

Demographic and Facility Study



Prepared for the School District of South Orange and Maplewood

April 24, 2017

Purpose of the Study

- To provide the South Orange-Maplewood Board of Education with enrollment and demographic data to help in making long term decisions regarding:
 - a. Enrollment Projections
 - b. Long and/short range facility planning: setting criteria
 - c. Program locations based upon space availability
 - d. Diversity issues within the District
 - e. Analysis of current and/or future attendance zones (elementary and middle schools)
 - f. Equity in the delivery of educational programs to every child in the South Orange-Maplewood School District.

Goals and Parameters for the Study

1. Context and Reality

- To avoid overcrowding in schools and larger than necessary class sizes
- To eliminate unexpected student to school assignments and to provide for stable instructional programming within each school (not moving student based upon overcrowding in any particular grade level)
- To ensure resources are aligned to provide equity and excellence for all students including facilities that can support special education students in district in the least restrictive environment.

2. Results or What?

- Ample educational space for current projected enrollment through 2030
- Predictable assignment of students to schools
- School enrollment numbers that are manageable for grade range, capacity of buildings and programmatic needs

Goals and Parameters for the Study

3. Unacceptable Means, or Not How?

- No recommendation should violate SOMSD's Access and Equity policy and the District's obligation to offer students with special needs placement in the least restrictive educational environment
- No pre-determined group of students should be denied educational choice if the choice is an option for that grade level
- No recommendation should be made without input from related action planning teams
- No recommendation should be made without gathering information from the community
- No recommendation should include a disproportionate increase in costs beyond what is reasonably projected in year over year adjustments for inflation without demonstrated enhancements to student services and programs and/or efficiencies
- No recommendation should be made without a cost benefit analysis

General Observations

- The District provides programs and services of the highest quality
- The building administrators at all levels, and particularly at the elementary schools maximize the use of their facilities finding spaces, to ensure that programs and services are delivered to the students of the District
- In the elementary schools the teachers make great efforts in decorating the rooms and the hallways outside their rooms to make sure the students find themselves in a warm and inviting environment
- The buildings themselves are old and in many cases in need of significant repairs. The condition of the buildings, in terms of those things outside of the control of the teaching and administrative staff, are not up to the standards set by the educators of the district
- The high school, although not the focus of this study, needs major upgrades and modernization. The science labs are very old and out of date. With the closing of the pool there is an opportunity to repurpose that area to expand programs for the students
- The District currently has a total of 16 portable classrooms located at four of the elementary schools. These are all quite old and are in need of replacement.
- There are portable classrooms which are not physically connected to the main buildings thus making younger students have to go outside to get to core facilities such as the cafeteria, gym and even to the nurse. This takes away from instructional time..especially in bad weather

Community and School Demographics

General Demographics South Orange and Maplewood Combined*

South Orange-Maplewood Combined				
	2010	2015	Diff	Percent
Population	39,931	40,608	677	1.70%
Housing	14,000	14,326	326	2.33%
Median Age	38.1	37.4	-0.70	-1.84%
Median Income	\$112,418	\$117,484	\$5,066	4.51%
White	22,056	23,539	1,483	6.72%
Black	12,354	11,503	-851	-6.89%
Asian	1,479	1,586	107	7.23%
Hispanic	2,913	2,739	-174	-5.97%
Others*	1,129	1,241	112	9.92%

***Others include families reporting as multi-racial and less than 10 families reporting as Native American and/or Pacific Islander**

*** Source: United States Census—American Factfinder 2**

General Demographics by Town

Maplewood				
	2010	2015	Diff	Percent
Population	23,733	24,303	570	2.40%
Housing	8,484	8,741	257	3.03%
Median Age	39.0	39.2	0.20	0.51%
Median Income	\$101,463	\$118,240	\$16,777	16.54%
White	12,825	13,481	656	5.12%
Black	7,870	7,479	-391	-4.97%
Asian	650	709	59	9.08%
Hispanic	1,920	1,867	-53	-2.76%
Others*	468	767	299	63.89%

South Orange				
	2010	2015	Diff	Percent
Population	16,198	16,305	107	0.66%
Housing	5,516	5,585	69	1.25%
Median Age	37.2	35.6	-1.60	-4.30%
Median Income	\$123,373	\$116,727	-\$6,646	-5.39%
White	9,231	10,058	827	8.96%
Black	4,484	4,024	-460	-10.26%
Asian	829	877	48	5.79%
Hispanic	993	872	-121	-12.19%
Others*	661	474	-187	-28.29%

***Others include families reporting as multi-racial and less than 10 families reporting as Native American and/or Pacific Islander**

*** Source: United States Census—American Factfinder 2**

District-Wide General School Demographics*

General School Demographics						
	2011	Percent	2016	Percent	Change	Percent
Enrollment	6,459		6,879		420	6.10%
Econ.Disadv*	1,166	18.05%	1,277	18.56%	111	0.16%
White	3,088	47.81%	3,647	53.02%	559	4.26%
Black	2,562	39.67%	2,203	32.03%	-359	-8.33%
Hispanic	354	5.48%	484	7.04%	130	1.44%
Asian	246	3.81%	258	3.75%	12	NA
Others	143	2.21%	348	5.39%	205	3.20%

***those families identified as economically disadvantaged as calculated through free and reduced lunch applications**

***Source: New Jersey Department of Education**

Secondary Schools-General Demographics

Columbia High School							
	Enrolled	Econ.Dis	White	Black	Hispanic	Asian	Others
2011	1,797	404	690	931	97	65	14
		22.48%	38.40%	51.81%	5.40%	3.62%	0.78%
2016	1,911	428	907	805	105	65	29
		22.40%	47.46%	42.12%	5.49%	3.40%	1.52%
Change	114	24	217	-126	8	0	15
		-0.08%	9.06%	-9.69%	0.09%	0.00%	0.74%
Maplewood Middle School							
	Enrolled	Econ.Dis	White	Black	Hispanic	Asian	Others
2011	719	162	344	314	32	21	8
		22.53%	47.84%	43.67%	4.45%	2.92%	1.11%
2016	762	172	400	254	52	26	30
		22.57%	52.49%	33.33%	6.82%	3.41%	3.94%
Change	43	10	56	-60	20	5	22
		0.04%	4.65%	-10.34%	2.37%	0.49%	2.83%
South Orange Middle School							
	Enrolled	Econ.Dis	White	Black	Hispanic	Asian	Others
2011	668	118	275	339	21	22	11
		17.66%	41.17%	50.75%	3.14%	3.29%	1.65%
2016	805	118	417	240	61	32	55
		14.66%	51.80%	29.81%	7.58%	3.98%	6.83%
Change	137	0	142	-99	40	10	44
		-3.00%	10.63%	-20.94%	4.44%	0.69%	5.18%

The high school has shown a significant increase in enrollment. It has also shown a significant percentage growth in the white enrollment and a decrease in the African American enrollment. Other ethnic groups appear to be stable. There is only a marginal increase in economically disadvantaged families.

Maplewood MS has shown an increase in enrollment. It has also shown growth in the white enrollment and a decrease in the African American enrollment. Other ethnic groups appear to be stable. There is only a marginal increase in economically disadvantaged families.

South Orange MS has shown an increase in enrollment. It has also shown growth in the white enrollment and a decrease in the African American enrollment. Other ethnic groups appear to be stable. There was only a slight increase in the economically disadvantaged group as a percentage of the enrollment.

Elementary Schools-General Demographics

Clinton Elementary School							
	Enrolled	Econ.Dis	White	Black	Hispanic	Asian	Others
2011	513	117	238	194	38	26	17
		22.81%	46.39%	37.82%	7.41%	5.07%	3.31%
2016	574	108	323	131	53	39	28
		18.82%	56.27%	22.82%	9.23%	6.79%	4.88%
Change	61	-9	85	-63	15	13	11
	11.89%	-3.99%	9.88%	-15.00%	1.82%	1.72%	1.57%
Jefferson Elementary School							
	Enrolled	Econ.Dis	White	Black	Hispanic	Asian	Others
2011	467	68	260	145	27	20	2
		14.56%	55.67%	31.05%	5.78%	4.28%	0.43%
2016	486	54	292	112	30	17	35
		11.11%	60.08%	23.05%	6.17%	3.50%	7.20%
Change	19	-14	32	-33	3	-3	33
	4.07%	-3.45%	4.41%	-8.00%	0.39%	-0.78%	6.77%
Marshall Elementary School							
	Enrolled	Econ.Dis	White	Black	Hispanic	Asian	Others
2011	491	42	286	120	32	20	33
		8.55%	58.25%	24.44%	6.52%	4.07%	6.72%
2016	532	41	334	95	35	22	46
		7.71%	62.78%	17.86%	6.58%	4.14%	8.65%
Change	41	-1	48	-25	3	2	13
	8.35%	-0.84%	4.53%	-6.58%	0.06%	0.07%	1.93%

Clinton ES has increased its enrollment since 2011-12. It has seen an decrease in economically disadvantaged families. The African-American enrollment has decreased while the white enrollment has increased . Other minorities have remained fairly stable.

The Jefferson ES enrollment increased slightly with a small drop in the economically disadvantaged students. The white enrollment did increase while the African-American enrollment decreased.

The Marshall ES enrollment increased between 2011-12 and 2016-17 while the economically disadvantaged remained stable. There was an increase in the white enrollment and a decrease in the African American enrollment.

Elementary Schools-General Demographics

Seth Boyden Elementary School							
	Enrolled	Econ.Dis	White	Black	Hispanic	Asian	Others
2011	497	162	172	273	24	13	15
		32.60%	34.61%	54.93%	4.83%	2.62%	3.02%
2016	543	245	121	346	41	8	27
		45.12%	22.28%	63.72%	7.55%	1.47%	4.97%
Change	46	83	-51	73	17	-5	12
	9.26%	12.52%	-12.33%	8.79%	2.72%	-1.15%	1.95%

The Seth Boyden enrollment increased between 2011-12 and 2016-17. The African American enrollment increased while the white enrollment decreased. This may be attributable to lower participation in the Demonstration School concept. There was also a large increase in the number of students identified as economically disadvantaged.

South Mountain Elementary School							
	Enrolled	Econ.Dis	White	Black	Hispanic	Asian	Others
2011	624	35	405	123	36	32	28
		5.61%	64.90%	19.71%	5.77%	5.13%	4.49%
2016	600	33	383	95	43	27	52
		5.50%	63.83%	15.83%	7.17%	4.50%	8.67%
Change	-24	-2	-22	-28	7	-5	24
	-3.85%	-0.11%	-1.07%	-3.88%	1.40%	-0.63%	4.18%

The South Mountain ES enrollment did decline between 2011-12 and 2016-17. There were decreases in almost all ethnic categories with a slight increase in the Hispanic enrollment and for those identifying themselves as multi-racial.

Tuscan Elementary School							
	Enrolled	Econ.Dis	White	Black	Hispanic	Asian	Others
2011	617	58	407	123	44	25	18
		9.40%	65.96%	19.94%	7.13%	4.05%	2.92%
2016	631	61	429	95	51	16	40
		9.67%	67.99%	15.06%	8.08%	2.54%	6.34%
Change	14	3	22	-28	7	-9	22
	2.27%	0.27%	2.03%	-4.88%	0.95%	-1.51%	3.42%

The Tuscan ES showed a slight increase in enrollment. There were marginal changes in those students identified as economically disadvantaged. The white enrollment increased slightly and the African-American enrollment decreased at a slightly higher rate.

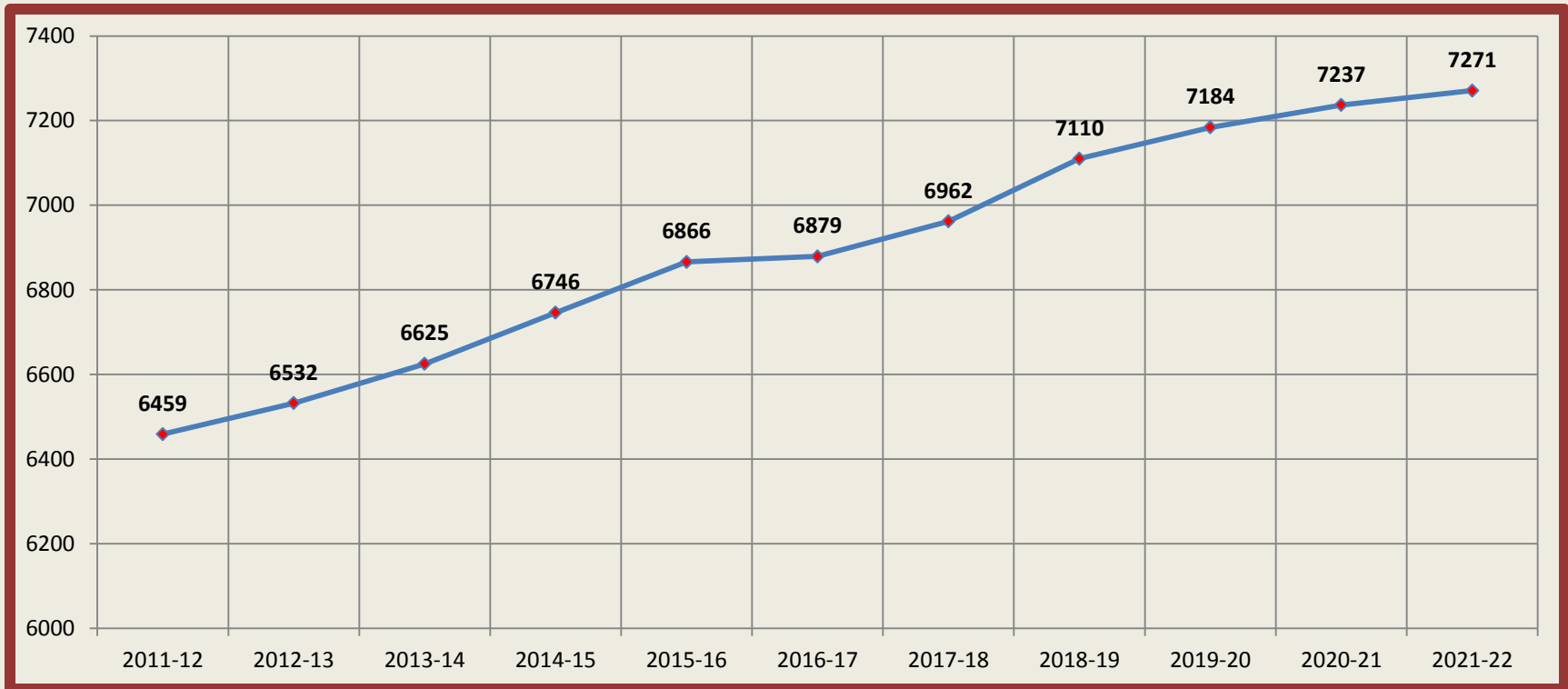
2016-17 School Year

Ethnic and Socio Economic Factors by Schools/District/Community						
	Econ.Dis	White	Black	Hispanic	Asian	Others
Clinton	18.82%	46.39%	37.82%	7.41%	5.07%	3.31%
Jefferson	14.56%	55.67%	31.05%	5.78%	4.28%	0.43%
Marshall	8.55%	58.25%	24.44%	6.52%	4.07%	6.72%
Boyden	32.06%	34.61%	54.93%	7.83%	2.62%	3.02%
South Mtn	5.50%	63.83%	15.83%	7.17%	4.50%	8.67%
Tuscan	9.67%	67.99%	15.06%	8.08%	2.54%	6.34%
Columbia HS	22.40%	47.46%	42.12%	6.82%	3.41%	3.94%
Maplewood MS	22.57%	52.49%	33.33%	6.82%	3.14%	3.94%
South Orange MS	14.66%	51.80%	29.81%	7.58%	3.98%	6.83%
<i>District</i>	<i>18.40%</i>	<i>52.56%</i>	<i>31.75%</i>	<i>6.98%</i>	<i>3.72%</i>	<i>5.44%</i>
<i>Community</i>		<i>57.96%</i>	<i>28.32%</i>	<i>6.74%</i>	<i>3.90%</i>	<i>3.05%</i>

These are all as a percentage of the school/community population.

Projections

District-Wide Enrollment History and Projection

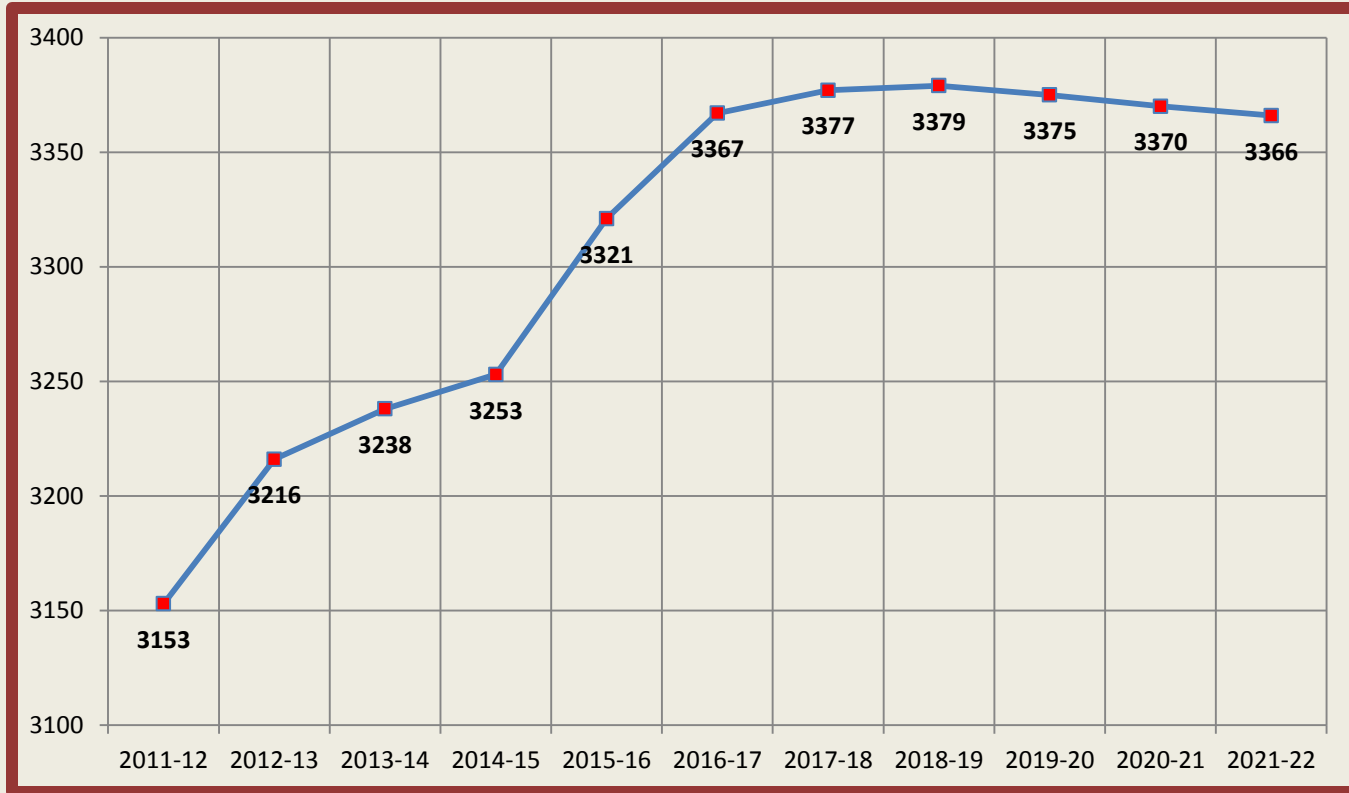


- From 2011-12 to 2016-17 the total enrollment grew from 6,459 to 6,879 in 2016-17. This is an increase of 420 students or approximately 6.1%.
- The enrollment is projected to grow from the current 6,879 to 7,271 in 2021-22. This is an increase of 392 students or approximately 5.4%.

School Enrollment Changes (History and Projection)

School	2011-12	2016-17	Change	Percent	2021-22	Change	Percent
Clinton	500	578	78	-13.49%	573	-5	-0.87%
Jefferson	472	486	14	2.97%	512	26	5.35%
Marshal	494	537	43	8.70%	516	-21	-3.91%
Boyden	526	533	7	1.33%	537	4	0.75%
South Mtn/Annex	613	601	-12	-1.96%	600	-1	-0.17%
Tuscan	597	632	35	5.86%	633	1	0.16%
Columbia HS	1868	1933	65	3.48%	2097	164	8.48%
Maplewood MS	755	806	51	6.75%	847	41	5.09%
South Orange MS	674	777	103	15.28%	862	85	10.94%

Elementary Enrollment History and Projection



It is important to note that while the elementary enrollment appears to be leveling off it is leveling off above building capacity. The projection does not show that there is going to be any significant downward trend that would allow for either a reduction in classroom demands, a decrease in average class size or a lesser need to send students to schools outside of their attendance zones.

Projected Net Shortfall of Classroom Space through 2021-22

Net Classroom Shortfall (Current)						
	Rooms	2017	2018	2019	2020	2021
Clinton	29	-1	-3	-2	-1	1
Av Cl Sz		23	22	22	23	24
Jefferson	22	-3	-2	-3	-2	-2
Av Cl Sz		23	24	23	23	24
Marshall	25	0	-1	-1	-1	-1
Av Cl Sz		22	22	21	22	22
Boyden	26	-1	-1	-1	-1	-1
Av Cl Sz		20	20	20	20	20
So Mountain	28	-1	-1	-1	-1	0
Av Cl Sz		21	20	20	21	22
Tuscan	29	0	0	0	0	-1
Av Cl Sz		22	21	21	22	21
Net		-6	-7	-7	-5	-2

This tables includes maintenance of the 16th portable classrooms.

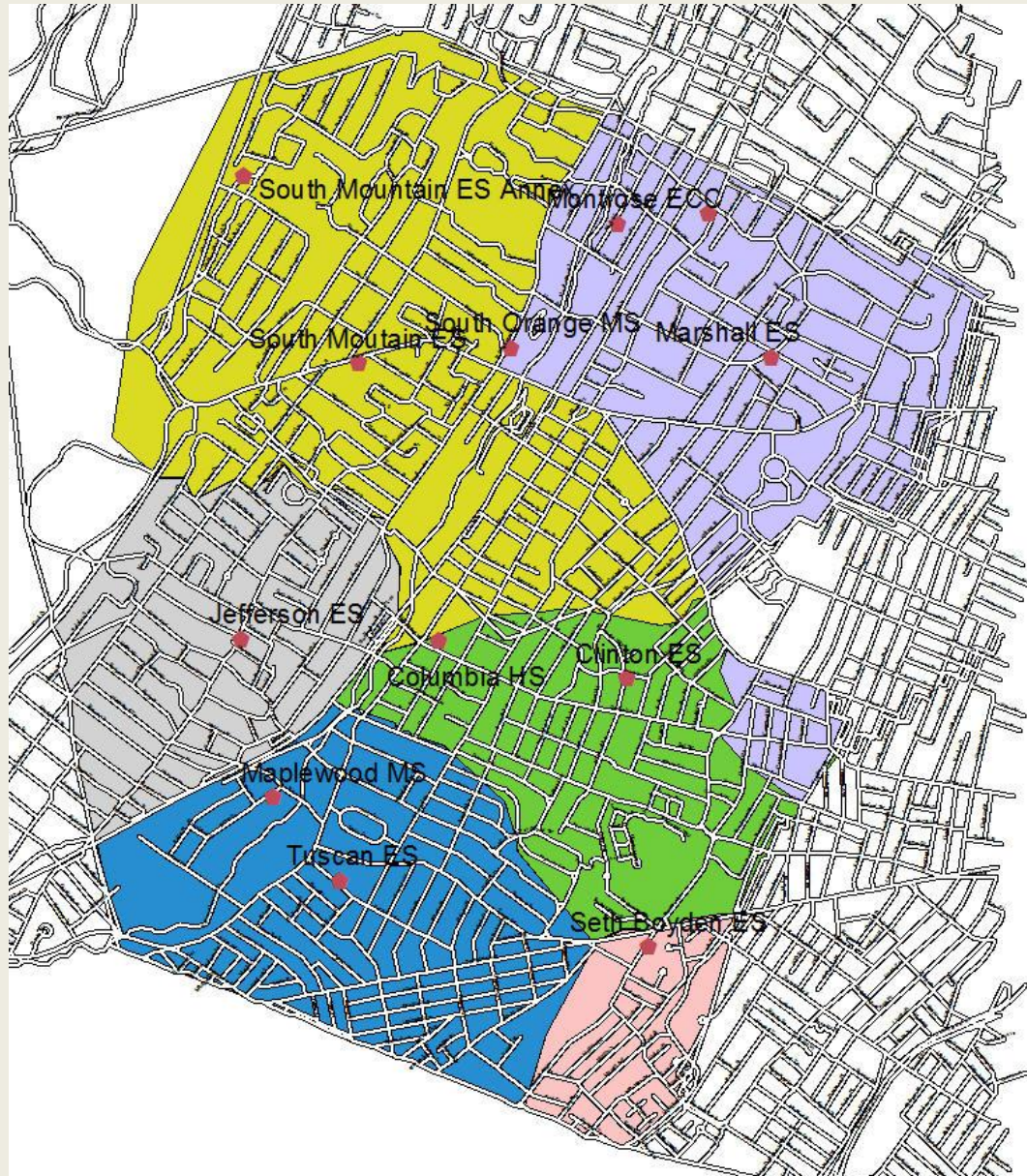
This table may also be a bit deceiving in that there are some grades with lower enrollment in each school..but there are grades with enrollments at 24 and 25

Keeping within the Current Class Size Guidelines

In-Zone Out of Zone Comparisons					
School	Total	In-Zone	Seth Boyden	Other	
Clinton	562	421	95	46	
Jefferson	501	469	10	22	***
Marshall	538	446	41	51	***
Seth Boyden	543	268		275	
South Mountain	694	568	30	96	
Tuscan	734	607	69	58	
***combined Jefferson and Marshall					

When class sizes exceed Board guidelines students may be sent to the nearest elementary school which has room at that grade level. This practice leads to students having to attend schools outside of their home attendance zone. This, of course, does not include those students who voluntarily attend the Demonstration School.

South Orange Maplewood Elementary Attendance Zones



Key Issues

Key Issues

- The elementary schools are all at or above capacity and while it appears that for the foreseeable future the enrollment is leveling off, it is leveling off at a point where every instructional space is being utilized and where some programs are operating in less than ideal spaces do to the lack of classroom space
- The projections show that the shortfall of classroom space will continue through at least the projection period
- That programs and services will continue to be conducted in small and/or divided classrooms and shared spaces
- That the continuation of the Demonstration School does provide some degree of socio-economic and ethnic balancing. It also does help with some of the space issues
- All of the portable classrooms are very old and either need replacement or extensive (and expensive) renovation
- That most of the portables require students to walk outside to get to core facilities
- That all of the buildings in the District are in need to upgrades and repairs ranging from science labs at the high school to roofs and HVAC.
- That the District needs to continue to solve issues regarding program equity as well as socio-economic and racial balancing issues
- To the extent that additional resource or therapy rooms are needed to ensure that more special education students can be educated in-District, there is currently insufficient space to meet their needs.

Solutions

- There is ***no single or easy solution*** to resolve the issues which motivated the Board of Education to request this study. This is further complicated by where people in the District live and accessibility to different schools (vis a vis transportation)
- The long range solution to these issues will be a combination of efforts requiring: EXPANSION; RENOVATION; REDISTRICTING; INNOVATION
 - **Expansion** would mean adding classrooms on to existing structures. This would, of necessity, require the elimination of portables, replacement with new classrooms plus the needed additional classrooms. This would also require some degree of redistricting (adjusting attendance zones) to balance enrollment.
 - **Renovation** would build on expansion, which would mean modernizing the buildings to better meet the needs of the students
 - **Redistricting** would consider new building capacities and draw lines to make sure that class sizes were as close to uniform as possible and reduce the possibility of overcrowding in any one particular school
 - **Innovation** could look at other organizational models for K-5 elementary schools.

Tasks Ahead

- Setting priorities:
 - creating more classroom space. Identifying based upon population where to expand
 - adapting attendance zones or adopting alternate organizational models to better serve the population and continue to improve upon the equity and diversity within the District
 - acquiring existing facilities or constructing new facilities to relieve some space issues if possible and cost effective
 - doing a cost analysis for any change to be considered
 - continue ongoing dialogue with the community acknowledge concerns and receive input



The School District of

**SOUTH ORANGE
& MAPLEWOOD**

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