



2008-2009 District Report Card



**Mount Carmel Area
School District Office**

600 West Fifth Street
Mount Carmel, Pa 17851-1897
(570) 339-1500 ext. 3004

Mrs. Cheryl Latorre, Superintendent
Mr. Pete Cheddar, Special Education
Coordinator

Mrs. Janis Venna, Business Administrator
Mrs. Lisa Varano, Curriculum Coordinator
Mrs. Nicole Rosko, Technology Coordinator

Mount Carmel Area Jr./Sr. High School

600 West Fifth Street
Mount Carmel, Pa 17851-1897
(570) 339-1500 ext. 3001

Mr. Bernard Stellar, Jr./Sr. High School
Principal
Mrs. Donna Veach, Assistant Jr./Sr. High
School Principal

Mount Carmel Area Elementary School

630 West Fifth Street
Mount Carmel, Pa 17851-1607
(570) 339-1500 ext. 3002

Ms. MaryAnn Krakowski, Principal
Mrs. Angela Farronato, Assistant Principal
Ms. Joette Foris, Head Teacher

*The mission of the
Mount Carmel Area
School District is to
provide a comprehensive
curriculum with the
belief that all are
capable of learning in a
caring and safe
environment where all
students will develop
self-confidence and the
ability to work
independently and
cooperatively.*

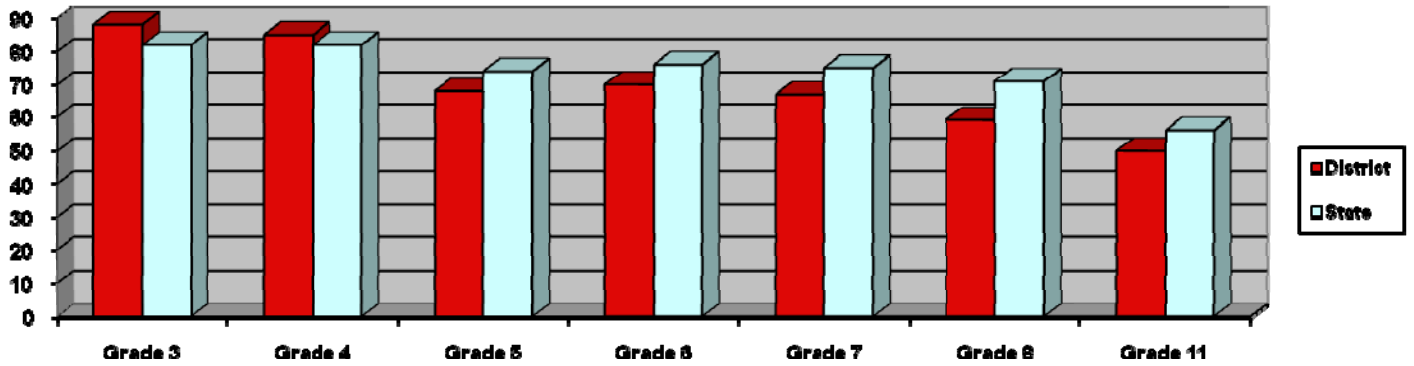
2008 – 2009 Adequate Yearly Progress Determinations in Pennsylvania

- The federal No Child Left Behind (NCLB) Act requires states to determine annually whether school districts and schools make Adequate Yearly Progress (**AYP**).
- To meet AYP, schools must meet achievement targets in reading and mathematics, as well as graduation, attendance and test participation targets.
- For 2008 - 2009, those targets were 56% proficient or advanced in math and 63% proficient or advanced in reading.
- In addition, schools had to show 90% attendance (for schools without a graduating class) or an 80% graduation rate and a 95% rate of students that took the Pennsylvania System of School Assessment (PSSA) exam.
- The district has made **AYP** for the 2008-2009 school year. Both schools have met the 95% test participation rate.
- The District's overall attendance rate is 95%.
- 98% of teachers have met all criteria with regards to certification as defined by the PDE and NCLB. 2% of the staff are working under emergency certification and will be certified by the 2009-2010 school term. All special education staff have entered into the Pennsylvania Bridge I or HOUSSE.
- The MCA graduation rate is 92%.

**Each year we must strive to meet the goals set forth by the
Pennsylvania Department of Education.**

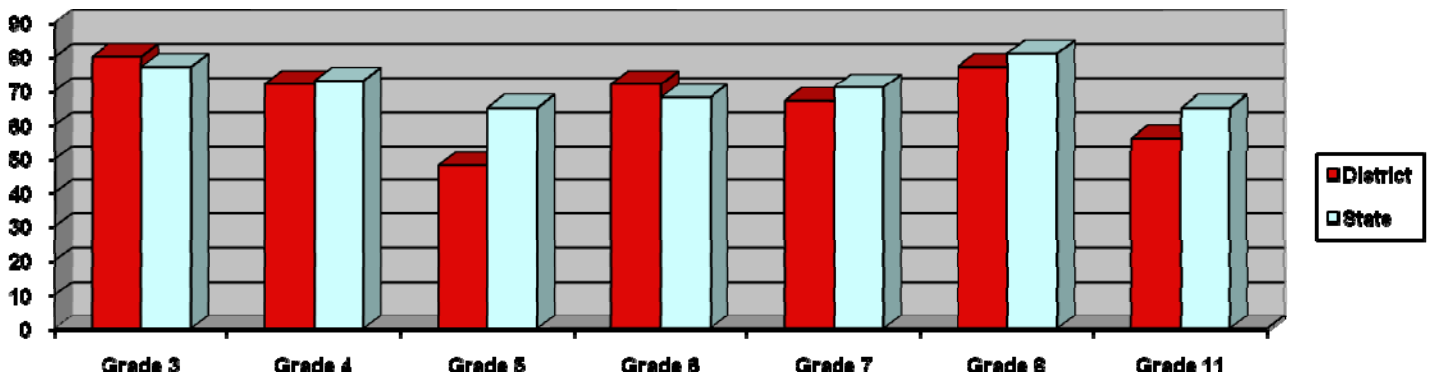
2008-2009
PSSA Data
Mount Carmel Area

MATH
% of Students Advanced and Proficient



2008-2009
PSSA Data
Mount Carmel Area

Reading
% of Students Advanced and Proficient



PSSA DATA

Note: Percentages may not total 100 due to rounding

Grade 3

Percentage of students at each performance level

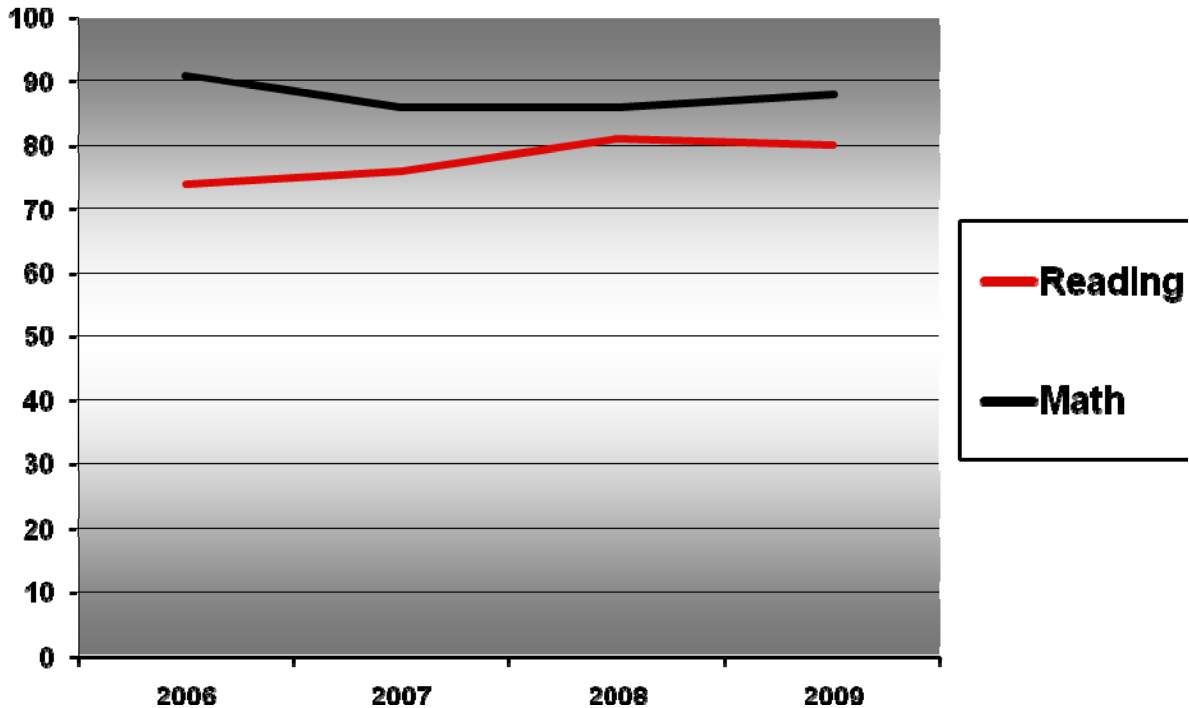
Reading

Population	Below Basic	Basic	Proficient	Advanced
All Students	11	10	58	22
Students w/ IEP's	71	0	29	0
Economically Disadvantaged	15	11	63	11

Math

Population	Below Basic	Basic	Proficient	Advanced
All Students	4	9	29	58
Students w/ IEP's	29	29	21	21
Economically Disadvantaged	6	11	34	49

Multi Year Results At/Above Proficient



PSSA DATA

Grade 4

Percentage of students at each performance level

Reading

Math

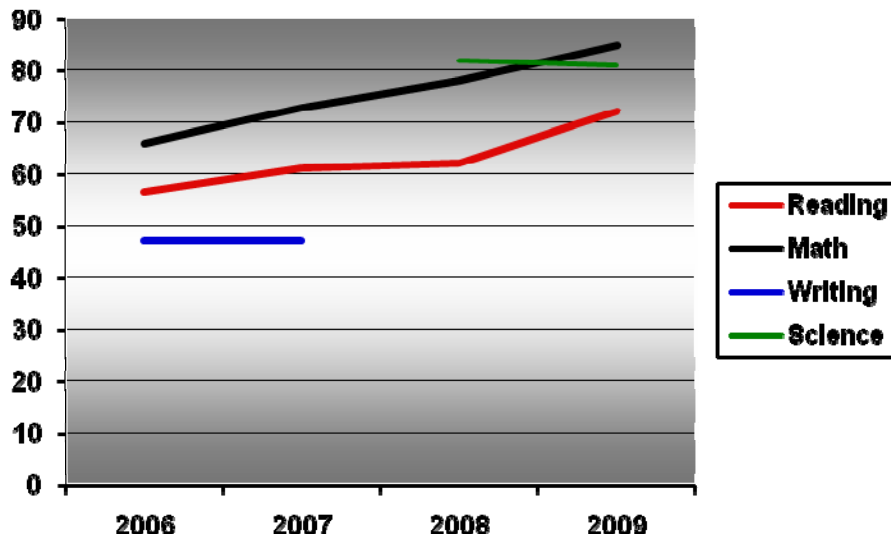
Population	Below Basic	Basic	Proficient	Advanced
All Students	13	16	40	32
Students w/ IEP's	53	24	18	6
Economically Disadvantaged	20	16	14	14

Science

Population	Below Basic	Basic	Proficient	Advanced
All Students	5	13	37	44
Students w/ IEP's	41	24	18	18
Economically Disadvantaged	7	18	31	43

Population	Below Basic	Basic	Proficient	Advanced
All Students	7	7	34	51
Students w/ IEP's	53	12	24	12
Economically Disadvantaged	10	10	38	42

Multi Year Results At/Above Proficient



PSSA DATA

Grade 5

Percentage of students at each performance level

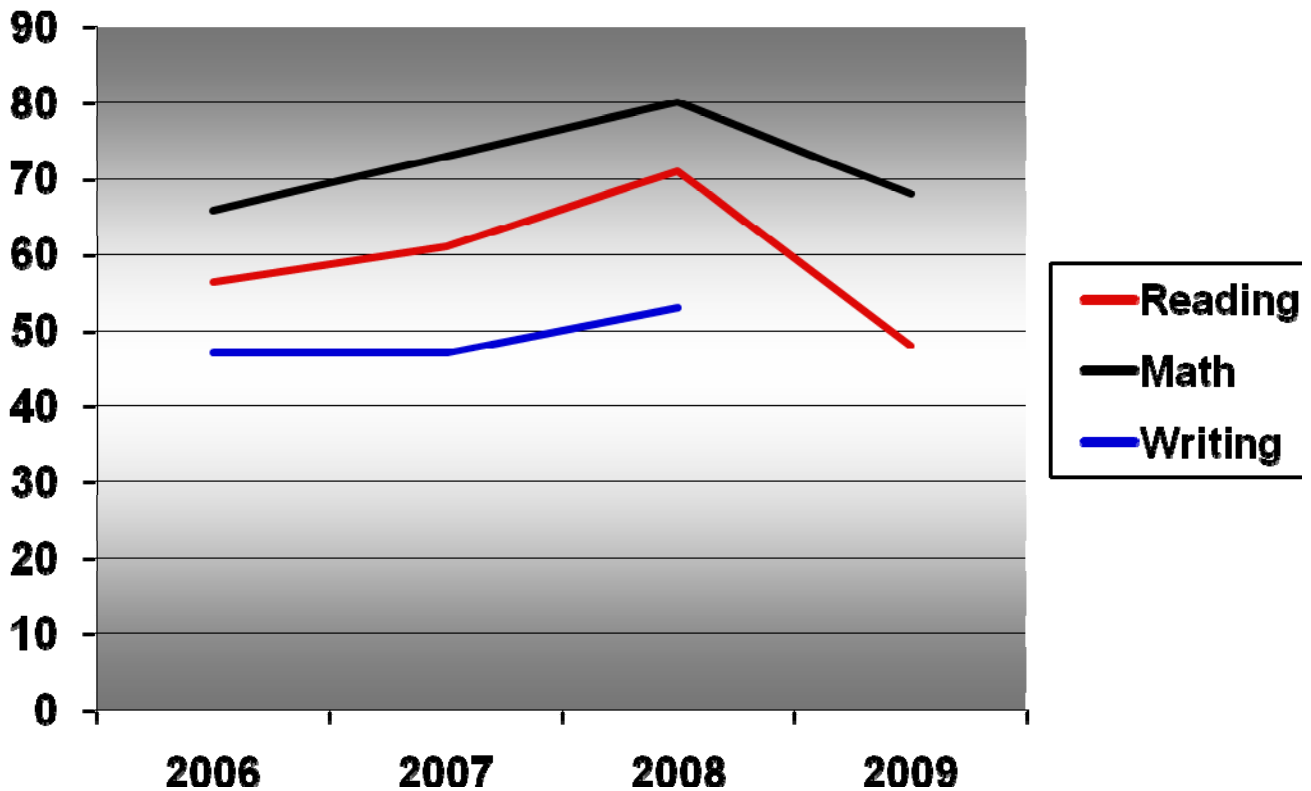
Reading

Math

Population	Below Basic	Basic	Proficient	Advanced
All Students	27	24	34	14
Students w/ IEP's	70	30	0	0
Economically Disadvantaged	39	26	26	9

Population	Below Basic	Basic	Proficient	Advanced
All Students	16	24	34	25
Students w/ IEP's	50	40	10	0
Economically Disadvantaged	22	25	31	20

Multi Year Results At/Above Proficient



PSSA DATA

Grade 6

Percentage of students at each performance level

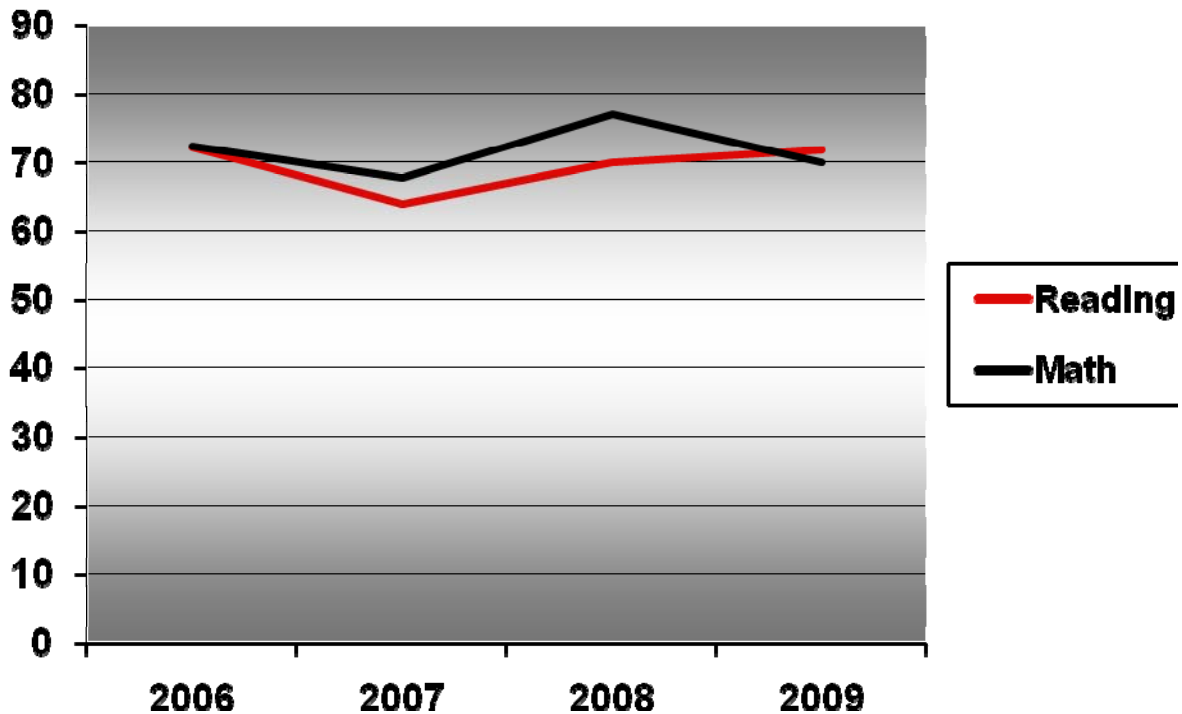
Reading

Population	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	12	17	36	36
Students w/ IEP's	80	10	10	0
Economically Disadvantaged	15	21	38	26

Math

Population	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	7	16	29	47
Students w/ IEP's	60	30	10	0
Economically Disadvantaged	11	21	30	38

Multi Year Results At/Above Proficient



PSSA DATA

Grade 7

Percentage of students at each performance level

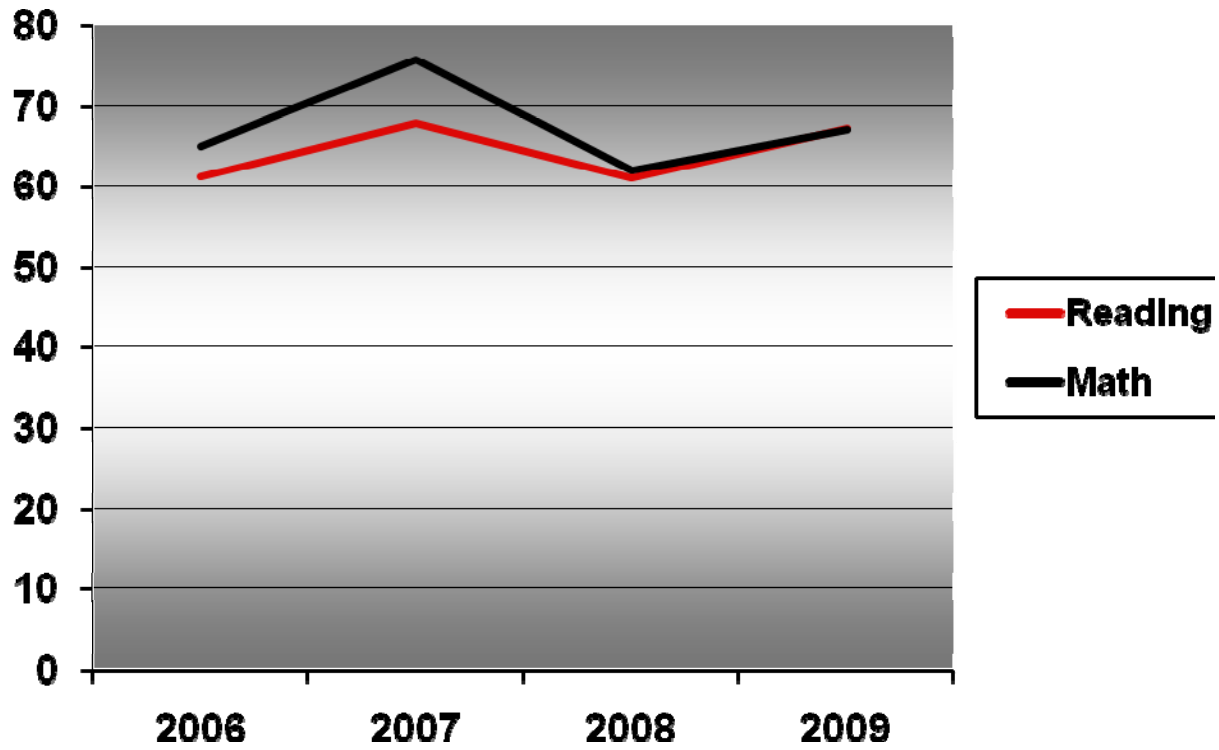
Reading

<u>Population</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	14	19	32	34
Students w/ IEP's	79	21	0	0
Economically Disadvantaged	18	25	33	24

Math

<u>Population</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	11	11	27	51
Students w/ IEP's	71	7	14	7
Economically Disadvantaged	11	18	36	35

Multi Year Results At/Above Proficient



PSSA DATA

Grade 8

Percentage of students at each performance level

Reading

<u>Population</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	12	11	30	47
Students w/ IEP's	42	32	26	0
Economically Disadvantaged	12	17	37	34

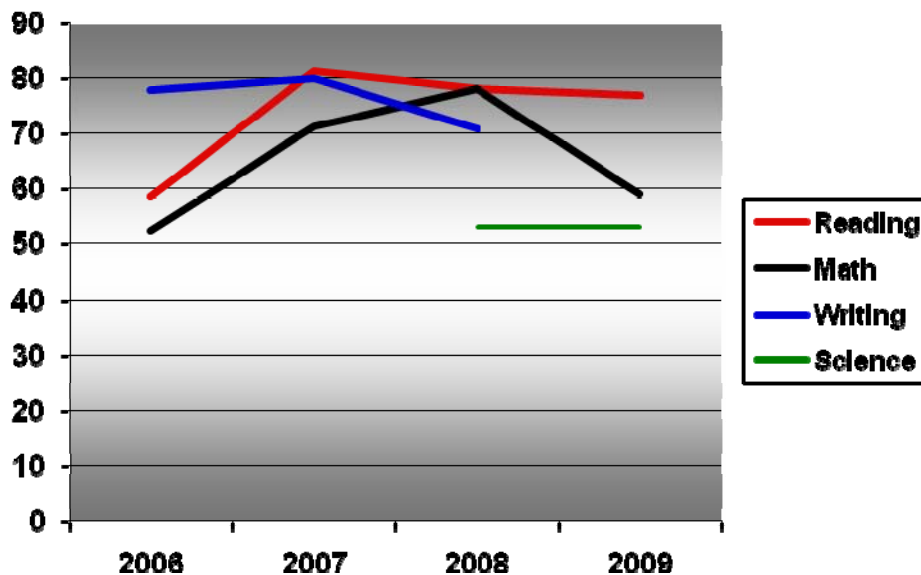
Math

<u>Population</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	16	25	28	32
Students w/ IEP's	68	32	0	0
Economically Disadvantaged	20	34	26	20

Science

<u>Population</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	26	22	28	25
Students w/ IEP's	75	19	6	0
Economically Disadvantaged	33	27	25	14

Multi Year Results At/Above Proficient



PSSA DATA

Grade 11

Percentage of students at each performance level

Reading

<u>Population</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	22	22	37	19
Students w/ IEP's	30	26	28	15
Economically Disadvantaged	75	20	5	0

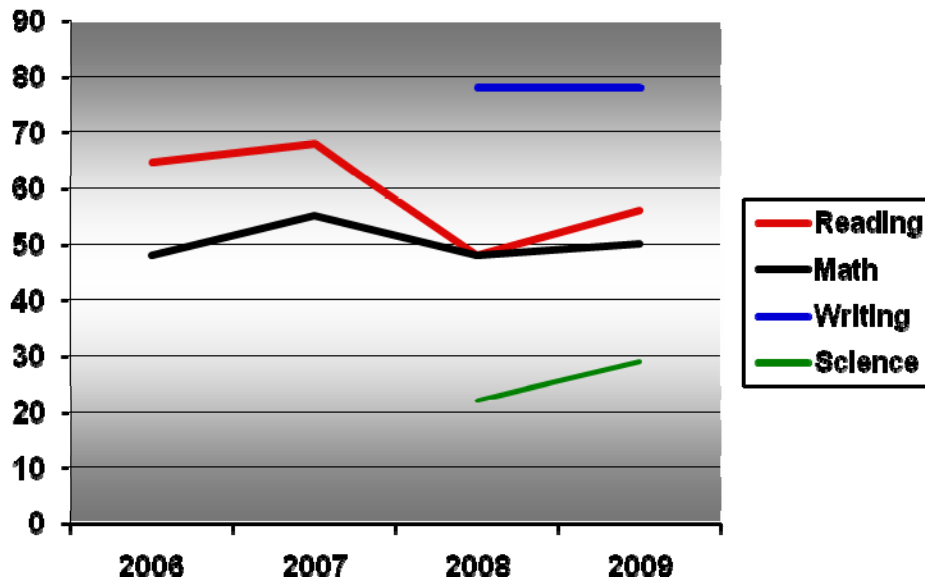
Math

<u>Population</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	29	21	37	13
Students w/ IEP's	62	5	29	5
Economically Disadvantaged	32	19	34	15

Science

<u>Population</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
All Students	21	50	16	13
Students w/ IEP's	67	29	5	0
Economically Disadvantaged	31	38	20	11

Multi Year Results At/Above Proficient



School Policies

Attendance

The attendance policy is required to ensure maximum student attendance and punctuality. No factor has a more direct relationship to a student's success in school than a good attendance record. The school can best fulfill its goals when students are present in the classroom.

The child's parents/guardians are legally responsible to ensure that the child attends school on a regular basis and is absent only for the reasons allowed by law (illness, death in the immediate family, and educational excuse are the most common). Any parent/guardian found violating the law is subject to prosecution, fine (up to \$300), court costs, and sentencing to complete a parenting education course. If the parent is not convicted and the child continues to be truant, the child will be fined up to \$300 or be assigned to the adjudication alternative education program. In addition, the juvenile's driving privileges may be revoked.

Parents must contact the school when their child is absent. Parent notes are required for all absences and must be given the day following the absence. Failure to provide a note within three days of the absence constitutes an unlawful absence.

After 3 days of unexcused/unlawful absences, a letter will be sent to the parent. If a student is absent three consecutive days, a doctor's excuse is required. All absences require a parent excuse note.

All students with excessive absences (10 or more illegal/unexcused days per semester) will not be allowed to participate in sports, extra-curricular activities, clubs, prom, operetta, dances, etc., for the remainder of the semester (two marking periods).

Chronic unexcused absences may result in a referral to Northumberland County Children and Youth Service and/or Juvenile Probation.

Tardiness:

- After five tardies without a doctor's note, a student will make up the tardy time that day in after school detention.
- To participate in after-school activities, students must be in school on time the day of the event.

Parents are reminded to ensure the following policies are adhered to so that our educational environment operates effectively.

- Dress code policy.
- Transportation policies including chauffeured children.
- Compliance with the school's discipline policies.
- Completion of homework assignments.



Reading and Math Services

- Title I is a federally funded program available for students to receive instruction in grades K-8 in Math and K-6 in Reading.
- Parents/teachers may refer students for this program. Eligibility is based on student assessment results. For more information, contact Joette Foris, ext. 3154.
- Extended learning time is available if necessary, before or after school.
- Children are assessed throughout the year with progress reports.
- Parent involvement is encouraged for student success.

Parent Teacher Association

The Mount Carmel Area School District is fortunate to have an active Parent-Teacher Association.

This organization provides our students with many resources such as assemblies, Christmas gifts, T-shirts for the Olympiad, etc. All parents are encouraged to join the PTA and attend meetings. Meeting dates are noted on the school calendar.

Assessment of Student Progress

- The attainment of the PA State Standards will be assessed using the Pennsylvania System of School Assessment (PSSA) in reading and math in grades 3 - 8, and 11. Writing will also be assessed in the same grades.
- Standardized tests and performance based assessment tools are used to assess a student's attainment of curriculum goals appropriate to the assigned grade level.
- The assessment system, to report student performance, in use in the Mount Carmel Area School District is as follows based on grade level curriculum and materials:

Grading Scale

- | | |
|-------------------|-------------------------------|
| • A - Advanced | 90 - 100% (above grade level) |
| • B – Proficient | 80 - 89% (at grade level) |
| • C - Basic | 70 - 79% (below grade level) |
| • D - Below Basic | 65 - 69% (below grade level) |
| • F - Failure | 64% and below (failing) |
| • I - Incomplete | |
| • P - Pass | |

Elementary Grades for Defined Classes

- O** = Outstanding
S+ = Satisfactory +
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Tutoring

Tutoring is available for all Jr./Sr. High School students every Monday – Thursday from 2:30 p.m. to 3:30 p.m.

For more information contact the high school guidance office at 339-1500 ext. 3006.

Tutoring is available for all Elementary School students every Monday and Wednesday at 2:45 p.m. for grades 4-6 and on Tuesdays and Thursdays at 3:30 p.m. for grades 1-3.

eSchoolBook

The Mount Carmel Area School District uses eSchoolBook to track student attendance, assignments, and grades. Parents of students in grades 3-12 will be able to track all attendance, assignments, and grades. Parents of students in grades preK-2 will only be able to view attendance information. Parents who have not yet received login information for eSchoolBook can do so by visiting the high school principal's office.

Promotion and Retention

The Board recognizes that the personal, social, physical, and educational growth of children will vary, and they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each child is moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such pattern coincides with the system of grade levels established by this Board and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when he/she has completed the course requirements at the presently assigned grade, and demonstrated growth in attainment of proficiency of Standards as directed by Chapter 4 of the Commonwealth of Pennsylvania.

Retention Guidelines:

1. A student in grades 1-3 may be considered for retention if he/she is failing reading and/or math and all avenues for correction have been tried in an attempt to correct the deficiency.
2. A student in grades 4-6 may be considered for retention if he/she is failing 2 major subjects: reading, language arts, mathematics, social studies, and science for the year and has not been retained already in that grade.

The administration has developed the following procedures for promotion and retention of students which:

1. Require the recommendation of all the classroom teachers and support personnel who instruct the student for promotion or retention.
2. Assure that every effort will be made to remediate the student's difficulties before he/she is retained.
3. Assure that no student will be retained more than two (2) times.
4. All retention recommendations/requests must be made by May 15th. Parental requests must be supported in writing by an independent evaluation or a physician's recommendation.
5. A parent meeting must be held by May 30th to define the student's educational program.
6. Parents who request a student be retained through a physician recommendation will be required to sign off on NCAA course requirements and Mount Carmel Area graduation requirements.
7. Students may take advanced courses if they have an overall grade point average of 90% or above in the content area and/or are a member of the National Honor Society.
8. Courses taken prior to grade 9 cannot count on a student transcript as per the Pennsylvania School Code/Policy.
9. Students will not graduate without completion of a senior project.
10. Assign to the building principal the final responsibility for determining the promotion or retention of each student.

Drop-Add Policy

During the first two weeks of the school term, a student may drop a course/Vo-Tech with written permission from:

1. Student's parent.
2. Teacher whose class student is dropping.
3. Teacher whose class student is entering.
4. Guidance Counselor.

* The course will not appear on the student's transcript.

Any student requesting to change to a different course from week three of the school term to the end of the first marking period, must put the request in writing stating why he or she should be moved to a different course. A committee will then review this request.

The committee will consist of the following:

Mrs. Anne Darrup

Mrs. Eileen Frank

Mr. Bernie Stellar

Mrs. Donna Veach

Classroom teacher of course wishing to drop

A meeting will then be held with the committee. The student and parent/guardian must attend the meeting. Should approval be granted by the committee to move the student into a different course, the student will be given a withdrawal (W) for the first four weeks of school. Weeks five through nine, should approval be granted by the committee to move the student into a different course, the student will be given a withdrawal (W) for the final grade and a pass (P) or fail (F) for all remaining marking period grades. A failing (F) grade in any course will keep a student off the honor roll and possibly prevent entrance into the National Honor Society.

Schedule changes will not be permitted after the first marking period.