

Sample News Release: Adequate Yearly Progress

(Local school boards can use this sample news release to explain their schools' Adequate Yearly Progress status under the federal No Child Left Behind Act.)

FOR IMMEDIATE RELEASE

CONTACT: [Name of School District Spokesperson]
[Office and home telephone numbers]

[Name] Board of Education Addresses 'No Child Left Behind' Report

[NAME of Municipality], [Date], 2003—As the New Jersey State Department of Education begins releasing federally required academic progress reports on local public schools this month, the president of the [*school district name*] Board of Education noted that the district is initiating strategies to help students build upon their academic progress.

The school district's goal is that all students meet and exceed requirements of the federal No Child Left Behind (NCLB) Act, [*full name of board president*], board president, said today.

Signed into law by President Bush in 2002, No Child Left Behind requires that all students meet proficiency levels on state tests by 2014. To reach 100-percent proficiency, states have set incremental benchmarks to determine Adequate Yearly Progress (AYP). These targets establish the percentage of students in each school—and the percentage of students in each of a number of subgroups within that school—who must score “proficient” or higher on state exams.

If the entire student population—or any one of the subgroups—does not meet the targets, the school is deemed not to have made Adequate Yearly Progress under No Child Left Behind Act.

“No Child Left Behind is based on an admirable principle: Closing achievement gaps and ensuring quality education all children,” said [*last name of board president*]. “That’s a goal we support. And we are confident that the commitment and support of our staff and parents will continue to have a positive impact for our children’s education.”

- more -



Adequate Yearly Progress/add 1

During the past two years, more than ____ percent of [*name of district*] students in grades 4, 8 and 11 demonstrated proficiency in language arts literacy and mathematics.

1. For districts where schools did not make AYP due to subgroup results:

“The general student population in each of our schools attained Adequate Yearly Progress this year,” [*last name of board president*] explained. “However, the law also requires that we track the progress of the subgroups of students. These subgroups are held to the same standards as the general school population. If any one of them does not make AYP, then the entire school is deemed not to have made adequate progress.

“That’s what happened here. One or more of these subgroups [*identify subgroup(s)*] did not make adequate academic progress in some of our schools.”

2. For districts where schools did not make AYP due to overall results:

“Our school board is seriously concerned that [*number*] of our schools did not make adequate progress,” said [*last name of board president*]. “New Jersey’s current AYP targets will stay in effect for another year. We are committed to applying any additional resources we have available to programs and initiatives that will enable all of our schools to attain Adequate Yearly Progress by next year.”

[Here or on a separate list, cite schools, their AYP status.]

[*Last name of board president*] noted that the [*name of district*] school district has several programs in place designed to help all students achieve state and local academic standards. [List programs in place and others that will be implemented.]

“The [*name of school district*] Public Schools remain firmly committed to meeting the needs of every student and to helping them achieve to their fullest,” said [*last name of board president*].

“The [*name of school district*] Board of Education believes that, with the dedication of staff, the support of families and adequate resources, all children can succeed.”

For more information, visit the [*name of district*]’s Web site at [*Web address*].

#####

