




Mansfield Township Elementary  
2016-2017  
Grade Span PK-06

41-2970-050  
WARREN  
MANSFIELD TWP  
50 PORT MURRAY ROAD  
PORT MURRAY, NJ 07865-9702

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.nj.gov](mailto:reportcard@doe.nj.gov)



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**Footnotes**

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

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



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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
PK	10	15	14
KG	85	68	70
1	99	80	67
2	106	96	80
3	96	107	98
4	90	96	108
5	93	94	90
6	95	93	88
Ungraded	22	28	31
Total	696	677	646

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	46%
Male	53%	53%	54%
Economically Disadvantaged Students	30%	31%	31%
Students with Disabilities	15%	17%	17%
English Learners	3%	5%	3%
Homeless Students			6%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	65.3%
Hispanic	22.8%
Black or African American	6.5%
Asian	2.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.4%

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
PK - Half Day	12	15	14
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	84	68	70

Home Language	% of Students
English	75.4%
Spanish	14.6%
Arabic	1.7%
Other	8.8%



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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	369	96.9	60.70	60.70	54.90	60.7	55.4	Met Target
White	242	96.5	63.70	63.70	63.90	63.7	59.8	Met Target
Hispanic	83	98.9	55.40	55.40	39.80	55.4	46.4	Met Target
Black or African American	24	96.0	54.20	54.20	35.20	54.2	42.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	12	92.9	50.00	50.00	54.90	48.4	**	**
Female	165	96.0	64.80	64.80	62.20	64.8		
Male	204	97.7	57.40	57.40	48.10	57.4		
Economically Disadvantaged Students	108	96.6	48.20	48.20	36.20	48.2	36.3	Met Target
Non-Economically Disadvantaged Students	261	97.1	65.90	65.90	65.80	65.9		
Students with Disabilities	56	95.2	23.20	23.20	20.50	23.2	23.3	Met Target†
Students without Disabilities	313	97.3	67.40	67.40	61.90	67.4		
English Learners	29	100.0	41.30	41.30	25.20	41.3	N	N
Non-English Learners	340	96.7	62.30	62.30	57.40	62.3		
Homeless Students	17	89.5	35.30	35.30	26.40	33.1		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
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	93	742	742	749	*	*	31%	44%	*	45%	50%
White	58	743	743	759	*	*	31%	45%	0%	45%	61%
Hispanic	24	735	735	734	*	*	*	46%	0%	46%	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	46	744	744	754	*	*	26%	44%	*	46%	55%
Male	47	740	740	745	*	*	36%	45%	*	45%	46%
Economically Disadvantaged Students	31	738	738	731	*	*	*	36%	*	39%	31%
Non-Economically Disadvantaged Students	62	744	744	762	*	*	*	48%	*	48%	63%
Students with Disabilities	14	699	699	720	*	*	*	*	*	*	24%
Students without Disabilities	79	750	750	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	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	106	750	750	753	*	15%	25%	45%	*	55%	56%
White	70	750	750	762	*	14%	23%	43%	*	54%	67%
Hispanic	24	751	751	740	0%	*	*	63%	0%	63%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	*	*	*	755	*	*	*	*	*	*	56%
Female	43	754	754	758	*	*	30%	51%	*	61%	61%
Male	63	747	747	749	*	*	21%	41%	*	51%	51%
Economically Disadvantaged Students	26	745	745	737	*	*	*	39%	*	46%	36%
Non-Economically Disadvantaged Students	80	752	752	764	*	*	*	48%	*	58%	69%
Students with Disabilities	17	721	721	725	*	*	*	*	*	12%	25%
Students without Disabilities	89	756	756	759	*	*	*	*	*	63%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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%



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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	87	764	764	756	*	*	20%	60%	12%	71%	59%
White	53	767	767	763	0%	*	*	72%	*	79%	69%
Hispanic	22	750	750	743	*	*	*	50%	*	55%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	36	769	769	761	*	*	*	58%	*	75%	66%
Male	51	760	760	750	*	*	*	61%	*	69%	53%
Economically Disadvantaged Students	25	751	751	740	*	*	*	56%	0%	56%	40%
Non-Economically Disadvantaged Students	62	769	769	765	*	*	*	61%	16%	77%	71%
Students with Disabilities	12	734	734	725	*	*	*	*	0%	33%	22%
Students without Disabilities	75	768	768	762	*	*	*	*	13%	77%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	87	764	764	757	*	*	20%	60%	12%	71%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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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	88	761	761	752	*	*	22%	59%	11%	71%	54%
White	66	762	762	758	0%	*	20%	64%	*	74%	63%
Hispanic	13	754	754	740	0%	*	*	*	*	54%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	41	771	771	758	*	*	*	56%	*	81%	61%
Male	47	752	752	746	*	*	*	62%	*	62%	46%
Economically Disadvantaged Students	26	752	752	737	0%	*	*	42%	*	54%	34%
Non-Economically Disadvantaged Students	62	765	765	761	0%	*	*	66%	*	77%	65%
Students with Disabilities	12	741	741	722	0%	*	*	*	*	42%	17%
Students without Disabilities	76	764	764	758	0%	*	*	*	*	75%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	88	761	761	753	*	*	22%	59%	11%	71%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



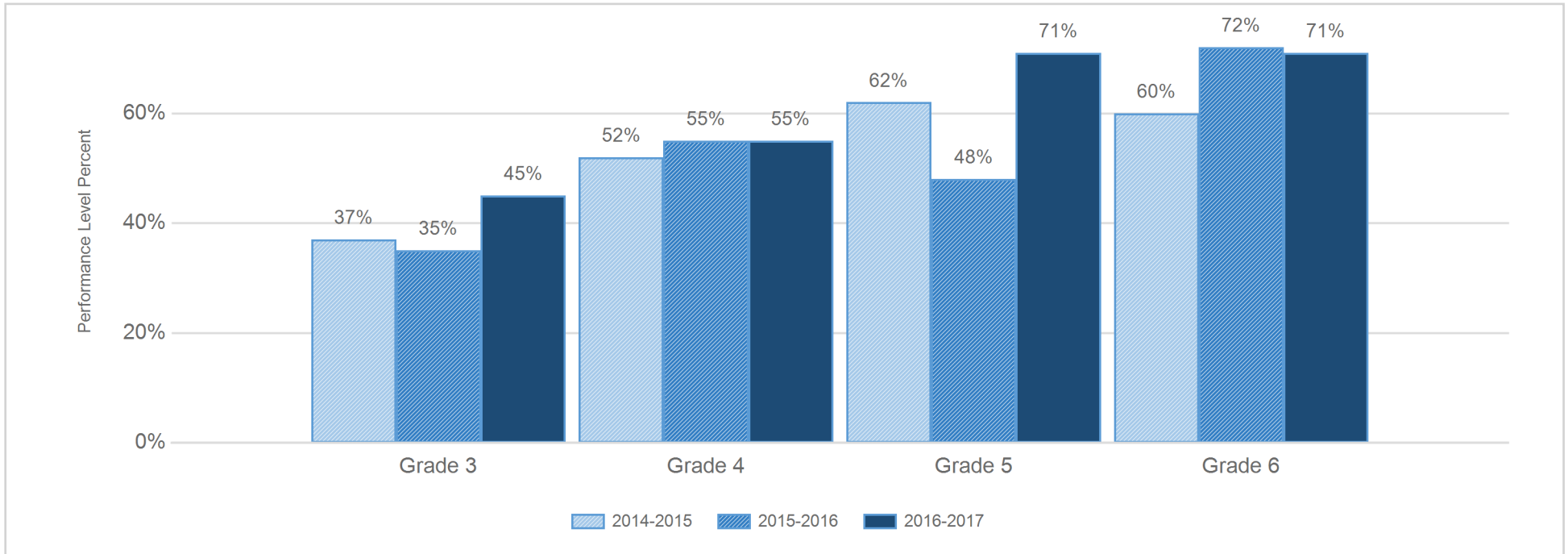


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the 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	369	97.0	48.80	48.80	43.50	48.8	50.1	Met Target†
White	242	96.5	52.50	52.50	52.40	52.5	55.3	Met Target†
Hispanic	83	98.9	37.30	37.30	27.60	37.3	38.7	Met Target†
Black or African American	24	96.0	41.70	41.70	21.70	41.7	38.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	12	92.9	50.00	50.00	44.90	48.4	**	**
Female	165	96.0	51.60	51.60	44.10	51.6		
Male	204	97.7	46.50	46.50	42.90	46.5		
Economically Disadvantaged Students	108	96.6	36.10	36.10	25.10	36.1	32.3	Met Target
Non-Economically Disadvantaged Students	261	97.1	54.10	54.10	54.30	54.1		
Students with Disabilities	56	95.2	25.00	25.00	16.50	25	23.3	Met Target
Students without Disabilities	313	97.3	53.10	53.10	48.80	53.1		
English Learners	29	100.0	31.00	31.00	23.30	31	N	N
Non-English Learners	340	96.7	50.30	50.30	45.20	50.3		
Homeless Students	17	89.5	47.10	47.10	16.40	44.2		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	94	746	746	751	*	23%	28%	40%	*	46%	53%
White	58	750	750	759	*	22%	19%	48%	*	55%	63%
Hispanic	25	735	735	738	*	*	*	*	*	28%	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	47	749	749	751	*	26%	23%	45%	*	49%	52%
Male	47	744	744	751	*	21%	32%	36%	*	43%	53%
Economically Disadvantaged Students	32	740	740	736	*	*	34%	31%	*	34%	34%
Non-Economically Disadvantaged Students	62	750	750	761	*	*	24%	45%	*	52%	65%
Students with Disabilities	14	718	718	729	*	*	*	*	*	14%	29%
Students without Disabilities	80	751	751	755	*	*	*	*	*	51%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	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	108	744	744	747	*	26%	28%	38%	*	41%	47%
White	70	745	745	755	*	24%	24%	40%	*	44%	59%
Hispanic	26	740	740	734	*	*	*	*	0%	31%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	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	*	*	*	747	*	*	*	*	*	*	48%
Female	43	740	740	747	*	30%	30%	37%	*	37%	47%
Male	65	746	746	747	*	23%	26%	39%	*	43%	48%
Economically Disadvantaged Students	27	736	736	732	*	44%	*	*	*	26%	27%
Non-Economically Disadvantaged Students	81	746	746	757	*	20%	*	*	*	46%	61%
Students with Disabilities	17	725	725	724	*	*	*	*	*	24%	22%
Students without Disabilities	91	747	747	751	*	*	*	*	*	44%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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%



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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
<b>Schoolwide</b>	87	749	749	747	*	14%	33%	49%	*	52%	46%
White	53	751	751	754	*	*	28%	59%	*	59%	57%
Hispanic	22	742	742	735	*	*	59%	*	*	27%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	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	*	*	*	747	*	*	*	*	*	*	47%
Female	36	750	750	747	*	*	*	50%	*	56%	47%
Male	51	748	748	746	*	*	*	49%	*	49%	46%
Economically Disadvantaged Students	25	739	739	732	*	*	40%	*	*	32%	27%
Non-Economically Disadvantaged Students	62	752	752	756	*	*	31%	*	*	60%	59%
Students with Disabilities	12	735	735	725	*	*	*	*	*	17%	19%
Students without Disabilities	75	751	751	751	*	*	*	*	*	57%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	87	749	749	748	*	14%	33%	49%	*	52%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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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
<b>Schoolwide</b>	88	752	752	743	*	*	36%	44%	*	53%	44%
White	66	753	753	751	*	*	39%	44%	*	53%	54%
Hispanic	13	752	752	731	0%	*	*	*	*	54%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	41	758	758	745	*	*	32%	46%	*	61%	45%
Male	47	747	747	742	*	*	40%	43%	*	47%	43%
Economically Disadvantaged Students	26	747	747	728	*	*	*	39%	*	46%	24%
Non-Economically Disadvantaged Students	62	755	755	752	*	*	*	47%	*	57%	56%
Students with Disabilities	12	730	730	717	*	*	*	*	*	33%	13%
Students without Disabilities	76	756	756	748	*	*	*	*	*	57%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	88	752	752	745	*	*	36%	44%	*	53%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	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.

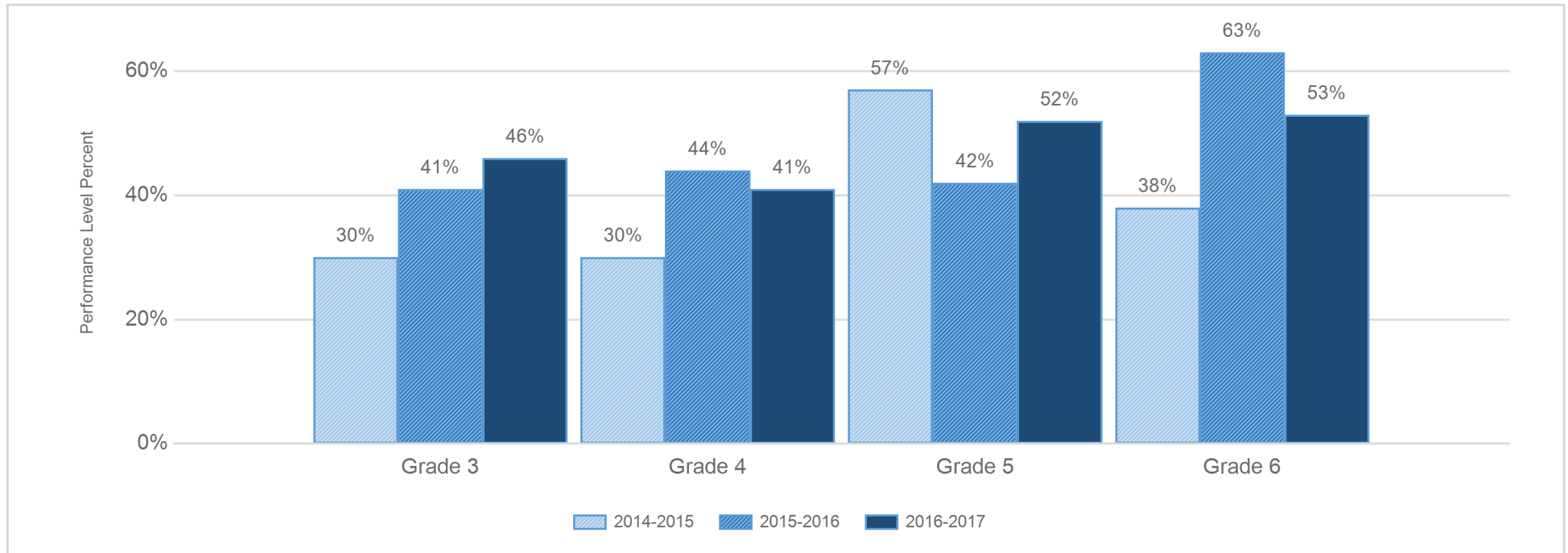


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**Mathematics Assessment – Performance Trends**

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



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





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**Alternate Assessments - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
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	*	*	*
2	*	*	*
3	*	*	*
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.

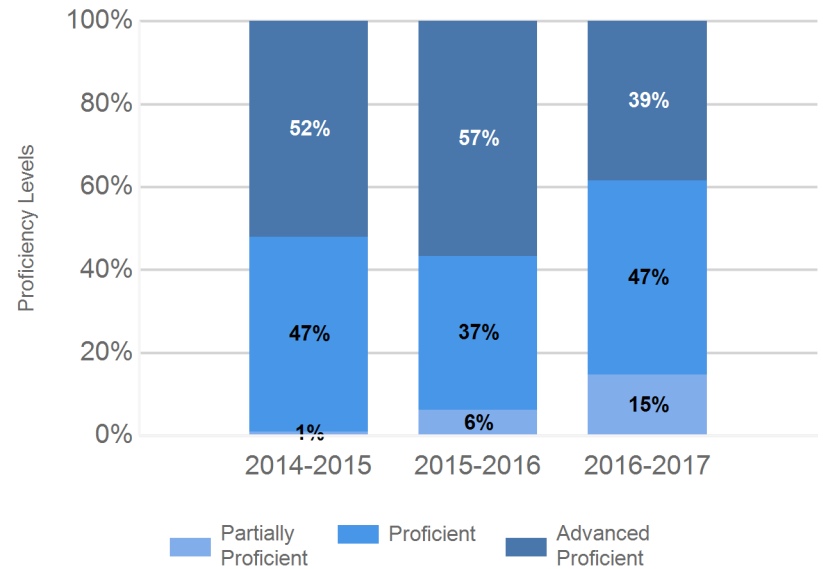
**NJASK Science Assessment Performance: Grade 4**

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	39%	47%	15%
White	45%	42%	13%
Hispanic	*	48%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	18%	54%	29%
Students with Disabilities	14%	57%	29%
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.





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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	68	68	50	Exceeds Target	69	69	50	Exceeds Target
White	67	67	50	Exceeds Target	68	68	52	Exceeds Target
Hispanic	73	73	49	Exceeds Target	70	70	47	Exceeds Target
Black or African American	88	88	45	**	52.5	52.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	77	77	47	Exceeds Target	69	69	46	Exceeds Target
Students with Disabilities	68	68	41	Exceeds Target	74	74	43	Exceeds Target
English Learners	83	83	53	**	76	76	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:

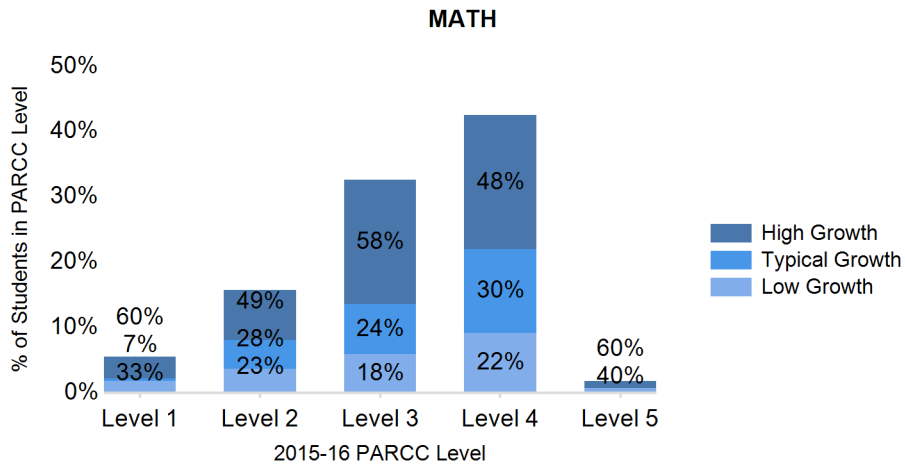
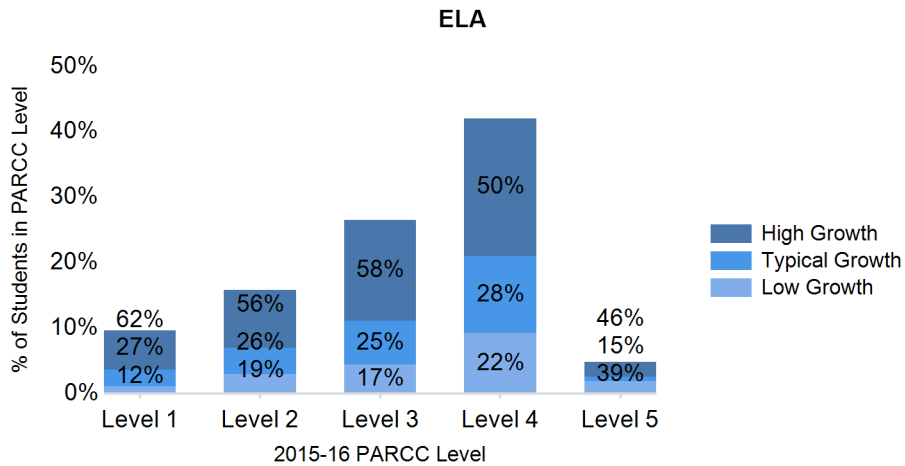
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

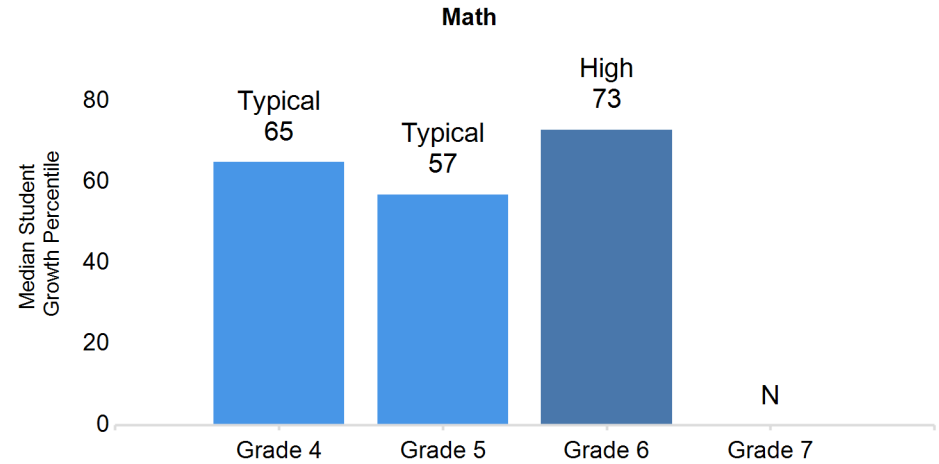
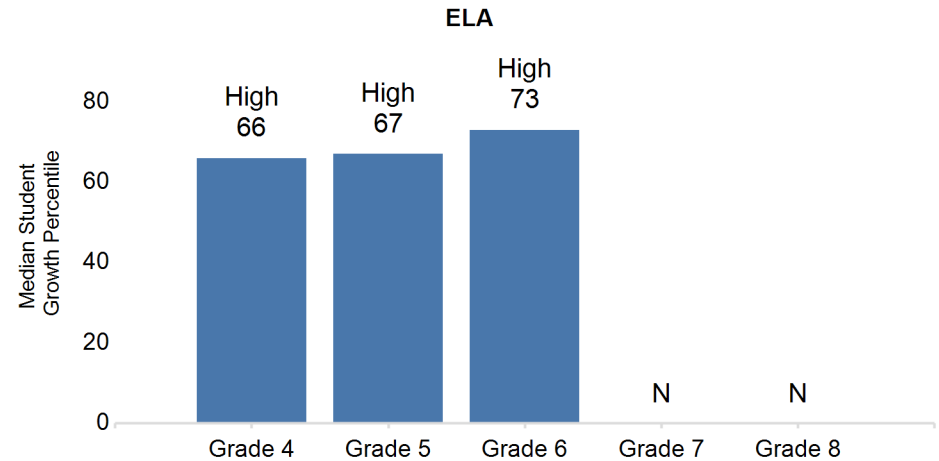
Student Growth by Performance Level

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**

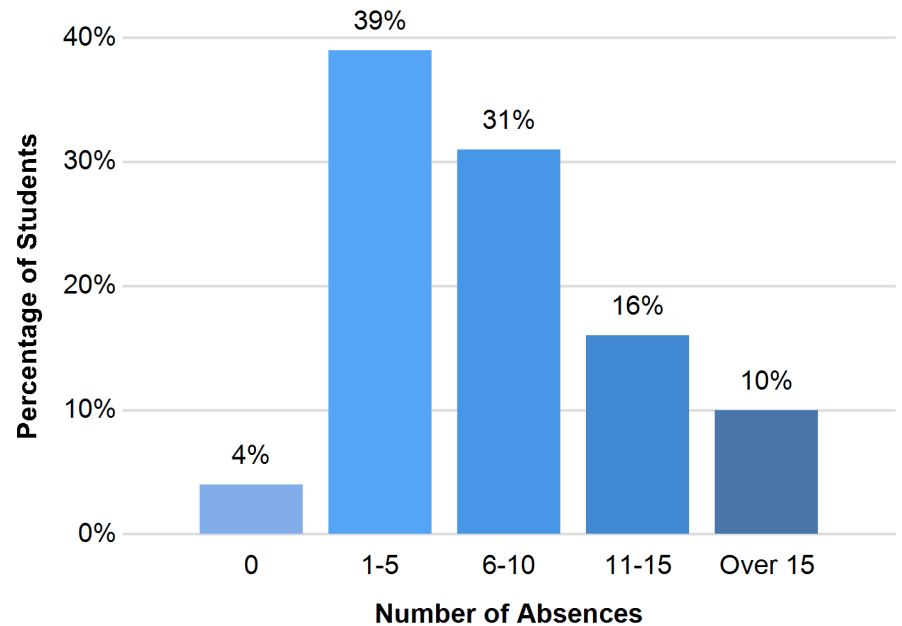
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	8.30	Met Target
White	7.50	8.30	Met Target
Hispanic	10.00	8.30	Not Met
Black or African American	5.10	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.30	Met Target
Economically Disadvantaged Students	14.30	8.30	Not Met
Students with Disabilities	8.10	8.30	Met Target
English Learners	4.80	8.30	Met Target

\*\* 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.



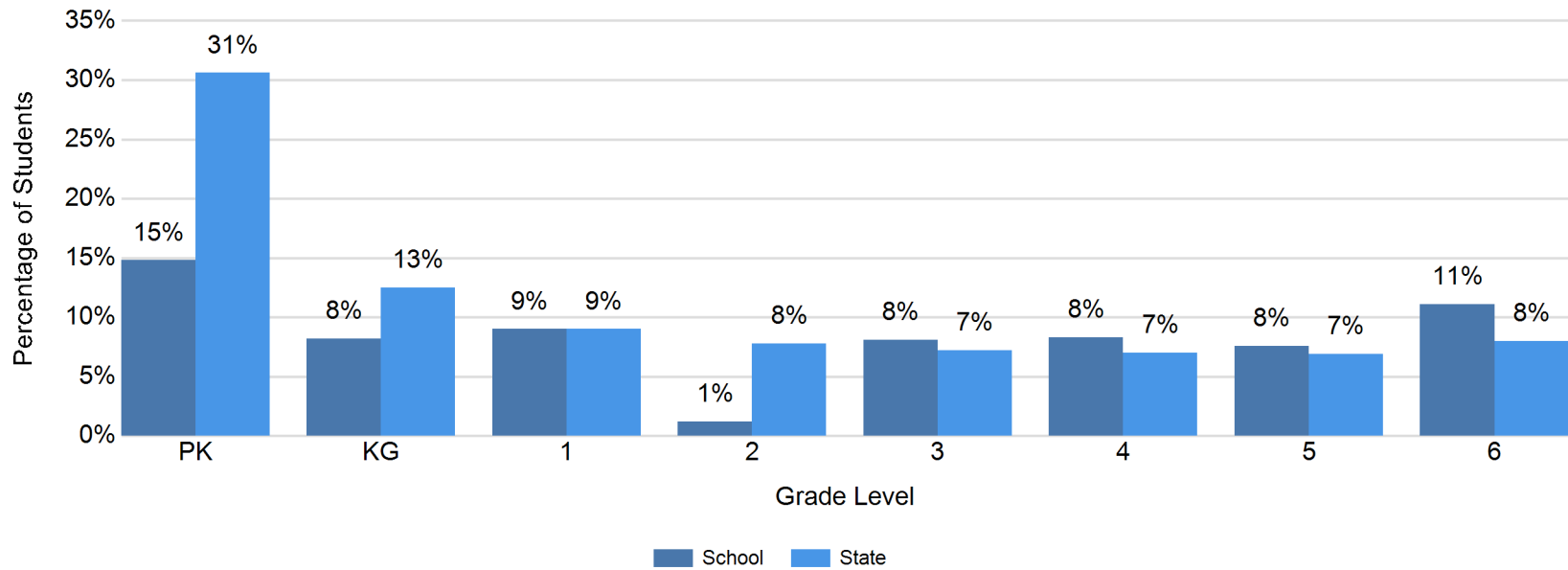


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Chronic Absenteeism by Grade

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	8:25AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 30 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	0.6%
Out-of-School Suspensions	0.5%
Any Suspension	1.1%

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	232.2 kbps	100 kbps	Yes	Copper	Fiber	No

**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 (2015-2016)	\$490	\$12,235	\$12,725



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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	62	120,724
Average years experience in public schools	15.2	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	87%	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	4	9,506
Average years experience in public schools	24.5	15.9
Average years experience in district	14.3	11.6
Administrators in district for 4 or more years	100%	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	162:1	162:1
Librarian/Media Specialists		N
Nurses		646:1
Counselors		646:1
Child Study Team		215:1





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**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 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	94%



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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	60.5	17.5%
Mathematics Proficiency	55.7	17.5%
English Language Arts Growth	97.3	25.0%
Mathematics Growth	96.5	25.0%
Chronic Absenteeism	50.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		76.4
<b>Summative Rating:</b> Percentile rank of Summative Score		86.6
<b>Requires Comprehensive Support:</b> 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	76.4	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	65.3	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	79.0	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	80.5	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Students with Disabilities	82.2	11.9	No	Met Target†	Met Target	Met Target	Exceeds Target	Exceeds Target	No
English Learners	**	**	No	N	N	Met Target	**	**	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  
2016-2017**

**Grade Span PK-06**




41-2970-050  
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School General Info

<b>Principal:</b>	Mr. Melitsky	<b>Email Address:</b>	<a href="mailto:melitskyj@mansfieldelementary.org">melitskyj@mansfieldelementary.org</a>
<b>Address:</b>	50 PORT MURRAY ROAD PORT MURRAY, NJ 07865-9702	<b>Website:</b>	<a href="http://www.mansfieldelementary.org">www.mansfieldelementary.org</a>
<b>Phone:</b>	(908)689-3212	<b>Facebook:</b>	<a href="https://www.facebook.com/mansfieldelementary">https://www.facebook.com/mansfieldelementary</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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• County selected teacher and superintendent of the year.</li> <li>• Grades 2-6 have 1:1 laptops in every classroom</li> <li>• Hosts county-wide Video Expo, promoting student film making</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The Mansfield Township School District Mission Statement summarizes our beliefs: The Mansfield Township Elementary School District partners with the community to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become productive citizens, in accordance with the comprehensive standards of our state.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>The district boasts a strong gifted and talented program for qualifying students. The New Jersey Association for Gifted Children recognized Mansfield with their Teacher of the Year and Administrator of the Year awards for 2016-17. Mansfield has garnered recognition in competitive areas for its successes in Battle of the Books, county-wide debate, and Wordmasters. Our debate team has placed in the top three for ten years running. In Wordmasters 40% of participants achieve national honors.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The district curriculum is clearly and specifically aligned with the New Jersey Student Learning Standards. A strong gifted and talented program is available for qualifying students. The Warren Hills Cluster, of which Mansfield is a part, shares the services of a curriculum coordinator and has jointly created in-common curriculums in social studies, mathematics, science, language arts, technology, physical education and health, and world language.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students have the opportunity to participate in teacher directed after-school clubs.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The district offers child care services before and after school for a daily, weekly, or monthly tuition price. The program is directed and all services are provided by certified teachers on staff. The program includes organized play, nutritious snacks, homework time, and various other interesting activities that are appropriate for the children’s age groups. Breakfast is available for an additional cost.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>All grade levels have multiple in-common planning times every week to facilitate professional development and collaboration. We have four full days of in-service built in to the calendar each year as well as one early dismissal day. Teachers have access to the TEQ training site that includes instructional videos as well as live support for technology and content issues.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The district provides Title I instruction in reading, writing, and mathematics; evaluation and intervention strategies in special education; English as a Second Language (ESL); occupational therapy; speech; and counseling services as needed. Socially, children receive support through L.E.A.D. (grade 5), our full-time guidance counselor, and our Character Education Program. Our “Bucket Filling” program is our current school-wide initiative to promote respect, kindness, and positive behavior.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Physically, students participate in the Walk, Jog, Run Program (grades 5 and 6), physical education classes, recess, and health instruction. A breakfast program is available.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PTA brings cultural and educational programs into the district through its Arts and Education committee. Numerous volunteers assist with copying, field trips, classroom activities, etc. Special events such as Family Fun Nights provide enjoyable sources of community gathering and entertainment. Mansfield also has an education foundation to encourage educational innovation and to provide new or enhanced equipment, money, and services for the district.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A school climate survey is distributed every other year or when a need is identified. The survey is designed to identify concerns and to ascertain in which areas of the building conflicts are occurring.</p>
 <p>Facilities:</p>	<p>The district is completing a 6.8 million dollar referendum to upgrade the 50 year old facility. We have new boilers, roof, univents, upgraded bathroom facilities, lighting, fire alarm system, etc. Our facility is fully air conditioned. We have a library, science lab, full-size gymnasium, art room, computer lab, etc.</p>



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In the area of technology, the school has a state-of-art computer lab networked internally to all classrooms, special areas, and offices. The school has a seamless wireless network able to accommodate the demands of the computer-based testing. Grades 2 – 6 have classroom laptops for every student and access to Microsoft 365. Mobile wireless laptop carts are available for classroom and special area use. All classrooms are equipped with interactive whiteboards. The district utilizes MAP Assessments at all grade levels. MAP enables teachers to target and differentiate instruction to the strengths and needs of each student. The immediacy and depth of feedback provides essential data necessary for teachers to plot an instructional course that promotes continuous student improvement and provides an avenue for tracking individual growth within and across grade levels. Teachers also have access to SuccessMaker, a formative, computer based program that provides information about individual student strengths and weaknesses, allowing educators to differentiate instruction as necessary. Mansfield has installed a state of the art security system to maintain the safety of staff and students.



Other Information: