NJ SCHOOL PERFORMANCE REPORT

ROLAND ROGERS ELEMENTARY SCHOOL
(01-1690-046)
Grades Offered: KG-06
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	GALLOWAY TWP
Principal Name	DR. MOORE
Address	105 S REEDS ROAD GALLOWAY, NJ 08205
Phone Number	(609)748-1250
Email Address	MOORER@GTPS.K12.NJ.US
Website	http://www.gtps.k12.nj.us

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	62	80	52
1	79	66	89
2	70	76	72
3	75	83	81
4	68	73	84
5	94	66	72
6	79	96	83
Total	527	540	533

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.0%	45.9%	47.1%
Male	52.0%	54.1%	52.9%
Economically Disadvantaged Students	58.3%	56.9%	55.5%
Students with Disabilities	26.8%	25.0%	25.1%
English Learners	4.6%	4.1%	4.7%
Homeless Students		1.9%	1.1%
Students in Foster Care		0.7%	0.0%
Military-Connected Students		1.1%	1.7%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	44.6%	42.0%	41.1%
Hispanic	21.4%	25.6%	25.7%
Black or African American	20.7%	20.0%	20.8%
Asian	6.5%	6.3%	6.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	6.5%	5.9%	5.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	62	80	52

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	75.4%
Spanish	15.0%
Gujarati	1.5%
Vietnamese	1.5%
Urdu	1.1%
Other Languages	5.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	40	34	50	Met Standard	56	51	50	Met Standard
White	39	36	50	Not Met	53	51	51	Met Standard
Hispanic	42	31	49	Met Standard	52	51	48	Met Standard
Black or African American	36.5	31	44	Not Met	57	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	35	45	61	**	62	60	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	42.5	32	49	**	46.5	46	51	**
Economically Disadvantaged	42	33	48	Met Standard	52	49	47	Met Standard
Students with Disabilities	28	28	41	Not Met	49	45	43	Met Standard
English Learners	48	40	54	**	62	59	51	**

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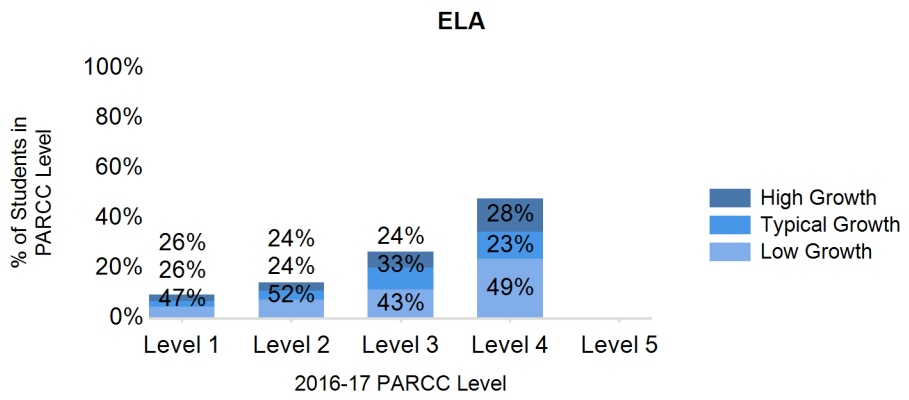
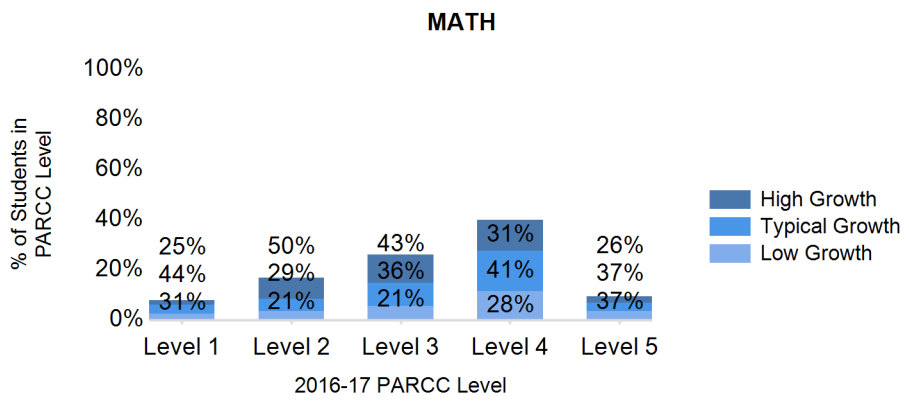
Student Growth by Performance Level

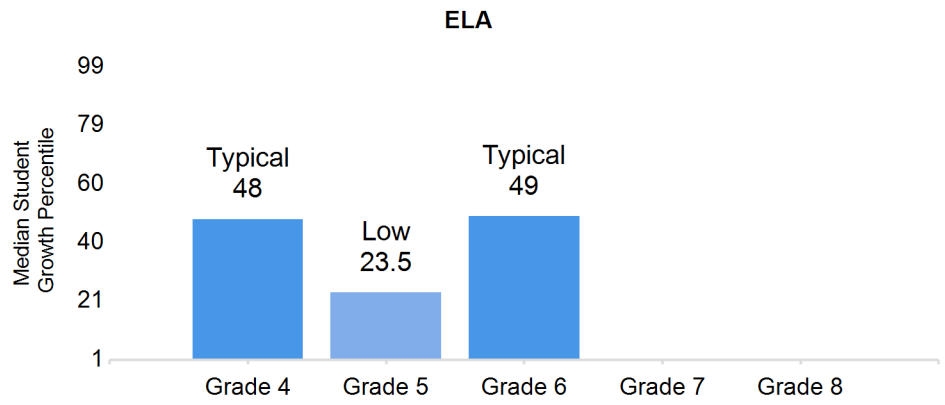
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

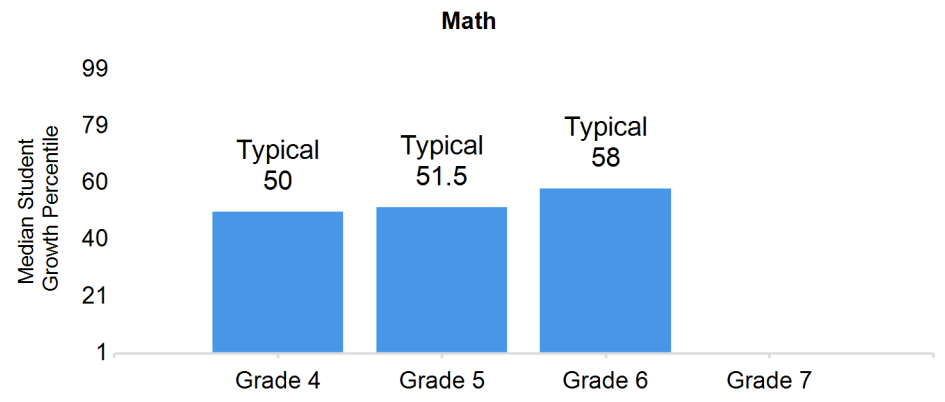




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	281	97.3	40.9	43.8	56.7	40.9	51.9	Not Met
White	116	95.9	43.1	49.8	65.6	43.1	60.2	Not Met
Hispanic	62	95.7	35.5	37.3	42.5	35.5	36	Met Target†
Black or African American	67	100.0	31.4	26.7	37.3	31.4	42.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	100.0	62.6	63.8	82.3	62.6	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	20	100.0	60.0	*	63.4	60.0	50.8	Met Target
Female	131	95.7	45.8	51.1	64.5	45.8		
Male	150	98.7	36.6	36.7	49.4	36.6		
Economically Disadvantaged Students	154	97.6	35.0	35.0	38.5	35.0	37.3	Met Target†
Non-Economically Disadvantaged Students	127	97.0	48.1	53.1	67.5	48.1		
Students with Disabilities	59	90.9	17.0	14.1	21.6	16.2	24.7	Not Met
Students without Disabilities	222	99.1	47.3	51.2	63.9	47.3		
English Learners	16	100.0	25.0	28.2	27.3	25.0	**	**
Non-English Learners	265	97.2	41.9	45.1	59.4	41.9		
Homeless Students	*	*	*	22.2	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	725	732	750	25%	24%	23%	28%	0%	28%	52%
White	32	733	735	759	*	*	*	34%	0%	34%	61%
Hispanic	15	727	727	736	*	*	*	*	*	33%	38%
Black or African American	20	708	718	733	*	*	*	*	*	10%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	736	758	*	*	*	*	*	*	58%
Female	28	730	735	756	*	*	*	*	*	36%	57%
Male	43	722	728	744	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	41	720	726	733	*	*	*	*	*	27%	34%
Non-Economically Disadvantaged Students	30	733	738	762	*	*	*	*	*	30%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	710	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	732	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	744	743	756	*	18%	28%	*	*	43%	58%
White	36	750	749	764	*	*	*	*	*	56%	68%
Hispanic	13	729	732	744	*	*	*	*	*	23%	44%
Black or African American	15	722	*	739	*	*	*	*	*	13%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	738	763	*	*	*	*	*	*	63%
Female	37	749	748	762	*	*	27%	*	*	49%	63%
Male	37	739	738	751	*	*	30%	*	*	38%	53%
Economically Disadvantaged Students	42	738	735	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	32	752	751	767	*	*	*	*	*	53%	70%
Students with Disabilities	15	713	717	726	*	*	*	*	*	*	25%
Students without Disabilities	59	751	750	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	740	743	755	*	18%	37%	*	*	37%	58%
White	21	746	751	763	0%	*	*	*	*	43%	68%
Hispanic	19	733	*	743	*	*	*	*	*	32%	43%
Black or African American	13	731	732	738	*	*	*	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	745	763	*	*	*	*	*	*	65%
Female	34	741	748	762	*	*	41%	*	*	38%	66%
Male	31	740	738	749	*	*	32%	*	*	35%	51%
Economically Disadvantaged Students	37	734	736	739	*	*	38%	*	*	27%	39%
Non-Economically Disadvantaged Students	28	749	752	766	*	*	36%	*	*	50%	71%
Students with Disabilities	12	708	711	724	*	*	*	*	*	*	22%
Students without Disabilities	53	747	750	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	65	740	*	757	*	18%	37%	*	*	37%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	748	747	754	*	*	32%	*	*	51%	56%
White	27	745	749	761	*	*	48%	*	*	37%	66%
Hispanic	18	751	748	742	*	*	*	*	*	50%	42%
Black or African American	18	747	*	737	*	0%	*	*	*	61%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	748	761	*	*	*	*	*	*	64%
Female	36	755	753	761	*	*	33%	*	*	58%	64%
Male	38	743	742	748	*	*	32%	*	*	45%	48%
Economically Disadvantaged Students	37	742	739	739	*	*	32%	*	*	46%	37%
Non-Economically Disadvantaged Students	37	755	755	764	*	*	32%	*	*	57%	68%
Students with Disabilities	18	723	722	723	*	*	*	*	*	22%	18%
Students without Disabilities	56	756	753	760	*	*	*	*	*	61%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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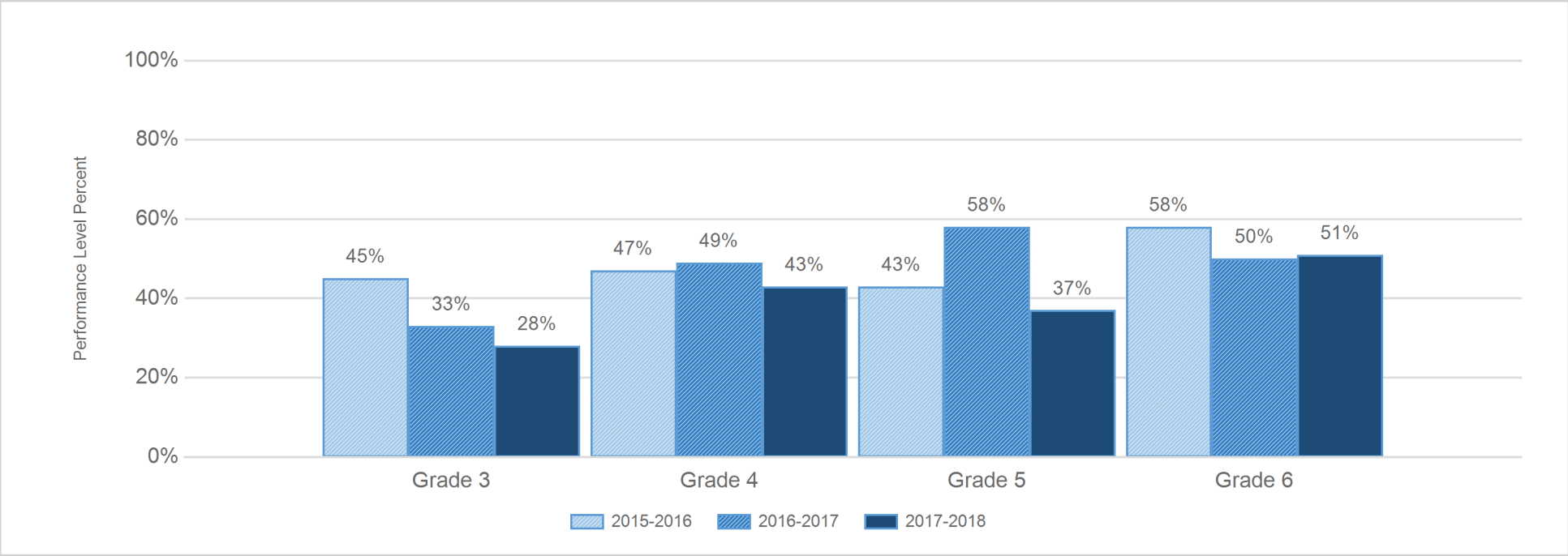
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	281	97.3	42.3	45.3	45.0	42.3	59.7	Not Met
White	116	95.9	46.5	53.4	54.1	46.5	65.8	Not Met
Hispanic	62	95.7	40.3	36.6	29.2	40.3	50	Met Target†
Black or African American	67	100.0	32.9	24.6	23.4	32.9	44.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.8	71.7	77.0	68.8	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	20	100.0	35.0	*	53.0	35.0	55.2	Not Met
Female	131	95.7	45.0	46.8	46.0	45.0		
Male	150	98.7	40.0	43.8	43.9	40.0		
Economically Disadvantaged Students	154	97.6	31.2	34.6	26.6	31.2	48.2	Not Met
Non-Economically Disadvantaged Students	127	97.0	55.9	56.6	55.9	55.9		
Students with Disabilities	59	90.9	11.9	14.7	17.1	11.3	22.9	Not Met
Students without Disabilities	222	99.1	50.5	52.8	50.5	50.5		
English Learners	16	100.0	18.8	38.4	24.6	18.8	**	**
Non-English Learners	265	97.2	43.8	45.9	46.9	43.8		
Homeless Students	*	*	*	22.2	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

ROLAND ROGERS ELEMENTARY SCHOOL
(01-1690-046)
Grades Offered: KG-06
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	728	741	752	23%	23%	28%	*	*	27%	53%
White	32	736	747	760	*	*	31%	*	*	34%	64%
Hispanic	15	733	738	739	*	*	*	*	*	40%	38%
Black or African American	20	707	725	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	734	757	*	*	*	*	*	*	59%
Female	28	724	741	752	*	*	*	*	*	29%	53%
Male	43	730	741	751	*	*	*	*	*	26%	53%
Economically Disadvantaged Students	41	720	734	736	*	*	*	*	*	22%	35%
Non-Economically Disadvantaged Students	30	738	748	762	*	*	*	*	*	33%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	727	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	742	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	741	745	748	*	18%	34%	*	*	41%	49%
White	36	748	751	755	*	*	42%	*	*	50%	60%
Hispanic	13	730	737	737	0%	*	*	*	*	23%	34%
Black or African American	15	725	*	730	*	*	*	*	*	13%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	739	752	*	*	*	*	*	*	55%
Female	37	740	744	748	*	*	*	*	*	43%	50%
Male	37	742	746	748	*	*	*	*	*	38%	49%
Economically Disadvantaged Students	42	735	738	733	*	*	*	*	*	26%	30%
Non-Economically Disadvantaged Students	32	748	752	758	*	*	*	*	*	59%	62%
Students with Disabilities	15	718	722	725	*	*	*	*	*	*	22%
Students without Disabilities	59	747	751	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	748	747	748	*	23%	28%	*	*	46%	49%
White	21	753	754	756	0%	*	*	*	*	48%	60%
Hispanic	19	741	*	736	0%	*	*	*	*	42%	32%
Black or African American	13	735	734	730	*	*	*	*	*	38%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	748	754	*	*	*	*	*	*	55%
Female	34	741	746	749	*	*	*	*	*	41%	50%
Male	31	755	748	747	*	*	*	*	*	52%	48%
Economically Disadvantaged Students	37	742	740	733	*	*	*	*	*	38%	29%
Non-Economically Disadvantaged Students	28	755	755	758	*	*	*	*	*	57%	62%
Students with Disabilities	12	718	721	726	*	*	*	*	*	*	20%
Students without Disabilities	53	754	752	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	65	748	*	750	*	23%	28%	*	*	46%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	751	747	744	*	*	28%	*	*	57%	44%
White	27	753	751	751	0%	*	*	*	*	56%	54%
Hispanic	18	750	744	731	*	*	*	*	*	56%	27%
Black or African American	18	751	*	726	*	0%	*	*	*	72%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	736	749	*	*	*	*	*	*	52%
Female	36	754	748	745	*	*	*	*	*	64%	45%
Male	38	748	746	742	*	*	*	*	*	50%	42%
Economically Disadvantaged Students	37	741	737	729	*	*	*	*	*	43%	24%
Non-Economically Disadvantaged Students	37	761	757	753	*	*	*	*	*	70%	56%
Students with Disabilities	18	721	719	717	*	*	*	*	*	11%	13%
Students without Disabilities	56	761	754	748	*	*	*	*	*	71%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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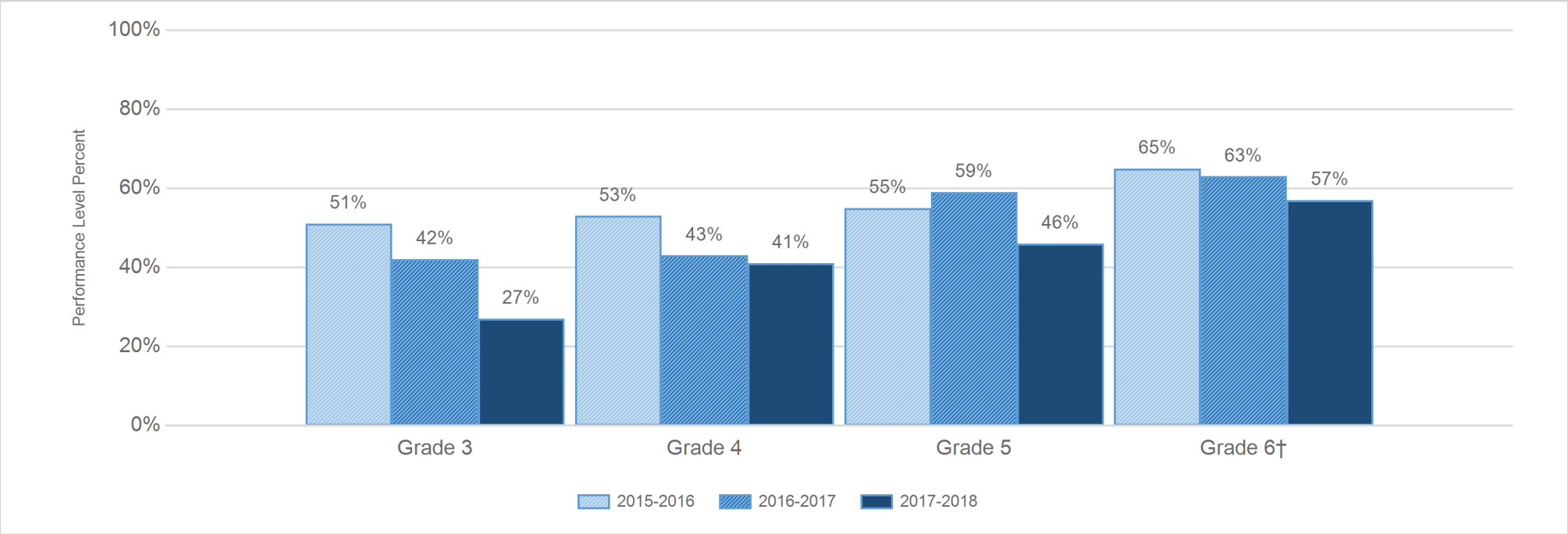
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	35.7%	**	**

† 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	17	88.2%	11.8%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

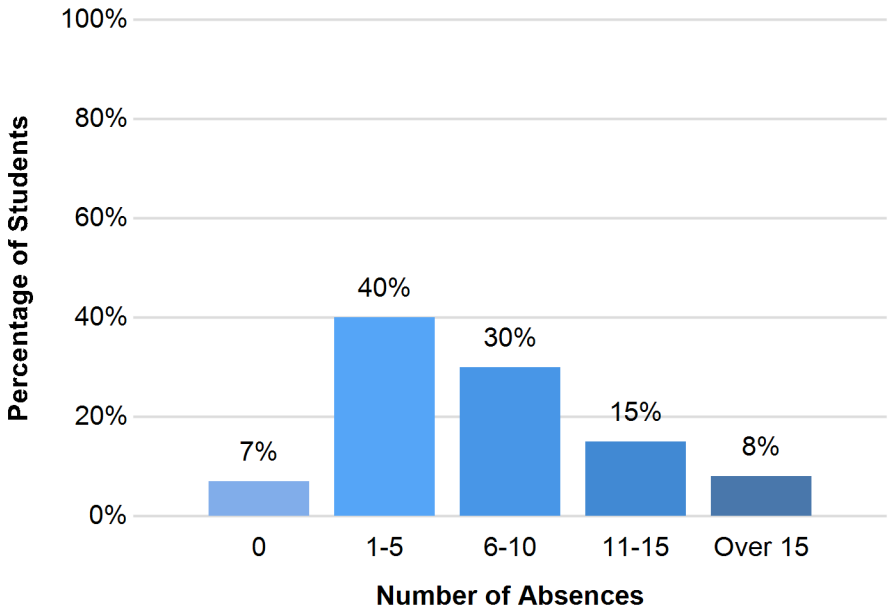
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	44	8.3	8.9	Met
White	13	5.9	8.9	Met
Hispanic	17	12.5	8.9	Not Met
Black or African American	11	9.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	2.7	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	6.7	8.9	Met
Economically Disadvantaged Students	35	11.6	8.9	Not Met
Students with Disabilities	16	11.7	8.9	Not Met
English Learners	4	16.0	8.9	Not Met

Days Absent

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



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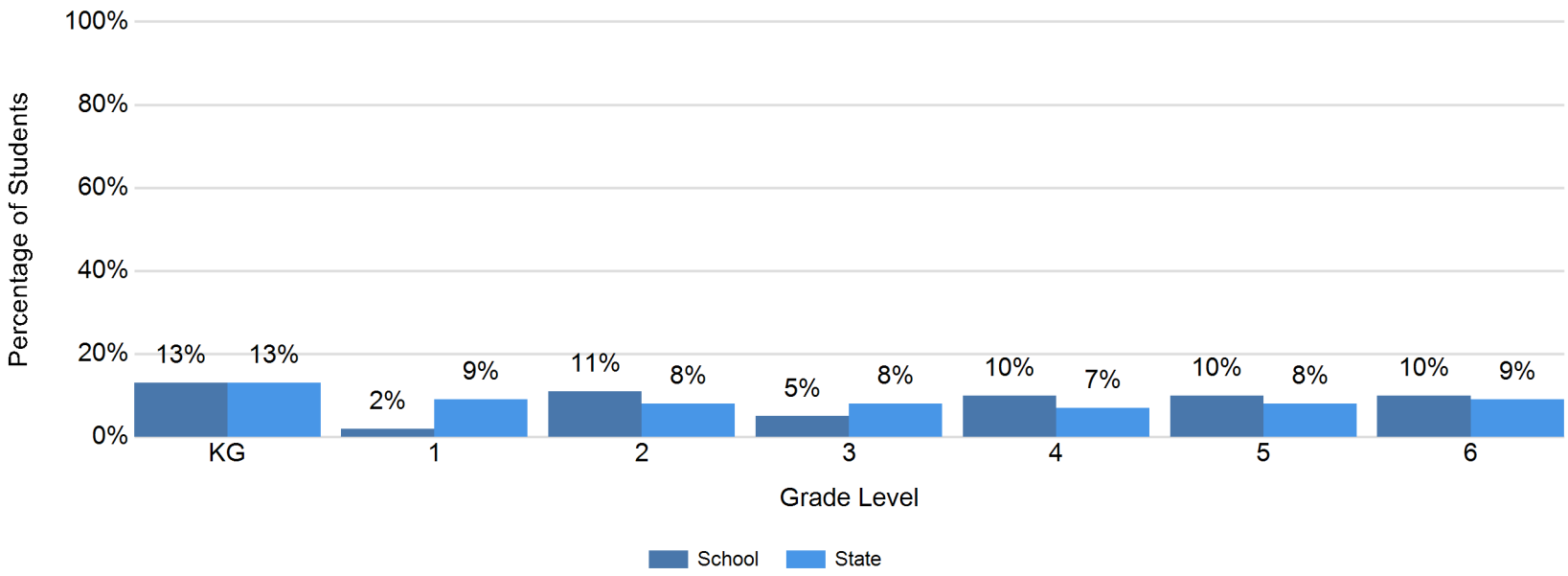
Chronic Absenteeism by Grade

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



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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	0
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.38

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	6	0	6
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	2	0	2
Disability	6	0	6
Other	7	0	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	*	*
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	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.3:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$907	$15,044	$15,951

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	117,464
Average years experience in public schools	15.7	12.0
Average years experience in district	14.8	10.7
Teachers in district for 4 or more years	86.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,374
Average years experience in public schools	19.8	16.0
Average years experience in district	15.0	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	267:1	197:1
Teachers to Administrators	26:1	18:1
Students to Librarians/Media Specialists		669:1
Students to Nurses		557:1
Students to Counselors		557:1
Students to Child Study Team		209:1

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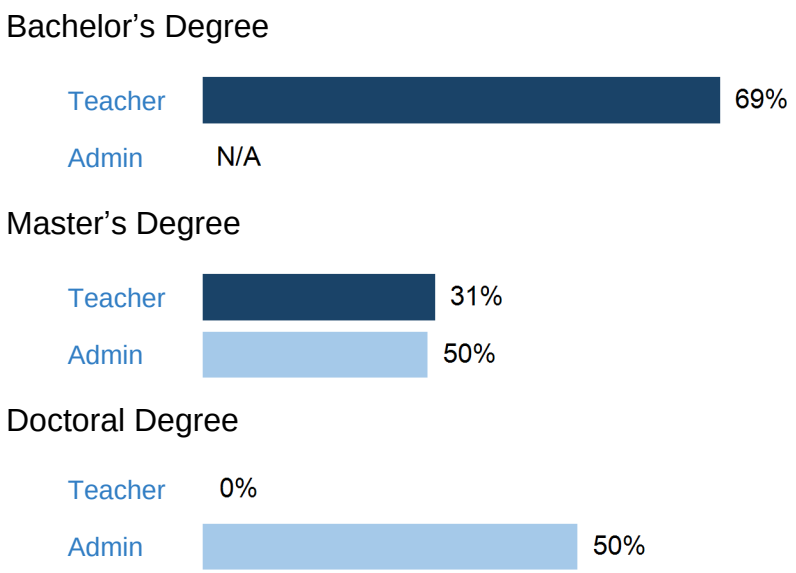
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.2%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.5%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	84.6%	100.0%
Male	15.4%	0.0%
White	88.5%	0.0%
Hispanic	3.8%	0.0%
Black or African American	7.7%	50.0%
Asian	0.0%	50.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	20.14	17.5%
Mathematics Proficiency	36.91	17.5%
English Language Arts Growth	15.34	25.0%
Mathematics Growth	69.26	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	40.89	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	37.27	n/a
Summative Rating: Percentile rank of Summative Score	29.27	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	31.11	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Hispanic	44.14	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	55.86	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Not Met	**	**	n/a	Met	No
Economically Disadvantaged Students	48.98	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	40.15	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Innovative Technology is a big part of everyday learning! Technology is infused in all areas of academia. • Roland Rogers' has been identified as an outstanding Professional Learning Community by NJ-DOE & EIRC • The Roland Reads Independent reading program successfully engaged all students in reading independently at home and teaches collaborative reading during Friday Book Clubs.

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Clubs and Activities:	We have a series of clubs during the school day such as; student council, peer mediators, Tiger Buddies, band, chorus and our Roland Reads and Roland Reads, Jr. Programs. Last year over 100 Kindergarten, 1st, 2nd & 3rd grade students participated in the Roland Reads, Jr. Program. Once again, ALL of our 4th, 5th & 6th grade students participated in the Roland Reads program, reading a total of 2,198 books independently and during our Friday Book Clubs!

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Before and After School Programs:	We offer academic support programs for students needing additional support and assistance with homework. The Roland Roger's Academic Support & Enrichment Program provides additional instruction and assistance to enhance the students' level of proficiency in Math, and ELA. Technology and STEM will be infused as enrichment to help broaden student learning, creativity and problem solving. Galloway Township also offers a before and after school childcare program for all students.
Staff and Professional Learning:	For the past two years, Roland's Faculty and Staff have been involved in the following school-based professional development topics: Partnering with Parents, Teacher Leadership, and Reaching students through the process of 'Schooling vs Learning'. This year we are continuing our studies in these areas and adding Student Leadership as a part of the professional development plan.

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Student Supports and Services:	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.
Student Health and Wellness:	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.
Parent and Community Involvement:	Parent Volunteers Welcomed!! We are partnering with our parents in various facets throughout the school. In the classroom, during special events, on committees and school-wide actvities. We are looking for parents for the following committees; Multi-Cultural Day Planning Committee, Family School Association, Rolands' School Safety Committee (HIB) We have a very active FSA (Family School Association). They meet monthly to plan events and fundraisers for the school.

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Facilities:	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.

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Technology and STEM:	Technology is integrated across the curriculum at Roland Rogers 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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Other Information:	"Roland Rogers Elementary School is a culturally diverse, successful Professional Learning Community where the faculty, staff, parents, students and the administration work collaboratively to increase student achievement, build good citizenship and respect the cultural diversity of our school family. We are eager to continue all of the educational programs which have used to enhance student learning and citizenship such as; Roland's Academic Support & Enrichment program, Bullying Busting lessons, The Good Citizen program, STARRs, School-wide Climate activities, the Roland Reads and Roland Reads, Jr. Programs. Last year 106 Kindergarten, 1st, 2nd & 3rd grade students participated in the Roland Reads, Jr. Program. Once again, ALL of our 4th, 5th & 6th grade students participated in the Roland Reads program, reading a total of 2,198 books independently and during our Friday Book Clubs! Thanks to our parents, faculty, and staff, our 2017-2018 "Partnering with Parents" initiative and Roland Rogers Student Award Ceremonies were successful and very well attended. Our school-wide Multi-Cultural Day Celebration was also successful and well supported by our parents and community. We plan on having this school-wide community event every year. We pride ourselves on working towards providing a bully-free climate, collaborative relationships with parents and providing an environment where students are important and taught the value of hard work and charity. Our Character Education Theme this year is "Acts of Kindness." Let's continue working together to ensure the success of our students. Our parents and community volunteers play an enormous role in the success our school so please get involved and help us help your child succeed! "