

Highland Park Public Schools

Demographic and Utilization Study



ROSS HABER AND ASSOCIATES

February, 2017

Introduction

The Highland Park Public schools has engaged Ross Haber and Associates to conduct a demographic and room utilization study. The purpose of the study is to provide an analysis of the amount of classroom and program space availability in each of the school buildings. The Highland Park Public Schools comprise four buildings; a PK-1 building; a building housing students in grades two through five; a middle school with grades six to eight and a nine to twelve high school.

Table 1 contains selected demographic data points indicating changes in the community between the years 2010 and 2015.

Table 1: Selected Demographic Characteristics¹

General Demographic Characteristics				
	2010	2015	Diff	Percent
Population	13,982	14,263	281	2.01%
School Aged	2,173	2,679	506	23.29%
Med Age	34.8	34.9	0.1	0.29%
Med Income	\$53,250.00	\$68,837.00	\$15,587.00	29.27%
Mean Income	\$98,329.00	\$99,696.00	\$1,367.00	1.39%
Housing Units	6,102	6,046	-56	-0.92%

Table 1 shows that the total population in Highland Park increased slightly between 2010 and 2015. The percentage of increase in the Borough is lower than the percentage of increase in the schools. During this same time period the enrollment in the schools increased by 10.5%. The median age in the community changed very slightly in that time period indicating that the Borough has attracted and appears to maintain a generally younger population. This appears to account for the increased growth in school enrollment. The difference between the current school enrollment (1,636) and the number of school aged children in the Borough may be accounted for by children attending non-public schools.

Table 2: Changes in Community Racial Characteristics

	2010	2015	Diff	Percent
White	9,398	9,054	-344	-3.66%
Asian	2,425	2,064	-361	-14.89%
Black	777	870	93	11.97%
Hispanic	1,197	1,956	759	63.41%
Other	193	219	26	13.47%

¹ Source: United States Census 2010 Census with 2015 estimates

Table 2 shows the changes in the racial characteristics in the Borough of Highland Park between 2010 and 2015. The largest percentage increase was in the Hispanic population while the largest decrease was in the Asian population. Table 3 shows the changes in racial characteristics in the Highland Park Schools between 2011 and 2015.

Table 3: Changes in Racial Characteristics in the Highland Park Schools

	2011	2015	Diff	Percent
White	611	622	11	1.80%
Asian	327	407	80	24.46%
Black	167	159	-8	-4.79%
Hispanic	278	343	65	23.38%
Other	48	76	28	58.33%

The Asian enrollment in the Highland Park Schools increased significantly between 2011-12 and 2015-16 while the Asian population in the community decreased. Although we do not have actual aged data by race, based upon the fact that the median age has been level in the community it can be assumed that this is due to a younger Asian population. We may also assume that the trends for both the Asian and Hispanic enrollment will continue to increase.

Methodology

Enrollment Projection

This study used the cohort survival projection method. The cohort survival model tracks students as they move from grade to grade and creates a growth or decline ratio between grades. For example, in 2011-12 if there were 100 children in grade 1 and the same group, in 2012-13, had an enrollment of 110 that would show a 10% growth rate (1.10). This migration ratio would be calculated for six years of enrollment history to get a five-year average which is then the multiplier for the projections based upon the average growth per grade. To project kindergarten the standard is using births five years prior to students entering kindergarten (for example children born in 2011 will become kindergarten students in 2016). The cohort survival method is the same as required by the New Jersey Department of Education.

The cohort survival method of projections is based solely upon live birth data and the historical enrollment in the District. It does not account for future non-age restricted housing developments. In order to accurately project enrollment it is essential that the projection includes estimates of potential new students to the District from new housing. In order to do that a yield factor is developed (a yield factor is the projected number of students coming from a single household). Generally there are different factors based upon the type of residential unit such as a single family home or a multi-family residential development. To obtain a yield factor that works in a specific community a sample of similar types of units are identified and the numbers of children attending the public schools residing in those units is calculated. The

average number of students from each development is weighted by apartment size in order to create a single yield number. Table 4 shows the developments considered in this analysis.

Table 4: Yield Factor Calculations²

Name	Address	Range	Phone	Studio	1 BR	2 BR	3 BR	Total	Students	Yield
Orchard Gardens	260 S 11th Ave		348-3403		110	98		208	50	0.24
Riverview Manor	350-360 Crowells Rd		964-9289			110		110	10	
Cedar Arms (Apt)	100 Cedar Lane	2-208	395-2246		125	75		200		
Cedar Lane	100 Cedar Lane	2-208	395-2248		120	101		221		
Total Cedar Lane					245	176		421	92	0.22
Treetops	250 Treetops Dr		749-7175		156	60		216	22	0.36
Donaldson Park	319 Crowels Rd	285-369 Crowells	572-1326		24	128		152	53	0.41
					780	748		1528		0.31

Table 4 shows the developments that were sampled in Highland Park. The yield ratio based upon these developments is .31. This means that for every 100 units built (multi-family) we can reasonably project 31 school aged children. We do not anticipate a significant number of school aged children coming from one bedroom apartments. There also are no units that we found that had three bedrooms. In other studies we have completed we have found that three bedroom apartments generally yield approximately 25% more students than 2 bedrooms. For three bedroom apartments we used a yield ratio of .38.

Housing Estimates

Table 5 shows the residential units either under construction or approved for construction. It is assumed that these units will be completed by the end of this projection period.

Table 5: Projected New Housing³

	Studio	1	2	3	
The Crossings				94	94
Highland Cliffs				23	23
Kaplan		60	72	65	197
American Properties			55	55	110
		60	127	237	
					424

Table 5 shows the projected developments in Highland Park. There are a total of 424 units to be built. For the Crossings, Highland Cliffs and Kaplan Properties we have a breakdown of the types of units by bedroom count. For American Properties as of this report there was no specific information regarding these units. For American Properties we will evenly divide the units into two bedroom and three bedroom units. This can be adjusted when these units are

² Data obtained from rental agents and leasing offices for these developments

³ Data from the Highland Park Borough Construction Department

known, but this should give a reasonable estimate.

Based upon table 5 there are 60 one bedroom units (we assume an insignificant number of students from these units; 127 two bedroom units for which we are estimating 40 students and 237 three bedroom units for which we are estimating 91 students. The total number of students from these new developments is estimated to be 131. These will be added to the cohort projection table.⁴

Enrollment Projection

Summary

1. The total enrollment for the District grew from 1,463 students in 2011-12 to 1,652 students during the 2016-17 school year. This is an increase of 189 students or approximately 11.5%.
2. The enrollment, without considering the new housing units, is projected to continue to grow from the current 1,652 to 1,804 in 2021-22. This would be an increase of 152 students or approximately 8.5%. With the new construction it is estimated that the enrollment will grow to 1,958. This will be an increase of 306 students or approximately 15.7%.
3. Enrollment in grades PK-1 increased from 280 in 2011-12 to 298 in 2016-17. This is a moderate increase of 18 students or approximately 6%. The enrollment, without considering the new construction is projected to increase to 309 students. This would be an increase of 11 students or approximately 3.6%. With the new construction it is estimated that the enrollment in PK-1 will increase to 318. This would be an increase of 20 students or approximately 6.3%.
4. The enrollment in grades two through five increased from 418 to 497. This is an increase of 79 students or approximately 15.9%. Without new construction this enrollment is projected to decrease slightly to 492. With the new construction the enrollment is projected to increase to 545 students. This is an increase of 53 students or approximately 9.7%.
5. The enrollment in grades six through 8 increased from 315 in 2011-12 to 347 in 2016-17. This is an increase of 32 students or approximately 9.2%. This enrollment is projected to increase to 409 by 2021-22 (without the new residential units). With the new housing units this enrollment is projected to increase to 458 students. This is an estimated increase of 111 students or approximately 24.25%.
6. The enrollment in grades nine through twelve increased from 408 in 2011-12 to 494 in 2016-17. This is an increase of 86 students or approximately

⁴ Because Highland Park has previously met its affordable obligation there are a minimal amount of affordable units in these developments and in our opinion these will not substantially impact these projections.

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17.4%. Without new housing construction this enrollment is projected to increase to 622 in 2021-22. This would be an increase of 128 students or approximately 20.6%.

The District has shown considerable growth since the 2011-12 school year. With the new construction the District will continue to grow by approximately 15.7%. The past growth has been driven by the sale on existing housing stock. Since 2014, 345 residential housing units have been sold in Highland Park. Since 2011 there have been 54 certificates of occupancy issued for single family homes in the Borough. There is no data available at this time for 2016. Since 2011 there have been almost 400 new units either built (new) or sold. This can account for the increased enrollment in the schools.

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Table 6: District-wide Enrollment History and Projection (No New Housing)

District Wide Enrollment History and Projection (without New Developments)																											
Year	Births	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-1	2-5	6-8	9-12	PK-12	Sp Ed	Total					
2011-12	201	74	0.54	108	98	109	101	89	119	91	113	111	94	101	112	101	280	418	315	408	1421	42	1463				
				1.05	0.94	1.08	0.97	1.06	1.04	1.09	1.08	1.14	0.98	1.09	1.02												
2012-13	189	77	0.65	123	113	92	118	98	94	124	99	122	127	92	110	114	313	402	345	443	1503	36	1539				
				0.97	1.10	1.01	1.02	1.07	1.10	1.01	1.10	1.12	0.94	1.01	0.95												
2013-14	193	82	0.65	125	119	124	93	120	105	103	125	109	137	120	93	104	326	442	337	454	1559	33	1592				
				0.95	1.04	1.00	1.11	0.98	1.08	0.99	0.99	1.20	0.96	0.99	1.00												
2014-15	163	66	0.79	128	119	124	124	103	118	113	102	124	131	131	119	93	313	469	339	474	1595	21	1616				
				1.02	0.95	1.02	0.95	0.98	1.05	1.04	1.01	1.03	0.92	0.97	1.02												
2015-16	148	58	0.73	108	131	113	126	118	101	124	117	103	128	121	127	121	297	458	344	497	1596	16	1612				
				1.03	0.99	1.00	1.06	1.03	1.05	0.96	1.04	1.11	1.00	0.98	1.05												
2016-17	177	71	0.66	116	111	130	113	133	121	106	119	122	114	128	119	133	298	497	347	494	1636	16	1652				
Average			0.69	1.00	1.00	1.02	1.02	1.02	1.06	1.02	1.05	1.12	0.96	1.01	1.01												
Year	Births	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-1	2-5	6-8	9-12	PK-12	Sp Ed	Total					
2017-18	171	71		119	116	111	133	115	136	129	108	124	137	110	129	120	306	496	361	495	1657	16	1673				
2018-19	171	70		119	119	117	114	136	118	145	131	113	139	131	110	130	307	484	388	511	1691	16	1707				
2019-20	173	67		120	119	120	119	116	139	125	147	137	126	134	133	111	306	494	409	504	1713	16	1729				
2020-21	172	67		119	120	120	122	122	119	147	127	154	153	121	135	133	307	482	429	543	1761	16	1777				
2021-22	173	69		120	120	121	122	125	125	126	150	133	172	147	122	136	309	492	409	578	1788	16	1804				

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Table 7: District-Wide Enrollment History and Projection (with New Housing)

District Wide Enrollment History and Projection (with New Developments)																												
Year	Births	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-1	2-5	6-8	9-12	PK-12	Sp Ed	Total						
2011-12	201	74	0.54	108	98	109	101	89	119	91	113	111	94	101	112	101	280	418	315	408	1421	42	1463					
				1.05	0.94	1.08	0.97	1.06	1.04	1.09	1.08	1.14	0.98	1.09	1.02													
2012-13	189	77	0.65	123	113	92	118	98	94	124	99	122	127	92	110	114	313	402	345	443	1503	36	1539					
				0.97	1.10	1.01	1.02	1.07	1.10	1.01	1.10	1.12	0.94	1.01	0.95													
2013-14	193	82	0.65	125	119	124	93	120	105	103	125	109	137	120	93	104	326	442	337	454	1559	33	1592					
				0.95	1.04	1.00	1.11	0.98	1.08	0.99	0.99	1.20	0.96	0.99	1.00													
2014-15	163	66	0.79	128	119	124	124	103	118	113	102	124	131	131	119	93	313	469	339	474	1595	21	1616					
				1.02	0.95	1.02	0.95	0.98	1.05	1.04	1.01	1.03	0.92	0.97	1.02													
2015-16	148	58	0.73	108	131	113	126	118	101	124	117	103	128	121	127	121	297	458	344	497	1596	16	1612					
				1.03	0.99	1.00	1.06	1.03	1.05	0.96	1.04	1.11	1.00	0.98	1.05													
2016-17	177	71	0.66	116	111	130	113	133	121	106	119	122	114	128	119	133	298	497	347	494	1636	16	1652					
Average			0.69	1.00	1.00	1.02	1.02	1.02	1.06	1.02	1.05	1.12	0.96	1.01	1.01													
Year	Births	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-1	2-5	6-8	9-12	PK-12	Sp Ed	Total						
2017-18	171	71		122	119	114	136	118	139	132	111	127	138	111	130	121	312	508	370	499	1688	16	1704					
2018-19	171	70		122	125	123	120	142	124	151	137	119	144	133	113	132	316	509	406	522	1753	16	1769					
2019-20	173	67		123	125	129	129	125	148	135	156	146	134	139	136	114	315	530	437	523	1806	16	1822					
2020-21	172	67		122	126	129	134	134	131	160	140	166	165	130	141	137	316	528	467	573	1884	16	1900					
2021-22	173	69		123	126	130	134	140	140	143	166	149	188	159	132	143	318	545	458	622	1942	16	1958					

Chart 1: Comparative Projections

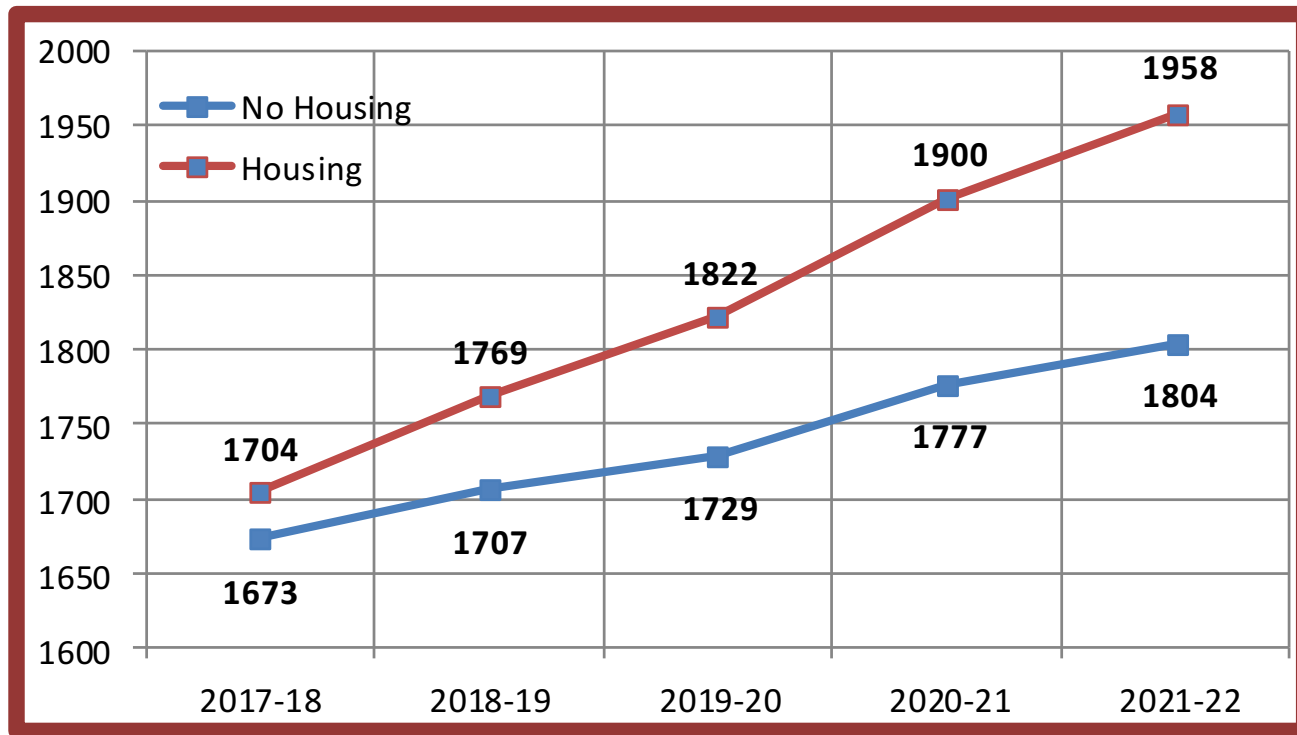


Chart 1 compares District-wide growth between those without considering new housing developments and those which consider the new housing developments.

Facility Utilization

Facility Utilization

This study merged the results of the projection with the actual room availability in each of the District's schools. This will allow the Board of Education to do long term planning. The steps on this process consist of the following:

1. A survey was provided to each building principal eliciting information regarding the current utilization of the building. This allowed the principals provide real time information about his or her school and to have input into the process.
2. The floor plans for each building were checked and analyzed in conjunction with the principal's survey response.
3. An on-site visit was made to each building and it provided an opportunity to discuss any differences between the floor plans and the survey response.
4. Tables and narratives were prepared showing the findings of the facility study.

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Table 8: Irving Primary School Room Utilization

Irving	2016-17	Rooms	Actual	Average Class Size	Irving	2017-18	Rooms	Actual	Average Class Size	Irving	2018-19	Rooms	Actual	Average Class Size
KG	116	5.52	6	19	KG	122	5.81	6	20	KG	122	5.81	6	20
1	111	5.29	6	19	1	119	5.67	6	20	1	125	5.95	6	21
PK	71	4.73	4	15	PK	71	4.73	4	18	PK	70	4.67	4	18
Total	298	10.02	16	19	Total	312	10.40	16	20	Total	317	10.62	16	21
Available Rms			20		Available Rms			20		Available Rms			20	
Diff			4		Diff			4		Diff			4	
Art			1		Art			1		Art			1	
Music			1		Music			1		Music			1	
Resource			1		Resource			1		Resource			1	
ESL/BiLingual			1		ESL/BiLingual			1		ESL/BiLingual			1	
Irving	2019-20	Rooms	Actual	Average Class Size	Irving	2020-21	Rooms	Actual	Average Class Size	Irving	2021-22	Rooms	Actual	Average Class Size
KG	123	5.86	6	21	KG	122	5.81	6	20	KG	123	5.86	6	21
1	125	5.95	6	21	1	126	6.00	6	21	1	126	6.00	6	21
PK	67	4.47	4	17	PK	67	4.47	4	17	PK	69	4.60	4	17
Total	315	10.42	16	21	Total	315	10.47	16	21	Total	318	10.60	16	21
Available Rms			20		Available Rms			20		Available Rms			20	
Diff			4		Diff			4		Diff			4	
Art			1		Art			1		Art			1	
Music			1		Music			1		Music			1	
Resource			1		Resource			1		Resource			1	
ESL/BiLingual			1		ESL/BiLingual			1		ESL/BiLingual			1	

Irving Primary School

Table 6 shows the current (2016-17) room utilization and the five-year projection. This table does include the impact of the new housing. Every full sized classroom is currently being used for instruction. There are a total of 20 full sized classrooms in Irving Primary School. Four of these rooms are used to accommodate 8 sections of half-day pre-kindergarten programs. The five-year projection shows that the school has an adequate number of rooms to accommodate the Pre-K through grade 1 enrollment. The average class size (excluding Pre-K) is 21 students and it appears it will remain at that number through 2021-22. There does appear to be room at each grade level for growth beyond the projection as indicated by the projected class sizes. The column marked rooms in each of these tables shows the amount of available space remaining to maintain the current class sizes. The column marked actual indicates the rounded up number. For example in grade 1 for 2017-18 there is room to grow to 127 at a max class size of 21. Once the number reaches 128 the class size will increase slightly above the current class size. As that number gets larger there may be a need for an additional section, however, the likelihood of that grade growing by 8 students in the next five years is very small.

Currently programs such as speech and occupational therapy are in smaller rooms. The following programs share space: Guidance and Gifted and Talented; Intervention and BSI; ABA and Pre-K disabled (off of the gymnasium). There is a lack of storage space (there is a storage area in the gymnasium used for gym equipment) and there is a book room off the media center.

The core facility (cafeteria, gymnasium, media center) all appear to be able to accommodate the needs of the students and faculty.

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Table 9: Bartle Elementary School

Bartle	2016-17	Rooms	Actual	Average Class Size	Bartle	2017-18	Rooms	Actual	Average Class Size	Bartle	2018-19	Rooms	Actual	Average Class Size
2	130	6.19	6	22	2	114	5.43	6	19	2	123	5.86	6	21
3	113	5.38	6	19	3	136	6.48	6	23	3	120	5.71	6	20
4	133	5.78	6	22	4	118	5.13	6	20	4	142	6.17	6	24
5	121	5.26	6	20	5	139	6.04	6	23	5	124	5.39	6	21
Total	497	17.35	24	21	Total	507	17.04	24	21	Total	509	17.75	24	21
Available Rms			28		Available Rms			28		Available Rms			28	
Diff			4		Diff			4		Diff			4	
Art			1		Art			1		Art			1	
Music			3		Music			3		Music			3	
Band			1		Band			1		Band			1	
Bartle	2019-20	Rooms	Actual	Average Class Size	Bartle	2020-21	Rooms	Actual	Average Class Size	Bartle	2021-22	Rooms	Actual	Average Class Size
2	129	6.14	6	22	2	129	6.14	6	22	2	130	6.19	6	22
3	129	6.14	6	22	3	134	6.38	6	22	3	134	6.38	6	22
4	125	5.43	6	21	4	134	5.83	6	22	4	140	6.09	6	23
5	148	6.43	6	25	5	131	5.70	6	22	5	140	6.09	6	23
Total	531	17.72	24	22	Total	528	18.35	24	22	Total	544	18.66	24	23
Available Rms			28		Available Rms			28		Available Rms			28	
Diff			4		Diff			4		Diff			4	
Art			1		Art			1		Art			1	
Music			3		Music			3		Music			3	
Band			1		Band			1		Band			1	

Bartle Elementary School

There are 28 full sized classrooms at Bartle Elementary School. Twenty-four of these rooms are currently being used for general education classes in grades two through five. The projection shows that the average class size will rise slightly over the next five years to 22 per grade in years 2019-20 to 2020-21 and then to 23 by the 2021-22 school year. Each grade level for each of the projections indicates room for growth before increasing the need for additional sections. This projection table does include the estimated enrollment from the projected new housing developments. In addition to the 24 general education classrooms there are five full sized classrooms being used for Art (1); Music (3); Band (1).

The following programs are currently located in small classrooms (these programs are generally conducted in small groups), Resource (2); Self-contained special education (2); Small Group Instruction (1); Speech/OT/PT (shared rooms); Guidance (1); ESL/Bi-Lingual (1).

The space in Bartle appears to be well managed and fully utilized. Beyond the growth fostered by the new housing construction it appears that there is enough space in Bartle to adequately meet the needs of the students.

One of the issues of concern in Bartle elementary school is storage and recoverable space. There are some spaces currently used for storing materials that are no longer serviceable. One room in particular is off the cafeteria in the lower level. This is a large space that can be used for instruction but is currently filled with old equipment (desks, computers, chairs) and educational materials that appear to be out of date (textbooks). A systematic means of removing these items and recovering that space should be planned.

Highland Park Middle School

The Highland Park Middle School is projected to have considerable growth during the next five years. This growth will put considerable pressure on both classroom space and core facility. The total number of students currently in the school is 347. This is projected to grow to 458 by the 2021-22 school year. Currently the cafeteria can only accommodate one grade level (grade 6) so grades 7 and 8 do use the high school cafeteria. This could become a space issue as the middle school grows. The following table shows the impact of growth on the number of sections needed.

Table 10: Classroom Needs

Gr6	2016-17			2021-22		
	Students	Section	Av Cl Sz	Students	Section	Av Cl Sz
English	106	5	21	143	6	24
Math	106	5	21	143	6	24
Soc Stu	106	5	21	143	6	24
Science	106	5	21	143	6	24
Gr 7	Students	Section	Av Cl Sz	Students	Section	Av Cl Sz
	119	5	24	166	6	28
	119	5	24	166	6	28
	119	5	24	166	6	28
	119	5	24	166	6	28
Gr 8	Students	Section	Av Cl Sz	Students	Section	Av Cl Sz
English	122	5	24	149	6	25
Math	122	5	24	149	6	25
Soc Stu	122	5	24	149	6	25
Science	122	5	24	149	6	25

Table 10 is a projection of the increased number of sections that would be needed to keep class sizes at the middle school at 25 students per class. For the 2021-22 school year for grades 6 and 8 there would be a need for 6 sections and for grade 7 in order to reduce class size to 25 there would be a need for 7 sections (6 sections give a class size of 28). The additional 111 students which would potentially enter the school would also create pressure on core facilities as well as for special needs programs and services.

Under current conditions the school has enough space to accommodate all programs and services. It has dedicated classrooms for music, art, band, computer, SGI, and resource room. Physical and Occupational Therapy share a small space in the building.

It is also important to note that the increased enrollment in the middle school (which will eventually move up to the high school) is not a bubble. The enrollment in grades 2-5 is also increasing which will, at the very least, keep the middle school enrollment at the projected level.

Highland Park High School

Highland Park High School has undergone considerable growth since the 2011-12 school year. The total enrollment has increased from 408 to 494. The projection indicates that the enrollment in the school will increase to 622 by the 2021-22 school year. This increase will not only increase the need for additional classrooms and/or increases in class sizes, but it will also put a great deal of stress on the core facility. One example is the use of the cafeteria which is now shared in part with the middle school (grades 7 and 8). With the high school having the students in grades 11 and 12 leave the building for lunch it allows for only one lunch period for the high school. If an additional 128 students are added to the enrollment it might not be possible to have only one lunch period at the high school. With a growing enrollment at the middle school the lunch periods could be problematic.

Table 11: High School Classroom Space

	2016-17			2021-22		
	Students	Rooms	Av Cl Size	Students	Rooms	Av Cl Size
English	494	28	18	622	28	22
Math	494	27	18	622	28	22
Soc Stu	494	28	18	622	28	22

Table 11 is limited to the three subject areas in that all students are required to take these courses all four years. Other courses may be involved with electives, not all students take four years of language and with the scheduling of labs this kind of analysis for science courses can be misleading. What this table shows is that on average, for these subjects the current average class size is approximately 18. The average class size would increase to 22 students per grade at the end of the projection period. From an educational point of view this is still a good average class size in a high school. Elective courses vary in class size demand.

The high school does have a dedicated art room, choir and band rooms, 2 computer labs, and computers in the media center; and 4 resource rooms. PT and OT share a space; there is 1 self-contained special education classroom, a guidance suite with 3 offices, and a robotics room. The main concerns of the principal centers around space for special needs students with regard to autistic and BD students. It is difficult to find an appropriate space in terms of classroom size.

The high school, in terms of general education classroom space can accommodate all programs and it appears that will be the case through the 2021-22 school year. As with the middle school the enrollment is going to increase as students from the lower grades begin to filter through the middle and the high school. The increase in enrollment is not a bubble but rather a trend that is going to keep the schools at or above capacity.

Conclusion

The Highland Park Schools have shown growth during past six years primarily based upon sales of existing housing stock. With the addition of new non-age restricted housing units, enrollment will continue to grow. At this time both Irving and Bartle are fully utilized (meaning every classroom space is being used). However it does appear that the schools do have room to accommodate the growth as projected in this study.

The major facility issues are at the middle school and the high school. The enrollment at the middle school is growing to a point where either additional sections need to be added or class sizes need to be increased. The increased enrollments in both schools will put pressure on the core facility and could have a major impact on scheduling lunch periods.