


**WOODBURY CITY PUBLIC SCHOOL DISTRICT  
OFFICE OF THE SUPERINTENDENT  
25 NORTH BROAD STREET  
WOODBURY, NEW JERSEY 08096  
(856) 853-0123, EXTENSION 230**



Joseph Jones, III  
SUPERINTENDENT

August 18, 2009

Dear Evergreen Avenue 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) requires that adequate yearly progress (AYP) in language arts literacy and mathematics be measured annually for each school in New Jersey.

AYP for is based primarily on the results of the New Jersey state assessments given to students in grades 3-8 (Assessment of Skills and Knowledge) and grade 11 (High School Proficiency Assessment). Schools must meet the state's academic proficiency benchmarks, as well as other indicators such as test participation and a secondary indicator (drop-out rate for high schools and attendance rate for elementary and middle schools) to make AYP. These benchmarks increase on an incremental basis until 2014 when all students are expected to reach academic proficiency.

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 a school in need of improvement and certain sanctions must be applied.

For the most recent Spring 2009 testing cycle, the state has changed the proficiency cut-off scores on the tests in grades 3 and 4. As a result, new AYP calculations for the upcoming 2009-10 school year for schools containing these grade spans have not been determined yet. Therefore, we have been instructed to inform you that our AYP status for the new school year will remain the same as last year.

Prior year testing placed Evergreen Avenue School in "Year 3" of School Improvement Status. In the Spring 2008 testing cycle, the school met 38 of the possible 41 indicators.

Schools that do not make AYP for three consecutive years in the same content areas (language arts literacy or mathematics) are identified as "in need of improvement" by the New Jersey Department of Education (NJDOE) and must provide school choice and supplemental educational services.

School Choice: As I assume you are aware, the Woodbury City Public Schools already have a "School Choice" option. Therefore, no additional action is required in conjunction with school choice. If you desire more specific information regarding this choice option, you may contact me directly at 856-853-0123, ext. 230.

Supplemental Educational Services (SES): These services, such as tutoring, will be offered to students who meet certain income criteria. Parents of eligible students will receive a subsequent mailing in October which will offer the option to request tutoring (SES) for their child outside of the regular school day. The families will be provided with a state-approved list of SES providers. This list describes the services, qualifications, and evidence of effectiveness for each provider.

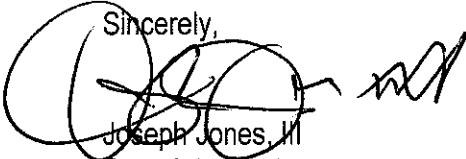
In Year 3 status, the school may receive a Collaborative Assessment for Planning and Achievement (CAPA) scholastic audit from a team of school improvement experts. CAPA is part of a statewide system of support.

All schools in need of improvement that receive federal Title I funds must assemble a school improvement committee to develop a school improvement 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 issues that placed your child's school in improvement status include the following: a new standards-based program in language arts, the addition of academic coaches in mathematics and language arts to work with all teachers, and a new "Response Classroom" approach for grades 2-5. The state is also active in helping the school and district achieve its academic goals by sponsoring trainings, school support teams (CAPA), and 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 the principal, Mrs. Tonya Breland, at (856) 853-0123, ext. 142. 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 this coming school year.

Sincerely,  
  
Joseph Jones, III  
Superintendent

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## **School Improvement Checklist for EVERGREEN AVENUE ELEMENTARY SCHOOL**

- **Year 2 – School Choice:** Under NCLB, schools that did not make AYP for two consecutive years must offer students the opportunity to transfer to a high-performing school within the district if capacity is available. Under this school choice option, your child may transfer to Walnut Street Elementary School. The school district has certain obligations to provide or pay for transportation to the choice school. If you would like your child to be considered for transfer for the 2009-10 school year, please notify the school principal in writing by September 1, 2009, so we can begin arrangements for these services. You will be contacted to discuss the specifics of your request. If you wish your child to remain at his/her current school, no action on your part is required.
  
- **Year 3 – Supplemental Educational Services:** These services, such as tutoring, are offered over and above those ordinarily provided in the regular classroom during the normal school day and after-school program. *Students must be income-eligible to receive SES.* Parents will be notified separately if their child is eligible. SES providers must be state-approved and posted on the New Jersey Department of Education Web site at [www.nj.gov/cgi-bin/education/title1/ssp.pl?string=r&maxhits=10000](http://www.nj.gov/cgi-bin/education/title1/ssp.pl?string=r&maxhits=10000). If you exercise this option and *your child is eligible*, the school must pay for these services, up to a threshold, using Title I funds. You will receive a list of local providers describing the services, qualifications, and evidence of effectiveness for each provider. Upon request, your child's teacher or principal will assist you in selecting an appropriate provider.

## Adequate Yearly Progress (AYP) Fact Sheet

This chart identifies the level of proficiency a school must achieve based on the annual state assessments. The targets for the 2009-10 school year are as follows:

Subject	Percent of Students Proficient		
	Elementary Grades (3-4-5)	Middle Grades (6-7-8)	High School Grade 11
Language Arts Literacy (Reading/Writing)	73%	72%	85%
Mathematics	69%	61%	74%

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 the student group improved its performance by decreasing the number of students not proficient by at least 10 percent over the previous year, the student group would make AYP by qualifying for the safe harbor provision.