



School District of the City of Pontiac

Kelley J. Williams, Superintendent

SCHOOL ANNUAL EDUCATION REPORT (AER) COVER LETTER

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Rogers Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact my office for assistance at 248.451.7850.

The AER is available for you to review electronically by visiting our website at www.pontiac.k12.mi.us (under our particular school page), or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

It is Rogers' mission to provide the highest quality educational experience for our students. Our most recent state data indicates a small increase in proficiency for some grade levels and subject areas; however, our students have challenges in Science.

In order to improve student learning and address this identification and our areas of challenge, we are providing, among many other programs/initiatives:

1. building specific instructional initiatives;
2. behavior intervention specialists;
3. intervention intercessions for students in November 2016, March 2017;
4. additional content area support services during the school day (intervention specialists) and/or after-school (tutoring session);

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5. additional time for a very committed staff to plan and implement, with fidelity, instructional, intervention and behavioral support initiatives in the classroom;
 6. additional training to staff in order to enhance instruction to the needs of each individual student (instructional coaches);
 7. leadership training to both school-level and district-level administrators;
 8. training and implementation of The Blueprint for Turnaround; and
 9. training and partnership creation between school-level and district-level administrators.

We are continuously working to improve teaching and learning. The school is encouraging parents to be involved in their child's education by monitoring their homework; communication, face-to-face, with teachers; as well as, participating in school projects and various school committees.

State law requires that we also report additional information for the two (2) most recent years on the below areas:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Our school enrolls students from kindergarten through sixth grade. Students are assigned by the Office of Student Services based on home addresses within a school attendance area. Parents and guardians can obtain an enrollment packet from Student Services or contact our main office for assistance.

2. 3-5 YEAR SCHOOL IMPROVEMENT PLAN STATUS

Our school is currently implementing our comprehensive school-wide improvement plan. This plan was developed by a school improvement team made up of school administration, staff, parents and community. The team disaggregated a wide variety of data to better understand the needs of the school and developed goals and strategies to address those needs. Our staff is continually analyzing student achievement data to ensure the progress of the goals and strategies. The ultimate goal of our school improvement plan is to create an education that provides rigor at each child's individual level.

3. DESCRIPTION OF EACH SPECIALIZED SCHOOL – n/a

Rogers Elementary School was built in 1957 and is located in the northeast side of the City of Auburn Hills. Enrollment included 338 students in 2015-2016 school year and 410 students in 2016-2017 school year. Our excellent staff, parents and community are dedicated to helping all students reach their maximum potential.



4. OUR CORE CURRICULUM

- a. Our Core Curriculum is housed on our Atlas Rubicon Curriculum Mapping system and is available for you to review by visiting our website at www.pontiac.k12.mi.us (left navigation section at the bottom).
- b. Copies of the core curriculum can be obtained by request from the office or by contacting our teaching staff.
- c. Our school utilizes a curriculum that is aligned with state and federal standards. To access the state core curriculum, please go to the following web page: <http://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>.

5. AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Information regarding our school's student achievement results can be located at www.mischooldata.org.

6. NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Our school schedules two parent/teacher conferences during the school year. The first is scheduled in the fall, after the first marking period in November. Over half our parents attended over the past two years. Parents have the availability to communicate with teachers via email, telephone or personal contacts.

I would like to thank and celebrate with our entire school community for all of their efforts to see that all of our students get the best possible education. Working together we will continue to see positive growth in our students' academic achievement. It is our belief that all students are special and deserve educational opportunities to enable each student to reach their maximum potential.

Our school staff and I encourage all parents and community members to review the information provided in this letter. Administrators, staff and students are encouraged by the positive results and look forward to continued success in the future.

Sincerely,



Arlee Ewing
School Instructional Leader