



SECAUCUS HIGH SCHOOL
2016-2017


Grade Span 09-12

17-4730-050
HUDSON
SECAUCUS TOWN
11 MILL RIDGE ROAD
SECAUCUS, NJ 07094

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) 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
9	136	173	169
10	131	131	165
11	129	128	137
12	141	128	136
Ungraded	3	1	7
Total	540	561	614

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	43%	45%
Male	55%	57%	55%
Economically Disadvantaged Students	31%	32%	31%
Students with Disabilities	14%	14%	15%
English Learners	2%	4%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	42.8%
Hispanic	28.8%
Asian	23.9%
Black or African American	3.4%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Two or More Races	0.3%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2014-15	2015-16	2016-17
Full Time Students	0	561	614
Shared Time Students	0	0	0
Full Time Equivalent	0	561	614

Enrollment by Home Language

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

Home Language	% of Students
English	91.0%
Spanish	4.6%
Other	4.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	306	100.0	52.30	62.40	54.90	52.3	52.3	Met Target
White	132	100.0	48.50	57.20	63.90	48.5	50	Met Target†
Hispanic	82	100.0	40.30	55.00	39.80	40.3	45.8	Met Target†
Black or African American	13	100.0	53.90	*	35.20	53.9	**	**
Asian, Native Hawaiian, or Pacific Islander	78	100.0	70.50	78.60	80.70	70.5	65	Met Target
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	46.20	54.90	*	**	**
Female	150	100.0	66.70	73.10	62.20	66.7		
Male	156	100.0	38.50	52.80	48.10	38.5		
Economically Disadvantaged Students	90	100.0	43.40	50.60	36.20	43.4	46.5	Met Target†
Non-Economically Disadvantaged Students	216	100.0	56.00	67.40	65.80	56		
Students with Disabilities	47	100.0	*	*	20.50	*	16.5	Not Met
Students without Disabilities	259	100.0	*	*	61.90	*		
English Learners	16	100.0	*	34.10	25.20	*	N	N
Non-English Learners	290	100.0	*	63.50	57.40	*		
Homeless Students	*	*	*	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 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	748	748	748	*	13%	32%	45%	*	50%	52%
White	78	748	748	757	*	*	33%	46%	*	50%	62%
Hispanic	45	737	737	732	*	*	49%	*	*	24%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	37	760	760	776	*	*	*	68%	*	76%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	745	*	*	*	*	*	*	48%
Female	86	756	756	756	*	*	23%	55%	*	64%	60%
Male	83	739	739	741	*	*	41%	35%	*	35%	43%
Economically Disadvantaged Students	47	741	741	730	*	*	40%	32%	*	36%	32%
Non-Economically Disadvantaged Students	122	750	750	757	*	*	29%	50%	*	55%	62%
Students with Disabilities	22	709	709	714	*	*	*	*	*	*	13%
Students without Disabilities	147	754	754	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	751	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	748	748	742	14%	15%	20%	38%	13%	51%	46%
White	59	742	742	749	17%	*	29%	36%	*	44%	52%
Hispanic	53	738	738	727	21%	*	*	43%	*	47%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	46	765	765	774	*	*	*	35%	30%	65%	74%
American Indian or Alaska Native	N	N	N	739	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	77	757	757	751	*	*	17%	51%	14%	65%	54%
Male	87	739	739	733	*	*	23%	26%	13%	39%	39%
Economically Disadvantaged Students	53	731	731	726	*	*	*	38%	*	43%	32%
Non-Economically Disadvantaged Students	111	755	755	750	*	*	*	38%	*	55%	54%
Students with Disabilities	24	707	707	704	50%	*	*	*	0%	13%	12%
Students without Disabilities	140	754	754	749	8%	*	*	*	16%	58%	52%
English Learners	13	687	687	680	*	*	*	*	*	*	*
Non-English Learners	151	753	753	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	714	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	732	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	752	752	735	9%	11%	29%	37%	14%	51%	38%
White	60	755	755	738	*	*	32%	35%	17%	52%	40%
Hispanic	39	746	746	731	*	*	*	41%	*	51%	34%
Black or African American	*	*	*	727	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	31	757	757	755	*	*	39%	32%	*	48%	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	51	765	765	743	*	*	28%	45%	*	65%	46%
Male	83	744	744	728	*	*	30%	31%	*	42%	31%
Economically Disadvantaged Students	43	752	752	729	*	*	35%	40%	*	49%	32%
Non-Economically Disadvantaged Students	91	753	753	739	*	*	26%	35%	*	52%	42%
Students with Disabilities	16	721	721	709	*	*	*	*	0%	19%	12%
Students without Disabilities	118	757	757	741	*	*	*	*	16%	55%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



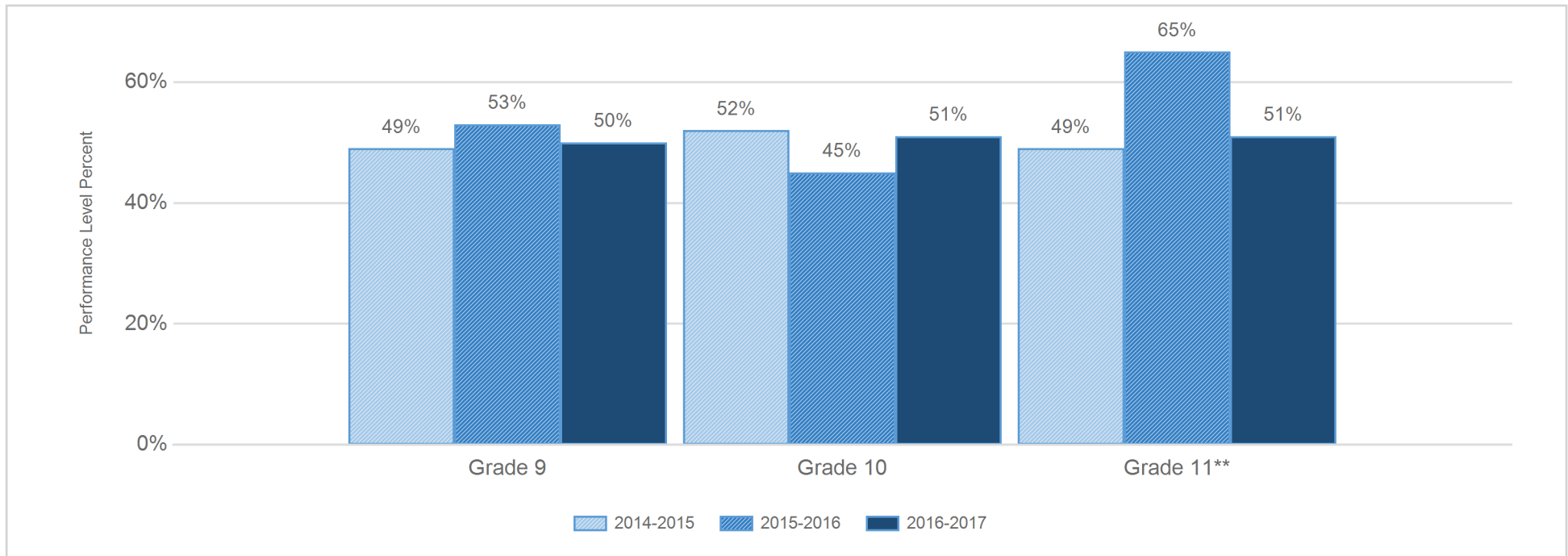
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English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	295	100.0	35.60	46.10	43.50	35.6	34.9	Met Target
White	128	100.0	33.60	40.00	52.40	33.6	29.5	Met Target
Hispanic	83	100.0	22.90	33.10	27.60	22.9	26.8	Met Target†
Black or African American	13	100.0	23.10	*	21.70	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	70	100.0	57.10	71.90	75.60	57.1	53	Met Target
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	30.80	44.90	*	**	**
Female	146	100.0	40.40	46.40	44.10	40.4		
Male	149	100.0	30.90	45.90	42.90	30.9		
Economically Disadvantaged Students	88	100.0	32.90	33.20	25.10	32.9	30.2	Met Target
Non-Economically Disadvantaged Students	207	100.0	36.70	51.60	54.30	36.7		
Students with Disabilities	47	100.0	*	3.00	16.50	*	N	N
Students without Disabilities	248	100.0	*	53.30	48.80	*		
English Learners	16	100.0	18.80	29.50	23.30	18.8	N	N
Non-English Learners	279	100.0	36.60	46.70	45.20	36.6		
Homeless Students	*	*	*	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	*		

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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
Schoolwide	156	735	747	742	*	27%	28%	33%	*	33%	42%
White	70	737	*	750	*	30%	23%	37%	*	37%	52%
Hispanic	47	723	*	727	21%	28%	36%	*	*	15%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	30	750	767	773	0%	*	*	57%	*	60%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	74	735	744	743	*	20%	30%	35%	*	35%	43%
Male	82	735	749	741	*	33%	27%	31%	*	32%	40%
Economically Disadvantaged Students	49	734	*	726	*	35%	22%	31%	*	33%	23%
Non-Economically Disadvantaged Students	107	736	*	751	*	23%	31%	34%	*	34%	52%
Students with Disabilities	23	709	709	714	*	*	*	*	*	*	10%
Students without Disabilities	133	739	752	747	*	*	*	*	*	*	47%
English Learners	11	722	722	707	*	*	*	*	*	27%	*
Non-English Learners	145	736	748	744	*	*	*	*	*	34%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	727	727	733	12%	35%	29%	24%	0%	24%	30%
White	57	726	726	739	*	35%	30%	23%	*	23%	38%
Hispanic	49	725	725	722	*	37%	31%	*	0%	18%	14%
Black or African American	*	*	*	718	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	28	732	732	757	*	*	*	*	0%	32%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	64	729	729	734	*	30%	38%	22%	*	22%	31%
Male	76	725	725	733	*	40%	22%	25%	*	25%	30%
Economically Disadvantaged Students	48	724	724	721	*	40%	21%	23%	*	23%	13%
Non-Economically Disadvantaged Students	92	729	729	740	*	33%	34%	24%	*	24%	39%
Students with Disabilities	24	705	705	711	*	*	*	*	*	*	*
Students without Disabilities	116	731	731	737	*	*	*	*	*	*	*
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	734	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	730	730	724	24%	25%	*	30%	*	34%	28%
White	52	723	723	731	29%	*	*	*	*	25%	33%
Hispanic	36	714	714	709	36%	33%	*	*	0%	22%	14%
Black or African American	*	*	*	702	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	34	761	761	760	*	*	*	53%	*	65%	62%
American Indian or Alaska Native	N	N	N	714	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	55	735	735	724	20%	*	*	*	*	44%	27%
Male	70	726	726	724	27%	*	*	*	*	27%	29%
Economically Disadvantaged Students	38	717	717	708	26%	26%	*	26%	*	26%	13%
Non-Economically Disadvantaged Students	87	736	736	732	23%	24%	*	32%	*	38%	35%
Students with Disabilities	16	682	682	692	*	*	*	*	*	*	*
Students without Disabilities	109	737	737	728	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	725	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%

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



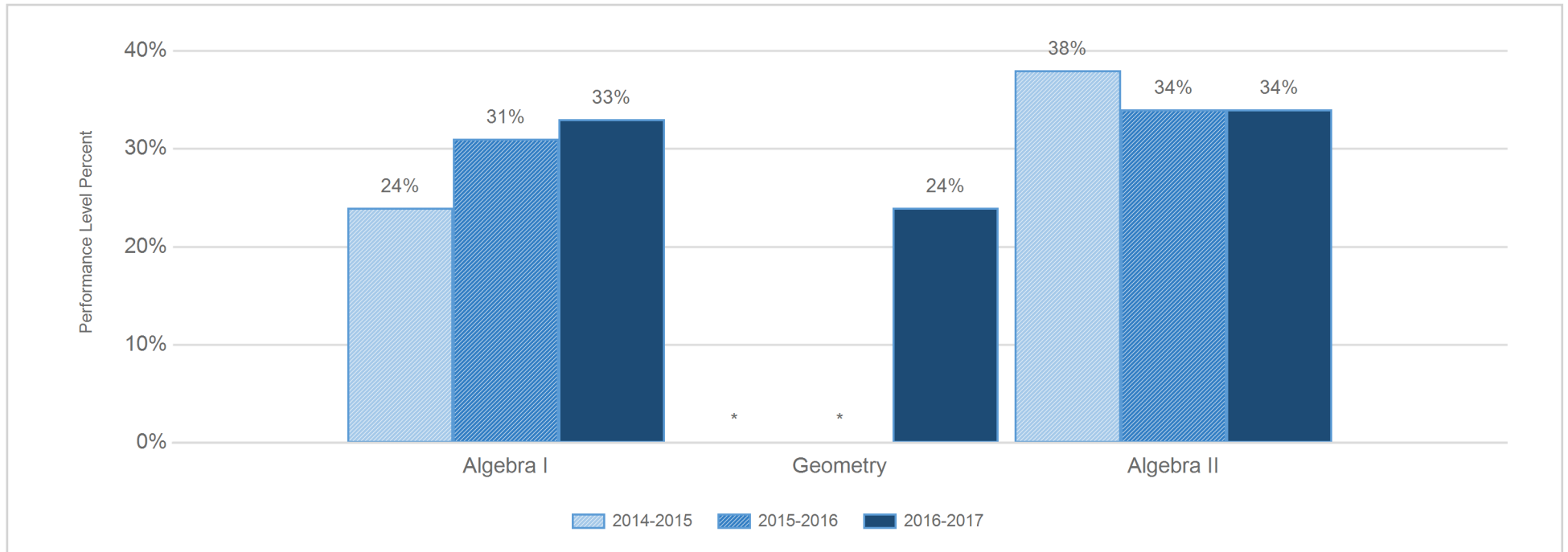
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Mathematics Assessment – Performance Trends

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
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	13	76.9%	23.1%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

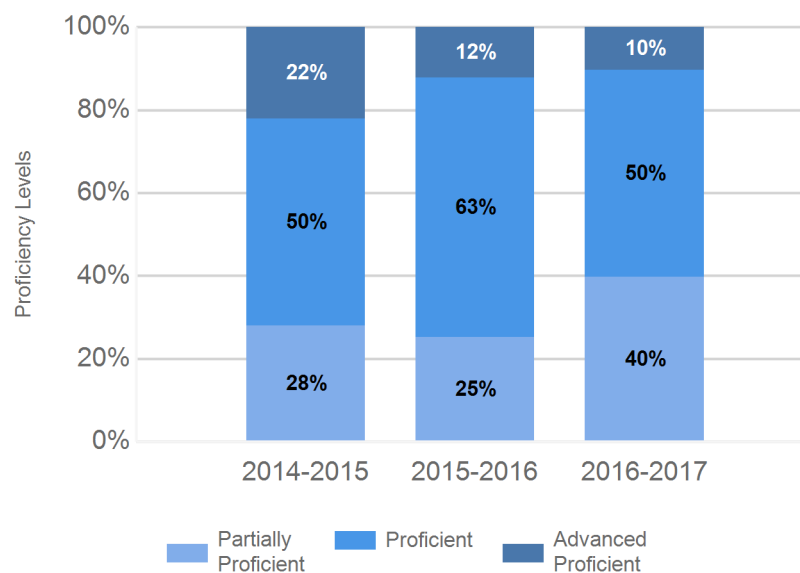
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	10%	50%	40%
White	9%	47%	44%
Hispanic	7%	44%	49%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	57%	27%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	6%	38%	55%
Students with Disabilities	N	27%	73%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	94.7%
Percentage of students taking the ACT	15.4%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	473	481	Varies By Grade	63%	67%
PSAT - Math	473	483	Varies By Grade	40%	49%
SAT - Reading and Writing	555	551	480	84%	77%
SAT - Math	569	552	530	61%	58%
ACT - Reading	24	24	22	57%	65%
ACT - English	23	24	18	76%	79%
ACT - Math	24	24	22	62%	65%
ACT - Science	22	23	23	43%	54%



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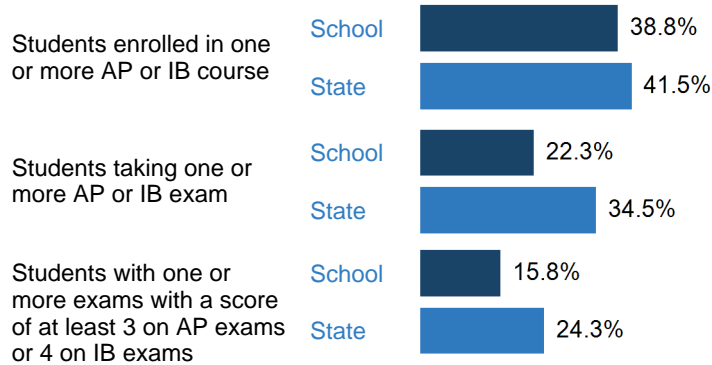
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

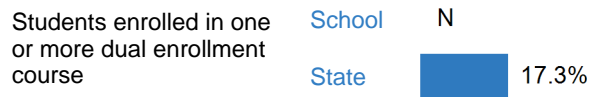
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	9	8
AP Calculus AB	9	8
AP Calculus BC	11	11
AP Chemistry	8	5
AP Computer Science A	0	1
AP English Language and Composition	21	16
AP English Literature and Composition	14	7
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Physics 1	8	0
AP Physics C	17	0
AP Physics C: Electricity and Magnetism	0	14
AP Physics C: Mechanics	0	14
AP Spanish Language	13	8
AP Statistics	22	9
AP U.S. History	36	13
Total Exams Taken		116
Exams with scores of at least 3 on AP exams or 4 on IB exams		74



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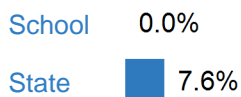
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

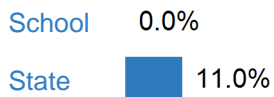
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	145	24	0	0	0	0	19
10	8	137	0	11	0	0	27
11	8	2	28	32	5	1	68
12	3	1	5	34	15	28	51
Schoolwide	164	164	33	77	20	29	165
Enrolled in AP/IB Course					20	22	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	4	8	0	1	164	4
10	137	9	0	1	24	9
11	4	64	0	37	43	13
12	10	5	0	11	26	40
Schoolwide	155	86	0	50	257	66
Enrolled in AP/IB Course	9	8		0	25	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	7	1	0	0	0	165
10	0	157	0	0	0	8
11	1	134	0	0	0	12
12	11	10	0	25	0	20
Schoolwide	19	302	0	25	0	205
Enrolled in AP/IB Course	0	36	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	98	0	64	0	0	0	0
10	120	0	35	0	0	0	0
11	50	0	17	0	0	0	0
12	25	0	8	0	0	0	0
Schoolwide	293	0	124	0	0	0	0
Enrolled in AP/IB Course	13	0	0	0	0	0	0
Enrolled in Level 3 or Higher	32	0	20	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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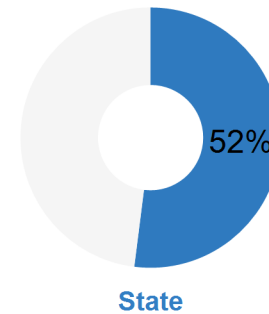
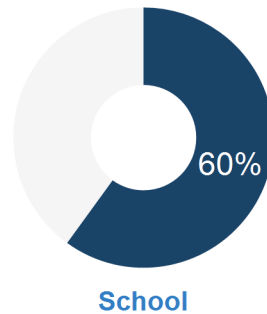
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Visual and Performing Arts – Course Participation

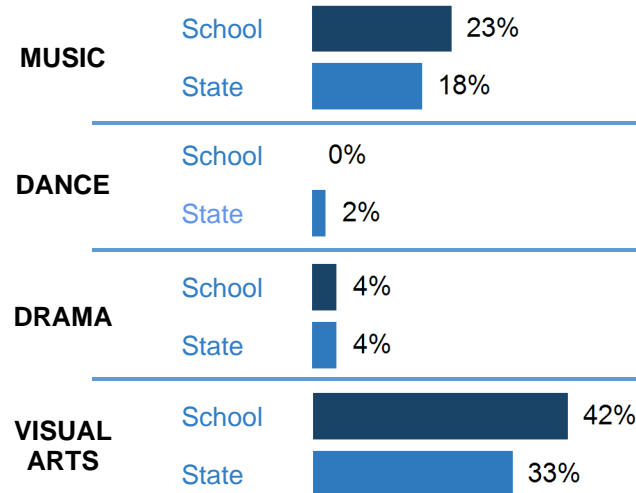
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	98.5%	90.5%	96.3%	91.8%	94%	95.0%	Not Met	97.8%	N	Met Goal
White	98.4%	94.5%	96.8%	95.1%	96.8%	N	Met Goal	96.6%	N	Met Goal
Hispanic	97.1%	84.3%	*	86.3%	92.5%	95.0%	Not Met	97.4%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100%	96.6%	96.3%	97.5%	*	95.0%	Not Met	100%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	*	*	*	**	**
Economically Disadvantaged Students	98.1%	83.9%	91.4%	85.6%	91.4%	94.1%	Not Met	94.1%	95.1%	Not Met
Students with Disabilities	95%	78.8%	91.3%	82.1%	91.3%	N	N	100%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	98.5%	-
2016	94%	96.3%
2015	97%	98%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0%	1.1%
2014-2015	0%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	75.9%	20.8%	79.2%
White	75.4%	15.2%	84.8%
Hispanic	67.7%	43.5%	56.5%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	85.3%	13.8%	86.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	71.4%	30%	70%
Students with Disabilities	42.9%	33.3%	66.7%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	84.8%	24.5%	75.5%	69.8%	30.2%	74.5%	25.5%
White	80.3%	18.4%	81.6%	69.4%	30.6%	71.4%	28.6%
Hispanic	86.5%	50%	50%	71.9%	28.1%	78.1%	21.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	87.5%	32.1%	67.9%	67.9%	32.1%	85.7%	14.3%
Students with Disabilities	41.2%	71.4%	28.6%	71.4%	28.6%	85.7%	14.3%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

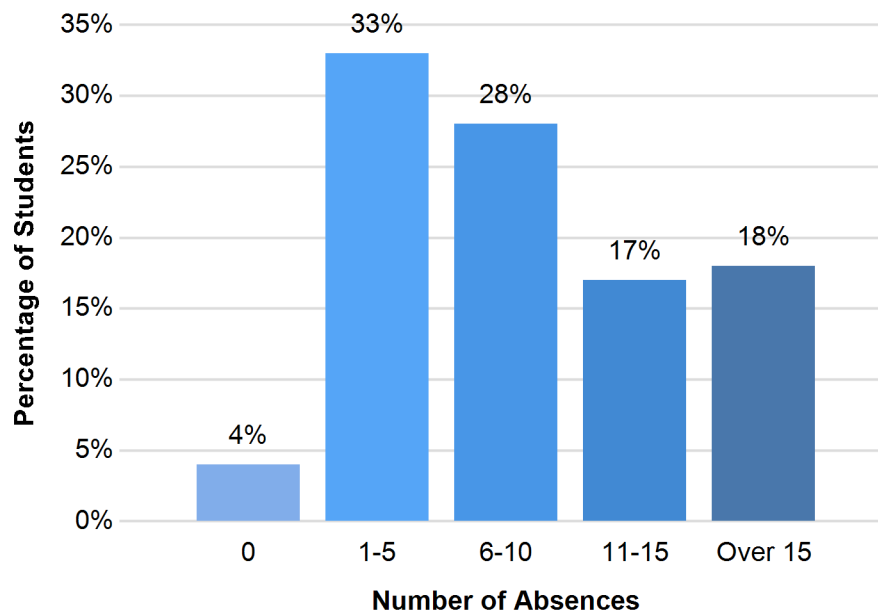
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.40	14.30	Met Target
White	17.90	14.30	Not Met
Hispanic	14.70	14.30	Not Met
Black or African American	14.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	17.10	14.30	Not Met
Students with Disabilities	29.20	14.30	Not Met
English Learners	9.50	14.30	Met Target

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

Days Absent

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





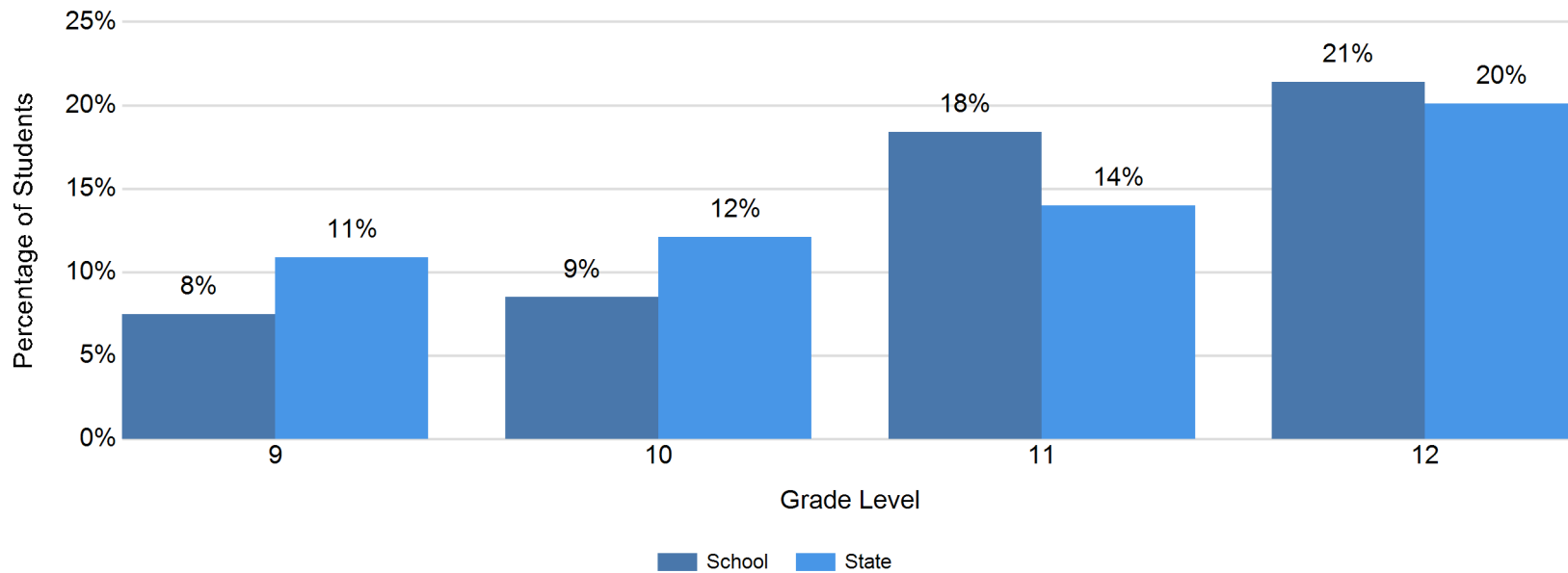
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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	4
Weapons	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.44

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	3.1%
Any Suspension	3.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	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	58	115,100
Average years experience in public schools	10.3	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	64%	74%

Administrators – Experience (District Level)

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

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

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	77:1	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	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	51	17.5%
Mathematics Proficiency	63	17.5%
Graduation - 4-Year	48	25%
Graduation - 5-Year	80	25%
Chronic Absenteeism	42	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.1
Summative Rating: Percentile rank of Summative Score		59 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	58	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
White	49	No	Met Target†	Met Target	Not Met	Met Goal	Met Goal	No
Hispanic	70	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	No
Black or African American	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	43	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
American Indian or Alaska Native	**	No	**	**	**	N	N	No
Two or More Races	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	78	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	40	No	Not Met	N	Not Met	N	**	No
English Learners	**	No	N	N	Met Target	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. BERCKES	Email Address:	rberckes@sboe.org
Address:	11 MILL RIDGE ROAD SECAUCUS, NJ 07094	Website:	www.sboe.org
Phone:	(201)974-2033	Facebook:	https://www.facebook.com/SecaucusPSD/
		Twitter:	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.

 Highlights:	<ul style="list-style-type: none"> • Secaucus High School was ranked 71 out of 511 Public and Technological High Schools • Secaucus High School's student's AP Scores are up 85% • 97% of Secaucus High School Graduates attended College; 2% entered the workforce and 1% attended the military
 Mission, Vision, Theme:	The mission of Secaucus High School is that all students demonstrate skill and knowledge that will empower them to be productive, responsible and self-directed individuals who strive for excellence and will be prepared for the needs and realities of a changing society.
 Awards, Recognition, Accomplishments:	Secaucus High School was ranked 71 out of 511 high schools in New Jersey according to US News and World Report for 2016-2017. English Teacher, Mr. Thiago Leite, was chosen as the Most Outstanding Teacher of the Year by New Jersey PTSA.







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 <p>Courses, Curriculum, Instruction:</p>	<p>AP course offerings were added to the curriculum at Secaucus High School. Internship program was offered to all students. A rigorous Stem Academy is now available as well as Summer Academy for students studying Pre-Calculus. The Summer Scholars Tutoring Program was created to provide support for students in different subject areas, with a concentration in Math.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Bowling (Boys and Girls), Cross-Country (Boys and Girls), Football (Boys), Soccer (Boys and Girls), Swimming (Boys and Girls), Tennis (Boys and Girls), Track and Field - Spring (Boys and Girls), Track and Field - Winter (Boys and Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>The Marching Band and Cheerleading Squads enhance our sporting events and also participate in competitions throughout the year. Our Boys Cross Country and Girls Basketball teams were division champs.</p>
 <p>Clubs and Activities:</p>	<p>Clubs/activities offered: Anime, Business, Challenge, Chess, Construct-It, Drama, Environmental, Foreign Language, Gay-Straight Alliance, Literary Explorers, Metamorphosis, SGO, Yearbook, Mu Alpha Theta, NHS, NEHS, Page Turners, Peer Leadership, Rebel, Unico and Key Club. Students showcase their talents at the Fashion Show, School Play, Chorus and Band Concerts, Art Show and Science Fair. SAIL volunteer organization sponsors a "Senior Prom" annually for the Senior Citizen Community.</p>
 <p>Before and After School Programs:</p>	<p>Teachers offer extra support to students daily, before and after school. Peer tutoring is offered everyday, during lunch time, for all students.</p>








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 <p>Staff and Professional Learning:</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>Postsecondary Information:</p>	<p>SAT/PSAT Test Prep, Naviance, Financial Aid/College Fairs assist students/families with post-secondary decision making. College/University acceptances: Berkeley, Cornell, Dartmouth, Eastwick, Fairleigh, Felician, Full Sail, Georgia Tech, Iona, Madison, Le Moyne, Lone Star, Monmouth, Montclair, NJCU, NJIT, Pace, Princeton, Ramapo, Rider, Rutgers, Seton Hall, St. John's, Steven's, TCNJ, Univ of Illinois, Univ of Michigan, Univ of Texas, Vassar, Wm Paterson.</p>
 <p>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. Peer tutoring and mentoring programs provide extra support for students.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast is available before and after the bell to insure all students receive a nutritious meal. Physical Education is offered for a minimum of 150 minutes per week. After school Wellness and Conditioning offered in our Fitness Center 5 days per week. Strength and conditioning sessions offered through the year and health classes focus on wellness. Culinary Arts classes focus on nutrition.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTSA supports students through fundraising activities. "Coffee with the Principal, Directors and Supervisors," offered throughout the year with morning and evening sessions, giving parents an opportunity to speak informally with school administration. The Secaucus Coalition for a Healthy Drug Free Community is offered by the Town of Secaucus. The Parent Portal gives parents access to their child's grades, schedule, attendance, activities, homework, food service and contact information.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The School Climate Survey is implemented once a year through Survey Monkey for all students, parents and teachers. The overwhelming majority feel the school is safe, conducive to learning, positive center for academic learning and bullying incidents are addressed properly.</p>
 <p>Facilities:</p>	<p>The Secaucus High School building complex is 42 years old and a recent referendum was completed enhancing the campus with 8 additional classrooms, additional gymnasium, and fitness center, wrestling room, media center, main office, administration offices, guidance and Child Study Team office. The Arthur F. Couch Performing Arts Center, built in 2005, with 1,000 seats, allows the students and community to showcase their talents and accomplishments in a state of the art facility.</p>



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Secaucus High School operates on 56 minute rotational drop one schedule. All students enter and leave the school by one main entrance and exit with security and school administration present to ensure the safety of all. School Resource Officer and Truancy Officer are present at all times with security drills in place twice a month. Staff I.D. cards ensure only authorized staff gains access to the school and rooms in the building. All classrooms are equipped with promethean boards or Epson boards with desktop computers, laptop computers or chrome books. There are 630 students and 487 chrome books and laptops available for instruction. Communication is done through email, automated messages, parent portal and mail. All students wear a school uniform and assistance is provided to families in need to purchase mandatory clothing. Secaucus High School is open to all Secaucus residents to provide an appropriate education.



Other Information: