
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Academic Standards and Assessment Report Thursday, November 08, 2007

Entity: Selinsgrove Area SD
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Organization Description

The Selinsgrove Area School District occupies a total land area of 104.6 square miles in the eastern portion of Snyder County, along the Susquehanna River, just east of the geographic center of Pennsylvania, about equidistant from both Harrisburg and Williamsport.

Coextensive with the boroughs of Selinsgrove, Shamokin Dam, and Freeburg, and the townships of Monroe, Penn, Chapman, Jackson, Union, and Washington, Selinsgrove Area School District, with a population of approximately 21,200 and assessed real property of approximately 189,930,890 dollars, includes at least three-fifths of Snyder County's population and taxable wealth. Monroe Township, which encircles Shamokin Dam borough, represents the Selinsgrove Area School District's population and economic center.

The Selinsgrove Area School District is traversed by two heavily traveled east and west highways, namely U.S. Route 522 and Pennsylvania Route 35. Both of these highways lead into the Susquehanna Trail U.S. Route 11-15, a limited access highway which handles a north-south flow of traffic between Harrisburg and Williamsport.

The School District's countryside is a succession of rolling hills and these hills form promontories from which the Susquehanna Valley may be viewed as a vast panorama of scenic beauty. Residents have access to several recreational opportunities for boating, fishing, swimming, golfing, including Lake Augusta formed by the Fabridam located on the Susquehanna River at Shamokin Dam and the Susquehanna Valley Country Club. In Selinsgrove Borough a Parks and Recreation Committee oversees five playgrounds, Selinsgrove Area Recreation Incorporated operates a swimming pool and the Rotary Club of Selinsgrove maintains the Rotary Field with play fields for soccer, softball, and baseball.

Selinsgrove, which is situated at the confluence of Penns Creek and the Susquehanna River, was an important trading post in early colonial times. After the canal along the river was put into operation, Port Trevorton, Selinsgrove, Hummels Wharf and Shamokin Dam became places from which trade emanated throughout the region. A railroad bridge spanning the river at Port Trevorton brought a steady stream of coal from the coal fields in Northumberland County.

The river trade plus the rich farm lands bordering the river proved to be an incentive encouraging a hardy stock of early settlers to come into the region. These immigrants were largely Germans coming from the Palatinate, and thus the area has a strong flavor of German and Dutch culture. Their interest has usually centered in what is practical and contributes to the good life.

Likewise in the region, there was an early establishment of the Freeburg Academy and the Moyer School of Music, both of which attracted students from the entire state. These institutions flourished during the later half of the nineteenth century and were replaced by the public high school. Further evidence of a desire for education can be seen in the establishment of the Susquehanna Missionary Institute, which later became Susquehanna University.

The population in the region since early colonial times has remained a people who are predominately of Pennsylvania Dutch extraction. Industrial and commercial expansion has brought an increasing percentage of people who are of different cultural backgrounds, thus, creating a change to the cultural patterns of the community. The social structure of the community is largely lower middle class with a sprinkling of upper middle class. The lower middle class would be the blue collar workers and these would be the majority. The business and professional people would probably fall into the upper middle class category and area relatively small group. In the rural section of the area there is a group of economically and culturally deprived people.

The strong Pennsylvania Dutch heritage will continue to be a part of the local community tradition but it is slowly losing its preeminence as people from other areas of the state move to the expanding residential community.

Schools

Approximately 3,000 students are enrolled in the Selinsgrove Area School District. The district is composed of five buildings with the following configurations: Jackson-Penn Elementary which is our Kindergarten Village, Selinsgrove Elementary for grades 1-2, Selinsgrove Area Intermediate School which is a grades 3-5 building, Selinsgrove Area Middle School which houses grades 6-8, and Selinsgrove Area High School serving grades 9-12. The buildings are located on a campus setting with the exception of Jackson-Penn Elementary, which is approximately one mile from the other buildings. The closeness of the buildings allows for opportunities to share facilities and programs.

Physical Plant

Jackson-Penn Elementary School was constructed in 1954 and no additions have been made to its original one-story structure. Currently, two modular classrooms are needed to accommodate the enrollment assigned to the school, along with one additional modular unit for use as a library.

The building along with three modular units was designated our Kindergarten Village in 2006. The school encompasses an architectural area of 16,978 square feet, the smallest square footage of all elementary schools in the district. The building contains 8 classrooms, multipurpose room, health room, and general office on a 10.7-acre site.

Selinsgrove Elementary School was constructed in 1962, and has not been renovated or altered since the original construction. The school encompasses an architectural area of 40,700 square feet on a 12.2-acre site. The building is a sprawling single-level structure providing complete educational facilities for grades one and two. The building includes 19 classrooms, kitchen/multipurpose room, administration suite, health room, faculty rooms, and library.

The Selinsgrove Area Intermediate School provides educational opportunities for students in grades three through five. The facility was opened in September of 1997. The building has 117,000 square feet. It is located directly behind the middle school. The facility has a stage/multipurpose room, a gymnasium, library, and computer labs. The building was designed as a state of the art facility providing internet access to all rooms, as well as, an internal video studio, which is used to do morning announcements to all rooms.

The Selinsgrove Area Middle School presently accommodates the educational program for grades six through eight. The Selinsgrove Area Middle School was built in 1974. The building has 138,640 square feet of instructional and support space. The sprawling, split-level, open-plan structure is typical of design for schools constructed in the early 1970's including development of Pods for team planning and implementation of integrated curriculum. The 15.9-acre level terrain site and the adjoining high school facility accommodate intramural, interscholastic, and community activities.

The Selinsgrove Area High School, serving grades 9-12, is the only high school in the district. Constructed in 1936, the facility received additions/renovations in 1942, 1954, 1968, and 1984. The school encompasses 148,225 square feet and occupies a generous 38-acre site with adequate external playing fields, especially when considering the adjoining middle school acreage.

Core Purpose

Mission

The Selinsgrove Area School District is committed to providing quality education for life-long learning.

Vision

We envision the Selinsgrove Area School District to be a premier, exemplary student-centered organization where everyone shares the commitment to the education and development of each student.

Our graduates will be problem solvers, critical thinkers, self-directed learners, effective communicators, collaborative workers, quality employees, proficient users of technology, and contributing members of a global society.

Shared Values

1. We believe all students can learn and succeed given appropriate standards-based curriculum and research-based instruction.
2. We believe staff and physical facilities should provide a supportive, safe, and secure environment in which to learn.
3. We believe each student is unique and the educational experience should encourage and develop creativity and imagination.
4. We believe educational excellence must be supported by continuous evaluation of facilities and resources, effective instructional practices, and proficient use of technology.
5. We believe education is a life-long pursuit and students must be equipped with the skills for success to meet the challenges of an ever-changing global society.
6. We believe in dedication to excellence and high academic expectations while maintaining fiscal responsibility.
7. We believe academic excellence is achieved through quality instruction supported by continuous, focused staff development which models life-long learning.
8. We believe education should promote character development, ethical behavior, and a positive self-image leading to being responsible citizens.
9. We believe effective leadership at all levels is essential to the success of our educational program.
10. We believe encouragement and support of innovation, flexibility, and creativity is necessary in order to successfully adapt to change.
11. We believe that the school, students, family, and community should have shared responsibility and shared decision-making in the educational process through collaboration and communication.
12. We believe excellence in all areas is identifiable, measurable, achievable, and worthy of pursuit.

Goals

The Selinsgrove Area School District strives to have all students demonstrate proficiency in each of the academic standards content areas.

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduation rate will meet an 80% threshold and/or show growth.

Goal: MATHEMATICS

Description: At least 89% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Goal: READING

Description: At least 91% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Academic Standards

The Selinsgrove Area School District uses the state approved academic standards as the basis for instruction and student achievement goals. The standard areas are:

- Arts & Humanities
- Career Education and Work
- Civics and Government
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Mathematics
- Reading, Writing, Speaking, and Listening
- Science and Technology

The academic standards are addressed through multiple methods including stand alone courses aligned with specific content areas and courses which focus on integrated and cross curricular areas.

Graduation Requirements

In order to graduate from the Selinsgrove Area School District, students shall complete the following requirements:

Demonstrate attainment of the state standards through achieving proficiency on the PSSA or similar assessment(s) aligned to the academic standards.

Complete a graduation project

Obtain 28 Credits from each of the areas below:

English-4 credits

Mathematics- 3 credits, Beginning with the class of 2011, 4 credits will be required (Algebra I, a geometry course and a junior year math course are required); however, proficiency in the 11th grade PSSA may be substituted for the fourth math credit

Science- 3 credits

Social Studies- 3 credits

Health and Physical Education- 2.5 credits

Graduation Project- .5 credit

Child Development- .33credit

Personal finance- .33 credit

Career Awareness- .66 credit

Technology- .5 credit

Remaining credits are electives

Class of 2012 requirements will be revisited

Obtain 28 Credits from each of the areas below:

English-4 credits

Mathematics- 3 credits, Beginning with the class of 2011, 4 credits will be required (Algebra I, a geometry course and a junior year math course are required); however, proficiency in the

11th grade PSSA may be substituted for the fourth math credit
 Science- 4 credits however, proficiency in the 11th grade PSSA may be substituted for the fourth
 Social Studies- 4 credits however,
 Health and Physical Education- 2.5 credits
 Graduation Project- .5 credit
 Child Development- .33credit
 Personal finance- .33 credit
 Technology- 1 credit
 Career Awareness- .66 credit
 Remaining credits are electives

Strategic Planning Process

The Selinsgrove Area School District began the strategic planning process in October, 2006. The steering committee was composed of representatives from all constituent groups providing representation from each aspect of the Selinsgrove community. The steering committee worked on determining the mission, vision, and belief statements which would be the guiding principals behind all further aspects of the strategic plan. The steering committee then began collecting and examining data of all types to determine what the District's strengths and challenges were. Once they were identified, goals were established to guide the work of the sub committees which met to develop each plan focused on student achievement.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
April Metzger	Selinsgrove Area School District	Middle School Teacher	Teacher's Association
Cathy Kline	Gilbert's Garden Center	Business Representative	Self
Chad Cohrs	Selinsgrove Area School District		Superintendent
Cheryl Badman	Selinsgrove Area School District	Parent	Donna Wagner
Cynthia O'Hora	Selinsgrove Area School District	Board Member	School Board
Cynthia Vennie	Selinsgrove Area School District		Superintendent
Dan Campbell	Selinsgrove Area School District	Secondary School Teacher	Teacher's Association
Donna Gavitt	Selinsgrove Area High School	Secondary School Teacher	Teacher's Association
Donna Wagner	Selinsgrove Area School District	Parent	Chad Cohrs
Dr. Frederick Johnson	Selinsgrove Area School District		Superintendent
Eric Rowe	Selinsgrove Area School District	Board Member	School Board
James Pomykalski	Susquehanna University	Parent	Self
Kathy Hummel	CSIU		District
Leola Gaugler	Selinsgrove Area School District		Teacher's Association

Lorinda Krause	Selinsgrove Elementary	Administrator	Superintendent
Paul Spiegel, Jr.	Kleinbauer's	Business Representative	School Board
Peter Geipel	Technology Coordinator		Superintendent
Saundra Lewis	CSIU		District
Stephanie Monroig	none	Parent	Self
Susan Bolig	none	Parent	Cynthia Vennie

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduation rate will meet an 80% threshold and/or show growth.

Strategy: Aligned and Appropriate Curriculum

Description: Curriculum will meet the needs of all levels of students (gifted, regular, special education)

Activities:

Activity	Description	
Differentiation	All educators will implement best practice instructional methods to meet the needs of all students in their classes to allow for attainment of proficiency in state standards.	
Person Responsible	Timeline for Implementation	Resources
Chad Cohrs	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

Description: At least 89% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Curriculum materials and resources are aligned with state standards

Description: The SASD will review and revise instructional resources/curriculum to assure relevance and alignment with each of the math standards categories and eligible content.

Activities:

Activity	Description	
Curriculum mapping and alignment	The K-12 mathematics teachers will review curriculum to assure both vertical and horizontal articulation and alignment to the state standards and assessment anchors.	
Person Responsible	Timeline for Implementation	Resources
Chad Cohrs	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 91% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Curriculum will meet the needs of all students

Description: Curriculum will include resources and supports necessary for all groups/subgroups of students to be proficient.

Activities:

Activity	Description	
Appropriate Supports	Appropriate supports will be identified and utilized in helping all students demonstrate proficiency.	
Person Responsible	Timeline for Implementation	Resources
Chad Cohrs	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Career Awareness

Description: The career ed and work standards will be implemented in all academic areas. Effective implementation will allow students to understand the skills necessary to be successful employees, including attendance.

Activities:

Activity	Description	
Career Readiness	Students will develop career portfolios and research careers.	
Person Responsible	Timeline for Implementation	Resources
Chad Cohrs	Start: N/A Finish: N/A	\$0.00

Measurable Annual Improvement Targets

The district strives to have all students demonstrate high academic achievement and to show growth in achievement from year to year. Achievement is determined using multiple measures. The annual PSSA results are one measure. The PSSA has yearly achievement targets established for groups of students. We will continue to meet or exceed these goals and reduce the number of students scoring in the Below Basic and Basic reporting categories each year. Other measures to be used include the PVAAS results, which measure individual student growth from year to year, and should show at least one year's growth or more. The percentage of students scoring a 3 or higher on AP exams will increase annually. Student performance data should provide information necessary for both instructional and infrastructure reforms.

Curriculum, Instruction and Instructional Materials

All curricular materials are developed/selected through a committee comprised of content area teachers, administration, and frequently community members and are recommended to the school board for approval. Materials are selected and used based upon alignment with state standards, appropriateness for the age group including rigor and relevance, and ability of materials to allow for differentiation. A regular curricular review/revision cycle had been established and was abandoned when focus became proficiency on the PSSA's. A revised cycle will be established to assure materials are up-to-date.

The cycle will include a data analysis to identify areas of strength and challenges in each curricular area. Research and selection of effective practices will then occur with the appropriate professional development planned for staff. As curriculum is revised; course, unit, and lesson

plans will be developed and placed in the district's curriculum software to allow monitoring and sharing of curriculum.

Assessments and Public Reporting

The following assessments along with a variety of curriculum based assessments and text based assessments are utilized in the Selinsgrove Area School District:

Grade and Assessments

K

Early Screening Profile
Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)

1st

DIBELS

2nd

DIBELS
Terra Nova Achievement Test

3rd

DIBELS
InView Cognitive Ability Test
PSSA- Math, Reading
4Sight Benchmark Assessments- Math, Reading

4th

PSSA- Math, Reading, Science
4Sight Benchmark Assessments- Math, Reading

5th

PSSA- Math, Reading, Writing
4Sight Benchmark Assessments- Math, Reading

6th

InView Cognitive Ability Test
PSSA- Math, Reading
4Sight Benchmark Assessments- Math, Reading

7th

PSSA- Math, Reading
4Sight Benchmark Assessments- Math, Reading
Iowa Algebra Aptitude Test

8th

PSSA- Math, Reading, Writing, Science
4Sight Benchmark Assessments- Math, Reading
Iowa Algebra Aptitude Test

9th

4Sight Benchmark Assessments- Math, Reading

10th

4Sight Benchmark Assessments- Math, Reading

11th

PSSA- Math, Reading, Writing, Science
4Sight Benchmark Assessments- Math, Reading
AP exams

12th

4Sight Benchmark Assessments- Math, Reading (as needed)
AP exams

Results from the PSSA's as well as scores on the SAT's are available on the district web site and the district report card. Results are also shared at board meetings and in the local newspapers.

Targeted Assistance For Struggling Students

All students are monitored to identify those who are struggling with academic content. Monitoring is done using various assessment tools. They include the PSSA results, 4Sight benchmark assessments, CBA's, DIBELS, and other standardized assessments. Classroom grades and performance are also utilized to identify students. The following programs and resources are utilized to remediate deficiencies:

Elementary (K-2)

- Guidance Support
- Instructional Support Team (IST)
- Response to Intervention (RTI)
- Title I Reading (K-2)
- Title I Math (1-2)

Intermediate (3-5)

- Guidance Support
- Instructional Support Team
- Title I Reading and Math
- Remediation Programs such as Study Island and PSSA Coach
- Study Buddy Program
- SEALS Camp Summer Program (based on external funding)

Middle School (6-8)

- Phoenix Project- Tutoring program
- Guidance Support
- Title I Math
- Remediation Programs such as Study Island
- Instructional Support Team
- Student Assistance Committee
- Targeted Math and Reading

High School (9-12)

- Guidance Support
- Student Assistance Committee
- Peer Tutors
- Remediation Periods
- Academic Support

Support for Struggling Schools

Presently none of the district's schools are identified as struggling. If any schools are identified, the "Leading for Learning" School Improvement Framework would be utilized to develop a strategy to improve the schools performance. The framework examines four areas: Quality Teaching, Quality Leadership, Artful Use of Infrastructure, and Continuous Learning Ethic.

Individual school data is examined annually to allow for continuous improvement to prevent poor performance.

Qualified, Effective Teachers and Capable Instructional Leaders

The quote, "Good teaching matters more than anything else" is hanging in each office across the district. This statement is reflective of the districts emphasis on hiring and maintaining qualified, effective teachers and administrators. A highly structured hiring process is utilized to obtain the most appropriate placement of candidates for each position based on district needs. This process examines the individual's certifications to assure alignment with requirements for the position. All of our employees meet the criteria to be considered highly qualified.

Once hired, continuous professional development is an essential component to maintaining a quality school. One of the professional development components is the Professional Growth and Evaluation plan for teachers which focuses on the enhancement of teacher performance and student learning. The plan recognizes the varying needs of each staff member at each career stage as well as a variety of methods for the plan's implementation. The program offers support, remediation, and enrichment for each staff member to develop the skills necessary to ensure quality education for all students. The objectives of the Professional Growth and Evaluation Plan for teachers are:

- Demonstrate consistency with state and district policies for evaluation, induction/mentoring and professional development
- Coordinate evaluation, induction/mentoring and professional development to improve curriculum, instruction, and assessment
- Foster growth of professional staff
- Encourage self-reflection, self-assessment, and self-direction
- Optimize supportive collaboration between administration and teaching staff
- Support retention decisions

The foundation for the Professional Growth and Evaluation Plan includes:

- Standards for professional practice from Enhancing Professional Practice A Framework for Teaching by Charlotte Danielson
- Proficiency in components of professional practice
- Knowledge and implementation of approved Selinsgrove Area School District Curriculum
- District adopted educational initiatives

Parent and Community Participation

Parent and community participation is vital to the success of the the district and its students. Participation is encouraged at all levels of the educational system. A range of opportunities exist including the more traditional PTSO's, volunteering in the classroom, and open houses. Parent and community involvement is also sought for various committees such as development of district and building parent involvement policies, strategic planning, school improvement plans, and curricular materials selection. Career awareness activities across all levels including adopt-a-classroom utilize community resource persons. Numerous booster organizations exist which are totally parent and community driven.

Participation of the district in the community is also encouraged by outreach efforts such as the district website, newsletters, newspaper articles and various service opportunities. The district provides "golden age" passes which permit any district resident older than 60 years of age, free admission to all activities including sporting events and concerts. While many opportunities for participation exist, there is room for much improvement in this area. The more effectively the school, parents, and community can work together, the more successful we will be at producing well rounded citizens prepared for a global society.

Pre-Kindergarten Transition

Although Selinsgrove Area School District does not offer a Pre-K program, there are a number of activities that it offers to enhance communication between local preschool agencies, the school district staff and the parents of preschool children. Preparing students for the transition to kindergarten is a multi-step and collaborative process. Kindergarten registration begins in the spring of each year. The community is notified of the registration dates through postings on the district's website, local newspaper and flyers posted throughout the community and distributed to K-2 students. Registration packets and information are also distributed to local daycares and pre-schools provided they are willing to distribute the information. There is a pre-registration meeting held to explain the registration process, allow parents to sign up for a registration appointment and to answer any questions parents may have at that time. During registration appointments, evaluations are conducted by teachers, the school nurse, and the speech /language therapist. Following the registration sessions, the principal, guidance counselor and kindergarten teachers review the evaluation results, identify any student who may be developmentally at risk, and plan for accommodations for the upcoming school year. During the summer, parents receive their child's assignment as well as information pertaining specifically to their child's classroom. Students and their parents are invited to attend an orientation session at the elementary school to give them the opportunity to meet their child's teacher and see their classroom prior to the first day of school.

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Central Susquehanna Intermediate Unit	Provides resources for general operation of the organization.
Greater Susquehanna Valley Chamber of Commerce.	Provides school to work supports.
Pennsylvania Heartland Coalition	Provides region wide reform supports.

Gaudenzia Counseling Services	Provides drug and alcohol counseling for students identified through the student assistance team.
Susquehanna University	Provides help for identified students in a variety of ways including tutoring and mentoring.
Central Susquehanna Intermediate Unit	Provides support services for special education.

Signatures

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone (area code): _____ # _____

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

Signature Date
School Board Secretary

Signature Date
School Board President

Signature Date
Chief School Administrator