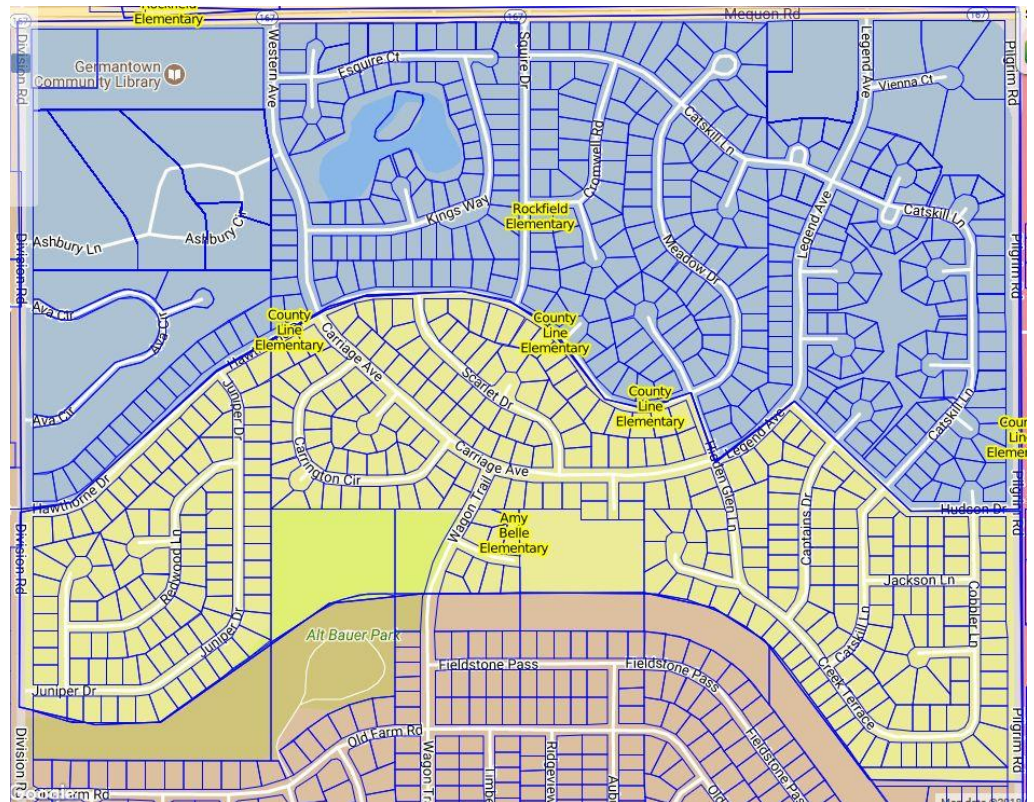
Not Listed:

Woodbridge Ln neighborhood, as that must go to County Line from Amy Belle regardless - 74 students.



# The Shared Area and Alt Bauer Park Area

- Our current shared area cuts through a neighborhood (blue area).
- Using same boundary is simple and leaves many families in County Line school that already attend there.
- If we move the boundary south, we can keep the neighborhoods together. The line only crosses Wagon Trail.
- This is the area where we would be displacing students in an effort to make geographical sense.



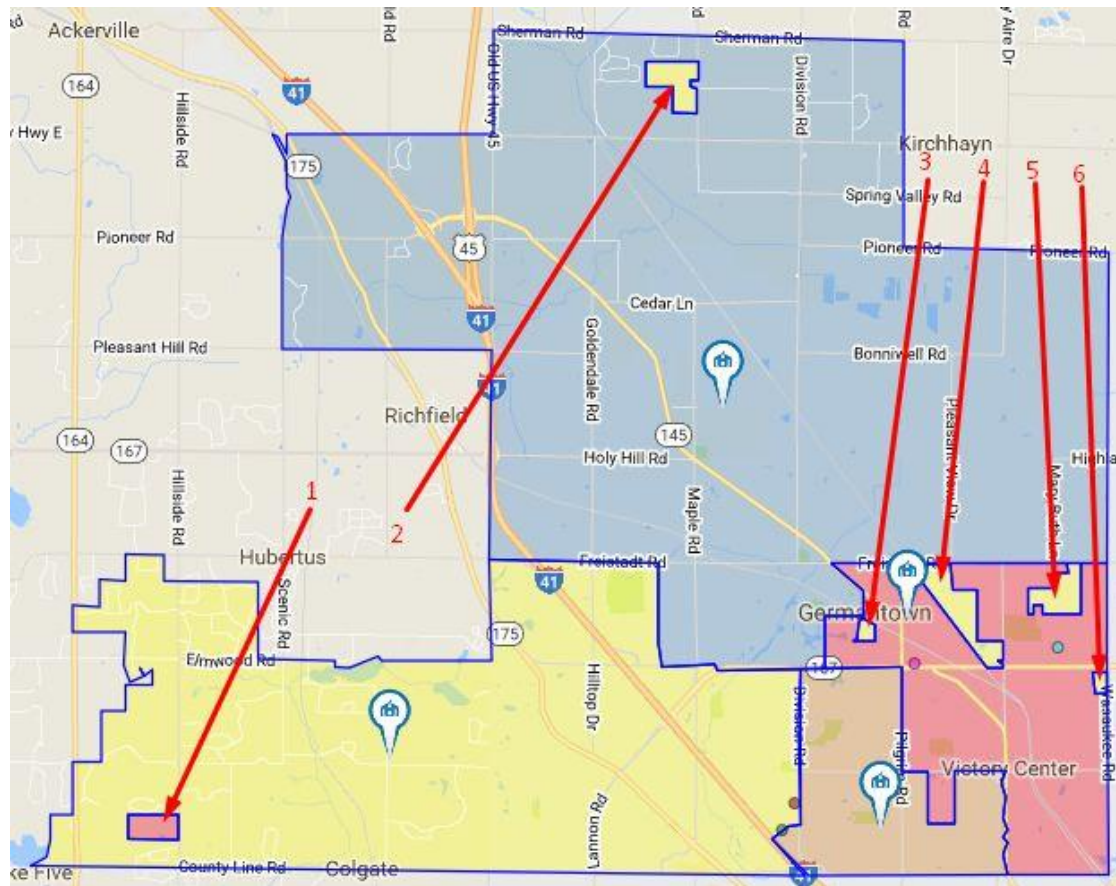
# Housing Developments

There are six notable residential developments that we are taking into account:

- Prairie Glen: 16 Houses
- Top Leaf (Pending): 47 Houses
- Apartments on Main Street: 170+ units. One building to start renting May 2018, a second building to be available for rent in 2019, buildings 3-5 in the next 2-4 years.
- Wrenwood: 142 single family homes plus 60 condo units. Very early stages of development.
- Bridal Wood Estates: 15 Lots
- Possible development near Twin Creeks (yet to be officially confirmed): 120 houses

Single family home developments are projected to add .54 school age kids per house as per Springsted housing study. Historical census data says that multi family housing would contribute .18 students per unit.

# Developments Map



- 1) Bridalwood Estates: 15 homes
- 2) Jackson Future Dev: 120 homes
- 3) Apartments: 170 units
- 4) Wrenwood: 142 single family homes + 60 condos
- 5) Top Leaf Development: 47 homes
- 6) Prairie Glen: 16 homes

# Development Zone Questions

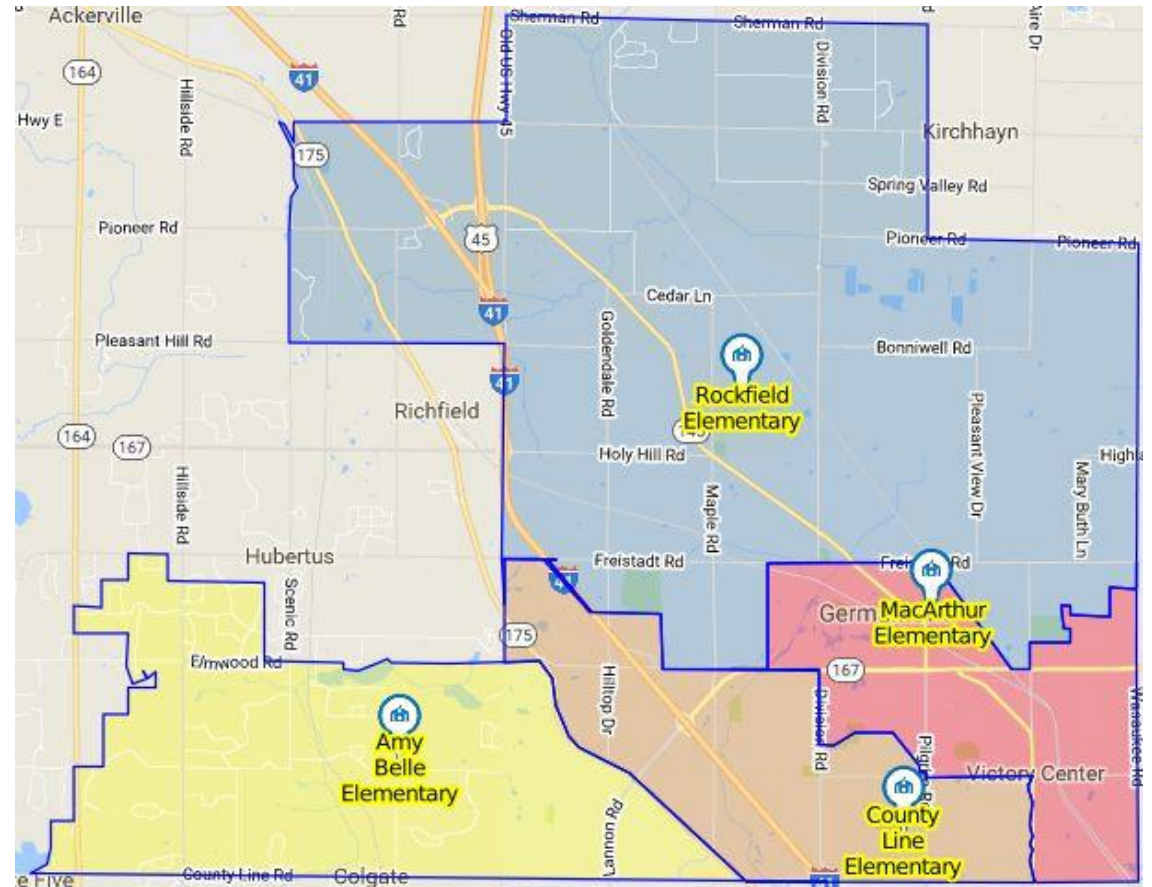
Four of these developments are within the current MacArthur boundaries, leaving us with three options:

- 1) Expect to redraw in 2-6 years. The good part of this is it allows us to immediately balance our student population and get the best use out of our new facilities, the bad is that some families may end up moving elementary schools twice in less than a decade.
- 2) Leave MacArthur low population in anticipation of major growth. This is keeping future growth in mind, but will leave empty classrooms.
- 3) Move the future and the Top Leaf development to Rockfield area. This gives us good balance to our current student populations as well as gives us some comfort in our future growth, but students in families would have a longer bus ride to Rockfield when MacArthur is a much shorter distance as the crow flies.

# Option 1: Survey Driven

	<u>Count</u>	<u>%</u>
● Amy Belle Elementary	258	16.3%
● County Line Elementary	518	32.8%
● MacArthur Elementary	504	31.9%
● Rockfield Elementary	298	18.9%

<u>Student Capacity</u>	<u>Over/Under</u>	<u>%</u>
Amy Belle Elementary	-14	95%
County Line Elementary	-26	95%
MacArthur Elementary	-40	93%
Rockfield Elementary	-89	77%



# Students By Grade If The Change Were Today

## Amy Belle - 258 Students

	<u>Count</u>	<u>%</u>		
● KG	30	11.6%	KG:	2 Classes of 15
● 1	42	16.3%	1st:	2 Classes of 21
● 2	44	17.1%	2nd:	2 Classes of 22
● 3	63	24.4%	3rd:	3 Classes of 21
● 4	36	14.0%	4th:	2 Classes of 18
● 5	43	16.7%	5th:	2 Classes of 22

## MacArthur - 505 Students

	<u>Count</u>	<u>%</u>		
● KG	86	17.1%	KG:	4 Classes of 21
● 1	69	13.7%	1st:	3 Classes of 23
● 2	97	19.2%	2nd:	4 Classes of 24
● 3	93	18.5%	3rd:	4 Classes of 23
● 4	67	13.3%	4th:	3 Classes of 22
● 5	92	18.3%	5th:	4 Classes of 23

## County Line - 518 Students

	<u>Count</u>	<u>%</u>		
● KG	64	12.4%	KG:	3 Classes of 21
● 1	90	17.4%	1st:	4 Classes of 22
● 2	74	14.3%	2nd:	3 Classes of 25
● 3	97	18.7%	3rd:	4 Classes of 24
● 4	96	18.5%	4th:	4 Classes of 24
● 5	97	18.7%	5th:	4 Classes of 24

## Rockfield - 297 Students

	<u>Count</u>	<u>%</u>		
● KG	47	15.8%	KG:	2 Classes of 23
● 1	56	18.8%	1st:	3 Classes of 19
● 2	36	12.1%	2nd:	2 Classes of 18
● 3	48	16.1%	3rd:	2 Classes of 24
● 4	52	17.4%	4th:	3 Classes of 17
● 5	59	19.8%	5th:	3 Classes of 20

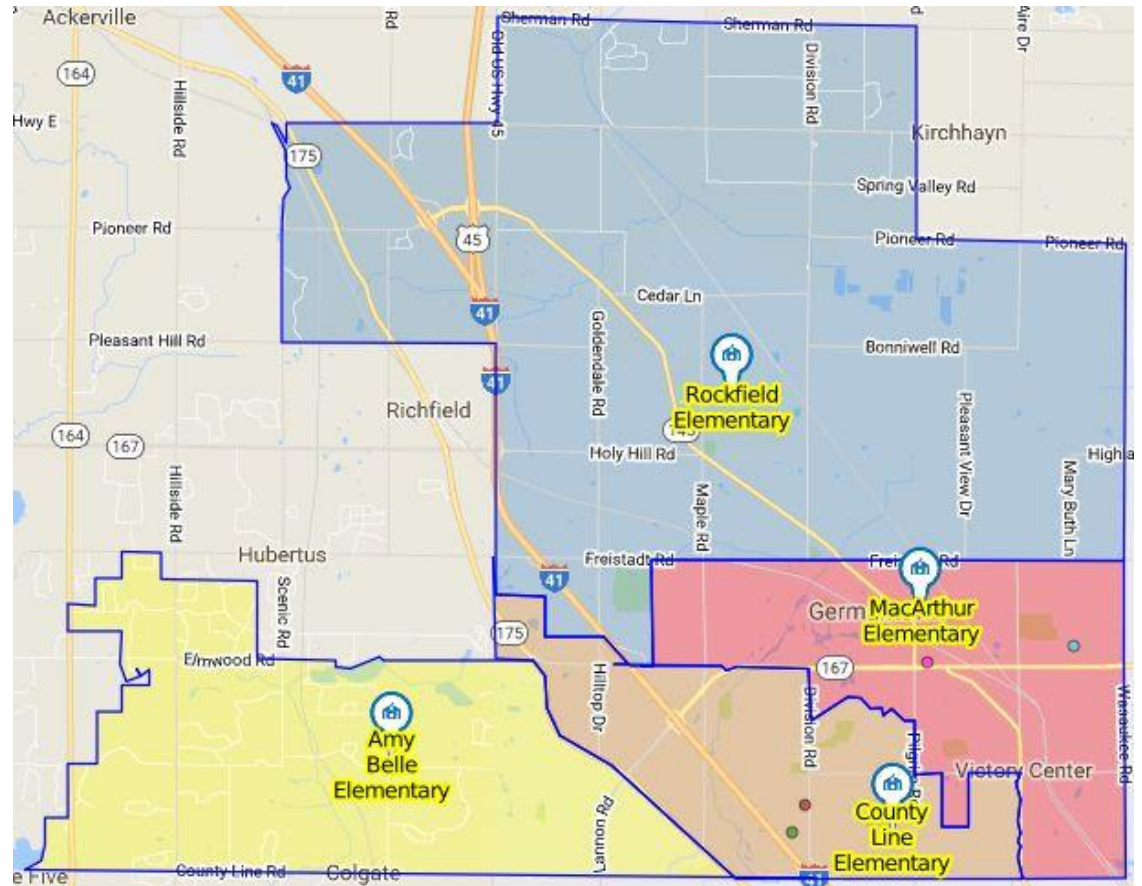
# Survey Driven Notes

- This option is designed to keep neighborhoods together and make the most geographical sense.
- The main pro of this option is that it makes geographical sense in where the lines are drawn while still keeping other priorities in mind.
- The main con of this option is that it moves a lot of students to achieve this.
- The actual border between County Line and Amy Belle can be drawn a number of ways that have little impact on overall numbers.
- To keep in mind future growth, in this option the major proposed developments have been moved to Rockfield.

# Option 2: Low Impact

	<u>Count</u>	<u>%</u>
● Amy Belle Elementary	252	16.0%
● County Line Elementary	521	33.0%
● MacArthur Elementary	458	29.0%
● Rockfield Elementary	347	22.0%

<u>Student Capacity</u>	<u>Over/Under</u>	<u>%</u>
Amy Belle Elementary	-20	93%
County Line Elementary	-23	96%
MacArthur Elementary	-86	84%
Rockfield Elementary	-40	90%



# Students By Grade If The Change Were Today

## MacArthur - 458 Students

### Amy Belle - 258 Students

	<u>Count</u>	<u>%</u>		
● KG	30	11.6%	KG:	2 Classes of 15
● 1	42	16.3%	1st:	2 Classes of 21
● 2	44	17.1%	2nd:	2 Classes of 22
● 3	63	24.4%	3rd:	3 Classes of 21
● 4	36	14.0%	4th:	2 Classes of 18
● 5	43	16.7%	5th:	2 Classes of 22

	<u>Count</u>	<u>%</u>		
● KG	78	17.0%	KG:	4 Classes of 20
● 1	62	13.5%	1st:	3 Classes of 21
● 2	84	18.3%	2nd:	4 Classes of 21
● 3	83	18.1%	3rd:	4 Classes of 21
● 4	64	14.0%	4th:	3 Classes of 21
● 5	87	19.0%	5th:	4 Classes of 22

### County Line - 515 Students

	<u>Count</u>	<u>%</u>		
● KG	64	12.4%	KG:	3 Classes of 21
● 1	87	16.9%	1st:	4 Classes of 22
● 2	81	15.7%	2nd:	4 Classes of 20
● 3	105	20.4%	3rd:	4 Classes of 26
● 4	92	17.9%	4th:	4 Classes of 23
● 5	86	16.7%	5th:	4 Classes of 22

### Rockfield - 347 Students

	<u>Count</u>	<u>%</u>		
● KG	55	15.9%	KG:	3 Classes of 18
● 1	66	19.0%	1st:	3 Classes of 22
● 2	42	12.1%	2nd:	2 Classes of 21
● 3	50	14.4%	3rd:	2 Classes of 25
● 4	59	17.0%	4th:	3 Classes of 20
● 5	75	21.6%	5th:	3 Classes of 25

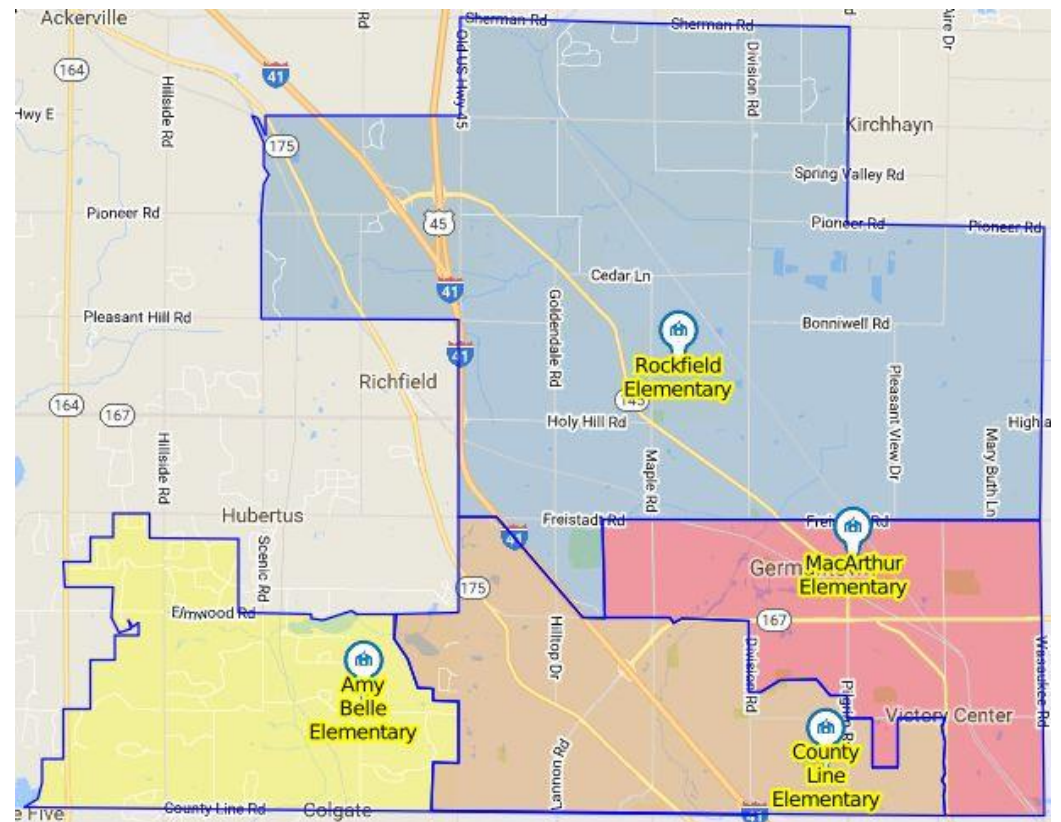
# Low Impact Notes

- By design this option moves as few students as possible. This is still a large number because Amy Belle is getting smaller.
- The Shared Area border doesn't change, but instead of shared all students attend MacArthur.
- The main pro to this option is that the fewest number of students are moving that still moves students out of Amy Belle area.
- The major con is that some neighborhoods are split.
- Future growth considerations were placed as lower priority than making the class sizes work while moving fewer students, but leaving MacArthur at lower class sizes keeps the immediate future in mind.

## Option 3: Small Amy Belle

	<u>Count</u>	<u>%</u>
● Amy Belle Elementary	205	13.0%
● County Line Elementary	516	32.7%
● MacArthur Elementary	525	33.3%
● Rockfield Elementary	332	21.0%

<u>Student Capacity</u>	<u>Over/Under</u>	<u>%</u>
Amy Belle Elementary	-67	75%
County Line Elementary	-28	95%
MacArthur Elementary	-19	97%
Rockfield Elementary	-55	86%



# Students By Grade If The Change Were Today

## MacArthur - 525 Students

### Amy Belle - 205 Students

	<u>Count</u>	<u>%</u>
● KG	23	11.2%
● 1	34	16.6%
● 2	36	17.6%
● 3	53	25.9%
● 4	30	14.6%
● 5	29	14.1%

KG: 1 Class of 23  
 1st: 2 Classes of 17  
 2nd: 2 Classes of 18  
 3rd: 2 Classes of 27  
 4th: 2 Classes of 15  
 5th: 2 Classes of 15

	<u>Count</u>	<u>%</u>
● KG	89	17.0%
● 1	71	13.5%
● 2	101	19.2%
● 3	95	18.1%
● 4	72	13.7%
● 5	97	18.5%

KG: 4 Classes of 22  
 1st: 3 Classes of 24  
 2nd: 4 Classes of 25  
 3rd: 4 Classes of 24  
 4th: 3 Classes of 24  
 5th: 4 Classes of 24

### County Line - 516 Students

	<u>Count</u>	<u>%</u>
● KG	62	12.0%
● 1	92	17.8%
● 2	73	14.1%
● 3	104	20.2%
● 4	92	17.8%
● 5	93	18.0%

KG: 3 Classes of 21  
 1st: 4 Classes of 23  
 2nd: 3 Classes of 24  
 3rd: 4 Classes of 26  
 4th: 4 Classes of 23  
 5th: 4 Classes of 23

### Rockfield - 332 Students

	<u>Count</u>	<u>%</u>
● KG	53	16.0%
● 1	60	18.1%
● 2	41	12.3%
● 3	49	14.8%
● 4	57	17.2%
● 5	72	21.7%

KG: 3 Classes of 18  
 1st: 3 Classes of 20  
 2nd: 2 Classes of 21  
 3rd: 2 Classes of 25  
 4th: 3 Classes of 19  
 5th: 3 Classes of 24

# Small Amy Belle Option Notes

- Because County Line is absorbing so many of Amy Belle's current 3rd grade students, the Alt Bauer Park area must go to MacArthur. The initial idea was to have two Small Amy Belle options, but the student demographics by geographical areas limit the available options.
- Pros of this include reasonable economically disadvantaged student distribution and Amy Belle doesn't have a current bubble year.
- Cons include very small numbers for other grade levels at Amy Belle, shifting a large number of current County Line students to make room for the former Amy Belle students, and kids who live very close to Amy Belle Elementary will be bussed to County Line.
- This option assumes that we will be redrawing boundaries in the near future, as a low Amy Belle population without major planned developments in the projected boundary will require some areas to move back into Amy Belle if developments bring in the expected amount of new students.