

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Kristine diCoio (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Edward T. Hamilton School (As it should appear in the official records)

School Mailing Address 23 Northgate Drive (If address is P.O. Box, also include street address)

Voorhees NJ 08043-4803 City State Zip Code+4 (9 digits total)

Tel. (856)767-4888 Fax (856)753-2894

Website/URL www.voorhees.k12.nj.us/hamilton/ Email dicoio@voorhees.k12.nj.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date: March 25, 2003 (Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Raymond J. Brosel, Jr. (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Voorhees Township Public Schools Tel. (856) 751-8446

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date: March 25, 2003 (Superintendent's Signature)

Name of School Board President/Chairperson Mr. Richard Wojdon, President (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date: March 25, 2003 (School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: ___4___ Elementary schools
 ___1___ Middle school
 _____ Junior high schools
 _____ High schools

 ___5___ TOTAL

2. District Per Pupil Expenditure: \$9899___

 Average State Per Pupil Expenditure: \$9879___

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. ___12___ Number of years the principal has been in her/his position at this school.

 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-----------|------------|--------------|-------------|
| K | 38 | 37 | 75 | 7 | | | |
| 1 | 47 | 44 | 91 | 8 | | | |
| 2 | 47 | 67 | 114 | 9 | | | |
| 3 | 48 | 37 | 85 | 10 | | | |
| 4 | 56 | 46 | 102 | 11 | | | |
| 5 | 45 | 36 | 81 | 12 | | | |
| 6 | | | | Other | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 548 |

6. Racial/ethnic composition of the students in the school:
- | | |
|------|----------------------------------|
| 84.5 | % White |
| 8.3 | % Black or African American |
| 1.1 | % Hispanic or Latino |
| 6 | % Asian/Pacific Islander |
| 0.1 | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 3 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

| | | |
|------------|--|------------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 7 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 10 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 17 |
| (4) | Total number of students in the school as of October 1 | 563 |
| (5) | Subtotal in row (3) divided by total in row (4) | .03 |
| (6) | Amount in row (5) multiplied by 100 | 3.0 |

8. Limited English Proficient students in the school: 4.6 %
25 Total Number Limited English Proficient

Number of languages represented: **13**

Specify languages: 2 Spanish, 2 Korean, 1 Greek, 2 Arabic, 1 Urdu, 1 Persian, 1 Hebrew, 3 Gujarati, 2 Malayalam, 4 Mandarin, 4, Russian, 1 Punali, and 1 Ukrainian

9. Students eligible for free/reduced-priced meals: 2.5%

14 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
 83 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|--|---|
| <u> 5 </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 5 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 23 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> 45 </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> 5 </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u> 1 </u> | <u> </u> |
| Classroom teachers | <u> 26 </u> | <u> </u> |
| Special resource teachers/specialists | <u> 7 </u> | <u> 1 </u> |
| Paraprofessionals | <u> 10 </u> | <u> 1 </u> |
| Support staff | <u> 9 </u> | <u> 1 </u> |
| Total number | <u> 53 </u> | <u> 3 </u> |

12. Student-“classroom teacher” ratio: 21:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96.6% | 95.9% | 96.1% | 96.3% | 96.7% |
| Daily teacher attendance | 97.6% | 97.7% | 97.8% | 96.8% | 98.0% |
| Teacher turnover rate | 0 | 0.057% | 0 | 0 | 0 |
| Student dropout rate – N/A | | | | | |
| Student drop-off rate – N/A | | | | | |

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Edward T. Hamilton School, in Voorhees Township, New Jersey, is not the ordinary suburban elementary school. With a population of 548 students, fifty-three staff members, and one administrator, Hamilton's community reflects a UNITED force. Bound together by students, staff, and parents, our mission fosters a learning community. We celebrate and enhance the special gifts of every child.

United in our conviction about the uniqueness of children, we reach out to develop well-rounded individuals. Through our Character Education Program, students learn to respect all human beings and appreciate their differences. With this in mind, our classrooms embrace students with mild to severe disabilities. We treasure our challenged children, for we realize the gifts they bring. Our parents assist with our *Circle of Friends* program, building extraordinary relationships between children. Multicultural activities, such as the *Art Expo* and *International Week*, have woven together history, art, and music of worldwide cultures. Our *Helping Hands Program* UNITES a cozy tapestry of students, parents, and staff in support of disadvantaged students.

Nucleus is a word that describes the *core* of our school. This core, our students, UNITES and drives us toward common goals. Since each child is unique, our teachers design diverse classrooms that uplift our students' strengths. Teachers are encouraged and inspired to use innovative approaches of instruction based on research and experience.

Implementing innovative instruction UNITES and encourages our children to learn. Through professional improvement courses, teachers have invested time and energy toward research and self-improvement. Sharing of "best practices" among teachers, parents, and children enrich our paradigms about how learning happens. Learning and instruction blend a sharing and practicing of plans that really are working!

Tools for learning are available through a variety of materials. We have been fortunate to have an extensive, technology program. Our staff fully integrates all subject areas with technology through expanded instruction and reinforced learning. Students are designing PowerPoint Presentations, experiencing Web Quests and Virtual Field Trips. The students use technology for research in content areas and for writing. Our website UNITES our students and community.
<http://www.voorhees.k12.nj.us/hamilton>

Empowerment allows our staff to fashion a comfortable learning environment. We energize our students' learning capacities by matching our instruction to various learning styles. Open the doors to our classrooms and you will discover flexible programs and a variety of assessment tools. The state's testing program will show we have achieved consistently above State's Standards. Our UNITED force helps children develop confidence. Children use positive verbal expressions to settle social conflicts. They are ready to build a helping-hands leadership role.

Developing values and critical thinking skills in our students creates a valuable citizen of the world. We shape generations each day, a monumental task! Hamilton's UNITED force is launched to meet the challenges of today and tomorrow. We feel confident that our students leave Hamilton with memories: a cozy home for nurturing and wings to fly out into an ever-changing world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of New Jersey statewide testing results.

The total New Jersey Elementary School Proficiency Assessment scores are reported as scale scores in the content areas of Reading/Language Arts Literacy and Mathematics. The scale scores have a range of 100-300 and take into account not only the number of correct responses, but also the level of difficulty of each question on the test. Please note that 100 and 300 are a theoretical floor and ceiling and may not actually be observed. The scale score of 250 is the cut point between Proficient students and Advanced Proficient students. The scale score of 200 is the cut point between Proficient students and Partially Proficient students. The scores range from 100-199, 200-249, and 250-300. The scores of students who are included in the Partially Proficient level (100-199) are considered to be below the state minimum level of proficiency. These students may need additional instructional support, which could be in the form of individual or programmatic intervention. However, as a district we realize the importance of using multiple measures with all students before making decisions about their instructional placement.

The following chart summarizes the New Jersey Proficiency levels:

| | | |
|----------------------|-----------------------|---------------------------------------|
| Partially Proficient | Score between 100-199 | Below state minimum proficiency level |
| Proficient | Score between 200-249 | Meets state proficiency level |
| Advance Proficient | Score between 250-300 | Exceeds state proficiency level |

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Assessment data is used as a catalyst for our instructional, prescriptive style. We constantly practice incorporating assessment tools at the beginning, middle, and end of instruction. Information gleaned from this data assists teachers in determining alternate approaches. Such assessments include open-ended testing, portfolios, annotative records, oral evaluations, teacher-student conferencing, echo reading, and silent signaling cues. Computers, tape-recorded testing, and interactive software are integral parts of extending and adjusting our instruction.

Since our assessments are ongoing, our staff continually self-monitors the evaluation process with these questions:

- Do I need to revisit this objective?
- What additional strategies could I use to support the students who did not reach the objective?
- Did the type of testing affect the students' ability to demonstrate what they have learned?
- What alternative assessment would best meet this child's needs?
- What study strategies can be shared with the parent to help the child prepare for a test?

Our staff realizes and measures each child's success by recognizing the child first. Learning can best be directed when there is a child-centered program. No assessment would be successful without the interaction of teachers, students, and parents. Our practical philosophy is UNITED, and, not surprisingly, our force is at work!

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Hamilton School communicates performance and assessment data to parents, students, and the

community through a variety of materials and activities. Daily progress is noted in our students' assignment books, weekly newsletters, and their individual portfolios. Tests in all subject areas are sent home for parents to sign and return. Some of the activities are unique to our school and demonstrate once again that our UNITED force is working well.

During our Parent-Faculty meetings, updates are given to parents regarding standardized testing and state testing. Parents can go on-line at various times during the year to find out about these results. Our Building Objectives Committee includes a group of parents who assist us in planning for the year's activities. Information is disseminated through their effort to other parents in the community. Our website keeps parents informed about their children's projects. In areas such as art, music, and reading, parents are welcomed to come to the school to see the artwork, listen to their music, and watch the children present stories they have written. Press releases communicate performance and assessment data. Parent-teacher conferences occur throughout the year. Parents and students are informed of their progress through report cards, individual conferencing, oral records, video-taping, and subject portfolios.

4. Describe in one-half page how the school will share its successes with other schools.

There are numerous avenues in which our school's successes are shared with other schools. With our wealth of technological resources, communicating information to other schools has been quite simple. Anyone visiting our school's website would immediately see that it is filled with incredible examples of our students' successes. *Video-Conferencing* and *Distance Learning* allow us to share activities with others. Interested parties e-mail us to find out about our progress. The Principal's Corner, which is part of our website, is a great chance to inform others within our teaching circle of Hamilton's achievements.

Our district-wide convocations and activities expose our school community to what we're doing. We display special art and cultural projects at the local mall, library, and municipal center. Press releases are also another method of apprising others of our performance. We open our doors for educators and parents from other districts to visit during American Education Week and other times of the year. Through our weekly newsletter, The Hamilton Happenings, and our district newsletters, information and accomplishments are shared. Workshops in and outside the district provide staff and parents with opportunities to discuss the advantage of having a UNITED school community. Each member of this team has contributed to our school's many successes.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Our school curriculum is based on the New Jersey State Standards. Technology is integrated throughout the various curriculum areas. Both teachers and students are engaged in producing multimedia presentations and project-based instruction in all curriculum areas. These presentations and lessons allow for students to work at their own pace and in cooperative groups. Our school-wide enrichment program expands the curriculum, providing students with subjects of special interest.

Within the classrooms, our staff embraces inclusion. All students are furnished with the strategies they need to be successful. Team planning for modifications and activities are ongoing. Our inclusion classrooms use a team approach. All staff use multimedia tools to make social studies, science, and language arts come alive. Students who have difficulty with the written word can experience a visual view of the information learned. Our computer software and educational websites reinforce skills and concepts for students. Starting in kindergarten, students are exposed to Spanish. They are taught simple greetings, colors, numbers, and then progress to topics such as family, home, parts of the body, weather, foods, and clothing. Spanish is incorporated in art, music, physical education, and health as well. Our school website has a section dedicated to Spanish words and phrases, giving parents the opportunity to be UNITED in our efforts to instruct students.

Through sharing activities, students are engaged in cooperative groups and partners. In social studies, students have engaged in debating historical issues. Imagine having fifth graders experience the dilemmas of early embattled Americans. Community speakers are invited into the school to talk about local government. Representatives from the *Historical Society* speak to our fifth graders about our history. Students in grades fourth and fifth participate in a Math Tournament and have created web pages for others to access. This program helps students reinforce their math facts. Writing Workshop has energized our parents to help students with their written work. Community volunteers read to students during our reading incentive program. Hands-on science experiments expose the students to the scientific method. Related to the observational approach and questioning, students have been developing higher level thinking skills. Assemblies focus on all curriculum areas, making classroom connections. Class discussions, research, and other projects are carried *beyond* assembly doors into the media center.

Our physical education teacher has taken a step into international waters. She uses map skills and movement to make academic and physical motion. This is a powerful connective approach that integrates the academic with the physical! Imagine learning map skills, cardinal directions, geography, calculating scores, and discovering new vocabulary in the gym setting. We are especially proud that her Winter Carnival has received national acclaim.

Participating in a dedicated effort to gladly teach and touch the future, Hamilton School’s teachers always look for that creative link. Teachable moments are found in new concepts, stories read, and information handled. With such an overflow of information delivered daily, “best practices” in education point to the “tools for learning” every time.

- 2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Our reading curriculum presents our students with a balanced, integrated approach to language arts. The curriculum blends reading, writing, speaking, listening, and spelling through a thematic program. In addition, our curriculum is filled with opportunities for guided reading, literature groups, and writing

workshops. The curriculum is also supported by technology through the reading basal source, software, and mentoring videos. The mentors featured in the videos expose our students to varied careers. Enrichment, remedial, and limited English activities are incorporated to meet the needs of individual students. The curriculum allows the staff to utilize materials of varying levels, continually adjusting teaching and creating flexible groups.

Key to selecting our reading curriculum was its integrated approach to language arts and technology. It also encompasses multi-faceted methods of reading instruction. The literature selections encourage students to develop inferential and critical thinking skills. It furnishes the students with a phonemic awareness, as well as a whole-word approach. Concepts and skills are spiraled throughout the curriculum each year. Assessment is achieved on a daily basis and at the end of each unit. Teachers use the results to plan new learning. Our assessments are varied and take into account the unique learning styles of students.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Part of our mission is to help students fine-tune their own learning. Our learning sculptors use tools to become independent and divergent thinkers. We embrace the science curriculum as a proud example of optimum learning. The students are the nucleus of this learning. Direct instruction is minimal, and learning is approached through experimentation and research. The teacher, as the facilitator motivates and empowers the students to develop science concepts through a discovery approach. In our science classes, cooperative groups require students to work with their classmates. This practice encourages students to learn to accept each person's differences. They also appreciate other ways to approach a problem. Students develop an understanding of the value as a UNITED force.

Our science curriculum integrates our language arts program through student-made PowerPoint presentations, activity logs, and oral presentations using a variety of multimedia tools. Much of the research is done through Web Quests, websites, and streaming videos, as well as through our media center. Parents and members of the community are invited into our science classes to share their knowledge with the students. By visiting our website, the community at-large and our children's parents have an opportunity to experience projects that the students have created.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

We group our classroom heterogeneously, and our teachers use multi-sensory methods to improve students' learning. Our teachers begin lessons by transferring prior knowledge to the new learning. The teachers follow up with activities that help focus the students. Teachers incorporate visual and non-visual materials into their presentations. Research has shown that most students are visual learners. So, our staff uses charts, graphs, posters, numerous forms of technology, and non-verbal cueing to improve the students' learning. Teachers motivate students by using "Smart Boards" and monitors in their presentations.

Teachers also polish up the fine art of questioning. This questioning approach helps students discuss willingly, think critically, and evaluate situations. Throughout lessons, questions help our teachers check the students' understanding. Teachers design activities in which the students are active participants. Signaling responses makes everyone accountable for the learning. Meaningful signals are used to assist students in retaining information. Dignifying the students' responses helps them become willing risk-takers. Closure is utilized throughout the lesson but especially at the end of the lesson to ensure information is *planted* in students' minds. Teacher-made study guides and homework have strengthened our UNITED force. We include our parents in the picture by extending the learning process to the home.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development programs have provided staff members with a wealth of strategies to improve student achievement. Teachers working in the "inclusion classrooms" attended workshops to develop *team teaching methods*. Other teachers were trained in *differentiating instruction*. These programs provided models for "best practices" in *cluster grouping*, *modifying materials*, and *developing alternative assessments*. Students feel successful and are truly a part of the class. This is a step towards positive self-esteem. Teachers cognizant of brain-based research further our children's movement toward independent work habits.

Our technology workshops have UNITED our staff with cutting edge tools that create motivational materials. The staff shares their learning with the students. In turn, the students are able to use technology in all content areas. Since our teachers find motivating and exciting ways to instruct, the absentee rate of the learners is minimal.

Technological activities keep students involved, ensuring they will reach their goals. Our innovative teachers are constantly presenting varied strategies to help children learn. We practice the wisdom from the ages: "Give a man a fish and he will eat for one day. Show a man how to fish and he eats for a lifetime." And so it is with our Hamilton students...we use approaches and strategies that help students make that transition from the classroom into an ever-changing world.

STATE CRITERION-REFERENCED TESTS

Edward T. Hamilton School

Voorhees, New Jersey

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test: **NJ Elementary School Proficiency Assessment**

Edition/publication year: **N/A**

Publisher: **NCS Pearson Measurement Services**

What groups were excluded from testing? Why and how were they assessed?

Only three classified students have been excluded in the past four years. This was based on the severity of their disabilities. Alternate assessments were completed which included independent assessment, portfolios, and assessment based on each student's IEP.

Number excluded: 1 Percent excluded: .009% 2000-2001

Number excluded: 1 Percent excluded: .01% 2001-2002

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

New Jersey Assessment Definitions

The ESPA scores are reported as scale scores in each of the content areas. The scores range from 100-199, 200-249, and 250-300. The scores of students who are included in the Partially Proficient level are considered to be below the state minimum of proficiency and those students may be most in need of instructional support

Partially Proficient Score between 100-199 Student below state minimum proficiency

Proficient Score between 200-249 Student meets state proficiency

Advance Proficient Score between 250-300 Student exceeds state proficiency

STATE CRITERION-REFERENCED TESTS, Continued

E. T. Hamilton School

Voorhees, New Jersey

Data Display Table for Reading/Language Arts Literacy

| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|---|------------------|------------------|------------------|------------------|-----------|
| Testing month | May | May | May | May | |
| SCHOOL SCORES | | | | | |
| TOTAL | | | | | |
| Partially Proficient | 0% | 2.9% | 8.2% | 20.4% | |
| Proficient | 86.3% | 81.4% | 79.6% | 72% | |
| Advanced Proficient | 13.7% | 15.7% | 12.2% | 7.5% | |
| Number of students tested | 79 | 102 | 98 | 93 | |
| Percent of total students tested | 99.9 | 99.9% | 100% | 100% | |
| Number of students excluded | 1 | 1 | 0 | 0 | |
| Percent of students excluded | .01% | .009% | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |
| Partially Proficient | 0% | 64.3% | 63.6% | 90.9% | |
| Proficient | 100% | 35.7% | 36.4% | 9.1% | |
| Advanced Proficient | 0 | 0 | 0 | 0 | |
| STATE SCORES | | | | | |
| TOTAL | | | | | |
| Partially Proficient | 20.8% | 14.7% | 38.9% | 37.2% | |
| Proficient | 73.1% | 74.7% | 57.2% | 59.8% | |
| Advanced Proficient | 6.1% | 10.6% | 3.4% | 2.9% | |
| District Mean Score for Language Arts | 231.6/300 | 232/300 | 215.8/300 | 204.5/300 | |
| State Mean Score for Language Arts | 216.9/300 | 218.2/300 | 197.4/300 | 199.7/300 | |

STATE CRITERION-REFERENCED TESTS, Continued

E. T. Hamilton School

Voorhees, New Jersey

Data Display Table for Mathematics

| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|---|------------------|------------------|------------------|------------------|-----------|
| Testing month | May | May | May | May | |
| SCHOOL SCORES | | | | | |
| TOTAL | | | | | |
| Partially Proficient | 5.5% | 3.9% | 8.2% | 12.8% | |
| Proficient | 43.8% | 52% | 44.9% | 63.8% | |
| Advanced Proficient | 50.7% | 44.1% | 46.9% | 23.4% | |
| Number of students tested | 79 | 102 | 98 | 94 | |
| Percent of total students tested | 99.9% | 100% | 99.9 | 100% | |
| Number of students excluded | 1 | 0 | 1 | 0 | |
| Percent of students excluded | .01% | 0 | .01% | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |
| Partially Proficient | 16.7% | 53.3% | 75% | 81.8% | |
| Proficient | 66.7% | 46.7% | 25% | 18.2% | |
| Advanced Proficient | 16.7% | 0 | 0 | 0 | |
| STATE SCORES | | | | | |
| TOTAL | | | | | |
| Partially Proficient | 31.5% | 28.7% | 28.6% | 34.2% | |
| Proficient | 41.3% | 46.7% | 49.6% | 47.5% | |
| Advanced Proficient | 27.2% | 24.6% | 21.8% | 18.2% | |
| District Mean Score for Mathematics | 243.1/300 | 238.9/300 | 237.9/300 | 227.7/300 | |
| State Mean Score for Mathematics | 218.1/300 | 214.6/300 | 214.2/300 | 209.5/300 | |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

E.T. Hamilton School

Voorhees, New Jersey

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **2** Test: **Terra Nova Level 12A**

Edition/publication year: **Basic Battery/1997** Publisher: **CTB/McGraw-Hill**

What groups were excluded from testing? Why, and how were they assessed?

Scores are reported as Percentiles

| READING | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 85.3 | 89.4 | 87 | | |
| Number of students tested | 81 | 91 | 90 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

| LANGUAGE | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 80.7 | 86 | 85 | | |
| Number of students tested | 81 | 91 | 90 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

| MATH | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 82.7 | 86.7 | 79.6 | | |
| Number of students tested | 81 | 91 | 90 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

E.T. Hamilton School

Voorhees, New Jersey

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **3** Test: **Terra Nova Level 13A**

Edition/publication year: **Multiple Assessment/1997** Publisher: **CTB/McGraw-Hill**

What groups were excluded from testing? Why, and how were they assessed?

Scores are reported as Percentiles

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| READING | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 83.7 | 84.3 | 82.5 | | |
| Number of students tested | 96 | 84 | 109 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| LANGUAGE | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 79.3 | 86.8 | 81 | | |
| Number of students tested | 96 | 84 | 109 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| MATH | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 89.1 | 85.3 | 77.5 | | |
| Number of students tested | 96 | 84 | 109 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

E.T. Hamilton School

Voorhees, New Jersey

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **4** Test: **Terra Nova Level 14A**

Edition/publication year: **Survey/1997** Publisher: **CTB/McGraw-Hill**

What groups were excluded from testing? Why, and how were they assessed?

Scores are reported as Percentiles

| READING | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|---|-------------------|-----------|-----------|-----------|-----------|
| Testing month | *see below | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | | 82.5 | 80.7 | | |
| Number of students tested | | 116 | 109 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

| LANGUAGE | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|---|-------------------|-----------|-----------|-----------|-----------|
| Testing month | *see below | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | | 84.7 | 87.3 | | |
| Number of students tested | | 116 | 109 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

| MATH | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|---|-------------------|-----------|-----------|-----------|-----------|
| Testing month | *see below | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | | 86 | 87.8 | | |
| Number of students tested | | 116 | 109 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

*Since fourth grade students in New Jersey take the NJ Elementary School Proficiency Assessment, the district decided not to administer the Terra Nova in addition to NJ test.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

E.T. Hamilton School

Voorhees, New Jersey

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **5** Test: **Terra Nova Level 15A**

Edition/publication year: **Basic Battery/1997** Publisher: **CTB/McGraw-Hill**

What groups were excluded from testing? Why, and how were they assessed?

Scores are reported as Percentiles

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| READING | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 82.1 | 82.8 | 82.3 | | |
| Number of students tested | 113 | 107 | 102 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| LANGUAGE | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 80 | 81.7 | 81 | | |
| Number of students tested | 113 | 107 | 102 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |

| | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| MATH | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
| Testing month | April | April | April | | |
| SCHOOL SCORES | | | | | |
| Total Score | 80.6 | 83 | 81.5 | | |
| Number of students tested | 113 | 107 | 102 | | |
| Percent of total students tested | | | | | |
| Number of students excluded | | | | | |
| Percent of students excluded | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Special Education (specify subgroup) | | | | | |