

JEWISH EDUCATION IN MINNEAPOLIS 2013-14

This portrait of Jewish education in Minneapolis is based on information housed in JData¹ and documents the size and cost of the community's part-time and day schools. The report focuses on the community overall and does not present data on individual schools. As part of their participation in JData, individual schools have access to their own information through a set of confidential reports.

SUMMARY

In 2013-14, Minneapolis's four part-time schools and three day schools enrolled over 2,000 students in kindergarten through Grade 12 ("Minneapolis Key Facts 2013-14"). Just over one-fourth attended day school. The majority of part-time school students were in a Reform setting (73%); the others were in a Conservative setting. The majority of day school students were in a pluralist setting (57%) and the others in an Orthodox setting.

Table: Minneapolis Key Facts 2013-14

	Part-time Schools (n = 4)	Day Schools (n = 3)
Total enrollment	1,486	532
Average capacity utilization	89%	56% *
Number of teachers	113	—
Average tuition	\$1,209	\$11,594

*Day school capacity utilization is based on two schools; one did not report sufficient information to calculate this metric.

Total part-time school enrollment remained steady between 2012-13 and 2013-14. At the same time, day school enrollment declined by 7%. Notably, fewer than 100 Grades 11 and 12 students were involved in formal Jewish education, whether part-time or day school. Enrollment is linked to the issue of capacity utilization. On average, the part-time schools are using close to 90% of their capacity, a number notably higher than the regional average. The day schools are using significantly less, both in comparison to the part-time schools and in comparison to other day schools in the Midwest.

The data also highlight the reliance of part-time schools on part-time faculty and the low levels of investment in professional development for these staff members. Day schools did not provide data on faculty and budget.

The health of each school is important given the role that each school plays in creating the community system for Jewish education. JData is designed to help schools and their stakeholders track key metrics related to growth and sustainability. It is hoped that future efforts will result in a more complete portrait that will enable the community to work together to strengthen all parts of the system.

¹ Data retrieved from www.jdata.com on July 3, 2014.