

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

100 East Elvira Road, Tucson, AZ 85706

Sunnyside Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Wilfrido Arias
 Schedule : 07:00 AM to 04:30 PM
 Grades : 6-8
 Web Address : www.sunnysideud.k12.az.us/Challenger/Default.htm
 Phone Number : (520) 545-4600
 Fax Number : (520) 545-4616
 E-mail : wila@susd12.org

Mission

Through rigorous academic programming, Challenger M.S. strives to provide the highest quality education, pushing every student to perform at his/her greatest potential and preparing them for a successful future. Challenger does this by: making literacy a first priority; implementing an uncompromising, systematic, standards based curriculum; offering intense professional development for teachers, and promoting respect and responsibility among all staff and students.

School / Academic Goals

- ü Challenger will raise the number of students meeting or exceeding the standards in math by 10 percent, as measured by AIMS/Terra Nova.
- ü Challenger students will show continuous improvement in using technology as a tool for learning.
- ü Challenger will raise the number of students meeting or exceeding the standards in writing by 10 percent, as measured by AIMS/Terra Nova.
- ü Challenger will raise the number of students meeting or exceeding the standards in reading by 10 percent, as measured by AIMS/Terra Nova .

Enrollment

October 1, 2005 School Year Student Enrollment : 939
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- ESL Programs at All Grades
- Gifted/Special Education Programs
- Enhanced Classes in Language
- Arts/PE
- Strong Band/Orchestra Program
- Special program for Struggling Readers
- Connected Math /Program for All Students

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We provide students with a safe learning environment and a caring staff committed to teaching basic skills, critical thinking skills, literacy in technology and social skills. We communicate student progress to parents in a timely manner.

Parents

Parents provide their children with the health care immunizations required by law, ensure daily attendance and homework completion, and attend parent-teacher conferences.

Transportation Policy

Transportation is provided to special education students who require transportation; K-8 students living beyond a one-mile radius, and in situations where students must cross major streets and safety is an issue.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Summer Enrichment Program	2003
• Summer Enrichment Program	2004
• Summer Enrichment Program	2005
• Summer Enrichment Program	2006

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	229	1375	79327	96	98	98	485	489	518	34	32	19	28	26	20	34	38	46	3	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	701	38961	98	99	98	492	492	520	26	28	16	27	26	20	44	42	48	3	4	16
Male	112	674	40295	94	98	97	478	485	516	44	37	21	28	25	19	24	34	44	4	4	16
African American	NC	19	4247	NC	95	98	NC	497	499	NC	26	27	NC	26	24	NC	47	41	NC	NA	8
Hispanic	189	1221	32327	97	98	98	484	487	499	35	33	27	28	26	25	34	37	41	3	4	8
Asian/Pacific Islander	NC	10	1939	NC	100	99	NC	NA	556	NC	NA	6	NC	NA	10	NC	NA	47	NC	NA	36
American Indian/Alaskan Native	26	53	4391	93	96	96	489	488	489	27	34	32	31	26	27	42	36	36	NA	4	4
White	NC	72	36373	NC	100	98	NC	511	538	NC	21	10	NC	21	14	NC	49	52	NC	10	25
Students with Disabilities	39	224	9321	87	94	87	451	449	467	74	71	54	18	17	22	5	11	21	3	0	3
Students without Disabilities	190	1151	70006	98	99	100	492	495	524	26	25	14	29	27	19	41	43	49	4	5	18
Limited English Proficient Students	40	333	9431	93	97	95	456	456	466	63	63	53	25	23	27	13	13	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	200	1200	37097	97	98	97	484	486	498	36	34	27	29	27	25	32	36	41	4	3	7
Non-Economically Disadvantaged	29	175	42230	94	100	99	496	508	535	28	19	11	17	20	15	52	53	50	3	8	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	229	1375	79501	96	98	98	475	473	497	19	20	10	36	35	25	44	44	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	701	39062	98	99	99	484	478	502	10	15	8	32	34	23	58	50	64	NA	1	5
Male	112	674	40368	94	98	98	465	468	491	29	24	13	40	37	27	29	38	57	2	1	3
African American	NC	19	4279	NC	95	99	NC	492	485	NC	11	14	NC	26	30	NC	58	54	NC	5	2
Hispanic	189	1221	32389	97	98	98	473	471	478	21	20	16	37	37	34	42	42	48	1	1	1
Asian/Pacific Islander	NC	10	1936	NC	100	99	NC	NA	519	NC	NA	3	NC	NA	14	NC	NA	73	NC	NA	9
American Indian/Alaskan Native	26	53	4401	93	96	96	481	477	473	12	17	17	35	30	40	54	53	43	NA	NA	1
White	NC	72	36446	NC	100	99	NC	496	516	NC	11	4	NC	25	15	NC	63	73	NC	1	7
Students with Disabilities	39	224	9411	87	94	88	442	438	453	49	46	36	38	38	36	13	16	26	NA	NA	1
Students without Disabilities	190	1151	70090	98	99	100	481	479	502	13	14	7	35	35	24	51	50	65	1	1	5
Limited English Proficient Students	40	333	9401	93	97	94	442	437	443	53	50	40	35	40	46	13	9	14	NA	0	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	200	1200	37183	97	98	97	472	469	479	20	21	16	39	37	34	42	41	49	1	0	1
Non-Economically Disadvantaged	29	175	42318	94	100	99	492	499	513	17	9	5	17	23	17	62	65	70	3	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	230	1384	80000	97	99	99	564	556	564	2	3	3	9	11	11	82	81	75	7	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	706	39288	99	99	99	580	568	579	NA	2	2	5	6	6	83	84	77	12	7	16
Male	112	678	40644	94	99	98	548	544	549	4	4	4	13	16	15	81	77	74	2	3	7
African American	NC	19	4307	NC	95	99	NC	567	551	NC	NA	4	NC	32	13	NC	63	75	NC	5	7
Hispanic	190	1228	32672	97	99	99	563	555	548	2	3	4	9	11	14	83	81	76	6	5	6
Asian/Pacific Islander	NC	10	1945	NC	100	99	NC	NA	592	NC	NA	1	NC	NA	4	NC	NA	69	NC	NA	25
American Indian/Alaskan Native	26	54	4424	93	98	97	575	570	549	4	2	3	4	7	14	77	81	77	15	9	5
White	NC	73	36602	NC	100	99	NC	566	579	NC	5	2	NC	11	7	NC	77	75	NC	7	16
Students with Disabilities	39	228	9919	87	96	93	522	519	505	5	5	9	28	31	35	64	64	54	3	0	2
Students without Disabilities	191	1156	70081	99	100	100	573	563	571	2	3	2	5	7	7	86	84	79	8	6	12
Limited English Proficient Students	40	336	9571	93	98	96	520	510	502	8	9	10	18	23	29	75	67	60	NA	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	201	1208	37534	97	99	98	562	553	547	2	3	4	9	12	15	82	81	76	7	4	5
Non-Economically Disadvantaged	29	176	42466	94	100	100	582	575	578	NA	1	2	7	7	7	86	81	75	7	11	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	342	1392	78546	99	99	97	522	514	543	20	28	15	28	26	18	45	43	52	6	4	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	178	702	38645	100	99	98	526	518	545	20	25	13	24	25	18	49	46	54	7	4	15
Male	164	689	39792	98	99	97	518	510	542	21	31	17	32	26	17	41	39	50	5	3	15
African American	NC	32	4205	NC	100	97	NC	503	524	NC	38	22	NC	22	22	NC	41	49	NC	NA	7
Hispanic	296	1216	31177	99	99	97	523	513	524	20	28	22	28	26	23	45	42	48	7	4	7
Asian/Pacific Islander	NC	14	1940	NC	100	99	NC	552	580	NC	7	5	NC	NA	9	NC	86	53	NC	7	33
American Indian/Alaskan Native	27	57	4689	100	98	95	501	497	515	26	35	28	41	32	25	33	33	43	NA	NA	4
White	14	73	36450	100	100	97	541	534	563	29	23	7	7	19	12	50	48	57	14	10	23
Students with Disabilities	45	235	8093	98	99	82	477	469	489	64	66	50	27	25	24	9	10	23	NA	NA	2
Students without Disabilities	297	1157	70453	99	99	100	529	522	549	14	21	11	28	26	17	51	49	56	7	4	16
Limited English Proficient Students	81	334	9323	96	98	94	491	484	491	44	56	47	32	25	28	23	19	24	NA	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	288	1176	34694	98	98	96	518	511	524	23	30	23	28	26	23	45	41	48	4	3	7
Non-Economically Disadvantaged	54	216	43852	100	100	99	543	530	559	9	21	10	28	20	13	43	50	56	20	9	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	343	1392	79045	99	99	98	494	487	512	18	19	10	32	35	25	47	45	58	3	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	178	702	38860	100	99	98	504	495	519	15	15	7	26	32	22	54	51	62	5	2	8
Male	165	689	40075	99	99	97	484	480	505	21	23	12	39	38	28	39	38	54	2	1	6
African American	NC	32	4250	NC	100	98	NC	478	500	NC	13	12	NC	53	31	NC	31	54	NC	3	3
Hispanic	297	1216	31314	99	99	98	494	487	493	17	19	16	33	36	34	46	44	48	3	1	2
Asian/Pacific Islander	NC	14	1949	NC	100	99	NC	524	536	NC	7	4	NC	21	15	NC	64	66	NC	7	15
American Indian/Alaskan Native	27	57	4719	100	98	96	484	480	489	33	30	15	22	28	39	41	40	45	4	2	2
White	14	73	36730	100	100	98	515	502	532	14	16	4	21	22	16	57	60	68	7	1	12
Students with Disabilities	45	234	8552	98	98	87	445	445	463	58	49	35	29	35	40	13	16	23	NA	NA	1
Students without Disabilities	298	1158	70493	100	99	100	502	495	517	12	13	7	33	35	24	52	50	62	4	2	8
Limited English Proficient Students	82	334	9355	98	98	95	460	450	456	37	47	37	44	41	48	20	12	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	289	1176	34922	99	98	96	491	485	493	19	20	15	34	37	34	44	42	48	3	2	3
Non-Economically Disadvantaged	54	216	44123	100	100	99	514	501	527	11	13	6	24	25	18	59	60	66	6	2	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	344	1399	79657	100	100	99	571	561	566	3	5	3	6	8	8	90	87	87	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	178	707	39120	100	100	99	576	571	580	4	4	2	5	5	4	90	90	92	1	0	2
Male	166	691	40423	99	100	98	566	551	553	3	6	5	6	10	12	91	84	83	NA	0	1
African American	NC	32	4290	NC	100	99	NC	555	560	NC	6	4	NC	6	9	NC	88	86	NC	NA	1
Hispanic	299	1226	31642	100	100	99	570	560	552	4	5	5	5	8	11	90	86	84	1	0	0
Asian/Pacific Islander	NC	14	1948	NC	100	99	NC	592	589	NC	NA	1	NC	7	3	NC	93	91	NC	NA	4
American Indian/Alaskan Native	26	56	4760	96	97	97	567	561	547	NA	2	5	12	13	14	88	86	81	NA	NA	0
White	14	71	36929	100	100	99	589	572	579	NA	3	2	7	6	5	93	92	91	NA	NA	2
Students with Disabilities	43	233	9069	93	98	92	539	520	508	2	11	11	26	22	30	72	67	58	NA	NA	1
Students without Disabilities	301	1166	70588	100	100	100	576	568	573	4	4	2	3	5	5	93	91	91	1	0	1
Limited English Proficient Students	84	338	9521	100	99	96	523	510	507	12	15	13	13	19	24	75	66	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	291	1187	35341	99	99	97	568	558	551	4	5	5	7	9	12	89	86	83	1	0	0
Non-Economically Disadvantaged	53	212	44316	100	100	100	589	575	578	NA	4	2	NA	4	5	100	92	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	324	1322	78400	98	98	97	524	525	554	40	37	21	21	25	19	37	36	47	2	2	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	163	638	38686	99	99	98	526	525	554	36	35	20	22	26	20	41	37	49	1	2	12
Male	161	684	39636	98	97	96	522	524	554	45	39	23	20	24	18	33	35	46	2	3	13
African American	NC	27	4193	NC	100	97	NC	523	533	NC	37	32	NC	22	23	NC	37	40	NC	4	5
Hispanic	280	1171	30732	99	98	97	524	524	534	39	37	31	22	25	24	37	35	40	2	2	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	26	46	4536	100	98	95	516	517	528	50	50	35	19	17	25	31	33	37	NA	NA	4
White	14	71	37038	88	97	97	541	541	575	29	21	11	7	24	14	57	51	56	7	4	19
Students with Disabilities	50	218	7840	100	96	81	485	483	498	86	75	60	6	14	18	8	11	20	NA	0	2
Students without Disabilities	274	1104	70560	98	98	99	530	532	560	32	29	17	24	27	19	42	41	50	2	3	14
Limited English Proficient Students	55	317	8956	100	98	95	497	501	502	64	58	56	16	21	25	20	21	18	NA	0	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	273	1106	33014	98	97	95	521	522	534	42	38	31	22	25	24	35	34	40	1	2	5
Non-Economically Disadvantaged	51	216	45386	100	100	99	542	538	569	29	29	15	18	21	15	47	45	52	6	5	18

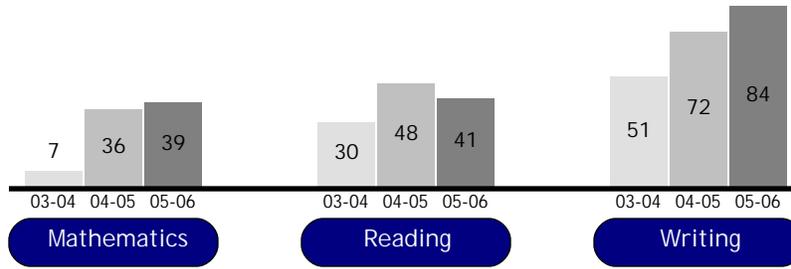
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	325	1325	79179	99	98	98	494	491	519	20	23	11	39	36	27	40	40	58	1	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	163	639	38974	99	99	99	502	498	524	10	18	8	44	36	25	45	44	61	1	3	5
Male	162	686	40124	98	97	97	485	485	513	29	28	13	35	36	28	35	36	54	1	1	4
African American	NC	27	4243	NC	100	98	NC	503	506	NC	11	14	NC	41	32	NC	44	51	NC	4	3
Hispanic	281	1174	30987	99	98	98	492	489	498	20	24	17	41	37	36	39	38	45	1	1	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	26	46	4573	100	98	96	495	493	494	19	22	16	35	30	41	46	48	42	NA	NA	1
White	14	71	37467	88	97	98	517	513	539	21	17	5	14	25	17	64	55	70	NA	3	8
Students with Disabilities	50	219	8567	100	97	88	451	450	467	56	57	39	38	32	38	6	11	22	NA	0	1
Students without Disabilities	275	1106	70612	98	98	99	501	498	524	13	17	7	40	36	25	47	45	62	1	2	5
Limited English Proficient Students	55	316	9013	100	98	95	459	455	461	35	52	40	56	37	48	9	10	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	274	1109	33345	98	97	96	491	488	499	20	25	17	42	37	36	37	37	46	1	1	1
Non-Economically Disadvantaged	51	216	45834	100	100	99	509	508	533	20	17	7	24	28	19	57	52	67	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	322	1336	79734	98	99	99	563	549	554	4	4	3	12	21	19	84	74	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	645	39243	99	100	99	581	562	568	2	2	2	3	15	12	95	82	85	NA	0	1
Male	160	691	40413	97	98	98	545	536	541	7	6	4	21	27	26	72	67	70	1	0	0
African American	NC	27	4285	NC	100	99	NC	564	548	NC	NA	3	NC	19	22	NC	81	74	NC	NA	0
Hispanic	279	1185	31254	99	99	99	561	547	539	5	4	5	12	22	25	83	74	70	0	0	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	25	45	4613	96	96	97	565	565	535	NA	NA	4	16	18	29	84	82	67	NA	NA	0
White	14	72	37668	88	99	99	581	557	569	NA	3	1	7	22	13	93	75	85	NA	NA	1
Students with Disabilities	48	219	8943	98	97	92	520	498	495	15	12	11	38	49	51	48	39	38	NA	NA	1
Students without Disabilities	274	1117	70791	98	99	100	570	557	561	3	3	2	7	16	15	90	81	83	0	0	0
Limited English Proficient Students	55	318	9138	100	98	97	510	499	492	15	12	13	24	46	46	62	42	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	273	1120	33718	98	98	97	559	546	538	5	4	5	12	22	26	83	73	69	0	0	0
Non-Economically Disadvantaged	49	216	46016	98	100	100	583	563	567	2	3	2	10	16	14	88	81	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. 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 (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	40	NA	56	100	44	39	51	96	37	39	56
	Language	98	33	31	48	100	39	35	47	96	32	32	50
	Mathematics	97	45	50	66	100	43	39	52	96	30	35	58
7	Reading	93	30	NA	54	99	41	37	50	100	37	34	54
	Language	93	35	41	58	99	42	39	52	100	43	39	58
	Mathematics	91	34	45	62	100	37	36	50	100	37	34	54
8	Reading	97	35	NA	55	98	39	36	51	99	39	37	58
	Language	96	31	36	52	98	39	38	50	99	39	39	56
	Mathematics	95	35	46	61	98	39	40	53	99	32	34	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District 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 NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Monitors Implementation of School Plan
- Ü Makes Recommendations on Goals
- Ü Reviews Literature and Data
- Ü Is Rep Group for School/Community
- Ü Provides Local Leadership
- Ü Advisory to the Principal

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.60
Other Professional Staff	9.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	9	2	0	0
7 to 9 years	2	1	0	0
10 or more years	15	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	151
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab to Teach Computer Skills
- Ü Gym
- Ü Library
- Ü Small Auditorium

Extracurricular Activities

- Ü Seasonal Sports Program Each Quarter
- Ü Equal Sports for Boys and Girls
- Ü Mariachi
- Ü Jazz Band
- Ü MESA

Social Services

- Ü Parent Involvement Assistant
- Ü Family Wellness Center
- Ü Salvation Army
- Ü La Frontera

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students made more than 6 percentile gains on AIMS and Terra Nova across all three grade levels in Writing.

- ü Two students received college scholarships from Chicanos Por La Causa this past school year for writing winning essays.

- ü Challenger was presented with the Award of Excellence from the Arizona Foundation for Legal Services and Education. Challenger is a model site for the School Safety Program for implementing law related education into social studies classes.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

We use a system of responsibility discipline. This is supported by all teachers, plus two counselors, two student advisors, two school monitors, school resource officer and probation officer.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Wil Arias	(520) 545-4600
Transportation Policy	Rick Pederson	(520) 545-2106
Community Resources	M. Garland/S. Espinoza	(520) 545-4600
School Nutrition Programs	Kenny Alexander	(520) 545-2072
Parent Organization	Wil Arias	(520) 545-4600
Student Health/Nurse	Jody Disney	(520) 545-4600

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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at 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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. 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 (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 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 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.