

Anchorage School District
2011-12 School Report Card for Rogers Park Elementary School

1400 E. Northern Lights Blvd., Anchorage, AK 99508-4281
Phone: 907-742-4800 Fax: 907-742-4815 www.asdk12.org



Principal
Denise Demetree

Rogers Park Elementary School promotes instructional excellence through a student-oriented program, focusing on the development of each individual child. The community of Rogers Park strives to create a safe environment where children may reach their full potential as lifelong learners. Diversity is understood, celebrated, and accommodated.

Community members work together responsibly in an atmosphere of cooperation and mutual respect. Recognizing that students have unique learning styles, Rogers Park affords opportunities for success with access to special services and resources for students who are exceptional. Two educational programs exist at Rogers Park: a K-6 neighborhood program and a K-6 Highly Gifted program. Cooperation and collaboration of school professionals, parents, community members, and school business partners ensure support for each student's academic growth and social development.

School Goals for 2011-12

Rogers Park Elementary will decrease the percentage of students considered "non-proficient" in writing in Grades 3-6 by 10 percent on the 2011-12 Standards Based Assessment. Based on the 2010-11 school year, 78.85 percent of our students are proficient in writing.Partially Attained

Rogers Park Elementary will decrease the percentage of students considered "non-proficient" in mathematics in Grades 3-6 by 10 percent on the 2011-12 Standards Based Assessment. Based on the 2010-11 school year, 79.23 percent of our students are proficient in math.Partially Attained

Rogers Park Elementary will improve on the School Climate and Connectedness Survey results in all areas being surveyed. Comparing the 2010-11 results, we will increase to the level of meeting or exceeding the district ranges in both Overall Climate and Overall Connectedness.Partially Attained

Our school helps students succeed through quality staff, parent involvement and community partnerships.

Parent Involvement

Parents play a crucial role in establishing school goals and making sure their children do well in school. Principals are required to share their school achievement data with parents and they actively seek parents' suggestions, comments and participation in setting annual school goals. For schools that did not make Adequate Yearly Progress, principals will also work with parents and staff to develop detailed school improvement plans. Contact your school's principal for information on how parents can become involved in these activities.

School Business Partners

Village Inn, Northern Lights Blvd.
ARCTiCOM
Bagoy's Florist and Home
David Green Master Furrier
Dimond Center
Moose's Tooth

Community Volunteers

Parents and other community members volunteered an average of 50 hours per week in the school.

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Rogers Park Elementary School Characteristics

	School	District
Attendance Rate	93.45%	92.91%
Retention Rate K-8	1.11%	0.35%
Transiency Rate	21.03%	26.33%
Percent Economically Disadvantaged	35.74%	45.59%
Average Weekly Volunteer Hours	50	5,217*
4-year Cohort Graduation Rate – Preliminary as of 8/7/2012	N/A	72.77%
Dropout Rate – Preliminary as of 8/7/2012	N/A	4.87%
Percent change in Enrollment	3.34%	-0.79%
School Business Partnerships	7	N/A

*District totals are calculated based on the sum of the Average Weekly Volunteer Hours at all schools.

ASD Teacher Qualification Information (2011-12)

	School	District
Number of teachers	40	3412
Fully licensed teachers	100%	100%
Teachers with advanced degrees	30%	39%
National Board Certified teachers	1	51
Classes taught by highly qualified teachers	100%	97%

School Climate & Connectedness Survey

	Parent		Student	
	#	%	#	%
Participation rate	112	20.86%	113	66.08%

Note: Data collected for the Parent Survey includes parents of students grades K-12.
 Data collected for the Student Survey includes students' grades 5-12.

Elementary, Middle and K-8 schools

TerraNova: The TerraNova is a standardized norm-referenced test used to provide information about students' achievement in various areas of the curriculum. When standardized tests are administered, the scores compare your student's performance with all other students who took the same test in the national norm group.

Rogers Park Elementary School Terra Nova
Number and percentage of students in each quartile

	Top quarter 76-99		Third quarter 51-75		Second quarter 26-50		Bottom quarter 1-25		Percentile Rank
	#	%	#	%	#	%	#	%	
Reading									
Grade 5	50	58.14%	7	8.14%	12	13.95%	17	19.77%	75
Language									
Grade 5	42	48.84%	20	23.26%	6	6.98%	18	20.93%	68
Mathematics									
Grade 5	52	60.47%	9	10.47%	14	16.28%	11	12.79%	76

Alaska Standards Based Assessment

The Alaska Standards Based Assessments (SBAs) are statewide tests designed to provide information about what students know and are able to do in reading, writing, mathematics and science. They estimate the degree to which students haven't mastered the Academic Performance Standards as outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system. Charts detailing this information are here and on the following page(s).

Two-year SBA comparison for Rogers Park Elementary School						
	% Proficient		% Not proficient		# Tested	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
Reading						
Grade 3	84.93%	82.54%	15.07%	17.46%	73	63
Grade 4	85.00%	77.91%	15.00%	22.09%	60	86
Grade 5	84.44%	89.87%	15.56%	10.13%	90	79
Grade 6	89.53%	86.90%	10.47%	13.10%	86	84
Writing						
Grade 3	70.83%	69.84%	29.17%	30.16%	72	63
Grade 4	83.33%	75.58%	16.67%	24.42%	60	86
Grade 5	77.78%	83.54%	22.22%	16.46%	90	79
Grade 6	88.24%	84.52%	11.76%	15.48%	85	84
Math						
Grade 3	72.60%	73.02%	27.40%	26.98%	73	63
Grade 4	81.97%	83.91%	18.03%	16.09%	61	87
Grade 5	78.65%	79.75%	21.35%	20.25%	89	79
Grade 6	85.88%	78.57%	14.12%	21.43%	85	84
Science						
Grade 4	70.49%	64.77%	29.51%	35.23%	61	88

Note: SBA data is preliminary as of 6/13/2012.

Rogers Park Elementary School Report Card

Rogers Park Elementary School 2011-12 Standards Based Assessments

Reading												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	55.66%	38.14%	35.51%	30.42%	43.83%	43.35%	9.71%	12.27%	13.46%	4.21%	5.77%	7.68%
Female	54.73%	42.90%	39.56%	34.46%	42.91%	43.03%	7.43%	10.01%	11.42%	3.38%	4.18%	5.99%
Male	56.52%	33.63%	31.66%	26.71%	44.69%	43.66%	11.80%	14.40%	15.39%	4.97%	7.28%	9.29%
African American	0.00%	23.42%	24.70%	66.67%	49.61%	50.45%	27.78%	18.20%	17.35%	5.56%	8.77%	7.49%
Alaska Native/ American Indian	33.33%	18.72%	14.28%	38.89%	48.66%	41.99%	27.78%	20.22%	25.86%	0.00%	12.40%	17.87%
Asian/Pacific Islander	30.23%	24.06%	26.77%	46.51%	48.60%	49.64%	16.28%	19.32%	16.98%	6.98%	8.03%	6.62%
Caucasian	77.02%	52.41%	48.25%	18.63%	37.96%	40.87%	3.11%	6.73%	7.20%	1.24%	2.90%	3.69%
Hispanic	21.74%	28.80%	30.71%	43.48%	50.00%	49.90%	17.39%	14.24%	13.12%	17.39%	6.96%	6.27%
2 or more races	52.17%	34.95%	35.31%	32.61%	46.53%	47.31%	8.70%	12.65%	11.62%	6.52%	5.87%	5.76%
Economically disadvantaged	24.51%	23.82%	22.03%	45.10%	49.06%	46.12%	18.63%	17.96%	19.82%	11.76%	9.16%	12.03%
Students with disabilities	25.64%	9.61%	9.35%	28.21%	37.69%	35.86%	25.64%	29.54%	29.53%	20.51%	23.16%	25.26%
Limited English proficient	10.00%	12.64%	2.34%	56.00%	49.03%	28.90%	22.00%	25.65%	38.20%	12.00%	12.68%	30.55%
Migrant education	40% or fewer	25.99%	20.64%	40% or fewer	48.11%	45.58%	60% or more	17.64%	20.79%	40% or fewer	8.26%	12.99%

Writing												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	51.47%	36.85%	32.42%	28.66%	42.22%	42.09%	17.59%	18.20%	21.75%	2.28%	2.72%	3.74%
Female	55.48%	44.75%	39.74%	26.71%	39.56%	40.30%	16.44%	14.16%	17.61%	1.37%	1.54%	2.35%
Male	47.83%	29.38%	25.48%	30.43%	44.75%	43.79%	18.63%	22.03%	25.66%	3.11%	3.84%	5.07%
African American	5.56%	22.78%	23.21%	44.44%	45.56%	46.84%	44.44%	26.78%	26.09%	5.56%	4.89%	3.86%
Alaska Native/ American Indian	35.29%	16.43%	12.81%	29.41%	45.73%	37.93%	35.29%	31.83%	40.23%	0.00%	6.00%	9.04%
Asian/Pacific Islander	38.10%	27.27%	29.43%	33.33%	45.19%	45.32%	23.81%	24.02%	22.24%	4.76%	3.51%	3.02%
Caucasian	68.94%	49.55%	43.17%	22.36%	38.27%	41.76%	7.45%	10.85%	13.33%	1.24%	1.33%	1.74%
Hispanic	13.04%	28.96%	29.16%	39.13%	45.96%	47.25%	39.13%	21.90%	20.66%	8.70%	3.18%	2.93%
2 or more races	45.65%	32.88%	31.80%	34.78%	44.71%	46.16%	19.57%	19.59%	19.53%	0.00%	2.81%	2.50%
Economically disadvantaged	20.79%	23.18%	19.97%	40.59%	45.99%	43.16%	32.67%	26.36%	30.87%	5.94%	4.47%	6.00%
Students with disabilities	23.08%	8.96%	7.41%	20.51%	39.28%	37.50%	46.15%	41.39%	43.91%	10.26%	10.37%	11.18%
Limited English proficient	8.00%	14.34%	2.58%	42.00%	47.04%	27.94%	44.00%	33.65%	55.48%	6.00%	4.97%	14.00%
Migrant education	40% or fewer	24.18%	19.23%	40% or fewer	47.45%	42.44%	60% or more	24.59%	31.78%	40% or fewer	3.78%	6.54%

Note: District and State data includes only those grades tested at this school.
SBA data is preliminary as of 6/13/2012.

*Results cannot be published without releasing personally identifiable information.

Mathematics												
	% Advanced			% Proficient			% Below			%Far Below		
Student group	School	District	State	School	District	State	School	District	State	School	District	State
All students	59.42%	41.12%	37.05%	20.45%	34.79%	35.00%	9.09%	12.74%	14.11%	11.04%	11.35%	13.84%
Female	57.53%	41.28%	37.49%	23.29%	35.94%	36.05%	7.53%	12.34%	13.67%	11.64%	10.44%	12.79%
Male	61.11%	40.98%	36.63%	17.90%	33.69%	34.00%	10.49%	13.11%	14.53%	10.49%	12.22%	14.84%
African American	22.22%	21.19%	22.47%	27.78%	38.41%	39.29%	11.11%	18.87%	19.12%	38.89%	21.52%	19.12%
Alaska Native/ American Indian	41.18%	23.88%	18.07%	11.76%	37.43%	33.82%	23.53%	18.91%	20.43%	23.53%	19.78%	27.69%
Asian/Pacific Islander	36.36%	32.84%	35.13%	36.36%	36.60%	36.60%	13.64%	15.92%	15.21%	13.64%	14.65%	13.05%
Caucasian	77.99%	54.14%	47.76%	13.21%	31.51%	34.04%	5.66%	8.51%	10.54%	3.14%	5.84%	7.67%
Hispanic	16.67%	30.82%	31.63%	41.67%	38.86%	39.73%	12.50%	14.24%	14.50%	29.17%	16.08%	14.14%
2 or more races	60.87%	37.39%	37.95%	19.57%	36.57%	36.78%	8.70%	14.60%	14.41%	10.87%	11.45%	10.86%
Economically disadvantaged	33.01%	27.70%	24.62%	25.24%	37.54%	36.16%	18.45%	17.17%	18.39%	23.30%	17.59%	20.82%
Students with disabilities	28.21%	12.37%	11.45%	17.95%	29.92%	28.91%	12.82%	22.14%	23.66%	41.03%	35.57%	35.98%
Limited English proficient	9.43%	18.31%	5.26%	39.62%	38.77%	26.67%	26.42%	20.10%	25.01%	24.53%	22.82%	43.06%
Migrant education	40% or fewer	31.19%	26.24%	40% or fewer	37.92%	35.98%	40% or fewer	15.19%	16.94%	60% or more	15.70%	20.85%

Science												
	% Advanced			% Proficient			% Below			%Far Below		
Student group	School	District	State	School	District	State	School	District	State	School	District	State
All students	42.62%	21.26%	19.33%	27.87%	32.25%	30.59%	14.75%	31.50%	30.91%	14.75%	14.99%	19.18%
Female	33.33%	19.01%	17.45%	30.00%	33.16%	32.00%	23.33%	32.99%	32.06%	13.33%	14.84%	18.49%
Male	51.61%	23.42%	21.12%	25.81%	31.38%	29.24%	6.45%	30.06%	29.81%	16.13%	15.14%	19.84%
African American	*	7.39%	6.99%	*	24.35%	26.34%	*	45.22%	43.82%	*	23.04%	22.85%
Alaska Native/ American Indian	*	6.04%	5.68%	*	23.83%	18.26%	*	41.28%	35.90%	*	28.86%	40.16%
Asian/Pacific Islander	22.22%	9.74%	11.27%	33.33%	22.98%	25.74%	22.22%	40.63%	39.82%	22.22%	26.65%	23.18%
Caucasian	59.38%	32.90%	28.45%	21.88%	39.10%	37.13%	12.50%	22.32%	25.15%	6.25%	5.68%	9.27%
Hispanic	40% or fewer	13.53%	14.22%	40% or fewer	29.47%	30.37%	40% or fewer	35.51%	35.38%	60% or more	21.50%	20.03%
2 or more races	30.00%	19.67%	20.79%	50.00%	32.10%	32.60%	10.00%	34.32%	32.47%	10.00%	13.91%	14.15%
Economically disadvantaged	18.18%	8.91%	9.47%	36.36%	27.37%	24.62%	13.64%	40.16%	36.62%	31.82%	23.55%	29.29%
Students with disabilities	28.57%	8.10%	6.95%	14.29%	19.37%	19.14%	0.00%	36.97%	36.59%	57.14%	35.56%	37.32%
Limited English proficient	15.38%	3.82%	0.38%	30.77%	19.80%	3.83%	15.38%	42.29%	32.54%	38.46%	34.09%	63.25%
Migrant education	*	8.86%	9.10%	*	24.05%	22.69%	*	45.99%	36.57%	*	21.10%	31.64%

Note: District and State data includes only those grades tested at this school.

SBA data is preliminary as of 6/13/2012.

*Results cannot be published without releasing personally identifiable information.

Rogers Park Elementary School Report Card

Rogers Park Elementary School 2011-12 Standards Based Assessments

(continued)
Rogers Park Elementary School Attendance rate

	Total Tested	% Tested		
	School	School	District	State
All students	312	99.05%	98.60%	99.20%
Female	148	98.67%	98.96%	99.45%
Male	164	99.39%	98.25%	98.97%
African American	18	100.00%	99.13%	99.31%
Alaska Native/ American Indian	18	94.74%	97.77%	98.84%
Asian/Pacific Islander	45	100.00%	98.58%	99.03%
Caucasian	161	99.38%	98.68%	99.38%
Hispanic	24	100.00%	98.51%	99.13%
2 or more races	46	97.87%	98.71%	99.32%
Economically disadvantaged	104	99.05%	98.68%	98.91%
Students with disabilities	39	92.86%	88.15%	94.33%
Limited English proficient	53	100.00%	99.08%	99.05%
Migrant education	*	*	100.00%	99.22%

	Attendance Rate
	State Target 85%
All students	93.45%
Female	93.46%
Male	93.44%
African American	94.81%
Alaska Native/ American Indian	90.13%
Asian/Pacific Islander	94.29%
Caucasian	93.18%
Hispanic	93.62%
2 or more races	94.27%
Economically disadvantaged	93.01%
Students with disabilities	93.72%
Limited English proficient	93.60%
Migrant education	91.84%

Note: District and State data includes only those grade levels tested at this school.
SBA data is preliminary as of 6/13/2012.

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Rogers Park Elementary School 2011-12 Adequate Yearly Progress Status Report

Does Not Meet AYP – Level 3

Attendance rate: Met

AMO for Language Arts: 82.88%

AMO for Mathematics: 74.57%

Group	Participation Rate				"FAY"	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	%	(C) Met	(D) Tested & Enrolled	(E) Proficient	(F) Percent Proficient	(G) Target	(H) Met AMO**	(I) Proficient	(J) Percent Proficient	(K) Target	(L) Met AMO**
All students	315	312	99.0%	Yes	281	240	85.4%	77.6%	Yes	227	80.8%	68.5%	Yes
AF AM	18	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	19	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/OPI	45	45	100.0%	Yes	36	29	80.6%	68.3%	Yes	27	75.0%	57.7%	Yes
White	162	161	99.4%	Yes	153	147	96.1%	75.8%	Yes	137	89.5%	66.4%	Yes
Hispanic	24	24	100.0%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 or more races	47	46	97.9%	Yes	42	35	83.3%	69.3%	Yes	35	83.3%	58.9%	Yes
EDS	105	104	99.0%	Yes	84	54	64.3%	73.3%	Yes-SH	50	59.5%	63.5%	No
SWD	42	42	100.0%	Yes	39	20	51.3%	68.8%	No	18	46.2%	58.3%	No
LEP	53	53	100.0%	Yes	39	23	59.0%	68.8%	Yes-SH	19	48.7%	58.3%	No

Note: N/A is used to indicate: (1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation. (2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed. * For the groups where the number enrolled is less than or equal to 50, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years. ** When a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor. *** The results cannot be published without releasing personally identifiable protocol.

District Adequate Yearly Progress

According to the Elementary and Secondary Education Act, ASD is in its seventh year of Level 4 corrective status. In 2011-12, the All Students, African-American, Alaska Native, Two or More Races, Low Income, Disabled and Limited English Proficient student groups did not meet AYP in both language arts and math performance. The Asian and Hispanic student groups did not meet AYP in math performance only. Additionally, the district did not meet the 85 percent graduation rate threshold. Parents are strongly encouraged to participate in the development of school and district improvement plans that address the achievement of all students.

This AYP document was prepared by the ASD Assessment and Evaluation Department, 8/14/2012.

Detailed information regarding the district's performance is available in the Profile of Performance. More school report card information is available at www.eed.state.ak.us/its/assessment. This document and the district report card are available online at www.asdk12.org/depts/assess_eval or through the Communications Department, 742-4153.