NJ SCHOOL PERFORMANCE REPORT

PHILLIPSBURG MIDDLE SCHOOL
(41-4100-110)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† 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	WARREN
District	PHILLIPSBURG TOWN
Principal Name	MRS. TROXELL
Address	200 HILLCREST BLVD. PHILLIPSBURG, NJ 08865
Phone Number	(908)454-3400
Email Address	TROXELL.KATHLEEN@PBURGSD.NET
Website	https://www.pms.pburgsd.net
Twitter	https://twitter.com/PburgMS

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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
6	199	216	239
7	184	191	215
8	195	183	200
Total	579	592	654

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	46.5%	48.8%	47.6%
Male	53.5%	51.2%	52.4%
Economically Disadvantaged Students	68.0%	67.4%	64.2%
Students with Disabilities	28.2%	29.6%	32.0%
English Learners	2.6%	1.2%	1.1%
Homeless Students		2.4%	4.1%
Students in Foster Care		0.7%	0.8%
Military-Connected Students		0.0%	0.8%
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	53.9%	48.1%	50.3%
Hispanic	22.6%	24.8%	23.5%
Black or African American	19.3%	21.6%	21.1%
Asian	1.7%	1.5%	1.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	2.1%	3.7%	3.8%

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	87.5%
Spanish	10.9%
Other Languages	1.7%

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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	39	39	50	Not Met	31	42	50	Not Met
White	42	41	50	Met Standard	28	42	51	Not Met
Hispanic	36	40	49	Not Met	32.5	42	48	Not Met
Black or African American	33	33	44	Not Met	36	41	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	67	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	34.5	34.5	49	Not Met	15.5	56.5	51	**
Economically Disadvantaged	36	36	48	Not Met	29	42	47	Not Met
Students with Disabilities	24.5	29	41	Not Met	23	38	43	Not Met
English Learners	41	41.5	54	Met Standard	38	49	51	Not Met

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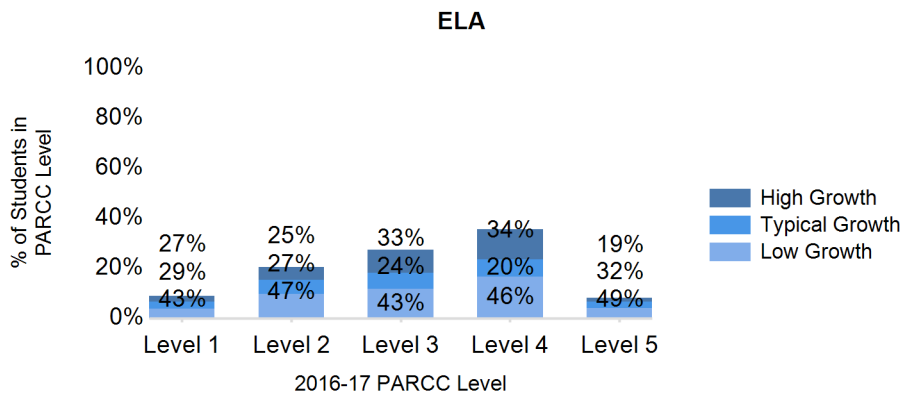
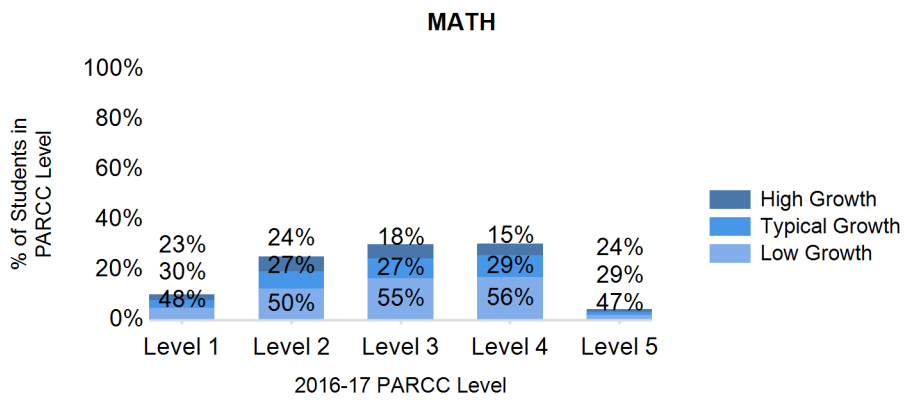
Student Growth by Performance Level

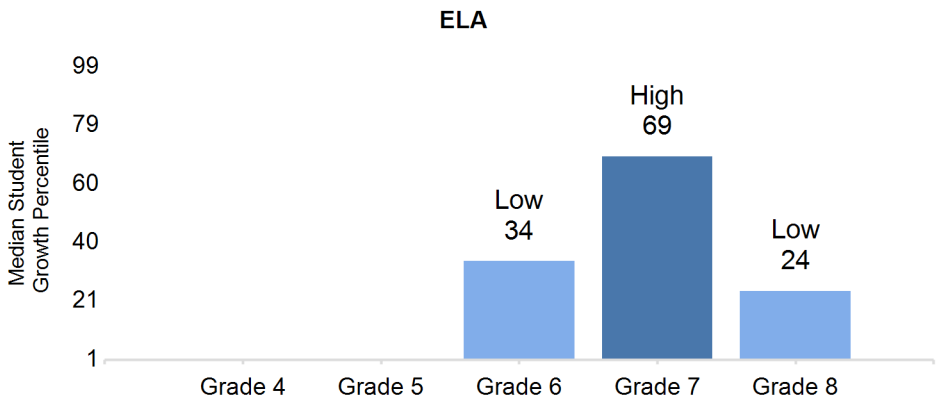
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

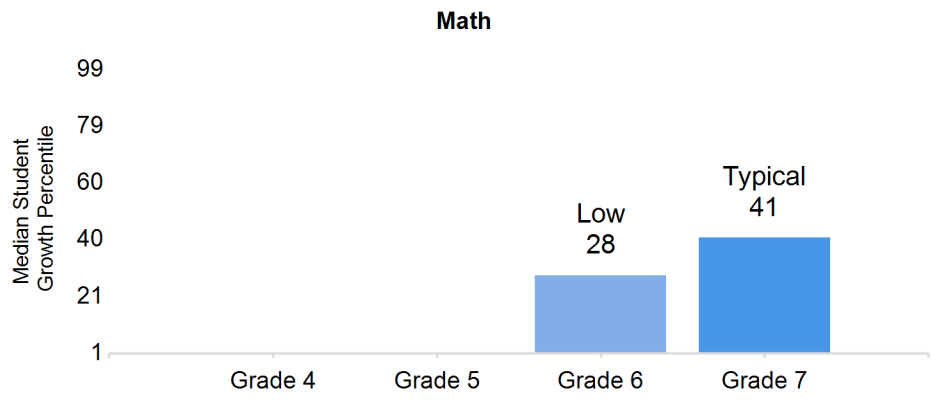




Student Growth by Grade

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	612	96.8	43.3	45.8	56.7	43.3	44	Met Target†
White	314	97.3	46.8	51.2	65.6	46.8	45	Met Target
Hispanic	142	96.7	45.1	39.2	42.5	45.1	50.3	Met Target†
Black or African American	127	95.7	32.2	34.8	37.3	32.2	32	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	37.1	63.4	*	20.6	Met Target
Female	286	95.8	53.5	54.1	64.5	53.5		
Male	326	97.7	34.4	37.7	49.4	34.4		
Economically Disadvantaged Students	372	96.3	34.4	32.3	38.5	34.4	39.8	Not Met
Non-Economically Disadvantaged Students	240	97.6	57.1	60.7	67.5	57.1		
Students with Disabilities	201	95.4	12.0	13.5	21.6	12.0	23.2	Not Met
Students without Disabilities	411	97.5	58.6	55.8	63.9	58.6		
English Learners	35	100.0	37.2	*	27.3	37.2	51.2	Not Met
Non-English Learners	577	96.6	43.7	*	59.4	43.7		
Homeless Students	24	96.4	41.7	*	27.7	41.7		
Students In Foster Care	*	*	*	25.0	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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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	233	738	738	754	14%	20%	30%	30%	6%	36%	56%
White	117	740	740	761	14%	19%	31%	28%	9%	37%	66%
Hispanic	61	743	743	742	*	23%	25%	*	*	44%	42%
Black or African American	41	725	725	737	24%	24%	32%	*	*	20%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	108	744	744	761	10%	19%	26%	*	*	45%	64%
Male	125	733	733	748	18%	22%	33%	*	*	28%	48%
Economically Disadvantaged Students	141	730	730	739	*	*	29%	*	*	27%	37%
Non-Economically Disadvantaged Students	92	751	751	764	*	*	30%	*	*	50%	68%
Students with Disabilities	70	712	712	723	*	*	*	*	*	*	18%
Students without Disabilities	163	750	750	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	198	751	751	760	16%	11%	17%	32%	24%	57%	63%
White	97	753	753	768	*	*	21%	34%	23%	57%	72%
Hispanic	42	756	756	746	*	*	*	31%	31%	62%	49%
Black or African American	51	742	742	740	20%	*	*	29%	20%	49%	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	*	*	*	767	*	*	*	*	*	*	68%
Female	91	764	764	769	*	*	12%	34%	36%	70%	72%
Male	107	739	739	752	*	*	21%	31%	14%	45%	54%
Economically Disadvantaged Students	126	743	743	742	*	*	17%	29%	18%	48%	44%
Non-Economically Disadvantaged Students	72	765	765	771	*	*	17%	38%	35%	72%	73%
Students with Disabilities	60	710	710	721	*	*	22%	*	*	10%	22%
Students without Disabilities	138	769	769	768	*	*	15%	*	*	77%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	198	751	751	762	16%	11%	17%	32%	24%	57%	64%
Homeless Students	11	750	750	729	*	0%	*	*	*	64%	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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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	186	739	739	759	15%	25%	26%	24%	11%	34%	60%
White	103	744	744	767	15%	22%	19%	29%	15%	44%	70%
Hispanic	38	734	734	744	*	32%	29%	*	*	26%	45%
Black or African American	37	729	729	739	*	*	43%	*	*	19%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	92	746	746	768	*	22%	25%	*	*	43%	69%
Male	94	732	732	751	*	28%	28%	*	*	26%	52%
Economically Disadvantaged Students	110	728	728	740	*	27%	30%	*	*	24%	42%
Non-Economically Disadvantaged Students	76	754	754	769	*	21%	21%	*	*	50%	71%
Students with Disabilities	61	710	710	719	*	*	*	*	*	*	19%
Students without Disabilities	125	753	753	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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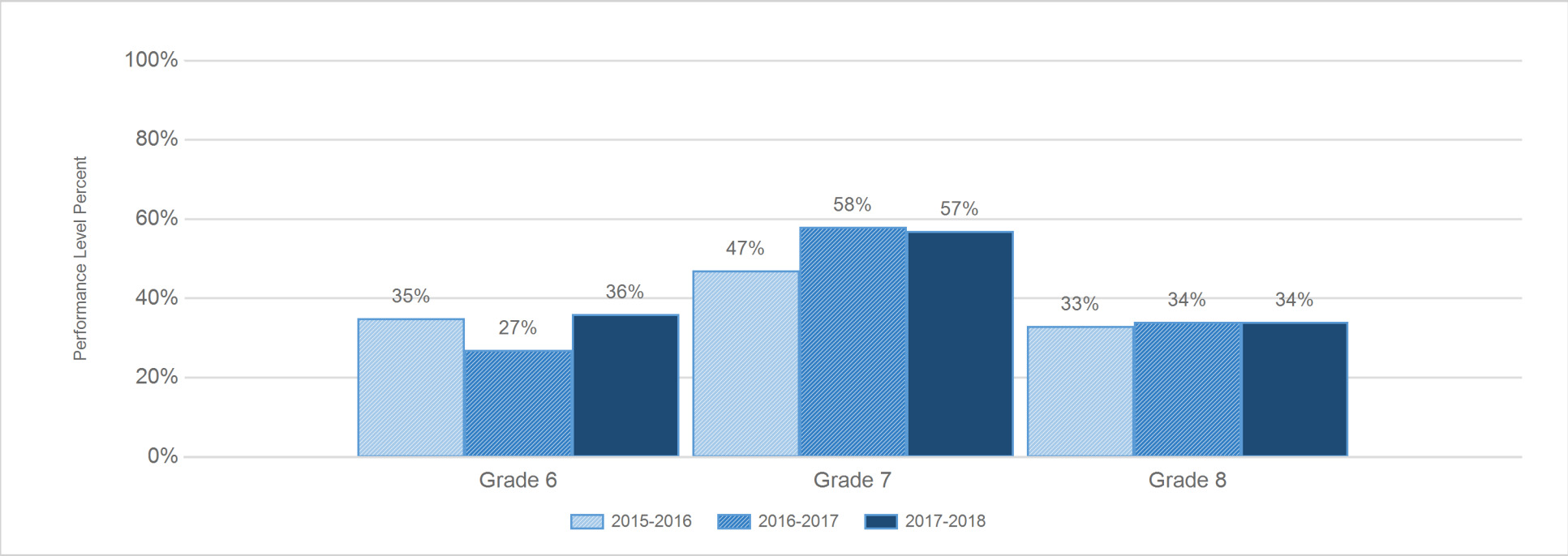
English Language Arts/Literacy Assessment - Performance Trends

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	611	96.2	30.4	33.7	45.0	30.4	29.1	Met Target
White	312	96.7	35.9	38.5	54.1	35.9	31.2	Met Target
Hispanic	144	96.1	27.1	29.6	29.2	27.1	30.1	Met Target†
Black or African American	126	95.0	20.6	21.4	23.4	20.6	20.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	27.7	53.0	*	15.1	Met Target†
Female	286	95.5	33.9	33.0	46.0	33.9		
Male	325	96.8	27.4	34.4	43.9	27.4		
Economically Disadvantaged Students	371	95.4	21.5	26.0	26.6	21.5	26.9	Not Met
Non-Economically Disadvantaged Students	240	97.6	44.2	42.4	55.9	44.2		
Students with Disabilities	200	94.5	*	12.3	17.1	*	16.5	Not Met
Students without Disabilities	411	97.0	*	40.2	50.5	*		
English Learners	38	100.0	26.3	*	24.6	26.3	29.6	Met Target†
Non-English Learners	573	96.0	30.8	*	46.9	30.8		
Homeless Students	23	92.9	21.7	15.6	17.3	21.7		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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	233	734	734	744	11%	27%	32%	26%	4%	30%	44%
White	117	737	737	751	10%	23%	32%	*	*	35%	54%
Hispanic	61	735	735	731	*	26%	30%	*	*	33%	27%
Black or African American	41	724	724	726	*	34%	39%	*	*	12%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	107	735	735	745	13%	21%	34%	*	*	33%	45%
Male	126	733	733	742	10%	33%	30%	*	*	28%	42%
Economically Disadvantaged Students	141	725	725	729	*	35%	27%	*	*	22%	24%
Non-Economically Disadvantaged Students	92	748	748	753	*	14%	39%	*	*	42%	56%
Students with Disabilities	70	715	715	717	*	*	*	*	*	*	13%
Students without Disabilities	163	742	742	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

PHILLIPSBURG MIDDLE SCHOOL
(41-4100-110)
Grades Offered: 06-08
2017-2018

Report Key:
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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	198	732	732	743	14%	28%	28%	*	*	29%	43%
White	96	734	734	750	11%	29%	25%	*	*	34%	54%
Hispanic	43	732	732	732	*	*	37%	*	*	26%	27%
Black or African American	50	727	727	727	*	36%	*	*	*	24%	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	*	*	*	748	*	*	*	*	*	*	51%
Female	93	737	737	745	*	28%	29%	*	*	33%	45%
Male	105	728	728	741	*	29%	28%	*	*	26%	42%
Economically Disadvantaged Students	125	725	725	730	*	*	26%	*	*	18%	24%
Non-Economically Disadvantaged Students	73	744	744	751	*	*	32%	*	*	49%	55%
Students with Disabilities	59	710	710	717	*	*	*	*	*	*	12%
Students without Disabilities	139	742	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	11	725	725	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

PHILLIPSBURG MIDDLE SCHOOL
(41-4100-110)
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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	140	709	709	728	*	*	*	*	*	*	28%
White	72	710	710	736	39%	32%	19%	*	*	10%	36%
Hispanic	32	707	707	722	*	*	*	*	*	*	22%
Black or African American	30	708	708	715	33%	37%	*	*	*	10%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	66	710	710	731	*	*	*	*	*	*	31%
Male	74	708	708	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	93	708	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	47	712	712	735	*	*	*	*	*	*	35%
Students with Disabilities	61	698	698	705	*	*	*	*	*	*	*
Students without Disabilities	79	718	718	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	46	773	735	746	0%	*	*	*	*	87%	46%
White	30	777	740	755	0%	0%	*	*	*	93%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	26	769	737	748	0%	*	*	*	*	81%	48%
Male	20	777	733	745	0%	*	*	*	*	95%	44%
Economically Disadvantaged Students	17	767	728	729	0%	*	*	*	*	76%	25%
Non-Economically Disadvantaged Students	29	776	740	756	0%	*	*	*	*	93%	57%
Students with Disabilities	N	N	710	716	N	N	N	N	N	N	13%
Students without Disabilities	46	773	740	752	0%	*	*	*	*	87%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	46	773	*	749	0%	*	*	*	*	87%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	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%

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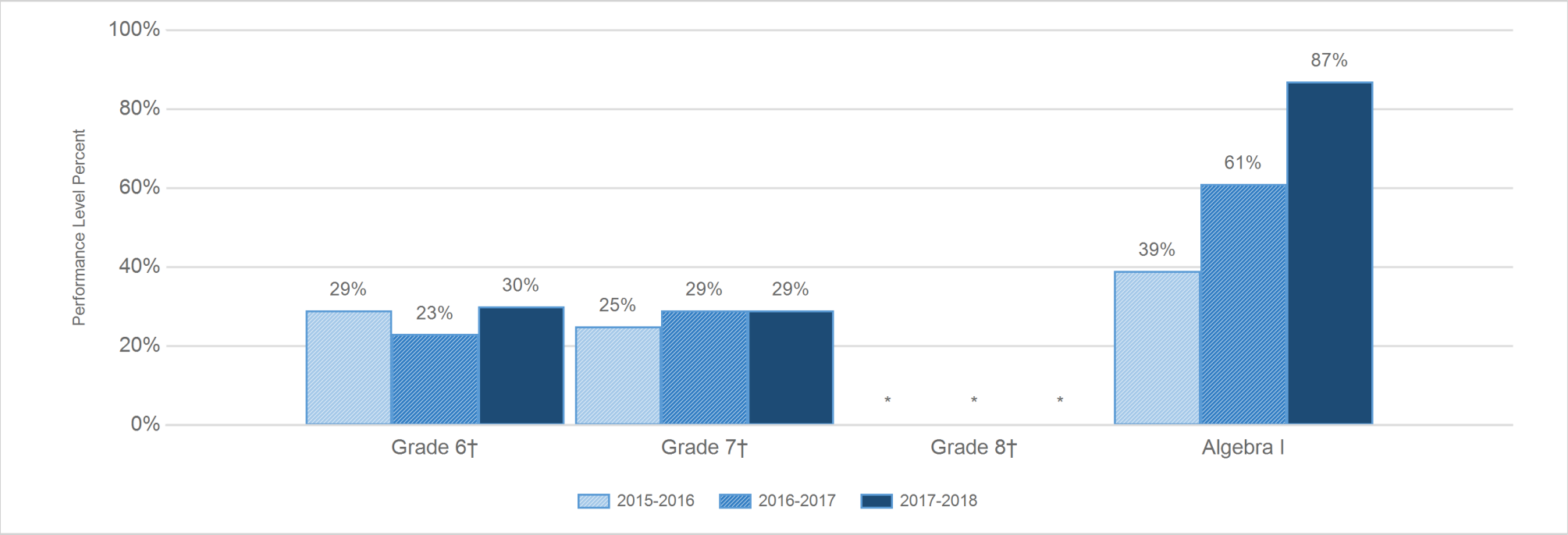
Mathematics Assessment – Performance Trends

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
6	*	*
7	*	*
8	*	*

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	*	*	*
3-4	*	*	*
5 or more	*	*	*

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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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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	235
7	0	0	207
8	34	0	145
Total	34	0	587

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	0	0	0	0	0	0	238
7	0	0	0	0	0	0	217
8	0	0	0	0	0	0	202
Total	0	0	0	0	0	0	657

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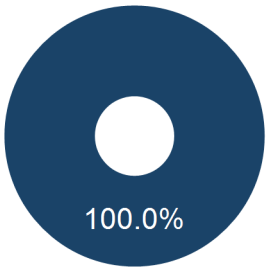
Visual and Performing Arts – Course Participation

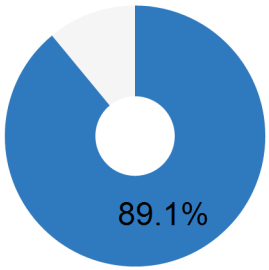
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

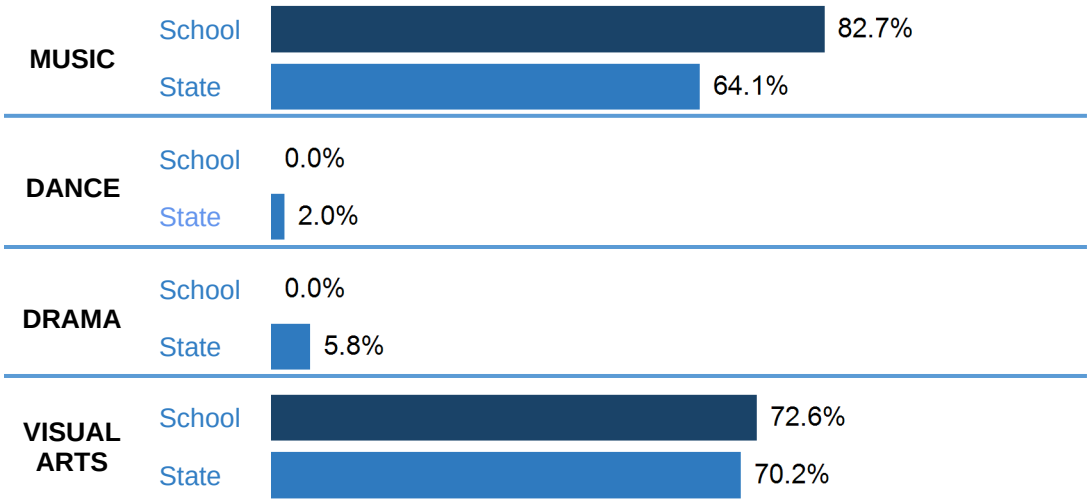


School



State

Students enrolled in one or more classes by discipline:



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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.

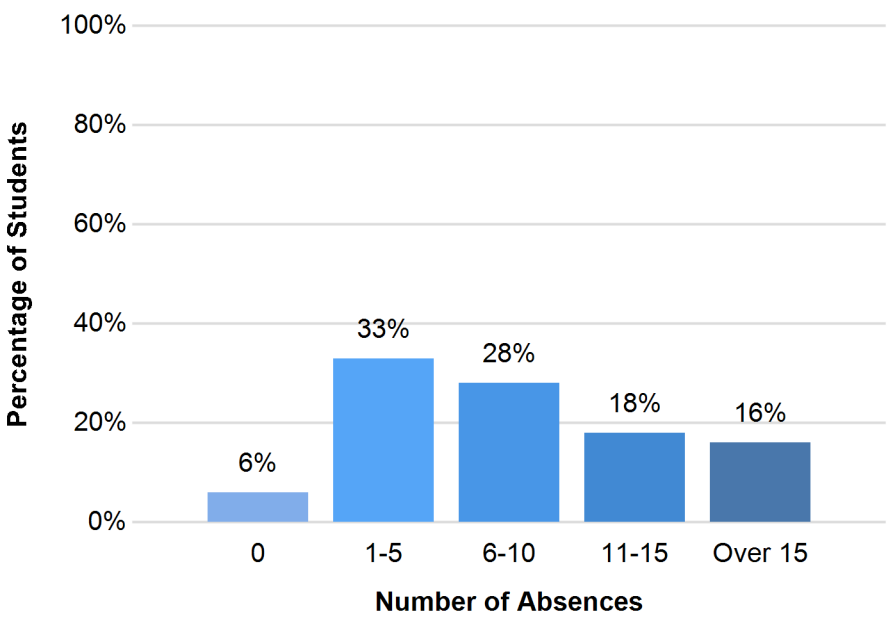
Chronic Absenteeism

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	81	12.3	9.5	Not Met
White	35	10.6	9.5	Not Met
Hispanic	23	14.8	9.5	Not Met
Black or African American	16	11.7	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	9.5	Not Met
Economically Disadvantaged Students	73	17.4	9.5	Not Met
Students with Disabilities	40	18.7	9.5	Not Met
English Learners	*	*	**	**

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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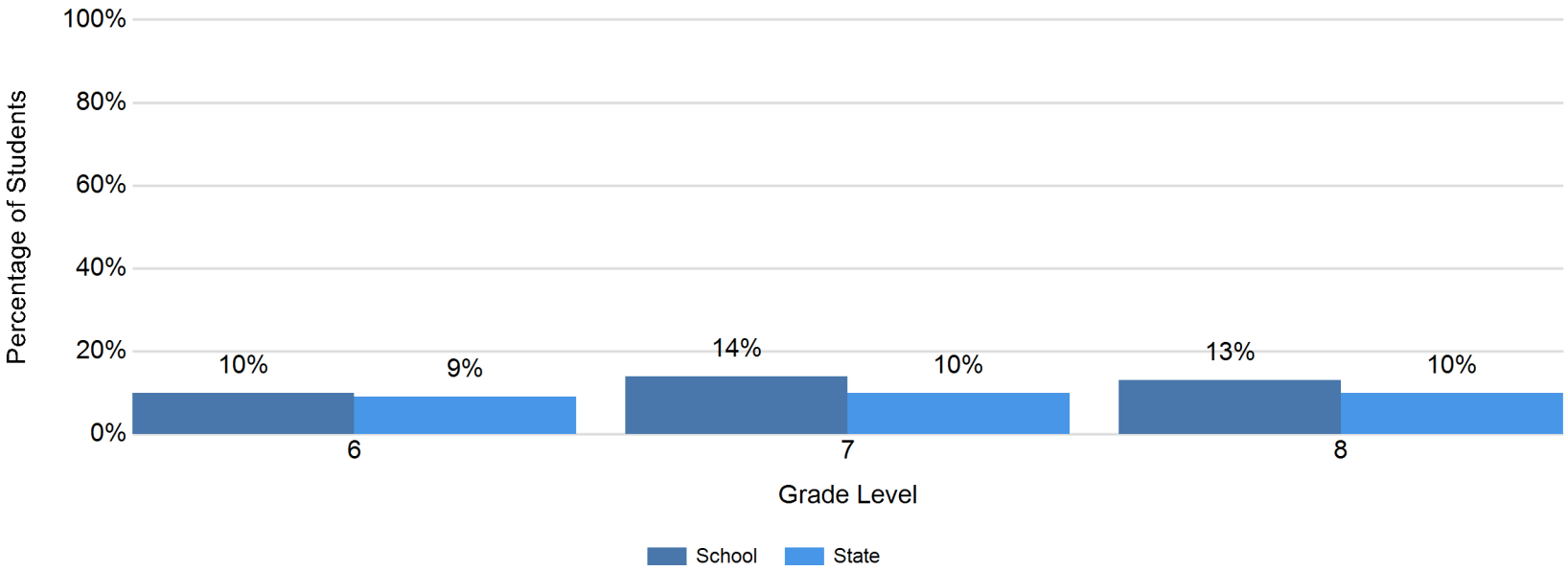
Chronic Absenteeism by Grade

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	10
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.36

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

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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	4	4
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	2	2
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	*	*
Out-of-School Suspensions	36	5.5%
Any Suspension	42	6.4%
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
297

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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	7:40 AM
Typical End Time	3:10 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 28 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	1.3:1

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)	$737	$15,327	$16,064

NJ SCHOOL PERFORMANCE REPORT

PHILLIPSBURG MIDDLE SCHOOL
(41-4100-110)
Grades Offered: 06-08
2017-2018

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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	56	117,464
Average years experience in public schools	14.5	12.0
Average years experience in district	13.3	10.7
Teachers in district for 4 or more years	73.2%	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	23	9,374
Average years experience in public schools	22.6	16.0
Average years experience in district	19.1	12.0
Administrators in district for 4 or more years	95.7%	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	12:1
Students to Administrators	327:1	170:1
Teachers to Administrators	28:1	15:1
Students to Librarians/Media Specialists		980:1
Students to Nurses		490:1
Students to Counselors		392:1
Students to Child Study Team		196:1

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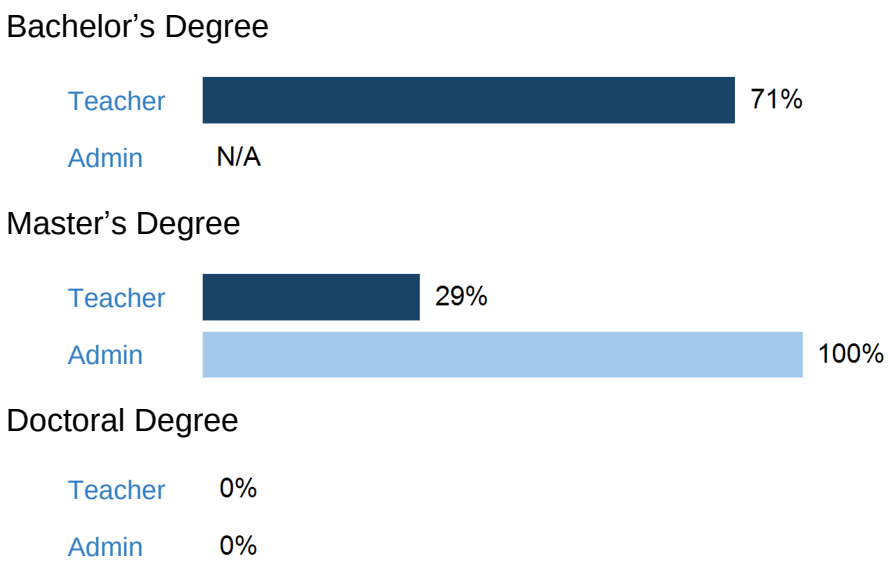
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.6%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	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	97.0%

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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	71.4%	50.0%
Male	28.6%	50.0%
White	98.2%	100.0%
Hispanic	1.8%	0.0%
Black or African American	0.0%	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
Yes	Yes	No

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	Yes	Yes	No
White	Yes		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	Yes		
Economically Disadvantaged Students	No		
Students with Disabilities	Yes		
English Learners	No		

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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	21.86	17.5%
Mathematics Proficiency	15.11	17.5%
English Language Arts Growth	11.37	25.0%
Mathematics Growth	5.04	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	14.93	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	12.81	n/a
Summative Rating: Percentile Rank of Summative Score	3.50	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	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	Yes	Met Target†	Met Target	Not Met	Not Met	**	Not Met	Yes
White	11.58	14.08	Yes	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Hispanic	21.85	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	31.34	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Not 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	7.21	14.08	Yes	Met Target	Met Target†	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	18.93	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	13.56	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	34.50	14.08	No	Not Met	Met Target†	Met Standard	Not Met	Not Met	**	No

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

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School Narrative

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

Highlights:	• The PMS score for the PARCC Alg 1 assessment profieceny level of 87% exceeded the state average of 45.8%. • Two enriched level courses are offered in every core academic class. • Technology focus through Chromebook 1:1 initiative and STEM courses to allow teachers the opportunity to provide engaging lessons, resources and activities.
Mission, Vision, Theme:	The Phillipsburg School District, a proud and diverse learning community with a strong sense of tradition, ensures all students are afforded a safe, nurturing, and secure environment, while providing them with opportunities to be engaged in a rigorous and enriching program of study designed to prepare them for college and career.
Awards, Recognition, Accomplishments:	Phillipsburg Middle School has received accreditation in April 2015 from Middle States Association of Colleges and Schools. Our highest achieving math students attend the high school for an Honors Algebra course. The intrumental band and chorus programs are award winning.

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Courses, Curriculum, Instruction:	Our daily schedule offers 82 minute Language Arts and Mathmatics classes and 41 minutes for Science, Social Studies, HPE and electives. The students are 1:1 with chromebooks and are offered electives such as STEM, World Language, Music, Family Consumer Science and Art. Our schedule offers a 25 minute Liner Pride period for enrichment and intervention activities. The schedule includes Second Step lessons for Social Emotional Learning support once a week during Liner Pride period.
Clubs and Activities:	The school offers a variety of extracurricular activities including Drama Club, National Junior Honor Society, Student Council, Newspaper, Yearbook, Ski Club, Banner Club, School Store and a variety of musical clubs. We also offer Unified Bowling and Liner Buddies to demonstrate friendship and understanding to fellow students.

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Before and After School Programs:	The Middle School offers free breakfast to all students starting at 7:35 am and is supervised by staff members. A REACH program funded by School Based Youth Services for middle school students only is an after school and summer educational and recreational program. The program offers homework assistance, character development activities and field trips. The program runs from 3:20 pm to 6:20 pm.
Staff and Professional Learning:	All staff have access to professional development activites. There continues to be an emphasis on differentiating instruction in the classroom. A focus on diverse learners and cultural competency has been a goal for this school year. The Math and Language Arts departments have a data coordinator to compile the data for staff and administrative review. Professional development for teachers has also focused on technology in the classroom and techbooks.

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Student Supports and Services:	The Middle School Student Support Services include guidance counselors, School Based Youth Services staff, Child Study Team, SHARP Team, and REACH counselors. All students recommended for interventions are screened through the SHARP team. The Middle School offers math tutoring on Tuesdays and Thursdays.
Student Health and Wellness:	All students have Physical Education for five days a week for three marking periods and a Health course for one marking period. The students have access to the gym, track, fitness center, tennis and basketball courts. The school offers students breakfast before school.
Parent and Community Involvement:	The Middle School has a PTO organization which promotes the home school connection through activities for the students. The school offers an on-line parent portal which allows parents/guardians to view student attendance, discipline and academics. Various programs and activities are held throughout the year for parent and community involvement.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The Middle School uses the NJ School Climate Survey once a year. There are three surveys, one for students, one for parents, and one for staff. The students give high ratings to parental support and safety in the school. The parents also gave high ratings to parental support and enagement and relationships. The staff gave high marks to Administrative support and safety. The Middle School scored a 74/78 on the State HIB report.
Facilities:	The Phillipsburg Middle School was constructed in 1927, with an addition in 1958. It operates within a three-story, 141,000 square feet building located on approximately 40 acres. Extensive outdoor recreation areas include tennis courts, softball fields, outdoor basketball courts, and a stadium that consists of a football field and track.

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Technology and STEM:	STEM courses are offered as an elective for 7th and 8th grade students.

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Other Information:	Academic achievement in all curricular programs is emphasized, and accelerated students are recognized by placement in advanced courses. Student recognition programs include honor and high honor rolls, Student of the Month selection through faculty committee, and membership in the National Junior Honor Society. This year the creation of a Liner P.R.I.D.E. Society for students as a positive reward system for exhibiting the traits of positive, respectful, involved, determined and excellent. Our daily schedule has allowed us the opportunity to create a 25 minute period each day known as Liner Pride Period. This period is designed to specifically target academic initiatives or online educational programs in the areas of language arts and mathematics for future academic success.