

# Rilke Schule Charter School

## About Our Students

| Rilke Schule Charter School Characteristics |        |          |                                            |
|---------------------------------------------|--------|----------|--------------------------------------------|
|                                             | School | District | Source of Information                      |
| Membership                                  | 214    | 48,837   | Fall OASIS                                 |
| Capacity                                    | N/A    | N/A      | 2009-19 ASD Capital Improvement Plan       |
| Attendance Rate                             | 93.54% | 92.76%   | NCLB Summer Data Collection                |
| Retention Rate K-8                          | 0.00%  | 0.37%    | SMS and NCLB Summer Data Collection        |
| Transiency Rate                             | 21.19% | 26.05%   | NCLB Summer Data Collection                |
| Economically Disadvantaged                  | 6.07%  | 35.58%   | Fall OASIS                                 |
| Average Weekly Volunteer Hours              | 167    | 5,136    | Department of Education Report Card Report |
| Dropout Rate - EED's Regulation Calculation | 6.67%  | 3.57%    | NCLB Summer Data Collection & Fall OASIS   |
| Students Taking the Alternate Assessment    | 0      | 266      | SMS                                        |
| Change in Enrollment                        | 15.68% | -0.04%   | Fall OASIS                                 |

## Elementary, Middle & 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.

| 2008-09 Rilke Schule Charter School TerraNova 3rd Edition Grade 5 |                   |          |                   |          |                   |          |                   |          |                  |          |
|-------------------------------------------------------------------|-------------------|----------|-------------------|----------|-------------------|----------|-------------------|----------|------------------|----------|
|                                                                   | Above Average     |          | Average           |          |                   |          | Below Average     |          | NP of Mean NCE** |          |
|                                                                   | % in 4th Quartile |          | % in 3rd Quartile |          | % in 2nd Quartile |          | % in 1st Quartile |          |                  |          |
|                                                                   | Rilke Schule      | District | Rilke Schule      | District | Rilke Schule      | District | Rilke Schule      | District | Rilke Schule     | District |
| Reading                                                           | *                 | 24.98%   | 30.77%            | 24.55%   | 53.85%            | 23.75%   | *                 | 26.73%   | 51               | 50       |
| Language                                                          | 30.77%            | 25.10%   | *                 | 27.77%   | 38.46%            | 24.30%   | *                 | 22.84%   | 59               | 52       |
| Math                                                              | *                 | 22.68%   | 30.77%            | 28.08%   | 38.46%            | 24.62%   | *                 | 24.62%   | 58               | 50       |
| Grade 7                                                           |                   |          |                   |          |                   |          |                   |          |                  |          |
| Reading                                                           | *                 | 30.43%   | *                 | 31.79%   | 42.86%            | 24.16%   | *                 | 13.62%   | 49               | 61       |
| Language                                                          | *                 | 30.07%   | 42.86%            | 29.12%   | *                 | 24.81%   | *                 | 16.01%   | 64               | 58       |
| Math                                                              | *                 | 31.67%   | 57.14%            | 26.23%   | *                 | 24.56%   | *                 | 17.54%   | 68               | 58       |

\*Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

\*\*Based upon data from the CTB McGraw-Hill paper reports

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 Anchorage, AK

Anchorage School District  
 5530 E. Northern Lights Blvd.  
 Anchorage, AK 99504-3135



**Anchorage School District**  
*Educating All Students for Success in Life*

Detailed information regarding the school's performance is available in the Profile of Performance. This document and the district report card are available online at [www.asdk12.org/depts/assess\\_eval/](http://www.asdk12.org/depts/assess_eval/) or through the district Communications department, 742-4153.

# Anchorage School District

## 2008-2009

# School Report Card for Rilke Schule Charter School



Principal  
Crystal Wrabetz

Rilke Schule German School of Arts and Sciences Charter School was established in 2007. Our school engages students in grades K-8 through an enriched language curriculum taught primarily in German. Our teaching focus is on language, arts and sciences, fostering creative expression through drama, arts, music and

sports. With the support of parents and the extended family, our school creates a community, which is immersed in the German culture and promotes international awareness. Our school nurtures a child's natural curiosity and cultivates lifelong learning.

650 W International Airport Road  
 Anchorage, Alaska 99518  
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[www.asdk12.org](http://www.asdk12.org)

## School Goals

**Goal** **Level of attainment**

Teachers and aides will continue to train in mathematics methods. Students will make measurable gains in their abilities to problem solve and explain their thinking . . . . . Attained

Teachers and other staff will study, develop and implement a positive, character-building, school-wide discipline plan . . . . . Attained

Students will continue to make progress towards self-regulating discipline. Referrals to the office will decrease. Teachers will have buddy rooms and smart desks for student reflection and goal setting . . . . . Attained

Our school helps students succeed through the hiring, training, and retention of high quality staff as well as active parent participation, and quality 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.

## Community Volunteers

Parents and other community members volunteered 6,000 hours per year in the school.

## Adequate Yearly Progress

According to the No Child Left Behind Act, ASD as a whole is in its fourth year of Level 4 corrective status. In 2008-2009, the African-American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. The Asian and Hispanic sub-groups did not meet AYP in language arts only. Parents are invited to participate in the development of a district improvement plan that addresses the achievement of all students.

### Teacher Quality Information (2008-2009)

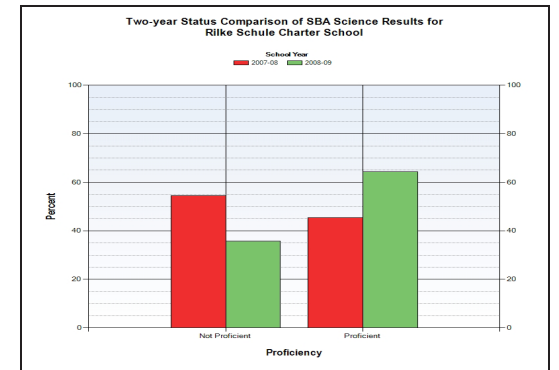
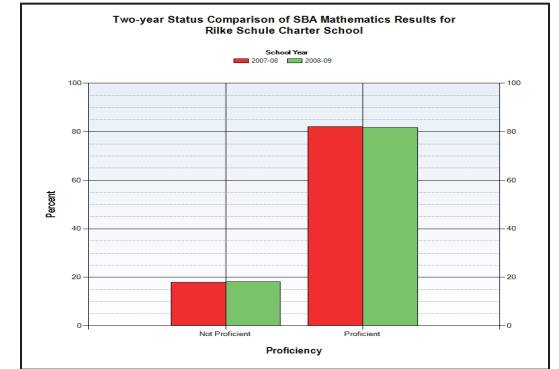
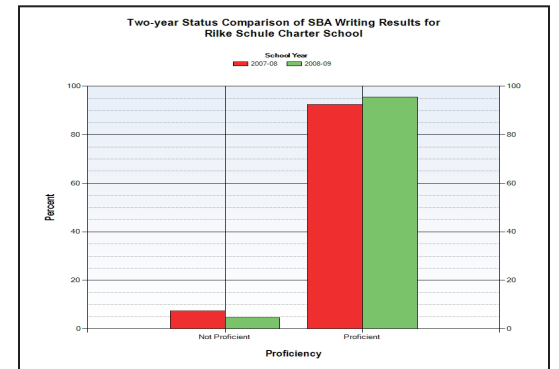
|                                           | # of teachers | % fully licensed | % with advanced degrees | # Nationally Board Certified | % of classes taught by "highly qualified teachers" |
|-------------------------------------------|---------------|------------------|-------------------------|------------------------------|----------------------------------------------------|
| <b>Rilke Schule German Charter School</b> | 11            | 100%             | 36%                     | 0                            | 76%                                                |
| <b>District Totals</b>                    | 3437          | 100%             | 44%                     | 43                           | 90%                                                |

## 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 have 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 comparing two years' results are at right.

| SBA Reading for Rilke Schule Charter School |                  |                      |
|---------------------------------------------|------------------|----------------------|
| Year                                        | Range Proficient | Range Not Proficient |
| 2007-08                                     | 95% or greater   | 5% or fewer          |
| 2008-09                                     | 94.32%           | 5.68%                |

Note: Ranges must be reported to prevent disclosing personally identifiable information



### Rilke Schule Charter School 2008-09 Adequate Yearly Progress Status Report

Meets AYP

AMO For Language Arts: 77.18%  
AMO For Mathematics: 66.09%

| Group        | Participation Rate     |                      |                        |                               | "FAY"<br>(D)<br>Tested & Enrolled<br>"FAY" | Language Arts Performance       |                                 |                  |                       | Mathematics Performance                  |                                          |                           |                                |
|--------------|------------------------|----------------------|------------------------|-------------------------------|--------------------------------------------|---------------------------------|---------------------------------|------------------|-----------------------|------------------------------------------|------------------------------------------|---------------------------|--------------------------------|
|              | (A)<br>Number Enrolled | (B)<br>Number Tested | Participation Rate (%) | (C)<br>Participation Rate Met |                                            | (E)<br>Percent Proficient on LA | (F)<br>Percent Proficient on LA | (G)<br>LA Target | (H)<br>Met AMO for LA | (I)<br>Percent Proficient on Mathematics | (J)<br>Percent Proficient in Mathematics | (K)<br>Mathematics Target | (L)<br>Met AMO for Mathematics |
| All Students | 88                     | 88                   | 100%                   | Yes                           | 83                                         | 78                              | 94%                             | 66.4%            | Yes                   | 67                                       | 80.7%                                    | 54%                       | Yes                            |
| AF. AM.      | <5                     | <5                   | N/A                    | N/A                           | N/A                                        | N/A                             | N/A                             | N/A              | N/A                   | N/A                                      | N/A                                      | N/A                       | N/A                            |
| AKNA/AI      | <5                     | <5                   | 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 | <5                     | <5                   | N/A                    | N/A                           | N/A                                        | N/A                             | N/A                             | N/A              | N/A                   | N/A                                      | N/A                                      | N/A                       | N/A                            |
| White        | 79                     | 79                   | 100%                   | Yes                           | 75                                         | 72                              | 96%                             | 65.9%            | Yes                   | 62                                       | 82.7%                                    | 53.4%                     | Yes                            |
| Hispanic     | <5                     | <5                   | N/A                    | N/A                           | N/A                                        | N/A                             | N/A                             | N/A              | N/A                   | N/A                                      | N/A                                      | N/A                       | N/A                            |
| ME           | <5                     | <5                   | N/A                    | N/A                           | N/A                                        | N/A                             | N/A                             | N/A              | N/A                   | N/A                                      | N/A                                      | N/A                       | N/A                            |
| EDS          | 5                      | 5                    | N/A                    | N/A                           | N/A                                        | N/A                             | N/A                             | N/A              | N/A                   | N/A                                      | N/A                                      | N/A                       | N/A                            |
| SWD          | 9                      | 9                    | N/A                    | N/A                           | N/A                                        | N/A                             | N/A                             | N/A              | N/A                   | N/A                                      | N/A                                      | N/A                       | N/A                            |
| LEP          | 10                     | 10                   | N/A                    | N/A                           | N/A                                        | N/A                             | N/A                             | N/A              | N/A                   | N/A                                      | N/A                                      | N/A                       | N/A                            |

Attendance Rate: Met 93.5% (Threshold is 85%)

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 40, 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 information based upon the EED reporting protocol.

This document was prepared by the ASD Assessment and Evaluation Department. 6/25/2009