NJ SCHOOL PERFORMANCE REPORT

PASCACK VALLEY HIGH SCHOOL
(03-3960-050)
Grades Offered: 09-12
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	PASCACK VALLEY REGIONAL
Principal Name	MR. DEMAIO
Address	200 PIERMONT AVENUE HILLSDALE, NJ 07642
Phone Number	(201)358-7060
Email Address	TDEMAIO@PASCACK.ORG
Website	https://valley.pascack.org/
Twitter	https://twitter.com/PVHS_Principal

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	312	296	297
10	303	313	297
11	296	304	315
12	304	290	305
Total	1,218	1,207	1,215

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	51.3%	49.6%	48.9%
Male	48.7%	50.4%	51.1%
Economically Disadvantaged Students	2.6%	3.2%	2.3%
Students with Disabilities	17.7%	18.1%	15.1%
English Learners	0.2%	0.2%	0.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.0%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	85.7%	85.1%	83.0%
Hispanic	6.1%	6.9%	7.1%
Black or African American	0.7%	0.7%	0.8%
Asian	7.1%	6.6%	7.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.5%	0.8%	1.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,214	1,203	1,209
Shared Time Students	6	5	9
Full Time Equivalent	1,217	1,206	1,214

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	92.6%
Spanish	2.6%
Korean	1.5%
Other Languages	3.4%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	596	99.2	71.7	76.8	56.7	71.7	41.8	Met Target
White	491	99.2	72.3	77.4	65.6	72.3	40.9	Met Target
Hispanic	44	100.0	43.2	55.9	42.5	43.2	34.3	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	50	98.0	90.0	88.9	82.3	90.0	56.4	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	283	99.7	78.4	83.6	64.5	78.4		
Male	313	98.7	65.5	70.2	49.4	65.5		
Economically Disadvantaged Students	18	100.0	50.0	*	38.5	50.0	**	**
Non-Economically Disadvantaged Students	578	99.1	72.3	*	67.5	72.3		
Students with Disabilities	119	97.6	28.6	32.9	21.6	28.6	21.5	Met Target
Students without Disabilities	477	99.6	82.4	85.6	63.9	82.4		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	770	775	752	*	*	19%	44%	30%	74%	55%
White	242	768	774	760	*	*	19%	46%	28%	74%	64%
Hispanic	19	754	*	735	*	*	*	*	*	42%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	34	791	792	782	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	143	774	782	759	*	*	21%	38%	37%	75%	63%
Male	156	766	768	744	*	*	18%	49%	23%	72%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	67	737	739	716	*	*	40%	*	*	31%	15%
Students without Disabilities	232	779	783	758	*	*	13%	*	*	86%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	766	772	749	8%	7%	14%	45%	26%	70%	51%
White	253	766	773	756	8%	6%	14%	47%	25%	72%	58%
Hispanic	25	750	756	733	*	*	*	*	*	44%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	783	788	782	*	0%	*	*	*	88%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	141	780	784	759	*	*	11%	47%	36%	83%	60%
Male	160	754	762	739	*	*	18%	43%	16%	59%	42%
Economically Disadvantaged Students	11	747	*	730	*	*	*	*	*	45%	34%
Non-Economically Disadvantaged Students	290	767	*	758	*	*	*	*	*	71%	59%
Students with Disabilities	52	723	727	707	*	*	25%	*	*	27%	15%
Students without Disabilities	249	775	781	756	*	*	12%	*	*	80%	57%
English Learners	N	N	*	684	N	N	N	N	N	N	*
Non-English Learners	301	766	*	752	8%	7%	14%	45%	26%	70%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	734	734	736	20%	18%	26%	33%	4%	37%	39%
White	206	733	734	737	20%	19%	25%	*	*	36%	41%
Hispanic	20	729	721	731	*	*	*	*	*	30%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	16	751	755	759	*	*	*	*	*	56%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	112	749	748	745	10%	12%	21%	*	*	57%	48%
Male	134	721	723	728	28%	24%	29%	*	*	19%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	58	725	725	708	28%	28%	*	*	*	29%	13%
Students without Disabilities	188	737	737	742	17%	15%	*	*	*	39%	44%
English Learners	N	N	*	702	N	N	N	N	N	N	*
Non-English Learners	246	734	*	738	20%	18%	26%	33%	4%	37%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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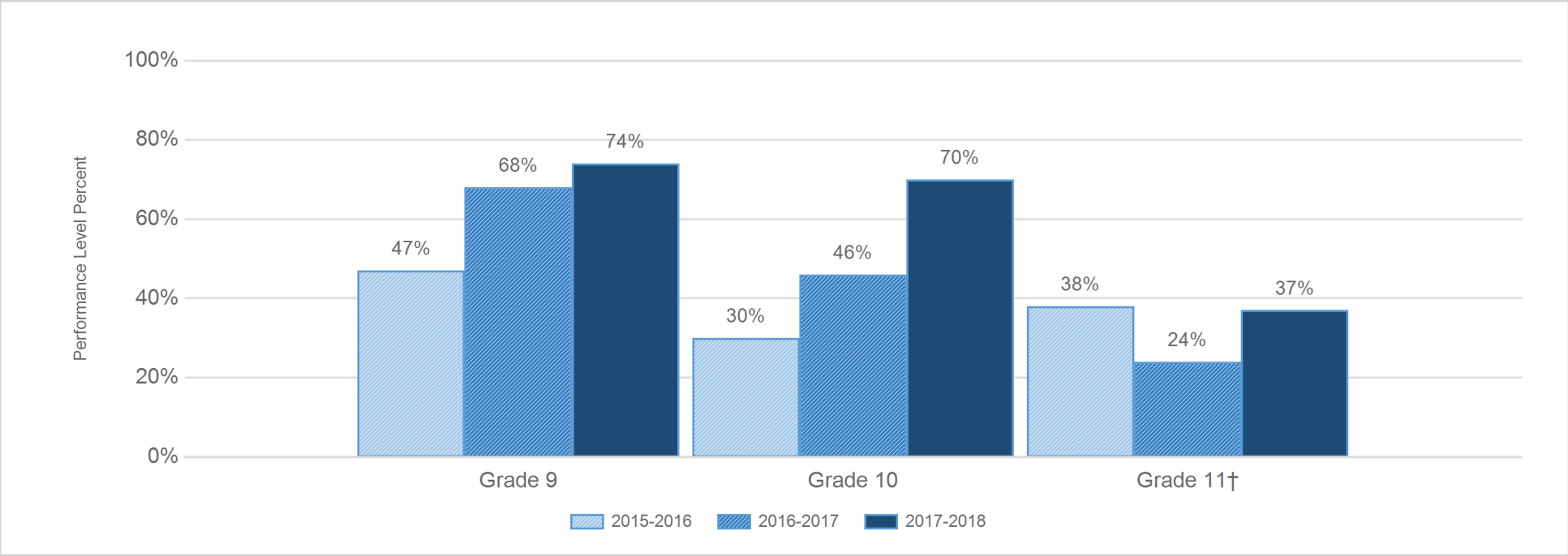
English Language Arts/Literacy Assessment - Performance Trends

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



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

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	583	97.7	56.3	62.0	45.0	56.3	51.4	Met Target
White	479	97.6	55.1	61.7	54.1	55.1	51	Met Target
Hispanic	45	100.0	42.3	45.4	29.2	42.3	37	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	49	98.0	83.7	83.7	77.0	83.7	68	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	276	98.6	55.4	61.9	46.0	55.4		
Male	307	96.9	57.0	62.1	43.9	57.0		
Economically Disadvantaged Students	18	100.0	27.8	*	26.6	27.8	**	**
Non-Economically Disadvantaged Students	565	97.6	57.2	*	55.9	57.2		
Students with Disabilities	115	95.9	15.7	20.3	17.1	15.7	27.6	Not Met
Students without Disabilities	468	98.1	66.2	70.2	50.5	66.2		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	191	750	752	746	7%	15%	27%	*	*	51%	46%
White	158	751	754	755	7%	14%	27%	*	*	53%	57%
Hispanic	18	736	742	730	*	*	*	*	*	39%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	760	*	779	0%	*	*	*	*	58%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	95	748	751	748	*	17%	27%	*	*	49%	48%
Male	96	751	753	745	*	13%	27%	*	*	53%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	63	728	731	716	*	*	33%	*	*	17%	13%
Students without Disabilities	128	760	760	752	*	*	24%	*	*	68%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	280	749	752	735	5%	18%	27%	39%	12%	51%	30%
White	230	747	751	740	4%	17%	30%	40%	10%	49%	37%
Hispanic	21	728	739	723	*	*	*	*	*	24%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	24	779	776	760	0%	*	0%	*	*	96%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	124	748	753	736	*	18%	33%	*	*	47%	30%
Male	156	749	752	734	*	17%	22%	*	*	54%	29%
Economically Disadvantaged Students	*	*	728	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	753	741	*	*	*	*	*	*	38%
Students with Disabilities	51	721	721	713	*	*	24%	*	*	14%	*
Students without Disabilities	229	755	758	738	*	*	28%	*	*	59%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	280	749	*	736	5%	18%	27%	39%	12%	51%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	738	741	727	18%	24%	22%	29%	8%	37%	30%
White	254	737	740	733	18%	24%	23%	28%	7%	35%	35%
Hispanic	22	730	724	710	*	*	*	*	*	32%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	21	768	771	766	0%	*	*	*	*	67%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	147	743	746	728	14%	19%	26%	34%	7%	41%	30%
Male	155	733	737	727	21%	28%	17%	25%	8%	33%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	52	703	704	693	*	*	*	*	*	*	*
Students without Disabilities	250	746	749	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	302	738	*	729	18%	24%	22%	29%	8%	37%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

PASCACK VALLEY HIGH SCHOOL
(03-3960-050)
Grades Offered: 09-12
2017-2018

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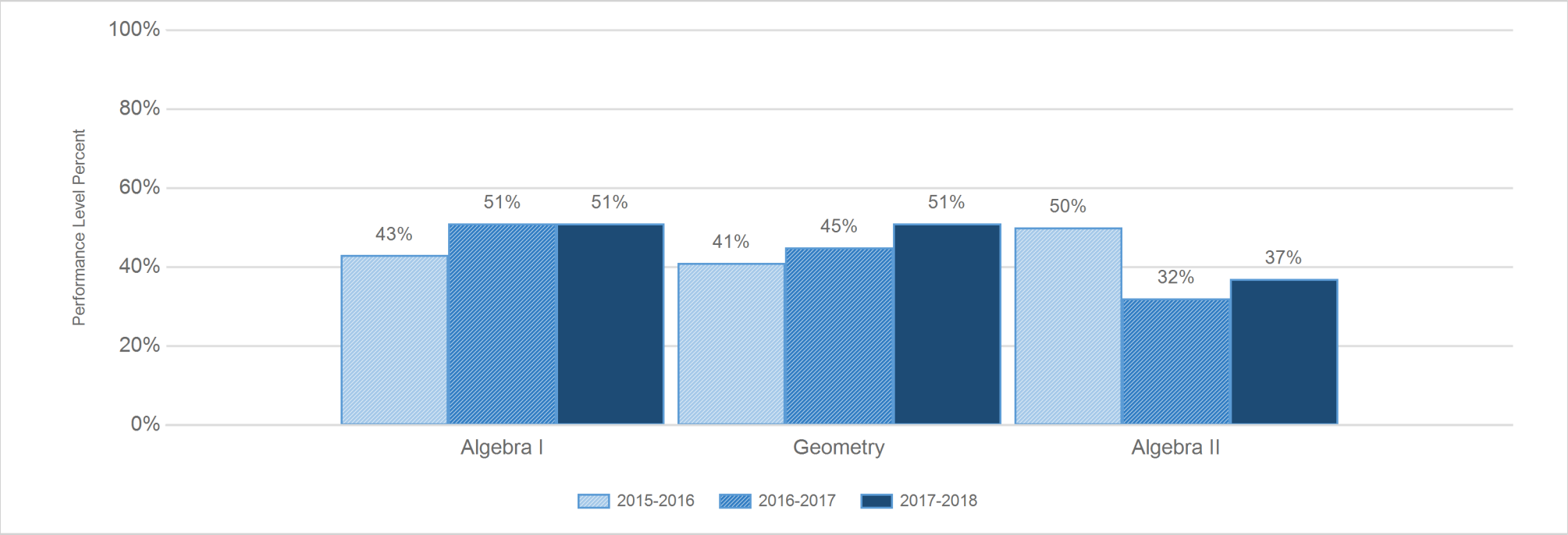
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

PASCACK VALLEY HIGH SCHOOL
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	60.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	85.7%	72.2%
12th graders taking ACT in 2017-18 or prior years	57.8%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	527	478	Grade 10: 430 Grade 11: 460	86%	62%
PSAT 10/NMSQT - Math	534	478	Grade 10: 480 Grade 11: 510	66%	42%
SAT - Reading and Writing	570	542	480	85%	72%
SAT - Math	577	543	530	69%	54%
ACT - Reading	24	24	22	65%	62%
ACT - English	25	24	18	86%	78%
ACT - Math	24	24	22	70%	62%
ACT - Science	23	23	23	59%	53%

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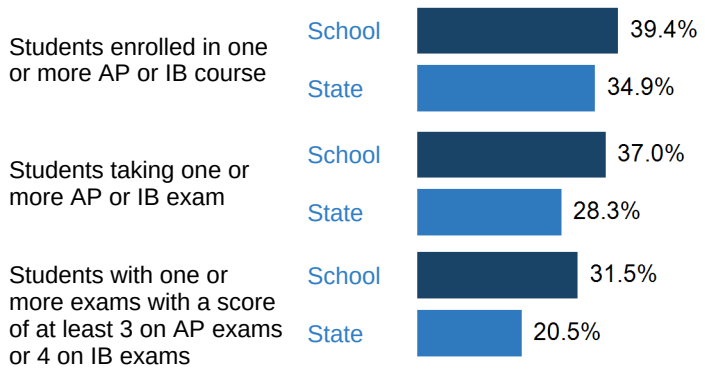
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

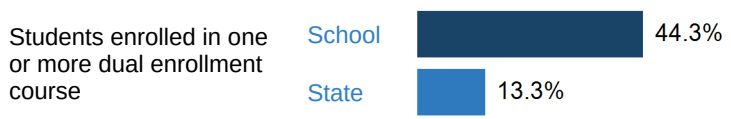
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	7	7
AP Biology	68	67
AP Calculus AB	21	21
AP Calculus BC	32	33
AP Chemistry	9	9
AP Computer Science A	11	11
AP English Language and Composition	77	74
AP English Literature and Composition	32	31
AP Environmental Science	11	5
AP Human Geography	0	1
AP Italian Language and Culture	12	12
AP Macroeconomics	0	3
AP Microeconomics	1	1
AP Music Theory	3	3
AP Physics 1	0	51
AP Physics 2	0	9

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AP/IB Course	Students Enrolled	Students Tested
AP Physics B	60	0
AP Spanish Language	10	10
AP Statistics	52	44
AP Studio Art—Drawing Portfolio	2	2
AP Studio Art—Three-Demensional	1	0
AP Studio Art—Two-Demensional	7	6
AP U.S. Government and Politics	0	2
AP U.S. History	70	42
AP World History	41	41
Total Exams taken		485
Exams with scores of at least 3 on AP exams or 4 on IB exams		379

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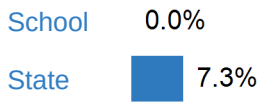
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

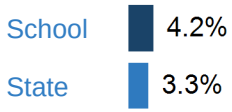


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	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
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Hospitality & Tourism	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	192	105	4	0	0	0	0
10	1	208	114	1	0	0	0
11	0	3	205	106	2	9	0
12	0	2	14	60	108	135	94
Total	193	318	337	167	110	144	94
Enrolled in AP/IB Course					53	52	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	290	0	0	10	0	0
10	20	293	0	0	4	0
11	35	5	1	1	311	18
12	48	5	13	10	21	182
Total	393	303	14	21	336	200
Enrolled in AP/IB Course	68	9		11	60	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	125

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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	298	0	0	0	0	0
10	1	296	0	0	0	1
11	1	223	4	0	6	8
12	40	2	24	65	11	126
Total	340	521	28	65	17	135
Enrolled in AP/IB Course	41	70	1	0		0
Enrolled in Dual Enrollment Course	0	0	0	65	0	69

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	173	19	65	0	0	11	0
10	187	19	65	0	0	19	0
11	153	19	58	0	0	8	0
12	44	2	39	1	0	11	0
Total	557	59	227	1	0	49	0
Enrolled in AP/IB Course	10	0	12	0	0	0	0
Enrolled in Dual Enrollment Course	0	8	54	0	0	13	0
Enrolled in Level 3 or Higher	272	21	122	0	0	26	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Hindi	*
Italian	*
Spanish	*
Total	*

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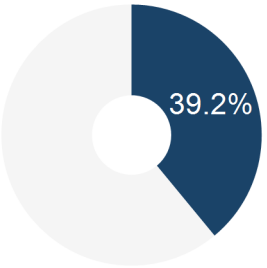
Visual and Performing Arts – Course Participation

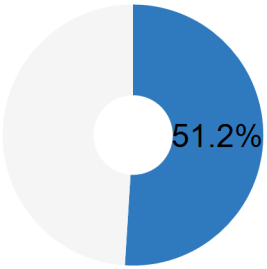
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

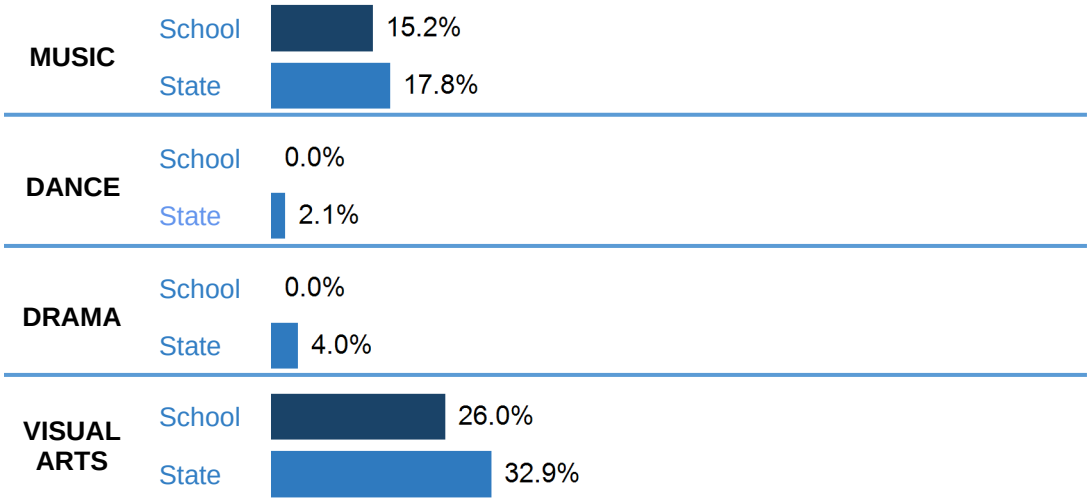


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	98.7%	90.9%	98.3%	92.4%	98.0%	N	Met Goal	98.7%	N	Met Goal
White	98.8%	95.0%	98.5%	95.7%	98.5%	N	Met Goal	99.2%	N	Met Goal
Hispanic	94.7%	84.8%	94.7%	87.3%	89.5%	**	**	*	**	**
Black or African American	*	84.2%	N	86.8%	N	N	N	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	100.0%	97.7%	100.0%	**	**	95.8%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	*	84.6%	*	87.0%	*	**	**	*	**	**
Students with Disabilities	92.6%	80.1%	90.6%	83.5%	88.7%	86.4%	Met Target	95.8%	N	Met Goal
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	43.6%	63.7%
Substitute Competency Test	52.1%	31.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	4.3%	5.0%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	98.7%	-
2017	98.0%	98.3%
2016	98.7%	98.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.2%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.1%	1.2%

NJ SCHOOL PERFORMANCE REPORT

PASCACK VALLEY HIGH SCHOOL
(03-3960-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	88.3%	8.3%	91.7%
White	86.2%	7.5%	92.5%
Hispanic	94.7%	22.2%	77.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	3.8%	96.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	*
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	91.7%	12.1%	87.9%	61.4%	38.6%	39.8%	60.2%
White	91.4%	10.7%	89.3%	62.2%	37.8%	37.8%	62.2%
Hispanic	94.1%	43.8%	56.3%	50%	50%	62.5%	37.5%
Black or African American	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	93.8%	0%	100%	60%	40%	46.7%	53.3%
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	91.7%	45.5%	54.5%	90.9%	9.1%	63.6%	36.4%
Students with Disabilities	83.3%	27.5%	72.5%	67.5%	32.5%	55%	45%
English Learners	*	*	*	*	*	*	*

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

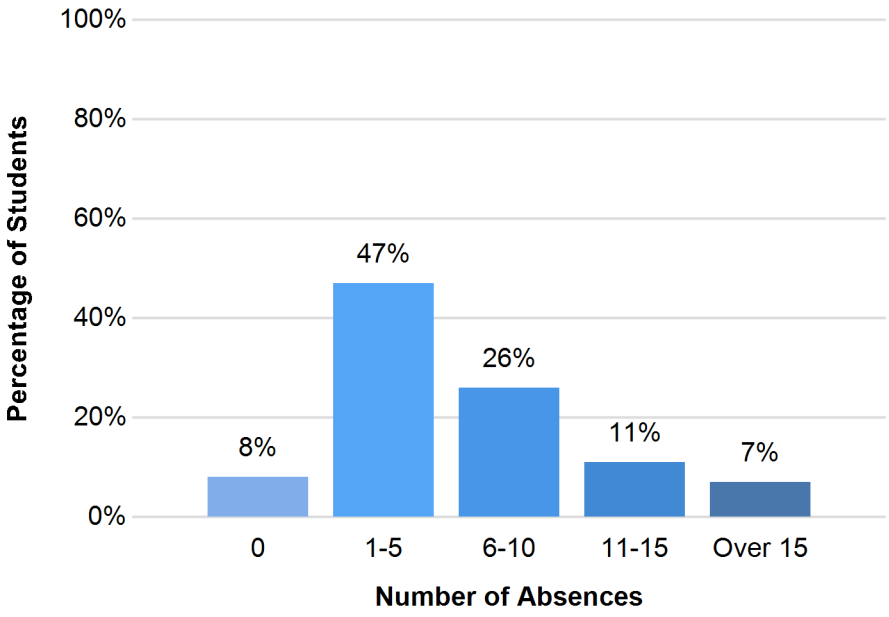
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	60	4.9	14.9	Met
White	47	4.6	14.9	Met
Hispanic	7	8.0	14.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	4	4.1	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	18.2	**	**
Economically Disadvantaged Students	5	17.9	14.9	Not Met
Students with Disabilities	21	10.7	14.9	Met
English Learners	*	*	**	**

Days Absent

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



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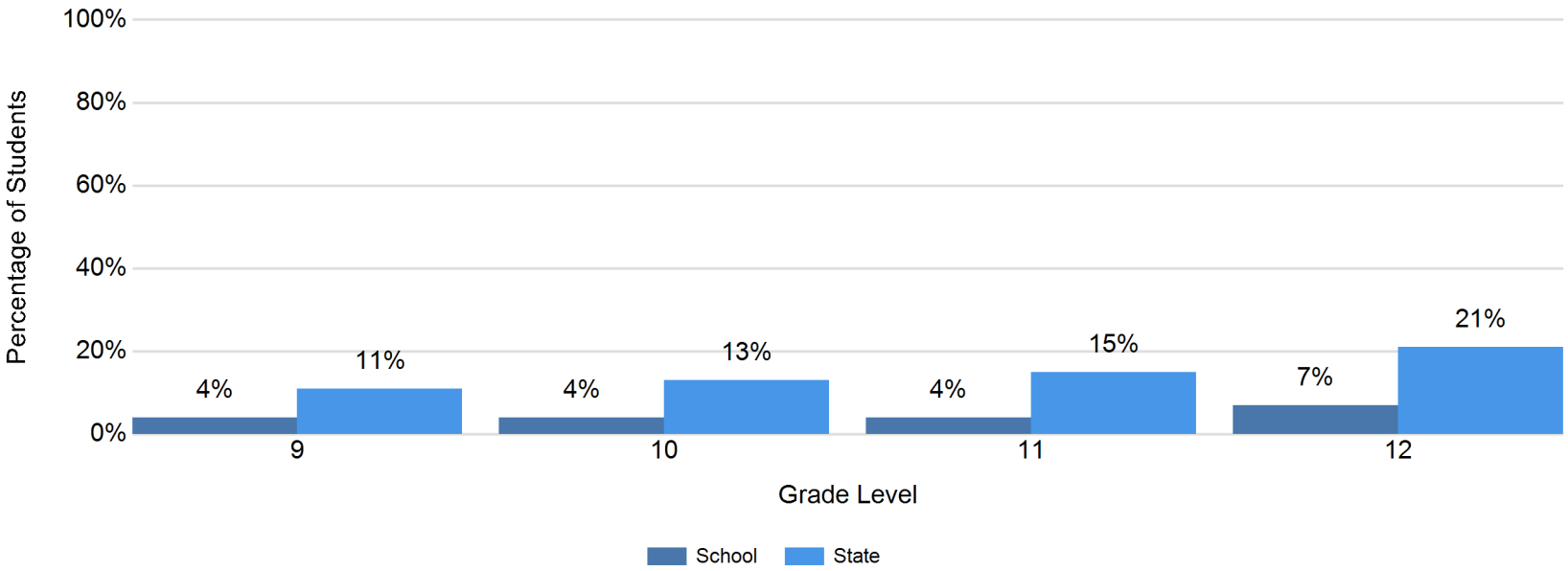
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	0.91

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0		0

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	11	0.9%
Any Suspension	11	0.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
66

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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	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 34 Mins
Shared Time - Instructional Time	3 Hrs. 8 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$236	$19,506	$19,742

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	103	117,464
Average years experience in public schools	13.2	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	80.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,374
Average years experience in public schools	20.8	16.0
Average years experience in district	11.9	12.0
Administrators in district for 4 or more years	81.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	303:1	97:1
Teachers to Administrators	26:1	8:1
Students to Librarians/Media Specialists		2037:1
Students to Nurses		679:1
Students to Counselors		170:1
Students to Child Study Team		185:1

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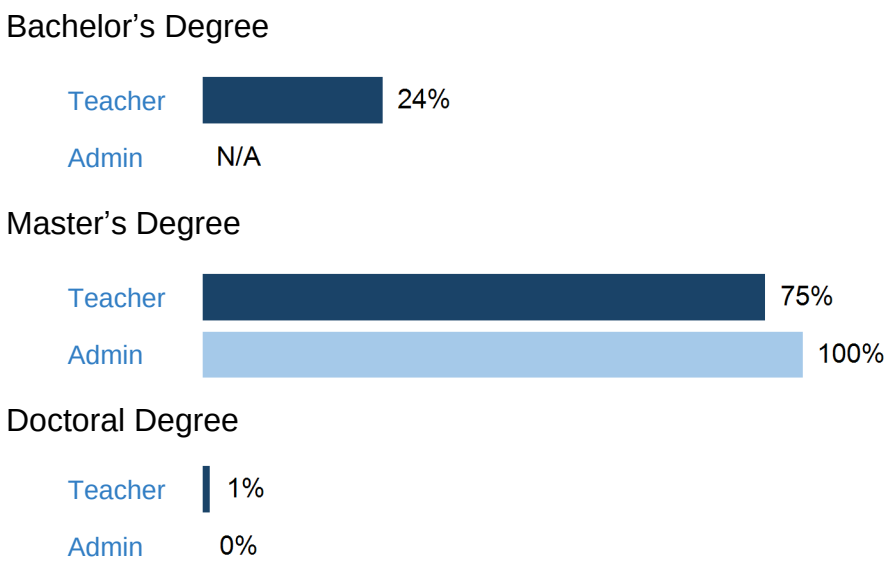
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.1%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	59.2%	25.0%
Male	40.8%	75.0%
White	93.2%	100.0%
Hispanic	3.9%	0.0%
Black or African American	1.0%	0.0%
Asian	1.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	77.65	17.5%
Mathematics Proficiency	83.09	17.5%
Graduation Rate - 4-Year	81.95	25.0%
Graduation Rate - 5-Year	70.11	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	79.02	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	78.00	n/a
Summative Rating: Percentile Rank of Summative Score	84.81	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	85.32	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	N	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	54.14	8.94	No	Met Goal	Met Goal	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Not Met	No
Students with Disabilities	83.41	8.94	No	Met Target	Not Met	Met Target	Met Goal	n/a	Met	No
English Learners	**	**	No	**	**	N	N	**	**	No

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

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School Narrative

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

Highlights:	• Personalized Special Programs engage students and provide for achievement and differences. • Digital Transformation, Flexible Learning Structures, Career Readiness are the hallmarks of instruction. • A Culture of Innovation that promotes forward thinking by students and faculty.
Mission, Vision, Theme:	The vision of the Pascack Valley Regional High School District is to create a culture of innovation, inquiry, and individuality that promotes achievement and choice by cultivating the skills needed to compete and collaborate as ethical and responsible global citizens. Our mission is to prepare students for successful college and/or career experiences with the needed mindset, skills, structures, and knowledge to accomplish that goal.
Awards, Recognition, Accomplishments:	The district has been a 1:1 computing district since 2004; the first in New Jersey. This digital transformation has led the district to numerous instructional technology awards, including being named among the first "Future Ready" schools in N.J. Our students and staff are frequent award winners, including New Jersey's Teacher of the Year, the Princeton University Teacher Award, NJSBA "20 to Watch", Fulbright Distinguished Award in Teaching, and numerous student academic, athletic, and co-curricular awards.

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Courses, Curriculum, Instruction:	Utilizing a mix of project-based learning, digital tools, and flexible learning spaces, students follow a curriculum that prepares them for higher education and real-world tasks. The curriculum adheres to NJ Learning Standards while independent and critical thinking tasks, and communication skills are emphasized. College preparatory, honors, AP, dual enrollment, online courses, and a robust internship program challenge students to meet high district expectations.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) The district recognizes the importance of offering a full complement of interscholastic athletic activities for students throughout their high school experience. Due to its regional nature, the district is able to offer swimming, gymnastics, ice hockey and dance teams as district-wide teams. Many of our teams have enjoyed success as county and state champions while individual athletes and coaches have garnered multiple honors. Highlights from 2017-2018: Boys Bowling - League Champions; NFHS New Jersey Boys Bowling Coach of the Year (Judy Lucia); Boys Soccer - League Champions; Cheerleading - League Champions; Girls Swimming - League Champions; Girls Basketball - League Champions; Wrestling - Bergen County Group B Champions and State Sectional Champions; Baseball - League Champions.
Clubs and Activities:	Pascack believes that extra-curricular activities add real value and unique experiences for our students. The district offers dozens of clubs in each school ranging from the ski club, debate team, Teens Against Cancer, human rights league, language clubs, student publications, and our highly-acclaimed robotics team. With the plethora of service, school, and academic clubs, there is no shortage of opportunities for interested students.

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School Narrative

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Staff and Professional Learning:	Research shows that creating meaningful change requires sustainability and time. Utilizing these two principles, the district focuses on professional development with the goal of increasing student understanding and engagement. Every year staff avail themselves of multiple full-day professional development days, opportunities to attend workshops, attend conferences, visit other schools, and take part in collaborative cohorts with their colleagues to accomplish this goal.
Postsecondary Information:	92% of our student body go on to attend four year colleges that include some of the most prestigious universities in the country as well as honors programs at state schools in New Jersey and beyond. The remaining percentage of our students attend community college, enter the workforce, or join the military.

NJ SCHOOL PERFORMANCE REPORT

PASCACK VALLEY HIGH SCHOOL
(03-3960-050)
Grades Offered: 09-12
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Student Supports and Services:	Students with special needs from both in and out of the district are able to have individualized instruction, accommodations, and modifications in a least restrictive environment via placement in collaborative classes or one of our highly successful self-contained programs that include Park @PVR, Learning & Language Disabled (LLD), RISE, Park Academy, and the Milestones 18-21 Program.
Student Health and Wellness:	Through a variety of passive and active measures, students and faculty can learn and work in an environment that is both safe and secure. We are one of a few school districts in the State of New Jersey that certifies all students, faculty, and staff in CPR. In 2016, the district opened a Wellness Center in each high school that is staffed by a therapist/psychologist and a student assistance counselor. This program provides multiple levels of support for students and their mental health and well-being. Programs occur during the year for all students on mental health and healthy living. Programs occur during the year for all students on mental health and healthy living.
Parent and Community Involvement:	The local community is extremely supportive of its regional high school program. Local businesses and corporations partner with the schools to provide seniors with meaningful, year-long internships to prepare our students for their future careers. The school-based parent organizations work closely with the building administration on a variety of topics. The parent groups conduct multiple fundraisers to support senior scholarships, teacher grants, and a senior graduation celebration.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year parents, faculty, and students are given the opportunity to provide feedback via a school climate survey. This comprehensive survey boasts a high return rate and asks respondents to provide their view on the school schedule, assessments, instruction, technology, and communication. The results are communicated with the public and are used to continually modify and adjust instructional programs.
Facilities:	Pascack Valley HS was built in the 1950's and continues to experience expansion projects, remodeling, and constant updating so our students receive an education that will prepare them for the world of college and career. A robust wireless network allows students to be connected to their learning throughout the building and property throughout the day and the school is proud of it's modern STEM labs, auditorium, indoor and outdoor athletic facilities, TV production studio, and media center.
School Safety:	The district provides a safe and secure environment where students and faculty can work and learn. Passive and active safety and security initiatives have been put in place over the past several years to ensure this. Each school has three SLEO-III officers on duty that provide security and mobile patrols. Additionally, a robust camera, monitoring, electronic access system, and reinforced physical plant add further layers of surveillance and protection. The district works very closely with local law enforcement and EMS to support our programs. PVRHSD was the first district in the state to have all its students, faculty, and staff certified in CPR and there are multiple defibrillators in every building. Further, many staff and students have become certified in Bleeding Control.

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Technology and STEM:	Various levels of computer science are offered for students to learn ways to code and apply their coding. Focus on the need to understand data has led to the expansion and enhancement of statistics, including interdisciplinary connections with science and social studies. Many students enroll in math or science electives in multi-year research courses, college-level or dual-enrollment courses including an Engineering course offered in partnership with the University of Texas. Technology Education students have access to cutting edge technology in the design and creation process, including 3D printing, laser engravers, and CAD software. Our award-winning Robotics team provides students with the opportunity to create and compete against other programs in the state, region, and country. Our arts programs utilize technology to create as well, whether it is digital photography, TV and Video production, web design, or music technology.

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Other Information:	Culture of Innovation: Students learn in personalized environments, mentored by faculty experts who engage them in a variety of instructional activities and assessments that foster critical thinking, creativity, and innovation to prepare them for the next stage in their lives. Digital Transformation: Our instructional technology is continually evolving to meet the needs of college and career-bound students. Every faculty member and student is issued a Macbook Air laptop with access to the latest versions of educational, business, and creation software. The district utilizes the Canvas Learning Management System for instruction, Genesis for record keeping, and a variety of online tools for specific educational purposes. More importantly, all these digital tools are used for teaching and learning to emulate experiences students will have in college and careers. Flexible Learning Structures: Beginning in the 2014-2015 school year, the "Pascack Schedule" provides students with variety and choice in terms of length of instructional periods, time of day of instruction, and a weekly "Pascack Period" that is used for administrative purposes, assemblies, and student choice for how they use their time. Schools, classrooms, and hallways have a variety of furniture and structures to promote both collaboration and independent study. Career Readiness: Through strategic placements in the Pascack Valley community and beyond, internship students are able to gain hands-on experience and exposure to a variety of career fields and occupations as part of their school day. Career preparatory experiences are embedded in the curriculum in both core and elective classes.