

DUNMORE SCHOOL DISTRICT
300 WEST WARREN STREET
DUNMORE, PA 18512
(570) 343-211 FAX: (570) 343-1458



RICHARD X. McDONALD
SUPERINTENDENT

KEVIN R. CLARKE
BUSINESS ADMINISTRATOR



DISTRICT CONTEXT

• Number of Schools:	3	• Percent of Low-Income:	
• Total Enrollment	1703	Elementary	28.1%
• Special Education Enrollment (IEP)	196	Middle School	23.0%
• Gifted Enrollment:	09	High School	20.1%
• Limited English Proficient Enrollment (LEP)	08	• Student Attendance Rate:	
• Graduation Rate	99%	Overall:	94.5%
		Grades K – 8:	94.8%

STAFFING INFORMATION

Number of Professional Staff: (School Year 2008-09)			Number of Support Staff: (School Year 2008-09)		
	Full-Time		Support Staff	Full-Time	
Professional Staff					
Administrative/Supervisory	9		Instructional Aides	11	
Classroom Teachers	102		Administrative Support	6	
Counselors	4		Central Administrative Support	4	
Librarians	2				
School Nurses	2		Maintenance/Custodial	15	
Part-Time School Nurse	1		District Staff Accountant	1	
Teacher/Supervisory	0		Attendance Officer		
1					
Level of Teacher Education (School Year 2008-09)			Teacher Years of Experience (School Year 2008-09-)		
Degree	Administrators	Teachers	Years of Experience	Administrators	Teachers
Less than Bachelor's Degree	0	0	1	0	20
Bachelor's Degree	1	75	2 – 10	0	50
Master's Degree	8	35	11 – 20	2	34
Doctorate	0	0	21 – 30	2	09
			Over 30	5	06

PROFESSIONAL QUALIFICATIONS OF TEACHERS

The Dunmore School District currently employs 120 Professional Staff, including Administration, for grades K – 12. All employees are appropriately certified and considered “highly qualified” according to the Pennsylvania Department of Education guidelines.

FISCAL INFORMATION – 2008-0

District Total Current Expenditures: \$15,804,060.
Current Expenditures Per Pupil: \$9,280.

DISTRICT ASSESSMENT INFORMATION

Adequate Yearly Progress (AYP)

The PSSA (Pennsylvania System of School Assessment) ranks student achievement in reading, math, and writing by using the following rating system: below basic, basic, proficient, and advanced. Adequate yearly progress” is defined as the progress needed to bring all children to the “proficient” or “advanced” level in Math and Reading by 2014. In order for a district to make “adequate yearly progress,” each school within the district (elementary, middle, and high schools), any disaggregate subgroups comprised of 40 students or more, and the collective scores from the district itself have to meet the state requirements defined by the Pennsylvania Department of Education as indicated below:

- Reading:** At least 63% of the students have to score at the proficient or advanced level.
Math: At least 56% of the students have to score at the proficient or advanced level.
Writing: No baseline scores have been determined for adequate yearly progress in Writing.
Science: No baseline scores have been determined for adequate yearly progress in Science.

2009 Student Participation Rate in PSSA Testing

- **95% participation is required for the total tested population and for all subgroups with at least 40 students to meet “adequate yearly progress” requirements for test participation.**
- **Asterisk (*) in a blank cell indicates that a subgroup had less than 40 students; therefore, this subgroup is not counted when determining AYP.**

2009 Math PSSA Participation Rate:

<u>School Name</u>	<u>All</u>	<u>White</u>	<u>Black</u>	<u>Lat./Hisp</u>	<u>Asian</u>	<u>Am.Ind.</u>	<u>Multi Race</u>	<u>IEP</u>	<u>LEP</u>	<u>Econ. Disadv.</u>
Dunmore High	98.5%	98.4%	*	*	*	*	*	*	*	*
Dunmore Middle	99.2%	99.1%	*	*	*	*	*	95.7%	*	95.3%%
Dunmore Elementary	100%	100%	*	*	*	*	*	100%	*	100%

**Continued on next sheet.*

2009 Reading PSSA Participation Rate:

<u>School Name</u>	<u>All</u>	<u>White</u>	<u>Black</u>	<u>Lat./Hisp</u>	<u>Asian</u>	<u>AmInd.</u>	<u>Multi Race</u>	<u>IEP</u>	<u>LEP</u>	<u>Econ. Disadv.</u>
Dunmore High	98.5%	98.4%	*	*	*	*	*	*	*	*
Dunmore Middle	98.9%	98.8%	*	*	*	*	*	95.7%	*	95.3%
Dunmore Elementary	100%	100%	*	*	*	*	*	100%	*	100%

State Assessment Information (PSSA)
2009 Aggregate(Combined) Data:

**Note: Percentage totals below may not equal 100% due to rounding. Student numbers may not match percentages due to exclusions.*

Performance Level	Grade 3				Grade 4				Grade 5				Grade 6			
	Reading		Math		Reading		Math		Reading		Math		Reading		Math	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Advanced	28%	34	56%	68	38%	47	50%	60	19%	24	41%	52	46%	52	66%	76
Proficient	60%	72	36%	44	39%	48	33%	41	52%	67	37%	48	38%	45	28%	32
Basic	6%	7	6%	7	10%	12	15%	18	15%	19	20%	25	11%	13	5%	6
Below Bas	7%	8	2%	2	13%	15	3%	3	15%	21	3%	6	5%	5	1%	1
Total Students		121		121		122		122		131		131		115		115

Performance Level	Grade 7				Grade 8				Grade 11			
	Reading		Math		Reading		Math		Reading		Math	
	%	#	%	#	%	#	%	#	%	#	%	#
Advanced	58%	74	45%	58	57%	60	36%	38	44%	57	34%	44
Proficient	28%	35	29%	37	36%	38	30%	33	36%	50	38%	50
Basic	9%	12	17%	21	6%	7	26%	28	16%	20	17%	23
Below Bas	6%	7	9%	12	2%	2	8%	9	4%	5	12%	15
Total Students		128		128		107		108		132		132

Performance Level	Grade 5 Writing		Grade 8 Writing		Grade 11 Writing		Grade 4 Science		Grade 8 Science		Grade 11 Science	
	%	#	%	#	%	#	%	#	%	#	%	#
	Advanced	2%	2	11%	11	20%	26	43%	50	20%	21	26%
Proficient	55%	71	84%	87	72%	97	48%	58	35%	37	35%	45
Basic	44%	57	5%	5	8%	10	7%	8	24%	27	34%	46
Below Bas	0%	0	0%	0	0%	0	3%	3	22%	23	5%	5
Total Students		130		103		133		119		108		129

Note:Commercial Standardized Testing** is used on the local/school level to monitor individual Reading and Math progress for the grade levels not tested in these areas with the PSSA.

2009 Disaggregated Data

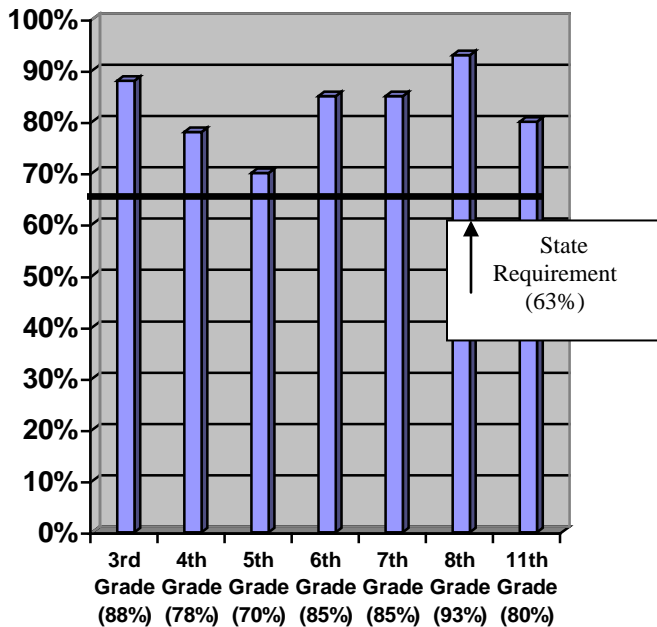
- Subgroups within the district, comprised of more than 40 students, are used to determine “Adequate Yearly Progress.” Subgroups of 10 or more students are reported below. Those with fewer are not reported to protect the privacy of individual students.
- Asterisk (*) in a blank cell indicates fewer than 10 students in the named subgroup for a specific grade level or district total.
- Advanced and Proficient Percentage Scores are combined and each group and subgroup must meet the state requirements of 63% or higher in Reading and 56% or higher in Math.

Percentage and Number of Students Proficient or Above:

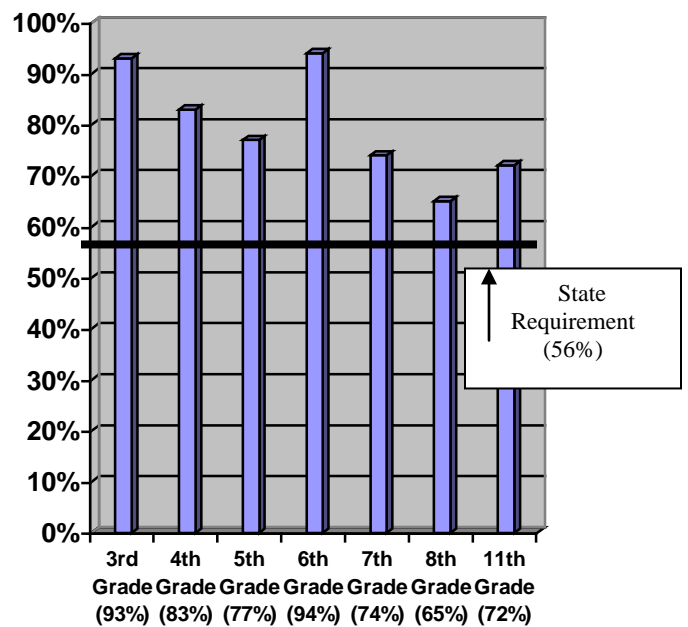
<u>Grade</u>	<u>Overall</u>	<u>White</u>	<u>Black</u>	<u>Latino/Hisp</u>	<u>Asian</u>	<u>Native Amer</u>	<u>Multi-Racial</u>	<u>IEP (not gifted)</u>	<u>LEP</u>	<u>Econ. Disadv.</u>
3 – 5 Grade Span										
Reading %	77%	78%	*	*	*	*	*	39%	*	63%
Math %	83%	84%	*	*	*	*	*	59%	*	71%
6 – 8 Grade Span										
Reading %	86%	87%	*	*	*	*	*	39%	*	69%
Math %	77%	78%	*	*	*	*	*	43%	*	69%
9 – 12 Grade Span										
Reading %	80%	81%	*	*	*	*	*	*	*	*
Math %	72%	72%	*	*	*	*	*	*	*	*

2009 Aggregated Data Demonstrating Adequate Yearly Progress
All Students Combined Proficient and Advanced Percentages:

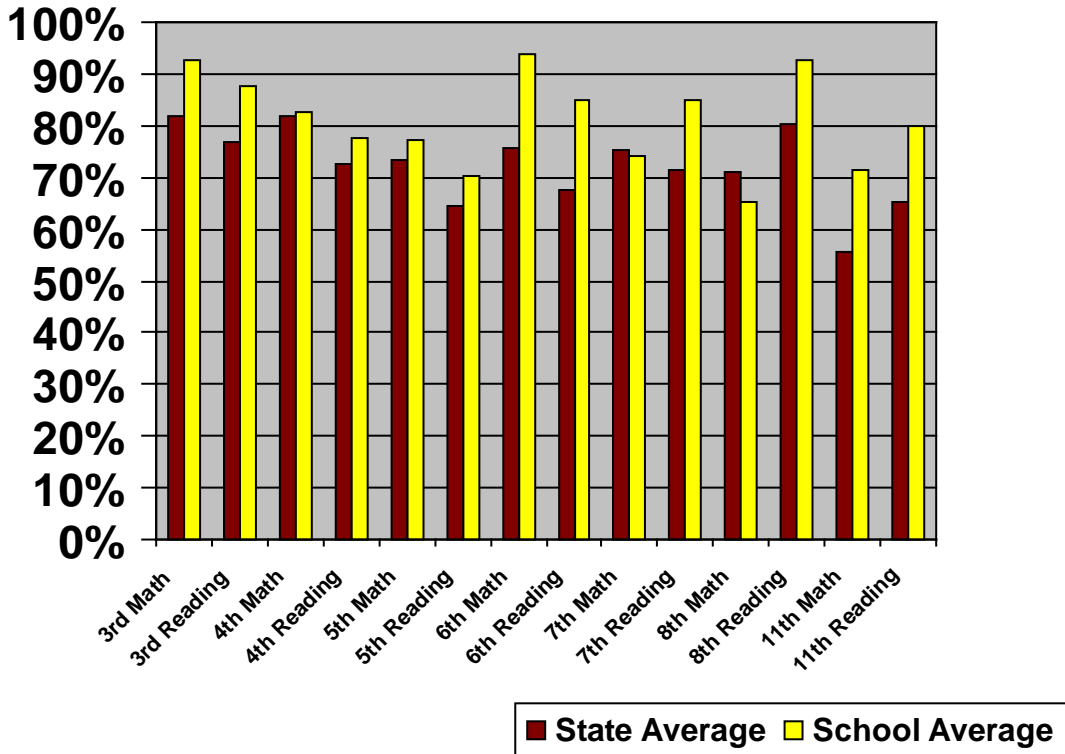
Adequate Yearly Progress – Reading:



Adequate Yearly Progress—Math:



**Comparison of Dunmore School District Student Achievement
on State Assessments with Other Schools Across the State:**



Most Recent Two-Year Trends (Percentage of Proficient & Advanced Students)*

<u>Grade Level</u>	<u>2008</u>		<u>2009</u>		<u>Improvement</u>	
	Reading	Math	Reading	Math	Reading	Math
3rd Grade**	87%	88%	88%	93%	+1%	+5%
4th Grade	74%	85%	77%	82%	+3%	-3%
5th Grade	64%	87%	70%	77%	+6%	-10%
6th Grade	78%	86%	85%	94%	+7%	+8%
7th Grade	83%	72%	85%	74%	+2%	+2%
8th Grade	83%	53%	93%	65%	+10%	+12%
11th Grade	73%	59%	80%	72%	+7%	+13%

***Rounding may cause percentages to vary slightly from other charts when placed in a composite.**

2009 AYP (Adequate Yearly Progress) Summary:

All grade levels and subgroups tested made AYP (Adequate Yearly Progress), as evidenced in each of the preceding charts. Therefore, no schools within our district have been identified by the Pennsylvania Department of Education for any stage of “School Improvement.”

AYP Status	Number of Schools Identified	Percentage of Total	Names of Schools
Met AYP	3	100%	Dunmore Elementary Center; Dunmore Middle/High School
Making Progress			
Warning			
School Improvement 1			
School Improvement 2			
Corrective Action 1			
Corrective Action 2			