



CLARENDON NO 4
2016-2017


Grade Span 3H-05

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

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

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

Navigating through the reports:

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

Other Resources:

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



**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	8	0	0
KG	67	75	59
1	89	63	60
2	56	81	62
3	92	58	82
4	89	89	60
5	71	81	96
6	69	77	0
Ungraded	41	38	29
Total	582	562	448

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	46%
Male	53%	54%	54%
Economically Disadvantaged Students	26%	23%	27%
Students with Disabilities	15%	17%	18%
English Learners	1%	2%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	35.5%
Hispanic	31.0%
Asian	27.9%
Black or African American	3.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.8%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	10	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	66	75	59

Enrollment by Home Language

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

Home Language	% of Students
English	81.0%
Spanish	5.1%
Hindi	2.7%
Arabic	2.5%
Chinese	2.2%
Other	6.2%



**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	221	97.5	66.10	62.40	54.90	66.1	54.5	Met Target
White	85	100.0	61.20	57.20	63.90	61.2	42.9	Met Target
Hispanic	70	95.1	54.30	55.00	39.80	54.3	51.5	Met Target
Black or African American	11	100.0	63.70	*	35.20	63.7	**	**
Asian, Native Hawaiian, or Pacific Islander	51	98.1	92.20	78.60	80.70	92.2	76.9	Met Goal
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	46.20	54.90	*	**	**
Female	94	95.2	75.50	73.10	62.20	75.5		
Male	127	99.3	59.00	52.80	48.10	59		
Economically Disadvantaged Students	69	97.4	52.20	50.60	36.20	52.2	31.3	Met Target
Non-Economically Disadvantaged Students	152	97.6	72.40	67.40	65.80	72.4		
Students with Disabilities	40	97.6	10.00	*	20.50	10	21.4	Not Met
Students without Disabilities	181	97.5	78.50	*	61.90	78.5		
English Learners	*	*	*	34.10	25.20	*	**	**
Non-English Learners	*	*	*	63.50	57.40	*		
Homeless Students	N	N	*	25.00	26.40	*		
Students In Foster Care	*	*	*	100.00	24.80	*		
Military-Connected Students	N	N	*	100.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	756	758	749	*	*	29%	43%	12%	55%	50%
White	30	753	753	759	*	*	*	33%	*	50%	61%
Hispanic	28	746	748	734	*	*	39%	43%	0%	43%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	772	775	775	0%	*	*	55%	*	75%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	35	769	768	753	*	*	*	46%	*	66%	55%
Male	49	747	747	744	*	*	*	41%	*	47%	46%
Economically Disadvantaged Students	29	738	738	730	*	*	38%	35%	*	38%	31%
Non-Economically Disadvantaged Students	55	765	765	761	*	*	24%	47%	*	64%	63%
Students with Disabilities	14	711	*	720	*	*	*	*	*	*	24%
Students without Disabilities	70	765	*	754	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	84	756	*	752	*	*	29%	43%	12%	55%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



CLARENDON NO 4
2016-2017

Grade Span 3H-05

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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	757	758	753	*	*	23%	48%	17%	65%	56%
White	22	755	750	762	*	*	*	*	*	59%	67%
Hispanic	23	748	748	740	*	*	*	48%	*	57%	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	11	781	776	777	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	22	772	764	758	*	*	*	55%	*	86%	61%
Male	38	748	754	748	*	*	*	45%	*	53%	51%
Economically Disadvantaged Students	16	743	746	737	*	*	*	*	*	44%	36%
Non-Economically Disadvantaged Students	44	761	762	764	*	*	*	*	*	73%	69%
Students with Disabilities	10	725	720	724	*	*	*	*	0%	10%	25%
Students without Disabilities	50	763	764	759	*	*	*	*	20%	76%	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	60	757	*	755	*	*	23%	48%	17%	65%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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



CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	768	766	755	*	*	14%	60%	18%	78%	59%
White	36	763	764	763	0%	*	*	61%	*	72%	69%
Hispanic	25	758	757	743	*	*	*	64%	*	68%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	22	789	784	778	0%	0%	0%	55%	46%	100%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	42	766	769	761	*	*	*	62%	*	79%	66%
Male	47	770	764	749	*	*	*	57%	*	77%	53%
Economically Disadvantaged Students	28	755	751	739	*	*	*	64%	*	68%	40%
Non-Economically Disadvantaged Students	61	774	775	765	*	*	*	57%	*	82%	71%
Students with Disabilities	15	727	721	724	*	*	*	*	*	*	22%
Students without Disabilities	74	776	775	761	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	89	768	*	756	*	*	14%	60%	18%	78%	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

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



CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	751	N	N	N	N	N	N	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	N	N	N	740	N	N	N	N	N	N	38%
Black or African American	N	N	N	735	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	745	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	760	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	722	N	N	N	N	N	N	17%
Students without Disabilities	N	N	N	757	N	N	N	N	N	N	61%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	N	N	N	752	N	N	N	N	N	N	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

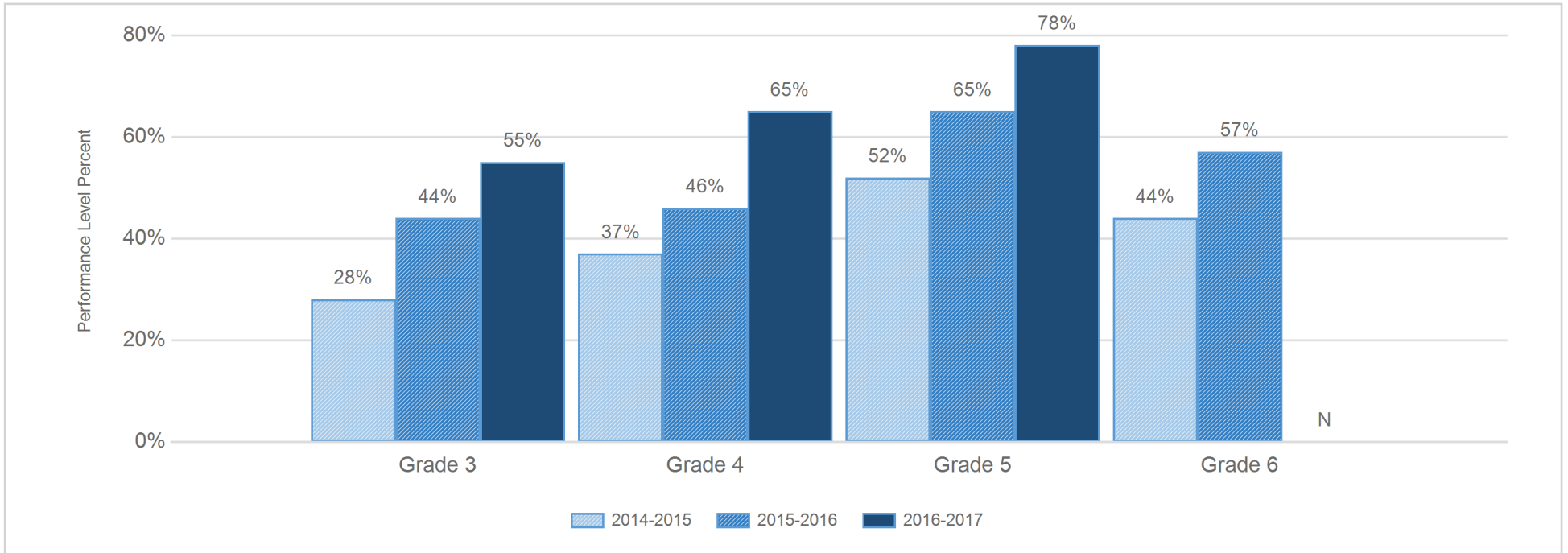


CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	221	98.0	47.00	46.10	43.50	47	53.1	Not Met
White	85	100.0	44.70	40.00	52.40	44.7	42.9	Met Target
Hispanic	70	95.2	30.00	33.10	27.60	30	44	Not Met
Black or African American	11	100.0	45.50	*	21.70	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	51	100.0	76.40	71.90	75.60	76.4	74.3	Met Target
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	30.80	44.90	*	**	**
Female	94	95.4	43.60	46.40	44.10	43.6		
Male	127	100.0	49.60	45.90	42.90	49.6		
Economically Disadvantaged Students	69	97.5	27.50	33.20	25.10	27.5	29.7	Met Target†
Non-Economically Disadvantaged Students	152	98.2	56.00	51.60	54.30	56		
Students with Disabilities	40	97.6	*	3.00	16.50	*	12.7	Not Met
Students without Disabilities	181	98.0	*	53.30	48.80	*		
English Learners	*	*	*	29.50	23.30	*	**	**
Non-English Learners	*	*	*	46.70	45.20	*		
Homeless Students	N	N	*	25.00	16.40	*		
Students In Foster Care	*	*	*	100.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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



**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	754	756	750	*	*	34%	41%	*	51%	53%
White	31	754	751	758	*	*	39%	36%	*	48%	63%
Hispanic	29	746	746	738	*	*	38%	45%	0%	45%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	768	776	778	0%	*	*	*	*	65%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	37	754	757	751	*	*	41%	43%	*	51%	52%
Male	49	754	754	750	*	*	29%	39%	*	51%	53%
Economically Disadvantaged Students	30	742	741	735	*	*	37%	40%	*	40%	34%
Non-Economically Disadvantaged Students	56	760	762	761	*	*	32%	41%	*	57%	65%
Students with Disabilities	14	720	*	728	*	*	*	*	*	*	29%
Students without Disabilities	72	761	*	754	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



CLARENDON NO 4
2016-2017

Grade Span 3H-05

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	746	752	746	*	*	41%	41%	*	43%	47%
White	22	742	742	754	*	*	*	*	0%	41%	59%
Hispanic	24	740	739	734	0%	*	50%	*	0%	29%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	11	763	772	773	0%	*	*	*	*	82%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	23	750	752	746	*	*	*	52%	*	52%	47%
Male	38	743	751	746	*	*	*	34%	*	37%	48%
Economically Disadvantaged Students	17	738	743	731	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	44	749	755	756	*	*	*	*	*	48%	61%
Students with Disabilities	10	723	718	724	*	*	*	*	*	10%	22%
Students without Disabilities	51	750	757	751	*	*	*	*	*	49%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



CLARENDON NO 4
2016-2017

Grade Span 3H-05

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

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	749	750	746	*	19%	37%	32%	*	43%	46%
White	37	743	746	754	*	*	35%	30%	*	38%	57%
Hispanic	25	738	740	734	0%	*	56%	*	0%	20%	30%
Black or African American	*	*	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	23	771	768	774	0%	0%	*	52%	*	78%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	44	741	745	747	*	*	48%	*	*	25%	47%
Male	47	756	754	746	*	*	28%	*	*	60%	46%
Economically Disadvantaged Students	29	731	734	732	*	*	52%	*	0%	14%	27%
Non-Economically Disadvantaged Students	62	757	758	756	*	*	31%	*	16%	57%	59%
Students with Disabilities	15	714	719	724	*	*	*	*	*	*	19%
Students without Disabilities	76	755	755	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



CLARENDON NO 4
2016-2017

Grade Span 3H-05

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

Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	743	N	N	N	N	N	N	44%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	N	N	N	730	N	N	N	N	N	N	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	770	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	744	N	N	N	N	N	N	46%
Female	N	N	N	744	N	N	N	N	N	N	45%
Male	N	N	N	742	N	N	N	N	N	N	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	50%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	N	N	N	744	N	N	N	N	N	N	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

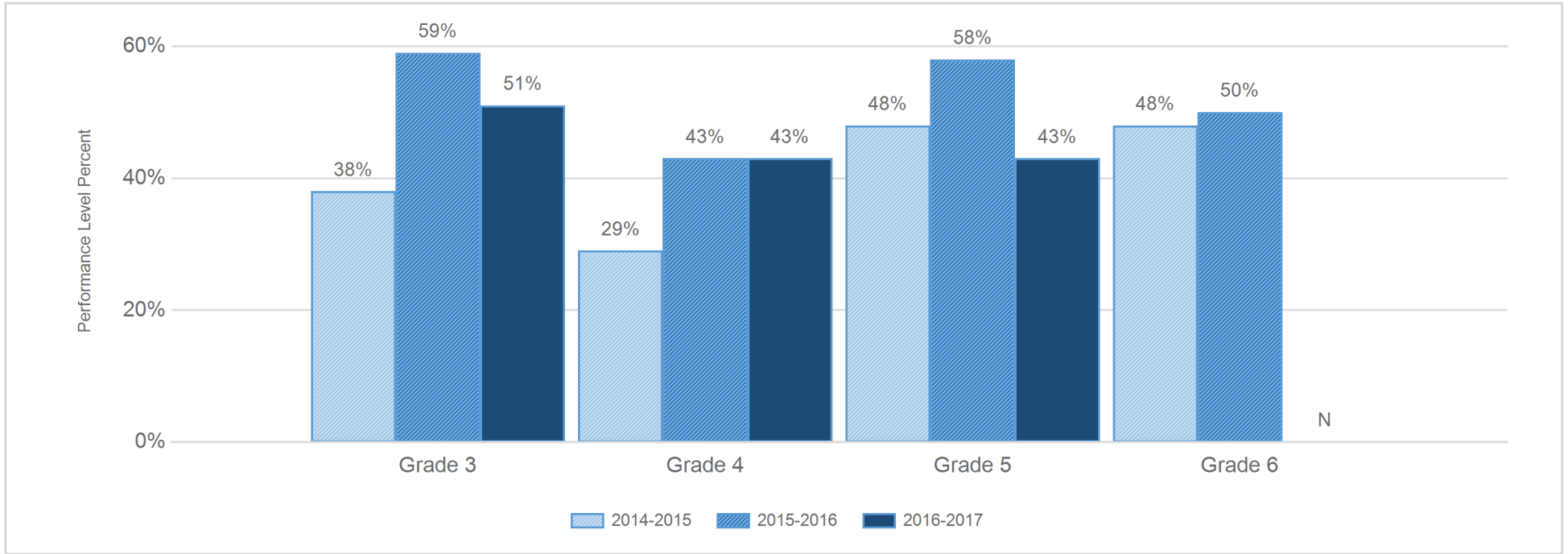


CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

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

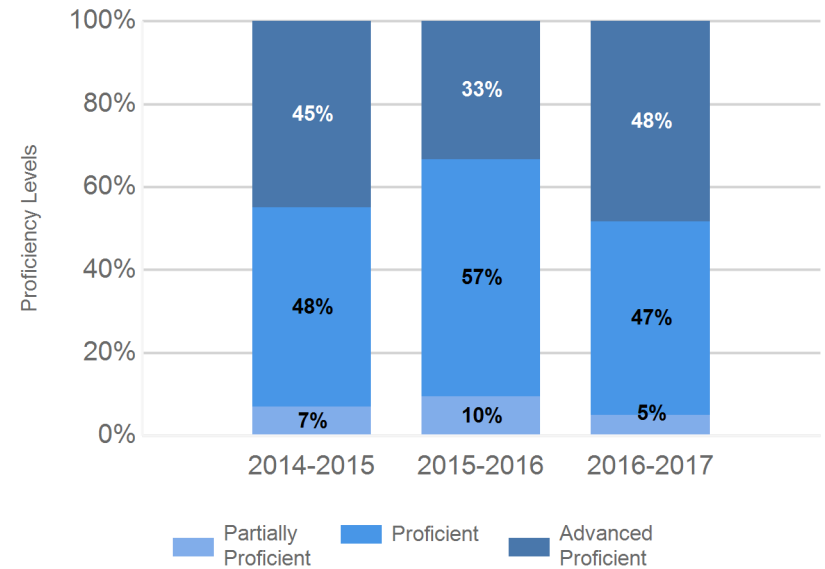
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	48%	47%	5%
White	38%	57%	*
Hispanic	44%	52%	4%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	82%	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	29%	65%	6%
Students with Disabilities	*	*	N
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	79	65	50	Exceeds Target	52.5	59	50	Met Target
White	79	58	50	Exceeds Target	52	52	52	Met Target
Hispanic	74.5	65	49	Exceeds Target	55	59	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	87.5	73	60	Exceeds Target	51	63	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	73	64.5	47	Exceeds Target	51	52.5	46	Met Target
Students with Disabilities	58	57	41	Met Target	62	48	43	Exceeds Target
English Learners	*	78	53	**	*	74.5	51	**

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



**CLARENDON NO 4
2016-2017**

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

Grade Span 3H-05

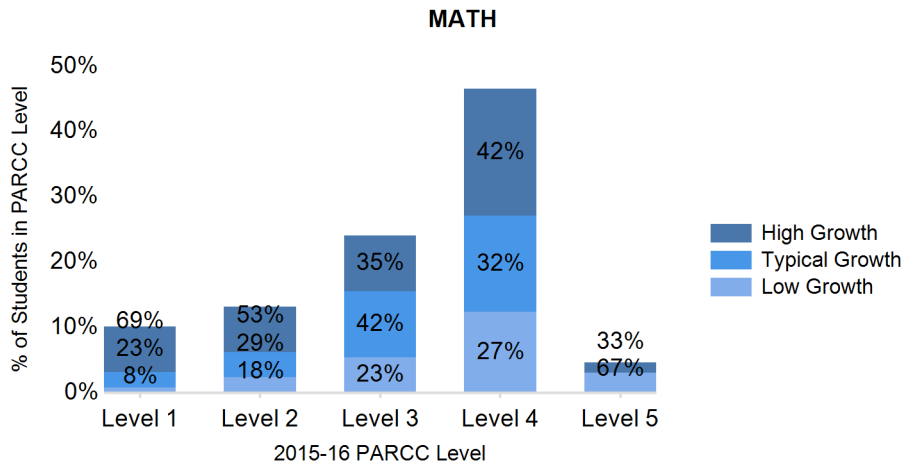
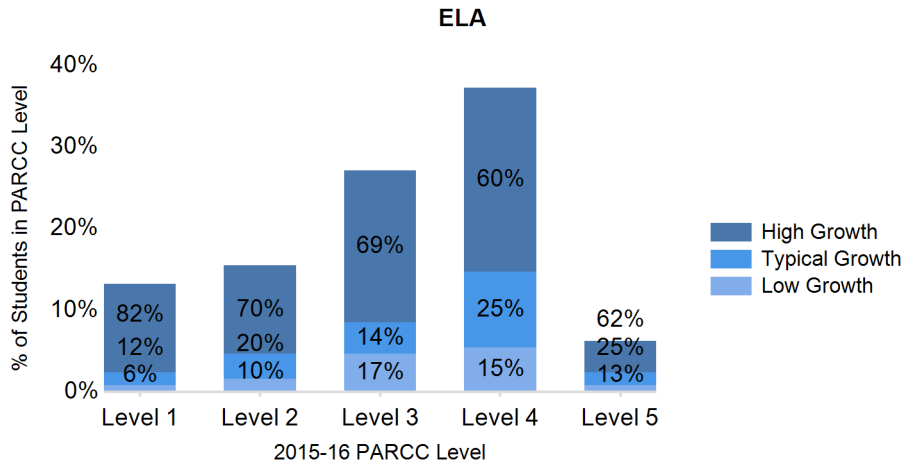
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

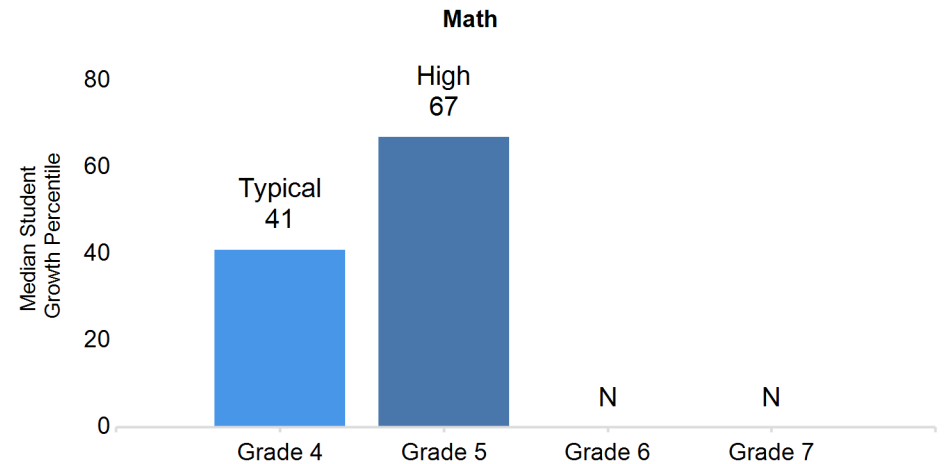
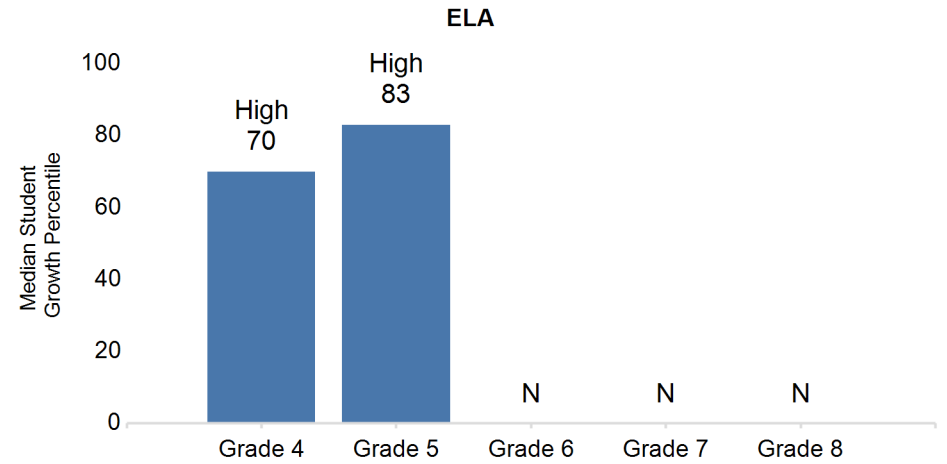
Student Growth by Performance Level

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



Student Growth by Grade

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





CLARENDON NO 4
2016-2017

Grade Span 3H-05

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

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

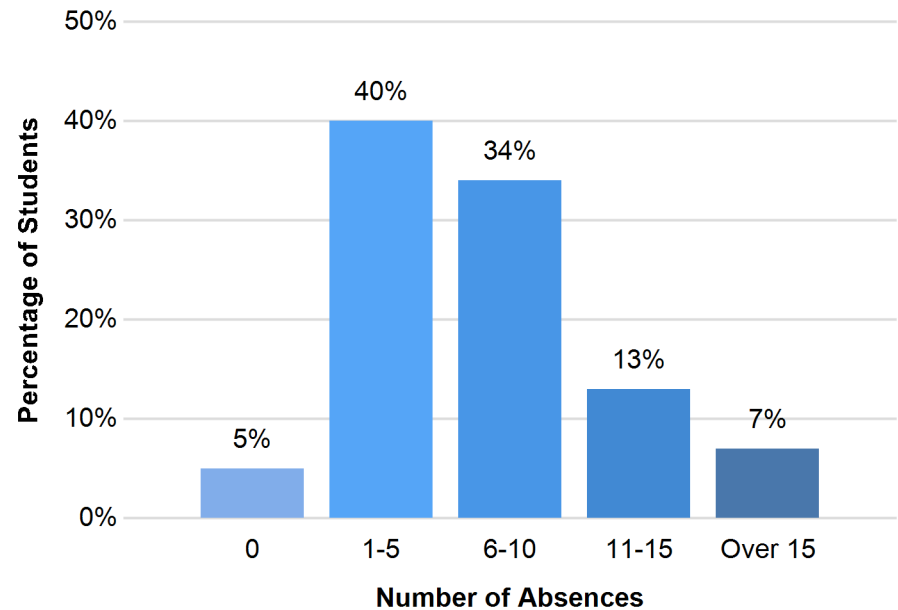
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	8.30	Met Target
White	2.50	8.30	Met Target
Hispanic	7.90	8.30	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	4.00	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	6.60	8.30	Met Target
Students with Disabilities	12.20	8.30	Not Met
English Learners	0	**	**

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

Days Absent

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



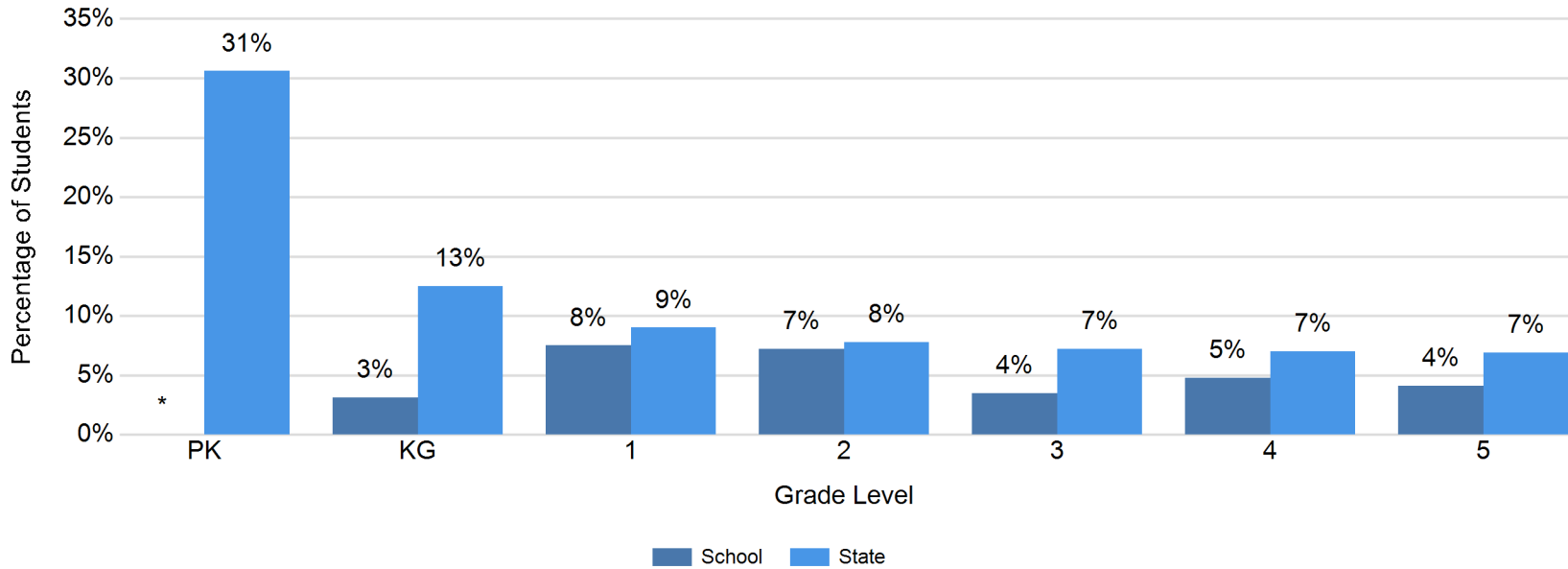


CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.3	47.3 kbps	100 kbps	No	N	Fiber	No

Per-Pupil Expenditures (District Level)

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

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



**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	42	115,100
Average years experience in public schools	11.4	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,476
Average years experience in public schools	13.9	15.7
Average years experience in district	13.9	11.5
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	448:1	141:1
Librarian/Media Specialists		N
Nurses		423:1
Counselors		265:1
Child Study Team		265:1



CLARENDON NO 4
2016-2017

Grade Span 3H-05

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

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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	85%
2015-16 Administrators: Same district 2016-17	84%	85%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	62	17.5%
Mathematics Proficiency	39	17.5%
English Language Arts Growth	99	25%
Mathematics Growth	60	25%
Chronic Absenteeism	67	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.6
Summative Rating: Percentile rank of Summative Score		77 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	68	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
White	61	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	72	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
Black or African American	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	57	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	76	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Students with Disabilities	58	No	Not Met	Not Met	Not Met	Met Target	Exceeds Target	No
English Learners	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**CLARENDON NO 4
2016-2017**

Grade Span 3H-05




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

School General Info

Principal:	Mr. VIGGIANI	Email Address:	sviggiani@sboe.org
Address:	685 FIFTH ST SECAUCUS, NJ 07094-3004	Website:	www.sboe.org
Phone:	(201)974-2012	Facebook:	www.facebook.com/SecaucusPSD
		Twitter:	https://twitter.com/@SecaucusPSD

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Ongoing infusion of technology content programs is vital to Clarendon School • Instruction guided by NJ Student Learning Standards, Next Generation Science Standards and frequently revised curriculum • Clarendon School recognizes that Parents are an integral part of their Child’s education.
 <p>Mission, Vision, Theme:</p>	<p>It is our mission at Clarendon School to work as a team of educators in a student-centered, nurturing environment, in order to provide each child with optimal learning opportunities for them to reach their full academic and social potential, and become productive citizens in an increasingly complex world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>PARCC scores continue to rise for the majority of grades in both English Language Arts and Math. Staff members are chosen each year for the Governor’s Educator of the Year Award to recognize dedication and professionalism as an educator in Clarendon Elementary School. During the 2016-2017 school year the Supervisor of Elementary Education presented at the NJEA convention.</p>






CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

School Narrative

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

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







**CLARENDON NO 4
2016-2017**

Grade Span 3H-05

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

School Narrative

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

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





CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Surveys are distributed to parents, staff and students that outline anti Bullying and school culture.</p>
 <p>Facilities:</p>	<p>Clarendon School takes pride in the appearance of the building. All instructional spaces are equipped with interactive whiteboards, laptop stations, and all students have access to the computer lab. Our entire school building is equipped with wireless internet access. Our custodial staff is conscientious in maintaining excellence in the general upkeep of the school each day. All classrooms are air conditioned. The school is thoroughly cleaned and maintained each summer.</p>



CLARENDON NO 4
2016-2017
Grade Span 3H-05

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

School Narrative

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



Other Information:

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