



Required/Non-Required Instructional Programs K-8 January 30, 2012

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 - www.pacode.com
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**1. Chapter 4: What is required K-8? What do we currently offer?
Required Instructional Programs: K-2 (Primary)**

Organizational Level	Required Chapter 4: (4.21 Elementary Education)	SCASD Details Current K-5 Programs
Primary	Language Arts: -reading, writing, phonics, spelling, listening, speaking, literature, grammar, library skills	K-2: Language Arts K-2: Library
Primary	Mathematics: -problem solving and computation	K-2: Mathematics
Primary	Science and Technology: -active learning experiences	K-2: Science
Primary	Environment and Ecology: -active learning experiences	K-2: Science
Primary	Social Studies: -civics, government, economics, geography, and history	K-2: Social Studies
Primary	Health, safety and Physical Education	K-2: Phys. Ed
Primary	Arts: -art, music, dance, theatre	K-2: Art, Music

Required Instructional Programs: Grades 3-5 (Intermediate)

Organizational Level	Required Chapter 4: (4.21 Elementary Education)	SCASD Details Current 3-5 Programs
Intermediate	Language Arts: -reading, writing, phonics, spelling, listening, speaking, literature, grammar	3-5: Language Arts
Intermediate	Mathematics: -problem solving and computation	3-5: Mathematics
Intermediate	Science and Technology: -active learning experiences, agriculture	3-5: Science

Intermediate	Environment and Ecology: -active learning experiences, agriculture	3-5: Science
Intermediate	Social Studies: -civics, government, economics, geography, and history of the U.S. and PA	3-5: Social Studies
Intermediate	Library and Informational Sources	3-5: Library
Intermediate	Health, safety and Physical Education	3-5: Phys. Ed
Intermediate	Arts: -art, music, dance, theatre	3-5: Art, Music

Non-Required Instructional Programs: K-5

Organizational Level	SCASD Offerings: Not required by Chapter 4 (Section 4.21 Elementary Education)
Primary/Intermediate	Performance Music: -Band, choir, orchestra

Required Instructional Programs: Grades 6-8

Organizational Level	Required Program/Experience Chapter 4: (4.22 Middle Level Education)	SCASD Details Grades: 6-8
Middle Level	Language Arts: -reading, writing, listening, speaking -literature and grammar	Grade 6: Language Arts Grade 7/8: English
Middle Level	Mathematics: -reasoning, algebra, and problem-solving	Grades 6-8: Mathematics
Middle Level	Science and Technology:	Grades 6-8: Science/Technology Education
Middle Level	Social Studies: -civics, government, economics, -geography, and history	Grades 6-8: Social Studies
Middle Level	Environment/Ecology/Agriculture	Grades 6-8: Science
Middle Level	Information skills: -traditional/electronic information sources, computer use, research	Grades 6-8: Embedded in all disciplines, supported by librarians

Middle Level	Health, safety and Physical Education:	Grade 6: Phys Ed. Grades 7/8: Phys Ed./Health
Middle Level	Arts: -art, music, dance, theatre	Grade 6: Art, Music Grades 7/8: Art, Music
Middle Level	Career Education	Grades 6-8: Counseling Programs
Middle Level	Technology Education	Grades 6-8: Technology Education
Middle Level	Family and Consumer Science -consumer behavior, child health/care	Grades 6-8: FCS

Non-Required Programs: Grade 6-8

The following list of programs are offered in SCASD Grades 6-8, but are not required by Chapter 4: Section 4.22 Middle Level Education

Organizational Level	SCASD Offerings: Not required by Chapter 4: (4.22 Middle Level Education)
Middle Level	World Languages: Grades 6-8 -Spanish, French, German
Middle Level	Performance Music: -Band, Choir, Orchestra

General Comments: Required/Non-Required Courses K-8:

1. We are offering programs in grades K-8 consistent with Chapter 4 requirements. We also offer extended experiences in world languages in grades 6-8, and offer extended “Arts” opportunities through performance experiences in grades K-8.
2. Chapter 4 gives districts the capability to determine the “extent” of experiences in each of the guidelines. For example the state requires experiences in Physical Education; however, the district is able to determine how often the experiences occur.
3. Districts also have the ability to determine if required experiences are met through discrete courses or as units within other courses. For example, requirements for instruction specific to “Information Skills” may be met by units within several courses, as opposed to offering a course titled “Information Skills”.
4. Data listed is assuming support of Special Education students and English Language Learners (ELL) in K-8 programming. These are outlined in Chapter 4 as sections 4.26 and 4.28 respectively.

2. Current/Average SCASD Class Sizes K-8: (2011-2012)

Average District Class Sizes in Grades K-8									
K	1	2	3	4	5	6	7	8	Avg.
19.5	20.5	20.5	22.6	22.6	21.7	24.6	23.5	23.3	22.1
Average Class Sizes K-5 = 21.2						Avg. Class Sizes 6-8= 23.3			

Notes:

Average class size information was not available for cohort districts.

The average class sizes for grades 1 and 2, and for grades 3 and 4 above are averages between those sets of grades. This was done to *account for the multi-age* structures present in a number of our elementary schools.

K-2 Paraprofessionals are present for a total of 4 hours in each of the (K-2) classrooms. During this time, this creates the following average student:"adult" ratios:

- Kindergarten 9.3:1
- Grade 1 10.3:1
- Grade 2 10.3:1

SCASD Policy 126: Class Sizes vs. Cohort Districts

(Policy 126: Number Assigned by PSBA for Policies Relating to Class Size)

District	Policy 126?	Information
SCASD	Yes	Grades K-2 =20-23 Grades 3-5=23-25 Grade 6=24-27
Cumberland Valley	Yes	Determined by Board/Superintendent/Principals Threshold(not in Board Policy) K-2: 22 3: 25 4-5: 28
Lower Merion	No	The District does not set specific school capacities. "Capacity" is determined by a school's ability to ensure that all students are in classes of appropriate size. While there is no written policy that dictates a maximum class size, there have been guidelines that have been consistently applied by the administration. For budget purposes and staffing, the number of

		<p>new elementary positions (2008-09) were determined by using the following guidelines:</p> <ol style="list-style-type: none"> 1. Kindergarten: at or under 20 2. Grade 1: at or under 22 3. Grade 2: at or under 22 4. Grade 3: at or under 23 5. Grade 4: at or under 25 6. Grade 5: at or under 25 <p><u>As a guideline, the administration will not add a class to a grade level unless all classes at that grade level exceed the guideline.</u> At the middle school and high school levels, the District attempts to keep class size at or below 25 students. Course selections, scheduling and availability of space appropriate to the type of course (lab space, for example) may impact the actual enrollment of any one section.</p>
North Allegheny	No	<p>Grades K-2: 25 Max. Grade 3: 30 Max. Grades 4-5: 30 Max.</p>
Tredyffrin-Easttown	No	<p>Ranges: K-1: 18-22 2-4: 21-25 5-12: 23-27</p> <p>Targets: K-1: 20 2-4: 23 5-12: 25</p> <p>Not in Board Policy (from Web Site: Regulation 6151)</p>

Notes: Only SCASD and Cumberland Valley have actual board policy (126) related to class sizes. Cumberland Valley’s board policy only states the “Class size shall be determined by the Board of School Directors after consultation with the Superintendent and building principals.”

All other cohort districts appear to set class size guidelines through administrative procedures/judgment.

3. Building Structure/Administrative Staffing

SCASD: Current Enrollment Per Building/Administrative Staffing

*Houserville/Lemont shown as 1 building K-5 for comparison

School	Corl	Mt. Nittany	Easterly	Ferguson Twp.	*Houserville/Lemont	Radio Park	Grays Woods	Park Forest	Average
Enrollment	258	337	352	360	365	400	405	494	371
# Admin.	1	1	1	1	1	1	1	1	1

School	Park Forest Middle	Mt. Nittany Middle	Average
Enrollment	792	735	764
# Admin.	2	2	2

Administrative Staffing/Cohort Districts K-8:

PA Dept. of Education (09-10) for Cohorts/SCASD Current

Cohort District	Abington	Cumberland Valley	Lower Merion	North Allegheny	Parkland	Tredyfrin-Easttown	SCASD	Averages
# Elem. Schools	7	7	6	7	8	5	*8	7
# Admin.	9	7	6	7	8	5	8	7
Total Enrollment	3775	3332	3041	3490	3913	2320	2971	3263
Students:Admin.	419:1	476:1	507:1	499:1	489:1	464:1	371:1	461:1
# Middle Schools	1 (Jr. High)	2	2	3	2	2	2	2
# Admin.	4	4	6	6	4	6	4	5
Total Enrollment	1733	1849	1618	1936	2221	1978	1527	1837
Students:Admin.	433:1	462:1	270:1	323:1	555:1	330:1	382:1	393:1

Notes: *SCASD number of schools listed as (8); shows Houserville/Lemont as (1) school

4. Budget Information: Staffing (2011-2012)

Organizational Level	Staffing Description	FTE's	Salaries and Benefits
Elementary K-5	Teachers	207.6	\$18,521,920
	Paraprofessionals	78.1	\$1,646,616
	Administrators	8	\$1,100,987
Middle Level 6-8	Teachers	121	\$10,852,517
	Paraprofessionals	17.8	\$426,511
	Administrators	4	\$494,563
High School: 9-12	Teachers	186	\$16,505,189
	Paraprofessionals	38	\$729,991
	Administrators	6	\$764,745
Totals:	Teachers	514.6	\$51,043,039
	Paraprofessionals	133.9	
	Administrators	18	

***Values exclude special education Staffing**

*Values include teachers and paraprofessionals at each organizational level

Budget Information: (From Above) Total Percentages

Organizational Level	Teacher Staffing FTE	Para Staffing FTE	Admin Staffing FTE	Salaries/Benefits Teachers Paras & Administrators	K-8 vs. 9-12 Salaries/Benefits
Elementary K-5	40%	58.3%	44.5%	42%	65%
Middle Level 6-8	24%	13.3%	22.2%	23%	
High School 9-12	36%	28.4%	33.3%	35%	35%
Totals:	100%	100%	100%	100%	100%

5. Observations and Future Areas of Study:

Observation 1: Given our current K-8 building structures, the most economical use of human resources is to staff classrooms/buildings as efficiently as possible while offering structures that maximize student opportunity and achievement. The "Neighborhood School" concept has numerous culture/climate benefits for students, though it is expensive.

Observation 2: The district is currently meeting the requirements of Chapter 4, as it relates to our K-8 programming. We are not “heavy” on extra programming. We would be able to reduce offerings through two primary methods. We could look at how often we are offering experiences to students, and/or we can look at meeting requirements through diversified units within a given course.

Future Area of Study 1: We recommend further study of board policy 126, as it relates to district class sizes. Creating a more general policy and leaving the specifics to administrative procedures would provide more flexibility in maximizing resources based on need and enrollment, rather than only enrollment.

Future Area of Study 2: We recommend further study of the multi-age structure that is used in several elementary schools, as it maximizes staffing efficiencies.