



PARKVIEW ELEMENTARY SCHOOL  
(15-5740-040)  
Grades Offered: PK-06  
2017-2018

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports



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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	GLOUCESTER
District	WESTVILLE BORO
Principal Name	MS. EGAN
Address	101 BIRCH ST WESTVILLE, NJ 08093
Phone Number	(856)456-0235
Email Address	<a href="mailto:EGAN@WESTVILLESD.COM">EGAN@WESTVILLESD.COM</a>
Website	<a href="https://www.westvillesd.com">https://www.westvillesd.com</a>
Facebook	<a href="https://www.facebook.com/fb.me/ParkviewSchool">https://www.facebook.com/fb.me/ParkviewSchool</a>
Twitter	<a href="https://twitter.com/ParkviewSchool">https://twitter.com/ParkviewSchool</a>



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	42	45	30
KG	47	48	47
1	48	45	43
2	50	51	44
3	54	48	41
4	37	59	43
5	45	34	60
6	45	46	37
Total	368	376	345

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.6%	47.9%	48.1%
Male	52.4%	52.1%	51.9%
Economically Disadvantaged Students	56.0%	55.3%	56.8%
Students with Disabilities	25.3%	25.8%	24.9%
English Learners	2.7%	4.0%	2.0%
Homeless Students		7.4%	7.2%
Students in Foster Care		4.0%	4.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	73.6%	71.0%	67.8%
Hispanic	12.0%	13.6%	15.1%
Black or African American	10.1%	10.9%	10.7%
Asian	3.0%	2.9%	4.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.4%	1.6%	2.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	42	45	30
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	47	48	47

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	93.3%
Spanish	4.3%
Bengali	2.0%
Other Languages	0.3%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	46	50	Met Standard	23.5	23.5	50	Not Met
White	39.5	39.5	50	Not Met	25	25	51	Not Met
Hispanic	59	59	49	Met Standard	12	12	48	Not Met
Black or African American	61	61	44	**	35	35	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	55	55	48	Met Standard	24.5	24.5	47	Not Met
Students with Disabilities	31	31	41	Not Met	23	23	43	Not Met
English Learners	*	*	54	**	*	*	51	**



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A student’s SGP falls between 1 and 99 and can be grouped into three level 

Low Growth: Less than 35

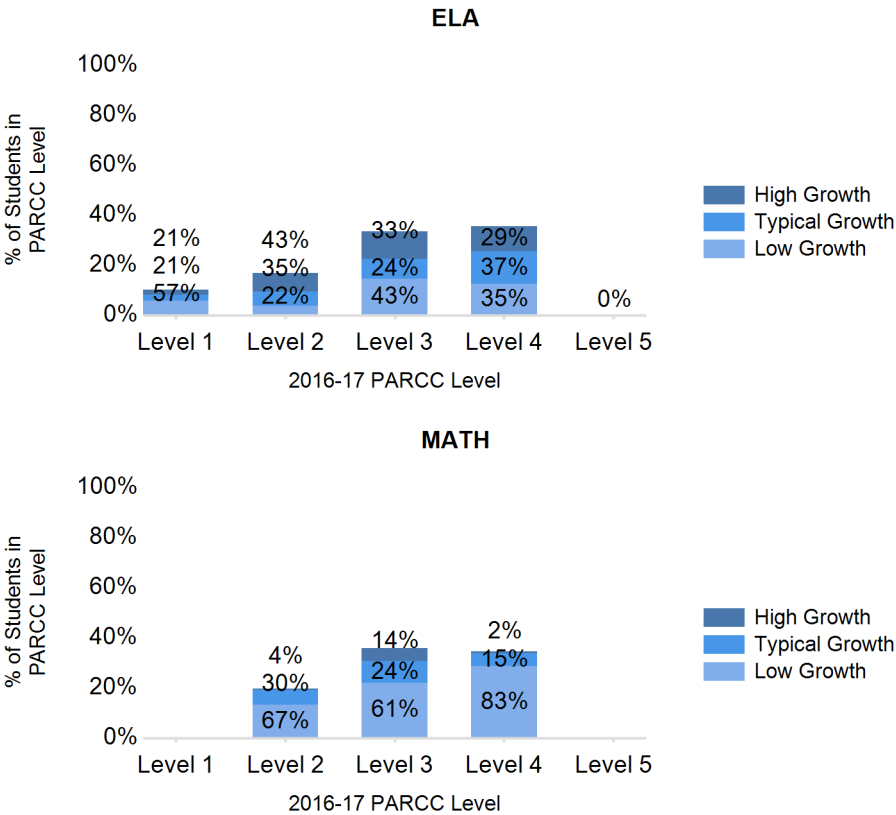
Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

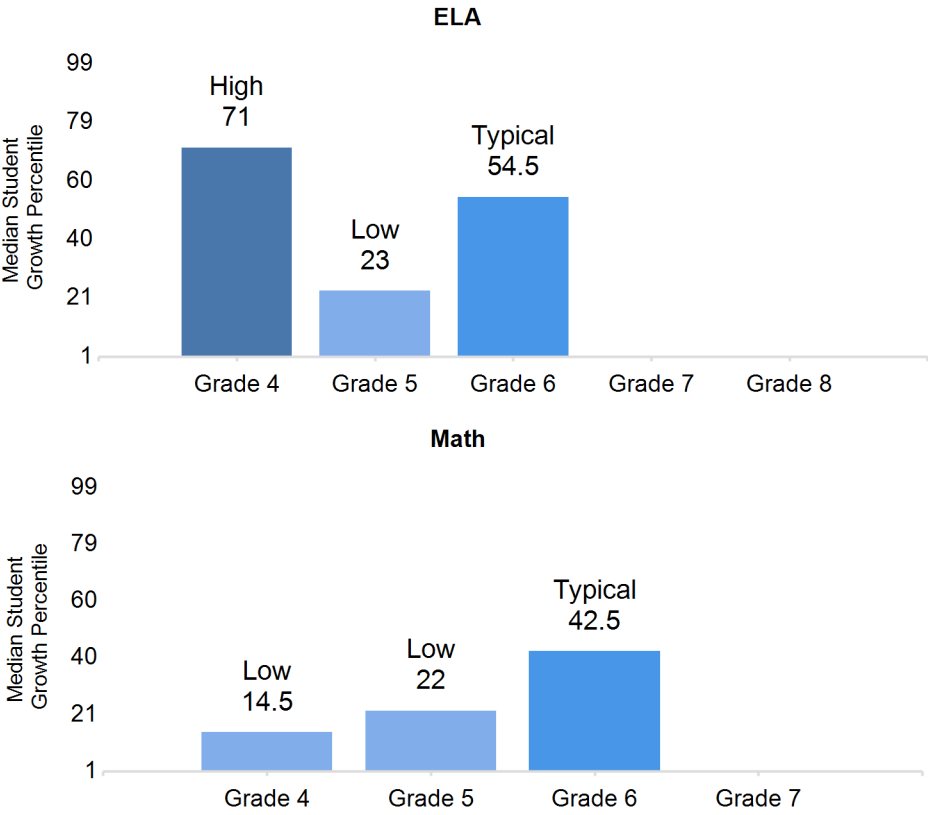
Student Growth by Performance Level

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



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	185	98.5	52.4	52.4	56.7	52.4	54.8	Met Target†
White	122	97.6	56.5	56.5	65.6	56.5	60.8	Met Target†
Hispanic	28	100.0	39.2	39.2	42.5	39.2	29.6	Met Target
Black or African American	17	100.0	35.3	35.3	37.3	35.3	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	91	96.9	59.4	59.4	64.5	59.4		
Male	94	100.0	45.7	45.7	49.4	45.7		
Economically Disadvantaged Students	106	99.1	44.3	44.3	38.5	44.3	43.7	Met Target
Non-Economically Disadvantaged Students	79	97.6	63.3	63.3	67.5	63.3		
Students with Disabilities	53	98.2	13.2	13.2	21.6	13.2	19.7	Met Target†
Students without Disabilities	132	98.6	68.1	68.1	63.9	68.1		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	21	100.0	52.4	52.4	27.7	52.4		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	750	750	750	*	*	*	*	*	57%	52%
White	32	758	758	759	*	*	*	*	*	66%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	21	766	766	756	*	*	*	*	*	67%	57%
Male	25	736	736	744	*	*	*	*	*	48%	46%
Economically Disadvantaged Students	25	733	733	733	*	*	*	*	*	48%	34%
Non-Economically Disadvantaged Students	21	770	770	762	*	*	*	*	*	67%	64%
Students with Disabilities	13	704	704	719	*	*	*	*	*	15%	24%
Students without Disabilities	33	768	768	756	*	*	*	*	*	73%	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	46	750	750	753	*	*	*	*	*	57%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	758	758	756	*	*	*	42%	22%	64%	58%
White	28	753	753	764	*	*	*	*	*	64%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	24	759	759	762	*	*	*	*	*	71%	63%
Male	21	756	756	751	*	*	*	*	*	57%	53%
Economically Disadvantaged Students	30	753	753	740	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	15	767	767	767	*	*	*	*	*	73%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%





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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	741	741	755	*	*	32%	*	*	44%	58%
White	37	744	744	763	*	*	27%	*	*	49%	68%
Hispanic	13	730	730	743	*	*	*	*	*	31%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	28	746	746	762	*	*	*	*	*	39%	66%
Male	34	738	738	749	*	*	*	*	*	47%	51%
Economically Disadvantaged Students	33	734	734	739	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	29	750	750	766	*	*	*	*	*	55%	71%
Students with Disabilities	20	718	718	724	*	*	*	*	*	25%	22%
Students without Disabilities	42	753	753	762	*	*	*	*	*	52%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	62	741	741	757	*	*	32%	*	*	44%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	739	739	754	*	*	30%	*	*	43%	56%
White	26	741	741	761	*	*	*	*	*	50%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	21	747	747	761	*	*	*	*	*	57%	64%
Male	16	730	730	748	*	*	*	*	*	25%	48%
Economically Disadvantaged Students	23	732	732	739	*	*	*	*	*	26%	37%
Non-Economically Disadvantaged Students	14	751	751	764	*	*	*	*	*	71%	68%
Students with Disabilities	11	710	710	723	*	*	*	*	*	*	18%
Students without Disabilities	26	752	752	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	37	739	739	755	*	*	30%	*	*	43%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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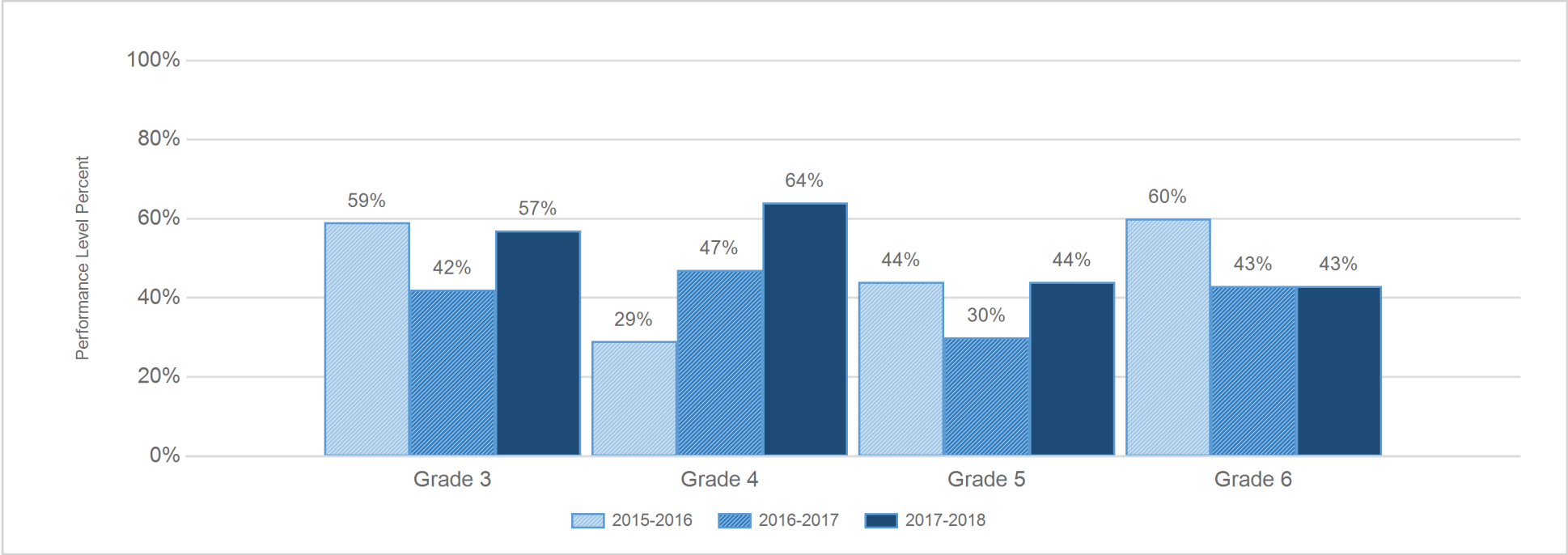
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	184	98.0	29.9	29.9	45.0	29.9	53	Not Met
White	121	96.9	35.5	35.5	54.1	35.5	59.1	Not Met
Hispanic	28	100.0	17.9	17.9	29.2	17.9	36.9	Not Met
Black or African American	17	100.0	11.8	11.8	23.4	11.8	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	90	95.9	34.4	34.4	46.0	34.4		
Male	94	100.0	25.5	25.5	43.9	25.5		
Economically Disadvantaged Students	105	98.2	21.9	21.9	26.6	21.9	41.5	Not Met
Non-Economically Disadvantaged Students	79	97.6	40.5	40.5	55.9	40.5		
Students with Disabilities	52	96.4	11.5	11.5	17.1	11.5	23.7	Not Met
Students without Disabilities	132	98.6	37.1	37.1	50.5	37.1		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	21	100.0	28.6	28.6	17.3	28.6		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



PARKVIEW ELEMENTARY SCHOOL  
(15-5740-040)  
Grades Offered: PK-06  
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	740	740	752	*	*	*	*	*	50%	53%
White	32	749	749	760	*	*	*	*	*	63%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	21	754	754	752	*	*	*	*	*	57%	53%
Male	25	729	729	751	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	25	724	724	736	*	*	*	*	*	36%	35%
Non-Economically Disadvantaged Students	21	759	759	762	*	*	*	*	*	67%	66%
Students with Disabilities	13	702	702	730	*	*	*	*	*	23%	29%
Students without Disabilities	33	755	755	756	*	*	*	*	*	61%	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	46	740	740	754	*	*	*	*	*	50%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



PARKVIEW ELEMENTARY SCHOOL  
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	741	741	748	*	*	41%	36%	0%	36%	49%
White	27	744	744	755	*	*	41%	41%	0%	41%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	23	744	744	748	*	*	*	*	*	39%	50%
Male	21	737	737	748	*	*	*	*	*	33%	49%
Economically Disadvantaged Students	29	738	738	733	*	*	*	*	*	31%	30%
Non-Economically Disadvantaged Students	15	746	746	758	*	*	*	*	*	47%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	729	729	748	16%	23%	44%	*	*	18%	49%
White	37	737	737	756	*	*	57%	*	*	16%	60%
Hispanic	13	712	712	736	*	*	*	*	*	15%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	28	726	726	749	*	*	39%	*	*	18%	50%
Male	34	731	731	747	*	*	47%	*	*	18%	48%
Economically Disadvantaged Students	33	722	722	733	*	*	39%	*	*	12%	29%
Non-Economically Disadvantaged Students	29	737	737	758	*	*	48%	*	*	24%	62%
Students with Disabilities	20	711	711	726	*	*	*	*	*	10%	20%
Students without Disabilities	42	737	737	752	*	*	*	*	*	21%	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	62	729	729	750	16%	23%	44%	*	*	18%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	726	726	744	*	27%	41%	*	*	16%	44%
White	26	731	731	751	*	*	42%	*	*	23%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	21	724	724	745	*	*	*	*	*	*	45%
Male	16	728	728	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	23	717	717	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	14	740	740	753	*	*	*	*	*	*	56%
Students with Disabilities	11	704	704	717	*	*	*	*	*	*	13%
Students without Disabilities	26	735	735	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	37	726	726	745	*	27%	41%	*	*	16%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%





PARKVIEW ELEMENTARY SCHOOL

(15-5740-040)

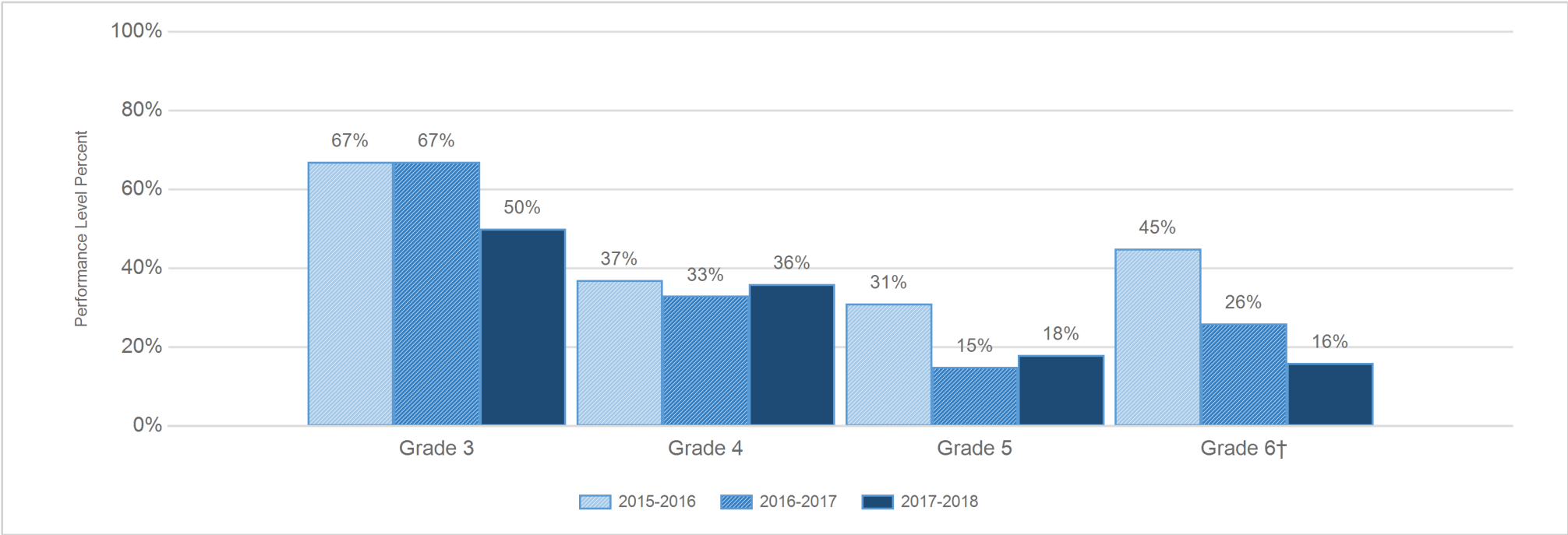
Grades Offered: PK-06

2017-2018

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 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student’s initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school’s 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



PARKVIEW ELEMENTARY SCHOOL

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2017-2018

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

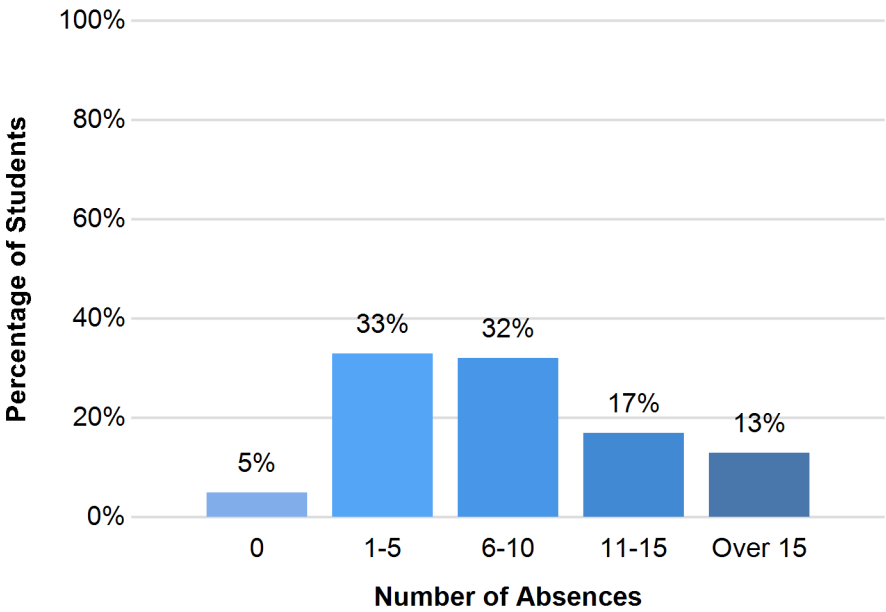
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	34	10.6	8.9	Not Met
White	24	11.0	8.9	Not Met
Hispanic	4	8.3	8.9	Met
Black or African American	5	14.7	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	27	14.8	8.9	Not Met
Students with Disabilities	15	19.2	8.9	Not Met
English Learners	*	*	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





PARKVIEW ELEMENTARY SCHOOL

(15-5740-040)

Grades Offered: PK-06

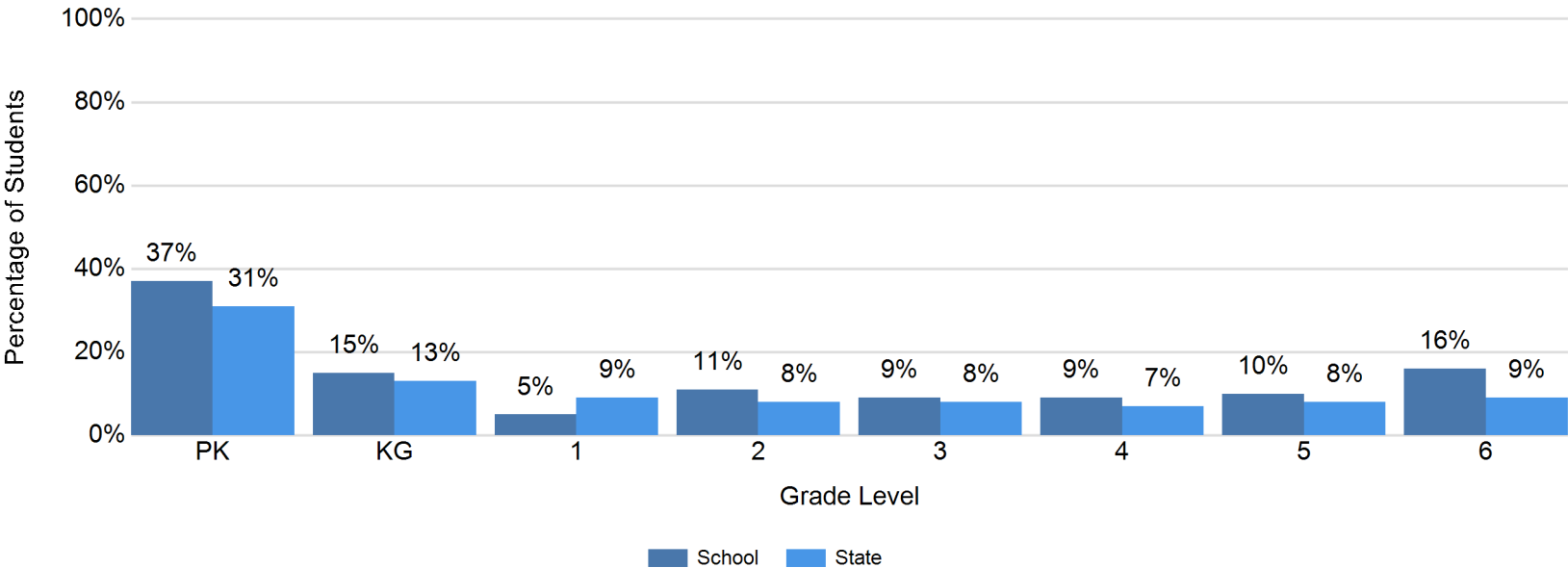
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Chronic Absenteeism by Grade

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), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.45

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



PARKVIEW ELEMENTARY SCHOOL

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	3	3
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

\*



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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$583	\$11,941	\$12,524





PARKVIEW ELEMENTARY SCHOOL

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2017-2018

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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	117,464
Average years experience in public schools	13.1	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	84.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	8.0	12.0
Administrators in district for 4 or more years	66.7%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	58:1	58:1
Teachers to Administrators	5:1	5:1
Students to Librarians/Media Specialists		N
Students to Nurses		345:1
Students to Counselors		N
Students to Child Study Team		173:1



PARKVIEW ELEMENTARY SCHOOL

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

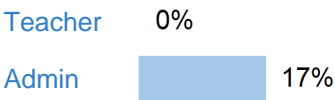
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.2%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.1%



PARKVIEW ELEMENTARY SCHOOL

(15-5740-040)

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2017-2018

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**Key terms for staff data:**  
**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)  
**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	87.5%	83.3%
Male	12.5%	16.7%
White	90.6%	100.0%
Hispanic	6.3%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	3.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	Yes	No
White	Yes		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	33.77	17.5%
Mathematics Proficiency	14.04	17.5%
English Language Arts Growth	37.32	25.0%
Mathematics Growth	0.71	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	25.54	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	21.71	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	9.77	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Met Target†	Not Met	Met Standard	Not Met	**	Not Met	No
White	11.91	14.08	Yes	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Hispanic	37.56	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	**	**	No	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	40.12	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	19.32	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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



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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Technology is embedded into daily instruction. Students in grades 3-6 take part in the 1:1 Chrome book initiative.</li> <li>All students participate in STEAM. Grades 5-6 also receive Debate, Genius Hour, Math Enrichment, Engineering and Financial Literacy</li> <li>Our Response to Intevention block (W.I.N.) is offered daily along with enrichment opportunities.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our commitment to educate every student using a flexible and challenging curriculum aligned to the NJSLS which emphasize a comittment to expand oral and written communication skills, integrate problem solving strategies and incorporate technology for the advancement of student discovery. We actively seek to promote a positive bond between school and community to promote good citizenship and a life long sense of personal worth, dignity and respect for others.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Our school provides opportunities for students to learn the basics of engineering through their Goldiblox Primary Engineering Clubs. Our Robotics team received first place for the reseach component of the competition.</p>



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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>The curriculum is based on the NJSLS. ELA places an emphasis on reading, writing, speaking and listening through integrated instructional framework using McGraw-Hill's Wonder's Explorations Program in Non-fiction Writing provides support for our writing workshop framework curriculum utilizes Pearson's envisionMATH 2.0. We offer a science program based on the NGSS while using Mystery Science and inquiry learning. Cross curricular learning is embedded across all content areas.</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>Our students are able to participate in a number of activities including: Student Council, Yearbook Club, Drama Club, Art Club, Homework Support Club, Chorus Club, Robotics, Primary Engineering and Book Club.</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>Parkview offers a before and after school program in collaboration with Archway. The "Just Kids" program is available for all students.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Professional development has focused on the need to advance students and staff in the areas of growth mindset and mindfulness in order to support academic success and expanded learning experiences. Expanding best practices in the rigor of the curriculum continues to be a focus as we link it to data analysis and standard based teaching. Teacher lead professional development and turnkey collaborative PD is an asset at Parkview School.</p>



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<div>  <div>Student Supports and Services:</div> </div>	<p>Parkview offers a variety of student supports and services including a Response to Intervention daily block and an Intervention and Referral team. Title I programs provide support through a primary interventionist, co-teaching programs and extended day tutoring services.</p>
<div>  <div>Student Health and Wellness:</div> </div>	<p>A daily breakfast is offered in the classroom each morning. Students participate in physical education and health classes as well as teacher designed and implemented brain breaks.</p>
<div>  <div>Parent and Community Involvement:</div> </div>	<p>The Westville Home and School Association aides students and staff by providing support and promotes open communication between administration, teachers and parents. The HSA encourages Parkview school spirit and pride and uses it's resources, both manpower and monetary, to support the efforts of the school for educatioal and recreational needs.</p>



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<div>  <div>Facilities:</div> </div>	<div>Parkview Elementary contains a library, an all purpose room, and art and music settings. A sensory room is utilized by occupational and physical therapists, and special education teachers.</div>
<div>  <div>School Safety:</div> </div>	<div>School safety and the security of our students, staff and facility is our primary focus. The School Safety and Security Team meets several times each year in conjunction with our first responders to review the school security plan. Monthly drills are facilitated to practice portions of the security plan. Visitors are screened prior to gaining admittance to the building and must provide identification and sign in upon arrival.</div>



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<div>  <div>Technology and STEM:</div> </div>	<p>Parkview Elementary School provides all students with a weekly or cycle STEAM class. In addition, students in Grades 5 and 6 have an engineering cycle. Technology is incorporated across the curriculum and is enhanced with our 1:1 chromebook initiative for students in grades 2-6. Each Pre-Kindergarten and Grade 1 classrooms are supplied ipads. Our Robotics Club runs throughout the year as an after school club.</p>
<div>  <div>Early Childhood Education:</div> </div>	<p>Parkview offers a general education, tuition free, half day preschool program for all four year old students who turn four before October 1st of that school year. In addition, parents of general education students may apply through a lottery system for their child to attend a half day, parent-paid tuition, 3-year old program for children who turn three before October 1st of that school year. Parkview also facilitates a half day preschool disabled classroom setting for students who have exited Early Intervention programs and qualify for services or are identified by the Child Study Team. We do not currently contract with private providers or Head Start programs.</p>



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Other Information:

Parkview Elementary School will continue to enhance student achievement through the implementation of best educational practices. During the 2017-2018 school year, the staff, students, and families of Westville continue to focus on Language Arts Literacy, Mathematics, Technology and Career Ready Practices. Our students have demonstrated significant gains in open ended analysis and critical thinking skills. Technology continues to flourish. Presently, our students in third through sixth grades have a 1:1 Chrome Book ratio. Students in pre-kindergarten through second grade utilize mobile computer carts equiped with laptop computers, chrome books and ipads. Smart boards are currently in every first through sixth grade classroom. Students and staff integrate technology throughout the curriculum.