




Roland Rogers Elementary School
2016-2017
Grade Span KF-06

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	73	61	80
1	70	67	58
2	69	54	63
3	61	64	65
4	72	59	57
5	61	79	61
6	65	59	79
Ungraded	72	84	77
Total	543	527	540

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	2014-15	2015-16	2016-17
Female	48%	48%	46%
Male	52%	52%	54%
Economically Disadvantaged Students	59%	58%	57%
Students with Disabilities	24%	27%	25%
English Learners	4%	5%	4%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	42.0%
Hispanic	25.6%
Black or African American	20.0%
Asian	6.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	5.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	73	61	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. All other students are included in Other Languages.

Home Language	% of Students
English	77.6%
Spanish	13.0%
Urdu	1.5%
Gujarati	1.3%
Vietnamese	1.3%
<i>Other</i>	5.5%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	251	97.9	47.80	48.90	54.90	47.8	50.4	Met Target†
White	107	96.6	52.40	54.50	63.90	52.4	59.1	Met Target†
Hispanic	55	98.5	34.50	42.50	39.80	34.5	33.5	Met Target
Black or African American	48	98.3	43.80	31.90	35.20	43.8	40.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.70	63.60	80.70	64.7	N	N
American Indian or Alaska Native	N	N	*	100.00	53.70	*	**	**
Two or More Races	24	100.0	54.20	*	54.90	54.2	49.2	Met Target
Female	121	97.9	52.90	55.30	62.20	52.9		
Male	130	98.0	43.10	42.60	48.10	43.1		
Economically Disadvantaged Students	131	96.9	33.60	37.40	36.20	33.6	35	Met Target†
Non-Economically Disadvantaged Students	120	99.2	63.30	60.10	65.80	63.3		
Students with Disabilities	51	93.7	15.70	17.30	20.50	15.3	21.7	Met Target†
Students without Disabilities	200	99.1	56.00	57.20	61.90	56		
English Learners	22	100.0	27.30	31.20	25.20	27.3	N	N
Non-English Learners	229	97.7	49.80	50.30	57.40	49.8		
Homeless Students	*	*	*	33.40	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	*	*	*	100.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	72	733	739	749	22%	*	29%	32%	*	33%	50%
White	34	742	744	759	*	*	38%	44%	0%	44%	61%
Hispanic	15	715	730	734	*	*	*	*	0%	13%	35%
Black or African American	12	718	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	36	739	743	753	*	*	31%	36%	*	39%	55%
Male	36	727	735	744	*	*	28%	28%	*	28%	46%
Economically Disadvantaged Students	40	724	732	730	*	*	*	25%	*	25%	31%
Non-Economically Disadvantaged Students	32	743	745	761	*	*	*	41%	*	44%	63%
Students with Disabilities	17	710	715	720	*	*	*	*	*	*	24%
Students without Disabilities	55	740	744	754	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	63	745	745	753	*	24%	22%	43%	*	49%	56%
White	22	755	752	762	0%	*	*	46%	*	55%	67%
Hispanic	16	739	742	740	0%	*	*	*	0%	38%	40%
Black or African American	15	731	732	736	*	*	*	*	*	47%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	30	744	747	758	*	*	*	40%	*	43%	61%
Male	33	746	743	748	*	*	*	46%	*	55%	51%
Economically Disadvantaged Students	41	738	738	737	*	*	*	37%	*	39%	36%
Non-Economically Disadvantaged Students	22	759	753	764	*	*	*	55%	*	68%	69%
Students with Disabilities	13	715	722	724	*	*	*	*	*	15%	25%
Students without Disabilities	50	753	751	759	*	*	*	*	*	58%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	64	749	750	755	*	*	30%	58%	0%	58%	59%
White	24	746	751	763	*	*	*	50%	0%	50%	69%
Hispanic	12	746	746	743	*	*	*	*	0%	50%	44%
Black or African American	17	749	*	739	*	0%	*	65%	0%	65%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	36	753	753	761	*	*	*	61%	0%	61%	66%
Male	28	744	746	749	*	*	*	54%	0%	54%	53%
Economically Disadvantaged Students	31	738	743	739	*	*	*	39%	*	39%	40%
Non-Economically Disadvantaged Students	33	759	755	765	*	*	*	76%	*	76%	71%
Students with Disabilities	14	729	726	724	*	*	*	*	*	29%	22%
Students without Disabilities	50	754	754	761	*	*	*	*	*	66%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	754	748	751	*	*	38%	43%	*	50%	54%
White	32	760	753	758	0%	*	34%	50%	*	59%	63%
Hispanic	22	747	744	740	*	*	46%	*	*	36%	38%
Black or African American	12	752	734	735	0%	*	*	*	*	42%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	36	762	753	758	*	*	31%	42%	*	58%	61%
Male	44	748	743	745	*	*	43%	43%	*	43%	46%
Economically Disadvantaged Students	39	745	741	737	*	*	51%	28%	*	31%	34%
Non-Economically Disadvantaged Students	41	763	757	760	*	*	24%	56%	*	68%	65%
Students with Disabilities	11	729	720	722	*	*	*	*	*	18%	17%
Students without Disabilities	69	758	754	757	*	*	*	*	*	55%	61%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	752	*	*	*	*	*	*	N
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

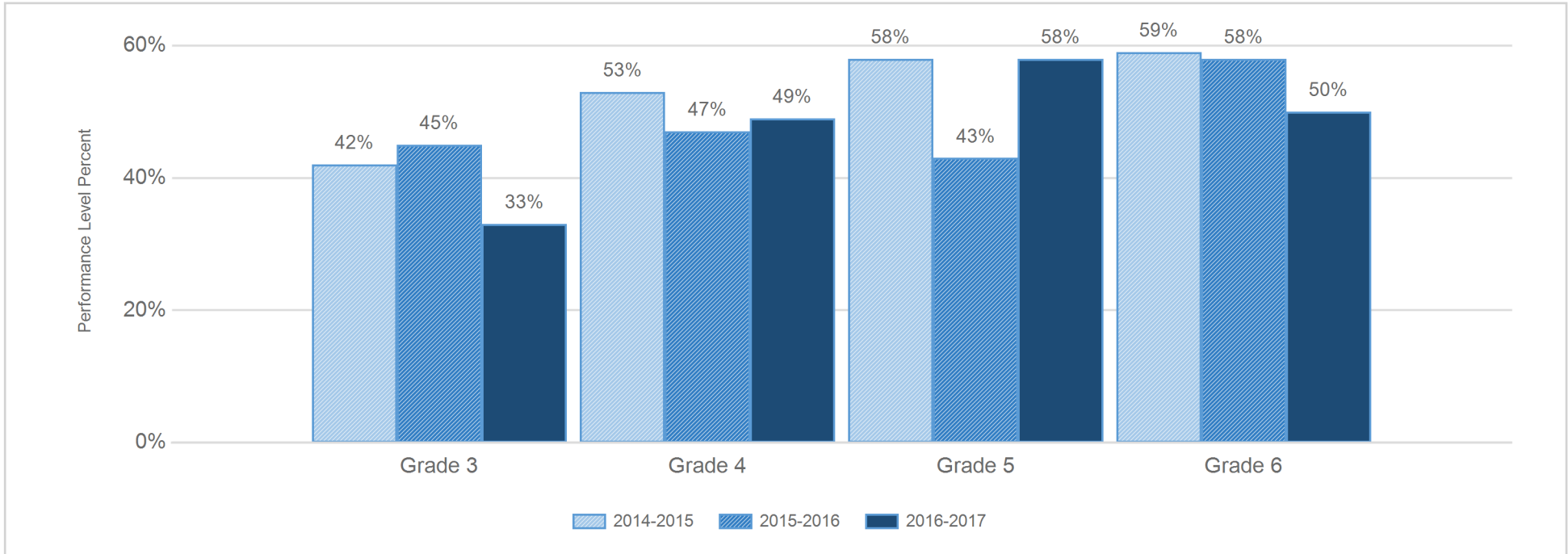


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	248	96.9	54.00	48.10	43.50	54	58.5	Met Target†
White	105	94.9	61.90	55.90	52.40	61.6	65	Met Target†
Hispanic	54	97.0	40.80	37.40	27.60	40.8	48.4	Met Target†
Black or African American	48	98.3	43.70	27.70	21.70	43.7	42.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	76.40	68.70	75.60	76.4	N	N
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	24	100.0	54.10	*	44.90	54.1	53.8	Met Target
Female	119	96.5	52.10	49.80	44.10	52.1		
Male	129	97.3	55.80	46.40	42.90	55.8		
Economically Disadvantaged Students	130	96.2	45.40	37.70	25.10	45.4	46.5	Met Target†
Non-Economically Disadvantaged Students	118	97.7	63.50	58.40	54.30	63.5		
Students with Disabilities	50	92.1	18.00	19.00	16.50	17.2	19.7	Met Target†
Students without Disabilities	198	98.2	63.10	55.90	48.80	63.1		
English Learners	22	100.0	54.50	41.40	23.30	54.5	N	N
Non-English Learners	226	96.6	54.00	48.60	45.20	54		
Homeless Students	*	*	*	33.40	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	*	*	*	100.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	72	740	745	750	*	18%	26%	31%	*	42%	53%
White	34	750	750	758	*	*	29%	35%	*	50%	63%
Hispanic	15	733	736	738	*	*	*	*	*	33%	37%
Black or African American	12	719	*	733	*	*	*	*	*	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	36	740	745	751	*	*	*	31%	*	42%	52%
Male	36	739	745	750	*	*	*	31%	*	42%	53%
Economically Disadvantaged Students	40	732	738	735	*	*	*	25%	*	33%	34%
Non-Economically Disadvantaged Students	32	749	752	761	*	*	*	38%	*	53%	65%
Students with Disabilities	17	711	720	728	*	*	*	*	*	12%	29%
Students without Disabilities	55	749	751	754	*	*	*	*	*	51%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	63	744	749	746	*	21%	29%	37%	*	43%	47%
White	22	756	756	754	0%	*	*	46%	*	59%	59%
Hispanic	16	732	744	734	*	*	*	*	0%	25%	30%
Black or African American	15	727	736	729	*	*	*	*	0%	27%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	30	737	748	746	*	*	*	33%	*	33%	47%
Male	33	750	751	746	*	*	*	39%	*	52%	48%
Economically Disadvantaged Students	41	737	742	731	*	*	*	*	*	39%	27%
Non-Economically Disadvantaged Students	22	758	757	756	*	*	*	*	*	50%	61%
Students with Disabilities	13	713	726	724	*	*	0%	*	*	15%	22%
Students without Disabilities	50	752	755	751	*	*	36%	*	*	50%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Roland Rogers Elementary School
2016-2017

Grade Span KF-06

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	63	752	748	746	*	*	24%	48%	*	59%	46%
White	24	751	750	754	0%	*	*	46%	*	54%	57%
Hispanic	11	752	745	734	*	*	*	*	*	55%	30%
Black or African American	17	754	*	728	*	0%	*	59%	*	71%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	35	753	749	747	*	*	*	49%	*	57%	47%
Male	28	751	747	746	*	*	*	46%	*	61%	46%
Economically Disadvantaged Students	30	743	741	732	*	*	*	40%	*	53%	27%
Non-Economically Disadvantaged Students	33	761	754	756	*	*	*	55%	*	64%	59%
Students with Disabilities	14	725	727	724	*	*	*	*	*	21%	19%
Students without Disabilities	49	760	753	751	*	*	*	*	*	69%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



Roland Rogers Elementary School
2016-2017
Grade Span KF-06

01-1690-046
 ATLANTIC
 GALLOWAY TWP
 105 S REEDS ROAD
 GALLOWAY, NJ 08205

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	754	746	743	*	*	24%	55%	*	63%	44%
White	30	762	752	750	0%	*	*	73%	*	80%	54%
Hispanic	22	747	741	730	0%	*	46%	*	*	41%	27%
Black or African American	12	735	726	724	*	*	*	*	0%	33%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	770	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	35	756	749	744	*	*	*	49%	*	63%	45%
Male	43	753	744	742	*	*	*	61%	*	63%	43%
Economically Disadvantaged Students	39	747	738	728	*	*	*	36%	*	46%	24%
Non-Economically Disadvantaged Students	39	762	757	752	*	*	*	74%	*	80%	56%
Students with Disabilities	10	724	714	716	*	*	*	*	*	10%	13%
Students without Disabilities	68	759	753	748	*	*	*	*	*	71%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

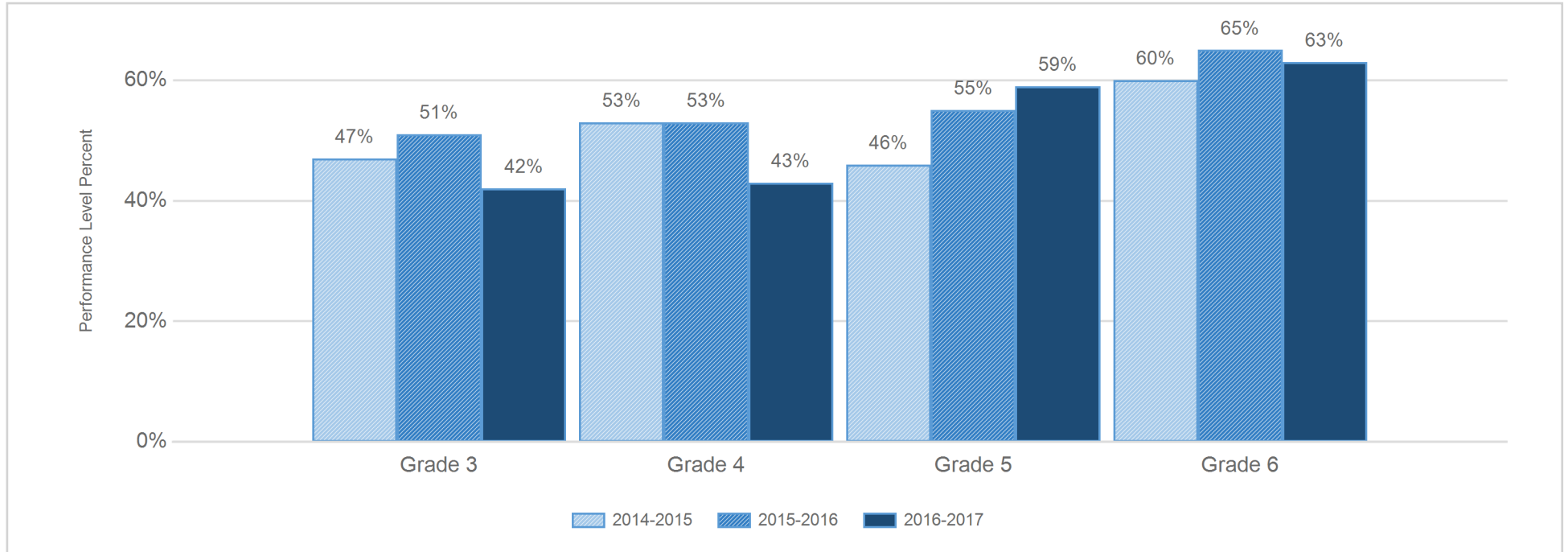


Roland Rogers Elementary School
2016-2017
Grade Span KF-06

01-1690-046
 ATLANTIC
 GALLOWAY TWP
 105 S REEDS ROAD
 GALLOWAY, NJ 08205

Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Roland Rogers Elementary School
2016-2017**

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

Grade Span KF-06

Alternate Assessments - 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	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



**Roland Rogers Elementary School
2016-2017**

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

Grade Span KF-06

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

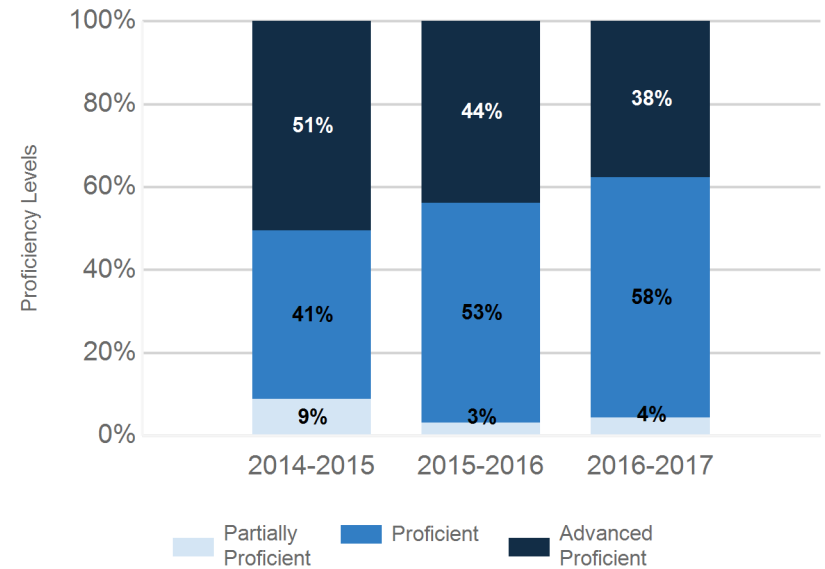
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	38%	58%	4%
White	58%	42%	N
Hispanic	*	*	8%
Black or African American	15%	77%	8%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	27%	69%	4%
Students with Disabilities	18%	65%	18%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Roland Rogers Elementary School
2016-2017
Grade Span KF-06

01-1690-046
 ATLANTIC
 GALLOWAY TWP
 105 S REEDS ROAD
 GALLOWAY, NJ 08205

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46.5	39.5	50	Met Target	60	51	50	Exceeds Target
White	46.5	37	50	Met Target	60	51	52	Exceeds Target
Hispanic	42	39.5	49	Met Target	57	51	47	Met Target
Black or African American	44.5	38	45	Met Target	50.5	47	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	72	57	60	**	70	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	50.5	*	51	Met Target	85	*	52	Exceeds Target
Economically Disadvantaged	43	40	47	Met Target	65.5	51	46	Exceeds Target
Students with Disabilities	43	35.5	41	Met Target	56.5	47	43	Met Target
English Learners	72	49	53	**	80	60.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



**Roland Rogers Elementary School
2016-2017**

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

Grade Span KF-06

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

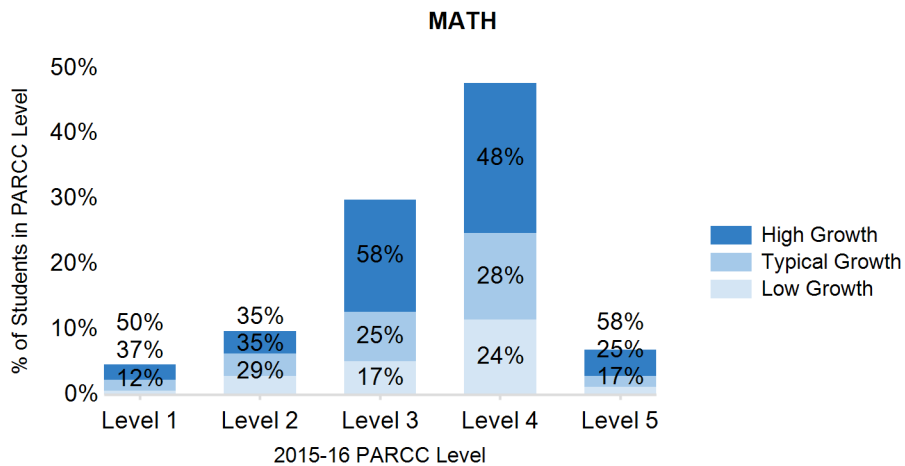
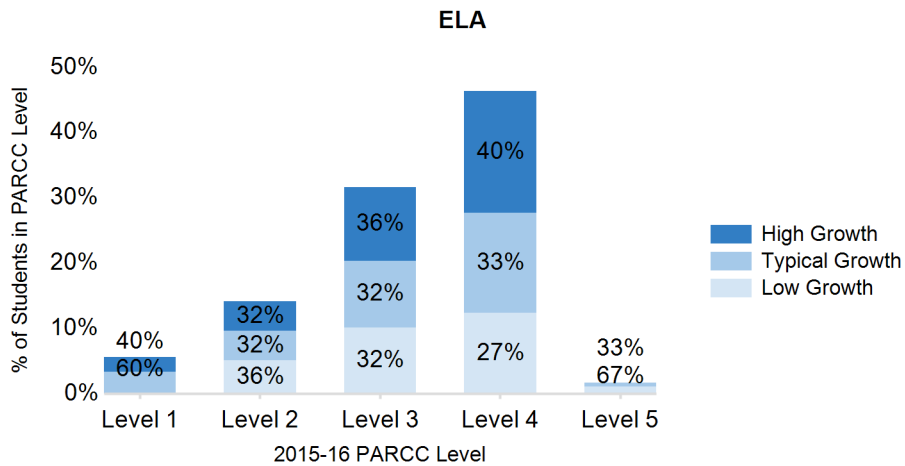
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

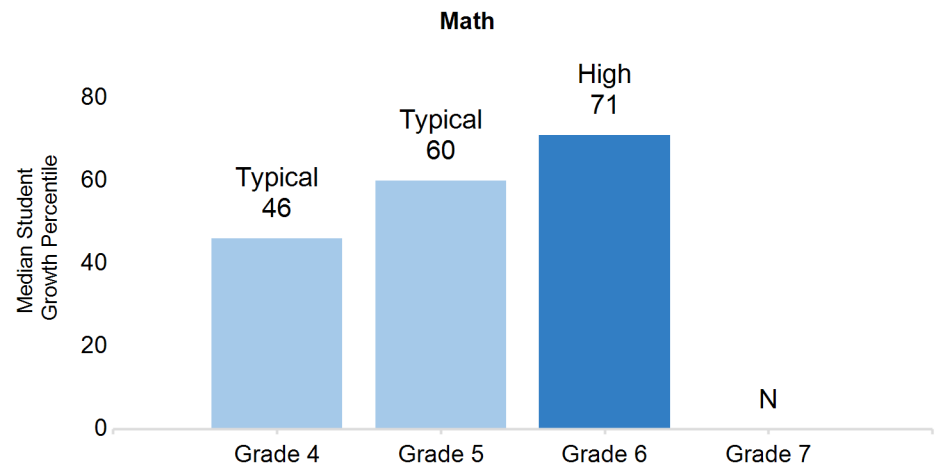
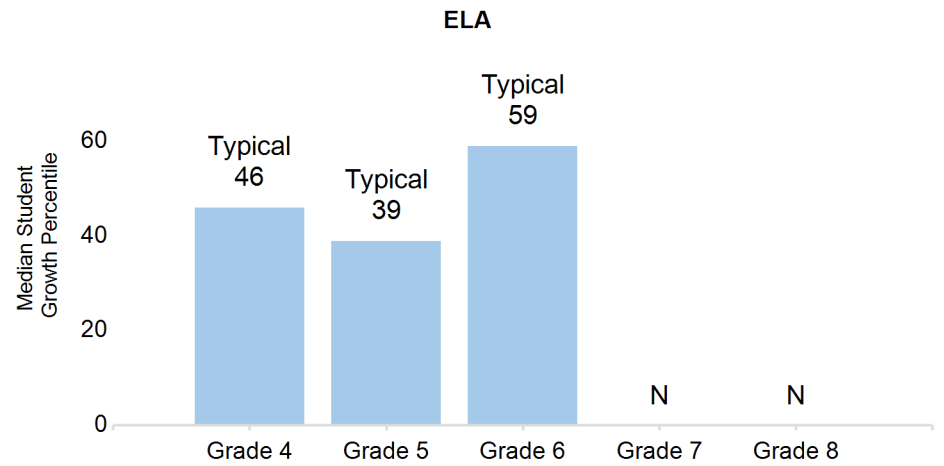
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





**Roland Rogers Elementary School
2016-2017**

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

Grade Span KF-06

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

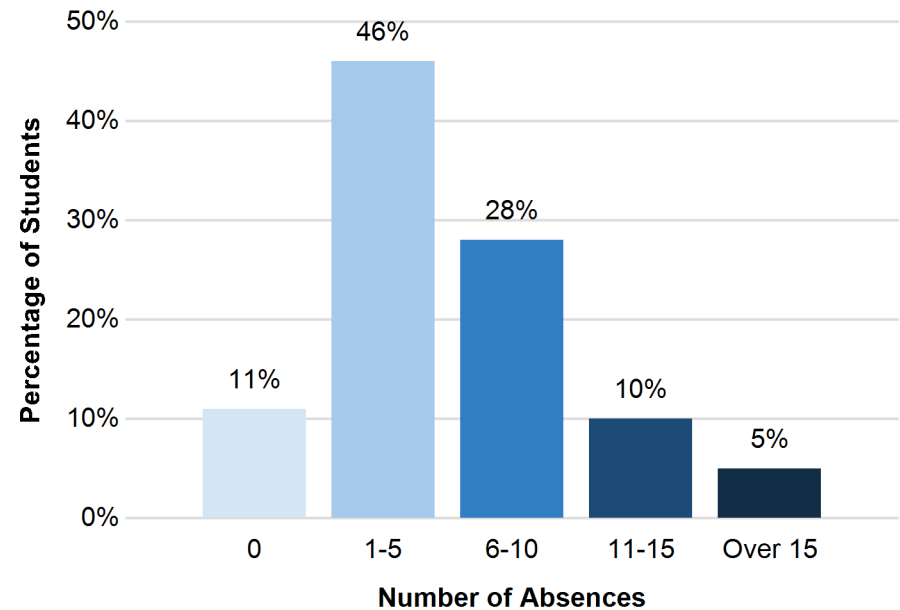
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.70	8.30	Met Target
White	1.80	8.30	Met Target
Hispanic	6.50	8.30	Met Target
Black or African American	3.70	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.60	8.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.30	Met Target
Economically Disadvantaged Students	5.50	8.30	Met Target
Students with Disabilities	8.60	8.30	Not Met
English Learners	0	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



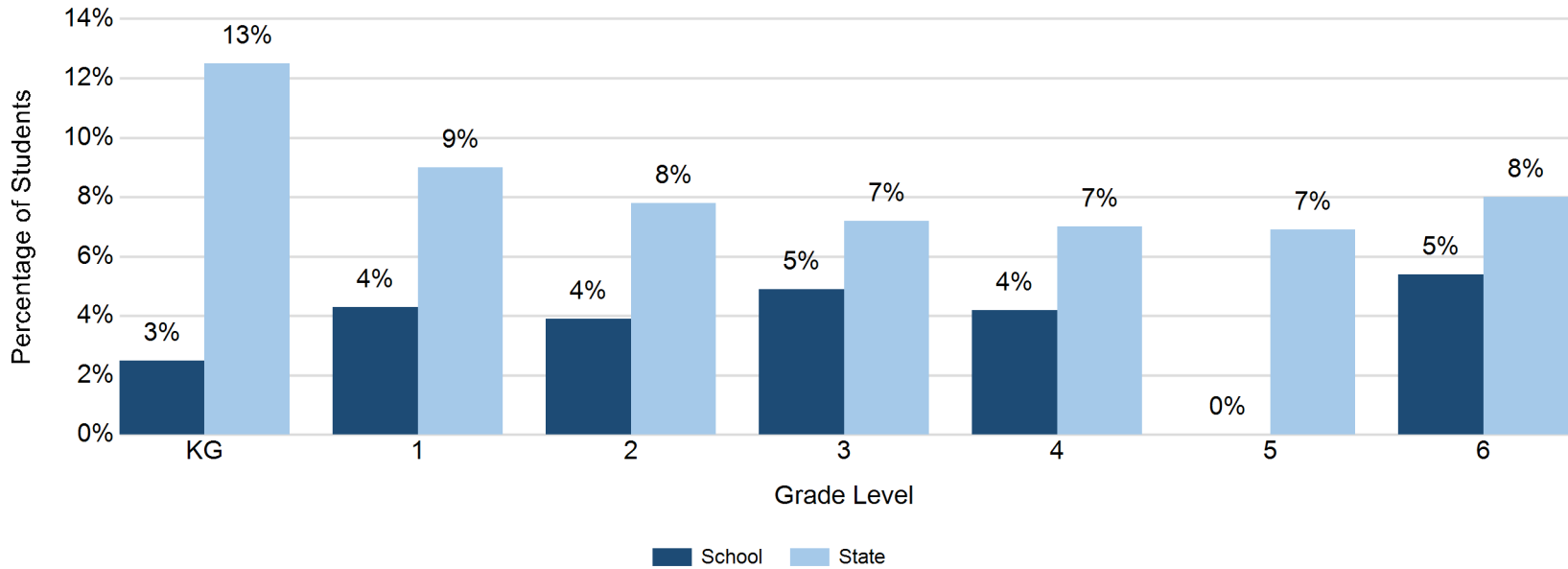


Roland Rogers Elementary School
2016-2017
Grade Span KF-06

01-1690-046
 ATLANTIC
 GALLOWAY TWP
 105 S REEDS ROAD
 GALLOWAY, NJ 08205

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**Roland Rogers Elementary School
2016-2017**

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

Grade Span KF-06

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.

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

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.93

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.5%
Out-of-School Suspensions	1.3%
Any Suspension	4.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**Roland Rogers Elementary School
2016-2017**

Grade Span KF-06

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.7	75.5 kbps	100 kbps	No	N	Fiber	No

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$829	\$14,491	\$15,320



**Roland Rogers Elementary School
2016-2017**

Grade Span KF-06

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	53	115,100
Average years experience in public schools	14.4	11.8
Average years experience in district	13.7	10.5
Teachers in district for 4 or more years	83%	74%

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	18	9,476
Average years experience in public schools	20.1	15.7
Average years experience in district	15.5	11.5
Administrators in district for 4 or more years	72%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	270:1	184:1
Librarian/Media Specialists		662:1
Nurses		552:1
Counselors		552:1
Child Study Team		221:1



Roland Rogers Elementary School
2016-2017
Grade Span KF-06

01-1690-046
 ATLANTIC
 GALLOWAY TWP
 105 S REEDS ROAD
 GALLOWAY, NJ 08205

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	77%
2015-16 Administrators: Same district 2016-17	94%	85%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



Roland Rogers Elementary School
2016-2017
Grade Span KF-06

01-1690-046
 ATLANTIC
 GALLOWAY TWP
 105 S REEDS ROAD
 GALLOWAY, NJ 08205

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	30	17.5%
Mathematics Proficiency	64	17.5%
English Language Arts Growth	36	25%
Mathematics Growth	86	25%
Chronic Absenteeism	78	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.7
Summative Rating: Percentile rank of Summative Score		64 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**Roland Rogers Elementary School
2016-2017**

Grade Span KF-06

01-1690-046
ATLANTIC
GALLOWAY TWP
105 S REEDS ROAD
GALLOWAY, NJ 08205

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	59	12	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
White	55	12	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	54	12	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	72	12	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	68	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Economically Disadvantaged Students	67	12	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	61	12	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	N	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Roland Rogers Elementary School
2016-2017
Grade Span KF-06




01-1690-046
 ATLANTIC
 GALLOWAY TWP
 105 S REEDS ROAD
 GALLOWAY, NJ 08205

School General Info

Principal:	Dr. Moore	Email Address:	moorer@gtps.k12.nj.us
Address:	105 S REEDS ROAD GALLOWAY, NJ 08205	Website:	http://www.rolandrogers.info/
Phone:	(609)748-1250	Facebook:	N/A
		Twitter:	N/A

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Technology is a big part of everyday learning! • Roland Rogers' was identified as an outstanding Professional Learning Community by NJ-DOE & EIRC • The Roland Reads Independent Reading program has successfully engaged all students in reading independently!
 <p>Mission, Vision, Theme:</p>	<p>OUR VISION - our 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>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Roland Rogers was recognized by the New Jersey Department of Education & EIRC for their success and participation in the Professional Learning Community Lab School Project. Our school community has supported various charitable organizations such as; Heart Association, Leukemia & Lymphoma, food drive, Let Us Eat Food Program, the Rescue Mission and in 2017, we raised over \$84,350 for St. Baldrick's Children's Cancer Research Foundation over a 6 year period!</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>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".</p>
 <p>Clubs and Activities:</p>	<p>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 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 2,481 books independently and during our Friday Book Clubs!</p>
 <p>Before and After School Programs:</p>	<p>We offer academic support programs for students needing additional support and assistance with homework. This year's program is held after school. The Roland Roger's Academic Support & Homework Program provides additional instruction and assistance to enhance the students' level of proficiency in Math, and ELA. Galloway Township also offers a before and after school childcare program for all students.</p>






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 <p>Student Supports and Services:</p>	<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>
 <p>Student Health and Wellness:</p>	<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>
 <p>Parent and Community Involvement:</p>	<p>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 activities. We are looking for parents for the following committees;</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>We want to hear from our parents! At the conclusion of each school year we distribute parent surveys to our parents. Their feedback informs our decision making towards various aspects of school operations, student management, parent communications and involvement.</p>
 <p>Facilities:</p>	<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>



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Welcome to the 2017-2018 school year! Roland Rogers Elementary School is an innovative, productive, successful Professional Learning Community where the faculty, staff, parents and the administration work collaboratively to increase student achievement, challenge our students academically, build good citizenship and recognize the cultural diversity of the school. 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 program, Bullying Busting lessons, The Good Citizen program, STARRs, Anti-Bullying Awareness activities, the Roland Reads and Roland Reads, Jr. Programs. Roland Roger's has an "open door" policy when it comes to inviting parents into the school and classrooms for programs, school events and special occasions. This year we are continuing this practice and expanding opportunities for parents to become more involved within the school community, and better informed through our "Partnering with Parents" initiative. 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."



Other Information: