NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-3310-123)
Grades Offered: PK-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	MONTCLAIR TOWN
Principal Name	DR. ANGLIN
Address	54 ORANGE RD MONTCLAIR, NJ 07042-2110
Phone Number	(973)509-4200
Email Address	SANGLIN@MONTCLAIR.K12.NJ.US
Website	https://hillside.montclair.k12.nj.us/

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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
PK	0	79	85
KG	0	0	0
1	0	0	0
2	0	0	0
3	189	175	157
4	186	191	174
5	154	187	194
Total	529	632	610

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	51.2%	48.7%	49.7%
Male	48.8%	51.3%	50.3%
Economically Disadvantaged Students	21.8%	17.4%	15.6%
Students with Disabilities	23.2%	25.9%	29.2%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.8%	0.7%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.3%
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	45.2%	44.6%	43.3%
Hispanic	10.5%	10.3%	11.8%
Black or African American	32.1%	32.8%	32.8%
Asian	5.4%	4.0%	2.8%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	6.7%	8.1%	9.0%

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
PK - Half Day	0	1	0
PK - Full Day	0	78	85
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	97.7%
Spanish	1.1%
Other Languages	1.1%

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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	60	43	50	Exceeds Standard	50	49	50	Met Standard
White	55	43	50	Met Standard	50	51	51	Met Standard
Hispanic	61	43.5	49	Exceeds Standard	51	50	48	Met Standard
Black or African American	65	39.5	44	Exceeds Standard	47	41	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	63	50	61	**	66	54.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	62.5	39	49	Exceeds Standard	62	53	51	Exceeds Standard
Economically Disadvantaged	60	35	48	Exceeds Standard	45.5	41	47	Met Standard
Students with Disabilities	43	40	41	Met Standard	45	43.5	43	Met Standard
English Learners	*	45	54	**	*	56.5	51	**

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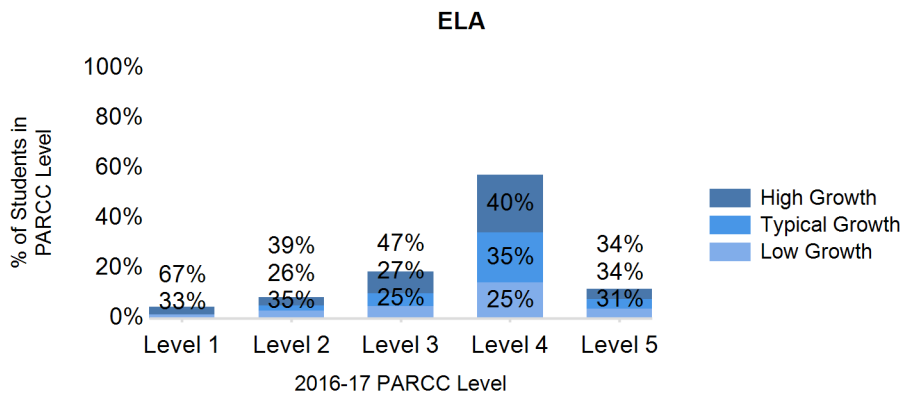
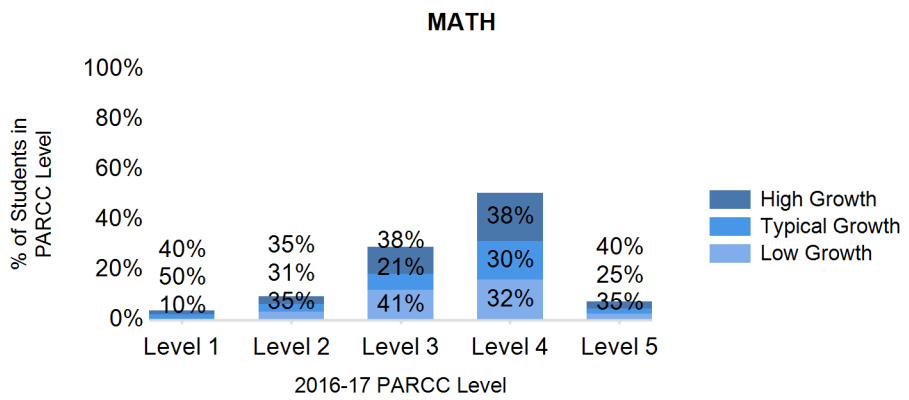
Student Growth by Performance Level

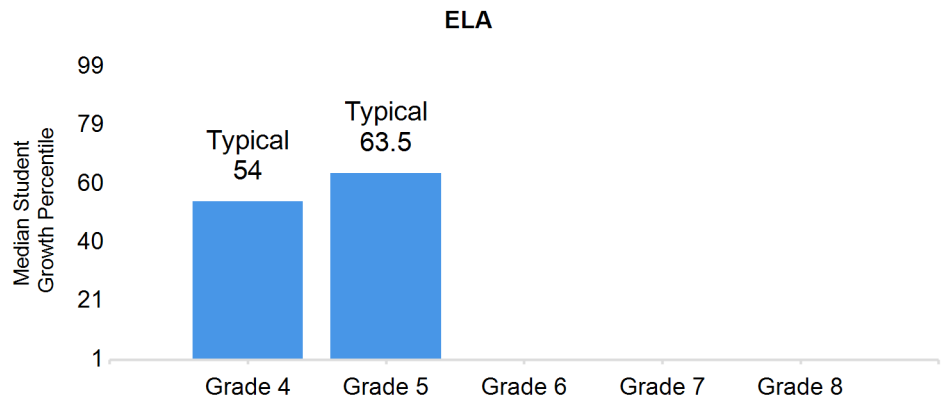
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

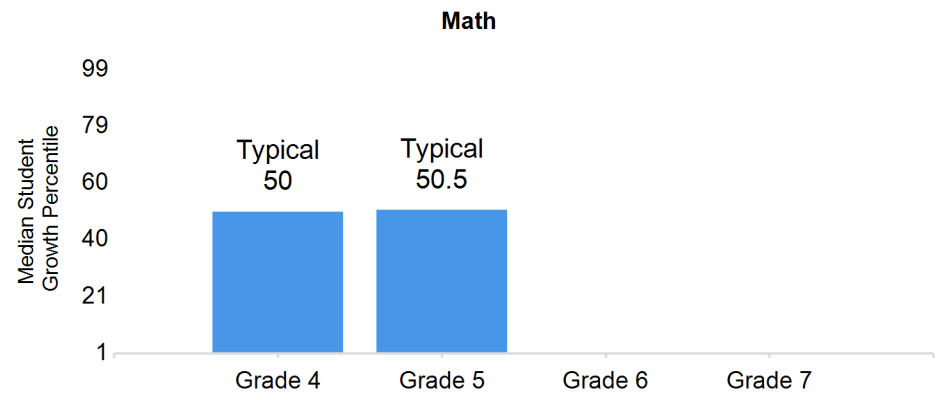




Student Growth by Grade

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	456	87.0	67.3	65.6	56.7	61.5	56.8	Met Target
White	208	91.3	79.4	76.7	65.6	76.2	69.6	Met Target
Hispanic	48	81.7	64.6	56.2	42.5	55.3	52.5	Met Target
Black or African American	147	80.9	48.3	41.9	37.3	41.0	34.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	92.9	92.3	*	82.3	90.2	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	40	95.2	70.0	70.6	63.4	70.0	75.2	Met Target†
Female	246	87.9	70.7	74.9	64.5	65.4		
Male	210	85.9	63.4	56.7	49.4	57.1		
Economically Disadvantaged Students	64	79.0	29.7	31.2	38.5	*	27.4	Met Target†
Non-Economically Disadvantaged Students	392	88.4	73.5	71.3	67.5	*		
Students with Disabilities	77	75.5	31.2	29.4	21.6	24.5	28.3	Met Target†
Students without Disabilities	379	89.9	74.6	72.9	63.9	70.6		
English Learners	*	*	*	31.8	27.3	*	**	**
Non-English Learners	*	*	*	66.0	59.4	*		
Homeless Students	*	*	*	18.8	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	50.0	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	141	753	759	750	9%	11%	27%	*	*	54%	52%
White	68	767	769	759	*	*	21%	*	*	71%	61%
Hispanic	19	747	745	736	*	*	*	*	*	42%	38%
Black or African American	38	729	741	733	*	*	26%	34%	0%	34%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	765	758	*	*	*	*	*	*	58%
Female	77	756	765	756	*	*	25%	*	*	56%	57%
Male	64	750	754	744	*	*	30%	*	*	52%	46%
Economically Disadvantaged Students	24	715	724	733	*	*	42%	*	*	13%	34%
Non-Economically Disadvantaged Students	117	761	766	762	*	*	24%	*	*	62%	64%
Students with Disabilities	23	711	720	719	*	*	*	*	*	22%	24%
Students without Disabilities	118	762	766	756	*	*	*	*	*	60%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	141	753	*	753	9%	11%	27%	*	*	54%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	153	764	767	756	*	*	20%	47%	22%	69%	58%
White	67	772	773	764	0%	*	*	49%	28%	78%	68%
Hispanic	18	773	765	744	*	0%	*	*	*	72%	44%
Black or African American	49	747	*	739	*	*	24%	*	*	49%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	771	763	*	*	*	*	*	*	63%
Female	80	768	773	762	*	*	20%	48%	25%	73%	63%
Male	73	760	762	751	*	*	19%	47%	18%	64%	53%
Economically Disadvantaged Students	18	747	745	740	*	*	*	*	*	56%	40%
Non-Economically Disadvantaged Students	135	766	771	767	*	*	*	*	*	70%	70%
Students with Disabilities	25	732	739	726	*	*	40%	*	*	24%	25%
Students without Disabilities	128	770	773	762	*	*	16%	*	*	77%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	153	764	*	759	*	*	20%	47%	22%	69%	61%
Homeless Students	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	*	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	158	769	767	755	*	*	16%	64%	15%	78%	58%
White	76	777	774	763	0%	*	*	67%	21%	88%	68%
Hispanic	*	*	758	743	*	*	*	*	*	*	43%
Black or African American	52	754	751	738	*	*	29%	*	*	58%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	773	763	*	*	*	*	*	*	65%
Female	88	775	775	762	*	*	14%	*	*	83%	66%
Male	70	761	759	749	*	*	19%	*	*	73%	51%
Economically Disadvantaged Students	19	727	733	739	*	*	53%	*	*	21%	39%
Non-Economically Disadvantaged Students	139	775	771	766	*	*	11%	*	*	86%	71%
Students with Disabilities	23	739	737	724	*	*	*	*	*	39%	22%
Students without Disabilities	135	774	773	762	*	*	*	*	*	85%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	158	769	767	757	*	*	16%	64%	15%	78%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	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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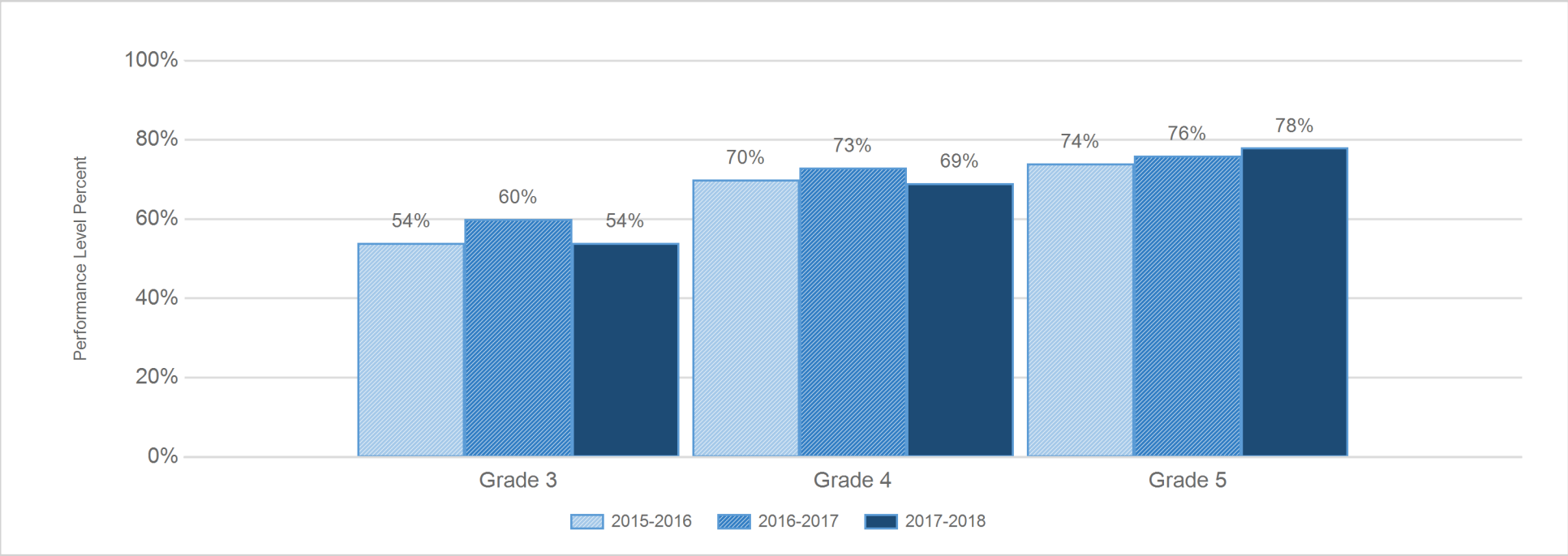
English Language Arts/Literacy Assessment - Performance Trends

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	456	87.0	54.2	53.0	45.0	49.5	49.8	Met Target†
White	208	91.3	67.3	65.8	54.1	64.6	62.5	Met Target
Hispanic	48	81.7	56.2	42.2	29.2	48.1	40.9	Met Target
Black or African American	147	80.9	31.3	26.4	23.4	26.6	29.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	92.9	76.9	*	77.0	75.2	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	40	95.2	60.0	60.4	53.0	60.0	59.9	Met Target
Female	246	87.9	52.5	54.1	46.0	48.5		
Male	210	85.9	56.2	52.0	43.9	50.7		
Economically Disadvantaged Students	64	79.0	17.2	20.9	26.6	*	23.9	Not Met
Non-Economically Disadvantaged Students	392	88.4	60.2	58.5	55.9	*		
Students with Disabilities	77	75.5	23.4	21.7	17.1	18.3	23.7	Met Target†
Students without Disabilities	379	89.9	60.4	59.4	50.5	57.1		
English Learners	*	*	*	32.0	24.6	*	**	**
Non-English Learners	*	*	*	53.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	50.0	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	141	756	761	752	*	15%	22%	*	*	60%	53%
White	68	768	771	760	*	*	16%	59%	19%	78%	64%
Hispanic	19	751	748	739	0%	*	*	*	*	53%	38%
Black or African American	38	732	739	734	*	37%	*	32%	0%	32%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	766	757	*	*	*	*	*	*	59%
Female	77	752	759	752	*	*	*	*	*	57%	53%
Male	64	760	762	751	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	24	730	729	736	*	*	*	*	*	25%	35%
Non-Economically Disadvantaged Students	117	761	766	762	*	*	*	*	*	68%	66%
Students with Disabilities	23	729	735	730	*	*	*	*	*	30%	29%
Students without Disabilities	118	761	765	756	*	*	*	*	*	66%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	141	756	*	754	*	15%	22%	*	*	60%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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
(13-3310-123)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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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	153	750	755	748	*	12%	30%	*	*	52%	49%
White	67	758	762	755	*	*	36%	*	*	60%	60%
Hispanic	18	757	749	737	*	*	*	*	*	67%	34%
Black or African American	49	736	*	730	*	27%	31%	*	*	33%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	751	752	*	*	*	*	*	*	55%
Female	80	749	755	748	*	*	34%	*	*	48%	50%
Male	73	751	754	748	*	*	26%	*	*	56%	49%
Economically Disadvantaged Students	18	729	732	733	*	*	*	*	*	22%	30%
Non-Economically Disadvantaged Students	135	753	758	758	*	*	*	*	*	56%	62%
Students with Disabilities	25	723	733	725	*	*	*	*	*	20%	22%
Students without Disabilities	128	755	759	753	*	*	*	*	*	58%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	153	750	*	750	*	12%	30%	*	*	52%	52%
Homeless Students	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	*	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
(13-3310-123)
Grades Offered: PK-05
2017-2018

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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	158	753	757	748	*	15%	28%	*	*	53%	49%
White	76	762	765	756	*	*	28%	47%	18%	66%	60%
Hispanic	*	*	750	736	*	*	*	*	*	*	32%
Black or African American	52	737	740	730	*	29%	33%	*	*	31%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	765	754	*	*	*	*	*	*	55%
Female	88	755	759	749	*	*	27%	*	*	56%	50%
Male	70	750	755	747	*	*	29%	*	*	50%	48%
Economically Disadvantaged Students	19	720	725	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	139	757	762	758	*	*	*	*	*	*	62%
Students with Disabilities	23	727	733	726	*	*	*	*	*	22%	20%
Students without Disabilities	135	757	762	752	*	*	*	*	*	59%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	158	753	*	750	*	15%	28%	*	*	53%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	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
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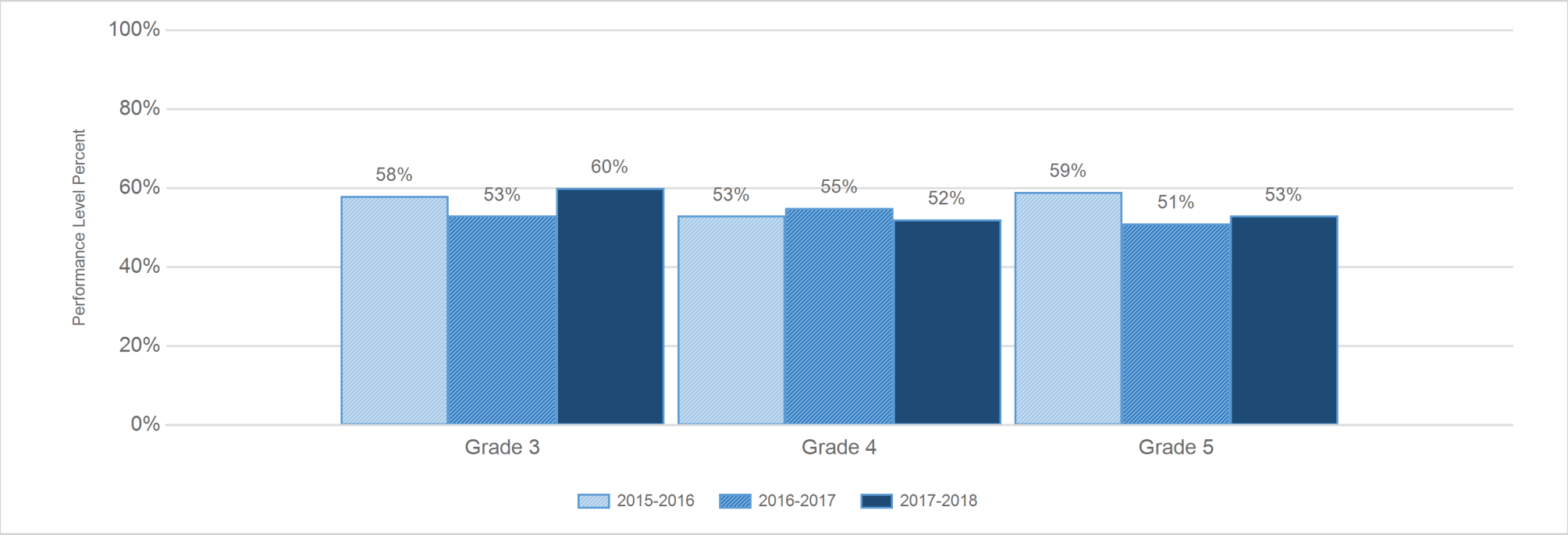
Mathematics Assessment – Performance Trends

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.

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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	*	*
4	*	*
5	*	*

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	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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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.

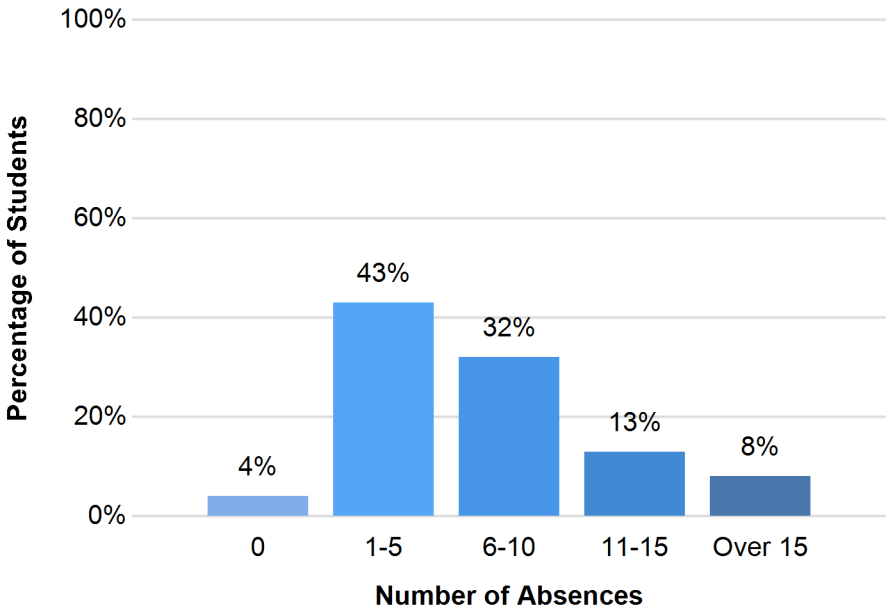
Chronic Absenteeism

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	30	5.7	7.6	Met
White	8	3.5	7.6	Met
Hispanic	4	6.7	7.6	Met
Black or African American	14	7.7	7.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	14.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	4.8	7.6	Met
Economically Disadvantaged Students	13	16.0	7.6	Not Met
Students with Disabilities	11	10.2	7.6	Not Met
English Learners	N	N	N	N

Days Absent

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



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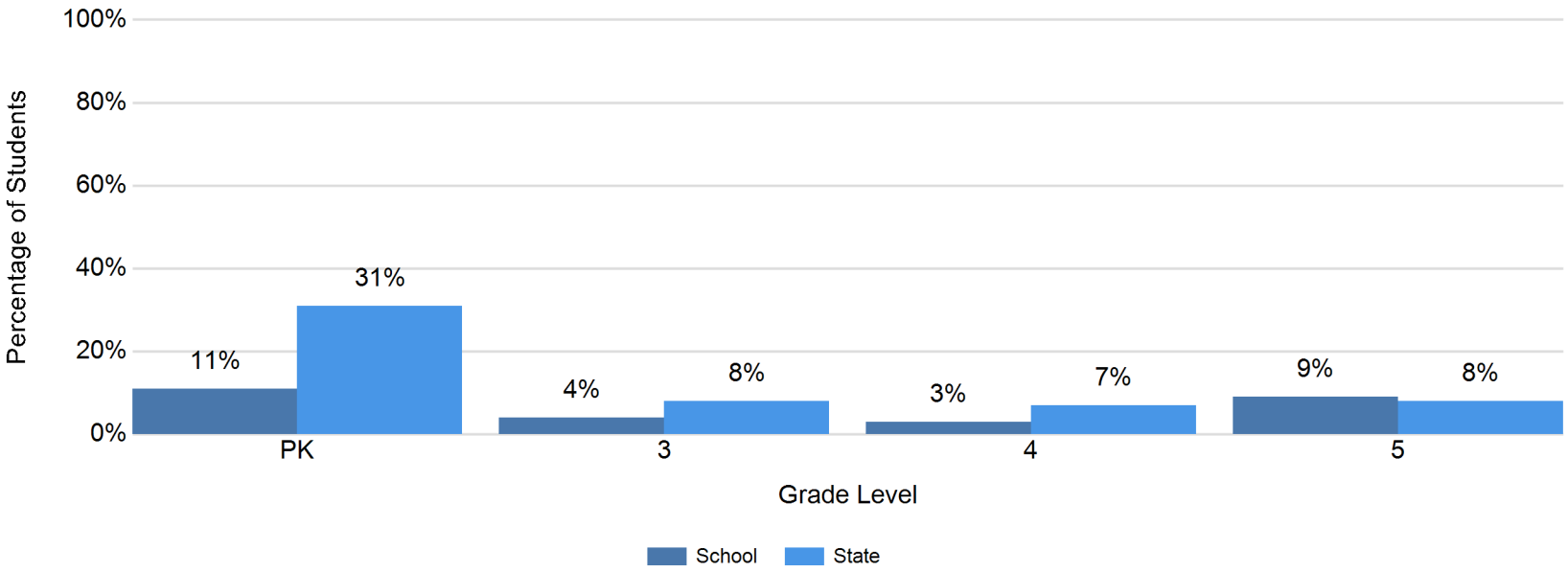
Chronic Absenteeism by Grade

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



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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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.82

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
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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	1	1
Disability	0	0	0
Other	0	1	1
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
*

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
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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	9:20 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 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	1.0:1

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)	$384	$16,086	$16,470

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
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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	51	117,464
Average years experience in public schools	17.6	12.0
Average years experience in district	13.0	10.7
Teachers in district for 4 or more years	82.4%	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	32	9,374
Average years experience in public schools	15.2	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	65.6%	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	12:1	12:1
Students to Administrators	203:1	208:1
Teachers to Administrators	17:1	18:1
Students to Librarians/Media Specialists		1668:1
Students to Nurses		513:1
Students to Counselors		556:1
Students to Child Study Team		155:1

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
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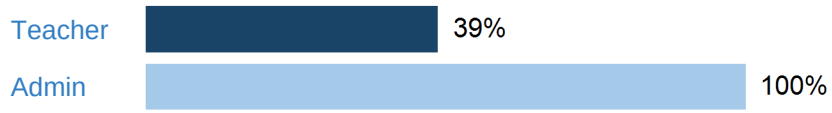
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	81.3%	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	98.7%

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	80.4%	66.7%
Male	19.6%	33.3%
White	64.7%	66.7%
Hispanic	3.9%	0.0%
Black or African American	17.6%	33.3%
Asian	13.7%	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%

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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		

NJ SCHOOL PERFORMANCE REPORT

HILLSIDE ELEMENTARY SCHOOL
(13-3310-123)
Grades Offered: PK-05
2017-2018

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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	52.73	17.5%
Mathematics Proficiency	48.64	17.5%
English Language Arts Growth	82.70	25.0%
Mathematics Growth	51.28	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	63.01	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	60.68	n/a
Summative Rating: Percentile Rank of Summative Score	67.36	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 Target	Met Target†	Exceeds Standard	Met Standard	N	Met	No
White	65.03	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	73.64	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	71.52	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	69.35	14.08	No	Met Target†	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Economically Disadvantaged Students	41.33	14.08	No	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	57.76	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Hillside School's gifted and talented magnet program presumes ALL children have special gifts and talents. • Positive school environment of high academic standards and strong related and performing arts programs. • A welcoming school climate and peaceful, family-like learning environment to support student success.
Mission, Vision, Theme:	The mission of Hillside School, an innovatively dynamic, and diverse learning environment, is to inspire all students to attain a strong academic foundation and strong character traits, model positive leadership skills, and fulfill their individual potential by cultivating a partnership with families, staff and the entire community to foster independence and a passion for life-long learning. The vision for our students is for them to be self-assured of their potential.
Awards, Recognition, Accomplishments:	Students are exposed to a wide range of experiences and subject areas in the Gifted & Talented Aesthetics program. Children have the opportunity to take elected courses in art, world language, chorus, orchestra, drama, dance, gymnastics, technology, poetry, etc. Aesthetic course offerings are differentiated based upon ability inclusive of enrichment programming. We have a nationally recognized percussion program, home to Drums of Thunder (DOT).

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Courses, Curriculum, Instruction:	Hillside provides a comprehensive academic program that is aligned with NJSLS, and taught by highly qualified teachers. Diverse teaching techniques, hands-on and inquiry-based explorations promote rigor, high expectations and academic success for all students. Hillside students are taught to become thoughtful readers and writers, creative problem solvers, critical and logical thinkers, independent decision-makers, and lovers of learning.
Clubs and Activities:	Our magnet theme catalog was updated again this year and includes approximately 70 courses. Families can select from a wide variety of courses – some of which we refer to as “Aesthetics”. These courses are designed to allow children to explore a range of areas. As interest and skills develop, students discover what they like and can work on developing their strengths.

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Before and After School Programs:	The PTA's after school Explorers Program provides after-school classes designed to interest students and provide an introduction to special topics or skills not covered in school. Service learning is implemented within the framework of Pop-up Workshops. This program inspires students of all ages to make a difference by planning and implementing service learning projects that promote care and concern for animals, the environment, and the human community. "
Staff and Professional Learning:	District-based PD on Renaissance Learning, Collaborative Classroom Literacy program, Foss Science Kits, and NGSS. School-based PD includes: inclusive practices, co-teaching, and collaborative planning and preparation for special education and general education teachers.

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Student Supports and Services:	Hillside is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.
Student Health and Wellness:	The school setting supports students' well-being and student health builds a foundation for learning. In this environment, good nutrition, physical activity, basic safety, and education about making healthy choices allow students to thrive. In a healthy school, students learn- through lessons and through example- to value their own health and that of the environment. (i.e. Health Curriculum; Bike-Walk to School Day; Field Day) "
Parent and Community Involvement:	We strive to establish effective communication, engagement and involvement for all families (especially those who feel marginalized), as measured by the achievement of the following objectives: Full implementation of Genesis – Course Pages, class webpage. Development of a Family Handbook. Full implementation of a School Action Team for Partnerships (SATp) system. Implementation of New Family Orientation Part 1 & Part 2, as well as casual family gatherings throughout the year.

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Facilities:	Hillside Elementary School is the largest elementary school facility and enrollment in district. Our building offers 24 homeroom classrooms, 10 small-group instructional settings, a literacy center, a science lab, and a math curriculum support classroom. Other specialized rooms include: MakerSpace 2.0, technology lab, visual art studio, gymnastic gymnasium, dance studio, chorus room, and instrumental musical room. "

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Other Information:	We are a collaborative, creative community of professional educators who are committed to educating the whole child—socially, emotionally, and academically. We strive to foster a challenging and creative environment that honors diversity, encourages community building, and inspires all children to do their personal best. We use effective educational practices to ensure academic excellence based on standards, district curriculum and best practices. We truly take time to evaluate and design appropriate educational programming for ALL students. Our Aesthetics and Creative "I" program includes a wide variety of themed, in-depth academic offerings in all four-core subjects – language arts, social studies, math, and science. Other electives include Mandarin or Spanish classes. Our music program boasts the Hillside Chorus, Hillside Philharmonic (orchestra), and a multi-level percussion program, including Hillside Drum Corps and Drums of Thunder. Our drama program includes a musical- theater performing group, known as Traveling Troupe and an annual Play Production musical. Our dance program offers several disciplines and also has a performing troupe, known as Hillside Dance Company. Our technology program includes classes in desktop publishing and web design, as well as basic word processing. There is even a school newspaper, the Hillside Gazette, combining both writing and technology skills. Drums of Thunder began in 1980. Each year, this drum corp. travels the region to play for a variety of organizations. The development of character in our musicians is equal in importance to their skills in drumming. The goal for the program is to provide each child with a strong sense of self-esteem and the pride of accomplishment, which comes from practice and hard work. The members develop team-building skills, which we know are critical to success in careers and throughout life. Drums of Thunder is nationally known and continues to grow.