NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	ESSEX
District	LIVINGSTON TWP
Principal Name	MR. GRAMATA
Address	98 BELMONT DRIVE LIVINGSTON, NJ 07039
Phone Number	(973)535-8000
Email Address	CGRAMATA@LIVINGSTON.ORG
Website	https://www.livingston.org/hillside
Facebook	https://www.facebook.com/LivSchools
Twitter	https://twitter.com/LivSchools

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	39	61	54
1	79	44	69
2	69	82	45
3	73	75	83
4	71	73	80
5	76	72	75
Total	407	407	406

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	45.0%	44.2%	45.1%
Male	55.0%	55.8%	54.9%
Economically Disadvantaged Students	2.7%	3.4%	2.5%
Students with Disabilities	14.7%	15.5%	15.8%
English Learners	6.9%	4.9%	4.4%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	51.4%	46.9%	42.9%
Hispanic	7.6%	7.4%	8.9%
Black or African American	2.9%	2.5%	2.5%
Asian	34.4%	38.1%	40.9%
Native Hawaiian or Pacific Islander	0.7%	0.5%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.9%	4.7%	4.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	39	61	54

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	53.4%
Chinese	21.9%
Spanish	5.2%
Russian	3.2%
Hindi	3.2%
Other Languages	13.1%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	57	50	Met Standard	50	56	50	Met Standard
White	34	53	50	Not Met	50	53	51	Met Standard
Hispanic	45	56	49	**	33	54.5	48	**
Black or African American	*	58	44	**	*	49	44	**
Asian, Native Hawaiian, or Pacific Islander	53	66	61	Met Standard	49	66	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	50	49	**	*	59.5	51	**
Economically Disadvantaged	*	56	48	**	*	47	47	**
Students with Disabilities	34	47	41	Not Met	58	51	43	Met Standard
English Learners	38	58	54	**	49	56	51	**

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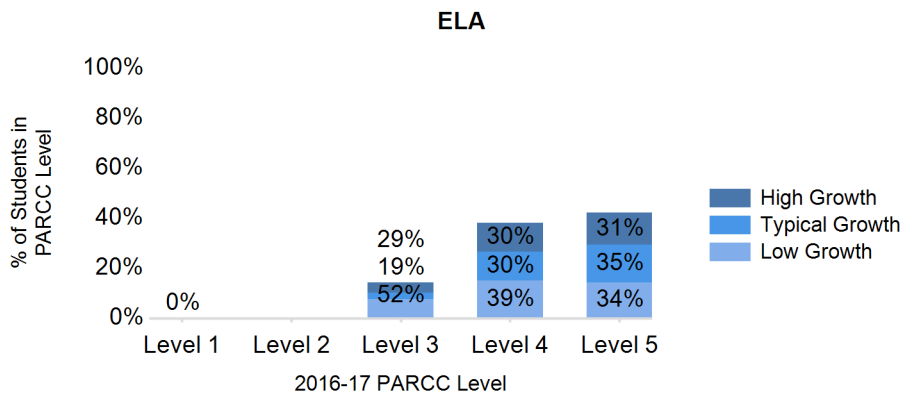
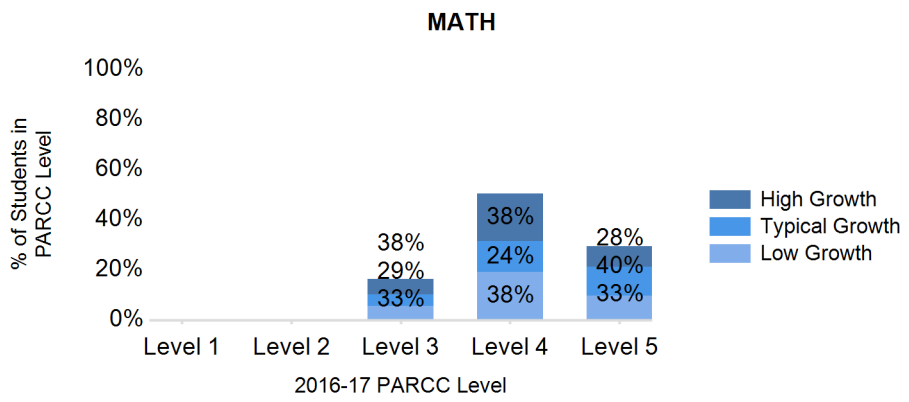
Student Growth by Performance Level

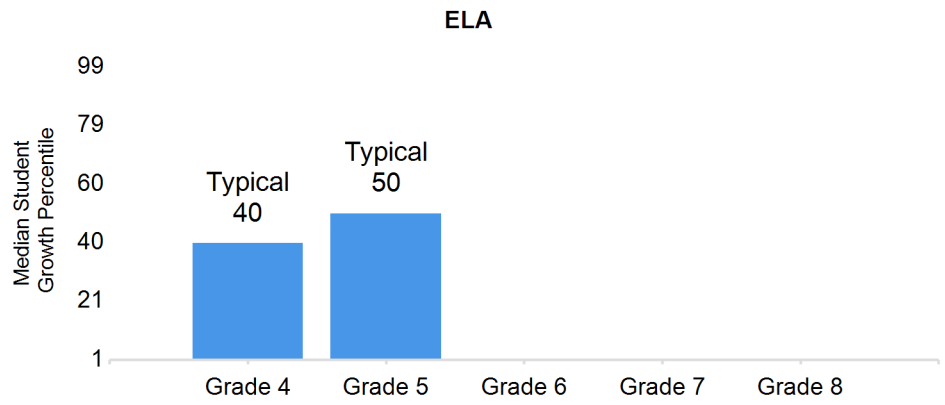
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

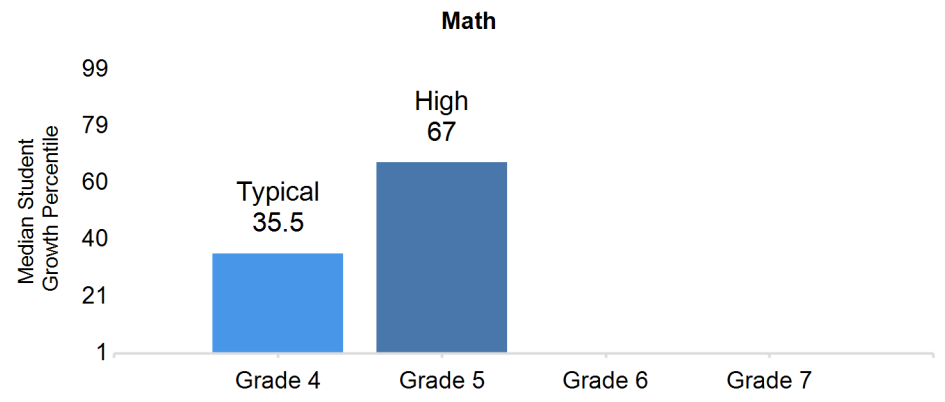




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	232	98.7	85.3	84.6	56.7	85.3	78.4	Met Goal
White	94	97.0	84.0	81.5	65.6	84.0	74	Met Goal
Hispanic	18	100.0	77.8	73.8	42.5	77.8	**	**
Black or African American	*	*	*	68.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	102	100.0	90.2	94.5	82.3	90.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	103	98.1	90.3	89.0	64.5	90.3		
Male	129	99.2	81.4	80.6	49.4	81.4		
Economically Disadvantaged Students	*	*	*	65.3	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	85.0	67.5	*		
Students with Disabilities	44	97.8	40.9	46.5	21.6	40.9	39.6	Met Target
Students without Disabilities	188	99.0	95.7	91.9	63.9	95.7		
English Learners	23	100.0	78.2	75.4	27.3	78.2	N	N
Non-English Learners	209	98.6	86.1	84.9	59.4	86.1		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	802	788	750	*	*	*	36%	52%	88%	52%
White	34	797	780	759	0%	*	*	50%	41%	91%	61%
Hispanic	*	*	776	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	39	807	804	777	*	*	*	26%	62%	87%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	786	758	*	*	*	*	*	*	58%
Female	38	805	795	756	*	*	*	34%	58%	92%	57%
Male	45	799	782	744	*	*	*	38%	47%	84%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	14	747	*	719	*	*	*	*	*	36%	24%
Students without Disabilities	69	813	*	756	*	*	*	*	*	99%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	780	785	756	*	*	*	43%	41%	84%	58%
White	35	774	777	764	0%	*	*	46%	34%	80%	68%
Hispanic	*	*	760	744	*	*	*	*	*	*	44%
Black or African American	*	*	779	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	31	792	803	782	*	*	0%	32%	61%	94%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	786	763	*	*	*	*	*	*	63%
Female	31	785	790	762	*	*	*	39%	48%	87%	63%
Male	49	776	781	751	*	*	*	45%	37%	82%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	18	747	747	726	*	*	*	*	*	56%	25%
Students without Disabilities	62	789	793	762	*	*	*	*	*	92%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	80	780	*	759	*	*	*	43%	41%	84%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	786	781	755	*	*	14%	39%	43%	82%	58%
White	27	778	774	763	0%	*	*	*	*	78%	68%
Hispanic	*	*	780	743	*	*	*	*	*	*	43%
Black or African American	*	*	760	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	34	801	796	780	0%	0%	*	*	*	91%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	762	763	*	*	*	*	*	*	65%
Female	36	794	784	762	*	*	*	39%	50%	89%	66%
Male	38	779	778	749	*	*	*	39%	37%	76%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	12	735	751	724	*	*	*	*	*	25%	22%
Students without Disabilities	62	796	787	762	*	*	*	*	*	94%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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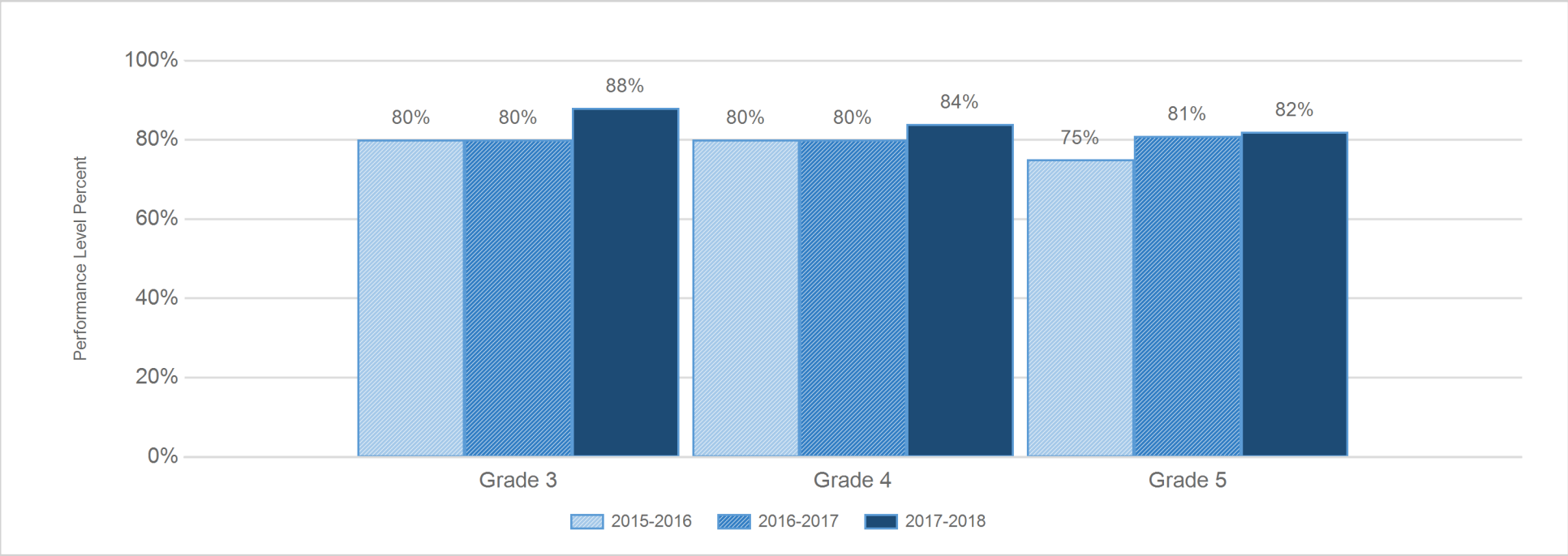
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	232	98.7	78.4	71.3	45.0	78.4	69	Met Target
White	94	97.0	75.6	64.5	54.1	75.6	64.6	Met Target
Hispanic	18	100.0	55.6	48.1	29.2	55.6	**	**
Black or African American	*	*	*	51.6	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	102	100.0	88.3	90.7	77.0	88.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	103	98.1	75.8	69.6	46.0	75.8		
Male	129	99.2	80.6	72.8	43.9	80.6		
Economically Disadvantaged Students	*	*	*	52.8	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	71.7	55.9	*		
Students with Disabilities	44	97.8	40.9	31.7	17.1	40.9	44.4	Met Target†
Students without Disabilities	188	99.0	87.2	78.9	50.5	87.2		
English Learners	23	100.0	73.9	69.4	24.6	73.9	65.8	Met Target
Non-English Learners	209	98.6	78.9	71.4	46.9	78.9		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	785	780	752	*	*	*	39%	46%	84%	53%
White	34	775	772	760	*	*	*	47%	32%	79%	64%
Hispanic	*	*	767	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	39	794	797	780	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	779	757	*	*	*	*	*	*	59%
Female	38	781	780	752	*	*	*	*	*	84%	53%
Male	45	789	781	751	*	*	*	*	*	84%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	14	752	*	730	*	*	*	*	*	43%	29%
Students without Disabilities	69	792	*	756	*	*	*	*	*	93%	57%
English Learners	*	*	754	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	781	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	766	768	748	*	*	30%	53%	14%	66%	49%
White	35	764	762	755	0%	*	31%	*	*	63%	60%
Hispanic	*	*	736	737	*	*	*	*	*	*	34%
Black or African American	*	*	751	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	31	778	786	774	0%	0%	*	*	*	84%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	769	752	*	*	*	*	*	*	55%
Female	31	760	766	748	*	*	32%	*	*	61%	50%
Male	49	770	770	748	*	*	29%	*	*	69%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	18	743	740	725	*	*	67%	*	*	28%	22%
Students without Disabilities	62	773	774	753	*	*	19%	*	*	77%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	80	766	*	750	*	*	30%	53%	14%	66%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	780	772	748	0%	*	*	51%	32%	84%	49%
White	27	772	763	756	0%	*	*	*	*	85%	60%
Hispanic	*	*	764	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	34	792	791	777	0%	*	*	44%	47%	91%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	36	778	769	749	0%	*	*	44%	33%	78%	50%
Male	38	781	774	747	0%	*	*	58%	32%	89%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	12	757	745	726	0%	*	*	*	*	58%	20%
Students without Disabilities	62	784	777	752	0%	*	*	*	*	89%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
2017-2018

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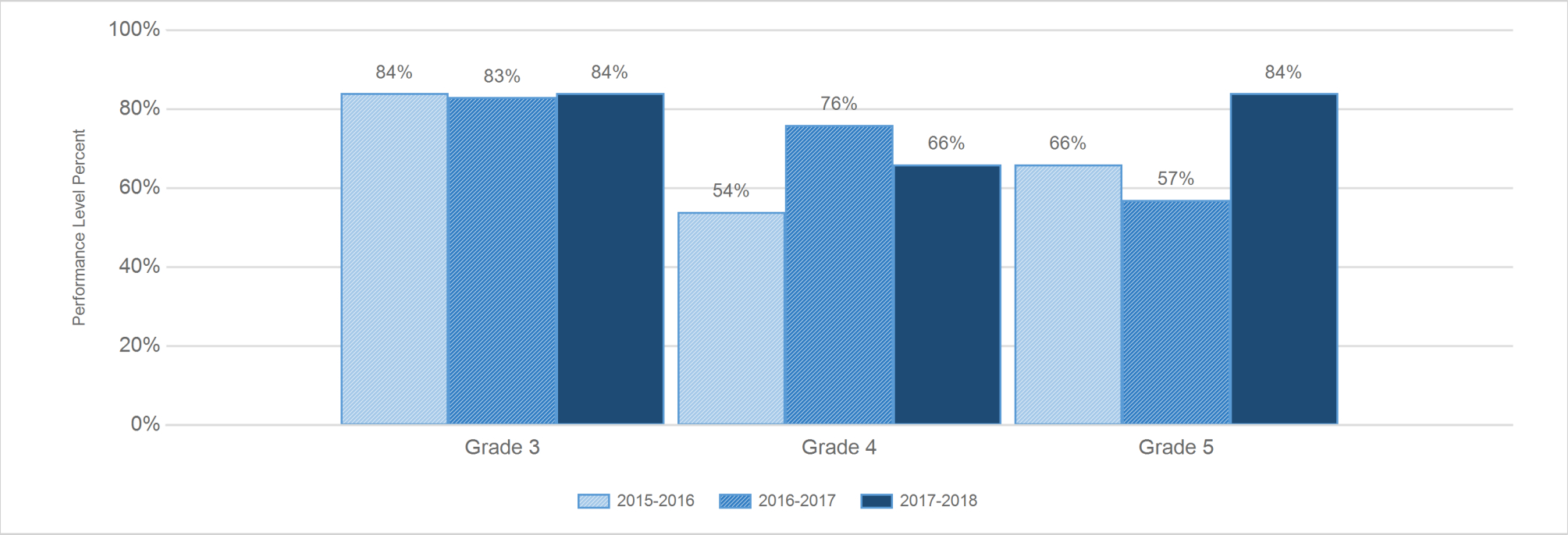
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
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2017-2018

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

NJ SCHOOL PERFORMANCE REPORT

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

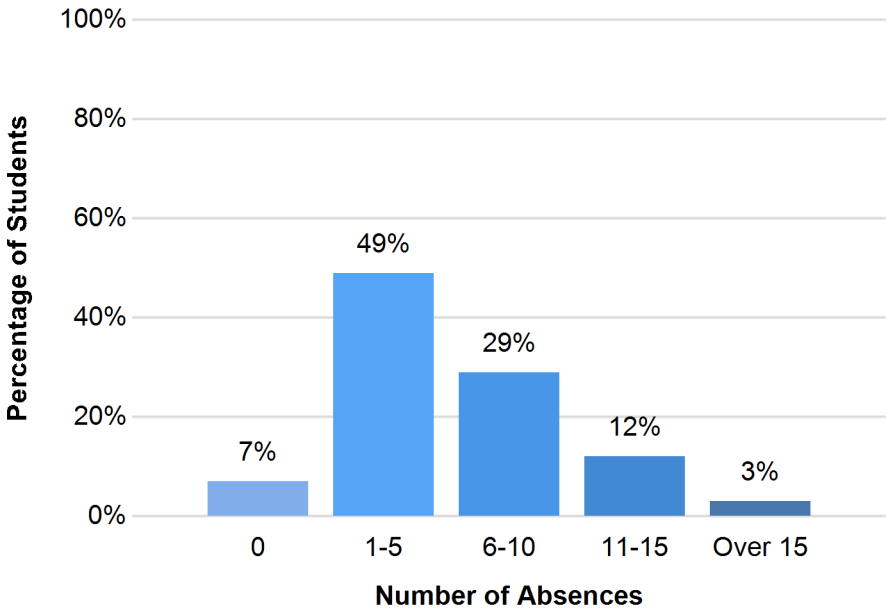
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	9	2.2	8.9	Met
White	5	2.9	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific Islander	3	1.8	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.3	**	**
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	1	1.5	8.9	Met
English Learners	0	0	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
2017-2018

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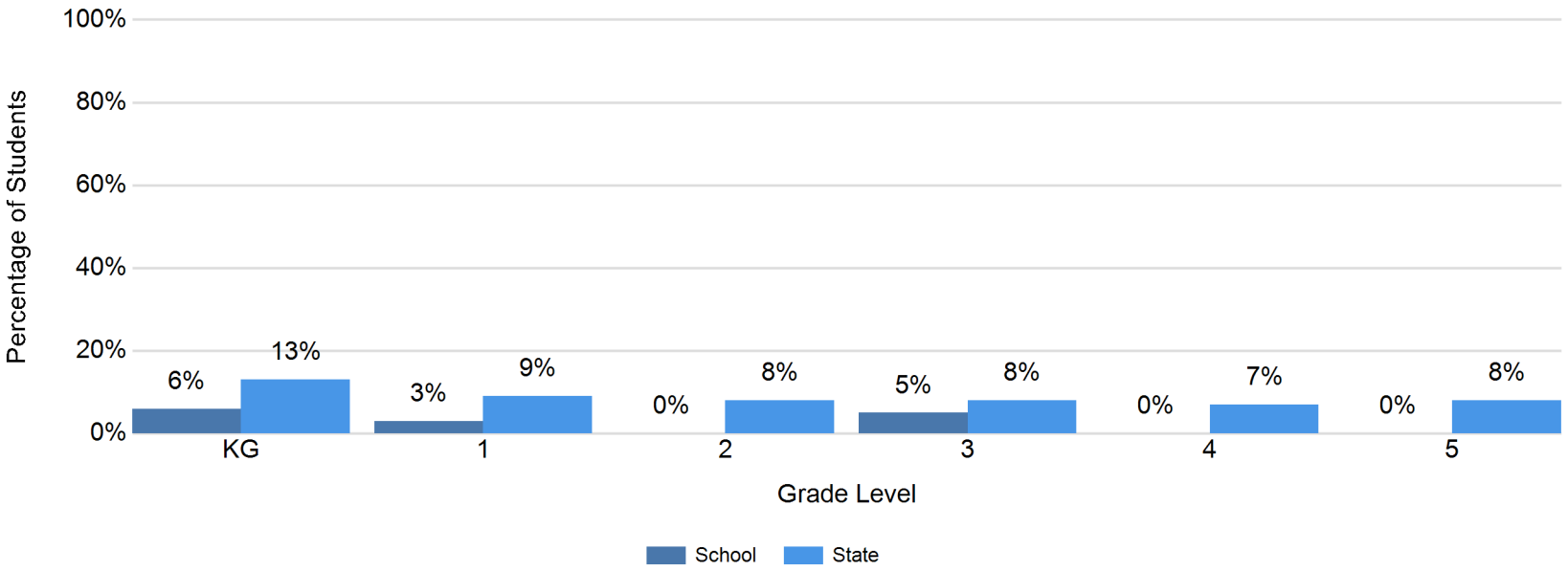
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
2017-2018

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
2017-2018

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$270	$15,847	$16,117

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
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2017-2018

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	117,464
Average years experience in public schools	10.0	12.0
Average years experience in district	8.3	10.7
Teachers in district for 4 or more years	69.2%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,374
Average years experience in public schools	12.7	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	68.4%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	12:1
Students to Administrators	406:1	159:1
Teachers to Administrators	26:1	13:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		670:1
Students to Counselors		287:1
Students to Child Study Team		232:1

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
2017-2018

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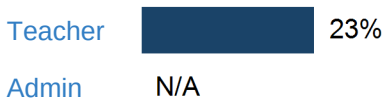
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.5%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.6%

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-2730-100)
Grades Offered: KG-05
2017-2018

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	96.2%	0.0%
Male	3.8%	100.0%
White	92.3%	100.0%
Hispanic	3.8%	0.0%
Black or African American	0.0%	0.0%
Asian	3.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

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(13-2730-100)
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2017-2018

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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(13-2730-100)
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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	93.66	17.5%
Mathematics Proficiency	93.01	17.5%
English Language Arts Growth	19.85	25.0%
Mathematics Growth	46.05	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	95.02	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	63.40	n/a
Summative Rating: Percentile Rank of Summative Score	71.68	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	57.93	14.08	No	Met Goal	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	45.84	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	74.14	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
English Learners	**	**	No	N	Met Target	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Students receive a high quality curriculum that includes: mathematics, science, social studies, reading and writing. • All students receive instruction in world language, physical and computer education, art, media, and music. • Character education lessons and mindfulness activities are incorporated into the school day for each child.
Mission, Vision, Theme:	A mission to empower all to learn, create, contribute and grow guides the expectation for academic excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment that helps them grow into productive, healthy and whole individuals who become lifelong learners.
Awards, Recognition, Accomplishments:	A mission to empower all to learn, create, contribute and grow guides the expectation for excellence at Livingston Public Schools. At the elementary level, we focus on building a strong foundation for the whole child. We strive to provide our students with a challenging and nurturing environment. The success of our students stems from a dynamic curriculum infused with 21st Century Skills, vibrant staff development, and outstanding teachers and administrators.

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Courses, Curriculum, Instruction:	We follow the philosophy of implementing developmentally appropriate practices while challenging each child to reach his or her potential and develop appropriate skills and a positive self-image. The staff strives to engage in active learning to motivate and stimulate the natural curiosity of children. The K-5 educational program is varied and intellectually challenging. The district provides a multi-subject program aligned with the New Jersey Student Learning Standards.
Sports and Athletics:	Students participate in physical education classes on a regular basis that encourage them to develop sportsmanship, physical fitness, and healthy lifelong habits. The district is committed to providing students with an excellent educational experience while being mindful of our responsibility to their overall health and wellness. Curriculum ensures the safety and well-being of all students. Health and PE is a vital component, with mindfulness a focus in all grades.
Clubs and Activities:	A variety of clubs and activities are offered at each school through the home school association.

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Staff and Professional Learning:	The LPS provides a rich and varied professional development catalog at the district, building, and department levels with more than 50 courses offered. Faculty members engage in a minimum of weekly collaborative learning in small groups to achieve the goals defined in our Strategic Plan in addition to enrolling in after school classes. Their focus this year is on STEAM, Differentiated and Individualized Learning, Mindfulness, Quality Assessment, Student Engagement, and Questioning and Inquiry.

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Student Supports and Services:	The LPS provides a full continuum of supports for all students including ESL at all levels, Special Education and Related Services are available with best practices noted in our P.R.I.D.E. Pre-K program, Applied Behavior Analysis Programming, 18-21 Transition Programming, Career Internship Program at LHS, LINKS & ESS programs for students with social-emotional needs K-12, & a vibrant alternative program in our Monmouth Court Campus for LHS students.
Student Health and Wellness:	The district is committed to providing students with an excellent educational experience while being mindful of their overall health. Curriculum ensures the safety and well-being of all students, whether drugs and alcohol, bullying, school violence, or another of our social ills. Efforts are made to embed health and wellness across the curriculum including the importance of mindfulness practices. Healthy choices are taught as an important life skill within the School Counseling Health and PE curriculum.
Parent and Community Involvement:	The district values the involvement of all stakeholders and works to partner with parents and the community to provide students with an excellent education. College/career forums and parent workshops are regularly offered. Schools work with groups on leadership programs and social/emotional topics. Support is provided for ESL families and an Abilities Expo offers services for the special needs community. Input comes from a Parent-Teacher Council, umbrella for home/school connections.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The district engaged in a culture and climate survey in February 2018. All stakeholder groups were surveyed: teachers, administrators, students and parents. The district's Health & Wellness committee constructed the survey using the NJDOE Climate survey as the model. The LPS survey mirrored the NJDOE's survey, which has proven success and has garnered valid and reliable results. The committee did add some questions to the end of the NJDOE survey about homework and stress. The Superintendent reported the results of the survey at the May 21, 2018 LBOE meeting.
Facilities:	Each school is welcoming, safe, nurturing, and healthy. The facilities are maintained and monitored on an ongoing basis to ensure that all systems are properly functioning. Schools have new and updated media centers. All schools have central air conditioning.

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Technology and STEM:	Computer programming/literacy, and STEM Innovation/Design are integrated into the elementary curriculum. For the elementary schools, teacher training has been ongoing since 2015 in the Next Generation Science Standards and STEAM. The 1:1 computer initiative has enabled teachers to infuse technology into instruction at the middle and high school levels. This includes using class management/instruction/productivity apps, modeling/simulation programs and probeware for data collection and analysis. Makerspaces have emerged, allowing students to experiment and create as they problem-solve. All students participate in a Tech and Business/Computers course in grades 6, 7, & 8. AP Computer Science A and CS Principles are currently offered at the high school level. LHS Students can take a wide variety of STEM-related electives in the Science, Math, Technology/ Design/Engineering, Art, Music, and Business areas and have access to wide variety of Makerspace/CNC equipment.

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Other Information:	English Language Arts, which incorporates reading and writing workshop and word study, enables students to gain the skills necessary for accurate and creative communication. Problem solving is the focus of the mathematics program in which students develop a deep understanding of concepts and skills. Science is a progressive program which utilizes a hands-on approach in the earth, physical and life sciences. Social studies focuses on the development of concepts, skills and attitudes inherent in a democratic society. Students receive computer skills and technology instruction on an ongoing basis. Technology as an instructional tool has become a common practice throughout all disciplines at every level. Students also receive Spanish, art, and music instruction for one period each during a six-day schedule rotation and a full-time library media specialist provides an integrated library media curriculum that develops a love of reading and teaches a variety of research and study skills. Finally, twice during a six-day schedule rotation, physical education classes focus on physical fitness and healthy life skills. Remedial and enrichment support services are tailored to meet the diverse needs of the student population. The district coordinates and supervises remedial and preventive programs, child study team evaluations and social and psychological services. Each school has a Reading Interventionist and a Reading Specialist, Basic Skills Math Interventionist, Gifted & Talented and Enrichment programming. These proactive supports address students' needs both within and outside of the classroom. Each elementary school also has a full-time school counselor to address the social and emotional behavior and developmental needs of our students.