



State of New Jersey  
2015-2016

Grade Span 09-12

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

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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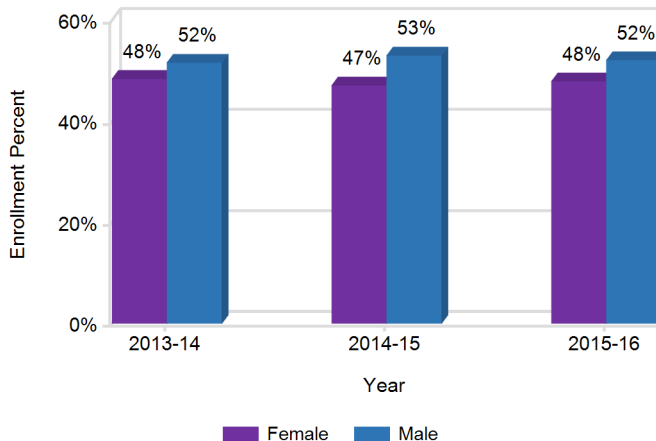
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	405	384	369
Grade 10	429	407	379
Grade 11	403	422	412
Grade 12	373	402	416
UG	13	16	21
<b>Total</b>	<b>1623</b>	<b>1631</b>	<b>1597</b>

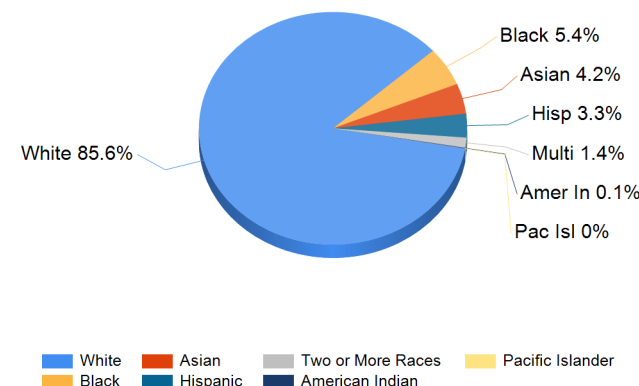
### Enrollment by Gender

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



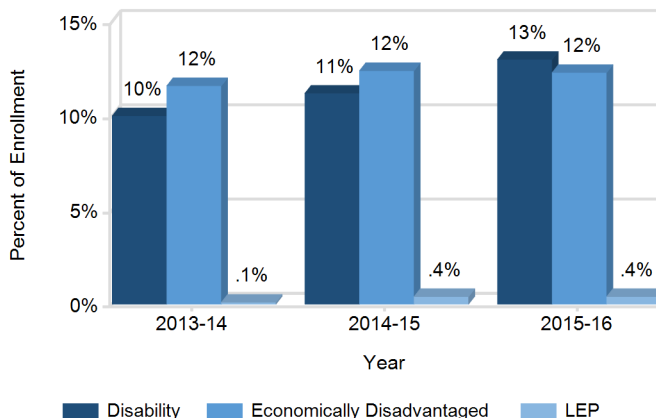
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	99.3%
Chinese	0.2%
Hindi	0.1%
Italian	0.1%
Malayalam	0.1%
Other	0.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	58%	S	75
Mathematics Met or Exceeded Expectations	51%	S	80

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	705	58%	75	97%	✓	579	51%	80	96%	✓
White	606	59%	64	96%	✓	502	52%	75	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	100	15%	60	95%	✓	64	19%	80	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	85	32%	62	95%	✓	63	32%	86	93%	✗



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>352</b>	<b>751</b>	<b>751</b>	<b>746</b>	<b>4%</b>	<b>12%</b>	<b>27%</b>	<b>50%</b>	<b>7%</b>	<b>57%</b>	<b>49%</b>
White	300	752	752	754	4%	10%	28%	50%	7%	58%	58%
African American	19	739	739	729	5%	37%	5%	53%	N	53%	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	34%
Asian	15	761	761	774	N	7%	20%	53%	20%	73%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	48	725	725	713	17%	31%	33%	19%	N	19%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	45	742	742	729	2%	27%	31%	36%	4%	40%	31%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations



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### PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>360</b>	<b>754</b>	<b>754</b>	<b>740</b>	<b>10%</b>	<b>11%</b>	<b>19%</b>	<b>44%</b>	<b>16%</b>	<b>60%</b>	<b>44%</b>
White	308	756	756	747	8%	10%	20%	46%	16%	62%	50%
African American	17	724	724	722	24%	24%	35%	12%	6%	18%	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	19	765	765	767	11%	N	16%	53%	21%	74%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	43	723	723	723	28%	23%	23%	21%	5%	26%	30%

■ Did Not Yet Meet Expectations  
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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>383</b>	<b>751</b>	<b>751</b>	<b>736</b>	<b>4%</b>	<b>15%</b>	<b>30%</b>	<b>40%</b>	<b>11%</b>	<b>51%</b>	<b>40%</b>
White	326	750	750	739	5%	15%	30%	41%	10%	50%	42%
African American	27	743	743	728	4%	19%	33%	41%	4%	44%	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	15	773	773	753	N	13%	7%	40%	40%	80%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	40	743	743	730	5%	20%	40%	33%	3%	35%	33%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations

\*\*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.



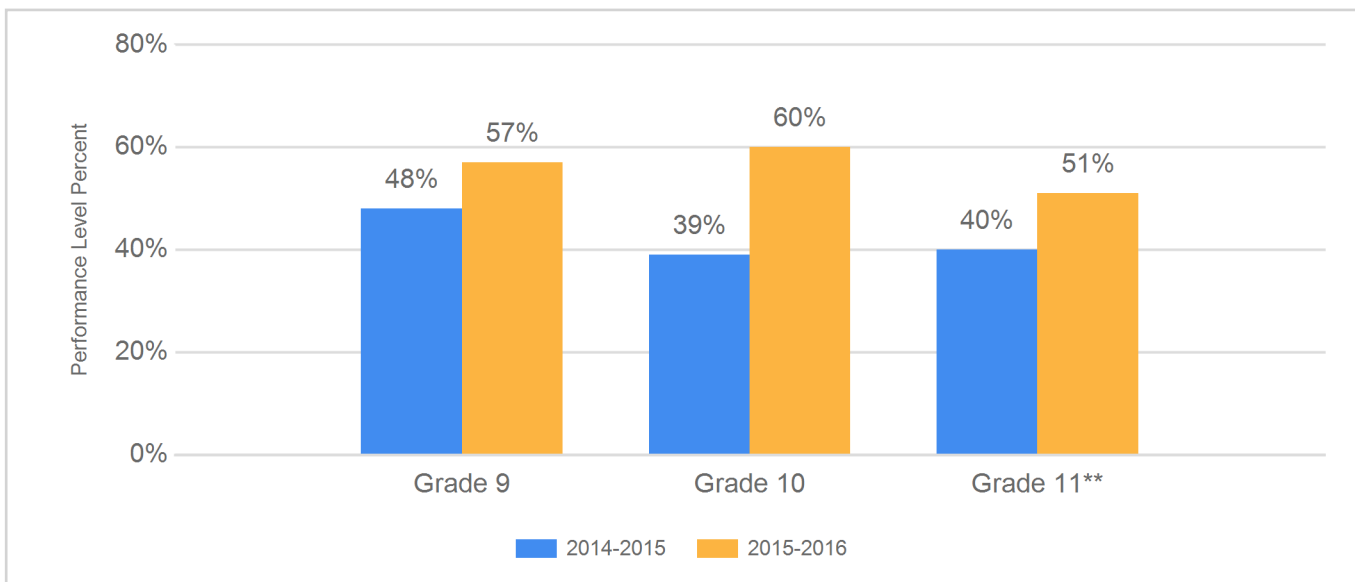
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>247</b>	<b>739</b>	<b>739</b>	<b>727</b>	<b>7%</b>	<b>17%</b>	<b>37%</b>	<b>40%</b>	<b>N</b>	<b>40%</b>	<b>41%</b>
White	207	741	741	734	5%	16%	38%	41%	N	41%	51%
African American	16	721	721	717	25%	19%	38%	19%	N	19%	20%
Hispanic	13	731	731	720	8%	31%	23%	39%	N	39%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	48	720	720	708	21%	40%	29%	10%	N	10%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	41	731	731	719	15%	24%	37%	24%	N	24%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>295</b>	<b>740</b>	<b>740</b>	<b>730</b>	<b>6%</b>	<b>20%</b>	<b>34%</b>	<b>40%</b>	<b>N</b>	<b>40%</b>	<b>27%</b>
White	252	742	742	736	4%	18%	36%	43%	N	43%	34%
African American	18	720	720	717	33%	22%	33%	11%	N	11%	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	12	739	739	750	N	42%	8%	50%	N	50%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	29	707	707	709	41%	41%	7%	10%	N	10%	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	29	733	733	719	10%	31%	35%	24%	N	24%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

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Met Expectations

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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>268</b>	<b>737</b>	<b>737</b>	<b>722</b>	<b>11%</b>	<b>23%</b>	<b>30%</b>	<b>36%</b>	<b>0%</b>	<b>37%</b>	<b>27%</b>
White	234	736	736	728	12%	22%	30%	37%	N	37%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	13	761	761	754	8%	N	31%	54%	8%	62%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	17	731	731	705	12%	35%	24%	29%	N	29%	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



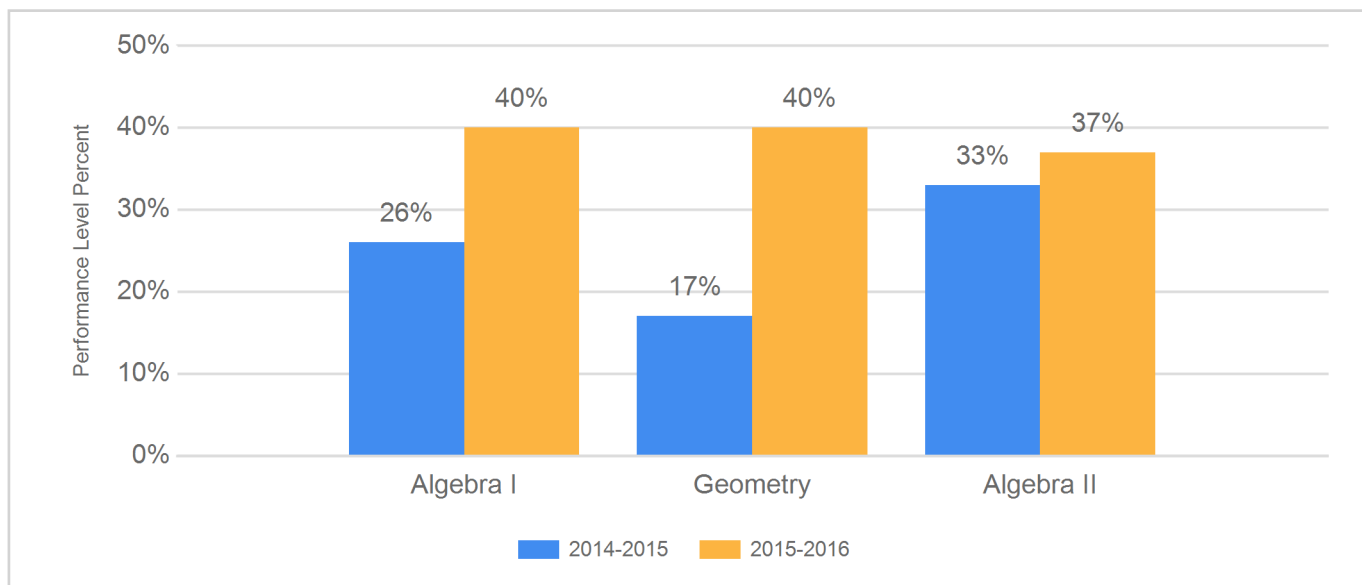
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

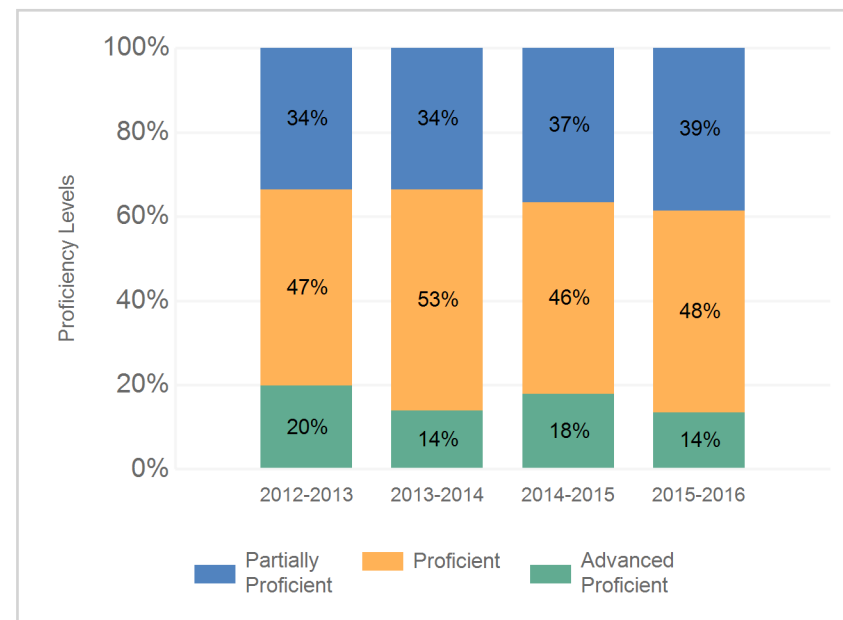
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	14%	48%	39%
White	13%	49%	38%
African American	N	35%	65%
Hispanic	8%	50%	42%
American Indian	N	N	N
Asian	40%	35%	25%
Two or More Races	N	N	N
Students with Disability	3%	17%	81%
English Language Learners	S	S	S
Economically Disadvantaged Students	8%	42%	50%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	61.0%	58.0%
Percent of Students Participating in ACT	20.2%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	81%	71%
Math	530	68%	53%
<b>ACT</b>	-	-	-
Reading	22	49%	58%
English	18	68%	74%
Math	22	61%	61%
Science	23	48%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	980	950
<b>SAT</b>	-	-
Reading and Writing	556	537
Math	573	538
<b>ACT</b>	-	-
Reading	22	23
English	21	22
Math	23	23
Science	22	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1090	970	860
<b>SAT</b>	-	-	-
Reading and Writing	620	560	490
Math	640	570	510
<b>ACT</b>	-	-	-
Reading	27	21	18
English	26	21	16
Math	27	24	18
Science	25	22	19

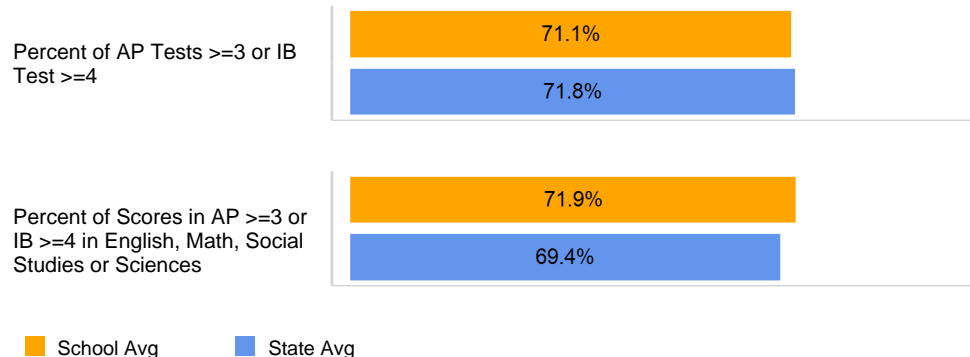


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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	41.8%	39.1%
One of More Test	33.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	29.2%	26.6%
Participating in Dual Enrollment	37.6%	15.4%

### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	43	29
AP Calculus AB	75	74
AP Calculus BC	45	44
AP Chemistry	78	28
AP English Language and Composition	81	79
AP English Literature and Composition	58	28
AP Environmental Science	44	21
AP French Language	18	12
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Physics 1	0	27
AP Physics 2	0	1
AP Physics C	97	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	30
AP Psychology	90	69
AP Spanish Language	0	1
AP Statistics	23	20
AP Studio Art—Drawing Portfolio	12	0
AP Studio Art—General Portfolio	0	6
AP Studio Art—Two-Dimensional	0	3
AP U.S. Government and Politics	0	13
AP U.S. History	20	17
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		197



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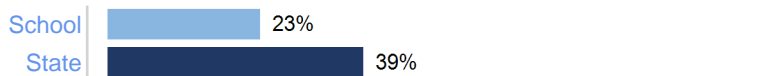
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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



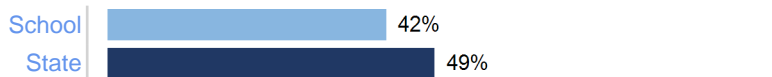
#### DRAMA



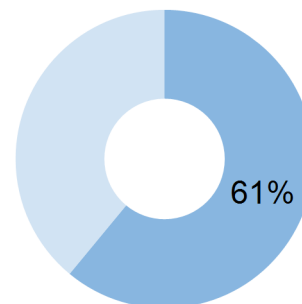
#### DANCE



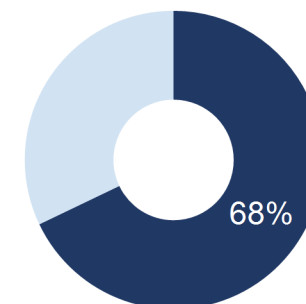
#### VISUAL ARTS



#### Any Visual and Performing Arts



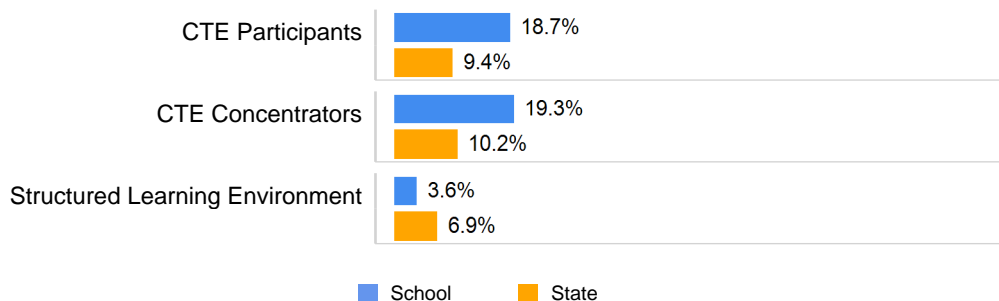
School



State

### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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GLOUCESTER

CLEARVIEW REGIONAL

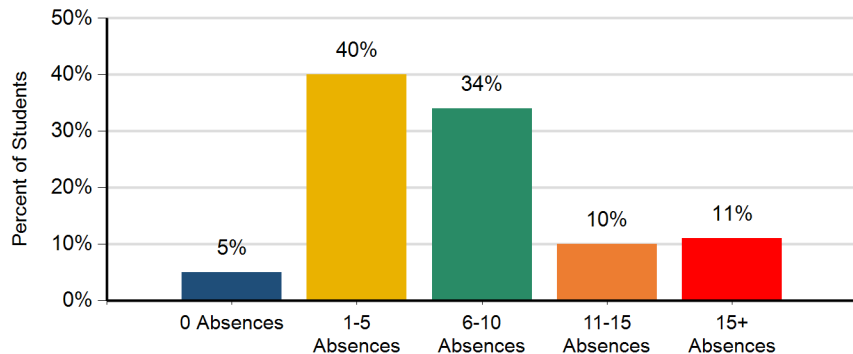
Clearview Regional High School

625 BREAKNECK RD

MULLICA HILL, NJ 08062-9436

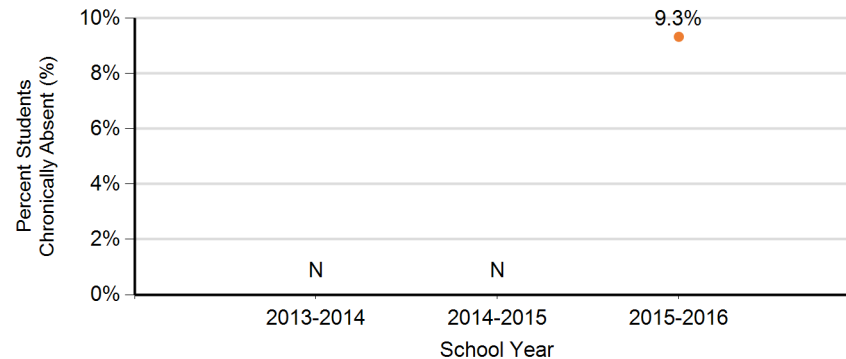
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	96.4%	77	81%
White	97%	68	
African American	S	S	
Hispanic	S	S	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	84.1%	56	
English Language Learners	S	S	
Economically Disadvantaged Students	90.2%	64	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.8%	1.2%
White	0.6%	0.6%
African American	N	2.6%
Hispanic	5.8%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	S	1.0%
Students with Disability	2.7%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	2.1%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	94%	96%
2014	95%	93%
2015	95%	95%
2016	96%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	79.1%	33.1%	66.9%
White	79.7%	33.3%	66.7%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	64.5%	45.0%	55.0%



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 50 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 37 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

	School
2015-16	
Faculty	13:1
Administrator	373:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	7.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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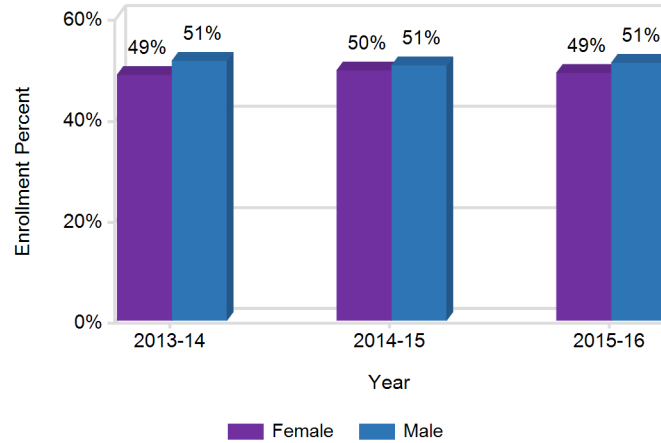
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 07	409	392	409
Grade 08	448	416	405
UG	10	17	11
<b>Total</b>	<b>867</b>	<b>825</b>	<b>825</b>

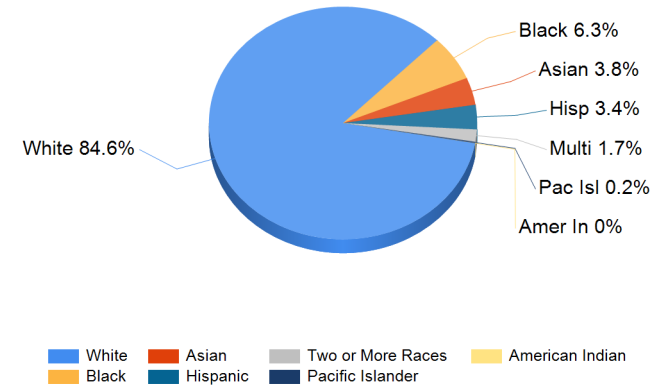
### Enrollment by Gender

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



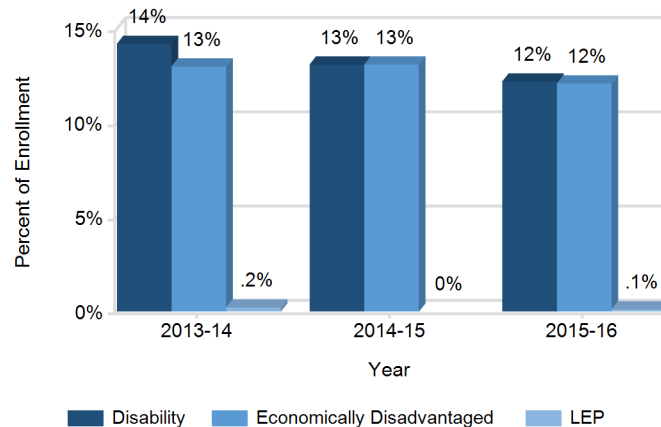
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	99.3%
Gujarati	0.1%
Indo-European languages	0.1%
Norwegian	0.1%
Philippine languages	0.1%
Other	0.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

### Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	S	56
Mathematics Met or Exceeded Expectations	52%	S	57

### Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	805	57%	56	98%	✓	806	52%	57	98%	✓
White	688	57%	44	98%	✓	689	53%	48	98%	✓
African American	52	46%	62	100%	✓	52	35%	64	100%	✓
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	99	13%	41	94%	X	99	7%	28	93%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	92	36%	50	97%	✓	92	31%	53	97%	✓



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	397	761	761	753	4%	8%	21%	44%	23%	67%	56%
White	334	761	761	760	4%	8%	22%	43%	23%	66%	65%
African American	26	757	757	733	4%	8%	27%	46%	15%	62%	35%
Hispanic	S	S	S	739	S	S	S	S	S	S	41%
Asian	21	773	773	781	N	5%	10%	48%	38%	86%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	43	726	726	716	26%	16%	40%	16%	2%	19%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	44	743	743	735	16%	16%	25%	32%	11%	43%	37%
PARCC MATH											
<b>Schoolwide</b>	330	741	741	740	5%	18%	35%	41%	1%	42%	39%
White	277	741	741	747	5%	18%	36%	40%	1%	41%	47%
African American	25	741	741	724	4%	20%	32%	44%	N	44%	19%
Hispanic	S	S	S	729	S	S	S	S	S	S	23%
Asian	13	751	751	763	N	15%	23%	62%	N	62%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	39	724	724	727	13%	49%	18%	21%	N	21%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	393	747	747	753	6%	11%	34%	47%	3%	49%	55%
White	342	748	748	759	6%	10%	33%	48%	3%	51%	63%
African American	25	733	733	732	16%	16%	40%	28%	N	28%	34%
Hispanic	S	S	S	740	S	S	S	S	S	S	43%
Asian	12	750	750	780	N	17%	33%	50%	N	50%	82%
American Indian	S	S	S	753	S	S	S	S	S	S	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	48	731	731	736	19%	23%	29%	27%	2%	29%	38%
**PARCC MATH											
<b>Schoolwide</b>	267	735	735	726	12%	22%	31%	35%	1%	35%	26%
White	228	735	735	732	12%	22%	28%	37%	1%	38%	32%
African American	19	727	727	712	11%	16%	58%	16%	N	16%	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	S	S	S	726	S	S	S	S	S	S	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	44	725	725	718	25%	16%	34%	23%	2%	25%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

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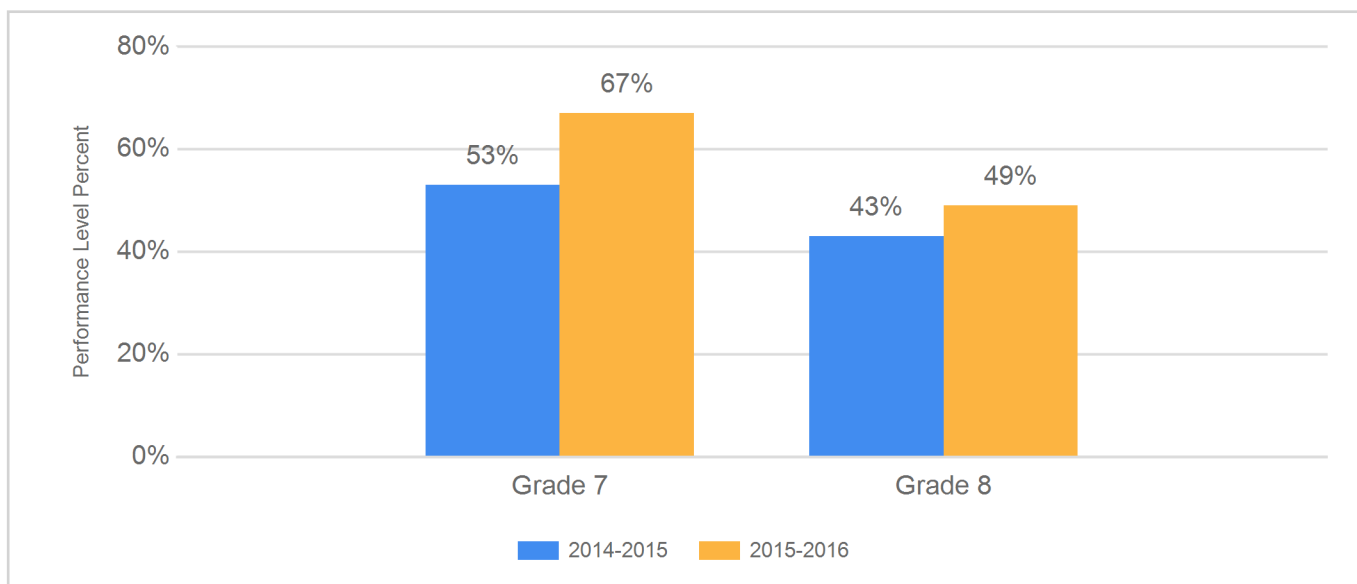
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>132</b>	<b>778</b>	<b>778</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>5%</b>	<b>86%</b>	<b>9%</b>	<b>96%</b>	<b>41%</b>
White	116	779	779	772	N	N	3%	88%	10%	97%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>63</b>	<b>768</b>	<b>768</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>8%</b>	<b>79%</b>	<b>13%</b>	<b>92%</b>	<b>27%</b>
White	56	768	768	772	N	N	7%	80%	13%	93%	34%
African American	S	S	S	755	S	S	S	S	S	S	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	S	S	S	778	S	S	S	S	S	S	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	759	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



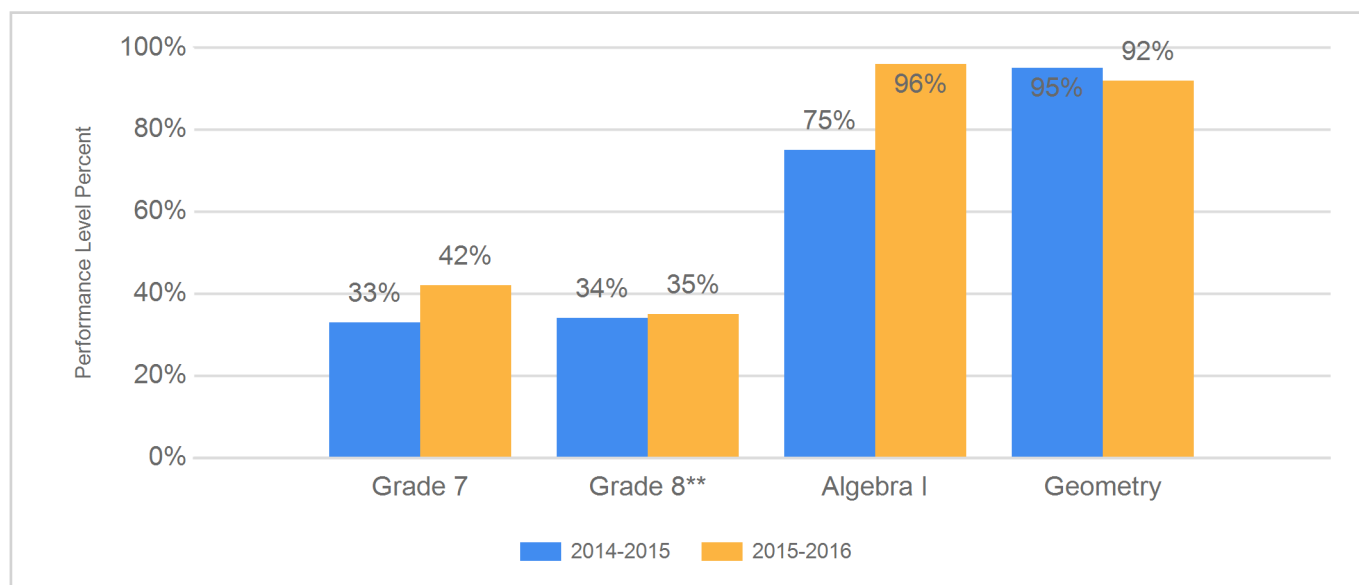
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

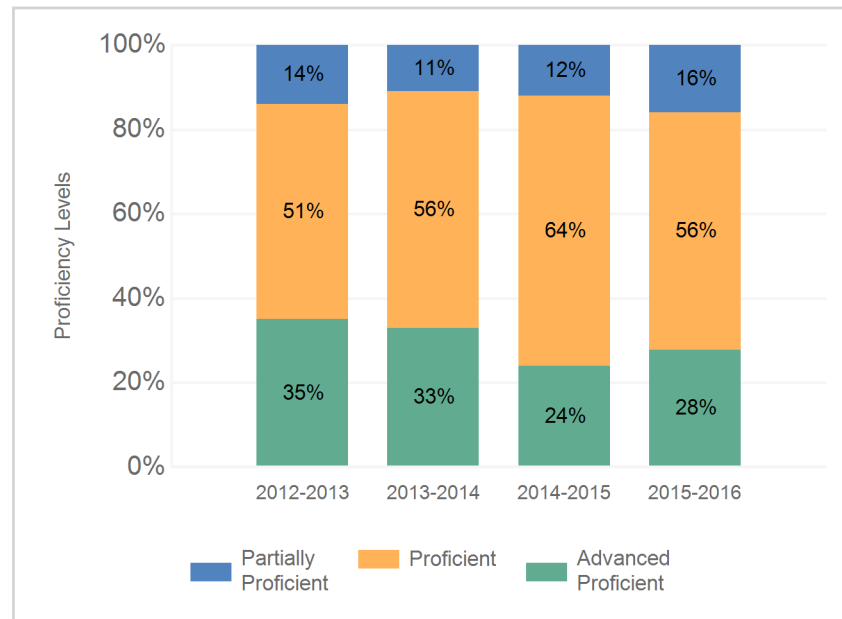
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	28%	56%	16%
White	30%	55%	15%
African American	13%	63%	25%
Hispanic	S	S	S
American Indian	S	S	S
Asian	9%	73%	18%
Two or More Races	S	S	S
Students with Disability	N	38%	62%
English Language Learners	S	S	S
Economically Disadvantaged Students	13%	55%	33%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span 07-08

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

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	41	S	50
Student Growth on Math	45	S	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	5%	3%	0%
Approached (L3)	14%	9%	4%
Met (L4)	20%	16%	12%
Exceeded (L5)	2%	3%	9%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	1%	0%
Partially Met (L2)	9%	6%	3%
Approached (L3)	14%	13%	8%
Met (L4)	8%	13%	18%
Exceeded (L5)	0%	0%	1%



State of New Jersey  
2015-2016

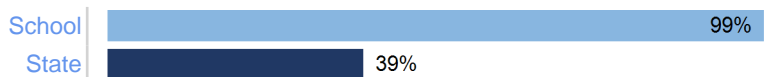
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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



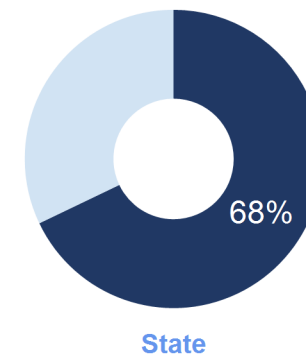
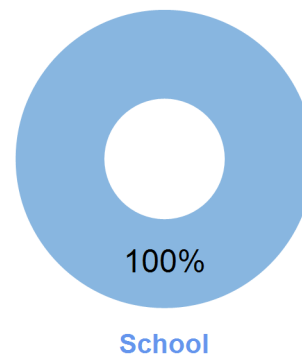
#### DANCE



#### VISUAL ARTS

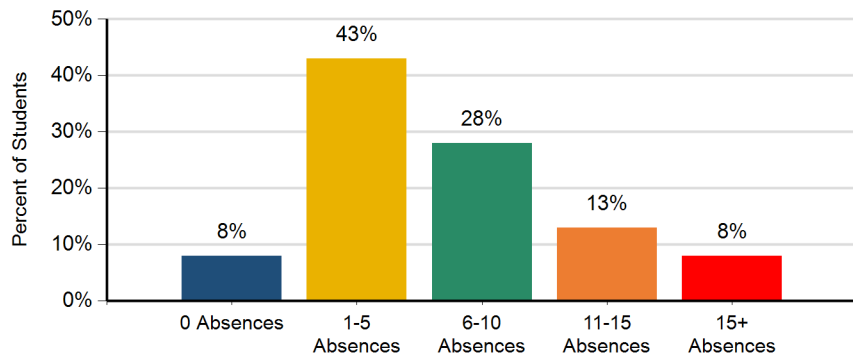


#### Any Visual and Performing Arts



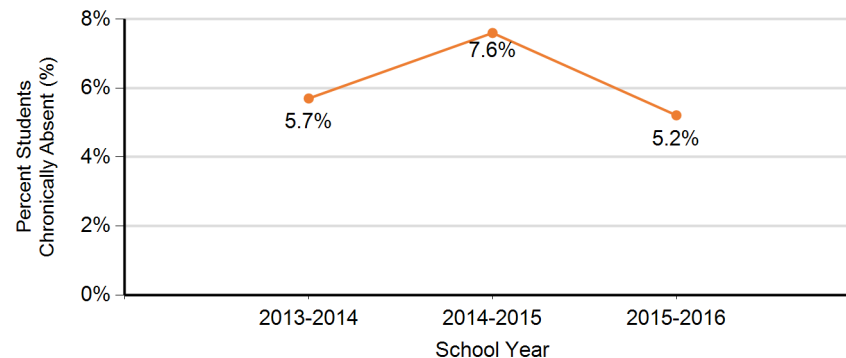
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 42 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 58 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	275:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.2%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%