NJ SCHOOL PERFORMANCE REPORT

CLEARVIEW REGIONAL MIDDLE SCHOOL
(15-0870-030)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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 with any questions about the reports

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School Contact Info

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
Principal Name	MR. DEFEO
Address	595 JEFFERSON RD MULLICA HILL, NJ 08062-9436
Phone Number	(856)223-2740
Email Address	DEFEOPE@CLEARVIEWREGIONAL.EDU
Website	https://ms.clearviewregional.edu
Twitter	https://twitter.com/crmsprincipal84

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
7	413	405	418
8	412	419	404
Total	825	826	823

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.0%	51.3%	52.7%
Male	51.0%	48.7%	47.3%
Economically Disadvantaged Students	12.1%	11.9%	11.8%
Students with Disabilities	12.2%	12.5%	12.0%
English Learners	0.1%	0.0%	0.0%
Homeless Students		0.5%	0.1%
Students in Foster Care		0.4%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	84.6%	87.3%	87.2%
Hispanic	3.4%	3.3%	3.2%
Black or African American	6.3%	4.4%	4.6%
Asian	3.8%	3.4%	3.2%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.7%	1.7%	1.7%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, 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 is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in 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/Literacy (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	39	39	50	Not Met	63	63	50	Exceeds Standard
White	38	38	50	Not Met	61	61	51	Exceeds Standard
Hispanic	51.5	51.5	49	Met Standard	69	69	48	**
Black or African American	38.5	38.5	44	Not Met	67	67	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	44	44	61	Met Standard	65	65	61	**
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	46	46	49	**	*	*	51	**
Economically Disadvantaged	40.5	40.5	48	Met Standard	43	43	47	Met Standard
Students with Disabilities	28	28	41	Not Met	51	51	43	Met Standard
English Learners	N	N	54	**	N	N	51	**

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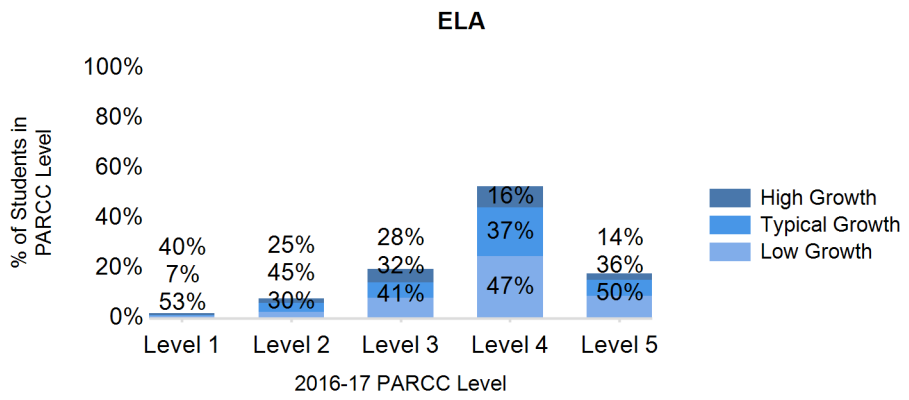
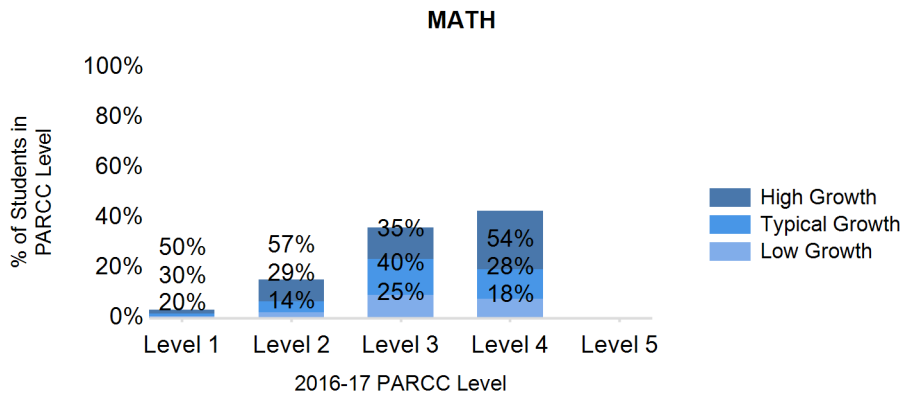
Student Growth by Performance Level

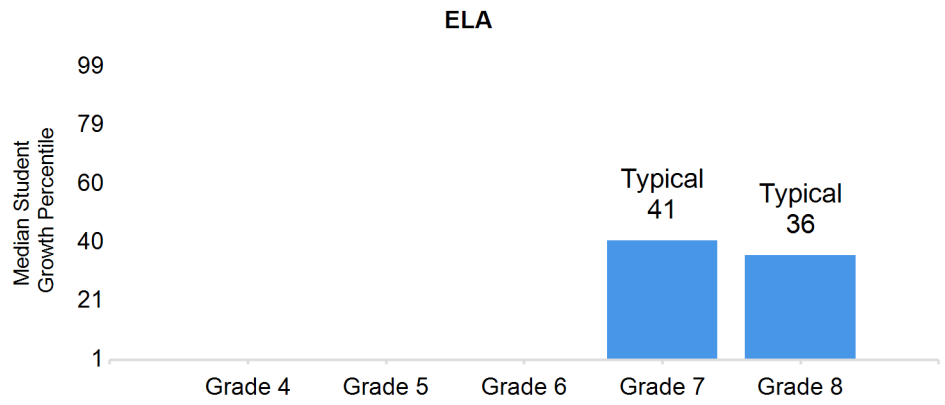
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

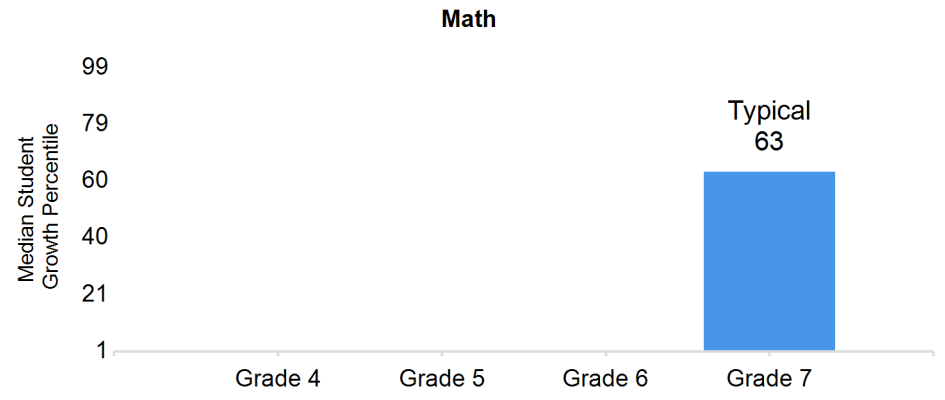




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	796	98.3	66.8	65.8	56.7	66.8	59.4	Met Target
White	694	98.2	67.5	66.7	65.6	67.5	59.7	Met Target
Hispanic	26	100.0	53.8	52.7	42.5	53.8	62	Met Target†
Black or African American	35	97.2	65.7	57.6	37.3	65.7	49.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	26	100.0	73.1	72.2	82.3	73.1	73.4	Met Target†
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	409	97.4	75.1	74.5	64.5	75.1		
Male	387	99.2	58.1	56.9	49.4	58.1		
Economically Disadvantaged Students	87	98.9	44.8	40.5	38.5	44.8	40.3	Met Target
Non-Economically Disadvantaged Students	709	98.2	69.5	68.8	67.5	69.5		
Students with Disabilities	96	97.0	19.8	20.0	21.6	19.8	19.7	Met Target
Students without Disabilities	700	98.5	73.3	71.9	63.9	73.3		
English Learners	N	N	N	*	27.3	N	**	**
Non-English Learners	796	98.3	66.8	*	59.4	66.8		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	405	765	765	760	3%	5%	21%	45%	26%	71%	63%
White	342	765	765	768	4%	4%	21%	44%	27%	71%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	24	769	769	740	0%	*	*	*	*	83%	42%
Asian, Native Hawaiian, or Pacific Islander	16	767	767	790	*	*	*	*	*	69%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	210	774	774	769	*	*	14%	46%	35%	81%	72%
Male	195	755	755	752	*	*	28%	44%	17%	61%	54%
Economically Disadvantaged Students	42	742	742	742	*	*	31%	*	*	45%	44%
Non-Economically Disadvantaged Students	363	767	767	771	*	*	20%	*	*	74%	73%
Students with Disabilities	45	727	727	721	*	*	31%	*	*	27%	22%
Students without Disabilities	360	770	770	768	*	*	19%	*	*	77%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	405	765	765	762	3%	5%	21%	45%	26%	71%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	385	759	759	759	3%	8%	25%	50%	14%	64%	60%
White	348	761	761	767	3%	7%	25%	51%	14%	65%	70%
Hispanic	11	751	751	744	*	*	*	*	*	45%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	756	756	789	*	*	0%	*	*	80%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	199	765	765	768	*	*	23%	*	*	69%	69%
Male	186	754	754	751	*	*	28%	*	*	58%	52%
Economically Disadvantaged Students	45	747	747	740	*	22%	29%	*	*	44%	42%
Non-Economically Disadvantaged Students	340	761	761	769	*	6%	25%	*	*	66%	71%
Students with Disabilities	43	726	726	719	*	*	30%	*	*	14%	19%
Students without Disabilities	342	764	764	766	*	*	25%	*	*	70%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	385	759	759	761	3%	8%	25%	50%	14%	64%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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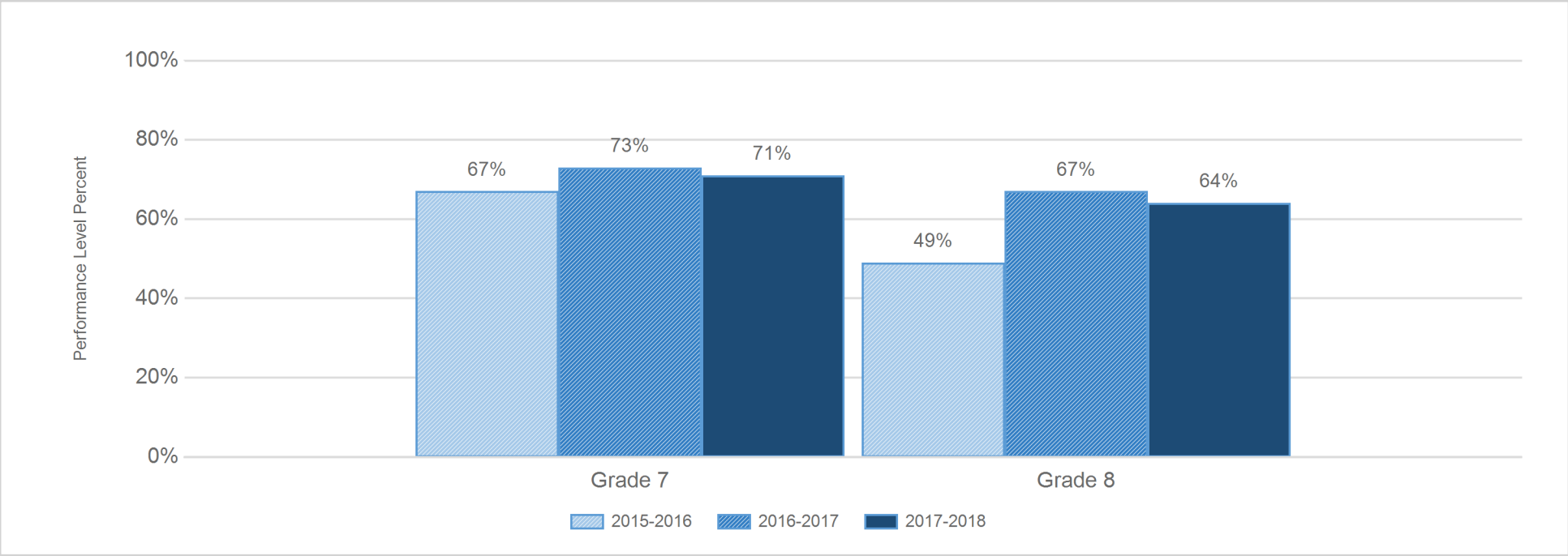
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	793	98.3	62.7	60.3	45.0	62.7	54.4	Met Target
White	691	98.2	63.9	61.9	54.1	63.9	55.7	Met Target
Hispanic	26	100.0	50.0	41.7	29.2	50.0	38	Met Target
Black or African American	35	97.2	51.5	43.4	23.4	51.5	39.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	26	100.0	65.4	67.4	77.0	65.4	68	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	406	97.1	66.2	63.5	46.0	66.2		
Male	387	99.5	58.9	56.8	43.9	58.9		
Economically Disadvantaged Students	87	98.9	36.7	38.8	26.6	36.7	35.4	Met Target
Non-Economically Disadvantaged Students	706	98.2	65.9	62.5	55.9	65.9		
Students with Disabilities	97	98.0	17.5	16.7	17.1	17.5	14.3	Met Target
Students without Disabilities	696	98.3	68.9	65.2	50.5	68.9		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	793	98.3	62.7	60.3	46.9	62.7		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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
Schoolwide	335	751	751	743	*	13%	30%	*	*	55%	43%
White	280	751	751	750	*	13%	30%	*	*	55%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	21	755	755	727	0%	*	*	62%	0%	62%	21%
Asian, Native Hawaiian, or Pacific Islander	14	752	752	767	0%	*	*	*	*	57%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	175	754	754	745	*	11%	25%	*	*	62%	45%
Male	160	748	748	741	*	14%	36%	*	*	48%	42%
Economically Disadvantaged Students	41	732	732	730	*	32%	32%	*	*	27%	24%
Non-Economically Disadvantaged Students	294	753	753	751	*	10%	30%	*	*	59%	55%
Students with Disabilities	45	730	730	717	*	40%	*	*	*	27%	12%
Students without Disabilities	290	754	754	748	*	9%	*	*	*	60%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	335	751	751	744	*	13%	30%	*	*	55%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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
Schoolwide	232	738	738	728	12%	17%	28%	43%	0%	43%	28%
White	211	741	741	736	10%	17%	27%	46%	0%	46%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	111	735	735	731	14%	19%	28%	40%	0%	40%	31%
Male	121	741	741	725	11%	16%	28%	45%	0%	45%	26%
Economically Disadvantaged Students	37	731	731	719	*	32%	*	32%	0%	32%	20%
Non-Economically Disadvantaged Students	195	740	740	735	*	14%	*	45%	0%	45%	35%
Students with Disabilities	43	707	707	705	*	*	*	*	*	*	*
Students without Disabilities	189	746	746	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	232	738	738	729	12%	17%	28%	43%	0%	43%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

CLEARVIEW REGIONAL MIDDLE SCHOOL
(15-0870-030)
Grades Offered: 07-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	165	777	759	746	0%	0%	*	*	*	97%	46%
White	145	777	760	755	0%	0%	*	*	*	97%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	95	774	758	748	0%	0%	*	*	*	98%	48%
Male	70	781	760	745	0%	0%	*	*	*	96%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	727	716	N	N	N	N	N	N	13%
Students without Disabilities	165	777	762	752	0%	0%	*	*	*	97%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	165	777	759	749	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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(15-0870-030)
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2017-2018

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	55	779	750	735	0%	0%	*	*	*	98%	30%
White	51	779	751	740	0%	0%	*	*	*	98%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	733	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	25	781	750	736	0%	0%	*	*	*	100%	30%
Male	30	778	749	734	0%	0%	*	*	*	97%	29%
Economically Disadvantaged Students	N	N	727	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	55	779	752	741	0%	0%	*	*	*	98%	38%
Students with Disabilities	*	*	*	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	55	779	750	736	0%	0%	*	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	N	N	745	727	N	N	N	N	N	N	30%
White	N	N	745	733	N	N	N	N	N	N	35%
Hispanic	N	N	*	710	N	N	N	N	N	N	14%
Black or African American	N	N	*	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	760	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	748	728	N	N	N	N	N	N	30%
Male	N	N	742	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	748	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	745	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	*	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	*	732	N	N	N	N	N	N	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	N	N	745	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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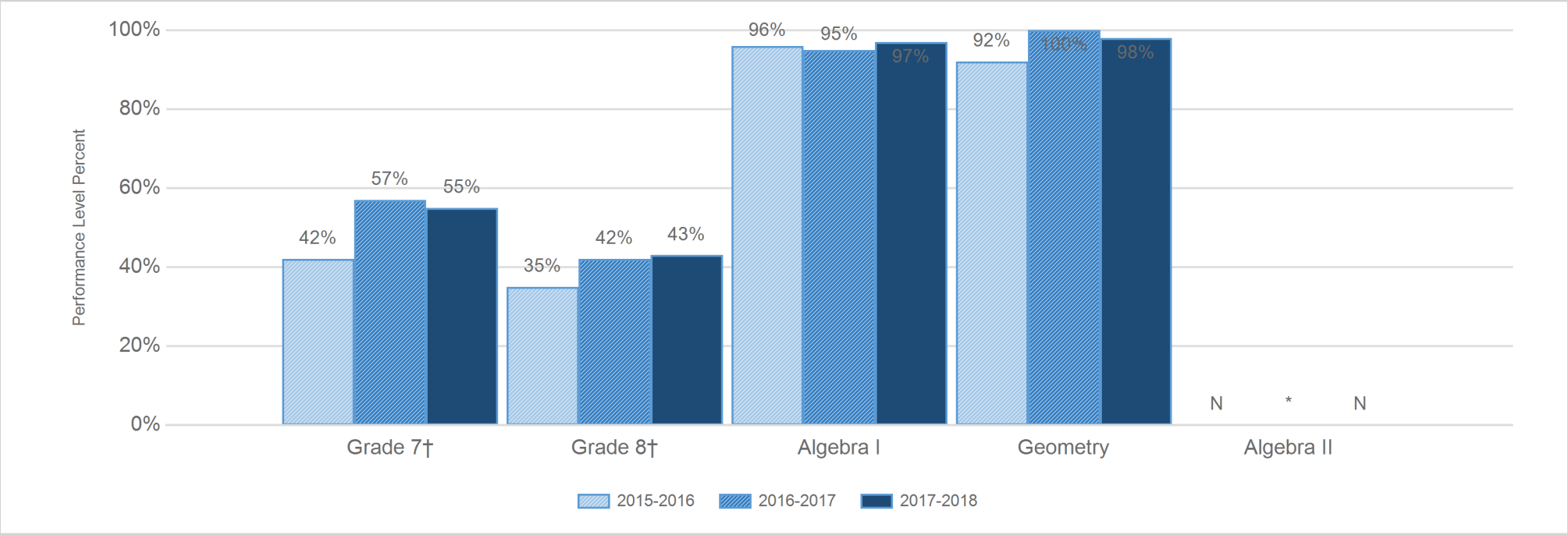
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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DLM Alternate Assessment - Participation

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

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

English Language 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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 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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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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	70	0	346
8	97	60	243
Total	167	60	589

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	247	74	0	0	86	0	0
8	219	66	0	0	91	0	0
Total	466	140	0	0	177	0	0

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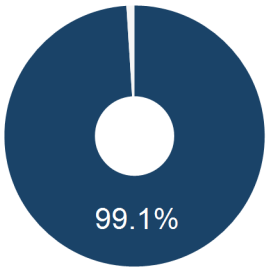
Visual and Performing Arts – Course Participation

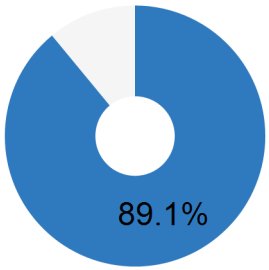
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

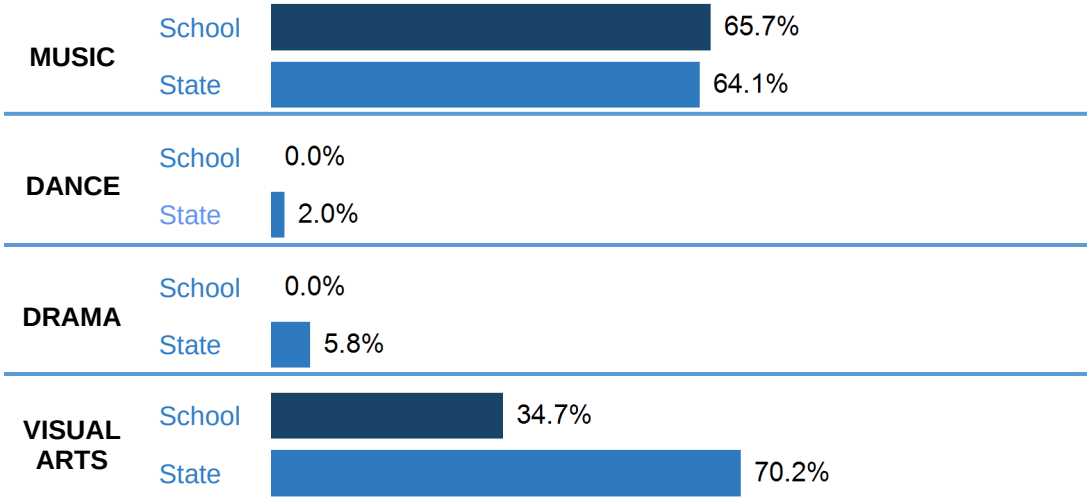


School



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.

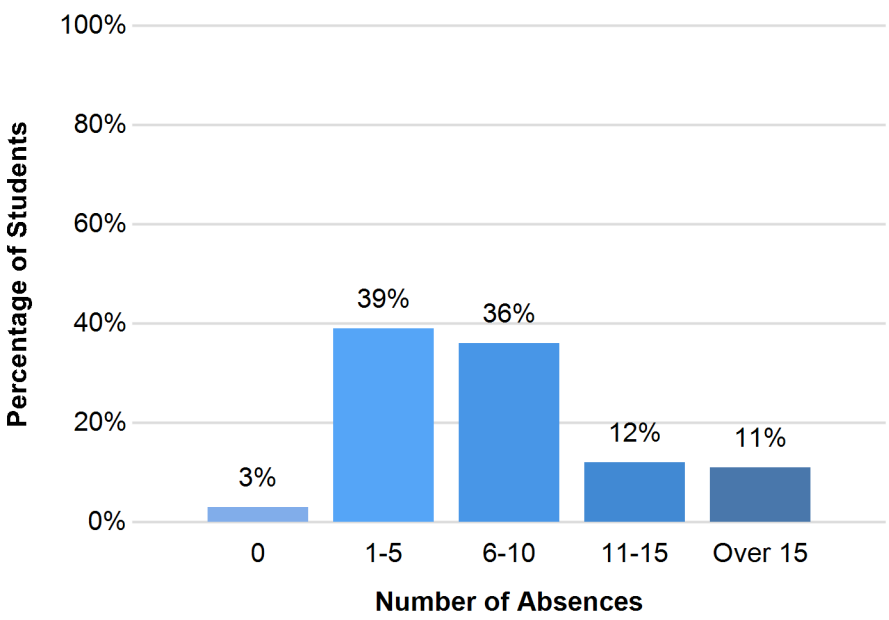
Chronic Absenteeism

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	66	8.0	10.0	Met
White	59	8.2	10.0	Met
Hispanic	2	7.7	10.0	Met
Black or African American	1	2.6	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	2	7.7	10.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	20	20.8	10.0	Not Met
Students with Disabilities	19	19.2	10.0	Not Met
English Learners	N	N	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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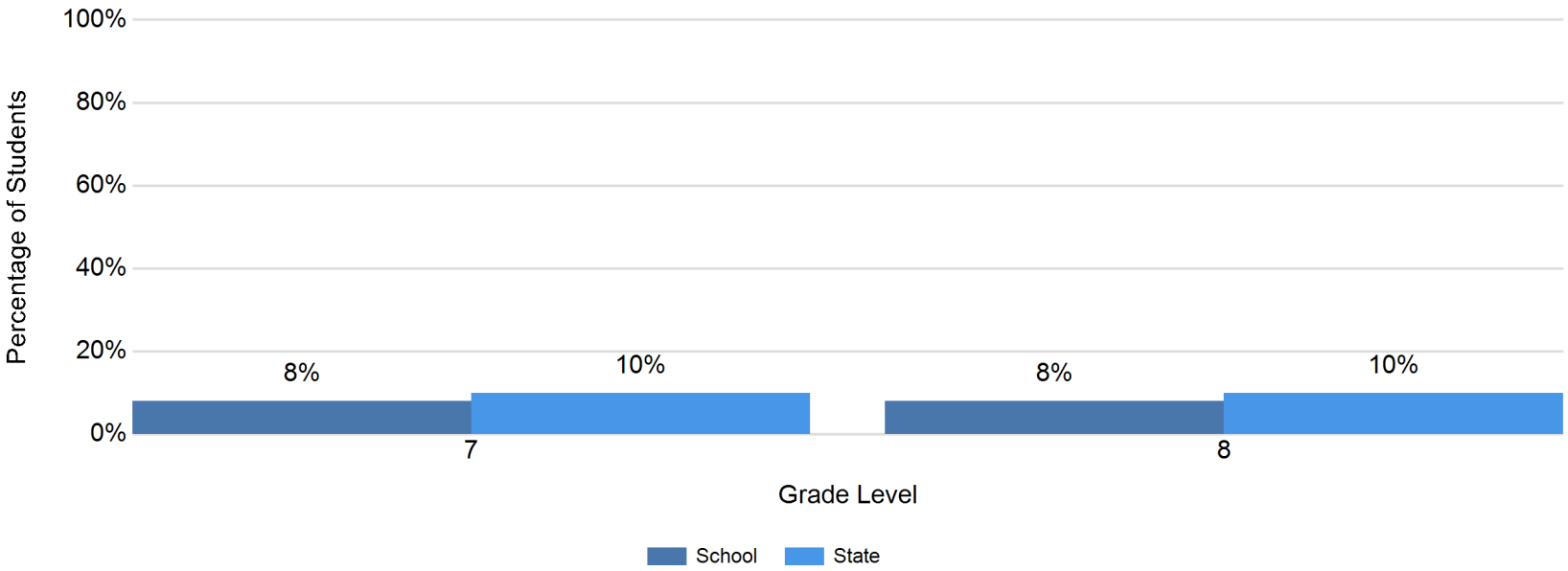
Chronic Absenteeism by Grade

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), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	7
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.82

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	2
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	5	5
No Identified Nature	11		11

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	55	6.7%
Out-of-School Suspensions	25	3.0%
Any Suspension	72	8.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
64

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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	3 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$319	$12,369	$12,688

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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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	69	117,464
Average years experience in public schools	13.2	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	76.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,374
Average years experience in public schools	19.1	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	81.3%	76.2%

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	274:1	144:1
Teachers to Administrators	23:1	11:1
Students to Librarians/Media Specialists		2303:1
Students to Nurses		1151:1
Students to Counselors		230:1
Students to Child Study Team		576:1

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Key terms for staff data:
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Teachers: All classroom teachers
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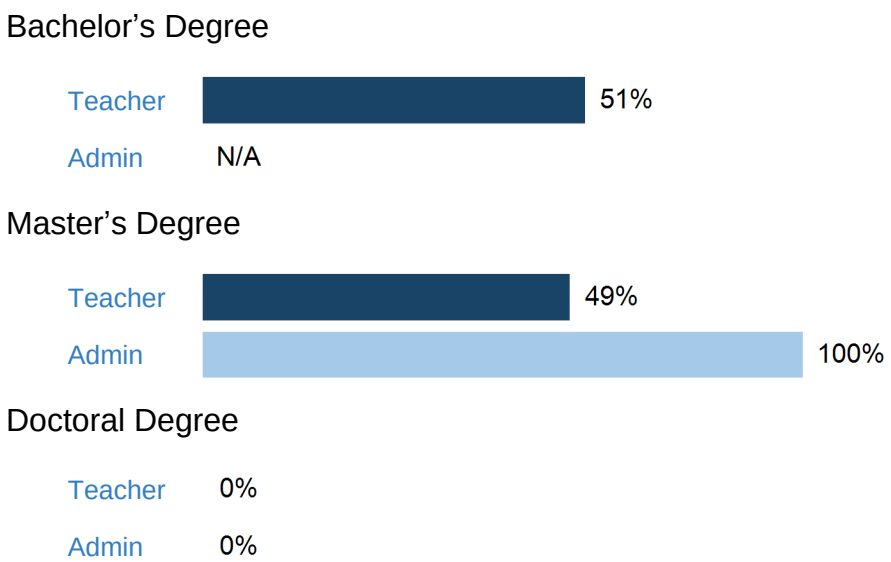
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.3%	90.2%
2016-17 Administrators: Same district 2017-18	76.5%	86.2%

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
2017-18	96.5%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	72.5%	33.3%
Male	27.5%	66.7%
White	98.6%	100.0%
Hispanic	0.0%	0.0%
Black or African American	1.4%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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). 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.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	No	Yes
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	Yes		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	61.32	17.5%
Mathematics Proficiency	68.19	17.5%
English Language Arts Growth	14.51	25.0%
Mathematics Growth	84.69	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	35.13	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.73	n/a
Summative Rating: Percentile Rank of Summative Score	53.61	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	Yes	Met Target	Met Target	Not Met	Exceeds Standard	N	Met	No
White	47.98	14.08	No	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Met	No
Hispanic	68.32	14.08	No	Met Target†	Met Target	Met Standard	**	n/a	Met	No
Black or African American	79.76	14.08	No	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	12.57	14.08	Yes	Met Target†	Met Target†	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	41.32	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	41.97	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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 your school directly.

Highlights:	• Curriculum includes enVision Math, Next Gen Science Standards, Honors Algebra and Honors Geometry. • Technology is a part of every school day with all students and staff utilizing 1:1 personal Chromebooks. • Award winning and rigorous Arts Program including Art, Band, and Chorus for students.
Mission, Vision, Theme:	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.
Awards, Recognition, Accomplishments:	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.

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Courses, Curriculum, Instruction:	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.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) Sports teams follow a competitive schedule and play year round.
Clubs and Activities:	Clearview Middle School offers Art Club, Chess Club, Concert Choir, Faith In Action, Model UN, Jazz Band, Peer Mediation, Pioneer Partners, Ronald McDonald Club, Science Club, Student Council, and Yearbook Club. Students have the ability throughout the year to present ideas for new clubs and activities that generate interest and participation.

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Before and After School Programs:	Our Academic Assistance Program (AAP) is an after school program that refers students through our I&RS committee. Students receive help from teachers and NHS high school students. Students Open Access to Resources (SOAR) is an after school program that allows students the ability to use school resources they may not be able to use at home to complete work.
Staff and Professional Learning:	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.

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Student Supports and Services:	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.
Student Health and Wellness:	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.
Parent and Community Involvement:	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.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Climate Survey is provided to our stakeholders once a year and the School Safety committee uses results to make decisions that benefit students, staff, and parents.
Facilities:	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.
School Safety:	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.

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Technology and STEM:	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.