

September 8, 2009

Dear Parents:

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 is based primarily on the results of the New Jersey state assessments given to students in grades 3 through 8 and grade 11. Schools must meet the state's academic proficiency benchmarks, as well as other indicators such as test participation and attendance, 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 a school in need of improvement and certain sanctions must be applied.

The following schools in our district have not made AYP and have been identified for improvement as follows: John H. Glenn School is Year 2 Choice. Also shown is how these schools compare academically in language arts literacy and mathematics to other schools in our district and the state. <http://education.state.nj.us/rc/> The latest State Report Card for the District can be found on our school website at <http://www.pinehill.k12.nj.us/>

The school improvement requirements that apply to your child's school are checked off below. For more information about these sanctions, please see the attached information sheet. **John H. Glenn in School Choice.**

- Year 1 – Early Warning:** There are no school improvements requirements. Notification to parents of the SINI status is optional.
- Year 2 – School Choice:** Your child may transfer to a high-performing school in the district.
- Year 2 – Supplemental Educational Services:** Our district is unable to provide the choice option; supplemental educational services (SES) is available to income-eligible students.
- √ Years 2 & 3 – Supplemental Educational Services:** These services, such as tutoring, are offered to students who meet certain income criteria. In Year 3, your 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.
- Year 4 – Corrective Action:** In addition to school choice and SES, corrective action schools must take additional steps to improve students' academic performance. In Year 4, your school will receive a Collaborative Assessment for Planning and Achievement (CAPA) scholastic audit from a team of school improvement experts if the visit was not conducted in Year 3. Your child's school was identified for corrective action for the following reasons:
- Year 5 – Planning for Restructuring:** Because the school has not made AYP for five consecutive years, the district must restructure it, developing an alternate governance plan during Year 5. You will receive additional information regarding parent input into the restructuring plan.
- Year 6 – Restructuring:** The school has not made AYP for six consecutive years and is now in restructuring. The CAPA team, part of the statewide system of support, conducts a three-day visit to the school to review implementation of the restructuring plan and offer recommendations for district support.

- ❑ **Year 7 – Restructuring:** The school has not made AYP for seven consecutive years and is now in restructuring for the second year. The CAPA team meets with school and district administrators to continually review implementation of the restructuring plan.

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 in Year 5, planning for restructuring, must involve parents and the community for input as the restructuring 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:

John H. Glenn School

1. New Reading Program at John H. Glenn School
2. Reading Specialist at John H. Glenn School.
3. Increase Reading instructional time at John H. Glenn School
4. After school program at John H. Glenn School.
5. Summer Program at John H. Glenn School.
6. More support teachers working with At-Risk Students at John H. Glenn School.
7. Special Training in Reading for all of John H. Glenn Staff
8. Many parent events including ASK night, conferences and open house.
9. The creation of teacher teams to analyze benchmark and test data.
10. Curriculum aligned to the NJ Core Content Standards
11. EdLine Parent Portal for parent involvement
12. Infusing of Smart Board technology

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 us 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 principals at the school.

John H. Glenn School Principal
Mr. James Vacca
856-783-4100 x 1010

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,

Kenneth P. Koczur

Kenneth P. Koczur, Ed. D.
Chief School Administrator

School Improvement Checklist for John H. Glenn 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. Your child may transfer to one of the following school(s) **Dr. Albert Bean School**. Attached is an information sheet on the academic record, programs, and other features of these choice schools. 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 during the **08-09** school year, please notify the school principal in writing by Feb29, 2008 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.

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		
	Elementary Grades 3, 4, & 5	Middle Grades 6, 7, & 8	High School Grade 11
Language Arts Literacy (Reading/Writing)	82%	76%	85%
Mathematics	73%	62%	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.