



Clearview Regional Middle School

2016-2017

County: GLOUCESTER
District: CLEARVIEW REGIONAL
Principal: Mrs. Bazzel
595 JEFFERSON RD
MULLICA HILL, NJ 08062-9436
<http://www.clearviewregional.edu/>
(856)223-2740

Total students:
826

Grades offered: **07-08**

Teachers-average years experience: **12.7**

Student/Teacher Ratio: **12:1**

Students with Disabilities: **13%**

Economically Disadvantaged: **12%**

English Language Learners: **0%**

Are students on track for success?

English

Students meeting/exceeding expectations on state assessment



School **69.7%**

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

Math

Students meeting/exceeding expectations on state assessment



School **63.2%**

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

Chronic Absenteeism

Students absent for 10% or more of days enrolled



School **7.3%**

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

How much are students learning?

Median Student Growth Percentile

Each student gets a **student growth percentile** for English (4th to 8th grade) and Math (4th to 7th grade) from 1 to 99 that explains their progress compared to students who had similar test scores in the past.

If the student growth percentile for all students in the school are ordered from smallest to largest, the **median student growth percentile** is the percentile in the middle of that list.

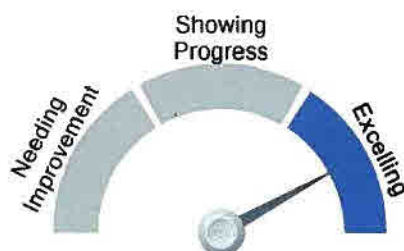
English



School **42**

(Showing Progress: 40-59.5, Excelling: 60-99)

Math



School **68**

(Showing Progress: 40-59.5, Excelling: 60-99)

School 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

How to use this report?

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



NJ SCHOOL PERFORMANCE REPORT

Clearview Regional Middle School
2016-2017


Grade Span 07-08

15-0870-030
GLOUCESTER
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
7	392	409	400
8	416	405	409
Ungraded	17	11	17
Total	825	825	826

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	51%
Male	51%	51%	49%
Economically Disadvantaged Students	13%	12%	12%
Students with Disabilities	13%	12%	13%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	87.3%
Black or African American	4.4%
Asian	3.4%
Hispanic	3.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.7%

Enrollment by Home Language

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

Home Language	% of Students
English	98.9%
Other	0.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	786	98.3	69.70	63.30	54.90	69.7	58.2	Met Target
White	692	98.3	70.30	64.20	63.90	70.3	58.5	Met Target
Hispanic	24	100.0	58.40	52.30	39.80	58.4	61	Met Target†
Black or African American	33	94.4	54.50	47.90	35.20	54.1	47.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	88.00	77.10	80.70	88	73.1	Met Goal
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	12	100.0	58.30	54.20	54.90	58.3	**	**
Female	404	98.1	79.20	71.10	62.20	79.2		
Male	382	98.5	59.70	55.20	48.10	59.7		
Economically Disadvantaged Students	90	97.8	45.60	43.80	36.20	45.6	38.1	Met Target
Non-Economically Disadvantaged Students	696	98.3	72.80	65.90	65.80	72.8		
Students with Disabilities	89	96.8	23.60	21.10	20.50	23.6	16.3	Met Target
Students without Disabilities	697	98.5	75.60	68.90	61.90	75.6		
English Learners	N	N	*	100.00	25.20	*	**	**
Non-English Learners	786	98.3	*	63.30	57.40	*		
Homeless Students	*	*	*	14.30	26.40	*		
Students In Foster Care	*	*	*	42.90	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	384	763	763	756	*	*	18%	50%	23%	73%	59%
White	350	764	764	763	*	*	18%	51%	23%	74%	69%
Hispanic	*	*	*	741	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	758	758	783	*	*	0%	*	*	80%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	756	*	*	*	*	*	*	59%
Female	202	770	770	764	*	*	14%	49%	32%	81%	68%
Male	182	756	756	748	*	*	21%	52%	13%	65%	51%
Economically Disadvantaged Students	44	750	750	738	*	*	*	46%	*	59%	40%
Non-Economically Disadvantaged Students	340	765	765	765	*	*	*	51%	*	75%	70%
Students with Disabilities	37	728	728	719	*	*	*	*	*	24%	19%
Students without Disabilities	347	767	767	763	*	*	*	*	*	78%	67%
English Learners	N	N	N	700	N	N	N	N	N	N	N
Non-English Learners	384	763	763	757	*	*	18%	50%	23%	73%	N
Homeless Students	N	N	N	730	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

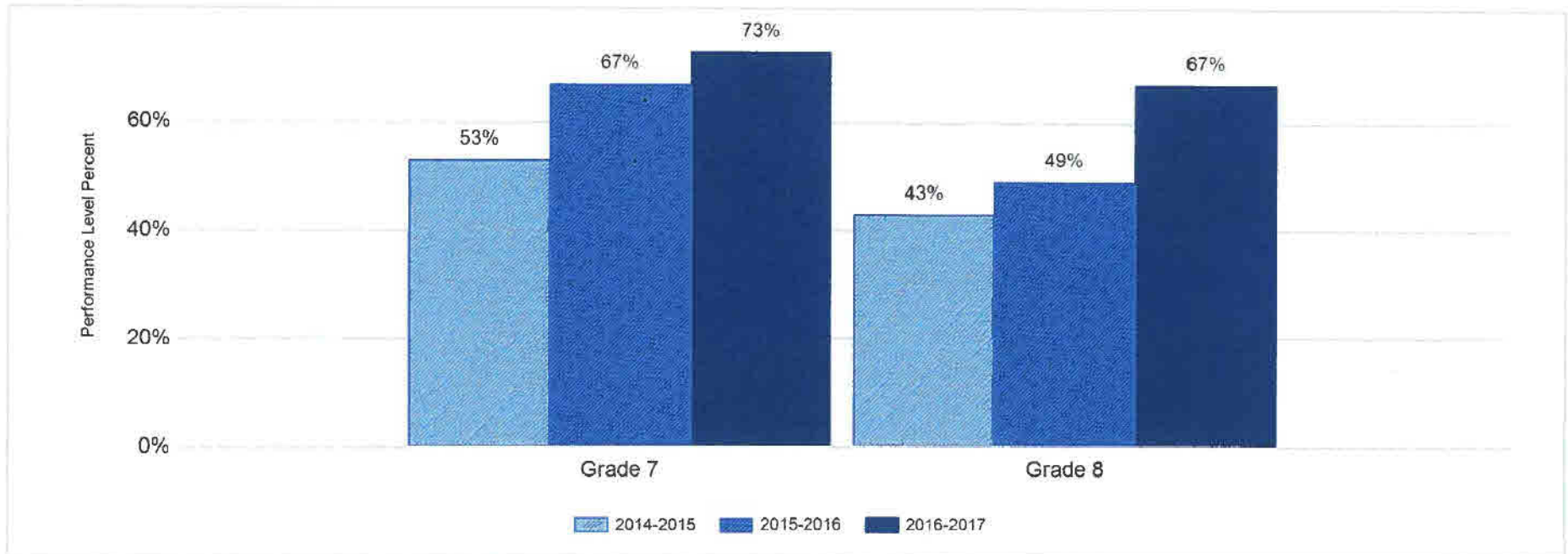
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Schoolwide	400	758	758	757	7%	9%	18%	54%	13%	67%	59%
White	337	759	759	764	7%	8%	19%	53%	15%	67%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	778	778	785	0%	0%	*	80%	*	93%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	203	769	769	765	*	*	14%	58%	20%	78%	68%
Male	197	746	746	748	*	*	21%	49%	6%	55%	50%
Economically Disadvantaged Students	38	725	725	739	26%	32%	*	29%	*	34%	40%
Non-Economically Disadvantaged Students	362	761	761	766	5%	6%	*	56%	*	70%	69%
Students with Disabilities	44	712	712	717	*	*	*	*	0%	21%	18%
Students without Disabilities	356	763	763	764	*	*	*	*	15%	73%	67%
English Learners	N	N	N	700	N	N	N	N	N	N	N
Non-English Learners	400	758	758	758	7%	9%	18%	54%	13%	67%	N
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%



English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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Schoolwide	785	98.8	63.20	56.10	43.50	63.2	53	Met Target
White	691	98.9	65.00	57.70	52.40	65	54.3	Met Target
Hispanic	24	100.0	45.90	47.60	27.60	45.9	35.6	Met Target
Black or African American	33	94.4	33.30	28.10	21.70	33	36.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	84.00	69.80	75.60	84	67.4	Met Goal
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	12	100.0	33.30	*	44.90	33.3	**	**
Female	405	99.0	65.70	55.50	44.10	65.7		
Male	380	98.5	60.50	56.80	42.90	60.5		
Economically Disadvantaged Students	88	98.9	38.70	33.60	25.10	38.7	32.9	Met Target
Non-Economically Disadvantaged Students	697	98.7	66.30	58.90	54.30	66.3		
Students with Disabilities	87	96.7	14.90	15.50	16.50	14.9	10.6	Met Target
Students without Disabilities	698	99.0	69.20	60.90	48.80	69.2		
English Learners	N	N	*	0.00	23.30	*	**	**
Non-English Learners	785	98.8	*	56.10	45.20	*		
Homeless Students	*	*	*	33.30	16.40	*		
Students In Foster Care	*	*	*	14.30	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	322	749	749	741	*	12%	29%	53%	*	57%	40%
White	292	750	750	748	*	11%	28%	55%	*	59%	49%
Hispanic	*	*	*	729	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	173	750	750	742	*	13%	28%	53%	*	58%	41%
Male	149	748	748	739	*	9%	31%	54%	*	56%	38%
Economically Disadvantaged Students	43	745	745	728	*	*	23%	51%	*	54%	22%
Non-Economically Disadvantaged Students	279	750	750	748	*	*	30%	53%	*	57%	50%
Students with Disabilities	35	715	715	716	*	40%	29%	*	*	11%	11%
Students without Disabilities	287	753	753	746	*	8%	29%	*	*	62%	45%
English Learners	N	N	N	711	N	N	N	N	N	N	N
Non-English Learners	322	749	749	742	*	12%	29%	53%	*	57%	N
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	N

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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Schoolwide	242	739	739	727	*	17%	26%	42%	*	42%	28%
White	200	739	739	735	15%	*	26%	45%	*	45%	35%
Hispanic	13	732	732	721	*	*	*	*	0%	31%	21%
Black or African American	19	731	731	714	*	*	*	*	0%	21%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	114	742	742	730	*	14%	29%	46%	*	46%	30%
Male	128	736	736	725	*	19%	24%	38%	*	39%	26%
Economically Disadvantaged Students	31	715	715	719	*	*	*	*	*	13%	19%
Non-Economically Disadvantaged Students	211	742	742	734	*	*	*	*	*	46%	34%
Students with Disabilities	45	711	711	705	*	*	*	*	*	18%	N
Students without Disabilities	197	745	745	734	*	*	*	*	*	48%	N
English Learners	N	N	N	702	N	N	N	N	N	N	N
Non-English Learners	242	739	739	729	*	17%	26%	42%	*	42%	N
Homeless Students	*	*	*	709	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	N

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



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Mathematics Assessment - Performance by Test: Algebra I

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Schoolwide	156	774	752	742	0%	0%	*	92%	*	95%	42%
White	138	774	754	750	0%	0%	*	91%	*	95%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	81	773	752	743	*	*	*	96%	*	96%	43%
Male	75	774	753	741	*	*	*	87%	*	93%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	707	N	N	N	N	N	N	N
Non-English Learners	156	774	752	744	0%	0%	*	92%	*	95%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	780	746	733	0%	0%	0%	59%	42%	100%	30%
White	58	780	746	739	0%	0%	0%	60%	40%	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	718	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	39	780	748	734	0%	0%	0%	64%	36%	100%	31%
Male	26	781	744	733	0%	0%	0%	50%	50%	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	N
Students without Disabilities	65	780	749	737	0%	0%	0%	59%	42%	100%	N
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	65	780	746	734	0%	0%	0%	59%	42%	100%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	724	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	709	N	N	N	N	N	N	14%
Black or African American	N	N	N	702	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	714	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	724	N	N	N	N	N	N	27%
Male	*	*	*	724	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	N
Students without Disabilities	*	*	*	728	*	*	*	*	*	*	N
English Learners	N	N	N	691	N	N	N	N	N	N	N
Non-English Learners	*	*	*	725	*	*	*	*	*	*	N
Homeless Students	N	N	N	702	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%



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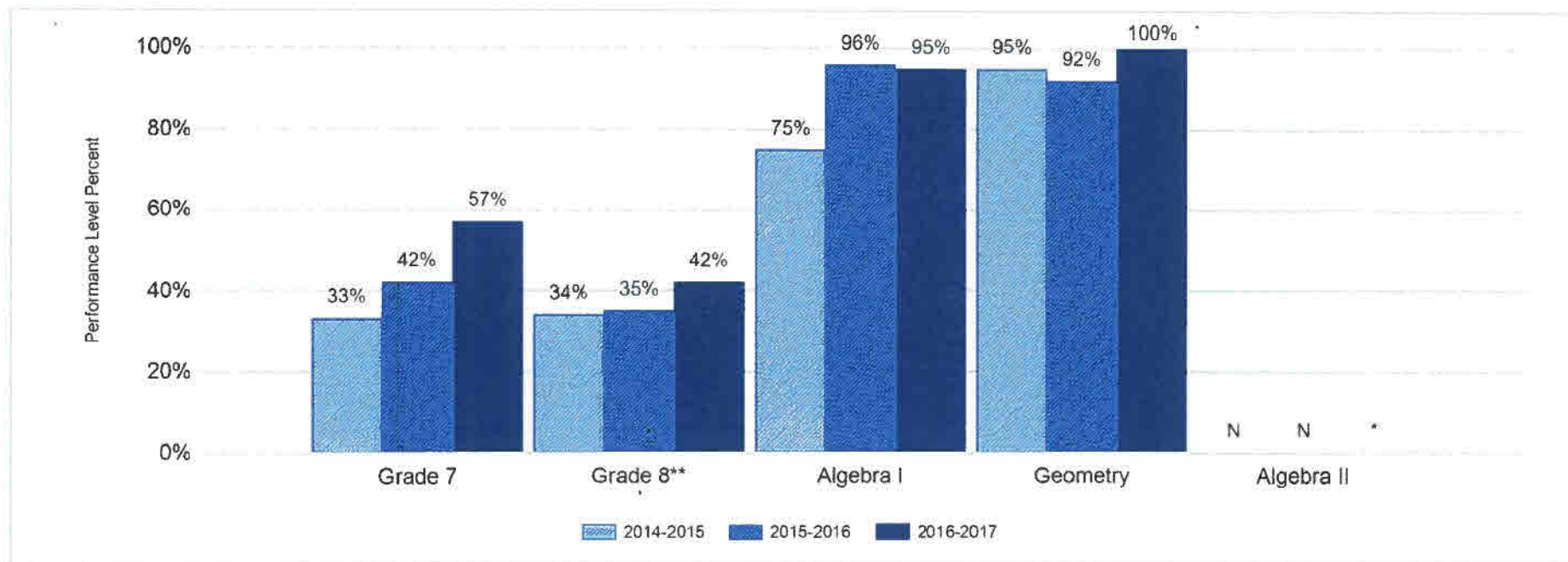
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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

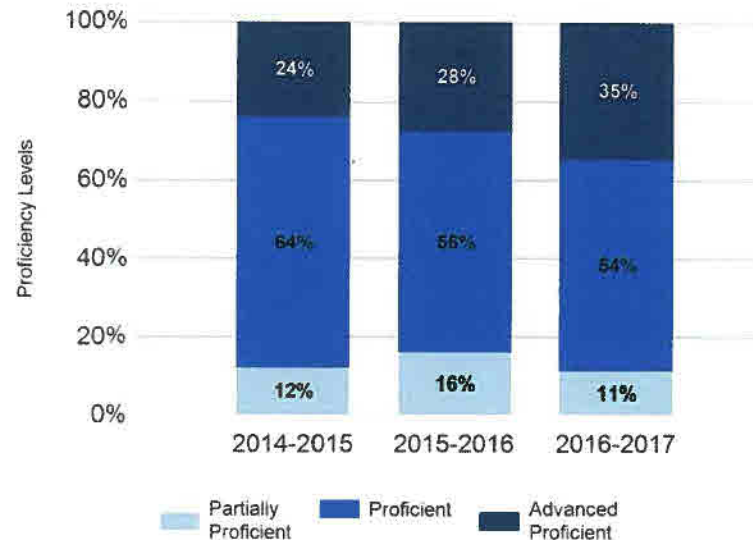
NJASK Science Assessment Performance: Grade 8

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

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

NJASK Science Assessment Performance Trends: Grade 8

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





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

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

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

Student Growth

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

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

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



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

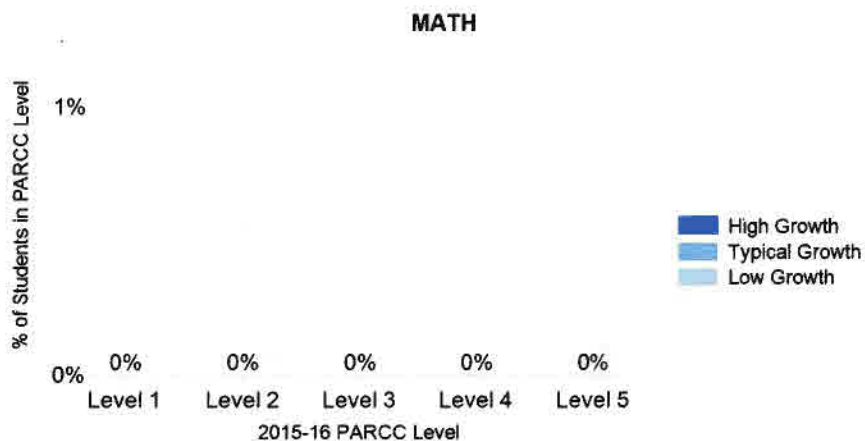
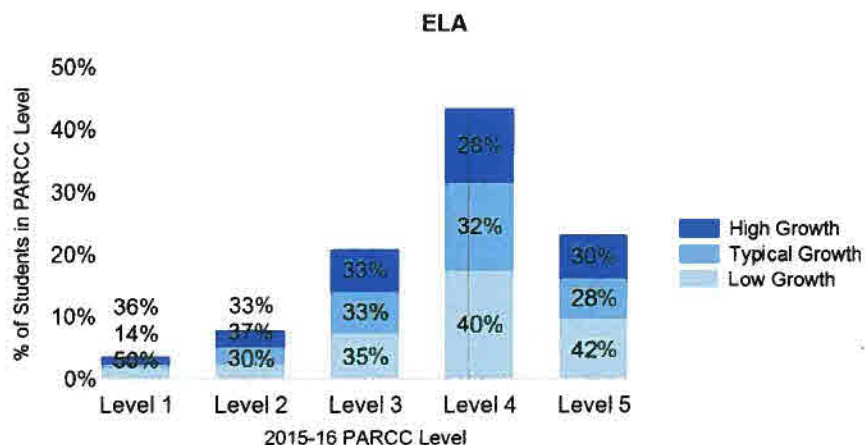
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

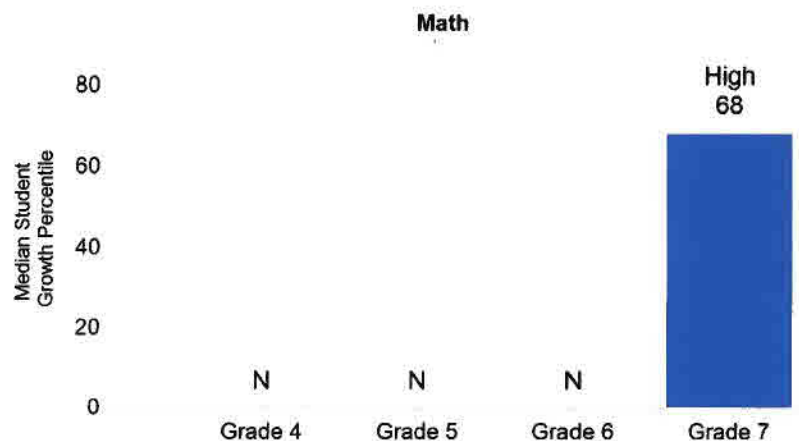
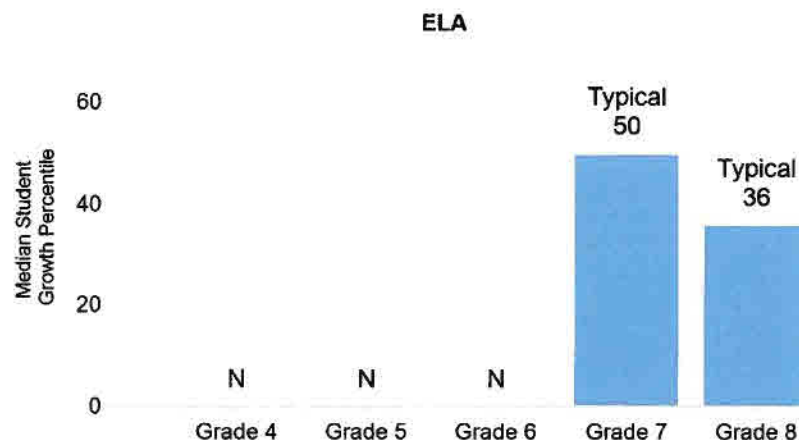
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	64	0					339
8	94	66					256
Schoolwide	158	66	0	0	0	0	596

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

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

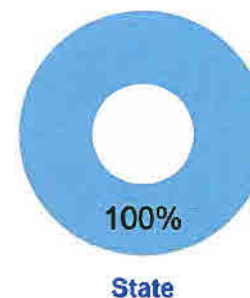
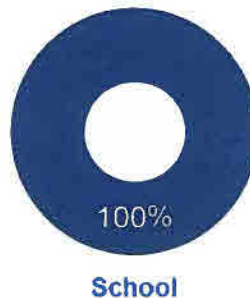


Visual and Performing Arts – Course Participation

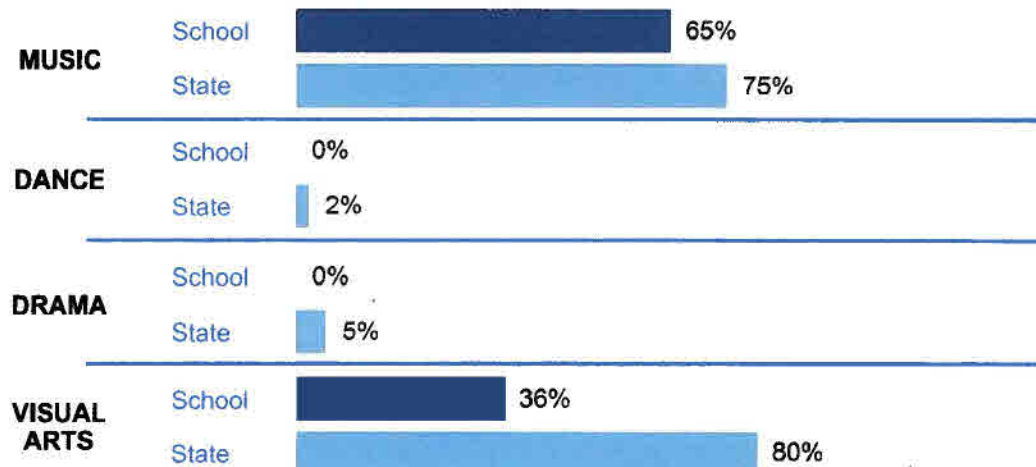
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

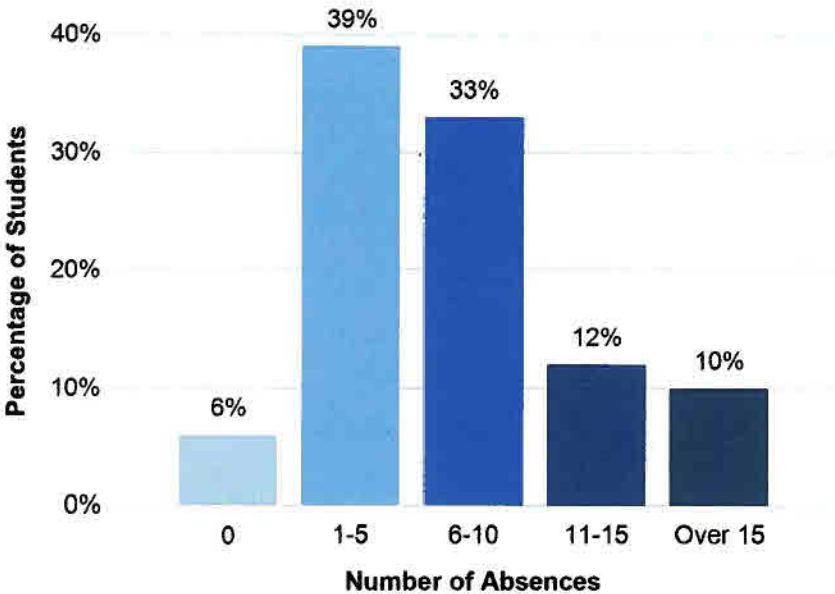
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	9.10	Met Target
White	7.60	9.10	Met Target
Hispanic	11.50	9.10	Not Met
Black or African American	2.80	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	13.30	9.10	Not Met
Students with Disabilities	18.30	9.10	Not Met
English Learners	N	**	**

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

Days Absent

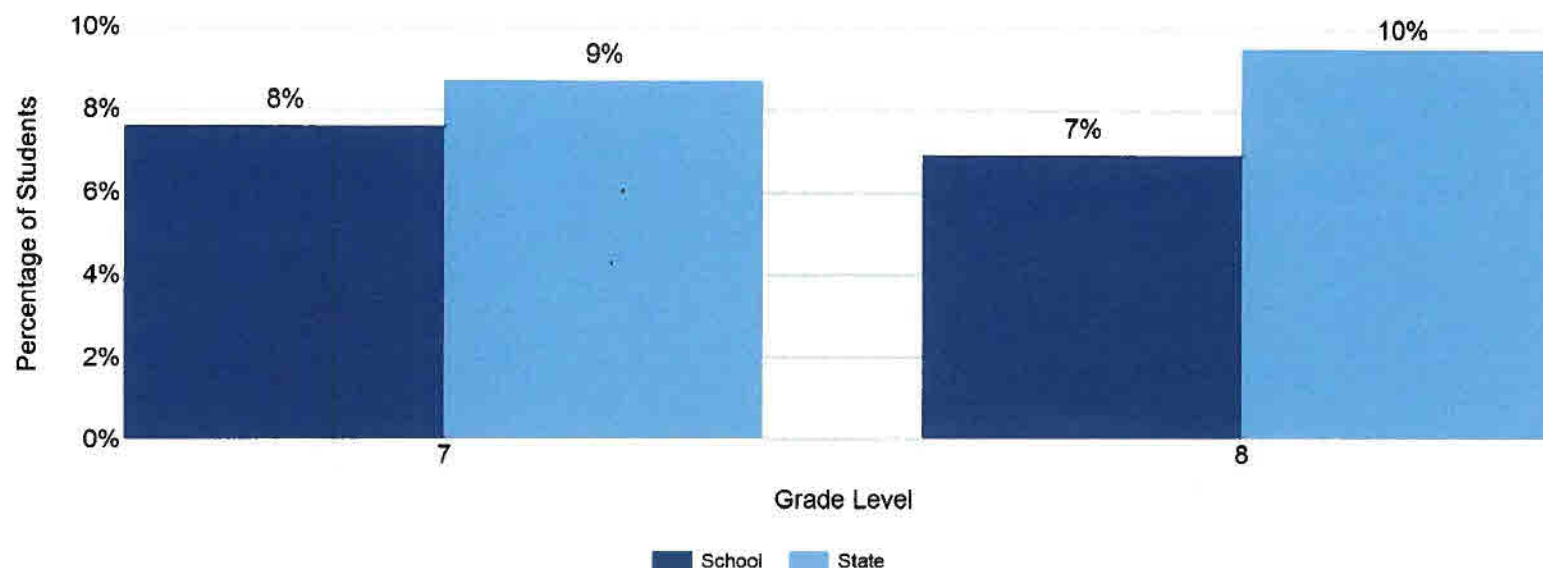
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	8.7%
Out-of-School Suspensions	4.2%
Any Suspension	10.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.1	170.3 kbps	100 kbps	Yes	N	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$294	\$11,557	\$11,851



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	69	115,100
Average years experience in public schools	12.7	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,476
Average years experience in public schools	20.0	15.7
Average years experience in district	13.1	11.5
Administrators in district for 4 or more years	88%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	275:1	138:1
Librarian/Media Specialists		2349:1
Nurses		1174:1
Counselors		235:1
Child Study Team		587:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	77%
2015-16 Administrators: Same district 2016-17	100%	85%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	70	17.5%
Mathematics Proficiency	70	17.5%
English Language Arts Growth	17	25%
Mathematics Growth	90	25%
Chronic Absenteeism	46	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.4
Summative Rating: Percentile rank of Summative Score		64 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Clearview Regional Middle School
2016-2017

Grade Span 07-08

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595 JEFFERSON RD
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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	56	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	46	12	No	Met Target†	Met Target	Not Met	Not Met	**	No
Black or African American	58	12	No	Met Target	Met Target†	Met Target	Not Met	**	No
Asian, Native Hawaiian, or Pacific Islander	66	12	No	Met Goal	Met Goal	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	63	12	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	41	12	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

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

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:	<ul style="list-style-type: none"> • Curriculum includes enVision Math, Next Gen Science Standards, Honors Algebra and Honors Geometry • Technology is a part of every school day with all students and staff utilizing 1:1 personal Chromebooks • Award winning and rigorous Arts Program including Art, Band, and Chorus for students
 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. 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.



NJ SCHOOL PERFORMANCE REPORT





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







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



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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.