NJ SCHOOL PERFORMANCE REPORT

PARSONS
(23-3620-090)
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
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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	MIDDLESEX
District	NORTH BRUNSWICK TWP
Principal Name	MRS. WHALEN
Address	116 HOLLYWOOD STREET NORTH BRUNSWICK, NJ 08902
Phone Number	(732)289-3402
Email Address	DWHALEN@NBTSCHOOLS.ORG
Website	http://parsons.nbtschools.org
Facebook	https://www.facebook.com/pages/Parsons-Elementary-School/479109815532975
Twitter	https://twitter.com/parsonsschool

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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	0	0	0
KG	131	121	108
1	144	137	112
2	122	144	128
3	131	118	141
4	113	136	100
5	127	112	134
Total	769	768	723

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	48.9%	49.7%	49.5%
Male	51.1%	50.3%	50.5%
Economically Disadvantaged Students	50.8%	53.4%	58.4%
Students with Disabilities	11.1%	11.2%	12.6%
English Learners	8.2%	7.4%	8.9%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.4%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	10.4%	10.7%	9.8%
Hispanic	45.6%	45.7%	49.7%
Black or African American	14.7%	15.4%	16.2%
Asian	26.7%	25.8%	21.3%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.4%	0.7%
Two or More Races	2.2%	1.8%	2.1%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	131	121	108

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	53.3%
Spanish	33.7%
Telugu	3.6%
Urdu	1.9%
Arabic	1.5%
Other Languages	5.9%

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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	37.5	55	50	Not Met	58	52	50	Met Standard
White	44.5	57	50	Met Standard	53	53.5	51	Met Standard
Hispanic	34	50	49	Not Met	47	51	48	Met Standard
Black or African American	37	52	44	Not Met	62	45	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	53.5	63	61	Met Standard	63	61	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	44	49	**	*	52	51	**
Economically Disadvantaged	34	50	48	Not Met	59	51	47	Met Standard
Students with Disabilities	36	38	41	Not Met	58	46	43	Met Standard
English Learners	34.5	52.5	54	Not Met	61	48.5	51	Exceeds Standard

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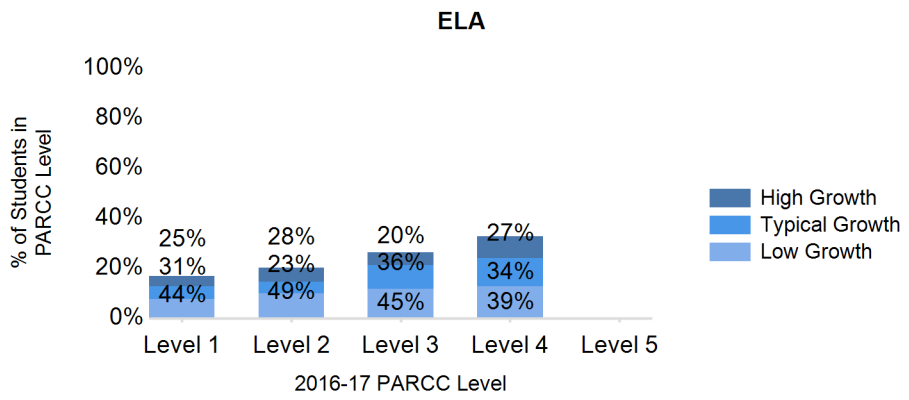
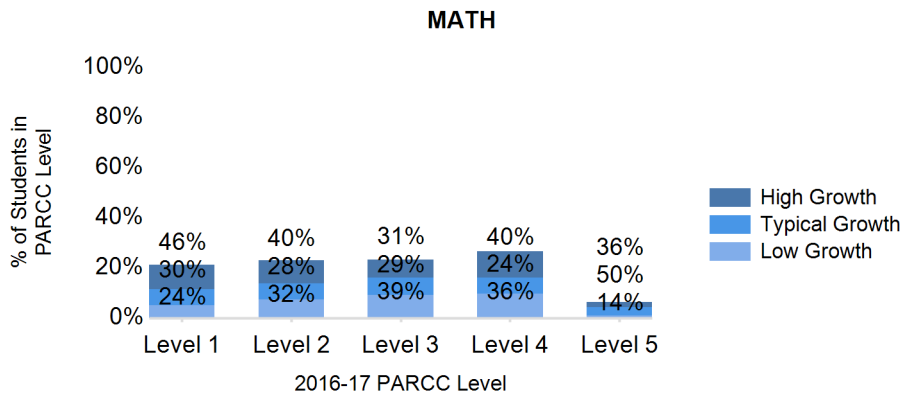
Student Growth by Performance Level

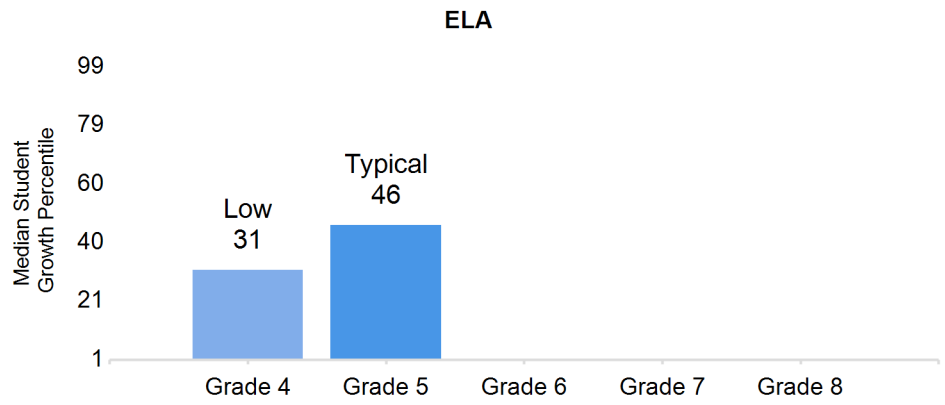
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

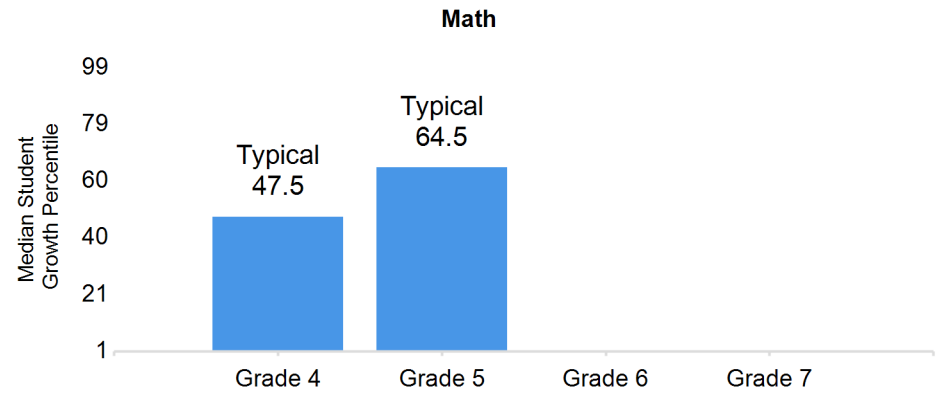




Student Growth by Grade

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	356	97.6	35.9	50.0	56.7	35.9	40.9	Not Met
White	36	100.0	27.8	59.8	65.6	27.8	47.7	Not Met
Hispanic	183	98.4	23.5	33.9	42.5	23.5	22.6	Met Target
Black or African American	60	96.8	31.6	37.3	37.3	31.6	32.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	69	97.3	78.3	78.7	82.3	78.3	74.5	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	191	98.5	38.2	58.4	64.5	38.2		
Male	165	96.6	33.3	42.0	49.4	33.3		
Economically Disadvantaged Students	214	97.3	20.5	31.5	38.5	20.5	21.8	Met Target†
Non-Economically Disadvantaged Students	142	98.0	59.2	63.4	67.5	59.2		
Students with Disabilities	45	95.9	*	12.9	21.6	*	22	Not Met
Students without Disabilities	311	97.9	*	55.4	63.9	*		
English Learners	40	100.0	12.5	*	27.3	12.5	10.4	Met Target
Non-English Learners	316	97.3	38.9	*	59.4	38.9		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	137	727	741	750	33%	19%	15%	*	*	34%	52%
White	*	*	752	759	*	*	*	*	*	*	61%
Hispanic	78	713	723	736	45%	21%	14%	21%	0%	21%	38%
Black or African American	21	737	737	733	*	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	24	772	771	777	*	*	*	*	*	83%	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	70	729	745	756	39%	*	*	*	*	34%	57%
Male	67	724	736	744	27%	*	*	*	*	33%	46%
Economically Disadvantaged Students	90	713	723	733	*	*	*	*	*	17%	34%
Non-Economically Disadvantaged Students	47	754	758	762	*	*	*	*	*	66%	64%
Students with Disabilities	13	685	697	719	*	*	*	*	*	*	24%
Students without Disabilities	124	731	746	756	*	*	*	*	*	*	57%
English Learners	12	694	697	712	*	*	*	*	*	*	15%
Non-English Learners	125	730	744	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	733	747	756	22%	17%	27%	*	*	35%	58%
White	15	737	755	764	*	*	*	*	*	20%	68%
Hispanic	51	724	731	744	25%	22%	27%	*	*	25%	44%
Black or African American	14	728	736	739	*	*	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	21	756	*	782	*	*	*	*	*	71%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	756	763	N	N	N	N	N	N	63%
Female	51	734	751	762	*	*	29%	*	*	31%	63%
Male	50	732	743	751	*	*	24%	*	*	38%	53%
Economically Disadvantaged Students	58	722	730	740	*	*	28%	*	*	19%	40%
Non-Economically Disadvantaged Students	43	748	758	767	*	*	26%	*	*	56%	70%
Students with Disabilities	17	695	705	726	*	*	*	*	*	*	25%
Students without Disabilities	84	741	754	762	*	*	*	*	*	*	64%
English Learners	*	*	717	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	749	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	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	127	739	746	755	13%	23%	24%	*	*	40%	58%
White	*	*	753	763	*	*	*	*	*	*	68%
Hispanic	60	728	731	743	18%	30%	27%	25%	0%	25%	43%
Black or African American	26	731	*	738	*	*	*	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	26	769	770	780	0%	*	*	*	*	81%	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	71	744	752	762	*	*	18%	*	*	48%	66%
Male	56	733	740	749	*	*	32%	*	*	30%	51%
Economically Disadvantaged Students	71	727	731	739	*	*	25%	*	*	25%	39%
Non-Economically Disadvantaged Students	56	755	757	766	*	*	23%	*	*	59%	71%
Students with Disabilities	15	698	711	724	*	*	*	*	*	*	22%
Students without Disabilities	112	745	751	762	*	*	*	*	*	*	65%
English Learners	*	*	710	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	747	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	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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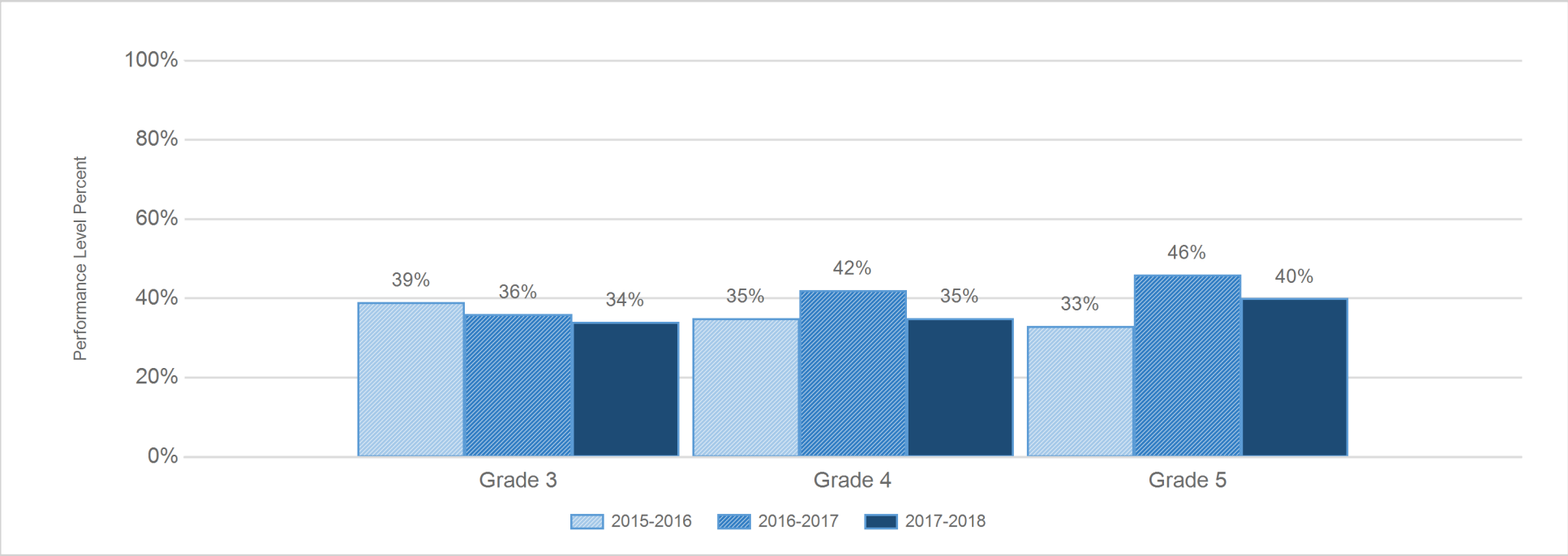
English Language Arts/Literacy Assessment - Performance Trends

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	361	97.9	34.9	39.1	45.0	34.9	44.4	Not Met
White	36	100.0	25.0	*	54.1	25.0	45.1	Not Met
Hispanic	187	98.5	23.5	23.5	29.2	23.5	25.3	Met Target†
Black or African American	61	98.4	27.9	*	23.4	27.9	27.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	69	97.3	78.3	71.1	77.0	78.3	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	192	98.5	32.3	40.3	46.0	32.3		
Male	169	97.3	37.9	38.1	43.9	37.9		
Economically Disadvantaged Students	217	97.8	18.0	20.2	26.6	18.0	24.3	Not Met
Non-Economically Disadvantaged Students	144	98.1	60.5	52.8	55.9	60.5		
Students with Disabilities	46	98.0	*	10.1	17.1	*	22	Not Met
Students without Disabilities	315	97.9	*	43.2	50.5	*		
English Learners	44	100.0	18.2	13.6	24.6	18.2	19.2	Met Target†
Non-English Learners	317	97.6	37.2	41.5	46.9	37.2		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
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	139	736	746	752	14%	29%	22%	24%	11%	35%	53%
White	*	*	757	760	*	*	*	*	*	*	64%
Hispanic	80	723	729	739	20%	34%	26%	*	*	20%	38%
Black or African American	21	740	740	734	*	*	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	24	782	779	780	0%	0%	*	*	*	92%	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	71	735	746	752	14%	35%	20%	*	*	31%	53%
Male	68	737	746	751	15%	22%	24%	*	*	40%	53%
Economically Disadvantaged Students	90	724	729	736	*	*	*	*	*	20%	35%
Non-Economically Disadvantaged Students	49	759	762	762	*	*	*	*	*	63%	66%
Students with Disabilities	13	696	711	730	*	*	*	*	*	*	29%
Students without Disabilities	126	740	750	756	*	*	*	*	*	*	57%
English Learners	14	716	714	726	*	*	*	*	*	*	23%
Non-English Learners	125	739	748	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

PARSONS
(23-3620-090)
Grades Offered: PK-05
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	732	747	748	22%	25%	25%	*	*	29%	49%
White	15	730	751	755	*	*	*	*	*	27%	60%
Hispanic	52	723	735	737	27%	31%	19%	23%	0%	23%	34%
Black or African American	14	730	733	730	*	*	*	*	*	21%	27%
Asian, Native Hawaiian, or Pacific Islander	21	756	*	774	*	*	*	*	*	52%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	754	752	N	N	N	N	N	N	55%
Female	51	730	746	748	*	29%	*	*	*	22%	50%
Male	51	734	748	748	*	20%	*	*	*	37%	49%
Economically Disadvantaged Students	59	718	731	733	*	*	*	*	*	10%	30%
Non-Economically Disadvantaged Students	43	750	758	758	*	*	*	*	*	56%	62%
Students with Disabilities	17	695	711	725	*	*	*	*	*	*	22%
Students without Disabilities	85	739	753	753	*	*	*	*	*	*	55%
English Learners	*	*	718	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	749	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	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

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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	130	740	744	748	9%	25%	26%	31%	8%	39%	49%
White	*	*	753	756	*	*	*	*	*	*	60%
Hispanic	62	730	729	736	*	29%	31%	*	*	27%	32%
Black or African American	27	729	*	730	*	48%	*	*	*	22%	26%
Asian, Native Hawaiian, or Pacific Islander	26	775	771	777	*	0%	*	*	*	88%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	72	743	746	749	*	28%	24%	*	*	42%	50%
Male	58	736	743	747	*	22%	29%	*	*	36%	48%
Economically Disadvantaged Students	73	727	729	733	*	*	29%	*	*	21%	29%
Non-Economically Disadvantaged Students	57	757	756	758	*	*	23%	*	*	63%	62%
Students with Disabilities	16	712	720	726	*	*	*	*	*	*	20%
Students without Disabilities	114	744	748	752	*	*	*	*	*	*	55%
English Learners	*	*	718	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	746	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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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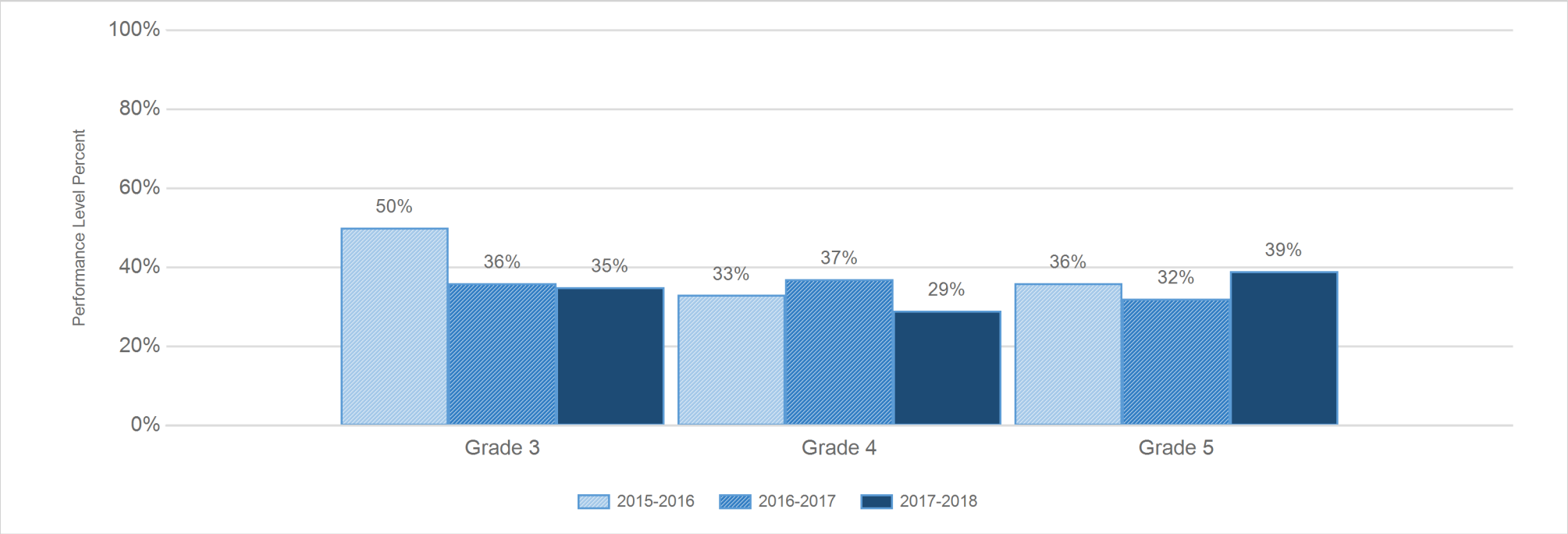
Mathematics Assessment – Performance Trends

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	*	*
4	N	N
5	N	N

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	37.8%	60.7%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	37	86.5%	13.5%
3-4	13	*	*
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.

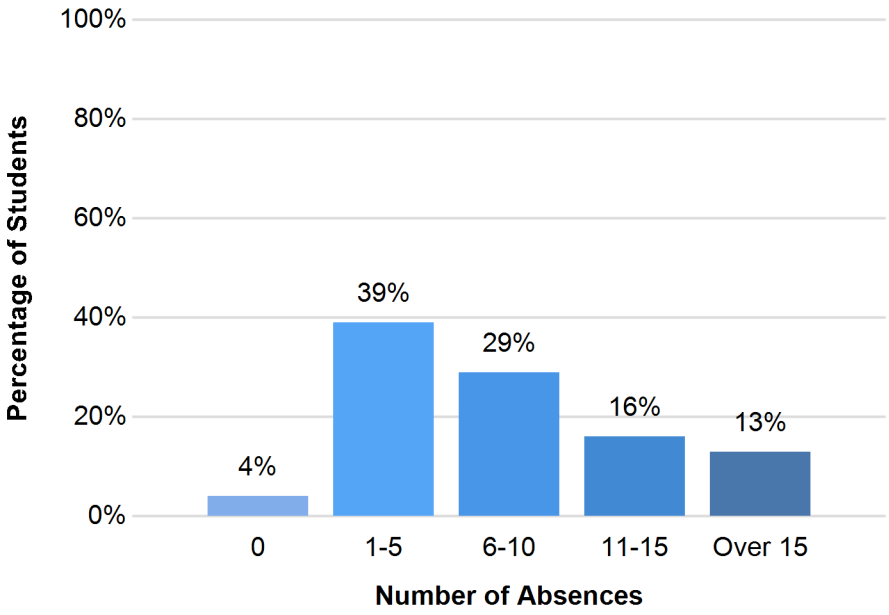
Chronic Absenteeism

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	69	9.5	8.9	Not Met
White	6	8.5	8.9	Met
Hispanic	33	9.2	8.9	Not Met
Black or African American	13	11.1	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	10.3	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	39	9.3	8.9	Not Met
Students with Disabilities	16	17.4	8.9	Not Met
English Learners	5	7.8	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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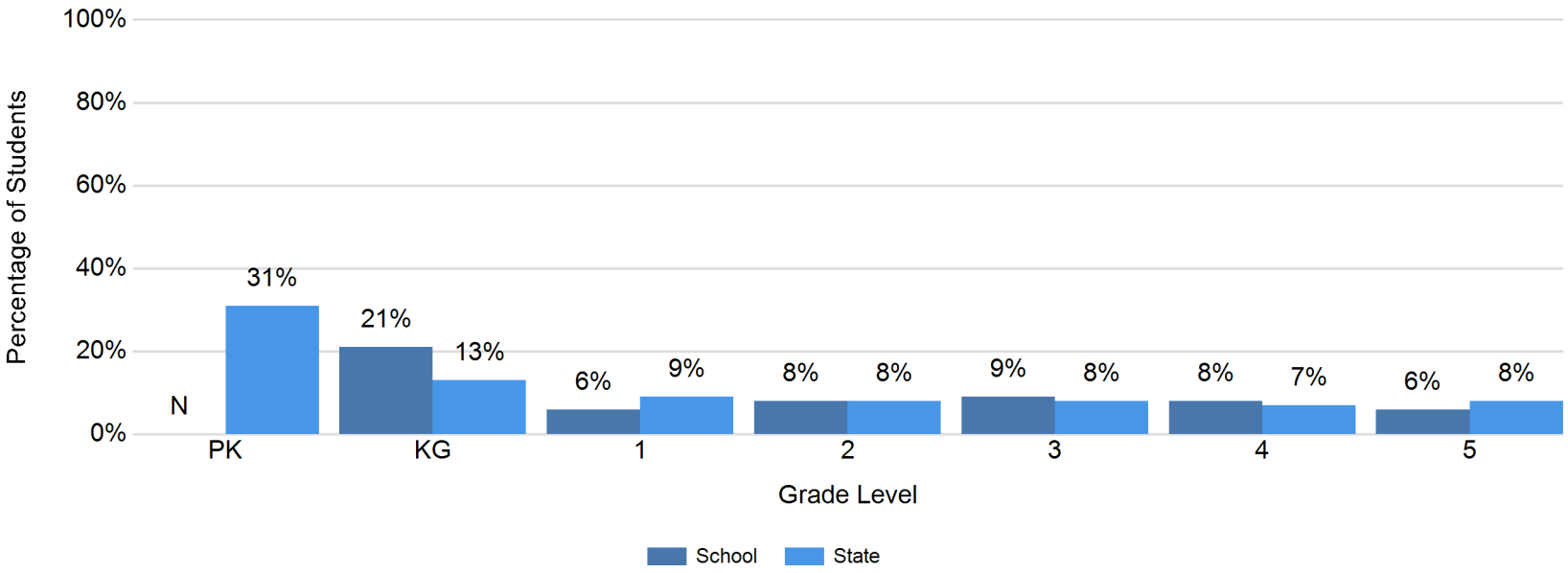
Chronic Absenteeism by Grade

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	7
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.11

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	11	1.5%
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
23

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$455	$13,272	$13,727

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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	65	117,464
Average years experience in public schools	10.5	12.0
Average years experience in district	9.7	10.7
Teachers in district for 4 or more years	74.6%	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	43	9,374
Average years experience in public schools	12.9	16.0
Average years experience in district	10.9	12.0
Administrators in district for 4 or more years	74.4%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	362:1	139:1
Teachers to Administrators	33:1	12:1
Students to Librarians/Media Specialists		996:1
Students to Nurses		996:1
Students to Counselors		398:1
Students to Child Study Team		374:1

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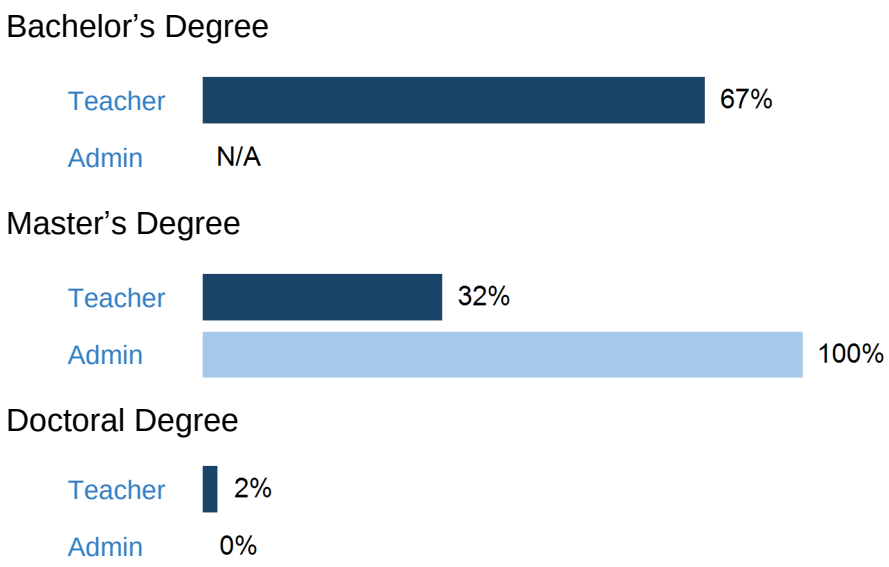
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.8%

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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	93.8%	100.0%
Male	6.2%	0.0%
White	89.2%	50.0%
Hispanic	1.5%	50.0%
Black or African American	4.6%	0.0%
Asian	4.6%	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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PARSONS
(23-3620-090)
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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	10.78	15.0%
Mathematics Proficiency	19.49	15.0%
English Language Arts Growth	11.55	20.0%
Mathematics Growth	76.38	20.0%
Progress Towards English Language Proficiency	13.83	20.0%
Chronic Absenteeism	31.47	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	28.04	n/a
Summative Rating: Percentile Rank of Summative Score	16.29	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	Not Met	Not Met	Not Met	Met Standard	Not Met	Not Met	No
White	26.10	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	26.76	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	55.61	14.08	No	Met Target†	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	34.42	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	38.86	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	36.14	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	32.73	14.08	No	Met Target	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	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:	• Our curriculum includes Everyday Math, Balanced Literacy, hands on explorations in Science, Social Studies, Art, Music, Library, World Language and Physical Education • At Parsons school we have a modern state-of-art computer lab, networked computers in every classroom and 1:1 technology in grades 4-5 to prepare future ready students • Achieve ELA and Morning Math Intervention and Enrichment, Gate, Math Olympiad, Explore Enrichment programs, Robotics and Parsons Pride and Chess club
Mission, Vision, Theme:	The mission of the North Brunswick School District, in partnership with the community, is to educate, inspire and empower our students to meet challenges and achieve success. Paramount, is a safe and secure environment, a belief in high expectations and providing an exceptional education utilizing a challenging and differentiated curriculum. The education of all children is the collaborative responsibility of the home, school and community
Awards, Recognition, Accomplishments:	Parsons prides itself on celebrating student success. Each marking period students are recognized for best effort and outstanding character. Most improved students were recognized at a Somerset Patriot Game.

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Courses, Curriculum, Instruction:	In ELA we utilize the Readers and Writers workshop model which includes reading, writing and language. The Everyday Math program utilizes a hands-on experiential approach to help children understand mathematical concepts. Our Science literacy program utilizes hands-on explorations, which provide a framework for standards-driven learning goals and student-centered instruction. Our teachers utilize differentiated instruction to meet the needs of invidual learners. GATE, our program for gifted and talented students, offers challenging supplemental activities after school.
Clubs and Activities:	At Parsons school our students participate in a variety of activities including, Student Council, Peer Mediators and Safety Patrols. Students also participate in Achieve, Explore, Robotics, Gate, Math Olympiad, Chess and the National Spelling Bee.

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Before and After School Programs:	We offer before and after school intervention and enrichment programs including Achieve-ELA, Morning Math, GATE, Math Olympiad, Explore, Robotics and Chess. We also offer Parson's Pride whose mission is to provide students an opportunity to succeed by developing school relationships that will increase their self esteem, help foster stronger grades and provide a friendly atmosphere that will develop positive relationships here at Parsons School. We have a partnership with Point Church to provide a homework helpers club.
Staff and Professional Learning:	ELA, Math and Special Education coaches provide ongoing professional development and support to help differentiate instruction to meet the needs of all learners. Faculty meetings focused on guided reading and strategy groups to improve delivery of instruction. Weekly Professional Learning Communities met to analyze data to purposely meet the needs of our subgroups (ED,SE, ELL). Staff participated in professional development focused on the Connected Action Roadmap framework to examine standards, create assessments and design instruction.

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Student Supports and Services:	Classroom support models include but are not limited to, co-teaching, resource room, and self-contained classrooms. Our ELL population is supported by ELL specialists through push in and pull out programs. Students with disabilities are supported through our CST, behaviorist and counselor to provide an educational program in a least restrictive environment. Intervention and Referral Services team through a collaborative effort assists teachers, parents and students with learning and behavioral issues. Academic Support in ELA/Math provides intervention and enrichment to identified students. In addition, students and staff are supported by an ELA coach a Math coach and a Special Education Coach.
Student Health and Wellness:	We offer a breakfast and lunch program at our school. Teachers promote healthy snacks in the classroom. Students participate in physical education class twice a week and recess daily. Our school nurse provides health resources to families.Our school nurse provides screening in: vision, hearing, height, weight and scoliosis. Health assessments and wellness promotion are are performed and many resources are provided to meet the needs of our families. We also have a partnership with Catholic Charities to provide services and resources for families.
Parent and Community Involvement:	PTO provides activities for students and staff including Back to School Night and kindergarten orientation. They support bookfairs, teacher appreciation week, holiday shop, 5th grade send off, assemblies and class trips. Parents are an integral component in the fabric of our school and lend their expertise to enrich our schoolwide experiences. We have a partnership with our local police department for the Adopt a Cop program and our local fire department for fire safety programs. We have partnerships with Catholic Charities and Point Church. Parent portal available through Genesis is used for home/school communication. Our monthly newsletter and Grade level websites provide parents with up to date information about what is going on in our school community and their participation is always welcomed and encouraged.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The NJ School Climate Survey is administered annually to all staff, parents and students in grades 3-5. As a result of the responses our school climate team in collaboration with our staff developed schoolwide goals to meet the academic, social and emotional needs of our school community. Feedback data demonstrated that parents respect staff and feel informed and welcomed in our school; our student responses demonstrated a strong home school connection and our staff feel that they and our students are safe and protected in our school.
Facilities:	Parsons School, nestled in the corner of beautiful Babbage Park, serves 700 students from Kindergarten through Grade 5. Our building has been in existence for 51 years and has had significant additions and renovations. Our school includes a library, computer lab, two music rooms, cafeteria, gymnasium and many classrooms. All instructional classrooms have air conditioning as well as smartboards. Multiple playgrounds are available for students as well as our courtyard, greenhouse and certified habitat.
School Safety:	Student and staff safety is a priority in the disctrict therefore Parsons has a secure area for guest visitors to be vetterd prior to being admitted in the building. We have a full time Class III officer and two full time building security aides. Parsons benefits from a floating RPO in the evening to cover school sponsored activities. School safety and security is our priority.

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Technology and STEM:	Technology is integrated throughout the curriculum both in the use of specific software (Letterland, iStation, ConnectED McGraw Hill, Discovery Science Techbook) and in the sense that students have access to digital materials and resources. Students are taught more targeted skills during technology class where they learn about Digital Citizenship, keyboarding skills, computer coding, and Lego Robotics.

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Other Information:	Our students come from every continent, from scores of different countries, and from every ethnic and religious group. Our students are also diverse in their needs, abilities and interests. We believe we derive the strength of our educational program from this diversity. We have developed programs to help insure the success of all of our students. We have a highly dedicated staff that care deeply for our students. We at Parsons school are a family and we each have a significant role in developing our students into positive role models and good citizens within their community. We pride ourselves in working together to meet the unique and varied needs of every child in every classroom every day at Parsons School.