NJ SCHOOL PERFORMANCE REPORT

JAMES MONROE ELEMENTARY SCHOOL
(23-1290-093)
Grades Offered: KG-05
2017-2018

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

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	CYNTHIA TUFARO
Address	7 SHARP RD EDISON, NJ 08837
Phone Number	(848)229-4716
Email Address	cynthia.tufaro@edison.k12.nj.us
Website	https://www.edison.k12.nj.us/Domain/17

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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
KG	64	68	57
1	54	79	92
2	91	63	84
3	90	86	78
4	77	98	86
5	70	75	103
Total	446	469	500

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	50.2%	48.2%	46.0%
Male	49.8%	51.8%	54.0%
Economically Disadvantaged Students	18.8%	17.7%	17.0%
Students with Disabilities	14.6%	17.1%	15.8%
English Learners	0.4%	0.0%	0.0%
Homeless Students		5.5%	2.4%
Students in Foster Care		0.0%	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	27.4%	26.7%	25.8%
Hispanic	14.6%	15.1%	15.6%
Black or African American	8.7%	7.7%	6.2%
Asian	44.6%	45.6%	47.4%
Native Hawaiian or Pacific Islander	0.9%	0.6%	0.6%
American Indian or Alaska Native	0.2%	0.9%	1.2%
Two or More Races	3.6%	3.4%	3.2%

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
KG - Half Day	52	59	49
KG - Full Day	12	9	8

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	55.8%
Spanish	6.0%
Hindi	5.8%
Telugu	5.6%
Gujarati	5.0%
Other Languages	21.8%

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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	49.5	63	50	Met Standard	39	55	50	Not Met
White	48.5	55	50	Met Standard	28.5	43	51	Not Met
Hispanic	50	52	49	Met Standard	29.5	44	48	Not Met
Black or African American	30	51	44	**	38	43	44	**
Asian, Native Hawaiian, or Pacific Islander	52	68	61	Met Standard	54	60	61	Met Standard
American Indian or Alaska Native	N	77	52	**	N	53	53	**
Two or More Races	*	65	49	**	*	43.5	51	**
Economically Disadvantaged	47.5	54	48	Met Standard	18	45	47	Not Met
Students with Disabilities	34.5	47	41	Not Met	37	41	43	Not Met
English Learners	*	62.5	54	**	*	58	51	**

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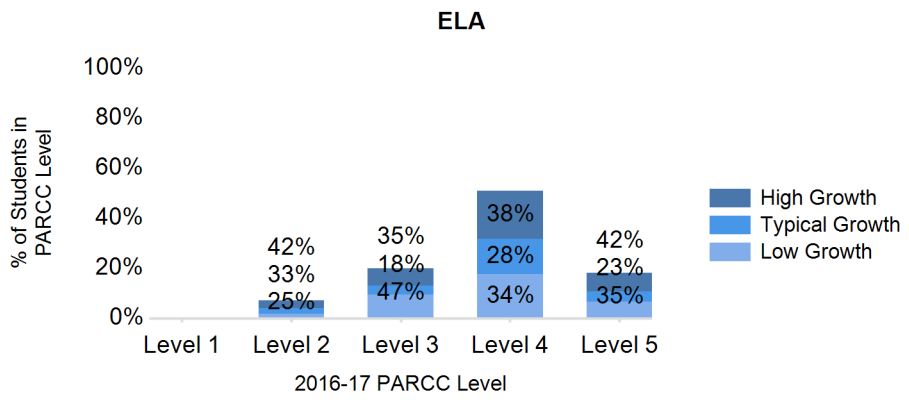
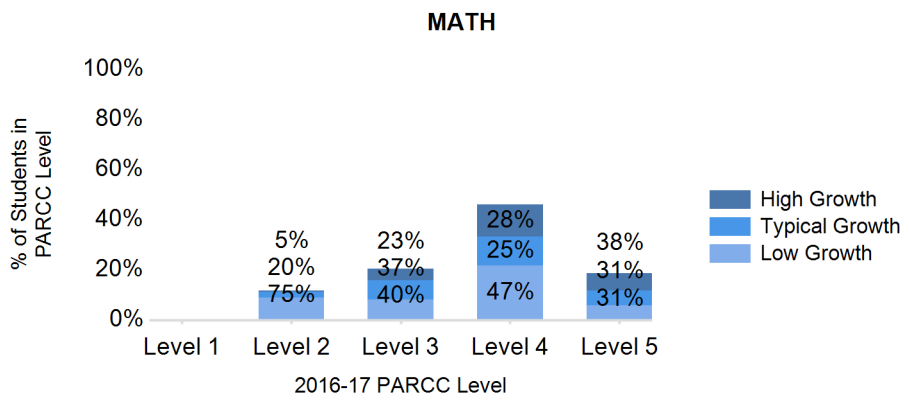
Student Growth by Performance Level

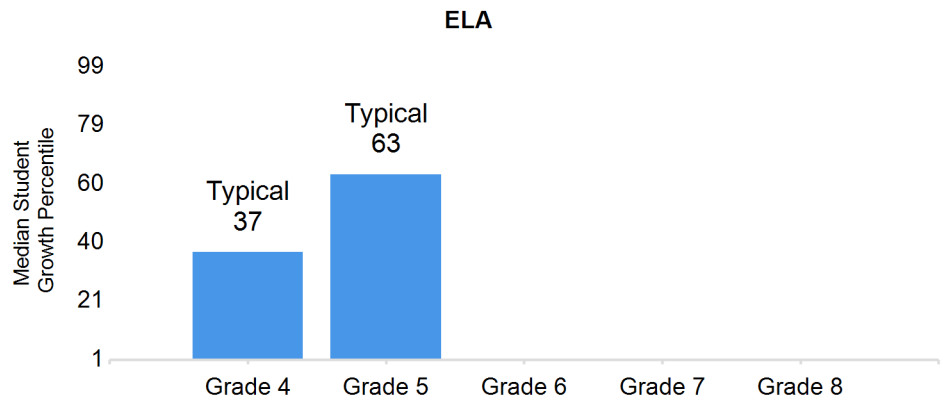
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

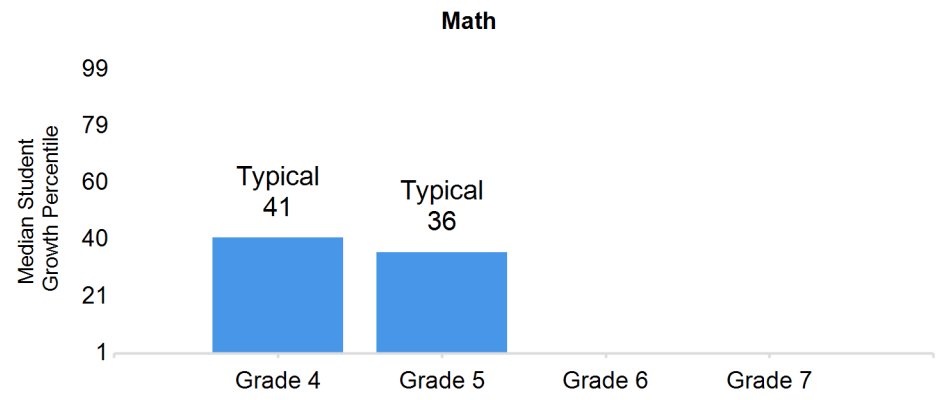




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	250	98.9	70.0	76.7	56.7	70.0	68	Met Target
White	70	97.3	58.6	62.3	65.6	58.6	62.5	Met Target†
Hispanic	41	97.6	56.1	48.2	42.5	56.1	51.5	Met Target
Black or African American	21	100.0	61.9	49.5	37.3	61.9	46.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	105	100.0	82.9	88.2	82.3	82.9	80	Met Goal
American Indian or Alaska Native	*	*	*	86.2	52.7	*	**	**
Two or More Races	*	*	*	67.4	63.4	*	**	**
Female	118	99.2	76.3	82.0	64.5	76.3		
Male	132	98.6	64.4	71.7	49.4	64.4		
Economically Disadvantaged Students	49	100.0	49.0	50.4	38.5	49.0	47.2	Met Target
Non-Economically Disadvantaged Students	201	98.7	75.1	82.5	67.5	75.1		
Students with Disabilities	34	97.4	23.5	20.8	21.6	23.5	23.5	Met Target
Students without Disabilities	216	99.2	77.3	82.3	63.9	77.3		
English Learners	*	*	*	41.9	27.3	*	**	**
Non-English Learners	*	*	*	78.5	59.4	*		
Homeless Students	*	*	*	45.0	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	83.4	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	77	769	775	750	*	*	14%	57%	14%	71%	52%
White	19	766	754	759	0%	*	*	*	*	68%	61%
Hispanic	14	759	738	736	*	*	*	*	*	57%	38%
Black or African American	*	*	741	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	31	772	787	777	*	*	*	*	*	74%	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	33	768	779	756	*	*	*	*	*	70%	57%
Male	44	770	771	744	*	*	*	*	*	73%	46%
Economically Disadvantaged Students	13	762	737	733	*	*	*	*	*	54%	34%
Non-Economically Disadvantaged Students	64	771	781	762	*	*	*	*	*	75%	64%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	778	756	*	*	*	*	*	*	57%
English Learners	N	N	712	712	N	N	N	N	N	N	15%
Non-English Learners	77	769	775	753	*	*	14%	57%	14%	71%	55%
Homeless Students	*	*	734	720	*	*	*	*	*	*	21%
Students in Foster Care	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	*	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	85	763	775	756	*	*	25%	40%	24%	64%	58%
White	21	741	756	764	*	*	*	*	*	43%	68%
Hispanic	12	745	743	744	0%	*	*	*	*	33%	44%
Black or African American	*	*	746	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	42	778	787	782	0%	*	*	43%	38%	81%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	41	775	779	762	*	*	*	*	*	73%	63%
Male	44	752	772	751	*	*	*	*	*	55%	53%
Economically Disadvantaged Students	12	740	*	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	73	767	*	767	*	*	*	*	*	68%	70%
Students with Disabilities	12	725	721	726	*	*	*	*	*	17%	25%
Students without Disabilities	73	770	780	762	*	*	*	*	*	71%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	776	759	*	*	*	*	*	*	61%
Homeless Students	N	N	738	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	*	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	104	770	775	755	*	*	16%	57%	17%	74%	58%
White	33	758	759	763	*	*	*	*	*	61%	68%
Hispanic	15	761	749	743	*	*	*	*	*	73%	43%
Black or African American	*	*	743	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	46	782	786	780	*	0%	*	65%	22%	87%	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	51	774	782	762	*	*	*	*	*	78%	66%
Male	53	767	768	749	*	*	*	*	*	70%	51%
Economically Disadvantaged Students	24	750	*	739	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	80	777	*	766	*	*	*	*	*	80%	71%
Students with Disabilities	15	727	721	724	*	*	*	*	*	20%	22%
Students without Disabilities	89	778	780	762	*	*	*	*	*	83%	65%
English Learners	N	N	711	712	N	N	N	N	N	N	11%
Non-English Learners	104	770	776	757	*	*	16%	57%	17%	74%	60%
Homeless Students	*	*	753	731	*	*	*	*	*	*	30%
Students in Foster Care	N	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	*	732	N	N	N	N	N	N	33%

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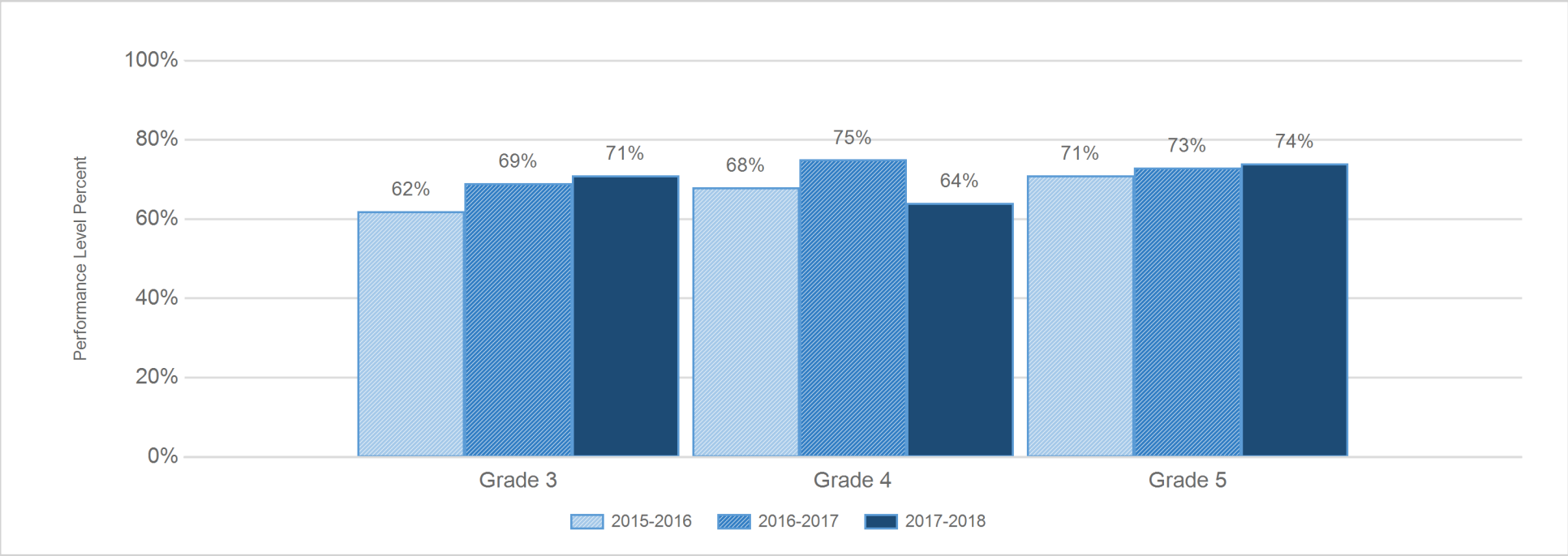
English Language Arts/Literacy Assessment - Performance Trends

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	251	98.5	61.7	65.7	45.0	61.7	62.5	Met Target†
White	70	97.3	42.8	41.3	54.1	42.8	54.7	Not Met
Hispanic	42	100.0	38.1	27.7	29.2	38.1	35.9	Met Target
Black or African American	21	100.0	57.1	24.6	23.4	57.1	42.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	105	98.4	82.9	83.1	77.0	82.9	80	Met Goal
American Indian or Alaska Native	*	*	*	82.2	42.5	*	**	**
Two or More Races	*	*	*	49.3	53.0	*	**	**
Female	118	98.4	61.8	66.7	46.0	61.8		
Male	133	98.6	61.6	64.7	43.9	61.6		
Economically Disadvantaged Students	49	100.0	32.7	31.8	26.6	32.7	42.6	Met Target†
Non-Economically Disadvantaged Students	202	98.2	68.8	73.2	55.9	68.8		
Students with Disabilities	34	97.4	17.6	14.3	17.1	17.6	26.6	Met Target†
Students without Disabilities	217	98.7	68.7	70.7	50.5	68.7		
English Learners	*	*	*	42.7	24.6	*	**	**
Non-English Learners	*	*	*	66.9	46.9	*		
Homeless Students	*	*	*	33.7	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	58.4	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	78	765	774	752	*	*	27%	41%	24%	65%	53%
White	19	756	750	760	0%	*	*	*	*	47%	64%
Hispanic	15	747	731	739	*	*	*	*	*	47%	38%
Black or African American	*	*	737	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	31	778	788	780	0%	*	*	42%	42%	84%	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	33	761	773	752	*	*	*	*	*	67%	53%
Male	45	768	775	751	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	13	758	736	736	*	*	*	*	*	46%	35%
Non-Economically Disadvantaged Students	65	767	781	762	*	*	*	*	*	69%	66%
Students with Disabilities	*	*	728	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	777	756	*	*	*	*	*	*	57%
English Learners	N	N	734	726	N	N	N	N	N	N	23%
Non-English Learners	78	765	775	754	*	*	27%	41%	24%	65%	56%
Homeless Students	*	*	736	723	*	*	*	*	*	*	20%
Students in Foster Care	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	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

JAMES MONROE ELEMENTARY SCHOOL
(23-1290-093)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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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	85	762	765	748	*	*	20%	48%	19%	67%	49%
White	21	739	744	755	*	*	*	*	*	43%	60%
Hispanic	12	748	728	737	0%	*	*	*	*	50%	34%
Black or African American	*	*	732	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	42	778	778	774	0%	*	*	48%	33%	81%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	41	768	765	748	*	*	*	*	*	73%	50%
Male	44	757	766	748	*	*	*	*	*	61%	49%
Economically Disadvantaged Students	12	738	*	733	*	*	*	*	*	42%	30%
Non-Economically Disadvantaged Students	73	766	*	758	*	*	*	*	*	71%	62%
Students with Disabilities	12	733	721	725	*	*	*	*	*	33%	22%
Students without Disabilities	73	767	769	753	*	*	*	*	*	73%	55%
English Learners	*	*	720	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	766	750	*	*	*	*	*	*	52%
Homeless Students	N	N	729	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JAMES MONROE ELEMENTARY SCHOOL
(23-1290-093)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	753	767	748	*	*	22%	37%	18%	55%	49%
White	33	734	742	756	*	*	*	*	*	36%	60%
Hispanic	15	737	735	736	*	*	*	*	*	20%	32%
Black or African American	*	*	730	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	44	772	782	777	0%	*	*	55%	27%	82%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	50	750	768	749	*	*	24%	*	*	48%	50%
Male	52	756	767	747	*	*	19%	*	*	62%	48%
Economically Disadvantaged Students	24	725	*	733	*	*	*	*	*	21%	29%
Non-Economically Disadvantaged Students	78	761	*	758	*	*	*	*	*	65%	62%
Students with Disabilities	15	728	725	726	*	*	*	*	*	13%	20%
Students without Disabilities	87	757	772	752	*	*	*	*	*	62%	55%
English Learners	N	N	726	718	N	N	N	N	N	N	13%
Non-English Learners	102	753	768	750	*	*	22%	37%	18%	55%	51%
Homeless Students	*	*	745	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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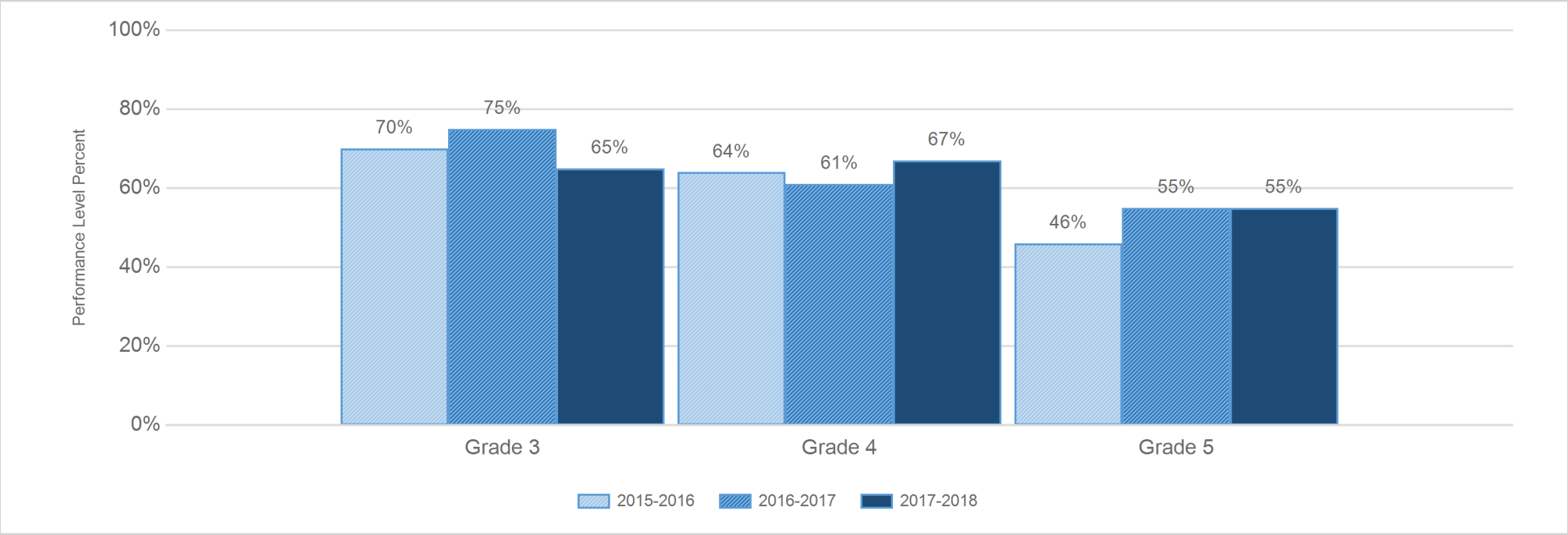
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the 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	*	*
5	*	*

English Language Progress to Proficiency

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

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

† 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	N	N	N
3-4	N	N	N
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.

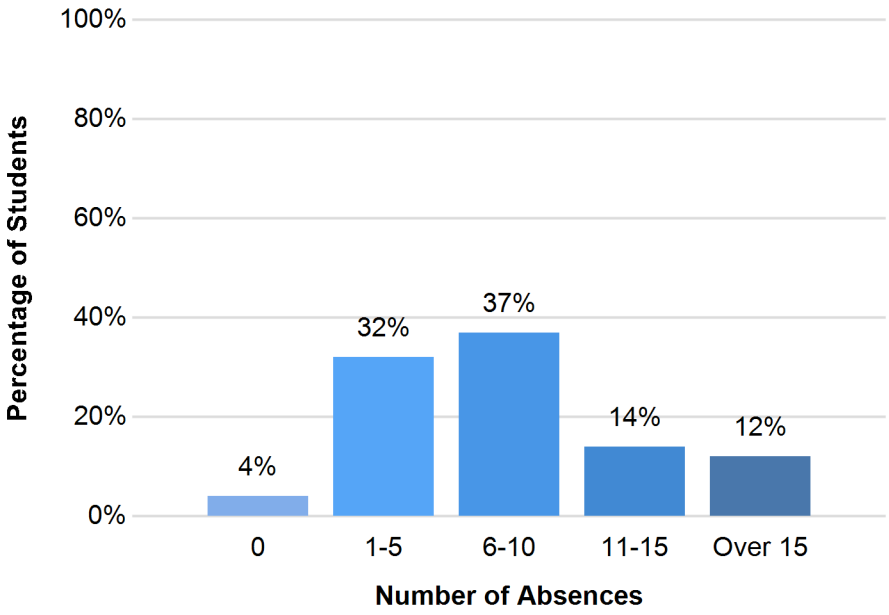
Chronic Absenteeism

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	37	7.4	8.9	Met
White	15	11.6	8.9	Not Met
Hispanic	9	11.8	8.9	Not Met
Black or African American	1	3.1	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	12	5.0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	10	11.8	8.9	Not Met
Students with Disabilities	6	7.6	8.9	Met
English Learners	N	N	N	N

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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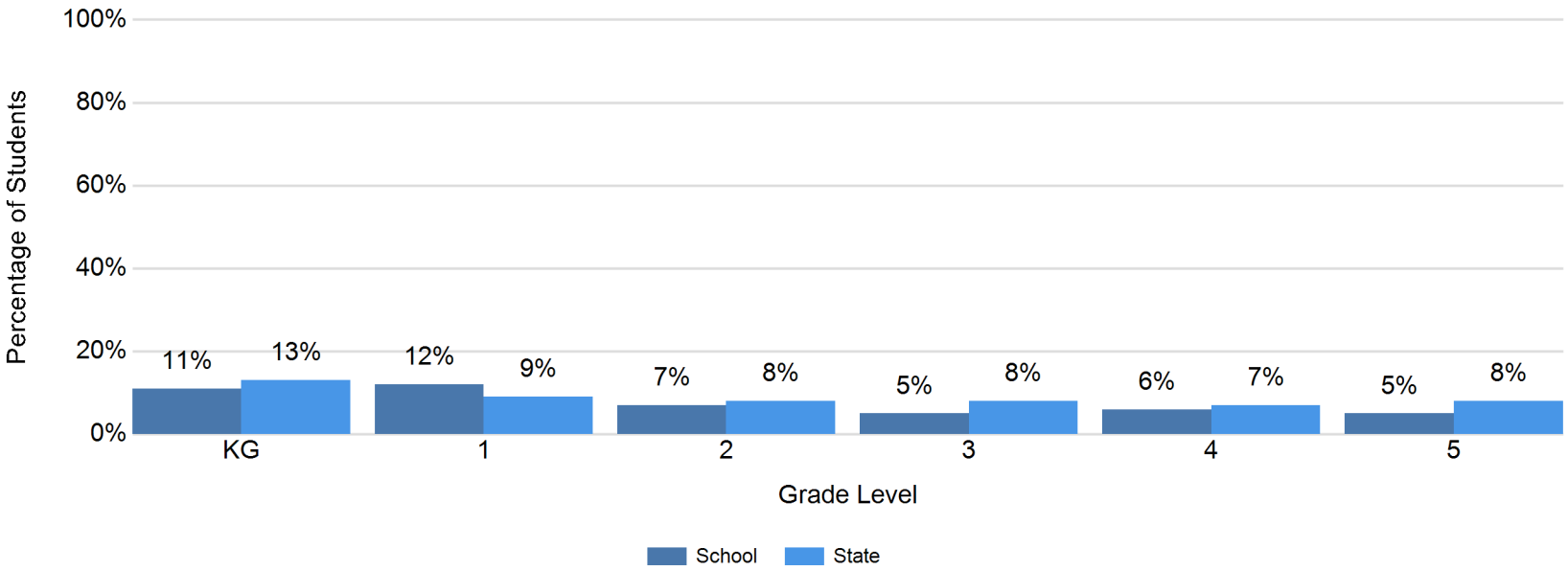
Chronic Absenteeism by Grade

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

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)	$358	$12,243	$12,601

NJ SCHOOL PERFORMANCE REPORT

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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	41	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	13.0	10.7
Teachers in district for 4 or more years	100.0%	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	12:1	16:1
Students to Administrators	500:1	305:1
Teachers to Administrators	41:1	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

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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	86.7%

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	92.7%	100.0%
Male	7.3%	0.0%
White	92.7%	100.0%
Hispanic	4.9%	0.0%
Black or African American	2.4%	0.0%
Asian	0.0%	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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(23-1290-093)
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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	65.70	17.5%
Mathematics Proficiency	64.81	17.5%
English Language Arts Growth	40.05	25.0%
Mathematics Growth	8.96	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	46.82	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	42.11	n/a
Summative Rating: Percentile Rank of Summative Score	35.25	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Not Met	N	Met	No
White	20.57	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Hispanic	43.52	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	33.48	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	44.35	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	44.29	14.08	No	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• The annual school play, which is produced by the staff and student leaders, harnesses our talented students and is a driving force of our community. • Our school focus on kindness transcends grade levels and builds social emotional skills.Our student-run School Store is another example of student leadership in our community. • Another highlight is the continued development of an inclusive environment where all children were treated equitably. We are also home to seven self-contained autistic classes.
Mission, Vision, Theme:	James Monroe epitomizes the importance of a strong community network with it's motto, "There is no place like home". This culture thrives in our new building because all stakeholders have a shared belief in this supportive foundation. Every part of our philosophy at James Monroe is built on one very special tenet known as the Golden Rule, and that is to treat others the way we wish to be treated.
Awards, Recognition, Accomplishments:	James Monroe's Odyssey of the Mind Club earned 1st and 3rd place awards at the state level. Students earn recognition annually for their dedication and involvment in school activities. The school receives accolades from the community for their community service projects.

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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:	At James Monroe, students are involved in a variety of extra-curricular activities such as the safety patrol, student council, chorus, strings and band. Students have shown their respect and concern for others in many ways. Last year, they raised money for St. Jude's Research through a Math-a-Thon, and sponsored four food drives, including a Pajama Day, raising $1600 for the local food bank.

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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:	Through hard work and fundraising efforts, the PTO provides assembly programs and school-wide field trips. In addition, parents conduct a spectacular Harvest Eve Festival, Family Fun Nights, as well as support school-initiated programs. The PTO Color Run brings families together to support the school through fitness and fun. The PTO meets every month. Parents stay abreast of of their child's performance on the Parent portal and learn of upcoming events through the school's digital newsletter, school website, Facebook, Twitter and Instagram social media accounts.

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Facilities:	In January 2017, James Monroe School relocated back to its original site in a beautiful new setting. Our spacious environment is also energy efficient. The school's design makes the most of the natural light that brightens up the entire facility, even on the cloudiest day. Students now eat lunch in a dedicated cafeteria, have Physical Education in a gym, and participate in art and music classes in spaces specifically designed for instruction in these content areas. An outdoor learning environment was added to the courtyard and is a space where classrooms can expand hands-on learning opportunities.
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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Technology and STEM:	James Monroe is a 1:1 school, that supports students with a blended model of technology integration. Each classroom has a Promethean Board. Teachers guide students to use technology in meaningful ways to create, research and collaborate. A competetive robotics club was added to the school's extra curricular schedule in which students code robots to complete a variety of obstacle courses.