

GLOUCESTER CITY PUBLIC SCHOOLS

An equal opportunity employer

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Dear Parent/Guardian

The mission of the Gloucester City Public Schools *is the embodiment of visionary leadership, involved community, and individual needs. It is characterized by a holistic approach, by technological innovation, and by the development of socially responsible citizens. All students in the Gloucester City School District will be able to demonstrate the skills as outlined in the New Jersey Core Curriculum Content Standards. The students of the Gloucester City Schools will become contributing members of a changing economy and be prepared and committed to life long learning.* That is a broad and far-reaching mission. The teachers and staff of our schools work toward achieving that mission every day.

The No Child Left Behind Act (NCLB) has one narrowly focused mission, to measure student achievement through specific tests. NCLB determines effectiveness of schools by counting the percentage of students who achieve proficiency on those tests at specific grade levels. The required levels of proficiency are called Adequate Yearly Progress (AYP). The state has established grade levels and subgroups for AYP as identified below:

Grade levels	Subgroups
Grades 3 to 5 combined	Special Education
	Limited English Proficient (Non-English speakers)
Grades 6 to 8 combined	Economically disadvantaged
	African-American
	Hispanic
	Asian/Pacific Islander
Grade 11	American Indian/Native American
	Other groups

The state has determined AYP benchmarks, required levels of proficiencies, that all students in the groups must meet and that they shall increase every three years. Currently, they are:

	Percent of All Students Proficient		
	Grades 3, 4, & 5	Grades 6, 7, & 8	Grade 11
Language Arts Literacy AYP	79%	86%	92%
Mathematics AYP	83%	80%	86%

If a school has any one subgroup that falls below the level of proficiency at any grade level, steps are to be taken. After two years with a group falling below AYP, schools must offer supplemental services to income eligible students. In the fourth year, corrective action is also to be taken. Further steps are required beyond that.

We are intent on continuing the improvement in student achievement. Some of the steps we have taken during that time include providing transition courses for students entering high school, focusing on the analysis of student test data, implementing curriculum benchmark assessments to determine progress of students during the school year, providing extensive professional development for teachers, increasing in-class support opportunities for special education students and offering extended day and extended year enrichment activities.

An important part of student achievement is parental involvement. We encourage you to become more involved with your child's school by contacting the school's principal. There are many opportunities for parents to be involved in school programs and helping to set direction. All of us hope you will take advantage of at least one of these opportunities.

Sincerely

Paul A. Spaventa
Superintendent