NJ SCHOOL PERFORMANCE REPORT

PASCACK VALLEY HIGH SCHOOL
2016-2017

Grade Span 09-12

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

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.state.nj.us

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	291	311	293
10	291	299	313
11	302	296	301
12	292	299	289
Ungraded	8	9	11
Total	1184	1214	1207

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	51%	50%
Male	49%	49%	50%
Economically Disadvantaged Students	4%	3%	3%
Students with Disabilities	16%	18%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	85.1%
Hispanic	6.9%
Asian	6.6%
Black or African American	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.8%

Enrollment Trends by Full and Shared Time

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	2014-15	2015-16	2016-17
Full Time Students	N	1214	1203
Shared Time Students	N	0	5
Full Time Equivalent	N	1214	1206

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. All other students are included in Other Languages.

Home Language	% of Students
English	94.3%
Spanish	2.1%
Korean	1.2%
Other	2.5%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	554	96.9	55.40	59.80	54.90	55.4	39.7	Met Target
White	471	97.0	55.40	60.90	63.90	55.4	38.7	Met Target
Hispanic	41	95.5	39.00	37.00	39.80	39	31.7	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	34	97.2	67.60	72.80	80.70	67.6	55.1	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	262	96.4	69.40	71.50	62.20	69.4		
Male	292	97.4	42.80	48.70	48.10	42.8		
Economically Disadvantaged Students	20	100.0	40.00	*	36.20	40	N	N
Non-Economically Disadvanatged Students	534	96.8	56.00	*	65.80	56		
Students with Disabilities	107	94.7	23.40	23.40	20.50	23.4	18.3	Met Target
Students without Disabilities	447	97.5	63.10	67.40	61.90	63.1		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	554	96.9	55.40	*	57.40	55.4		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	262	760	766	749	5%	8%	19%	50%	18%	68%	52%
White	219	760	766	757	*	*	19%	52%	17%	69%	62%
Hispanic	23	748	752	733	*	*	*	*	*	44%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	14	776	781	777	0%	*	*	*	*	86%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	119	774	776	756	*	*	9%	60%	25%	85%	60%
Male	143	748	756	741	*	*	27%	43%	11%	54%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	43	725	730	714	*	*	30%	26%	*	26%	13%
Students without Disabilities	219	767	771	754	*	*	17%	55%	*	76%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	262	760	*	752	5%	8%	19%	50%	18%	68%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	744	749	743	17%	12%	25%	33%	13%	46%	46%
White	258	744	751	749	17%	12%	24%	33%	13%	46%	52%
Hispanic	19	733	725	728	*	*	*	*	*	32%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	21	754	763	774	*	*	*	*	*	57%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	147	756	762	752	8%	7%	27%	41%	17%	58%	54%
Male	154	732	737	734	26%	17%	22%	26%	9%	35%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	61	716	714	704	34%	23%	*	21%	*	25%	12%
Students without Disabilities	240	751	757	749	13%	9%	*	36%	*	52%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	301	744	*	745	17%	12%	25%	33%	13%	46%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	269	721	721	736	36%	18%	23%	18%	6%	24%	38%
White	222	720	721	738	36%	19%	21%	17%	6%	23%	40%
Hispanic	16	712	708	731	*	*	*	*	*	13%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	24	737	737	756	*	*	*	*	*	42%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	136	729	729	744	27%	17%	24%	*	*	32%	46%
Male	133	712	713	729	44%	18%	22%	*	*	16%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	48	696	705	709	*	*	*	*	*	*	12%
Students without Disabilities	221	726	726	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

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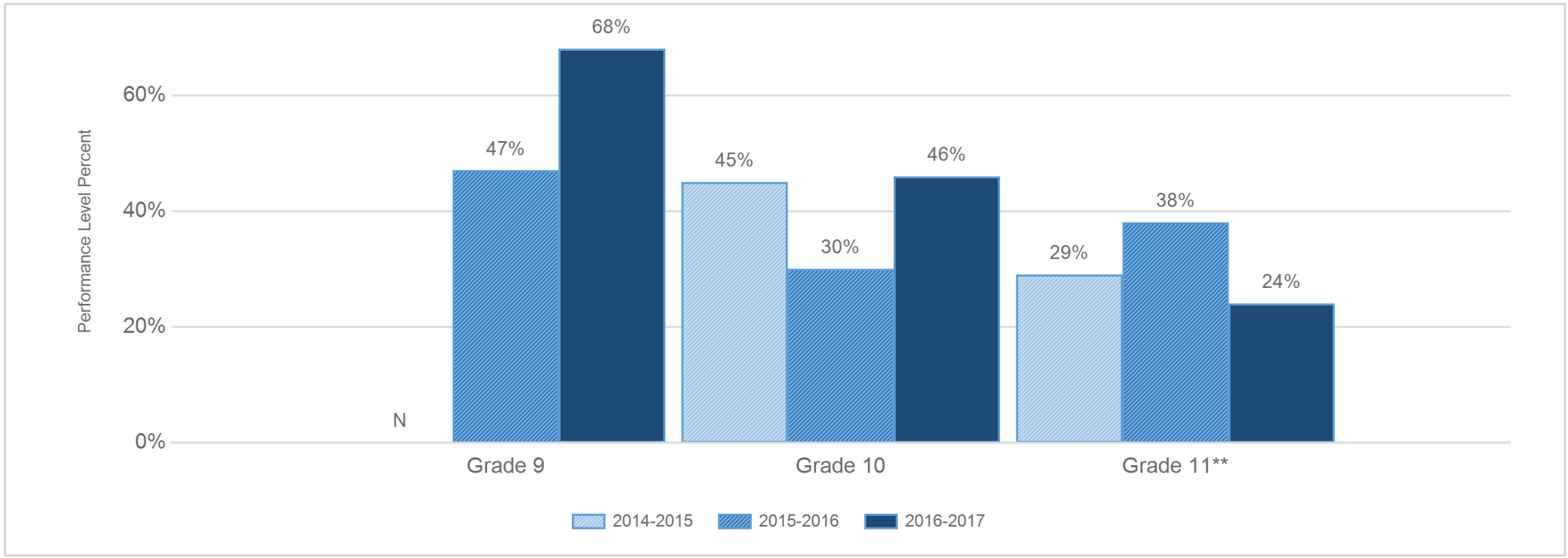
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	560	98.1	51.00	56.90	43.50	51	49.8	Met Target
White	476	98.0	50.90	57.40	52.40	50.9	49.4	Met Target
Hispanic	43	100.0	34.90	34.50	27.60	34.9	34.6	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	97.1	78.80	81.20	75.60	78.8	67.4	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	266	97.8	55.60	61.20	44.10	55.6		
Male	294	98.4	46.90	52.60	42.90	46.9		
Economically Disadvantaged Students	20	100.0	35.00	*	25.10	35	N	N
Non-Economically Disadvanatged Students	540	98.0	51.70	*	54.30	51.7		
Students with Disabilities	107	94.7	16.80	20.20	16.50	16.8	24.7	Not Met
Students without Disabilities	453	98.9	59.20	64.50	48.80	59.2		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	560	98.1	51.00	*	45.20	51		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	185	749	749	743	*	12%	32%	50%	*	51%	42%
White	157	751	750	751	*	8%	33%	53%	*	54%	52%
Hispanic	19	730	734	728	*	*	*	*	0%	16%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	80	750	749	744	*	*	34%	51%	*	53%	43%
Male	105	748	748	741	*	*	31%	49%	*	50%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	42	725	723	714	*	*	31%	*	*	17%	10%
Students without Disabilities	143	756	755	747	*	*	33%	*	*	61%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	185	749	*	745	*	12%	32%	50%	*	51%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	745	749	734	3%	15%	36%	40%	5%	45%	30%
White	248	744	749	740	*	15%	36%	40%	*	45%	38%
Hispanic	23	739	741	722	*	*	48%	*	*	30%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	137	746	751	735	*	12%	36%	42%	*	48%	31%
Male	154	743	748	733	*	18%	36%	39%	*	43%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	61	726	729	711	*	38%	34%	*	*	16%	*
Students without Disabilities	230	750	755	738	*	9%	37%	*	*	53%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	291	745	749	735	3%	15%	36%	40%	5%	45%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	266	728	734	725	28%	21%	*	29%	*	32%	28%
White	219	727	734	731	28%	22%	*	27%	*	30%	33%
Hispanic	17	718	716	710	*	*	*	*	0%	29%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	25	756	*	761	*	*	*	44%	*	56%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	138	732	737	725	23%	22%	*	36%	*	38%	27%
Male	128	724	732	725	34%	21%	*	21%	*	25%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	50	701	706	692	*	*	*	*	*	10%	*
Students without Disabilities	216	735	740	729	*	*	*	*	*	37%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	266	728	*	726	28%	21%	*	29%	*	32%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

NJ SCHOOL PERFORMANCE REPORT

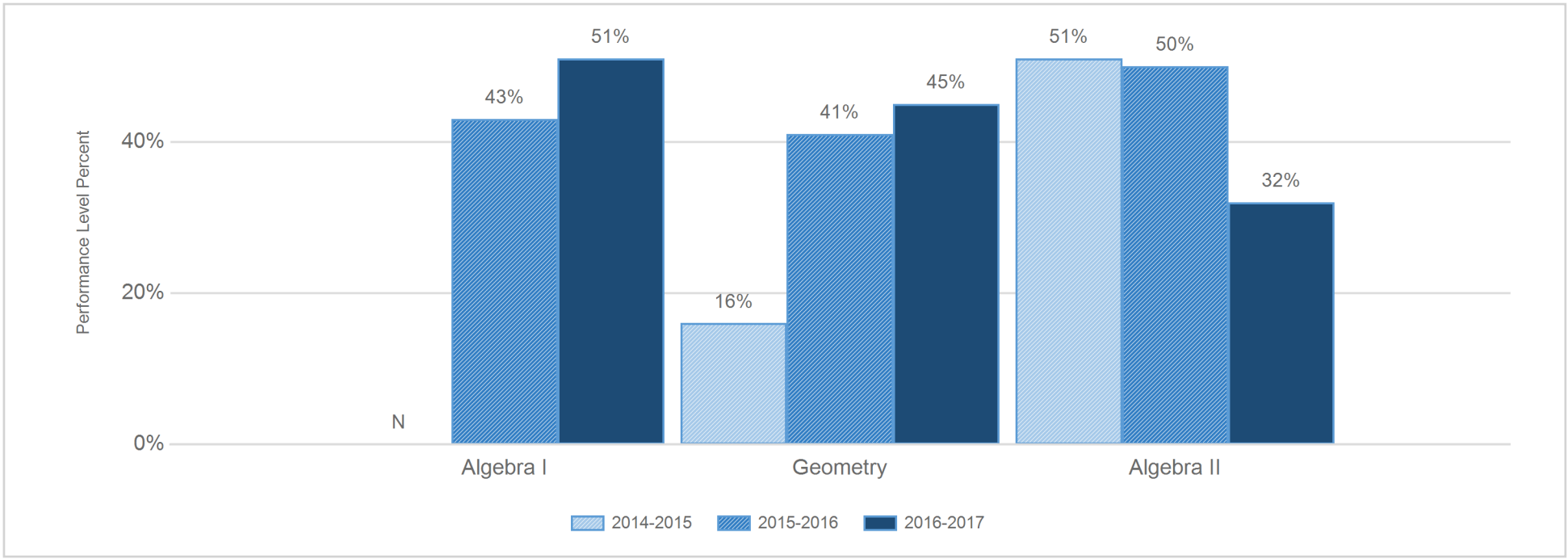
PASCACK VALLEY HIGH SCHOOL
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Alternate Assessments - Participation

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

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

English Language 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. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N

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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

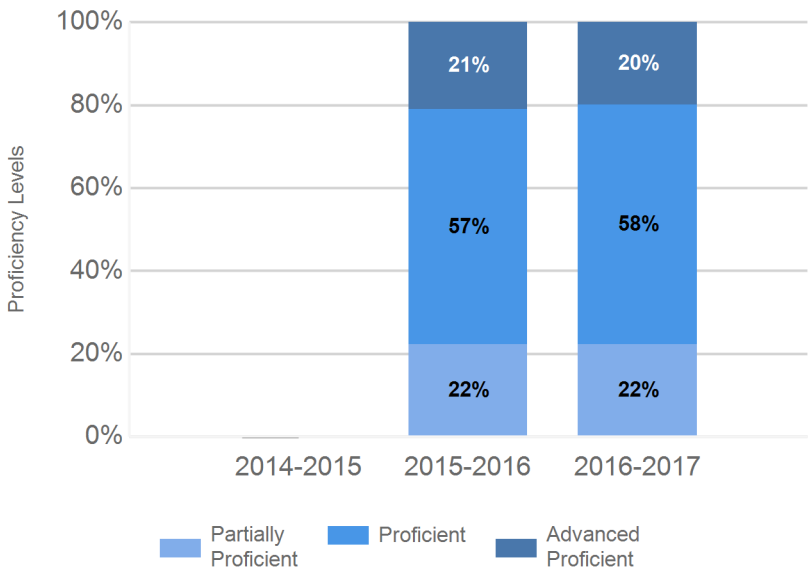
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	20%	58%	22%
White	19%	61%	21%
Hispanic	17%	42%	42%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	44%	13%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	4%	24%	71%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our Reference Guide.

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	73.4%	89.4%
Percentage of students taking the SAT	100.0%	94.7%
Percentage of students taking the ACT	69.6%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	516	481	Varies By Grade	84%	67%
PSAT - Math	512	483	Varies By Grade	64%	49%
SAT - Reading and Writing	587	551	480	92%	77%
SAT - Math	590	552	530	76%	58%
ACT - Reading	24	24	22	63%	65%
ACT - English	24	24	18	83%	79%
ACT - Math	24	24	22	69%	65%
ACT - Science	23	23	23	58%	54%

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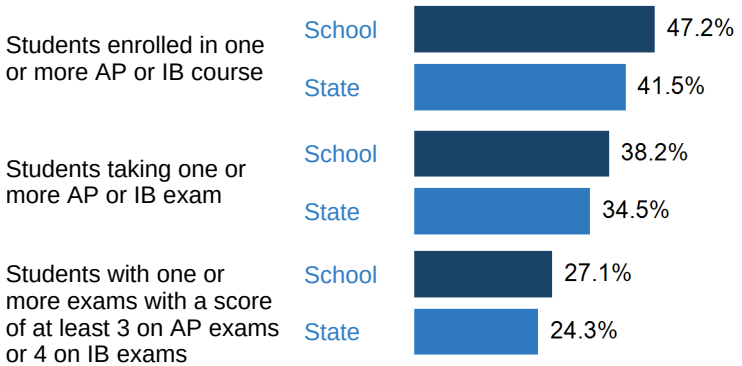
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	5	4
AP Biology	40	40
AP Calculus AB	27	24
AP Calculus BC	22	22
AP Chemistry	7	7
AP Chinese Language and Culture	0	2
AP Computer Science A	17	17
AP English Language and Composition	50	49
AP English Literature and Composition	25	24
AP Environmental Science	45	41
AP French Language and Culture	5	1
AP Macroeconomics	2	2
AP Microeconomics	0	2
AP Music Theory	2	1
AP Physics 1	0	68
AP Physics 2	0	12
AP Physics B	92	0
AP Spanish Language	14	12
AP Statistics	62	44
AP Studio Art—Drawing Portfolio	1	1

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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Demensional	6	6
AP U.S. History	59	33
AP World History	37	35
Total Exams Taken		447
Exams with scores of at least 3 on AP exams or 4 on IB exams		311

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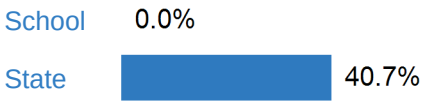
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Career and Technical Education Participation

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

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



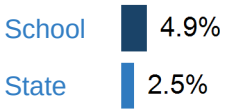
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	207	88	1	0	0	0	0
10	1	223	103	2	0	0	1
11	0	13	170	113	3	10	3
12	0	0	9	53	91	52	108
Schoolwide	208	324	283	168	94	62	112
Enrolled in AP/IB Course					48	62	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	289	0	0	2	1	0
10	21	312	0	0	0	0
11	19	8	0	11	293	22
12	36	5	0	34	24	167
Schoolwide	365	325	0	47	318	189
Enrolled in AP/IB Course	40	7		45	92	0

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	295	0	0	0	0	0
10	0	313	1	0	1	2
11	0	198	2	2	2	20
12	37	2	24	43	17	130
Schoolwide	332	513	27	45	20	152
Enrolled in AP/IB Course	37	59	2	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	160	22	68	0	0	19	0
10	192	23	86	0	0	10	0
11	137	7	65	2	0	16	0
12	42	7	46	1	1	9	0
Schoolwide	531	59	265	3	1	54	0
Enrolled in AP/IB Course	14	5	0	0	0	0	0
Enrolled in Level 3 or Higher	259	20	139	0	0	27	0
Earned Seal of Biliteracy	0	0	0	0	0	*	0

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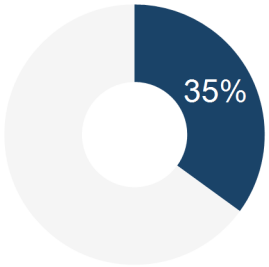
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Visual and Performing Arts – Course Participation

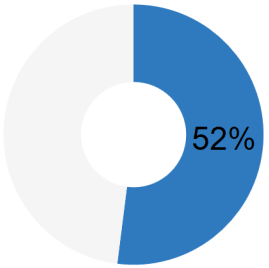
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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

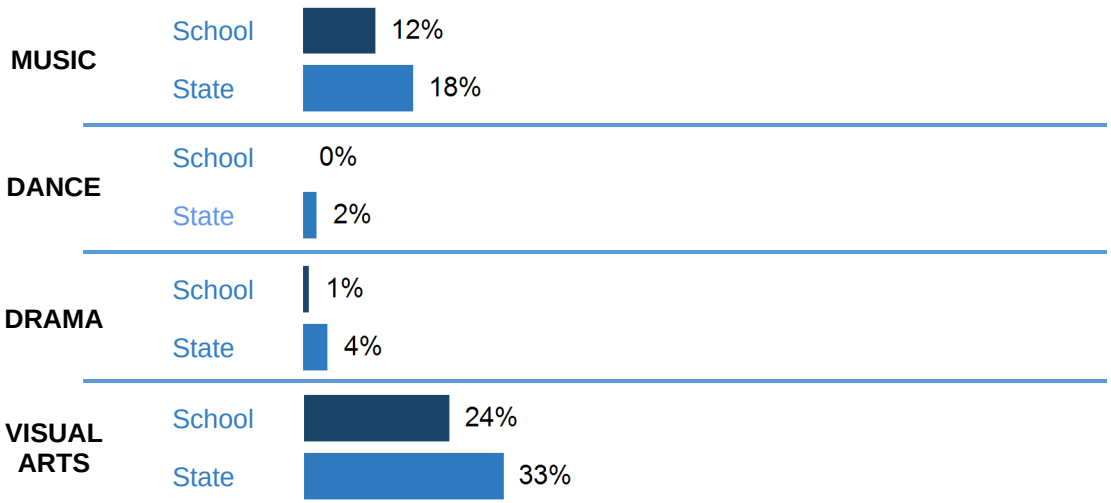


School



State

Students enrolled in one or more classes by discipline:



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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated here.

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual *ESSA* accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	98.0%	90.5%	98.7%	91.8%	98.7%	N	Met Goal	98.4%	N	Met Goal
White	98.5%	94.5%	99.2%	95.1%	98.9%	N	Met Goal	99.2%	N	Met Goal
Hispanic	89.5%	84.3%	*	86.3%	*	**	**	93.8%	**	**
Black or African American	N	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	95.8%	97.5%	100.0%	N	Met Goal	95.8%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	88.7%	78.8%	95.8%	82.1%	95.9%	N	Met Goal	92.5%	91.3%	Met Target
English Learners	N	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

** ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	98.0%	-
2016	98.7%	98.7%
2015	96.8%	98.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.1%	1.1%

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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4 -year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	86.1%	10.9%	89.1%
White	87.1%	9.5%	90.5%
Hispanic	82.4%	42.9%	57.1%
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	75%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	83.3%	40%	60%
Students with Disabilities	70.8%	20.6%	79.4%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.3%	14.2%	85.8%	67.4%	32.6%	38.7%	61.3%
White	86.2%	14.2%	85.8%	69.4%	30.6%	37.4%	62.6%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	0%	100%	47.6%	52.4%	38.1%	61.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	74.5%	37.1%	62.9%	74.3%	25.7%	48.6%	51.4%
English Learners	N	N	N	N	N	N	N

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

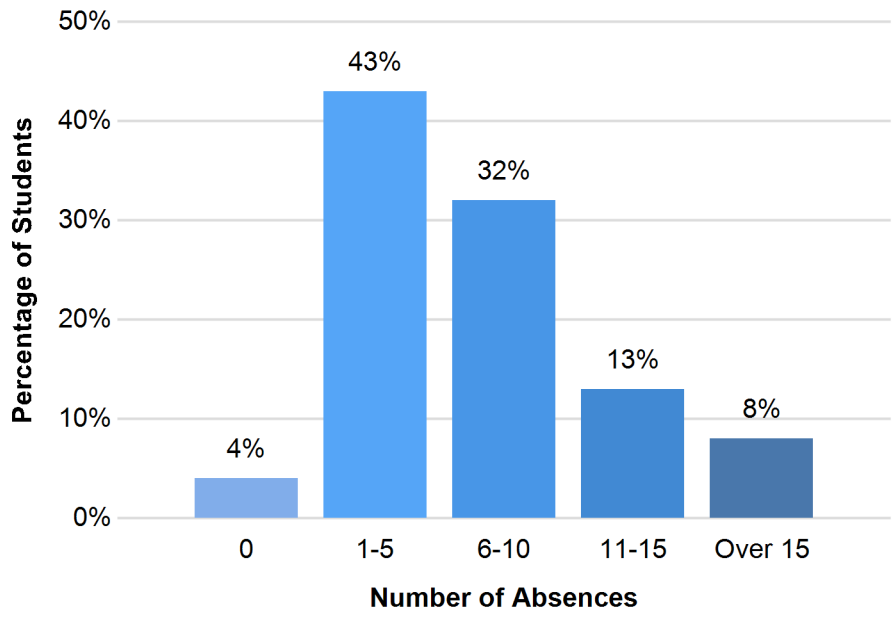
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	14.30	Met Target
White	5.00	14.30	Met Target
Hispanic	8.50	14.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	5.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.90	14.30	Not Met
Students with Disabilities	11.00	14.30	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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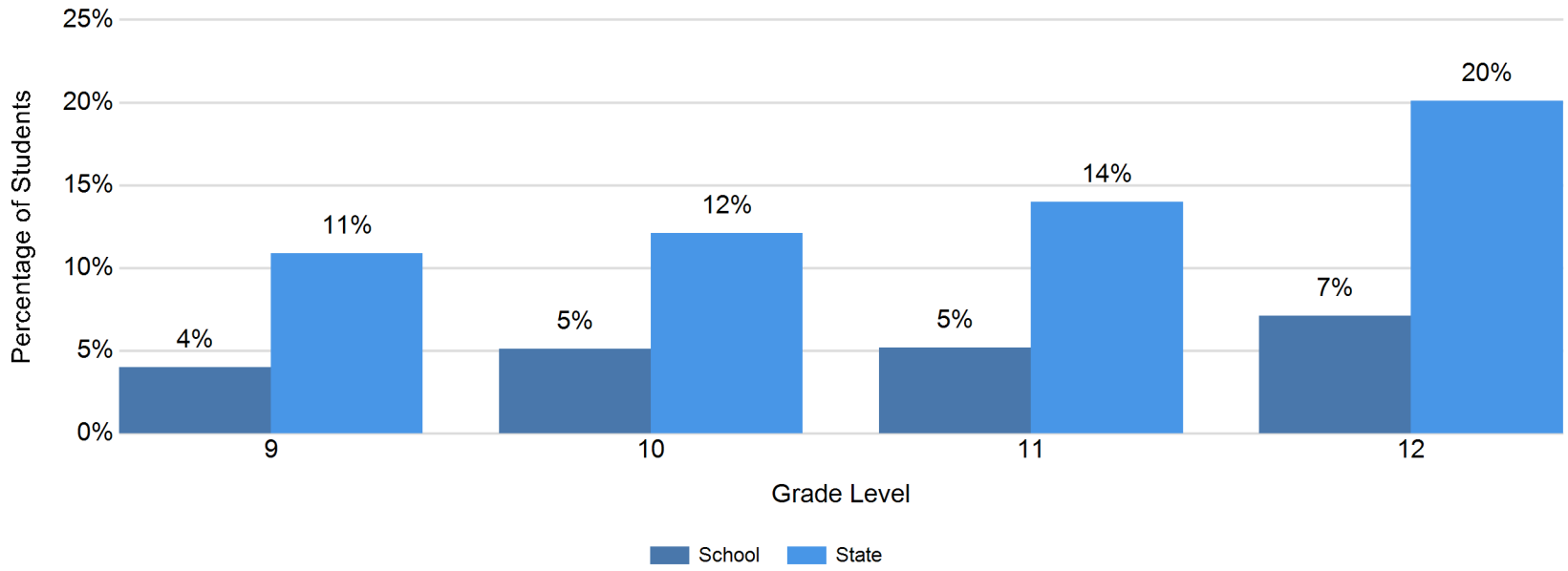
PASCACK VALLEY HIGH SCHOOL
2016-2017

Grade Span 09-12

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

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.50

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.2%
Any Suspension	1.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	880.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	$251	$19,071	$19,322

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	105	121,048
Average years experience in public schools	12.6	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,533
Average years experience in public schools	19.9	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	76%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	301:1	97:1
Librarian/Media Specialists		2045:1
Nurses		1023:1
Counselors		186:1
Child Study Team		186:1

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PASCACK VALLEY HIGH SCHOOL
2016-2017

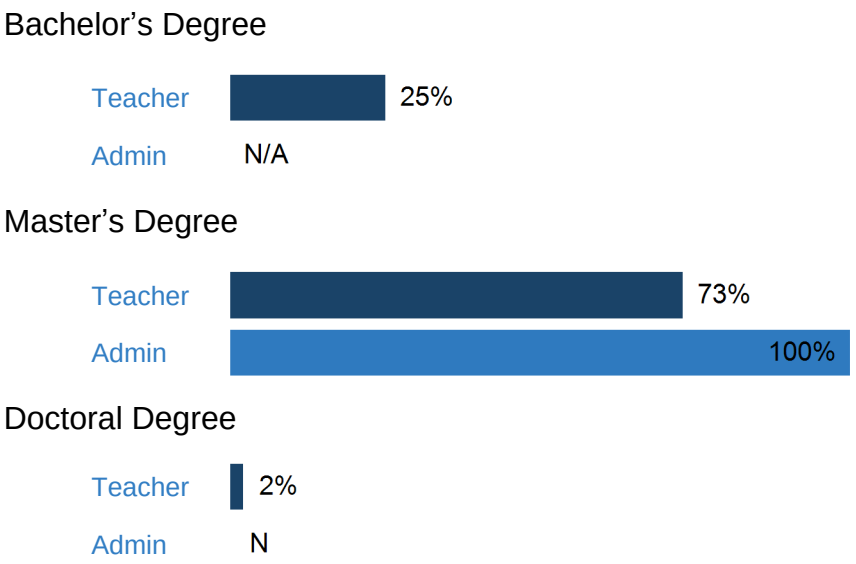
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Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	63.7	17.5%
Mathematics Proficiency	86.5	17.5%
Graduation - 4-Year	91.0	25.0%
Graduation - 5-Year	72.0	25.0%
Chronic Absenteeism	76.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		78.5
Summative Rating: Percentile rank of Summative Score		87.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.

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2016-2017

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	82.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	53.3	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	No	**	**	**	N	N	No
Two or More Races	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	**	No	N	N	Not Met	**	**	No
Students with Disabilities	87.5	No	Met Target	Not Met	Met Target	Met Goal	Met Target	No
English Learners	**	No	**	**	**	N	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.

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2016-2017

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HILLSDALE, NJ 07642

School General Info

Principal:	Mr. DeMaio
Address:	200 PIERMONT AVE HILLSDALE, NJ 07642
Phone:	(201)358-7060

Email Address:	tdemaio@pascack.org
Website:	https://valley.pascack.org/
Facebook:	N/A
Twitter:	https://twitter.com/PVHS_Principal

School Narrative

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

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

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2016-2017

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Courses, Curriculum, Instruction:	Utilizing a mix of project-based learning, digital tools, and flexible learning spaces, students follow a curriculum that prepares them for higher education and real-world tasks. The curriculum adheres to NJ Learning Standards while independent and critical thinking tasks, and communication skills are emphasized. College preparatory, honors, AP, dual enrollment, and online courses challenge students to meet high district expectations.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Football (Boys), Golf (Co-ed), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) We recognize the importance of offering a full array of interscholastic athletic activities, and offer regional teams in swimming, gymnastics, ice hockey and dance. League, county and state championships purvey team accomplishments while many of our individual athletes and coaches garner multiple honors. Highlights: Girls Bball League, N1 Grp 3 Sectl & State Grp 3 Champs; Boys Bowling Bergen Cnty Champs; Baseball League & Grp 3 Sectl Champs; Girls Swim League Champs; Boys Soccer League Champs.
Clubs and Activities:	Pascack believes that extra-curricular activities add real value and unique experiences for our students. The district offers dozens of clubs in each school ranging from the ski club, debate team, Teens Against Cancer, human rights league, language clubs, student publications, and our highly-acclaimed robotics team. With the plethora of service, school, and academic clubs, there is no shortage of opportunities for interested students.
Before and After School Programs:	The Pascack Valley Regional High School District serves high school students and does not host child-care programs for its students.

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2016-2017

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Staff and Professional Learning:	Research shows that creating meaningful change requires sustainability and time. Utilizing these two principles, the district focuses on professional development with the goal of increasing student understanding and engagement. Every year staff avail themselves of multiple full-day professional development days, opportunities to attend workshops, attend conferences, visit other schools, and take part in collaborative cohorts with their colleagues to accomplish this goal.
Postsecondary Information:	100% or close to 100% of our students apply to and are accepted to college each year. Of that number, 92% attend four year colleges that include some of the most prestigious universities in the country as well as honors programs at state schools in New Jersey and beyond. A very small percentage of our students join the workforce or military.
Student Supports and Services:	Students with special needs from both in and out of the district are able to have individualized instruction, accommodations, and modifications in a least restrictive environment via placement in collaborative classes or one of our highly successful self-contained programs that include Park @PVR, Learning & Language Disabled (LLD), RISE, Park Academy, and the Milestones 18-21 Program.
Student Health and Wellness:	Through a variety of passive and active measures, students and faculty can learn and work in an environment that is both safe and secure. We are the only school district in the State of New Jersey that certifies all students, faculty, and staff in CPR. Both schools have wellness centers staffed by a full-time counselor. Programs occur during the year for all students on mental health and healthy living.
Parent and Community Involvement:	The local community is extremely supportive of its regional high school program. Local businesses and corporations partner with the schools to provide seniors with meaningful, year-long internships to prepare our students for their future careers. The school-based parent organizations work closely with the building administration on a variety of topics. The parent groups conduct multiple fundraisers to support senior scholarships, teacher grants, and a senior graduation celebration.

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2016-2017

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Each year parents, faculty, and students are given the opportunity to provide feedback via a school climate survey. This comprehensive survey boasts a high return rate and asks respondents to provide their view on the school schedule, assessments, instruction, technology, and communication. The results are communicated with the public and are used to continually modify and adjust instructional programs.
Facilities:	Pascack Valley HS was built in the 1950's and continues to experience expansion projects, remodeling, and constant updating so our students receive an education that will prepare them for the world of college and career. A robust wireless network allows students to be connected to their learning throughout the building and property throughout the day and the school is proud of it's modern STEM labs, auditorium, indoor and outdoor athletic facilities, TV production studio, and media center.

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Other Information:	Culture of Innovation: Students learn in personalized environments, mentored by faculty experts who engage them in a variety of instructional activities and assessments that foster critical thinking, creativity, and innovation to prepare them for the next stage in their lives. Digital Transformation: Now in its 14th year, our instructional technology is continually evolving to meet the needs of college and career-bound students. Every faculty member and student is issued a Macbook Air laptop with access to the latest versions of educational, business, and creation software. The district utilizes the Canvas Learning Management System for instruction, Genesis for record keeping, and a variety of online tools for specific educational purposes. More importantly, all these digital tools are used for teaching and learning to emulate experiences students will have in college and careers. Flexible Learning Structures: Now in its 4th year, the "Pascack Schedule" provides students with variety and choice in terms of

NJ SCHOOL PERFORMANCE SUMMARY REPORT

PASCACK VALLEY HIGH SCHOOL

2016-2017

County: BERGEN
District: PASCACK VALLEY REGIONAL
Principal: Mr. DeMaio
200 PIERMONT AVE
HILLSDALE, NJ 07642
https://valley.pascack.org/
(201)358-7060

Total students: **1,207**

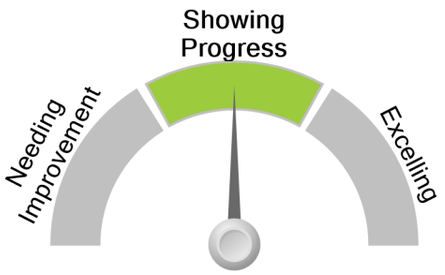
Grades offered: **09-12**
Teachers-average years experience: **12.6**
Student/Teacher Ratio: **11:1**

Students with Disabilities: **18%**
Economically Disadvantaged: **3%**
English Language Learners: **0%**

Are students on track for success?

English

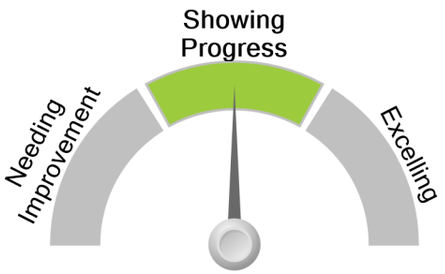
Students meeting/exceeding expectations on state assessment



School 55.4%
(Showing Progress: 40-79%, Excelling: 80-100%)

Math

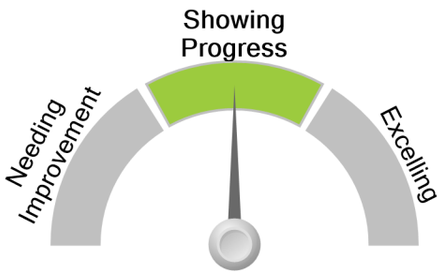
Students meeting/exceeding expectations on state assessment



School 51%
(Showing Progress: 40-79%, Excelling: 80-100%)

Chronic Absenteeism

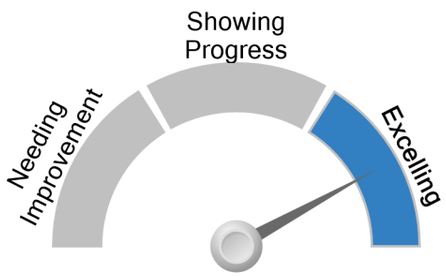
Students absent for 10% or more of days enrolled



School 5.3%
(Showing Progress: 5.1-10%, Excelling: 0-5%)

Are students graduating?

4-year Graduation Rate



School 98%
(Showing Progress: 90-94%, Excelling: 95-100%)

Are students going to college?

Graduates enrolled in college 16 months after graduation



	School
College Enrollment	87.3%
2-year College	12.4%
4-year College	74.9%

(State: College Enrollment: 76.1%, 2-year: 25.5%, 4-year: 50.6%)

School Highlights



- Personalized Special Programs engage students and provide for achievement and differences.
- Digital Transformation, Flexible Learning Structures, Career Readiness are the hallmarks of instruction.
- A Culture of Innovation that promotes forward thinking by students and faculty.

How to use this report?

1. **Learn More:** This report provides an overview of school performance. Learn more about your school by viewing the full performance report
2. **Ask Questions:** Use the contact information included above to reach out to your school and ask how they are working to improve school performance and student outcomes.
3. **Get Involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent groups.