

# INTERMEDIATE FEDERATION TASK FORCE ON JEWISH DAY SCHOOLS JUNE 2013

*In 2012-13, the federations in intermediate communities asked their local day schools to enter their organizational data into JData. These data include information on enrollment, capacity, student recruitment and retention, staffing, budget (costs and revenue), and governance.*

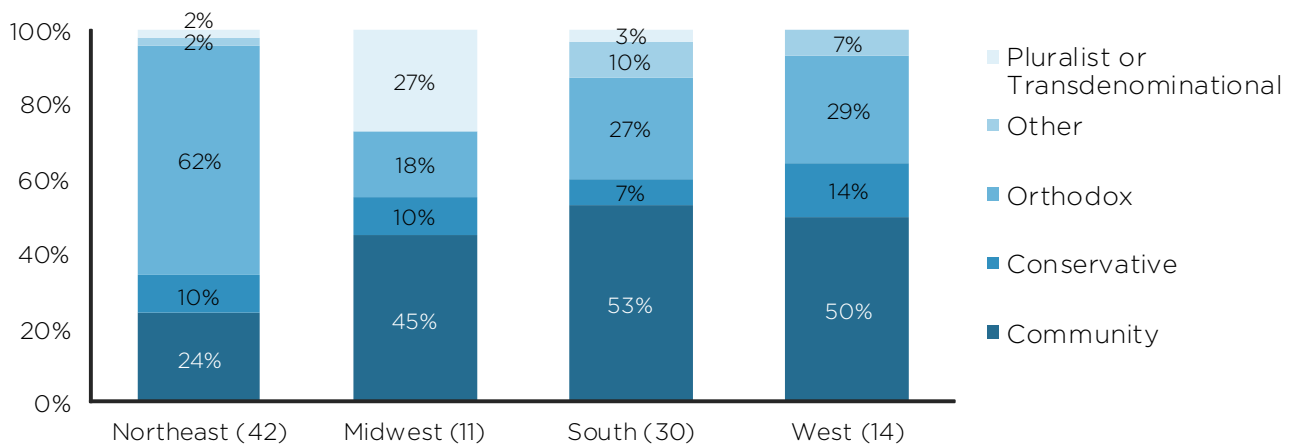
## INTRODUCTION

The purpose of the Intermediate Federation Task Force is to seek ways to support the Jewish day schools located in smaller communities that may lack the resources, population base, institutional infrastructure and other advantages found in larger metropolitan areas. In 2012-13, the federations in these communities asked their local day schools to enter their organizational data into JData. These data include information on enrollment, capacity, student recruitment and retention, staffing, budget (costs and revenue), and governance.

Some 57 communities come under the purview of the Task Force. This includes 48 Intermediate communities and 9 Small communities.<sup>1</sup> (See Appendix A.) These communities are home to 101 Jewish day schools, about 11% of all day schools in North America. In this report, all of the communities and day schools of concern to the Task Force are referred to as “Intermediate.”

Figure 1 displays the diversity of day school options across the Intermediate communities. Note the preponderance of Orthodox schools in the Northeast and the relatively large proportion of community schools in the South and West.

**Figure 1: Intermediate day schools by region and denomination (n=97)**



**Note:** The numbers in parentheses indicate the number of Intermediate day schools within each region. Four of the 101 day schools did not report denominational identity.

<sup>1</sup> Seven Intermediate communities do not have day schools and, therefore, are not included in the counts. These are: Atlantic & Cape May Counties, Fairfield-Bridgeport, Ocean County, Pinellas County, Somerset County, Toledo, and Westport-Weston-Wilton-Norwalk. Small communities that joined this initiative are Charleston, Durham-Chapel Hill, Greensboro, Knoxville, Madison, Peoria, Savannah, Tulsa, and Wilkes-Barre.

## OVERVIEW

### Sample

To date, 52 schools from 40 of the Intermediate communities have entered their 2012-13 data into JData. These numbers represent a 51% school participation rate and a 69% community participation rate. The sample is representative of the regional diversity of the full population of 101 Intermediate day schools. However, in terms of denomination, it over-represents the community schools and under-represents the Orthodox schools. (See Appendix B.)

### Analysis

The data from these schools are examined in three ways:

1. *Descriptive analysis* presents a picture of Intermediate community enrollment, staffing, and budgets in the current year (2012-13) based on the 52 participating schools.
2. *Comparative analysis* looks at key measures from the 52 day schools in the Intermediate communities in comparison with 124 day schools in eight Large communities that also house their data in JData.<sup>2</sup> This analysis shows whether issues in the Intermediate communities are unique to this size community or whether they also exist in larger communities. Where available and relevant, national numbers are provided for purposes of context.
3. *Trend analysis* looks at changes over time in the Intermediate schools' enrollments and capacity utilization. This analysis adds important perspective to current-year data, indicating whether 2012-13 numbers represent growth, loss, or stasis.

### Summary of Findings

Findings point to significant challenges facing the day schools in the Intermediate communities. Several of these challenges are related to scale.

The reporting schools serve over 5,000 students, suggesting that all totaled there may be 10,000 students attending day school in the Intermediate communities. Intermediate communities have fewer and smaller day schools than larger communities do. They lack upper grade options with the result that their high school enrollment numbers are very low. The past few years have seen a decline in enrollment that is greater than that found in other sized communities. Two-thirds of the Intermediate schools have posted losses.

The result is that on average the Intermediate schools are operating at 68% of their capacity, a rate lower than other comparison groups. There are hints of improvement from the prior year, but the opportunity cost of such excess capacity still runs in the millions of dollars. Part of the cause is higher rates of attrition than elsewhere. Unfortunately for the Jewish community, students that leave an Intermediate day school are more likely to leave the day school system than are attrited students in larger communities.

The Intermediate schools operate at a lower cost per pupil than schools elsewhere. They give half as much in financial aid and bring in significantly less from almost all revenue sources. The exception concerns public money: They receive higher allocations from their federations and more government dollars than do schools in larger communities. Nonetheless, the bottom line is weak. Overall they run at a deficit and maintain inadequate cash reserves. Finally, like all schools across the Jewish community, there are many steps they could take to develop their boards of trustees.

<sup>2</sup> The eight Large communities are: Baltimore, Boston, Cleveland, Detroit, Los Angeles, Miami, Pittsburgh, and Washington DC.

## RESULTS

### Students

#### Enrollment

The Intermediate schools that participated in this study serve 5,010 students, from kindergarten to 12<sup>th</sup> grade.<sup>3</sup> From this number we can impute that the full count of day school students in the Intermediate communities is probably closer to 10,000. This number would be about 4% of Jewish day school students nationwide being educated in 11% of the day schools. Such a small number of students in relatively small schools might help explain why these areas have not received greater attention previously.

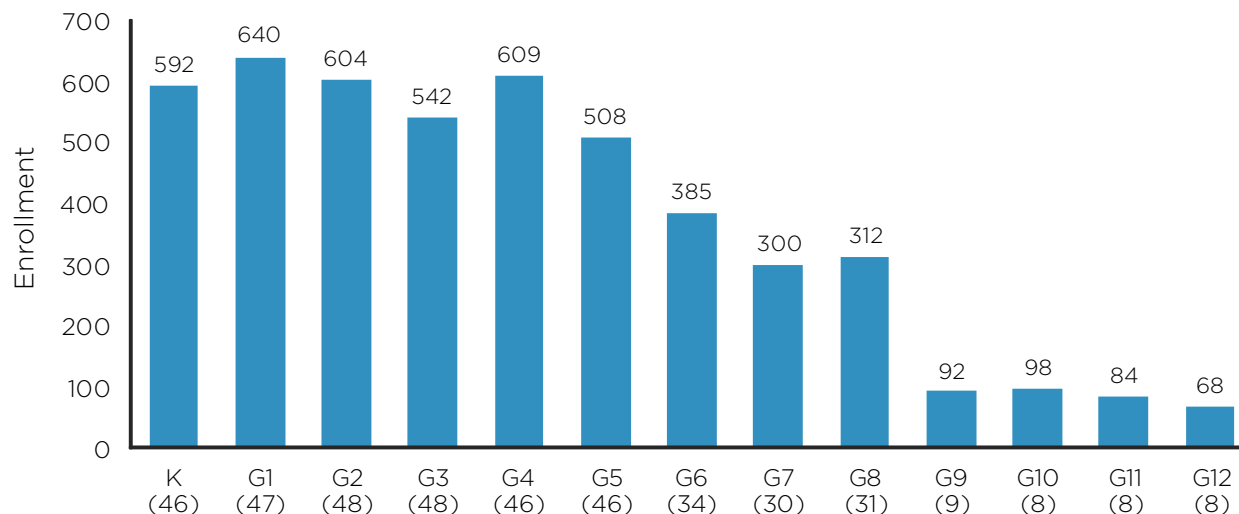
The eight Large communities we are using as our comparison group serve five times as many students with over 26,000 students in grades k-12. Intermediate communities not only have fewer schools than Large communities but, on average, their schools are smaller than those in the Large communities (Table 1).

**Table 1: Enrollment statistics, 2012-13**

	Number of communities	Number reporting of schools	Sum	Min	Max	Average	Median
Intermediate communities	40	52	5,010	14	603	96	83
Large communities	8	89	26,273	19	1,275	295	248

JData’s grade-by-grade enrollment shows the distribution of 4,834 of the students in the Intermediate schools. As seen below, the great majority are in the elementary school grades. Very few are in high school. (See Figure 2 and Table 2.)

**Figure 2: Grade-by-grade day school enrollment in Intermediate communities, 2012-13**



Note: Numbers in parentheses represent the number of schools with this grade.

<sup>3</sup>This number includes 16 “other” students. This category may include ungraded students, students with special needs, or post-graduate students.

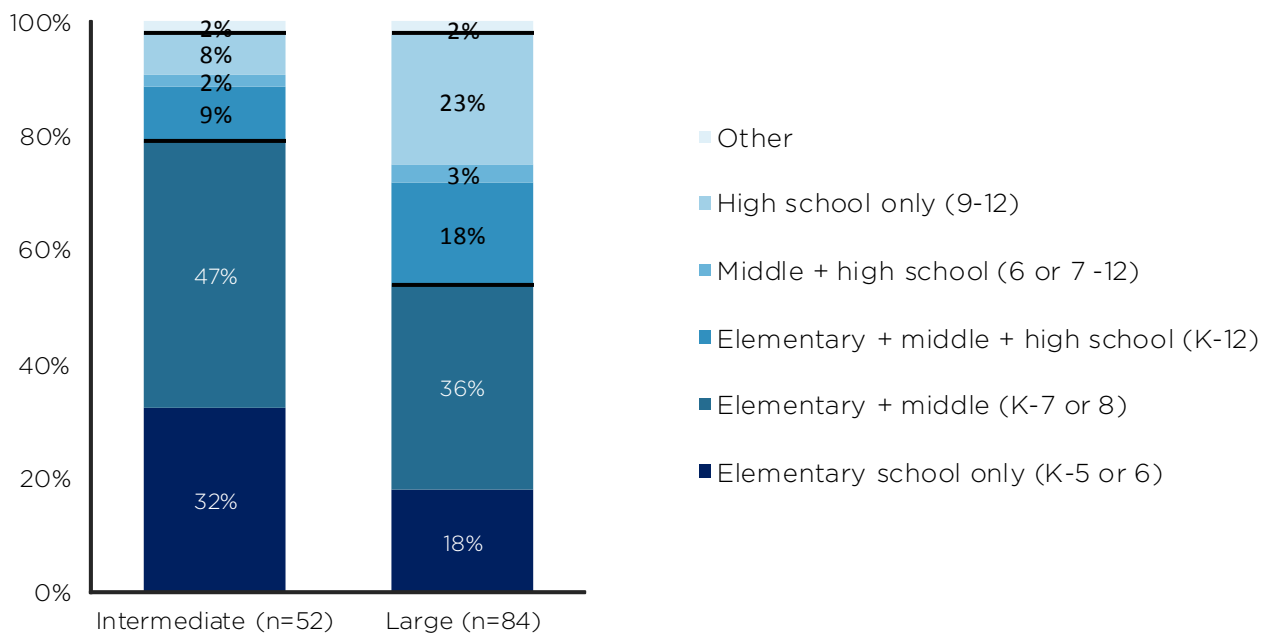
**Table 2: Students by grade level in Intermediate communities, 2012-13**

Grade	Number of Students	Percent of Students
Kindergarten	592	12%
Elementary (1-5)	2,903	60%
Middle (6-8)	997	21%
High school (9-12)	342	7%
<b>TOTAL</b>	<b>4,834</b>	<b>100%</b>

Low high school numbers are matched by the fact that most of the Intermediate schools—37 out of 47—do not offer high school grades. (Note: Five schools did not provide information on grades offered.) It is not clear if so few students are in Jewish high schools because the opportunity does not exist, or if there are so few Jewish high schools because there is no market for them. This issue is particularly dramatic in the Intermediate communities but is also seen, albeit to a lesser extent, in the national data.

Schools in Intermediate communities less often offer a high school option as compared with the schools in the Large communities. Within the JData sample, only 19% of the schools in the 40 Intermediate communities have high school grades versus 44% of the schools in the eight Large communities. In other words, you are twice as likely to find a Jewish high school in a Large community than in a smaller community (Figure 3).

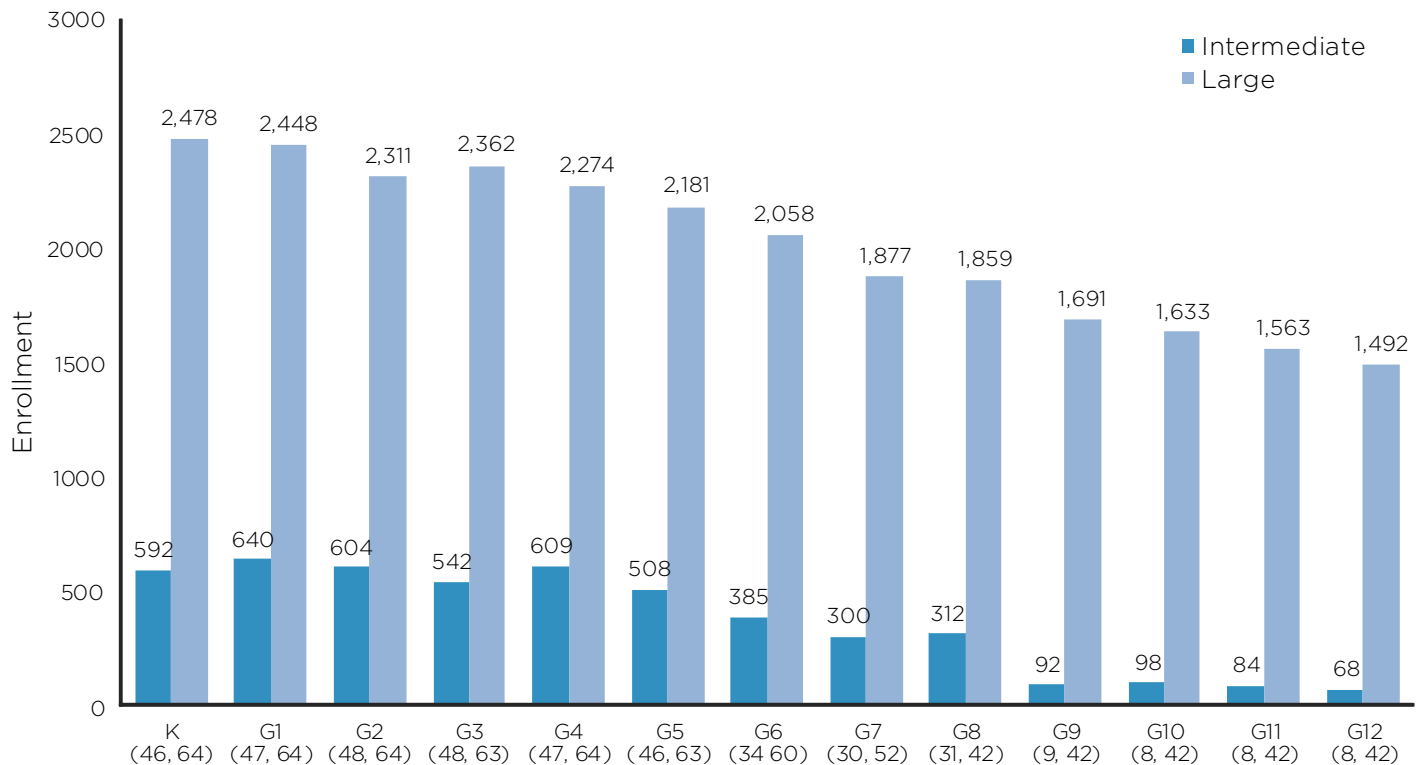
**Figure 3: Grades offered by community size, 2012-13**



Note: Black lines indicate percentage of schools offering high school grades: 19% in Intermediate communities; 44% in Large communities.

The result is a noticeably different pattern of enrollment (Figure 4). Regardless of community size, the number of students receiving a high school education in a day school setting is noticeably less than the number receiving an elementary or middle school education. However, this fact is highly accentuated in the smaller communities. In the Intermediate communities, there are almost ten times as many 1<sup>st</sup> graders as there are 12<sup>th</sup> graders. In the Large communities, in contrast, there are about one and a half times as many 1<sup>st</sup> graders as 12<sup>th</sup> graders. In other words, between 1<sup>st</sup> grade and 12<sup>th</sup> grade, there is a 90% drop off in the Intermediate communities but only a 40% drop off in the Large communities.

**Figure 4: Comparison of grade-by-grade enrollment by community size, 2012-13**



Note: Numbers in parentheses are the number of schools reporting enrollment for the particular grade within the Intermediate and the Large communities.

**Change in Enrollment.** To understand enrollment numbers, it is important to view them over time. One of the Task Force’s hypotheses was that day schools in the Intermediate communities are experiencing a decline and that this loss is greater than in larger communities. To test this assumption, we analyzed day school enrollment data housed in JData. The analysis covers a four year period from School Year 2008-09 through 2011-12. It is based on all of the extant data on non-Orthodox and Modern Orthodox schools in all sized communities. It includes 36 of the Intermediate community schools, 8 schools in Small communities, and 104 schools in Large communities.

All totaled, the sample of 148 day schools experienced a loss of 2,652 students over the four years (Table 3). The general picture is of decline: 6% loss over four years. Gain is seen only in the Small communities.

We also calculated the percentage change reported by each school and then calculated the average percentage change for each category (Table 4). Whether calculated overall or by school average, it appears that the Intermediate communities have had a higher percentage loss than other communities.

**Table 3: Enrollment change by community size, 2008-09 to 2011-12**

Community Size	2008-09	2011-12	Gain/Loss	Percentage change overall
Small (n=8)	519	539	+20	+4%
Intermediate (n=36)	5,860	5,308	-552	-9%
Large Intermediate (n=22)	4,275	3,957	-318	-7%
Large (n=82)	32,764	30,962	-1,802	-5%
All Communities (n=148)	43,418	40,766	-2,652	-6%

**Table 4: Percentage change in enrollment by community size, 2008-09 to 2011-12**

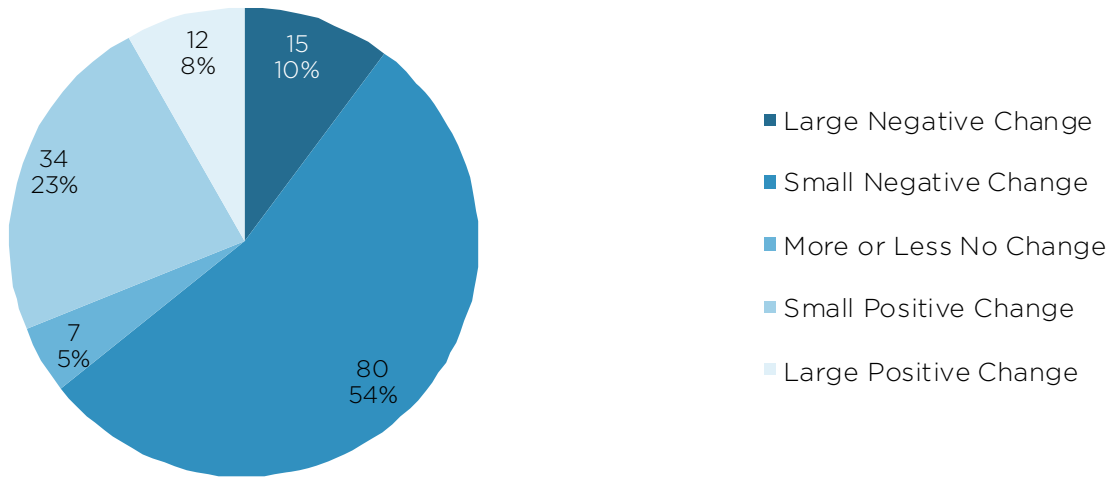
Community Size	Average Change in Enrollment *
Small (n=8)	+21%
Intermediate (n=36)	-9%
Large Intermediate (n=22)	-5%
Large (n=82)	-1%
All Communities (n=148)	-3%

\*The average of change reported by each school.

We would note that the astonishing 21% average growth in the Small communities is accounted for by two schools that more than doubled in size over the four years. Remember: Small numbers lead to large percentage change. One of the schools, for example, increased by 100% the first year—from 7 to 14 students.

Other JData analyses make clear that within communities and across the field some schools are growing while others are declining. The negative numbers above merely mean that decliners outweigh increasers. The figures below show how many schools experienced increases or decreases in their enrollment and how many stayed essentially the same over the four year period. As seen in Figure 5, almost two-thirds of the 148 schools in our sample experienced some degree of decline.

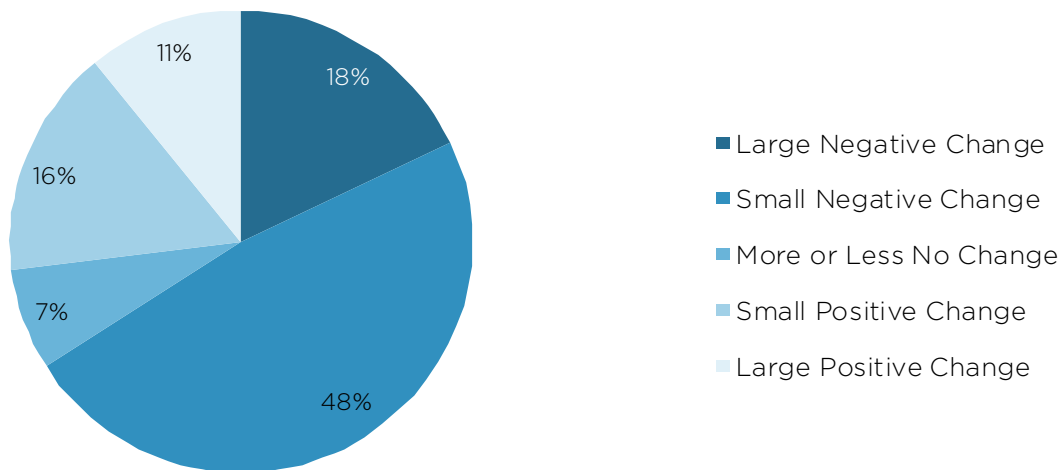
**Figure 5: Schools changing in size, 2008-09 to 2011-12 (n=148)**



Note: Large change = 25% or more; Small change = 2% to 24%; No change = +/- 1%.

This number is identical for the schools in the Small and Intermediate communities, where 66% experienced a decline (Figure 6). The only difference is that they were more likely to experience a large percentage decline. 18% of the schools in Small and Intermediate communities lost one-fourth or more of their students. This stands in contrast to the 9% of the schools in the Large Intermediates and 6% of the schools in the Large communities that experienced this degree of loss.

**Figure 6: Small and Intermediate schools changing in size, 2008-09 to 2011-12 (n=44)**



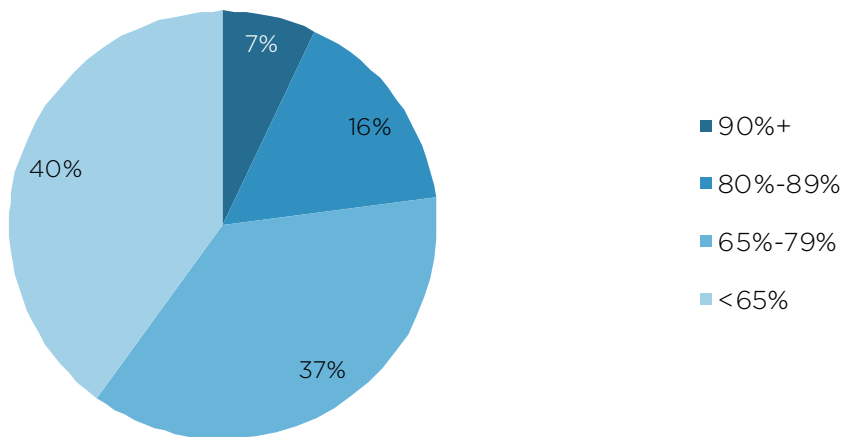
Note: Large change = 25% or more; Small change = 2% to 24%; No change = +/- 1%.

Although size may be a contributor, we suspect that other influential factors in enrollment change might be region or denomination—both of which determine the market and are likely enhancing/constraining forces on enrollments.

## Capacity Utilization

In 2012-13, the Intermediate schools had an average capacity utilization of 68% for k-12 (Figure 7). This is slightly lower than JData national data which suggest a 75% utilization rate in non-Orthodox schools. It is also lower than the utilization rate in the eight Large communities that serve as a comparison group for this report (Table 5).

**Figure 7: Capacity utilization in Intermediate community schools, 2012-13 (n=43)**



**Table 5: Capacity utilization by community size, 2012-13**

	Number of schools	Overall	Min	Max	Average	Median
Intermediate communities	43	69%	32%	100%	68%	70%
Large communities	64	81%	32%	100%	79%	81%

**Factors.** Because capacity utilization is an important measure of a school’s success and sustainability, our analysis has sought to identify the factors that are linked to higher levels of utilization.

- High capacity utilization is significantly associated with low attrition. The numbers bear out the commonsense notion that retaining current students is an effective way to improve use of capacity. As well, schools that accepted a higher percentage of their applicants also tend to have higher capacity utilization rates.
- Regardless of community size, larger schools tend to have higher rates of capacity utilization than smaller schools. One reason may be that with more students they are able to build larger staff and add professionals with specialization in student affairs, marketing, recruitment, and the like.
- Retention of teachers is positively associated with capacity utilization. Put another way, turnover among faculty appears to have a dampening effect on enrollments and, therefore, on use of space.
- The top professionals’ years of experience in Jewish and secular education are inversely associated with higher rates of capacity utilization. Those who have fewer years in the field, are relatively new to the particular school, or are perhaps younger are more likely to have schools operating above 75% capacity.

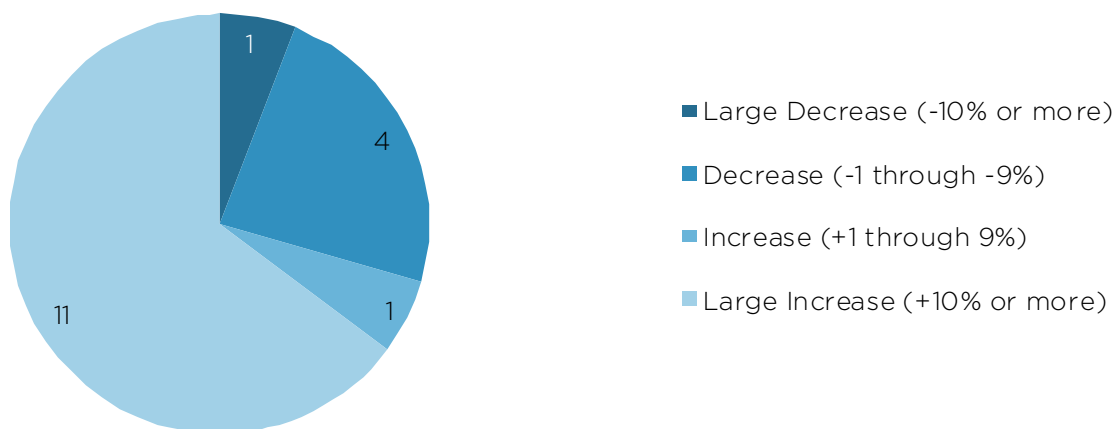


- Correlations between capacity utilization and the age of the school or the price of tuition are not statistically significant. Over time, we hope to have adequate data to assess the effect of changes in tuition on attrition and capacity utilization.

**Trend.** As with enrollment, it is important to look at utilization rates over time. Seventeen Intermediate schools provided two years' worth of data on capacity utilization. These schools may not be representative of the full population of schools in the Intermediate communities and we hope in the coming year more will agree to enter their capacity and enrollment numbers. Nonetheless, 12 of the 17 schools show some improvement in their numbers; the other five show more unused space this year versus last year (Figure 8).

**Opportunity cost.** Opportunity cost is the amount of tuition that could have been collected had unused seats been filled. If we calculate total number of empty seats by the *average* tuition in each Intermediate school, we see opportunity costs ranging from \$30,000 to \$6.8 million per school. The total opportunity cost across the 38 reporting schools is \$23.4 million (an average of \$615,790 per school).

**Figure 8: Change in capacity utilization in Intermediate schools, 2011-12 to 2012-13 (n=17)**



Understanding that many students do not pay full tuition, we also calculated the opportunity cost based on the average *net* tuition (tuition minus financial aid and other subsidies). Only 16 schools have reported the data needed for this calculation. Nonetheless, the total opportunity cost is \$7.9 million (an average of \$493,750 per school). As great as these costs may appear, they are small compared with the cost of unused capacity in the Large communities (Table 6). Across the field, unused capacity should be a significant concern.

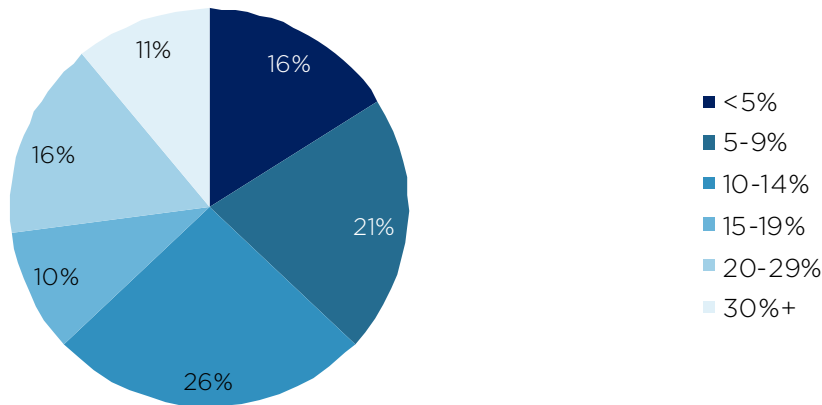
**Table 6: Opportunity cost of unused capacity by community size, 2012-13**

	Number of schools	Overall	Min	Max	Average	Median
Intermediate communities	16	\$7.9M	\$64,067	\$1.0M	\$493,750	\$461,355
Large communities	25	\$21.2M	\$18,947	\$5.3M	\$647,779	\$508,358

### Attrition

One way to address under-utilized capacity is to stem the tide of attrition and retain more students. On average, 14% of the students in the Intermediate schools in 2011-12 who were eligible to return the following year did not do so. The rate is slightly higher in the South (17%) than it is in other regions of the country (12-13%). (See Figure 9.)

**Figure 9: Attrition in Intermediate schools, 2011-12 to 2012-13 (n=38)**



The overall rate in the Intermediate communities is higher than the rate in the eight Large communities in our sample (Table 7). Based on the national data in JData, we estimate that average attrition in non-haredi schools is about 10%. The Large communities perform better than this national average; the Intermediate communities fare less well.

**Table 7: Attrition rate by community size**

	Number of schools	Min	Max	Average	Median
Intermediate communities	39	0%	40%	14%	12%
Large communities	59	0%	23%	8%	7%

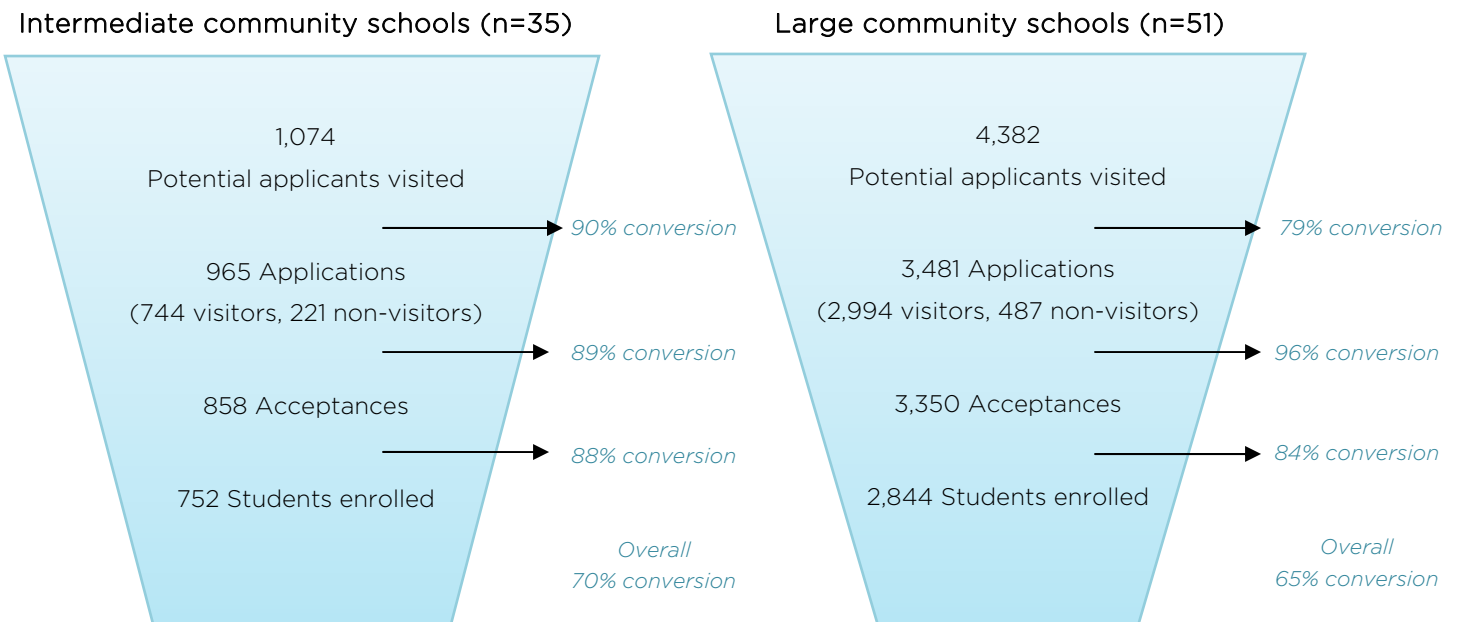
The great majority of attrited students in the Intermediate communities went on to public school. Very few (7%) went to another Jewish day school. This is not surprising given that many of these communities do not offer multiple options for a day school education. In the Large communities, fully a quarter of the attrited students left for another day school. On a positive note, the Intermediate schools were more likely to know their attrited students' destinations than were the Large community schools. (See Table 8.) This finding is consistent with other research that shows that what may be lacking in resources in the smaller Jewish communities is made up for in the quality of the relationships among the people who live there.

**Table 8: Destination of attrited students by community size, 2012-13**

Destination	Intermediate 504 students from 41 schools	Large 914 students from 61 schools
Public school	64%	38%
Private school	18%	15%
Jewish day school	7%	25%
Home schooling	1%	1%
Other	8%	10%
Don't know	2%	11%

## Recruitment

A second response to the issue of capacity utilization is to improve the school’s recruitment of new students, increasing both the number of people interested in the school and the number of students who enroll. The recruitment funnel is a graphic representation of the effectiveness of a school’s marketing and recruitment activities. As seen below, the “conversion” rate in the Intermediate day schools compares favorably with the rate in the Large community schools. In both settings, the two areas for improvement concern increasing the number of potential applicants (broadening the top of the pyramid) and increasing the number who decide to choose this school (broadening the base of the pyramid).



## Staffing

Data are available on two key measures concerning staff: student-teacher ratios and the years of experience that the head of school brings to the job.

As seen in Table 9, student-teacher ratios in the Intermediate communities look similar to those in the Large communities.

**Table 9: Student-teacher ratios, 2012-13**

	Number of schools	Min	Max	Average	Median
Intermediate communities	45	2:1	9:1	6:1	6:1
Large communities	64	2:1	20:1	7:1	6:1

Assuming that schools benefit from experienced top leadership, we looked at the number of years of experience of the heads of school in the Intermediate communities and compared this with their counterparts in the Large communities (Table 10).

**Table 10: Top professional's years of experience, 2012-13**

	Number of schools	Sum	Min	Max	Average	Median
<b>Intermediate</b>						
Current Position	40	234	1	27	6	3
Jewish Ed	39	588	0	40	15	15
Secular Ed	33	248	0	35	8	2
<b>Large</b>						
Current Position	62	636	1	35	10	8
Jewish Ed	61	1,076	0	43	18	16
Secular Ed	47	390	0	34	8	2

The notable difference is that 67% of the Intermediate schools have heads who are relatively new to their positions (4 years or fewer), while only 34% of the Large community schools do (Table 11). As noted above, new leadership (or leadership with few years of experience) are associated with higher capacity utilization rates. Despite this apparent benefit, educational research suggests that transitions at the top put a brake on school change and can slow improvement and growth. Annual campaigns also tend to be lower during transition years as the new head of school works to connect with donors.

**Table 11: Years of experience of top academic professional by community size, 2012-13**

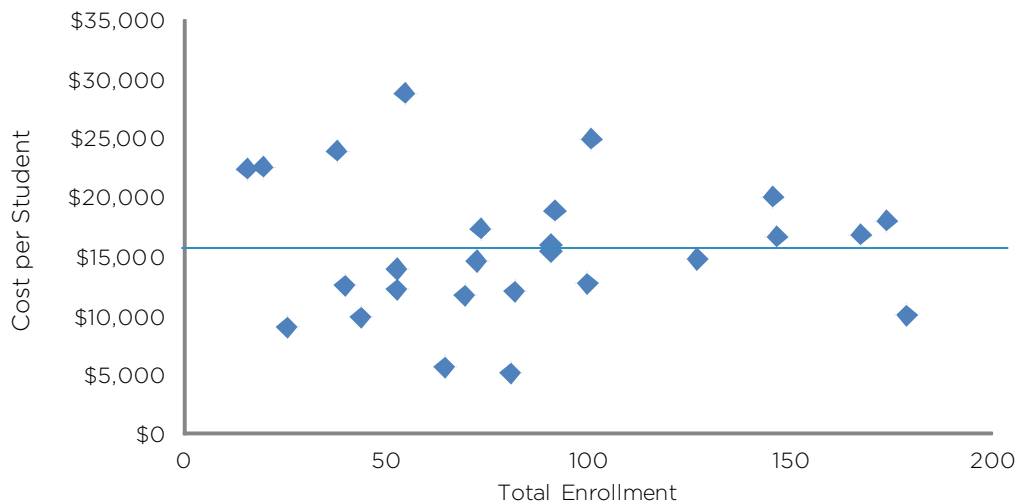
Years of Experience	Intermediate 40 schools	Large 62 schools
0-2	40%	26%
3-4	27%	8%
5-9	17%	23%
10-14	3%	19%
15-19	3%	10%
20+	10%	14%

## Budgets

### Operating Expenses

Total operating costs in the 26 Intermediate schools reporting were \$34 million in 2012-13, or an average cost per student of \$15,500. Figure 10 shows the cost per student in the Intermediate communities by size of enrollment. No predictable relationship between cost and size is discernible; rather we see schools of all sizes arrayed above and below the average cost per student.

**Figure 10: Cost per student and enrollment in Intermediate schools, 2012-13 (n=26)**



Note: Line represents average cost per student, \$15,500. Note the even distribution of schools above and below the line.

The distribution of operating expenses by category does not differ between schools in Large communities and those in smaller communities. Salaries represent just over three-fourths of operating costs; occupancy represents 5% to 6%.

Not surprisingly, schools in the Large communities have more students and larger budgets than schools in the Intermediate communities. One may assume the local salary scale is higher in the Large communities. Moreover, as noted above, the Large communities are more likely to have high schools, which are costlier to run than lower or middle schools. Commensurately, the cost per student is lower in the Intermediate communities (Table 12).

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Lower costs may also be linked to the financial aid burden. Although few Intermediate schools reported data on financial aid, the average support they gave to students in 2012-13 was half as much as the amount awarded by schools in Large communities (Table 13).

**Table 13: Financial aid by community size, 2012-13**

	Intermediate		Large	
	Number of schools	Average	Number of schools	Average
Total Disbursed	17	\$401,722	37	\$1,252,646
Unique recipients	9	62	17	112
Average per Recipient	9	\$6,798	15	\$13,940

## Revenues

Because few schools provided a breakdown of their revenues, it is most instructive to view the average amount received in each category. In terms of tuition and fees, revenues from endowment, annual campaign, and other unrestricted sources, income in Large communities is many times greater than that in the Intermediate communities. However, federation allocations, on average, are higher in the Intermediate communities than in the Large communities. (See Table 14.)

**Table 14: Revenues by source in Intermediate versus Large communities, 2012-13**

	Intermediate		Large	
	Number of Schools	Average	Number of Schools	Average
Tuition and Fees	17	\$905,607	30	\$3.7M
Program Fees	12	\$24,605	18	\$215,867
Endowment/restricted funds/other reserves	15	\$31,643	18	\$116,382
Annual Campaign/unrestricted funds	17	\$180,786	27	\$606,687
Government Aid	13	\$12,244	12	\$4,472
Federation Allocation	16	\$81,878	25	\$70,306
Other unrestricted sources	12	\$95,861	21	\$206,627
Other restricted sources	6	\$56,637	10	\$70,712
<b>TOTAL</b>	<b>25</b>	<b>\$1.3M</b>	<b>29</b>	<b>\$4.6M</b>

## Deficits and Surpluses

Overall, the 17 Intermediate schools that reported their data for 2012-13 had a deficit of \$2.3 million (-10%). Only two of these schools reported excess revenues. The 26 reporting schools in the Large communities, in contrast, showed an overall \$3 million surplus (+2%), with 12 of the schools reporting excess revenues (Table 15).

**Table 15: Deficits and surpluses, 2012-13**

	Intermediate (n=17)	Large (n=26)
Total operating revenue	\$22,197,980	\$131,231,854
Total operating expenses	\$24,516,234	\$128,228,711
Surplus (Deficit)	(\$2,318,254)	\$3,003,143

## Cash Reserves

Cash reserves are another measure of a school's financial stability. Common wisdom calls for a nonprofit to hold three months' worth of expenses in cash reserves. Ten schools in the Intermediate communities provided information on their cash reserves. Some of them have no cash reserves and only three have at least three months in reserve (Table 16).

**Table 16: Intermediate schools' cash reserves, 2012-13 (n=10)**

	Min	Max	Average	Median
Cash Reserves	\$0	\$600,000	\$167,511	\$12,554
% of Operating Expenses	0%	34%	9%	3%

## Governance

JData asks about a set of practices that are linked to institutional wellbeing. These include having an annual campaign and an endowment fund as well as a board that is well-organized and involved in raising funds for the school. Results are arrayed in descending order by the percentage of responding schools in Intermediate communities indicating that they have such practices or structures in place (Table 17). At issue here is not community size but board development. Almost one-fourth of the schools, regardless of community size, do not have an annual campaign, a risky stance in a time of rising costs and questions about day school sustainability. Many do not have a development committee of the board. Although such a committee is more likely in a Large community, it is a universally needed structure that should be considered at all schools in whatever size community. Lowest numbers across the field concern requiring board members to participate in development. Such numbers are seen across the Jewish community and are not limited to day schools.

**Table 17: Governance practices by community size, 2012-13**

	Intermediate		Large	
	Number of schools	Yes	Number of schools	Yes
Annual campaign	23	78%	52	77%
Term limit for board chair	30	73%	61	52%
Term limit for board members	28	71%	61	49%
Development committee	30	63%	64	78%
Governance and leadership development committee	29	59%	59	73%
Board members required to solicit	28	50%	65	45%
Minimum gift requirement for board members	32	13%	66	17%

## CONCLUSION

JData's work with the Intermediate day schools began with the hypothesis that their issues would not be unique to their community size but rather would mirror what we see in the field nationwide. The data, however, suggest that the rate of enrollment decline and attrition, unused capacity with its carrying and opportunity costs, and weak finances are particularly acute in smaller communities. The research, more validating than surprising, provides hard data on the magnitude and prevalence of these issues. It suggests that the communities are facing an "adaptive problem." Such problems are complex, the answers to them are not known, and no single organization can effect the necessary change. Rather adaptive problems require collective (as opposed to isolated) impact. JData's research does not specify solutions, but rather suggests where the Intermediate Federation Taskforce might focus in developing a collective response to the challenges of day school education in smaller communities.

Demographic trends and the rising costs of a day school education are likely contributors to declining enrollments in the Intermediate day schools. According to the data, the schools' main competition is public school and not other tuition-heavy independent schools. The schools' realm of action therefore appears to be of two sorts: adjust to demographic shifts and/or manage costs. The schools could benefit from enlarging the size of their "recruitment pyramid." Many are doing well in converting inquirers to applicants, but all could raise the level of their outreach, communications, and marketing to increase the numbers who inquire about the school in the first place. Some of the schools may need to reset their expectations of size and re-envision themselves as smaller schools, offering the quality of community, student services, and educational opportunity that is possible in schools with fewer than 100 students. Some may need a new business model that lowers cost (often accomplished through staff re-assignment) and increases sources and amounts of revenue.

Schools may also need to reconsider their current model and experiment with new configurations, perhaps expanding the population they serve, developing collaborative programs with other educational entities in the community, purchasing bundled services and products with other day schools nationwide, or branching out into other revenue-generating activities using their key assets--facilities, faculty, and leadership.

The Taskforce will need to craft a solution that addresses the needs of the Intermediate schools writ large but also allows for differences in the opportunities and challenges faced by each school. The solution will also require feasibility and planning studies, as well as a way to track and assess impact. JData now has baseline data on these schools and provides a system that enables the schools, their federations, JFNA, and the field to track change over time. As planning and experimentation proceed, it is important that lessons learned be well understood and widely shared.



## APPENDIX A

### Intermediate Communities with Jewish Day Schools in 2012-13

Akron*	Northeastern New York*
Ann Arbor*	Omaha*
Austin*	Orange County (CA)*
Birmingham	Orlando*
Buffalo*	Ottawa*
Calgary	Palm Springs*
Central Massachusetts (Worcester)	Portland
Charlotte*	Princeton Mercer Bucks
Dayton*	Richmond
Delaware*	Rockland County (NY)
Greenwich	Sacramento*
Harrisburg	San Antonio
Indianapolis*	San Jose/Silicon Valley*
Jacksonville*	Sarasota-Manatee
Las Vegas*	Southern Arizona*
Lehigh Valley*	Southern New Jersey*
Long Beach*	St. Paul*
Louisville	Stamford
Memphis*	Syracuse*
Middlesex County (NJ)*	Tampa*
Monmouth County (NJ)*	Tidewater*
Nashville*	Western Massachusetts (Springfield)*
New Haven*	Youngstown
New Orleans*	
North Shore (MA)*	

\* Communities with participating day school(s)

## APPENDIX B

### Assessing the Sample

The 52 schools entering their 2012-13 data into JData are half of all of the schools that come under the purview of the Task Force. To what extent does this sample of 52 represent the full population of 101 schools? The two characteristics for which JData has universal information are denomination and region. As seen below, the sample represents the regional diversity well but, in terms of denomination, it over-represents the community schools and under-represents the Orthodox schools. Some 42% of the Intermediate schools are Orthodox but only 11% in the sample identify as such. Although not representative of the full denominational spectrum, the sample provides a strong basis for understanding the non-Orthodox day school world.

	All Intermediate Schools (N=101)		Responding Intermediate Schools (n=52)		National (n=861/873)
	Number	Percent	Number	Percent	Percent
<b>Denomination</b>					(n=861)
Orthodox	43	42%	6	11%	78%
Community	39	39%	31	60%	9%
Conservative	9	9%	8	15%	6%
Pluralist/transdenom.	5	5%	2	4%	4%
Reform	0	0%	0	0%	2%
Other	5	5%	5	10%	1%
<b>Region</b>					(n=873)
Northeast	42	41%	18	35%	62%
South	30	30%	18	35%	13%
Midwest	11	11%	8	15%	10%
West	12	12%	7	13%	11%
Canada	6	6%	2	4%	4%

It should be noted, as well, that the Intermediate schools are disproportionately non-Orthodox and Southern as compared with the total landscape of Jewish day schools. This discrepancy is caused by the large number of Orthodox institutions in the Northeast, of which approximately 300 are sited in the New York metropolitan area.





*This report was prepared for the Intermediate Federation Task Force on Jewish Day Schools by the JData Research Team.*

*Data retrieved June 2013  
from [www.jdata.com](http://www.jdata.com)*

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