



Lawrence A. Gabriel III
Acting Principal

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October 20, 2022

We wanted to inform you of some updates/changes to graduation requirements and the importance of Keystone Exams. Act 158 of 2018 was signed into law by Governor Tom Wolf on October 24, 2018. This legislation addresses high school graduation requirements and how the Keystone Exams factor into these requirements for students graduating in 2023 and beyond. Students must meet one of the five graduation pathways outlined below to graduate and earn their diploma by demonstrating their readiness for post-secondary success.

Information regarding Act 158 can be found here:
[Statewide High School Graduation Requirement\(pa.gov\)](http://Statewide High School Graduation Requirement(pa.gov))

For students graduating in 2023 and beyond, the following options exist to meet the statewide graduation requirements:

- **Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam-Algebra I, Literature, and Biology.
- **Keystone Composite Pathway:** Earning a satisfactory composite score (2939) on two of the three Keystone Exams (calculated using the highest numerical scores attained by the student, neither of which may be Below Basic and a least one of which must be Proficient or better).
- **Alternate Assessment Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone on which the student did not achieve proficiency **and one of the following:**
 - Attainment of an established score of 21 on the ACT
 - Attainment of an established score of 1010 on the SAT
 - Attainment of an established score of 970 on the PSAT/NMSQT
 - Attainment of a Composite score of 31 on the ASVAB
 - Attainment of Gold Level on the ACT WorkKeys Assessment
 - Attainment of a 3 or higher on an Advanced Placement Program in a content area associated with each Keystone Exam on which the student did not achieve at least a proficient score
 - Successful completion of concurrent course(s) related to each Keystone content area in which the student was less than Proficient
 - Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework
 - Successful completion of a pre-apprentice program
- **Evidence Based Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exams on which the student did not achieve proficiency and demonstration of **three pieces** of evidence consistent with the student's goals and career plans, including:



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One of the following:

- Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, and Advanced Placement Program Exam
 - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college level coursework
 - Attainment of an industry-recognized credential
 - Successful completion of a concurrent enrollment or postsecondary course and/or
- **Two additional** pieces of evidence, including one or more of the options listed above, or:
 - satisfactory completion of a service-learning project
 - attainment of a score of proficient or advanced on a Keystone Exam
 - a letter guaranteeing full time employment
 - a certificate of successful completion of an internship/co-op education program
 - satisfactory compliance with the NCAA's core course for college-bound student athletes with a minimum grade point average of (GPA) of 2.0

CTE Pathway: In addition to meeting the local grade based requirements for each Keystone Exam content area in which the student achieves less than proficient, the student must also meet **ONE** of the following:

- Attainment of an industry-based competency certification related to CTE program of study
- Demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE program of study
- Demonstration of readiness for continued meaningful engagement in a CTE Concentrator and other factors consistent with the CTE's concentrator's goals and career plan.

Administrators, School Counselors, Special Education teachers, and course instructors will work closely with each student to review and help the student decide which pathway is best for each student to meet this state-wide graduation requirement.

Please don't hesitate to call the school and make an appointment to speak with your child's counselor if you have questions about Act 158 and/or your child's pathway to graduation.

Respectfully,

Lawrence A. Gabriel III
Acting Principal / Athletic Director
Carbondale Area Jr./Sr. High School