

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Challenge Charter School

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

Challenge School, Inc.
5801 W. Greenbriar Drive, Glendale, AZ 85308-3847

Supt/Prin: Mr. Gregory A. Miller

Schedule: 8:00 AM to 4:30 PM

Web Address: www.challengecharterschool.net

E-mail: gmliller@challengecharterschool.net

Grades: K-7

2002 Enrollment: 560

Phone: (602) 938-5411

Fax: (602) 938-5393

∨ School Overview ∨

Mission

Challenge Charter School serves K-7 classes with a curriculum built on the Core Knowledge Sequence developed by E.D. Hirsch. The expanded program has several key curricular supplements including hands-on projects, integrated subject matter and a strong science component in our daily lessons. Our curriculum includes PE, art and project-based science enrichment programs (robotics, solar energy, weather station and computer labs). 2002-03 is our seventh year.

Organization and Philosophy

- w Charter School
- w Core Knowledge Curriculum
- w Certified Teachers & Low Instr. Ratios
- w Integrated, Hands-on Learning

School/Academic Goals

- w To challenge students to operate at higher cognitive levels. To develop and demonstrate skills in methods of inquiry and research. To focus on abstract concepts and practical applications in each discipline.
- w To provide opportunities for students to clarify their own goals and to pursue their own academic interests. To develop independent, intuitive, discriminating and creative learning processes.
- w To provide each student with an appropriate program commensurate with, and to help achieve, their potential. To enhance self-esteem while recognizing social responsibilities.
- w To prepare future leaders with the facts, concepts, organizational skills and world outlook they will need to move on to their next level of education.

Instructional Programs

- w Full-day Kindergarten
- w Honors Curriculum
- w Hands-on Projects
- w Science & Technology Emphases
- w Extended-day
- w Pre- and Post-Norm-referenced Testing
- w Integrated Curriculum
- w Ext-yr 180 Days Students/193 Days Tchrs

Enrollment

October 1, 2001 School Year Student Enrollment:	556
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	480

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)
 0 Non-certified Employee(s)
 2 Teacher(s)
 1 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Advisory Comments on School Policy
 w School Safety Issues
 w Student Discipline
 w School Community Interaction
 w Extracurricular Activities
 w Parent Survey/Data Collection

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	3.00	Teacher	28.00
Other Professional Staff	3.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	2	6	0	0
7 to 9 years	3	0	1	0
10 or more years	3	1	0	0

∨ **Shared Responsibilities** ∨

School

Provide a safe environment for students, teachers and visiting parents. Strive for high academic performance of all students. Employ motivated, capable teachers to deliver advanced curriculum. Provide enriched curriculum for all students and accelerated activities for accelerated students. Use norm-referenced, and subject-directed testing, AIMS testing to document achievements during each school year.

Parents

Parents teach social responsibility to their students including accountability, self-motivation, proper rest and nutrition; the work ethic that encourages students to respect people in authority; and to complete assignments in and out of the classroom. Parents must use best judgment to ensure student attendance. We encourage four hours a month volunteering to support activities at school, at home and with our parent group.

∨ **Transportation Policy** ∨

The school currently provides a pick-up and delivery route system on a first-come, first-served basis with three bus routes. The published routes attempt to reach as many students as possible. This benefit is a privilege.

∨ **Calendar Information** ∨

Number of Instruction Days: 180 **First Day of School:** 8/19/02
Average Daily Instruction Time: 7 hrs. 0 min. **Last Day of School:** 6/6/03

Operates on Traditional Schedule

Report Card Release Dates

10/28/02 1/27/03 3/31/03 6/6/03

Additional Calendar/Report Card Information

In addition to the customary report cards, we use Stanford 9, AIMS, CK testing data, as well as grade-level tests to evaluate performance and student placement. Teachers maintain current-year and year-to-year student assessment portfolios. We hold first quarter and third quarter mandatory Parent-Teacher conferences and others as needed throughout the year. The CK subject test was developed by the E.D. Hirsch Core Knowledge Foundation.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

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 12 Computers/Building - 4 Classes Each
- W Cafeteria/Multipurpose Room
- W Mobil Science Resource & Computer Labs
- W On-site Playgrounds and PE Fields

Extracurricular Activities

- W Enriched Science & Technology Laboratory
- W Art Program
- W Monthly/Semi-annual Student Shows
- W Monthly Family Night Activities
- W Business-sponsored Science Projects
- W Before/After School Program
- W Science Fair/Art Fair/Poetry Contests
- W PE Program

School/Community Resources

- W Before/After School Programs
- W Life Line Reading Buddy Program
- W Boys and Girls Club Interface
- W Junior Achievement
- W Recreational Activities
- W Parent Organization
- W Native Culture Education
- W Community Projects by Students

∨ 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 Parent Survey Comments: In areas of student progress this year: Math, science, and composition, Increased self confidence, Improved health and less anxiety.</p> | <p>W Parent Survey Comments: What works well at school: Discipline, discipline, discipline, Integrated curriculum, Smaller classrooms, Defined expectations, Teacher worked miracles.</p> |
| <p>W Challenge has initiated a new program that pairs up young readers with a seldom utilized community resource, our senior citizens. This is a wonderful opportunity to reach across the generations and make a difference in the lives of children.</p> | <p>W Challenge won community business grants that have funded advanced science programs and have provided additional computer equipment for all classrooms. Teachers are integrating the technology into the daily classroom activities.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	30.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.8 %	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
Only Official Core Knowledge School in AZ since 1996	2002
Student Work Pub. in Wordprints Lib. Youth - Glendale	2002
Core Knowledge - Nat'l Conf. Presenters '99 - 2003	2003
Silver Apple Award Winner - Teacher	2002

∨ 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

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	73	544	1%	8%	41%	49%
	School State	58840	524	9%	17%	45%	29%
Writing	School	73	569	1%	4%	67%	27%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	73	559	3%	4%	40%	53%
	State	59030	517	11%	27%	35%	27%

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

Grade 5

Reading	School	25	502	12%	36%	48%	4%
	State	61305	505	21%	20%	43%	15%
Writing	School	23	512	9%	39%	43%	9%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	25	474	12%	64%	4%	20%
	State	61760	494	14%	40%	12%	34%

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												
1	Reading	--	--	--	--	--	--	--	--	--	71	68	60	--	--	--
2	Reading	--	--	--	100	39	50	90	42	52	89	63	53	95	65	57
	Language	--	--	--	100	36	40	91	42	43	93	57	44	96	61	48
	Mathematics	--	--	--	100	51	51	91	54	55	93	63	57	96	70	61
3	Reading	91	61	47	89	38	47	93	49	48	93	49	50	85	65	50
	Language	91	60	49	95	39	51	98	52	54	93	57	56	85	65	57
	Mathematics	91	46	46	95	40	49	98	52	52	93	57	54	85	77	56
4	Reading	71	41	53	100	60	54	94	45	54	88	55	55	79	55	55
	Language	82	26	47	100	49	49	96	40	48	88	50	50	79	54	50
	Mathematics	88	26	51	100	48	54	96	38	55	88	45	57	77	72	58
5	Reading	90	49	51	92	36	51	85	54	51	86	43	51	83	54	53
	Language	91	33	42	88	28	44	85	39	45	86	36	45	83	35	47
	Mathematics	91	35	51	92	40	54	85	58	55	88	39	57	83	44	59
6	Reading	100	44	53	100	56	54	80	68	53	94	57	54	88	57	56
	Language	100	34	41	100	41	44	80	54	44	94	54	45	88	53	47
	Mathematics	100	44	57	100	63	59	83	71	60	94	58	63	88	69	65
7	Reading	92	73	52	--	--	53	100	66	52	--	--	53	--	--	55
	Language	92	60	52	--	--	54	100	68	54	--	--	55	--	--	58
	Mathematics	85	59	53	--	--	55	100	64	56	--	--	58	--	--	60

∨ **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 2-3	73	81
Grades 3-4	72	84
Grades 4-5	67	52
Grades 5-6	87	97
Grades 6-7	**	**
Grades 7-8	***	***

*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

We are a uniform school with a new facility that provides limited access to the campus through the Administrative Office. Challenge has implemented a strong Student Discipline Policy with high expectations for our students. We have implemented other policies and procedures that define plans of action to ensure the safety of the students and school property. We are also part of Glendale's citywide emergency response plan.

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).

1

School uniforms are 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	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Greg Miller	(602) 938-5411	
Transportation Policy	Ed Kania	(602) 938-5411	
Community Resources	John Anderson	(602) 938-5411	
School Nutrition Programs	Sabrina Calderon	(602) 938-5411	
Parent Organization	School Advisory Council	(602) 938-5411	
Student Health/Nurse	Sabrina Calderon	(602) 938-5411	

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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