NJ SCHOOL PERFORMANCE REPORT

PHILLIPSBURG EARLY CHILDHOOD LEARNING CENTER
(41-4100-150)
Grades Offered: PK-01
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. RUSSO-FARINA
Address	459 CENTER STREET PHILLIPSBURG, NJ 08865
Phone Number	(908)454-3010
Email Address	RUSSO-FARINA.AMY@PBURGSD.NET
Website	https://www.eclc.pburgsd.net
Twitter	https://twitter.com/ECLC_PSD

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	262	247	251
KG	211	204	195
1	1	1	2
Total	474	452	449

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	44.3%	47.6%	49.7%
Male	55.7%	52.4%	50.3%
Economically Disadvantaged Students	69.4%	69.0%	66.8%
Students with Disabilities	9.9%	12.6%	11.6%
English Learners	5.5%	5.8%	4.0%
Homeless Students		2.2%	3.6%
Students in Foster Care		1.3%	1.3%
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	52.1%	52.2%	49.4%
Hispanic	24.1%	23.5%	23.8%
Black or African American	14.3%	14.2%	17.1%
Asian	1.3%	1.8%	1.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	8.2%	8.4%	8.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	262	247	251
KG - Half Day	1	0	0
KG - Full Day	210	204	195

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	88.9%
Spanish	9.8%
Other Languages	1.3%

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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	*	*	*

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	12	*	*
5 or more	N	N	N

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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.

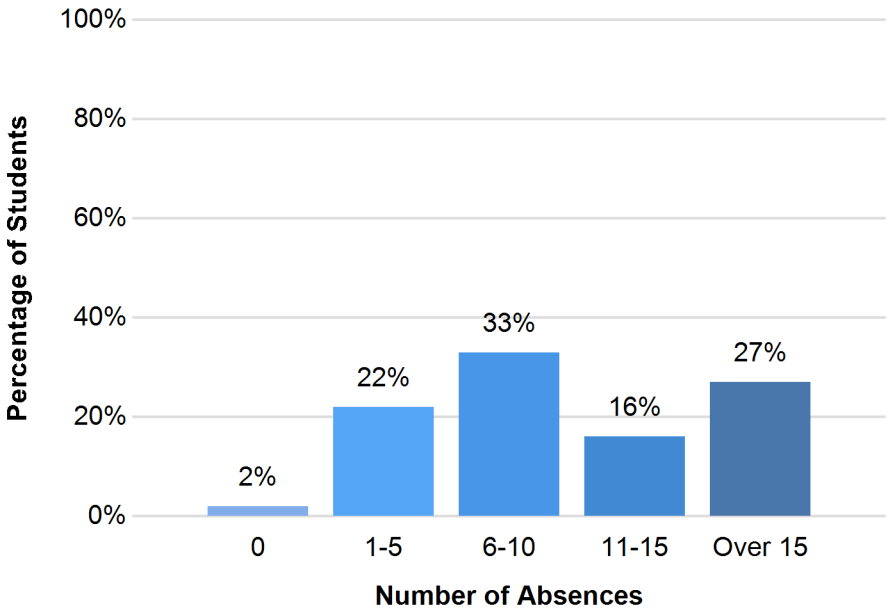
Chronic Absenteeism

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	39	20.1	11.2	Not Met
White	18	19.1	11.2	Not Met
Hispanic	9	20.0	11.2	Not Met
Black or African American	7	20.6	11.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	34	24.6	11.2	Not Met
Students with Disabilities	9	36.0	11.2	Not Met
English Learners	2	11.1	**	**

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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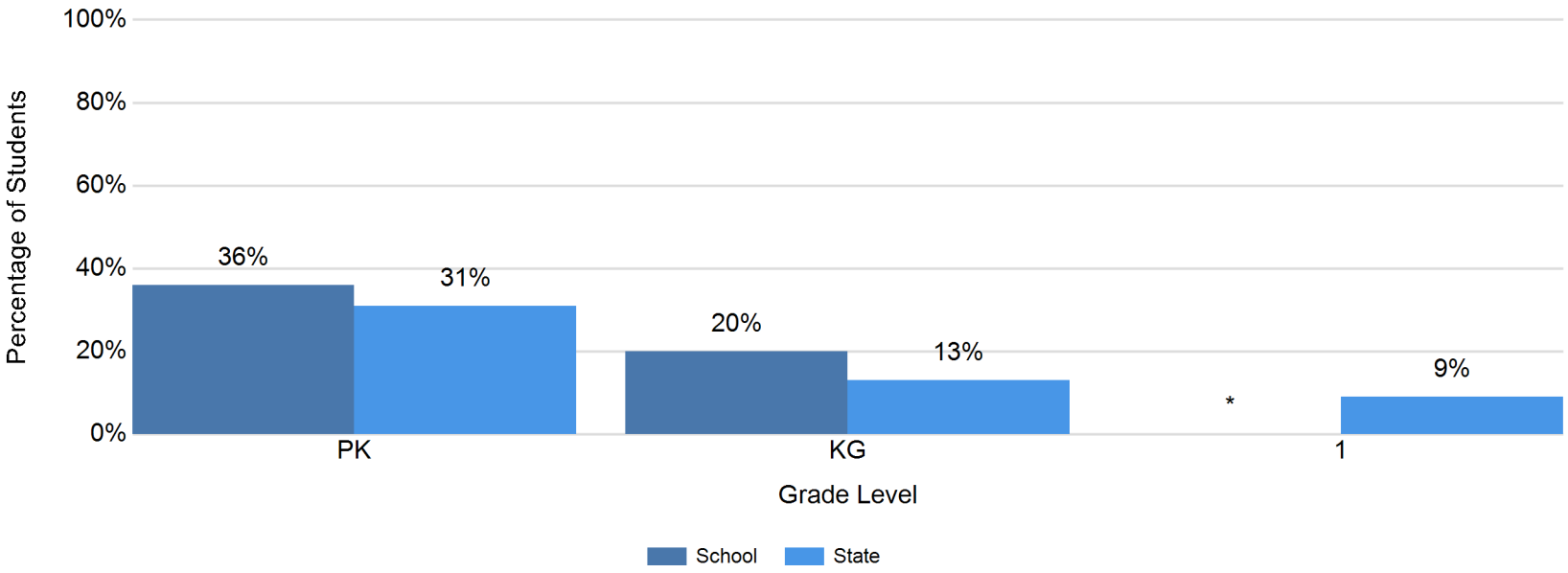
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

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	*	*
Any Suspension	*	*
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
*

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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	7:45 AM
Typical End Time	3:15 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 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	48	117,464
Average years experience in public schools	14.1	12.0
Average years experience in district	12.5	10.7
Teachers in district for 4 or more years	85.4%	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	9:1	12:1
Students to Administrators	225:1	170:1
Teachers to Administrators	24:1	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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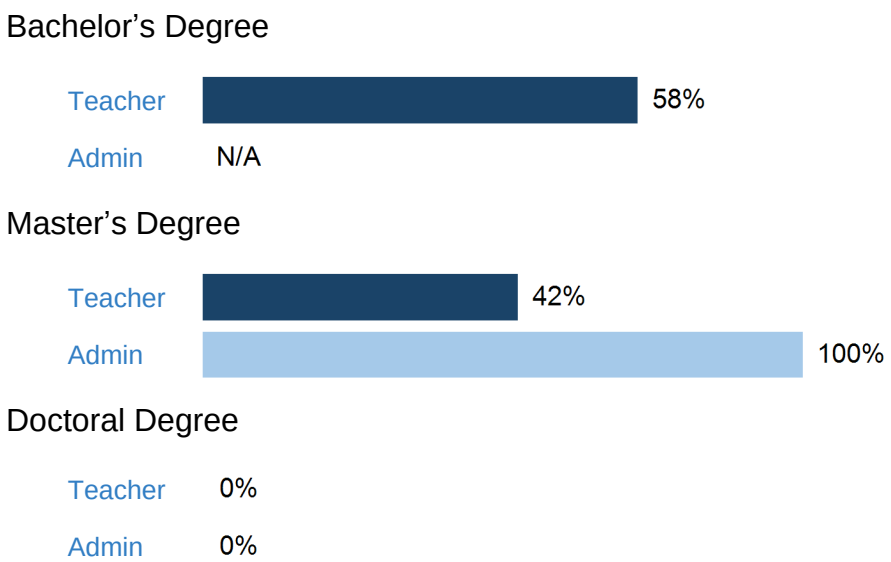
Teachers and Administrators - Level of Education

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	96.2%

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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	89.6%	50.0%
Male	10.4%	50.0%
White	93.8%	100.0%
Hispanic	6.3%	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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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:	• Full day, inclusive Pre-school Program free for all town residents. • Full day, inclusive Kindergarten utilizing an in-class support model. • Project based learning using developmentally appropriate practices.
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.

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Courses, Curriculum, Instruction:	Our curriculum is delivered through developmentally appropriate practices, including learning through play and small group experiences. The preschool program utilizes The Creative Curriculum, a literacy based program that offers students an array of interest areas, materials and experiences in social/emotional, physical, cognitive and language domains. Our Kindergarten Curriculum includes Journeys, a balanced literacy program, and a research-based mathematics curriculum, enVision Math 2.0.

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Before and After School Programs:	An extended day wrap-around program is available on-site for students through Catholic Charities.
Staff and Professional Learning:	Staff participate monthly in district and building level professional learning opportunities that focus on Early Childhood Learning and Development. Professional Learning Communities meet daily to support the needs of students and families of our school.

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Student Supports and Services:	Students with educational disabilities are fully included utilizing an in-class support model. Special education teachers offer an individualized approach to meet the needs of all students with disabilities. English Language Learners are supported by bilingual staff and our ESL model. A Student Help and Referral Process is in place for students in need of interventions.
Student Health and Wellness:	Our school offers a free, well balanced breakfast program for all children. Parent health and nutrition workshops are offered throughout the school year to educate families on healthy eating. Students participate in 30 minutes of gross motor activity daily, utilizing our 3 playgrounds, gym and gross motor room.
Parent and Community Involvement:	The Early Childhood Learning Center employs a fulltime Community and Parent Involvement Specialist who coordinates community events and links families to social service resources. The Preschool Advisory Council, the Warren County Collaborators, and the Preschool Providers, meet regularly with key staff members and offer consultation. The NORWESCAP Family Success Center, as well as, Catholic Charities are located on-site resulting in easy access to an array of services for our families.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Climate surveys are given each Fall to parents and Spring to faculty, staff, parents. Kindergarten students are chosen at random to answer a short questionnaire about school in late Spring with the assistance of staff members. The results of the survey help determine program improvements, as well as planning and implementaion of school programs for the community and professional development opportunites. . Results are communicated in writing, at preschool advisory meetings and during faculty meetings.
Facilities:	The Early Childhood Learning Center is designed specifically for early childhood education. Students enjoy specialized spaces such as a library media center, art room, science exploration room, gymnasium, gross motor room, two enclosed courtyards for learning through play, and two technology labs. The building is fully air conditioned. Our three playgrounds have been recently renovated to include state of the art equipment that is developmentally appropriate for children ages 3 through 6.
School Safety:	The Early Childhood Learning Center takes proactive measures to protect the safety and security of all students and staff members. Two full time security guards monitor the cameras, verify the visitors, and ensure the facility is secured throughout the day. ECLC 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 annula basis. The plan includes procedures to respond to critical incidents ranging from bomb threats, fires, gas leaks and health concerns, to an active shooter situtaion.

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Other Information:	The Phillipsburg Early Childhood Program consists of comprehensive full-day preschool and kindergarten classes for children that reside in the town of Phillipsburg. Our preschool program includes partnerships with NORWESCAP HeadStart and ABC Playschool. Educational and support services include community outreach, social service support and an active parent involvement program. The children at ECLC are introduced to special area classes such as; library, art, physical education, world language, and science/social studies enrichment. All classrooms are equipped with Interactive Boards and desktop computers. Interactive learning tables are utilized in our Kindergarten program.