



High School Instructional Programs Report 9-12

February 13, 2012

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1. **PA State Regulations Chapter 4: What is required?**
<http://www.pacode.com/secure/data/022/chapter4/chap4toc.html>

§ 4.23. High School Education

- (a) Instruction in the high school program must focus on the development of abilities needed to succeed in work and advanced education through planned instruction.
- (b) Curriculum and instruction in the high school must be standards-based and provide all students opportunities to develop the skills of analysis, synthesis, evaluation and problem-solving and information literacy.
- (c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:
- (1) Language arts, integrating reading, writing, listening, speaking, literature and grammar.
 - (2) Mathematics, including problem-solving, mathematical reasoning, algebra, geometry and concepts of calculus.
 - (3) Science and technology, including participation in hands-on experiments and at least one laboratory science chosen from life sciences, earth and space sciences, chemical sciences, physical sciences and agricultural sciences.
 - (4) Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the world).
 - (5) Environment and ecology, including scientific, social, political and economic aspects of ecology.
 - (6) The arts, including art, music, dance, theatre and humanities.
 - (7) Use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research.
 - (8) Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.
 - (9) Family and consumer science, including principles of consumer behavior and basic knowledge of child health, child care and early literacy skill development.
- (d) The following planned instruction shall be made available to every student in the high school program:
- (1) Vocational-technical education under §§ 4.3 and 4.31—4.35.

- (2) Business education, including courses to assist students in developing business and information technology skills.
 - (3) World languages under § 4.25 (relating to languages).
 - (4) Technology education, incorporating technological problem-solving and the impacts of technology on individuals and society.
- (e) College-level advanced placement courses may be offered as planned instruction in the high school curriculum.
 - (f) This section does not preclude the teaching of other planned instruction designed to achieve a school district's, including a charter school's, academic standards.
 - (g) School districts, including a charter school, shall determine the most appropriate way to operate their high school programs to achieve the purposes under subsection (a) and the academic standards in their strategic plans under § 4.13 (relating to strategic plans).

2. Class Size/Course Offerings

**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 Grades 7-12 If fewer than twelve (12) students are assigned to a particular regular course, that course will not be offered, unless the Board of School Directors grants an exception.															
Cumberland Valley	Yes	Determined by Board/Superintendent/Principals Threshold (not in Board Policy) K-2: 22 3: 25 4-5: 28 High School Avg. Class Size 23															
North Allegheny	No	Grades K-2: 25 Max. Grade 3-5: 30 Max. Grades 9-12: 15 Min. 25-30 Max.															
Tredyffrin-Easttown	No	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">Ranges:</td> <td style="text-align: center;">Targets:</td> </tr> <tr> <td>K-1:</td> <td style="text-align: center;">18-22</td> <td style="text-align: center;">20</td> </tr> <tr> <td>2-4:</td> <td style="text-align: center;">21-25</td> <td style="text-align: center;">23</td> </tr> <tr> <td>5-12:</td> <td style="text-align: center;">23-27</td> <td style="text-align: center;">25</td> </tr> <tr> <td colspan="3" style="text-align: center;">Info from website</td> </tr> </table>		Ranges:	Targets:	K-1:	18-22	20	2-4:	21-25	23	5-12:	23-27	25	Info from website		
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District	Policy 126?	Information
Lower Merion	No	<p>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 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>

Note: 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.

State College Area High School Program Report

Content Area/Department	PDE Chapter 4	Required SCASD Graduation	Total Courses Offered	Total Courses Running	Total Number FTE (Teachers)	Total Number FTE (Paras)	Average Class Size	Enrollment 8/31/11	Enrollment 1/6/12
Art	Provide	No	15	15	3.67	.5 HSS	15.68	553	551
Career & Technical Center Includes Business	Make Available	No	95	65	16.83	5.0	14.08	1480	1563
Driver's Education	Not Required	Yes	1	1	1.0	None	23.3	444	466
English	Provide	Yes	24	22	22.0	1.0 HSS .5 HSN	20.62	2454	2437
Family & Consumer Science	Provide	No	9	5	1.83	.67 HSS .67 HSN	13.82	307	304
Health Education	Provide	Yes	2	2	4.0	None	20.28	844	811
Mathematics	Provide	Yes	24	25	24.0	2.0 HSS 1.5 HSN	19.31	2321	2257
Music	Provide	No	17	16	2.5	None	24.01	659	673
Physical Education Including Adapted	Provide	Yes	8	8	10.35	1.5 HSS 2.5 HSN	21.4	1882	1862
Science	Provide	Yes	23	23	23.67	1.0 HSS 1.0 HSN Lab 1.0.OHSN	19.5	2333	2230
Social Studies	Provide	Yes	21	19	24.0	.5 HSS .33 HSN	21.98	2702	2672
Technology Education	Make Available	No	8	7	2.5	None	14.82	262	252
World Language	Make Available	No	24	22	14.0	.5 HSS	19.1	1496	1414

Graduation Requirements

To graduate from the State College Area School District, students must successfully complete the academic credits distributed across the following areas:

Subject Area	Credits Required
English	4.0
Social Studies	4.0
Science	3.0
Mathematics	3.0
Physical Education	1.80
Health Education	1.00
Driver Safety Education	.20
Electives	5.50 Chosen from any area of student interest or concentration
Graduation Project	Pass/Fail
Community Service	Pass/Fail
Total Credits Earned	22.50

3. **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	SCASD	Tredyfrin-Easttown	Averages
# Elem. Schools	7	7	6	7	8	*8	5	7
# Admin.	9	7	6	7	8	8	5	7
Total Enrollment	3775	3332	3041	3490	3913	2971	2320	3263
Students:Admin.	419:1	476:1	507:1	499:1	489:1	371:1	464:1	461:1
# Middle Schools	1 (Jr. High)	2	2	3	2	2	2	2
# Admin.	4	4	6	6	4	4	6	5
Total Enrollment	1733	1849	1618	1936	2221	1527	1978	1837
Students:Admin.	433:1	462:1	270:1	323:1	555:1	382:1	330:1	393:1
#High Schools	1	1	2	1	1	1	1	1
# Admin.	4	7	8	3	6	5	5	5
Total Enrollment	1849	2581	2357	1314	3200	2255	2050	2074
Students:Admin.	462:1	368:1	295:1	438:1	533:1	451:1	410:1	425:1

4. Budget Information

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	5	\$647,485
Totals:	Teachers	514.6	\$50,925,779
	Paraprofessionals	133.9	
	Administrators	17	

***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%	47.1%	42%	65%
Middle Level 6-8	24%	13.3%	23.5%	23%	
High School 9-12	36%	28.4%	29.4%	35%	35%
Totals:	100%	100%	100%	100%	100%

5. Observations / Areas for Future Study

Observation 1: Currently we are committed to providing the four Core subjects as stand-alone and they are provided as separate courses not as instructional units within a course or other interdisciplinary instructional activity. We address the other five content areas in the same manner with the exception of 1.(a)(7) pertaining to the use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research.

Observation 2: Many factors contribute to class size. The 12 student minimum class size requirement has not been met in all content areas. Highly specialized classes that address unique needs of students (English Language Learners, Special Education, Adapted

Education) are purposely scheduled to maximize learning through lower teacher-student ratio.

Observation 3: Facility limitations in certain instructional areas limit course enrollment to insure safety or to maintain a quality educational experience. (Science labs, technology labs, CTC labs, Art studios/ labs).

Observation 4: The complexity of the master schedule can create challenges for students to select desired courses thus creating issues regarding enrollment and scheduling.

Enrollment vs. Scheduling Example

22 students request a class 16 can schedule it 6 cannot. *Do we offer 1 section of 16 and 1 of 6?*

Observation 5: As students matriculate through a content area the number of students requesting advanced courses declines to below the 12 student minimum class size.

Future Area of Study 1: In the future we may examine how we choose to provide these experiences. These standards can be met in a variety of ways. Examples: Courses may be combined in an interdisciplinary approach or standards may be met in other content areas.

Future Area of Study 2: We are working to improve the master schedule at the high school to most efficiently balance class size and teacher-student ratio while continuing to offer high quality learning experiences for students. We will examine Policy 126 relative to the development of class size guidelines for secondary courses.

Future Area of Study 3: Through the use of attrition, we will examine ways to efficiently redeploy our human resources. Administration will analyze our system and identify best learning practices and ways to use our professional and paraprofessional staff to maximize efficiency while maintaining quality learning opportunities for all students.

Future Area of Study 4: To align with changes to Chapter 4 effective for the class of 2014 and beyond, we will examine our district graduation requirements. This will include an audit of credits taken by students, a comparison to cohort districts and include consideration for the Keystone Exams.