



**P.J. Hill Elementary**  
(21-5210-265)  
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 at 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](mailto: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	Mercer
District	Trenton Public School District
Principal Name	Ms. Talaya Stoddard-Wilson
Address	1010 East State Street Trenton, NJ 08609-1506
Phone Number	609-656-4980
Email Address	<a href="mailto:tstoddard@trenton.k12.nj.us">tstoddard@trenton.k12.nj.us</a>
Website	<a href="https://www.trenton.k12.org/PJHillelementary_home">https://www.trenton.k12.org/PJHillelementary_home</a>



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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	51	47	1
KG	51	148	137
1	49	141	147
2	55	129	138
3	53	127	138
4	44	135	127
5	46	113	131
Total	349	840	819

### 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	39.0%	45.7%	48.1%
Male	61.0%	54.3%	51.9%
Economically Disadvantaged Students	92.0%	89.8%	66.1%
Students with Disabilities	29.5%	15.7%	13.6%
English Learners	1.7%	21.2%	28.7%
Homeless Students	0.3%	0.7%	1.1%
Students in Foster Care	2.0%	1.3%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
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	0.0%	0.8%	0.6%
Hispanic	16.9%	48.0%	56.7%
Black or African American	82.2%	50.1%	41.8%
Asian	0.0%	0.4%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.9%	0.6%	0.4%

### 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	0	0	0
PK - Full Day	51	47	1
KG - Half Day	0	0	0
KG - Full Day	51	148	137

### 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	56.9%
Spanish	40.7%
Other Languages	2.4%



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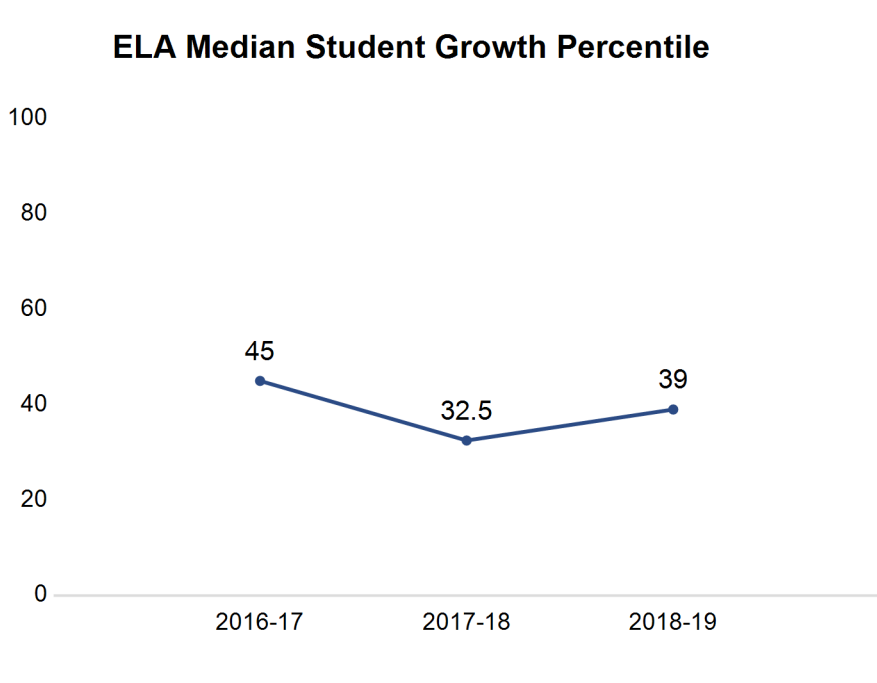
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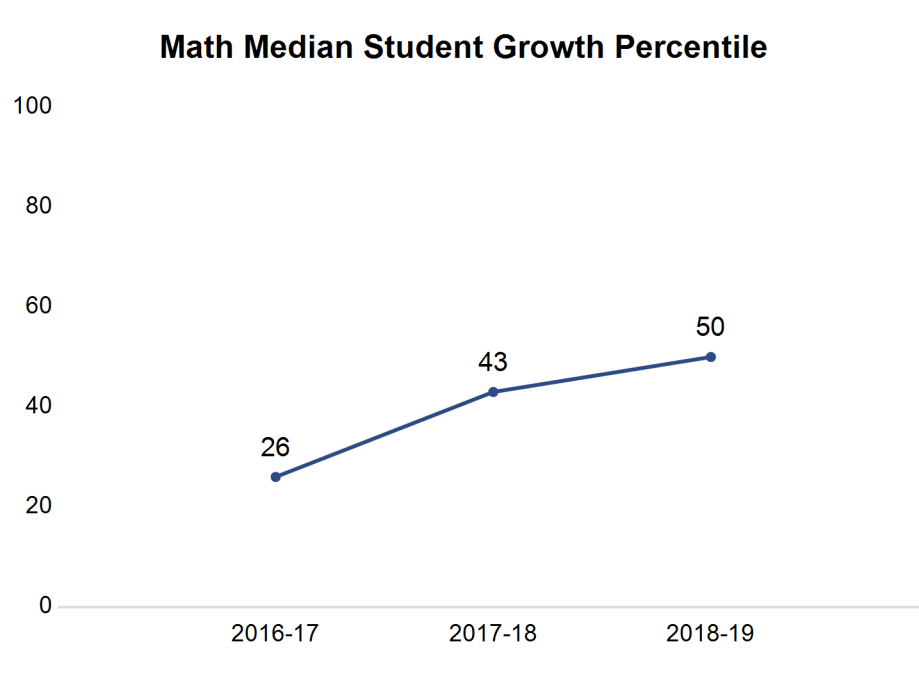
**Student Growth Trends and Progress**

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	45	32.5	39	26	43	50
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Met Standard	Met 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. More information and additional data can be found on the [NJDOE Student Growth page](#).

### 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	39	41	50	Not Met	50	39	50	Met Standard
White	*	37	50	**	*	50	52	**
Hispanic	37.5	42	49	Not Met	52	40	47	Met Standard
Black or African American	41	40	45	Met Standard	48	38	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	40	59	**	*	29	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	26	49	**	N	26	52	**
Female	43	43	53	N	59	39	50	N
Male	37	39	47	N	44	39	51	N
Economically Disadvantaged Students	40	41	48	Met Standard	46.5	39	46	Met Standard
Students with Disabilities	37	38	43	Not Met	42.5	36	45	Met Standard
English Learners	38	42	52	Not Met	45	39	50	Met Standard
Homeless Students	*	47	43	N	*	43	44	N
Students in Foster Care	*	31	42	N	*	30	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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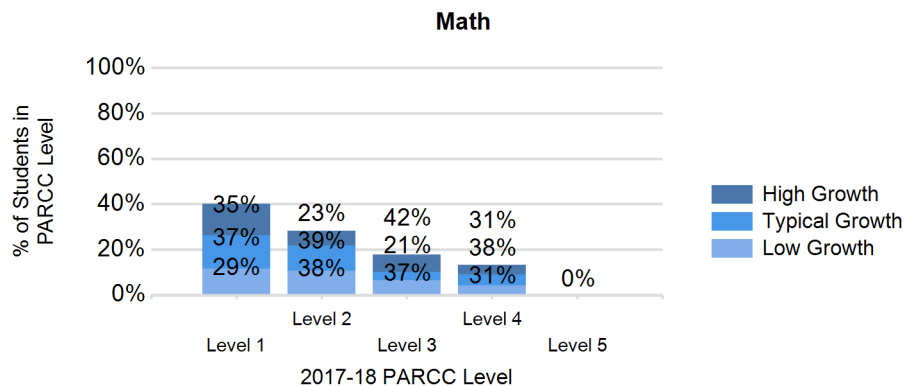
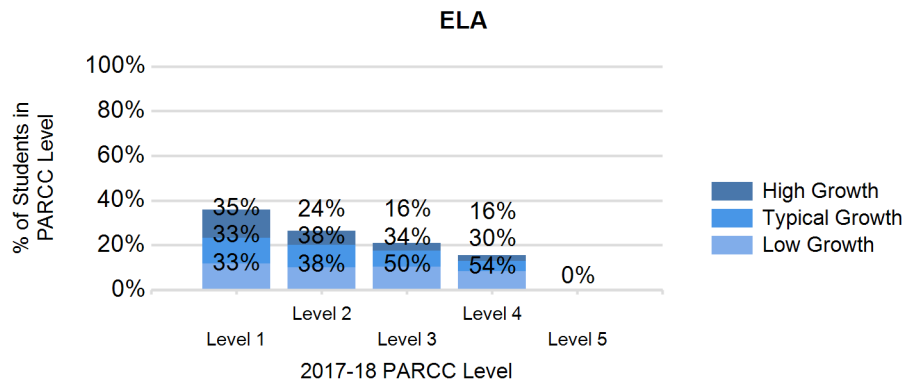
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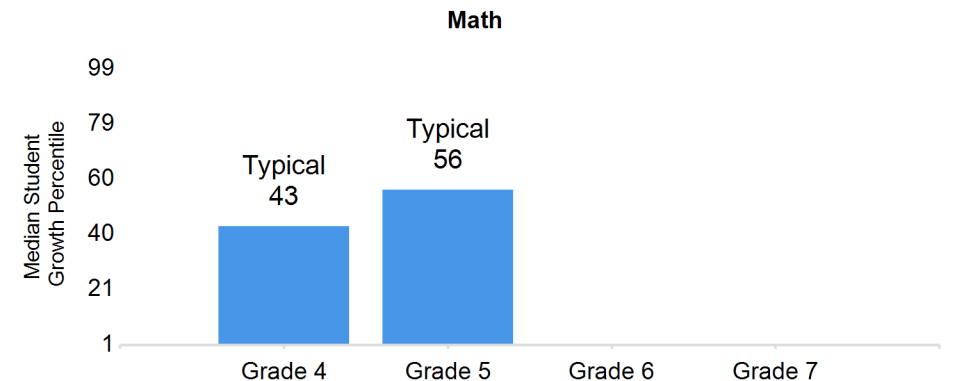
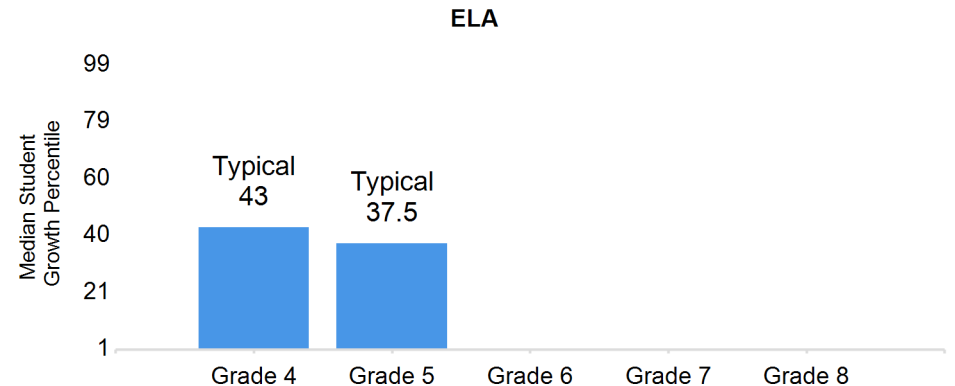
**Student Growth by Performance Level**

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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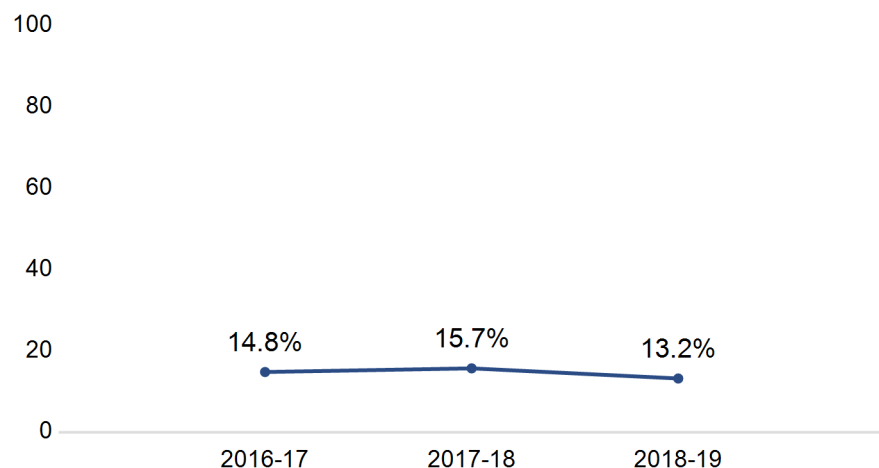
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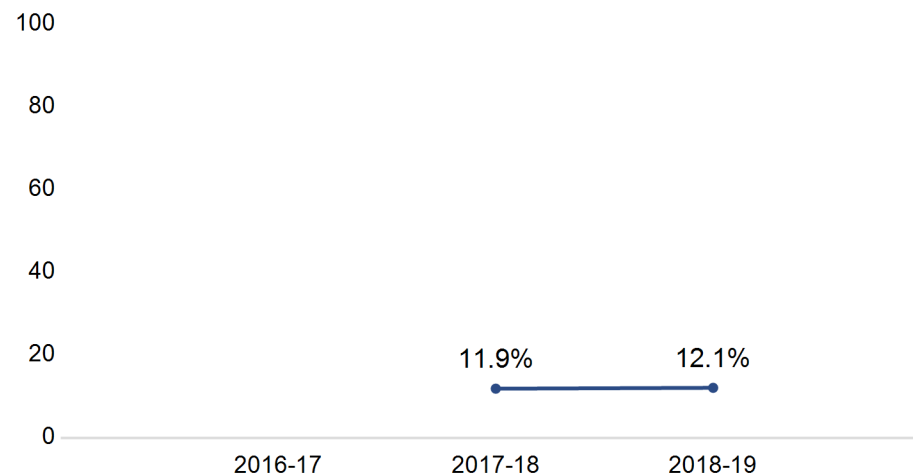
## English Language Arts and Mathematics Performance Trends

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	96.3%	97.3%	98.2%	96.2%	96.3%	98.3%
Proficiency Rate for Federal Accountability	14.8%	15.7%	13.2%	*	11.9%	12.1%
Annual Target	16.3%	19.7%	23.1%	8.8%	12.6%	16.3%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Met Target†	Not Met
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](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	370	98.2	13.2	*	57.9	13.2	23.1	Not Met
White	*	*	*	20.0	66.9	*	**	**
Hispanic	194	99.0	15.5	22.7	43.9	15.5	22.6	Not Met
Black or African American	171	97.8	11.1	*	38.5	11.1	23.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	29.0	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	161	97.2	16.8	24.5	64.8	16.8		
Male	209	99.1	10.5	15.9	51.3	10.5		
Economically Disadvantaged Students	237	98.8	12.7	19.2	40.0	12.7	23	Not Met
Non-Economically Disadvantaged Students	133	97.2	14.3	22.2	67.9	14.3		
Students with Disabilities	87	98.9	*	*	22.7	*	13.9	Not Met
Students without Disabilities	283	98.0	*	*	65.1	*		
English Learners	107	100.0	10.3	13.9	29.3	10.3	12.6	Met Target†
Non-English Learners	263	97.5	14.4	22.2	60.6	14.4		
Homeless Students	*	*	*	15.4	29.1	*		
Students In Foster Care	*	*	*	10.8	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.





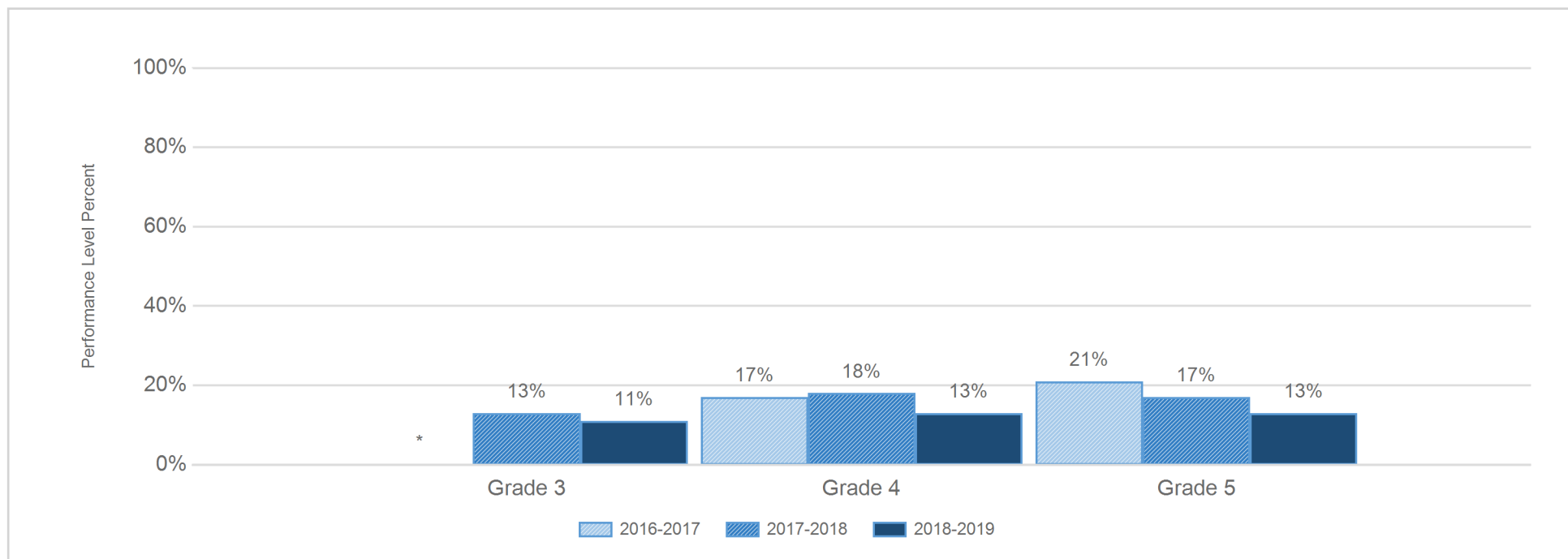
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## English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	125	704	711	748	46%	26%	17%	*	*	11%	50%
White	N	N	727	757	N	N	N	N	N	N	60%
Hispanic	64	710	713	734	*	*	*	*	*	*	36%
Black or African American	61	698	707	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	56	714	715	753	*	*	*	*	*	*	55%
Male	69	696	707	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	79	702	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	46	708	*	759	*	*	*	*	*	*	61%
Students with Disabilities	21	688	690	719	*	*	*	*	*	*	24%
Students without Disabilities	104	707	714	754	*	*	*	*	*	*	56%
English Learners	38	705	704	713	53%	*	*	*	*	13%	17%
Non-English Learners	87	704	714	751	44%	*	*	*	*	10%	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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
<b>Schoolwide</b>	120	718	720	755	32%	20%	35%	*	*	13%	57%
White	*	*	706	763	*	*	*	*	*	*	67%
Hispanic	65	717	723	743	35%	17%	37%	*	*	11%	44%
Black or African American	*	*	716	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	57	720	724	760	28%	23%	35%	*	*	14%	62%
Male	63	717	716	750	35%	17%	35%	*	*	13%	53%
Economically Disadvantaged Students	77	719	719	740	34%	16%	38%	*	*	13%	40%
Non-Economically Disadvantaged Students	43	718	721	765	28%	28%	30%	*	*	14%	69%
Students with Disabilities	27	692	692	725	*	*	*	*	*	*	25%
Students without Disabilities	93	726	724	761	*	*	*	*	*	*	64%
English Learners	36	708	713	720	*	*	*	*	*	*	17%
Non-English Learners	84	723	722	758	*	*	*	*	*	*	60%
Homeless Students	*	*	707	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	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
<b>Schoolwide</b>	135	717	722	756	30%	33%	24%	13%	0%	13%	58%
White	N	N	714	764	N	N	N	N	N	N	68%
Hispanic	70	722	724	743	26%	30%	26%	19%	0%	19%	44%
Black or African American	61	710	719	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	58	728	730	761	*	*	*	*	*	*	64%
Male	77	709	713	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	90	717	722	740	31%	33%	21%	*	*	14%	39%
Non-Economically Disadvantaged Students	45	717	722	766	27%	31%	31%	*	*	11%	69%
Students with Disabilities	37	698	696	724	*	*	*	*	*	*	23%
Students without Disabilities	98	725	728	762	*	*	*	*	*	*	65%
English Learners	21	706	706	713	*	*	*	*	*	*	11%
Non-English Learners	114	719	726	758	*	*	*	*	*	*	60%
Homeless Students	*	*	706	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	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](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	381	98.3	12.1	10.9	44.5	12.1	16.3	Not Met
White	*	*	*	13.8	54.1	*	**	**
Hispanic	205	99.5	16.1	12.5	28.8	16.1	19.1	Met Target†
Black or African American	171	97.3	*	*	23.0	*	15.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	16.1	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	169	97.4	11.8	10.1	44.9	11.8		
Male	212	99.1	12.3	11.7	44.2	12.3		
Economically Disadvantaged Students	243	98.5	11.9	11.2	26.3	11.9	16.8	Not Met
Non-Economically Disadvantaged Students	138	98.0	12.3	10.3	54.9	12.3		
Students with Disabilities	87	97.8	*	*	17.4	*	15.7	Not Met
Students without Disabilities	294	98.4	*	*	50.0	*		
English Learners	118	100.0	16.1	*	25.0	16.1	14.7	Met Target
Non-English Learners	263	97.5	10.3	*	46.5	10.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	16.2	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



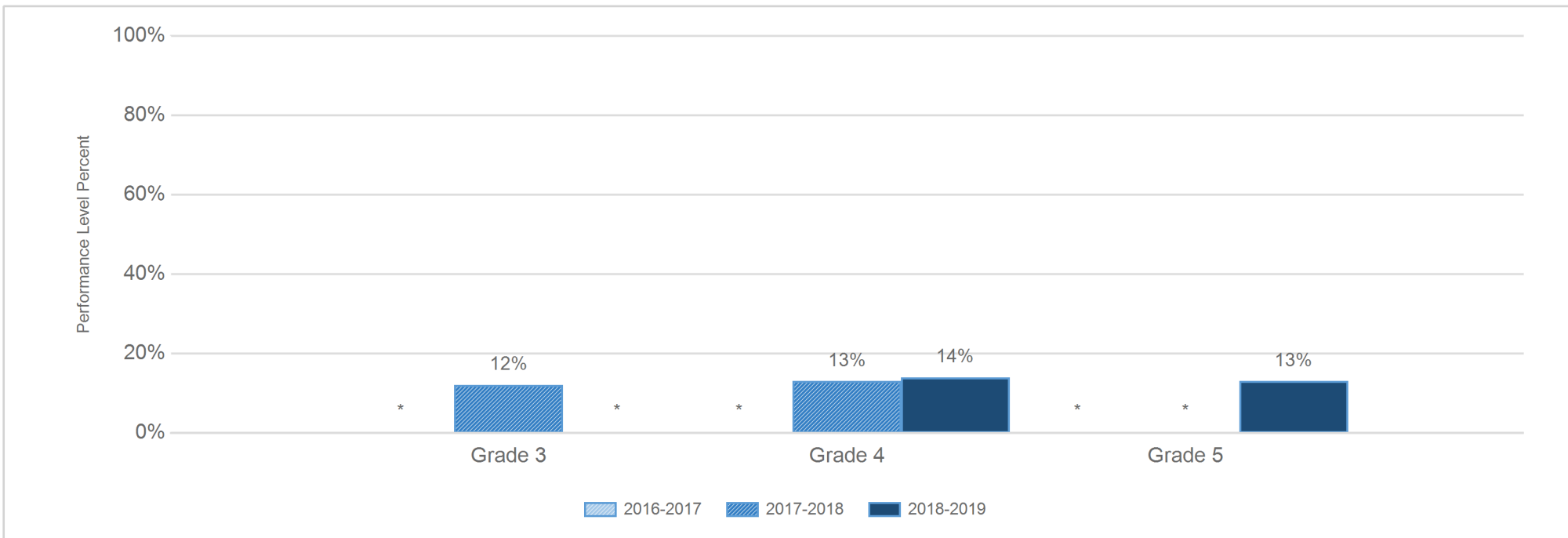
**P.J. Hill Elementary**  
(21-5210-265)  
Grades Offered: PK-05  
2018-2019

**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
<b>Schoolwide</b>	135	714	717	752	*	*	*	*	*	*	55%
White	N	N	724	760	N	N	N	N	N	N	66%
Hispanic	73	720	720	739	*	*	30%	*	*	*	40%
Black or African American	62	707	712	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	63	714	716	751	*	*	*	*	*	*	54%
Male	72	713	717	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	80	713	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	55	715	*	761	*	*	*	*	*	*	67%
Students with Disabilities	21	701	694	731	*	*	*	*	*	*	31%
Students without Disabilities	114	716	719	756	*	*	*	*	*	*	60%
English Learners	46	721	714	728	*	*	*	*	*	*	26%
Non-English Learners	89	710	718	754	*	*	*	*	*	*	58%
Homeless Students	*	*	714	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	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
<b>Schoolwide</b>	128	715	715	749	35%	28%	23%	14%	0%	14%	51%
White	*	*	716	757	*	*	*	*	*	*	62%
Hispanic	74	717	718	737	35%	26%	24%	15%	0%	15%	36%
Black or African American	*	*	711	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	63	713	715	749	40%	24%	25%	*	*	11%	50%
Male	65	717	715	749	31%	32%	20%	*	*	17%	52%
Economically Disadvantaged Students	83	712	*	734	39%	*	14%	*	*	14%	32%
Non-Economically Disadvantaged Students	45	721	*	759	29%	*	38%	*	*	13%	63%
Students with Disabilities	26	697	692	726	*	*	*	*	*	*	25%
Students without Disabilities	102	720	719	754	*	*	*	*	*	*	56%
English Learners	45	715	708	722	44%	*	22%	*	*	13%	18%
Non-English Learners	83	716	718	751	30%	*	23%	*	*	14%	54%
Homeless Students	*	*	706	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	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
<b>Schoolwide</b>	135	718	716	747	23%	41%	23%	13%	0%	13%	47%
White	N	N	721	755	N	N	N	N	N	N	58%
Hispanic	70	721	717	735	21%	34%	26%	19%	0%	19%	30%
Black or African American	61	713	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	58	725	719	747	*	*	*	*	*	*	47%
Male	77	712	713	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	90	718	716	732	*	39%	22%	*	*	13%	27%
Non-Economically Disadvantaged Students	45	718	715	757	*	47%	24%	*	*	11%	59%
Students with Disabilities	37	705	703	725	*	*	*	*	*	*	19%
Students without Disabilities	98	723	719	752	*	*	*	*	*	*	52%
English Learners	21	710	706	718	*	*	*	*	*	10%	12%
Non-English Learners	114	719	719	749	*	*	*	*	*	13%	49%
Homeless Students	*	*	702	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	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	*	*
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	33.3%	56.6%	Not Met

† 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	75	*	*
3-4	62	*	*
5 or more	67	*	*



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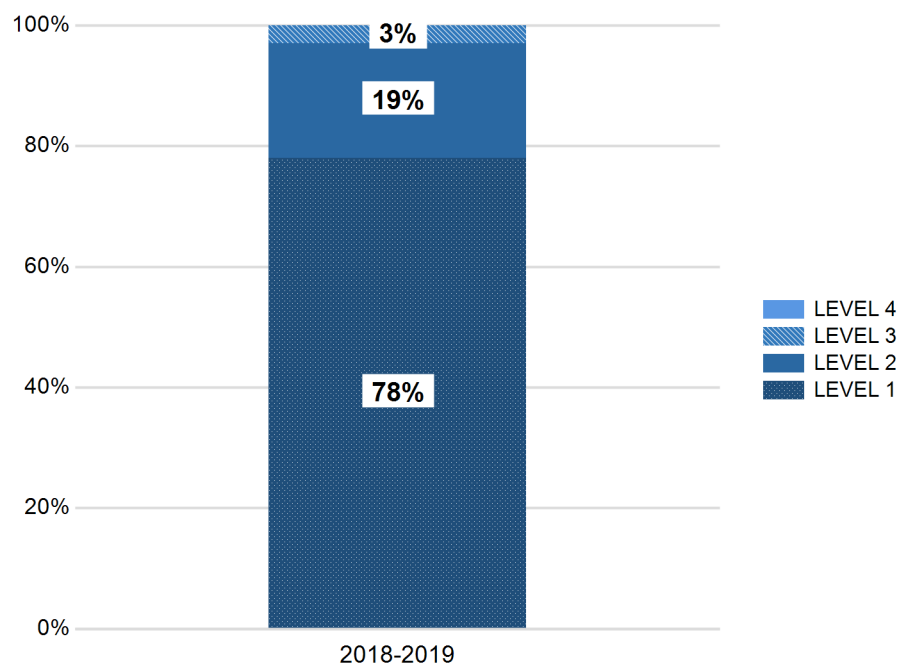
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	78	19	3	0
White	N	N	N	N
Hispanic	71	25	4	0
Black or African American	90	8	2	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	70	23	7	0
Male	84	16	0	0
Economically Disadvantaged Students	81	16	3	0
Non-Economically Disadvantaged Students	73	24	2	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	90	10	0	0
Non-English Learners	76	20	4	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
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.

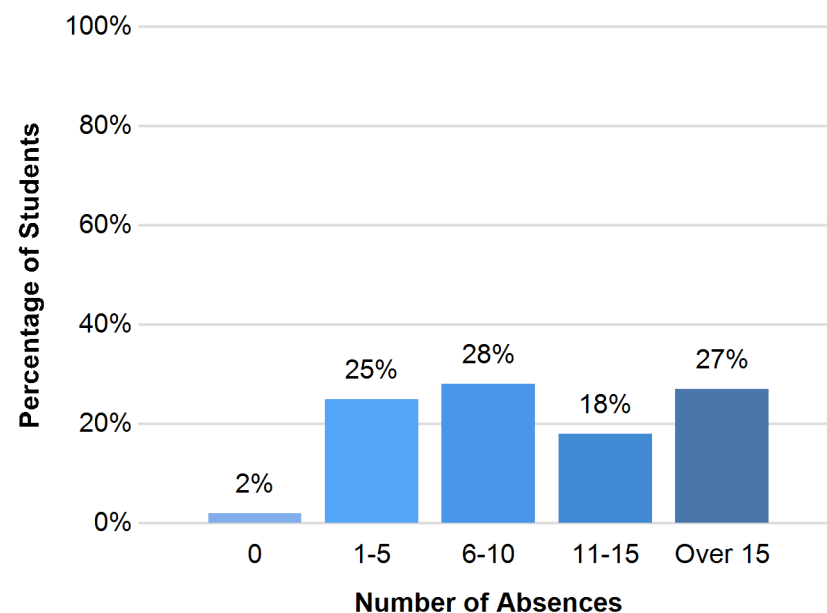
### Chronic Absenteeism

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	184	22.3	8.9	Not Met
White	*	*	**	**
Hispanic	89	19.3	8.9	Not Met
Black or African American	92	26.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	95	24.2		
Male	89	20.6		
Economically Disadvantaged Students	139	25.4	8.9	Not Met
Students with Disabilities	34	26.4	8.9	Not Met
English Learners	32	13.7	8.9	Not Met
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.





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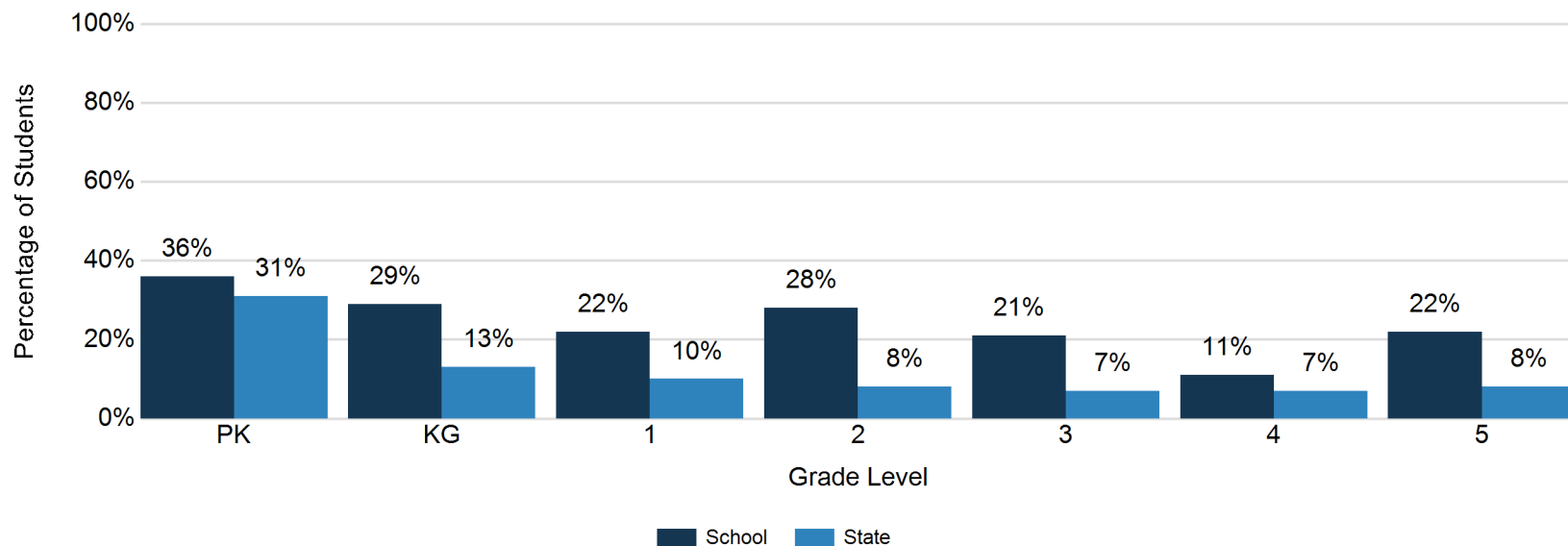
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### Chronic Absenteeism by Grade

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





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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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	43
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	45
Incidents Per 100 Students Enrolled	5.49

### 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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	47	5.7%
Any Suspension	47	5.7%
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
123



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### School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	1.4:1



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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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	94.6%	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	56	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	10.5	12.0
Percentage of Administrators with 4 or more years experience in the district	78.2%	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	14:1	16:1
Students to Administrators	410:1	255:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists		1098:1
Students to Nurses		571:1
Students to Counselors		446:1
Students to Child Study Team Members		376:1





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### 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	48.1%	84.2%	50.0%	48.4%	77.1%	54.9%
Male	51.9%	15.8%	50.0%	51.6%	22.9%	45.1%
White	0.6%	45.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	56.7%	12.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	41.8%	36.8%	100.0%	15.0%	6.6%	13.9%
Asian	0.5%	3.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	1.8%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



**P.J. Hill Elementary**  
(21-5210-265)  
Grades Offered: PK-05  
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

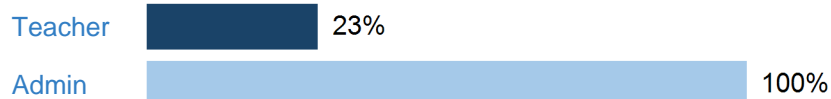
### Teachers and Administrators - Level of Education

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	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	87.3%	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	95.0%



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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, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), 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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
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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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

### 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	14.8%	15.7%	13.2%
Math Proficiency	*	11.9%	12.1%
ELA Growth	45	32	39
Math Growth	26	43	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.9%	33.3%
Chronic Absenteeism	29.8%	21.2%	22.3%

† 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, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), 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	Not Met	Not Met	Not Met	Met Standard	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target	Not Met	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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### School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



#### Highlights:

- Patton J. Hill Elementary School is a K-5 merged school community. The school community includes K-4 Bi Lingual/ESL classrooms and 5 Special Education classes- LLD & Autistic.



#### Mission, Vision, Theme:

Patton J Hill Elementary School is committed to educating the whole child, while providing a safe, nurturing, rigorous, and engaging learning environment that promotes excellence, respect for self and others, a passion for life- long learning, and an appreciation for individual differences.





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**Courses, Curriculum,  
Instruction:**

All students are exposed daily to high quality standards based Language Arts Literacy, Mathematics, Science and Social Studies instruction.



**Clubs and Activities:**

Clubs and Student Activities Offerings: TEDI ( Trenton Education Dance Institute), STEM, Academic Intervention, Safety Patrol, Elementary Honor Society, Girl Scouts, Choir and Instrumental Music, Drama and Dance.





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 <p><b>Before and After School Programs:</b></p>	<p>Patton J. Hill Elementary School currently has a partnership with GGrant 94th Academic Sports Academy, an after school program which services students in grades Kindergarten through Grade 5th before and after the school day. There are also school sponsored extended learning programs focused on academics and enrichment activities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Professional Development for Staff are offered throughout the academic school year focused on school and district initiatives and programs.</p>



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#### Student Supports and Services:

Patton J Hill provides student support services focused on supporting the socio-emotional development of the students through the use of school counselors, a behavioral specialist and community partnerships.



#### Parent and Community Involvement:

Patton J Hill continues to seek community partnerships that enhances the lives of our students and families. Parent activities are planned to educate and inform parents relating to curriculum and school programming. Patton J. Hill has monthly PTO meetings. Throughout the school year, parents will be invited to school events.



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#### Facilities:

Original building Built in 1972 which included Media Center, Full size gymnasium and cafeteria. Additional classrooms were added in the 1980's via new construction.



#### School Safety:

Patton J Hill School has a school based safety team that work to ensure safety measures as in place for staff and students in case of an emergency.



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#### Technology and STEM:

Patton J Hill is striving for 21st century classrooms. Classroom technology consist of 1:1 devices in grades 2 through 5 and 2:1 devices in grades Kindergarten and Grade 1. Classrooms are also equipped with SMART Technology to support daily instruction. Students also receive weekly specialized technology instruction via school based technology teachers. PJ Hill is looking to create google classrooms at every grade level. STEM opportunities will be offered as part of daily programming as well as afterschool.



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Other Information

School day structure communication, admission info, uniform policy , transportation options