



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

### Notes from the New Jersey Department of Education:



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

### School Contact Information

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

Type	Contact Information
County	Passaic
District	Passaic Valley Regional High School District #1
Principal Name	Mr. Raymond Rotella
Address	170 EAST MAIN STREET LITTLE FALLS, NJ 07424
Phone Number	973-890-2500
Email Address	<a href="mailto:rotellar@pvhs.k12.nj.us">rotellar@pvhs.k12.nj.us</a>
Website	<a href="https://www.pvhs.k12.nj.us">https://www.pvhs.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/pv1940">https://www.facebook.com/pv1940</a>
Twitter	<a href="https://www.twitter.com/PhvhsSuper">https://www.twitter.com/PhvhsSuper</a>



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	299	315	255
10	313	317	317
11	337	313	315
12	317	334	322
Total	1,267	1,280	1,211

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.4%	46.7%	48.7%
Male	53.6%	53.3%	51.3%
Economically Disadvantaged Students	28.8%	29.1%	25.7%
Students with Disabilities	14.8%	16.8%	17.6%
English Learners	1.7%	1.6%	1.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	62.7%	62.0%	61.5%
Hispanic	29.3%	29.6%	29.7%
Black or African American	2.6%	3.0%	3.3%
Asian	4.7%	4.1%	3.6%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	0.7%	1.0%	1.4%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,263	1,277	1,207
Shared Time Students	8	5	7
Full Time Equivalent	1,267	1,280	1,211

### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	77.6%
Spanish	11.2%
Arabic	5.0%
Italian	1.0%
Other Languages	5.4%



**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

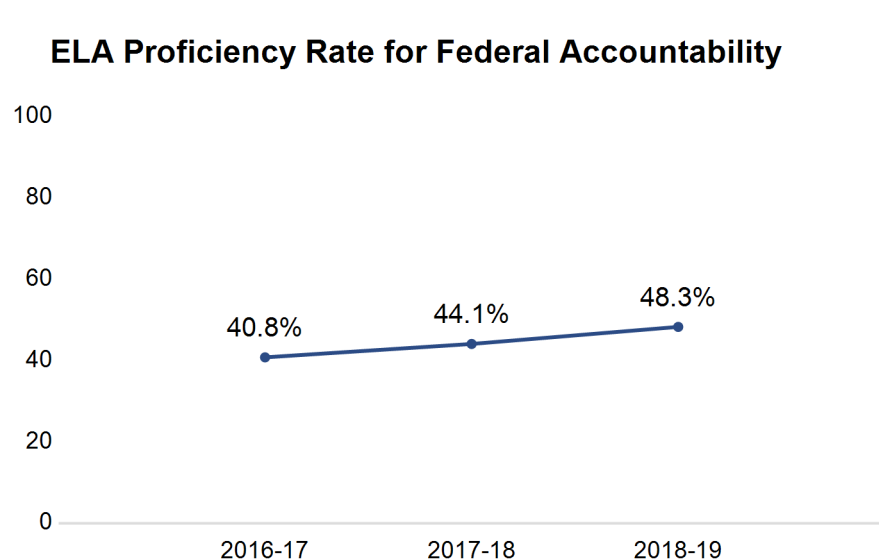
**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

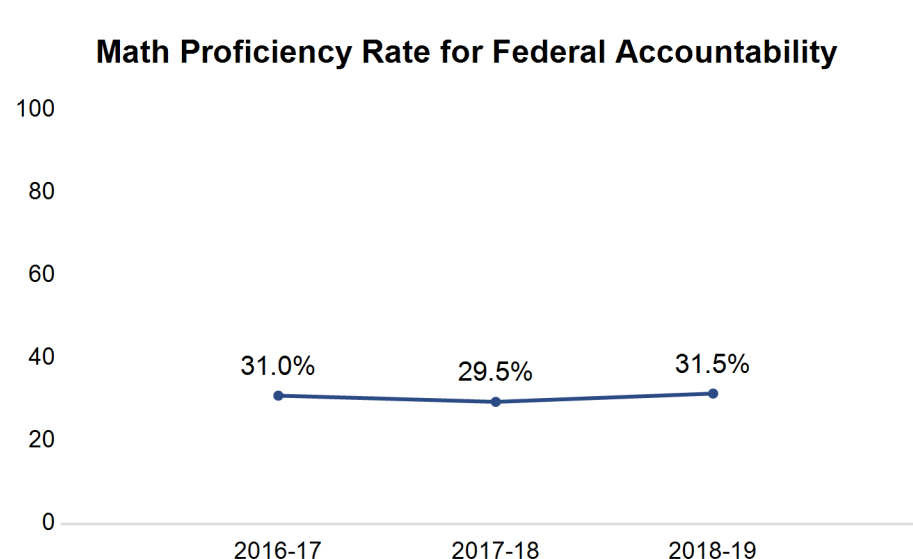
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.6%	97.3%	98.6%	98.3%	97.0%
Proficiency Rate for Federal Accountability	40.8%	44.1%	48.3%	31.0%	29.5%	31.5%
Annual Target	44.7%	46.5%	48.4%	28.9%	31.6%	34.3%
Met Annual Target?	Not Met	Met Target†	Met Target†	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	538	97.3	48.3	48.3	57.9	48.3	48.4	Met Target†
White	326	98.2	52.5	52.5	66.9	52.5	53.1	Met Target†
Hispanic	162	95.4	35.8	35.8	43.9	35.8	34.5	Met Target
Black or African American	17	94.7	58.8	58.8	38.5	58.5	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	61.9	61.9	82.9	61.9	76.5	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	273	97.5	59.0	59.0	64.8	59.0		
Male	265	97.1	37.4	37.4	51.3	37.4		
Economically Disadvantaged Students	152	95.7	36.8	36.8	40.0	36.8	37.8	Met Target†
Non-Economically Disadvantaged Students	386	98.0	52.8	52.8	67.9	52.8		
Students with Disabilities	93	95.0	18.3	18.3	22.7	18.3	18.2	Met Target
Students without Disabilities	445	97.8	54.6	54.6	65.1	54.6		
English Learners	20	100.0	15.0	15.0	29.3	15.0	N	N
Non-English Learners	518	97.2	49.6	49.6	60.6	49.6		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

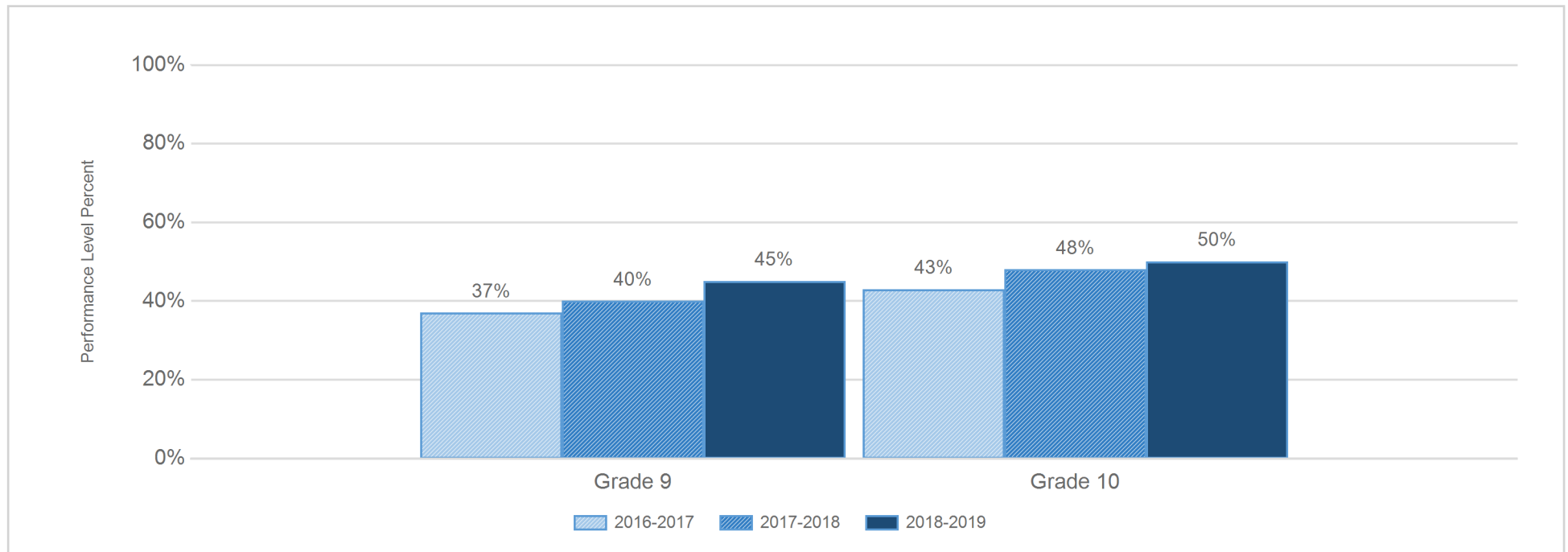
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## English Language Arts Assessment - Performance Trends

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





**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

### English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	241	747	747	753	7%	16%	32%	37%	9%	45%	56%
White	136	750	750	762	*	10%	36%	*	*	47%	65%
Hispanic	82	740	740	737	*	24%	32%	*	*	35%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	139	754	754	760	*	15%	26%	*	*	56%	63%
Male	102	737	737	746	*	17%	40%	*	*	30%	49%
Economically Disadvantaged Students	71	741	741	734	*	25%	23%	*	*	44%	36%
Non-Economically Disadvantaged Students	170	749	749	762	*	12%	36%	*	*	46%	65%
Students with Disabilities	34	720	720	717	*	35%	*	*	*	21%	17%
Students without Disabilities	207	751	751	760	*	13%	*	*	*	49%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

### English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	301	748	748	757	13%	17%	20%	36%	14%	50%	58%
White	189	753	753	767	12%	12%	20%	39%	17%	57%	67%
Hispanic	84	733	733	738	19%	30%	17%	*	*	35%	43%
Black or African American	10	765	765	733	0%	0%	*	*	*	70%	38%
Asian, Native Hawaiian, or Pacific Islander	13	759	759	792	*	*	*	*	*	54%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	137	762	762	766	*	*	19%	40%	22%	62%	66%
Male	164	736	736	749	*	*	21%	33%	8%	41%	51%
Economically Disadvantaged Students	82	734	734	735	17%	29%	22%	*	*	32%	40%
Non-Economically Disadvantaged Students	219	753	753	767	11%	12%	19%	*	*	58%	67%
Students with Disabilities	58	707	707	711	47%	24%	*	*	*	14%	19%
Students without Disabilities	243	758	758	765	5%	15%	*	*	*	59%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

### Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	511	97.0	31.5	31.5	44.5	31.5	34.3	Met Target†
White	308	97.5	37.0	37.0	54.1	37.0	37.2	Met Target†
Hispanic	155	95.2	20.6	20.6	28.8	20.6	24.9	Met Target†
Black or African American	16	100.0	37.5	37.5	23.0	37.5	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	35.0	35.0	76.5	35.0	55.9	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	268	97.5	37.3	37.3	44.9	37.3		
Male	243	96.5	25.1	25.1	44.2	25.1		
Economically Disadvantaged Students	140	95.3	20.7	20.7	26.3	20.7	30.8	Not Met
Non-Economically Disadvantaged Students	371	97.7	35.6	35.6	54.9	35.6		
Students with Disabilities	66	95.7	*	*	17.4	*	18.5	Not Met
Students without Disabilities	445	97.2	*	*	50.0	*		
English Learners	18	95.5	22.2	22.2	25.0	22.2	N	N
Non-English Learners	493	97.1	31.8	31.8	46.5	31.8		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

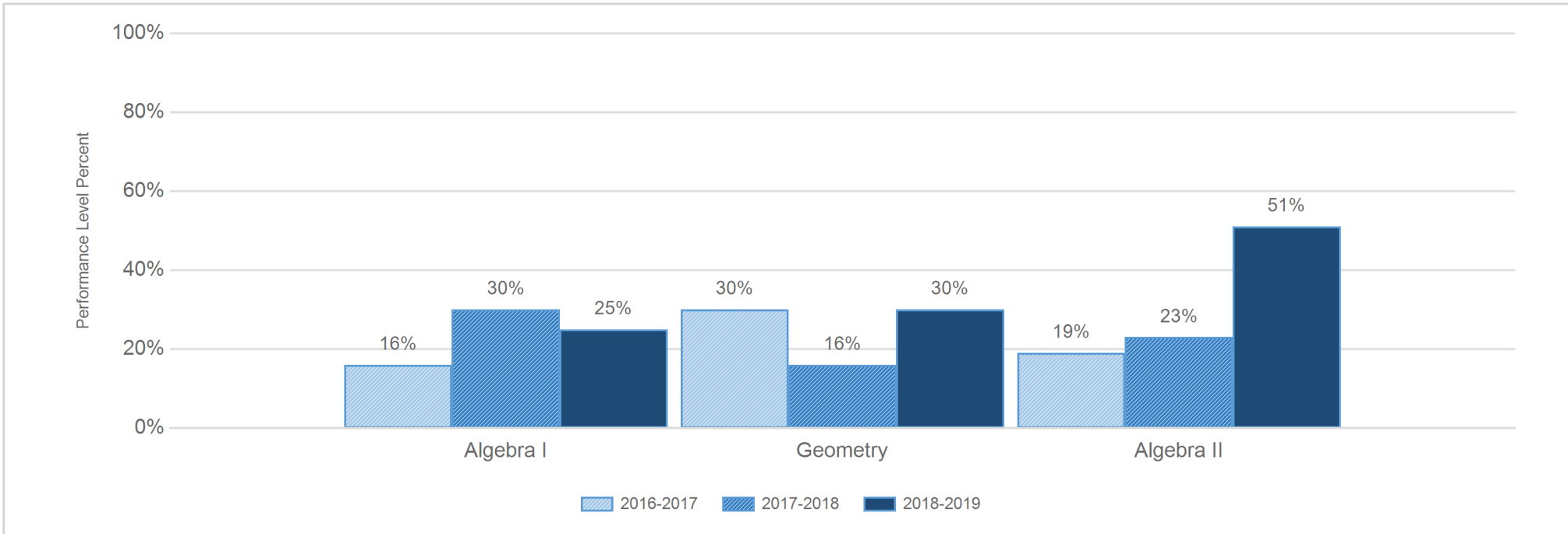
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## Mathematics Assessment – Performance Trends

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



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



**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

### Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	232	730	730	744	10%	36%	28%	25%	0%	25%	42%
White	128	734	734	752	8%	31%	30%	31%	0%	31%	53%
Hispanic	85	725	725	728	14%	41%	27%	18%	0%	18%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	129	734	734	745	9%	33%	24%	34%	0%	34%	44%
Male	103	725	725	743	12%	40%	34%	15%	0%	15%	41%
Economically Disadvantaged Students	73	729	729	727	14%	37%	26%	23%	0%	23%	23%
Non-Economically Disadvantaged Students	159	731	731	752	9%	35%	30%	26%	0%	26%	52%
Students with Disabilities	42	706	706	717	*	*	*	*	*	*	12%
Students without Disabilities	190	736	736	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	203	737	737	737	6%	21%	43%	*	*	30%	35%
White	119	739	739	743	*	17%	45%	*	*	34%	43%
Hispanic	61	731	731	724	*	28%	43%	*	*	21%	17%
Black or African American	11	747	747	720	0%	*	*	*	*	55%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	96	738	738	738	*	*	44%	*	*	32%	36%
Male	107	736	736	736	*	*	42%	*	*	28%	34%
Economically Disadvantaged Students	55	729	729	722	*	22%	47%	*	*	16%	16%
Non-Economically Disadvantaged Students	148	740	740	743	*	20%	41%	*	*	35%	43%
Students with Disabilities	21	724	724	712	*	*	*	*	*	14%	*
Students without Disabilities	182	738	738	741	*	*	*	*	*	32%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

### Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	751	751	755	*	*	34%	*	*	51%	58%
White	62	754	754	758	*	*	32%	*	*	55%	62%
Hispanic	13	743	743	731	*	*	*	*	*	38%	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	46	752	752	752	*	*	33%	*	*	57%	55%
Male	36	751	751	758	*	*	36%	*	*	44%	62%
Economically Disadvantaged Students	13	736	736	729	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	69	754	754	761	*	*	*	*	*	54%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	82	751	751	755	*	*	34%	*	*	51%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	16	87.5%	12.5%
3-4	*	*	*
5 or more	N	N	N



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

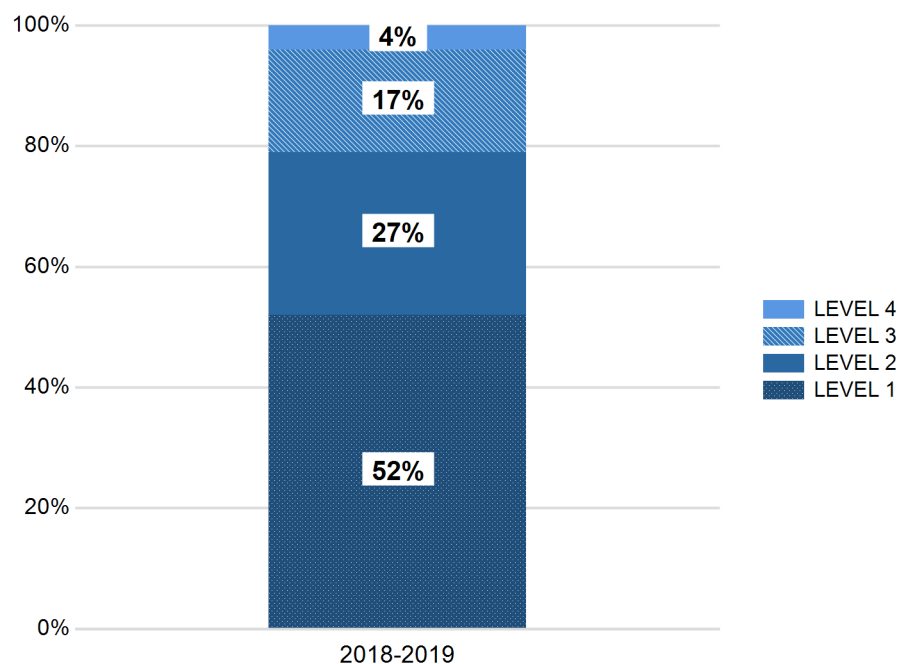
**N** No Data is available to display

† This indicates a table specific note, see note below table

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	52	27	17	4
White	47	27	22	4
Hispanic	64	27	6	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	46	30	20	4
Male	58	25	14	3
Economically Disadvantaged Students	58	31	10	1
Non-Economically Disadvantaged Students	50	26	19	4
Students with Disabilities	83	12	2	2
Students without Disabilities	47	30	19	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

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

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	69.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	10.9%	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	455	476	Grade 10: 430 Grade 11: 460	55%	61%
PSAT 10/NMSQT - Math	449	477	Grade 10: 480 Grade 11: 510	34%	43%
SAT - Reading and Writing	543	539	480	78%	70%
SAT - Math	541	541	530	54%	53%
ACT - Reading	25	25	22	71%	66%
ACT - English	25	24	18	89%	81%
ACT - Math	25	24	22	77%	65%
ACT - Science	24	24	23	66%	57%





## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

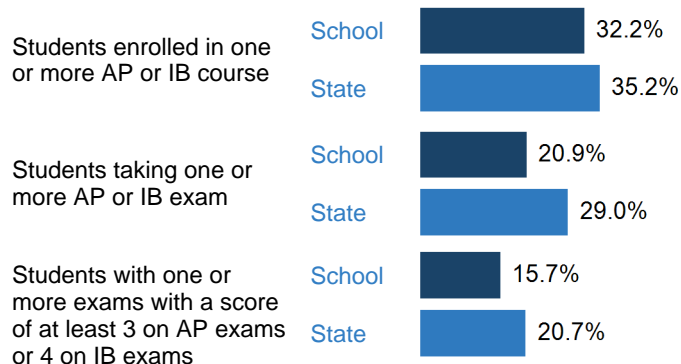
**N** No Data is available to display

† This indicates a table specific note, see note below table

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.



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	24	23
AP Calculus AB	28	17
AP Calculus BC	0	6
AP Chemistry	31	20
AP Comparative Government and Politics	0	1
AP Computer Science A	21	8
AP Computer Science Principles	14	14
AP English Language and Composition	35	32
AP English Literature and Composition	35	27
AP Environmental Science	56	10
AP Human Geography	13	7
AP Physics 1	19	0
AP Physics C: Mechanics	0	12
AP Psychology	0	22
AP Spanish Language	29	16
AP Studio Art—Two-Dimensional	3	2

### Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	43	30
AP U.S. History	24	23
Total Exams taken		270
Exams with scores of at least 3 on AP exams or 4 on IB exams		196



**Passaic Valley Regional High School**  
 (31-3990-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note, see note below table

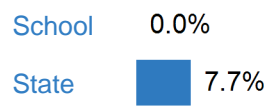
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

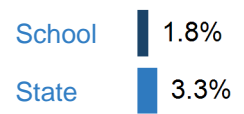
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**





**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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 by Student Group

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

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



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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](#).

### Industry-Valued Credentials

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

#### Students Earning Industry-Valued Credentials



### Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Manufacturing	*	*	*
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	*	*



**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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	209	36	2	0	0	0	7
10	44	208	81	0	0	0	9
11	2	43	179	84	0	1	7
12	0	2	19	58	79	37	78
Total	255	289	281	142	79	38	101
Enrolled in AP/IB Course					28	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	28	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	243	0	0	1	0	0
10	25	283	0	0	0	0
11	49	44	0	175	70	1
12	21	14	0	64	60	21
Total	338	341	0	240	130	22
Enrolled in AP/IB Course	24	31		56	19	0
Enrolled in Dual Enrollment Course	24	31	0	56	19	22



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

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.

### 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	243	1	0	0	0	7
10	4	302	0	0	0	27
11	2	312	0	17	3	49
12	0	28	0	79	46	210
Total	249	643	0	96	49	293
Enrolled in AP/IB Course	0	24	0	0		54
Enrolled in Dual Enrollment Course	0	90	0	0	0	211

### 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	125	19	70	0	0	0	0
10	168	26	75	0	0	0	0
11	143	20	58	0	0	0	0
12	51	13	24	0	0	0	0
Total	487	78	227	0	0	0	0
Enrolled in AP/IB Course	29	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	29	0	31	0	0	0	0
Enrolled in Level 3 or Higher	145	29	93	0	0	0	0



**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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.

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	31	0	0	0	0	0
10	37	0	1	0	0	0
11	19	0	8	0	0	0
12	25	0	5	0	0	0
Total	112	0	14	0	0	0
Enrolled in AP/IB Course	21		14			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0





### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

### Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



**Passaic Valley Regional High School**  
 (31-3990-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

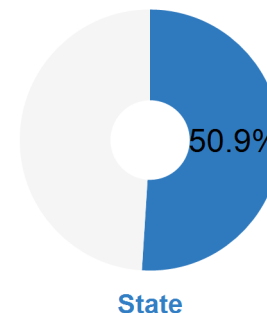
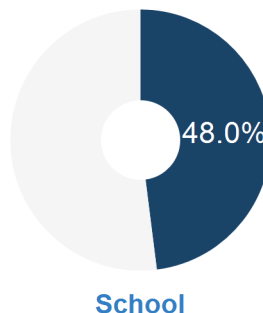
- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

**Visual and Performing Arts – Course Participation**

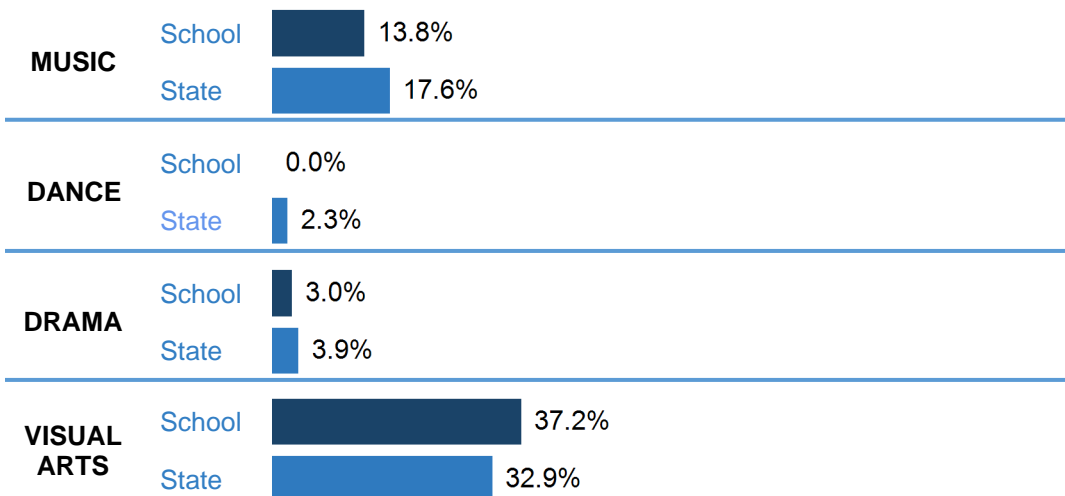
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





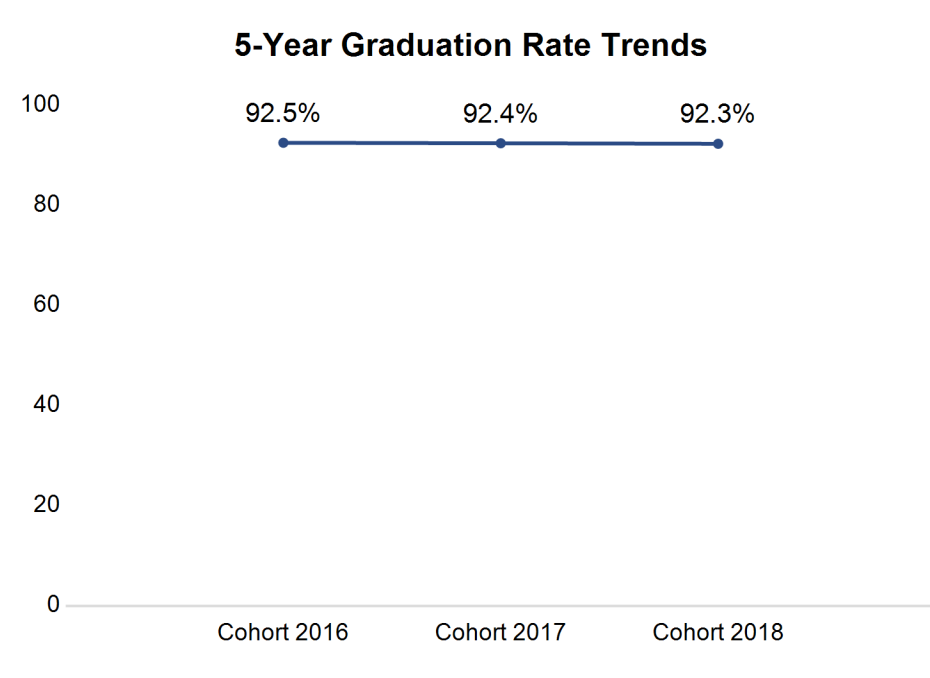
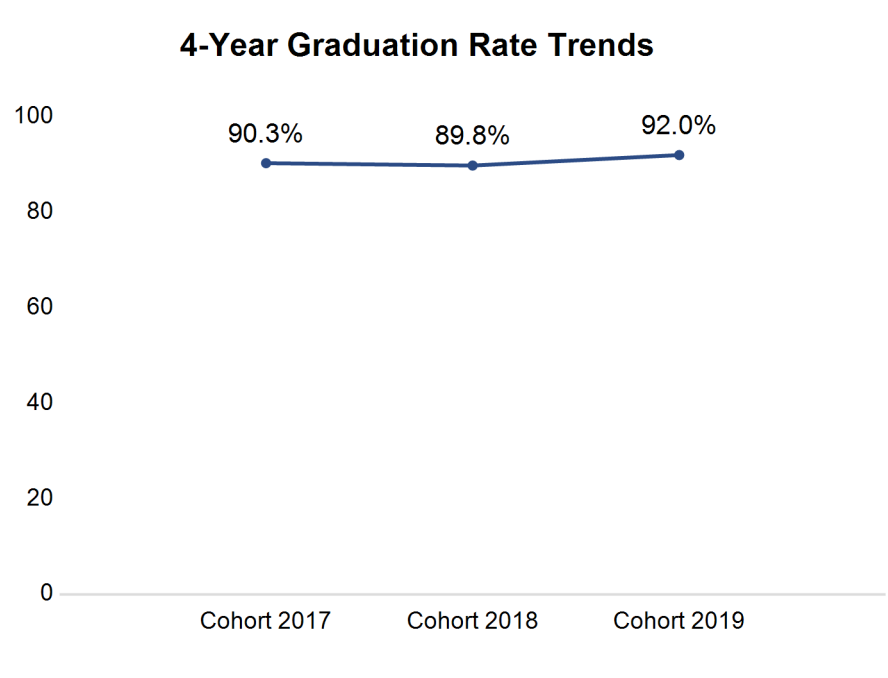
**Passaic Valley Regional High School**  
 (31-3990-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note, see note below table

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

**Graduation Rate Trends and Progress**

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.3%	89.8%	92.0%	92.5%	92.4%	92.3%
Annual Target	93.9%	94.0%		95.3%	95.3%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Passaic Valley Regional High School**  
(31-3990-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.0%	90.6%	92.3%	92.5%	89.8%	94.0%	Not Met	92.4%	95.3%	Not Met
White	94.6%	94.9%	91.8%	95.9%	88.9%	94.9%	Not Met	93.6%	96.0%	Not Met
Hispanic	85.2%	84.5%	91.3%	87.3%	90.4%	90.9%	Not Met	89.3%	93.9%	Not Met
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	91.7%	92.8%	93.0%	94.4%	92.4%			95.2%		
Male	92.3%	88.5%	91.7%	90.8%	87.6%			90.2%		
Economically Disadvantaged Students	86.1%	84.0%	94.2%	87.3%	88.5%	87.7%	Met Target	90.0%	91.9%	Not Met
Students with Disabilities	69.4%	79.2%	75.4%	83.8%	65.5%	78.9%	Not Met	77.5%	83.1%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	76.8%	72.7%
Substitute Competency Test	19.9%	21.5%
Portfolio Appeals Process	1.7%	2.7%
Alternate Requirements specified in IEP	1.7%	3.0%
Unknown	0.0%	0.0%

## Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.0%	1.1%



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

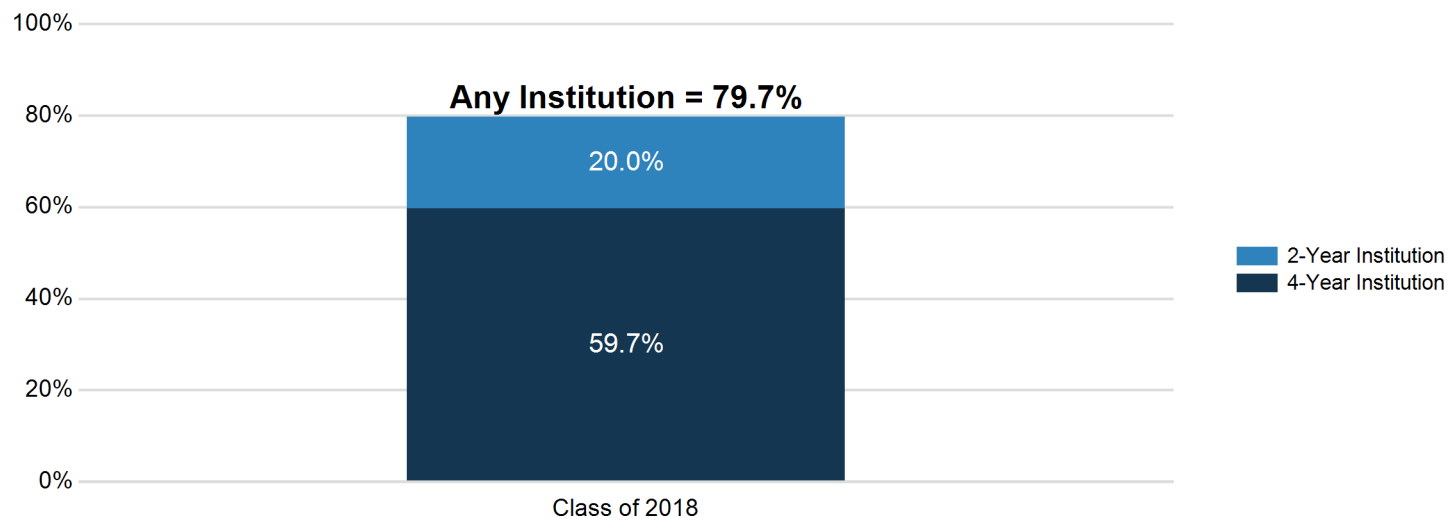
- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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

## Postsecondary Enrollment Rate Summary

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

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	20.0%
% Enrolled in 4-Year Institution	59.7%
% Enrolled in Any Postsecondary Institution	79.7%



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	72.9%	23.3%	76.7%
White	74.7%	20.3%	79.7%
Hispanic	66.2%	39.2%	60.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	6.3%	93.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	79.7%	29.4%	70.6%
Students with Disabilities	37.5%	60%	40%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	79.7%	25.1%	74.9%	72.2%	27.8%	83.4%	16.6%
White	79.7%	19.6%	80.4%	70.6%	29.4%	83%	17%
Hispanic	77.1%	37%	63%	74.1%	25.9%	84%	16%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.8%	20%	80%	73.3%	26.7%	73.3%	26.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	80.2%	32.9%	67.1%	79.5%	20.5%	84.9%	15.1%
Students with Disabilities	59.1%	53.8%	46.2%	76.9%	23.1%	80.8%	19.2%
English Learners	*	*	*	*	*	*	*



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

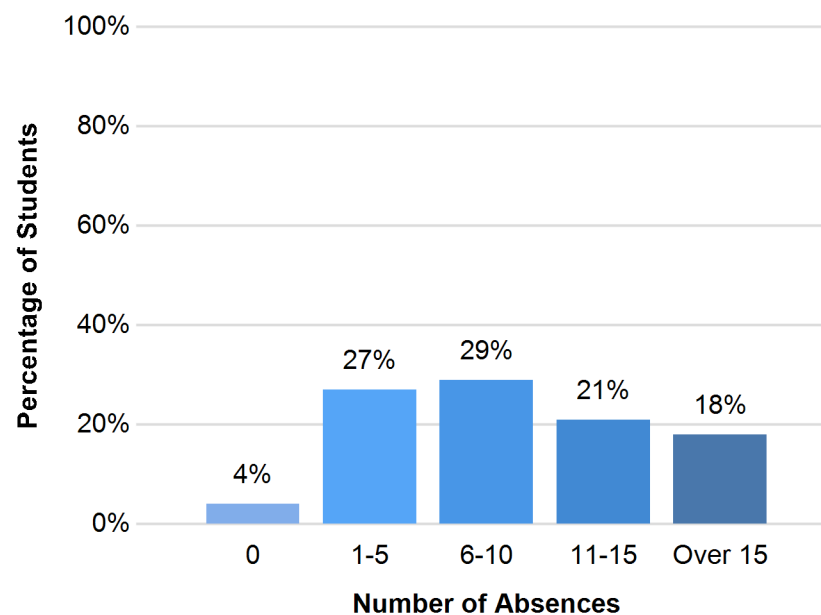
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	153	12.5	14.2	Met
White	93	12.2	14.2	Met
Hispanic	49	13.7	14.2	Met
Black or African American	6	15.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	4	8.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	68	11.3		
Male	85	13.6		
Economically Disadvantaged Students	53	17.0	14.2	Not Met
Students with Disabilities	54	23.5	14.2	Not Met
English Learners	3	15.0	14.2	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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







### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

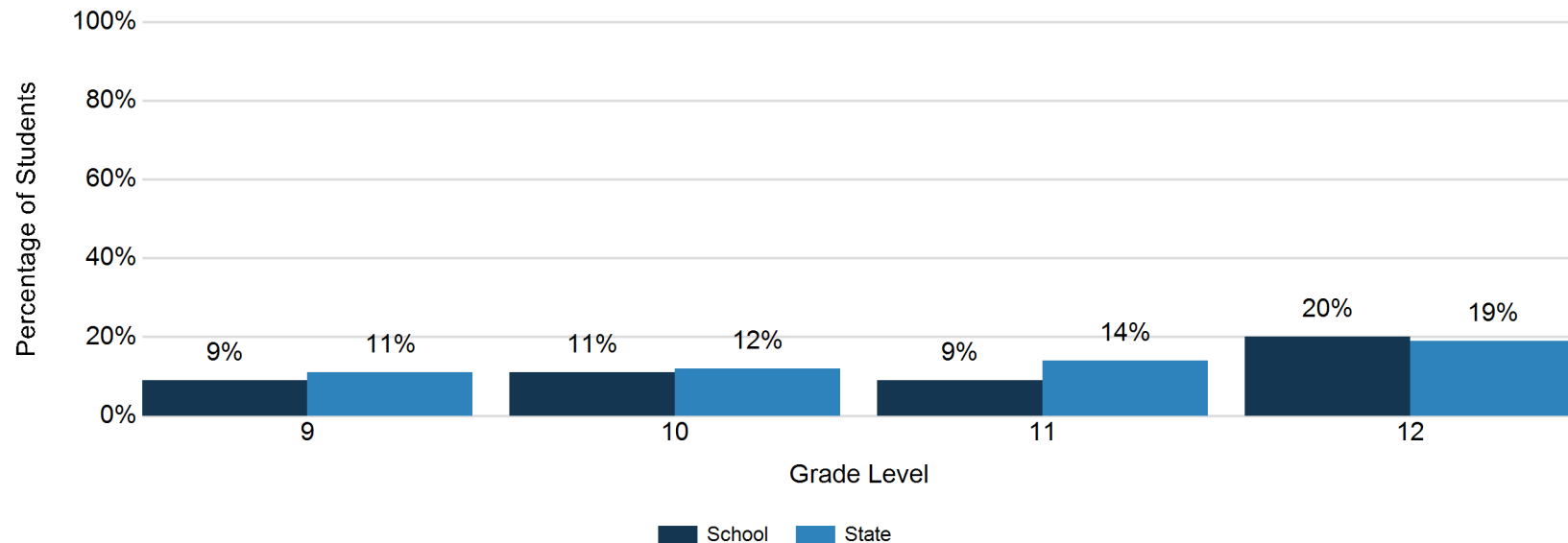
#### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

### Chronic Absenteeism by Grade

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





## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	1
Vandalism	6
Substances	22
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	43
Incidents Per 100 Students Enrolled	3.55

### 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	3
Weapons	1
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	5	6
No Identified Nature	16		16

### 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	*	*
Out-of-School Suspensions	126	10.4%
Any Suspension	126	10.4%
Removal to other education program	22	1.8%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
354



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

### School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

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

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

### Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	102	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	61.5%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	93:1	93:1
Teachers to Administrators	8:1	8:1
Students to Librarians/Media Specialists		N
Students to Nurses		1211:1
Students to Counselors		242:1
Students to Child Study Team Members		605:1



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

### 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 and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	58.8%	23.1%	48.4%	77.1%	54.9%
Male	51.3%	41.2%	76.9%	51.6%	22.9%	45.1%
White	61.5%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	29.7%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



**Passaic Valley Regional High School**  
 (31-3990-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note, see note below table

**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 and Administrators - Level of Education**

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

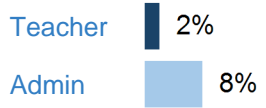
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	97.6%



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

### Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



**Passaic Valley Regional High School**  
 (31-3990-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note, see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

**ESSA Accountability Status**

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

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

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





## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.8%	44.1%	48.3%
Math Proficiency	31.0%	29.5%	31.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	90.3%	89.8%	92.0%
5-Year Graduation Rate†	92.5%	92.4%	92.3%
Progress toward English Language Proficiency		50.0%	50.0%
Chronic Absenteeism	16.0%	12.5%	12.5%

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



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## School Narrative

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



### Highlights:

- Partnerships allow students access to internships and job shadowing activities. These would include The Creamery in Little Falls and East Main Media for broadcasting production.
- We are in the process of developing a Mechanical Engineering Career and Technical Education program to be offered to our students in 2020-2021. This will enhance our STEM program offerings.
- The district created Middle School Transition program for Grade 8 students to come to PV for Italian One, Computer Science Discoveries and STEM courses in early morning classes.



### Mission, Vision, Theme:

Vision-All students are prepared to meet the challenges of post secondary life with grace and confidence. Mission-To assure today's educational programming is relevant to the tomorrow's college and career employment expectations Core Beliefs-We believe that all stakeholder voices are valuable, constructive criticism is acceptable, and mutual respect is expected of all.



### Awards, Recognition, Accomplishments:

Many members of the Class of 2019 were recognized for their academic achievements. They were recognized as Scholars of Distinction for maintaining a 4 year GPA of 4.0 or above. A group of strong academically students made the Superintendent's Club. Over 40 students were inducted into the National Honor Society and forty-five were inducted into the Passaic Valley Honor Society.



## Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy




\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## School Narrative

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

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Passaic Valley uses the Understanding by Design Curriculum model and will have the entire core curriculum digitized on the Atlas platform by 2019-2020. In addition, Passaic Valley offers Advanced Placement courses in Biology, Chemistry, Physics, Environmental Science, Calculus AB, Computer Science, US History, US Government and Politics, Spanish Language, English Literature and Composition, and Studio Art 3D Design.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Fencing (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>The school is a member of the NJSIAA and competes in the Big North Conference. In 2018-2019 PV had 15 All County and All League athletes. PV also had a student named first team all state. Our school had 12 graduating seniors commit to college athletics. Our softball team was undefeated in league play winning the Independence Division Title. Two coaches were named Coach of the Year and three athletes were selected to play in state level All Star games.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Passaic Valley Regional High School offers over 25 clubs and activities. The 2018-2019 school year was an outstanding one for co-curricular achievement. The PVHS Theater Department once again took home some great awards throughout the year at Bucks County Theater Festival, Montclair State Theater awards and STANJ. Our Student Senate increased their presence in the school by planning for our Student Voice Project which was an inclusive discussion in every English class regarding students giving faculty feedback on their ideas to better school safety on the campus of our high school. This was also presented to the Board of Education by the students and a worthwhile discussion came afterward, which led to concrete action being taken from the student recommendations made to the Board.</p>



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12




2018-2019

#### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## School Narrative

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

 <p><b>Before and After School Programs:</b></p>	<p>Passaic Valley offers before and afterschool tutoring for Math and Language Arts throughout the year and utilizing ESSA funds to for PARCC remediation and additional tutoring based on data driven assessment results. Passaic Valley also has a Teen Center that offers tutoring in other subjects in addition to Math and Language Arts.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Passaic Valley collaborates with Kean University, Montclair State University and William Paterson University to provide professional development for our teachers. In addition to this, we offer our teachers the opportunity to develop their craft via online webinars from SimpleK12.com. Passaic Valley also collaborates with Story Telling Arts to provide our Language Arts teachers professional development.</p>
 <p><b>Postsecondary Information:</b></p>	<p>We offer multiple outlets for students to obtain college credit while completing their requirements at Passaic Valley. We participate in the Middle College Program with Fairleigh Dickinson University and the Dual Enrollment program at Passaic County Community College for Criminal Justice, Kean College for Holocaust .A new partnership has been established with WPU in the area of offering career certification programs in health services and criminal justice.</p>



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## School Narrative

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



### Student Supports and Services:

Passaic Valley uses ESSA funds to provide ESL students with an aide throughout the day. In addition to this, we also use ESSA funds to provide tutoring during the day in our Academic Lab for Math and Writing. After school tutoring in Math and Language Arts is also available to struggling students. The district also provides Intervention and referral services through our Student Assistance Counselor.



### Student Health and Wellness:

Professional development focusing on wellness was provided to faculty in areas of mindfulness, yoga, meditation, dealing with stress & nutrition. Additional selections based on nutrition were added to the cafeteria offerings. The nurses display materials and posters in regards to health issues.



### Parent and Community Involvement:

The Passaic Valley Regional High School Education Foundation (PVRHSEF), a broad based, non-profit community organization, organized exclusively for charitable and educational purposes, including, by way of illustration and without limiting the generality of the foregoing: To foster supportive community and private sector relationships to service the interest and needs of the youth of Little Falls, Totowa and Woodland Park, New Jersey.



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy




\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The district held community forums in various venues through the 18-19 school year. All stakeholders were brought together to discuss the needs of the school. The qualitative anecdotal forum information determined five Priority Areas for the plan which include School Safety and Buildings and Grounds information.</p>
 <p>Facilities:</p>	<p>The complete outdoor running track was resurfaced, science labs were renovated, a robotics room was repurposed for Principals of Engineering and a \$300,000 wireless infrastructure upgrade was completed.</p>
 <p>School Safety:</p>	<p>Security Officers supplemented police officers during the school day. A security night shift was also instituted. A Memorandum of Understanding was an additional agreement with local police in regards to allowing the police access to the 75 unit school surveillance camera system. School safety drills were conducted monthly. Faculty meeting review of safety procedures and support staff training sessions were conducted several times throughout the year.</p>





### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12



2018-2019

#### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## School Narrative

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

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



### Passaic Valley Regional High School

(31-3990-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## School Narrative

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



### Other Information

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