



NJ SCHOOL PERFORMANCE REPORT

CLEARVIEW REGIONAL
2016-2017


Grade Span 07-12

15-0870
GLOUCESTER
CLEARVIEW REGIONAL
420 CEDAR ROAD
MULLICA HILL, NJ 08062

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



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Footnotes

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

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

[Overview](#)[Demographic](#)[Academic
Achievement](#)[Student
Growth](#)[College and
Career Readiness](#)[Grad/
Postsecondary](#)[Climate and
Environment](#)[Staff](#)[Accountability](#)[Narrative](#)

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Schools in this District

Click on a hyperlinked school name below to access the detailed school-level report for a specific school.

School Name	Grades Served
Clearview Regional High School	09-12
Clearview Regional Middle School	07-08



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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
9	384	369	339
10	407	379	364
11	422	412	371
12	402	416	418
Ungraded	33	32	48
Total	2456	2423	2349

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	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	13%	12%	12%
Students with Disabilities	12%	13%	12%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	85.8%
Black or African American	5.5%
Asian	3.6%
Hispanic	3.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.5%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	2348
Shared Time Students	1
Full Time Equivalent	2349

Enrollment by Home Language

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

Home Language	% of Students
English	99.3%
Other	0.2%



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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 district 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 district and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the district 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	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
Districtwide	1456	97.5	63.30	54.90	63.3	58.6	Met Target
White	1267	97.3	64.20	63.90	64.2	59.4	Met Target
Hispanic	44	97.9	52.30	39.80	52.3	51.5	Met Target
Black or African American	73	97.4	47.90	35.20	47.9	44.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	100.0	77.10	80.70	77.1	72.7	Met Target
American Indian or Alaska Native	N	N	N	53.70	N	**	**
Two or More Races	24	100.0	54.20	54.90	54.2	42	Met Target
Female	742	97.9	71.10	62.20	71.1		
Male	714	97.1	55.20	48.10	55.2		
Economically Disadvantaged Students	169	96.1	43.80	36.20	43.8	36.2	Met Target
Non-Economically Disadvantaged Students	1287	97.7	65.90	65.80	65.9		
Students with Disabilities	171	95.6	21.10	20.50	21.1	17.3	Met Target
Students without Disabilities	1285	97.7	68.90	61.90	68.9		
English Learners	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	57.40	*		
Homeless Students	*	*	*	26.40	*		
Students In Foster Care	*	*	*	24.80	*		
Military-Connected Students	N	N	N	53.50	N		
Migrant Students	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

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



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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 by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	400	758	757	7%	9%	18%	54%	13%	67%	59%
White	337	759	764	7%	8%	19%	53%	15%	67%	68%
Hispanic	16	*	742	*	*	*	*	*	56%	44%
Black or African American	25	*	738	*	*	*	56%	0%	56%	39%
Asian, Native Hawaiian, or Pacific Islander	15	779	786	0%	0%	*	80%	*	93%	86%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	203	769	766	*	*	14%	58%	20%	78%	68%
Male	197	747	749	*	*	21%	49%	6%	55%	50%
Economically Disadvantaged Students	38	726	739	26%	32%	*	29%	*	34%	40%
Non-Economically Disadvantaged Students	362	762	766	5%	6%	*	56%	*	70%	69%
Students with Disabilities	44	713	718	*	*	*	*	0%	21%	18%
Students without Disabilities	356	764	764	*	*	*	*	15%	73%	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	400	758	759	7%	9%	18%	54%	13%	67%	*
Homeless Students	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	721	N	N	N	N	N	N	21%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	332	755	749	3%	9%	26%	55%	8%	63%	52%
White	283	756	757	*	*	26%	56%	8%	64%	62%
Hispanic	*	*	733	*	*	*	*	*	*	35%
Black or African American	22	740	730	*	*	*	46%	0%	46%	30%
Asian, Native Hawaiian, or Pacific Islander	10	758	777	0%	*	*	*	*	70%	80%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	746	*	*	*	*	*	*	48%
Female	157	758	756	*	*	23%	60%	*	69%	60%
Male	175	751	741	*	*	28%	51%	*	57%	43%
Economically Disadvantaged Students	36	737	731	*	*	*	39%	*	42%	32%
Non-Economically Disadvantaged Students	296	757	758	*	*	*	57%	*	65%	62%
Students with Disabilities	30	714	714	*	*	*	*	*	*	13%
Students without Disabilities	302	759	754	*	*	*	*	*	*	58%
English Learners	N	N	690	N	N	N	N	N	N	*
Non-English Learners	332	755	752	3%	9%	26%	55%	8%	63%	*
Homeless Students	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	345	750	743	8%	12%	31%	38%	11%	49%	46%
White	297	750	749	8%	12%	31%	38%	12%	50%	52%
Hispanic	*	*	728	*	*	*	*	*	*	34%
Black or African American	18	742	725	*	*	*	*	*	39%	31%
Asian, Native Hawaiian, or Pacific Islander	14	761	774	*	0%	*	*	*	64%	74%
American Indian or Alaska Native	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	737	*	*	*	*	*	*	42%
Female	183	757	752	*	*	31%	38%	*	55%	54%
Male	162	742	734	*	*	32%	38%	*	42%	39%
Economically Disadvantaged Students	41	743	726	*	*	29%	27%	*	39%	32%
Non-Economically Disadvantaged Students	304	751	751	*	*	31%	39%	*	50%	54%
Students with Disabilities	49	724	704	25%	*	29%	*	*	25%	12%
Students without Disabilities	296	754	749	6%	*	31%	*	*	53%	52%
English Learners	N	N	681	N	N	N	N	N	N	*
Non-English Learners	345	750	745	8%	12%	31%	38%	11%	49%	*
Homeless Students	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	342	747	736	13%	14%	21%	40%	12%	52%	38%
White	294	748	738	11%	14%	21%	42%	11%	53%	40%
Hispanic	12	735	731	*	*	*	*	*	25%	34%
Black or African American	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	16	772	756	*	0%	*	*	*	75%	58%
American Indian or Alaska Native	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	731	*	*	*	*	*	*	36%
Female	157	759	744	*	*	19%	51%	16%	67%	46%
Male	185	737	729	*	*	23%	30%	9%	39%	31%
Economically Disadvantaged Students	34	732	729	*	*	*	32%	*	35%	32%
Non-Economically Disadvantaged Students	308	749	740	*	*	*	41%	*	54%	42%
Students with Disabilities	38	711	709	37%	29%	*	*	*	11%	12%
Students without Disabilities	304	752	741	10%	12%	*	*	*	57%	43%
English Learners	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	713	N	N	N	N	N	N	26%

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



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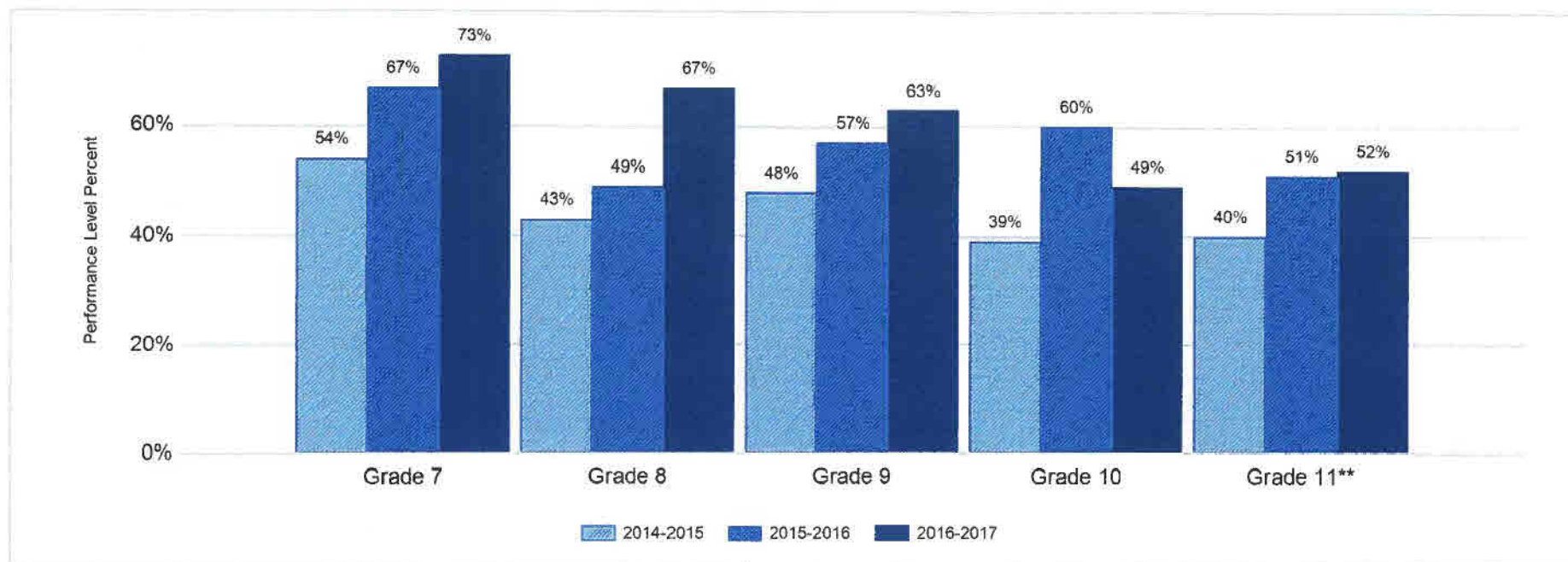
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English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the district 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 district and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the district 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	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
Districtwide	1345	98.2	56.10	43.50	56.1	52.6	Met Target
White	1175	98.2	57.70	52.40	57.7	53.9	Met Target
Hispanic	42	97.8	47.60	27.60	47.6	39.6	Met Target
Black or African American	64	97.1	28.10	21.70	28.1	32.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	43	100.0	69.80	75.60	69.8	65.7	Met Target
American Indian or Alaska Native	N	N	N	42.50	N	**	**
Two or More Races	21	100.0	42.90	44.90	42.9	N	N
Female	688	98.7	55.50	44.10	55.5		
Male	657	97.7	56.80	42.90	56.8		
Economically Disadvantaged Students	146	96.8	33.60	25.10	33.6	33.5	Met Target
Non-Economically Disadvantaged Students	1199	98.4	58.90	54.30	58.9		
Students with Disabilities	142	96.0	15.50	16.50	15.5	15.1	Met Target
Students without Disabilities	1203	98.5	60.90	48.80	60.9		
English Learners	N	N	N	23.30	N	**	**
Non-English Learners	1345	98.2	56.10	45.20	56.1		
Homeless Students	*	*	*	16.40	*		
Students In Foster Care	*	*	*	15.10	*		
Military-Connected Students	N	N	N	39.90	N		
Migrant Students	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

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

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



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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 end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

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

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



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	402	753	743	*	12%	22%	59%	*	61%	42%
White	340	755	751	*	10%	21%	62%	*	63%	52%
Hispanic	17	*	728	*	*	*	*	0%	41%	24%
Black or African American	26	*	724	*	39%	*	39%	0%	39%	19%
Asian, Native Hawaiian, or Pacific Islander	15	756	774	0%	*	*	*	0%	60%	76%
American Indian or Alaska Native	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	741	*	*	*	*	*	*	41%
Female	205	753	744	*	11%	24%	60%	*	60%	43%
Male	197	753	741	*	12%	21%	59%	*	62%	40%
Economically Disadvantaged Students	44	*	727	*	27%	25%	30%	*	30%	23%
Non-Economically Disadvantaged Students	358	*	751	*	10%	22%	63%	*	65%	52%
Students with Disabilities	46	*	714	*	*	*	*	*	*	10%
Students without Disabilities	356	*	747	*	*	*	*	*	*	47%
English Learners	N	N	708	N	N	N	N	N	N	*
Non-English Learners	402	753	745	*	12%	22%	59%	*	61%	*
Homeless Students	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	340	746	734	4%	16%	38%	35%	8%	43%	30%
White	298	747	740	4%	15%	38%	36%	8%	44%	38%
Hispanic	11	739	722	0%	*	*	*	0%	36%	14%
Black or African American	16	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	733	*	*	*	*	*	*	32%
Female	168	748	735	*	14%	37%	37%	*	45%	31%
Male	172	744	733	*	17%	38%	33%	*	41%	30%
Economically Disadvantaged Students	29	*	721	*	35%	35%	*	*	24%	13%
Non-Economically Disadvantaged Students	311	*	740	*	14%	38%	*	*	45%	39%
Students with Disabilities	39	719	711	*	*	*	*	*	*	*
Students without Disabilities	301	750	738	*	*	*	*	*	*	*
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	340	746	735	4%	16%	38%	35%	8%	43%	*
Homeless Students	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	704	N	N	N	N	N	N	*



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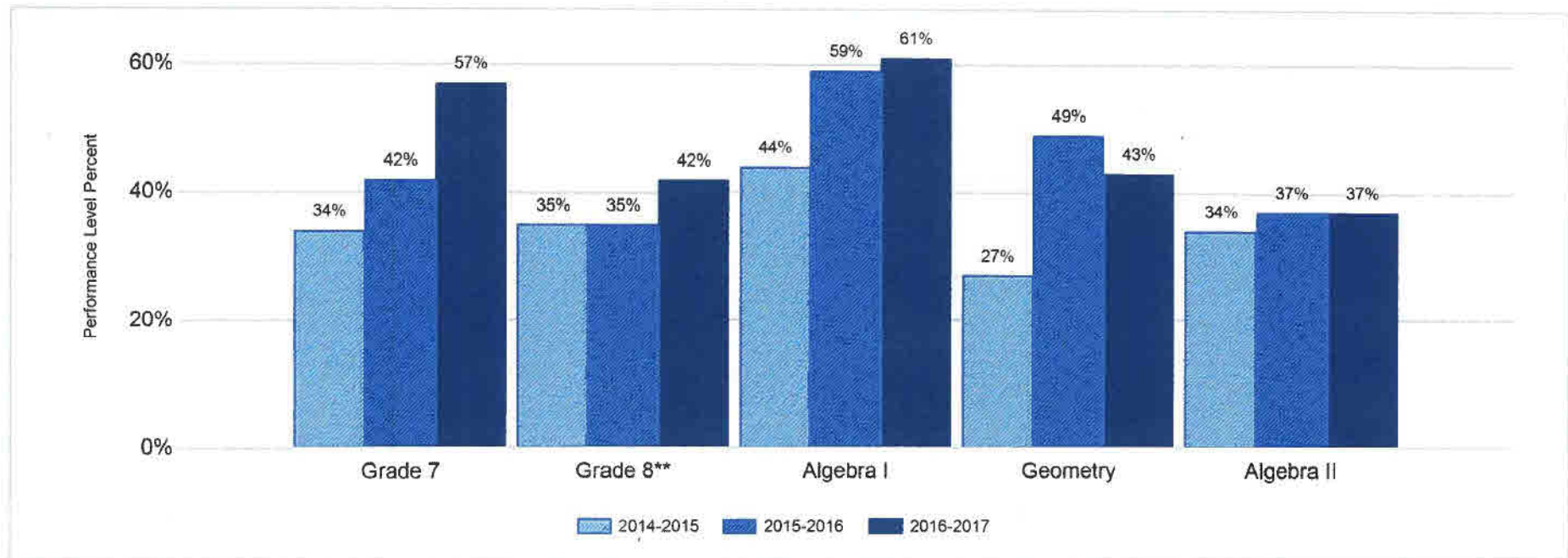
Mathematics Assessment - Performance by Test: Algebra II

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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	276	740	725	*	21%	32%	35%	*	37%	28%
White	237	741	731	*	22%	32%	35%	*	37%	33%
Hispanic	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	14	*	761	*	*	*	*	0%	50%	62%
American Indian or Alaska Native	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	718	*	*	*	*	*	*	25%
Female	132	740	725	*	21%	40%	32%	*	33%	27%
Male	144	*	725	*	22%	24%	38%	*	40%	29%
Economically Disadvantaged Students	25	722	708	*	*	*	*	*	16%	13%
Non-Economically Disadvantaged Students	251	*	733	*	*	*	*	*	39%	35%
Students with Disabilities	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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



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



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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	*	*
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

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

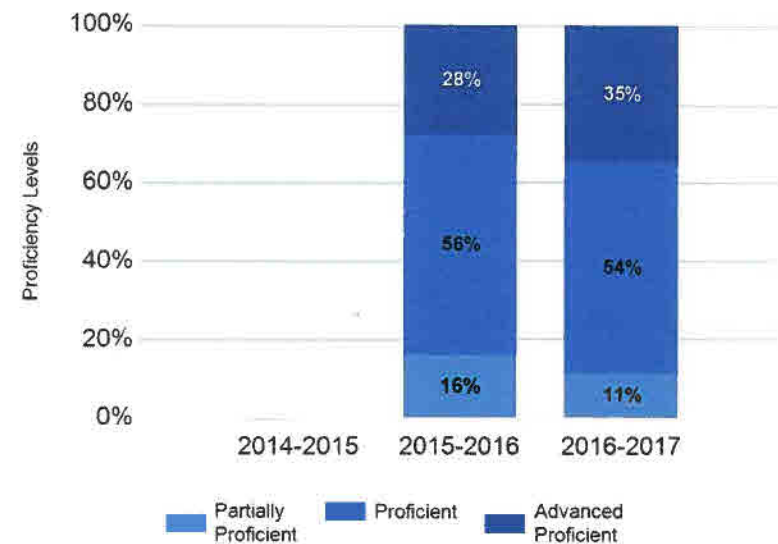
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Districtwide	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 shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

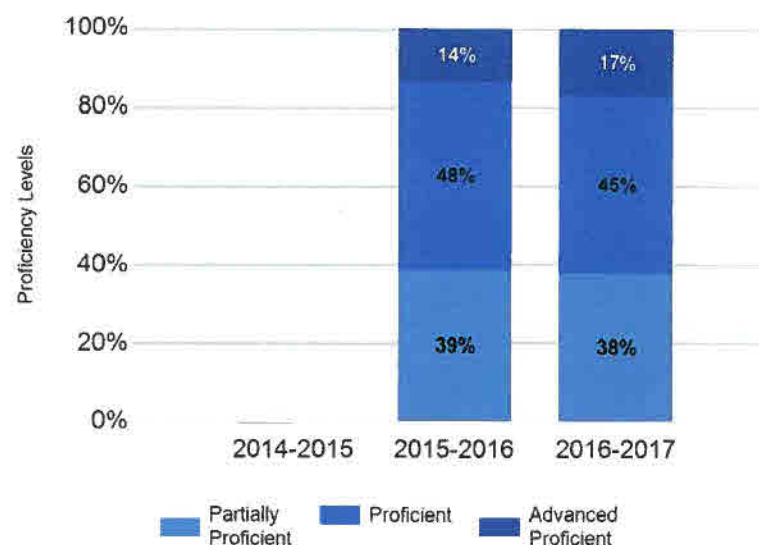
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Districtwide	17%	45%	38%
White	18%	47%	35%
Hispanic	13%	7%	80%
Black or African American	5%	42%	53%
Asian, Native Hawaiian, or Pacific Islander	29%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	5%	33%	62%
Students with Disabilities	2%	20%	78%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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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 district 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 district and each student group with comparisons to the state. This table also shows whether the district and each student group met the **ESSA** accountability target of 40 for the 2016-17 school year.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Districtwide	42	50	Met Target	68	50	Exceeds Target
White	42.5	50	Met Target	68	52	Exceeds Target
Hispanic	28	49	Not Met	*	47	**
Black or African American	28.5	45	Not Met	*	43	**
Asian, Native Hawaiian, or Pacific Islander	63	60	Exceeds Target	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N
Two or More Races	24	51	**	*	52	**
Economically Disadvantaged	41	47	Met Target	68	46	Exceeds Target
Students with Disabilities	36	41	Not Met	42	43	Met Target
English Learners	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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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

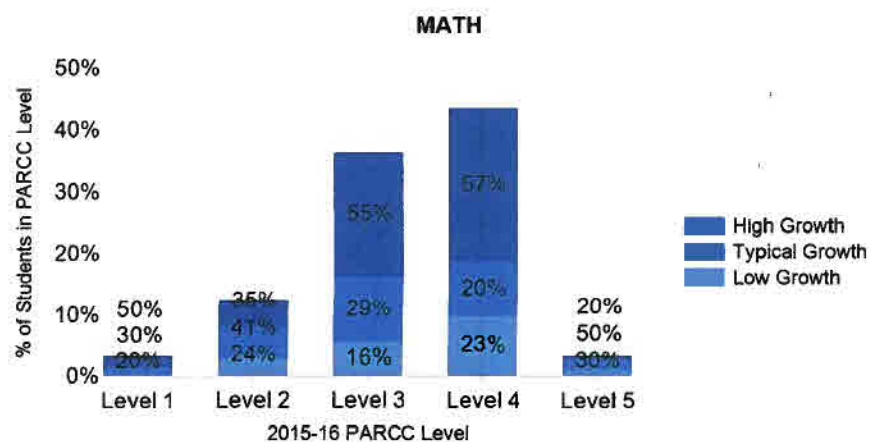
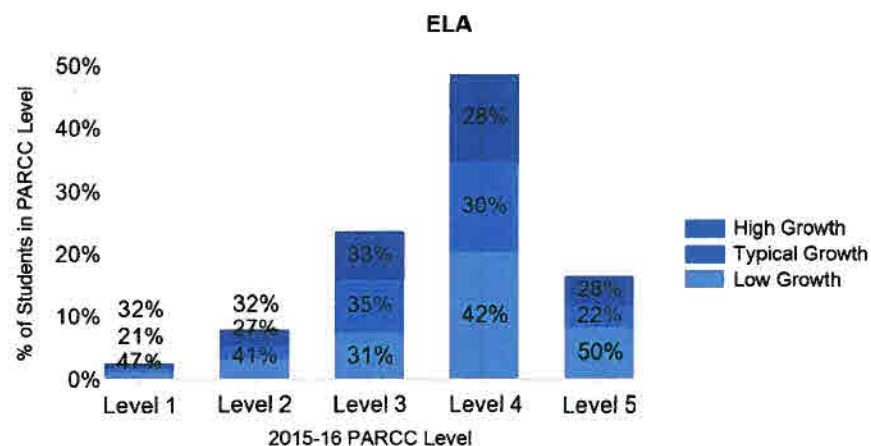
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

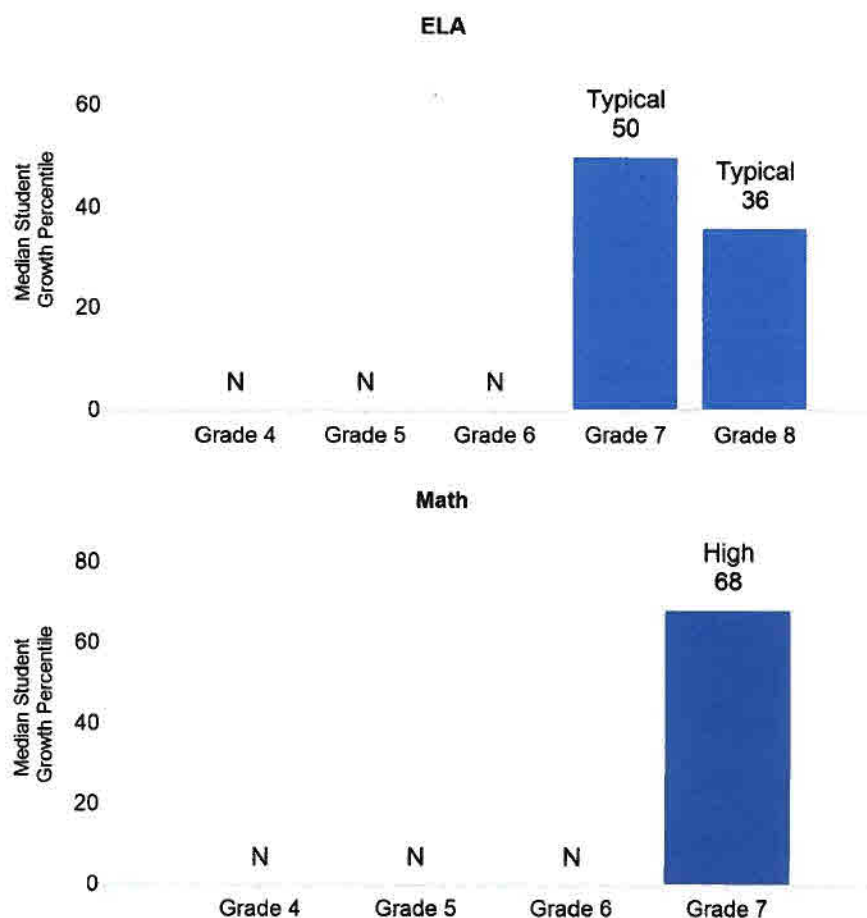
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in District	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	17.2%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the district and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	District Average Score	State Average Score	College Readiness Benchmarks	District - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	489	481	Varies By Grade	74%	67%
PSAT - Math	492	483	Varies By Grade	53%	49%
SAT - Reading and Writing	561	551	480	85%	77%
SAT - Math	576	552	530	71%	58%
ACT - Reading	24	24	22	67%	65%
ACT - English	24	24	18	82%	79%
ACT - Math	25	24	22	74%	65%
ACT - Science	24	23	23	61%	54%



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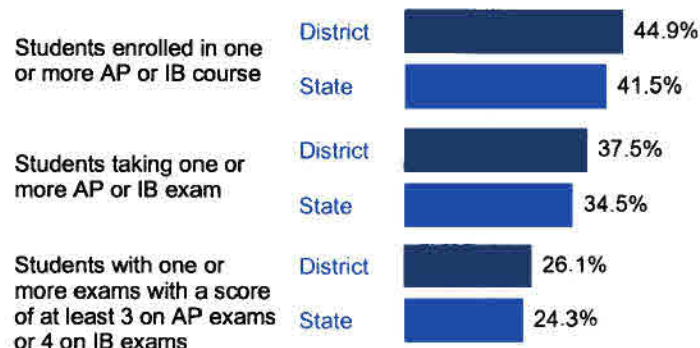
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the district and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the district and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

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

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



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

Career and Technical Education Participation

The chart below shows the percentage of students within the district and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational district and their sending district.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

The graph below displays the percentage of students within the district and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Human Services	*	*
Information Technology	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	11	
Total number of credentials earned in all clusters		11

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



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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](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	64	0	0	0	0	0	339
8	94	66	1	0	0	0	256
9	237	57	45	0	0	0	7
10	82	179	74	40	0	0	5
11	3	63	175	72	46	5	7
12	2	11	37	85	114	112	49
Districtwide	482	376	332	197	160	117	663
Enrolled in AP/IB Course					104	13	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	2	0	0	0	336	6
10	231	110	45	0	8	5
11	158	212	4	9	21	71
12	49	36	7	19	97	130
Districtwide	440	358	56	28	462	212
Enrolled in AP/IB Course	60	70		28	102	0



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Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	338	4	1	0	0	2
10	5	358	4	0	0	5
11	3	359	6	0	29	15
12	3	22	12	212	45	41
Districtwide	349	743	23	212	74	63
Enrolled in AP/IB Course	0	25	0	91	0	51

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	230	68	0	0	96	0	0
8	215	75	0	0	82	0	0
9	195	40	0	45	41	0	0
10	218	31	0	54	36	0	0
11	61	16	0	26	27	0	0
12	14	20	0	17	12	0	0
Districtwide	933	250	0	142	294	0	0
Enrolled in AP/IB Course	4	20	0	0	0	0	0
Enrolled in Level 3 or Higher	64	35	0	35	75	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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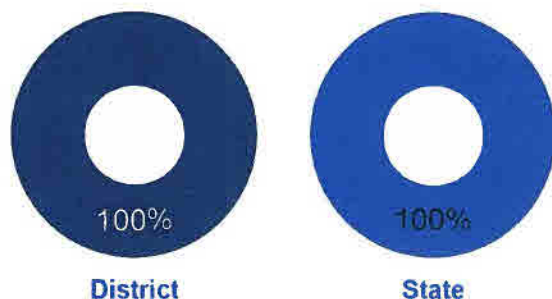
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Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the district and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the district and across the state that were enrolled in one or more courses within each of the four arts disciplines.

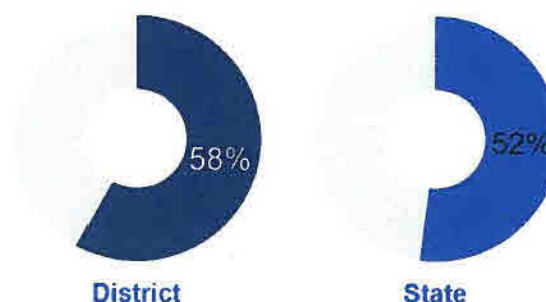
Grades 6-8:

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

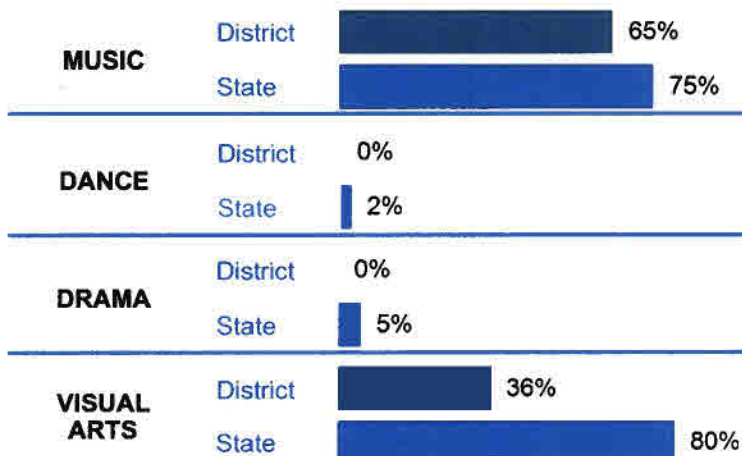


Grades 9-12:

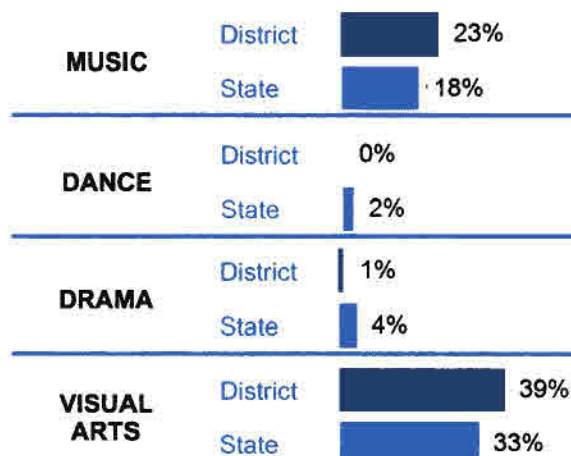
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the district and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the district and each student group met those targets.

Student Group	District - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	District - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Districtwide	93.2%	90.5%	96.2%	91.8%	96.4%	N	Met Goal	95.2%	N	Met Goal
White	92.8%	94.5%	96.8%	95.1%	97.0%	N	Met Goal	96.2%	N	Met Goal
Hispanic	88.9%	84.3%	93.3%	86.3%	93.3%	**	**	83.3%	**	**
Black or African American	100.0%	83.4%	85.7%	85.3%	85.0%	N	N	82.4%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	87.7%	83.9%	90.2%	85.6%	90.2%	80.8%	Met Target	85.0%	87.9%	Not Met
Students with Disabilities	72.2%	78.8%	82.8%	82.1%	84.1%	81.7%	Met Target	79.1%	81.7%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	N	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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

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

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	93.2%	-
2016	96.4%	96.2%
2015	95.0%	95.2%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the district and the state.

School Year	District Rate	State Rate
2016-2017	0.6%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.7%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Districtwide	76.6%	26.1%	73.9%
White	77.3%	24.1%	76%
Hispanic	*	*	*
Black or African American	57.1%	31.3%	68.8%
Asian, Native Hawaiian, or Pacific Islander	100%	12.5%	87.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	61.2%	43.3%	56.7%
Students with Disabilities	40.5%	60%	40%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the district and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Districtwide	78.4%	28.6%	71.4%	75.5%	24.5%	59.3%	40.7%
White	78.9%	29.2%	70.8%	75.8%	24.2%	58%	42%
Hispanic	63.6%	28.6%	71.4%	42.9%	57.1%	42.9%	57.1%
Black or African American	77.8%	35.7%	64.3%	71.4%	28.6%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	87.5%	0%	100%	78.6%	21.4%	71.4%	28.6%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	54.8%	60.9%	39.1%	95.7%	4.4%	91.3%	8.7%
Students with Disabilities	38.6%	76.5%	23.5%	82.4%	17.7%	88.2%	11.8%
English Learners	N	N	N	N	N	N	N



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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

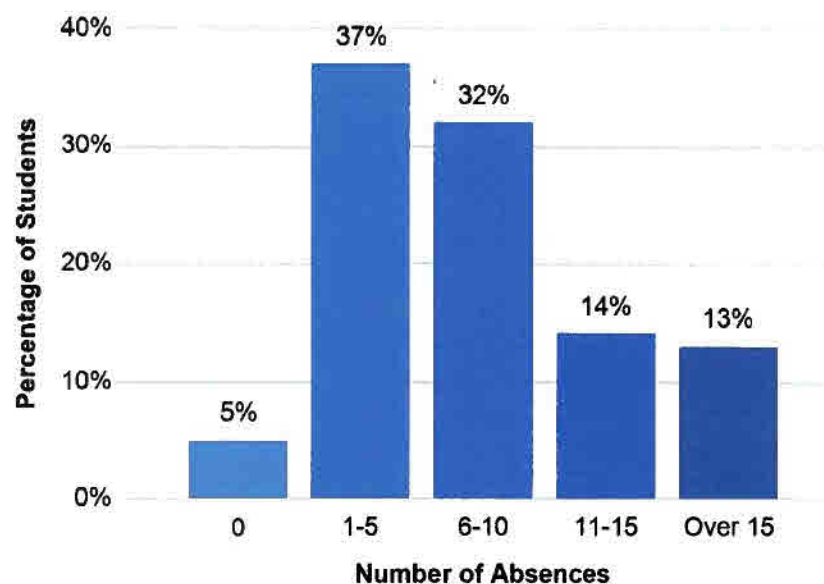
This table shows the percentage of students in grades K-12 in the district and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Districtwide	10.10	12.60	Met Target
White	10.20	12.60	Met Target
Hispanic	17.10	12.60	Not Met
Black or African American	11.80	12.60	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.30	12.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.40	12.60	Met Target
Economically Disadvantaged Students	22.90	12.60	Not Met
Students with Disabilities	21.30	12.60	Not Met
English Learners	0	**	**

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

Days Absent

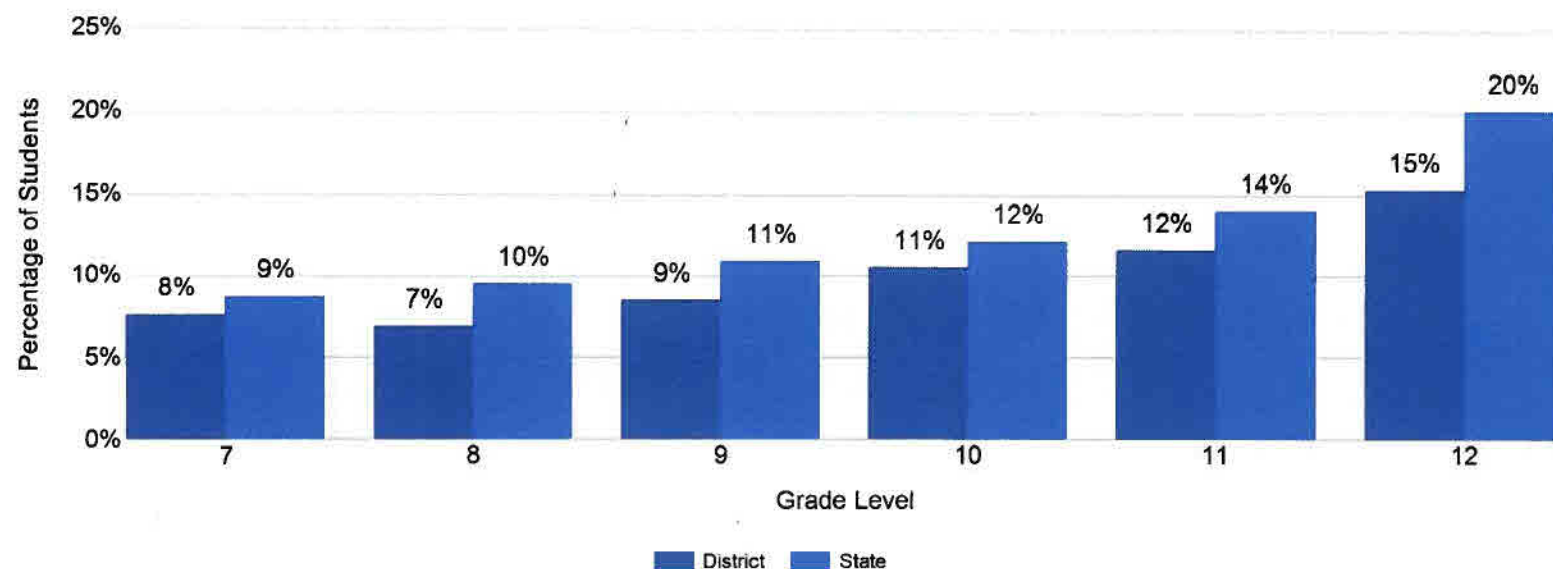
The graph displays the percentage of K-12 students districtwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





Chronic Absenteeism by Grade

This graph shows the percentage of students in the district 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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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 district.

Incident Type	Number of Incidents
Violence	10
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	1.11

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	3.1%
Out-of-School Suspensions	4.8%
Any Suspension	6.9%

Student Expulsions

This table shows the number of students who were expelled from the a school in the district 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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Per-Pupil Expenditures

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$294	\$11,557	\$11,851



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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

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

Category	Teachers in District	Teachers in State
Total Number of teachers	183	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	72%	74%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	20.0	15.9
Average years experience in district	13.1	11.6
Administrators in district for 4 or more years	88%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the district and state.

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



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this district. 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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Summary by Student Group

New Jersey has developed an accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support. Any school with a student group where the summative rating would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. The table below shows the number of schools in the district identified for Targeted Support for a Low-Performing Student Group out of the total accountable schools. District performance is monitored using annual targets. For more details on accountability targets, see these [accountability resources](#).

Student Group	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth
Districtwide	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	Met Target	Exceeds Target
White	0 out of 2 schools	Met Target	Met Target	Met Target	Met Goal	Met Goal	Met Target	Exceeds Target
Hispanic	0 out of 1 school	Met Target	Met Target	Not Met	**	**	Not Met	**
Black or African American	0 out of 2 schools	Met Target	Met Target†	Met Target	N	**	Not Met	**
Asian, Native Hawaiian, or Pacific Islander	0 out of 1 school	Met Target	Met Target	Met Target	**	**	Exceeds Target	**
American Indian or Alaska Native	**	**	**	**	**	N	**	**
Two or More Races	**	Met Target	N	Met Target	**	**	**	**
Economically Disadvantaged Students	0 out of 2 schools	Met Target	Met Target	Not Met	Met Target	Not Met	Met Target	Exceeds Target
Students with Disabilities	0 out of 2 schools	Met Target	Met Target	Not Met	Met Target	Not Met	Not Met	Met Target
English Learners	**	**	**	**	**	**	**	**

** 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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District General Info

Superintendent:	Mr. Horchak III	Email Address:	horchakjo@clearviewregional.edu
Address:	420 CEDAR ROAD MULLICA HILL, NJ 08062	Website:	www.clearviewregional.edu
Phone:	(856)223-2765		

District 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.

 Mission, Vision, Theme:	The district's curriculum prepares students for admission to prestigious colleges and universities, while also preparing them to meet their civic and social responsibilities. We are committed to providing our students with an educational program that builds the skills and attitudes for leading productive and rewarding lives. Our primary mission is to raise the level of academic achievement of our students. We are committed to building upon our reputation as a premier district in South Jersey.
 Awards, Recognition, Accomplishments:	District's staff were recognized by the State BOE for their significant contributions in the area of professional development. The district was a two-year recipient of the state's Achievement Coaches grant. Our team of academic coaches are leading a three-year academy focused on three state learning modules. The academic coaches present to other districts and at the state conventions. Collaborative cohorts of teachers are engaged in professional learning communities throughout the year.



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 Courses, Curriculum, Instruction:	<p>Course offerings include core academics and a myriad of electives in Visual/Performing Arts, Careers/Tech, and World Languages. Core subjects include general and advanced levels, in addition to 35 Honors, and 20 AP courses. AP offerings include English (2), Mathematics (3), Science (7, including four Physics), Social Sciences (4), VPA (2) and World Languages (2) courses. Dual college credit is available in addition to college credits being awarded for successful performance on AP assessments.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>We feature 23 Varsity level sports and have received the NJSIAA Sportsmanship Award (2011,2013). In the past five years Varsity teams have won 37 conference championships, 6 South Jersey sectional championships, and 1 NJ State Championship. In the past five years, 8 Clearview coaches have been honored as Coach of the Year by local/regional papers. In the past five years, 39 student-athletes have signed National Letters of Intent for scholarships to compete at the NCAA Division I or II level.</p>
 Clubs and Activities:	<p>There is an activity club for everyone! A partial list includes: American Red Cross Club, Autism Club, Color Guard, Chess, Choir, DECA, FCCLA, Interact, Jazz Band, Key Club, Latin Club, Marching Band, Math League, Mock Trial, National Honor Society, NJ Science League, Robotics Club, School Musical (Drama), School Newspaper, Student Council, SURE-Students United for Respect & Equality, TSA (Technology Student Association), Varsity Club, Video Yearbook, Weight Room, Women's Select Choir, Yearbook</p>
 Before and After School Programs:	<p>Extended School-Day/Year programs are a priority for identified at-risk students' educational support programs. Supports begin with the Middle School Jump Start, Summer Literacy and ESY programs that provide academic and behavioral supports. Supports are continued for identified students throughout the school-year via extended-day programs such as: Middle School AAP (Academic Assistance Program), PARCC Academies in both buildings, Summer Math Camps, and SOAR (Students Open Access to Resources).</p>



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 Staff and Professional Learning:	<p>Professional development is directly linked to the NJDOE Achievement Coaches modules and was implemented as a 3-year PD Plan. 2017/18 will be the third and final year of the plan that is tied to the work the NJDOE developed in 2015/16. This provided the framework to facilitate professional development in three areas: evidence-based conversations, fostering intellectual engagement, and standards-aligned assessments. Teachers will explore each topic over the three-year period the plan encompasses.</p>
 Postsecondary Information:	<p>Our SAT scores exceed the state and national averages, resulting in the class of 2017 earning over \$5,000,000 in scholarships. Ninety percent of graduates enroll in a 2 or 4-year college/university. Our graduates attend top-tier colleges. A partial list includes: Princeton, Yale, West Point, Penn, Tufts, Bucknell, Pepperdine, Rutgers, Virginia Tech, and Drexel. In 2017, 76 students were recognized as AP Scholars, which enabled these students to secure college credits for the AP courses.</p>
 Student Supports and Services:	<p>The district provides identified students a co-teaching and in-class resource instructional environment. The district is committed to providing small-sized ELA and Math classes with two content-certified teachers providing daily instruction. In addition to the co-teaching model, identified students are also supported through the ICR classroom, where students are taught by a content-certified teacher and a special education teacher, who is highly qualified or certified in the content area.</p>
 Student Health and Wellness:	<p>The district employs certified school nurses in each school. They perform a multitude of roles within the scope of the professional practice. In an ongoing effort to ensure children remain healthy and ready to learn, the school nurses take on roles of nursing care provider, investigator, communicator, counselor, educator, student advocate, and community liaison. A full-time Student Assistance Counselor is available to address issues outside the scope of the Guidance Counselors.</p>
 Parent and Community Involvement:	<p>A key to our success has been the high level of parent participation. We encourage the parents of our students to take an active role in their student's educational experience. We embrace the philosophy: 'We Can Achieve More Together'. PTOs in each school are the direct conduit to the community. Their active participation is paramount to OUR district being recognized as a premier district in South Jersey. Both of our communities support and are engaged in events throughout the district.</p>



NJ SCHOOL PERFORMANCE REPORT

CLEARVIEW REGIONAL
2016-2017

Grade Span 07-12

15-0870
GLOUCESTER
CLEARVIEW REGIONAL
420 CEDAR ROAD
MULLICA HILL, NJ 08062

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Facilities:

Our facilities reflect the needs and desires of the community and support the educational goals of the district. The initial buildings were built in 1960, with a major addition in 1996 and a \$40M addition/renovation project in 2004. In 2016, Robotics and Tech. rooms were added to the High School. Our Performing Arts Center, with a full array of supporting rooms, is a point of pride. The district dedicates funds annually to ensure the investment in our facilities is protected.



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Other Information:

This Report Card will provide you with some statistical information about our schools; however, it does not represent all of what the Clearview Regional District offers to our students and communities. We take great pride in the many achievements and accomplishments of our students. Their diversified backgrounds, needs, abilities, and interests enable us to feature a variety of excellent educational opportunities and programs in the humanities, sciences, arts, and technology. Our Clearview STEM Scholars achieve high levels of performance in the classroom and in co-curricular local, state, and national competitions. Clearview leads the county for both PARCC and SAT scores. Clearview offers every AP Science and Mathematics Course endorsed by The College Board. We offer all four levels of Advanced Placement Physics courses: Physics 1, Physics 2, Mechanics, and Electricity and Magnetism. Clearview's Engineering, Architecture, and Design students have received over 50 State and National awards for their designs and innovations including 1st place in NJ - Engineering Innovation Design qualifying for nationals, 1st place in NJ for multiple years in Architectural Design, multiple 1st place State awards in Architectural Design, and 1st Place National Champions Fashion Design. Our Robotics Club competes in FIRST Robotics competitions. Service and Leadership remain hallmarks of the Clearview community. Clearview received the national distinction of being named a Gold Service Leadership School by the Jefferson Awards Foundation for generating a measureable impact on real-world problems. The National Honor Society is comprised of 244 Juniors and Seniors.