




Clark Mills School
2016-2017
Grade Span KF-05

25-2920-050
MONMOUTH
MANALAPAN-ENGLISHTOWN REG
34 GORDONS CORNER ROAD
MANALAPAN, NJ 07726-3798

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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.

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

Grade	2014-15	2015-16	2016-17
KG	0	0	0
1	100	97	84
2	105	110	102
3	104	109	107
4	121	106	119
5	92	128	107
Ungraded	0	0	0
Total	522	550	519

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	8%	8%	7%
Students with Disabilities	13%	14%	15%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	82.9%
Hispanic	8.5%
Asian	6.4%
Black or African American	1.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Home Language	% of Students
English	93.3%
Russian	2.3%
Other	4.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	315	98.6	76.50	73.60	54.90	76.5	70.7	Met Target
White	265	98.3	75.40	72.60	63.90	75.4	68.2	Met Target
Hispanic	21	100.0	85.70	66.60	39.80	85.7	N	N
Black or African American	*	*	*	61.20	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	90.00	88.90	80.70	90	80	Met Goal
American Indian or Alaska Native	*	*	*	66.60	53.70	*	**	**
Two or More Races	*	*	*	70.50	54.90	*	**	**
Female	152	99.4	82.30	81.00	62.20	82.3		
Male	163	97.8	71.20	67.00	48.10	71.2		
Economically Disadvantaged Students	25	100.0	72.00	52.80	36.20	72	39	Met Target
Non-Economically Disadvantaged Students	290	98.4	76.90	75.90	65.80	76.9		
Students with Disabilities	56	96.7	48.20	25.30	20.50	48.2	31.5	Met Target
Students without Disabilities	259	99.0	82.70	82.00	61.90	82.7		
English Learners	*	*	*	53.00	25.20	*	**	**
Non-English Learners	*	*	*	74.20	57.40	*		
Homeless Students	N	N	*	100.00	26.40	*		
Students In Foster Care	*	*	*	100.00	24.80	*		
Military-Connected Students	*	*	*	75.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	762	761	749	*	*	26%	52%	12%	65%	50%
White	92	759	759	759	*	*	25%	51%	12%	63%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	57	764	765	753	*	*	21%	58%	*	70%	55%
Male	56	759	758	744	*	*	30%	46%	*	59%	46%
Economically Disadvantaged Students	12	753	743	730	*	*	*	*	0%	67%	31%
Non-Economically Disadvantaged Students	101	763	763	761	*	*	*	*	14%	64%	63%
Students with Disabilities	21	737	*	720	*	*	*	*	0%	38%	24%
Students without Disabilities	92	767	*	754	*	*	*	*	15%	71%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	768	771	753	*	*	13%	57%	24%	81%	56%
White	100	765	768	762	*	*	14%	58%	20%	78%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	58	769	776	758	*	*	*	59%	22%	81%	61%
Male	61	767	767	748	*	*	*	56%	25%	80%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	16	730	*	724	*	*	*	*	0%	44%	25%
Students without Disabilities	103	774	*	759	*	*	*	*	27%	86%	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	119	768	*	755	*	*	13%	57%	24%	81%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	772	768	755	*	*	15%	59%	22%	81%	59%
White	87	772	768	763	*	*	14%	63%	20%	83%	69%
Hispanic	10	776	*	743	0%	0%	*	*	*	80%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	49	782	774	761	*	*	*	63%	*	92%	66%
Male	57	764	763	749	*	*	*	56%	*	72%	53%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	18	741	732	724	0%	*	*	*	0%	44%	22%
Students without Disabilities	88	779	775	761	0%	*	*	*	26%	89%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	106	772	*	756	*	*	15%	59%	22%	81%	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

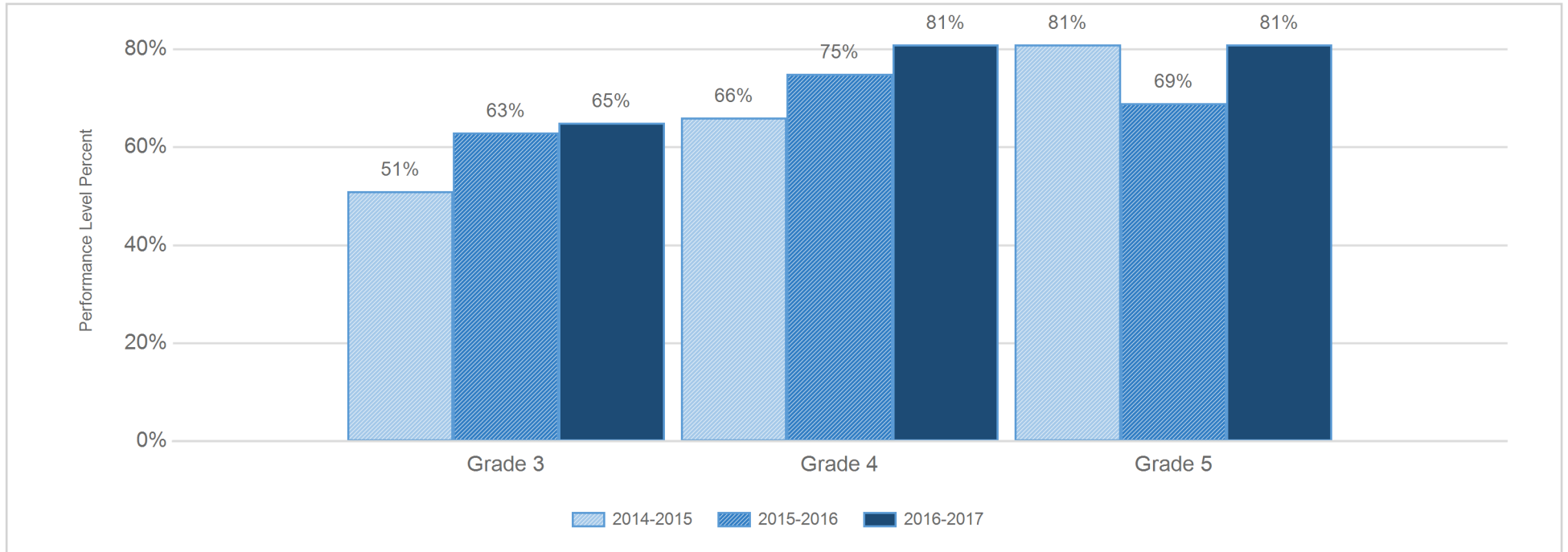


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	315	98.6	69.80	67.30	43.50	69.8	68.6	Met Target
White	265	98.3	69.00	66.20	52.40	69	66.2	Met Target
Hispanic	21	100.0	57.10	51.70	27.60	57.1	N	N
Black or African American	*	*	*	49.00	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	95.00	87.70	75.60	95	80	Met Goal
American Indian or Alaska Native	*	*	*	33.30	42.50	*	**	**
Two or More Races	*	*	*	72.10	44.90	*	**	**
Female	152	99.4	69.10	68.20	44.10	69.1		
Male	163	97.8	70.50	66.40	42.90	70.5		
Economically Disadvantaged Students	25	100.0	68.00	47.40	25.10	68	39	Met Target
Non-Economically Disadvantaged Students	290	98.4	70.00	69.40	54.30	70		
Students with Disabilities	56	96.7	37.50	23.60	16.50	37.5	39.3	Met Target†
Students without Disabilities	259	99.0	76.80	74.80	48.80	76.8		
English Learners	*	*	*	53.10	23.30	*	**	**
Non-English Learners	*	*	*	67.60	45.20	*		
Homeless Students	N	N	*	100.00	16.40	*		
Students In Foster Care	*	*	*	100.00	15.10	*		
Military-Connected Students	*	*	*	25.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	766	768	750	*	*	20%	54%	20%	74%	53%
White	92	765	767	758	*	*	17%	58%	17%	75%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	57	765	768	751	*	*	18%	60%	*	75%	52%
Male	56	766	768	750	*	*	23%	48%	*	71%	53%
Economically Disadvantaged Students	12	755	751	735	*	*	*	*	*	67%	34%
Non-Economically Disadvantaged Students	101	767	770	761	*	*	*	*	*	74%	65%
Students with Disabilities	21	742	*	728	*	*	*	*	0%	43%	29%
Students without Disabilities	92	771	*	754	*	*	*	*	24%	80%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	764	766	746	*	*	21%	58%	13%	71%	47%
White	100	763	764	754	*	*	23%	58%	11%	69%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	58	761	765	746	*	*	26%	52%	*	64%	47%
Male	61	767	767	746	*	*	16%	64%	*	77%	48%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	61%
Students with Disabilities	16	735	*	724	*	*	*	*	*	38%	22%
Students without Disabilities	103	769	*	751	*	*	*	*	*	76%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	119	764	766	748	*	*	21%	58%	13%	71%	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	764	761	746	*	*	30%	38%	25%	62%	46%
White	87	762	760	754	*	*	31%	40%	21%	61%	57%
Hispanic	10	766	*	734	0%	0%	*	*	*	60%	30%
Black or African American	*	*	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	49	766	761	747	*	*	33%	41%	22%	63%	47%
Male	57	762	760	746	*	*	28%	35%	26%	61%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	18	731	730	724	*	*	61%	*	0%	11%	19%
Students without Disabilities	88	771	766	751	*	*	24%	*	30%	73%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	106	764	*	748	*	*	30%	38%	25%	62%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%

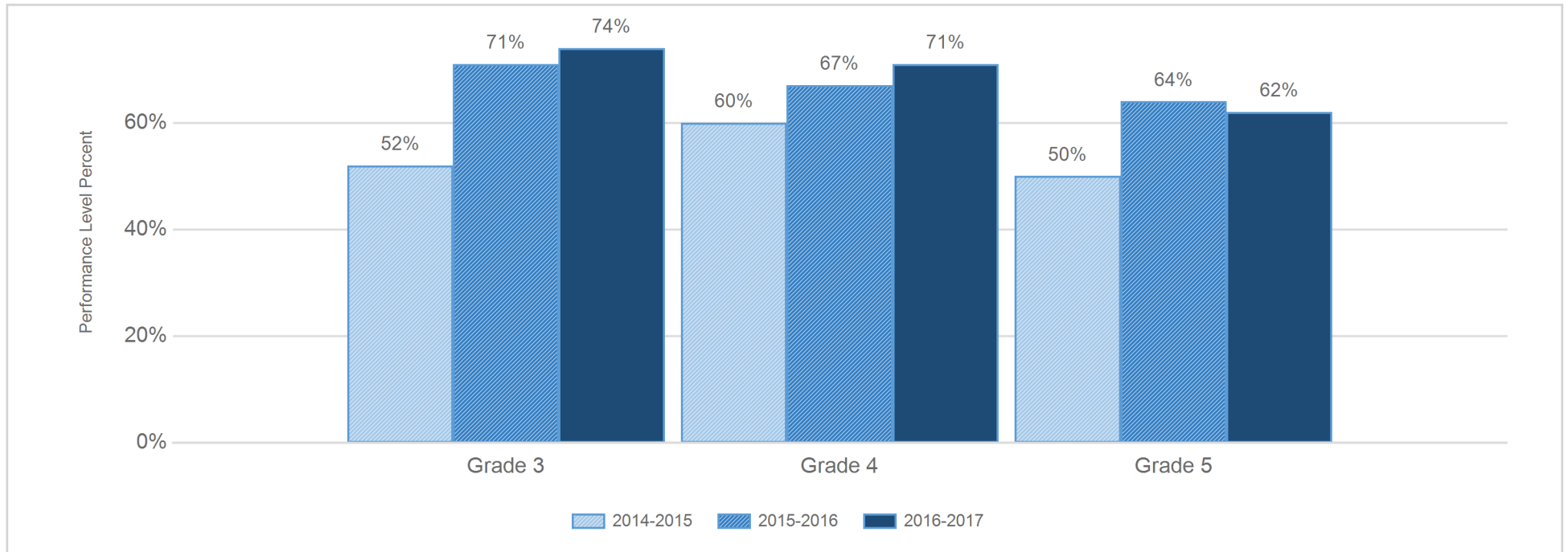


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Mathematics Assessment – Performance Trends

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





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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
3	N	N
4	*	*
5	*	*

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	N	N	N
2	*	*	*
3	N	N	N
4	*	*	*
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.

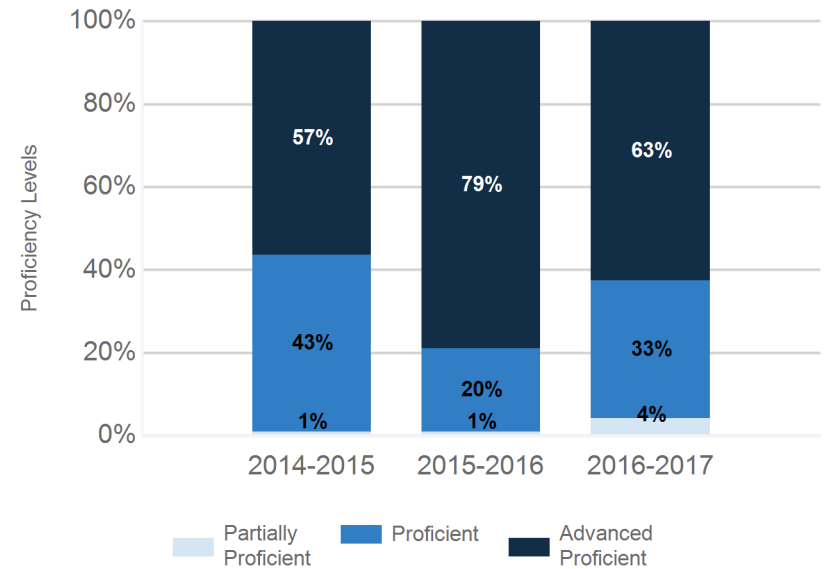
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	63%	33%	4%
White	61%	35%	*
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	50%	39%	11%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	61	57	50	Exceeds Target	64	57	50	Exceeds Target
White	55	56	50	Met Target	64	57	52	Exceeds Target
Hispanic	81	58	49	**	55	53	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	64	*	60	**	83	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	56	51	**	*	54.5	52	**
Economically Disadvantaged	*	59	47	**	*	51	46	**
Students with Disabilities	37	44	41	Not Met	62	49	43	Exceeds Target
English Learners	*	73	53	**	*	54	51	**

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



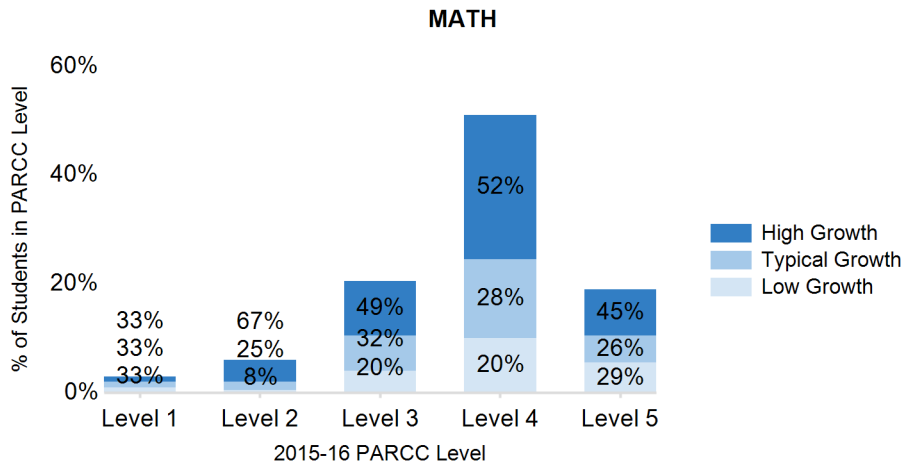
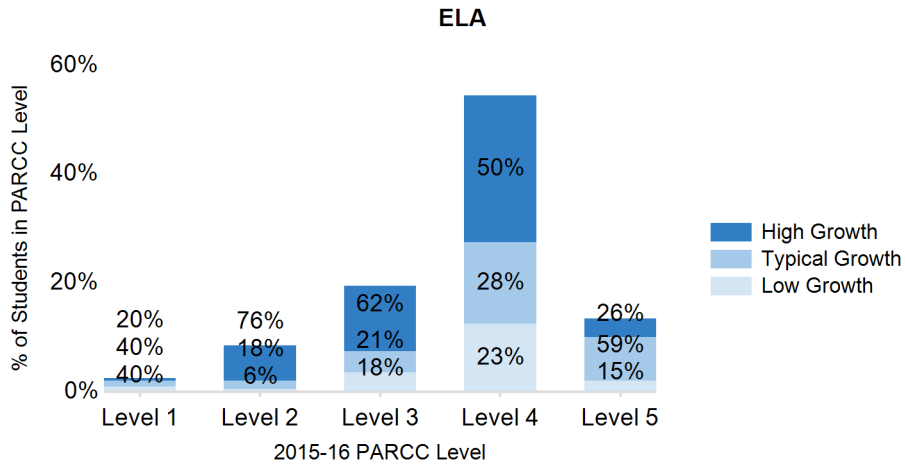
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

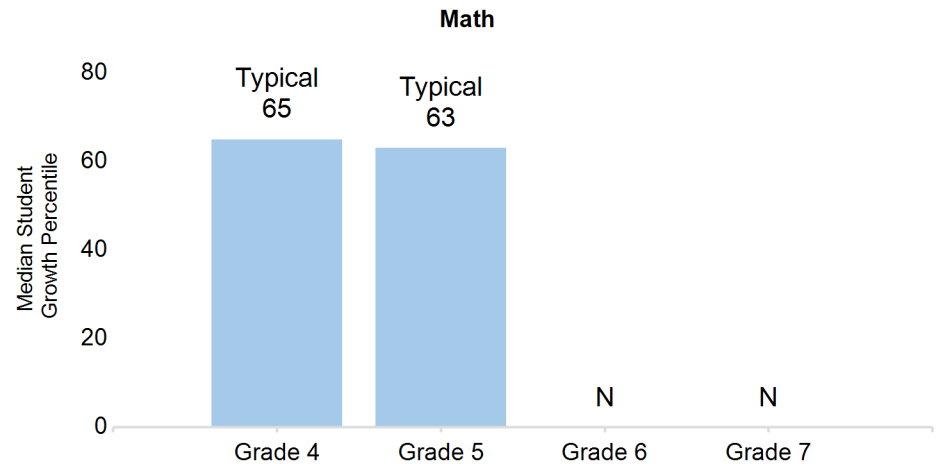
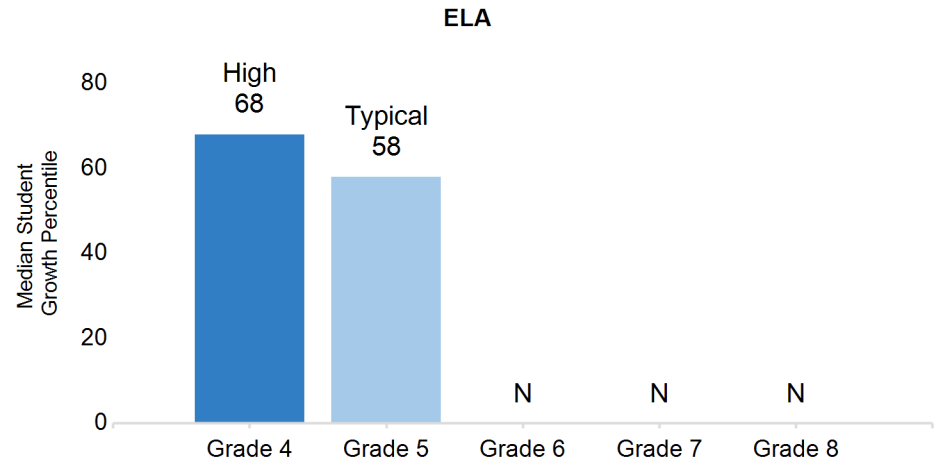
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

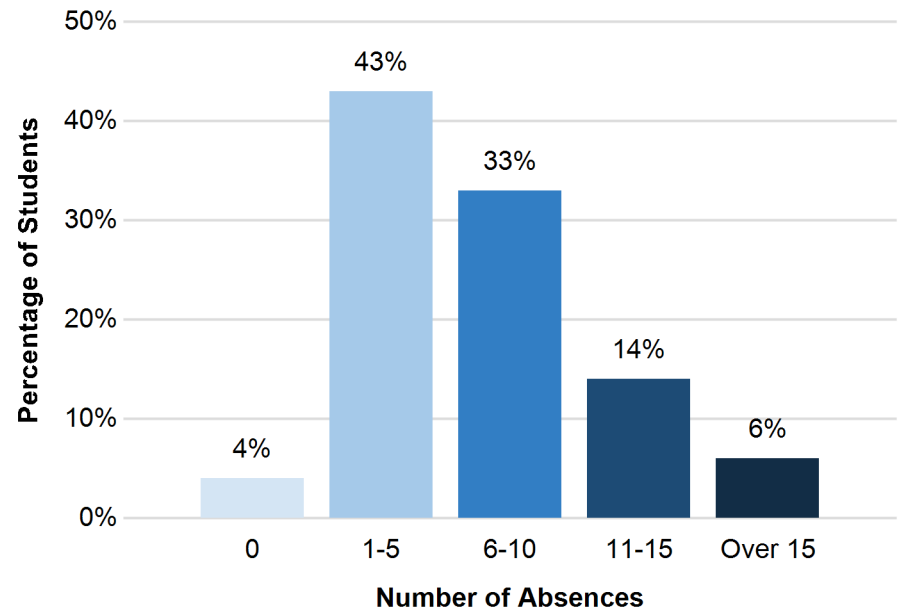
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.90	8.40	Met Target
White	3.20	8.40	Met Target
Hispanic	2.20	8.40	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	11.40	8.40	Not Met
Students with Disabilities	4.70	8.40	Met Target
English Learners	N	**	**

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

Days Absent

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





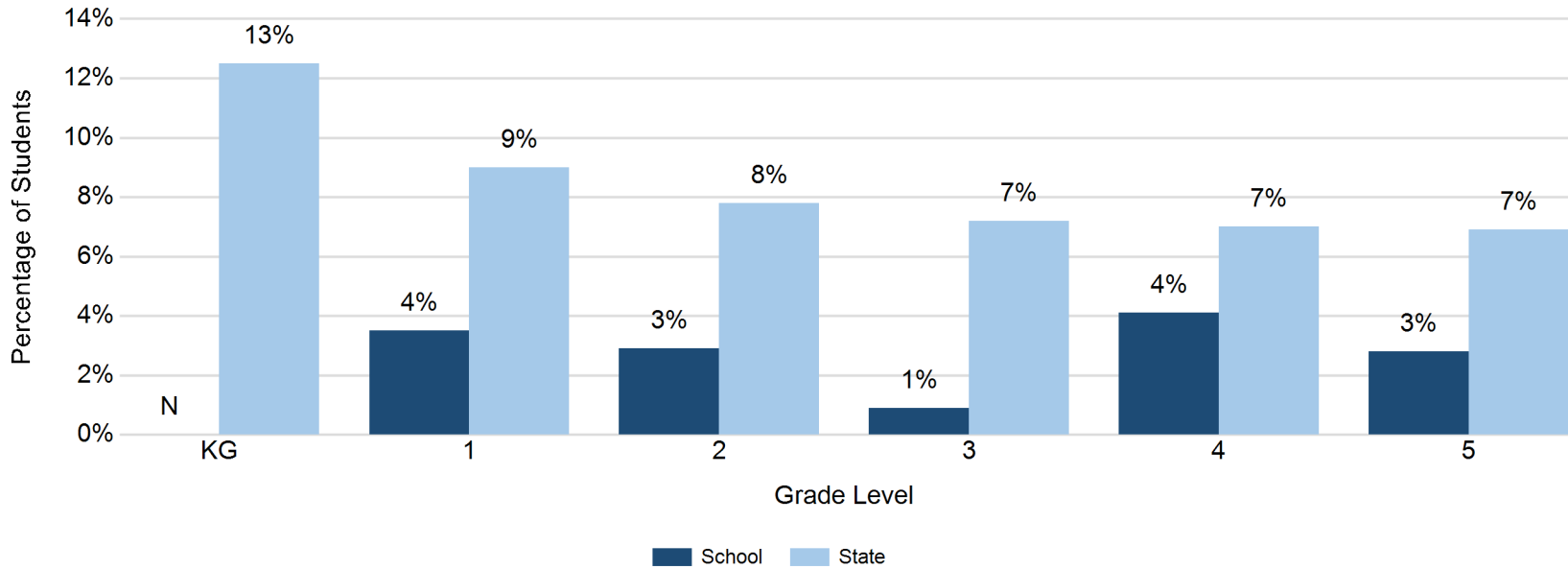
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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

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	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.1	197.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$337	\$13,235	\$13,572



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	44	115,100
Average years experience in public schools	10.8	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,476
Average years experience in public schools	14.0	15.7
Average years experience in district	12.9	11.5
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	260:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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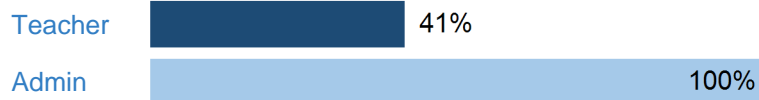
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	77%
2015-16 Administrators: Same district 2016-17	96%	85%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	92	17.5%
Mathematics Proficiency	92	17.5%
English Language Arts Growth	68	25%
Mathematics Growth	89	25%
Chronic Absenteeism	88	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		84.7
Summative Rating: Percentile rank of Summative Score		95 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	85	12	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	77	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	Not Met	**	**	No
Students with Disabilities	77	12	No	Met Target	Met Target†	Met Target	Not Met	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Orlando	Email Address:	jorlando@mersnj.us
Address:	34 GORDONS CORNER ROAD MANALAPAN, NJ 07726-3798	Website:	www.mers.k12.nj.us
Phone:	(732)786-2720	Facebook:	N/A
		Twitter:	N/A

School Narrative

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

	<p>Highlights:</p> <ul style="list-style-type: none"> • Curriculum includes Envision Math, Balanced Literacy, and a Writers Workshop model • Technology, such as Smartboards, Chromebooks, iPads, and Document Cameras are integrated into instruction. • Media Makerspace allows students to create, tinker, build and design collaboratively with peers.
	<p>Mission, Vision, Theme:</p> <p>Clark Mills School is a first through fifth grade school committed 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 our 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.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>In grades 1-5 we use the Envision 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.</p>
 <p>Clubs and Activities:</p>	<p>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 our Dragon's Den Newspaper club. Other clubs include band, chorus, orchestra, Minecraft, Coding and Makerspace. We offer a plethora of activities for our students.</p>
 <p>Before and After School Programs:</p>	<p>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, an action-research project which focuses 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 6-8 weeks. Data is collected to assess student growth from these programs.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development needs are obtained through a survey developed by our SCIP Committee. Teachers are a part of Professional Learning Communities where they get to discuss professional literature, student data, and instructional strategies, which assists them in meeting the diverse needs of our students. There has been an ongoing focus on the Rigor/Relevance Framework and CIR Rubrics, and we collaborate with an SPN Coach to further enhance professional knowledge.</p>
 <p>Student Supports and Services:</p>	<p>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.</p>
 <p>Student Health and Wellness:</p>	<p>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.</p>
 <p>Parent and Community Involvement:</p>	<p>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.</p>



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MANALAPAN, NJ 07726-3798

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.



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.



Clark Mills School
2016-2017
Grade Span KF-05

25-2920-050
 MONMOUTH
 MANALAPAN-ENGLISHTOWN REG
 34 GORDONS CORNER ROAD
 MANALAPAN, NJ 07726-3798

School Narrative

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Other Information:

Clark Mills School is a first through fifth grade school, which houses approximately 525 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, 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. Technology is utilized as an instructional resource for both students and staff at Clark Mills School. SMART Boards, Document Cameras, iPads, Chromebooks and educational websites are used to enhance lessons and to create interactive learning opportunities. In addition, each classroom is equipped with desktop computers, which are connected to the local area network and the Internet. We also have 1-1 chromebooks for our fourth and fifth grade students. To be effective in the 21st century, students must be able to create, evaluate and effectively utilize technology. 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 through this process that we continue to develop motivated students who understand that, with hard work, determination, and perseverance they have the ability to achieve high levels of success. Through a 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 the future!