



Prince George's County Public Schools
 14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

William R. Hite, Ed.D.
Superintendent of Schools

September 30, 2011

Dear Parent/Guardian:

The Federal No Child Left Behind Act of 2001 (NCLB) requires schools to meet annual State achievement targets in reading and mathematics. State targets have also been established in attendance for elementary and middle schools and in graduation for high schools. The Maryland State Department of Education (MSDE) annually releases a report on the progress schools are making toward achieving those standards. The report identifies whether schools have made "adequate yearly progress" (AYP) based on the targets. In order to make AYP, a school must achieve all its targets in each of the reported areas.

If a school misses the target in the same reported area for two consecutive years, that school is identified for improvement. On July 1, 2008, the Maryland State Department of Education received approval from the U.S. Department of Education to implement a "differentiated accountability system" pilot proposal that allows Maryland to distinguish between schools in improvement that need substantial help and those close to meeting achievement goals. Under the "differentiated accountability system," schools are placed in one of two pathways: **Comprehensive Needs** or **Focused Needs**. They are further identified according to stages: **Developing** or **Priority**. Those in the first three years of improvement are placed in the Developing Stage. Those in restructuring planning and implementation are identified in the Priority Stage. School improvement (SI) designations are: SI Year 1, SI Year 2, Corrective Action, Restructuring-Planning, and Restructuring-Implementation. Please be aware that many good schools which are achieving and making significant progress may not make AYP and, subsequently, be assigned to school improvement.

Fairmont Heights High School has been identified by MSDE as a school in **SI Year One**. Under the "differentiated accountability system" the school's pathway and stage is: **Comprehensive Developing**.

Summary Table for: Fairmont Heights High School

2011 AYP: **Not MET**

Groups of Students	Reading	Math	Attendance/ Graduation Rate	PGCPS		STATE	
				Reading	Math	Reading	Math
All Students	Not Met	Not Met	Met	Not Met	Not Met	Met	Met
American Indian/Alaska Native	*	*		Met	Met	Met	Met
Asian	*	*		Met	Met	Met	Met
Black or African American	Not Met	Met		Not Met	Not Met	Not Met	Met
Hispanic/Latino of any race	Met	Met		Not Met	Not Met	Met	Met
Native Hawaiian or Other Pacific Islander	*	*		*	*	Met	Met
White	na	na		Met	Met	Met	Met
Two or more races	*	*		Met	Met	Met	Met
Free/Reduced Meals	Not Met	Not Met		Not Met	Not Met	Not Met	Met
Special Education	Not Met	Not Met		Not Met	Not Met	Met	Not Met
Limited English Proficient	na	na		Not Met	Not Met	Met	Met

(*) - Indicates no students or fewer than 10 students in category. (na) - Indicates too few students for AYP rules.

Explanation of what the identification means

Schools that do not make AYP must develop a two-year school improvement plan addressing the academic issues that caused the school to move into school improvement. Both parents and school staff must have the opportunity to participate in the development of the school improvement plan.

Explanation of what the school is doing to address academic achievement

Goals and objectives delineated in the Bridge to Excellence Master Plan guide the academic programs and activities for all schools. A standards-based curriculum has been instituted along with targeted staff development, literacy coaching and an enhanced mathematics program. Last spring, the system began the implementation of the Data Warehouse, an instructional reporting system, to provide timely data to teachers and instructional leaders. The Data Warehouse allows teachers to see their students' performance on assessments and grades. This allows teachers to uncover students' sub-skill problems and make appropriate instructional modifications and thus prescribe targeted instruction. Additionally, each school has developed specific strategies and interventions to address academic needs derived from a comprehensive needs assessment.

Explanation of how PGCPs and MSDE will help the school address achievement

The Maryland State Department of Education and Prince George's County Public Schools collaborate to ensure that schools identified for improvement receive technical assistance and additional resources. The school system is working diligently to address the needs of all schools that have been identified for school improvement. Assistance will be school specific and targeted to various intervention programs (i.e., MSDE Breakthrough Center, Small Learning Communities, Collaborative Planning, Data Inquiry, etc.). Enhanced funding for extended learning programs may be provided as well.

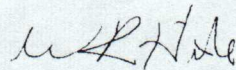
Reorganization of the PGCPs central office will provide enhanced site specific support and interventions to help schools reach key performance indicators, build leadership, and teacher capacity.

Explanation of how parents can become involved in addressing the academic issues

As a parent or guardian, you can help the school raise students' performance by attending parent school meetings, serving on the School Planning and Management Team (SPMT), volunteering to help with school functions and classroom activities, supporting and reinforcing your child's good study habits, reviewing your child's homework and test results, and setting goals with your child for continued academic improvement.

You are encouraged to continue to support the school and to take advantage of the additional resources provided to schools in improvement. Please contact the principal at **301-925-1360** for questions or information about the status of your school. Additional information can also be found at www1.pgcp.org or www.marylandpublicschools.org.

Sincerely,



William R. Hite, Jr., Ed.D.
Superintendent of Schools

WRH:SMJ:mml

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