

Notice to Parents Regarding District and School Improvement Status

NCLB requires each district to notify parents of any school identified for "School Improvement" of its improvement status.

NCLB School Improvement Parent Notification Letter

- [English Version – Highland High School](#)



Highland Local Schools

3880 Ridge Road • Medina, Ohio 44256
Phone: 330-239-1901 • Fax: 330-239-2456
Akron: 330-686-1901 • Cleveland/Hinckley: 330-278-2727
www.highlandschools.org

Fall – 2010

Dear Parent,

The Highland Local School District is sending you this letter because the Ohio Department of Education has identified the school your child attends, Highland High School, as needing “school improvement.” *The No Child Left Behind Act* that President Bush signed into law in January 2002, requires school districts to identify school buildings within their district that have not made sufficient progress in one or more years for at least two years in a row. This year, Highland High School is in Year Two of School Improvement.

Sufficient progress is defined by both state law and the *No Child Left Behind Act*. There are four components that measure academic growth in schools. This growth is called “Adequate Yearly Progress (AYP).” The components that determine whether a school meets AYP are:

1. Reading (both test scores and the participation rates are counted);
2. Mathematics (both test scores and the participation rates are counted);
3. Attendance Rate; and
4. Graduation Rate.

State and Federal Laws set target goals for these four components. A school must meet every single goal in order to meet AYP. The participation rate goal on all state tests is 95%. The goal for the attendance rate is 93%. The goal for the graduation rate is 73.6%. Building goals for reading and mathematics at the high school level are based on the results of Ohio’s Graduation Test (OGT). A certain percentage of students, in each of ten possible student subgroups, must reach grade-level proficiency in both reading and mathematics for the school to meet AYP.

The ten student groups that must meet their goals for a school to meet AYP are: All Students, African American Students, American Indian/Native Alaskan Students, Asian/Pacific Islander Students, Hispanic Students, Multiracial Students, White Students, Students with Disabilities, Students with Limited English Proficiency, and Economically Disadvantaged Students. If any group does not meet AYP in reading or mathematics, or if the All Students group does not meet AYP in reading, mathematics, attendance rate, or graduation rate, then the entire school will not meet AYP. To enter School Improvement, a school has to miss AYP in the same component for two consecutive years.

To exit School Improvement, a school has to meet AYP for two consecutive years in the component that it originally missed, and not be in improvement for any other component. If a school in improvement meets its AYP goals for one year, it will go into “Delay.” If it meets its AYP goals the next year, it will exit School Improvement. However, if it does not meet its AYP goals the next year, it will move into the next year of School Improvement.

These are Highland High School’s AYP results for the past school year: Reading – AYP Not Met for Students with Disabilities, Mathematics – AYP Not Met for Students with Disabilities, Attendance Rate – AYP Met, Graduation Rate – AYP Met. Based on these results, Highland High School has been identified for Year Two of School Improvement for the 2010-2011 school year.

Improving the academic issues that caused a school to go into School Improvement requires parental involvement. Parents can work with schools in many ways to help increase academic achievement, no matter how old their children are. Ideas for helping improve your child’s academic performance include: allowing for plenty of study time at home, teaching the importance of education to your child, making sure your child gets to school on time and every day, being aware of extra resources that can help your child (for example, tutoring or after-school programs), talking with your child’s school and district about ideas for improvement, being familiar with the School Improvement Plan that addresses the problems causing the school to be in School Improvement, and taking part in the school’s improvement strategies.

Catherine L. Aukerman, Superintendent

Mary M. Markle
Treasurer

Laurie Boedicker
Director of Curriculum & Instruction

John Opperman, Ph.D.
Director of Special Education

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The *No Child Left Behind Act* describes what the State and the district must do when a school is in School Improvement. The school district is required to provide this notice to parents, explaining why a school is in improvement and giving ideas for how parents can help. The State also provides support and technical assistance that districts or schools may request to help them meet their academic goals.

The school must develop or revise a School Improvement Plan no more than three months after it is identified for School Improvement. It must consult with parents, school staff, and other appropriate people when creating its plan. You can find information about the School Improvement Plan and its requirements on the Ohio Department of Education's web site at: http://ccip.ode.state.oh.us/doclib_group.asp?DocGroupID=1783 ,

on the United States Department of Education's web site at: <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf> ,

or by calling ODE's Office of Federal Programs at 614-466-4161.

Please review the reason that Highland High School is in improvement status. We encourage your help in making sure that all students in our community receive an education that brings them success.

Sincerely,

Catherine Aukerman
Superintendent

Pete Ulrich
Principal, Highland High School

Catherine L. Aukerman, Superintendent

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