




HILLSIDE ELEMENTARY SCHOOL
2016-2017
Grade Span 3H-04

03-0930-050
BERGEN
CLOSTER BORO
340 HOMANS AVENUE
CLOSTER, NJ 07624-2907

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	17	28	24
KG	98	105	112
1	107	117	114
2	107	113	129
3	105	117	130
4	109	119	122
Ungraded	26	29	21
Total	569	628	652

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	47%
Male	53%	53%	53%
Economically Disadvantaged Students	1%	0%	2%
Students with Disabilities	12%	15%	14%
English Learners	11%	11%	11%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	47.5%
Asian	42.8%
Hispanic	6.3%
Native Hawaiian or Pacific Islander	1.1%
American Indian or Alaska Native	0.2%
Black or African American	0.2%
Two or More Races	2.0%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	2	10	5
PK - Full Day	14	18	19
KG - Half Day	0	0	0
KG - Full Day	104	105	112

Home Language	% of Students
English	59.8%
Korean	18.9%
Hebrew	13.3%
Spanish	2.0%
Chinese	1.5%
Other	4.6%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	219	97.6	80.80	86.20	54.90	80.8	80	Met Goal
White	103	96.5	76.70	83.40	63.90	76.7	79.7	Met Target†
Hispanic	12	100.0	50.00	71.00	39.80	50	**	**
Black or African American	*	*	*	100.00	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	100	98.2	89.00	91.70	80.70	89	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	*	**	**
Two or More Races	*	*	*	50.00	54.90	*	**	**
Female	99	99.1	79.80	88.50	62.20	79.8		
Male	120	96.2	81.70	84.20	48.10	81.7		
Economically Disadvantaged Students	*	*	*	70.00	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	86.50	65.80	*		
Students with Disabilities	28	87.9	46.50	49.50	20.50	42.8	40.4	Met Target
Students without Disabilities	191	99.1	85.90	92.60	61.90	85.9		
English Learners	41	100.0	75.60	79.20	25.20	75.6	65.3	Met Target
Non-English Learners	178	97.0	82.00	87.40	57.40	82		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	124	771	771	749	*	*	15%	65%	11%	75%	50%
White	53	763	763	759	*	*	*	64%	*	68%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	59	780	780	775	*	*	*	68%	17%	85%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	60	773	773	753	*	*	*	63%	*	75%	55%
Male	64	769	769	744	*	*	*	66%	*	75%	46%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	63%
Students with Disabilities	11	736	736	720	*	*	*	*	0%	46%	24%
Students without Disabilities	113	775	775	754	*	*	*	*	12%	78%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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Schoolwide	115	788	788	753	*	*	10%	39%	49%	88%	56%
White	57	784	784	762	0%	*	*	37%	49%	86%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	736	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	51	795	795	777	*	*	*	39%	53%	92%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	51	791	791	758	*	*	*	41%	47%	88%	61%
Male	64	785	785	748	*	*	*	38%	50%	88%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	17	751	751	724	*	*	*	*	*	53%	25%
Students without Disabilities	98	794	794	759	*	*	*	*	*	94%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

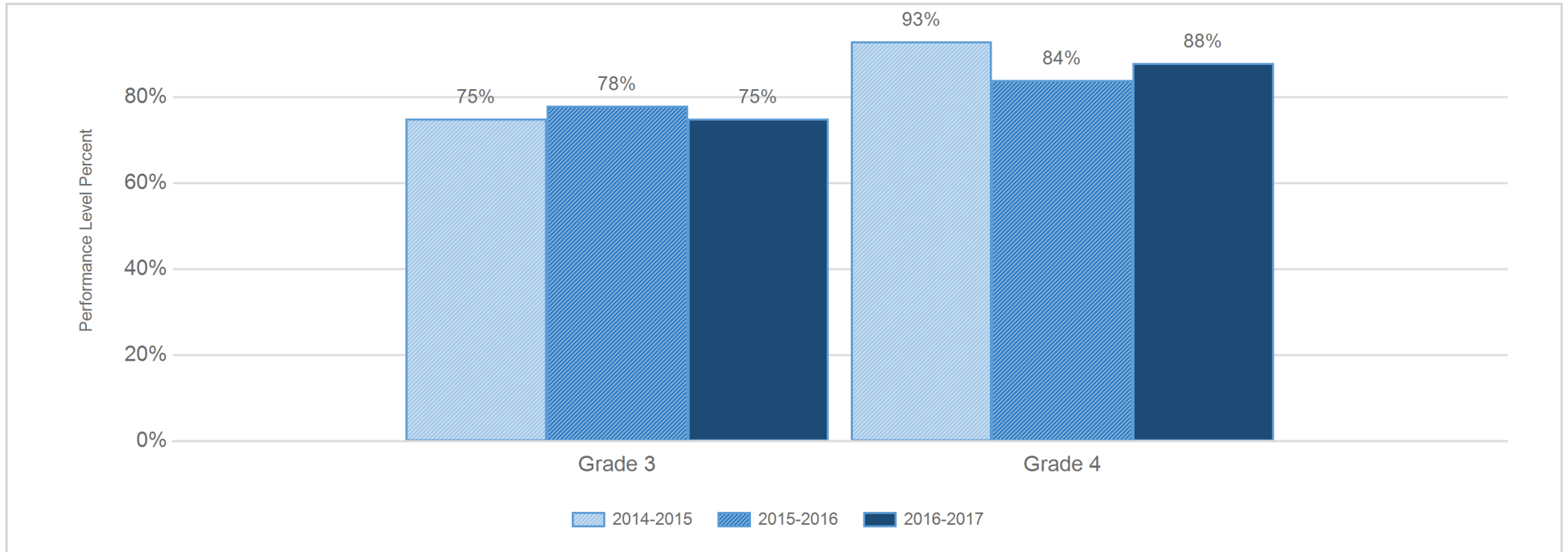


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

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Schoolwide	221	97.6	75.60	78.40	43.50	75.6	80	Met Target†
White	103	96.7	68.90	70.80	52.40	68.9	78.8	Not Met
Hispanic	12	100.0	41.70	52.60	27.60	41.7	**	**
Black or African American	*	*	*	50.00	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	102	98.3	87.30	90.10	75.60	87.3	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	*	**	**
Two or More Races	*	*	*	66.70	44.90	*	**	**
Female	99	99.1	73.70	79.10	44.10	73.7		
Male	122	96.4	77.10	77.80	42.90	77.1		
Economically Disadvantaged Students	*	*	*	27.30	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.20	54.30	*		
Students with Disabilities	28	87.9	32.10	30.00	16.50	29.6	37.3	Met Target†
Students without Disabilities	193	99.1	81.80	86.80	48.80	81.8		
English Learners	43	100.0	69.80	77.60	23.30	69.8	65.3	Met Target
Non-English Learners	178	97.0	77.00	78.50	45.20	77		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	773	773	750	*	*	23%	40%	31%	71%	53%
White	55	759	759	758	*	*	26%	47%	*	62%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	61	789	789	778	0%	*	*	34%	51%	85%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	60	772	772	751	*	*	28%	43%	27%	70%	52%
Male	68	774	774	750	*	*	18%	37%	35%	72%	53%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	11	739	739	728	*	*	*	*	0%	27%	29%
Students without Disabilities	117	776	776	754	*	*	*	*	34%	75%	57%
English Learners	10	746	746	724	*	*	*	*	*	30%	21%
Non-English Learners	118	775	775	753	*	*	*	*	*	75%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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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	119	775	775	746	*	*	16%	52%	27%	79%	47%
White	61	770	770	754	*	*	20%	54%	20%	74%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	51	784	784	773	0%	*	*	51%	39%	90%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	53	773	773	746	*	*	*	57%	23%	79%	47%
Male	66	777	777	746	*	*	*	49%	30%	79%	48%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	61%
Students with Disabilities	17	740	740	724	*	*	*	*	*	35%	22%
Students without Disabilities	102	781	781	751	*	*	*	*	*	86%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

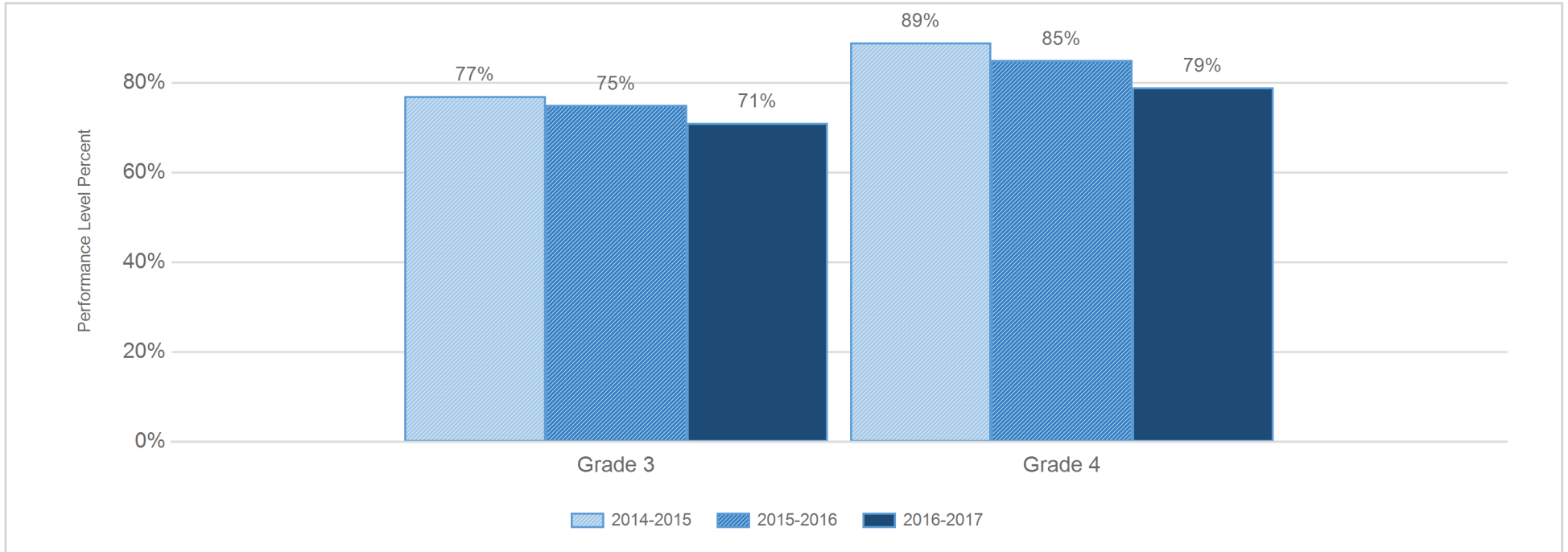


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Mathematics Assessment – Performance Trends

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Alternate Assessments - 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	N	N

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. The table also shows 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
1	37	64.9%	35.1%
2	21	47.6%	52.4%
3	12	50%	50%
4	*	*	*
5+	*	*	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

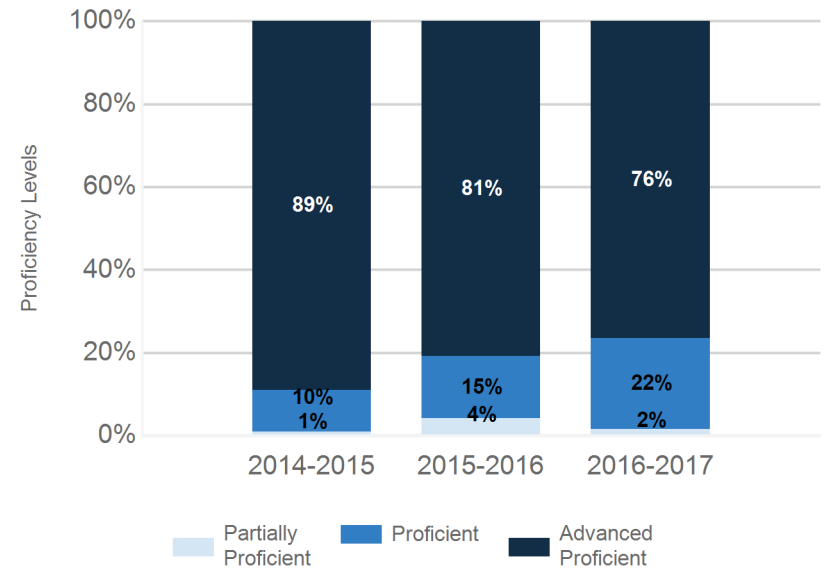
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	76%	22%	2%
White	75%	22%	3%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	37%	58%	5%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	79	64	50	Exceeds Target	76	61	50	Exceeds Target
White	80	61	50	Exceeds Target	68	54.5	52	Exceeds Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	60	Exceeds Target	*	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	65	50	41	**	45.5	36	43	**
English Learners	73	67.5	53	**	77	74	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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Grade Span 3H-04

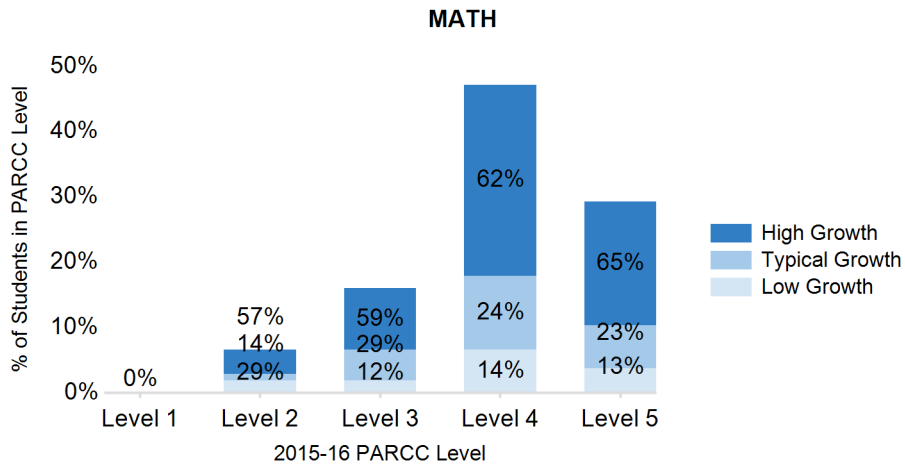
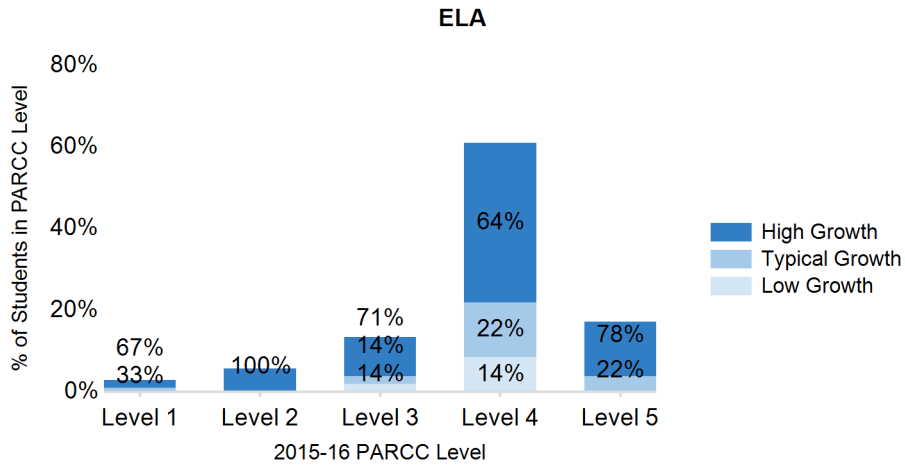
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

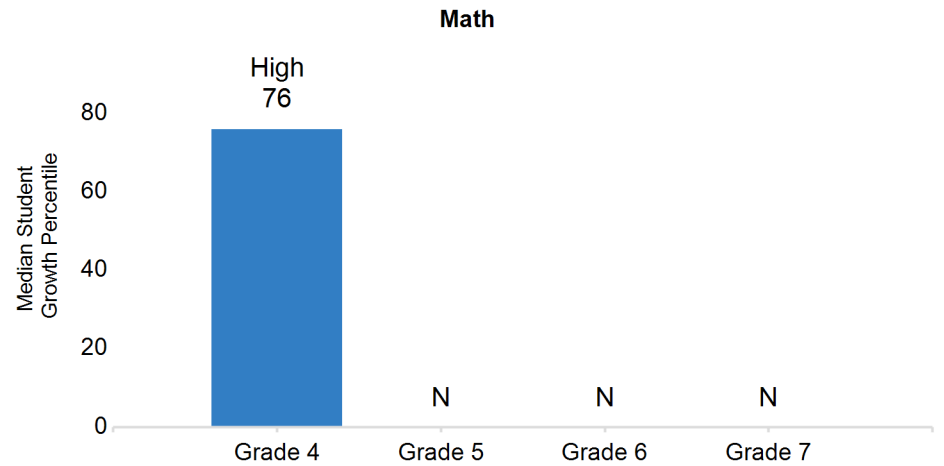
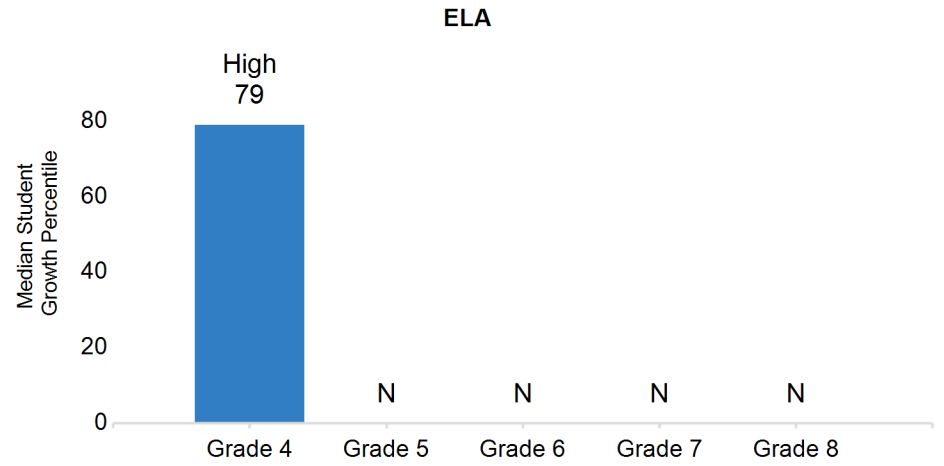
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

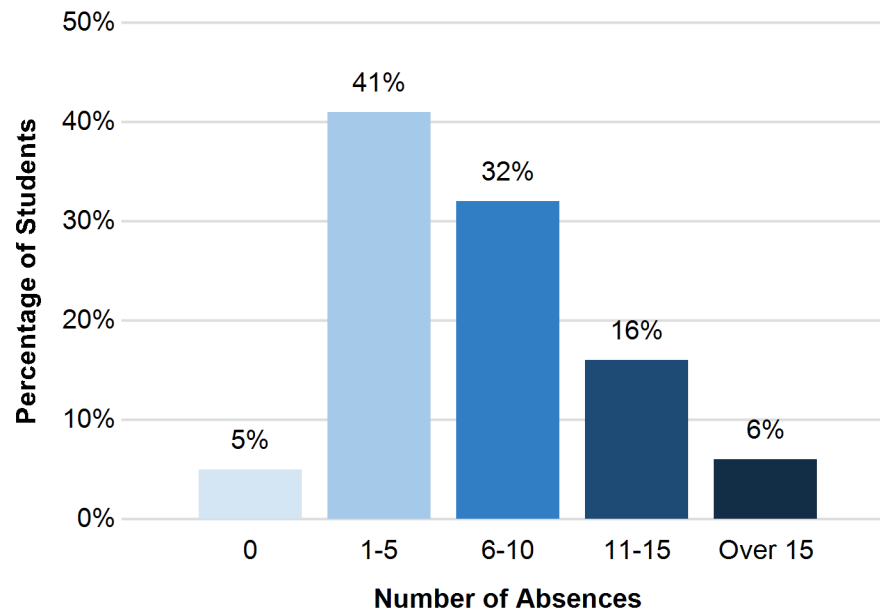
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	8.70	Met Target
White	4.50	8.70	Met Target
Hispanic	4.90	8.70	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	3.40	8.70	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	0	**	**
Students with Disabilities	3.80	8.70	Met Target
English Learners	4.20	8.70	Met Target

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





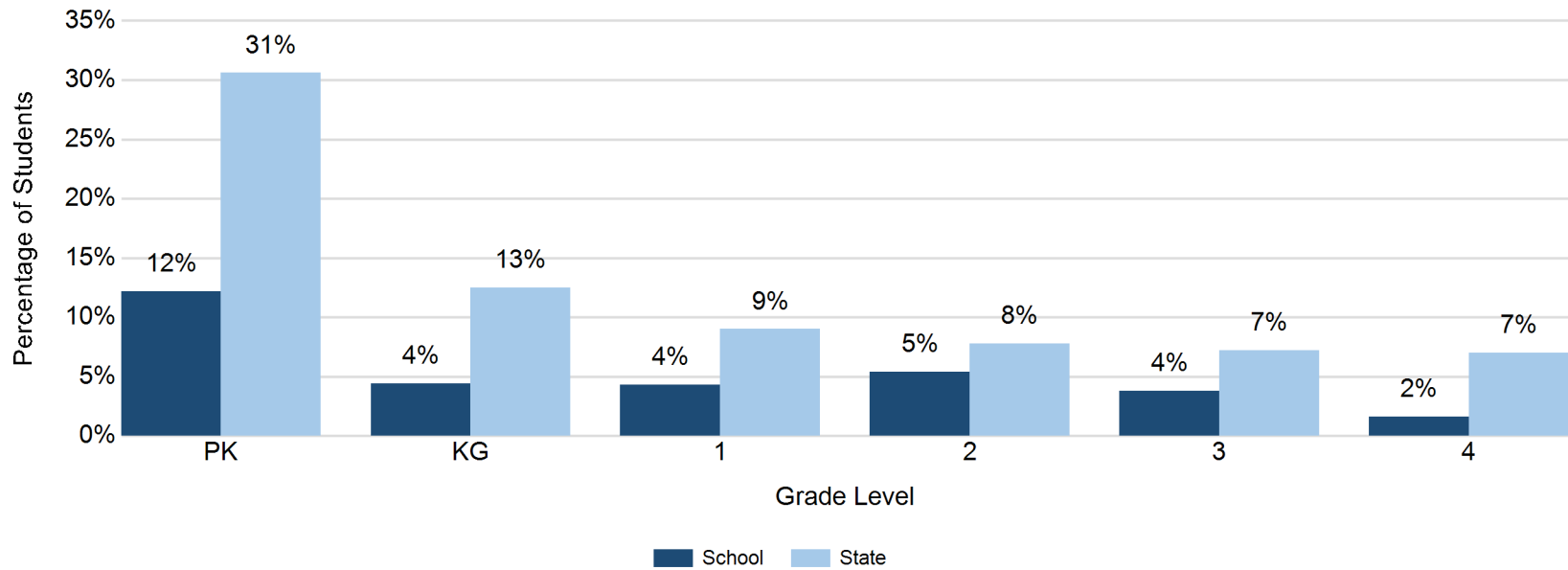
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.4	175.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$238	\$15,048	\$15,286



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	N	115,100
Average years experience in public schools	N	11.8
Average years experience in district	N	10.5
Teachers in district for 4 or more years	N	74%

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	9,476
Average years experience in public schools	16.1	15.7
Average years experience in district	3.9	11.5
Administrators in district for 4 or more years	43%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	N	31:1
Administrators	N	163:1
Librarian/Media Specialists		1141:1
Nurses		1141:1
Counselors		1141:1
Child Study Team		380:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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

Teacher N
 Admin N/A

Master's Degree

Teacher N
 Admin N

Doctoral Degree

Teacher N
 Admin N

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	36%	77%
2015-16 Administrators: Same district 2016-17	75%	85%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	93%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	91	17.5%
Mathematics Proficiency	90	17.5%
English Language Arts Growth	99	25%
Mathematics Growth	98	25%
Chronic Absenteeism	79	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		92.8
Summative Rating: Percentile rank of Summative Score		100 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	93	12	No	Met Goal	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	85	12	No	Met Target†	Not Met	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	80	12	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Met Target	**	**	No
English Learners	**	**	No	Met Target	Met Target	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. BAFFA	Email Address:	baffa@nvnet.org
Address:	340 HOMANS AVENUE CLOSTER, NJ 07624-2907	Website:	https://www.closterschools.org
Phone:	(201)768-3860	Facebook:	N/A
		Twitter:	https://twitter.com/@ClosterSchools

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Hillside School features a rigorous academic program in a supportive environment. • Hillside School was recognized as "one of the ten best elementary schools in Bergen County," citing its daily news show. • The Hillside music program has received the NAMM Community Music Award since 2015.
 <p>Mission, Vision, Theme:</p>	<p>The community of faculty, parents, and administration of Hillside School will 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.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>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.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>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. 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.</p>
 <p>Before and After School Programs:</p>	<p>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.</p>







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 <p>Staff and Professional Learning:</p>	<p>The staff of Hillside School participates in a consortium of seven elementary schools where courses, resources, classroom coaching, and specifically-designed learning opportunities are designed to support and improve instruction.</p>
 <p>Student Supports and Services:</p>	<p>There are many support services offered at Hillside School that are designed to assist students in their studies and social interactions. Among these are ESL, Basic Skills, OT/PT, speech-language services, and a School Psychologist.</p>
 <p>Student Health and Wellness:</p>	<p>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 guidance counselor.</p>
 <p>Parent and Community Involvement:</p>	<p>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.</p>




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 <p>Facilities:</p>	<p>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.</p>
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School Narrative

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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.



Other Information: