



**COOPERATIVE**  
**STRATEGIES**

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

**SCHOOL DISTRICT OF PHILADELPHIA**

**MAYFAIR SCHOOL SPECIFIC MEETING**

**MARCH 2ND, 2019**



# MEETING AGENDA

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- Welcome & Introductions – 10 mins
- Presentation – 30 mins
  - Team Introduction
  - Enrollment Study
  - Data Overview
  - Guiding Principles
  - Timeline & Next Steps
- Small Group Discussion – 1 hr
  - Guiding Principles priorities
- Closing



# BACKGROUND

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## Northeast Philadelphia

- Growth has been steadily increasing for the past 5 years at an average of 2% per year. This trend is expected to continue at the same rate for the next 5 years; this will cause an additional deficiency of 700 seats
- Experienced different rates of growth at JH Brown, Forrest, Holme, Mayfair, Meehan & Pollock

# BACKGROUND

## PREVIOUS MEETINGS



At a series of meetings over the summer the community was provided with options to address the increase in enrollment.

### **As a result:**

- It was decided with community feedback to build a new K-8 school at the Lincoln/Meehan Campus.
  - Forrest will be truncated from K-6 to K-5; Students will attend the new school at 6th grade.
  - Brown, Holme and Pollock will be expanded from K-6 to K-8
  - Mayfair remains K-8.
- **Because we are building a new Elementary School an enrollment study is underway to project future enrollment and recommend a new boundary for the new school.**



# THE PROJECT TEAM

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## COOPERATIVE STRATEGIES

Demographer / Planner



Tracy Richter, REFP/President,  
Cooperative Strategies Ohio Office



Alex Boyer, Associate Director,  
Cooperative Strategies

## PORTFOLIO ASSOCIATES

Community Engagement / Outreach



Beverly Harper, Founder/President/CEO,  
Portfolio Associates

# COOPERATIVE STRATEGIES

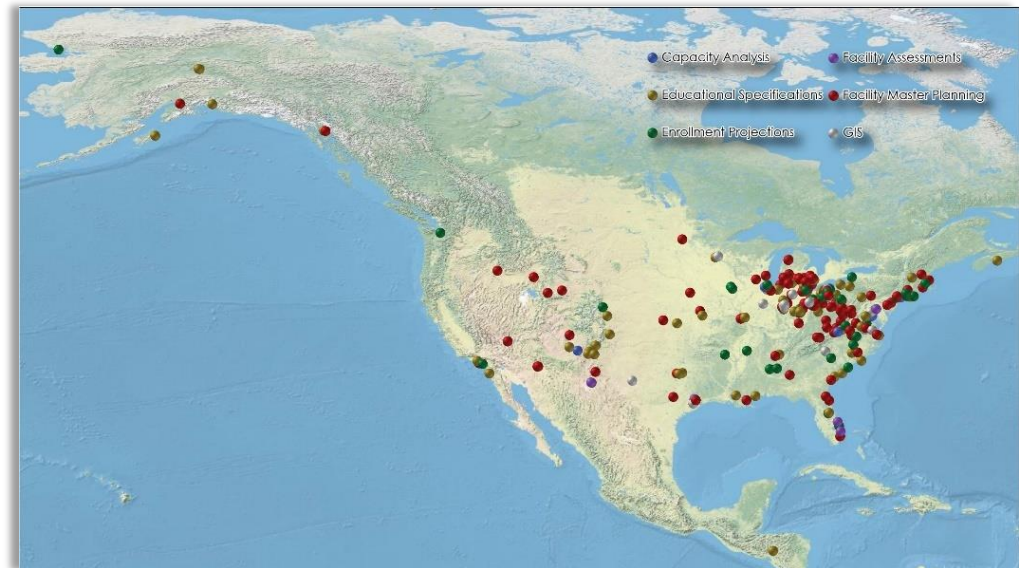
## WHO ARE WE?



- Nearly 25 Years of Educational Planning
- 4 Recognized Educational Facility Professionals by the Council of Educational Facility Planners International
- National recognition as leaders in educational facility planning and for effective consensus-building activities
- Backgrounds in education, technology, facilitation, management, and city planning
- Conducting & coordinating projects in 48 states and District of Columbia
- Involvement in developing Educational Standards for Prototypical School Designs
- Over 300 Educational Specifications for elementary,

middle and high school facilities

- Over 200 Facility Plans for urban, suburban, and rural communities
- Over 2,500 Enrollment Projections
- Development of planning standards for States, DODEA and Local Districts





# ENROLLMENT STUDY

## WHAT IS IT?



Comprehensive demographic study of Northeast Philadelphia (*includes Mayfair, Tacony, Holmesburg, Torresdale, Winchester Park and Wissinoming neighborhoods*)

Use that data in the creation of a new catchment area for the new K-8 School

### **Includes:**

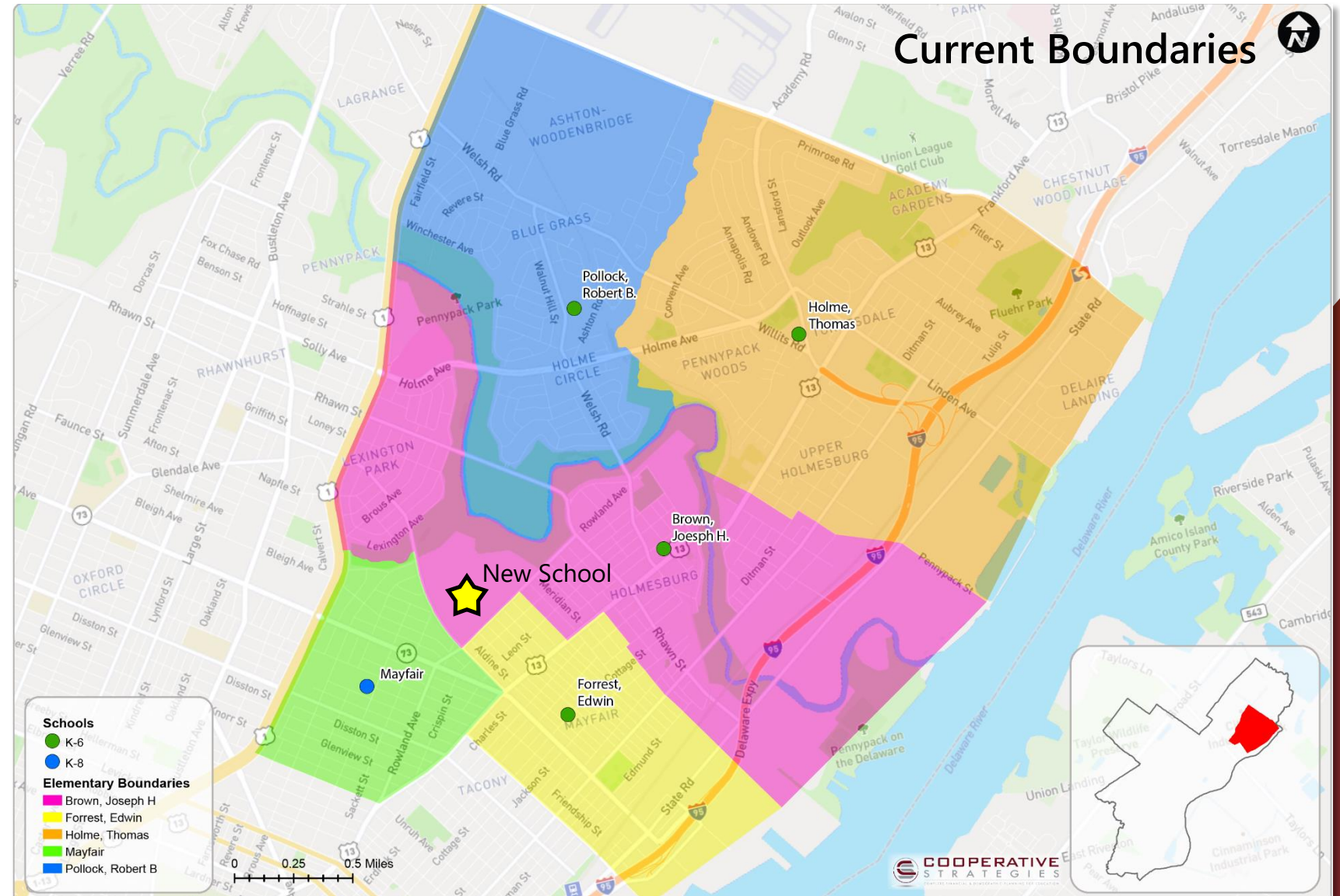
- Student & Population Demographics
- Capacity Study
- Enrollment Projections
  - Historical & projected trends
- Transportation & geographic analysis
- Community Engagement
  - Engage the community in the decision-making
  - Incorporating their feedback in the method used for redistricting and weighting their suggestions
  - Ensure new boundaries do not adversely impact any specific community and that diversity is maintained

**The result will be a new catchment for the new school that will be presented to the Board and the Superintendent**

# OVERVIEW



- Using a systems level approach to boundaries
- Balancing the needs of an individual school community with the needs of the whole
- When we add a new school we have to draw a new boundary somewhere....





# ENROLLMENT



## Historical Enrollment (2011 - 2018)

- Increased 2,095 total students
- Charter enrollment has increased from 19% of entire student population to 24%

### Historical Enrollment - NE Philadelphia Study Area

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	729	767	778	703	779	793	822	861
1	741	757	777	806	789	872	892	883
2	734	725	772	774	848	809	898	938
3	671	726	717	788	799	853	874	940
4	659	653	746	735	819	791	909	915
5	694	672	659	736	794	853	869	982
6	650	742	703	671	809	811	900	956
7	640	640	686	672	710	768	815	878
8	614	652	658	685	718	712	806	874
<b>Grand Total</b>	<b>6,132</b>	<b>6,334</b>	<b>6,496</b>	<b>6,570</b>	<b>7,065</b>	<b>7,262</b>	<b>7,785</b>	<b>8,227</b>

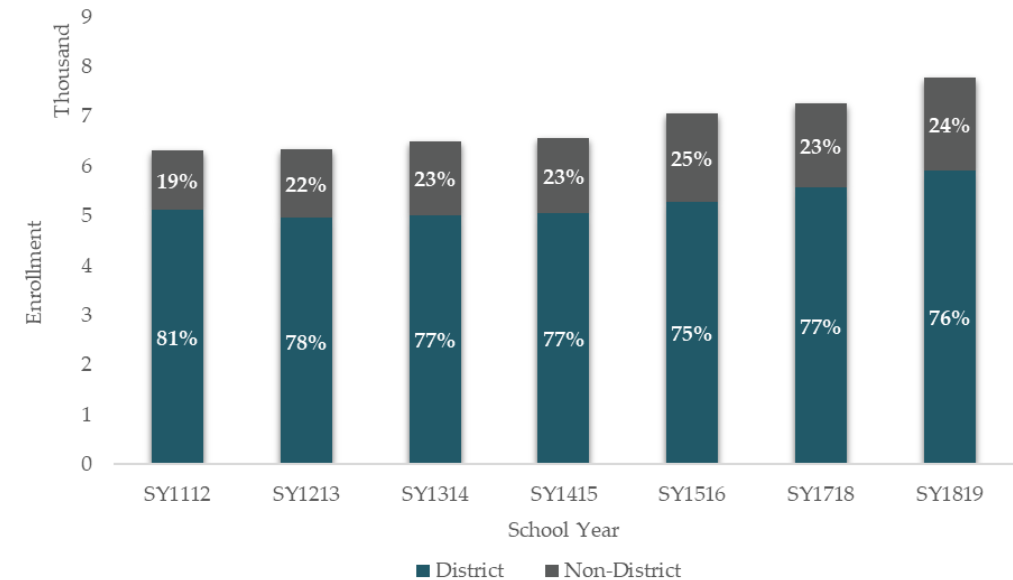
Source: School District of Philadelphia

### Historical Enrollment - NE Philadelphia Study Area

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K - 5	4,228	4,300	4,449	4,542	4,828	4,971	5,264	5,519
6 - 8	1,904	2,034	2,047	2,028	2,237	2,291	2,521	2,708
<b>K - 12</b>	<b>6,132</b>	<b>6,334</b>	<b>6,496</b>	<b>6,570</b>	<b>7,065</b>	<b>7,262</b>	<b>7,785</b>	<b>8,227</b>

Source: School District of Philadelphia

## Historical District vs Charter Enrollment



\*\*Charter enrollment includes some non-public alternative programs as well

# STUDENT DEMOGRAPHICS



## Student Demographics

- Over the last 7 years the proportion of Asian & Hispanic / Latino students have increased.
- The proportion of white students has decreased from 46.7% to 29.8%

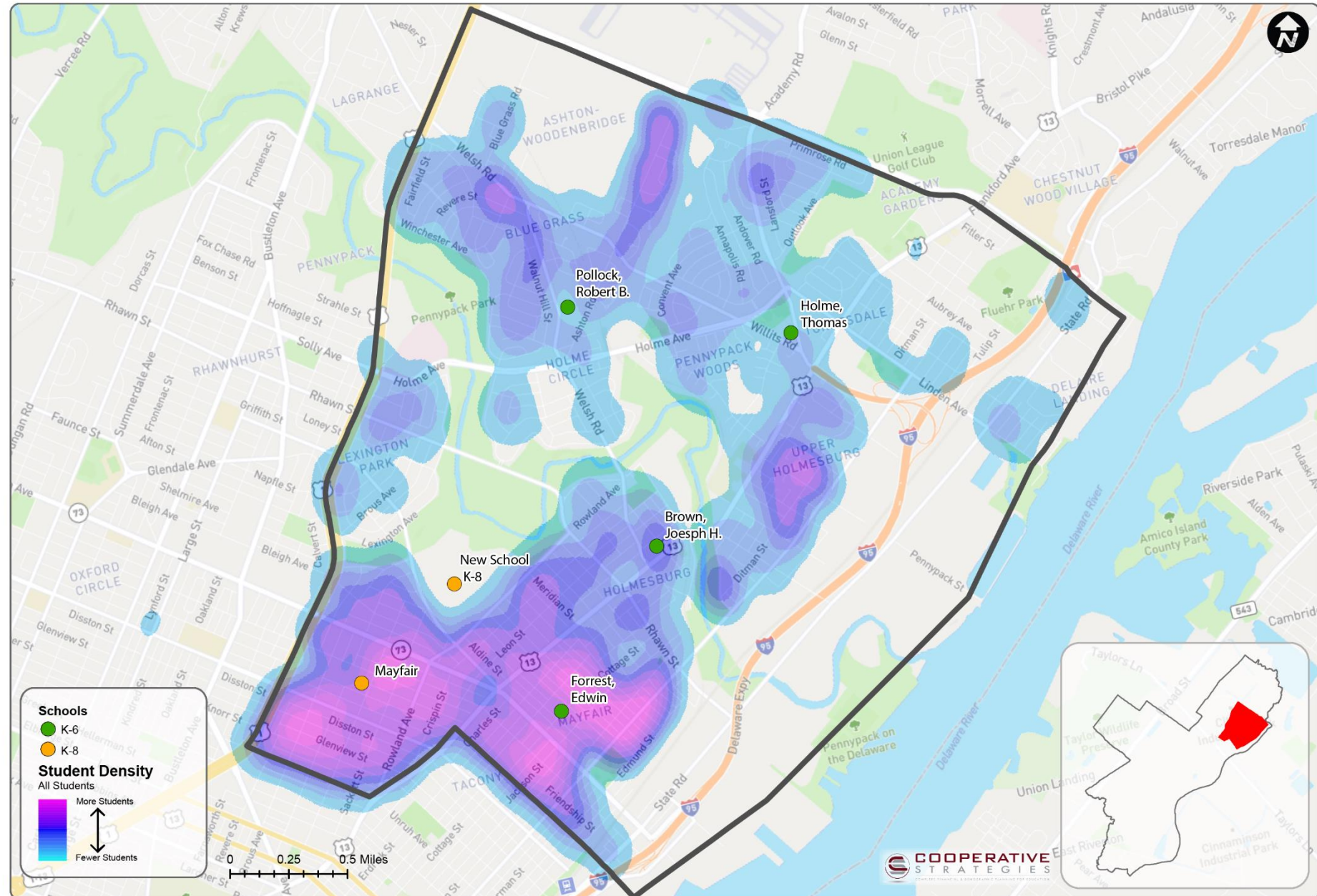
**Students in the Northeast by Race  
SY2011 - SY2018**

Race	% of Total Population		Student Count Change	
	2011	2018		Count Difference
American Indian / Alaska Native	0.2%	0.2%	▼	-1
Asian	7.5%	11.7%	▲	489
Black / African American	23.1%	25.0%	▲	593
Hispanic / Latino	14.2%	23.2%	▲	1,013
Multi Racial / Other	8.3%	10.1%	▲	306
Native Hawaiian / Other Pacific Islander	0.0%	0.1%	▲	8
White	46.7%	29.8%	▼	-506

Source: School District of Philadelphia

## Student Demographics Total Student Density

- This map shows areas of higher and lower density of where students live in Northeast Philadelphia.
- This includes all students, Charter and District.

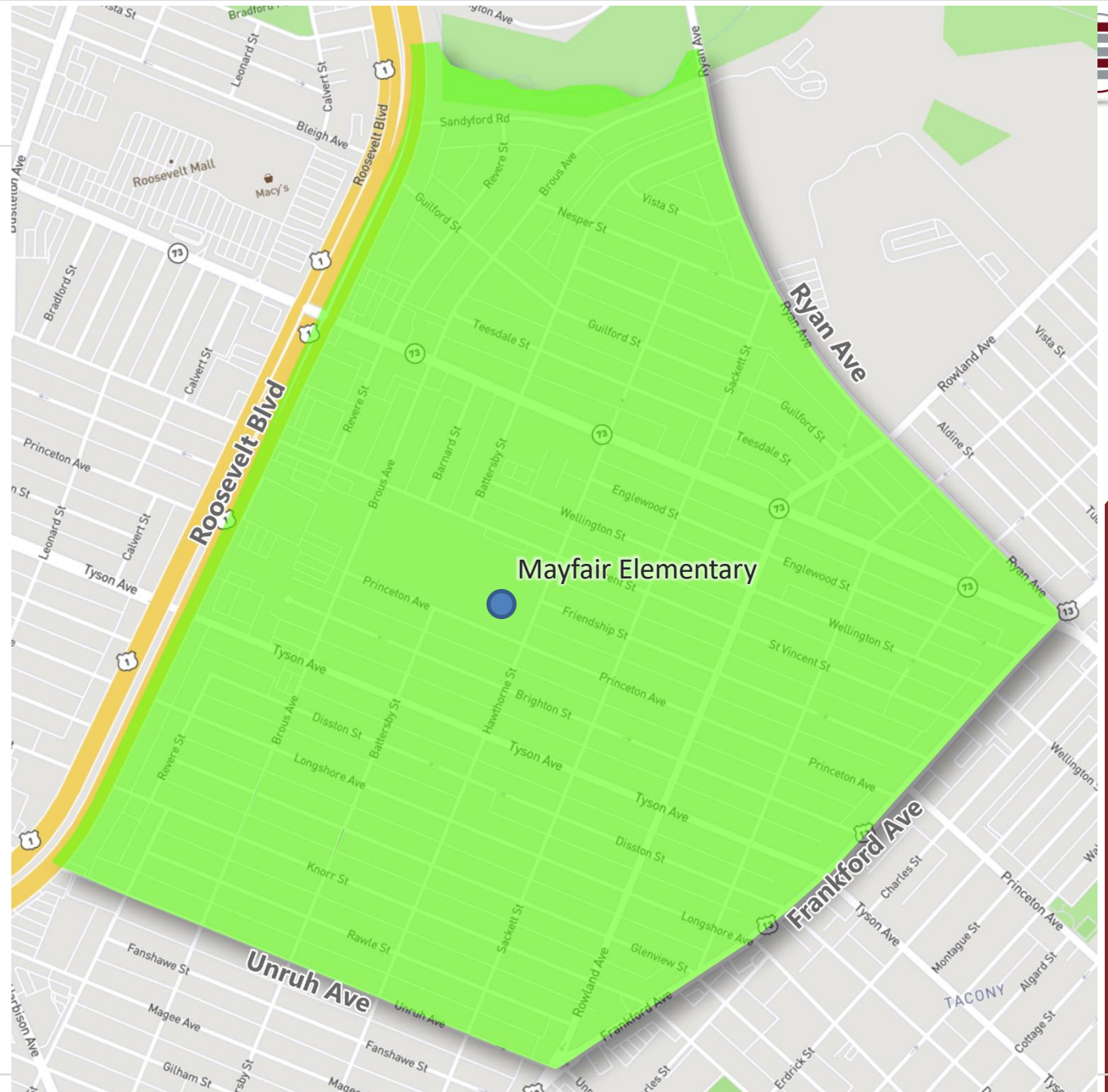




# MAYFAIR ATTENDANCE AREA

Current attendance area is bound by:

- Ryan Ave to the Northeast
- Frankford Ave to the Southeast
- Unruh Ave to the South
- Roosevelt Blvd to the West
- Pennypack Park to the North



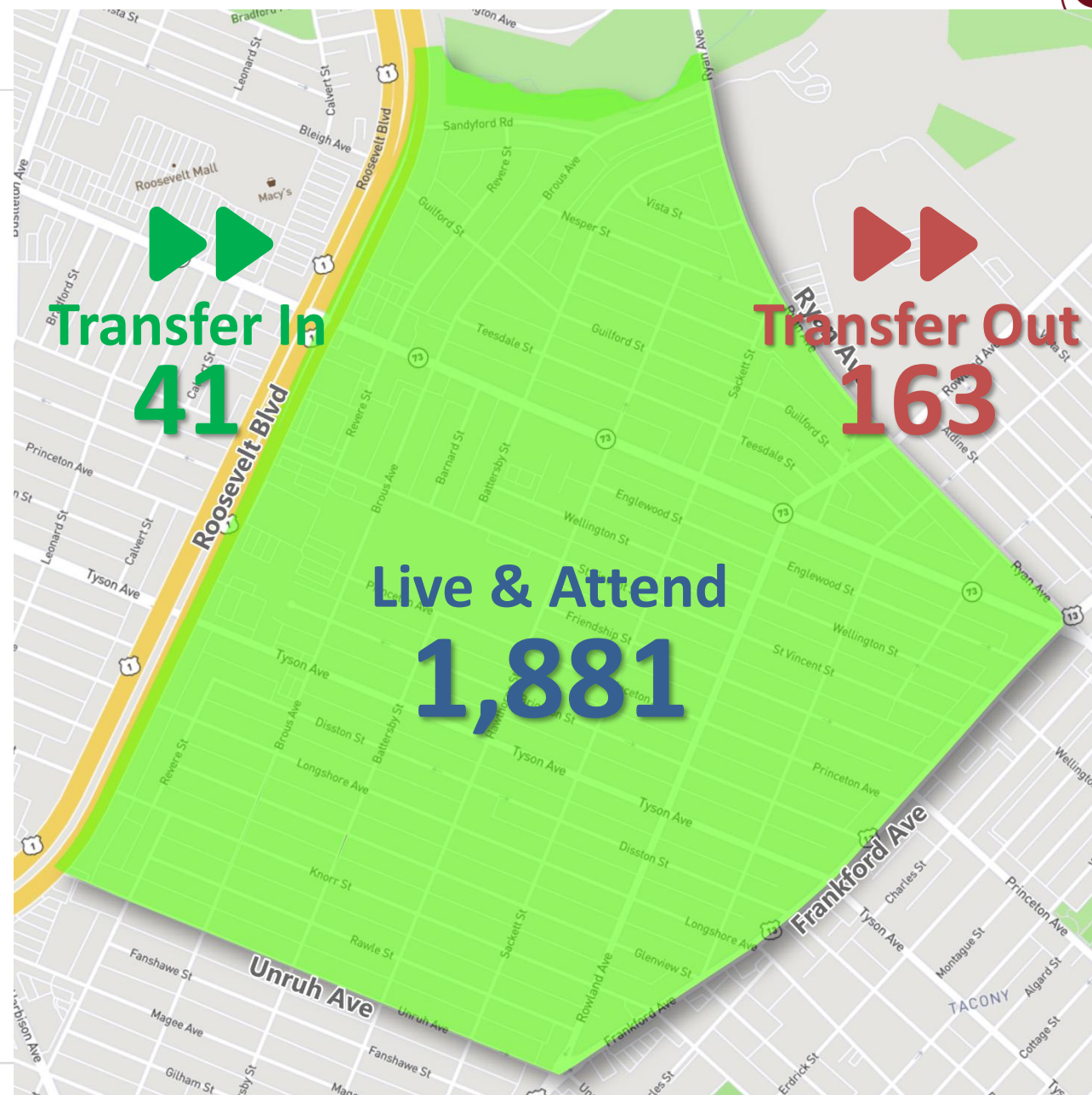
# MAYFAIR ATTENDANCE AREA POPULATION

## Total Students In Catchment

Total Students	District	Other (Charter / Non-Public)
2,337	2,044	293

- **Transfer In** – Students who reside in another catchment but attend Mayfair
- **Transfer Out** – Students who reside in Mayfair Catchment but attend a different school
- **Live & Attend** – Students who live in the Mayfair Catchment and also attend Mayfair Elementary

## District Students





# MAYFAIR ELEMENTARY

## DATA

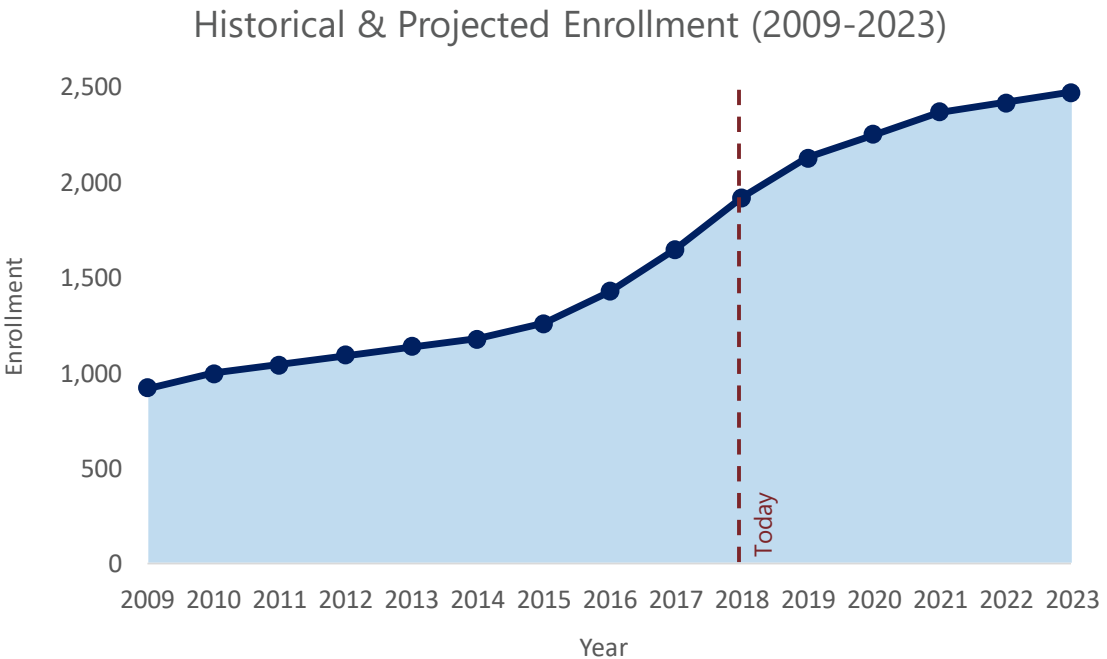


Mayfair has seen significant enrollment growth over the last 10 years

Growth is expected to continue for the next 5 years. Increasing to over 2,500 students

**Previous investments:**

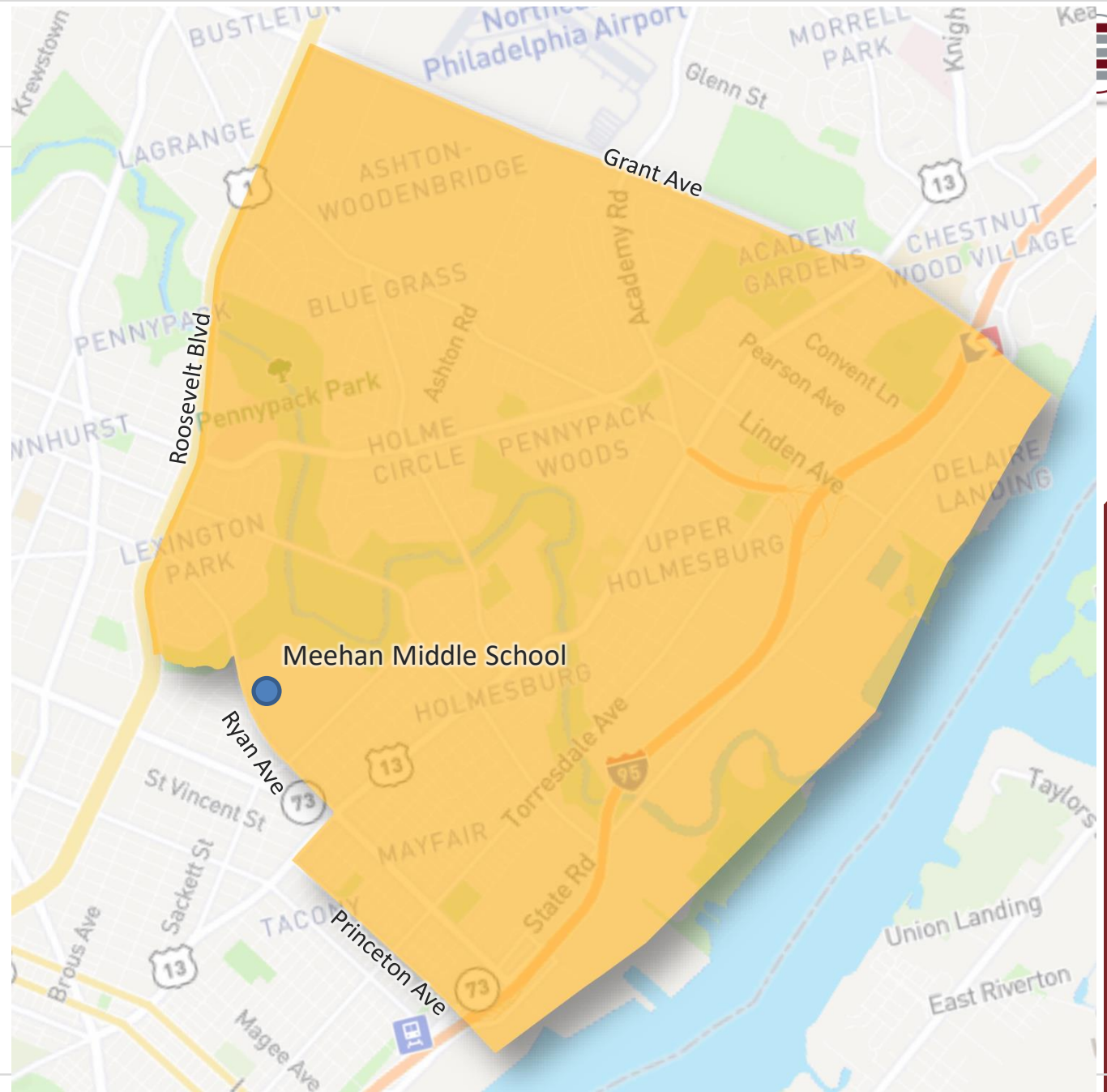
- Classroom addition completed in SY 2017-18 for K-1
- Opened space at Meehan to support K-1 for SY 18-19



# MEEHAN ATTENDANCE AREA

Current attendance area is bound by:

- Grant Ave to the North
- Delaware River to the East
- Princeton & Ryan Ave to the South
- Roosevelt Blvd to the West



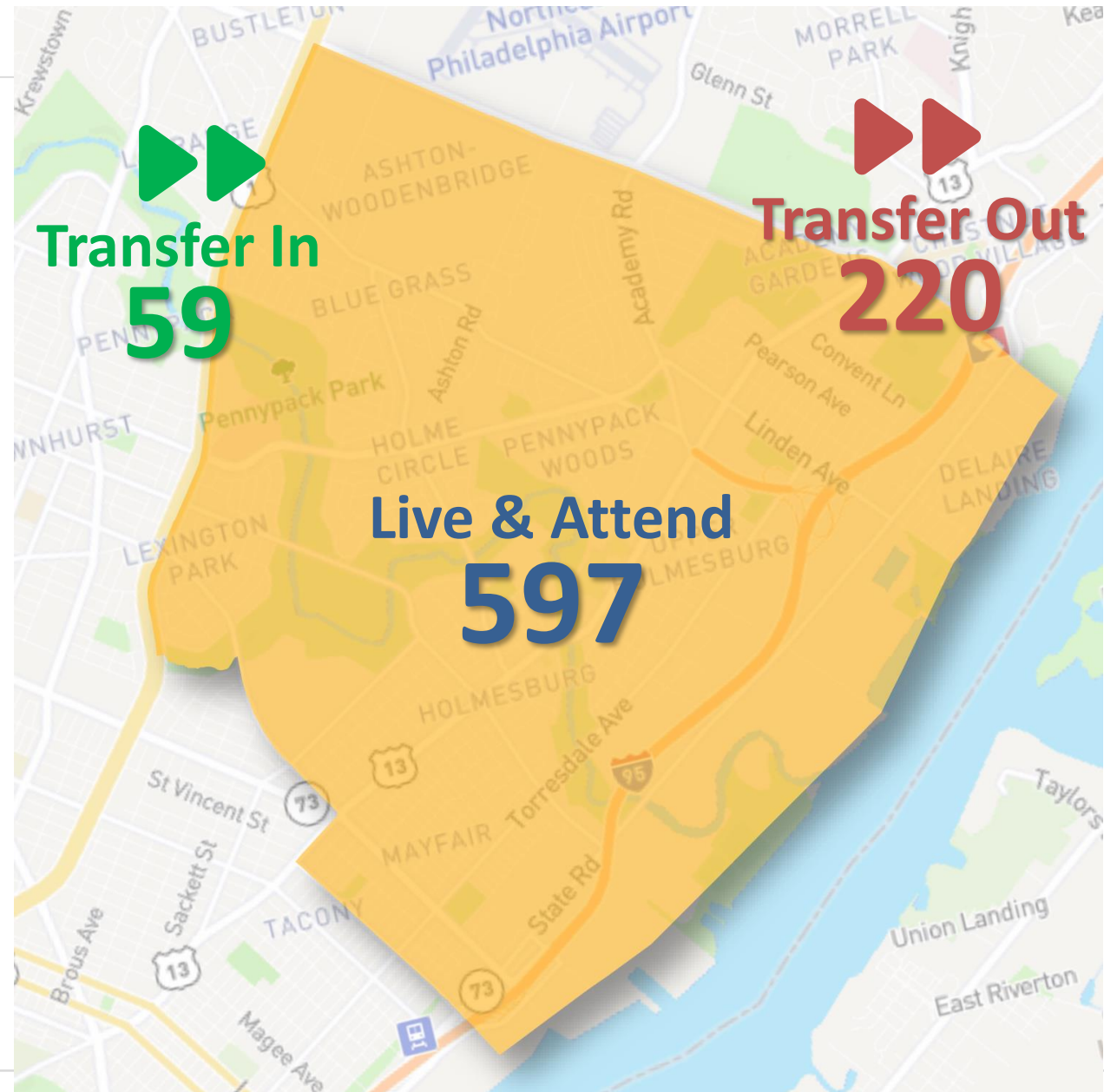
# MEEHAN ATTENDANCE AREA POPULATION

## Total Students In Catchment

Total Students	District	Other (Charter / Non-public)
1,190	817	373

- **Transfer In** – Students who reside in another catchment but attend Meehan
- **Transfer Out** – Students who reside in Meehan Catchment but attend a different school
- **Live & Attend** – Students who live in the Meehan Catchment and also attend Meehan Middle School

## District Students



# MEEHAN ELEMENTARY

## DATA



Grades  
**7-8**

Capacity  
**1,533**

Enrollment  
**656**

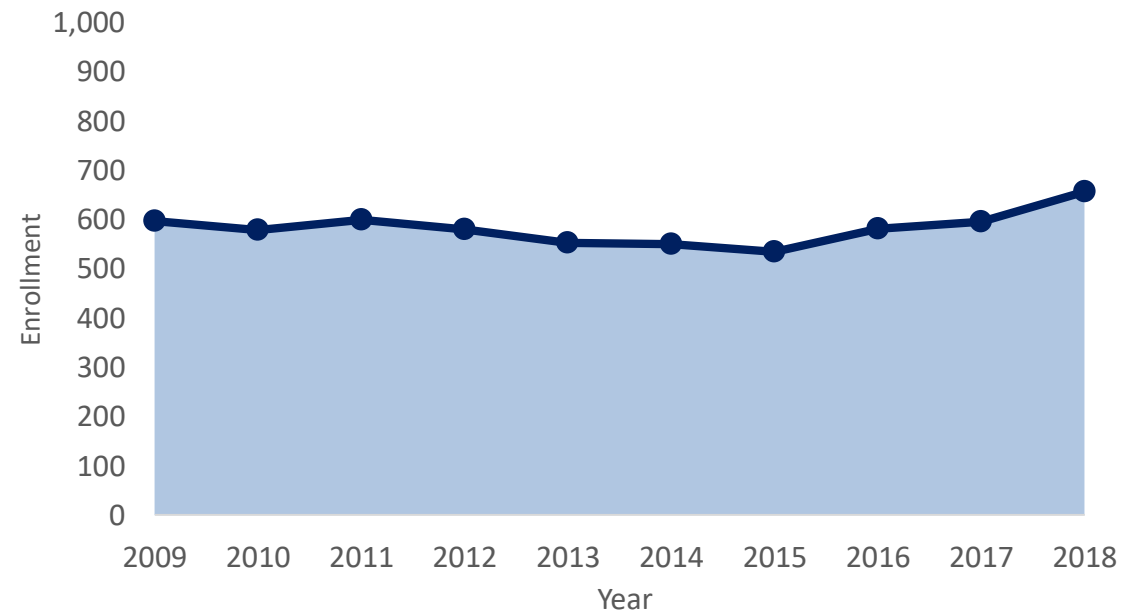
Meehan has seen stable enrollment with a slight uptick in enrollment this year.

Currently K-1 support for Mayfair is utilizing some of the extra capacity at Meehan

### Previous investments:

- Chiller Replacement (\$1M)
- Fire Alarm Replacement (\$500K)

Historical Enrollment (2009-2018)

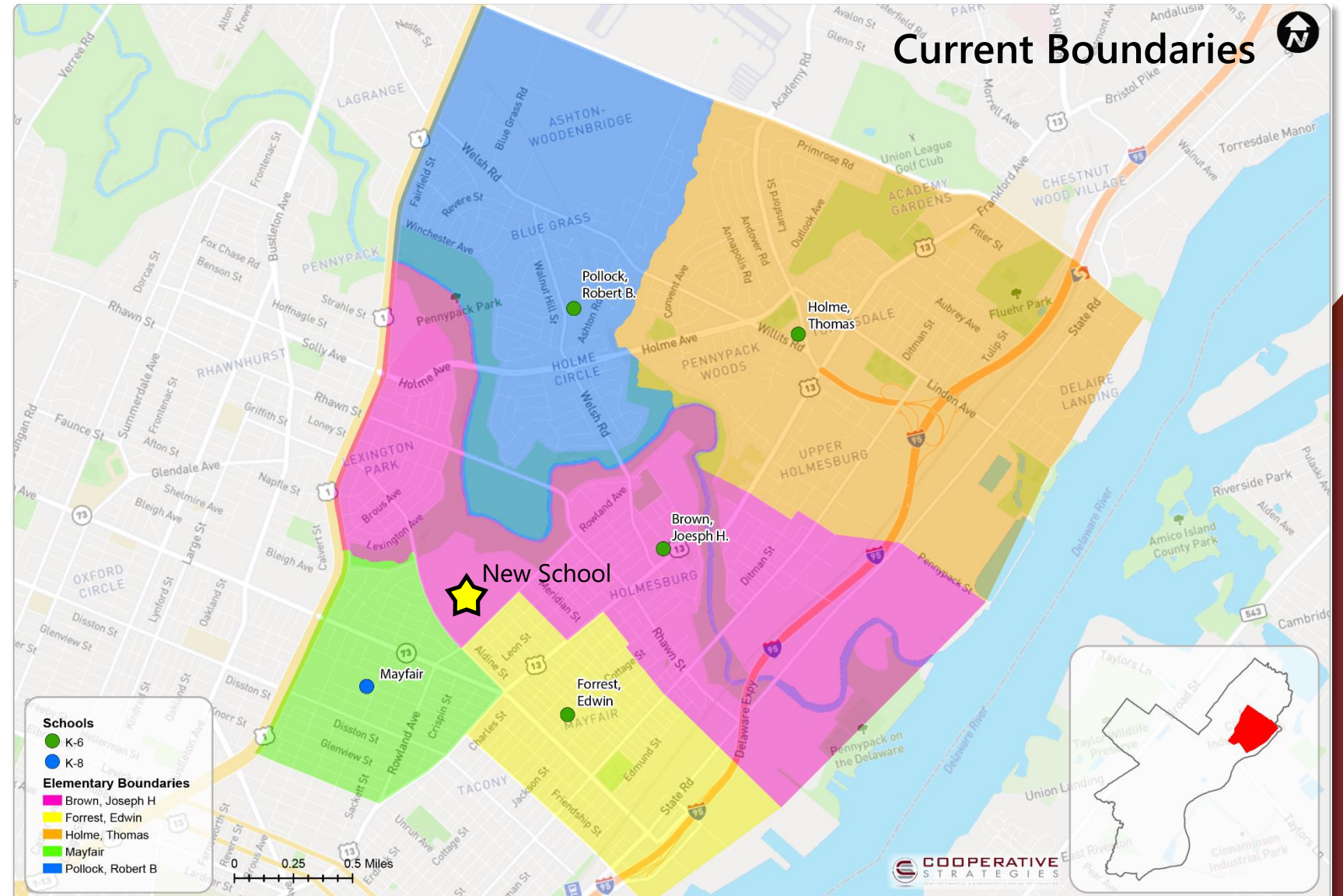




# OVERVIEW



- Using a systems level approach to boundaries
- Balancing the needs of an individual school community with the needs of the whole
- When we add a new school we have to draw a new boundary somewhere....





# GUIDING PRINCIPLES

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- In order to guide us on how to draw new attendance areas we need to know which parameters are most important.
- We will then take your feedback and measure our options on how well they meet these criteria
- We have developed 5 Guiding Principles we would like your feedback on



# GUIDING PRINCIPLES



**Balance Utilization** - Balance utilization across the 5 elementary schools to relieve overcrowding and maintain an acceptable utilization level based on facility capacity.



**Minimize Future Disruption** - Minimize the need for future attendance area adjustments, where possible allow room for growth at each school



**Walking Distance / Time** - Safety, convenience and efficiency of transportation, as well as student travel times, and current population patterns, should be considered in assigning students to elementary schools.



**Maintain Diversity** - Ensure new boundaries do not adversely impact any specific community, and diversity is maintained in each of the five existing schools as well as the newly created one



**Safe Routes** - Promote safe routes to schools by limiting the number of natural and human-made physical boundaries students must cross to and from school and considering the availability of sidewalks

# IMPLICATIONS



- Some of these Principles will be in direct conflict with each other
- So consider how some of these guiding principles affect one another and which items are more important to you
- For example:
  - You may be able to achieve **balancing utilization** perfectly across the northeast but this will be at the detriment to **walking distance & time** because you would have to send students to schools that have the capacity
  - Also we may be able to impact less students now with a boundary change but this could be at the detriment of **minimizing future impact** because we haven't solved the growth and over crowding long-term

# PROJECT TIMELINE

## REDISTRICTING COMMITTEE



### Redistricting Committee Meetings

Composed of 2 parents from each of the 5 elementary schools, community members and district staff.

Advisory role to review data and options and make a recommendation to the board

### Members:

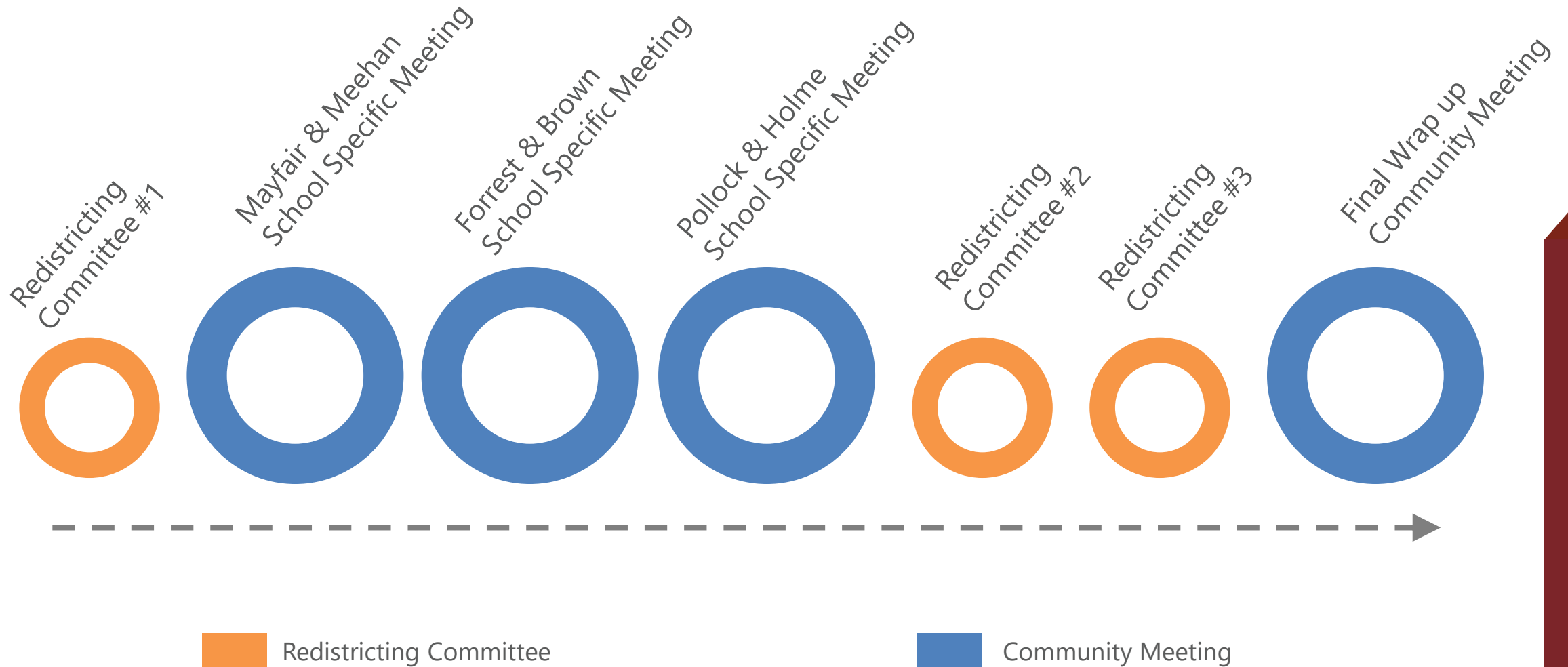
- Aida Carrasquillo - Forrest
- Charlene Giordano – Holme
- Courtney Voss – Councilman Henon’s Office
- Eladio Martinez - Brown
- Jacqueline Torres - Mayfair
- Jaleyne Jud - Pollock
- Lalai Larabi - Mayfair
- Larissa Klaven – City Planning Commission
- Patricia McNasby - Brown
- Sanaa Hassan - Pollock
- Sandra Ditro - Holme
- Yarielis Morales – Forrest

### SDP Central offices:

- Joe Antonio - Superintendent’s Office
- Albery Corona - Superintendent’s Office
- Dr. Rhodes – Assistant Superintendent for Network 9,
- Jenna Monley - FACE
- Haniyyah Sharpe-Brown - Government Relations
- Tim Lambert - Grade and Space
- Mary Lee, Leigh Clark and Nicole Ward - Office of Capital Programs



# PROJECT TIMELINE







# NEXT STEPS

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- Committee Meeting #2 – March 18th
  - Take your feedback and present it to the redistricting committee
  - With the help of the committee develop potential options for a new catchment area at second committee meeting
- Committee Meeting #3 – TBD
  - Weigh options and decide on a final recommendation to the board
- Final Community Meetings – April 4th Tentative
  - Present final recommendation

# ACTIVITY

## SMALL GROUP DISCUSSION



### Group:

- **Read:** Read through each guiding principle and make sure that everyone at your table understands what they mean.
- **Discuss:** Discuss each one of the guiding principles for about 5 minutes each as a group, try to think about how they are related to school catchment areas
- **Prioritize:** Discuss as a group if you were only allowed to select three of the 5 principles to prioritize which three would each person choose.

### Individually:

- On the stickers you received, write "1" for your first choice, "2" for your second choice, and "3" for your third choice.
- Place each sticker on the corresponding Guiding Principle that is the most important to you ("1"), second most important ("2"), and third most important ("3").



# QUESTIONS

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- Questions?
- Project Website: <https://www.philasd.org/capitalprograms/newschoolonryanave/>