

Voorhees Township Public Schools

DISTRICT ANNUAL REPORT

2024 - 2025 SCHOOL YEAR



Prepared by Susan Donnelly
Submitted to the Voorhees Township Board of Education
August 2025

VOORHEES TOWNSHIP BOARD OF EDUCATION
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Dr. Neely Hackett, Superintendent of Schools
Andrew Moskowitz, Assistant Superintendent for Curriculum, and Instruction
Helen Haley, CPA, Business Administrator

Principals

Alecia Inge – Voorhees Middle School
Robert Cranmer – Osage Elementary School
Lauren Salls – Signal Hill Elementary School
Stacey Morris – Kresson Elementary School
Mary Tadley – E.T. Hamilton Elementary School

Assistant Principals

Vickie Biederman – Voorhees Middle School
Michael Weppler - Voorhees Middle School
Russel Winsett - Voorhees Middle School
Lisa Morgan– Osage Elementary School

Directors and Supervisors

Director Special Services Dr. Melody Alegria
Director Educational Technology..... Bruce Taylor
Director of Early Childhood..... Julie Lyons
Supervisor of Special Projects..... Susan Donnelly
Assistant Business Administrator..... Danielle Trucano
Supervisor of Special Services..... Donna Ross
CER Coordinator..... Kris Calabria

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SUPERINTENDENT'S MESSAGE
Dr. Neely Hackett
2024 - 2025

Greetings Voorhees Township Public Schools Community,

As we reflect on the 2024–2025 academic year, I am both honored and excited to share the incredible progress we've made together. Now concluding my third year as Superintendent of Schools, I continue to be inspired by the dedication of our exceptional staff, the unwavering support of our Board of Education, and the strong partnership we share with our families and the greater community.

This past year was truly extraordinary, marked by significant achievements and initiatives that reflect our collective commitment to student success. Our decisions were driven by careful analysis of data, collaborative input from students, staff, parents, and community members, and a shared dedication to open and timely communication.

The theme for the 2024–2025 school year, ***Building Pathways to Success: Empowering Students through Positive Connections***, underscored the vital link between strong relationships and successful outcomes. It served as a guiding principle in every initiative we launched and every milestone we reached.

Below are just a few highlights from this memorable year:

- Hosted monthly virtual parent workshops on topics including intervention programs, safety protocols, inclusion, and social media.
- Advanced the use of AI in education through a teacher training program and the adoption of Magic School AI, a safe, engaging platform where students explore content and teachers assign interactive learning tasks.
- Opened the Voorhees Early Childhood Development Center in Gibbsboro, a state-of-the-art preschool facility with 24 classrooms for 3- and 4-year-old students.
- Launched the What I Need (W.I.N.) Period for second-grade students, providing personalized instruction through enrichment, intervention, and reinforcement three times per week.
- Introduced a Financial Literacy course at the middle school, covering topics such as Financial Health, the Financial Landscape, and Money Management.
- Created a Grants & Resources section on our website to showcase grants received over the past three years and to provide families with access to local, state, and federal support.

District Infrastructure Improvements:

- Continued replacing carpet with tile across schools.
- Continued upgrading doors and windows district-wide.
- Installed new furniture, reception desks, and flooring in the main offices and conference rooms at Signal Hill and Osage Elementary Schools.
- Replaced HVAC units in the B-wing (12 classrooms) at Voorhees Middle School.

- Replaced windows in the Raymond J. Brosel, Jr. Performing Arts Center.
- Upgraded concrete and pavers at the Performing Arts Center, main entrance, and CER entrance.
- Expanded the main entrance vestibule at Voorhees Middle School.

Culture, Wellness & Engagement:

- Implemented a Teacher Mentorship Program at the middle school, pairing students with staff mentors to support their academic and personal growth.
- Held four Superintendent Forums with parents and community members, focused on instructional best practices, school climate, and safety.
- Established a Climate and Culture Committee, composed of staff and administrators, to revise Policy 5600's Chart of Student Discipline. The committee will begin planning school-wide behavior incentives and proactive supports.
- Convened two Food Advisory Committee meetings to address student nutrition.
- Added gluten-free hot dogs and pizza to the lunch menu starting April 2025, following a student-led suggestion during our annual Listen and Learn meeting with elementary student council leaders.

One of the year's most heartwarming moments took place on June 18th, when our 8th-grade students returned to their former elementary schools for a celebratory walk through the halls. It was a joyful reunion for teachers and a powerful moment of inspiration for younger students, who witnessed what lies ahead in their own educational journeys.

The 2024–2025 school year was filled with accomplishments that not only honored our district's strengths but also laid the groundwork for continued growth. As we prepare for 2025–2026, I look forward to a year full of possibilities and to our continued partnership in delivering a high-quality education to every student in Voorhees Township.

Dr. Neely Hackett
Superintendent

**BUSINESS OFFICE
2024-2025 Annual Report**

Helen G. Haley, CPA

Business Administrator/Board Secretary

Business Office
Helen G. Haley, CPA
Business Administrator/Board Secretary

Historical Perspective:

In July 2018, with the FY 2019 Appropriations Act, our state aid was reduced based on adjustments to the funding formula. As a result of this law, we anticipated further reductions in state aid over a seven year period. Fiscal year 2024-2025 was the seventh and last year of Chapter Law 67. For fiscal year 2024-2025, many districts received a significant reduction in state aid and subsequently received a Stabilized School Budget Aid Grant for 45% of the reduction. The net decrease in state aid experienced by our District for fiscal year 2024-2025 was \$579,126 (a reduction of \$1,052,957 offset by Stabilized School aid of \$473,831). We have been able to maintain programs while staying within the 2% cap on the local tax levy by utilizing our reserve funds, analyzing cost cutting measures and researching revenue options.

In July 2022, the District was notified that we were eligible to apply for Preschool Expansion Aid (PEA). The application was submitted in August 2022 and approved by the New Jersey Department of Education (NJDOE) in September 2022 for implementation of full-day kindergarten on October 3, 2022. Based on the calculation of our preschool universe, we needed to provide classroom space for approximately 500 students within a five year period. For the first year, we had approximately 70 preschool students which were placed in our classrooms at Kresson Elementary School and one provider location. In year two of full-day preschool, we had approximately 163 students consisting of 42 students at Kresson Elementary School and 121 students at three private preschool provider locations. In anticipation of providing classrooms to 500 students, a building was purchased on April 25, 2024. A construction contract for renovations to the building was awarded on June 10, 2024 to convert the building into a preschool with 24 classrooms. There is a memorandum of understanding with the Gibbsboro Board of Education where they will utilize 5 of the 24 classrooms. The purchase and renovation of the building was funded with capital reserve funds and 6 million dollars from the Preschool Facilities Expansion Grant with a goal to open for students in the 2024-2025 school year. This project represents a shared service, a repurposing of an existing building and the implementation of full-day preschool for two school districts.

Fiscal Year 2024-25:

Fiscal year 2024-2025 represented year three of implementation of full-day preschool. Enrollment at the October 15, 2024 count was 122 preschool students with 40 students in-district and 82 at two provider locations. On June 2, 2025, the new preschool building called the Voorhees Early Childhood Development Center opened with over 90 additional preschool students in attendance. In September 2025, the building will be open for full enrollment of all 24 classrooms.

Other construction projects that occurred during the year were:

- Replacement of doors and windows across the District
- Installation of hard-surface flooring

- Security camera installation
- Door hardware upgrades
- Installed new furniture, reception counters, mail slot counters, and flooring for the main offices, conference rooms, and principal's offices at Signal Hill Elementary School and Osage Elementary School.
- Replaced HVAC units in B-wing (12 classrooms) at Voorhees Middle School.
- Replaced windows in the Raymond J. Brosel, Jr. Performing Arts Center.
- Replaced sections of concrete and pavers in front of the Raymond J. Brosel, Jr. Performing Arts Center, main entrance, and CER entrance.
- Expanded the main entrance vestibule at Voorhees Middle School.
- Converted to municipal sewer at the Administration Building
- Repaved parking lot at the Administration Building

Clark Mathes, Director of Buildings & Grounds and Thomas Higgs, Supervisor of Buildings & Grounds work on the various projects as well as supervise the custodial staff. Mr. Mathes and Mr. Higgs do an excellent job managing these projects as well as the numerous annual maintenance responsibilities. In addition, Mr. Mathes holds a certificate in Project Management, so his expertise in this area has greatly contributed to the renovation of the Voorhees Early Childhood Development Center and maintenance projects that must be completed during summer, winter and spring breaks when the buildings are unoccupied. Mr. Higgs also assists in the procurement process by reviewing purchase orders for proper compliance with purchasing laws and regulations.

The District continues to receive monetary awards in recognition of our safety programs and claims experience with the Joint Insurance Fund (JIF). We continue to achieve Elite II status for safety following receiving Safety District of the Year in 2022. Mr. Mathes schedules various safety training sessions for the maintenance and custodial staff, our staff attends monthly JIF meetings and/or workshops hosted by the JIF, and reporting of potential claims is done in a timely manner.

Tricia Malady, Executive Assistant to the Business Administrator, also contributed to the safety award Elite II status due to the timeliness of our claims reporting since she is involved in the reporting of workers' compensation claims. Tricia also applies for and manages our Wellness Grant that we receive from the Schools Health Insurance Fund (SHIF). This year, she scheduled several wellness programs to benefit employees such as the AWA Paws and Feet 5K Run/Walk and Doggie Fun Day, a smoothie truck visit to each school and other wellness related events and incentives. Mrs. Malady also attends monthly SHIF meetings and coordinates the renewal of the various health insurance employee benefits.

In October 2024 and February 2025, we held Food Advisory Committee virtual meetings. These meetings were co-hosted by Mrs. Haley and our Food Service Director, Tina Artusa. Parents were encouraged to submit questions ahead of time relating to meals and other food service related topics. These questions were addressed at the virtual meeting and time was allotted for additional questions as well as discussion and suggestions. Some new menu items were implemented as a result.

As the preschool program expanded, our Transportation Coordinator, Andrea Graham, has

had to add additional transportation routes. We also renewed the jointure with Eastern Camden County School District for a transportation contract that combined routes that are tiered in order to provide a cost savings to both districts. The two buses that were obtained with ESSER grant funds are being operated by one of the local transportation companies through a leasing agreement where the company pays a monthly fee for the use of the buses while using them on contracted routes for our students. In February 2025, we recognized our bus drivers for their service by providing bus-shaped cookies to bus drivers, bus aides, bus supervisors and front office secretaries.

In the Business Office, Christine Todd and Regina Disco enter purchase orders for the District and Maintenance as well as maintain vendor files, certificates of insurance, etc. Mrs. Disco also works closely with Food Service and handles all of the required annual and quarterly forms for the school nutrition electronic application and reimbursement system (SNEARS). Mr. Higgs reviews the procurement aspect of each purchase order and Tatiana (Tanya) Weinstock processes Accounts Payable. Mrs. Weinstock holds the titles of Accounts Payable/Registrar as well as backup for Transportation.

Melissa Dammer, Payroll Specialist, processes the semi-monthly payroll, quarterly pension reporting and tax submissions as well as processes W-2s and answers payroll questions from employees as they arise.

Danielle Kirey, Assistant Business Administrator, is instrumental in the annual budgeting process and continues to manage the spending, reporting and reimbursement of various grants as well as the overall budget. Ms. Kirey is also the Fiscal Specialist for the Preschool Expansion Aid (PEA) program which began in FY 2022-2023 when the District was approved to implement full-day preschool. Ms. Kirey works on the overall PEA budget and facilitates the provider budgets. In May 2023, Danielle worked with the architect to submit a grant application for the Universal Preschool Facilities Expansions Grant which was awarded for \$6,000,000 in FY 2023-2024 and has subsequently been funded. This grant substantially assisted with funds for adding preschool classrooms to provide for the projected five hundred students in our preschool universe. Another highlight is receiving positive remarks from the annual audit. Ms. Kirey also manages the investment of funds during the year and provides guidance for the bookkeeping process for Student Activities and CER.

Fiscal year 2024-2025 was a year with a continued focus on preschool expansion, including increasing classrooms by partnering with two additional preschool providers and purchasing a building to add twenty-four preschool classrooms of which five classrooms will be utilized by the Gibbsboro Board of Education. Much was accomplished and we look forward to the next fiscal year.

CURRICULUM AND INSTRUCTION

Andrew Moskowitz

Assistant Superintendent

2024 - 2025 District Results

Andrew Moskowitz
Assistant Superintendent
2024-2025 District Results

During the 2024-2025 school year, instructional staff and administrators worked collaboratively to accomplish the following goals:

- Provide students with high-quality educational experiences that are differentiated and authentic.
- Continue the second year of an accelerated math program at the elementary level in grades 4 and 5.
- Implemented a new literacy program entitled “Wonders” in grades 3-5. Grades K-2 was implemented in September 2023.
- Used information to drive instruction based upon Math and ELA Benchmark Assessments in grades 3-8.
- Implemented social-emotional learning (SEL) programs with the use of the Character Strong SEL Program grades K-8.

To ensure student success in all areas, teachers used assessment data to inform their instruction and provide differentiated experiences for their students. As has been our mission for many years, Voorhees Township School District staff continued to have high expectations for student academic achievement. During the summer, administrators analyzed the results from the iReady assessments and the New Jersey Student Learning Assessment in literacy and math to evaluate student achievement (See iReady Data and NJSLA Data Below).

Literacy Scores Comparison (Percent on or above grade level/1 year below/2 or more grade levels below)

Hamilton				
<i>Grade</i>	<i>2021-2022- iReady</i>	<i>2022-2023 iReady</i>	<i>2023-2024 iReady</i>	<i>2024-2025 iReady</i>
First	78/22/0	89/11/0	87/16/0	70/30/0
Second	87/11/2	83/14/2	93/6/1	79/19/1
Third	91/6/2	85/11/4	88/8/3	86/8/5
Fourth	74/22/4	83/15/1	82/8/2	80/18/0
Fifth	74/15/11	70/21/9	80/9/11	73/24/0

Kresson				
<i>Grade</i>	<i>2021-2022 iReady</i>	<i>2022-2023 iReady</i>	<i>2023-2024 iReady</i>	<i>2024-2025 iReady</i>
First	81/20/0	86/14/0	91/10/0	89/10/0
Second	83/14/3	89/8/3	83/9/8	94/4/1
Third	92/4/4	87/10/3	90/8/0	87/5/7
Fourth	82/15/3	74/23/3	68/25/3	82/17/2
Fifth	66/21/12	70/22/9	77/20/3	74/21/5

Signal Hill				
Grade	2021-2022- <i>iReady</i>	2022-2023 <i>iReady</i>	2023-2024 <i>iReady</i>	2024-2025 <i>iReady</i>
First	84/16/0	84/16/0	92/8/0	83/17/0
Second	87/11/1	96/4/0	85/13/1	92/7/0
Third	96/4/0	91/9/0	90/7/4	87/7/6
Fourth	75/18/7	82/14/4	69/29/0	79/20/1
Fifth	75/21/4	81/10/10	81/18/1	77/19/3

Osage				
Grade	2021-2022- <i>iReady</i>	2022-2023 <i>iReady</i>	2023-2024 <i>iReady</i>	2024-2025 <i>iReady</i>
First	76/22/2	86/10/3	80/19/1	80/18/2
Second	74/19/8	84/13/2	75/18/6	65/27/8
Third	79/9/12	77/9/13	89/7/1	82/5/8
Fourth	73/24/4	75/15/9	64/26/4	68/26/1
Fifth	69/18/13	70/27/3	70/18/6	65/21/10

Math Scores Comparison (Number indicates % on or above grade level)

Hamilton				
Grade	2021-2022- <i>iReady</i>	2022-2023 <i>iReady</i>	2023-2024 <i>iReady</i>	2024-2025 <i>iReady</i>
First	72/27/1	84/16/0	79/21/0	73/27/0
Second	76/25/0	77/20/3	85/15/0	83/15/2
Third	83/13/4	75/25/0	81/16/2	78/21/1
Fourth	86/11/4	90/8/3	87/12/1	81/13/4
Fifth	75/15/5	79/20/1	85/12/3	82/16/0

Kresson				
Grade	2021-2022- <i>iReady</i>	2022-2023 <i>iReady</i>	2023-2024 <i>iReady</i>	2024-2025 <i>iReady</i>
First	79/20/2	78/21/1	83/17/0	80/18/1
Second	73/26/2	90/5/5	69/10/0	73/25/1
Third	87/9/4	77/21/1	89/10/0	77/18/2
Fourth	79/15/6	88/8/5	77/22/0	97/2/0
Fifth	70/19/11	73/17/11	94/5/2	67/25/7

Signal Hill

Grade	2021-2022- iReady	2022-2023 iReady	2023-2024 iReady	2024-2025 iReady
First	82/16/1	77/22/1	84/16/0	74/27/0
Second	81/17/1	92/8/0	77/17/6	79/20/1
Third	79/20/1	78/22/0	87/12/1	78/19/1
Fourth	77/21/1	82/14/5	85/15/0	94/6/0
Fifth	76/21/3	83/10/7	77/20/1	87/11/1

Osage				
Grade	2021-2022- iReady	2022-2023 iReady	2023-2024 iReady	2024-2025 iReady
First	67/33/2	66/29/5	74/23/4	71/27/2
Second	49/42/9	72/21/7	51/39/10	62/25/13
Third	69/26/4	71/21/8	75/22/2	79/13/3
Fourth	77/17/7	73/16/10	70/18/8	76/17/2
Fifth	67/23/9	80/14/6	73/18/3	65/24/9

Blue- improved score

Language Arts NJSLA Results																
	Level 1			Level 2			Level 3			Level 4			Level 5			
Grade	20 23	20 24	20 25													
3	9 %	5%	8%	13 %	9%	9%	21 %	24 %	20 %	50 %	56 %	50 %	7 %	6%	13 %	
4	5 %	4%	4%	4 %	9%	6%	16 %	20 %	16 %	48 %	43 %	48 %	27 %	24 %	26 %	
5	4 %	3%	3%	5 %	6%	9%	15 %	12 %	17 %	55 %	57 %	55 %	21 %	22 %	16 %	
6	7 %	4%	4%	8 %	6%	5%	19 %	16 %	16 %	50 %	48 %	48 %	16 %	26 %	27 %	
7	5 %	3%	6%	4 %	8%	3%	20 %	17 %	14 %	38 %	42 %	36 %	33 %	30 %	41 %	
8	3 %	5%	6%	4 %	8%	7%	10 %	18 %	16 %	44 %	44 %	41 %	39 %	25 %	30 %	

Math NJSLA Results																
	Level 1			Level 2			Level 3			Level 4			Level 5			
Grade	20 23	20 24	20 25													
3	5 %	4%	3%	8 %	5%	10 %	24 %	22 %	17 %	45 %	39 %	50 %	19 %	30 %	20 %	
4	3 %	5%	3%	9 %	9%	7%	21 %	28 %	19 %	55 %	44 %	54 %	12 %	14 %	17 %	
5	3 %	3%	3%	13 %	10 %	9%	22 %	20 %	23 %	44 %	50 %	46 %	17 %	17 %	19 %	
6	7 %	6%	4%	17 %	15 %	9%	30 %	27 %	26 %	38 %	41 %	46 %	9 %	11 %	15 %	
7	6 %	5%	4%	12 %	14 %	13 %	26 %	30 %	19 %	43 %	35 %	46 %	13 %	16 %	18 %	
8	21 %	15 %	14 %	24 %	22 %	21 %	27 %	27 %	26 %	25 %	28 %	35 %	2 %	8%	4%	

Blue- improved score

During the 2024-2025 school year, professional development for teachers focused on using data to inform instruction. Middle school math and language arts teachers reviewed the data from the iReady Diagnostic Program to address students' strengths and weaknesses. Additionally, teachers in grades 3-5 received literacy training with the implementation of the "Wonders" Language Arts Program. The professional development coaches assisted elementary teachers with On Demand Writing and Using a Rubric to Score Writing to plan future instruction.

As a district, we remain committed to collaboratively realizing the vision for instruction set forth by the Voorhees School District. Our teachers have worked tirelessly to deliver targeted and differentiated quality instruction to their students. Alongside this, our staff and administrators have prioritized fostering a positive school climate, where students feel secure in taking educational risks and developing a passion for learning. In the Voorhees Township School District, we embody our mission each day, overcoming obstacles while striving to promote innovation, engage all learners, and inspire a lifelong love of learning.

Innovate, Inspire, Engage

SPECIAL SERVICES

2024 -2025

**Dr. Melody Alegria
Director of Special Services**

**Ms. Donna Ross
Supervisor of Special Services**

Special Services
Dr. Melody Alegria, Director of Special Services
Ms. Donna Ross, Supervisor of Special Services

Director of Special Services

The Special Services department includes all services related to the identification and evaluation of potentially disabled students as well as the provision of special education and related services and/or speech language services to students deemed eligible. This department also coordinates home instruction for students unable to attend school on a temporary basis.

Staff members include Child Study Team personnel, teachers, related service providers, instructional associates and home providers. Each team member directly interacts with children and provides consultative services to the school staff and parents.

Child Study Team Services

The function of the Child Study Team is to provide diagnostic, evaluative, consultative, and related services to the school community. CST staff includes 2 full teams serving the preschool and elementary levels. For the middle school team, we have two school psychologists and a learning consultant. Each child study team member evaluates at least one student per week on average, serves as case manager for approximately 60 students and participates on a committee entitled Response to Intervention. CST personnel provide on-going consultation and support to all staff to facilitate the implementation of IEPs. Related services personnel include: eight full-time speech therapists, three full-time occupational therapists, one full-time physical therapist, one 80% time board certified behavior analyst for preschool, Kresson Elementary, and ETH Elementary Schools, and one full-time board certified behavior analyst for VMS, Signal Hill Elementary, and Osage Elementary. The district contracted with an agency to provide Registered Behavior Technicians (RBTs) and also worked to get in-house Instructional Associates certified as RBTs.

Instructional Staff

Teacher/FTIA/PTIA/RBT	Kresson	Hamilton	Osage	SH	VMS	Total
2012-13	6/8	5/10	10/13	10/12	17/12	48/55
2013-14	6/7	5/9.5	9/12	10/12.5	18/10	48/51
2014-15	5/5.5	6/7.5	10/11.5	8/11	19/12.5	48/48
2015-16	6/10	5/8	10/13	8/12	17/13	46/39/17
2016-17	7/5+5	5/5+4	10/10+5	9/10+3	17/7+7	48/37+24
2017-18	7/5+6	7/5+13	10/10+2	10/11+5	17/6+5	50/37+31
2018-19	7/6+5	7/6+13	10/9+2	10/9+5	17/4+5	51/34+30
2019-20	7/6+5/4	7/4+8/3	9/10+1	10/9+6/2	17/7+3/3	50/36+23/12
2020-21	7/6+4/5	8/4+7/4	10/9+1	10/8+4/5	19/2+3/3	54/29+19/18
2021-22	7/8+4/6	10/4+9/9	10/11+3/2	13/6+3/6	15/2+2/6	55/31+21/29
2022-23	13/6+11/12	7/3+2/0	10/8+3/1	10/7+0/8	18/3+2/2	58/27+18/23
2023-2024	13/10+7/13	6/3+5/0	10/8+4/0	9/7+3/4	19/5+2/3	57/33+21/20
2024-2025	12/21+4/7	6/4+3/0	10/9+3/1	9/11+3/1	19/5+3/2	56/50+16/11

There were 106 referrals this year. Of that number 67 were school age and 39 were preschoolers.

Preschool Referrals

Year	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Total	63	37	41	56	41	46	62	47	38	45	43	56	39

School Age Referrals

E.T. Hamilton	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Males	2	6	8	6	5	8	8	3	6	5	15	10	12
Females	4	7	8	7	4	4	5	3	5	4	4	10	9
Enrollment	454	418	419	412	383	385	398	389	379	525	509	509	521
	1.3%	3.1%	3.8%	3.1%	2.3%	3.1%	3.2%	1.5%	2.9%	1.7%	3.7%	3.9%	4.0%
Kresson	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Males	3	7	11	10	6	12	6	3	2	13	6	10	4
Females	8	6	9	6	3	10	3	4	6	3	3	6	2
Enrollment	344	314	374	379	398	398	384	385	369	425	514	523	537
	3.2%	4.1%	5.3%	4.2%	2.2%	5.5%	2.3%	1.8%	2.2%	3.8%	1.8%	3.1%	1.1%
Osage	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Males	17	12	21	22	11	11	2	9	9	5	13	16	8
Females	6	10	20	7	9	10	17	13	5	11	11	4	5
Enrollment	651	655	643	638	606	671	681	696	705	563	549	534	516
	3.5%	3.3%	6.3%	4.5%	3.3%	3.1%	2.7%	3.1%	2.0%	2.8%	4.4%	3.7%	2.5%
Signal Hill	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Males	9	11	23	13	7	12	15	4	6	6	9	4	8
Females	7	12	5	11	8	12	13	3	8	8	4	3	7
Enrollment	512	499	473	489	484	504	442	486	460	444	452	441	432
	3.1%	4.6%	5.9%	4.8%	3.0%	4.7%	6.3%	1.4%	3.0%	3.2%	2.9%	1.6%	3.5%
Total Elementary	1961	1916	1909	1861	1871	1958	1978	1956	1913	1957	2024	63/ 2024	55/200 6 2.7%
	2.9%	3.7%	5.5%	4.1%	2.8%	4%	4%	2.1%	2.5%	2.8%	3.2%	2.4%	
VMS	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Males	4	5	18	11	8	8	7	6	4	5	3	4	8
Females	6	3	6	2	5	4	4	8	2	2	5	5	4
Enrollment	1136	1107	1110	1063	1072	1045	1042	1018	1027	965	957	969	987
	.9%	.72%	2.1%	1.2%	1.2%	1.2%	1.05%	1.4%	.6%	.7%	0.8%	0.9%	1.2%
Total District Referrals	66/ 3097	79/ 3023	129/ 3019	91/ 2981	66/ 2943	96/ 3003	142/ 3020	56/ 2975	53/ 2967	62/ 2997	73/ 2981	72/ 2976	67/299 3 2.2%
	2.13%	2.6%	4.2%	3%	2.2%	3.1%	4.7%	1.8%	1.8%	2.1%	2.4%	2.4%	

Based on total enrollment as of June 30th

Special Education Enrollment

The New Jersey Administrative Code requires districts to provide services to students with disabilities in either of two categories: Eligible for Special Education and Related Services or Eligible for Speech /Language Services. The following chart outlines enrollment in each of the schools:

Eligible for Special Education/Eligible for Speech Only by School/School Enrollment as of June 2024

	PS	SH	Hamilton	Kresson	Osage	VMS	OD	Total	% of enrollment
2015	28	47/28/457	43/36/418	36/7/367	49/16/641	139/12/1107	17	359/99/2991	12%/3.3% 15.3%
2016	24	40/32/474	40/34/410	43/14/373	54/16/629	134/11/1055	16	351/107/2943	11.9%/3.6% 15.5%
2017	35	49/30/484	37/33/383	54/37/398	66/27/606	96/10/1072	17	354/137/2943	12.0%/4.6% 16.6%
2018	48	50/33/504	46/28/385	63/26/398	57/27/671	88/9/1045	14	366/123/3003	12.1%/4.0% 16.2%
2019	48	62/22/470	53/25/398	56/29/384	62/19/681	90/8/1042	27	393/103/3020	13%/3.4% 16.4%
2020	47	53/32/485	45/31/389	52/32/385	65/19/695	139/12/1018	32	386/126/2975	12.9%/4.2% 17.2%
2021	41	52/28/460	49/23/379	57/27/369	72/15/705	135/8/1027	27	433/101/2967	14.6%/3.4% 18.0%
2022	49	53/38/444	70/30/525	59/35/425	61/15/563	124/7/965	28	444/125/2997	14.8%/4.2% 19.0%
2023	49	65/37/452	44/42/509	60/46/514	72/17/549	133/6/957	27	450/148/2981	15.1%/5.0% 20.1%
2024	49/0/14 6	59/29/441	48/49/509	59/46/523	73/27/534	138/4/969	24	450/155/3122	14.4%/4.9% 19.3%
2025	47	61/29/432	48/38/521	60/49/537	68/33/516	139/11/987	33	456/160/3198	15.2%/5.3% 20.5%

Current Status as of June 2024

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Eligible for SERS	363	354	366	393	386	433	444	450	450	456
Newly Eligible	71	56	67	72	60	65	77	67	62	65
Transfers In	14	39	44	39	29	32	36	19	24	28
Graduated	48	49	47	45	44	48	46	40	38	52
Moved out	27	23	26	28	28	30	47	28	33	30
Declassified	7	9	8	15	13	13	10	15	11	12
Eligible for Speech	128	137	123	108	158	101	125	148	155	160
District enrollment	2981	2943	3003	3020	2975	2967	2997	2981	3122	3198

Declassifications

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Preschool	3	5	0	0	0	0	4	3	3	0	6	1	2
Elem/VM S	14	8	5	7	9	8	11	10	10	10	9	10	10
Totals	17	13	5	7	9	8	15	13	13	10	15	11	12

Special Education Programs Report for 2023-2024 School Year

The state department of education issued its annual performance report on how well each district met the State Performance Plan Indicators. The report is published each year for the preceding year and addresses *graduation rates, drop-out rates, performance on state assessments, suspensions/expulsions, education environments, preschool environments, preschool outcomes, parental involvement, disproportionality, child find, early childhood transition, secondary transition and post- secondary outcomes*. Some areas are not applicable to our district. Of the targets applicable, we met all expectations except for Indicators 3b (8th grade ELA and math proficiency), 3c (4th grade ELA proficiency-DLM and 8th grade Math-DLM), 3d (4th and 8th grade ELA and Math proficiency gap) , 6b (preschool LRE separate setting), 11 (Child Find) and 12 (Early Childhood Transition).

Indicator 3 portrays assessment participation and proficiency. This indicator is separated into 4 subgroups (a) participation rate for students with IEPs, (b) proficiency rates for children with IEPs against grade-level academic achievement standards, (c) DLM proficiency rates, and (d) gap in proficiency rates for children with IEPs and for all students against grade-level standards. Standards were met for indicator 3a (participation) and 3b (4th grade ELA and math proficiency). Eighth grade math proficiency should have been at 14%; however, our district fell short at 11.11%. Eighth grade ELA proficiency has a state target of 21.50%; however, our district fell short at 14.72%. Our district exceeded the target of 24.50% in fourth grade ELA proficiency with a rate of 34.25%. Our district also exceeded the fourth grade math proficiency target of 25.50% with a proficiency rate of 36.99%. Indicator 3c reports proficiency rates for students who are administered the DLM, an alternative assessment to the NJSLA. Fourth grade ELA proficiency on the DLM assessment has a state target of 30.75%; however, our district fell short at 20.00%. Our district's eighth grade math proficiency rate of 10.00% also fell short of the state target, which was 17.75%. Our eighth grade ELA (DLM) proficiency rate of 42.86% exceeded the state target of 38.00%. Our fourth grade math (DLM) proficiency rate of 50.00% also exceeded the state target, which is 36.75%. Substantial improvement in our DLM proficiency rates is noted in comparison to the 2022/2023 school year. In 2022/2023, our fourth grade ELA (DLM) proficiency rate was 10.00%, while the fourth grade DLM math proficiency rate was 11.11%. Eighth grade proficiency scores were not available in 2022/2023 to protect student privacy. Increased resources, such as Accessible Literacy Learning, along with increased staff training in the STAR curriculum has been provided to remediate previous concerns. Indicator 3d reports the gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. Increased teacher support and training, continued coaching and education for our inclusion teachers, and consistent use of research based programs such as SPIRE and WonderWorks, is being provided to remediate this concern. These supports were introduced during the 2023/2024 school year and will continue to be provided for our staff.

Indicator 6b reports on the percentage of preschool children who are enrolled in a separate special education class, separate school, or residential facility. The state target is set at 38.25%, while our district percentage was at 47.22% for the 2024-2025 school year. Continued expansion of our preschool program, along with increased opportunities for inclusive experiences and a partnership with NJPIEP (NJ Preschool Inclusive Education Project) were implemented during the 2024-2025 school year to support this target.

Important to note with Indicators 11 and 12 is the State reached out to districts after the reports were released to explain the dip in percentages. As a State, the data has been reported incorrectly in the past, however, in order to re-align with IDEA, we are required to report differently. Moving forward, we will ensure our reporting is aligned to IDEA and the new reporting guidelines of the NJDOE.

K-8	In general education 80% or more Voorhees/State target	In general education between 79%-41% no state target	In general education 40% or less Voorhees/State target	Out of district placement Voorhees/State target
2012-13	59%/48%	28.8%	8.4%/16.5%	3.8%/6.7%
2013-14	57.2%/48%	30.5%	7.3%/16.5	5%/7.6%
2014-15	52.9%/48.5%	35.2%	7.9%/16%	4%/7.4%
2015-16	51.7%/49%	48.3%	7.1%/15.5%	4.2%/7.4%

2016-17	56.2%/49.5%	34.6%	6.5%/15%	2.7%/7.2%
2017-18	53.4%/50%	36%	7.9%/15%	2.7%/7.1%
2018-19	56.2%/49.5%	34.6%	6.5%/15%	2.7%/7.2%
2019-20	50.6%/50.5%	36.4%	8.3%/14%	4.7%/6.9%
2020-21	50.5%/45%	35.97%	9.23%/14.75%	4.32%/6.75%
2021-22	50%/45%	33.87%	11.69%/14.75%	4.44%/6.75%
2022-23	51.3%/45%	36.8%	11.90%/14.50%	3.72%/6.50%
2023-24	51.3%/45.5%	36.8%	11.90%/14.50%	3.72%/6.50%

Ages 3-5	Percent of Preschoolers in inclusive settings 80% of time/state target	Percent of Preschoolers in separate settings/state target	Other (general education + resource)
2012-13	39.5%/42.5%	55.3%/36%	5.2%
2013-14	41.5%/42.5%	56.1%/36%	2.4%
2014-15	39%/43%	53.7%/35.5%	7.3%
2015-16	26.2%/43.5%	59.5%/35%	14.3%
2016-17	55.9%/44%	42.4%/34.5%	1.7%
2017-18	41.1%/44%	46.4%/34.5%	12.5%
2018-19	50%/45%	35.5%/34%	14.5%
2019-20	64.9/46%	35.1%/34%	0%
2020-21	64.1%/47%	33.33%/38.75%	N/A
2021-22	53.13%/47%	46.88%/38.75%	NA
2022-23	50%/ 47.50%	47.22%/38.25%	1.8%
2023-24	50% 47.50%	47.22%/38.25%	1.8%

Homebound Instruction

Home Instruction is a service coordinated by the Child Study Team office for students who need to be absent from school for an extended period due to illness, injury or suspension from school. Home instruction may also be provided as deemed appropriate for students with disabilities via the IEP process. A home instruction manual was developed and implemented to ensure alignment with QSAC and NJ Code. This manual was reviewed with administrators, school counselors, and child study team members. This year, there were approximately 3 students on intermittent home instruction. Each medical home instruction situation received prior approval by the School District Physician, per the recently developed and implemented Home Instruction Manual and State Guidelines.

Staff Development

For the 2024-2025 school year, staff development was tailored to address the unique needs of the programs and students for whom each teacher was responsible. Our in-class support teachers enjoyed quarterly online professional learning communities where teachers shared strategies and support through collaboration and peer coaching. Our Supervisor of Special Services maintained consistent communication with each teaching pair to ensure opportunities for professional development and collaboration were made available. Our in-class support teachers also participated in monthly grade-level PLC meetings with their general education co-teaching pairs. Teachers in our resource room program participated in

training for the SPIRE decoding intervention program. They continued to grow their practice and implementation of this program through a collaborative monthly PLC, during which time they engaged in collaborative discussions, data collection, and peer-to-peer coaching. Teachers in our LLD programs were given training and coaching on the Lindamood Bell Visualizing and Verbalizing program, which capitalizes on language development and working memory to improve receptive and expressive language skills, reading comprehension, and written expression. Training and in-person coaching sessions were facilitated by one of our speech/language therapists, who also served as our LLD lead teacher. All teachers in our in-class support, resource room, and LLD programs were provided access to Wonders and Wonderworks, as well as professional development opportunities to support the implementation of the new program. We continued to expand upon our Peer Buddy Program with students in our autism program and their general education peers. This program was consistently implemented in Kresson School, in addition to Signal Hill School this year to further cultivate an inclusive, equitable environment for all students. Our autism and MD programs updated procedures for Community Based Instruction trips and developed a handbook which outlined procedures, task analyses and techniques for school-to-home connections. Teachers, RBT's, and instructional associates in our autism and preschool disabilities program received frequent in person training through our BCBAs and autism teachers to foster improved implementation of prompt hierarchy strategies, de-escalation and teaching techniques. Our in-district BCBAs provided follow up coaching and support sessions to review key information for classroom set up, intense teaching trials, functional routines, and reinforcement systems. Finally, our department hosted specialist training sessions for QBS Safety Care, which focuses on preventative and de-escalation strategies, with instruction also being provided for safe and responsible physical management when necessary. Our district has supported professional development for seven Safety Care trainers, who throughout the 2023-2024 school year, trained sixty-one staff members.

EDUCATIONAL TECHNOLOGY

2024-2025

**Bruce Taylor
Director of Educational Technology**

**Educational Technology
2024-2025
Bruce Taylor
Director of Educational Technology**

The revised Voorhees Township School District Technology for Digital Learning Plan was completed during the summer of 2023. This three-year plan was submitted to the superintendent in October, 2023 but it was determined that approval by the Board of Education wasn't necessary as district technology plans are no longer required by the state of New Jersey.

All components developed in the plan were reviewed to ensure compliance with guidelines required for funding from the following sources:

- E-Rate funding via compliance with the Telecommunications Act of 1996 and Children's Internet Protection Act (CIPA)

These criteria include the establishment of linkages with the following external plans:

- Future Ready Schools (White House Future Ready Summits)
- Framework for 21st Century Learning (The Partnership for 21st Century Skills)
- National Educational Technology Standards (International Society for Technology in Education – ISTE)
- New Jersey Student Learning Standards, including new 2020 Computer Science and Design Thinking

Linkages have also been identified across many other ancillary plans. These plans, at least in part, serve to determine and reinforce roles and levels of responsibility of individuals, schools and the district as a whole, toward meeting the technology goals in the Voorhees Township School District.

Current corporate partners, technology vendors and various experts were consulted throughout the planning process as solutions for voice, data and video applications were placed under consideration. In addition to the review and selection of technology products and services, opportunities for educational institutions, creative-financing programs, customer support options and product futures were explored. Relationships formed or renewed in this process will continue to serve the district during the incremental implementation of this plan.

The district's main goals for technology initiatives through the year 2026 have been established to meet district technology needs, as identified by the committee, and are set within the eight major areas of the action plan, aligned directly with the Future Ready Framework:

- Curriculum, Instruction, and Assessment
- Use of Time

- Technology, Networks, and Hardware
- Data and Privacy
- Community Partnerships
- Professional Learning
- Budget and Resources
- Empowered, Innovative Leadership

The revised technology plan document serves as a next edition in an evolving process, and it will always be subject to periodic changes as deemed appropriate. This revision incorporates data taken from the following sources, which may be found in the Strategic Planning area in the document:

- Future Ready Schools – NJ Bronze Certification Gap Analysis
- Digital Star School Certification Program Criteria Analysis
- NJTRAx Digital Learning Survey Data – Gap Analysis
- “Artificial Intelligence (AI) and the Future of Teaching and Learning: Insights and Recommendations” - The Department of Education’s Office of Educational Technology (OET)

The Gap Analysis components above were also used by school task force members in the formulation of school-based action plans. These school plans were previously created for the 2020-23 plan, carried over to the 2023-26 plan, and incorporated into the larger district plan for easy reference.

New Jersey State Learning Standards (NJSLS) 8.1 Computer Science, 8.2 Design Thinking; and 9.4 Life Literacies & Key Skills was initially implemented in the 2022-23 school year and action items will carry through the term of the 2023-26 plan.

Fifty (50) action items related to generative artificial intelligence have been introduced in the 2023-26 digital learning plan.

BOE Policy 2365 Acceptable Use of Generative Artificial Intelligence was adopted in March, 2024, and it is directly aligned with the VTSD Acceptable Use of Generative Artificial Intelligence Plan which was created and adopted earlier this year.

The 2023-2026 version of the districts technology plan for digital learning is the 11th revision to the original document written in 1991. Due to the impact that the COVID-19 pandemic made on our educational priorities and processes for combating learning loss in the past few years – it has been our intent to extend the established goals in each school’s digital learning plan for another three years through the term of this plan’s new revision. Beyond focusing on the Future Ready Framework, we are evaluating promising opportunities for Artificial Intelligence (AI) in education, as well as identified risks, and incorporating the available educational technology guidance into our plan. We are thinking about AI in positive ways, including how our teachers can leverage the different tools to help make their everyday tasks easier, which in turn allows them to focus more on the students’ classroom experience.

The revised Technology Plan for Digital Learning 2023-26 is available on the district's website.

**PRESCHOOL
2024-2025**

ANNUAL REPORT

**Julie Lyons
Director of Early Childhood / K-5 Literacy / ESL**

Preschool
Julie Lyons
Director of Early Childhood / K-5 Literacy / ESL

The 2024–2025 school year marked the district’s third year participating in the Preschool Expansion Aid (PEA) program. Throughout the year, the district served 234 students across four sites: Kresson Elementary, Fervent Beginnings, Today’s Learning Center, and the Voorhees Early Childhood Development Center (VECDC).

As part of its NJDOE-approved, high-quality preschool program, the district provides a full-day schedule led by a certified teacher and an instructional associate. Class sizes are capped at 15 students per room to promote small-group learning, which includes students with special needs.

The district uses the state-approved, research-based Creative Curriculum and its accompanying assessment platform, Teaching Strategies GOLD. Together, they provide materials and resources that support intentional, engaging, and developmentally appropriate learning experiences for young children. Through this curriculum, students enjoy hands-on, real-world experiences throughout the year through classroom visitors, celebrations of learning, and field trips. This year, for example, students had a fun-filled and educational trip to Johnson’s Farm.

In addition to the Creative Curriculum, Voorhees implements the Pyramid Model — an evidence-based framework designed to promote positive social-emotional development and help children build strong, healthy relationships.

Preschool staff and families are supported by a dedicated and growing team that includes two Preschool Instructional Coaches (PICs), two Preschool Intervention and Referral Specialists (PIRS), and two Social Workers (one of whom also serves as the Community Parent Involvement Specialist, CPIS). In addition, each provider site has a Family Worker who partners with the Social Workers to support families and strengthen home-school connections.

Community members, families, and staff also participate in the Voorhees Early Childhood Advisory Committee (VECAC), which promotes collaboration and gathers feedback to support ongoing program growth and improvement.

To support smooth early childhood transitions, the P–3 Committee continued to meet this year with representatives from administration, kindergarten teachers, preschool teachers, and private provider staff. The committee also partnered with the VECAC Transition Subcommittee to organize visits that allowed each preschool class to spend time in a “partner” kindergarten classroom.

During these visits, rising kindergarten students had the opportunity to meet a kindergarten teacher, experience a kindergarten setting, and participate in a scavenger hunt with a kindergarten buddy. This fun and interactive activity introduced them to important locations around the elementary school (including the nurse’s office, library, art room, music room,

gym, and cafeteria), helping them feel more comfortable and confident as they prepare for kindergarten.

In the spring, the district began preparing for the 2025–2026 school year by holding its annual preschool lottery to fill available seats. All families who completed registration by May 9, 2025, were guaranteed a spot in the program. Once those students have been placed, the administration will review enrollment to determine whether additional registrants who applied after May 9th (as well as children of district staff) can be offered a seat.

Perhaps the most exciting news is the opening of the new Voorhees Early Childhood Development Center, which welcomed 82 three- and four-year-olds on June 2, 2025. This highly anticipated opening was the result of a long and complex process, with delays due to factors outside of the district's control, such as permits and supply chain challenges.

Throughout the project, the district kept families informed through regular updates from the Director of Early Childhood, postings on the district website, and personalized responses to parent emails and phone calls.

Looking ahead to the 2025–2026 school year, the district will serve students across four sites with a total of 30 classrooms, moving closer to its goal of serving all eligible children within five years.

ENGLISH AS A SECOND LANGUAGE

2024-2025

ANNUAL REPORT

Julie Lyons

Director of Early Childhood / K-5 Literacy / ESL

English As a Second Language
Julie Lyons
Director of Early Childhood / K-5 Literacy / ESL

Introduction

The Bilingual Education Act (N.J.S.A. 18A:35-16) was enacted to ensure that students of limited English proficiency receive instruction that enables them to continue developing academic skills while they acquire English language proficiency. Chapter 212, as amended, reaffirmed the need for specialized instructional programs to support students who do not yet have sufficient English proficiency to succeed in an English-only classroom.

More recently, Chapter 15 of the Bilingual Code was amended and readopted to reflect updated requirements and best practices for serving multilingual learners (MLs). The new code emphasizes continuous improvement of academic programs, supports for the whole child, family engagement, and staff capacity-building. These Code changes aim to prepare multilingual learners for post-secondary success.

Additionally, state bilingual categorical aid is provided to help districts meet these goals. To qualify for this funding, districts must submit a detailed program plan describing how they will implement these instructional services and supports.

The ESL Program in Voorhees Township Public Schools

The Voorhees Township School District's ESL program is designed to support multilingual learners (MLs) at all levels of English proficiency — newcomer, beginning, intermediate, and advanced. In addition, districts operating NJDOE-approved preschool programs must identify multilingual learners starting at the preschool level.

The district's ESL teacher who supports preschool provides ongoing assistance by meeting with teachers to address questions about their students' language needs, delivering professional development to preschool staff, modeling effective strategies for working with multilingual learners, collaborating with the Preschool Instructional Coaches (PICs), and supplying home-language books to enrich preschool classroom libraries.

At the elementary level, we use a pull-out model to provide ESL students with a minimum of 30 minutes of targeted ESL instruction each day. The middle school also uses a pull-out model, where students receive ESL instruction for a minimum of 45 minutes per day.

2024 – 2025 Program Data

Budget Resources:

Local Funding	Federal Funding
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Staff: Supervisor
5 Full-Time ESL Teachers

ESL Students

School	Total Students in Program this School Year
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ET Hamilton	23
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Kresson	25
Osage	39
Signal Hill	7
Middle	22
Preschool	26
 Total	142

Language Breakdown

Arabic	Bengali	Burmese	Central Khmer
Chinese	Creoles and Pidgins	Gujarati	Hebrew
Hindi	Italian	Japanese	Kannada
Korean	Kurdish	Marathi	Nepali
Punjabi	Spanish; Castilian	Sourashtra	Tamil
Russian	Thai	Turkish	Ukrainian
Telugu	Urdu	Vietnamese	

Program Entrance and Exit

ESL teachers assess students entering our school district using the World-Class Instructional Design and Assessment (WIDA) Screener test. This screener evaluates students across four domains: Listening, Reading, Speaking, and Writing. The test scores help educators identify students as Multilingual Learners (MLs) and determine their eligibility for ESL services. Each year, ESL students take the statewide WIDA ACCESS assessment. This computer-based test monitors student progress in the ESL program and helps determine which students may be ready to exit the program.

Student progress is assessed and monitored throughout the year, with a comprehensive review conducted annually. Students who score 4.5 or higher on the WIDA ACCESS test undergo further evaluation using an English language observation form. This form takes into account classroom performance, progress on standardized and grade-level tests, as well as teacher recommendations and observations, to determine if the student is ready to exit the program.

Once exited, students are monitored for two school years to ensure their continued success in the regular classroom and to provide periodic support if needed. Additionally, the state report tracks the number of students who have exited the ESL program or who have moved out of the district.

Curriculum and Professional Development

The National Geographic Reach and Inside programs are used to support Multilingual Learners. Additionally, an online component was purchased to provide digital access to instructional materials. All objectives address language, literacy, and content areas—including Social Studies, Science, Mathematics, and Fine Arts—and are aligned with WIDA standards as well as selected New Jersey Student Learning Standards for English Language Arts.

District staff continuously enhance instruction through a variety of training opportunities. Annual professional development on ACCESS testing is provided for all teachers and administrators who work with MLs, as well as for the Director of ESL.

Our ESL teachers also deliver annual training sessions to classroom teachers, sharing effective instructional strategies to better support ESL students. Furthermore, all ESL teachers are trained in Sheltered English Instruction (SEI), ensuring they are well-prepared to meet the diverse language needs of our students. ESL teachers collaborate closely with classroom teachers to promote and encourage student academic growth.

Bilingual Waiver

In accordance with New Jersey state guidelines, school districts are required to implement a bilingual education program when there are 20 or more students in a single language group. This year, our district has met that threshold with Turkish-speaking students. Since we do not currently offer a bilingual curriculum in Turkish, we were required to apply for a state bilingual program waiver.

Our state-approved bilingual program alternative at this time is high-intensity ESL instruction. While this model has helped support our Multilingual Learners (MLs), it is not a sustainable long-term solution if enrollment trends continue.

To proactively address this, the district has developed a three-year rollout plan to transition to Sheltered English Instruction (SEI) as our new approved program alternative. SEI is a research-based approach designed to make academic content comprehensible while supporting English language development. It benefits both current and former MLs as well as general education students by integrating language objectives with content instruction.

SEI training for general education teachers will be conducted in phases and will include:

- A framework for second language acquisition and understanding of WIDA standards and assessments.
- In-depth exploration of the SEI model, including lesson preparation, building background knowledge, and strategies for delivering comprehensible input.
- Application of methods that support interaction, vocabulary development, higher-order thinking, and ongoing assessment.

These hands-on, interactive sessions are designed to help teachers reflect on their current practices and apply SEI strategies to better meet the needs of students at all levels of English proficiency. By equipping educators with these tools, we aim to ensure that all students have equitable access to rigorous academic content and the support they need to succeed.

ENGLISH LANGUAGE ARTS

Julie Lyons
Director of Early Childhood / K-5 Literacy / ESL

English Language Arts
Julie Lyons
Director of Early Childhood / K-5 Literacy / ESL

This year, the district completed its second full year of implementing McGraw Hill's Wonders, our evidence-based K–5 ELA program. Last year, Grades K–2 began using the program, and this year, Grades 3–5 successfully implemented it as well. Wonders empowers students to take an active role in their learning and exploration. Its best-in-class differentiation resources support strong outcomes for all learners, while meaningful, authentic literature invites students to explore the world around them and gain a deeper understanding of themselves and each other.

Teachers in Grades K–2 also used Fundations, a research-based, systematic program for teaching foundational literacy skills, including phonemic awareness, phonics, high-frequency word recognition, reading fluency, vocabulary, comprehension strategies, spelling, and handwriting. Both Fundations and Wonders align with the most recent version of the New Jersey Student Learning Standards for English Language Arts (NJSLA-ELA).

Throughout the 2024–2025 school year, teachers participated in multiple professional development sessions to support a smooth transition to the new ELA program. In addition, professional development coaches and reading specialists provided ongoing support to help teachers implement the program effectively.

Reading specialists continue to play a vital role in our ELA curriculum development. They meet regularly throughout the school year to address teachers' needs, provide guidance, and offer solutions. In addition to supporting classroom instruction, they also work directly with students who require additional literacy support and remediation.

We continued to use i-Ready to support and assess student progress in ELA across grades K–8. The program served as both a diagnostic tool and a source of instructional lessons.

Teachers used i-Ready to enrich instruction for students who were ready for more advanced material, provide remediation when needed, and supplement current learning standards.

Overall, teachers have observed steady progress on diagnostic assessments.

Beginning in the 2025–2026 school year, the NJDOE requires all students in grades K–3 to participate in universal screening for early literacy support. Voorhees will use i-Ready as our screening tool, which includes the i-Ready Diagnostic (already in use) and new Literacy Tasks to meet both universal and dyslexia screening requirements.

All K–3 students will complete the Diagnostic and Literacy Tasks in the fall and spring, with additional Literacy Tasks administered in winter only to students scoring below benchmark in the fall. EP teachers, reading specialists, and BSIP teachers will administer the Literacy Tasks. Teachers will receive training in September to interpret the data and use it to plan small groups, scaffold instruction, and collaborate with specialists to support student success. The district continues to use Atlas, an online platform for curriculum planning and pacing that supports standards-based instruction. The curriculum will continue to be updated in Atlas as needed, to ensure it remains aligned with district goals and priorities.

Teachers now submit their lesson plans through OnCourse, a platform that promotes greater consistency and appropriate pacing across the district. OnCourse also enables teachers to easily share plans and resources with one another.

At the middle school level, standards-based instruction guides the Literacy Lessons for regular education classrooms in grades 6–8, while the Hampton-Brown *Inside* series continues to address the needs of sixth grade special education and BSIP students. Teachers use CommonLit, NewsELA, and other resources to differentiate their instruction based on student needs. Teachers also meet throughout the year in grade-level PLCs to focus on instruction and create common assessments based on student needs.

The English Language Arts Curriculum Guide encourages development of each child's ability to communicate is provided through the compilation of this inclusive curriculum. It incorporates many aspects of scholarly vocabulary development to enhance and improve reading comprehension of complex and other text, writing strategies, speaking and listening skills, research skills, and technology applicable instruction to provide increased proficiency in the area of English Language Arts. Considering that our district believes that English Language Arts goes beyond functional literacy in all content areas, we intend to foster lifelong literacy and learning for our students. It is therefore essential to prepare our students with college and career readiness skills through literacy and other instruction, as referenced in our English Language Arts Curriculum Guide.

All students in Voorhees Township Public Schools continue to have 1:1 devices that support reading and writing initiatives. Supplemental programs such as iReady, RAZ Kids, and more can be accessed through students' devices.

Support staff in each school is available to support teachers in the area of ELA. Library/Media Specialists assist teachers in gathering information and material as needed. They also manage databases that are used by our teachers and students, and our technology specialists support the necessary programs to enhance our language arts curriculum.

**E.T. HAMILTON SCHOOL
Northgate Drive**

2024-2025

**Mary Tadley
Principal**

**E.T. HAMILTON SCHOOL
MARY TADLEY, PRINCIPAL
2024-2025**

ENROLLMENT

<u>Grade</u>	<u>Number of Students</u>	<u>Number of Classes</u>
K	76	4
1	86	4
2	94	4
3	95	5
4	85	4
5	85	4

SPECIAL NEEDS

<u>Programs</u>	<u>Number of Students</u>
B.S.I.P. Literacy & Math	78
Speech	46
Resource Room	20
Inclusion	24
Self-Contained	0

SCHOOL PROGRAMS

<u>Programs</u>	<u>Grades Included</u>
Anti-Bullying Assemblies	K-5
Author Assembly (virtual) A. Dyckman(k-2) S. Gupta (3-5)	K-5
Back-to-School Night	K-5
Character Education Assemblies	K-5
Cyberbullying and Internet Safety Assembly	K-5
Fire Prevention Week/Voorhees Fire Co. Visit	K&1
First Grade Open House	1
Field Day	K-5
Flyers Floor Hockey	2-5
Goodwin Raab Center Guest Reader Program	K-5
Halloween Parties	K-5
Holiday Season Parties	K-5
Josh the Otter Book Assembly (Rotary Club)	K
Kindergarten Orientation and Moving Up Ceremony	K
5 th Grade Graduation Ceremony	5
Enrichment Program	K-5
Morning Program for remediation	2-5
Phanatic about Reading (Phillies) Assembly	K-5
Professional Learning Communities (PLC's)	K-5
Respect Week	K-5
Safety Patrol	5

School Pictures	K-5
School Spirit Weeks	K-5
Valentine's Day Parties	K-5
Violence and Vandalism-/Halloween Safety	1-5
Wings Lacrosse Assembly	2-5
Music Concerts	K-5
Student Council	3-5

PARENT FACULTY ASSOCIATION

5th Grade Graduation Day
 Alicia Rose Foundation Bandana Sale
 Book Fair
 "The Great and Powerful Dave" Anti-Bullying Assembly
 Book Fair Grand-Friends Event
 5th Grade Pretzels and Pajama Day Fundraiser
 Jungle Themed Carnival
 Candy Gram Fundraiser
 Chalk-the-Walk Event
 Food Book Drive
 Halloween Class Parties
 Halloween Candy Drive/McDonald's House
 Helping Hands Collections /Packaging Night
 Hawk Market
 Hawk Pride Days
 Hawk Winter Break Bingo
 HPFA Breakfast (for Teachers)
 HPFA Membership Drive
 Holiday Shop
 Ice Skating Party
 The Giving Tree
 Teacher Night at McDonald's
 Monster Mini- Golf Fundraiser/ Family Night Out
 Mr. Softee
 Movie Night
 Omega Man and Friends Anti-bullying
 Picture Day
 Roller Skating Party at Hot Wheelz Cherry Hill
 School T-Shirts for the field trips
 Staff Luncheon
 Sal Vito Dine -Out
 Spiritwear
 Teacher Appreciation Week
 Yearbook

NUMBER OF STAFF

Certificated Full-Time (includes 1 administrator)	45
Certificated Part-Time or Shared:	9
Non-Certificated Full-Time	11
Non-Certificated Part-Time or Shared	10

E. T. Hamilton Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training	9/13/24 Throughout the year	All staff	Reviewed policy-principal: Power Point.
HIB bullying/student harassment staff training	9/03/24, 9/03/24	All staff	Discussion with the Principal/counselor/GCN Training
HIB Law Update			
Staff Harassment Training	9/09/24 12/9/24 Throughout the year	Staff/faculty meeting	Policy mentioned by the principal at faculty meeting.
Sexual Harassment	9/09/24	All Staff	
Student Sexual Harassment	9/09/24		
Suicide Awareness, Prevention Training	9/09/24 Throughout the year	Staff/faculty meeting	District Staff GCN training for new staff. Review of district policies/procedures by the principal.
School Safety/Emergency Plan Training	9/03/24 9/23/24, 11/19/24, 2/7/25, 2/1 0/25 03/10/25	Staff/faculty Meetings School Crisis Committee	Copies to all and reviewed at meetings Introduced the Crisis Prevention Team and procedures-principal. Members discussed emergency

	9/24/24, 11/19/24, 3/13/25	School Safety (HIB) Committee Meetings	drills. Reviewed the security plan with the principal. Committee members discussed HIB Survey and the climate of the school.
Missing/Abused/Neglected Children Training	9/09/24 10/21/24	Staff/faculty meeting	Principal reviewed (DCP&P) requirements and district policy.
Equal Educational Opportunity/Achievement Gap training	9/09/24	Certified Teachers	Presented through the faculty meeting agenda and power point presentation. Grade level meetings focused on student achievement
Blood Borne Pathogens	9/09/24	All Staff/New Staff	Nurse presented information. GCN training for new staff.
Violence and Vandalism Week Activities for staff	Faculty Meeting 10/21/24 Throughout the year	Staff/students	Faculty meeting and events were completed with collaboration by grade level partners on activities during the week.
Violence and Vandalism	09/09/24 10/21/24	Staff	Counselor presented lessons in classrooms.

Allergy Management	09/09/24, 10/21/24 Throughout the year	Staff/faculty meeting	Various activities in classrooms.
Asthma	09/09/24 Throughout the year	Staff/faculty meeting	Review of policy GCN training done by everyone. Nurse reviews procedures.
Eye Protection	Throughout the year 9/3/24	Staff/faculty meeting	Review policies with the school nurse. GCN Training for the new staff.
Intervention and Referral	Throughout the Year (4 times; presented refresher trainings at the end of each marking period.)	RTI meetings	GCN training individually for new staff. School nurse presented information.
School Nurse delegates for Epi-Pen	01/13/25 Throughout the year	Delegates	Counselor and CST members.
	01/13/25		Nurse-trained individually all delegates
Diabetes Awareness	09/09/24	All Staff Nurse and staff	
Gang Awareness Policy		Nurse and staff	

Social Media Policy		Faculty Meeting	<p>Nurse reviewed policies</p> <p>Principal and School Nurse reviewed procedures with staff.</p> <p>Principal reviewed procedures</p> <p>Power Point presentation by the principal.</p>
Student Training			
Bullying/Harassment Training	<p>Throughout the year</p> <p>Anti-Bullying “HAWK” assemblies</p> <p>Character Ed Assemblies</p> <p>Specifically designed lessons, as needed, throughout the year</p>	Students K-5	<p>Information/lessons from counselor and teachers; Health classes; Assembly with all grades</p>
Substance Abuse Training	Throughout the year	Students' 1 st - 5 th	Health classes

Violence and Vandalism Week Activities for students	Week of Respect 10/07/24	Students and staff	Bulletin boards Announcement Class Posters Counselor presented in classrooms. Theme week for the entire school. Teacher implemented lessons and activities
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KRESSON ELEMENTARY SCHOOL

7 School Lane

**2024 - 2025
Annual Report**

**Stacey Morris
Principal**

Kresson School
2024 - 2025 Annual Report
Stacey Morris
Principal

Enrollment

<u>Grade</u>	<u>Number Of Students</u>	<u>Number Of Classes</u>
Pre-K 3yr old	25	4
Pre-K 4yr old	52	6
K	84	6
1	75	6
2	71	4
3	88	5
4	66	3
5	76	3

Special Needs

<u>Programs</u>	<u>Number of Students</u>
B.S.I.P. (Literacy)	53
B.S.I.P. (Math)	27
K – 5 Speech	95
Pre-K Speech	35
Resource Room	36
Self-Contained	32
Enrichment Program (grades 3 – 5)	30
Enrichment Sparks (grades K – 2)	28

School Programs

<u>Programs</u>	<u>Grades Included</u>
Back-To-School Night	Pre-K – 5 th
Instrumental Music Program	4 th – 5 th
Fun and Fitness Day	K – 5 th
Turkey Trot	K – 5 th
Preschool Orientation	Pre-K
Preschool End of Unit Celebrations	Pre-K
Preschool Promotion Day	Pre-K
Kindergarten Orientation	Kindergarten
Kindergarten Move Up Day	Kindergarten
New Parent Orientation	Pre-K – 5 th
Reading Incentive Program	K – 5 th
Fifth Grade "Promotion Day"	5 th

STEM Days

K – 5th

School Programs Continued

Josh the Otter (Water Safety)
Spelling Bee
Math 24 Challenge
Week of Respect
Literacy and Math Before School Program
Kresson P.R.I.D.E Character Education
Donuts with Dad
Muffins with Mom

K
3rd – 5th
4th – 5th
Pre-K – 5th
2nd – 5th
Pre-K – 5th
Pre-K - K
Pre-K - K

School Assemblies

Welcome Back Assembly
Halloween Safety - Voorhees Police
Bike Safety – PE and Voorhees Police
Reading Incentive Assembly
Kresson P.R.I.D.E. Assemblies
Author Assemblies
“The Magic In You” Character Ed Assembly
“What Do You Know” Assembly

Parent/Faculty Association Activities

General Meetings (evening)
Yearbook
Welcome Back Picnic
Candy Bar Bingo
Welcome Back Staff Breakfast
Staff Appreciation Week / Luncheon
Fifth Grade Promotion Activities
Reading Incentive Program
Student Artwork Project
School Assemblies

KPFA and 5th Grade Committee Fundraisers

Halloween Boo Bags
Holiday Shop
Scholastic Book Fair
Dining Out Events
Spirit Wear
Fall and Spring Flower Sales
Diane's Water Ice
Pretzel Sales

Trunk or Treat

KPFA Community Service Activities

The Giving Tree
Feed-A-Family
First Responders Recognition
Voorhees Animal Orphanage Service Project

Other Activities

Beginning/Advanced Band
Orchestra
After School Clubs
Safety Patrol
Student Council

Number of Staff

Certificated	58
Non-Certificated	46

Kresson School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training Alcohol, Tobacco, & Other Drugs	9/23/24 Throughout the year	All Staff	Faculty Meeting PowerPoint Review & Discussion
Bullying/Student Harassment Staff Training (HIB) Pupil Discipline/Code of Conduct	9/11/24, 9/23/24 Throughout the year	All Staff Volunteers	Staff Handbook PowerPoint District Website Faculty Meeting
Staff Harassment Training Student Sexual Harassment	9/23/24 9/23/24	All Staff All Staff	Faculty Meeting Power Point Presentation GCN

Suicide Awareness, Prevention Training (and connection to HIB)	9/23/24 Throughout the year	All Staff	Faculty Meeting Review of District Policies/Procedures District Website PowerPoint GCN for New Staff
School Safety/Emergency Plan Training	9/3/24, 9/23/24 Throughout the year 9/12/24, 2/20/25, 5/20/25 9/11/24, 11/19/24, 3/13/25	All Staff / Faculty Meetings Crisis Team Meetings/PRT School Safety Committee	Copies to all and reviewed at meetings. Introduced the Crisis Team and procedures. Discussed emergency drills. Reviewed security plan and discussed HIB survey and school climate/school reopening plan.
Missing/Abused/Neglected Children Training	9/23/24, 10/21/24	All Staff	Faculty Meeting reviewed requirements and district policy.
Equal Educational Opportunity/Achievement Gap training	9/23/24	All Staff	Faculty Meeting PowerPoint
Blood Borne Pathogens Asthma Training	9/23/24 9/23/24, 10/21/24	All Staff New Staff	Faculty Meeting PowerPoint Nurse Handouts GCN
Violence and Vandalism Week Activities for staff	10/21/24 Ongoing throughout the school year	Certified Teachers	Faculty Meeting Handouts Classroom lessons Assembly programs

Eye Protection	9/23/24	Designated staff and teachers as needed	Nurse individual instruction
Intervention and Referral	Throughout the year	RTI meetings	Principal reviewed policies / Reading Specialist gave individual instructions
School Nurse delegates for Epi-Pen	Throughout the year (4 times)	Delegates	Nurse Training
Expectations for Pupil Conduct	11/18/24 Throughout the year	All Staff	Faculty Meeting
Pupil Discipline Code of Conduct	11/18/24	All Staff	Faculty Meeting Power Point
Diabetes Awareness	12/9/24 Throughout the year	Nurse	Reviewed medical procedures
Gang Awareness Policy	12/9/24	All Staff	Faculty Meeting Power Point

Student Training

Bullying/Harassment Training	Throughout the year	Students PreK - 5	Policies to all students/parents Health Lessons Guidance lessons Week of Respect Character Ed Assemblies and Activities Character Strong SEL Curriculum
Substance Abuse Training	Throughout the school year	Grades 1 -5	Health Curriculum

Violence and Vandalism Week Activities for students	Week of 10/21/24 – 10/25/24	All Students	Grade level presentations and activities by staff Police Visit and Assembly on Halloween Safety/Crime Prevention
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OSAGE ELEMENTARY SCHOOL
Somerdale Road

2024-2025
Annual Report

Robert Cranmer
Principal

Osage School
Voorhees Township School District
Robert Cranmer, Principal

Enrollment

	Number of Students	Number of Classes
K	74	4
1	90	4
2	71	4
3	98	5
4	82	4
5	101	5
Self-Contained	7 (included in grade level count 1 as there was no HR for SC)	
Total Students		516
Special Needs Programs		Number of Students
BSIP Literacy & Math		92
Speech		33
Resource Room		27
Inclusion		35
	Special Class	
Mild/Moderate Learning or Language Disabilities		7
ESL		39
	Special Education	
Autism		9
Specific Learning Disability		27
Other Health Impaired		13
Communication Impaired		17
Multiple Disabled		2
Emotionally Disturbed		0
Vision Impaired		0
Cognitively Impaired		0
Auditory Impaired		0

School Programs

Programs	Grades Included
Kindergarten Orientation	Kindergarten

Back-to-School Night	All Grades
American Education Week	All Grades
Fifth Grade Parent/Student Promotion Ceremony	5
Kindergarten Promotion	Kindergarten
Homework Helpers	1-5
Extended Day BSIP Program	3-5
New Parent Orientation	All Grades
Advanced Math Program	4-5
After School Clubs	3-5

School Assemblies

Talent Show	All Grades
Instrumental Concert	All Grades
Goodwin Raab Education Center/Holocaust Museum	All Grades
USA Day	All Grades
Josh the Otter	Kindergarten
Veteran's Day	All Grades
Fire Prevention	All Grades
Memorial Day	All Grades
Character Education	All Grades
Student Council	Grades 3-5
Holiday Ensemble	All Grades
Author Visit	All Grades
Housel Fun - "Finding the Balance	All Grades
Housel Fun - "Finding Fitness"	All Grades

Parent/Faculty Organization Activities

Five General Meetings
Welcome Back to School Social
Staff Holiday Treats
Staff Appreciation Week
Fifth Grade Promotion Ceremony

OPF Fundraisers

T-Shirt Sale
Gertrude Hawk
Square 1 Art
School Book Fair
Holiday Shoppe
Pretzel Sales
Box Tops for Education (Digital)
Raiseright.com

McDonald's Booster
Lifetouch Spring Pictures
Yearbook
Car Wash
Trunk or Treat
Pajama Day
Skating Party (Hot Wheelz)
Flyers Game
Candy Bar Bingo
Charleston Wrap
Monaco Indoor Karting
Dine and Donate - Crust & Fire
Dine and Donate - Hot Dog Factory
Dine and Donate - Sal Vito's
Dine and Donate - Happy Scoops

Community Service Activities

Holiday Donations
Food Drive

Other Activities

Beginning/Advanced Band
Student Council
Field Day
Fifth Grade Fun Day

Number of Staff

Certificated – 53
Certificated Part-Time or Shared - 5
Non-Certificated - 29 (includes 5 PreSchool I/A's up until 5/27/25)

Osage School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training Alcohol, Tobacco and other Drugs	September 23, 2024	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation

Harassment, Intimidation, and Bullying Staff Training & Pupil Discipline/Code of Conduct	September 3, 2024, September 23, 2024, Throughout the year	All Staff	Faculty Meeting, Staff Handbook, District Website, PowerPoint Presentation
Staff Harassment Training	September 23, 2024	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation, GCN Presentation
Sexual Harassment Student Sexual Harrassment	September 23, 2024 September 23, 2024	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation
Suicide Awareness and Prevention	September 23, 2024 Throughout the year	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation GCN for New Staff
School Safety/Emergency Plan Training	September 3, 2024 September 23, 2024 Throughout the year 9/4/24, 11/13/24, 2/12/25, 3/13/25, 5/15/25	All Staff Crisis Team Meetings and School Safety Committee	Plan provided to staff in September as part of the Faculty Handbook and then reviewed throughout the year at faculty and grade level meetings. Drills were practiced on a regular basis. Discussed emergency drills. Reviewed security plan and discussed HIB survey and school climate

Missing/Abused/Neglected Children Training	September 23, 2024 October 21, 2024	All Staff	Faculty Meeting – Reviewed Policy Staff Handbook
Equal Educational Opportunity/Achievement Gap training	September 23, 2024	Certified Teachers	Faculty Meeting – Reviewed Policy Power Point Presentation, Grade Level Meetings focus on Student Achievement
Blood Borne Pathogens	September 23, 2024	All Staff New Staff –	Faculty Meeting – Power Point Presentation New Staff - GCN
Violence and Vandalism Week Activities for staff	Faculty Meeting October 21, 2024 Ongoing throughout the year	Certified Teachers	Faculty Meeting
Asthma Training	September 23, 2024 October 21, 2024	All Staff	Presentation and Printed Materials provided by Victoria Crews New Staff - GCN
Epi-Pen Training	Throughout Year	Designated Staff and teachers as needed	Nurse, Victoria Crews, provided individual instruction
Eye Protection	Throughout Year September 23, 2024	Designated Staff and teachers as needed All Staff	Nurse instruction Faculty Meeting

Intervention and Referral	Throughout Year	RTI Meetings	Principal/Assistant Principal/ Counselor provide instruction
Expectations for Pupil Conduct	11/18/24	All Staff	Faculty Meeting
Pupil Discipline Code of Conduct	11/18/24	All Staff	Faculty Meeting Power Point
Diabetes Awareness	12/9/24 Throughout Year	Nurse	Reviewed medical procedures
Gang Awareness Policy	12/9/24	All Staff	Faculty Meeting Power Point
Student Training			
Harassment, Intimidation, Bullying Training	Throughout school year Guidance Lessons Week of Respect Activities Health Lessons	All Students Grades 1-5	Counselor conducted lessons and provided materials for students Character education assemblies and activities
Substance Abuse Training	Throughout Year	Grades 1-5	Health Curriculum
Violence and Vandalism Week Activities for students	Week of October 7, 2024 (10/7/24-10/11/24)	All Students	Teachers implemented lessons and activities

SIGNAL HILL SCHOOL

Signal Hill Drive

**2024 - 2025
Annual Report**

**Lauren M. Salls
Principal**

Signal Hill School
2024 - 2025 Annual Report
Lauren M. Salls
Principal

Enrollment

Grade	Number of Students	Number of Classes
Self-Contained		12
Kindergarten	54	3
1	60	4
2	81	4
3	72	4
4	78	4
5	75	4
Total	432	

Programs	Number of Students
B.S.I.P. (Kindergarten)	14
B.S.I.P. (Reading/Language only)	21
B.S.I.P. (Math only)	14
B.S.I.P. (Reading & Math)	23
Speech (K-5)	54
Speech (Autism)	11
Resource Room	43
In Class Support	31
English as a Second Language	7
Enrichment Program (3-5)	28
Enrichment Program (K-2)	14
School Programs	

Programs	Grades Included
Husky PRIDE Character Education Program	K-5
Back-to-School Night	K-5
Kindergarten Orientation	K
Kindergarten Move-Up Day	K
New Student Orientation	1-5
Fire Prevention Week Visit	K-5
Week of Respect	K-5
The Great Kindness Challenge	K-5
President/First Lady Wax Museum	4

Art Show	K-5	
Music Concert	3, 4-5	
Instrumental Music Program		4-5
Fun and Fitness Day		K-5
Author Visit	K-5	
Math Day	K-5	
Fifth Grade Promotion		5
Fifth Grade Career Day		5
Around the World International Studies		K-5
Rotary Club “Josh the Otter” Water Safety		K
Math 24 Challenge	3-5	
Math Sparks	3	
ELA Sparks	3-5	
Tech Sparks	4-5	
Science Sparks	4	
First Grade Author’s Night		1
Buddy Program	2-5	

Co-Curricular Activities

Literacy and Math Extended Day Enrichment		3-5
Safety Patrol	4-5	
Student Council	3-5	
Art Club	3-5	
Chess Club	3-5	
Lucky 13 Club	3-5	
Move, Groove, & Get Fit Club		3-5
Recipe Club	3-5	
STEM Club	3-5	
Husky Welcome Committee	3-5	
Beginner and Advanced Bands		4-5
String Orchestra	4-5	
Guidance - Coping	K-5	
Guidance - Worry Warriors		K-5
Guidance - Smiles	K-5	
Guidance - Taking Charge		K-5
Book Song Challenge		K-5
School Assemblies		

Husky PRIDE Assemblies held throughout the year
 Fire Safety – Voorhees Twp. Fire Department
 Respect/Anti-Bullying Assembly
 Multicultural Assembly
 Hour of Code Assembly
 Student Council Assembly
 Instructional Music Assembly
 Around the World Assembly

SWAT Demo Assembly (Lower Camden County Regional Special Response Team)
K-9 Demo Assembly (Voorhees Township Police Department)
Story Time Event Assembly (Camden County Prosecutor's Office/VTPD)
Sticks - Healthy Habits Assembly (Philadelphia Wings)
Constitutional Officers Association of NJ's Annual "My County" Poster Contest Assembly

Signal Hill Parent/Faculty Association Activities

General Meetings
Dining Out Fundraisers
School Assemblies
Welcome Back Staff Luncheon
Back to School Supply Kit Fundraiser
Book Fair/Book Fair Family Night
Read-A-Thon
Parents' Night Out Fundraiser
Holiday Shop
Staff Appreciation Week
Yearbook Sale
Fifth Grade Promotion and Game Day Activities
Pretzel Fundraiser
Spirit Wear Sales
Adopt-a-Family Food Drive (Community Service)
The Giving Tree (Community Service)
MLK Service Event (Community Service)

Special Service Programs/Projects

State of New Jersey - Department of Children and Families - DCPP - Donations
Share the Love Toy Drive
Alicia Rose Victorious Foundation Bandana Sale

Number of Staff

Certificated:

Full Time at Signal Hill	45
Shared with other schools	7

Non-Certificated:

Support Staff	11
Instructional Associates	15

Signal Hill School Recognition/Awards

1) *Book Song Challenge - Signal Hill School students were selected as Grand Prize Winners of the 2025 Book Song Challenge. As a result, Signal Hill School received \$5,000 for the school library, which will be used to purchase new books.*

Signal Hill School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
School Safety/Emergency Plan Training	9/3/24 9/9/24 9/16/24 10/21/24 11/18/24 12/9/24 1/13/25 2/10/25 3/10/25 4/14/25 monthly drills	All Staff	Plans distributed to all staff and substitutes in September 2024 in individual mailboxes. Plans reviewed and discussed with all staff at Faculty Meetings; ongoing monthly drills.
Pupil Discipline/Code of Conduct	9/3/24 3/10/25	All Staff	Staff Handbook; Discussion at Faculty Meetings; Policy Review - 5600
Violence and Vandalism Week Activities for staff	10/21/24 – 10/25/24	All Staff	Presentation at Faculty Meeting; online resources, guidance and assemblies
Blood Borne Pathogens	9/9/24 – 12/6/24	All Staff	Online training – GCN Faculty Meeting Overview
Asthma, Diabetes Training	9/9/24 – 12/6/24 2/10/25	All Staff	Faculty Meeting Presentation presentation and online training by GCN
Bullying/Harassment Training	9/3/24 – 12/6/24	All Staff	Staff Handbook; Faculty Meeting Presentation and online training by GCN; Policy Review - 5512; District website
Substance Abuse Staff Training	9/9/24 – 12/6/24	All Staff	Online training by GCN Policy Review - 5530
Missing/Abused/Neglected Children Training	9/9/24 – 12/6/24	All Staff All Volunteers	Faculty Meeting Presentation and online training by GCN; Policy Review - 8462
Staff Affirmative /Achievement Gap/Action/Harassment Training	9/9/24 – 12/6/24	All Staff	Online training by GCN; Policy Review - 2260

Eye Protection Training	9/9/24	All Staff	Faculty Meeting Presentation; Policy Review - 7432
Sexual Harassment Students	9/9/24	All Staff	PowerPoint Presentation and Policy Review - 5741
Response to Intervention Training	Throughout school year	All Staff	RTI Meetings; Presentation at Faculty Meeting. Review of Policy and Staff Handbook Guidelines
Suicide Prevention Review	9/9/24	All Staff	Faculty Meeting Presentation; Policy Review -5350
Gang Awareness Policy	2/10/25	All Staff	Faculty Meeting Presentation

Student Training			
Violence and Vandalism Week Activities for students	10/21/24 – 10/25/24	All Students K-5	Classroom lessons as outlined in NJDOE Guidelines
Bullying/Harassment Training	ongoing	All Students K-5	Classroom lessons/HIB Assembly/Husky Pride Assembly/ Multicultural Assembly
Substance Abuse Training	ongoing	Students Grades 1-5	Class instruction by Health Teachers

VOORHEES MIDDLE SCHOOL

**1000 Holly Oak Drive
Voorhees, NJ 08043
856-795-2025**

**2024-2025
Annual Report**

**Alecia Inge, Principal
Vicki Biederman, 6th grade, Assistant Principal
Michael Weppler, 7th grade, Assistant Principal
Russel Winsett, 8th grade, Assistant Principal**

Voorhees Middle School

2024-2025 Enrollment

Grade	Number of Students	Number of Classes
5	4	2
6	322	15
7	325	15
8	336	15

Special Needs

Programs	Number of Students
B.S.I.P	71
Speech	56
Resource Center	59
Self-Contained Special Ed.	10
English as Second Language	21

School Programs

	Grades Included
6 th Grade Orientation	6
6 th Grade Environmental Camp	6
Back-to-School Nights	6-8
Parent/Teacher Conferences	6-8
Week of Respect	6-8
Red Ribbon Week	6-8
Autism Awareness and Acceptance Week	6-8
Spirit Week	6-8
Book Fair Community Night	6-8
Holiday Food and Toy Drive	6-8
MLK Month of Service Project	6-8
Drama Production	6-8
Character Awards	6-8
Walk-A-Thon	6-8
Penny Wars Fundraiser	6-8
8 th Grade Graduation	8
Students vs. Teachers Basketball Game	6-8

School Clubs

Student Yearbook	6-8
Drama Club	6-8
Running Club	6-8

Student Council	6-8
Interact	6-8
Science Olympiad	6-8
School Newspaper	6-8
ESPORT	6-8
EmpowerMENt	6-8
Environmental Science	6-8
Viking Shop	6-8
Adopt-a-Grandparent	6-8
Intramurals	6
S.A.F.E	6-8
S.P.O.R.T.	6-8
Viking Band	6-8
VMS Chorus	6-8
Chess Club	6-8
VMS Orchestra	6-8
Technology Club	6-8
Trail Blazers	6-8
Homework Club	6-8
VMS Jazz Band	6-8
Noreman Band	6-8
Multicultural Club	6-8
Math Club	6-8
Dungeons & Dragons Club	6-8

Sports

Baseball	6-8
Basketball(Boys & Girls)	6-8
Field Hockey	6-8
Soccer(Boys & Girls)	6-8
Softball	6-8
Track & Field	6-8
Wrestling	6-8
Cheerleading	6-8

Parent/Faculty Organization Activities

Assist with school pictures
Community Dine-Outs
Parent volunteers in the school
Teacher Appreciation Week
Skate Night
Staff Luncheons
Spirit Wear Sale
8 th Grade Dance
8 th Grade BBQ
DodgeBall Tournament / Basket Raffle

ViKIND Giveaway for Students-Week of Respect
 Mr. Softee

Number of Staff

Certificated	99
Nurses	2
Non-Certificated	38

Voorhees Middle School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Artificial Intelligence-Magic School	October 2024	All Staff	Small Group Presentation Kauffman
Bullying/Student Harassment Staff Training- HIB Laws	September 2024	All Staff	Faculty Meeting
GCN	September 2024	All Staff	Faculty Meeting
School Safety/Emergency Plan Training	Monthly Training throughout the 2024 - 2025 school year.	All Staff	Plan provided to staff in September as part of the Faculty Handbook and then reviewed 1 time per month during faculty meetings. Drills were practiced on a regular basis.
Medical Review-Bloodborne Pathogens/Hypoglycemia/Asthma/Seizures	September 2024	All Staff	Faculty Meeting/Maria DelPallazzo & Stefany Emerson
Danielson Smart Card	September 2024	All Staff	Faculty Meeting

Diabetes Awareness Training	September 2024	All Staff	Presentation
Gang Awareness Training	September 2024	All Staff	Presentation
Missing/Abused/Neglected Child Training	October 2024	All Staff	Faculty Meeting
CST Training	January 2024	All Staff	Presentation
De-escalation Strategies	March 2025	All Staff	Faculty Meeting
SEL Day	March 2025	All Staff	Vendors and staff members facilitate stations that promote wellness, mindfulness, and a variety of social emotional activities for staff.
NJSLA Training	April 2025	All Staff	Presentation-Michael Weppler
PDP Professional Growth	May 2025	All Staff	Presentation www.effectiveeducators.com
Completing Annual Evaluations	May 2025	All Staff	Presentation

ESL Training	May 2025	All Staff	Faculty Meeting
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Student Training			
Bullying/Harassment Training District Anti-Bullying Coordinator & Principal Assembly Jeff Veley, anti-bullying specialist assembly	Through-out school year Health lessons, Assemblies October 2024 March 2025	All Students Grades 6-8 Grades 6-8	Counselors conducted lessons and provided materials for students Shari Kauffman provided training on Digital Citizenship
Substance Abuse Training NOPE Assembly	Health Education June 2025	Grades 6-8 Grade 8	1 Cycle of 6 weeks Health Lessons for all students
Character Awards Assemblies	End of each marking period	Grades 6-8	Grade level counselors and administrators facilitate a mini-lesson on character traits and teachers give character awards to deserving students
Character Strong Lessons	September 2024 - June 2025	Grades 6-8	Counselors teach lessons to their grade levels each marking period utilizes the Character Strong Curriculum

COMMUNITY EDUCATION AND RECREATION

**C/O Voorhees Middle School
1000 Holly Oak Drive**

**2024 - 2025
Annual Report**

Kristine Calabria, Coordinator

COMMUNITY EDUCATION AND RECREATION

Kristine Calabria, Coordinator

JULY 01, 2024 – JUNE 30, 2025

Community Education-Recreation (CER) has existed for the past 41 years. It is one of the original programs that still exist in New Jersey. It has grown to encompass many services and programs for the school and the community. Voorhees CER was one of the very first Childcare Programs in the State of New Jersey and served as a model for many area schools. Financially self-sustaining CER requires no assistance from local, state, or federal governmental sources.

Kristine Calabria, Coordinator of CER, has helped maintain and expand the program's stature in the community. CER prides itself on being an essential bridge between the school district and the community. Operating daily from 7 a.m. to 10 p.m., it provides services such as before- and After-School Child Care, youth programs, and rental/usage of our district facilities to residents and local sports/athletic organizations.

CER manages, staffs, and maintains a nine-hundred-seat performing arts center at Voorhees Middle School. On weekends, it manages and staffs all school buildings, providing our youth with indoor practice/game space and the community with meeting space. CER also works closely with all PFA groups, providing them with meeting space and fundraising opportunities that utilize our schools and the VMS Theater.

CER Tennis Program

4 terms – Summer of 2024, Fall 2024, Winter 2025 and Spring 2025 – Adult & Children
Participants: 148

School Age Care Program – 2024-2025

Number of participants:

E. T. Hamilton-105

Osage-129

Kresson-110

Signal Hill-96

Summer Programs

Summer Day Camp- 136 Participants

Voorhees Theater Camp- 112 Participants.

Saturday Spectacular

211 Participants

School/Theater usage:

Usage Permits- 135

PUBLIC INFORMATION AND COMMUNICATIONS

2024 – 2025 Annual Report

Susan Donnelly, Supervisor of Special Projects

COMMUNICATIONS AND PUBLIC INFORMATION

2024 - 2025

Susan Donnelly, Supervisor of Special Projects

Publications (Includes: gathering information, writing, editing, layout and distribution.)

- Kindergarten On-line brochure
- Emergency letters and flyers to all parents (such as security issues, delayed openings etc.)
- Annual Report: compiled and edited the annual report of the district's progress in 2024 - 2025 and presented it to the Board of Education at its August meeting.
- Mobile App: maintain and publish events and news.
- Social Media – Maintain District Facebook Page highlighting the District.

Writing and Editing

- Press Releases that either invited media to cover an event or reported on an event with photograph and story. (Included coordination, gathering information, trips to schools to photographs, writing, e-mail.)
- Writing copy for district-wide publications, except Annual Report
- District web site – update content daily/weekly as needed: Announcements, News & Events, Calendar, Information, Frequently Asked Questions.
- Letters to Key Communicators and Parent/Faculty Associations

Media Relations

- Inviting media to cover school activities.
- Serving as District Spokesperson
- Directing Media to Topics for Feature Stories

Web Site Use and Maintenance

- Developed, planned, and coordinated all activities associated with website.
- Ongoing training of Technology Staff and district staff on Blackboard
- Work with department staff to create and update specific information.
- Update all timely data from Information Guide in summer (including calendar)
- Make changes to calendars as needed.
- Publish photos and news of district activities and events.
- Add Pertinent Information to Website as needed
- Post all school delayed openings and closing (remotely as needed 24 hours a day)
- Coordinate all district website development and implementation.
- Virtual Backpack for District and Community-wide notices

Calendar

- Gathered and organized all district/school events.
- Created and updated District/School website calendars, monthly calendar distributed to all students, posted to website.

School Communication System

- Kept consistent email and phone call communications regarding food service during remote learning.
- Updated teachers, staff and parents in response to remote learning updates.
- Manage and maintain the Emergency Communication System (Blackboard) that allows for immediate or future mass phone or e-mail messaging.
- Train building administrators and secretaries on Blackboard and Mass Communication
- Send a regular E-News from the district to all parents with up-to-date district/community information.
- Sends special weather or emergency notifications to staff and parents as needed on call 24 hours/7days week.

Special Projects (as needed)

- Open communication with Key Communicators, community leaders; plan, organize and attend meetings throughout the year between community leaders and the Administrative Staff.
- Organize and plan for staff recognitions including retirement signs and video of retirees.
- Assisting district staff members with public relations, media publications and special events
- Implementation of key fob system for security
- Maintain and manage Parent Notification System adopted for all schools and staff that allows for “instant” telephone communication in case of emergencies or for other school/district related needs.
- Central Registration during remote learning as buildings had limited access.
- Coordinate District Health Services
- Coordinate District Attendance/Residency procedures
- District Anti-Bullying Coordinator
- Appointed District School Safety Specialist as required by the State Department of Education

Retirees & 25 Year Service Award Recipients

2024 - 2025

District Retirees

Connie Bittner
Livia Bonk
Jennifer Branciforte
Cari Cooper
Deborah Hayden
Marlo Hesson
Leslie Maser
Scott Middleton
Marnie Mitchell
Deborah Pellegrino
Eileen Penman
Shirley Principe
Michael Redfearn
Alexandra Rocco
Tammy Thompson
John Yezzi

25 Year Service Award Recipients

Suzanne Bland
Richard Blossom
Colleen Campbell
Stacey Fulton
Denise Lewis
Maureen Loutzenhisler
Anne Scocca-Luscombe
Lisa Stillwagon