



Philipsburg Primary School  
2016-2017


Grade Span KG-02

41-4100-070  
WARREN  
PHILLIPSBURG TOWN  
1000 GREEN STREET  
PHILLIPSBURG, NJ 08865-1520

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
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### Other Resources:

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### **Footnotes**

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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	97	125	205
2	114	104	222
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	5	9	17
Total	216	238	444

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### 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	2014-15	2015-16	2016-17
Female	48%	52%	46%
Male	52%	48%	54%
Economically Disadvantaged Students	79%	83%	74%
Students with Disabilities	13%	19%	12%
English Learners	15%	21%	9%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	45.7%
Hispanic	26.8%
Black or African American	18.7%
Asian	0.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.9%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	86.7%
Spanish	12.4%
Other	0.8%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

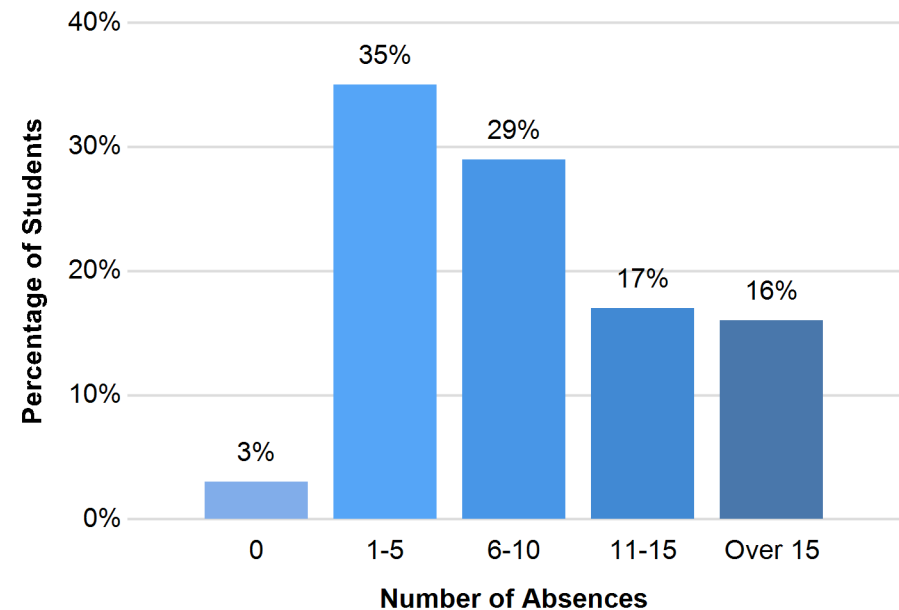
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.20	9.80	Not Met
White	11.30	9.80	Not Met
Hispanic	12.60	9.80	Not Met
Black or African American	16.90	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	2.90	9.80	Met Target
Economically Disadvantaged Students	15.20	9.80	Not Met
Students with Disabilities	17.00	9.80	Not Met
English Learners	10.00	9.80	Not Met

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





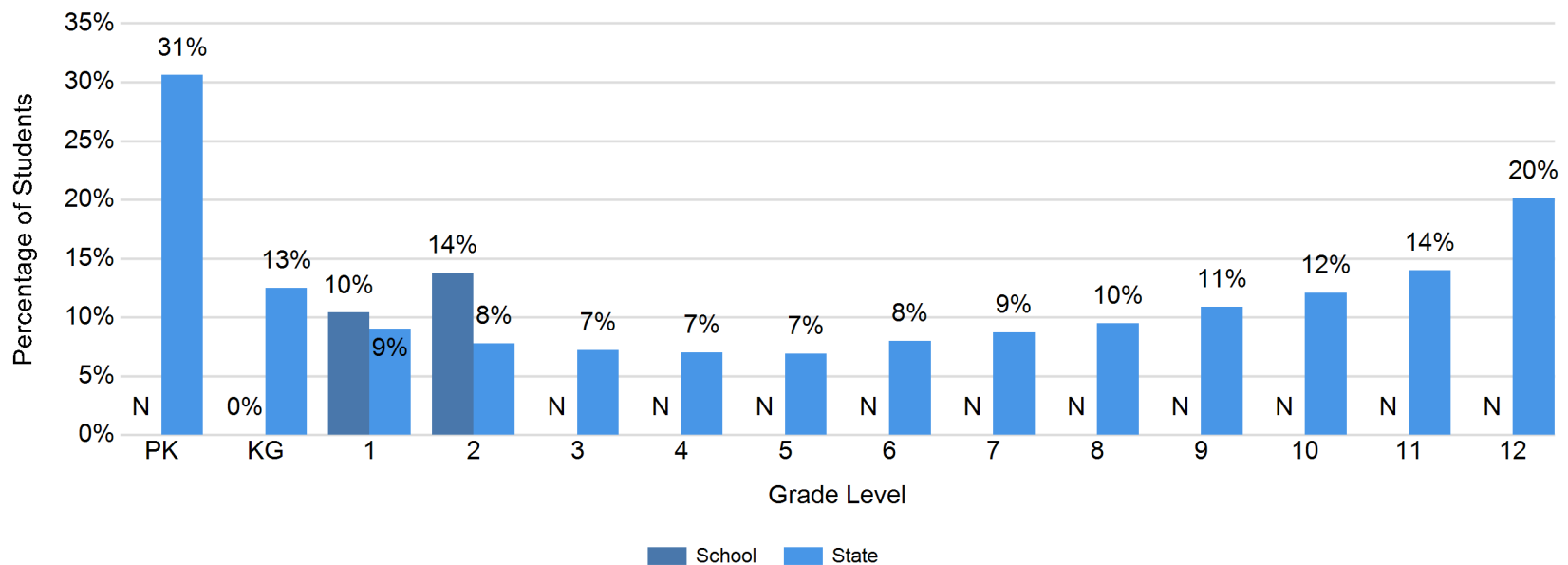
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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	7 Hrs. 0 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.9%
Any Suspension	2.9%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$750	\$15,734	\$16,484



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	39	120,724
Average years experience in public schools	14.0	11.8
Average years experience in district	12.4	10.5
Teachers in district for 4 or more years	87%	74%

### 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	9,506
Average years experience in public schools	22.8	15.9
Average years experience in district	20.0	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	444:1	170:1
Librarian/Media Specialists		978:1
Nurses		489:1
Counselors		391:1
Child Study Team		196:1



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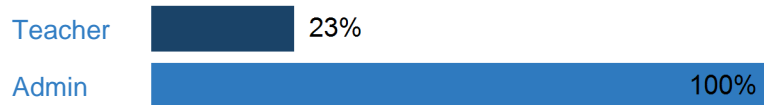
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	99%



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### School General Info

<b>Principal:</b>	Mrs. Fontana	<b>Email Address:</b>	<a href="mailto:fontana.amy@pburgsd.net">fontana.amy@pburgsd.net</a>
<b>Address:</b>	1000 GREEN STREET PHILLIPSBURG, NJ 08865-1520	<b>Website:</b>	<a href="https://www.pburgsd.net/Domain/54">https://www.pburgsd.net/Domain/54</a>
<b>Phone:</b>	(908)454-3400		

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Technology is part of each school day, with all students utilizing 1:1 personal Chromebooks.</li> <li>• Curriculum is aligned to the NJSLS using the resources of enVision Math 2.0, Journeys, and Picture Perfect Science.</li> <li>• School-wide responsive classroom and social-emotional initiatives provide necessary supports for students.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>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.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>At Phillipsburg 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.</p>



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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.







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 <p><b>Staff and Professional Learning:</b></p>	<p>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, 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.</p>
 <p><b>Student Supports and Services:</b></p>	<p>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.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students engage in social-emotional wellness and responsive classrooms. Select students participate in mindfulness RTI programs. 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.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We are working to broaden our parent involvement through close communication with the PTO and other parent/community groups such as NORWESCAP. Parents have access to their child's grades online and other technology resources their students use in the classroom. We have a Parent Access portal available on our website, where parents can sign up to complete necessary paperwork and update contact information.</p>



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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 427 students. The school is composed of 10 first grade classrooms, 10 second grade classrooms, and 2 special education classrooms.



PHILLIPSBURG EARLY CHILDHOOD LEARNING CENTER  
2016-2017


Grade Span PK-01

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This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	254	262	247
KG	243	209	200
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	4	3	5
Total	501	474	452

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	263	262	247
KG - Half Day	0	0	0
KG - Full Day	241	209	200

### 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	2014-15	2015-16	2016-17
Female	48%	44%	48%
Male	52%	56%	52%
Economically Disadvantaged Students	72%	69%	69%
Students with Disabilities	7%	10%	13%
English Learners	6%	6%	6%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	52.2%
Hispanic	23.5%
Black or African American	14.2%
Asian	1.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	8.4%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	86.7%
Spanish	11.5%
Other	1.6%





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### Chronic Absenteeism

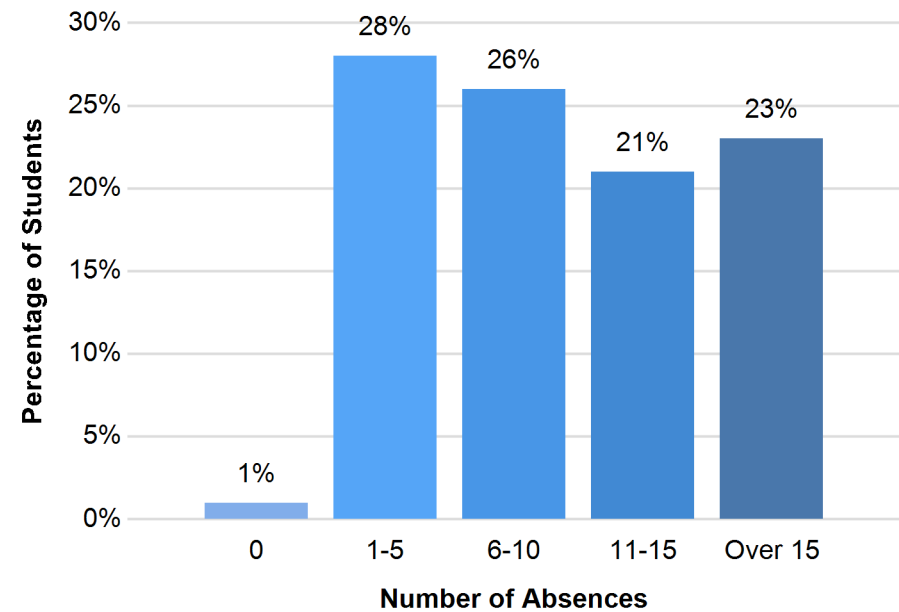
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Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	18.80	10.80	Not Met
White	13.90	10.80	Not Met
Hispanic	18.20	10.80	Not Met
Black or African American	34.50	10.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.60	10.80	Not Met
Students with Disabilities	17.40	10.80	Not Met
English Learners	3.80	10.80	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

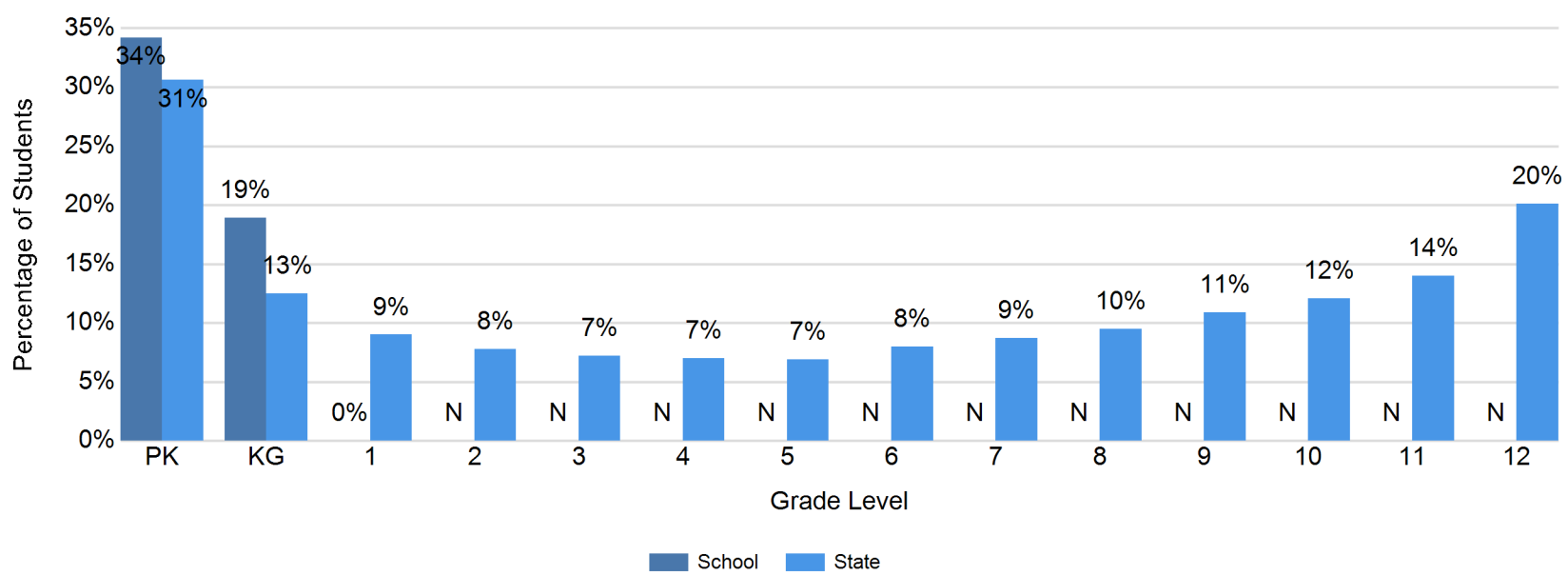
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:50AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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**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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$750	\$15,734	\$16,484



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	46	120,724
Average years experience in public schools	15.7	11.8
Average years experience in district	14.0	10.5
Teachers in district for 4 or more years	89%	74%

### 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	9,506
Average years experience in public schools	22.8	15.9
Average years experience in district	20.0	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	226:1	170:1
Librarian/Media Specialists		978:1
Nurses		489:1
Counselors		391:1
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 at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

### Bachelor's Degree



### Master's Degree



### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

## Faculty Attendance

This table shows the percentage of days that school 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
2016-17	99%



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### School General Info

<b>Principal:</b>	Mrs. Russo-Farina	<b>Email Address:</b>	<a href="mailto:russo-farina.amy@pburgsd.net">russo-farina.amy@pburgsd.net</a>
<b>Address:</b>	459 CENTER STREET PHILLIPSBURG, NJ 08865	<b>Website:</b>	<a href="https://www.pburgsd.net/Domain/36">https://www.pburgsd.net/Domain/36</a>
<b>Phone:</b>	(908)213-2700		

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Full day, inclusive Pre-school Program free for all town residents.</li> <li>• Full day, inclusive Kindergarten utilizing an in-class support model.</li> <li>• Project based learning using developmentally appropriate practices.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>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.</p>



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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.



### Before and After School Programs:

An extended day wrap-around program is available on-site for students through Catholic Charities.









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 <b>Staff and Professional Learning:</b>	<p>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.</p>
 <b>Student Supports and Services:</b>	<p>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.</p>
 <b>Student Health and Wellness:</b>	<p>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.</p>
 <b>Parent and Community Involvement:</b>	<p>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.</p>



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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.



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### School Narrative

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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.




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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**Footnotes**

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
3	117	115	179
4	104	108	212
5	101	109	210
Ungraded	38	50	60
Total	360	382	661

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	2014-15	2015-16	2016-17
Female	47%	46%	50%
Male	53%	54%	51%
Economically Disadvantaged Students	69%	68%	68%
Students with Disabilities	30%	35%	30%
English Learners	4%	6%	4%
Homeless Students			2%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	49.5%
Hispanic	25.3%
Black or African American	18.0%
Asian	0.8%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	6.4%

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. All other students are included in Other Languages.

Home Language	% of Students
English	88.0%
Spanish	10.4%
Other	1.9%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	613	98.2	40.60	46.90	54.90	40.6	42.9	Met Target†
White	309	98.5	41.40	50.60	63.90	41.4	44.9	Met Target†
Hispanic	157	99.4	39.50	44.10	39.80	39.5	41	Met Target†
Black or African American	101	97.5	38.60	38.60	35.20	38.6	35.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	38	93.0	42.10	*	54.90	42.1	N	N
Female	307	98.5	42.10	51.20	62.20	42.1		
Male	306	97.9	39.30	43.10	48.10	39.3		
Economically Disadvantaged Students	410	97.8	34.90	34.70	36.20	34.9	34.3	Met Target
Non-Economically Disadvantaged Students	203	99.1	52.20	62.10	65.80	52.2		
Students with Disabilities	174	96.8	17.20	14.10	20.50	17.2	25.1	Not Met
Students without Disabilities	439	98.7	49.90	57.60	61.90	49.9		
English Learners	64	98.5	29.70	*	25.20	29.7	36.9	Met Target†
Non-English Learners	549	98.2	41.90	*	57.40	41.9		
Homeless Students	11	92.3	36.40	*	26.40	35.1		
Students In Foster Care	13	100.0	15.40	10.00	24.80	15.4		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	195	732	732	749	*	22%	24%	33%	*	35%	50%
White	101	736	736	759	13%	20%	34%	34%	0%	34%	61%
Hispanic	47	731	731	734	23%	21%	*	34%	*	38%	35%
Black or African American	35	716	716	731	34%	*	*	29%	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	11	744	744	751	*	*	*	*	*	46%	52%
Female	102	731	731	754	*	*	21%	34%	*	36%	55%
Male	93	732	732	745	*	*	28%	32%	*	33%	46%
Economically Disadvantaged Students	130	726	726	731	*	*	23%	27%	*	29%	31%
Non-Economically Disadvantaged Students	65	743	743	762	*	*	26%	46%	*	48%	63%
Students with Disabilities	58	706	706	720	*	*	*	*	*	*	24%
Students without Disabilities	137	742	742	755	*	*	*	*	*	*	55%
English Learners	13	690	690	709	*	*	*	*	*	*	11%
Non-English Learners	182	735	735	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%





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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	221	741	741	753	*	22%	33%	37%	*	39%	56%
White	101	742	742	762	*	23%	32%	37%	*	41%	67%
Hispanic	54	734	734	740	*	22%	41%	28%	*	28%	40%
Black or African American	46	744	744	737	*	*	24%	44%	*	48%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	16	744	744	755	0%	*	*	*	0%	44%	56%
Female	115	741	741	758	*	23%	37%	35%	*	37%	61%
Male	106	740	740	749	*	21%	28%	39%	*	42%	51%
Economically Disadvantaged Students	153	737	737	737	*	24%	32%	34%	*	36%	36%
Non-Economically Disadvantaged Students	68	748	748	764	*	18%	34%	43%	*	47%	69%
Students with Disabilities	47	727	727	725	*	36%	34%	*	*	19%	25%
Students without Disabilities	174	744	744	759	*	18%	32%	*	*	45%	62%
English Learners	11	710	710	711	*	*	*	*	*	*	10%
Non-English Learners	210	742	742	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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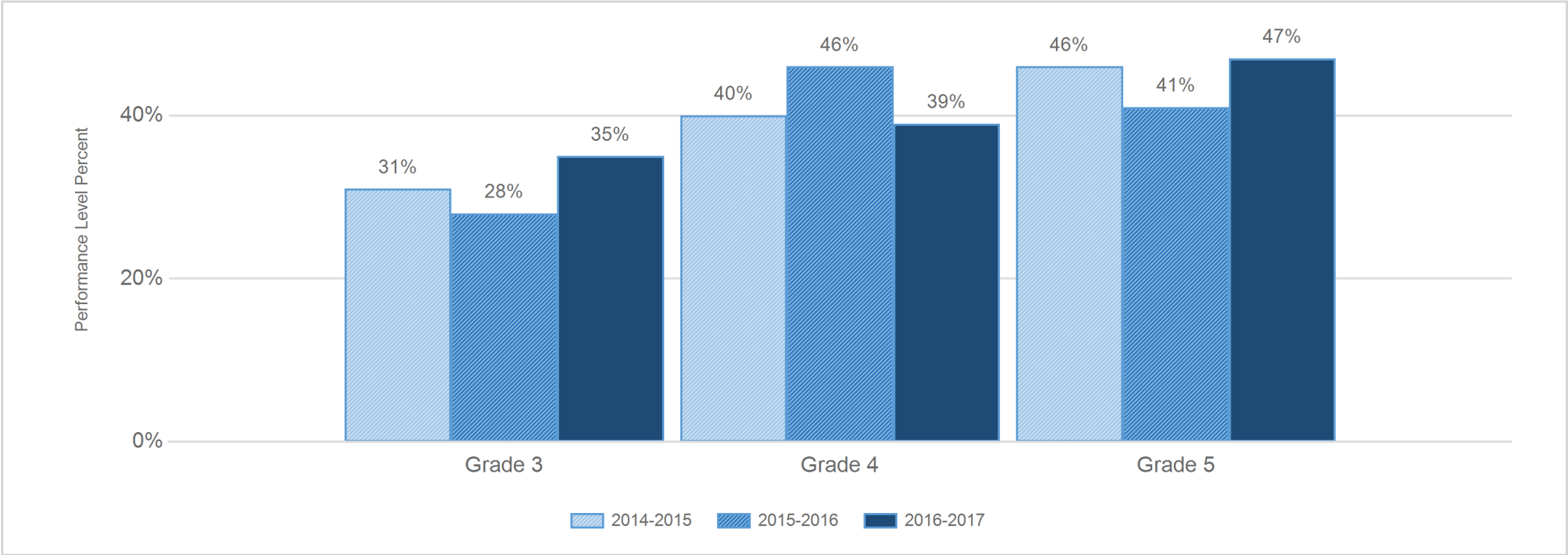
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	756	*	17%	28%	44%	*	47%	59%
White	115	744	744	763	*	15%	26%	43%	*	48%	69%
Hispanic	63	750	750	743	*	18%	22%	54%	*	56%	44%
Black or African American	34	736	736	740	*	*	32%	32%	0%	32%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	13	742	742	757	*	*	*	*	0%	39%	60%
Female	107	749	749	761	*	14%	22%	50%	*	54%	66%
Male	120	741	741	750	*	19%	33%	38%	*	40%	53%
Economically Disadvantaged Students	143	738	738	740	*	*	29%	39%	*	39%	40%
Non-Economically Disadvantaged Students	84	756	756	765	*	*	26%	52%	*	61%	71%
Students with Disabilities	66	720	720	725	*	29%	29%	*	*	17%	22%
Students without Disabilities	161	755	755	762	*	12%	27%	*	*	59%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	613	98.2	38.20	34.40	43.50	38.2	46.1	Not Met
White	309	98.5	42.10	39.20	52.40	42.1	52.7	Not Met
Hispanic	157	99.4	33.70	28.40	27.60	33.7	38.3	Met Target†
Black or African American	101	97.5	28.70	23.90	21.70	28.7	30	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	38	93.0	42.10	*	44.90	42.1	N	N
Female	307	98.5	37.80	34.50	44.10	37.8		
Male	306	97.9	38.50	34.40	42.90	38.5		
Economically Disadvantaged Students	410	97.8	32.70	25.10	25.10	32.7	37.3	Not Met
Non-Economically Disadvantaged Students	203	99.1	49.20	45.60	54.30	49.2		
Students with Disabilities	174	96.8	17.30	11.50	16.50	17.3	25.9	Not Met
Students without Disabilities	439	98.7	46.40	41.60	48.80	46.4		
English Learners	64	98.6	31.30	*	23.30	31.3	44.2	Not Met
Non-English Learners	549	98.2	39.00	*	45.20	39		
Homeless Students	11	92.9	36.40	*	16.40	35.1		
Students In Foster Care	13	100.0	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	196	735	735	751	*	22%	26%	31%	*	35%	53%
White	101	740	740	759	*	20%	28%	33%	*	40%	63%
Hispanic	48	733	733	738	21%	*	31%	27%	*	31%	37%
Black or African American	35	720	720	733	*	43%	*	*	0%	23%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	11	746	746	751	*	*	*	*	0%	46%	53%
Female	102	735	735	751	*	25%	26%	31%	*	35%	52%
Male	94	735	735	751	*	20%	27%	30%	*	35%	53%
Economically Disadvantaged Students	131	730	730	736	*	*	26%	25%	*	28%	34%
Non-Economically Disadvantaged Students	65	747	747	761	*	*	26%	42%	*	49%	65%
Students with Disabilities	58	717	717	729	*	33%	22%	*	*	14%	29%
Students without Disabilities	138	743	743	755	*	18%	28%	*	*	44%	57%
English Learners	14	709	709	724	*	*	*	*	*	*	21%
Non-English Learners	182	737	737	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	221	741	741	747	6%	22%	38%	30%	5%	34%	47%
White	101	743	743	755	*	22%	34%	31%	*	38%	59%
Hispanic	54	737	737	734	*	19%	52%	26%	*	26%	30%
Black or African American	46	739	739	729	*	30%	35%	26%	*	30%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	16	741	741	747	*	*	*	*	0%	44%	48%
Female	115	738	738	747	*	24%	38%	29%	*	31%	47%
Male	106	745	745	747	*	21%	37%	31%	*	38%	48%
Economically Disadvantaged Students	153	739	739	732	*	26%	36%	28%	*	32%	27%
Non-Economically Disadvantaged Students	68	747	747	757	*	15%	41%	34%	*	40%	61%
Students with Disabilities	47	728	728	724	*	43%	36%	*	*	13%	22%
Students without Disabilities	174	745	745	751	*	17%	38%	*	*	40%	52%
English Learners	11	732	732	716	0%	*	*	*	0%	18%	12%
Non-English Learners	210	742	742	749	6%	*	*	*	5%	35%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

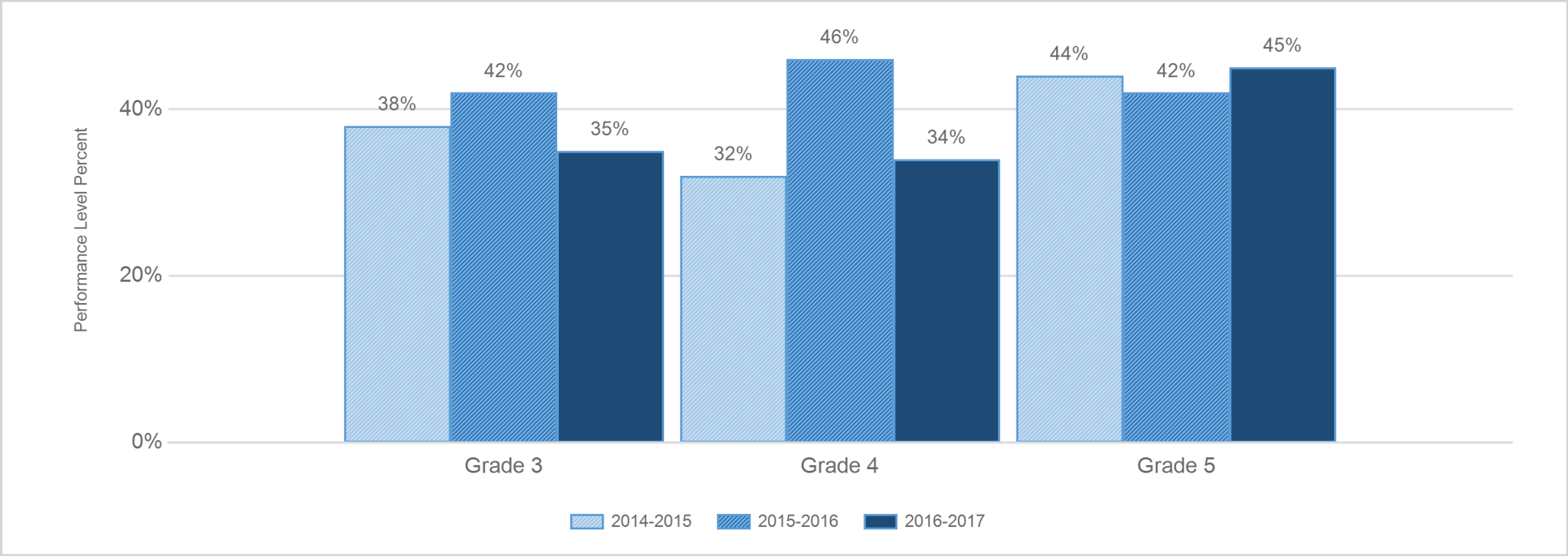
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	746	746	747	6%	19%	31%	37%	8%	45%	46%
White	115	748	748	754	9%	17%	27%	36%	12%	48%	57%
Hispanic	63	749	749	735	*	*	37%	41%	*	48%	30%
Black or African American	34	734	734	729	*	35%	35%	*	0%	27%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	13	743	743	747	0%	*	*	*	0%	39%	47%
Female	107	747	747	747	*	13%	31%	40%	*	48%	47%
Male	120	746	746	746	*	23%	32%	33%	*	42%	46%
Economically Disadvantaged Students	143	740	740	732	*	*	33%	32%	*	36%	27%
Non-Economically Disadvantaged Students	84	758	758	756	*	*	29%	44%	*	58%	59%
Students with Disabilities	66	728	728	725	*	27%	33%	*	*	21%	19%
Students without Disabilities	161	754	754	751	*	15%	30%	*	*	54%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.







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Alternate Assessments - 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 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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	11	72.7%	27.3%



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

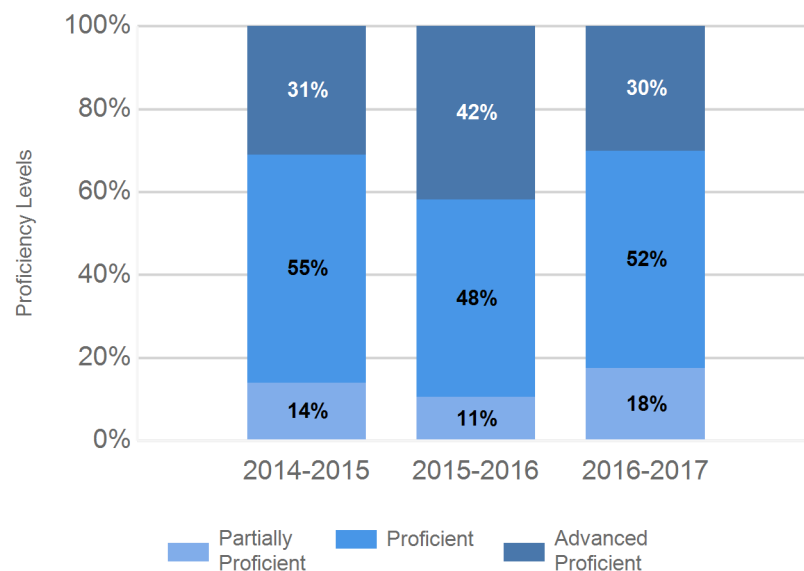
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	30%	52%	18%
White	41%	46%	14%
Hispanic	24%	56%	20%
Black or African American	21%	55%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	28%	53%	20%
Students with Disabilities	22%	68%	10%
English Learners	8%	42%	50%

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

## Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	39	40.5	50	Not Met	47	38	50	Met Target
White	37	41	50	Not Met	50	39	52	Met Target
Hispanic	47	44	49	Met Target	39	33	47	Not Met
Black or African American	40	40	45	Met Target	48	38	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	71.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	Not Met	*	41	52	Met Target
Economically Disadvantaged	37	37	47	Not Met	45	35	46	Met Target
Students with Disabilities	40	34.5	41	Met Target	43	32	43	Met Target
English Learners	43	35	53	Met Target	41	37	51	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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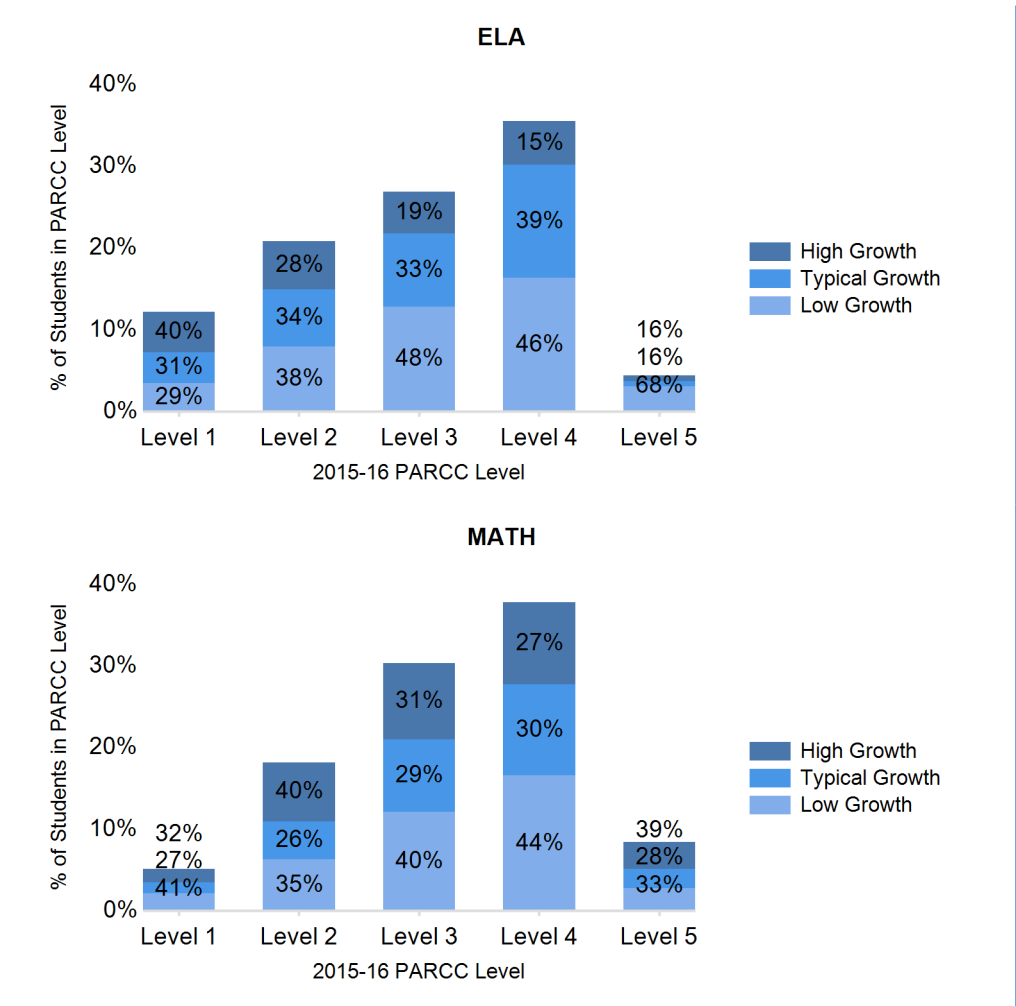
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

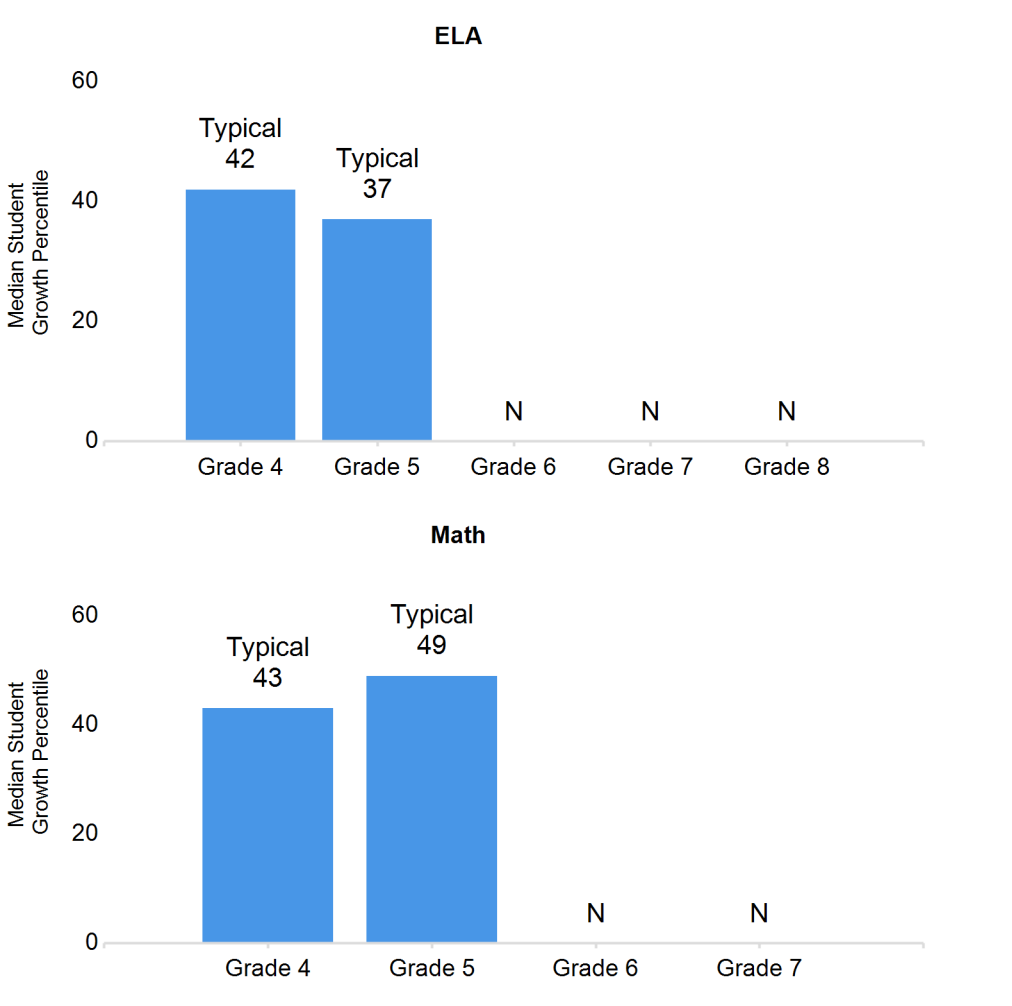
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

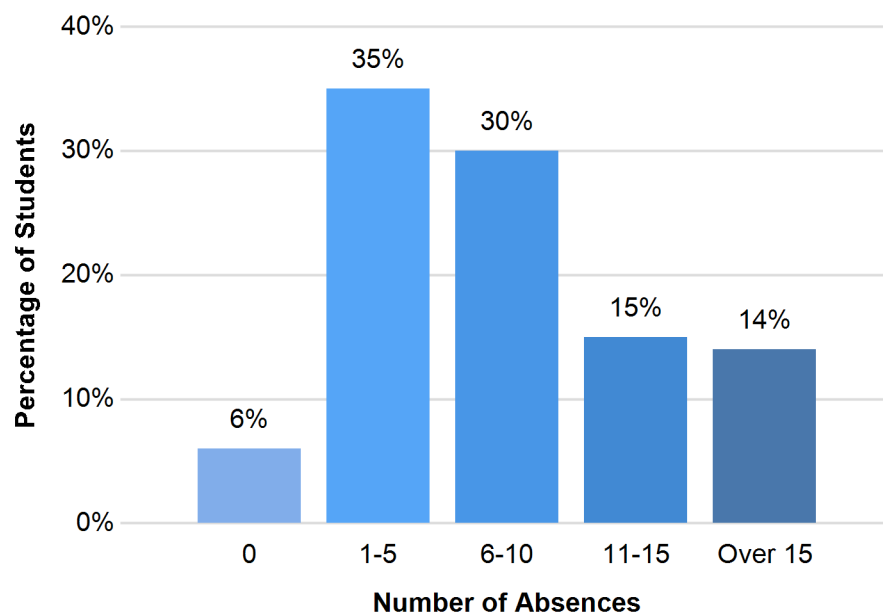
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.10	7.00	Not Met
White	10.60	7.00	Not Met
Hispanic	9.10	7.00	Not Met
Black or African American	12.00	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	21.40	7.00	Not Met
Economically Disadvantaged Students	13.40	7.00	Not Met
Students with Disabilities	13.50	7.00	Not Met
English Learners	3.70	7.00	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

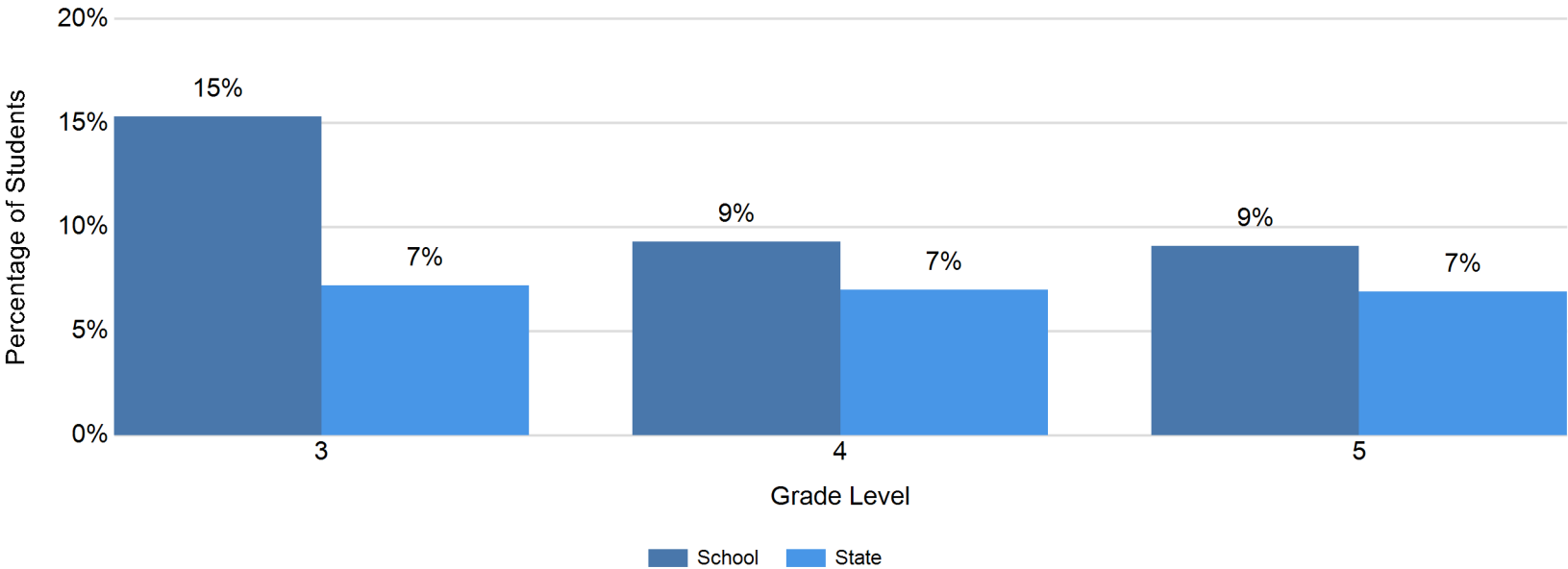
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	2
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.36

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	5.3%
Any Suspension	5.3%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	N	76.7 kbps	100 kbps	No	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$750	\$15,734	\$16,484





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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	62	120,724
Average years experience in public schools	14.8	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	86%	74%

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	9,506
Average years experience in public schools	22.8	15.9
Average years experience in district	20.0	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	220:1	170:1
Librarian/Media Specialists		978:1
Nurses		489:1
Counselors		391:1
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 at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	99%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	23.7	17.5%
Mathematics Proficiency	38.1	17.5%
English Language Arts Growth	14.5	25.0%
Mathematics Growth	37.9	25.0%
Chronic Absenteeism	22.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		27.3
Summative Rating: Percentile rank of Summative Score		16.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	27.3	11.9	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
White	19.3	11.9	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
Hispanic	40.9	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	54.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	22.8	11.9	No	N	N	Not Met	Not Met	Met Target	No
Economically Disadvantaged Students	39.1	11.9	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	46.3	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	46.6	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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**School General Info**

<b>Principal:</b>	Mr. Finken	<b>Email Address:</b>	<a href="mailto:finken.john@pburgsd.net">finken.john@pburgsd.net</a>
<b>Address:</b>	525 WARREN STREET PHILLIPSBURG, NJ 08865-3419	<b>Website:</b>	<a href="https://www.pburgsd.net/domain/102">https://www.pburgsd.net/domain/102</a>
<b>Phone:</b>	(908)454-3400		

**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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum is aligned to the NJSLS using Journeys, enVision 2.0 for math and Discovery Techbook for science.</li> <li>• Chromebooks for each student provides them with technological opportunities that cross and integrate all subject areas.</li> <li>• here are many opportunities for students to become involved extra-curricular activities beyond the school day.</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>At Phillipsburg Elementary School, it is the belief that all students can be successful as they acquire the literacy skills necessary to become independent readers, writers, speakers, thinkers, and learners. In order to further this belief, students are equipped with the resources, opportunities, and experiences necessary to be successful in a diverse and ever-changing information-based society.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Phillipsburg Elementary School has had a long tradition of awards, recognitions and accomplishments with the most recent being two teachers being awarded the Phillipsburg Elementary School teacher of the Year as well as the Warren County Teacher of the Year during the 2014-2015 and 2015-2016 school years. The teaching staff at Phillipsburg Elementary School continues to be leaders in the field of education within the School, District, Community, County, and State.</p>






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## School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>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.</p>
 <b>Clubs and Activities:</b>	<p>Phillipsburg Elementary School offers the following extra-curricular programs: drama club, fitness club, science club, bell choir, select singers choir, band, art club, ski club, yearbook and TV studio as well as, the Veteran's day program, Grandparent's day, spelling bee competition, and the gifted and talented program (PRISM). Students are also given leadership opportunities each day and rewarded monthly for following and exhibiting leadership qualities.</p>
 <b>Before and After School Programs:</b>	<p>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.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>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.</p>
 <b>Student Supports and Services:</b>	<p>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.</p>
 <b>Student Health and Wellness:</b>	<p>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.</p>
 <b>Parent and Community Involvement:</b>	<p>Our community involvement efforts compliment our educational programs. In partnership with our hardworking PES PTO, we hold assemblies, student / parent activity nights, literacy nights, Grandparent's Day, Literacy Breakfasts, Math / STEM nights and student-centered activities. Parent volunteers, Big Brothers and Big Sisters and other community members are found diligently working with our children and classroom teachers to aid children in their learning.</p>

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.

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>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 Unified Plan and for selection of professional learning opportunities.</div>
 <div>Facilities:</div>	<div>Phillipsburg Elementary School, constructed in 1973, houses students in grades three, four, and five with a total enrollment of 665 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.</div>



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 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 7:30 for breakfast. Academically, students receive 120 minutes of Literacy, 90 minutes of Mathematics, 30 minutes of Science, Social Studies, and World Languages and 55 minutes of art, library, health, physical education and music each day. The day begins with a 40-minute Response to Intervention (RTI) period to assist struggling students. 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. 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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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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### **Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	416	384	415
10	438	424	386
11	376	419	398
12	360	330	415
Ungraded	40	41	62
Total	1630	1598	1676

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	2014-15	2015-16	2016-17
Female	50%	49%	48%
Male	50%	51%	52%
Economically Disadvantaged Students	31%	27%	28%
Students with Disabilities	13%	14%	13%
English Learners	1%	1%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	69.8%
Black or African American	12.3%
Hispanic	12.1%
Asian	3.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.7%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1674
Shared Time Students	3
Full Time Equivalent	1676

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. All other students are included in Other Languages.

Home Language	% of Students
English	91.6%
Spanish	5.7%
Other	3.1%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	600	99.6	59.30	46.90	54.90	59.3	52.9	Met Target
White	392	99.5	63.10	50.60	63.90	63.1	53.7	Met Target
Hispanic	82	100.0	59.80	44.10	39.80	59.8	53.6	Met Target
Black or African American	89	100.0	39.40	38.60	35.20	39.4	37.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	100.0	85.80	*	80.70	85.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	42.9	**	**
Female	264	99.7	65.10	51.20	62.20	65.1		
Male	336	99.6	54.70	43.10	48.10	54.7		
Economically Disadvantaged Students	204	100.0	35.30	34.70	36.20	35.3	30.6	Met Target
Non-Economically Disadvantaged Students	396	99.5	71.70	62.10	65.80	71.7		
Students with Disabilities	95	99.2	12.60	14.10	20.50	12.6	13	Met Target†
Students without Disabilities	505	99.7	68.20	57.60	61.90	68.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	433	753	753	749	9%	13%	25%	38%	16%	54%	52%
White	305	759	759	757	5%	10%	24%	42%	19%	61%	62%
Hispanic	57	746	746	733	*	19%	25%	33%	*	46%	35%
Black or African American	50	725	725	730	28%	24%	24%	*	*	24%	30%
Asian, Native Hawaiian, or Pacific Islander	14	761	761	777	*	*	*	*	*	64%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	204	760	760	756	6%	9%	19%	47%	19%	65%	60%
Male	229	747	747	741	11%	16%	30%	30%	14%	44%	43%
Economically Disadvantaged Students	131	730	730	731	*	*	28%	24%	*	29%	32%
Non-Economically Disadvantaged Students	302	763	763	758	*	*	24%	44%	*	65%	62%
Students with Disabilities	69	716	716	714	*	*	*	*	*	*	13%
Students without Disabilities	364	760	760	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 10**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	397	761	761	743	9%	8%	17%	44%	21%	66%	46%
White	261	764	764	749	6%	8%	17%	46%	22%	68%	52%
Hispanic	52	755	755	728	*	*	*	48%	*	64%	34%
Black or African American	53	748	748	725	*	*	25%	34%	*	51%	31%
Asian, Native Hawaiian, or Pacific Islander	19	790	790	774	0%	0%	*	*	*	84%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	11	734	734	737	*	*	0%	*	*	46%	42%
Female	182	765	765	752	8%	7%	17%	45%	24%	68%	54%
Male	215	758	758	734	11%	9%	17%	44%	20%	63%	39%
Economically Disadvantaged Students	102	739	739	726	20%	18%	23%	29%	11%	40%	32%
Non-Economically Disadvantaged Students	295	769	769	751	6%	5%	15%	49%	25%	74%	54%
Students with Disabilities	54	710	710	704	41%	20%	24%	*	*	15%	12%
Students without Disabilities	343	769	769	749	4%	6%	16%	*	*	74%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\***

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	395	748	748	736	12%	13%	23%	40%	11%	52%	38%
White	281	748	748	738	12%	13%	25%	39%	11%	51%	40%
Hispanic	48	752	752	731	*	21%	21%	33%	*	52%	34%
Black or African American	48	738	738	728	21%	*	*	50%	*	52%	30%
Asian, Native Hawaiian, or Pacific Islander	11	759	759	756	*	*	*	*	*	64%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	176	759	759	744	7%	6%	22%	50%	15%	65%	46%
Male	219	738	738	729	17%	19%	23%	32%	8%	41%	31%
Economically Disadvantaged Students	100	733	733	729	*	20%	27%	30%	*	34%	32%
Non-Economically Disadvantaged Students	295	753	753	740	*	11%	21%	44%	*	58%	42%
Students with Disabilities	69	710	710	709	45%	17%	25%	*	*	13%	12%
Students without Disabilities	326	755	755	741	6%	13%	22%	*	*	60%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



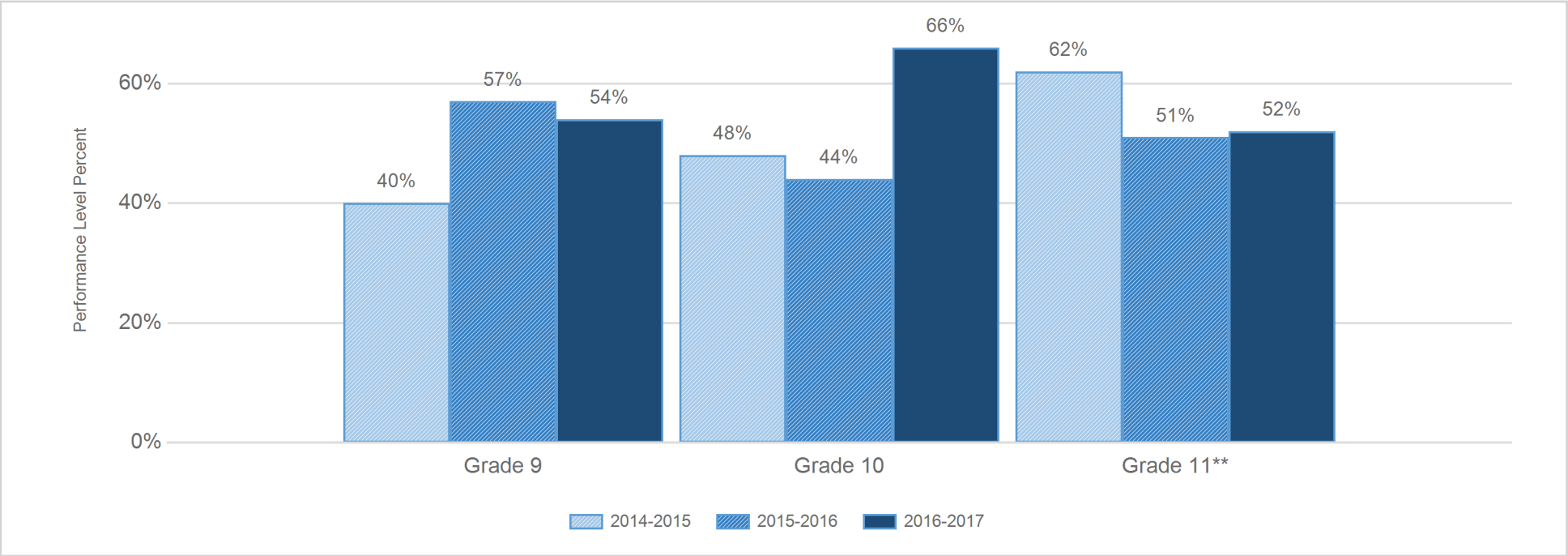


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA exam and their performance may not be reflected in the results.



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	507	99.7	40.00	34.40	43.50	40	44.3	Not Met
White	344	99.6	44.50	39.20	52.40	44.5	46.9	Met Target†
Hispanic	64	100.0	31.20	28.40	27.60	31.2	38.7	Met Target†
Black or African American	66	100.0	24.20	23.90	21.70	24.2	26	Met Target†
Asian, Native Hawaiian, or Pacific Islander	20	100.0	50.00	*	75.60	50	53	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	25	**	**
Female	223	99.7	34.90	34.50	44.10	34.9		
Male	284	99.7	44.00	34.40	42.90	44		
Economically Disadvantaged Students	145	100.0	18.70	25.10	25.10	18.7	25.8	Not Met
Non-Economically Disadvantaged Students	362	99.6	48.60	45.60	54.30	48.6		
Students with Disabilities	65	100.0	*	11.50	16.50	*	9	Met Target†
Students without Disabilities	442	99.7	*	41.60	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Test: Algebra I**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	378	729	732	743	14%	32%	33%	21%	0%	21%	42%
White	264	731	733	751	13%	28%	34%	25%	0%	25%	52%
Hispanic	48	727	732	728	*	29%	33%	21%	*	21%	24%
Black or African American	45	719	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	11	712	*	741	*	*	*	*	*	*	41%
Female	170	731	735	744	14%	26%	37%	24%	0%	24%	43%
Male	208	727	729	741	14%	37%	31%	19%	0%	19%	40%
Economically Disadvantaged Students	131	720	726	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	247	734	735	751	*	*	*	*	*	*	52%
Students with Disabilities	87	710	710	714	*	*	*	*	*	*	10%
Students without Disabilities	291	735	738	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Geometry**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	356	739	739	734	5%	22%	40%	28%	5%	33%	30%
White	237	740	740	740	5%	19%	40%	32%	5%	36%	38%
Hispanic	48	735	735	722	*	27%	46%	*	*	23%	14%
Black or African American	46	728	728	719	*	41%	37%	*	*	15%	*
Asian, Native Hawaiian, or Pacific Islander	16	756	756	758	0%	0%	*	*	*	56%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	162	738	738	735	*	25%	43%	25%	*	30%	31%
Male	194	739	739	733	*	20%	37%	30%	*	36%	30%
Economically Disadvantaged Students	88	726	726	721	*	39%	32%	15%	*	18%	13%
Non-Economically Disadvantaged Students	268	743	743	740	*	17%	42%	33%	*	38%	39%
Students with Disabilities	52	711	711	711	*	*	*	*	*	*	*
Students without Disabilities	304	743	743	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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**Mathematics Assessment - Performance by Test: Algebra II**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	213	739	739	725	*	23%	21%	36%	*	39%	28%
White	157	743	743	731	*	22%	24%	37%	*	40%	33%
Hispanic	21	727	727	710	*	*	*	*	0%	33%	14%
Black or African American	26	725	725	703	*	*	*	*	0%	31%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	93	732	732	725	17%	24%	*	28%	*	28%	27%
Male	120	744	744	725	19%	22%	*	43%	*	47%	29%
Economically Disadvantaged Students	31	724	724	708	*	39%	*	*	*	16%	13%
Non-Economically Disadvantaged Students	182	741	741	733	*	20%	*	*	*	42%	35%
Students with Disabilities	10	706	706	692	*	*	0%	*	*	10%	*
Students without Disabilities	203	740	740	729	*	*	22%	*	*	40%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	213	739	739	726	*	23%	21%	36%	*	39%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

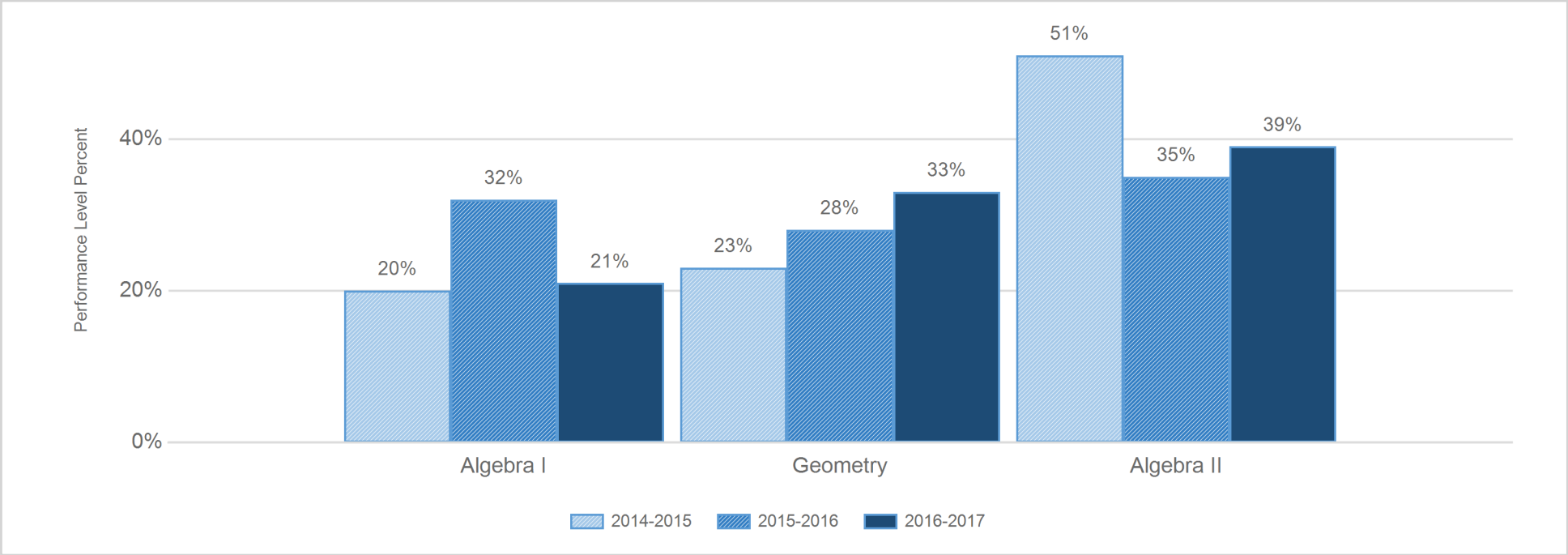


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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
9	N	N
10	N	N
11	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	*	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

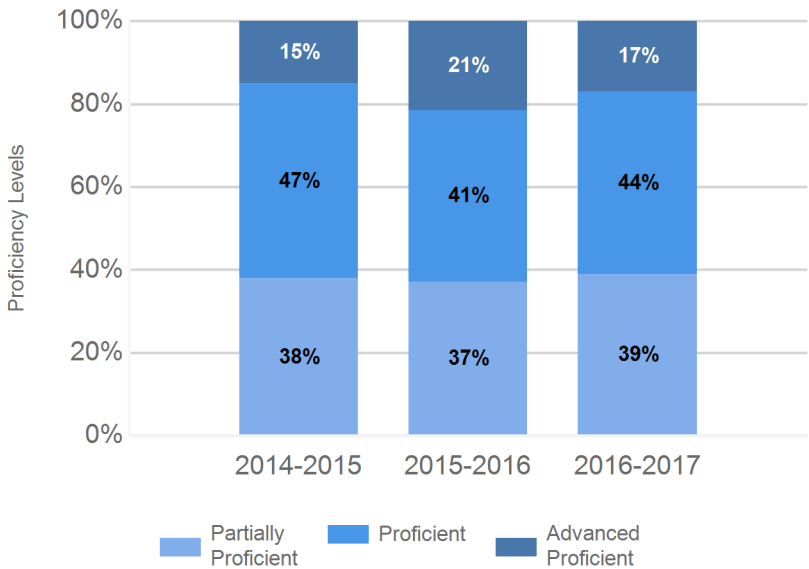
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	17%	44%	39%
White	19%	46%	35%
Hispanic	14%	46%	40%
Black or African American	5%	39%	55%
Asian, Native Hawaiian, or Pacific Islander	32%	42%	26%
American Indian or Alaska Native	N	*	N
Two or More Races	27%	*	64%
Economically Disadvantaged Students	7%	29%	64%
Students with Disabilities	N	20%	80%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.







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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	21.6%	89.4%
Percentage of students taking the SAT	86.6%	70.0%
Percentage of students taking the ACT	7.0%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	526	481	Varies By Grade	83%	67%
PSAT - Math	528	483	Varies By Grade	59%	49%
SAT - Reading and Writing	567	551	480	87%	77%
SAT - Math	567	552	530	66%	58%
ACT - Reading	23	24	22	66%	65%
ACT - English	23	24	18	86%	79%
ACT - Math	23	24	22	59%	65%
ACT - Science	23	23	23	45%	54%



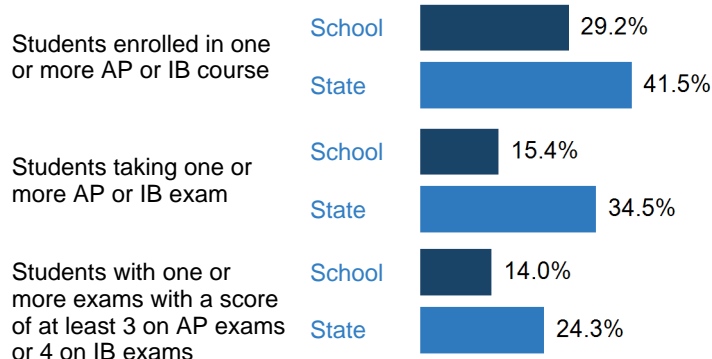
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

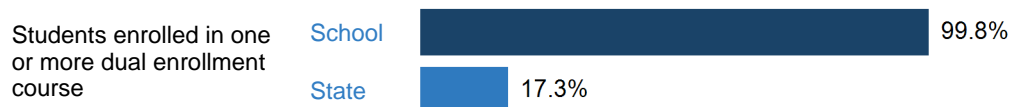
### AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



### Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



### AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	52	29
AP Calculus AB	39	32
AP Calculus BC	14	11
AP Chemistry	12	7
AP Comparative Government and Politics	0	3
AP Computer Science A	10	2
AP English Language and Composition	9	8
AP English Literature and Composition	8	0
AP Environmental Science	68	4
AP European History	19	14
AP French Language and Culture	2	1
AP Microeconomics	29	20
AP Music Theory	5	4
AP Physics 1	0	2
AP Physics B	17	0
AP Physics C	9	0
AP Physics C: Mechanics	0	5
AP Spanish Language	13	1
AP Statistics	43	15
AP Studio Art—Two-Dimensional	10	4



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	28	8
AP U.S. History	28	23
AP World History	11	10
Total Exams Taken		203
Exams with scores of at least 3 on AP exams or 4 on IB exams		182



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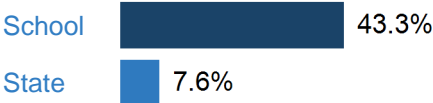
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

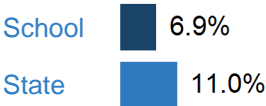
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants  
(completed only one course in an approved CTE program)



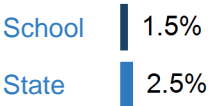
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

**Mathematics - Course Participation**

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	298	1	43	0	0	0	142
10	97	303	48	35	0	0	27
11	58	129	147	92	25	4	10
12	2	32	146	47	50	105	27
Schoolwide	469	465	384	174	75	109	206
Enrolled in AP/IB Course					53	43	0

**Science - Course Participation**

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	2	0	0	437	0	15
10	394	1	0	11	0	27
11	20	398	5	2	2	41
12	0	14	21	73	76	185
Schoolwide	416	413	26	523	78	268
Enrolled in AP/IB Course	52	12		68	26	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	4	446	0	0	0	4
10	7	414	4	0	6	15
11	377	62	314	0	21	37
12	18	20	133	0	71	149
Schoolwide	406	942	451	0	98	205
Enrolled in AP/IB Course	11	28	29	0	0	45

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	346	69	0	0	0	0	0
10	311	63	0	0	0	0	0
11	178	42	0	0	0	0	0
12	34	5	0	0	0	0	0
Schoolwide	869	179	0	0	0	0	0
Enrolled in AP/IB Course	13	2	0	0	0	0	0
Enrolled in Level 3 or Higher	136	26	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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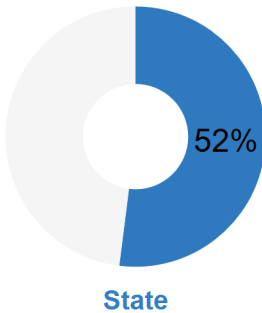
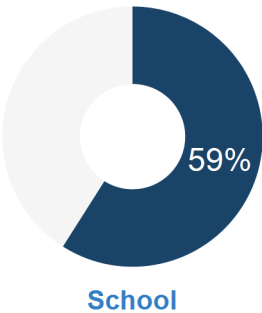
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Visual and Performing Arts – Course Participation

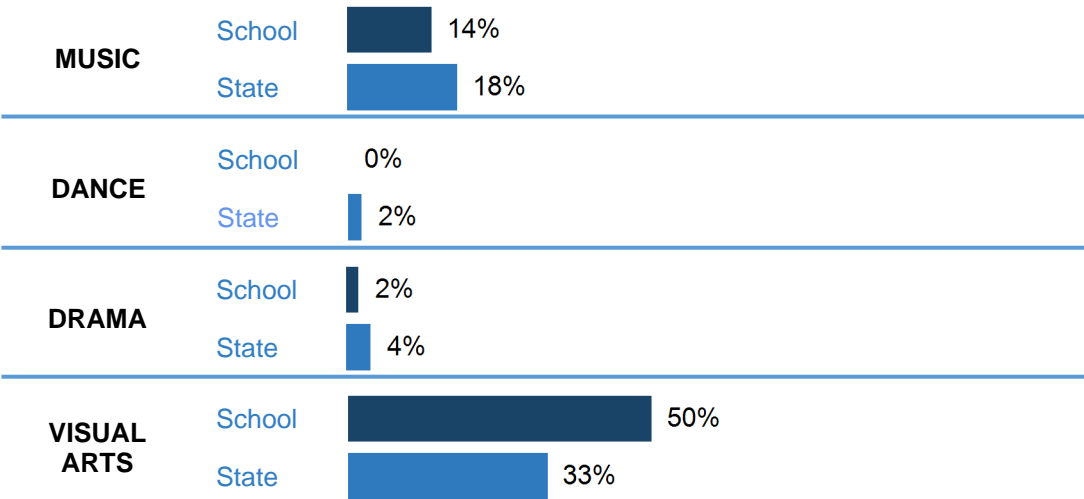
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	91.7%	90.5%	91.0%	91.8%	90.8%	88.3%	Met Target	88.6%	87.9%	Met Target
White	94.2%	94.5%	92.0%	95.1%	91.7%	90.2%	Met Target	90.2%	90.2%	Met Target
Hispanic	89.4%	84.3%	*	86.3%	*	71.7%	Met Target	73.3%	77.8%	Not Met
Black or African American	*	83.4%	88.0%	85.3%	88.0%	88.9%	Not Met	88.6%	82.2%	Met Target
Asian, Native Hawaiian or Pacific Islander	94.7%	96.6%	100.0%	97.5%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	83.1%	83.9%	82.6%	85.6%	81.7%	71.2%	Met Target	71.9%	72.9%	Not Met
Students with Disabilities	74.6%	78.8%	82.7%	82.1%	80.8%	70.9%	Met Target	70.9%	74.3%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	N	N	N
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	91.7%	-
2016	90.8%	91.0%
2015	87.9%	88.6%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.9%	1.1%
2015-2016	1%	1.1%
2014-2015	1.1%	1.1%





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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rates: Fall**

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	17.4%	31.9%	68.1%
White	17.4%	32.7%	67.3%
Hispanic	7%	33.3%	66.7%
Black or African American	23.4%	36.4%	63.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	10.7%	22.2%	77.8%
Students with Disabilities	0%	0%	0%
English Learners	0%	0%	0%

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	52.9%	42.2%	57.8%	74.5%	25.5%	53.1%	46.9%
White	52.1%	38.7%	61.3%	70.8%	29.2%	47.5%	52.6%
Hispanic	59.5%	59.1%	40.9%	81.8%	18.2%	72.7%	27.3%
Black or African American	50%	40.9%	59.1%	86.4%	13.6%	63.6%	36.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	44.1%	61%	39%	87.8%	12.2%	65.9%	34.2%
Students with Disabilities	38.5%	80%	20%	100%	0%	80%	20%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

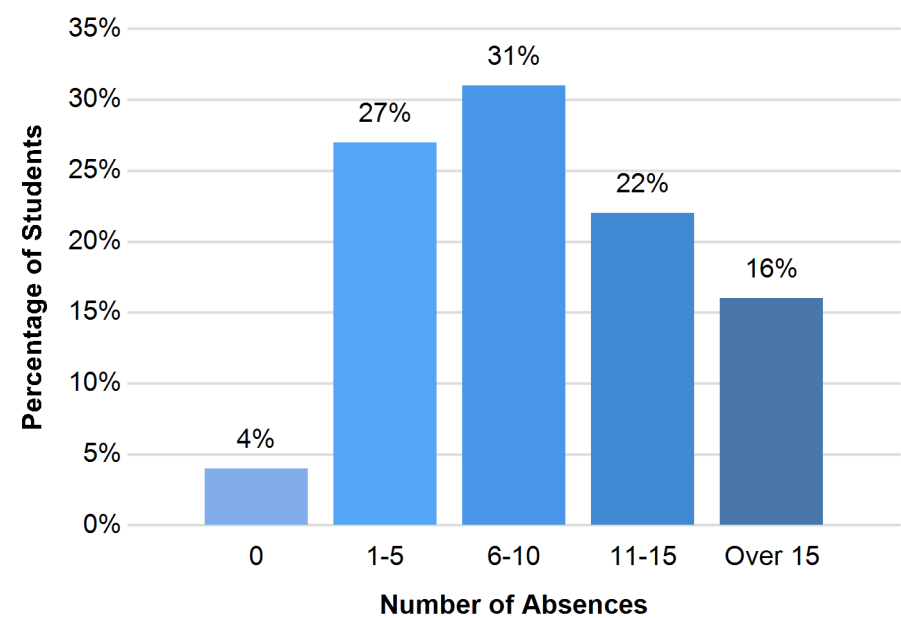
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.10	14.30	Met Target
White	9.20	14.30	Met Target
Hispanic	18.90	14.30	Not Met
Black or African American	23.80	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	20.70	14.30	Not Met
Economically Disadvantaged Students	22.10	14.30	Not Met
Students with Disabilities	19.30	14.30	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



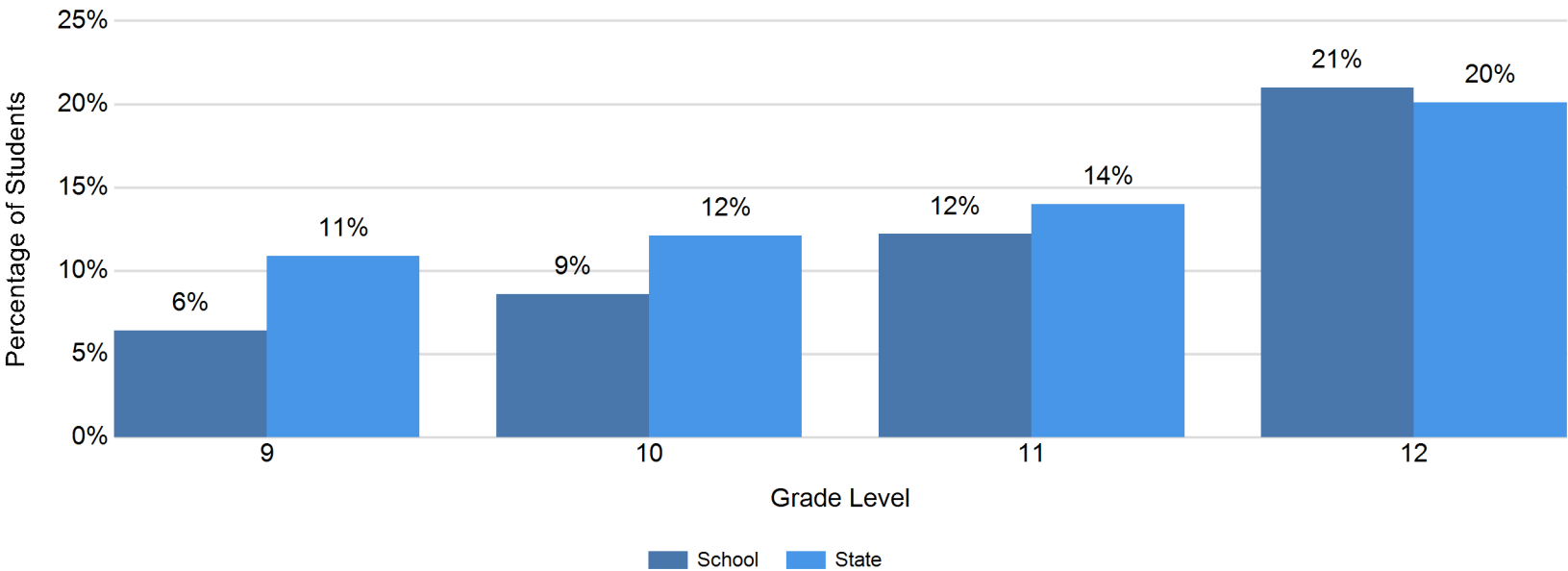


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 54 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	7
Vandalism	1
Weapons	1
Substances	21
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	39
Incidents Per 100 Students Enrolled	2.33

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	10.3%
Out-of-School Suspensions	7.3%
Any Suspension	17.6%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	76.7 kbps	100 kbps	No	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$750	\$15,734	\$16,484



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	121	120,724
Average years experience in public schools	14.5	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	86%	74%

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	9,506
Average years experience in public schools	22.8	15.9
Average years experience in district	20.0	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	209:1	170:1
Librarian/Media Specialists		978:1
Nurses		489:1
Counselors		391:1
Child Study Team		196:1



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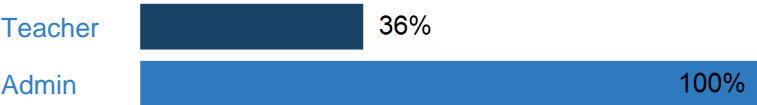
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	99%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	72.2	17.5%
Mathematics Proficiency	68.7	17.5%
Graduation - 4-Year	32.4	25.0%
Graduation - 5-Year	15.3	25.0%
Chronic Absenteeism	40.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		42.7
<b>Summative Rating:</b> Percentile rank of Summative Score		38.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.





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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	42.7	6.2	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	43.8	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	45.8	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	58.2	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	35.7	6.2	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	40.2	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	N	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Scanlon	<b>Email Address:</b>	<a href="mailto:scanlon.matthew@pburgsd.net">scanlon.matthew@pburgsd.net</a>
<b>Address:</b>	1 STATELINER BLVD. PHILLIPSBURG, NJ 08865	<b>Website:</b>	<a href="https://www.pburgsd.net/Domain/152">https://www.pburgsd.net/Domain/152</a>
<b>Phone:</b>	(908)454-3400	<b>Facebook:</b>	<a href="https://www.facebook.com/pburgsd">https://www.facebook.com/pburgsd</a>
		<b>Twitter:</b>	<a href="https://twitter.com/statelinerphs">https://twitter.com/statelinerphs</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Largest High School built in the State of New Jersey with state of the art academic and athletic facilities.</li> <li>• 20 Advanced Placement courses with a wide variety of electives and levels of study</li> <li>• 23 Varsity sports teams. Football has won 13 State Championships and Wrestling has won 21 State Championships.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The Phillipsburg School District is a proud and diverse learning community with a strong sense of tradition. All students are afforded a safe, nurturing, and secure environment, while provided opportunities to be engaged in a rigorous and enriching program of study designed to prepare them for college and career. Master of NJSLS is a priority.</p>







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### School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>PHS offers 20 AP courses. There are 24 dual enrollment courses through Warren County Community College. Of the 24, fourteen are considered AP. Online textbook codes are available for at home access. Chromebooks provide 1:1 technology opportunities with interactive boards in each classroom. Virtual learning is also available for credit restoration and SAT preparation. Instructional supports are available for students with disabilities and English Language Learners.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Co-ed), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Co-ed), Volleyball (Girls), Wrestling (Boys)</p> <p>Wrestling 1st place Raritan Division &amp; NJSIAA District 9 Champions, Wrestling Group 4 State Champions for the 4th consecutive year, Baseball 1st place Raritan Division, Boys Tennis 1st place Valley Division,</p>
 <b>Clubs and Activities:</b>	<p>Academic Team, Band &amp; Band Front, Big Brothers &amp; Sisters, Bowling, Christian Fellowship, Class Office, Comic, Dance Team, Drama, Environmental, Film Appreciation, Forensics, Future Educators of America, Future Farmers of America, Gay Straight Alliance, Japanese Anime &amp; Manga, Karux Newspaper &amp; Yearbook, Key Club, Mock Trial, National Honor Society, Pep Band, Performing Arts, Photography, Politics, Students Against Destructive Decisions, Ski, Student Council, Technology, and Web Page Design</p>
 <b>Before and After School Programs:</b>	<p>Pre-Session is offered for students from 7:15-7:45 am with free breakfast served in the cafeteria. Students are able to meet with their teachers for extra help or with their advisors of club activities. Peer tutoring is available for students as well. School Based Youth Services provides activities for students throughout the summer and at the end of the school day.</p>








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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.

 <b>Staff and Professional Learning:</b>	Professional Learning Communities (PLC) organized by departments meet during common planning time. Curriculum revision is ongoing. Staff has been trained in the Google platform. Cultural competency, student achievement and the integration of technology are the goals for professional development.
 <b>Postsecondary Information:</b>	For the Class of 2017 - 44% attended a 4-year college; 33% attended a 2-year college. This is an increase of 2% from the Class of 2016. Two college fairs are held per year for juniors/seniors. A financial aid seminar including the college application process is also held for parents. The graduates of 2017 attended UPenn, Wake Forest University, Lehigh University, TCNJ, Rutgers, among others. Graduates also enlisted in the Air Force, Army, Marines, and Navy.
 <b>Student Supports and Services:</b>	Support services are available to ELL students, students with disabilities, and students needing drug and/or alcohol counseling. School Based Youth Services provides counseling to assist with student needs and programming. Academic support is available through peer tutoring or with the classroom teacher during pre-session.
 <b>Student Health and Wellness:</b>	School Based Youth Services provides counseling and other services for struggling students. Free breakfast is offered every morning during pre-session. There is a fitness center open before and after school for student use. Students also have access to many activities during physical education class in our state of the art facilities.
 <b>Parent and Community Involvement:</b>	Parents have access through Genesis to view grades, assignments and attendance. The work of our PTSO benefits our students with one of its main activities - Project Grad. A District Autism Committee meets regularly to discuss the needs of the autistic student population offering a support program for parents. NORWESCAP supports a food pantry for students and their families who are in need of food.



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers

A school climate survey is administered annually to faculty and staff. The results are shared with the Board of Education as well as available on the school webpage.



Facilities:

Phillipsburg High School, the largest high school in the State of New Jersey, includes a three story academic wing, twelve science labs and a library/media center. In addition, it houses a state of the art gymnasium and fitness center. A 1,000 seat auditorium supports the performing arts and the instrumental and vocal music programs and a TV/Radio Studio supports the media communications curriculum.




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School Narrative

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<div><div>Other Information:</div></div>	<p>Along with the residents of Phillipsburg, the high school consists of students from the sending districts of Lopatcong, Pohatcong, Alpha, Bloomsbury, and Greenwich Townships. The school day consists of a 8 period rotating block with six periods meeting daily. Pre-session is held from 7:14-7:45 am. with the formal school day beginning at 7:55 am and ending at 2:35 pm. Chromebooks are available for student use and interactive boards play a key role in integrating technology into instruction. The celebration of academic achievements, student activities and athletics are promoted through Twitter.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.





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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	167	175	191
7	183	170	165
8	151	175	171
Ungraded	47	59	65
Total	548	579	592

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	2014-15	2015-16	2016-17
Female	45%	47%	49%
Male	55%	54%	51%
Economically Disadvantaged Students	70%	68%	67%
Students with Disabilities	24%	28%	30%
English Learners	1%	3%	1%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	48.1%
Hispanic	24.8%
Black or African American	21.6%
Asian	1.5%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	3.7%

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. All other students are included in Other Languages.

Home Language	% of Students
English	84.0%
Spanish	14.0%
Other	2.2%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	542	96.7	40.30	46.90	54.90	40.3	42	Met Target†
White	264	96.2	42.80	50.60	63.90	42.8	43	Met Target†
Hispanic	133	98.0	39.80	44.10	39.80	39.8	48.6	Not Met
Black or African American	118	97.0	38.10	38.60	35.20	38.1	29.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	40.00	*	80.70	40	**	**
American Indian or Alaska Native	N	N	N	66.70	53.70	N	**	**
Two or More Races	17	90.5	17.60	*	54.90	17.5	N	N
Female	260	95.9	47.70	51.20	62.20	47.7		
Male	282	97.4	33.40	43.10	48.10	33.4		
Economically Disadvantaged Students	360	97.0	34.20	34.70	36.20	34.2	37.5	Met Target†
Non-Economically Disadvantaged Students	182	96.0	52.20	62.10	65.80	52.2		
Students with Disabilities	163	96.1	11.60	14.10	20.50	11.6	20.1	Not Met
Students without Disabilities	379	96.9	52.60	57.60	61.90	52.6		
English Learners	32	97.1	37.60	*	25.20	37.6	49.6	Met Target†
Non-English Learners	510	96.6	40.40	*	57.40	40.4		
Homeless Students	11	93.3	18.20	*	26.40	17.5		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	200	734	734	752	*	32%	33%	26%	*	27%	54%
White	90	735	735	758	*	29%	34%	28%	*	29%	63%
Hispanic	46	733	733	740	*	39%	30%	24%	*	26%	38%
Black or African American	54	732	732	736	*	33%	33%	26%	*	26%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	93	741	741	758	*	22%	41%	32%	*	34%	61%
Male	107	727	727	746	*	41%	26%	21%	*	21%	46%
Economically Disadvantaged Students	140	729	729	737	*	38%	34%	18%	*	19%	34%
Non-Economically Disadvantaged Students	60	745	745	761	*	18%	30%	45%	*	47%	65%
Students with Disabilities	60	715	715	722	*	*	*	*	*	*	17%
Students without Disabilities	140	742	742	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	185	753	753	756	11%	12%	20%	37%	21%	58%	59%
White	99	757	757	764	*	*	21%	31%	27%	59%	69%
Hispanic	43	754	754	742	*	*	*	44%	*	63%	44%
Black or African American	36	745	745	737	*	*	*	47%	*	56%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	91	758	758	764	*	*	15%	37%	25%	63%	68%
Male	94	749	749	749	*	*	23%	36%	17%	53%	51%
Economically Disadvantaged Students	114	747	747	739	*	*	19%	39%	15%	54%	40%
Non-Economically Disadvantaged Students	71	763	763	766	*	*	20%	34%	31%	65%	70%
Students with Disabilities	58	719	719	719	*	*	29%	*	*	14%	19%
Students without Disabilities	127	769	769	763	*	*	15%	*	*	78%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	176	737	737	757	15%	23%	28%	26%	9%	34%	59%
White	79	740	740	764	*	23%	28%	29%	*	37%	68%
Hispanic	50	736	736	742	*	24%	28%	24%	*	32%	44%
Black or African American	35	729	729	738	*	29%	*	*	*	31%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	90	749	749	766	*	16%	31%	*	*	47%	68%
Male	86	725	725	749	*	31%	24%	*	*	21%	50%
Economically Disadvantaged Students	114	735	735	739	*	22%	31%	24%	*	32%	40%
Non-Economically Disadvantaged Students	62	743	743	766	*	26%	23%	29%	*	39%	69%
Students with Disabilities	36	707	707	718	*	*	*	*	*	*	18%
Students without Disabilities	140	745	745	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

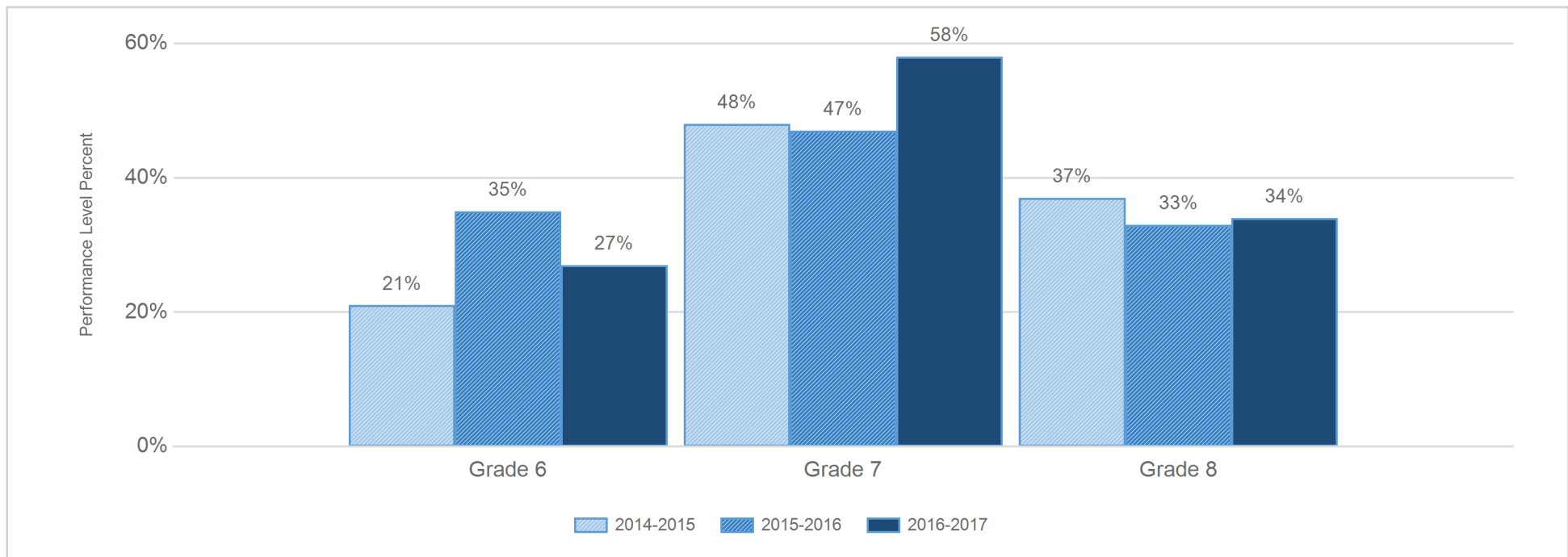


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	541	96.6	24.80	34.40	43.50	24.8	26.2	Met Target†
White	264	96.2	29.10	39.20	52.40	29.1	28.5	Met Target
Hispanic	132	98.0	20.50	28.40	27.60	20.5	27.4	Not Met
Black or African American	118	97.0	19.50	23.90	21.70	19.5	17.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	*	75.60	50	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	17	90.5	11.80	*	44.90	11.7	N	N
Female	260	95.9	30.00	34.50	44.10	30		
Male	281	97.4	19.90	34.40	42.90	19.9		
Economically Disadvantaged Students	359	97.0	19.20	25.10	25.10	19.2	24	Not Met
Non-Economically Disadvantaged Students	182	96.0	35.70	45.60	54.30	35.7		
Students with Disabilities	162	96.0	*	11.50	16.50	*	12.9	Not Met
Students without Disabilities	379	96.9	*	41.60	48.80	*		
English Learners	32	97.1	18.80	*	23.30	18.8	26.8	Met Target†
Non-English Learners	509	96.6	25.20	*	45.20	25.2		
Homeless Students	11	93.3	27.30	*	16.40	26.3		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.





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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	200	728	728	743	16%	33%	28%	23%	0%	23%	44%
White	90	730	730	751	12%	32%	31%	24%	0%	24%	54%
Hispanic	46	730	730	731	22%	24%	28%	26%	0%	26%	27%
Black or African American	54	723	723	724	19%	39%	26%	*	*	17%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	93	731	731	745	13%	31%	27%	29%	0%	29%	45%
Male	107	725	725	742	19%	35%	29%	18%	0%	18%	43%
Economically Disadvantaged Students	140	724	724	728	*	40%	24%	17%	*	17%	24%
Non-Economically Disadvantaged Students	60	738	738	752	*	17%	37%	37%	*	37%	56%
Students with Disabilities	60	709	709	717	*	*	*	*	*	*	13%
Students without Disabilities	140	736	736	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.





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Mathematics Assessment - Performance by Grade: Grade 7\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	185	735	735	741	*	25%	35%	24%	*	29%	40%
White	99	740	740	748	*	26%	31%	26%	*	35%	49%
Hispanic	43	729	729	730	*	23%	40%	*	0%	21%	23%
Black or African American	36	728	728	726	*	28%	39%	*	0%	19%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	91	735	735	743	*	30%	26%	29%	*	33%	41%
Male	94	735	735	740	*	21%	44%	19%	*	25%	38%
Economically Disadvantaged Students	114	730	730	729	*	31%	39%	18%	*	19%	22%
Non-Economically Disadvantaged Students	71	744	744	749	*	17%	30%	34%	*	44%	50%
Students with Disabilities	58	715	715	716	*	*	*	*	*	*	11%
Students without Disabilities	127	745	745	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	133	707	707	728	*	*	*	*	*	*	28%
White	57	712	712	736	*	*	*	*	*	*	35%
Hispanic	38	705	705	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	64	711	711	730	*	*	*	*	*	*	30%
Male	69	703	703	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	90	707	707	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	43	706	706	734	*	*	*	*	*	*	34%
Students with Disabilities	36	698	698	705	*	*	*	*	*	*	*
Students without Disabilities	97	710	710	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	43	757	732	743	0%	*	37%	58%	*	61%	42%
White	22	757	733	751	*	*	46%	50%	*	55%	52%
Hispanic	12	749	732	728	0%	*	*	*	0%	42%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	26	757	735	744	*	*	*	*	*	73%	43%
Male	17	756	729	741	*	*	*	*	*	41%	40%
Economically Disadvantaged Students	24	758	726	727	0%	*	*	58%	*	58%	23%
Non-Economically Disadvantaged Students	19	755	735	751	0%	*	*	58%	*	63%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	43	757	738	747	0%	*	37%	58%	*	61%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	43	757	*	745	0%	*	37%	58%	*	61%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

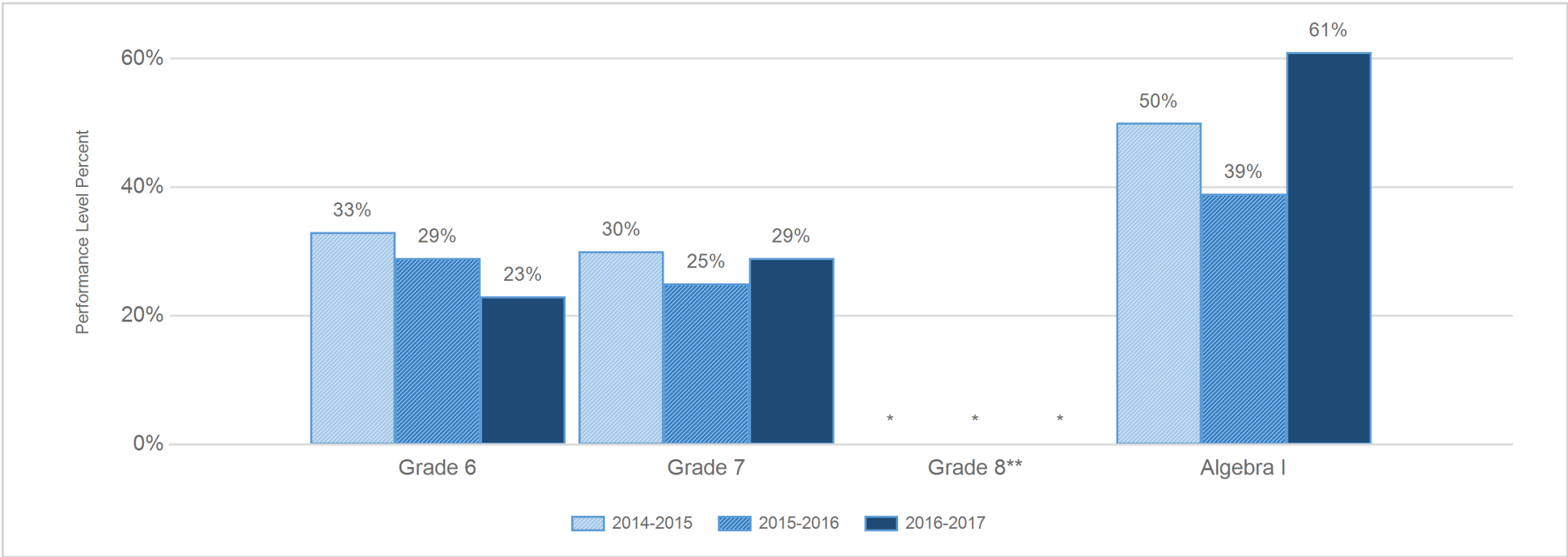


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language 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. The table also shows 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
1	*	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

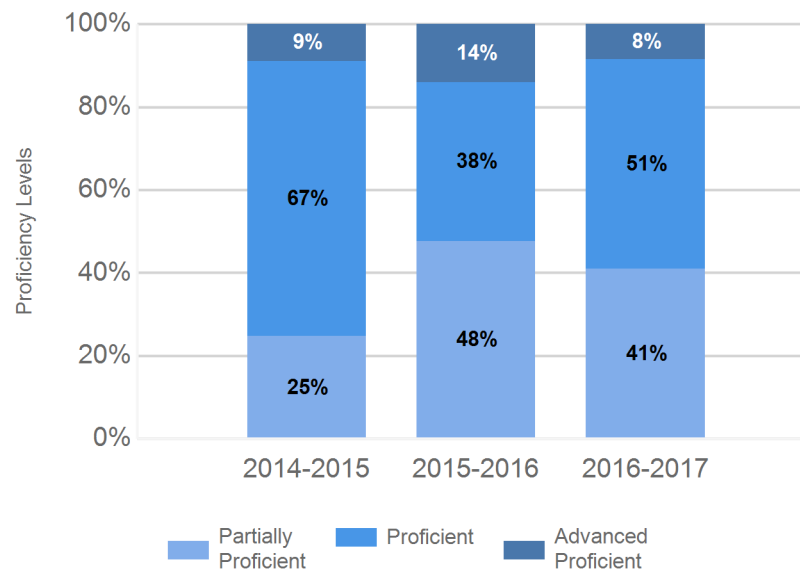
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	8%	51%	41%
White	13%	54%	33%
Hispanic	2%	52%	46%
Black or African American	3%	40%	57%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	7%	52%	41%
Students with Disabilities	N	31%	69%
English Learners	N	*	*

### NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	40.5	50	Met Target	29.5	38	50	Not Met
White	44	41	50	Met Target	30	39	52	Not Met
Hispanic	36	44	49	Not Met	28	33	47	Not Met
Black or African American	41	40	45	Met Target	28.5	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	70.5	*	60	**	*	71.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	14	*	51	**	*	41	52	**
Economically Disadvantaged	38	37	47	Not Met	30	35	46	Not Met
Students with Disabilities	30	34.5	41	Not Met	25	32	43	Not Met
English Learners	31	35	53	Not Met	29	37	51	Not Met

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

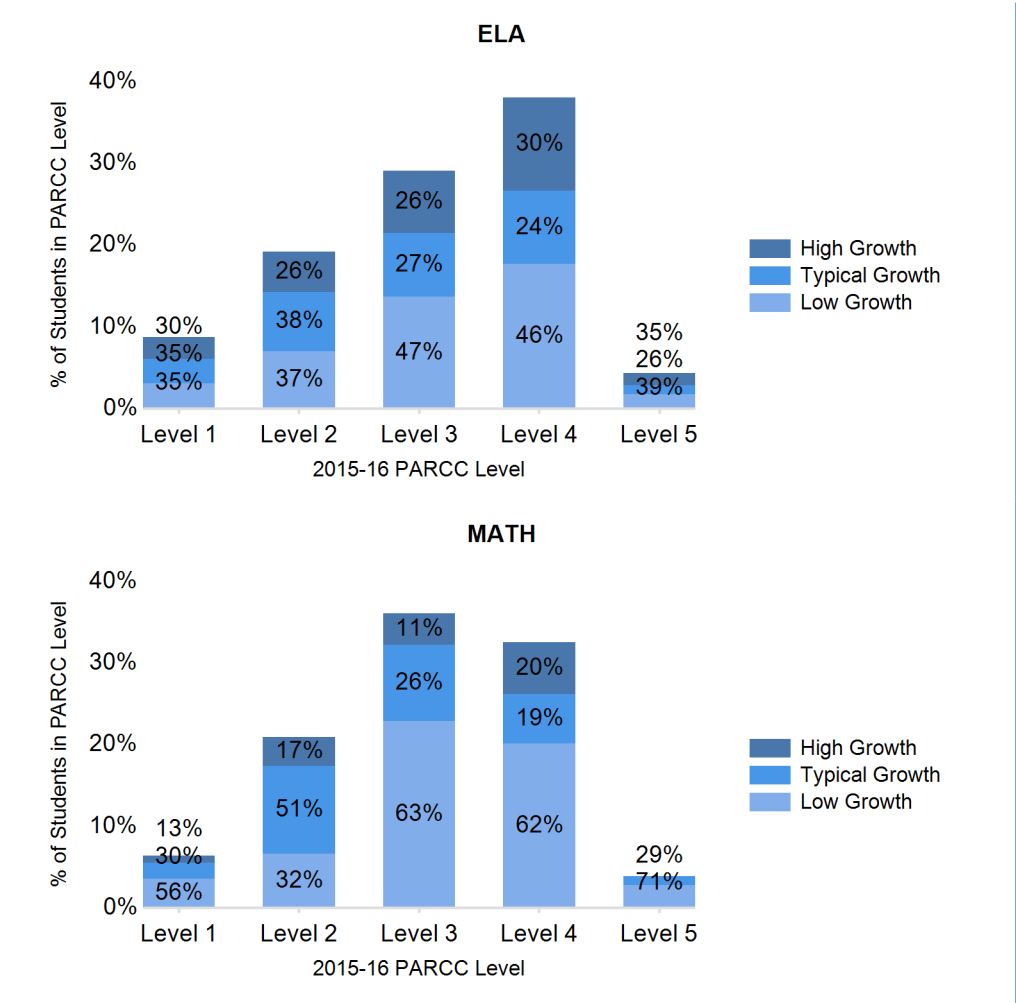
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

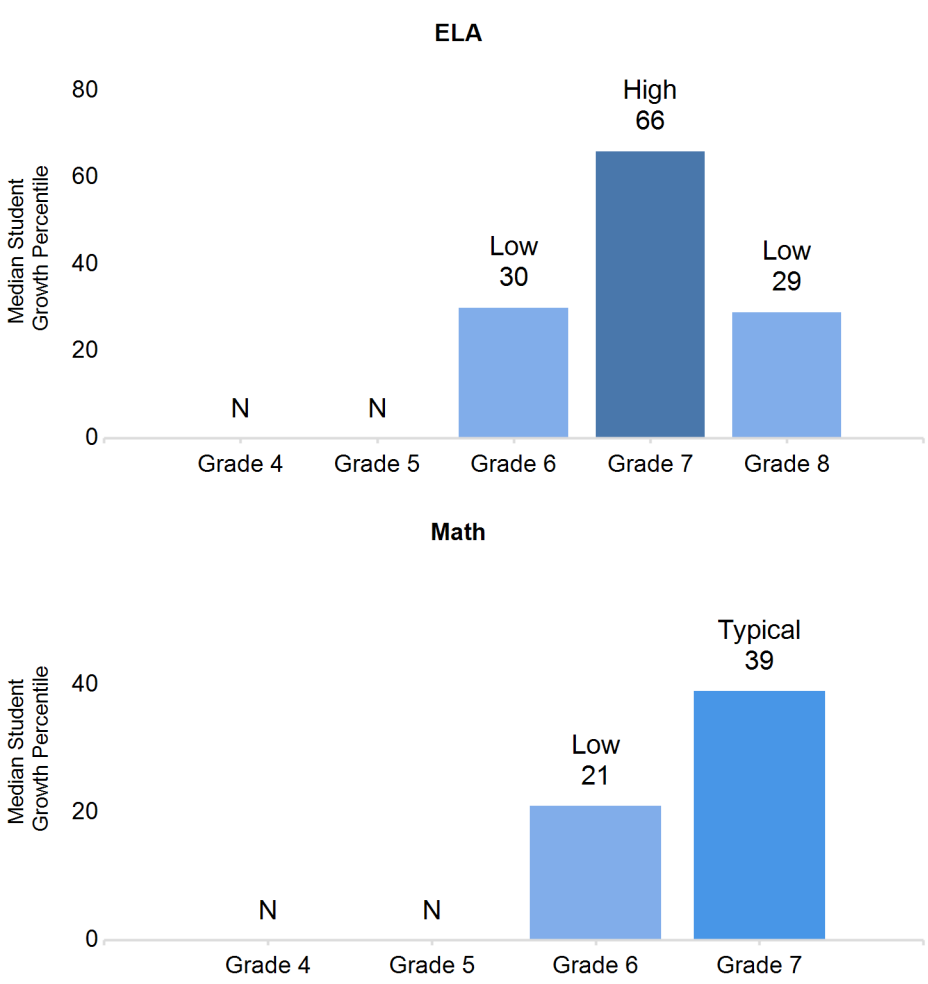
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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







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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	235
7	0	0	198
8	45	0	146
Schoolwide	45	0	579

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	212
7	0	0	0	0	0	0	193
8	0	0	0	0	0	0	179
Schoolwide	0	0	0	0	0	0	584
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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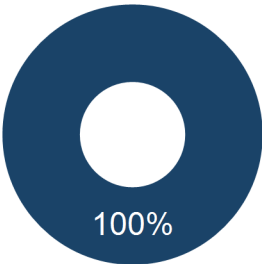
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Visual and Performing Arts – Course Participation

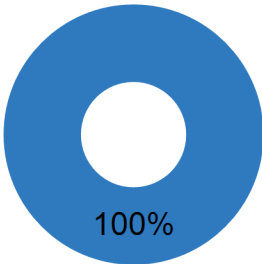
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

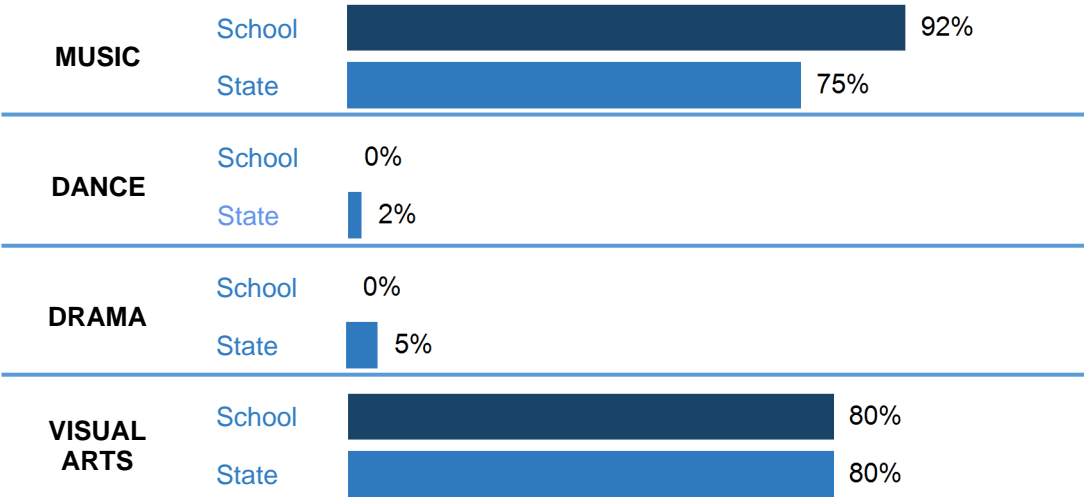


School



State

Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

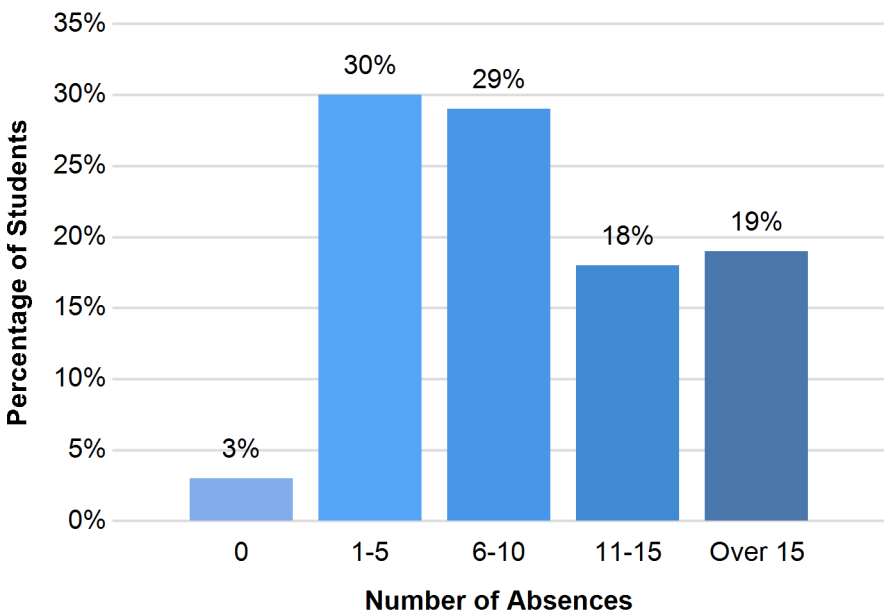
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.90	8.70	Not Met
White	10.80	8.70	Not Met
Hispanic	22.90	8.70	Not Met
Black or African American	11.70	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	40.90	8.70	Not Met
Economically Disadvantaged Students	18.40	8.70	Not Met
Students with Disabilities	16.60	8.70	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



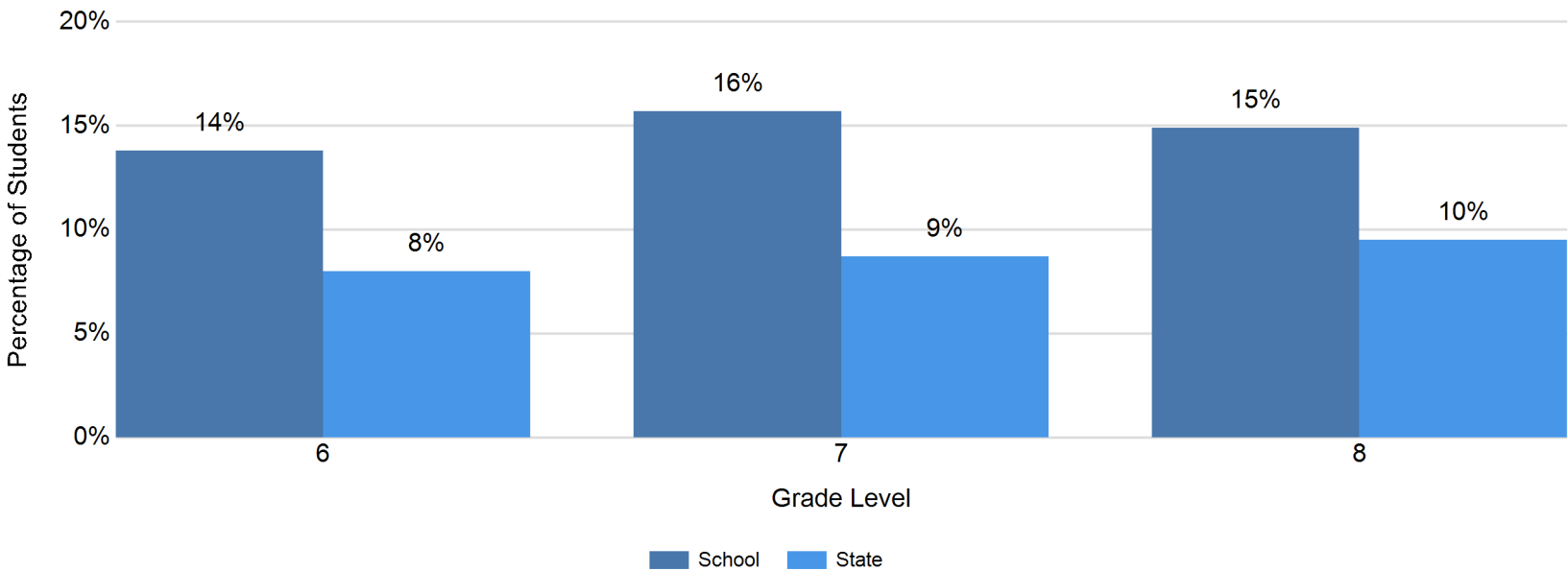


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:40AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.51

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	16.2%
Out-of-School Suspensions	6.6%
Any Suspension	22.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	76.7 kbps	100 kbps	No	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$750	\$15,734	\$16,484



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	53	120,724
Average years experience in public schools	14.7	11.8
Average years experience in district	13.4	10.5
Teachers in district for 4 or more years	79%	74%

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	9,506
Average years experience in public schools	22.8	15.9
Average years experience in district	20.0	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	592:1	170:1
Librarian/Media Specialists		978:1
Nurses		489:1
Counselors		391:1
Child Study Team		196:1



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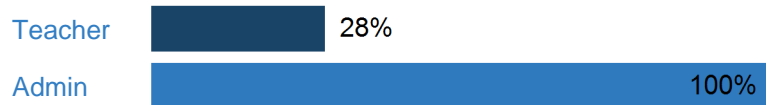
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	88%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%





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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	21.6	17.5%
Mathematics Proficiency	13.1	17.5%
English Language Arts Growth	16.6	25.0%
Mathematics Growth	3.5	25.0%
Chronic Absenteeism	7.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		12.3
<b>Summative Rating:</b> Percentile rank of Summative Score		4.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	12.3	11.9	Targeted	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
White	10.9	11.9	Targeted	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Hispanic	15.6	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
Black or African American	36.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	19.4	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	17.9	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	26.7	11.9	No	Met Target†	Met Target†	**	Not Met	Not Met	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. LaForgia	<b>Email Address:</b>	<a href="mailto:laforgia.raffaele@pburgsd.net">laforgia.raffaele@pburgsd.net</a>
<b>Address:</b>	200 HILLCREST BLVD. PHILLIPSBURG, NJ 08865	<b>Website:</b>	<a href="https://www.pburgsd.net/Domain/123">https://www.pburgsd.net/Domain/123</a>
<b>Phone:</b>	(908)454-3400		

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes Enriched Courses and Honors Algebra 1.</li> <li>• Award winning concert band and performance chorus</li> <li>• Technology focus with Chromebook 1:1 initiative and STEM courses</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>High academic achievement for all students in a supportive school environment that prepares students for High School is the goal of the Phillipsburg Middle School. The profound intellectual, social, emotional, psychological, and physical changes that mark the end of childhood and the emergence into adulthood create special needs within each student that are unique. The main focus of school staff is to create a school structure that recognizes the various talents of each student.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Phillipsburg Middle School has received accreditation in April 2015 from Middle States Association of Colleges and Schools. Our highest achieving math students attend the high school for an Honors Algebra course. The intrumental band and chorus programs are award winning.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our daily schedule offers 82 minute Language Arts and Mathmatics classes and 41 minutes for Science, Social Studies, HPE and electives. The students are 1:1 with chromebooks and are offered electives such as STEM, World Language, Music, Family Consumer Science and Art. Our schedule offers a 25 minute Liner Pride period for enrichment and intervention activities.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The school offers a variety of extracurricular activities including Drama Club, National Junior Honor Society, Student Council, Newspaper, Yearbook, Ski Club, Banner Club, School Store and a variety of musical clubs. We also offer Unified Bowling and Liner Buddies to demonstrate friendship and understanding to fellow students.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Middle School offers free breakfast to all students starting at 7:15 am and is supervised by staff members. A REACH program funded by School Based Youth Services for middle school students only is an after school and summer educational and recreational program. The program offers homework assistance, character development activities and field trips. The program runs from 3:15 pm to 6:00 pm.</p>







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 <div>Staff and Professional Learning:</div>	All staff have access to professional development activities. There continues to be an emphasis on differentiating instruction in the classroom. A focus on diverse learners and cultural competency has been a goal for this school year. Professional Learning Communities meet regularly to analyze student data and determine curricular needs. Professional development for teachers has also focused on technology in the classroom and techbooks.
 <div>Student Supports and Services:</div>	The Middle School Student Support Services include guidance counselors, School Based Youth Services staff, Child Study Team, SHARP Team, and REACH counselors. All students recommended for interventions are screened through the SHARP team. The Middle School offers Homework Help on Tuesdays and Wednesdays. In addition the Library is open everyday after school until 3:30 for students.
 <div>Student Health and Wellness:</div>	All students have Physical Education for five days a week for three marking periods and a Health course for one marking period. The students have access to the gym, track, fitness center, tennis and basketball courts. The school offers students breakfast before school. The Middle School in conjunciton with a local family practice and Hospital offers a Kids in Motion program two days a week for students.
 <div>Parent and Community Involvement:</div>	The Middle School has a PTO organization which promotes the home school connection through activities for the students. The school offers an on-line parent portal which allows parents/guardians to view student attendance, discipline and academics. Various programs and activities are held throughout the year for parent and community involvement.



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

The Middle School uses the NJ School Climate Survey once a year. There are three surveys, one for students, one for parents, and one for staff. The students give high ratings to parental support and safety in the school. The parents also gave high ratings to parental support and enagement and relationships. The staff gave high marks to Administrative support and safety. The Middle School scored a 74/78 on the State HIB report.



Facilities:

The Phillipsburg Middle School was constructed in 1927, with an addition in 1958. It operates within a three-story, 141,000 square feet building located on approximately 40 acres. Extensive outdoor recreation areas include tennis courts, softball fields, outdoor basketball courts, and a stadium that consists of a football field and track.




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<div>Other Information:</div>	<p>Academic achievement in all curricular programs is emphasized, and accelerated students are recognized by placement in advanced courses. Student recognition programs include honor and high honor roll s, “Student of the Month” selection through faculty committee, and membership in the National Junior Honor Society. Our daily schedule has allowed us the opportunity to create a 25 minute period each day known as “Liner Pride Period”. This period is designed to specifically target academic initiatives or online educational programs in the area of language arts and mathematics for future academic success.</p>
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