NJ SCHOOL PERFORMANCE REPORT

J. HARVEY RODGERS SCHOOL
(15-1730-080)
Grades Offered: PK-KG
2017-2018

Report Key:
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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	GLOUCESTER
District	GLASSBORO
Principal Name	MR. EDWARDS
Address	301 GEORGETOWN RD GLASSBORO, NJ 08028
Phone Number	(856)652-2700
Email Address	AEDWARDS@GPSD.US
Website	https://www.gpsd.us/Domain/318
Facebook	https://www.facebook.com/GlassboroSchools/
Twitter	https://twitter.com/glasspubschools

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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
PK	133	126	142
KG	158	174	133
Total	291	300	276

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	47.1%	48.7%	49.3%
Male	52.9%	51.3%	50.7%
Economically Disadvantaged Students	51.9%	48.7%	47.5%
Students with Disabilities	13.1%	15.7%	17.0%
English Learners	7.2%	3.3%	4.3%
Homeless Students		0.0%	1.8%
Students in Foster Care		0.7%	2.2%
Military-Connected Students		0.0%	0.4%
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	42.3%	42.7%	42.8%
Hispanic	18.2%	18.3%	9.8%
Black or African American	26.5%	24.3%	27.5%
Asian	2.7%	4.0%	2.2%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	1.1%
Two or More Races	9.6%	10.7%	16.7%

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
PK - Half Day	133	126	136
PK - Full Day	0	0	6
KG - Half Day	0	0	0
KG - Full Day	158	174	133

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	95.3%
Spanish	2.9%
Other Languages	1.8%

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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	*	*	*

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	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.

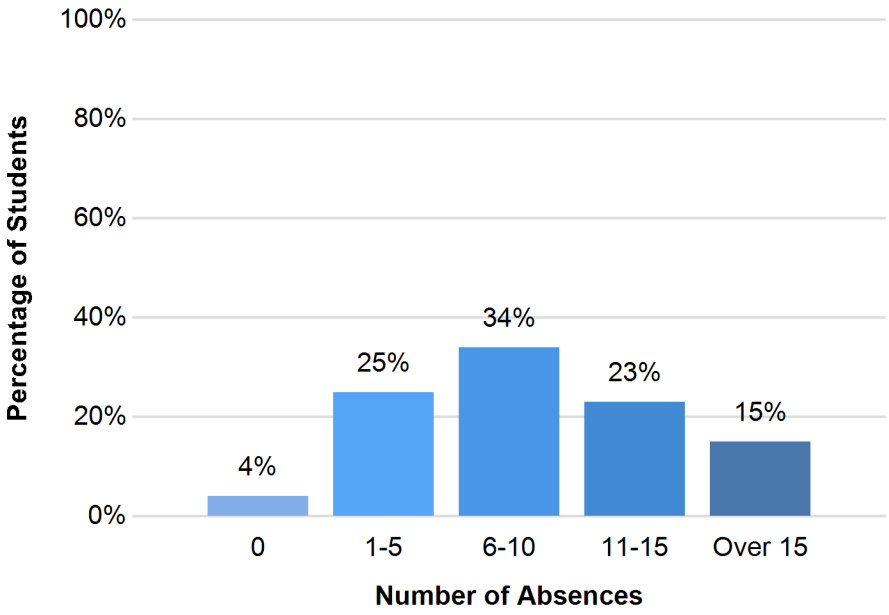
Chronic Absenteeism

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	18	13.4	13.0	Not Met
White	3	5.4	13.0	Met
Hispanic	3	20.0	**	**
Black or African American	8	22.2	13.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	14.3	13.0	Not Met
Economically Disadvantaged Students	15	22.1	13.0	Not Met
Students with Disabilities	4	17.4	13.0	Not Met
English Learners	0	0	**	**

Days Absent

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



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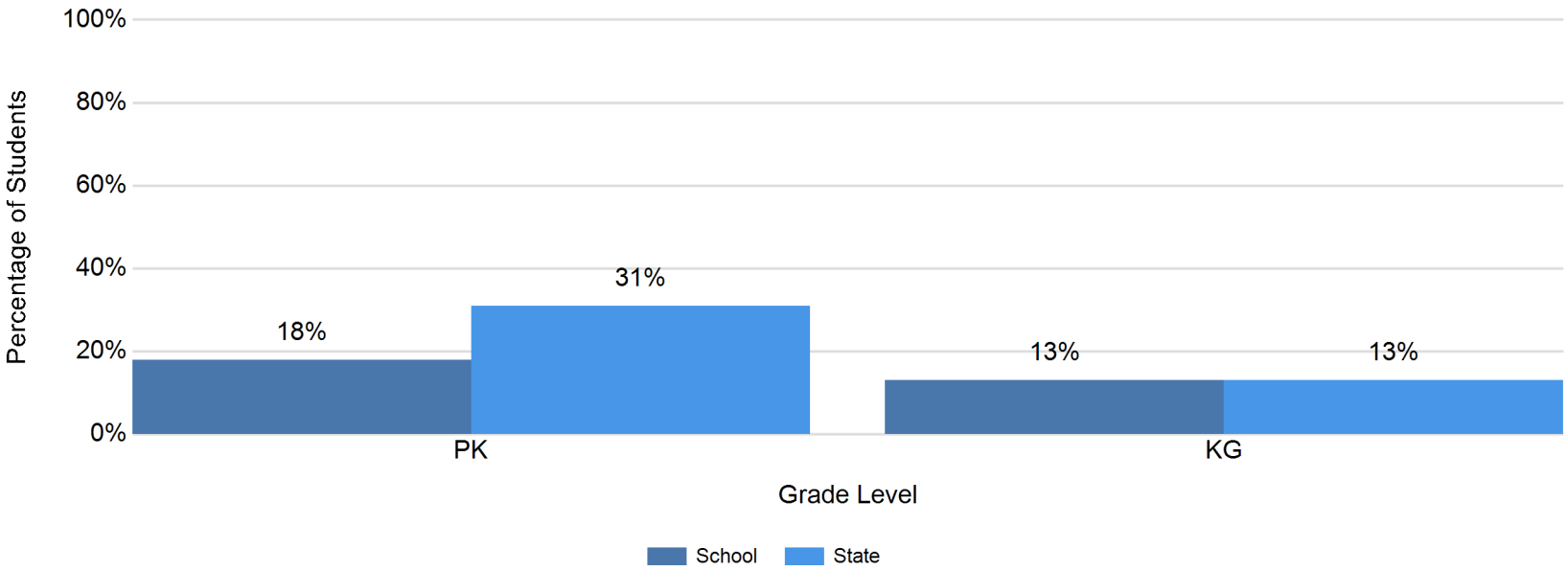
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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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	8:00 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	4 Hrs 5 Mins
Shared Time - Instructional Time	N

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)	$860	$14,769	$15,629

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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	22	117,464
Average years experience in public schools	18.0	12.0
Average years experience in district	13.6	10.7
Teachers in district for 4 or more years	77.3%	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	21	9,374
Average years experience in public schools	13.8	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	81.0%	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	13:1	11:1
Students to Administrators	276:1	95:1
Teachers to Administrators	22:1	9:1
Students to Librarians/Media Specialists		1994:1
Students to Nurses		399:1
Students to Counselors		285:1
Students to Child Study Team		285:1

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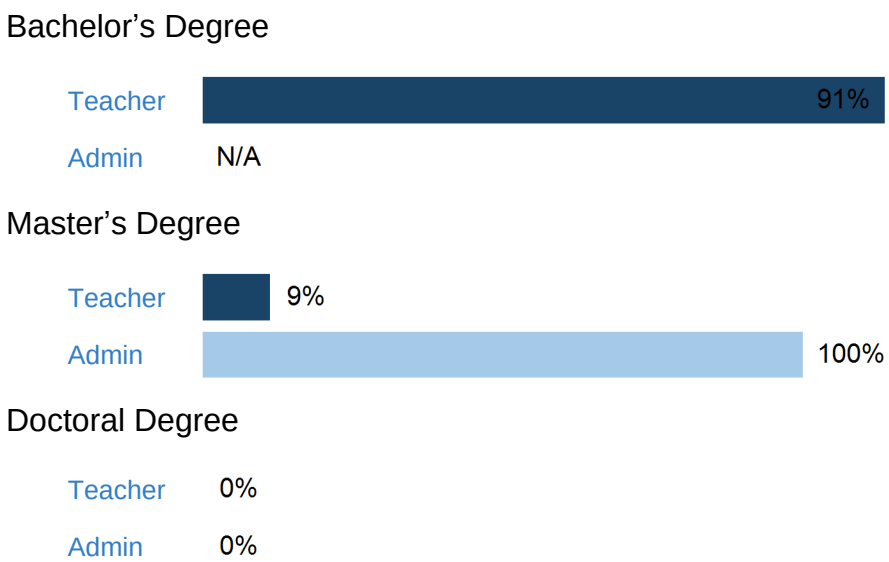
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	85.1%	90.2%
2016-17 Administrators: Same district 2017-18	81.8%	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	94.1%

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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	100.0%	0.0%
Male	0.0%	100.0%
White	81.8%	0.0%
Hispanic	9.1%	0.0%
Black or African American	9.1%	100.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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:	• Literacy instruction is maintained consistently from classroom to classroom; however, daily lessons and activities are regularly differentiated to fit the needs and ability levels of each student. • Writer's Workshop gives students the opportunity to write in a variety of genres and helps foster a love of writing. • Everyday Math has brought fun back into learning for our Kindergarten students and their teachers!
Mission, Vision, Theme:	The J. Harvey Rodgers School proudly offers diverse and expansive opportunities for our Pre-K and Kindergarten students. It is our goal to provide each student with a comprehensive academic and social foundation that will enable them to meet the challenges of the new millennium. All programming has been designed to meet the requirements of NCLB and are aligned to the Common Core Standards.
Awards, Recognition, Accomplishments:	J. Harvey Rodgers School has collaborated with Rowan to create a learning environment in which university students, faculty liaisons, classroom teachers, and students in the schools can engage in long-term, on-going research-based initiatives that benefit all members in the learning community. Rowans University Professional Development Schools Student of the Month from every classroom and opportunities for positive reinforcement through the Bulldog Buddies program.

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Courses, Curriculum, Instruction:	The Rodgers faculty provides its students with the latest research based, data driven best practices in education. Our Kindergarten Language Arts Literacy program is built upon the foundations of Balanced Literacy and takes place within a 90-minute LAL block. Daily instruction consists of Shared Reading, Guided Reading and Independent Literacy Stations, as well as a daily 45-minute Writer's Workshop.

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Staff and Professional Learning:	Teacher and support staff collaboration with our Literacy Coach, and, Math Coach allows the faculty to proactively address student needs.

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Student Supports and Services:	In order to accommodate the needs of all students, the Rodgers School provides many ancillary programs as well. This includes push-in Basic Skills support for Language Arts, English as a Second Language (ESL) programming, and an Extended Year program for our Special Education students. Students at risk (academic and/or behavioral) are serviced through the Intervention & Referral Services Team (I&RS). This team identifies intervention strategies and best practices for teachers to use with the referred students. If it is found that the strategies are not successful a student may be referred to the Child Study Team for further testing.
Student Health and Wellness:	At Rodgers you will also find active, child-centered character education programming based on Schoolwide Positive Behavior Support (PBS) to ensure the behavioral success of all students. Through this program, we continue to address the emotional and social needs of our students through a variety of activities.
Parent and Community Involvement:	Parents and families also play an active role as members of the Rodgers community. Our PTO meets monthly to discuss any schoolwide issues and to plan fundraising activities that will benefit our students. Parents regularly volunteer to assist staff, dispense fundraiser items, chaperone field trips, assist at the Scholastic Book Fair, or help out at class parties. Family Participation Nights also happen regularly at Rodgers, and are well attended. Activities include Math Game Nights, Family Dances, Movie Nights, and Family Literacy Nights just to name a few!

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Early Childhood Education:	The Creative Curriculum has helped our Pre-K faculty address the social/emotional and academic needs of our youngest students during our ½ day Pre-Kindergarten programming. Creative Curriculum balances teacher-planned and child-initiated learning, emphasizing responsiveness to children's strengths, interests, needs, and learning styles. It helps teachers plan and implement content-rich, developmentally appropriate programs that support active learning and promote children's progress in all developmental areas that include social, emotional, cognitive and physical development.