NJ SCHOOL PERFORMANCE REPORT

SECAUCUS MIDDLE SCHOOL
(17-4730-080)
Grades Offered: 06-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	SECAUCUS TOWN
Principal Name	MS. CANDELA
Address	11 MILL RIDGE ROAD SECAUCUS, NJ 07094
Phone Number	(201)974-2025
Email Address	CCANDELA@SBOE.ORG
Website	https://www.sboe.org/
Facebook	https://www.facebook.com/SecaucusPSD/
Twitter	https://twitter.com/SecaucusPSD

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	0	146	179
7	153	154	150
8	179	159	157
Total	332	459	486

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	46.4%	48.6%	50.8%
Male	53.6%	51.4%	49.2%
Economically Disadvantaged Students	31.0%	29.4%	31.3%
Students with Disabilities	15.1%	12.6%	14.0%
English Learners	2.1%	2.0%	2.5%
Homeless Students		0.2%	0.8%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	43.4%	40.7%	40.3%
Hispanic	29.5%	31.8%	31.1%
Black or African American	3.9%	4.8%	6.0%
Asian	22.3%	22.2%	21.4%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.4%	1.0%

Enrollment by Home Language

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

Home Language	% of Students
English	84.0%
Spanish	4.7%
Arabic	2.7%
Hindi	2.7%
Gujarati	1.2%
Other Languages	4.7%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	55	50	Met Standard	62	56	50	Exceeds Standard
White	51	51	50	Met Standard	61	50	51	Exceeds Standard
Hispanic	35	47	49	Not Met	50	47	48	Met Standard
Black or African American	56	63	44	Met Standard	68	62	44	**
Asian, Native Hawaiian, or Pacific Islander	60.5	68.5	61	Exceeds Standard	74.5	69.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	61.5	49	**	*	81	51	**
Economically Disadvantaged	44	51.5	48	Met Standard	53	48	47	Met Standard
Students with Disabilities	31	37	41	Not Met	46.5	46	43	Met Standard
English Learners	46.5	55	54	**	72	67	51	**

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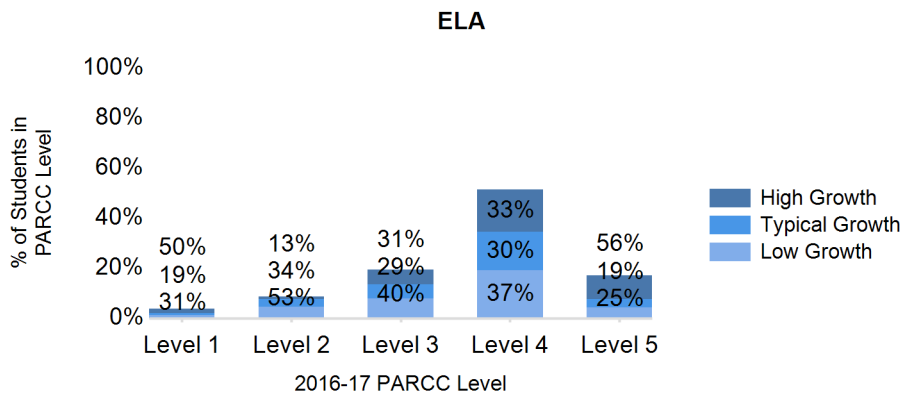
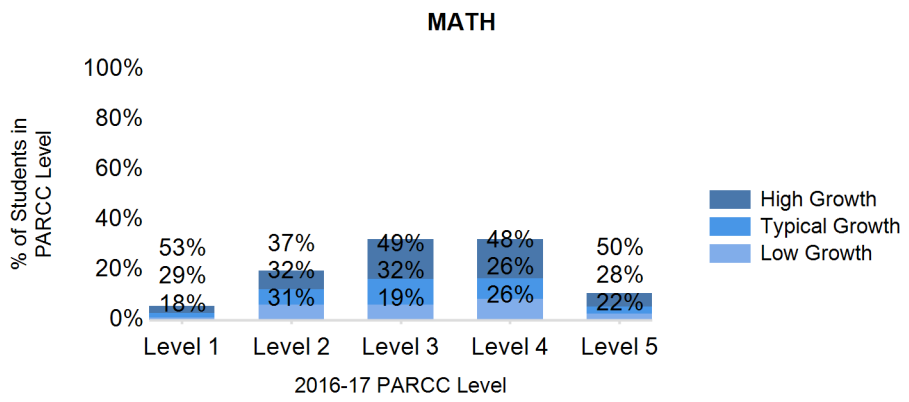
Student Growth by Performance Level

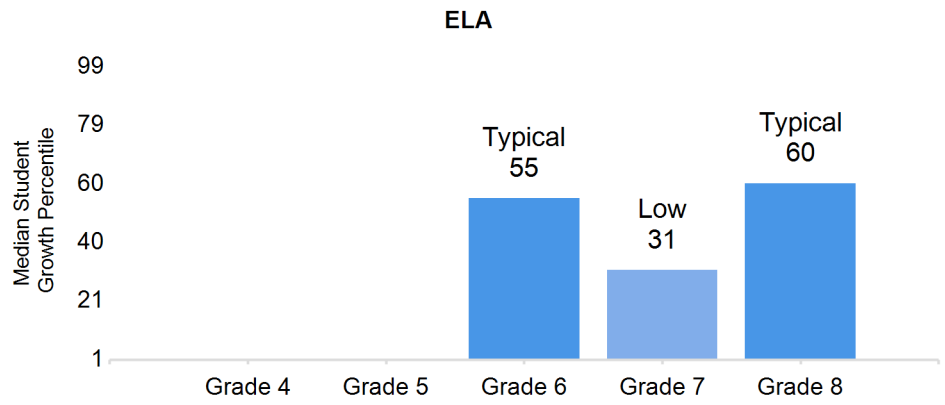
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

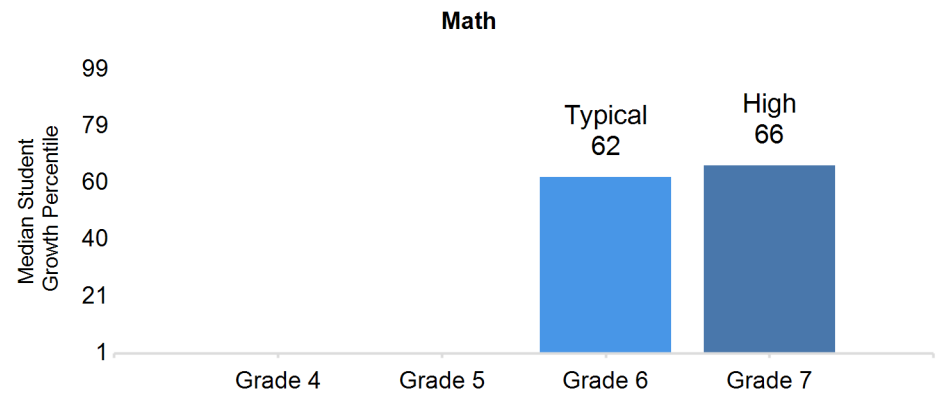




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	456	97.9	63.2	61.3	56.7	63.2	53.1	Met Target
White	186	97.9	58.0	56.6	65.6	58.0	49.4	Met Target
Hispanic	135	96.0	52.6	52.9	42.5	52.6	44.4	Met Target
Black or African American	*	*	*	70.4	37.3	*	73.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	102	100.0	84.3	79.3	82.3	84.3	71.5	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	38.5	63.4	*	**	**
Female	234	98.8	68.8	68.4	64.5	68.8		
Male	222	97.0	57.2	54.7	49.4	57.2		
Economically Disadvantaged Students	138	97.3	45.7	47.6	38.5	45.7	44	Met Target
Non-Economically Disadvantaged Students	318	98.2	70.7	67.1	67.5	70.7		
Students with Disabilities	62	96.9	*	*	21.6	*	12.2	Not Met
Students without Disabilities	394	98.1	*	*	63.9	*		
English Learners	19	100.0	36.9	38.6	27.3	36.9	N	N
Non-English Learners	437	97.8	64.3	62.4	59.4	64.3		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	174	759	759	754	7%	10%	28%	33%	22%	55%	56%
White	68	758	758	761	*	*	32%	31%	22%	53%	66%
Hispanic	54	744	744	742	*	19%	33%	*	*	41%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	39	782	782	779	*	*	*	33%	46%	79%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	89	758	758	761	*	*	31%	34%	19%	53%	64%
Male	85	759	759	748	*	*	24%	32%	26%	58%	48%
Economically Disadvantaged Students	64	741	741	739	*	*	39%	*	*	38%	37%
Non-Economically Disadvantaged Students	110	769	769	764	*	*	21%	*	*	65%	68%
Students with Disabilities	29	717	717	723	*	*	*	*	*	*	18%
Students without Disabilities	145	767	767	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	755	755	760	10%	15%	17%	33%	25%	58%	63%
White	52	743	743	768	*	33%	*	*	*	40%	72%
Hispanic	45	743	743	746	24%	*	*	*	*	49%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	37	783	783	790	0%	*	*	49%	43%	92%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	71	767	767	769	*	*	17%	*	*	68%	72%
Male	74	744	744	752	*	*	16%	*	*	49%	54%
Economically Disadvantaged Students	45	744	744	742	*	*	*	*	*	42%	44%
Non-Economically Disadvantaged Students	100	760	760	771	*	*	*	*	*	65%	73%
Students with Disabilities	21	704	704	721	*	*	*	*	*	*	22%
Students without Disabilities	124	764	764	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	773	773	759	*	*	14%	49%	28%	77%	60%
White	68	772	772	767	*	*	15%	51%	26%	78%	70%
Hispanic	46	765	765	744	*	*	*	*	*	70%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	81	781	781	768	*	*	*	54%	32%	86%	69%
Male	69	763	763	751	*	*	*	43%	23%	67%	52%
Economically Disadvantaged Students	35	762	762	740	*	*	*	*	*	66%	42%
Non-Economically Disadvantaged Students	115	776	776	769	*	*	*	*	*	81%	71%
Students with Disabilities	10	710	710	719	*	*	*	*	*	*	19%
Students without Disabilities	140	777	777	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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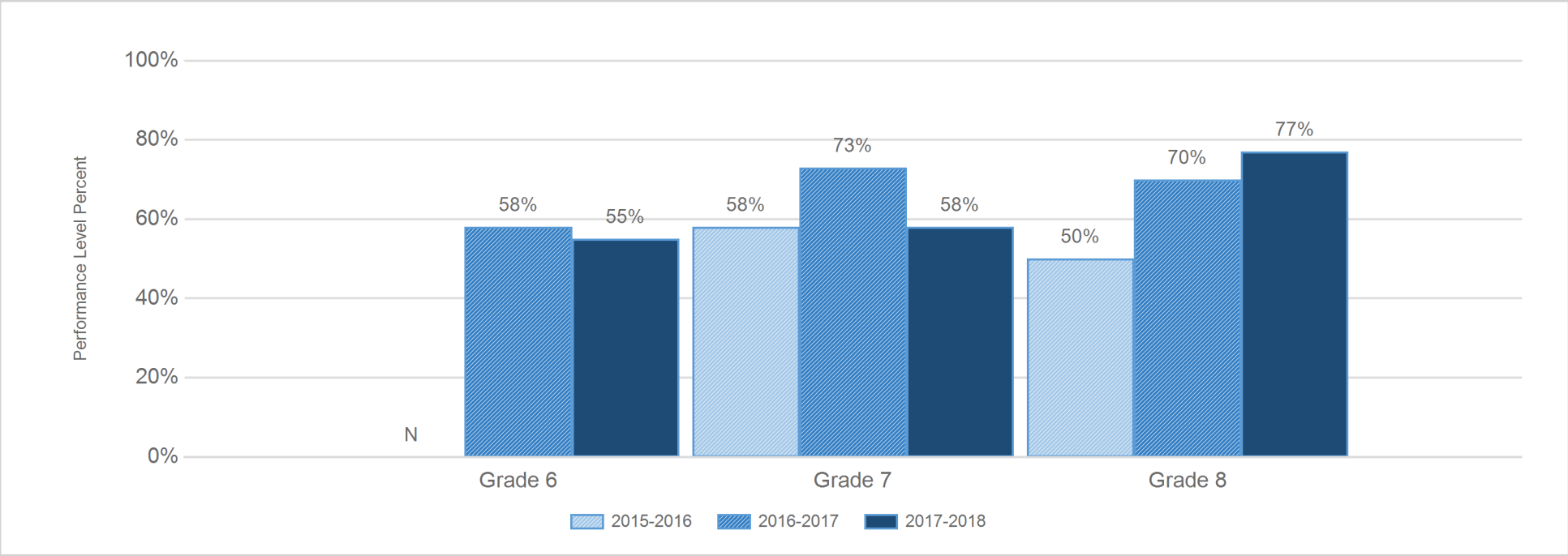
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	461	98.0	51.4	47.9	45.0	51.4	53.4	Met Target†
White	188	98.0	48.9	44.9	54.1	48.9	48	Met Target
Hispanic	136	96.1	37.5	33.3	29.2	37.5	44.4	Not Met
Black or African American	*	*	*	46.3	23.4	*	55.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	104	100.0	75.0	73.7	77.0	75.0	74.2	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	30.8	53.0	*	**	**
Female	235	98.8	54.5	50.7	46.0	54.5		
Male	226	97.1	48.3	45.5	43.9	48.3		
Economically Disadvantaged Students	139	97.3	33.8	32.8	26.6	33.8	42	Not Met
Non-Economically Disadvantaged Students	322	98.2	59.0	54.4	55.9	59.0		
Students with Disabilities	65	97.1	*	*	17.1	*	12.2	Not Met
Students without Disabilities	396	98.1	*	*	50.5	*		
English Learners	21	100.0	23.8	30.1	24.6	23.8	N	N
Non-English Learners	440	97.8	52.7	48.9	46.9	52.7		
Homeless Students	*	*	*	30.0	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	175	746	746	744	7%	18%	30%	35%	10%	45%	44%
White	68	742	742	751	*	21%	28%	*	*	43%	54%
Hispanic	54	734	734	731	*	26%	35%	*	*	28%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	40	769	769	771	0%	*	*	*	*	75%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	89	741	741	745	*	20%	33%	*	*	39%	45%
Male	86	750	750	742	*	15%	28%	*	*	50%	42%
Economically Disadvantaged Students	64	730	730	729	*	*	41%	*	*	22%	24%
Non-Economically Disadvantaged Students	111	754	754	753	*	*	24%	*	*	58%	56%
Students with Disabilities	29	704	704	717	*	45%	*	*	*	10%	13%
Students without Disabilities	146	754	754	748	*	12%	*	*	*	51%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

SECAUCUS MIDDLE SCHOOL
(17-4730-080)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	146	750	750	743	*	22%	22%	*	*	51%	43%
White	52	739	739	750	*	25%	25%	*	*	42%	54%
Hispanic	45	738	738	732	*	31%	22%	*	*	40%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	37	776	776	767	0%	*	*	38%	41%	78%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	71	755	755	745	*	18%	18%	*	*	61%	45%
Male	75	745	745	741	*	25%	25%	*	*	43%	42%
Economically Disadvantaged Students	45	740	740	730	*	22%	*	*	*	38%	24%
Non-Economically Disadvantaged Students	101	754	754	751	*	22%	*	*	*	57%	55%
Students with Disabilities	21	710	710	717	*	*	*	*	*	*	12%
Students without Disabilities	125	756	756	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

SECAUCUS MIDDLE SCHOOL
(17-4730-080)
Grades Offered: 06-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	109	744	744	728	*	18%	30%	*	*	44%	28%
White	48	747	747	736	*	*	29%	48%	0%	48%	36%
Hispanic	40	738	738	722	*	28%	28%	*	*	35%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	61	745	745	731	*	*	26%	*	*	51%	31%
Male	48	743	743	725	*	*	35%	*	*	35%	26%
Economically Disadvantaged Students	29	735	735	719	*	*	*	*	*	34%	20%
Non-Economically Disadvantaged Students	80	748	748	735	*	*	*	*	*	48%	35%
Students with Disabilities	10	697	697	705	*	*	*	*	*	*	*
Students without Disabilities	99	749	749	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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SECAUCUS MIDDLE SCHOOL
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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	807	759	746	0%	0%	0%	50%	50%	100%	46%
White	20	796	758	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	11	828	785	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	20	806	760	748	0%	0%	0%	50%	50%	100%	48%
Male	20	807	758	745	0%	0%	0%	50%	50%	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	723	716	N	N	N	N	N	N	13%
Students without Disabilities	40	807	764	752	0%	0%	0%	50%	50%	100%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	40	807	*	749	0%	0%	0%	50%	50%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	736	735	*	*	*	*	*	*	30%
White	N	N	737	740	N	N	N	N	N	N	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	748	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	733	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	711	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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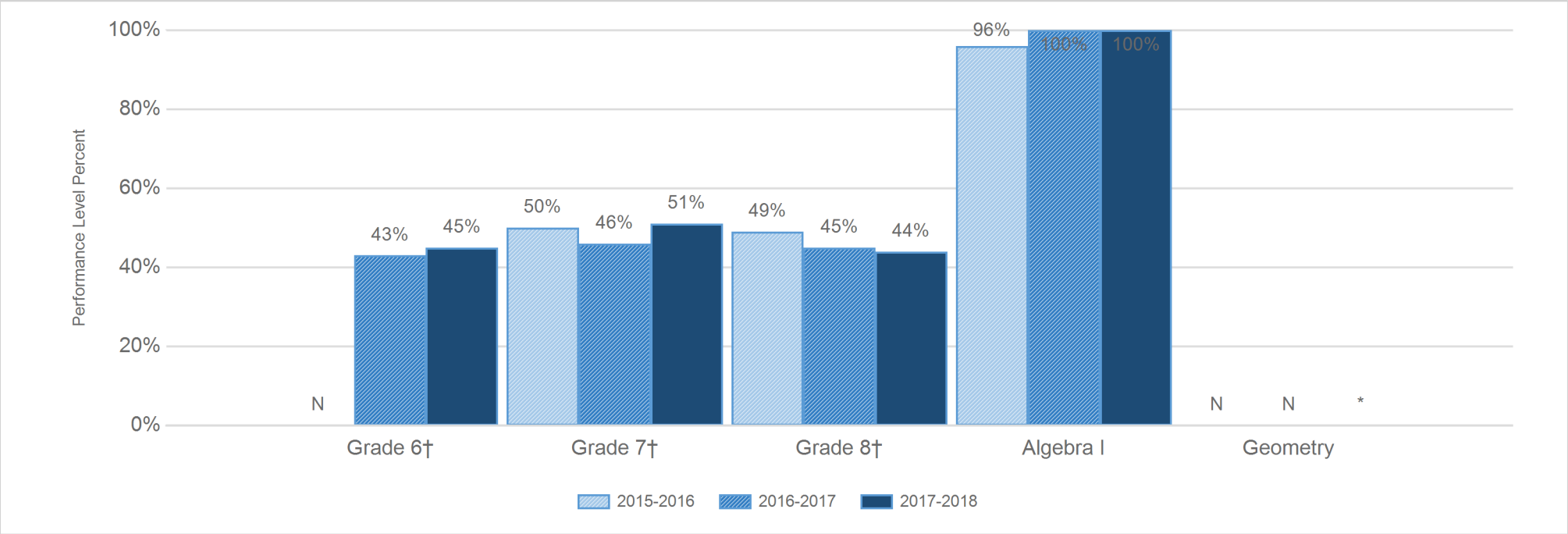
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	178
7	0	0	150
8	40	2	115
Total	40	2	443

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	148	0	0	0	0	0	0
8	74	0	80	0	0	0	0
Total	222	0	80	0	0	0	0

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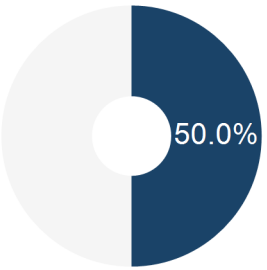
Visual and Performing Arts – Course Participation

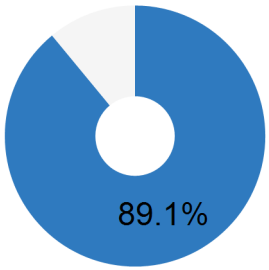
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

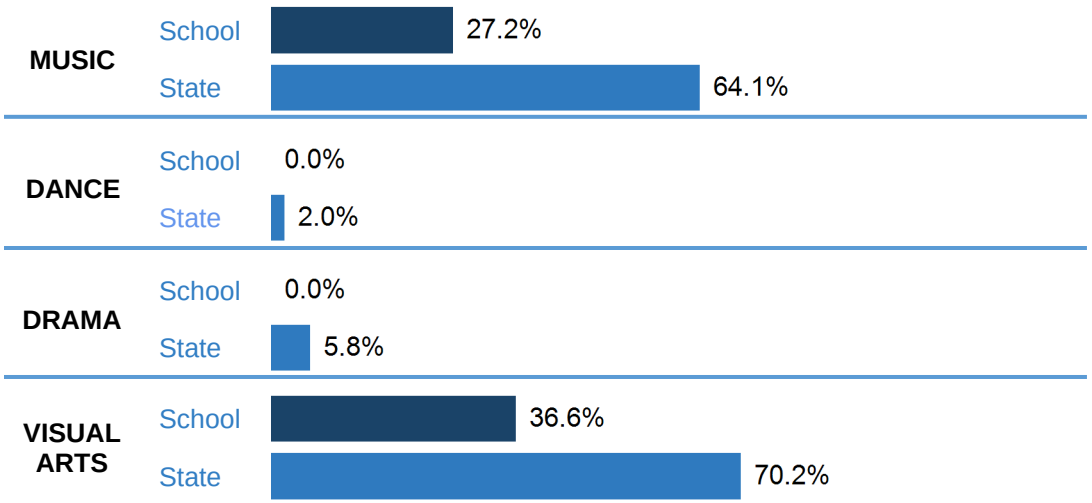


School



State

Students enrolled in one or more classes by discipline:



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

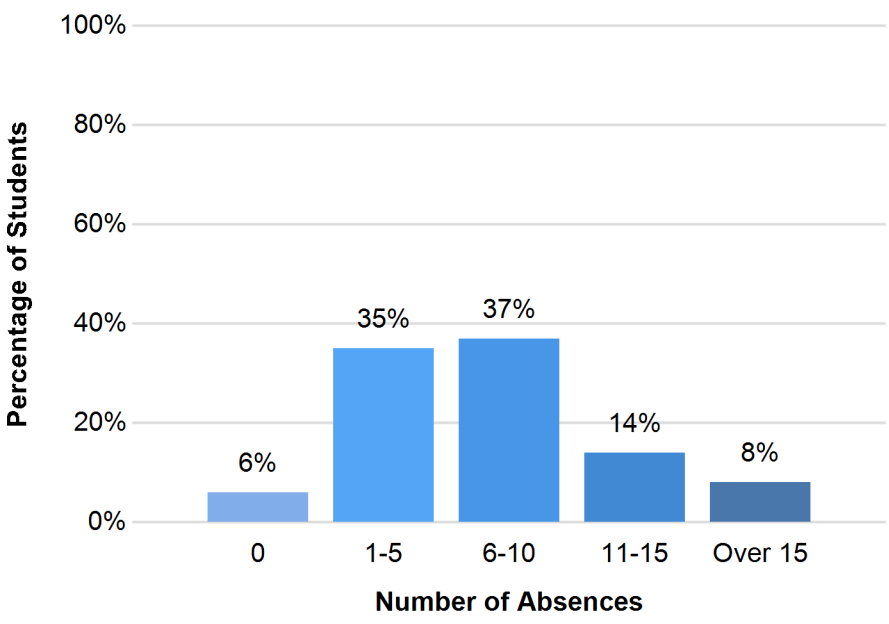
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	30	6.2	9.5	Met
White	20	10.2	9.5	Not Met
Hispanic	6	4.1	9.5	Met
Black or African American	*	*	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	3	2.8	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	8	5.3	9.5	Met
Students with Disabilities	8	11.4	9.5	Not Met
English Learners	0	0	**	**

Days Absent

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



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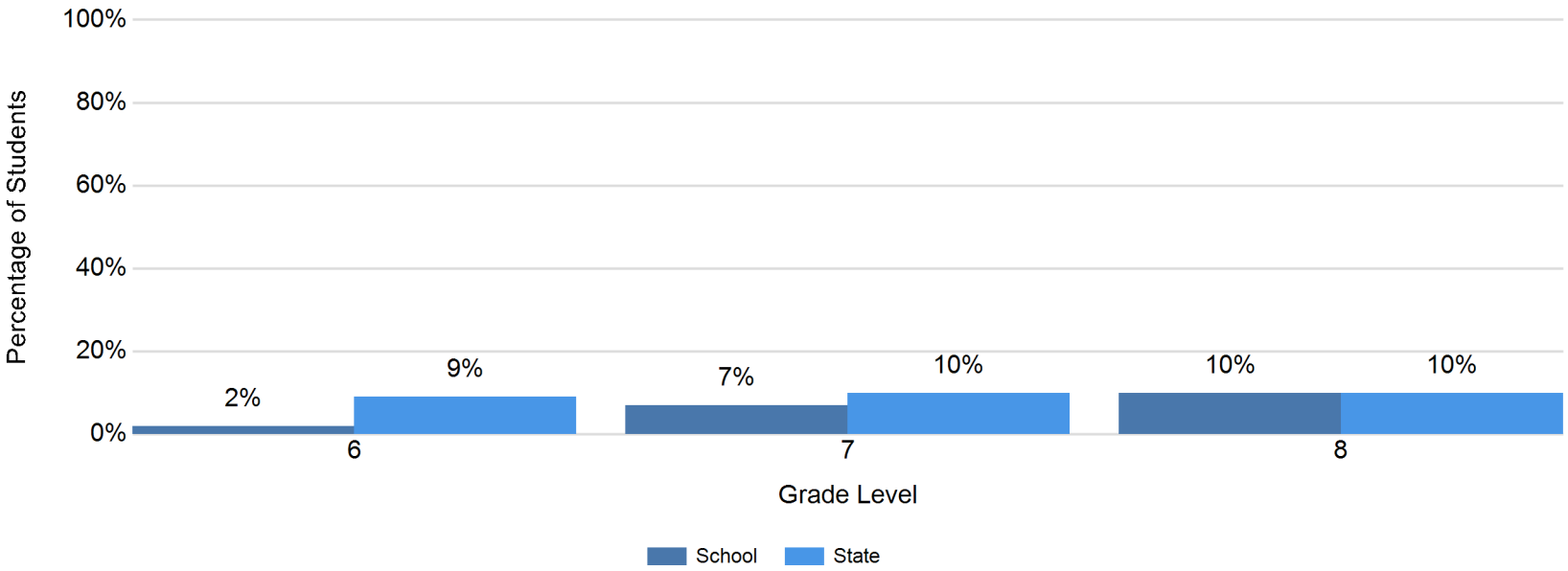
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.82

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	1	0	1
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	1	0	1
Other	1	2	3
No Identified Nature	4		4

Student Disciplinary Removals

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

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

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

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(17-4730-080)
Grades Offered: 06-08
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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	4 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	3.5:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$381	$14,943	$15,324

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	117,464
Average years experience in public schools	9.8	12.0
Average years experience in district	9.6	10.7
Teachers in district for 4 or more years	60.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,374
Average years experience in public schools	12.9	16.0
Average years experience in district	11.5	12.0
Administrators in district for 4 or more years	66.7%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	122:1	137:1
Teachers to Administrators	12:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		439:1
Students to Counselors		220:1
Students to Child Study Team		314:1

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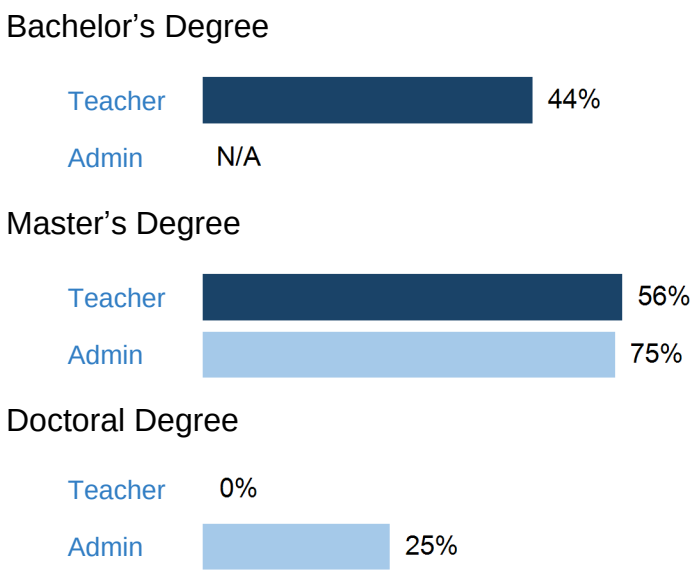
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.2%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	98.4%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	72.9%	50.0%
Male	27.1%	50.0%
White	87.5%	75.0%
Hispanic	8.3%	25.0%
Black or African American	2.1%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	2.1%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	57.35	17.5%
Mathematics Proficiency	49.35	17.5%
English Language Arts Growth	44.25	25.0%
Mathematics Growth	80.59	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	63.73	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.44	n/a
Summative Rating: Percentile Rank of Summative Score	65.11	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Exceeds Standard	**	Met	No
White	46.37	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	51.25	14.08	No	Met Target	Not Met	Not Met	Met Standard	n/a	Met	No
Black or African American	92.02	14.08	No	Met Target	Met Target†	Met Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	56.96	14.08	No	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	64.01	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	29.89	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	No

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

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School Narrative

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

Highlights:	• The high school now offers the middle school a summer math academy allowing 7th grade students to take their 8th grade math course over the summer in order to take Algebra I in the fall of 8th grade. • Chromebook carts were made available to every department and to BSI math and language arts classes.
Mission, Vision, Theme:	The mission of Secaucus Middle School is to facilitate the development of each child to his or her greatest potential. This mission includes that all students demonstrate skills and knowledge that will enable and inspire them to be productive, responsible, and independent members of society. Our goal is to provide each child with the experiences needed to achieve success, excellence, and greatness not only within the classroom walls, but in their future education and beyond as well.
Awards, Recognition, Accomplishments:	Math teacher Toni-Ann Palmisano was named the winner of a 2017-18 New Jersey Milken Educator Award in December 2017. Secaucus Middle Schools Junior Math Club finished in the top 5 out of nearly 70 schools across the country for the 7th grade team of the MathFax National Math Competition in 2018. Secaucus Middle Schools Literary Magazine (?The Patriot?) was named the recipient of the prestigious PRESLM Award in 2017 by the National Council of Teachers of English. Two Secaucus Middle School teachers were awarded the 9/11 Tribute Museums Annual Teachers Awards for making an outstanding effort to discuss the events of September 11th with their students and to create projects that helped students understand their contemporary relationship to this history. In addition to the award, their project was recognized and featured by HBO in a 9/11 education documentary that is being produced.

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Courses, Curriculum, Instruction:	Students at all grade levels have the opportunity to achieve academic success through the enactment of our curricula. Every student has a rich educational experience with programs that include Art, Music, Physical Education, STEM, Mathematics, Language Arts, Spanish, Italian, Science, and Social Studies. Instruction is carefully guided by New Jersey Student Learning Standards and Next Generation Science Standards along with frequently revised district curriculum.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls)
Clubs and Activities:	Builders Club, Character Education, Chess Club, Computer Club, Drama Club, Environmental Club, Junior Math Club, Science Fair, Literary Magazine, Concert Band, Rock Band, Middle Pages, S.G.O., Technology Club, Yearbook Club, National Junior Honor Society and ALPHA.

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Staff and Professional Learning:	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.

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Student Supports and Services:	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.
Student Health and Wellness:	The National School Lunch Program is available to all students, breakfast and lunch. All students engage in health and physical education classes.
Parent and Community Involvement:	The PTA is active and supportive of students with each child receiving money toward grade level field trips. Parents can access their child's grades, schedule, attendance, activities, homework, food service and contact information through the Parent Portal. There are also multiple events that take place throughout the course of the school year providing parents with an opportunity to visit the school.

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Facilities:	Secaucus Middle School takes pride in the appearance of the building. All instructional spaces are equipped with interactive whiteboards, Epson boards, or Promethean boards. Chromebook carts are available to all teachers and 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.
School Safety:	Security is of primary importance in the Secaucus School District. All outside doors are kept locked at all times. Visitors must present themselves to the Security Guard at the Main Entrance to be admitted. Parents/Guardians and other visitors are required to report to the office upon entering the building. All volunteers and visitors are required to sign in and wear the identification badge issued in the school office. A comprehensive school action plan is reviewed and updated annually. School personnel receive training from experts on how to respond to emergency situations and safety/security drills are conducted twice monthly. The Secaucus Board of Education has adopted an emergency/evacuation in all schools. Evacuation drills are conducted throughout the year.

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Technology and STEM:	STEM classes are offered in all grades. The goal of our STEM program is to foster a learning environment in which students are guided to produce original ideas, objects, and structures according to certain specifications using concepts and skills from math, science, and technology.

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Other Information:	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.