NJ SCHOOL PERFORMANCE REPORT

PHILLIPSBURG ELEMENTARY SCHOOL
(41-4100-105)
Grades Offered: 03-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	WARREN
District	PHILLIPSBURG TOWN
Principal Name	MR. FINKEN
Address	525 WARREN STREET PHILLIPSBURG, NJ 08865-3419
Phone Number	(908)454-3400
Email Address	FINKEN.JOHN@PBURGSD.NET
Website	https://www.pes.pburgsd.net
Twitter	https://twitter.com/statelinerPES

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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
3	124	202	233
4	129	229	206
5	128	230	233
Total	382	661	674

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	45.8%	49.5%	50.9%
Male	54.2%	50.5%	49.1%
Economically Disadvantaged Students	68.1%	67.8%	73.9%
Students with Disabilities	35.1%	29.7%	28.9%
English Learners	5.5%	4.4%	6.1%
Homeless Students		1.8%	3.1%
Students in Foster Care		1.8%	1.6%
Military-Connected Students		0.0%	0.1%
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	53.7%	49.5%	46.0%
Hispanic	22.3%	25.3%	25.7%
Black or African American	17.5%	18.0%	20.3%
Asian	1.8%	0.8%	0.7%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	4.5%	6.4%	7.0%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	87.8%
Spanish	11.3%
Other Languages	0.9%

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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	40	39	50	Met Standard	55	42	50	Met Standard
White	38.5	41	50	Not Met	56	42	51	Met Standard
Hispanic	45	40	49	Met Standard	52	42	48	Met Standard
Black or African American	33	33	44	Not Met	46.5	41	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	67	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	36.5	34.5	49	Not Met	62	56.5	51	Exceeds Standard
Economically Disadvantaged	36	36	48	Not Met	54	42	47	Met Standard
Students with Disabilities	33	29	41	Not Met	46	38	43	Met Standard
English Learners	47	41.5	54	Met Standard	56	49	51	Met Standard

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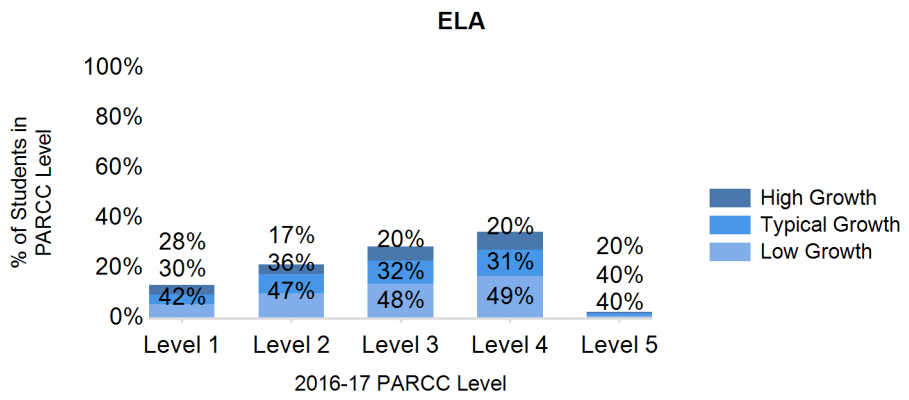
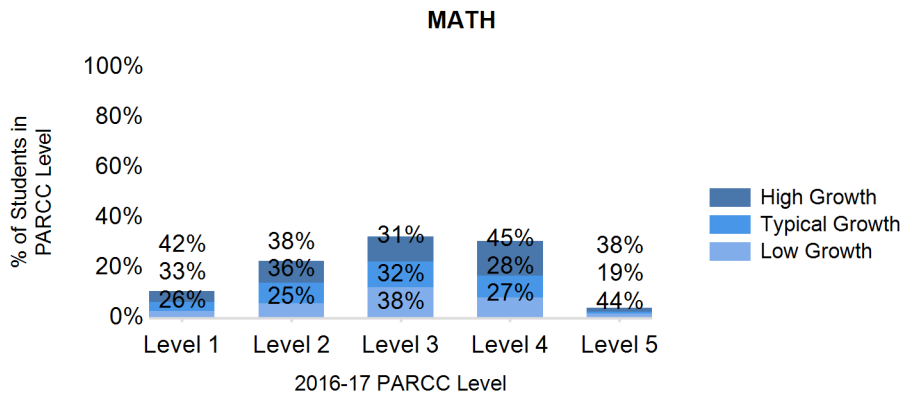
Student Growth by Performance Level

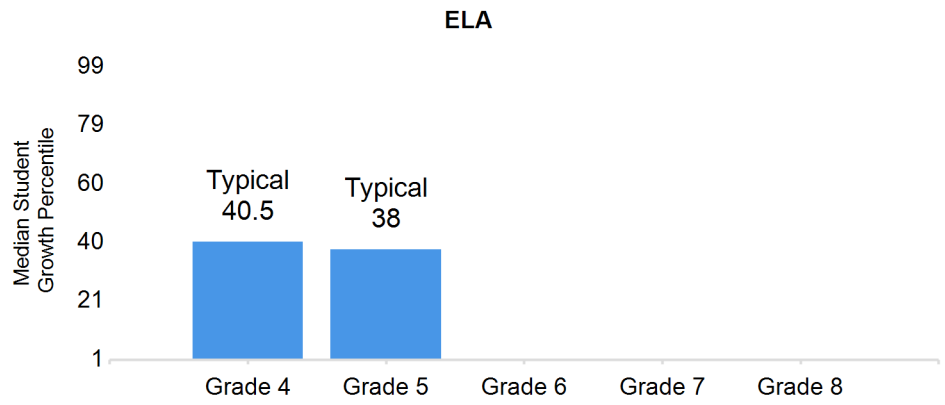
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

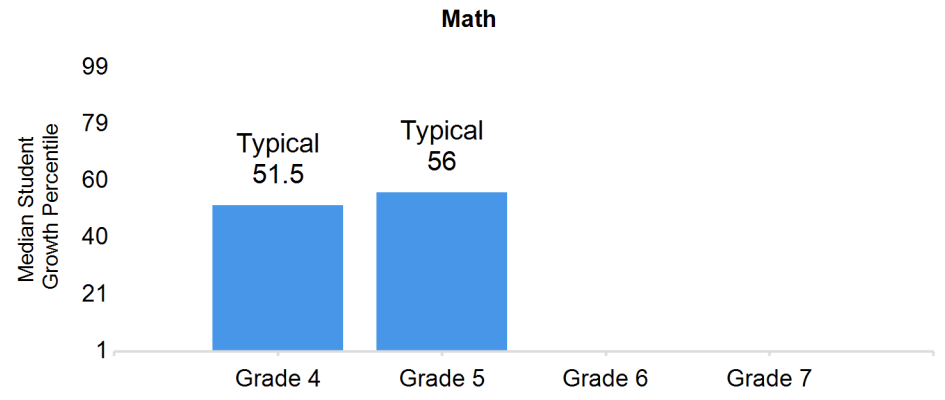




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	629	98.2	34.9	45.8	56.7	34.9	44.9	Not Met
White	295	98.1	38.0	51.2	65.6	38.0	46.7	Not Met
Hispanic	162	99.4	29.7	39.2	42.5	29.7	43	Not Met
Black or African American	123	97.1	34.2	34.8	37.3	34.2	38	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	*	44	Not Met
Female	321	98.5	40.5	54.1	64.5	40.5		
Male	308	97.9	28.9	37.7	49.4	28.9		
Economically Disadvantaged Students	455	98.2	28.6	32.3	38.5	28.6	36.7	Not Met
Non-Economically Disadvantaged Students	174	98.4	51.2	60.7	67.5	51.2		
Students with Disabilities	171	96.2	13.5	13.5	21.6	13.5	28	Not Met
Students without Disabilities	458	99.0	42.8	55.8	63.9	42.8		
English Learners	85	100.0	31.8	*	27.3	31.8	39.1	Met Target†
Non-English Learners	544	98.0	35.3	*	59.4	35.3		
Homeless Students	14	100.0	*	*	27.7	*		
Students In Foster Care	14	100.0	28.6	25.0	26.3	28.6		
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 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	229	732	732	750	24%	18%	24%	*	*	34%	52%
White	99	735	735	759	24%	16%	21%	*	*	38%	61%
Hispanic	65	726	726	736	26%	18%	26%	29%	0%	29%	38%
Black or African American	45	732	732	733	22%	*	27%	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	114	737	737	756	20%	18%	22%	*	*	40%	57%
Male	115	727	727	744	28%	19%	26%	*	*	27%	46%
Economically Disadvantaged Students	176	725	725	733	*	*	25%	*	*	27%	34%
Non-Economically Disadvantaged Students	53	753	753	762	*	*	21%	*	*	57%	64%
Students with Disabilities	47	701	701	719	57%	*	*	*	*	13%	24%
Students without Disabilities	182	740	740	756	15%	*	*	*	*	39%	57%
English Learners	20	695	695	712	*	*	*	*	*	*	15%
Non-English Learners	209	735	735	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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	196	734	734	756	16%	22%	33%	24%	6%	30%	58%
White	97	738	738	764	14%	21%	31%	*	*	34%	68%
Hispanic	49	739	739	744	*	20%	43%	*	*	29%	44%
Black or African American	38	720	720	739	29%	*	29%	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	10	732	732	763	*	*	*	*	*	30%	63%
Female	102	740	740	762	*	24%	33%	*	*	34%	63%
Male	94	729	729	751	*	20%	32%	*	*	24%	53%
Economically Disadvantaged Students	136	728	728	740	*	24%	35%	*	*	21%	40%
Non-Economically Disadvantaged Students	60	749	749	767	*	18%	27%	*	*	48%	70%
Students with Disabilities	67	712	712	726	*	*	*	*	*	*	25%
Students without Disabilities	129	746	746	762	*	*	*	*	*	*	64%
English Learners	13	710	710	720	*	*	*	*	*	*	17%
Non-English Learners	183	736	736	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	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	226	739	739	755	9%	23%	31%	*	*	36%	58%
White	105	739	739	763	*	30%	29%	*	*	35%	68%
Hispanic	54	734	734	743	*	*	41%	30%	0%	30%	43%
Black or African American	48	740	740	738	*	23%	23%	*	*	44%	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	*	*	*	763	*	*	*	*	*	*	65%
Female	121	744	744	762	*	21%	30%	*	*	44%	66%
Male	105	732	732	749	*	26%	32%	*	*	28%	51%
Economically Disadvantaged Students	160	734	734	739	*	27%	30%	*	*	31%	39%
Non-Economically Disadvantaged Students	66	749	749	766	*	15%	33%	*	*	48%	71%
Students with Disabilities	54	718	718	724	*	*	*	*	*	*	22%
Students without Disabilities	172	745	745	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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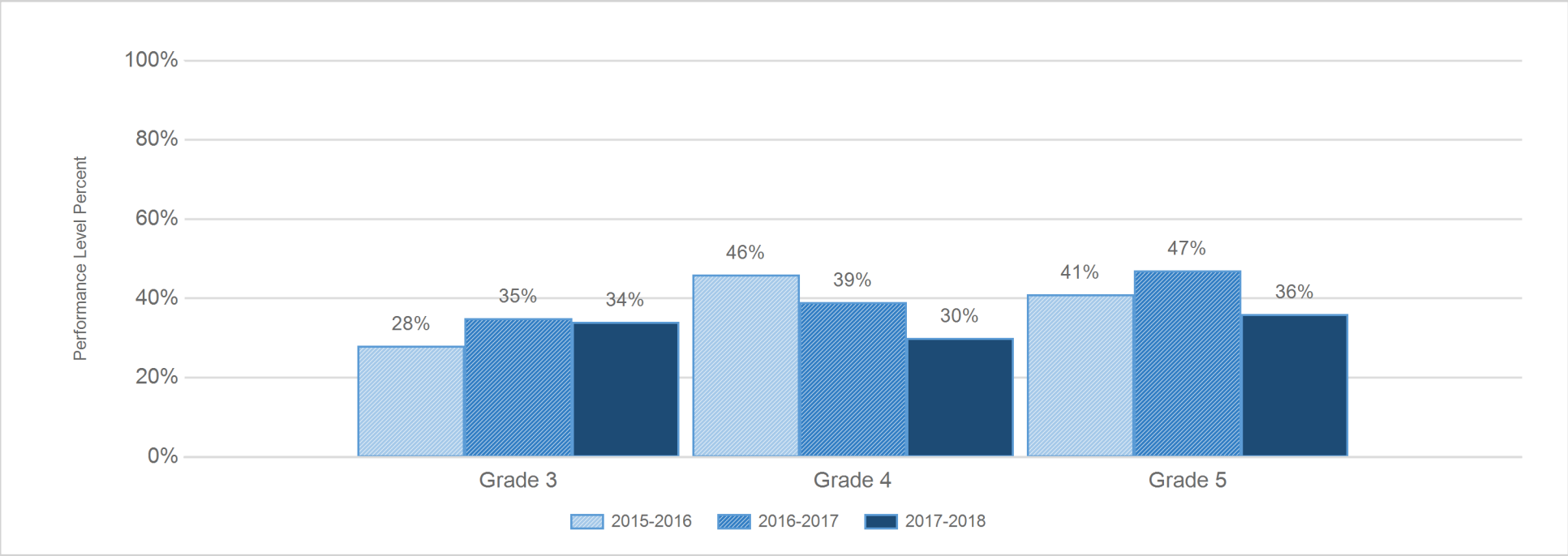
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	631	98.2	37.5	33.7	45.0	37.5	47.9	Not Met
White	295	98.1	42.4	38.5	54.1	42.4	54.2	Not Met
Hispanic	164	99.4	36.5	29.6	29.2	36.5	40.5	Met Target†
Black or African American	123	97.1	26.9	21.4	23.4	26.9	32.7	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	*	44	Met Target†
Female	322	98.5	34.8	33.0	46.0	34.8		
Male	309	97.9	40.4	34.4	43.9	40.4		
Economically Disadvantaged Students	457	98.2	30.9	26.0	26.6	30.9	39.6	Not Met
Non-Economically Disadvantaged Students	174	98.4	55.1	42.4	55.9	55.1		
Students with Disabilities	172	96.3	20.3	12.3	17.1	20.3	28.8	Not Met
Students without Disabilities	459	99.0	44.0	40.2	50.5	44.0		
English Learners	87	100.0	31.0	*	24.6	31.0	46.1	Not Met
Non-English Learners	544	98.0	38.7	*	46.9	38.7		
Homeless Students	16	100.0	*	15.6	17.3	*		
Students In Foster Care	14	100.0	*	*	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 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	230	736	736	752	13%	24%	30%	26%	7%	33%	53%
White	99	741	741	760	13%	20%	28%	27%	11%	38%	64%
Hispanic	66	730	730	739	18%	29%	21%	*	*	32%	38%
Black or African American	45	736	736	734	*	27%	40%	*	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	115	737	737	752	10%	26%	29%	*	*	35%	53%
Male	115	735	735	751	17%	22%	30%	*	*	31%	53%
Economically Disadvantaged Students	177	730	730	736	*	*	29%	*	*	25%	35%
Non-Economically Disadvantaged Students	53	758	758	762	*	*	30%	*	*	58%	66%
Students with Disabilities	47	711	711	730	34%	43%	*	*	*	13%	29%
Students without Disabilities	183	743	743	756	8%	19%	*	*	*	38%	57%
English Learners	21	705	705	726	*	*	*	*	*	*	23%
Non-English Learners	209	740	740	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

PHILLIPSBURG ELEMENTARY SCHOOL
(41-4100-105)
Grades Offered: 03-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	735	735	748	10%	32%	27%	*	*	31%	49%
White	97	739	739	755	10%	23%	32%	*	*	35%	60%
Hispanic	49	739	739	737	*	41%	*	*	*	37%	34%
Black or African American	38	721	721	730	*	47%	*	*	*	13%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	10	741	741	752	*	*	*	*	*	30%	55%
Female	102	734	734	748	10%	36%	26%	*	*	27%	50%
Male	94	737	737	748	11%	28%	27%	*	*	35%	49%
Economically Disadvantaged Students	136	731	731	733	*	34%	29%	*	*	24%	30%
Non-Economically Disadvantaged Students	60	745	745	758	*	28%	22%	*	*	47%	62%
Students with Disabilities	67	716	716	725	*	48%	18%	*	*	10%	22%
Students without Disabilities	129	745	745	753	*	24%	31%	*	*	42%	55%
English Learners	13	721	721	722	*	*	*	*	*	*	16%
Non-English Learners	183	736	736	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

PHILLIPSBURG ELEMENTARY SCHOOL
(41-4100-105)
Grades Offered: 03-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	745	745	748	*	19%	35%	*	*	42%	49%
White	105	749	749	756	*	14%	37%	*	*	46%	60%
Hispanic	55	739	739	736	*	*	31%	40%	0%	40%	32%
Black or African American	48	742	742	730	*	23%	40%	*	*	33%	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	*	*	*	754	*	*	*	*	*	*	55%
Female	121	743	743	749	*	22%	33%	*	*	39%	50%
Male	106	748	748	747	*	16%	37%	*	*	46%	48%
Economically Disadvantaged Students	161	741	741	733	*	*	35%	*	*	36%	29%
Non-Economically Disadvantaged Students	66	756	756	758	*	*	33%	*	*	58%	62%
Students with Disabilities	55	735	735	726	*	31%	44%	*	*	24%	20%
Students without Disabilities	172	749	749	752	*	16%	32%	*	*	48%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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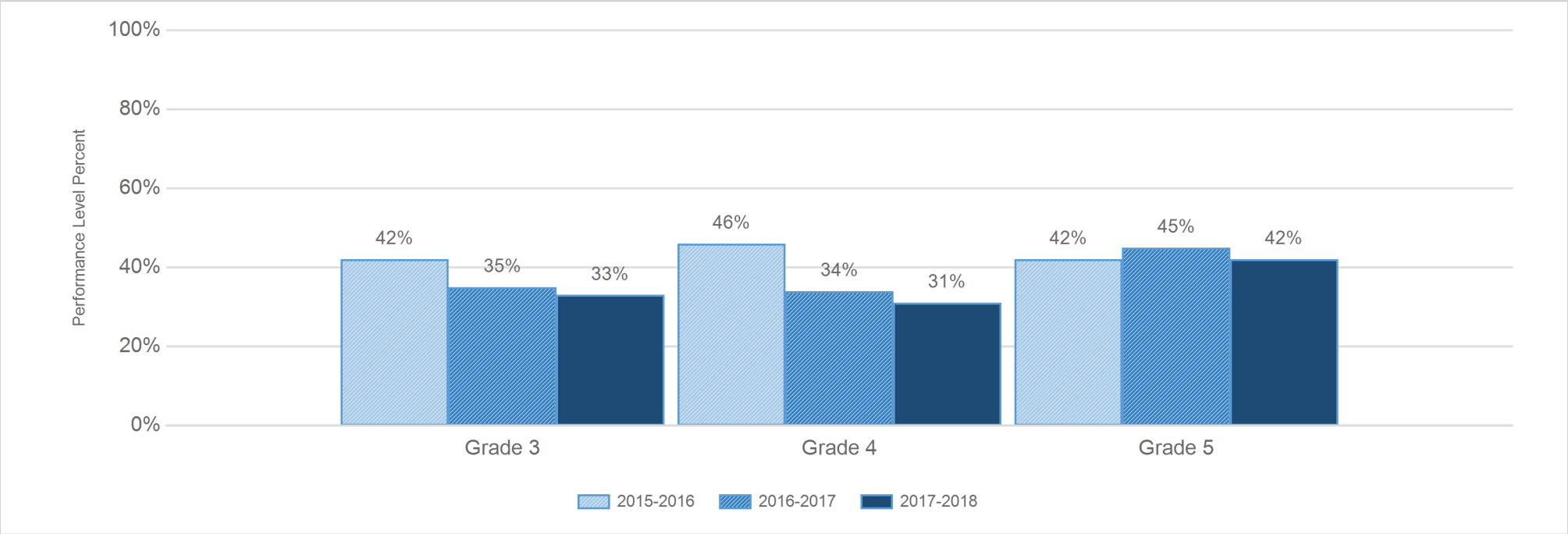
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	21.6%	60.7%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	17	*	*
5 or more	18	88.9%	11.1%

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

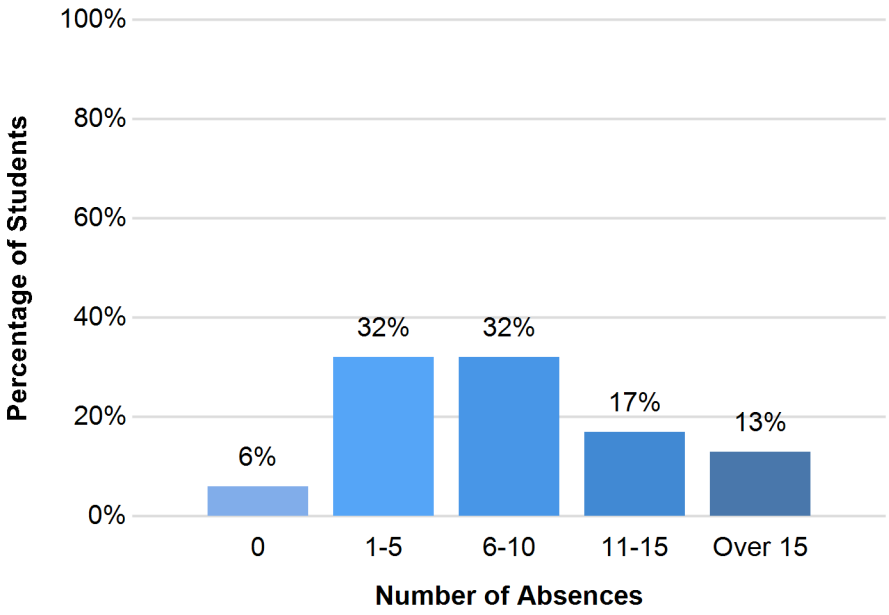
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	73	10.9	7.6	Not Met
White	31	10.0	7.6	Not Met
Hispanic	21	12.3	7.6	Not Met
Black or African American	14	10.4	7.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	7.6	Not Met
Economically Disadvantaged Students	67	13.7	7.6	Not Met
Students with Disabilities	28	14.6	7.6	Not Met
English Learners	3	7.3	7.6	Met

Days Absent

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



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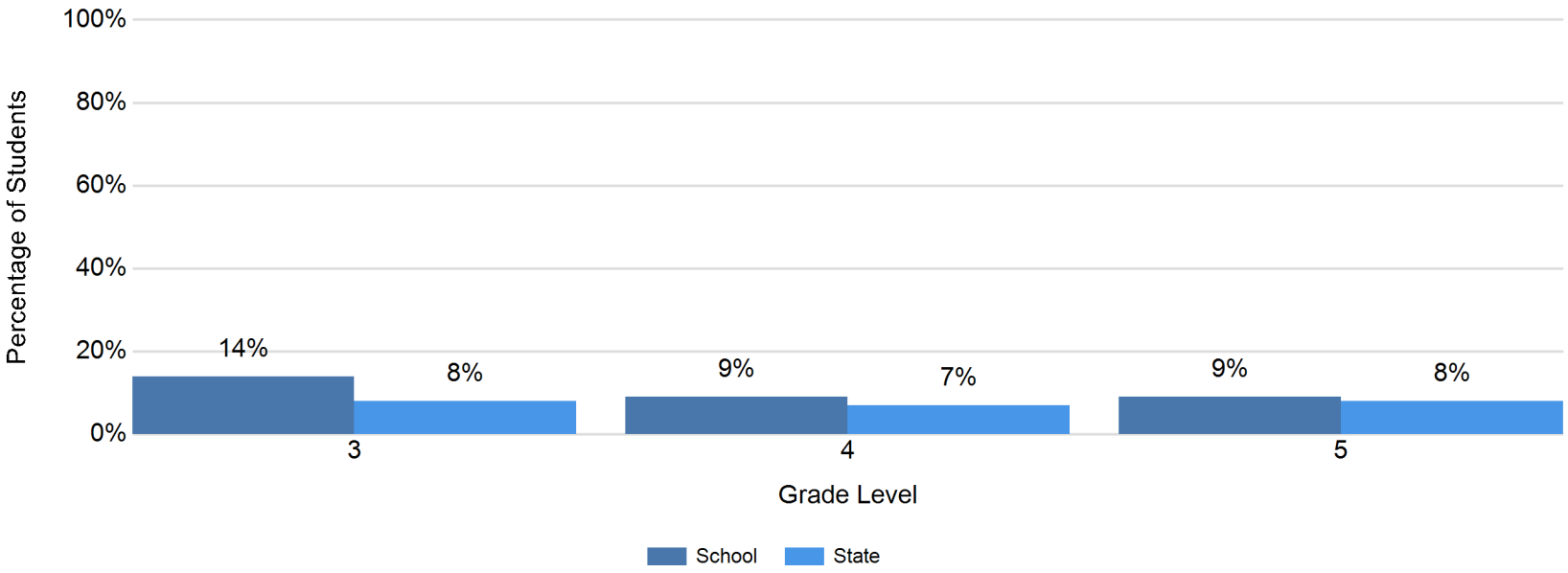
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.63

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	1
Vandalism	0
Substances	0
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	0	0
Gender	0	1	1
Sexual Orientation	0	3	3
Disability	0	0	0
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	0	0.0%
Out-of-School Suspensions	18	2.7%
Any Suspension	18	2.7%
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
40

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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	7:30 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 30 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	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$737	$15,327	$16,064

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	117,464
Average years experience in public schools	14.5	12.0
Average years experience in district	12.2	10.7
Teachers in district for 4 or more years	81.5%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	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	10:1	12:1
Students to Administrators	337:1	170:1
Teachers to Administrators	33:1	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

NJ SCHOOL PERFORMANCE REPORT

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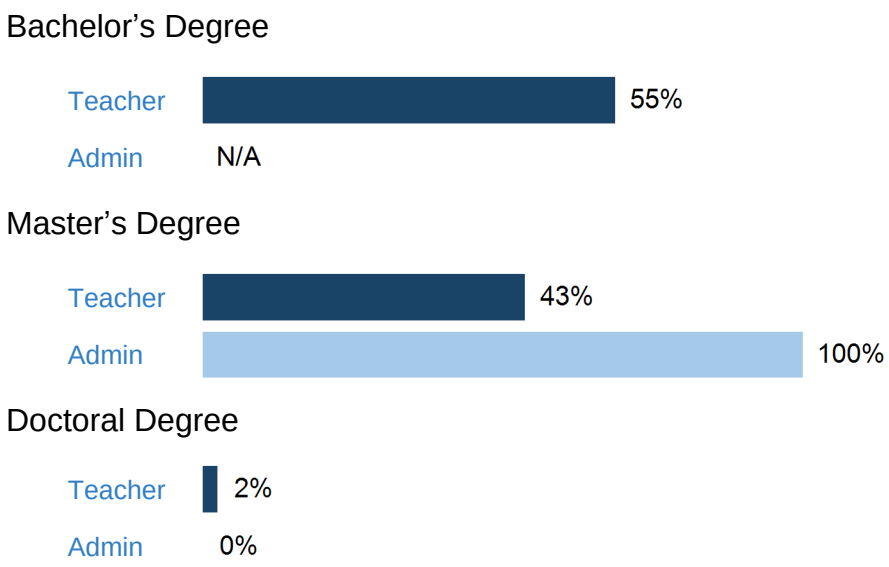
Teachers and Administrators - Level of Education

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



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	97.3%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	89.2%	0.0%
Male	10.8%	100.0%
White	98.5%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	1.5%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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(41-4100-105)
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2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	12.68	15.0%
Mathematics Proficiency	31.64	15.0%
English Language Arts Growth	15.46	20.0%
Mathematics Growth	65.82	20.0%
Progress Towards English Language Proficiency	2.98	20.0%
Chronic Absenteeism	26.62	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	26.16	n/a
Summative Rating: Percentile Rank of Summative Score	13.92	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met	No
White	26.02	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Hispanic	43.24	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	45.63	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	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	31.80	14.08	No	Not Met	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
Economically Disadvantaged Students	41.83	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	41.46	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	44.61	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• Curriculum is aligned to the NJSLS using Journeys for Literacy, enVision 2.0 for Math and Discovery Techbook for Science. • Chromebooks for each student provides them with technological opportunities that cross and integrate all subject areas. • There are many opportunities for students to become involved in academic and extra-curricular activities beyond the school day.
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 Elementary School has had a long tradition of awards, recognitions and accomplishments. The teaching staff at Phillipsburg Elementary School continues to be leaders in the field of education within the School, District, Community, County, and State. They can often be found collaborating about Literacy or Math Data in grade level meetings and researching other best practices grounded in educational research. The staff at PES decided to become an official Leader in Me School.

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Courses, Curriculum, Instruction:	Literacy instruction includes phonemic awareness, comprehension strategies, and increased emphasis on the writing process within a rich and varied literature-based environment with high expectations. Mathematics is based on critical foundational research which helps students develop an in-depth understanding of math concepts through Problem-Based Interactive Learning. Formative and summative assessments determine each student's level of competency and drive instruction in both literacy and math.
Clubs and Activities:	Phillipsburg Elementary School offers the following extra-curricular programs: drama club, fitness club, science / STEM club, Bell Choir, Select Singers choir, band, art club, ski club, yearbook and TV studio as well as, the Veteran's Day program, Spelling Bee and Geo Bee competitions, and the gifted and talented program. Students are also given leadership opportunities each day and rewarded monthly for following and exhibiting leadership qualities.

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Before and After School Programs:	Aftercare programs are available to students and their families through three community providers: The Firth Youth Center, Happy Faces, and Heavenly Angels. Their programs provide academic support, structured recreational activities and daycare services for children both before and after school hours. Facilities within a short walking distance from the school escort students to and from school. Facilities farther away provide bus transportation.
Staff and Professional Learning:	School improvement initiatives and district staff development opportunities equip teachers with the knowledge, resources, technology, and experiences necessary to ensure students are successful in a diverse and ever-changing information-based society. Professional Development is on-going and includes Literacy, Mathematics, Science and Social Studies instruction. Collaboration is also a major component of professional development activities.

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Student Supports and Services:	Phillipsburg Elementary School offers Homework Help and an extended day Literacy and Mathematics program. School programs and support services for students with IEPs include: in-class support, out-of-class replacement, and self-contained programs. Classroom and personal para-professionals assist students within the classroom environment. The Sheltered Instruction Observation Protocol (SIOP) Model trained classroom teachers and ESL teachers instruct students who receive ESL services.
Student Health and Wellness:	Student health and wellness at PES focuses on the School Wellness Policy. Students start the day with a nutritious breakfast which is free for all students. Students receive both physical education and health each week, recess each day and frequent activity breaks involving movement. In addition, students may elect to attend an after school fitness club. The wellness policy is monitored by the Wellness Committee which includes the Principal, Nurse, Food Service Provider and Staff.
Parent and Community Involvement:	Our community involvement efforts compliment our educational programs. In partnership with our hardworking PES PTO, we hold assemblies, student / parent activity nights, Literacy Nights, Literacy Breakfasts, Math / STEM nights and student-centered activities. Parent volunteers are found diligently working with our children and classroom teachers to aid children in their learning.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is conducted annually at Phillipsburg Elementary School as a way of taking the pulse of the school community. Students, parents and staff are surveyed regarding a variety of topics that concern the school environment. Information gathered is confidential. Results are analyzed to find important trends and reported out to all stakeholders. The results are utilized in the development of the Title I Annual School Plan and for selection of professional learning opportunities.
Facilities:	Phillipsburg Elementary School, constructed in 1973, houses students in grades three, four, and five with a total enrollment of 674 students. There is air conditioning in portions of the building. There are dedicated rooms for instrumental music, vocal music, art, health and library. There is a full gym with a partition and a commons area with stage that also serves as the cafeteria. A pool and locker rooms are used mostly for high school level swim team and community swimming activities.
School Safety:	Phillipsburg Elementary School takes proactive measures to protect the safety and security of all students and staff members. PES has developed a school safety and security plan which was designed locally with the help of law enforcement, emergency management, public health officials and all other key stakeholders. The plan is reviewed and updated on an annual basis. The plan includes procedures to respond to critical incidents ranging from bomb threats, fires and gas leaks, to an active shooter situation.

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Technology and STEM:	Technology continues to play a major role in our school program. A Chromebook for each student and interactive board technology provide students with technological opportunities that cross and integrate all subject areas. The District Technology Coordinator works together with the classroom teachers to creatively integrate technology and problem solving skills into their daily classroom activities. Every classroom has internet access for student research and worldwide communication. Parents receive information concerning school events and activities through a wide range of media including: School webpage, monthly calendars and the Blackboard Connect automated messaging system.

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Other Information:	Phillipsburg Elementary School located at 525 Warren Street is centrally located in the Town of Phillipsburg. Most students attending PES walk to school however, students who live over one mile from school or who would need to cross a major thoroughfare are bussed. The school day officially begins at 7:40 AM and ends at 2:40 PM. Students are allowed to enter the building at 7:25 for breakfast. Academically, students receive 120 minutes of Literacy, 90 minutes of Mathematics, 30 minutes of Science, Social Studies, or World Languages and 55 minutes of art, library, physical education, music and Health each day. The day begins with a - 30 minute Response to Intervention (RTI) period to assist struggling students.