County: Passaic

District: Passaic Valley Regional High School District

📍 100 East Main Street
Little Falls, NJ 07424

Superintendent: Mr. Bracken Healy

District Website

📞 973-890-2561

👥 **1,018**
Total Students

🏫

09-12
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn** more about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (mSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Passaic
District	Passaic Valley Regional High School District
Superintendent Name	Mr. Bracken Healy
Address	100 East Main Street, Little Falls, NJ 07424
Phone Number	973-890-2561
Email Address	healyb@pvrhs.org
Website	www.pvrhs.org
Facebook	https://www.facebook.com/pv1940
Twitter	https://www.twitter.com/PVsupt

Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Passaic Valley Regional High School	09-12

NJ SCHOOL PERFORMANCE REPORT

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

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs 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	2019-20	2020-21	2021-22
9	208	242	257
10	257	206	258
11	307	252	223
12	341	325	279
Total	1,114	1,025	1,018

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	48.0%	48.0%	49.0%
Male	52.0%	52.0%	51.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	28.7%	26.4%	26.4%
Students with Disabilities	19.3%	20.2%	19.7%
English Learners	2.2%	2.3%	3.7%
Homeless Students	0.0%	0.0%	0.1%
Students in Foster Care	0.1%	0.1%	0.0%
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	2019-20	2020-21	2021-22
White	60.4%	57.3%	51.1%
Hispanic	31.8%	33.5%	38.9%
Black or African American	2.3%	2.7%	3.3%
Asian	3.1%	3.9%	5.2%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.1%
American Indian or Alaska Native	0.4%	0.4%	0.2%
Two Or More Races	1.6%	1.8%	1.2%

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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.
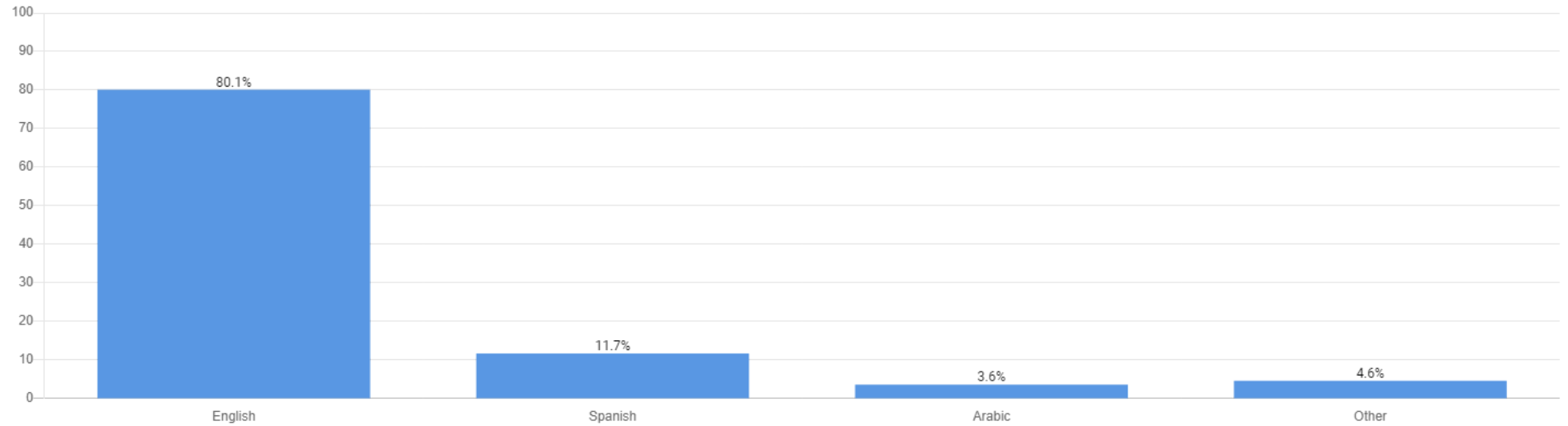
Enrollment Status	2019-20	2020-21	2021-22
Full Time Students	1,113	1,024	1,018
Shared Time Students	2	2	0
Full Time Equivalent	1,114	1,025	1,018

Demographics

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

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. To see this data in a table, click the Table View option below the chart.

Language	Percentage
English	80.1%
Spanish	11.7%
Arabic	3.6%
Other	4.6%

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. 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.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			100.0%			99.3%
Proficiency Rate for Federal Accountability			36.5%			19.0%
Annual Target			50.2%			37.0%
Met Annual Target?			Not Met			Not Met
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Passaic Valley Regional High School District
(31-3990)
2021-2022

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts(ELA) 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 9. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score 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 2032. 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 the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	255	100%	36.5%	49%	36.5%	50.2%	Not Met
White	120	100%	45%	58.2%	45%	54.6%	Not Met
Hispanic	101	100%	25.7%	35%	25.7%	37.2%	Not Met
Black or African American	*	*	*	30.9%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100%	45.5%	78%	45.5%	76.7%	Not Met
American Indian or Alaska Native	*	*	*	48.7%	*	**	**
Two or More Races	*	*	*	55.4%	*	**	**
Female	*	100%	48.6%	55.1%	48.6%		
Male	*	100%	27.1%	43.2%	27.1%		
Non-binary/undesignated gender	*	*	*	63.8%	*		
Economically Disadvantaged Students	50	100%	22%	30.9%	22%	40.3%	Not Met
Non-Economically Disadvantaged Students	205	100%	40%	57.8%	40%		
Students with Disabilities	55	100%	14.5%	17.9%	14.5%	21.8%	Met Target†
Students without Disabilities	200	100%	42.5%	55.7%	42.5%		
English Learners	*	*	*	21.9%	*	**	**
Non-English Learners	*	100%	36.4%	52%	36.4%		
Homeless Students	*	*	*	20.4%	*		
Students in Foster Care	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	46%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.
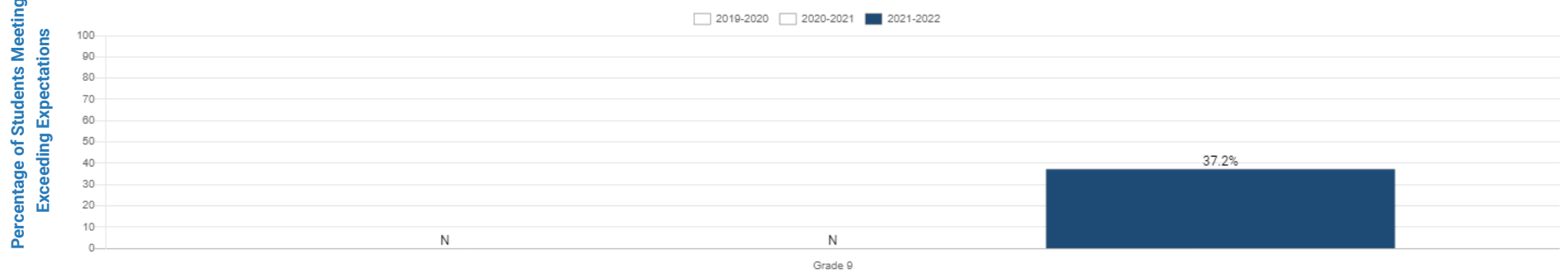
Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	253	739	746	9%	22%	32%	32%	5%	37%	49%
White	121	743	753	10%	16%	30%	38%	7%	45%	57%
Hispanic	100	732	733	8%	31%	34%	25%	2%	27%	35%
Black or African American	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	20	751	776	5%	10%	35%	45%	5%	50%	80%
American Indian or Alaska Native	*	*	741	*	*	*	*	*	*	42%
Two or More Races	*	*	752	*	*	*	*	*	*	53%
Female	*	750	753	2%	13%	35%	43%	6%	50%	56%
Male	*	730	739	14%	29%	29%	24%	4%	27%	41%
Non-binary/undesignated gender	*	*	763	*	*	*	*	*	*	68%
Economically Disadvantaged Students	47	729	731	13%	23%	40%	23%	0%	23%	32%
Non-Economically Disadvantaged Students	206	741	752	8%	22%	30%	34%	6%	40%	56%
Students with Disabilities	49	714	712	27%	31%	29%	14%	0%	14%	12%
Students without Disabilities	204	745	752	4%	20%	33%	37%	6%	43%	55%
English Learners	*	*	694	*	*	*	*	*	*	*
Non-English Learners	*	739	748	8%	22%	33%	33%	5%	38%	51%
Homeless Students	*	*	718	*	*	*	*	*	*	20%
Students in Foster Care	*	*	713	*	*	*	*	*	*	16%
Military-Connected Students	*	*	742	*	*	*	*	*	*	42%
Migrant Students	*	*	*	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Passaic Valley Regional High School District
(31-3990)
2021-2022

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Academic Achievement

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Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score 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 2032. 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 the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	258	99.3%	19%	36%	19%	37%	Not Met
White	120	100%	22.5%	46.2%	22.5%	39.7%	Not Met
Hispanic	104	99.1%	11.5%	19.9%	11.5%	28.2%	Not Met
Black or African American	10	100%	20%	15.7%	20%	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100%	31.8%	71.3%	31.8%	57.4%	Not Met
American Indian or Alaska Native	*	*	*	37.3%	*	**	**
Two or More Races	*	*	*	44.1%	*	**	**
Female	*	100%	21.9%	34.5%	21.9%		
Male	*	98.7%	16.7%	37.4%	16.7%		
Non-binary/undesignated gender	*	*	*	35%	*		
Economically Disadvantaged Students	52	100%	11.5%	17.3%	11.5%	33.7%	Not Met
Non-Economically Disadvantaged Students	206	99.1%	20.9%	45.2%	20.9%		
Students with Disabilities	56	96.6%	<10%	14.7%	<10%	21.9%	Not Met
Students without Disabilities	202	100%	22.3%	40.5%	22.3%		
English Learners	10	100%	20%	16%	20%	**	**
Non-English Learners	248	99.2%	19%	38.4%	19%		
Homeless Students	*	*	*	<10%	*		
Students in Foster Care	*	*	*	10%	*		
Military-Connected Students	*	*	*	34.5%	*		
Migrant Students	*	*	*	<10%	*		

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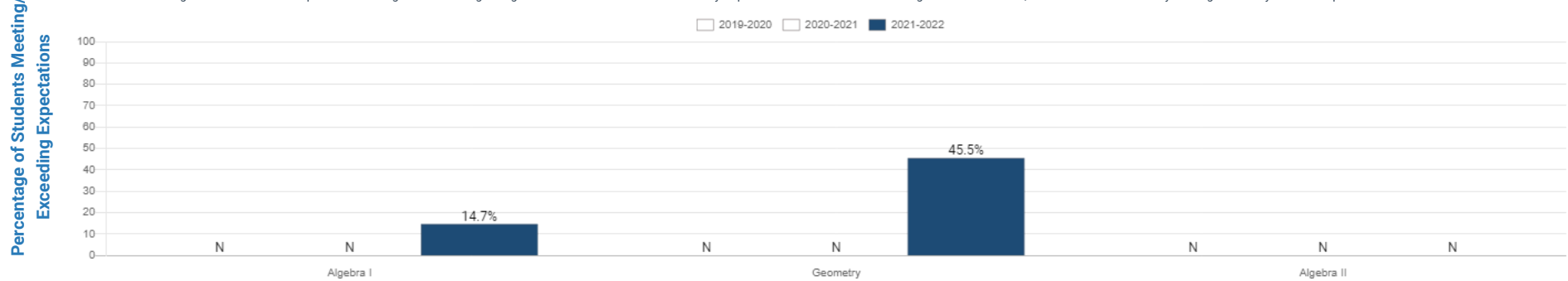
Academic Achievement

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.

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

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. 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.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	225	722	735	17%	31%	37%	15%	0%	15%	35%
White	96	726	745	14%	27%	44%	16%	0%	16%	45%
Hispanic	100	717	720	22%	37%	31%	10%	0%	10%	19%
Black or African American	10	720	717	10%	50%	20%	20%	0%	20%	16%
Asian, Native Hawaiian, or Pacific Islander	18	736	767	17%	6%	44%	33%	0%	33%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	30%
Two or More Races	*	*	742	*	*	*	*	*	*	42%
Female	*	726	735	11%	31%	42%	15%	0%	15%	35%
Male	*	720	735	22%	31%	33%	14%	0%	14%	35%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	33%
Economically Disadvantaged Students	48	716	719	21%	40%	29%	10%	0%	10%	17%
Non-Economically Disadvantaged Students	177	724	742	16%	29%	39%	16%	0%	16%	42%
Students with Disabilities	50	705	708	*	*	*	*	*	*	*
Students without Disabilities	175	727	739	11%	29%	42%	17%	0%	17%	39%
English Learners	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	723	737	16%	31%	37%	15%	0%	15%	37%
Homeless Students	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	709	*	*	*	*	*	*	*
Military-Connected Students	*	*	729	*	*	*	*	*	*	28%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. 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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Geometry performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	33	750	748	3%	9%	42%	39%	6%	45%	50%
White	25	751	750	0%	12%	44%	40%	4%	44%	54%
Hispanic	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	728	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	752	*	*	*	*	*	*	57%
Female	*	758	746	0%	5%	42%	42%	11%	53%	47%
Male	*	739	749	7%	14%	43%	36%	0%	36%	53%
Non-binary/undesignated gender	*	*	749	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	750	751	3%	9%	44%	38%	6%	44%	55%
Students with Disabilities	*	*	723	*	*	*	*	*	*	22%
Students without Disabilities	*	750	749	3%	9%	42%	39%	6%	45%	51%
English Learners	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	753	749	0%	9%	44%	41%	6%	47%	51%
Homeless Students	*	*	719	*	*	*	*	*	*	13%
Students in Foster Care	*	*	721	*	*	*	*	*	*	10%
Military-Connected Students	*	*	742	*	*	*	*	*	*	41%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Test: Algebra II

This table shows performance on the NJSLA Algebra II end-of-course assessment. 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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Algebra II performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	*	*	764	*	*	*	*	*	*	68%
White	*	*	765	*	*	*	*	*	*	71%
Hispanic	*	*	724	*	*	*	*	*	*	28%
Black or African American	*	*	734	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	85%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	59%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	*	*	758	*	*	*	*	*	*	62%
Male	*	*	769	*	*	*	*	*	*	73%
Non-binary/undesignated gender	*	*	771	*	*	*	*	*	*	64%
Economically Disadvantaged Students	*	*	721	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	771	*	*	*	*	*	*	76%
Students with Disabilities	*	*	749	*	*	*	*	*	*	58%
Students without Disabilities	*	*	764	*	*	*	*	*	*	68%
English Learners	*	*	696	*	*	*	*	*	*	10%
Non-English Learners	*	*	764	*	*	*	*	*	*	68%
Homeless Students	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	757	*	*	*	*	*	*	58%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 the most significant intellectual disabilities.

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 4.5 or Above
0-2	26	*	*
3-4	10	*	*
5 or more	N	N	N

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	Annual Target	Met Target?
Schoolwide/English Learners	9.5%	35.9%	Not Met

† Target was met within one standard deviation.

Academic Achievement

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 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 on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.
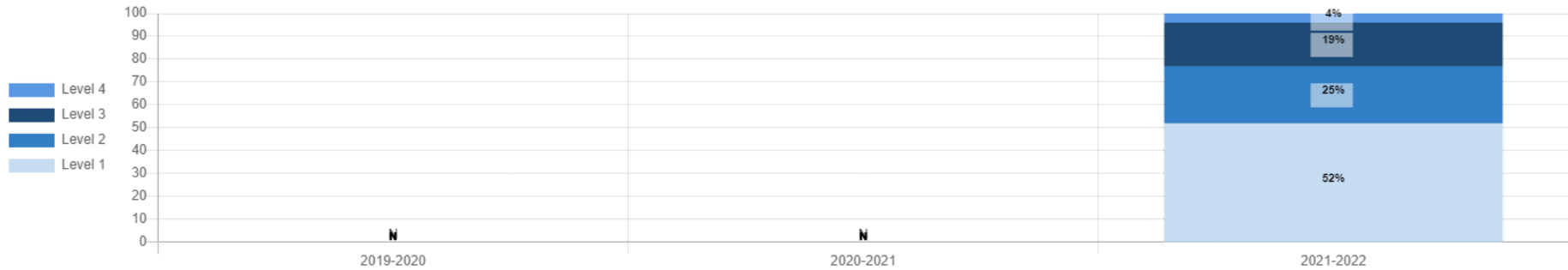
Legend: Level 4, Level 3, Level 2, Level 1

Year	2019-2020	2020-2021	2021-2022
Level 4			4%
Level 3			19%
Level 2			25%
Level 1	N	N	52%

Academic Achievement

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 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

This table shows how students performed on the NJSLA Science assessment for the school year, 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
Districtwide	52%	25%	19%	4%
White	41%	28%	26%	4%
Hispanic	71%	19%	7%	3%
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	54%	25%	17%	4%
Male	50%	26%	20%	4%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	63%	25%	13%	0%
Non-Economically Disadvantaged Students	49%	25%	20%	5%
Students with Disabilities	78%	16%	6%	0%
Students without Disabilities	47%	27%	21%	5%
English Learners	*	*	*	*
Non-English Learners	50%	27%	19%	4%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

College and Career Readiness

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

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 during the 2021-22 school year. 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	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2021-2022	100.0%	77.7%
12th graders taking SAT in 2021-2022 or prior years	46.6%	60.8%
12th graders taking ACT in 2021-2022 or prior years	2.2%	8.8%

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	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	441	474	Grade 10: 430 Grade 11: 460	48%	61%
PSAT 10/NMSQT - Math	436	464	Grade 10: 480 Grade 11: 510	23%	36%
SAT - Reading and Writing	514	538	480	66%	68%
SAT - Math	510	532	530	39%	49%
ACT - Reading	*	25	22	*	67%
ACT - English	*	25	18	*	81%
ACT - Math	*	24	22	*	62%
ACT - Science	*	24	23	*	59%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course

District 22.5%
State 34.5%

Students taking one or more AP or IB exam

District 21.7%
State 28.4%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam

District 15.5%
State 19.9%

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.

District 47.0%
State 24.4%

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

College and Career Readiness

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 and Dual Enrollment Participation by Student Group

This table shows the percentage of 11th and 12th graders who were enrolled in one or more AP or IB and dual enrollment courses, with a comparison to the state.

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	22.5%	47.0%	34.5%	24.4%
White	25.1%	50.5%	39.2%	29.3%
Hispanic	18.6%	39.5%	22.1%	16.8%
Black or African American	23.5%	41.2%	18.0%	15.1%
Asian, Native Hawaiian, or Pacific Islander	23.8%	61.9%	67.9%	34.8%
American Indian or Alaska Native	*	*	27.6%	25.2%
Two or More Races	*	*	38.0%	25.0%
Female	29.8%	54.9%	40.4%	27.3%
Male	15.0%	38.9%	28.7%	21.3%
Non-Binary/Undesignated Gender	N	N	34.2%	21.5%
Economically Disadvantaged Students	16.8%	50.4%	21.9%	16.9%
Students with Disabilities	3.8%	21.7%	4.3%	8.9%
English Learners	0.0%	5.6%	9.4%	6.7%
Homeless Students	N	N	11.3%	13.9%
Students In Foster Care	N	N	7.3%	9.2%
Military-Connected Students	N	N	36.6%	22.0%
Migrant Students	N	N	22.5%	20.0%

College and Career Readiness

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 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	9	8
AP Calculus AB	21	19
AP Calculus BC	4	4
AP Chemistry	12	10
AP Computer Science Principles	11	11
AP English Language and Composition	23	21
AP English Literature and Composition	38	37
AP Environmental Science	4	4
AP Human Geography	13	12
AP Italian Language and Culture	8	8
AP Macroeconomics	0	2
AP Microeconomics	0	2
AP Physics 1	19	0
AP Physics C: Mechanics	0	18
AP Spanish Language	12	9
AP Statistics	5	5
AP Studio Art—Two-Demensional	3	3
AP U.S. Government and Politics	31	31
AP U.S. History	21	21
Total Exams taken		225
Exams with scores of at least 3 on AP exams or 4 on IB exams		135

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, 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)

District | 0.3%
State | 7.3%

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

District | 0.6%
State | 10.6%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, completion of all six New Jersey Safe Schools Program Online Topical Courses during the fall semester of the 2021-2022 school year, internships, cooperative education experiences and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

For additional information about students in approved career and technical education (CTE) programs/programs of study who participated in WBL experiences during the school year, see the new WBL Participation by Career Cluster table.

Structured Learning Experiences

District | 2.7%
State | 2.8%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, 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	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.3%	0.6%	7.3%	10.6%
White	0.4%	1.0%	5.8%	10.0%
Hispanic	0.3%	0.3%	9.1%	11.1%
Black or African American	0.0%	0.0%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	10.8%
American Indian or Alaska Native	*	*	8.7%	10.3%
Two or More Races	0.0%	0.0%	6.7%	11.2%
Female	0.4%	0.2%	7.1%	10.9%
Male	0.2%	1.0%	7.4%	10.3%
Non-Binary/Undesignated Gender	*	*	6.5%	10.2%
Economically Disadvantaged Students	0.4%	0.4%	9.7%	12.1%
Students with Disabilities	0.5%	0.0%	5.8%	8.4%
English Learners	0.0%	0.0%	7.0%	3.9%
Homeless Students	*	*	7.5%	6.3%
Students In Foster Care	*	*	6.2%	6.9%
Military-Connected Students	*	*	8.5%	12.1%
Migrant Students	*	*	11.8%	6.4%

College and Career Readiness

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

Work-Based Learning Participation by Career Cluster

This table shows the number of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year. Work-based learning can include career exploration (e.g. community service, job shadowing, school-based enterprise, service learning, volunteering or the New Jersey Safe Schools Program Online Topical Courses completed during the fall semester of the 2021-2022 school year), career preparation (e.g. cooperative education experience or paid/unpaid internships), or career training (e.g. pre-apprenticeship/apprenticeship registered with the USDOL-OA). This table only includes students enrolled in an approved CTE program/program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Career Cluster	Students Participating in Work-Based Learning
Arts, A/V Technology & Communications	*
Total	*

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, 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

District | 0.1%

State ▪ 1.5%

College and Career Readiness

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

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
Arts, A/V Technology & Communications	*	*	*
Information Technology	0	*	*
Total	*	*	*

College and Career Readiness

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.
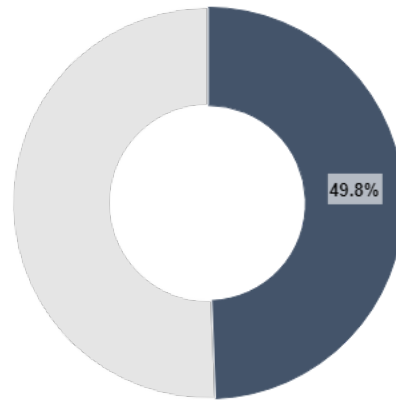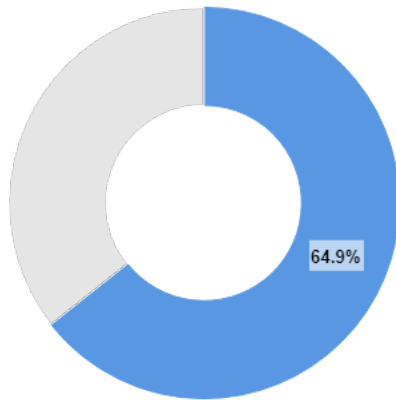
Mathematics - Course Participation

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	Grade Level and Other Math
9	218	33	0	0	0	0	6
10	9	202	42	4	0	0	9
11	1	18	142	43	1	2	10
12	3	3	20	48	56	18	98
Total	231	256	204	95	57	20	123
Enrolled in AP/IB Course					23	5	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	251	0	0	0	1	1
10	31	217	0	0	0	5
11	12	21	0	18	164	3
12	2	15	0	46	34	35
Total	296	253	0	64	199	44
Enrolled in AP/IB Course	9	12		4	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	7

College and Career Readiness

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	251	1	0	0	0	5
10	8	242	0	0	0	13
11	2	208	0	5	6	28
12	2	28	2	66	49	179
Total	263	479	2	71	55	225
Enrolled in AP/IB Course	0	21	0	0		43
Enrolled in Dual Enrollment Course	0	53	0	0	0	114

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	163	16	36	0	0	0	0
10	155	20	58	0	0	0	0
11	104	14	28	0	0	0	0
12	55	11	19	0	0	0	5
Total	477	61	141	0	0	0	5
Enrolled in AP/IB Course	12	0	8	0	0	0	0
Enrolled in Dual Enrollment Course	44	9	14	0	0	0	0
Enrolled in Level 3 or Higher	119	21	41	0	0	0	0

College and Career Readiness

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 – 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	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	32	0	0	0	0	0	0
10	24	2	0	0	0	0	0
11	35	3	0	0	0	0	0
12	14	6	0	0	0	0	0
Total	105	11	0	0	0	0	0
Enrolled in AP/IB Course	0	11		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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.

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
Spanish	*
Total	*

College and Career Readiness

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.

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 second set of charts 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

District: 64.9%
State: 49.8%

College and Career Readiness

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.

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 second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Students enrolled in one or more classes by discipline:

Music

District   17.2%

State   15.1%

Dance

District   0.0%

State   2.4%

Drama

District   2.4%

State   3.5%

Visual Arts

District   53.6%

State   34.0%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources 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. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

4-Year Graduation Rate Trends
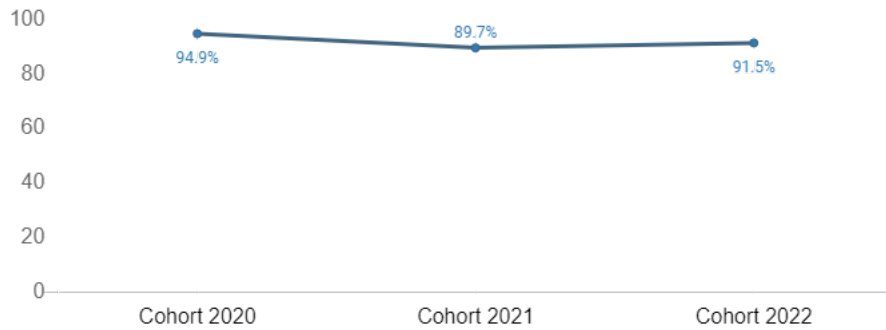
5-Year Graduation Rate Trends
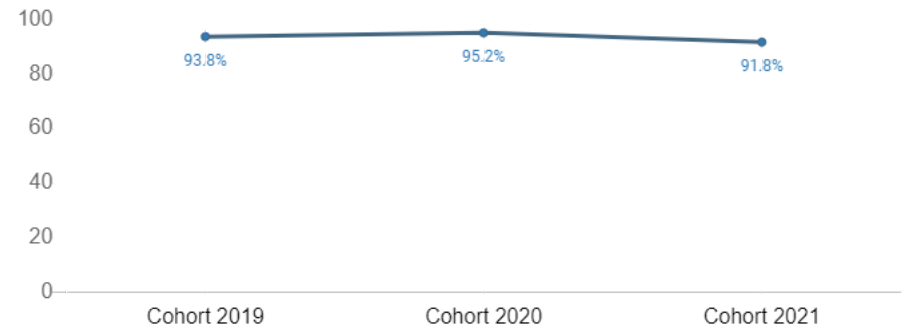
Performance Measure	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate
Graduation Rate	94.9%	89.7%	91.5%	93.8%	95.2%	91.8%
Statewide Graduation Rate	91.0%	90.6%	90.9%	92.2%	92.6%	92.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2022 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	91.5%	5.1%	3.3%	90.9%	4.1%	5.0%
White	93.9%	4.8%	1.4%	95.0%	2.6%	2.4%
Hispanic	89.6%	4.2%	6.3%	84.9%	5.9%	9.2%
Black or African American	76.9%	15.4%	7.7%	85.8%	6.8%	7.4%
Asian, Native Hawaiian, or Pacific Islander	90.9%	9.1%	0.0%	97.1%	2.0%	0.9%
American Indian or Alaska Native	*	*	*	92.0%	2.4%	5.6%
Two or More Races	*	*	*	90.6%	4.1%	5.2%
Female	94.2%	3.2%	2.6%	93.3%	2.9%	3.8%
Male	88.1%	7.6%	4.2%	88.6%	5.3%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	88.5%	7.1%	4.4%	85.4%	6.0%	8.6%
Students with Disabilities	76.6%	19.1%	4.3%	80.5%	12.8%	6.7%
English Learners	81.3%	6.3%	12.5%	71.9%	8.9%	19.1%
Homeless Students	N	N	N	70.4%	10.3%	19.3%
Students in Foster Care	N	N	N	57.7%	15.8%	26.5%
Military-Connected Students	N	N	N	91.0%	4.8%	4.2%
Migrant Students	N	N	N	65.4%	9.0%	25.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2021 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2021 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	91.8%	2.5%	5.6%	92.5%	1.8%	5.7%
White	93.9%	2.0%	4.1%	95.9%	1.6%	2.6%
Hispanic	87.5%	3.1%	9.4%	87.5%	2.0%	10.6%
Black or African American	90.0%	10.0%	0.0%	87.7%	2.6%	9.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.6%	1.3%	1.1%
American Indian or Alaska Native	*	*	*	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.0%	1.0%	6.0%
Female	93.0%	0.7%	6.3%	94.4%	1.2%	4.4%
Male	91.0%	4.0%	5.1%	90.6%	2.4%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	88.9%	2.4%	8.7%	87.6%	2.1%	10.3%
Students with Disabilities	83.6%	11.9%	4.5%	83.5%	8.5%	8.0%
English Learners	*	*	*	78.3%	1.6%	20.1%
Homeless Students	*	*	*	76.3%	3.6%	20.1%
Students in Foster Care	*	*	*	59.4%	7.7%	32.9%
Military-Connected Students	N	N	N	91.5%	1.9%	6.6%
Migrant Students	N	N	N	71.6%	1.1%	27.3%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2020 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	95.8%	1.2%	3.0%	93.1%	1.2%	5.8%
White	96.3%	1.4%	2.3%	96.3%	1.2%	2.6%
Hispanic	95.9%	1.0%	3.1%	88.0%	1.0%	11.0%
Black or African American	*	*	*	89.0%	1.6%	9.4%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.8%	0.9%	1.3%
American Indian or Alaska Native	N	N	N	91.2%	1.8%	7.1%
Two or More Races	*	*	*	93.9%	0.7%	5.4%
Female	97.4%	0.7%	2.0%	94.7%	0.8%	4.5%
Male	94.6%	1.6%	3.8%	91.5%	1.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	93.4%	2.2%	4.4%	88.4%	1.2%	10.4%
Students with Disabilities	86.0%	7.0%	7.0%	85.4%	6.2%	8.4%
English Learners	100.0%	0.0%	0.0%	79.3%	0.6%	20.1%
Homeless Students	*	*	*	80.1%	2.2%	17.8%
Students in Foster Care	N	N	N	62.4%	3.4%	34.3%
Military-Connected Students	*	*	*	93.3%	1.5%	5.1%
Migrant Students	N	N	N	63.4%	0.0%	36.6%

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/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Federal Graduation Rates

This table shows the federal version of the 2022 4-year and 2021 5-year graduation rates. For 2022, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2022-23 school year (along with 2022-23 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2023.

Student Group	2022 4-Year Federal Graduation Rate	2021 5-Year Federal Graduation Rate	State: 2022 4-Year Federal Graduation Rate	State: 2021 5-Year Federal Graduation Rate
Districtwide	89.7%	87.1%	85.2%	89.9%
White	91.2%	89.8%	89.1%	93.6%
Hispanic	89.6%	80.2%	79.3%	84.6%
Black or African American	76.9%	90.0%	77.8%	83.8%
Asian, Native Hawaiian, or Pacific Islander	81.8%	100.0%	95.9%	97.0%
American Indian or Alaska Native	*	*	84.8%	91.3%
Two or More Races	*	*	84.3%	89.7%
Female	92.9%	90.1%	89.2%	92.6%
Male	85.6%	84.7%	81.5%	87.3%
Non-Binary/Undesignated Gender	N	N	*	N
Economically Disadvantaged Students	86.7%	83.3%	78.7%	84.3%
Students with Disabilities	66.0%	61.2%	48.5%	69.0%
English Learners	81.3%	*	70.3%	77.1%
Homeless Students	N	*	60.0%	70.4%
Students in Foster Care	N	*	43.8%	52.6%
Military-Connected Students	N	N	86.8%	89.9%
Migrant Students	N	N	62.8%	71.6%

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/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Accountability Graduation Rates

This table shows Cohort 2021 4-year and Cohort 2020 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate for 2021, which means that students with disabilities who did not meet either the state course requirements and/or local attendance requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2021: 4-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target	Cohort 2020: 5-Year Graduation Rate	Cohort 2020: Annual Target	Cohort 2020: Met Target
Districtwide	85.0%	91.9%	Not Met	94.9%	95.2%	Not Met
White	88.3%	92.9%	Not Met	95.8%	95.8%	Met Target
Hispanic	76.3%	88.9%	Not Met	93.8%	94.0%	Not Met
Black or African American	*	**	**	*	**	**
Asian, Native Hawaiian, or Pacific Islander	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	80.2%	85.4%	Not Met	91.9%	91.9%	Met Target
Students with Disabilities	62.1%	67.9%	Not Met	80.4%	82.7%	Not Met
English Learners	*	**	**	91.7%	**	**

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Cohort 2022 graduates who met the high school graduation assessment requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Important Note for 2021-22 Reports: Administrations of both state and national assessments were cancelled over the last two years, so caution should be used when comparing pathways for 2022 graduates with prior years.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	40.6%	35.3%
Substitute Competency Test	49.8%	53.8%
Portfolio Appeals Process	9.2%	10.0%
Alternate Requirements specified in IEP	0.4%	0.8%
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.

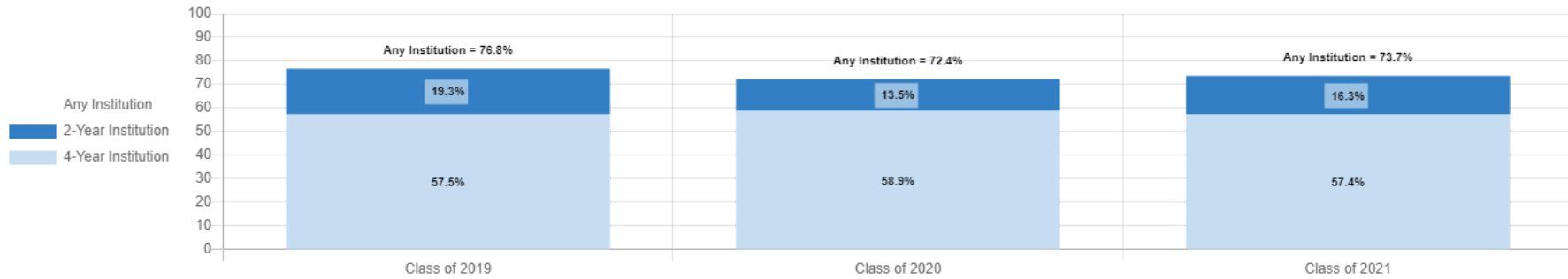| School Year	District Rate	State Rate
2021-2022	1.6%	1.2%
2020-2021	0.7%	1.1%
2019-2020	0.2%	1.0%

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rate Trends

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating for from high school for the last three years.

Postsecondary Enrollment 16 months after Graduation

Performance Measure	Class of 2019	Class of 2020	Class of 2021
% Enrolled in 2-Year Institution	19.3%	13.5%	16.3%
% Enrolled in 4-Year Institution	57.5%	58.9%	57.4%
% Enrolled in Any Postsecondary Institution	76.8%	72.4%	73.7%

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2022. 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	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	68.5%	25.1%	74.9%
Districtwide	65.0%	9.1%	90.9%
White	75.0%	8.6%	91.4%
Hispanic	51.1%	13.0%	87.0%
Black or African American	54.5%	0.0%	100.0%
Asian, Native Hawaiian, or Pacific Islander	60.0%	0.0%	100.0%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Female	67.6%	6.1%	93.9%
Male	61.5%	13.4%	86.6%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	55.4%	9.8%	90.2%
Students with Disabilities	43.6%	0.0%	100.0%
English Learners	*	*	*
Homeless students	*	*	*
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2021 high school graduates enrolled in postsecondary institutions by the fall of 2022. 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	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	73.3%	27.9%	72.0%	72.3%	27.7%	61.8%	38.2%
Districtwide	73.7%	22.1%	77.9%	81.7%	18.3%	77.9%	22.1%
White	76.0%	15.8%	84.2%	80.6%	19.4%	78.4%	21.6%
Hispanic	65.9%	42.6%	57.4%	87.0%	13.0%	77.8%	22.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.7%	9.1%	90.9%	72.7%	27.3%	90.9%	9.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	82.8%	18.9%	81.1%	79.2%	20.8%	73.6%	26.4%
Male	66.5%	25.2%	74.8%	84.1%	15.9%	82.2%	17.8%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	75.8%	32.0%	68.0%	82.0%	18.0%	86.0%	14.0%
Students with Disabilities	43.9%	68.0%	32.0%	80.0%	20.0%	80.0%	20.0%
English Learners	*	*	*	*	*	*	*
Homeless students	*	*	*	*	*	*	*
Students in foster care	*	*	*	*	*	*	*
Military-connected students	*	*	*	*	*	*	*
Migrant students	*	*	*	*	*	*	*

Graduation/ Postsecondary

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.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2022. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

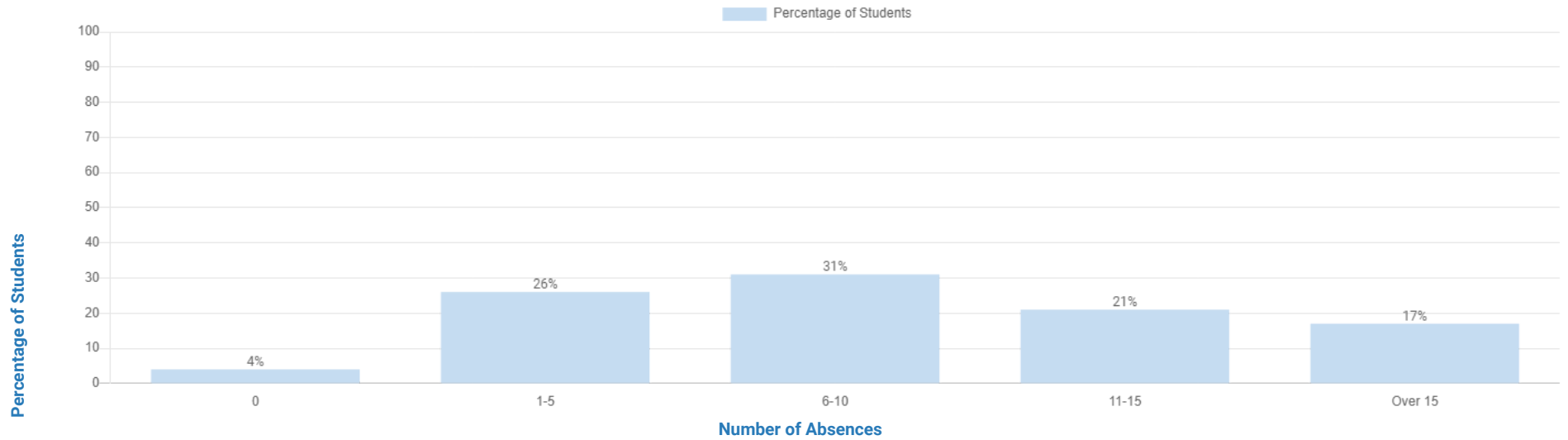| Year of Graduation	Graduates enrolled in apprenticeship programs
2021	*
2020	0
2019	0
2018	*
2017	0
2016	0
2015	*
2014	*

Climate and Environment

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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

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	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	96	9.6%	19.8%	Met
White	49	9.6%	19.8%	Met
Hispanic	42	10.7%	19.8%	Met
Black or African American	3	8.8%	19.8%	Met
Asian, Native Hawaiian, or Pacific Islander	1	1.9%	19.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	8.3%	**	**
Female	*	10.3%		
Male	*	8.8%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	29	10.8%	19.8%	Met
Students with Disabilities	26	13.8%	19.8%	Met
English Learners	5	13.5%	19.8%	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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
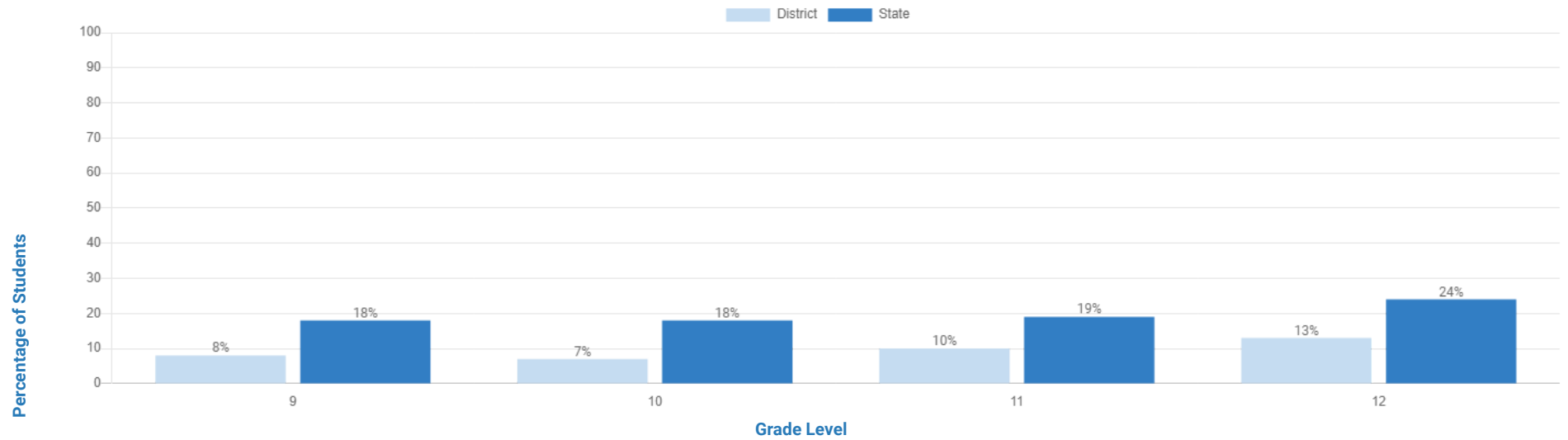
Climate and Environment

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Days Absent

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

Legend: Percentage of Students

Number of Absences	Percentage of Students
0	4%
1-5	26%
6-10	31%
11-15	21%
Over 15	17%

Climate and Environment

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.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Chronic Absenteeism by Grade

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

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

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage.. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

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	12
Weapons	4
Vandalism	0
Substances	22
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	41
Incidents Per 100 Students Enrolled	4.03

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	4
Weapons	4
Vandalism	0
Substances	11
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage.. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	1	1
No Identified Nature	17		17

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	40	3.9%
Any Suspension	41	4.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
137

Climate and Environment

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. Additional reports about student access to technology and internet connectivity as of the end of the 2021-2022 school year can be found on the NJDOE website.

Report Key:

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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.

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in District	Teachers in State
Total Number of teachers	87	118,773
Average years experience in public schools	16.2	12.5
Average years experience in district	13.0	11.3
Percentage of Teachers with 4 or more years experience in the district	87.4%	76.0%
Number of out-of-field teachers	0	2,937

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	10	9,578
Average years experience in public schools	18.8	16.5
Average years experience in district	10.9	12.6
Percentage of Administrators with 4 or more years experience in the district	60.0%	78.8%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	87	118,773
Administrators	10	9,578
Librarians/Media Specialists	1	1,212
Nurses	2	2,911
School Counselors	5	4,324
Child Study Team Members	4	9,115
School Psychologists	1	2,159
School Social Workers	1	2,487
Student Assistance Coordinators	1	372
School Safety Specialists	1	694

Staff

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Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	102:1
Teachers to Administrators	9:1
Students to Librarians/Media Specialists †	1018:1
Students to Nurses †	509:1
Students to Counselors †	204:1
Students to Child Study Team Members †,††	50:1
Students to School Psychologists †	1018:1
Students to School Social Workers †	1018:1
Students to Student Assistance Coordinators †	1018:1
Students to School Safety Specialists †	1018:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	50-55%	*	48.0%	77.0%	56.0%
Male	51.0%	45-50%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	51.1%	98.9%	100.0%	40.1%	82.6%	76.3%
Hispanic	38.9%	1.1%	0.0%	32.1%	8.1%	8.1%
Black or African American	3.3%	0.0%	0.0%	14.6%	6.5%	13.9%
Asian	5.2%	0.0%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.7%	0.2%	0.3%

NJ SCHOOL PERFORMANCE REPORT

Passaic Valley Regional High School District
(31-3990)
2021-2022

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

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

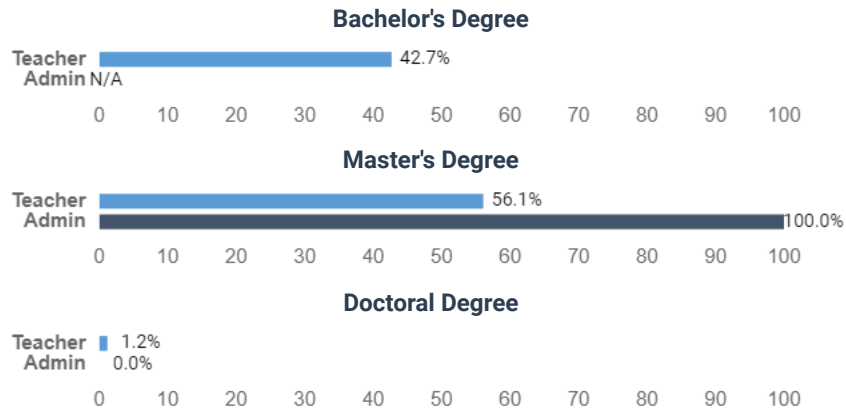**Key terms for staff data:**
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Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers and Administrators - Level of Education

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

Bachelor's Degree
Teacher 42.7%
Admin N/A

Master's Degree
Teacher 56.1%
Admin 100.0%

Doctoral Degree
Teacher 1.2%
Admin 0.0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	96.6%	90.7%
2020-21 Administrators: Same district 2021-22	77.8%	87.4%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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.
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
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Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table or they may only be counted in their primary subject area. Additionally, in many elementary schools teachers are not assigned to specific subject areas, so teachers will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
English/Language Arts/Literacy	16	>80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	43.8%	56.3%	0.0%
English Speakers or Other Languages	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Mathematics	17	40-60%	40-60%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	82.4%	42.9%	57.1%	0.0%
Science	12	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	33.3%	58.3%	8.3%
Social Studies/History	12	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	91.7%	41.7%	58.3%	0.0%
World Language	9	*	*	*	88.9%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	44.4%	25.0%	75.0%	0.0%
Visual and Performing Arts	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%
Health/Physical Education	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	75.0%	25.0%	0.0%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	50.0%	50.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage 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 2021-22 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	Federal	State & Local	Total	ADE**
District Level Central Expenditures		$4,388	$4,388	1,001.8
Passaic Valley Regional High School	$1,371	$18,253	$19,624	1,001.8
-				

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
  - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

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

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the NJDOE accountability page.

Important Note for 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2023-24 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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2023-24 school year.

Accountability

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: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)

ELA and Math Growth: For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

Four- and five-year graduation rates: The adjusted cohort graduation rate

Progress toward English Language Proficiency: The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.

Chronic absenteeism: The percentage of students that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Acountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			36.5%
Math Proficiency			19.0%
ELA Growth			
Math Growth			
4-Year Graduation Rate†	94.9%	89.7%	91.5%
5-Year Graduation Rate†	93.8%	95.2%	91.8%
Progress toward English Language Proficiency			9.5%
Chronic Absenteeism		5.3%	9.6%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

Accountability

Accountability Summary by Student Group - 2021-22 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Not Met	Not Met	N	N	Not Met	Not Met	Not Met	Met
White	Not Met	Not Met	N	N	Not Met	Met Target		Met
Hispanic	Not Met	Not Met	N	N	Not Met	Not Met		Met
Black or African American	**	**	N	N	**	**		Met
Asian, Native Hawaiian, or Pacific Islander	Not Met	Not Met	N	N	**	**		Met
American Indian or Alaska Native	**	**	N	N	**	**		**
Two or More Races	**	**	N	N	**	**		**
Economically Disadvantaged Students	Not Met	Not Met	N	N	Not Met	Met Target		Met
Students with Disabilities	Met Target†	Not Met	N	N	Not Met	Not Met		Met
English Learners	**	**	N	N	**	**	Not Met	Met

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

Passaic Valley Regional High School District

(31-3990)

2021-2022

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

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:

- Passaic Valley Regional High School is dedicated to upholding high standards in academics, athletics, and student activity traditions.
- PVRHS offers a unique combination of programs to support our students' development into well-rounded and prepared high school graduates with a variety of post secondary choices.
- PVRHS continues to enhance relationships with our sending districts through professional development, curriculum articulation and middle school transition offerings.

Mission, Vision, Theme:

Passaic Valley Regional High School's vision projects that all students are prepared to meet the challenges of post secondary life with grace and confidence. Passaic Valley Regional High School's mission is to assure today's educational programming is relevant to tomorrow's college and career employment expectations. Passaic Valley Regional High School believes that all stakeholder voices are valuable, constructive criticism is acceptable, and mutual respect is expected of all.

Awards, Recognition, Accomplishments:

Annually, Passaic Valley Regional High School inducts students into the National Honor Society, the Passaic Valley Honor Society, the National Art Honor Society and the World Language Honor Society. The Mathematics Honor Society was recently awarded its first charter this year, and will induct students for the first time in the 21-22 school year. Each year, our students participate and win awards at the local and state level in theatre, music, film, visual arts, humanities, and STEM. In the 20-21 school year, 10 students were recognized as AP Scholars, 2 students as AP Scholars with Honor, and 7 students as AP Scholars with Distinction. Additionally, PVRHS has been honored with several prestigious national Magna Award and NJSBA School Leader Award recognitions for implementing creative instructional practices.

Passaic Valley Regional High School District

(31-3990)

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Courses, Curriculum, Instruction:

Passaic Valley Regional High School implements the Understanding by Design curriculum model. Core curriculum is updated and digitized on the Atlas curriculum platform. PVRHS strives to prepare every student for post-secondary opportunities by offering a creative and multi-layered curriculum that is consistent with the NJSLS. Passaic Valley offers 13 Advanced Placement courses in 7 different content areas, and over 30 Honors courses in 6 different content areas. Additionally, 19 dual-enrollment courses are currently offered through partnerships with local colleges and universities, allowing our high school students to earn college credits while still attending PVRHS.

Sports and Athletics:

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

The school is a member of the NJSIAA and competes in the Big North Conference. Our varsity offerings allow students to increase their skills and to compete with their peers through our programs. PVRHS has won 8 league titles, 2 county titles, and over 40 athletes were individually recognized for All State, All County, and All League recognition.

Clubs and Activities:

Passaic Valley Regional High School offers over 30 clubs and activities in a variety of academic and special interest areas. Our award-winning theatre and Marching Band programs continue to bring home awards from various competitions. Many of our clubs and academic teams compete locally, statewide, and nationally, and have been recognized for outstanding achievement. Numerous clubs are active in local fundraising and community service projects within our tri-valley community, strengthening partnerships with our sending districts and other community-based organizations.

Passaic Valley Regional High School District

(31-3990)

2021-2022

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Before and After School Programs:

Passaic Valley Regional High School offers before and after school tutoring, enrichment, and other academic supports via a number of student-driven organizations. Passaic Valley also houses a well-attended Teen Center on campus that offers special activities, tutoring, and social and emotional supports for all students.

Staff and Professional Learning:

Passaic Valley Regional High School collaborates with Kean University, Montclair State University and William Paterson University to provide professional development for our teachers. Teachers also participate in professional learning closely tied to the specific needs of our district, and most recently, have developed teacher-driven and teacher-delivered professional learning sessions in incorporating tech tools into instructional delivery. Teachers are afforded the opportunity to propose and attend a number of professional development sessions in their content areas, and are encouraged to turnkey their professional learning to their peers.

Postsecondary Information:

Over 78% of the Class of 2021 is attending a 2 or 4 year college or university. 15% of students explore career education, apprenticeship, and/or employment; 2% to the military, and 5% other (gap year, returning students.) Passaic Valley Regional High School is proud to offer multiple outlets for students to obtain college credit while completing their high school graduation requirements. PVRHS partners with Fairleigh Dickinson University for their Middle College Program, and offers dual enrollment courses through additional partnerships with Fairleigh Dickinson University, Bergen Community College, Passaic County Community College, Kean University, Montclair State University, and Berkeley College.

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Student Supports and Services:

Passaic Valley Regional High School uses ESEA funds to provide ESL students with an aide throughout the day and to support academic tutoring and enrichment programs. After school peer-to-peer tutoring is also available through our Honor Societies. PVRHS provides Intervention and Referral Services coordinated through our SAC and I&RS team.Our program for special needs students is designed to support all learners and be inclusive of the needs of adolescent students in preparation for them to be prepared students in their decisions regarding post secondary options.

Student Health and Wellness:

Health and wellness is a top priority for students and staff at PVRHS. Our buildings and grounds staff maintains optimal conditions for preventing the spread of communicable disease, and students are regularly updated on appropriate health and safety protocols by our school nursing staff. Our Comprehensive Health and Physical Education curriculum is essential in teaching our students about healthy lifestyle choices, and supporting their practice for healthy living.

Parent and Community Involvement:

The Passaic Valley Regional High School Education Foundation (PVRHSEF), is 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. Our foundation is dedicated to both the students and the staff of our school and supports PVRHS in ways that can help our programs to grow and flourish. Our parents and community stakeholders are afforded a variety of opportunities to participate in school-community initiatives and to meet with administration and the Board of PVRHS for collaboration.

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. Community forums generated School Climate Survey results that were both qualitative and anecdotal in nature. These results supported the development of our Strategic Plan, and results indicated priorities including School Safety, student and staff safety health measures, and updates to buildings and grounds. A full and thorough Facilities Assessment was executed to guide our Board of Education and support decisions regarding these areas moving forward.

Facilities:

Passaic Valley Regional High School has most recently started an upgrade of buildings, facilities, and grounds including: renovation of our gymnasium; ground-breaking of a new turf athletic complex; painting of hallways and other common areas; softball and baseball fields renovations; purchase of air scrubbers, sanitization supplies, and electrostatic sprayers; upgrades to trash receptacles, carpets, vinyl window mesh; and upgrades to classrooms in line with tech upgrade initiatives.

School Safety:

The School Safety Team meets to discuss and prioritize the needs for improved safety measures at Passaic Valley Regional High School. The staff and students continue to inform building needs. Passaic Valley is a community school, with programs running everyday, with most days until mid-evening. Security has been added in the evening hours to allow for continuous monitoring of our school, both inside and out, and also is an extra support to our custodial staff as they prepare to close down each evening. An upgraded security camera system is projected for Spring, and will enhance access and monitoring of our students' and staff safety.

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Technology and STEM:

Passaic Valley Regional High School implements a STEM program that provides students with opportunities to learn about the various carriers and college options for preparing for work in the 21st century. A survey course titled STEM explorations is offered to both Grade 8 transition middle school students and to any student who wants the opportunity for an overview of science content in the area of coding, environmental studies and sustainability, and engineering. These areas can lead a student towards a career and technical education pathway or electives in engineering that may be eligible for dual enrollment with a local university.

Early Childhood Education:

Passaic Valley Regional High School serves students in grades 9-12.

Addressing the Impact of COVID-19:

The administration and staff at Passaic Valley Regional High School is committed to increasing the academic rigor of our core courses and to offer a variety of new engaging elective courses. This provides our students with greater opportunities to identify their unique talents and strengths as they evolve into responsible adults, prepared for college, career, and leadership roles in their futures.

NJ SCHOOL PERFORMANCE REPORT

Narrative

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Other Information:

Comprising the communities of Little Falls, Totowa, and Woodland Park, the regional townships are served by Passaic Valley Regional High School. According to the 2010 census,,the total population was 37,742 with nearly equal distribution amongst the three districts. Our regional district lies just west of the city of Paterson, and 15 miles from New York City. Our 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.