

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Linda Dunston Thompson

Official School Name: Hillview Elementary School

School Mailing Address:  
206 Boulevard  
Pompton Plains, NJ 07444-1903

County: Morris State School Code Number\*: 27-4080-055

Telephone: (973) 616-6080 Fax: (973) 616-5997

Web site/URL: http://hillview.pequannock.org/index.cfm?sid=36 E-mail: linda.thompson@pequannock.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. William Trusheim

District Name: Pequannock Township School District Tel: (973) 616-6030

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Kenneth Hardaker

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 3        | Elementary schools  |
| 1        | Middle schools      |
|          | Junior high schools |
| 1        | High schools        |
|          | Other               |
| <b>5</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 12501

Average State Per Pupil Expenditure: 12720

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 7 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	26	29	55	8			0
1	28	24	52	9			0
2	36	35	71	10			0
3	33	33	66	11			0
4	24	31	55	12			0
5	41	32	73	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							372

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
97 % White  
0 % Two or more races  
**100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	373
(5)	Total transferred students in row (3) divided by total students in row (4).	0.024
(6)	Amount in row (5) multiplied by 100.	2.413

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 43

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>1</u>
Special resource teachers/specialists	<u>13</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>2</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>44</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 12 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	98%	99%	99%	98%
Teacher turnover rate	7%	0%	7%	7%	8%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Hillview Elementary School provides students with the opportunity to achieve academic excellence through active learning in a nurturing environment. The school promotes experiences which build character and develop relationships among students, staff and the community. Hillview fosters a love of learning while developing respect for self and others. Mission Statement – September 2007.

Hillview School's Mission Statement is one example of a school-wide collaborative process facilitated by the principal and driven by the teaching staff. It is reflective of an organization that has embraced a shared and supported community responsibility for accountability to the continuous improvement of instruction and learning for all students.

With strong teacher input, a new language arts and math series have been adopted in recent years. Professional development workshops are offered to train staff in how to identify essential skills, engage our students, and strengthen the skills required to be successful on the New Jersey Assessment of Skills and Knowledge (NJASK). Hillview has also hired a full-time Reading Specialist and a Math and Literacy Skills (MLSP) teacher who model lessons, gather data and lead change initiatives that are key to our success. These teachers push in, pull out, lead small group and whole class instruction, and provide professional development workshops. They champion the transition from “teacher-led instruction” to more student-based active, engaged learning.

The Home and School Association has purchased TV-DVD/VCRs for each classroom and a weather station. This enhances classroom instruction and enables teachers to weave updated information into lessons via United Streaming, Brain Pop, PowerPoint presentations, and other Internet resources. Digital cameras were also purchased to further enhance technology integration. This allows teachers to document students' activities which are then proudly displayed on posters in the Main Office windows.

In 2004, the Media Specialist collaborated with the principal and created a vision for the Media Center as the “hub” of the school. All classes, kindergarten through fifth grade, are scheduled for a 50-minute weekly block of time in the Media Center/Computer Lab. Parent volunteers have renovated the Media Center, making it a colorful and inviting resource which fosters a love of reading and a life-long love of learning for our students, staff, and parents.

The New Jersey State Department of Education recognized Hillview as a 2005 Aspiring School Team and selected them to participate in the Character Education Institute to build teams to sustain Best Practices. The school community works together to instill character education as an integral part of Hillview's daily life, within the school Peer Mediation program and in the Pequannock Township community. This includes an annual Thanksgiving Feast for the town's senior citizens and participation in many school-wide community service projects which benefit the local animal shelter, the homeless and multiple national charities.

The Hillview School Store is operated by fifth graders. Students select inventory and work in the store each morning before school. The school store was created to give all fifth graders some real-life experience in handling money and working cooperatively to achieve a goal.

Instructional time for reading has been doubled to a 90-minute block, and the allotted time for math and language arts has been increased to 60-minute blocks daily. The creation of a “Block” schedule provides 50 minutes of daily prep time for teachers to meet in their grade level Professional Learning Communities. Lexile reading groups, Writing Workshop and Benchmark testing enables teachers to use data to further drive instruction.

The Hillview Family works collaboratively to ensure that each child learns and grows personally, socially, and academically. Students are encouraged to become independent thinkers, to move beyond mastery of the basic skills of learning and to appreciate their worth as individuals.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The New Jersey Assessment of Skills and Knowledge (NJASK) is a state-mandated test for students in grades three through eight. Third, fourth and fifth grade students are assessed in language arts and mathematics. Fourth graders are also tested in science. Students not meeting the state standard (scores of 199 and below), are considered to be “partially proficient”. Students meeting the standard (scores of 200 to 249) are considered “proficient”. Students who earn a score of 250-300 are “advanced proficient”. More information can be found at the state assessment website: <http://www.nj.gov/education/assessment/>

In the past five years, Hillview School has seen many changes in curriculum, instructional practices, and scheduling. In analyzing state assessment data, many of these changes have benefited student achievement. Throughout this time period, student proficiency levels in grades three, four, and five have remained high (between 85% and 100%). In 2006, efforts were focused on increasing the number of students that earned advanced proficiency and several initiatives were implemented to achieve this goal. The assessment results indicate that in addition to proficient scores remaining high, advanced proficient scores have soared.

Third and fourth graders at Hillview have strong language arts skills, as measured by the NJASK, given in March. For the past five years, more than 90% of them have scored proficient or better on this area of the test, peaking at 98%. From 2004 to 2006, less than 8% of third and fourth graders scored advanced proficient in language arts. However, significant gains were made at both grade levels during the 2006-2007 school year: 25% of third graders and 19% of fourth graders achieved advanced proficient scores. This improvement was largely due to a 45-minute increase in the school’s reading schedule, the development of Lexile reading groups, and an effort to implement lessons that are active and engaging. Based on our successful achievement, we continued these initiatives. A new writing series was adopted and high levels were maintained in fourth grade and slightly elevated in third grade.

Math proficiency scores in Hillview’s third and fourth grades were also consistently high, ranging from 88% to 100%. Advanced proficient scores showed the most dramatic gains from 2004 to 2008. Third grade advanced proficient scores steadily improved for the first few years, making gains of 10% or more each year. Fourth grade testing demonstrated improvements as well. Advanced proficient scores jumped the most between 2005 and 2006. During the years with the largest improvement, a new math series was initiated, with a greater focus on communicating mathematical understanding. Whereas students were used to simply writing down numerical answers, they were now required to explain their thought process behind each response. These types of questions were aligned with those on the state assessments and the New Jersey Core Curriculum Content Standards (NJCCCS). Upon examination of the slight decline in fourth grade advanced proficient scores, from 2007 to 2008, a scheduling change was implemented the following year. Instead of math instruction occurring after lunch, it was moved to the morning, when students are more energized.

Fifth grade state assessments are relatively new in New Jersey, having only begun in 2006. During these three years, proficient and advanced proficient scores have been inconsistent, with gains and then similar losses from year to year. As with the third and fourth graders, advanced proficient scores improved from 62% to 67% in math and 19% to 22% in language arts from 2006 to 2007. In 2008, however, math advanced proficient scores dropped back to 62% and language arts scores dipped to 13%. During the year of gains, the test was given in March. When the declines occurred from 2007 to 2008, the test was administered in May.

### 2. Using Assessment Results:

Hillview School frequently uses assessment data to understand and improve student and school performance. Two of the assessments given, the Scholastic Reading Inventory (SRI) and Math and Reading Benchmark

Assessments, help track student achievement. The results of these tests, along with state assessments, form the basis for Professional Learning Community (PLC) discussions throughout the year. Teachers meet with their PLC team, which can include grade level colleagues, team leaders, the Math and Literacy Skills Program (MLSP) teacher, the Reading Specialist, and the principal, on a bi-weekly basis. During these meetings, teachers share successful teaching strategies and compile Watch and Concern Lists based on student achievement. Students who are placed on these lists are either not achieving proficiency in a subject area or are a few points shy of reaching advanced proficiency. Once the lists are created, the PLCs discuss how to best utilize school resources to target these students' needs. These lists are updated quarterly and placed in Student Achievement Notebooks to track progress throughout the year.

Flexible reading groups are another way that the assessment data is used on a regular basis. After students are tested using the SRI, they are grouped by their reading ability, which is determined by a Lexile score. Each teacher is matched with a group of mixed grade-level students that fall within that Lexile range. During reading instruction, students use authentic literature at their Lexile level to learn specific comprehension strategies.

Benchmark data and state test results are analyzed by team leaders and specialists to determine students' strengths and weaknesses in language arts and math. This information is compiled and presented to all teachers. Supplemental instruction and materials are offered to help bolster student achievement in areas of concern. The entire school works as a team to use these assessments to enhance overall learning.

### **3. Communicating Assessment Results:**

Communication with parents is vital to Hillview School's success. Aside from frequent phone calls, conferences, letters, and emails, teachers have the opportunity to use more technologically advanced resources. Parents can view their child's homework and other important events via teacher-created web pages that are updated weekly. At the beginning of the year, parents receive unique usernames and passwords for Genesis, Pequannock Township School District's student information system. Once parents have logged into the system, they can retrieve their child's individual assignment grades, as well as their overall grade in each subject.

Student achievement is formally communicated eight times per year through progress/report cards, along with letters that relay reading progress as measured by the SRI and the Developmental Reading Assessment (DRA). State testing results and scored student essays in grades three through five are also sent home to parents and students in the summer after they have been received from the state.

In addition to having access to the day-to-day happenings in their child's class, parents have the chance to view the school's progress. A school Quarterly Report is generated by the principal and team leaders. This report incorporates Benchmark, SRI, and state assessment outcomes and an analysis of student growth. These reports are shared with staff members throughout the District to examine trends. Each quarter reports are presented by the principal at Home and School Association (HSA) meetings and Board of Education meetings, which are broadcast to the community on a Public Access television station. This information is also available to the public on the homepage of the district's website.

Each of the Quarterly Reports released by the District's schools is condensed into a District Quarterly Report. This summary report is mailed to all residents in Pequannock Township four times per year.

### **4. Sharing Success:**

In the past several years, Hillview School has shared many successful ideas with other schools in the District. When the three elementary schools first used the SRI scores to group students for reading, the Reading Specialist started compiling a binder of reading strategies and activities. She created one of these "Lexile Binders" for each teacher in the school, as well as a binder for each of the other two elementary schools. Now,

teachers regularly share their Lexile group ideas and lessons by copying and disseminating them to their colleagues.

Each teacher also creates and maintains a “Student Achievement Binder”, which is a method of tracking student achievement on SRI and Benchmark testing throughout the year. The Reading Specialist and the MLSP teacher also use this information to develop and deliver lessons that address these precise needs. The idea of a “Student Achievement Binder” was introduced by our principal and Reading Specialist at a District Administrators Meeting. The other K-12 schools liked the idea and decided to integrate the practice throughout their schools as well.

Over the years, Hillview teachers have taken their best practices and shared them at professional development workshops within the Pequannock School District. Communication between our teachers and others in the District also occurs at monthly grade-level meetings. During these times elementary school teachers meet and collaborate with each other on their classroom successes and curriculum. Middle school teachers also visit fifth grade classes for stronger vertical articulation.

If Hillview School were to become a Blue-Ribbon School, its staff could establish a mentoring program with other school districts. The school’s doors would be open to teachers who were interested in learning about its practices. By offering workshops, classroom observations, and professional discussions, Hillview could turn-key its recipe for success and expand its network of educational professionals.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The goal of Hillview School's curriculum is to provide all students with an articulated K-12 education that is rich, engaging, challenging, and designed to address individual needs while promoting a love of learning. The objective is to have each student develop to their fullest potential by uncovering knowledge and exploring options. The school strives to provide opportunities for students to think critically, research extensively, solve problems, and speak confidently about essential learning topics and issues.

At Hillview, curriculum is designed to be the first step toward this learning goal. Understanding that children are naturally curious, teachers aim to provide practical, hands-on learning opportunities focused on the New Jersey Core Curriculum Content Standards and essential learning in each content area. This instructional pedagogy is centered on questions, explorations, and high level critical thinking in each subject. The school sets high standards for all areas of the curriculum and monitors the learning throughout the year using Benchmark assessments and other quarterly evaluations.

Hillview's curriculum is committed to long lasting and meaningful learning by challenging students, building on past knowledge, and providing opportunities for authentic problem solving and real-life situations. Science instruction is centered around student discovery of well-planned investigations and reading selections which enrich and enhance their understanding, while producing self-directed conclusions.

Math education at Hillview is based on a true understanding of the fundamentals and logic of mathematics. Language and writing skills are incorporated into daily math lessons to allow students to communicate their solutions. Discovery of mathematical formulas and relationships enables the students to solve word and symbolic mathematical problems. Manipulatives and calculators are also infused for deeper understanding and problem solving.

The reading/language arts curriculum combines reading, writing, speaking, viewing and listening in a balanced literacy approach. The goal is to develop students' skills so that they become independent readers, while developing interests in reading for pleasure. Hillview School has also adopted Writing Workshop for all grades. With this program, children develop a better appreciation for the importance of developing life-long writing skills. In the third year of a Lexiled approach to reading, students are grouped to receive flexible reading instruction at each student's individualized level. Interacting with authentic literature for a sustained period each day continues to strengthen our readers. With the assistance of the SRI, students' reading abilities are reassessed four times a year.

From learning about the Midwest Region of the United States to the Colonial Period, students have the opportunity to bring social studies topics to life. Through cooperative learning and hands-on activities students explore geography, history, and traditions from around the world. The infusion of current events and world language across the curriculum enables students to make connections between their lives and the ever-changing world around them.

Participation in visual and performing arts aids in developing the multiple intelligences of Hillview students. Art and music classes along with recorder club and choir help build students' self-confidence. The community is often invited to share performances and view displays of student artifacts. Each grade showcases their musical talents at a performance during the school year. In addition to participating in a District art show, Hillview students' creations are exhibited at the Spring Art Show.

Technology instruction is incorporated into all areas of learning. Students learn how to use software products, such as PowerPoint, Word, and Kid Pix to create curriculum projects. Teachers use technology in their instruction as well, using Smart Boards, United Streaming, and Turning Point Response Cards.

Overall, teachers emphasize learning rather than teaching, and discovering rather than covering material. Through Professional Learning Communities, Hillview's staff collaborates to instill a thirst for a life-long love of learning in students.

### **2a. (Elementary Schools) Reading:**

Hillview School's reading success is attributed to its multifaceted approach to reading instruction. The foundation of the reading curriculum is a balanced literacy program. This includes phonemic awareness, phonics, and practicing the blending of sounds through reading aloud in guided oral reading groups, while applying strategies to improve comprehension. Strategies and skills spiral, so teachers have several opportunities to revisit important concepts, such as decoding longer words, recognizing cause and effect, and using context clues to understand vocabulary. Students are exposed to different genres as well as multicultural literature. One of the strengths of this approach is the consistency of presenting the same spelling, vocabulary, comprehension, and grammar skills across each grade level.

To better individualize instruction for students, Hillview School also creates flexible groups for students of various ages and grades based on their reading ability. Using the SRI, students in first through fifth grade are arranged into a Lexile reading group for the second forty-five minutes of their daily reading instruction. Students in kindergarten through second grades, who are still considered beginning readers, are assessed with the DRA to give teachers more information about their strengths and weaknesses. The rationale for this regrouping is that teachers now have fewer reading ranges in their classroom, which maximizes effectiveness. Within these Lexile reading groups, all students, regardless of reading ability, are taught the same comprehension strategies: connecting, questioning, predicting, inferring, visualizing, synthesizing and determining importance. However, these strategies are taught within the context of a "just right" book. Four times a year, students are retested and reorganized according to their updated reading abilities, as measured by the SRI. The structure of the balanced literacy program and the differentiation of the Lexile reading groups ensure that all students receive the best reading foundation to support future learning.

### **3. Additional Curriculum Area:**

Hillview School provides students with the opportunity to integrate curriculum studies and technology skills through interdisciplinary projects. The goal of the program is to foster excitement about using technology as a learning tool and to enable students to become effective users of information. Beginning in kindergarten, students are scheduled for a fifty-minute class session each week in the Media Center which houses 26 PCs. Students have access to Internet, keyboarding, drawing, painting, presentation, and word processing programs, as well as the library circulation system and online databases.

Through collaboration between the Media Specialist and the classroom teachers, lessons build on students' technology skills while strengthening subject area knowledge. All students learn how to utilize the school's weather station to access data about local weather conditions and the accompanying Weatherbug website to gain and interpret information about weather conditions around the country. Fifth graders have the chance to use digital cameras when publishing the school's student-authored newspaper. The Media Center continues to be a hub for technology during the lunch period. Students can use iPods to listen to audio books and can also participate in the Accelerated Reader Program. Parents volunteer each day to assist students taking comprehension quizzes on books they read.

Hillview recently won a grant from Turning Point Technology. Its software program enables teachers to create interactive Power Point presentations where students use "clickers" to respond to polled questions. A team of

teachers is taking part in monthly webinars to learn how to best implement the “clickers”, and is developing lessons to share with the rest of the staff. This exciting hands-on technology, which increases student participation, is being introduced to every class in the school. All of these experiences with technology enrich students’ love of learning, the underlying, driving force for academic success in Hillview School.

#### **4. Instructional Methods:**

Hillview School addresses all types of learners in its curriculum and activities. Within the school, there are two Language and Learning Disabilities (LLD) classes and three resource rooms that attend to the diverse needs of special education students. Students who attend these smaller classes have the opportunity to learn using alternate methods, such as Touch Math and the Orton-Gillingham reading approach. Resource room teachers also support students within the regular classroom. All children benefit from this scenario, where the resource and classroom teachers team-teach to enhance learning for all students.

The Reading Specialist and MLSP teacher address students’ needs in several ways, including pull-out remedial help, push-in assistance, and whole-class supplemental instruction. While the MLSP teacher focuses on supporting students in writing and mathematics, the Reading Specialist concentrates on struggling readers. The most intensive assistance is offered out of the classroom in small groups where students can receive specialized instruction. When students require minimal support, these teachers push-in and give students help during weekly classroom lessons. This strengthens learning for all students, regardless of ability, while spending time in the classrooms. The Reading Specialist and MSLP teacher present lessons in specific areas that have been identified by the Benchmark and state tests as areas for improvement.

While developing curriculum, the District has always chosen programs with materials that can be used to differentiate instruction within the classroom. Hillview teachers use these resources to create dynamic learning centers, offer small group extra help, and provide enrichment activities. During the Lexile reading block, teachers develop lessons for their specific Lexile range. Students at a higher level are challenged, and reluctant readers are encouraged with high-interest books and skill lessons on their level. Through active learning, Hillview teachers have engaged students, regardless of level, which has helped them to achieve success.

#### **5. Professional Development:**

Hillview School’s staff takes advantage of many professional development opportunities both inside and outside the school environment. For instance, new implementations such as a comprehensive mathematics series or the Writing Workshop program are accompanied by additional workshops presented by authors of the series or trained facilitators from the publishing companies. Teachers use acquired information to ensure that lessons are aligned with the New Jersey Core Content Curriculum Standards (NJCCCs). Teachers also travel throughout the metropolitan area to attend workshops at Columbia University Teachers College, Rutgers University, and other institutions of higher learning.

Twice a year, Pequannock School District teachers have the chance to attend a half-day in-district workshop. Each building’s faculty is surveyed on areas of interest for professional development. Recent offerings have included topics within special education, grade-specific curriculum presentations, and technology infusion into everyday lessons. Hillview teachers have consistently volunteered to be district-wide facilitators, turn-keying the knowledge they have gathered from outside the District.

Hillview School also organizes itself around PLCs. Teachers join together in a collective effort to ensure the success of every student by uniting and sharing instructional strengths in a team approach. The teams discuss and uncover the learning “essentials” for each subject area. Teachers collaborate to learn more about reading comprehension strategies, question-answer relationships, and traits of good writing in books such as *Strategies That Work*, *QAR*, and *6+1 Traits of Writing*. Teachers meet in small groups during their common planning time

with the purpose of supporting student learning. These PLCs discuss successful instructional strategies and how to reach every student.

Hillview teachers consistently attend classes to keep abreast of cutting-edge academic research. The school is extremely proud that almost half of its certificated staff members hold advanced degrees and the majority have continued their education through courses offered at local and online universities.

## **6. School Leadership:**

The principal's leadership has been paramount to its success. The Standards of School Leadership are clearly evidenced throughout Hillview's accomplishments. The principal's organizational and strategic management style embraces a genuine people-centered approach establishing a "Hillview Family" philosophy; she cares about and nurtures the needs of her staff, fostering a climate of mutual respect, support, collaboration, and collegiality that resonates throughout the school community. She leads with integrity and fairness. Her management of operations and use of resources, technologies and facilities is engaging and inclusive of students, parents, teachers, aides, secretaries, custodians, and the greater community.

As an instructional leader, the principal has created a dynamic organization primarily focused on transitioning from a knowledge delivery system to an active student-centered professional learning community with support for professional growth opportunities. This culture values a shared accountability by using data-driven decision-making to improve the delivery of research-based instructional practices, which have been shown to maximize learning for all students.

Hillview's principal sustains an "open door" policy where initiatives illustrate how she continues to inspire and involve others in the decision-making process, while keeping her finger on the pulse of school climate through the following committees: Principal's Advisory, Student Advisory, Theme, Character Education, Reading Incentive, Accelerated Reader, Peer Mediation, Publicity, Student Newspaper, Sunshine, and Golden Rule. Furthermore, it is not unusual to find this principal visiting the classrooms, speaking to and participating in activities with the children throughout the day.

As a community leader, Hillview's principal provides students and their families new access to the learning day. Parents are empowered with an on-line grading and assignment system. Communication networks are enhanced through weekly classroom newsletters, student-driven newspapers, and local access cable television broadcasts. Numerous programs are offered that strengthen the home and school bond such as Family Math Nights and Media Center reading nights.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NJ ASK

Edition/Publication Year: Each test year is the year of publication. Publisher: The State of New Jersey

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient = a score of 200 to 249. Advanced proficient = a score of 250 to 300.	98	100	99	92	88
Advanced proficient = a score of 250 to 300.	64	62	46	36	21
Number of students tested	55	69	80	58	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: NJ ASK

Edition/Publication Year: Each test year is the year of publication Publisher: The State of New Jersey

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient = a score of 200 to 249. Advanced proficient = a score of 250 to 300.	98	94	94	94	93
Advanced proficient = a score of 250 to 300.	29	25	4	7	5
Number of students tested	55	69	80	57	43
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: NJ ASK

Edition/Publication Year: Each test year is the year of publication Publisher: The State of New Jersey

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient = a score of 200 to 249. Advanced proficient = a score of 250 to 300.	96	96	95	97	92
Advanced proficient = a score of 250 to 300.	55	62	58	32	38
Number of students tested	73	81	59	44	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: NJ ASK

Edition/Publication Year: Each test year is the year of publication Publisher: The State of New Jersey

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient = a score of 200 to 249. Advanced proficient = a score of 250 to 300.	96	98	93	94	96
Advanced proficient = a score of 250 to 300.	19	19	3	5	7
Number of students tested	73	81	59	44	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: NJ ASK

Edition/Publication Year: Each test year is the year of publication Publisher: The State of New Jersey

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	100	92		
% Advanced	62	67	62		
Number of students tested	84	59	47		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NJ ASK 5 was first administered in 2005-2006.

Subject: Reading

Grade: 5 Test: NJ ASK

Edition/Publication Year: Each test year is the year of publication Publisher: The State of New Jersey

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar		
<b>SCHOOL SCORES</b>					
Proficient = a score of 200 to 249. Advanced proficient = a score of 250 to 300.	86	96	91		
Advanced proficient = a score of 250 to 300.	13	22	19		
Number of students tested	84	59	47		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0		
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NJ ASK 5 was first administered in 2005-2006.