

November 8, 2011

Dear Parents/Guardians:

Our school is dedicated to ensuring that our students succeed. While we have always held high expectations for our students, the federal No Child Left Behind Act of 2001 (NCLB) has set challenging standards for all students to meet.

NCLB requires districts to teach grade-level standards, use the most effective instructional strategies for teaching students, and assess their progress annually. A school's progress is determined by adequate yearly progress (AYP), which is based on how well students do on the state assessments administered to grades 3, 4, 5, 6, 7, 8, and 11.

AYP is required by the US Department of Education for all districts that receive federal funding under the NCLB Act of 2001. To make AYP, each school must achieve language arts literacy and mathematics state benchmarks, and participation targets, measured across ten subgroups of students, divided into categories: total students, students with disabilities, limited English proficient, White, African American, Asian/Pacific Islander, Native American, Hispanic, economically disadvantaged, and Other. **If one subgroup misses just one target, the school does not make AYP.** Under the federal guidelines, the Galloway Community Charter School did not achieve AYP in middle grades language arts.

The following table compares the performance of the students at the Galloway Community Charter School (GCCS) to the performance of the students in the state. The District Factor Group (DFGA) is reported for Atlantic City, Egg Harbor City, and Pleasantville. DFG CD is reported for Absecon, Brigantine, Egg Harbor Township, Galloway, and Hamilton.

Grade	Subject	Goal	GCCS Total	STATE Total	GCCS DFG A	STATE DFG A	GCCS DFG CD	STATE DFG CD
3 rd	Language Arts	79%	33%	63%	33.3%	41%	50%	56.1%
3 rd	Mathematics	83%	45%	78.9%	58.3%	59.8%	33.3%	75%
4 th	Language Arts	79%	53.3%	62.7%	57.1%	37.8%	55.5%	56.2%
4 th	Mathematics	83%	80%	79.3%	71.4%	61.1%	77.7%	76.1%
5 th	Language Arts	79%	18.1%	60.9%	18.7%	33.5%	14.2%	52.7%
5 th	Math	83%	59%	80.6%	56.2%	61.7%	57.1%	76.2%
6 th	Language Arts	86%	38.4%	66.7%	26.6%	41.4%	54.5%	60.7%
6 th	Mathematics	80%	53.8%	77.4%	66.6%	56.8%	72.7%	73.4%
7 th	Language Arts	86%	25%	63.3%	25%	33.9%	22.2%	56.3%
7 th	Mathematics	80%	25%	65.7%	12.5%	41.8%	44.4%	59.1%
8 th	Language Arts	86%	71.4%	82.1%	60%	58.4%	77.7%	79.7%
8 th	Mathematics	80%	71.4%	71.5%	60%	46.5%	55.5%	66.7%

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 that identifies areas of need and programs and activities to help increase student achievement. I encourage you to provide input to the school improvement plan and become involved in helping us address our achievement issues.

Our faculty is developing and implementing a comprehensive plan that:

- Tracks individual student progress on specific indicators on the standards
- Focuses individual student and classroom activity on the standards
- Reports progress by individual students on specific standards to parents
- Generates a collective data base that allows analysis of the relationship between teaching activity and standards accomplishment.
- Allows teachers to monitor individual and class achievement of specific standards
- Helps teachers to better plan the timing and sequence of teaching activities related to student practice and achievement of the standards

We are firmly committed to achieving our goal of success for every student. Building and maintaining a high-quality school are tasks for the entire community.

If you have any questions, please contact me at extension #1006 or email me at dnataloni@gccscharterchool.org

Sincerely,

Deborah A. Nataloni
Director