



SECAUCUS MIDDLE SCHOOL  
2016-2017


Grade Span 06-08

17-4730-080  
HUDSON  
SECAUCUS TOWN  
11 MILL RIDGE ROAD  
SECAUCUS, NJ 07094

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

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

#### Navigating through the reports:

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

#### Other Resources:

- Review the [Parent Summary Report](#) 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](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	0	0	145
7	171	149	151
8	198	175	156
Ungraded	7	8	7
<b>Total</b>	<b>376</b>	<b>332</b>	<b>459</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	49%
Male	52%	54%	51%
Economically Disadvantaged Students	29%	31%	29%
Students with Disabilities	13%	15%	13%
English Learners	2%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	40.7%
Hispanic	31.8%
Asian	22.2%
Black or African American	4.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.4%

### Enrollment by Home Language

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

Home Language	% of Students
English	86.7%
Spanish	3.5%
Hindi	3.3%
Chinese	2.0%
Gujarati	1.3%
<i>Other</i>	3.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	429	98.5	68.30	62.40	54.90	68.3	51.6	Met Target
White	180	99.5	62.80	57.20	63.90	62.8	47.7	Met Target
Hispanic	125	96.6	67.20	55.00	39.80	67.2	42.4	Met Target
Black or African American	22	100.0	72.70	*	35.20	72.7	N	N
Asian, Native Hawaiian, or Pacific Islander	100	99.0	79.00	78.60	80.70	79	71.1	Met Target
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	46.20	54.90	*	**	**
Female	206	99.1	78.70	73.10	62.20	78.7		
Male	223	97.9	58.70	52.80	48.10	58.7		
Economically Disadvantaged Students	127	97.9	58.30	50.60	36.20	58.3	42	Met Target
Non-Economically Disadvantaged Students	302	98.7	72.50	67.40	65.80	72.5		
Students with Disabilities	52	94.7	17.30	*	20.50	17.2	8.5	Met Target
Students without Disabilities	377	99.0	75.30	*	61.90	75.3		
English Learners	12	92.9	33.30	34.10	25.20	32.3	**	**
Non-English Learners	417	98.7	69.30	63.50	57.40	69.3		
Homeless Students	*	*	*	25.00	26.40	*		
Students In Foster Care	N	N	*	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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	143	756	756	751	*	*	27%	46%	*	58%	54%
White	50	740	740	758	*	24%	26%	40%	*	42%	63%
Hispanic	42	753	753	740	*	*	33%	41%	*	52%	38%
Black or African American	*	*	*	735	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	42	774	774	775	*	*	*	55%	24%	79%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	71	764	764	758	*	*	27%	49%	*	68%	61%
Male	72	747	747	745	*	*	26%	43%	*	49%	46%
Economically Disadvantaged Students	47	747	747	737	*	*	30%	38%	*	47%	34%
Non-Economically Disadvantaged Students	96	760	760	760	*	*	25%	50%	*	64%	65%
Students with Disabilities	21	714	714	722	*	*	*	*	*	*	17%
Students without Disabilities	122	763	763	757	*	*	*	*	*	*	61%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
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%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	150	765	765	756	*	*	19%	49%	23%	73%	59%
White	69	764	764	763	*	*	16%	51%	23%	74%	69%
Hispanic	45	762	762	741	*	*	*	53%	*	71%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	27	772	772	783	0%	*	*	37%	*	70%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Female	82	773	773	764	*	*	15%	55%	28%	83%	68%
Male	68	755	755	748	*	*	25%	43%	18%	60%	51%
Economically Disadvantaged Students	40	758	758	738	*	*	30%	55%	*	65%	40%
Non-Economically Disadvantaged Students	110	767	767	765	*	*	16%	47%	*	76%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	757	*	*	*	*	*	*	*
Homeless Students	*	*	*	730	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	152	764	764	757	*	*	20%	51%	20%	70%	59%
White	61	760	760	764	*	*	26%	46%	18%	64%	68%
Hispanic	54	758	758	742	*	*	*	59%	*	69%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	31	784	784	785	*	*	*	52%	39%	90%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	65	772	772	765	*	*	*	52%	28%	80%	68%
Male	87	759	759	748	*	*	*	49%	14%	63%	50%
Economically Disadvantaged Students	44	757	757	739	*	*	*	41%	*	61%	40%
Non-Economically Disadvantaged Students	108	767	767	766	*	*	*	55%	*	74%	69%
Students with Disabilities	17	722	722	717	*	*	*	*	0%	12%	18%
Students without Disabilities	135	770	770	764	*	*	*	*	22%	78%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

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

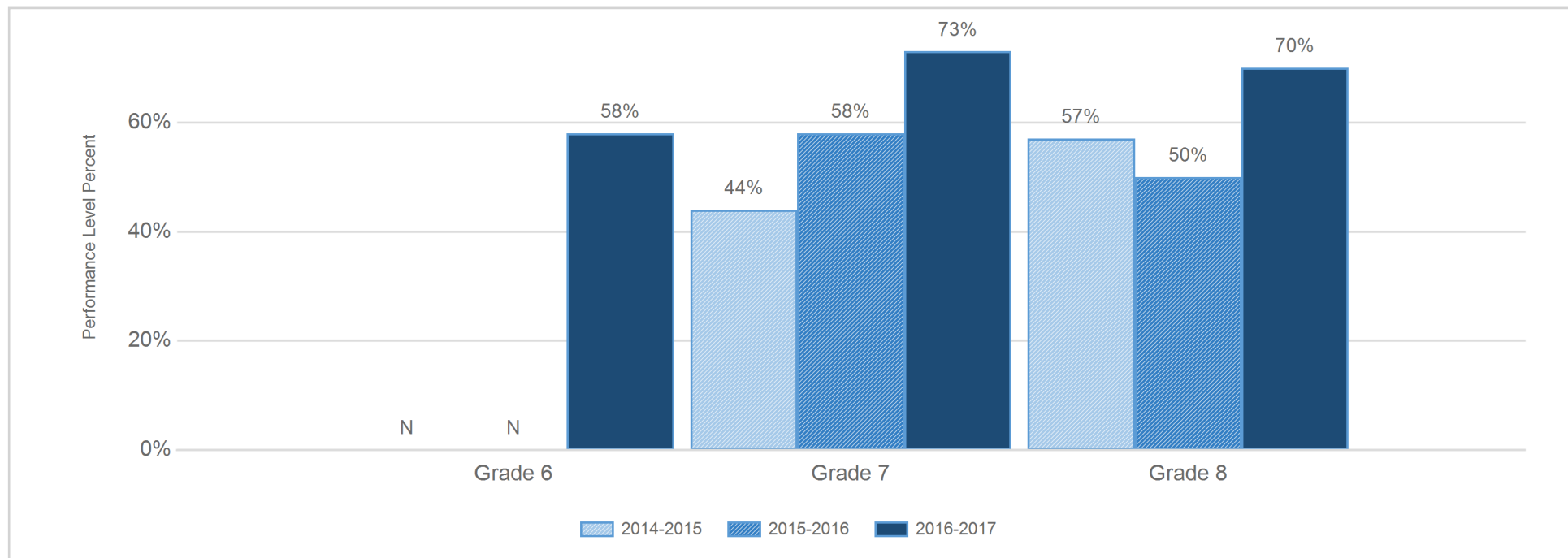


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### English Language Arts/Literacy Assessment - Performance Trends

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





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### Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	429	98.5	48.30	46.10	43.50	48.3	51.9	Met Target†
White	180	99.5	40.60	40.00	52.40	40.6	46.3	Met Target†
Hispanic	125	96.6	37.60	33.10	27.60	37.6	42.4	Met Target†
Black or African American	22	100.0	54.50	*	21.70	54.5	N	N
Asian, Native Hawaiian, or Pacific Islander	100	99.0	74.00	71.90	75.60	74	73.8	Met Target
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	30.80	44.90	*	**	**
Female	206	99.1	47.50	46.40	44.10	47.5		
Male	223	97.9	48.90	45.90	42.90	48.9		
Economically Disadvantaged Students	127	97.9	33.00	33.20	25.10	33	39.9	Met Target†
Non-Economically Disadvantaged Students	302	98.7	54.60	51.60	54.30	54.6		
Students with Disabilities	52	94.7	*	3.00	16.50	*	8.5	Not Met
Students without Disabilities	377	99.0	*	53.30	48.80	*		
English Learners	12	93.7	25.00	29.50	23.30	24.2	**	**
Non-English Learners	417	98.7	48.90	46.70	45.20	48.9		
Homeless Students	*	*	*	25.00	16.40	*		
Students In Foster Care	N	N	*	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.





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	145	744	744	743	8%	21%	28%	33%	10%	43%	44%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	42	767	767	770	*	*	*	43%	29%	71%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	73	747	747	744	*	*	33%	34%	*	45%	45%
Male	72	740	740	742	*	*	24%	32%	*	40%	43%
Economically Disadvantaged Students	49	731	731	728	*	*	35%	22%	*	22%	24%
Non-Economically Disadvantaged Students	96	750	750	752	*	*	25%	39%	*	53%	56%
Students with Disabilities	21	698	698	716	*	*	*	*	*	*	13%
Students without Disabilities	124	752	752	748	*	*	*	*	*	*	50%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	744	*	*	*	*	*	*	*
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.



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Mathematics Assessment - Performance by Grade: Grade 7\*\*

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	149	749	749	741	*	11%	40%	38%	*	46%	40%
White	69	749	749	748	*	*	41%	42%	*	48%	49%
Hispanic	*	*	*	729	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	27	763	763	764	0%	*	*	41%	*	67%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	82	748	748	742	*	*	49%	32%	*	40%	41%
Male	67	750	750	739	*	*	28%	45%	*	54%	38%
Economically Disadvantaged Students	40	738	738	728	*	*	45%	25%	*	30%	22%
Non-Economically Disadvantaged Students	109	753	753	748	*	*	38%	42%	*	52%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

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<b>Schoolwide</b>	122	743	743	727	8%	21%	25%	45%	0%	45%	28%
White	53	741	741	735	*	23%	34%	38%	*	38%	35%
Hispanic	49	737	737	721	*	25%	25%	39%	*	39%	21%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	17	766	766	746	*	*	*	88%	*	88%	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	52	745	745	730	*	*	33%	46%	*	46%	30%
Male	70	741	741	725	*	*	20%	44%	*	44%	26%
Economically Disadvantaged Students	40	735	735	719	*	25%	*	48%	*	48%	19%
Non-Economically Disadvantaged Students	82	746	746	734	*	20%	*	44%	*	44%	34%
Students with Disabilities	17	710	710	705	*	*	*	*	*	*	*
Students without Disabilities	105	748	748	734	*	*	*	*	*	*	*
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	31	806	747	742	0%	0%	0%	55%	45%	100%	42%
White	*	*	*	750	*	*	*	*	*	*	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	802	767	773	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	13	797	744	743	*	*	*	*	*	100%	43%
Male	18	813	749	741	*	*	*	*	*	100%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	31	806	752	747	0%	0%	0%	55%	45%	100%	47%
English Learners	N	N	N	707	N	N	N	N	N	N	*
Non-English Learners	31	806	748	744	0%	0%	0%	55%	45%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%

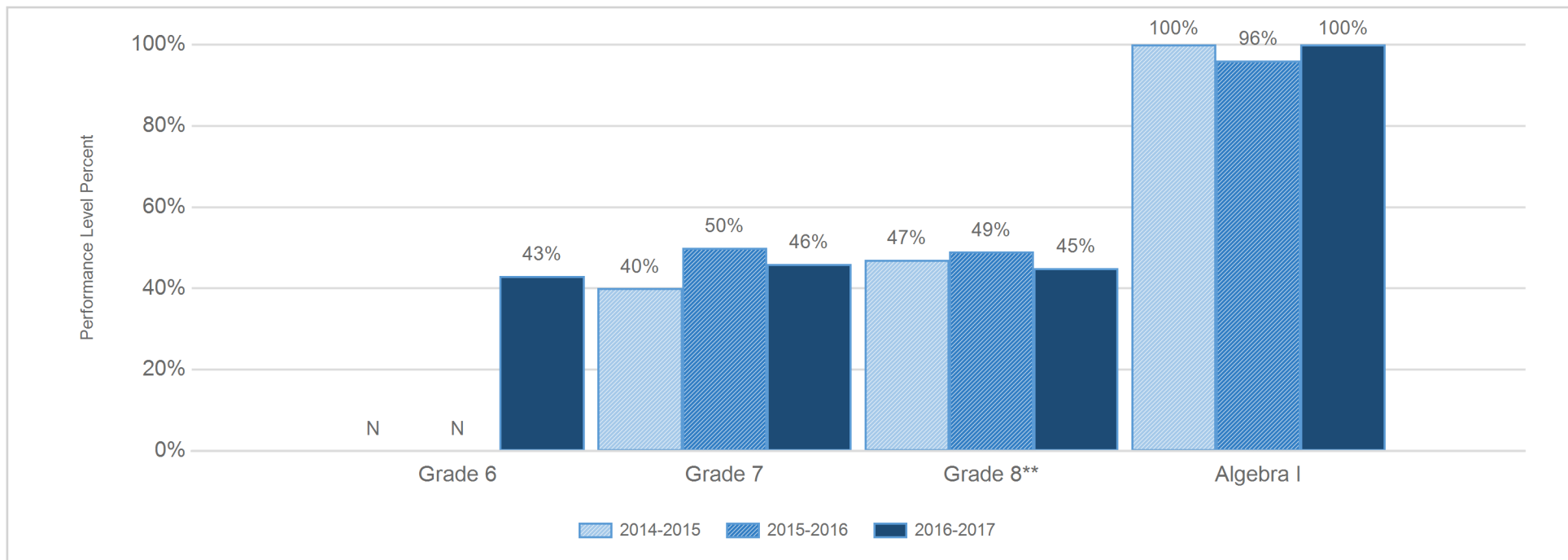


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**Mathematics Assessment – Performance Trends**

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



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



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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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

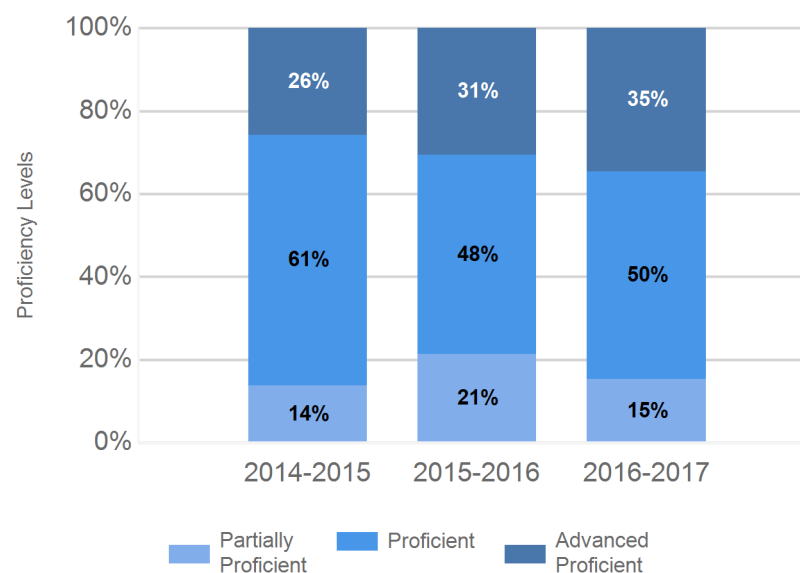
### NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	35%	50%	15%
White	27%	53%	19%
Hispanic	29%	54%	18%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	31%	51%	18%
Students with Disabilities	5%	58%	37%
English Learners	N	*	*

### NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60.5	65	50	Exceeds Target	64	59	50	Exceeds Target
White	58	58	50	Met Target	62	52	52	Exceeds Target
Hispanic	63	65	49	Exceeds Target	69	59	47	Exceeds Target
Black or African American	*	*	45	Met Target	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	69	73	60	Exceeds Target	62.5	63	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	59	64.5	47	Met Target	63	52.5	46	Exceeds Target
Students with Disabilities	65	57	41	Exceeds Target	40	48	43	Met Target
English Learners	66	78	53	**	*	74.5	51	**

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





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

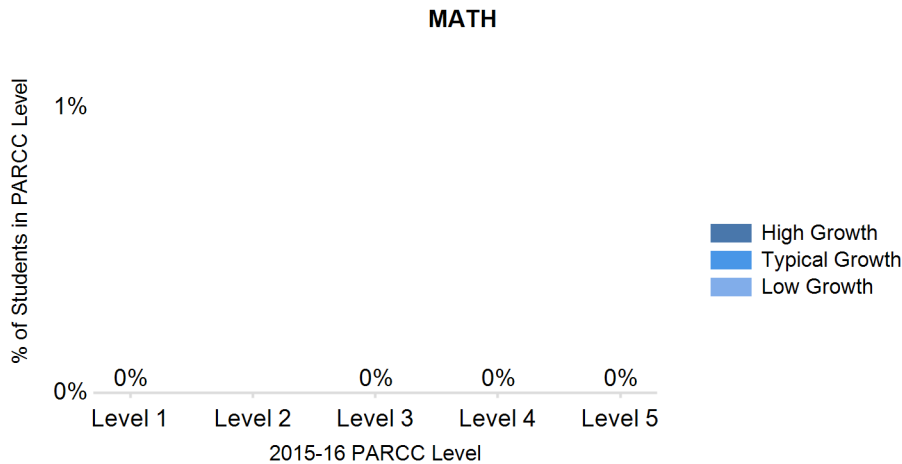
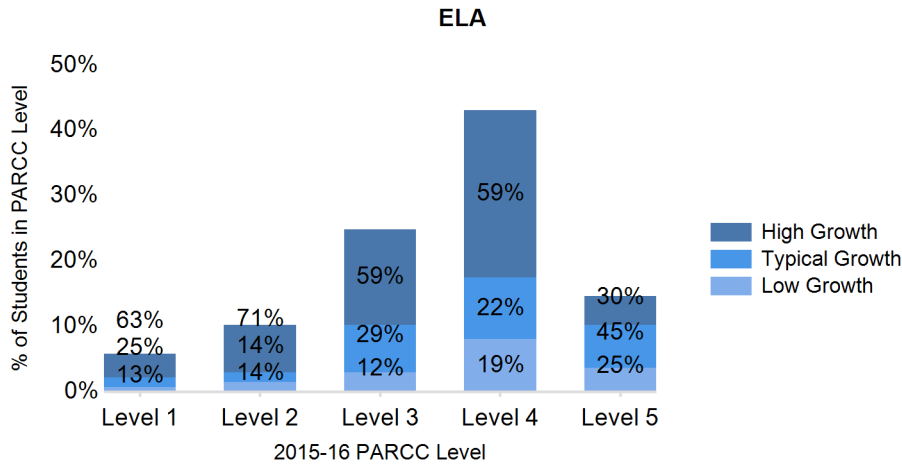
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

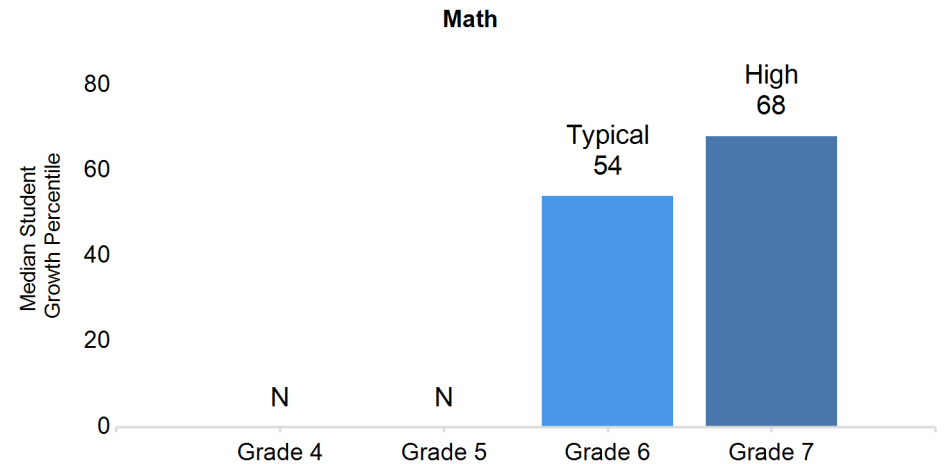
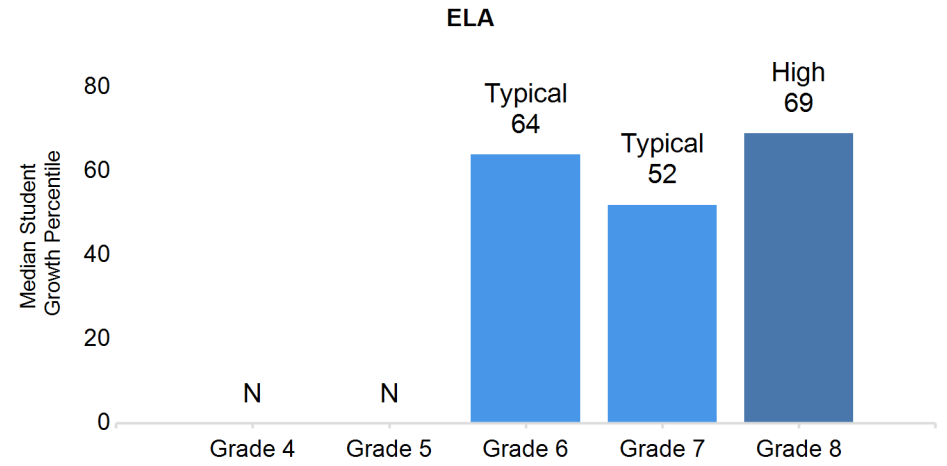
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	146
7	1	0	154
8	30	0	129
Schoolwide	31	0	429

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	149	0	0	0	0	0	0
8	158	0	0	0	0	0	0
Schoolwide	307	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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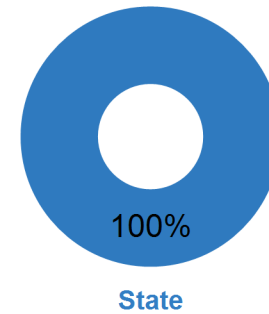
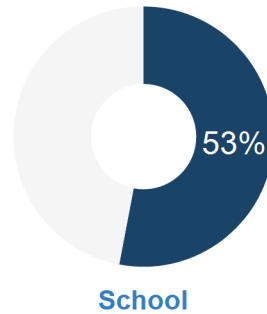
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Visual and Performing Arts – Course Participation

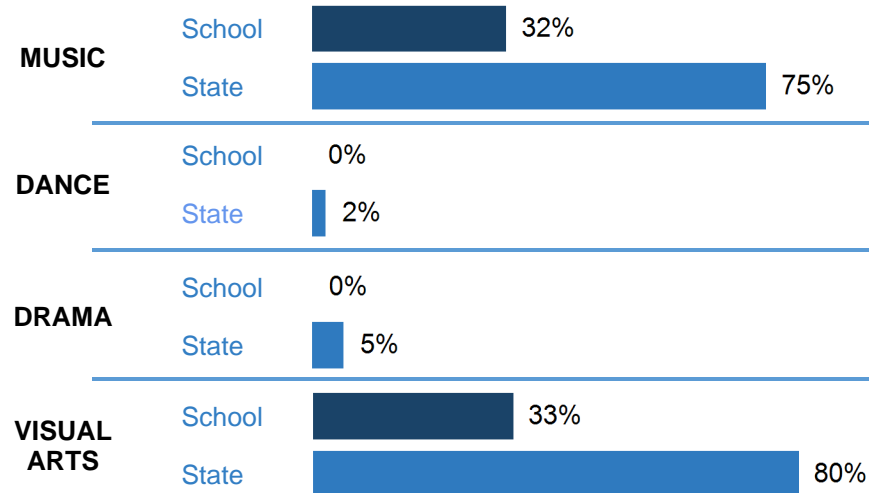
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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



Students enrolled in one or more classes by discipline:





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

### Chronic Absenteeism

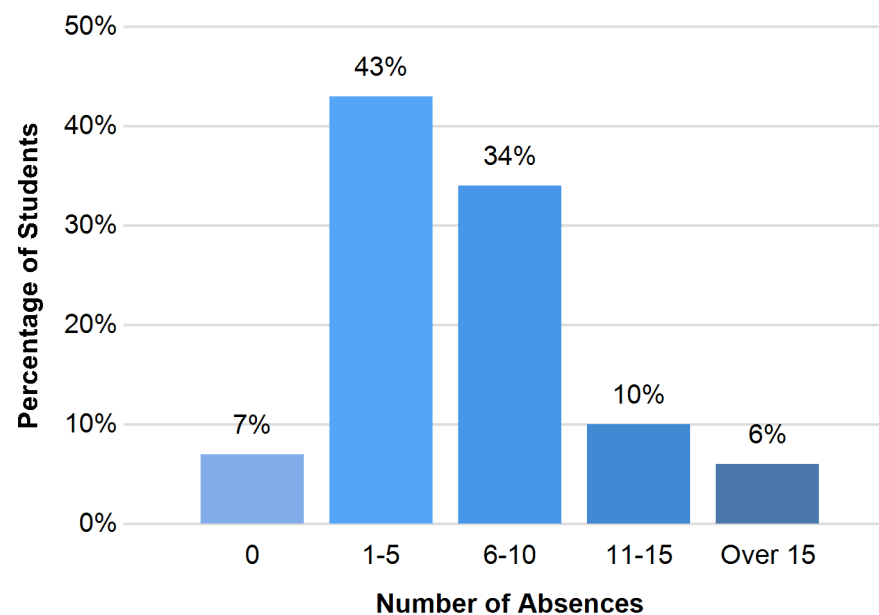
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.30	9.10	Met Target
White	3.80	9.10	Met Target
Hispanic	4.80	9.10	Met Target
Black or African American	0.00	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.00	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	6.60	9.10	Met Target
Students with Disabilities	8.60	9.10	Met Target
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.



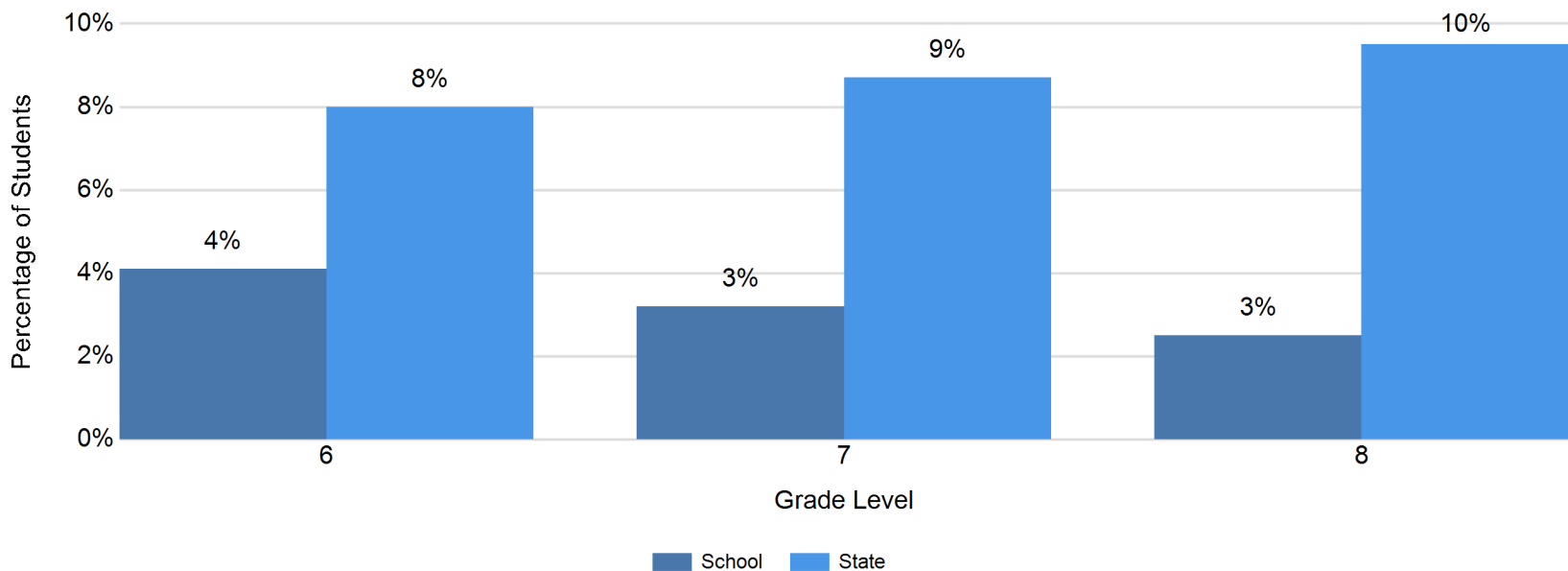


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Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	7:40AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	4 Hrs. 0 Mins.

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.87

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.1%
Any Suspension	1.1%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	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



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience 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	57	115,100
Average years experience in public schools	8.6	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	51%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	8:1	12:1
Administrators	153:1	141:1
Librarian/Media Specialists		N
Nurses		423:1
Counselors		265:1
Child Study Team		265:1





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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	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	99%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	72	17.5%
Mathematics Proficiency	49	17.5%
English Language Arts Growth	85	25%
Mathematics Growth	85	25%
Chronic Absenteeism	87	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		76.7
<b>Summative Rating:</b> Percentile rank of Summative Score		87 <sup>th</sup>
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	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	77	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	60	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	86	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	82	No	N	N	Met Target	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	59	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	84	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	52	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
English Learners	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**SECAUCUS MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 06-08**

17-4730-080  
 HUDSON  
 SECAUCUS TOWN  
 11 MILL RIDGE ROAD  
 SECAUCUS, NJ 07094

School General Info

<b>Principal:</b>	Mr. Valente	<b>Email Address:</b>	<a href="mailto:rvalenter@sboe.org">rvalenter@sboe.org</a>
<b>Address:</b>	11 MILL RIDGE ROAD SECAUCUS, NJ 07094	<b>Website:</b>	<a href="http://www.sboe.org">www.sboe.org</a>
<b>Phone:</b>	(201)974-2025	<b>Facebook:</b>	<a href="https://www.facebook.com/SecaucusPSD">https://www.facebook.com/SecaucusPSD</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@SecaucusPSD">https://twitter.com/@SecaucusPSD</a>

School Narrative

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

<p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Newly created STEM program for all 6th, 7th, &amp; 8th grade students.</li> <li>• New daily schedule. Classes are now 56 minutes and run on a 4 day rotation.</li> <li>• New Construction: 4 new Science labs, 3 new STEM labs, 4 new History rooms, new athletic facility and media center.</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>It is our vision to ensure that every student learns, grows, and believes in themselves. We want our students to be good learners and good people who demonstrate common sense and common decency.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Over a four year period, our school has increased the percentage of students (who graduate SMS) that remain in our district for their education (82%, 81%, 92%, 95%.) Our guidance team won an award for an anti-bullying video.</p>






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







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





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



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



Other Information: