



School Annual Education Report (AER) Cover Letter

February 18, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 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 Principal [Andrea Hasse](#), 248-837-8800, for assistance.

The [Rogers Elementary School AER](#) is available for you to review electronically or you may review a copy in the main office.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

Our current challenges involve students performing below benchmark in reading and/or math as documented on our achievement test data. Rogers Elementary is working on key initiatives to accelerate student achievement and close gaps. Through our intentional implementation of Multi-Tiered Systems of Support (MTSS), we ensure that every student receives personalized and targeted interventions based on their unique needs. By using data-driven decision-making, our MTSS framework allows us to identify students who may require additional support and proactively offer tiered interventions at the appropriate level. We have additionally committed to explicitly teaching the whole child using our *Leader in Me* curriculum which promotes prosocial behaviors through daily lessons which provide a variety of opportunities for students such as: problem solving, collaboration, and goal setting.

State law also requires we report on the following:

1. Process for Assigning Pupils to the School

Rogers is a neighborhood school with the following boundaries in the City of Berkley:

North of 11 Mile, East of Coolidge, South of 12 Mile, West of Woodward Berkley

Students who live outside of the Berkley School District boundaries have the option to apply for enrollment through the Schools of Choice (SOC) process – see [SOC information online](#)

2. Status of the 3-5 Year School Improvement Plan

Rogers' School Improvement Plan is updated annually and all of our goals are focused on improving instruction leading to positive student outcomes, providing programming that supports a school culture of social emotional well-being, and continuously increasing opportunities for students. We are focused on creating a school-wide behavior matrix that provides restorative learning opportunities for our students.

3. Core Curriculum

Our "Berkley High School Profile" serves as our guide for curriculum planning and for developing student learning assessments as we prepare students to take their place in the adult world. As we strive to meet our goals, we are also guided by our mission, the District's Strategic Plan and Portrait of a Learner, and the Common Core State Standards. Supporting our excellent teaching staff, technology also plays an important role in instruction and learning. Technology is widely available to staff and students throughout the district and is utilized across the curriculum. In addition, all students K-12 enjoy a robust Fine Arts curriculum including band, orchestra, choir and art.

Please visit our [Teaching & Learning website](#) to view the full district report and information regarding curriculum.

4. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests

[Rogers' M-STEP test scores for 2023-24](#) are available in the Rogers Annual Report.

5. Parent/Teacher Conferences Data

2022-23: 96% (in person) / Spring 2023 (virtual/optional) = 64% of Rogers elementary parents/guardians attended fall and spring conferences.

2023-24: 96% (in person) / Spring 2024 (virtual/optional) = 53% of Rogers elementary parents/guardians attended fall and spring conferences.

As a Professional Learning Community, the Rogers staff works collaboratively to ensure the academic and social/emotional success of our students. We firmly believe that all students can learn and work hard to meet their varying needs. Rogers teachers are certified and highly qualified under the State of Michigan & NCLB guidelines. As a staff, we celebrate being lifelong learners and model learning for our students by providing consistent professional development opportunities that support building and district goals.

Rogers Elementary staff is committed to continual improvement as professionals to better serve our students and advance the learning opportunities we provide. We are committed to providing all students with a learning environment where they feel safe, supported, and encouraged to grow. Thank you to our parents, staff and community for their continued support in our efforts.

Please [visit our school website](#) to learn more about our school.

With Raccoon Pride,



Andrea Hasse

Principal

Rogers Elementary School