

**PHILIP'S ACADEMY CHARTER SCHOOL**

(80-6094-968)

Grades Offered: PK-08

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 at 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	CHARTERS
District	PHILLIP'S ACADEMY CHARTER SCHOOL
Principal Name	MR. SHULTZ
Address	342 CENTRAL AVENUE NEWARK, NJ 07103
Phone Number	(973)624-0644
Email Address	MSHULTZ@PACSNEWARK.ORG
Website	https://www.pacsnewark.org/
Facebook	https://www.facebook.com/philipseducation
Twitter	https://twitter.com/philipsednj



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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	59
KG	42	41	41
1	39	41	42
2	42	41	40
3	42	42	42
4	43	41	42
5	42	41	41
6	44	40	42
7	42	42	43
8	35	40	40
Total	371	369	432

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	53.4%	51.2%	52.1%
Male	46.6%	48.8%	47.9%
Economically Disadvantaged Students	42.9%	41.7%	42.1%
Students with Disabilities	10.5%	11.1%	10.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.3%	0.2%
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	1.3%	1.6%	1.2%
Hispanic	9.7%	9.5%	10.4%
Black or African American	85.7%	84.8%	84.5%
Asian	1.1%	0.5%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.2%
Two or More Races	2.2%	3.3%	3.0%

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	0	0
PK - Full Day	0	0	59
KG - Half Day	0	0	0
KG - Full Day	42	41	41

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	96.1%
Spanish	2.1%
Other Languages	1.9%



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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	43.5	43.5	50	Met Standard	46	46	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	29	29	49	**	34.5	34.5	48	**
Black or African American	44	44	44	Met Standard	47	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	43	43	48	Met Standard	46	46	47	Met Standard
Students with Disabilities	41	41	41	Met Standard	43	43	43	**
English Learners	N	N	54	**	N	N	51	**



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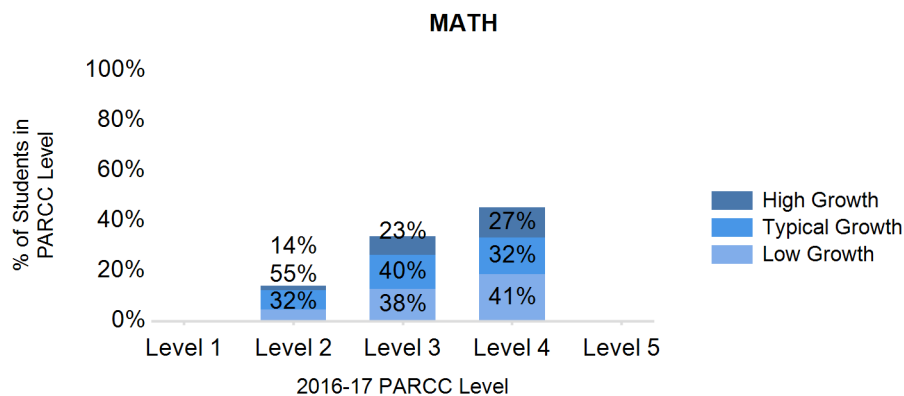
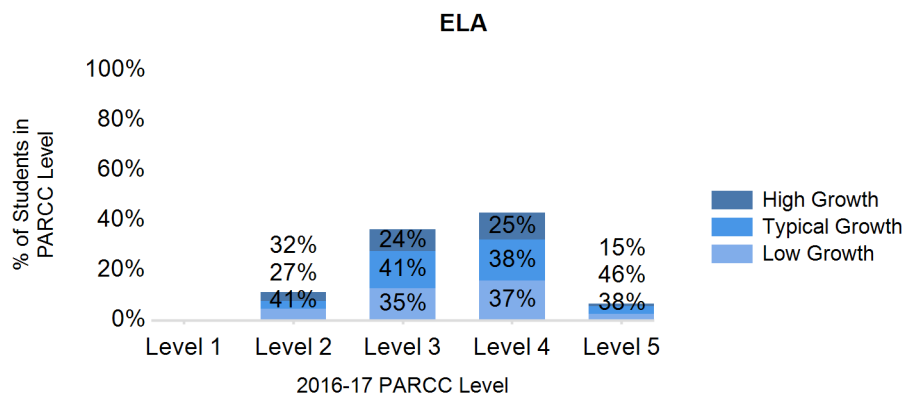
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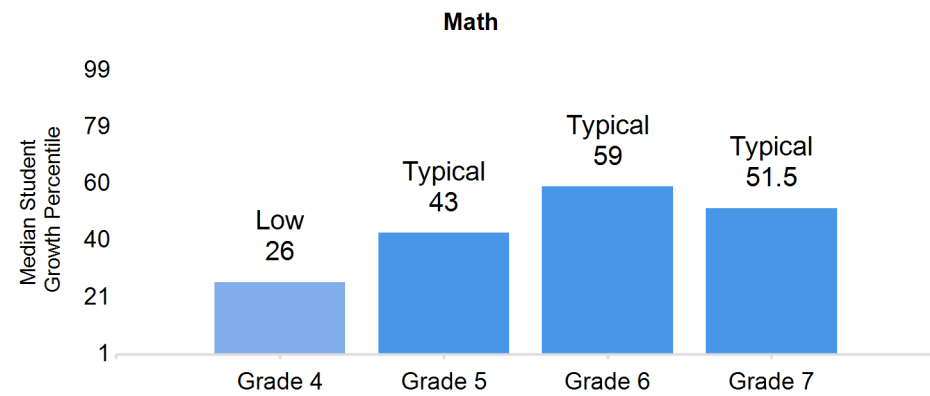
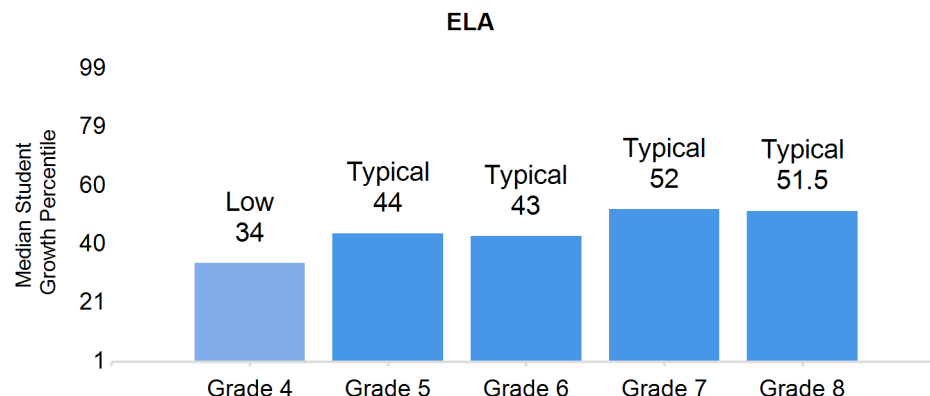
Student Growth by Performance Level

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	242	97.2	50.8	50.8	56.7	50.8	50.9	Met Target†
White	*	*	*	*	65.6	*	**	**
Hispanic	24	92.3	33.3	33.3	42.5	32.4	45.1	Met Target†
Black or African American	210	98.1	51.5	51.5	37.3	51.5	50.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	129	97.0	60.4	60.4	64.5	60.4		
Male	113	97.4	39.8	39.8	49.4	39.8		
Economically Disadvantaged Students	98	95.1	43.9	43.9	38.5	43.9	54.4	Not Met
Non-Economically Disadvantaged Students	144	98.6	55.5	55.5	67.5	55.5		
Students with Disabilities	34	97.2	*	*	21.6	*	28.4	Not Met
Students without Disabilities	208	97.2	*	*	63.9	*		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	242	97.2	50.8	50.8	59.4	50.8		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	733	733	750	29%	*	*	*	*	38%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	35	739	739	733	*	*	*	*	*	43%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	16	750	750	756	*	*	*	*	*	50%	57%
Male	26	723	723	744	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	21	721	721	733	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	21	746	746	762	*	*	*	*	*	48%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	42	733	733	753	29%	*	*	*	*	38%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	41	744	744	756	*	24%	32%	*	*	41%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	33	743	743	739	*	*	30%	42%	0%	42%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	18	743	743	762	*	*	*	*	*	39%	63%
Male	23	746	746	751	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	15	743	743	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	26	745	745	767	*	*	*	*	*	50%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	41	744	744	759	*	24%	32%	*	*	41%	61%
Homeless Students	N	N	N	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	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	40	760	760	755	*	*	*	*	*	65%	58%
White	N	N	N	763	N	N	N	N	N	N	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	37	759	759	738	*	*	*	*	*	65%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	27	764	764	762	*	*	*	*	*	67%	66%
Male	13	752	752	749	*	*	*	*	*	62%	51%
Economically Disadvantaged Students	20	756	756	739	*	*	*	*	*	65%	39%
Non-Economically Disadvantaged Students	20	764	764	766	*	*	*	*	*	65%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	40	760	760	757	*	*	*	*	*	65%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	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	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	40	750	750	754	*	*	35%	*	*	50%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	37	749	749	737	*	*	38%	*	*	49%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	22	758	758	761	*	*	*	*	*	64%	64%
Male	18	741	741	748	*	*	*	*	*	33%	48%
Economically Disadvantaged Students	18	745	745	739	*	*	*	*	*	39%	37%
Non-Economically Disadvantaged Students	22	754	754	764	*	*	*	*	*	59%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	40	750	750	755	*	*	35%	*	*	50%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	42	761	761	760	*	*	*	43%	24%	67%	63%
White	N	N	N	768	N	N	N	N	N	N	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	37	762	762	740	*	*	*	38%	27%	65%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	24	769	769	769	*	*	*	*	*	79%	72%
Male	18	750	750	752	*	*	*	*	*	50%	54%
Economically Disadvantaged Students	14	763	763	742	*	*	*	*	*	71%	44%
Non-Economically Disadvantaged Students	28	760	760	771	*	*	*	*	*	64%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	42	761	761	762	*	*	*	43%	24%	67%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



PHILIP'S ACADEMY CHARTER SCHOOL
(80-6094-968)
Grades Offered: PK-08
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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	38	749	749	759	*	*	37%	*	*	42%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	32	748	748	739	*	*	34%	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	22	759	759	768	*	*	*	*	*	55%	69%
Male	16	737	737	751	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	10	751	751	740	*	*	*	*	*	30%	42%
Non-Economically Disadvantaged Students	28	749	749	769	*	*	*	*	*	46%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	38	749	749	761	*	*	37%	*	*	42%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

Grades Offered: PK-08

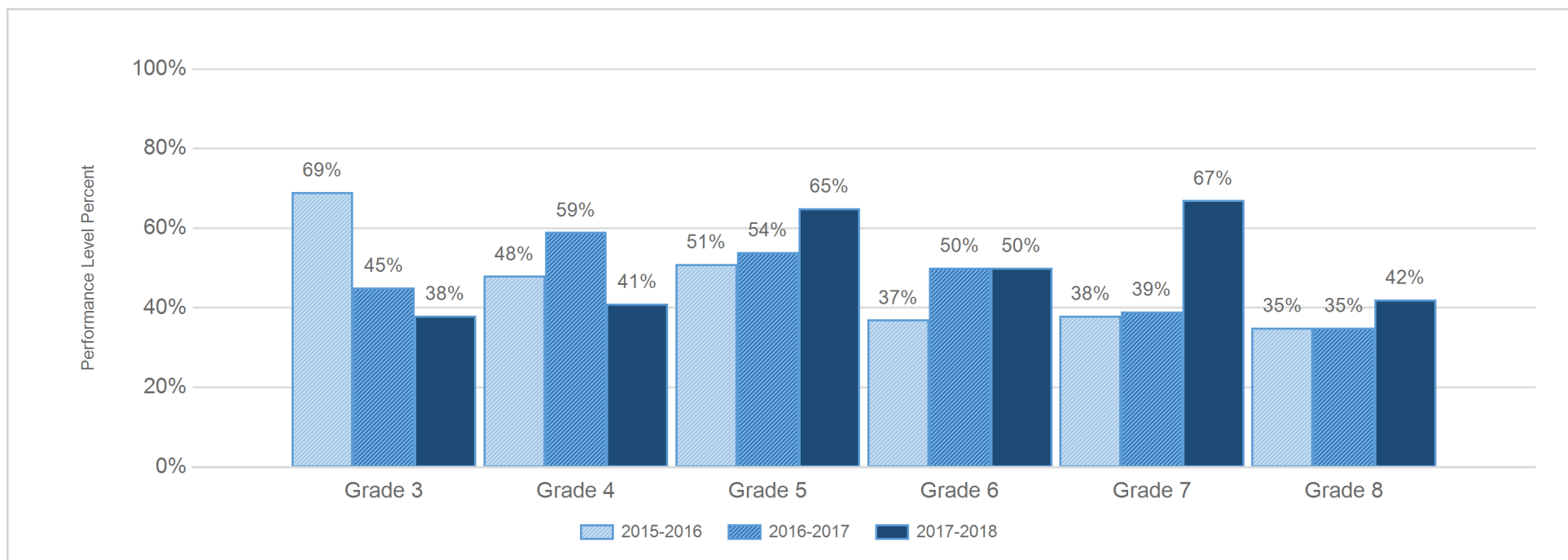
2017-2018

Report Key:

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- N** No Data is available to display
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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.





PHILIP'S ACADEMY CHARTER SCHOOL
(80-6094-968)
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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	242	97.2	37.6	37.6	45.0	37.6	44.8	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	24	92.3	16.7	16.7	29.2	16.1	28.6	Not Met
Black or African American	210	98.1	39.1	39.1	23.4	39.1	45	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	129	97.0	37.2	37.2	46.0	37.2		
Male	113	97.4	38.1	38.1	43.9	38.1		
Economically Disadvantaged Students	98	95.1	33.7	33.7	26.6	33.7	43.5	Not Met
Non-Economically Disadvantaged Students	144	98.6	40.3	40.3	55.9	40.3		
Students with Disabilities	34	97.2	*	*	17.1	*	16.2	Met Target†
Students without Disabilities	208	97.2	*	*	50.5	*		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	242	97.2	37.6	37.6	46.9	37.6		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

Grades Offered: PK-08

2017-2018

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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	42	730	730	752	*	26%	26%	*	*	29%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	35	733	733	734	*	*	29%	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	16	733	733	752	*	*	*	*	*	38%	53%
Male	26	728	728	751	*	*	*	*	*	23%	53%
Economically Disadvantaged Students	21	726	726	736	*	*	*	*	*	29%	35%
Non-Economically Disadvantaged Students	21	734	734	762	*	*	*	*	*	29%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	42	730	730	754	*	26%	26%	*	*	29%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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%



PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

Grades Offered: PK-08

2017-2018

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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	41	738	738	748	*	24%	46%	*	*	27%	49%
White	N	N	N	755	N	N	N	N	N	N	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	33	739	739	730	*	*	39%	*	*	30%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	18	732	732	748	*	*	*	*	*	11%	50%
Male	23	742	742	748	*	*	*	*	*	39%	49%
Economically Disadvantaged Students	15	740	740	733	*	*	*	*	*	27%	30%
Non-Economically Disadvantaged Students	26	737	737	758	*	*	*	*	*	27%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	41	738	738	750	*	24%	46%	*	*	27%	52%
Homeless Students	N	N	N	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	N	731	N	N	N	N	N	N	32%



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(80-6094-968)

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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	40	749	749	748	0%	*	40%	*	*	48%	49%
White	N	N	N	756	N	N	N	N	N	N	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	37	747	747	730	0%	*	*	46%	0%	46%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	27	747	747	749	0%	*	*	*	*	44%	50%
Male	13	752	752	747	0%	*	*	*	*	54%	48%
Economically Disadvantaged Students	20	744	744	733	0%	*	*	*	*	45%	29%
Non-Economically Disadvantaged Students	20	753	753	758	0%	*	*	*	*	50%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	40	749	749	750	0%	*	40%	*	*	48%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	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	N	728	N	N	N	N	N	N	29%



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(80-6094-968)

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	40	743	743	744	*	*	*	50%	0%	50%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	37	743	743	726	*	*	*	49%	0%	49%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	22	740	740	745	*	*	*	45%	0%	45%	45%
Male	18	746	746	742	*	*	*	56%	0%	56%	42%
Economically Disadvantaged Students	18	738	738	729	*	*	*	*	*	39%	24%
Non-Economically Disadvantaged Students	22	747	747	753	*	*	*	*	*	59%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	40	743	743	745	*	*	*	50%	0%	50%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



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(80-6094-968)

Grades Offered: PK-08

2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	42	748	748	743	*	*	33%	*	*	48%	43%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	37	749	749	727	*	*	30%	*	*	51%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	24	747	747	745	*	*	*	*	*	54%	45%
Male	18	750	750	741	*	*	*	*	*	39%	42%
Economically Disadvantaged Students	14	754	754	730	*	*	*	*	*	36%	24%
Non-Economically Disadvantaged Students	28	746	746	751	*	*	*	*	*	54%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	42	748	748	744	*	*	33%	*	*	48%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	18	714	714	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	18	714	714	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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2017-2018

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

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	20	742	742	746	*	*	*	*	*	45%	46%
White	N	N	N	755	N	N	N	N	N	N	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	16	739	739	727	*	*	*	*	*	44%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	20	742	742	749	*	*	*	*	*	45%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

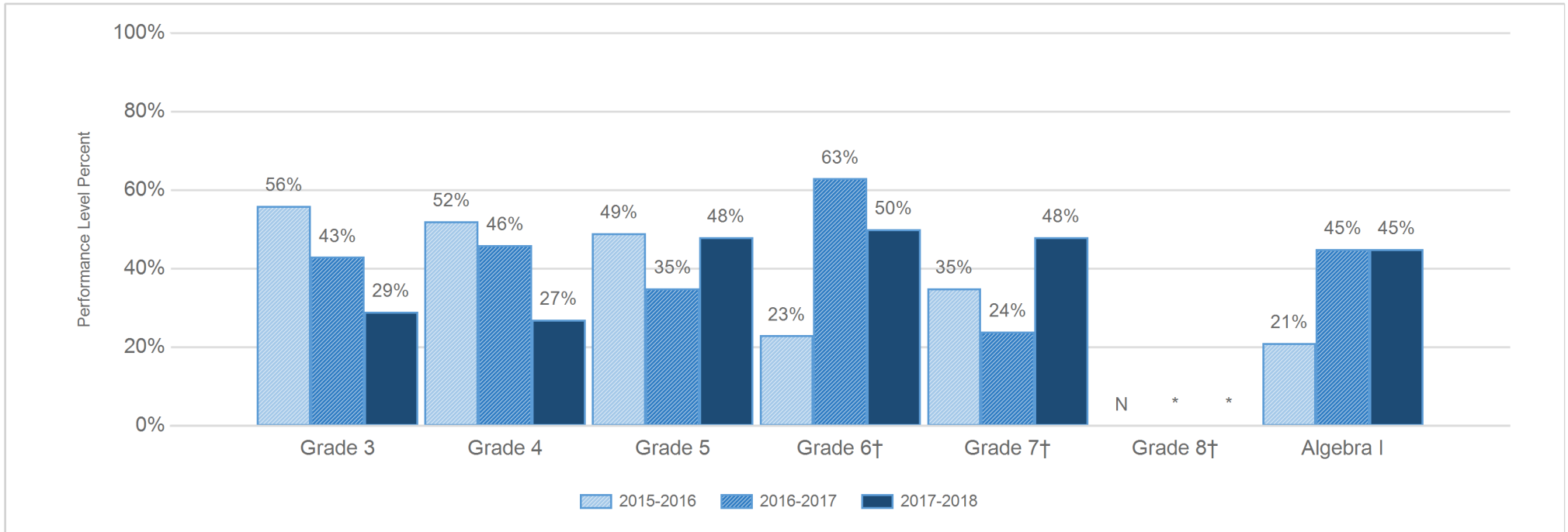


PHILIP'S ACADEMY CHARTER SCHOOL
 (80-6094-968)
 Grades Offered: PK-08
 2017-2018

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

Mathematics Assessment – Performance 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.



PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

Grades Offered: PK-08

2017-2018

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	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	*	*	*

† 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



PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

Grades Offered: PK-08

2017-2018

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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.



PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	42
7	0	0	43
8	0	0	40
Total	0	0	125

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	42	0	0	0	0	0	0
7	43	0	0	0	0	0	0
8	40	0	0	0	0	0	0
Total	125	0	0	0	0	0	0



PHILIP'S ACADEMY CHARTER SCHOOL

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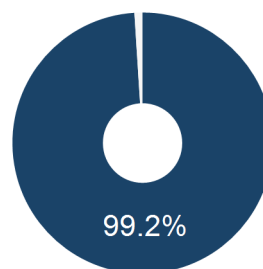
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Visual and Performing Arts – Course Participation

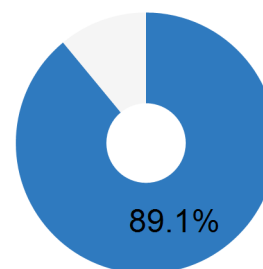
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

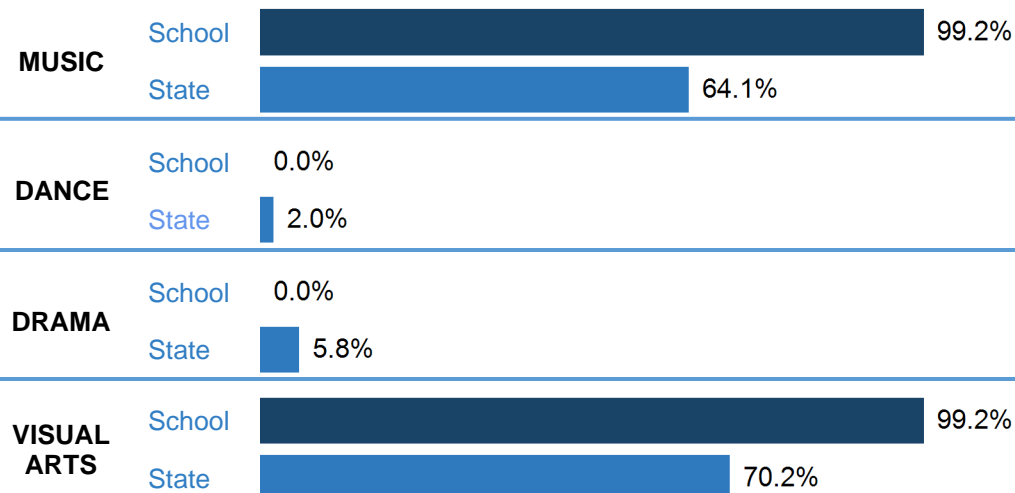


School



State

Students enrolled in one or more classes by discipline:





PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

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2017-2018

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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.

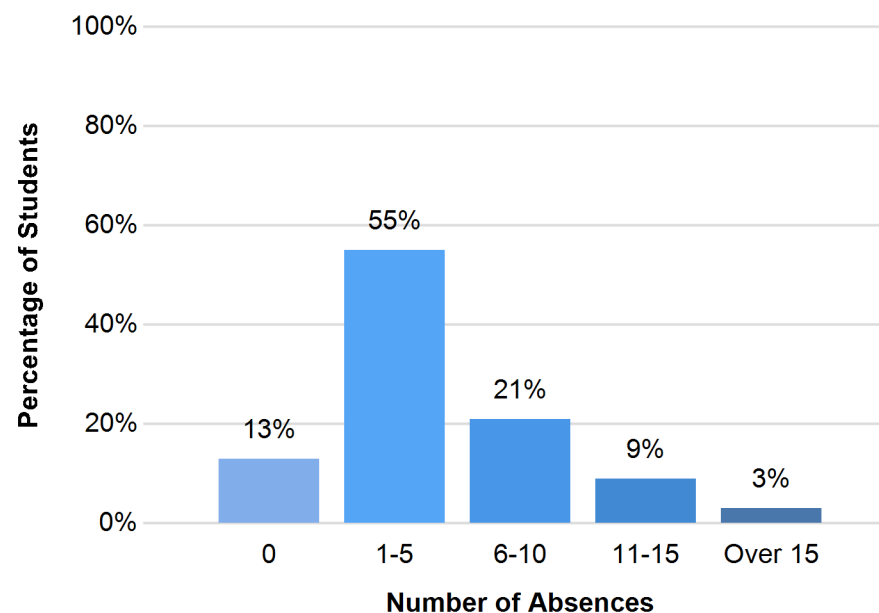
Chronic Absenteeism

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	9	2.4	9.3	Met
White	*	*	**	**
Hispanic	4	10.5	9.3	Not Met
Black or African American	4	1.3	9.3	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	9	6.0	9.3	Met
Students with Disabilities	1	2.4	9.3	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.





PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

Grades Offered: PK-08

2017-2018

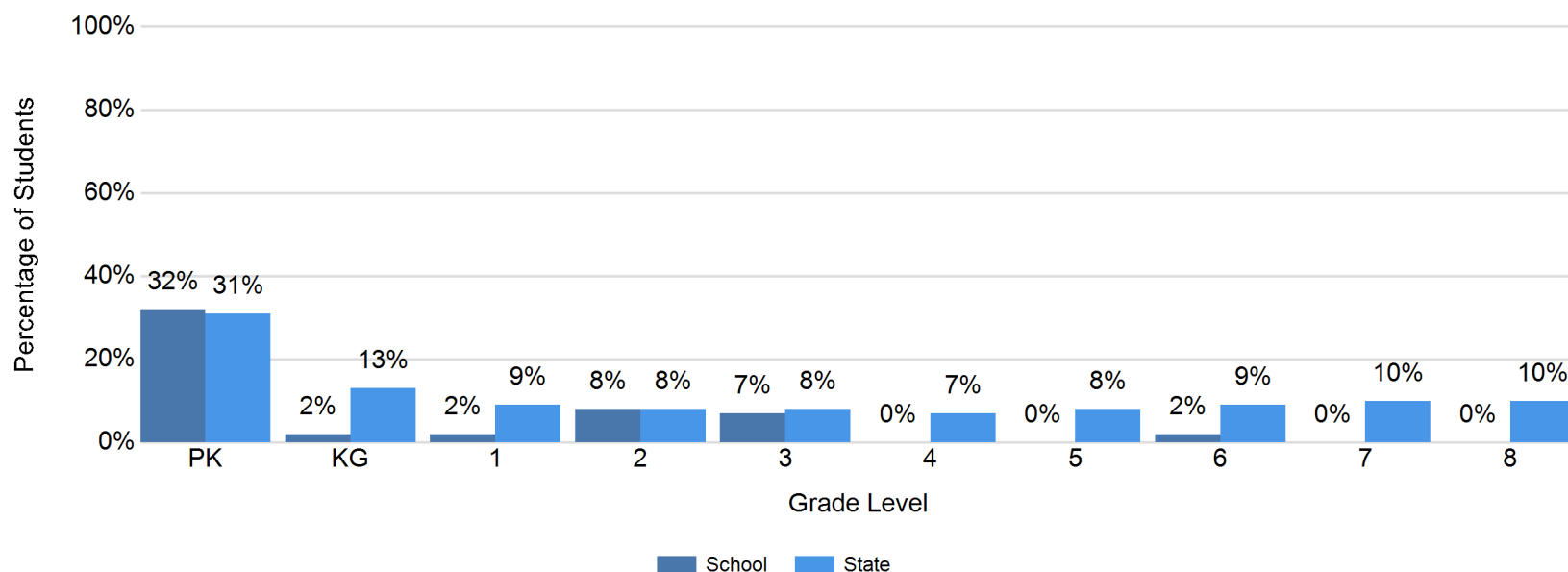
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Chronic Absenteeism by Grade

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





PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

Grades Offered: PK-08

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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



PHILIP'S ACADEMY CHARTER SCHOOL

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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 Bullying (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



PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

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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	8:15 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 40 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	11.4:1

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)	\$670	\$13,541	\$14,211



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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	38	117,464
Average years experience in public schools	4.8	12.0
Average years experience in district	2.4	10.7
Teachers in district for 4 or more years	50.0%	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	4	9,374
Average years experience in public schools	6.3	16.0
Average years experience in district	2.3	12.0
Administrators in district for 4 or more years	50.0%	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	11:1
Students to Administrators	108:1	108:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		432:1
Students to Counselors		N
Students to Child Study Team		216:1



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(80-6094-968)

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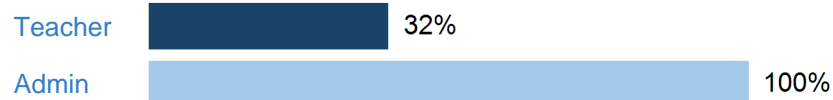
Teachers and Administrators - Level of Education

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



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	68.8%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	88.9%



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Teachers: All classroom teachers

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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	78.9%	50.0%
Male	21.1%	50.0%
White	50.0%	25.0%
Hispanic	13.2%	25.0%
Black or African American	31.6%	25.0%
Asian	5.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	25.0%
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		



PHILIP'S ACADEMY CHARTER SCHOOL

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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	34.66	17.5%
Mathematics Proficiency	32.41	17.5%
English Language Arts Growth	31.40	25.0%
Mathematics Growth	41.25	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	91.85	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	43.67	n/a
Summative Rating: Percentile Rank of Summative Score	38.45	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th 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 Support 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†	Not Met	Met Standard	Met Standard	**	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
Black or African American	71.71	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	55.21	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	42.45	14.08	No	Not Met	Met Target†	Met Standard	**	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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(80-6094-968)

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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.



Mission, Vision,
Theme:

The mission of Philip's Academy is to provide a moral and rigorous education to a diverse student body, accomplished in a technology infused environment that embraces differentiated and individualized instruction. This will allow our students to attend college while developing a commitment to global citizenship, environmental sustainability, and personal virtue. Our instructional model cultivates the mind, heart, and drive through unique programs, including EcoSpaces, Handworks, and Focus.



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Courses, Curriculum, Instruction:

The school's curriculum has been designed in harmony with the school's mission to provide an outstanding, all around education for children. Central to our academic discipline is the development of critical thinking, problem solving, and writing skills. Students are taught and encouraged to reason, inquire, and discover in ways that help them develop a disciplined approach to their studies. Emphasis is given to providing students motivational enrichment to "become and be" their personal best.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls), Football (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Volleyball (Boys & Girls)

The mission of athletics at Philip's Academy is to provide a competitive athletic environment while promoting and embodying the ideals of teamwork, sportsmanship, hard work and self-discipline. The program is designed to provide wholesome opportunities and experiences that will enable our students to develop physically, mentally, socially, and emotionally. Participation in athletics teaches the importance of commitment, the satisfaction of teamwork, and the lessons learned in victory and defeat.



Clubs and Activities:

Art, Mentoring, Anti Bullying, Broadcasting and TV Production, Chess Club, Coding, Cooking, Dance, Debate, Drama, Intermural Program, Journalism, Entrepreneurs, Math Club, Music, NJ Symphony Orchestra String Instrument Program, Photography, Robotics, Soccer, STEAM (Science, Technology, Arts and Mathematics), STEP Dance Team, Student Council, Student Government, Theater, Yearbook, Honors Program, Career Paths, Community Service, Student Ambassadors, Stewardship program,



PHILIP'S ACADEMY CHARTER SCHOOL

(80-6094-968)

Grades Offered: PK-08

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

School Narrative

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Before and After School Programs:

Philip's Academy offers an extended day program which includes before care and aftercare services. Features of the school's before care services includes freshly prepared breakfast, low teacher to student ratio, and 7:15 am program start time. Some highlights of our afterschool program includes flexibility, tutoring services, SAT prep, keyboarding & word Processing, Stem - digital learning, music production and engineering, baking, book club, coding, chess, soccer, voice and orchestra



Staff and Professional Learning:

Philip's Academy makes every effort to ensure all faculty and staff have the professional development opportunities needed to improve our practice and better serve students. Special attention this year has been PD on learning strategies on how to engage students with traumatic experiences. Professional learning begins in the summer, where faculty and support staff participate in training, including offerings focused on classroom management, effective instruction, and differentiation. This learning continues during the school year with weekly cluster meetings, bi-weekly training sessions and online trainings. We use half days to also continue PD on the implementation of iready. We have also provided teachers with PD around Math and the best practices of rich tasks and centers.



Postsecondary Information:

At Philip's Academy, students meet alumni, hear about the process and visit schools even before they reach eighth grade. In that final year our students are well informed and ready to begin applying to schools. As part of the placement process students participate in school visits, information sessions, placement fairs, mock interviews and writing workshops. 95% of our alumni have been accepted into 4-year colleges.



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Student Supports and Services:

At Philip's Academy our goal is to provide all students with quality instruction that meets their needs and helps them make academic gain. We work hard to ensure that our students are provided with the appropriate supports they need to grow academically, socially and emotionally. We offer an array of supports which include student pull outs for individualized and/or small group academic, counseling support, push in parallel teach, and working with teachers to ensure IEPs/or 504s goals are met.



Student Health and Wellness:

Philip's Academy provides an environment full of physical activity. Besides weekly Physical Education classes, students are granted daily recess periods. This affords them opportunity to gain exercise and express themselves physically. Seed-to-Table Program is a comprehensive food program, which teaches the cycle of our food and its affect on our bodies. EcoSPACES is a multidimensional program which gives students the tools to lead healthy and environmentally productive lives.



Parent and Community Involvement:

PACS PTO: helps support all aspects of school operation through educating families, raising funds to support a variety of programs and initiatives, and serving as a forum for family feedback and input. Events include Family Math Night, Multicultural Night, Book Fairs, Thanksgiving Feast and Family Fun Day. PACS provides families information through our parent portal, as well as through our PowerSchool Student Information System.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>The design from its inception, intended Philip's Academy to be, a learning tool for all the academic disciplines. It has a vibrant and rich physical space conducive to all the sensitivities creating powerful learning environments. Classrooms are spacious and vibrantly colored with maximum natural light. Silver LEED certification. Reduce water usage by 20% with low-flow toilets, faucets, etc. Energy-efficient building that operate at least 20% above baseline. Daylight in 90% of learning spaces.</p>



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Early Childhood
Education:

Philip's Academy Charter School services 4 Pre-Kindergarten classes. PACS offers morning and after care services. Our Pre-Kindergarten classes use the Tools of the Mind curriculum. Tools of the Mind is a research-based early childhood model combining teacher professional development with a comprehensive innovative curriculum that helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational academic skills they need to succeed in school and beyond.



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Other Information:

Philip's Academy Charter School goals and dreams for our students are ambitious. We believe education requires a complex and harmonious blending of a vast array of academic, social and emotional skills with particular attention to building a strong ethical framework. We believe children should have a moral component to their education. In this way, students are encouraged to develop their judgment, reasoning and even wisdom. This process also aides the development of their analytical abilities and enables them to grow as creative, collaborative problem solvers. Philip's Academy students are challenged to figure out how to integrate and use technology in imaginative ways to improve instruction. Student schedules provide them with the opportunity to imagine, wonder, and determine authenticity and freedom. Philip's Academy will continue to demonstrate through its curriculum and educational environment how students learn and develop into leaders of purposeful and constructive lives that benefit society. Please join us in our belief that despite the challenges, we can deliver this rich and comprehensive education to any population. Philip's Academy is a participant of Newark's Universal Enrollment System, which allows families to access great schools for their children, regardless of the school's status as a district or charter. Universal Enrollment is a convenient way of applying to schools and is available to anyone who lives in Newark, East Orange, or Irvington. Individuals may select up to eight schools in order of preference on a single application. They will then receive a single offer to attend the best possible school given their selections.