



Hillside Elementary School
(13-3310-123)
Grades Offered: PK-05
2018-2019

Report Key:
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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

Notes from the New Jersey Department of Education:



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School Contact Information

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 Public School District
Principal Name	Dr. Samantha 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 data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	79	85	81
KG	0	0	0
1	0	0	0
2	0	0	0
3	175	157	148
4	191	174	169
5	187	194	178
Total	632	610	576

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.7%	49.7%	46.7%
Male	51.3%	50.3%	53.3%
Economically Disadvantaged Students	17.4%	15.6%	14.6%
Students with Disabilities	25.9%	29.2%	26.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.8%	0.7%	0.3%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.3%	0.2%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	44.6%	43.3%	44.3%
Hispanic	10.3%	11.8%	13.7%
Black or African American	32.8%	32.8%	29.3%
Asian	4.0%	2.8%	2.8%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	8.1%	9.0%	9.5%

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	2016-17	2017-18	2018-19
PK - Half Day	1	0	0
PK - Full Day	78	85	81
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	96.9%
Spanish	1.0%
Other Languages	2.1%



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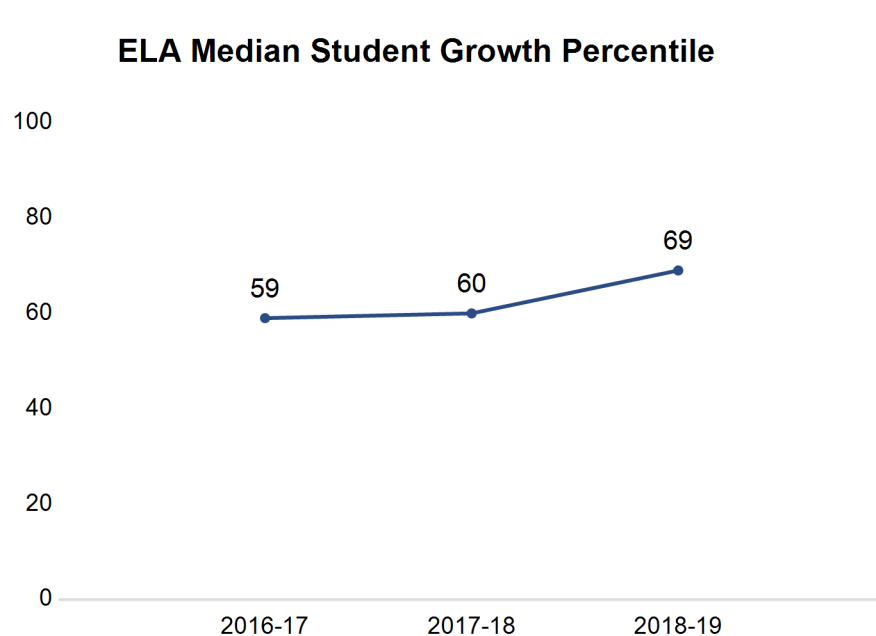
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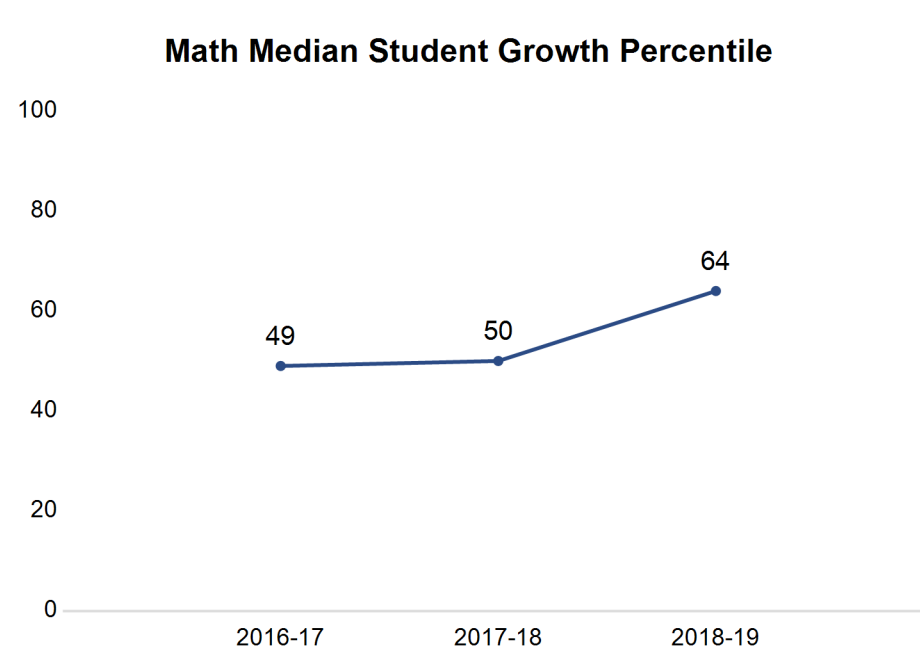
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	60	69	49	50	64
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	69	48	50	Exceeds Standard	64	53	50	Exceeds Standard
White	74	50	50	Exceeds Standard	74	55	52	Exceeds Standard
Hispanic	66	53	49	Exceeds Standard	69.5	58.5	47	Exceeds Standard
Black or African American	62.5	40	45	Exceeds Standard	55	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	47	59	**	*	53	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	62.5	50	49	Exceeds Standard	55.5	50	52	Met Standard
Female	68	51	53	N	64	52	50	N
Male	70	44	47	N	63	54	51	N
Economically Disadvantaged Students	48	35	48	Met Standard	51	40	46	Met Standard
Students with Disabilities	71	47	43	Exceeds Standard	29	46	45	Not Met
English Learners	*	54	52	**	*	66	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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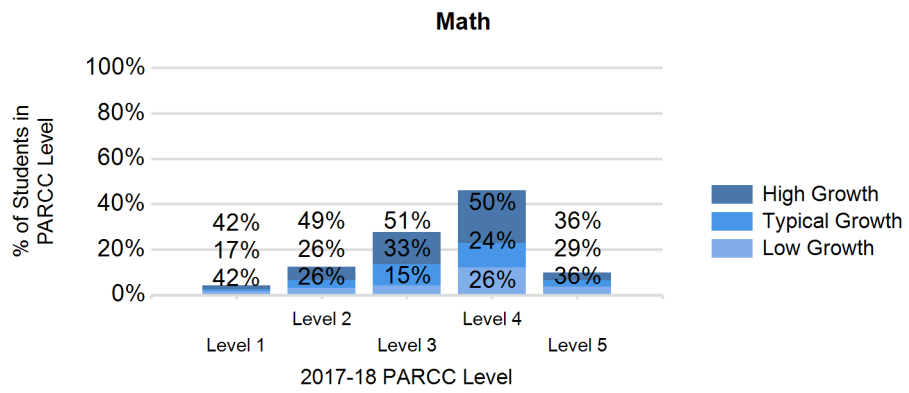
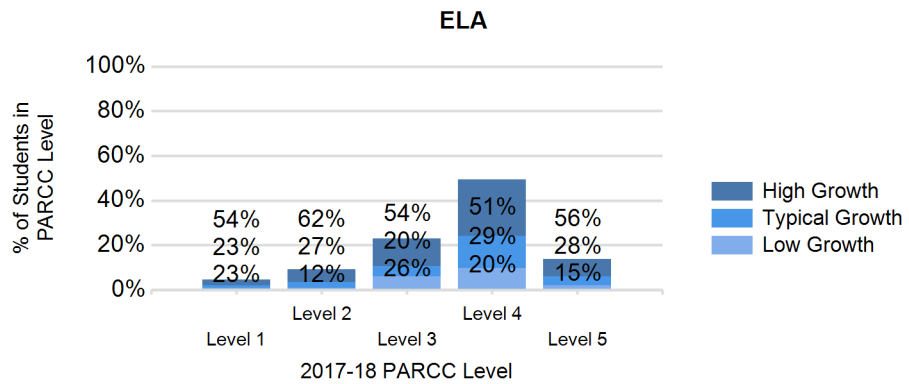
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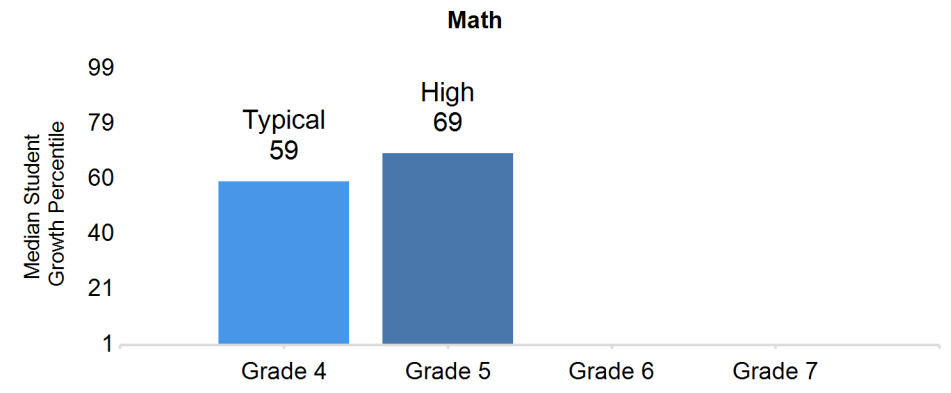
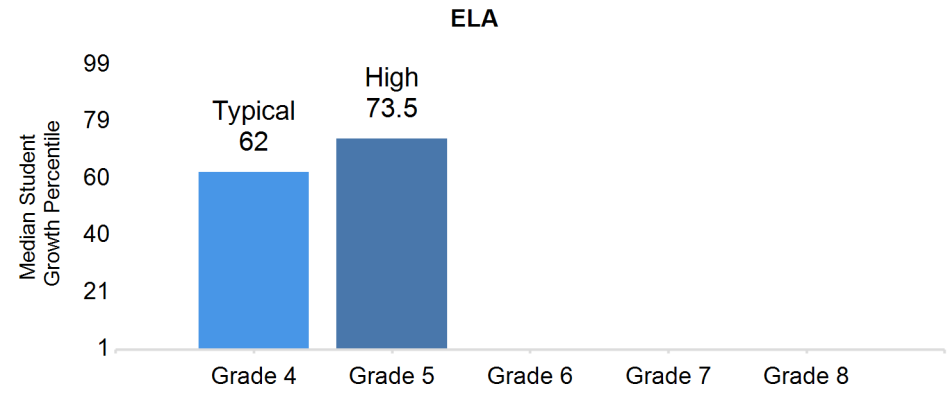
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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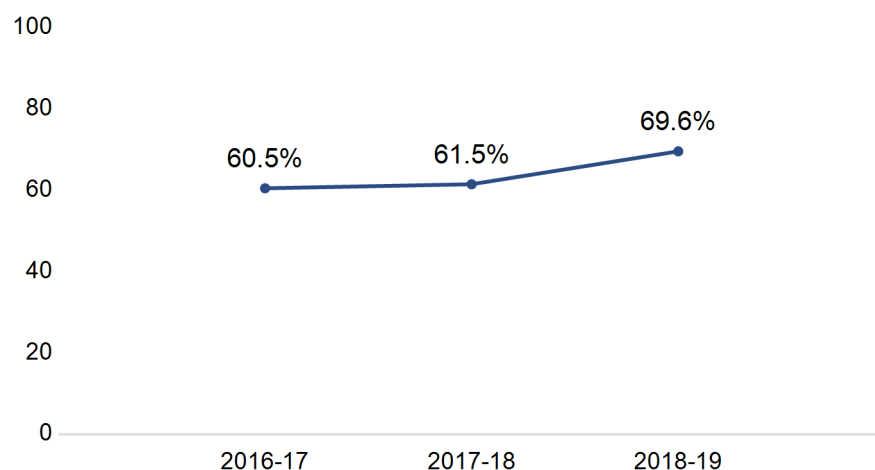
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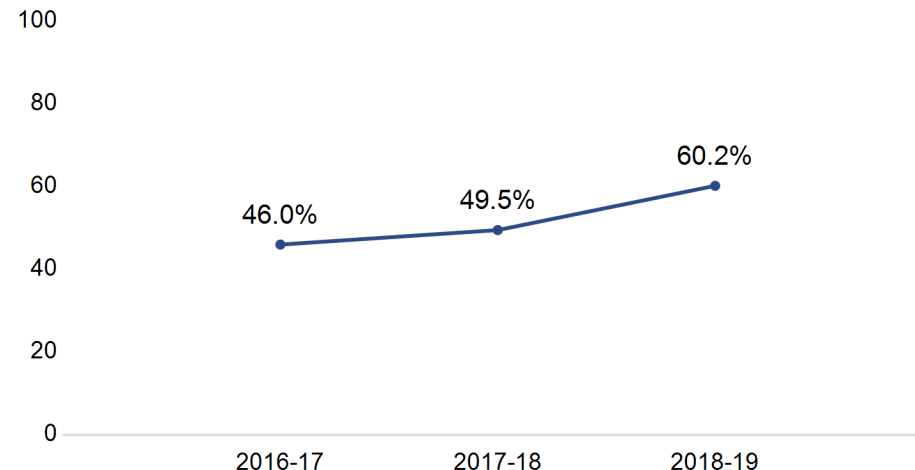
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	82.6%	87.0%	94.4%	82.4%	87.0%	94.4%
Proficiency Rate for Federal Accountability	60.5%	61.5%	69.6%	46.0%	49.5%	60.2%
Annual Target	55.5%	56.8%	58.1%	48.2%	49.8%	51.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	463	94.4	70.0	67.8	57.9	69.6	58.1	Met Target
White	211	95.1	85.3	79.2	66.9	85.3	70.1	Met Goal
Hispanic	58	90.8	70.7	58.2	43.9	67.4	54	Met Target
Black or African American	138	92.7	47.1	44.3	38.5	45.9	36.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	*	82.9	76.9	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	43	100.0	65.1	74.4	64.4	65.1	75.5	Met Target†
Female	239	96.4	72.4	77.9	64.8	72.4		
Male	224	92.3	67.4	58.3	51.3	65.4		
Economically Disadvantaged Students	61	90.0	31.1	34.1	40.0	29.4	30.4	Met Target†
Non-Economically Disadvantaged Students	402	95.1	75.9	73.5	67.9	75.9		
Students with Disabilities	78	87.1	39.7	32.4	22.7	36.3	31.2	Met Target
Students without Disabilities	385	96.0	76.1	75.3	65.1	76.1		
English Learners	*	*	*	39.5	29.3	*	**	**
Non-English Learners	*	*	*	68.2	60.6	*		
Homeless Students	*	*	*	13.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



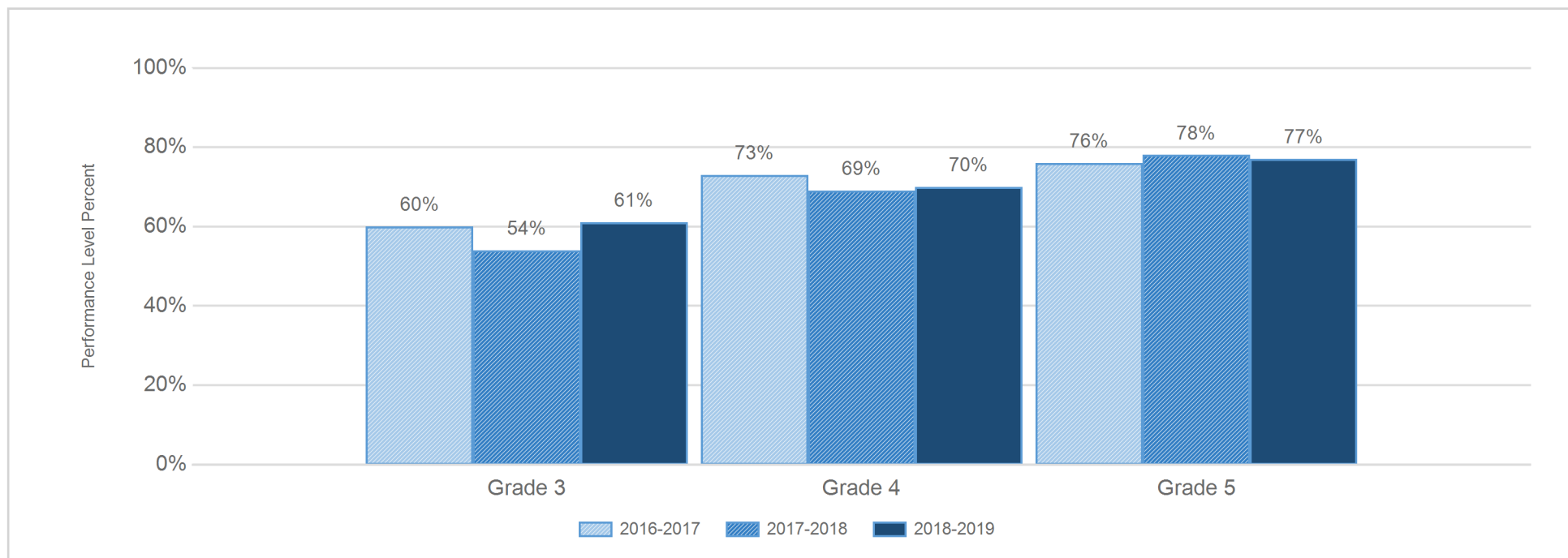
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	755	759	748	9%	9%	21%	53%	8%	61%	50%
White	76	768	769	757	*	*	14%	*	*	78%	60%
Hispanic	15	746	748	734	*	*	*	*	*	47%	36%
Black or African American	34	730	735	731	*	*	29%	29%	0%	29%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	760	756	*	*	*	*	*	*	58%
Female	71	756	766	753	*	*	17%	*	*	65%	55%
Male	70	755	753	743	*	*	24%	*	*	57%	46%
Economically Disadvantaged Students	18	719	722	731	*	*	*	*	*	11%	33%
Non-Economically Disadvantaged Students	123	761	765	759	*	*	*	*	*	68%	61%
Students with Disabilities	19	720	725	719	*	*	*	*	*	21%	24%
Students without Disabilities	122	761	766	754	*	*	*	*	*	67%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	141	755	*	751	9%	9%	21%	53%	8%	61%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	161	764	763	755	*	*	15%	46%	24%	70%	57%
White	70	780	774	763	0%	*	*	59%	33%	91%	67%
Hispanic	23	755	755	743	0%	*	*	*	*	61%	44%
Black or African American	47	744	743	739	*	21%	26%	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	768	762	*	*	*	*	*	*	64%
Female	86	768	770	760	*	*	14%	43%	29%	72%	62%
Male	75	760	757	750	*	*	16%	49%	19%	68%	53%
Economically Disadvantaged Students	25	734	731	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	136	770	769	765	*	*	*	*	*	77%	69%
Students with Disabilities	27	740	731	725	*	*	*	*	*	44%	25%
Students without Disabilities	134	769	770	761	*	*	*	*	*	75%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	161	764	*	758	*	*	15%	46%	24%	70%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	166	772	765	756	*	*	16%	54%	22%	77%	58%
White	68	783	772	764	*	0%	*	54%	32%	87%	68%
Hispanic	21	784	766	743	*	0%	0%	*	*	95%	44%
Black or African American	57	757	750	739	*	*	26%	*	*	61%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	85	776	771	761	*	*	14%	52%	27%	79%	64%
Male	81	768	759	750	*	*	19%	57%	17%	74%	52%
Economically Disadvantaged Students	19	746	738	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	147	775	769	766	*	*	*	*	*	80%	69%
Students with Disabilities	33	740	739	724	*	*	33%	*	*	45%	23%
Students without Disabilities	133	780	771	762	*	*	12%	*	*	84%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	166	772	*	758	*	*	16%	54%	22%	77%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	463	94.4	60.5	55.1	44.5	60.2	51.5	Met Target
White	211	95.1	76.3	68.0	54.1	76.3	63.5	Met Target
Hispanic	58	90.8	67.2	46.8	28.8	64.1	43	Met Target
Black or African American	138	92.7	34.1	*	23.0	33.1	32.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.2	*	76.5	69.2	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	43	100.0	55.8	59.7	53.3	55.8	61	Met Target†
Female	239	96.4	58.2	56.8	44.9	58.2		
Male	224	92.3	62.9	53.5	44.2	61.1		
Economically Disadvantaged Students	61	90.0	29.5	21.9	26.3	27.8	27	Met Target
Non-Economically Disadvantaged Students	402	95.1	65.2	61.1	54.9	65.2		
Students with Disabilities	78	87.1	29.5	*	17.4	26.9	26.9	Met Target
Students without Disabilities	385	96.0	66.8	*	50.0	66.8		
English Learners	*	*	*	40.8	25.0	*	**	**
Non-English Learners	*	*	*	55.3	46.5	*		
Homeless Students	*	*	*	13.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



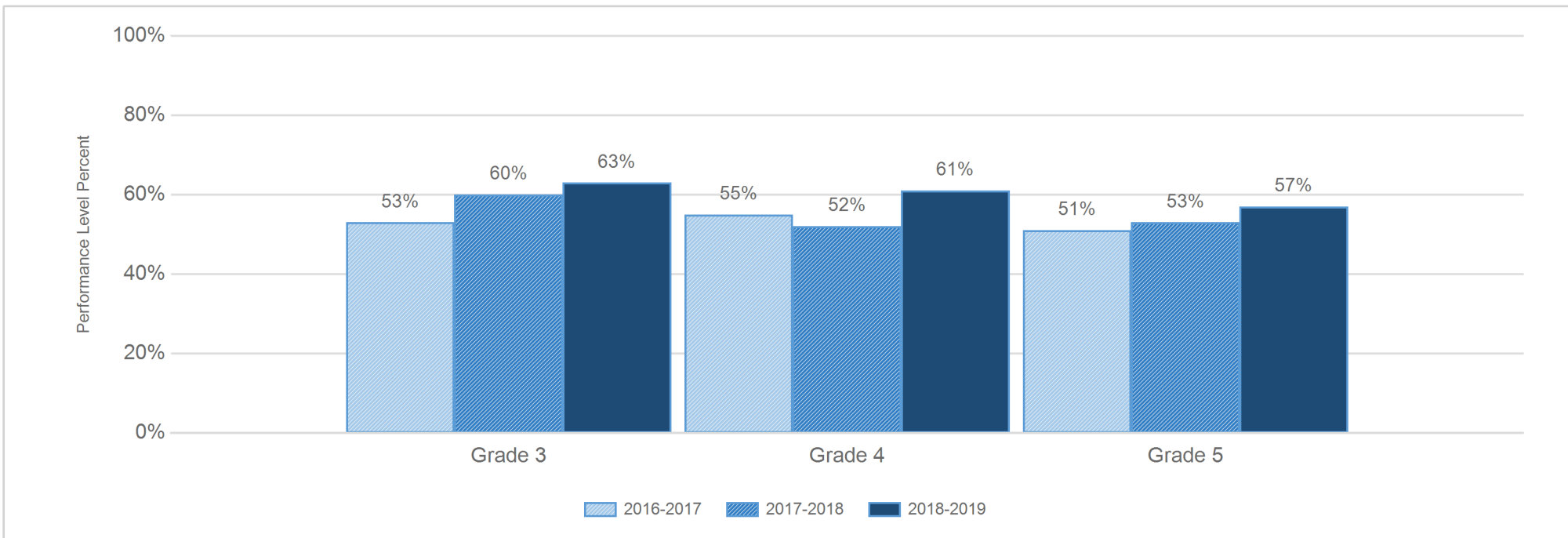
Hillside Elementary School
(13-3310-123)
Grades Offered: PK-05
2018-2019

Report Key:

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	762	763	752	*	*	24%	45%	18%	63%	55%
White	76	770	771	760	*	*	17%	55%	22%	78%	66%
Hispanic	15	755	755	739	*	*	*	*	*	53%	40%
Black or African American	34	742	742	735	*	*	35%	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	71	761	764	751	*	*	23%	*	*	66%	54%
Male	70	763	763	752	*	*	26%	*	*	60%	56%
Economically Disadvantaged Students	18	729	729	737	*	*	*	*	*	17%	37%
Non-Economically Disadvantaged Students	123	766	769	761	*	*	*	*	*	70%	67%
Students with Disabilities	19	740	739	731	*	*	*	*	*	32%	31%
Students without Disabilities	122	765	768	756	*	*	*	*	*	68%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	141	762	*	754	*	*	24%	45%	18%	63%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	161	754	756	749	6%	9%	23%	55%	6%	61%	51%
White	70	770	770	757	*	*	16%	*	*	80%	62%
Hispanic	23	755	747	737	0%	*	*	70%	0%	70%	36%
Black or African American	47	729	731	731	*	*	34%	28%	0%	28%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	759	754	*	*	*	*	*	*	58%
Female	86	749	754	749	*	*	23%	*	*	57%	50%
Male	75	761	757	749	*	*	23%	*	*	67%	52%
Economically Disadvantaged Students	25	733	726	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	136	758	762	759	*	*	*	*	*	66%	63%
Students with Disabilities	27	717	725	726	37%	*	*	*	*	19%	25%
Students without Disabilities	134	762	763	754	0%	*	*	*	*	70%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	161	754	*	751	6%	9%	23%	55%	6%	61%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	166	755	758	747	*	*	26%	*	*	57%	47%
White	68	767	765	755	*	*	22%	53%	19%	72%	58%
Hispanic	21	768	756	735	*	0%	*	*	*	71%	30%
Black or African American	57	741	740	729	*	26%	33%	*	*	37%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	85	752	756	747	*	*	28%	*	*	53%	47%
Male	81	758	759	747	*	*	23%	*	*	60%	47%
Economically Disadvantaged Students	19	728	731	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	147	758	762	757	*	*	*	*	*	61%	59%
Students with Disabilities	33	728	732	725	*	33%	*	*	*	33%	19%
Students without Disabilities	133	762	763	752	*	9%	*	*	*	62%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	166	755	*	749	*	*	26%	*	*	57%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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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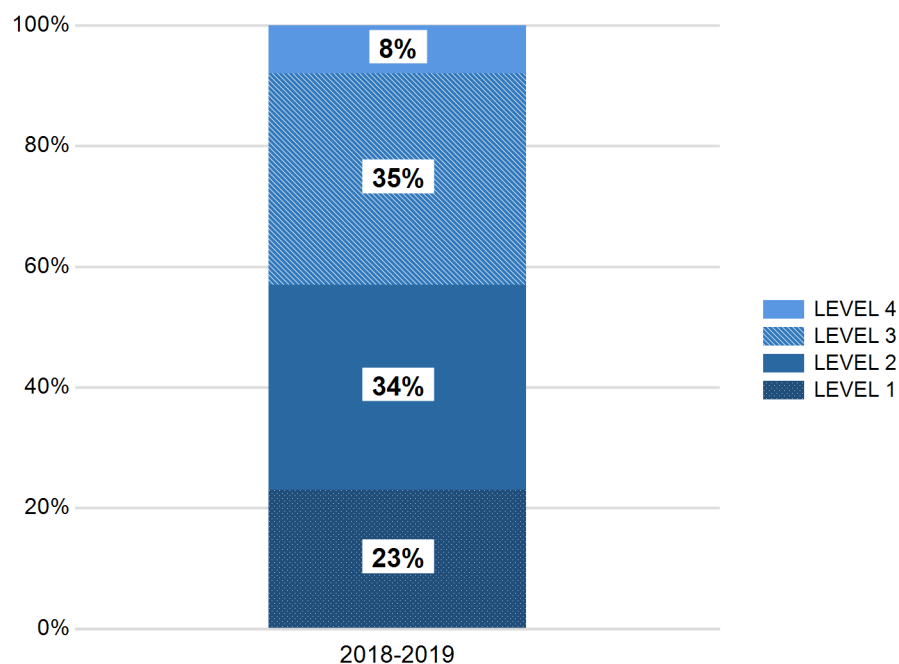
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	23	34	35	8
White	7	37	43	13
Hispanic	14	24	48	14
Black or African American	42	35	21	2
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	33	33	7
Male	20	35	36	10
Economically Disadvantaged Students	47	42	11	0
Non-Economically Disadvantaged Students	20	33	38	10
Students with Disabilities	53	28	13	6
Students without Disabilities	16	35	40	9
English Learners	N	N	N	N
Non-English Learners	23	34	35	8
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

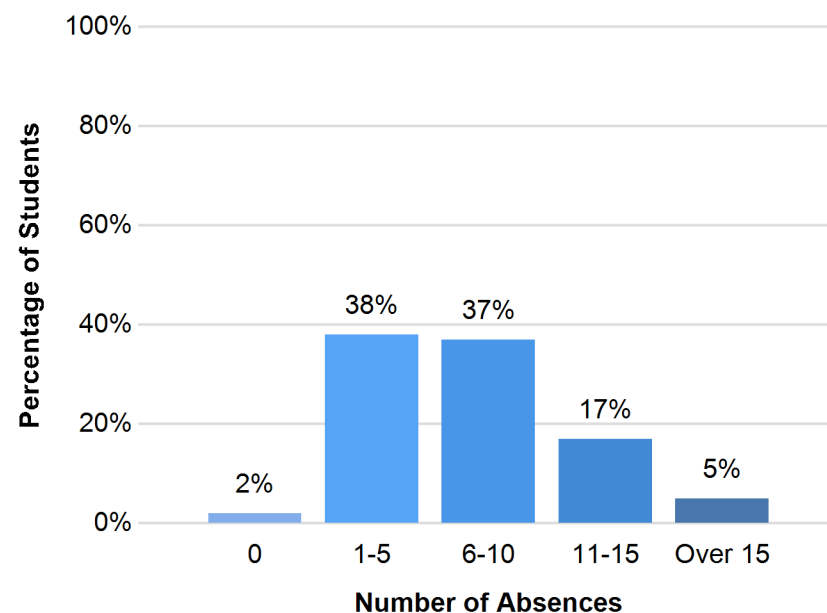
Chronic Absenteeism

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	11	2.2	7.5	Met
White	1	0.4	7.5	Met
Hispanic	2	3.1	7.5	Met
Black or African American	6	3.9	7.5	Met
Asian, Native Hawaiian, or Pacific	1	7.1	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	2.4	7.5	Met
Female	3	1.2		
Male	8	3.2		
Economically Disadvantaged Students	6	8.3	7.5	Not Met
Students with Disabilities	4	4.1	7.5	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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.





Hillside Elementary School

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2018-2019

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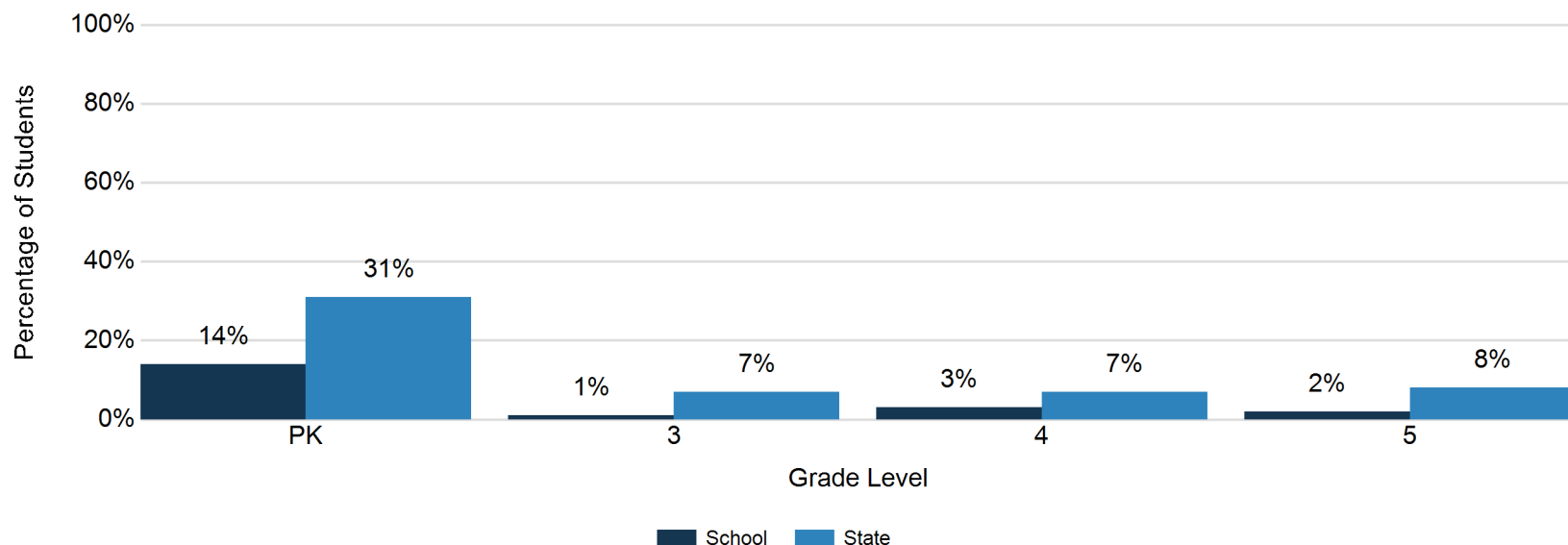
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Chronic Absenteeism by Grade

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





Hillside Elementary School
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.56

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	2
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	*	*
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

*



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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	5 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	16.5	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	80.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	76.9%

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	11:1	12:1
Students to Administrators	192:1	201:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1



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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 compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	84.3%	66.7%	48.4%	77.1%	54.9%
Male	53.3%	15.7%	33.3%	51.6%	22.9%	45.1%
White	44.3%	62.7%	66.7%	42.4%	83.6%	77.4%
Hispanic	13.7%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.3%	17.6%	33.3%	15.0%	6.6%	13.9%
Asian	2.8%	13.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	9.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Hillside Elementary School
(13-3310-123)
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2018-2019

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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

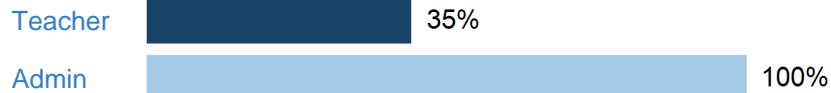
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	87.9%

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
2018-19	95.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.5%	61.5%	69.6%
Math Proficiency	46.0%	49.5%	60.2%
ELA Growth	59	60	69
Math Growth	49	50	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.2%	5.7%	2.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Exceeds Standard	Exceeds Standard	N	Met	No
White	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Exceeds Standard	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district 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 elective 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 NJSL, 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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 <p>Before and After School Programs:</p>	<p>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. "</p>
 <p>Staff and Professional Learning:</p>	<p>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.</p>






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 <p>Student Supports and Services:</p>	<p>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.</p>
 <p>Student Health and Wellness:</p>	<p>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) "</p>
 <p>Parent and Community Involvement:</p>	<p>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.</p>



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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, 3D design 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.