NJ SCHOOL PERFORMANCE REPORT

County: Mercer

District: Ewing Township School District

446 Parkway Avenue
Ewing, NJ 08618-2605

Principal: Mrs. Michelle Conway

School Website

609-538-9800

373
Total Students

PK-05
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2022-23 Reports: The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for school board members, administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

NJ SCHOOL PERFORMANCE REPORT

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
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Overview & Resources

School Contact Information

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

Type	Contact Information
County	Mercer
District	Ewing Township School District
Principal Name	Mrs. Michelle Conway
Address	446 Parkway Avenue, Ewing, NJ 08618-2605
Phone Number	609-538-9800
Email Address	mconway@ewingboe.org
Website	www.ewing.k12.nj.us/Domain/204
Twitter	https://www.ewing.k12.nj.us

NJ SCHOOL PERFORMANCE REPORT

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2020-21	2021-22	2022-23
PK	15	19	20
KG	50	57	66
1	50	45	51
2	53	56	44
3	59	57	58
4	71	69	65
5	68	71	69
Total	366	374	373

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	43.0%	45.0%	45.0%
Male	56.0%	55.0%	55.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	59.6%	43.6%	67.3%
Students with Disabilities	28.7%	23.0%	19.8%
English Learners	8.7%	11.2%	12.6%
Homeless Students	0.0%	0.0%	1.6%
Students in Foster Care	0.3%	0.3%	0.3%
Military-Connected Students	1.4%	1.1%	1.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2020-21	2021-22	2022-23
White	14.5%	14.2%	9.4%
Hispanic	19.7%	26.2%	30.0%
Black or African American	53.8%	49.7%	52.0%
Asian	3.6%	2.7%	1.9%
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	8.5%	7.2%	6.7%

Demographics

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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.
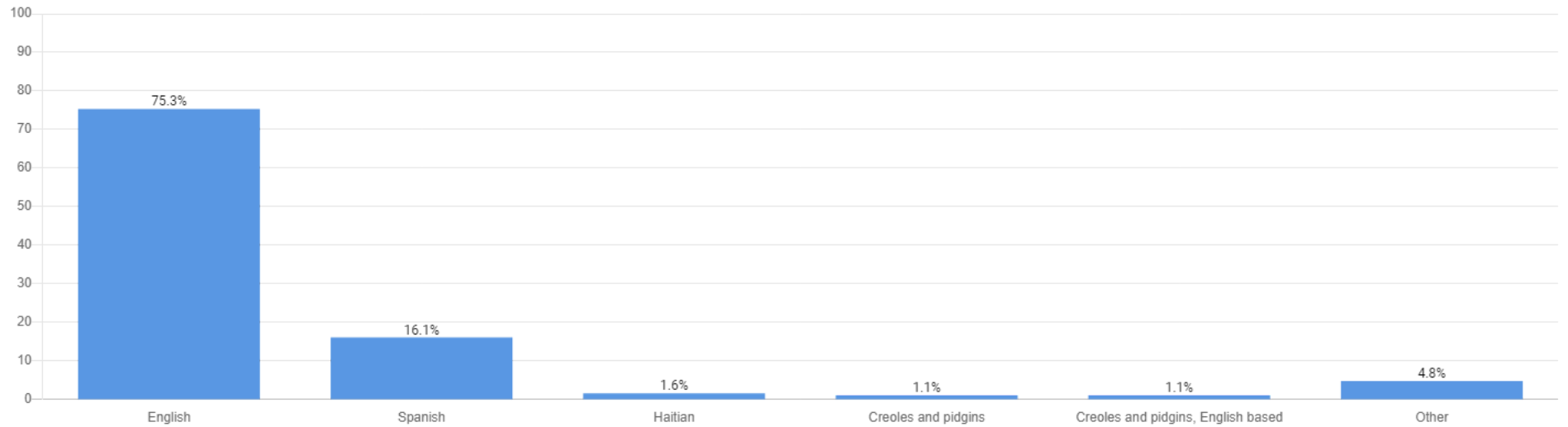
Grade	2020-21	2021-22	2022-23
PK - Half Day	15	19	20
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	50	57	66

NJ SCHOOL PERFORMANCE REPORT

Demographics

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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. To see this data in a table, click the Table View option below the chart.

Language	Percentage
English	75.3%
Spanish	16.1%
Haitian	1.6%
Creoles and pidgins	1.1%
Creoles and pidgins, English based	1.1%
Other	4.8%

Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An mSGP below 35 indicates low growth, an mSGP between 35 and 65 indicates typical growth, and an mSGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The NJDOE Student Growth page has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

| Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			44.5			43
Met Standard (40-59.5)?			Met Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

Student Growth

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44.5	47	50	Met Standard	43	48	50	Met Standard
White	37	45	51	**	46	48.5	51	**
Hispanic	44	44	47	Met Standard	46.5	47	47	Met Standard
Black or African American	45.5	49	45	Met Standard	37.5	48	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	56	60	**	*	54	61	**
American Indian or Alaska Native	N	N	54	**	N	N	49	**
Two or More Races	*	46	52	**	*	48	51	**
Female	51	45	52		43	47	49	
Male	40	49.5	48		40	49	51	
Non-Binary/Undesignated Gender	N	*	46.5		N	*	62	
Economically Disadvantaged Students	43	45.5	46	Met Standard	43	48	46	Met Standard
Students with Disabilities	35	42	40	Not Met	38	40	42	Not Met
English Learners	49.5	43	47	**	45	52.5	48	**
Homeless Students	*	39	42		*	58	42	
Students in Foster Care	N	*	42		N	*	44	
Military-Connected Students	*	51.5	50		*	46	49	
Migrant Students	N	N	36		N	N	43	

![NJ SCHOOL PERFORMANCE REPORT]

Parkway Elementary School
(21-1430-130)
2022-2023

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Student Growth

Student Growth by Performance Level

These graphs show the median Student Growth Percentile (mSGP) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.
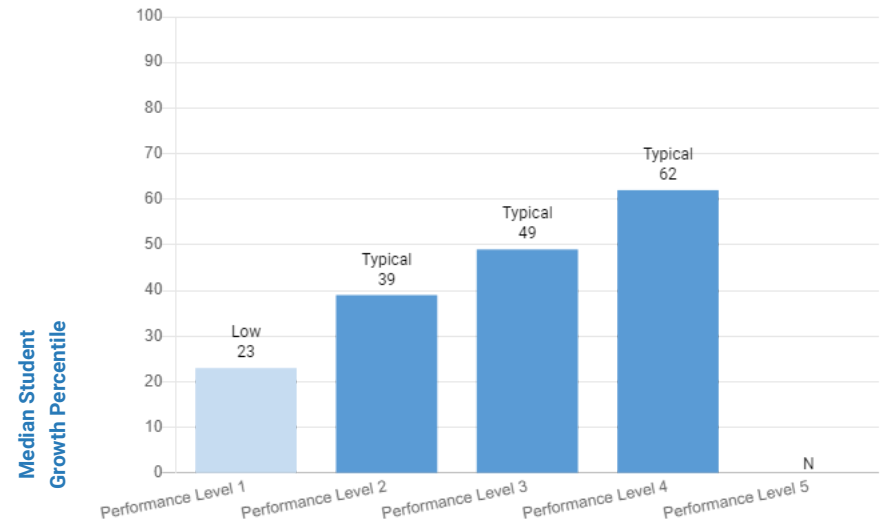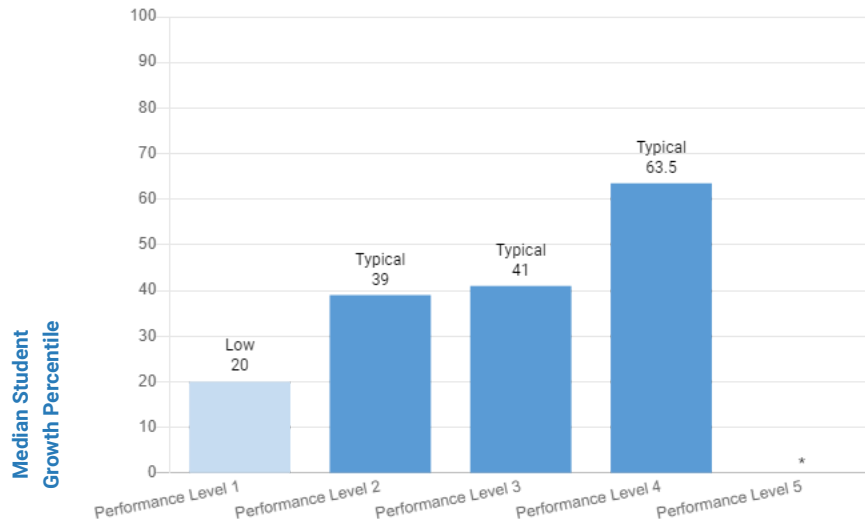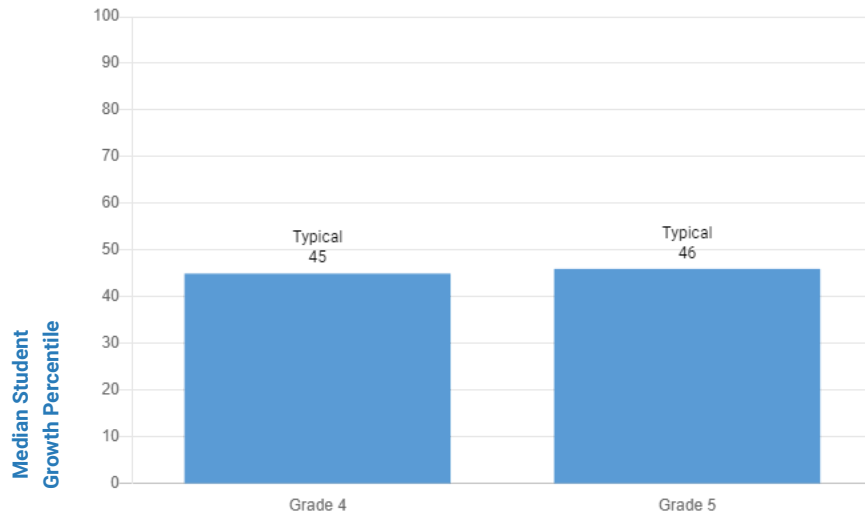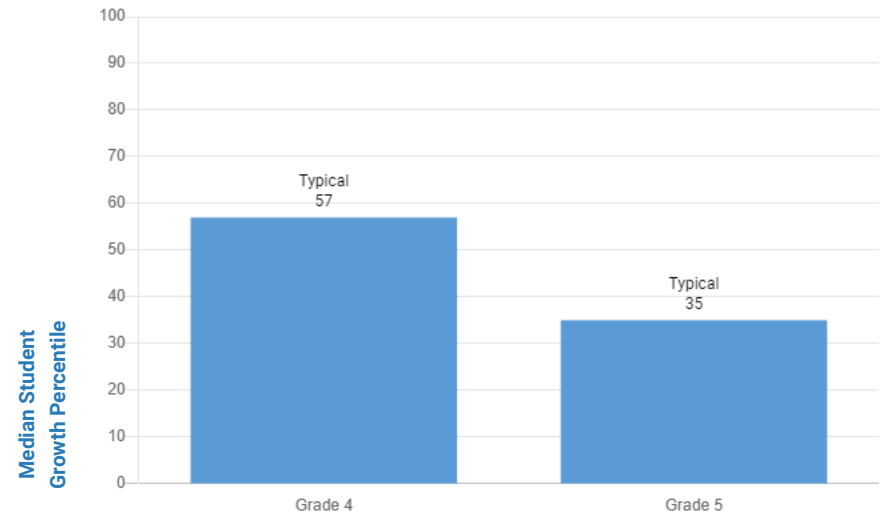
Student Growth

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

ELA — Grade 4: Typical 45; Grade 5: Typical 46

Math — Grade 4: Typical 57; Grade 5: Typical 35

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

ELA Proficiency Rate for Federal Accountability
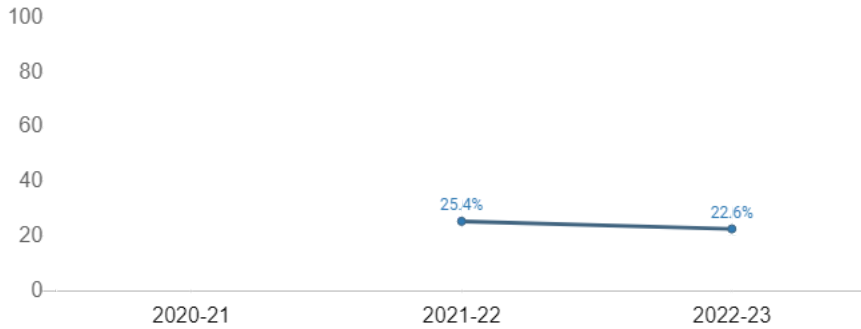
Math Proficiency Rate for Federal Accountability
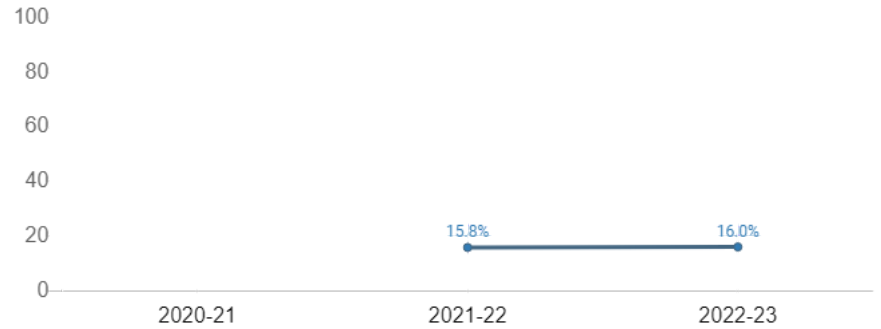
Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		98.5%	100.0%		98.5%	99.5%
Proficiency Rate for Federal Accountability		25.4%	22.6%		15.8%	16.0%
Annual Target		45.6%	47.8%		45.1%	47.3%
Met Annual Target?		Not Met	Not Met		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	199	100%	22.6%	33%	51.3%	22.6%	47.8%	Not Met
White	20	100%	35%	46.8%	60.7%	35%	56.2%	Not Met
Hispanic	50	100%	22%	28.6%	37.3%	22%	45%	Not Met
Black or African American	111	100%	19.8%	26.6%	34%	19.8%	44.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	56.7%	79.8%	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7%	*	**	**
Two or More Races	13	100%	23.1%	36.3%	58.2%	23.1%	**	**
Female	*	100%	24.2%	37%	56.8%	24.2%		
Male	*	100%	21.3%	29.2%	46%	21.3%		
Non-binary/undesignated gender	*	*	*	*	62.5%	*		
Economically Disadvantaged Students	130	100%	14.6%	23.9%	33.4%	14.6%	41.4%	Not Met
Non-Economically Disadvantaged Students	69	100%	37.7%	43%	61.3%	37.7%		
Students with Disabilities	47	100%	10.6%	13.4%	19.2%	10.6%	30.4%	Not Met
Students without Disabilities	152	100%	26.3%	39.3%	58.3%	26.3%		
English Learners	23	100%	21.7%	12.2%	23.9%	21.7%	38.9%	Not Met
Non-English Learners	176	100%	22.7%	34.7%	54.7%	22.7%		
Homeless Students	*	*	*	12.5%	23.2%	*		
Students in Foster Care	*	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	50%	49.2%	*		
Migrant Students	*	*	*	*	15.9%	*		

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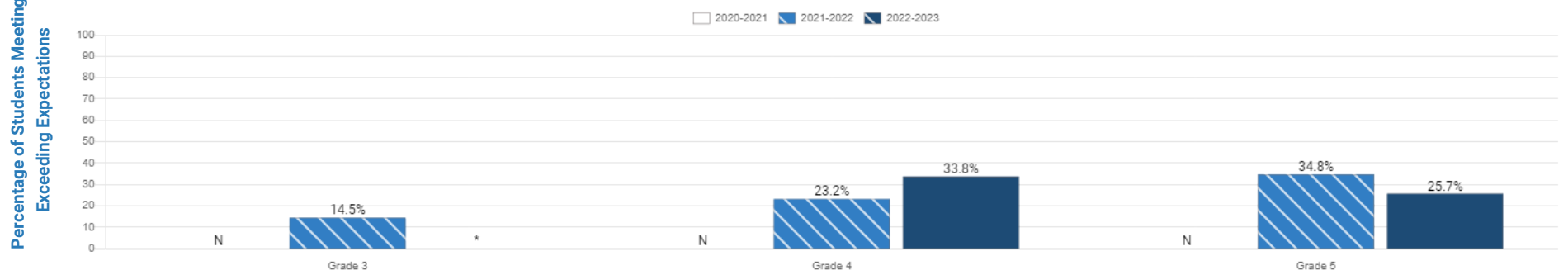
Academic Achievement

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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

Legend: 2020-2021 | 2021-2022 | 2022-2023

Grade	2020-2021	2021-2022	2022-2023
Grade 3	N	14.5%	*
Grade 4	N	23.2%	33.8%
Grade 5	N	34.8%	25.7%

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English Language Arts Assessment - Performance By Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	58	700	719	739	*	*	*	*	*	*	42%
White	*	*	736	749	*	*	*	*	*	*	51%
Hispanic	18	700	720	723	50%	22%	17%	11%	0%	11%	27%
Black or African American	27	695	709	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	69%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	52%
Two or More Races	*	*	709	749	*	*	*	*	*	*	51%
Female	*	704	723	744	42%	27%	19%	12%	0%	12%	47%
Male	*	697	716	734	*	*	*	*	*	*	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	37	695	709	719	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	21	709	731	751	33%	43%	10%	14%	0%	14%	53%
Students with Disabilities	14	680	699	709	*	*	*	*	*	*	18%
Students without Disabilities	44	707	726	745	*	*	*	*	*	*	47%
English Learners	*	*	706	703	*	*	*	*	*	*	12%
Non-English Learners	*	702	720	743	*	*	*	*	*	*	46%
Homeless Students	*	*	*	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	*	701	*	*	*	*	*	*	14%

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English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	65	730	734	748	20%	17%	29%	34%	0%	34%	51%
White	10	746	749	758	0%	20%	20%	60%	0%	60%	62%
Hispanic	16	722	725	734	25%	13%	38%	25%	0%	25%	36%
Black or African American	36	730	731	733	25%	14%	31%	31%	0%	31%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	722	757	*	*	*	*	*	*	60%
Female	*	730	734	752	18%	24%	21%	36%	0%	36%	55%
Male	*	731	733	745	22%	9%	38%	31%	0%	31%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	45	728	728	731	18%	20%	38%	24%	0%	24%	32%
Non-Economically Disadvantaged Students	20	736	740	759	25%	10%	10%	55%	0%	55%	63%
Students with Disabilities	10	710	712	720	50%	20%	20%	10%	0%	10%	22%
Students without Disabilities	55	734	739	755	15%	16%	31%	38%	0%	38%	58%
English Learners	10	710	708	712	30%	20%	40%	10%	0%	10%	14%
Non-English Learners	55	734	736	752	18%	16%	27%	38%	0%	38%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	*	697	*	*	*	*	*	*	15%

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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English Language Arts Assessment - Performance By Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	70	732	732	750	17%	20%	37%	24%	1%	26%	53%
White	*	*	738	759	*	*	*	*	*	*	64%
Hispanic	16	737	729	736	13%	13%	38%	38%	0%	38%	39%
Black or African American	42	731	730	733	14%	26%	40%	17%	2%	19%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	724	759	*	*	*	*	*	*	62%
Female	*	733	736	755	22%	16%	38%	22%	3%	25%	58%
Male	*	731	729	745	13%	24%	37%	26%	0%	26%	48%
Non-binary/undesignated gender	*	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	46	727	726	732	17%	26%	41%	13%	2%	15%	34%
Non-Economically Disadvantaged Students	24	740	738	761	17%	8%	29%	46%	0%	46%	65%
Students with Disabilities	16	710	709	720	44%	31%	13%	13%	0%	13%	20%
Students without Disabilities	54	738	737	756	9%	17%	44%	28%	2%	30%	60%
English Learners	*	*	708	707	*	*	*	*	*	*	*
Non-English Learners	*	733	734	754	16%	21%	36%	25%	1%	27%	57%
Homeless Students	*	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	*	717	*	*	*	*	*	*	29%

NJ SCHOOL PERFORMANCE REPORT

Report Key:
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N No Data is available to display
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Academic Achievement

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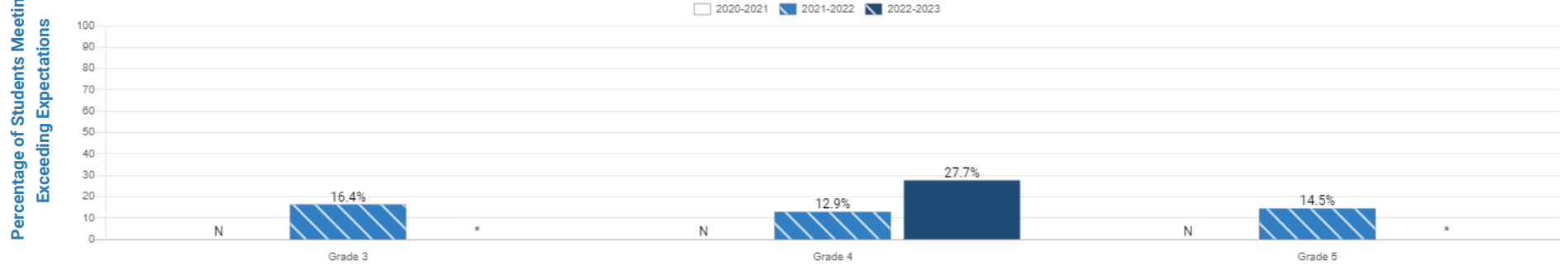
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	200	99.5%	16%	22.7%	38.2%	16%	47.3%	Not Met
White	20	100%	20%	40.6%	48.7%	20%	45.9%	Not Met
Hispanic	50	100%	14%	18.7%	22.2%	14%	51.8%	Not Met
Black or African American	112	99.1%	15.2%	15.1%	17.9%	15.2%	44.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	45%	73.1%	*	**	**
American Indian or Alaska Native	*	*	*	*	40.1%	*	**	**
Two or More Races	13	100%	23.1%	18%	46.4%	23.1%	**	**
Female	*	100%	<10%	19.9%	36.5%	<10%		
Male	*	99.1%	21.1%	25.1%	39.9%	21.1%		
Non-binary/undesignated gender	*	*	*	*	36.8%	*		
Economically Disadvantaged Students	131	100%	13.7%	16.3%	19.5%	13.7%	39.9%	Not Met
Non-Economically Disadvantaged Students	69	98.6%	20.3%	29.9%	48.8%	20.3%		
Students with Disabilities	47	100%	12.8%	12.7%	15.7%	12.8%	26.2%	Not Met
Students without Disabilities	153	99.4%	17%	25.9%	43%	17%		
English Learners	24	100%	12.5%	12%	18.1%	12.5%	58.7%	Not Met
Non-English Learners	176	99.4%	16.5%	23.6%	41%	16.5%		
Homeless Students	*	*	*	<10%	11.9%	*		
Students in Foster Care	*	*	*	*	<10%	*		
Military-Connected Students	*	*	*	38.5%	37.3%	*		
Migrant Students	*	*	*	*	12.7%	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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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 New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 and 2022-23 data for Geometry and Algebra II may not be comparable to data from 2018-19.

Legend: 2020-2021, 2021-2022, 2022-2023

Percentage of Students Meeting/Exceeding Expectations

Grade	2020-2021	2021-2022	2022-2023
Grade 3	N	16.4%	*
Grade 4	N	12.9%	27.7%
Grade 5	N	14.5%	*

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

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Mathematics Assessment - Performance By Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	60	708	730	745	*	*	*	*	*	*	46%
White	*	*	750	756	*	*	*	*	*	*	58%
Hispanic	18	709	729	731	*	*	*	*	*	*	29%
Black or African American	29	700	719	725	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	57%
Two or More Races	*	*	724	753	*	*	*	*	*	*	53%
Female	*	709	729	743	*	*	*	*	*	*	44%
Male	*	707	731	747	*	*	*	*	*	*	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	39	702	719	727	*	*	*	*	*	*	26%
Non-Economically Disadvantaged Students	21	720	742	756	33%	24%	24%	19%	0%	19%	58%
Students with Disabilities	14	691	720	724	*	*	*	*	*	*	24%
Students without Disabilities	46	714	734	750	41%	20%	28%	11%	0%	11%	50%
English Learners	*	*	721	721	*	*	*	*	*	*	20%
Non-English Learners	*	711	731	749	*	*	*	*	*	*	50%
Homeless Students	*	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	728	*	*	*	*	*	*	25%

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Mathematics Assessment - Performance By Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	65	731	732	743	12%	25%	35%	28%	0%	28%	44%
White	10	738	745	754	10%	0%	60%	30%	0%	30%	57%
Hispanic	16	734	728	729	13%	19%	38%	31%	0%	31%	27%
Black or African American	36	727	727	723	14%	33%	28%	25%	0%	25%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	49%
Two or More Races	*	*	730	751	*	*	*	*	*	*	54%
Female	*	725	728	741	18%	24%	39%	18%	0%	18%	42%
Male	*	737	737	745	6%	25%	31%	38%	0%	38%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	45	730	730	725	13%	22%	40%	24%	0%	24%	24%
Non-Economically Disadvantaged Students	20	733	735	754	10%	30%	25%	35%	0%	35%	57%
Students with Disabilities	10	713	713	720	30%	40%	10%	20%	0%	20%	21%
Students without Disabilities	55	734	737	748	9%	22%	40%	29%	0%	29%	49%
English Learners	10	718	718	716	30%	20%	40%	10%	0%	10%	14%
Non-English Learners	55	733	734	747	9%	25%	35%	31%	0%	31%	48%
Homeless Students	*	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	*	712	*	*	*	*	*	*	21%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	70	714	727	740	*	*	*	*	*	*	40%
White	*	*	735	750	*	*	*	*	*	*	52%
Hispanic	16	717	725	726	*	*	*	*	*	*	23%
Black or African American	42	711	721	720	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	745	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	42%
Two or More Races	*	*	727	749	*	*	*	*	*	*	50%
Female	*	709	725	739	*	*	*	*	*	*	38%
Male	*	718	728	741	16%	53%	18%	13%	0%	13%	42%
Non-binary/undesignated gender	*	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	46	715	720	723	20%	50%	20%	11%	0%	11%	19%
Non-Economically Disadvantaged Students	24	713	733	751	*	*	*	*	*	*	52%
Students with Disabilities	16	708	717	719	*	*	*	*	*	*	17%
Students without Disabilities	54	716	729	745	*	*	*	*	*	*	45%
English Learners	*	*	703	711	*	*	*	*	*	*	*
Non-English Learners	*	715	728	743	*	*	*	*	*	*	43%
Homeless Students	*	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	*	713	*	*	*	*	*	*	21%

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N No Data is available to display
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Academic Achievement

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

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

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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 Assessment for English language proficiency and the percentage of students tested who 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.

For additional data showing both the number and percentage of students with an overall score of 4.5 or above, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	31	>90%	<10%
3-4	*	*	*
5 or more	*	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	53.3%	45.5%	Met Target

† Target was met within a confidence interval.

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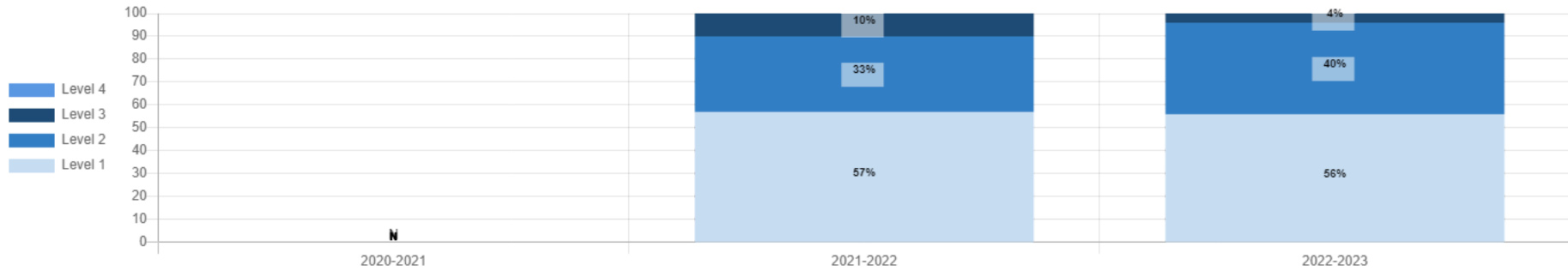
Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

NJ SCHOOL PERFORMANCE REPORT

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Academic Achievement

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For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56%	40%	4%	0%
White	*	*	*	*
Hispanic	50%	44%	6%	0%
Black or African American	62%	33%	5%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	56%	38%	6%	0%
Male	55%	42%	3%	0%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	63%	33%	4%	0%
Non-Economically Disadvantaged Students	42%	54%	4%	0%
Students with Disabilities	71%	24%	6%	0%
Students without Disabilities	51%	45%	4%	0%
English Learners	*	*	*	*
Non-English Learners	55%	40%	4%	0%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Computer Science – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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
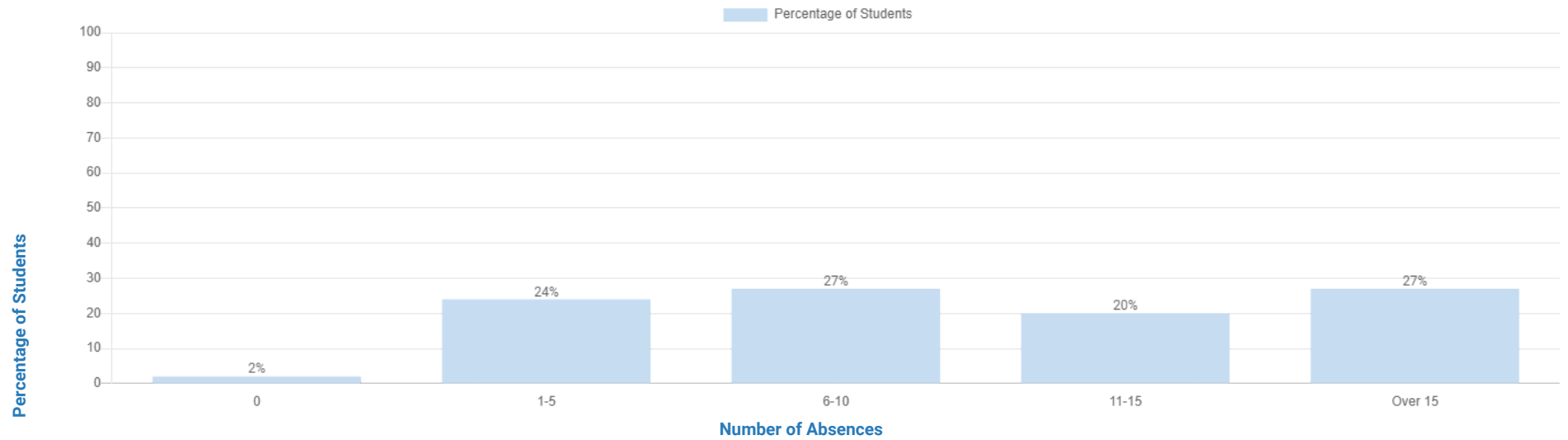† This indicates a table specific note,see note below table

Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

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 state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the school. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

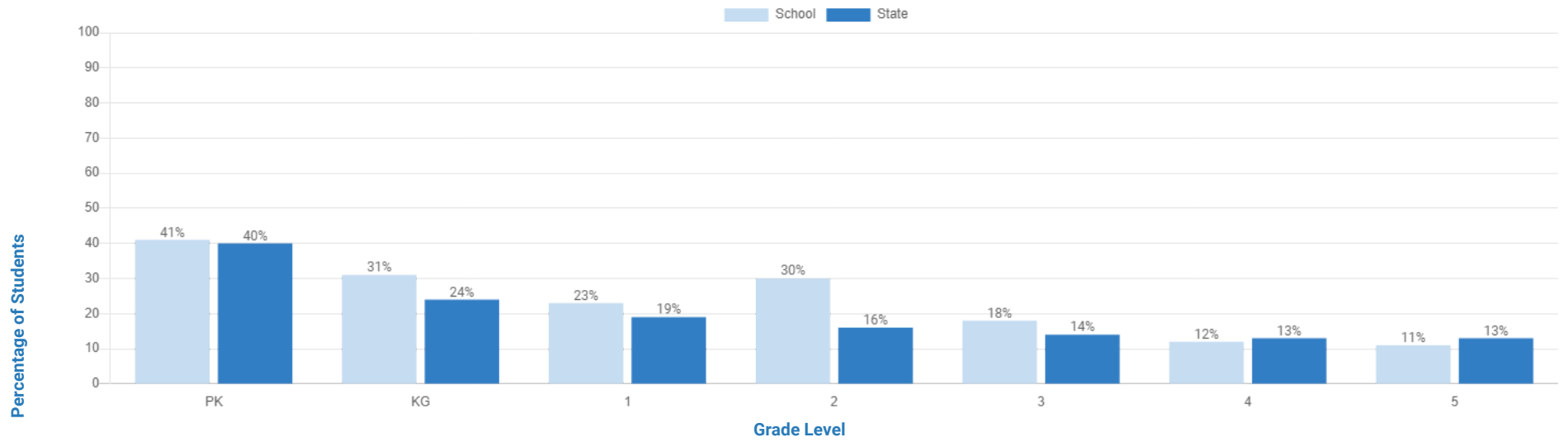| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	76	20.2%	16.6%	Not Met
White	6	18.2%	16.6%	Not Met
Hispanic	23	20.7%	16.6%	Not Met
Black or African American	37	18.4%	16.6%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	8	33.3%	16.6%	Not Met
Female	*	21.0%		
Male	*	19.6%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	55	21.5%	16.6%	Not Met
Students with Disabilities	26	29.2%	16.6%	Not Met
English Learners	9	19.6%	16.6%	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Days Absent

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

Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Chronic Absenteeism by Grade

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

Climate and Environment

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

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.07

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

Climate and Environment

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

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

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	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	20	5.4%
Out-of-School Suspensions	8	2.1%
Any Suspension	26	7.0%
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
14

Climate and Environment

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 grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAx survey and reflects data submitted as of October 2023, 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
2022-2023	1.5:1

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. Reports about student access to technology and internet connectivity can be found on the NJDOE website.

NJ SCHOOL PERFORMANCE REPORT

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the School Performance Staff page.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,882
Average years experience in public schools	11.9	12.5
Average years experience in district	10.3	11.3
Number of Teachers with 4 or more years experience in the district	31	88,415
Percentage of Teachers with 4 or more years experience in the district	70.5%	74.8%
Number of out-of-field teachers	0	2,811
Percentage of out-of-field teachers	0%	2.4%
Number of Teachers with Provisional Credentials	3	8,605
Percentage of Teachers with Provisional Credentials	6.8%	7.3%

Administrators – Experience

This table shows information about the experience of administrators assigned to this school and across the state.

Category	Admin. in School	Admin. in State
Total Number of administrators	2	9,952
Average years experience in public schools	21.0	16.1
Average years experience in district	11.5	12.5
Number of Administrators with 4 or more years experience in the district	2	7,675
Percentage of Administrators with 4 or more years experience in the district	100.0%	77.9%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	44	336	118,882
Administrators	2	22	9,952
Librarians/Media Specialists	1	5	1,194
Nurses	1	5	2,960
School Counselors	2	14	4,519
Child Study Team Members	3	31	9,367
School Psychologists	1	10	2,166
School Social Workers	1	10	2,654
Student Assistance Coordinators	N	2	381
School Safety Specialists	N	3	694

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

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	10:1
Students to Administrators	187:1	157:1
Teachers to Administrators	22:1	15:1
Students to Librarians/Media Specialists †	373:1	692:1
Students to Nurses †	373:1	692:1
Students to Counselors †	187:1	247:1
Students to Child Study Team Members †,††	25:1	25:1
Students to School Psychologists †	373:1	346:1
Students to School Social Workers †	373:1	346:1
Students to Student Assistance Coordinators †	N	1730:1
Students to School Safety Specialists †	N	1154:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.0%	80-90%	*	48.0%	77.0%	57.0%
Male	55.0%	10-20%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤10%	*	≤1%	≤1%	≤1%
White	9.4%	86.4%	50.0%	39.1%	82.2%	74.8%
Hispanic	30.0%	2.3%	0.0%	33.1%	8.3%	8.5%
Black or African American	52.0%	9.1%	50.0%	14.4%	6.3%	14.3%
Asian	1.9%	2.3%	0.0%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	6.7%	0.0%	0.0%	2.9%	0.2%	0.4%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
Teachers: All classroom teachers
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**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 47.7%
Admin N/A

Master's Degree

Teacher 52.3%
Admin 100.0%

Doctoral Degree
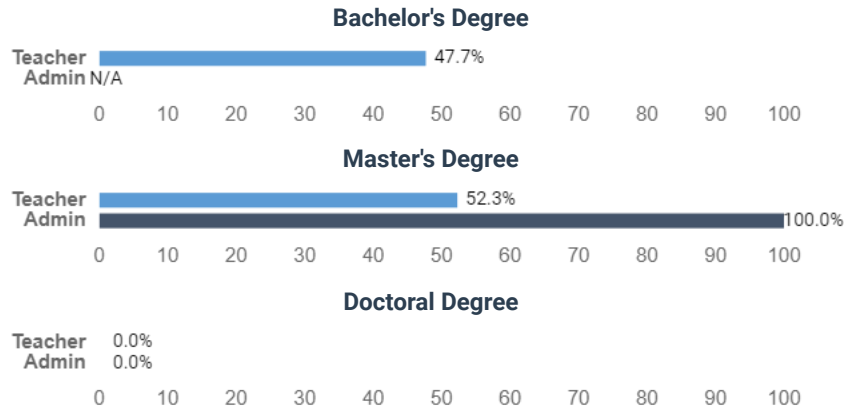
Teacher 0.0%
Admin 0.0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	87.0%	88.4%
2021-22 Administrators: Same district 2022-23	95.5%	86.6%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	32	>90%	≤10%	≤10%	84.4%	3.1%	9.4%	3.1%	0.0%	0.0%	0.0%	65.6%	50.0%	50.0%	0.0%
English/Language Arts/Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
English Speakers or Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Mathematics	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Science	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Social Studies/History	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
World Language	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Visual and Performing Arts	3	*	*	*	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Health/Physical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	9	*	*	*	88.9%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	44.4%	33.3%	66.7%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2022-23 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2022-23 School-Level Per Pupil Expenditures by Source

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Ewing Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$1,191	$19,319	$20,510	3,444.1
District Level Central Expenditures		$5,083	$5,083	3,444.1
Ewing High School	$753	$11,964	$12,717	1,082.7
Gilmore J Fisher Middle School	$1,041	$13,986	$15,027	782.6
Francis Lore Elementary School	$1,597	$16,421	$18,018	510.1
Parkway Elementary School	$2,215	$22,780	$24,995	367.9
William L Antheil Elementary School	$1,162	$11,951	$13,113	700.9
-				

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
    - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
    - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
    - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
    - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.
    - The fall 2023 identification is the first year that the NJDOE identified schools in this category.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
    - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the NJDOE accountability page

Important Note for 2022-23 Reports: The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

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† This indicates a table specific note,see note below table

Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE Accountability page includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2024-25 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

†This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Additional Targeted Support and Improvement.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

ELA and Math Proficiency: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth: For 2022-23, this data reflects median student growth percentiles (mSGPs).** For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2022-23: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Acountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		25.4%	22.6%
Math Proficiency		15.8%	16.0%
ELA Growth		38	44
Math Growth		4	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		45.8%	53.3%
Chronic Absenteeism	13.1%	17.2%	20.2%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

Accountability

Accountability Indicator Scores and Summative Ratings - 2022-23 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. 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. Title I schools with a summative score in the bottom 5% of Title I schools or any school 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 the NJDOE Accountability page.

ESSA Accountability Indicator	Score	Weight
ELA Proficiency Indicator Score	11.11	15.0%
Math Proficiency Indicator Score	14.04	15.0%
ELA Growth Indicator Score	28.08	20.0%
Math Growth Indicator Score	23.18	20.0%
4-Year Graduation Rate Indicator Score	N	N
5-Year Graduation Rate Indicator Score	N	N
Progress toward English Language Proficiency Indicator Score	79.33	20.0%
Chronic Absenteeism Indicator Score	23.85	10.0%
Summative Score	32.27	
Summative Rating	23.34	
Comprehensive Support: Overall Low Performing	No	
Comprehensive Support: Low Graduation Rate	No	

† Weights indicated by this symbol were adjusted due to data availablity.

††A modified summative score was calculated using only available data.

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Accountability

Accountability Summary by Student Group - 2022-23 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2022-23 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2021-22 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Not Met	Not Met	Met Standard	Met Standard	N	N	Met Target	Not Met	No
White	**	**	No	Not Met	Not Met	**	**	N	N		Not Met	No
Hispanic	25.67	11.64	No	Not Met	Not Met	Met Standard	Met Standard	N	N		Not Met	No
Black or African American	21.41	11.64	No	Not Met	Not Met	Met Standard	Not Met	N	N		Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	N	N		**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	N		**	No
Two or More Races	**	**	No	**	**	**	**	N	N		Not Met	No
Economically Disadvantaged Students	31.83	11.64	No	Not Met	Not Met	Met Standard	Met Standard	N	N		Not Met	No
Students with Disabilities	32.26	11.64	No	Not Met	Not Met	Not Met	Not Met	N	N		Not Met	No
English Learners	**	**	No	Not Met	Not Met	**	**	N	N	Met Target	Not Met	No

†Target was met within a confidence interval.

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district 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, NJ Standards-based Math, Next Generation Science Standards and Social Studies.
- Technology is a part of every school day with the use of Chromebooks, iPads, laptops, SMARTBoards and document cameras.

Mission, Vision, Theme:

At Parkway Elementary School, a home to 404 students and 70 staff members, we work as a team with our parents/guardians to build a sense of community and instill respect, readiness responsibility, and resourcefulness in students. We take pride in striving for excellence and engaging our students in active learning. At Parkway School, staff members are committed and dedicated to promoting the success of every child.

Awards, Recognition, Accomplishments:

In 2022 Parkway School Teacher Leigh Cline, Parkway School's Educator of the Year was selected as the 2022 Mercer County Educator of the Year. 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. Parkway School is also a Kindness Certified school.

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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 in clubs and activities such as, Percussion Ensemble, Performance Choir and Environmental STEM club.

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. 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.

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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.

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 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. Breakfast is offered and daily over 30 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.

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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 Family STEM/Coding Night to foster positive family interactions. Every year we partner with the Trenton Area Soup Kitchen to make bagged breakfasts, lunches and toiletry bags to donate to their clients.

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 District has placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Several district administrators along with School Security Coordinators have completed training by the DOE, Homeland Security and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Eight of these adaptive experts on school security protocol and crisis management are based in each of the district school campuses. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems to provide real-time information to law enforcement.

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Technology and STEM:

STEM design and process is integrated into Science and Math 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 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 District offers an acclaimed Integrated Preschool Program with a fully certified staff. Preschoolers who have disabilities and are entitled to specially designed instruction and related services will continue to receive programming according to their Individualized Education Program. The Ewing School District Integrated Preschool Program at Antheil, Lore, and Parkway Elementary Schools serve both typically developing and special needs children, three to five years of age. Our special needs children are placed in the program through eligibility criteria outlined in the NJ Administrative Code. The program will immerse children in a variety of language related activities, art and music activities, pre-readiness activities and hands-on activities that promote academic and emotional growth.

NJ SCHOOL PERFORMANCE REPORT

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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 enrichment activities are facilitated and organized by Parkway staff to offer additional opportunities for students to explore their special interests, develop talents and strengthen their academic foundations. With the use laptop computers, iPads, Chromebooks, Promethean Boards, SMARTBoards, SMARTeasels, SMART panels and document cameras the Parkway School teachers 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, and respectful. 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. Daily we incorporate a Morning Meeting into our morning routine as a way to help student begin the day centered and ready to learn. The students and staff of Parkway School have a strong commitment to community service on a local and global level and participate in projects monthly.