



John Hydock Elementary School
2016-2017


Grade Span KG-02

05-2960-030
BURLINGTON
MANSFIELD TWP
19 LOCUST AVE
COLUMBUS, NJ 08022-9504

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:

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- **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.

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Other Resources:

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	74	53	62
1	74	79	65
2	82	84	76
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	5	12	4
Total	235	228	207

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	1	0	0
PK - Full Day	0	0	0
KG - Half Day	66	0	0
KG - Full Day	5	53	62

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	51%
Male	52%	53%	49%
Economically Disadvantaged Students	9%	5%	6%
Students with Disabilities	13%	18%	19%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			3%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	71.0%
Asian	10.1%
Hispanic	8.7%
Black or African American	7.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.9%

Enrollment by Home Language

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

Home Language	% of Students
English	84.1%
Spanish	3.4%
Urdu	2.4%
Panjabi	1.4%
Gujarati	1.0%
Other	8.0%



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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

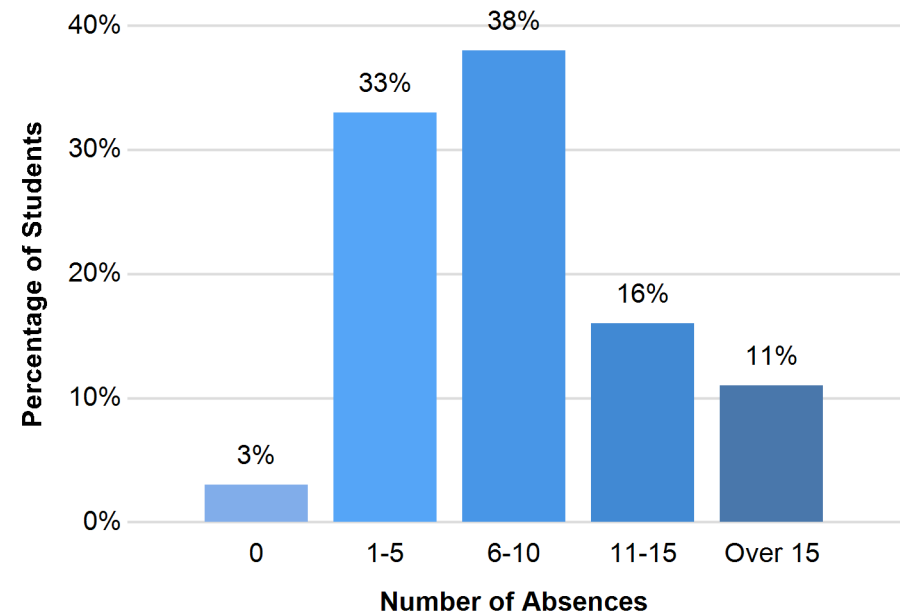
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.20	9.80	Met Target
White	8.80	9.80	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	10.00	9.80	Not Met
English Learners	N	**	**

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

Days Absent

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





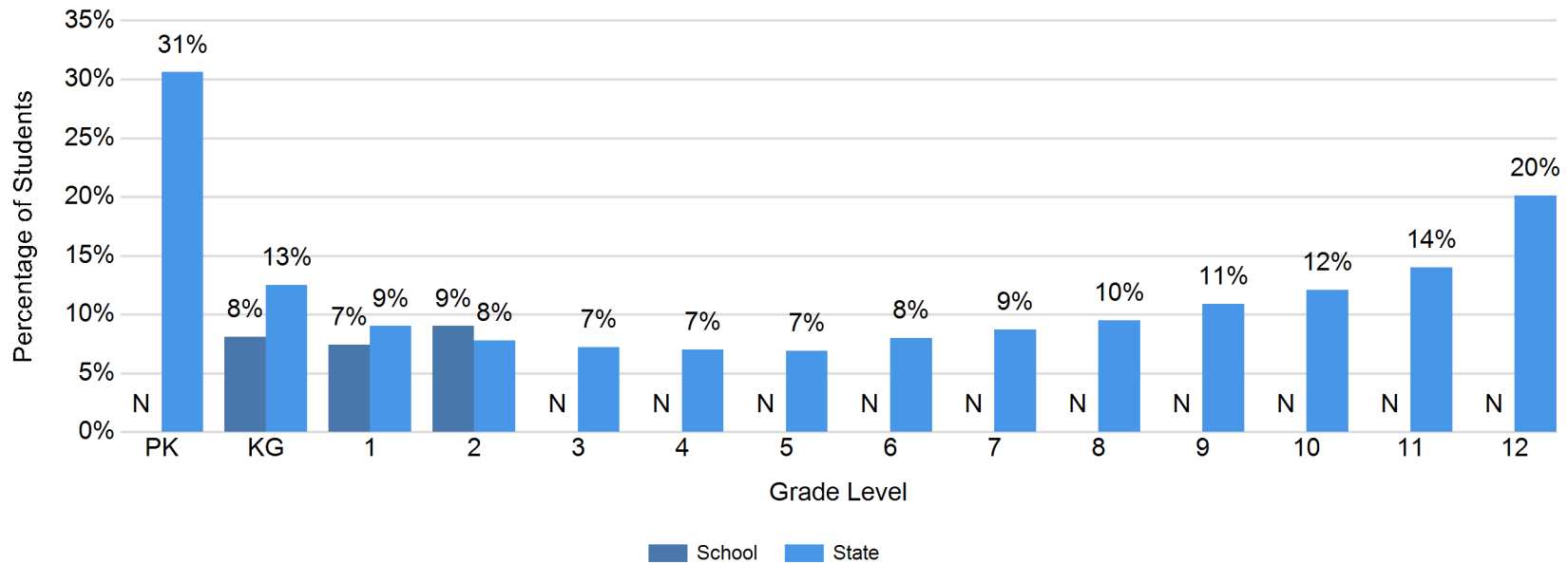
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Chronic Absenteeism by Grade

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	8:40AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 45 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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	1.4%
Out-of-School Suspensions	0.5%
Any Suspension	1.9%

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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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	\$263	\$13,885	\$14,148



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	18	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	13.2	10.5
Teachers in district for 4 or more years	89%	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	6	9,506
Average years experience in public schools	2.8	15.9
Average years experience in district	2.8	11.6
Administrators in district for 4 or more years	17%	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	10:1
Administrators	52:1	102:1
Librarian/Media Specialists		613:1
Nurses		307:1
Counselors		N
Child Study Team		307:1



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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	95%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	90%



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School General Info

Principal:	Mrs. Cullari	Email Address:	scullari@mansfieldschool.com
Address:	19 LOCUST AVE COLUMBUS, NJ 08022-9504	Website:	www.mansfieldschool.com
Phone:	(609)298-0308	Facebook:	www.facebook.com/Mansfield-School-District-1645020699105396/
		Twitter:	https://twitter.com/MTSDmtes_jhes?lang=en

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology including Chromebooks, Virtual Reality Z-Space Computer, Interactive Flat Screen TV, iPads, Smartboards • Character Education through the use of the Core Essentials curriculum and Responsive Classroom approach. • Our curriculum is engaging, rigorous, and differentiated to meet the needs of all learners.
 Mission, Vision, Theme:	<p>John Hydock Elementary School: Home of the Cougars! At John Hydock Elementary School, we strive to provide every student with the highest quality 21st century education in a safe, secure, and positive environment that is conducive to high levels of teaching, learning, and student engagement.</p>
 Awards, Recognition, Accomplishments:	<p>John Hydock Elementary School has recently registered with Sustainable Schools NJ and is working towards certification.</p>



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Courses, Curriculum, Instruction:

John Hydock Elementary School prides itself on our engaging and rigorous curriculum. Through the use of Journeys, Words Their Way, SchoolWide Writing and a balanced literacy approach, our students are receiving literacy instruction that will make them successful readers and writers. Our math curriculum incorporates the mathematical practices through the use of hands on activities in conjunction with the My Math program.



Before and After School Programs:

Our MVP (Mansfield Village Program) is our before and after care program. This program is currently offered at both schools, JHES and MTES. The director of the program is Tony Bilfucio.






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 <p>Staff and Professional Learning:</p>	<p>Teachers and staff have ample opportunities throughout the school year to participate in professional development. With the assistance of our SCIP (school improvement panel) committee, professional development is designed to be meaningful and based off of staff evaluations. Staff have opportunities throughout the school year to collaborate both vertically and horizontally. We also collaborate with our sending districts as well.</p>
 <p>Student Supports and Services:</p>	<p>John Hydock Elementary School offers many supports for students who may need them. We currently offer an ELL program for students who qualify. For our struggling readers, we offer the Leveled Literacy Intervention program as well as Reading Recovery. Our math basic skills program offers a push in or pull out model. The I&RS committee helps teachers determine what interventions may be necessary for students struggling with academics, health, or behavior.</p>
 <p>Parent and Community Involvement:</p>	<p>Our CHAS (Columbus Home and School) organization has played a large role in building the bridge between home and school. Throughout the year, they arrange for special assemblies, class parties, fun nightly events for students, and community events such as Trunk or Treat and Outdoor Movie Night. Our SEPAG group has also been active in organizing events for parents of special needs students. This year they organized a team to attend an Autism walk.</p>



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John Hydock Elementary School is particularly proud of the technology available to our students and staff. This year, we have begun to upgrade our school library into a true media center. Bright, comfortable furniture was purchased for the space and a makerspace area was added to allow students to have a space where they can create, innovate, and explore! This year an interactive flat panel television was added to the space to allow students to have even more opportunities to work together on projects and activities. Students particularly enjoy our iPad crayon kiosks where they can sit and interact with an iPad loaded with educational games. Also new this year, students will have opportunities to practice coding and literacy skills using an OSMO device and a Dash and Dot. Our media center also includes a Smartboard, Chromebooks, and laptops.



Other Information:




Mansfield Township Elementary School
2016-2017
Grade Span PK-06

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	9	10	9
KG	0	0	0
1	0	0	0
2	0	0	0
3	95	76	82
4	108	101	79
5	111	110	107
6	96	117	116
Ungraded	4	8	13
Total	423	422	406

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	6	10	6
PK - Full Day	0	0	3
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	51%
Male	52%	51%	49%
Economically Disadvantaged Students	7%	9%	8%
Students with Disabilities	14%	15%	16%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			3%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	65.8%
Asian	10.1%
Black or African American	10.1%
Hispanic	6.9%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	6.7%

Enrollment by Home Language

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

Home Language	% of Students
English	81.3%
Spanish	3.7%
Gujarati	2.5%
Urdu	1.2%
Other	10.7%



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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	363	98.2	71.10	71.10	54.90	71.1	72.3	Met Target†
White	236	98.0	75.90	75.90	63.90	75.9	74.6	Met Target
Hispanic	28	93.3	60.80	60.80	39.80	59.6	59.2	Met Target
Black or African American	38	100.0	50.00	50.00	35.20	50	65.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	39	100.0	79.50	79.50	80.70	79.5	75.7	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	22	100.0	54.50	54.50	54.90	54.5	75.2	Not Met
Female	184	98.5	75.00	75.00	62.20	75		
Male	179	97.9	67.10	67.10	48.10	67.1		
Economically Disadvantaged Students	29	97.1	41.30	41.30	36.20	41.3	42.2	Met Target†
Non-Economically Disadvantaged Students	334	98.3	73.70	73.70	65.80	73.7		
Students with Disabilities	53	100.0	35.90	35.90	20.50	35.9	49.9	Not Met
Students without Disabilities	310	97.9	77.10	77.10	61.90	77.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	10	100.0	50.00	50.00	53.50	50		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	81	763	763	749	*	*	20%	64%	*	69%	50%
White	59	766	766	759	*	*	19%	70%	*	75%	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	*	*	*	751	*	*	*	*	*	*	52%
Female	36	763	763	754	*	*	*	61%	*	69%	55%
Male	45	762	762	745	*	*	*	67%	*	69%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	11	725	725	720	*	*	*	*	*	27%	24%
Students without Disabilities	70	768	768	755	*	*	*	*	*	76%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	81	763	763	752	*	*	20%	64%	*	69%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



**Mansfield Township Elementary School
2016-2017**

Grade Span PK-06

**05-2960-040
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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	82	758	758	753	*	*	28%	49%	12%	61%	56%
White	49	757	757	762	*	*	27%	49%	*	61%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	12	754	754	737	*	0%	*	*	*	50%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	10	763	763	755	0%	*	*	*	*	60%	56%
Female	45	763	763	758	*	*	24%	47%	*	64%	61%
Male	37	752	752	749	*	*	32%	51%	*	57%	51%
Economically Disadvantaged Students	10	740	740	737	*	*	*	*	0%	40%	36%
Non-Economically Disadvantaged Students	72	761	761	764	*	*	*	*	14%	64%	69%
Students with Disabilities	17	737	737	725	*	*	*	*	0%	29%	25%
Students without Disabilities	65	764	764	759	*	*	*	*	15%	69%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Mansfield Township Elementary School
2016-2017

Grade Span PK-06

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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	105	766	766	756	*	*	25%	48%	20%	68%	59%
White	62	769	769	763	*	*	16%	50%	26%	76%	69%
Hispanic	14	761	761	743	*	*	*	*	*	57%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	765	765	779	0%	0%	*	*	*	55%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	55	775	775	761	*	*	20%	49%	*	76%	66%
Male	50	756	756	750	*	*	30%	46%	*	58%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	13	720	720	725	*	*	*	*	0%	15%	22%
Students without Disabilities	92	773	773	762	*	*	*	*	23%	75%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	105	766	766	757	*	*	25%	48%	20%	68%	60%
Homeless Students	N	N	N	733	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	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Mansfield Township Elementary School
2016-2017

Grade Span PK-06

05-2960-040
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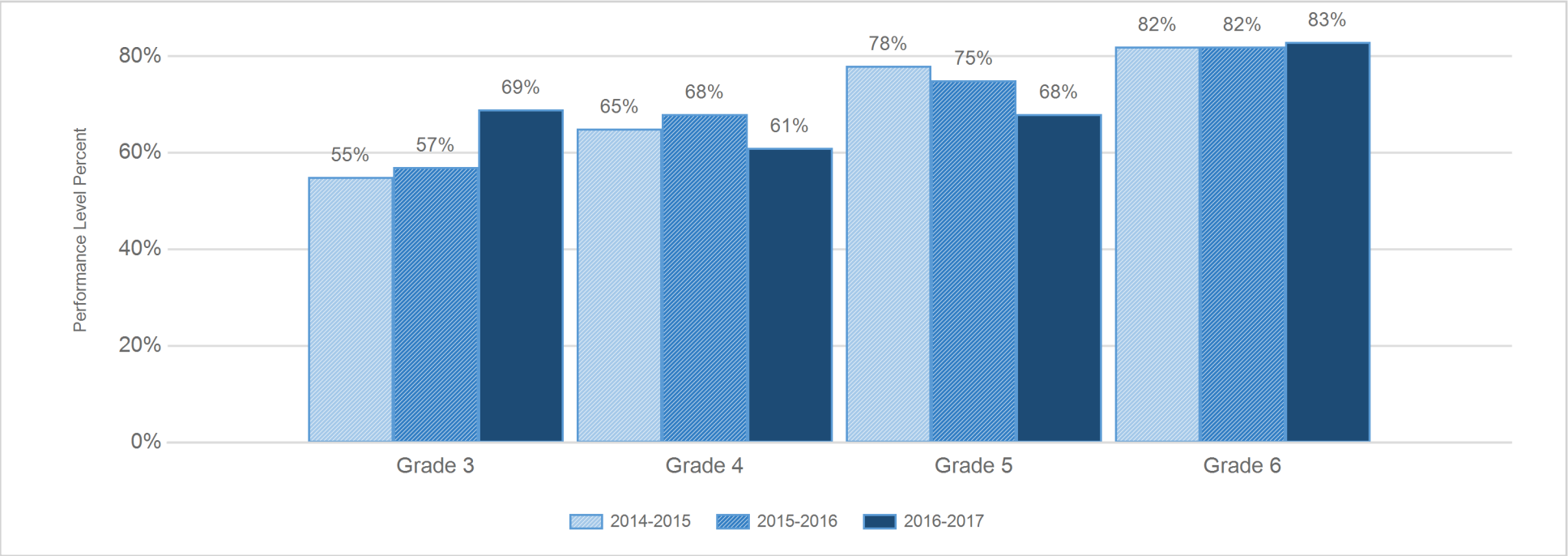
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	114	778	778	752	*	*	11%	47%	35%	83%	54%
White	78	778	778	758	0%	*	*	49%	35%	83%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	11	757	757	736	0%	*	*	*	*	64%	32%
Asian, Native Hawaiian, or Pacific Islander	18	795	795	776	0%	0%	*	*	56%	94%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	59	786	786	758	0%	*	*	39%	48%	86%	61%
Male	55	769	769	746	0%	*	*	56%	22%	78%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	13	748	748	722	*	*	*	*	*	62%	17%
Students without Disabilities	101	782	782	758	*	*	*	*	*	85%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	114	778	778	753	*	*	11%	47%	35%	83%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

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





Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
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COLUMBUS, NJ 08022

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the 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	362	98.0	60.40	60.40	43.50	60.4	63.7	Met Target†
White	235	97.6	66.00	66.00	52.40	66	65.7	Met Target
Hispanic	28	93.3	53.60	53.60	27.60	52.6	46.9	Met Target
Black or African American	38	100.0	26.40	26.40	21.70	26.4	44.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	39	100.0	76.90	76.90	75.60	76.9	80	Met Target†
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	22	100.0	40.90	40.90	44.90	40.9	59.4	Not Met
Female	183	98.0	62.80	62.80	44.10	62.8		
Male	179	97.9	58.10	58.10	42.90	58.1		
Economically Disadvantaged Students	29	97.1	27.60	27.60	25.10	27.6	45.1	Not Met
Non-Economically Disadvantaged Students	333	98.1	63.40	63.40	54.30	63.4		
Students with Disabilities	53	100.0	26.40	26.40	16.50	26.4	38.4	Not Met
Students without Disabilities	309	97.6	66.30	66.30	48.80	66.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	10	100.0	60.00	60.00	39.90	60		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**Mansfield Township Elementary School
2016-2017**

Grade Span PK-06

**05-2960-040
BURLINGTON
MANSFIELD TWP
200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

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	81	760	760	751	*	*	20%	54%	15%	69%	53%
White	59	763	763	759	0%	*	19%	61%	*	76%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	753	753	751	*	*	*	58%	*	67%	52%
Male	45	765	765	751	*	*	*	51%	*	71%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	11	734	734	729	*	*	*	*	*	18%	29%
Students without Disabilities	70	764	764	755	*	*	*	*	*	77%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	81	760	760	753	*	*	20%	54%	15%	69%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**Mansfield Township Elementary School
2016-2017**

Grade Span PK-06

**05-2960-040
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200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

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	82	748	748	747	*	12%	34%	44%	*	48%	47%
White	49	749	749	755	*	*	29%	49%	*	51%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	12	744	744	729	*	0%	*	*	0%	33%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	10	749	749	747	0%	*	*	*	*	40%	48%
Female	45	749	749	747	*	*	31%	42%	*	49%	47%
Male	37	747	747	747	*	*	38%	46%	*	46%	48%
Economically Disadvantaged Students	10	738	738	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	72	749	749	757	*	*	*	*	*	49%	61%
Students with Disabilities	17	727	727	724	*	*	*	*	*	24%	22%
Students without Disabilities	65	753	753	751	*	*	*	*	*	54%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**Mansfield Township Elementary School
2016-2017**

Grade Span PK-06

**05-2960-040
BURLINGTON
MANSFIELD TWP
200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

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	105	753	753	747	*	13%	32%	46%	*	53%	46%
White	62	756	756	754	*	*	26%	50%	*	58%	57%
Hispanic	14	749	749	735	0%	*	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	11	756	756	774	0%	0%	*	*	*	55%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	55	755	755	747	*	*	33%	53%	*	58%	47%
Male	50	750	750	746	*	*	32%	38%	*	48%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	13	726	726	725	*	*	*	*	*	23%	19%
Students without Disabilities	92	757	757	751	*	*	*	*	*	58%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	105	753	753	748	*	13%	32%	46%	*	53%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



**Mansfield Township Elementary School
2016-2017**

Grade Span PK-06

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Mathematics Assessment - Performance by Grade: Grade 6**

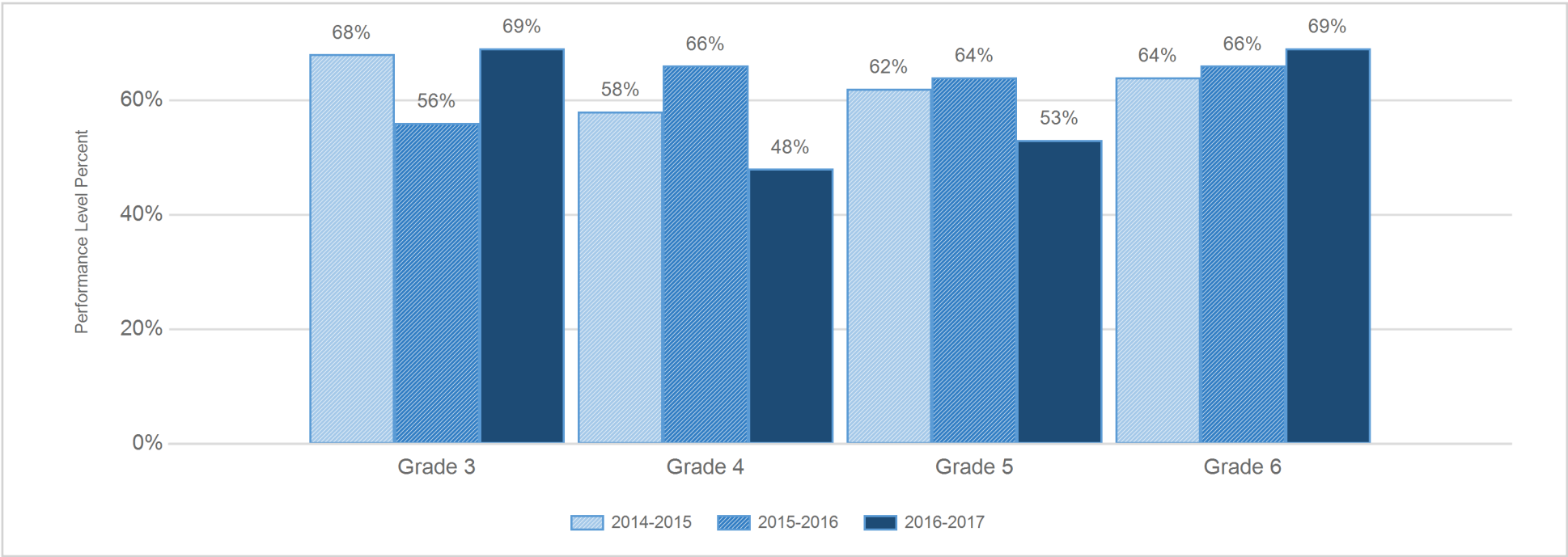
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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	762	762	743	*	*	18%	51%	18%	69%	44%
White	77	760	760	751	*	*	17%	57%	13%	70%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	11	744	744	724	0%	*	*	*	*	27%	20%
Asian, Native Hawaiian, or Pacific Islander	18	784	784	771	0%	0%	*	*	*	89%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	58	766	766	745	*	*	17%	57%	*	76%	45%
Male	55	758	758	742	*	*	18%	46%	*	62%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	13	735	735	717	*	*	*	*	0%	31%	13%
Students without Disabilities	100	766	766	748	*	*	*	*	20%	74%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	113	762	762	745	*	*	18%	51%	18%	69%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

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



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



Mansfield Township Elementary School
2016-2017

Grade Span PK-06

05-2960-040
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200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022

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	*	*
4	N	N
5	*	*
6	N	N

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	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
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 COLUMBUS, NJ 08022

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.

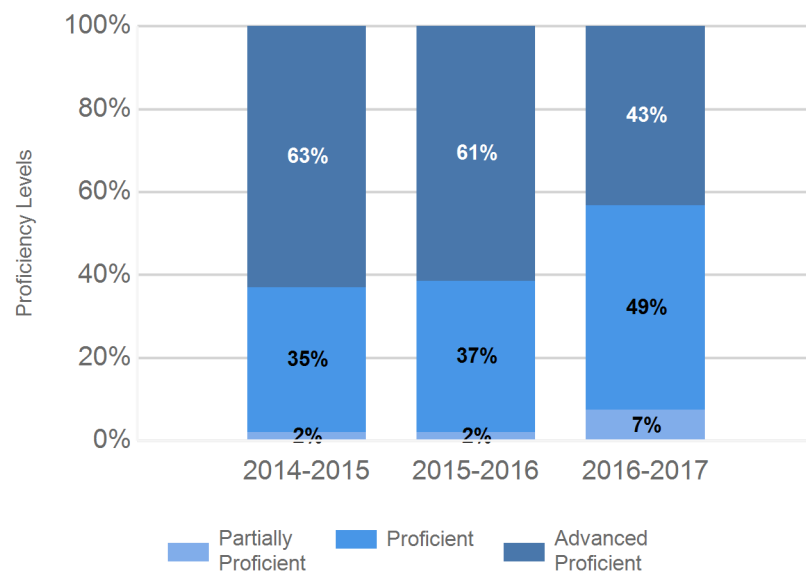
NJASK Science Assessment Performance: Grade 4

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	43%	49%	7%
White	55%	37%	8%
Hispanic	*	*	*
Black or African American	8%	92%	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	33%	50%	17%
English Learners	*	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
 BURLINGTON
 MANSFIELD TWP
 200 MANSFIELD ROAD EAST
 COLUMBUS, NJ 08022

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	61	50	Exceeds Target	54	54	50	Met Target
White	61	61	50	Exceeds Target	55	55	52	Met Target
Hispanic	51	51	49	Met Target	45	45	47	Met Target
Black or African American	58	58	45	Met Target	37	37	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	83	83	60	Exceeds Target	63	63	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	52.5	52.5	51	**	55	55	52	**
Economically Disadvantaged	54	54	47	Met Target	44	44	46	Met Target
Students with Disabilities	51	51	41	Met Target	53.5	53.5	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



Mansfield Township Elementary School
2016-2017

05-2960-040
BURLINGTON
MANSFIELD TWP
200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022

Grade Span PK-06

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

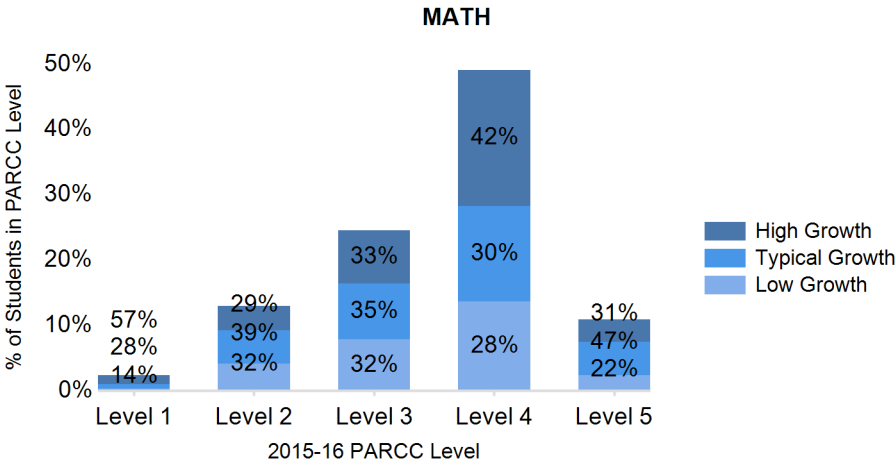
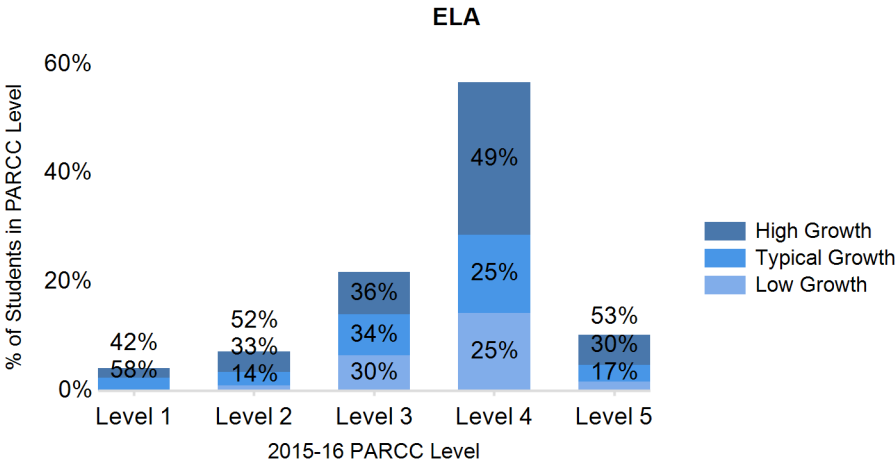
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

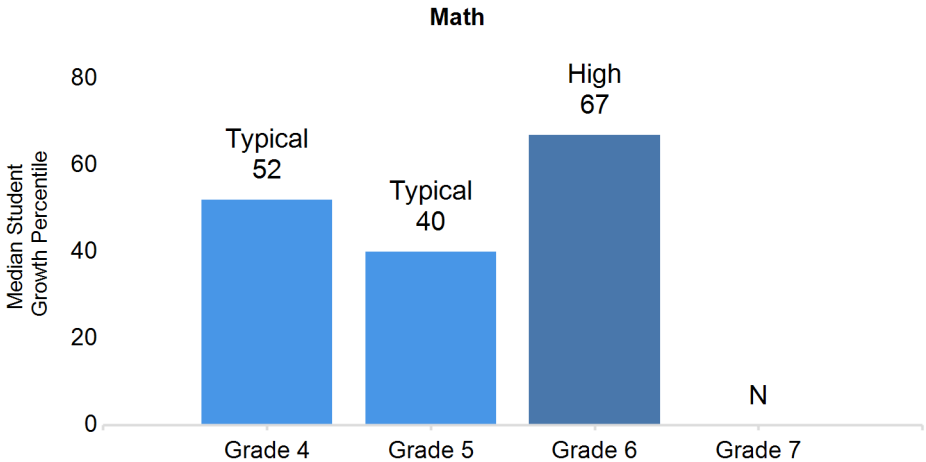
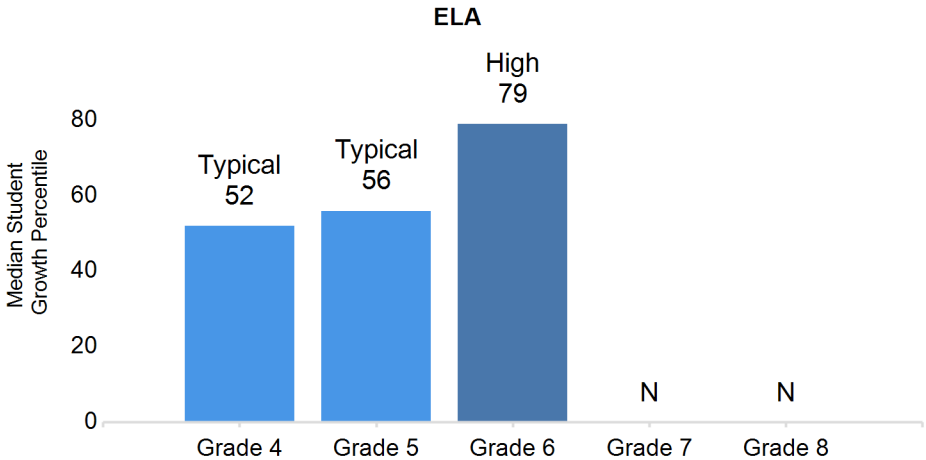
Student Growth by Performance Level

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



Student Growth by Grade

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





Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
 BURLINGTON
 MANSFIELD TWP
 200 MANSFIELD ROAD EAST
 COLUMBUS, NJ 08022

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

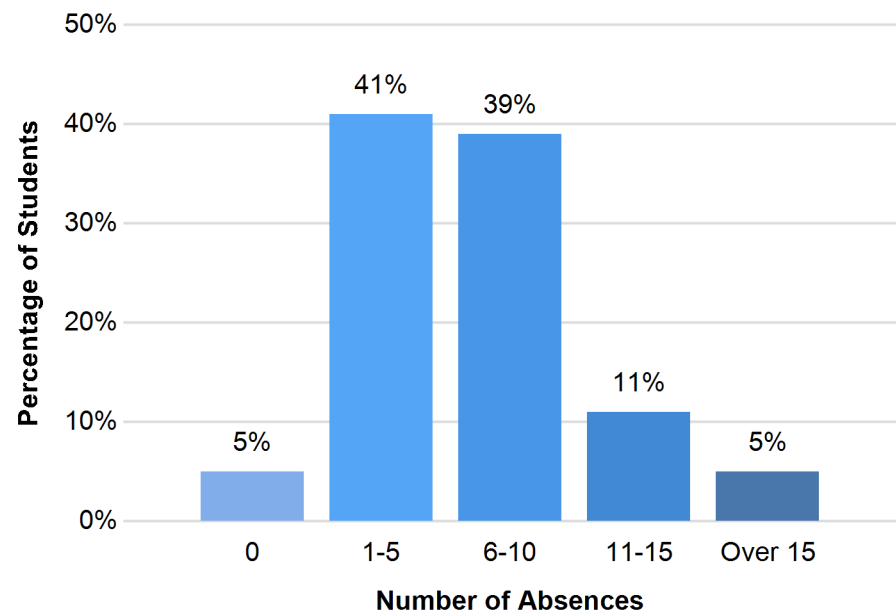
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.80	7.30	Met Target
White	3.50	7.30	Met Target
Hispanic	0	7.30	Met Target
Black or African American	2.40	7.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.70	7.30	Met Target
Economically Disadvantaged Students	3.20	7.30	Met Target
Students with Disabilities	3.40	7.30	Met Target
English Learners	N	**	**

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

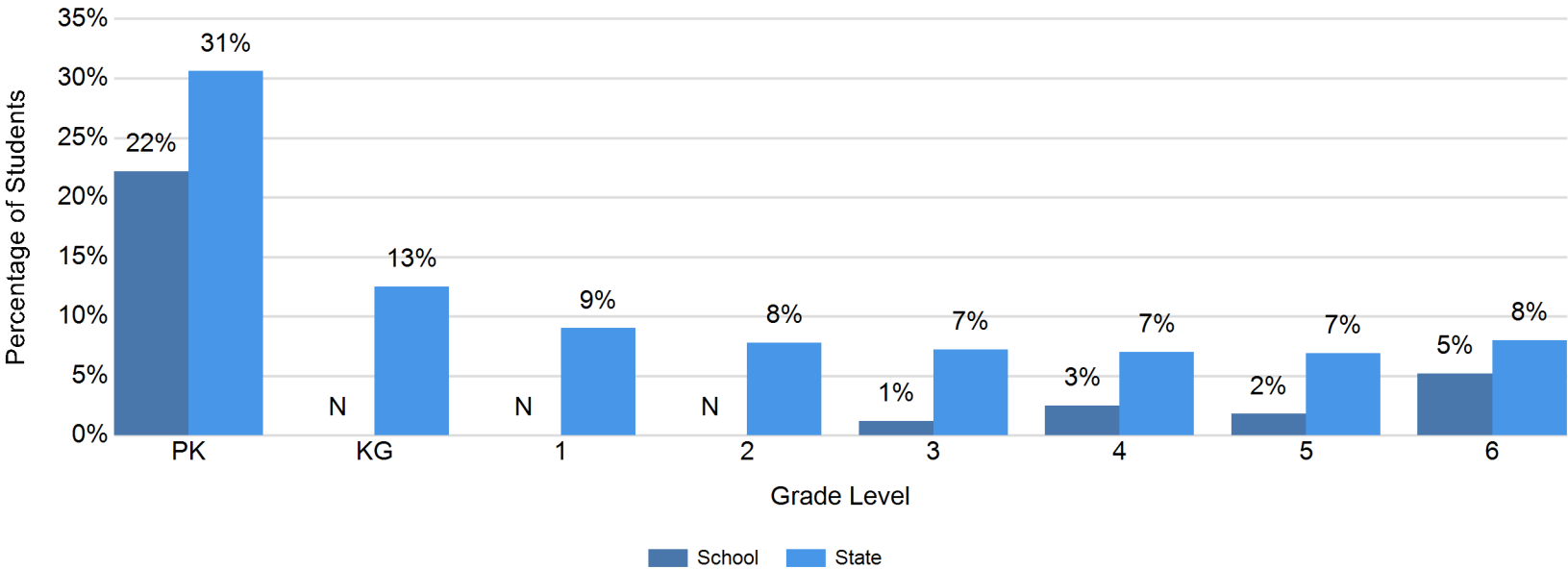
Days Absent

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.



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.





Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
 BURLINGTON
 MANSFIELD TWP
 200 MANSFIELD ROAD EAST
 COLUMBUS, NJ 08022

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	8:40AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 45 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	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.96

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	2.7%
Out-of-School Suspensions	1.0%
Any Suspension	2.7%

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



Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
 BURLINGTON
 MANSFIELD TWP
 200 MANSFIELD ROAD EAST
 COLUMBUS, NJ 08022

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	1631.3 kbps	100 kbps	Yes	N	Fiber	N

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	\$263	\$13,885	\$14,148



Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
BURLINGTON
MANSFIELD TWP
200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	120,724
Average years experience in public schools	8.9	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	63%	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	6	9,506
Average years experience in public schools	2.8	15.9
Average years experience in district	2.8	11.6
Administrators in district for 4 or more years	17%	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	10:1	10:1
Administrators	203:1	102:1
Librarian/Media Specialists		613:1
Nurses		307:1
Counselors		N
Child Study Team		307:1



Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
BURLINGTON
MANSFIELD TWP
200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022

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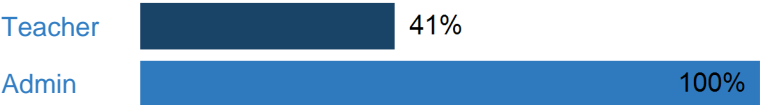
Teachers and Administrators - Level of Education

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	95%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	90%



Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
BURLINGTON
MANSFIELD TWP
200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	70.1	17.5%
Mathematics Proficiency	64.5	17.5%
English Language Arts Growth	85.3	25.0%
Mathematics Growth	57.2	25.0%
Chronic Absenteeism	94.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		73.3
Summative Rating: Percentile rank of Summative Score		83.6
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.



Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
 BURLINGTON
 MANSFIELD TWP
 200 MANSFIELD ROAD EAST
 COLUMBUS, NJ 08022

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	73.3	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
White	73.5	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	70.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	69.5	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	66.8	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	Not Met	Not Met	Met Target	**	**	No
Economically Disadvantaged Students	62.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	80.3	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Mansfield Township Elementary School
2016-2017
Grade Span PK-06




05-2960-040
BURLINGTON
MANSFIELD TWP
200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022

School General Info

Principal:	Mr. Kershner	Email Address:	gkershner@mansfieldschool.com
Address:	200 MANSFIELD ROAD EAST COLUMBUS, NJ 08022	Website:	www.mansfieldschool.com
Phone:	(609)298-2037	Facebook:	https://www.facebook.com/Mansfield-School-District-1645020699105396/
		Twitter:	https://twitter.com/mtes_jhes

School Narrative

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

 Highlights:	<ul style="list-style-type: none">• Curriculum includes My Math, Schoolwide Writing, Lucy Calkins Units of Study, and Next Gen Science Standards• All students utilizing 1:1 chromebooks in Grades 3-6• All classrooms equipped with smartboards, document cameras, chromebooks, and ipads
 Mission, Vision, Theme:	Mansfield Township Elementary School provides programs, materials, experiences, and an environment that will ensure all students achieve the expectations of the New Jersey Student Learning Standards (NJSLS). In addition, we strive to produce ethically, morally responsible students who possess the personal, interpersonal, intellectual, and social/emotional skills, concepts, and understandings that will allow all students to function in, and live productively in society.
 Awards, Recognition, Accomplishments:	Student Spotlight of the Month, Core Value Students of the Month, Sustainable Jersey for Schools, Upstander Alliance






Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
BURLINGTON
MANSFIELD TWP
200 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022

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 <div>Courses, Curriculum, Instruction:</div>	Curriculum includes My Math, Glencoe Math, Schoolwide Writing, Lucy Calkins Units of Study, Words Their Way, Journeys, Next Gen Science Standards. Gifted and Talented program. Instrumental Program and School Band. Response to Intervention. 1:1 Chromebook initiative
 <div>Clubs and Activities:</div>	Stem Club; Coding Club, Drama Club, Gardening Club, Talent Show
 <div>Before and After School Programs:</div>	Mansfield Village Program (MVP) Before and After School Child Care







Mansfield Township Elementary School
2016-2017
Grade Span PK-06

05-2960-040
 BURLINGTON
 MANSFIELD TWP
 200 MANSFIELD ROAD EAST
 COLUMBUS, NJ 08022



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 <p>Staff and Professional Learning:</p>	<p>ELA coach and Math coach work with the Supervisor of Curriculum to provide Professional Development. Much of the work this year will focus on the transition to standards based grading and standards based report cards as well as training in a new writing program, Grades K-5. In addition, Dr. Tracey Severns has provided extensive training in the area of PARCC data analysis.</p>
 <p>Student Supports and Services:</p>	<p>Intervention and referral services to assist students who are experiencing learning, behavior, and or health difficulties. Title 1 Math Program. Basic skills programs are offered in ELA and Math. Programs are offered for English Language Learners. Supports and services are provided for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in recess daily as well as physical education twice per six day cycle. The cafeteria provides a well balanced and nutritional lunch with many choices for the children. Our school nurse promotes wellness through classroom lessons and guest speakers.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent Group - Columbus Home and School, Special Education Parent Advisory Group (SEPAG), Standards Based Grading and Report Card Parent informational sessions. OnCourse is our student information system and parents can access from our school's home page.</p>

School Narrative

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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers</div> <div>Self Assessment of School Culture. Results are compiled and shared with the administration and staff to target areas for improvement and celebrate strengths.</div>
<div>  <div>Facilities:</div> </div>	<div>MTES was built in 2003 and is a climate controlled facility. There are two computer labs, a science lab, a full size gymnasium, art room, library, two music rooms, and a courtyard which is home to our Gardening Club</div>



Mansfield Township Elementary School

2016-2017

Grade Span PK-06

05-2960-040

BURLINGTON


MANSFIELD TWP

200 MANSFIELD ROAD EAST

COLUMBUS, NJ 08022

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.

<div>Other Information:</div>	<p>A sixth grade advisory board meets with the principal to plan community service and school spirit events. Events include food drives, read-a-thons, and planning for school spirit week. A boy and girl from each sixth grade homeroom are selected by their classmates to be on the board based on the core value of responsibility. Discovery learning and inquiry based approaches to learning are stressed in our curriculum. Cooperative learning with a focus on enhancing critical thinking skills along with citing specific evidence to support an opinion/point of view are highly focused upon as we continue to prepare our students to be college and career ready. Our high expectations and students' performance are evident in daily work as well as our PARCC results.</p>
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