



**Clearview Regional High School**  
 (15-0870-020)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
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 \*\* Accountability calculations require 20 or more students  
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Clearview Regional High School District
Principal Name	Mr. Keith Brook
Address	625 BREAKNECK RD MULLICA HILL, NJ 08062-9436
Phone Number	856-223-2790
Email Address	<a href="mailto:kbrook@clearviewregional.edu">kbrook@clearviewregional.edu</a>
Website	<a href="https://hs.clearviewregional.edu">https://hs.clearviewregional.edu</a>
Facebook	<a href="https://www.facebook.com/Clearview-Regional-School-District-358581014622564/">https://www.facebook.com/Clearview-Regional-School-District-358581014622564/</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	347	380	358
10	370	341	380
11	376	368	334
12	430	391	372
Total	1,523	1,480	1,444

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.5%	49.3%	50.5%
Male	52.5%	50.7%	49.5%
Economically Disadvantaged Students	12.3%	11.4%	11.1%
Students with Disabilities	12.4%	12.9%	12.6%
English Learners	0.2%	0.3%	0.0%
Homeless Students	0.7%	0.7%	0.6%
Students in Foster Care	0.3%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.1%	0.0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	85.0%	84.4%	85.7%
Hispanic	3.7%	4.1%	4.0%
Black or African American	6.0%	5.6%	5.1%
Asian	3.7%	4.1%	3.7%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.4%	1.8%	1.4%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,522	1,479	1,443
Shared Time Students	1	1	1
Full Time Equivalent	1,523	1,480	1,444

### Enrollment by Home Language

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

Home Language	% of Students
English	99.3%
Other Languages	0.7%

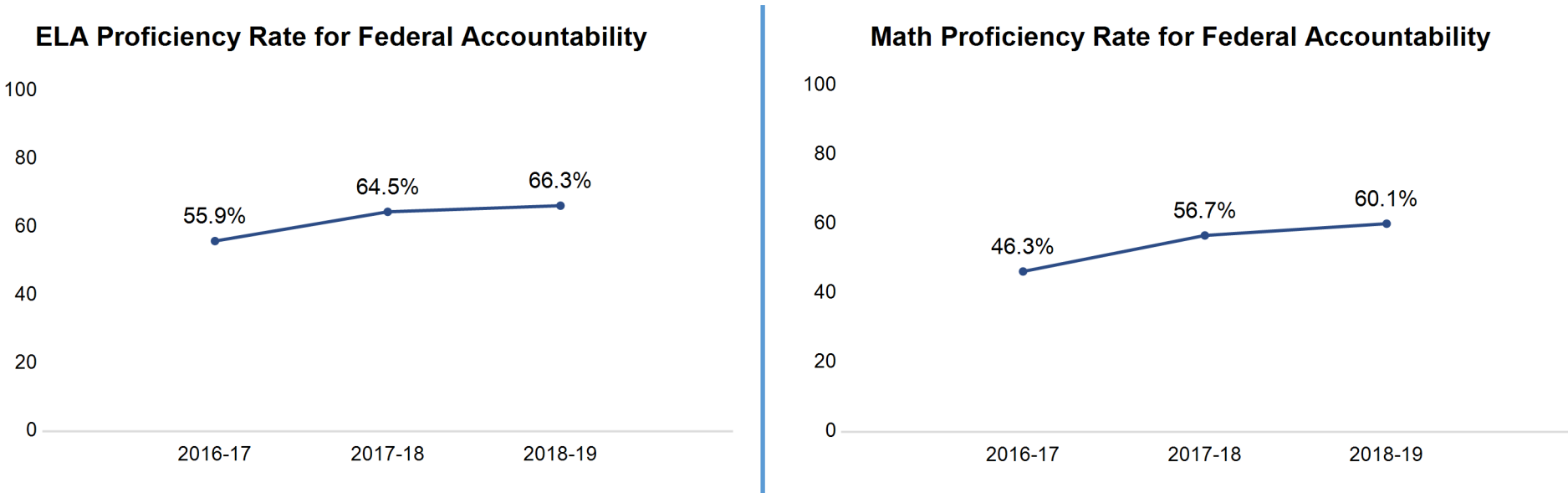


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	98.4%	97.8%	97.4%	98.6%	97.7%
Proficiency Rate for Federal Accountability	55.9%	64.5%	66.3%	46.3%	56.7%	60.1%
Annual Target	59.1%	60.2%	61.3%	52.1%	53.5%	55.0%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	709	97.8	66.3	68.5	57.9	66.3	61.3	Met Target
White	609	97.8	68.1	70.2	66.9	68.1	62.5	Met Target
Hispanic	29	96.9	37.9	49.1	43.9	37.9	47.4	Met Target†
Black or African American	30	97.0	40.0	45.2	38.5	40.0	44.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	100.0	79.3	79.3	82.9	79.3	73.1	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	369	96.6	72.9	76.9	64.8	72.9		
Male	340	99.1	59.1	59.6	51.3	59.1		
Economically Disadvantaged Students	75	95.1	38.7	42.7	40.0	38.7	38.9	Met Target†
Non-Economically Disadvantaged Students	634	98.2	69.6	71.8	67.9	69.6		
Students with Disabilities	88	95.7	19.3	17.7	22.7	19.3	24.8	Met Target†
Students without Disabilities	621	98.1	72.9	75.1	65.1	72.9		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	709	97.8	66.3	68.5	60.6	66.3		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

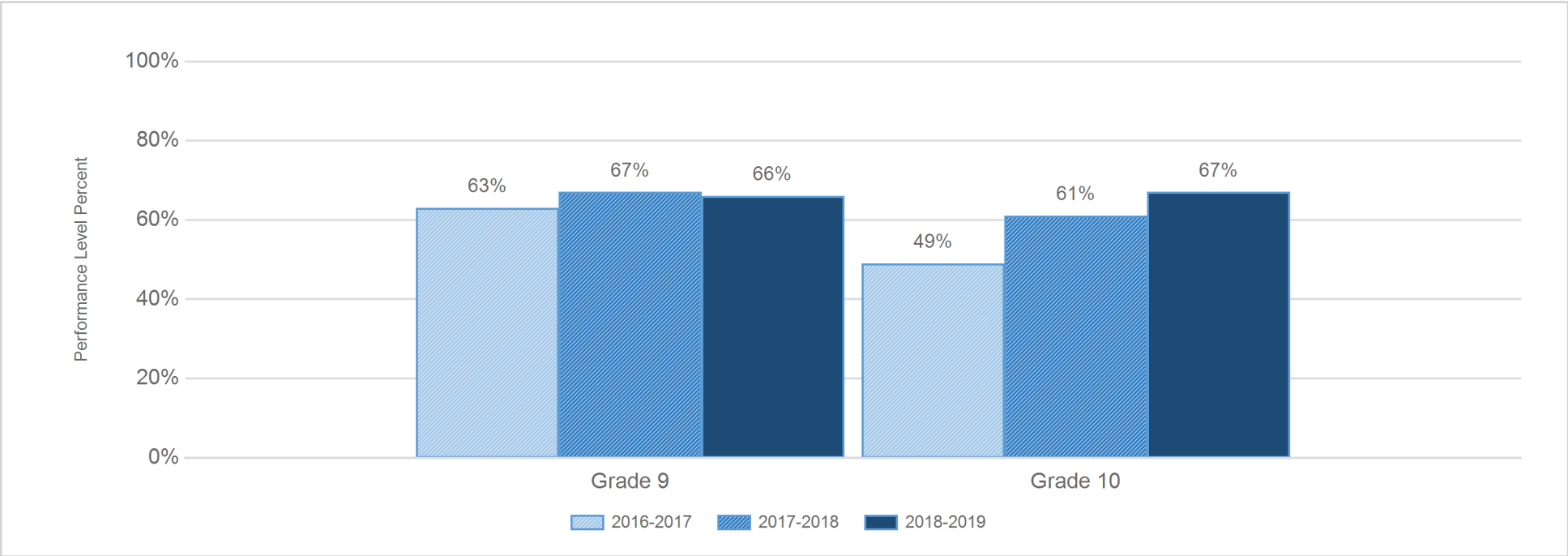


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English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	346	760	760	753	3%	8%	23%	51%	15%	66%	56%
White	309	762	762	762	*	*	21%	54%	15%	69%	65%
Hispanic	11	743	743	737	*	0%	*	*	*	18%	40%
Black or African American	10	731	731	732	0%	*	*	*	*	10%	33%
Asian, Native Hawaiian, or Pacific Islander	11	757	757	783	*	*	*	*	*	73%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	179	765	765	760	*	*	21%	*	*	70%	63%
Male	167	754	754	746	*	*	26%	*	*	62%	49%
Economically Disadvantaged Students	36	742	742	734	*	*	31%	*	*	42%	36%
Non-Economically Disadvantaged Students	310	762	762	762	*	*	23%	*	*	69%	65%
Students with Disabilities	42	723	723	717	*	*	26%	*	*	19%	17%
Students without Disabilities	304	765	765	760	*	*	23%	*	*	72%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	346	760	760	755	3%	8%	23%	51%	15%	66%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	365	765	765	757	4%	10%	19%	44%	23%	67%	58%
White	299	765	765	767	5%	10%	18%	44%	23%	68%	67%
Hispanic	19	761	761	738	*	*	*	*	*	53%	43%
Black or African American	22	749	749	733	0%	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	190	776	776	766	*	*	17%	47%	29%	77%	66%
Male	175	754	754	749	*	*	21%	41%	15%	57%	51%
Economically Disadvantaged Students	41	743	743	735	*	*	32%	*	*	39%	40%
Non-Economically Disadvantaged Students	324	768	768	767	*	*	17%	*	*	71%	67%
Students with Disabilities	40	724	724	711	*	*	28%	*	*	23%	19%
Students without Disabilities	325	770	770	765	*	*	18%	*	*	73%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	365	765	765	760	4%	10%	19%	44%	23%	67%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





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Mathematics Assessment - Participation and Performance

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

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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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	582	97.7	60.1	58.6	44.5	60.1	55	Met Target
White	509	97.9	61.5	60.0	54.1	61.5	56	Met Target
Hispanic	21	91.7	42.9	48.9	28.8	41.1	34.2	Met Target
Black or African American	22	95.7	40.9	38.2	23.0	40.9	29.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	100.0	66.7	70.0	76.5	66.7	65.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	306	97.2	61.8	61.4	44.9	61.8		
Male	276	98.2	58.3	55.6	44.2	58.3		
Economically Disadvantaged Students	53	96.4	39.6	34.9	26.3	39.6	38.4	Met Target
Non-Economically Disadvantaged Students	529	97.8	62.2	61.4	54.9	62.2		
Students with Disabilities	54	94.8	14.8	14.3	17.4	14.8	28	Not Met
Students without Disabilities	528	98.0	64.8	63.6	50.0	64.8		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	582	97.7	60.1	58.6	46.5	60.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

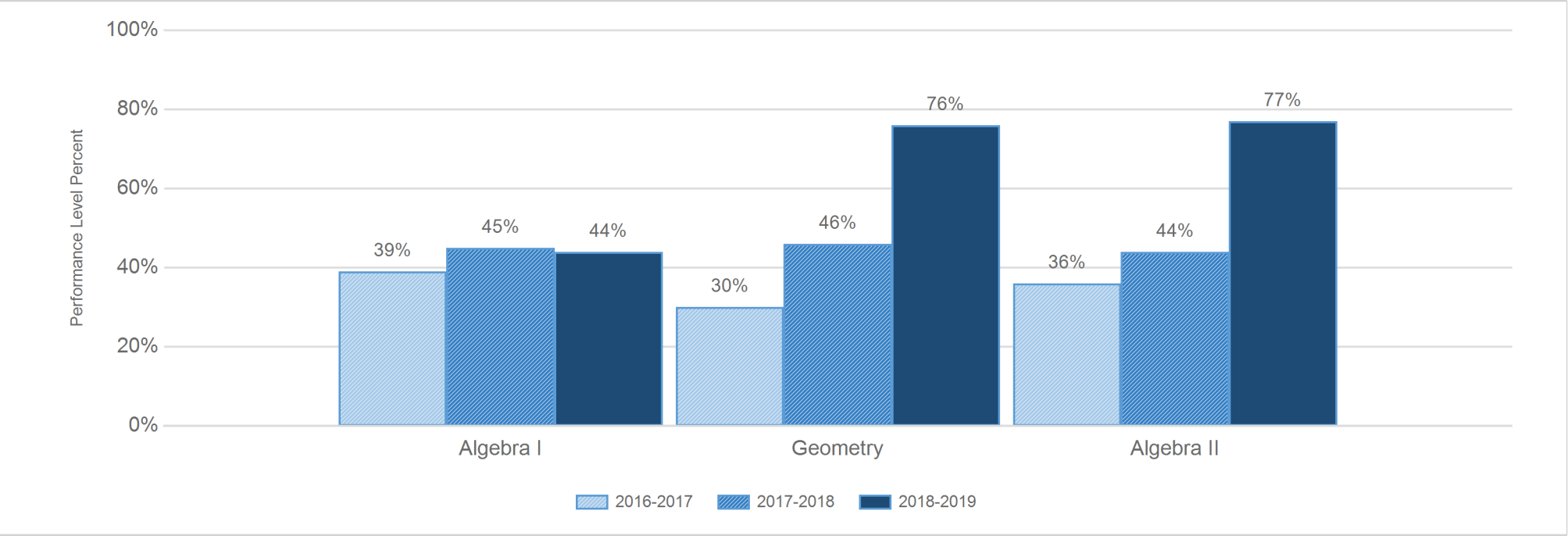


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Mathematics Assessment – Performance Trends

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



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



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## Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	287	745	756	744	*	*	37%	44%	0%	44%	42%
White	256	746	757	752	*	*	34%	46%	0%	46%	53%
Hispanic	14	740	*	728	*	0%	71%	*	*	21%	24%
Black or African American	10	737	*	725	*	*	*	*	*	30%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	144	744	756	745	*	*	40%	40%	0%	40%	44%
Male	143	747	757	743	*	*	34%	48%	0%	48%	41%
Economically Disadvantaged Students	39	741	*	727	*	*	41%	33%	0%	33%	23%
Non-Economically Disadvantaged Students	248	746	*	752	*	*	36%	46%	0%	46%	52%
Students with Disabilities	40	721	*	717	*	28%	40%	*	*	13%	12%
Students without Disabilities	247	749	*	748	*	15%	36%	*	*	49%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	287	745	756	745	*	*	37%	44%	0%	44%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	170	757	763	737	*	*	20%	*	*	76%	35%
White	141	759	764	743	0%	*	20%	*	*	79%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	10	740	*	720	0%	*	*	*	*	40%	14%
Asian, Native Hawaiian, or Pacific Islander	11	758	*	762	0%	0%	*	*	*	73%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	96	758	762	738	*	*	15%	*	*	79%	36%
Male	74	757	765	736	*	*	27%	*	*	73%	34%
Economically Disadvantaged Students	10	745	*	722	*	*	*	*	*	60%	16%
Non-Economically Disadvantaged Students	160	758	*	743	*	*	*	*	*	78%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	170	757	763	738	*	*	20%	*	*	76%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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(15-0870-020)  
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2018-2019

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## Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	124	764	764	755	*	*	19%	*	*	77%	58%
White	111	765	765	758	*	*	20%	*	*	77%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	66	763	763	752	*	*	*	*	*	83%	55%
Male	58	766	766	758	*	*	*	*	*	69%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	124	764	764	756	*	*	19%	*	*	77%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	124	764	764	755	*	*	19%	*	*	77%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



**Clearview Regional High School**  
(15-0870-020)  
Grades Offered: 09-12  
2018-2019

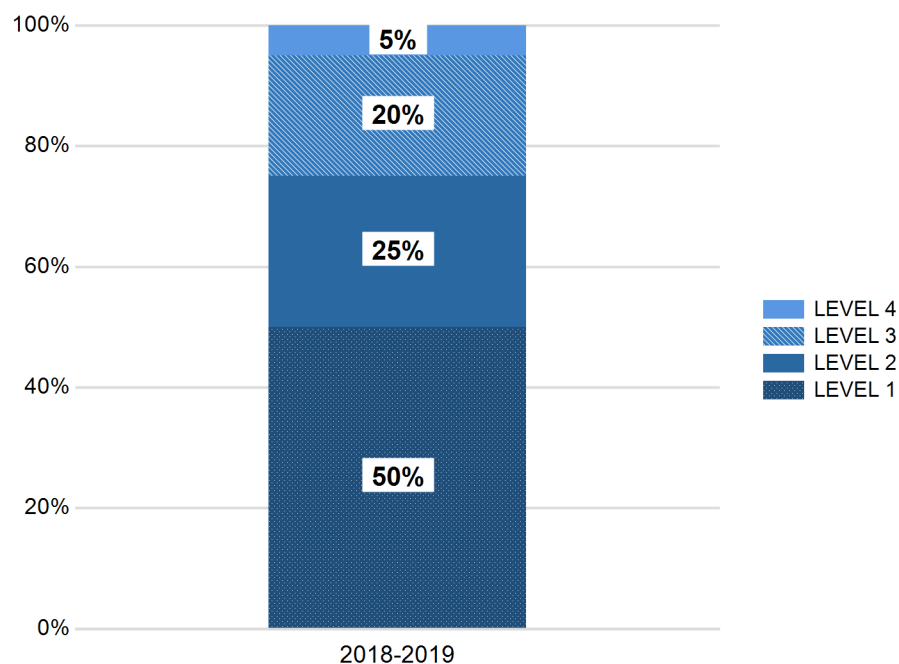
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	50	25	20	5
White	47	26	22	6
Hispanic	*	*	*	*
Black or African American	68	32	0	0
Asian, Native Hawaiian, or Pacific Islander	60	20	10	10
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	49	31	19	2
Male	51	21	21	8
Economically Disadvantaged Students	77	10	13	0
Non-Economically Disadvantaged Students	46	27	21	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	50	25	20	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N





**Clearview Regional High School**  
(15-0870-020)  
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2018-2019

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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	94.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	14.0%	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	501	476	Grade 10: 430 Grade 11: 460	74%	61%
PSAT 10/NMSQT - Math	503	477	Grade 10: 480 Grade 11: 510	55%	43%
SAT - Reading and Writing	550	539	480	81%	70%
SAT - Math	564	541	530	64%	53%
ACT - Reading	24	25	22	62%	66%
ACT - English	24	24	18	81%	81%
ACT - Math	24	24	22	67%	65%
ACT - Science	24	24	23	52%	57%





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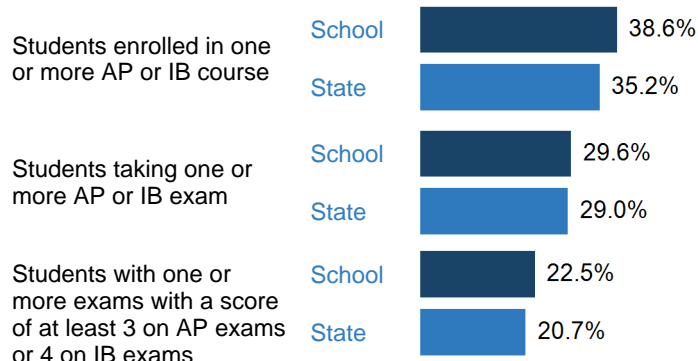
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

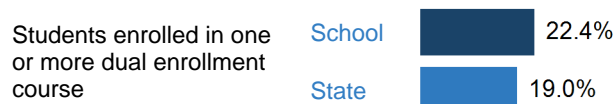
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	39	36
AP Calculus AB	55	52
AP Calculus BC	17	15
AP Chemistry	39	10
AP English Language and Composition	87	84
AP English Literature and Composition	45	17
AP Environmental Science	48	24
AP European History	0	1
AP French Language and Culture	10	10
AP Government	8	0
AP Macroeconomics	0	1
AP Physics 1	0	39
AP Physics 2	0	5
AP Physics C	91	0
AP Physics C: Mechanics	0	20
AP Psychology	97	61



Clearview Regional High School

(15-0870-020)

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2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	1	4
AP Statistics	19	19
AP Studio Art—Drawing Portfolio	7	2
AP Studio Art—Three-Dimensional	0	1
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	0	6
AP U.S. History	28	26
Total Exams taken		434
Exams with scores of at least 3 on AP exams or 4 on IB exams		313



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2018-2019

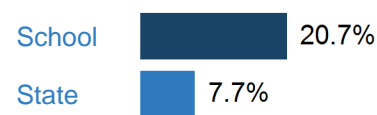
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

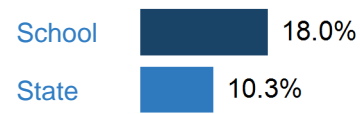
Career and Technical Education Participation

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

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



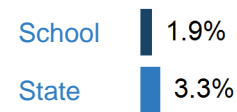
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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2018-2019

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### Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	20.7%	18.0%	7.7%	10.3%
White	21.2%	18.5%	6.1%	9.6%
Hispanic	20.7%	*	10.3%	11.3%
Black or African American	19.2%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	24.1%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	17.8%	14.3%	7.3%	10.6%
Male	23.7%	21.8%	8.0%	10.1%
Economically Disadvantaged Students	15.0%	10.6%	10.4%	11.8%
Students with Disabilities	8.3%	10.5%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	333		
Finance	106		
Manufacturing	120		
Total (All Clusters)	559	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	214	78	53	0	0	0	7
10	88	151	69	56	2	0	9
11	5	61	152	57	43	3	8
12	1	1	32	79	71	125	39
Total	308	291	306	192	116	128	63
Enrolled in AP/IB Course					72	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	2	0	1	0	331	18
10	197	140	67	0	7	12
11	135	179	7	8	12	80
12	23	25	0	40	28	128
Total	357	344	75	48	378	238
Enrolled in AP/IB Course	39	39		48	91	0
Enrolled in Dual Enrollment Course	0	39	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	343	4	0	0	0	3
10	5	363	2	0	1	2
11	1	320	5	0	36	9
12	0	52	36	145	58	7
Total	349	739	43	145	95	21
Enrolled in AP/IB Course	0	28	0	97		8
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	198	36	0	26	72	0	0
10	203	27	0	37	53	0	0
11	66	23	0	19	14	0	0
12	23	11	0	10	6	0	0
Total	490	97	0	92	145	0	0
Enrolled in AP/IB Course	1	10	0	0	0	0	0
Enrolled in Dual Enrollment Course	144	56	0	24	73	0	0
Enrolled in Level 3 or Higher	143	46	0	24	73	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	0	30	0	0
10	0	0	0	23	0	0
11	0	0	0	26	0	0
12	0	0	0	25	0	0
Total	0	0	0	104	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0





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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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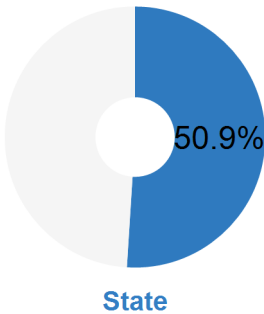
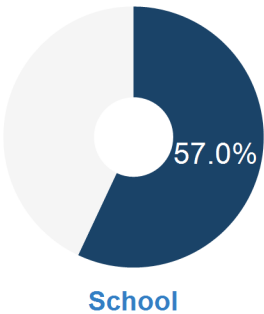
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Visual and Performing Arts – Course Participation

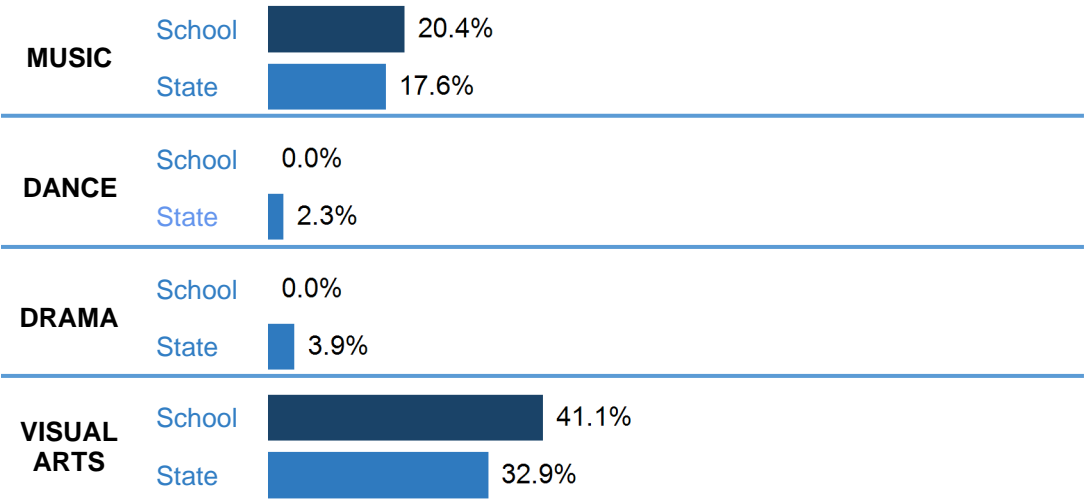
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





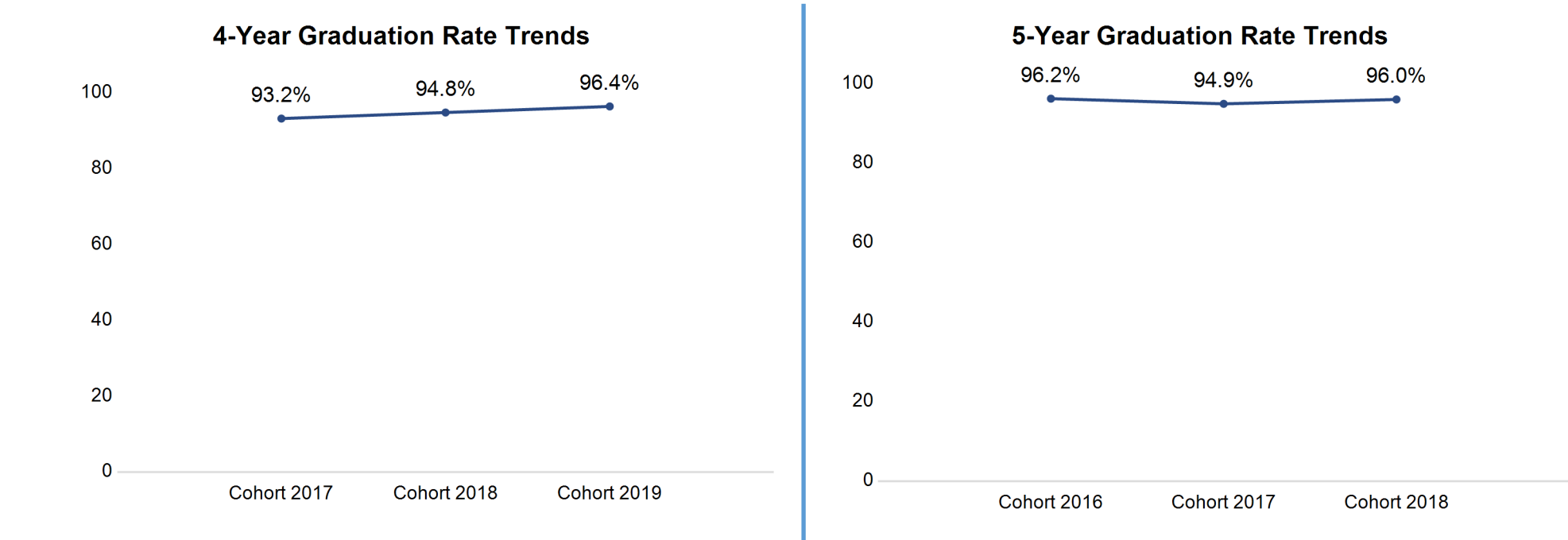
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.2%	94.8%	96.4%	96.2%	94.9%	96.0%
Annual Target	95.0%	95.0%		N	93.7%	
Met Annual Target?	Not Met	Not Met		Met Goal	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Clearview Regional High School**  
(15-0870-020)  
Grades Offered: 09-12  
2018-2019

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

## Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.4%	90.6%	96.0%	92.5%	94.8%	95.0%	Not Met	94.9%	93.7%	Met Target
White	96.9%	94.9%	96.6%	95.9%	95.6%	N	Met Goal	94.3%	94.3%	Met Target
Hispanic	*	84.5%	*	87.3%	*	**	**	94.4%	**	**
Black or African American	94.4%	83.3%	90.0%	87.1%	90.0%	86.0%	Met Target	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	93.3%	96.9%	95.0%	97.8%	95.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.4%	92.8%	97.1%	94.4%	97.1%			96.4%		
Male	95.5%	88.5%	95.0%	90.8%	92.9%			93.6%		
Economically Disadvantaged Students	97.8%	84.0%	88.9%	87.3%	86.4%	82.2%	Met Target	89.5%	88.8%	Met Target
Students with Disabilities	82.6%	79.2%	83.7%	83.8%	79.6%	83.1%	Not Met	77.4%	83.2%	Not Met
English Learners	N	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	91.5%	83.3%
Substitute Competency Test	5.1%	11.3%
Portfolio Appeals Process	0.6%	3.7%
Alternate Requirements specified in IEP	2.8%	1.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.6%	1.2%
2017-2018	0.7%	1.2%
2016-2017	0.6%	1.1%



Clearview Regional High School  
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2018-2019

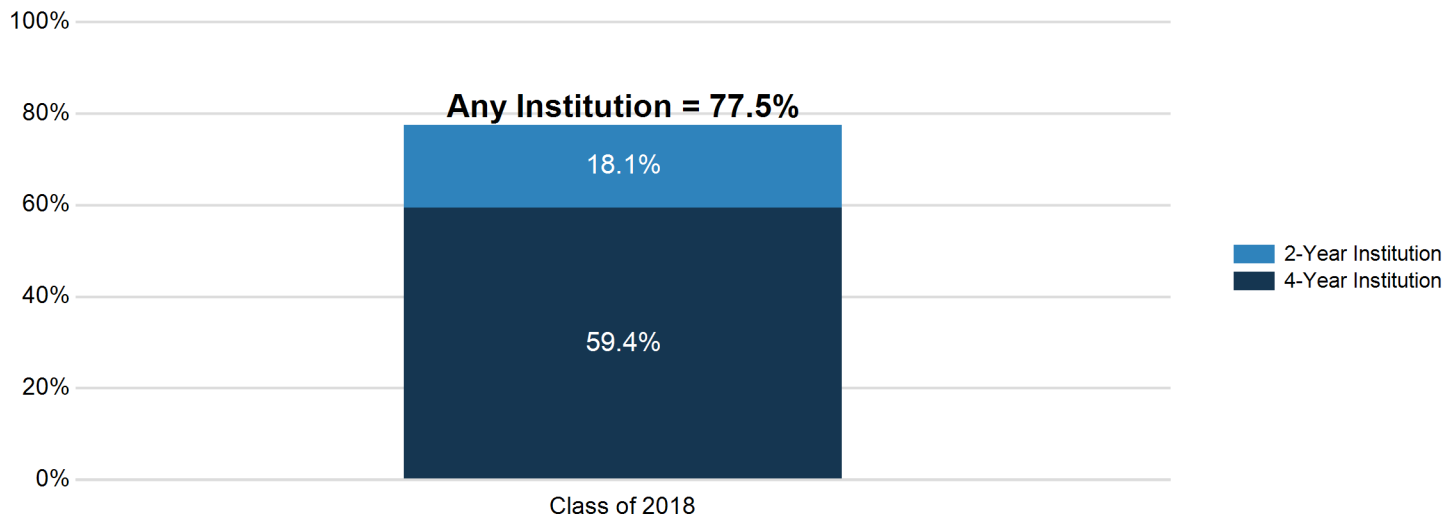
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	18.1%
% Enrolled in 4-Year Institution	59.4%
% Enrolled in Any Postsecondary Institution	77.5%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	74.1%	22.3%	77.7%
White	74.4%	23%	77%
Hispanic	*	*	*
Black or African American	58.8%	30%	70%
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	60.5%	30.4%	69.6%
Students with Disabilities	48.9%	60.9%	39.1%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	77.5%	23.3%	76.7%	74.5%	25.5%	58.8%	41.2%
White	76.8%	21.5%	78.5%	73.9%	26.1%	58.1%	41.9%
Hispanic	*	*	*	*	*	*	*
Black or African American	93.3%	57.1%	42.9%	100%	0%	85.7%	14.3%
Asian, Native Hawaiian, or Pacific Islander	94.7%	11.1%	88.9%	66.7%	33.3%	55.6%	44.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	63.2%	45.8%	54.2%	83.3%	16.7%	70.8%	29.2%
Students with Disabilities	34.7%	64.7%	35.3%	88.2%	11.8%	76.5%	23.5%
English Learners	*	*	*	*	*	*	*



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

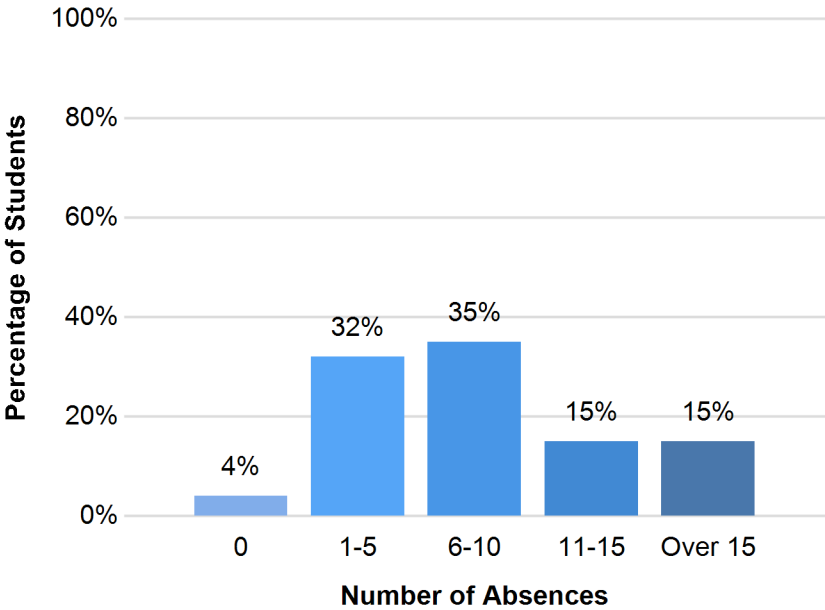
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	172	11.9	14.2	Met
White	144	11.6	14.2	Met
Hispanic	12	20.7	14.2	Not Met
Black or African American	12	16.2	14.2	Not Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	90	12.3		
Male	82	11.4		
Economically Disadvantaged Students	46	28.8	14.2	Not Met
Students with Disabilities	40	20.8	14.2	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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







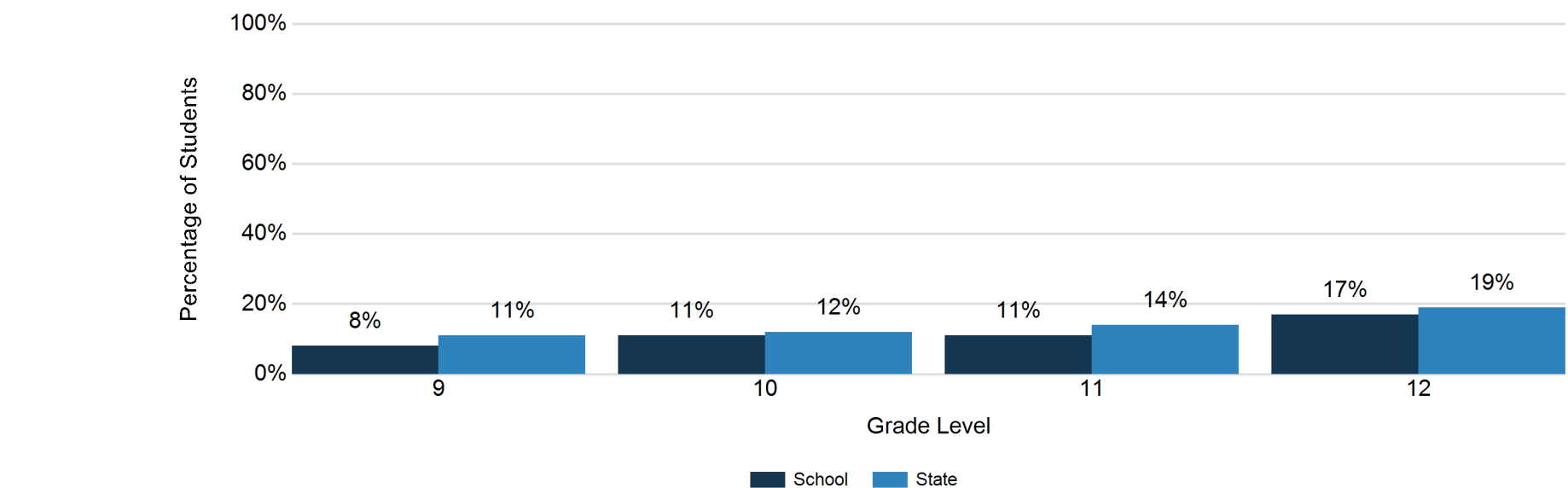
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Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	1
Substances	22
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	2.36

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	1
Substances	21
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	1	0	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	3	0	3
Disability	1	0	1
Other	6	6	12
No Identified Nature	6		6

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	40	2.8%
Any Suspension	40	2.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
217



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School Day

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

Category	School
Typical Start Time	7:33 AM
Typical End Time	2:24 PM
Length of School Day	6 Hrs 51 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	5 Hrs. 38 Mins.

Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	109	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	79.8%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	18.0	16.0
Average years experience in district	10.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.2%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	361:1	126:1
Teachers to Administrators	27:1	10:1
Students to Librarians/Media Specialists		2273:1
Students to Nurses		1136:1
Students to Counselors		284:1
Students to Child Study Team Members		568:1



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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.5%	60.6%	25.0%	48.4%	77.1%	54.9%
Male	49.5%	39.4%	75.0%	51.6%	22.9%	45.1%
White	85.7%	96.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.0%	1.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.1%	1.8%	0.0%	15.0%	6.6%	13.9%
Asian	3.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

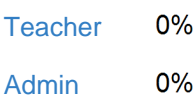
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.3%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row  
  
 For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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





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

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

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

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

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

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

### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.9%	64.5%	66.3%
Math Proficiency	46.3%	56.7%	60.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.2%	94.8%	96.4%
5-Year Graduation Rate†	96.2%	94.9%	96.0%
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	11.7%	11.0%	11.9%

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



Clearview Regional High School
(15-0870-020)
Grades Offered: 09-12
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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

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

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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>19 Advanced Placement Courses are offered; Multiple avenues to earn college credit; Award winning Robotics Team; Award winning TSA and DECA Clubs.</li> <li>Award winning Marching Band, Vocal/Wind Ensembles; Fall Play and Spring Musical; Over 55 clubs and activities to accommodate all student interests.</li> <li>Very Successful Varsity athletic program that competes at the Group IV level; Clearview has won 32 conference, 8 Sectional and 2 State Championship in the last 7 years.</li> </ul>
 <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 nation’s most prestigious colleges and universities. Many of our teachers and programs have been recognized by professional and business organizations. For example, one of our teachers was nominated for the prestigious secondary educator’s recognition awarded by Princeton University. The district also takes pride in our teachers of the year, educational support personnel of the year, and employees of the year. Our teachers compete for the state teacher recognition program. Our students earn various local, state, and national recognition such as the AP scholars program, Vocal Ensemble radio station recognition, and National Merit Scholars. Student programs receiving recognition also include the Students United for Respect and Equality (SURE) and Students-In-Action (SIA), which recently received the Gold Service Leadership Award.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our academic program offers a variety of courses and services to meet the diverse needs of all of our students. We offer over 180 courses, including 19 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. Dual college credit is available in addition to college credits being awarded for successful performance on AP assessments and through dual credit agreements with Rowan College of South Jersey and Camden County College.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>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 Vocal and Wind Ensembles perform on the local, regional, national, and international stage.</p>






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 <p><b>Before and After School Programs:</b></p>	<p>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>
 <p><b>Staff and Professional Learning:</b></p>	<p>The district is committed to ongoing, job-embedded professional development of all teachers, support staff, and administration, which is directly linked to the district goals, school goals, and professional development plan. Departments and individuals develop goals (which include a focus on school culture) that enhance the district goals. Staff receive training both in-district and out-of-district, including professional consultants, workshops (focus on data analysis), PLC's, online and on-demand modules, and motivational speakers. Our staff and administration also provide direct professional development to colleagues. We have very limited staff turnover and 65% of our staff members have advanced degrees (Masters/Doctorate). Many staff members are also college adjunct professors, further enabling them to prepare our students for college.</p>
 <p><b>Postsecondary Information:</b></p>	<p>We are confident that our challenging and comprehensive College Preparatory Curriculum 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>






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 <p><b>Student Supports and Services:</b></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. The district also has a contract with an outside counseling service company to provide ongoing emotional support within the school setting.</p>
 <p><b>Student Health and Wellness:</b></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><b>Parent and Community Involvement:</b></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/Advisory, the Vocal Ensemble Parents' Organization, the Band Parents' Association, the Parent Teacher Organization and Parent Coalition. The involvement and support of our parents is a critical component to the success of our students and our programs.</p>







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 <div>Climate Surveys:</div>	<p>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.</p>
 <div>School Safety:</div>	<p>The district's main priority is the safety of the students and staff! We've developed and implemented plans/procedures for the protection of health, safety, security, and welfare of all stakeholders. The ongoing, high level of communication between the local law enforcement agencies enhances our ability to attain our security goals. The Memorandum of Agreement with the local police departments serves as our guiding document for all security matters. Our district complies with all state requirements for school security drills. More importantly, we've implemented several other security enhancements including the following: Dedicated School Resource Officers (SRO) in both schools, Hall Monitors, modified our entrances to limit building access and increase containment to a secured area, installed new digital cameras (interior and exterior) with an increased coverage area, installed Lobby Guard for background checks, and local police have a live view of all cameras.</p>






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 <div>Technology and STEM:</div>	<p>Technology includes Chromebooks, Google apps, and many other interactive apps. Classrooms are equipped with interactive white boards and document readers. The high school includes a state of the art, professional Media lab, which produces View News daily. STEM classrooms provide cutting-edge technology tools including a plasma cutter, welder, 3D printers, and lab probes. The district offers all 7 College Board AP courses in Science, as well as 3 AP courses in Math including AP Statistics. The Physics 1st Science program provides AP Physics for 9th graders. A robust Anatomy &amp; Physiology program is one of our most popular Science courses with students. STEM programs include CAD, Engineering/Architecture, Media, Culinary Arts, Accounting, Robotics, Video Game Design and Computer Science. Our Marketing program includes a DECA club that has won national awards. The district also boasts Robotics Clubs, a large Tech. Students Association, and participates in the NJ Science and Math Leagues</p>
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<div>  <div>Other Information</div> </div>	<p>                             Clearview Regional is a comprehensive 9-12 college preparatory high school that serves the residents of Harrison and Mantua Townships. The student enrollment at Clearview is approximately 1,450 students, and our facilities provide 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 19 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, in which students receive instruction in Robotics, Video Game Design, Media, Computer Assisted Drafting/Design, Engineering and Architecture, Systems Technology and Computer Science. 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.                         </p>
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**Clearview Regional Middle School**  
(15-0870-030)  
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2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Clearview Regional High School District
Principal Name	Mr. Peter DeFeo
Address	595 JEFFERSON RD MULLICA HILL, NJ 08062-9436
Phone Number	856-223-2740
Email Address	<a href="mailto:pdefeo@clearviewregional.edu">pdefeo@clearviewregional.edu</a>
Website	<a href="https://ms.clearviewregional.edu">https://ms.clearviewregional.edu</a>
Twitter	<a href="https://twitter.com/crmsprincipal84">https://twitter.com/crmsprincipal84</a>



Clearview Regional Middle School

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
7	405	418	411
8	419	404	418
Total	826	823	829

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

Student Group	2016-17	2017-18	2018-19
Female	51.3%	52.7%	51.3%
Male	48.7%	47.3%	48.7%
Economically Disadvantaged Students	11.9%	11.8%	13.0%
Students with Disabilities	12.5%	12.0%	11.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.5%	0.1%	0.1%
Students in Foster Care	0.4%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	87.3%	87.2%	82.9%
Hispanic	3.3%	3.2%	5.9%
Black or African American	4.4%	4.6%	6.5%
Asian	3.4%	3.2%	3.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.0%
Two or More Races	1.7%	1.7%	1.4%

Enrollment by Home Language

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

Home Language	% of Students
English	98.8%
Other Languages	1.2%



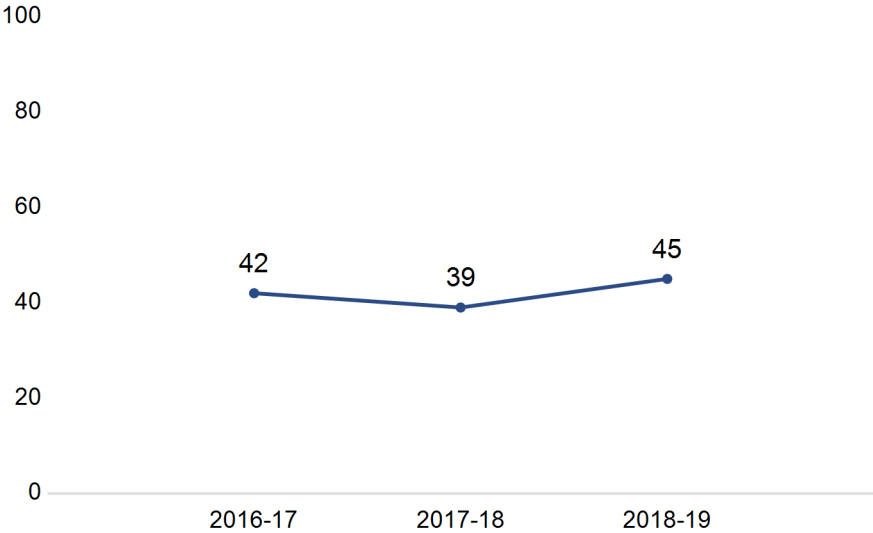
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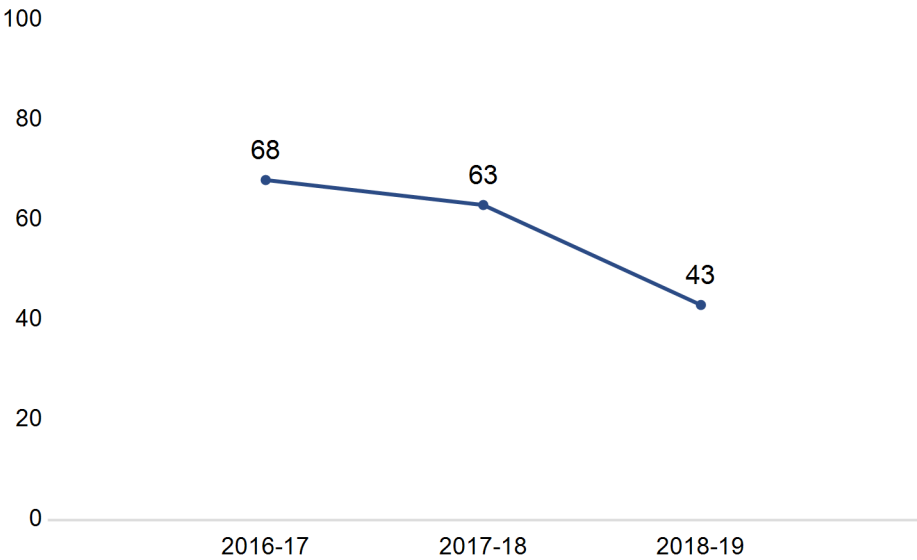
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	39	45	68	63	43
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	45	50	Met Standard	43	43	50	Met Standard
White	45	45	50	Met Standard	45	45	52	Met Standard
Hispanic	34	34	49	Not Met	21	21	47	**
Black or African American	36	36	45	Not Met	36	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	46.5	46.5	59	Met Standard	42	42	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	38	38	49	**	*	*	52	**
Female	47	47	53	N	43	43	50	N
Male	41	41	47	N	44	44	51	N
Economically Disadvantaged Students	34.5	34.5	48	Not Met	42	42	46	Met Standard
Students with Disabilities	38.5	38.5	43	Not Met	26	26	45	Not Met
English Learners	N	N	52	**	N	N	50	**
Homeless Students	*	*	43	N	N	N	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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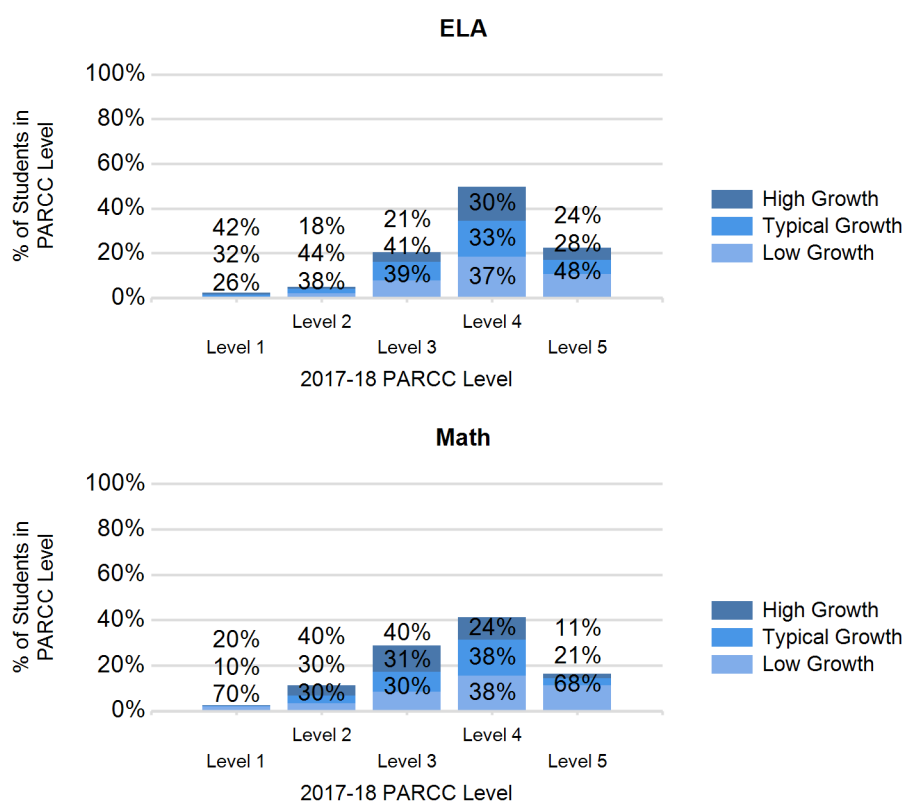
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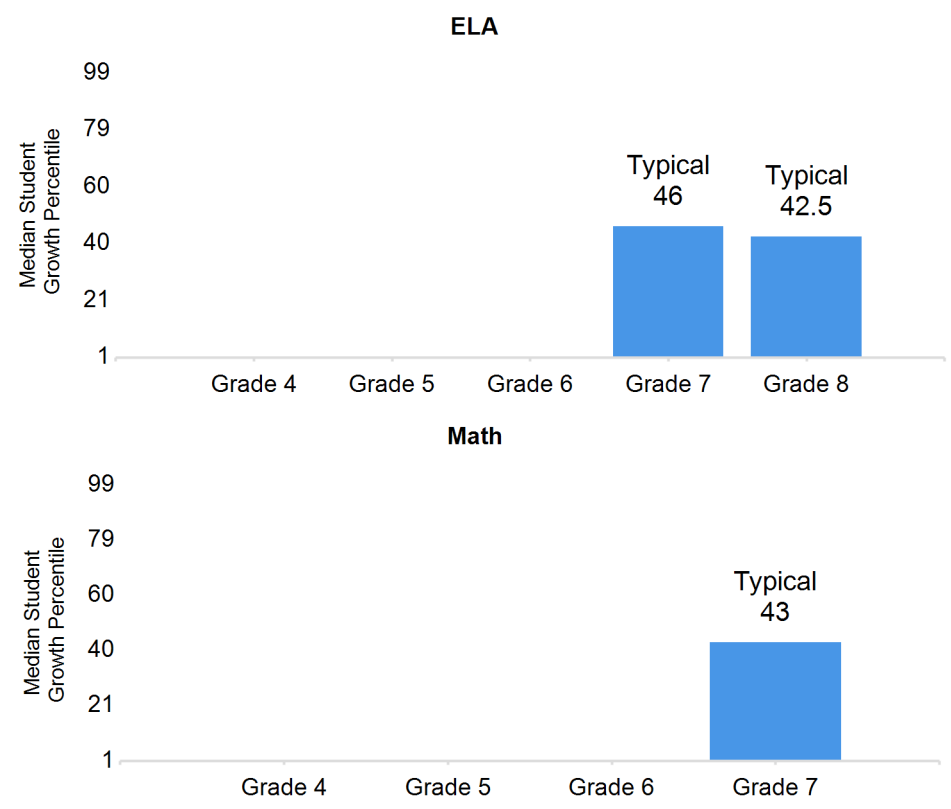
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





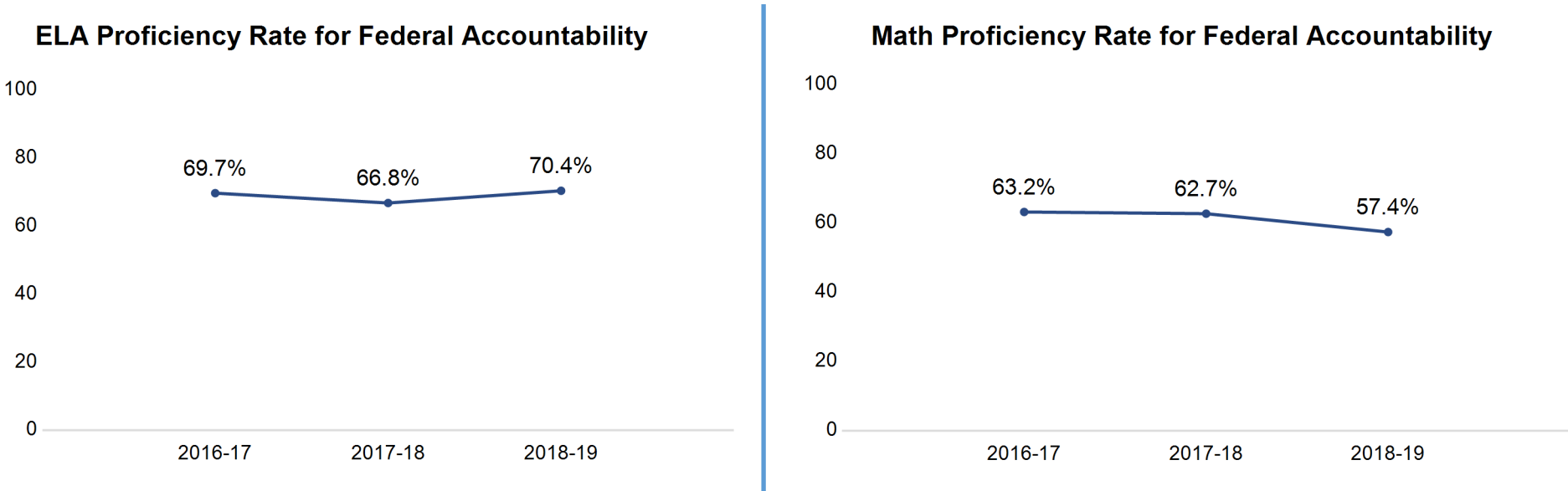


Clearview Regional Middle School  
(15-0870-030)  
Grades Offered: 07-08  
2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	98.3%	97.0%	98.8%	98.3%	96.8%
Proficiency Rate for Federal Accountability	69.7%	66.8%	70.4%	63.2%	62.7%	57.4%
Annual Target	58.2%	59.4%	60.5%	53.0%	54.4%	55.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	801	97.0	70.4	68.5	57.9	70.4	60.5	Met Target
White	681	97.3	72.1	70.2	66.9	72.1	60.8	Met Target
Hispanic	26	96.6	61.5	49.1	43.9	61.5	63	Met Target†
Black or African American	54	96.5	48.1	45.2	38.5	48.1	51.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	96.8	79.3	79.3	82.9	79.3	73.8	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	84.6	72.7	*	64.4	64.5	**	**
Female	406	95.6	80.5	76.9	64.8	80.5		
Male	395	98.5	60.0	59.6	51.3	60.0		
Economically Disadvantaged Students	96	97.1	45.8	42.7	40.0	45.8	42.5	Met Target
Non-Economically Disadvantaged Students	705	97.0	73.8	71.8	67.9	73.8		
Students with Disabilities	87	92.7	16.1	17.7	22.7	15.7	23.1	Not Met
Students without Disabilities	714	97.6	77.0	75.1	65.1	77.0		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	801	97.0	70.4	68.5	60.6	70.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Clearview Regional Middle School

(15-0870-030)

Grades Offered: 07-08

2018-2019

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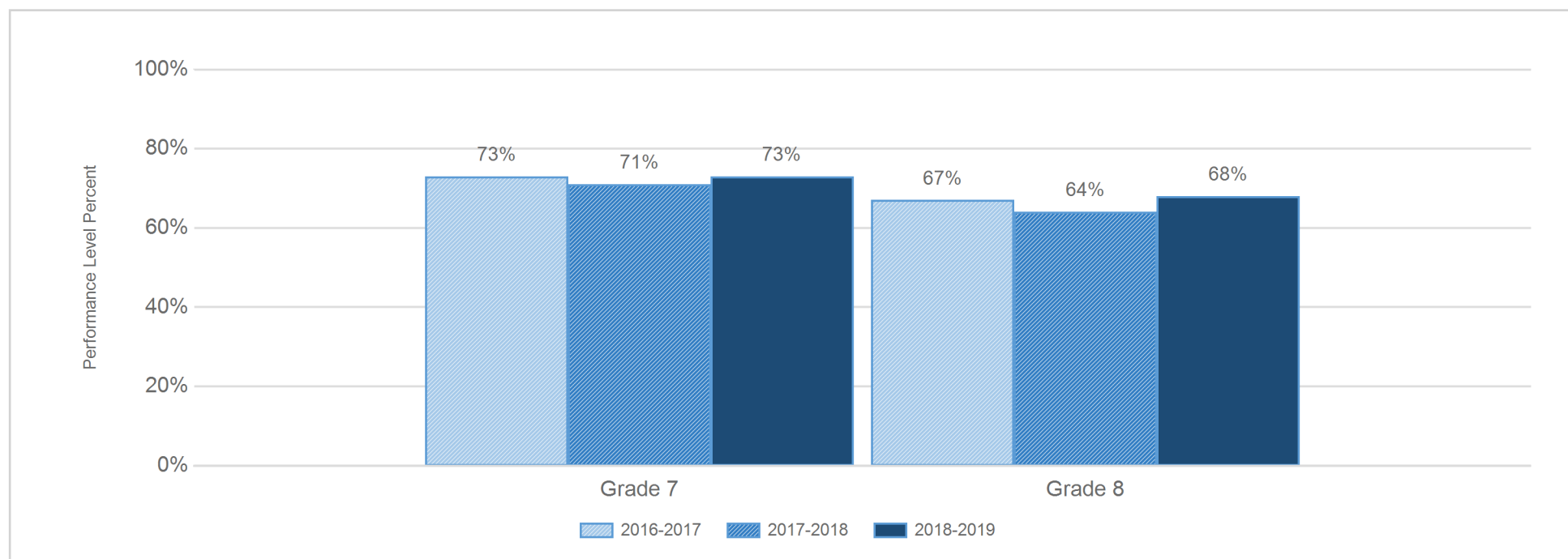
\*\* Accountability calculations require 20 or more students

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## English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	400	770	770	761	3%	7%	17%	36%	37%	73%	63%
White	340	773	773	769	3%	5%	16%	38%	39%	76%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	28	735	735	741	*	*	*	*	*	32%	43%
Asian, Native Hawaiian, or Pacific Islander	15	795	795	790	0%	0%	*	*	*	80%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	205	779	779	769	*	*	14%	36%	46%	81%	71%
Male	195	761	761	753	*	*	21%	35%	28%	64%	55%
Economically Disadvantaged Students	60	742	742	743	*	*	*	*	*	50%	45%
Non-Economically Disadvantaged Students	340	775	775	771	*	*	*	*	*	77%	73%
Students with Disabilities	40	724	724	720	*	*	33%	*	*	18%	22%
Students without Disabilities	360	775	775	769	*	*	16%	*	*	79%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	400	770	770	763	3%	7%	17%	36%	37%	73%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	399	764	764	762	6%	9%	17%	47%	21%	68%	63%
White	337	764	764	770	6%	8%	17%	48%	21%	69%	72%
Hispanic	15	753	753	747	*	*	*	*	*	53%	49%
Black or African American	26	763	763	741	*	*	*	*	*	62%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	202	775	775	771	*	*	14%	50%	30%	79%	71%
Male	197	752	752	753	*	*	20%	45%	12%	57%	55%
Economically Disadvantaged Students	37	736	736	743	*	*	*	*	*	38%	45%
Non-Economically Disadvantaged Students	362	766	766	772	*	*	*	*	*	71%	72%
Students with Disabilities	41	719	719	721	*	44%	*	*	*	12%	22%
Students without Disabilities	358	769	769	770	*	5%	*	*	*	75%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	399	764	764	764	6%	9%	17%	47%	21%	68%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	799	96.8	57.4	58.6	44.5	57.4	55.9	Met Target
White	679	97.0	58.9	60.0	54.1	58.9	57	Met Target
Hispanic	26	96.6	53.8	48.9	28.8	53.8	40.3	Met Target
Black or African American	54	96.5	37.0	38.2	23.0	37.0	41.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	96.8	72.4	70.0	76.5	72.4	68.7	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	84.6	36.4	*	53.3	32.3	**	**
Female	404	95.1	61.1	61.4	44.9	61.1		
Male	395	98.5	53.7	55.6	44.2	53.7		
Economically Disadvantaged Students	96	97.1	32.3	34.9	26.3	32.3	37.8	Met Target†
Non-Economically Disadvantaged Students	703	96.7	60.9	61.4	54.9	60.9		
Students with Disabilities	86	91.7	14.0	14.3	17.4	13.4	17.9	Met Target†
Students without Disabilities	713	97.4	62.7	63.6	50.0	62.7		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	799	96.8	57.4	58.6	46.5	57.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

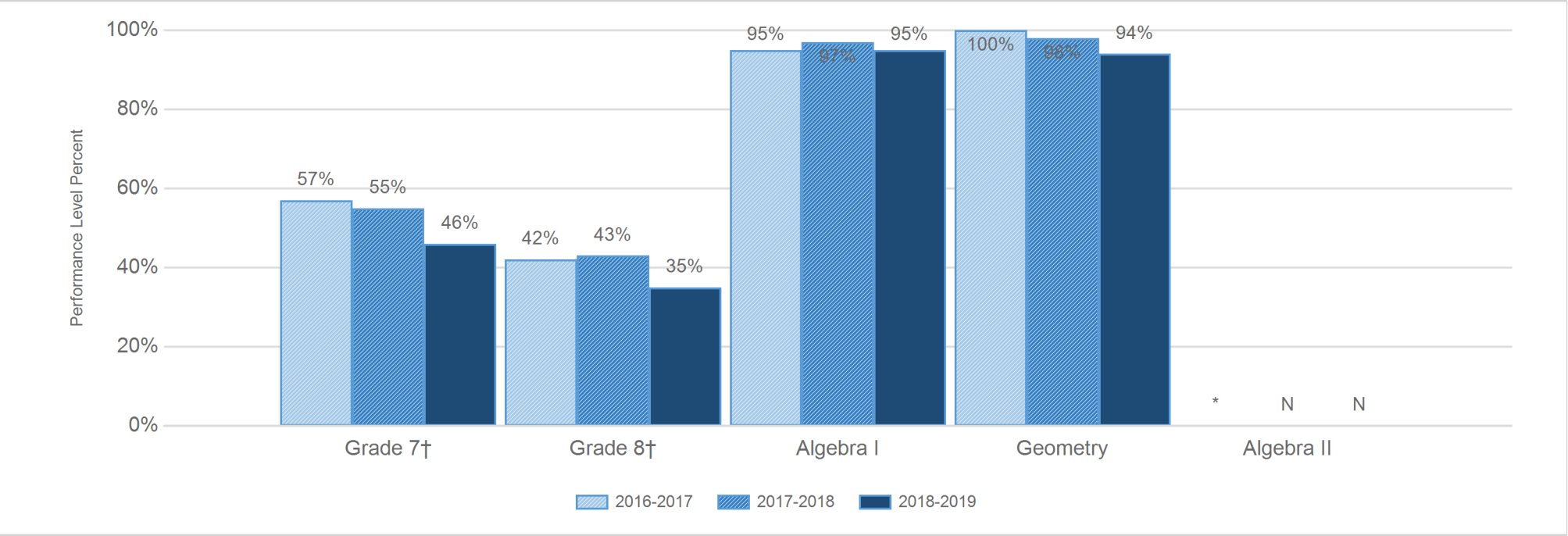


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Mathematics Assessment – Performance Trends

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



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





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## Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	329	747	747	744	5%	12%	36%	42%	4%	46%	42%
White	278	749	749	751	4%	11%	36%	45%	5%	49%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	27	724	724	727	*	*	*	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	11	757	757	768	0%	0%	*	*	*	64%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	168	749	749	744	*	11%	41%	*	*	45%	42%
Male	161	745	745	743	*	14%	31%	*	*	47%	42%
Economically Disadvantaged Students	54	730	730	731	*	24%	39%	*	*	22%	24%
Non-Economically Disadvantaged Students	275	750	750	751	*	10%	36%	*	*	51%	53%
Students with Disabilities	37	712	712	718	*	*	*	*	*	*	13%
Students without Disabilities	292	751	751	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	329	747	747	745	5%	12%	36%	42%	4%	46%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%





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### Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	225	735	735	728	13%	24%	28%	*	*	35%	29%
White	188	734	734	737	13%	26%	26%	*	*	35%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	17	740	740	714	*	*	*	*	*	41%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	103	739	739	731	13%	18%	27%	*	*	42%	31%
Male	122	732	732	726	14%	29%	28%	*	*	30%	27%
Economically Disadvantaged Students	35	725	725	719	34%	*	*	*	*	31%	20%
Non-Economically Disadvantaged Students	190	737	737	735	9%	*	*	*	*	36%	36%
Students with Disabilities	39	710	710	707	44%	*	*	*	*	13%	10%
Students without Disabilities	186	740	740	734	7%	*	*	*	*	40%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	225	735	735	730	13%	24%	28%	*	*	35%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	172	775	756	744	0%	0%	*	*	*	95%	42%
White	147	775	757	752	0%	0%	*	*	*	95%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	778	*	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	100	774	756	745	0%	0%	*	*	*	97%	44%
Male	72	775	757	743	0%	0%	*	*	*	92%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	172	775	756	745	0%	0%	*	*	*	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	69	778	763	737	0%	0%	*	*	*	94%	35%
White	61	777	764	743	0%	0%	*	*	*	95%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	33	775	762	738	0%	0%	*	*	*	94%	36%
Male	36	780	765	736	0%	0%	*	*	*	94%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	69	778	*	741	0%	0%	*	*	*	94%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	69	778	763	738	0%	0%	*	*	*	94%	*
Homeless Students	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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Clearview Regional Middle School**  
(15-0870-030)  
Grades Offered: 07-08  
2018-2019

**Report Key:**

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## Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	764	755	N	N	N	N	N	N	58%
White	N	N	765	758	N	N	N	N	N	N	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	N	N	763	752	N	N	N	N	N	N	55%
Male	N	N	766	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	764	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	764	755	N	N	N	N	N	N	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



# Clearview Regional Middle School

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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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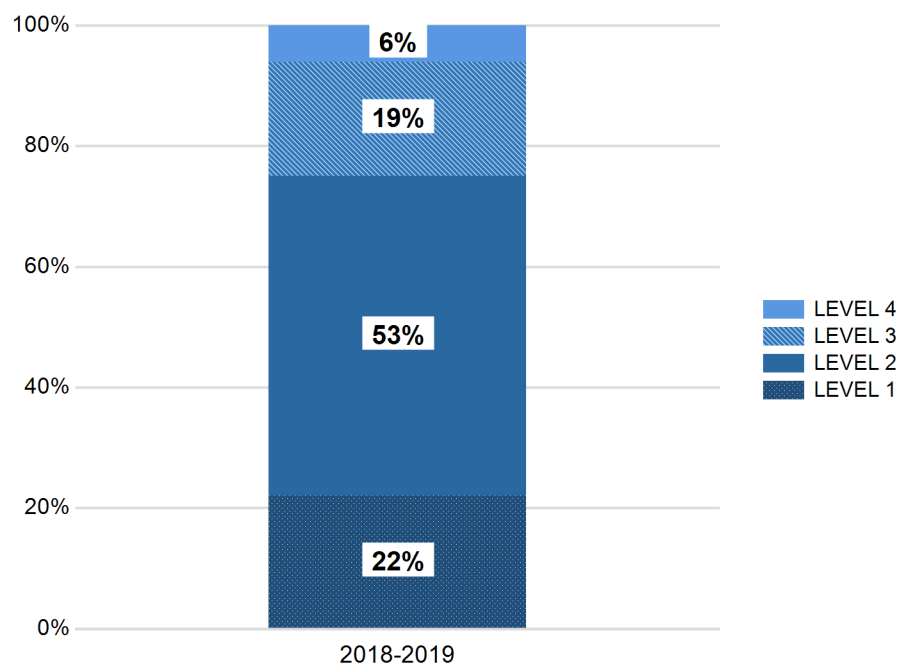
N No Data is available to display

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

## NJSLA Science Assessment: Grade 8 Summary

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



## NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	22	53	19	6
White	22	53	19	6
Hispanic	*	*	*	*
Black or African American	23	50	27	0
Asian, Native Hawaiian, or Pacific Islander	14	64	7	14
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	54	21	5
Male	25	52	17	7
Economically Disadvantaged Students	43	50	7	0
Non-Economically Disadvantaged Students	20	53	20	7
Students with Disabilities	67	29	2	2
Students without Disabilities	17	56	21	6
English Learners	N	N	N	N
Non-English Learners	22	53	19	6
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	68	0	336
8	105	69	238
Total	173	69	574

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	214	88	0	0	80	0	0
8	245	69	0	0	70	0	0
Total	459	157	0	0	150	0	0



Clearview Regional Middle School  
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2018-2019

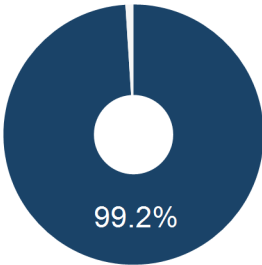
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Visual and Performing Arts – Course Participation

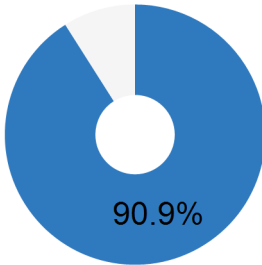
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

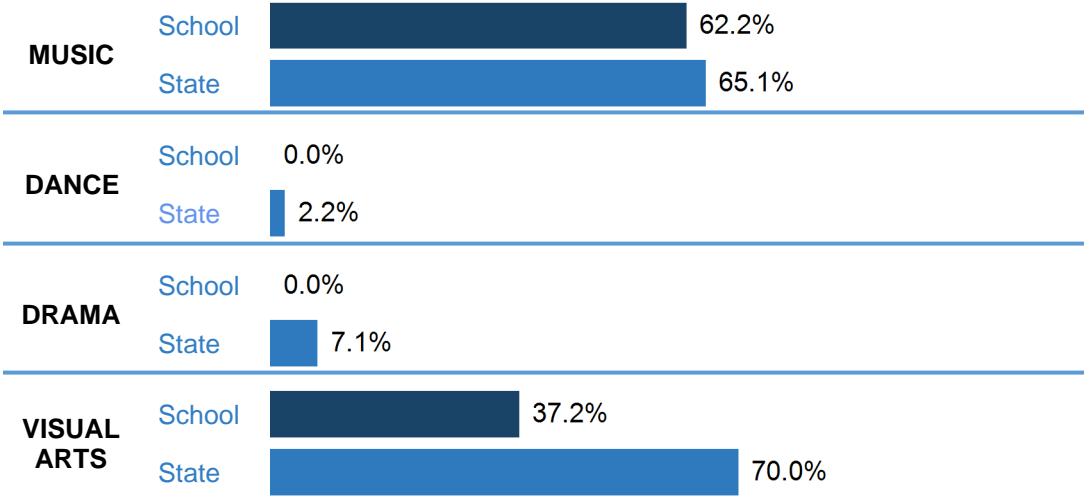


School



State

Students enrolled in one or more classes by discipline:







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

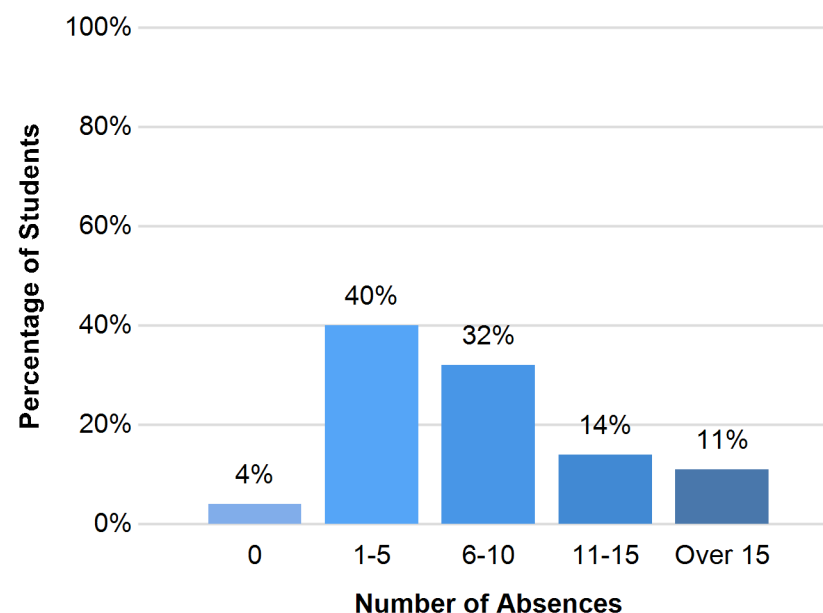
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	70	8.4	9.5	Met
White	45	6.6	9.5	Met
Hispanic	11	22.4	9.5	Not Met
Black or African American	7	13.0	9.5	Not Met
Asian, Native Hawaiian, or Pacific	4	14.3	9.5	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	25.0	**	**
Female	29	6.8		
Male	41	10.1		
Economically Disadvantaged Students	21	19.4	9.5	Not Met
Students with Disabilities	21	21.6	9.5	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

## Days Absent

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





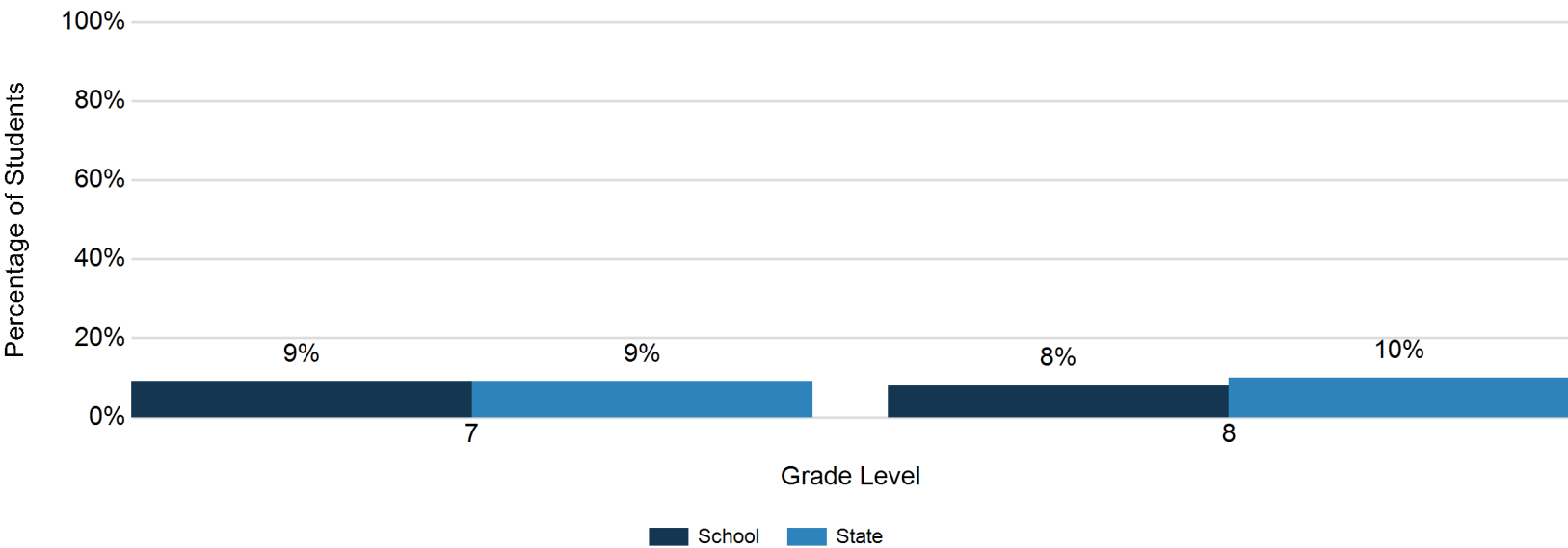
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Chronic Absenteeism by Grade

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





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

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

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	4
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.29

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	2	0	2
Disability	0	0	0
Other	5	7	12
No Identified Nature	6		6

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Other Incidents Leading to Removal	2

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	43	5.2%
Out-of-School Suspensions	33	4.0%
Any Suspension	67	8.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
89



# Clearview Regional Middle School

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## School Day

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

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

## Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	69	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	76.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	18.0	16.0
Average years experience in district	10.7	12.0
Percentage of Administrators with 4 or more years experience in the district	72.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	276:1	126:1
Teachers to Administrators	23:1	10:1
Students to Librarians/Media Specialists		2273:1
Students to Nurses		1136:1
Students to Counselors		284:1
Students to Child Study Team Members		568:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.3%	75.4%	33.3%	48.4%	77.1%	54.9%
Male	48.7%	24.6%	66.7%	51.6%	22.9%	45.1%
White	82.9%	97.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.9%	1.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.5%	1.4%	0.0%	15.0%	6.6%	13.9%
Asian	3.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

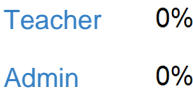
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.3%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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





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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.7%	66.8%	70.4%
Math Proficiency	63.2%	62.7%	57.4%
ELA Growth	42	39	45
Math Growth	68	63	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.3%	8.0%	8.4%

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



Clearview Regional Middle School

(15-0870-030)

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2018-2019

Report Key:

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\*\* Accountability calculations require 20 or more students

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

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

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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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## School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Curriculum includes enVision Math, Next Gen Science Standards, Honors Algebra and Honors Geometry.</li> <li>Technology is a part of every school day with all students and staff utilizing 1:1 personal Chromebooks.</li> <li>Award winning and rigorous Arts Program including Art, Band, and Chorus for students - Nationally recognized Music Program.</li> </ul>
 <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. Teachers provide students with an educational environment that is challenging yet supportive of individual needs. 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. In addition, our Students in Action won the state Silver Medal for students committed to community service.</p>






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<div>  <div>                     Courses, Curriculum, Instruction:                 </div> </div>	<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. Honors ELA 7 and Honors ELA 8 were recently incorporated into our program of studies. New courses include Study Skills, Public Speaking, and Coding.</p>
<div>  <div>                     Sports and Athletics:                 </div> </div>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Sports teams follow a competitive schedule and play year round.</p>
<div>  <div>                     Clubs and Activities:                 </div> </div>	<p>Clearview Middle School offers Art Club, Be Who? Be You! Club, Book Club, Chess Club, Concert Choir, Faith In Action, Students in Action, Model UN, Jazz Band, Peer Mediation, Men of Distinction, Pioneer Partners, Ronald McDonald Club, Science Club, Student Council, and Yearbook Club. Students have the ability throughout the year to present ideas for new clubs and activities that generate interest and participation.</p>





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 <p>Before and After School Programs:</p>	<p>Our Academic Assistance Program (AAP) is an after school program that refers students through our I&amp;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>
 <p>Staff and Professional Learning:</p>	<p>The district is committed to ongoing, job-embedded professional development of all teachers, support staff, and administration, which is directly linked to the district goals, school goals, and professional development plan. Departments and individuals develop goals (which include a focus on school culture) that enhance the district goals. Staff receive training both in-district and out-of-district, including professional consultants, workshops (focus on data analysis), PLC's, online and on-demand modules, and motivational speakers. Our staff and administration also provide direct professional development to colleagues. We have very limited staff turnover and 65% of our staff members have advanced degrees (Masters/Doctorate). Many staff members are also college adjunct professors, further enabling them to prepare our students for college.</p>






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 <div>Student Supports and Services:</div>	<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. In addition, our Title 1 students are closely monitored for academic and emotional success through our Title 1 Monitors.</p>
 <div>Student Health and Wellness:</div>	<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. A full time Students Assistance Counselor as well as a partnership with an outside counseling agency is available to address issues outside the scope of our School Counselors.</p>
 <div>Parent and Community Involvement:</div>	<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. Our PTO works closely with our Student Council to plan activities for students throughout the year.</p>








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 <div>Climate Surveys:</div>	<p>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.</p>
 <div>Facilities:</div>	<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>
 <div>School Safety:</div>	<p>The district's main priority is the safety of the students and staff! We've developed and implemented plans/procedures for the protection of health, safety, security, and welfare of all stakeholders. The ongoing, high level of communication between the local law enforcement agencies enhances our ability to attain our security goals. The Memorandum of Agreement with the local police departments serves as our guiding document for all security matters. Our district complies with all state requirements for school security drills. More importantly, we've implemented several other security enhancements including the following: Dedicated School Resource Officers (SRO) in both schools, Hall Monitors, modified our entrances to limit building access and increase containment to a secured area, installed new digital cameras (interior and exterior) with an increased coverage area, installed Lobby Guard for background checks, and local police have a live view of all cameras.</p>




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 <div>Technology and STEM:</div>	Technology is embedded in our school's classroom instruction, where students use Chromebooks, various Google apps, and many other interactive apps as tools for learning. Classrooms are equipped with interactive white boards and document readers. We also offer classes such as Digital Literacy, Computer Literacy, and Tech Ed to familiarize students with computer use and digital citizenship.
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