



**Arthur Rann Elementary School**  
(01-1690-015)  
Grades Offered: PK-06  
2018-2019

**Report Key:**

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- \*\* 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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Atlantic
District	Galloway Township Public Schools
Principal Name	Mr. Kevin McGloin
Address	515 S EIGHTH AVE GALLOWAY, NJ 08205
Phone Number	609-748-1250
Email Address	<a href="mailto:mcgloink@gtps.k12.nj.us">mcgloink@gtps.k12.nj.us</a>
Website	<a href="https://arthurrann.weebly.com/">https://arthurrann.weebly.com/</a>
Facebook	<a href="https://www.facebook.com/Friends-of-Arthur-Rann-Family-School-Association-165374043111/">https://www.facebook.com/Friends-of-Arthur-Rann-Family-School-Association-165374043111/</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	93	82	80
1	106	95	78
2	103	102	94
3	91	100	105
4	96	90	110
5	96	96	88
6	99	93	108
Total	684	658	678

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.8%	50.0%	47.9%
Male	52.2%	50.0%	52.1%
Economically Disadvantaged Students	51.9%	50.8%	49.0%
Students with Disabilities	17.8%	18.2%	16.5%
English Learners	5.1%	4.4%	4.4%
Homeless Students	2.0%	1.8%	1.5%
Students in Foster Care	0.1%	0.8%	0.4%
Military-Connected Students	0.1%	0.2%	0.1%
Migrant Students	0.0%	0.0%	0.1%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	50.4%	48.2%	47.8%
Hispanic	20.8%	20.5%	20.9%
Black or African American	11.5%	13.1%	12.1%
Asian	11.5%	12.5%	12.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.0%	0.3%
Two or More Races	5.6%	5.8%	6.3%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	93	82	80

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	72.9%
Spanish	11.9%
Gujarati	4.6%
Urdu	1.8%
Vietnamese	1.6%
Other Languages	7.2%



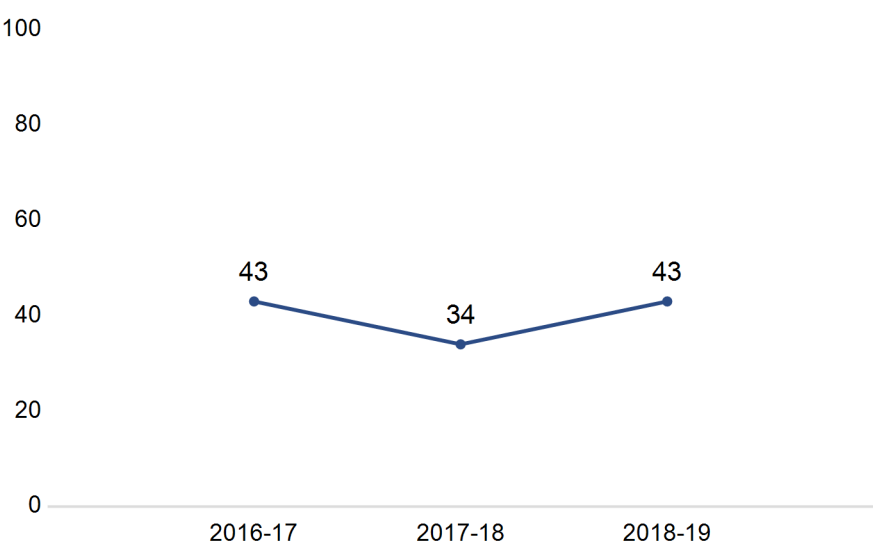
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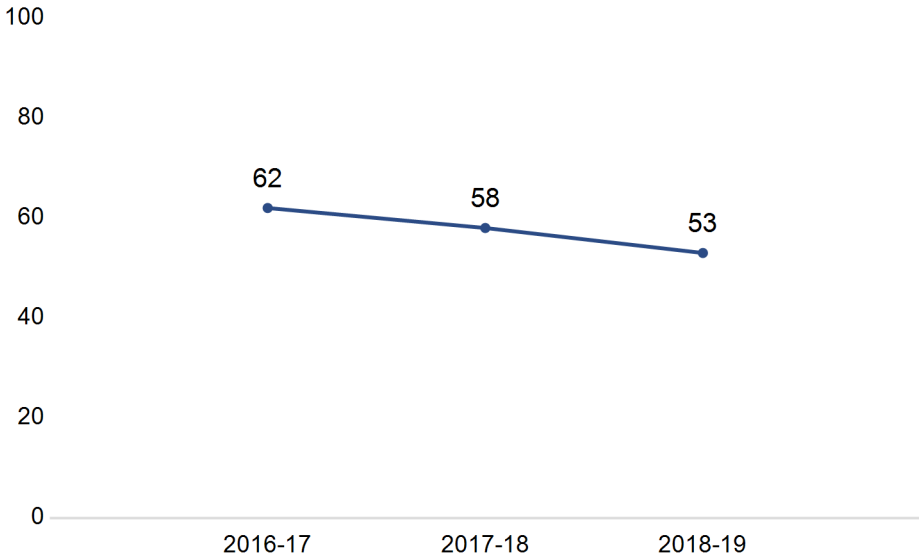
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	34	43	62	58	53
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	43	47	50	Met Standard	53	53	50	Met Standard
White	42	48	50	Met Standard	55	56	52	Met Standard
Hispanic	46	46	49	Met Standard	52	52	47	Met Standard
Black or African American	41	43	45	Met Standard	48	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	50	57	59	Met Standard	65	61	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	39	39	49	**	49	46.5	52	**
Female	45	50	53	N	51.5	52	50	N
Male	42	44	47	N	55	54	51	N
Economically Disadvantaged Students	44	46	48	Met Standard	51	51	46	Met Standard
Students with Disabilities	39	39	43	Not Met	44.5	44	45	Met Standard
English Learners	43.5	56	52	**	68	56	50	**
Homeless Students	*	41	43	N	*	49	44	N
Students in Foster Care	*	35.5	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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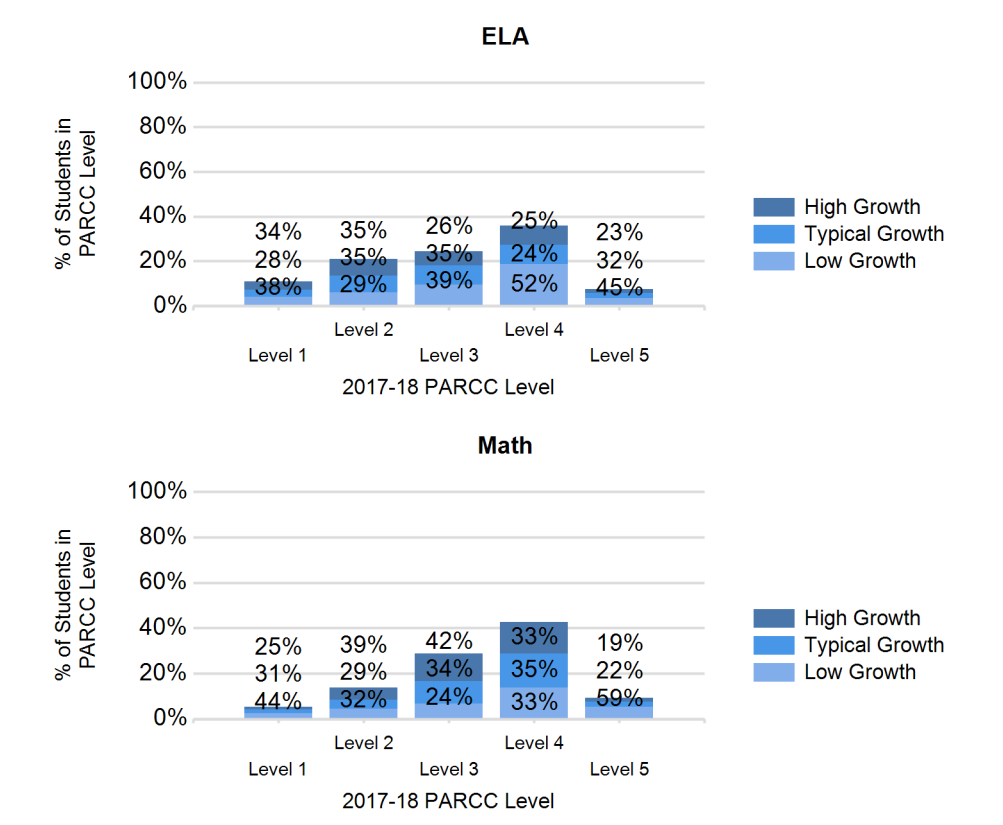
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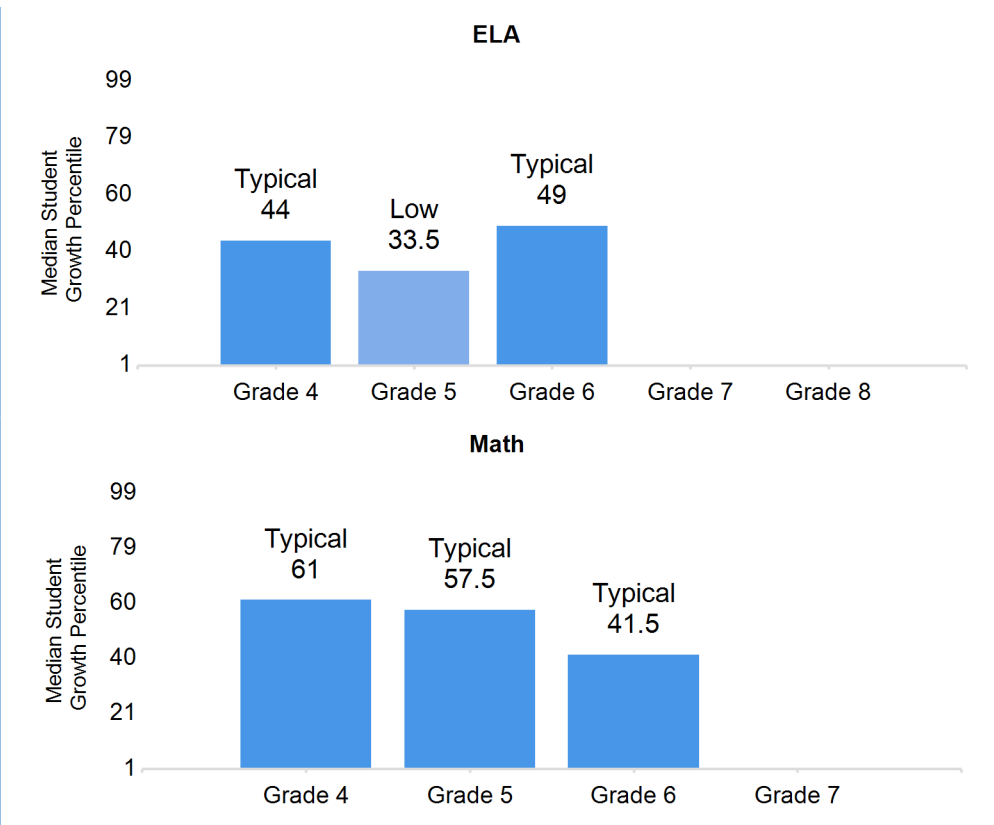
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



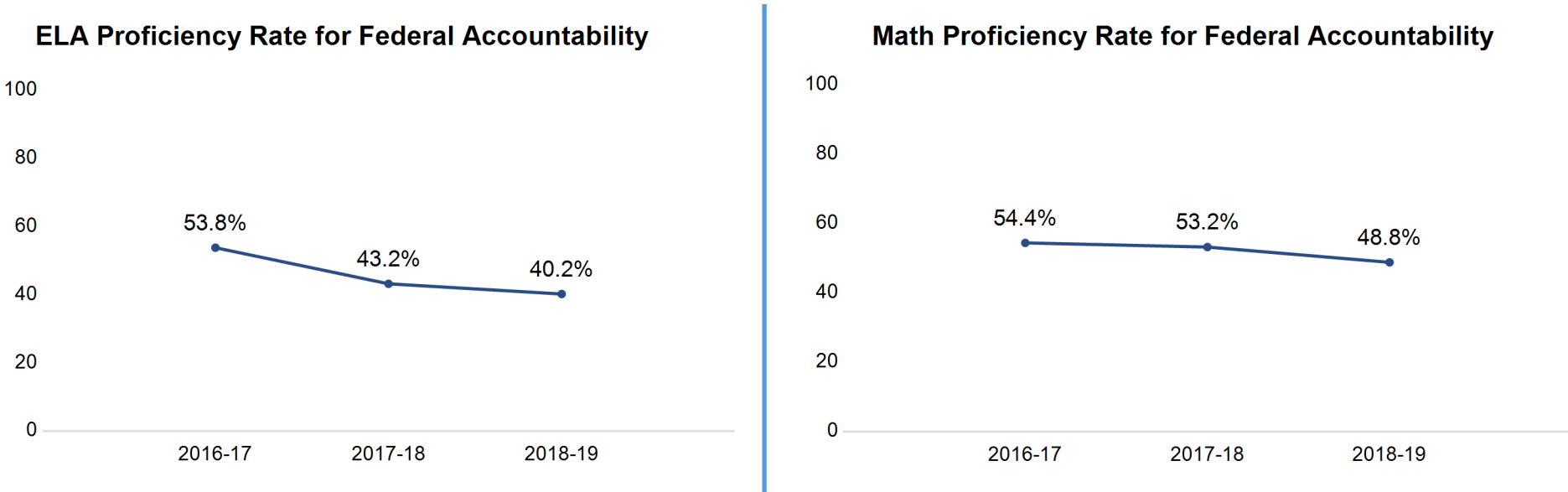


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	97.8%	98.1%	97.6%	97.8%	98.1%
Proficiency Rate for Federal Accountability	53.8%	43.2%	40.2%	54.4%	53.2%	48.8%
Annual Target	55.0%	56.3%	57.6%	53.3%	54.7%	56.1%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	388	98.1	40.2	45.2	57.9	40.2	57.6	Not Met
White	184	98.0	47.3	53.6	66.9	47.3	63.6	Not Met
Hispanic	81	97.7	28.4	36.6	43.9	28.4	46.8	Not Met
Black or African American	55	98.3	25.5	29.0	38.5	25.5	41.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	44	100.0	54.5	61.3	82.9	54.5	64.9	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	47.1	Met Target†
Female	186	98.0	47.8	53.4	64.8	47.8		
Male	202	98.1	33.2	37.3	51.3	33.2		
Economically Disadvantaged Students	170	97.9	35.3	35.3	40.0	35.3	46.1	Not Met
Non-Economically Disadvantaged Students	218	98.2	44.0	53.9	67.9	44.0		
Students with Disabilities	76	95.3	17.1	15.2	22.7	17.1	35.6	Not Met
Students without Disabilities	312	98.8	45.8	52.9	65.1	45.8		
English Learners	30	100.0	36.7	32.4	29.3	36.7	39.5	Met Target†
Non-English Learners	358	97.9	40.5	46.2	60.6	40.5		
Homeless Students	*	*	*	32.7	29.1	*		
Students In Foster Care	*	*	*	27.3	27.6	*		
Military-Connected Students	N	N	N	50.0	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



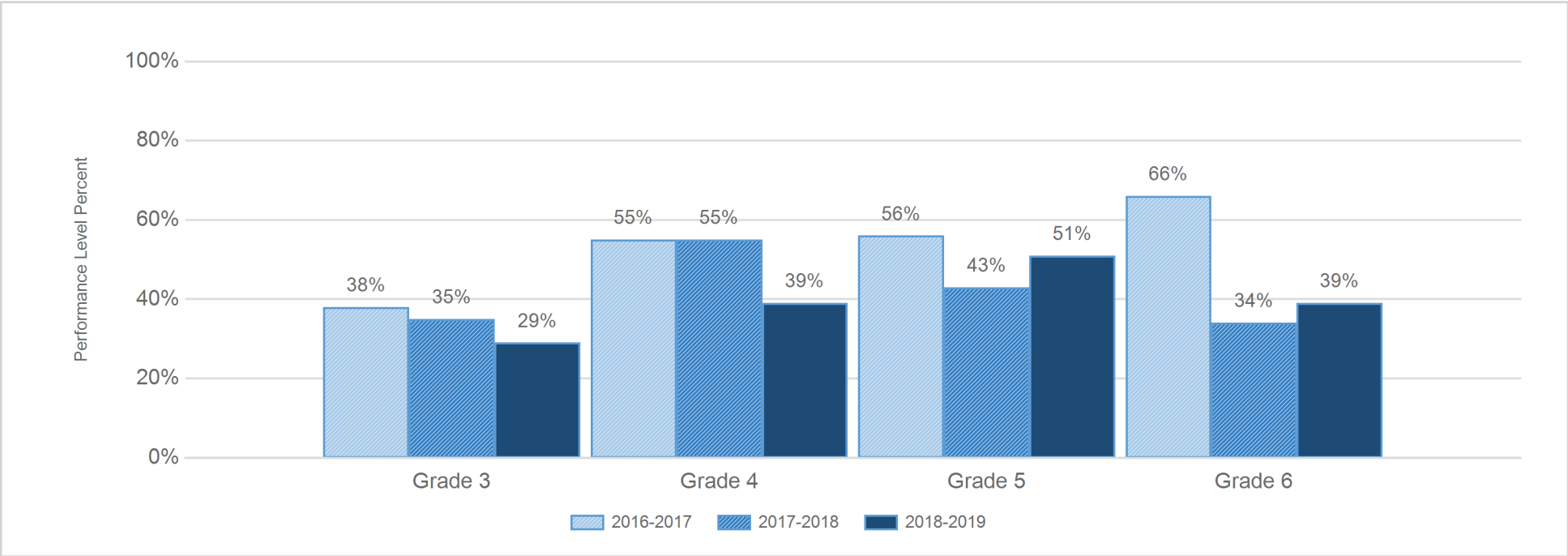


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	102	731	732	748	17%	25%	29%	*	*	29%	50%
White	42	738	739	757	*	*	33%	*	*	36%	60%
Hispanic	27	723	723	734	*	*	*	*	*	30%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	14	747	750	773	*	*	*	*	*	36%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	732	756	*	*	*	*	*	*	58%
Female	41	735	735	753	*	*	32%	*	*	34%	55%
Male	61	729	729	743	*	*	28%	*	*	26%	46%
Economically Disadvantaged Students	43	723	724	731	*	26%	23%	*	*	26%	33%
Non-Economically Disadvantaged Students	59	737	739	759	*	24%	34%	*	*	32%	61%
Students with Disabilities	24	712	704	719	*	*	*	*	*	*	24%
Students without Disabilities	78	737	739	754	*	*	*	*	*	*	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	109	743	742	755	*	17%	36%	*	*	39%	57%
White	58	747	746	763	*	17%	34%	*	*	45%	67%
Hispanic	25	733	736	743	*	*	56%	*	*	20%	44%
Black or African American	13	741	*	739	*	*	*	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	10	755	757	779	*	0%	*	*	*	70%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	58	746	746	760	*	*	40%	*	*	41%	62%
Male	51	739	738	750	*	*	31%	*	*	37%	53%
Economically Disadvantaged Students	47	738	736	740	*	*	30%	*	*	38%	40%
Non-Economically Disadvantaged Students	62	746	748	765	*	*	40%	*	*	40%	69%
Students with Disabilities	14	720	711	725	*	*	*	*	*	14%	25%
Students without Disabilities	95	746	749	761	*	*	*	*	*	43%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	728	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	89	746	745	756	11%	15%	24%	*	*	51%	58%
White	42	750	750	764	*	*	26%	*	*	57%	68%
Hispanic	19	739	736	743	*	*	*	*	*	42%	44%
Black or African American	16	737	736	739	*	*	*	*	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	737	762	*	*	*	*	*	*	65%
Female	42	751	753	761	*	*	*	*	*	60%	64%
Male	47	741	737	750	*	*	*	*	*	43%	52%
Economically Disadvantaged Students	34	736	739	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	55	752	749	766	*	*	*	*	*	56%	69%
Students with Disabilities	19	713	718	724	*	*	*	*	*	11%	23%
Students without Disabilities	70	755	752	762	*	*	*	*	*	61%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	89	746	*	758	11%	15%	24%	*	*	51%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	102	745	748	754	*	13%	42%	*	*	39%	56%
White	49	753	756	762	0%	*	41%	*	*	49%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	18	726	736	738	*	*	*	*	*	11%	36%
Asian, Native Hawaiian, or Pacific Islander	16	744	749	780	*	*	*	*	*	38%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	753	760	*	*	*	*	*	*	64%
Female	55	752	753	762	*	*	42%	*	*	49%	64%
Male	47	737	743	748	*	*	43%	*	*	28%	48%
Economically Disadvantaged Students	55	742	740	740	*	*	45%	*	*	35%	39%
Non-Economically Disadvantaged Students	47	749	756	763	*	*	38%	*	*	45%	67%
Students with Disabilities	19	730	719	722	*	*	*	*	*	26%	19%
Students without Disabilities	83	749	755	761	*	*	*	*	*	42%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	739	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Arthur Rann Elementary School**  
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2018-2019

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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	389	98.1	48.8	43.8	44.5	48.8	56.1	Not Met
White	185	98.0	56.8	53.7	54.1	56.8	58.7	Met Target†
Hispanic	81	97.7	37.0	34.2	28.8	37.0	45.4	Met Target†
Black or African American	55	98.3	32.7	21.3	23.0	32.7	45.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	44	100.0	68.2	67.1	76.5	68.2	72.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	35.4	Met Target†
Female	186	98.0	48.9	43.8	44.9	48.9		
Male	203	98.1	48.8	43.9	44.2	48.8		
Economically Disadvantaged Students	171	97.9	38.0	32.3	26.3	38.0	48.7	Not Met
Non-Economically Disadvantaged Students	218	98.3	57.3	53.9	54.9	57.3		
Students with Disabilities	76	95.3	17.1	14.5	17.4	17.1	37.8	Not Met
Students without Disabilities	313	98.8	56.5	51.3	50.0	56.5		
English Learners	31	100.0	41.9	34.0	25.0	41.9	50.4	Met Target†
Non-English Learners	358	97.9	49.4	44.6	46.5	49.4		
Homeless Students	*	*	*	30.6	17.1	*		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

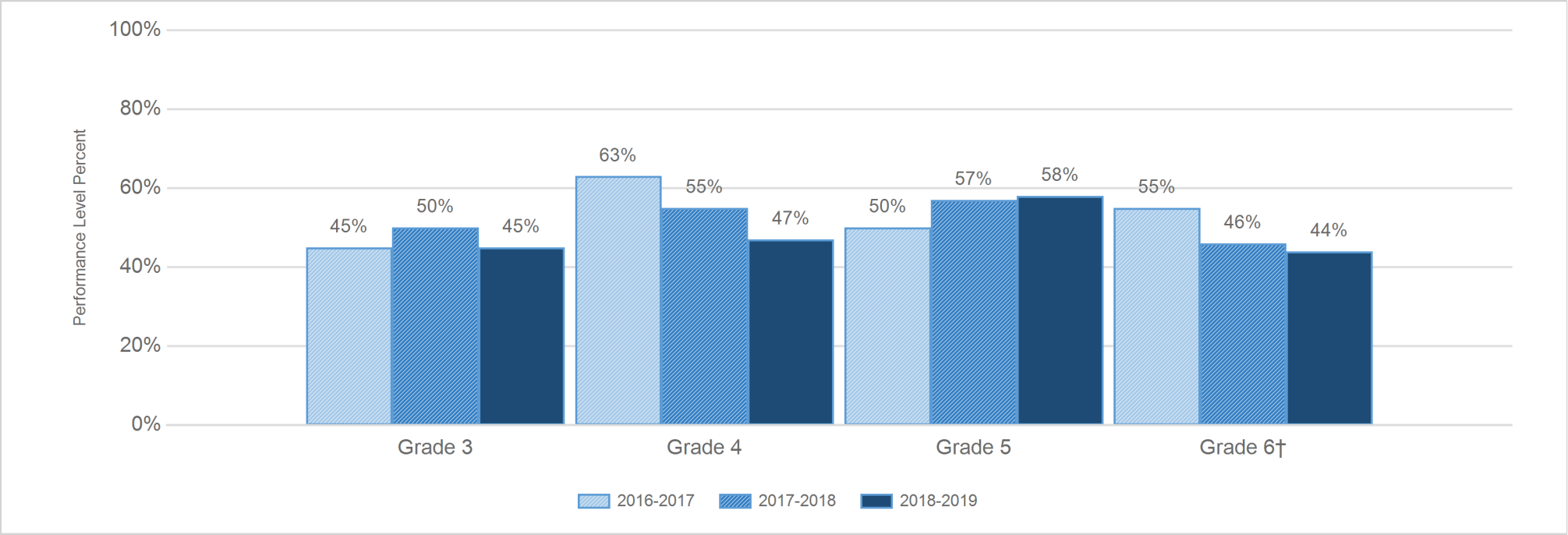


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.





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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	103	744	744	752	15%	15%	26%	35%	10%	45%	55%
White	43	756	753	760	*	*	23%	*	*	56%	66%
Hispanic	27	726	731	739	*	*	*	*	*	26%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	14	768	767	778	*	0%	*	*	*	71%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	41	743	743	751	*	*	24%	*	*	44%	54%
Male	62	745	745	752	*	*	27%	*	*	45%	56%
Economically Disadvantaged Students	44	731	736	737	*	*	30%	*	*	27%	37%
Non-Economically Disadvantaged Students	59	754	753	761	*	*	24%	*	*	58%	67%
Students with Disabilities	24	719	718	731	*	*	*	*	*	17%	31%
Students without Disabilities	79	752	752	756	*	*	*	*	*	53%	60%
English Learners	*	*	724	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	735	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%





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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	110	749	744	749	*	12%	36%	*	*	47%	51%
White	58	755	749	757	*	*	38%	*	*	55%	62%
Hispanic	26	742	740	737	*	*	*	*	*	38%	36%
Black or African American	13	738	*	731	0%	*	*	*	*	31%	29%
Asian, Native Hawaiian, or Pacific Islander	10	755	764	776	*	0%	*	*	*	60%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	59	749	745	749	*	*	37%	*	*	46%	50%
Male	51	750	743	749	*	*	35%	*	*	49%	52%
Economically Disadvantaged Students	47	745	736	734	*	*	32%	*	*	43%	32%
Non-Economically Disadvantaged Students	63	753	751	759	*	*	40%	*	*	51%	63%
Students with Disabilities	14	725	716	726	*	*	*	*	*	21%	25%
Students without Disabilities	96	753	750	754	*	*	*	*	*	51%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	732	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	89	751	744	747	*	13%	21%	*	*	58%	47%
White	42	758	749	755	0%	*	*	*	*	64%	58%
Hispanic	19	743	738	735	*	*	*	53%	0%	53%	30%
Black or African American	16	737	*	729	*	*	*	*	*	44%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	732	753	*	*	*	*	*	*	55%
Female	42	752	745	747	*	*	*	*	*	60%	47%
Male	47	751	743	747	*	*	*	*	*	57%	47%
Economically Disadvantaged Students	34	742	737	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	55	757	749	757	*	*	*	*	*	65%	59%
Students with Disabilities	19	713	717	725	*	*	*	*	*	11%	19%
Students without Disabilities	70	762	751	752	*	*	*	*	*	71%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	89	751	*	749	*	13%	21%	*	*	58%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	102	744	740	741	*	16%	34%	*	*	44%	41%
White	49	751	749	749	*	*	35%	*	*	51%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	18	727	726	722	*	*	*	*	*	22%	19%
Asian, Native Hawaiian, or Pacific Islander	16	753	751	769	*	*	*	*	*	56%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	741	747	*	*	*	*	*	*	48%
Female	55	748	740	742	*	*	42%	*	*	44%	42%
Male	47	741	740	740	*	*	26%	*	*	45%	40%
Economically Disadvantaged Students	55	741	733	726	*	*	35%	*	*	38%	21%
Non-Economically Disadvantaged Students	47	749	748	750	*	*	34%	*	*	51%	53%
Students with Disabilities	19	722	710	716	*	*	*	*	*	16%	12%
Students without Disabilities	83	750	748	746	*	*	*	*	*	51%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	728	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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## DLM Alternate Assessment - Participation

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

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

## 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	63.6%	40.9%	Exceeds

† 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	14	*	*
3-4	14	*	*
5 or more	N	N	N



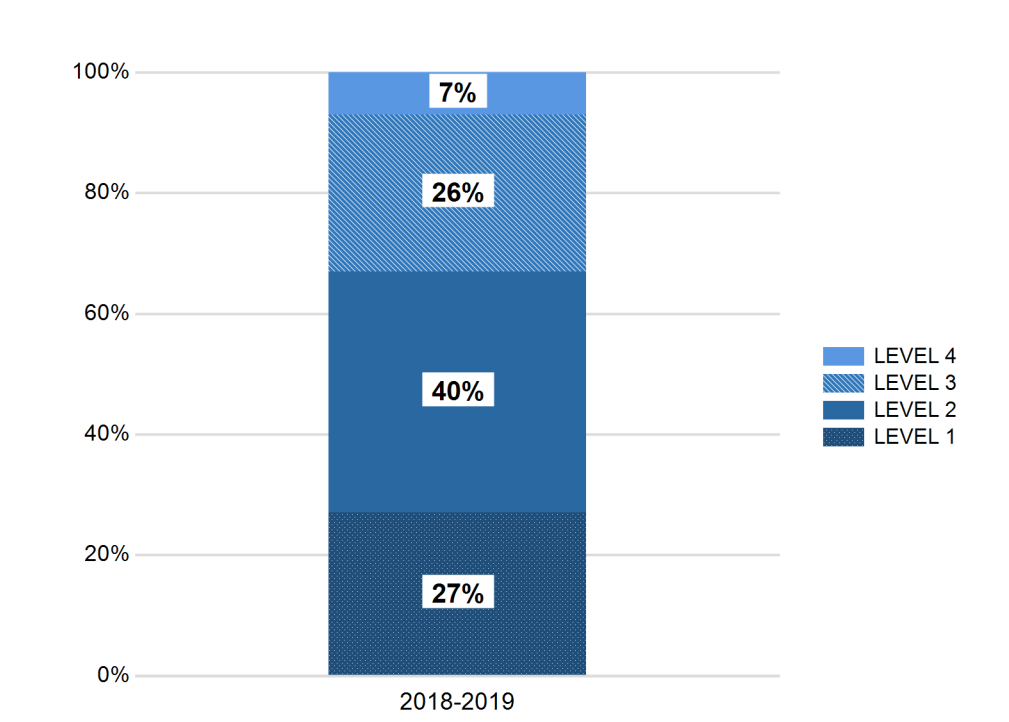
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	27	40	26	7
White	21	40	33	5
Hispanic	32	53	11	5
Black or African American	47	33	20	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	40	24	10
Male	28	39	28	4
Economically Disadvantaged Students	38	29	24	9
Non-Economically Disadvantaged Students	20	46	28	6
Students with Disabilities	61	39	0	0
Students without Disabilities	19	40	33	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

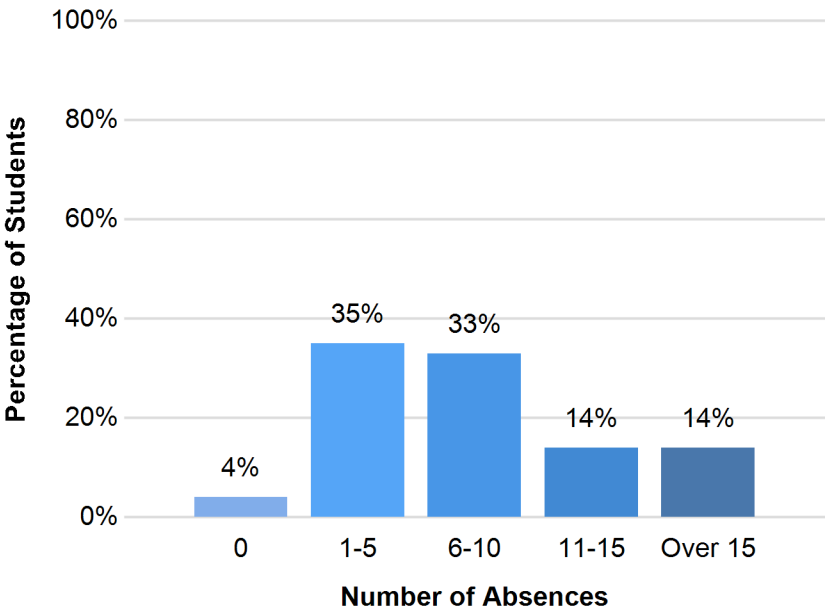
Chronic Absenteeism

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	59	8.9	8.8	Not Met
White	25	7.9	8.8	Met
Hispanic	12	8.8	8.8	Met
Black or African American	6	7.2	8.8	Met
Asian, Native Hawaiian, or Pacific	11	13.4	8.8	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.8	Not Met
Female	22	6.9		
Male	37	10.7		
Economically Disadvantaged Students	35	10.7	8.8	Not Met
Students with Disabilities	19	17.0	8.8	Not Met
English Learners	3	10.3	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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





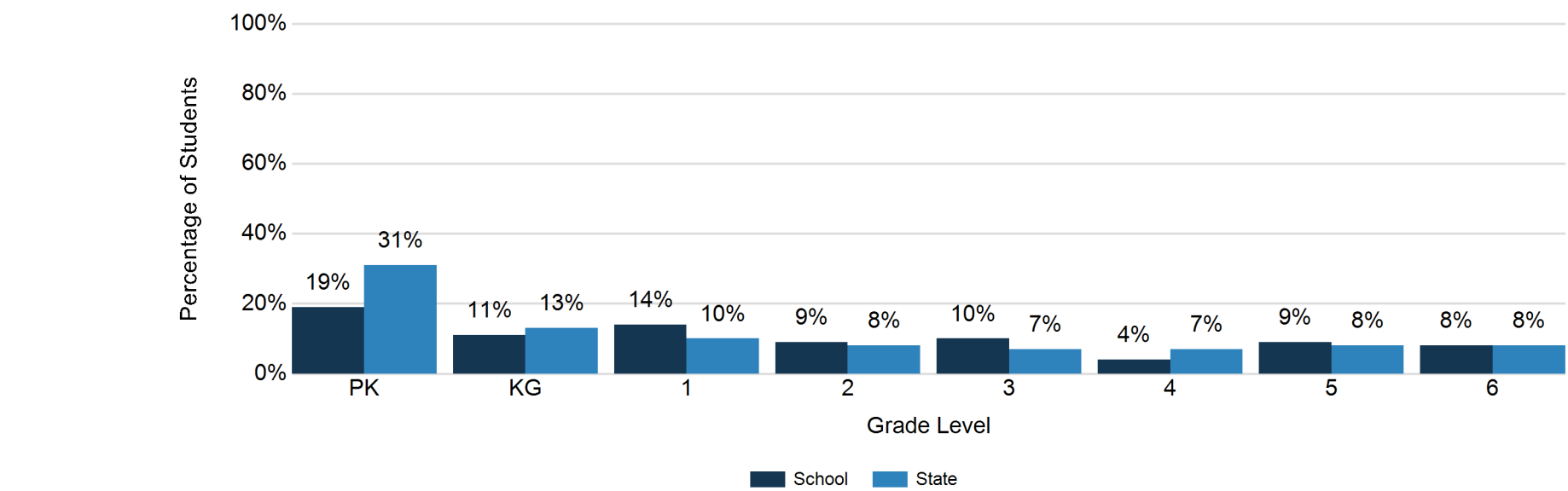
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.36

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	1
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 Bullying (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	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	9	12
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	15	2.2%
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
18



Arthur Rann Elementary School

(01-1690-015)

Grades Offered: PK-06

2018-2019

**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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1



Arthur Rann Elementary School  
(01-1690-015)  
Grades Offered: PK-06  
2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	62	118,214
Average years experience in public schools	16.0	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	85.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	72.2%	76.9%

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	339:1	185:1
Teachers to Administrators	31:1	17:1
Students to Librarians/Media Specialists		665:1
Students to Nurses		555:1
Students to Counselors		475:1
Students to Child Study Team Members		208:1



Arthur Rann Elementary School  
 (01-1690-015)  
 Grades Offered: PK-06  
 2018-2019

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.9%	90.3%	0.0%	48.4%	77.1%	54.9%
Male	52.1%	9.7%	100.0%	51.6%	22.9%	45.1%
White	47.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Arthur Rann Elementary School  
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2018-2019

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**Teachers:** All classroom teachers

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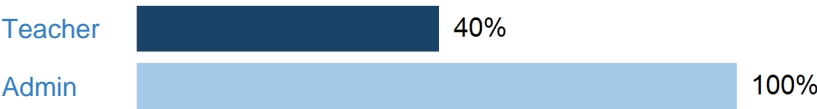
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

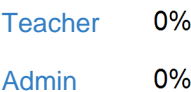
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

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
2018-19	98.5%



Arthur Rann Elementary School  
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Arthur Rann Elementary School

(01-1690-015)

Grades Offered: PK-06

2018-2019

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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).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Arthur Rann Elementary School

(01-1690-015)

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.8%	43.2%	40.2%
Math Proficiency	54.4%	53.2%	48.8%
ELA Growth	43	34	43
Math Growth	62	58	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		70.6%	63.6%
Chronic Absenteeism	4.0%	6.5%	8.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.





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**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Arthur Rann Elementary School  
 (01-1690-015)  
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 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






Arthur Rann Elementary School  
(01-1690-015)  
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2018-2019

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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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"><li>Inclusivity/Acceptance of All</li><li>Family-Like Atmosphere</li><li>Academically Sound</li></ul>
 <div>Mission, Vision, Theme:</div>	<p>Our mission, through the collaborative effort of our school family, is to meet the needs of the whole child: academically, socially, emotionally, and physically. We are committed to creating an environment in which we develop lifelong learners, celebrate individuality, and foster an awareness, understanding, and acceptance of differences.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Although academics are clearly a priority at Rann, an emphasis is also placed on teaching life’s other important lessons. A Student Expectations and Recognition Program promotes character development and recognizes students for desired behavior and performance.</p>





**Arthur Rann Elementary School**  
(01-1690-015)  
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 <div>Courses, Curriculum, Instruction:</div>	Arthur Rann’s instructional program is research-based, assessment driven, and geared to address individual learning needs. Arthur Rann students have traditionally scored well on state tests. This includes attendance, as well as their ability to read, write, and perform mathematics. All segments of our school population remain committed to meeting standards and establishing goals that exceed federal and state mandates.
 <div>Clubs and Activities:</div>	Students in grades 4-6, have the opportunity to participate in the school band and/or chorus. Winter/Spring concerts are performed each school year showcasing musical talents. “Big Buddies” match older and younger students for instructional and social activities. Peer Mediation offers students ways to resolve conflicts and promotes the development of coping skills.





Arthur Rann Elementary School  
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<div>  <div>Before and After School Programs:</div> </div>	<p>Arthur Rann offers a before/after school child care program. Students are afforded the opportunity to be in an inviting environment prior to/after school. Adult supervision provides play activities and assists the children with schoolwork. Students have snacks, play outside, use the computer lab, and make new friends. This program is supported by our Board of Education and is offered to all K-6 grade students that populate our school.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Planned professional development trainings allow our teachers to utilize instructional strategies necessary to enable our students to achieve the standards. Teachers work on committees to enhance teaching practices to ensure that students perform well. We integrate work place readiness skills into programs and prepare students for their roles in society.</p>






Arthur Rann Elementary School  
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 <div>Student Supports and Services:</div>	Two full time teachers address the various needs of our ESL population. Co-teaching and self-contained classrooms are housed in our building. Our school maintains an I&RS Team, a school counselor, a Child Study Team and intervention teachers at all grade levels to meet the needs of all of our learners.
 <div>Student Health and Wellness:</div>	The primary objective of school health services, with the care provided by a full-time nurse, supports the educational process by enhancing and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies. We offer our students a breakfast/lunch program and provide the opportunity for recess, along with two physical education classes per week.
 <div>Parent and Community Involvement:</div>	Our school family supports the Arthur Rann Family School Association that provides assemblies, book fairs, and many events to promote a positive home/school partnership. We participate in food, clothing, and toy collections and have raised thousands of dollars for various charitable organizations. Some additional opportunites for parent/guardian involvement include back to school night, kindergarten orientation, conferences, and school celebrations/activites.



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A blue icon of a school building with a flag on top. <div>Facilities:</div>	<p>Our school facility houses close to 650 students. Our building is well maintained and air conditioned. We have a gymnasium, computer lab, and rooms for all of our special area classes.</p>
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Arthur Rann Elementary School  
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 <div>Other Information</div>	<p>Arthur Rann Elementary School is home to a diverse student body in grades kindergarten through sixth. The school is a vibrant learning community of students, teachers, administrators, and parents/guardians working together to provide all children with a positive and productive school experience. Everyone at Arthur Rann is invested in children and learning, as highlighted in our motto, "AT RANN EVERYONE SUCCEEDS". All members of the school family are committed to providing a safe, welcoming, and supportive learning environment, setting high expectations for student achievement, and opening avenues of communication between school and home. We invite all parents/guardians and community members to visit Arthur Rann Elementary School, where you can serve as volunteers, role models, and assist us in the development of well educated, caring, and respectful students.</p>
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**Galloway Township Middle School**

(01-1690-016)

Grades Offered: 07-08

2018-2019

**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

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



Galloway Township Middle School  
(01-1690-016)  
Grades Offered: 07-08  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Galloway Township Public Schools
Principal Name	Mrs. Paula Junker
Address	100 S REEDS ROAD GALLOWAY, NJ 08205
Phone Number	609-748-1250
Email Address	<a href="mailto:junkerp@gtps.k12.nj.us">junkerp@gtps.k12.nj.us</a>
Website	<a href="https://gtms.weebly.com">https://gtms.weebly.com</a>
Twitter	<a href="https://twitter.com/gtms_respect">https://twitter.com/gtms_respect</a>



Galloway Township Middle School

(01-1690-016)

Grades Offered: 07-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
7	378	376	380
8	376	381	370
Total	754	757	750

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.6%	47.6%	50.3%
Male	52.4%	52.4%	49.7%
Economically Disadvantaged Students	51.5%	53.9%	48.0%
Students with Disabilities	20.8%	18.5%	18.9%
English Learners	2.4%	1.5%	1.2%
Homeless Students	1.3%	2.0%	2.0%
Students in Foster Care	0.1%	0.1%	0.5%
Military-Connected Students	0.1%	0.3%	0.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	42.3%	41.3%	41.7%
Hispanic	24.1%	22.7%	23.1%
Black or African American	15.6%	18.0%	18.3%
Asian	11.9%	11.4%	10.9%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	5.6%	6.2%	5.9%

Enrollment by Home Language

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

Home Language	% of Students
English	78.3%
Spanish	12.0%
Gujarati	2.5%
Creoles and pidgins, French-based	1.3%
Chinese	1.1%
Other Languages	4.8%



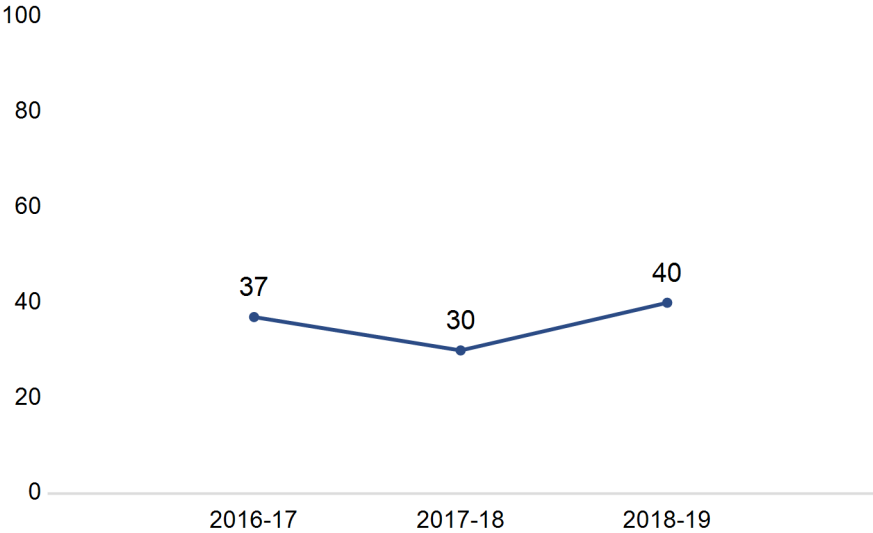
Galloway Township Middle School  
(01-1690-016)  
Grades Offered: 07-08  
2018-2019

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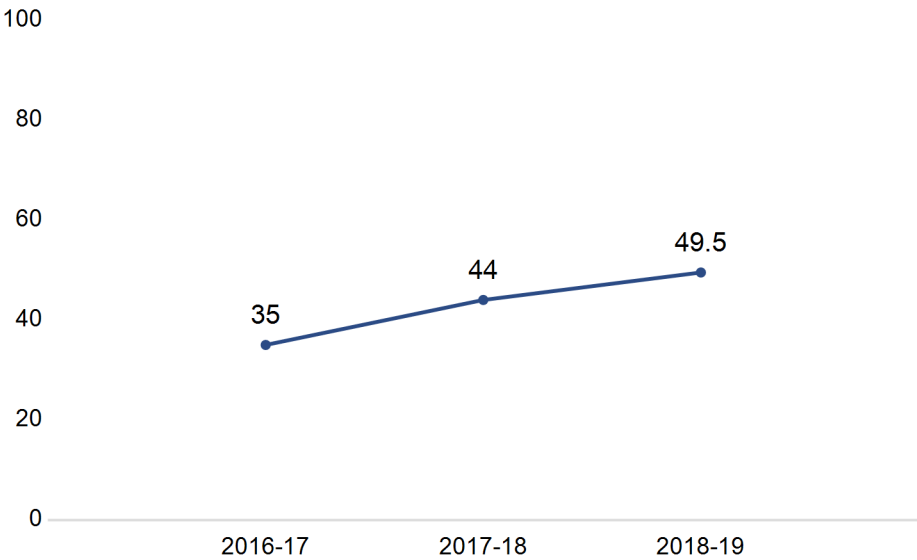
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37	30	40	35	44	49.5
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	40	47	50	Met Standard	49.5	53	50	Met Standard
White	42	48	50	Met Standard	52	56	52	Met Standard
Hispanic	40	46	49	Met Standard	56	52	47	Met Standard
Black or African American	35	43	45	Not Met	36.5	45	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	57	59	Met Standard	51	61	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	20	39	49	Not Met	34	46.5	52	Not Met
Female	44	50	53	N	50	52	50	N
Male	36	44	47	N	49	54	51	N
Economically Disadvantaged Students	38	46	48	Not Met	46	51	46	Met Standard
Students with Disabilities	31.5	39	43	Not Met	53	44	45	Met Standard
English Learners	52.5	56	52	Met Standard	56	56	50	Met Standard
Homeless Students	37	41	43	N	*	49	44	N
Students in Foster Care	*	35.5	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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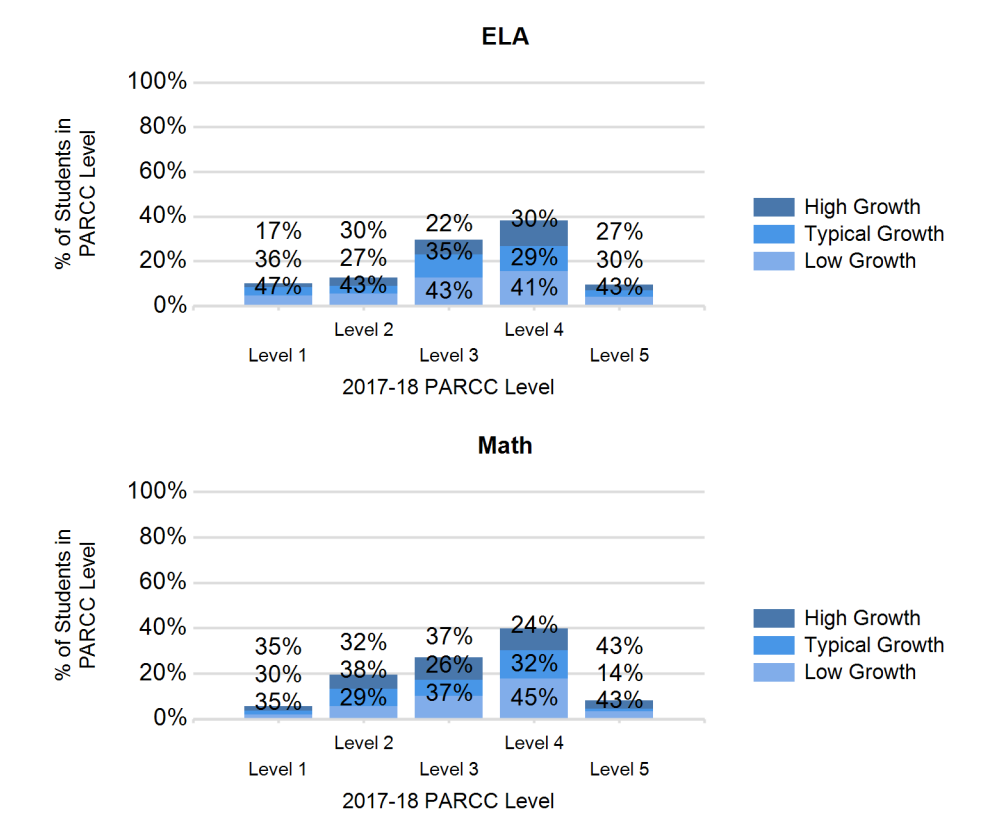
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

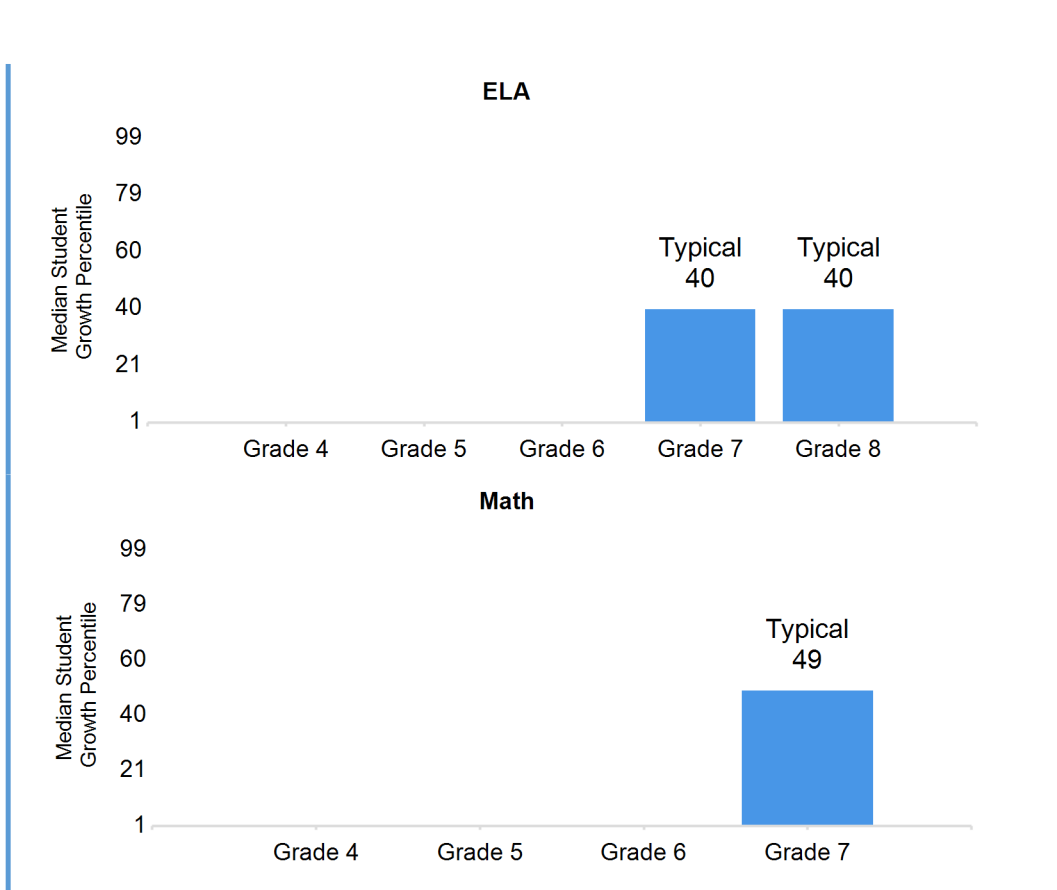
## Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



## Student Growth by Grade

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



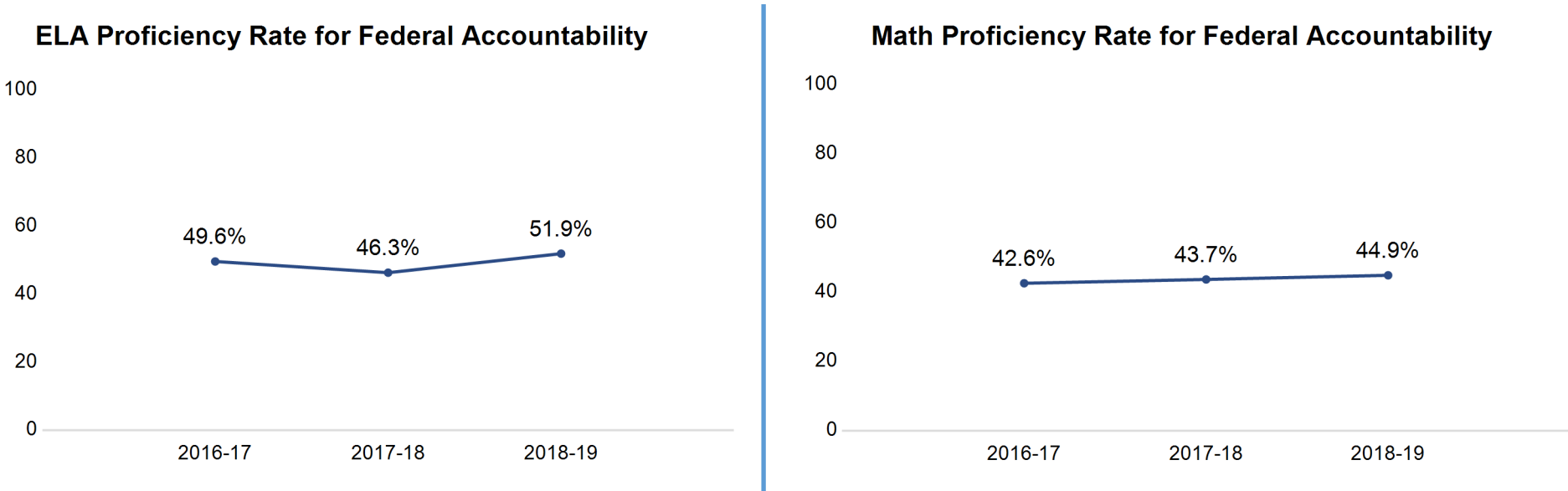


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	97.7%	97.6%	97.5%	97.4%	97.8%
Proficiency Rate for Federal Accountability	49.6%	46.3%	51.9%	42.6%	43.7%	44.9%
Annual Target	53.0%	54.4%	55.9%	43.4%	45.4%	47.3%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	729	97.6	51.9	45.2	57.9	51.9	55.9	Not Met
White	311	97.8	59.8	53.6	66.9	59.8	58.8	Met Target
Hispanic	166	97.1	47.6	36.6	43.9	47.6	54.2	Not Met
Black or African American	130	97.2	32.3	29.0	38.5	32.3	37.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	80	100.0	68.8	61.3	82.9	68.8	67.5	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	42	95.6	38.1	*	64.4	38.1	64.3	Not Met
Female	363	98.1	61.7	53.4	64.8	61.7		
Male	366	97.1	42.1	37.3	51.3	42.1		
Economically Disadvantaged Students	324	98.2	41.4	35.3	40.0	41.4	49.7	Not Met
Non-Economically Disadvantaged Students	405	97.1	60.2	53.9	67.9	60.2		
Students with Disabilities	140	95.4	16.4	15.2	22.7	16.4	24	Not Met
Students without Disabilities	589	98.2	60.3	52.9	65.1	60.3		
English Learners	41	100.0	34.1	32.4	29.3	34.1	22.6	Met Target
Non-English Learners	688	97.5	52.9	46.2	60.6	52.9		
Homeless Students	15	93.7	46.7	32.7	29.1	46.7		
Students In Foster Care	*	*	*	27.3	27.6	*		
Military-Connected Students	*	*	*	50.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



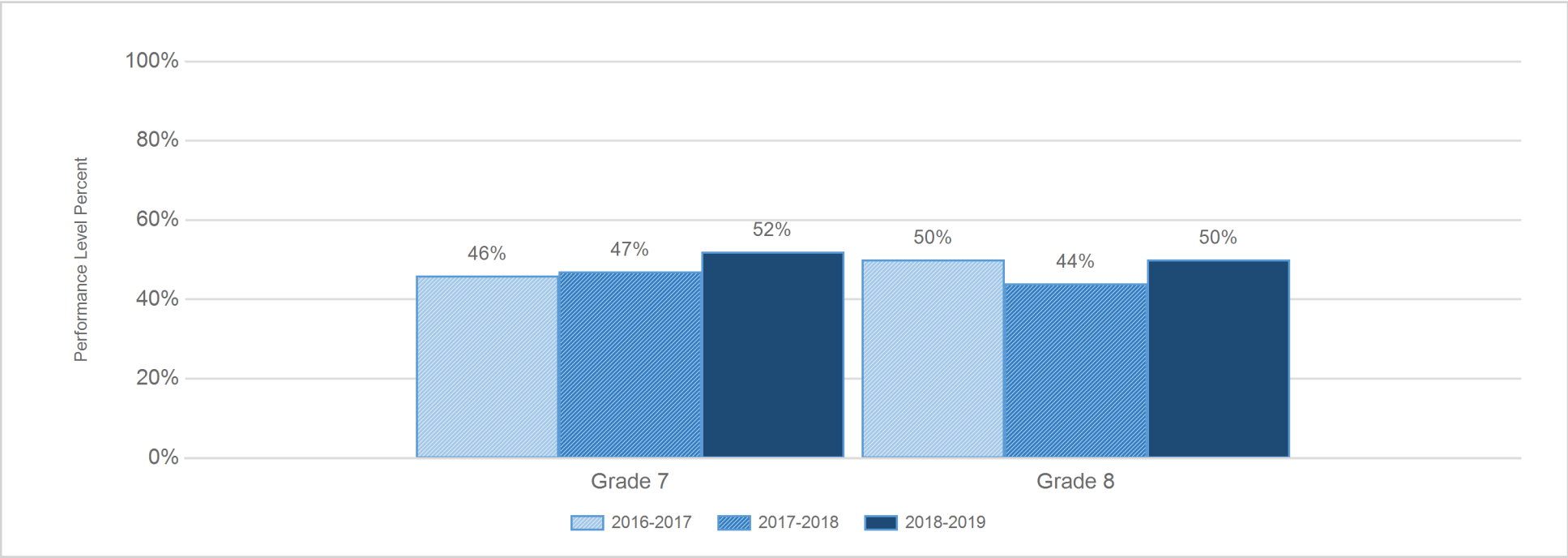


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	368	749	749	761	12%	13%	23%	36%	16%	52%	63%
White	152	757	757	769	*	*	22%	41%	19%	60%	72%
Hispanic	88	742	742	747	17%	16%	19%	35%	13%	48%	50%
Black or African American	69	732	732	741	23%	*	28%	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	37	773	773	790	0%	*	*	32%	38%	70%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	22	736	736	768	*	*	*	*	*	36%	68%
Female	187	758	758	769	*	*	24%	44%	20%	64%	71%
Male	181	739	739	753	*	*	23%	28%	13%	40%	55%
Economically Disadvantaged Students	159	739	739	743	19%	13%	26%	30%	11%	41%	45%
Non-Economically Disadvantaged Students	209	756	756	771	6%	13%	21%	41%	20%	61%	73%
Students with Disabilities	67	713	713	720	37%	27%	22%	*	*	13%	22%
Students without Disabilities	301	757	757	769	6%	10%	23%	*	*	61%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	360	747	747	762	15%	12%	23%	39%	11%	50%	63%
White	153	754	754	770	13%	9%	19%	45%	14%	59%	72%
Hispanic	76	743	743	747	14%	*	26%	*	*	47%	49%
Black or African American	66	722	722	741	27%	24%	24%	24%	0%	24%	43%
Asian, Native Hawaiian, or Pacific Islander	44	770	770	794	*	*	*	45%	25%	70%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	21	744	744	769	*	*	*	*	*	38%	69%
Female	181	756	756	771	8%	10%	24%	44%	14%	58%	71%
Male	179	739	739	753	22%	13%	22%	34%	9%	42%	55%
Economically Disadvantaged Students	165	735	735	743	23%	16%	21%	31%	8%	39%	45%
Non-Economically Disadvantaged Students	195	758	758	772	8%	8%	24%	46%	14%	59%	72%
Students with Disabilities	64	703	703	721	*	*	*	*	*	*	22%
Students without Disabilities	296	757	757	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	730	97.8	44.9	43.8	44.5	44.9	47.3	Met Target†
White	311	97.8	55.9	53.7	54.1	55.9	48.4	Met Target
Hispanic	166	97.7	33.1	34.2	28.8	33.1	39.7	Not Met
Black or African American	130	97.2	19.2	21.3	23.0	19.2	33.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	81	100.0	70.4	67.1	76.5	70.4	68.4	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	42	95.6	40.5	*	53.3	40.5	54.5	Not Met
Female	364	98.2	46.4	43.8	44.9	46.4		
Male	366	97.4	43.4	43.9	44.2	43.4		
Economically Disadvantaged Students	324	98.5	32.7	32.3	26.3	32.7	42.3	Not Met
Non-Economically Disadvantaged Students	406	97.2	54.7	53.9	54.9	54.7		
Students with Disabilities	140	95.4	12.9	14.5	17.4	12.9	19	Not Met
Students without Disabilities	590	98.4	52.5	51.3	50.0	52.5		
English Learners	42	100.0	31.0	34.0	25.0	31.0	25	Met Target
Non-English Learners	688	97.6	45.8	44.6	46.5	45.8		
Homeless Students	15	100.0	33.3	30.6	17.1	33.3		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

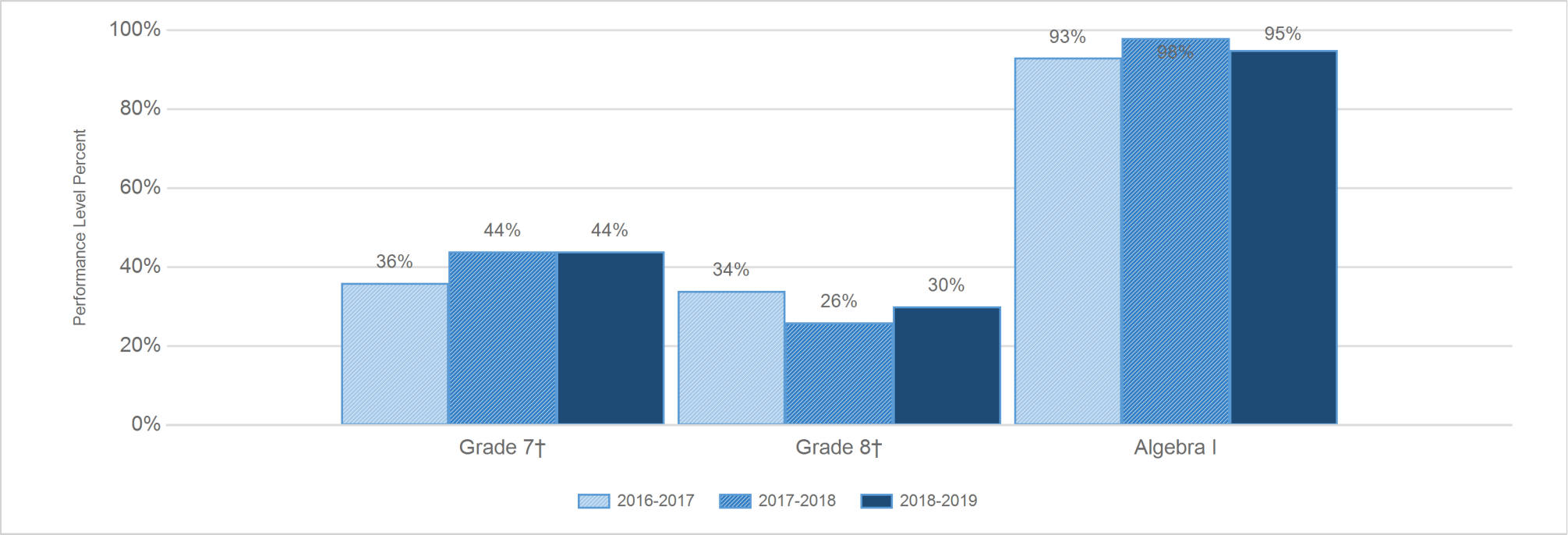


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	370	746	746	744	5%	21%	30%	35%	9%	44%	42%
White	152	754	754	751	*	14%	28%	*	*	56%	53%
Hispanic	89	743	743	733	*	25%	39%	*	*	34%	26%
Black or African American	69	729	729	727	16%	30%	33%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	38	768	768	768	0%	*	*	*	*	74%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	22	727	727	749	*	*	*	*	*	27%	51%
Female	188	746	746	744	*	19%	30%	*	*	46%	42%
Male	182	747	747	743	*	23%	31%	*	*	42%	42%
Economically Disadvantaged Students	160	737	737	731	*	*	29%	*	*	33%	24%
Non-Economically Disadvantaged Students	210	754	754	751	*	*	31%	*	*	53%	53%
Students with Disabilities	67	723	723	718	*	42%	22%	*	*	16%	13%
Students without Disabilities	303	752	752	749	*	16%	32%	*	*	50%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	276	728	728	728	24%	22%	24%	*	*	30%	29%
White	107	735	735	737	22%	17%	20%	*	*	41%	38%
Hispanic	65	724	724	722	29%	17%	31%	23%	0%	23%	22%
Black or African American	63	714	714	714	32%	33%	22%	*	*	13%	15%
Asian, Native Hawaiian, or Pacific Islander	25	750	750	747	*	*	*	44%	0%	44%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	16	728	728	730	*	*	*	*	*	38%	31%
Female	137	730	730	731	20%	26%	25%	*	*	30%	31%
Male	139	727	727	726	29%	18%	22%	*	*	31%	27%
Economically Disadvantaged Students	141	720	720	719	32%	25%	23%	*	*	20%	20%
Non-Economically Disadvantaged Students	135	737	737	735	16%	19%	24%	*	*	41%	36%
Students with Disabilities	64	696	696	707	*	*	*	*	*	*	10%
Students without Disabilities	212	738	738	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%





**Galloway Township Middle School**  
(01-1690-016)  
Grades Offered: 07-08  
2018-2019

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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	787	787	744	0%	0%	*	*	*	95%	42%
White	46	784	784	752	0%	0%	*	*	*	93%	53%
Hispanic	11	783	783	728	0%	0%	*	*	*	91%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	19	792	792	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	44	787	787	745	0%	0%	*	*	*	93%	44%
Male	40	787	787	743	0%	0%	*	*	*	98%	41%
Economically Disadvantaged Students	24	791	791	727	0%	0%	*	*	*	100%	23%
Non-Economically Disadvantaged Students	60	785	785	752	0%	0%	*	*	*	93%	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	84	787	787	748	0%	0%	*	*	*	95%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	84	787	787	745	0%	0%	*	*	*	95%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%





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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
7	*	*
8	*	*

### 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	*	*	*



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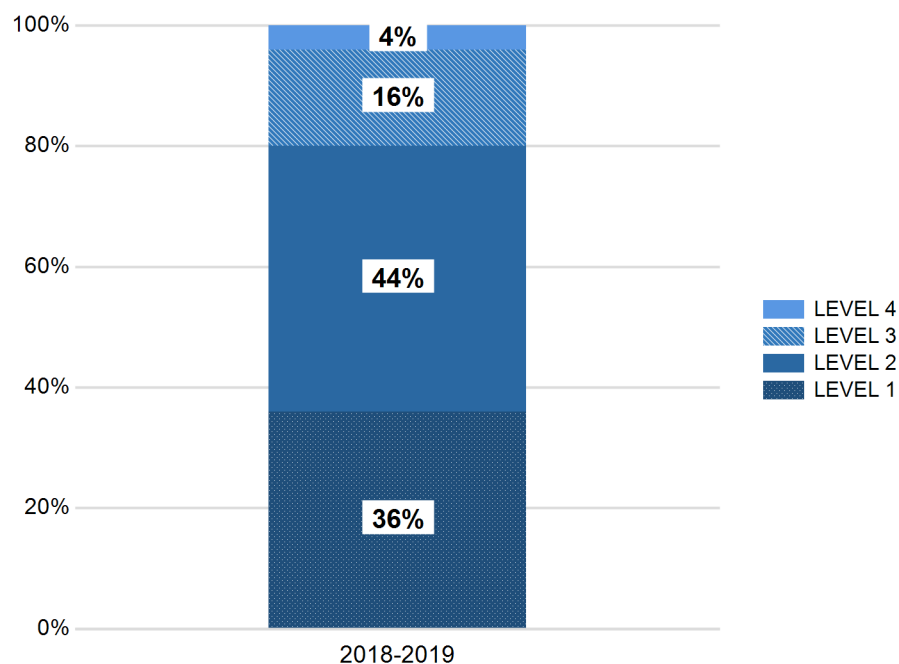
**N** No Data is available to display

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	36	44	16	4
White	24	49	21	7
Hispanic	44	45	8	3
Black or African American	71	27	2	0
Asian, Native Hawaiian, or Pacific Islander	14	48	32	7
American Indian or Alaska Native	N	N	N	N
Two or More Races	35	50	15	0
Female	38	44	15	2
Male	34	44	16	6
Economically Disadvantaged Students	50	37	10	2
Non-Economically Disadvantaged Students	25	50	20	6
Students with Disabilities	78	20	2	0
Students without Disabilities	27	49	19	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	381
8	85	0	297
Total	85	0	678

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	371	0	0	0	0	0	0
8	277	0	0	0	0	0	0
Total	648	0	0	0	0	0	0



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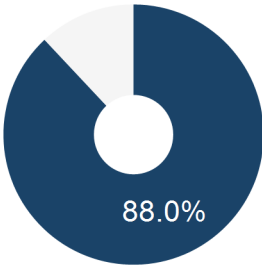
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Visual and Performing Arts – Course Participation

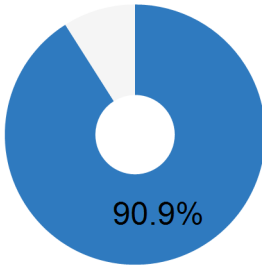
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

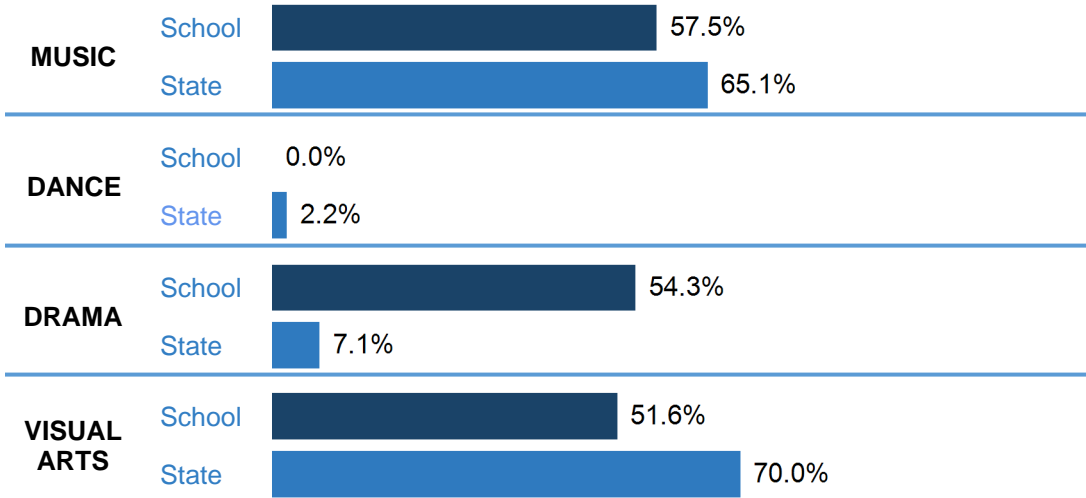


School



State

Students enrolled in one or more classes by discipline:





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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

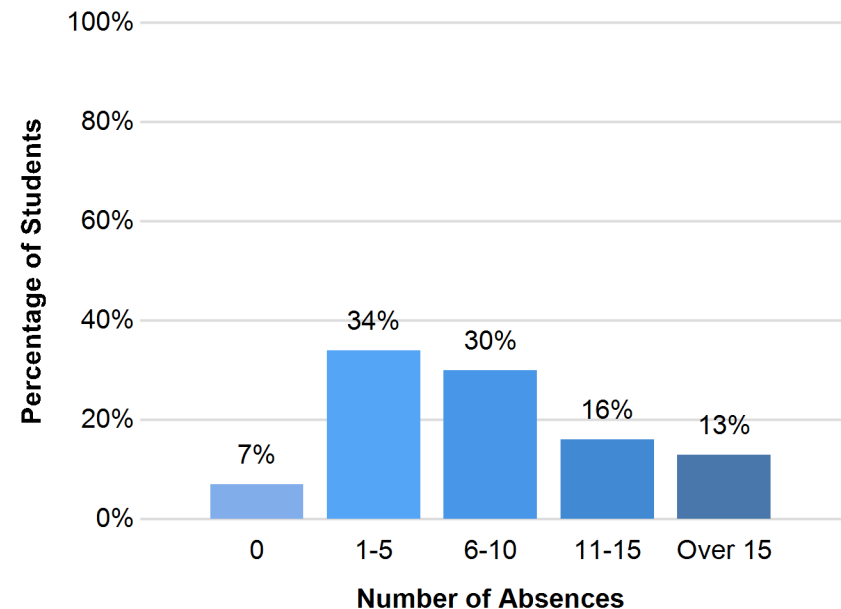
### Chronic Absenteeism

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	66	8.8	9.5	Met
White	37	11.9	9.5	Not Met
Hispanic	10	5.8	9.5	Met
Black or African American	12	8.7	9.5	Met
Asian, Native Hawaiian, or Pacific	0	0	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	7	15.9	9.5	Not Met
Female	29	7.7		
Male	37	9.9		
Economically Disadvantaged Students	35	9.6	9.5	Not Met
Students with Disabilities	20	13.7	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	4	28.6		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





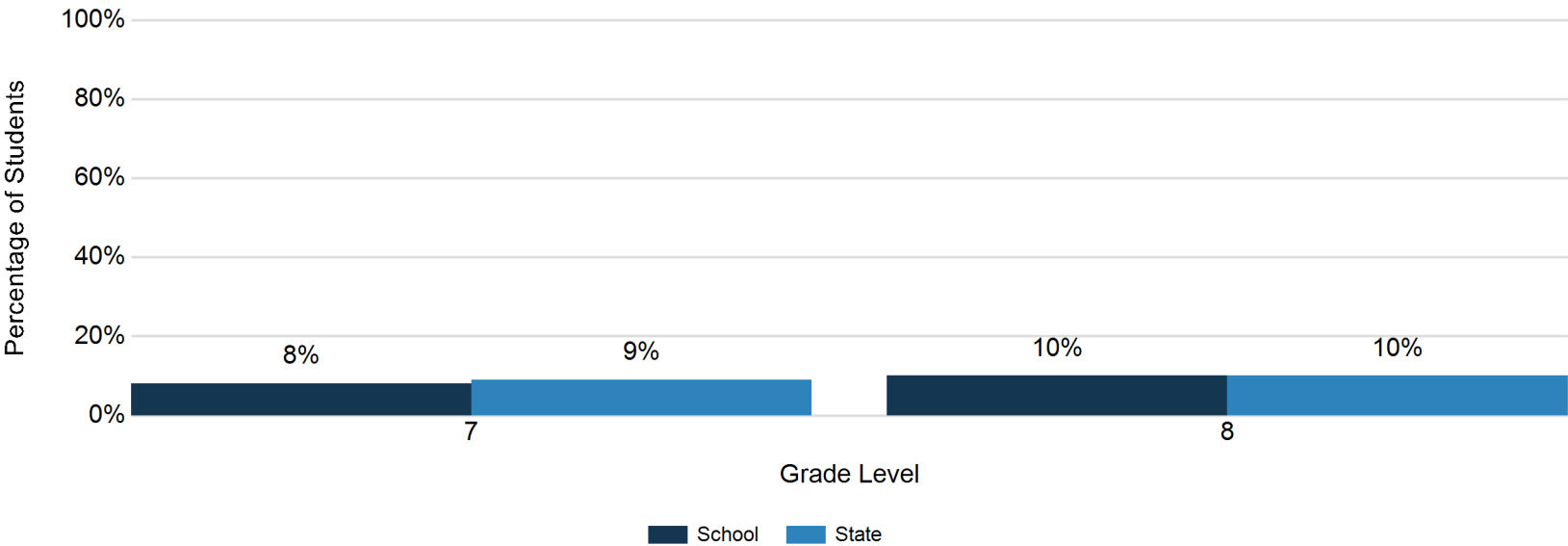
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	7
Weapons	2
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.67

### 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	5
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4



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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 Bullying (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	1	4
Religion	0	0	0
Ancestry	0	0	0
Gender	2	0	2
Sexual Orientation	6	2	8
Disability	1	0	1
Other	13	7	20
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	110	14.7%
Out-of-School Suspensions	71	9.5%
Any Suspension	149	19.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
342





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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	7:30 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	16.0	12.1
Average years experience in district	14.8	10.8
Percentage of Teachers with 4 or more years experience in the district	81.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	72.2%	76.9%

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	12:1	11:1
Students to Administrators	250:1	185:1
Teachers to Administrators	21:1	17:1
Students to Librarians/Media Specialists		665:1
Students to Nurses		555:1
Students to Counselors		475:1
Students to Child Study Team Members		208:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	66.7%	66.7%	48.4%	77.1%	54.9%
Male	49.7%	33.3%	33.3%	51.6%	22.9%	45.1%
White	41.7%	96.8%	66.7%	42.4%	83.6%	77.4%
Hispanic	23.1%	1.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.3%	1.6%	33.3%	15.0%	6.6%	13.9%
Asian	10.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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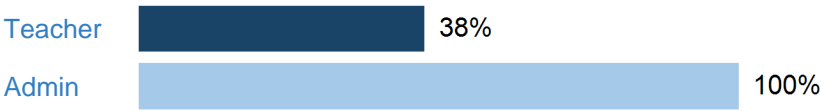
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

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
2018-19	98.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Galloway Township Middle School  
(01-1690-016)  
Grades Offered: 07-08  
2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.6%	46.3%	51.9%
Math Proficiency	42.6%	43.7%	44.9%
ELA Growth	37	30	40
Math Growth	35	44	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.3%	9.3%	8.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Galloway Township Middle School

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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.





# Galloway Township Middle School

(01-1690-016)

Grades Offered: 07-08

2018-2019

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## Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






**Galloway Township Middle School**  
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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>We recognize the importance of academic excellence, the diversity of others and of being a good citizen</li> <li>Technology resources such as chromebooks, laptops, ipads, smartboards, a computer lab and a Collaborative Learning Lab.</li> <li>Offering over 27 afterschool clubs and activity opportunities &amp; 11 sports teams</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>GTMS is dedicated to providing the most appropriate educational experiences and opportunities necessary for all students to reach their potential. We serve as a bridge between childhood and young adulthood by strengthening and broadening the foundation built in elementary school and preparing students for transition to high school. Our mission is to develop in students a respect for learning and the life skills required to contribute positively in a diverse and technological world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our staff and students take great pride in our school environment achieving Sustainable Jersey for Schools Silver certification, as well as earning the Sustainability Champion Award as the top point earner at the Middle School level. Our students excel in the arts here at GTMS, participating in All South Jersey Band, Think Day Competitions, the Jersey Shore Science Fair at Stockton, the Delaware Valley Science Fair and our outstanding muscial productions.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Academic excellence is a major tenet of growing toward maturity and success. GTMS offers advanced courses in science, advanced math, algebra, geometry and Spanish. Students who qualify for these programs are challenged each and every day through a variety of teaching strategies and materials. In addition, each of our students has the opportunity to be challenged with real life problem solving strategies in our STEM and Reader’s Workshop courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Golf (Coed), Soccer (Boys &amp; Girls), Softball (Girls), Volleyball (Coed), Wrestling (Coed)</p> <p>Girl's Basketball - 2nd Place at the Dixie Howell Tournament Softball - Co-Champions of the Cape Atlantic Division Wrestling - Undefeated ACCL League Champions 2015,2016,2017 Soccer teams rank in the top two of their respected divisions GTMS Classic Steppers Step Team: 1st place at Bridging the GAP Step Show. The Team also won \$1000 in awards.</p>
 <p>Clubs and Activities:</p>	<p>Offers various clubs and activities to meet the diverse interests of our students: Art Club, Aspiring Leaders, Band, Builder’s Club, Chorus, Diversity, Drama, Drill Squad, Engineering Design, Environmental Club, Flag Football, FUN Club, Garden Club, GMTV, Golf, Indoor Soccer, Life Skills, Math Counts, PLAYHARD, Robotics Club, Sewing Club, Science Club, Science of Cooking, Student Council, Tech Club, Think Day, Yearbook, Gay Straight Alliance</p>




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<div><div>Staff and Professional Learning:</div></div>	<p>Through carefully planned professional development trainings, the teachers at GTMS are making instructional adaptations necessary to enable our students to achieve the NJ State Learning Standards. Our teachers work in Professional Learning Communities to work on specific goals and use data to drive and enhance instruction. GTMS is also currently receiving professional development in the areas of Restorative Practices, Mindfulness, Brain Strategies, Reader's Workshop and STEM.</p>
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 <p>Student Supports and Services:</p>	<p>Intervention &amp; Referral Services (I &amp; RS) assists teachers with strategies for working with non-disabled students who are experiencing mild learning or behavioral problems. The building principal or assistant principal chairs a committee of staff members who offer structured support and assistance to teachers by providing instructional strategies to promote student success. In addition, our school counselors, child student team, and ESL teachers work to support the school community.</p>
 <p>Student Health and Wellness:</p>	<p>GTMS offers healthy school meals for all students including offering students the opportunity for free breakfast. We also have students and staff members that participate on the district Community Wellness Committee. The primary objective of school health services is to facilitate the educational process by improving and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies</p>
 <p>Parent and Community Involvement:</p>	<p>The students and staff of GTMS are very community minded and are well supported by our Family School Association. Parents unite with the school during OPEN HOUSE, STEAM Night and Summer Orientation. We have been able to secure grants from our local Education Foundation, Hospital Foundation and Township Municipal Alliance to fund many activities and initiative in the school. Our Student council works to pay-it forward by supporting the Foodbank, local churches and families in need.</p>




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 <p>Facilities:</p>	<p>GTMS is located in Galloway Township, New Jersey and serves a diverse group of over 754 students in grades seven and eight. GTMS is fortunate to have a solar panel podium where students and community members are able to view statistics on the solar panels that are located on our schools roof and the amount of energy being generated.</p>
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 <div>Other Information</div>	<p>The administration of the school also sponsors four programs to improve student citizenship and academics. The “Respect the Paw” program teaches the values of good citizenship and good character. These values include; respect, responsibility, honesty, effort, unity, attitude and maturity. Respect the Paw, Pawsitive Character, Respect the Bus &amp; our Role Model of the Month programs have been established to recognize our students for their acts of good citizenship and teach our students about the importance of unity, respect and friendship. Technology is evident throughout our building. Classrooms are equipped with overhead projectors, computers and document cameras. Additionally, GTMS has two technology labs, a collaborative learning lab, twenty-three mobile labs and a technology instructor that focuses on the latest programs and modalities for student usage. These technological advances increase student comfort with technology but also keep GTMS on the cutting edge of student learning.</p>
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**Pomona Preschool**  
(01-1690-040)  
Grades Offered: PK-PK  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Notes from the New Jersey Department of Education:





**Pomona Preschool**  
(01-1690-040)  
Grades Offered: PK-PK  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Atlantic
District	Galloway Township Public Schools
Principal Name	Dr. Donald Gross
Address	400 S GENOA AVENUE EGG HARBOR, NJ 08215
Phone Number	609-748-1250
Email Address	<a href="mailto:grossd@gtps.k12.nj.us">grossd@gtps.k12.nj.us</a>
Website	<a href="http://pomonapreschool.weebly.com/">http://pomonapreschool.weebly.com/</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	127	132	132
Total	127	132	132

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	38.6%	33.3%	32.3%
Male	61.4%	66.7%	67.7%
Economically Disadvantaged Students	61.4%	57.6%	56.4%
Students with Disabilities	60.6%	67.4%	63.2%
English Learners	5.5%	5.3%	6.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	2.4%	1.5%	0.8%
Military-Connected Students	0.0%	0.8%	0.8%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	39.4%	46.2%	37.6%
Hispanic	22.0%	18.2%	31.6%
Black or African American	15.7%	11.4%	16.5%
Asian	15.7%	18.2%	9.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	7.1%	6.1%	4.5%

### 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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	127	132	132

### 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	71.4%
Spanish	15.8%
Gujarati	6.0%
Chinese	1.5%
Other Languages	5.3%



**Pomona Preschool**  
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

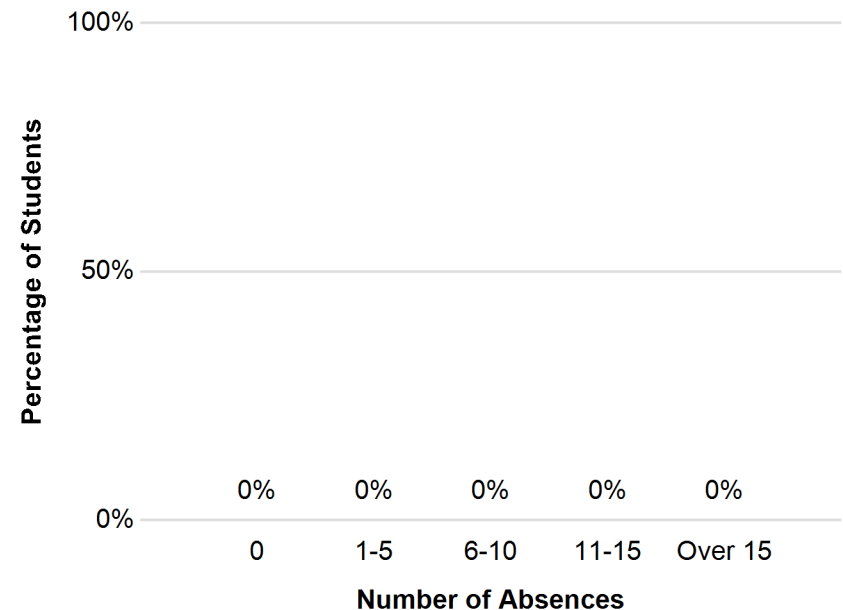
### Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





**Pomona Preschool**  
(01-1690-040)  
Grades Offered: PK-PK  
2018-2019

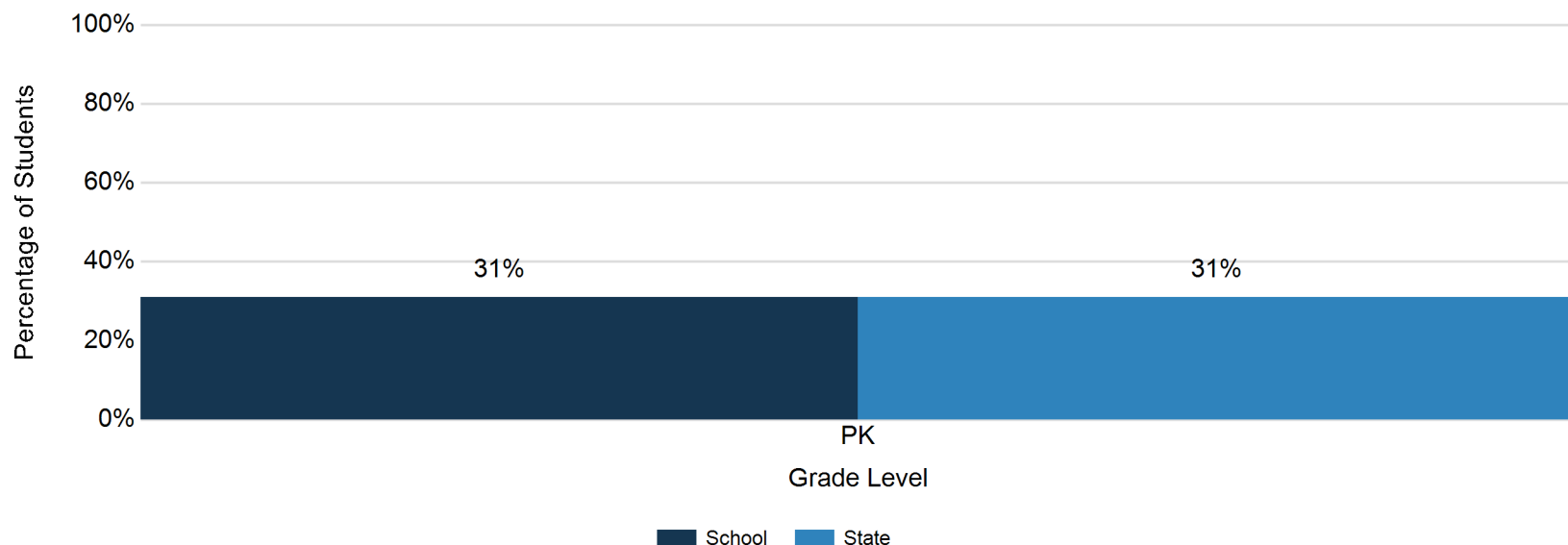
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### Chronic Absenteeism by Grade

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





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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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



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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 Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N



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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	9:20 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	N

**Pomona Preschool**

(01-1690-040)

Grades Offered: PK-PK

2018-2019

**Report Key:**

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	13	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	69.2%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	72.2%	76.9%

**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	11:1
Students to Administrators	133:1	185:1
Teachers to Administrators	13:1	17:1
Students to Librarians/Media Specialists		665:1
Students to Nurses		555:1
Students to Counselors		475:1
Students to Child Study Team Members		208:1





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2018-2019

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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 compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	32.3%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	67.7%	0.0%	100.0%	51.6%	22.9%	45.1%
White	37.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	31.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

### 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
2018-19	98.4%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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 the school or district directly.



### Highlights:

- Developmentally appropriate curriculum, programs and services
- Ongoing professional development and staff dedication
- Preschool Expansion through a Federal grant



### Mission, Vision, Theme:

The Pomona Preschool, which is part of the Galloway Township Public School District, is a full-day program for students three to five years of age. Based on the Creative Curriculum, our students are exposed to developmentally appropriate practices in the following areas: language and literacy, mathematics, science, social studies, the arts, technology, and social-emotional and process skills. While some persons outside the preschool setting still see programs as being about play, we embrace the concept since play is a large part of pre-academic and social-emotional skills for learning. Our staff also uses Teaching Strategies as part of assessing how students are doing. This platform allows for both formative and summative assessments. The building houses just over 120 students with five inclusive classes and six preschool disabled classrooms. Each classroom has at least two adults in it with the preschool disabled classes having three adults in them. What is nice about working



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**Courses, Curriculum,  
Instruction:**

The program uses Creative Curriculum - Volume 6 for 10 of the classrooms. The Autism classroom uses the STAR curriculum. In addition, the building uses Positive Behavior Support from Vanderbilt University that serves as the foundation for social-emotional learning and resiliency.



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#### Before and After School Programs:

The building provides before and after childcare for our families.



#### Staff and Professional Learning:

Along with the district's professional development planning, our staff is actively engaged in learning more on how to help our students in the classroom, in working with families, and coordinating the positive relationship between general and special education students, staff, and families. We are fortunate to have a part-time Master Teacher (grant funded) who provides in-class coaching as well as individualized and group training.



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### Student Supports and Services:

The building has a Child Study Team that consists of two case managers, one and one-half speech therapist, a part-time occupational therapist, and a part-time physical therapist. The building's PIRT team works with students, teachers, classroom assistants, and families.



### Student Health and Wellness:

We are fortunate to have a full time nurse on staff that works with children, staff, and families. In addition, her background is in pediatric medicine. Our children receive breakfast and lunch on a daily basis and eat in their classrooms to support social development. Our school also has a garden that is tended by staff and students with the support of a Master Gardner. Children have opportunities every day for indoor and outdoor play, depending upon the weather.



### Parent and Community Involvement:

Our school has a Family School Association with both parent/guardian and staff members. Fundraisers provide resources for students and staff. Additionally, parents/guardians attend and help support special activities for the students. At varying times throughout the year, educational programs for parents/guardians are provided by our staff and / or outside consultants.



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### Facilities:

The Pomona Preschool includes the main school in addition to two modular classrooms leased using Preschool Expansion grant fundings. The entire school and modulars are air conditioned. Various maintenance projects and facility improvements are made each year - this includes the building itself and the grounds. Enhancing our playground area is one example of a recent priority.





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### Other Information

The Pomona Preschool teachers, support staff, and administration work as a team to provide a safe, nurturing environment for our students. Since this is the first formal schooling for most of our children, great effort is taken to help transition students to school and to develop literacy and other foundational skills. We seek to address the whole child and help every student progress in social-emotional, behavioral, and academic skills. As much as possible, learning is exploratory in nature with student choice and active engagement. For our special needs students, we focus on building from their strengths and enhancing areas of need. Ongoing communication with parents/guardians and support for families are important aspects of our work. School safety - including emergency planning and drill practice - is a priority.



**Reeds Road Elementary School**  
(01-1690-045)  
Grades Offered: KG-06  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Reeds Road Elementary School**

(01-1690-045)

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2018-2019

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## School Contact Information

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

Type	Contact Information
County	Atlantic
District	Galloway Township Public Schools
Principal Name	Mr. Kevin Lightcap
Address	103 SOUTH REEDS ROAD GALLOWAY, NJ 08205
Phone Number	609-748-1250
Email Address	<a href="mailto:lightcapk@gtps.k12.nj.us">lightcapk@gtps.k12.nj.us</a>
Website	<a href="http://reedsroad.weebly.com/">http://reedsroad.weebly.com/</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	90	80	76
1	57	73	79
2	84	64	85
3	76	86	66
4	85	87	84
5	74	90	84
6	92	85	85
Total	558	565	559

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.1%	47.8%	47.0%
Male	48.9%	52.2%	53.0%
Economically Disadvantaged Students	54.5%	55.0%	50.3%
Students with Disabilities	17.7%	20.7%	20.0%
English Learners	6.5%	5.8%	7.2%
Homeless Students	0.9%	2.5%	2.5%
Students in Foster Care	0.2%	0.2%	0.7%
Military-Connected Students	0.0%	0.7%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	34.1%	32.4%	30.8%
Hispanic	24.4%	26.2%	26.3%
Black or African American	17.9%	16.8%	17.0%
Asian	17.4%	17.9%	18.4%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.1%	6.7%	7.5%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	90	80	76

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	61.0%
Spanish	17.7%
Gujarati	5.9%
Urdu	2.5%
Bengali	2.0%
Other Languages	10.9%



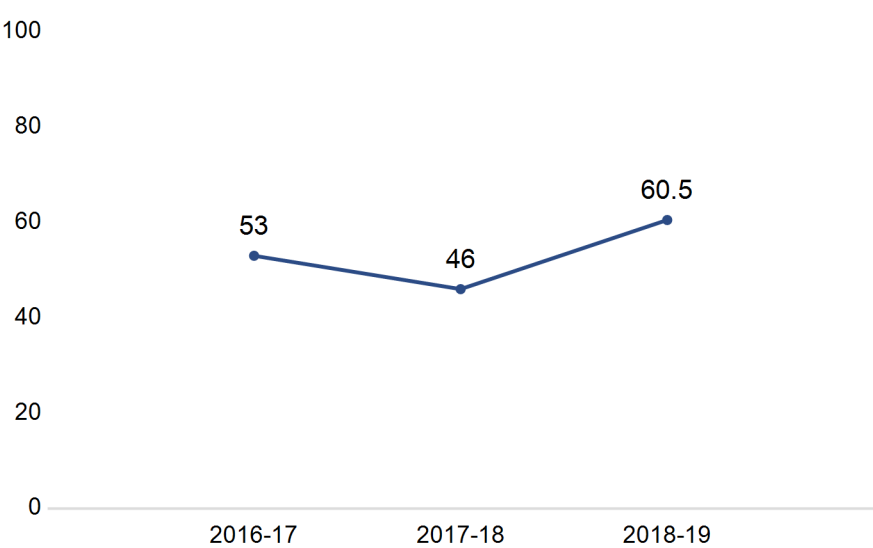
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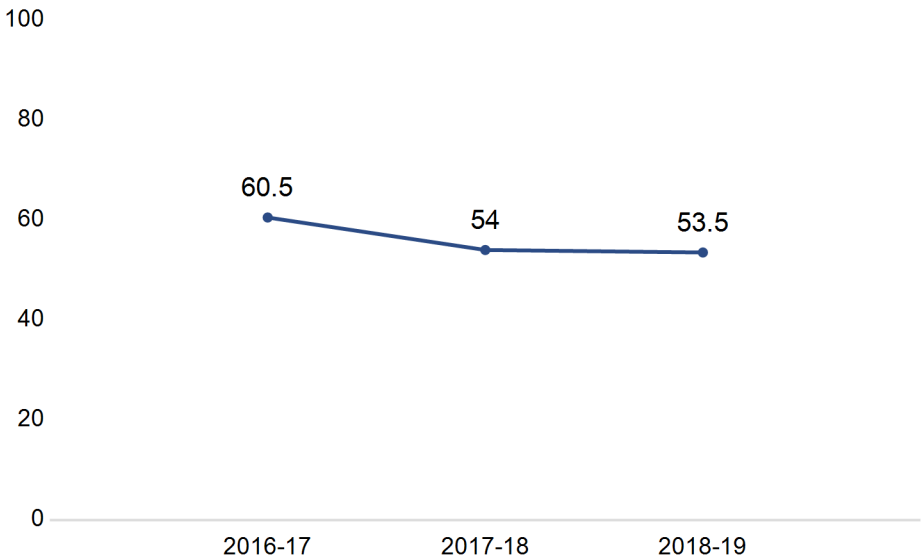
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	46	60.5	60.5	54	53.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	60.5	47	50	Exceeds Standard	53.5	53	50	Met Standard
White	54.5	48	50	Met Standard	65	56	52	Exceeds Standard
Hispanic	58	46	49	Met Standard	42	52	47	Met Standard
Black or African American	64.5	43	45	Exceeds Standard	51	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64	57	59	Exceeds Standard	63	61	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	60.5	39	49	**	57.5	46.5	52	**
Female	61	50	53	N	55	52	50	N
Male	59	44	47	N	47	54	51	N
Economically Disadvantaged Students	65	46	48	Exceeds Standard	51	51	46	Met Standard
Students with Disabilities	55	39	43	Met Standard	46	44	45	Met Standard
English Learners	69	56	52	Exceeds Standard	51.5	56	50	Met Standard
Homeless Students	*	41	43	N	*	49	44	N
Students in Foster Care	*	35.5	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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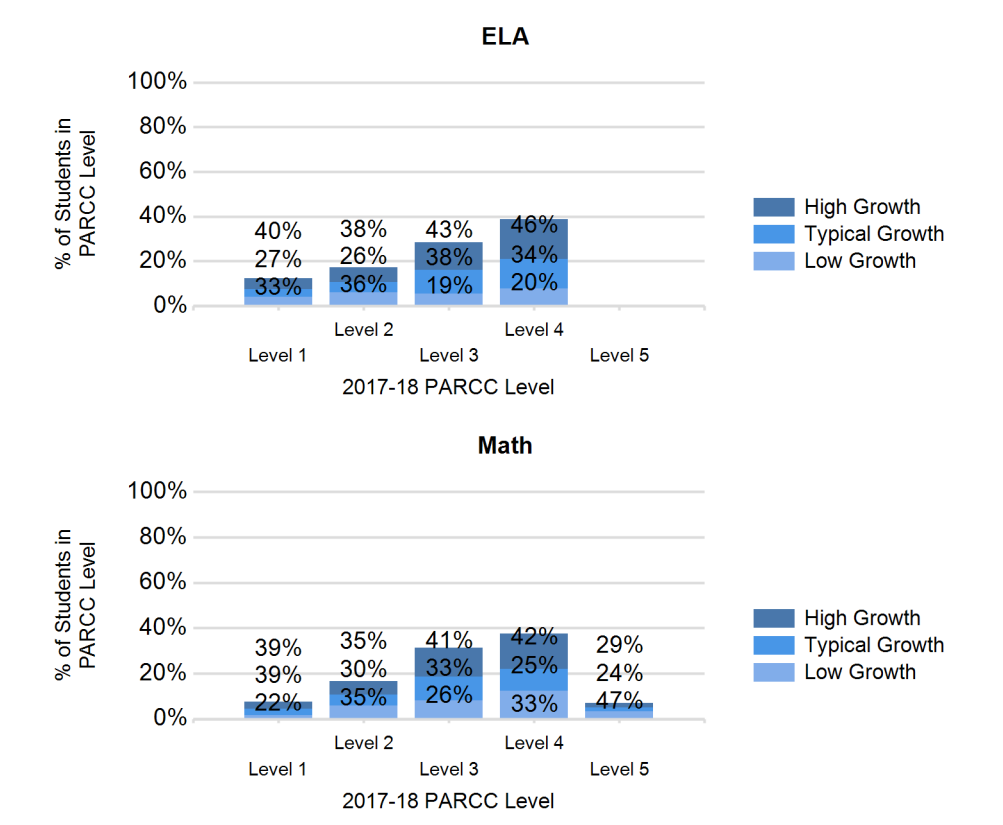
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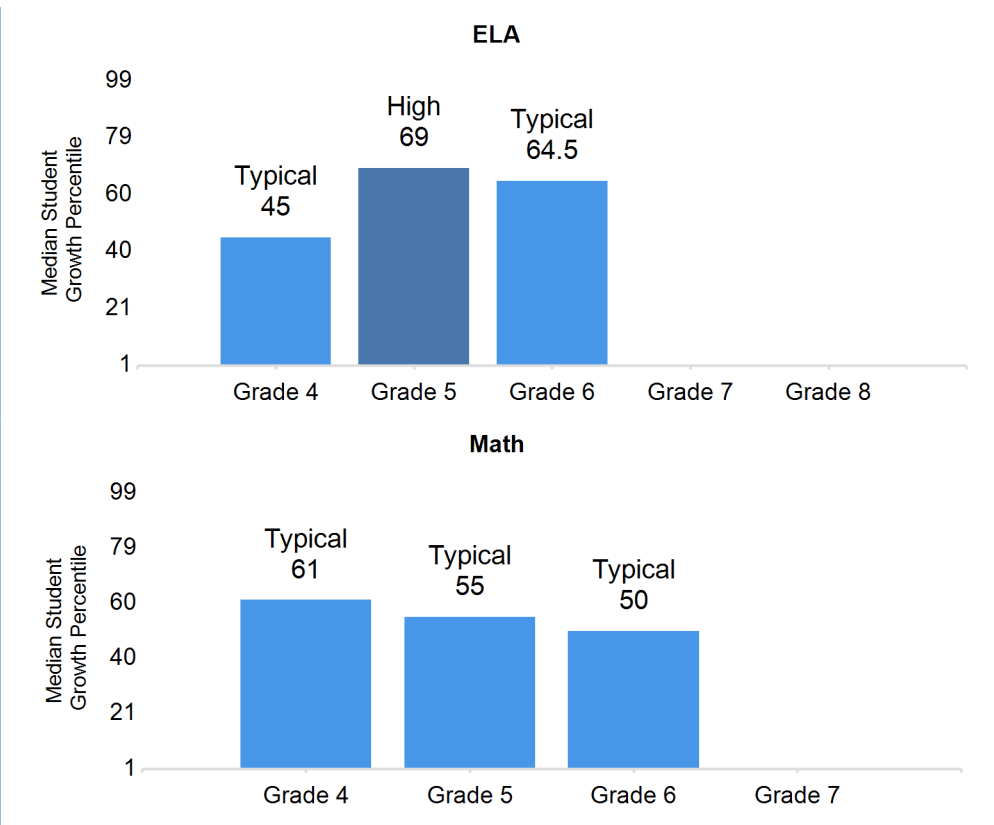
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



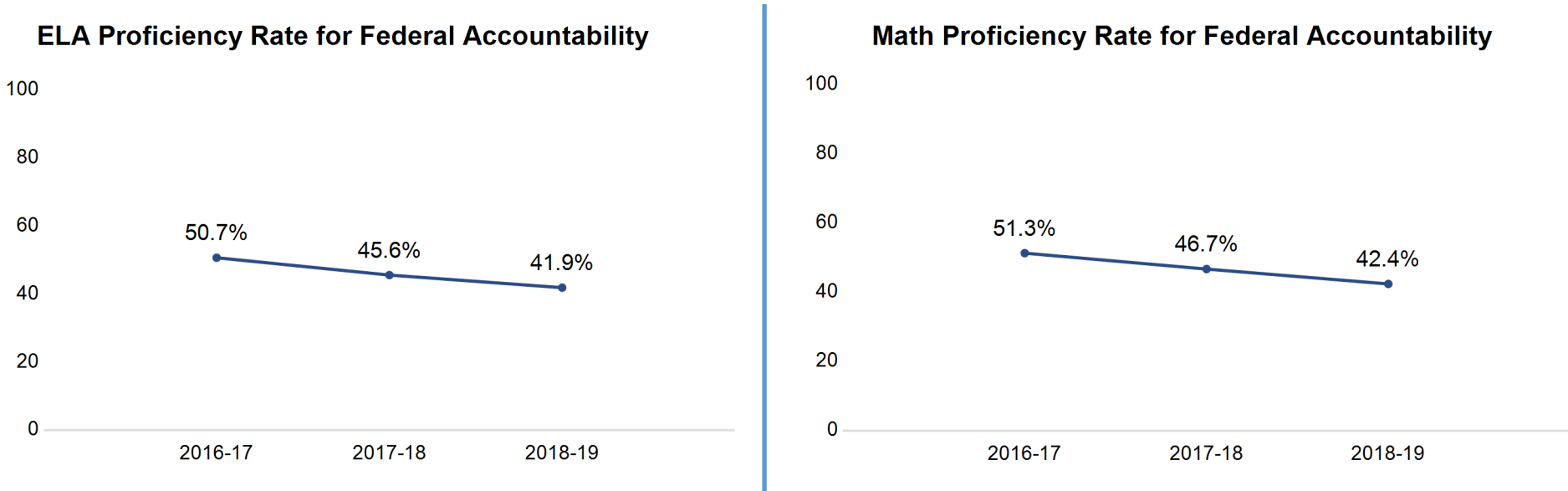


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	98.0%	99.7%	99.4%	98.0%	99.7%
Proficiency Rate for Federal Accountability	50.7%	45.6%	41.9%	51.3%	46.7%	42.4%
Annual Target	51.2%	52.7%	54.2%	53.0%	54.4%	55.9%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





Reeds Road Elementary School  
(01-1690-045)  
Grades Offered: KG-06  
2018-2019

**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 Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	313	99.7	41.9	45.2	57.9	41.9	54.2	Not Met
White	107	99.1	43.9	53.6	66.9	43.9	57	Not Met
Hispanic	80	100.0	27.5	36.6	43.9	27.5	54.5	Not Met
Black or African American	56	100.0	35.7	29.0	38.5	35.7	38.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	48	100.0	60.4	61.3	82.9	60.4	65.7	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	22	100.0	59.1	*	64.4	59.1	42.9	Met Target
Female	158	100.0	48.7	53.4	64.8	48.7		
Male	155	99.4	34.8	37.3	51.3	34.8		
Economically Disadvantaged Students	148	99.4	37.2	35.3	40.0	37.2	46.3	Not Met
Non-Economically Disadvantaged Students	165	100.0	46.1	53.9	67.9	46.1		
Students with Disabilities	76	98.7	13.2	15.2	22.7	13.2	28.5	Not Met
Students without Disabilities	237	100.0	51.1	52.9	65.1	51.1		
English Learners	36	100.0	38.9	32.4	29.3	38.9	31.5	Met Target
Non-English Learners	277	99.7	42.2	46.2	60.6	42.2		
Homeless Students	11	100.0	18.2	32.7	29.1	18.2		
Students In Foster Care	*	*	*	27.3	27.6	*		
Military-Connected Students	N	N	N	50.0	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

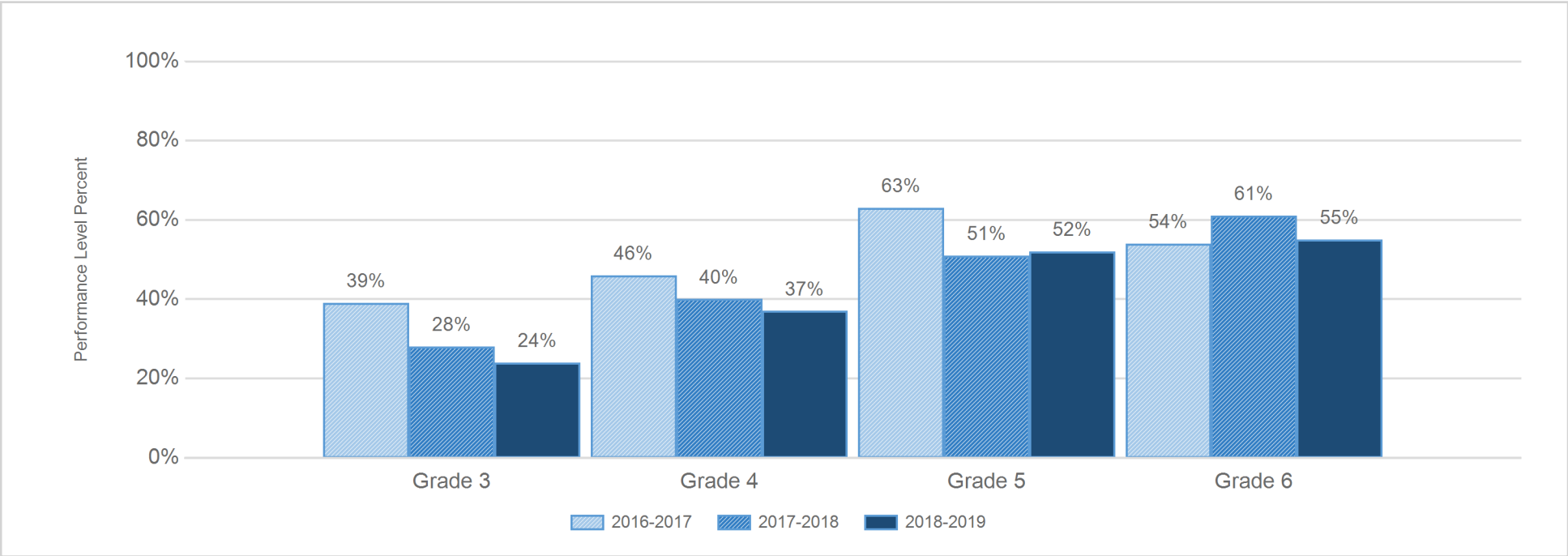


Reeds Road Elementary School  
(01-1690-045)  
Grades Offered: KG-06  
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Reeds Road Elementary School  
(01-1690-045)  
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	62	729	732	748	21%	26%	29%	*	*	24%	50%
White	17	738	739	757	*	*	*	*	*	24%	60%
Hispanic	25	721	723	734	*	*	40%	*	*	12%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	732	756	*	*	*	*	*	*	58%
Female	30	729	735	753	*	*	*	*	*	27%	55%
Male	32	730	729	743	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	39	726	724	731	*	*	*	*	*	28%	33%
Non-Economically Disadvantaged Students	23	735	739	759	*	*	*	*	*	17%	61%
Students with Disabilities	17	699	704	719	*	*	*	*	*	*	24%
Students without Disabilities	45	741	739	754	*	*	*	*	*	*	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Reeds Road Elementary School  
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	84	738	742	755	14%	15%	33%	*	*	37%	57%
White	30	736	746	763	*	*	*	*	*	37%	67%
Hispanic	17	727	736	743	*	*	*	*	*	24%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	754	757	779	*	*	*	*	*	63%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	44	740	746	760	*	*	41%	*	*	34%	62%
Male	40	735	738	750	*	*	25%	*	*	40%	53%
Economically Disadvantaged Students	40	736	736	740	*	*	40%	*	*	28%	40%
Non-Economically Disadvantaged Students	44	739	748	765	*	*	27%	*	*	45%	69%
Students with Disabilities	22	710	711	725	*	*	*	*	*	18%	25%
Students without Disabilities	62	748	749	761	*	*	*	*	*	44%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	728	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	83	749	745	756	*	*	33%	*	*	52%	58%
White	29	749	750	764	*	*	41%	*	*	45%	68%
Hispanic	20	741	736	743	*	*	*	*	*	35%	44%
Black or African American	14	745	736	739	*	*	*	*	*	64%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	737	762	*	*	*	*	*	*	65%
Female	38	760	753	761	*	*	*	*	*	71%	64%
Male	45	740	737	750	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	33	753	739	740	*	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	50	747	749	766	*	*	*	*	*	42%	69%
Students with Disabilities	14	721	718	724	*	*	*	*	*	21%	23%
Students without Disabilities	69	755	752	762	*	*	*	*	*	58%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	755	748	754	*	*	29%	*	*	55%	56%
White	32	757	756	762	*	*	*	*	*	63%	65%
Hispanic	21	751	*	743	*	*	*	*	*	48%	43%
Black or African American	22	748	736	738	*	*	*	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	753	760	*	*	*	*	*	*	64%
Female	48	759	753	762	*	*	31%	*	*	60%	64%
Male	45	750	743	748	*	*	27%	*	*	49%	48%
Economically Disadvantaged Students	42	747	740	740	*	*	31%	*	*	43%	39%
Non-Economically Disadvantaged Students	51	761	756	763	*	*	27%	*	*	65%	67%
Students with Disabilities	20	722	719	722	*	*	*	*	*	10%	19%
Students without Disabilities	73	764	755	761	*	*	*	*	*	67%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	93	755	*	756	*	*	29%	*	*	55%	*
Homeless Students	*	*	739	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	314	99.7	42.4	43.8	44.5	42.4	55.9	Not Met
White	107	99.1	50.5	53.7	54.1	50.5	57	Met Target†
Hispanic	80	100.0	31.3	34.2	28.8	31.3	50.2	Not Met
Black or African American	56	100.0	17.9	21.3	23.0	17.9	39.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	100.0	69.4	67.1	76.5	69.4	74.6	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	22	100.0	45.5	*	53.3	45.5	50.7	Met Target†
Female	159	100.0	41.5	43.8	44.9	41.5		
Male	155	99.4	43.2	43.9	44.2	43.2		
Economically Disadvantaged Students	149	99.4	32.9	32.3	26.3	32.9	46.8	Not Met
Non-Economically Disadvantaged Students	165	100.0	50.9	53.9	54.9	50.9		
Students with Disabilities	76	98.7	13.2	14.5	17.4	13.2	33.6	Not Met
Students without Disabilities	238	100.0	51.7	51.3	50.0	51.7		
English Learners	37	100.0	43.2	34.0	25.0	43.2	46	Met Target†
Non-English Learners	277	99.7	42.2	44.6	46.5	42.2		
Homeless Students	11	100.0	27.3	30.6	17.1	27.3		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



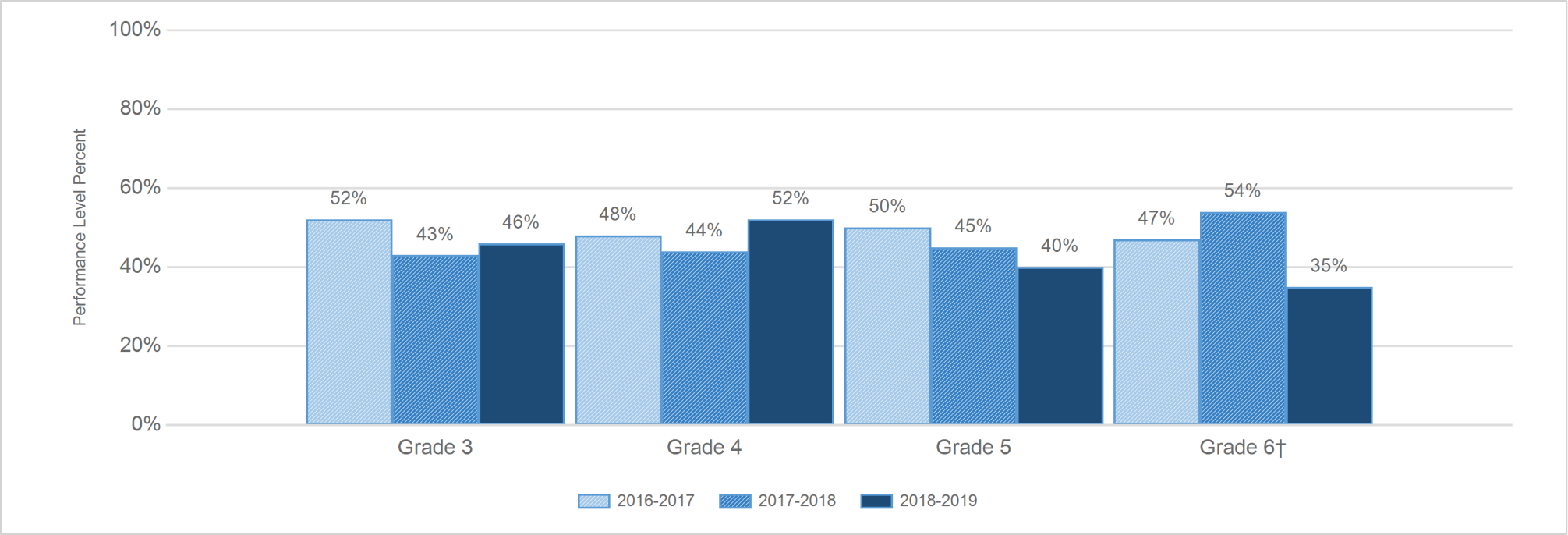


Reeds Road Elementary School  
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.





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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	63	745	744	752	*	17%	27%	*	*	46%	55%
White	17	760	753	760	*	*	*	*	*	71%	66%
Hispanic	26	735	731	739	*	*	42%	*	*	35%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	31	741	743	751	*	*	*	*	*	42%	54%
Male	32	748	745	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	39	740	736	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	24	752	753	761	*	*	*	*	*	54%	67%
Students with Disabilities	17	715	718	731	*	*	*	*	*	12%	31%
Students without Disabilities	46	755	752	756	*	*	*	*	*	59%	60%
English Learners	*	*	724	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	735	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	84	747	744	749	12%	12%	24%	*	*	52%	51%
White	30	746	749	757	*	*	*	57%	0%	57%	62%
Hispanic	17	738	740	737	*	*	*	*	*	29%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	19	769	764	776	*	0%	*	*	*	84%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	44	749	745	749	*	*	*	*	*	55%	50%
Male	40	744	743	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	40	742	736	734	*	*	*	*	*	43%	32%
Non-Economically Disadvantaged Students	44	752	751	759	*	*	*	*	*	61%	63%
Students with Disabilities	22	721	716	726	*	*	*	*	*	23%	25%
Students without Disabilities	62	756	750	754	*	*	*	*	*	63%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	732	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	744	744	747	*	21%	35%	*	*	40%	47%
White	29	748	749	755	0%	*	41%	*	*	45%	58%
Hispanic	20	730	738	735	*	*	*	*	*	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	732	753	*	*	*	*	*	*	55%
Female	39	746	745	747	*	*	38%	*	*	41%	47%
Male	45	742	743	747	*	*	31%	*	*	40%	47%
Economically Disadvantaged Students	34	739	737	732	*	*	35%	*	*	29%	27%
Non-Economically Disadvantaged Students	50	748	749	757	*	*	34%	*	*	48%	59%
Students with Disabilities	14	721	717	725	*	*	*	*	*	14%	19%
Students without Disabilities	70	749	751	752	*	*	*	*	*	46%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Reeds Road Elementary School

(01-1690-045)

Grades Offered: KG-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	94	738	740	741	11%	24%	30%	*	*	35%	41%
White	32	738	749	749	*	*	*	41%	0%	41%	51%
Hispanic	22	731	*	729	*	*	*	*	*	27%	24%
Black or African American	22	732	726	722	*	*	*	*	*	14%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	741	747	*	*	*	*	*	*	48%
Female	49	737	740	742	*	*	35%	*	*	31%	42%
Male	45	739	740	740	*	*	24%	*	*	40%	40%
Economically Disadvantaged Students	43	731	733	726	*	*	23%	*	*	26%	21%
Non-Economically Disadvantaged Students	51	744	748	750	*	*	35%	*	*	43%	53%
Students with Disabilities	20	707	710	716	*	*	*	*	*	*	12%
Students without Disabilities	74	746	748	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	728	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	72.4%	40.9%	Exceeds

† 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	18	83.3%	16.7%
3-4	21	81.0%	19.0%
5 or more	*	*	*



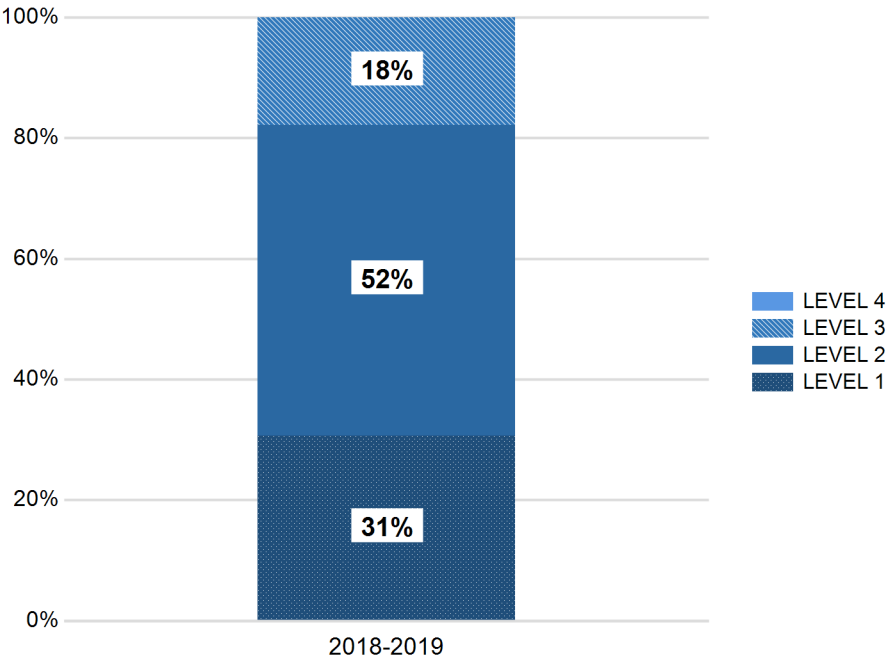
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	31	52	18	0
White	27	50	23	0
Hispanic	35	55	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	50	20	0
Male	31	53	16	0
Economically Disadvantaged Students	37	46	17	0
Non-Economically Disadvantaged Students	26	56	18	0
Students with Disabilities	71	21	7	0
Students without Disabilities	23	58	20	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

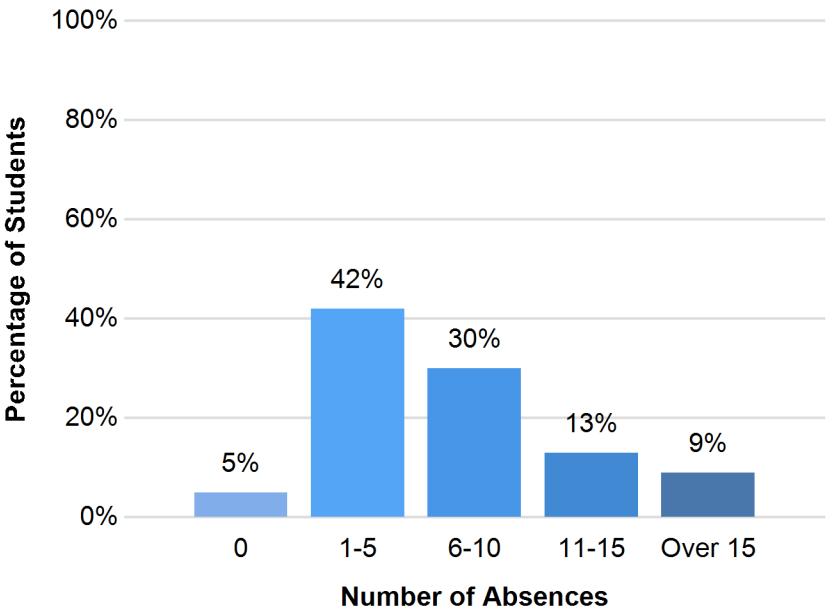
Chronic Absenteeism

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	37	6.7	8.8	Met
White	11	6.4	8.8	Met
Hispanic	12	8.0	8.8	Met
Black or African American	7	7.9	8.8	Met
Asian, Native Hawaiian, or Pacific	5	5.0	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	4.9	8.8	Met
Female	11	4.2		
Male	26	8.9		
Economically Disadvantaged Students	20	7.2	8.8	Met
Students with Disabilities	6	5.4	8.8	Met
English Learners	2	5.3	8.8	Met
Homeless Students	2	16.7		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





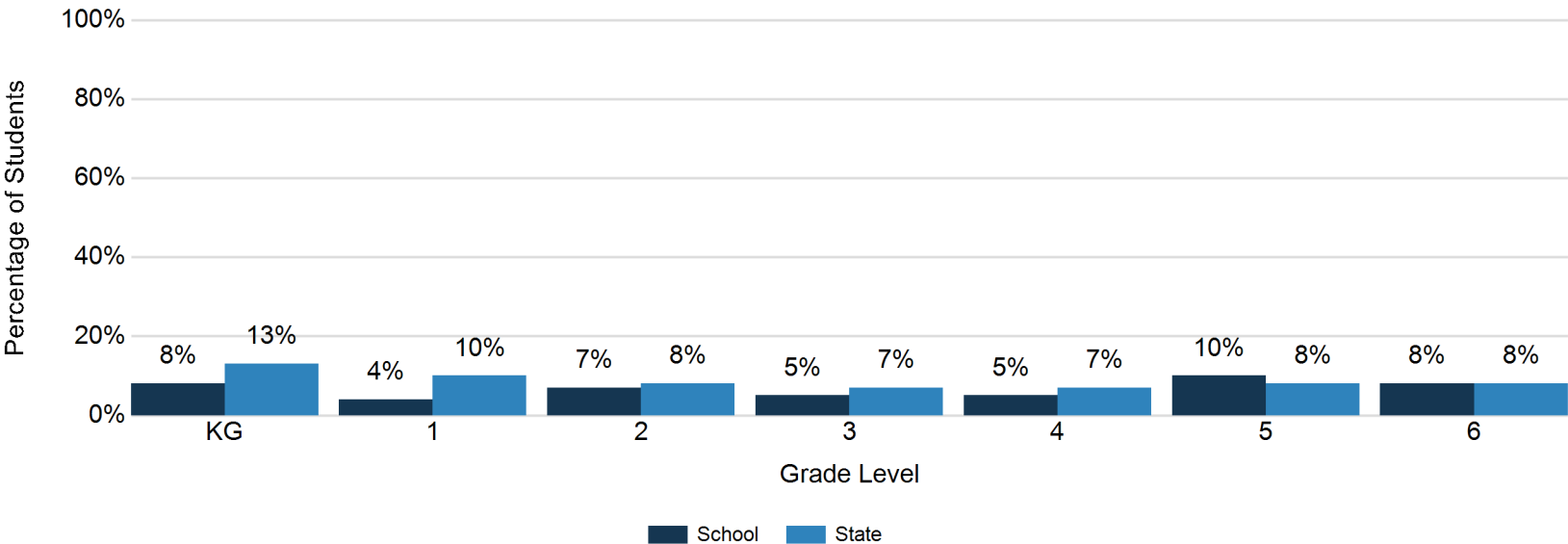
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.43

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 Bullying (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	4	4
Religion	0	0	0
Ancestry	0	2	2
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	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	13	2.3%
Out-of-School Suspensions	*	*
Any Suspension	15	2.7%
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
*



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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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	78.9%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	72.2%	76.9%

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	11:1
Students to Administrators	280:1	185:1
Teachers to Administrators	29:1	17:1
Students to Librarians/Media Specialists		665:1
Students to Nurses		555:1
Students to Counselors		475:1
Students to Child Study Team Members		208:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	87.7%	0.0%	48.4%	77.1%	54.9%
Male	53.0%	12.3%	100.0%	51.6%	22.9%	45.1%
White	30.8%	98.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.3%	1.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	18.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

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
2018-19	98.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.





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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.7%	45.6%	41.9%
Math Proficiency	51.3%	46.7%	42.4%
ELA Growth	53	46	60
Math Growth	60	54	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		82.4%	72.4%
Chronic Absenteeism	2.9%	7.3%	6.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Reeds Road Elementary School  
(01-1690-045)  
Grades Offered: KG-06  
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



Reeds Road Elementary School  
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2018-2019

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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 the school or district directly.

<div>A blue megaphone icon.</div> <div>Highlights:</div>	<ul style="list-style-type: none"><li>• New Jersey Star School of Excellence</li><li>• NJ Silver Award Winner for Sustainable Schools</li><li>• National Wildlife Federation - "Certified Schoolyard Habitat Site"</li></ul>
<div>A blue lightbulb icon with rays emanating from it.</div> <div>Mission, Vision, Theme:</div>	<p>The mission of the Reeds Road Elementary School is to educate all students, affording them significant opportunities suited to their ages. We will recognize individual kinds of educational experiences to meet the needs of each pupil and instruct to meet the interest and needs of our students.</p>
<div>A blue award ribbon icon with a circular seal.</div> <div>Awards, Recognition, Accomplishments:</div>	<p>Reeds Road is a New Jersey Star School of Excellence. Also, we were the winner of the New Jersey Silver Award for Sustainable Schools and we earned more points than other school in the state of New Jersey while earning this award.</p>




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<div><div>Courses, Curriculum, Instruction:</div></div>	<p>Our academic programs are first rate. We offer hands on science which allows our students to experience science and not just hear about it. Our literacy program opens the doors to a world of knowledge, integrating reading and writing skills. We address the NJ Student Learning Standards and utilize technology in all classrooms. Our students create, communicate, collaborate, and problem solve.</p>
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 <div>Before and After School Programs:</div>	<p>Our school offers a before and after school child care program. Students are afforded the opportunity to be in a safe and warm environment prior to school and after school. There is adult supervision that provides play activities and and assists the children with homework. Students are given time to have snacks, play outside, use the computer lab, and make new friends. The program is supported by our Board of Education and is offered to all K-6 grade students</p>
 <div>Staff and Professional Learning:</div>	<p>Through carefully planned professional development trainings, the teachers are making instructional adaptations necessary to enable our students to achieve the NJCCCS. Our teachers work on committees to modify curriculum and teaching practices to ensure that our pupils perform well on the SLAA tests. We integrate work place readiness skills into our programs as we prepare our students for their roles in the 21st century.</p>



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An icon showing a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	<p>Student Supports and Services:</p> <p>We have two full time and one part-time ESL teachers that are meeting the needs of our students by providing a warm and caring educational environment. Presently we have inclusion classrooms at each grade level and house six self-contained special education classrooms. Our school maintains two I&amp;RS Teams to meet the needs of struggling learners and the intervention teachers support the academic needs of students, while our counselor addresses a variety of students' needs.</p>
An icon showing a blue outline of an apple with a green leaf, and a blue heart shape inside the apple.	<p>Student Health and Wellness:</p> <p>Our school nurse provides a warm and caring environment in an effort to protect the total health status of the students and the staff. All health services are provided with the framework of the state laws and Board of Education policies. We offer our students a breakfast and lunch program and provide the opportunity for recess, along with two physical education classes per week. Students receive instruction in Health and Wellness as part of the Physical Education curriculum as well as the science curriculum.</p>
An icon showing two blue hands shaking, symbolizing partnership or agreement.	<p>Parent and Community Involvement:</p> <p>Our school staff works with our parents to support the Reeds Road Family School Association. The RRFSA provides assemblies, book fairs, and a variety of evening events to promote a positive home/school partnership. Our school promotes Project H.O.P.E. (Helping Others through Public Education) We participate in food drives, clothing and toy drives, have raised tens of thousands of dollars for Jump rope for Heart.</p>




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 <div>Facilities:</div>	<p>Our school facility houses close to 600 students. It is very well maintained, approximately thirty years old, and is air conditioned. Recently, we added a state of the art gymnasium, a computer lab, and have rooms to house all of our special area classes. Our outdoor sustainable garden has become a learning environment for the entire school community.</p>
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 <div>Technology and STEM:</div>	Technology is integrated across the curriculum at Reeds Road school. All classrooms have LCD projectors and document cameras to support whole class instruction. In K-2, students use iPads to enhance literacy and mathematics skills through the use of a variety of engaging apps. In grades 3-6, students use iPads and chromebooks as tools to support learning in every curricular area. In addition to classroom technology, all students complete innovative projects in the computer lab with a technology teacher. This year, we added a Virtual Reality cart and 3D printer to our lab. Not only do students learn about Google Apps for Education, they also learn about coding, STEM, video creation, and more. Each year, we host an annual Technology Night to showcase all of the wonderful STEM activities students experience throughout the year.
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 <div>Other Information</div>	<p>The arts are an integral part of our learning at the school. Our band and choral programs are exceptional and well received by the community. Each year they are highlighted in our Holiday and Spring concerts. Many of our students' talents are recognized and celebrated as they are selected for the all south Jersey Band and Chorus Honors. In addition to a strong academic focus, we take the time to teach and instill Character Education values. Our school emphasizes the values of Honesty, Respect, Responsibility, Kindness, Forgiveness, Fairness, and Courage. We integrate these values in all that we do as a school family and school community. In closing, for everyone involved in the Reeds Road Elementary School, success comes from a unique setting: a home/school partnership, personal contact, team work, hands-on experiential learning, cooperation, concern for the "whole" child, and a limitless amount of love that exists in a "family" atmosphere. As our philosophy states: "Here at the Reeds Ro</p>
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**Reeds Road Elementary School**  
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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Reeds Road Elementary School**

(01-1690-045)

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2018-2019

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## School Contact Information

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

Type	Contact Information
County	Atlantic
District	Galloway Township Public Schools
Principal Name	Mr. Kevin Lightcap
Address	103 SOUTH REEDS ROAD GALLOWAY, NJ 08205
Phone Number	609-748-1250
Email Address	<a href="mailto:lightcapk@gtps.k12.nj.us">lightcapk@gtps.k12.nj.us</a>
Website	<a href="http://reedsroad.weebly.com/">http://reedsroad.weebly.com/</a>



Reeds Road Elementary School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	90	80	76
1	57	73	79
2	84	64	85
3	76	86	66
4	85	87	84
5	74	90	84
6	92	85	85
Total	558	565	559

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.1%	47.8%	47.0%
Male	48.9%	52.2%	53.0%
Economically Disadvantaged Students	54.5%	55.0%	50.3%
Students with Disabilities	17.7%	20.7%	20.0%
English Learners	6.5%	5.8%	7.2%
Homeless Students	0.9%	2.5%	2.5%
Students in Foster Care	0.2%	0.2%	0.7%
Military-Connected Students	0.0%	0.7%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	34.1%	32.4%	30.8%
Hispanic	24.4%	26.2%	26.3%
Black or African American	17.9%	16.8%	17.0%
Asian	17.4%	17.9%	18.4%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.1%	6.7%	7.5%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	90	80	76

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	61.0%
Spanish	17.7%
Gujarati	5.9%
Urdu	2.5%
Bengali	2.0%
Other Languages	10.9%



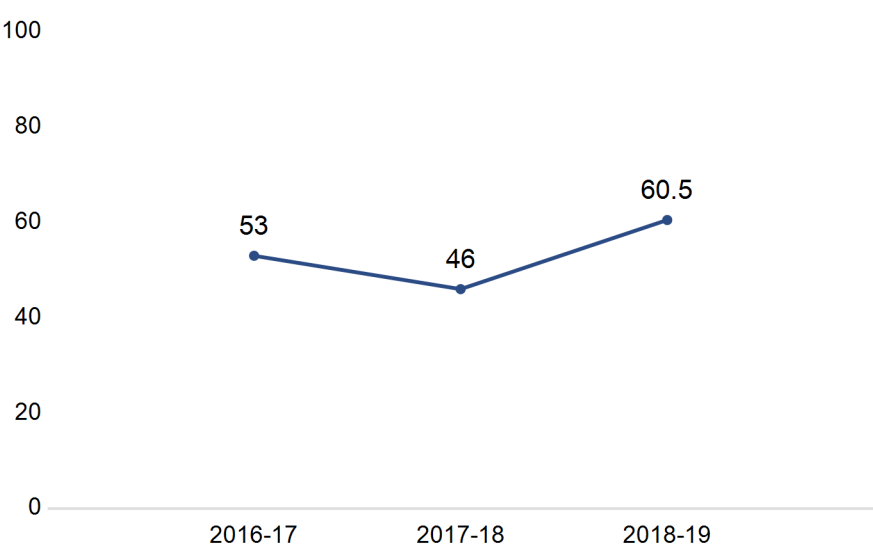
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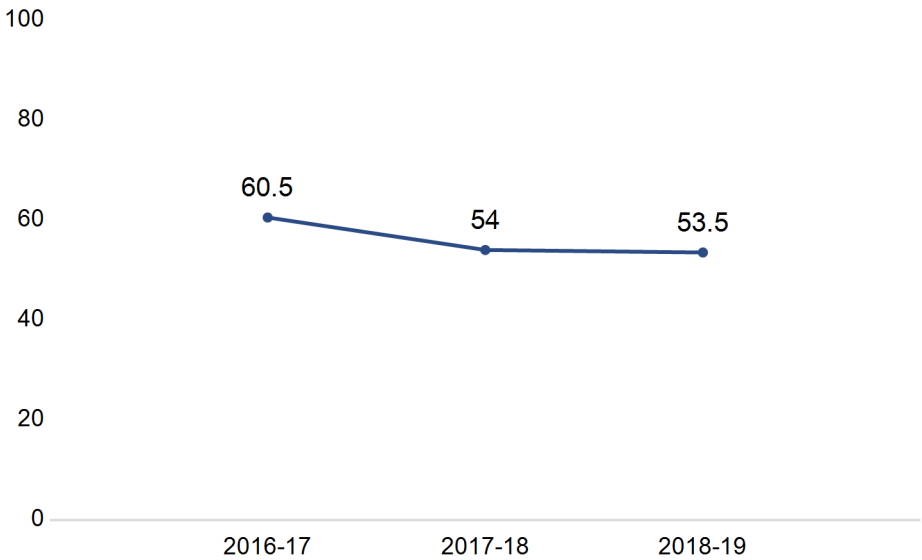
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	46	60.5	60.5	54	53.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	60.5	47	50	Exceeds Standard	53.5	53	50	Met Standard
White	54.5	48	50	Met Standard	65	56	52	Exceeds Standard
Hispanic	58	46	49	Met Standard	42	52	47	Met Standard
Black or African American	64.5	43	45	Exceeds Standard	51	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64	57	59	Exceeds Standard	63	61	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	60.5	39	49	**	57.5	46.5	52	**
Female	61	50	53	N	55	52	50	N
Male	59	44	47	N	47	54	51	N
Economically Disadvantaged Students	65	46	48	Exceeds Standard	51	51	46	Met Standard
Students with Disabilities	55	39	43	Met Standard	46	44	45	Met Standard
English Learners	69	56	52	Exceeds Standard	51.5	56	50	Met Standard
Homeless Students	*	41	43	N	*	49	44	N
Students in Foster Care	*	35.5	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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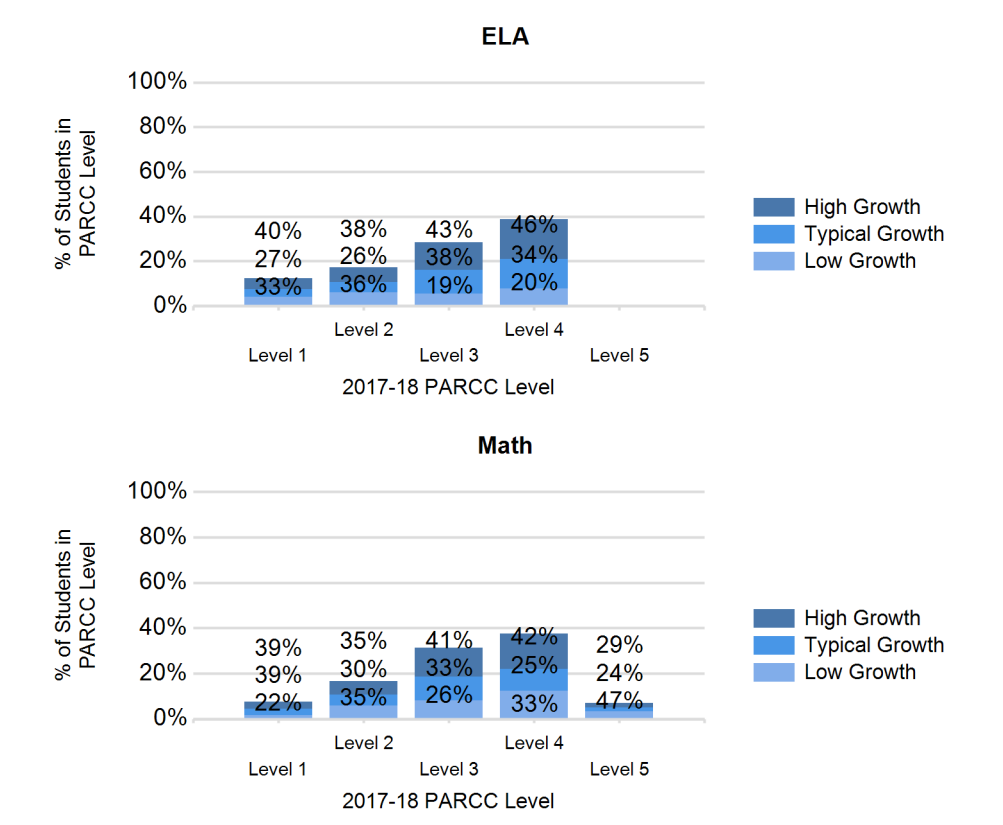
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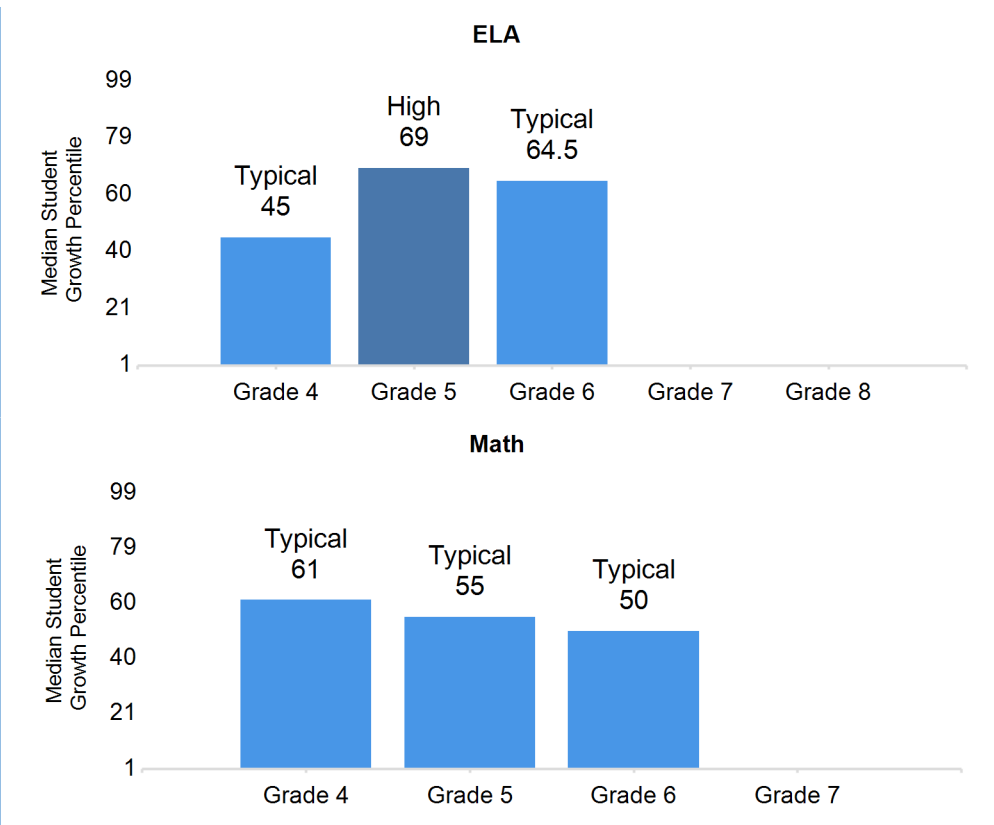
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





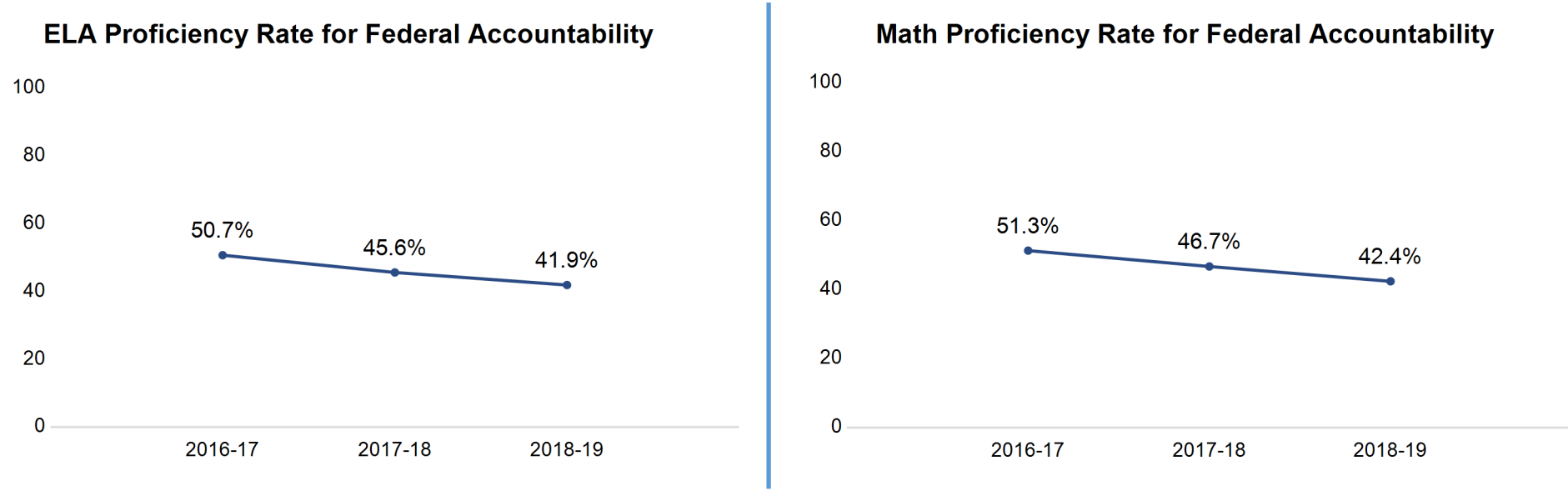


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	98.0%	99.7%	99.4%	98.0%	99.7%
Proficiency Rate for Federal Accountability	50.7%	45.6%	41.9%	51.3%	46.7%	42.4%
Annual Target	51.2%	52.7%	54.2%	53.0%	54.4%	55.9%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	313	99.7	41.9	45.2	57.9	41.9	54.2	Not Met
White	107	99.1	43.9	53.6	66.9	43.9	57	Not Met
Hispanic	80	100.0	27.5	36.6	43.9	27.5	54.5	Not Met
Black or African American	56	100.0	35.7	29.0	38.5	35.7	38.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	48	100.0	60.4	61.3	82.9	60.4	65.7	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	22	100.0	59.1	*	64.4	59.1	42.9	Met Target
Female	158	100.0	48.7	53.4	64.8	48.7		
Male	155	99.4	34.8	37.3	51.3	34.8		
Economically Disadvantaged Students	148	99.4	37.2	35.3	40.0	37.2	46.3	Not Met
Non-Economically Disadvantaged Students	165	100.0	46.1	53.9	67.9	46.1		
Students with Disabilities	76	98.7	13.2	15.2	22.7	13.2	28.5	Not Met
Students without Disabilities	237	100.0	51.1	52.9	65.1	51.1		
English Learners	36	100.0	38.9	32.4	29.3	38.9	31.5	Met Target
Non-English Learners	277	99.7	42.2	46.2	60.6	42.2		
Homeless Students	11	100.0	18.2	32.7	29.1	18.2		
Students In Foster Care	*	*	*	27.3	27.6	*		
Military-Connected Students	N	N	N	50.0	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

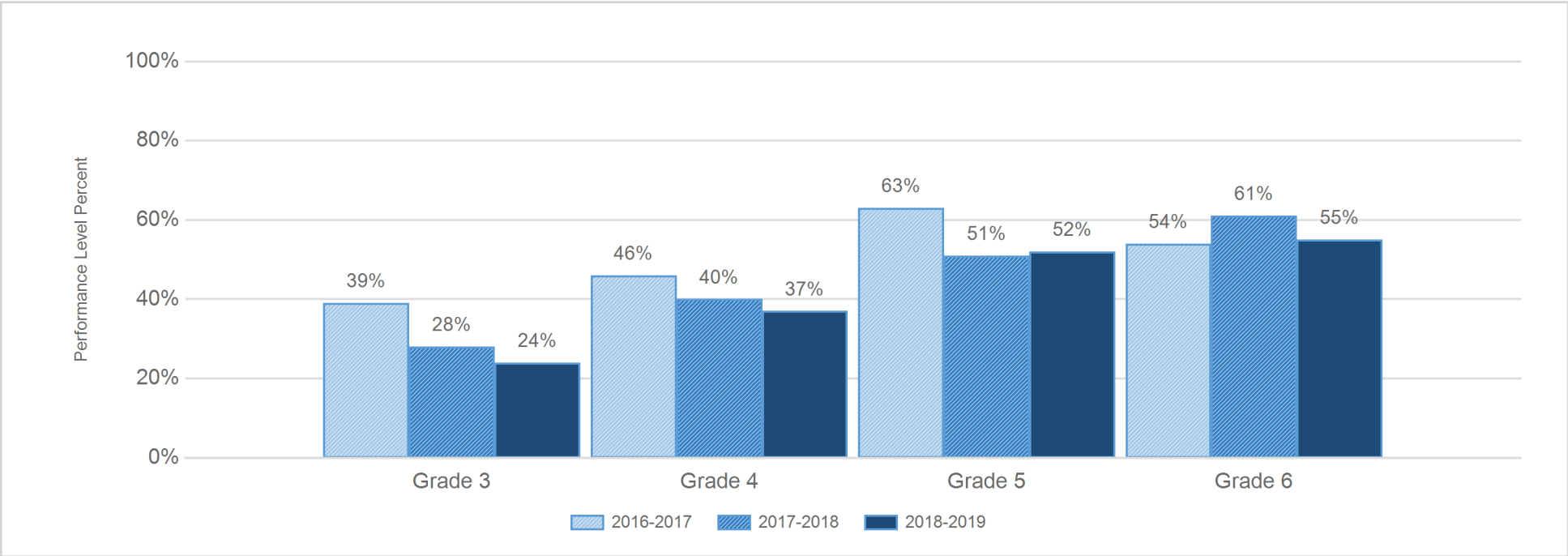


Reeds Road Elementary School  
(01-1690-045)  
Grades Offered: KG-06  
2018-2019

**Report Key:**  
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**N** No Data is available to display  
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Reeds Road Elementary School

(01-1690-045)

Grades Offered: KG-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	62	729	732	748	21%	26%	29%	*	*	24%	50%
White	17	738	739	757	*	*	*	*	*	24%	60%
Hispanic	25	721	723	734	*	*	40%	*	*	12%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	732	756	*	*	*	*	*	*	58%
Female	30	729	735	753	*	*	*	*	*	27%	55%
Male	32	730	729	743	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	39	726	724	731	*	*	*	*	*	28%	33%
Non-Economically Disadvantaged Students	23	735	739	759	*	*	*	*	*	17%	61%
Students with Disabilities	17	699	704	719	*	*	*	*	*	*	24%
Students without Disabilities	45	741	739	754	*	*	*	*	*	*	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	*	*	715	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	738	742	755	14%	15%	33%	*	*	37%	57%
White	30	736	746	763	*	*	*	*	*	37%	67%
Hispanic	17	727	736	743	*	*	*	*	*	24%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	754	757	779	*	*	*	*	*	63%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	44	740	746	760	*	*	41%	*	*	34%	62%
Male	40	735	738	750	*	*	25%	*	*	40%	53%
Economically Disadvantaged Students	40	736	736	740	*	*	40%	*	*	28%	40%
Non-Economically Disadvantaged Students	44	739	748	765	*	*	27%	*	*	45%	69%
Students with Disabilities	22	710	711	725	*	*	*	*	*	18%	25%
Students without Disabilities	62	748	749	761	*	*	*	*	*	44%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	728	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Reeds Road Elementary School  
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	83	749	745	756	*	*	33%	*	*	52%	58%
White	29	749	750	764	*	*	41%	*	*	45%	68%
Hispanic	20	741	736	743	*	*	*	*	*	35%	44%
Black or African American	14	745	736	739	*	*	*	*	*	64%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	737	762	*	*	*	*	*	*	65%
Female	38	760	753	761	*	*	*	*	*	71%	64%
Male	45	740	737	750	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	33	753	739	740	*	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	50	747	749	766	*	*	*	*	*	42%	69%
Students with Disabilities	14	721	718	724	*	*	*	*	*	21%	23%
Students without Disabilities	69	755	752	762	*	*	*	*	*	58%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	755	748	754	*	*	29%	*	*	55%	56%
White	32	757	756	762	*	*	*	*	*	63%	65%
Hispanic	21	751	*	743	*	*	*	*	*	48%	43%
Black or African American	22	748	736	738	*	*	*	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	753	760	*	*	*	*	*	*	64%
Female	48	759	753	762	*	*	31%	*	*	60%	64%
Male	45	750	743	748	*	*	27%	*	*	49%	48%
Economically Disadvantaged Students	42	747	740	740	*	*	31%	*	*	43%	39%
Non-Economically Disadvantaged Students	51	761	756	763	*	*	27%	*	*	65%	67%
Students with Disabilities	20	722	719	722	*	*	*	*	*	10%	19%
Students without Disabilities	73	764	755	761	*	*	*	*	*	67%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	93	755	*	756	*	*	29%	*	*	55%	*
Homeless Students	*	*	739	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Reeds Road Elementary School**  
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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	314	99.7	42.4	43.8	44.5	42.4	55.9	Not Met
White	107	99.1	50.5	53.7	54.1	50.5	57	Met Target†
Hispanic	80	100.0	31.3	34.2	28.8	31.3	50.2	Not Met
Black or African American	56	100.0	17.9	21.3	23.0	17.9	39.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	100.0	69.4	67.1	76.5	69.4	74.6	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	22	100.0	45.5	*	53.3	45.5	50.7	Met Target†
Female	159	100.0	41.5	43.8	44.9	41.5		
Male	155	99.4	43.2	43.9	44.2	43.2		
Economically Disadvantaged Students	149	99.4	32.9	32.3	26.3	32.9	46.8	Not Met
Non-Economically Disadvantaged Students	165	100.0	50.9	53.9	54.9	50.9		
Students with Disabilities	76	98.7	13.2	14.5	17.4	13.2	33.6	Not Met
Students without Disabilities	238	100.0	51.7	51.3	50.0	51.7		
English Learners	37	100.0	43.2	34.0	25.0	43.2	46	Met Target†
Non-English Learners	277	99.7	42.2	44.6	46.5	42.2		
Homeless Students	11	100.0	27.3	30.6	17.1	27.3		
Students In Foster Care	*	*	*	27.3	17.1	*		
Military-Connected Students	N	N	N	50.0	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



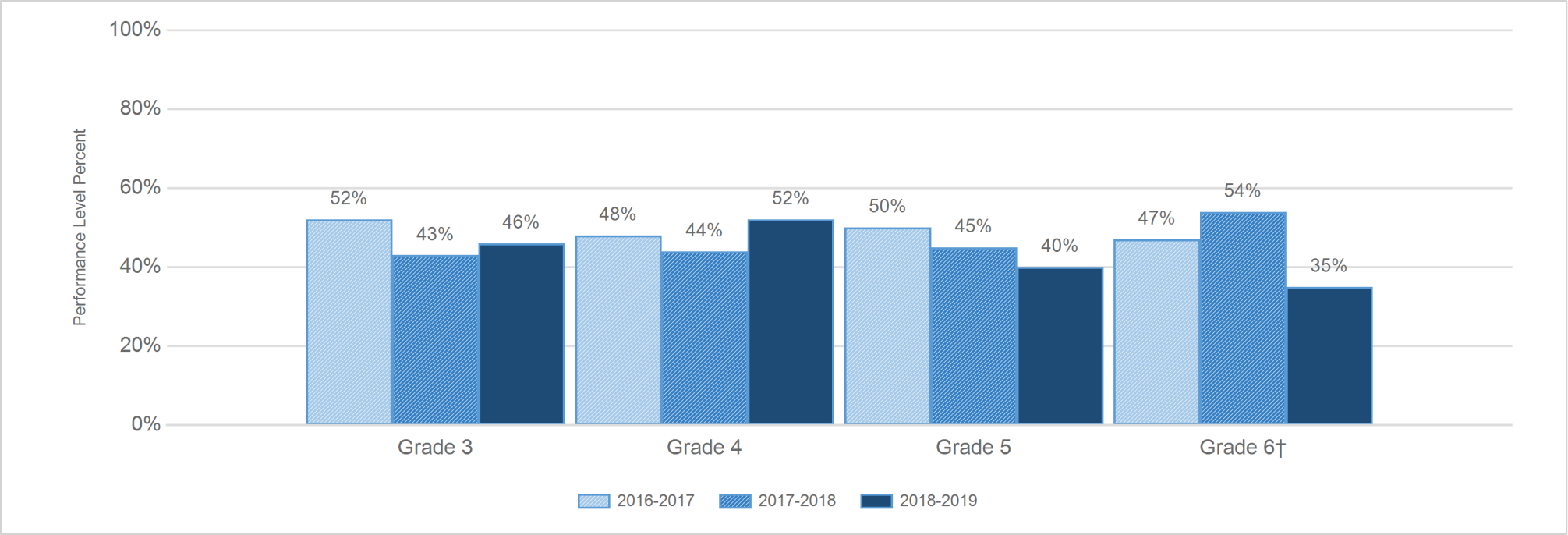


Reeds Road Elementary School  
(01-1690-045)  
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	63	745	744	752	*	17%	27%	*	*	46%	55%
White	17	760	753	760	*	*	*	*	*	71%	66%
Hispanic	26	735	731	739	*	*	42%	*	*	35%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	31	741	743	751	*	*	*	*	*	42%	54%
Male	32	748	745	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	39	740	736	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	24	752	753	761	*	*	*	*	*	54%	67%
Students with Disabilities	17	715	718	731	*	*	*	*	*	12%	31%
Students without Disabilities	46	755	752	756	*	*	*	*	*	59%	60%
English Learners	*	*	724	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	735	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Reeds Road Elementary School  
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	84	747	744	749	12%	12%	24%	*	*	52%	51%
White	30	746	749	757	*	*	*	57%	0%	57%	62%
Hispanic	17	738	740	737	*	*	*	*	*	29%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	19	769	764	776	*	0%	*	*	*	84%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	44	749	745	749	*	*	*	*	*	55%	50%
Male	40	744	743	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	40	742	736	734	*	*	*	*	*	43%	32%
Non-Economically Disadvantaged Students	44	752	751	759	*	*	*	*	*	61%	63%
Students with Disabilities	22	721	716	726	*	*	*	*	*	23%	25%
Students without Disabilities	62	756	750	754	*	*	*	*	*	63%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	732	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	744	744	747	*	21%	35%	*	*	40%	47%
White	29	748	749	755	0%	*	41%	*	*	45%	58%
Hispanic	20	730	738	735	*	*	*	*	*	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	732	753	*	*	*	*	*	*	55%
Female	39	746	745	747	*	*	38%	*	*	41%	47%
Male	45	742	743	747	*	*	31%	*	*	40%	47%
Economically Disadvantaged Students	34	739	737	732	*	*	35%	*	*	29%	27%
Non-Economically Disadvantaged Students	50	748	749	757	*	*	34%	*	*	48%	59%
Students with Disabilities	14	721	717	725	*	*	*	*	*	14%	19%
Students without Disabilities	70	749	751	752	*	*	*	*	*	46%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	94	738	740	741	11%	24%	30%	*	*	35%	41%
White	32	738	749	749	*	*	*	41%	0%	41%	51%
Hispanic	22	731	*	729	*	*	*	*	*	27%	24%
Black or African American	22	732	726	722	*	*	*	*	*	14%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	741	747	*	*	*	*	*	*	48%
Female	49	737	740	742	*	*	35%	*	*	31%	42%
Male	45	739	740	740	*	*	24%	*	*	40%	40%
Economically Disadvantaged Students	43	731	733	726	*	*	23%	*	*	26%	21%
Non-Economically Disadvantaged Students	51	744	748	750	*	*	35%	*	*	43%	53%
Students with Disabilities	20	707	710	716	*	*	*	*	*	*	12%
Students without Disabilities	74	746	748	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	728	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Reeds Road Elementary School  
(01-1690-045)  
Grades Offered: KG-06  
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	72.4%	40.9%	Exceeds

† 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	18	83.3%	16.7%
3-4	21	81.0%	19.0%
5 or more	*	*	*



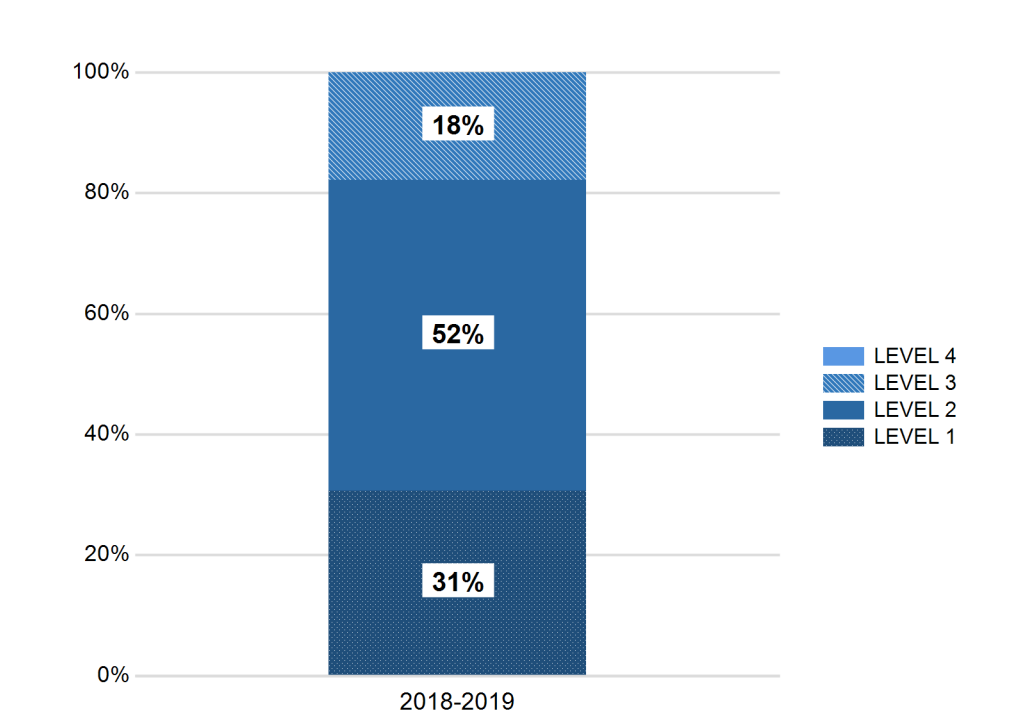
Reeds Road Elementary School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	31	52	18	0
White	27	50	23	0
Hispanic	35	55	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	50	20	0
Male	31	53	16	0
Economically Disadvantaged Students	37	46	17	0
Non-Economically Disadvantaged Students	26	56	18	0
Students with Disabilities	71	21	7	0
Students without Disabilities	23	58	20	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N





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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

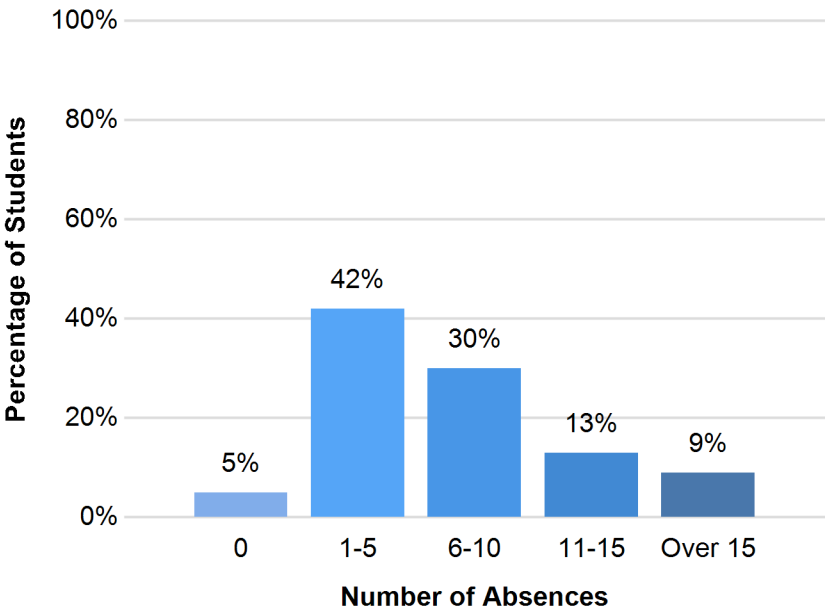
Chronic Absenteeism

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	37	6.7	8.8	Met
White	11	6.4	8.8	Met
Hispanic	12	8.0	8.8	Met
Black or African American	7	7.9	8.8	Met
Asian, Native Hawaiian, or Pacific	5	5.0	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	4.9	8.8	Met
Female	11	4.2		
Male	26	8.9		
Economically Disadvantaged Students	20	7.2	8.8	Met
Students with Disabilities	6	5.4	8.8	Met
English Learners	2	5.3	8.8	Met
Homeless Students	2	16.7		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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







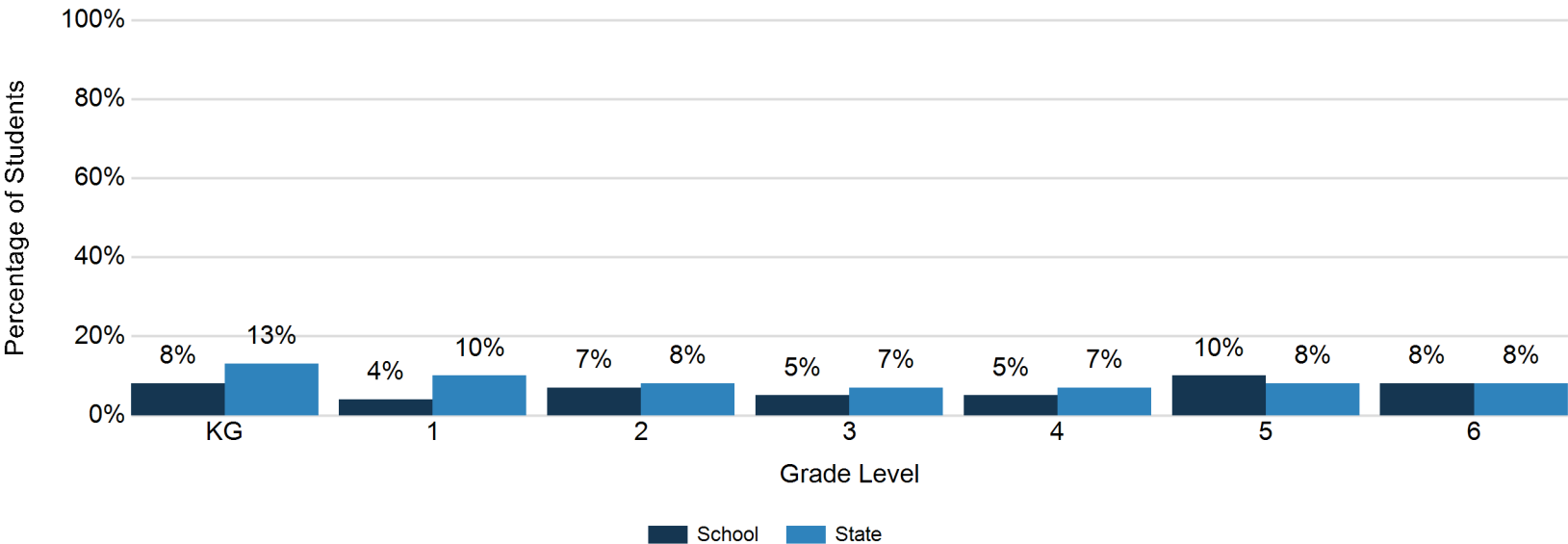
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.43

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 Bullying (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	4	4
Religion	0	0	0
Ancestry	0	2	2
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	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	13	2.3%
Out-of-School Suspensions	*	*
Any Suspension	15	2.7%
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
*



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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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	78.9%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	72.2%	76.9%

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	11:1
Students to Administrators	280:1	185:1
Teachers to Administrators	29:1	17:1
Students to Librarians/Media Specialists		665:1
Students to Nurses		555:1
Students to Counselors		475:1
Students to Child Study Team Members		208:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	87.7%	0.0%	48.4%	77.1%	54.9%
Male	53.0%	12.3%	100.0%	51.6%	22.9%	45.1%
White	30.8%	98.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.3%	1.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	18.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

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
2018-19	98.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.





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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).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.7%	45.6%	41.9%
Math Proficiency	51.3%	46.7%	42.4%
ELA Growth	53	46	60
Math Growth	60	54	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		82.4%	72.4%
Chronic Absenteeism	2.9%	7.3%	6.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






Reeds Road Elementary School  
(01-1690-045)  
Grades Offered: KG-06  
2018-2019

**Report Key:**  
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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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"><li>• New Jersey Star School of Excellence</li><li>• NJ Silver Award Winner for Sustainable Schools</li><li>• National Wildlife Federation - "Certified Schoolyard Habitat Site"</li></ul>
 <div>Mission, Vision, Theme:</div>	<p>The mission of the Reeds Road Elementary School is to educate all students, affording them significant opportunities suited to their ages. We will recognize individual kinds of educational experiences to meet the needs of each pupil and instruct to meet the interest and needs of our students.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Reeds Road is a New Jersey Star School of Excellence. Also, we were the winner of the New Jersey Silver Award for Sustainable Schools and we earned more points than other school in the state of New Jersey while earning this award.</p>




Reeds Road Elementary School  
(01-1690-045)  
Grades Offered: KG-06  
2018-2019

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 <div>Courses, Curriculum, Instruction:</div>	<p>Our academic programs are first rate. We offer hands on science which allows our students to experience science and not just hear about it. Our literacy program opens the doors to a world of knowledge, integrating reading and writing skills. We address the NJ Student Learning Standards and utilize technology in all classrooms. Our students create, communicate, collaborate, and problem solve.</p>
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 <div>Before and After School Programs:</div>	<p>Our school offers a before and after school child care program. Students are afforded the opportunity to be in a safe and warm environment prior to school and after school. There is adult supervision that provides play activities and and assists the children with homework. Students are given time to have snacks, play outside, use the computer lab, and make new friends. The program is supported by our Board of Education and is offered to all K-6 grade students</p>
 <div>Staff and Professional Learning:</div>	<p>Through carefully planned professional development trainings, the teachers are making instructional adaptations necessary to enable our students to achieve the NJCCCS. Our teachers work on committees to modify curriculum and teaching practices to ensure that our pupils perform well on the SLAA tests. We integrate work place readiness skills into our programs as we prepare our students for their roles in the 21st century.</p>






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 <div>Student Supports and Services:</div>	<p>We have two full time and one part-time ESL teachers that are meeting the needs of our students by providing a warm and caring educational environment. Presently we have inclusion classrooms at each grade level and house six self-contained special education classrooms. Our school maintains two I&amp;RS Teams to meet the needs of struggling learners and the intervention teachers support the academic needs of students, while our counselor addresses a variety of students' needs.</p>
 <div>Student Health and Wellness:</div>	<p>Our school nurse provides a warm and caring environment in an effort to protect the total health status of the students and the staff. All health services are provided with the framework of the state laws and Board of Education policies. We offer our students a breakfast and lunch program and provide the opportunity for recess, along with two physical education classes per week. Students receive instruction in Health and Wellness as part of the Physical Education curriculum as well as the science curriculum.</p>
 <div>Parent and Community Involvement:</div>	<p>Our school staff works with our parents to support the Reeds Road Family School Association. The RRFSA provides assemblies, book fairs, and a variety of evening events to promote a positive home/school partnership. Our school promotes Project H.O.P.E. (Helping Others through Public Education) We participate in food drives, clothing and toy drives, have raised tens of thousands of dollars for Jump rope for Heart.</p>






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 <div>Facilities:</div>	<p>Our school facility houses close to 600 students. It is very well maintained, approximately thirty years old, and is air conditioned. Recently, we added a state of the art gymnasium, a computer lab, and have rooms to house all of our special area classes. Our outdoor sustainable garden has become a learning environment for the entire school community.</p>
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 <div>Technology and STEM:</div>	Technology is integrated across the curriculum at Reeds Road school. All classrooms have LCD projectors and document cameras to support whole class instruction. In K-2, students use iPads to enhance literacy and mathematics skills through the use of a variety of engaging apps. In grades 3-6, students use iPads and chromebooks as tools to support learning in every curricular area. In addition to classroom technology, all students complete innovative projects in the computer lab with a technology teacher. This year, we added a Virtual Reality cart and 3D printer to our lab. Not only do students learn about Google Apps for Education, they also learn about coding, STEM, video creation, and more. Each year, we host an annual Technology Night to showcase all of the wonderful STEM activities students experience throughout the year.
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 <div>Other Information</div>	<p>The arts are an integral part of our learning at the school. Our band and choral programs are exceptional and well received by the community. Each year they are highlighted in our Holiday and Spring concerts. Many of our students' talents are recognized and celebrated as they are selected for the all south Jersey Band and Chorus Honors. In addition to a strong academic focus, we take the time to teach and instill Character Education values. Our school emphasizes the values of Honesty, Respect, Responsibility, Kindness, Forgiveness, Fairness, and Courage. We integrate these values in all that we do as a school family and school community. In closing, for everyone involved in the Reeds Road Elementary School, success comes from a unique setting: a home/school partnership, personal contact, team work, hands-on experiential learning, cooperation, concern for the "whole" child, and a limitless amount of love that exists in a "family" atmosphere. As our philosophy states: "Here at the Reeds Ro</p>
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**Roland Rogers Elementary School**  
(01-1690-046)  
Grades Offered: PK-06  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Notes from the New Jersey Department of Education:

**Roland Rogers Elementary School**

(01-1690-046)

Grades Offered: PK-06

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Atlantic
District	Galloway Township Public Schools
Principal Name	Dr. Robin Moore
Address	105 S REEDS ROAD GALLOWAY, NJ 08205
Phone Number	609-748-1250
Email Address	<a href="mailto:moorer@gtps.k12.nj.us">moorer@gtps.k12.nj.us</a>
Website	<a href="http://www.rolandrogers.info/">http://www.rolandrogers.info/</a>



Roland Rogers Elementary School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	80	52	60
1	66	89	66
2	76	72	91
3	83	81	77
4	73	84	83
5	66	72	91
6	96	83	80
Total	540	533	562

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.9%	47.1%	46.4%
Male	54.1%	52.9%	53.6%
Economically Disadvantaged Students	56.9%	55.5%	56.6%
Students with Disabilities	25.0%	25.1%	25.8%
English Learners	4.1%	4.7%	3.4%
Homeless Students	1.9%	1.1%	2.0%
Students in Foster Care	0.7%	0.0%	0.0%
Military-Connected Students	1.1%	1.7%	3.4%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	42.0%	41.1%	44.0%
Hispanic	25.6%	25.7%	27.8%
Black or African American	20.0%	20.8%	17.1%
Asian	6.3%	6.6%	5.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.9%	5.6%	5.5%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	80	52	60

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	76.9%
Spanish	13.7%
Gujarati	1.8%
Vietnamese	1.1%
Arabic	1.1%
Other Languages	5.5%



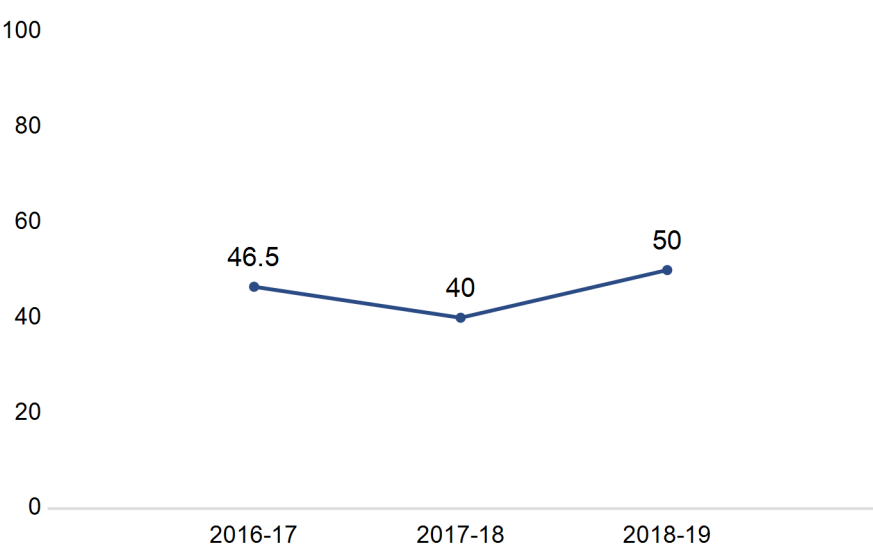
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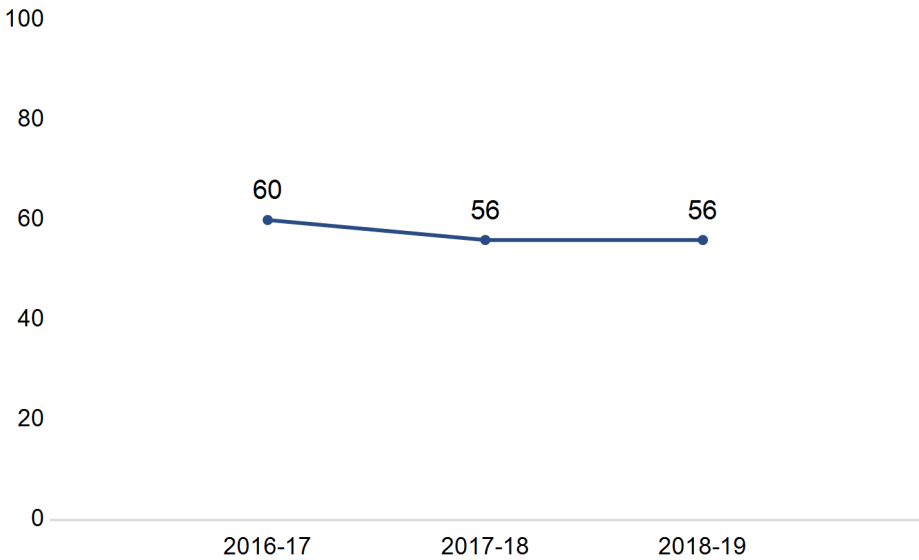
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46.5	40	50	60	56	56
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Roland Rogers Elementary School

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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 (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 (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	50	47	50	Met Standard	56	53	50	Met Standard
White	51	48	50	Met Standard	57	56	52	Met Standard
Hispanic	46	46	49	Met Standard	54.5	52	47	Met Standard
Black or African American	53	43	45	Met Standard	47	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	56	57	59	**	56	61	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	55.5	39	49	**	70.5	46.5	52	**
Female	54.5	50	53	N	53.5	52	50	N
Male	48	44	47	N	58	54	51	N
Economically Disadvantaged Students	52	46	48	Met Standard	54	51	46	Met Standard
Students with Disabilities	46.5	39	43	Met Standard	44	44	45	Met Standard
English Learners	52	56	52	**	54.5	56	50	**
Homeless Students	*	41	43	N	*	49	44	N
Students in Foster Care	N	35.5	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N





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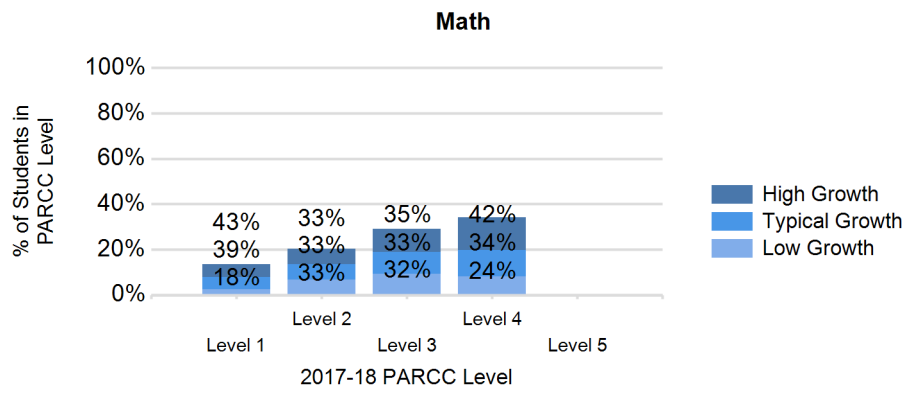
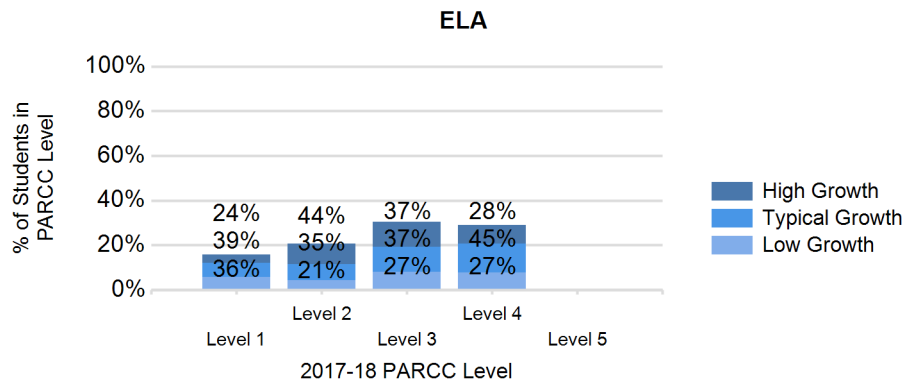
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

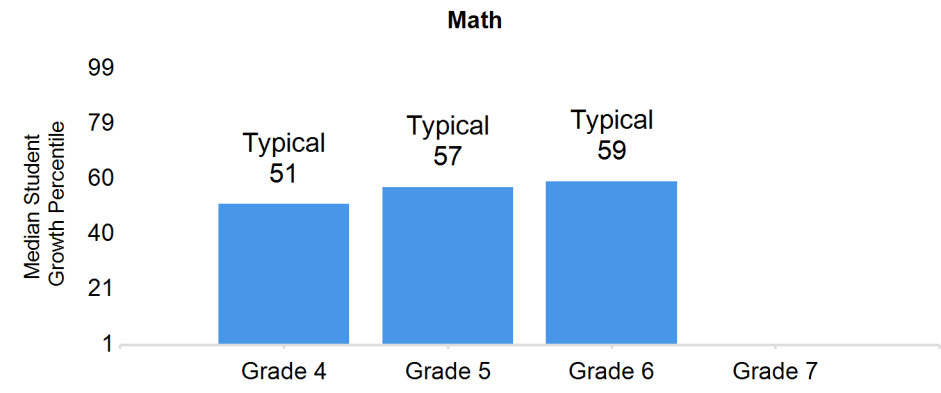
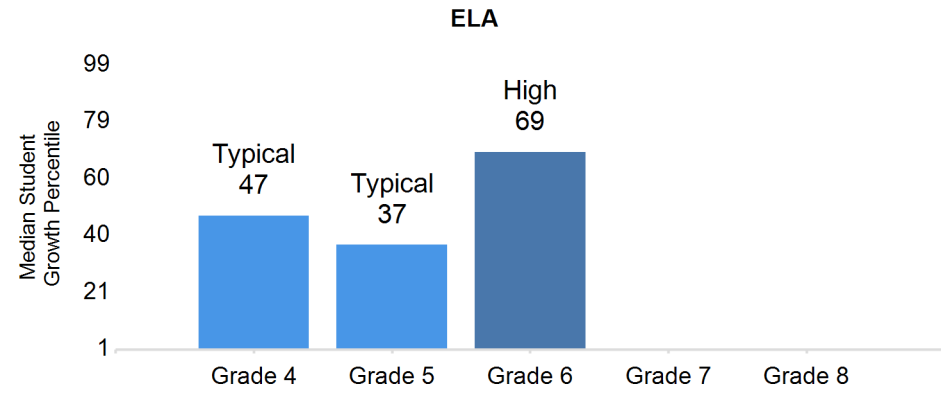
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



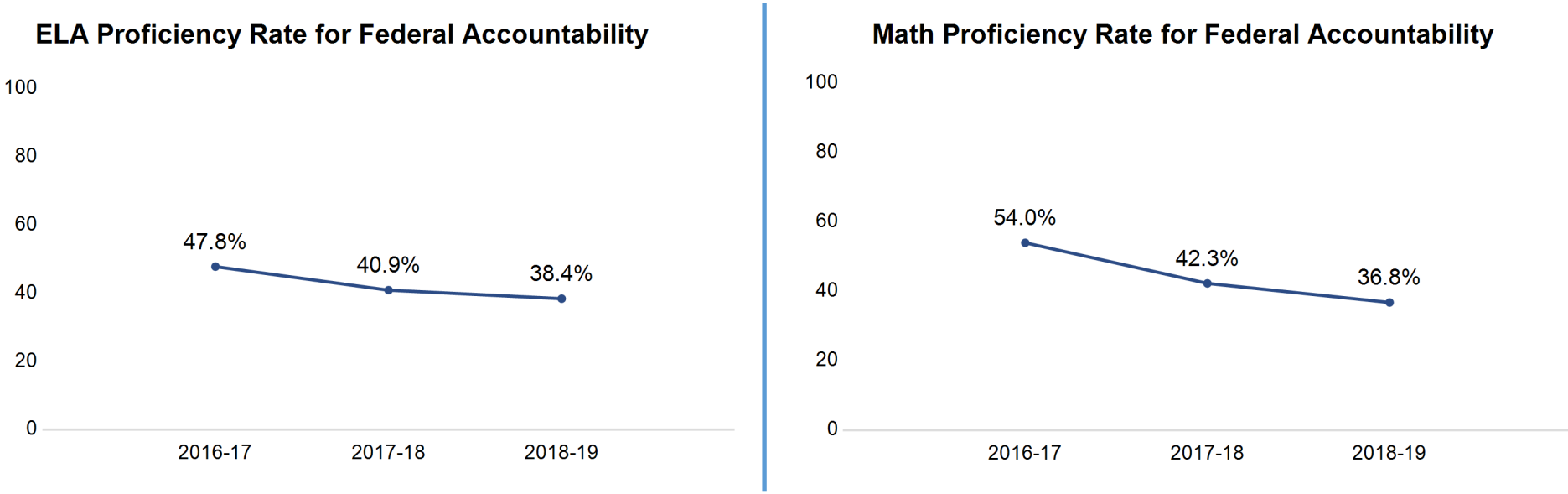


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	97.3%	98.0%	96.9%	97.3%	98.0%
Proficiency Rate for Federal Accountability	47.8%	40.9%	38.4%	54.0%	42.3%	36.8%
Annual Target	50.4%	51.9%	53.5%	58.5%	59.7%	60.8%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	284	98.0	38.4	45.2	57.9	38.4	53.5	Not Met
White	131	97.8	45.8	53.6	66.9	45.8	61.3	Not Met
Hispanic	72	97.3	29.2	36.6	43.9	29.2	38.4	Not Met
Black or African American	55	100.0	25.5	29.0	38.5	25.5	44.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.0	61.3	82.9	60.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	91.7	45.5	*	64.4	43.9	**	**
Female	128	97.0	45.3	53.4	64.8	45.3		
Male	156	98.8	32.7	37.3	51.3	32.7		
Economically Disadvantaged Students	154	99.4	27.9	35.3	40.0	27.9	39.7	Not Met
Non-Economically Disadvantaged Students	130	96.4	50.8	53.9	67.9	50.8		
Students with Disabilities	62	93.0	14.5	15.2	22.7	14.1	27.8	Not Met
Students without Disabilities	222	99.6	45.0	52.9	65.1	45.0		
English Learners	22	100.0	18.2	32.4	29.3	18.2	32.6	Not Met
Non-English Learners	262	97.8	40.1	46.2	60.6	40.1		
Homeless Students	*	*	*	32.7	29.1	*		
Students In Foster Care	N	N	N	27.3	27.6	N		
Military-Connected Students	*	*	*	50.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



## Roland Rogers Elementary School

(01-1690-046)

Grades Offered: PK-06

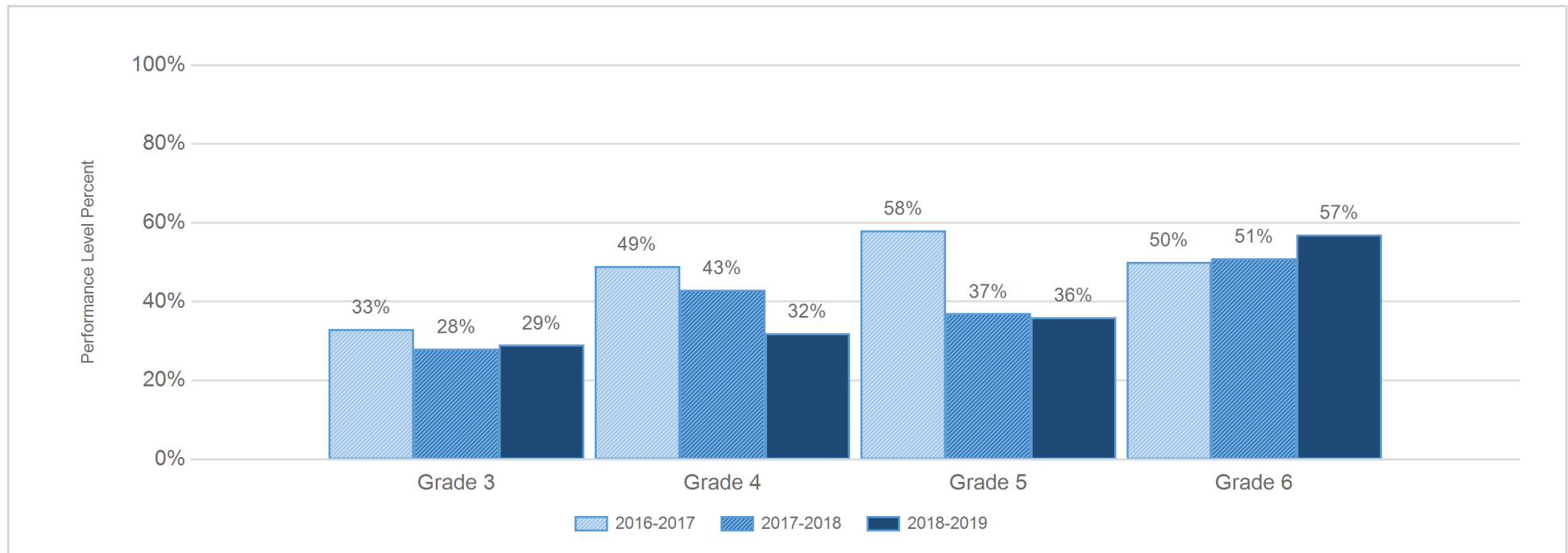
2018-2019

### Report Key:

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- \*\* 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 Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Roland Rogers Elementary School

(01-1690-046)

Grades Offered: PK-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	69	728	732	748	20%	28%	23%	29%	0%	29%	50%
White	35	734	739	757	*	*	*	40%	0%	40%	60%
Hispanic	21	718	723	734	*	*	*	*	*	10%	36%
Black or African American	*	*	715	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	732	756	*	*	*	*	*	*	58%
Female	33	732	735	753	*	*	*	*	*	36%	55%
Male	36	725	729	743	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	35	719	724	731	*	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	34	738	739	759	*	*	*	*	*	38%	61%
Students with Disabilities	11	691	704	719	*	*	*	*	*	*	24%
Students without Disabilities	58	735	739	754	*	*	*	*	*	*	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	733	751	*	*	*	*	*	*	54%
Homeless Students	N	N	715	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	733	742	755	15%	24%	28%	*	*	32%	57%
White	36	739	746	763	*	*	33%	*	*	36%	67%
Hispanic	16	733	736	743	*	*	*	*	*	44%	44%
Black or African American	19	719	*	739	*	*	*	*	*	11%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	29	735	746	760	*	*	*	*	*	34%	62%
Male	45	733	738	750	*	*	*	*	*	31%	53%
Economically Disadvantaged Students	41	726	736	740	*	*	27%	*	*	22%	40%
Non-Economically Disadvantaged Students	33	743	748	765	*	*	30%	*	*	45%	69%
Students with Disabilities	14	695	711	725	*	*	*	*	*	*	25%
Students without Disabilities	60	742	749	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	728	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Roland Rogers Elementary School

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	739	745	756	*	15%	38%	*	*	36%	58%
White	40	747	750	764	*	*	45%	*	*	43%	68%
Hispanic	18	725	736	743	*	*	*	*	*	17%	44%
Black or African American	13	730	736	739	*	*	*	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	737	762	*	*	*	*	*	*	65%
Female	34	749	753	761	*	*	*	*	*	53%	64%
Male	47	733	737	750	*	*	*	*	*	23%	52%
Economically Disadvantaged Students	41	735	739	740	*	*	37%	*	*	29%	39%
Non-Economically Disadvantaged Students	40	744	749	766	*	*	40%	*	*	43%	69%
Students with Disabilities	23	717	718	724	*	*	*	*	*	17%	23%
Students without Disabilities	58	748	752	762	*	*	*	*	*	43%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	61	753	748	754	*	*	25%	*	*	57%	56%
White	22	765	756	762	*	0%	*	*	*	73%	65%
Hispanic	17	750	*	743	0%	*	*	*	*	53%	43%
Black or African American	13	736	736	738	*	*	*	*	*	38%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	753	760	*	*	*	*	*	*	64%
Female	30	755	753	762	*	*	*	*	*	63%	64%
Male	31	752	743	748	*	*	*	*	*	52%	48%
Economically Disadvantaged Students	35	745	740	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	26	765	756	763	*	*	*	*	*	81%	67%
Students with Disabilities	12	714	719	722	*	*	0%	*	*	17%	19%
Students without Disabilities	49	763	755	761	*	*	31%	*	*	67%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	739	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%





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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	285	98.0	36.8	43.8	44.5	36.8	60.8	Not Met
White	131	97.8	43.5	53.7	54.1	43.5	66.6	Not Met
Hispanic	72	97.3	33.3	34.2	28.8	33.3	51.7	Not Met
Black or African American	55	100.0	20.0	21.3	23.0	20.0	46.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	100.0	50.0	67.1	76.5	50.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	91.7	45.5	*	53.3	43.9	**	**
Female	128	97.0	35.2	43.8	44.9	35.2		
Male	157	98.8	38.2	43.9	44.2	38.2		
Economically Disadvantaged Students	154	99.4	27.9	32.3	26.3	27.9	50	Not Met
Non-Economically Disadvantaged Students	131	96.4	47.3	53.9	54.9	47.3		
Students with Disabilities	62	93.0	12.9	14.5	17.4	12.6	26	Not Met
Students without Disabilities	223	99.6	43.5	51.3	50.0	43.5		
English Learners	23	100.0	17.4	34.0	25.0	17.4	57.1	Not Met
Non-English Learners	262	97.8	38.5	44.6	46.5	38.5		
Homeless Students	*	*	*	30.6	17.1	*		
Students In Foster Care	N	N	N	27.3	17.1	N		
Military-Connected Students	*	*	*	50.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

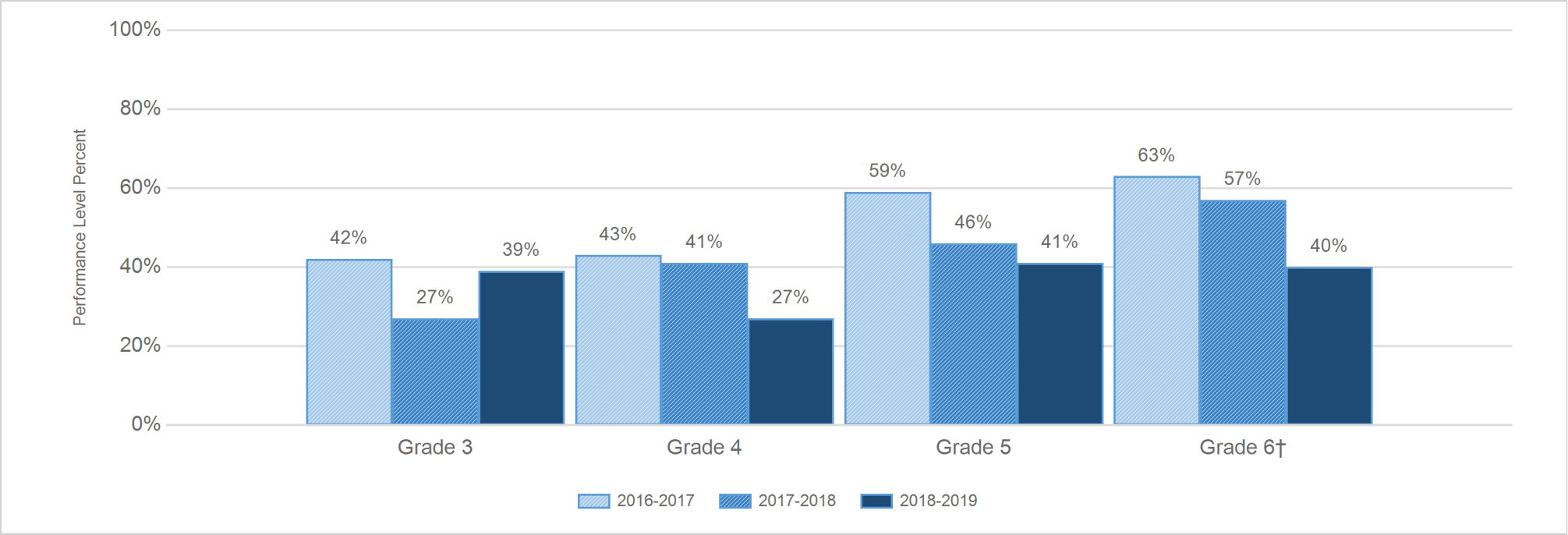


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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	69	736	744	752	14%	17%	29%	*	*	39%	55%
White	35	738	753	760	*	*	29%	46%	0%	46%	66%
Hispanic	21	728	731	739	*	*	*	*	*	29%	40%
Black or African American	*	*	732	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	33	735	743	751	*	*	30%	*	*	36%	54%
Male	36	737	745	752	*	*	28%	*	*	42%	56%
Economically Disadvantaged Students	35	731	736	737	*	*	*	*	*	29%	37%
Non-Economically Disadvantaged Students	34	741	753	761	*	*	*	*	*	50%	67%
Students with Disabilities	11	708	718	731	*	0%	*	*	*	18%	31%
Students without Disabilities	58	741	752	756	*	21%	*	*	*	43%	60%
English Learners	*	*	724	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	N	N	735	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	74	729	744	749	22%	15%	36%	27%	0%	27%	51%
White	36	737	749	757	*	*	31%	42%	0%	42%	62%
Hispanic	16	725	740	737	*	*	*	*	*	25%	36%
Black or African American	19	713	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	29	728	745	749	*	*	*	*	*	31%	50%
Male	45	730	743	749	*	*	*	*	*	24%	52%
Economically Disadvantaged Students	41	721	736	734	*	*	32%	*	*	20%	32%
Non-Economically Disadvantaged Students	33	739	751	759	*	*	42%	*	*	36%	63%
Students with Disabilities	14	691	716	726	*	*	*	*	*	*	25%
Students without Disabilities	60	738	750	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	732	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	741	744	747	*	27%	26%	*	*	41%	47%
White	40	745	749	755	*	*	35%	*	*	43%	58%
Hispanic	18	740	738	735	0%	*	*	*	*	33%	30%
Black or African American	13	724	*	729	*	*	0%	*	*	31%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	732	753	*	*	*	*	*	*	55%
Female	34	744	745	747	*	*	*	*	*	44%	47%
Male	47	739	743	747	*	*	*	*	*	38%	47%
Economically Disadvantaged Students	41	735	737	732	*	27%	*	*	*	32%	27%
Non-Economically Disadvantaged Students	40	748	749	757	*	28%	*	*	*	50%	59%
Students with Disabilities	23	718	717	725	*	48%	*	*	*	13%	19%
Students without Disabilities	58	750	751	752	*	19%	*	*	*	52%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	62	741	740	741	*	23%	29%	*	*	40%	41%
White	22	755	749	749	0%	*	*	*	*	45%	51%
Hispanic	17	741	*	729	*	*	*	*	*	41%	24%
Black or African American	13	720	726	722	*	*	*	*	*	31%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	741	747	*	*	*	*	*	*	48%
Female	30	735	740	742	*	*	*	*	*	30%	42%
Male	32	747	740	740	*	*	*	*	*	50%	40%
Economically Disadvantaged Students	35	734	733	726	*	*	*	*	*	34%	21%
Non-Economically Disadvantaged Students	27	750	748	750	*	*	*	*	*	48%	53%
Students with Disabilities	12	708	710	716	*	*	0%	*	*	17%	12%
Students without Disabilities	50	749	748	746	*	*	36%	*	*	46%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	728	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Roland Rogers Elementary School  
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Grades Offered: PK-06  
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	15	*	*
3-4	*	*	*
5 or more	*	*	*



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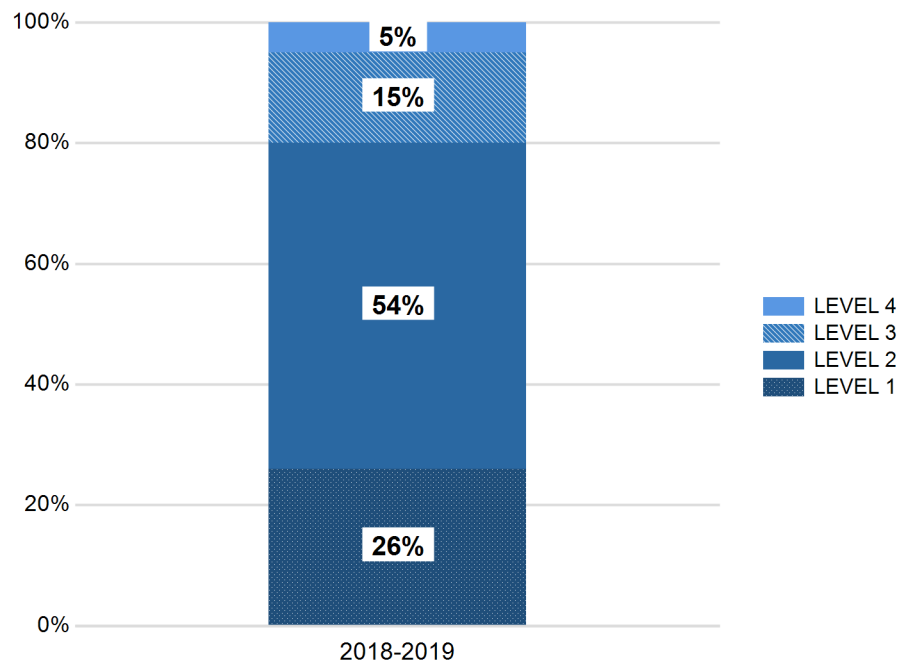
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	26	54	15	5
White	20	63	10	8
Hispanic	28	50	22	0
Black or African American	38	54	0	8
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	50	18	3
Male	23	57	13	6
Economically Disadvantaged Students	26	60	12	2
Non-Economically Disadvantaged Students	26	49	18	8
Students with Disabilities	57	35	9	0
Students without Disabilities	14	62	17	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N





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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

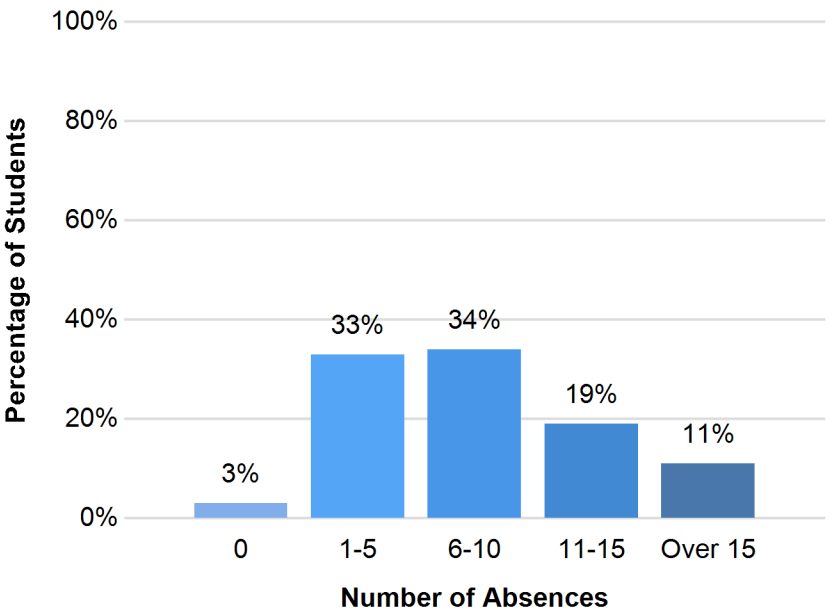
Chronic Absenteeism

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	45	9.0	8.8	Not Met
White	21	9.4	8.8	Not Met
Hispanic	13	9.2	8.8	Not Met
Black or African American	7	8.5	8.8	Met
Asian, Native Hawaiian, or Pacific	1	3.4	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	11.5	8.8	Not Met
Female	21	8.8		
Male	24	9.2		
Economically Disadvantaged Students	33	11.7	8.8	Not Met
Students with Disabilities	14	14.0	8.8	Not Met
English Learners	2	11.1	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	3	16.7		
Migrant Students	N	N		

Days Absent

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





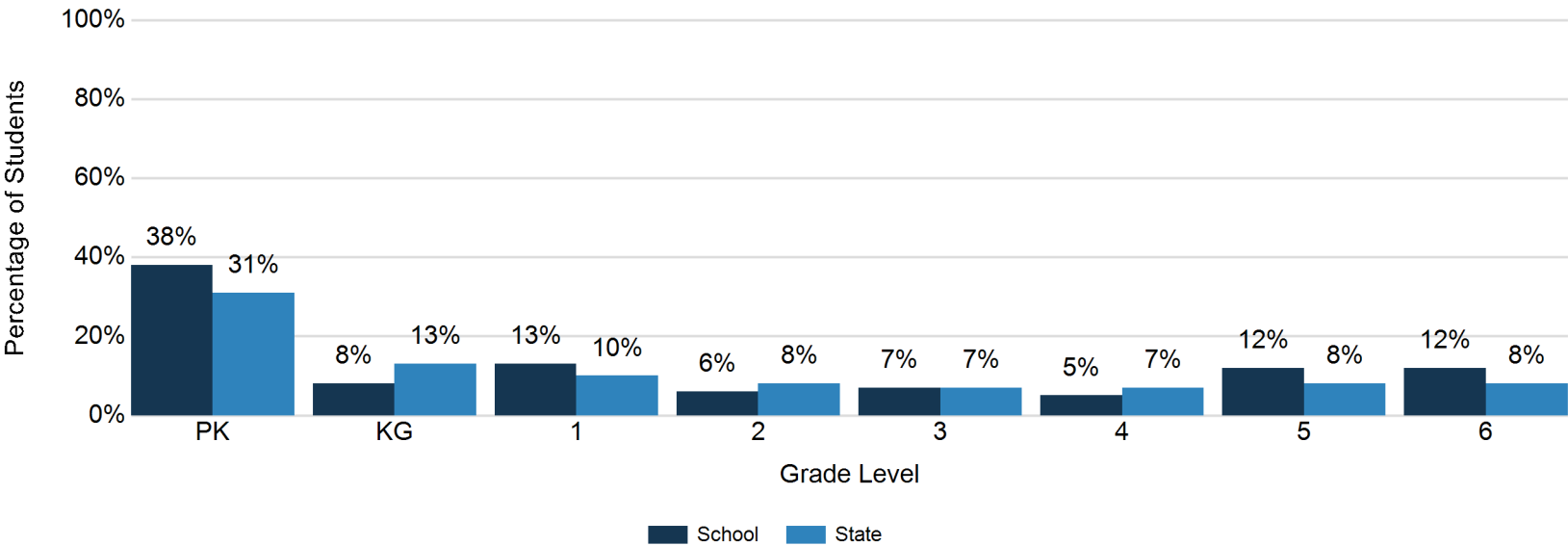
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	9
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.85

### 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	1
Weapons	0
Vandalism	1
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 Bullying (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	2	1	3
Sexual Orientation	2	2	4
Disability	4	2	6
Other	5	2	7
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	15	2.7%
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
21



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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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	16.7	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	88.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,530
Average years experience in public schools	17.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	72.2%	76.9%

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	281:1	185:1
Teachers to Administrators	26:1	17:1
Students to Librarians/Media Specialists		665:1
Students to Nurses		555:1
Students to Counselors		475:1
Students to Child Study Team Members		208:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	84.3%	100.0%	48.4%	77.1%	54.9%
Male	53.6%	15.7%	0.0%	51.6%	22.9%	45.1%
White	44.0%	88.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	27.8%	3.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.1%	7.8%	50.0%	15.0%	6.6%	13.9%
Asian	5.5%	0.0%	50.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

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
2018-19	98.2%





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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.8%	40.9%	38.4%
Math Proficiency	54.0%	42.3%	36.8%
ELA Growth	46	40	50
Math Growth	60	56	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		35.7%	*
Chronic Absenteeism	3.7%	8.3%	9.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	**	Not Met	No
White	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>Technology is a big part of everyday learning!</li> <li>Roland Rogers' was identified as an outstanding Professional Learning Community by NJ-DOE &amp; EIRC</li> <li>The Roland Reads Independent Reading program has successfully engaged all students in reading independently!</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>OUR VISION Students will become independent learners and achieve their highest level of success! OUR MISSION The Roland Rogers Elementary School Community will provide our students with a learning environment that is safe, nurturing and challenging based upon high expectations for student achievement through collaborative instruction.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Roland Rogers Elementary School received an outstanding achievement award from N.J. Department of Education &amp; EIRC for effectively establishing a Professional Learning Community School and becoming one of the top three PLC-Lab schools in the State. The Principal's Roland Reads Independent Reading Program for students in grades 4th - 6th grades has become one of Roland's most successful supplemental reading programs. This program involves benchmark goals, student-parent reading logs, incentives, Friday Book Clubs and an awards assembly. Since the inception of the program in 2013, 1,331 students have participated reading a total of 11,973 books independently! Roland has also initiated a Partnering with Parents program which provides parents with vital school, health and academic information. The program also includes parent night events, student award programs, parent volunteers and a parent appreciation reception.</p>





**Roland Rogers Elementary School**  
(01-1690-046)  
Grades Offered: PK-06  
2018-2019

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\*\* 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

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 <div>Courses, Curriculum, Instruction:</div>	Roland Rogers' courses and curriculum are district driven and are consistent with all other elementary schools in Galloway Township. We recently adopted the NextGen Standards in Science and will be engaging students in STEM projects in Science. Technology curriculum is also a major part of our academic program. Students are exposed to the latest technology projects and topics including "Hour of Code" and "Digital Citizenship".
 <div>Clubs and Activities:</div>	Roland Rogers Elementary has a number of clubs which meet either during the day or before school. These clubs include, student council, peer mediators, tiger buddies, band, chorus, art club, technology club




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 <div>Before and After School Programs:</div>	Each year Roland's Title-1 team plans a before school academic program which focuses on improving math, reading comprehension and fluency skills. This year we are incorporating the use of technology to address these skills and also engage students in STEM / STEAM projects and activities. The academic morning club begins in November and meets on Tuesdays and Thursdays.
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 <div>Student Supports and Services:</div>	<p>Our focus is on preparing our students to learn, work, and live with each other in the 21st century, including the academic, career and personal/social development of all our students. School Counselors, School Psychologists and School Social Workers provide individual and group counseling sessions as well as classroom guidance dependent on student needs. Other support services for students include special education, intervention and ESL for qualifying students.</p>
 <div>Student Health and Wellness:</div>	<p>The primary objective of school health services is to facilitate the educational process by improving and protecting the total health status of children and staff. Roland Rogers has a full-time nurse who provides school health services in accordance with school health law and district policies. The health program is monitored by a district supervisor of health services.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents and parent volunteers Welcomed!! We are partnering with our parents in various facets throughout the school. Though our school-wide "Partnering with Parents" program we encourage parent participation In the classroom, during special events, on committees and school-wide activities. We sponsor three "Partnering with Parents" events each year which focuses on providing parents with current academic, wellness and student-centered topics. During these events, we recognize students for their academic and leadership achievements. This year we will be incorporating student presentations during the last event in May. We are always looking for parents for the following committees; Multi-Cultural Day Planning Committee, Family School Association,and Rolands' School Safety Committee (HIB). We have a very active FSA (Family School Association). They meet every first Tuesday of each month to plan events and fundraisers for the school.</p>





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents We want to hear from our parents! At the conclusion of each school year we distribute a parent survey to our parents. Their feedback informs our decision making towards various aspects of school operations, student management, parent communications and involvement. Thus far we have received positive ratings from our parents regarding leadership, instruction, student achievement and overall school climate.</p>
 <div>Facilities:</div>	<p>Roland Rogers was built in 1991. The building is beautiful inside and out! Our building consist of large and small classrooms, an art room, music room, library, technology lab, cafetorium, gymnasium, world language room, ESL rooms, and various offices. There's an outside classroom/butterfly garden, 4 vegetable gardens and 4 flower gardens, all of which are managed by teachers and students.</p>