NJ SCHOOL PERFORMANCE REPORT

Passaic County-Manchester Regional High School
(31-3980-010)
Grades Offered: 09-12
2018-2019

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
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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 County Manchester Regional High School District
Principal Name	Mr. John Coviello
Address	70 CHURCH STREET HALEDON, NJ 07508-1753
Phone Number	973-389-2821
Email Address	jcoviello@mrhs.net
Website	https://www.mrhs.net/
Facebook	https://www.facebook.com/ManchesterHS
Twitter	https://twitter.com/ManchesterRHS

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	235	220	224
10	199	222	186
11	197	191	205
12	197	213	194
Total	828	846	809

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.3%	48.5%	47.8%
Male	53.7%	51.5%	52.2%
Economically Disadvantaged Students	51.4%	56.3%	54.9%
Students with Disabilities	16.1%	15.6%	13.7%
English Learners	7.0%	8.9%	8.3%
Homeless Students	1.1%	2.5%	3.1%
Students in Foster Care	0.4%	0.4%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.1%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	18.7%	16.7%	15.6%
Hispanic	58.6%	59.3%	61.6%
Black or African American	18.0%	19.4%	18.4%
Asian	3.9%	3.8%	3.7%
Native Hawaiian or Pacific Islander	0.6%	0.8%	0.4%
American Indian or Alaska Native	0.1%	0.0%	0.1%
Two or More Races	0.1%	0.0%	0.2%

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	2016-17	2017-18	2018-19
Full Time Students	828	846	809
Shared Time Students	0	0	0
Full Time Equivalent	828	846	809

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	69.7%
Spanish	23.4%
Arabic	3.0%
Bengali	2.1%
Other Languages	1.9%

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 37.5%
- 2017-18: 47.6%
- 2018-19: 41.7%
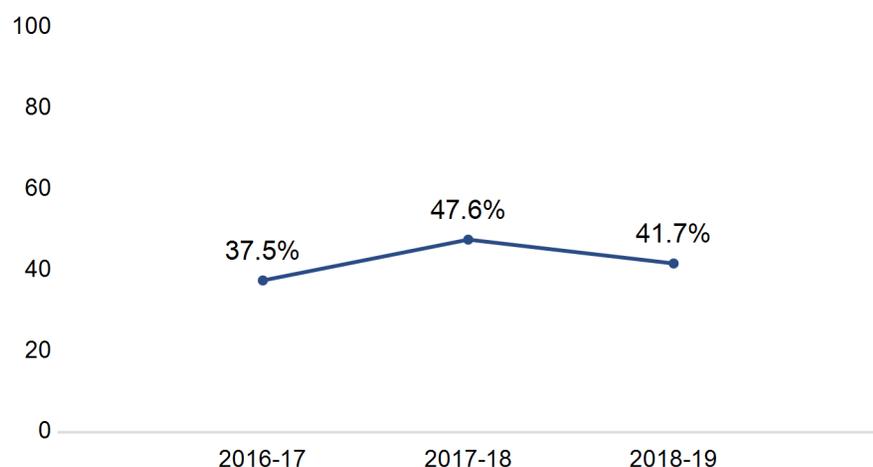
Math Proficiency Rate for Federal Accountability
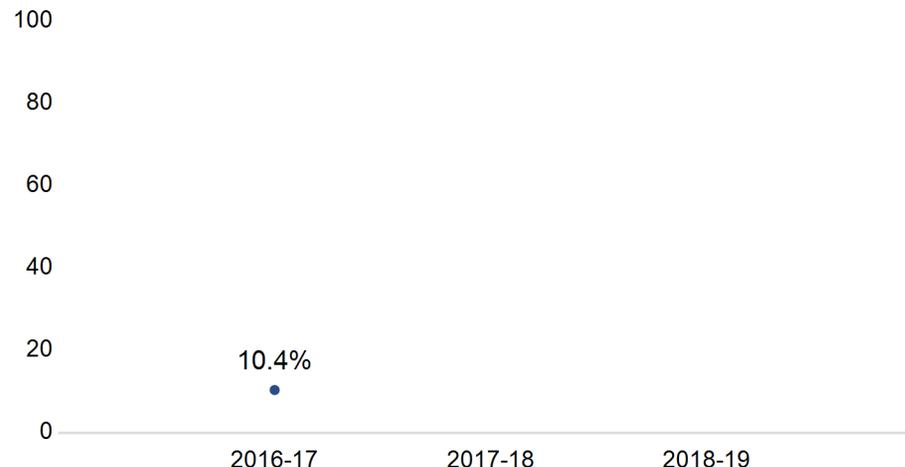
- 2016-17: 10.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	100.0%	98.3%	99.1%	99.6%	97.6%
Proficiency Rate for Federal Accountability	37.5%	47.6%	41.7%	10.4%	*	*
Annual Target	32.4%	34.9%	37.4%	14.1%	17.5%	21.0%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	350	98.3	41.7	41.7	57.9	41.7	37.4	Met Target
White	52	100.0	48.1	48.1	66.9	48.1	42	Met Target
Hispanic	226	98.3	39.8	39.8	43.9	39.8	37.8	Met Target
Black or African American	60	96.8	35.0	35.0	38.5	35.0	31.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	169	98.3	56.2	56.2	64.8	56.2		
Male	181	98.4	28.2	28.2	51.3	28.2		
Economically Disadvantaged Students	186	99.0	43.0	43.0	40.0	43.0	34.3	Met Target
Non-Economically Disadvantaged Students	164	97.7	40.2	40.2	67.9	40.2		
Students with Disabilities	55	94.9	*	*	22.7	*	19.1	Not Met
Students without Disabilities	295	99.0	*	*	65.1	*		
English Learners	27	100.0	18.5	18.5	29.3	18.5	16.2	Met Target
Non-English Learners	323	98.2	43.7	43.7	60.6	43.7		
Homeless Students	17	100.0	29.4	29.4	29.1	29.4		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

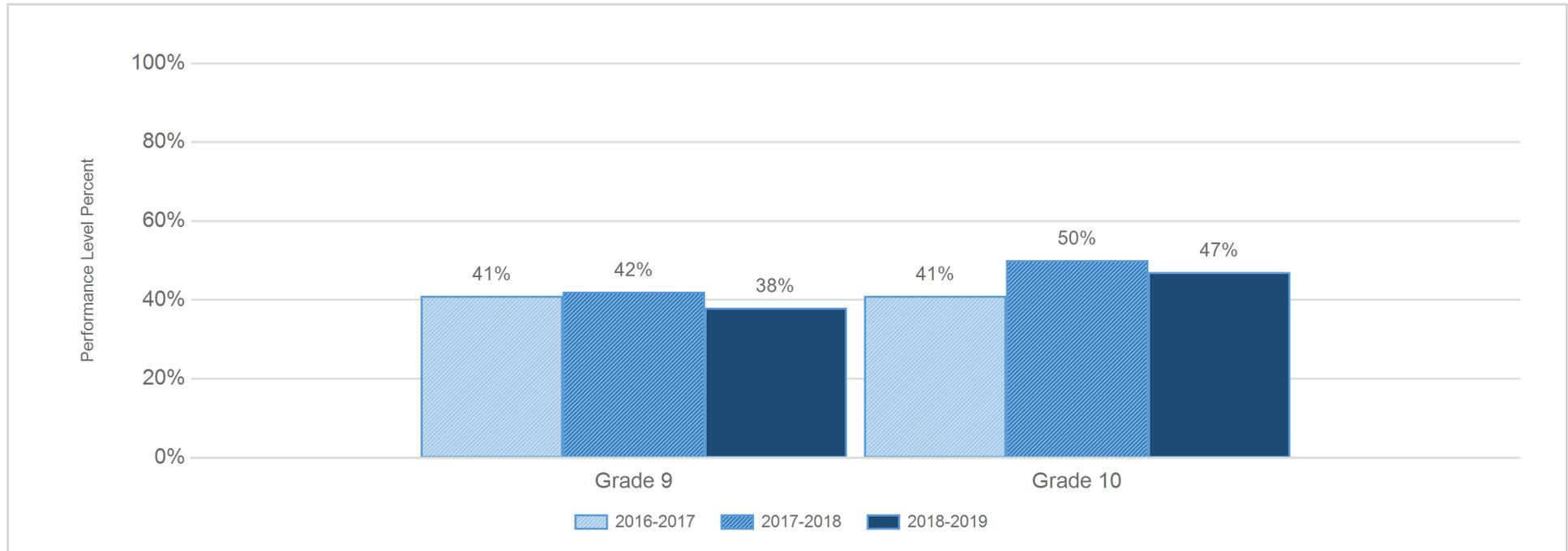† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	185	737	737	753	12%	19%	31%	32%	6%	38%	56%
White	28	752	752	762	*	*	*	*	*	54%	65%
Hispanic	120	732	732	737	16%	20%	29%	*	*	35%	40%
Black or African American	30	734	734	732	*	*	40%	*	*	23%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	80	751	751	760	*	*	33%	*	*	54%	63%
Male	105	727	727	746	*	*	30%	*	*	26%	49%
Economically Disadvantaged Students	108	737	737	734	12%	22%	26%	*	*	40%	36%
Non-Economically Disadvantaged Students	77	737	737	762	13%	14%	38%	*	*	35%	65%
Students with Disabilities	29	708	708	717	*	*	*	*	*	*	17%
Students without Disabilities	156	742	742	760	*	*	*	*	*	*	63%
English Learners	10	702	702	693	*	*	*	*	*	*	*
Non-English Learners	175	739	739	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	166	740	740	757	20%	16%	17%	37%	10%	47%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	112	738	738	738	21%	13%	21%	36%	9%	45%	43%
Black or African American	30	733	733	733	*	*	*	*	*	47%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	91	748	748	766	18%	*	16%	*	*	58%	66%
Male	75	729	729	749	23%	*	19%	*	*	33%	51%
Economically Disadvantaged Students	79	741	741	735	19%	18%	15%	*	*	48%	40%
Non-Economically Disadvantaged Students	87	739	739	767	21%	14%	20%	*	*	46%	67%
Students with Disabilities	21	686	686	711	67%	*	*	*	*	10%	19%
Students without Disabilities	145	747	747	765	13%	*	*	*	*	52%	65%
English Learners	15	716	716	687	*	*	*	*	*	27%	*
Non-English Learners	151	742	742	760	*	*	*	*	*	49%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	399	97.6	*	*	44.5	*	21	Not Met
White	57	100.0	17.5	17.5	54.1	17.5	21.4	Met Target†
Hispanic	259	97.5	*	*	28.8	*	21.3	Not Met
Black or African American	69	95.9	*	*	23.0	*	17.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	25.0	25.0	76.5	25.0	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	190	97.5	*	*	44.9	*		
Male	209	97.8	*	*	44.2	*		
Economically Disadvantaged Students	212	97.8	*	*	26.3	*	19.6	Not Met
Non-Economically Disadvantaged Students	187	97.4	*	*	54.9	*		
Students with Disabilities	64	97.1	*	*	17.4	*	14.5	Not Met
Students without Disabilities	335	97.7	*	*	50.0	*		
English Learners	45	98.0	*	*	25.0	*	8	Not Met
Non-English Learners	354	97.6	*	*	46.5	*		
Homeless Students	23	100.0	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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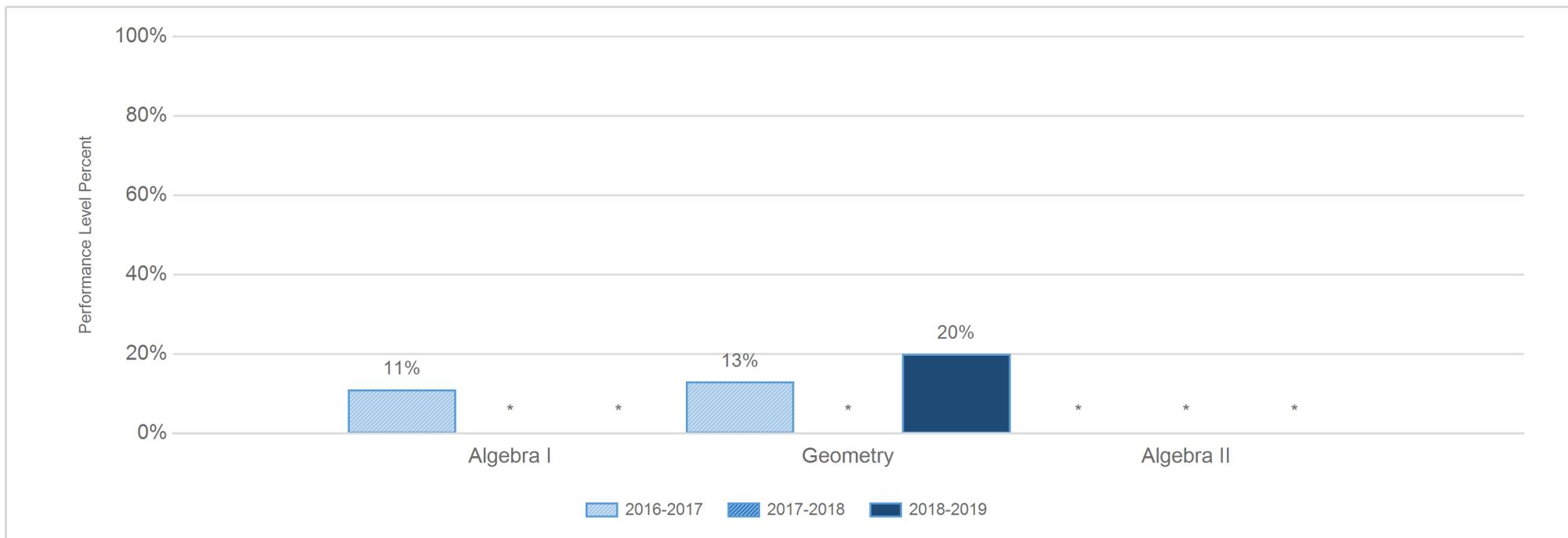* Data is not displayed in order to protect student privacy
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	238	714	714	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	164	712	712	728	*	*	*	*	*	*	24%
Black or African American	36	714	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	101	714	714	745	*	*	*	*	*	*	44%
Male	137	714	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	137	714	714	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	101	714	714	752	*	*	*	*	*	*	52%
Students with Disabilities	34	702	702	717	*	*	*	*	*	*	12%
Students without Disabilities	204	716	716	748	*	*	*	*	*	*	47%
English Learners	37	705	705	710	*	*	*	*	*	*	*
Non-English Learners	201	715	715	745	*	*	*	*	*	*	*
Homeless Students	16	711	711	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	20	718	718	737	*	*	*	*	*	20%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	10	711	711	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	10	730	730	738	*	*	*	*	*	30%	36%
Male	10	706	706	736	*	*	*	*	*	10%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	147	704	704	755	*	*	*	*	*	*	58%
White	20	720	720	758	*	*	*	*	*	20%	62%
Hispanic	93	703	703	731	*	*	*	*	*	*	34%
Black or African American	29	694	694	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	81	708	708	752	*	*	*	*	*	*	55%
Male	66	699	699	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	68	704	704	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	79	704	704	761	*	*	*	*	*	*	65%
Students with Disabilities	22	677	677	715	*	*	*	*	*	*	25%
Students without Disabilities	125	709	709	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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(31-3980-010)
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	38.8%	40.9%	Met Target†

† 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	50	80.0%	20.0%
3-4	14	*	*
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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
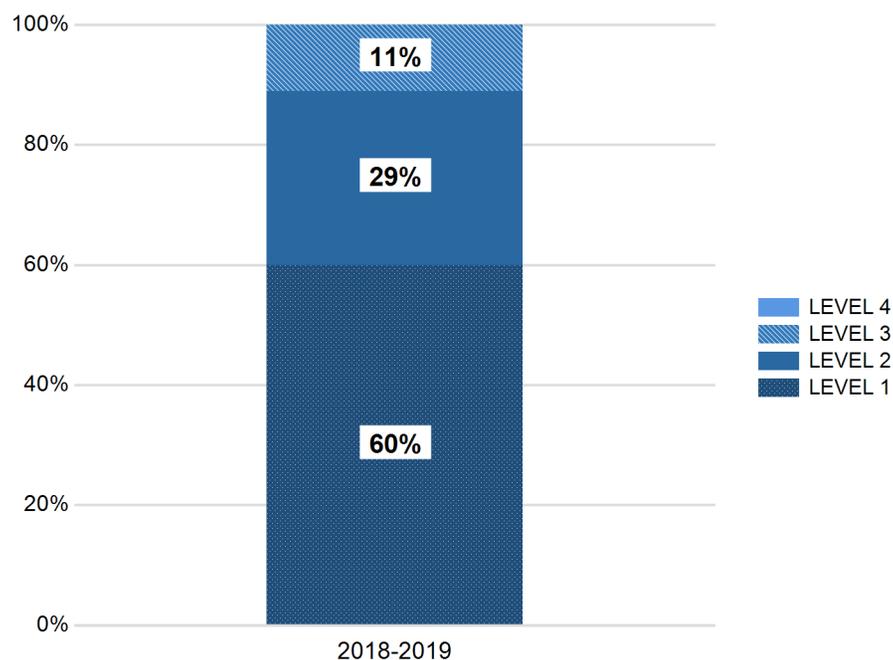
NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	29	11	0
White	45	37	18	0
Hispanic	66	30	5	0
Black or African American	63	19	19	0
Asian, Native Hawaiian, or Pacific Islander	54	31	15	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	62	27	11	0
Male	59	30	11	0
Economically Disadvantaged Students	61	31	7	0
Non-Economically Disadvantaged Students	59	25	15	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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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 2018-19. 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 2018-19	97.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	55.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

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.

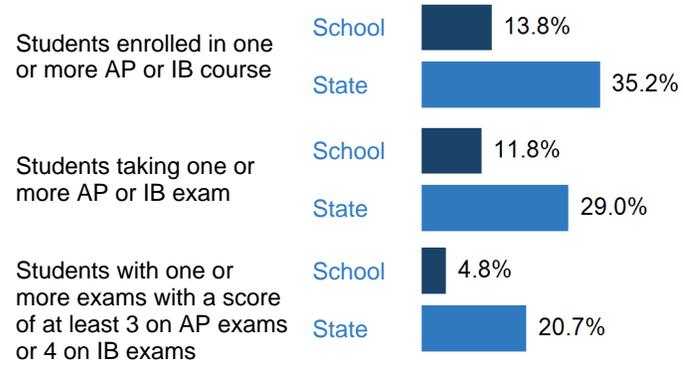| Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	409	476	Grade 10: 430 Grade 11: 460	33%	61%
PSAT 10/NMSQT - Math	411	477	Grade 10: 480 Grade 11: 510	12%	43%
SAT - Reading and Writing	495	539	480	61%	70%
SAT - Math	480	541	530	24%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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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.

Students enrolled in one or more AP or IB course
- School 13.8%
- State 35.2%

Students taking one or more AP or IB exam
- School 11.8%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 4.8%
- State 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were 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.

Students enrolled in one or more dual enrollment course
- School 9.5%
- State 19.0%

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	14	10
AP Calculus AB	10	8
AP English Language and Composition	20	15
AP English Literature and Composition	15	13
AP European History	1	0
AP Music Theory	0	1
AP Spanish Language	0	9
AP Statistics	8	8
AP U.S. Government and Politics	19	12
AP U.S. History	8	5
Total Exams taken		81
Exams with scores of at least 3 on AP exams or 4 on IB exams		26

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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 in grades 9 through 12 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)

School   0.0%

State   7.7%

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

School   0.0%

State   10.3%
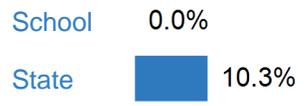
Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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

School   4.4%

State   3.3%

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   0.0%

State   0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	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	278	3	14	0	0	0	42
10	49	16	155	1	0	1	176
11	11	17	163	31	1	4	19
12	1	21	48	50	9	3	4
Total	339	57	380	82	10	8	241
Enrolled in AP/IB Course					10	8	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	14	6	2	0	274	1
10	72	105	0	3	50	0
11	51	157	0	0	42	11
12	37	48	0	0	22	33
Total	174	316	2	3	388	45
Enrolled in AP/IB Course	14	0		0	0	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	267	32	0	17	0	0
10	19	207	0	8	1	0
11	8	219	0	35	13	10
12	6	33	1	41	2	9
Total	300	491	1	101	16	19
Enrolled in AP/IB Course	0	8	0	0		19
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	220	38	0	0	0	0	14
10	163	21	0	0	0	0	10
11	84	24	0	0	0	0	20
12	26	8	0	0	0	0	14
Total	493	91	0	0	0	0	58
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	77	17	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	0	10	0	0
10	0	0	0	6	0	0
11	0	0	0	13	0	0
12	1	0	0	8	0	0
Total	1	0	0	37	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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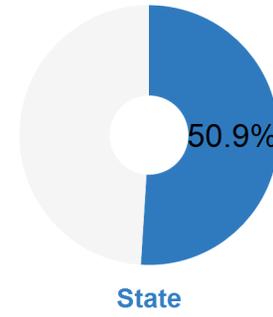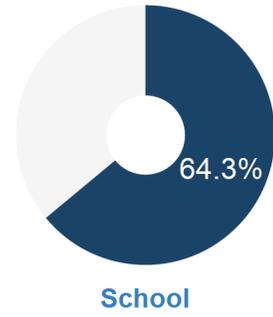(31-3980-010)

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

64.3% **School**

50.9% **State**

Students enrolled in one or more classes by discipline:
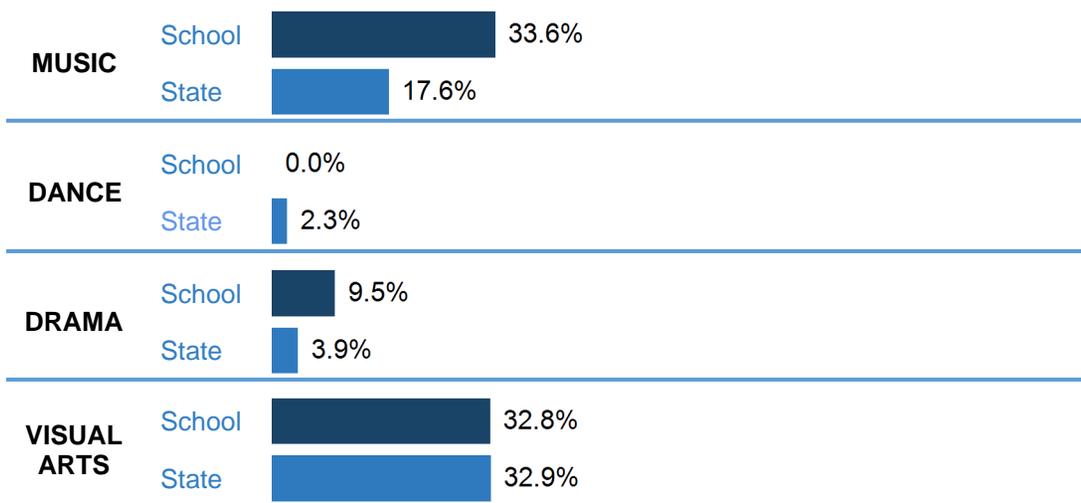
MUSIC
School 33.6%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 9.5%
State 3.9%

VISUAL ARTS
School 32.8%
State 32.9%

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

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends

Cohort 2017: 79.7%
Cohort 2018: 79.2%
Cohort 2019: 87.1%

5-Year Graduation Rate Trends
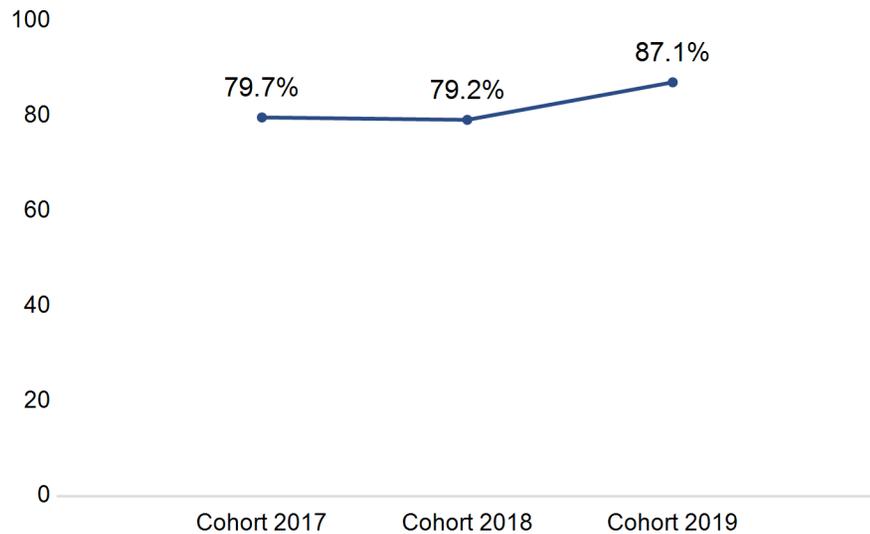
Cohort 2016: 81.6%
Cohort 2017: 82.9%
Cohort 2018: 84.1%
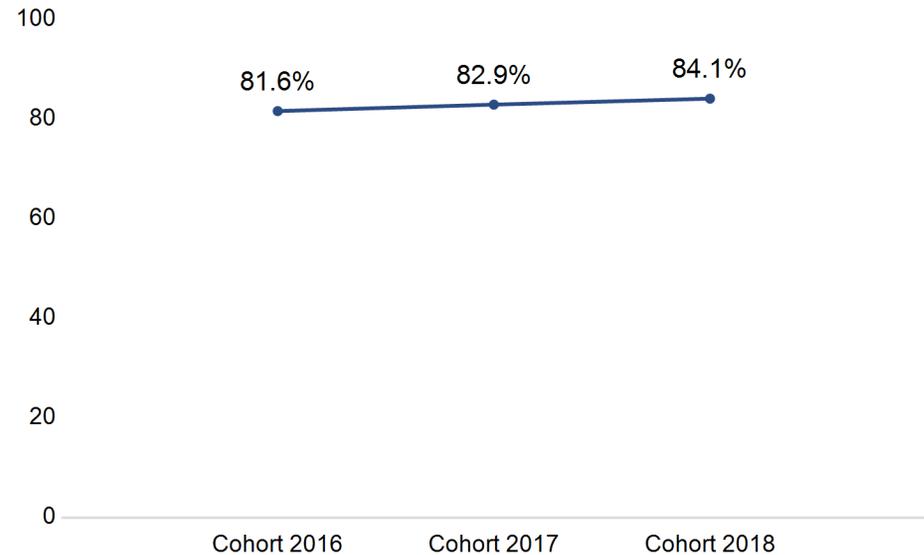
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	79.7%	79.2%	87.1%	81.6%	82.9%	84.1%
Annual Target	84.8%	85.4%		88.8%	89.2%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	87.1%	90.6%	84.1%	92.5%	79.2%	85.4%	Not Met	82.9%	89.2%	Not Met
White	92.5%	94.9%	83.7%	95.9%	79.1%	86.9%	Not Met	82.9%	92.1%	Not Met
Hispanic	84.8%	84.5%	83.8%	87.3%	79.1%	85.5%	Not Met	84.6%	90.3%	Not Met
Black or African American	*	83.3%	79.5%	87.1%	72.7%	82.8%	Not Met	*	84.9%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	89.0%	92.8%	86.5%	94.4%	83.7%			87.1%		
Male	85.3%	88.5%	82.0%	90.8%	75.6%			79.5%		
Economically Disadvantaged Students	84.7%	84.0%	80.7%	87.3%	78.1%	83.1%	Not Met	81.8%	88.6%	Not Met
Students with Disabilities	80.6%	79.2%	69.8%	83.8%	57.1%	85.1%	Not Met	79.4%	74.8%	Met Target
English Learners	*	75.4%	94.1%	80.1%	88.2%	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

Passaic County-Manchester Regional High School
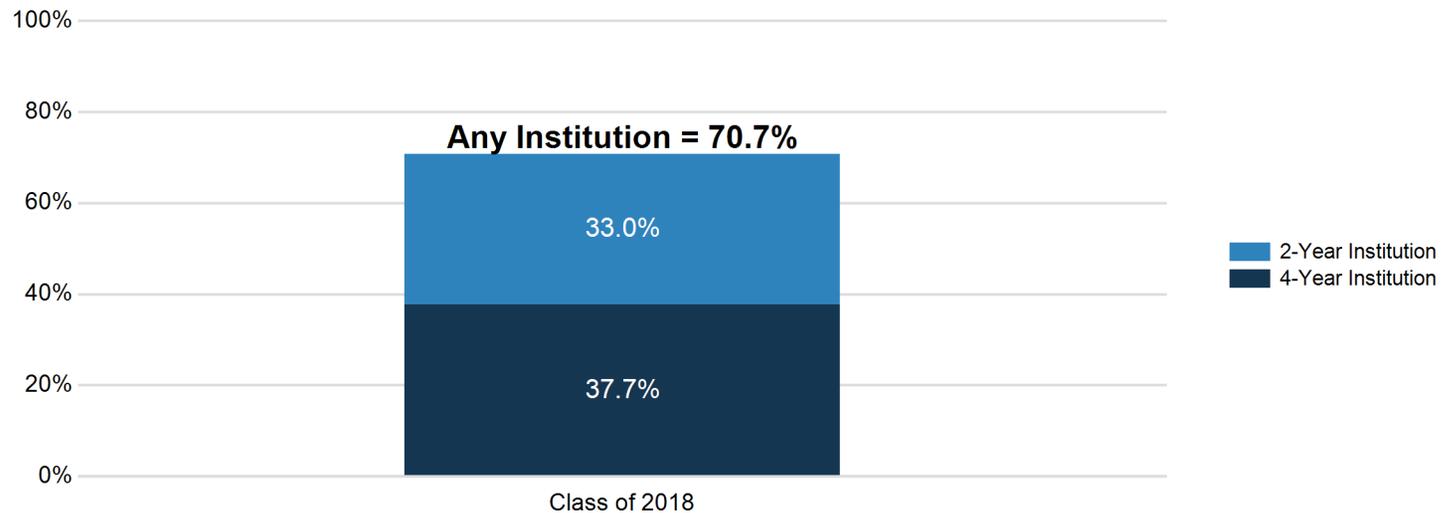(31-3980-010)
Grades Offered: 09-12
2018-2019

Report Key:
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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	81.9%	54.4%
Substitute Competency Test	4.4%	20.3%
Portfolio Appeals Process	7.7%	17.6%
Alternate Requirements specified in IEP	6.0%	7.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	3.8%	1.2%
2017-2018	4.4%	1.2%
2016-2017	6.0%	1.1%

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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 Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation

Any Institution = 70.7%

33.0% — 2-Year Institution
37.7% — 4-Year Institution

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	33.0%
% Enrolled in 4-Year Institution	37.7%
% Enrolled in Any Postsecondary Institution	70.7%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	68.4%	40.8%	59.2%
White	75%	44.4%	55.6%
Hispanic	65.2%	42.5%	57.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	78.2%	36.8%	63.2%
Students with Disabilities	47.6%	70%	30%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	70.7%	46.7%	53.3%	88.1%	11.9%	95.6%	4.4%
White	77.1%	22.2%	77.8%	88.9%	11.1%	96.3%	3.7%
Hispanic	67.9%	61.1%	38.9%	90.3%	9.7%	98.6%	1.4%
Black or African American	68.6%	41.7%	58.3%	79.2%	20.8%	83.3%	16.7%
Asian, Native Hawaiian, or Pacific Islander	80%	25%	75%	91.7%	8.3%	100%	0%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	66.7%	45.2%	54.8%	85.5%	14.5%	96.8%	3.2%
Students with Disabilities	47.6%	70%	30%	80%	20%	100%	0%
English Learners	62.5%	80%	20%	90%	10%	100%	0%

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	144	17.5	14.2	Not Met
White	26	20.2	14.2	Not Met
Hispanic	74	14.7	14.2	Not Met
Black or African American	35	22.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	8	23.5	14.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	66	16.8		
Male	78	18.1		
Economically Disadvantaged Students	89	19.6	14.2	Not Met
Students with Disabilities	41	33.1	14.2	Not Met
English Learners	11	16.4	14.2	Not Met
Homeless Students	4	16.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students vs. Number of Absences:
- 0: 2%
- 1-5: 24%
- 6-10: 31%
- 11-15: 18%
- Over 15: 24%

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Grades Offered: 09-12

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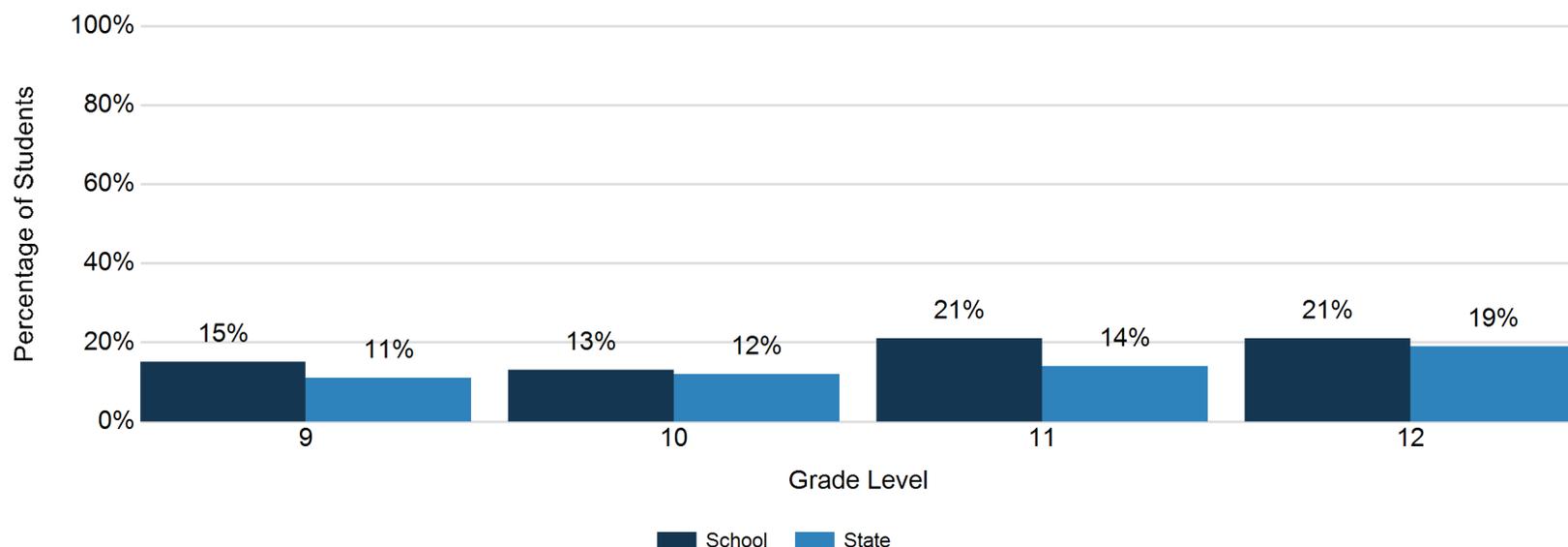** Accountability calculations require 20 or more students
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Weapons	1
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.35

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	4
Weapons	1
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	0	0.0%
Out-of-School Suspensions	25	3.1%
Any Suspension	25	3.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
166

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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	7:45 AM
Typical End Time	2:43 PM
Length of School Day	6 Hrs 58 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	68.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,530
Average years experience in public schools	10.6	16.0
Average years experience in district	5.9	12.0
Percentage of Administrators with 4 or more years experience in the district	42.9%	76.9%

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	13:1	13:1
Students to Administrators	116:1	116:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		809:1
Students to Nurses		809:1
Students to Counselors		270:1
Students to Child Study Team Members		202:1

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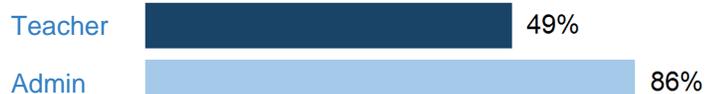
Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	55.6%	42.9%	48.4%	77.1%	54.9%
Male	52.2%	44.4%	57.1%	51.6%	22.9%	45.1%
White	15.6%	85.7%	71.4%	42.4%	83.6%	77.4%
Hispanic	61.6%	9.5%	28.6%	29.9%	7.3%	7.2%
Black or African American	18.4%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	3.7%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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

Teacher 51%
Admin N/A

Master's Degree

Teacher 49%
Admin 86%

Doctoral Degree
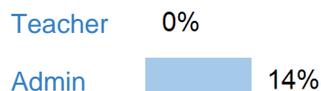
Teacher 0%
Admin 14%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.1%	90.5%
2017-18 Administrators: Same district 2018-19	57.1%	87.9%

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
2018-19	96.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.5%	47.6%	41.7%
Math Proficiency	10.4%	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	79.7%	79.2%	87.1%
5-Year Graduation Rate†	81.6%	82.9%	84.1%
Progress toward English Language Proficiency		34.8%	38.8%
Chronic Absenteeism	17.7%	14.9%	17.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

Passaic County-Manchester Regional High School
(31-3980-010)
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Not Met	Not Met	Met Target†	Not Met	No
White	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Hispanic	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	Met Target	Not Met	**	**	**	Not 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 the school or district directly.

Highlights:	• Recentlly recognized by U.S. News and World Report on list of Best High Schools in America for six consecutive years. • MRHS has six academies: Fine & Performing Arts; Communication Arts; Honors; Technology; Medical Sciences and Business. • Students can earn 43 college credits through partnership with Passaic County Community College and six AP courses. Dual enrollment options also available with Seton Hall University.
Mission, Vision, Theme:	PC MRHS Vision Statement (2019-2024): Manchester Regional High School will have a culture of innovation and authentic learning that cultivates the skills needed to collaborate, critically think, and solve problems. Manchester Regional High School will be future ready and will inspire its constituents to strive for the highest level of character and growth mindset necessary to be active members of a global society. PC MRHS Mission Statement: Manchester Regional High School personalizes the learning experience of each student while providing authentic opportunities for effective peer collaboration, critical thinking, and the solving of practical problems to ensure college, career, and life readiness. Manchester Regional High School provides all students with the technologies, real life skill sets, and professional tendencies to achieve their highest potential in the global community and economy.
Awards, Recognition, Accomplishments:	Recently recognized by U.S. News and World Report on list of Best High Schools in America for six consecutive years. Sustainable Jersey For Schools Bronze Certification

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Courses, Curriculum, Instruction:	College credit from Passaic County Community College in the following courses taught at Manchester: English Composition 1; English Composition II; Pre-Caqlculus; Elementary French I; Elementary French II; Sociology; Economics; Criminal Justice; Statistics. AP courses: AP English; APBiology; AP U.S. History; AP Statistics; AP Calculus; AP Government & Politics. Dual enrollment options also available with Seton Hall University.
Sports and Athletics:	Sports Offered: Baseball (Boys), Bowling (Coed), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Track and Field - Winter (Coed), Volleyball (Girls), Wrestling (Boys) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Football (Boys), Soccer (Boys & Girls), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Volleyball (Girls), Wrestling (Boys)
Clubs and Activities:	Band, Science Club, Choir, Chorus, Drama, Environmental Club, French Club, Interact Club, Make A Difference Club, Marketing Club, Math League, Mock Trial, Model Congress, National Honor Society, Peer mediators, School Newspaper, Spanish Honor Society, Student Council, TV Production, Yearbook, Gifted and Talented, Adventure Club

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Before and After School Programs:	MRHS offers a variety of before and after school programs including, but not limited to Morning Movement (Before School Physical Education), Extended After School Media Center, ESL Family Nights, Falcon's Lounge Recreation After School daily, and all previously listed co-curricular and athletic programs.
Staff and Professional Learning:	The MRHS faculty and staff participated in professional development opportunities including, but not limited to 1:1 and Blended Learning, Restorative Discipline, Trauma Informed Instructional Practice, Transgender and LGBTQ Training, Danielson Evaluation Model, Security and Table Top Training with the Local Police Department, Legal Update Training, HIB Training, Communicable Diseases, Handle With Care, and Sheltered Instruction Observation Protocol and other strategies to support English Language Learners. All MRHS employees also complete multiple hours of online training in various subjects.
Postsecondary Information:	82% of MRHS seniors applied to an institution of higher learning. 74% were accepted to a two or four year college or university. The remaining 8% were accepted to a technical or trade school. 3% of the senior class joined the military. The remaining students entered the workforce in various fields. MRHS maintains a proactive School Counseling Services program that supports students in accessing the college process from freshman to senior year including help with college applications and financial aid. MRHS also supported students in the acquisition of a total of $1,238,238 in scholarships for the class of 2019. Every student at MRHS takes PSAT preparation courses in English and mathematics during sophomore year and. All MRHS students take the PSAT during the school year which is paid for and facilitated by the school in the early fall.

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Student Supports and Services:	MRHS offers a full ESL program for students with a dedicated teacher. Students take ESL courses as part of their daily schedule to supplement and support their coursework. WIDA testing is utilized to ensure the needs of Engligh Language Learners are met with the appropriate level of necessary support. MRHS also offers ESL Family Nights and maintains an ESL Parent Advisory Committee. Finally, MRHS offers evening ESL adult classes. MRHS maintains a full Child Study Team which offers IEP, transition, and a variety of other services for students with special needs. The Director of Special Services maintains an active SEPAC organization. MRHS maintains an I&RS team that review academic, social/emotional, and conduct data in order to support struggling students. The National Honor Society offers weekly tutoring available to the entire student body. Instructional staff offer extra help and support as needed. The School Counseling Services department, in collaboration with our
Student Health and Wellness:	MRHS employs a full time School Nurse and has a fully up to date Health and Wellness Office. All students are required to take health courses each year of attendance. Also, all students of MRHS are eligible to receive free breakfast and lunch that is provided daily. Likewise, all students are required to take physical education class every day and every year of attendance exceeding the minimum state requirement. MRHS also offers supplementary morning physical education as an option for early arrivers to school. Finally, a variety of programs to promote healthy life choices are offered each year to promote a healthy student body such as assembly programming by Steered Straight.
Parent and Community Involvement:	MRHS maintains an active PTSA organization that works to raise funds and offer activities to further enhance the student experience such as the annual Volleyball Tournament. There is also an active SEPAC organization (Special Education Parent Advisory Committee) as well ESL Parents Advisory Group. These organizations provide opportunities for the parent community to collaborate with educators and their children such as ESL Family Nights. All parents have access to the district's parent portal available through the RealTime Student Information System. Parents can access this system from any internet ready smart phone or computer device. MRHS partners with many local organizations to enhance the school experience for parents and students such as the Paterson Rotary Club, North Haledon Municipal Alliance, Haledon Municipal Alliance, and Prospect Park Municipal Alliance.

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	Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The state climate survey was administered to students, parents and staff in May of 2018.
	Facilities:	MRHS has a full 1:1 Chromebook program. Every classroom is equipped with an interactive Promethean Board. New windows were installed in the building four years ago. As part of our Green Team initiative, and why we are recognized as a Bronze level Sustainable Jersey For Schools certified school, solar panels were installed on the roof two years ago. Every classroom and office is air conditioned. MRHS maintains athletic fields, gymnasium, media center, auditorium/performance space, and cafeteria to meet the needs of its student body. A unique feature of MRHS is its dedicated Falcon's Lounge space which offers a variety of educational, recreational, therapeutic, and counseling programs during the school day as well as after school recreational programming.
	School Safety:	MRHS employs a full time, armed chief of security and maintains a School Safety Specialist within its administrative team. Over 100 cameras monitor the building and grounds daily. A security guard screens all visitors to the building who must first enter a secured vestibule prior to being escorted to their destination. All visitors must show valid, picture identification which is run through several law enforcement databases prior to a visitor's pass being issued. MRHS maintains single point of entry each day. Panic buttons have been installed which can alert local law enforcement agencies to security needs instantly. Blue strobe lights have also been installed on the exterior and in several internal spaces to ensure students and faculty are aware of a lock down exercise in process. MRHS conducts monthly fire and safety/security drills including lock downs, shelter in place, and evacuations.

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Technology and STEM:	MRHS maintains a full 1:1 Chromebook program where students can take the device home each day. Therefore, computer access for students is ensured 24 hours per day, seven days per week. Interactive Promethean Boards are installed in every classroom and a computer lab is available. There is also a computer lab available in the Media Center. MRHS is a full Google School and utilizes Google technologies to enhance student learning. MRHS also offers a variety of learning software programs including NewsELA PRO for English/Language Arts and IXL for mathematics. All curricula involve utilization of software and Google tools to enhance student learning and access to content and attainment of skills. MRHS offers two STEM courses as well as a CISCO certification course, Google 101, graphic design, digital photography, and TV Production. MRHS has a dedicated Television Studio. There is a Drone Club as well as a competitive E Sports video game team.
Early Childhood Education:	MRHS offers a course called Tomorrow's Teachers. These students complete coursework at MRHS but spend each morning at a local elementary school starting with Kindergarten level children in order to apply their learning and gain authentic experience with young children.

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Other Information	MRHS is a proud school of choice and earned the designation due to the technology courses and programs it is able to offer students such as CISCO certification. Students at MRHS participate in programming during a nine period day which allows them a greater opportunity to take additional elective courses. MRHS maintains a school uniform policy to decrease incidents of HIB, enhance security, and reduce learning distractions.