



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         |
| <b>Total</b> | <b>582</b> | <b>562</b> | <b>448</b> |

**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%          |
| <i>Two or More Races</i>            | 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%          |
| <i>Other</i>  | 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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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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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                                  | 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.

| 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>                           | 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%   |

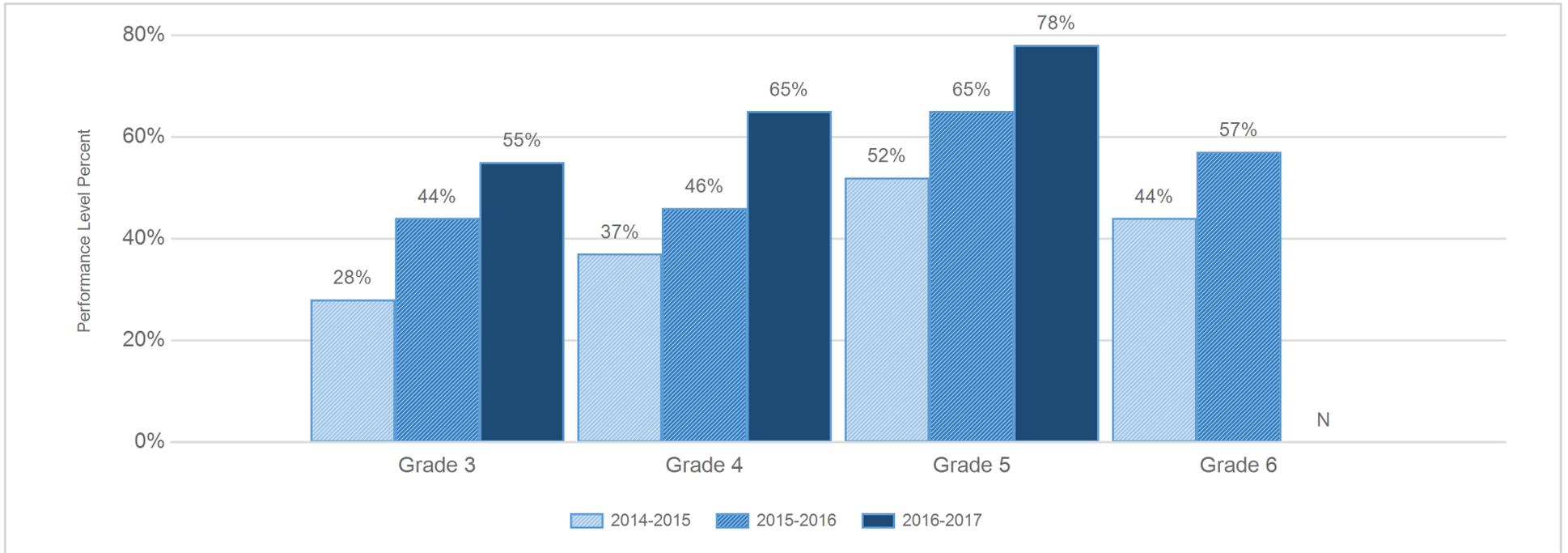


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**English Language Arts/Literacy Assessment - Performance Trends**

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





**CLARENDON NO 4**  
**2016-2017**

**Grade Span PK-05**

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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   |                       |                           |

\*\* 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>                           | 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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**Mathematics Assessment - Performance by Grade: Grade 4**

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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\*\***

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>                           | 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.

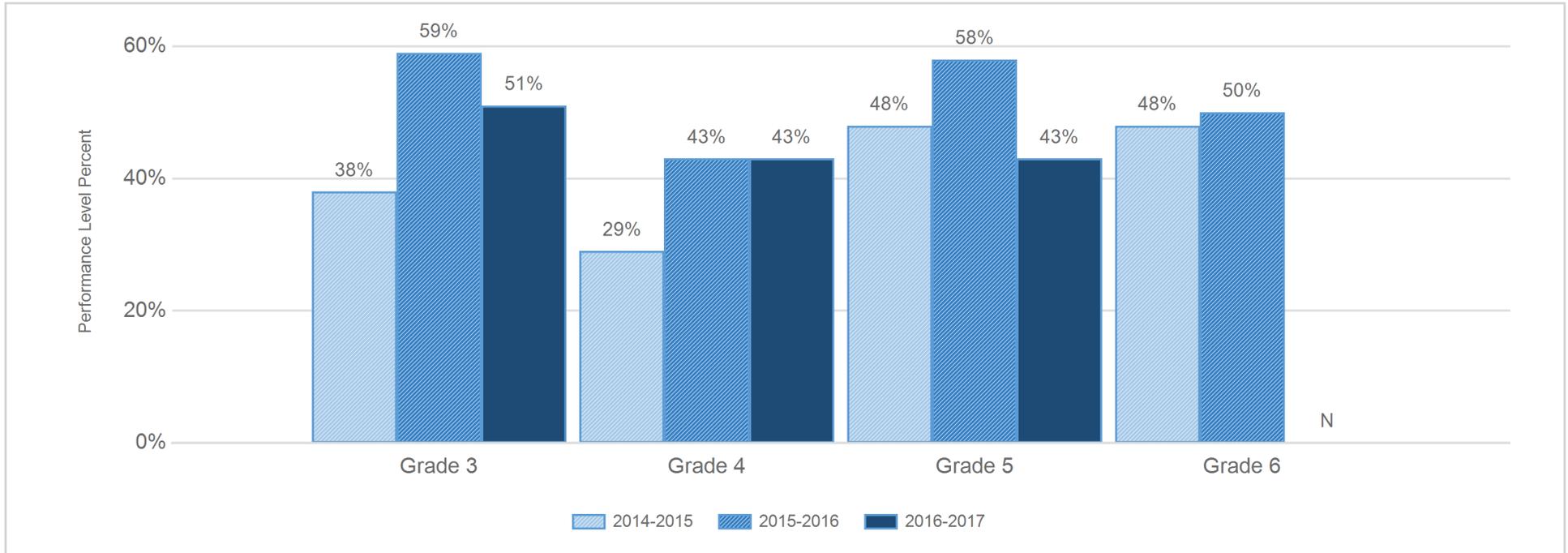


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**Mathematics Assessment – Performance Trends**

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:<br># Students Tested | Math:<br># 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.

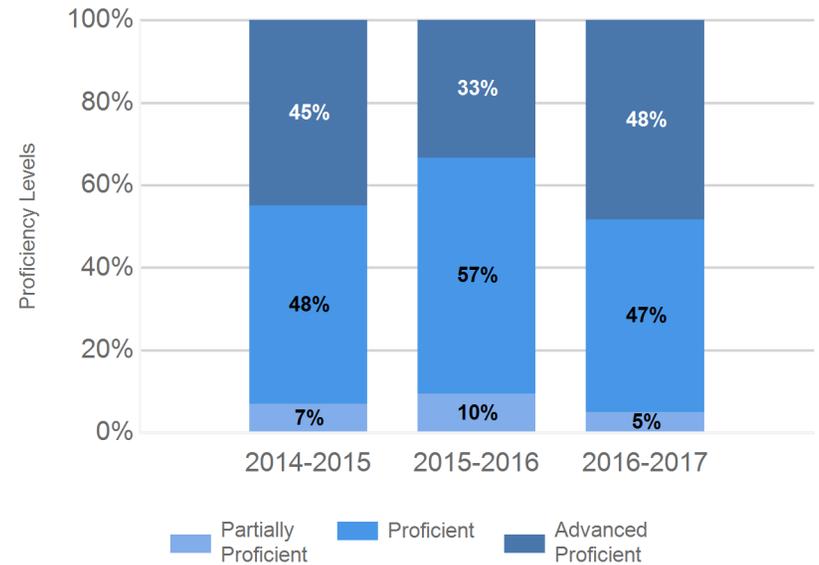
**NJASK Science Assessment Performance: Grade 4**

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.



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:

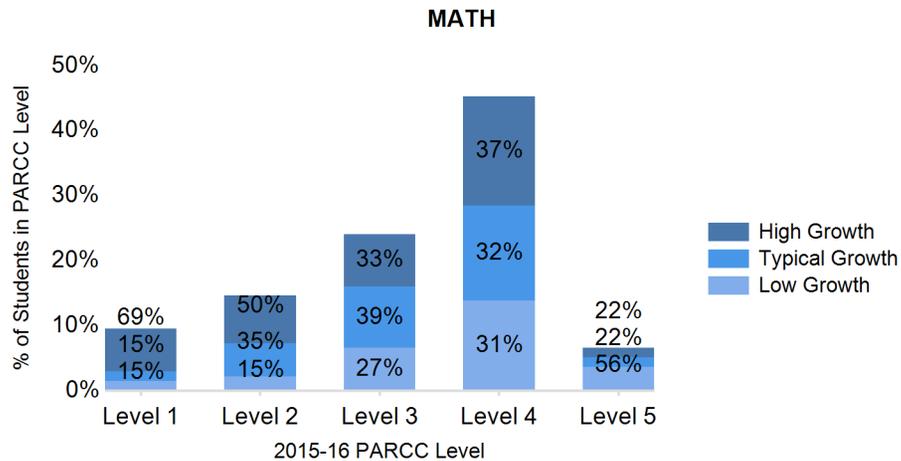
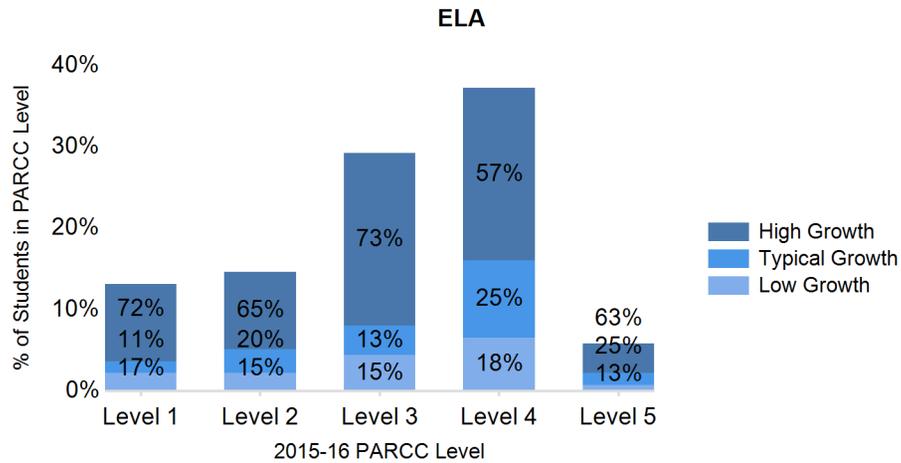
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

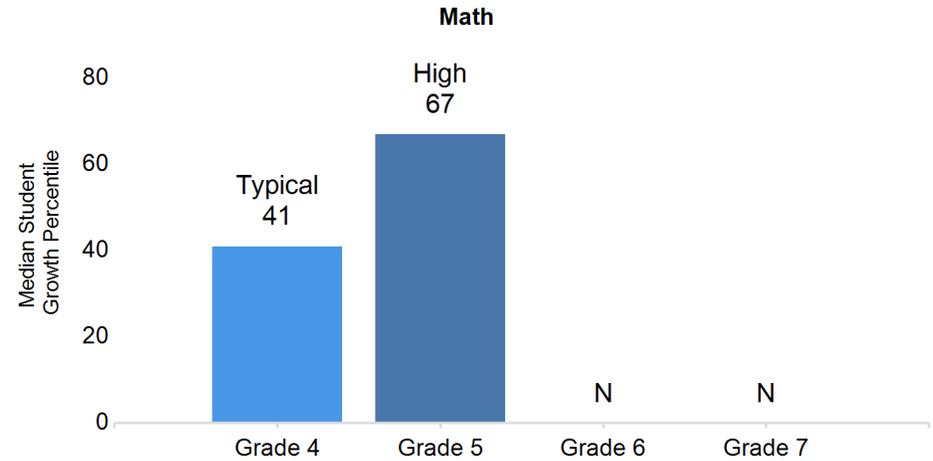
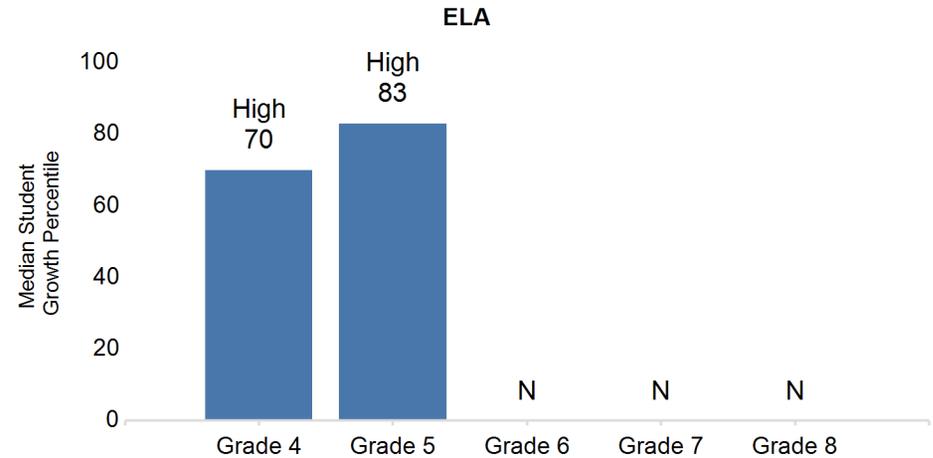
### Student Growth by Performance Level

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**

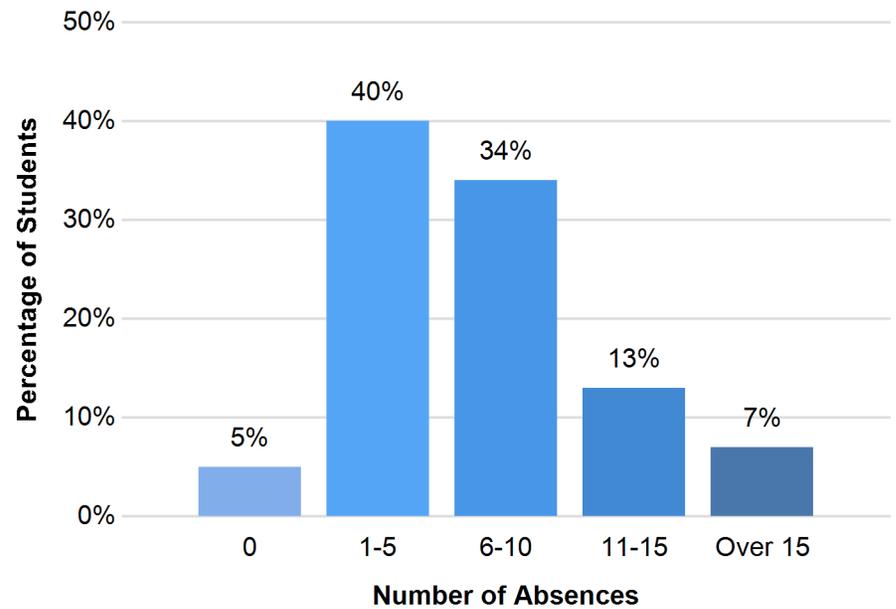
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 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.



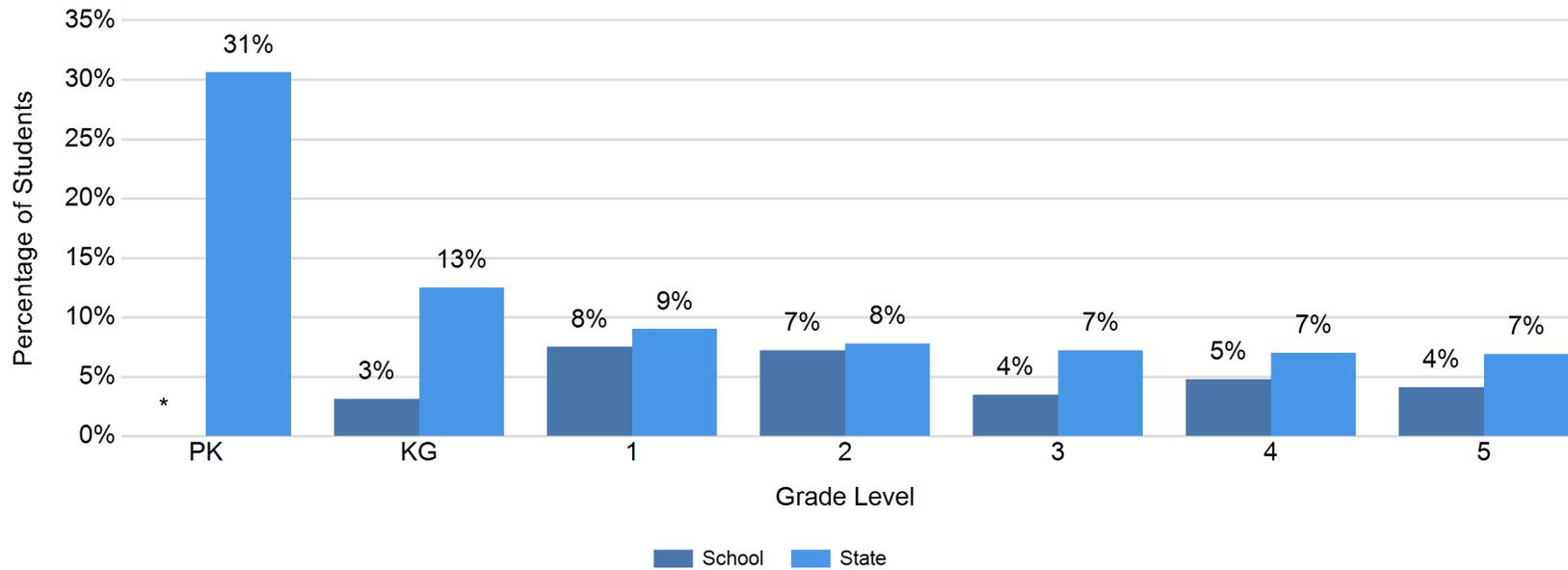


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### Chronic Absenteeism by Grade

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               | 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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**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 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.



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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<br>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.

|   |   |
|---|---|
|  <p>Highlights:</p>                            | <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>                     |
|  <p>Mission, Vision, Theme:</p>               | <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>   |
|  <p>Awards, Recognition, Accomplishments:</p> | <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> |



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**School Narrative**

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|  |   |
|--|---|
|  <p><b>Courses, Curriculum, Instruction:</b></p> | <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>  |
|  <p><b>Clubs and Activities:</b></p>             | <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> |
|  <p><b>Before and After School Programs:</b></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. Teachers also provide extra support before school hours.</p>  |



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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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School Narrative

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|  |   |
|--|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Surveys are distributed to parents, staff and students that outline anti Bullying and school culture.</p>   |
|  <p>Facilities:</p>     | <p>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.</p> |



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School Narrative

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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)



HUBER ST NO 3  
2016-2017  
Grade Span PK-05

17-4730-070  
HUDSON  
SECAUCUS TOWN  
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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

| 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     |

| 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%      |

| 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

Enrollment by Home Language

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

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.

| 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      |

| 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%   |

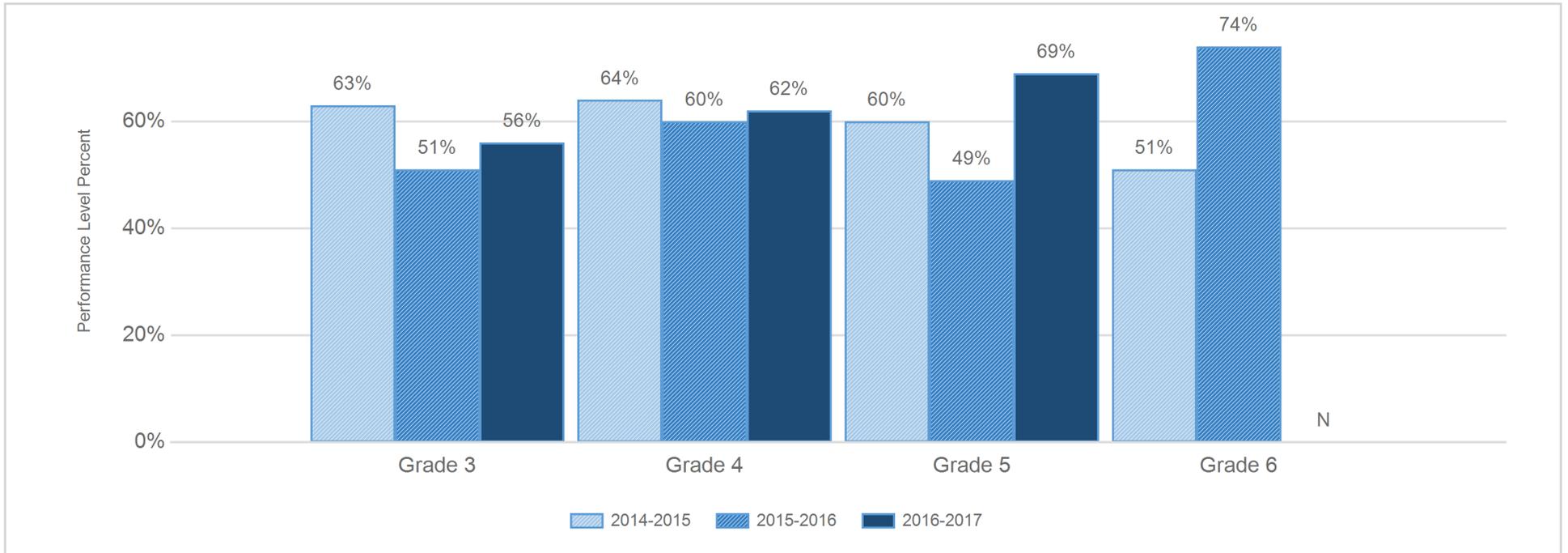


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**English Language Arts/Literacy Assessment - Performance Trends**

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                                  | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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.

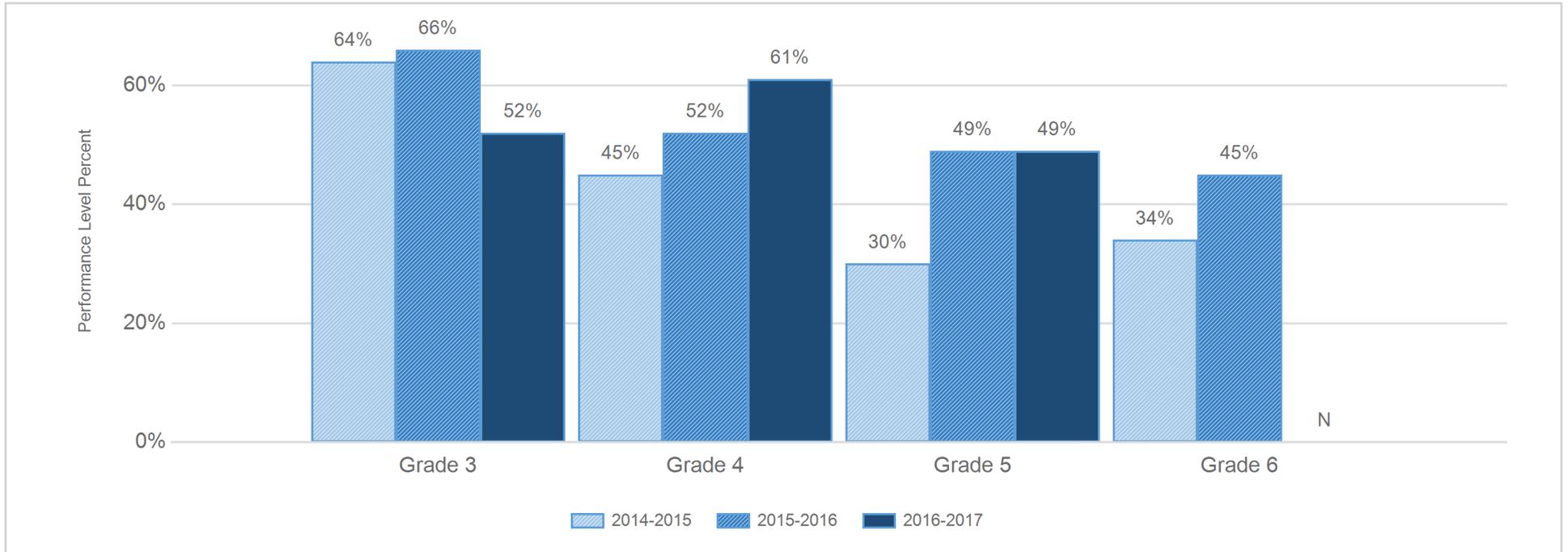


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**Mathematics Assessment – Performance Trends**

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:<br># Students Tested | Math:<br># 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.

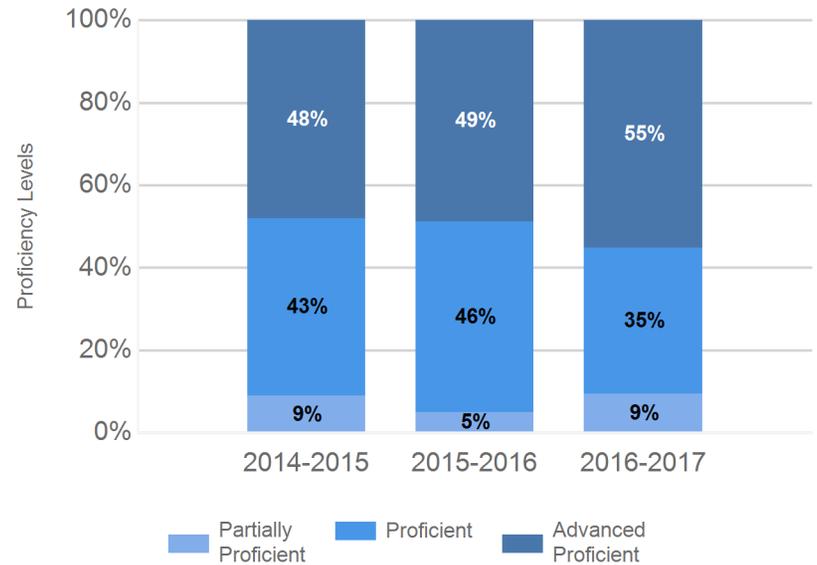
**NJASK Science Assessment Performance: Grade 4**

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.



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:

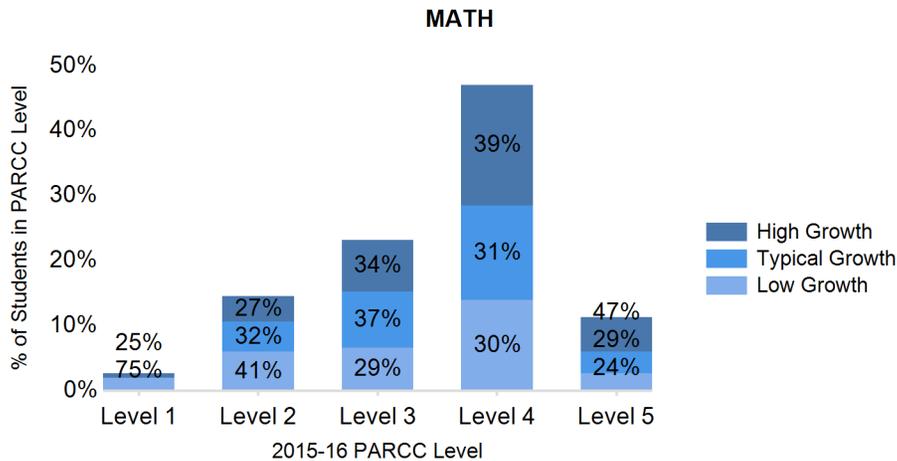
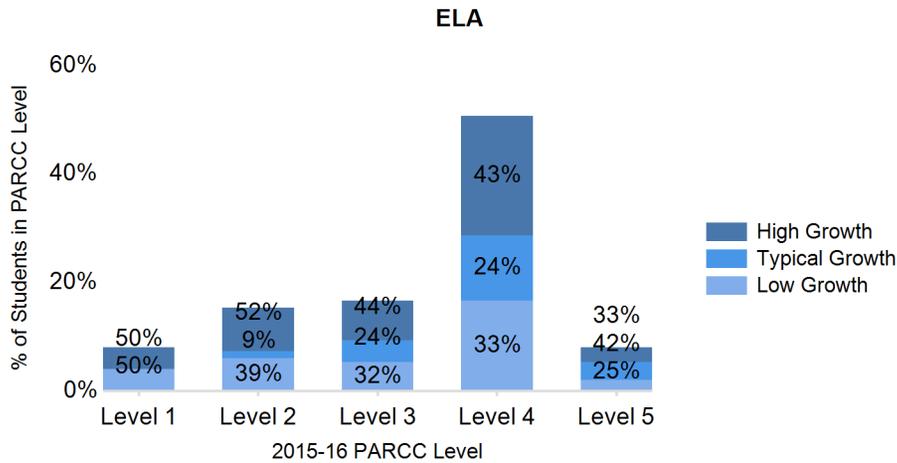
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

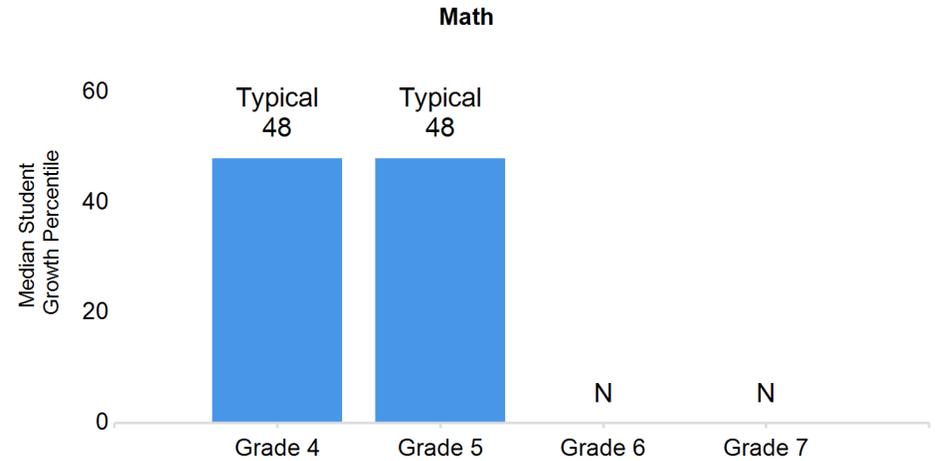
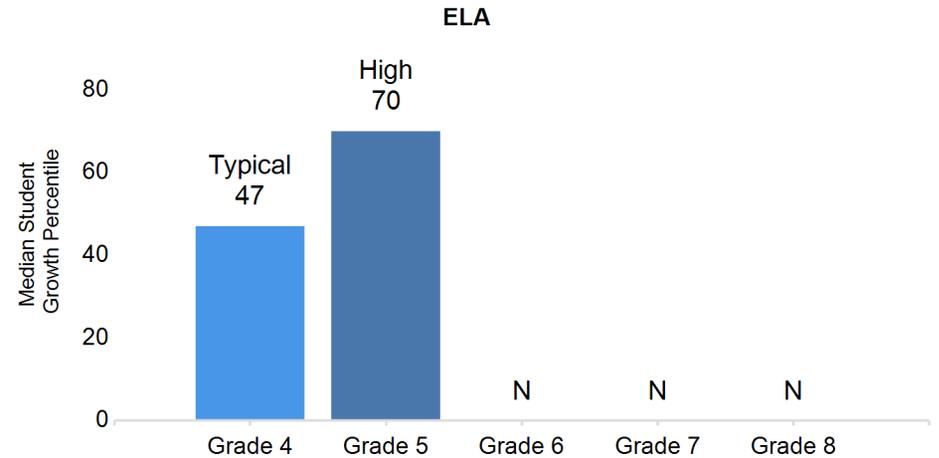
**Student Growth by Performance Level**

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

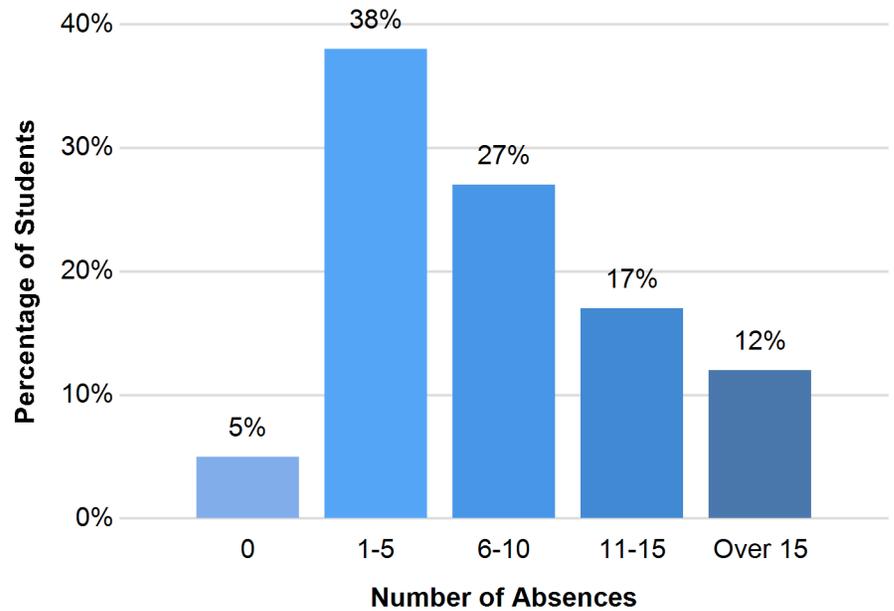
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| 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.





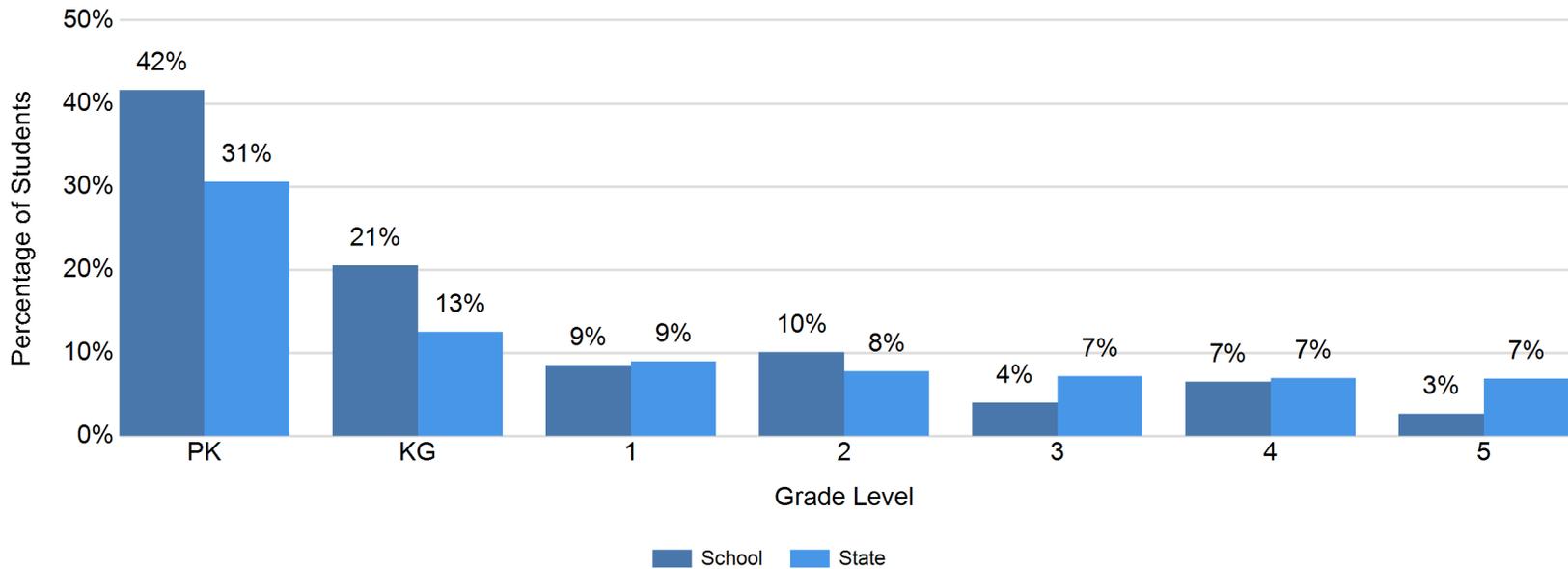
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### Chronic Absenteeism by Grade

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               | 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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**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   | 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<br>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.

|   |  |
|---|--|
|  <p>Highlights:</p>                            | <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>   |
|  <p>Mission, Vision, Theme:</p>               | <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> |
|  <p>Awards, Recognition, Accomplishments:</p> | <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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|  |   |
|--|---|
|  <p><b>Courses, Curriculum, Instruction:</b></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><b>Clubs and Activities:</b></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><b>Before and After School Programs:</b></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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|  |  |
|--|--|
|  <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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|  |  |
|--|--|
|  <p>Climate Surveys:</p> | <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.</p> |
|--|--|



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Other Information:

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.



## SECAUCUS HIGH SCHOOL

2016-2017

Grade Span 09-12

17-4730-050

HUDSON

SECAUCUS TOWN

11 MILL RIDGE ROAD

SECAUCUS, NJ 07094

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**

2016-2017

Grade Span 09-12

17-4730-050

HUDSON

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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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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.

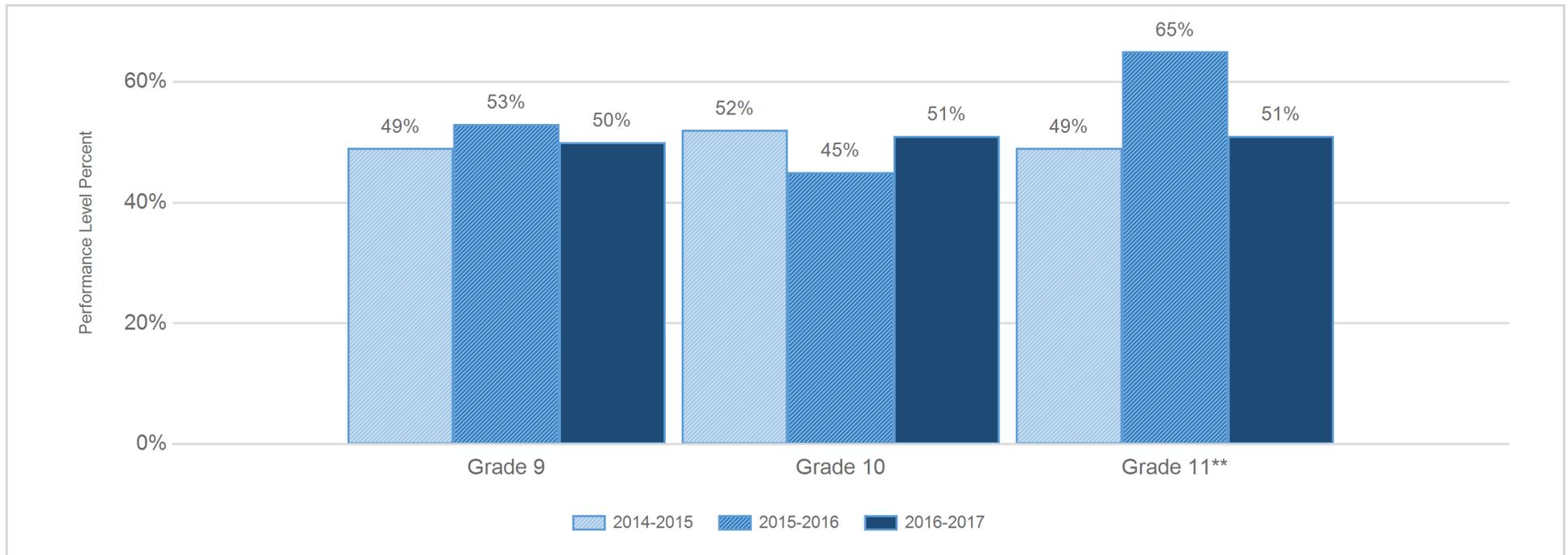


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**English Language Arts/Literacy Assessment - Performance Trends**

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/CELS 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                                       | *   |

An "\*\*\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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%   |

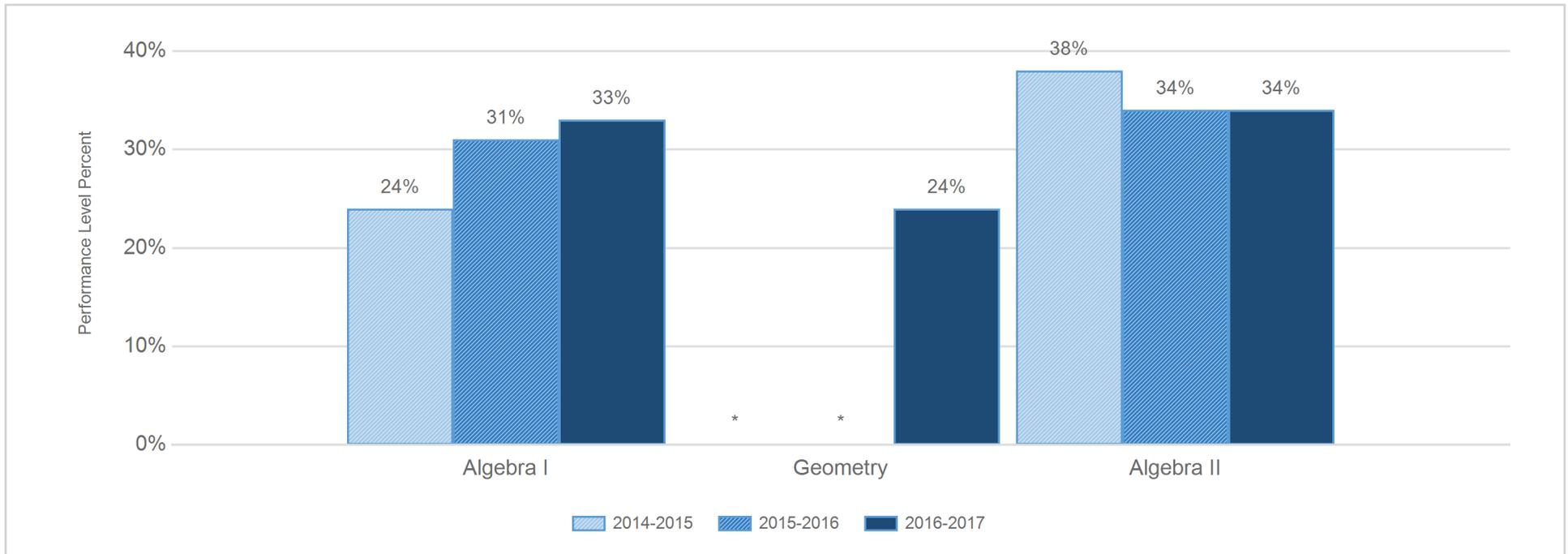


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**Mathematics Assessment – Performance Trends**

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:<br># Students Tested | Math:<br># 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.

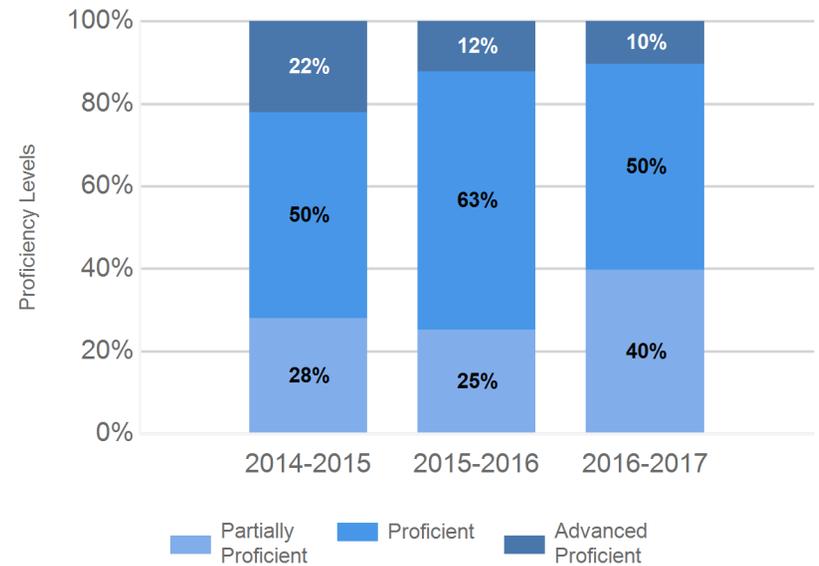
**Biology Assessment - Performance**

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%   |



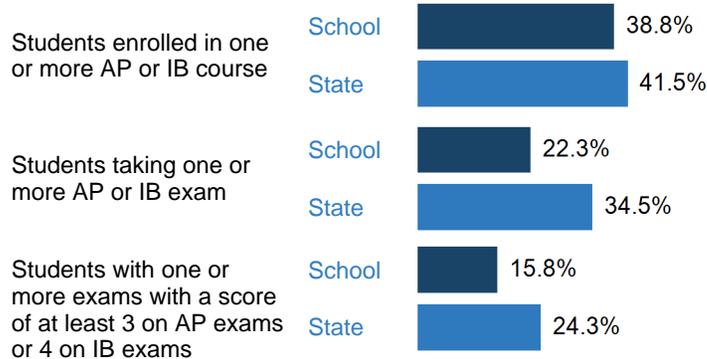
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

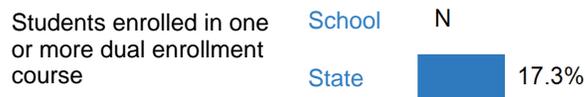
**AP/IB Coursework – Participation and Performance**

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              |
| <b>Total Exams Taken</b>  |                   | <b>116</b>      |
| <b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b> |                   | <b>74</b>       |



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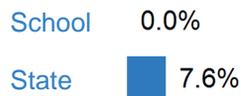
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**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.

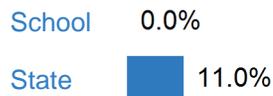
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

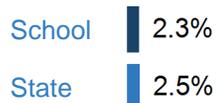
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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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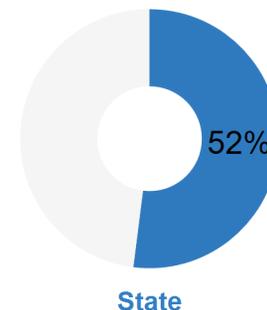
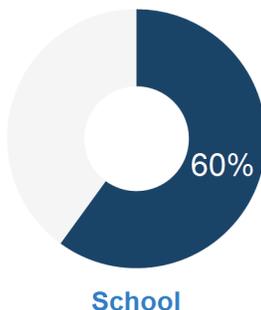
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Visual and Performing Arts – Course Participation

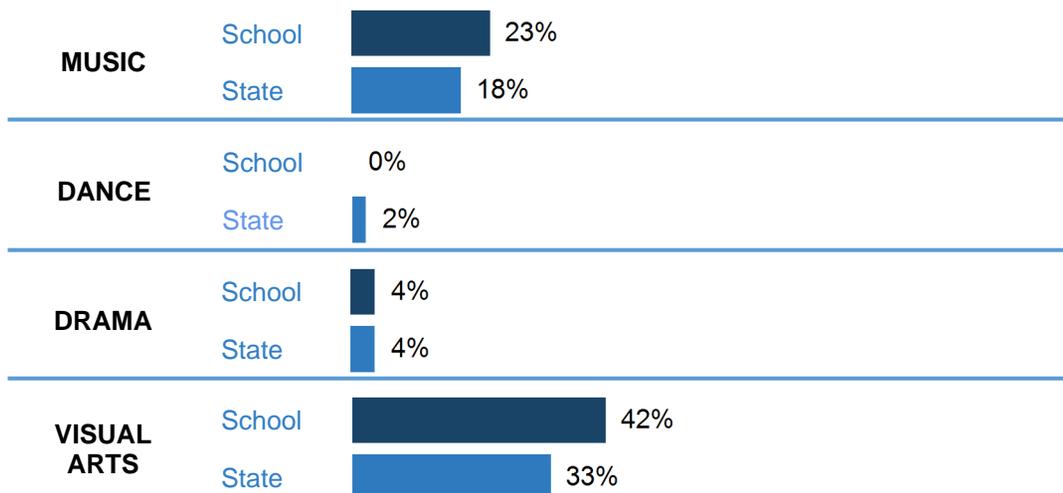
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 9-12:**

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



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.

| 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%                               |

## Postsecondary Enrollment Rates: 16 month

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

| Student Group                               | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide                                   | 76.1%                         | 33.6%                            | 66.5%                            | 73.6%                            | 26.4%                             | 65.5%                              | 34.6%                                  |
| Schoolwide                                  | 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**

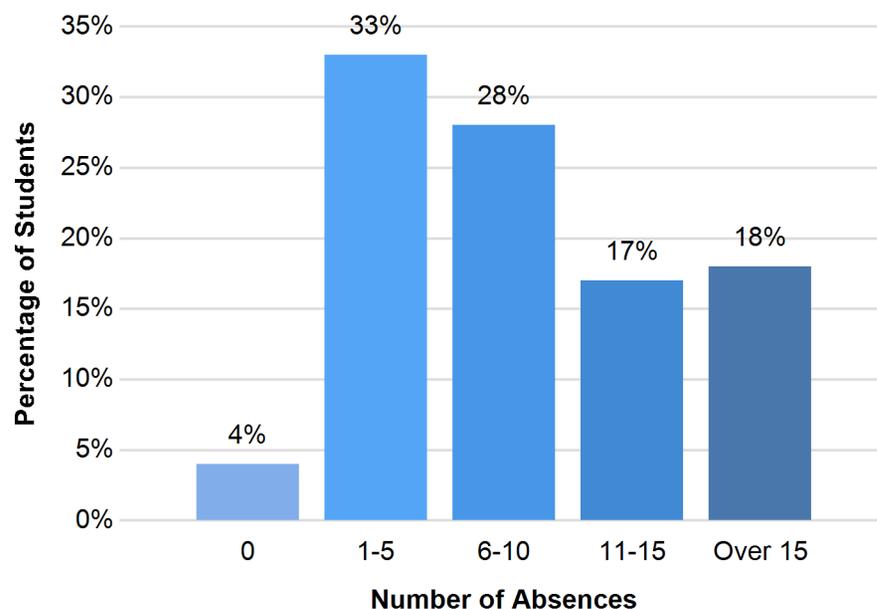
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| 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.



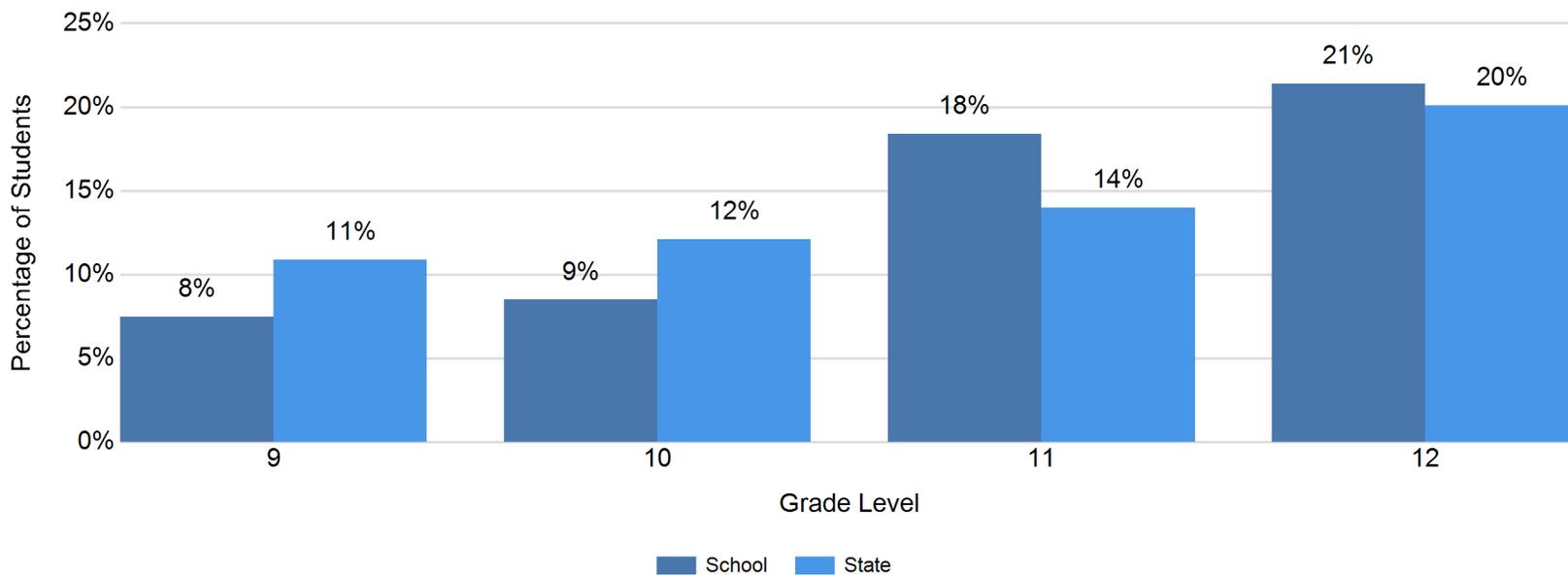


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**Chronic Absenteeism by Grade**

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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**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   | 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              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 58.1             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 59.2             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |
| <b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%         |                 | No               |

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

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



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Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide                                  | 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<br>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.

|   |   |
|---|---|
|  <p>Highlights:</p>                            | <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> |
|  <p>Mission, Vision, Theme:</p>               | <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>  |
|  <p>Awards, Recognition, Accomplishments:</p> | <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>  |



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School Narrative

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|  |  |
|--|--|
|  <p><b>Courses, Curriculum, Instruction:</b></p>   | <p>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.</p>   |
|  <p><b>Sports and Athletics:</b></p>               | <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Football (Boys), Soccer (Boys &amp; Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>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.</p> |
|  <p><b>Clubs and Activities:</b></p>             | <p>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.</p>   |
|  <p><b>Before and After School Programs:</b></p> | <p>Teachers offer extra support to students daily, before and after school. Peer tutoring is offered everyday, during lunch time, for all students.</p>  |



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**School Narrative**

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|  |   |
|--|---|
|  <p><b>Staff and Professional Learning:</b></p>    | <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> |
|  <p><b>Postsecondary Information:</b></p>          | <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>  |
|  <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. Peer tutoring and mentoring programs provide extra support for students.</p>   |
|  <p><b>Student Health and Wellness:</b></p>      | <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>  |
|  <p><b>Parent and Community Involvement:</b></p> | <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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|  |   |
|--|---|
|  <p>Climate Surveys:</p> | <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>   |
|  <p>Facilities:</p>     | <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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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.



Other Information:



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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          |
| <b>Total</b> | <b>376</b> | <b>332</b> | <b>459</b> |

## 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%          |
| <i>Two or More Races</i>            | 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%          |
| <i>Other</i>  | 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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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%   |



## SECAUCUS MIDDLE SCHOOL

2016-2017

Grade Span 06-08

17-4730-080

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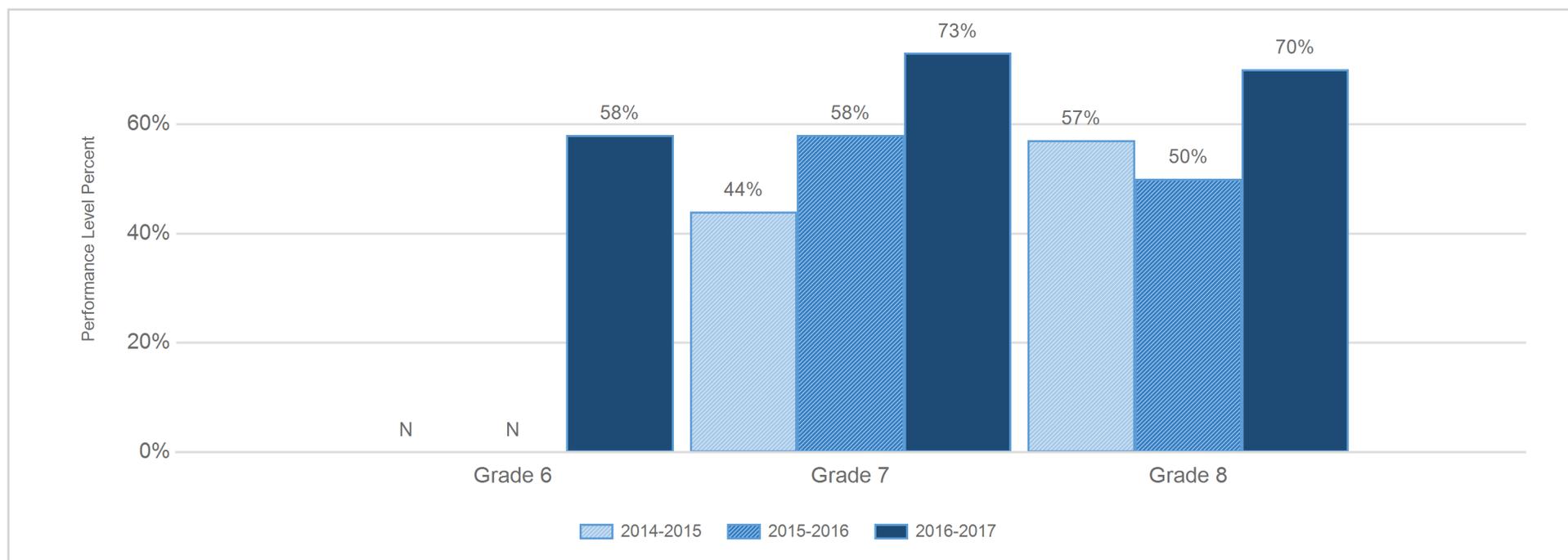
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## English Language Arts/Literacy Assessment - Performance Trends

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





**SECAUCUS MIDDLE SCHOOL**  
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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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 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%   |

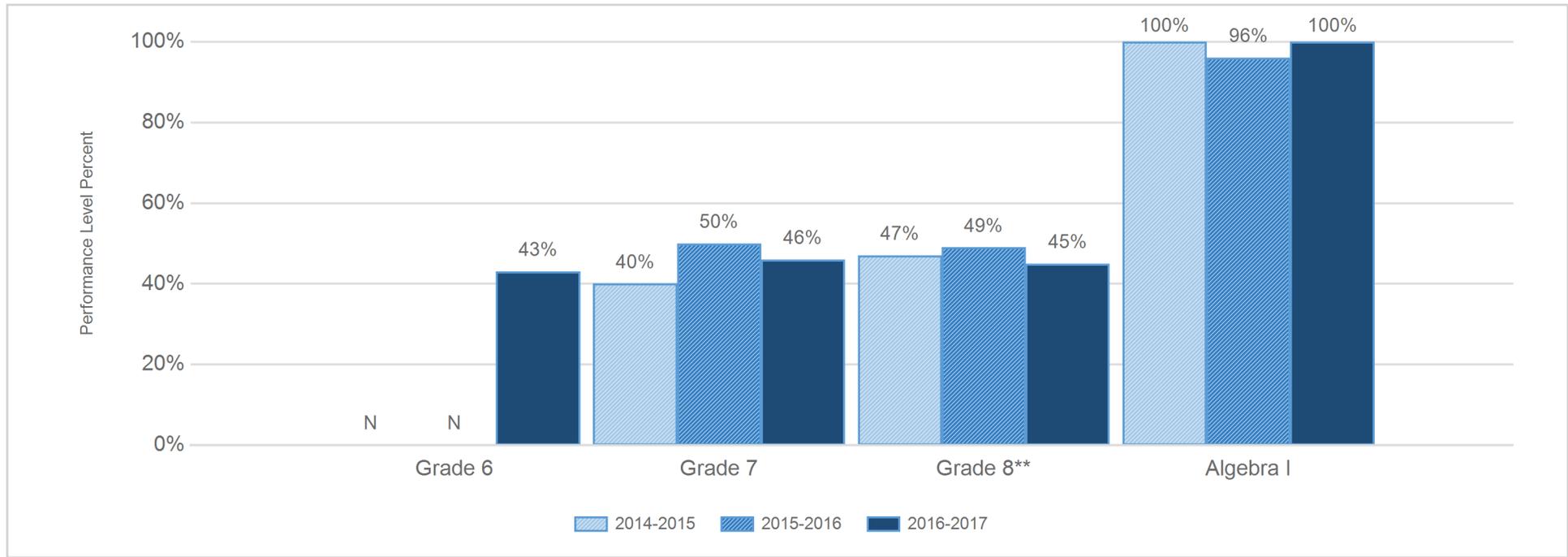


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**Mathematics Assessment – Performance Trends**

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



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



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## Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># 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.

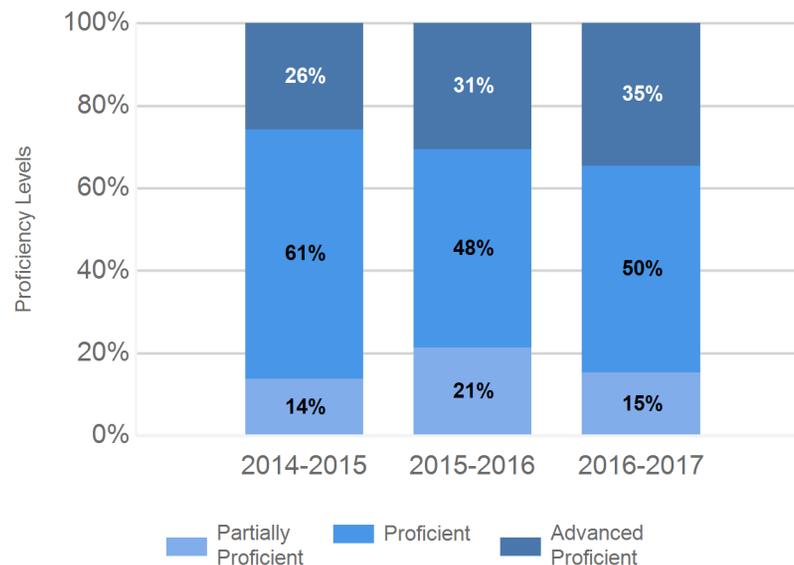
**NJASK Science Assessment Performance: Grade 8**

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:

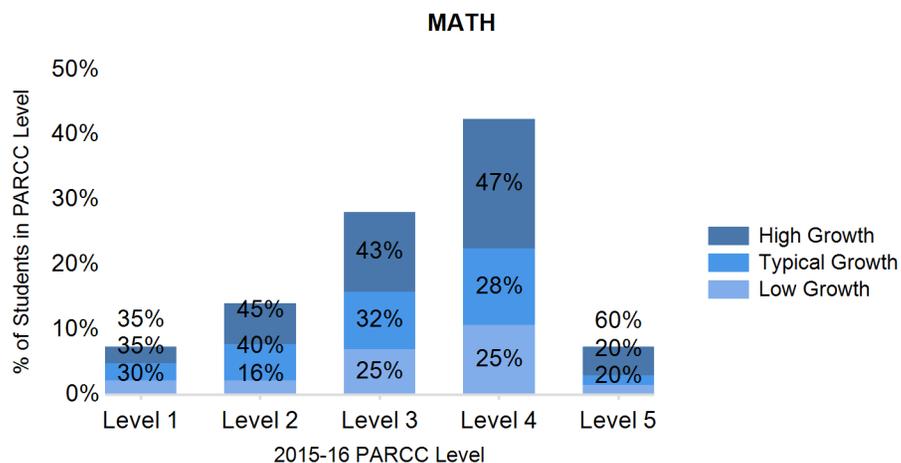
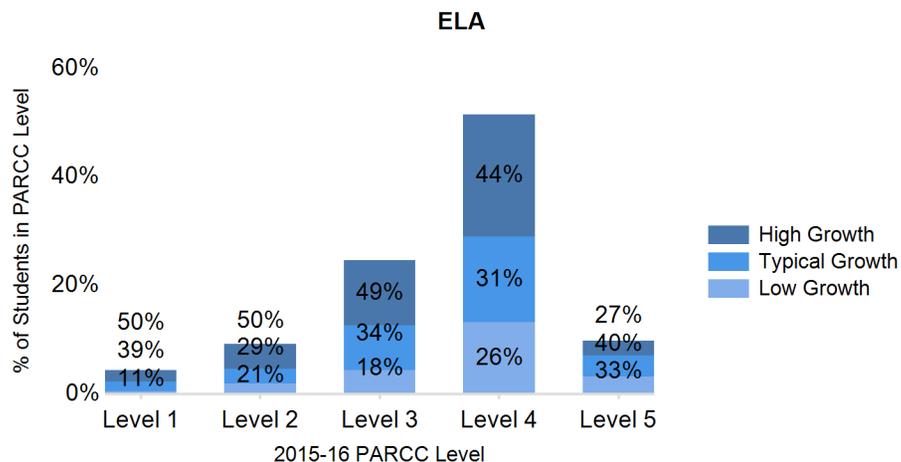
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

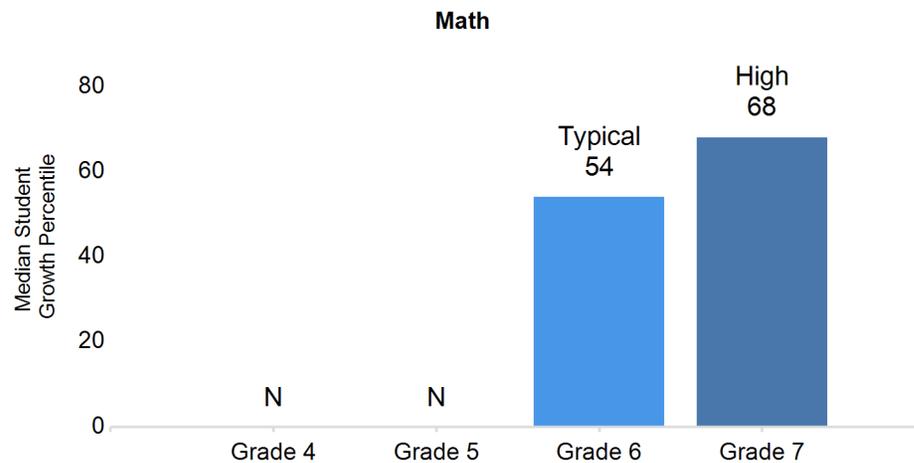
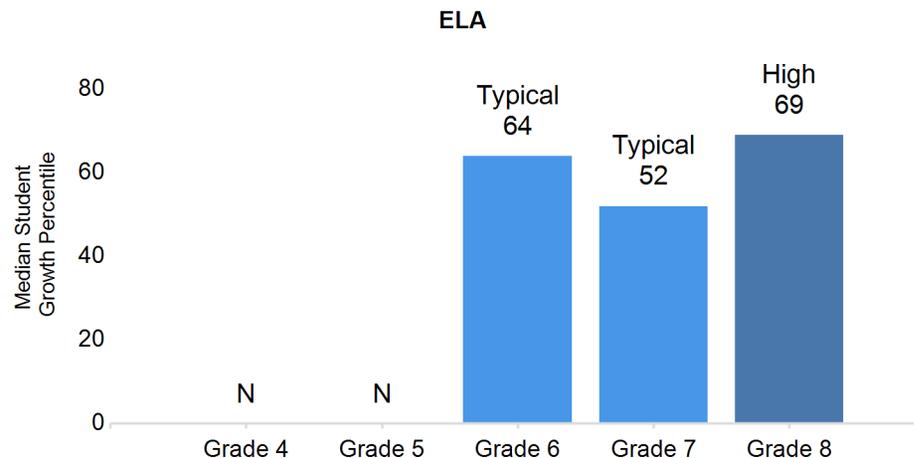
**Student Growth by Performance Level**

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.



An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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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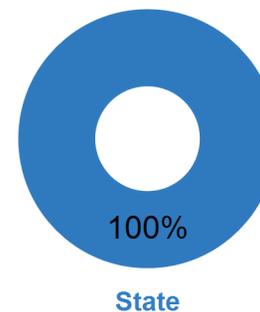
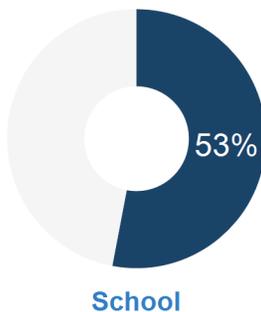
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**Visual and Performing Arts – Course Participation**

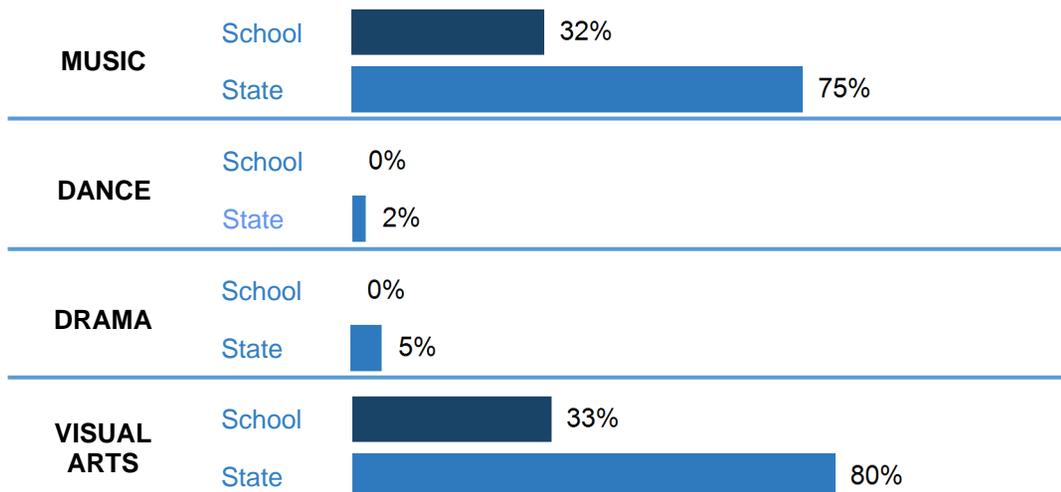
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

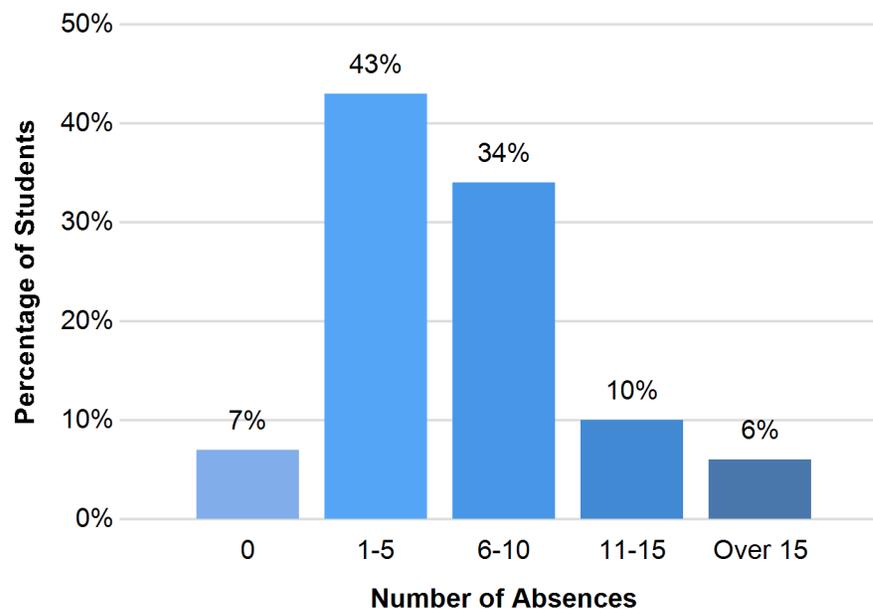
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| 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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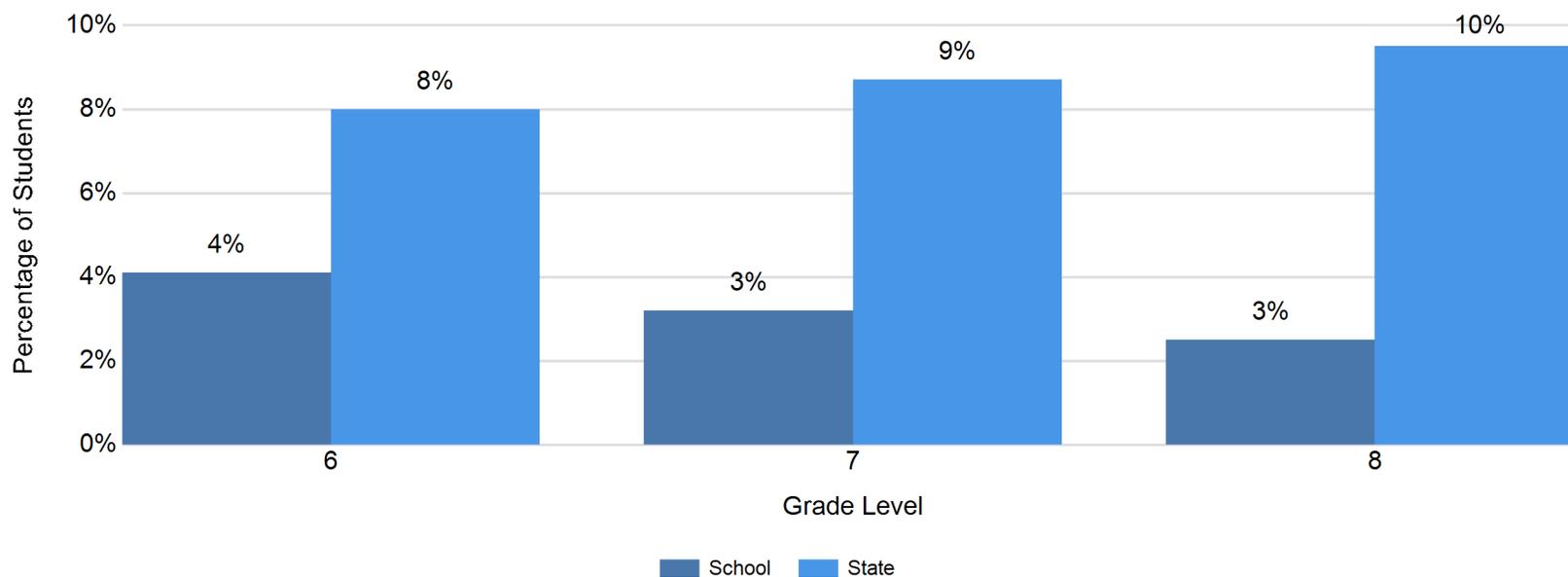
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## Chronic Absenteeism by Grade

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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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**:

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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     | 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              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 76.7             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 87.1             |
| <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                                  | 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   |

\*\* 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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 HUDSON  
 SECAUCUS TOWN  
 11 MILL RIDGE ROAD  
 SECAUCUS, NJ 07094

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<br>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.

|   |  |
|---|--|
|  <p>Highlights:</p>                            | <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> |
|  <p>Mission, Vision, Theme:</p>               | <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>  |
|  <p>Awards, Recognition, Accomplishments:</p> | <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>  |



## SECAUCUS MIDDLE SCHOOL

2016-2017

Grade Span 06-08

17-4730-080

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|  |   |
|--|---|
|  <p><b>Courses, Curriculum, Instruction:</b></p> | <p>Principles of Pre-Algebra (C, A, &amp; Honors)- Pre-Algebra Concepts, Pre-Algebra (C, A, &amp; Honors)- Intro to Algebra (Concepts &amp; A) - Algebra I, Algebra I Honors - STEM (6,7,8)- Art (6)- Spanish (7&amp;8)- Language Arts 6,7,&amp;8 (C, A, &amp; Honors)- Science 6,7&amp;8 (C, A, &amp; Honors)- PSI Physics Honors- History 6,7,8 (C,A, Honors)- PE 6,7,8- Health 6,7,8- Band- Chorus</p> |
|  <p><b>Sports and Athletics:</b></p>             | <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>                            |
|  <p><b>Clubs and Activities:</b></p>           | <p>Our school has a 6th grade band, 7th &amp; 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.</p>  |



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|--|---|
|  <p><b>Staff and Professional Learning:</b></p>    | <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> |
|  <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. Peer tutoring and mentoring programs provide extra support for students.</p>   |
|  <p><b>Student Health and Wellness:</b></p>        | <p>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.</p>  |
|  <p><b>Parent and Community Involvement:</b></p> | <p>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.</p>   |



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|  |  |
|--|--|
|  <p>Climate Surveys:</p> | <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>   |
|  <p>Facilities:</p>     | <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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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.



Other Information: