


**WOODBURY CITY PUBLIC SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
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Joseph Jones, III
SUPERINTENDENT

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Dear Jr.-Sr. High School Parents/Guardians:

We are dedicated to providing all students with the educational foundation necessary to succeed in school and in life. To ensure your child's success, we have set high standards that are reflected in what is taught in our classrooms. The *No Child Left Behind Act (NCLB)* reauthorization of the *Elementary and Secondary Education Act (ESEA)* requires that adequate yearly progress (AYP) in language arts literacy and mathematics be measured annually for each school in New Jersey.

AYP for the middle and high schools is based primarily on the results of the New Jersey state assessments. The NJ ASK is given to grades 6 through 8 and the HSPA is given to students in grade 11. (Those high school students who do not achieve proficient scores in the grade 11 test can retake it in grade 12.) Schools must meet the state's academic proficiency benchmarks, as well as other indicators such as test participation and attendance or drop-out rate, to make AYP. These benchmarks increase on an incremental basis every three years.

Schools that do not make AYP for one year (Year 1) receive an Early Warning designation to alert them that students did not meet at least one of the AYP indicators. If a school does not make AYP for *two or more* consecutive years in the same content area (language arts literacy and mathematics) it is identified as a school in need of improvement and certain sanctions must be applied.

Because Woodbury Jr.-Sr. High School houses grades 6 through 12, the school is required to meet all the AYP expectations for the Middle Grades and the High School Grades each year in order for the Jr.-Sr. High School to be determined to meet the definition of AYP.

The New Jersey Department of Education has just released the 2011 AYP results and we are required to notify the community of our current AYP status. I am pleased to report that for this 2011 AYP report on testing, the Senior High School met all the testing requirements for the High School Proficiency Assessment. Unfortunately, our Junior High School failed to meet the AYP standard in the area of Language Arts Literacy for certain subgroups of students -- Total Population, African American, and Economically Disadvantaged -- during this same time frame. Note that the Junior High School did meet the required mathematics proficiency for all groups of students.

The school improvement requirements that apply to the Jr.-Sr. High School are associated with Year 4 status. Entering this school year, the Junior High was at Year 4 due to the results on mathematics testing from prior years. Since the school has now met AYP for mathematics, it is considered to be in a "HOLD" status. One more successful year, and the mathematics label of concern is removed.

Supplemental Educational Service (SES) will be available to a select group of students. These services, such as tutoring, are offered to students who meet certain income criteria. In addition, during the 2009-10 school year, the Woodbury Jr.-Sr. High School participated in a Collaborative Assessment and Planning for Achievement (CAPA) scholastic audit conducted by a team of school improvement experts affiliated with the New Jersey Department of Education. CAPA is part of a statewide system of support and the oversight of this audit continued through last school year and into this upcoming 2011-12 school year.

Excellence Through Tradition and Innovation

For more information about these sanctions, please see the attached information sheet.

All schools "in need of improvement" that receive federal Title I funds must assemble a school improvement committee to develop an annual school improvement plan (Title I Unified Plan) that identifies areas of need and programs and activities to help increase student achievement. All schools must involve parents and the community for input as the Title I Unified Plan is developed. As a parent, you are encouraged to contact your child's school principal to provide input to the school improvement plan and see how you can become involved in helping the school address its achievement issues.

Some of the steps we have already taken or plan to implement this year to address the problem(s) that placed your child's school in improvement status include the following: Our mathematics and language arts literacy curricula have been recently enhanced and include an accelerated pacing for all students. Students who have been identified as needing extra support have been assigned to a support class that aligns with the regular class and helps ensure success. Additionally, our teachers in the 6th, 7th, and 8th grades have been part of sustained professional development over the course of the last few years; this work has been tied to a district-wide focus on differentiated instructional strategies. The state is also active in helping the school and district achieve its academic goals by sponsoring trainings, utilizing school support teams (CAPA), and providing guidance.

We want to continue serving your child, and we'll use all the resources available to help our students achieve. An important part of this effort involves parental involvement and support. The district and each school must develop and implement a parental involvement policy. We encourage you to become involved in this and other initiatives at your child's school by contacting Mrs. Denise Dunham, Principal, at (856) 853-0123, 220. Building and maintaining a high-quality school is a job for the entire community.

We will continue to communicate with you throughout the year regarding the school improvement efforts underway and hope you will join us in supporting our students and teachers as we work toward reaching our goals for next year.

Sincerely,



Joseph Jones, III
Superintendent

School Improvement Checklist for Woodbury Jr.-Sr. High School

- **Early Warning:** A school that does not make AYP for one year is placed into “early warning” status.
- **Year 2 – In Need of Improvement/School Choice:** A school that does not make AYP for two consecutive years in the same content area is designated as a “school in need of improvement.” Parental notification is required. For Title I schools certain interventions apply, including intradistrict school choice (or supplemental educational services if choice is not available), and development of a school improvement plan (Title I Unified Plan). The district must offer the school technical assistance to address the areas that caused the school to be in improvement.
- **Year 3 – In Need of Improvement/Supplemental Educational Services (SES):** A school that does not make AYP for three consecutive years in the same content area continues to be identified as a “school in need of improvement.” The Title I school must continue to offer intradistrict school choice and must *also* offer SES to eligible students. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) is updated annually.

The state offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.

- **Year 4 – Corrective Action:** A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. The Title I school must continue to offer SES, notify parents of the school’s status, revises its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the state.

The district must take at least one of the following corrective actions:

- Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
- Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.
- Extend the length of the school year or school day.
- Replace the school staff who are deemed relevant to the school not making adequate progress.
- Significantly decrease management authority at the school.
- Restructure the internal organization of the school.
- Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school’s continued inability to make AYP.

Adequate Yearly Progress (AYP) Fact Sheet

This chart identifies the level of proficiency a school must achieve based on the annual state assessments.

Subject	Percent of Students Proficient	
	Middle School Grades 6-8	High School
Language Arts Literacy (Reading/Writing)	86%	92%
Mathematics	80%	86%

AYP is calculated for the total school population and for subgroups with students who have been enrolled in the school for the full academic year. The subgroups are as follows:

- Total Population
- Students with Disabilities
- Limited English Proficient
- White
- African-American
- Asian/Pacific Islander
- American Indian/Native American
- Hispanic
- Other
- Economically Disadvantaged

NCLB allows for a "safe harbor" provision so that schools are not penalized for a particular student group's performance being below the goal, providing sufficient progress is made. For example, if a student group did not make a performance indicator but improved its performance by decreasing the number of students not proficient by at least 10 percent over the previous year, that student group would make AYP by qualifying for the safe harbor provision.