



PASSAIC VALLEY REGIONAL HIGH SCHOOL
 (31-3990-050)
 Grades Offered: 09-12
 2017-2018

Report Key:
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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 at 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	PASSAIC
District	PASSAIC VALLEY REGIONAL
Principal Name	MR. ROTELLA
Address	170 EAST MAIN STREET LITTLE FALLS, NJ 07424
Phone Number	(973)890-2500
Email Address	ROTELLAR@PVHS.K12.NJ.US
Website	https://www.pvhs.k12.nj.us
Facebook	https://www.facebook.com/pv1940
Twitter	https://www.twitter.com/PhvhsSup



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2015-16	2016-17	2017-18
9	306	299	315
10	329	313	317
11	317	337	313
12	337	317	334
Total	1,290	1,267	1,280

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	47.0%	46.4%	46.7%
Male	53.0%	53.6%	53.3%
Economically Disadvantaged Students	32.8%	28.8%	29.1%
Students with Disabilities	14.3%	14.8%	16.8%
English Learners	3.2%	1.7%	1.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

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	61.3%	62.7%	62.0%
Hispanic	29.7%	29.3%	29.6%
Black or African American	3.2%	2.6%	3.0%
Asian	5.4%	4.7%	4.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.5%	0.7%	1.0%

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	1,286	1,263	1,277
Shared Time Students	7	8	5
Full Time Equivalent	1,290	1,267	1,280

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	77.8%
Spanish	11.2%
Arabic	5.3%
Other Languages	5.7%



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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	612	98.6	44.1	44.1	56.7	44.1	46.5	Met Target†
White	393	98.5	47.9	47.9	65.6	47.9	51.5	Met Target†
Hispanic	174	98.4	34.5	34.5	42.5	34.5	31.8	Met Target
Black or African American	16	100.0	50.1	50.1	37.3	50.1	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	50.0	50.0	82.3	50.0	76.3	Not Met
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	283	98.7	54.1	54.1	64.5	54.1		
Male	329	98.6	35.6	35.6	49.4	35.6		
Economically Disadvantaged Students	178	97.4	32.6	32.6	38.5	32.6	35.4	Met Target†
Non-Economically Disadvantaged Students	434	99.1	48.9	48.9	67.5	48.9		
Students with Disabilities	116	96.8	12.0	12.0	21.6	12.0	14.6	Met Target†
Students without Disabilities	496	99.0	51.6	51.6	63.9	51.6		
English Learners	11	100.0	*	*	27.3	*	**	**
Non-English Learners	601	98.6	*	*	59.4	*		
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 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	306	739	739	752	14%	19%	28%	34%	6%	40%	55%
White	190	745	745	760	9%	14%	31%	39%	6%	46%	64%
Hispanic	87	726	726	735	21%	33%	20%	*	*	26%	38%
Black or African American	11	748	748	734	*	*	*	*	*	55%	34%
Asian, Native Hawaiian, or Pacific Islander	13	738	738	782	*	0%	*	*	*	31%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	139	748	748	759	7%	15%	30%	*	*	47%	63%
Male	167	731	731	744	19%	22%	26%	*	*	33%	46%
Economically Disadvantaged Students	97	725	725	733	21%	35%	25%	*	*	20%	34%
Non-Economically Disadvantaged Students	209	746	746	761	11%	11%	29%	*	*	49%	65%
Students with Disabilities	60	707	707	716	*	*	*	*	*	*	15%
Students without Disabilities	246	747	747	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	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	314	747	747	749	16%	9%	28%	32%	15%	48%	51%
White	202	749	749	756	15%	9%	25%	34%	17%	50%	58%
Hispanic	94	741	741	733	18%	*	33%	*	*	39%	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	*	*	*	753	*	*	*	*	*	*	55%
Female	145	762	762	759	*	*	25%	37%	22%	59%	60%
Male	169	734	734	739	*	*	30%	28%	9%	38%	42%
Economically Disadvantaged Students	90	740	740	730	21%	11%	24%	*	*	43%	34%
Non-Economically Disadvantaged Students	224	750	750	758	13%	8%	29%	*	*	50%	59%
Students with Disabilities	46	707	707	707	50%	*	*	*	*	20%	15%
Students without Disabilities	268	754	754	756	10%	*	*	*	*	53%	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	N	N	N	707	N	N	N	N	N	N	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	299	736	736	736	21%	16%	25%	30%	8%	37%	39%
White	192	738	738	737	20%	16%	22%	34%	8%	42%	41%
Hispanic	78	722	722	731	31%	19%	27%	*	*	23%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	15	771	771	759	0%	0%	*	*	*	60%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	152	748	748	745	14%	11%	26%	*	*	50%	48%
Male	147	724	724	728	29%	21%	25%	*	*	24%	31%
Economically Disadvantaged Students	82	722	722	730	33%	24%	18%	*	*	24%	33%
Non-Economically Disadvantaged Students	217	741	741	739	17%	12%	28%	*	*	42%	42%
Students with Disabilities	35	697	697	708	*	*	*	*	*	*	13%
Students without Disabilities	264	741	741	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	*

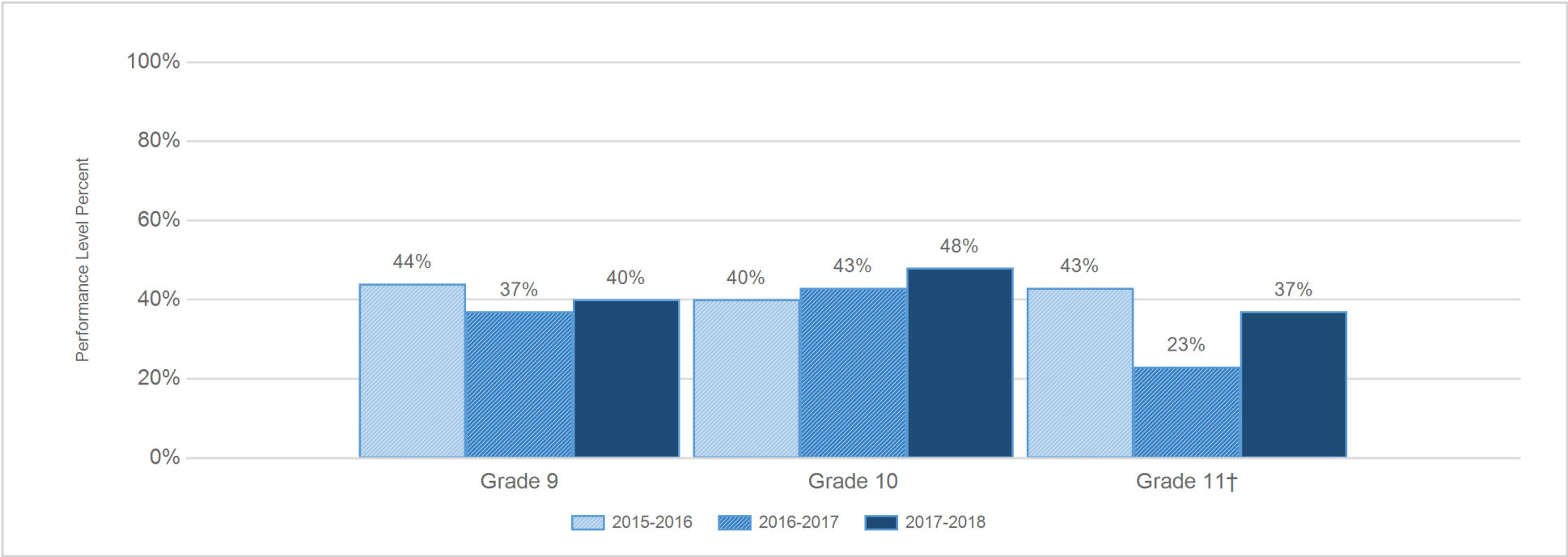


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English Language Arts/Literacy Assessment - Performance Trends

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.



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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	572	98.3	29.5	29.5	45.0	29.5	31.6	Met Target†
White	371	98.7	33.9	33.9	54.1	33.9	34.6	Met Target†
Hispanic	158	97.1	19.0	19.0	29.2	19.0	21.7	Met Target†
Black or African American	16	100.0	25.0	25.0	23.4	25.0	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	38.1	38.1	77.0	38.1	54.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	272	98.2	33.1	33.1	46.0	33.1		
Male	300	98.4	26.4	26.4	43.9	26.4		
Economically Disadvantaged Students	161	96.6	19.9	19.9	26.6	19.9	27.9	Not Met
Non-Economically Disadvantaged Students	411	99.1	33.4	33.4	55.9	33.4		
Students with Disabilities	75	96.2	10.7	10.7	17.1	10.7	15.1	Met Target†
Students without Disabilities	497	98.7	32.4	32.4	50.5	32.4		
English Learners	11	92.9	*	*	24.6	*	**	**
Non-English Learners	561	98.5	*	*	46.9	*		
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		

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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	258	736	736	746	10%	26%	35%	*	*	30%	46%
White	155	740	740	755	8%	22%	34%	*	*	37%	57%
Hispanic	79	726	726	730	15%	32%	37%	16%	0%	16%	27%
Black or African American	11	745	745	727	0%	*	*	*	*	36%	23%
Asian, Native Hawaiian, or Pacific Islander	10	737	737	779	0%	*	*	*	*	20%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	118	740	740	748	*	*	38%	*	*	34%	48%
Male	140	733	733	745	*	*	32%	*	*	26%	44%
Economically Disadvantaged Students	90	727	727	729	14%	37%	30%	*	*	19%	25%
Non-Economically Disadvantaged Students	168	741	741	756	7%	20%	38%	*	*	36%	57%
Students with Disabilities	46	719	719	716	22%	41%	24%	*	*	13%	13%
Students without Disabilities	212	740	740	752	7%	22%	37%	*	*	33%	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	*	*	*	712	*	*	*	*	*	*	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%



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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	263	725	725	735	14%	39%	31%	*	*	16%	30%
White	165	728	728	740	12%	36%	34%	*	*	19%	37%
Hispanic	83	718	718	723	19%	45%	27%	*	*	10%	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	*	*	*	741	*	*	*	*	*	*	39%
Female	115	724	724	736	14%	42%	26%	*	*	18%	30%
Male	148	726	726	734	14%	37%	35%	*	*	14%	29%
Economically Disadvantaged Students	74	723	723	722	14%	39%	36%	*	*	11%	13%
Non-Economically Disadvantaged Students	189	726	726	741	14%	39%	29%	*	*	18%	38%
Students with Disabilities	31	710	710	713	*	*	*	*	*	*	*
Students without Disabilities	232	727	727	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
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%



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Report Key:

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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	262	722	722	727	29%	27%	22%	*	*	23%	30%
White	172	726	726	733	26%	26%	23%	*	*	26%	35%
Hispanic	69	712	712	710	39%	28%	16%	17%	0%	17%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	10	738	738	766	0%	*	*	*	*	30%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	136	725	725	728	26%	24%	25%	*	*	25%	30%
Male	126	718	718	727	32%	30%	18%	*	*	20%	30%
Economically Disadvantaged Students	65	708	708	709	46%	25%	17%	*	*	12%	13%
Non-Economically Disadvantaged Students	197	727	727	736	23%	27%	23%	*	*	26%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
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%

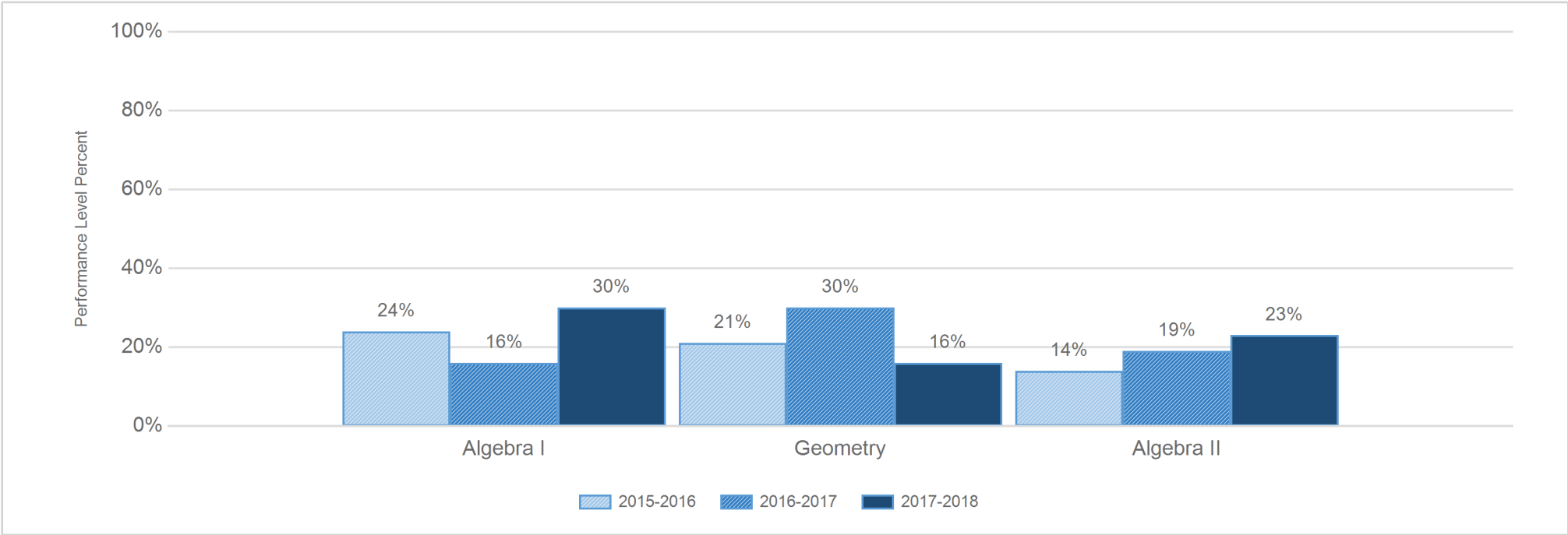


PASSAIC VALLEY REGIONAL HIGH SCHOOL
(31-3990-050)
Grades Offered: 09-12
2017-2018

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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.



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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
9	N	N
10	N	N
11	15	15

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	50.0%	**	**

† 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	17	82.4%	17.6%
3-4	*	*	*
5 or more	N	N	N



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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.



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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	76.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	11.7%	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	455	478	Grade 10: 430 Grade 11: 460	58%	62%
PSAT 10/NMSQT - Math	454	478	Grade 10: 480 Grade 11: 510	31%	42%
SAT - Reading and Writing	528	542	480	74%	72%
SAT - Math	533	543	530	53%	54%
ACT - Reading	23	24	22	54%	62%
ACT - English	23	24	18	87%	78%
ACT - Math	24	24	22	72%	62%
ACT - Science	23	23	23	44%	53%



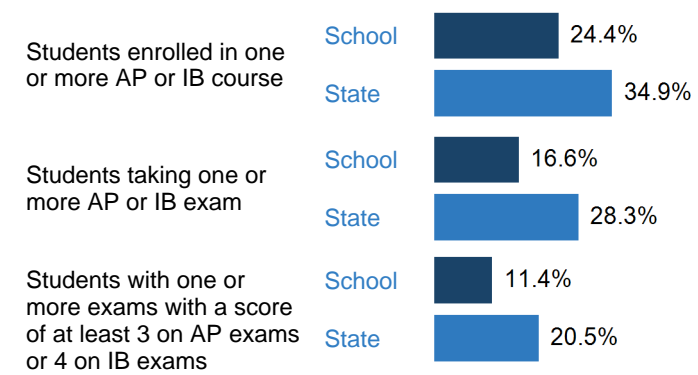
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

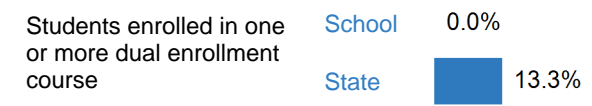
AP/IB Coursework – Participation and Performance

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 Biology	16	18
AP Calculus AB	19	16
AP Calculus BC	0	2
AP Chemistry	28	12
AP Computer Science A	24	13
AP Computer Science Principles	24	15
AP English Literature and Composition	32	28
AP Environmental Science	24	13
AP European History	0	1
AP French Language and Culture	0	2
AP Physics C	25	0
AP Physics C: Mechanics	0	20
AP Psychology	0	11
AP Spanish Language	26	9
AP Statistics	0	1
AP Studio Art—Two-Demensional	0	2



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	52	43
AP U.S. History	27	27
Total Exams taken		233
Exams with scores of at least 3 on AP exams or 4 on IB exams		148



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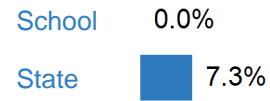
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education 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)



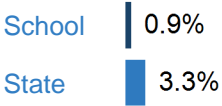
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



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
Architecture & Construction	*		
Manufacturing	*		
Total (All Clusters)	*	0	0



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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
9	172	51	0	0	0	0	8
10	23	120	83	0	0	0	6
11	1	2	93	78	1	3	18
12	0	0	1	70	81	41	87
Total	196	173	177	148	82	44	119
Enrolled in AP/IB Course					19	0	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	304	0	0	3	0	0
10	15	190	0	0	108	0
11	41	17	0	151	107	1
12	11	18	0	52	80	18
Total	371	225	0	206	295	19
Enrolled in AP/IB Course	16	28		24	25	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	306	0	0	0	0	12
10	13	301	0	0	1	25
11	3	289	0	7	9	50
12	0	22	0	56	80	213
Total	322	612	0	63	90	300
Enrolled in AP/IB Course	0	27	0	0		52
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
9	159	25	73	0	0	0	0
10	189	28	69	0	0	0	0
11	151	27	54	0	0	0	0
12	43	5	29	0	0	0	0
Total	542	85	225	0	0	0	0
Enrolled in AP/IB Course	26	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	149	26	83	0	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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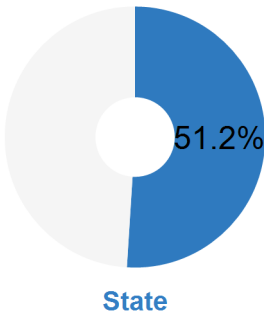
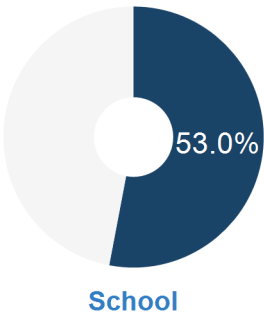
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Visual and Performing Arts – Course Participation

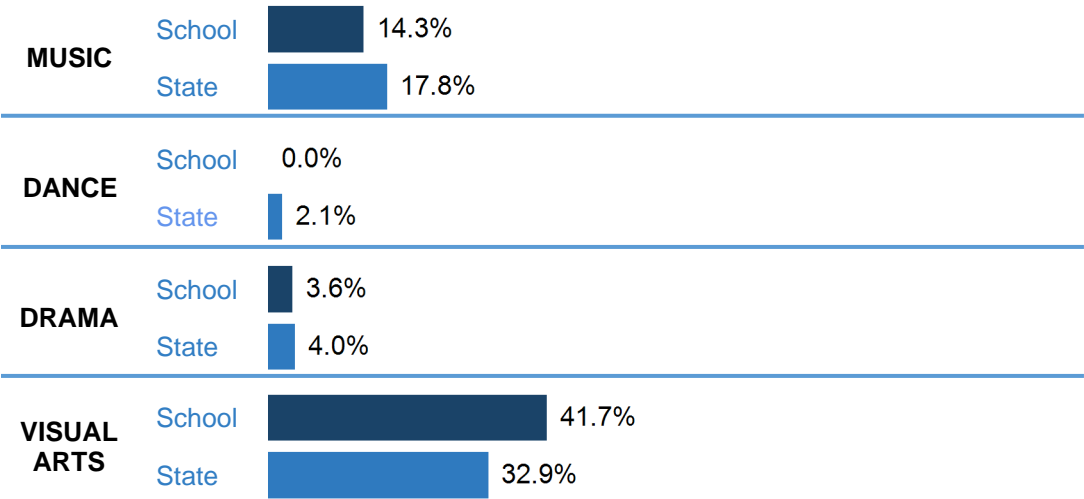
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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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	89.8%	90.9%	92.4%	92.4%	90.3%	93.9%	Not Met	92.5%	95.3%	Not Met
White	88.9%	95.0%	93.6%	95.7%	92.6%	94.9%	Not Met	92.6%	96.0%	Not Met
Hispanic	90.4%	84.8%	89.3%	87.3%	85.4%	90.7%	Not Met	91.6%	93.8%	Not Met
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	100.0%	97.7%	94.1%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	88.5%	84.6%	90.0%	87.0%	84.5%	87.3%	Not Met	89.5%	91.7%	Not Met
Students with Disabilities	65.5%	80.1%	77.5%	83.5%	75.0%	78.0%	Not Met	75.5%	82.3%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	N	64.9%						



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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	57.6%	55.7%
Substitute Competency Test	34.8%	31.3%
Portfolio Appeals Process	1.9%	4.4%
Alternate Requirements specified in IEP	5.7%	8.5%
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	89.8%	-
2017	90.3%	92.4%
2016	90.6%	92.5%

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	0.2%	1.2%
2016-2017	0.0%	1.1%
2015-2016	0.2%	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	78.3%	21.2%	78.8%
White	80.1%	16.8%	83.2%
Hispanic	73%	31.5%	68.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.3%	14.3%	85.7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	71.8%	26.2%	73.8%
Students with Disabilities	51.3%	40%	60%
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	80.3%	25.4%	74.6%	78.4%	21.6%	85.6%	14.4%
White	80.1%	19.5%	80.5%	80.5%	19.5%	83.9%	16.1%
Hispanic	81.4%	40%	60%	72.9%	27.1%	90%	10%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	7.1%	92.9%	78.6%	21.4%	85.7%	14.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	77.5%	40.3%	59.7%	77.4%	22.6%	93.5%	6.5%
Students with Disabilities	52.9%	66.7%	33.3%	100%	0%	94.4%	5.6%
English Learners	*	*	*	*	*	*	*



PASSAIC VALLEY REGIONAL HIGH SCHOOL
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2017-2018

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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.

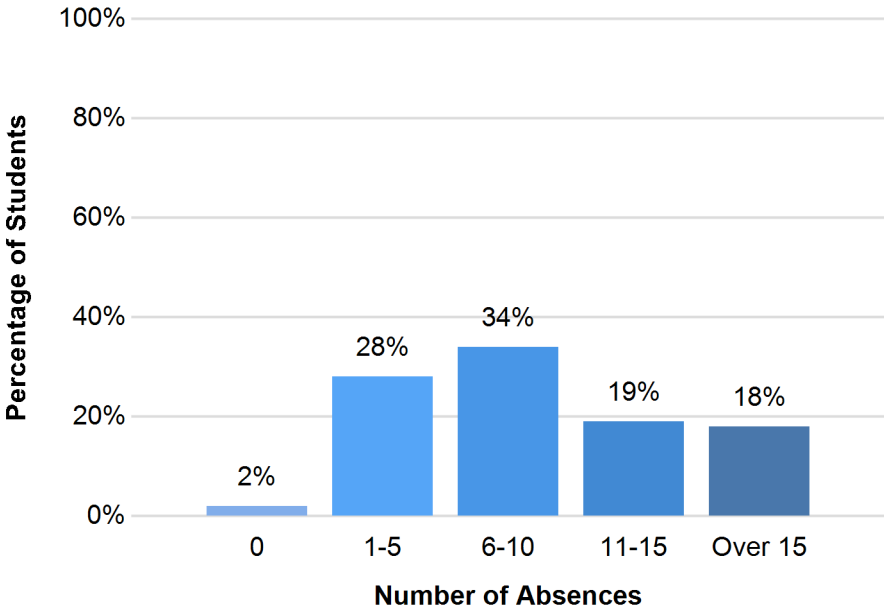
Chronic Absenteeism

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	163	12.5	14.9	Met
White	94	11.5	14.9	Met
Hispanic	58	15.3	14.9	Not Met
Black or African American	5	12.2	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	4	7.4	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	69	18.4	14.9	Not Met
Students with Disabilities	65	27.0	14.9	Not Met
English Learners	1	5.0	14.9	Met

Days Absent

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





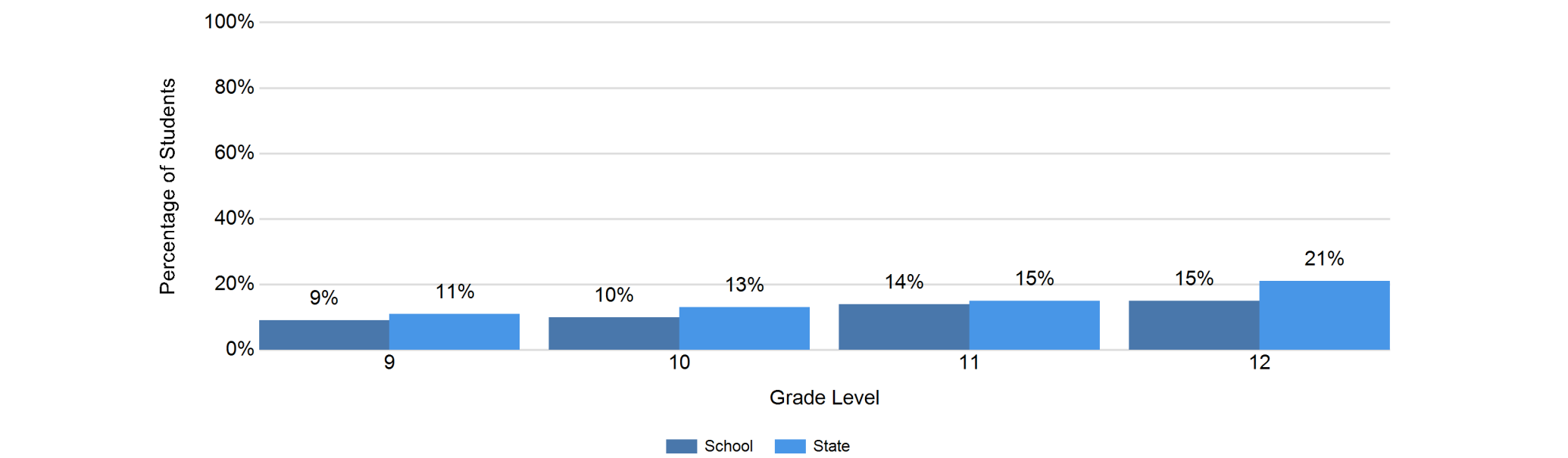
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Chronic Absenteeism by Grade

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	18
Weapons	2
Vandalism	4
Substances	31
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	68
Incidents Per 100 Students Enrolled	5.31

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	12
Weapons	2
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	11



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	9	9
No Identified Nature	15		15

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	15	1.2%
Out-of-School Suspensions	167	13.1%
Any Suspension	171	13.4%
Removal to other education program	30	2.3%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
617



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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	7:15 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	7 Hrs 15 Mins
Shared Time - Instructional Time	4 Hrs. 5 Mins.

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	1.5:1

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)	\$393	\$16,347	\$16,740



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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	106	117,464
Average years experience in public schools	14.0	12.0
Average years experience in district	10.5	10.7
Teachers in district for 4 or more years	80.2%	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	21.8	16.0
Average years experience in district	10.5	12.0
Administrators in district for 4 or more years	66.7%	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	107:1	107:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		1280:1
Students to Counselors		256:1
Students to Child Study Team		640:1



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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.

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to 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	93.3%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	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	99.0%



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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	57.5%	16.7%
Male	42.5%	83.3%
White	98.1%	100.0%
Hispanic	1.9%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	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	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
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	27.51	17.5%
Mathematics Proficiency	42.98	17.5%
Graduation Rate - 4-Year	27.22	25.0%
Graduation Rate - 5-Year	35.34	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	49.43	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.39	n/a
Summative Rating: Percentile Rank of Summative Score	26.36	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th 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	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	No	Met Target†	Met Target†	Not Met	Not Met	**	Met	No
White	30.95	8.94	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
Hispanic	44.90	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	42.77	8.94	No	Not Met	Met Target†	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	48.58	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	36.30	8.94	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Met	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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Introduced new courses: Principals of Engineering, AP Computer Science, AP Computer Science Principles, Intro To Computer Programming I and II and Conversational Spanish. The 2017-2018 College Board AP Honor Roll. Created Hornet Helping Hands, a middle school collaborative program for seniors interested in a career in education. Piloted the 'Bring Your Own Device Program. Completed a \$300,000.00 wireless infrastructure upgrade.
 <p>Mission, Vision, Theme:</p>	<p>Vision-All students are prepared to meet the challenges of post secondary life with grace and confidence Mission-To assure today's educational programming is relevant to the tomorrow's college and career employment expectations Core Beliefs-We believe that all stakeholder voices are valuable, constructive criticism is acceptable, and mutual respect is expected of all.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Many members of the Class of 2018 were recognized for their academic achievements. Twenty seven were recognized as Scholars of Distinction for maintaining a 4 year GPA of 4.0 or above. One hundred and thirty students made the superintendent's club. Forty eight students were inducted into the National Honor Society and forty-five were inducted into the Passaic Valley Honor Society. Also awarded the 2017-2018 AP Honor Roll from College Board. .</p>



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Courses, Curriculum, Instruction:

Passaic Valley uses the Understanding by Design Curriculum model and will have the entire curriculum digitized on the Atlas platform by 2018-2019. In addition, Passaic Valley offers Advanced Placement courses in Biology, Chemistry, Physics, Environmental Science, Calculus AB, Computer Science, US History, US Government and Politics, Spanish Language, English Literature and Composition, and Studio Art 3D Design.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)

The school is a member of the NJSIAA and competes in the Big North Conference. In 2017 we had 11 First team All-County Athletes, 14 First Team All League Athletes, 10 Athletes selected to play in all star games and 3 head coaches selected as Coach of the Year. Sixteen Passaic Valley Athletes will compete at the college level.



Clubs and Activities:

Passaic Valley Regional High School offers over 30 clubs and activities. The 2017-2018 school year was an outstanding one for co-curricular achievement. The PVHS Theater Department once again took home some great awards throughout the year at Bucks County Theater Festival, Montclair State Theater awards and STANJ. Our Student Senate increased their presence in the school by planning for our new Student Voice Project which was an inclusive discussion in every English class regarding students giving faculty feedback on their ideas to better school safety on the campus of our high school. This was also presented to the Board of Education by the students and a worthwhile discussion came afterward, which led to concrete action being taken from the student recommendations made to the Board. Our Peer Mentors planned and supported incoming freshman students as they transitioned from elementary school life to the beginning of their high school career.






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 <p>Before and After School Programs:</p>	<p>Passaic Valley offers before and afterschool tutoring for Math and Language Arts throughout the year and utilizing ESSA funds to for PARCC remediation and additional tutoring based on data driven assessment results. Passiac Valley also has a Teen Center that offers tutoring in other subjects in addition to Math and Language Arts.</p>
 <p>Staff and Professional Learning:</p>	<p>Passaic Valley collaborates with Kean University, Montclair State University and William Paterson University to provide professional development for our teachers. In addition to this, we offer our teachers the opportunity to develop their craft via online webinars from SimpleK12.com. Passaic Valley also collaborates with Story Telling Arts to provide our Language Arts teachers professional development.</p>
 <p>Postsecondary Information:</p>	<p>Passaic Valley sends 63% of their 2018 graduating class to 4-year colleges while also sending 21% of the class to 2-year schools. We offer multiple outlets for students to obtain college credit while completing their requirements at Passaic Valley. We participate in the Middle College Program with Fairleigh Dickinson University and the Dual Enrollment program at Passaic County Community College for Criminal Justice, Kean College for Holocaust , Berkley College for Anatomy and Physiology and seeking an agreement with NJIT.</p>






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 <p>Student Supports and Services:</p>	<p>Passaic Valley uses ESSA funds to provide ESL students with an aide throughout the day. In addition to this, we also use ESSA funds to provide tutoring during the day in our Academic Lab for Math and Writing. After school tutoring in Math and Language Arts is also available to struggling students. The district also provides Intervention and referral services through our Student Assistance Councilor.</p>
 <p>Student Health and Wellness:</p>	<p>Professional development focusing on wellness was provided to faculty in areas of mindfulness, yoga, meditation, dealing with stress & nutrition. Additional selections based on nutrition were added to the cafeteria offerings. The nurses display materials and posters in regards to health issues.</p>
 <p>Parent and Community Involvement:</p>	<p>The Passaic Valley Regional High School Education Foundation (PVRHSEF), a broad based, non-profit community organization, organized exclusively for charitable and educational purposes, including, by way of illustration and without limiting the generality of the foregoing: To foster supportive community and private sector relationships to service the interest and needs of the youth of Little Falls, Totowa and Woodland Park, New Jersey.</p>






PASSAIC VALLEY REGIONAL HIGH SCHOOL
 (31-3990-050)
 Grades Offered: 09-12
 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

School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p> <p>The district plans on implementing climate surveys in the 2019-2020 & 2020-2021 school year based on our strategic plan indicators.</p>
 <p>Facilities:</p>	<p>The complete outdoor running track was resurfaced, science labs were renovated, a robotics room was repurposed for Principals of Engineering and a \$300,000 wireless infrastructure upgrade was completed.</p>
 <p>School Safety:</p>	<p>Security Officers supplemented police officers during the school day. A security night shift was also instituted. A Memorandum of Understanding was an additional agreement with local police in regards to allowing the police access to the 75 unit school surveillance camera system. School safety drills were conducted monthly. Faculty meeting review of safety procedures and support staff training sessions were conducted several times throughout the year.</p>



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 <div>Technology and STEM:</div>	<p>Stem Explorations, CAD I & II, AP Computer Science, AP Computer Science Principles, Intro To Computers1&2 were courses introduced for the year. Future dual enrollment collaborations with NJIT are currently being discussed to service the a large student interest in engineering.</p>
 <div>Early Childhood Education:</div>	<p>N/A Passaic Valley Regional High School serves students in grades 9-12.</p>



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Other Information:

Comprising the communities of Little Falls, Totowa, and Woodland Park, the regional district, is served by PassaicValley Regional High School. According to the 2010 census,the total population was 37,742 with nearly equaldistribution in the three districts. The regional district liesjust west of the city of Paterson and 15 miles from New York City. The three communities, while primarily residential, are not without industry, much of which is located in wellplanned,attractive industrial parks. Many of these industries are national and internationally known. The citizenry is composed of professionals, business people, technicians, skilled artisans and laborers. Some work locally while others commute daily to New York City and the surrounding communities.