

SELINGSGROVE AREA  
SCHOOL DISTRICT  
DEMOGRAPHIC  
STUDY

Revised March 2003

SELINGROVE AREA SCHOOL DISTRICT  
DEMOGRAPHIC STUDY REPORT

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**Committee:** Administrators, Board of Education, Bob Klingler, Mike Schrey, John Lydic, Richard Drezwicki, Rev. Bill Henderson,

**Introduction and Purpose:** We were asked by the board to study demographic data for our school district relative to the county and state and determine what our student population will be in five years; and to then determine what the needs of that student population will be; and then to determine what financial needs will be available to meet the needs of the students. This report is meant to compliment our Strategic Plan. It is also meant to be a living document, a baseline study to be easily updated so we can always determine with some degree of certainty what our needs will be five years in the future. The committee looked at many factors affecting our district and determined those included in this study to be most relevant. County and local data are from the 2000 census. Specific student and district data are from the 2001- 2002 school year.

**Phase I Outline:** To study data for our area relative to the county and state and determine what our student population will be in five years.

1. Summary of Local Characteristics and Influencers
2. Economic Indicators
3. District Facts and Data
4. Local Data
5. Student Trends and Enrollment Projections
6. Societal Factors

## 1. Summary of Local Characteristics and Influencers

Selinsgrove Area School District, located in eastern Snyder County, Pennsylvania, is approximately fifty miles north of the Harrisburg area and fifty miles south of the Williamsport area. State Route 11 & 15, a major north south highway, travels directly through our district. It is a rural community made up of six townships and three small boroughs. Given the quality of life, good local economic environment and proximity to urban areas, the committee feels current trends will continue with certain limitations such as infrastructure and housing development and the local economy.

The presence of several mid-size and large stable employers including manufacturing, retail, restaurants, government, agriculture and education industries have contributed greatly to the area. Our area unemployment rate at 3.6% has been and remains lower than the state and national averages. In fact, we usually enjoy one of the lowest unemployment rates in the Commonwealth. Median family income in our area is about \$38000.

In 2002 the district had approximately 2960 students enrolled in five buildings. The student population is 95.3% White, 1.9% Black, 1.3% Asian, and 1.6% Hispanic. Twenty-three percent of our students receive free and reduced lunches. Our graduation rate is 96% and 65.4% of our graduates continue their education at two or four year schools. Our average SAT scores are 531 verbal and 520 math. Our PSSA tests have our 11<sup>th</sup> grade students scoring 69% basic or above in math and 81% basic or above in reading.

We have 209 teachers with an average teaching experience of 18.3 years. Our average salary of \$51,633 puts our teacher pay in the top one third of the Commonwealth, 151<sup>st</sup> out of 501 districts.

Our local population and housing data show that our population is aging and that new housing construction is steady to increasing. Our county population increased 2.4% from 1990 to 2000 to a total of 37546. The district had a total population of 21015. It is now 48.9% male and 51.1% female with a median age of 36.7 years. Fourteen percent of our county population is over 65 years of age and only 34% of our households have children under the age of 18. Current birthrate data indicates that 140-180 children were born in the district each of the last five years. Seventy-six and one half percent of our county population owns their home. An excellent indicator of our area's demographics is the ratio of total school age children to total housing units. In 2000 we had 7424 housing units in our district with 4660 children under the age of 18, so our current ratio is .6277. This is a very important number because it can show us how many of our taxpayers are likely to be directly

benefited by our school district. We know from studying new housing data and building lot approvals in our district that we will continue to see 50-55 homes per year built in our district. We also know that the population data from some municipalities is skewed because of the university population and several hundred children in Chapman and Union Townships that attend Old Order schools. The challenge will be to continue to monitor how many school age children are in our district's housing units and how many will attend our schools.

Student enrollment data show that class sizes are decreasing. We currently have what we call a "bubble" of students moving into the high school. There are four classes with 240-260 students per class currently in 7<sup>th</sup> to 10 grades. Our class sizes from 6<sup>th</sup> back to kindergarten range from 180 to 235 students. The Pennsylvania Department of Education (PDE) predicts that we will have continued decreasing enrollment with as many as 50 students less enrolling than graduating. PDE projections show our total enrollment to be down 200 students in the next four years, and their projections were 30 students too high for this current kindergarten class.

However, we also need to account for children moving into the district. We currently have a transient enrollment of 12 to 15 students per year. These are additional enrollments whose families move to the district because they desire to live in our community, and they are not accounted for in PDE projections. Some of those children are English language deficient. We have seen our English as a Second Language (ESL) enrollment grow to 28 students, speaking 10 different languages. The committee also considered enrollment in the local Old Order schools (233 students), Catholic schools (40 of our students) home school (38 of our students), cyber, and charter schools as well as the 25 students we have in alternative education. It is interesting to note that home school enrollments have remained steady the last five years, and that many of these students, as well as those from parochial schools, return to our district to attend high school.

**A critical point to remember is that our school district enrollments for the next five years and beyond will be a combination of the above, and the trend will not mirror trends in the general population. We will have to watch all these numbers. Current data suggests that student enrollment for the school year 2006-2007 will be 2675-2725 students.**

Insert text from Rev. Henderson here.

Insert text from Colleen Bogner here on PA Partnership for Children

## **2. Economic Indicators**

- A. Jobs and Employment: There are approximately 18700 jobs in Snyder County in 2002 and almost the same in Union County.
- B. Unemployment in Snyder County is currently 3.2%, 3.3% in Union County and slightly higher in Northumberland County.
- C. Median income in our county is \$38000 per household.
- D. Our areas largest employers are: Wood Mode, Conestoga Wood Specialties, school districts and universities, medical clinics and hospitals, and the Selinsgrove Center and other government employees

## **3. District Facts and Data, Attachment 1**

### **4. Local Data**

- A. SASD Demographic Data by Municipality, Attachment 2
- B. K-2 Enrollment Comparison 1995-Present, Attachment 3
- C. Snyder County households and housing units, Attachment 4
- D. PA population distribution, Attachment 5
- E. Snyder County general population characteristics, Attachment 6
- F. Snyder County Age and Sex Characteristics, Attachment 7
- G. Snyder County Land Area and Population 1950-2000, Attachment 8
- H. Snyder County and PA Population Percent Change, Attachment 9
- I. Snyder County 2001 Subdivision Statistics, Attachment 10
- J. SASD Birthrate data, Attachment 11
- K. Ratio of School Age Children to Housing Units is .6277

### **5. Student Trends and Enrollment Projections**

- A. PDE projections: Percent Change in Public, Private and Nonpublic Enrollment 1991-2001, Attachment 12
- B. PDE Enrollment Projections, Attachment 13
- C. Student Transient Population, Attachment 14
- D. Old Order School Enrollment, Attachment 15
- E. Home school enrollment by grade, Attachment 16
- F. Student enrollment in religious schools, Attachment 17
- G. ESL enrollment, Attachment 18

### **6. Societal Factors**

- A. Communities That Care--Youth Survey Report, 2002
- B. PA Partnership for Children

**Phase II Outline: To study and discuss program needs of the student population five years from now.**

1. Student Population in 2008-2009
2. Staffing needs versus declining enrollment
3. Hiring guidelines
4. Program projections: English as a Second Language, foreign languages, etc.
5. Facilities
6. Summary

**1. Student Population**

- A. School population five years from now is projected to be 2560 students. We anticipate one elementary level teacher reduction in 03-04 while still achieving a class size of 16-17 students.

**2. Staffing Needs**

- A. We need to be careful not to reduce staffing just because enrollment is decreasing. We need to staff for the program and student needs.
- B. The administration has the authority and responsibility to staff for the program and student needs. They plan to reduce staff through attrition. 33% of our faculty has over 30 years experience.

**3. Hiring guidelines**

- A. We discussed hiring guidelines to accomplish the curriculum's educational goals. Cost savings would be achieved by hiring BA 1's on the pay scale.
- B. We will have certification challenges at the high school, and with No Child Left Behind (NCLB) even at the middle school. Seventh and eighth grade teachers will need subject certification in the near future. Dual certification will get more points for future applicants.
- C. The middle school model needs clarified, team teaching versus junior high models.

#### 4. Program projections

- A. It appears that English as a Second Language (ESL) is increasing at about 4% per year. The board will have to continue to support this requirement.
- B. Other programs that will need to be prioritized by faculty, administration and board funding include:
  - 1. Student safety (CASS, etc)
  - 2. Technology (coordinator, system maintenance, equipment replacement)
  - 3. SAMS foreign language instruction. The district has a hole in its foreign language instruction in the middle school. We have instruction in the elementary and high school, but not in the middle school. Although foreign language is no longer required, the board needs to decide if it is willing to fund (staffing decision) the program properly.
  - 4. No Child Left Behind (NCLB) and PSSA's
  - 5. Alternative education instruction
  - 6. Social services such as guidance and psychological. It was stated that we should have another school psychologist.

#### 5. Facilities

- A. We discussed facilities as they meet existing program needs:

**Elementary**—estimated kindergarten enrollment is same as last year, 165 students. We will continue to gain rooms in these facilities as the smaller class sizes move toward second grade.

**Intermediate**—No issues were mentioned.

**Middle School**—Using cafeteria eliminates LGI in auditorium, enough room for current programs/courses offered, but maybe not enough for foreign language?

**High School**—250 students/class is the bubble moving through the high school. Most crowded areas are tech ed and the ag classroom. Band may have to go to two band periods like chorus does now due to increased band size. The day care could be moved to Selinsgrove Elementary, and classroom(s) could be added where the ping pong tables are now below the gym. This area was used in the past as a classroom. There is also space in the multipurpose room (cafeteria area).



**Administrative offices** were again discussed. Even though the we removed 5<sup>th</sup> grade from the middle school, the building is at capacity due to the program offered to 6<sup>th</sup> through 8<sup>th</sup>. If we did move the administration offices out in the future, the space would be utilized to enhance the program and offerings in the middle school.

## **Phase II Summary**

Dr. Johnson presented a “confidential –final draft” of the Standard and Poor’s School Evaluation Summary. It is an excellent resource and will be added to our annual DAC update since it contains not only a lot of the data we compiled in Phase I, but also comparative values on funding and expenditures, salaries and experience levels, student assessments and performance, ratios, and even a glossary for those public and committee members who are not familiar with our unique jargon.

The board is going to have to prioritize our resources to meet the needs of the students five years from now. We will have to choose to support the above-mentioned items as best we can. We will have to staff for the programs (ESL, NCLB, foreign language, etc) and student needs and hire the most qualified teachers. We will have to decide how we are going to address student safety issues and technology and the social and psychological needs of our students. Finally we will have to accommodate large class sizes moving through our high school, and at the same time we have decreasing enrollment moving from kindergarten to the intermediate school.