NJ SCHOOL PERFORMANCE REPORT

CLARK MILLS SCHOOL
(25-2920-050)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MANALAPAN-ENGLISHTOWN REG
Principal Name	MRS. ORLANDO
Address	34 GORDONS CORNER ROAD MANALAPAN, NJ 07726-3798
Phone Number	(732)786-2720
Email Address	JORLANDO@MERSNJ.US
Website	http://www.mersnj.us/cm

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	0	0	0
1	97	84	107
2	110	102	86
3	109	107	106
4	106	119	117
5	128	107	122
Total	550	519	538

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.9%	50.1%	51.1%
Male	51.1%	49.9%	48.9%
Economically Disadvantaged Students	7.6%	6.7%	6.1%
Students with Disabilities	14.4%	15.2%	16.0%
English Learners	0.5%	0.6%	0.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.4%	0.2%
Military-Connected Students		0.6%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	82.2%	82.9%	80.7%
Hispanic	6.7%	8.5%	10.4%
Black or African American	1.5%	1.0%	0.9%
Asian	8.0%	6.4%	6.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	1.5%	1.2%	1.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	93.1%
Russian	2.6%
Other Languages	4.3%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	67	58	50	Exceeds Standard	80	62	50	Exceeds Standard
White	67	57	50	Exceeds Standard	80	60	51	Exceeds Standard
Hispanic	59	54	49	Met Standard	80	61.5	48	Exceeds Standard
Black or African American	*	53	44	**	*	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	67	65	61	**	80	73	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	70	49	**	*	71	51	**
Economically Disadvantaged	75	51	48	**	82	57	47	**
Students with Disabilities	59.5	47.5	41	Met Standard	65.5	49	43	Exceeds Standard
English Learners	*	70	54	**	*	70	51	**

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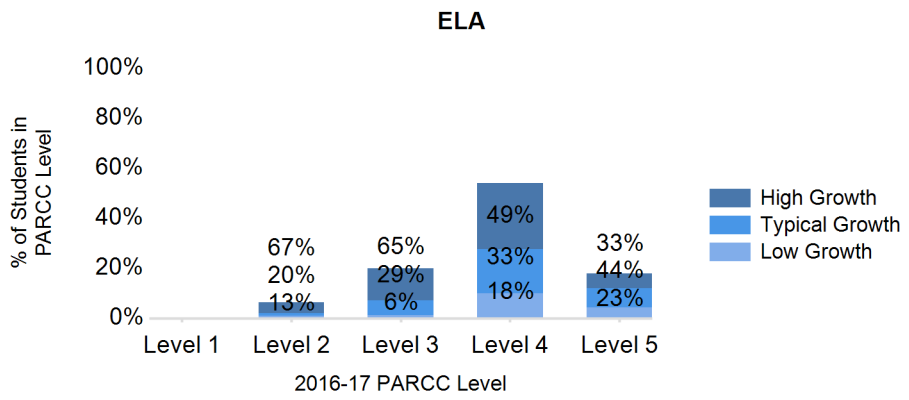
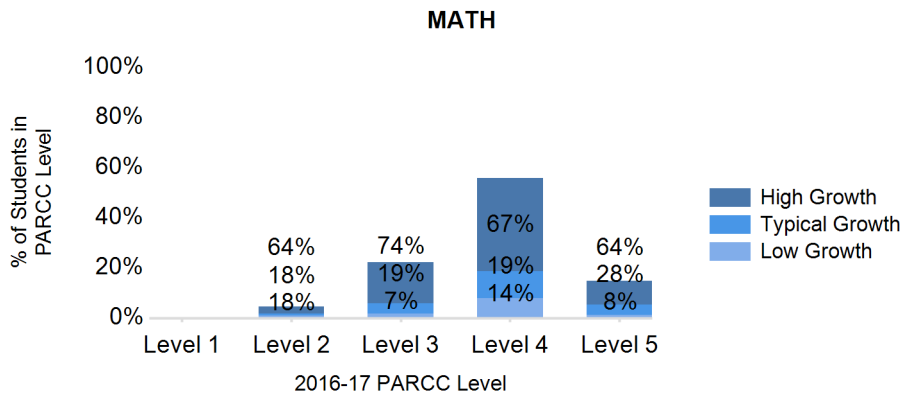
Student Growth by Performance Level

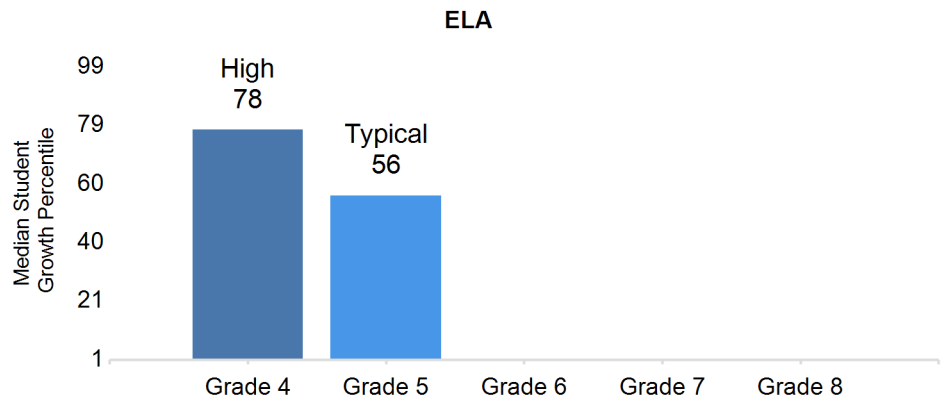
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

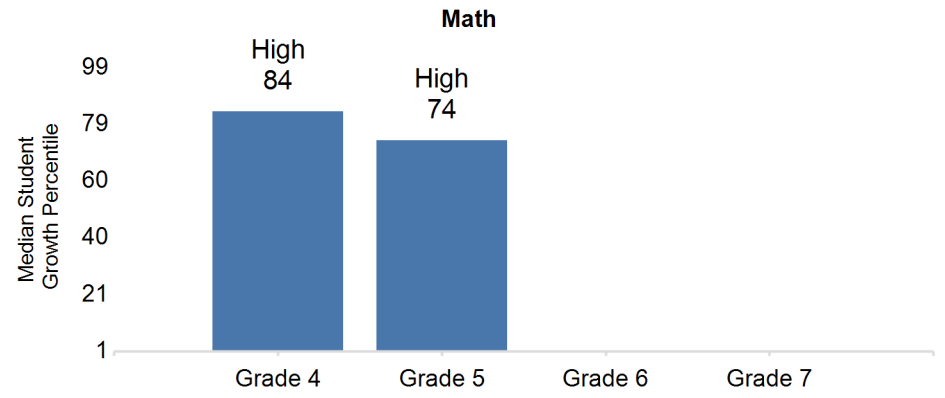




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	357	98.6	75.1	74.5	56.7	75.1	71.2	Met Target
White	294	98.3	72.8	73.1	65.6	72.8	68.8	Met Target
Hispanic	32	100.0	84.4	69.8	42.5	84.4	80	Met Goal
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	95.6	89.9	82.3	95.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	75.3	63.4	*	**	**
Female	178	98.3	78.7	81.6	64.5	78.7		
Male	179	98.9	71.5	68.0	49.4	71.5		
Economically Disadvantaged Students	27	100.0	66.7	55.5	38.5	66.7	41.1	Met Target
Non-Economically Disadvantaged Students	330	98.5	75.8	76.2	67.5	75.8		
Students with Disabilities	65	95.7	36.9	25.5	21.6	36.9	34	Met Target
Students without Disabilities	292	99.3	83.5	83.2	63.9	83.5		
English Learners	*	*	*	52.8	27.3	*	**	**
Non-English Learners	*	*	*	75.0	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	756	758	750	*	10%	25%	*	*	57%	52%
White	86	753	755	759	*	*	27%	*	*	55%	61%
Hispanic	*	*	755	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	52	760	765	756	*	*	29%	*	*	60%	57%
Male	52	751	751	744	*	*	21%	*	*	54%	46%
Economically Disadvantaged Students	*	*	746	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	759	762	*	*	*	*	*	*	64%
Students with Disabilities	15	703	*	719	*	*	*	*	*	*	24%
Students without Disabilities	89	764	*	756	*	*	*	*	*	*	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	104	756	*	753	*	10%	25%	*	*	57%	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	780	774	756	*	*	10%	53%	31%	85%	58%
White	100	777	771	764	*	*	13%	53%	28%	81%	68%
Hispanic	12	782	760	744	0%	0%	0%	*	*	100%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	797	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	62	787	780	762	*	*	*	50%	40%	90%	63%
Male	62	772	768	751	*	*	*	56%	23%	79%	53%
Economically Disadvantaged Students	13	773	754	740	*	*	*	*	*	85%	40%
Non-Economically Disadvantaged Students	111	781	776	767	*	*	*	*	*	85%	70%
Students with Disabilities	27	747	*	726	*	*	*	*	*	52%	25%
Students without Disabilities	97	789	*	762	*	*	*	*	*	94%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	769	772	755	*	*	15%	70%	11%	80%	58%
White	108	767	770	763	*	*	17%	69%	9%	79%	68%
Hispanic	10	776	*	743	0%	0%	*	*	*	90%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	62	773	778	762	*	*	*	*	*	84%	66%
Male	66	766	767	749	*	*	*	*	*	77%	51%
Economically Disadvantaged Students	*	*	748	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	774	766	*	*	*	*	*	*	71%
Students with Disabilities	21	738	*	724	*	*	*	*	*	38%	22%
Students without Disabilities	107	776	*	762	*	*	*	*	*	89%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	128	769	*	757	*	*	15%	70%	11%	80%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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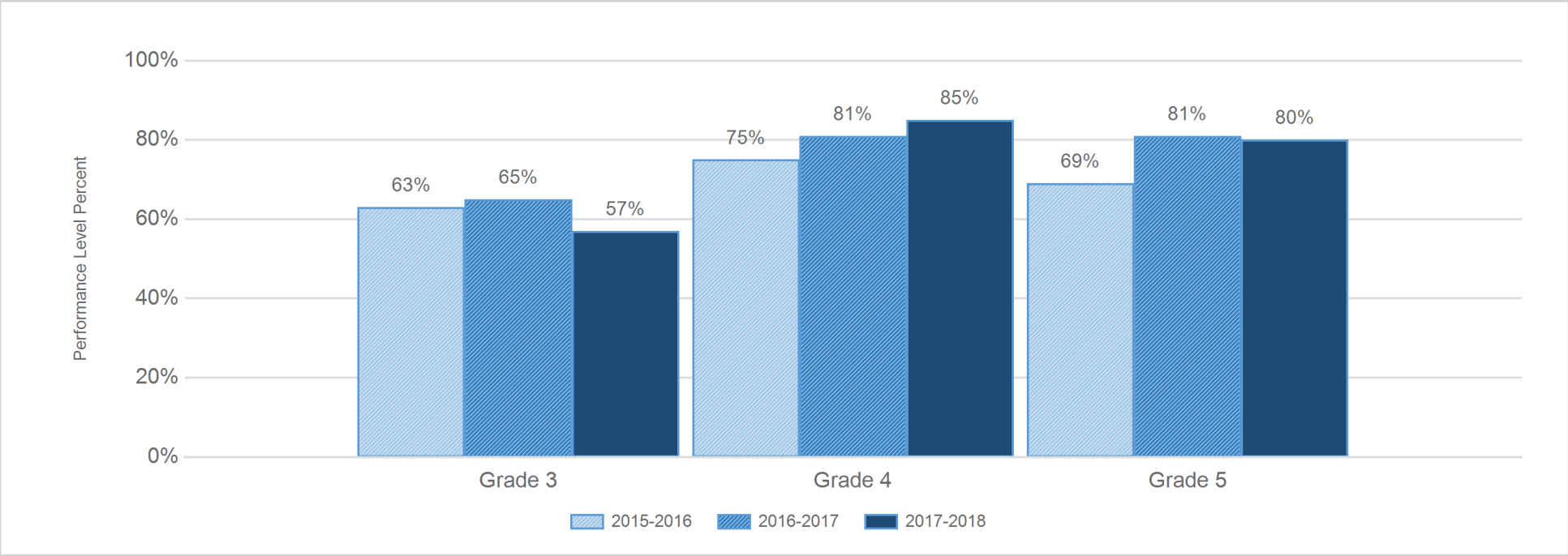
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	356	98.4	76.9	70.7	45.0	76.9	69.2	Met Target
White	293	98.0	75.4	69.7	54.1	75.4	66.9	Met Target
Hispanic	32	100.0	78.2	60.7	29.2	78.2	58.2	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	95.7	88.8	77.0	95.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	70.4	53.0	*	**	**
Female	178	98.3	76.4	72.4	46.0	76.4		
Male	178	98.4	77.5	69.1	43.9	77.5		
Economically Disadvantaged Students	27	100.0	70.4	53.4	26.6	70.4	41.1	Met Target
Non-Economically Disadvantaged Students	329	98.2	77.6	72.3	55.9	77.6		
Students with Disabilities	65	95.7	32.3	24.7	17.1	32.3	41.5	Met Target†
Students without Disabilities	291	99.0	86.9	78.9	50.5	86.9		
English Learners	*	*	*	55.4	24.6	*	**	**
Non-English Learners	*	*	*	71.2	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

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	104	768	772	752	*	*	17%	43%	28%	71%	53%
White	86	764	769	760	*	*	19%	45%	22%	67%	64%
Hispanic	*	*	765	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	799	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	52	768	773	752	*	*	*	50%	23%	73%	53%
Male	52	768	771	751	*	*	*	37%	33%	69%	53%
Economically Disadvantaged Students	*	*	759	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	773	762	*	*	*	*	*	*	66%
Students with Disabilities	15	721	*	730	*	*	*	*	*	13%	29%
Students without Disabilities	89	776	*	756	*	*	*	*	*	81%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	104	768	*	754	*	*	17%	43%	28%	71%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

CLARK MILLS SCHOOL
(25-2920-050)
Grades Offered: KG-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

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	124	775	771	748	*	*	*	60%	26%	86%	49%
White	100	774	769	755	*	*	*	61%	24%	85%	60%
Hispanic	12	769	755	737	0%	0%	*	*	*	92%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	791	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	62	778	772	748	*	*	*	56%	29%	85%	50%
Male	62	772	769	748	*	*	*	65%	23%	87%	49%
Economically Disadvantaged Students	13	767	750	733	*	*	*	*	*	77%	30%
Non-Economically Disadvantaged Students	111	776	773	758	*	*	*	*	*	87%	62%
Students with Disabilities	27	749	*	725	*	*	*	*	*	56%	22%
Students without Disabilities	97	782	*	753	*	*	*	*	*	95%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

CLARK MILLS SCHOOL
(25-2920-050)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

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	127	770	772	748	*	*	20%	50%	24%	75%	49%
White	107	768	769	756	*	*	21%	54%	21%	75%	60%
Hispanic	10	771	*	736	*	0%	*	*	*	70%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	62	768	772	749	*	*	24%	52%	21%	73%	50%
Male	65	772	771	747	*	*	15%	49%	28%	77%	48%
Economically Disadvantaged Students	*	*	750	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	773	758	*	*	*	*	*	*	62%
Students with Disabilities	21	733	*	726	*	*	*	*	*	24%	20%
Students without Disabilities	106	777	*	752	*	*	*	*	*	85%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	127	770	*	750	*	*	20%	50%	24%	75%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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CLARK MILLS SCHOOL
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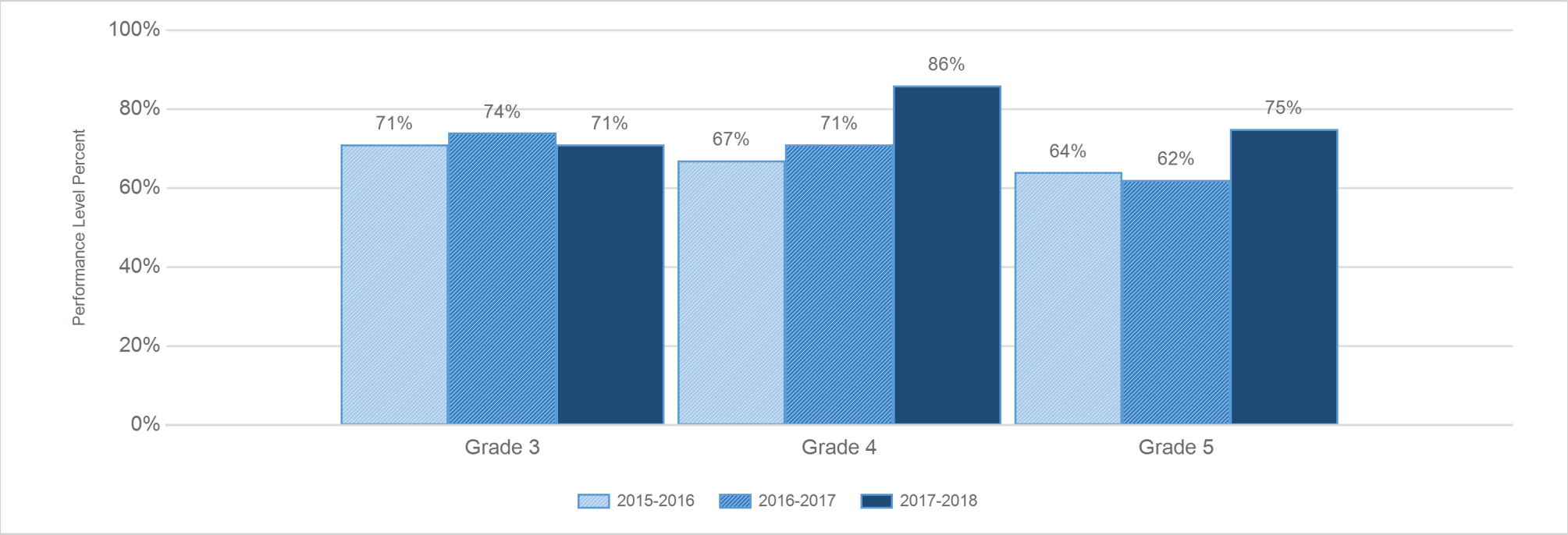
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

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

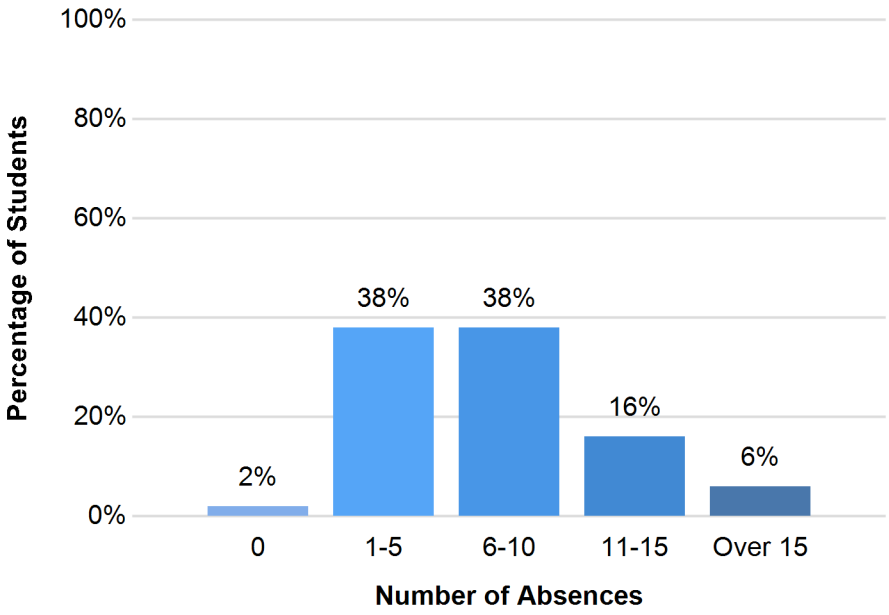
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	17	3.1	8.9	Met
White	14	3.2	8.9	Met
Hispanic	3	5.3	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	1	3.0	8.9	Met
Students with Disabilities	2	2.2	8.9	Met
English Learners	*	*	**	**

Days Absent

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



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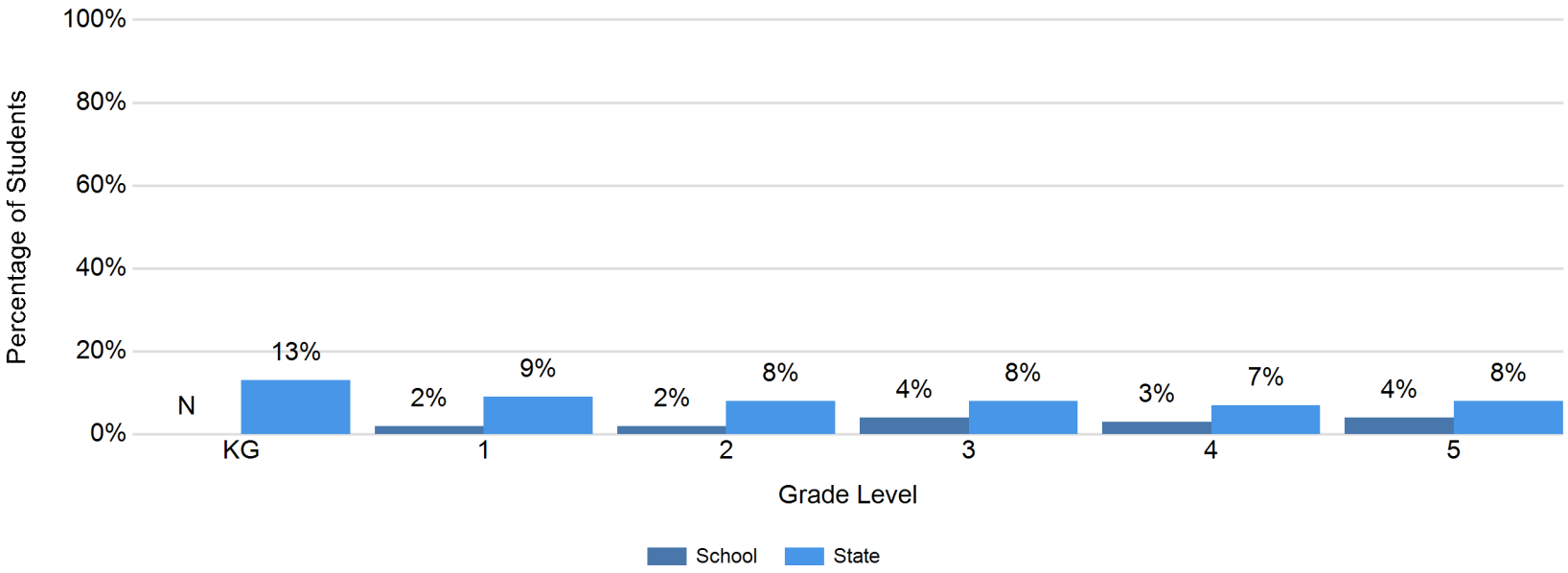
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.56

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$327	$13,726	$14,053

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	81.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,374
Average years experience in public schools	15.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	92.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	269:1	182:1
Teachers to Administrators	22:1	15:1
Students to Librarians/Media Specialists		848:1
Students to Nurses		565:1
Students to Counselors		636:1
Students to Child Study Team		268:1

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Teachers: All classroom teachers
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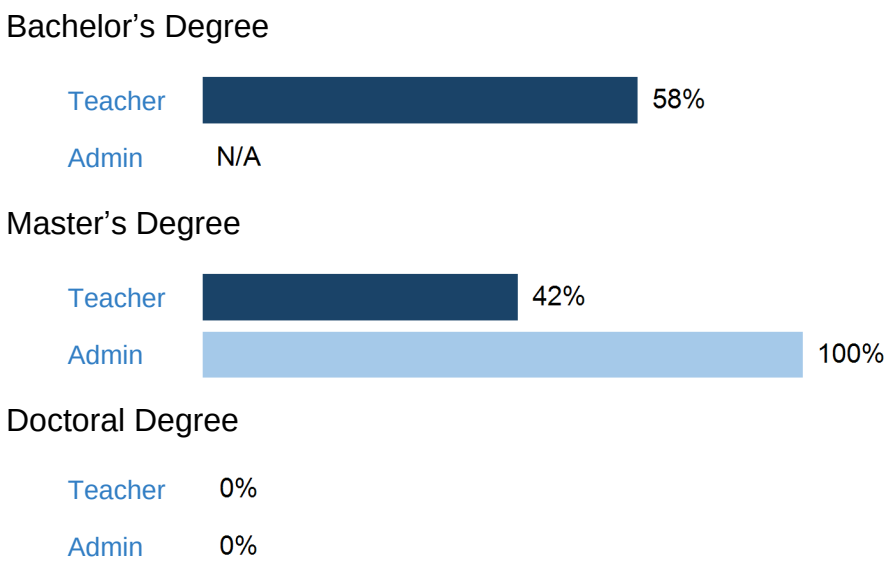
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.2%	90.2%
2016-17 Administrators: Same district 2017-18	96.4%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.7%

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	90.7%	100.0%
Male	9.3%	0.0%
White	97.7%	100.0%
Hispanic	2.3%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

CLARK MILLS SCHOOL
(25-2920-050)
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2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	86.02	17.5%
Mathematics Proficiency	95.14	17.5%
English Language Arts Growth	93.84	25.0%
Mathematics Growth	99.58	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	92.93	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	94.00	n/a
Summative Rating: Percentile Rank of Summative Score	99.11	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	**	Met	No
White	88.11	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	92.09	14.08	No	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Students with Disabilities	90.18	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Curriculum includes Balanced Literacy, Envision Math 2.0, and Units of Study Writers Workshop model. • Technology, such as Smartboards, Chromebooks, Ipads are a variety of web-based programs are integrated into instruction. • Media Makerspace allows students to create, tinker, build and design collaboratively with peers.
Mission, Vision, Theme:	Clark Mills School is a first through fifth grade school committeed to providing an outstanding educational program for all students so that they will be prepared to help lead our country in an ever-changing, global society. Our teachers place students at the center of the learning process and the staff regards 21st century learners as their primary focus. A bond between home and school has been established in order to champion common goals and educational advancements.
Awards, Recognition, Accomplishments:	Recognized as a Future Ready School

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Courses, Curriculum, Instruction:	In grades 1-5 we use the Envision 2.0 math program and utilize a variety of resources in language arts such as Project Read, Making Meaning, and TC Units of Study for writing during our balanced literacy block. A variety of technology programs and websites are utilized to enhance lessons and engage learners. RTI is used to remediate struggling learners' needs and enrichment is available to qualified students in math and reading in grades 2-5.
Clubs and Activities:	Clark Mills School offers a variety of school clubs for our students. Young Scientists engage in a variety of hands-on experiments. Characters in Action and Student Council participate in community-based learning experience and promote a positive school culture. Students engage in writing articles about our school during Dragon's Den Newspaper club. Other clubs include band, chorus, orchestra, Minecraft, coding, Makerspace and STEAMTank Challenge.

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Before and After School Programs:	Response to intervention groups for reading and math are offered before and after school to students who need additional support in these areas. Project Achievement, a program focused on close reading of informational text, is also offered for students needing additional support in this specific area. Targeted intervention plans are created for students and interventions run for 8-12 weeks. Data is collected to assess student growth from these programs.
Staff and Professional Learning:	Professional development needs are obtained through a survey developed by our ScIP Committee. Teachers are part of Professional Learning Communities where they get to discuss professional literature, student data, and instructional strategies, which assists them in meeting the needs of our diverse students. Developing teacher leaders was an area of focus through the implementation of Pineapple Charts and Lesson Study. In addition, many teachers present workshop for peers and participate in teacher-led book clubs.

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Student Supports and Services:	At Clark Mills, we offer a variety of support services to meet the academic and social well being of our students. We utilize a problem-solving approach to identify students' needs and create intervention plans to target areas of focus. A school counselor, school psychologist and school social worker offer guidance on the emotional, social and behavioral needs of our students. A variety of special education programs and intervention services are available to students when necessary.
Student Health and Wellness:	Our students participate in physical education class twice a week and also participate in recess daily. In many classes, brain breaks are also incorporated during transition times. Family Life lessons are taught and the teachers and counselor work together to teach students lessons about character education, anti-bullying, and social thinking. The counselor and school psychologist also offer small social groups on a variety of topics to assist students.
Parent and Community Involvement:	A collaborative bond between home and school has been established by parents, teachers, and the administration. We have an extremely active PTO who offers parents a lot of ways to get involved in our school community. They also provide a variety of fun events for our students. In addition, parents are also a part of our School Safety Team where we review procedures and programs for anti-bullying. Parents have the opportunity to participate in workshops during our Parent University and workshops are offered throughout the year in the evening.

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Facilities:	Clark Mill School has been educating students since its opening in 1957. Since its opening, the school has had four major additions including a new cafetorium in 2002 and the addition of the John I Dawes Early Learning Center in 2007. The two classrooms in our new wing have air conditioning as well as the cafetorium, gym, media center and computer labs.
School Safety:	At Clark Mills, safety is our number one priority. We use a visitor management system so that we are aware of who is visiting our school at all times. Safety drills and procedures are built in as part of the classroom/school routine each month; and we continue to practice the required school drills so that our staff and students know how to respond calmly and efficiently to multiple emergency scenarios. In addition, the local police department conducts walk throughs in the building regularly.

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Technology and STEM:	Technology is integrated into all aspects of the curriculum. Students in grades 4 and 5 have their own chromebook that they use frequently throughout the day. Google Classroom is utilized as a way for teachers and students to communicate with each other regarding assignments and lessons. Clark Mills School has two Apple computer labs and students are provided with technology instruction every other week by a technology teacher. A variety of technology such as ipads, Smartboards and document cameras are also utilized to enhance lessons. Technology is also used for parent communication. We use an electronic backpack and a school website to provide information to parents and the community. In addition the Media Makerspace offers students the opportunity to participate in STEAM lessons and to tinker and explore.

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Other Information:	Clark Mills School is a first through fifth grade school, which houses approximately 540 students. Students enter our building every day ready to “Step up to Learning.” The atmosphere at Clark Mills School is one in which learning is a challenging, rewarding, and exciting experience for our students. We want our students to view Clark Mills as their home away from home. At Clark Mills School, we recognize that we have a responsibility to set challenging goals,design innovative lessons, and engage students in meaningful, relevant instruction. It is throughthis process that we continue to develop motivated students who understand that, with hard work,determination, a growth mindset, and perseverance they have the ability to achieve high levels of success. In addition, our Response to Intervention model affords us the opportunity to identify students who need further language arts, math, and behavioral supports early on. We utilize a variety of assessments and analyze data to meet the individual needs of our students. We have an active Problem Solving Committee who works closely with staff and parents to support our students' needs. Additionally, Character Education is also an important element to ensuring the well-being of our students. The counselor/anti-bullying specialist works closely with school administration, teachers, students, and parents to reinforce the elements of good character and conflict resolution strategies. Students are recognized each month from each class for being an outstanding role model. Througha united effort of staff, parents, and administration, all of our expertise and resources are utilized to provide each child with a first rate education in order to prepare them for college and career readiness.