NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Contact Info

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

Type	Contact Information
County	GLOUCESTER
District	DEPTFORD TWP
Principal Name	MRS. JACKSON
Address	130 PEACH STREET WESTVILLE, NJ 08093-9718
Phone Number	(856)384-6046
Email Address	JACKSON.H@DEPTFORD.K12.NJ.US
Website	http://www.deptford.k12.nj.us/shady-lane/

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
2	97	84	67
3	93	100	77
4	91	97	97
5	70	86	86
6	74	65	82
Total	425	432	409

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.0%	44.7%	46.5%
Male	52.0%	55.3%	53.5%
Economically Disadvantaged Students	50.8%	52.8%	53.3%
Students with Disabilities	24.5%	29.4%	26.9%
English Learners	0.0%	0.5%	0.5%
Homeless Students		4.2%	2.7%
Students in Foster Care		1.6%	1.5%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	51.3%	50.9%	47.4%
Hispanic	14.1%	15.0%	15.4%
Black or African American	29.6%	28.9%	31.8%
Asian	4.2%	4.6%	4.9%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.2%

Enrollment by Home Language

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

Home Language	% of Students
English	90.5%
Spanish	6.6%
Other Languages	2.9%

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	54	50	Met Standard	57	55	50	Met Standard
White	49	55	50	Met Standard	63	55	51	Exceeds Standard
Hispanic	62.5	54	49	Exceeds Standard	53	56.5	48	Met Standard
Black or African American	43.5	53	44	Met Standard	52.5	51	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60	57	61	**	71	67	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	46.5	52.5	48	Met Standard	50	55.5	47	Met Standard
Students with Disabilities	39.5	46.5	41	Not Met	42.5	52	43	Met Standard
English Learners	75.5	74	54	**	59.5	56	51	**

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

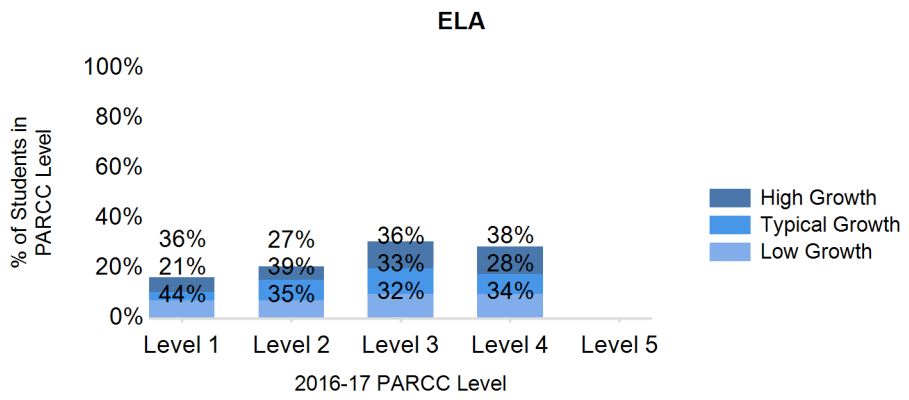
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

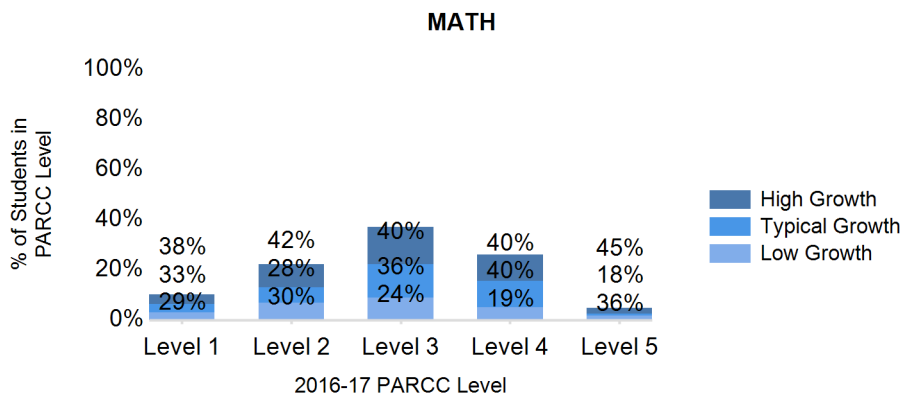
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

Student Growth by Performance Level

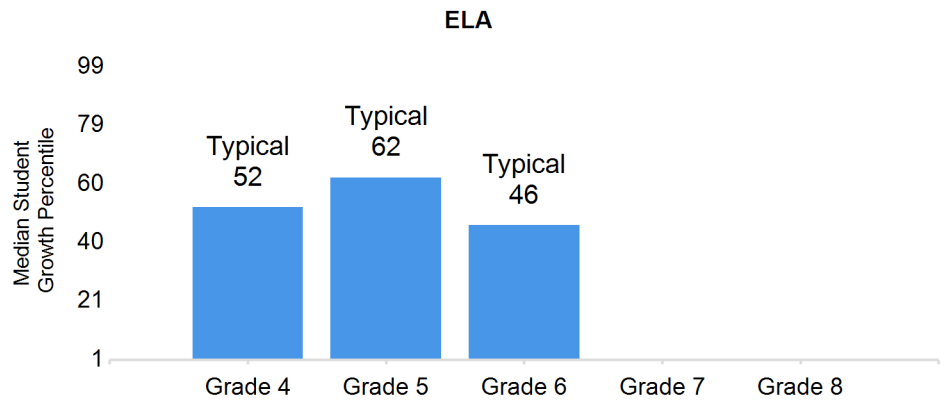
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

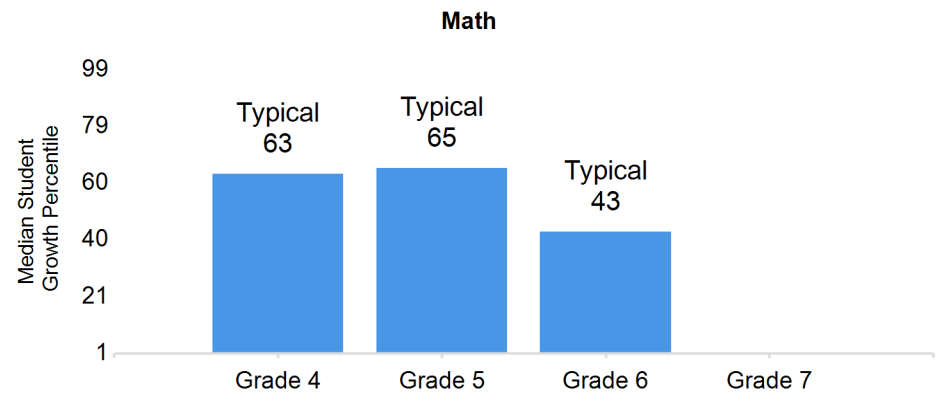




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	341	100.0	38.4	51.5	56.7	38.4	33.4	Met Target
White	168	100.0	45.3	53.7	65.6	45.3	37	Met Target
Hispanic	55	100.0	32.7	45.0	42.5	32.7	32.9	Met Target†
Black or African American	102	100.0	28.5	43.7	37.3	28.5	21.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	158	100.0	48.1	60.4	64.5	48.1		
Male	183	100.0	30.0	43.1	49.4	30.0		
Economically Disadvantaged Students	176	100.0	25.6	38.9	38.5	25.6	23.1	Met Target
Non-Economically Disadvantaged Students	165	100.0	52.1	59.7	67.5	52.1		
Students with Disabilities	94	100.0	16.0	*	21.6	16.0	10.5	Met Target
Students without Disabilities	247	100.0	46.9	*	63.9	46.9		
English Learners	19	100.0	36.8	36.2	27.3	36.8	**	**
Non-English Learners	322	100.0	38.5	51.9	59.4	38.5		
Homeless Students	10	100.0	*	22.5	27.7	*		
Students In Foster Care	*	*	*	43.8	26.3	*		
Military-Connected Students	N	N	N	57.1	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	729	741	750	19%	27%	23%	*	*	30%	52%
White	41	732	743	759	*	*	27%	*	*	34%	61%
Hispanic	*	*	732	736	*	*	*	*	*	*	38%
Black or African American	20	728	*	733	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	745	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	37	744	749	756	*	*	*	*	*	46%	57%
Male	40	716	734	744	*	*	*	*	*	15%	46%
Economically Disadvantaged Students	45	724	730	733	*	*	*	*	*	22%	34%
Non-Economically Disadvantaged Students	32	737	751	762	*	*	*	*	*	41%	64%
Students with Disabilities	25	699	725	719	*	*	*	*	*	*	24%
Students without Disabilities	52	744	748	756	*	*	*	*	*	*	57%
English Learners	N	N	716	712	N	N	N	N	N	N	15%
Non-English Learners	77	729	742	753	19%	27%	23%	*	*	30%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	738	750	756	13%	19%	30%	*	*	38%	58%
White	41	743	754	764	*	*	24%	*	*	46%	68%
Hispanic	*	*	745	744	*	*	*	*	*	*	44%
Black or African American	33	730	742	739	*	*	30%	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	46	740	756	762	*	*	24%	*	*	46%	63%
Male	47	736	744	751	*	*	36%	*	*	30%	53%
Economically Disadvantaged Students	47	728	741	740	*	*	34%	*	*	23%	40%
Non-Economically Disadvantaged Students	46	748	757	767	*	*	26%	*	*	52%	70%
Students with Disabilities	20	696	729	726	*	*	*	*	*	*	25%
Students without Disabilities	73	749	756	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	93	738	*	759	13%	19%	30%	*	*	38%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	745	747	755	*	15%	29%	*	*	48%	58%
White	33	753	750	763	*	*	33%	55%	0%	55%	68%
Hispanic	*	*	747	743	*	*	*	*	*	*	43%
Black or African American	25	734	741	738	*	*	*	40%	0%	40%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	43	751	752	762	*	*	30%	*	*	53%	66%
Male	37	738	744	749	*	*	27%	*	*	41%	51%
Economically Disadvantaged Students	41	736	737	739	*	*	29%	*	*	39%	39%
Non-Economically Disadvantaged Students	39	754	754	766	*	*	28%	*	*	56%	71%
Students with Disabilities	19	712	723	724	*	*	*	*	*	11%	22%
Students without Disabilities	61	755	754	762	*	*	*	*	*	59%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	80	745	*	757	*	15%	29%	*	*	48%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	737	746	754	*	19%	36%	*	*	34%	56%
White	43	747	750	761	*	*	37%	*	*	44%	66%
Hispanic	*	*	746	742	*	*	*	*	*	*	42%
Black or African American	26	721	*	737	*	*	*	*	*	15%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	29	747	757	761	*	*	41%	*	*	45%	64%
Male	51	732	737	748	*	*	33%	*	*	27%	48%
Economically Disadvantaged Students	37	723	736	739	*	*	43%	*	*	11%	37%
Non-Economically Disadvantaged Students	43	750	753	764	*	*	30%	*	*	53%	68%
Students with Disabilities	17	713	723	723	*	*	*	*	*	12%	18%
Students without Disabilities	63	744	754	760	*	*	*	*	*	40%	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	80	737	*	755	*	19%	36%	*	*	34%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

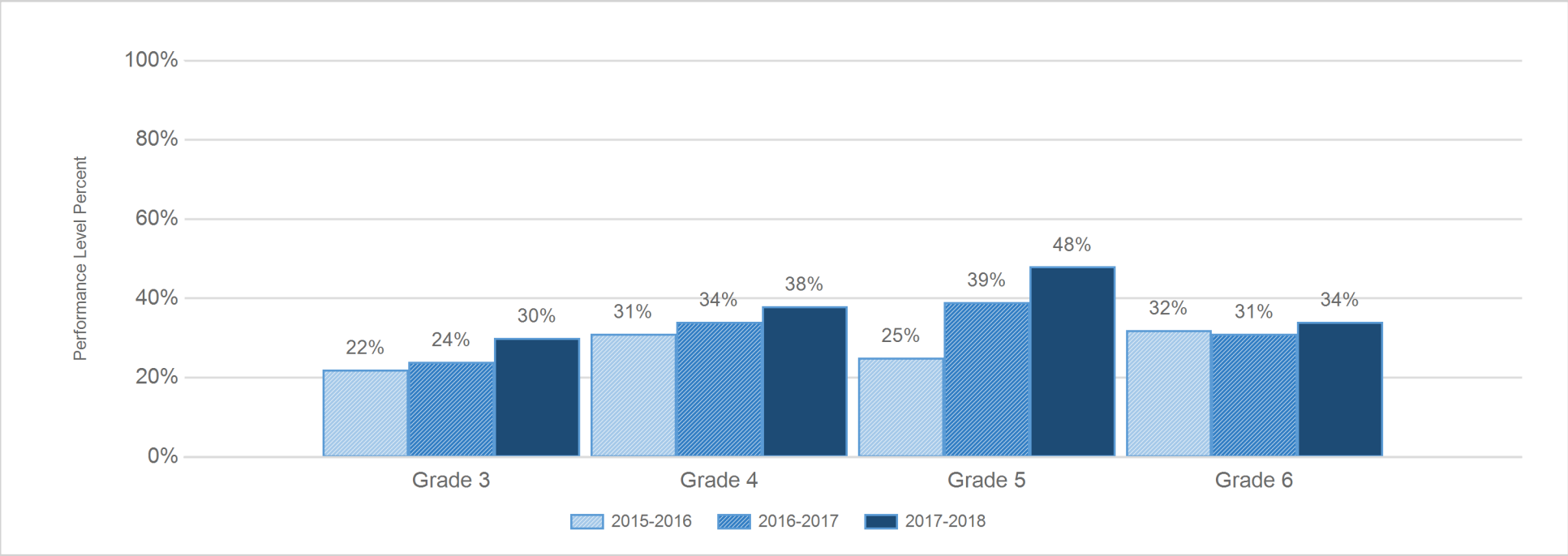
NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	341	100.0	33.4	40.3	45.0	33.4	38.2	Not Met
White	168	100.0	43.5	44.5	54.1	43.5	41.4	Met Target
Hispanic	55	100.0	27.3	33.3	29.2	27.3	42.5	Not Met
Black or African American	102	100.0	15.7	25.9	23.4	15.7	24.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.0	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	158	100.0	39.8	43.1	46.0	39.8		
Male	183	100.0	27.9	37.6	43.9	27.9		
Economically Disadvantaged Students	176	100.0	18.8	27.2	26.6	18.8	28	Not Met
Non-Economically Disadvantaged Students	165	100.0	49.0	49.0	55.9	49.0		
Students with Disabilities	94	100.0	*	16.5	17.1	*	13	Met Target†
Students without Disabilities	247	100.0	*	47.2	50.5	*		
English Learners	19	100.0	42.1	*	24.6	42.1	**	**
Non-English Learners	322	100.0	32.9	*	46.9	32.9		
Homeless Students	10	100.0	*	19.6	17.3	*		
Students In Foster Care	*	*	*	35.3	16.2	*		
Military-Connected Students	N	N	N	50.0	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	738	745	752	13%	19%	34%	*	*	34%	53%
White	41	737	746	760	*	*	*	*	*	44%	64%
Hispanic	*	*	738	739	*	*	*	*	*	*	38%
Black or African American	20	735	*	734	*	*	*	*	*	15%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	37	749	746	752	*	*	30%	*	*	46%	53%
Male	40	727	744	751	*	*	38%	*	*	23%	53%
Economically Disadvantaged Students	45	731	736	736	*	*	*	*	*	24%	35%
Non-Economically Disadvantaged Students	32	746	753	762	*	*	*	*	*	47%	66%
Students with Disabilities	25	712	733	730	*	*	*	*	*	12%	29%
Students without Disabilities	52	750	750	756	*	*	*	*	*	44%	57%
English Learners	N	N	748	726	N	N	N	N	N	N	23%
Non-English Learners	77	738	745	754	13%	19%	34%	*	*	34%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	738	744	748	12%	16%	35%	*	*	37%	49%
White	41	746	748	755	*	*	32%	49%	0%	49%	60%
Hispanic	*	*	735	737	*	*	*	*	*	*	34%
Black or African American	33	730	737	730	*	*	39%	*	*	21%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	46	737	744	748	*	*	26%	*	*	41%	50%
Male	47	739	743	748	*	*	45%	*	*	32%	49%
Economically Disadvantaged Students	47	726	735	733	*	*	40%	*	*	17%	30%
Non-Economically Disadvantaged Students	46	751	751	758	*	*	30%	*	*	57%	62%
Students with Disabilities	20	704	725	725	*	*	*	*	*	*	22%
Students without Disabilities	73	748	749	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	93	738	*	750	12%	16%	35%	*	*	37%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	739	742	748	*	25%	33%	*	*	36%	49%
White	33	742	745	756	0%	*	*	39%	0%	39%	60%
Hispanic	*	*	742	736	*	*	*	*	*	*	32%
Black or African American	25	731	734	730	*	*	*	*	*	24%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	43	741	741	749	*	*	26%	*	*	44%	50%
Male	37	736	743	747	*	*	41%	*	*	27%	48%
Economically Disadvantaged Students	41	730	731	733	*	*	32%	*	*	24%	29%
Non-Economically Disadvantaged Students	39	748	749	758	*	*	33%	*	*	49%	62%
Students with Disabilities	19	719	724	726	*	53%	*	*	*	11%	20%
Students without Disabilities	61	745	747	752	*	16%	*	*	*	44%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	80	739	*	750	*	25%	33%	*	*	36%	51%
Homeless Students	N	N	727	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	80	736	741	744	*	24%	38%	*	*	28%	44%
White	43	748	746	751	*	*	33%	*	*	44%	54%
Hispanic	*	*	734	731	*	*	*	*	*	*	27%
Black or African American	26	717	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	29	738	746	745	*	*	45%	*	*	24%	45%
Male	51	734	737	742	*	*	33%	*	*	29%	42%
Economically Disadvantaged Students	37	721	731	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	43	748	747	753	*	*	*	*	*	*	56%
Students with Disabilities	17	714	720	717	*	*	*	*	*	*	13%
Students without Disabilities	63	741	748	748	*	*	*	*	*	*	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	80	736	*	745	*	24%	38%	*	*	28%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

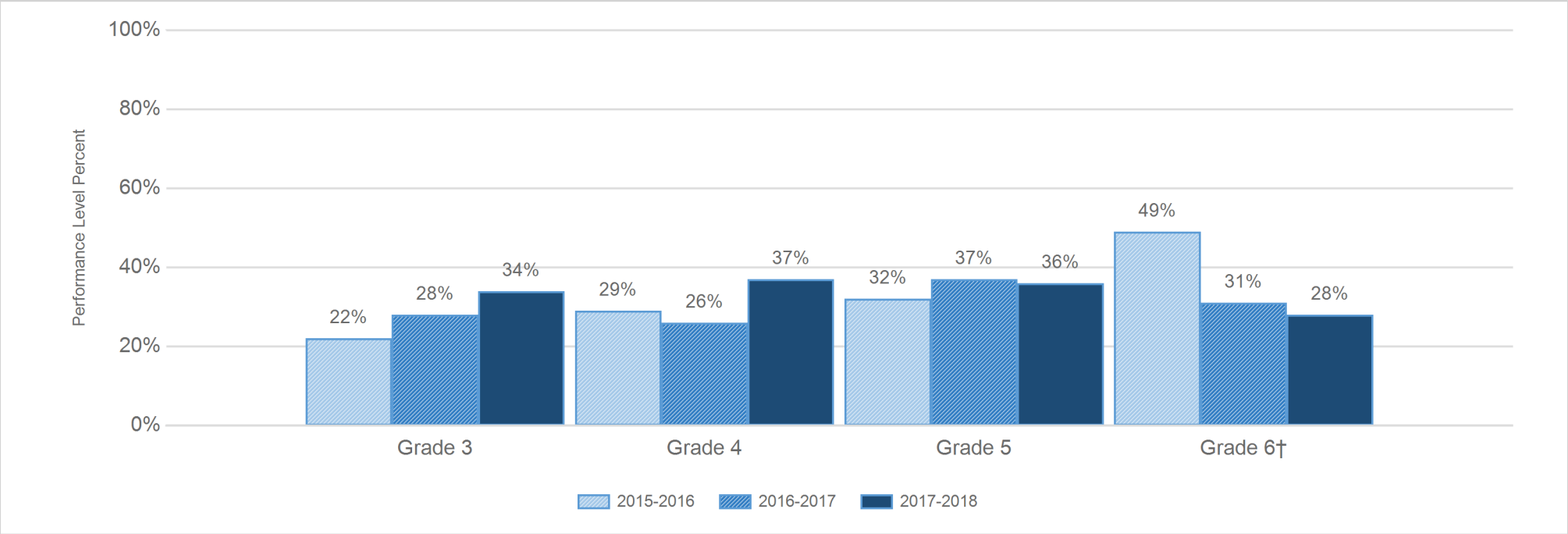
NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

NJASK Science Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

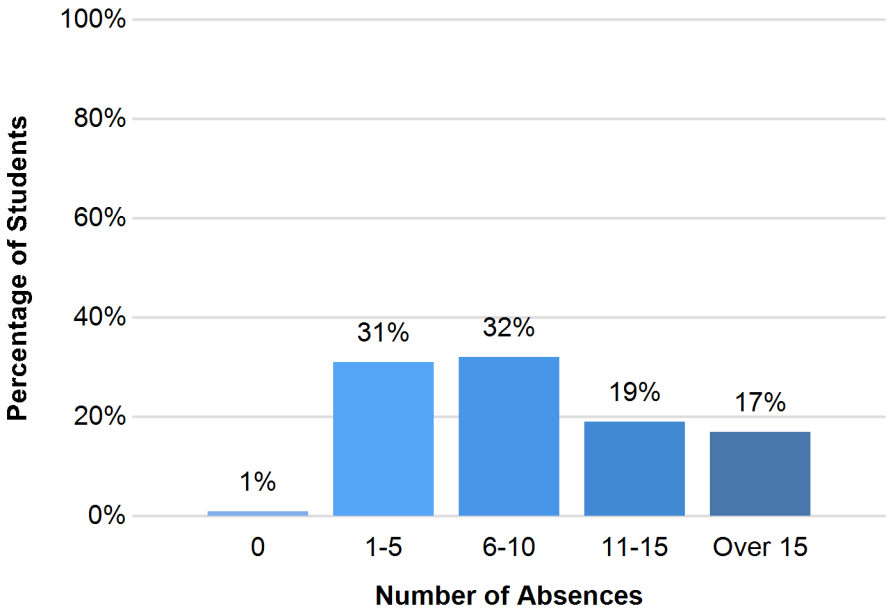
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	49	11.9	7.9	Not Met
White	18	9.3	7.9	Not Met
Hispanic	9	14.1	7.9	Not Met
Black or African American	19	14.4	7.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	7.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	35	16.0	7.9	Not Met
Students with Disabilities	21	18.6	7.9	Not Met
English Learners	*	*	**	**

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

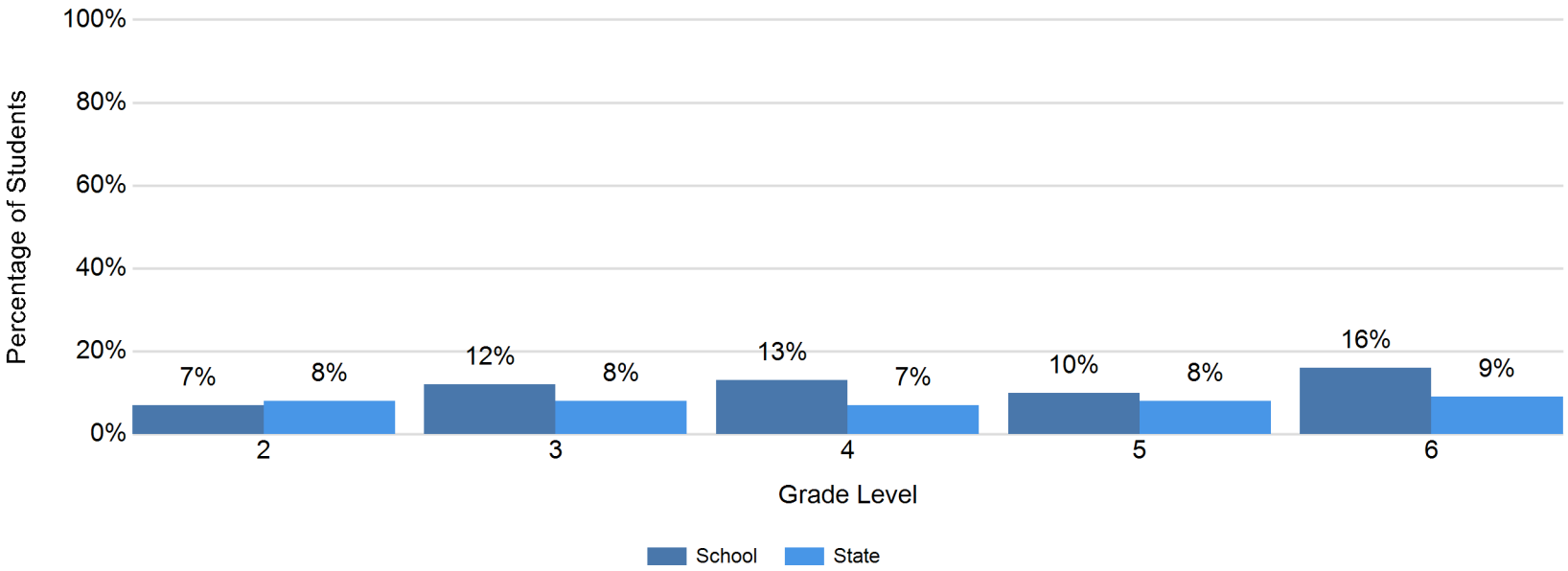
SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.22

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	0	3
Religion	0	0	0
Ancestry	0	0	0
Gender	2	0	2
Sexual Orientation	2	1	3
Disability	1	0	1
Other	2	0	2
No Identified Nature	6		6

Student Disciplinary Removals

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

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

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

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	3.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$485	$13,372	$13,857

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	88.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	13.8	12.0
Administrators in district for 4 or more years	82.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	13:1
Students to Administrators	409:1	187:1
Teachers to Administrators	42:1	15:1
Students to Librarians/Media Specialists		1437:1
Students to Nurses		539:1
Students to Counselors		479:1
Students to Child Study Team		392:1

NJ SCHOOL PERFORMANCE REPORT

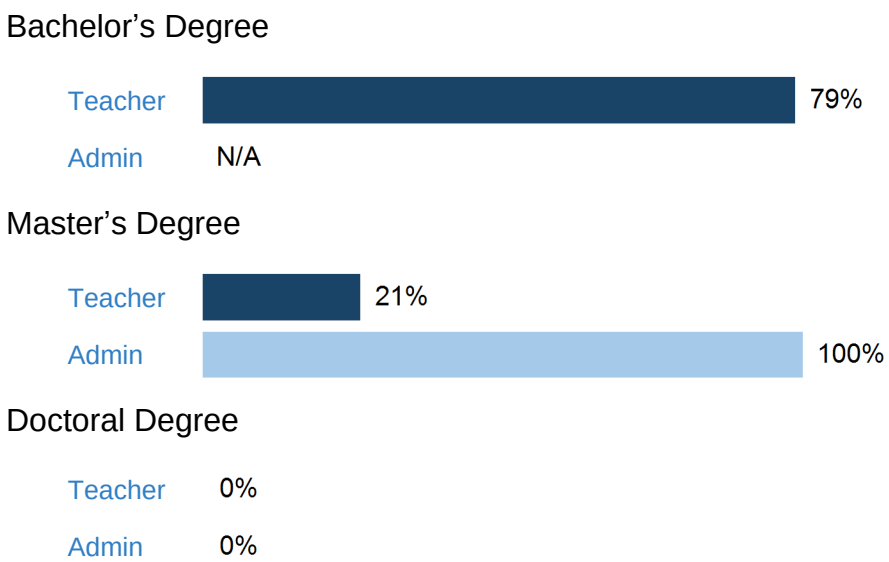
SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	84.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.1%

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	78.6%	100.0%
Male	21.4%	0.0%
White	95.2%	100.0%
Hispanic	0.0%	0.0%
Black or African American	4.8%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	14.81	17.5%
Mathematics Proficiency	18.42	17.5%
English Language Arts Growth	48.87	25.0%
Mathematics Growth	70.74	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	16.31	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	38.17	n/a
Summative Rating: Percentile Rank of Summative Score	30.57	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	N	Not Met	No
White	40.03	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	51.93	14.08	No	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	45.64	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	37.17	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	37.45	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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:	• Teachers continue to implement research based and innovative strategies during the daily Enrichment and Intervention Period. • Our Special Area teachers provide students with the opportunity to develop interest and enhance skills in the Fine Arts. Activities offered include Choir, Art Club, Technology Club, and Book Club. • Shady Lane incorporated a Hats Off to You program where students are recognized and celebrated for demonstrating character traits that lead to future success.
Mission, Vision, Theme:	Shady Lane Elementary School serves the needs of a diverse student body of approximately 400 students in second through sixth grade. Our Shady Lane Squad, which includes all Shady Lane staff members, uses a whole team approach to ensure the success of students. We are committed to building and maintaining a safe and positive atmosphere for learning that supports all students with reaching their full potential. In order for students to become successful citizens, our staff must support students with developing responsibility and respect. We continue to focus on including a technology rich environment to prepare students for success in the 21st century. The staff at Shady Lane is dedicated to providing a safe, productive, engaging, and challenging learning environment where students feel welcomed, develop character, set goals, take academic risks, and achieve success.
Awards, Recognition, Accomplishments:	Shady Lane students are regularly recognized and awarded for their achievements in academic and non-academic areas. Spartans of the Month are honored in school with a Spartan of the Month Star lanyard, a certificate, a letter from the principal, and an announcement of the whole student body. Students are recognized for their academic achievement through Principal's List and Honor Roll. Shady Lane incorporated a Hats' Off to You program where students are recognized and celebrated for demonstrating character traits that lead to future success. Students from the Senior High School Class walked through the halls of Shady Lane in their caps and gowns to celebrate their accomplishments while encouraging success for our current students.

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Courses, Curriculum, Instruction:	Shady Lane focuses on implementing and teaching the New Jersey Student Learning Standards. As we focus on Standard Based Instruction, we are implementing a new phenomenon based science curriculum. Teachers use a Benchmark Assessment System to target Guided Reading instruction. Our Basic Skills program includes Leveled Literacy Instruction. We continue to increase the use of technology in our instruction including interactive lessons, digital practice, and Google Classroom. The Writer's Workshop model is used to support students in becoming confident and successful writers. Teachers continue to implement research based and innovative strategies during the daily Enrichment and Intervention Period.
Clubs and Activities:	Our staff focuses on the success and development of the whole child. During Enrichment and Intervention periods, our Special Area teachers provide students with the opportunity to develop interest and enhance skills in the Fine Arts. Activities offered include Choir, Art Club, Technology Club, and Book Club.

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Before and After School Programs:	Spartan Care is a NJ state licensed organization committed to providing affordable, quality care for the students of Shady Lane. Spartan Care strives to meet the individual needs of the children, as well as establishing supportive relationships between its families, staff and community.
Staff and Professional Learning:	Shady Lane Squad meetings, focused on building teacher capacity, are held bi-monthly. Teachers at Shady Lane hold weekly grade-level collaboration meetings. During these meetings, teachers focus on strengthening their knowledge of developmentally appropriate and academic expectations for student learning, planning activities for enrichment and intervention, analyzing student information, deepening their understanding of curriculum, and gaining new knowledge of strategies and methods that increase student motivation. Teachers continue to spend time becoming familiar with the requirements of the NJSLS-Science, increasing their knowledge of writing strategies, implementing resources and strategies during guided reading, and continue to analyze assessments and other data in order to offer valuable and relevant instruction for all students.

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Student Supports and Services:	Shady Lanes continues to incorporate a daily Enrichment and Intervention period for all students. Shady Lane continue to provide additional support to students through services including Basic Skills Instruction, Leveled Literacy Intervention, School Counselling, Guidance Counselling, ESL instruction, and Gifted and Talented Programs.
Student Health and Wellness:	Shady Lane provides physical education classes for all students. Students have options for a nutritious breakfast and lunch. The daily schedule includes an outside recess period. An effective educational program in drug and alcohol resistance is offered to fifth and sixth graders every year. Character Education is incorporated into daily lessons and school-wide programs.
Parent and Community Involvement:	The Staff of Shady Lane recognizes the importance of a strong home and school partnership. It is important that parents, school staff, and students work together to maintain a positive educational atmosphere. Shady Lane builds partnerships through school-wide and classroom activities including: Home and School Nights, Parent Conferences, American Education Week, Mystery Readers, Fire Safety Week, and Parent Presentations. An active Parent Teacher Association supports Shady Lane in many ways. Shady Lane runs programs and fun events throughout the year to foster school and community awareness. These activities include skating parties, fun day, annual yearbook, holiday tables, and teacher appreciation week. Projects to raise money for charities are conducted throughout the school year.

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Facilities:	Shady Lane was originally constructed in 1957, and has had building expansions in 1973 and 2003. Recent facility updates including entry ways, cameras, and ramps have supported the school in continuing to provide a safe environment. The Shady Lane School Community has access to a media center, computer lab, art room, and two gymnasiums.
School Safety:	The staff at Shady Lane is committed to building and maintaining a safe and positive atmosphere for learning that supports all students with reaching their full potential. Our Guidance Counselor and Anti-Bullying Specialist works collaboratively with the staff, families, and students to promote an environment where all student focus on learning. Programs are in place to promote good character. Shady Lane students pledge to be respectful, responsible, kind, eager to learn, team players who are proud to be Shady Lane students!

NJ SCHOOL PERFORMANCE REPORT

SHADY LANE ELEMENTARY SCHOOL
(15-1100-140)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Technology and STEM:	Shady Lane continues to focus on including a technology rich environment to prepare students for success in the 21st century. All classrooms have access to Chromebooks to enhance classroom instruction. A Green Screen was recently added to the Computer Lab. Technology classes include lessons on coding, creating presentation slides, and designing. Our curriculum programs are available online for student and parent access. Supplemental resources and programs including Reading A to Z and NESSY support classroom instruction. We continue to increase the use of technology in our instruction including interactive lessons, digital practice, and Google Classroom. Teachers incorporate STEM activities during science lesson and Enrichment and Intervention periods.