

# LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

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687 ROUTE 9, CAPE MAY, NJ 08204-4697



**JACK J. PFIZENMAYER**

*Superintendent*

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September 8, 2010

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/dropout rate, to make AYP. These benchmarks increase on an incremental basis every three years.

If a school does not make AYP for *two or more* consecutive years in the same content area for each subgroup population it is identified a school in need of improvement and certain actions must be applied. (Please refer to the attached AYP Fact sheet.) Unfortunately student performance has not improved at a rate sufficient to prevent the need for us to notify you that the Richard M Teitelman School has been defined as "in need of improvement Year 2". Specifically, one subgroup population of students did not make sufficient progress in Mathematics for two consecutive years. You may also see at <http://education.state.nj.us/rc/nclb09/reports/09/2820/09-2820-060.html> how Teitelman Students perform relative to the State Average. Student performance is near the state average in Language Arts and slightly below average in Mathematics.

**X Year 2 – Supplemental Educational Services:** Our district is unable to provide the choice option because there are no other schools with the same grade span in the District. Supplemental educational services (SES) are available to income-eligible students. Families will be notified through a separate letter.

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. 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 that placed your child's school in improvement status include providing Supplemental Educational Services (SES) by outside agencies after school hours, a multitude of after school help programs, working with teachers to analyze student performance data and planning instruction, and closely monitoring and responding to individual student performance. 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 will continue to 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 continue to 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 Mr. Greg Lasher, Acting Principal at 609 884-3475 x214. 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 "Jack Pfizenmayer", with a stylized flourish at the end.

Jack Pfizenmayer  
Chief School Administrator

## School Improvement Checklist for Richard M Teitelman School - Year 2

**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. This option is not available because there is only one school at this grade level in our District.

**Year 2 – Supplemental Educational Services:** Our district is unable to provide the choice option. In lieu of school choice, supplemental educational services (SES) is offered to income-eligible students. Additional notification is being sent to income eligible families.

### Adequate Yearly Progress (AYP) Fact Sheet

This chart identifies the level of proficiency a school must achieve based on the annual state assessments given during the 2009-2010 school year. These results are used to determine a school's improvement status for the 2010-2011 school year.

Subject	Percent of Students Proficient		
	Elementary Grades 3, 4, & 5	Middle Grades 6, 7, & 8	High School Grade 11
Language Arts Literacy (Reading/Writing)	59%	72%	85%
Mathematics	66%	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.