





Indian
1946



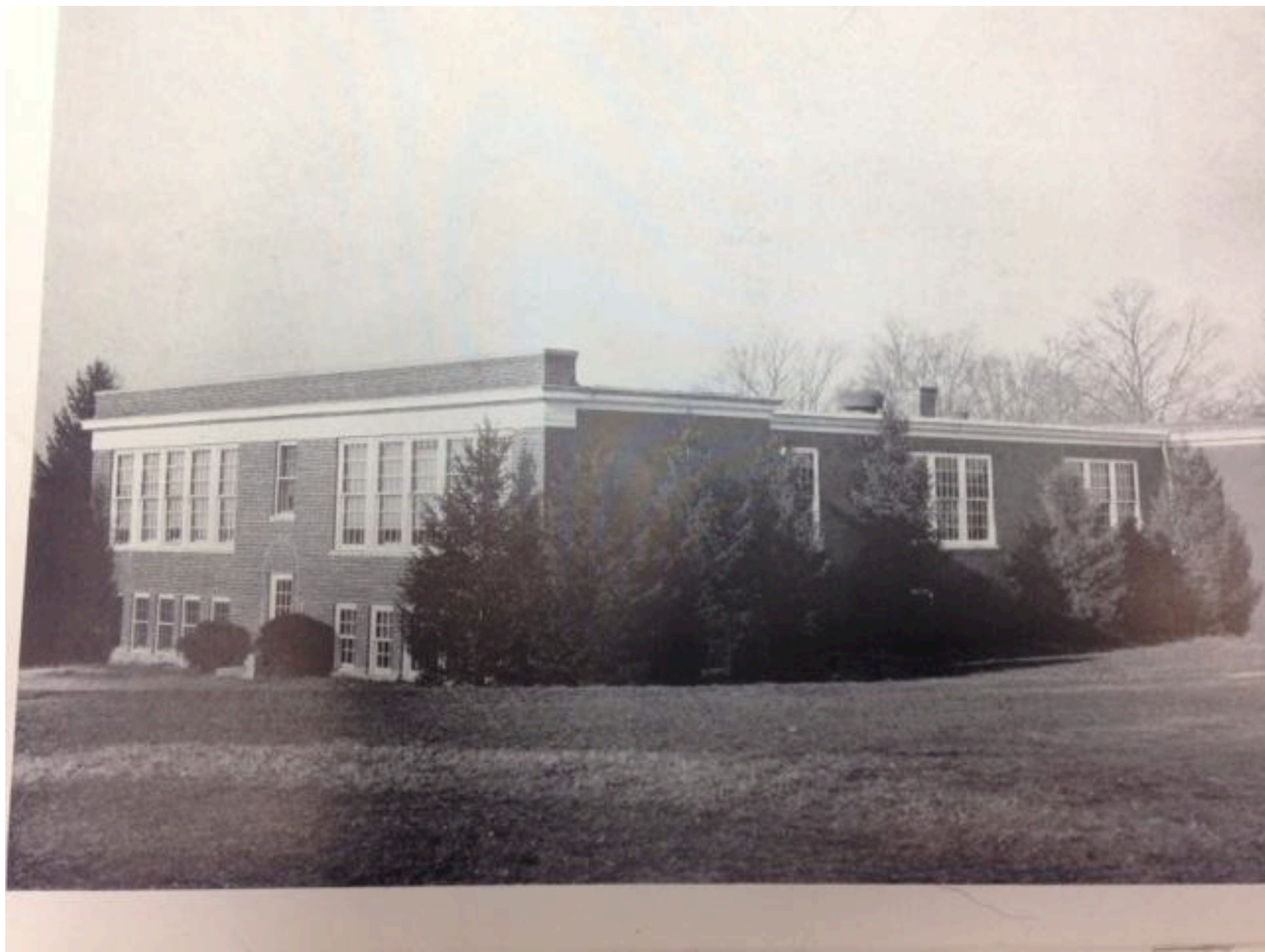
TO THE CLASS OF 1946

You, the members of the Class of 1946, are fortunate in that the fighting war has been won. However, you will not go into a world where good jobs are plentiful and decisions are easy to make as was the case during the war. Peace complicates your life in that your choice of activity is more difficult. The long-time view must be your guide-post. Evaluate your present decisions in terms of how your life will be affected in twenty years. Remember, that in general, the hard working, honest, well trained person with a pleasing personality is the one who will attain success and happiness.

The faculty of Clinton High School wishes the best of everything for each of you.

HERBERT K. ENGLAND, JR.







Enrollment Demographics

Current Enrollment: 462

Students with Disabilities: 17%

Economically Disadvantaged: 13%

Limited English Proficient: 1.7%

Academic Achievements

- CPS academic performance is very high when compared to schools across the state. Additionally, its academic performance is very high when compared to its peers. This school's college and career readiness is high when compared to schools across the state. Additionally, its college and career readiness is high when compared to its peers. CPS student growth performance is very high when compared to schools across the state. Additionally, its student growth performance is very high when compared to its peers.

Academic Achievements

- CPS school outperforms 81% of schools statewide as noted by its statewide percentile and 83% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement.

College & Career Ready

- CPS outperforms 76% of schools statewide as noted by its statewide percentile and 76% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, CPS is meeting 100% of its performance targets in the area of College and Career Readiness.

Student Growth

- CPS outperforms 86% of schools statewide as noted by its statewide percentile and 81% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, CPS is meeting 100% percentage of its performance targets in the area of Student Growth

Education Program -Art

The elementary art program introduces students to basic art techniques and concepts such as spatial relationships, use of patterns and textures, the use of color and line, and an understanding of basic art vocabulary. Pupils have the opportunity to explore a wide variety of media including weaving, stitchery, collage, sculpture, drawing, and painting. Wherever possible, the arts are integrated into the classroom program. In art class, students learn to express themselves creatively, to observe the world around them, and to see the interaction of art and society. They learn to appreciate art of the past and present cultures and become aware of the role of art in everyday life and its importance to the people who create and enjoy various forms of art.

Education Program - Language Arts

The language arts program enables students to gain the skills necessary for accurate and creative communication through effective listening, speaking, reading, and writing. The areas of language arts are integrated and include the teaching of writing, listening, speaking, spelling, vocabulary, phonics, handwriting, grammar, taught as an outgrowth of this process.

Education Program -Library Media Center

The Clinton Public School Library Media Center's mission is to provide students with the skills to seek and evaluate information, to develop a love of literature, to nurture a love of reading, and to become life-long learners. Direct instruction and the use of multi-media materials are intended to support, complement, and extend classroom instruction. Access is available to local, national, and global resources that expose learners to diverse ideas, experiences, and opinions. The Library Media Center offers opportunities for creating and using information for knowledge, understanding, imagination, and enjoyment.

Education Program - Mathematics

Problem solving is the focus of the elementary mathematics program. Instruction in problem solving focuses on the entire process, including understanding the problem and planning a strategy to be used to solve that problem. One particular strategy emphasized is the use of manipulatives to solve problems. Students are actively involved in the process of performing mathematics through the use of concrete manipulative materials that are integrally related to the development of meaning. As children explore mathematics with manipulatives and talk about what they are doing, they are seeing mathematical relationships and truly understanding mathematics. Basic skills are also an important part of the math curriculum, including the automaticity of basic facts.

Education Program - Music

We have three music teachers at our school. Mrs. Ruch teaches general music and conducts all of our vocal ensembles. Mrs. Blickenderfer conducts the orchestra and teaches all the string instruments. Mr. Stein conducts the band and teaches guitar to 7th and 8th graders.

Students in all grades participate in our general music program. Beginning in 3rd grade students may choose to participate in Orchestra. Participating in Band is an option for students beginning in 4th grade. The Music Department holds its students to a very high standard. For band and orchestra participants, it is understood that they will practice their instrument for at least 20 minutes, 4-7 times per week. At an early age (grades 3-8), it is better to have shorter practice times more often than to have a 2-hour practice session once a week. Check the performance schedule. Attendance at these events is mandatory for our participating students!

Education Program - Physical Education

Physical education students participate in a wide variety of skill development activities. Emphasis is on basic motor skills, ball skills, games, rhythms, stunts, tumbling and the use of apparatus. Interspersed throughout the year are activities using special equipment. The overall goal of the program is the development of physical fitness. Two categories are stressed: health-related fitness, which relates to characteristics such as flexibility, strength, and cardiovascular endurance; and skill related fitness, which includes eye-hand coordination, balance, agility, and general coordination.

The goal of the health education program is to help students develop awareness and appreciation of the mental, social, physical and emotional aspects of a healthy individual. The program also is designed to help them develop a positive self-image and effective decision-making skills. Since the health curriculum reflects the world outside the school system, it changes to include current concerns and health problems. Examples of these topics are the AIDS epidemic and substance abuse prevention that are introduced at age-appropriate grade levels. Parents may opt to have their child removed from Family Life for religious or personal beliefs.

Education Program - Reading

The reading program prepares students to become active thinkers and critical participants in a rapidly changing world. Reading is taught through a thematic, integrated approach using quality literature. This enables the child to better comprehend the material and to evaluate and synthesize a wide range of writing styles. Developing specific skills and effective strategies is still emphasized through a variety of materials and literary forms. The goal of the program is to foster independent readers.

Education Program - Science

The K-8 science program emphasizes a progressive, sequential, conceptually oriented science curriculum. The course of study utilizes a comprehensive hands-on program in physical, earth, and life science. Through experimentation and exploration, children learn to make scientific assumptions, define terms, observe phenomena, suggest hypotheses, collect evidence, and interpret data.

Education Program - Spanish

The goal of the world-language program is to develop the students' ability to use the language in real-life situations in another culture. Proficiency in another language, whether modest or advanced, is acquired over a long period of time. Formal world-language study in Spanish begins in kindergarten. The Spanish course in grades 7 and 8 allows our students to take a high school Level I course over a two-year period.

Education Program - Technology

The Clinton Public School is dedicated to preparing our students for a successful life in the digital age. We recognize the importance of technology as we teach our students to thrive in a global environment. With this in mind, we have made the commitment to provide the students with the tools necessary for a seamless integration of technology throughout the curriculum.

All of our computers are networked together with a high-speed backbone to support our current network needs and expandable for future needs that might be more network-intense. Each classroom has multiple computers with network access for everything from Internet, to central storage of files, to network printing. Each of our students in grades 2-8 has individual network accounts that provide both a consistent computing experience as well as security and peace-of-mind. This network environment even allows the handing in and handing out of documents electronically, limiting the need for unnecessary printing.

7th and 8th grade students are involved in a 1:1 iPad initiative in which each student will be issued an iPad that will be an integral classroom tool across the curriculum. We also have three mobile computer labs that can be moved from classroom to classroom to integrate technology into the regular curriculum. All three mobile labs have wireless network access as well as wireless printing capabilities.

Education Program - Enrichment

The enrichment program creates a learning environment that provides challenging, creative, project oriented instruction to our student population. It places a premium on the development of higher order thinking skills and the authentic application of these skills in creative and productive situations.

Clinton Public School provides enrichment for kindergarten through eighth grades. Through the partnership and cooperation between students, teachers, and parents, students may participate in a wide range of activities in literacy and other areas outside the academic arena. Children may be involved with the arts, technology, nature, and hands-on explorations through their own initiatives or their teacher's recommendations. In addition, the enrichment coordinator may work with a group of children on a topic suggested by a classroom teacher and also act as a consultant/resource to the classroom teachers.

Education Program - Gifted & Talented

The Clinton Public School Gifted and Talented program is comprised of two components. Our general G&T program, Q.U.E.S.T. (Question, Understand, Explore, Solve, Think), is open to students in grades 1-8. Kindergarten students who demonstrate exceptional academic skills will be provided differentiated opportunities either within the regular classroom setting or with the enrichment teacher. CPS also offers a program, E², which focuses solely on mathematical concepts and is available to students in grades 4-8. Each of these programs is designed to provide investigative experiences that reach beyond the grade level curriculum.

Education Program -Performance

Chorus

This is an enrichment experience for children who have a special interest in vocal music. This activity is open to all 5th-8th grade students; rehearsals are held on a weekly basis. The chorus and band are showcased in many programs during the year.

Orchestra

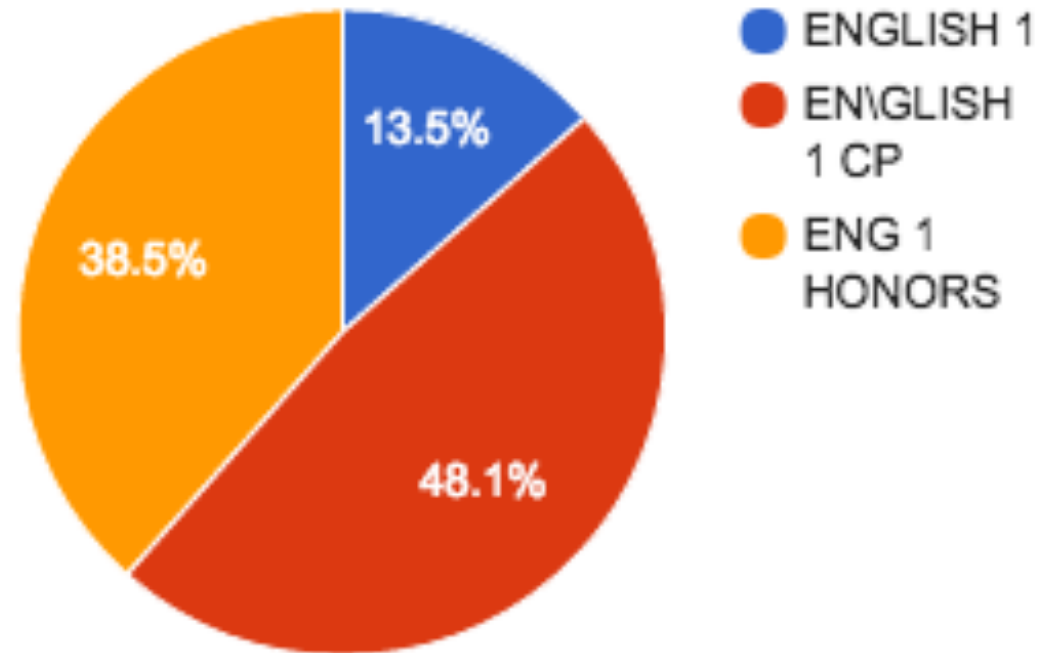
Orchestra is available to students in grades 3-8. Each student meets once a week in small groups on a pull out rotation schedule.

Band

Band is available to students in grades 4-8. Each student meets once a week in small groups on a pull out rotation schedule.

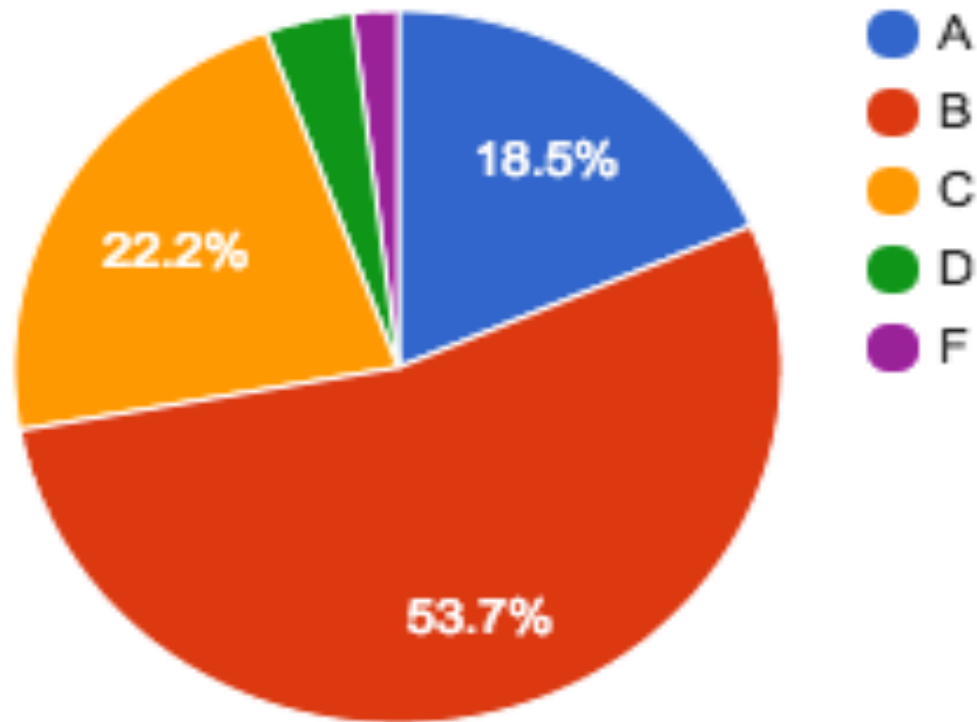
CPS Student High School Performance

FRESHMAN ELA ENROLLMENT PERCENTAGE



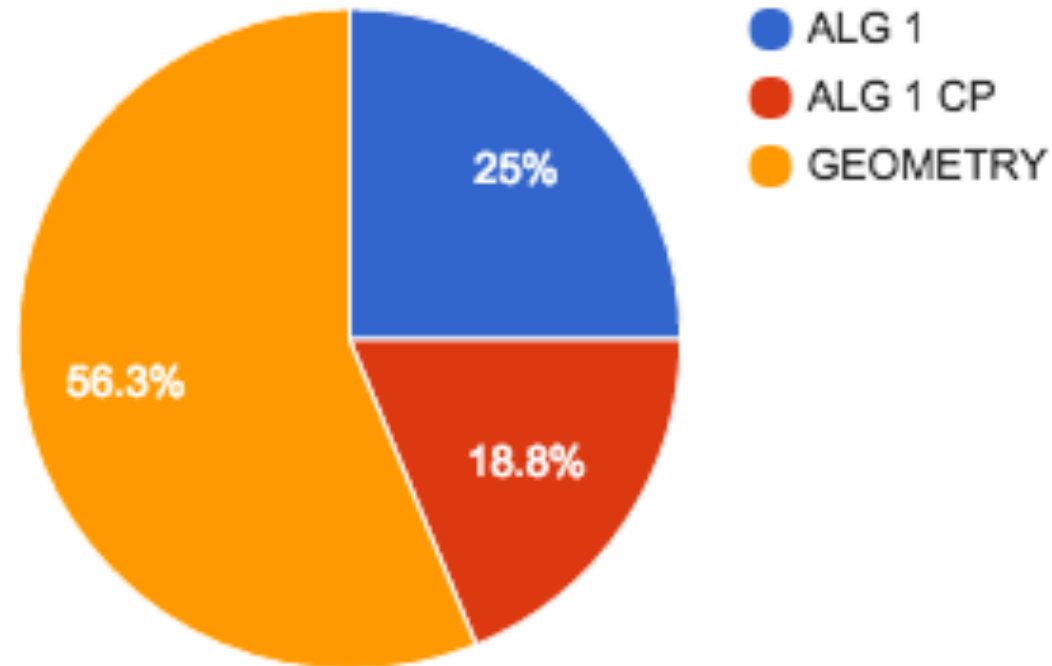
CPS Student High School Performance

PERCENT OF STUDENTS EARNING LETTER GRADE IN ELA



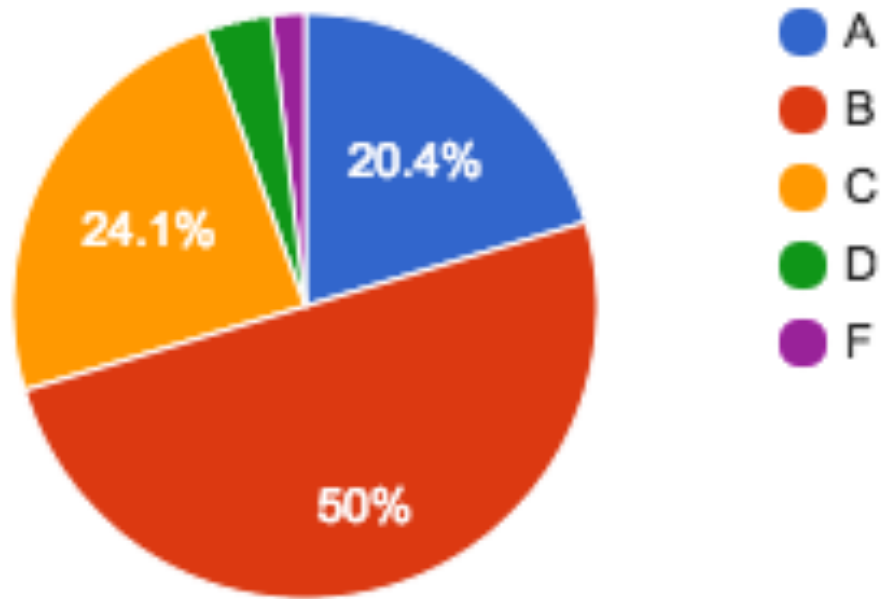
CPS Student High School Performance

FRESHMAN MATH ENROLLMENT PERCENTAGE



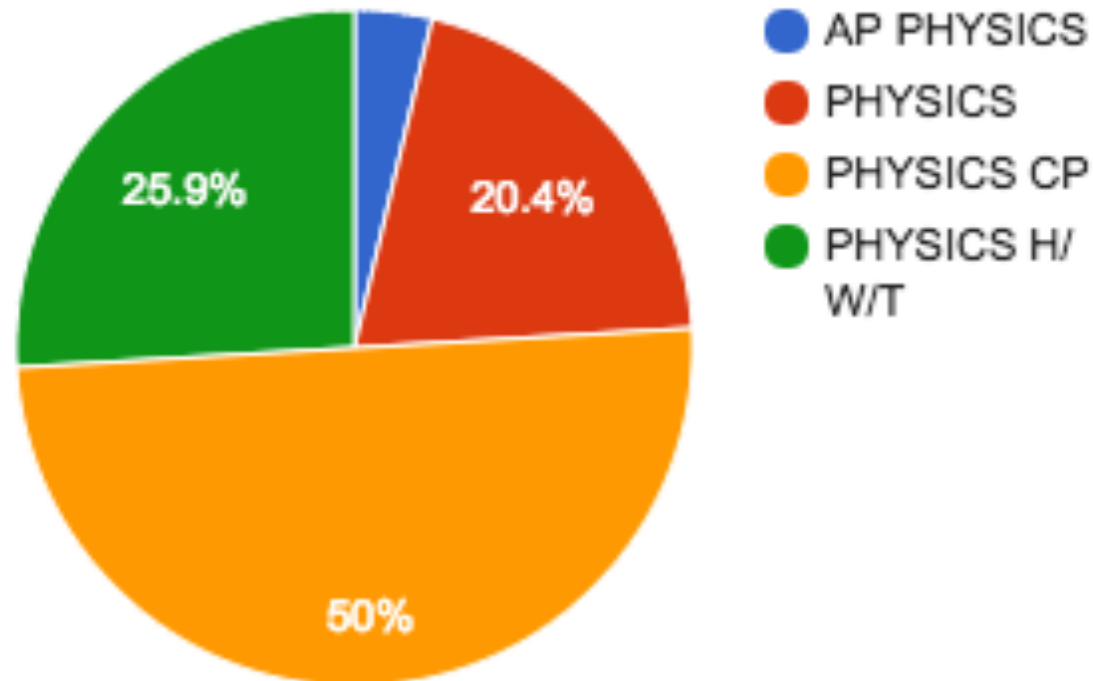
CPS Student High School Performance

PERCENT OF STUDENTS EARNING LETTER GRADE IN MATH



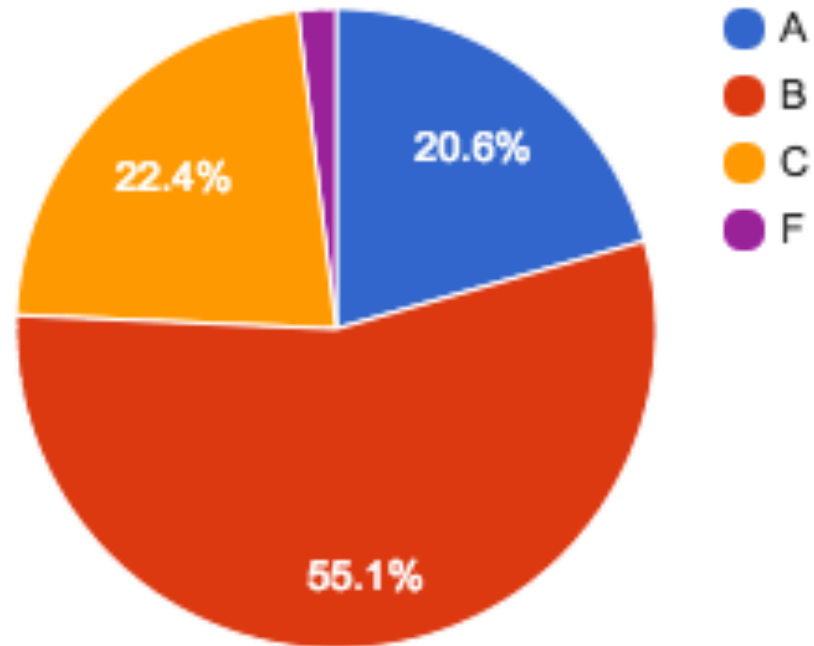
CPS Student High School Performance

FRESHMAN SCIENCE ENROLLMENT PERCENTAGE



CPS Student High School Performance

PERCENT OF STUDENTS EARNING LETTER GRADE IN SCIENCE



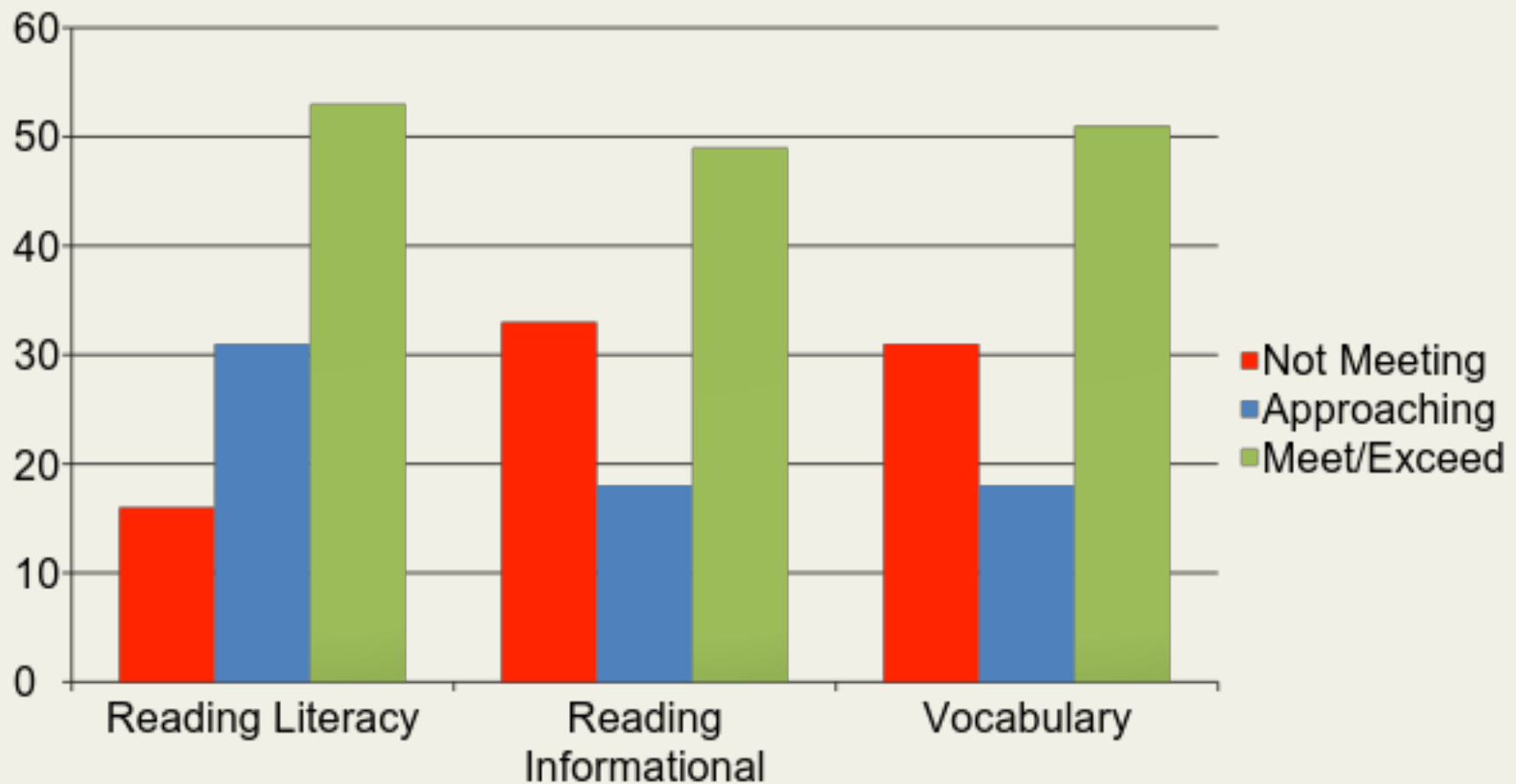
CLINTON-GLEN GARDNER'S 2015 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 3	45	0	20	22	44	13	57	45%
Grade 4	46	0	11	17	67	4	71	41%
Grade 5	63	0	14	46	33	6	39	41%
Grade 6	54	0	4	24	69	4	73	41%
Grade 7	36	3	22	19	53	3	56	37%
Grade 8*	24	17	17	25	38	4	42	24%
Algebra I	47	0	0	6	85	9	94	36%
Geometry	2	0	0	0	1	1	100	22%
Algebra II								24%

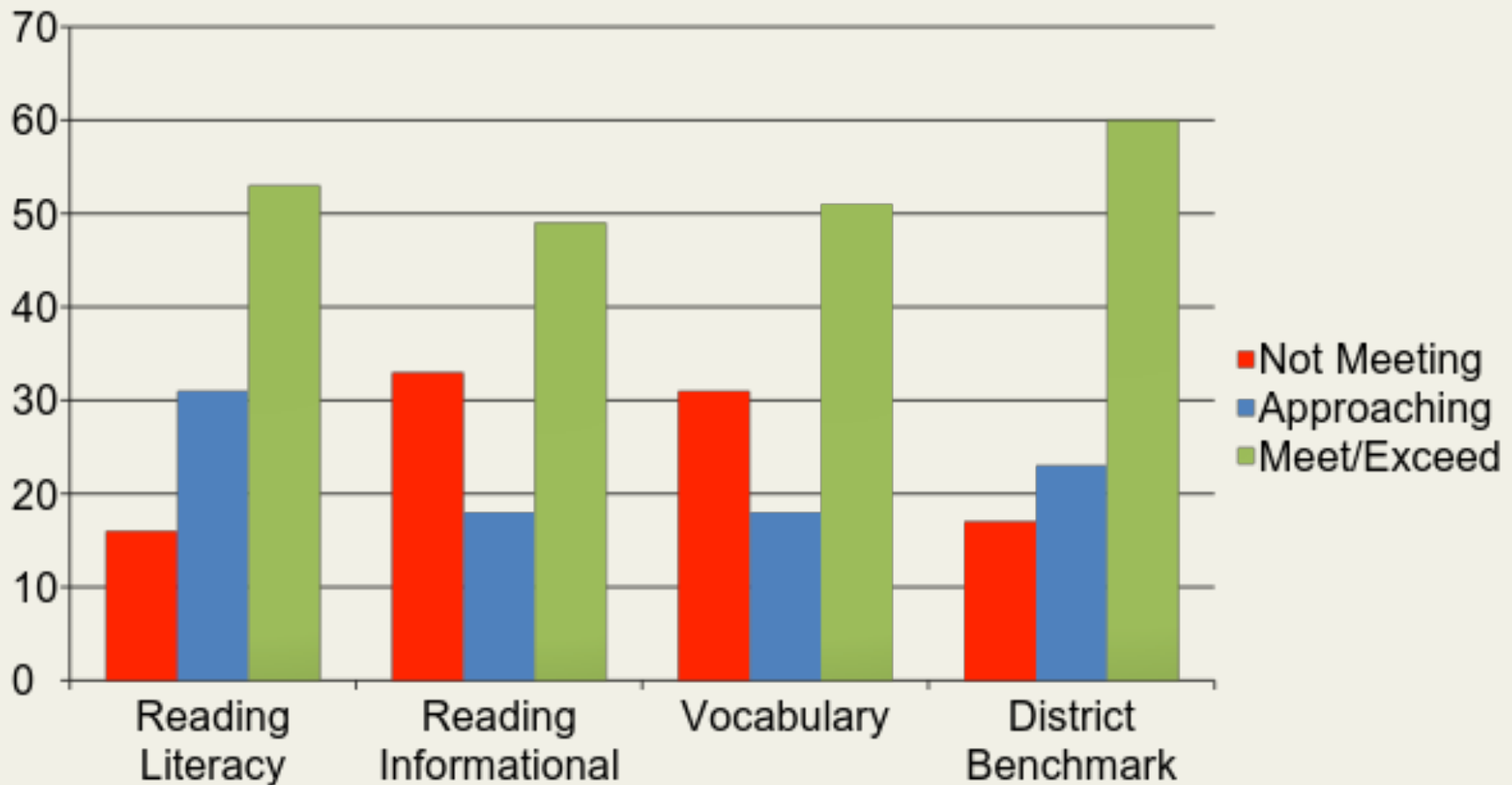
CLINTON-GLEN GARDNER'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 3	45	2	18	24	51	4	55	44%
Grade 4	46	0	4	11	50	35	85	51%
Grade 5	65	0	22	28	49	2	51	52%
Grade 6	54	0	6	35	56	4	60	49%
Grade 7	34	0	3	18	53	26	79	52%
Grade 8	71	0	6	20	54	21	75	52%

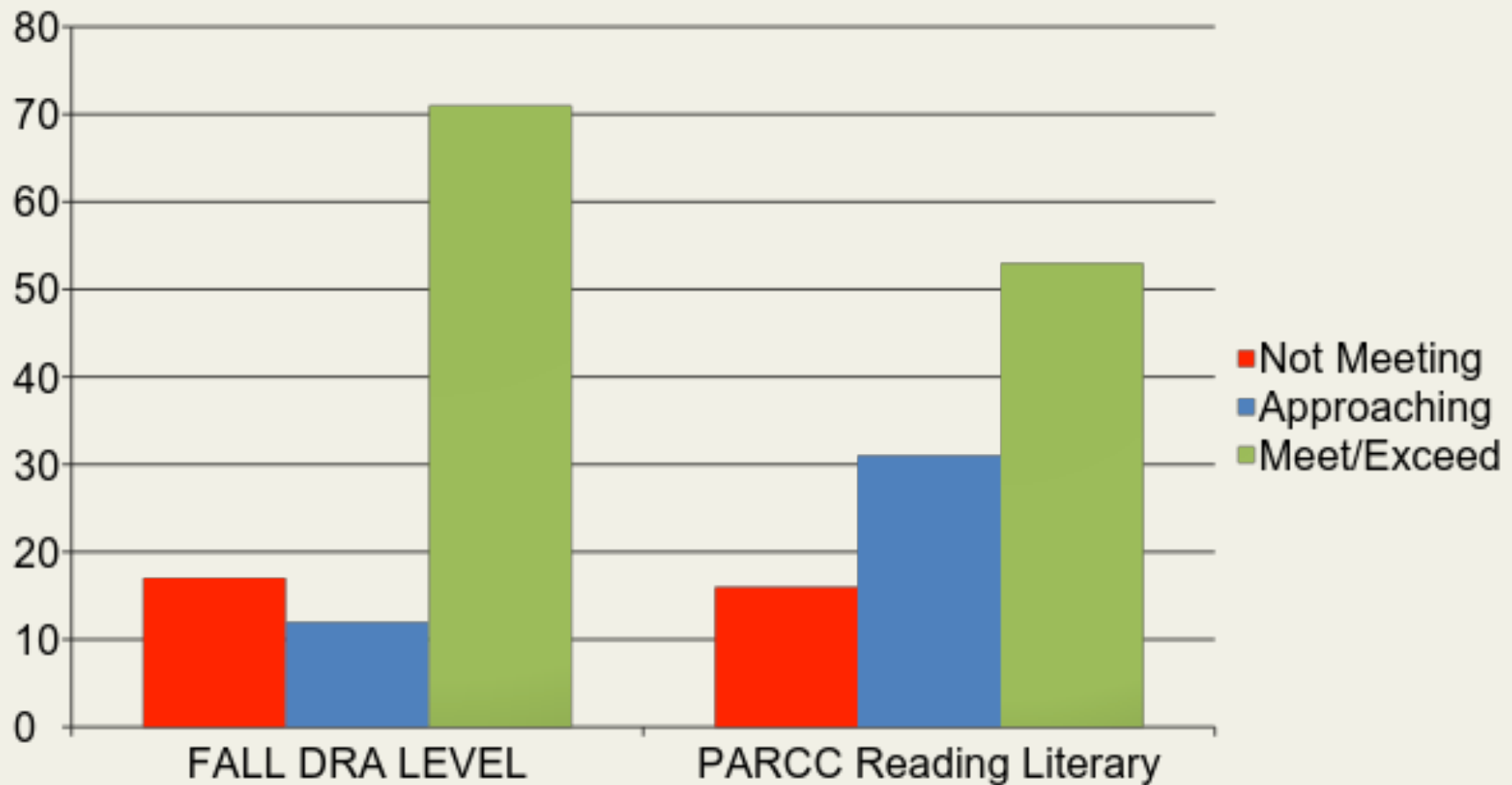
GRADE 3 ELA PARCC RESULTS BY CLUSTER



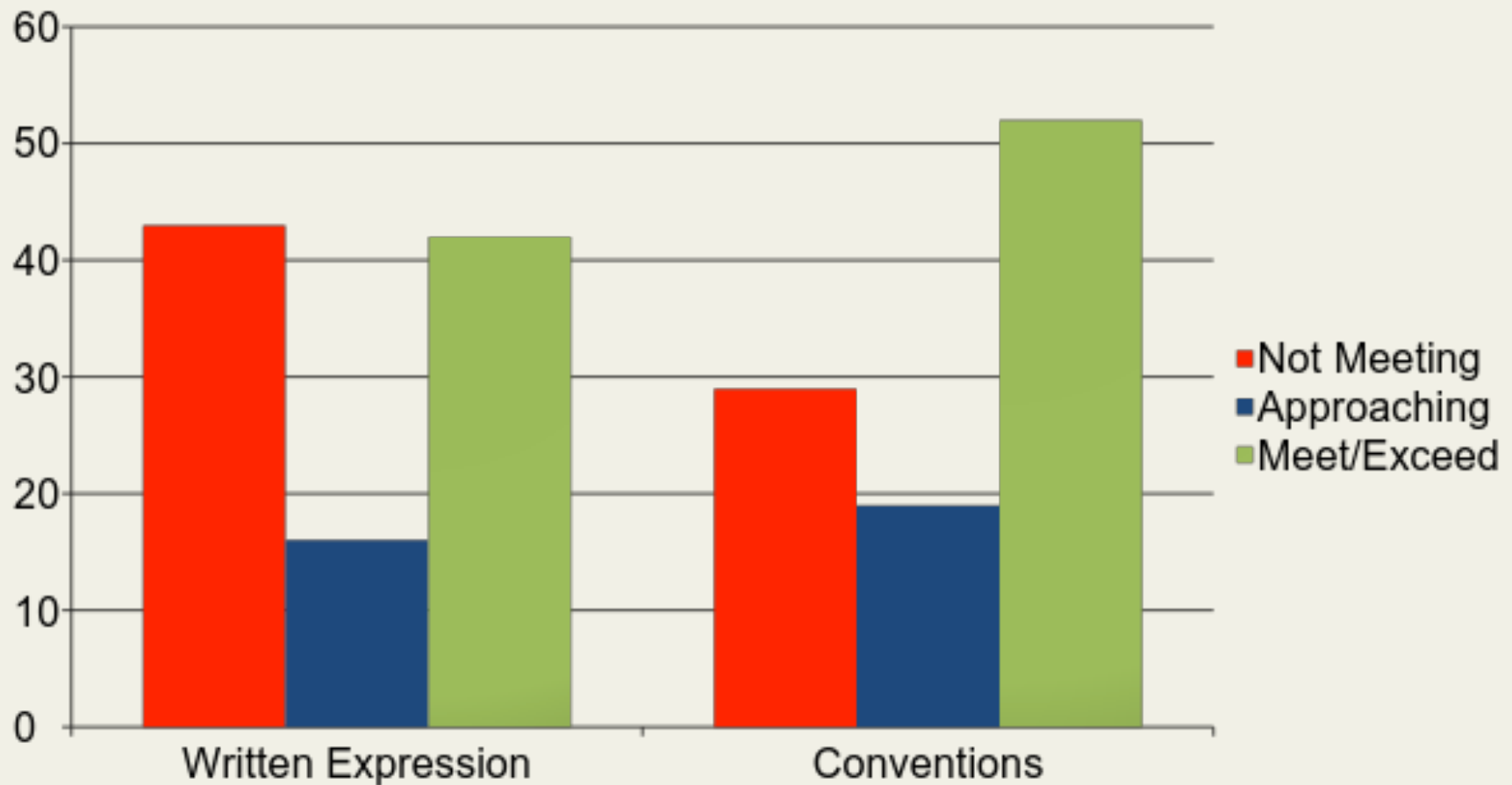
GRADE 3 ELA PARCC RESULTS COMPARED TO CURRENT PERFORMANCE ON DISTRICT BENCHMARK #1



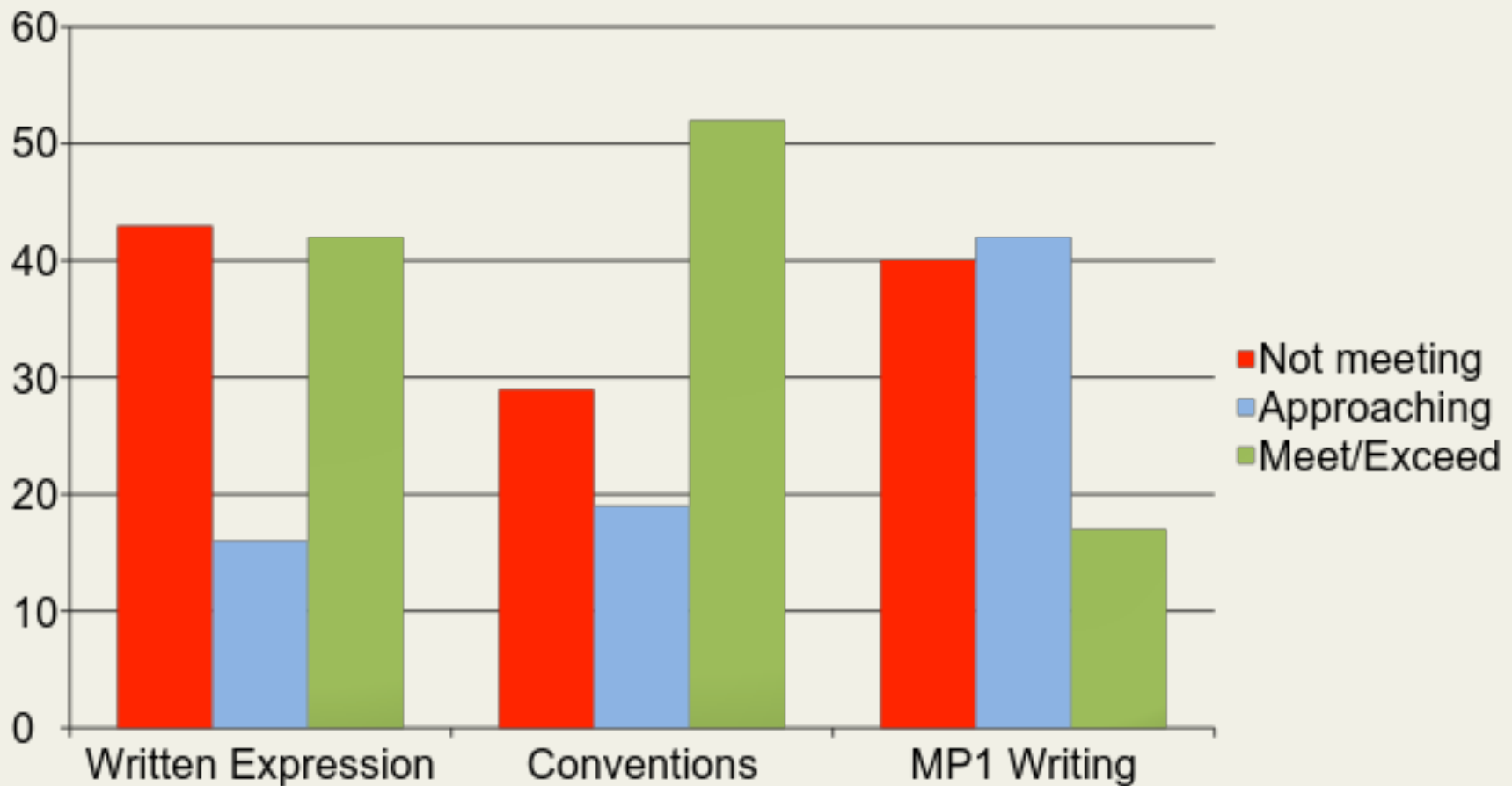
FALL DRA LEVELS FOR CURRENT 4TH GRADE COMPARED TO 3RD GRADE PARCC LITERARY READING RESULTS



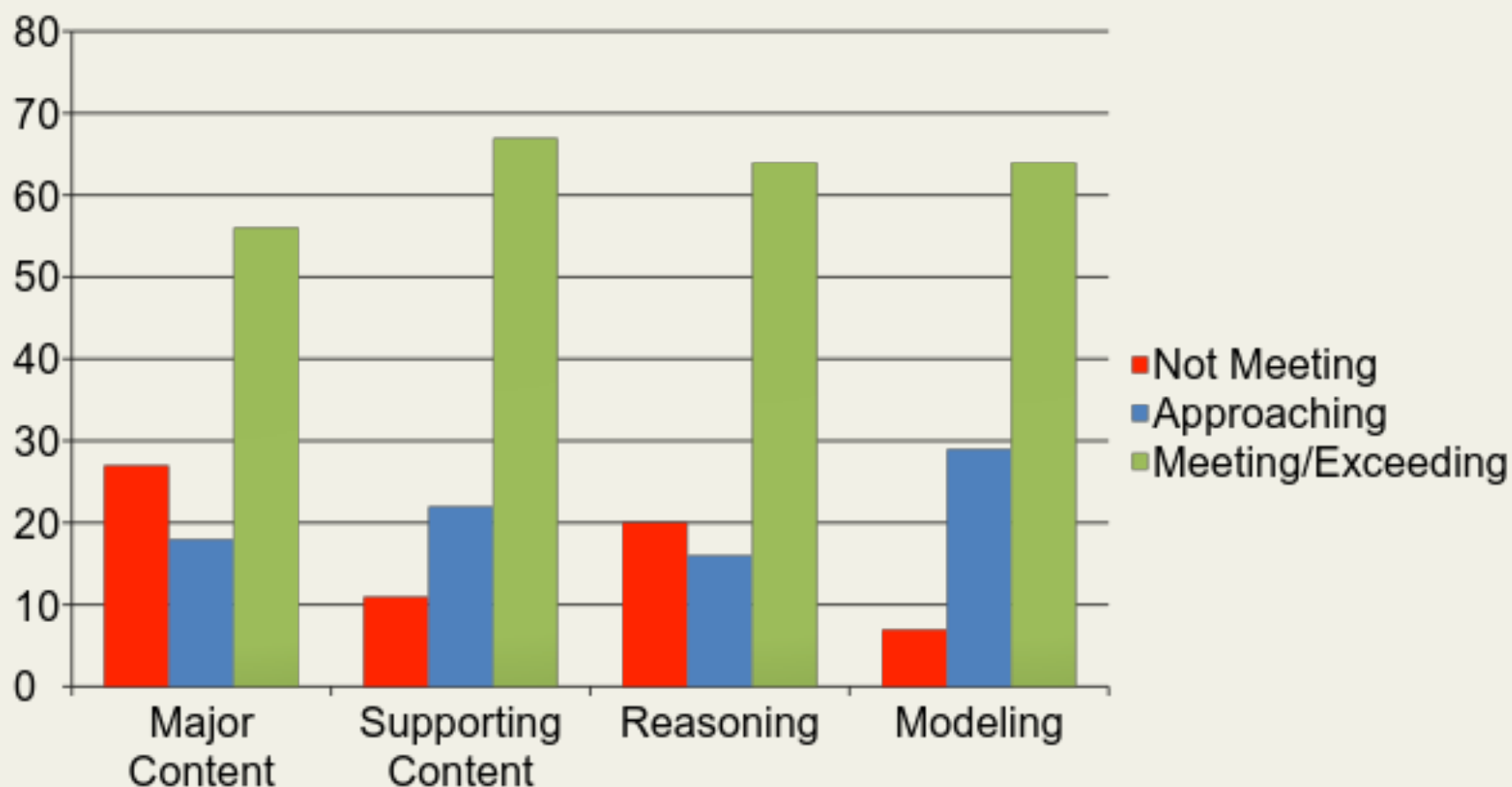
GRADE 3 ELA WRITING BY CLUSTER



GRADE 3 ELA PARCC WRITING SCORES COMPARED TO MP1 DISTRICT WRITING BENCHMARK (4TH GRADE)



GRADE 3 PARCC MATHEMATICS RESULTS BY CLUSTER



CPS Goals 2013-2014

- 1: To implement the required elements of AchieveNJ by June 2014.
- 2: To complete preparations for the implementation of PARCC.

CPS Goals 2014-2015

1. To successfully implement the K-8 math program-educating parents to understand and enable them to support their children.
2. To identify opportunity to provide additional supports to students and staff in ELA, K to grade 5.
3. To continue implementation of the district Long Range Facilities plan with a focus on referendum and energy saving projects.

CPS Goals 2015-2016

Continue to implement the math program and improving articulation with the high school.

Review the language arts program with a focus on curriculum and professional development.

Revise the facilities plan to reimagine and optimize the learning spaces in and around the building.

Develop a plan to provide service learning opportunities to all CPS students

Focus 2016-2017

Continued ELA PD

Class reduction size in 1-4 (reallocation of staff)

Rebranding of activity period to WIN period (provide structured time Band
Chorus Strings and Basic Skills and Teacher “office Hours

1 to 1 chromebook in 5/6

Expansion of Foundations to Grade 1 Materials and OH

LLI Kits for grade 3 (have in 4-8)

Additional Writers Workshop PD/Lucy Calkins for k-4 teachers

Continuation of GoMath

All extra curricular activities including clubs, sports, etc

Continued use of ELA integration in Sci/SS

Implementation of strategic plan

Facility planning and upcoming projects that impact

2012 & 2016 Parent Survey

Objective:

- Obtain parental input for “Strategic Planning Environmental Scan Component”
- Compare 2012 and 2016 Data

Historical Survey Information

2008 Survey ~30 Respondents

2012 Survey ~62 Respondents

2016 Survey~110 Respondents

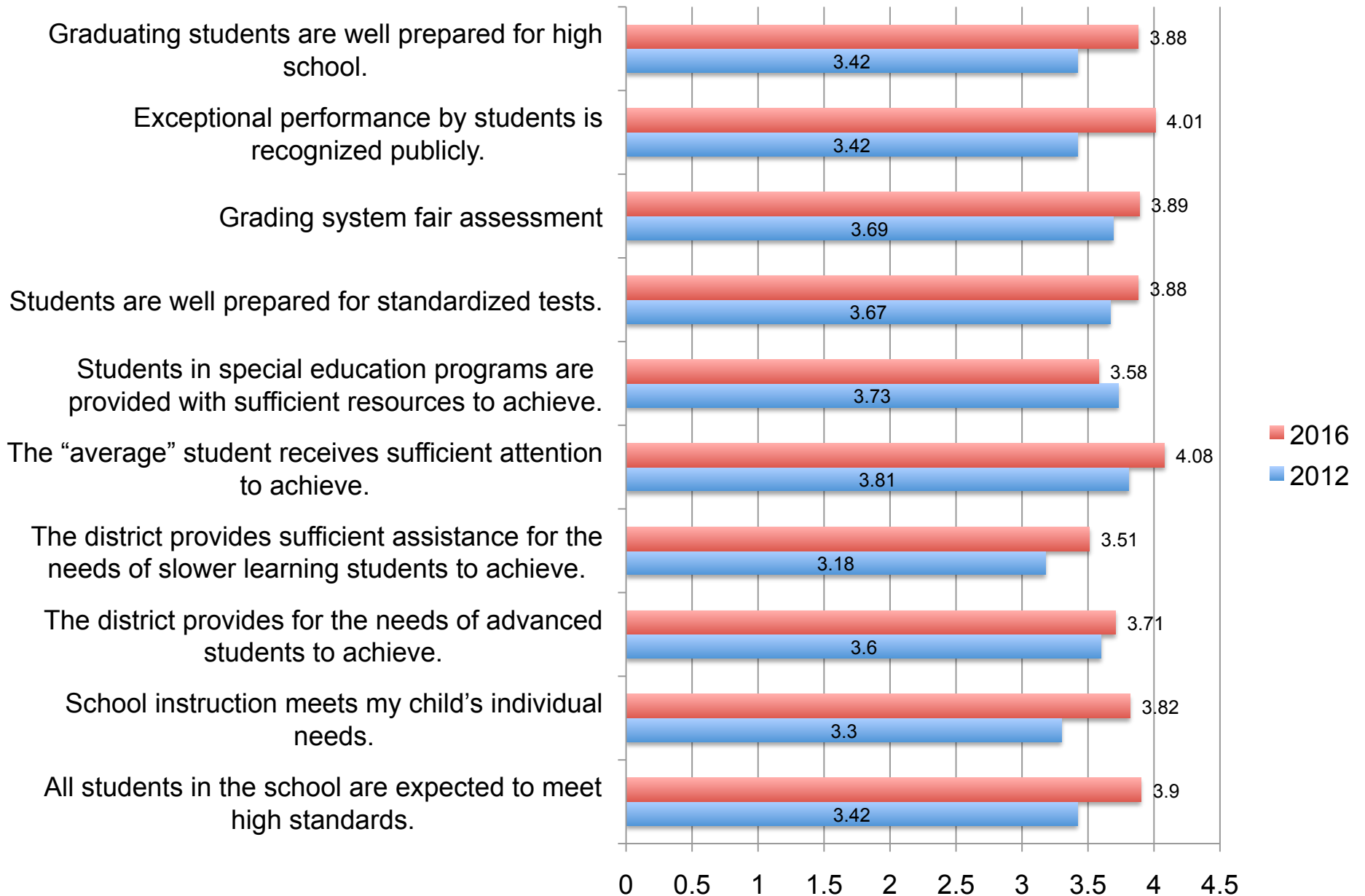
2016 Survey Information

- 45 Agree/disagree statements in 4 areas
 - Overall academic achievement
 - Day to day classroom instruction and environment
 - School operations and climate
 - School communication
 - Mirrors 2012 survey
 - Survey fielded February 11 through February 25, 2016
 - Communicated via Honeywell and email
 - 110 Responses

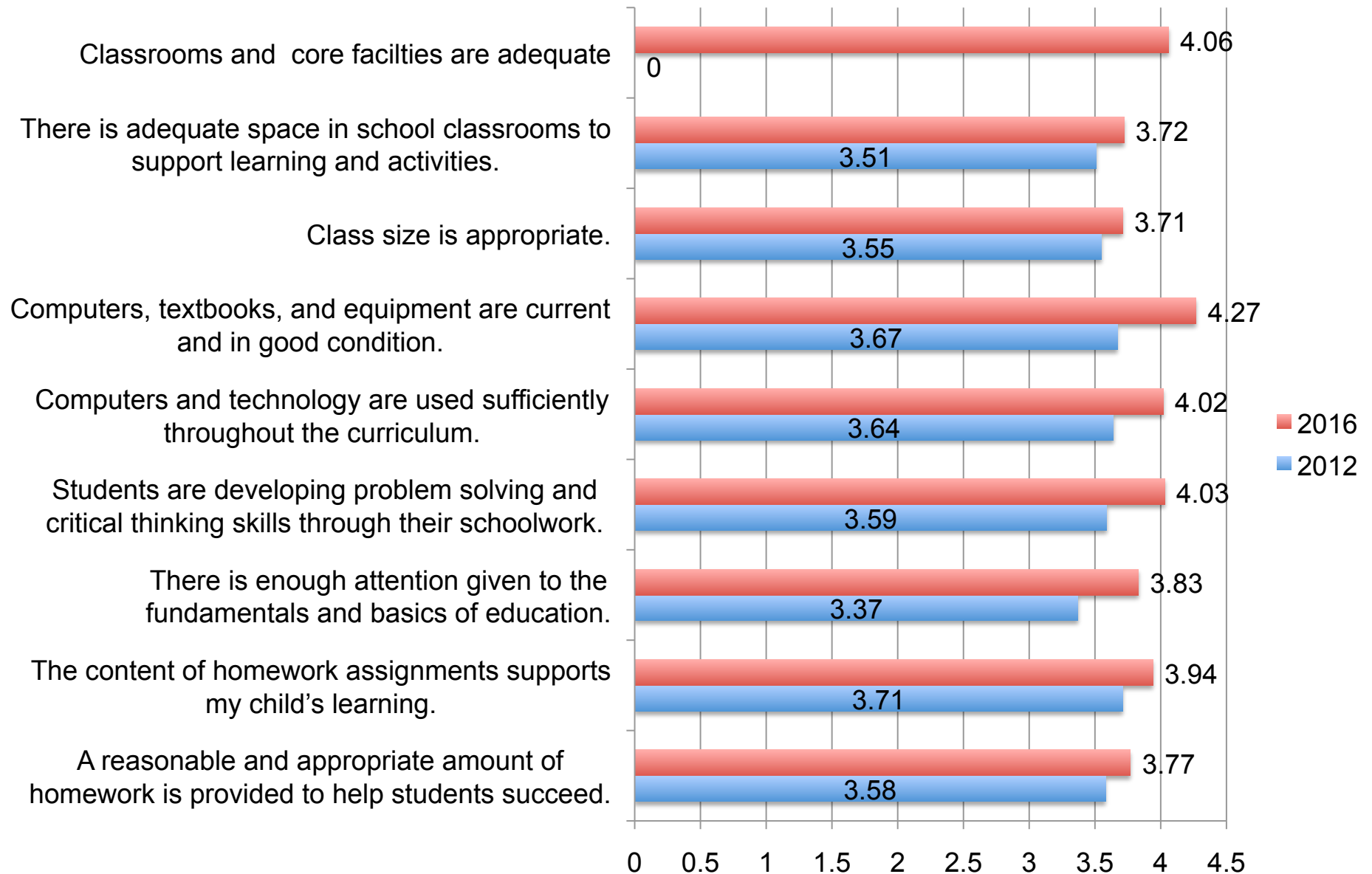
Who took the Survey

- 32% have students in PK-4
- 40% have students in 5-8
- 28% have students in both
- 23% have an IEP
- 25% have a CPS graduate now at North-Voorhees

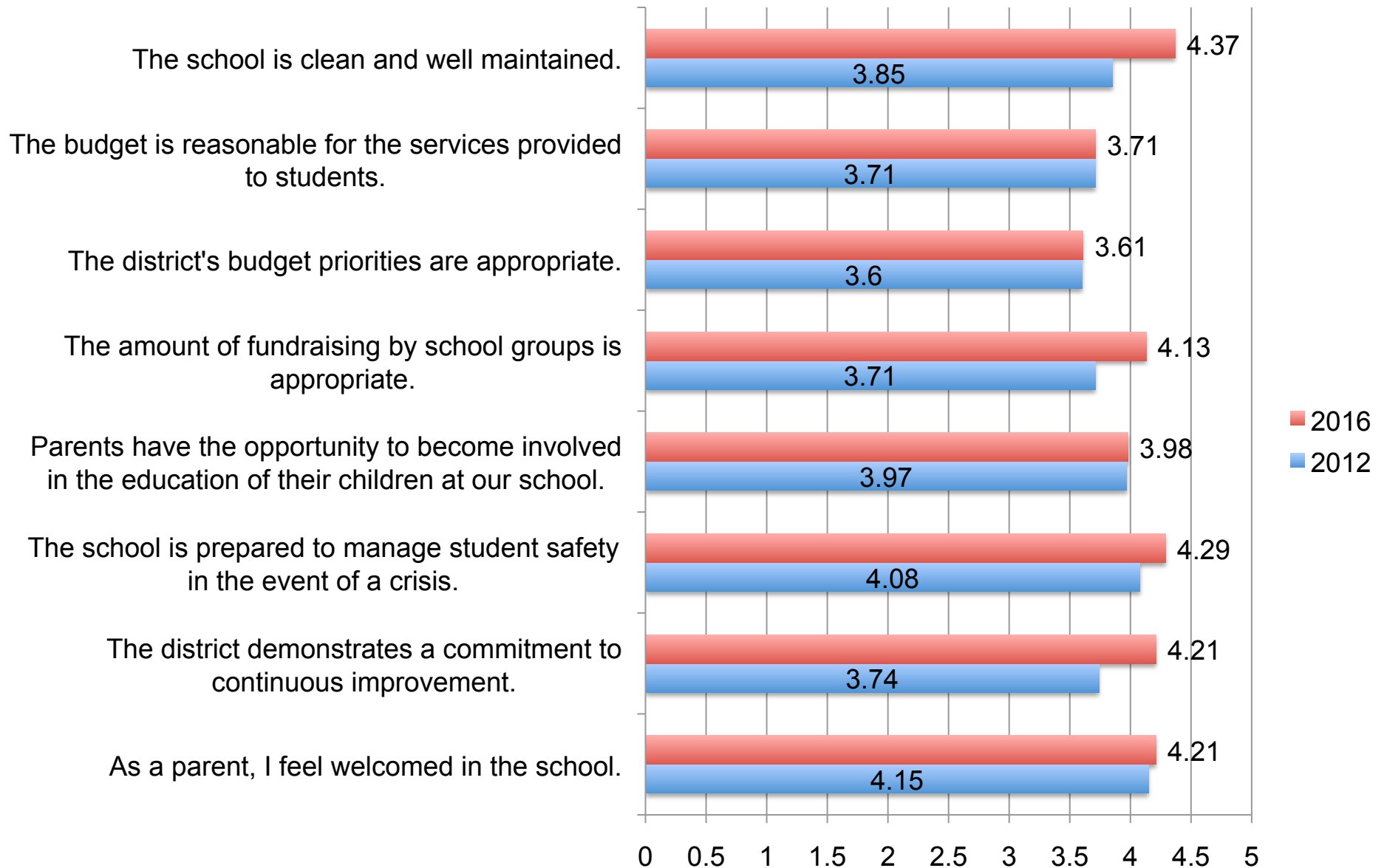
Overall Academic Achievement



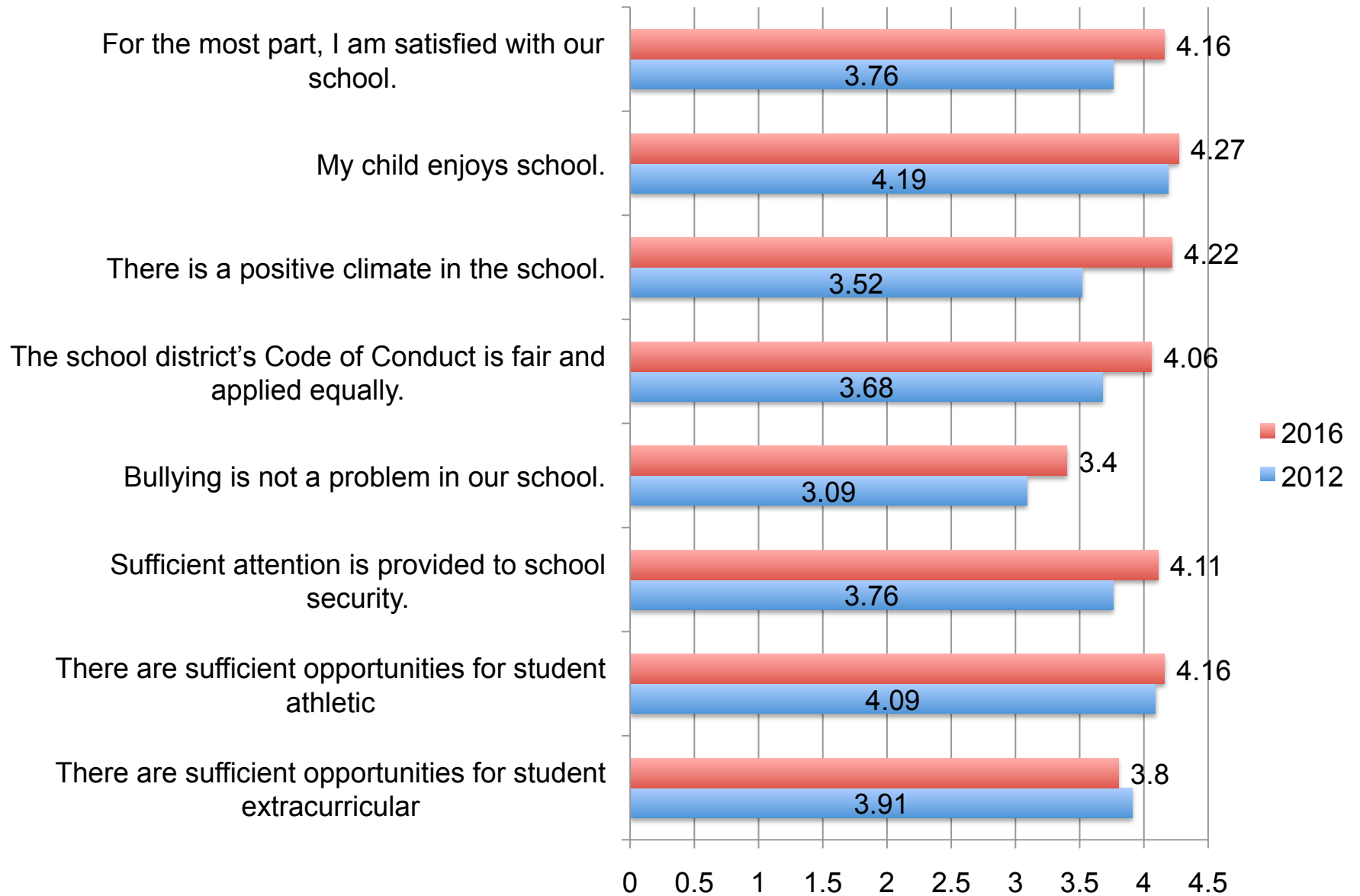
Day to Day Classroom Instruction



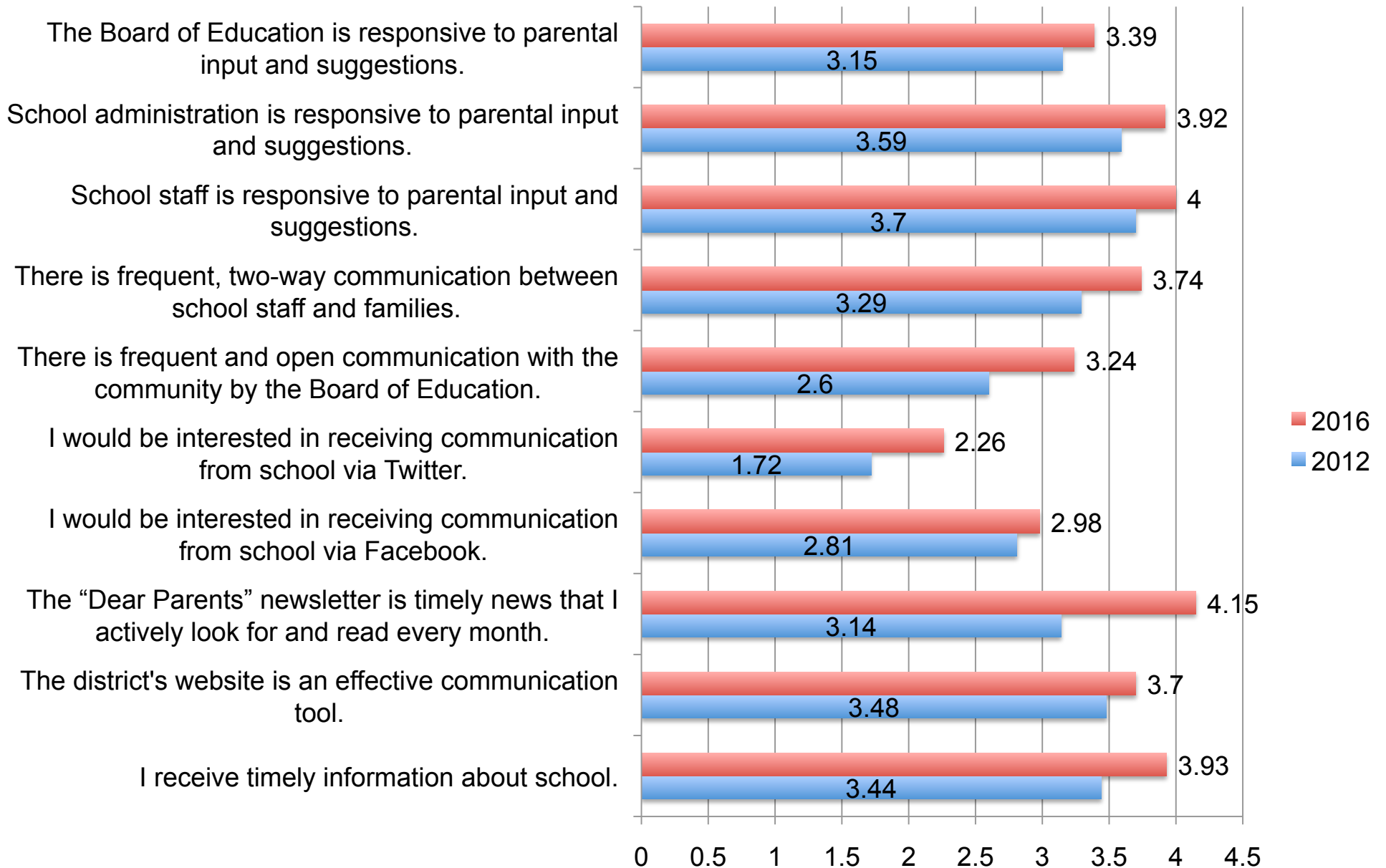
School Operations and Climate



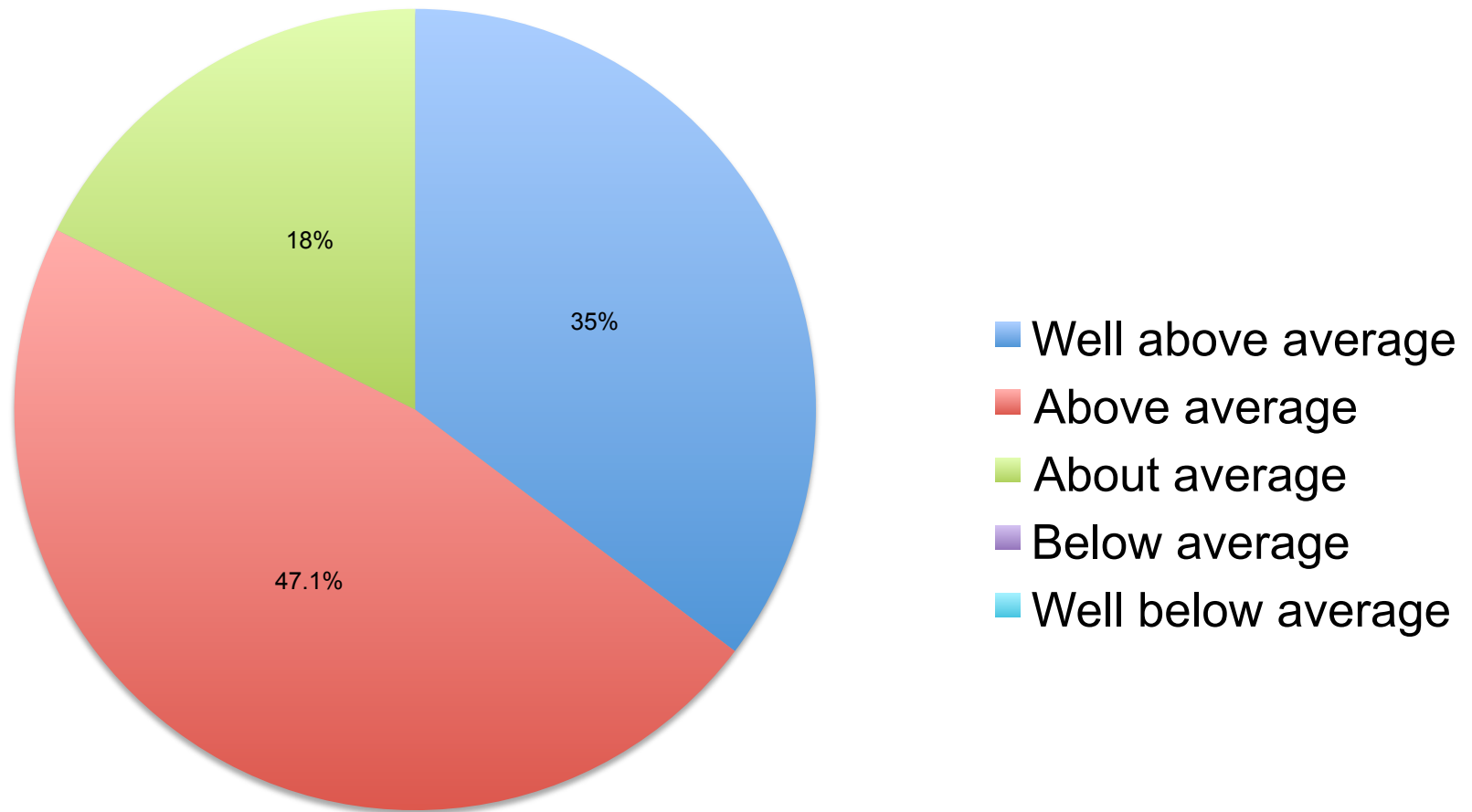
School Operations and Climate



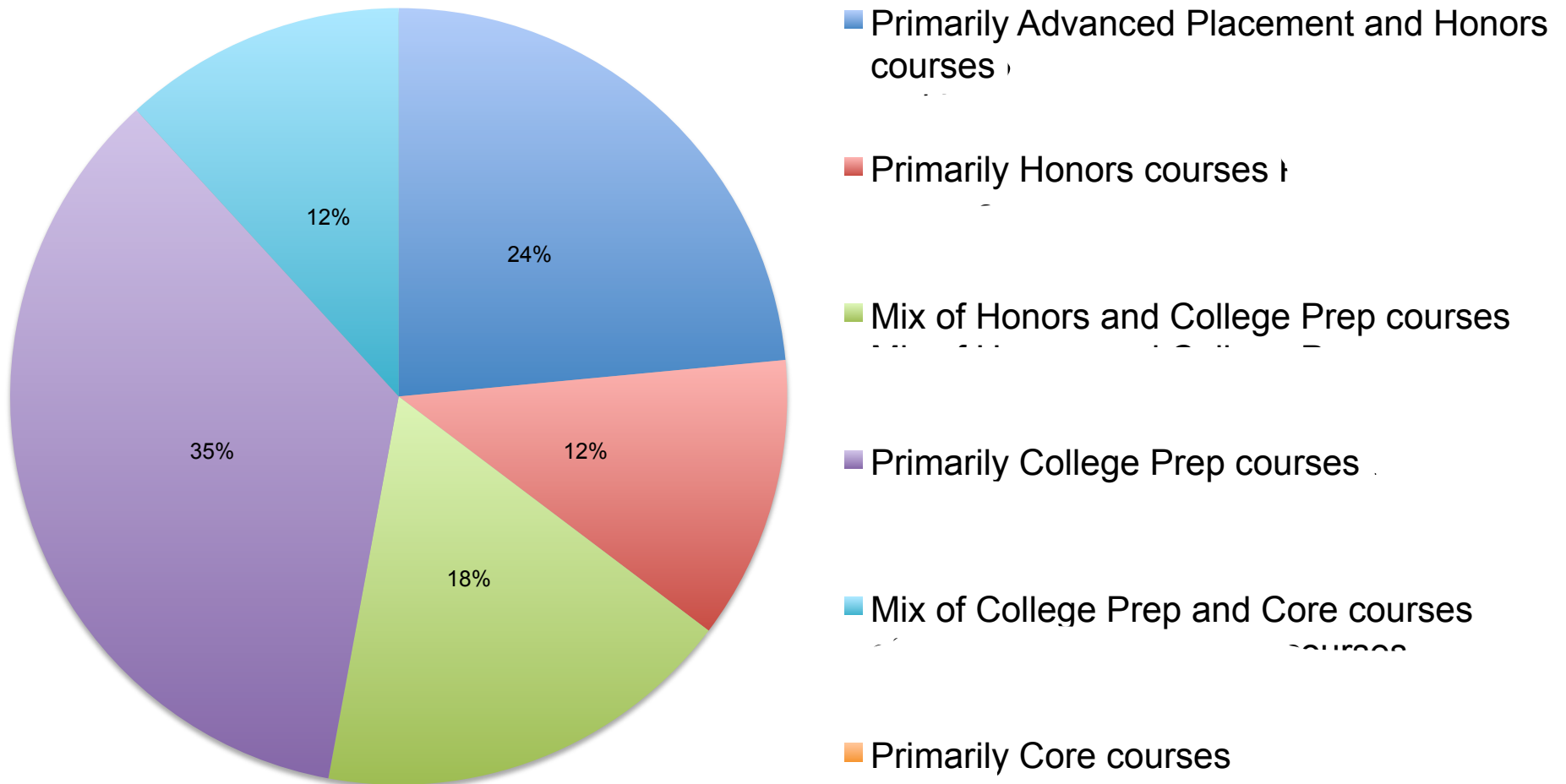
School Communication



As best as you can say, which phrase below describes your child's academic performance at the high school? Response Percent

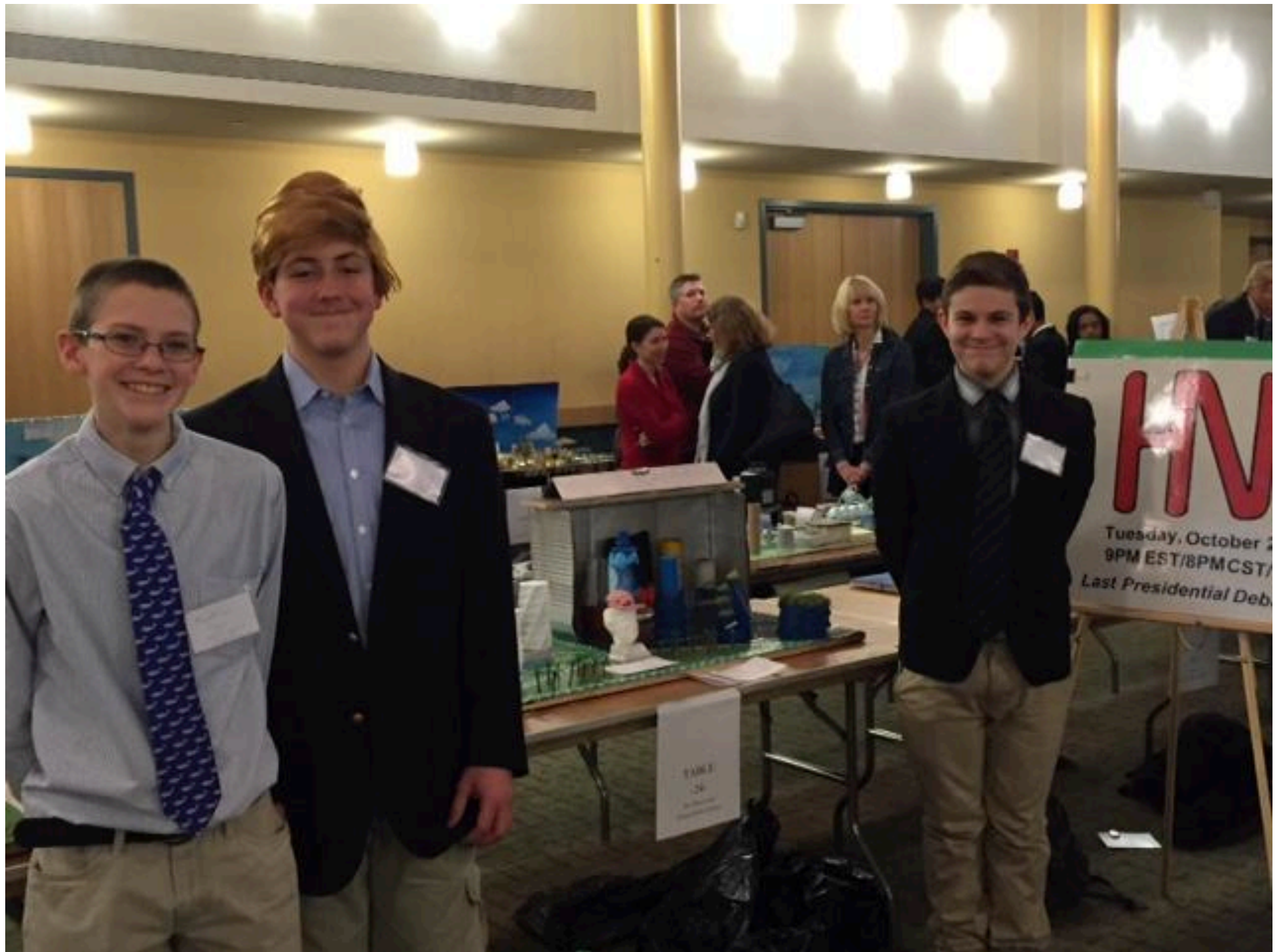


Thinking of your child's current high school experience, which best describes your child's academic course load level?















EMPTY BOWLS, FULL HEARTS

Please pick your
child's bowl.





I pledge

STAND UP

Bully

I am an UP-STAND

James

Isa

Catherine

M...

G...

D...

H...

J...

K...

L...

M...

N...

O...

P...

Q...

R...

S...

T...

U...

V...

W...

X...

Y...

Z...

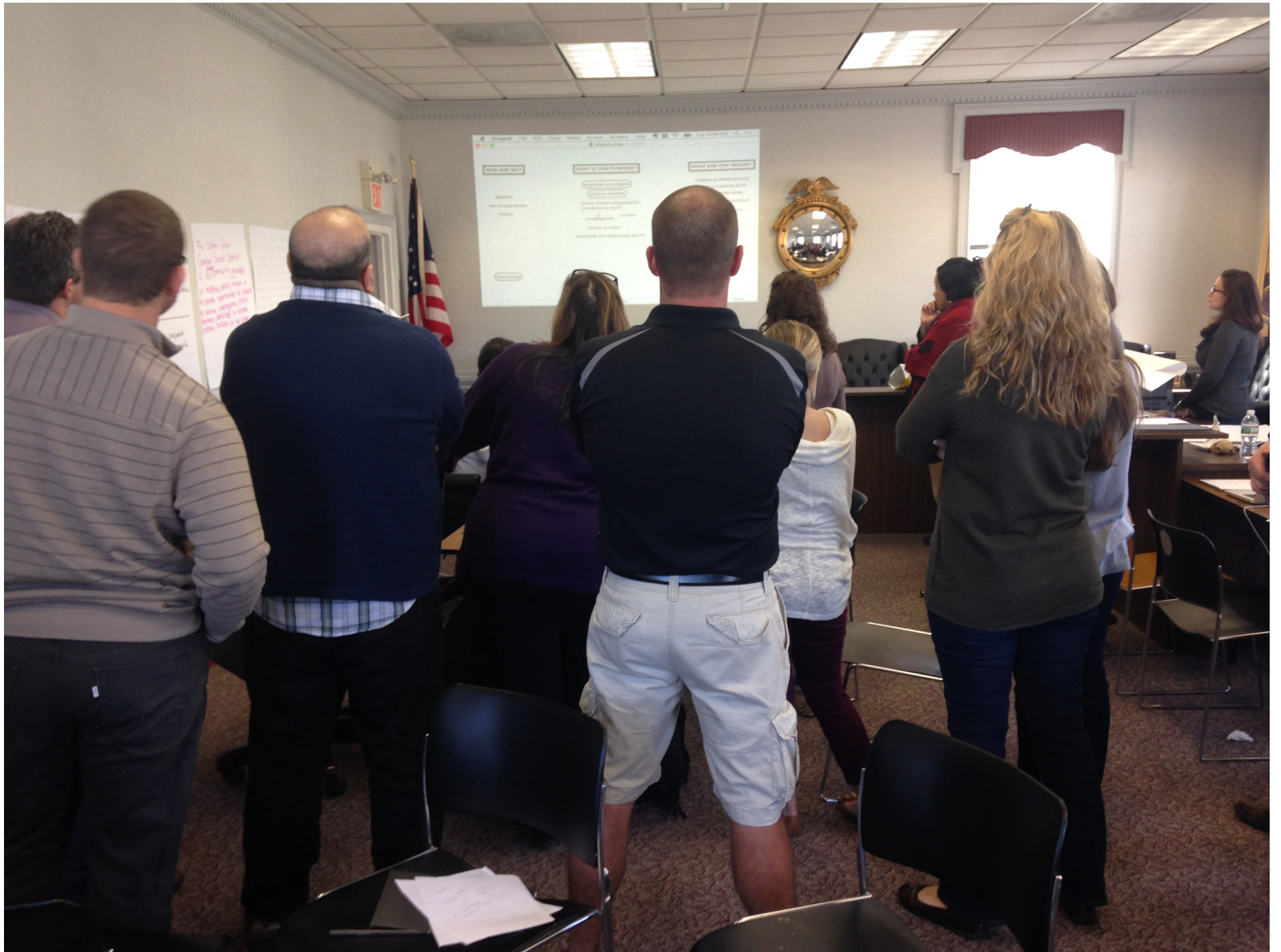
So What is our Mission

- Enter Strategic Planning















Mission

- The Clinton-Glen Gardner School District, a community who values traditions, nurtures and cultivates each child to be a compassionate, curious, and creative thinker entrusted and empowered to build and lead the future.

GOALS

- All students will build strong academic foundations for present and future success.
- All students will build upon their innate curiosity and creativity.
- All students will exhibit ongoing growth in their compassionate behavior.

-

-

Strategies

- We will synergize our curriculum and our professional development with our mission.
- We will partner with an array of local and outside entities to complement and expand our resources.
- We will repurpose and design flexible environments to enrich learning.
- We will provide students with diverse opportunities for discovery and growth.

Core Values

