

Intentional Integration Initiative (III) Yr. 4 Review: Empowering Students, Embracing Diversity Dr. Kevin F. Gilbert, Assistant Superintendent of Schools May 29, 2025

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Summary

This presentation details the results of the South Orange/Maplewood School District's (SOMSD) fourth year (2024–2025) using its unique socioeconomic "nearest school" assignment algorithm. This innovative approach assigns students to the closest school with an open spot for their socioeconomic level (Low, Medium, or High), replacing traditional school boundaries. The primary purpose of the algorithm is to help build diversity through student placement based on socioeconomic status and in SOMSD's elementary and middle schools. Understanding that the movement of students is only one phase creating an inclusive school environment.

The Alves report examines how well the algorithm performed in the 2024–25 school year, **aiming to keep the socioeconomic makeup of each school within a 5% range of the district average for each grade.**





"MANY VOICES, TWO TOWNS, ONE DISTRICT"

Intentional Integration Initiative – Kindergarten

Elementary School – Kindergarten

- In the 2024–25 school year, the integration algorithm was used for the fourth consecutive year to assign Kindergarten students in SOMSD. Consultants worked with district leaders—including Dr. Kevin Gilbert, Dr. Kerri Waibel, and the Intentional Integration Team—to conduct thirteen assignment rounds using official registration data. Assignments were made based on each school's enrollment capacity, accounting for general education seats as well as reserved "hold" seats for special education and Multilingual Learner students. By October 15, 2024, 510 Kindergarten students were enrolled: 32% Low SES, 29% Medium SES, and 39% High SES.
- In 2024–25, Kindergarten seat capacity in SOMSD was significantly tighter than in previous years. The District initially designated 469 assignable seats—53 fewer than the prior year. As enrollment outpaced capacity, SOMSD added a new class at Delia Bolden, released two hold seats at Clinton, and raised the class size cap from 22 to 24 students. These extra capacity seats were not used uniformly across all schools, and, in most cases, did not result in classes at maximum (24 seat) capacity because of the existence of unused "hold" seats. Nevertheless, the very tight seat capacities made it more challenging to place students in their closest school, regardless of Ill integration constraints.



Between the start of the 2024–25 Kindergarten assignment process and October 15, 31 students withdrew from SOMSD. Most (71%) had been assigned either to a sibling's school, a pre-assigned special education or multilingual placement, or one of their two closest schools. Nearly all (84%) were assigned in Round 1. Fifteen (48%) of the withdrawals were classified as Low SES, 5 (16%) were Medium SES and 11 (35%) were High SES. Withdrawals were distributed among the six elementary schools as follows: Delia Bolden 5, Seth Boyden 8, Clinton 2, Marshall 5, South Mountain 8, and Tuscan 3. Demographically, 48% of withdrawn students were White, followed by 26% Black, 16% Hispanic, 6% Asian, and 3% Multi-Racial.



In 2024–25, **41% of SOMSD** Kindergarten students were assigned based on sibling priority, ensuring placement with an older sibling already in grades 1–5. This preference was used more often by **Medium and High SES families** (45% and 47%, respectively) than by Low SES families (30%). Usage also varied by school, with only 22% of assignments at Delia Bolden based on sibling priority, compared to approximately 60% at Tuscan and Marshall.

TABLE 1

Percent assigned based on					
sibling priority: 2024-25					
Delia Bolden	22%				
S. Mountain	47%				
Marshall	59%				
Clinton	45%				
Seth Boyden	45%				
Tuscan	60%				
Total	41%				



As stated in an earlier slide, our goal is to keep each Kindergarten class within ±5% of the district-wide SES composition. In 2024–25, all schools met this target except Clinton (-7% High SES Tier), which slightly exceeded it **due to the late pre-assignment of several Low SES tier students for multi-lingual services.** Overall, average SES variances across schools remained within acceptable limits.



TABLE 2

Distribution of Kindergarten Assignments across SES Tiers, by Elementary School 2024-25 vs 2023-24

Percent of Students in Each School by SES Tier 2024-25

	Low SES	Medium SES	High SES	Total
	Percent	Percent	Percent	Percent
Seth Boyden	36%	30%	34%	100%
S. Mountain	27%	30%	43%	100%
Tuscan	30%	30%	40%	100%
Clinton	36%	31%	33%	100%
Marshall	32%	27%	41%	100%
Delia Bolden	30%	26%	44%	100%
Total	32%	29%	39%	100%

Percent of Students in Each School by SES Tier 2023-24

	Low SES	Medium SES	High SES	Total
	Percent	Percent	Percent	Percent
Seth Boyden	37%	35%	28%	100%
S. Mountain	29%	32%	39%	100%
Tuscan	31%	38%	31%	100%
dinton	34%	34%	32%	100%
Marshall	30%	32%	38%	100%
Delia Bolden	25%	38%	37%	100%
Total	31%	34%	35%	100%

Variance from Total Kindergarten SES Tier Percentages 2024-25

	Low SES	Medium SES	High SES
	Variance	Variance	Variance
Seth Boyden	4%	1%	-5%
S. Mountain	-5%	1%	4%
Tuscan	-2%	1%	1%
Clinton	4%	2%	-7%
Marshall	0%	-2%	2%
Delia Bolden	-2%	-3%	4%
Avg. Variance	3%	2%	4%

Variance from Total Kindergarten SES Tier Percentages 2023-24

	Low SES Variance	Medium SES Variance	High SES Varian <i>c</i> e
Seth Boyden	6%	1%	-7%
S. Mountain	-2%	-2%	4%
Tuscan	0%	3%	-4%
dinton	3%	0%	-3%
Marshall	0%	-3%	3%
Delia Bolden	-6%	4%	2%
Avg. Variance	3%	2%	4%

Notes: Percent columns show the percent of students in each SES Tier, by school. Percentages may not sum to 100% due to rounding. Variance columns show the difference between the share of students in each SES category for a particular school and the share of students

in that same SES category across the entire District Kindergarten enrollment.

Variances shown in red are those more than +/-5 percentage points. Average variance calculated as the average of the absolute values of the variances across schools.

2024-25 student assignments as of 10/18/24

2023-24 student assignments as of 10/4/23

SES Tiers based on Household Income and Adult Educational Attainment in student neighborhood (Census block group), from U.S. Census Bureau American Community Survey, 5 year estimates.



Although the integration algorithm is race-neutral, racial/ethnic patterns are monitored. In 2024–25, most schools showed moderate racial/ethnic variances, but **Clinton experienced a significant +23%** variance for Black students, up from -2% the previous year. This imbalance was caused by two factors: (1) reduced overall seat capacity at Clinton and (2) a sharp increase in pre-assigned Black **special education and multilingual students**. As a result, Clinton's percentage of Black students rose while White student representation dropped, creating compensating variances at schools like South Mountain and Tuscan.



TABLE 3

Distribution of Kindergarten assignments by race/ethnicity, by Elementary School 2024-25 vs 2023-24

Percent of Students in Each School by Race/Ethnicity 2024-25

	Asian	Black	Hispanic Mu	ultiracial	White	Tota
Seth Boyden	1%	27%	10%	9%	53%	100%
S. Mountain	2%	12%	10%	6%	70%	100%
Tuscan	3%	1 1%	13%	6%	6 7 %	100%
Clinton	2%	45%	10%	2%	41%	100%
Marshall	5%	19%	18%	3%	55%	100%
Delia Bolden	4%	22%	7%	13%	53%	100%
Total	3%	22%	11%	7%	57%	100%

Variance from Total Racial/Ethnic Percentages

	Asian	Black	Hispanic Mu	ltiracial	White
Seth Boyden	-2%	5%	-1%	2%	-4%
S. Mountain	0%	-10%	-1%	-1%	13%
Tuscan	0%	-11%	1%	-1%	10%
Clinton	-1%	23%	-1%	-5%	-15%
Marshall	2%	-3%	7%	-3%	-2%
Delia Bolden	1%	0%	-5%	6%	-3%

Percent of Students in Each School by Race/Ethnicity

2023-24						
	Asian	Black	<u>Hispanic Mu</u>	Itiracial	White	Tota
Seth Boyden	3%	25%	17%	8%	47%	100%
S. Mountain	2%	20%	9%	9%	59%	100%
Tuscan	2%	11%	16%	9%	63%	100%
Clinton	3%	18%	15%	6%	58%	100%
Marshall	2%	24%	8%	11%	55%	100%
Delia Bolden	5%	20%	13%	6%	55%	100%
Total	3%	20%	12%	8%	57%	100%

Variance from Total Racial/Ethnic Percentages

	Asian	Black	Hispanic Multiracial		White	
Seth Boyden	1%	5%	4%	0%	-10%	
S. Mountain	-1%	0%	-3%	1%	3%	
Tuscan	-1%	-9%	3%	1%	6%	
Clinton	0%	-2%	3%	-2%	1%	
Marshall	-1%	4%	-5%	3%	-1%	
Delia Bolden	2%	0%	1%	-2%	-2%	
Avg. Variance	1%	3%	3%	2%	4%	

Avg. Variance

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination with other races. Asians include Pacific Islanders. One Native American included in total but not shown separately.

Variance shows the difference between the share of students of each race/ethnicity for a particular school and the share of students in that same category across the entire District Kindergarten enrollment.

Average variance calculated as the average of the absolute values of the variances for each school.

Variances may not match simple differences because of rounding of more precise numbers.

Percents may not sum to 100% due to rounding.

2024-25 student assignments as of 10/18/24

2023-24 student assignments as of 10/4/23



The integration algorithm aims to balance school proximity and socioeconomic integration by assigning students to the nearest school with available seats for their SES Tier. In 2024–25, about 48% of algorithm-assigned students were placed in their closest school, with higher placement rates for High SES students (59%) compared to Low SES students (45%). Notably, the share of Low SES students attending their closest school rose from 34% to 45%, while rates declined slightly for Medium and High SES students. These shifts are attributed to increased seat capacity at Seth Boyden (benefiting Low SES students) and decreased capacity at South Mountain (affecting High SES students). Overall, proximity-based placement is now more balanced across SES groups than in the previous year.



TABLE 4

Percent of Students Assigned, by Nearest School Rank (Students Assigned by Algorithm, not Pre-assigned)								
2024-25								First or
	First	Second	Third	Fourth	Fifth	Sixth		Second
SES Tier	<u>Closest</u>	<u>Closest</u>	<u>Closest</u>	<u>Closest</u>	<u>Closest</u>	<u>Closest</u>	<u>Total</u>	<u>Closest</u>
Low	45%	16%	9%	11%	12%	7%	100%	61%
Medium	38%	41%	4%	8%	4%	4%	100%	79%
High	59%	14%	7%	6%	0%	13%	100%	73%
Total	48%	22%	7%	9%	5%	9%	100%	71%
2023-24								First or
	First	Second	Third	Fourth	Fifth	Sixth		Second
SES Tier	<u>Closest</u>	<u>Closest</u>	<u>Closest</u>	<u>Closest</u>	<u>Closest</u>	<u>Closest</u>	<u>Total</u>	<u>Closest</u>
Low	34%	8%	23%	14%	8%	13%	100%	43%
Medium	47%	25%	8%	7%	8%	6%	100%	72%
High	61%	24%	5%	6%	0%	3%	100%	85%
Total	48%	19%	12%	9%	5%	7%	100%	67%

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Notes: Percentages may not sum to 100% due to rounding.

A neighborhood-level analysis shows how many students from each area were assigned to their closest school, with neighborhoods defined by shared closest schools. Assignment rates vary based on factors like school seat capacity, pre-assignments (e.g., siblings), neighborhood SES makeup, and the random order used in the assignment algorithm. Between 2023–24 and 2024–25, Seth Boyden saw a significant increase in neighborhood students assigned there due to expanded capacity, while South Mountain and Clinton saw declines due to reduced capacity. Notably, only 18% of Clinton neighborhood students were assigned to Clinton through the algorithm in 2024–25, largely because only seven algorithm-assignable seats remained after pre-assignments and administrative holds.

These findings illustrate how school assignment outcomes are heavily influenced by seat availability and pre-assigned student placements.



TABLE 5

"Neigh 2024-25	borhood	d bγ Nei	ghborh	ood" Ana	alγsis				2023-24								
The 3 pan	els below sh	ow column	nercentag	ies.					The 3 pan	els helow s	how colum	nementages					
Read: "Of	students in	the Bolden	"neighbor	hood."					Read: "Of	students in	n the Bolder	n "neighborhd	n ood."				
52% were	assigned to	Bolden."							45% were	assigned to	n Bolden."						
AllStuden	ts: 2024-25								All Studer	nts: 2023-24	4						
	Close st Sch	nool								Closest Sc	:hool						
Assigned	BOLD	CLIN	MAR	<u>SB</u>	SM	TUSC	Iotal		Assigned	BOLD	CLIN	MAR S	iB S	5M	TUSC	Iotal	
School									School								
BOLD	52%	17%	14%	6 15%	9%	13%	20%		BOLD	45%	6 11%	5 11%	13%	6%	14%	16%	
CLIN	6%	36%	8%	6 14%	3%	0%	11%		CLIN	12%	6 50%	5 8%	25%	4%	9%	19%	
MAR	8%	13%	57%	6 9%	15%	3%	17%		MAR	119	6 14%	62%	11%	11%	4%	18%	
SB	16%	25%	7%	6 46%	9%	22%	21%		SB	10%	6 10%	5%	28%	4%	15%	1 2%	
SM	7%	6%	12%	6 9%	63%	3%	17%		SM	14%	6 14%	5 14%	13%	76%	7%	22%	
TUSC	10%	3%	1%	6 6%	0%	59%	14%		TUSC	8%	6 2%	5 0%	11%	0%	51%	12%	
Total	100%	100%	100%	6 100%	100%	100%	100%		Total	100%	6 100%	5 100%	100%	100%	100%	100%	
Students#	Assigned by Closest Sch	Algorithm: 100	2024-25					_	Students	Assigned by Closest Sc	y Algorithm: :hool	: 2023-24					
Assigned School	BOLD	CLIN	MAR	<u>SB</u>	SM	TUSC	Iotal		Assigned School	BOLD	<u>CLIN</u>	MAR S	B S	M	TUSC	Iotal	
BOLD	66%	27%	15%	6 29%	1.3%	25%	29%		BOLD	60%	6 12%	5 0%	23%	3%	25%	27%	
alin	2%	18%	10%	6 5%	7%	- 0%	7%		CLIN	89	6 44%	16%	13%	0%	12%	17%	
MAR	0%	7%	41%	6 2%	2%	0%	8%		MAR	09	6 18%	55%	13%	5%	4%	15%	
SB	23%	40%	10%	59%	11%	32%	29%		SB	89	6 9%	3%	26%	3%	25%	1.3%	
SM	5%	4%	21%	6 2%	67%	2%	17%		SM	139	6 16%	5 26%	23%	89%	12%	27%	
TUSC	5%	4%	3%	6 2%	0%	41%	9%		TUSC	10%	6 2%	5 O%	3%	0%	23%	7%	
Total	100%	100%	100%	6 100%	100%	100%	100%		Total	100%	6 100%	5 100%	100%	100%	100%	100%	
Pre-Assigr	ned Students	s: 2024-25							Pre-Assig	ned Studen	ts: 2023-24						
	Cl <i>o</i> sest Sch	nool						% of Students	_	Closest Sc	chool						% of Students
Assigned	BOLD		MAR	SB	SM	TUSC	Iotal	thatare	Assigned	BOLD	CLIN	MAR S	iB S	SM .	TUSC	Iotal	that are
School								Pre-Assigned	School								Pre-Assigned
BOLD	38%	7%	14%	6 0%	5%	0%	11%	26%	BOLD	23%	6 9%	5 21%	0%	9%	0%	10%	30%
CLIN	10%	56%	7%	6 24%	0%	0%	16%	69%	CLIN	17%	6 56%	S 0%	39%	7%	5%	22%	54%
MAR	17%	19%	70%	6 16%	29%	7%	27%	76%	MAR	26%	6 9%	68%	9%	16%	5%	21%	57%
SB	10%	9%	5%	6 32%	7%	11%	12%	29%	SB	11%	6 11%	5 8%	30%	4%	3%	11%	43%
SM	10%	7%	5%	6 16%	60%	5%	17%	49%	SM	17%	6 13%	s 3%	0%	64%	0%	18%	37%
TUSC	17%	2%	O%	6 11%	0%	77%	18%	66%	TUSC	6%	6 2%	6 0%	21%	0%	88%	18%	70%
Total	100%	100%	100%	6 100%	100%	100%	100%	49%	Total	100%	6 100%	5 100%	100%	100%	100%	100%	47%



 In 2024–25, the average driving distance to school for Kindergarten students assigned through the integration algorithm changed slightly, reflecting shifts in school seat capacities.
 Overall average distance increased marginally from 1.09 to 1.13 miles. Low SES students saw a notable drop in average distance (1.45 to 1.25 miles), largely due to increased seats at Seth Boyden. In contrast, High SES and White students saw slight increases, influenced by reduced capacity at South Mountain. Black students also experienced reduced travel distances, with their average falling from 1.51 to 1.28 miles.

Distance intervals further show that 56% of algorithm-assigned students were placed within one mile of home (up from 55%), while 83% were within two miles (down from 86%). Only 2% traveled over three miles. Gains were strongest for Low SES and Black students, both seeing significant increases in those traveling less than a mile and decreases in those traveling more than three. Meanwhile, High SES and White students saw slight declines in the share traveling under one mile.



TABLE 6

Average Driving Distance (Miles) to School, by SES Tier and Race/Ethnicity All Kindergarten Students

2024-25 Low SES Medium SES High SES Total 0.86 1.63 1.15 Asian 0.89 1.26 Black 1.48 0.87 1.07 1.14 1.14 1.20 1.10Hispanic Multi 0.93 1.20 1.16 1.12 White 1.19 0.88 1.01 1.01Total 1.29 0.95 1.04 1.10

2023-24				
	Low SES	Medium SES	<u>High SES</u>	<u>Total</u>
Asian	0.94	0.67	1.11	0.86
Black	1.42	1.17	1.08	1.31
Hispanic	1.18	0.85	1.05	1.03
Multi	1.38	1.01	1.24	1.17
White	1.14	0.93	0.93	0.97
Total	1.28	0.95	0.97	1.06

Average Driving Distance (Miles) to School, by SES Tier and Race/Ethnicity

(Students Assigned by Algorithm, not Pre-assigned)

2024-25				
	Low SES	Medium SES	<u>High SES</u>	<u>Total</u>
Asian	0.91	2.27	0.64	1.15
Black	1.45	1.04	0.99	1.28
Hispanic	0.85	0.98	1.22	0.97
Multi	1.22	1.17	1.22	1.21
White	1.22	1.03	1.06	1.09
Total	1.25	1.08	1.06	1.13

2023-24				
	Low SES	Medium SES	<u>High SES</u>	<u>Total</u>
Asian	2.17*	0.75	0.39	0.87
Black	1.75	1.11	0.90	1.51
Hispanic	1.15	0.79	1.25	0.99
Multi	1.31	1.12	0.98	1.17
White	1.25	1.06	0.80	0.96
Total	1.45	1.02	0.82	1.09

Notes: "Students assigned by Algorithm" refers to those students not assigned due to sibling priority or administrative placement. All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination with other races. Asians include Pacific Islanders. One Native American included in total but not shown separately.

2024-25 student assignments as of 10/18/23

2023-24 student assignments as of 10/4/23

*represents 1 student assigned to 4th closest school



TABLE 7

2024_25								
	A	All Students		Students Assig	Students Assigned by Algorithm			
SES	<1 mile	<2 miles	>3 miles	<1 mile	<2 miles	>3 miles		
Low	52%	77%	4%	53%	76%	2%		
Medium	61%	93%	1%	51%	93%	1%		
High	63 %	83%	1%	63%	83%	3%		
Race/Ethnici	ty							
Asian	64%	79%	7%	60%	80%	10%		
Black	54%	73%	5%	52%	69%	4%		
Hispanic	53%	88%	2%	61%	94%	3%		
Multi	60 %	86%	3%	55%	90%	5%		
White	61%	88%	1%	57%	86%	1%		
Total	59%	84%	2%	56%	83%	2%		

2023-24								
	4	All Students		Students Assi	Students Assigned by Algorithm			
SES	<u><1 mile</u>	<u><2 miles</u>	>3 miles	<1 mile	<2 miles	<u>>3 miles</u>		
Low	49%	77%	3%	38%	71%	6%		
Medium	59%	94%	1%	53%	91%	0%		
High	6 7%	88%	1%	73%	95%	0%		
Race/Ethnicity								
Asian	71%	86%	0%	67%	83%	0%		
Black	46%	77%	6 %	34%	70%	10%		
Hispanic	56%	94%	0%	59%	91%	0%		
Multi	49%	79%	0%	48%	84%	0%		
White	64%	90%	1%	62%	91%	0%		
Total	59%	87%	2%	55%	86%	2%		

Notes: "Students assigned by Algorithm" refers to those students not assigned due to sibling priority or administrative placement. All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination

with other races. Asians include Pacific Islanders.

2024-25 student assignments as of 10/18/24

2023-24 student assignments as of 10/4/23





"MANY VOICES, TWO TOWNS, ONE DISTRICT"

Intentional Integration Initiative – First Grade

Elementary School - Grade 1

The 2024–25 Grade 1 class includes students who were originally placed by the integration algorithm as Kindergartners in 2023–24, along with newly enrolled students placed this year using the same algorithm. The process accounted for student withdrawals and maintained balanced socioeconomic (SES) representation. **Overall, SES variance across schools remained stable, with only minor deviations:**

- Clinton: Slightly overrepresented in Low SES students (+7%)
- Delia Bolden: Slightly underrepresented in Low SES students (-6%)
- Seth Boyden: Slightly underrepresented in High SES students (-7%)

These results show that SES integration remained largely consistent as the cohort advanced to Grade 1.



Elementary School - Grade 1 (continued)

TABLE 8

SES Distribution of Grade 1 Students in 2024-25 versus Kindergarten Students in 2023-24

Grade 1 2024-25

Percent of Students in Each School by SES Tier 2024-25

	Low SES	Medium SES	High SES	Total
	Percent	Percent	Percent	Percent
Seth Boyde	35%	38%	26%	100%
S. Mountai	29%	32%	39%	100%
Tuscan	33%	36%	31%	100%
dinton	38%	32%	30%	100%
Marshall	31%	33%	36%	100%
Delia Bolde	26%	38%	36%	100%
Total	32%	35%	33%	100%

Kindergarten 2023-24

Percent of Students in Each School by SES Tier 2023-24

	Low SES Percent	Medium SES Percent	High SES Percent	Total Percent
Seth Boyden	37%	35%	78%	1.0.0%
S. Mountain	29%	32%	39%	100%
Tuscan	31%	38%	31%	100%
dinton	34%	34%	32%	100%
Marshall	30%	32%	38%	100%
Delia Bolden	25%	38%	37%	100%
Total	31%	34%	35%	100%

Variance from Total Grade 1 SES Tier Percentages

20 24-25

	Low SES	Medium SES	High SES
	Variance	Variance	Variance
C atta D availa	207	407	70.4
seth Βογάε	3%	4 %	-7%
S. Mountai	-3%	-2%	5%
Tuscan	1%	1%	-2%
dinton	6%	-2%	-4%
Marshall	-1%	-1%	2%
Delia Bold€	-6%	3%	3%
Ave. Varia	3%	2%	4%

Variance from Total Kindergarten SES Tier Percentages

	Low SES	Medium SES	High SES
	Variance	Variance	Variance
Seth Boyden	6%	1%	-7%
S. Mountain	-2%	-2%	4%
Tuscan	0%	3%	-4%
dinton	3%	0%	-3%
Marshall	0%	-3%	3%
Delia Bolden	-6%	4%	2%
Avg. Variance	3%	2%	4%

Notes: Percent columns show the percent of students in each SES Tier, by school. Percentages may not sum to 100% due to rounding. Variance columns show the difference between the share of students in each SES category for a particular school and the share of students in that same SES category across the entire District Kindergarten enrollment.

Variances shown in red are those more than +/-5 percentage points. Average variance calculated as the average of the absolute values of the variances across schools.

2024-25 student assignments as of 10/18/24

2023-24 student assignments as of 10/4/23

SES Tiers based on Household Income and Adult Educational Attainment in student neighborhood (Census block group), from 2019 U.S. Census Bureau American Community Survey, 5 year estimates.



Elementary School - Grade 1 (continued)

While the integration algorithm does not target racial/ethnic balance, changes in variance across schools were generally small and mixed by group. Most schools remained relatively balanced. However, schools with higher racial/ethnic variances in 2023–24 saw slight increases in 2024–25:

- Seth Boyden: White student variance increased from -10 to -11 percentage points.
- **Tuscan**: Black student variance increased from -9 to -10 percentage points.

Overall, racial/ethnic distributions stayed fairly stable, with only minor shifts year over year.



Elementary School - Grade 1 (continued)

9	Race/Ethnic	Distribut	tions of	f Grade 1	in 2024	-25 vs. K	(indergart	en in 2023-24						
	Grade 1 in 20	24-25						Kindergar	ten in 20	23-24				
	Percent of St	udents in	Each Sc	hool by Ra	ce/Ethn	icity		Percent of	f Student	ts in Eac	h School b	y Race/	Ethnicity	
		Asian	Black	Hispanic Mu	ltiracial	White	Total		Asian	Black	Hispanic Mu	ltiracial	White	Tota
	Seth Boyden	2%	28%	18%	8%	45%	100%	Seth B <i>a</i> ydı	3%	25%	1 7 %	8%	47%	100%
	S. Mountain	3%	19%	9%	10%	59%	100%	S. Mountai	2%	20%	9%	9%	59%	100%
	Tuscan	2%	11%	17%	8%	63%	100%	Tuscan	2%	11%	16%	9%	63%	100%
	Clinton	4%	22%	16%	6%	53%	100%	Clinton	3%	18%	15%	6%	58%	100%
	Marshall	2%	24%	6%	11%	57%	100%	Marshall	2%	24%	8%	11%	55%	100%
	Delia Bolden	5%	20%	13%	6%	57%	100%	Delia Boldı	5%	20%	13%	6%	5 5%	100%
	Total	3%	21%	13%	8%	56%	100%	Total	3%	20%	12%	8%	57%	100%
	Variance from	n Total Ra	acial/Etl	nnic Percei	ntages			Variance f	rom Tot	al Racia	l/Ethnic Pe	ercentag	es	
		Asian	<u>Black</u>	Hispanic Mu	ltiracial	White			Asian	<u>Black</u>	Hispanic Mu	ltiracial	White	
	Seth Boyden	-1%	7%	6%	0%	-1 1%		Seth B øy de	1%	5%	4%	0%	-10%	
	S. Mountain	0%	-2%	-3%	2%	3%		S. Mountai	-1%	0%	-3%	1%	3%	
	Tuscan	-1%	-10%	5%	0%	7%		Tuscan	-1%	-9%	3%	1%	6%	
	Clinton	1%	1%	3%	-2%	-3%		Clinton	0%	-2%	3%	-2%	1%	
	Marshall	-1%	3%	-7%	3%	1%		Marshall	-1%	4%	-5%	3%	-1%	
	Delia Bolden	2%	-1%	0%	-2%	1%		Delia Boldı	2%	0%	1%	-2%	-2%	
	Avg. Varianœ	1%	4%	4%	2%	4%		Avg. Varia	1%	3%	3%	2%	4%	

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination with other races. Asians include Pacific Islanders. One Native American included in total but not shown separately.

Variance shows the difference between the share of students of each race/ethnicity for a particular school and the share of students in that same category

across the entire District Kindergarten enrollment.

Average variance calculated as the average of the absolute values of the variances for each school.

Variances may not match simple differences because of rounding of more precise numbers.

Percents may not sum to 100% due to rounding.

2024-25 student assignments as of 10/18/24

2023-24 student assignments as of 10/4/23





"MANY VOICES, TWO TOWNS, ONE DISTRICT"

Intentional Integration Initiative – Second Grade

Elementary - Grade 2

The Kindergarten class assigned using the integration algorithm in 2022–23 progressed to Grade 2 in the 2024-25 school year. The algorithm was again used to integrate new students entering Grade 2, considering prior student withdrawals. Data comparing the SES distribution of this year's Grade 2 cohort to their Grade 1 distribution shows a slight improvement in Low SES variances at several schools. Specifically, Seth Boyden and Clinton's +7 Low SES variance decreased to +6, and South Mountain's -7 Low SES variance decreased to -6. While Clinton, South Mountain, and Seth Boyden still slightly exceed the +/- 5 targeted variances, the overall variances are not substantial.



Elementary School - Grade 2

Grade 2 2024-25					Grade 1 2023-24					
Percent of S 2024-25	tudents in	Each Sch	nool by SE	S Tier	Percent of St 2023-24	tudents in	Each Sch	ool by SES	6 Tier	
	Low SES I	edium SES	High SES			Low SES	edium SES	High SES		
	Percent	Percent	Percent	Total		Percent	Percent	Percent	Tota	
Seth Boyden	41%	30%	30%	100%	Seth Boyden	42%	27%	31%	100%	
S. Mountain	29%	32%	39%	100%	S. Mountain	29%	32%	39%	100%	
Tuscan	34%	36%	30%	100%	Tuscan	35%	34%	31%	100%	
Clinton	41%	32%	28%	100%	Clinton	42%	29%	28%	100%	
Marshall	36%	27%	37%	100%	Marshall	35%	27%	38%	100%	
Total	35%	31%	34%	100%	Total	35%	30%	35%	100%	
Variance	Low SES	edium SES	High SES		Variance	Low SES	edium SES	High SES		
	Variance	Variance	Variance			Variance	Variance	Variance		
Seth Boyden	6%	-1%	-5%		Seth Boyden	7%	-3%	-4%		
S. Mountain	-6%	1%	5%		S. Mountain	-7%	2%	4%		
Tuscan	-1%	5%	-4%		Tuscan	0%	4%	-3%		
Clinton	6%	1%	-7%		Clinton	7%	0%	-7%		
Marshall	0%	-3%	3%		Marshall	-1%	-2%	3%		
Avg. Variance	4%	2%	5%		Avg. Variance	4%	2%	4%		

Notes: Percent columns show the percent of students in each SES Tier, by school. Percentages may not sum to 100% due to rounding. Variance columns show the difference between the share of students in each SES category for a particular school and the share of students in that same SES category across the entire District Kindergarten enrollment.

Variances shown in red are those more than +/- 5 percentage points. Average variance calculated as the average of the absolute values of the variances across schools.

2024-25 student assignments as of 10/18/24

TABLE 10

2023-24 student assignments as of 10/12/23

SES Tiers based on Household Income and Adult Educational Attainment in student neighborhood (Census block group), from 2019

U.S. Census Bureau American Community Survey, 5 year estimates.



Elementary - Grade 2 (continued)

In Grade 2 (2024-25), most schools showed relatively balanced racial/ethnic distributions compared to the same cohort in Grade 1. The under-representation of White students at Seth Boyden and Clinton slightly decreased.

However, **Tuscan Elementary School exhibited a significantly higher positive variance for White students (+18) and a negative variance for Black students (-13), which increased from Grade 1.** This is notably higher than the variances in other schools and warrants further investigation.

Several factors contribute to this imbalance at Tuscan:

- **Pre-III Imbalance:** Even before the integration algorithm was implemented in 2020–21, Tuscan had a negative variance for Black Kindergarten students (-13).
- **Sibling Priority:** Tuscan has the highest number of students pre-assigned due to sibling priority, which can perpetuate existing racial patterns.
- White Representation Across SES Tiers: Tuscan has the highest percentage of White students in each SES Tier compared to other elementary schools. For example, in the Middle SES Tier, 81% of Tuscan students are White, while the next highest school, South Mountain, has 68% White students in this tier. This allows Tuscan to maintain SES balance while having a higher overall White population.
- Capacity Constraints: Tuscan tends to reach full enrollment earlier, making it less likely for students enrolling later (who are often Low SES and Black) or new students in grades 1 or 2 to be assigned there.



Elementary - Grade 2 (continued)

Analyzing the cohort's progression:

- As the 2022–23 Kindergarten cohort moved to Grade 2, the negative variance for Black students at Tuscan increased from -7 to -9 to -13, and the positive variance for White students increased from +9 to +15 to +18.
- Despite the increase in White variance, the actual White enrollment at Tuscan only increased by 2 students due to sibling priority or administrative placement.
- This increase was amplified by a decrease in Tuscan's total enrollment from 94 students in Kindergarten to 86 in Grade 2.
- The number of Black students at Tuscan decreased by 2 between Kindergarten and Grade 1 and by another 3 between Grade 1 and Grade 2. However, most of these students remained within the SOMSD district, being assigned to other schools for services or moving to different grades within Tuscan.



Elementary School - Grade 2 (continued)

TABLE 11

Race/Ethnic Distribution of Grade 2 in 2024-25 vs. Grade 1 in 2023-24

Grade 2 in 20 Percent of St	24-25 udents in	Each Scl	hool by Rac	e/Ethnici	ty		Grade 1 in 2023-24 Percent of Students in Each School by Race/Ethnicity						
	Asian	Black	Hispanic	Multi	White	Total		Asian	Black	Hispanic	Multi	White	Total
Seth Boyden	2%	31%	11%	6%	50%	100%	Seth Boyden	4%	31%	12%	6%	48%	100%
S. Mountain	5%	24%	7%	5%	59%	100%	S. Mountain	4%	22%	7%	5%	61%	100%
Tuscan	1%	10%	6%	7%	76%	100%	Tuscan	2%	13%	6%	7%	72%	100%
Clinton	5%	21%	14%	7%	53%	100%	Clinton	6%	21%	17%	6%	50%	100%
Marshall	3%	27%	14%	5%	51%	100%	Marshall	2%	27%	13%	5%	53%	100%
Total	3%	23%	11%	6%	57%	100%	Total	4%	23%	11%	6%	57%	100%
Variance							Variance						
	Asian	Black	Hispanic	Multi	White			Asian	Black	Hispanic	Multi	White	
Seth Boyden	-2%	8%	0%	0%	-7%		Seth Boyden	0%	8%	1%	0%	-9%	
S. Mountain	2%	1%	-4%	0%	2%		S. Mountain	1%	-1%	-4%	0%	4%	
Tuscan	-2%	-13%	-5%	1%	18%		Tuscan	-1%	-9%	-5%	1%	15%	
Clinton	2%	-2%	4%	1%	-4%		Clinton	3%	-2%	6%	1%	-7%	
Marshall	0%	4%	3%	-1%	-6%		Marshall	-1%	4%	2%	-1%	-4%	
Avg. Variance	2%	6%	3%	1%	8%		Avg. Variance	1%	5%	4%	1%	8%	

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination with other races. Asians include Pacific Islanders.

Variance is the difference between the racial/ethnic composition of each school and that of all Gr. 1 or Kindergarten students across the District.

Percentages may not sum to 100% because of rounding.

Variances may not match simple differences because of rounding of more precise numbers.

Racial/Ethnic variances presented for informational purposes only. III Algorithm is race-neutral.

2024-25 student assignments as of 10/18/24

2023-24 student assignments as of 10/12/23





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Intentional Integration Initiative – Third Grade

Elementary - Grade 3

The 2024–25 school year marked the initial implementation of the III algorithm for Grade 3. This cohort was comprised of students originally assigned through the algorithm in Kindergarten (2021–22) along with new students who entered the district in Grades 1, 2, or 3 in subsequent years. Comparing the SES distribution of this year's Grade 3 students to their distribution in Grade 2, the SES variance remained relatively consistent. However, direct comparison is limited as Delia Bolden did not have Grade 2 enrollment last year. **Currently, Seth Boyden shows a positive variance for Low SES students (+7%), while South Mountain exhibits a negative variance for Low SES students (-8%) and a positive variance for High SES students (+7%).**



Elementary School - Grade 3 (continued)

TABLE 12

SES Distribution of Grade 3 Students in 2024-25 versus Grade 2 Students in 2023-24

Grade 3 2024-25

Percent of Students in Each School by SES Tier 2024-25

Grade 2 2023-24

Percent of Students in Each School by SES Tier 2023-24

	Low SES N	/ledium SES	High SES			Low SES	edium SES	High SES	
	Percent	Percent	Percent	Total		Percent	Percent	Percent	Total
Seth Boyden	39%	29%	32%	100%	Seth Boyden	39%	29%	33%	100%
S. Mountain	24%	32%	44%	100%	S. Mountain	25%	33%	42%	100%
Tuscan	32%	35%	34%	100%	Tuscan	32%	36%	32%	100%
Clinton	35%	31%	34%	100%	Clinton	34%	32%	35%	100%
Marshall	33%	31%	37%	100%	Marshall	35%	31%	34%	100%
Delia Bolden	33%	32%	35%	100%	Delia Bolden	N/A	N/A	N/A	N/A
Total	32%	32%	36%	100%	Total	33%	32%	35%	100%
Variance	Low SES N	/ledium SES	High SES		Variance	Low SES	edium SES	High SES	
	Variance	Variance	Variance			Variance	Variance	Variance	
Seth Bo y den	7%	-3%	-4%		Seth Boyden	6 %	-4%	-2%	
S. Mountain	-8%	1%	7%		S. Mountain	-8%	1%	7%	
Tuscan	0%	3%	-3%		Tuscan	-1%	4%	-3%	
Clinton	3%	-1%	-2%		Clinton	1%	-1%	0%	
Marshall	1%	-1%	1%		Marshall	3%	-1%	-1 %	
Delia Bolden	1%	0%	-1%		Delia Bolden	N/A	N/A	N/A	
Avg. Variance	3%	1%	3%		Avg. Variance	4%	2%	3%	

Notes: Percent columns show the percent of students in each SES Tier, by school. Percentages may not sum to 100% due to rounding.

Variance columns show the difference between the share of students in each SES category for a particular school and the share of students in that same SES category across the entire District Kindergarten enrollment.

Variances shown in red are those more than +/- 5 percentage points. Average variance calculated as the average of the absolute values of the variances across schools.

2024-25 student assignments as of 10/18/23

2023-24 student assignments as of 10/12/23

SES Tiers based on Household Income and Adult Educational Attainment in student neighborhood (Census block group), from 2019 U.S. Census Bureau American Community Survey, 5 year estimates.



Elementary - Grade 3 (continued)

- In Grade 3 (2024–25), the racial/ethnic distribution variances across most schools remained stable and at a low to moderate level compared to the same cohort in Grade 2. There was an overall improvement in the average variance across schools, with many showing variances close to zero for several racial/ethnic groups.
- However, Seth Boyden continues to be an outlier, with an over-representation of Black students (+11 percentage point variance) and an under-representation of White students (-14 percentage point variance). This variance slightly increased as the cohort moved from Grade 2 to Grade 3.



Elementary School - Grade 3 (continued)

Percent of Stud	ents in Ea	ch Schoo	l bγ Race/E	thnicity		
	Asian	Black	Hispanic	Multi	White	Tota
Seth Boyden	096	30%	15%	12%	42%	1009
S. Mountain	6%	13%	14%	7%	60%	1009
Tuscan	3%	19%	14%	6%	58%	1009
Clinton	5%	19%	15%	6%	56%	1009
Marshall	5%	17%	13%	8%	57%	1009
Delia Bolden	1%	25%	9%	4%	60%	1009
Total	3%	20%	13%	7%	56%	1009
Variance						
	Asian	Black	Hispanic	Multi	White	
Seth Boyden	-3%	11%	2%	5%	-14%	
S. Mountain	2%	-7%	1%	0%	4%	
Tuscan	-1%	-1%	1%	-1%	2%	
Clinton	1%	0%	1%	-1%	-1%	
Marshall	2%	-3%	-1%	1%	1%	
Delia Bolden	-2%	6%	-4%	-3%	4%	
Avg. Variance	2%	5%	2%	2%	4%	

Race/Ethnic Distribution of Grade 3 in 2024-25 vs. Grade 2 in 2023-24

Grade 2 in 2023 Percent of Stud	8-24 lents in Ea	ch Schoo	lbγRace/E	thnicity		
	Asian	Black	Hispanic	Multi	White	Total
Seth Boyden	1%	29%	14%	13%	43%	100%
S. Mountain	5%	12%	14%	7%	61%	100%
Tuscan	3%	20%	14%	7%	57%	100%
Clinton	4%	17%	14%	5%	59%	100%
Marshall	3%	22%	13%	696	56%	100%
Delia Bolden	N/A	N/A	N/A	N/A	N/A	N/A
Total	4%	19%	14%	7%	56%	100%
Variance						
	Asian	Black	Hispanic	Multi	White	
Seth Boyden	-2%	9%	1%	6%	-13%	
S. Mountain	2%	-7%	0%	096	5%	
Tuscan	-1%	0%	0%	-1%	1%	
Clinton	1%	-2%	0%	-2%	3%	
Marshall	0%	2%	-1%	-1%	0%	
Delia Bolden	N/A	N/A	N/A	N/A	N/A	
Avg. Variance	1%	4%	1%	2%	4%	

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination with other races. Asians include Pacific Islanders.

Variance is the difference between the racial/ethnic composition of each school and that of all Gr. 1 or Kindergarten students across the District.

Percentages may not sum to 100% because of rounding.

Variances may not match simple differences because of rounding of more precise numbers.

Racial/Ethnic variances presented for informational purposes only. III Algorithm is race-neutral.

2024-25 Assignments as of 10/18/24

TABLE 13

2023-24 Assignments as of 10/12/23



Marshall-Delia Bolden Unpairing

- This year marked the final phase of the unpairing process between Delia Bolden Elementary and Marshall Elementary. With the completion of this process, both schools will operate as K–5 schools beginning in the 2025–2026 school year.
- As part of this transition, we surveyed current Marshall second grade families (168 families) to offer them the opportunity to opt in to Delia Bolden for the upcoming school year. We received a total of 86 responses. Of the respondents, only 13.8% of the families opted into Delia Bolden, which was not enough to not use the algorithm to place other students.
- Those families that opted into Delia Bolden were pre-assigned there and families who had sibling priority were assigned to either school. The remaining students were placed through the algorithm.





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Intentional Integration Initiative – Middle School (6th – 8th Grade)

6th Grade - Middle School

- In the 2024–25 school year, the Intentional Integration Initiative algorithm was used for the third consecutive year to assign 6th graders to either Maplewood Middle School (MMS) or South Orange Middle School (SOMS). Students were pre-assigned based on sibling priority or administrative placements, such as ELL/MLL.
- After considering seat capacities and aiming for balanced enrollment, remaining students were assigned to **the closest available school based on their SES Tier**. The following tables compared the SES and racial/ethnic distributions for 2024-25 and 2023-24, showing a significant balance between the two schools.



Middle School - Grade 6 (continued)

TABLE 14

SES Distribution of Grade 6 Students in 2024-25 vs. Grade 6 Students in 2023-24 2024-25 vs 2023-24

Percent of Students in Each School by SES Tier Grade 6 in 2024-25

		SES Tier		
	Low	Medium	High	Total
Maplewood MS	34%	27%	40%	100%
S. Orange MS	31%	31%	38%	100%
Total	32%	29%	39%	100%
Variance	Low	Medium	High	
Maplewood MS	1%	-2%	1%	
S. Orange MS	-1%	2%	-1%	

Notes: 2024-25 SY data Enrollment as of 10/18/2024 Variance rows show the difference between the share of students in each SES category for a particular school and the share of students in that same SES category across the entire District Grade 6 enrollment. Variances may not match simple differences because of rounding of more precise numbers.

Grade 6 in 2023-24				
		SES Tier		
	LOW	Nedium	High	lota
Maplewood MS	41%	30%	29%	100%
S. Orange MS	3 5%	35%	30%	100%
Total	38%	33%	29%	100%
Variance	Low	Medium	High	
Maplewood MS	3%	-2%	0%	
S. Orange MS	-3%	2%	0%	

Notes: 2023-24 SY data Enrollment as of 10/2/2023.



Middle School - Grade 6 (continued)

TABLE 15

Racial/Ethnic Distribution of Grade 6 Students in 2024-25 vs. Grade 6 Students in 2023-24 2023-24 vs 2022-23

Percent of Stud Grade 6 in 2024-	Percent of Students in Each School by Race/Ethnicity Grade 6 in 2024-25							Percent of Students in Each School by Race/Ethnicity Grade 6 in 2023-24								
	Asian	Black	Hispanic Mı	ulti-race	White	Total		Asian	Black	Hispanic M	ulti-race	White	Total			
Maplewood MS	3%	26%	11%	4%	56%	100%	Maplewood MS	5%	30%	11%	4%	50%	100%			
S. Orange MS	4%	24%	7%	4%	60%	100%	S. Orange MS	4%	25%	9%	5%	56%	100%			
Total	4%	25%	9%	4%	58%	100%	Total	4%	28%	10%	5%	53%	100%			
	Asian	Black	Hispanic Mu	ulti-race	White			Asian	Black	Hispanic M	ulti-race	White				
Variance							Variance									
Maplewood MS	0%	1%	2%	0%	-2%		Maplewood MS	0%	2%	1%	-1%	-3%				
S. Orange MS	0%	-1%	-2%	0%	2%		S. Orange MS	0%	-2%	-1%	1%	3%				

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying

as Black Alone or in Combination with other races. Asians include Pacific Islanders.

One Native American student in South Orange MS not shown.

Variance rows show the difference between the share of students in each racial/ethnic category

for a particular school and the share of students in that racial/ethnic category

across the entire District Grade 6 enrollment.

Variances may not match simple differences because of rounding of more precise numbers.

Racial/Ethnic variances presented for informational purposes only. III Algorithm is race-neutral.



Between the start of the Grade 6 assignment process and October 15th, 23 students (about 4% of those assigned) withdrew from the district—most before the school year began. Of these students:

- **43%** were from low socioeconomic status (SES), **22%** medium SES, and **35%** high SES.
- Racially/ethnically, **22%** were Black, **9%** Hispanic, and **70%** White.
- 56% of withdrawals were assigned to South Orange Middle School.



- 83% of students were assigned to their closest school, including 90% of those placed by the algorithm.
 Average distance to school:
 1.10 miles for algorithm-assigned students
- **1.37 miles** for pre-assigned students
- **1.17 miles** for Maplewood Middle School assignees
- **1.20 miles** for South Orange Middle School assignees



TABLE 16

Grade 6 Aver Students Assign	age Distanc ned by Algorit	e to School (miles hm (Not Pre-Assign	5) ed)
2024-25 SY		2023-24 SY	
SES Tier	Miles	SES Tier	Miles
Low	1.5	Low	1.4
Medium	0.9	Medium	0.9
High	0.9	High	0.9
Race/Ethnicity		Race/Ethnicity	
Asian	1.1	Asian	1.1
Black	1.4	Black	1.4
Hispanic	1.2	Hispanic	1.2
Multi-race	0.9	Multi-race	1.1
White	1.0	White	0.9

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination with other races. Asians include Pacific Islanders. 2024-25 data as of 10/18/24; 2023-24 data as of 10/2/23

7th Grade - Middle School

In 2024–25, the Integration Initiative (III) entered its second year for Grade 7, including both students initially assigned by the algorithm in Grade 6 (2023–24) and new enrollees. An analysis of socioeconomic status and racial/ethnic distribution shows that demographic differences between the two middle schools remain minimal, reflecting continued balance and stability across both years.



SES Distribution of Grade 7 Students in 2024-25 vs. Grade 6 Students in 2023-24 超距却 vs 2023-24

Percent of Students in Each School by SES Tier Grade 7 in 2024-25

	SES Tier		
Low	Medium	High	Total
41%	31%	29%	100%
37%	35%	29%	100%
39%	33%	29%	100%
Low	Medium	High	
2%	-2%	0%	
-2%	2%	0%	
	Low 41% 37% 39% Low 2% -2%	SES Tier Low Medium 41% 31% 37% 35% 39% 33% Low Medium 2% -2% -2% 2%	SES Tier Low Medium High 41% 31% 29% 37% 35% 29% 39% 33% 29% Low Medium High 2% -2% 0% -2% 2% 0%

Notes: 2024-25 SY data Enrollment as of 10/18/2024 Variance rows show the difference between the share of students in each SES category for a particular school and the share of students in that same SES category across the entire District Grade 6 enrollment. Variances may not match simple differences because of rounding of more precise numbers.

Percent of Students in Each School by SES Tier Grade 6 in 2023-24

		SES Tier		
	Low	Medium	High	Total
Maplewood MS	41%	30%	29%	100%
S. Orange MS	35%	35%	30%	100%
Total	38%	33%	29%	100%
Variance	Low	Medium	High	
Maplewood MS	3%	-2%	0%	
S. Orange MS	-3%	2%	0%	
Notes: 2023-24 :	SY data Enr	ollment as o	of 10/2/202	23.



TABLE 18

Percent of Stude 2024-25	nts in Each	n School	by Race/Eth	nicity			Percent of Students in Each School by Race/Ethnicity 2023-24						
	Asian	<u>Black</u>	Hispanic Mu	ulti-race	White	Total		Asian	Black	Hispanic M	ulti-race	White	Total
Maplewood MS	5%	28%	12%	4%	50%	100%	Maplewood MS	5%	30%	11%	4%	50%	100%
S. Orange MS	4%	24%	11%	6%	55%	100%	S. Orange MS	4%	25%	9%	5%	56%	100%
Total	4%	26%	11%	5%	53%	100%	Total	4%	28%	10%	5%	53%	100%
Verience	Asian	Black	Hispanic Mu	ulti-race	White		Verience	Asian	Black	Hispanic M	ulti-race	White	
Manlewood MS	1%	7%	1%	_1 %	-3%		Manlewood MS	0%	7%	1%	_1 %	-3%	
S. Orange MS	-1%	-2%	-1%	1%	3%		S. Orange MS	0%	-2%	-1%	1%	3%	
Notes: All Hispanic as Black Alone or Variance rows sho for a particular so across the entire Variances may po	s are coded in Combina ow the differ hool and the District Grac t match sim	as "Hispa tion with rence bety e share of le 6 enroll	nic", regardles other races. A veen the shar students in th ment. ences because	ss of race. sians inclu e of studer nat racial/e	"Black" ind de Pacific Is nts in each i ethnic categ ng of more	udes those identify Janders. racial/ethnic catego ory precise numbers.	ving pry						

Racial/Ethnic variances presented for informational purposes only. III Algorithm is race-neutral.

8th Grade - Middle School

In 2024–25, the III was implemented for Grade 8 for the first time. This cohort included students initially assigned via the algorithm in Grade 6 (2022–23), along with any new students who have joined the District since then. Tables 19 and 20 compare the socioeconomic status (SES) and racial/ethnic distribution of these students in Grade 8 with their distribution in Grade 7.



TABLE 19

SES Distribution	n of Grad	le 8 Stude	nts in 20	24-25 vs. G	irade 7 Students in 20	23-24					
Grade 8, 2024-25					Grade 7, 2023-24						
Percent of Studer	nts in Eacl	n School by	SES Tier		Percent of Students in Each School by SES Tier						
		SES Tier				SES Tier					
	<u>Low</u>	<u>Medium</u>	<u>High</u>	<u>Total</u>		Low	<u>Medium</u>	<u>High</u>	<u>Total</u>		
Maplewood MS	35%	30%	36%	100%	Maplewood MS	33%	30%	37%	100%		
S. Orange MS	34%	32%	34%	100%	S. Orange MS	35%	33%	33%	100%		
Total	34%	31%	35%	100%	Total	34%	31%	35%	100%		
Variance	Low	Medium	High		Variance	Low	Medium	High			
Maplewood MS	0%	-1%	1%		Maplewood MS	-1%	-1%	2%			
S. Orange MS	0%	1%	-1%		S. Orange MS	1%	1%	-2%			
Notes: 2024-25 SY of Variance rows show of students in each the share of studer category across the Variances may not of rounding of mor	data Enrollr w the differ n SES catego nts in that s e entire Dis match sim re precise n	ment as of 10 rence betwee ory for a parti rame SES trict Grade 6 ple difference umbers.	/18/2024. n the share icular schoo enrollment es because	ol and 	Notes: 2023-24 SY d	ata Enrolln	nent as of 9/2	6/2023.			



TABLE 20

Race/Ethnicity Distribution of Grade 8 in 2024-25 vs. Grade 7 in 2023-24													
Grade 8 in 2024-25 Percent of Students in Each School by Race/Ethnicity							Grade 7 in 2023-24 Percent of Students in Each School by Race/Ethnicity						
Maplewood MS	4%	26%	11%	4%	55%	100%	Maplewood MS	4%	25%	12%	4%	56%	100%
S. Orange MS	5%	27%	9%	6%	54%	100%	S. Orange MS	5%	26%	8%	6%	55%	100%
Total	4%	26%	10%	5%	54%	100%	Total	4%	25%	10%	5%	55%	100%
	Asian	Black	Hispanic Multi-race		White			Asian Black Hispanic M		<u>ulti-race</u>	White		
Variance							Variance						
Maplewood MS	-1%	0%	1%	-1%	0%		Maplewood MS	-1%	-1%	2%	-1%	0%	
S. Orange MS	1%	0%	-1%	1%	0%		S. Orange MS	1%	1%	-2%	1%	0%	

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying

as Black Alone or in Combination with other races. Asians include Pacific Islanders.

Variance rows show the difference between the share of students in each racial/ethnic category

for a particular school and the share of students in that racial/ethnic category

across the entire District Grade 6 enrollment.

2023-24 data as of 9/26/23

2024-25 data as of 10/18/2024

Variances may not match simple differences because of rounding of more precise numbers.

Racial/Ethnic variances presented for informational purposes only. III Algorithm is race-neutral.





"MANY VOICES, TWO TOWNS, ONE DISTRICT"

District Highlights

Data Highlights from Year 4 of Implementation of III

- 5 out of the 6 Elementary Schools and both middle schools maintained the +/-5% variance between SES Tiers.
- Kindergarten students being placed at either their 1st or 2nd closest school increased from 67% in SY 23–24 to 71% for SY 24–25.
- 83% of 6th grade middle school students were placed at their closest school for SY 24–25, including 90% of the students who were placed by the algorithm.
- Over half of the elementary students assigned by the algorithm (56%) were assigned to schools less than a mile from their home in SY 24–25 (in SY 23–24 it was 55%). The number of low SES tier students traveling more than 3 miles to school decreased from 6% in SY 23–24 to 2% in SY 24–25.
- The number of elementary black students who traveled less than 1 mile to school increased from 34% in SY 23–24 to 52% in SY 24–25, and the number traveling over 3 miles to school fell from 10% last year to 4% this year.



Key Implementation Highlights from Year 4 of III

- SOMSD had made progress in identifying students to be pre-assigned, including those eligible for sibling priority.
- SOMSD developed a waitlist process and designated a waitlist monitor. Capacity constraints prevented movement of students off the waitlist through the initial cutoff date (December) and extended cutoff (March). SOMSD will carry the 24–25 waitlist over for 1st grade.
- Over 85% of Kindergarten families self-reported their income and educational levels. The Alves group continues evaluating the possibility of using self-reported rather than neighborhood SES information in the assignment process.
- SOMSD now more regularly provides withdrawal data to the Alves group, which greatly aids in the identification of available seats and in the maintenance of an accurate waitlist.
- This year the Alves group was given access to the SOMSD's Transfinder transportation software, allowing them to see key transportation data and use the same "distance to school" metrics for assignment purposes that are used for transportation eligibility.



Key Implementation Highlights from Year 4 of III (Con't)

- The Alves group assisted with the final unpairing of Marshall and Delia Bolden. Both schools will be K–5 schools for SY 25–26.
- SOMSD worked with the Alves group to develop a workable timeline that ensures placements get out in a timely manner.
- SOMSD reviewed with the Alves group the possibility of weighting some SES factors more heavily than others in the algorithm formula. The Alves group tested alternate weightings of family income and educational level and determined that these modifications had no significant impact on student's SES Tier categorization.



