


**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

September 4, 2009

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.

I am pleased to report that 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 mathematics for certain subgroups of students – Special Education, African American, and Economically Disadvantaged. Note that the school did meet the required mathematics proficiency for all students when viewed as a total group.

The school improvement requirements that apply to the Jr.-Sr. High School are associated with Year 3 status and include the following --

Supplemental Educational Service. These services, such as tutoring, are offered to students who meet certain income criteria. In year 3, your child's school may receive a Collaborative Assessment and Planning for Achievement (CAPA) scholastic audit from a team of school improvement experts. CAPA is part of a statewide system of support.

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

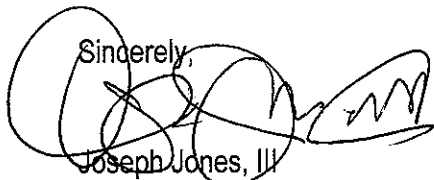
All schools in need of improvement that receive federal Title I funds must assemble a school improvement committee to develop an annual school improvement plan (Title I Unified Plan) that identifies areas of need and programs and activities to help increase student achievement. All schools must involve 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 curriculum has been recently enhanced and includes an accelerated pacing for all students. Students who have been identified as needing extra support have been assigned to a Mathematics Support class that aligns with the regular class and helps ensure success. Additionally, our mathematics teachers in the 7th and 8th grades have been part of sustained professional development over the course of the last few years; this work has been tied directly to the new mathematics standards tested. 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 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,

A handwritten signature in black ink, appearing to read "Joseph Jones, III", written over a circular stamp or seal.

Joseph Jones, III
Superintendent

School Improvement Checklist for Woodbury Jr.-Sr. High 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. Our district is unable to offer choice since there is only one building housing the junior and senior high school grades. In lieu of school choice, supplemental educational services (SES) is offered to income-eligible students. (See below for more information.)
- **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. 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.

Subject	Percent of Students Proficient	
	Middle School Grades 6-8	High School
Language Arts Literacy (Reading/Writing)	72%	85%
Mathematics	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 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.