NJ SCHOOL PERFORMANCE REPORT

PHILIPSBURG PRIMARY SCHOOL
(41-4100-070)
Grades Offered: KG-02
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	WARREN
District	PHILLIPSBURG TOWN
Principal Name	MRS. FONTANA
Address	1000 GREEN STREET PHILLIPSBURG, NJ 08865-1520
Phone Number	(908)454-3400
Email Address	FONTANA.AMY@PBURGSD.NET
Website	https://www.pps.pburgsd.net
Twitter	https://twitter.com/Mrs.Fontana

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	0	1	1
1	130	212	205
2	108	231	209
Total	238	444	415

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	52.1%	46.2%	47.0%
Male	47.9%	53.8%	53.0%
Economically Disadvantaged Students	83.2%	74.3%	73.5%
Students with Disabilities	18.5%	12.4%	19.3%
English Learners	20.6%	9.2%	10.8%
Homeless Students		2.3%	2.9%
Students in Foster Care		1.1%	1.2%
Military-Connected Students		0.0%	0.2%
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	38.2%	45.7%	50.1%
Hispanic	33.2%	26.8%	23.6%
Black or African American	20.2%	18.7%	16.4%
Asian	0.0%	0.9%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	8.4%	7.9%	8.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	0	1	1

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	11.6%
Other Languages	1.0%

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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	39.0%	60.7%	Not Met

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	27	*	*
5 or more	11	*	*

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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.

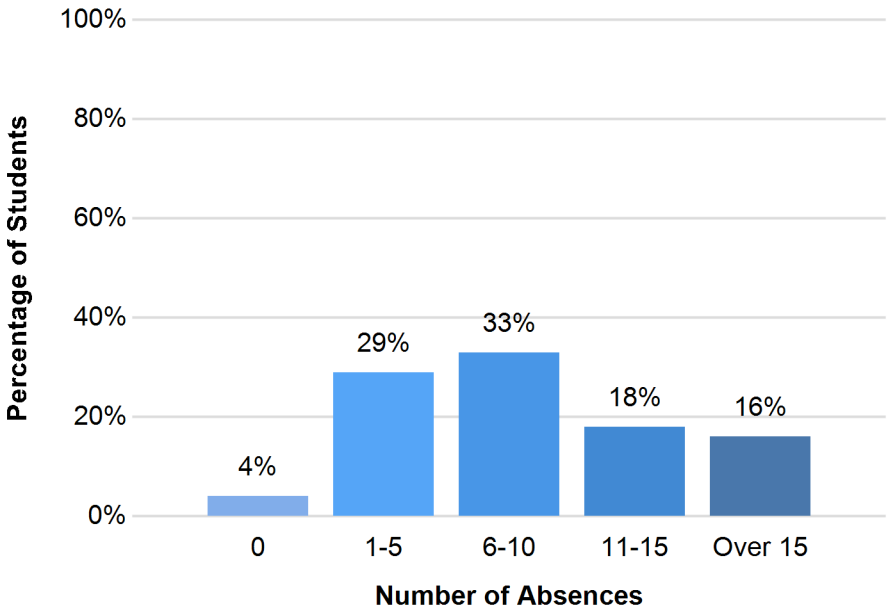
Chronic Absenteeism

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	55	13.3	10.2	Not Met
White	22	10.5	10.2	Not Met
Hispanic	11	11.2	10.2	Not Met
Black or African American	15	22.4	10.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	10.2	Not Met
Economically Disadvantaged Students	49	16.2	10.2	Not Met
Students with Disabilities	11	13.9	10.2	Not Met
English Learners	2	4.4	10.2	Met

Days Absent

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



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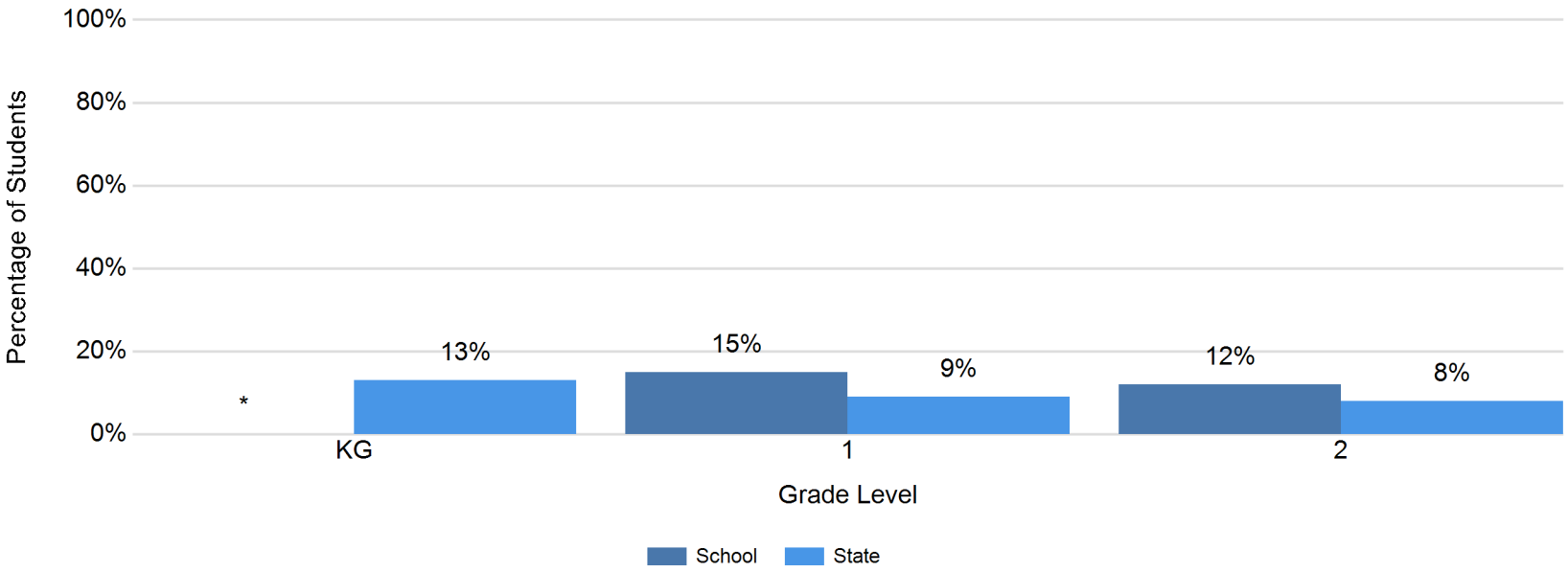
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 40 Mins
Shared Time - Instructional Time	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$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	41	117,464
Average years experience in public schools	15.0	12.0
Average years experience in district	13.0	10.7
Teachers in district for 4 or more years	80.5%	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	415:1	170:1
Teachers to Administrators	41:1	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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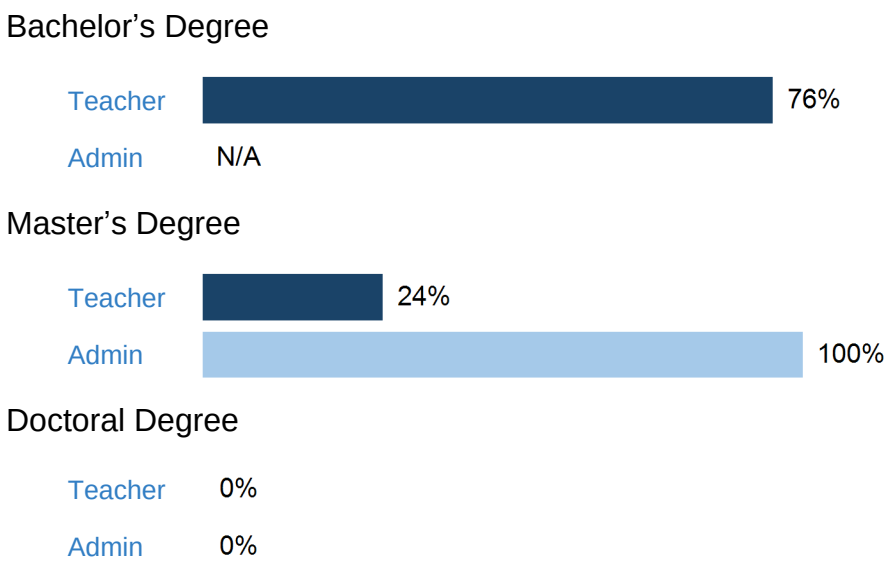
Teachers and Administrators - Level of Education

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	95.7%

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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	92.7%	100.0%
Male	7.3%	0.0%
White	92.7%	100.0%
Hispanic	4.9%	0.0%
Black or African American	0.0%	0.0%
Asian	2.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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School Narrative

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

Highlights:	• Technology is part of each school day, with all students utilizing 1:1 personal Chromebooks. • Curriculum is aligned to the NJSLS using the resources of enVision 2.0, Journeys, and Picture Perfect Science. • School-wide responsive classroom and social-emotional initiatives provide necessary supports for students.
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:	At Phillpsburg Primary School, we recognize students during our PPS STARS assemblies. Each month, these assemblies highlight the good citizenship of one student from each classroom and students with perfect attendance. Each PPS Stars student is then invited to a fun dance party with the Principal. In addition, to our students being recognized, we have several staff members who have been named "Staff Member of the Week" by our Superintendent and highlighted on social media.

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Courses, Curriculum, Instruction:	Phillipsburg Primary School bases instruction on the NJ Student Learning Standards. Literacy begins with a universal screening using STAR Early Literacy and Reading assessments. Literacy instruction is comprised of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Math instruction is delivered through small groups and is differentiated. The enVision 2.0 math program helps students develop concepts through problem-based, interactive learning and technology. Gifted and Talented program is available for qualified students. Students are recommended by classroom teachers to participate in a once a month afterschool Art/Music Club.

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Before and After School Programs:	An extended day wrap-around program is available on-site for students through Catholic Charities. Their program provides academic support, structured recreational activities and daycare services for children both before and after school hours.
Staff and Professional Learning:	PPS Staff engages in meaningful professional development and collaboration throughout the school year. Teachers have been trained in creating responsive classrooms and the social-emotional well being of students through a series of workshops. Teachers regularly collaborate with administration math coach, peers, and directors to analyze student data and target areas of needed improvement. Teachers attend planning sessions with directors and with grade-level peers and Title I teachers.

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Student Supports and Services:	Title I teachers provide response to intervention (RTI) instruction for at-risk students. In-class resource teachers are utilized to provide small group, direct support for students who have IEPs. English language learners are supported through dedicated ELL teachers. Students with disabilities, ELL students, and struggling students are supported through modifications and accommodations to instruction and assessment. Social-emotional RTI is also used for behavior support.
Student Health and Wellness:	Students engage in social-emotional wellness and responsive classrooms. Select students participate in mindfulness RTI programs. The Shanthi Project provides weekly mindfulness sessions to various classrooms. We offer all students breakfast. Students have recess and/or physical education daily. Our health teacher provides safety, wellness, and health curriculum for all students.
Parent and Community Involvement:	We are working to broaden our parent involvement through close communication with the PTO and other parent/community groups such as NORWESCAP. PPS holds student / parent activity nights, literacy nights, Literacy Breakfasts, Math / STEAM nights and student-centered activities. Parent/teacher conferences are held in November. A majority of teachers utilize Communication Apps in an effort to keep parents informed of curriculum and pertinant information. Parents have access to the technology resources their students use in the classroom. We have a Parent Access portal available on our website, where parents sign up to complete necessary paperwork and update contact information.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Climate survey is given every Spring to faculty, staff, parents, and students. Teachers help students complete the survey online in the classroom. Parents and faculty/staff also take an online survey. The tech department activates the survey, collects results, and shares them with the school. We use the results of the survey to determine areas in need of improvement so we can identify action steps and areas of strength. Results are communicated in writing and also during faculty meetings.
Facilities:	Phillipsburg Primary School was constructed in 1972. It is an elementary school that houses students in grades first and second, with a total enrollment of 415 students. The school is composed of 10 first grade classrooms, 10 second grade classrooms, and 2 special education classrooms. There are dedicated rooms for library, art, and music. The all-purpose room is utilzed for gym, lunch, and assemblies. The students have access to an outdoor area including: a large playground, baseball field, and basketball court.
School Safety:	Phillipsburg Primary School takes proactive measures to protect the safety and security of all students and staff members. A full time security guard monitors the cameras, verifies the visitors, signs students in/out, and ensures the facility is secured throughout the day. PPS 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:	All teachers are provided with a laptop computer. Interactive tables can be found in a majority of the classrooms. Most special education classrooms utilize iPads to differentiate instruction. 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, Parent Handbook and the Blackboard Connect automated messaging system.

NJ SCHOOL PERFORMANCE REPORT

PHILIPSBURG PRIMARY SCHOOL
(41-4100-070)
Grades Offered: KG-02
2017-2018

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

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.

Other Information:	Phillipsburg Primary School located at 1000 Green Street. Most students attending PPS are bussed to school. The school day officially begins at 8:00 AM and ends at 3:00 PM. Upon arrival students are provided breakfast in the classroom followed by a Morning Meeting. Academically each day, students receive 120 minutes of Literacy, 90 minutes of Mathematics, 30 minutes of Science, Social Studies, or World Language, 15 minutes of recess and 55 minutes of one of the following: art, library, physical education, music and Health. A 30 minute Response to Intervention (RTI) period, is provided during the day, to assist struggling students.