



State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050
PASSAIC
PASSAIC VALLEY REGIONAL
Passaic Valley Regional High School
170 EAST MAIN STREET
LITTLE FALLS, NJ 07424

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050
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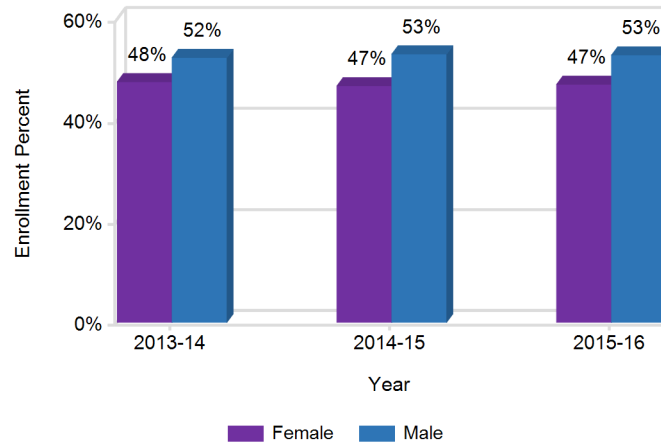
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	302	312	289
Grade 10	324	310	322
Grade 11	377	322	310
Grade 12	341	379	326
UG	20	25	39
Total	1364	1348	1286

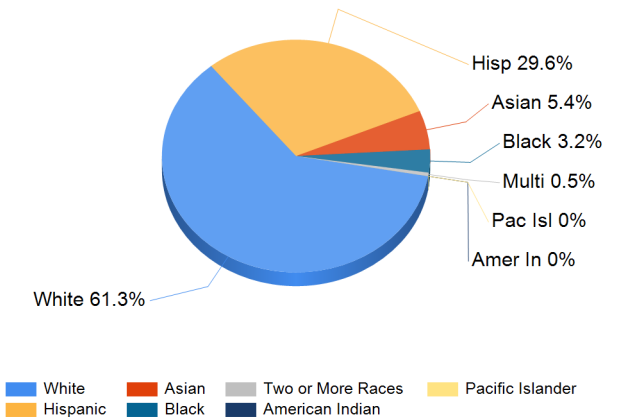
Enrollment by Gender

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



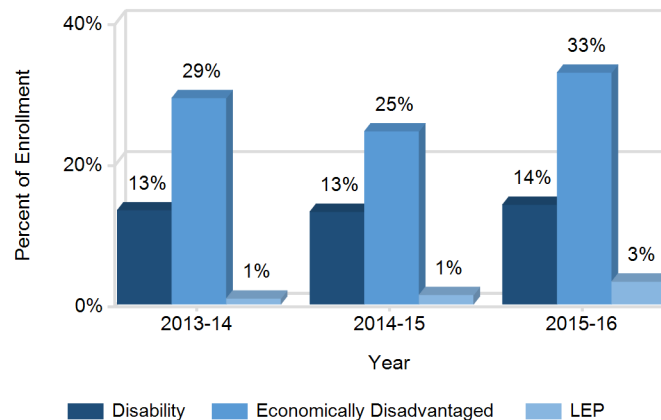
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	74.0%
Spanish	13.1%
Arabic	5.9%
Italian	0.9%
Macedonian	0.8%
Other	5.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

PASSAIC

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	43%	S	46
Mathematics Met or Exceeded Expectations	26%	S	46

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	572	43%	46	98%	✓	545	26%	46	99%	✓
White	360	48%	42	98%	✓	345	30%	37	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	162	27%	35	99%	✓	151	15%	42	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	82	7%	47	96%	✓	52	N	26	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	184	31%	52	100%	✓	172	22%	60	100%	✓



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2015-2016

Grade Span 09-12

31-3990-050

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	294	740	740	746	16%	16%	24%	36%	8%	44%	49%
White	184	746	746	754	13%	13%	22%	44%	9%	52%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	80	722	722	730	30%	25%	25%	18%	3%	20%	34%
Asian	16	769	769	774	N	6%	13%	56%	25%	81%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	98	727	727	729	25%	20%	25%	28%	3%	31%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	320	734	734	740	21%	17%	22%	33%	7%	40%	44%
White	190	737	737	747	17%	16%	24%	38%	5%	43%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	104	727	727	726	28%	18%	23%	24%	7%	31%	33%
Asian	14	763	763	767	N	14%	14%	50%	21%	71%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	48	700	700	702	46%	29%	15%	10%	N	10%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	102	720	720	723	31%	25%	17%	24%	4%	28%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

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Passaic Valley Regional High School

170 EAST MAIN STREET

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	306	740	740	736	17%	17%	23%	33%	10%	43%	40%
White	190	744	744	739	14%	19%	22%	35%	11%	45%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	94	730	730	732	25%	16%	30%	26%	4%	30%	37%
Asian	17	767	767	753	6%	12%	6%	41%	35%	77%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	38	705	705	710	53%	24%	11%	13%	N	13%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	106	727	727	730	28%	22%	16%	28%	6%	34%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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.



State of New Jersey
2015-2016

Grade Span 09-12

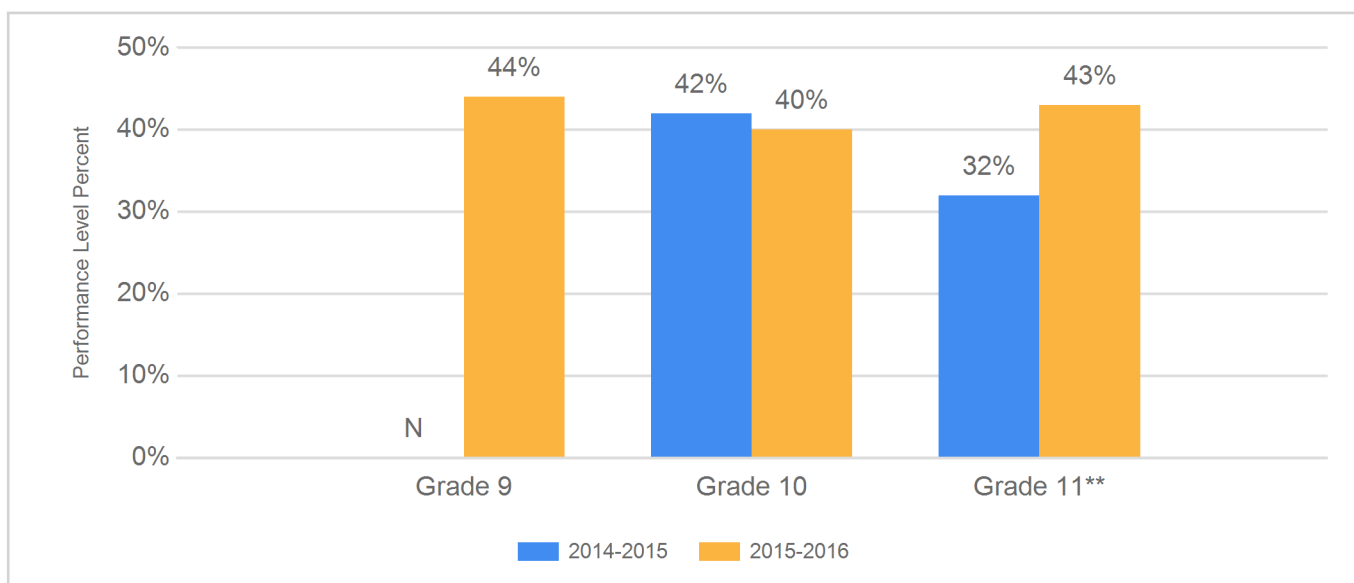
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PARCC ELA Performance Trends

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



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State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	234	729	729	727	13%	33%	31%	24%	N	24%	41%
White	137	733	733	734	10%	27%	33%	30%	N	30%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	77	720	720	720	21%	39%	25%	16%	N	16%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	93	723	723	719	19%	36%	25%	20%	N	20%	23%

■ Did Not Yet Meet Expectations
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State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	298	727	727	730	12%	35%	33%	21%	0%	21%	27%
White	186	730	730	736	9%	32%	37%	23%	N	23%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	88	721	721	720	17%	42%	27%	14%	N	14%	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	96	723	723	719	16%	43%	25%	16%	1%	17%	12%

■ Did Not Yet Meet Expectations
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State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

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Passaic Valley Regional High School

170 EAST MAIN STREET

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	270	714	714	722	35%	26%	25%	14%	N	14%	27%
White	161	716	716	728	34%	26%	26%	15%	N	15%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	20	744	744	754	10%	10%	40%	40%	N	40%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

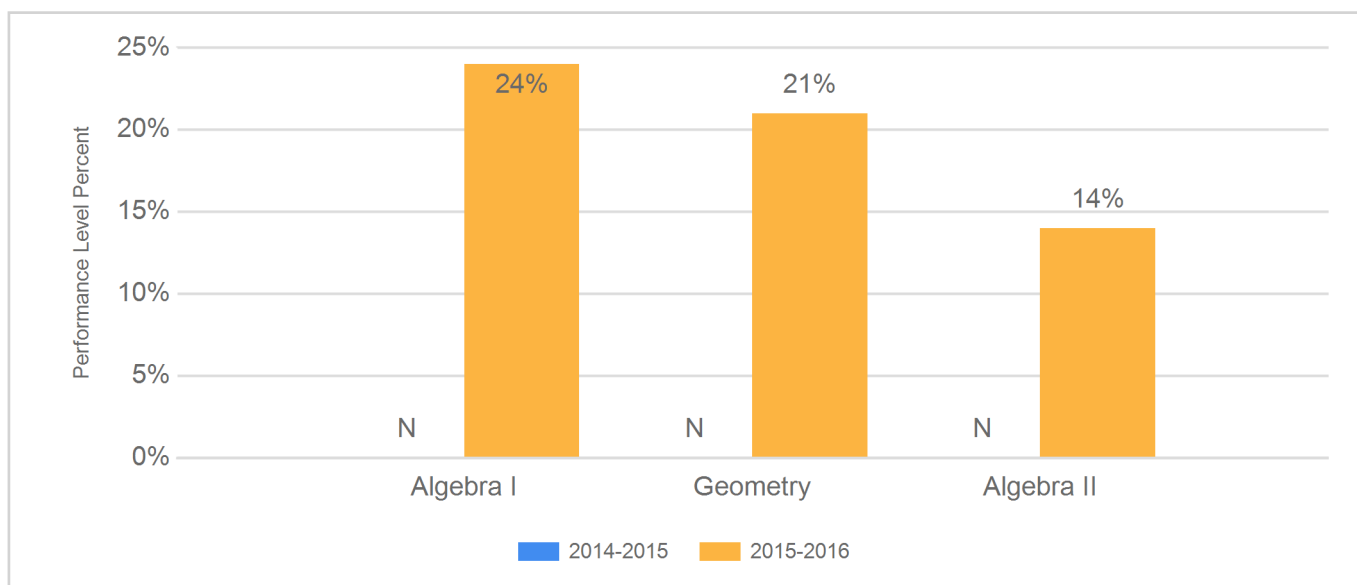
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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050
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Passaic Valley Regional High School
170 EAST MAIN STREET
LITTLE FALLS, NJ 07424

The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

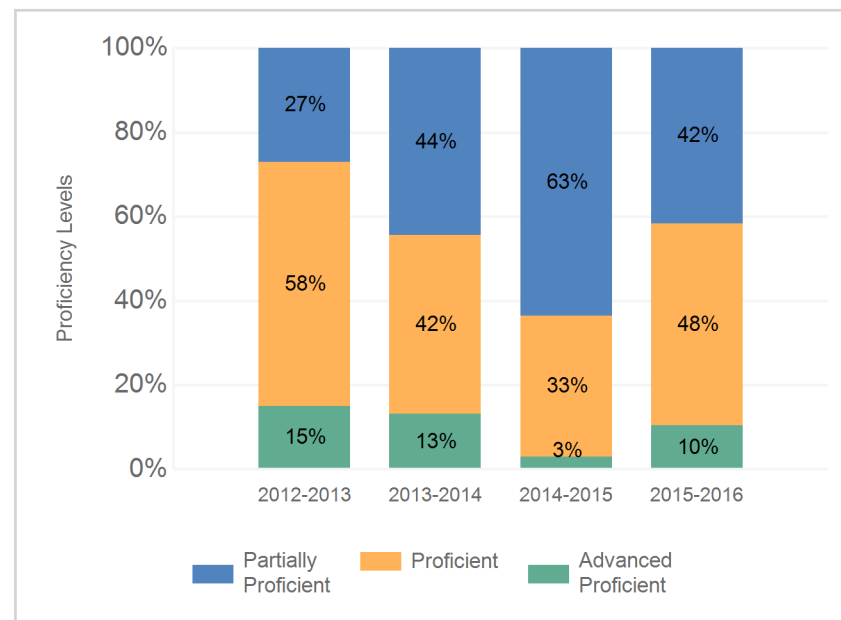
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	10%	48%	42%
White	14%	50%	36%
African American	8%	39%	54%
Hispanic	1%	42%	57%
American Indian	N	N	N
Asian	25%	56%	19%
Two or More Races	S	S	S
Students with Disability	5%	18%	77%
English Language Learners	N	N	100%
Economically Disadvantaged Students	8%	45%	47%

Proficiency Trends - Biology

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





State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

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Passaic Valley Regional High School

170 EAST MAIN STREET

LITTLE FALLS, NJ 07424

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	62.9%	58.0%
Percent of Students Participating in ACT	23.6%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	75%	71%
Math	530	51%	53%
ACT	-	-	-
Reading	22	65%	58%
English	18	84%	74%
Math	22	70%	61%
Science	23	57%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	906	950
SAT	-	-
Reading and Writing	537	537
Math	528	538
ACT	-	-
Reading	24	23
English	23	22
Math	25	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

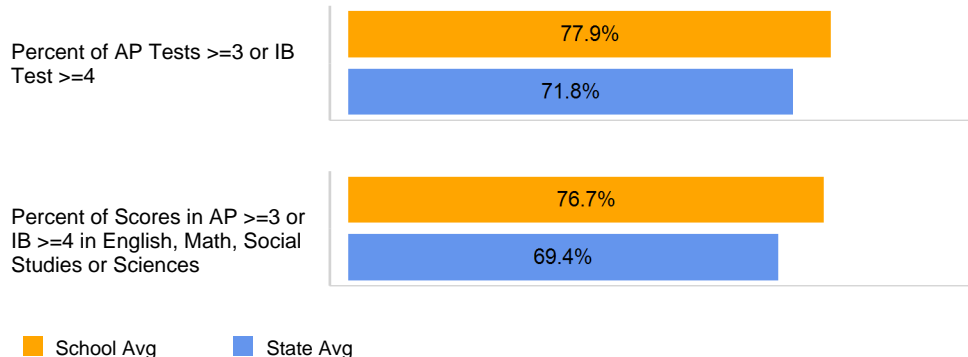
2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1010	900	800
SAT	-	-	-
Reading and Writing	590	530	480
Math	580	530	460
ACT	-	-	-
Reading	28	23	21
English	26	23	20
Math	29	26	20
Science	26	24	20

State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	19.5%	39.1%
One of More Test	14.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	13.5%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	11	12
AP Calculus AB	16	12
AP Calculus BC	0	2
AP Chemistry	22	10
AP English Literature and Composition	34	16
AP Environmental Science	11	8
AP European History	0	1
AP French Language	0	1
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Physics C	33	0
AP Physics C: Mechanics	0	25
AP Psychology	0	4
AP Spanish Language	17	9
AP Studio Art—Three-Dimensional	4	0
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	46	30
AP U.S. History	29	25
Student AP Tests ≥ 3 and IB Tests ≥ 4		74



State of New Jersey
2015-2016

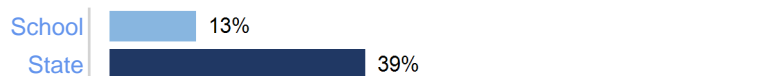
Grade Span 09-12

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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

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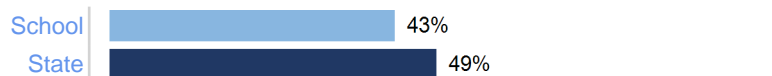
DRAMA



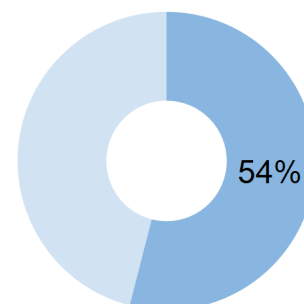
DANCE



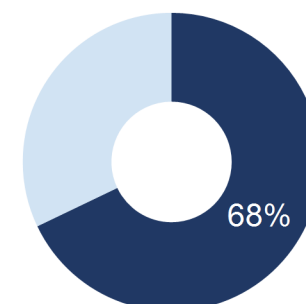
VISUAL ARTS



Any Visual and Performing Arts



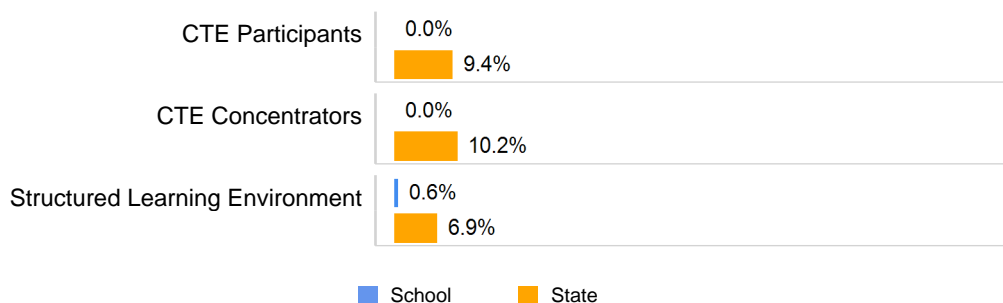
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

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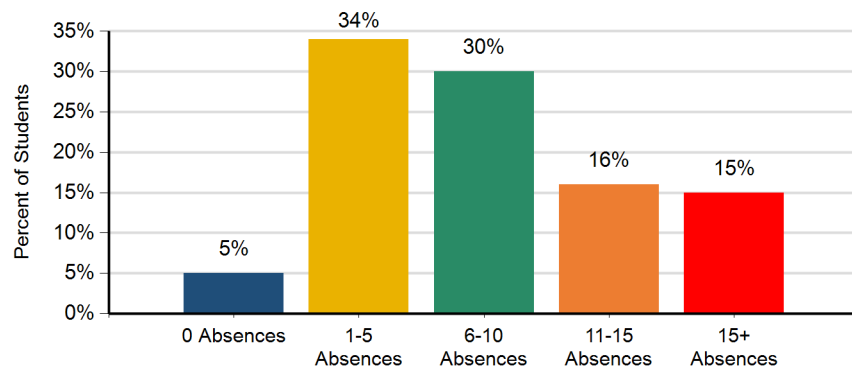
Passaic Valley Regional High School

170 EAST MAIN STREET

LITTLE FALLS, NJ 07424

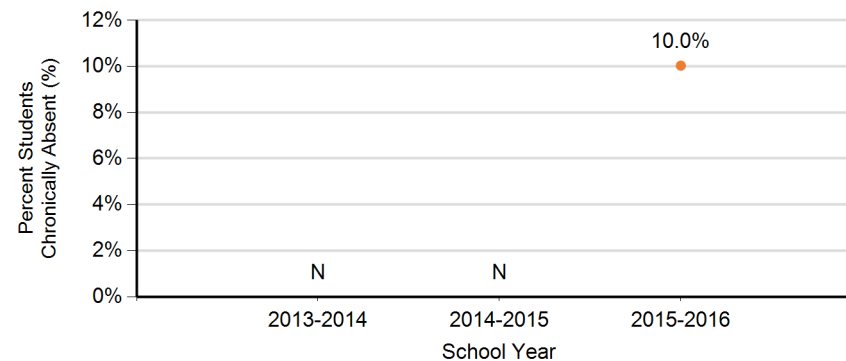
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

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LITTLE FALLS, NJ 07424

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	90.6%	36	81%
White	90.8%	24	
African American	S	S	
Hispanic	89.5%	52	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	74%	26	
English Language Learners	S	S	
Economically Disadvantaged Students	85.3%	41	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.2%	1.2%
White	0.3%	0.6%
African American	N	2.6%
Hispanic	0.3%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.7%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

31-3990-050

PASSAIC

PASSAIC VALLEY REGIONAL

Passaic Valley Regional High School

170 EAST MAIN STREET

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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	92%	95%
2014	93%	95%
2015	94%	95%
2016	91%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	80.4%	27.9%	72.1%
White	83.4%	27.0%	73.0%
African American	S	S	S
Hispanic	71.4%	38.5%	61.5%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	59.0%	60.9%	39.1%
English Language Learners	S	S	S
Economically Disadvantaged Students	76.4%	33.8%	66.2%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	7 Hrs. 17 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	3 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	108:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	7.7%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%