NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	SADDLE BROOK TWP
Principal Name	MRS. COFFEY
Address	355 MAYHILL STREET SADDLE BROOK, NJ 07663
Phone Number	(201)843-2880
Email Address	BCOFFEY@SBPSNJ.ORG
Website	https://www.sbpsnj.org/HSMS

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
7	147	125	135
8	154	151	133
9	121	131	142
10	104	122	137
11	141	105	117
12	117	138	103
Total	785	772	767

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	2015-16	2016-17	2017-18
Female	49.7%	50.5%	51.9%
Male	50.3%	49.5%	48.1%
Economically Disadvantaged Students	15.2%	17.6%	18.2%
Students with Disabilities	20.3%	21.4%	21.5%
English Learners	1.3%	1.7%	2.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.5%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	68.0%	67.2%	65.1%
Hispanic	20.3%	20.5%	23.0%
Black or African American	4.5%	4.5%	3.5%
Asian	6.8%	7.1%	7.8%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	776	763	761
Shared Time Students	17	18	11
Full Time Equivalent	785	772	767

Enrollment by Home Language

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

Home Language	% of Students
English	73.4%
Spanish	11.4%
Polish	3.7%
Arabic	2.3%
Gujarati	1.6%
Other Languages	7.7%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	43	50	Met Standard	42	49	50	Met Standard
White	51.5	42.5	50	Met Standard	41	50	51	Met Standard
Hispanic	56.5	45	49	Met Standard	43	44	48	Met Standard
Black or African American	33	30	44	**	*	44	44	**
Asian, Native Hawaiian, or Pacific Islander	48	51	61	Met Standard	64.5	60.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	65	47.5	48	Exceeds Standard	55	41	47	Met Standard
Students with Disabilities	59.5	43	41	Met Standard	51	48	43	Met Standard
English Learners	*	43.5	54	**	*	49	51	**

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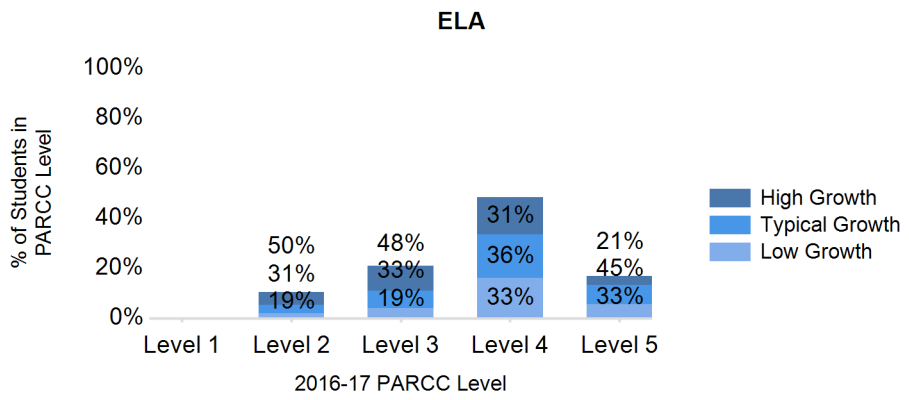
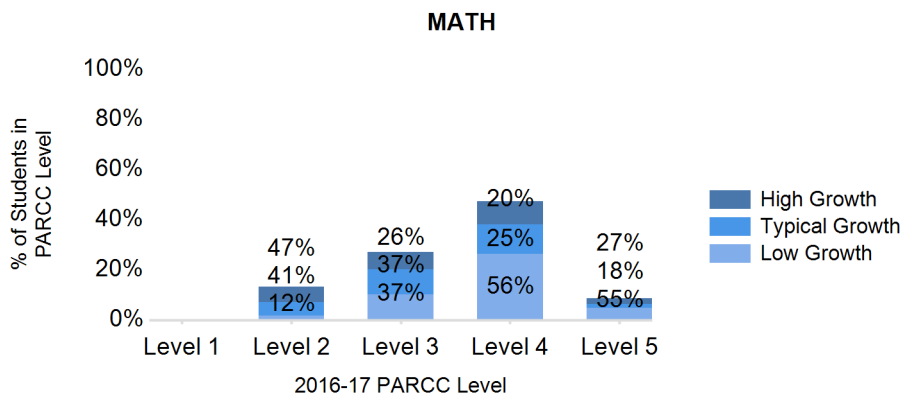
Student Growth by Performance Level

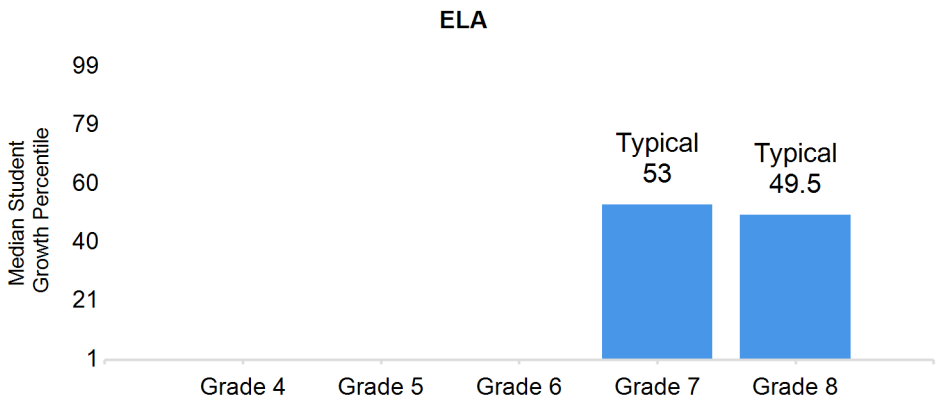
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

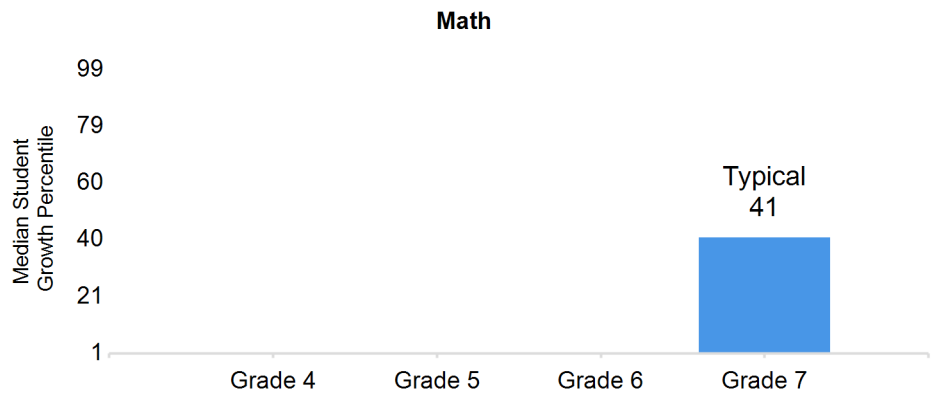




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	532	97.8	66.3	60.8	56.7	66.3	60.5	Met Target
White	350	97.8	68.3	62.8	65.6	68.3	61.2	Met Target
Hispanic	125	98.5	59.2	52.3	42.5	59.2	53.9	Met Target
Black or African American	15	93.7	73.4	53.3	37.3	72.4	**	**
Asian, Native Hawaiian, or Pacific Islander	42	97.7	69.0	*	82.3	69.0	80	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	282	98.3	75.9	71.7	64.5	75.9		
Male	250	97.3	55.6	49.8	49.4	55.6		
Economically Disadvantaged Students	92	97.1	60.9	51.7	38.5	60.9	58.7	Met Target
Non-Economically Disadvantaged Students	440	98.0	67.5	62.6	67.5	67.5		
Students with Disabilities	113	95.8	30.9	30.2	21.6	30.9	23.7	Met Target
Students without Disabilities	419	98.4	75.9	71.3	63.9	75.9		
English Learners	16	100.0	18.8	35.9	27.3	18.8	**	**
Non-English Learners	516	97.8	67.8	61.7	59.4	67.8		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	135	769	769	760	*	*	11%	56%	26%	82%	63%
White	86	768	768	768	*	*	*	57%	26%	83%	72%
Hispanic	33	768	768	746	0%	*	*	*	*	85%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	75	777	777	769	*	*	*	*	*	91%	72%
Male	60	758	758	752	*	*	*	*	*	72%	54%
Economically Disadvantaged Students	26	764	764	742	*	*	*	*	*	88%	44%
Non-Economically Disadvantaged Students	109	770	770	771	*	*	*	*	*	81%	73%
Students with Disabilities	26	735	735	721	*	*	*	46%	0%	46%	22%
Students without Disabilities	109	777	777	768	*	*	*	59%	32%	91%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	133	763	763	759	*	*	17%	49%	20%	68%	60%
White	83	761	761	767	*	*	23%	52%	13%	65%	70%
Hispanic	32	765	765	744	*	*	*	*	*	75%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	69	773	773	768	*	*	14%	*	*	78%	69%
Male	64	752	752	751	*	*	20%	*	*	58%	52%
Economically Disadvantaged Students	32	743	743	740	*	*	*	*	*	47%	42%
Non-Economically Disadvantaged Students	101	769	769	769	*	*	*	*	*	75%	71%
Students with Disabilities	33	734	734	719	*	*	36%	*	*	27%	19%
Students without Disabilities	100	773	773	766	*	*	11%	*	*	82%	68%
English Learners	11	715	715	703	*	*	0%	*	*	27%	*
Non-English Learners	122	767	767	761	*	*	19%	*	*	72%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	139	761	761	752	*	*	22%	50%	17%	66%	55%
White	95	761	761	760	*	*	21%	54%	15%	68%	64%
Hispanic	31	759	759	735	*	*	*	*	*	55%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	72	768	768	759	*	*	*	*	*	78%	63%
Male	67	754	754	744	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	22	762	762	733	*	*	*	*	*	68%	34%
Non-Economically Disadvantaged Students	117	761	761	761	*	*	*	*	*	66%	65%
Students with Disabilities	25	738	738	716	*	*	*	*	*	28%	15%
Students without Disabilities	114	766	766	758	*	*	*	*	*	75%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	139	761	761	755	*	*	22%	50%	17%	66%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	746	746	749	16%	13%	22%	32%	16%	48%	51%
White	85	751	751	756	14%	12%	18%	39%	18%	56%	58%
Hispanic	38	732	732	733	*	*	32%	*	*	29%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	71	755	755	759	*	*	*	*	*	52%	60%
Male	63	737	737	739	*	*	*	*	*	43%	42%
Economically Disadvantaged Students	21	736	736	730	*	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	113	748	748	758	*	*	*	*	*	50%	59%
Students with Disabilities	27	718	718	707	37%	*	*	*	*	22%	15%
Students without Disabilities	107	753	753	756	11%	*	*	*	*	54%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	737	737	736	20%	13%	26%	*	*	40%	39%
White	69	734	734	737	25%	*	25%	*	*	41%	41%
Hispanic	21	744	744	731	*	*	*	*	*	38%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	50	754	754	745	*	*	22%	*	*	62%	48%
Male	49	719	719	728	*	*	31%	*	*	18%	31%
Economically Disadvantaged Students	13	734	734	730	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	86	737	737	739	*	*	*	*	*	42%	42%
Students with Disabilities	26	704	704	708	*	*	*	*	*	*	13%
Students without Disabilities	73	748	748	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

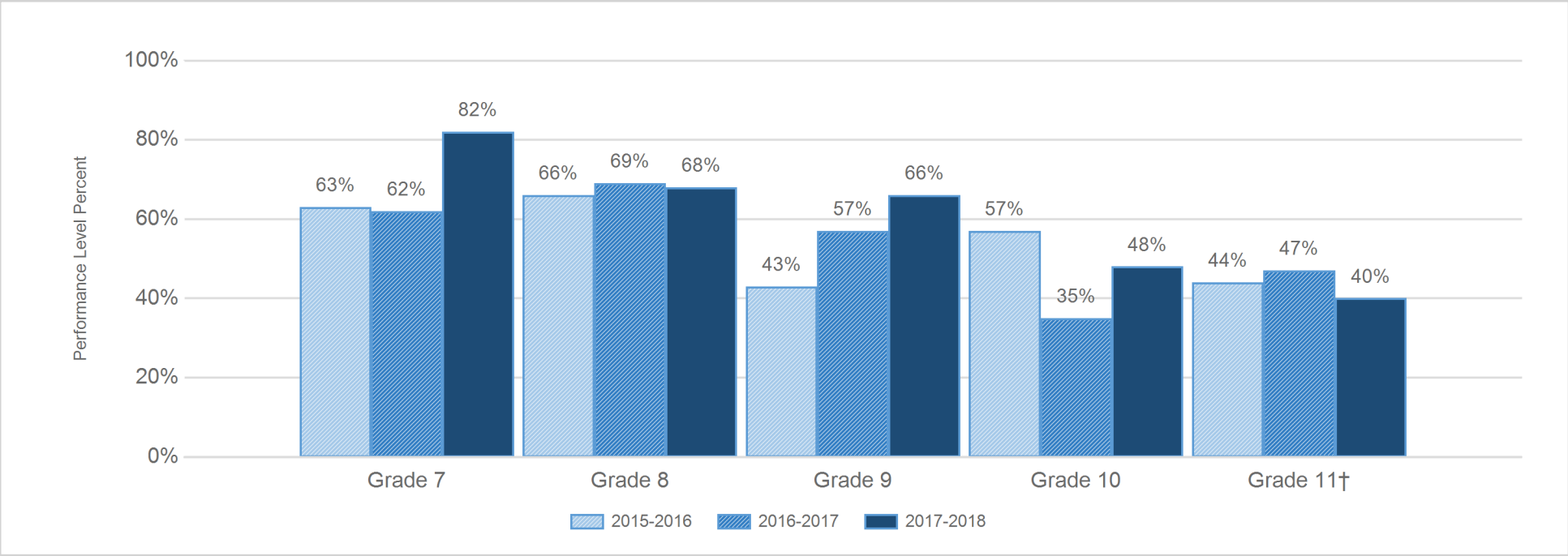
NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† 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.

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

Report Key:
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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	539	98.0	38.6	46.1	45.0	38.6	36	Met Target
White	354	98.1	38.7	48.8	54.1	38.7	36.5	Met Target
Hispanic	127	98.6	32.3	33.6	29.2	32.3	32.2	Met Target
Black or African American	16	94.1	43.8	41.9	23.4	43.2	**	**
Asian, Native Hawaiian, or Pacific Islander	42	97.7	54.8	*	77.0	54.8	51.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	281	98.3	39.5	48.2	46.0	39.5		
Male	258	97.8	37.6	44.0	43.9	37.6		
Economically Disadvantaged Students	94	97.2	26.6	32.4	26.6	26.6	33.2	Met Target†
Non-Economically Disadvantaged Students	445	98.2	41.1	48.9	55.9	41.1		
Students with Disabilities	115	96.7	13.9	22.2	17.1	13.9	17.9	Met Target†
Students without Disabilities	424	98.4	45.3	54.2	50.5	45.3		
English Learners	17	100.0	11.8	27.9	24.6	11.8	**	**
Non-English Learners	522	98.0	39.5	46.8	46.9	39.5		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	748	748	743	*	13%	39%	*	*	47%	43%
White	86	749	749	750	*	*	41%	*	*	48%	54%
Hispanic	33	743	743	732	*	*	36%	*	*	39%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	75	751	751	745	*	*	39%	*	*	52%	45%
Male	60	744	744	741	*	*	38%	*	*	40%	42%
Economically Disadvantaged Students	26	737	737	730	*	*	46%	*	*	23%	24%
Non-Economically Disadvantaged Students	109	750	750	751	*	*	37%	*	*	52%	55%
Students with Disabilities	26	726	726	717	*	*	*	*	*	*	12%
Students without Disabilities	109	753	753	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	735	735	728	13%	24%	28%	35%	0%	35%	28%
White	67	733	733	736	16%	21%	33%	30%	0%	30%	36%
Hispanic	27	736	736	722	*	*	*	37%	0%	37%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	59	739	739	731	*	*	*	36%	0%	36%	31%
Male	51	731	731	725	*	*	*	35%	0%	35%	26%
Economically Disadvantaged Students	31	720	720	719	*	*	*	*	*	19%	20%
Non-Economically Disadvantaged Students	79	741	741	735	*	*	*	*	*	42%	35%
Students with Disabilities	30	708	708	705	*	*	*	*	*	13%	*
Students without Disabilities	80	746	746	735	*	*	*	*	*	44%	*
English Learners	10	716	716	705	*	*	*	*	*	10%	10%
Non-English Learners	100	737	737	729	*	*	*	*	*	38%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

Report Key:
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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	152	744	744	746	*	16%	35%	*	*	43%	46%
White	101	746	746	755	*	16%	40%	*	*	43%	57%
Hispanic	38	739	739	730	*	*	29%	42%	0%	42%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	72	745	745	748	*	*	38%	*	*	43%	48%
Male	80	743	743	745	*	*	33%	*	*	43%	44%
Economically Disadvantaged Students	23	745	745	729	*	*	*	*	*	43%	25%
Non-Economically Disadvantaged Students	129	744	744	756	*	*	*	*	*	43%	57%
Students with Disabilities	30	729	729	716	*	40%	*	*	*	23%	13%
Students without Disabilities	122	748	748	752	*	11%	*	*	*	48%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	128	730	730	735	9%	40%	28%	23%	0%	23%	30%
White	81	734	734	740	*	33%	32%	*	*	27%	37%
Hispanic	35	721	721	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	67	729	729	736	*	39%	30%	*	*	21%	30%
Male	61	732	732	734	*	41%	26%	*	*	25%	29%
Economically Disadvantaged Students	24	726	726	722	*	*	*	*	*	17%	13%
Non-Economically Disadvantaged Students	104	731	731	741	*	*	*	*	*	24%	38%
Students with Disabilities	29	713	713	713	*	*	*	*	*	*	*
Students without Disabilities	99	735	735	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	101	713	713	727	41%	28%	15%	*	*	17%	30%
White	70	710	710	733	44%	26%	*	*	*	17%	35%
Hispanic	22	719	719	710	*	*	*	*	*	14%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	53	715	715	728	30%	34%	*	*	*	15%	30%
Male	48	710	710	727	52%	21%	*	*	*	19%	30%
Economically Disadvantaged Students	11	713	713	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	90	713	713	736	*	*	*	*	*	*	37%
Students with Disabilities	23	686	686	693	*	*	*	*	*	*	*
Students without Disabilities	78	721	721	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	101	713	713	729	41%	28%	15%	*	*	17%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
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2017-2018

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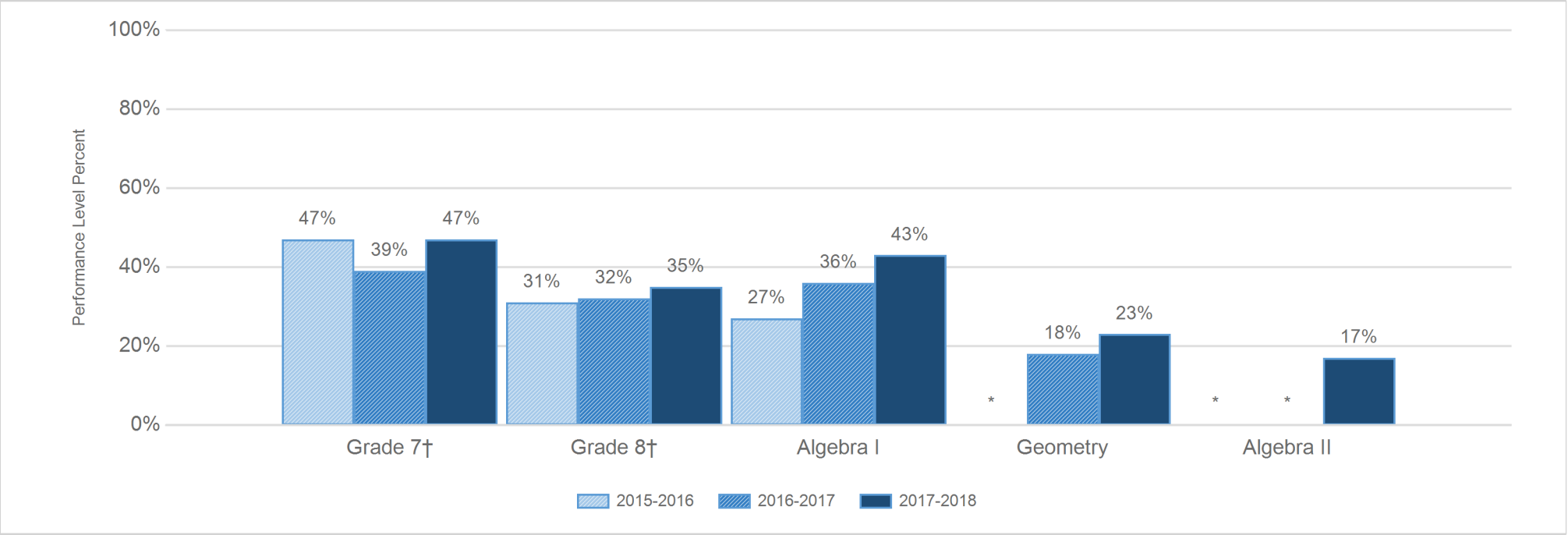
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
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DLM Alternate Assessment - 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
7	N	N
8	*	*
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	10.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	*	*
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

NJ SCHOOL PERFORMANCE REPORT

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	70.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	16.5%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	456	478	Grade 10: 430 Grade 11: 460	56%	62%
PSAT 10/NMSQT - Math	449	478	Grade 10: 480 Grade 11: 510	31%	42%
SAT - Reading and Writing	526	542	480	75%	72%
SAT - Math	516	543	530	40%	54%
ACT - Reading	22	24	22	53%	62%
ACT - English	20	24	18	76%	78%
ACT - Math	20	24	22	47%	62%
ACT - Science	21	23	23	41%	53%

NJ SCHOOL PERFORMANCE REPORT

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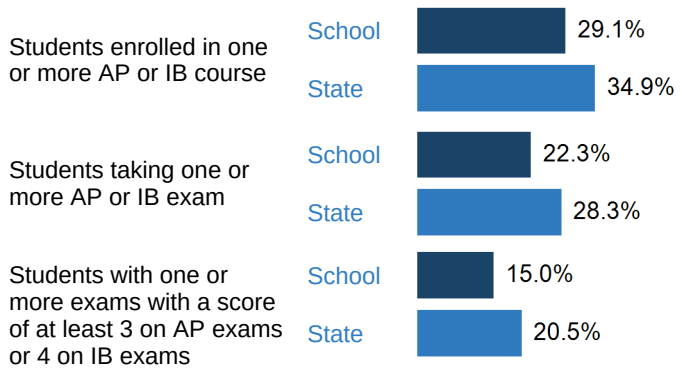
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

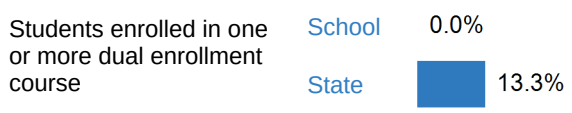
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP English Language and Composition	13	12
AP English Literature and Composition	22	22
AP Environmental Science	12	12
AP European History	10	3
AP Physics 1	0	6
AP Physics B	9	0
AP Spanish Language	9	7
AP Statistics	12	12
AP Studio Art—Drawing Portfolio	5	0
AP Studio Art—Two-Demensional	0	3
AP U.S. History	7	7
AP World History	10	7
Total Exams taken		91
Exams with scores of at least 3 on AP exams or 4 on IB exams		52

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

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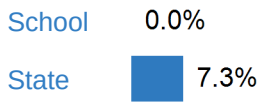
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

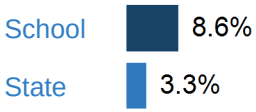


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Hospitality & Tourism	*		
Human Services	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	11	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	140
8	23	1	0	0	0	0	115
9	124	24	0	0	0	0	30
10	13	105	30	2	0	0	5
11	0	7	80	33	0	3	3
12	0	0	11	19	9	9	21
Total	160	137	121	54	9	12	314
Enrolled in AP/IB Course					0	12	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	126	3	0	18	0	23
10	29	114	0	7	0	11
11	2	83	0	17	18	11
12	0	4	0	4	5	42
Total	157	204	0	46	23	87
Enrolled in AP/IB Course	0	0		12	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	143	3	0	0	0	2
10	3	136	0	0	0	5
11	1	115	0	0	12	11
12	1	10	0	0	24	31
Total	148	264	0	0	36	49
Enrolled in AP/IB Course	10	7	0	0		10
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	121	0	0	0	0	0	0
8	128	0	0	0	0	0	0
9	110	0	0	36	0	1	0
10	94	0	0	36	0	0	0
11	51	0	0	8	0	0	0
12	22	0	0	3	0	0	0
Total	526	0	0	83	0	1	0
Enrolled in AP/IB Course	9	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	75	0	0	10	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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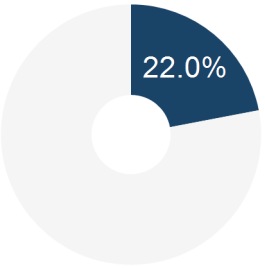
Visual and Performing Arts – Course Participation

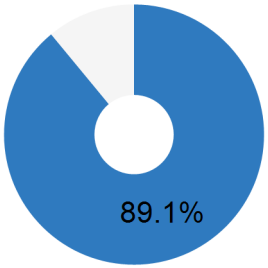
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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



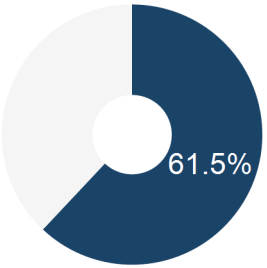
School



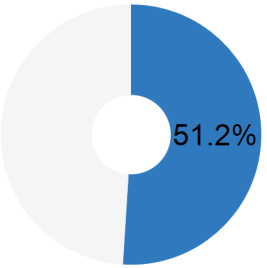
State

Grades 9-12:

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

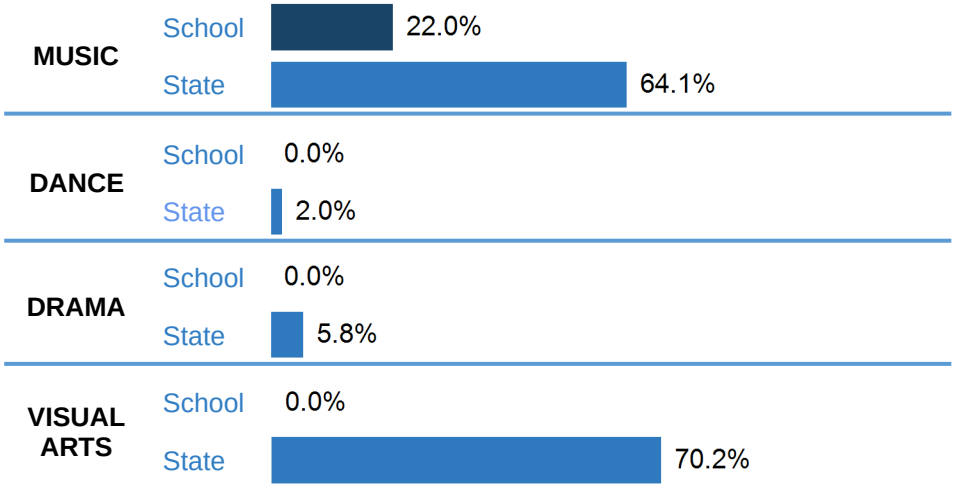


School

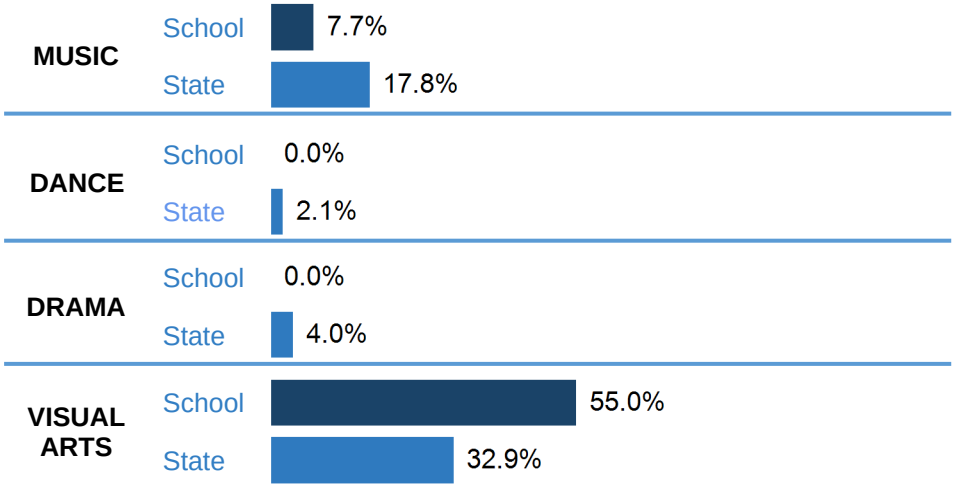


State

Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.3%	90.9%	97.4%	92.4%	93.4%	92.8%	Met Target	94.7%	93.2%	Met Target
White	97.2%	95.0%	100.0%	95.7%	95.0%	N	Met Goal	96.4%	N	Met Goal
Hispanic	95.5%	84.8%	91.4%	87.3%	88.6%	88.7%	Not Met	92.9%	92.7%	Met Target
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	84.6%	96.7%	87.0%	93.3%	91.6%	Met Target	91.4%	82.3%	Met Target
Students with Disabilities	96.8%	80.1%	100.0%	83.5%	83.9%	90.5%	Not Met	96.8%	N	Met Goal
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	98.1%	99.1%
Substitute Competency Test	1.9%	0.9%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

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
2018	97.3%	-
2017	93.4%	97.4%
2016	93.8%	94.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.4%	1.2%

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	74%	36.5%	63.5%
White	68.3%	34.9%	65.1%
Hispanic	75%	46.7%	53.3%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	69.2%	55.6%	44.4%
Students with Disabilities	40%	70%	30%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	78%	34%	66%	84.5%	15.5%	83.5%	16.5%
White	78.2%	32.4%	67.6%	86.8%	13.2%	79.4%	20.6%
Hispanic	72.4%	38.1%	61.9%	76.2%	23.8%	95.2%	4.8%
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	77.3%	52.9%	47.1%	88.2%	11.8%	94.1%	5.9%
Students with Disabilities	55%	54.5%	45.5%	90.9%	9.1%	90.9%	9.1%
English Learners	*	*	*	*	*	*	*

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

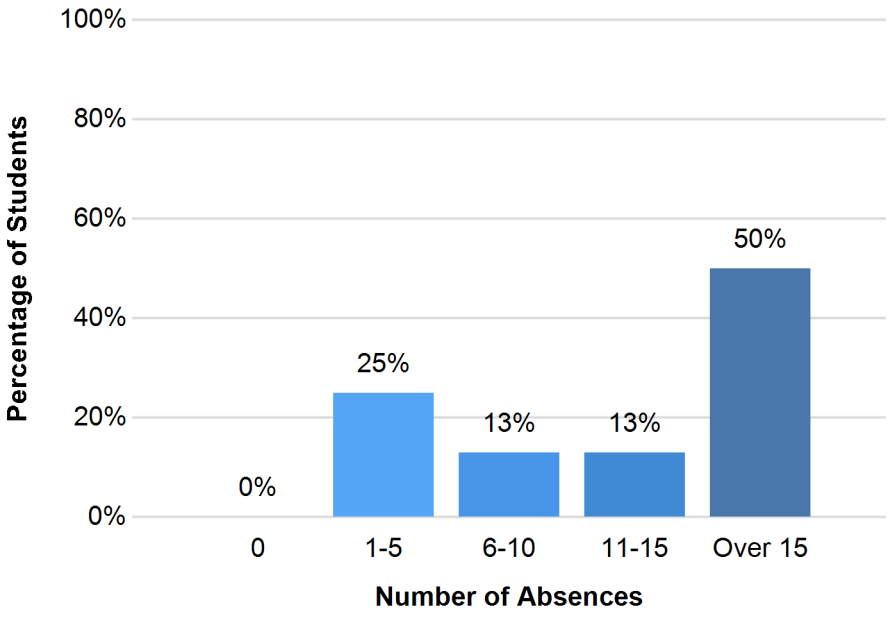
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	*	*	**	**
White	*	*	**	**
Hispanic	*	*	**	**
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N

Days Absent

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



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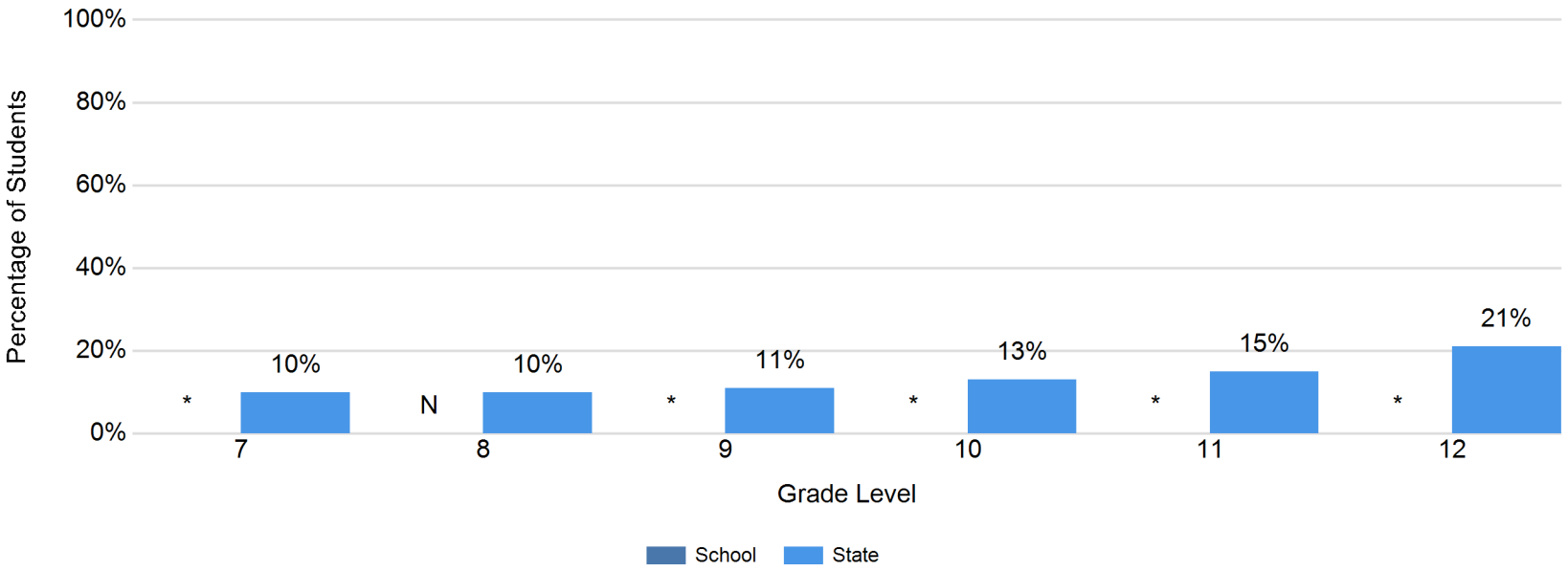
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Weapons	0
Vandalism	3
Substances	2
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	3.00

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	10

NJ SCHOOL PERFORMANCE REPORT

SADDLE BROOK MIDDLE/HIGH SCHOOL
(03-4610-050)
Grades Offered: 07-12
2017-2018

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	2	1	3
Disability	1	1	2
Other	2	4	6
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	34	4.4%
Any Suspension	34	4.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
105

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School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:55 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.9:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$383	$15,590	$15,973

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	66	117,464
Average years experience in public schools	9.8	12.0
Average years experience in district	9.8	10.7
Teachers in district for 4 or more years	77.3%	75.5%

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	12	9,374
Average years experience in public schools	3.9	16.0
Average years experience in district	3.9	12.0
Administrators in district for 4 or more years	33.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	96:1	143:1
Teachers to Administrators	8:1	12:1
Students to Librarians/Media Specialists		860:1
Students to Nurses		344:1
Students to Counselors		287:1
Students to Child Study Team		215:1

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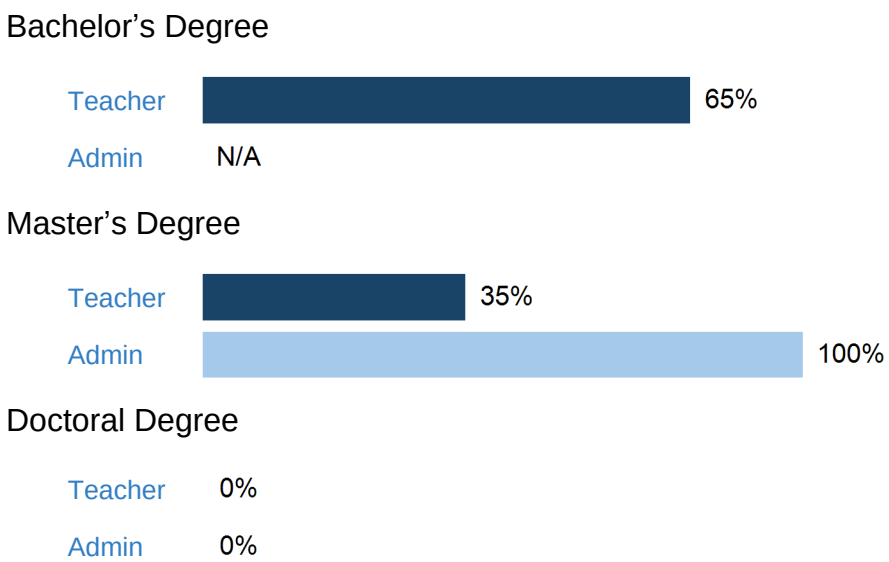
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.8%	90.2%
2016-17 Administrators: Same district 2017-18	75.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	63.6%	37.5%
Male	36.4%	62.5%
White	93.9%	87.5%
Hispanic	3.0%	12.5%
Black or African American	1.5%	0.0%
Asian	1.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	No	Yes
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	Yes		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	77.08	14.7%†
Mathematics Proficiency	66.67	14.7%†
Graduation Rate - 4-Year	42.55	17.6%†
Graduation Rate - 5-Year	53.19	17.6%†
English Language Arts Growth	79.17	17.6%†
Mathematics Growth	55.56	17.6%†
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	**	**
Summative Score: Sum of all indicator scores multiplied by indicator weights	61.69	n/a
Summative Rating: Percentile Rank of Summative Score	68.75	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Met Target	Met Target	Met Target	Met Target	Met Standard	Met Standard	**	**	No
White	65.14	21.20	No	Met Target	Met Target	Met Goal	Met Goal	Met Standard	Met Standard	n/a	**	No
Hispanic	62.54	21.20	No	Met Target	Met Target	Not Met	Met Target	Met Standard	Met Standard	n/a	**	No
Black or African American	**	**	No	**	**	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	10.32	14.08	Yes	Met Target†	Met Target	**	**	Met Standard	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	67.87	21.20	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	**	No
Students with Disabilities	89.24	21.20	No	Met Target	Met Target†	Not Met	Met Goal	Met Standard	Met Standard	n/a	**	No
English Learners	**	**	No	**	**	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Opportunities for students in grades 7 -12 to connect with our school community. • STEM promotes discovery, collaboration, and problem-solving. • Award-winning Athletics and Arts programs.
Mission, Vision, Theme:	Saddle Brook Middle/High School is dedicated to educating the whole child. We offer a host of opportunities for students to explore interests in academics, athletics, and the arts. We strive to provide unique experiences for both our middle and high school students. We embrace having grades seven through twelve under one roof to provide continuity and opportunities for students to take on leadership roles in mentoring younger peers.
Awards, Recognition, Accomplishments:	We continue to prepare our staff and students for success on the New Jersey Student Learning Assessments — NJSLA (formerly known as PARCC) standardized tests. Saddle Brook Middle/High School students demonstrated significant growth in year four of the PARCC. Four of the five grades tested exceeded state averages on Language Arts Literacy in 2018. Outcomes for both 7th and 8th grade Mathematics met or exceeded state averages in 2018. We had increases in the number of students sitting for PARCC in 2018.

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Courses, Curriculum, Instruction:	Saddle Brook MS/HS continues to focus on improving our students' college and career readiness. We launched new STEM courses in 2017/2018 Robotics, Engineering, CAD, Medical Ethics, and Commercial Photography. Our goal is to continue to provide students with opportunities to explore STEM careers in a learning environment that promotes discovery, collaboration, and problem-solving. The program begins in Middle School with an Intro to STEM course that explores the various HS pathways.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Saddle Brook High School is a member of the NJIC Meadowlands Division. Participation numbers have held steady in each of the last 3 years. 90 percent of our sport teams have qualified for and participated in the NJSIAA tournament. Numerous athletes named to the All league and all conference teams. All our Fall sport teams participate in Breast Cancer Awareness Month. We have hosted the HOFS Softball charity tournament that donates all proceeds to the American Heart Association and the Saddle Brook Ambulance Corps.
Clubs and Activities:	Saddle Brook MS/HS offers a host of activities to enhance the educational experience of students with interests in academics, the arts, community service, and recreation. Many of these activities connect students from grades 7 - 12. Clubs and Activities at Saddle Brook MS/HS include Astronomy Club, Band, Chorus, Color Guard, CSI Club, Environmental Club, Glamour Gals, Interact, Italian Club, Jazz Band, Latin Club, Marine Science Club, Math Club, National Honor Society, National Junior Honor Society, Newspaper, Outdoors Club, Play, Photo Club, Political Science Club, React, Robotics Club, Science National Honor Society, Ski Club, Student Council, Teen Pep, Teens Need Teens, and Yearbook.

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Before and After School Programs:	The MS/HS provides morning supervision for students who arrive before school. There is also supervised before/after school tutoring facilitated by the National Honor Society and Science National Honor Society in the Media Center.
Staff and Professional Learning:	The overarching goals for our learning will be to share in the responsibility of the reading and writing standards by developing NJSLA like assessments that will engage our students in higher order thinking as well as continuing to develop digital portfolios. Weekly professional development is available for subject-based PLCs as well as pedagogy, classroom management and other topics for PLCs chosen by staff members.
Postsecondary Information:	The Saddle Brook Guidance Department offers a multitude of programs to support students in applying to college and for receiving financial aid. These programs include junior and senior Class Meetings with guidance staff and individual meetings with counselors for upperclassmen. A “High School 101” parent presentation, a Senior Parent Meeting, and a Financial Aid Night are avenues of parent outreach. The Guidance Department also hosts visits from college representatives and a Saddle Brook Alumni Return Day.

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Student Supports and Services:	For students who are eligible for special education and related services, various levels of specialized instruction and supports are provided including in-class consultation, in-class resource, and pull-out replacement instruction. Additionally, for students who demonstrate significant learning or social emotional difficulties, special class multiple disabilities and behavior disabilities programs are available.
Student Health and Wellness:	We offer an intramural program for our middle school students, and yoga for all staff and students. Health is required once a year for a full marking period. Topics include: Wellness, Alcohol, Tobacco, and other Drugs, Family Life, Community Health Skills. Each student has physical education three marking periods per year. Students are given time for recess during their lunch period. Breakfast is served daily before school in the cafeteria. Beginning in 2018, we now promote Wellness Weekends during extended breaks, giving students and staff the opportunity to recharge without homework or grading.
Parent and Community Involvement:	Saddle Brook parents are very supportive of the schools. Groups include the MS/HS PTO, Special Education Parent Advisory Committee, and athletic/music booster clubs. We have developed partnerships with municipal government and community organizations to provide enrichment opportunities, including student elections, volunteer, and internships. The school works closely with the Saddle Brook Educational Foundation, a non-profit group that has supported the district through technology grants.

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Climate Surveys:	Saddle Brook MS/HS administers Department of Education climate surveys annually to students, parents, and staff. The data is used to inform decisions on school improvement projects, and professional development.
Facilities:	Saddle Brook High School opened in 1958. The Middle School was merged during the early 1990s. An addition was built in 2005, which included a second gym, Media Center, and six additional classrooms. There are three computer labs, a photo studio, and two art rooms. The community supported a referendum in 2014, which was used to fund renovations to the auditorium, roof, bathrooms, and upgrade building security.
School Safety:	In 2018 the voters approved a referendum to be used for installing additional security at each school such as security vestibules, an emergency notification system, wireless door locks, two-way radio system.

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Other Information:	We encourage you to visit our website at https://www.saddlebrookschools.org/HSMS and click on our Student Handbook and Program of Studies for more information about our school and programs. Our staff collaborates weekly, if not daily, to identify their students' current level of achievement in order to set common goals and implement best practices to ensure student success. The teams measure their students' progress routinely by meeting and providing evidence of student learning. Percentage of students that apply or are accepted to college: 51.4% (4 yr. college) and 30.9% (2 yr. college). Programs to support students taking college entrance exams like the SAT or ACT: ACT practice test offered, SAT Prep Courses offered, and mandatory PSAT testing during school week. What students are doing after graduation, other than college: Military enlistment, Technical schools, Workforce. Related services of speech/language therapy, occupational therapy, physical therapy and counseling are provided. Paraprofessionals are also provided for students as needed. Saddle Brook Middle/High School provides ELL instruction for English Language Learners provided by two certified ELL instructors. Students are instructed on the social, instructional, and academic language that is needed to be successful in mainstream classes. Students receive one period of ELL instruction on a daily basis and receive high school credits for the course. All English Language Learners are assessed annually using the ACCESS for ELLs 2.0 assessment to determine if they are ready to exit the ELL program.