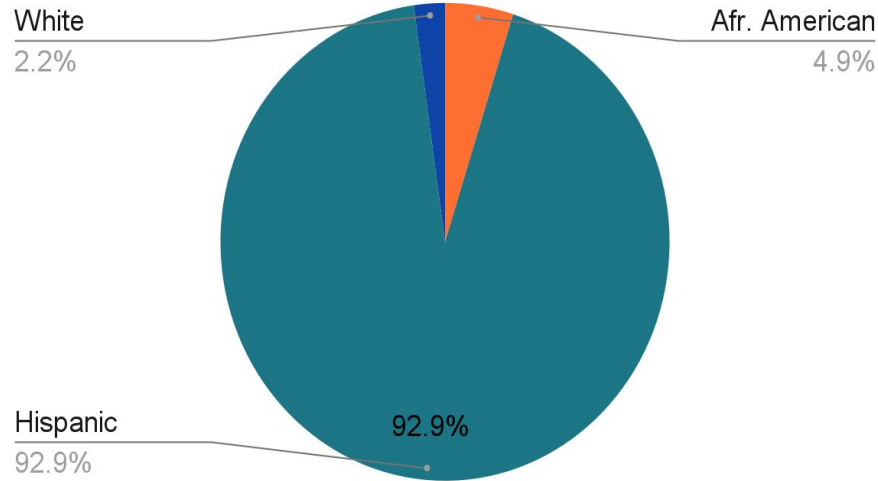


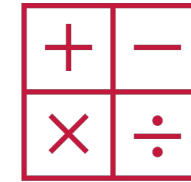
# Rogers Heights Elementary School



## Student Enrollment Data by Race and Ethnicity



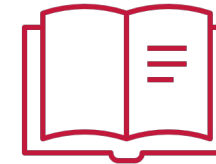
**458**  
Enrollment



**76%**  
Math Student Growth



**93.7%**  
Attendance Rate



**71.5%**  
English Language Arts Student Growth



**N/A**  
Graduation Rate



**54.2%**  
English Learners Making Progress Towards Learning English

| Students by the Numbers |                                  | Current partners engaged with the community...  |
|-------------------------|----------------------------------|---|
| 0                       | ADA 504                          | <b>19 Partners and Growing</b> <ul style="list-style-type: none"> <li>Bowie Produce</li> <li>Social Services Department</li> <li>Elaine Ellis</li> <li>University of Maryland, College Park</li> <li>Walmart</li> </ul> |
| 329                     | FARMS/Economically Disadvantaged |   |
| 343                     | Multilingual Learners            |   |
| 0                       | Students with Disabilities       |   |
| 0                       | Talented and Gifted Students     |   |



Who participated in our Assets and Needs Assessment?



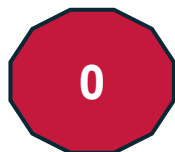
Students



Families



Staff



Community Members

# Rogers Heights Elementary School



## What did we learn?



### Student Feedback

- The data indicated mixed feelings among students, with only one-third consistently seeing a connection between school learning and real life.
- Feel heard and involved, especially in decision-making and relationships with staff.
- The majority of students perceive the school as a welcoming, inclusive, and caring environment, especially in terms of communication, honesty with adults, and cultural inclusion.



### Staff Feedback

- Staff perceive that students sometimes or often see this connection, though not universally.
- Believe they foster inclusion and openness, but see limited family leadership and voice.
- Acknowledge existing systems (especially for academics/behavior), but individualized supports are underutilized.
- Lower scores related to cultural reflection (61.5%) and communication clarity (84.6%) point to opportunities for the school to further integrate culturally responsive teaching practices and ensure consistent, accessible communication with all families.

### Family Feedback

- Families appear generally positive, with almost 90% recognizing a connection at least sometimes.
- Feel welcomed and mostly informed, but less empowered in leadership and decision-making.
- Families feel slightly less included and are less involved in volunteering or decision-making. However, they remain open and willing to become involved in the school.



### Community Feedback

N/A

## Priorities and Opportunities

Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities



- Rigorous, Community-Connected Instruction is valued by families and staff but needs better alignment or visibility for students.
- Expanded Learning Opportunities are highly recognized and appreciated across all groups, especially students, suggesting strength in that area.
- This suggests the school is succeeding in offering enriching programs, but could benefit from strategies to help students more clearly see the real-world relevance of their classroom learning.

Collaborative Leadership, Shared Power, and Voice



Rogers Heights will create clearer, more accessible leadership and decision-making roles for families and students to deepen shared power.

Integrated Systems of Support



While staff believe supports are in place, families and especially students show signs of limited awareness and access. This highlights a disconnect between service availability and its visibility or effectiveness for those it's meant to support. Addressing this requires stronger communication, inclusive leadership, and targeted outreach to ensure all stakeholders are engaged and supported.

Culture of Belonging, Safety, and Care



Improving family engagement and addressing academic support proactively would strengthen this culture of care and inclusiveness even more.

Powerful Student and Family Engagement



Increasing the use of more personal, preferred communication methods would strengthen trust and partnership between families and the school.