



HUBER ST NO 3
2016-2017


Grade Span 3H-05

17-4730-070
HUDSON
SECAUCUS TOWN
1520 PATERSON PLANK RD
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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	85	61	69
KG	103	89	79
1	98	94	95
2	92	83	87
3	77	92	74
4	73	77	94
5	74	62	74
6	77	74	0
Ungraded	11	22	23
Total	690	654	595

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%	51%	50%
Male	52%	49%	50%
Economically Disadvantaged Students	29%	29%	24%
Students with Disabilities	8%	12%	15%
English Learners	2%	3%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

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	33.8%
Asian	33.6%
Hispanic	26.9%
Black or African American	3.9%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.7%

PreK and K - Full Day and Half Day

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	84	61	69
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	92	89	79

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	89.9%
Spanish	3.7%
Other	6.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	222	98.0	61.20	62.40	54.90	61.2	61.3	Met Target†
White	82	97.8	54.90	57.20	63.90	54.9	61.2	Met Target†
Hispanic	54	95.2	50.00	55.00	39.80	50	42.7	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	77.50	78.60	80.70	77.5	71.5	Met Target
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	46.20	54.90	*	**	**
Female	110	97.5	69.10	73.10	62.20	69.1		
Male	112	98.4	53.60	52.80	48.10	53.6		
Economically Disadvantaged Students	66	98.6	43.90	50.60	36.20	43.9	46.5	Met Target†
Non-Economically Disadvantaged Students	156	97.7	68.60	67.40	65.80	68.6		
Students with Disabilities	27	93.1	18.50	*	20.50	18.1	14.7	Met Target
Students without Disabilities	195	98.6	67.10	*	61.90	67.1		
English Learners	*	*	*	34.10	25.20	*	**	**
Non-English Learners	*	*	*	63.50	57.40	*		
Homeless Students	*	*	*	25.00	26.40	*		
Students In Foster Care	N	N	*	100.00	24.80	*		
Military-Connected Students	*	*	*	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 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	760	758	749	*	*	30%	45%	*	56%	50%
White	25	753	753	759	*	*	48%	*	*	36%	61%
Hispanic	21	749	748	734	*	*	*	48%	*	52%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	24	778	775	775	*	*	*	58%	*	79%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	42	768	768	753	*	*	*	43%	*	60%	55%
Male	31	748	747	744	*	*	*	48%	*	52%	46%
Economically Disadvantaged Students	16	738	738	730	*	*	*	*	*	25%	31%
Non-Economically Disadvantaged Students	57	766	765	761	*	*	*	*	*	65%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	759	758	753	*	*	23%	42%	20%	62%	56%
White	32	747	750	762	*	*	*	50%	*	56%	67%
Hispanic	16	747	748	740	0%	*	*	*	*	44%	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	37	775	776	777	0%	*	*	41%	35%	76%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	39	760	764	758	*	*	*	51%	*	72%	61%
Male	53	758	754	748	*	*	*	36%	*	55%	51%
Economically Disadvantaged Students	20	749	746	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	72	762	762	764	*	*	*	*	*	65%	69%
Students with Disabilities	10	715	720	724	*	*	*	*	0%	20%	25%
Students without Disabilities	82	764	764	759	*	*	*	*	22%	67%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	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%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	764	766	755	*	*	20%	56%	*	69%	59%
White	29	764	764	763	*	*	*	66%	*	72%	69%
Hispanic	21	756	757	743	*	*	*	48%	*	57%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	777	784	778	0%	0%	*	*	*	81%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	36	772	769	761	*	*	*	61%	*	78%	66%
Male	35	756	764	749	*	*	*	51%	*	60%	53%
Economically Disadvantaged Students	31	747	751	739	*	*	*	52%	*	55%	40%
Non-Economically Disadvantaged Students	40	777	775	765	*	*	*	60%	*	80%	71%
Students with Disabilities	11	714	721	724	*	*	*	*	*	18%	22%
Students without Disabilities	60	773	775	761	*	*	*	*	*	78%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	*	*	*	732	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%



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

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

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

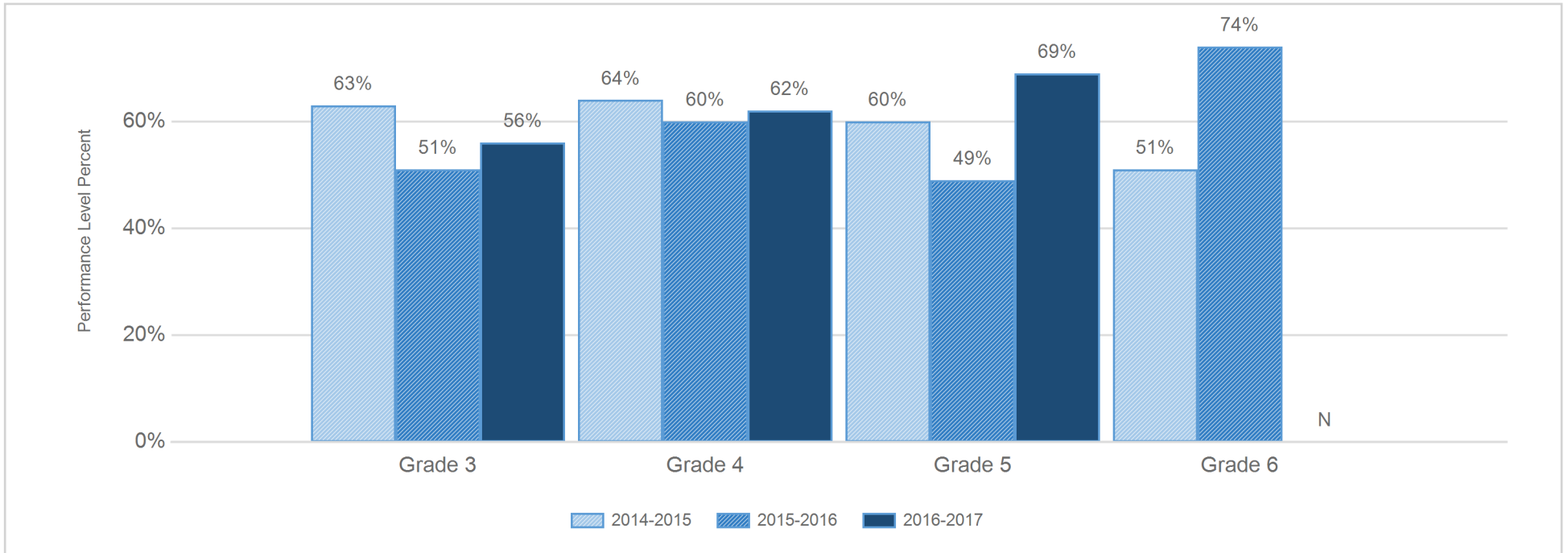


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	222	98.0	55.00	46.10	43.50	55	57.1	Met Target†
White	82	97.8	43.90	40.00	52.40	43.9	53.5	Not Met
Hispanic	54	95.2	42.60	33.10	27.60	42.6	33.4	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	71	100.0	80.30	71.90	75.60	80.3	76.1	Met Goal
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	30.80	44.90	*	**	**
Female	110	97.5	54.50	46.40	44.10	54.5		
Male	112	98.4	55.40	45.90	42.90	55.4		
Economically Disadvantaged Students	66	98.6	39.30	33.20	25.10	39.3	44.4	Met Target†
Non-Economically Disadvantaged Students	156	97.7	61.50	51.60	54.30	61.5		
Students with Disabilities	27	93.1	14.80	3.00	16.50	14.5	14.7	Met Target†
Students without Disabilities	195	98.6	60.50	53.30	48.80	60.5		
English Learners	*	*	*	29.50	23.30	*	**	**
Non-English Learners	*	*	*	46.70	45.20	*		
Homeless Students	*	*	*	25.00	16.40	*		
Students In Foster Care	N	N	*	100.00	15.10	*		
Military-Connected Students	*	*	*	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 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	73	758	756	750	*	*	38%	36%	16%	52%	53%
White	25	746	751	758	*	*	52%	*	0%	36%	63%
Hispanic	21	746	746	738	0%	*	*	*	*	43%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	24	784	776	778	*	*	*	42%	42%	83%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	42	760	757	751	*	*	36%	33%	*	55%	52%
Male	31	754	754	750	*	*	42%	39%	*	48%	53%
Economically Disadvantaged Students	16	739	741	735	*	*	*	*	0%	38%	34%
Non-Economically Disadvantaged Students	57	763	762	761	*	*	*	*	21%	56%	65%
Students with Disabilities	*	*	*	728	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	755	752	746	*	13%	22%	50%	*	61%	47%
White	32	741	742	754	*	*	*	47%	*	50%	59%
Hispanic	17	738	739	734	*	*	*	*	0%	41%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	37	775	772	773	*	0%	*	57%	*	81%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	40	753	752	746	*	*	*	55%	*	63%	47%
Male	53	757	751	746	*	*	*	45%	*	60%	48%
Economically Disadvantaged Students	21	747	743	731	*	*	*	48%	*	52%	27%
Non-Economically Disadvantaged Students	72	758	755	756	*	*	*	50%	*	64%	61%
Students with Disabilities	10	714	718	724	*	*	*	*	0%	10%	22%
Students without Disabilities	83	760	757	751	*	*	*	*	13%	68%	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%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	751	750	746	*	15%	31%	35%	*	49%	46%
White	29	750	746	754	0%	*	35%	41%	*	48%	57%
Hispanic	21	742	740	734	*	*	*	*	*	43%	30%
Black or African American	*	*	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	17	765	768	774	*	*	*	*	*	59%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	36	749	745	747	*	*	31%	36%	*	47%	47%
Male	36	752	754	746	*	*	31%	33%	*	50%	46%
Economically Disadvantaged Students	31	737	734	732	*	*	32%	*	*	32%	27%
Non-Economically Disadvantaged Students	41	761	758	756	*	*	29%	*	*	61%	59%
Students with Disabilities	11	725	719	724	*	*	*	*	0%	18%	19%
Students without Disabilities	61	755	755	751	*	*	*	*	16%	54%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

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

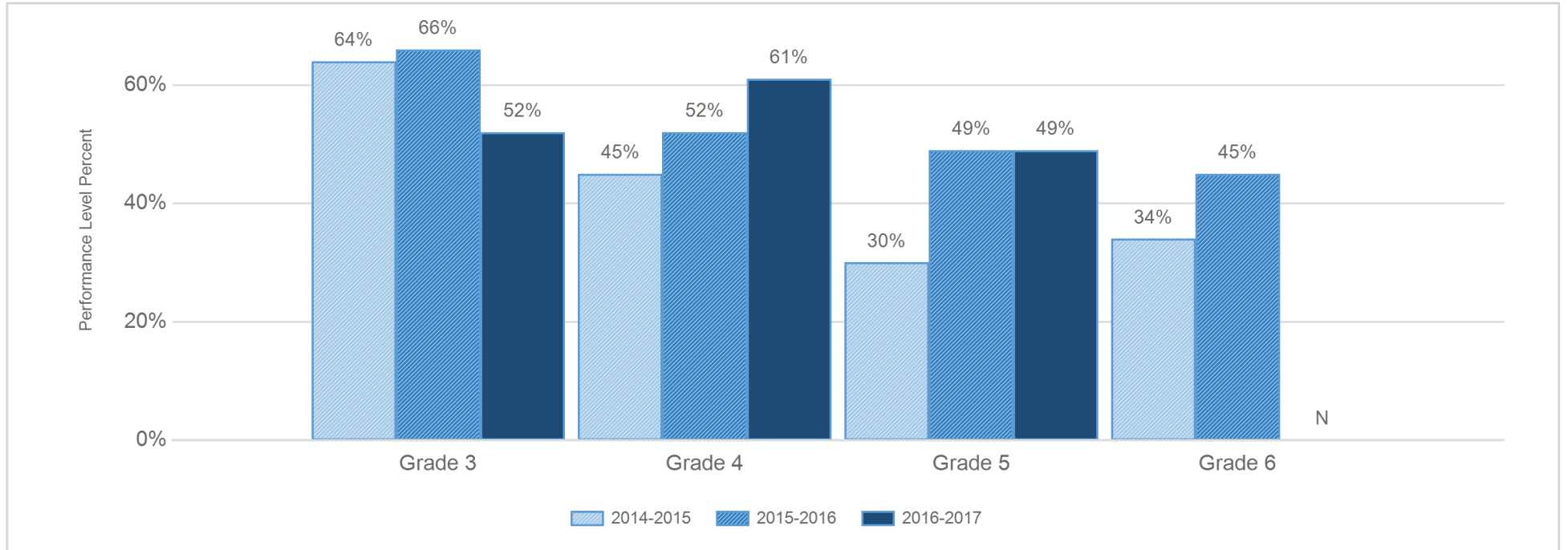


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Mathematics Assessment – Performance Trends

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





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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
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

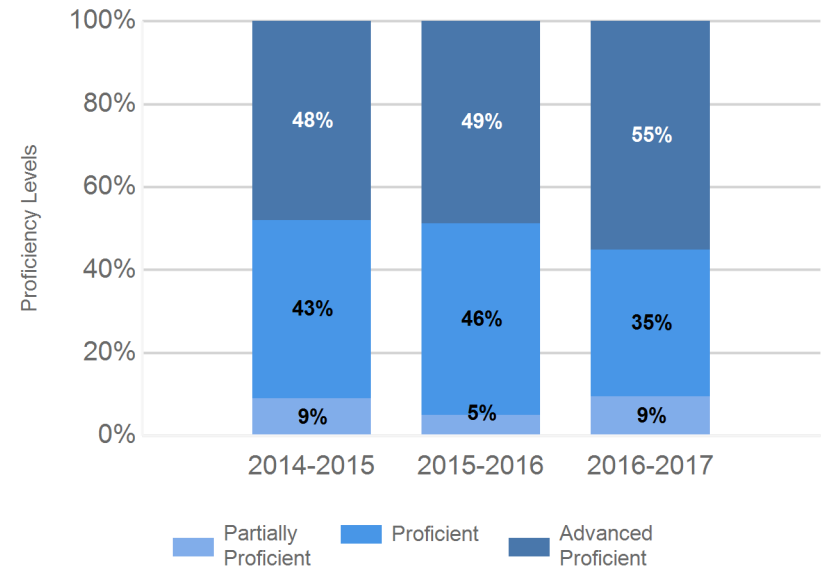
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	55%	35%	9%
White	40%	49%	11%
Hispanic	31%	44%	25%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	76%	21%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	53%	37%	11%
Students with Disabilities	36%	46%	18%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	65	50	Exceeds Target	49.5	59	50	Met Target
White	46	58	50	Met Target	41	52	52	Met Target
Hispanic	63	65	49	Exceeds Target	36	59	47	Not Met
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	72	73	60	Exceeds Target	69	63	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47.5	64.5	47	Met Target	41	52.5	46	Met Target
Students with Disabilities	23	57	41	Not Met	41	48	43	Met Target
English Learners	*	78	53	**	*	74.5	51	**

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



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

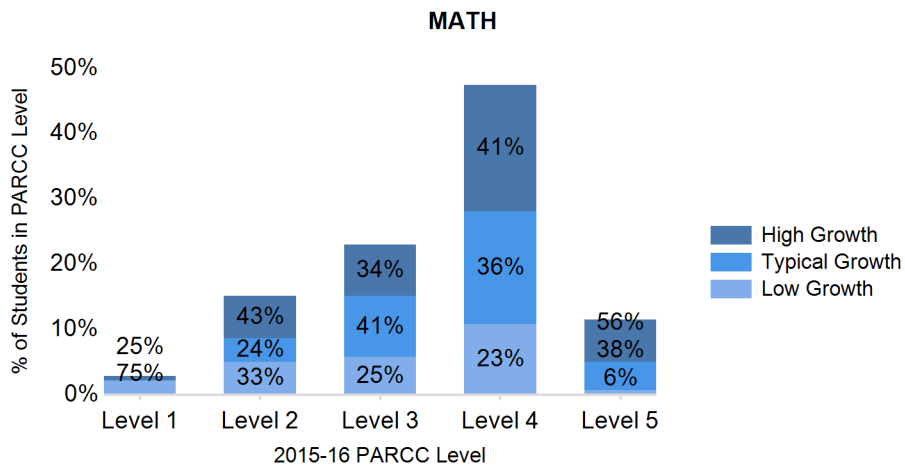
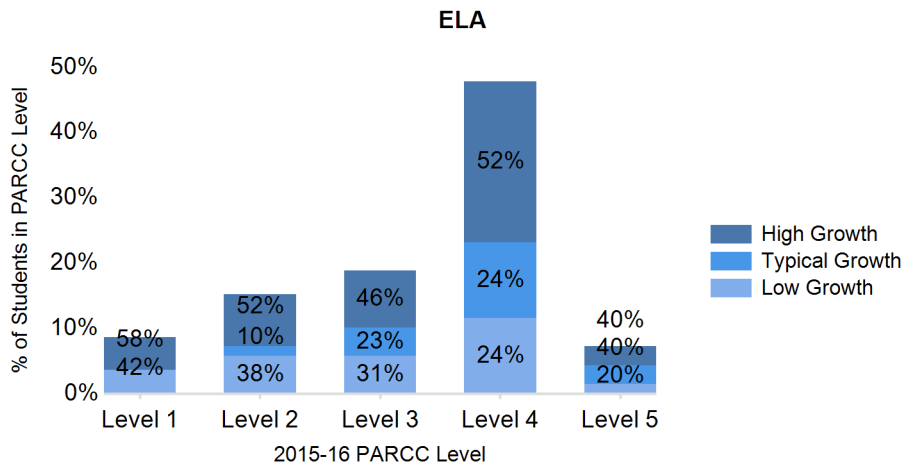
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

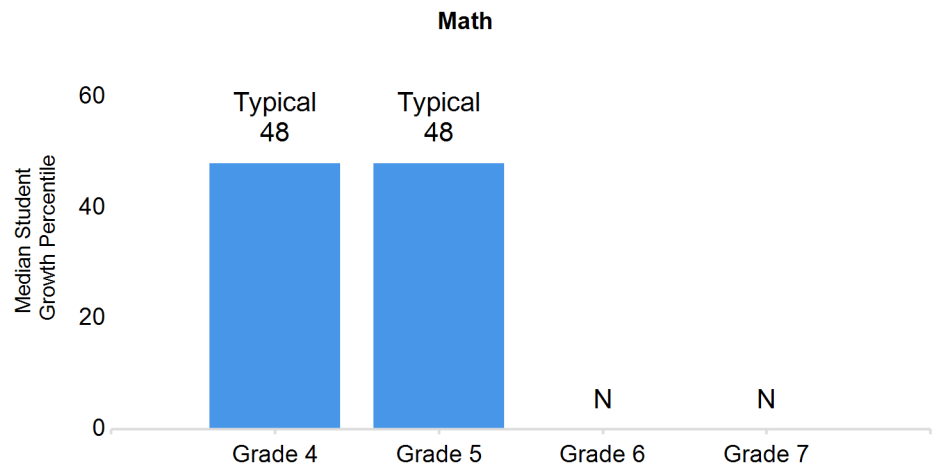
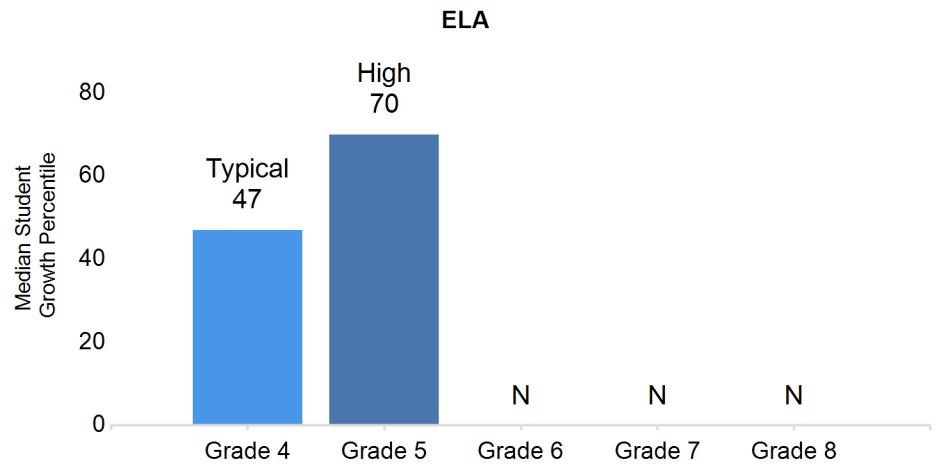
Student Growth by Performance Level

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

Chronic Absenteeism

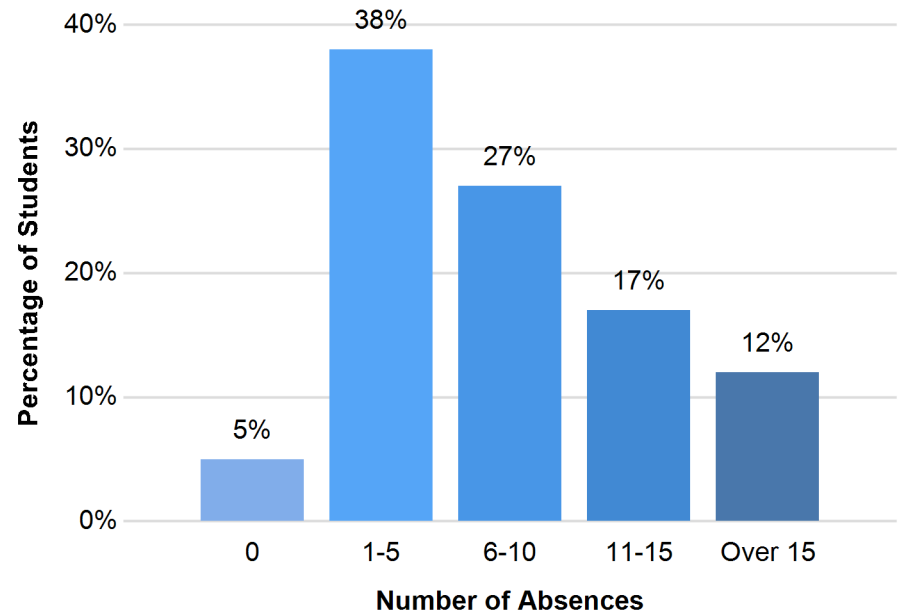
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.70	8.30	Not Met
White	6.10	8.30	Met Target
Hispanic	5.20	8.30	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	13.60	8.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	9.20	8.30	Not Met
Students with Disabilities	19.00	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.





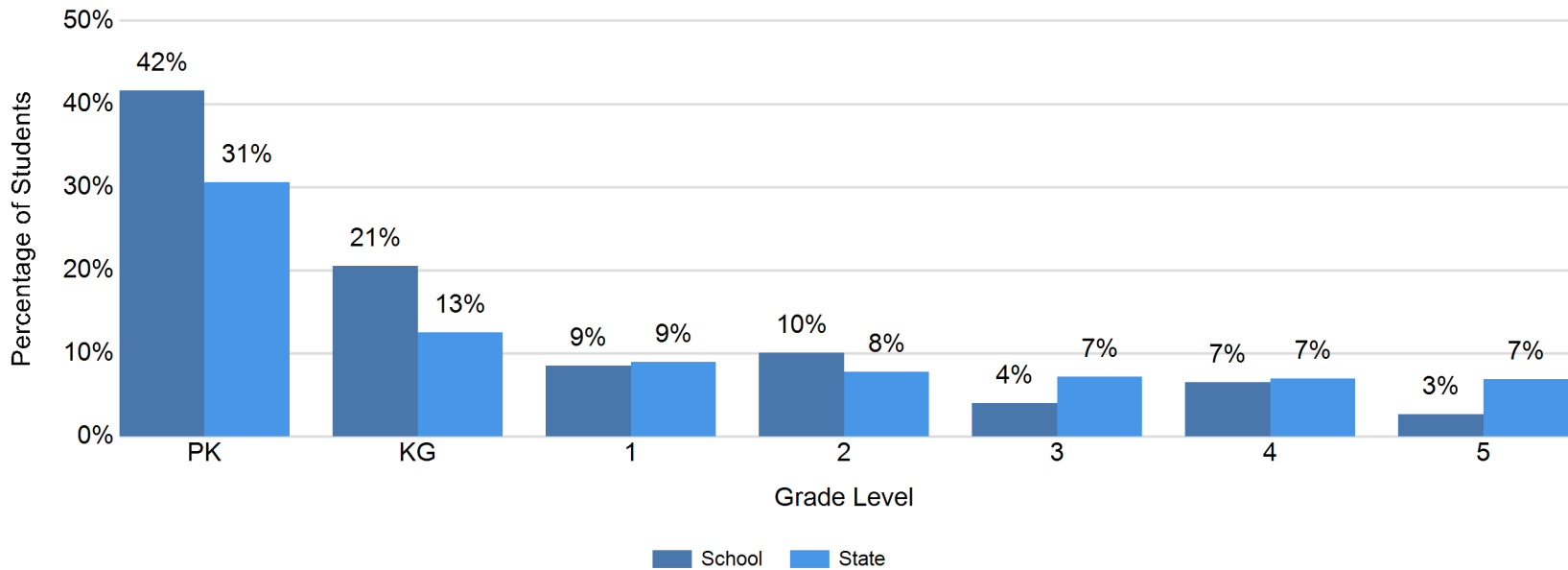
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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.17

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	1.0%
Any Suspension	1.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.4	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	44	115,100
Average years experience in public schools	13.3	11.8
Average years experience in district	13.1	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	14:1	12:1
Administrators	298:1	141:1
Librarian/Media Specialists		N
Nurses		423:1
Counselors		265:1
Child Study Team		265:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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



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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	49	17.5%
Mathematics Proficiency	56	17.5%
English Language Arts Growth	69	25%
Mathematics Growth	41	25%
Chronic Absenteeism	27	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.7
Summative Rating: Percentile rank of Summative Score		49 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.



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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	50	No	Met Target†	Met Target†	Not Met	Exceeds Target	Met Target	No
White	27	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	62	No	Met Target	Met Target	Met Target	Exceeds Target	Not Met	No
Black or African American	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	57	No	Met Target	Met Goal	Not Met	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	30	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



HUBER ST NO 3
2016-2017

Grade Span 3H-05




17-4730-070
HUDSON
SECAUCUS TOWN
1520 PATERSON PLANK RD
SECAUCUS, NJ 07094

School General Info

Principal:	Mrs. WILHELM	Email Address:	lwilhelm@sboe.org
Address:	1520 PATERSON PLANK RD SECAUCUS, NJ 07094	Website:	www.sboe.org
Phone:	(201)974-2055	Facebook:	https://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"> • Continued alignment of Common Core Standards Curriculum; Go Math, Reading Street, Empowering Writers, NJCTL Science. • The monthly Showcase of Success highlights the academic achievements of our students. • Technology infused into content programs: white boards in all classes; students utilizing 1:3 personal Chromebooks.
 <p>Mission, Vision, Theme:</p>	<p>Huber Street School prides itself in providing an active learning environment, a caring and professional staff, and a committed and involved PTA. The home and school partnership has been an important aspect of our educational process. Parental involvement is key to a successful school year to our children. The incorporation of Goal Setting and Character Education themes are ongoing each year. Students are encouraged to believe that goals set can always be achieved through positive approaches.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Sixteen fourth graders scored a perfect 300 in NJASK Science. One of our fourth grade teachers was chosen to present at Rutgers University on creative teaching methods in Social Studies. Three students placed 1st, 2nd and 3rd, respectively, in the Scripps Spelling Bee.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Students are selected for the Gifted & Talented Program each school year through a variety of criteria: teacher recommendation, Progress reports and various assessments. The students engage in critical thinking Projects as well as convocations that challenge their academic abilities.</p>
 <p>Clubs and Activities:</p>	<p>Huber Street School offers a wide variety of clubs to engage the interest of all our students, including: Drama Club, Dance Club, Newspaper Club, SGO, Safety Patrol, Peacekeepers Club, Boys' and Girls' Circle, Chorus and Concert Band.</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.</p>







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 <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>




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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The School Climate Survey is implemented once a year through Survey Monkey for all students, parents and teachers.</p>
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Huber Street School is proud of its many attributes which our school possesses. These are displayed in our comprehensive and active learning environment, dedicated and caring professional staff, and a PTA that is always committed and involved. The ongoing home and school partnerships will always be an important aspect of our educational process. With all research pointing to a correlation between improved student academic performances based on teacher/parent cooperation and collaborative learning involvement, our continued challenge will be to involve the community and parents in their children's education. Educational programs with strong, comprehensive, encouraging and enduring parental involvement elicit more success to student achievement and learning. The school is proud of all its' students' accomplishments and achievements in education, to which much can be attributed to the dedication of a faculty that works hard to attain our reading goals as well as main goals. Students are exposed to a more rigorous instruction as outlined by the new state standards. We at Huber Street School believe that we are making every effort to empower our students not only for the real world, but also for information and enjoyment as they continue to grow academically and emotionally through their formative years in education.



Other Information: