



J. Harvey Rodgers School (15-1730-080)

2019-2020

County: Gloucester

Principal: Mrs. Danielle Sochor

District: Glassboro School District

[School Website](#)

301 Georgetown Rd
Glassboro, NJ 08028

856-652-2700



252
Total Students



PK-KG
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2019-2020: The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2019-2020 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth Data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

A new "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2019-2020" sections.

School Performance Report Resources:

The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- New [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports



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Report Key:

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- N** No Data is available to display
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Overview & Resources

School Contact Information

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

Type	Contact Information
County	Gloucester
District	Glassboro School District
Principal Name	Mrs. Danielle Sochor
Address	301 Georgetown Rd, Glassboro, NJ 08028
Phone Number	856-652-2700
Email Address	dsochor@gpsd.us
Website	www.gpsd.us/Domain/318
Facebook	http://www.facebook.com/jhrodersglassboronj

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Demographics

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

Enrollment Trends by Grade

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

Grade	2017-18	2018-19	2019-20
PK	142	127	124
KG	133	142	128
Total	276	269	252

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Student Group	2017-18	2018-19	2019-20
Female	49.3%	50.6%	48.5%
Male	50.7%	49.4%	51.5%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	47.5%	50.9%	42.5%
Students with Disabilities	17.0%	19.0%	17.5%
English Learners	4.3%	0.0%	6.0%
Homeless Students	1.8%	0.4%	2.0%
Students in Foster Care	2.2%	0.4%	1.2%
Military-Connected Students	0.4%	0.4%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2017-18	2018-19	2019-20
White	42.8%	34.9%	36.9%
Hispanic	9.8%	20.1%	20.6%
Black or African American	27.5%	27.9%	30.6%
Asian	2.2%	4.5%	4.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	1.1%	0.0%	0.0%
Two Or More Races	16.7%	12.6%	7.5%



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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	2017-18	2018-19	2019-20
PK - Half Day	136	117	47
PK - Full Day	6	10	77
KG - Half Day	0	0	0
KG - Full Day	133	142	128

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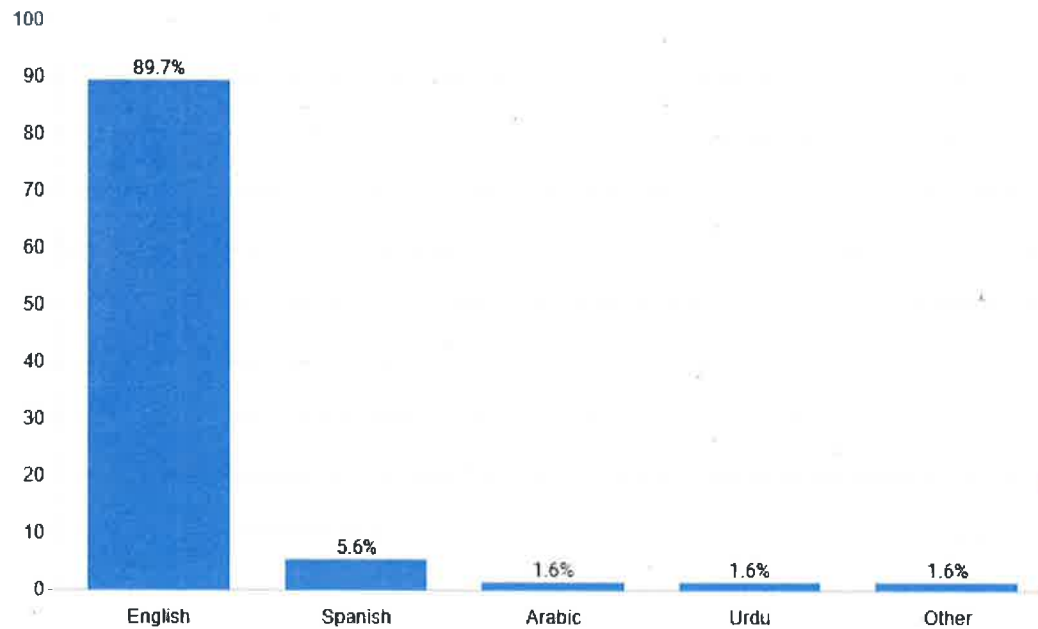
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Enrollment by Home Language

This chart 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. To see this data in a table, click the Table View option below the chart.





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Academic Achievement

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2019-20.

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.

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Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2019-20: Due to the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.

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Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2019-20: Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Important note for 2019-20: Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category) HIB Alleged HIB Confirmed Total HIB Investigations

Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N	N	N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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

N

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Climate and Environment

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.

Important note for 2019-20: The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

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. 0 Mins.
Shared Time - Instructional Time	N

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined by the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	119,170
Average years experience in public schools	16.2	12.3
Average years experience in district	13.0	11.0
Percentage of Teachers with 4 or more years experience in the district	76.2%	75.8%
Number of out-of-field teachers	0	2,276

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,574
Average years experience in public schools	17.1	16.2
Average years experience in district	11.9	12.3
Percentage of Administrators with 4 or more years experience in the district	75.0%	77.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	10:1
Students to Administrators	126:1	96:1
Teachers to Administrators	11:1	9:1
Students to Librarians/Media Specialists		1916:1
Students to Nurses		383:1
Students to Counselors		213:1
Students to Child Study Team Members		274:1



Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	100.0%	100.0%	48.5%	77.0%	55.5%
Male	51.5%	0.0%	0.0%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	36.9%	85.7%	50.0%	41.4%	83.2%	77.0%
Hispanic	20.6%	4.8%	0.0%	30.5%	7.6%	7.4%
Black or African American	30.6%	9.5%	50.0%	15.1%	6.6%	14.1%
Asian	4.4%	0.0%	0.0%	10.2%	2.1%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.5%	0.0%	0.0%	2.4%	0.2%	0.2%

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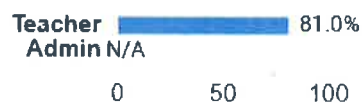
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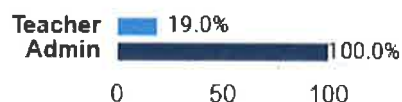
Teachers and Administrators - Level of Education

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

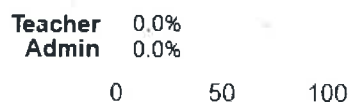
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2018-19 Teachers: Same district 2019-20	88.6%	90.7%
2018-19 Administrators: Same district 2019-20	84.2%	87.8%



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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2019-20 School-Level Per Pupil Expenditures by Source](#)

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

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Narrative

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



Highlights:

- JHR is an Early Child Development Center that houses a full day PreK and Kindergarten program. Our PreK program is being funded through NJ's PEA and utilizes Teaching Strategies Creative Curriculum
- ELA data is collected using F&P, DIBELS, progress monitoring and running records. Phonemic Awareness is taught through Foundations. Strategies for Writers focuses on the four genres of writing.
- Special Areas are Library, Music, and Gym. Schoolwide Positive Behavioral Interventions and Supports (PBIS) is used to ensure the behavioral success of all students.



Mission, Vision, Theme:

Each child brings to school his or her own unique experiences, abilities and needs. We build on each child's strengths, while providing an environment rich with new ideas and experiences designed to encourage growth. Our program is developmentally based; that is, it is designed for the age group served and is implemented with attention to the needs and differences of the individual children enrolled. Through structured activities and play, children are encouraged to explore and learn. We believe that school should be a positive, enjoyable experience for children, and that it is critical to each child's success to feel safe, encouraged and loved.

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Courses, Curriculum, Instruction:

Our curriculum focuses on concepts and skills that are appropriate to each child's age or stage of development and which encourage social, emotional, physical and intellectual growth. Included are concrete, relevant, hands-on activities and experiences, which provide meaningful learning. Recognizing that children grow in predictable stages, we treat each child as an individual, working from the level each child has attained and moving forward a step at a time. Classroom routines encourage active involvement, meaningful experimentation, and reinforcement through repetition. Schedules are designed which balance structure, as well as active and quiet times. Specific curricula are developed for each of our programs: preschool handicapped, pre-kindergarten, full day kindergarten, and special needs kindergarten.



Student Supports and Services:

To accommodate the needs of all students, the Rodgers School provides many ancillary programs as well. Ancillary programming at J. Harvey Rodgers includes music, physical education, and science. Academic supports include 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.

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Student Health and Wellness:

At Rodgers School you will also find active, child-centered character education programming based on Schoolwide Positive Behavioral Interventions and Supports (PBIS) 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. This includes the selection of a Student of the Month from every classroom and opportunities for positive reinforcement through the Bulldog Buddies program.



Parent and Community Involvement:

J. Harvey Rodgers School continues to work with Rowan University as a Professional Development School (PDS) to provide professional preparation of teacher candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning. Our Early Childhood Advisory Council (ECAC) serves as a platform to promote community collaboration and strengthen family involvement through four meetings throughout the school year. In addition to our ECAC meetings, our prekindergarten parents have an opportunity to participate in our Parent Academy Workshops that are offered monthly. These workshops are presented by our Community Parent Involvement Specialist and Master Teacher.

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Narrative

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



Facilities:

1950s



School Safety:

We have a Student Resource Officer (SRO) who is at the building daily. This individual has created a school safety program and eats lunch with the students on a regular basis.

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Narrative

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Technology and STEM:

Classrooms have document camera and projectors to incorporate technology.



Early Childhood Education:

Our prekindergarten program is in its 1st year of being funded through the New Jersey's Department of Education's Preschool Expansion Aid (PEA). Our prekindergarten program and kindergarten program are both full day programs. The prekindergarten students include students who are 4 years old and 3 years old students with an Individualized Education Program through Early Intervention.

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Narrative

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



Learning During COVID-19:

Starting with the 2020-2021 school year, all students in prekindergarten and kindergarten will be provided with a one to one Chromebook device. Implementation of Seesaw for our Kindergarten students will further enhance family communication by keeping students work all in once place and building trust and support with ongoing visibility into student learning. Our Prekindergarten families will utilize The Creative Curriculum The Cloud which focuses on social-emotional learning while delivering academic rigor alongside cognitive skills, meaningful interactions, peer relationships, and physical well-being. Our Prekindergarten families will also actively engage in ReadyRosie, which uses video modeling and mobile technology to build partnerships between families and educators to promote school readiness.