

CONEMAUGH VALLEY SCHOOL DISTRICT



David L. Lehman, Superintendent

William Kanich, Assistant High School Principal

Lawra J. Stuart, Elementary Principal

Eric Miller, Business Manager

Notice of Adequate Yearly Progress Please Read: Important Information Affecting Your Child

August 12, 2011

Dear Conemaugh Valley Elementary Parents or Guardians,

We would like to make you aware of the choices and resources available to you based on the progress of your child's school under the guidelines of No Child Left Behind (NCLB).

What are the Pennsylvania System of School Assessment (PSSA) and Adequate Yearly Progress (AYP)?

The PSSA is an annual exam given to Pennsylvania students at various grade levels to measure their academic progress. The state uses the PSSA to determine whether **Conemaugh Valley** and each of our schools are making Adequate Yearly Progress (AYP). AYP is determined by how successful districts and schools are in meeting state goals for attendance, graduation rates, test participation and academic progress.

To make AYP, a school must meet the state goals for the student body as a whole as well for each subgroup of students. A subgroup consists of 40 or more students in a school in the following categories: ethnicity, socio-economic status, Individual Education Plan (IEP) – Special Education, and English Language Learner (ELL) status. The number of subgroups that a school has determines the number of "targets" that it must meet to make AYP. For the prior **2009-10** school year, students at the **Conemaugh Valley Elementary** made progress in Reading and Mathematics proficiency on 16 of the 17 targets. Therefore, CVES was in a Warning AYP Status.

<u>Reading</u>	<u>Proficient/Adv</u>	<u>State Target</u>
IEP Subgroup	33%	63%

However, based on the 2010-11 PSSA results, **Conemaugh Valley Elementary** has been identified in **School Improvement I** by the Pennsylvania Department of Education (PDE). **Conemaugh Valley Elementary's** PSSA results indicate that the school did not meet the state's academic achievement targets for the IEP subgroup for the SECOND year in a row.

<u>Reading</u>	<u>Proficient/Adv</u>	<u>State Target</u>
IEP Subgroup	21%	72%

Action Plan for Improving Student Achievement

As a result of an in depth needs assessment, **Conemaugh Valley Elementary** has identified the following areas as key strategies for instructional improvement:

- Using student assessment data to drive instruction according to student need
- Skill-based reading interventions for struggling students
- Professional Development for the teachers in the Core Language Arts program

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Explanation of School Choice Option

According to NCLB, **Conemaugh Valley Elementary** must offer students the choice to transfer to another school in the district not in School Improvement; however, **Conemaugh Valley Elementary** does not have another school building available to offer the choice to transfer.

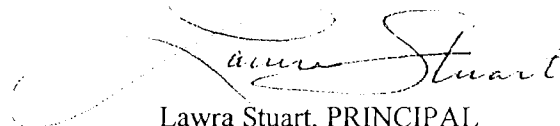
How Parents and Families Can Help Improve Student Achievement

Parent support is essential to the success of **Conemaugh Valley Elementary**. Communicating with your child's teachers, making sure your child attends school regularly, helping your child with homework, monitoring your child's television time, volunteering in the classroom, and participating in school decision-making are important.

The district-wide parent involvement policy will be updated this fall. If you are interested in providing input for this policy, please call **Mrs. Castiglione at 535-6970**. In addition, **Conemaugh Valley Elementary** will have its annual meeting to revise our school parent involvement policy and parent compact and to review parent rights under Title I. This meeting is currently scheduled for **Thursday, September 8, 2011 at 5:30 PM in the CVES Library**.

The many successes at **Conemaugh Valley Elementary** cannot be measured in one test and we appreciate your continued support. We must admit, however, that if ALL of our students are not doing well, we are not as good as we can be. That is our challenge, our goal, and our commitment. Please continue to work with us to make sure that we achieve success for every student.

Sincerely,



Lawra Stuart, PRINCIPAL

Enclosures: Additional NCLB Information

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ADDITIONAL NCLB INFORMATION

Explanation of School Improvement

Any school that fails to meet state targets or Adequate Yearly Progress (AYP) for one year is considered in Warning and is not identified for School Improvement. However, when the school fails to meet targets for two years in a row, the school must be identified as a school in need of improvement and given the designation of School Improvement I. For each successive year that a school does not make AYP, the school advances to another level of school improvement. For example, a school that is in School Improvement I that fails to make AYP will be identified as School Improvement II. A school that fails to make AYP for the fourth year is listed in Corrective Action I and for the fifth year, Corrective Action II.

If a school makes AYP at any point after being identified in School Improvement, the school will not advance to the next level. The status is defined as Making Progress and still considered in School Improvement at the same level as the previous year. If the school makes AYP for the second consecutive year, the building is no longer in school improvement. On the other hand, if the school misses AYP after a year of Making Progress, the school proceeds to the next designated level of School Improvement.

Comparison of Conemaugh Valley Elementary with Overall Pennsylvania Scores

The Pennsylvania Department of Education track, below, is a comparison of overall State scores with those of CVES.

Reading

- In 2008/09, 35% of the State IEP subgroup scored proficient/advanced, and 35% of CVES IEP students scored proficient or advanced.
- In 2009/10, 35% of the State IEP subgroup scored proficient/advanced, while 32% of CVES IEP students scored proficient or advanced.

What are Supplemental Educational Services?

Supplemental Educational Services (SES) are extra academic services available in schools identified for School Improvement II or Corrective Action. Free tutoring is offered after school or on Saturday to help eligible students to improve in reading, mathematics, and science.

How Parents and Families Can Help Improve Student Achievement

Your support is not only essential to your child's success but to the success of the school as well. Under NCLB, parents are to be involved in the school improvement process and to help write the school's School Plan. This is the plan to help raise the student achievement of all children in the school. Parents also have the right to help create or update the school's parent involvement policy and the home-school compact. You can contribute to your child's academic success by ensuring that your child attends school regularly, comes prepared to learn, and completes all homework. Please plan to attend the Title I and Parent School Community Council meetings to obtain more information about school improvement activities and parent engagement opportunities at your child's school.