



CLARENDON NO 4  
2016-2017  
Grade Span PK-05

17-4730-065  
HUDSON  
SECAUCUS TOWN  
685 FIFTH ST  
SECAUCUS, NJ 07094-3004

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
PK	8	0	0
KG	67	75	59
1	89	63	60
2	56	81	62
3	92	58	82
4	89	89	60
5	71	81	96
6	69	77	0
Ungraded	41	38	29
Total	582	562	448

### 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%	46%
Male	53%	54%	54%
Economically Disadvantaged Students	26%	23%	27%
Students with Disabilities	15%	17%	18%
English Learners	1%	2%	3%
Homeless Students			0%
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	35.5%
Hispanic	31.0%
Asian	27.9%
Black or African American	3.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.8%

### 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	10	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	66	75	59

### 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	81.0%
Spanish	5.1%
Hindi	2.7%
Arabic	2.5%
Chinese	2.2%
Other	6.2%



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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	221	97.5	66.10	62.40	54.90	66.1	54.5	Met Target
White	85	100.0	61.20	57.20	63.90	61.2	42.9	Met Target
Hispanic	70	95.1	54.30	55.00	39.80	54.3	51.5	Met Target
Black or African American	11	100.0	63.70	*	35.20	63.7	**	**
Asian, Native Hawaiian, or Pacific Islander	51	98.1	92.20	78.60	80.70	92.2	76.9	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	94	95.2	75.50	73.10	62.20	75.5		
Male	127	99.3	59.00	52.80	48.10	59		
Economically Disadvantaged Students	69	97.4	52.20	50.60	36.20	52.2	31.3	Met Target
Non-Economically Disadvantaged Students	152	97.6	72.40	67.40	65.80	72.4		
Students with Disabilities	40	97.6	10.00	*	20.50	10	21.4	Not Met
Students without Disabilities	181	97.5	78.50	*	61.90	78.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	25.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	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

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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>	84	757	758	749	*	*	29%	43%	12%	55%	50%
White	30	753	753	759	*	*	*	33%	*	50%	61%
Hispanic	28	747	748	734	*	*	39%	43%	0%	43%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	772	776	775	0%	*	*	55%	*	75%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	35	769	769	754	*	*	*	46%	*	66%	55%
Male	49	748	748	745	*	*	*	41%	*	47%	46%
Economically Disadvantaged Students	29	739	739	731	*	*	38%	35%	*	38%	31%
Non-Economically Disadvantaged Students	55	766	766	762	*	*	24%	47%	*	64%	63%
Students with Disabilities	14	711	*	720	*	*	*	*	*	*	24%
Students without Disabilities	70	766	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	84	757	*	752	*	*	29%	43%	12%	55%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	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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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	60	757	758	753	*	*	23%	48%	17%	65%	56%
White	22	756	751	762	*	*	*	*	*	59%	67%
Hispanic	23	749	748	740	*	*	*	48%	*	57%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	11	782	777	777	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	22	772	765	758	*	*	*	55%	*	86%	61%
Male	38	748	754	749	*	*	*	45%	*	53%	51%
Economically Disadvantaged Students	16	744	747	737	*	*	*	*	*	44%	36%
Non-Economically Disadvantaged Students	44	762	762	764	*	*	*	*	*	73%	69%
Students with Disabilities	10	726	721	725	*	*	*	*	0%	10%	25%
Students without Disabilities	50	763	764	759	*	*	*	*	20%	76%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	60	757	*	755	*	*	23%	48%	17%	65%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	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	89	768	767	756	*	*	14%	60%	18%	78%	59%
White	36	764	764	763	0%	*	*	61%	*	72%	69%
Hispanic	25	759	758	743	*	*	*	64%	*	68%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	22	790	785	779	0%	0%	0%	55%	46%	100%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	42	767	769	761	*	*	*	62%	*	79%	66%
Male	47	770	764	750	*	*	*	57%	*	77%	53%
Economically Disadvantaged Students	28	756	751	740	*	*	*	64%	*	68%	40%
Non-Economically Disadvantaged Students	61	774	776	765	*	*	*	57%	*	82%	71%
Students with Disabilities	15	728	722	725	*	*	*	*	*	*	22%
Students without Disabilities	74	777	775	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	89	768	*	757	*	*	14%	60%	18%	78%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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%



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

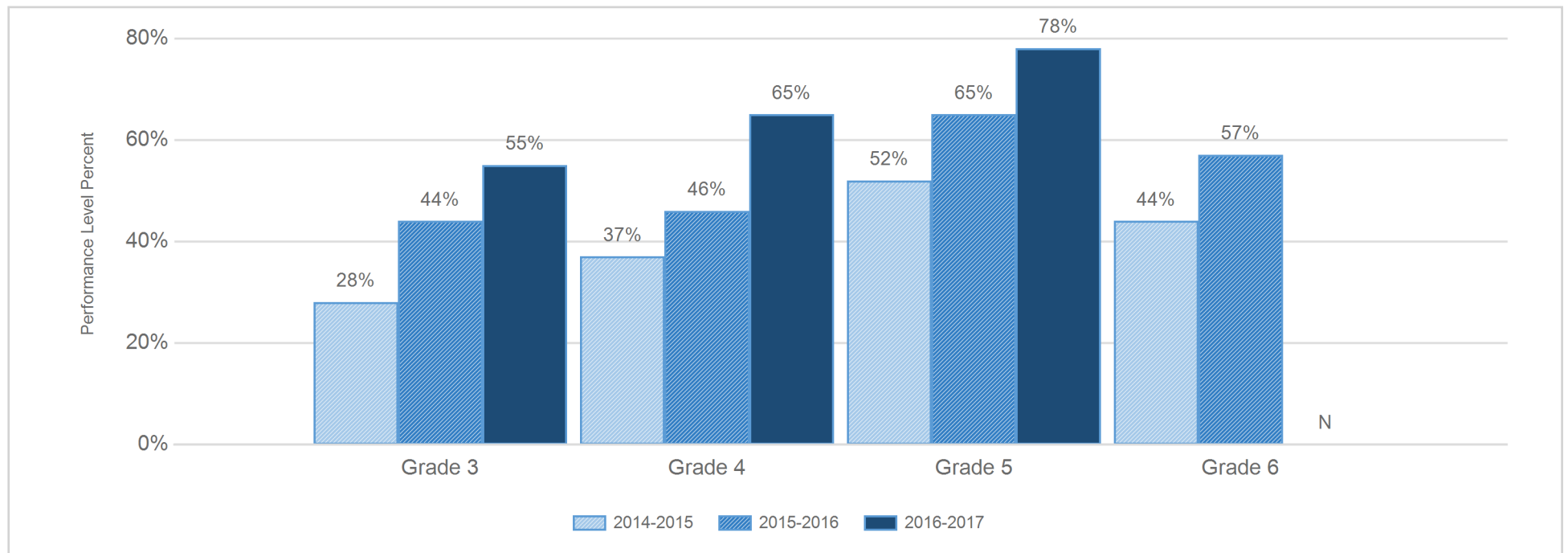
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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.

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Schoolwide	N	N	N	752	N	N	N	N	N	N	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	N	N	N	740	N	N	N	N	N	N	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	722	N	N	N	N	N	N	17%
Students without Disabilities	N	N	N	758	N	N	N	N	N	N	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	753	N	N	N	N	N	N	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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%



## 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	221	98.0	47.00	46.10	43.50	47	53.1	Not Met
White	85	100.0	44.70	40.00	52.40	44.7	42.9	Met Target
Hispanic	70	95.2	30.00	33.10	27.60	30	44	Not Met
Black or African American	11	100.0	45.50	*	21.70	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	51	100.0	76.40	71.90	75.60	76.4	74.3	Met Target
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	94	95.4	43.60	46.40	44.10	43.6		
Male	127	100.0	49.60	45.90	42.90	49.6		
Economically Disadvantaged Students	69	97.5	27.50	33.20	25.10	27.5	29.7	Met Target†
Non-Economically Disadvantaged Students	152	98.2	56.00	51.60	54.30	56		
Students with Disabilities	40	97.6	*	*	16.50	*	12.7	Not Met
Students without Disabilities	181	98.0	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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**Mathematics Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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>	86	754	756	751	*	*	34%	41%	*	51%	53%
White	31	755	751	759	*	*	39%	36%	*	48%	63%
Hispanic	29	746	746	738	*	*	38%	45%	0%	45%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	768	777	779	0%	*	*	*	*	65%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	37	755	758	751	*	*	41%	43%	*	51%	52%
Male	49	754	755	751	*	*	29%	39%	*	51%	53%
Economically Disadvantaged Students	30	742	741	736	*	*	37%	40%	*	40%	34%
Non-Economically Disadvantaged Students	56	761	762	761	*	*	32%	41%	*	57%	65%
Students with Disabilities	14	721	*	729	*	*	*	*	*	*	29%
Students without Disabilities	72	761	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	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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Schoolwide	61	746	752	747	*	*	41%	41%	*	43%	47%
White	22	743	742	755	*	*	*	*	0%	41%	59%
Hispanic	24	741	740	734	0%	*	50%	*	0%	29%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	11	763	773	774	0%	*	*	*	*	82%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	23	750	753	747	*	*	*	52%	*	52%	47%
Male	38	744	752	747	*	*	*	34%	*	37%	48%
Economically Disadvantaged Students	17	738	743	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	44	749	755	757	*	*	*	*	*	48%	61%
Students with Disabilities	10	723	719	724	*	*	*	*	*	10%	22%
Students without Disabilities	51	751	757	751	*	*	*	*	*	49%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	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	91	749	750	747	*	19%	37%	32%	*	43%	46%
White	37	743	747	754	*	*	35%	30%	*	38%	57%
Hispanic	25	738	740	735	0%	*	56%	*	0%	20%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	23	771	769	774	0%	0%	*	52%	*	78%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	44	742	745	747	*	*	48%	*	*	25%	47%
Male	47	756	755	746	*	*	28%	*	*	60%	46%
Economically Disadvantaged Students	29	732	735	732	*	*	52%	*	0%	14%	27%
Non-Economically Disadvantaged Students	62	757	759	756	*	*	31%	*	16%	57%	59%
Students with Disabilities	15	715	719	725	*	*	*	*	*	*	19%
Students without Disabilities	76	756	756	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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%



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

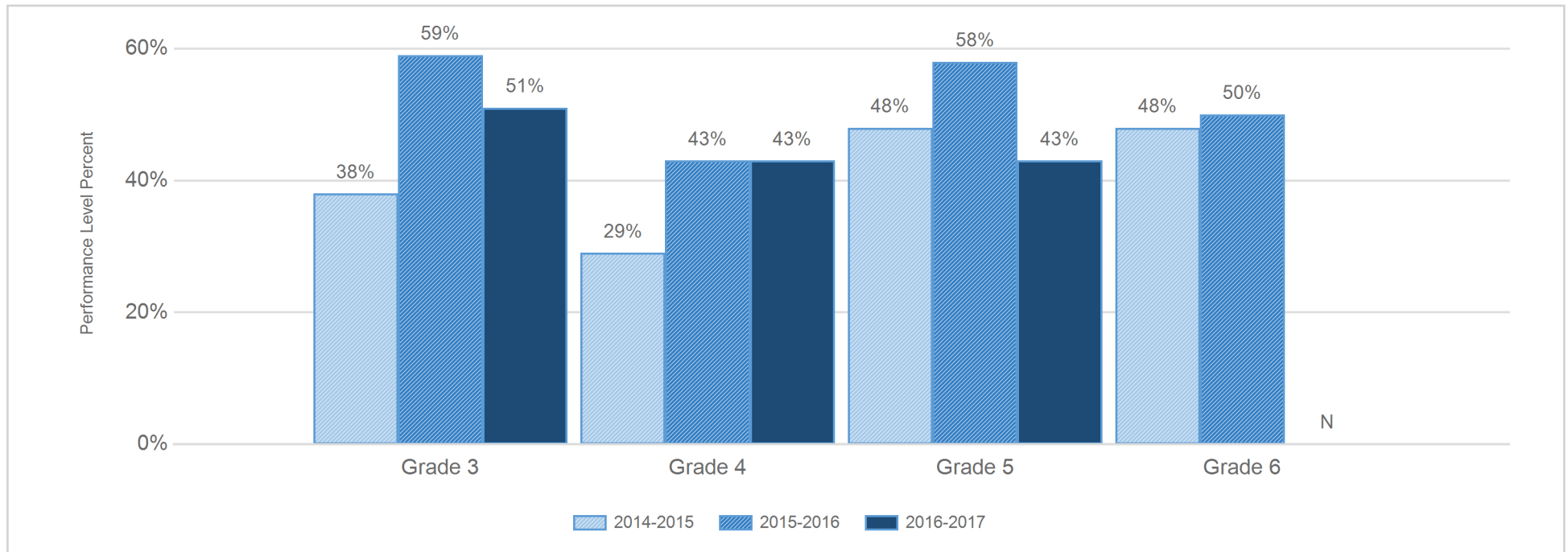
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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	743	N	N	N	N	N	N	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	N	N	N	731	N	N	N	N	N	N	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	N	745	N	N	N	N	N	N	45%
Male	N	N	N	742	N	N	N	N	N	N	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	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.

## 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	N	N
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+	N	N	N





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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.

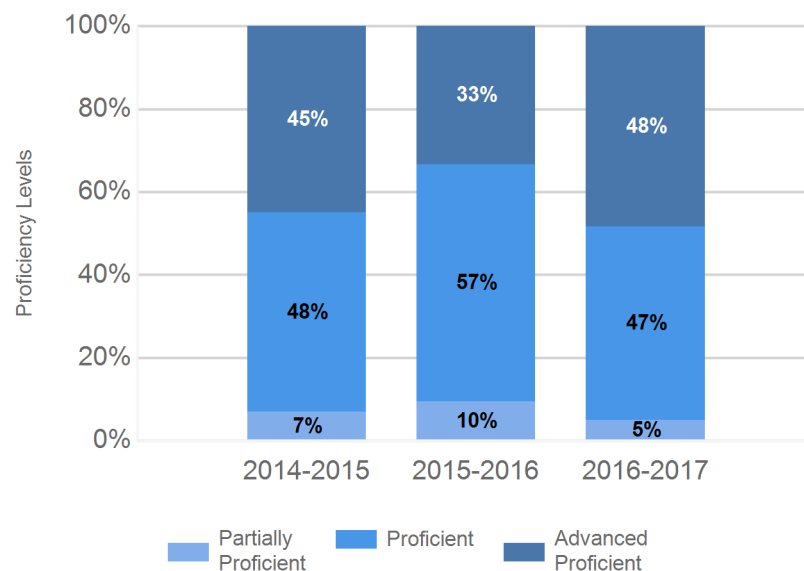
**NJASK Science Assessment Performance: Grade 4**

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	48%	47%	5%
White	38%	57%	*
Hispanic	44%	52%	4%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	82%	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	29%	65%	6%
Students with Disabilities	*	*	N
English Learners	N	N	*

**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	79	65	50	Exceeds Target	52.5	59	50	Met Target
White	79	58	50	Exceeds Target	52	52	52	Met Target
Hispanic	74.5	65	49	Exceeds Target	55	59	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	87.5	73	60	Exceeds Target	51	63	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	73	64.5	47	Exceeds Target	51	52.5	46	Met Target
Students with Disabilities	58	57	41	Met Target	62	48	43	Exceeds Target
English Learners	*	78	53	**	*	74.5	51	**

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



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

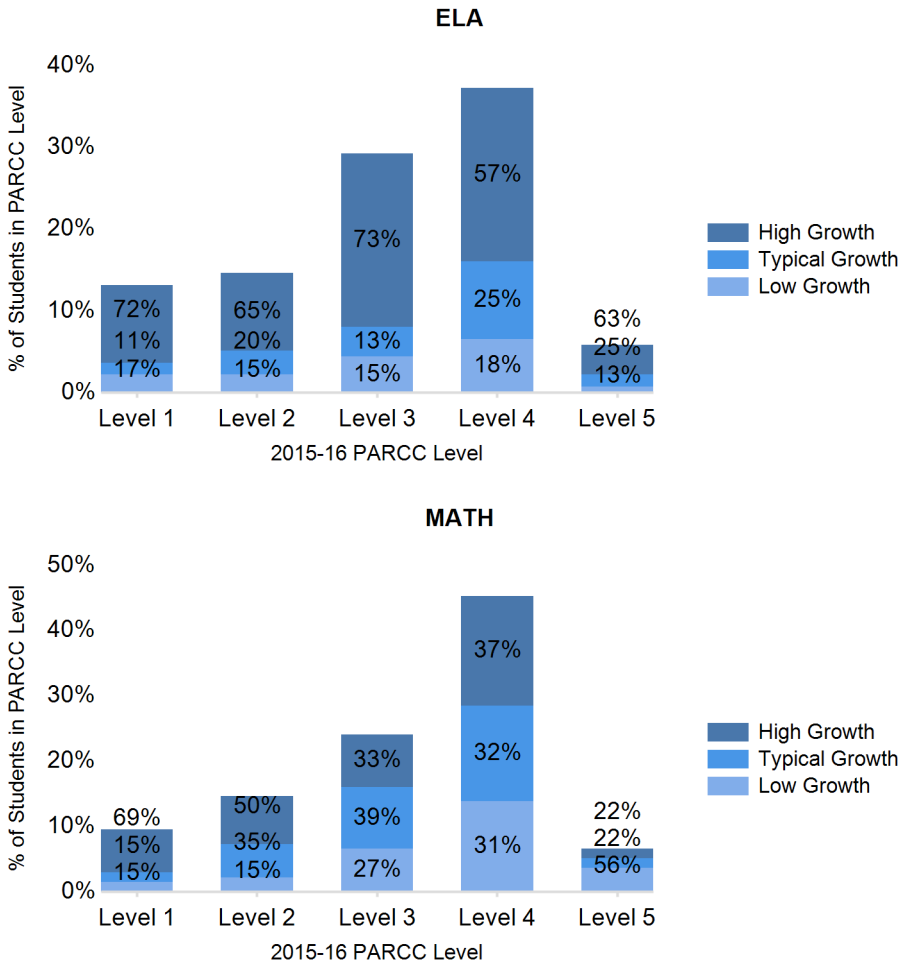
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

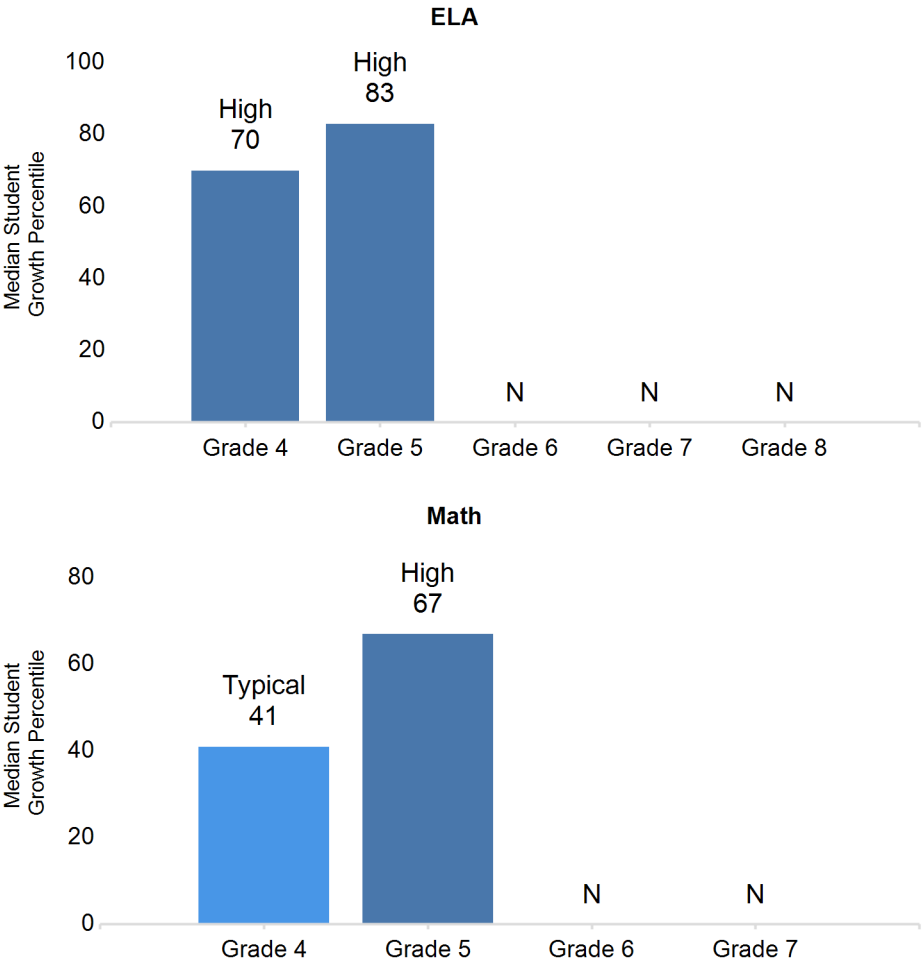
Student Growth by Performance Level

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

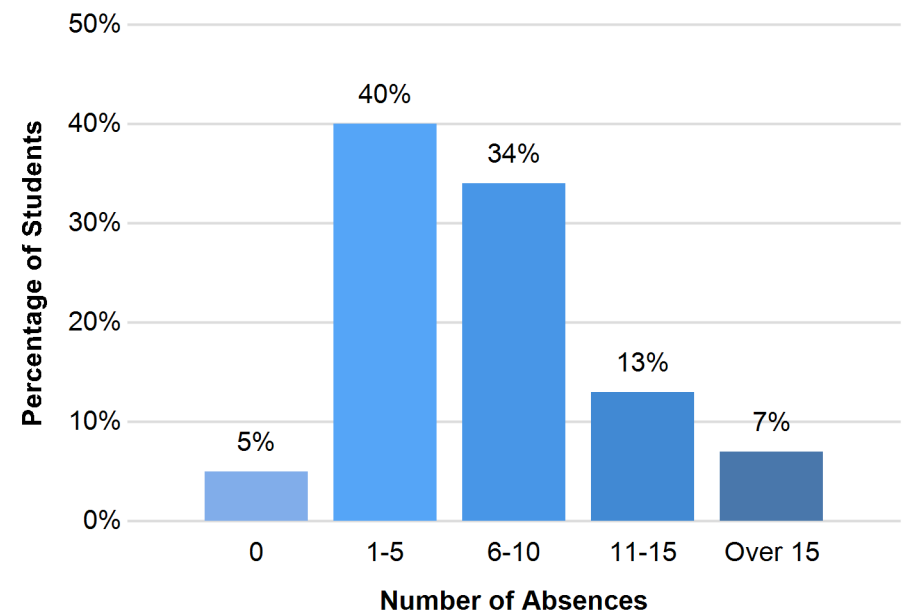
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	8.30	Met Target
White	2.50	8.30	Met Target
Hispanic	7.90	8.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.00	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.60	8.30	Met Target
Students with Disabilities	12.20	8.30	Not Met
English Learners	N	**	**

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

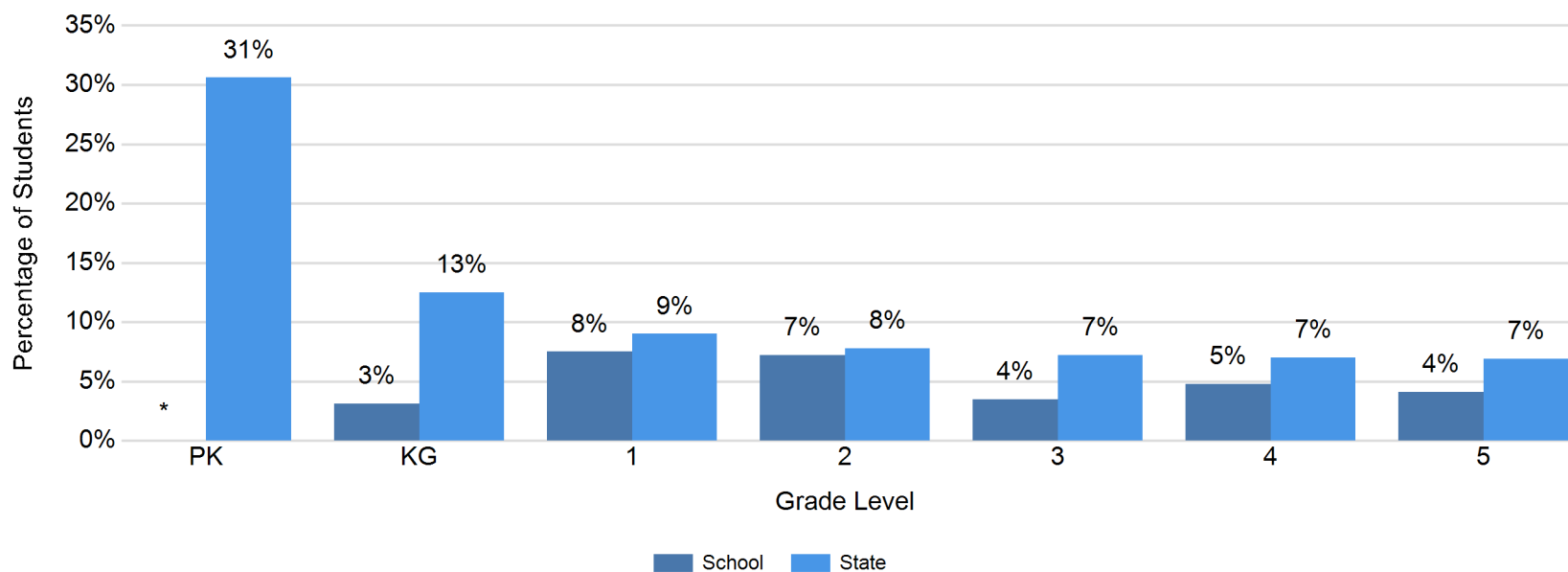
### Days Absent

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.



## 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	8:20AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	4 Hrs. 0 Mins.

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

### 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	0.2%
Any Suspension	0.2%

### 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	3.0:1	47.3 kbps	100 kbps	No	N	Fiber	N

### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$434	\$14,650	\$15,084



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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	42	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	10.9	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	15	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	80%	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	448:1	141:1
Librarian/Media Specialists		N
Nurses		423:1
Counselors		265:1
Child Study Team		265:1





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**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 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	85%	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	61.6	17.5%
Mathematics Proficiency	39.0	17.5%
English Language Arts Growth	99.3	25.0%
Mathematics Growth	60.2	25.0%
Chronic Absenteeism	67.3	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		67.6
<b>Summative Rating:</b> Percentile rank of Summative Score		76.6
<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	67.6	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
White	61.3	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	72.2	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	57.2	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	76.0	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Students with Disabilities	57.7	11.9	No	Not Met	Not Met	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	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.



**CLARENDON NO 4**  
**2016-2017**  
**Grade Span PK-05**

17-4730-065  
 HUDSON  
 SECAUCUS TOWN  
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School General Info

<b>Principal:</b>	Mr. VIGGIANI	<b>Email Address:</b>	<a href="mailto:sviggiani@sboe.org">sviggiani@sboe.org</a>
<b>Address:</b>	685 FIFTH ST SECAUCUS, NJ 07094-3004	<b>Website:</b>	<a href="http://www.sboe.org">www.sboe.org</a>
<b>Phone:</b>	(201)974-2012	<b>Facebook:</b>	<a href="http://www.facebook.com/SecaucusPSD">www.facebook.com/SecaucusPSD</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@SecaucusPSD">https://twitter.com/@SecaucusPSD</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>• Ongoing infusion of technology content programs is vital to Clarendon School</li> <li>• Instruction guided by NJ Student Learning Standards, Next Generation Science Standards and frequently revised curriculum</li> <li>• Clarendon School recognizes that Parents are an integral part of their Child's education.</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>It is our mission at Clarendon School to work as a team of educators in a student-centered, nurturing environment, in order to provide each child with optimal learning opportunities for them to reach their full academic and social potential, and become productive citizens in an increasingly complex world.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>PARCC scores continue to rise for the majority of grades in both English Language Arts and Math. Staff members are chosen each year for the Governor's Educator of the Year Award to recognize dedication and professionalism as an educator in Clarendon Elementary School. During the 2016-2017 school year the Supervisor of Elementary Education presented at the NJEA convention.</p>

## School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Every student has a rich educational experience with programs that include Art, Music, Physical Education, Technology integration (Computer Course), Mathematics, Language Arts, Spanish, Science, Social Studies, World Language and Gifted and Talented Enrichment. Instruction is carefully guided by New Jersey Student Learning Standards and Next Generation Science Standards along with frequently revised district curriculum.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Third grade students begin playing the recorder while our music instrumental program begins in fourth grade. The chorus and concert band students display their skills annually in a concert for the entire school community. Students also have an opportunity to get involved in the drama and dance club accompanied by an end of year performance. Newspaper Club, SGO, Safety Patrol, Peacekeepers Club, Boys' and Girls' Circle and Media Club are some the clubs that are offered for the students.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>The Town of Secaucus in collaboration with the District, offers the Beyond the Bell program, which brings high quality award-winning curricula as well as locally run enrichment programs to the after school setting. The goal of each one of the programs offered in this session is to provide a hands on, fun, engaging learning experience in an environment that students are already familiar with. Teachers also provide extra support before school hours.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Staff members are provided Professional Development training through the year. Newly hired teachers are enrolled in an extensive four day training that will enhance their performance as a teacher. Professional Learning Communities are ongoing and implemented in each grade where teachers meet during their common prep in order to enhance instruction and analyze data. Training is provided as needed when new programs are implemented in the curriculum.</p>
 <b>Student Supports and Services:</b>	<p>Students are screened and provided support services for English Language Learners, Special Education, Intervention and Referral Services to assist students who are experiencing learning, behavior or health difficulties. Home Instruction is provided for students who are unable to attend school due to physical and emotional health circumstances. Teachers provide tutoring as extra support for students.</p>
 <b>Student Health and Wellness:</b>	<p>The National School Lunch Program is available to all students, breakfast and lunch. Students engage in physical education classes and an additional 25 minute recess during the lunch period. Health courses includes introduction to nutrition, exercise and personal hygiene.</p>
 <b>Parent and Community Involvement:</b>	<p>The PTA is active and supportive of students with each child receiving money toward field trips and book fair purchases. "Coffee with the Administration," offered throughout the year, morning and evening sessions, gives parents an opportunity to speak informally with administration regarding curriculum, report card revisions and meet new staff. Parents can access their child's grades, schedule, attendance, activities, homework, food service and contact information through the Parent Portal.</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.



Climate Surveys:

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

Surveys are distributed to parents, staff and students that outline anti Bullying and school culture.



Facilities:

Clarendon School takes pride in the appearance of the building. All instructional spaces are equipped with interactive whiteboards, laptop stations, and all students have access to the computer lab. Our entire school building is equipped with wireless internet access. Our custodial staff is conscientious in maintaining excellence in the general upkeep of the school each day. All classrooms are air conditioned. The school is thoroughly cleaned and maintained each summer.



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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.



Other Information:

Clarendon Elementary School is an exceptional learning community with a population of 448 students in grades kindergarten through fifth. Families and teachers work as partners to provide an academically challenging and culturally rich environment. Our faculty and staff are true professionals committed to this wonderful community and to the students they serve. They work endlessly to create a warm and nurturing environment conducive to academic and social success. Clarendon School recognizes that Parents are an integral part of their Child's education. Our PTA is extremely active and very supportive of our students. We welcome parent volunteers to assist with fundraising activities, book fairs, holiday bazaars and to help classroom teachers by becoming a class parent. Parents are invited to attend socials that are designed to discuss report card revisions, curriculum enhancements and meet and greet new staff throughout the year. Our school community focuses on respect and character building while helping all students develop a sustained love of learning. The NJ Anti-Bullying Bill of Rights continues to bring awareness to our students around bullying and being "Bucket Fillers". Students participate in many activities throughout the school year that promotes positive relationships. All our students have opportunities to get involved in before and after school extracurricular activities. Ongoing infusion of technology content programs is vital to Clarendon School. We currently provide the necessary tools needed to assure that our students will develop as viable participants in a global and complex world. We will continue to provide the students with an experience on many levels which encompass different facets of science, technology, math, and computer coding and internet resources. Clarendon School is open to all Secaucus Residents to provide an appropriate education.





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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
PK	85	61	69
KG	103	89	79
1	98	94	95
2	92	83	87
3	77	92	74
4	73	77	94
5	74	62	74
6	77	74	0
Ungraded	11	22	23
Total	690	654	595

### 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%	51%	50%
Male	52%	49%	50%
Economically Disadvantaged Students	29%	29%	24%
Students with Disabilities	8%	12%	15%
English Learners	2%	3%	3%
Homeless Students			0%
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	33.8%
Asian	33.6%
Hispanic	26.9%
Black or African American	3.9%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.7%

### 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	84	61	69
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	92	89	79

### 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	89.9%
Spanish	3.7%
Other	6.4%



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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	222	98.0	61.20	62.40	54.90	61.2	61.3	Met Target†
White	82	97.8	54.90	57.20	63.90	54.9	61.2	Met Target†
Hispanic	54	95.2	50.00	55.00	39.80	50	42.7	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	77.50	78.60	80.70	77.5	71.5	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	110	97.5	69.10	73.10	62.20	69.1		
Male	112	98.4	53.60	52.80	48.10	53.6		
Economically Disadvantaged Students	66	98.6	43.90	50.60	36.20	43.9	46.5	Met Target†
Non-Economically Disadvantaged Students	156	97.7	68.60	67.40	65.80	68.6		
Students with Disabilities	27	93.1	18.50	*	20.50	18.1	14.7	Met Target
Students without Disabilities	195	98.6	67.10	*	61.90	67.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
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
Schoolwide	73	760	758	749	*	*	30%	45%	*	56%	50%
White	25	753	753	759	*	*	48%	*	*	36%	61%
Hispanic	21	750	748	734	*	*	*	48%	*	52%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	24	778	776	775	*	*	*	58%	*	79%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	42	769	769	754	*	*	*	43%	*	60%	55%
Male	31	748	748	745	*	*	*	48%	*	52%	46%
Economically Disadvantaged Students	16	739	739	731	*	*	*	*	*	25%	31%
Non-Economically Disadvantaged Students	57	766	766	762	*	*	*	*	*	65%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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	92	759	758	753	*	*	23%	42%	20%	62%	56%
White	32	748	751	762	*	*	*	50%	*	56%	67%
Hispanic	16	747	748	740	0%	*	*	*	*	44%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	37	775	777	777	0%	*	*	41%	35%	76%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	39	760	765	758	*	*	*	51%	*	72%	61%
Male	53	759	754	749	*	*	*	36%	*	55%	51%
Economically Disadvantaged Students	20	749	747	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	72	762	762	764	*	*	*	*	*	65%	69%
Students with Disabilities	10	716	721	725	*	*	*	*	0%	20%	25%
Students without Disabilities	82	765	764	759	*	*	*	*	22%	67%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	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	71	764	767	756	*	*	20%	56%	*	69%	59%
White	29	764	764	763	*	*	*	66%	*	72%	69%
Hispanic	21	757	758	743	*	*	*	48%	*	57%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	778	785	779	0%	0%	*	*	*	81%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	36	772	769	761	*	*	*	61%	*	78%	66%
Male	35	756	764	750	*	*	*	51%	*	60%	53%
Economically Disadvantaged Students	31	747	751	740	*	*	*	52%	*	55%	40%
Non-Economically Disadvantaged Students	40	778	776	765	*	*	*	60%	*	80%	71%
Students with Disabilities	11	714	722	725	*	*	*	*	*	18%	22%
Students without Disabilities	60	773	775	762	*	*	*	*	*	78%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

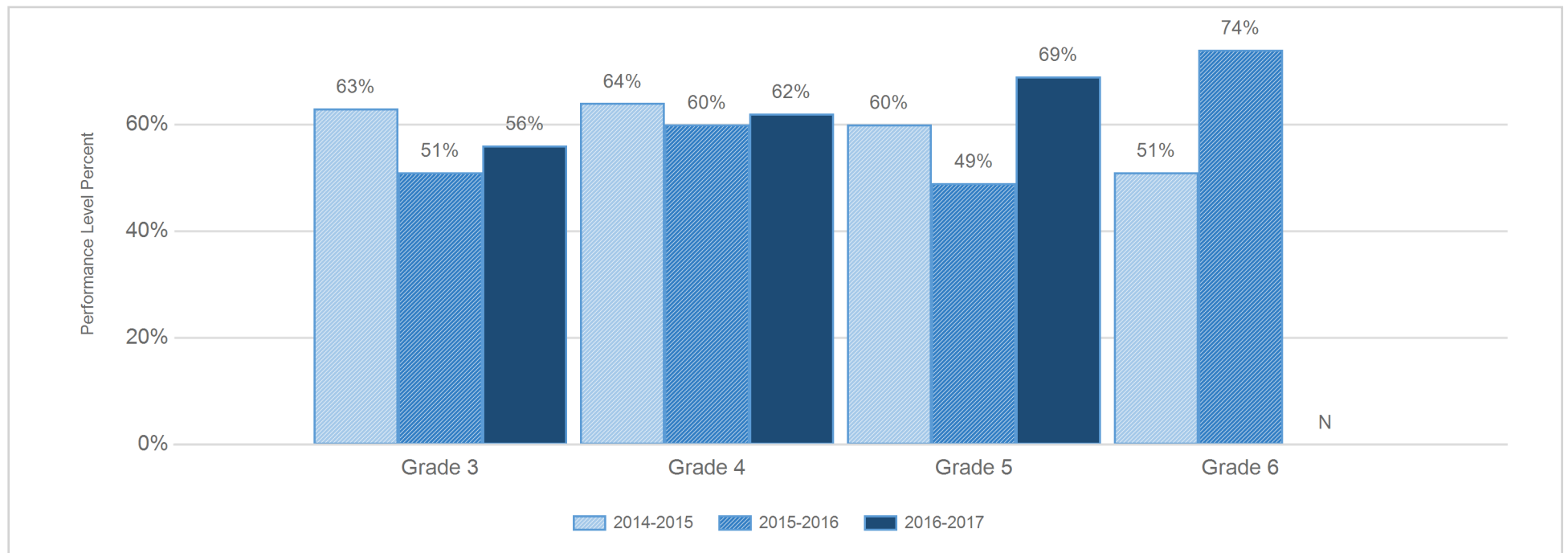
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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
Schoolwide	N	N	N	752	N	N	N	N	N	N	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	N	N	N	740	N	N	N	N	N	N	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	722	N	N	N	N	N	N	17%
Students without Disabilities	N	N	N	758	N	N	N	N	N	N	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	753	N	N	N	N	N	N	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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%



## 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	222	98.0	55.00	46.10	43.50	55	57.1	Met Target†
White	82	97.8	43.90	40.00	52.40	43.9	53.5	Not Met
Hispanic	54	95.2	42.60	33.10	27.60	42.6	33.4	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	80.30	71.90	75.60	80.3	76.1	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	110	97.5	54.50	46.40	44.10	54.5		
Male	112	98.4	55.40	45.90	42.90	55.4		
Economically Disadvantaged Students	66	98.6	39.30	33.20	25.10	39.3	44.4	Met Target†
Non-Economically Disadvantaged Students	156	97.7	61.50	51.60	54.30	61.5		
Students with Disabilities	27	93.1	14.80	*	16.50	14.5	14.7	Met Target†
Students without Disabilities	195	98.6	60.50	*	48.80	60.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
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>	73	758	756	751	*	*	38%	36%	16%	52%	53%
White	25	746	751	759	*	*	52%	*	0%	36%	63%
Hispanic	21	746	746	738	0%	*	*	*	*	43%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	24	784	777	779	*	*	*	42%	42%	83%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	42	761	758	751	*	*	36%	33%	*	55%	52%
Male	31	755	755	751	*	*	42%	39%	*	48%	53%
Economically Disadvantaged Students	16	739	741	736	*	*	*	*	0%	38%	34%
Non-Economically Disadvantaged Students	57	764	762	761	*	*	*	*	21%	56%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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
Schoolwide	93	756	752	747	*	13%	22%	50%	*	61%	47%
White	32	741	742	755	*	*	*	47%	*	50%	59%
Hispanic	17	739	740	734	*	*	*	*	0%	41%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	37	776	773	774	*	0%	*	57%	*	81%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	40	754	753	747	*	*	*	55%	*	63%	47%
Male	53	757	752	747	*	*	*	45%	*	60%	48%
Economically Disadvantaged Students	21	747	743	732	*	*	*	48%	*	52%	27%
Non-Economically Disadvantaged Students	72	758	755	757	*	*	*	50%	*	64%	61%
Students with Disabilities	10	714	719	724	*	*	*	*	0%	10%	22%
Students without Disabilities	83	761	757	751	*	*	*	*	13%	68%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	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
<b>Schoolwide</b>	72	751	750	747	*	15%	31%	35%	*	49%	46%
White	29	751	747	754	0%	*	35%	41%	*	48%	57%
Hispanic	21	743	740	735	*	*	*	*	*	43%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	17	765	769	774	*	*	*	*	*	59%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	36	750	745	747	*	*	31%	36%	*	47%	47%
Male	36	753	755	746	*	*	31%	33%	*	50%	46%
Economically Disadvantaged Students	31	738	735	732	*	*	32%	*	*	32%	27%
Non-Economically Disadvantaged Students	41	762	759	756	*	*	29%	*	*	61%	59%
Students with Disabilities	11	726	719	725	*	*	*	*	0%	18%	19%
Students without Disabilities	61	756	756	751	*	*	*	*	16%	54%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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

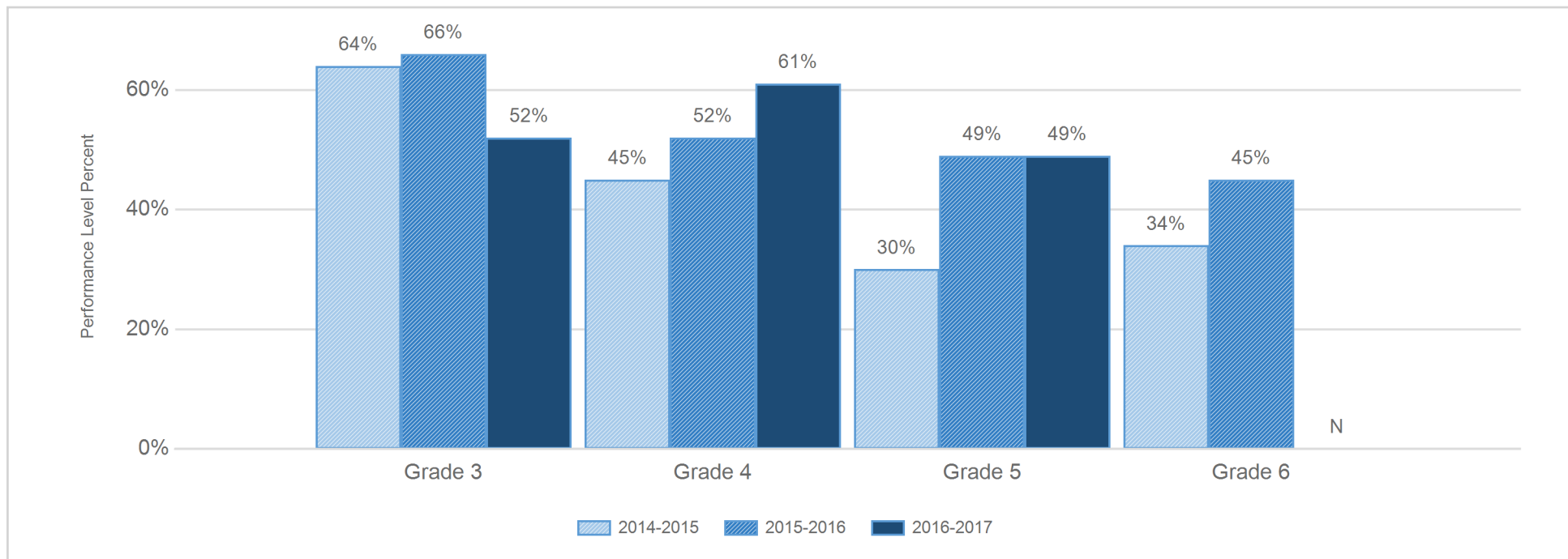
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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
Schoolwide	N	N	N	743	N	N	N	N	N	N	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	N	N	N	731	N	N	N	N	N	N	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	N	745	N	N	N	N	N	N	45%
Male	N	N	N	742	N	N	N	N	N	N	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	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.

# 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	N	N	N
5+	N	N	N





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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.

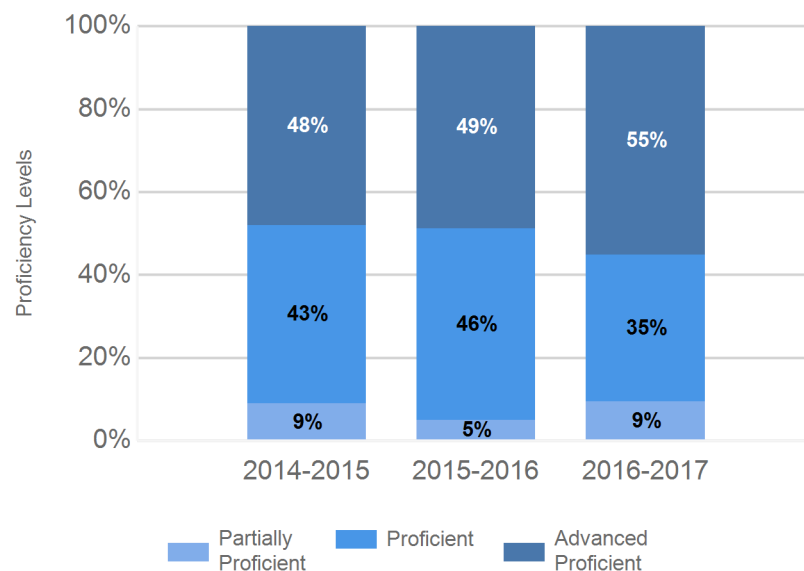
**NJASK Science Assessment Performance: Grade 4**

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	55%	35%	9%
White	40%	49%	11%
Hispanic	31%	44%	25%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	76%	21%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	53%	37%	11%
Students with Disabilities	36%	46%	18%
English Learners	N	*	*

**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	60	65	50	Exceeds Target	49.5	59	50	Met Target
White	46	58	50	Met Target	41	52	52	Met Target
Hispanic	63	65	49	Exceeds Target	36	59	47	Not Met
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	72	73	60	Exceeds Target	69	63	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47.5	64.5	47	Met Target	41	52.5	46	Met Target
Students with Disabilities	23	57	41	Not Met	41	48	43	Met Target
English Learners	*	78	53	**	*	74.5	51	**

\*\* 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:

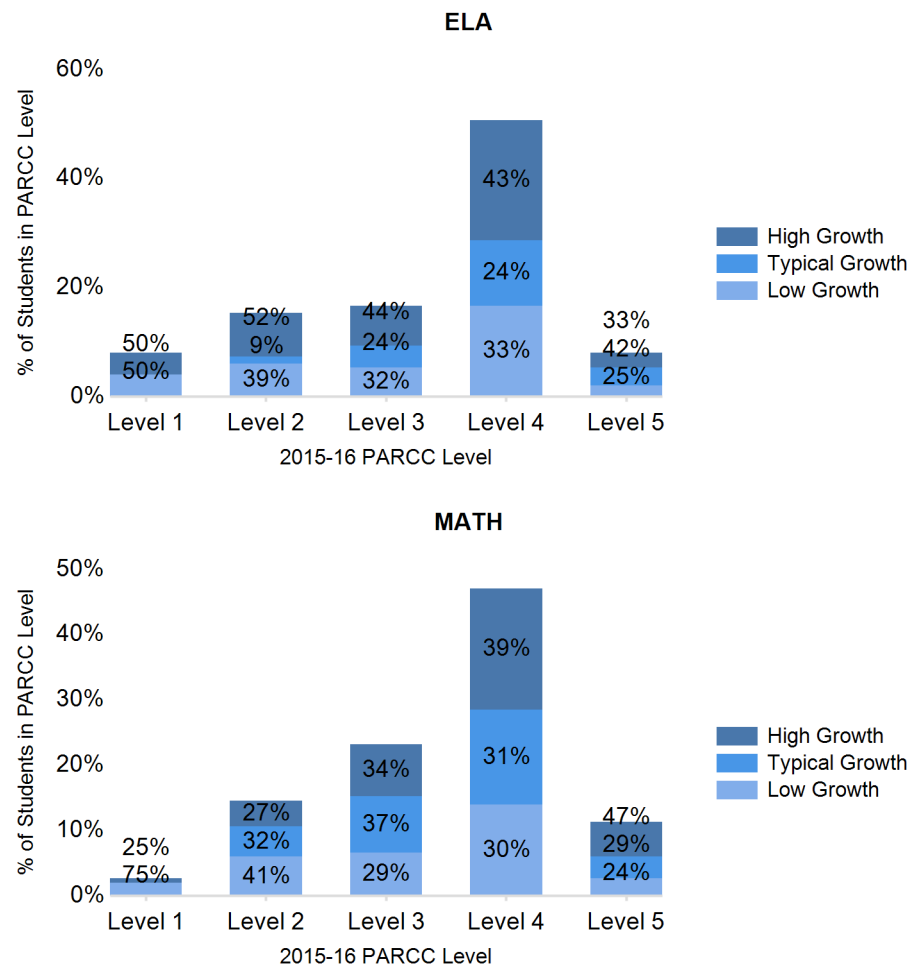
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

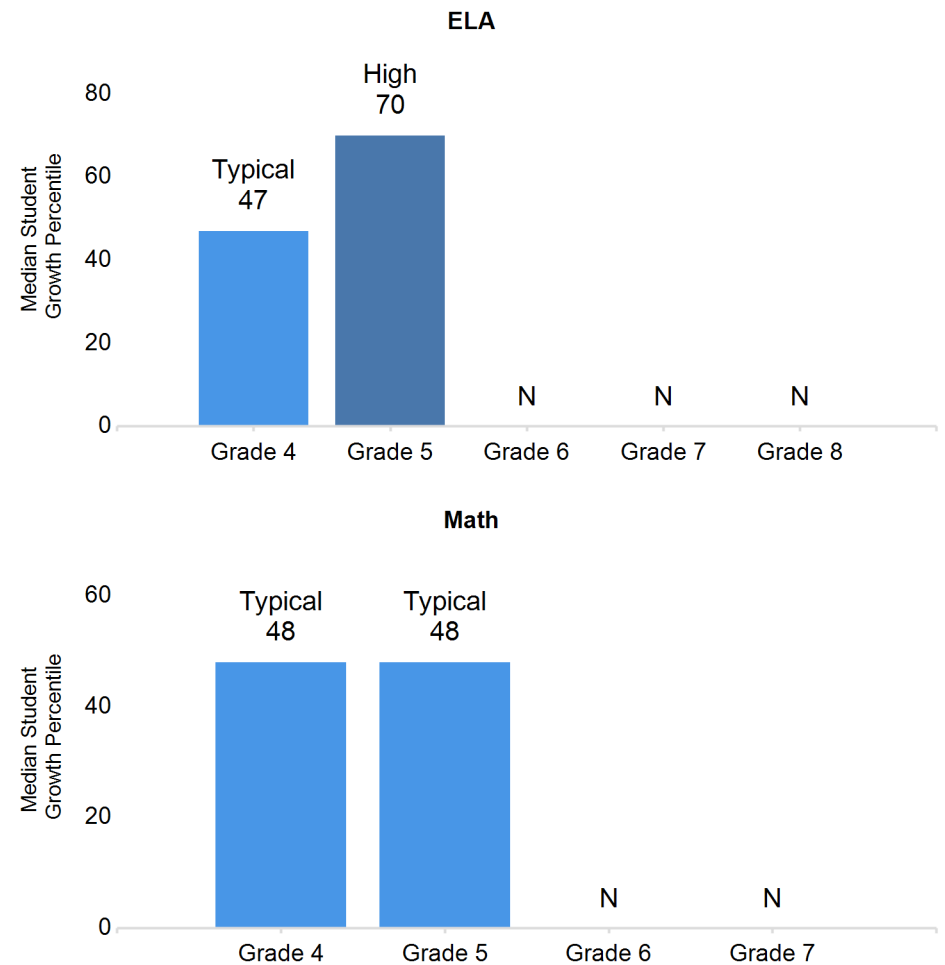
### Student Growth by Performance Level

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

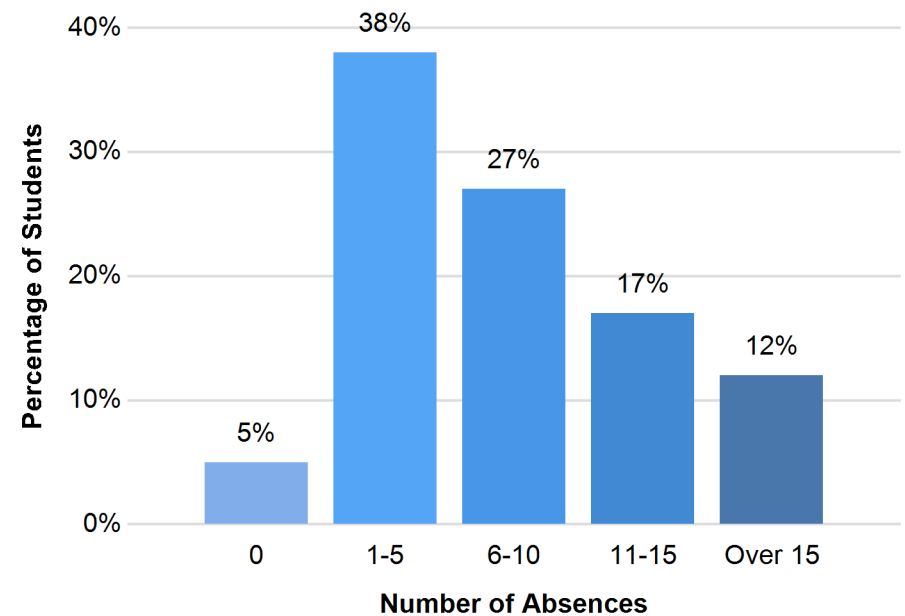
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.70	8.30	Not Met
White	6.10	8.30	Met Target
Hispanic	5.20	8.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	13.60	8.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.20	8.30	Not Met
Students with Disabilities	19.00	8.30	Not Met
English Learners	N	**	**

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

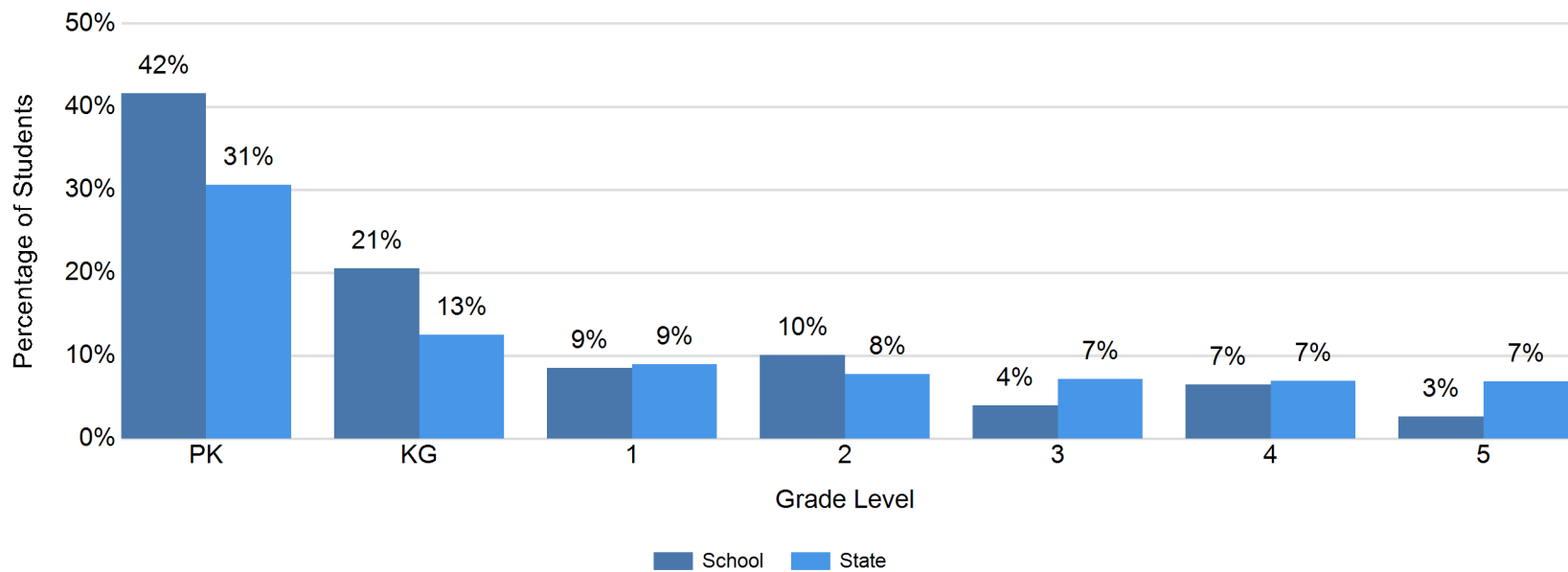
### Days Absent

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.



### 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	8:20AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	4 Hrs. 0 Mins.

### 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	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.17

### 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	0.2%
Out-of-School Suspensions	1.0%
Any Suspension	1.0%

### 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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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	2.8:1	47.3 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$434	\$14,650	\$15,084



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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	44	120,724
Average years experience in public schools	13.3	11.8
Average years experience in district	13.1	10.5
Teachers in district for 4 or more years	84%	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	15	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	80%	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	298:1	141:1
Librarian/Media Specialists		N
Nurses		423:1
Counselors		265:1
Child Study Team		265:1





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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	85%	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	48.8	17.5%
Mathematics Proficiency	55.9	17.5%
English Language Arts Growth	68.7	25.0%
Mathematics Growth	40.7	25.0%
Chronic Absenteeism	26.7	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		49.7
<b>Summative Rating:</b> Percentile rank of Summative Score		49.4
<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	49.7	11.9	No	Met Target†	Met Target†	Not Met	Exceeds Target	Met Target	No
White	26.8	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	62.3	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	57.0	11.9	No	Met Target	Met Goal	Not Met	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56.4	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	30.2	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	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>	Mrs. WILHELM	<b>Email Address:</b>	<a href="mailto:lwilhelm@sboe.org">lwilhelm@sboe.org</a>
<b>Address:</b>	1520 PATERSON PLANK RD SECAUCUS, NJ 07094	<b>Website:</b>	<a href="http://www.sboe.org">www.sboe.org</a>
<b>Phone:</b>	(201)974-2055	<b>Facebook:</b>	<a href="https://www.facebook.com/SecaucusPSD">https://www.facebook.com/SecaucusPSD</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@SecaucusPSD">https://twitter.com/@SecaucusPSD</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>• Continued alignment of Common Core Standards Curriculum; Go Math, Reading Street, Empowering Writers, NJCTL Science.</li> <li>• The monthly Showcase of Success highlights the academic achievements of our students.</li> <li>• Technology infused into content programs: white boards in all classes; students utilizing 1:3 personal Chromebooks.</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Huber Street School prides itself in providing an active learning environment, a caring and professional staff, and a committed and involved PTA. The home and school partnership has been an important aspect of our educational process. Parental involvement is key to a successful school year to our children. The incorporation of Goal Setting and Character Education themes are ongoing each year. Students are encouraged to believe that goals set can always be achieved through positive approaches.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Sixteen fourth graders scored a perfect 300 in NJASK Science. One of our fourth grade teachers was chosen to present at Rutgers University on creative teaching methods in Social Studies. Three students placed 1st, 2nd and 3rd, respectively, in the Scripps Spelling Bee.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Students are selected for the Gifted &amp; Talented Program each school year through a variety of criteria: teacher recommendation, Progress reports and various assessments. The students engage in critical thinking Projects as well as convocations that challenge their academic abilities.</p>
 <p>Clubs and Activities:</p>	<p>Huber Street School offers a wide variety of clubs to engage the interest of all our students, including: Drama Club, Dance Club, Newspaper Club, SGO, Safety Patrol, Peacekeepers Club, Boys' and Girls' Circle, Chorus and Concert Band.</p>
 <p>Before and After School Programs:</p>	<p>The Town of Secaucus in collaboration with the District, offers the Beyond the Bell program, which brings high quality award-winning curricula as well as locally run enrichment programs to the after school setting. The goal of each one of the programs offered in this session is to provide a hands on, fun, engaging learning experience in an environment that students are already familiar with.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff members are provided Professional Development training through the year. Newly hired teachers are enrolled in an extensive four day training that will enhance their performance as a teacher. Professional Learning Communities are ongoing and implemented in each grade where teachers meet during their common prep in order to enhance instruction and analyze data. Training is provided as needed when new programs are implemented in the curriculum.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Students are screened and provided support services for English Language Learners, Special Education, Intervention and Referral Services to assist students who are experiencing learning, behavior or health difficulties. Home Instruction is provided for students who are unable to attend school due to physical and emotional health circumstances. Teachers provide tutoring as extra support for students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The National School Lunch Program is available to all students, breakfast and lunch. Students engage in physical education classes and an additional 25 minute recess during the lunch period. Health courses includes introduction to nutrition, exercise and personal hygiene.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PTA is active and supportive of students with each child receiving money toward field trips and book fair purchases. "Coffee with the Administration," offered throughout the year, morning and evening sessions, gives parents an opportunity to speak informally with administration regarding curriculum, report card revisions and meet new staff. Parents can access their child's grades, schedule, attendance, activities, homework, food service and contact information through the Parent Portal.</p>




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<div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</div> <div>The School Climate Survey is implemented once a year through Survey Monkey for all students, parents and teachers.</div>
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<div>Other Information:</div>	<p>Huber Street School is proud of its many attributes which our school possesses. These are displayed in our comprehensive and active learning environment, dedicated and caring professional staff, and a PTA that is always committed and involved. The ongoing home and school partnerships will always be an important aspect of our educational process. With all research pointing to a correlation between improved student academic performances based on teacher/parent cooperation and collaborative learning involvement, our continued challenge will be to involve the community and parents in their children's education. Educational programs with strong, comprehensive, encouraging and enduring parental involvement elicit more success to student achievement and learning. The school is proud of all its' students' accomplishments and achievements in education, to which much can be attributed to the dedication of a faculty that works hard to attain our reading goals as well as main goals. Students are exposed to a more rigorous instruction as outlined by the new state standards. We at Huber Street School believe that we are making every effort to empower our students not only for the real world, but also for information and enjoyment as they continue to grow academically and emotionally through their formative years in education.</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)



## SECAUCUS HIGH SCHOOL

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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	136	173	169
10	131	131	165
11	129	128	137
12	141	128	136
Ungraded	3	1	7
Total	540	561	614

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%	43%	45%
Male	55%	57%	55%
Economically Disadvantaged Students	31%	32%	31%
Students with Disabilities	14%	14%	15%
English Learners	2%	4%	4%
Homeless Students			0%
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	42.8%
Hispanic	28.8%
Asian	23.9%
Black or African American	3.4%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Two or More Races	0.3%

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	614
Shared Time Students	0
Full Time Equivalent	614

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	91.0%
Spanish	4.6%
Other	4.9%



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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	306	100.0	52.30	62.40	54.90	52.3	52.3	Met Target
White	132	100.0	48.50	57.20	63.90	48.5	50	Met Target†
Hispanic	82	100.0	40.30	55.00	39.80	40.3	45.8	Met Target†
Black or African American	13	100.0	53.90	*	35.20	53.9	**	**
Asian, Native Hawaiian, or Pacific Islander	78	100.0	70.50	78.60	80.70	70.5	65	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	150	100.0	66.70	73.10	62.20	66.7		
Male	156	100.0	38.50	52.80	48.10	38.5		
Economically Disadvantaged Students	90	100.0	43.40	50.60	36.20	43.4	46.5	Met Target†
Non-Economically Disadvantaged Students	216	100.0	56.00	67.40	65.80	56		
Students with Disabilities	47	100.0	*	*	20.50	*	16.5	Not Met
Students without Disabilities	259	100.0	*	*	61.90	*		
English Learners	16	100.0	*	34.10	25.20	*	N	N
Non-English Learners	290	100.0	*	63.50	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	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>	169	748	748	749	*	13%	32%	45%	*	50%	52%
White	78	748	748	757	*	*	33%	46%	*	50%	62%
Hispanic	45	737	737	733	*	*	49%	*	*	24%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	37	760	760	777	*	*	*	68%	*	76%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	86	756	756	756	*	*	23%	55%	*	64%	60%
Male	83	740	740	741	*	*	41%	35%	*	35%	43%
Economically Disadvantaged Students	47	742	742	731	*	*	40%	32%	*	36%	32%
Non-Economically Disadvantaged Students	122	751	751	758	*	*	29%	50%	*	55%	62%
Students with Disabilities	22	710	710	714	*	*	*	*	*	*	13%
Students without Disabilities	147	754	754	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	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
Schoolwide	164	748	748	743	14%	15%	20%	38%	13%	51%	46%
White	59	742	742	749	17%	*	29%	36%	*	44%	52%
Hispanic	53	739	739	728	21%	*	*	43%	*	47%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	46	765	765	774	*	*	*	35%	30%	65%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	77	757	757	752	*	*	17%	51%	14%	65%	54%
Male	87	740	740	734	*	*	23%	26%	13%	39%	39%
Economically Disadvantaged Students	53	732	732	726	*	*	*	38%	*	43%	32%
Non-Economically Disadvantaged Students	111	756	756	751	*	*	*	38%	*	55%	54%
Students with Disabilities	24	708	708	704	50%	*	*	*	0%	13%	12%
Students without Disabilities	140	755	755	749	8%	*	*	*	16%	58%	52%
English Learners	13	688	688	681	*	*	*	*	*	*	*
Non-English Learners	151	753	753	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	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
Schoolwide	134	753	753	736	9%	11%	29%	37%	14%	51%	38%
White	60	756	756	738	*	*	32%	35%	17%	52%	40%
Hispanic	39	746	746	731	*	*	*	41%	*	51%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	31	757	757	756	*	*	39%	32%	*	48%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	51	766	766	744	*	*	28%	45%	*	65%	46%
Male	83	745	745	729	*	*	30%	31%	*	42%	31%
Economically Disadvantaged Students	43	753	753	729	*	*	35%	40%	*	49%	32%
Non-Economically Disadvantaged Students	91	753	753	740	*	*	26%	35%	*	52%	42%
Students with Disabilities	16	721	721	709	*	*	*	*	0%	19%	12%
Students without Disabilities	118	757	757	741	*	*	*	*	16%	55%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	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.

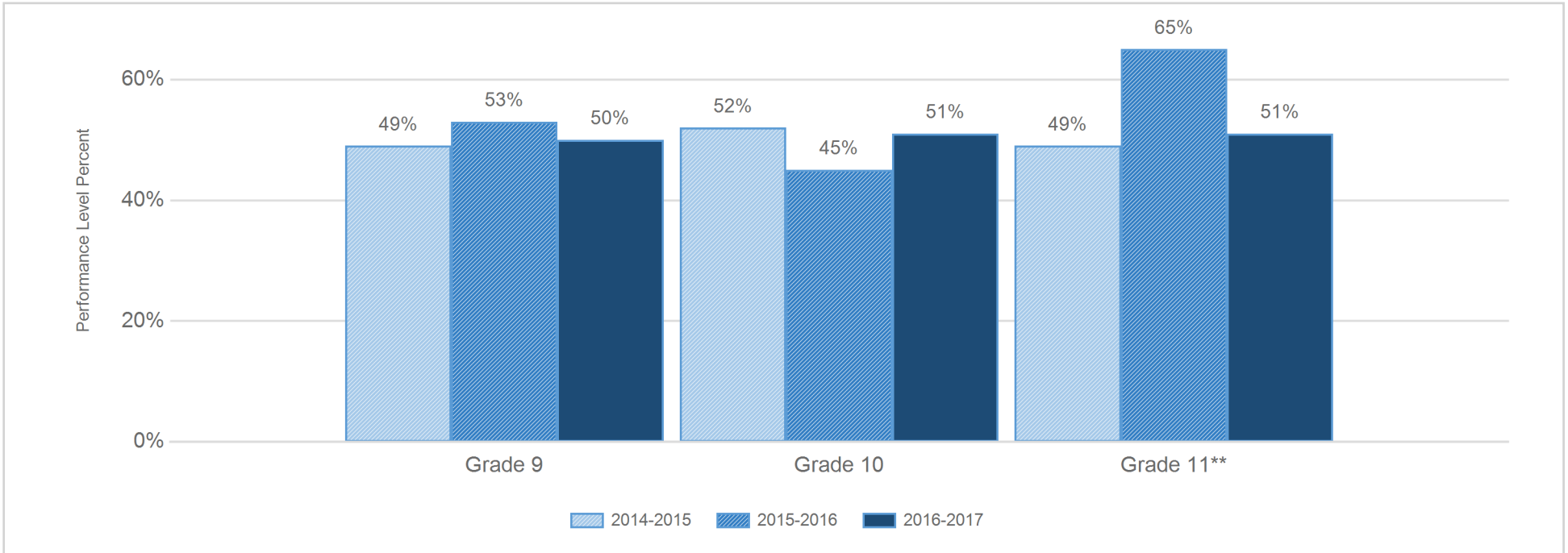


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English Language Arts/Literacy Assessment - Performance Trends

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	295	100.0	35.60	46.10	43.50	35.6	34.9	Met Target
White	128	100.0	33.60	40.00	52.40	33.6	29.5	Met Target
Hispanic	83	100.0	22.90	33.10	27.60	22.9	26.8	Met Target†
Black or African American	13	100.0	23.10	*	21.70	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	70	100.0	57.10	71.90	75.60	57.1	53	Met Target
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	146	100.0	40.40	46.40	44.10	40.4		
Male	149	100.0	30.90	45.90	42.90	30.9		
Economically Disadvantaged Students	88	100.0	32.90	33.20	25.10	32.9	30.2	Met Target
Non-Economically Disadvantaged Students	207	100.0	36.70	51.60	54.30	36.7		
Students with Disabilities	47	100.0	*	*	16.50	*	N	N
Students without Disabilities	248	100.0	*	*	48.80	*		
English Learners	16	100.0	18.80	29.50	23.30	18.8	N	N
Non-English Learners	279	100.0	36.60	46.70	45.20	36.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	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>	156	735	747	743	*	27%	28%	33%	*	33%	42%
White	70	738	*	751	*	30%	23%	37%	*	37%	52%
Hispanic	47	724	*	728	21%	28%	36%	*	*	15%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	30	751	767	774	0%	*	*	57%	*	60%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	74	736	745	744	*	20%	30%	35%	*	35%	43%
Male	82	735	749	741	*	33%	27%	31%	*	32%	40%
Economically Disadvantaged Students	49	734	*	727	*	35%	22%	31%	*	33%	23%
Non-Economically Disadvantaged Students	107	736	*	751	*	23%	31%	34%	*	34%	52%
Students with Disabilities	23	710	710	714	*	*	*	*	*	*	10%
Students without Disabilities	133	740	753	747	*	*	*	*	*	*	47%
English Learners	11	722	722	708	*	*	*	*	*	27%	*
Non-English Learners	145	736	749	745	*	*	*	*	*	34%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	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>	140	727	727	734	12%	35%	29%	24%	0%	24%	30%
White	57	726	726	740	*	35%	30%	23%	*	23%	38%
Hispanic	49	725	725	722	*	37%	31%	*	0%	18%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	28	732	732	758	*	*	*	*	0%	32%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	64	729	729	735	*	30%	38%	22%	*	22%	31%
Male	76	726	726	733	*	40%	22%	25%	*	25%	30%
Economically Disadvantaged Students	48	724	724	721	*	40%	21%	23%	*	23%	13%
Non-Economically Disadvantaged Students	92	729	729	740	*	33%	34%	24%	*	24%	39%
Students with Disabilities	24	705	705	711	*	*	*	*	*	*	*
Students without Disabilities	116	732	732	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
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>	125	731	731	725	24%	25%	*	30%	*	34%	28%
White	52	723	723	731	29%	*	*	*	*	25%	33%
Hispanic	36	714	714	710	36%	33%	*	*	0%	22%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	34	761	761	761	*	*	*	53%	*	65%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	55	736	736	725	20%	*	*	*	*	44%	27%
Male	70	727	727	725	27%	*	*	*	*	27%	29%
Economically Disadvantaged Students	38	718	718	708	26%	26%	*	26%	*	26%	13%
Non-Economically Disadvantaged Students	87	736	736	733	23%	24%	*	32%	*	38%	35%
Students with Disabilities	16	682	682	692	*	*	*	*	*	*	*
Students without Disabilities	109	738	738	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
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%

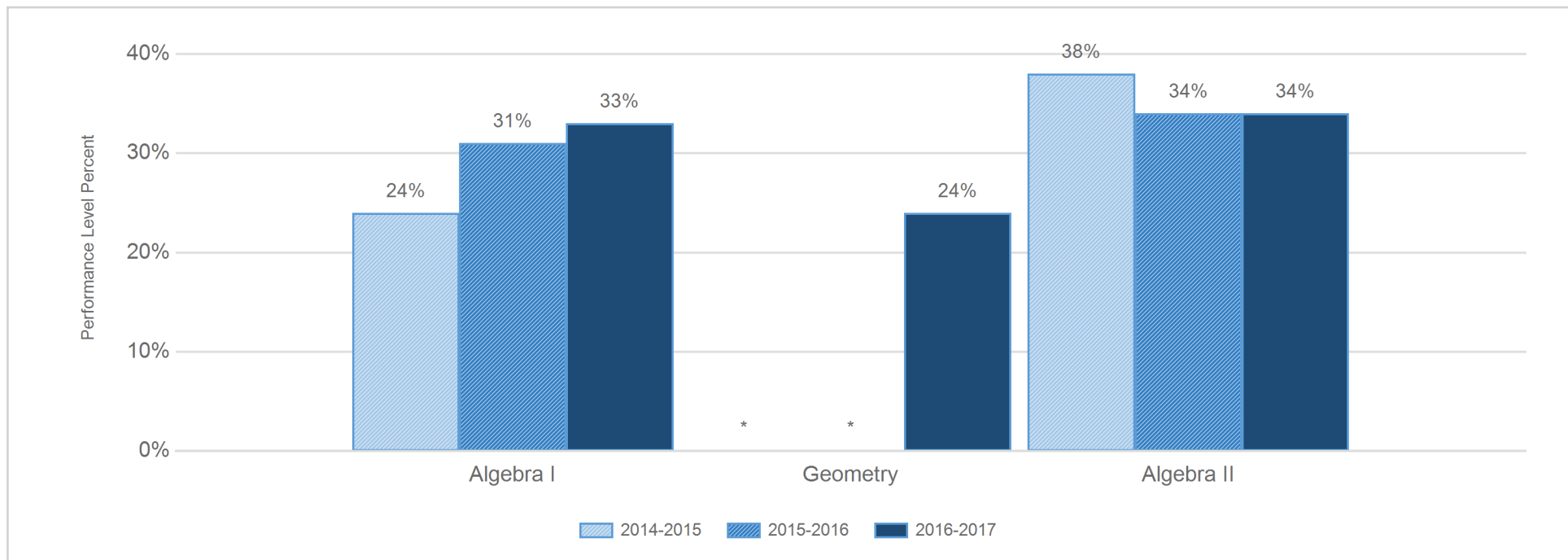


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**Mathematics Assessment – Performance Trends**

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	13	76.9%	23.1%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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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.

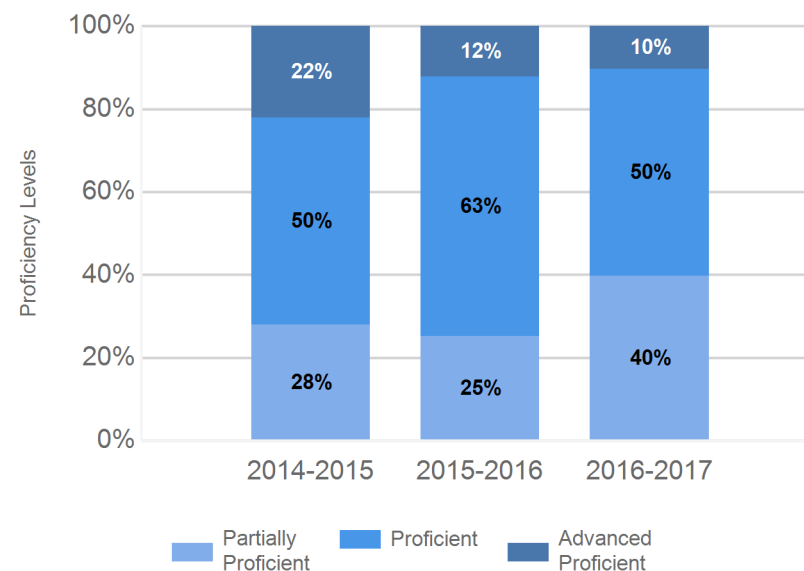
**Biology Assessment - Performance**

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	10%	50%	40%
White	9%	47%	44%
Hispanic	7%	44%	49%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	57%	27%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	6%	38%	55%
Students with Disabilities	N	27%	73%
English Learners	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	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	15.4%	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	473	481	Varies By Grade	63%	67%
PSAT - Math	473	483	Varies By Grade	40%	49%
SAT - Reading and Writing	555	551	480	84%	77%
SAT - Math	569	552	530	61%	58%
ACT - Reading	24	24	22	57%	65%
ACT - English	23	24	18	76%	79%
ACT - Math	24	24	22	62%	65%
ACT - Science	22	23	23	43%	54%





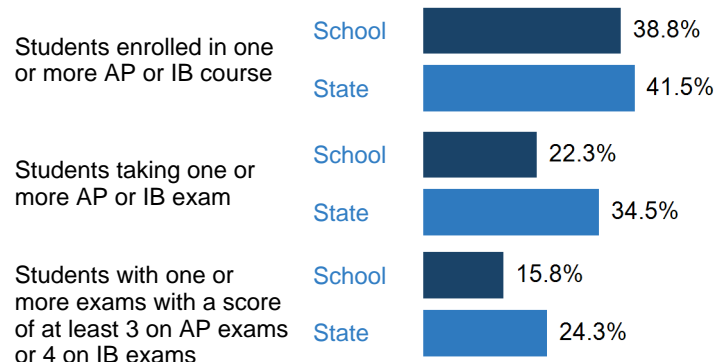
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

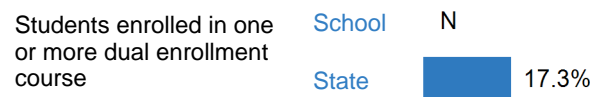
### AP/IB Coursework – Participation and Performance

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	9	8
AP Calculus AB	9	8
AP Calculus BC	11	11
AP Chemistry	8	5
AP Computer Science A	0	1
AP English Language and Composition	21	16
AP English Literature and Composition	14	7
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Physics 1	8	0
AP Physics C	17	0
AP Physics C: Electricity and Magnetism	0	14
AP Physics C: Mechanics	0	14
AP Spanish Language	13	8
AP Statistics	22	9
AP U.S. History	36	13
Total Exams Taken		116
Exams with scores of at least 3 on AP exams or 4 on IB exams		74



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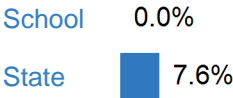
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

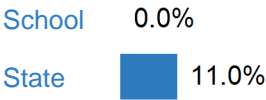
Career and Technical Education Participation

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)



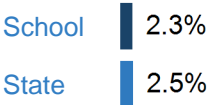
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	145	24	0	0	0	0	19
10	8	137	0	11	0	0	27
11	8	2	28	32	5	1	68
12	3	1	5	34	15	28	51
Schoolwide	164	164	33	77	20	29	165
Enrolled in AP/IB Course					20	22	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	4	8	0	1	164	4
10	137	9	0	1	24	9
11	4	64	0	37	43	13
12	10	5	0	11	26	40
Schoolwide	155	86	0	50	257	66
Enrolled in AP/IB Course	9	8		0	25	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	7	1	0	0	0	165
10	0	157	0	0	0	8
11	1	134	0	0	0	12
12	11	10	0	25	0	20
Schoolwide	19	302	0	25	0	205
Enrolled in AP/IB Course	0	36	0	0	0	0

### 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	98	0	64	0	0	0	0
10	120	0	35	0	0	0	0
11	50	0	17	0	0	0	0
12	25	0	8	0	0	0	0
Schoolwide	293	0	124	0	0	0	0
Enrolled in AP/IB Course	13	0	0	0	0	0	0
Enrolled in Level 3 or Higher	32	0	20	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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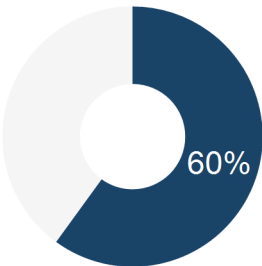
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Visual and Performing Arts – Course Participation

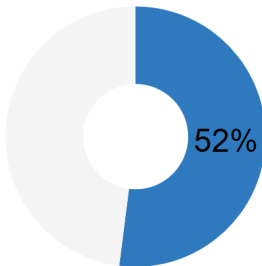
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

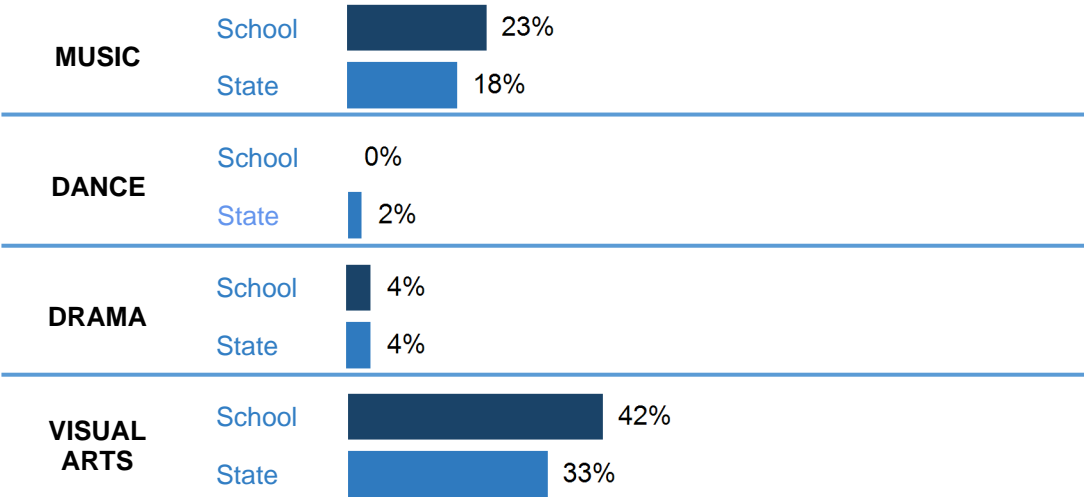


School



State

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	98.5%	90.5%	96.3%	91.8%	94.0%	95.0%	Not Met	97.8%	N	Met Goal
White	98.4%	94.5%	96.8%	95.1%	96.8%	N	Met Goal	96.6%	N	Met Goal
Hispanic	97.1%	84.3%	*	86.3%	92.5%	95.0%	Not Met	97.4%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	96.3%	97.5%	*	95.0%	Not Met	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	98.1%	83.9%	91.4%	85.6%	91.4%	94.1%	Not Met	94.1%	95.1%	Not Met
Students with Disabilities	95.0%	78.8%	91.3%	82.1%	91.3%	N	N	100.0%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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	98.5%	-
2016	94.0%	96.3%
2015	97.1%	97.8%

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	0.3%	1.1%
2015-2016	0%	1.1%
2014-2015	0%	1.1%

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



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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.

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
Statewide	71.1%	29.5%	70.5%
Schoolwide	75.9%	20.8%	79.2%
White	75.4%	15.2%	84.8%
Hispanic	67.7%	43.5%	56.5%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	85.3%	13.8%	86.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	71.4%	30%	70%
Students with Disabilities	42.9%	33.3%	66.7%
English Learners	0%	0%	0%

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	84.8%	24.5%	75.5%	69.8%	30.2%	74.5%	25.5%
White	80.3%	18.4%	81.6%	69.4%	30.6%	71.4%	28.6%
Hispanic	86.5%	50%	50%	71.9%	28.1%	78.1%	21.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	87.5%	32.1%	67.9%	67.9%	32.1%	85.7%	14.3%
Students with Disabilities	41.2%	71.4%	28.6%	71.4%	28.6%	85.7%	14.3%
English Learners	N	N	N	N	N	N	N



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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

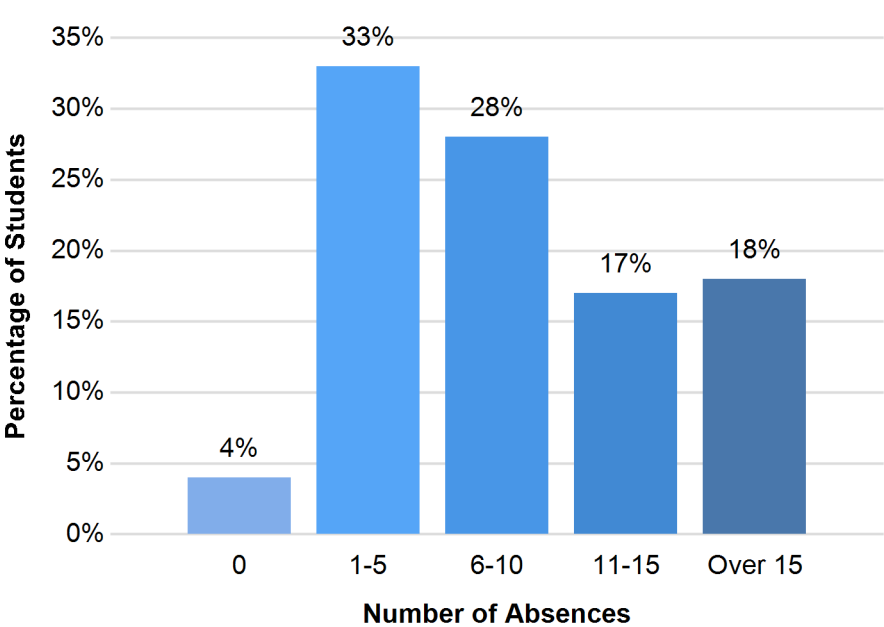
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.40	14.30	Met Target
White	17.90	14.30	Not Met
Hispanic	14.70	14.30	Not Met
Black or African American	14.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.10	14.30	Not Met
Students with Disabilities	29.20	14.30	Not Met
English Learners	9.50	14.30	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.





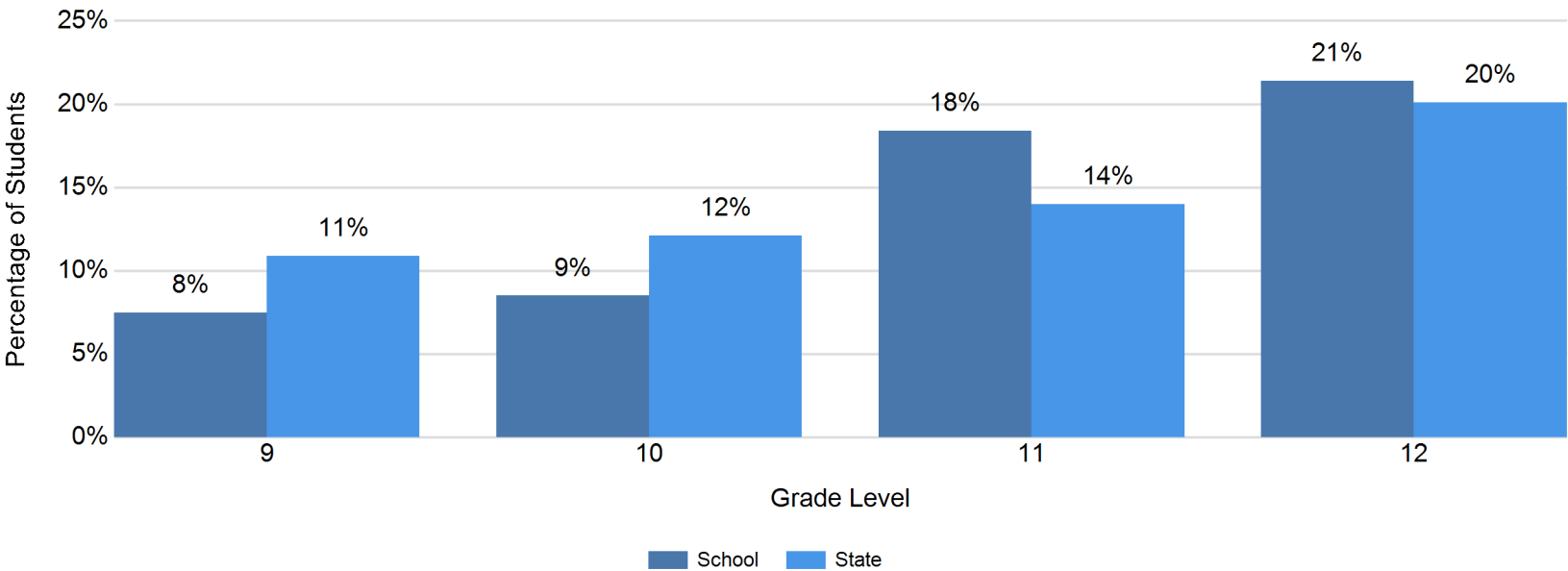


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Chronic Absenteeism by Grade

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	2:25PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	4 Hrs. 0 Mins.

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	2
Vandalism	4
Weapons	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.44

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	0.3%
Out-of-School Suspensions	3.1%
Any Suspension	3.4%

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	2.8:1	47.3 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$434	\$14,650	\$15,084



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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	58	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	64%	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	15	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	80%	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	77:1	141:1
Librarian/Media Specialists		N
Nurses		423:1
Counselors		265:1
Child Study Team		265:1



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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	85%	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	51.0	17.5%
Mathematics Proficiency	62.5	17.5%
Graduation - 4-Year	47.6	25.0%
Graduation - 5-Year	79.9	25.0%
Chronic Absenteeism	42.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.1
Summative Rating: Percentile rank of Summative Score		59.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 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	58.1	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
White	48.8	6.2	No	Met Target†	Met Target	Not Met	Met Goal	Met Goal	No
Hispanic	69.7	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	43.0	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	77.6	6.2	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	39.7	6.2	No	Not Met	N	Not Met	N	**	No
English Learners	**	**	No	N	N	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>	Dr. BERCKES	<b>Email Address:</b>	<a href="mailto:rberckes@sboe.org">rberckes@sboe.org</a>
<b>Address:</b>	11 MILL RIDGE ROAD SECAUCUS, NJ 07094	<b>Website:</b>	<a href="http://www.sboe.org">www.sboe.org</a>
<b>Phone:</b>	(201)974-2033	<b>Facebook:</b>	<a href="https://www.facebook.com/SecaucusPSD/">https://www.facebook.com/SecaucusPSD/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@SecaucusPSD">twitter.com/@SecaucusPSD</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>• Secaucus High School was ranked 71 out of 511 Public and Technological High Schools</li> <li>• Secaucus High School's student's AP Scores are up 85%</li> <li>• 97% of Secaucus High School Graduates attended College; 2% entered the workforce and 1% attended the military</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of Secaucus High School is that all students demonstrate skill and knowledge that will empower them to be productive, responsible and self-directed individuals who strive for excellence and will be prepared for the needs and realities of a changing society.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Secaucus High School was ranked 71 out of 511 high schools in New Jersey according to US News and World Report for 2016-2017. English Teacher, Mr. Thiago Leite, was chosen as the Most Outstanding Teacher of the Year by New Jersey PTSA.</p>





## SECAUCUS HIGH SCHOOL

2016-2017

Grade Span 09-12

17-4730-050

HUDSON

SECAUCUS TOWN

11 MILL RIDGE ROAD

SECAUCUS, NJ 07094

## School Narrative

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## Courses, Curriculum, Instruction:

AP course offerings were added to the curriculum at Secaucus High School. Internship program was offered to all students. A rigorous Stem Academy is now available as well as Summer Academy for students studying Pre-Calculus. The Summer Scholars Tutoring Program was created to provide support for students in different subject areas, with a concentration in Math.



## Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

The Marching Band and Cheerleading Squads enhance our sporting events and also participate in competitions throughout the year. Our Boys Cross Country and Girls Basketball teams were division champs.



## Clubs and Activities:

Clubs/activities offered: Anime, Business, Challenge, Chess, Construct-It, Drama, Environmental, Foreign Language, Gay-Straight Alliance, Literary Explorers, Metamorphosis, SGO, Yearbook, Mu Alpha Theta, NHS, NEHS, Page Turners, Peer Leadership, Rebel, Unico and Key Club. Students showcase their talents at the Fashion Show, School Play, Chorus and Band Concerts, Art Show and Science Fair. SAIL volunteer organization sponsors a "Senior Prom" annually for the Senior Citizen Community.



## Before and After School Programs:

Teachers offer extra support to students daily, before and after school. Peer tutoring is offered everyday, during lunch time, for all students.








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>We have a highly collaborative teaching staff that is able to utilize and turnkey professional development opportunities. Many of our faculty and staff present at conferences at the local, state and county level. Teachers receive over 20 hours of in-service training during the year. Monthly faculty and department meetings are used for collaborative opportunities and professional development. Teachers are encouraged to meet with faculty both in and outside of their departments on a regular basis.</p>
 <b>Postsecondary Information:</b>	<p>SAT/PSAT Test Prep, Naviance, Financial Aid/College Fairs assist students/families with post-secondary decision making. College/University acceptances: Berkeley, Cornell, Dartmouth, Eastwick, Fairleigh, Felician, Full Sail, Georgia Tech, Iona, Madison, Le Moyne, Lone Star, Monmouth, Montclair, NJCU, NJIT, Pace, Princeton, Ramapo, Rider, Rutgers, Seton Hall, St. John's, Steven's, TCNJ, Univ of Illinois, Univ of Michigan, Univ of Texas, Vassar, Wm Paterson.</p>
 <b>Student Supports and Services:</b>	<p>Students are screened and provided support services for English Language Learners, Special Education, Intervention and Referral Services to assist students who are experiencing learning, behavior or health difficulties. Home Instruction is provided for students who are unable to attend school due to physical and emotional health circumstances. Peer tutoring and mentoring programs provide extra support for students.</p>
 <b>Student Health and Wellness:</b>	<p>Breakfast is available before and after the bell to insure all students receive a nutritious meal. Physical Education is offered for a minimum of 150 minutes per week. After school Wellness and Conditioning offered in our Fitness Center 5 days per week. Strength and conditioning sessions offered through the year and health classes focus on wellness. Culinary Arts classes focus on nutrition.</p>
 <b>Parent and Community Involvement:</b>	<p>The PTSA supports students through fundraising activities. "Coffee with the Principal, Directors and Supervisors," offered throughout the year with morning and evening sessions, giving parents an opportunity to speak informally with school administration. The Secaucus Coalition for a Healthy Drug Free Community is offered by the Town of Secaucus. The Parent Portal gives parents access to their child's grades, schedule, attendance, activities, homework, food service and contact information.</p>





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School Narrative

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 Climate Surveys:	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The School Climate Survey is implemented once a year through Survey Monkey for all students, parents and teachers. The overwhelming majority feel the school is safe, conducive to learning, positive center for academic learning and bullying incidents are addressed properly.</p>
 Facilities:	<p>The Secaucus High School building complex is 42 years old and a recent referendum was completed enhancing the campus with 8 additional classrooms, additional gymnasium, and fitness center, wrestling room, media center, main office, administration offices, guidance and Child Study Team office. The Arthur F. Couch Performing Arts Center, built in 2005, with 1,000 seats, allows the students and community to showcase their talents and accomplishments in a state of the art facility.</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.

<div><div>Other Information:</div></div>	<p>Secaucus High School operates on 56 minute rotational drop one schedule. All students enter and leave the school by one main entrance and exit with security and school administration present to ensure the safety of all. School Resource Officer and Truancy Officer are present at all times with security drills in place twice a month. Staff I.D. cards ensure only authorized staff gains access to the school and rooms in the building. All classrooms are equipped with promethean boards or Epson boards with desktop computers, laptop computers or chrome books. There are 630 students and 487 chrome books and laptops available for instruction. Communication is done through email, automated messages, parent portal and mail. All students wear a school uniform and assistance is provided to families in need to purchase mandatory clothing. Secaucus High School is open to all Secaucus residents to provide an appropriate education.</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	0	0	145
7	171	149	151
8	198	175	156
Ungraded	7	8	7
Total	376	332	459

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%	46%	49%
Male	52%	54%	51%
Economically Disadvantaged Students	29%	31%	29%
Students with Disabilities	13%	15%	13%
English Learners	2%	2%	2%
Homeless Students			0%
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	40.7%
Hispanic	31.8%
Asian	22.2%
Black or African American	4.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

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	3.5%
Hindi	3.3%
Chinese	2.0%
Gujarati	1.3%
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	429	98.5	68.30	62.40	54.90	68.3	51.6	Met Target
White	180	99.5	62.80	57.20	63.90	62.8	47.7	Met Target
Hispanic	125	96.6	67.20	55.00	39.80	67.2	42.4	Met Target
Black or African American	22	100.0	72.70	*	35.20	72.7	N	N
Asian, Native Hawaiian, or Pacific Islander	100	99.0	79.00	78.60	80.70	79	71.1	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	206	99.1	78.70	73.10	62.20	78.7		
Male	223	97.9	58.70	52.80	48.10	58.7		
Economically Disadvantaged Students	127	97.9	58.30	50.60	36.20	58.3	42	Met Target
Non-Economically Disadvantaged Students	302	98.7	72.50	67.40	65.80	72.5		
Students with Disabilities	52	94.7	17.30	*	20.50	17.2	8.5	Met Target
Students without Disabilities	377	99.0	75.30	*	61.90	75.3		
English Learners	12	92.9	33.30	34.10	25.20	32.3	**	**
Non-English Learners	417	98.7	69.30	63.50	57.40	69.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	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>	143	756	756	752	*	*	27%	46%	*	58%	54%
White	50	741	741	758	*	24%	26%	40%	*	42%	63%
Hispanic	42	753	753	740	*	*	33%	41%	*	52%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	42	774	774	776	*	*	*	55%	24%	79%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	71	765	765	758	*	*	27%	49%	*	68%	61%
Male	72	748	748	746	*	*	26%	43%	*	49%	46%
Economically Disadvantaged Students	47	747	747	737	*	*	30%	38%	*	47%	34%
Non-Economically Disadvantaged Students	96	760	760	761	*	*	25%	50%	*	64%	65%
Students with Disabilities	21	714	714	722	*	*	*	*	*	*	17%
Students without Disabilities	122	763	763	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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	150	765	765	756	*	*	19%	49%	23%	73%	59%
White	69	764	764	764	*	*	16%	51%	23%	74%	69%
Hispanic	45	763	763	742	*	*	*	53%	*	71%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	27	772	772	784	0%	*	*	37%	*	70%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	82	773	773	764	*	*	15%	55%	28%	83%	68%
Male	68	756	756	749	*	*	25%	43%	18%	60%	51%
Economically Disadvantaged Students	40	758	758	739	*	*	30%	55%	*	65%	40%
Non-Economically Disadvantaged Students	110	768	768	766	*	*	16%	47%	*	76%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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	152	765	765	757	*	*	20%	51%	20%	70%	59%
White	61	761	761	764	*	*	26%	46%	18%	64%	68%
Hispanic	54	759	759	742	*	*	*	59%	*	69%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	31	784	784	786	*	*	*	52%	39%	90%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	65	772	772	766	*	*	*	52%	28%	80%	68%
Male	87	759	759	749	*	*	*	49%	14%	63%	50%
Economically Disadvantaged Students	44	758	758	739	*	*	*	41%	*	61%	40%
Non-Economically Disadvantaged Students	108	767	767	766	*	*	*	55%	*	74%	69%
Students with Disabilities	17	722	722	718	*	*	*	*	0%	12%	18%
Students without Disabilities	135	770	770	764	*	*	*	*	22%	78%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	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%

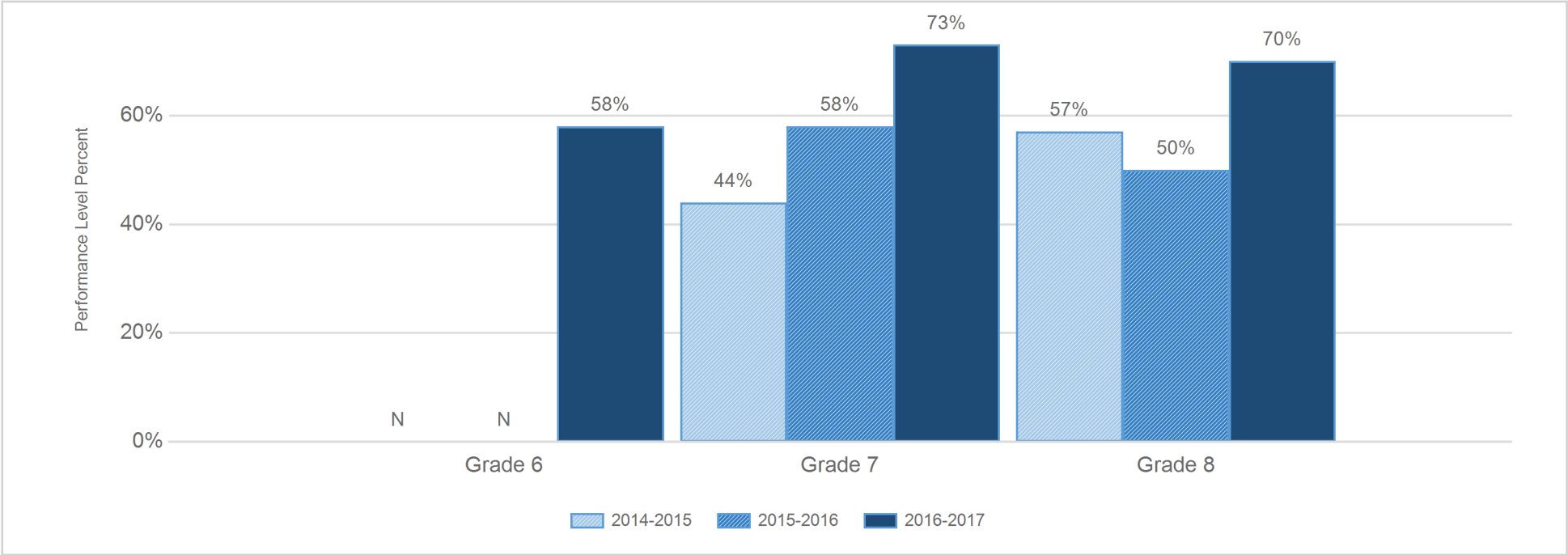


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English Language Arts/Literacy Assessment - Performance Trends

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	429	98.5	48.30	46.10	43.50	48.3	51.9	Met Target†
White	180	99.5	40.60	40.00	52.40	40.6	46.3	Met Target†
Hispanic	125	96.6	37.60	33.10	27.60	37.6	42.4	Met Target†
Black or African American	22	100.0	54.50	*	21.70	54.5	N	N
Asian, Native Hawaiian, or Pacific Islander	100	99.0	74.00	71.90	75.60	74	73.8	Met Target
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	206	99.1	47.50	46.40	44.10	47.5		
Male	223	97.9	48.90	45.90	42.90	48.9		
Economically Disadvantaged Students	127	97.9	33.00	33.20	25.10	33	39.9	Met Target†
Non-Economically Disadvantaged Students	302	98.7	54.60	51.60	54.30	54.6		
Students with Disabilities	52	94.7	*	*	16.50	*	8.5	Not Met
Students without Disabilities	377	99.0	*	*	48.80	*		
English Learners	12	93.7	25.00	29.50	23.30	24.2	**	**
Non-English Learners	417	98.7	48.90	46.70	45.20	48.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	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>	145	744	744	743	8%	21%	28%	33%	10%	43%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	42	768	768	771	*	*	*	43%	29%	71%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	73	748	748	745	*	*	33%	34%	*	45%	45%
Male	72	741	741	742	*	*	24%	32%	*	40%	43%
Economically Disadvantaged Students	49	731	731	728	*	*	35%	22%	*	22%	24%
Non-Economically Disadvantaged Students	96	751	751	752	*	*	25%	39%	*	53%	56%
Students with Disabilities	21	698	698	717	*	*	*	*	*	*	13%
Students without Disabilities	124	752	752	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	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
<b>Schoolwide</b>	149	749	749	741	*	11%	40%	38%	*	46%	40%
White	69	749	749	748	*	*	41%	42%	*	48%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	27	764	764	764	0%	*	*	41%	*	67%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	82	748	748	743	*	*	49%	32%	*	40%	41%
Male	67	750	750	740	*	*	28%	45%	*	54%	38%
Economically Disadvantaged Students	40	739	739	729	*	*	45%	25%	*	30%	22%
Non-Economically Disadvantaged Students	109	753	753	749	*	*	38%	42%	*	52%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	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
<b>Schoolwide</b>	122	743	743	728	8%	21%	25%	45%	0%	45%	28%
White	53	742	742	736	*	23%	34%	38%	*	38%	35%
Hispanic	49	737	737	721	*	25%	25%	39%	*	39%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	17	767	767	747	*	*	*	88%	*	88%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	52	746	746	730	*	*	33%	46%	*	46%	30%
Male	70	741	741	725	*	*	20%	44%	*	44%	26%
Economically Disadvantaged Students	40	735	735	719	*	25%	*	48%	*	48%	19%
Non-Economically Disadvantaged Students	82	747	747	734	*	20%	*	44%	*	44%	34%
Students with Disabilities	17	710	710	705	*	*	*	*	*	*	*
Students without Disabilities	105	748	748	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	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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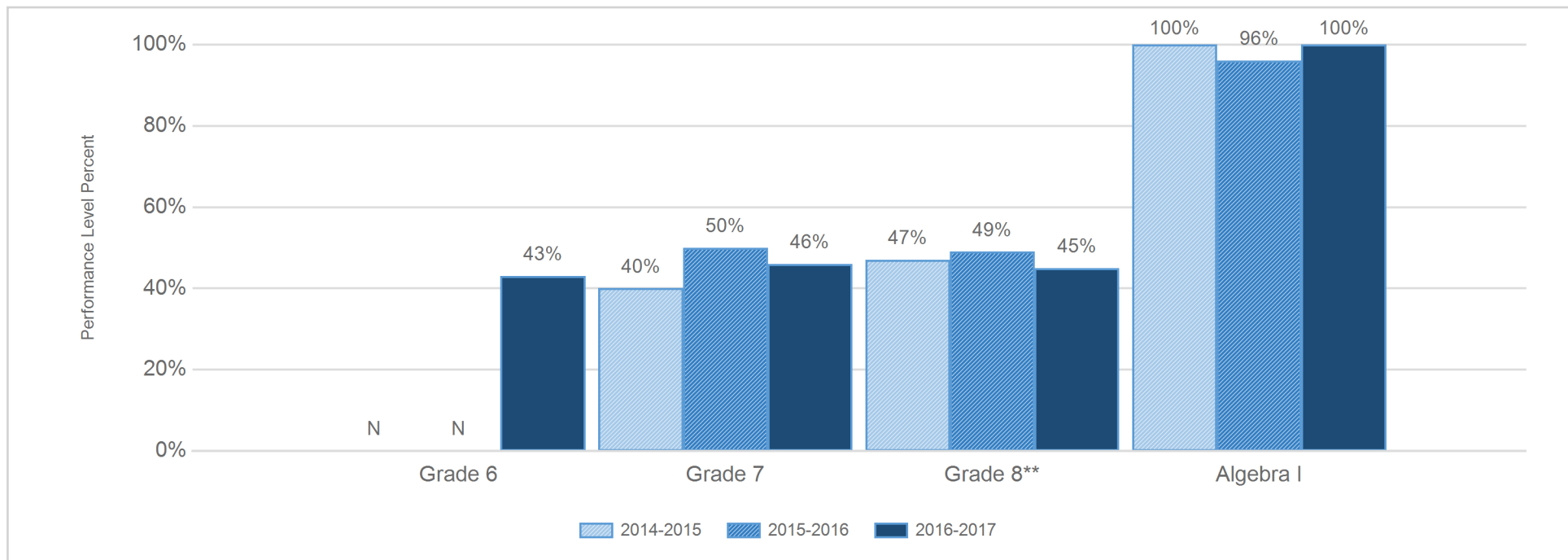
Mathematics Assessment - Performance by Test: Algebra I

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	31	807	747	743	0%	0%	0%	55%	45%	100%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	803	767	774	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	13	797	745	744	*	*	*	*	*	100%	43%
Male	18	814	749	741	*	*	*	*	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	31	807	753	747	0%	0%	0%	55%	45%	100%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	31	807	749	745	0%	0%	0%	55%	45%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	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%

## 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	*	*	*
4	N	N	N
5+	N	N	N



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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.

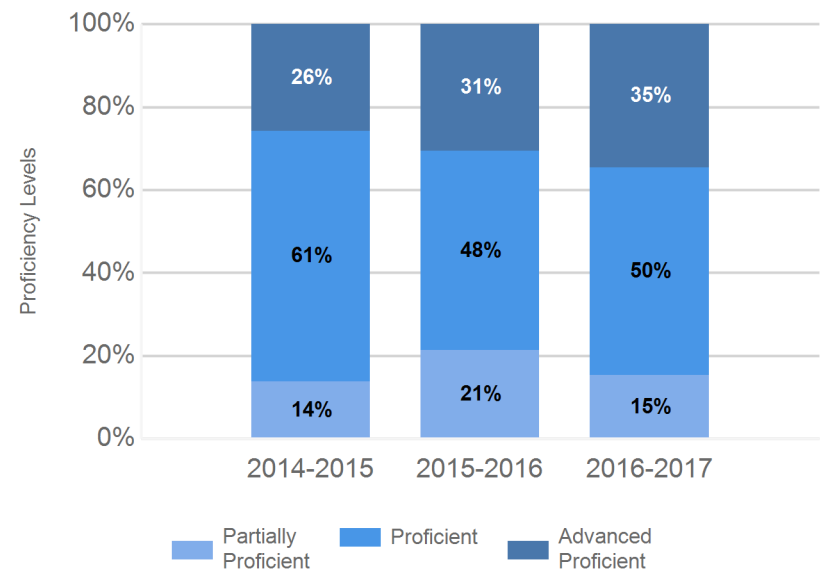
NJASK Science Assessment Performance: Grade 8

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	35%	50%	15%
White	27%	53%	19%
Hispanic	29%	54%	18%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	31%	51%	18%
Students with Disabilities	5%	58%	37%
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	60.5	65	50	Exceeds Target	64	59	50	Exceeds Target
White	58	58	50	Met Target	62	52	52	Exceeds Target
Hispanic	63	65	49	Exceeds Target	69	59	47	Exceeds Target
Black or African American	*	*	45	Met Target	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	69	73	60	Exceeds Target	62.5	63	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	59	64.5	47	Met Target	63	52.5	46	Exceeds Target
Students with Disabilities	65	57	41	Exceeds Target	40	48	43	Met Target
English Learners	66	78	53	**	*	74.5	51	**

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



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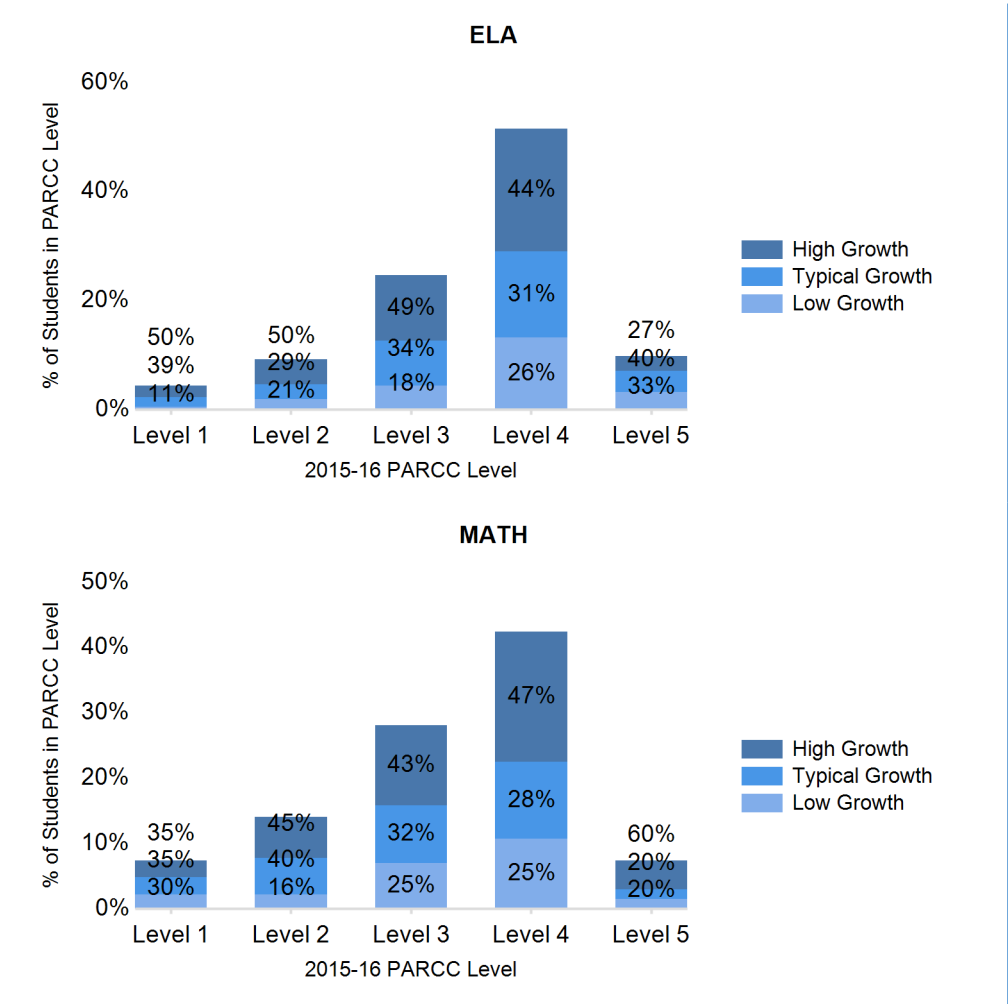
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

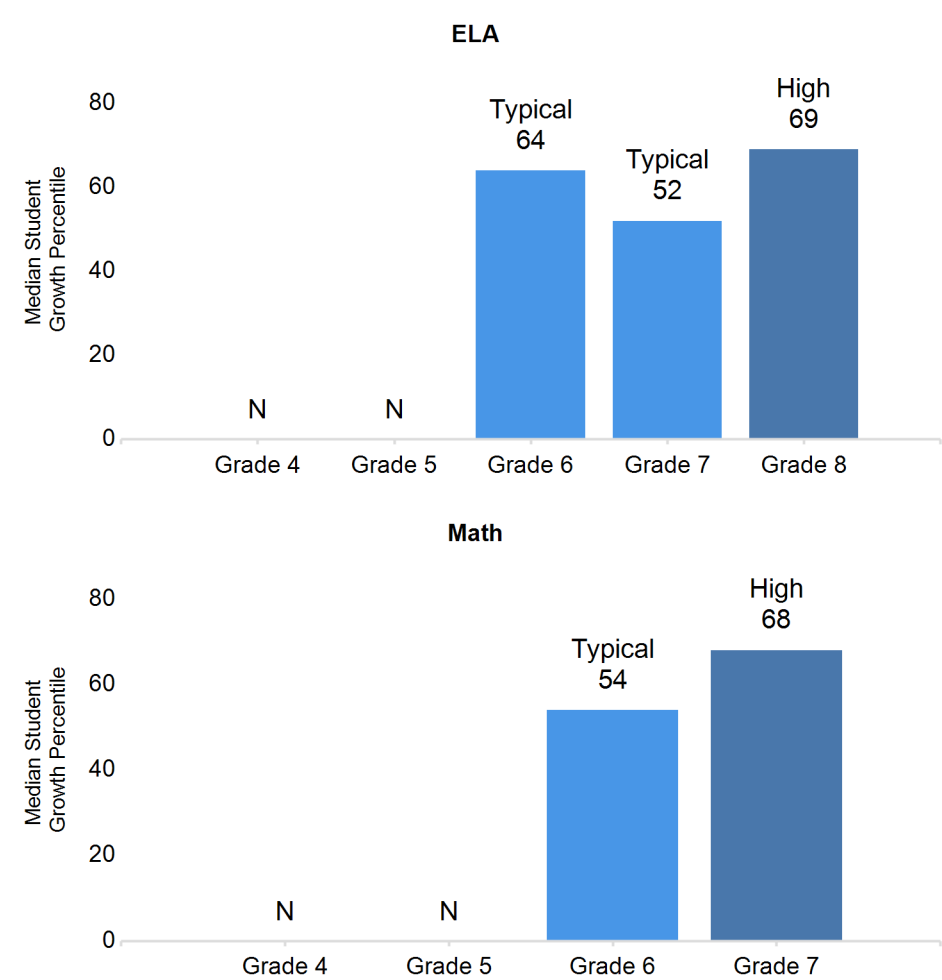
Student Growth by Performance Level

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	146
7	1	0	154
8	30	0	129
Schoolwide	31	0	429

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	N	N	N	N	N	N	N
7	149	0	0	0	0	0	0
8	158	0	0	0	0	0	0
Schoolwide	307	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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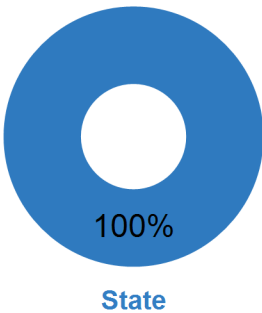
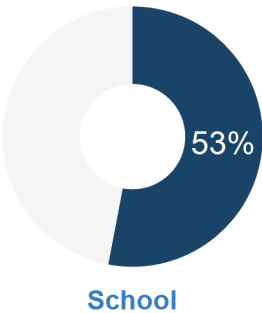
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Visual and Performing Arts – Course Participation

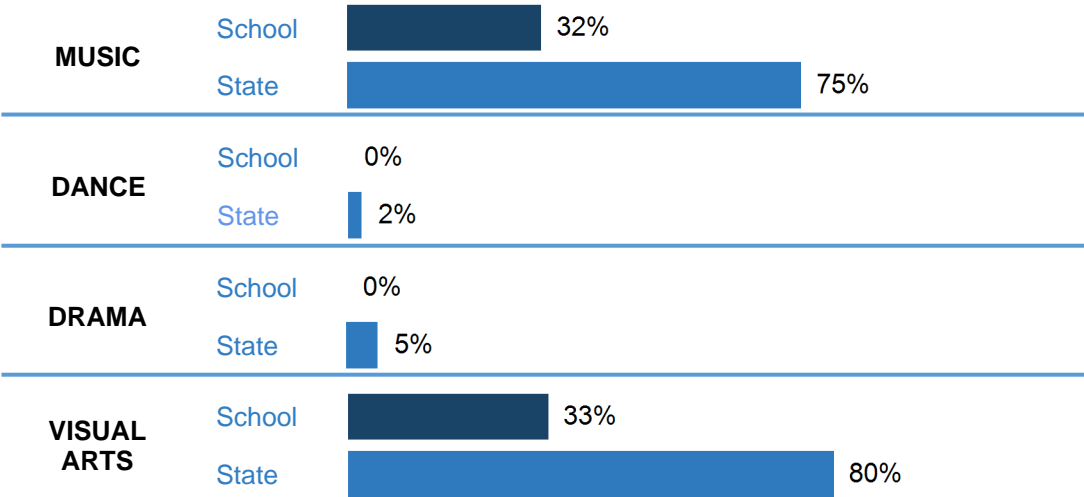
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



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

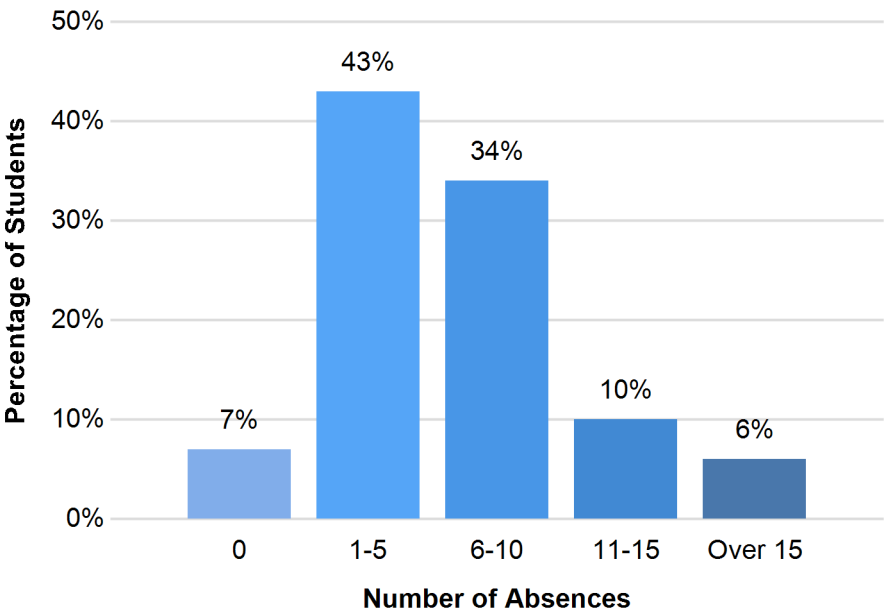
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.30	9.10	Met Target
White	3.80	9.10	Met Target
Hispanic	4.80	9.10	Met Target
Black or African American	0	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.00	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.60	9.10	Met Target
Students with Disabilities	8.60	9.10	Met Target
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.



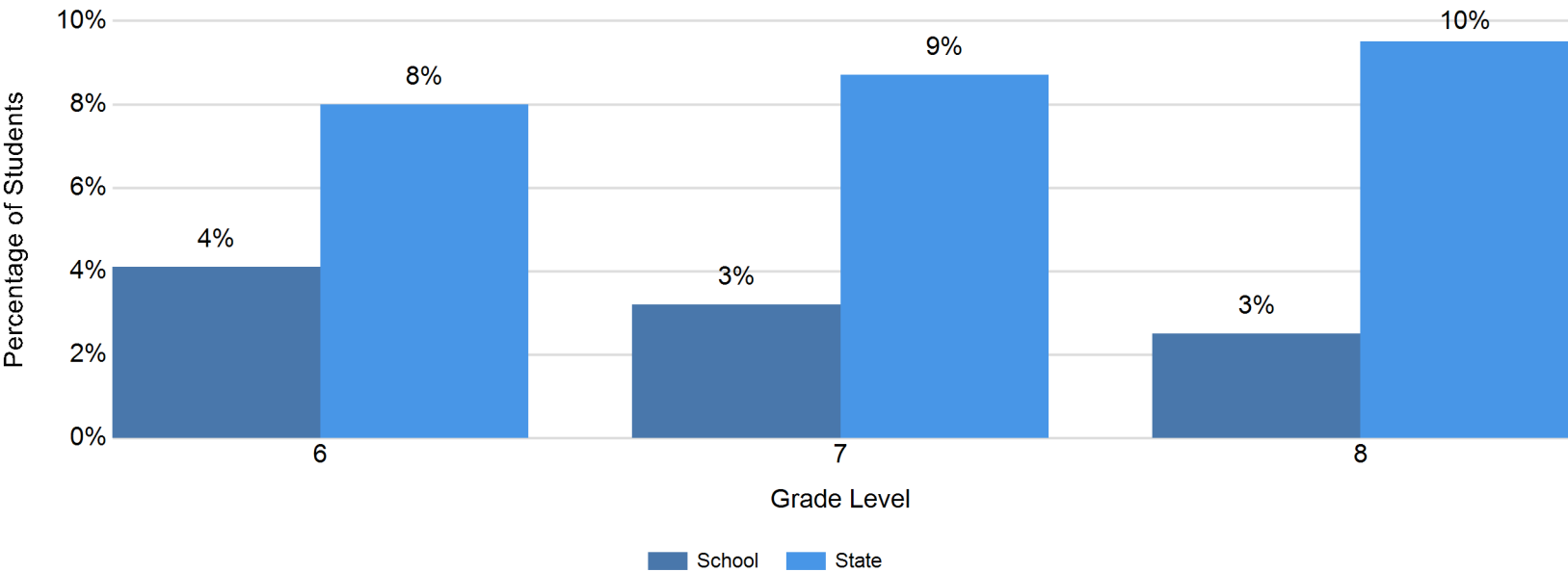


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Chronic Absenteeism by Grade

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	2:25PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	4 Hrs. 0 Mins.

### 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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.87

### 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	1.1%
Any Suspension	1.1%

### 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	3.3:1	47.3 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$434	\$14,650	\$15,084



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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	57	120,724
Average years experience in public schools	8.6	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	51%	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	15	9,506
Average years experience in public schools	15.3	15.9
Average years experience in district	15.3	11.6
Administrators in district for 4 or more years	80%	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	8:1	12:1
Administrators	153:1	141:1
Librarian/Media Specialists		N
Nurses		423:1
Counselors		265:1
Child Study Team		265:1



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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	85%	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	72.0	17.5%
Mathematics Proficiency	48.8	17.5%
English Language Arts Growth	85.1	25.0%
Mathematics Growth	85.0	25.0%
Chronic Absenteeism	87.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.7
Summative Rating: Percentile rank of Summative Score		87.1
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	76.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	59.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	85.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	82.1	11.9	No	N	N	Met Target	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	58.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	84.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	52.0	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.





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### School General Info

<b>Principal:</b>	Mr. Valente	<b>Email Address:</b>	<a href="mailto:rvalenter@sboe.org">rvalenter@sboe.org</a>
<b>Address:</b>	11 MILL RIDGE ROAD SECAUCUS, NJ 07094	<b>Website:</b>	<a href="http://www.sboe.org">www.sboe.org</a>
<b>Phone:</b>	(201)974-2025	<b>Facebook:</b>	<a href="https://www.facebook.com/SecaucusPSD">https://www.facebook.com/SecaucusPSD</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@SecaucusPSD">https://twitter.com/@SecaucusPSD</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>• Newly created STEM program for all 6th, 7th, &amp; 8th grade students.</li> <li>• New daily schedule. Classes are now 56 minutes and run on a 4 day rotation.</li> <li>• New Construction: 4 new Science labs, 3 new STEM labs, 4 new History rooms, new athletic facility and media center.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>It is our vision to ensure that every student learns, grows, and believes in themselves. We want our students to be good learners and good people who demonstrate common sense and common decency.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Over a four year period, our school has increased the percentage of students (who graduate SMS) that remain in our district for their education (82%, 81%, 92%, 95%.) Our guidance team won an award for an anti-bullying video.</p>






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 <b>Courses, Curriculum, Instruction:</b>	Principles of Pre-Algebra (C, A, & Honors)- Pre-Algebra Concepts, Pre-Algebra (C, A, & Honors)- Intro to Algebra (Concepts & A) - Algebra I, Algebra I Honors - STEM (6,7,8)- Art (6)- Spanish (7&8)- Language Arts 6,7,&8 (C, A, & Honors)- Science 6,7&8 (C, A, & Honors)- PSI Physics Honors- History 6,7,8 (C,A, Honors)- PE 6,7,8- Health 6,7,8- Band- Chorus
 <b>Sports and Athletics:</b>	<p>Sports Offered: Basketball (Boys &amp; Girls), Soccer (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Volleyball (Girls)</p> <p>Sports at Secaucus Middle School are a vital part of our school with many students participating. The Marching Band participates with Secaucus High School Marching Band and attends sporting events and competitions.</p>
 <b>Clubs and Activities:</b>	Our school has a 6th grade band, 7th & 8th grade band, a rock band, a chorus, an environmental club, a junior math club, a builder's club, a chess club, a technology club, a theater club, a drama club, a yearbook club, and a student government organization.







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 <b>Staff and Professional Learning:</b>	We have a highly collaborative teaching staff that is able to utilize and turnkey professional development opportunities. Many of our faculty and staff present at conferences at the local, state and county level. Teachers receive over 20 hours of in-service training during the year. Monthly faculty and department meetings are used for collaborative opportunities and professional development. Teachers are encouraged to meet with faculty both in and outside of their departments on a regular basis.
 <b>Student Supports and Services:</b>	Students are screened and provided support services for English Language Learners, Special Education, Intervention and Referral Services to assist students who are experiencing learning, behavior or health difficulties. Home Instruction is provided for students who are unable to attend school due to physical and emotional health circumstances. Peer tutoring and mentoring programs provide extra support for students.
 <b>Student Health and Wellness:</b>	Students have physical education classes, health classes, and multiple school sports that they can participate in. Breakfast and lunch are served on a daily basis. The school also provides two coaches to remain in the weight room after school to help students exercise correctly.
 <b>Parent and Community Involvement:</b>	The PTA supports students through fundraising activities. “Coffee with the Principal, Directors and Supervisors,” offered throughout the year with morning and evening sessions, gives parents an opportunity to speak informally with school administration. The Secaucus Coalition for a Healthy Drug Free Community is offered by the Town of Secaucus. The Parent Portal gives parents access to their child’s grades, schedule, attendance, activities, homework, food service and behavior on a daily basis.





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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The School Climate Survey is implemented once a year through Survey Monkey for all students, parents and teachers. The results for Secaucus Middle School were very positive, particularly regarding school climate.</p>
<div>Facilities:</div>	<p>The building was opened in 1976 and had two major projects added throughout the years. The Arthur F. Couch Performing Arts Center was opened in 2004, and the additions to the Physical Education wing, STEM wing, and Science area were opened in 2016. The newest renovations include a new gymnasium, weight room, health room, wrestling room, locker rooms, 3 STEM labs, 4 Science labs, 4 history classrooms, and the multi-media center.</p>




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<div>Other Information:</div>	<p>The start of the 2016-2017 school year was the dawn of a new era in Secaucus Middle School. For the first time ever, sixth grade was a part of the Middle School; we added 18 new faculty and staff members. We changed our daily schedule and the very footprint of our school. Our school opened 11 new classrooms, a new athletic facility, and a new multi-media center. All students enter and leave the school by one main entrance and exit with security and school administration present to ensure the safety of all. Staff I.D. cards ensure only authorized staff gains access to the school and rooms in the building. All classrooms are equipped with white boards with desktop computers, laptop computers or chrome books. Each year we attain more technology, and, are on our way to being a one-to-one district. Communications are delivered through email, automated messages and parent portal. All students wear a school uniform and assistance is provided to families in need to purchase mandatory clothing. Secaucus Middle School is open to all Secaucus residents to provide an appropriate education.</p>
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