NJ SCHOOL PERFORMANCE REPORT

PARKWAY ELEMENTARY SCHOOL
(21-1430-130)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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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	MERCER
District	EWING TWP
Principal Name	MRS. HARRIS
Address	446 PARKWAY AVENUE EWING, NJ 08618-2605
Phone Number	(609)538-9800
Email Address	NHARRIS@EWINGBOE.ORG
Website	https://www.ewing.k12.nj.us
Twitter	https://www.ewing.k12.nj.us

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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	19	12	18
KG	69	64	65
1	61	66	64
2	68	69	71
3	51	77	74
4	76	54	73
5	65	73	56
Total	409	415	421

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	45.5%	50.1%	47.3%
Male	54.5%	49.9%	52.7%
Economically Disadvantaged Students	61.1%	59.5%	56.3%
Students with Disabilities	19.1%	20.5%	19.5%
English Learners	7.8%	8.0%	7.6%
Homeless Students		0.5%	1.4%
Students in Foster Care		1.4%	0.2%
Military-Connected Students		0.0%	0.5%
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	19.1%	16.9%	17.3%
Hispanic	18.1%	15.2%	15.7%
Black or African American	55.0%	58.3%	56.3%
Asian	2.9%	2.7%	3.3%
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	4.9%	7.0%	7.4%

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	2015-16	2016-17	2017-18
PK - Half Day	19	12	18
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	69	64	65

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	83.6%
Spanish	8.1%
Creoles and pidgins, English based	1.4%
Haitian	1.0%
Chinese	1.0%
Other Languages	5.0%

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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	41	50	50	Met Standard	60	51	50	Exceeds Standard
White	34	54	50	**	41	47	51	**
Hispanic	64	54	49	Exceeds Standard	62	58	48	Exceeds Standard
Black or African American	36	45	44	Not Met	60	51	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	58	61	**	*	55.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	37	49	**	*	43	51	**
Economically Disadvantaged	44	44	48	Met Standard	50	49	47	Met Standard
Students with Disabilities	50.5	44	41	**	29	45	43	**
English Learners	*	57	54	**	*	57	51	**

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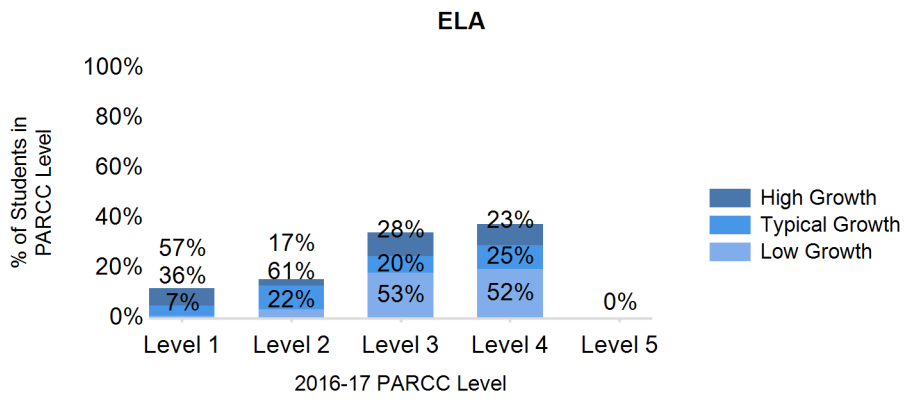
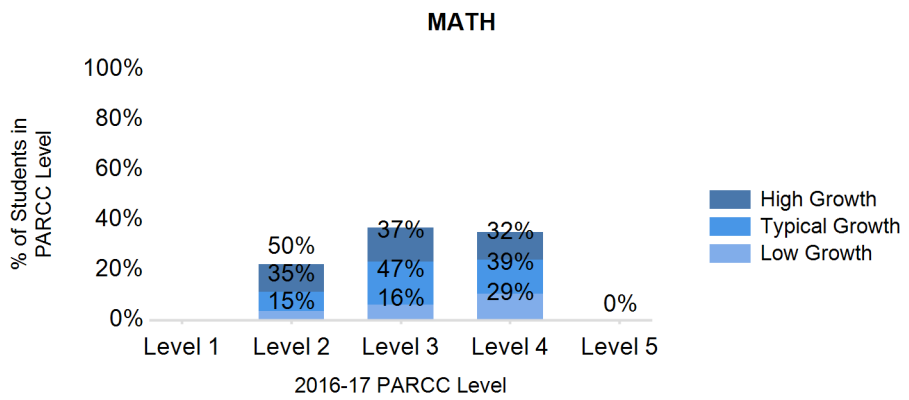
Student Growth by Performance Level

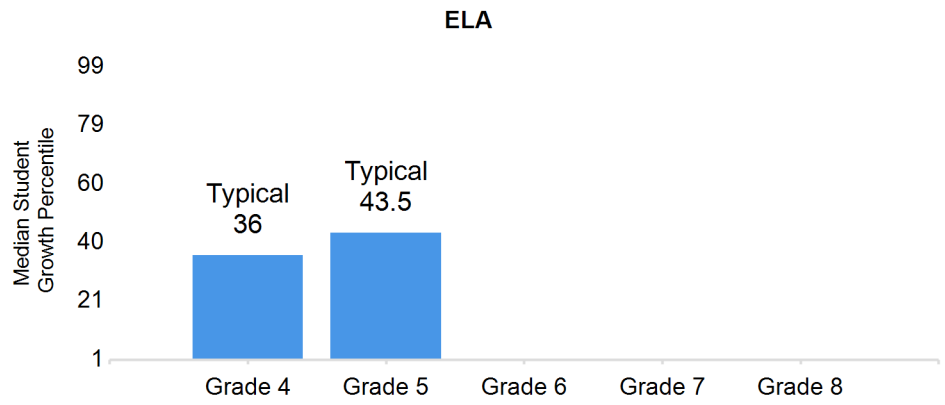
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

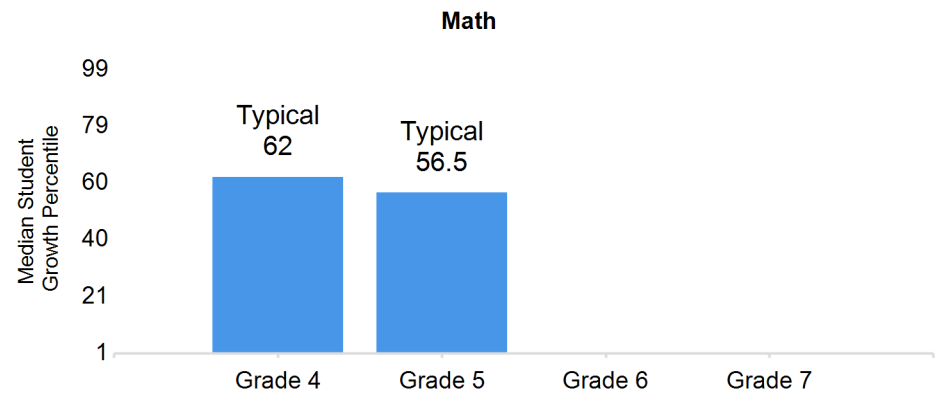




Student Growth by Grade

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	90.9	39.5	43.2	56.7	37.9	41.3	Met Target†
White	32	86.5	59.4	56.9	65.6	54.0	51.5	Met Target
Hispanic	33	89.2	36.3	35.5	42.5	34.1	38	Met Target†
Black or African American	103	92.2	34.9	35.8	37.3	34.1	37	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	89	93.8	43.8	53.1	64.5	43.2		
Male	96	88.4	35.4	34.0	49.4	33.1		
Economically Disadvantaged Students	108	86.8	31.5	31.6	38.5	28.8	33.7	Met Target†
Non-Economically Disadvantaged Students	77	97.5	50.7	51.9	67.5	50.7		
Students with Disabilities	32	68.7	*	*	21.6	*	20.5	Not Met
Students without Disabilities	153	97.5	*	*	63.9	*		
English Learners	17	85.7	47.1	*	27.3	42.1	N	N
Non-English Learners	168	91.5	38.7	*	59.4	37.3		
Homeless Students	*	*	*	20.7	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	69.3	57.4	*		
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	64	734	738	750	22%	22%	19%	*	*	38%	52%
White	14	748	750	759	*	0%	*	*	*	64%	61%
Hispanic	10	727	733	736	*	*	*	*	*	30%	38%
Black or African American	35	733	731	733	*	29%	*	*	*	31%	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	30	739	744	756	*	*	*	*	*	40%	57%
Male	34	731	731	744	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	36	728	727	733	*	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	28	743	746	762	*	*	*	*	*	54%	64%
Students with Disabilities	16	703	*	719	*	*	*	*	*	19%	24%
Students without Disabilities	48	745	*	756	*	*	*	*	*	44%	57%
English Learners	*	*	709	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	739	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	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	69	738	742	756	*	29%	35%	*	*	32%	58%
White	13	742	753	764	*	*	*	*	*	46%	68%
Hispanic	*	*	743	744	*	*	*	*	*	*	44%
Black or African American	44	735	734	739	*	30%	41%	*	*	25%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	742	763	*	*	*	*	*	*	63%
Female	36	743	750	762	*	*	*	*	*	33%	63%
Male	33	733	734	751	*	*	*	*	*	30%	53%
Economically Disadvantaged Students	42	733	731	740	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	27	747	751	767	*	*	*	*	*	44%	70%
Students with Disabilities	11	713	716	726	*	*	*	*	*	*	25%
Students without Disabilities	58	743	749	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	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	56	749	746	755	*	*	36%	*	*	50%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	13	740	740	743	*	*	*	*	*	38%	43%
Black or African American	28	750	741	738	*	*	36%	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	752	763	*	*	*	*	*	*	65%
Female	25	755	752	762	*	*	*	*	*	64%	66%
Male	31	744	740	749	*	*	*	*	*	39%	51%
Economically Disadvantaged Students	34	741	736	739	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	22	761	754	766	*	*	*	*	*	59%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	56	749	*	757	*	*	36%	*	*	50%	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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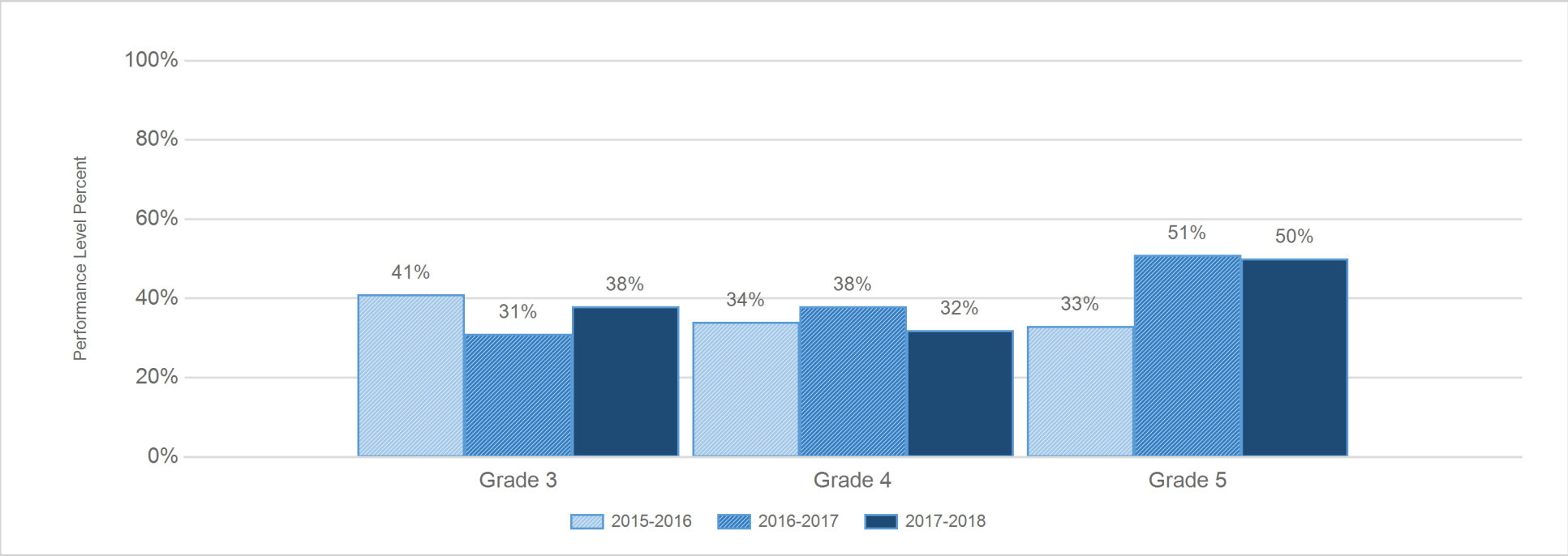
English Language Arts/Literacy Assessment - Performance Trends

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	186	91.0	39.3	36.0	45.0	37.7	40.8	Met Target†
White	32	86.5	50.0	52.2	54.1	45.5	39.1	Met Target
Hispanic	34	89.5	44.1	34.2	29.2	41.6	46.2	Met Target†
Black or African American	103	92.2	34.0	24.2	23.4	33.2	37	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.1	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	89	93.8	40.4	40.7	46.0	39.9		
Male	97	88.5	38.1	31.8	43.9	35.8		
Economically Disadvantaged Students	108	86.8	30.6	26.6	26.6	28.0	31.8	Met Target†
Non-Economically Disadvantaged Students	78	97.5	51.2	43.2	55.9	51.2		
Students with Disabilities	32	68.7	12.5	*	17.1	*	15.5	Met Target†
Students without Disabilities	154	97.5	44.8	*	50.5	*		
English Learners	18	86.4	61.2	*	24.6	55.0	N	N
Non-English Learners	168	91.5	36.9	*	46.9	35.6		
Homeless Students	*	*	*	10.3	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	38.5	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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	64	743	746	752	*	23%	31%	*	*	41%	53%
White	14	750	761	760	*	*	*	*	*	57%	64%
Hispanic	10	749	743	739	0%	*	*	*	*	40%	38%
Black or African American	35	741	738	734	*	29%	*	*	*	40%	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	30	739	748	752	*	*	*	*	*	37%	53%
Male	34	747	744	751	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	36	745	738	736	*	*	*	*	*	39%	35%
Non-Economically Disadvantaged Students	28	741	753	762	*	*	*	*	*	43%	66%
Students with Disabilities	16	726	*	730	*	*	*	*	*	19%	29%
Students without Disabilities	48	749	*	756	*	*	*	*	*	48%	57%
English Learners	*	*	723	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	747	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

PARKWAY ELEMENTARY SCHOOL
(21-1430-130)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	69	741	739	748	*	*	43%	33%	0%	33%	49%
White	13	748	753	755	0%	*	*	*	*	38%	60%
Hispanic	*	*	739	737	*	*	*	*	*	*	34%
Black or African American	44	736	728	730	*	27%	45%	*	*	25%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	746	752	*	*	*	*	*	*	55%
Female	36	746	744	748	*	*	*	*	*	44%	50%
Male	33	735	733	748	*	*	*	*	*	21%	49%
Economically Disadvantaged Students	42	734	730	733	*	*	*	*	*	21%	30%
Non-Economically Disadvantaged Students	27	750	746	758	*	*	*	*	*	52%	62%
Students with Disabilities	11	726	715	725	*	*	*	*	*	*	22%
Students without Disabilities	58	743	745	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

PARKWAY ELEMENTARY SCHOOL
(21-1430-130)
Grades Offered: PK-05
2017-2018

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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	57	745	742	748	*	*	40%	*	*	46%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	14	737	738	736	*	*	*	*	*	50%	32%
Black or African American	28	747	737	730	*	*	46%	*	*	39%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	747	754	*	*	*	*	*	*	55%
Female	25	744	743	749	*	*	40%	*	*	44%	50%
Male	32	746	741	747	*	*	41%	*	*	47%	48%
Economically Disadvantaged Students	34	738	734	733	*	*	*	*	*	32%	29%
Non-Economically Disadvantaged Students	23	757	748	758	*	*	*	*	*	65%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	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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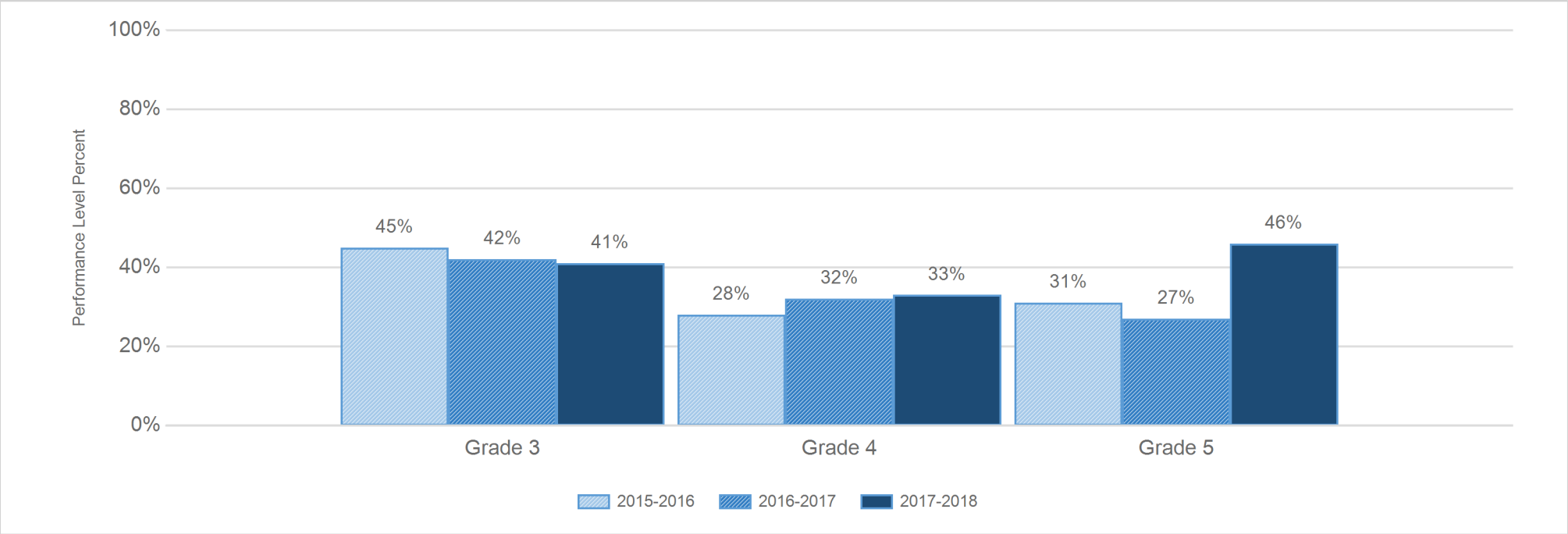
Mathematics Assessment – Performance Trends

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	N	N
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	73.9%	60.7%	Met Target

† 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	23	*	*
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.

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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.

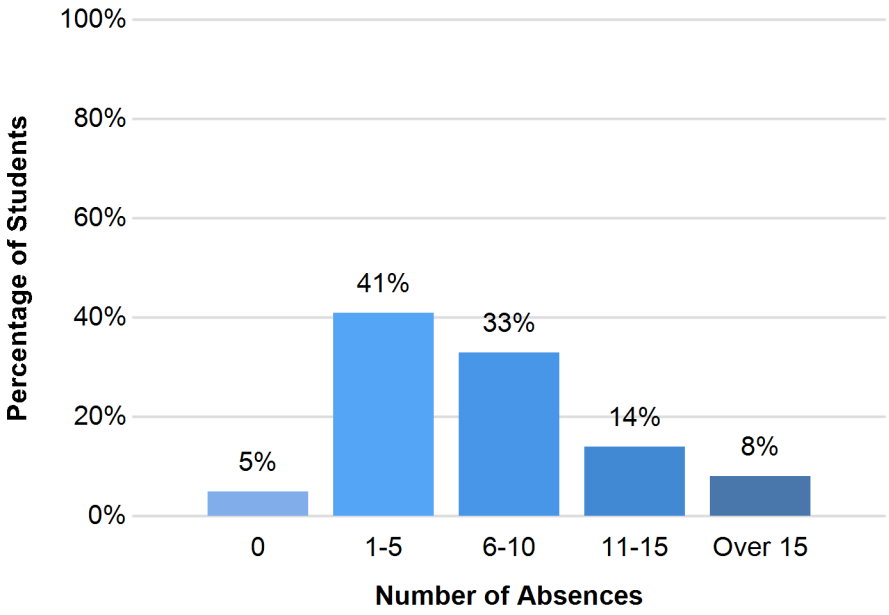
Chronic Absenteeism

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	23	5.7	8.9	Met
White	2	3.0	8.9	Met
Hispanic	9	14.5	8.9	Not Met
Black or African American	10	4.3	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	6.9	8.9	Met
Economically Disadvantaged Students	20	8.5	8.9	Met
Students with Disabilities	7	9.2	8.9	Not Met
English Learners	1	3.1	8.9	Met

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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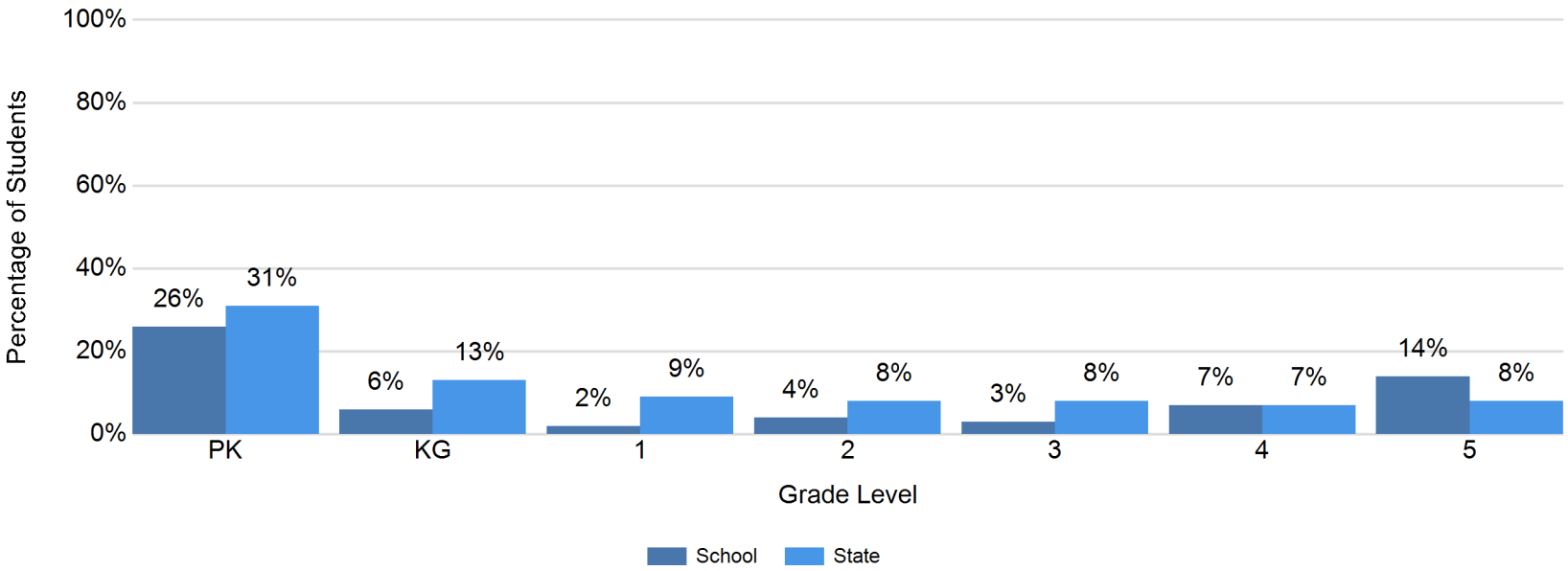
Chronic Absenteeism by Grade

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)	12
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.85

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)	1
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

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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 Bulling (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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	11	11
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	14	3.3%
Out-of-School Suspensions	22	5.2%
Any Suspension	29	6.9%
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
59

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 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	4.1:1

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)	$566	$15,848	$16,414

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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	42	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	9.8	10.7
Teachers in district for 4 or more years	85.7%	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	22	9,374
Average years experience in public schools	22.7	16.0
Average years experience in district	11.7	12.0
Administrators in district for 4 or more years	81.8%	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	10:1	10:1
Students to Administrators	421:1	160:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		704:1
Students to Nurses		704:1
Students to Counselors		352:1
Students to Child Study Team		207:1

NJ SCHOOL PERFORMANCE REPORT

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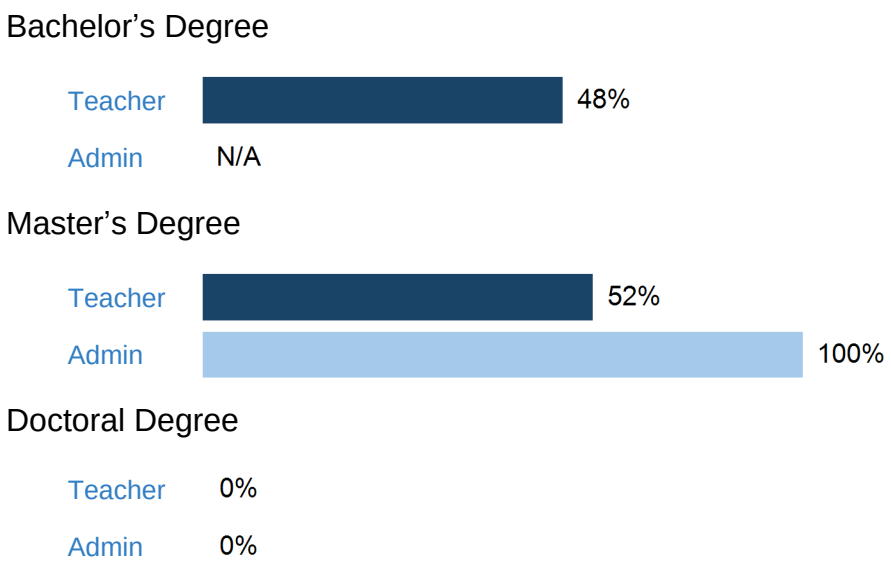
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.



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	88.7%	90.2%
2016-17 Administrators: Same district 2017-18	90.5%	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	96.1%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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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	85.7%	100.0%
Male	14.3%	0.0%
White	83.3%	0.0%
Hispanic	2.4%	0.0%
Black or African American	9.5%	100.0%
Asian	4.8%	0.0%
American Indian or Alaska Native	0.0%	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	No	n/a	n/a
White	No		
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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(21-1430-130)
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2017-2018

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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	19.43	15.0%
Mathematics Proficiency	38.15	15.0%
English Language Arts Growth	32.58	20.0%
Mathematics Growth	83.86	20.0%
Progress Towards English Language Proficiency	88.51	20.0%
Chronic Absenteeism	66.79	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.31	n/a
Summative Rating: Percentile Rank of Summative Score	59.42	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th 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	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	Met Target	Met	No
White	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Hispanic	64.58	14.08	No	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	63.27	14.08	No	Met Target†	Met Target†	Not Met	Exceeds Standard	n/a	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	Met	No
Economically Disadvantaged Students	47.58	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	No	Not Met	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	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 your school directly.

Highlights:	• Parkway School's yearly Martin Luther King, Jr. (MLK) community service project received Promising Practice Character Award in 2016. • Our approach to instruction includes Balanced Literacy in English/Language Arts, Investigations Math, Next Generation Science Standards and Social Studies. • Technology is a part of every school day with the use of Chromebooks, laptops, SMARTBoards and document cameras.
Mission, Vision, Theme:	At Parkway Elementary School, a home to 405 students and 65 staff members, we work as a team with our parents/guardians to instill a positive outlook in our students and to build a sense of respect, readiness, responsibility, resourcefulness and cooperation to help students become productive citizens in today's society. We take pride in striving for excellence and engaging our students in active learning. At Parkway, staff members are committed and dedicated to promoting the success of every child.
Awards, Recognition, Accomplishments:	In 2016 Parkway Elementary School was awarded a Promising Practice Award from the organization Character.org for a project named, "Dr. Martin Luther King, Jr. Day of Service". This has become a yearly school-wide project where every grade level is involved in an activity to benefit the Trenton Area Soup Kitchen. Student decorated brown bags are filled with student-made lunches which accompany toiletry kits distributed to clients of the soup kitchen on a specified date.

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Courses, Curriculum, Instruction:	The curricula and rigor for the academic subjects of math, reading, writing, science and social studies are all aligned to current state standards. Specifically we use guided reading and guided writing to teach grade level ELA skills and a constructivist approach to math skills. In Grades 3-5, students are eligible to enter our Gifted and Talented Program. Our G&T program offers replacement math class which meets daily and an enrichment language arts-based program that meets twice weekly.
Clubs and Activities:	At Parkway School we offer students in grades 3-5 an opportunity to try-out for and participate as team members of an Odyssey of the Mind team. In grades 2-3 students are able to sign-up for the community service club Jr. Paws and when in 4th and 5th grade those same students may serve on the Jr. Paws Advisory Board.

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Before and After School Programs:	After school we offer READ 180, an online reading program, to targeted 3rd-5th grade students. The program is run by certified teachers. We also offer a homework club for ESL and other recommended students in grades 2nd-5th. This club is supervised by certified teachers and further staffed with local college students as tutors. All of our varied School-wide Title 1 funded afterschool clubs have been very well received and attended by the Parkway student and parent community.
Staff and Professional Learning:	Professional Development is offered district-wide using four school calendar days. Teachers also receive curriculum updates and trainings within administrator run, monthly, grade level meetings. Cooperatively teachers are able to facilitate and participate in professional book clubs and professional learning communities. Teachers are expected to turnkey train other teachers the skills learned at an outside professional workshop.

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Student Supports and Services:	The needs of our special education students are facilitated by certified special education teachers and a full-time social worker, school psychologist and speech and language therapist. ESL students receive pull-out language acquisition services from a full-time and part-time ESL teacher. Students who demonstrate a need to be addressed are reviewed by the I&RS committee where a plan is developed with interventions and strategies developed to achieve student specific goals.
Student Health and Wellness:	The Ewing Schools have implemented many programs that promote a positive school culture. For the past year, the district has put in place a task force focused on the mental and emotional health of our students. Every student receives Physical Education regularly as a special area class. Daily, at recess, students are encouraged to play on the equipment, participate in a group sport on the field or in small group game on the black top. Hot breakfast is offered and daily over 100 students are served. Parkway School has a full service guidance program, which includes individual and group sessions and student lessons on character education, peer mediation, win-win guidelines and anti-bullying.
Parent and Community Involvement:	Our PTA sponsors a variety of school-wide programs and events, including the annual family pancake breakfast, enrichment materials, fundraising, family social events and the book fairs. As a School-wide Title 1 school we offer programs such as Family Bingo Night and Parent/Child book clubs and Family Yoga activities to foster positive family interactions. Every winter we partner with the Trenton Area Soup Kitchen to make bagged breakfasts, lunches and toiletry bags to donate to their clients.

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Facilities:	At Parkway School our students enjoy special area subjects in a content specific art room, computer lab, vocal music room, physical education in a regulation gym, a library and an instrumental music room. In the center of our school structure is a courtyard used by teachers as an outdoor classroom which houses an award winning garden that has been recognized by The National Wildlife Preservation as a Certified Schoolyard Habitat Site.
School Safety:	The Ewing Schools have placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Two district administrators, Superintendent Michael Nitti and Supervisor David Hauserman, have completed training by the Department of Education, Homeland Security and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Five of these adaptive experts on school security protocol and crisis management are based in each of the district's school campuses and assist the administrative team in all matters pertaining to school security. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems that can be a powerful tool to provide real-time information to law enforcement, fire, and emergency medical service personnel as a crisis or emergency situation is occurring.

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Technology and STEM:	STEM design and process is integrated into Science lessons on a daily basis. The computer class infuses a variety of technology skills including the Google Suite, coding and a culminating technology project. With the use of laptop computers, iPads, Chromebooks, SMARTBoards, SMARTeasels, SMART panels and document cameras the Parkway School teachers work to integrate technology into their lesson plans daily. The District hosts two evening events, Family Math Night and a STEM Night each year for students in grades kindergarten through eight.
Early Childhood Education:	The Ewing Public Schools offers an acclaimed Integrated Preschool Program with fully certified staff.

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Other Information:	We believe a child-centered environment helps children meet their needs and aspirations and empowers them to be successful. We believe education is fostered through partnerships which accomplish positive goals. All students receive instruction in art, music, physical education, library and computers. Our Parkway Panther Book Club, Safety Patrol, Odyssey of the Mind, Jr. Paws, and the ELL Homework Club are all enrichment activities facilitated and organized by Parkway staff to offer additional opportunities for students to explore their special interests and talents and to strengthen their academic foundations. Our Wee Deliver postal program, which is sponsored by the U.S. Postal Service, encourages correct letter writing procedures and enriches literacy. Students are able to write letters to anyone at Parkway School. With the use of laptop computers, iPads, Chromebooks, SMARTBoards, SMARTeasels, SMART panels and document cameras the Parkway School teachers work to integrate technology into their lesson plans daily. We continually encourage our students to be 'Paws-itive' Parkway Panthers. We remind students daily to work toward and embrace the 4RCs of Parkway School (to be ready, responsible, resourceful, respectful and cooperative). This, along with the tenets of Responsive Classroom, has caused the climate of the school to be fully intertwined with positive attitudes and good behavioral choices. This year we have introduced a daily Mindfulness Moment into our daily announcements as a way to help student begin the day centered and ready to learn. The students and staff of Parkway have a strong commitment to community service on a local and global level and participate in projects monthly.