

# Skinner Road School

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October 5, 2011

Dear Parent/Guardian:

The following packet has been assembled to help you to understand how Skinner Road School (SRS) is doing according to *No Child Left Behind Act (NCLB)* of 2001, meeting the federal government's *Adequate Yearly Progress (AYP)* targets. The Skinner Road School community is proud to have achieved AYP, by reaching the federal targets and also achieving "safe harbor" by advancing our most struggling students, as measured by the Connecticut Mastery Test in the spring of 2011.

The faculty and staff at SRS work tirelessly with your children, to optimize their learning of varied content including reading, writing, and mathematics. Weekly, the teachers are meeting by grade-level teams to analyze student data and discuss instructional interventions to help individualize each student's teaching and learning in the classroom.

Over the past two school years, we have used quick assessments called "universal screens." The grade level teams use these data to identify students of similar instructional need to provide increased support and time to build additional skills in math and reading. The Vernon Public Schools administered these universal screenings three times over the course of the year. The data is continually analyzed and used to group students according to their individual areas of need. This interventional support is in addition to the core instruction in the content area (math or reading) at the student's grade level.

The Vernon Public Schools has identified reading and mathematics as priority instructional areas, as these two content areas teach skills and strategies that are foundational for lifelong learning. This additional instructional and learning time for students was integrated into our super-flex blocks. Our goal in providing intervention is to strengthen the core academic skills of students so that s/he can be even more successful across all content areas – providing additional supports for each child's weaker skills and providing exciting extensions for those stronger areas.

Monthly, as a staff, we are working together on the first and third Wednesday of the month to make continual progress and growth as teaching and learning professionals. After many years of highly productive teams at each grade level, we continue to coordinate our efforts for student transition from PK-5 by working in vertical teams. These teams look at the needs of students at all levels and work to incorporate goals and instructional strategies designed to increase student achievement for all students as they progress through the grades over years.

As always, it is with your assistance that we can affect the biggest growth and academic success for your child's education. Thank you for your work in helping your child to succeed!

Regards,



Matthew S. Wlodarczyk

# VERNON PUBLIC SCHOOLS

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*Assistant Superintendent of Schools*  
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September 26, 2011

RE: Parental Notification of Adequate Yearly Progress (AYP) – SRS/District

Dear Parent/Guardian:

The **No Child Left Behind Act (NCLB) of 2001** requires all states to establish high academic content standards for what a child should know and be able to do and to set specific academic achievement targets in reading and mathematics. Each year schools and districts must demonstrate progress toward reaching those targets for **all** students and for **each subgroup** of 40 or more students. This yearly improvement in school and district performance is called **Adequate Yearly Progress (AYP)**.

In Connecticut, **Adequate Yearly Progress** is based on the results of the Grade 10 **Connecticut Academic Performance Test (CAPT)** and the Grades 3-8 **Connecticut Mastery Test (CMT)**. This year, the AYP targets require approximately 9 in 10 (90%) of **all students** and **subgroups of students** to reach proficiency. The targets will rise again in 2013-14 to require that 100% of students meet the proficiency levels in reading and mathematics.

Information on the AYP status of your child's school and the district is attached. At Skinner Road School, the percent of all students and subgroups of students at/above proficient is as follows:

	Mathematics	Reading
Whole School	94.5	83.6
White	100.0	90.7
Economically Disadvantaged	93.7	75.5

As a result of incremental progress toward the goals, I am pleased to report that **Skinner Road School Achieved AYP through "Safe Harbor" by reducing by 10% the percent of students at/below the basic level of performance.** At the district level, we did not achieve AYP. As a result of missing AYP, our **district has been identified as "In Need of Improvement – Year 3."** As a result of this identification, the district must revise its improvement plan within the next three months. Parents interested in participating in the revision plan or supporting efforts to improve student achievement at the school or district level should complete the attached form and return it to your child's school.

Please know that we are working hard to maximize achievement for all students. Your support of our work is greatly appreciated. Here are some suggestions to help you work with us to support improved student performance:

1. Learn more about NCLB requirements. Become aware of strategies to improve your child's academic achievement. Information and resources are available from our state department of education ([www.sde.ct.gov](http://www.sde.ct.gov)) and the U.S. Department of Education ([www.ed.gov](http://www.ed.gov)).
2. Talk with Vernon educators and administrators about our ***District and School Improvement Plans*** to help students meet state standards in reading and mathematics.
3. Participate in parent-school meetings that address student achievement.
4. Support and reinforce your child's good study habits and review his/her homework and test results.
5. Ensure that your child attends school daily and is present to participate in the state assessments.
6. Set goals with your child for continued academic improvement.

Our entire staff is working diligently to ensure that every child meets high academic content standards in a safe and caring learning environment. I encourage you to contact your school or district office for further information and to find out how you can become involved in district and school improvement efforts.

Sincerely,



Deborah Murasso

Assistant Superintendent

Attachments: *School Level AYP Report for 2010-11*  
*District Level AYP Report for 2010-11*

# Skinner Road School Final Adequate Yearly Progress Status, 2010-11 School Year: Safe Harbor

Based on 2011 Connecticut Mastery Test (CMT)

Vernon School District

Skinner Road School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)		Reading (89% proficient needed)					
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	Ayp Target Met?
Whole School	156	100.0	100.0	99.8	Yes	150	100.0	100.0	99.8	Yes	87.7	6.8	94.5	Yes	74.7	9.0	83.6	Safe Harbor
American Indian or Alaska Native	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian	9	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	31	-	-	-	-	31	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	17	-	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-
White	95	100.0	100.0	100.0	Yes	93	100.0	100.0	100.0	Yes	93.5	6.4	100.0	Yes	80.6	10.0	90.7	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	10	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	8	-	-	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	67	100.0	100.0	100.0	Yes	64	100.0	100.0	100.0	Yes	82.0	11.7	93.7	Yes	60.7	14.9	75.5	Safe Harbor
Additional Academic Indicator: Writing (70% At or Above Basic)										AYP Target Met?		Yes						

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

\* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

\*\* For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Vernon School District  
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While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

# Vernon School District Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

This district is identified as In Need of Improvement; Year Improvement = 3

Based on 2011 Connecticut Mastery Test (CMT) results and the 2011 Connecticut Academic Performance Test (CAPT)

The tables below shows this district's performance on the AYP indicators. A district fails AYP if there is a "No" under the AYP Target Met column for BOTH the CMT and the CAPT. Only students who were enrolled in this district the full academic year were included in these calculations.

Connecticut Mastery Test (CMT) Results (Grades 3 through 8)

Subgroup	Participation Rate** (95% participation needed)										% At or Above Proficient									
	Mathematics					Reading					Mathematics (91% proficient needed)					Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?		
Whole District	1,581	100.0	99.9	99.8	Yes	1,562	99.9	99.9	99.8	Yes	82.6	3.1	85.8	No	75.4	4.0	79.4	No		
American Indian or Alaska Native	13					13														
Asian	61	100.0	100.0	99.7	Yes	54	100.0	100.0	98.7	Yes	90.7	9.4	100.0	Yes	81.5	12.7	94.2	Yes		
Black or African American	221	100.0	100.0	99.8	Yes	220	100.0	100.0	100.0	Yes	67.0	7.9	74.9	No	61.2	8.5	69.6	No		
Hispanic/Latino	196	100.0	99.7	99.8	Yes	190	100.0	100.0	100.0	Yes	62.6	8.7	71.3	No	56.4	9.1	65.6	No		
White	1,085	100.0	100.0	99.9	Yes	1,080	99.8	99.9	99.8	Yes	88.5	3.2	91.7	Yes	81.0	4.1	85.1	No		
Native Hawaiian or Other Pacific Islander	0					0														
More than one race	5					5														
English Language Learners	40	100.0	100.0	100.0	Yes	21														
Students with Disabilities	183	100.0	99.7	99.5	Yes	182	99.5	99.7	99.6	Yes	49.5	8.8	58.2	No	39.6	8.9	48.4	No		
Economically Disadvantaged	624	100.0	100.0	99.9	Yes	610	100.0	100.0	99.8	Yes	70.1	4.9	75.0	No	60.0	5.6	65.6	No		
Additional Academic Indicator: Writing																		Yes		

Legend: - : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

Connecticut Academic Performance Test (CAPT) Results (Grade 10)

Subgroup	Participation Rate** (95% participation needed)										% At or Above Proficient									
	Mathematics					Reading					Mathematics (90% proficient needed)					Reading (91% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?		
Whole District	245	99.6	99.6	99.7	Yes	241	99.2	99.4	99.5	Yes	73.5	7.7	81.2	No	77.0	10.6	87.5	No		
American Indian or Alaska Native	1					1														
Asian	20					19														
Black or African American	28					28														
Hispanic/Latino	22					21														
White	174	99.4	99.5	99.6	Yes	172	98.8	99.2	99.3	Yes	82.5	7.8	90.3	Yes	79.1	11.2	90.3	No		
Native Hawaiian or Other Pacific Islander	0					0														
More than one race	0					0														
English Language Learners	6					5														
Students with Disabilities	25					25														
Economically Disadvantaged	79	98.7	98.7	98.2	Yes	76	98.7	98.7	99.2	Yes	52.0	13.9	65.9	No	65.8	15.4	81.2	No		
Additional Academic Indicator: Graduation Rate																		Yes		

Legend: - : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.