

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

901 E Calle Mayer, Nogales, AZ 85621

Nogales 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 LEARNS<sup>1</sup>

#### 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.

### School Overview

Principal/Administrator : Mrs. Norma Elisa Ahumada  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : K-5  
 Web Address : challenger.nogalesud.k12.az.us  
 Phone Number : (520) 377-0544  
 Fax Number : (520) 377-2026  
 E-mail : nahumada@nusd.k12.az.us

### Mission

All Challenger children have P.R.I.D.E.: Positive-Positive attitude; Responsible-Responsible citizen; Individual-Important person; Dignity-Respect others; Excellence-Always do our best.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

2005-06	N/A
2004-05	SI Year 2
2003-04	Year 2

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

### School / Academic Goals

- ü Increase student achievement in reading by adhering to the Reading First systematic program of instruction, by establishing strong grade level teams, providing focused professional development and developing extensive intervention programs.
- ü Increase student achievement in math in the areas of basic skills, problem solving and critical thinking by establishing strong grade level teams, providing focused professional development and developing extensive intervention programs.

### Enrollment

October 1, 2005 School Year Student Enrollment : 516  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 128

Instructional Programs

- Full-day Kindergarten
- Gifted
- Spalding Reading
- Extended Day Program 1-5
- K-5 Daily Reading Intervention Program
- Schoolwide Title 1
- Reading First K-3
- Character Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Respect the cultural differences of students and their families. Establish goals, expectations and shared responsibilities. Strengthen the partnership between home and school by providing extended hours for parents/families to engage in educational activities.

Parents

Parents are asked to: schedule daily homework time, discuss skills learned in the classroom, read with their child and communicate with the school through the student planner, Challenger School's website and regular visits.

Transportation Policy

Students will be transported if they live one mile or more away from the school or if they have to cross a major highway.

School Honors

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

Award/Honor	Year
• Awarded Reading First Grant FY 2003-06	2003
• Awarded AZ-RSI Grant FY 2001-06	2001

3rd 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	79	449	80010	99	100	99	447	455	447	9	7	10	20	15	18	58	59	53	13	19	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	221	38935	100	100	99	432	453	447	9	5	9	24	18	19	65	62	55	3	15	17
Male	45	228	40974	98	100	98	459	457	448	9	8	11	18	13	18	53	57	52	20	22	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	77	441	34545	99	100	99	447	455	432	9	7	14	19	15	24	58	59	53	13	19	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	11	35	10161	92	95	93	404	427	419	36	29	28	36	17	28	27	43	36	NA	11	8
Students without Disabilities	68	414	69849	100	100	100	452	457	451	4	5	7	18	15	17	63	60	56	15	20	19
Limited English Proficient Students	66	318	14013	99	99	97	442	444	413	8	8	24	21	19	34	61	62	39	11	11	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	69	364	39029	99	99	98	449	451	432	10	8	14	16	15	25	59	62	52	14	15	9
Non-Economically Disadvantaged	10	85	40981	100	100	100	NA	472	462	NA	1	6	NA	16	13	NA	46	54	NA	36	27

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	78	445	79438	98	99	98	448	456	451	8	6	9	24	23	24	63	61	56	5	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	220	38775	100	99	99	439	460	457	6	4	7	29	23	22	62	60	58	3	13	13
Male	44	225	40560	96	99	97	456	452	446	9	8	12	20	24	25	64	62	54	7	7	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	77	438	34297	99	99	98	448	456	434	8	6	14	25	24	31	62	61	50	5	10	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	NC	34887	--	NC	98	--	NC	471	--	NC	4	--	NC	15	--	NC	63	--	NC	18
Students with Disabilities	10	32	9588	83	86	88	NA	420	416	NA	25	30	NA	34	32	NA	38	34	NA	3	5
Students without Disabilities	68	413	69850	100	100	100	454	459	456	1	4	7	24	22	23	69	63	59	6	10	12
Limited English Proficient Students	66	317	13856	99	99	96	443	444	407	6	7	27	27	30	43	62	59	29	5	4	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	69	361	38685	99	98	97	451	453	435	7	6	14	22	24	32	65	61	50	6	8	5
Non-Economically Disadvantaged	NC	84	40753	NC	100	99	NC	468	467	NC	5	5	NC	18	16	NC	61	62	NC	17	17

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	80	450	79971	100	100	99	440	443	423	3	3	8	34	27	41	64	68	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	221	38974	100	100	99	447	453	437	NA	1	5	29	20	33	71	75	57	NA	4	4
Male	46	229	40895	100	100	98	434	432	410	4	4	10	37	34	47	59	61	41	NA	0	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	78	442	34481	100	100	99	440	443	410	3	3	10	33	27	46	64	68	43	NA	2	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	12	36	10258	100	97	94	390	408	377	17	11	23	67	53	51	17	36	25	NA	NA	1
Students without Disabilities	68	414	69713	100	100	100	446	445	429	NA	2	5	28	25	39	72	71	52	NA	2	3
Limited English Proficient Students	67	319	13985	100	100	97	437	437	382	NA	3	18	39	32	54	61	64	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	70	365	38994	100	99	98	445	441	409	3	3	10	27	27	47	70	67	41	NA	2	1
Non-Economically Disadvantaged	10	85	40977	100	100	100	NA	450	437	NA	1	5	NA	27	34	NA	71	56	NA	1	5

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

4th 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	87	478	80147	99	100	99	495	483	482	5	7	11	11	18	17	55	54	49	29	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	236	39281	100	100	99	501	484	483	2	6	9	9	19	17	56	54	50	33	20	24
Male	42	242	40780	98	100	98	487	482	482	7	7	12	14	18	17	55	53	48	24	22	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	86	470	33494	99	100	99	495	483	466	5	7	15	12	19	23	55	53	49	29	21	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	31	10295	NC	94	92	NC	439	443	NC	26	33	NC	35	26	NC	35	33	NC	3	8
Students without Disabilities	82	447	69852	100	100	100	497	486	488	4	6	7	10	17	16	57	55	51	29	22	26
Limited English Proficient Students	52	337	12722	96	99	97	473	470	441	8	9	27	17	23	33	65	57	37	10	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	80	403	38371	99	100	97	493	478	465	5	8	15	13	20	23	55	54	49	28	18	13
Non-Economically Disadvantaged	NC	75	41776	NC	100	100	NC	510	498	NC	1	6	NC	9	11	NC	51	49	NC	39	33

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	87	474	79686	99	99	98	473	462	470	6	11	11	21	28	24	68	55	57	6	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	235	39163	100	99	99	482	465	475	7	10	9	16	29	22	69	54	60	9	7	10
Male	42	239	40438	98	98	97	463	460	465	5	11	13	26	28	25	67	56	54	2	5	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	86	466	33299	99	99	98	473	463	452	6	10	17	21	29	32	67	55	47	6	6	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	27	9808	NC	82	87	NC	425	432	NC	41	35	NC	26	32	NC	33	30	NC	NA	3
Students without Disabilities	82	447	69878	100	100	100	475	464	475	2	9	8	21	28	23	71	57	61	6	6	9
Limited English Proficient Students	52	334	12594	96	98	96	450	448	422	10	13	34	35	36	45	56	50	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	80	399	38095	99	99	97	470	457	452	6	12	17	23	31	32	66	54	48	5	3	3
Non-Economically Disadvantaged	NC	75	41591	NC	100	99	NC	492	486	NC	4	6	NC	15	16	NC	60	65	NC	21	13

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	88	478	80372	100	100	99	488	483	475	1	2	4	17	23	30	82	74	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	236	39452	100	100	99	496	484	488	NA	4	3	13	16	22	87	79	72	NA	1	3
Male	43	242	40836	100	100	98	480	481	464	2	1	6	21	29	37	77	70	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	87	470	33608	100	100	99	488	483	462	1	2	6	16	22	36	83	75	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	32	10526	NC	97	94	NC	438	427	NC	6	15	NC	69	53	NC	22	31	NC	3	1
Students without Disabilities	82	446	69846	100	100	100	492	486	482	NA	2	3	15	20	26	85	78	69	NA	0	2
Limited English Proficient Students	53	337	12747	98	99	97	479	475	432	2	3	12	19	26	52	79	71	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	81	403	38521	100	100	98	486	479	461	1	2	6	19	24	38	80	73	55	NA	0	1
Non-Economically Disadvantaged	NC	75	41851	NC	100	100	NC	501	489	NC	1	3	NC	16	22	NC	81	72	NC	1	4

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

5th 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	79	438	79306	98	99	99	512	515	504	5	6	13	16	14	20	65	59	49	14	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	242	38845	100	100	99	505	514	505	5	7	11	17	13	20	68	60	50	10	20	18
Male	38	196	40383	95	99	98	518	517	504	5	6	14	16	14	19	61	59	47	18	21	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	79	433	32673	98	99	99	512	515	487	5	6	18	16	14	25	65	60	46	14	20	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	NC	33	10286	NC	94	91	NC	447	462	NC	39	41	NC	39	27	NC	21	27	NC	NA	5
Students without Disabilities	72	405	69020	100	100	100	517	519	510	1	3	9	14	12	18	69	62	52	15	22	21
Limited English Proficient Students	41	200	10291	93	98	96	496	493	458	5	10	38	29	24	34	59	58	26	7	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	66	368	37437	96	99	97	507	508	486	6	7	19	18	15	26	65	62	46	11	16	9
Non-Economically Disadvantaged	13	70	41869	100	100	100	534	551	521	NA	1	7	8	7	14	62	44	51	31	47	27

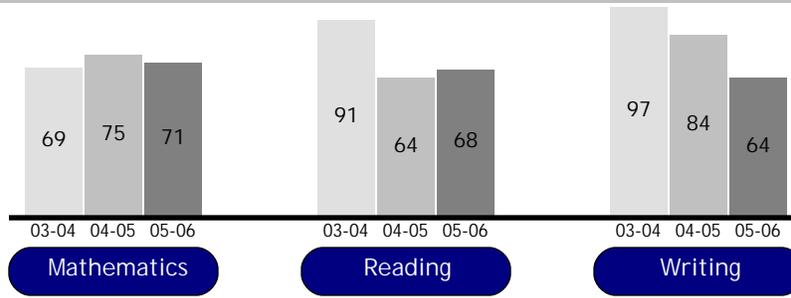
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	435	79000	99	99	98	488	488	489	5	6	10	23	26	24	66	63	58	6	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	239	38774	98	98	99	489	489	494	3	7	7	25	25	22	63	62	61	10	6	10
Male	40	196	40150	100	99	98	488	487	485	8	6	12	20	26	25	70	65	55	3	4	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	80	430	32508	99	99	98	488	488	472	5	7	15	23	26	33	66	63	49	6	5	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	30	9991	NC	86	88	NC	425	449	NC	43	33	NC	47	36	NC	10	29	NC	NA	2
Students without Disabilities	72	405	69009	100	100	100	494	492	495	NA	4	6	21	24	22	72	67	62	7	5	10
Limited English Proficient Students	42	198	10199	95	97	95	470	464	439	7	12	35	38	42	47	55	46	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	67	366	37234	97	98	97	484	482	472	6	8	15	27	29	33	61	60	50	6	3	3
Non-Economically Disadvantaged	13	69	41766	100	100	99	513	519	505	NA	NA	5	NA	7	16	92	78	65	8	14	14

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	81	440	79611	100	100	99	525	515	496	1	4	7	23	26	37	75	70	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	242	39016	100	100	99	530	522	511	2	3	4	15	21	29	83	76	66	NA	0	1
Male	40	198	40519	100	100	98	519	507	482	NA	5	10	33	32	44	68	62	46	NA	1	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	81	435	32855	100	100	99	525	515	481	1	4	10	23	26	43	75	70	47	NA	0	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	NC	35	10664	NC	100	94	NC	457	440	NC	14	23	NC	71	54	NC	14	22	NC	NA	1
Students without Disabilities	72	405	68947	100	100	100	531	519	504	NA	3	4	18	22	34	82	74	61	NA	0	1
Limited English Proficient Students	43	202	10362	98	99	97	513	493	438	NA	6	22	33	41	57	67	52	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	68	370	37626	99	99	98	522	510	479	1	4	10	25	29	45	74	67	45	NA	0	0
Non-Economically Disadvantaged	13	70	41985	100	100	100	540	542	511	NA	1	4	15	13	30	85	84	65	NA	1	1

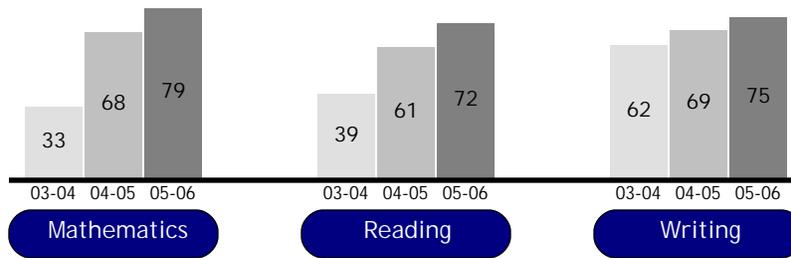
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**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
2	Reading	97	57	NA	58	96	46	41	47	99	43	39	46
	Language	97	51	46	50	96	58	49	47	99	58	54	48
	Mathematics	97	73	64	64	96	47	47	50	99	56	50	52
3	Reading	100	62	NA	55	98	45	40	44	94	41	44	46
	Language	100	72	67	61	98	48	45	44	96	44	46	46
	Mathematics	100	61	67	61	98	51	49	51	95	48	54	52
4	Reading	96	46	NA	56	99	46	44	48	99	46	44	52
	Language	97	50	50	52	99	50	49	49	100	54	48	52
	Mathematics	97	60	61	61	99	54	56	53	99	59	56	58
5	Reading	100	38	NA	55	100	42	45	50	96	52	50	56
	Language	100	48	48	49	100	48	49	50	98	58	56	54
	Mathematics	100	61	60	63	100	46	49	49	95	52	54	52

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/](http://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."

# Challenger Elementary School

## School Site Council

### Council Composition

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

### Council Duties

- Ü School Safety Issues
- Ü Campus Improvement
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü Parent / Educator Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.10
Other Professional Staff	1.00	Teacher Aide	11.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	2	5	0	0
7 to 9 years	1	1	0	0
10 or more years	10	7	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	8%

## Resources Available at School Site

### Special Facilities

- Ü Two Computer Labs (Networked)
- Ü Library/Media Center/Closed Circuit TV
- Ü Amphiteater for performances

### Extracurricular Activities

- Ü Band/Orchestra
- Ü Yearbook/Journalism
- Ü Student Government
- Ü Chess Club/Chorus
- Ü Spirit Club
- Ü Computer Club
- Ü Color Guard
- Ü Greenhouse Club

### Social Services

- Ü Health Services CNA/RN
- Ü Breakfast Program
- Ü Lunch Program
- Ü Crisis Intervention
- Ü Full time Counselor

# Challenger Elementary School

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü Selected by the U.S. Department of Education as a Blue Ribbon School of Excellence in 1998-99.
- ü Selected by the Arizona Educational Foundation as an A+ School in the state of Arizona in 1997-98.
- ü Challenger earned continued accreditation through the North Central Accreditaion Association, NCA.

## Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	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

Challenger will continue the schoolwide DARE Program, will maintain School Emergency Crisis Plan, continue to practice emergency drills and send crisis team members to regular emergency management sessions. We will also continue to participate in Red Ribbon activities

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) :

4
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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	Norma Ahumada	(520) 377-0544
Transportation Policy	Norma Ahumada	(520) 377-0544
Community Resources	Norma Ahumada	(520) 377-0544
School Nutrition Programs	Karla Soto	(520) 287-0800
Parent Organization	Norma Ahumada	(520) 377-0544
Student Health/Nurse	Patricia Iwaniuk	(520) 377-0544

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](http://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](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.

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](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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