



State of New Jersey  
2015-2016

Grade Span 09-12

03-3960-040

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PASCACK VALLEY REGIONAL

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225 WEST GRAND AVENUE

MONTVALE, NJ 07645

## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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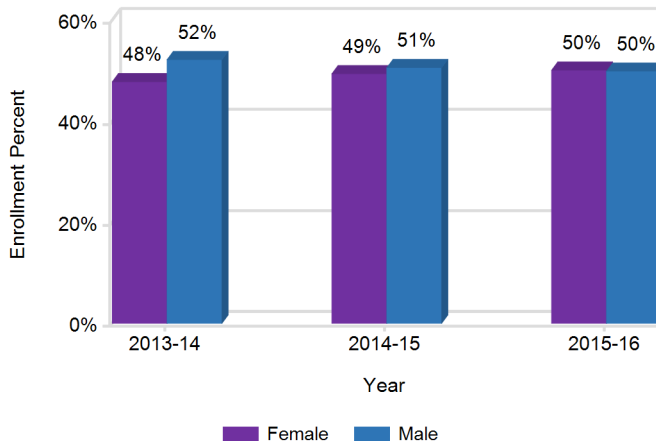
### Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	233	204	212
Grade 10	178	237	202
Grade 11	198	180	229
Grade 12	191	202	177
UG	19	21	22
<b>Total</b>	<b>818</b>	<b>844</b>	<b>842</b>

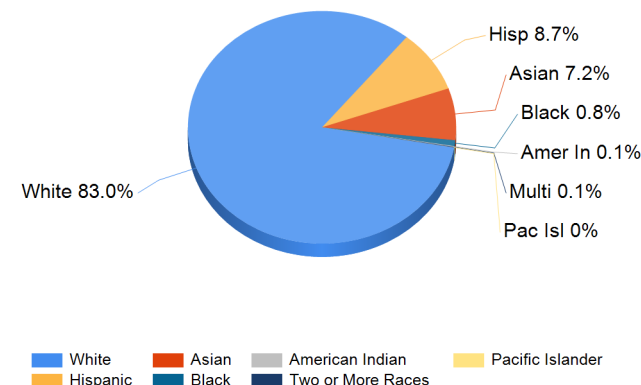
### Enrollment by Gender

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



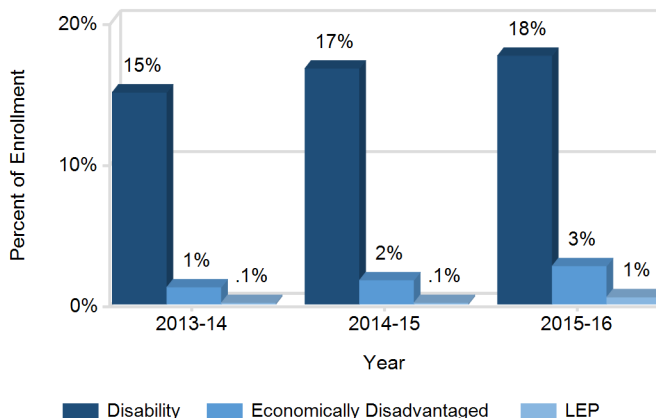
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	90.5%
Spanish	2.3%
Korean	1.9%
Chinese	0.8%
Russian	0.6%
Other	3.9%

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

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	63%	S	73
Mathematics Met or Exceeded Expectations	65%	S	96

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	323	63%	73	79%	X	323	65%	96	81%	X
White	253	65%	64	77%	X	254	68%	90	80%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	34	32%	28	76%	X	35	40%	92	78%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		S	S	S	S	
Students with Disability	49	20%	65	66%	X	51	22%	96	73%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>190</b>	<b>766</b>	<b>753</b>	<b>746</b>	<b>5%</b>	<b>10%</b>	<b>20%</b>	<b>35%</b>	<b>31%</b>	<b>66%</b>	<b>49%</b>
White	152	769	753	754	5%	7%	19%	38%	32%	70%	58%
African American	S	S	782	729	S	S	S	S	S	S	30%
Hispanic	23	736	740	730	9%	26%	35%	22%	9%	30%	34%
Asian	S	S	767	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	27	727	724	713	19%	26%	33%	22%	N	22%	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	728	729	S	S	S	S	S	S	31%

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



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## PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>135</b>	<b>754</b>	<b>736</b>	<b>740</b>	<b>17%</b>	<b>8%</b>	<b>19%</b>	<b>33%</b>	<b>23%</b>	<b>56%</b>	<b>44%</b>
White	103	751	733	747	18%	9%	17%	35%	21%	56%	50%
African American	S	S	766	722	S	S	S	S	S	S	28%
Hispanic	S	S	730	726	S	S	S	S	S	S	33%
Asian	17	781	758	767	6%	N	12%	47%	35%	82%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	698	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	S	S	706	723	S	S	S	S	S	S	30%

■ Did Not Yet Meet Expectations  
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## \*\*PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>81</b>	<b>729</b>	<b>734</b>	<b>736</b>	<b>26%</b>	<b>20%</b>	<b>26%</b>	<b>21%</b>	<b>7%</b>	<b>28%</b>	<b>40%</b>
White	72	728	733	739	26%	19%	25%	22%	7%	29%	42%
African American	N	N	N	728	N	N	N	N	N	N	30%
Hispanic	S	S	728	732	S	S	S	S	S	S	37%
Asian	S	S	749	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	712	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	731	730	S	S	S	S	S	S	33%

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

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



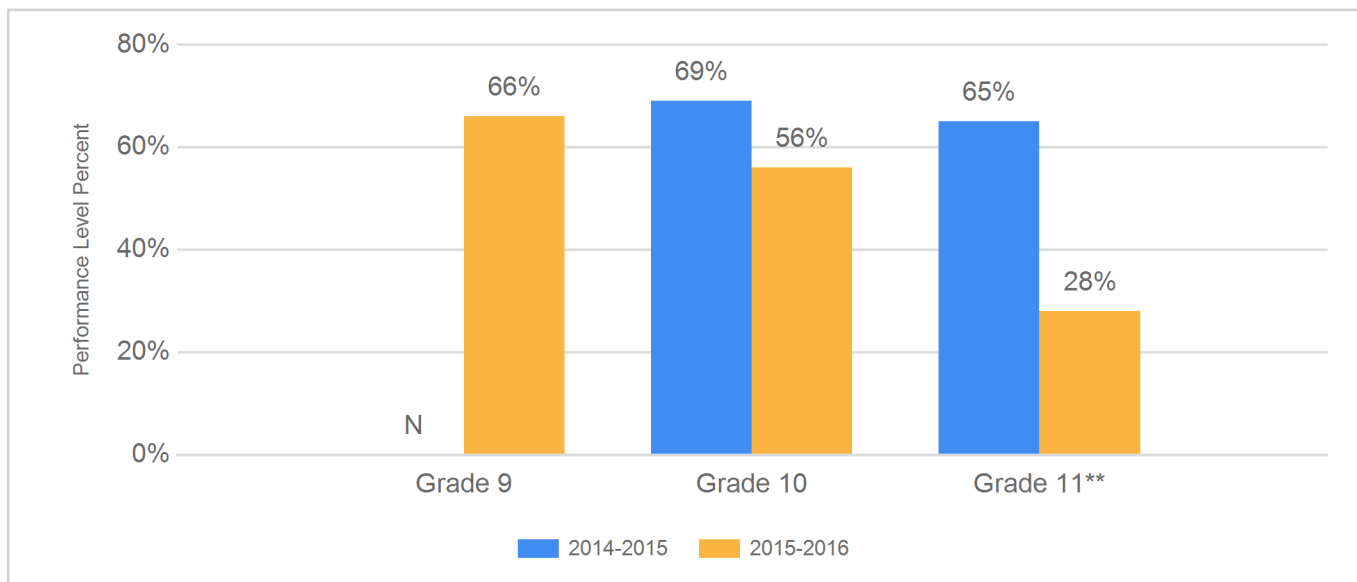
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### PARCC ELA Performance Trends

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



\*\*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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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>117</b>	<b>749</b>	<b>743</b>	<b>727</b>	<b>3%</b>	<b>14%</b>	<b>30%</b>	<b>52%</b>	<b>1%</b>	<b>53%</b>	<b>41%</b>
White	87	751	744	734	5%	13%	26%	55%	1%	56%	51%
African American	S	S	724	717	S	S	S	S	S	S	20%
Hispanic	23	741	740	720	N	22%	39%	39%	N	39%	25%
Asian	S	S	753	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	28	737	728	708	N	36%	32%	32%	N	32%	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	739	719	S	S	S	S	S	S	23%

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Met Expectations

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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>141</b>	<b>757</b>	<b>748</b>	<b>730</b>	<b>6%</b>	<b>7%</b>	<b>18%</b>	<b>51%</b>	<b>18%</b>	<b>69%</b>	<b>27%</b>
White	116	758	748	736	6%	6%	16%	53%	19%	72%	34%
African American	S	S	739	717	S	S	S	S	S	S	9%
Hispanic	S	S	738	720	S	S	S	S	S	S	13%
Asian	13	764	761	750	N	8%	15%	62%	15%	77%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	21	723	722	709	24%	19%	38%	19%	N	19%	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	732	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>127</b>	<b>741</b>	<b>741</b>	<b>722</b>	<b>19%</b>	<b>13%</b>	<b>20%</b>	<b>44%</b>	<b>4%</b>	<b>48%</b>	<b>27%</b>
White	106	740	739	728	20%	14%	21%	41%	5%	45%	31%
African American	N	N	N	700	N	N	N	N	N	N	8%
Hispanic	S	S	733	707	S	S	S	S	S	S	12%
Asian	S	S	761	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	702	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	700	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

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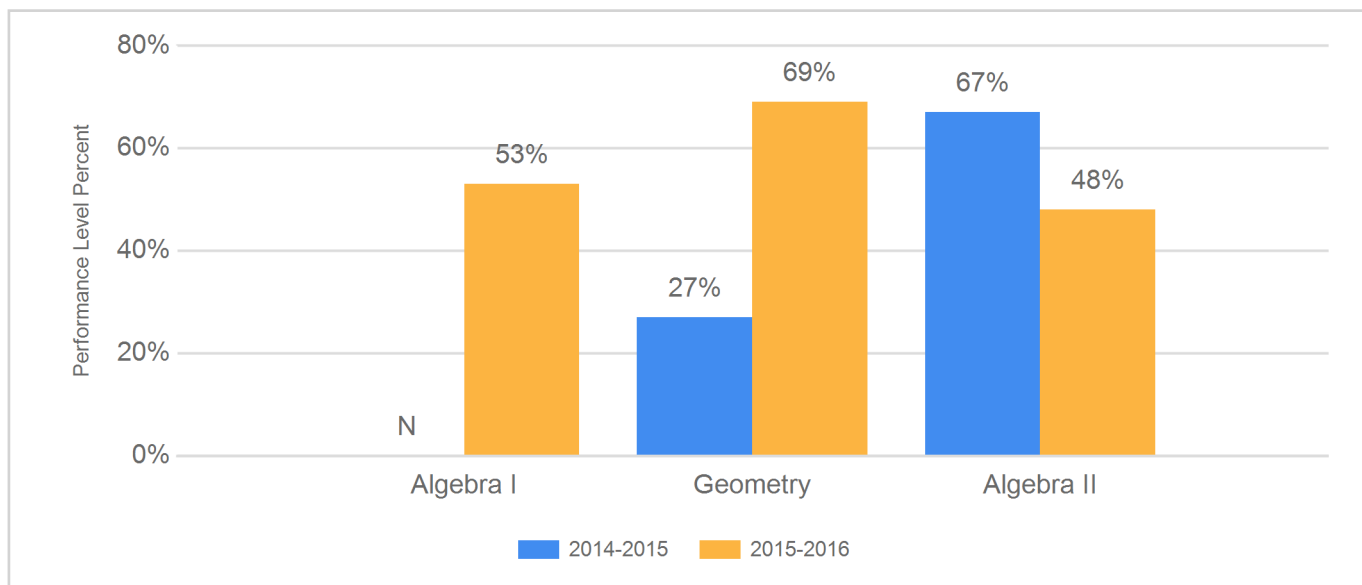
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### PARCC Math Performance Trends

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



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

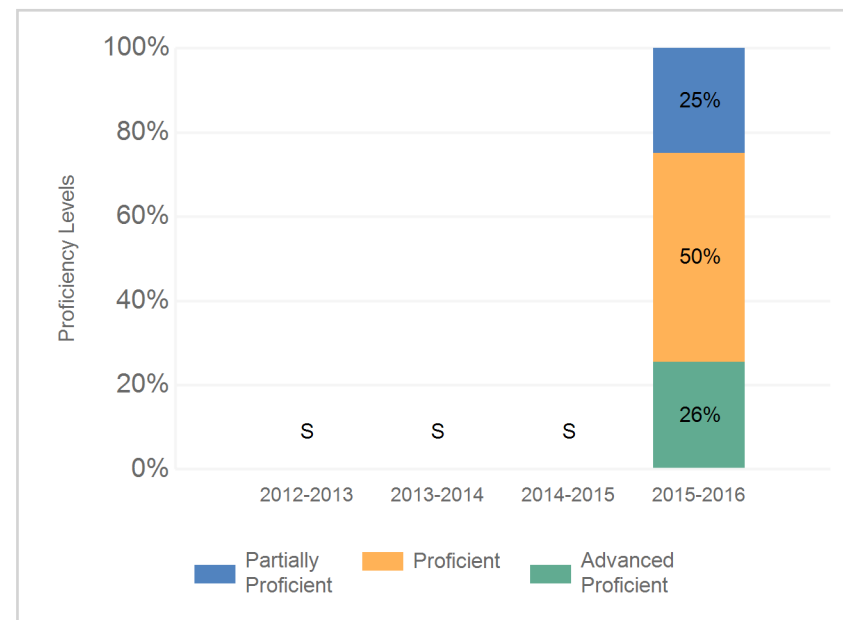
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	26%	50%	25%
White	29%	48%	24%
African American	S	S	S
Hispanic	7%	52%	41%
American Indian	N	N	N
Asian	21%	64%	14%
Two or More Races	N	N	N
Students with Disability	N	35%	66%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### Proficiency Trends - Biology

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





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

### PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	80.7%	95.5%
Percent of Students Participating in SAT	56.9%	58.0%
Percent of Students Participating in ACT	72.9%	27.6%

### PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	93%	71%
Math	530	72%	53%
<b>ACT</b>	-	-	-
Reading	22	74%	58%
English	18	88%	74%
Math	22	74%	61%
Science	23	60%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1067	950
<b>SAT</b>	-	-
Reading and Writing	588	537
Math	584	538
<b>ACT</b>	-	-
Reading	26	23
English	26	22
Math	25	23
Science	24	22

### PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1170	1060	960
<b>SAT</b>	-	-	-
Reading and Writing	650	590	520
Math	650	570	520
<b>ACT</b>	-	-	-
Reading	31	25	21
English	30	25	22
Math	28	25	21
Science	28	23	20

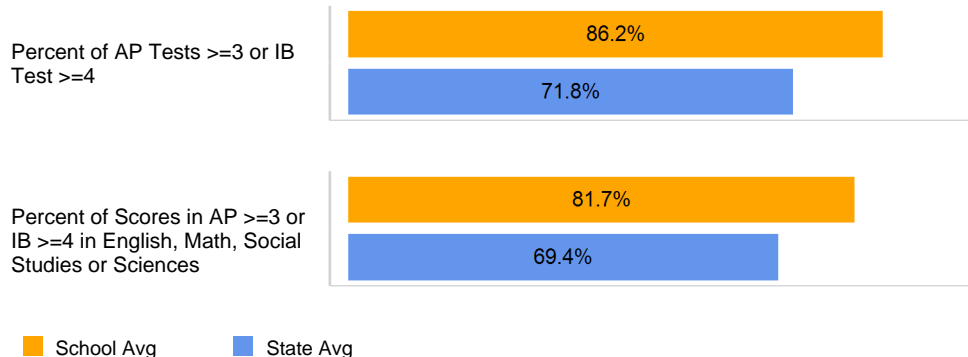


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## AP/ IB Test Performance

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



## Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	51.7%	39.1%
One of More Test	46.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	38.9%	26.6%
Participating in Dual Enrollment	21.4%	15.4%

## AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	20	14
AP Biology	39	38
AP Calculus AB	23	22
AP Calculus BC	10	10
AP Chemistry	16	16
AP Chinese Language and Culture	0	1
AP Computer Science A	18	18
AP English Language and Composition	40	40
AP English Literature and Composition	32	32
AP French Language	10	10
AP Music Theory	1	0
AP Physics 1	0	64
AP Physics 2	0	9
AP Physics B	72	0
AP Physics C	9	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	7
AP Psychology	2	4
AP Spanish Language	14	13
AP Statistics	41	32
AP Studio Art—Drawing Portfolio	6	0
AP Studio Art—General Portfolio	0	4
AP Studio Art—Two-Dimensional	10	11
AP U.S. Government and Politics	1	1
AP U.S. History	37	20



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AP/IB Course	Students Enrolled	Students Tested
AP World History	28	28
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		162



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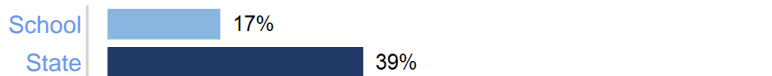
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### Visual and Performing Arts

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

#### MUSIC



#### DRAMA



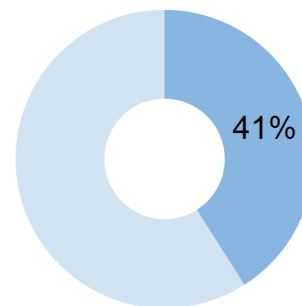
#### DANCE



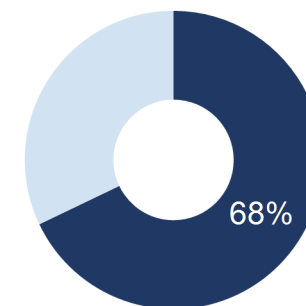
#### VISUAL ARTS



#### Any Visual and Performing Arts



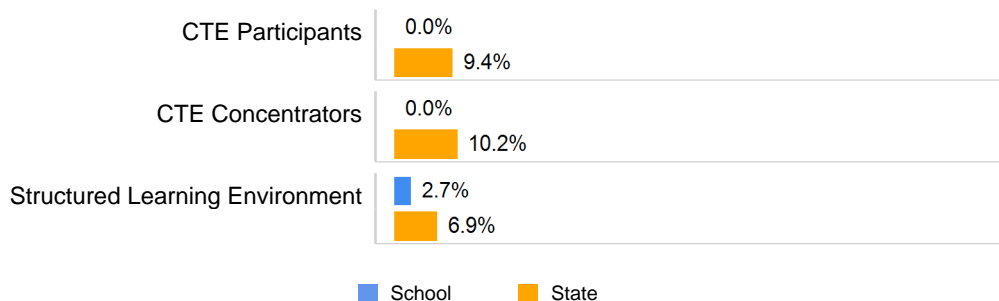
School



State

### Career and Technical Education Participation

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



■ School ■ State

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

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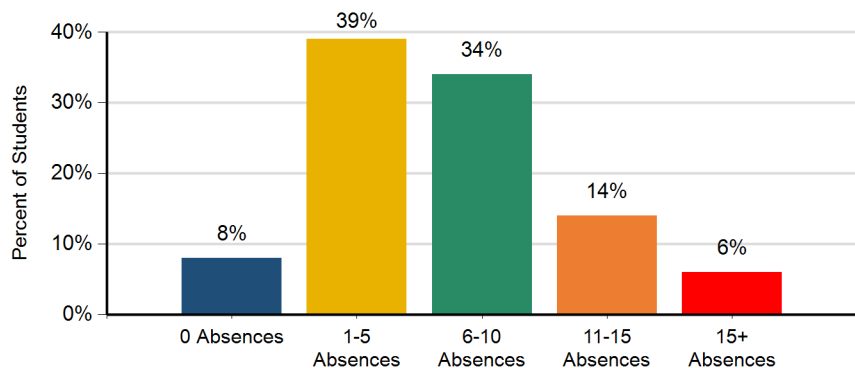
PASCACK HILLS HIGH SCHOOL

225 WEST GRAND AVENUE

MONTVALE, NJ 07645

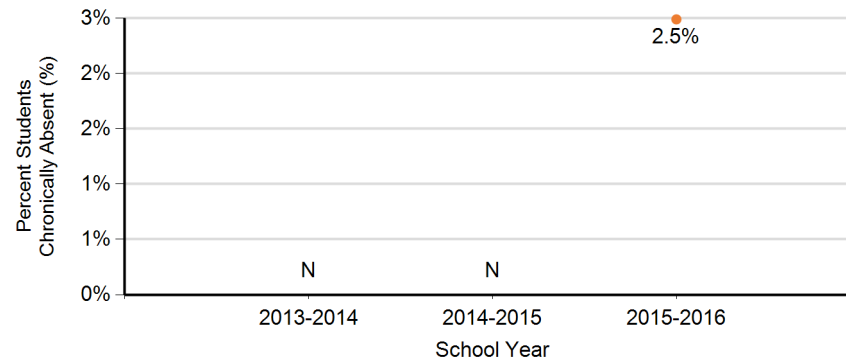
### Absenteeism

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



### Chronic Absenteeism Trend

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



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	97.9%	91	81%
White	98.1%	78	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	93.8%	87	
English Language Learners	N	N	
Economically Disadvantaged Students	S	S	

### Dropout Rate by Subgroup

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

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



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### Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	99%	100%
2014	99%	99%
2015	98%	100%
2016	98%	

### Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	92.6%	7.0%	93.0%
White	92.5%	7.4%	92.6%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	0.0%	0.0%	0.0%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



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### Length of School Day

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

	School
2015-16	6 Hrs. 51 Mins.

### Instructional Time

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

2015-16	School
Full Time	6 Hrs. 23 Mins.
Shared Time	3 Hrs. 30 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	281:1

### Student Suspension Rate

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

	School
2015-16	1.4%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	100%



State of New Jersey  
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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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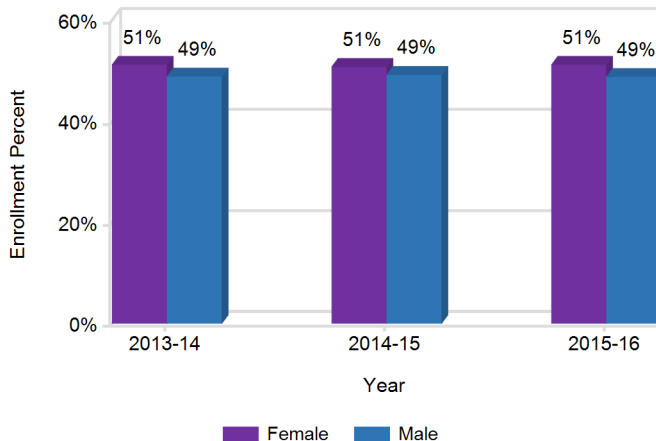
### Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	296	291	311
Grade 10	307	291	299
Grade 11	298	302	296
Grade 12	333	292	299
UG	6	8	9
<b>Total</b>	<b>1239</b>	<b>1184</b>	<b>1214</b>

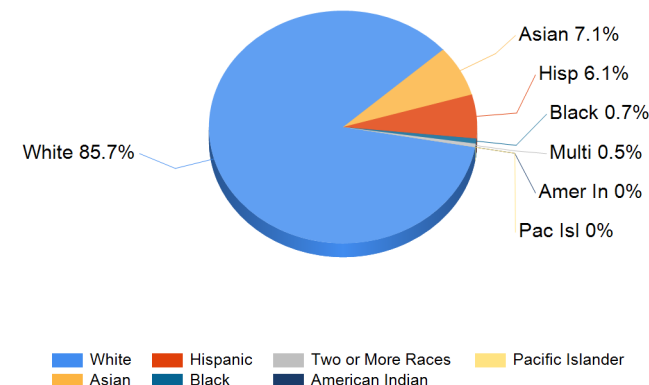
### Enrollment by Gender

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



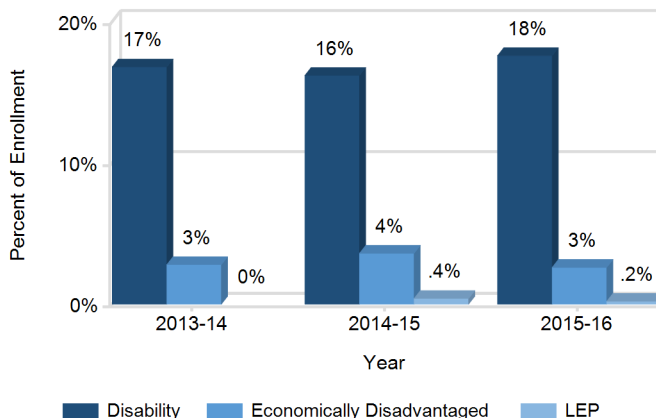
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	95.1%
Spanish	1.6%
Korean	1.2%
Gujarati	0.2%
Portuguese	0.2%
Other	1.8%

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

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	39%	S	42
Mathematics Met or Exceeded Expectations	49%	S	87

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	548	39%	42	90%	X	558	49%	87	92%	X
White	467	38%	26	90%	X	473	49%	79	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	41	56%	30	89%	X	42	67%	72	93%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	101	16%	77	89%	X	103	22%	96	91%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>302</b>	<b>744</b>	<b>753</b>	<b>746</b>	<b>12%</b>	<b>17%</b>	<b>24%</b>	<b>38%</b>	<b>9%</b>	<b>47%</b>	<b>49%</b>
White	260	743	753	754	12%	19%	24%	36%	9%	45%	58%
African American	S	S	782	729	S	S	S	S	S	S	30%
Hispanic	19	744	740	730	11%	N	53%	32%	5%	37%	34%
Asian	20	756	767	774	5%	10%	5%	65%	15%	80%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	61	723	724	713	25%	31%	21%	20%	3%	23%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	728	729	S	S	S	S	S	S	31%

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



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## PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>251</b>	<b>726</b>	<b>736</b>	<b>740</b>	<b>30%</b>	<b>15%</b>	<b>25%</b>	<b>21%</b>	<b>8%</b>	<b>30%</b>	<b>44%</b>
White	212	725	733	747	33%	15%	24%	20%	9%	29%	50%
African American	S	S	766	722	S	S	S	S	S	S	28%
Hispanic	13	722	730	726	31%	31%	15%	15%	8%	23%	33%
Asian	21	739	758	767	10%	14%	43%	24%	10%	33%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	698	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	706	723	S	S	S	S	S	S	30%

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



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## \*\*PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>135</b>	<b>737</b>	<b>734</b>	<b>736</b>	<b>26%</b>	<b>13%</b>	<b>23%</b>	<b>27%</b>	<b>11%</b>	<b>38%</b>	<b>40%</b>
White	116	737	733	739	25%	15%	22%	29%	10%	39%	42%
African American	N	N	N	728	N	N	N	N	N	N	30%
Hispanic	S	S	728	732	S	S	S	S	S	S	37%
Asian	S	S	749	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	26	719	712	710	42%	12%	23%	15%	8%	23%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	731	730	S	S	S	S	S	S	33%

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

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



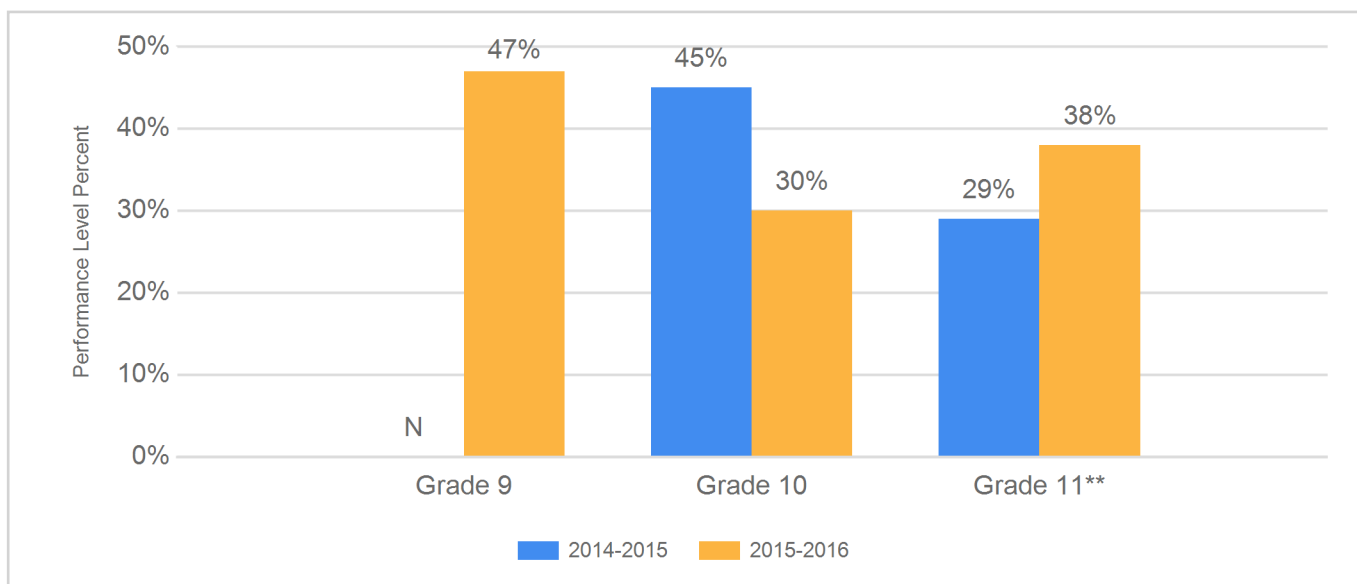
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### PARCC ELA Performance Trends

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



\*\*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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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>228</b>	<b>740</b>	<b>743</b>	<b>727</b>	<b>9%</b>	<b>15%</b>	<b>33%</b>	<b>43%</b>	<b>0%</b>	<b>43%</b>	<b>41%</b>
White	198	740	744	734	9%	16%	31%	44%	N	44%	51%
African American	S	S	724	717	S	S	S	S	S	S	20%
Hispanic	17	738	740	720	12%	12%	53%	18%	6%	24%	25%
Asian	S	S	753	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	61	724	728	708	16%	30%	34%	20%	N	20%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	739	719	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>237</b>	<b>743</b>	<b>748</b>	<b>730</b>	<b>4%</b>	<b>20%</b>	<b>35%</b>	<b>36%</b>	<b>5%</b>	<b>41%</b>	<b>27%</b>
White	200	742	748	736	5%	23%	33%	37%	4%	41%	34%
African American	S	S	739	717	S	S	S	S	S	S	9%
Hispanic	15	737	738	720	7%	7%	60%	27%	N	27%	13%
Asian	20	759	761	750	N	5%	35%	40%	20%	60%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	41	722	722	709	20%	44%	17%	17%	2%	20%	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	732	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>179</b>	<b>741</b>	<b>741</b>	<b>722</b>	<b>20%</b>	<b>16%</b>	<b>15%</b>	<b>46%</b>	<b>5%</b>	<b>50%</b>	<b>27%</b>
White	152	739	739	728	20%	18%	15%	43%	5%	47%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	733	707	S	S	S	S	S	S	12%
Asian	15	759	761	754	13%	7%	7%	67%	7%	73%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	23	711	702	690	48%	17%	9%	26%	N	26%	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	700	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



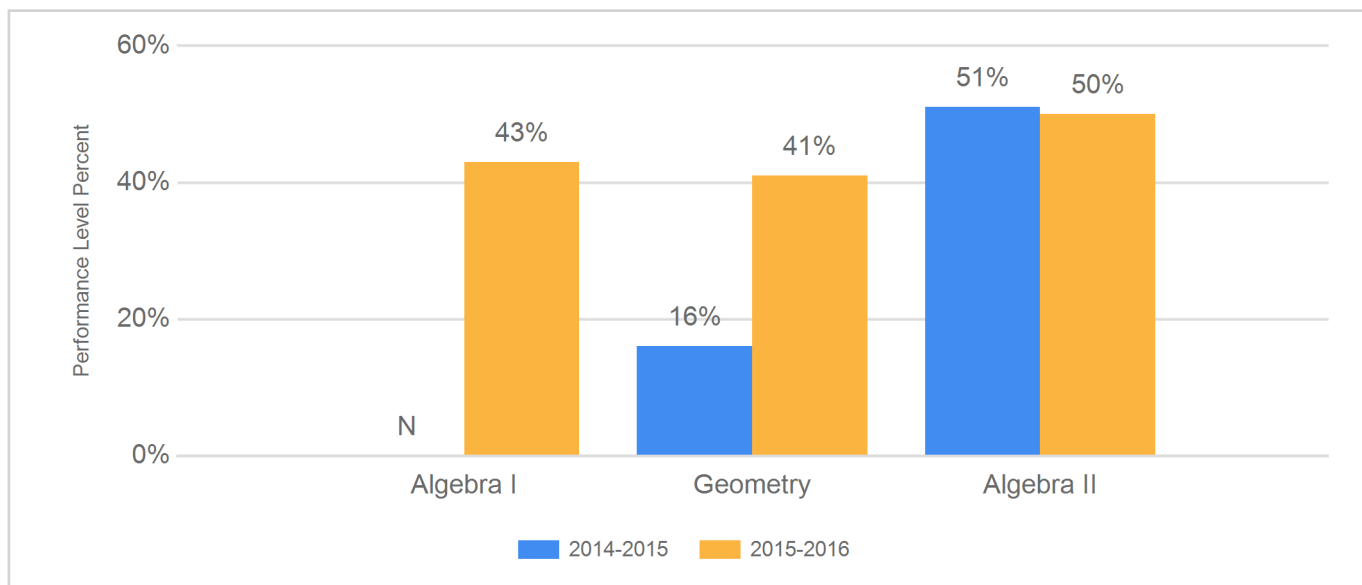
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### PARCC Math Performance Trends

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



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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2015-2016

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

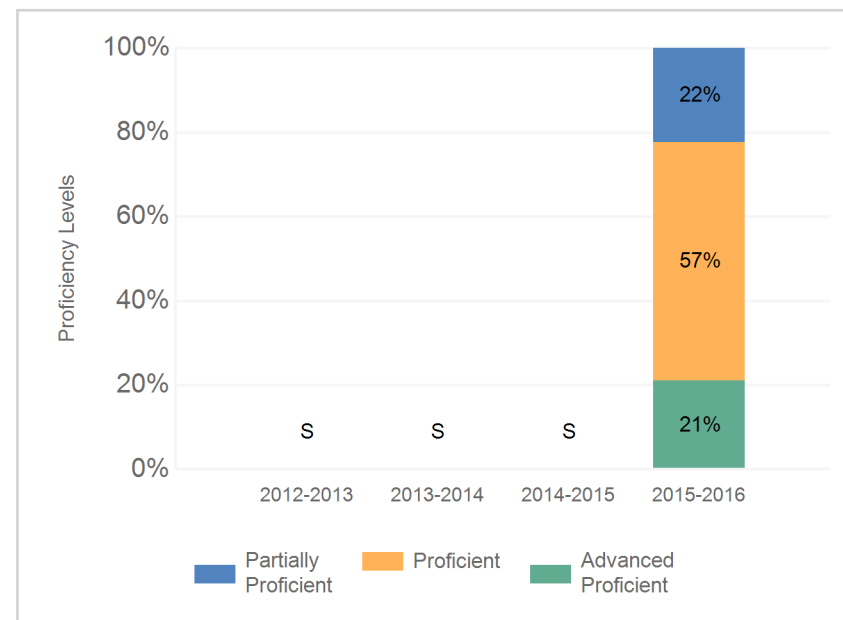
### Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	21%	57%	22%
White	20%	56%	24%
African American	S	S	S
Hispanic	10%	65%	25%
American Indian	N	N	N
Asian	45%	50%	5%
Two or More Races	S	S	S
Students with Disability	9%	39%	52%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### Proficiency Trends - Biology

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





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

### PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	75.4%	95.5%
Percent of Students Participating in SAT	56.3%	58.0%
Percent of Students Participating in ACT	59.9%	27.6%

### PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	87%	71%
Math	530	68%	53%
<b>ACT</b>	-	-	-
Reading	22	66%	58%
English	18	85%	74%
Math	22	74%	61%
Science	23	55%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1046	950
<b>SAT</b>	-	-
Reading and Writing	569	537
Math	573	538
<b>ACT</b>	-	-
Reading	25	23
English	24	22
Math	25	23
Science	23	22

### PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1150	1040	930
<b>SAT</b>	-	-	-
Reading and Writing	630	570	510
Math	640	570	500
<b>ACT</b>	-	-	-
Reading	30	25	20
English	28	24	20
Math	28	26	21
Science	26	23	20

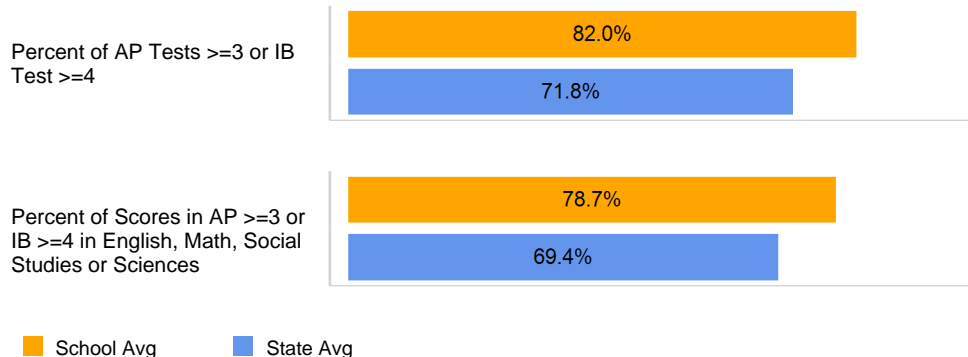


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## AP/ IB Test Performance

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



## Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	43.2%	39.1%
One of More Test	39.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	33.9%	26.6%
Participating in Dual Enrollment	26.6%	15.4%

## AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	12	8
AP Biology	31	31
AP Calculus AB	24	23
AP Calculus BC	24	22
AP Chemistry	17	18
AP Chinese Language and Culture	0	2
AP Computer Science A	22	21
AP English Language and Composition	64	65
AP English Literature and Composition	61	62
AP French Language	11	4
AP Italian Language and Culture	0	3
AP Macroeconomics	1	0
AP Music Theory	2	2
AP Physics 1	0	47
AP Physics 2	0	20
AP Physics B	71	0
AP Physics C: Mechanics	0	5
AP Psychology	4	4
AP Spanish Language	13	11
AP Statistics	65	59
AP Studio Art—Drawing Portfolio	7	0
AP Studio Art—General Portfolio	0	1
AP Studio Art—Two-Dimensional	6	10
AP U.S. History	51	41
AP World History	56	56



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03-3960-050  
 BERGEN  
 PASCACK VALLEY REGIONAL  
 PASCACK VALLEY HIGH SCHOOL  
 200 PIERMONT AVE  
 HILLSDALE, NJ 07642

AP/IB Course	Students Enrolled	Students Tested
Student AP Tests >=3 and IB Tests >=4		191

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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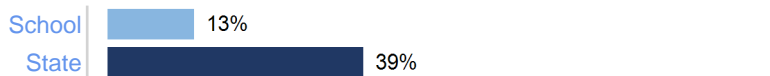
Grade Span 09-12

03-3960-050  
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### Visual and Performing Arts

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

#### MUSIC



#### DRAMA



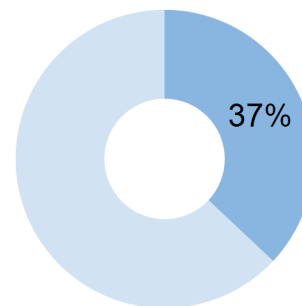
#### DANCE



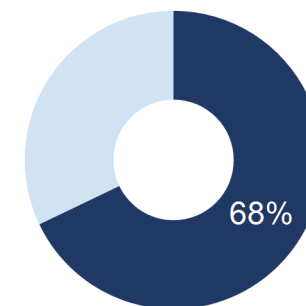
#### VISUAL ARTS



#### Any Visual and Performing Arts



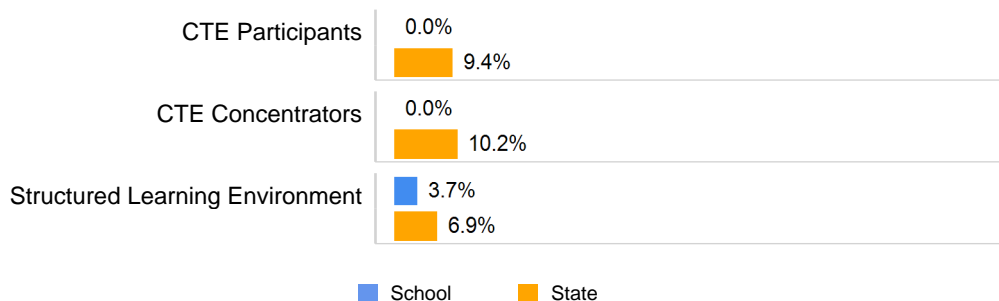
School



State

### Career and Technical Education Participation

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



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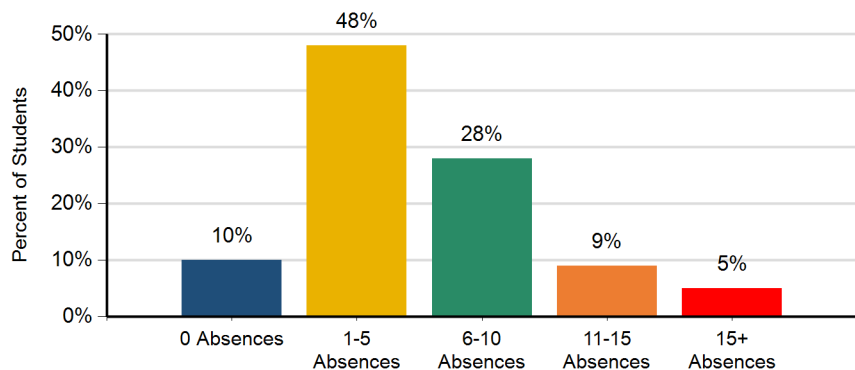


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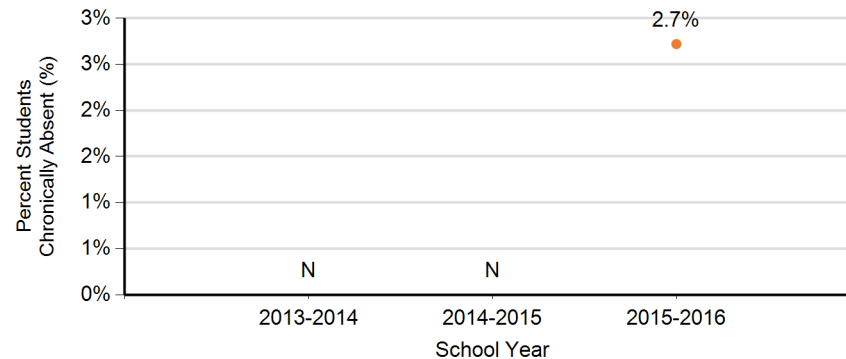
### Absenteeism

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



### Chronic Absenteeism Trend

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



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	98.7%	96	81%
White	98.9%	84	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	95.9%	90	
English Language Learners	N	N	
Economically Disadvantaged Students	S	S	

### Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.1%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	1.4%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.5%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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### Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	97%	98%
2014	98%	98%
2015	97%	98%
2016	99%	

### Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	87.1%	10.4%	89.6%
White	89.2%	9.9%	90.1%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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### Length of School Day

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

	School
2015-16	6 Hrs. 51 Mins.

### Instructional Time

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

2015-16	School
Full Time	6 Hrs. 23 Mins.
Shared Time	3 Hrs. 30 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	320:1

### Student Suspension Rate

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

	School
2015-16	1.2%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	100%