

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Challenger Middle School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Glendale Elementary District
6905 W. Maryland Avenue, Glendale, AZ 85303-3603

Principal: Mr. Robert C. Wallace

Schedule: 7:00 AM to 3:30 PM

Web Address: www.gesd.k12.az.us

E-mail: bob_wallace@mail.gesd.k12.az.us

Grades: 7, 8

2002 Enrollment: 984

Phone: (623) 842-8314

Fax: (623) 842-8324

∨ School Overview ∨

Mission

Challenger Middle School endeavors to create an environment which meets the unique needs of the emerging adolescents. We strive to encourage and challenge the capabilities of all students to achieve success in intellectual, physical, emotional and social growth.

Organization and Philosophy

- w Child-centered Instruction
- w Diversity in Meeting Student Needs
- w Integrated Interdisciplinary Teams
- w Provide a Safe and Orderly Environment

Instructional Programs

- w Enrichment Elective Classes
- w Inclusive Gifted Services
- w Bilingual & Structured English Immersion
- w BTP and Functional Skills Classes
- w Inclusive Special Education Classes
- w Title I Instructional Support
- w Alternative Program Experiences
- w Community Service Experiences

School/Academic Goals

- w Challenger has implemented state and district academic standards in our classrooms. We have reviewed the curriculum and instruction we provide for our students to ensure alignment with these standards and to prepare our students for AIMS.
- w Improve math skills for all students by using the Accelerated Math Program. Training will be provided for all of our math teachers to use the program in their math assignments.
- w Improve writing & reading skills for all students by using the 6 Trait Writing Process & Accelerated Reader Program. Training will be provided for all of our teachers to use the 6 Traits & Accelerated Reader in their subject-area writing assignments.
- w Expand substance abuse education throughout the school year by incorporating more activities into the academic and elective classes. A substance abuse education coordinator will be on site during the school year to monitor the program.

Enrollment

October 1, 2001 School Year Student Enrollment:	997
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	14

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∇ School Site Council ∇

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 4 Community Member(s)
 2 Student(s)

Council Duties

w Vision Creation/Goal Setting
 w Parent/Educator Relations
 w Curriculum Development
 w Instructional Strategies
 w Textbook Selection
 w Extracurricular Activities

∇ Staffing Information ∇

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	7.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	<i>Degree</i>			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	4	3	0	0
7 to 9 years	0	3	0	0
10 or more years	3	19	1	1

∇ Shared Responsibilities ∇

School

The school's responsibility is to provide a healthy and safe environment, communicate student progress and needs, and provide a child-centered instructional environment built around individual interests, strengths and needs.

Parents

Parents are expected to provide proper nutrition; instill positive attitudes toward learning; encourage prompt and regular attendance; show interest in their child's schoolwork; communicate regularly with school personnel; have high expectations for student behavior; foster sense of responsibility; show child how to respect people, rules and property; and respect the unique talents and individuality of their child.

∇ Transportation Policy ∇

For students in the Challenger Attendance Area: Regular education transportation services are provided for students residing farther than one mile from school or in areas where hazardous conditions exist. Special education transportation services are provided as required. Students accepted for enrollment at Challenger School who reside outside of our attendance boundaries must provide their own transportation to and from school.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 40 min.	Last Day of School:	6/5/03

Operates on Extended Schedule

Report Card Release Dates

10/4/02	12/20/02	3/7/03	6/5/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Band/Chorus/Strings/Computer/FACS Ed	W Full-size Gym/Locker Rooms w/Showers
W Media Center	W Six Fully-equipped Science Labs

Extracurricular Activities

W Volleyball, Cross-Country, Basketball	W Wrestling, Base/Softball, Track & Field
W Student Government	W Yearbook Staff
W Math & Science Clubs	W Strings, Fiddle & Mariachi Club
W Band & Chorus	W Travel & Art Clubs

School/Community Resources

W Parenting Assistance	W Afterschool Tutoring
W Breakfast Program	W Lunch Program
W Full-time Registered Nurse	W Literacy Classes
W Student Support Groups	W Recreational Activities

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>W The Challenger Six Trait Writing Process has been printed in the student agenda for use in every class. We will continue to improve student achievement in writing as measured by multiple assessments.</p> | <p>W All academic teams have successfully implemented at least one integrated, inter-disciplinary thematic unit per semester.</p> |
| <p>W Challenger has improved our safety record by reducing student and staff injuries by 20% in the last four years. Student incidents involving bullying and harrasment have been reduced due to our Teaching Tolerance program.</p> | <p>W Student participation in afterschool, weekend and summer activities has increased each year by the development of opportunities such as basketball and volleyball camps; science, and yearbook clubs; afterschool tutoring and summer school.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	91.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	27.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	22.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Ambassador for Excellence Teacher	1996
Language Arts Teacher Published Book	1999
Middle Level Teacher of the Year	1999
AZ Science Award (Solar Car)	1999

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	383	483	43%	23%	26%	8%
	State	57484	504	24%	20%	40%	16%
Writing	School	364	471	31%	49%	20%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	382	430	67%	29%	3%	1%
	State	57734	459	39%	40%	14%	7%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
7	Reading	95	35	52	92	34	53	94	31	52	96	29	53	71	31	55
	Language	95	34	52	94	34	54	95	31	54	97	29	55	73	30	58
	Mathematics	94	39	53	93	40	55	93	38	56	95	40	58	71	39	60
8	Reading	90	41	54	85	40	54	93	36	53	87	33	55	70	38	56
	Language	91	31	46	87	31	49	94	28	49	88	24	50	70	30	52
	Mathematics	87	37	52	86	36	54	92	39	56	86	36	58	71	41	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 6-7	62	63
Grades 7-8	79	64
*Less than 10 students matched	**No information available	***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

7th graders are required to take a nine-week Life Skills course covering student safety. 7th and 8th grade students take part in a 1/2 hour Character Education Program every week. Violence Prevention classes are offered to students in the afterschool program. The Substance Abuse Awareness Program runs through out the school year for both grade levels. A Safety Resource Officer is on campus as a visual presence, as well as holding classes on Violence Prevention and Gang Awareness.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,587	\$2,635,176
Classroom Supplies	\$24	\$24,501
Administration	\$394	\$401,415
Support Services-Students	\$92	\$93,877
Other Support Services and Operations	\$600	\$611,262
Total Expenditures- All Categories 2000-2001	\$3,698	\$3,766,231

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Robert C. Wallace	(623) 842-8314	
Transportation Policy	Ken Schafer	(623) 842-8180	
Community Resources	Robert C. Wallace	(623) 842-8314	
School Nutrition Programs	Roxie Chilcoat	(623) 842-8321	
Parent Organization	Rachel Formoso	(623) 842-8314	
Student Health/Nurse	Office	(623) 842-8316	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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