NJ SCHOOL PERFORMANCE REPORT

JAMES MADISON PRIMARY SCHOOL
(23-1290-092)
Grades Offered: PK-02
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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	EDISON TWP
Principal Name	MICHAEL SEILER
Address	840 NEW DOVER ROAD EDISON, NJ 08820
Phone Number	(732)452-2990
Email Address	MICHAEL.SEILER@EDISON.K12.NJ.US
Website	https://www.edison.k12.nj.us/Domain/16

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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	22	46
KG	150	136	158
1	211	200	200
2	220	210	214
Total	581	568	618

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	42.5%	42.4%	44.3%
Male	57.5%	57.6%	55.7%
Economically Disadvantaged Students	9.0%	10.6%	9.4%
Students with Disabilities	10.2%	11.4%	14.4%
English Learners	8.3%	9.9%	11.0%
Homeless Students		4.2%	2.8%
Students in Foster Care		0.2%	0.0%
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	5.5%	4.9%	4.5%
Hispanic	2.9%	3.7%	4.0%
Black or African American	4.6%	4.0%	4.4%
Asian	85.5%	85.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%
American Indian or Alaska Native	0.3%	0.5%	1.1%
Two or More Races	1.0%	1.6%	1.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	22	23
PK - Full Day	0	0	23
KG - Half Day	135	130	158
KG - Full Day	15	6	0

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	27.7%
Telugu	14.2%
Hindi	13.8%
Gujarati	9.7%
Tamil	8.3%
Other Languages	26.4%

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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	80.8%	60.7%	Exceeds Target

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	62	80.6%	19.4%
3-4	*	*	*
5 or more	N	N	N

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

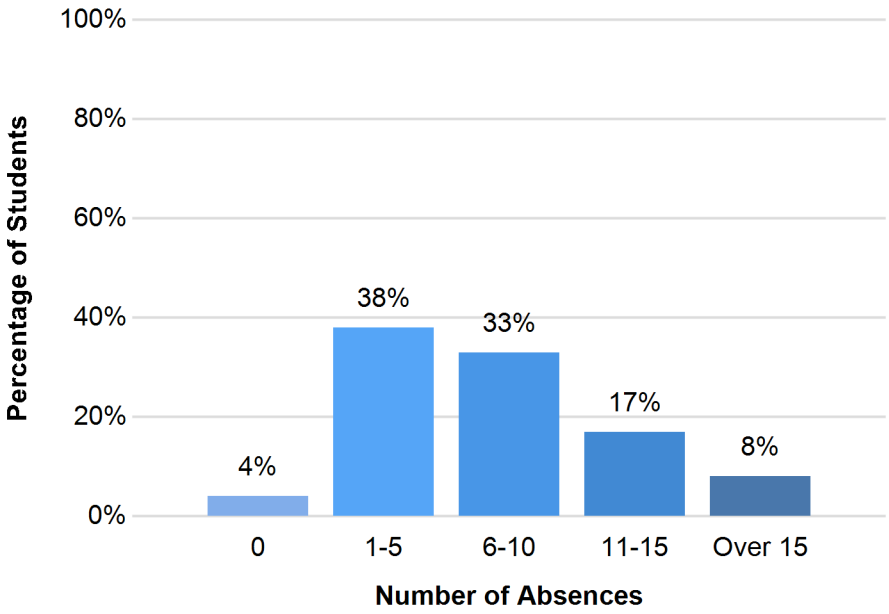
Chronic Absenteeism

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	33	5.8	10.2	Met
White	6	22.2	10.2	Not Met
Hispanic	3	14.3	10.2	Not Met
Black or African American	2	7.4	10.2	Met
Asian, Native Hawaiian, or Pacific Islander	22	4.6	10.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	5	9.3	10.2	Met
Students with Disabilities	4	8.7	10.2	Met
English Learners	2	3.0	10.2	Met

Days Absent

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



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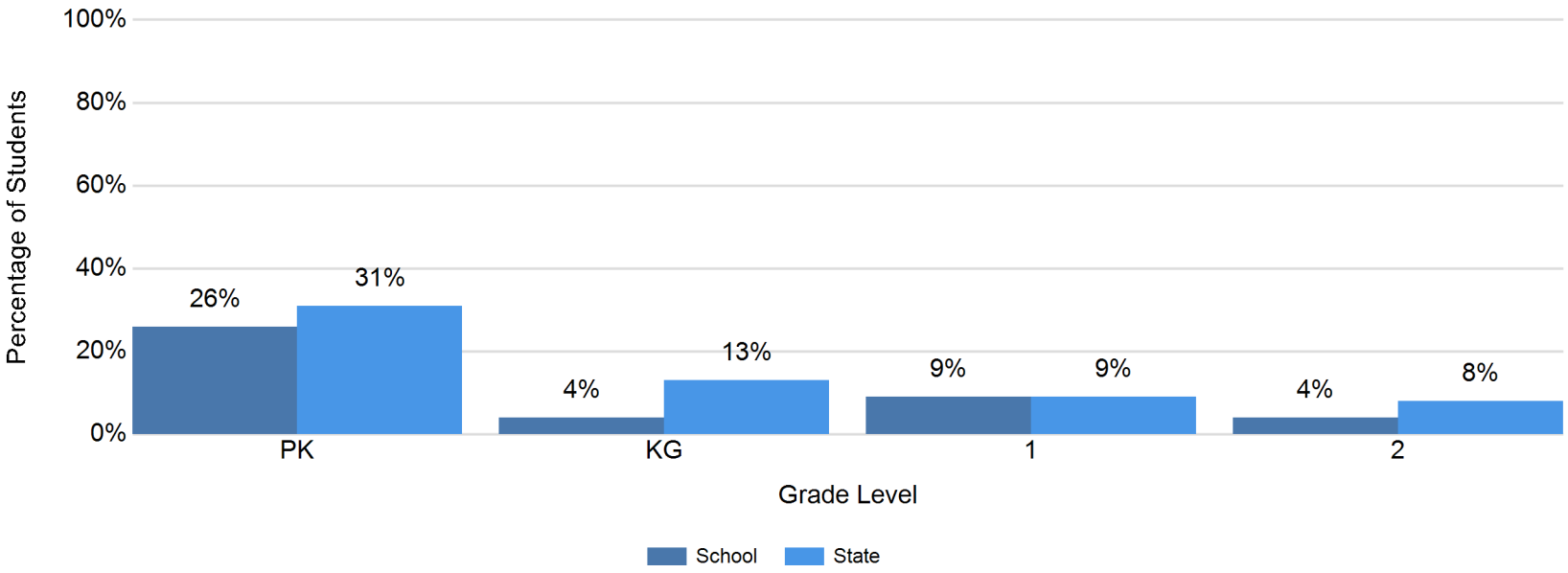
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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

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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	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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.

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

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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 35 Mins
Shared Time - Instructional Time	N

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)	$358	$12,243	$12,601

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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	34	117,464
Average years experience in public schools	12.6	12.0
Average years experience in district	11.7	10.7
Teachers in district for 4 or more years	76.5%	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	53	9,374
Average years experience in public schools	19.6	16.0
Average years experience in district	13.9	12.0
Administrators in district for 4 or more years	86.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	18:1	16:1
Students to Administrators	309:1	305:1
Teachers to Administrators	17:1	19:1
Students to Librarians/Media Specialists		4042:1
Students to Nurses		1011:1
Students to Counselors		415:1
Students to Child Study Team		490:1

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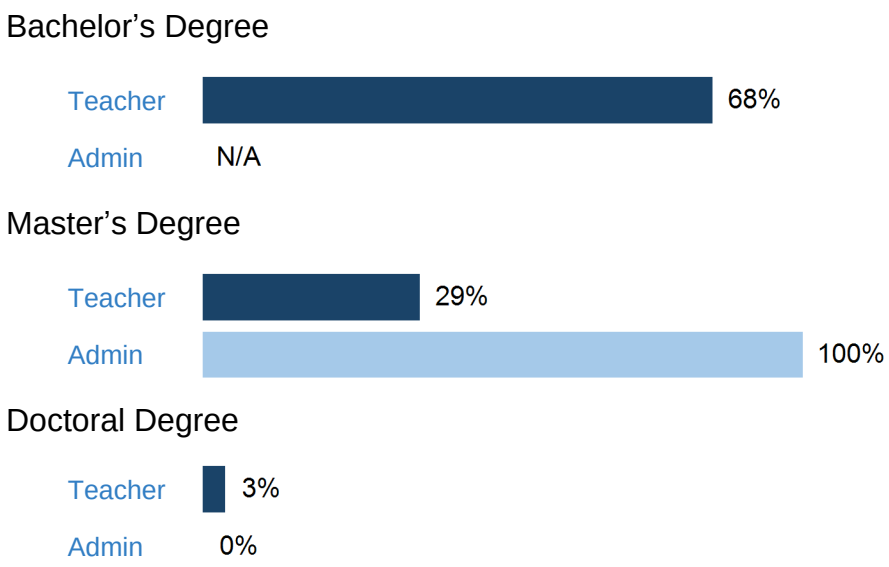
Teachers and Administrators - Level of Education

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



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	89.4%	90.2%
2016-17 Administrators: Same district 2017-18	79.0%	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	92.6%

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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	88.2%	0.0%
Male	11.8%	100.0%
White	88.2%	100.0%
Hispanic	5.9%	0.0%
Black or African American	0.0%	0.0%
Asian	5.9%	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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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:	• The staff of JMP is encouraged to provide unique hands on experiences that engage each student and make lessons come to life. • JMP celebrates its diverse learning community with various activities throughout the year. JMP serves as one of the district's ELL schools and welcomes ESL and Bilingual students. • JMP feels that the arts are an integral part of developing young minds. Each grade level performs their annual shows.
Mission, Vision, Theme:	We at JMP, believe that there is a superhero inside of us all and it is our job to find what makes each child special and unique. JMP holds superhero days where everybody, including staff members are encouraged to dress like a superhero to remind us that we are all special and unique. As a Prek-2nd grade building, it is our mission to ensure that we develop the whole child. This means that we believe that building the social and emotional skills of a child are just as important as their academics. It is our mission to ensure that from the second a student steps out of a car or off a bus, that they feel important and valued at JMP. The staff works collaboratively to do so by focusing on every student and not just their classroom students.
Awards, Recognition, Accomplishments:	Awards are giving to stuidents for demonstrating character pillar traits.

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Courses, Curriculum, Instruction:	With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.
Clubs and Activities:	JMP holds 2 sessions of clubs that may vary year to year. Students participate in the following clubs: The Bunny Report News Show, Nespaper club, Basketball Club, Coding Club, Reading Club, Art Club, Soccer Club and Kid President Club. Students in Grade 2 may participate in the annual Musical during the spring. In addition, students may sign up with Bricks 4 Kids as an afterschool club that focuses on engineering. Students may also participate in student council based upon our annual election.

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Staff and Professional Learning:	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.

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Student Supports and Services:	The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teacher.
Student Health and Wellness:	Elementary students are supported holistically through health & physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.
Parent and Community Involvement:	JMP is actively involved in our community through the PTO, student council and through various school based activities. The PTO provides an annual Family Social to kick off the new school year. They provide a Thanksgiving feast for the entire student body, a school book fair twice a year, a holiday boutique, 100th day celebration, box top competitions, field day and countless fundraisers. In addition, they sponsor each grade levels annual field trips so every student is able to attend. The student council puts together various night activities to get students and parents involved, like the 100th night celebration. In addition, they created a school store that helps fundraise for different charities, such as Edison CARE and conducted a toy drive for the Edison Police Department. The JMP faculty supports various causes such as the Leukemia Foundation, CARE and families in need.

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Facilities:	The library was renovated in 2013 and we recently added a STEAM Lab to it.
School Safety:	Each school in the Edison Township Public School System has video survillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.

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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.

Technology and STEM:	Students in Grades K and 1 are 1:1 with iPads, while second graders are 1:1 with Chromebooks. Students in Grades K and 1 utilize seesaw. Second grade students utilize google classroom. All classrooms are equiped with interactive promethean boards that teachers use to create interactive lessons. All students are able to attend the new STEAM Lab on a weekly basis where they may participate in a school wide STEAM challenges or discover things on their own through robotics, legos, art, circuits and other STEAM based manipulatives. In addition, students are able to sign up for an afterschool club with Bricks for Kids, which focuses on engineering.