NJ SCHOOL PERFORMANCE REPORT

**HILLSIDE ELEMENTARY SCHOOL**
(03-0930-050)
Grades Offered: PK-04
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

## 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 | BERGEN |
| District | CLOSTER BORO |
| Principal Name | MR. BAFFA |
| Address | 340 HOMANS AVENUE CLOSTER, NJ 07624-2907 |
| Phone Number | (201)768-3860 |
| Email Address | BAFFA@NVNET.ORG |
| Website | www.closterschools.org |
| Twitter | http://twitter.com/closterschools |

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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 | 54 | 43 | 45 |
| KG | 105 | 113 | 126 |
| 1 | 118 | 114 | 113 |
| 2 | 113 | 130 | 121 |
| 3 | 117 | 130 | 136 |
| 4 | 121 | 122 | 129 |
| Total | 628 | 652 | 670 |

## 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 | 47.3% | 47.2% | 48.5% |
| Male | 52.7% | 52.8% | 51.5% |
| Economically Disadvantaged Students | 0.0% | 1.8% | 1.2% |
| Students with Disabilities | 15.3% | 14.3% | 15.2% |
| English Learners | 10.8% | 11.0% | 11.8% |
| Homeless Students | | 0.0% | 0.0% |
| Students in Foster Care | | 0.2% | 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 | 46.2% | 47.5% | 48.2% |
| Hispanic | 5.7% | 6.3% | 6.1% |
| Black or African American | 0.5% | 0.2% | 0.3% |
| Asian | 44.4% | 42.8% | 42.4% |
| Native Hawaiian or Pacific Islander | 1.1% | 1.1% | 0.7% |
| American Indian or Alaska Native | 0.3% | 0.2% | 0.1% |
| Two or More Races | 1.8% | 2.0% | 2.1% |

## 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 | 12 | 6 | 2 |
| PK - Full Day | 42 | 37 | 43 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 105 | 113 | 126 |

## 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 | 61.2% |
| Korean | 18.5% |
| Hebrew | 11.8% |
| Russian | 1.5% |
| Spanish | 1.3% |
| Other Languages | 5.7% |

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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 | 87 | 67 | 50 | Exceeds Standard | 76 | 64 | 50 | Exceeds Standard |
| White | 84 | 61 | 50 | Exceeds Standard | 76 | 56.5 | 51 | Exceeds Standard |
| Hispanic | * | 61 | 49 | ** | * | 59 | 48 | ** |
| Black or African American | * | * | 44 | ** | * | * | 44 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 90 | 72 | 61 | Exceeds Standard | 78 | 72 | 61 | Exceeds Standard |
| American Indian or Alaska Native | * | * | 52 | ** | * | * | 53 | ** |
| Two or More Races | * | * | 49 | ** | * | * | 51 | ** |
| Economically Disadvantaged | * | * | 48 | ** | * | * | 47 | ** |
| Students with Disabilities | 81 | 55 | 41 | ** | 68 | 37.5 | 43 | ** |
| English Learners | * | 74 | 54 | ** | 86 | 76 | 51 | ** |

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

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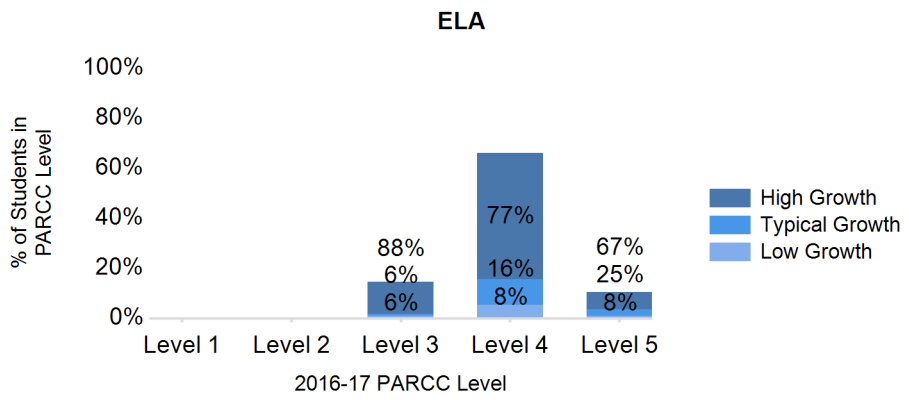
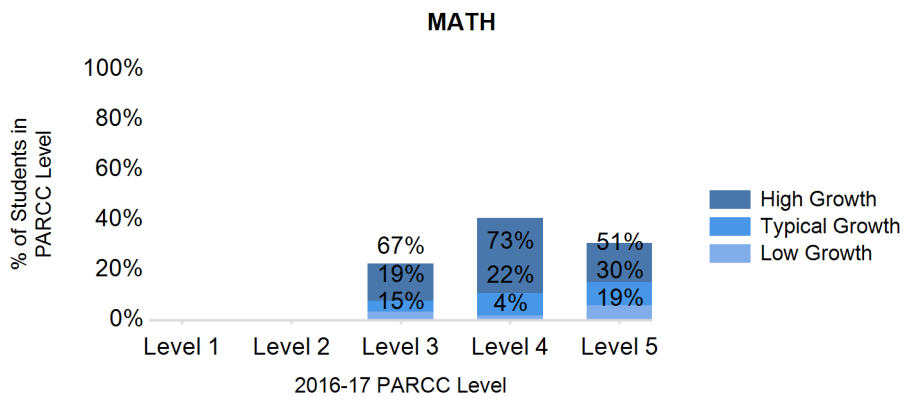
## Student Growth by Performance Level

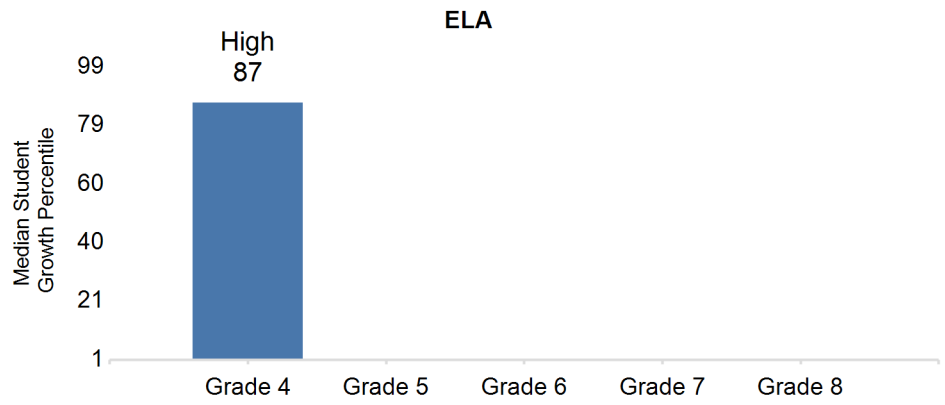
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

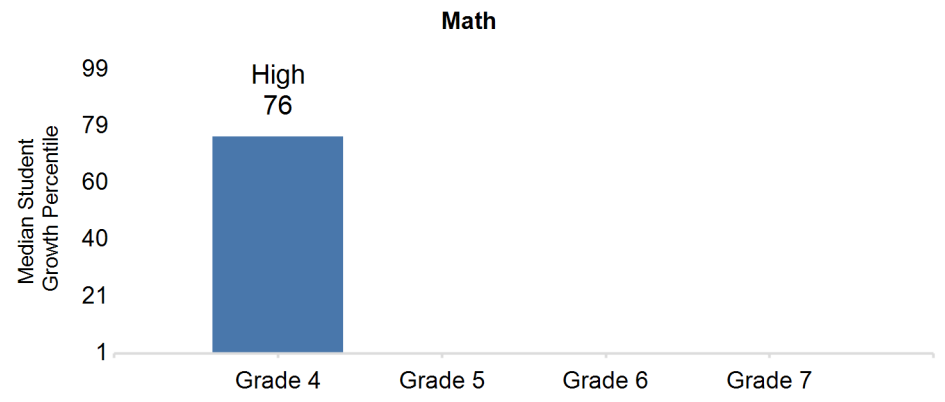



## Student Growth by Grade

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 | 254 | 99.2 | 86.2 | 87.2 | 56.7 | 86.2 | 80 | Met Goal |
| White | 115 | 99.1 | 80.0 | 84.6 | 65.6 | 80.0 | 79.7 | Met Goal |
| Hispanic | 14 | 93.3 | 64.3 | 71.5 | 42.5 | 63.0 | ** | ** |
| Black or African American | * | * | * | * | 37.3 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 116 | 100.0 | 94.8 | 92.2 | 82.3 | 94.8 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 52.7 | * | ** | ** |
| Two or More Races | * | * | * | 91.7 | 63.4 | * | ** | ** |
| Female | 121 | 100.0 | 88.4 | 91.0 | 64.5 | 88.4 | | |
| Male | 133 | 98.5 | 84.3 | 83.7 | 49.4 | 84.3 | | |
| Economically Disadvantaged Students | * | * | * | * | 38.5 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 67.5 | * | | |
| Students with Disabilities | 34 | 97.1 | 58.8 | 49.6 | 21.6 | 58.8 | 42.5 | Met Target |
| Students without Disabilities | 220 | 99.6 | 90.5 | 94.2 | 63.9 | 90.5 | | |
| English Learners | 37 | 100.0 | 78.4 | 75.8 | 27.3 | 78.4 | 66 | Met Target |
| Non-English Learners | 217 | 99.1 | 87.6 | 88.3 | 59.4 | 87.6 | | |
| Homeless Students | N | 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** | 128 | 788 | 788 | 750 | * | * | 11% | 55% | 30% | 86% | 52% |
| White | 61 | 781 | 781 | 759 | * | * | 16% | 52% | 25% | 77% | 61% |
| Hispanic | * | * | * | 736 | * | * | * | * | * | * | 38% |
| Black or African American | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Asian, Native Hawaiian, or Pacific Islander | 57 | 799 | 799 | 777 | 0% | 0% | * | * | * | 96% | 77% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 58% |
| Female | 61 | 791 | 791 | 756 | * | * | * | 51% | 34% | 85% | 57% |
| Male | 67 | 786 | 786 | 744 | * | * | * | 60% | 27% | 87% | 46% |
| Economically Disadvantaged Students | * | * | * | 733 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Students with Disabilities | 17 | 763 | 763 | 719 | * | * | * | * | * | 53% | 24% |
| Students without Disabilities | 111 | 792 | 792 | 756 | * | * | * | * | * | 91% | 57% |
| English Learners | 10 | 768 | 768 | 712 | * | * | * | * | * | 80% | 15% |
| Non-English Learners | 118 | 790 | 790 | 753 | * | * | * | * | * | 86% | 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** | 125 | 795 | 795 | 756 | 0% | * | * | 28% | 60% | 88% | 58% |
| White | 52 | 785 | 785 | 764 | 0% | * | * | 37% | 48% | 85% | 68% |
| Hispanic | * | * | * | 744 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 60 | 807 | 807 | 782 | 0% | * | * | 20% | 75% | 95% | 83% |
| American Indian or Alaska Native | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Two or More Races | * | * | * | 763 | * | * | * | * | * | * | 63% |
| Female | 59 | 797 | 797 | 762 | 0% | * | * | * | * | 93% | 63% |
| Male | 66 | 793 | 793 | 751 | 0% | * | * | * | * | 83% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 767 | * | * | * | * | * | * | 70% |
| Students with Disabilities | 14 | 765 | 765 | 726 | 0% | * | * | * | * | 71% | 25% |
| Students without Disabilities | 111 | 798 | 798 | 762 | 0% | * | * | * | * | 90% | 64% |
| English Learners | * | * | * | 720 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | 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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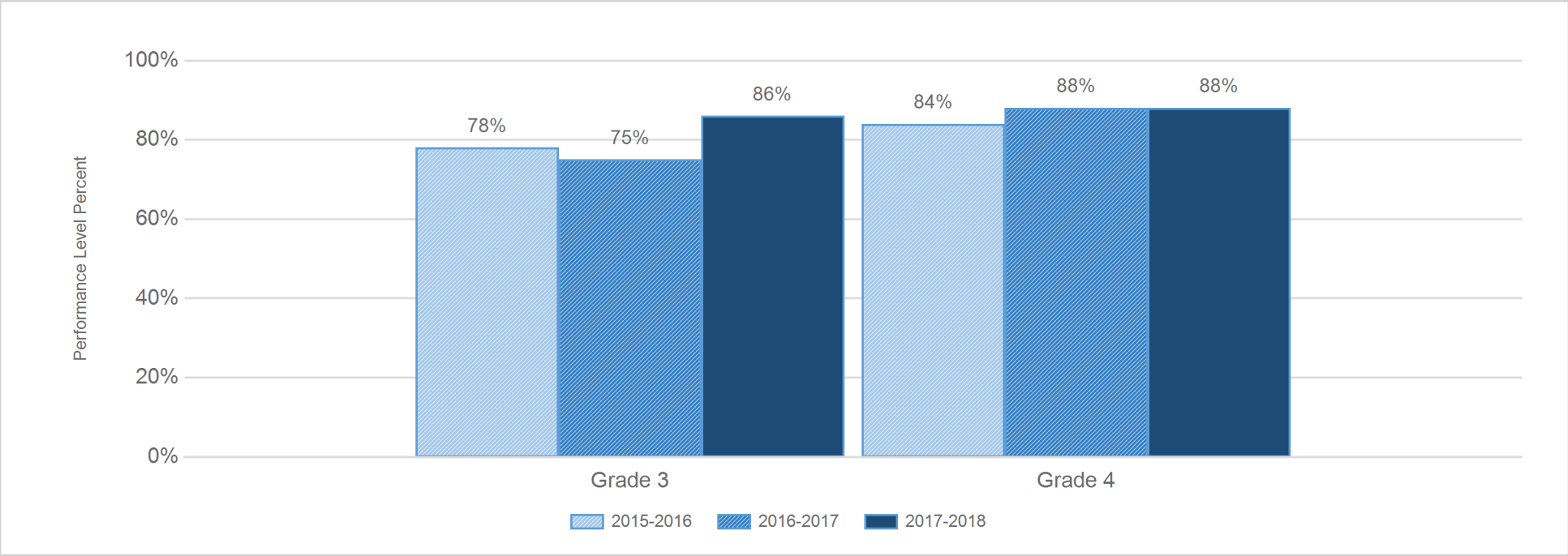
## English Language Arts/Literacy Assessment - Performance Trends

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 | 260 | 99.3 | 83.5 | 78.0 | 45.0 | 83.5 | 80 | Met Goal |
| White | 120 | 99.2 | 76.7 | 70.9 | 54.1 | 76.7 | 78.8 | Met Target† |
| Hispanic | 14 | 93.3 | 64.2 | 53.1 | 29.2 | 62.9 | ** | ** |
| Black or African American | * | * | * | * | 23.4 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 117 | 100.0 | 93.2 | 89.1 | 77.0 | 93.2 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.5 | * | ** | ** |
| Two or More Races | * | * | * | 91.7 | 53.0 | * | ** | ** |
| Female | 124 | 100.0 | 83.0 | 77.9 | 46.0 | 83.0 | | |
| Male | 136 | 98.6 | 83.9 | 78.1 | 43.9 | 83.9 | | |
| Economically Disadvantaged Students | * | * | * | * | 26.6 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 55.9 | * | | |
| Students with Disabilities | 34 | 97.1 | 61.8 | 32.2 | 17.1 | 61.8 | 39.6 | Met Target |
| Students without Disabilities | 226 | 99.6 | 86.7 | 86.2 | 50.5 | 86.7 | | |
| English Learners | 43 | 100.0 | 81.4 | 82.0 | 24.6 | 81.4 | 66 | Met Goal |
| Non-English Learners | 217 | 99.1 | 83.9 | 77.6 | 46.9 | 83.9 | | |
| Homeless Students | N | 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 | | |

† Target was met within a confidence interval.

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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** | 134 | 782 | 782 | 752 | * | * | 12% | 46% | 38% | 84% | 53% |
| White | 65 | 775 | 775 | 760 | 0% | * | * | 45% | 32% | 77% | 64% |
| Hispanic | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Black or African American | N | N | N | 734 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 58 | 793 | 793 | 780 | 0% | 0% | * | * | * | 95% | 83% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 64 | 780 | 780 | 752 | * | * | * | 44% | 38% | 81% | 53% |
| Male | 70 | 784 | 784 | 751 | * | * | * | 47% | 39% | 86% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 35% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 66% |
| Students with Disabilities | 17 | 772 | 772 | 730 | * | * | * | * | * | 76% | 29% |
| Students without Disabilities | 117 | 783 | 783 | 756 | * | * | * | * | * | 85% | 57% |
| English Learners | 16 | 759 | 759 | 726 | * | * | * | * | * | 56% | 23% |
| Non-English Learners | 118 | 785 | 785 | 754 | * | * | * | * | * | 87% | 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**
(03-0930-050)
Grades Offered: PK-04
2017-2018

**Report Key:**
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****** Accountability calculations require 20 or more students
**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** | 129 | 779 | 779 | 748 | 0% | * | * | 57% | 26% | 83% | 49% |
| White | 54 | 766 | 766 | 755 | 0% | * | * | * | * | 76% | 60% |
| Hispanic | * | * | * | 737 | * | * | * | * | * | * | 34% |
| Black or African American | * | * | * | 730 | * | * | * | * | * | * | 27% |
| Asian, Native Hawaiian, or Pacific Islander | 62 | 793 | 793 | 774 | 0% | 0% | * | * | * | 92% | 80% |
| American Indian or Alaska Native | * | * | * | 748 | * | * | * | * | * | * | 46% |
| Two or More Races | * | * | * | 752 | * | * | * | * | * | * | 55% |
| Female | 62 | 774 | 774 | 748 | 0% | * | * | 65% | 19% | 84% | 50% |
| Male | 67 | 783 | 783 | 748 | 0% | * | * | 49% | 33% | 82% | 49% |
| Economically Disadvantaged Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Non-Economically Disadvantaged Students | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Students with Disabilities | 14 | 753 | 753 | 725 | 0% | * | * | * | * | 50% | 22% |
| Students without Disabilities | 115 | 782 | 782 | 753 | 0% | * | * | * | * | 87% | 55% |
| English Learners | 10 | 762 | 762 | 722 | 0% | * | * | * | * | 70% | 16% |
| Non-English Learners | 119 | 780 | 780 | 750 | 0% | * | * | * | * | 84% | 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**
(03-0930-050)
Grades Offered: PK-04
2017-2018

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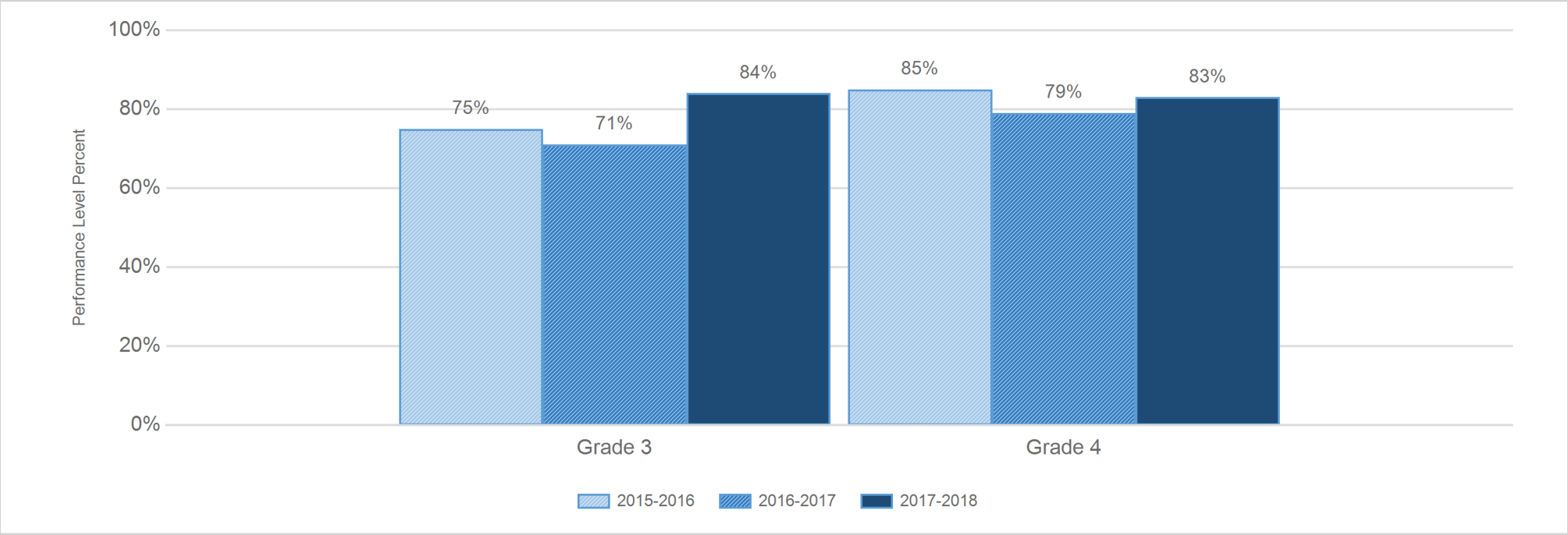
## Mathematics Assessment – Performance Trends

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**
(03-0930-050)
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2017-2018

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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 | * | * |

## 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 | 68.1% | 60.7% | Met Target |

† 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 | 60 | 75.0% | 25.0% |
| 3-4 | 13 | 46.2% | 53.8% |
| 5 or more | * | * | * |

NJ SCHOOL PERFORMANCE REPORT

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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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(03-0930-050)
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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.

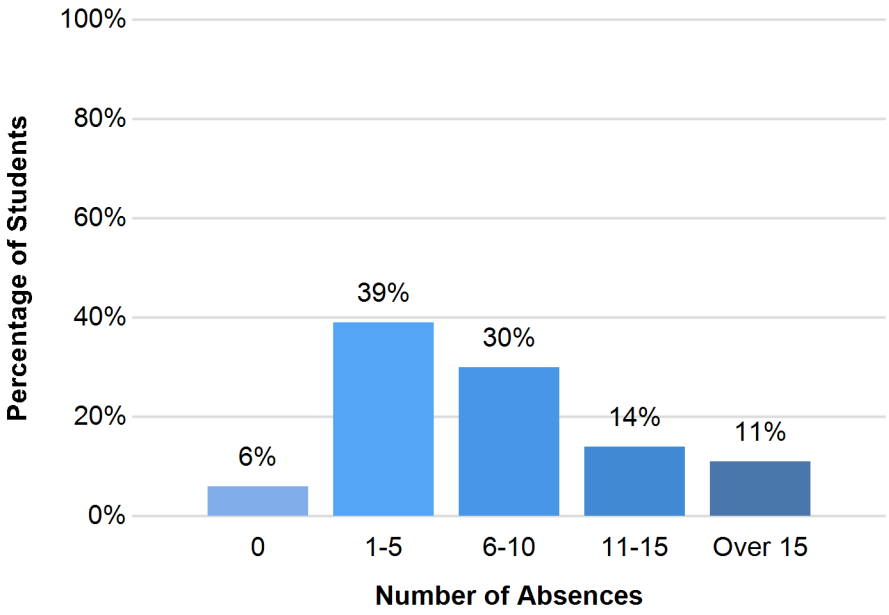
## Chronic Absenteeism

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 | 34 | 5.4 | 9.1 | Met |
| White | 21 | 7.1 | 9.1 | Met |
| Hispanic | 1 | 2.4 | 9.1 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 4.3 | 9.1 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 0 | 0 | ** | ** |
| Economically Disadvantaged Students | * | * | ** | ** |
| Students with Disabilities | 8 | 9.2 | 9.1 | Not Met |
| English Learners | 11 | 13.9 | 9.1 | Not Met |

## 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**
(03-0930-050)
Grades Offered: PK-04
2017-2018

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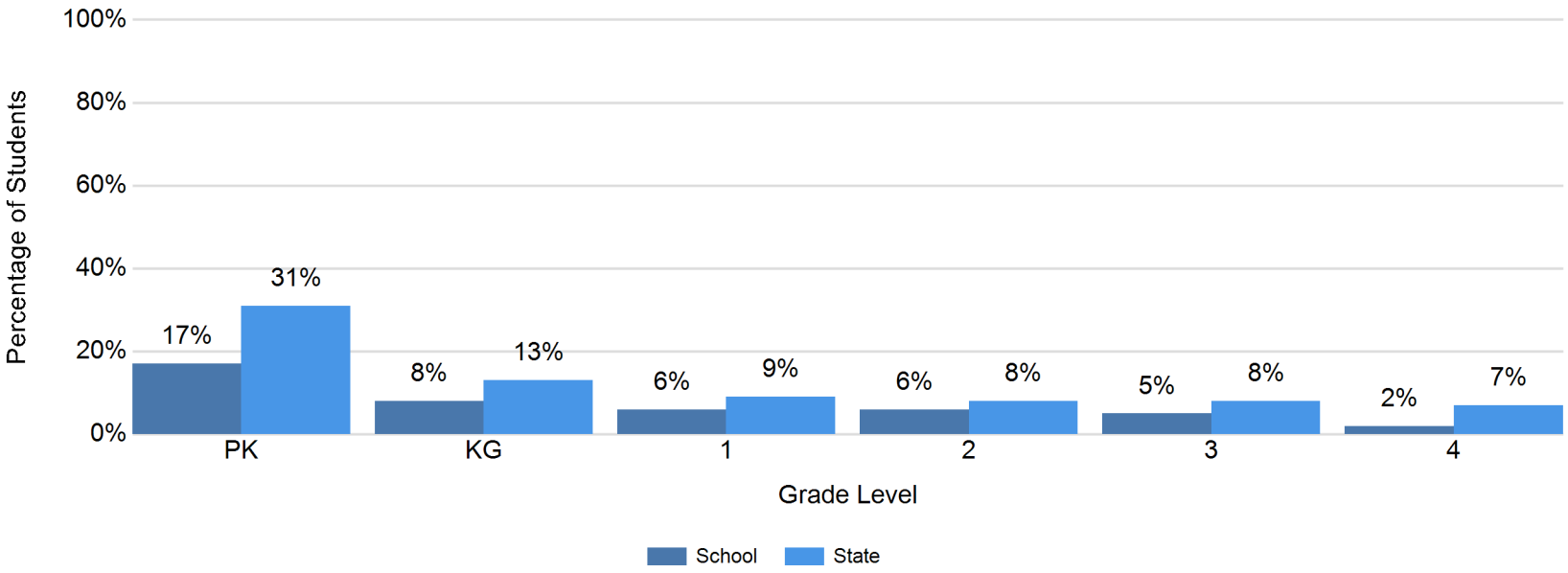
## Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

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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 | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.15 |

## 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

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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 | 0 | | 0 |

## 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 | * | * |
| 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

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(03-0930-050)
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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 | 8:35 AM |
| Typical End Time | 3:10 PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | 5 Hrs 45 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 | 1.1:1 |

## 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) | $229 | $15,196 | $15,425 |

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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 | 54 | 117,464 |
| Average years experience in public schools | 14.4 | 12.0 |
| Average years experience in district | 13.0 | 10.7 |
| Teachers in district for 4 or more years | 77.8% | 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 | 7 | 9,374 |
| Average years experience in public schools | 20.0 | 16.0 |
| Average years experience in district | 5.4 | 12.0 |
| Administrators in district for 4 or more years | 42.9% | 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 | 670:1 | 168:1 |
| Teachers to Administrators | 54:1 | 14:1 |
| Students to Librarians/Media Specialists | | 589:1 |
| Students to Nurses | | 589:1 |
| Students to Counselors | | 589:1 |
| Students to Child Study Team | | 294:1 |

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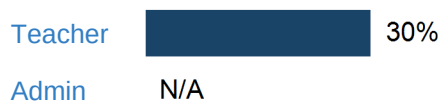
## Teachers and Administrators - Level of Education

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 | 89.1% | 90.2% |
| 2016-17 Administrators: Same district 2017-18 | 75.0% | 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 | 96.7% |

NJ SCHOOL PERFORMANCE REPORT

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(03-0930-050)
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**Teachers**: All classroom teachers
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## 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 | 92.6% | 0.0% |
| Male | 7.4% | 100.0% |
| White | 92.6% | 100.0% |
| Hispanic | 1.9% | 0.0% |
| Black or African American | 0.0% | 0.0% |
| Asian | 5.6% | 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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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

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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 | 96.86 | 15.0% |
| Mathematics Proficiency | 98.16 | 15.0% |
| English Language Arts Growth | 99.88 | 20.0% |
| Mathematics Growth | 98.40 | 20.0% |
| Progress Towards English Language Proficiency | 80.43 | 20.0% |
| Chronic Absenteeism | 58.69 | 10.0% |
| **Summative Score:** Sum of all indicator scores multiplied by indicator weights | 90.86 | n/a |
| **Summative Rating:** Percentile Rank of Summative Score | 98.40 | 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

NJ SCHOOL PERFORMANCE REPORT

**HILLSIDE ELEMENTARY SCHOOL**
(03-0930-050)
Grades Offered: PK-04
2017-2018

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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 Goal | Exceeds Standard | Exceeds Standard | Met Target | Met | No |
| White | 86.25 | 14.08 | No | Met Goal | Met Target† | Exceeds Standard | Exceeds 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 | 84.80 | 14.08 | No | Met Goal | Met Goal | Exceeds Standard | Exceeds 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 | ** | ** | No | Met Target | Met Target | ** | ** | n/a | Not Met | No |
| English Learners | ** | ** | No | Met Target | Met Goal | ** | ** | ** | Not Met | 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 features a rigorous academic program in a supportive environment. This is supported by teacher enrollment in the Northern Valley Curriculum Consortium for extensive and ongoing professional development.<br>• Hillside School was recognized as "one of the ten best elementary schools in Bergen County," citing its daily news show run by students.<br>• The Hillside music program has received the NAMM Community Music Award since 2015. The orchestra, chorus, and band have appeared at town events and cultural programs like the annual Lunar New Year celebration, seasonal performances, and volunteering at se |
| Mission, Vision, Theme: | The community of faculty, parents, and administration of Hillside School provide a learning environment that prepares children to be responsible world citizens of the 21st century. Our mission is to promote the love of school and life-long learning for all children by developing their self-esteem, integrity, self-discipline, ability to work cooperatively, decision-making and problem-solving skills, appreciation of individual differences, and respect for the environment. |
| Awards, Recognition, Accomplishments: | Hillside School has been recognized by multiple organizations on various occasions as one of the ten best elementary schools in Bergen County and/or the State of New Jersey. The elementary school uses NJ Trout in the Classroom to teach cold water conservation and received a grant from Exxon for the STEM program. |

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|---|---|
| Courses, Curriculum, Instruction: | The Hillside School program of studies evolves around the New Jersey Student Learning Standards. Its Language Arts program is modeled after the TC Readers and Writers Workshop. Phonics First is a main component of K-2 literacy. Math instruction is guided by the "GoMath" program with a comprehensive online home component. Instruction in these areas, as well as the social and physical sciences, is differentiated according to individual abilities. In addition to library, art, music, and physical education, science and STEM are featured programs for all students. The Hillside Enrichment Program serves students with push in and pull out strategies. The character education program follows I.C.A.R.E (Integrity, Caring, Attitude, Respect, Empathy) and is integrated into all classes. Finally, all students preK-4 receive Spanish language instruction. |
| Clubs and Activities: | The PTO runs an enrichment program three days a week with courses like chess, fencing, Korean drumming, robotics, cooking, Outrageous Pets, tennis, golf, and crafting. |

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| Before and After School Programs: | An afterschool program is offered at an additional expense. Students are afforded the opportunity to interact with each other in the gym, on the playground, and in a spacious learning area. A certain amount of time is dedicated to snack and homework. The program runs from immediately after school dismissal until 6:00pm. |
| Staff and Professional Learning: | In addition to embedded professional development within the school year, the staff of Hillside School participate in a consortium of seven elementary schools where courses, resources, classroom coaching, and specifically-designed learning opportunities are designed to support and improve instruction. The Northern Valley Curriculum Consortium offers a wide variety of courses in their catalog. New staff participate in a three-year Academy with designated curriculum and coaching. At Hillside, staff participate in a variety of committees, book clubs, and PLCs. |

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| Student Supports and Services: | There are many support services offered at Hillside School that are designed to assist students in their studies and social interactions. First level of extra support includes the Intervention and Referral Services committee designed to offer strategies for struggling students. Among the services offered in school are ESL, Basic Skills, Gifted and Talented, OT/PT, Orton-Gillingham multisensory reading, speech-language services, a School Guidance Counselor, a School Psychologist and a School Sociologist. |
| Student Health and Wellness: | Recognizing the benefit of student health and wellness on their academic and social growth, Hillside School boasts the services of a full-time nurse and a school guidance counselor. In addition to playground equipment, students also have access to a vegetable garden and butterfly garden supported by the local Boy Scouts and the Science program. |
| Parent and Community Involvement: | Hillside School functions as part of the community at large. We maintain close relationships with the borough's municipal organizations such as the Mayor and Council, the Police and Fire Departments, the Recreation Association and local businesses. Our active PTO provides daily lunch, extra-curricular programs for students and parents, and raises funds to support school initiatives. They also sponsor the After School Enrichment Program. The Parent Portal provides access for the Standard Based Progress Reports. |

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|---|---|
| Facilities: | While the orginal building was build in 1955, many upgrades and improvments have made Hillside Elementary School an excellent environment for Closter school children. K-2 classrooms were refurbished with new floors, lights, and cabinetry in the past two years. There is a fully equipped science lab and a new STEM lab. Students visit climate controlled areas such as the library and a full sized gymnasium/all-purpose room. There is also a well-equipped art room and music room. Building extensions were added specifically for Early Childhood Education during the last few years. |
| School Safety: | School safety is a priority for Hillside Elementary School. Visitor access is limited to essential business. Staff and students practice a variety of drills. In conjunction with the Closter Police Department, upgrades to the lockdown system and evacuation plan have firmed up safety measures for the Hillside community within the past year. Cameras, outside and in, have added a level of security to the building and grounds. Frequent police presence in the school is a reassuring presence. |

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|---|---|
| Technology and STEM: | Under the program umbrella, Hillside has several STEM intiatives for the students to participate in during the day and after school. Hillside has two labs: STEM and Science. The STEM lab features the engineering design process, while the Science Lab focuses on the Next Generation Science Standards (NGSS) curriculum. Coding and robotics are embedded in the program. General education classes also participate in Hour of Code. After school activities are available through separate courses supported by the PTO. The Closter Nature Center supports the curriculum in all grades, investigating the local environment and animal habitats. Regarding technology, all teachers use Macbooks and SmartBoards, while students utilize laptops and iPads. |
| Early Childhood Education: | Hillside offers an integrated preschool program for students starting at three years old. Teachers are dually certified in early childhood and special education. A speech therapist is dedicated to the classes and students receive enrichment from the special area staff, such as world language, physical education, library sciences, music and movement, and art. Enrollment is limited and wait lists are often needed for general education students. Tuition is based on half day and full day services. |

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| | |
|---|---|
| Other Information: | A regular school day at Hillside runs from 8:30am to 3:10pm for students in Pre-School to Grade 4. We strive to provide a secure, but nurturing environment for our students. We are proud of an outstanding faculty comprised of dedicated professionals with experience levels ranging from novice to seasoned veterans. In addition to our academic program, we feature many special events throughout the year like cultural assemblies, author visits, student concerts, class trips, book fairs, an art show, and a chess program. At Hillside Elementary School, teachers, staff, and parents strive to work together to foster learning opportunities for children that are challenging and interesting in a safe, relaxed, and welcoming atmosphere. |