

Educational Impact Projection Questionnaire

Name of School District: Middletown Area School District

Name and Title of Individual Completing this Questionnaire:

Dr. Lori A. Suski, Superintendent of Schools

Contact Person and Contact Information:

Same as above

55 W. Water Street, Middletown, PA 17057

717-948-3300 x1002

lsuski@raiderweb.org

Date: February 13, 2015

I. Provide a profile of the district's student population for the most recent school year. Include, minimally, the following:

1. Total number of students in the district:

As of November 5, 2014, there are a total of 2,305 students enrolled in the Middletown Area School District. (This number does **not** include the 72 District students who attend Dauphin County Technical School.)

2. Grade distribution – number of students enrolled in each grade. For kindergarten, indicate full or part-time:

Grade Level	Total
K (full-day only)	188
1	190
2	191
3	182
4	201
5	169
6	167
7	198
8	167
9	167
10	168
11	172
12	145

3. Distribution and grade levels of students with IEPs:

A total of 358 students have IEPs.

Grade Level	with IEPs
K	9
1	24
2	19
3	32
4	37
5	31
6	34
7	32
8	29
9	25
10	26
11	34
12	26

4. Total number of nonpublic students:

There are 155 students who live within the boundaries of the Middletown Area School District who attend nonpublic schools. The table below shows the number of Middletown students that attend each nonpublic school.

Nonpublic School	Number of Students from Middletown Area School District
Bishop McDevitt High School	31
Circle School	1
Covenant Christian Academy	3
Harrisburg Academy	1
Hershey Christian School	10
Holy Name of Jesus School	1
Infinity Charter School	1
Mt. Calvary Christian School	22
St. Catherine Laboure School	10
St. Joan of Arc School	2
St. Margaret Mary School	3
The Samuel School	1
Seven Sorrows of the Blessed Virgin Mary School	69

II. Provide a profile of the student population which would be involved in the relocation based on the most recent school year. (Present school district of residence only.) Include, minimally, the following:

1. Total number of students that would be involved in the relocation and the corresponding percentage relative to the total number of students in the district:

The table below shows the enrollment for Steelton-Highspire School District and Middletown Area School District, the number of Steelton-Highspire students involved in the relocation to Middletown Area School District, and the corresponding percentage to the total number of students in each district:

District	Total Enrollment	Number of Highspire Students Relocating	Percentage
Steelton-Highspire	1329	229	17.23
Middletown Area	2305	229	9.93

The total number of Highspire residents who are Steelton-Highspire students involved in the relocation would be 229.

2. Grade distribution – numbers of affected students enrolled in each grade. For kindergarten, indicate full or part-time:

Grade	Number of Highspire Students
K-5 (part-time)	22
Grade 1	22
Grade 2	23
Grade 3	18
Grade 4	22
Grade 5	22
Grade 6	8
Grade 7	16
Grade 8	17
Grade 9	13
Grade 10	21
Grade 11	16
Grade 12	9
Total	229

3. Distribution and grade levels of students with IEPs:

Grade	Number of Highspire Students with IEPs
Kindergarten	2
Grade 1	3
Grade 2	5
Grade 3	3
Grade 4	7
Grade 5	6
Grade 6	2
Grade 7	3
Grade 8	2
Grade 9	1
Grade 10	1
Grade 11	3
Grade 12	2
Total	40

4. Total number of nonpublic students:

There are an additional 50 school-aged children from Highspire who attend nonpublic schools. Thus, the number of school-aged Highspire children involved in the proposed transfer could be as high as 279 students.

5. **School distribution:**

i. **Numbers of affected students enrolled in each building; and**

The table below shows the current number of Middletown Area School District students, the number of potential Highspire students at each grade level, the combined total for the grade level and the percentage increase:

Grade	Middletown Area	Highspire	Total	Percentage Increase
Kindergarten	183	22	205	12.02
Grade 1	190	22	212	11.58
Grade 2	193	23	216	11.92
Grade 3	184	18	202	9.78
Grade 4	198	22	220	11.11
Grade 5	164	22	186	13.41
Grade 6	170	8	178	4.70
Grade 7	202	16	218	7.92
Grade 8	166	17	183	10.24
Grade 9	163	13	176	7.98
Grade 10	169	21	190	12.43
Grade 11	172	16	188	9.30
Grade 12	145	9	154	6.21

The table below shows the number of students currently assigned to each school in the Middletown Area School District:

School	Number of Students
Fink Elementary School	231
Kunkel Elementary School	428
Reid Elementary School	468
Middletown Area Middle School	538
Middletown Area High School	649
TOTAL	2,314

ii. Numbers of students that would remain in each building if the transfer occurs:

The Middletown Area School District operates one middle school and one high school, thus any secondary students from the transferred area would be assigned to those school buildings. As a result of the proposed transfer, the District projects that its student population would increase by approximately 7.6% at its Middle School and 9.1% at its High School.

The District would need to determine if its elementary schools could continue to remain in the current grade configurations with an influx of new students. As a result of the proposed transfer, its elementary student population would increase by 13.6%.

If each elementary school would continue to service students in Kindergarten through Grade 5, the District would need to determine where to place incoming students from Highspire. The District's current policy allows for the placement of students in any elementary school in order to ensure that elementary class sizes are comparable throughout the District. The District anticipates several potential adverse consequences, if a 13.6% increase in its elementary student population occurred:

- The District currently assigns students to the same elementary school throughout the entirety of their elementary educational experience (K-5). That existing practice may have to be abandoned in order to accommodate newly enrolled students while still preserving class size parity;
- Incoming Highspire elementary students would likely be placed throughout the District's three elementary schools (as opposed to being assigned to a single elementary school) where there is space available. Additional classes may need to be added in order to accommodate this sharp increase in elementary student enrollments.
- The potential changes described above may upset elementary students' parents who expect their children to attend a particular school building based upon the neighborhood where they live. To avoid this problem, the District may be required to consider reconfiguring its elementary schools to create educational centers where all students in Kindergarten attend one building, students in Grades 1 and 2 attend another building, and students in Grades 3–5 attend a third building. This change

would also create potential concerns for families because students would have to transfer elementary schools three times over a six-year period.

- Finally, as described in Section XII, Part 1, a sudden large influx of new elementary school students would likely force the District to remove existing pre-K programs from its elementary schools and it is uncertain if other available space exists to host these programs.

III. Provide a summary of the district’s academic results/educational outcomes for the preceding five (5) years. Include the following:

1. SAT and ACT scores:

SAT

Year	Students Participating	Average Reading	Average Math	Average Writing
2009-10	72	493	512	470
2010-11	96	472	486	449
2011-12	94	489	500	467
2012-13	70	488	497	479
2013-14	100	481	495	468

ACT - Composite

Year	Student Participating	Average Composite
2009-10	3	24
2010-11	12	22.7
2011-12	9	23.8
2012-13	4	21
2013-14	17	22.9

2. PSSA scores at each grade level in reading and math – include percentage of students at each of the four (4) performance levels:

The following charts reflect the PSSA scores for Middletown Area School District from the last five (5) school years broken out by District level performance, building level performance and grade level. Scores reflect performance by students placed outside the District with the exception of Dauphin County Technical School.

PSSA District

Grade 11 District

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	21.8	22.3	35	20.9
2010-11	21.3	14.8	37.9	26
2011-12	22.9	19.4	31.2	26.5
2012-13	n/a	n/a	n/a	n/a
2013-14	n/a	n/a	n/a	n/a

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	31.6	24.3	24.8	19.4
2010-11	29	20.7	26	24.3
2011-12	31.2	19.4	32.9	16.5
2012-13	n/a	n/a	n/a	n/a
2013-14	n/a	n/a	n/a	n/a

Grade 8 District

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	8.9	15.3	39.6	36.1
2010-11	7.4	8.6	31.5	52.5
2011-12	9.6	17.2	28.8	44.4
2012-13	10.7	13.6	26	49.7
2013-14	7.5	12.1	24.7	55.7

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	7.4	17.3	26.7	48.5
2010-11	5.6	17.3	29.6	47.5
2011-12	7.6	12.1	28.3	52
2012-13	6.8	9	28.2	55.9
2013-14	9.8	6.3	26.4	57.5

Grade 7

District

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	11.6	19.5	33.5	35.4
2010-11	10.6	24.7	31.8	32.8
2011-12	12.5	15.3	39.2	33
2012-13	14	19.2	34.3	32.6
2013-14	9.1	15.8	38.2	37

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	9.8	12.2	24.4	53.7
2010-11	7.5	16.1	30.7	45.7
2011-12	6.8	10.2	27.8	55.1
2012-13	5.8	12.8	35.5	45.9
2013-14	10.9	15.2	24.8	49.1

Grade 6

District

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	17.9	17.9	36.3	27.9
2010-11	10.4	23.1	35.3	31.2
2011-12	12.9	22.2	36.3	28.7
2012-13	10.7	24.3	27.8	37.3
2013-14	10.4	25.4	32.1	32.1

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	5.5	14.9	34.8	45.8
2010-11	5.8	11	30.1	53.2
2011-12	4.7	11.7	32.2	51.5
2012-13	13	12.4	29	45.6
2013-14	4.1	10.9	30.6	54.4

Grade 5 District

Reading				
Year	Below Basic	Basic	Proficient	Advanced
2009-10	21.1	30.4	35.7	18.8
2010-11	12.2	24.4	45.3	19.8
2011-12	14.9	23.4	44.2	17.5
2012-13	17.5	21.5	41.2	18
2013-14	22.8	18.8	39.6	12.9

Math			
Below Basic	Basic	Proficient	Advanced
7.6	21.6	27.5	43.3
2.9	15.7	44.8	36.6
3.2	20.6	34.2	41.9
6.8	24.3	36.2	32.8
10.7	24.8	18.1	46.3

Grade 4 District

Reading				
Year	Below Basic	Basic	Proficient	Advanced
2009-10	14.4	14.4	43.8	27.5
2010-11	12.6	18.9	43.4	25.2
2011-12	9.5	19.6	48.8	22
2012-13	8.6	21.2	44.4	25.8
2013-14	12.4	24.3	46.7	16.6

Math			
Below Basic	Basic	Proficient	Advanced
3.1	8.8	38.8	49.4
4.4	12.5	40.3	42.8
6	8.9	33.9	51.2
9.2	15.8	31.6	43.4
17.2	11.2	32.5	39.1

Grade 3 District

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	9.2	14.5	53.3	23
2010-11	6.7	9.7	57	26.7
2011-12	13.7	11.1	49	26.1
2012-13	6.3	17	61	15.7
2013-14	18.1	12.4	51.3	18.1

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	1.3	19.7	44.1	34.9
2010-11	1.2	6.7	49.7	42.4
2011-12	5.2	21.6	36.3	37.9
2012-13	3.1	17	44.7	35.2
2013-14	7.7	21.6	40.2	30.4

PSSA **Middletown**
Area High
School

Grade
11 **High School**

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	19.9	21.5	36.5	22.1
2010-11	17.5	14.3	40.3	27.9
2011-12	19.6	19.6	30.1	30.8
2012-13	n/a	n/a	n/a	n/a
2013-14	n/a	n/a	n/a	n/a

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	29.8	24.3	24.9	21
2010-11	26	20.8	26.6	26.6
2011-12	28	21	33.6	17.5
2012-13	n/a	n/a	n/a	n/a
2013-14	n/a	n/a	n/a	n/a

PSSA
Middletown
Area
Middle
School

Grade 8
School

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	8.5	15.4	39.8	36.3
2010-11	7	8.2	31.6	53.2
2011-12	9.4	17.7	29.2	43.8
2012-13	8.7	14	26.2	51.2
2013-14	7.6	11.6	24.4	56.4

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	7	17.4	26.9	48.8
2010-11	5.1	16.5	30.4	48.1
2011-12	6.8	12	28.6	52.6
2012-13	5.8	8.1	27.9	57.6
2013-14	9.3	6.4	26.2	58.1

Grade 7

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	11.7	18.5	34	35.8
2010-11	10.8	24.6	31.8	32.8
2011-12	12	15.4	39.4	33.1
2012-13	14	18.7	34.5	32.7
2013-114	9.1	15.8	38.2	35.37

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	9.9	11.7	24.1	54.3
2010-11	7.7	14.8	31.1	46.4
2011-12	6.3	10.3	28	55.4
2012-13	5.8	12.3	35.7	46.2
2013-114	10.9	15.2	24.8	49.1

Grade 6

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	10.1	25.4	31.7	32.8
2010-11	10.8	24	27.5	37.7
2011-12	12.9	22.2	36.3	28.7
2012-13	10.4	23.1	35.3	31.2
2013-14	17.6	18.1	36.2	28.1

Math			
Below Basic	Basic	Proficient	Advanced
3.2	11.1	30.2	55.6
12.6	12	29.3	46.1
4.7	11.7	32.2	51.5
5.8	11	30.1	53.2
5	14.6	34.2	46.2

PSSA

Grade Fink
5 Elementary

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	25.5	25.5	36.2	12.8
2010-11	15.7	26.3	44.7	13.2
2011-12	13.3	16.7	50	20
2012-13	13.6	18.2	54.5	13.6
2013-14	24	20	36	20

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	0	25.5	27.7	46.8
2010-11	2.6	13.2	52.6	31.6
2011-12	6.5	16.1	41.9	35.5
2012-13	4.5	22.7	36.4	36.4
2013-14	8	28	16	48

Grade 4 Fink Elementary

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	34.6	7.7	34.6	23.1
2010-11	19.9	11.1	36.1	33.3
2011-12	8	24	52	16
2012-13	4.8	19	42.9	33.3
2013-14	25	29.2	41.7	4.2

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	3.8	15.4	46.2	34.6
2010-11	8.3	5.6	52.8	33.3
2011-12	12	4	64	20
2012-13	9.5	19	38.1	33.3
2013-14	25	8.3	29.2	37.5

Grade 3 Fink Elementary

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	16.1	16.1	54.8	12.9
2010-11	0	0	78.3	21.7
2011-12	13.6	22.7	54.5	9.1
2012-13	11.5	15.4	69.2	3.8
2013-14	28.9	15.6	44.4	11.1

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	3.2	19.4	45.2	32.3
2010-11	0	4.3	43.5	52.2
2011-12	13.6	22.7	50	13.6
2012-13	3.8	19.2	38.5	38.5
2013-14	13.3	31.1	33.3	22.2

Grade 5 **Kunkel Elementary**

Reading				
Year	Below Basic	Basic	Proficient	Advanced
2009-10	22.4	26.9	40.3	10.4
2010-11	12.9	27.1	42.9	17.1
2011-12	13.5	17.3	46.2	23.1
2012-13	11.8	23.5	35.3	29.4
2013-13	9.1	18.2	45.4	27.3

Math			
Below Basic	Basic	Proficient	Advanced
11.9	17.9	29.9	40.3
2.9	22.9	35.7	38.6
1.9	11.5	36.5	50
5.9	17.6	35.3	41.2
7.3	21.8	12.7	58.2

Grade 4 **Kunkel Elementary**

Reading				
Year	Below Basic	Basic	Proficient	Advanced
09-10	9.4	15.6	40.6	34.3
10-11	12.8	19.1	40.4	27.7
11-12	12.7	15.9	39.7	31.7
12-13	7.9	15.9	46	30.2
13-14	12.5	20.8	50	16.7

Math			
Below Basic	Basic	Proficient	Advanced
3.1	6.3	29.7	60.9
2.1	8.5	31.9	57.4
3.2	7.9	19	69.8
3.2	12.7	28.6	55.6
12.5	13.9	36.1	37.5

**Kunkel
Grade 3 Elementary**

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	2.3	4.5	56.8	36.4
2010-11	5.2	12.1	44.8	37.9
2011-12	10.4	4.5	49.3	35.8
2012-13	4.4	14.7	61.8	19.1
2013-14	10.7	14.7	56	18.7

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	0	9.1	38.6	52.3
2010-11	1.7	5.2	39.7	53.4
2011-12	3	16.4	26.9	53.7
2012-13	2.9	13.2	44.1	39.7
2013-14	4	21.3	41.3	33.3

Grade Reid
5 Elementary

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	15.8	38.6	29.8	15.8
2010-11	9.5	20.6	49.2	20.6
2011-12	16.7	30.6	40.3	12.5
2012-13	23.3	19.8	43	14
2013-14	32.4	19.1	36.8	11.8

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	8.8	22.8	24.6	43.9
2010-11	3.2	9.5	49.2	38.1
2011-12	2.8	29.2	29.2	38.9
2012-13	8.1	29.1	37.2	25.6
2013-14	13.2	26.5	23.5	36.8

Grade Reid
4 Elementary

Year	Reading			
	Below Basic	Basic	Proficient	Advanced
2009-10	11.6	15.9	49.3	23.2
2010-2011	9.3	21.3	49.3	20
2011-12	6.3	21.5	55.7	16.5
2012-13	7.9	27	44.4	20.6
2013-14	8.2	26	45.2	20.5

Year	Math			
	Below Basic	Basic	Proficient	Advanced
2009-10	19.2	9.6	30.1	41.1
2010-2011	11.1	17.5	34.9	36.5
2011-12	6.3	10.1	36.7	46.8
2012-13	4	18.7	38.7	38.7
2013-14	2.9	8.7	44.9	43.5

**Reid
Grade 3 Elementary**

Year	Reading				Math			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
2009-10	9.3	20	50.7	20	8.3	16.7	41.7	33.3
2010-11	9.8	8.5	61	20.7	3.1	20	47.7	29.2
2011-12	16.1	14.5	46.8	22.6	4.8	25.8	38.7	30.6
2012-13	6.2	20	56.9	16.9	1.2	7.3	58.5	32.9
2013-14	19.7	8.5	49.3	22.5	0	26.7	48	25.3

3. AYP and School Performance Profiles:

- i. **AYP status for the District;**
- ii. **AYP and School Performance Profiles for each school;**
- iii. **The percentage of students at each of the four (4) performance levels for each building; and**
- iv. **The percentage of students at each of the four (4) performance levels for the district.**

Note: Please see pages 9 – 21 for performance levels.

**AYP
Middletown Area
School District**

Year	District	High School	MAMS	Reid	Fink	Kunkel
2009-10	Made AYP	Warning	Made AYP	Made AYP	Made AYP	Made AYP
2010-11	Made AYP	Made AYP	Made AYP	Made AYP	Made AYP	Made AYP
2011-12	Warning	Warning	Warning	Made AYP	Made AYP	Made AYP

**SPP
Middletown Area
School District**

Year	High School	MAMS	Reid	Fink	Kunkel
2012-13	61.2	85.4	69.7	81.1	77.2
2013-14	65.3	84.4	70.5	63.8	68.2

Note: See Exhibit A for School Performance Profile (SPP) charts which explain how scores were calculated.

4. **Keystone Exam scores – include percentage of students at each of the four (4) performance levels.**

Keystones

Algebra I	District			
Year	Below Basic	Basic	Proficient	Advanced
2012-13 (Winter)	9.2	41.1	30.1	19.6
2012-13 (Spring)	6.7	44.2	34.9	14.2
2013-14 (Winter)	7.7	74.7	17.6	0
2013-14 (Spring)	20.4	42.5	19.5	17.6

Algebra I	High School			
Year	Below Basic	Basic	Proficient	Advanced
2012-13 (Winter)	9.2	41.1	30.1	19.6
2012-13 (Spring)	8	50	31.9	10.1
2013-14 (Winter)	7.7	74.7	17.6	0
2013-14 (Spring)	20.4	42.5	19.5	17.6

Algebra I	Middle School			
Year	Below Basic	Basic	Proficient	Advanced
2012-13 (Winter)	n/a	n/a	n/a	n/a
2012-13 (Spring)	6.7	44.2	34.9	14.2
2013-14 (Winter)	n/a	n/a	n/a	n/a
2013-14 (Spring)	0	8.3	27.1	64.6

Literature	District/High School			
Year	Below Basic	Basic	Proficient	Advanced
2012-13 (Winter)	9.2	18.4	62	10.4
2012-13 (Spring)	13.9	32	47.4	6.7
2013-14 (Winter)	20.7	67.1	12.2	0
2013-14 (Spring)	12.7	38.6	42.2	6.6

Biology	District/High School			
Year	Below Basic	Basic	Proficient	Advanced
2012-13 (Winter)	29.4	40	30	0.6
2012-13 (Spring)	24.8	39.7	30.8	4.6
2013-14 (Winter)	22.7	55.2	22.1	0
2013-14 (Spring)	29.5	26	30.1	14.4

5. **Graduation and drop-out rates:**

School Year	Graduation Rate (%)	Dropout Rate (%)
2009-2010	85.23	7.95
2010-2011	86.17	7.98
2011-2012	89.7	1.82
2012-2013	86.17	7.98
2013-2014	88.82	4.71

6. Post-secondary plans (indicate by percentage):

- i. Four-year College;**
- ii. Community College;**
- iii. Other Post-secondary education;**

Graduation Year	4-year College	2-year College	Technical School (Other)	Total Percentage of Students Accessing Post-secondary Education
2005	41.2	8.2	1.2	50.6
2006	47.4	3.9	1.3	52.6
2007	44.3	14.4	6.2	64.9
2008	58.2	22.1	2.5	82.8
2009	64.86	21.62	6.76	93.24
2010	59.17	28.33	5.83	93.33
2011	62.16	26.13	7.21	95.5
2012	73.28	19.08	3.82	96.18

iv. Military;

Graduation Year	Military
2005	7.1
2006	3.9
2007	6.2
2008	8.2
2009	9.46
2010	7.5
2011	7.21
2012	5.34

v. **Work; or**

Graduation Year	Work FT	Work PT
2005	22.4	15.3
2006	20.5	23.1
2007	19.6	28.9
2008	13.9	13.1
2009	6.76	16.22
2010	9.17	18.33
2011	9.01	10.81
2012	9.16	16.79

vi. **other**

Graduation Year	Other
2005	N/A
2006	N/A
2007	N/A
2008	6.6
2009	4.05
2010	5
2011	4.5
2012	3.05

Data Source – Middletown Area High School Annual Survey of Graduates

Note: Percentages may not add up to 100% due to graduates providing multiple responses. For example, a student may be in the military and pursuing post-secondary education through a program offered via the military or a student could be working part-time while pursuing a 4-year college degree.

IV. Describe any anticipated major educational impact on your district that either supports or disputes the proposed transfer.

Middletown Area School District strongly believes the proposed transfer would adversely impact its student class size, special education service delivery model, and overall academic achievement, particularly at the elementary level. Accordingly, the District opposes the proposed transfer due to the following adverse educational consequences which would be the direct result of any transfer:

- **Increased Student Class Size:** The District strives to maintain class sizes at 25 students or less. The addition of the Highspire students would result in increased class sizes and/or the need to hire more teachers. The square footage in the District's existing elementary classrooms do not readily allow for more than 25 desks without creating cramped conditions that are not conducive to learning. As explained above, the proposed transfer would increase the District's elementary school population by 13.6%, and it is conceivable that figure would be even greater if Highspire school-aged children currently attending private, parochial or charter schools were to attend Middletown schools. Attached as Exhibit B is data regarding elementary enrollment projections.
- **Inadequate elementary-level instructional space:** The influx of additional students exacerbates concerns regarding lack of classroom space in the District's elementary schools. If the District was required to accommodate a 13.6% increase in its elementary student population, it would either force reassignments of students to different schools or a grade-level reconfiguration of its existing elementary schools. The District does not believe either of the scenarios is good for student learning at the elementary level.
- **Special Education Services:** Special education delivery would be impacted by the influx of additional special education students which may result in the need to open additional classrooms and to hire more teachers. Extra textbooks and supplemental curriculum materials would need to be purchased to account for an influx of new special education students. All of these areas have a major budgetary impact to the District. Increased special education costs would require a diversion of existing financial resources from other worthwhile educational programs.
- **Student Achievement:** The District has its own challenges associated with meeting student performance standards mandated by law. An influx of students from Highspire would further exacerbate the District's current challenge of increasing student achievement since the ability and achievement levels of these new students is unknown.

Due to limitations on Steelton-Highspire School District's financial resources, there is a potential for Highspire students entering the District with learning gaps that may not be easily bridged, thus creating a potential negative impact on Middletown Area School District's School Performance Profile results.

- **High School Facilities:** The District is currently building a brand-new high school building to replace its existing 50+ year old building. The high school building project began long before the filing of this petition, thus its design did not – and could not – contemplate the influx of Highspire students. The addition of Highspire students may result in a lack of space in a brand new high school. In November 2013, the PlanCon documents submitted to the PA Department of Education indicated that the new Middletown Area High School would be built for a capacity of 10% over its current enrollment. The addition of Highspire students could result in the building's maximum capacity to be exceeded before it even opens.

V. Provide any documentation which serves to support or dispute the petitioner's justification for the proposed transfer.

In addition to the information within the responses, and the attachments thereto, please see the letter from the District's Board of School Directors attached hereto as Exhibit J.

VI. Provide a profile of the district's current educational program and identify any factors that may impact students. For the present school district of residence, consider the impact upon the students that will remain in the district if the transfer occurs. For the proposed district of residence, consider the impact if the transfer occurs. At a minimum, include the following in your respective considerations:

1. Graduation requirements

School Board Policy #217 outlines the graduation requirements for Middletown Area School District and is attached as Exhibit C.

2. Courses of study

See Exhibit D for High School Course Catalogue.

The proposed transfer would not have a tremendous impact on the actual course offerings at the elementary and middle school levels. Students in those grade levels progress through prescribed grade level curriculum with no disruption to existing course sequence. The addition of students at the elementary and middle schools would certainly increase class size and place demands on staffing, however, the actual course offerings for those students would not change. If the proposed transfer of students were to occur, the impact on course offerings at the high school level would be significant.

Middletown Area High School offers a curriculum planning guide to all students to assist them in selecting courses related to their interests, skills, values, and personality. Students select a course of study designed to best prepare them for post-secondary success. To this end, courses are developed that enable students to meet the graduation requirements for Pennsylvania while engaging in rich, elective and core experiences to promote college and career readiness. Because Middletown Area High School is a relatively small school, achieving this goal is difficult. The staff size is small, with only one or two teachers in each of the elective areas. For example, only one art teacher, two music teachers, two industrial technology teachers, and two and a half world language teachers are employed at the high school. Scheduling students into elective courses designed to meet their academic needs and achieve their college and career readiness goals is an ongoing challenge for high school administration. Through creative scheduling and staffing, including sharing of staff between buildings and using a nontraditional schedule, the needs of most high school students have been met, and they have been able to enjoy a diverse and personalized high school experience. Additionally, a large number of Middletown Area High School students participate in internships, job shadow experiences, career exploration activities, visits to local employers and businesses, and work-study programs in order to explore post-secondary interests and gain valuable life experiences.

The proposed transfer of Highspire students would have a negative impact on the flexibility afforded to existing students by this unique high school structure. A significant increase in the number of high school students would force placement of students into pre-existing and methodical "tracks" of courses, rather than allowing them the freedom they currently have with regard to exploration of different types of courses and experiences. The ability to personalize the high school curricular experience for existing students would be diminished due to loss of flexibility in scheduling. Current staffing models and configurations would simply not support scheduling of important and engaging electives for students, as more teachers would be needed to deliver the

core courses required for graduation, leaving less available instructional periods for elective courses. Additionally, staffing restraints would prevent accommodating additional students' requests for unique learning opportunities including internships and work-study. These educational endeavors require careful planning and constant oversight, and Middletown Area High School is currently working with minimal staffing and resources in order to meet current enrollment needs.

The guidance staff and administration at Middletown Area High School would certainly face a significant task in ensuring that transcripts of transferring students affected by this proposal were carefully reviewed. After transcript review, all students would need to be assigned to courses aligned to Middletown Area School District's graduation requirements. It is often problematic when a student transfers to a new high school late in his or her academic career, and it is frequently difficult to schedule students in appropriate courses. It is critically important that students are not scheduled into courses (or equivalent courses) that they already completed in another school. Schedule limitations sometimes do not enable transferring students to take the courses required for graduation, as course progressions vary from one high school to the next in Pennsylvania. In these situations, individual plans must be created to ensure that students are able to graduate with their class. Thus, the potential exists that a large number of Highspire high school students would be placed in a difficult situation satisfying Middletown Area School District's graduation requirements. Historically, transferring high school students who encounter this difficulty are afforded the opportunity to take online courses at the expense of Middletown Area School District to ensure that they will graduate on time. However, a large increase in the number of these types of requests would certainly present a budgetary problem, since the average online course costs \$500.00 to complete. The current practice of providing online courses to high school students would no longer be sustainable if the proposed transfer occurred, and graduation could be delayed for some Highspire students depending upon the differences in graduation requirements between the two districts.

3. Special programs (for example: remedial programs, programs for limited English proficient students, AP/Honors courses)

Elementary Reading Interventions: Two of the three elementary buildings in the District have been designated as school wide Title I buildings, and the third building is designated as a targeted assistance building for Title I. Each of the three elementary buildings employs two full-time reading specialists who deliver interventions in reading to students in need of this service. Currently, 281 students are receiving reading

interventions, which presents a significant scheduling challenge for elementary principals. Over the past several years, District reading scores have declined at the elementary level. This decline may be related to increasingly inadequate readiness skills of incoming kindergarten students. Additionally, budgetary cuts have resulted in decreased resources to provide support for struggling students. Adding 129 new elementary students as a result of the proposed transfer would certainly have a significant impact on the already taxed resources of the District's elementary schools if the newly enrolled students from a transfer read below grade level. The Steelton-Highspire School District data suggests that many transferring elementary students would need supplemental reading support. An influx of new elementary students who read below grade level would force the District to hire additional reading specialists to provide services or reduce the amount of services already provided to existing students to accommodate the needs of the newly enrolled students. The District uses the Scholastic Read 180 program extensively in its elementary schools as a Language Arts intervention. This program is considered to be one of the most effective interventions available and has a demonstrated record of improving reading skills, regardless of the type of reading difficulty presented. While it is comprehensive, the program is extremely costly. License fees are expensive and computers are needed to deliver the program. The annual per pupil cost of Scholastic Read 180 is approximately \$400.00 (per new license purchase). Should the number of students who need this program increase, the increased cost to the District would be significant, and it would have a significant adverse impact on the Title I budget.

ESL Instruction: Middletown Area School District employs two full-time English as a Second Language (ESL) teachers. The secondary ESL teacher currently provides services to 24 students in Grades 6 through 12. Secondary ESL enrollment has remained stable over the past three years. Secondary English Language Learner students typically depend upon the ESL teacher for content area support. Of these 24 students, six are on "monitor" status, meaning that they need minimal support to be successful. The addition of less than five English Language Learner students at the secondary level would not likely have a significant impact on the ability of the District to provide services to secondary students. The ESL instructional support at the elementary level is of far greater concern. One elementary ESL teacher provide services to 28 students in Grades Kindergarten through 6. Only one of those 28 elementary students is considered to be on "monitor" status; the remaining 27 students have significant language difficulties and receive intensive services. Twelve of these 27 elementary students speak no English, and 9 of them registered for school with the District during the 2014-15 school year. Many of these children are refugees from war-torn countries who are having a great

deal of difficulty assimilating. These ESL elementary students need significant academic, behavioral, and emotional support. If this enrollment trend of ESL students continues at the elementary level additional staff would need to be hired or services would be reduced. The proposed transfer of Highspire students would certainly result in both immediate and long-term increases in the number of ESL students in the District, which would significantly strain the existing staffing and service delivery system for the ESL program.

Keystone Remediation: Middletown Area High School has implemented a remedial program for students who have not achieved proficiency on the Keystone exams. This program is delivered during an intervention period that is built into the daily schedule. Currently, 78% of Middletown Area School District's students who took the Algebra I exam in the 2013-14 school year are required to participate in this program. Approximately 50% of students who took the Literature exam, and 56% of students who took the Biology exam, are participating in this program. The large number of students receiving remediation assistance has created a significant staffing and scheduling burden at the high school. Remedial materials must be purchased; activities and lessons must be planned; and student progress must be continually monitored. The Steelton Highspire-School District data suggests that an overwhelming percentage of its students did not achieve proficiency on the three required Keystone exams. This data strongly suggests the majority of the high school students transferring from the Steelton-Highspire School District would require remedial programs. Expanding existing remediation programs would tax staffing, scheduling, and financial resources, and detract from the educational services provided to currently enrolled students.

Project Based Assessment: Beginning with the class of 2017, high school students who do not demonstrate proficiency on a Keystone exam will be required to participate in and pass a Project Based Assessment in order to graduate. As per the numbers previously cited, a significant percentage of our currently enrolled students may need to take advantage of the Project Based Assessment (PBA) in order to graduate from Middletown Area High School. The District has been developing and implementing a staffing and scheduling plan in order to implement the PBA; however, serious concerns exist with regard to the fiscal implication of delivering this additional service to students currently enrolled in the District. If the PBA program had to be expanded to incorporate Highspire students, it would almost certainly necessitate increased staffing and a potential reorganization of a schedule that was developed to meet the needs of our currently enrolled students and account for enrollment trends based on past patterns.

AP Courses: Middletown Area High School currently offers eight Advanced Placement Courses: English Literature and Composition, Human Geography, Macroeconomics, US Government, US History, Calculus, and Chemistry. Based on information available on Steelton-Highspire's School Performance Profile, Steelton-Highspire offers five Advanced Placement Courses. It is assumed that several students impacted by the transfer may participate in Advanced Placement courses. Based on enrollment in Advanced Placement courses, it is believed that transferring students could be absorbed into existing Advanced Placement courses with no additional staffing needed. Certainly it is preferred that class sizes in Advanced Placement courses are kept as low as possible, and additional students would place a burden on the teachers of these courses.

Honors Courses: The following honors courses are currently offered at Middletown Area High School: English 1, 2, 3, and 4, US History 1 and 2, World History, Government, and Economics. The proposed transfer of 60 students in Grades 9 through 12 could impact the District's ability to continue to offer these courses. If the teachers responsible for the honors courses are needed to teach additional sections of academic or general courses in their discipline in order to ensure that students are able to meet graduation requirements, they will no longer be able to assume responsibility for teaching honors courses, especially in a seven-period instructional day.

The District's ability to offer courses of higher rigor could be compromised by this transfer. It has been a priority of the District to increase the number of honors courses over the past several years, and the District is pleased with the offerings and enrollments in honors courses. The proposed transfer would likely result in a significant reversal of this positive trend.

4. Vocational-technical school participation – include impact on quotas and articles of agreement

Unlike Middletown Area School District, Steelton-Highspire School District is not a participating school district in Dauphin County Technical School (DCTS). If Highspire students were transferred to Middletown Area School District, they would now be eligible to attend DCTS. This could potentially increase the overall enrollment of DCTS, as well as increase Middletown Area School District's overall annual cost because each district's annual financial contribution to DCTS is based on a rolling average enrollment figure. The Articles of Agreement for DCTS are included as Exhibit E.

5. Individualized education programs

Middletown Area School District provides special education services in the following areas:

- Learning Support
- Autistic Support
- Life Skills Support
- Multiple Disabilities Support
- Emotional Support
- Speech & Language Support
- Occupational Therapy
- Physical Therapy

The obvious impact of Highspire students joining Middletown Area School District is the increased number of special education students. Steelton-Highspire reports 34 Highspire students with IEPs. Depending on these students' disability categories and IEP goals, it may be necessary to open additional special education classrooms for teacher caseloads to stay within the maximum caseload limits specified by the PA Department of Education. Since instructional space is already limited in most of the District's facilities, this potential impact is very concerning. PDE has strict rules in place regarding square footage in special education classrooms. The overall budgetary impact on the District could be substantial if new classrooms need to be established to accommodate Highspire students with IEPs. It is also unknown how many Highspire students from private, parochial or charter schools could enter Middletown Area School District having IEPs, thus increasing the total number by more than the projected 34. This would tax existing programs to the degree that the quality of service delivery could be compromised.

VII. What access do the students have to community colleges, post-secondary or adult education programs?

Middletown Area High School students have access to post-secondary education via Harrisburg Area Community College through "College in the Classroom" opportunities and dual enrollment. Dual enrollment opportunities exist through several local colleges and universities but all such opportunities are offered at the parents' expense.

VIII. What is the viewpoint of the majority of taxpayers who are parents or guardians of the students who will be transferred? (Present school district of residence only.)

This question is not applicable to the District.

IX. What, if any, major educational program curtailment/alterations or expansions/extensions will be occasioned by the proposed transfer? How readily can these program changes be made?

Middletown Area School District anticipates that the greatest impact from the proposed transfer would be at the elementary level and in special education delivery K-12 as discussed in Sections IV and Section VI (part 5). A major educational program alteration that is possible is the potential need to reconfigure the elementary schools from the current Grades K through 5 model to a center-based model in order to accommodate the additional elementary-level students. This is not a programmatic change that could be readily made without approval from the PA Department of Education. More importantly, this type of substantial change would not necessarily meet with the approval of the community who have come to expect students to attend a particular building based on long-established attendance zones within neighborhoods.

X. What other impact will the proposed transfer have on the instructional program of your district in the following areas:

1. Course and curricular offerings:

The proposed transfer of high school students would have a negative impact on the District's ability to continue to offer high school elective course opportunities without adding staff to deliver courses or increasing the budgeted amount of money to support these type of courses. If these options were not feasible, students would not have access to specialized courses they desire to pursue their post-secondary goals. A strategic improvement plan at Middletown Area High School resulted in the reduction of available instructional class periods per day from eight to seven during the 2014-15 school year. This schedule enables teachers to plan collaboratively and has resulted in increased instructional time for students, along with creating time for students to receive remedial instruction and participate in Project Based Assessment, if necessary. The continued feasibility of this instructional schedule would be called into question if the proposed transfer took place. Increasing the number of students attending Middletown Area High School beyond projections would result in an increased demand for courses, potentially resulting in scheduling difficulties for students. Hybrid courses have been developed so that students are able to take courses that may not fit into a

traditional schedule. These courses require in-class time with teachers, and current availability of certified staff limits the number of available seats in these classes. Increased numbers of students would limit the ability of the District to continue to offer these unique opportunities for students.

As explained above, high school students have participated in online classes if the District has not been able to offer a specialized course that a student desires. The high school strategic plan also addressed Pennsylvania's mandated remediation for any student not receiving a proficient score on any Keystone test. Remediation courses were built into the schedule, and the potential addition of Highspire students into remediation courses would definitely impact the ability to deliver high quality and effective remedial instruction to prepare students to succeed on Keystone exams. Additionally, Project Based Assessment must be provided during the school day with appropriately certified staff to any student who is unable to pass any Keystone test. This must occur in order for a student to meet graduation requirements. This is a large commitment of time and staff, and adding Highspire students to these programs would have a negative impact on staffing and scheduling of Project-Based Assessment courses.

Middletown Area School District provides a cyber program called Raider Academy. Students are able to earn a Middletown Area School District diploma through online course completion in Raider Academy. A significant increase in participation in Raider Academy has occurred over the past several years, with enrollment doubling over the past three years. Middletown Area School District currently has approximately 70 students enrolled full time in Raider Academy. Providing this online learning option for Middletown students requires a significant financial commitment from the District. It may not be sustainable if the proposed transfer of students results in the number of students in Raider Academy increasing.

2. Support and special services:

An increase in the number of students would have a significant impact on the District's ability to provide adequate support and special services. Tremendous resources have been allocated to address student needs, but even with these resources, it is a continual struggle to meet increasing mental health and social concerns presented by students and families.

Guidance Counselors: Middletown Area School District currently employs seven guidance counselors (two at each secondary school and one at each elementary school). Depending upon the emotional and academic needs of students who would transfer to Middletown Area School District, caseloads and the nature of work for guidance

counselors would certainly be impacted. Counselors would have less time to provide classroom instruction in social and coping skills at the elementary and secondary levels, which currently occurs. Secondary counselors would have the added responsibility of post-secondary preparation for additional students.

Social Worker: The District currently employs one full-time social worker to provide services to students and families in Grades K-12. As the socioeconomic status of District families declines, the District has seen a marked increase in the demands placed upon its social worker to help families obtain access to services. The District's social worker is extremely busy now, and the District is concerned about the impact of adding more families and students to her existing caseload. The District would need to hire another social worker to address this increased demand for services.

Home & School Visitor: The District currently employs one full-time home and school visitor. This individual is responsible for enforcing all residency requirements and ensuring that truancy and attendance concerns are addressed in a timely manner. This individual represents the District in truancy cases, participates in the numerous Student Assistance team meetings, and interacts with families and school staff on a regular basis. If the incoming students associated with the transfer demonstrate a pattern of inconsistent school attendance or present residency concerns, the ability of the home and school visitor to address adequately these concerns in a timely and efficient manner would be greatly diminished.

School Psychologists: The District employs two full-time school psychologists to serve students in Grades K-12. During the last three years, on average, each District psychologist annually conducted 90 student psychological evaluations, 25 student threat assessments, and 30 student re-evaluations. Additionally, they participate in over 100 child study team meetings per year and facilitate building level data meetings with staff and administration. They also assist teachers and administrators with the development and implementation of various student interventions across the District. The addition of approximately 200 new students across Grades K-12 would necessitate the hiring of an additional school psychologist. The District reduced the number of school psychologists from three to two last year in an effort to conserve financial resources for direct classroom instruction. The District would be forced to revert to employing three psychologists in order to maintain the current level of service should additional students transfer into the District.

Nursing Services: The District currently employs two Certified School Nurses, one at the secondary level and one at the elementary level. Additionally, two Registered Nurses and one Licensed Practical Nurse are employed to cover the health rooms at each building. Based on the student-specific needs in Multiple Disabilities classrooms, additional licensed nurses have been hired to care for individual students. This number has varied over the years based on student needs. It is uncertain if the proposed transfer of Highspire students would increase the need for health room nurses. Current staff could continue to provide adequate services if Highspire students who would transfer do not need specialized care; however, if students with multiple disabilities requiring one-on-one nursing services are included in the transfer, nurse staffing would definitely be impacted. Additionally, the transfer of Highspire students would result in increased numbers of mandated health screenings, increased distribution of medication, as well as increased demands of the day-to-day nursing duties associated with the health rooms. Currently, all District nurses are extremely busy meeting the needs of existing students with special medical conditions, including severe asthma, seizure disorders, students who need specialized medical procedures including catheterization, toileting needs, and severe allergies. It is expected that the transfer of additional students into Middletown Area School District would compromise the level of nursing services currently provided to students.

3. Special needs students (exceptional, remedial). *Please provide more specific information of the effects on special education below in Section XIII.*

As discussed earlier, the greatest impact that Highspire students would have on the special education department would be the need for additional staff. It would be likely that the District would need to hire a half-time speech and language therapist, one additional learning support teacher at the elementary level, and, depending on the severity of need of the low incidence population, two or three additional paraprofessionals.

The Steelton-Highspire School District indicates that 40 IEP students would be subject to the proposed transfer. The breakdown by disability category of these students is as follows:

- 10 students diagnosed with a speech and language disability
- 15 students diagnosed with a specific learning disability
- 6 students diagnosed with and other health impairment
- 4 students diagnosed with an autism spectrum disorder
- 2 students diagnosed with an emotional disturbance
- 1 student diagnosed with multiple disabilities

- 2 students diagnosed with an intellectual disability

If these students were accepted, it would impact special education classrooms in Middletown Area School District as explained below:

4. Staff utilization:

If student enrollment increased due to the proposed transfer of the Highspire students, the District would need to hire a significant number of professional and non-professional staff members to meet the needs of all students. Unfortunately, an increase in staffing may not be possible due to budgetary constraints. This situation may result in increased class sizes, restructuring of existing educational schedules, and/or movement to a center-based model at the elementary level.

5. Present educational goals and objectives:

A present educational goal for the District is to increase K-12 student achievement as defined by the School Performance Profile (SPP) criteria. Objectives include increasing student proficiency in reading and mathematics, biology and writing. The proposed transfer of the Highspire students would impact the District's ability to meet this goal if students come to the District with pre-existing academic deficiencies. It is unknown as to where the incoming Highspire students are performing academically and what access they have had to available resources to bridge any learning gaps.

6. Availability of educational resources:

Technology: The District's Middle and High Schools currently offer an innovative technology integration program that provides every student with an iPad as an instructional tool. The iPad is the property of the District, but the student has the ability to use the device at home, creating an "Anywhere/Anytime" learning environment. The addition of 41 new middle school and 59 new high school students, through the proposed transfer, would create a significant budgetary expense and likely require that this iPad program be configured. Additionally, each elementary classroom is equipped with a set of eight iPads for use during the school day. The increased elementary student population would require the District to purchase 50 additional iPads to account for the increased use of the devices. If elementary classrooms have to be added, it would be necessary to purchase additional SmartBoards, projectors, and computer equipment for these teachers. All teachers in Middletown Area School District have a MacBook Air and an iPad. It is important to note that because equipment is leased, many of these costs will be recurring. The additional cost for the District to obtain this

equipment if Highspire students are added shall be approximately \$131,835.40. The District also needs to expand software packages that have license fees. The additional cost that would be incurred if the Highspire students are added is approximately \$15,117. Thus, the additional technology costs that the District would need to incur as a result of the proposed transfer would be \$146,952.40. The District may lack the financial resources to support these programs in the future unless other resources can be reallocated. This could seriously hinder a technology program that has been very beneficial to Middletown Area School District students.

Textbooks & Software Licenses: Finally, additional textbooks and instructional materials would need to be purchased to accommodate the needs of the transferring students. The District does not maintain excessive textbook inventory. Each year, textbook needs are assessed, and if student enrollment increases, additional materials are purchased. It is estimated that the cost to the District to purchase the necessary reading and mathematics materials for elementary students transferring into the District would be \$14,000 (Journeys and EnVision series), science and social studies materials would be \$7,740.00 and at the secondary level (Grades 6–12), increased textbook costs would be \$35,000.

XI. What impact will the proposed transfer have on the district's organization and staff pattern? Please consider:

1. Assignment of present staff (professional and non-professional):

The proposed transfer of Highspire students would result in the probable reassignment of current elementary and special education staff, both professional and non-professional, to account for increased class sizes in the schools. This reassignment of staff to different schools could negatively impact the continuity of instructional delivery as teachers are moved around the District to account for the additional students.

2. Reduction or addition of staff:

As previously referenced in Sections IV and VI, the proposed transfer of Highspire students would result in the District needing to add several professional and non-professional positions to address the needs of the increased student population. It is anticipated that the following positions would be needed in order to address the needs of both current and proposed students at the projected costs (per the requirements of existing collective bargaining agreement):

Position	Projected Salary Cost	Projected Benefit Cost	Total Projected Position Cost
Elementary Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
Elementary Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
Elementary Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
Elementary Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
Elementary Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
Elementary Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
Elementary Special Area Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
Elementary Reading Specialist	\$ 45,910.00	\$ 33,679.02	\$ 79,589.02
Elementary Assistant Principal	\$ 75,263.00	\$ 43,273.71	\$ 118,536.71
HS English Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
HS Math Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
HS Science Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
HS Social Studies Teacher	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
Part-Time World Language Teacher	\$ 21,629.00	\$ 25,450.19	\$ 47,079.19
ESL Teacher	\$ 45,910.00	\$ 33,679.02	\$ 79,589.02
Social Worker	\$ 49,480.00	\$ 34,888.89	\$ 84,368.89
School Psychologist	\$ 49,480.00	\$ 34,888.89	\$ 84,368.89
Home and School Visitor	\$ 43,258.00	\$ 32,780.26	\$ 76,038.26
Special Education Teacher	\$ 45,910.00	\$ 33,679.02	\$ 79,589.02
Special Education Paraprofessional	\$ 11,267.00	\$ 21,965.03	\$ 33,232.03
Special Education Paraprofessional	\$ 11,267.00	\$ 21,965.03	\$ 33,232.03
Special Education Paraprofessional	\$ 11,267.00	\$ 21,965.03	\$ 33,232.03
TOTALS	\$ 886,479.00	\$ 698,796.95	\$ 1,585,275.95

3. Configuration of grades

The table below details the number of available classrooms at each of the District's three elementary school buildings which house Grades Kindergarten through 5:

	Regular Ed Classrooms Available	Seminar (Small classrooms to accommodate less than 10 students)	Special Ed (Medium size classrooms to accommodate approximately 15 students)	Vacant Classrooms
KUNKEL	23	5	2	1
REID	24	2	7	0
FINK	18	1 with folding door	1	0 (2 currently being used for Head Start)

Current grade level and building configuration is based on enrollment at each K-5 elementary school building as prescribed by Board-approved attendance zones. The District seeks to balance class sizes and ensure that primary (K-2) class sizes do not exceed 20 students and intermediate (3-5) class sizes do not exceed 25 students. Unfortunately, current enrollment and staffing do not allow the achievement of this goal, as numerous classrooms in each building have class size numbers exceeding those goals. In order to balance class size, students are sometimes transferred to an elementary school outside of their elementary school's normal attendance area. Currently, approximately 160 students are placed out of their attendance areas in order to balance class sizes and provide optimum use of available classroom space. The addition of Highspire students would certainly force Middletown Area School District to reconfigure the structure of grade levels in its elementary buildings to accommodate the additional students. Currently, only one classroom in the three elementary buildings is not in use. The District's elementary schools are currently configured in a neighborhood manner. The addition of 129 elementary students would force a transition to a center-based model to provide services and accommodate increased numbers. This would result in increased transportation costs and potential construction/renovation costs. The proposed transfer of elementary students would result in one of two scenarios: an addition of one classroom per grade level at Grades K-

5, or class sizes approaching 30 students in some grade levels. In current elementary buildings, space to accommodate six additional classes does not exist, and therefore space would need to be constructed or class sizes would need to be increased. The District believes increasing class sizes to accommodate transferring students would have a detrimental impact on the academic achievement of all students. A study of Tennessee's influential Project STAR (Student/Teacher Achievement Ratio) yielded the following results with regard to class size:

- Smaller classes in the early grades (K-3) can boost student academic achievement;
- A class size of no more than 18 students per teacher is required to produce the greatest benefits;
- A program spanning Grades K-3 will produce more benefits than a program that reaches students in only one or two of the primary grades;
- Minority and low-income students show even greater gains when placed in small classes in the primary grades.

Additional student enrollment at the middle and high school levels would not impact configuration of grades, as the middle school provides instruction to students in Grades 6 through 8 and contains ample classroom space. Current class sizes at Middletown Area Middle School are such that the addition of 41 students in Grades 6 through 8 would likely not have a tremendous impact on class size. Middletown Area High School educates students in grade levels 9 through 12, and courses in the high school are organized by discipline rather than true grade level.

4. Supervision and administration

The addition of Highspire students would result in an increase in supervisory and administrative responsibilities across the District. It is possible that additional administrators would need to be hired due to increased enrollments in buildings. Assistant principals may be needed at the elementary level as enrollment increases to levels that would be challenging for one principal to handle.

XII. What impact will the proposed transfer have in the following areas:

1. Building utilization. (Discuss any impact on proposed building construction and school closings.)

The addition of the Highspire students would adversely impact the Middletown Area School District's facilities. There is no additional classroom space available in the three elementary schools for additional teachers or classes. The additional students from Highspire Borough are projected to result in the need for additional teaching staff at the elementary level and the high school level. Since classroom spaces are all being utilized in the District's buildings it could prove challenging to find instructional space for additional teaching staff. The District currently houses a Head Start program in one of the elementary school buildings. The District would most likely need to remove the Head Start program in order to accommodate additional teaching staff at the elementary level. This would be a tremendous loss if the Head Start program had to move and was unable to find alternate space somewhere in the community, as it provides a beneficial service to the community. Another potential outcome of the addition of Highspire students is that the District may be forced to consider changing the elementary buildings into centers with a change in grade configuration.

2. Food service:

It is difficult to determine what, if any, impact the addition of Highspire students would have upon the District's food service program operation. In some school buildings it may be possible to incorporate additional students into the existing number of lunch periods, which would result in a minimal impact to the food service operations. In other school buildings, it might be necessary to consider creating an additional lunch period due to seating limitations within the school cafeteria. If it were necessary to add another lunch period, this would have a dual impact: potential cost increases for food service operations and requiring a change to the building's instructional schedule.

3. Non-instructional staff:

As discussed above, the increase in students as a result of the proposed transfer would result in the need to hire additional non-instructional staff. Three (3) additional paraprofessionals would be needed for special education at a total cost of \$99,696.09.

4. Interscholastic athletics:

The impact on interscholastic athletics includes possible PIAA classification changes, budgetary increases, and transitional conflict. PIAA classifications are determined by the total number of male and female students enrolled at the high school level. Since the District does not know the gender breakdown of potential students from Highspire, it cannot determine whether there is an impact; however, it is possible that a change in the District's PIAA classification could occur with football, basketball, soccer, baseball, and field hockey. The budgetary impact to athletics could include the possibility of exploring additional sports programs to provide opportunities for additional student athletes, salaries for additional coaches and assistants, more uniforms, equipment, rental fees for sports we currently do not offer (ice hockey, bowling, and girls' and/or boys' lacrosse). In the past, Middletown Area High School has not had to cut students wanting to participating on its sport teams. The transfer could result in the need to cut student athletes to maintain reasonable team sizes. This change in philosophy could lead to conflict among student athletes. The District might need to change its current policies with regard to how cuts are made and how coaches are hired.

5. Extra-curricular activities:

The proposed transfer would impact extracurricular activities in two ways. First, it will increase the number of advisors needed to be hired. Second, the number of extracurricular activities offered may need to be expanded to account for an increased student enrollment. This may increase the costs to the District.

XIII. What impact will the proposed transfer have on the following aspects of special education?

1. Total number of special education students (including students who would be transferred):

i. In district-operated program provide breakdown by categories of exceptionalities.

The District offers a continuum of support services in the following areas:

- Learning Support
- Autistic Support
- Life Skills Support
- Multiple Disabilities Support
- Emotional Support

- Speech & Language Support
- Occupational Therapy
- Physical Therapy

There are currently 376 identified special needs within the District. This number includes special needs students educated outside the District through various placements or at DCTS. The breakdown of exceptionalities includes:

- Intellectual Disability- 23
- Hearing Impaired, including Deafness- 2
- Speech and Language- 54
- Visual Impairment, including Blindness- 2
- Emotional Disturbance- 49
- Other Health Impairment- 49
- Specific Learning Disability- 152
- Multiple Disabilities- 5
- Autism Spectrum Disorder- 40

The Steelton-Highspire School District indicates that 40 IEP students would come to the District as part of the transfer. The breakdown by disability category includes:

- Intellectual Disability- 2
- Speech and Language- 10
- Emotional Disturbance- 2
- Other Health Impairment- 6
- Specific Learning Disability- 15
- Multiple Disabilities- 1
- Autism Spectrum Disorder- 4

ii. In intermediate unit-operated program provide breakdown by categories of exceptionalities.

The District currently utilizes the IU for classroom placements for four students. Three of these students are diagnosed with an Emotional Disturbance and one is diagnosed with Other Health Impairment.

2. The intermediate unit plan in general and the district's component of the plan.

The Middletown Area School District is a part of the Capital Area Intermediate Unit. Their current plan is attached as Exhibit F.

3. Projected budget of the intermediate unit and the district's component of that budget.

The 2014-2015 IU budget is \$15,452,300.00. The District's component of that budget is \$95,349.96. The impact to the District's portion of the Capital Area Intermediate Unit budget is unknown until it is determined what level of service Highspire students may need.

4. Intermediate unit classes:

The District is uncertain as to what Highspire students may need to be placed in classes operated by the Capital Area Intermediate Unit.

5. School district classes:

As indicated in Section XI (Part 2) and Section XII (Part 3), the addition of 40 more students to current special education caseloads would result in the need to hire an additional learning support teacher at the elementary level, and, depending on the severity of need of the low incidence population, the need for three additional paraprofessionals.

6. Provision of related services:

With the 10 additional special education students with a primary diagnosis of speech and language along with those students with a secondary diagnosis of speech and language, the District would likely need to hire an additional half-time speech and language therapist as referenced in Section XI (Part 2).

XIV. What impact would the transfer have in the area of transportation (students' travel distances)?

For the purpose of determining distance traveled in Nos. 4 and 5 below, the Department seeks to have the parties mutually agree to designate three locations within, and around, the proposed territory for transfer to serve as representative starting points (or bus stops) for calculating distance traveled. The parties are given 30 days from the date of this questionnaire to select and jointly report representative starting points to the Department. Should the parties be unable to reach an agreement at the conclusion of 30 days, please contact the Department to arrange for a conference.

1. What is the current transportation policy?

The District's Board Policy #810 entitled, "Student Transportation," is attached as Exhibit G.

The District offers bus transportation to and from all of its schools; where a majority of the students attending Fink Elementary School walk to and from this neighborhood school. Outside of the those Fink students, one hundred (100%) percent of District students are transported to and from school due to the need to cross hazardous routes.

2. Total number of students transported, public and nonpublic:

The total number of students transported to school during the current school year (2014-2015) is 2,345 public school students (including charter school and Dauphin County Technical School students) and 156 nonpublic students. The current year budgeted cost for transportation services is \$1,270,227.00.

3. Total number of students who are bused from the area proposed for transfer. How many buses are required?

All incoming Highspire students (229) would need to be bused to Middletown Area School District schools since Highspire is located more than one mile away from District schools. This would require between three and five additional school buses, depending on the configuration of bus routes and the buildings that Highspire students attend.

4. **What are the current distances to the elementary, middle, secondary and AVTS/CTC traveled by the students in the area proposed for transfer?**

Middletown Area School District assumes that Steelton-Highspire School District would provide this response.

5. **What are the potential distances to the elementary, middle, secondary, and AVTS/CTC that would be traveled by students in the area proposed for transfer if the transfer is granted?**

Stop 1 – at Eshelman and Crescent

To Reid – 3.35 Miles
To Fink – 2.95 Miles
To Kunkel – 2.44 Miles
To Middle School – 3.44 Miles
To High School – 3.27 Miles
To DCTS – 10.03 Miles

Stop 2 – Ann & Second (at the 230 Café)

To Reid – 3.97 Miles
To Fink – 3.56 Miles
To Kunkel – 1.80 Miles
To Middle School – 4.05 Miles
To High School – 3.88 Miles
To DCTS - 9.37 Miles

Stop 3 – 2nd & Mumma

To Reid – 4.17 Miles
To Fink – 4.25 Miles
To Kunkel – 2.18 Miles
To Middle School – 3.82 Miles
To High School – 4.58 Miles
To DCTS – 8.83 Miles

6. Total number of students who walk to district schools from the area proposed for transfer:

No Highspire students can walk to Middletown Area School District schools due to hazardous routes.

XV. Provide the following information about the school district for the most recent school year:

Middletown Area School District provides financial data based on the current school year, but in some cases the data was provided from 2013-2014 fiscal year data due to the unavailability of complete data for the current fiscal year which is only half over.

1. Assessment valuation (Please indicate if multiple rates apply):

The District's Assessment valuation for 2013-2014 fiscal year is \$938,856,600 and for the 2014-2015 fiscal year is \$940,372,100 per the Dauphin County Office of Tax Assessment and school district records.

2. Tax rate on assessed property value (Please indicate if multiple rates apply):

School Year	Tax Rate (in mills)
2013-2014	21.81
2014-2015	22.15

Source: School District Records

3. Property tax revenues (real estate):

School Year	Property Tax Revenue
2013-2014	\$ 18,386,967.05
2014-2015	\$ 18,699,658.14

Source: School District Records

Note: Revenue figures presented above are actual collection dollars, net of discounts, penalties and homestead/farmstead exclusions.

4. Per capita taxes (School Code and Act 511):

The District last levied the Per Capita tax during the 2001-2002 fiscal year. District residents approved an increase in their earned income tax under Act 24 which resulted in the elimination of the occupation tax, and the District also stopped levying its per capita tax.

5. Wage taxes (i.e. earned income taxes):

School Year	Earned Income Tax Rate	Earned Income Tax Revenue
2013-2014	1.25%	\$ 4,539,689.25
2014-2015	1.25%	Not Available

Source: School District Records

Note: Total Earned income tax revenue for 2014-2015 fiscal year is not available since it is still being collected.

6. Any Act 511 taxes as applicable:

a. **Local Services Tax** – Local services tax revenue for 2013-2014 was \$53,132.49. Local services tax revenue received to date that would be recognized in 2014-2015 is \$15,515.

b. **Earned Income Tax** – see wage taxes above.

c. **Real Estate Transfer Tax** – Real estate transfer tax revenue for 2013-2014 was \$218,877.04. Please note that the District had three extraordinary property transfers during the 2013-2014 year. The District considers any property sale that generates a real estate transfer tax in excess of \$10,000 to be extraordinary. The three extraordinary transfers accounted for \$51,770 of the total revenue for the year. Real estate transfer tax revenue received to date that would be recognized in 2014-2015 is \$290,980, which includes one extraordinary property transfer accounting for \$217,330 in revenue.

d. **Patron Parking Tax** – Patron parking tax for 2013-2014 was \$581,057.02. Patron parking tax revenue received to date that would be recognized in 2014-2015 is \$200,721.

e. **Delinquent Earned Income Tax** – Delinquent earned income tax for 2013-2014 was \$30,712. Delinquent earned income tax revenue to date for 2014-2015 is negative as the collector has issued refunds.

7. Aid ratio:

The District’s aid ratios for 2013-2014 and 2014-2015 are as follows:

	2013-2014	2014-2015
Market Value/Personal Income	.5369	.5244
Market Value	.5181	.4848
Personal Income	.5653	.5841

8. Real property valuation – valuation placed on taxable real property by State Tax Equalization Board (Market Value):

The most current information available on the website for the State Tax Equalization Board is for calendar year 2013. The market values by municipality are listed below:

Lower Swatara Township - \$785,066,728

Middletown Borough - \$280,773,912

Royalton Borough - \$50,201,601

TOTAL - \$1,116,042,241

9. Personal income valuation as certified by the Secretary of Revenue:

The most current information available on the Pennsylvania Department of Education website is from calendar year 2012 and is listed as \$360,681,967.

10. Low income pupils (AFDC) who qualify under 24 Pa.C.S. §2905(b) for the previous and most recent school years:

The following tables show the numbers and percentages of low-income students who received free or reduced lunches during the indicated months for the school years 2013-2014 and 2014-2015. The current overall percentage of students receiving Free and Reduced lunches is 48.4 district-wide as of January 8, 2015.

Free and Reduced Lunch Percentages

8/26/13

	Enrollment	Paid	Free	Reduced	% Free/Reduced
Fink	212	73	117	22	65.57%
Kunkel	441	291	129	21	34.01%
Reid	448	194	228	26	56.70%
MAMS	548	300	218	30	45.26%
HS	679	452	190	37	33.43%
District-Wide	2328	1310	882	136	43.73%

9/30/13

	Enrollment	Paid	Free	Reduced	% Free/Reduced
Fink	221	58	136	27	73.76%
Kunkel	443	273	145	25	38.37%
Reid	451	187	229	35	58.54%
MAMS	550	295	220	35	46.36%
HS	682	446	197	39	34.60%
District-Wide	2347	1259	927	161	46.36%

12/31/13

	Enrollment	Paid	Free	Reduced	% Free/Reduced
Fink	220	63	133	24	71.36%
Kunkel	448	278	141	29	37.95%
Reid	448	191	231	26	57.37%
MAMS	554	309	213	32	44.22%
HS	681	447	200	34	34.36%
District-Wide	2351	1288	918	145	45.21%

1/31/14

	Enrollment	Paid	Free	Reduced	% Free/Reduced
Fink	223	63	133	27	71.75%
Kunkel	445	271	147	27	39.10%
Reid	453	190	237	26	58.06%
MAMS	554	305	217	32	44.95%
HS	672	438	200	34	34.82%
District-Wide	2347	1267	934	146	46.02%

6/10/14

	Enrollment	Paid	Free	Reduced	% Free/Reduced
Fink	215	60	133	22	72.09%
Kunkel	441	271	148	22	38.55%
Reid	438	184	226	28	57.99%
MAMS	560	296	223	31	45.36%
HS	668	437	199	32	34.58%
District-Wide	2322	1248	929	135	45.82%

8/31/14

	Enrollment	Paid	Free	Reduced	% Free/Reduced
Fink	226	72	140	14	68.14%
Kunkel	437	279	141	17	36.16%
Reid	463	210	229	24	54.64%
MAMS	521	269	222	30	48.37%
HS	677	405	233	39	40.18%
District-Wide	2324	1235	965	124	46.86%

9/17/14

	Enrollment	Paid	Free	Reduced	% Free/Reduced
Fink	222	59	142	21	73.42%
Kunkel	435	273	140	22	37.24%
Reid	473	204	240	29	56.87%
MAMS	524	266	227	31	49.24%
HS	657	393	232	33	40.33%
District-Wide	2311	1195	981	136	48.33%

12/31/14

	Enrollment	Paid	Free	Reduced	% Free/Reduced
Fink	231	57	151	23	75.32%
Kunkel	428	266	135	27	37.85%
Reid	467	193	244	30	58.67%
MAMS	537	277	223	37	48.42%
HS	651	405	215	31	37.79%
District-Wide	2314	1198	968	148	48.23%

1/8/15

	Enrollment	Paid	Free	Reduced	% Free/Reduced
Fink	230	58	149	23	74.78%
Kunkel	428	266	135	27	37.85%
Reid	468	190	246	32	59.40%
MAMS	538	277	224	37	48.51%
HS	649	402	215	32	38.06%
District-Wide	2313	1193	969	151	48.42%

11. Population (Please use data from most current census):

The District's population from the 2010 federal census was listed as 18,076.

12. Square miles:

The District consists of 14.66 square miles of land area and 2.57 square miles of water area.

13. Per pupil cost:

The District's per pupil cost is calculated as the total expenditures per ADM, which would be \$16,881.76 for the 2013-2014 school year. Please advise if a different calculation is desired for per pupil cost.

14. Annual interest payments:

Annual interest payments on debt service for 2013-2014 were \$1,048,069.33.

15. Annual rental payments:

Annual rental payments, which we assume means total principal payments on debt service, for 2013-2014 were \$3,540,000.

16. For the last fiscal year, total taxes as recorded on annual financial report submitted to Department's Comptroller's Office:

For the last fiscal year, total taxes as recorded on the annual financial report submitted to the Department's Comptroller's Office were \$25,004,188.71. This includes current real estate taxes, interim real estate taxes, public utility realty tax, payments in lieu of current taxes, Act 511 flat rate assessments (local services tax), Act 511 proportional assessments (earned income taxes, real estate transfer taxes and patron parking tax) and delinquent taxes (delinquent real estate taxes, delinquent earned income taxes, delinquent per capita taxes and delinquent occupation taxes).

17. For the most recent school year, net instructional expenses:

Net instructional expenses – Using the Actual Instructional Expense on the PDE-2058, the amount would be \$24,508,262.09 for the 2012-2013 school year, which is the most recent year available.

18. For the most recent school year, actual number of students enrolled in approved vocational programs in the school district and area vocational-technical schools or career and technical centers:

The District's student enrollment at Dauphin County Technical School fluctuates throughout the school year. As of January 2015, there are a total of 67 students enrolled at Dauphin County Technical School.

19. Breakdown of outstanding general obligation bonds and authority rentals, including AVTS authority rentals, nonreimbursable issues, including leases, outstanding principal and interest:

Outstanding general obligation bonds and authority rentals, including AVTS authority rentals, nonreimbursable issues, including leases, outstanding principal and interest:

	Outstanding Principal	Outstanding Interest	Total
General Obligation Bond Series of 2008	\$1,185,000.00	\$66,000.00	\$1,251,000.00
General Obligation Note Series A of 2008	\$4,925,000.00	\$609,528.75	\$5,534,528.75
General Obligation Bond Series of 2009	\$1,185,000.00	\$51,240.63	\$1,236,240.63
General Obligation Bond Series of 2013	\$21,315,000.00	\$2,454,585.87*	\$23,769,585.87*
General Obligation Bond Series A of 2014	\$28,020,000.00	\$20,942,757.50	\$48,962,757.50
Capital Appreciation Bond Series B of 2014	\$11,462,476.30	\$5,587,523.70	\$17,050,000.00
Dauphin County Technical School Series of 2007	\$1,506,602.50**	\$599,947.35**	\$2,106,549.85**
TOTAL	\$69,599,078.80	\$30,311,583.80	\$99,910,662.60

*-Variable rate debt with synthetic fixed rate swap, interest payments estimated

**-District's pro-rata share of AVTS authority revenue bonds

Note that District's capital lease of technology equipment with Apple has not been included above.

XVI. Provide the following information about the proposed independent school district: for Item Numbers 1 through 5 above, provide estimates for the current and next fiscal years and actual figures for the two preceding years. (Present school district of residence only.):

Not applicable to Middletown Area School District.

XVII. Please provide a map of the district which clearly identifies the proposed independent school district territory along with the municipalities within the school district and the territory to be transferred.

The District map is attached as Exhibit H.

XVIII. Please provide a copy of the special education plan for the most recent year.

The Special Education Plan is attached as Exhibit I.

XIX. Please provide any additional information or evidence that is relevant to evaluating the projected educational impact of the transfer.

When considering any proposed transfer, the Secretary considers its educational merit from three different vantage points: (1) the students within the territory proposed for transfer; (2) the students remaining which would lose the territory; and (3) the students in the school district that would gain territory. *In re: Washington Township Education Coalition, Pre-Adjudication Determination* at pp. 26-27 (PDE Office of Elementary and Secondary Education July 1, 2014). In making an educational merit assessment for a proposed transfer, our judiciary has recognized that such factors as curriculum, school facilities, closer schools, better school management and tax considerations may be considered. *In re: Petition for the Formation of Independent School District*, 17 A.3d 977, 988-990 (Pa. Cmwlth. 2011).

The information contained in the questionnaire clearly demonstrates that existing Middletown Area School District students would be adversely impacted if this proposed transfer occurred. The proposed transfer would result in the large influx of new students that would strain existing facilities, staff and programs. Substantial changes would need to be made in order to assimilate new Highspire students into the district, and would likely require that some worthwhile programs – which are not legally required – would need to be curtailed or eliminated so resources could be reallocated to meet the basic needs of these new students. That scenario would not benefit existing Middletown Area School District students, it would harm them. For all of the reasons set forth in this questionnaire response, the District respectfully submit this proposed transfer lacks educational merit.