



Clearview Regional High School

2016-2017


Grade Span 09-12

15-0870-020
GLOUCESTER
CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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	384	369	339
10	407	379	364
11	422	412	371
12	402	416	418
Ungraded	16	21	31
Total	1631	1597	1523

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	47%	48%	48%
Male	53%	52%	53%
Economically Disadvantaged Students	12%	12%	12%
Students with Disabilities	11%	13%	12%
English Learners	0%	0%	0%
Homeless Students			1%
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	85.0%
Black or African American	6.0%
Asian	3.7%
Hispanic	3.7%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	1.4%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1522
Shared Time Students	1
Full Time Equivalent	1523

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	99.5%
Other	0.7%



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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	670	96.6	55.90	63.30	54.90	55.9	59.1	Met Target†
White	575	96.2	56.90	64.20	63.90	56.9	60.4	Not Met
Hispanic	20	95.2	45.00	52.30	39.80	45	43.6	Met Target
Black or African American	40	100.0	42.50	47.90	35.20	42.5	40.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	100.0	65.20	77.10	80.70	65.2	72.3	Met Target†
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	12	100.0	50.00	54.20	54.90	50	**	**
Female	338	97.7	61.50	71.10	62.20	61.5		
Male	332	95.5	50.00	55.20	48.10	50		
Economically Disadvantaged Students	79	94.1	41.80	43.80	36.20	41.4	34	Met Target
Non-Economically Disadvantaged Students	591	96.9	57.70	65.90	65.80	57.7		
Students with Disabilities	82	94.3	18.30	21.10	20.50	18.1	18.3	Met Target†
Students without Disabilities	588	96.9	61.00	68.90	61.90	61		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† 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	332	755	755	749	3%	9%	26%	55%	8%	63%	52%
White	283	756	756	757	*	*	26%	56%	8%	64%	62%
Hispanic	10	747	747	733	*	0%	*	*	*	50%	35%
Black or African American	22	740	740	730	*	*	*	46%	0%	46%	30%
Asian, Native Hawaiian, or Pacific Islander	10	758	758	777	0%	*	*	*	*	70%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	157	758	758	756	*	*	23%	60%	*	69%	60%
Male	175	751	751	741	*	*	28%	51%	*	57%	43%
Economically Disadvantaged Students	36	737	737	731	*	*	*	39%	*	42%	32%
Non-Economically Disadvantaged Students	296	757	757	758	*	*	*	57%	*	65%	62%
Students with Disabilities	30	714	714	714	*	*	*	*	*	*	13%
Students without Disabilities	302	759	759	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	332	755	755	752	3%	9%	26%	55%	8%	63%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	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	345	750	750	743	8%	12%	31%	38%	11%	49%	46%
White	297	750	750	749	8%	12%	31%	38%	12%	50%	52%
Hispanic	10	737	737	728	*	*	*	*	0%	40%	34%
Black or African American	18	742	742	725	*	*	*	*	*	39%	31%
Asian, Native Hawaiian, or Pacific Islander	14	761	761	774	*	0%	*	*	*	64%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	183	757	757	752	*	*	31%	38%	*	55%	54%
Male	162	742	742	734	*	*	32%	38%	*	42%	39%
Economically Disadvantaged Students	41	743	743	726	*	*	29%	27%	*	39%	32%
Non-Economically Disadvantaged Students	304	751	751	751	*	*	31%	39%	*	50%	54%
Students with Disabilities	49	724	724	704	25%	*	29%	*	*	25%	12%
Students without Disabilities	296	754	754	749	6%	*	31%	*	*	53%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	345	750	750	745	8%	12%	31%	38%	11%	49%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	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	342	747	747	736	13%	14%	21%	40%	12%	52%	38%
White	294	748	748	738	11%	14%	21%	42%	11%	53%	40%
Hispanic	12	735	735	731	*	*	*	*	*	25%	34%
Black or African American	16	725	725	728	*	*	*	*	0%	25%	30%
Asian, Native Hawaiian, or Pacific Islander	16	772	772	756	*	0%	*	*	*	75%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	157	759	759	744	*	*	19%	51%	16%	67%	46%
Male	185	737	737	729	*	*	23%	30%	9%	39%	31%
Economically Disadvantaged Students	34	732	732	729	*	*	*	32%	*	35%	32%
Non-Economically Disadvantaged Students	308	749	749	740	*	*	*	41%	*	54%	42%
Students with Disabilities	38	711	711	709	37%	29%	*	*	*	11%	12%
Students without Disabilities	304	752	752	741	10%	12%	*	*	*	57%	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.

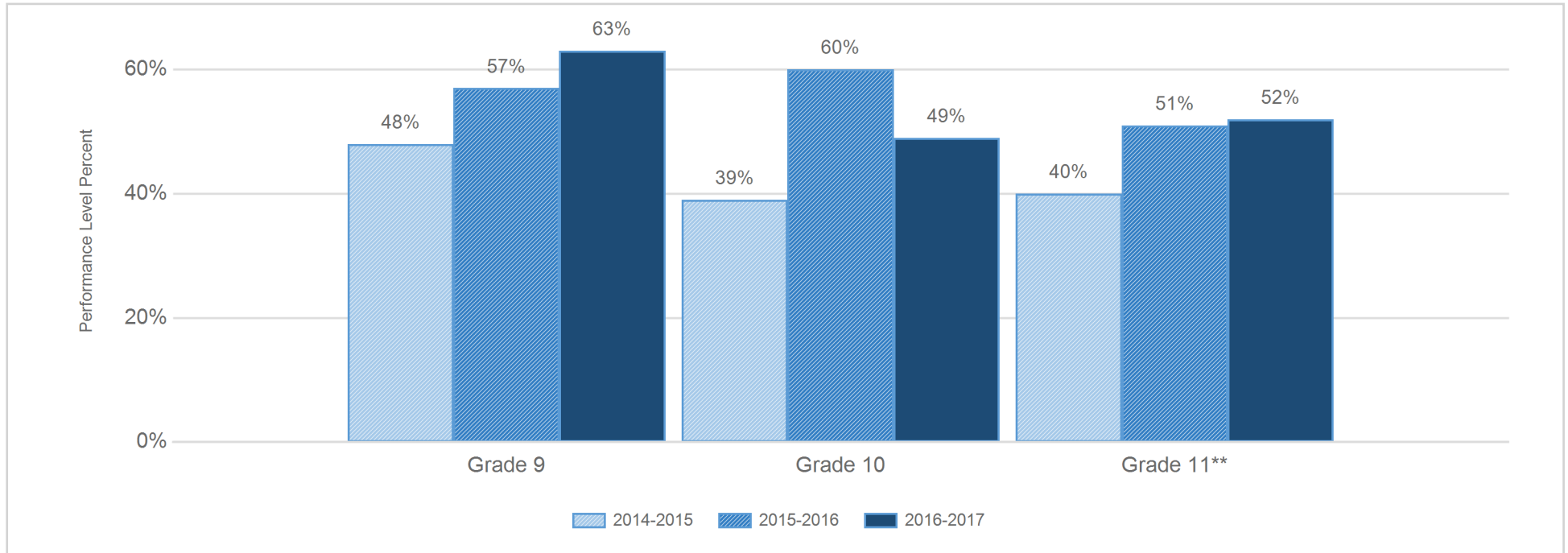


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English Language Arts/Literacy Assessment - Performance Trends

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	97.4	46.30	56.10	43.50	46.3	52.1	Not Met
White	484	97.2	47.30	57.70	52.40	47.3	53.2	Not Met
Hispanic	18	94.7	50.00	47.60	27.60	49.7	**	**
Black or African American	31	100.0	22.60	28.10	21.70	22.6	23.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	18	100.0	50.00	69.80	75.60	50	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	283	98.3	41.00	55.50	44.10	41		
Male	277	96.6	51.60	56.80	42.90	51.6		
Economically Disadvantaged Students	58	93.7	25.90	33.60	25.10	25.5	33.5	Met Target†
Non-Economically Disadvantaged Students	502	97.9	48.60	58.90	54.30	48.6		
Students with Disabilities	55	94.9	16.40	15.50	16.50	16.3	21.9	Met Target†
Students without Disabilities	505	97.7	49.50	60.90	48.80	49.5		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	560	97.4	46.30	56.10	45.20	46.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	246	739	753	743	*	19%	33%	39%	*	39%	42%
White	202	741	755	751	*	17%	32%	41%	*	42%	52%
Hispanic	12	728	*	728	*	*	*	*	0%	25%	24%
Black or African American	21	730	*	724	*	48%	*	*	0%	24%	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	124	739	753	744	*	19%	37%	36%	*	36%	43%
Male	122	740	753	741	*	20%	30%	42%	*	43%	40%
Economically Disadvantaged Students	39	725	*	727	*	31%	28%	*	*	21%	23%
Non-Economically Disadvantaged Students	207	742	*	751	*	17%	34%	*	*	43%	52%
Students with Disabilities	45	714	*	714	*	*	*	*	*	*	10%
Students without Disabilities	201	745	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	246	739	753	745	*	19%	33%	39%	*	39%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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	275	738	746	734	4%	20%	47%	30%	0%	30%	30%
White	240	738	747	740	5%	18%	47%	30%	0%	30%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	15	725	*	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	129	738	748	735	*	19%	48%	29%	*	29%	31%
Male	146	738	744	733	*	21%	45%	30%	*	30%	30%
Economically Disadvantaged Students	26	730	*	721	*	39%	39%	*	0%	15%	13%
Non-Economically Disadvantaged Students	249	739	*	740	*	18%	47%	*	0%	31%	39%
Students with Disabilities	39	719	719	711	*	*	*	*	*	*	*
Students without Disabilities	236	741	750	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	275	738	746	735	4%	20%	47%	30%	0%	30%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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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 Grade Span 09-12

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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	275	740	740	725	*	21%	32%	35%	*	36%	28%
White	237	741	741	731	*	22%	32%	35%	*	37%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	12	722	722	703	*	*	*	*	0%	17%	*
Asian, Native Hawaiian, or Pacific Islander	13	738	*	761	*	*	*	*	0%	46%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	132	740	740	725	*	21%	40%	32%	*	33%	27%
Male	143	739	*	725	*	22%	24%	37%	*	40%	29%
Economically Disadvantaged Students	25	722	722	708	*	*	*	*	*	16%	13%
Non-Economically Disadvantaged Students	250	741	*	733	*	*	*	*	*	38%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
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%

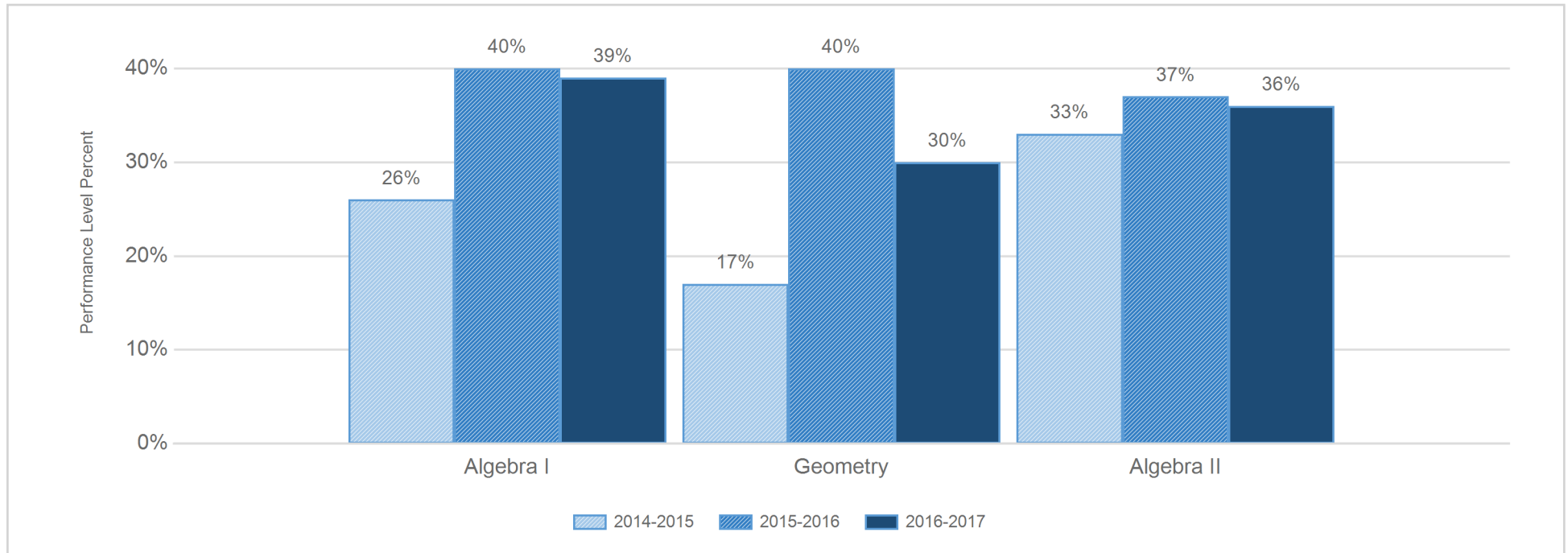


Clearview Regional High School
2016-2017
Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

Mathematics Assessment – Performance Trends

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





Clearview Regional High School
 2016-2017
 Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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



Clearview Regional High School
2016-2017
Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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.

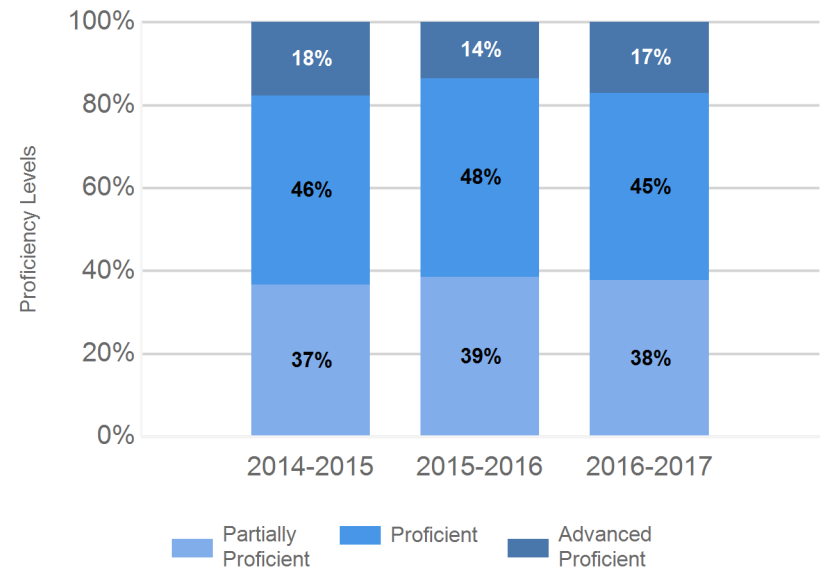
Biology Assessment - Performance

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	17%	45%	38%
White	18%	47%	35%
Hispanic	13%	7%	80%
Black or African American	5%	42%	53%
Asian, Native Hawaiian, or Pacific Islander	29%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	5%	33%	62%
Students with Disabilities	2%	20%	78%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





Clearview Regional High School
2016-2017

Grade Span 09-12

15-0870-020
GLOUCESTER
CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

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	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	17.2%	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	489	481	Varies By Grade	74%	67%
PSAT - Math	492	483	Varies By Grade	53%	49%
SAT - Reading and Writing	561	551	480	85%	77%
SAT - Math	576	552	530	71%	58%
ACT - Reading	24	24	22	67%	65%
ACT - English	24	24	18	82%	79%
ACT - Math	25	24	22	74%	65%
ACT - Science	24	23	23	61%	54%



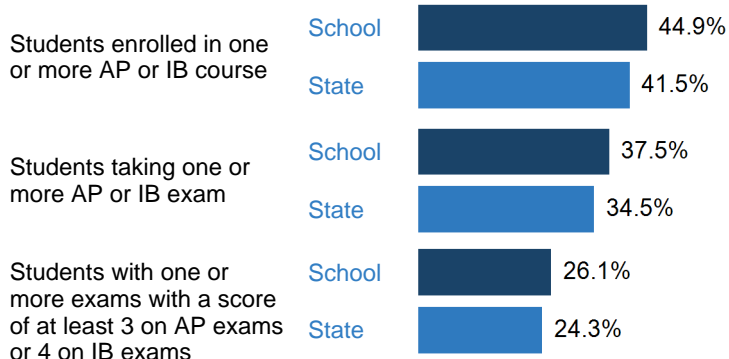
Clearview Regional High School
2016-2017
Grade Span 09-12

15-0870-020
GLOUCESTER
CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

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 Biology	60	49
AP Calculus AB	71	70
AP Calculus BC	33	30
AP Chemistry	70	16
AP English Language and Composition	89	83
AP English Literature and Composition	42	27
AP Environmental Science	28	15
AP French Language and Culture	20	15
AP Government	51	0
AP Music Theory	4	4
AP Physics 1	0	39
AP Physics 2	0	3
AP Physics C	102	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	12
AP Psychology	91	79
AP Spanish Language	4	3
AP Statistics	13	14
AP Studio Art—Drawing Portfolio	11	7
AP U.S. Government and Politics	0	29



**Clearview Regional High School
2016-2017**

Grade Span 09-12

15-0870-020
GLOUCESTER
CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	25	22
Total Exams Taken		518
Exams with scores of at least 3 on AP exams or 4 on IB exams		366



Clearview Regional High School
2016-2017
Grade Span 09-12

15-0870-020
GLOUCESTER
CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

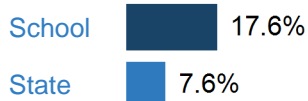
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

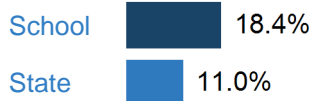
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

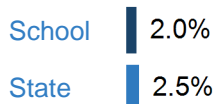
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Human Services	*	*
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	11	
Total number of credentials earned in all clusters		11

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



Clearview Regional High School
2016-2017

Grade Span 09-12

15-0870-020
GLOUCESTER
CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

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	237	57	45	0	0	0	6
10	82	179	74	40	0	0	5
11	3	63	175	72	46	5	7
12	2	11	37	85	114	112	49
Schoolwide	324	310	332	197	160	117	67
Enrolled in AP/IB Course					104	13	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	2	0	0	0	336	6
10	231	110	45	0	8	5
11	158	212	4	9	21	71
12	49	36	7	19	97	130
Schoolwide	440	358	56	28	462	212
Enrolled in AP/IB Course	60	70		28	102	0



Clearview Regional High School

2016-2017

Grade Span 09-12

15-0870-020

GLOUCESTER

CLEARVIEW REGIONAL

625 BREAKNECK RD

MULLICA HILL, NJ 08062-9436

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	338	4	1	0	0	2
10	5	358	4	0	0	5
11	3	359	6	0	29	15
12	3	22	12	212	45	41
Schoolwide	349	743	23	212	74	63
Enrolled in AP/IB Course	0	25	0	91	0	51

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	195	40	0	45	41	0	0
10	218	31	0	54	36	0	0
11	61	16	0	26	27	0	0
12	14	20	0	17	12	0	0
Schoolwide	488	107	0	142	116	0	0
Enrolled in AP/IB Course	4	20	0	0	0	0	0
Enrolled in Level 3 or Higher	64	35	0	35	75	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Clearview Regional High School
2016-2017
Grade Span 09-12

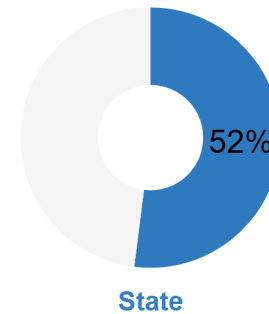
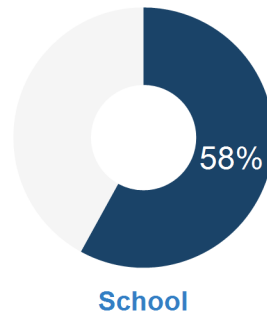
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CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

Visual and Performing Arts – Course Participation

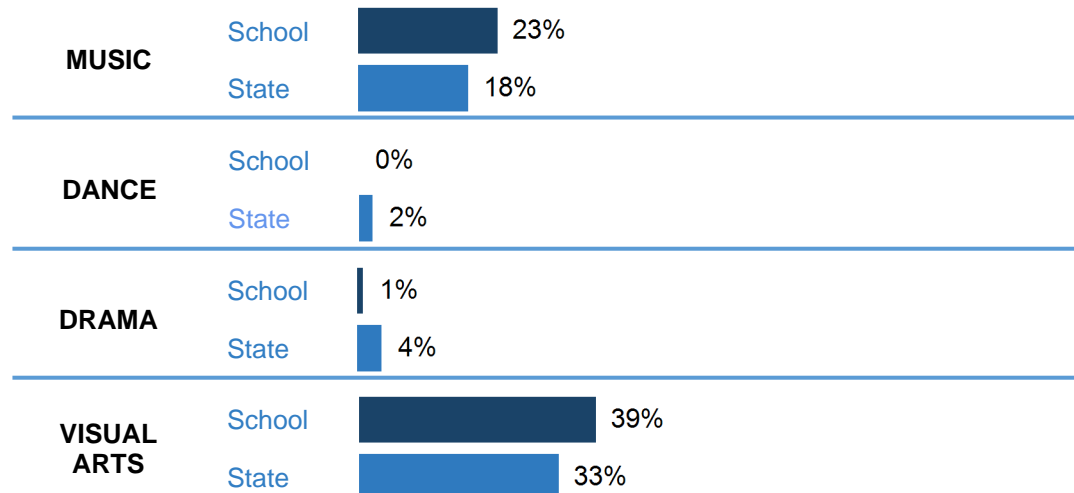
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Clearview Regional High School
2016-2017

Grade Span 09-12

15-0870-020
GLOUCESTER
CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

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	93.2%	90.5%	96.2%	91.8%	96.4%	N	Met Goal	95.2%	N	Met Goal
White	92.8%	94.5%	96.8%	95.1%	97.0%	N	Met Goal	96.2%	N	Met Goal
Hispanic	88.9%	84.3%	93.3%	86.3%	93.3%	**	**	83.3%	**	**
Black or African American	100.0%	83.4%	85.7%	85.3%	85.0%	N	N	82.4%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	87.7%	83.9%	90.2%	85.6%	90.2%	80.8%	Met Target	85.0%	87.9%	Not Met
Students with Disabilities	72.2%	78.8%	82.8%	82.1%	84.1%	81.7%	Met Target	79.1%	81.7%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	N	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	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	93.2%	-
2016	96.4%	96.2%
2015	95.0%	95.2%

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	0.6%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.7%	1.1%



Clearview Regional High School
2016-2017

Grade Span 09-12

15-0870-020
GLOUCESTER
CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

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	76.6%	26.1%	73.9%
White	77.3%	24.1%	76%
Hispanic	*	*	*
Black or African American	57.1%	31.3%	68.8%
Asian, Native Hawaiian, or Pacific Islander	100%	12.5%	87.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	61.2%	43.3%	56.7%
Students with Disabilities	40.5%	60%	40%
English Learners	N	N	N

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	78.4%	28.6%	71.4%	75.5%	24.5%	59.3%	40.7%
White	78.9%	29.2%	70.8%	75.8%	24.2%	58%	42%
Hispanic	63.6%	28.6%	71.4%	42.9%	57.1%	42.9%	57.1%
Black or African American	77.8%	35.7%	64.3%	71.4%	28.6%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	87.5%	0%	100%	78.6%	21.4%	71.4%	28.6%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	54.8%	60.9%	39.1%	95.7%	4.4%	91.3%	8.7%
Students with Disabilities	38.6%	76.5%	23.5%	82.4%	17.7%	88.2%	11.8%
English Learners	N	N	N	N	N	N	N



Clearview Regional High School
2016-2017

Grade Span 09-12

15-0870-020
GLOUCESTER
CLEARVIEW REGIONAL
625 BREAKNECK RD
MULLICA HILL, NJ 08062-9436

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.

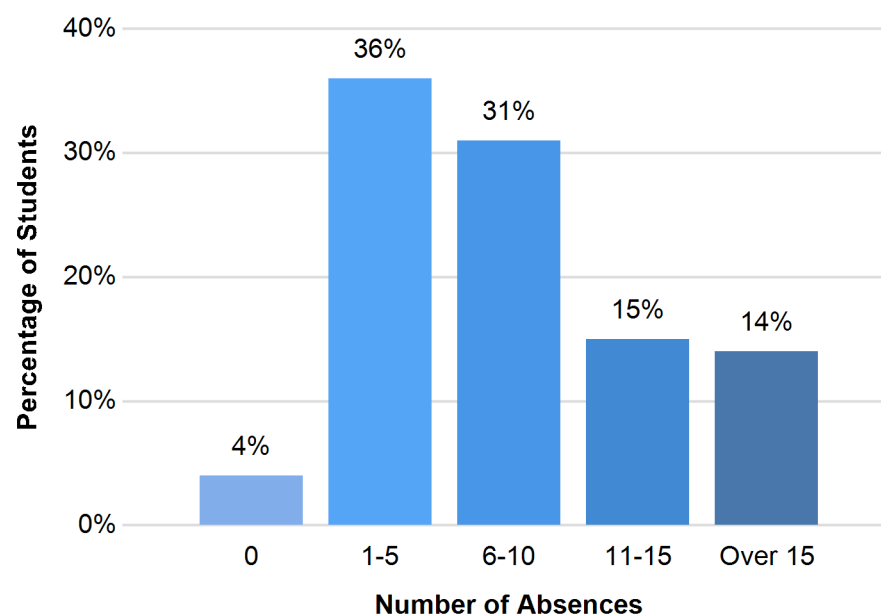
Chronic Absenteeism

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	11.70	14.30	Met Target
White	11.50	14.30	Met Target
Hispanic	19.60	14.30	Not Met
Black or African American	15.40	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.50	14.30	Met Target
Economically Disadvantaged Students	28.00	14.30	Not Met
Students with Disabilities	22.70	14.30	Not Met
English Learners	N	**	**

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.



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

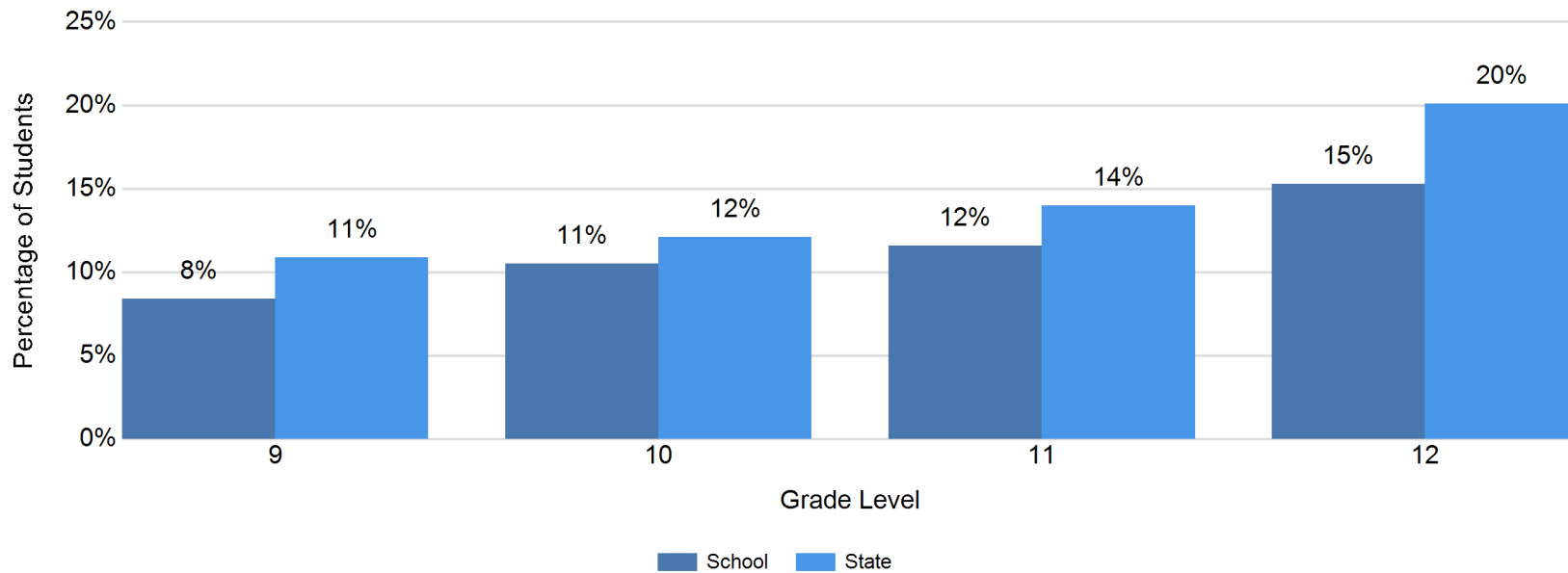


Clearview Regional High School
 2016-2017
 Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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.





Clearview Regional High School

2016-2017

Grade Span 09-12

15-0870-020

GLOUCESTER

CLEARVIEW REGIONAL

625 BREAKNECK RD

MULLICA HILL, NJ 08062-9436

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	7:30AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 38 Mins.
Shared Time - Instructional Time	*

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	5
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	0.85

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	5.1%
Any Suspension	5.1%

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



Clearview Regional High School
 2016-2017
 Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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	1.2:1	170.3 kbps	100 kbps	Yes	N	Fiber	N

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 (2015-2016)	\$294	\$11,557	\$11,851



Clearview Regional High School
2016-2017
Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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

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

Category	Teachers in School	Teachers in State
Total Number of teachers	114	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	70%	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	17	9,506
Average years experience in public schools	20.0	15.9
Average years experience in district	13.1	11.6
Administrators in district for 4 or more years	88%	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	13:1	13:1
Administrators	381:1	138:1
Librarian/Media Specialists		2349:1
Nurses		1174:1
Counselors		235:1
Child Study Team		587:1



Clearview Regional High School
 2016-2017
 Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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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 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.

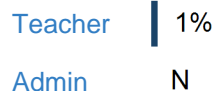
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to 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	90%	89%
2015-16 Administrators: Same district 2016-17	100%	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	97%



Clearview Regional High School

2016-2017

Grade Span 09-12

15-0870-020

GLOUCESTER

CLEARVIEW REGIONAL

625 BREAKNECK RD

MULLICA HILL, NJ 08062-9436

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	65.7	17.5%
Mathematics Proficiency	81.4	17.5%
Graduation - 4-Year	63.4	25.0%
Graduation - 5-Year	40.1	25.0%
Chronic Absenteeism	48.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.9
Summative Rating: Percentile rank of Summative Score		61.4
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.



Clearview Regional High School
2016-2017
Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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	Cut-off Score for Targeted Support and Improvement	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	58.9	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
White	60.0	6.2	No	Not Met	Not Met	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	**	Not Met	**	**	No
Black or African American	65.0	6.2	No	Met Target	Met Target†	Not Met	N	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	55.3	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	55.1	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	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.



Clearview Regional High School
 2016-2017
 Grade Span 09-12




15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

School General Info

Principal:	Mr. Brook	Email Address:	brookke@clearviewregional.edu
Address:	625 BREAKNECK RD MULLICA HILL, NJ 08062-9436	Website:	https://www.clearviewregional.edu
Phone:	(856)223-2790		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • 17 Advanced Placement Courses are offered; Award winning Robotics Team; Award winning TSA and DECA Clubs • Award winning Marching Band, Vocale/Wind Ensembles; Fall Play and Spring Musical • Very Successful Varsity athletic program that competes at the Group IV level
 <p>Mission, Vision, Theme:</p>	<p>Clearview Regional High School aims to provide students with an education that is Developmentally Responsive, Challenging, Empowering, and Equitable. Our curriculum is exploratory in nature, integrative, and relevant. The school culture is safe, inclusive, and supportive of all. We believe firmly in student voice, and equip our students to apply critical thinking and problem solving strategies to real world issues.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Clearview Regional High School has been recognized for excellence within the classroom and beyond. Our students have been admitted to some of the nations most prestigious colleges and universities. Students on stage and in the artist studio have won awards within our county, region and state. Our competitive clubs are widely respected and represent our district on a national level.</p>







Clearview Regional High School
 2016-2017
 Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our academic program offers a variety of courses and services to meet the needs of all of our students. We offer over 180 courses, including 17 designated as Advanced Placement, along with Honors and Advanced classes in all fields of study. In addition to the traditional offerings like English, Social Studies, Math, Science and World Languages, we offer a comprehensive program that provides students the opportunity to explore and/or excel in areas of talent and interest.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), 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 (Boys & Girls), Wrestling (Boys)</p> <p>Our athletic teams were extremely competitive in the Tri-County, West Jersey, Olympic Conferences, Group IV Tournaments this past year, and a number of our student athletes received all-conference recognition for their achievements on the field, the court, and in the classroom as well.</p>
 <p>Clubs and Activities:</p>	<p>Our student clubs offer opportunities for students to pursue interests and showcase their talents, while organizations such as National Honor Society and Student Council offer opportunity to serve their school and community. The theater program attracts students who aspire to perform in one of the award-winning musical productions. Our Marching Band has success in local and regional competition. The Vocale and Wind Ensembles perform on the local, regional, national, and international stage.</p>
 <p>Before and After School Programs:</p>	<p>PARCC Academies assist students with skill development for ELA, Math and Technology. In addition to extended day/year support programs, the district provides enrichment opportunities to all students. Numerous academic opportunities are provided by offering courses for credit, as well as numerous enrichment courses in academic and elective areas. Summer Math Camps are available to all interested high school students, providing transition and preparation for the rigors of high school.</p>








Clearview Regional High School
 2016-2017
 Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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 <p>Staff and Professional Learning:</p>	<p>Teachers work in cohorts during professional learning days to explore multiple teaching and learning approaches. Staff also has the ability to seek professional development activities outside of the school community. Teachers are given choice as to the professional development needs they wish to address. Our ongoing professional development opportunities reflect best educational practices and teachers often turnkey information for their peers.</p>
 <p>Postsecondary Information:</p>	<p>We are confident that our challenging and comprehensive program provides each individual student with the opportunity to select and prepare for various post-secondary and career options. Clearview Regional High School offers a safe and supportive learning environment, and an excellent professional staff that works in partnership with involved and supportive parents, giving our students an outstanding educational experience.</p>
 <p>Student Supports and Services:</p>	<p>Intervention and Referral Services provide services to assist students who are experiencing learning, behavioral, or health difficulties. The district is committed to providing small-sized ELA and Math classes with two content-certified teachers providing daily instruction. In addition to the co-teaching model, identified students are also supported through the ICR classroom. ELL students are provided services according to state requirements for ELS (English Language Services) program.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness is addressed on a daily basis through our Physical Education and Health classes. In addition, a district wide Health and Wellness committee explores opportunities for both students and staff to engage in healthy activities and habits.</p>
 <p>Parent and Community Involvement:</p>	<p>We are fortunate to have an extremely supportive community. Parents have a number of opportunities for direct involvement in the school, through the Principal's Parent-Teacher Organization (PTO), the Vocale Ensemble Parents' Organization, the Band Parents' Association, and the Project Prom Committee. The involvement and support of our parents is a critical component to the success of our students and our programs.</p>



Clearview Regional High School
 2016-2017
 Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

The School Climate Survey is provided to our stakeholders once a year and the School Safety committee uses results to make decisions that benefit students, staff, and parents.



Clearview Regional High School
2016-2017
Grade Span 09-12

15-0870-020
 GLOUCESTER
 CLEARVIEW REGIONAL
 625 BREAKNECK RD
 MULLICA HILL, NJ 08062-9436

School Narrative

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Other Information:

Clearview Regional is a comprehensive 9-12 high school that serves the residents of Harrison and Mantua Townships. The student enrollment at Clearview is approximately 1,550 students, and our facilities provide them with an excellent setting for academic, athletic, and extra-curricular programs. Our academic program offers a variety of courses and services to meet the needs of all of our students, while providing them with the chance to pursue their own areas of interest. We offer over 180 courses, including 17 designated as Advanced Placement, along with Honors and advanced offerings in all fields of study. In addition to the traditional course offerings in English, Social Studies, Math, Science, World Languages, and Health and Physical Education, Clearview offers a comprehensive program that provides students the opportunity to explore and/or excel in areas of talent and interest. These areas include programs in Art, Vocal and Instrumental Music, Business Information Technology, Family and Consumer Sciences, and Technology Education. The Visual and Performing Arts Department offers students creative outlets with their award winning art, music and theater programs, and advanced courses such as Advanced Placement Music Theory, Vocal Ensemble, Wind Ensemble, Honors Art III, and Honors Art IV and AP Studio Art. The Business Information program includes multiple levels of Accounting, Marketing and Global Logistics. The Technology Department has been recognized as an outstanding program in New Jersey, where students receive instruction in Robotics, Video Game Design, Media, Computer Assisted Drafting/Design, Engineering and Architecture, and Systems Technology. The Family and Consumer Sciences Department provides students with practical skills in areas such as gourmet foods, culinary arts, and child development. Students in the child development program operate the Little Pioneers Pre-School on campus as part of their classroom experience.



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL


595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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
7	392	409	400
8	416	405	409
Ungraded	17	11	17
Total	825	825	826

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	50%	49%	51%
Male	51%	51%	49%
Economically Disadvantaged Students	13%	12%	12%
Students with Disabilities	13%	12%	13%
English Learners	0%	0%	0%
Homeless Students			1%
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	87.3%
Black or African American	4.4%
Asian	3.4%
Hispanic	3.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.7%

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	98.9%
<i>Other</i>	0.9%



Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

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	786	98.3	69.70	63.30	54.90	69.7	58.2	Met Target
White	692	98.3	70.30	64.20	63.90	70.3	58.5	Met Target
Hispanic	24	100.0	58.40	52.30	39.80	58.4	61	Met Target†
Black or African American	33	94.4	54.50	47.90	35.20	54.1	47.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	88.00	77.10	80.70	88	73.1	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	12	100.0	58.30	54.20	54.90	58.3	**	**
Female	404	98.1	79.20	71.10	62.20	79.2		
Male	382	98.5	59.70	55.20	48.10	59.7		
Economically Disadvantaged Students	90	97.8	45.60	43.80	36.20	45.6	38.1	Met Target
Non-Economically Disadvantaged Students	696	98.3	72.80	65.90	65.80	72.8		
Students with Disabilities	89	96.8	23.60	21.10	20.50	23.6	16.3	Met Target
Students without Disabilities	697	98.5	75.60	68.90	61.90	75.6		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	786	98.3	69.70	*	57.40	69.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
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.



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	384	764	764	756	*	*	18%	50%	23%	73%	59%
White	350	765	765	764	*	*	18%	51%	23%	74%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	758	758	784	*	*	0%	*	*	80%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	202	770	770	764	*	*	14%	49%	32%	81%	68%
Male	182	757	757	749	*	*	21%	52%	13%	65%	51%
Economically Disadvantaged Students	44	750	750	739	*	*	*	46%	*	59%	40%
Non-Economically Disadvantaged Students	340	766	766	766	*	*	*	51%	*	75%	70%
Students with Disabilities	37	729	729	719	*	*	*	*	*	24%	19%
Students without Disabilities	347	768	768	763	*	*	*	*	*	78%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	384	764	764	758	*	*	18%	50%	23%	73%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	400	758	758	757	7%	9%	18%	54%	13%	67%	59%
White	337	759	759	764	7%	8%	19%	53%	15%	67%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	779	779	786	0%	0%	*	80%	*	93%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	203	769	769	766	*	*	14%	58%	20%	78%	68%
Male	197	747	747	749	*	*	21%	49%	6%	55%	50%
Economically Disadvantaged Students	38	726	726	739	26%	32%	*	29%	*	34%	40%
Non-Economically Disadvantaged Students	362	762	762	766	5%	6%	*	56%	*	70%	69%
Students with Disabilities	44	713	713	718	*	*	*	*	0%	21%	18%
Students without Disabilities	356	764	764	764	*	*	*	*	15%	73%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	400	758	758	759	7%	9%	18%	54%	13%	67%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

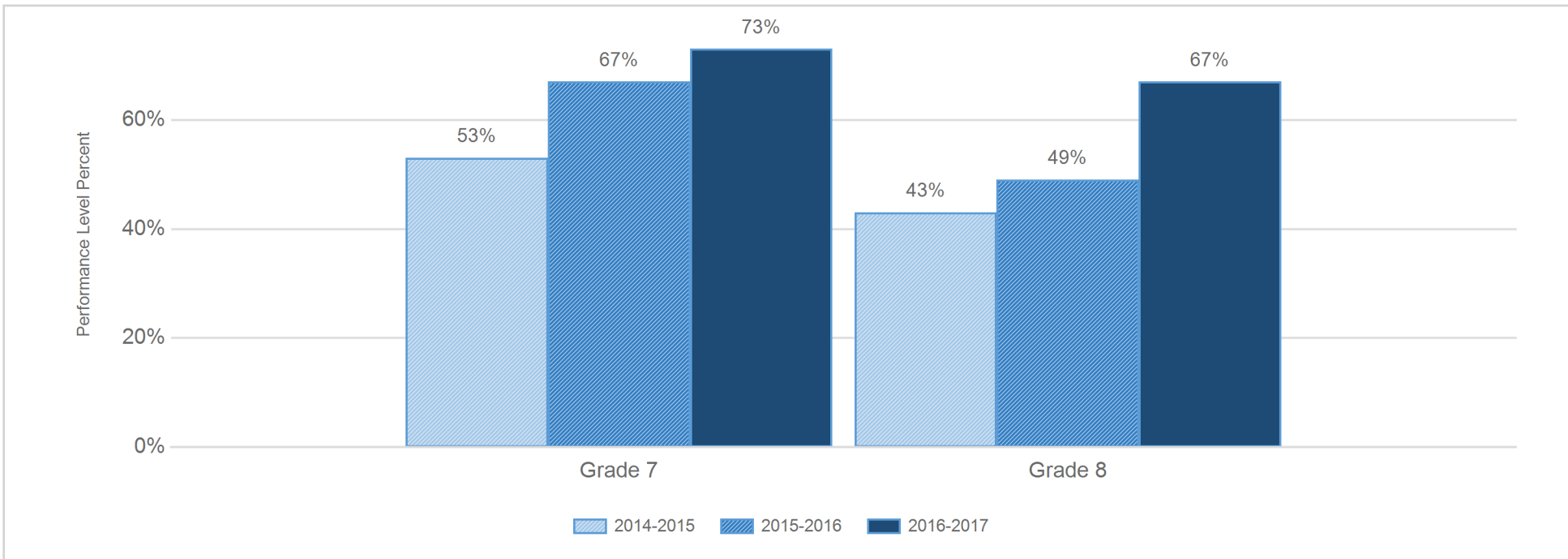


Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

English Language Arts/Literacy Assessment - Performance Trends

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





Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	785	98.8	63.20	56.10	43.50	63.2	53	Met Target
White	691	98.9	65.00	57.70	52.40	65	54.3	Met Target
Hispanic	24	100.0	45.90	47.60	27.60	45.9	35.6	Met Target
Black or African American	33	94.4	33.30	28.10	21.70	33	36.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	84.00	69.80	75.60	84	67.4	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	12	100.0	33.30	*	44.90	33.3	**	**
Female	405	99.0	65.70	55.50	44.10	65.7		
Male	380	98.5	60.50	56.80	42.90	60.5		
Economically Disadvantaged Students	88	98.9	38.70	33.60	25.10	38.7	32.9	Met Target
Non-Economically Disadvantaged Students	697	98.7	66.30	58.90	54.30	66.3		
Students with Disabilities	87	96.7	14.90	15.50	16.50	14.9	10.6	Met Target
Students without Disabilities	698	99.0	69.20	60.90	48.80	69.2		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	785	98.8	63.20	56.10	45.20	63.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

Mathematics Assessment - Performance by Grade: Grade 7**

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	322	750	750	741	*	12%	29%	53%	*	57%	40%
White	292	751	751	748	*	11%	28%	55%	*	59%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	173	751	751	743	*	13%	28%	53%	*	58%	41%
Male	149	749	749	740	*	9%	31%	54%	*	56%	38%
Economically Disadvantaged Students	43	745	745	729	*	*	23%	51%	*	54%	22%
Non-Economically Disadvantaged Students	279	751	751	749	*	*	30%	53%	*	57%	50%
Students with Disabilities	35	716	716	716	*	40%	29%	*	*	11%	11%
Students without Disabilities	287	754	754	746	*	8%	29%	*	*	62%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	322	750	750	742	*	12%	29%	53%	*	57%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

Mathematics Assessment - Performance by Grade: Grade 8**

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	242	739	739	728	*	17%	26%	42%	*	42%	28%
White	200	740	740	736	15%	*	26%	45%	*	45%	35%
Hispanic	13	732	732	721	*	*	*	*	0%	31%	21%
Black or African American	19	731	731	715	*	*	*	*	0%	21%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	114	742	742	730	*	14%	29%	46%	*	46%	30%
Male	128	737	737	725	*	19%	24%	38%	*	39%	26%
Economically Disadvantaged Students	31	715	715	719	*	*	*	*	*	13%	19%
Non-Economically Disadvantaged Students	211	743	743	734	*	*	*	*	*	46%	34%
Students with Disabilities	45	711	711	705	*	*	*	*	*	18%	*
Students without Disabilities	197	746	746	734	*	*	*	*	*	48%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	242	739	739	729	*	17%	26%	42%	*	42%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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	156	774	753	743	0%	0%	*	92%	*	95%	42%
White	138	775	755	751	0%	0%	*	91%	*	95%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	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	81	774	753	744	*	*	*	96%	*	96%	43%
Male	75	775	753	741	*	*	*	87%	*	93%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	156	774	753	745	0%	0%	*	92%	*	95%	*
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%



Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

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	65	781	746	734	0%	0%	0%	59%	42%	100%	30%
White	58	781	747	740	0%	0%	0%	60%	40%	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	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	39	781	748	735	0%	0%	0%	64%	36%	100%	31%
Male	26	781	744	733	0%	0%	0%	50%	50%	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	65	781	750	738	0%	0%	0%	59%	42%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	65	781	746	735	0%	0%	0%	59%	42%	100%	*
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	*



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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	*	*	*	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
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%

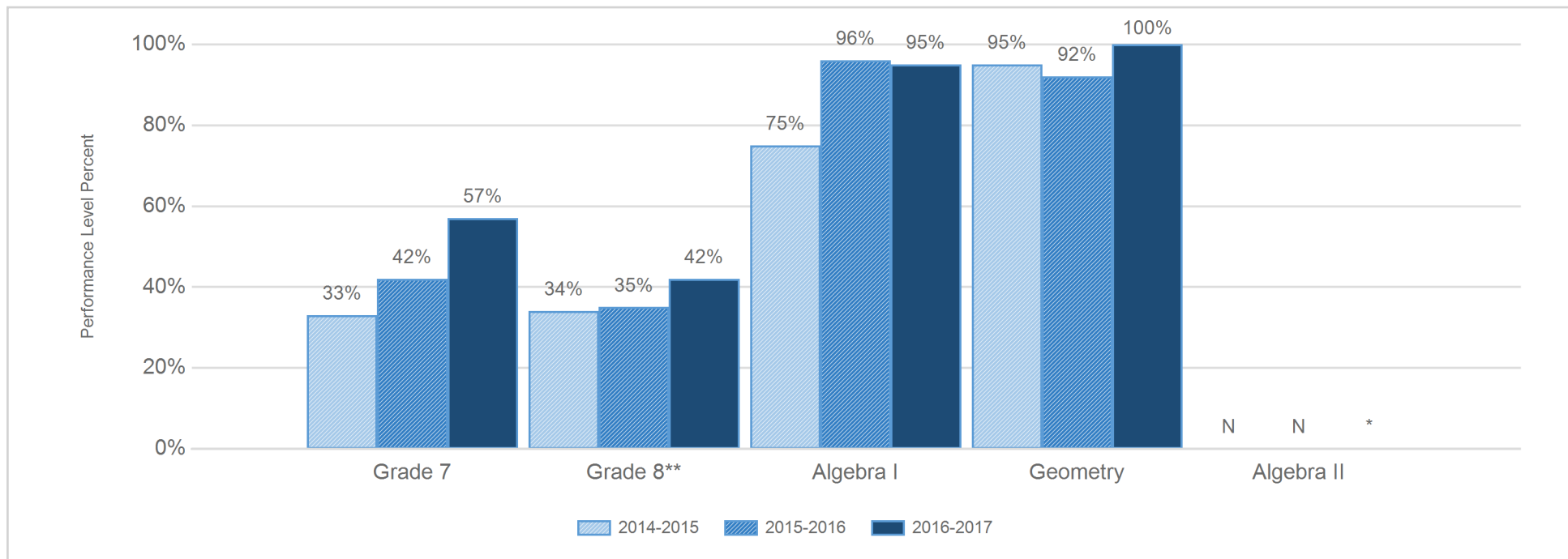


Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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
7	*	*
8	*	*

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	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

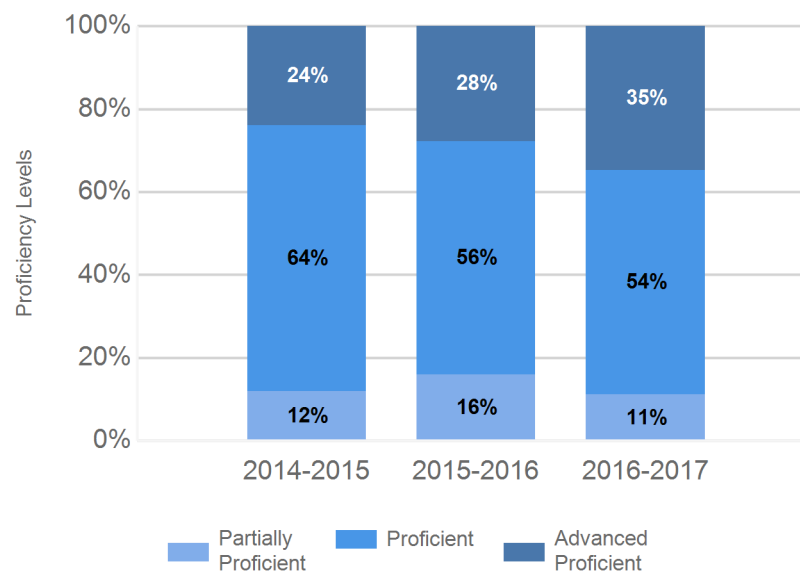
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	35%	54%	11%
White	37%	52%	11%
Hispanic	19%	56%	25%
Black or African American	7%	78%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	20%	50%	30%
Students with Disabilities	9%	50%	41%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows 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



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030
GLOUCESTER
CLEARVIEW REGIONAL
595 JEFFERSON RD
MULLICA HILL, NJ 08062-9436

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42	42	50	Met Target	68	68	50	Exceeds Target
White	42.5	42.5	50	Met Target	68	68	52	Exceeds Target
Hispanic	28	28	49	Not Met	*	*	47	**
Black or African American	28.5	28.5	45	Not Met	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	63	63	60	Exceeds Target	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	24	24	51	**	*	*	52	**
Economically Disadvantaged	41	41	47	Met Target	68	68	46	Exceeds Target
Students with Disabilities	36	36	41	Not Met	42	42	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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



Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

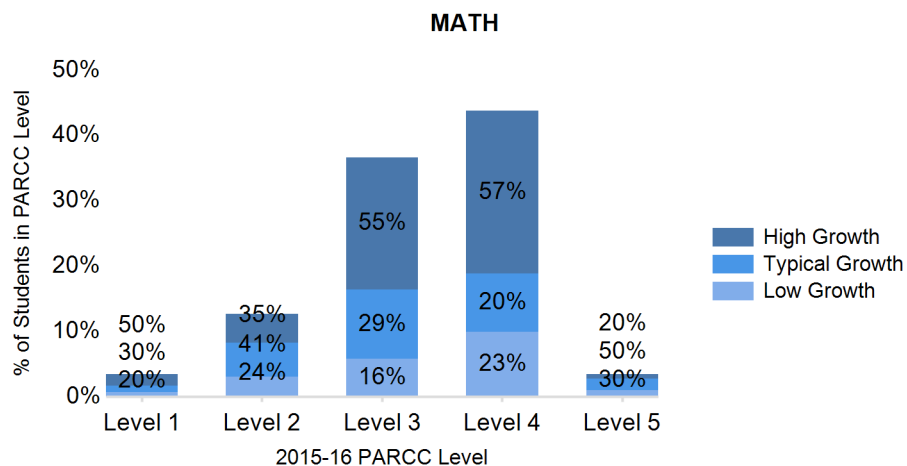
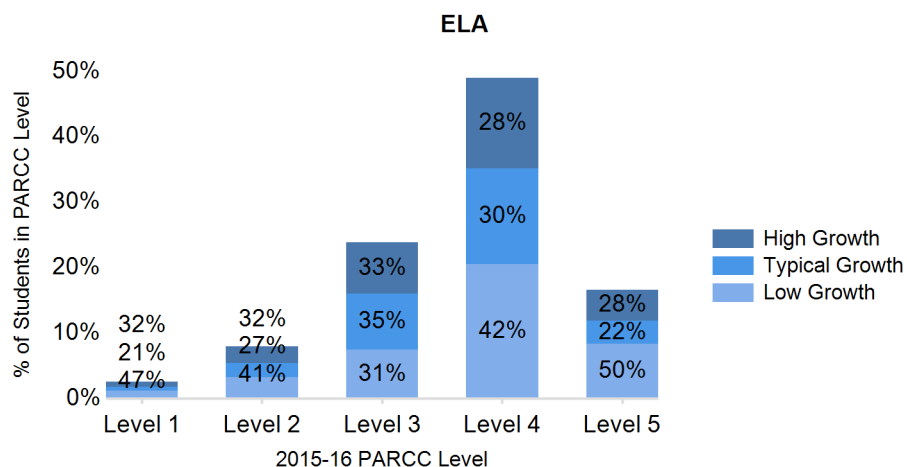
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

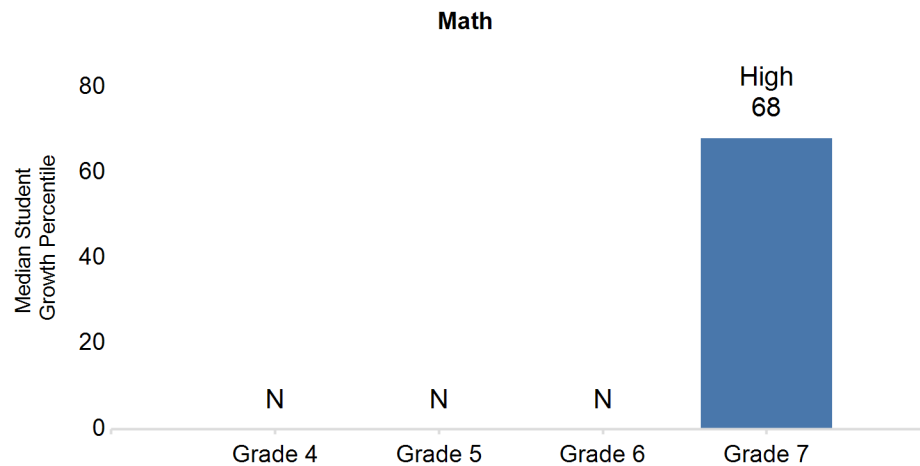
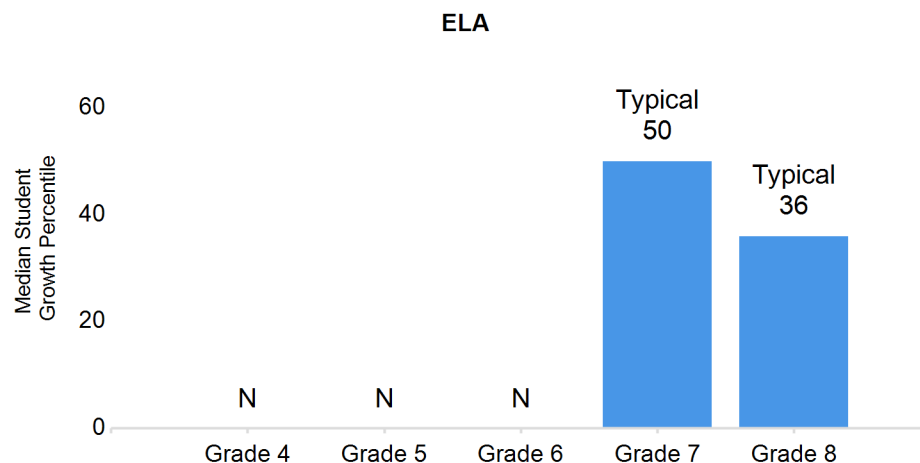
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



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



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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](#).

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. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	64	0	339
8	94	66	256
Schoolwide	158	66	596

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 row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	230	68	0	0	96	0	0
8	215	75	0	0	82	0	0
Schoolwide	445	143	0	0	178	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Clearview Regional Middle School
2016-2017
Grade Span 07-08

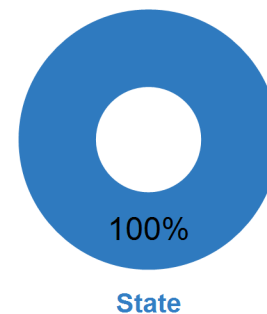
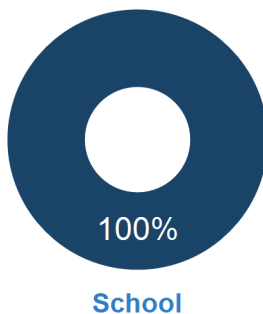
15-0870-030
GLOUCESTER
CLEARVIEW REGIONAL
595 JEFFERSON RD
MULLICA HILL, NJ 08062-9436

Visual and Performing Arts – Course Participation

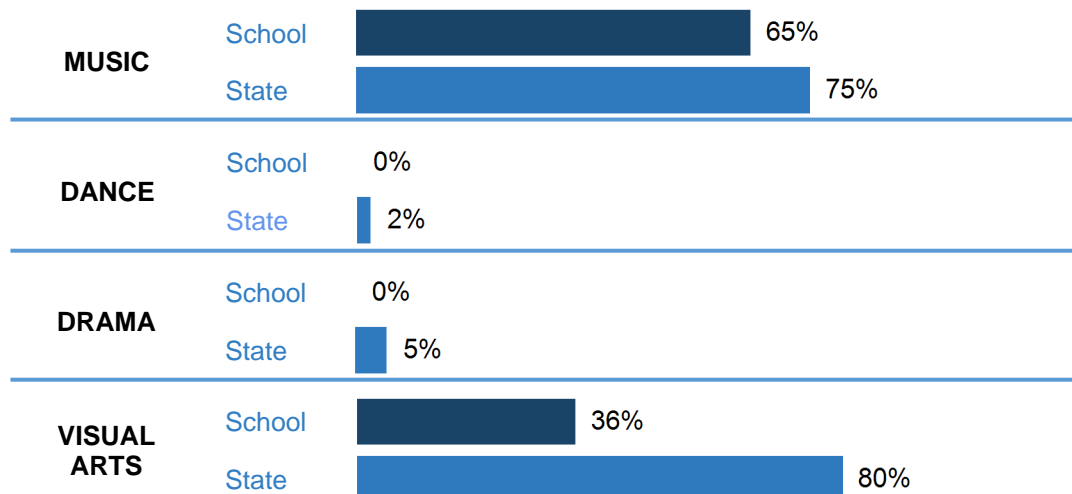
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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.

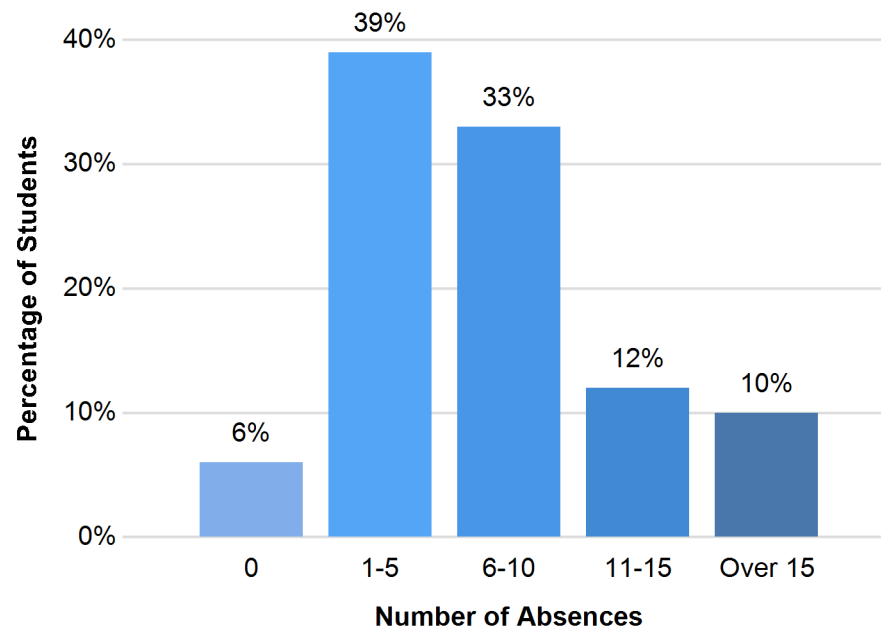
Chronic Absenteeism

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	7.30	9.10	Met Target
White	7.60	9.10	Met Target
Hispanic	11.50	9.10	Not Met
Black or African American	2.80	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.30	9.10	Not Met
Students with Disabilities	18.30	9.10	Not Met
English Learners	N	**	**

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.



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

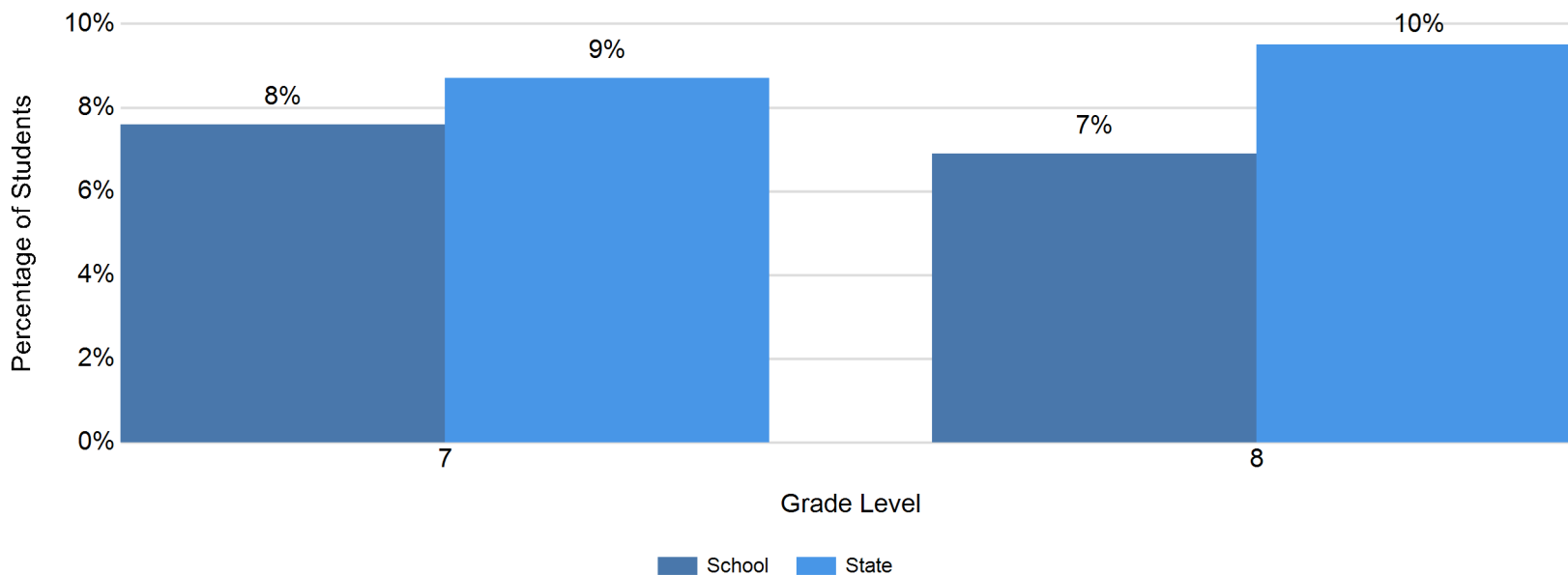


Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
GLOUCESTER
CLEARVIEW REGIONAL
595 JEFFERSON RD
MULLICA HILL, NJ 08062-9436

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.





Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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	7:30AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 56 Mins.
Shared Time - Instructional Time	*

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	5
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.57

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	8.7%
Out-of-School Suspensions	4.2%
Any Suspension	10.0%

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



Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

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	170.3 kbps	100 kbps	Yes	N	Fiber	N

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 (2015-2016)	\$294	\$11,557	\$11,851



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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

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

Category	Teachers in School	Teachers in State
Total Number of teachers	69	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	74%	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	17	9,506
Average years experience in public schools	20.0	15.9
Average years experience in district	13.1	11.6
Administrators in district for 4 or more years	88%	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	12:1	13:1
Administrators	275:1	138:1
Librarian/Media Specialists		2349:1
Nurses		1174:1
Counselors		235:1
Child Study Team		587:1



Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

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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 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to 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	90%	89%
2015-16 Administrators: Same district 2016-17	100%	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	97%



Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

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	70.3	17.5%
Mathematics Proficiency	70.2	17.5%
English Language Arts Growth	17.4	25.0%
Mathematics Growth	90.4	25.0%
Chronic Absenteeism	45.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.4
Summative Rating: Percentile rank of Summative Score		63.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		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.



Clearview Regional Middle School

2016-2017

Grade Span 07-08

15-0870-030

GLOUCESTER

CLEARVIEW REGIONAL

595 JEFFERSON RD

MULLICA HILL, NJ 08062-9436

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	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	55.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	45.7	11.9	No	Met Target†	Met Target	Not Met	Not Met	**	No
Black or African American	57.9	11.9	No	Met Target	Met Target†	Met Target	Not Met	**	No
Asian, Native Hawaiian, or Pacific Islander	66.3	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	62.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	40.9	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	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.



Clearview Regional Middle School
2016-2017
Grade Span 07-08




15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

School General Info

Principal:	Mrs. Bazzel	Email Address:	bazzel@clearviewregional.edu
Address:	595 JEFFERSON RD MULLICA HILL, NJ 08062-9436	Website:	http://www.clearviewregional.edu/
Phone:	(856)223-2740		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes enVision Math, Next Gen Science Standards, Honors Algebra and Honors Geometry • Technology is a part of every school day with all students and staff utilizing 1:1 personal Chromebooks • Award winning and rigorous Arts Program including Art, Band, and Chorus for students
 <p>Mission, Vision, Theme:</p>	<p>Clearview Regional Middle School aims to provide students with an education that is Developmentally Responsive, Challenging, Empowering, and Equitable. Our curriculum is exploratory in nature, integrative, and relevant. The school culture is safe, inclusive, and supportive of all. We believe firmly in student voice, and equip our students to apply critical thinking and problem solving strategies to real world issues.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We have recently implemented a school-wide 1:1 Chromebook initiative for our students and staff. Teachers and students alike utilize Google Classroom on a daily basis and a number of our teachers are Google certified educators. Clearview Middle School also has an Arts Program that includes an award winning Chorus.</p>







Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

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 <p>Courses, Curriculum, Instruction:</p>	<p>Clearview Middle School offers Honors Algebra I and Honors Geometry which have the same high rigor and pace as the high school courses. Our inquiry based science courses utilize IQWST which follow the Next Gen Science Standards. The ELA curriculum is closely aligned with the NJ Student Learning Standards and challenges students to analyze text and provide evidence for their thinking.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Sports teams follow a competitive schedule and play year round.</p>
 <p>Clubs and Activities:</p>	<p>Clearview Middle School offers Art Club, Chess Club, Concert Choir, Faith In Action, Model UN, Jazz Band, Peer Mediation, Pioneer Partners, Ronald McDonald Club, Science Club, Student Council, and Yearbook Club.</p>
 <p>Before and After School Programs:</p>	<p>Our Academic Assistance Program (AAP) is an after school program that refers students through our I&RS committee. Students receive help from teachers and NHS high school students. Students Open Access to Resources (SOAR) is an after school program that allows students the ability to use school resources they may not be able to use at home to complete work.</p>







Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

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 <p>Staff and Professional Learning:</p>	<p>Teachers work in cohorts during professional learning days to explore multiple teaching and learning approaches. Staff also has the ability to seek professional development activities outside of the school community. Teachers are given choice as to the professional development needs they wish to address. Our ongoing professional development opportunities reflect best educational practices and teachers often turnkey information for their peers.</p>
 <p>Student Supports and Services:</p>	<p>Intervention and Referral Services provide services to assist students who are experiencing learning, behavioral, or health difficulties. Students with disabilities are provided services in our school community and experience all of the events that take place at the middle school. Our AAP and SOAR programs provide students with after school help and resources to work to the best of their ability.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness is addressed on a daily basis through our Physical Education and Health classes. In addition, a district wide Health and Wellness committee explores opportunities for both students and staff to engage in healthy activities and habits.</p>
 <p>Parent and Community Involvement:</p>	<p>Our very generous PTO supplies our school community with the necessary student and staff resources to help students achieve. Teachers, parents, and administrators meet monthly with the PTO.</p>





Clearview Regional Middle School
2016-2017
Grade Span 07-08

15-0870-030
 GLOUCESTER
 CLEARVIEW REGIONAL
 595 JEFFERSON RD
 MULLICA HILL, NJ 08062-9436

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The School Climate Survey is provided to our stakeholders once a year and the School Safety committee uses results to make decisions that benefit students, staff, and parents.</p>
 <p>Facilities:</p>	<p>We have state of the art facilities which include a newly renovated library called the HUB where students can read and do research. Digital Literacy classes are also taught in the HUB. In every classroom there is a SmartBoard or a Bright Links set up for students and staff to engage with technology on a daily basis. Our Multi-Purpose Room allows for concerts and shows, meetings, and professional development activities.</p>