Rhode Island Department of Elementary and Secondary Education
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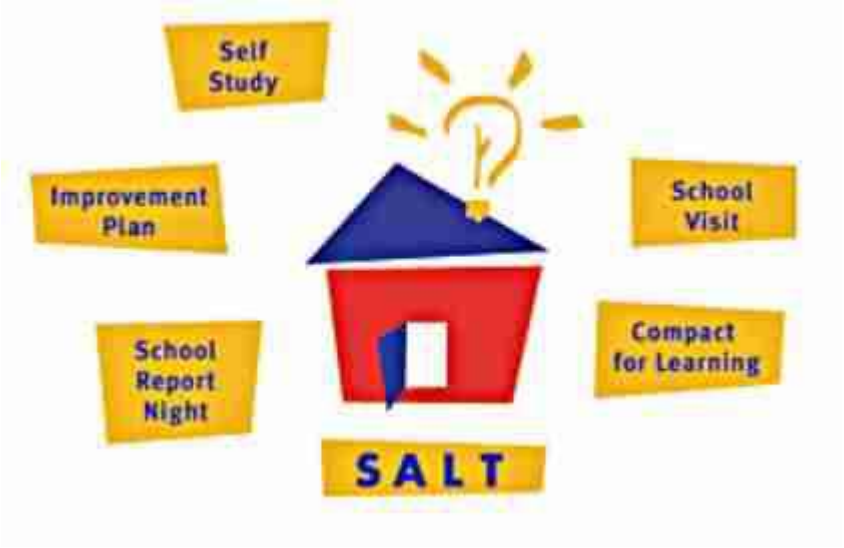
Hamilton Elementary School

NORTH KINGSTOWN

THE SALT VISIT TEAM REPORT

October 10, 2003



School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

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1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Hamilton Elementary School from October 6-10, 2003.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

How well do students learn at Hamilton Elementary School?

How well does the teaching at Hamilton Elementary School affect learning?

How well does Hamilton Elementary School support learning and teaching?

The following features of this visit are at the heart of the report:

Members of the visit team are primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

The team sought to capture what makes this schoolwork, or not work, as a public institution of learning. Each school is unique and the team has tried to capture what makes Hamilton Elementary School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

The team reached consensus on each conclusion, each recommendation, and each commendation in this report.

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. Contact Rick Richards at (401) 222-4600 x 2194 or ride0782@ride.ri.net for further information about the *Handbook* or other SALT protocols. The *Handbook* and other relevant documents are also available at www.Catalpa.org.

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

Sources of Evidence

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over 100 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Every classroom was visited at least once, and almost every teacher was observed more than once.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 28 hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

Important enough to include in the report

Supported by the evidence the team gathered during the visit

Set in the present, and

Contains the judgment of the team

This vist was carried out during the time the North Kingston School District and the National Education Association of North Kingstown were negotiating their contract. Teachers in North Kingstown were "working in compliance" with their contract.

Using the Report

This report is designed to have value to all audiences concerned with how Hamilton Elementary School can improve student learning. However, the most important audience is the school itself.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the North Kingstown School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching, and the school, and amend its School Improvement Plan to reflect these decisions.

The North Kingstown district, RIDE and the public should consider what the report says or implies about how they can best support Hamilton Elementary School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

2. PROFILE OF HAMILTON ELEMENTARY SCHOOL

Hamilton Elementary School is located in and named for the Hamilton community in the town of North Kingstown, Rhode Island. The school opened in 1962. An addition, built in 1996, consists of a state-of-the-art computer lab, a library, three classrooms, art and music rooms, and a gym. The addition also provides an expanded office area and a principal's office, an expanded school clinic area, and offices for the school psychologist, guidance counselor, and ESL teacher.

A professional staff of one administrator and 31 full- and part-time faculty service Hamilton Elementary School. Of the 433 students attending Hamilton 97 percent are white, 0.45 percent are black, 0.45 percent are Hispanic, and 0.45 percent are Asian/Pacific Islander. Fourteen percent of the students receive special education services. Two percent of the students are eligible for free or reduced-price lunch.

In addition to the School Improvement Team (SIT), which takes responsibility for action planning around learning and teaching, a School Advisory Committee (SAC) provides a forum for parents, teachers, and community members to discuss and resolve local school issues and practices. An active Parent Teacher Organization (PTO) supports school initiatives and plans social events for the school community.

The school improvement team selected four guiding principles to help children make good decisions: compassion, action control, respect, and equity. They are remembered with the acronym C.A.R.E. In addition, under the leadership of the principal, the school participates in ©Project Wisdom. Monthly themes and daily messages on the intercom give positive messages to students and reinforce the principles of C.A.R.E.

Hamilton Elementary School was a Regent's Commended School in 2001 for improving its student performance in both English language arts and math for two years in a row.

3. PORTRAIT OF HAMILTON ELEMENTARY SCHOOL AT THE TIME OF THE VISIT

Hamilton Elementary School has a strong sense of family, tradition, and place in the community. Children here respond to a nurturing staff and, in turn, treat their peers with respect and care. Parents are pleased with the education their children receive and work as partners with teachers to develop a respect for learning.

Excellence is expected. Teachers hone their skills through professional development and collaboration. They make careful choices about what is best for their students. Paraprofessionals work hand-in-hand with teachers to provide the best possible learning environment. Reminded daily of the importance of their choices, students never ask, “Is this good enough?” or “What do I do now?” They accept ownership for their learning.

The office area is readily accessible, and the friendly staff is quick to welcome students, parents, and visitors. Student work is thoughtfully displayed throughout the spotless hallways and classrooms. Posters encouraging compassion, action control, respect, and equity serve as gentle reminders that appropriate social and learning behavior is a priority at Hamilton. Custodians keep a careful eye on this immaculate building, and students respect their efforts. The school secretary, unflappable under trying circumstances, offers smiles and assurances to parents, students, and visitors. A new principal has earned the trust and respect of her staff.

The strength of the entire Hamilton staff was particularly evident this week, when they rose to meet unfortunate personal events and difficult professional pressures with unusual grace and professionalism.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Students at Hamilton Elementary School are independent learners. They accept responsibility for their learning. Both primary and intermediate students articulate the learning strategies they use (thinking out loud, problem solving, visualization, prediction, drama, retelling, rereading). They are comfortable asking for clarification, and they ask appropriate questions. They regularly make connections to real life experiences and to books they have read. They are able to justify and prove their answers. Students understand that organization is important to learning. Because they anticipate what is expected of them, classroom transitions are seamless. Their high expectations of themselves and their peers are evident in their work. Some of these students, however, struggle to meet the classroom expectations and are frustrated because assignments are not modified to meet their needs. Students returning to class from a resource room are frustrated by their absence from classroom instruction, and they often sit disengaged until the lesson is complete. *(following students, observing classes, talking with students and teachers, meeting with students, parents, school and district administrators, reviewing completed and ongoing student work, discussing student work with teachers)*

The principles of C.A.R.E.—compassion, action control, respect, and equity—guide students in their daily interactions with the entire school community. This is especially evident in all grades and subject areas when students work collaboratively. Through effective organization, time management, and sharing, students work productively with partners or in small groups, both giving and accepting constructive feedback. A sincere concern for both accuracy and presentation makes students conscientious in their use of rubrics to evaluate their own progress. *(following students, observing classes, observing the school outside of the classroom, talking with students, teachers, staff, and school administrators, meeting with students, reviewing completed and ongoing student work, discussing student work with teachers, © Project Wisdom, Guiding Principles folder)*

Students communicate mathematically using the language of mathematics and scientifically using the language of science. In addition, they explain how they solve problems and show how they think, both orally and in writing, using a common vocabulary for problem solving. This common understanding helps students grasp the necessary concepts to solve problems. Students plan for and demonstrate multiple solutions to problems and experiments. Students report that they are challenged by many of these activities. *(following students, observing classes, meeting with students, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers)*

Students at Hamilton Elementary School enjoy reading, and many read whenever they have free time. They read across the curriculum for information and for pleasure. Students connect what they read to their lives, but they have few opportunities to respond to their reading in class through response journals, literature circles, teacher conferences, or book talks. Nevertheless, state testing results indicate that Hamilton students are successful readers. *(following students, observing classes, observing the school outside of the classroom, meeting with students and parents, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, 2003 Information Works!, 2003 New Standards Reference Examination School Summaries)*

Students at Hamilton Elementary School often write across the curriculum as a natural part of their daily routine. They have confidence in their writing abilities and share their writing willingly. They use graphic organizers for their writing, aspire to emulate the standard of classroom models, and recognize the importance of being understood by their audience. In an effort to improve and grow as writers, they are active listeners. They listen when classmates share writing pieces, and they listen when classmates comment on each other's writing. *(following students, observing classes, meeting with students, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers)*

Important Thematic Findings in Student Learning

Students:

- *Accept responsibility for their own learning and behavior.*
- *Articulate their learning strategies.*
- *Demonstrate caring and respect.*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Hamilton Elementary School teachers have high expectations for themselves and their students. Teachers share a culture of reciprocal collaboration and respect that fosters learning. Teachers regularly instruct students in the use of learning strategies by modeling, thinking aloud, and asking questions that probe and challenge students' thinking. Teachers promote conceptual understanding along with academic skills. They develop highly motivational materials and culminating projects to address various learning styles and showcase individual talents. Exceptional organization and classroom management procedures provide a structure that enables students to succeed. Recognizing the importance of organizational strategies, teachers consistently focus on daily routines that empower children to become efficient, independent, and confident learners. At Hamilton, teachers make a conscious effort to value students' ideas and work. They praise students generously and genuinely, providing a safe, nurturing environment that allows students to take risks. *(following students, observing classes, meeting with students, teachers, parents, and school and district administrators talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2003 SALT Survey report, reviewing district and school policies and practices)*

Teachers at Hamilton Elementary School are adept at integrating curriculum throughout the content areas. They develop excellent integrated units of instruction and pilot them in grade level teams. Although students are reading and writing daily, there is little evidence of direct reading instruction. Teachers give students time for independent reading and reading for information. However, they do not provide enough opportunities for students to discuss, share, or respond to literature. Teachers spend whole class time teaching vocabulary and grammar in isolation, i.e. out of context, when this time could better be spent on strengthening student reading comprehension. *(following students, observing classes, meeting with students, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers)*

Teachers challenge students and promote learning well in their mathematics instruction. Problem solving is taught at all levels, using a common vocabulary, and teachers expect students to explain their work in mathematical terms, both orally and in writing. Math is integrated into the sciences through observations and experiments. Teachers are skillful at relating math to science by introducing and instructing students in the use of tools such as rulers, spring scales, compasses, tuning forks, protractors, computers, thermometers, and levers as a part of their problem solving instruction. Teachers emphasize math instruction daily and encourage students to use math for real world activities. *(following students, observing classes, meeting with students, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments)*

Those teachers who provide extra support to students routinely service them outside of their classrooms. Teachers and parents report that these resource teachers do not have access to the instructional materials used in the regular classroom. Therefore they must use materials that do not mirror the classroom curriculum. This lack of appropriate materials deprives students of opportunities to bridge equity gaps through the use of common language and conceptual understanding. Because teachers rely on whole class instruction, transitions back to the regular classroom are often difficult for these students. *(following students, observing classes, meeting with students, teachers, parents, and school and district administrators, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2003 Information Works!)*

Every classroom at Hamilton Elementary School has its own personality. Although teachers have a certain amount of autonomy and choice within the curriculum, they use grade level common planning time effectively to collaborate and share. Teachers also use common planning time to mentor new teachers and long-term substitute teachers informally. The benefits of these conversations are readily apparent throughout classrooms and contribute to the culture of the school. *(following students, observing classes, observing the school outside of the classroom, meeting with students, teachers, parents, and school and district administrators, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers)*

Commendations for Hamilton Elementary School

High expectations for learning and behavior

The collaboration and professionalism of the entire staff

Integration of curriculum

The integrated arts teachers' efforts to support the curriculum

Recommendations for Hamilton Elementary School

Differentiate instruction to better meet the needs of all your students.

Provide resource services to students in their regular classrooms, when appropriate.

Place more emphasis on students' response to literature to develop their reading comprehension.

Develop a repertoire of problem solving resources as described in your school improvement plan.

Recommendations for the North Kingstown School District

Provide formal mentoring for long-term substitute teachers.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

The principles of C.A.R.E.—compassion, action control, respect, and equity—are embedded in all elements of the Hamilton school culture. All members of the school community support these principles and practice them in their daily interactions. The school conscientiously devotes the time necessary to communicate these principles to its students. This time pays off in student attitudes and behaviors that encourage students to learn and promote safety. Every morning, students are encouraged to make responsible choices. Valuable time rarely is wasted reprimanding students. The principles of C.A.R.E. are internalized and govern all aspects of the school's life, creating a structure of ownership of responsibility, pride in accomplishment, and good citizenship. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, teachers, parents, and school and district administrators, talking with students, teachers, and staff, reviewing completed and ongoing student work, discussing student work with teachers, reviewing district and school policies and practices)*

Traditionally, the leadership at Hamilton Elementary School empowers teachers and staff members in decision making. Teachers are part of action planning teams and examine their school improvement options carefully. A climate of mutual trust encourages teachers to take risks and to reflect on their practice. Many professional development opportunities are readily available to all staff members. The North Kingstown School Department offers follow-up opportunities to support the educational program. The school supports a Critical Friends Group by providing members with release time for looking at student work. All teachers, paraprofessionals, and staff feel valued in this climate. *(observing the school outside of the classroom, meeting with the school improvement team, students teachers, parents, and school and district administrators, talking with teachers and staff, discussing student work with teachers, reviewing district and school policies and practices)*

Current schedules and classroom placements make it difficult for resource and reading teachers to accommodate students in the regular classrooms who have specific needs. Although district leaders and teachers recognize that in-class service delivery would be better for some children, few efforts are made to provide it. In addition, lack of communication and planning between resource teachers and general education teachers limits opportunities to accommodate these students by using alternative strategies that support the classroom curriculum. *(following students, observing classes, meeting with students, parents, school and district administrators, talking with students and teachers, reviewing completed and ongoing student work, Agreement between the North Kingstown School Committee and the National Education Association of North Kingstown)*

Parents express concern that the geographical distribution used for busing students in North Kingstown is not equitable. This results in longer bus rides for their children. Students not only express displeasure with their lengthy bus ride but also with having to sit on the bus for long periods after it arrives at the school. In addition, the many parents who completed a transportation survey distributed by the SAC felt the district ignored their strong objections to the school's starting at 9:30 a.m. They believe that Hamilton was unfairly singled out to start late. Teachers report that many students are tired, when they arrive in the classrooms. In addition, the 3:30 p.m. release time restricts students from participating in after school programs and activities. *(meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, and staff, School Advisory Committee Survey "School Start and End Times," map of North Kingstown)*

The parents of students at Hamilton Elementary School wholeheartedly support their school. They place a high value on education and are true partners in the education of their children. The Parent Teacher Organization plans social events to build community spirit. It provides funds for materials, field trips, and cultural arts programs that support the curriculum. Parents rely on the color-coded PTO Newsletter for school information. A School Advisory Committee, consisting of parents, staff members, the principal, and a community member, serves to make connections between families. This provides the school a way to recognize parent concerns. *(observing the school outside of the classroom, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators, PTO Newsletters)*

Commendations for Hamilton Elementary School

The exceptional culture and climate created by the Hamilton Elementary School community to support learning and teaching

Recommendations for Hamilton Elementary School

Continue to look at student work through the Critical Friends Group.

Provide instruction in the regular classroom setting for students with special needs, when appropriate.

Invite the special needs and resource teachers to grade level meetings or common planning time to facilitate a two-way communication.

Recommendations for North Kingstown School District

Change the Hamilton Elementary School hours.

Limit the time students spend on buses.

Train teachers to implement team teaching in the regular classroom setting as an alternative to pullout services.

7. FINAL ADVICE TO HAMILTON ELEMENTARY SCHOOL

Hamilton Elementary School is a high performing, sustaining school. However, test results alone are not what make you special. This visiting team is impressed with the dedication of your staff to excellence. You challenge your students, and they accept the challenge.

Carry on in your tradition of respect, care, and collaboration. You are exceptional role models for your students as they grow to become good citizens. We trust you will make appropriate choices to nurture their learning and growth.

Consider equity. All of your students need to participate fully in the richness of the classroom experiences you offer.

As you study and implement guided reading in your classrooms, provide more opportunities for students to share their literacy with you and with each other.

"It is our choices, Harry, that show who we are, far more than our abilities." (A quote from Professor Albus Dumbledore displayed in grade 5)

Your choices have made *all* the difference.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Hamilton Elementary School

October 10, 2003

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

> Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?
>
> Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?
>
> Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs, 1st edition.*

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The Catalpa review of this visit and this report was not routine. The North Kingston School Department and the National Education Association of North Kingstown were negotiating the contract. This created a concern that the school would not be able to conduct the visit in a normal manner.

The steps Catalpa completed for this review were:

discussion with the chair about the contract negotiation and other issues related to the visit before it began

discussion with the principal and the chair of the SIT team before the visit regarding the likely effect on the visit of the teachers working "in compliance" with the contract during the visit

daily discussion of any issues with the visit chair during the visit

observation of a portion of the visit

discussion with the principal regarding any concerns about the visit at the time of the visit

thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.
2. Teachers were working "in compliance" with the contract. This did result in some minor modifications of the visit schedule. These modifications were all within the acceptable range of flexibility that the schedule allows. In addition the principal was unable to be present at the school for most of the week due to a last minute personal emergency. There is no indication that either her absence or that the teachers were working "in compliance" with the contract had any negative effects on the conduct of the visit. In fact, as the team noted, the teachers and staff successfully extended themselves to be sure the visit proceeded well.
3. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
4. The conclusions are legitimate SALT visit conclusions.
5. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.

CATALPA LTD.

Thomas A. Wilson, Ed.D.
Catalpa Ltd.
October 24, 2003

REPORT APPENDIX

Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Hamilton Elementary School was the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, and in the hallways. The team built its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning, and support that actually takes place at Hamilton Elementary School.

The visit team collected its evidence from the following sources of evidence:

- *observing classes*
- *observing the school outside of the classroom*
- *following 7 students for a full day*
- *observing the work of teachers and staff for a full day*
- *meeting at scheduled times with the following groups:*
  - *teachers*
  - *school improvement team*
  - *school and district administrators*
  - *students*
  - *parents*
- *talking with students, teachers, staff, and school administrators*
- *reviewing completed and ongoing student work*
- *discussing student work with teachers*
- *analyzing state assessment results as reported in* Information Works!
- *reviewing the following documents:*
  - *district and school policies and practices*
  - *records of professional development activities*
  - *classroom assessments*
  - *teacher evaluation form*
  - *Agreement between the North Kingstown School Committee and the National Education Association of North Kingstown*
  - *school improvement plan for Hamilton Elementary School*
  - *©Project Wisdom*
  - *School Advisory Committee Survey "School Start and End Times"*
  - *Guiding Principles folder*
  - *PTO newsletter*

A map of North Kingston
district strategic plan
2003 SALT Survey report
classroom textbooks
2003 Information Works!
2003 New Standards Reference Examination School Summaries
2003 Rhode Island Writing Assessment results
School and District Report Cards
North Kingstown School Department curriculum documents
Mentor and Mentee Teacher Handbooks

State Assessment Results for Hamilton Elementary School

Assessment results create pieces of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues for the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

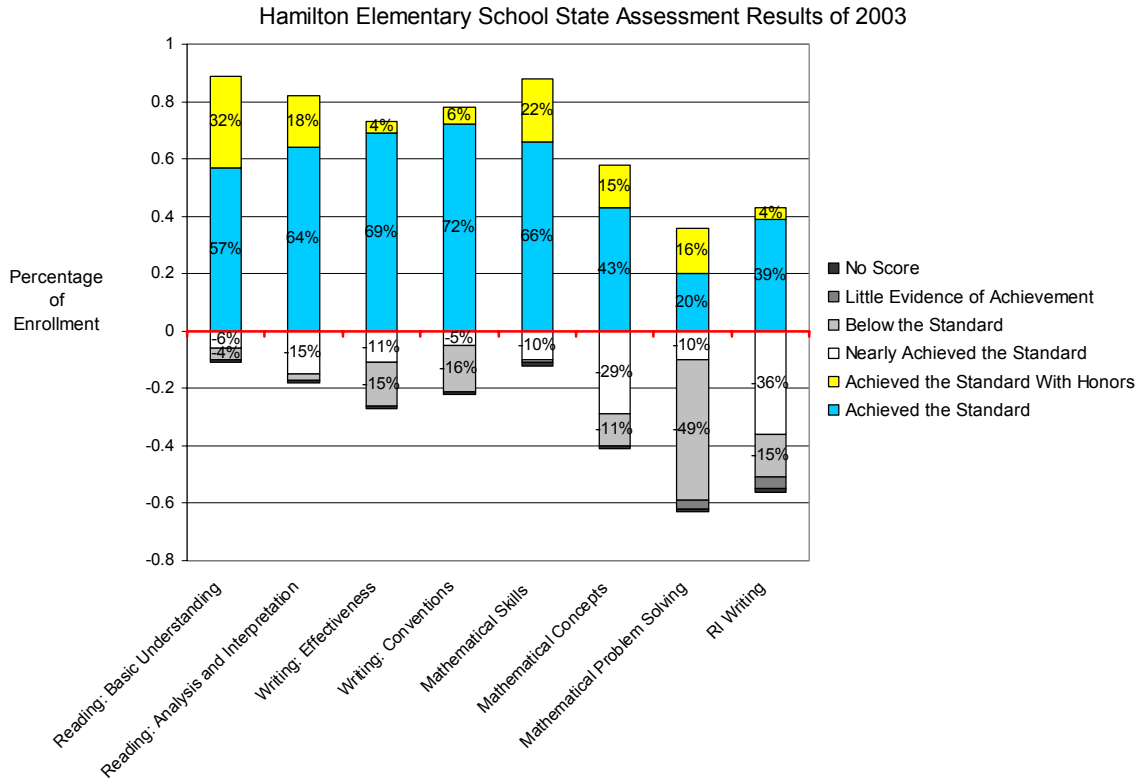
This school's results are from the latest available state assessment information. It is presented here in three different ways:

- *against performance standards;*
- *compared to similar students in the state;*
- *across student groups within the school.*

RESULTS IN RELATION TO PERFORMANCE STANDARDS

The first display shows how well the students do in relation to standards in English/Language Arts and mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

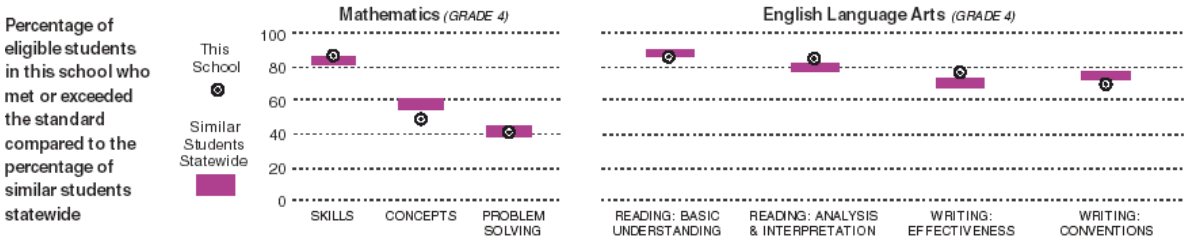
Table1. 2002-03 Student Results on Rhode Island State Assessment



RESULTS COMPARED TO SIMILAR STUDENTS IN THE STATE

This chart includes the performance levels of students with special education needs, students participating in ESL or bilingual programs, low socio-economic status (a composite of income level, racial background and parental education), as well as the performance of students with none of these characteristics. Taking all these characteristics into account, the graph displays the overall performance of students in this school compared to - a group of students from across the state whose characteristics match this school's students.

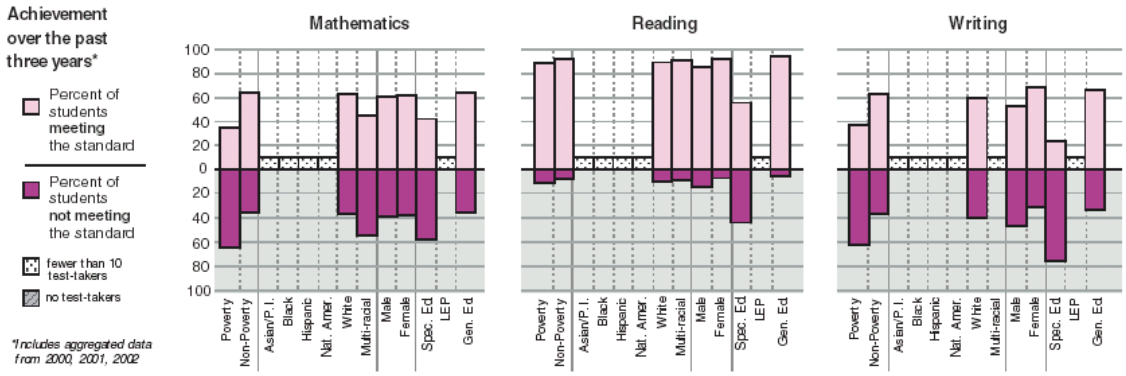
Table 2. 2001-2002 Student Results in Comparison to Similar Students Statewide



RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

An important way to display student results is across different groups of students with different characteristics who are in the school. This display creates information about how well the school meets the learning needs of its various students. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows the results based on three years of testing. The Department defines an important gap between different groups (an equity gap) to be a gap of 15% or more.

Table 3. 2001-2002 Student Results across Subgroups



Information Works! data for Hamilton Elementary School is available at http://www.ridoe.net.

THE HAMILTON ELEMENTARY SCHOOL IMPROVEMENT TEAM

Sally Levesque, Co-Chair

Nancy Champagne, Co-Chair

Jackie Alfano

John Brinz

Lynn Bruneau

Nancy Cahir

Morag Cronkite

June Dowiot

Ellen Grennan

Kathy Kurowski

Cindy Marchesseault

Peggy Todd

Thor Johnson

Pat Spelman

Mary Manning

MEMBERS OF THE SALT VISIT TEAM

Carol A. Belair
Grade 4 Teacher
Wilbur and McMahon Schools
Little Compton, Rhode Island
On leave to the Rhode Island Department of Education
To serve as a SALT Fellow

Laurie Dunn
Grade 5 Teacher
Bradford School
Westerly, Rhode Island

Gloria Laramee
Principal
Anna M. McCabe School
Smithfield, Rhode Island

Lizbeth Larkin
Grade 3 Teacher
Daniel D. Waterman School
Cranston, Rhode Island

Barbara Pellegrino
Grade 2 Teacher
Holliman School
Warwick, Rhode Island

Lynn Sisson
Grade 3 Teacher
Blackrock School
Coventry, Rhode Island

Janet Volpe
Grade 3 Teacher
Frenchtown School
East Greenwich, Rhode Island

CODE OF CONDUCT FOR MEMBERS OF VISIT TEAM

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