NJ SCHOOL PERFORMANCE REPORT

LANES MILL ELEMENTARY SCHOOL
(29-0530-045)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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

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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	OCEAN
District	BRICK TWP
Principal Name	MR. LUCKENBACH
Address	1891 LANES MILL RD BRICK, NJ 08724-1445
Phone Number	(732)785-3000
Email Address	JLUCKENBACH@BRICKSCHOOLS.ORG
Website	http://www.brickschools.org/Schools/LanesMillES
Twitter	https://twitter.com/LMESColts

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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
KG	79	89	94
1	82	87	89
2	98	98	85
3	77	103	103
4	98	86	108
5	104	102	85
Total	538	565	564

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	49.4%	48.1%	47.0%
Male	50.6%	51.9%	53.0%
Economically Disadvantaged Students	34.9%	36.8%	37.8%
Students with Disabilities	24.2%	29.4%	29.8%
English Learners	0.4%	5.0%	6.9%
Homeless Students		1.6%	1.1%
Students in Foster Care		0.4%	0.4%
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	77.9%	71.7%	69.0%
Hispanic	9.7%	14.0%	16.3%
Black or African American	9.7%	10.1%	9.6%
Asian	1.3%	1.9%	2.5%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.5%	2.1%	2.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	79	89	94

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	86.5%
Spanish	7.4%
Portuguese	1.4%
Other Languages	4.6%

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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	44.5	54	50	Met Standard	58	55	50	Met Standard
White	37	54	50	Not Met	58	55	51	Met Standard
Hispanic	55	60	49	**	63.5	55	48	**
Black or African American	45	48	44	**	51	47	44	**
Asian, Native Hawaiian, or Pacific Islander	*	57	61	**	*	66	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	47	49	**	*	69	51	**
Economically Disadvantaged	45	52	48	Met Standard	54	50.5	47	Met Standard
Students with Disabilities	32	47	41	Not Met	51	45	43	Met Standard
English Learners	*	59	54	**	*	55.5	51	**

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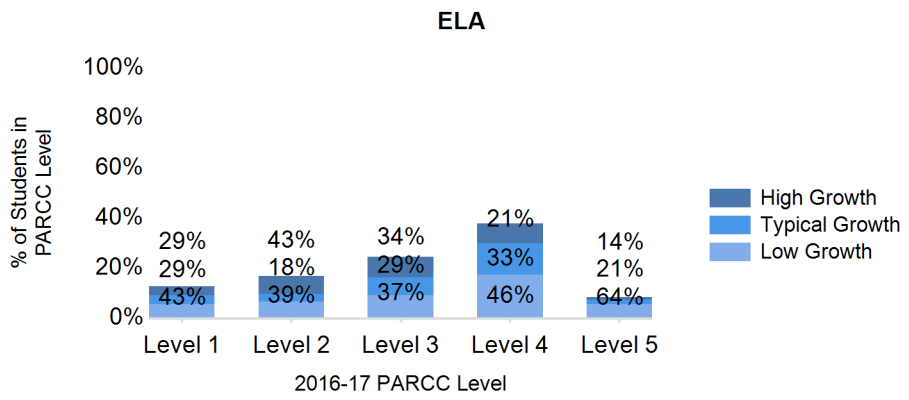
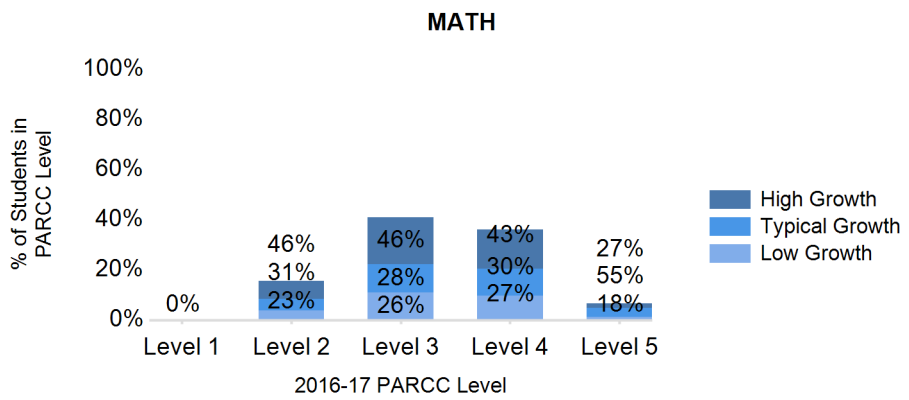
Student Growth by Performance Level

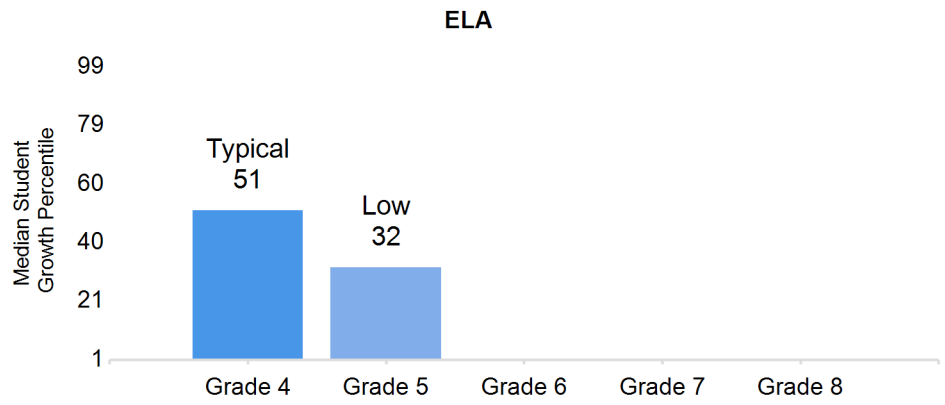
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

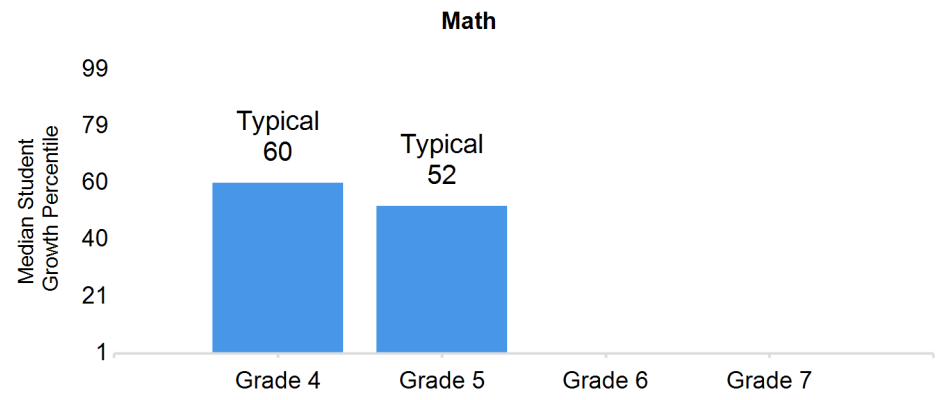




Student Growth by Grade

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





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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 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	267	98.6	41.5	57.1	56.7	41.5	46.5	Met Target†
White	201	98.5	43.8	61.2	65.6	43.8	45.6	Met Target†
Hispanic	34	100.0	38.2	*	42.5	38.2	51	Met Target†
Black or African American	25	96.9	28.0	33.9	37.3	28.0	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.6	82.3	*	**	**
American Indian or Alaska Native	N	N	N	66.6	52.7	N	**	**
Two or More Races	*	*	*	55.1	63.4	*	**	**
Female	124	98.5	46.8	66.2	64.5	46.8		
Male	143	98.7	37.1	48.6	49.4	37.1		
Economically Disadvantaged Students	101	98.1	32.7	42.1	38.5	32.7	34.6	Met Target†
Non-Economically Disadvantaged Students	166	98.9	47.0	64.3	67.5	47.0		
Students with Disabilities	84	100.0	22.6	*	21.6	22.6	23.6	Met Target†
Students without Disabilities	183	97.9	50.3	*	63.9	50.3		
English Learners	12	100.0	25.0	21.2	27.3	25.0	**	**
Non-English Learners	255	98.5	42.4	58.8	59.4	42.4		
Homeless Students	*	*	*	36.0	27.7	*		
Students In Foster Care	N	N	N	33.3	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† 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 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	734	742	750	20%	15%	32%	*	*	32%	52%
White	68	739	*	759	19%	*	29%	*	*	38%	61%
Hispanic	13	731	727	736	*	*	*	*	*	23%	38%
Black or African American	*	*	719	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	43	736	747	756	*	*	30%	*	*	35%	57%
Male	50	732	737	744	*	*	34%	*	*	30%	46%
Economically Disadvantaged Students	35	731	729	733	*	*	46%	*	*	23%	34%
Non-Economically Disadvantaged Students	58	736	750	762	*	*	24%	*	*	38%	64%
Students with Disabilities	28	717	718	719	*	*	*	*	*	21%	24%
Students without Disabilities	65	741	749	756	*	*	*	*	*	37%	57%
English Learners	*	*	710	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	745	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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 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	99	749	750	756	*	16%	26%	*	*	48%	58%
White	67	752	*	764	*	*	27%	*	*	52%	68%
Hispanic	12	746	735	744	0%	*	*	*	*	42%	44%
Black or African American	15	741	733	739	*	*	*	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	41	759	756	762	*	*	24%	*	*	61%	63%
Male	58	743	745	751	*	*	28%	*	*	40%	53%
Economically Disadvantaged Students	36	740	*	740	*	*	28%	*	*	36%	40%
Non-Economically Disadvantaged Students	63	755	*	767	*	*	25%	*	*	56%	70%
Students with Disabilities	26	724	719	726	*	*	*	*	*	27%	25%
Students without Disabilities	73	758	759	762	*	*	*	*	*	56%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	751	759	*	*	*	*	*	*	61%
Homeless Students	*	*	730	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%

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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 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	78	745	752	755	*	15%	31%	*	*	46%	58%
White	62	743	754	763	*	19%	31%	*	*	42%	68%
Hispanic	*	*	741	743	*	*	*	*	*	*	43%
Black or African American	*	*	748	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	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	41	750	*	762	*	*	27%	*	*	51%	66%
Male	37	740	*	749	*	*	35%	*	*	41%	51%
Economically Disadvantaged Students	29	737	*	739	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	49	750	*	766	*	*	*	*	*	51%	71%
Students with Disabilities	26	725	721	724	*	*	38%	*	*	15%	22%
Students without Disabilities	52	755	762	762	*	*	27%	*	*	62%	65%
English Learners	N	N	699	712	N	N	N	N	N	N	11%
Non-English Learners	78	745	753	757	*	15%	31%	*	*	46%	60%
Homeless Students	*	*	734	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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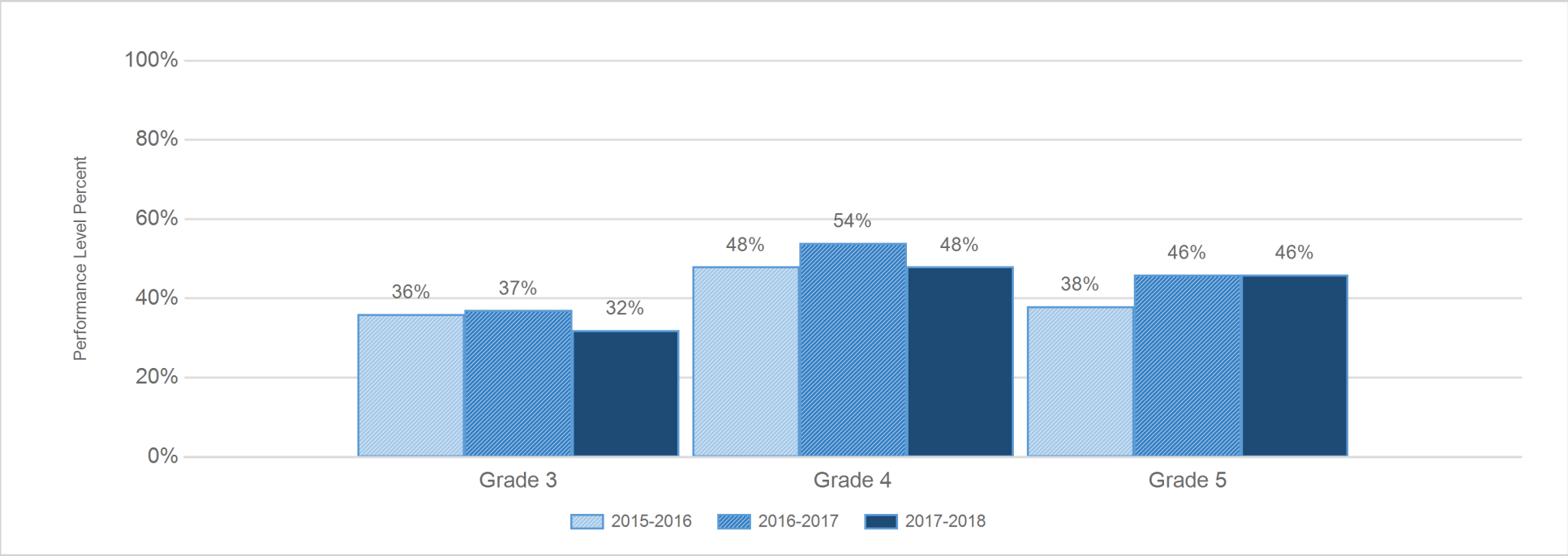
English Language Arts/Literacy Assessment - Performance Trends

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.



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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	267	98.9	46.8	45.3	45.0	46.8	49.7	Met Target†
White	201	99.0	47.3	50.1	54.1	47.3	51.8	Met Target†
Hispanic	34	100.0	52.9	*	29.2	52.9	43.2	Met Target
Black or African American	25	96.9	36.0	17.7	23.4	36.0	30.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	33.3	42.5	N	**	**
Two or More Races	*	*	*	34.7	53.0	*	**	**
Female	124	98.5	41.1	47.0	46.0	41.1		
Male	143	99.3	51.8	43.7	43.9	51.8		
Economically Disadvantaged Students	101	98.1	46.5	32.0	26.6	46.5	34.6	Met Target
Non-Economically Disadvantaged Students	166	99.4	47.0	51.7	55.9	47.0		
Students with Disabilities	84	100.0	33.3	14.2	17.1	33.3	35.9	Met Target†
Students without Disabilities	183	98.4	53.0	53.8	50.5	53.0		
English Learners	12	100.0	66.6	21.3	24.6	66.6	**	**
Non-English Learners	255	98.9	45.9	46.4	46.9	45.9		
Homeless Students	*	*	*	25.4	17.3	*		
Students In Foster Care	N	N	N	13.3	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	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 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	746	750	752	*	18%	28%	*	*	46%	53%
White	68	746	*	760	*	18%	31%	*	*	43%	64%
Hispanic	13	754	740	739	0%	*	*	*	*	69%	38%
Black or African American	*	*	735	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	43	739	750	752	*	*	33%	*	*	37%	53%
Male	50	751	751	751	*	*	24%	*	*	54%	53%
Economically Disadvantaged Students	35	747	740	736	*	*	*	*	*	51%	35%
Non-Economically Disadvantaged Students	58	745	756	762	*	*	*	*	*	43%	66%
Students with Disabilities	28	738	737	730	*	*	*	*	*	43%	29%
Students without Disabilities	65	749	754	756	*	*	*	*	*	48%	57%
English Learners	*	*	734	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	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

LANES MILL ELEMENTARY SCHOOL
(29-0530-045)
Grades Offered: KG-05
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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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 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	99	750	749	748	*	11%	31%	*	*	53%	49%
White	67	753	*	755	*	*	24%	*	*	61%	60%
Hispanic	12	754	737	737	0%	0%	*	*	*	58%	34%
Black or African American	15	735	729	730	*	*	*	*	*	20%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	41	750	750	748	*	*	32%	*	*	54%	50%
Male	58	749	749	748	*	*	31%	*	*	52%	49%
Economically Disadvantaged Students	36	743	*	733	*	*	36%	*	*	44%	30%
Non-Economically Disadvantaged Students	63	754	*	758	*	*	29%	*	*	57%	62%
Students with Disabilities	26	733	725	725	*	*	*	*	*	27%	22%
Students without Disabilities	73	756	756	753	*	*	*	*	*	62%	55%
English Learners	*	*	727	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	750	750	*	*	*	*	*	*	52%
Homeless Students	*	*	734	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

LANES MILL ELEMENTARY SCHOOL
(29-0530-045)
Grades Offered: KG-05
2017-2018

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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 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	76	748	750	748	*	*	43%	*	*	39%	49%
White	61	747	752	756	*	*	46%	*	*	38%	60%
Hispanic	*	*	742	736	*	*	*	*	*	*	32%
Black or African American	*	*	736	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	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	41	748	*	749	*	*	44%	*	*	37%	50%
Male	35	748	*	747	*	*	43%	*	*	43%	48%
Economically Disadvantaged Students	28	744	*	733	*	*	36%	*	*	39%	29%
Non-Economically Disadvantaged Students	48	750	*	758	*	*	48%	*	*	40%	62%
Students with Disabilities	24	731	730	726	*	*	*	*	*	21%	20%
Students without Disabilities	52	755	756	752	*	*	*	*	*	48%	55%
English Learners	N	N	722	718	N	N	N	N	N	N	13%
Non-English Learners	76	748	751	750	*	*	43%	*	*	39%	51%
Homeless Students	*	*	732	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	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

LANES MILL ELEMENTARY SCHOOL
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2017-2018

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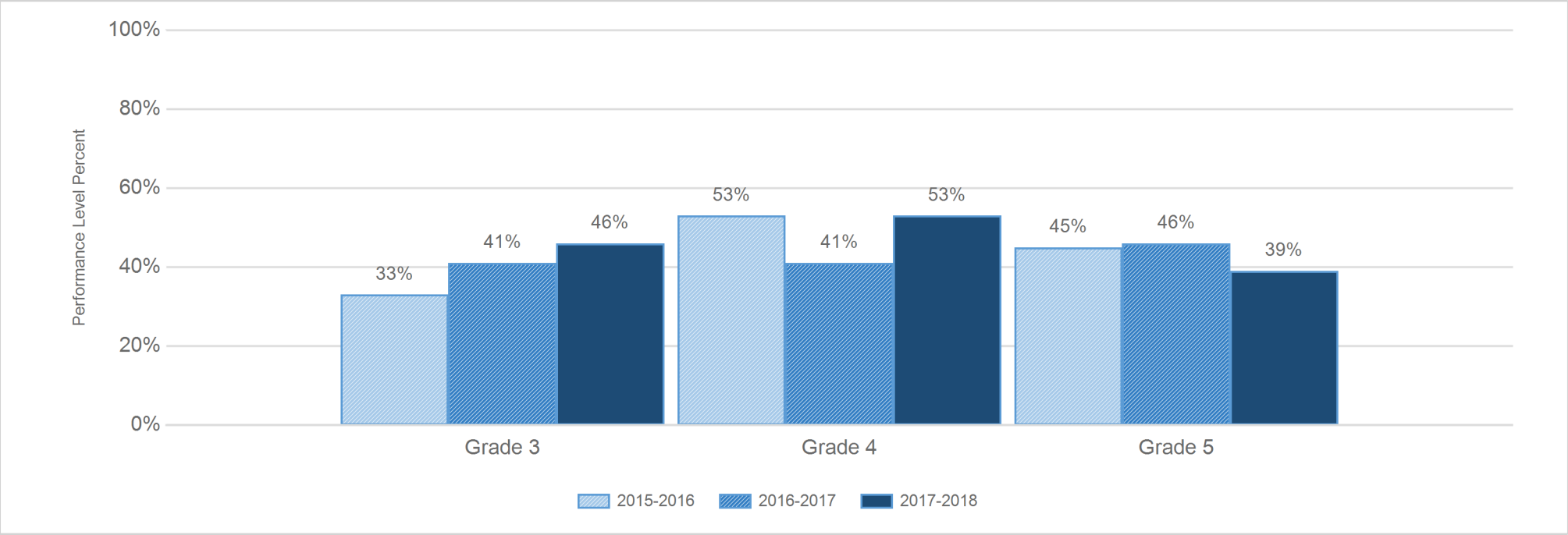
Mathematics Assessment – Performance Trends

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

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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	*	*
4	*	*
5	*	*

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	50.0%	60.7%	Met Target†

† 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	22	*	*
3-4	15	73.3%	26.7%
5 or more	*	*	*

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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.

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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.

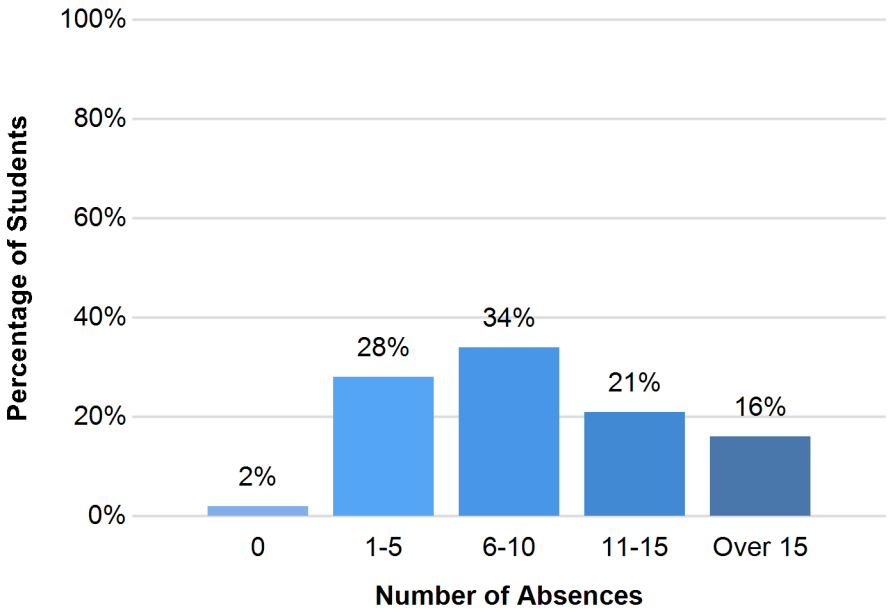
Chronic Absenteeism

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	70	12.4	8.9	Not Met
White	46	11.8	8.9	Not Met
Hispanic	17	18.7	8.9	Not Met
Black or African American	2	3.7	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	12.5	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	23.1	**	**
Economically Disadvantaged Students	34	16.0	8.9	Not Met
Students with Disabilities	21	12.4	8.9	Not Met
English Learners	5	12.8	8.9	Not Met

Days Absent

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



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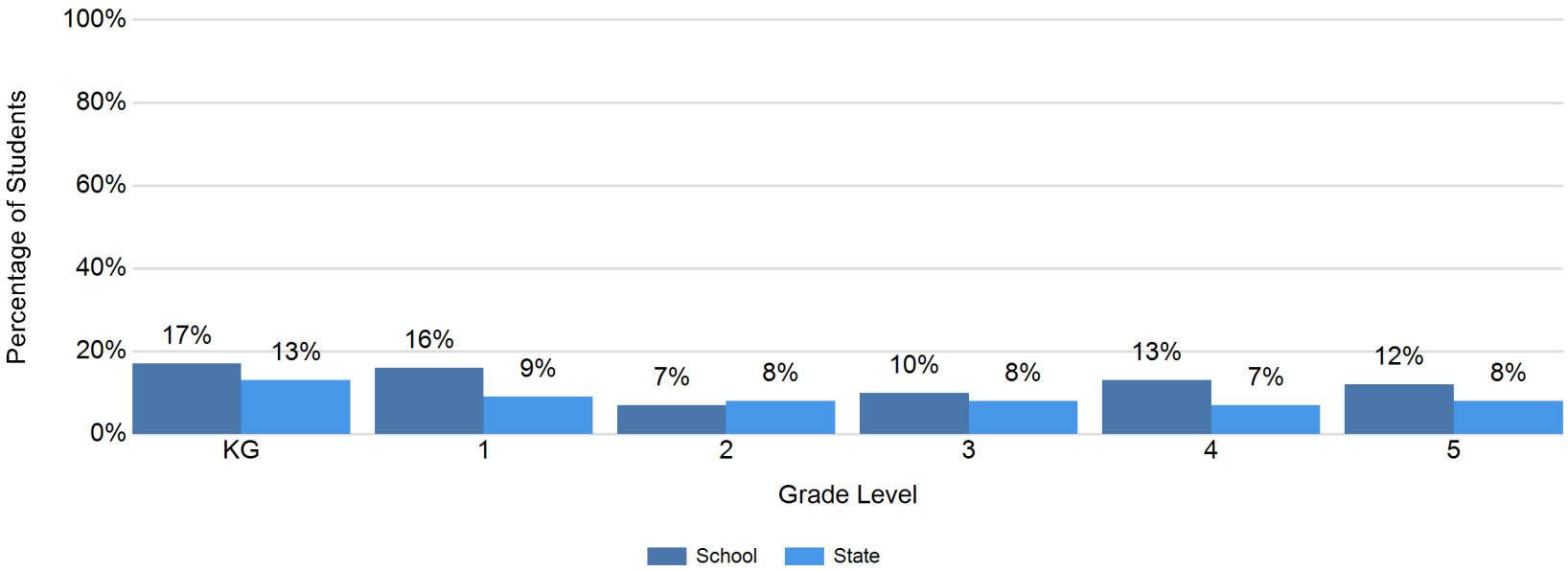
Chronic Absenteeism by Grade

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



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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	2
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.89

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	2	2
No Identified Nature	0		0

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	11	2.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
28

NJ SCHOOL PERFORMANCE REPORT

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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. 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	8:25 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	N

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	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)	$479	$13,973	$14,452

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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	51	117,464
Average years experience in public schools	14.9	12.0
Average years experience in district	14.2	10.7
Teachers in district for 4 or more years	92.2%	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	41	9,374
Average years experience in public schools	17.6	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	90.2%	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	11:1	11:1
Students to Administrators	282:1	210:1
Teachers to Administrators	26:1	19:1
Students to Librarians/Media Specialists		783:1
Students to Nurses		507:1
Students to Counselors		431:1
Students to Child Study Team		210:1

NJ SCHOOL PERFORMANCE REPORT

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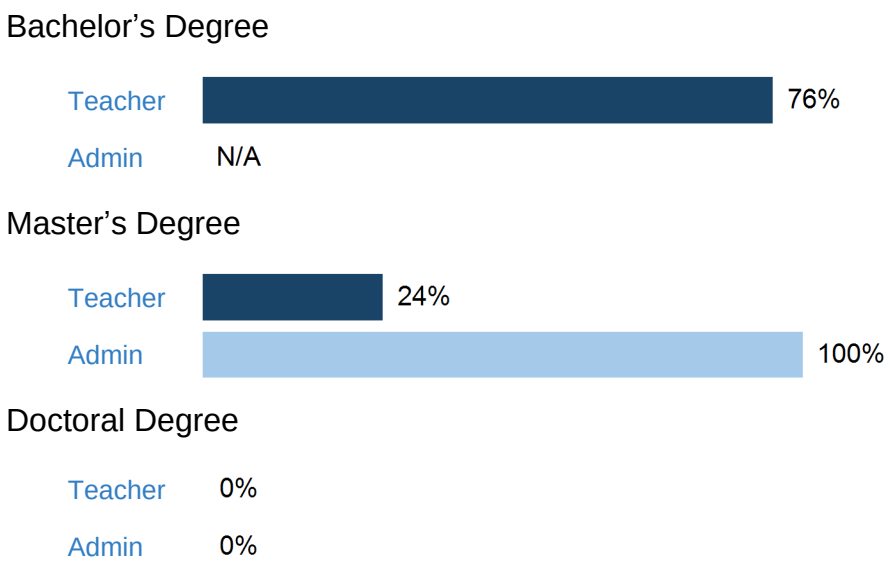
Teachers and Administrators - Level of Education

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	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.4%	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	97.0%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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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	92.2%	50.0%
Male	7.8%	50.0%
White	96.1%	100.0%
Hispanic	3.9%	0.0%
Black or African American	0.0%	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%

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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

LANES MILL ELEMENTARY SCHOOL
(29-0530-045)
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2017-2018

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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	20.44	15.0%
Mathematics Proficiency	57.41	15.0%
English Language Arts Growth	22.69	20.0%
Mathematics Growth	74.48	20.0%
Progress Towards English Language Proficiency	40.43	20.0%
Chronic Absenteeism	21.16	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.31	n/a
Summative Rating: Percentile Rank of Summative Score	34.30	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

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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†	Met Target†	Met Standard	Met Standard	Met Target†	Not Met	No
White	28.08	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	**	**	No	Met Target†	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	No	Not Met	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	54.42	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	54.98	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Not Met	No

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

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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:	• Maintained Bronze Medal status from NJ Sustainable Schools • Technology enhances all lessons at each grade level. • Received several awards from Momouth/Ocean Food Bank Hunger Challenge
Mission, Vision, Theme:	At the Lanes Mill Elementary School, we embrace the notion that Learning has no Limit. Our staff and community are dedicated to developing the academic, social and emotional growth for all of our learners. Our diverse population enhances the learning experiences for all members of our community. All members of our community are truly vested in our mission to foster life-long learners and to develop positive members of our community.
Awards, Recognition, Accomplishments:	Lanes Mill School has received the prestigious recognition from Sustainable Schools. The school was bestowed with Bronze Medal status for our efforts in promoting energy conservation. Lanes Mill has received several awards from the Monmouth-Ocean Food Bank for our efforts during their Hunger Challenge. Our school has received recognition from the U.S. Department of Veteran Affairs for our Salute to Veterans program.

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Courses, Curriculum, Instruction:	A balanced literacy program highlights a rigorous academic program that challenges the students at all grade levels. A hands-on approach to math supports the skills needed for future success. Social Studies and Science are integrated into lessons which reinforce Literacy and Mathematical skills. Our EXCEL program provides students with many challenging activities which include S.T.E.M. projects
Clubs and Activities:	Our school supports two service organizations that promote a positive school and community climate. Our Student Council develop student-leaders into promoting school-wide initiatives that benefit all members of our community. Our Early Act club provides charitable services for many members of our community. This group works with Senior Assisted-Living Centers and local charity groups.

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Before and After School Programs:	The Lanes Mill School offers the Extended Day program to assist some students with additional support with Literacy and/or Math skills. The LEAP program provides additional support for our English Language Learners. All of our teachers offer additional instruction for our students outside the normal school day.
Staff and Professional Learning:	The staff at Lanes Mill Elementary are offered a variety of professional development opportunities throughout the year. We utilize the workshops that are offered through the Brick Township Professional Development Center as well as venues outside the district. Ongoing professional development is offered on site to teachers through the process of empowering teacher leaders, academic coaches and district supervisors.

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Student Supports and Services:	Our school provides many supports for all of our learners. We support many specialized programs for students with disabilities. The school provides speech, occupational and physical therapy to support the needs of our students. A school counselor is on sight to provide services to all students. Lanes Mill also services English Language Learners for students who reside on the northern side of our township.
Student Health and Wellness:	Our Health/Physical Education department leads our school's wellness program. Their classes provide instruction to enhance their students nutritional knowledge as well as encouraging sound physical fitness routines. Our school, in conjunction with the Ocean County Health Department, provides direct instruction regarding a variety of health and hygiene topics
Parent and Community Involvement:	The Lanes Mill Parent-Teacher Association is very involved in many facets of our school. They support many of our academic programs by funding assemblies that are aligned to our curriculum. They also provide many opportunities for school-wide activities that promote a strong sense of community. Our fourth graders annually perform a Tribute to our Veterans as a celebration of their service.

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Facilities:	The Lanes Mill Elementary School was established in 1964. Over the years, our school has received many upgrades. Most recently, our exterior windows were replaced with more energy efficient models. The interior lighting was also upgraded to a more efficient system. Our school and facilities provide an additional venues for many community organizations during the after school hours. Local organizations use our facilities for various meetings and recreational activities.

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Other Information:	The Lanes Mill Elementary School strives to provide a structured and safe learning environment for all of our students. Our outstanding educators seek innovative ways to deliver a challenging curriculum to all of our students. Our Character Education program supports the development of our students to become good citizens in the school and community. Our goals include fostering a life-long love of learning and to encourage every child to seek new challenges. In partnership with parents, guardians and community members, we will continue to commit ourselves to helping every child to reach his/her full potential.