

Fort Cherry School District

Celebrating Student Success

Fort Cherry School District

110 Fort Cherry Road
McDonald, PA 15057
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www.fortcherry.org

Robert W. Dinnen, Ph.D., D.Sc.
Superintendent

Fort Cherry School District

Vision

The Fort Cherry School District is a premier learning organization combining rural values with big city cultural and educational opportunities, integrating traditional and emerging state-of-the-art pedagogies in the context of a community-family-student-school partnership that is technologically advanced and globally aware – focusing on individual student success as its number one priority.

Mission

**To educate each and every student of the Fort Cherry School District.
(If each is successful; all are successful.)**

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Board Secretary/Business Manager
Director of Curriculum
Director of Special Education
Elementary Principal
High School Principal
High School Assistant Principal
Technology Coordinator
Director Support Services
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Maintenance Supervisor**

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Fort Cherry School District

110 Fort Cherry Road
McDonald, Pennsylvania 15057

Home of the Rangers

Congratulations and Greetings to the Ranger Community!!!

In this Annual Report we note that on the most recently completed Math and Reading PSSAs our students again averaged in the top half of all fourteen school districts in Washington County, fourth overall – we continue to strive for first. Detailed data and lists that continue to tell the great stories of our fantastic students, staff, and community are enclosed in this annual report, too.

Of our recent graduates many are off to college or technical school and some will serve our country. Some are now in the workforce, but all departed the halls of the Fort educated and trained to begin their trek in the “real” world - as contributing members of society.

Previous graduates have established themselves as leaders in virtually all fields – business, law, medicine, entertainment, military, politics, healthcare, education, government, clergy and athletics, to name a few – and importantly as good citizens.

We give our heartfelt thanks to parents, faculty, and the community for your significant contributions. Keep up the great effort.

As we build upon excellence with our eager and energetic group of students, staff, parents, and community, together, we continue providing the best possible education for your children, our students.

Let’s continue our Winning Ranger Ways.

Please visit your schools; voice your concerns and compliments with your elected board members; discuss your children’s progress and success with their teachers, coaches, and principals; and feel free to contact any one of our staff, or call me directly, at the school.

Very truly,

**Robert W. Dinnen, Ph.D., D.Sc.
Superintendent**

“Student Success is Our #1 Priority”

Fort Cherry Elementary Center



Dr. Jill Jacoby, Elementary Principal

The Fort Cherry Elementary Center is a 21st century facility designed to meet the education needs of the students of the Fort Cherry School District.

Our State of the Art facility consists of thirty-four classrooms with specialized suites for Art, Music, Library, and Computer Studies. The school is equipped with a standard-sized gym containing a hardwood floor, bleachers, scoreboard and PA system. The cafetorium consists of a full-functioning cafeteria with in-house daily-prepared hot lunches and a generous stage for school programs.

At Fort Cherry, the students are truly our first priority. We seek to identify the needs of each child and to continually revise the educational environment which will allow each child to achieve success while expanding upon their abilities. A significant number of our teachers hold advanced and multiple degrees, and share an overwhelming dedication to providing every child with creative and enlightening educational opportunities to develop their educational and life potential.

The Elementary Center is staffed by an Elementary Principal, Elementary Guidance Counselor, Full-time Nurse and two Main Office Secretaries. The Faculty is comprised of 30 classroom teachers, 5 special education teachers, 6 specialized instructors, 1 librarian, and 4 Title I specialists.

The Elementary Center promotes a standard

elementary curriculum aligned to the PA standards meeting AYP for the 7th consecutive year.

Specialized programming for various ability levels is provided through our Special Education Department. The Elementary Center houses learning support, emotional support and gifted programming through on-site classrooms, incorporating inclusion to the fullest extent possible.

We have transitioned into the 21st century through the integration of a variety of technological resources. Each classroom has computer stations with Internet access. The Elementary Center has two computer labs: primary lab and intermediate lab. A mobile computer laptop lab is available to the intermediate classrooms. SMART Boards are stationed in the computer labs, all 6th grade and special education classrooms. Two mobile SMART Boards are available for all teachers to utilize, as well. All K-6 teachers have projectors in their classrooms. Also, teachers utilize classroll.com, an innovative web-based program that allows parents to monitor their children's academic progress.

The Elementary Center remains committed to open communication and encourages parents to become actively involved in their child's education through a close working relationship with their child's teachers. We are dedicated to helping each child be as successful as possible in an environment that enables each student to achieve to his or her fullest potential.

Fort Cherry High School



Mr. Jeremy Huber, High School Principal
Mr. Robert Motte, High School Assistant Principal

The Fort Cherry Junior-Senior High School is a focal point for activities in the school district. The facility has a full complement of instructional rooms and areas to service the needs of students in grades 7-12. Highlighted among these areas are specific rooms for Business Education and Computer Applications, Media Production, Agricultural Science Education, and Engineering. Students also have access to state-of-the-art auditorium and physical fitness facilities.

Secondary students may take advantage of a wide range of academic courses, including Advanced Placement courses in Physics, Biology, Chemistry, English Literature, German, Spanish, US History, and American Government and Politics. Students can also enroll in the University of Pittsburgh College in High School Program's Calculus and Statistics courses. Individual interest can lead students toward other district offerings, such as Economics, Psychology, Sociology, Advanced Microsoft Office Applications and a variety of Agriculture Education courses. Students may elect to take Spanish, French, German, Latin, Japanese, and Mandarin Chinese.

Students may choose from a variety of extra- and co-curricular activities in which to participate. Students with an interest in sports may choose from baseball, basketball, cross country, football, golf, softball, swimming, tennis, track and field, volleyball, and wrestling. Students may also choose from a number of clubs and student programs, among them: Student Council, FFA, FBLA, Yearbook, and Traffic Safety Council.

The high school technology capabilities have improved substantially over the past year. The high school features 6 high-tech computer labs and 3 mini-labs in the library and 2 Science classrooms. Most computer labs - including business, math, engineering, and first floor labs - all house Promethean Boards. A total of 23 classrooms in grades 7-12 also house Promethean Boards, including all special education classrooms. The high school also has a total of 11 mobile computer labs: 4 in English grades 9-12, 2 in Social Studies grades 9-12, 3 in Math grades 9-12, 1 in Science, and 1 for special projects. All teachers have projectors in their classrooms. All teachers utilize classroll.com, an innovative web-based program that allows parents to monitor their children's academic progress.

Post-secondary education is a priority for students at Fort Cherry. All Fort Cherry students are encouraged to consider some type of post-secondary education.

The High School facility is administered by a full time staff consisting of a High School Principal, High School Assistant Principal, Junior High Guidance Counselor, Senior High Guidance Counselor, Full-time Nurse, two Main Office Secretaries, and one Guidance Secretary. The High School faculty is comprised of 40 classroom teachers, 7 special education teachers, and 1 librarian.

Criteria for Measuring Success

The Fort Cherry School District acknowledges that there are many different ways to measure student success. Our students have personal strengths, unique to each individual. The district strives to provide many opportunities for students to learn and develop as citizens. One measure that is an important part of a comprehensive assessment plan is student performance on standardized tests. Although it is not the only measure of progress, standardized tests provide data that helps educators make decisions in district-wide educational planning and programming. Other means of measuring student success include, but are not limited to, student performance in daily classroom activities, district-wide diagnostic testing, and participation in sports and other co-curricular activities.

PSSA

The PSSA, or Pennsylvania System of School Assessment, is a state-wide assessment that measures student understanding in Math, Reading, Science, and Writing. The following is the student participation in the various PSSA content areas by grade:

Grade 3:	Reading, Math
Grade 4:	Reading, Math, Science
Grade 5:	Reading, Math, Writing
Grade 6:	Reading, Math
Grade 7:	Reading, Math
Grade 8:	Reading, Math, Science, Writing
Grade 11:	Reading, Math, Science, Writing

All students who participate receive individual reports. The school district receives copies of each individual report to be kept in each student's academic file secured in each school building. The school district also maintains access to various online data analysis systems that allow administrators and teachers to utilize the student data to make effective data-driven decisions in the educational process. These systems include Emetric, PVAAS, and OnHand Schools. With these systems, administrators and teachers are able to access comprehensive reports for the assessments that outline student performance as a whole, as well as by individual student and various subgroups, by established performance level descriptors: Advanced, Proficient, Basic, and Below Basic.

The data below outlines our students' performance for the 2008-09 school year. Both at the high school and elementary schools, our students have excelled in the PSSA Writing Assessment and have shown improvements in Reading and Math at all levels. The data also shows that students have made significant progress based on federal standards, qualifying both the Fort Cherry Elementary Center and Fort Cherry High School as meeting the Annual Yearly Progress (AYP) as required by the federal act, No Child Left Behind (NCLB). The federal government requires states to combine statistics from numerous years to measure annual yearly progress in subgroups where there are fewer than forty students in each grade. Also, if any subgroup has fewer than ten students participating, percentages are not given due to a reduction in the statistical significance of the data. The district continues to strive to provide the best educational opportunities for all students. We are proud of our students' accomplishments.

District Participation

FCSD Attendance and Graduation Rates

	Attendance (%)	Graduation (%)	Met AYP
Fort Cherry Elementary Center	95.14	**	Y
Fort Cherry High School	**	87.27	Y

Math

Grade 3 PSSA Math

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1370)	36.0	24.0	32.3	36.4	35.7
Proficient (1180-1369)	45.3	44.0	51.6	45.5	45.2
Basic (1044-1179)	16.0	24.0	12.9	12.1	19.0
Below Basic (≤ 1043)	2.7	8.0	3.2	6.1	0.0
Total Number of Students	75	25	31	33	42

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 4 PSSA Math

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1445)	55.8	55.6	36.0	55.8	55.9
Proficient (1246-1444)	36.4	22.2	44.0	37.2	35.3
Basic (1156-1245)	6.5	16.7	20.0	4.7	8.8
Below Basic (≤ 1155)	1.3	5.6	0.0	2.3	0.0
Total Number of Students	77	18	25	43	34

- Percentages may not total 100 due to rounding.
- Asterisk indicates fewer than 10 students in a group.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 5 PSSA Math

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1483)	28.8	7.1	26.7	26.5	32.3
Proficient (1312-1482)	47.5	42.9	43.3	51.0	41.9
Basic (1158-1311)	17.5	21.4	16.7	18.4	16.1
Below Basic (≤ 1157)	6.3	28.6	13.3	4.1	9.7
Total Number of Students	80	14	30	49	31

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 6 PSSA Math

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1476)	62.2	44.4	38.1	51.2	73.2
Proficient (1298-1475)	29.3	22.2	47.6	36.6	22
Basic (1174-1297)	7.3	22.2	9.5	9.8	4.9
Below Basic (≤ 1173)	1.2	11.1	4.8	2.4	0
Total Number of Students	82	9	21	41	41

- Percentages may not total 100 due to rounding.
- Asterisk indicates fewer than 10 students in a group.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 7 PSSA Math

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1472)	42.6	0.0	23.7	38.8	46.7
Proficient (1298-1471)	24.5	33.3	31.6	26.5	22.2
Basic (1183-1283)	21.3	33.3	31.6	18.4	24.4
Below Basic (≤ 1182)	11.7	33.3	13.2	16.3	6.7
Total Number of Students	94	9	38	49	45

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 8 PSSA Math

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1446)	20.2	0.0	6.1	28.3	9.8
Proficient (1284-1445)	35.1	0.0	36.4	37.7	31.7
Basic (1171-1283)	26.6	18.2	27.3	26.4	26.8
Below Basic (≤ 1170)	18.1	81.8	30.3	7.5	31.7
Total Number of Students	94	11	33	53	41

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 11 PSSA Math

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1509)	20.2	0.0	21.4	23.9	16.7
Proficient (1304-1508)	33.0	10.5	25.0	34.8	31.3
Basic (1167-1303)	23.4	10.5	10.7	13.0	33.3
Below Basic (≤ 1166)	23.4	78.9	42.9	28.3	18.8
Total Number of Students	94	19	28	46	48

- Percentages may not total 100 due to rounding.
- Asterisk indicates fewer than 10 students in a group.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Reading

Grade 3 PSSA Reading

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1442)	21.9	16.0	10.3	18.8	24.4
Proficient (1235-1441)	63.0	52.0	69.0	50.0	73.2
Basic (1168-1234)	2.7	8.0	3.4	6.3	0.0
Below Basic (≤ 1167)	12.3	24.0	17.2	25.0	2.4
Total Number of Students	73	25	29	32	41

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 4 PSSA Reading

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1469)	25.6	22.2	12.0	18.2	35.3
Proficient (1255-1468)	47.4	44.4	52.0	47.7	47.1
Basic (1112-1254)	14.1	16.7	12.0	15.9	11.8
Below Basic (≤ 1111)	12.8	16.7	24.0	18.2	5.9
Total Number of Students	78	18	25	44	34

- Percentages may not total 100 due to rounding.
- Asterisk indicates fewer than 10 students in a group.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 5 PSSA Reading

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1497)	32.5	21.4	30.0	30.6	35.5
Proficient (1275-1496)	43.8	0.0	33.3	38.8	51.6
Basic (1137-1274)	13.8	35.7	16.7	18.4	6.5
Below Basic (≤ 1136)	10.0	42.9	20.0	12.2	6.5
Total Number of Students	80	14	30	49	31

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 6 PSSA Reading

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1456)	37.8	11.1	23.8	34.1	41.5
Proficient (1278-1455)	42.7	33.3	38.1	39.0	46.3
Basic (1121-1277)	12.2	11.1	23.8	12.2	12.2
Below Basic (≤ 1120)	7.3	44.4	14.3	14.6	0
Total Number of Students	82	9	21	41	41

- Percentages may not total 100 due to rounding.
- Asterisk indicates fewer than 10 students in a group.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 7 PSSA Reading

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1470)	42.6	11.1	21.1	40.8	44.4
Proficient (1279-1469)	29.8	22.2	42.1	24.5	35.6
Basic (1131-1278)	16.0	33.3	21.1	18.4	13.3
Below Basic (≤ 1130)	11.7	33.3	15.8	16.3	6.7
Total Number of Students	94	9	38	49	45

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 8 PSSA Reading

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1473)	60.6	0.0	45.5	69.8	48.8
Proficient (1280-1472)	24.5	36.4	30.3	22.6	26.8
Basic (1146-1279)	12.8	54.5	18.2	5.7	22.0
Below Basic (≤ 1145)	2.1	9.1	6.1	1.9	2.4
Total Number of Students	94	11	33	53	41

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP

Grade 11 PSSA Reading

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1492)	28.7	5.3	21.4	34.8	22.9
Proficient (1257-1491)	42.6	10.5	32.1	34.8	50.0
Basic (1112-1256)	14.9	26.3	17.9	13.0	16.7
Below Basic (≤ 1111)	13.8	57.9	28.6	17.4	10.4
Total Number of Students	94	19	28	46	48

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Science

Grade 4 PSSA Science

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1470)	50.6	27.8	20.0	50.0	51.5
Proficient (1279-1469)	41.6	55.6	68.0	40.9	42.4
Basic (1131-1278)	7.8	16.7	12.0	9.1	6.1
Below Basic (≤ 1130)	0.0	0.0	0.0	0.0	0.0
Total Number of Students	77	18	25	44	33

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 8 PSSA Science

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1473)	18.3	0.0	12.1	21.2	14.6
Proficient (1280-1472)	64.5	30.0	53.1	67.3	61.0
Basic (1146-1279)	22.6	70.0	37.5	21.2	24.4
Below Basic (≤ 1145)	0.0	0.0	0.0	0.0	0.0
Total Number of Students	93	10	32	52	41

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP

Grade 11 PSSA Science

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1492)	23.4	0.0	10.7	22.2	24.5
Proficient (1257-1491)	67.0	52.6	67.9	64.4	69.4
Basic (1112-1256)	8.5	42.1	21.4	11.1	6.1
Below Basic (≤ 1111)	1.1	5.3	0.0	2.2	0.0
Total Number of Students	94	19	28	45	49

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Writing

Grade 5 PSSA Writing

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1909)	0.0	0.0	0.0	0.0	0.0
Proficient (1236-1908)	57.1	41.7	51.7	42.6	80.0
Basic (745-1235)	42.9	58.3	48.3	57.4	20.0
Below Basic (≤ 744)	0.0	0.0	0.0	0.0	0.0
Total Number of Students	77	12	29	47	30

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 8 PSSA Writing

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1748)	18.3	0.0	12.1	21.2	14.6
Proficient (11236-1747)	64.5	30.0	53.1	67.3	61.0
Basic (914-1235)	22.6	70.0	37.5	21.2	24.4
Below Basic (≤ 913)	0.0	0.0	0.0	0.0	0.0
Total Number of Students	93	10	32	52	41

- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Grade 11 PSSA Writing

Performance Standards (Scaled Scores)	All Students	IEP	Econ. Disadv.	Male	Female
Advanced (≥ 1806)	23.4	0.0	10.7	22.2	24.5
Proficient (1236-1805)	67.0	52.6	67.9	64.4	69.4
Basic (952-1235)	8.5	42.1	21.4	11.1	6.1
Below Basic (≤ 951)	1.1	5.3	0.0	2.2	0.0
Total Number of Students	94	19	28	45	49

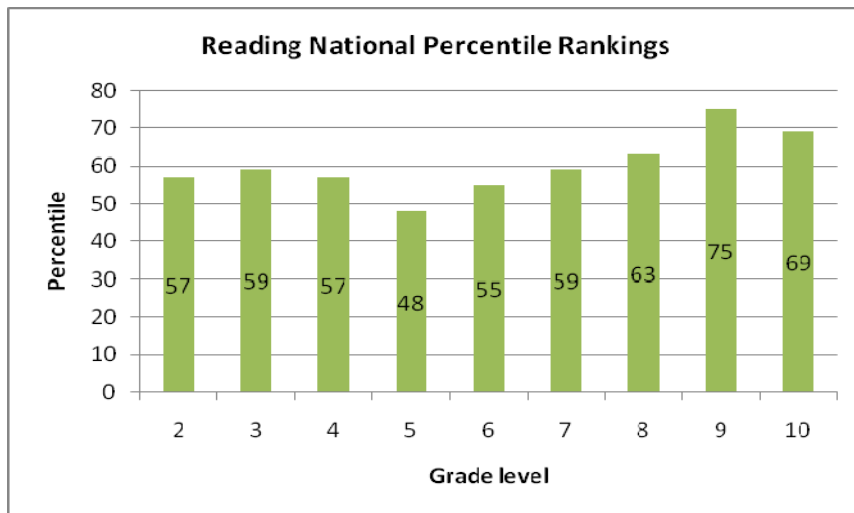
- Percentages may not total 100 due to rounding.
- The following subgroups had fewer than 10 students participating: Black, Multiracial, Latino/Hispanic, Asian, Native American, Migrant, LEP.

Performance Series

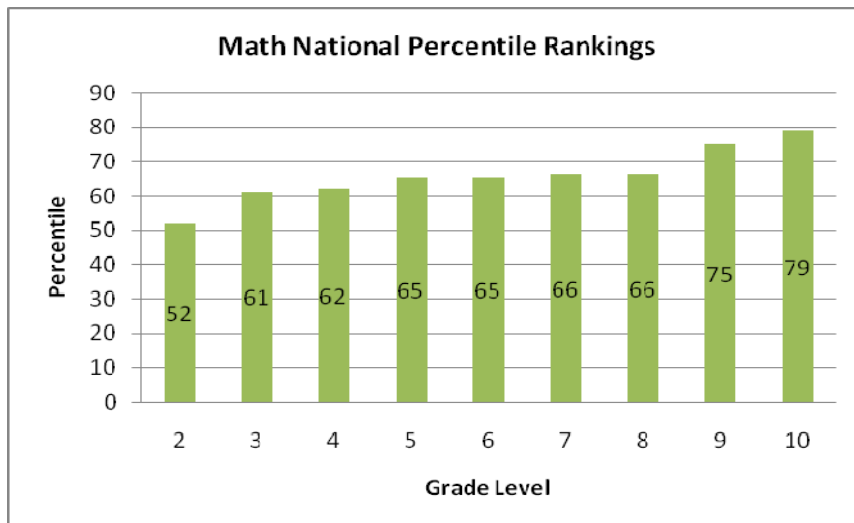
The Performance Series is a national test that was given to students in the Fort Cherry School District in grades 2-12 during the 2008-09 school year. This assessment is internet-based and completed on the computer. The students are assessed in 3 categories – Math, Reading, and Language Arts. The assessment is aligned with the Pennsylvania Academic Standards and provides teachers and students information regarding student mastery of the standards within minutes after completing the assessment. The district is provided comprehensive reports for each grade level and various subgroups immediately following the completion of the testing for Reading, Math, and Language Arts. With this system teachers have the opportunity to provide lessons and study guides to students tailored to the students' needs, based on the results of the assessment.

Normed Reference Reports

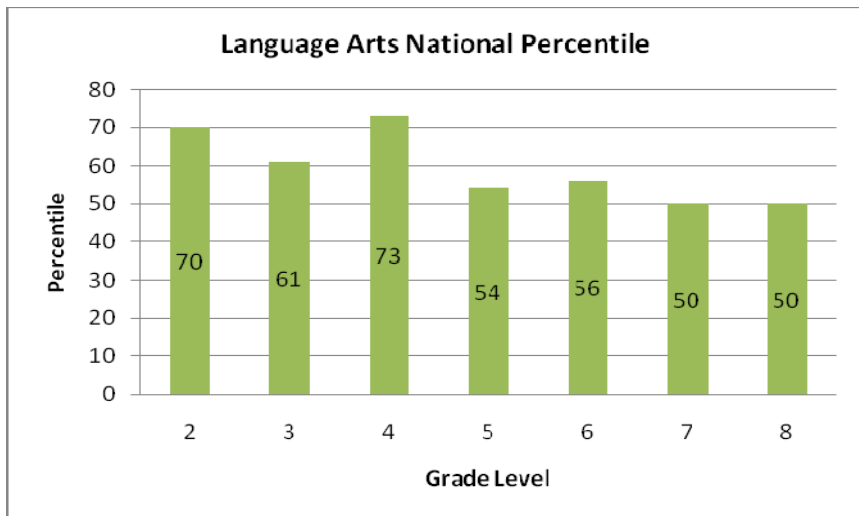
Normed Reference Report. One type of report is the “normed reference” report. These scores are reported in percentiles. A percentile indicates the percentage of students that Fort Cherry test-takers have outscored. (For example, 75% percentile score means that the Fort Cherry students scored better than 75% of all students who took the same test nation-wide.) The data provided is based on the winter normed results.



* Data not available for grades 11, 12.



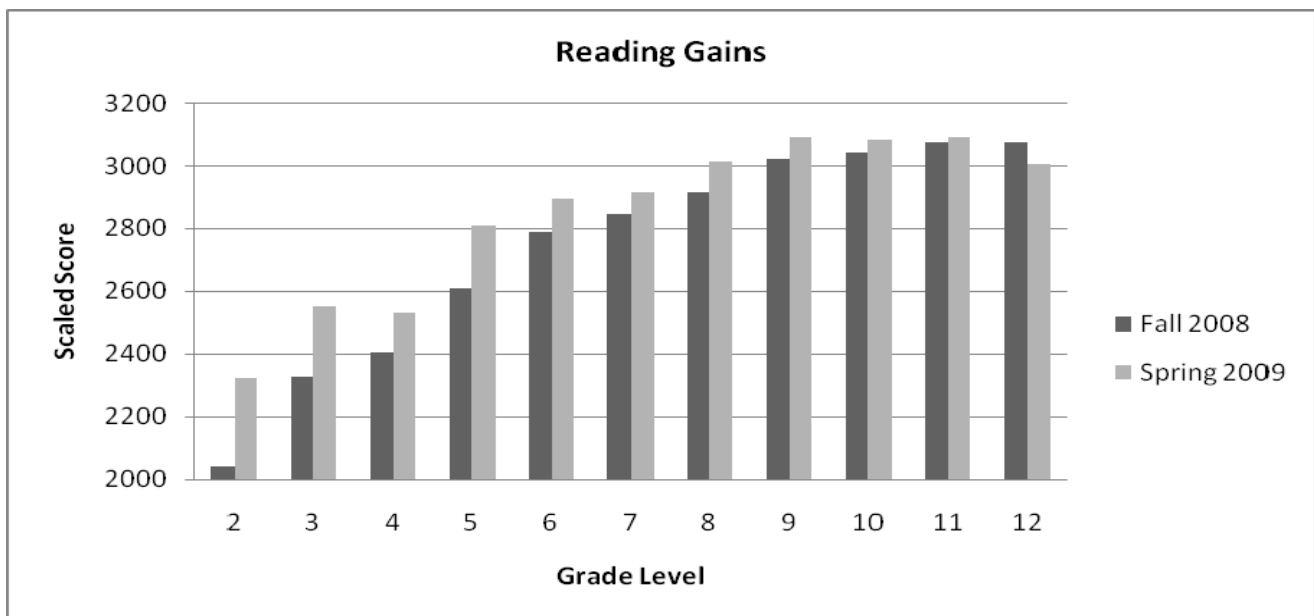
* Data not available for grades 11, 12.

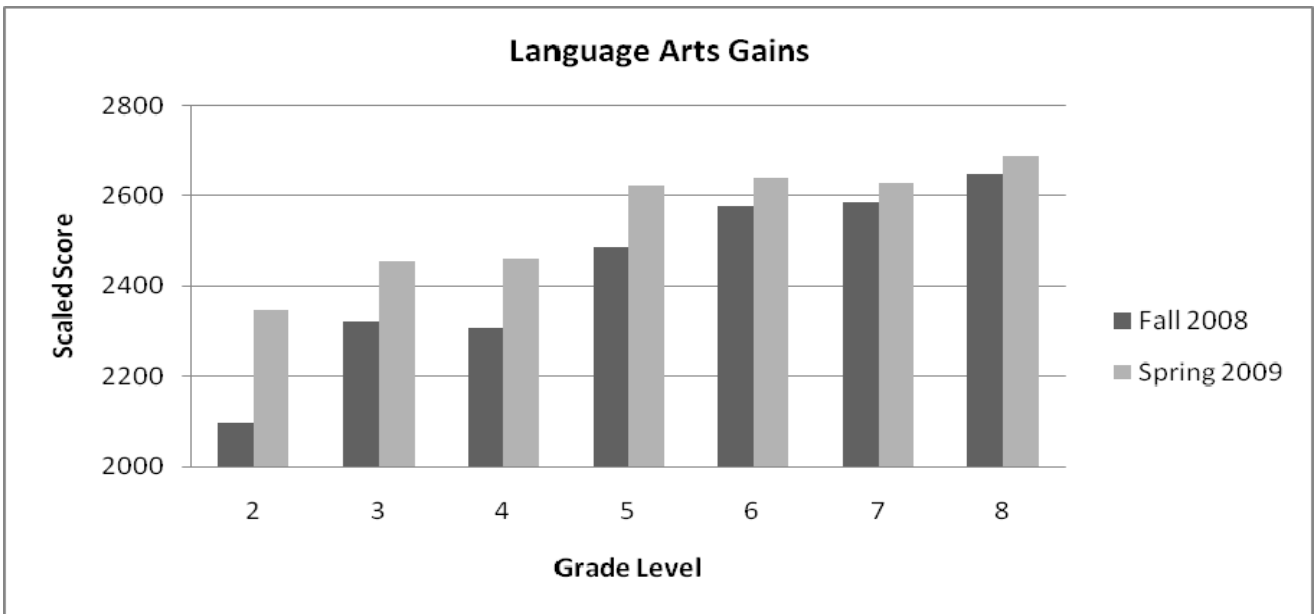
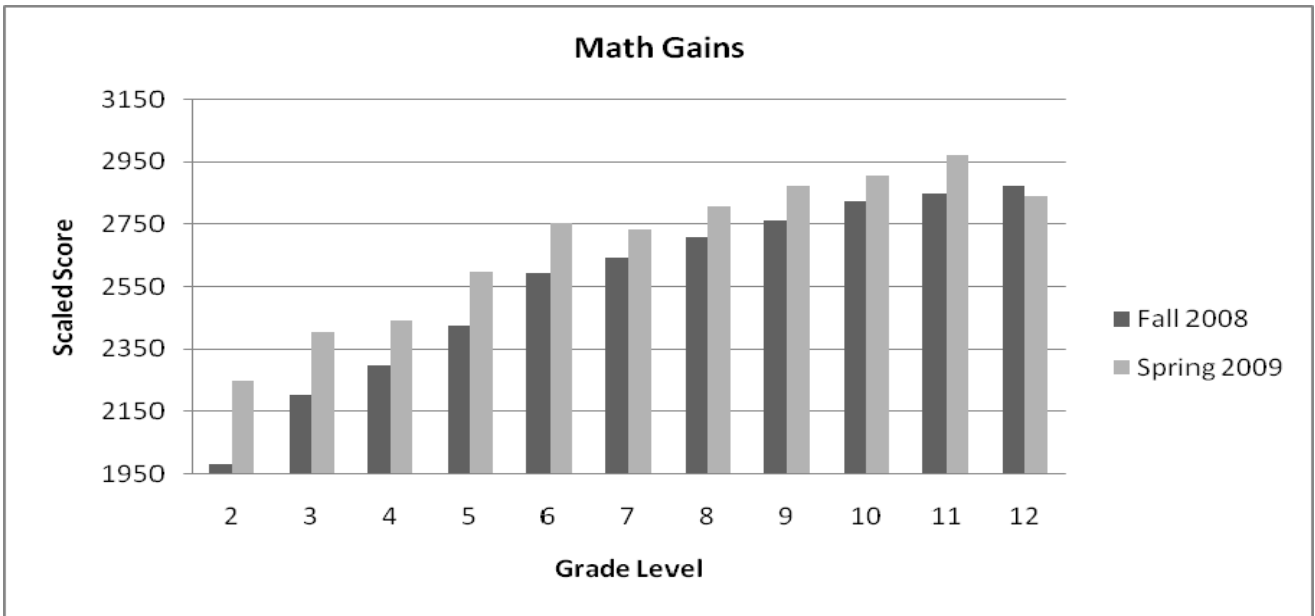


* Data not available for grades 9-12.

Gains Reports

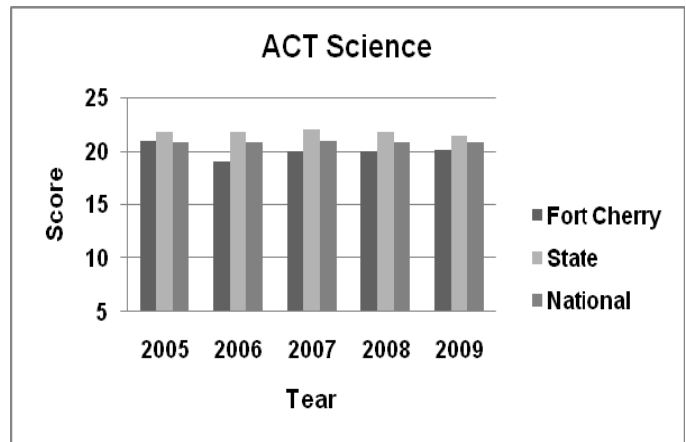
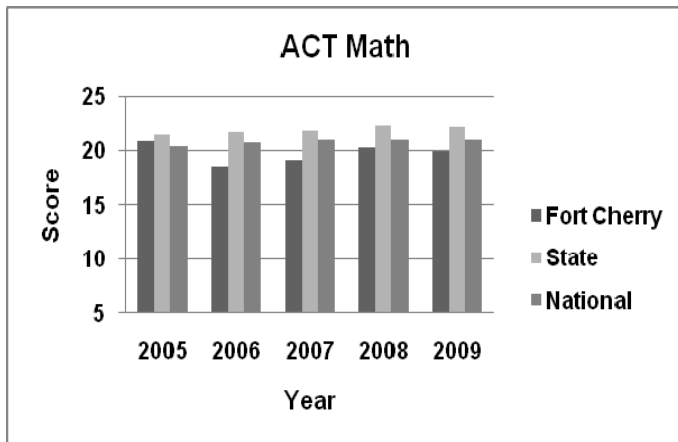
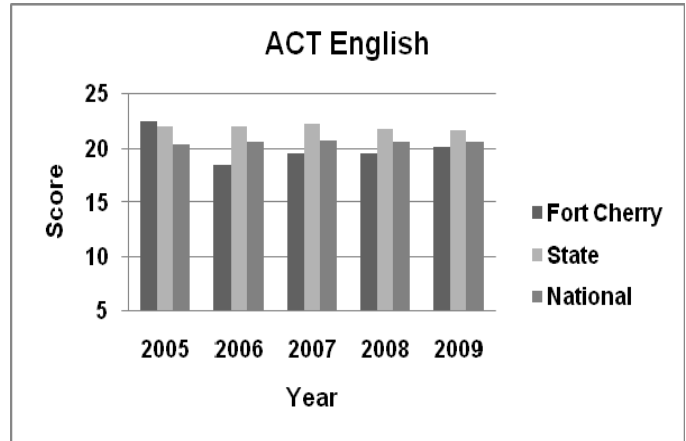
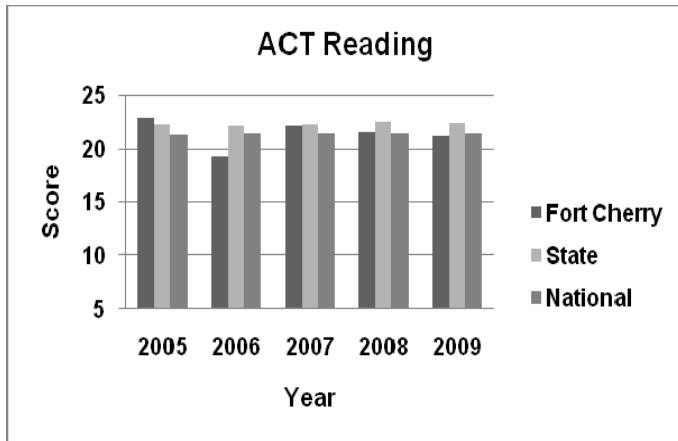
Gains Report. Another type of report is the “gains report.” The purpose of this report is to measure student academic growth from one testing period to another. Student performance is identified with a scaled score, determined by each student’s individual performance at any given grade level on any given assessment. The data provided is the mean scaled score for each grade level, or the average scaled score of all students in the grade level who took the assessment. The testing periods utilized to measure the student growth in the reports provided were September/October 2008 to May/June 2009.





* Data not available for grades 9-12.

The ACT[®] test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover 4 skill areas: English, Math, Reading, and Science. The ACT provides the district with comparative information between our students and those who take the test state-wide and nation-wide. Provided are the local and state average student scores, including the college readiness benchmarks established by ACT. Over the past several years, scores in all areas have remained relatively consistent. Fort Cherry student scores have remained consistent in Reading, English, Math, and Science



Following are local test centers, test dates, and regular deadlines for registration. For additional information regarding the ACT or to register online, go to www.act.org. Locations for the 2010-11 testing schedule are currently not available.

Upcoming Testing Dates

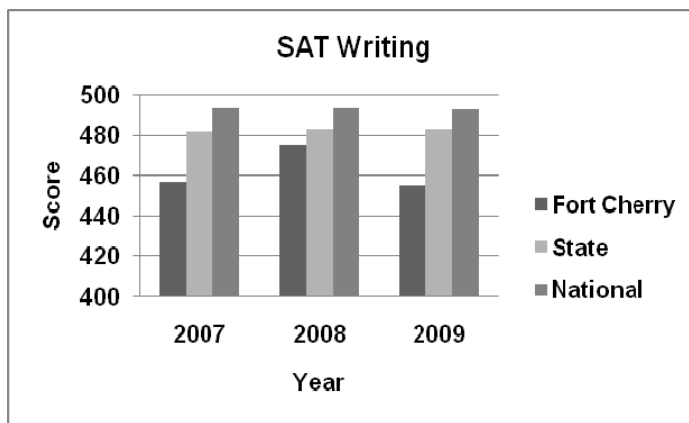
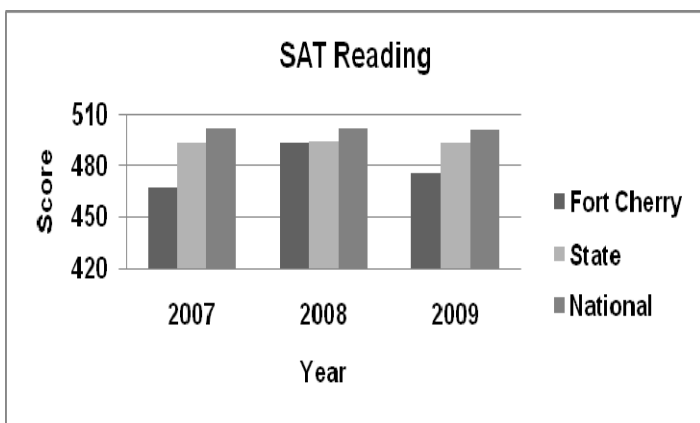
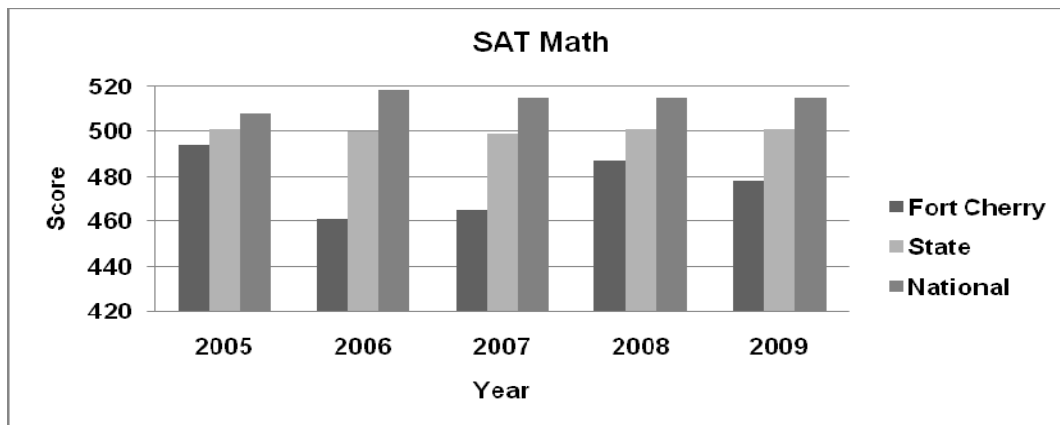
2009-10 Final ACT Scheduled Testing Date

Test Date: June 5
 Registration: May 5
 Locations: Bethel Park HS
 Canon McMillan HS
 Trinity HS
 University of Pittsburgh

2010-11 ACT Testing Schedule

<u>Test Dates</u>	<u>Registration</u>
Sept 11	Aug 6
Oct 23	Sep 17
Dec 11	Nov 5
Feb 12	Jan 7
Apr 9	Mar 3
Jun 11	May 6

Scholastic Aptitude Test (SAT)



The SAT is used by colleges and universities across the country as part of their entrance requirements. The SAT is an aptitude test. It provides the district with comparative information between our students and those who take the test state-wide and nation-wide. Through the 2005-06 school year, the test was structured in 2 parts: Verbal and Math. In 2007 administration of the SAT was restructured to include 3 parts: Reading, Writing, and Math.

In the past several years, the Fort Cherry SAT scores in Math have shown continued increases, with a slight decrease in the past year. With the restructuring of the SAT, there are only three years of data in Reading and Writing. Student performance over the past three years have varied on both the Reading and Writing SAT exam. Guidance Counselors have continued to encourage students to participate in the Practice Scholastic Aptitude Test (PSAT). The high school also offers an elective course that students can take to assist them in preparing for the SAT. After school preparation sessions are provided for students in September 2010 at the high school prior to the fall testing. Additional after school sessions will be considered prior to the spring administration of the SAT.

Following are local test centers, test dates, and regular deadlines for registration. For additional information regarding the SAT or to register online, go to www.collegeboard.com. Please keep in mind that 2010-11 dates are tentative. The College Board will release official SAT test dates in the summer.

Upcoming Testing Dates

2009-10 Final SAT Scheduled Testing Date

Test Date: June 5
 Registration: May 5
 Locations: Canon McMillan HS
 Mt. Lebanon HS
 Trinity HS
 Washington HS

2010-11 SAT Schedule (Tentative)

Test Dates	Registration
Oct 9	Sept 8
Nov 6	Oct 6
Dec 4	Nov 3
Jan 22	Dec 22
Mar 12	Feb 9
May 7	Apr 6
June 4	May 4

Class of 2009

Valedictorian ~ Travis Duran
Salutatorian ~ Marissa Miles

Presidential Education Awards

Grade 12

Alexander Ault • Ashlee Ault • Zachariah Bellhy • Stephanie Clark • Joshua Colussy • Matthew Colussy • Kyle Crowley • Zachary Crowley • Dustin Darnley • Lyndsie Delprato • Dana Donaldson • Travis Duran • Morgan Dysert • Malina Foley • Kaitlin Hoop • Allison Kelley • Jacob Kramer • Brittany Lauff • Katie Lauff • Andrew Lucarini • Philip Masko • Cameron McConnell • Mark McEwen • Shaylyn Meanor • Joseph Meyer • Marissa Miles • Kevin Mroz • Shae Musolino • Jacob Nease • Stephanie Pershina • David Phillips • Jessica Popeck • Corey Randour • Jeanette Sekelik • Stephen Taylor • Matthew Walker • Andrew Weber • Lyndsie Yochum

Grade 11

Megan Bates • Carley Bershok • Geno Bongiorno • David Cass • Kelsey Cloonan • Megan Follmer • Darren Hillberry • Kathleen Koesarie • David Loeffler • Elizabeth McVicker • Matthew Muggar • Tyler Nishnick • Tyler Pesto • Steven Schilinski • Emma Simmons • Stacy Toward

Grade 10

Paige Alderson • John Allison • Zackary Barron • Julianne Carter • Ashley Clark • Samuel Descutner • Patrick Diamond • Katelyn Duran • Amanda Hainaut • Nicholas Hurley • Bradley Nishnick • Erin Skrabski • Danielle Spinden • Bryan Tornabene

Grade 9

Rebekah Bellhy • Kayla Bracall • Kevin Cloonan • Margo Darragh • Megen Gray • Thomas Koraido • Samantha Lodge • Matthew Shaffer • Callie Stewart • Darienne Taggart • James White

Grade 8

Matthew Bilski • Joseph Carter • Joshua Chalmers • Jacob Colega • Erin Follmer • Savannah Guidi • Caitlin Heslin • Brianna Kadlecik • Robert Kelly • Mariah Ketter • Brandon Kraeer • Laken Kumer • Charles Lauderbaugh • Ian Lodge • Matthew Love • Kennedi Miller • Daniel O'Lear • Jeremy Randour • Cassidy Renz • Erika Rodenski • John Ross • Riley Sember • Jacob Shidel • Steven Taylor • Rebekah Welesko • Kyle Witzberger

Grade 7

Erin Allison • Matthew Amoroso • Taylor Christian • Madison Heil • Nora Hironimus • Zachery Karn • Lainie Klinsky • Autumn Kramer • Alyson Menzies • Lauren Ragland • Haley Schmidt • Cheyenne Shankle

Grade 6

Philip Baker • Samuel Bedillion • Kailyn Chichilla • Alyssa Chorney • Austin Curtis • Isabel Descutner • Alex Freiberger • Michael Gavron • Nichole Greene • Hannah Kramer • Daniel Lepro • Galina Lodge • Adam Mills • Amber Nimal • Sydney Relihan • Kelly Wagner • Kristen Weinman

Academic Awards and Scholarships

8th Grade American Legion Award
Rebekah Welesko
Kyle Witzberger

12th Grade American Legion Award
Stephanie Clark
Jacob Nease

Allegheny College Trustees Scholarship
Andrew Lucarini

Boilermaker's Retirees Local #154 Award
Dana Donaldson

California University of Pennsylvania Mary Graham Noss Scholarship
Kevin Mroz
Consol Energy Scholarship
Robert Bell

Chatham University Rachel Carson Book Award
Kelsey Cloonan

Duquesne University Duquesne University Academic Scholarship
Greta Englert

Elks National Foundation Most Valuable Student Scholarship
Morgan Dysert

Eugene & Neil Petrucci Fund
Dana Donaldson
Lyndsie Yochum

Fairmont State Aladdin Scholarship
Shaylyn Meanor

FCEA Scholarship
Marissa Miles
Allison Kelley
Stephanie Clark,
Honorable Mention

Helper's Group Award
Brianna Cardillo
Erin Follmer
Benson Gardner

Riley O'Connor
Jayden Polowishak
Gwen Rice
Sara Rogale
Noah Schwab
Callie Stewart

Global Travel Scholarship
Kelsey Cloonan
Emma Simmons

Hickory Lioness Club Award
Marissa Miles

Hillsdale College Ebersole Marksmanship Scholarship
Kaitlin Hoop

Hugh O'Brien Youth Ambassador
Julianne Carter

Johnston Family Scholarship
Stephanie Clark

Joseph Lauff Science Award
Lyndsie Delprato

Jules DuBois Math Award
Travis Duran

Lake Erie College Leadership Scholarship
Lyndsie Delprato

Leaders of Tomorrow Award
David Phillips

Mount Union College Hartshorn Award
Kyle Crowley

National Merit Scholarship Corporation Commended Student
Ashley Delaney

The PA Society of the Sons of the American Revolution Eagle Scout Local Chapter Award
Christopher White

Penn State University Penn State Trustee Award, Beaver Campus
Dana Donaldson
Blue & White Scholarship, Fayette Campus
Joshua Colussy

People to People Student Ambassador
Morgan Dysert

Reaxis Inc. 2009 Scholarship
Marissa Miles

Robert Morris University Merit Scholarship
Stephanie Pershina
Sidney Walter

Safe Driving Essay Award
Greta Englert

St. Vincent College St. Vincent College Award
Brittany Lauff
Alumni Grant
Brittany Lauff
Leadership Scholarship
Brittany Lauff

Slippery Rock University SRU Merit Scholarship
Corey Randour
First National Bank Scholarship
Stephanie Clark
University Scholarship
Stephanie Clark

Society Daughters of the American Revolution DAR Good Citizens Scholarship
Travis Duran

Sprowls College & Post Graduate Scholarship Fund
Lyndsie Delprato

Straight "A" Math Award
Travis Duran

Team Hickory Transportation Scholarship Fund Award
Stephanie Pershina
United States Marines Scholastic Excellence Award
Travis Duran

University of Pittsburgh, Titusville Panizza Family Scholarship
Cody Turner

University of Minnesota Maroon National Scholarship Award
Morgan Dysert

Waynesburg University Waynesburg Honor Scholarship
Harley Davidson

Washington and Jefferson College Scholar's Award
Zachary Crowley

Washington Greene County Job Training Agency Scholarship
Marissa Miles

Washington Kiwanis Club Technical Scholarship
Jeanette Sekelik

Western Area Career and Technical Center Outstanding Student Award
Matthew Colussy,
Machine Shop
Jeanette Sekelik,
Cosmetology

Wheeling Jesuit University Wheeling Jesuit University Award
Brent Liggett

Zonta International Amelia Earhart Leadership and Service Recognition Program
Kelsey Cloonan

Sixth Grade Graduation Awards

Principal's Award

Christina Bellhy
Savanna Curtis
Destinee Davis
Klarissa Diamond
Hanna Godwin

Caitlin Hamilton
Nicholas Martin
Matthew McDonald
Corey Prevade
Gabrielle Quintin

Seth Reynolds
Bryan Schultz
Shane Turkily
Taylor Yenke

Scholar Award

Evan Alrutz
Alex Babirad
Tyler Brezinski
Ashley Campbell
Patience DeJohn
Olivia Dunn
Chade Elder
Kaitlyn Frame
Shane Hamilton
Michael Lauff

Victoria Inskipt
Justin Iskey
Luke Liggett
Alan Lucarini
Jesse McKean
Branna Menke
Nick Miller
Ashley Morris
Amelia Motte
Anthony Panizza

Emily Rupnik
Sarah Totin
Jordan Weeks
Garrett Whalen
Kalene Witzberger
Breanna Wussick
Allison White
Haley Zinn

Milton P. Diaz Award

Phillip Baker
Austin Curtis
Alex Freiburger
Matthew McDonald
Kristen Weinmen
Taylor Yenke

Jack N. Schwartz Award

Christina Bellhy
Kaitlyn Frame
Galina Lodge
Rachael Sturgeon

Dr. Charles M. Hughey Award

Marissa Miles

Fort Cherry Outstanding Senior Female Athlete Award

Marissa Miles

Fort Cherry Outstanding Senior Male Athlete Award

Andrew Lucarini

National Italian American Sports Hall of Fame Female Nominee

Harley Davidson

National Italian American Sports Hall of Fame Male Nominee

Marc Zeno

Pennsylvania Sports Hall of Fame Nominee

Kaitlin Hoop

Robert J. Gaitens, Sr. Memorial Female Scholar/Athlete Award

Sidney Walter

Robert J. Gaitens, Sr. Memorial Male Scholar/Athlete Award

Zachariah Bellhy

Tri-County Athletic Directors Scholar/Athlete Female Nominee Award

Marissa Miles

U.S. Army Reserve National Female Scholar/Athlete Award

Stephanie Clark

U.S. Army Reserve National Male Scholar/Athlete Award

Robert Bell

U.S. Marine Corp. Distinguished Female Athlete Award

Melissa McGivern

U.S. Marine Corp. Distinguished Male Athlete Award

Kevin Mroz

Wendy's High School Heisman Award Female Athlete Award

Marissa Miles

Wendy's High School Heisman Award Male Athlete Award

Dustin Darnley

WPIAL Female Scholar/Athlete Nominee Award

Marissa Miles

WPIAL Male Scholar/Athlete Nominee Award

David Phillips

Grant Funded District Initiatives 2009-10

The Fort Cherry School District attempts to secure grant funding to support its educational programs on an ongoing basis. The school district utilizes the Grant Advisory Council, as well as a number of assessment and evaluation measures, to assist in the identification of appropriate programs to fund. The school district is careful to choose appropriate funding sources through which to secure additional funding to aid in the continuance of educational programs appropriate for our students, staff, and community. Following are descriptions the most recent initiatives in which the school district has been fortunate enough to participate for the 2009-10 school year.

Accountability Block Grant

The Accountability Block Grant is a state-funded initiative that provides funding to a school district to be allocated to eleven different educational initiatives. In general, the Fort Cherry School District has allocated its funding to the following strategies: Tutoring Before/After School (grades 7-12), Intensive Instruction for Struggling Students During the School Day (grades 7-12), Science and Applied Knowledge Skills (grades K-12), High School Reform (grades 9-12), New Curricula/Course Offerings (grades 7-12), Social and Health Services (grades 7-12), and Research-Based Improvement Strategies (grade 1).

Classrooms for the Future Technology Coach

The Classrooms for the Future grant is a state-funded initiative that is transforming the way high school teachers teach and how students learn. In the past, the grant provided funding to equip high school classrooms with enhanced technology, laptop computers and other state-of-the art resources. Currently, funding is provided to sustain the technology coach position. The technology coach assists teachers in the transition to utilizing and integrating advanced technology in daily instruction. At the Fort Cherry High School, classrooms that have been funded include 4 English classes (grades 9-12), 2 Social Studies classes (grades 9-12), and 2 Math classes (grades 9-12).

Dual Enrollment

The Dual Enrollment grant is a state-funded initiative that directly supports students who elect to take courses for college credit while they are in high school. The district currently has Concurrent Agreements with the Community College of Allegheny County and the University of Pittsburgh. Students may take any pre-approved course through the college and university for both college and high school credit. The funding pays for course credits and fees for eligible students who earn a "C" or better on the course.

Education Assistance Program (EAP)

The EAP initiative provides extended learning opportunities and is designed to boost student achievement and help all students succeed by utilizing evidenced-based instructional models. The funding provides tutoring in Math and Reading for students in grades 7-12. Tutoring is mandatory for all students who do not score Proficient or Advanced on the PSSA Reading Assessment and/or PSSA Mathematics Assessment AND/OR do not meet proficiency standards on the Performance Series Reading and/or Mathematics Assessment. Students are required to participate in a minimum of 45 hours of tutoring in each subject in which they do not meet the proficiency requirement. Tutoring is provided during the school day during study halls and after school.

Individuals with Disabilities Education Improvement Act

The Individuals with Disabilities Education Improvement Act (IDEIA) is a federal program that provides funding for the education of students with disabilities. The school district utilizes pass-through funds to provide support services for students in the school district identified with a disability under IDEIA. Support services may be provided by paraprofessionals, school psychologists, psychiatrists, social workers, occupational therapists, vision therapists, audiologists, physical therapists, orientation and mobility therapists, and/or assistive technology technicians. Other benefits of IDEIA include ongoing professional education and instructional materials.

Math and Science Partnership

The Math and Science Partnership (MSP) program is a foundation grant funded by the National Science Foundation. MSP is a major research and development effort that supports innovative partnerships to improve K-12 student achievement in

mathematics and science. MSP projects are expected to raise the achievement levels of all students and significantly reduce achievement gaps in the mathematics and science performance of diverse student populations. In order to improve the mathematics and science achievement of the Nation's students, MSP projects contribute to the knowledge base for mathematics and science education and serve as models that have a sufficiently strong evidence base to be replicated in educational practice. The Fort Cherry School District, in partnership with the Math and Science Collaborative of Southwest Pennsylvania, generally, utilizes funding to provide ongoing professional education for K-12 teachers of math and science and school leaders and to provide research-based instructional resources for students.

Range Resources Grant

The Fort Cherry School District in partnership with Range Resources offers science-based competitive mini-grants to Fort Cherry School District teachers on an annual basis. These mini-grants are made available by the school district in an effort to recognize and support the efforts that teachers are making to educate our students in the areas of local, regional, national, and global environmental and business management issues.

Safe and Drug Free Schools

Safe and Drug Free Schools funds are limited federal funds that can be used to provide anti-drug and alcohol instruction and other safety-related education and services in the schools. Programs supported with these funds must be pre-approved by the PA Department of Education. Generally, funding is used to provide a part-time educational consultant for the elementary center. The educational consultant provides services to address prevention and intervention needs for such areas as drug and alcohol prevention, violence prevention, and service learning.

Title 1

Title 1 is a federal entitlement program which provides funding to the school district based upon the number of students that are eligible for free and/or reduced lunch. Title 1 services are provided at the Fort Cherry Elementary Center Title 1 Reading services in grades K-4, and Title 1 Math services in grades 2-5.

Title 2A

The Title 2A program is a federal program that supports class size reduction at the elementary center and the induction program for new teachers. The funding generally supports the salary and benefits of a teacher at the elementary center to continue the reduction of class size. It also supports the district's induction program for newly hired teachers, as mandated by the Pennsylvania Department of Education. The Fort Cherry School District requires all teachers new to the Fort Cherry School District to participate in an induction or orientation program. Teachers new to teaching and/or who have not completed a state-approved induction program must complete a 3-year comprehensive Induction Program. Teachers with teaching experience but who are new to this school district must complete a 1-year orientation program.

Title 3

The Title 3 program is a federal program that supports English as a Second Language instruction. The program helps eligible students develop fluency in the English language. Funds are used to provide summer programming for eligible students.

Notice to All Parents

The Fort Cherry School District, as required by law, issues notification to parents concerning special education programs, privacy rights of parents and students, screening and evaluation, and Chapter 15 services. It is the policy of the Fort Cherry School District not to discriminate on the basis of sex, race, color, national origin, handicap or age in its educational and vocational programs, activities or employment as required by Title IX, Section 504 and Title VI. For information regarding civil rights or grievance procedure, contact: *Fort Cherry School District Superintendent's Office*.

Public Notice on Right to Request Teacher Qualifications

As a parent of a student in the Fort Cherry School District, you have the right to know the professional qualifications of the teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires the district to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's teachers:

- Whether the Pennsylvania Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches;
- Whether the Pennsylvania Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under the state regulations because of special circumstances;
- The teacher's college major, whether the teacher has any advanced degree(s) and, if so, the subject of the degree; and
- Whether any teacher's aides or similar paraprofessionals provide services and, if they do, their qualifications.

Public Notice on Student Records

The collection, maintenance, and dissemination of pupil records is a legitimate and expected function of a school system. The professional staff recognizes the confidential nature of such data and the need to strike a balance between the need for educationally relevant information about children, and the protection of individual rights to privacy.

Student files contain only information of value in the educational process. Confidentiality of student records is maintained as outlined in the Fort Cherry School District's Student Record Policy. You have the right, as a parent/guardian, or eligible student, to review the educational records maintained by the Fort Cherry School District. In addition, the Fort Cherry School District will release, upon request of a parent or another school, records of a student who is entering another elementary or secondary school. Parents, upon request, will be provided with a copy of the educational records.

If the school district fails to comply with the request of the parent/guardian or eligible student to review records, the individual(s) may file a complaint with the Family Education Rights & Privacy Act Office, Department of Education, Office of Management.

With regard to parents who do not understand the English language, the school district will attempt to inform them of their rights in their native language. Further information regarding the policy of the collection, maintenance, and dissemination of records is available through the principal's office.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): school officials with legitimate educational interest;

other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state law.

The Fort Cherry School District complies with federal regulations. Parents/Guardians who do not want their child(ren)'s "directory" information – such as a student's name, address, telephone number, date and place of birth, honors and awards, dates of attendance, photograph, email, etc. – disseminated must contact the building principal.

Public Notice on Special Education

Public Notice on Screening and Evaluation

The Fort Cherry School District uses the procedures required by law in locating, identifying and evaluating school-age children who may require special programs or services. Procedures are:

The District, as prescribed by Section 1402 of the School Code, conducts screening of a child's hearing acuity in kindergarten, first, second, third, seventh, and eleventh grades. Visual acuity is evaluated yearly in kindergarten through grade twelve, and speech and language evaluation is done upon kindergarten registration. Gross motor and fine motor skills, academic skills, and social/emotional skills are assessed by classroom teachers on an ongoing basis. Specified needs from all of these screening sources are noted within the child's official file. These school records are always available to parents, but are only open to those school officials with a "legitimate need to know". Information from the records is released to other persons only with the signed permission of parents or guardians. Any parent concerned with the development of their child may contact building principals or Director of Special Education to request a screening and evaluation. Communication with parents and exceptional students will be in English or the native language of the parents.

At the Fort Cherry Elementary Center, screening information will be used by the Instructional Support Team (IST) to meet a child's specific needs or to document the need for further evaluation. If it is determined that a child needs additional services, the IST will begin the intervention, which may include adaptation in instruction, support in study skills, organization skills and consulting with the classroom teacher and parents. Parents are notified if a child is receiving instruction support and are encouraged to participate in all team meetings. If a student does not demonstrate significant progress with IST involvement, parents will be asked to give written permission for the district to conduct a multi disciplinary evaluation. Contact: *Building Principal*.

Upon completion of a formal evaluation, an Evaluation Report is compiled with parent involvement and includes recommendation for interventions, based on the child's specific needs. Parents are then invited to participate in a meeting where the results of the Multidisciplinary Evaluation are discussed. An Individual Education Plan (IEP) is developed when necessary for specialized student services. Parents are then presented with a Notice of Recommended Educational Placement, with which they may agree or disagree. If parents disagree with the recommendation, the issue may be taken to mediation, a pre-hearing, or a due process hearing.

Information about early intervention, parents' rights, mediation, or due process procedures, specific special education services and programs offered by the district, and the district's educational records policy are available upon request from the building principal. A parent may request that the district initiate a screening or evaluation of their child's needs at any time by contacting the building principal. Further information about these procedures may be obtained by contacting, *Director of Special Education*.

Annual Notice to Protected Handicapped Students

In compliance with state and federal law, the Fort Cherry School District will provide each protected handicapped student – without discrimination or cost to the student or their family – those related aids, services or accommodations which are necessary to provide them equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities.

In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional

students enrolled (or seeking enrollment) in special education programs. For further information on the evaluation procedure and provision of services to protected handicapped students, contact: *Director of Special Education*.

Service for School-Age Exceptional Students

The Fort Cherry School District provides a free appropriate public education to exceptional students according to state and federal mandates. The Fort Cherry School District provides services, which meet the needs of all eligible students within the school community. To be eligible, a child must be of school age, need specially designed instruction and meet eligibility criteria for mentally gifted and/or one or more of the following physical or mental disabilities as set forth in the Pennsylvania State Standards: autism/pervasive development disorder, blindness/visual impairment, mental retardation, neurological impairment, physical disability, emotional disturbance, specific learning disability, other health impairment, speech/language impairment, deafness or hearing impairment and multiple disabilities.

Services designed to meet the needs of eligible students include the annual development of an Individualized Education Plan (IEP), initial multidisciplinary evaluation and subsequent mandated re-evaluation. Levels of intervention range from least to most restrictive as follows: supportive intervention in the regular class, supplemental intervention in the regular class, placement in a special education class in a regular school, or placement in a special education class outside of the regular school. The extent of special education services and location for the delivery of such services are determined by the IEP team. Decisions are based on the student's identified needs and abilities, chronological age, and the level of intervention which is most appropriate and in the least restrictive environment in which a student's needs can be met. The school district also provides any related services required to enable the student to benefit educationally.

Public Notice of Exceptional Student Records

In accordance with Family Education Right & Privacy Act (FERPA) Office, Department of Education, the Fort Cherry School District states the following through public notice.

The Fort Cherry School District recognizes the need to protect confidentiality of personally identifiable information in the education records of exceptional children. The district policy for student records of exceptional children outlines the privacy rights of both the parents and the exceptional child in the collection, maintenance, release and destruction of these records. The parents/guardians of any student are to have access to educational records and opportunity to formally request the amendment of records, as outlined in the district policy. The Fort Cherry School District may disclose directory information to authorized officials unless the parent/guardian or eligible student wish to refuse disclosure of this information, in which case a written request to this effect must be sent to: *Director of Special Education*.

The Fort Cherry School District will release information from a student's educational records, with prior consent, to officials of other primary or secondary schools or school systems in which a student seeks or intends to enroll. Transcripts to post-secondary institutions in which a student intends to enroll will be sent upon written request of parents of a student or an eligible student.

Parents, upon written request, may receive a copy of records that may be released by the school. The parent may challenge information contained in such records by submitting written notification to the school district.

Services of Disabled Preschool-age Children

Act 212, the Early Intervention System Act, entitles all preschool-age children with disabilities to appropriate early intervention services. Young children experiencing developmental delays or physical or mental disabilities are eligible for early intervention services. The Pennsylvania Department of Public Welfare is responsible for providing services to infants and toddlers, defined as children from birth through two years of age. Contact: United Cerebral Palsy, 655 Jefferson Avenue, Washington, PA 15301 or (724) 225-8145.

The Pennsylvania Department of Education is responsible for providing service to preschool-age children from ages three-five. Contact: Child Alert, Intermediate Unit 1, One Intermediate Unit Drive, Coal Center, PA 15423 or 1-800-328-6481.

For further information, you may also contact: Bureau of Special Education Consult Line @ 1-800-879-2301 for information regarding regulations and procedures and Connect Services @ 1-800-692-7288 for general information concerning Special Education topics.