



**Clarendon School**  
(17-4730-065)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Hudson
District	Secaucus School District
Principal Name	Dr. Danielle Garzon
Address	685 FIFTH ST SECAUCUS, NJ 07094-3004
Phone Number	201-974-2012
Email Address	<a href="mailto:dgarzon@sboe.org">dgarzon@sboe.org</a>
Website	<a href="https://www.sboe.org/">https://www.sboe.org/</a>
Facebook	<a href="https://www.facebook.com/SecaucusPSD/">https://www.facebook.com/SecaucusPSD/</a>
Twitter	<a href="https://twitter.com/SecaucusPSD">https://twitter.com/SecaucusPSD</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	65	75	101
1	66	63	71
2	70	72	72
3	87	81	71
4	62	99	81
5	98	66	97
6	0	0	0
Total	448	456	493

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.8%	46.9%	46.7%
Male	54.2%	53.1%	53.3%
Economically Disadvantaged Students	26.8%	27.4%	29.6%
Students with Disabilities	18.3%	19.1%	18.3%
English Learners	3.1%	6.1%	6.7%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.2%	0.2%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	35.5%	32.2%	32.3%
Hispanic	31.0%	34.0%	35.5%
Black or African American	3.6%	3.3%	2.6%
Asian	27.9%	28.9%	27.8%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	1.8%	1.5%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	65	75	101

Enrollment by Home Language

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

Home Language	% of Students
English	79.9%
Spanish	8.3%
Chinese	2.0%
Hindi	2.0%
Arabic	1.6%
Other Languages	6.1%



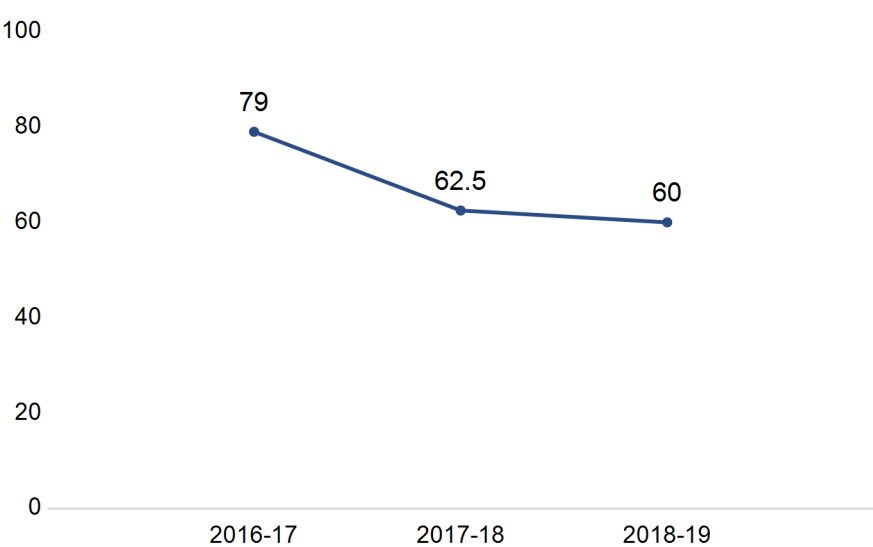
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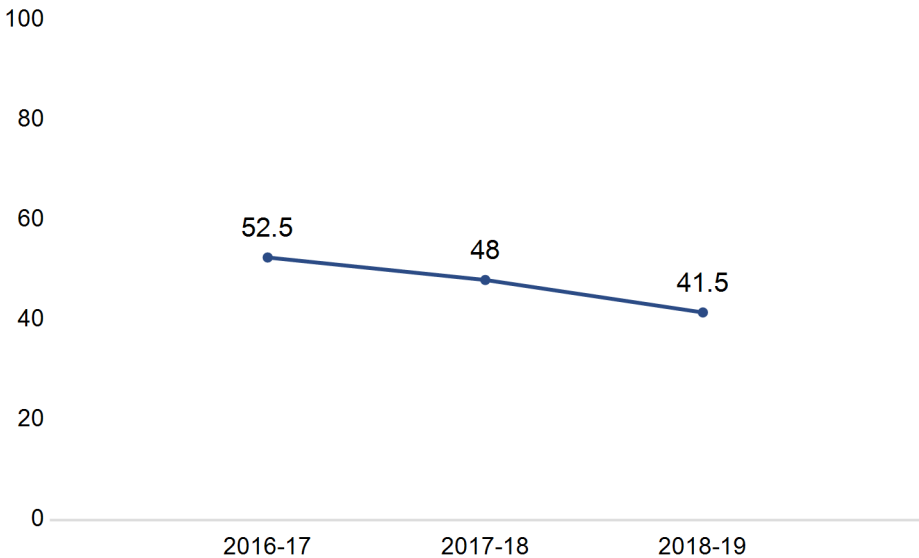
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	79	62.5	60	52.5	48	41.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	60	54	50	Exceeds Standard	41.5	52	50	Met Standard
White	54	49	50	Met Standard	45	51	52	Met Standard
Hispanic	57.5	48.5	49	Met Standard	37	44.5	47	Not Met
Black or African American	*	75	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	73	61.5	59	Exceeds Standard	53	64.5	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	63	58	53	N	45	50	50	N
Male	59.5	49	47	N	38	52.5	51	N
Economically Disadvantaged Students	59	46	48	Met Standard	32.5	43	46	Not Met
Students with Disabilities	74	46	43	Exceeds Standard	27	33	45	Not Met
English Learners	83.5	73.5	52	**	53	63	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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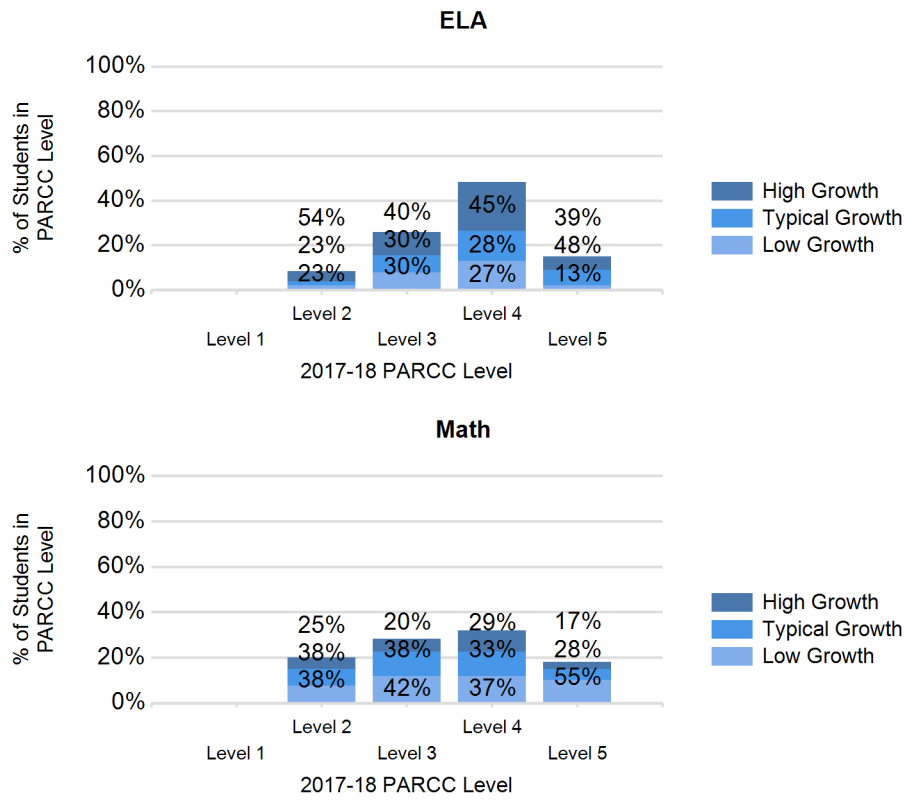
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

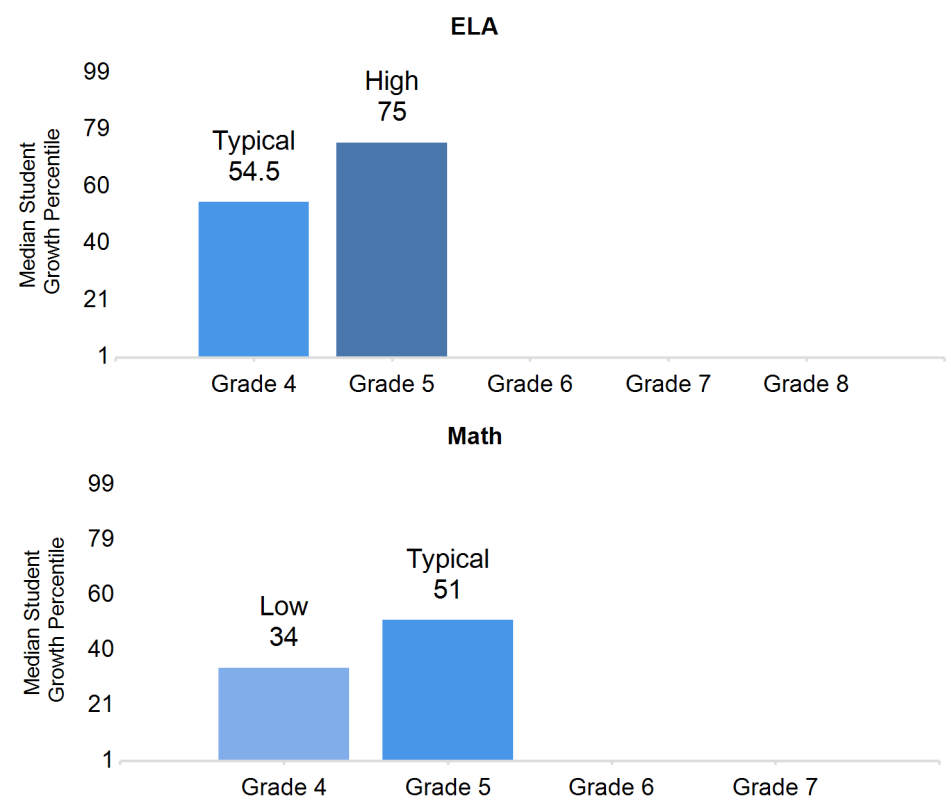
### Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



### Student Growth by Grade

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



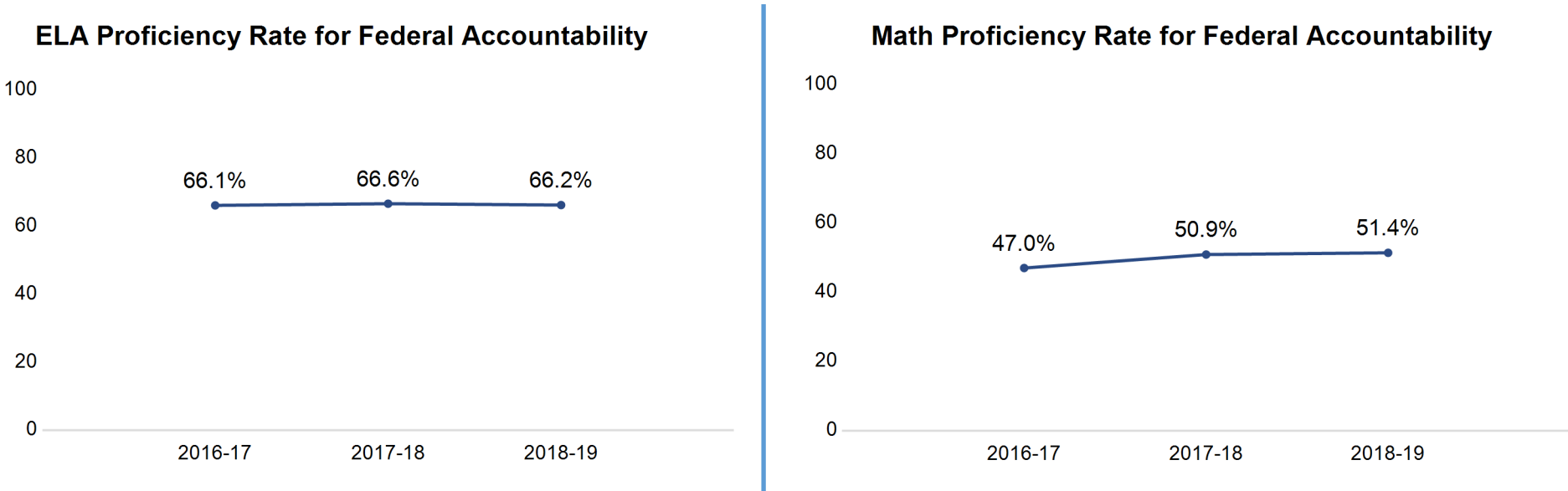


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	99.6%	98.3%	98.0%	99.1%	98.3%
Proficiency Rate for Federal Accountability	66.1%	66.6%	66.2%	47.0%	50.9%	51.4%
Annual Target	54.5%	55.9%	57.2%	53.1%	54.5%	55.9%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	98.3	66.2	63.8	57.9	66.2	57.2	Met Target
White	76	98.7	65.8	59.3	66.9	65.8	46.8	Met Target
Hispanic	79	97.7	58.2	52.2	43.9	58.2	54.5	Met Target
Black or African American	*	*	*	67.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	57	98.3	77.2	85.2	82.9	77.2	77.2	Met Target
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	71.4	64.4	*	**	**
Female	101	99.0	75.2	71.5	64.8	75.2		
Male	121	97.7	58.7	56.4	51.3	58.7		
Economically Disadvantaged Students	69	97.3	55.1	49.0	40.0	55.1	36.4	Met Target
Non-Economically Disadvantaged Students	153	98.7	71.2	70.4	67.9	71.2		
Students with Disabilities	37	95.2	27.0	*	22.7	27.0	27.6	Met Target†
Students without Disabilities	185	98.9	74.1	*	65.1	74.1		
English Learners	17	100.0	47.1	*	29.3	47.1	**	**
Non-English Learners	205	98.1	67.8	*	60.6	67.8		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.





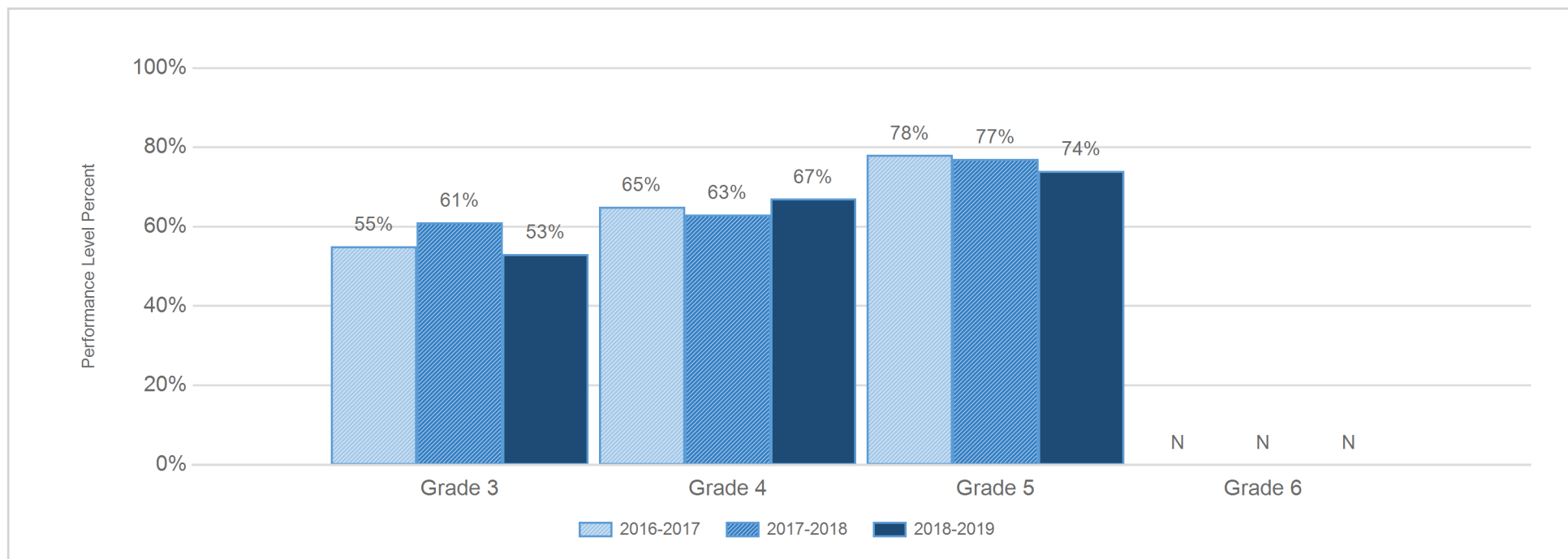
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	746	754	748	17%	*	*	*	*	53%	50%
White	20	746	751	757	*	*	*	*	*	55%	60%
Hispanic	19	741	738	734	*	*	*	*	*	42%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	16	750	764	773	*	*	*	*	*	56%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	24	760	761	753	*	*	*	*	*	67%	55%
Male	35	736	747	743	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	19	732	728	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	40	752	762	759	*	*	*	*	*	58%	61%
Students with Disabilities	12	694	702	719	*	*	*	*	*	*	24%
Students without Disabilities	47	759	766	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	762	757	755	*	*	25%	44%	23%	67%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	27	747	747	743	*	*	37%	*	*	52%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	23	776	772	779	*	0%	*	*	*	83%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	38	768	758	760	*	*	*	*	*	74%	62%
Male	35	756	756	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	22	737	741	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	51	774	766	765	*	*	*	*	*	80%	69%
Students with Disabilities	14	737	729	725	*	*	*	*	*	29%	25%
Students without Disabilities	59	768	763	761	*	*	*	*	*	76%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	768	767	756	*	*	17%	60%	14%	74%	58%
White	33	764	763	764	*	*	*	*	*	70%	68%
Hispanic	36	762	759	743	*	*	*	*	*	67%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	18	785	787	781	*	0%	0%	*	*	94%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	39	777	779	761	*	*	*	*	*	82%	64%
Male	53	762	757	750	*	*	*	*	*	68%	52%
Economically Disadvantaged Students	29	760	753	740	*	*	*	*	*	72%	39%
Non-Economically Disadvantaged Students	63	772	774	766	*	*	*	*	*	75%	69%
Students with Disabilities	10	736	724	724	*	*	*	*	*	40%	23%
Students without Disabilities	82	772	774	762	*	*	*	*	*	78%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	98.3	51.4	46.6	44.5	51.4	55.9	Met Target†
White	76	98.7	51.3	42.0	54.1	51.3	46.8	Met Target
Hispanic	79	97.7	35.4	30.6	28.8	35.4	47.8	Not Met
Black or African American	*	*	*	46.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	57	98.3	75.4	75.3	76.5	75.4	74.9	Met Target
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	57.1	53.3	*	**	**
Female	101	99.0	53.5	47.5	44.9	53.5		
Male	121	97.7	49.6	45.8	44.2	49.6		
Economically Disadvantaged Students	69	97.3	33.3	29.7	26.3	33.3	35	Met Target†
Non-Economically Disadvantaged Students	153	98.7	59.5	54.4	54.9	59.5		
Students with Disabilities	37	95.2	16.2	*	17.4	16.2	19.8	Met Target†
Students without Disabilities	185	99.0	58.4	*	50.0	58.4		
English Learners	17	100.0	41.2	25.0	25.0	41.2	**	**
Non-English Learners	205	98.1	52.2	47.7	46.5	52.2		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

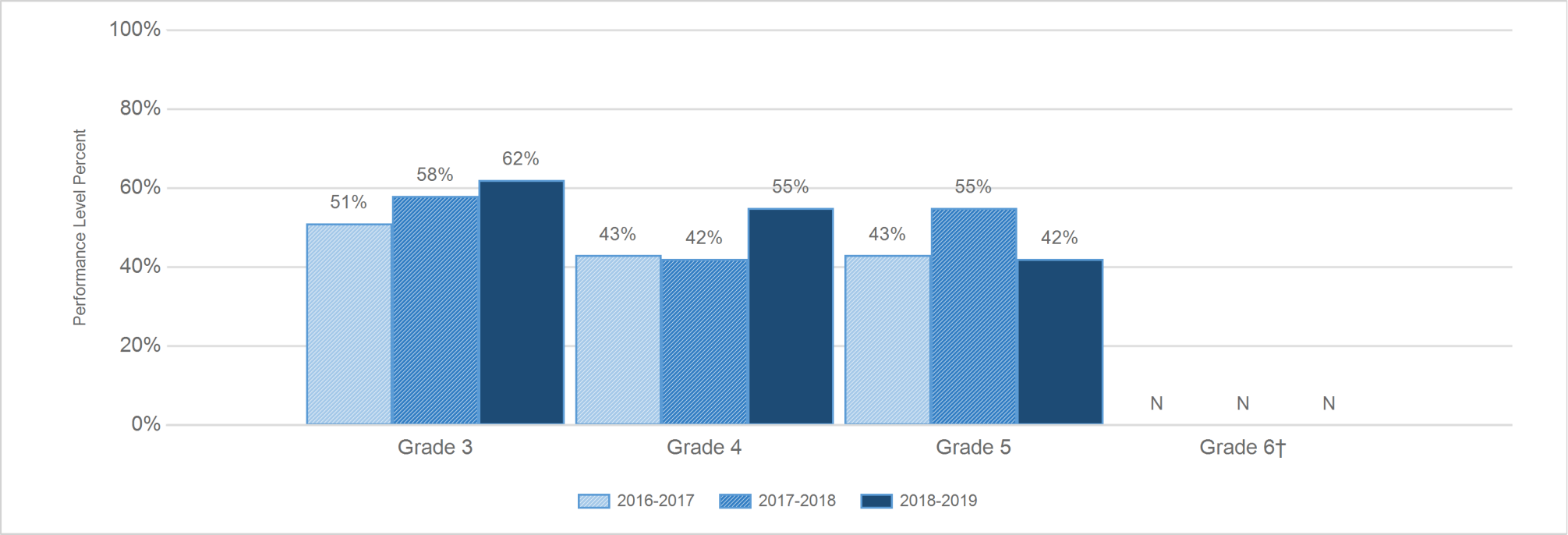


Clarendon School  
(17-4730-065)  
Grades Offered: KG-05  
2018-2019

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**N** No Data is available to display  
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	753	759	752	*	*	17%	*	*	62%	55%
White	20	753	753	760	*	*	*	*	*	60%	66%
Hispanic	20	749	747	739	*	*	*	*	*	55%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	16	757	772	778	0%	*	*	*	*	75%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	24	753	761	751	*	*	*	*	*	67%	54%
Male	36	752	757	752	*	*	*	*	*	58%	56%
Economically Disadvantaged Students	20	744	740	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	40	757	766	761	*	*	*	*	*	68%	67%
Students with Disabilities	12	719	724	731	*	*	*	*	*	17%	31%
Students without Disabilities	48	761	767	756	*	*	*	*	*	73%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	74	754	751	749	*	*	30%	*	*	55%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	28	738	737	737	*	*	43%	*	*	29%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	23	773	771	776	0%	0%	*	*	*	87%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	38	753	746	749	*	*	*	*	*	55%	50%
Male	36	756	755	749	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	22	732	735	734	*	*	*	*	*	23%	32%
Non-Economically Disadvantaged Students	52	764	759	759	*	*	*	*	*	69%	63%
Students with Disabilities	14	734	725	726	*	*	*	*	*	29%	25%
Students without Disabilities	60	759	756	754	*	*	*	*	*	62%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%





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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	748	748	747	*	18%	34%	*	*	42%	47%
White	33	744	743	755	*	*	*	*	*	42%	58%
Hispanic	36	739	738	735	*	*	47%	*	*	31%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	18	774	774	775	*	*	*	*	*	67%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	39	748	752	747	*	*	31%	*	*	44%	47%
Male	53	748	744	747	*	*	36%	*	*	42%	47%
Economically Disadvantaged Students	29	737	734	732	*	*	45%	*	*	28%	27%
Non-Economically Disadvantaged Students	63	752	755	757	*	*	29%	*	*	49%	59%
Students with Disabilities	10	721	715	725	*	*	*	*	*	*	19%
Students without Disabilities	82	751	753	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	80.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	81.8%	18.2%
3-4	*	*	*
5 or more	*	*	*



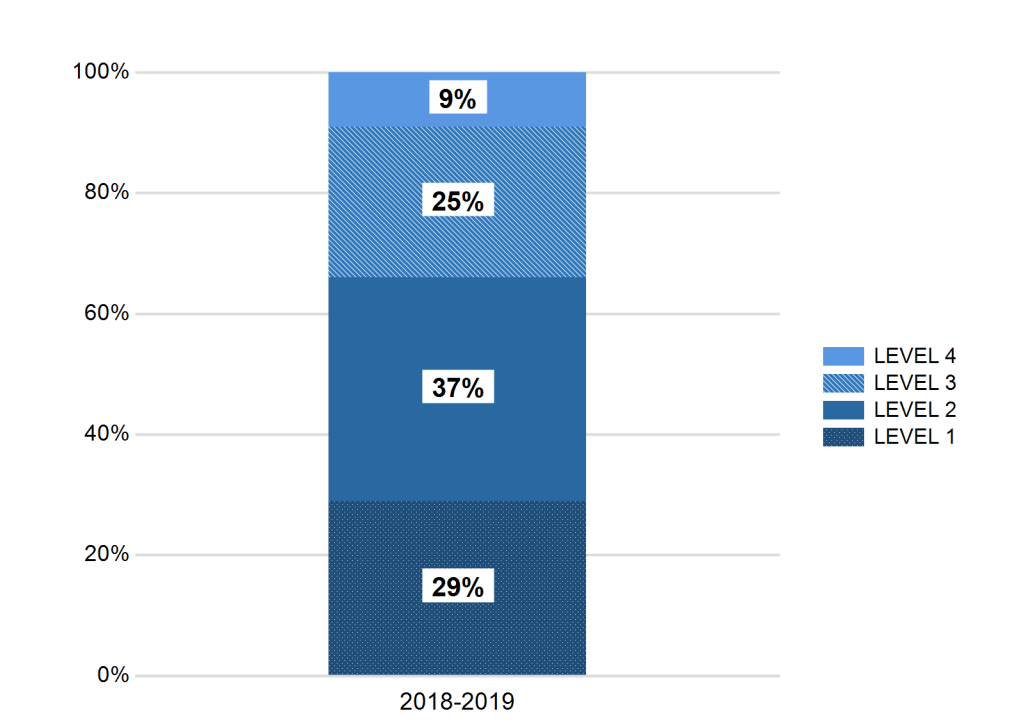
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	29	37	25	9
White	32	35	19	14
Hispanic	30	49	22	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	11	22	44	22
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	48	18	13
Male	33	30	30	7
Economically Disadvantaged Students	37	47	17	0
Non-Economically Disadvantaged Students	25	33	28	13
Students with Disabilities	57	43	0	0
Students without Disabilities	24	36	29	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

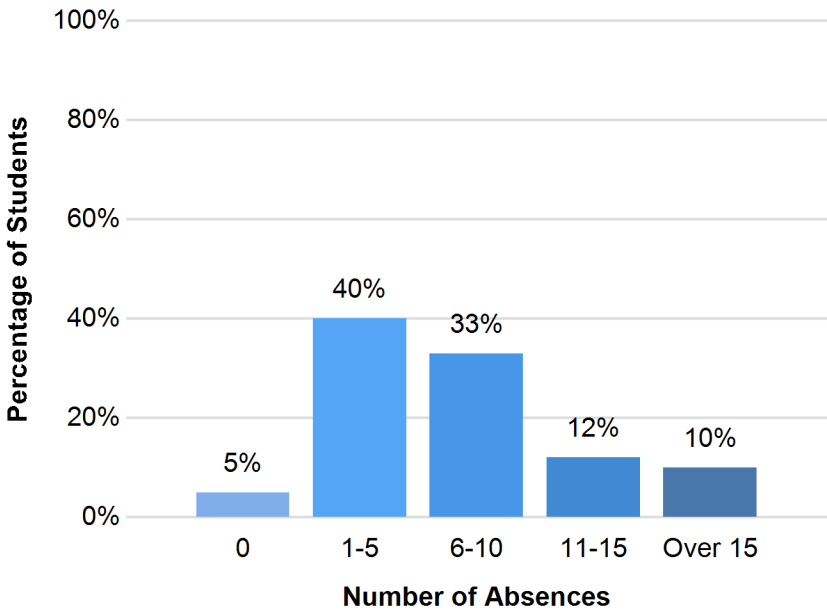
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	34	7.2	8.9	Met
White	10	6.6	8.9	Met
Hispanic	14	8.5	8.9	Met
Black or African American	3	25.0	**	**
Asian, Native Hawaiian, or Pacific	7	5.3	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	14	6.3		
Male	20	8.0		
Economically Disadvantaged Students	15	11.3	8.9	Not Met
Students with Disabilities	8	11.3	8.9	Not Met
English Learners	2	6.5	8.9	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





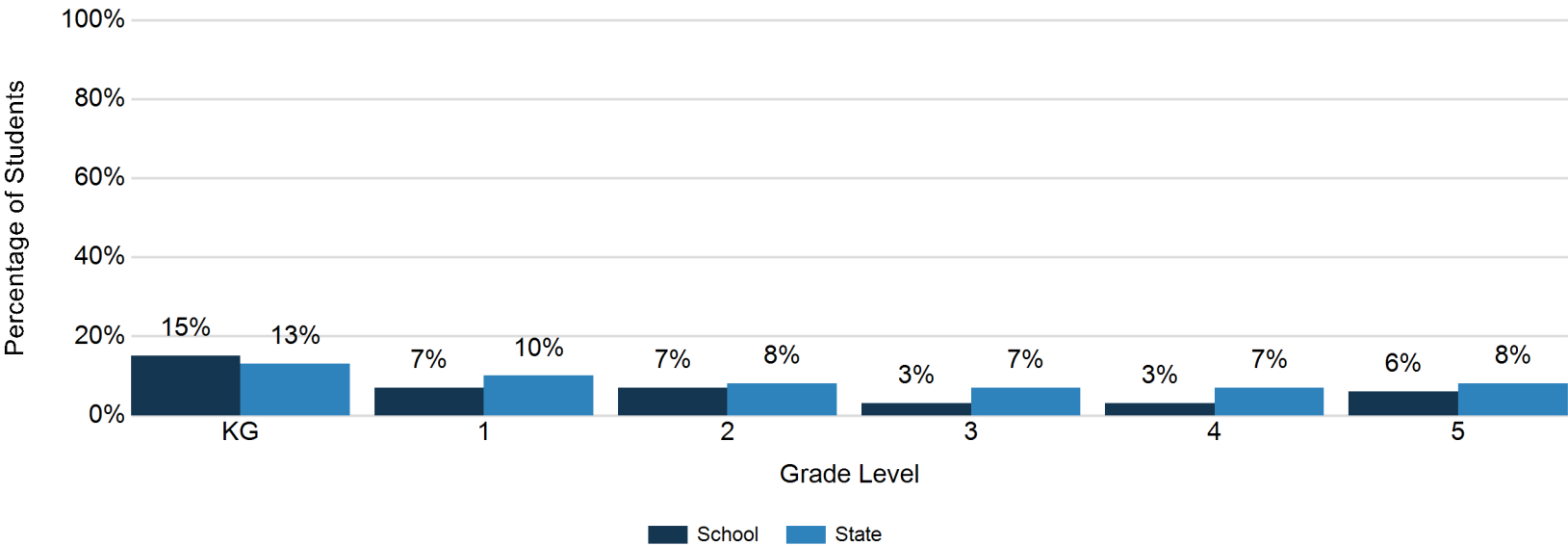
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Chronic Absenteeism by Grade

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





Clarendon School

(17-4730-065)

Grades Offered: KG-05

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.41

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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

\*



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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.7:1



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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	13.1	16.0
Average years experience in district	10.7	12.0
Percentage of Administrators with 4 or more years experience in the district	73.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	247:1	151:1
Teachers to Administrators	21:1	12:1
Students to Librarians/Media Specialists		N
Students to Nurses		454:1
Students to Counselors		252:1
Students to Child Study Team Members		284:1





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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	92.9%	50.0%	48.4%	77.1%	54.9%
Male	53.3%	7.1%	50.0%	51.6%	22.9%	45.1%
White	32.3%	90.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	35.5%	9.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	27.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Clarendon School  
(17-4730-065)  
Grades Offered: KG-05  
2018-2019

**Report Key:**  
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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	62.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.3%



**Clarendon School**  
(17-4730-065)  
Grades Offered: KG-05  
2018-2019

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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Clarendon School  
(17-4730-065)  
Grades Offered: KG-05  
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Clarendon School  
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2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.1%	66.6%	66.2%
Math Proficiency	47.0%	50.9%	51.4%
ELA Growth	79	62	60
Math Growth	52	48	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.8%	80.0%
Chronic Absenteeism	4.9%	6.1%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Clarendon School**  
 (17-4730-065)  
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 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Exceeds Standard	Met Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Exceeds Standard	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

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



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## School Narrative

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



### Highlights:

- Ongoing infusion of technology content programs is vital to Clarendon School. Grades 3-5 received 1:1 access to Chrome books in the classroom. Grades K-2 have small group access in the classrooms.
- Instruction is driven by the NJ Student Learning Standards, Next Generation Science Standards and frequently revised K-8 curriculum.
- Clarendon School recognizes that parents and/or guardians are an integral part of their child's education.



### Mission, Vision, Theme:

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.



### Awards, Recognition, Accomplishments:

NJSLA scores continue to increase 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 and Governor's Educational Service Provider of the Year to recognize dedication and professionalism as an educator in Clarendon Elementary School. During the 2017-2018 school year one of our teacher's was selected as the 2018-2019 Hudson County Teacher of the Year and a NJ State Finalist. Multiple students have been honored in the Hudson County STEM Showcase, competing in the Geography & Spelling Bee as well as, a number of students receiving excellent scores on the NJSLA Assessment. Staff at Clarendon & the MS have presented at the NJ School Boards Conference & NJEA Convention.







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 <div>Courses, Curriculum, Instruction:</div>	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.
 <div>Clubs and Activities:</div>	Clarendon School offers a wide variety of clubs to engage the interest of all our students, including: Drama Club, Dance Club, Newspaper Club, Student Government Organization, Safety Patrol, Peacekeepers Club, Media Club, Boys' and Girls' Circle, Chorus, Construct It Club, Character Education Club and Concert Band.



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#### Before and After School Programs:

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. Additional clubs offered at Clarendon: Construct It Club, Character Education Club, Newspaper/Peacekeeper Club, Safety Patrol, Girl's Circle, Boy's Circle, & SGO. 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 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.



#### Staff and Professional Learning:

Staff members are provided Professional Development training through the year. Newly hired teachers are enrolled in an extensive four day training that will enhance their performance as a teacher. Professional Learning Communities are ongoing and implemented in each grade where teachers meet during their common prep in order to enhance instruction and analyze data. Training is provided as needed when new programs are implemented in the curriculum.



#### Postsecondary Information:

n/a






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 <div>Student Supports and Services:</div>	<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>
 <div>Student Health and Wellness:</div>	<p>The National School Lunch Program is available to all students, breakfast and lunch. Students engage in physical education classes and an additional 25-30 minute recess during the lunch period. Health courses include introduction to nutrition, exercise and personal hygiene.</p>
 <div>Parent and Community Involvement:</div>	<p>The PTA is active and supportive of students with each child receiving money toward field trips and book fair purchases. Parent workshops are offered throughout the year, morning and evening sessions, to give 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. There are also multiple events that take place throughout the course of the school year providing parents with an opportunity to visit the school.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</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. Students in grades 3-5 are equipped with 1:1 Chromebook access throughout the day. 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>
 <p>School Safety:</p>	<p>Security is of primary importance in the Secaucus School District. All outside doors are kept locked during the morning and afternoon sessions. Visitors must present themselves to the Security Guard at the Main Entrance to be admitted. Parents/Guardians and other visitors are required to report to the office upon entering the building. All volunteers and visitors are required to sign in and wear the identification badge issued in the school office. A comprehensive school action plan is reviewed and updated annually. School personnel receive training from experts on how to respond to emergency situations and safety/security drills are conducted twice monthly. The Secaucus Board of Education has adopted an emergency/evacuation in all schools. Evacuation drills are conducted throughout the year.</p>





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 <div>Technology and STEM:</div>	<p>The Secaucus Board of Education recognizes that as telecommunications and other technologies shift the manner in which information is accessed, communicated, and transferred that these changes will alter the nature of teaching and learning. Access to telecommunications will allow each student to explore databases, libraries, Internet sites, bulletin boards and other such electronic sources, while exchanging information with individuals throughout the world.</p>
 <div>Early Childhood Education:</div>	<p>The Secaucus Public Schools provide partial day pre-kindergarten and full day kindergarten programs that focus on developing each child’s social, emotional, and academic skills. This program focuses on the whole child, addressing the social, emotional, physical, creative and intellectual needs of the young child. The Pre-K program is committed to promoting this full development through a sequential approach of pre-academic readiness skills in a non-competitive setting. Students’ progress at their own rate and according to their individual interests and abilities. The curriculum for the Pre-Kindergarten is drawn from the unique needs and learning styles of the young child, it is therefore child-centered</p>




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<div></div> <div>Other Information</div>	<p>Clarendon Elementary School is an exceptional learning community with a population of 481 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. 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. All students wear a school uniform and assistance is provided to families in need to purchase mandatory clothing. Clarendon School is open to all Secaucus residents to provide an appropriate education.</p>
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**Huber Street School**  
(17-4730-070)  
Grades Offered: PK-05  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Huber Street School**  
(17-4730-070)  
Grades Offered: PK-05  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Hudson
District	Secaucus School District
Principal Name	Mr. Robert Valente
Address	1520 PATERSON PLANK RD SECAUCUS, NJ 07094
Phone Number	201-974-2055
Email Address	<a href="mailto:rvalente@sboe.org">rvalente@sboe.org</a>
Website	<a href="https://www.sboe.org/">https://www.sboe.org/</a>
Facebook	<a href="https://www.facebook.com/SecaucusPSD/">https://www.facebook.com/SecaucusPSD/</a>
Twitter	<a href="https://twitter.com/SecaucusPSD">https://twitter.com/SecaucusPSD</a>





Huber Street School

(17-4730-070)

Grades Offered: PK-05

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	92	98	113
KG	79	88	96
1	95	83	90
2	87	95	80
3	74	79	93
4	94	82	84
5	74	95	87
6	0	0	0
Total	595	620	643

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.9%	48.2%	47.7%
Male	50.1%	51.8%	52.3%
Economically Disadvantaged Students	23.9%	22.6%	22.9%
Students with Disabilities	15.1%	15.3%	15.7%
English Learners	2.7%	2.6%	2.5%
Homeless Students	0.3%	0.5%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.3%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	33.8%	34.0%	29.5%
Hispanic	26.9%	26.6%	25.7%
Black or African American	3.9%	3.2%	4.0%
Asian	33.6%	34.8%	39.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.7%	1.1%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	92	82	103
PK - Full Day	0	16	10
KG - Half Day	0	0	0
KG - Full Day	79	88	96

Enrollment by Home Language

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

Home Language	% of Students
English	86.2%
Spanish	3.6%
Hindi	2.0%
Other Languages	8.2%



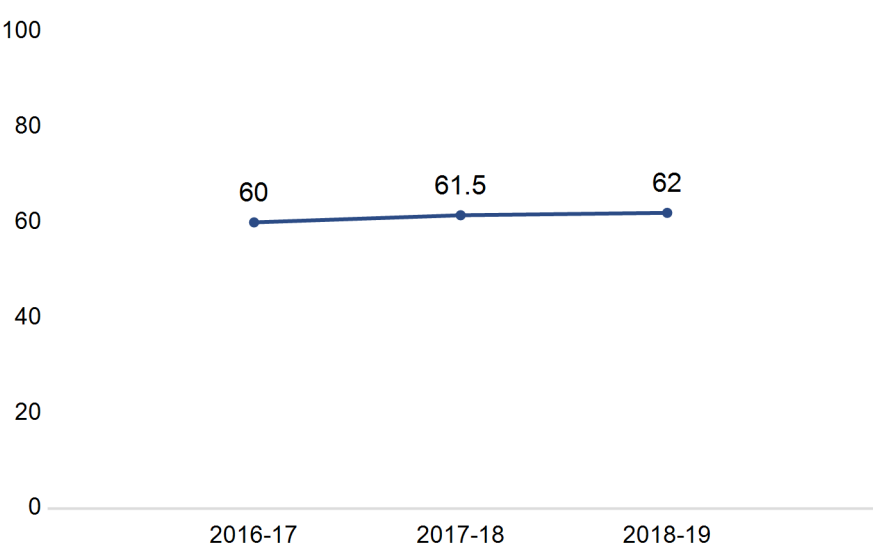
Huber Street School  
(17-4730-070)  
Grades Offered: PK-05  
2018-2019

**Report Key:**  
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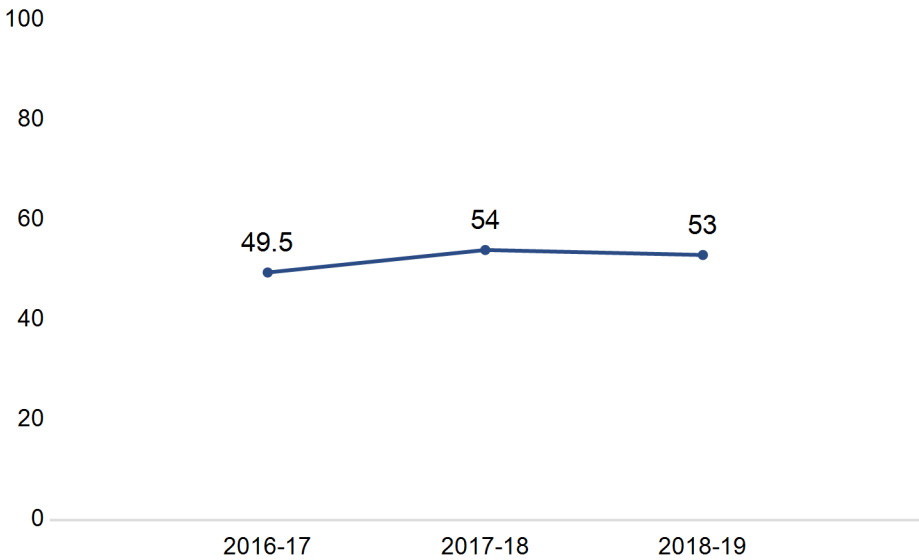
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	61.5	62	49.5	54	53
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	62	54	50	Exceeds Standard	53	52	50	Met Standard
White	64	49	50	Exceeds Standard	53	51	52	Met Standard
Hispanic	52	48.5	49	Met Standard	45	44.5	47	Met Standard
Black or African American	*	75	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	63.5	61.5	59	Exceeds Standard	59	64.5	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	68	58	53	N	49	50	50	N
Male	46	49	47	N	55	52.5	51	N
Economically Disadvantaged Students	36.5	46	48	Not Met	47.5	43	46	Met Standard
Students with Disabilities	41	46	43	Met Standard	52	33	45	Met Standard
English Learners	*	73.5	52	**	*	63	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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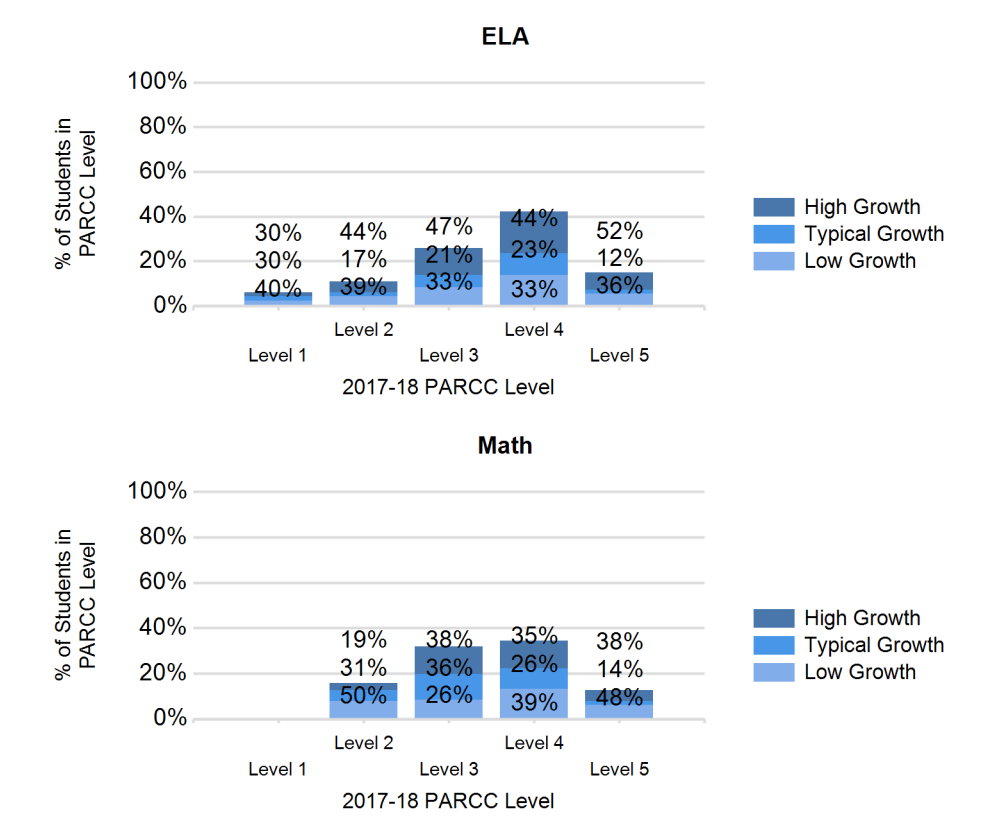
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

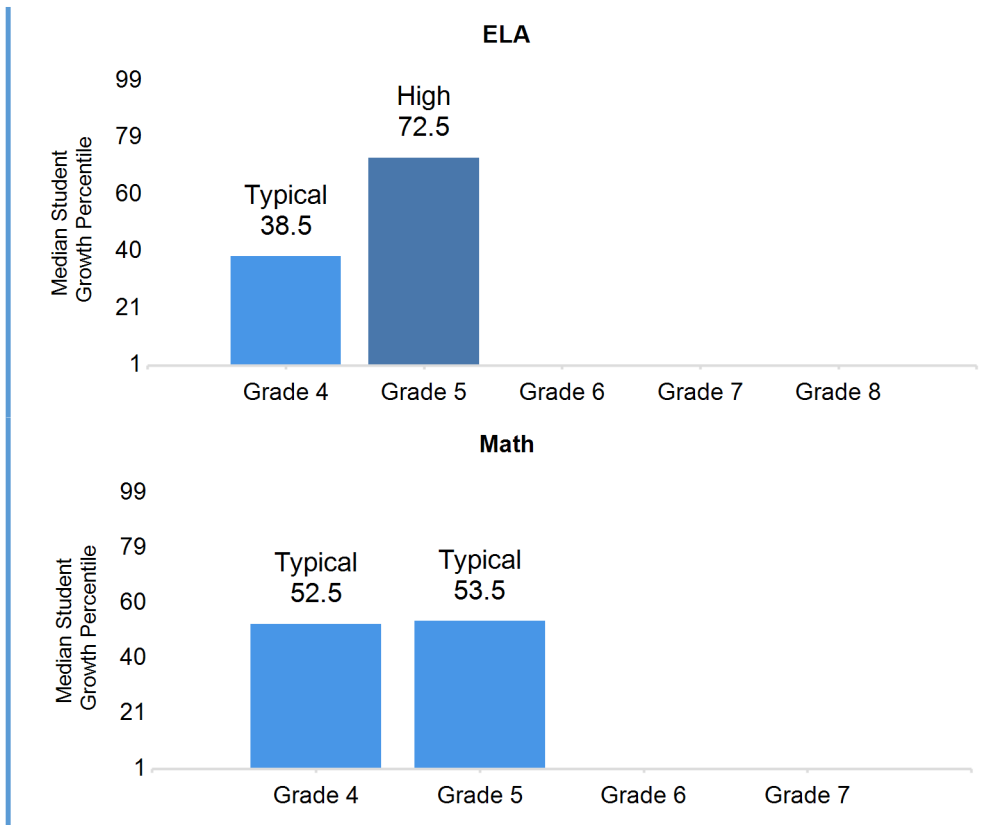
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



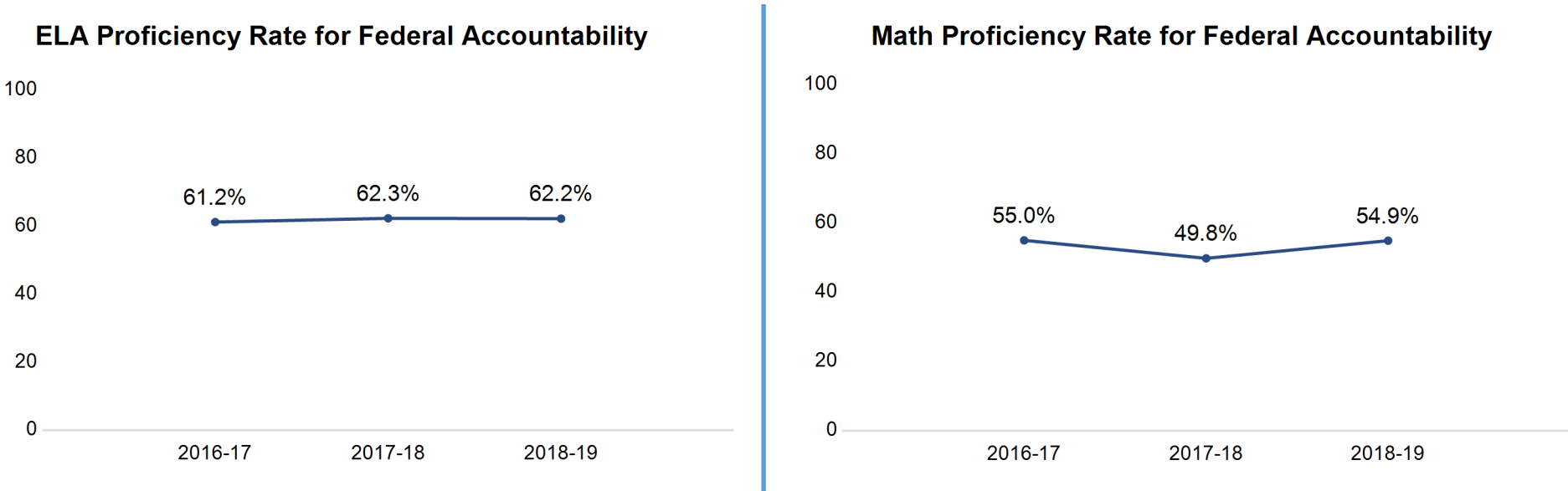


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	98.9%	98.6%	98.0%	98.9%	98.6%
Proficiency Rate for Federal Accountability	61.2%	62.3%	62.2%	55.0%	49.8%	54.9%
Annual Target	61.3%	62.3%	63.3%	57.1%	58.3%	59.5%
Met Annual Target?	Met Target†	Met Target	Met Target†	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	275	98.6	62.2	63.8	57.9	62.2	63.3	Met Target†
White	89	98.9	53.9	59.3	66.9	53.9	63.2	Not Met
Hispanic	84	96.6	41.7	52.2	43.9	41.7	46.6	Met Target†
Black or African American	*	*	*	67.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	87	100.0	86.2	85.2	82.9	86.2	72.4	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	71.4	64.4	*	**	**
Female	137	98.6	67.2	71.5	64.8	67.2		
Male	138	98.6	57.2	56.4	51.3	57.2		
Economically Disadvantaged Students	84	97.7	35.7	49.0	40.0	35.7	50	Not Met
Non-Economically Disadvantaged Students	191	99.0	73.8	70.4	67.9	73.8		
Students with Disabilities	48	98.0	10.4	*	22.7	10.4	21.6	Not Met
Students without Disabilities	227	98.7	73.1	*	65.1	73.1		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

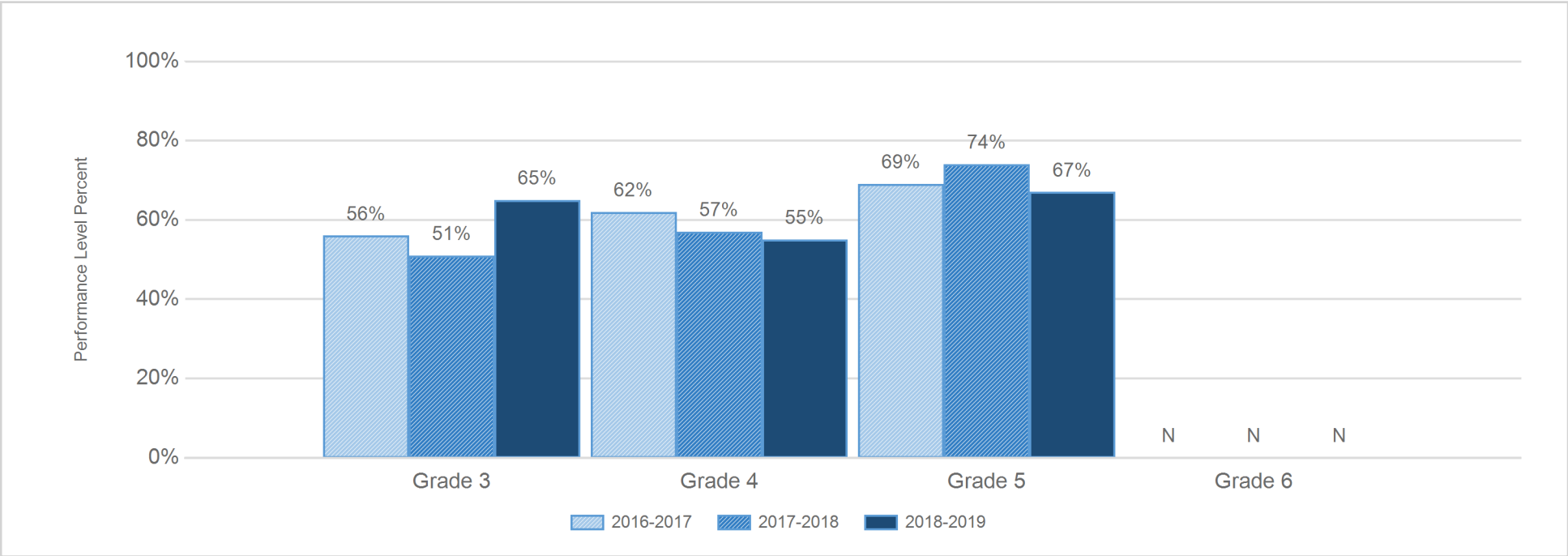


Huber Street School  
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Huber Street School  
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	98	758	754	748	10%	*	18%	*	*	65%	50%
White	31	755	751	757	*	*	*	*	*	61%	60%
Hispanic	22	736	738	734	*	*	*	*	*	36%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	39	770	764	773	*	*	*	*	*	79%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	51	762	761	753	*	*	*	*	*	69%	55%
Male	47	754	747	743	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	21	725	728	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	77	768	762	759	*	*	*	*	*	74%	61%
Students with Disabilities	18	708	702	719	56%	*	*	*	*	22%	24%
Students without Disabilities	80	770	766	754	0%	*	*	*	*	75%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%





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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	87	753	757	755	*	*	31%	*	*	55%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	31	746	747	743	*	*	35%	*	*	42%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	26	769	772	779	0%	0%	*	*	*	85%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	41	750	758	760	*	*	27%	*	*	51%	62%
Male	46	756	756	750	*	*	35%	*	*	59%	53%
Economically Disadvantaged Students	32	743	741	740	*	*	41%	*	*	34%	40%
Non-Economically Disadvantaged Students	55	759	766	765	*	*	25%	*	*	67%	69%
Students with Disabilities	13	720	729	725	*	*	*	*	*	*	25%
Students without Disabilities	74	759	763	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	90	767	767	756	*	*	18%	42%	24%	67%	58%
White	32	761	763	764	*	*	*	*	*	59%	68%
Hispanic	31	756	759	743	*	*	35%	*	*	48%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	23	789	787	781	0%	*	0%	*	*	96%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	46	781	779	761	*	*	*	*	*	78%	64%
Male	44	751	757	750	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	30	747	753	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	60	777	774	766	*	*	*	*	*	78%	69%
Students with Disabilities	14	715	724	724	*	*	*	*	*	*	23%
Students without Disabilities	76	776	774	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	275	98.6	54.9	46.6	44.5	54.9	59.5	Met Target†
White	89	98.9	44.9	42.0	54.1	44.9	56.3	Not Met
Hispanic	84	96.7	36.9	30.6	28.8	36.9	38.3	Met Target†
Black or African American	*	*	*	46.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	87	100.0	83.9	75.3	76.5	83.9	76.5	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	57.1	53.3	*	**	**
Female	137	98.6	56.9	47.5	44.9	56.9		
Male	138	98.6	52.9	45.8	44.2	52.9		
Economically Disadvantaged Students	84	97.7	32.1	29.7	26.3	32.1	48.1	Not Met
Non-Economically Disadvantaged Students	191	99.0	64.9	54.4	54.9	64.9		
Students with Disabilities	48	98.0	16.7	*	17.4	16.7	21.6	Met Target†
Students without Disabilities	227	98.7	63.0	*	50.0	63.0		
English Learners	*	*	*	25.0	25.0	*	**	**
Non-English Learners	*	*	*	47.7	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

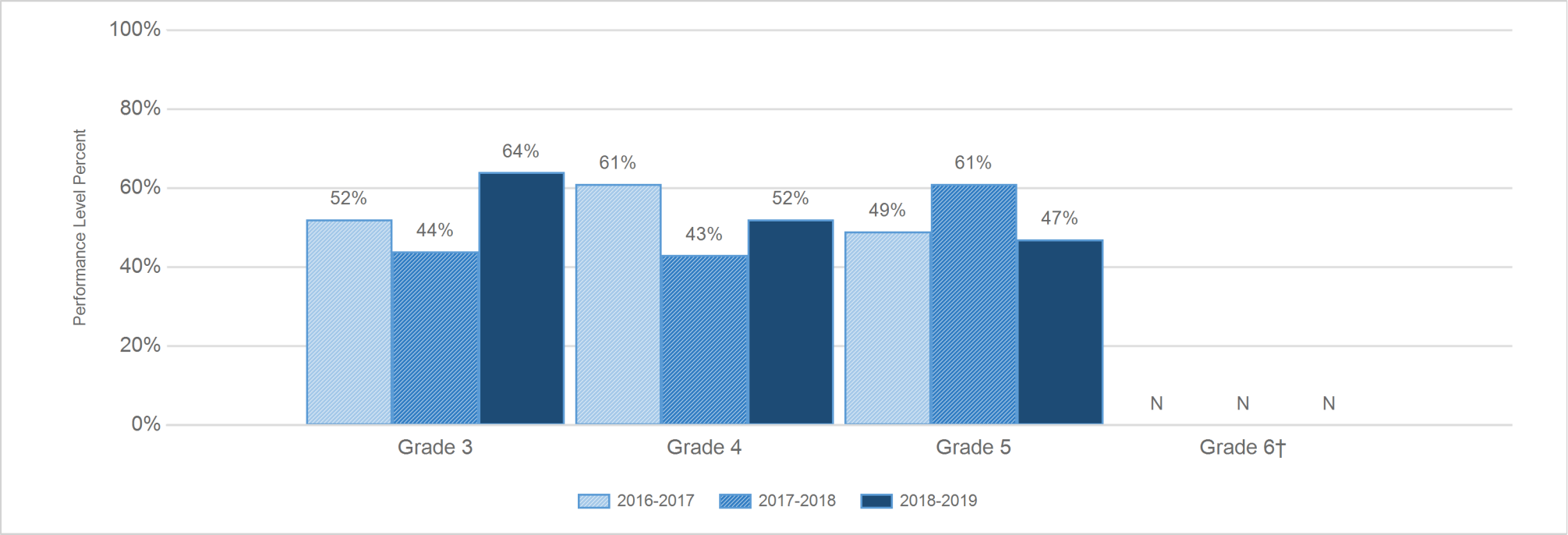


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	98	763	759	752	*	*	23%	45%	19%	64%	55%
White	31	753	753	760	*	*	35%	*	*	52%	66%
Hispanic	22	745	747	739	*	*	*	*	*	41%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	39	779	772	778	*	*	*	54%	33%	87%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	51	764	761	751	*	*	25%	*	*	65%	54%
Male	47	761	757	752	*	*	21%	*	*	64%	56%
Economically Disadvantaged Students	21	736	740	737	*	*	*	*	*	29%	37%
Non-Economically Disadvantaged Students	77	770	766	761	*	*	*	*	*	74%	67%
Students with Disabilities	18	728	724	731	*	*	*	*	*	22%	31%
Students without Disabilities	80	771	767	756	*	*	*	*	*	74%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Huber Street School  
(17-4730-070)  
Grades Offered: PK-05  
2018-2019

**Report Key:**  
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	90	748	751	749	*	14%	24%	*	*	52%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	32	736	737	737	*	31%	*	31%	0%	31%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	28	769	771	776	0%	*	*	*	*	79%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	42	740	746	749	*	*	*	*	*	45%	50%
Male	48	754	755	749	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	33	737	735	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	57	754	759	759	*	*	*	*	*	60%	63%
Students with Disabilities	13	716	725	726	*	*	*	*	*	15%	25%
Students without Disabilities	77	753	756	754	*	*	*	*	*	58%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	90	748	748	747	*	22%	26%	*	*	47%	47%
White	32	741	743	755	*	*	31%	*	*	34%	58%
Hispanic	31	737	738	735	*	32%	*	*	*	39%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	23	774	774	775	0%	0%	*	*	*	78%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	757	752	747	*	*	24%	*	*	59%	47%
Male	44	739	744	747	*	*	27%	*	*	34%	47%
Economically Disadvantaged Students	30	730	734	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	60	757	755	757	*	*	*	*	*	57%	59%
Students with Disabilities	14	711	715	725	*	*	*	*	*	*	19%
Students without Disabilities	76	755	753	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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





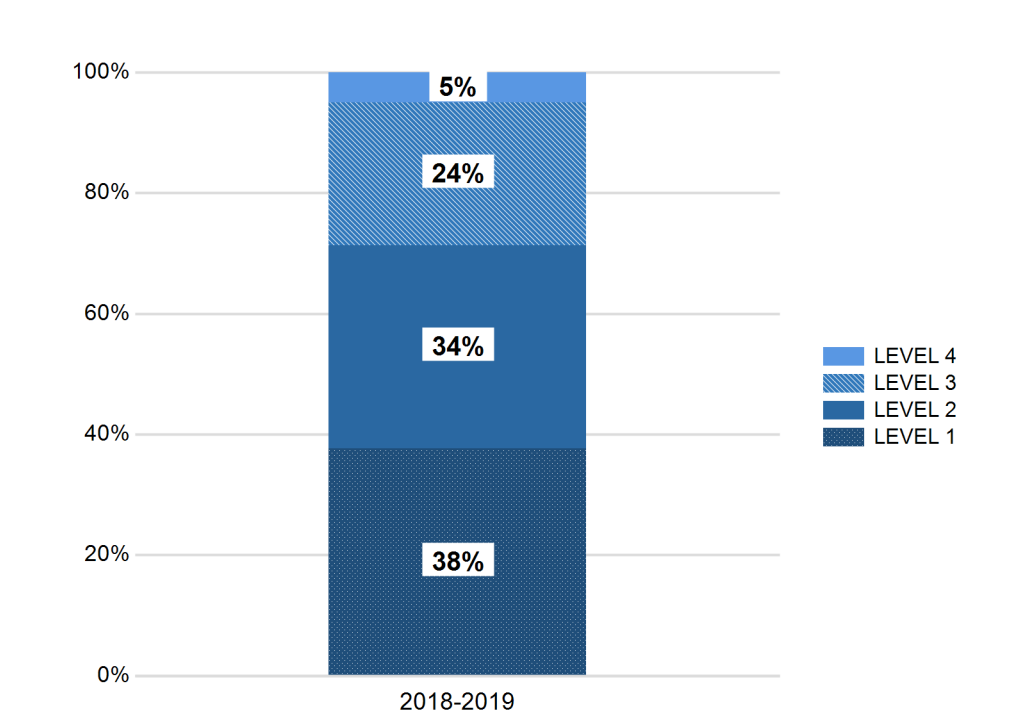
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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	38	34	24	5
White	43	21	32	4
Hispanic	53	30	17	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	13	48	26	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	33	36	27	4
Male	43	33	20	5
Economically Disadvantaged Students	64	29	7	0
Non-Economically Disadvantaged Students	25	37	32	7
Students with Disabilities	82	18	0	0
Students without Disabilities	31	36	27	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Huber Street School

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

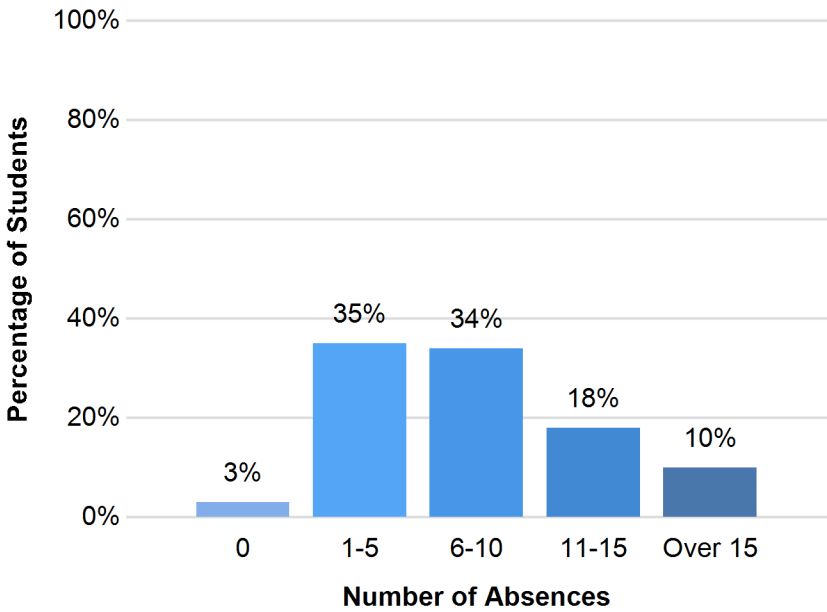
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	40	7.3	8.9	Met
White	12	7.5	8.9	Met
Hispanic	10	6.6	8.9	Met
Black or African American	*	*	8.9	Met
Asian, Native Hawaiian, or Pacific	17	8.2	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	16	6.0		
Male	24	8.5		
Economically Disadvantaged Students	17	11.3	8.9	Not Met
Students with Disabilities	10	11.9	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





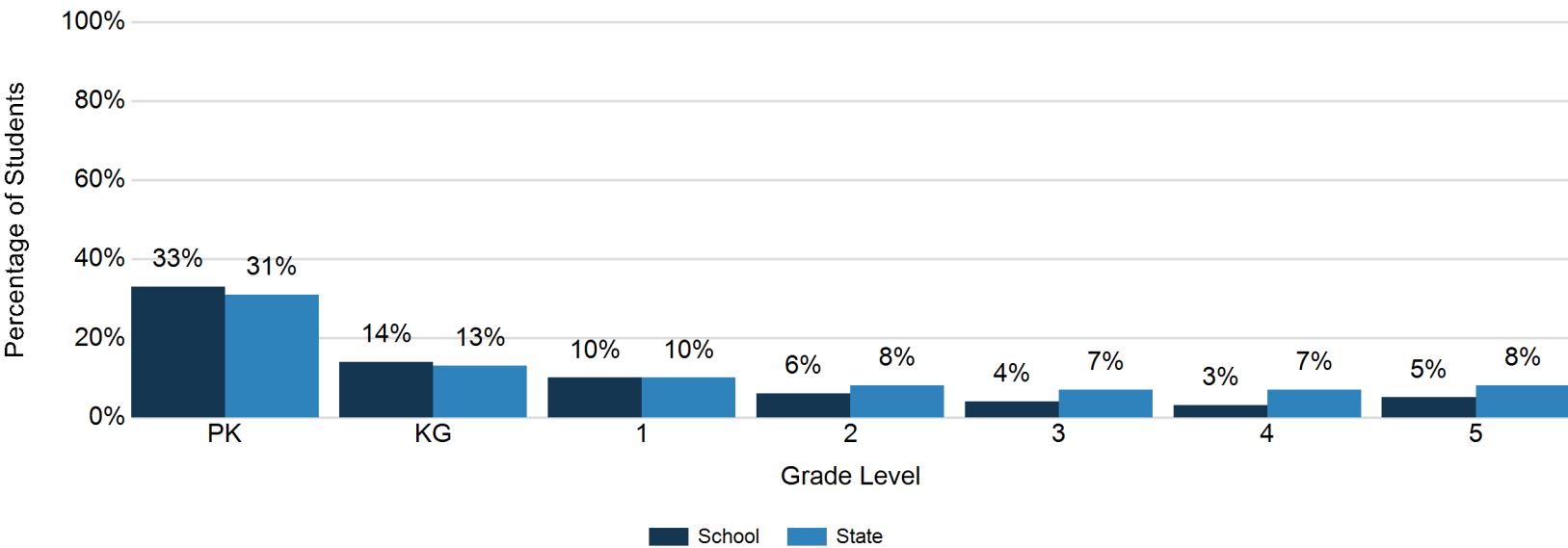
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Chronic Absenteeism by Grade

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





Huber Street School

(17-4730-070)

Grades Offered: PK-05

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.16

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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

\*



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### School Day

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

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

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.3:1



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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	13.1	16.0
Average years experience in district	10.7	12.0
Percentage of Administrators with 4 or more years experience in the district	73.3%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	15:1	12:1
Students to Administrators	214:1	151:1
Teachers to Administrators	15:1	12:1
Students to Librarians/Media Specialists		N
Students to Nurses		454:1
Students to Counselors		252:1
Students to Child Study Team Members		284:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.7%	90.9%	66.7%	48.4%	77.1%	54.9%
Male	52.3%	9.1%	33.3%	51.6%	22.9%	45.1%
White	29.5%	93.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.7%	6.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	39.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

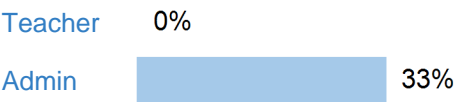
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	62.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.5%





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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.2%	62.3%	62.2%
Math Proficiency	55.0%	49.8%	54.9%
ELA Growth	60	62	62
Math Growth	50	54	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.7%	5.9%	7.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Huber Street School  
(17-4730-070)  
Grades Offered: PK-05  
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Technology was introduced in Huber Street School in a proactive way. Intermediate students are one-to-one and primary students are three-to-one</li> <li>Instruction is driven by the NJ Student Learning Standards, Next Generation Science Standards and frequently revised curriculum.</li> <li>Huber Street School strives to involve parents and/or guardians as an integral part of their child’s education.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>It is our mission at Huber Street 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>
 <div>Awards, Recognition, Accomplishments:</div>	<p>NJSLA scores continue to increase 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 and Governor's Educational Service Provider of the Year to recognize dedication and professionalism as an educator in Huber Street School. Multiple students have been honored in the Hudson Country STEM Showcase, competing in a Geography and Spelling Bee as well as, a number of students receiving excellent scores on the NJSLA Assessment.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Every student has a rich educational experience with programs like 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>Clubs and Activities:</p>	<p>Huber Street School offers a wide variety of clubs to engage the interest of all our students, including: Drama Club, Dance Club, Newspaper Club, Student Government Organization, Safety Patrol, Peacekeepers Club, Boys' and Girls' Circle, Chorus and Concert Band.</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>The Town of Secaucus, in collaboration with the Board of Education, offers the Beyond the Bell program. This program 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>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Staff members are provided Professional Development training throughout the year. Newly hired teachers are enrolled in an orientation 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>








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 <div>Student Supports and Services:</div>	<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. Basic Skills classes are provided for English and Mathematics as well.</p>
 <div>Student Health and Wellness:</div>	<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>
 <div>Parent and Community Involvement:</div>	<p>The PTA is active and supportive of students with each child receiving money toward field trips and book fair purchases. Parent workshops are offered throughout the year, morning and evening sessions, to give 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. There are also multiple events that take place throughout the course of the school year providing parents with an opportunity to visit the school.</p>



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Facilities:	Huber Street 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.
School Safety:	School safety is a priority at Huber Street School. Practice drills are held twice a month for the entire school year. Officials from the Office of Emergency Management, Police Department, Fire Department, and Town Hall are all involved in the planning of security for our school.



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Technology and STEM:	Students are exposed to STEM throughout every grade. The lessons have been integrated via cross-curricular activities, as well as through our Science classes.
Early Childhood Education:	The Secaucus Board of Education provides Pre-Kindergarten education at our Millridge School. General Education, as well as Special Education classes are provided for students who are four-years of age.




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 <div>Other Information</div>	<p>Huber Street School is proud of the 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. All students wear a school uniform and assistance is provided to families in need to purchase mandatory clothing. Huber Street School is open to all Secaucus residents to provide an appropriate education. Educational programs with strong, comprehensive, encouraging and enduring parental involvement elicit more success to student achievement and learning. We are proud of all our students' accomplishments and achievements in education. We are proud of our dedicated faculty that works hard to attain our reading goals as well as main goals. Students are exposed to rigorous instruction. We at Huber Street School believe that we are making every effort to empower our students not only for the real world, but also for information and enjoyment as they continue to grow academically and emotionally through their formative years in education.</p>
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Secaucus High School  
 (17-4730-050)  
 Grades Offered: 09-12  
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

**Notes from the New Jersey Department of Education:**  
 Due to a data submission issue, the Dual Enrollment participation percentage in this report does not accurately reflect the student population. Please contact the district for more information.



Secaucus High School  
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School Contact Information

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

Type	Contact Information
County	Hudson
District	Secaucus School District
Principal Name	Mr. Steven Viggiani
Address	11 MILL RIDGE ROAD SECAUCUS, NJ 07094
Phone Number	201-974-2033
Email Address	<a href="mailto:sviggiani@sboe.org">sviggiani@sboe.org</a>
Website	<a href="https://shs.sboe.org/">https://shs.sboe.org/</a>
Facebook	<a href="https://www.facebook.com/SecaucusHighSchool/">https://www.facebook.com/SecaucusHighSchool/</a>
Twitter	<a href="https://twitter.com/SecaucusPSD">https://twitter.com/SecaucusPSD</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	173	150	132
10	165	178	147
11	137	166	183
12	139	140	164
Total	614	634	626

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.4%	46.1%	50.2%
Male	54.6%	53.9%	49.8%
Economically Disadvantaged Students	31.3%	33.0%	30.8%
Students with Disabilities	14.8%	14.0%	14.7%
English Learners	4.4%	4.1%	1.9%
Homeless Students	0.2%	0.6%	0.6%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.2%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	42.8%	40.4%	39.9%
Hispanic	28.8%	33.3%	35.1%
Black or African American	3.4%	3.0%	3.8%
Asian	23.9%	22.6%	20.3%
Native Hawaiian or Pacific Islander	0.7%	0.5%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.3%	0.3%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	614	634	626
Shared Time Students	0	0	0
Full Time Equivalent	614	634	626

### Enrollment by Home Language

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

Home Language	% of Students
English	88.5%
Spanish	5.9%
Arabic	1.0%
Other Languages	4.6%

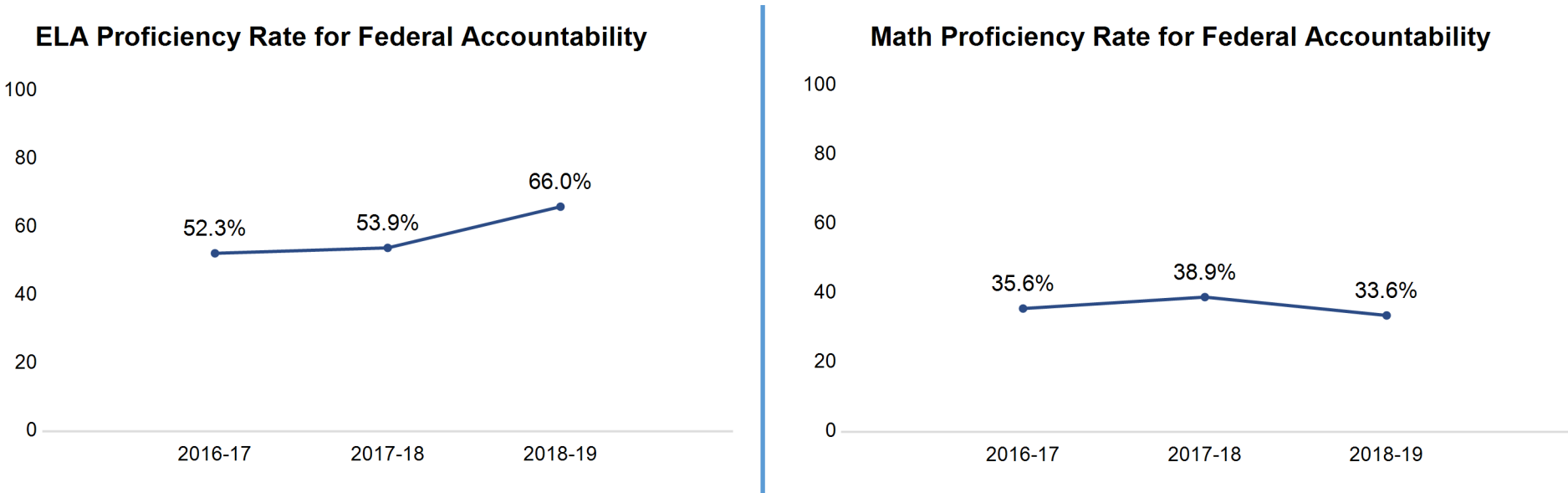


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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	98.4%	98.6%	100.0%	98.4%	98.9%
Proficiency Rate for Federal Accountability	52.3%	53.9%	66.0%	35.6%	38.9%	33.6%
Annual Target	52.3%	53.7%	55.2%	34.9%	37.3%	39.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	98.6	66.0	63.8	57.9	66.0	55.2	Met Target
White	110	97.4	67.3	59.3	66.9	67.3	53.1	Met Target
Hispanic	101	99.0	58.4	52.2	43.9	58.4	49.4	Met Target
Black or African American	*	*	*	67.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	45	100.0	84.4	85.2	82.9	84.4	66.6	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	71.4	64.4	*	**	**
Female	139	97.9	74.8	71.5	64.8	74.8		
Male	129	99.2	56.6	56.4	51.3	56.6		
Economically Disadvantaged Students	84	100.0	54.8	49.0	40.0	54.8	50	Met Target
Non-Economically Disadvantaged Students	184	97.9	71.2	70.4	67.9	71.2		
Students with Disabilities	35	100.0	17.1	*	22.7	17.1	23.2	Met Target†
Students without Disabilities	233	98.3	73.4	*	65.1	73.4		
English Learners	10	100.0	20.0	*	29.3	20.0	**	**
Non-English Learners	258	98.5	67.8	*	60.6	67.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

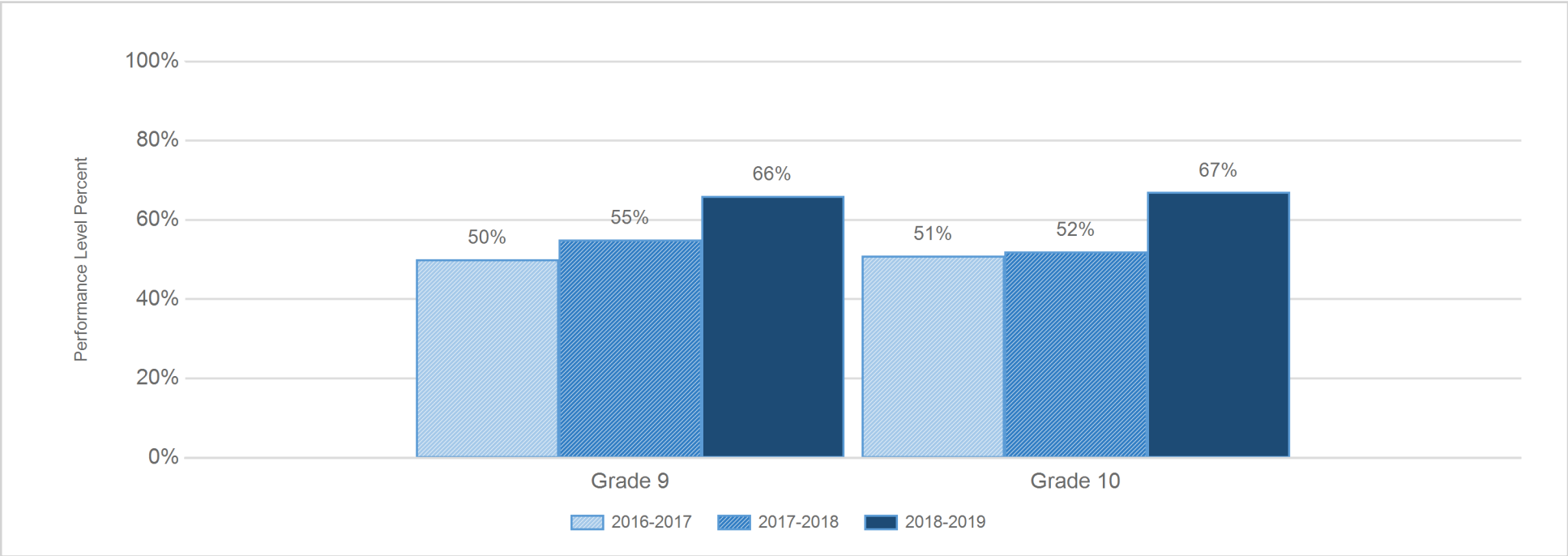


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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## English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	123	761	761	753	*	*	22%	41%	24%	66%	56%
White	55	763	763	762	*	*	*	47%	25%	73%	65%
Hispanic	41	752	752	737	*	*	29%	*	*	54%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	20	779	779	783	0%	*	*	*	*	80%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	72	770	770	760	*	*	17%	*	*	76%	63%
Male	51	750	750	746	*	*	29%	*	*	51%	49%
Economically Disadvantaged Students	35	756	756	734	*	*	43%	*	*	51%	36%
Non-Economically Disadvantaged Students	88	763	763	762	*	*	14%	*	*	72%	65%
Students with Disabilities	12	712	712	717	*	*	*	*	*	17%	17%
Students without Disabilities	111	767	767	760	*	*	*	*	*	71%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



**Secaucus High School**  
(17-4730-050)  
Grades Offered: 09-12  
2018-2019

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## English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	144	762	762	757	7%	10%	15%	46%	22%	67%	58%
White	56	757	757	767	*	*	*	45%	18%	63%	67%
Hispanic	59	760	760	738	*	*	*	39%	25%	64%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	66	766	766	766	*	*	*	50%	24%	74%	66%
Male	78	759	759	749	*	*	*	42%	19%	62%	51%
Economically Disadvantaged Students	48	758	758	735	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	96	764	764	767	*	*	*	*	*	71%	67%
Students with Disabilities	20	710	710	711	*	*	*	*	*	15%	19%
Students without Disabilities	124	771	771	765	*	*	*	*	*	76%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	262	98.9	33.6	46.6	44.5	33.6	39.6	Not Met
White	105	97.3	34.3	42.0	54.1	34.3	34.8	Met Target†
Hispanic	103	100.0	20.4	30.6	28.8	20.4	32.4	Not Met
Black or African American	*	*	*	46.3	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	43	100.0	58.1	75.3	76.5	58.1	55.9	Met Target
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	57.1	53.3	*	**	**
Female	136	97.9	36.0	47.5	44.9	36.0		
Male	126	100.0	31.0	45.8	44.2	31.0		
Economically Disadvantaged Students	84	100.0	23.8	29.7	26.3	23.8	35.5	Not Met
Non-Economically Disadvantaged Students	178	98.4	38.2	54.4	54.9	38.2		
Students with Disabilities	35	100.0	*	*	17.4	*	8	Met Target
Students without Disabilities	227	98.7	*	*	50.0	*		
English Learners	11	100.0	*	25.0	25.0	*	**	**
Non-English Learners	251	98.8	*	47.7	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

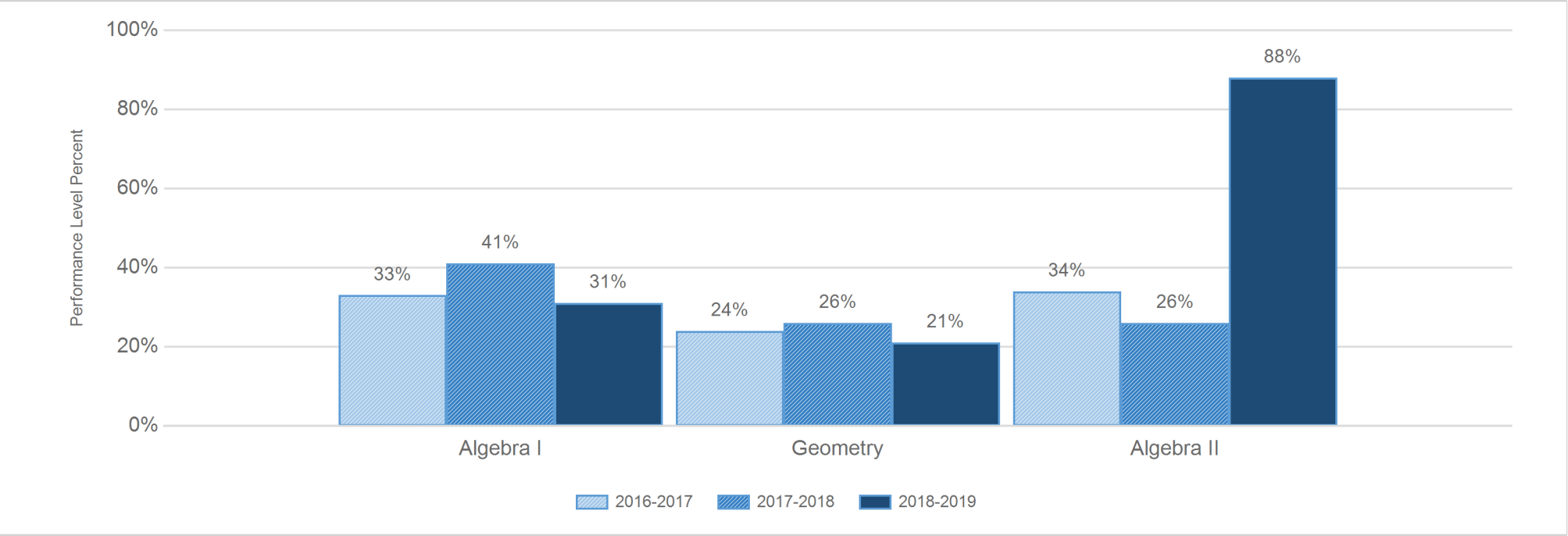


Secaucus High School  
(17-4730-050)  
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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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## Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	101	737	753	744	*	31%	32%	*	*	31%	42%
White	40	742	*	752	*	*	35%	40%	0%	40%	53%
Hispanic	40	726	*	728	*	50%	*	*	*	15%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	14	750	788	775	*	*	*	*	*	36%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	57	737	751	745	*	*	33%	*	*	32%	44%
Male	44	737	756	743	*	*	30%	*	*	30%	41%
Economically Disadvantaged Students	29	728	*	727	*	38%	*	*	*	17%	23%
Non-Economically Disadvantaged Students	72	741	*	752	*	28%	*	*	*	36%	52%
Students with Disabilities	12	709	709	717	*	*	*	*	*	*	12%
Students without Disabilities	89	741	758	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	127	731	731	737	9%	28%	41%	21%	0%	21%	35%
White	58	731	731	743	*	*	43%	*	*	22%	43%
Hispanic	53	727	727	724	*	42%	36%	*	*	15%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	59	732	732	738	*	32%	39%	*	*	24%	36%
Male	68	729	729	736	*	25%	43%	*	*	19%	34%
Economically Disadvantaged Students	46	730	730	722	*	33%	39%	*	*	17%	16%
Non-Economically Disadvantaged Students	81	731	731	743	*	26%	42%	*	*	23%	43%
Students with Disabilities	20	715	715	712	*	*	*	*	*	10%	*
Students without Disabilities	107	734	734	741	*	*	*	*	*	23%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%





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## Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	33	783	783	755	0%	0%	*	*	*	88%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	16	792	792	777	0%	0%	*	*	*	94%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	19	783	783	752	0%	0%	*	*	*	84%	55%
Male	14	784	784	758	0%	0%	*	*	*	93%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	33	783	783	756	0%	0%	*	*	*	88%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	33	783	783	755	0%	0%	*	*	*	88%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	80.0%	20.0%
3-4	*	*	*
5 or more	N	N	N



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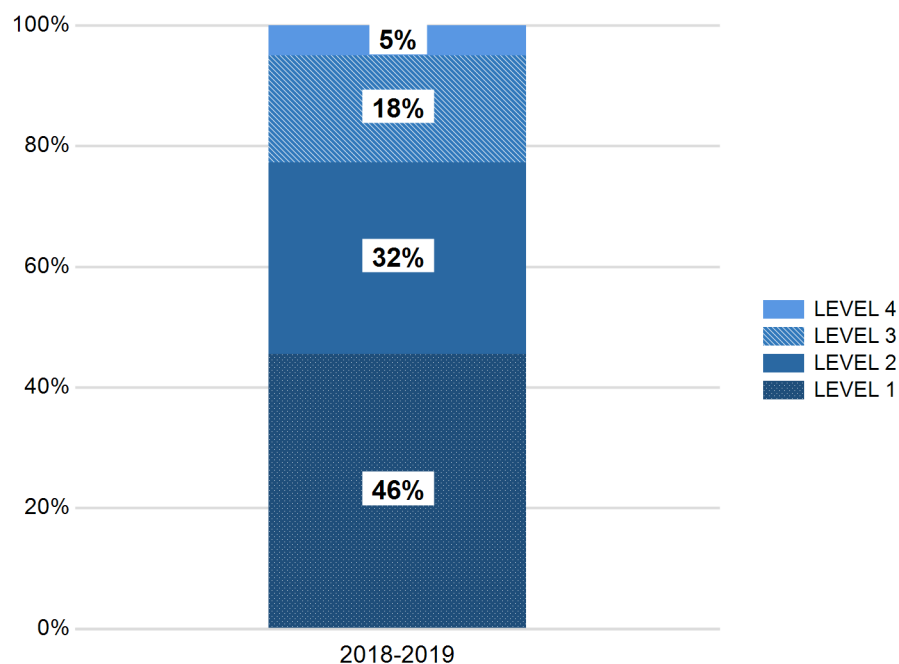
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	46	32	18	5
White	42	32	23	3
Hispanic	64	24	10	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	44	22	14
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	42	33	21	4
Male	50	31	15	5
Economically Disadvantaged Students	51	32	13	4
Non-Economically Disadvantaged Students	44	31	20	5
Students with Disabilities	88	8	4	0
Students without Disabilities	39	36	20	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	89.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	12.8%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	480	476	Grade 10: 430 Grade 11: 460	67%	61%
PSAT 10/NMSQT - Math	483	477	Grade 10: 480 Grade 11: 510	43%	43%
SAT - Reading and Writing	519	539	480	70%	70%
SAT - Math	537	541	530	49%	53%
ACT - Reading	22	25	22	48%	66%
ACT - English	21	24	18	71%	81%
ACT - Math	23	24	22	52%	65%
ACT - Science	21	24	23	43%	57%



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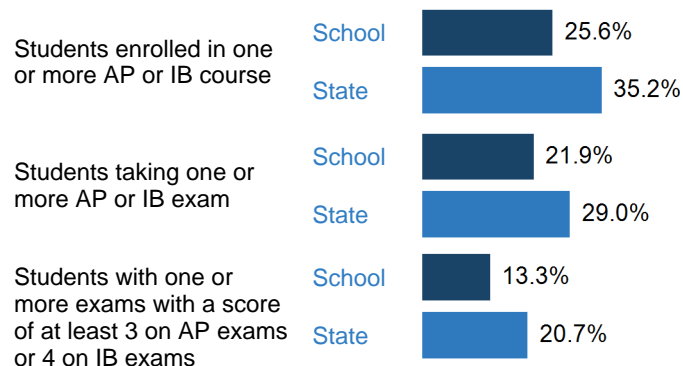
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

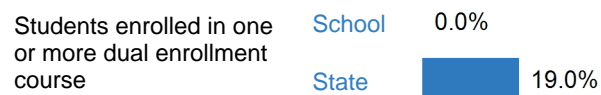
### AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



### Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	6
AP Calculus AB	21	19
AP Calculus BC	15	14
AP Chemistry	15	11
AP Computer Science A	16	12
AP English Language and Composition	18	16
AP English Literature and Composition	12	2
AP Macroeconomics	0	33
AP Music Theory	15	8
AP Physics 1	37	5
AP Physics 2	15	10
AP Physics C	15	0
AP Physics C: Electricity and Magnetism	0	9
AP Physics C: Mechanics	0	13
AP Spanish Language	0	3
AP Statistics	25	13



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		174
Exams with scores of at least 3 on AP exams or 4 on IB exams		116



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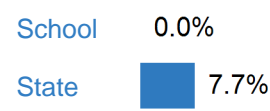
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

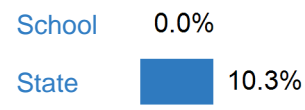
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for 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 shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





**Secaucus High School**  
(17-4730-050)  
Grades Offered: 09-12  
2018-2019

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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*





Secaucus High School  
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2018-2019

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



**Secaucus High School**  
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	89	30	0	0	0	0	18
10	3	122	0	10	0	0	20
11	1	10	65	21	8	0	80
12	0	1	8	27	28	25	72
Total	93	163	73	58	36	25	190
Enrolled in AP/IB Course					36	25	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	15	1	0	129	0
10	18	123	1	0	22	0
11	136	36	2	0	21	16
12	20	10	0	0	39	30
Total	175	184	4	0	211	46
Enrolled in AP/IB Course	16	15		0	67	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	0	0	0	0	132
10	0	140	10	0	0	17
11	0	176	10	0	0	52
12	0	15	29	0	0	77
Total	0	331	49	0	0	278
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	68	0	57	0	0	0	0
10	106	0	33	0	0	0	0
11	40	0	26	0	0	0	0
12	29	0	11	0	0	0	0
Total	243	0	127	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	44	0	22	0	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	7	0	0	0	0	0
12	9	0	0	0	0	0
Total	16	0	0	0	0	0
Enrolled in AP/IB Course	16		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



Secaucus High School  
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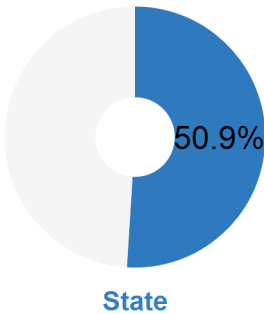
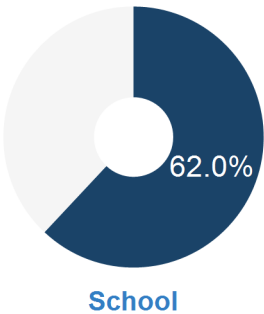
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Visual and Performing Arts – Course Participation

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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:

MUSIC	School	17.6%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	4.2%
	State	3.9%
VISUAL ARTS	School	47.6%
	State	32.9%



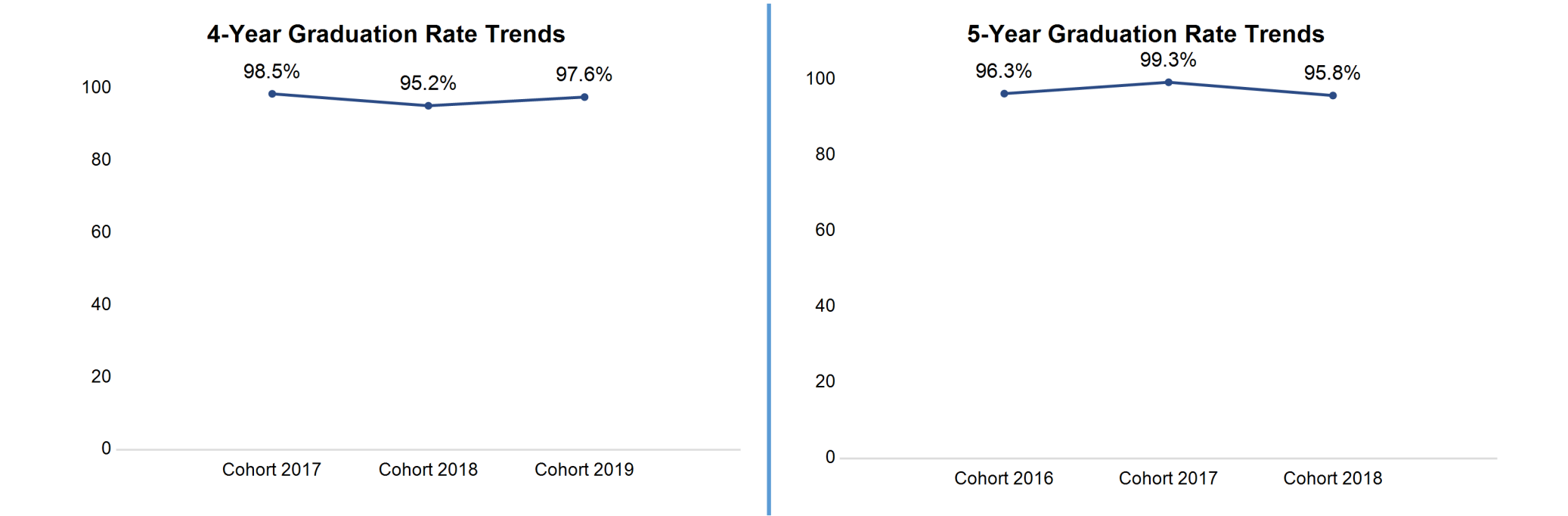
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	98.5%	95.2%	97.6%	96.3%	99.3%	95.8%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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## Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.6%	90.6%	95.8%	92.5%	95.2%	N	Met Goal	99.3%	N	Met Goal
White	98.3%	94.9%	92.5%	95.9%	92.5%	94.8%	Not Met	98.4%	N	Met Goal
Hispanic	96.5%	84.5%	97.7%	87.3%	95.5%	N	Met Goal	100.0%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	*	**	**
Female	100.0%	92.8%	96.5%	94.4%	96.5%			100.0%		
Male	95.7%	88.5%	95.4%	90.8%	94.3%			98.6%		
Economically Disadvantaged Students	96.9%	84.0%	92.0%	87.3%	92.0%	94.2%	Not Met	98.1%	N	Met Goal
Students with Disabilities	92.9%	79.2%	84.0%	83.8%	84.0%	91.7%	Not Met	95.0%	N	Met Goal
English Learners	100.0%	75.4%	90.0%	80.1%	90.0%	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		





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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	73.3%	60.6%
Substitute Competency Test	12.7%	24.8%
Portfolio Appeals Process	4.8%	4.8%
Alternate Requirements specified in IEP	9.1%	9.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.3%	1.1%



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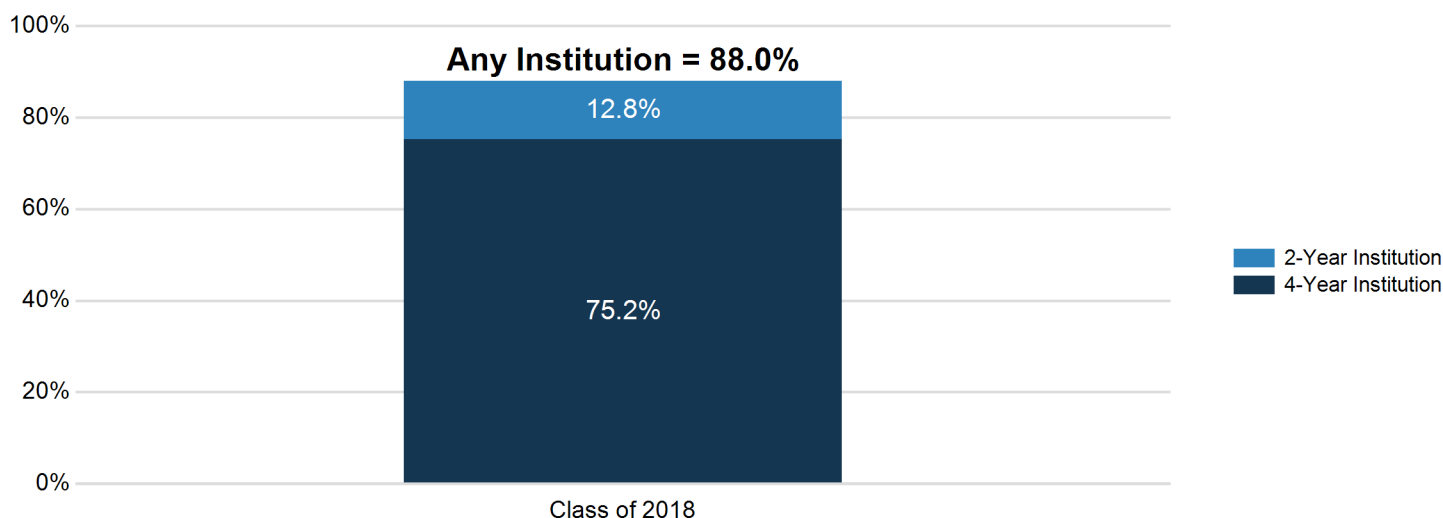
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	12.8%
% Enrolled in 4-Year Institution	75.2%
% Enrolled in Any Postsecondary Institution	87.9%



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Information about students enrolling in colleges and universities after graduation 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 information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	83%	11.7%	88.3%
White	84.2%	10.4%	89.6%
Hispanic	82.1%	19.6%	80.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	78.3%	8.3%	91.7%
Students with Disabilities	58.3%	42.9%	57.1%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	87.9%	14.5%	85.5%	74.2%	25.8%	83.9%	16.1%
White	87.7%	14%	86%	68.4%	31.6%	78.9%	21.1%
Hispanic	85.4%	25.7%	74.3%	68.6%	31.4%	85.7%	14.3%
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	89.1%	24.4%	75.6%	78%	22%	85.4%	14.6%
Students with Disabilities	55.6%	50%	50%	80%	20%	100%	0%
English Learners	*	*	*	*	*	*	*



Secaucus High School

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

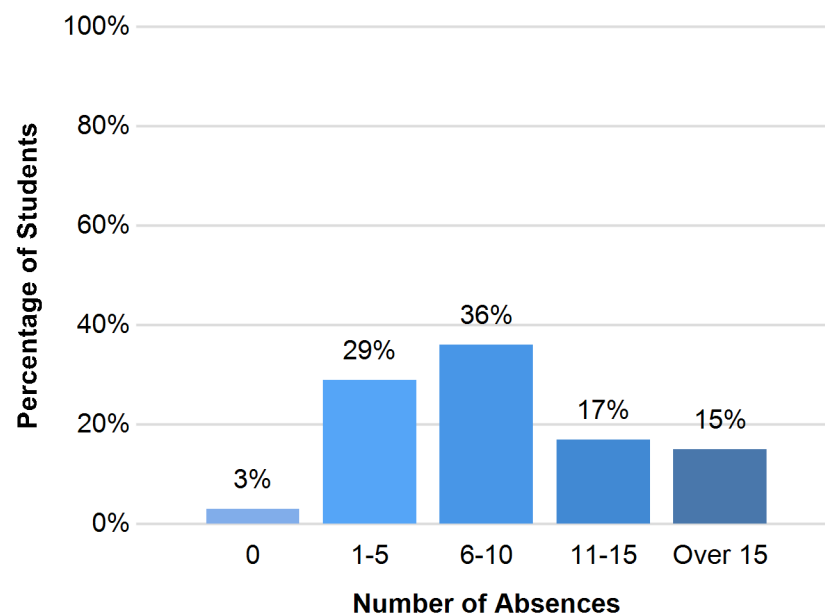
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	70	11.1	14.2	Met
White	36	14.2	14.2	Met
Hispanic	25	11.3	14.2	Met
Black or African American	*	*	14.2	Met
Asian, Native Hawaiian, or Pacific	7	5.3	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	35	11.1		
Male	35	11.1		
Economically Disadvantaged Students	27	14.0	14.2	Met
Students with Disabilities	21	21.4	14.2	Not Met
English Learners	1	8.3	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

## Days Absent

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





Secaucus High School

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Grades Offered: 09-12

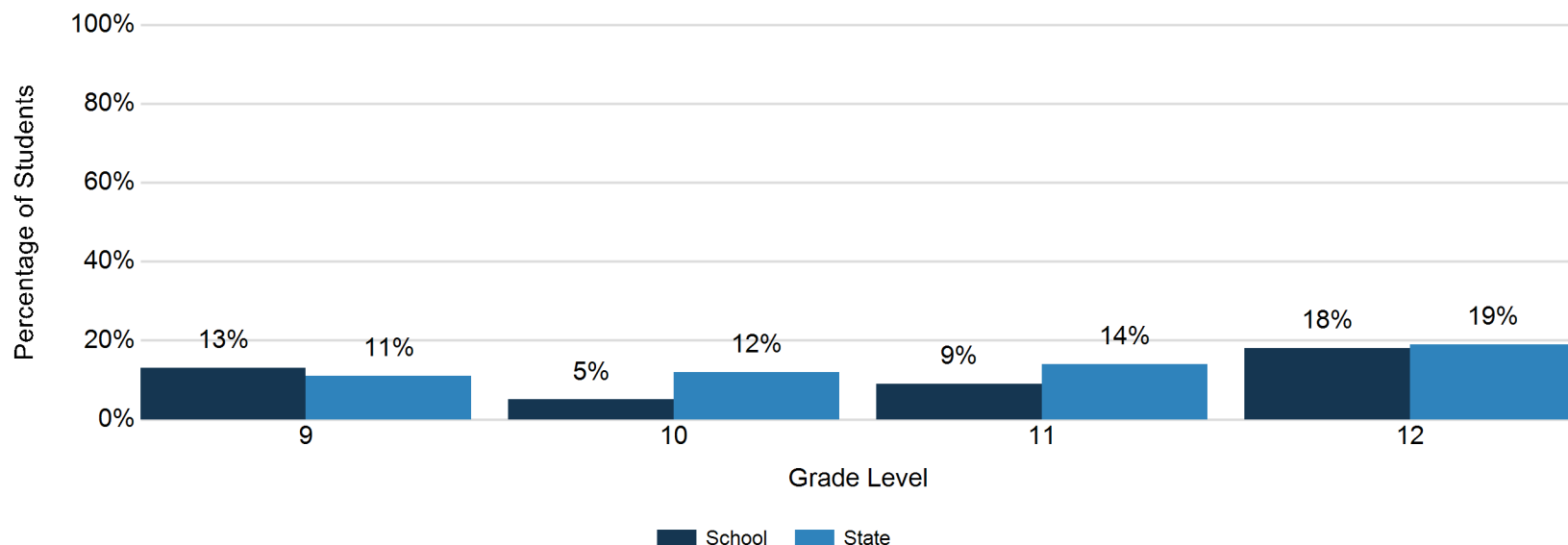
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	3.19

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	1	0	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	1	3	4
Other	1	5	6
No Identified Nature	11		11

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	13	2.1%
Any Suspension	13	2.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
70



**Secaucus High School**  
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Grades Offered: 09-12  
2018-2019

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### School Day

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

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

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.3:1



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Teachers – Experience**

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	77.6%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	13.1	16.0
Average years experience in district	10.7	12.0
Percentage of Administrators with 4 or more years experience in the district	73.3%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	89:1	151:1
Teachers to Administrators	8:1	12:1
Students to Librarians/Media Specialists		N
Students to Nurses		454:1
Students to Counselors		252:1
Students to Child Study Team Members		284:1





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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.2%	55.2%	71.4%	48.4%	77.1%	54.9%
Male	49.8%	44.8%	28.6%	51.6%	22.9%	45.1%
White	39.9%	86.2%	85.7%	42.4%	83.6%	77.4%
Hispanic	35.1%	12.1%	14.3%	29.9%	7.3%	7.2%
Black or African American	3.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	20.3%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

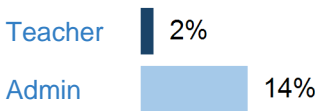
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	62.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.1%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.3%	53.9%	66.0%
Math Proficiency	35.6%	38.9%	33.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	98.5%	95.2%	97.6%
5-Year Graduation Rate†	96.3%	99.3%	95.8%
Progress toward English Language Proficiency		88.2%	*
Chronic Absenteeism	13.4%	6.9%	11.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
Hispanic	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Goal	n/a	Met	No
Students with Disabilities	Met Target†	Met Target	Not Met	Met Goal	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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## School Narrative

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



### Highlights:

- SHS offers dual enrollment in conjunction with St. Peter's University. Students enrolled in advanced placement courses have the opportunity to purchase college credits at a discounted rate.
- SHS offers a Summer Math Academy allowing students to take Pre-Calculus over the summer to advance their math track.
- With the NJCTL's Physics First curriculum, freshman students take algebra-based Physics and Algebra I in 9th grade; Chemistry and Geometry in 10th grade; and Biology and Algebra II in 11th grade.



### Mission, Vision, Theme:

The mission of the Secaucus Board of Education is to facilitate the development of each child to his or her greatest potential. We strive to offer each child in this district the educational opportunity that will enable him/her to function politically, economically, and socially in a democratic society. We will provide a planned program of learning that incorporates, into its curriculum the lessons and experiences, within and outside of the classroom, needed to realize the educational goals of this district. The Board of Education's expectation is that students at all grade levels will achieve academic success through accessing our curricula, which are aligned to the New Jersey Student Learning Standards in all subjects. We will aspire to employ a high-caliber, well-prepared staff of adequate size and wide-ranging abilities. Lastly, the Board will provide pupils and staff with adequate educational supplies, equipment and facilities to accomplish these goals.



### Awards, Recognition, Accomplishments:

Secaucus High School increased the number of AP course offerings and is providing additional college credit opportunities through our dual enrollment program and a partnership with Saint Peter's University which allows SHS students to take online courses over the summer and during the school year. SHS increased community outreach through evening parent workshops to address relevant social issues and college readiness. JSA advisor, Mike Gehm, was awarded the 2018-19 outstanding teacher advisor award for the JSA Mid-Atlantic States area, and one of our JSA members was elected to become the Governor of the Mid-Atlantic States. SHS piloted a one-to-one Chromebook initiative for grades 9-11. A student achieved semi-finalist status in the PSAT National Merit Scholarship Qualifying Test.








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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p>The District provides a program of learning that incorporates, into its curriculum, the lessons and experiences needed to meet the educational goals of our district. Students at all grade levels have the opportunity to achieve academic success through the enactment of our curricula, which are aligned to the New Jersey Student Learning Standards in all academic subjects.</p>
<div>  <div> Sports and Athletics: </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Football (Boys), Ice Hockey (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Coed)</p>
<div>  <div> Clubs and Activities: </div> </div>	<p>Clubs/activities offered: Anime, Business, Challenge, Computer, Foreign Language, Gay-Straight Alliance, Hospitality/Event Staff, Key, Literary Explorers, Metamorphosis, Photography, REBEL, Science, UNICO, S.A.I.L. and Media Clubs. As well as Yearbook staff, American Technology Honor Society, Foreign Language Honor Society, Mu Alpha Theta, National English Honor Society, National Honor Society, Student Government Organization and Yearbook Committee. 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 of the Community</p>






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 <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>
 <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>Postsecondary Information:</b></p>	<p>The high school utilizes Naviance to align student strengths and interests to post-secondary goals. Financial Aid Nights, College Planning Nights and College Fairs are coordinated to assist students/families with post-secondary decision making. College acceptances include, but are not limited to, 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, University of Illinois, University of Michigan, University of Texas, Vassar, and William Paterson.</p>






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 <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. 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>Facilities:</p>	<p>The Secaucus High School building complex is 44 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>
 <p>School Safety:</p>	<p>Security is of primary importance in the Secaucus School District. All outside doors are kept locked at all times. Visitors must present themselves to the Security Guard at the Main Entrance to be admitted. Parents/Guardians and other visitors are required to report to the office upon entering the building. All volunteers and visitors are required to sign in and wear the identification badge issued in the school office. A comprehensive school action plan is reviewed and updated annually. School personnel receive training from experts on how to respond to emergency situations and safety/security drills are conducted twice monthly. The Secaucus Board of Education has adopted an emergency/evacuation in all schools. Evacuation drills are conducted throughout the year.</p>

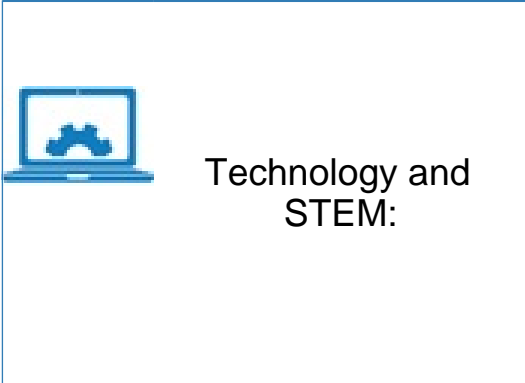


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 <div>Technology and STEM:</div>	<p>           Secaucus High School offers a rigorous four year interdisciplinary STEM Program designed to provide a strong educational foundation for those academically-gifted students. The program establishes small learning communities housed within the larger high school environment, designed to encompass a particular course of study (Engineering, Computer Science, Mathematics, Physical Science, Life Science) through hands-on experiences with experts in the fields. Successful completion of the full program allows students to graduate with college credits and a strong foundation in their track. Technology is also integrated throughout each content area of the general curriculum.         </p>
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School Narrative

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

<div>Other Information</div>	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.
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**Secaucus Middle School**  
(17-4730-080)  
Grades Offered: 06-08  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:



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### School Contact Information

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

Type	Contact Information
County	Hudson
District	Secaucus School District
Principal Name	Ms. Christine Candela
Address	11 MILL RIDGE ROAD SECAUCUS, NJ 07094
Phone Number	201-974-2025
Email Address	<a href="mailto:ccandela@sboe.org">ccandela@sboe.org</a>
Website	<a href="https://www.sboe.org/">https://www.sboe.org/</a>
Facebook	<a href="https://www.facebook.com/SecaucusPSD/">https://www.facebook.com/SecaucusPSD/</a>
Twitter	<a href="https://twitter.com/SecaucusPSD">https://twitter.com/SecaucusPSD</a>





Secaucus Middle School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	146	179	173
7	154	150	174
8	159	157	161
Total	459	486	508

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.6%	50.8%	48.6%
Male	51.4%	49.2%	51.4%
Economically Disadvantaged Students	29.4%	31.3%	32.5%
Students with Disabilities	12.6%	14.0%	14.0%
English Learners	2.0%	2.5%	2.6%
Homeless Students	0.2%	0.8%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	40.7%	40.3%	35.2%
Hispanic	31.8%	31.1%	34.6%
Black or African American	4.8%	6.0%	5.1%
Asian	22.2%	21.4%	23.6%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	1.0%	1.0%

Enrollment by Home Language

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

Home Language	% of Students
English	83.3%
Spanish	6.9%
Arabic	2.2%
Hindi	2.0%
Gujarati	1.4%
Other Languages	4.3%



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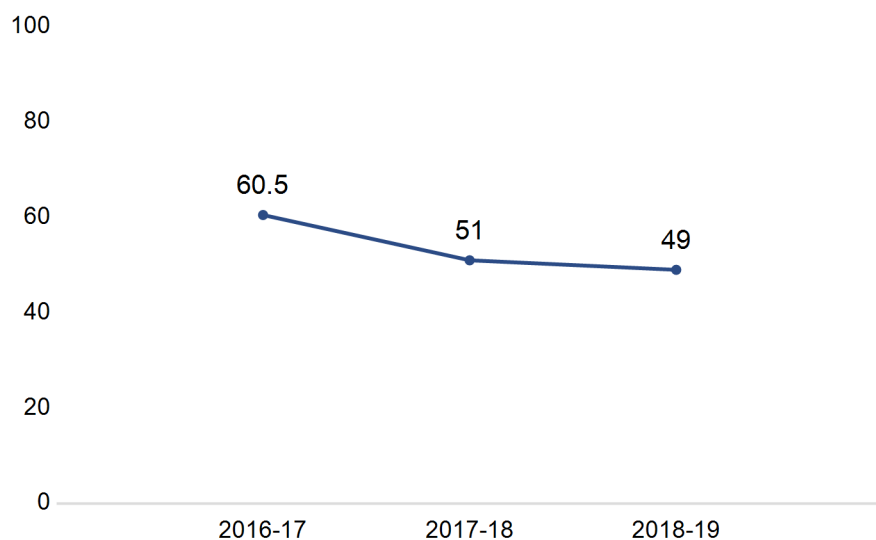
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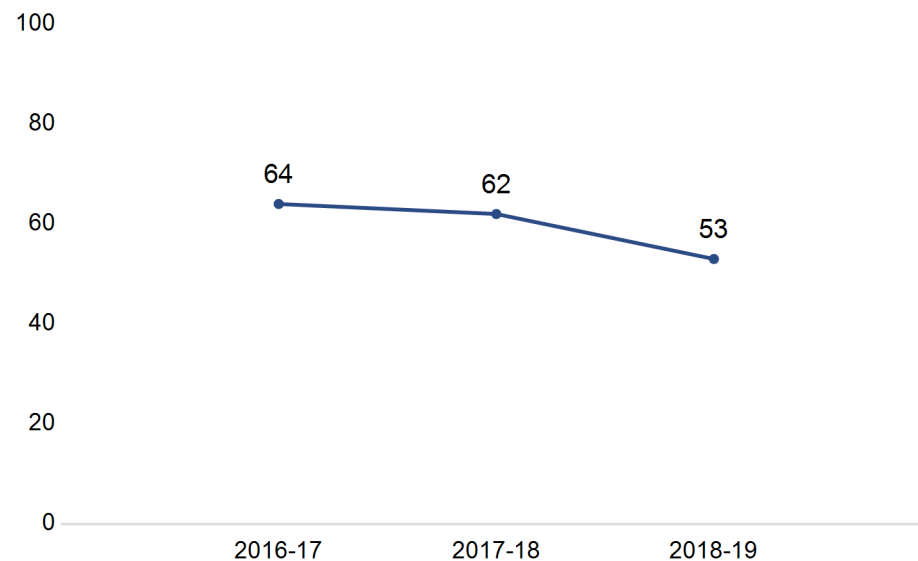
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60.5	51	49	64	62	53
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49	54	50	Met Standard	53	52	50	Met Standard
White	46	49	50	Met Standard	51	51	52	Met Standard
Hispanic	45	48.5	49	Met Standard	47	44.5	47	Met Standard
Black or African American	70.5	75	45	Exceeds Standard	52	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	60	61.5	59	Exceeds Standard	66	64.5	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	53	58	53	N	52	50	50	N
Male	45	49	47	N	55	52.5	51	N
Economically Disadvantaged Students	44	46	48	Met Standard	46	43	46	Met Standard
Students with Disabilities	44	46	43	Met Standard	33	33	45	Not Met
English Learners	63.5	73.5	52	Exceeds Standard	60.5	63	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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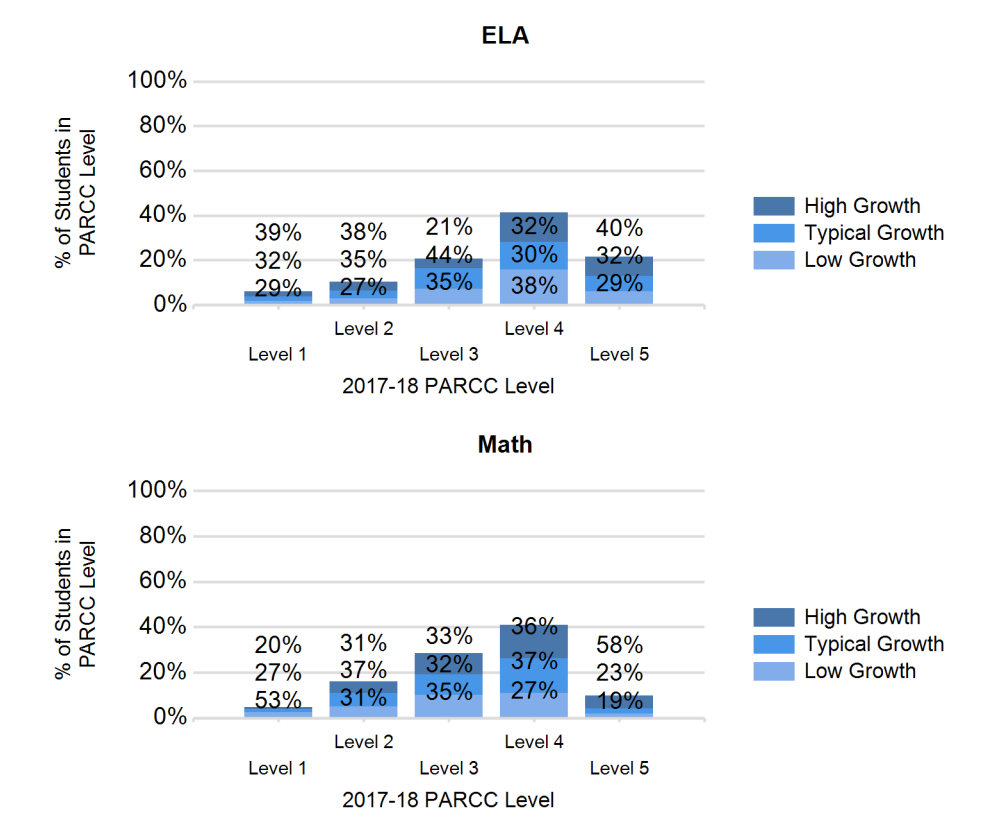
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

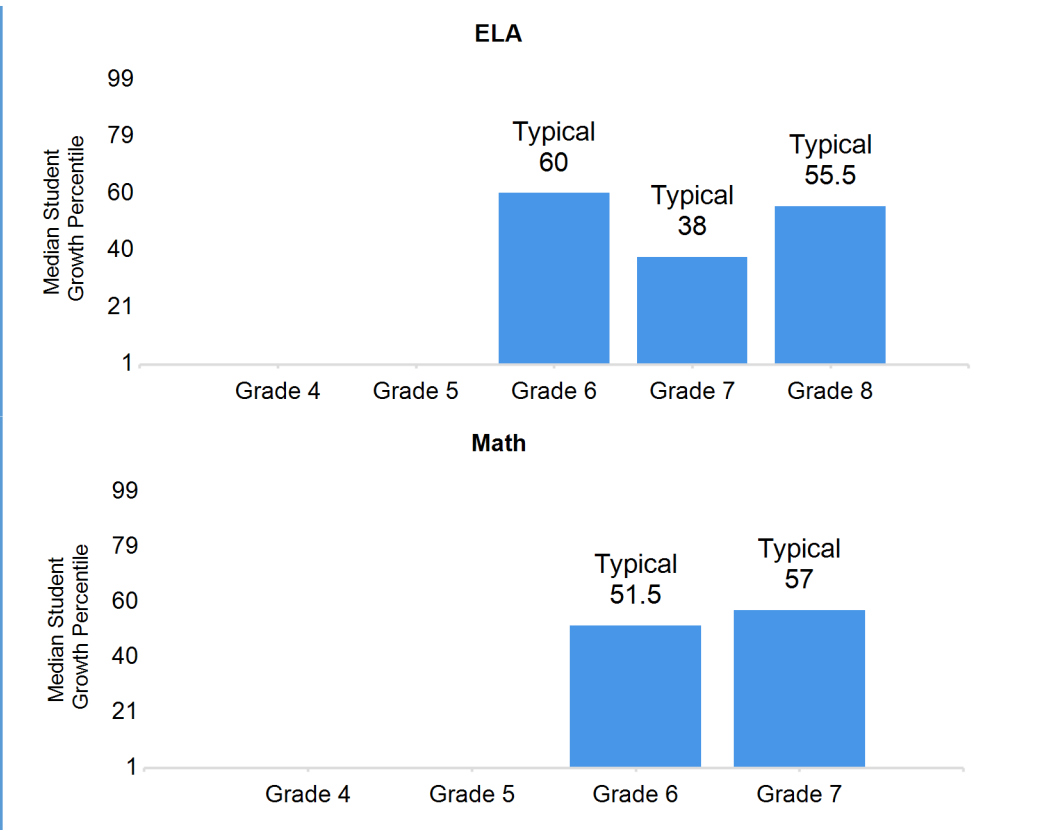
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



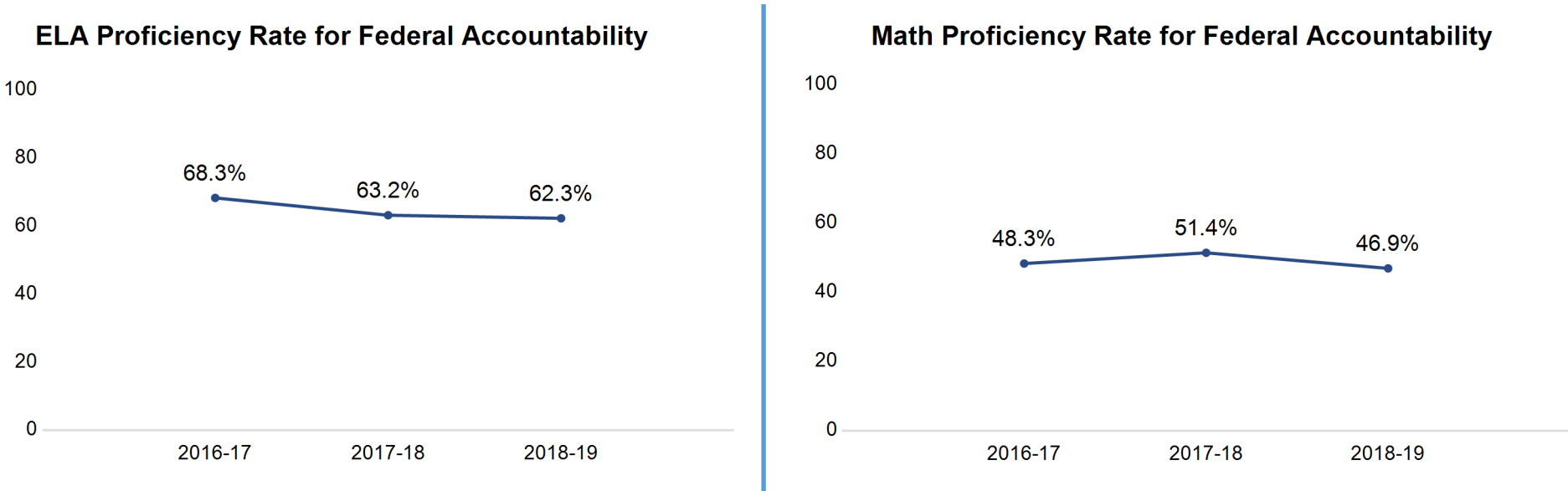


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	97.9%	99.0%	98.5%	98.0%	98.8%
Proficiency Rate for Federal Accountability	68.3%	63.2%	62.3%	48.3%	51.4%	46.9%
Annual Target	51.6%	53.1%	54.6%	51.9%	53.4%	54.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	493	99.0	62.3	63.8	57.9	62.3	54.6	Met Target
White	179	99.5	54.2	59.3	66.9	54.2	51.1	Met Target
Hispanic	161	98.2	50.9	52.2	43.9	50.9	46.3	Met Target
Black or African American	*	*	*	67.3	38.5	*	73.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	121	99.2	88.4	85.2	82.9	88.4	72	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	71.4	64.4	*	**	**
Female	236	98.8	70.3	71.5	64.8	70.3		
Male	257	99.2	54.9	56.4	51.3	54.9		
Economically Disadvantaged Students	153	99.4	50.3	49.0	40.0	50.3	46	Met Target
Non-Economically Disadvantaged Students	340	98.9	67.6	70.4	67.9	67.6		
Students with Disabilities	72	98.6	*	*	22.7	*	16	Not Met
Students without Disabilities	421	99.1	*	*	65.1	*		
English Learners	24	96.2	45.8	*	29.3	45.8	N	N
Non-English Learners	469	99.2	63.1	*	60.6	63.1		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

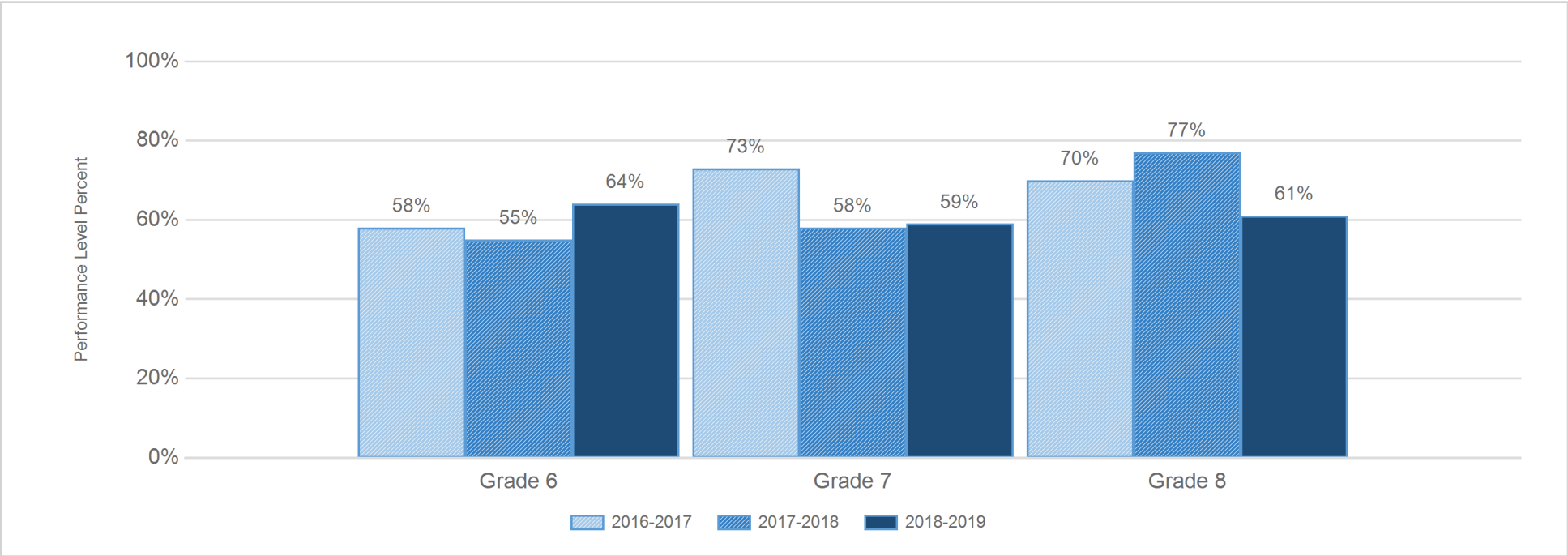


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.







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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	169	767	767	754	*	*	27%	39%	25%	64%	56%
White	59	759	759	762	*	*	31%	36%	20%	56%	65%
Hispanic	52	755	755	743	*	*	35%	*	*	54%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	48	791	791	780	0%	0%	*	*	*	83%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	77	779	779	762	*	*	17%	43%	34%	77%	64%
Male	92	758	758	748	*	*	35%	36%	18%	54%	48%
Economically Disadvantaged Students	44	756	756	740	*	*	41%	*	*	50%	39%
Non-Economically Disadvantaged Students	125	771	771	763	*	*	22%	*	*	70%	67%
Students with Disabilities	20	722	722	722	*	*	*	*	*	*	19%
Students without Disabilities	149	773	773	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%





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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	759	759	761	*	*	23%	35%	25%	59%	63%
White	65	757	757	769	*	*	25%	35%	23%	58%	72%
Hispanic	60	749	749	747	*	20%	32%	*	*	45%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	38	782	782	790	0%	*	*	42%	45%	87%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	88	760	760	769	*	*	25%	34%	26%	60%	71%
Male	87	757	757	753	*	*	22%	36%	23%	59%	55%
Economically Disadvantaged Students	63	746	746	743	*	*	29%	*	*	46%	45%
Non-Economically Disadvantaged Students	112	766	766	771	*	*	21%	*	*	67%	73%
Students with Disabilities	30	714	714	720	*	*	*	*	*	*	22%
Students without Disabilities	145	768	768	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	158	762	762	762	9%	11%	19%	39%	23%	61%	63%
White	56	750	750	770	*	20%	23%	*	*	48%	72%
Hispanic	56	751	751	747	*	*	25%	*	*	52%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	34	796	796	794	0%	*	0%	*	*	97%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	77	771	771	771	*	*	14%	45%	29%	74%	71%
Male	81	753	753	753	*	*	23%	32%	17%	49%	55%
Economically Disadvantaged Students	52	750	750	743	*	*	*	37%	19%	56%	45%
Non-Economically Disadvantaged Students	106	768	768	772	*	*	*	40%	25%	64%	72%
Students with Disabilities	21	711	711	721	*	*	*	*	*	*	22%
Students without Disabilities	137	770	770	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	493	98.8	46.9	46.6	44.5	46.9	54.8	Not Met
White	178	98.9	41.0	42.0	54.1	41.0	49.8	Not Met
Hispanic	162	98.3	31.5	30.6	28.8	31.5	46.3	Not Met
Black or African American	*	*	*	46.3	23.0	*	57.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	121	99.2	75.2	75.3	76.5	75.2	74.5	Met Target
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	57.1	53.3	*	**	**
Female	236	98.4	46.2	47.5	44.9	46.2		
Male	257	99.3	47.5	45.8	44.2	47.5		
Economically Disadvantaged Students	154	99.4	29.9	29.7	26.3	29.9	44.1	Not Met
Non-Economically Disadvantaged Students	339	98.6	54.6	54.4	54.9	54.6		
Students with Disabilities	72	98.6	*	*	17.4	*	16	Not Met
Students without Disabilities	421	98.9	*	*	50.0	*		
English Learners	25	96.8	24.0	25.0	25.0	24.0	26.6	Met Target†
Non-English Learners	468	99.0	48.1	47.7	46.5	48.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

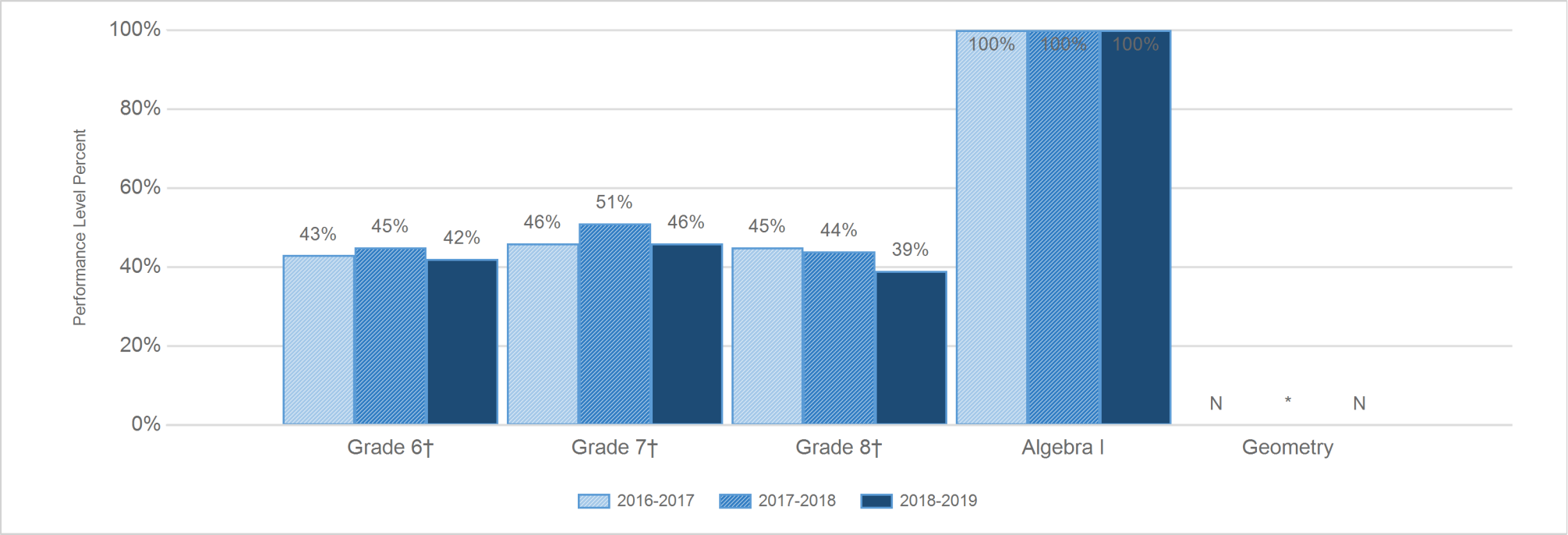


Secaucus Middle School  
(17-4730-080)  
Grades Offered: 06-08  
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	173	744	744	741	6%	25%	27%	34%	8%	42%	41%
White	58	738	738	749	*	26%	31%	*	*	34%	51%
Hispanic	56	729	729	729	*	39%	32%	*	*	20%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	49	769	769	769	0%	*	*	51%	22%	73%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	79	747	747	742	*	23%	29%	*	*	46%	42%
Male	94	742	742	740	*	28%	24%	*	*	38%	40%
Economically Disadvantaged Students	46	726	726	726	*	37%	22%	*	*	24%	21%
Non-Economically Disadvantaged Students	127	751	751	750	*	21%	28%	*	*	48%	53%
Students with Disabilities	20	711	711	716	*	*	*	*	*	*	12%
Students without Disabilities	153	749	749	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	175	749	749	744	9%	20%	25%	29%	17%	46%	42%
White	65	747	747	751	*	20%	23%	*	*	46%	53%
Hispanic	60	734	734	733	*	32%	30%	*	*	28%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	38	776	776	768	0%	*	*	34%	42%	76%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	88	743	743	744	*	*	27%	*	*	36%	42%
Male	87	754	754	743	*	*	23%	*	*	56%	42%
Economically Disadvantaged Students	63	734	734	731	*	*	35%	*	*	24%	24%
Non-Economically Disadvantaged Students	112	757	757	751	*	*	20%	*	*	59%	53%
Students with Disabilities	30	709	709	718	*	*	*	*	*	*	13%
Students without Disabilities	145	757	757	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	130	737	737	728	19%	18%	24%	*	*	39%	29%
White	53	736	736	737	*	25%	19%	*	*	40%	38%
Hispanic	54	733	733	722	26%	*	*	37%	0%	37%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	64	743	743	731	*	*	28%	*	*	47%	31%
Male	66	730	730	726	*	*	20%	*	*	32%	27%
Economically Disadvantaged Students	47	730	730	719	28%	*	*	*	*	32%	20%
Non-Economically Disadvantaged Students	83	741	741	735	14%	*	*	*	*	43%	36%
Students with Disabilities	21	705	705	707	*	*	*	*	*	*	10%
Students without Disabilities	109	743	743	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%





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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	29	810	753	744	0%	0%	0%	41%	59%	100%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	19	816	788	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	13	814	751	745	0%	0%	0%	*	*	100%	44%
Male	16	806	756	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	709	717	N	N	N	N	N	N	12%
Students without Disabilities	29	810	758	748	0%	0%	0%	41%	59%	100%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	29	810	*	745	0%	0%	0%	41%	59%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%





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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	731	737	N	N	N	N	N	N	35%
White	N	N	731	743	N	N	N	N	N	N	43%
Hispanic	N	N	727	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	732	738	N	N	N	N	N	N	36%
Male	N	N	729	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	730	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	731	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	715	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	734	741	N	N	N	N	N	N	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	N	N	*	738	N	N	N	N	N	N	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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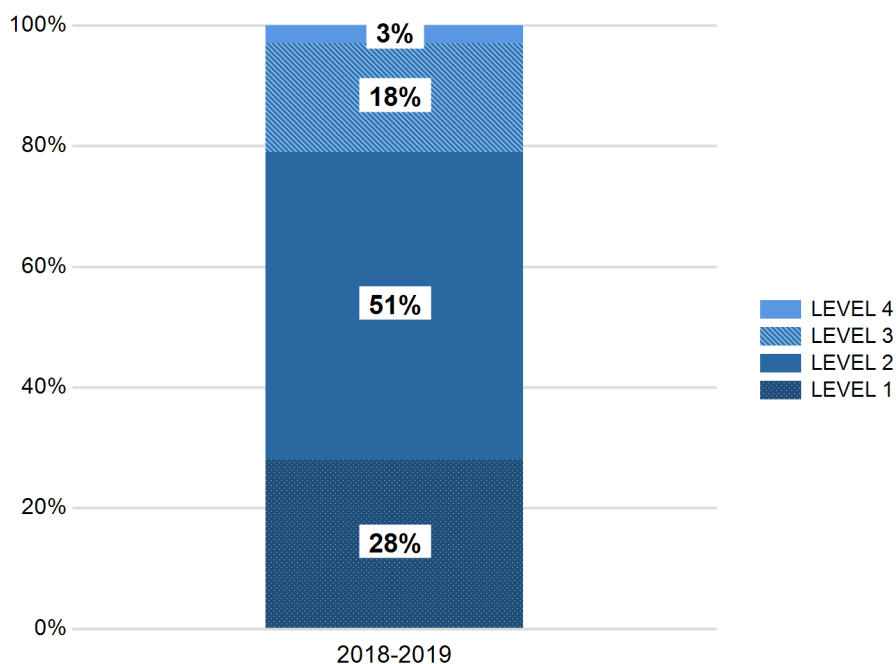
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	28	51	18	3
White	34	54	13	0
Hispanic	31	60	9	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	33	36	12
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	57	19	1
Male	34	45	17	4
Economically Disadvantaged Students	37	52	12	0
Non-Economically Disadvantaged Students	24	50	21	4
Students with Disabilities	75	25	0	0
Students without Disabilities	22	55	21	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	174
7	0	0	176
8	0	0	161
Total	0	0	511

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	137	0	37	0	0	0	0
8	160	0	0	0	0	0	0
Total	297	0	37	0	0	0	0



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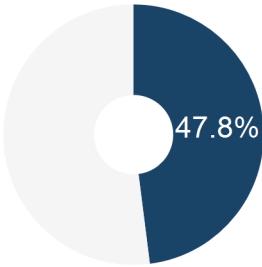
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Visual and Performing Arts – Course Participation

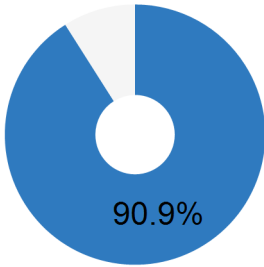
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

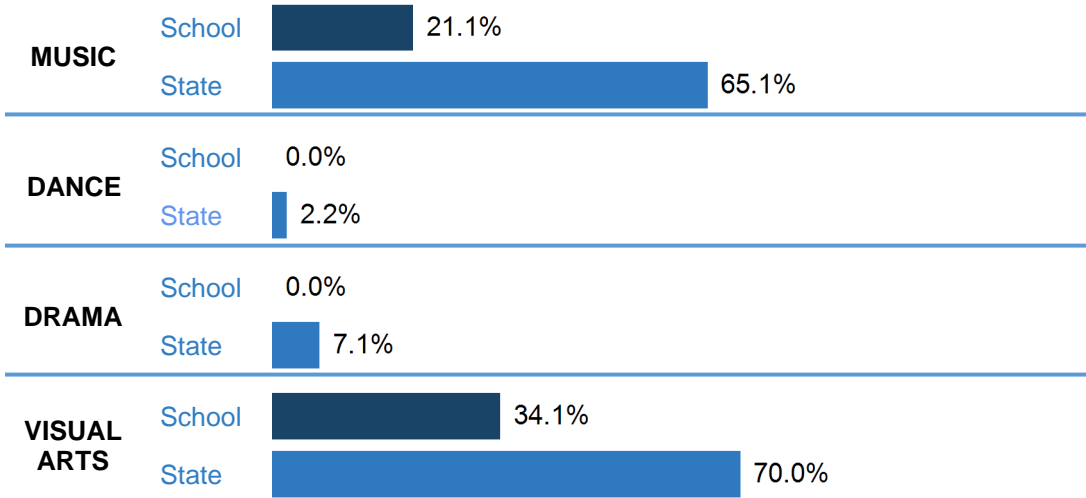


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

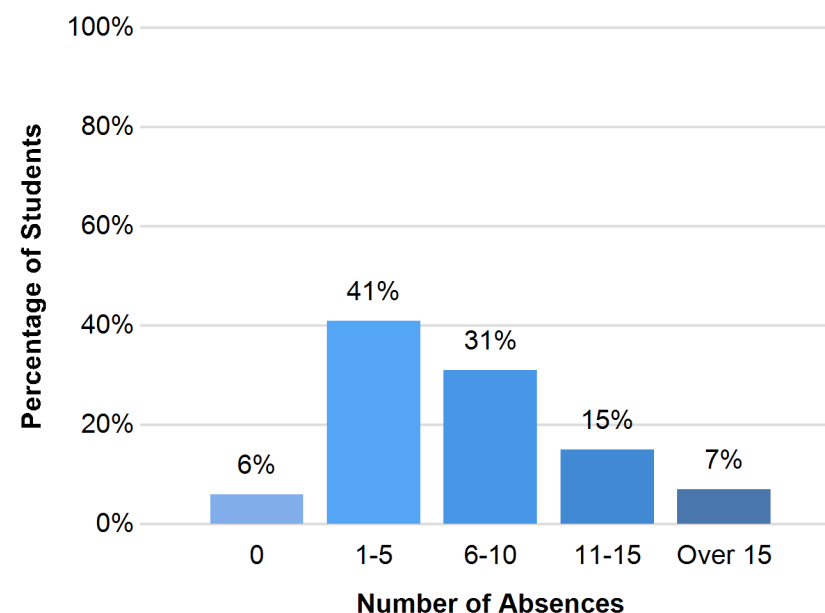
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	5.1	9.1	Met
White	13	7.2	9.1	Met
Hispanic	12	6.8	9.1	Met
Black or African American	*	*	9.1	Met
Asian, Native Hawaiian, or Pacific	1	0.8	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	13	5.3		
Male	13	5.0		
Economically Disadvantaged Students	11	6.7	9.1	Met
Students with Disabilities	9	12.3	9.1	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





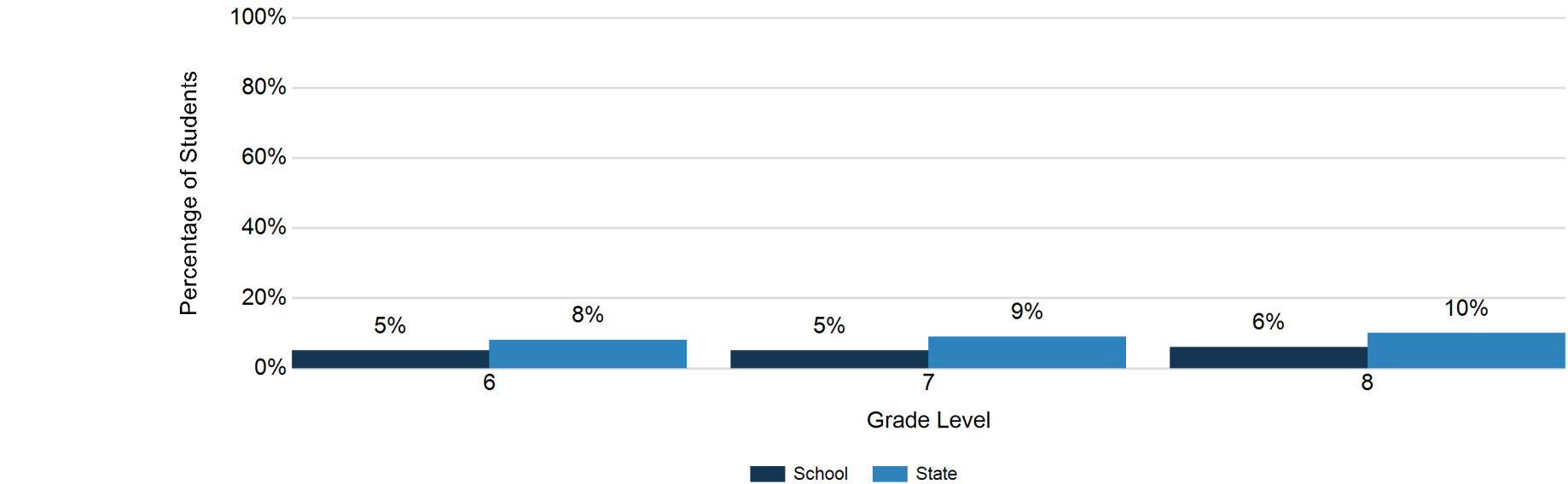
Secaucus Middle School  
(17-4730-080)  
Grades Offered: 06-08  
2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.57

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
17





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### School Day

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

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

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	3.6:1



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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	60.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	13.1	16.0
Average years experience in district	10.7	12.0
Percentage of Administrators with 4 or more years experience in the district	73.3%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	127:1	151:1
Teachers to Administrators	13:1	12:1
Students to Librarians/Media Specialists		N
Students to Nurses		454:1
Students to Counselors		252:1
Students to Child Study Team Members		284:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	78.0%	100.0%	48.4%	77.1%	54.9%
Male	51.4%	22.0%	0.0%	51.6%	22.9%	45.1%
White	35.2%	86.0%	75.0%	42.4%	83.6%	77.4%
Hispanic	34.6%	8.0%	25.0%	29.9%	7.3%	7.2%
Black or African American	5.1%	4.0%	0.0%	15.0%	6.6%	13.9%
Asian	23.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	2.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.4%	90.5%
2017-18 Administrators: Same district 2018-19	62.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.1%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	68.3%	63.2%	62.3%
Math Proficiency	48.3%	51.4%	46.9%
ELA Growth	60	51	49
Math Growth	64	62	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.3%	6.2%	5.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
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Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.





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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






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### School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Secaucus Middle school began a 1:1 Chromebook initiative to ensure that all students, grades 6-8 will have their own Chromebook by the start of the 2019-2020 school year.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of Secaucus Middle School is to facilitate the development of each child to his or her greatest potential. This mission includes that all students demonstrate skills and knowledge that will enable and inspire them to be productive, responsible, and independent members of society. Our goal is to provide each child with the experiences needed to achieve success, excellence, and greatness not only within the classroom walls, but in their future education and beyond as well.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Secaucus Middle School's students and teachers will be featured in the HBO documentary, What Happened on September 11th airing this coming September. Eighth grader, Saloni Singh competed in the Scripps National Spelling Bee in Maryland.</p>






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




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 <div>Staff and Professional Learning:</div>	Staff members are provided Professional Development training through the year. Newly hired teachers are enrolled in a two day training that will enhance their performance as a teacher. Professional Learning Communities are ongoing and implemented in each grade where teachers meet during their common prep in order to enhance instruction and analyze data. Training is provided as needed when new programs are implemented in the curriculum.
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 <div>Student Supports and Services:</div>	<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>
 <div>Student Health and Wellness:</div>	<p>The National School Lunch Program is available to all students, breakfast and lunch. All students engage in health and physical education classes.</p>
 <div>Parent and Community Involvement:</div>	<p>The PTA is active and supportive of students with each child receiving money toward grade level field trips. Parents can access their child's grades, schedule, attendance, activities, homework, food service and contact information through the Parent Portal. There are also multiple events that take place throughout the course of the school year providing parents with an opportunity to visit the school.</p>



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### Facilities:

Secaucus Middle School takes pride in the appearance of the building. All instructional spaces are equipped with interactive whiteboards, Epson boards, or Promethean boards. Chromebook carts are available to all teachers and our entire school building is equipped with wireless internet access. We will be 1:1 for the 2019-2020 school year. Our custodial staff is conscientious in maintaining excellence in the general upkeep of the school each day. All classrooms are air conditioned. The school is thoroughly cleaned and maintained each summer.



### School Safety:

Security is of primary importance in the Secaucus School District. All outside doors are kept locked at all times. Visitors must present themselves to the Security Guard at the Main Entrance to be admitted. Parents/Guardians and other visitors are required to report to the office upon entering the building. All volunteers and visitors are required to sign in and wear the identification badge issued in the school office. A comprehensive school action plan is reviewed and updated annually. School personnel receive training from experts on how to respond to emergency situations and safety/security drills are conducted twice monthly. The Secaucus Board of Education has adopted an emergency/evacuation in all schools. Evacuation drills are conducted throughout the year.




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 <div>Technology and STEM:</div>	STEM classes are offered in all grades. The goal of our STEM program is to foster a learning environment in which students are guided to produce original ideas, objects, and structures according to certain specifications using concepts and skills from math, science, and technology.
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**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

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 the school or district directly.

<div>Other Information</div>	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.
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