U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12AZ2

School Type (Public Schools): (Check all that apply, if any)

☑ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Brad Tobin

Official School Name: Challenger Basic School

School Mailing Address: 1315 North Greenfield Road
Gilbert, AZ 85234-2813

County: Maricopa State School Code Number*: 79910

Telephone: (480) 830-1750 E-mail: jbtobin1@cox.net

Fax: (480) 830-1763 Web site/URL: challengerbasic.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Brad Tobin Superintendent e-mail: jbtobin1@cox.net

District Name: Challenger Basic School, Inc. District Phone: (480) 830-1750

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Brad Tobin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12AZ2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12AZ2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 1 Elementary schools (includes K-8)
   - 0 Middle/Junior high schools
   - 0 High schools
   - 0 K-12 schools
   - 1 Total schools in district
2. District per-pupil expenditure: 6308

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 10

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	6	13	19
K	39	22	61		7	0	0	0
1	25	29	54		8	0	0	0
2	22	32	54		9	0	0	0
3	19	25	44		10	0	0	0
4	22	20	42		11	0	0	0
5	11	17	28		12	0	0	0
					Total in Applying School:			302

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
1	% Asian
2	% Black or African American
8	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
88	% White
0	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 10%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2010	278
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 2

Specify non-English languages:

Spanish, Russian

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Our school does not participate in the free and reduced lunch program. We do not have this data on families.

10. Percent of students receiving special education services: 5%

Total number of students served: 14

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	2	Specific Learning Disability
0	Emotional Disturbance	11	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	1
Classroom teachers	12	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	0	3
Paraprofessionals	0	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	0	8
Total number	14	12

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

 No

 Yes

If yes, what was the year of the award?

PART III - SUMMARY

Challenger Basic School is one of approximately 500 Arizona charter schools in Arizona and is located in Gilbert, Arizona. The school opened in 2002 with a student population of 75 students. To date the school's enrollment is approximately 310 students. Challenger Basic School is a Back-to-Basics school without attendance boundaries open to all parents choosing to enroll their children. A parental agreement form indicating that the parent is aware of school practices is signed as part of the enrollment process. The school offers a very structured, challenging curriculum as well as weekly homework assignments Monday through Thursday. The purpose of homework is to teach personal responsibility and time management as well as a communication tool for parents. Parental involvement is encouraged for the benefit of their child's academic progress. The mission of Challenger Basic School is to provide a quality education in every area of our "back to basics" curriculum. Implementation of the "Spalding" reading method develops skilled readers, critical listeners, accomplished speakers, spellers and writers. Students reach their full potential and become lifelong learners through this enhanced "back to basics" approach to learning.

Challenger Basic School's academic program uses The Writing Road to Reading by Ramalda Spalding which is a phonics based approach to reading. The Spalding Method is a complete language arts approach providing integrated instruction in spelling, writing, listening and reading comprehension. The reading curriculum consists of quality literature which helps students develop a love of reading. The Saxon Math program gives constant review of math concepts which gives foundational development to students. The program is consistent and has continuity from grade level to grade level. Shurley English has a defining teaching model, the Question and Answer Flow. It is highly successful because it utilizes the different learning styles of students and includes enough repetition for students to master grammar easily, and incorporates the part-to-whole philosophy. Traditional concepts of history and geography are taught as well as science. Delta Science hands on kits that explore earth sciences as well as physical sciences enhances the science program. The school's curriculum also includes technology, art, art masterpiece, music, PE, health and safety.

Each grade participates in three field trips a year including a Broadway Palms Dinner Theatre. Field trips are varied and are based in art, science, cultural and historical awareness. Every other school year the fifth and sixth grades attend an extended overnight science field trip to San Diego Sea World allowing students to learn more about the ocean sea life.

Challenger Basic also has a variety of events and programs come to the school such as: Public Safety Day, African Acrobats, Creepy Crawly Bugs, Dental Hygiene, and theatrical plays that come from neighboring high schools. In September, during Constitution Week, Challenger Basic School's parent group enhances the curriculum by implementing powerful patriotic lessons to the students. Challenger Basic students usually participate in the Gilbert City's constitution poetry contest. In May parents incorporate a Founding Fathers' Week. They plan games, lessons, art projects and a variety of patriotic activities to enhance the week. Flags are adorned around the school during the week to show patriotism. To cumulate the week of festivities, a member from one of the armed forces speaks to the students. Students enjoy releasing hundreds of red, white, and blue balloons to celebrate the week of patriotism. The last music program of the year is the "Patriotic" music program which is the highlight of the week's festivities. The students recite patriotic poetry, sing patriotic songs as well as dance and play musical instruments.

Some of the characteristics of Challenger Basic School begin with setting high expectations and a desire for personal growth for teachers as well as students. Teachers have high expectations for their students enabling their levels of ability to be stretched to meet their potential. Personal growth means that teachers and students develop a desire to continue learning. Students learn and understand the purpose of

daily activities. Practice of daily concepts increase their knowledge in meaningful ways. High academic standards, discipline, mandatory homework, in-service training, and a dress code reflect the quality of education at Challenger Basic School.

The structure and continuity of instruction throughout each grade level is a repetitious organized method that builds upon what the student learned in their prior grade level. This concept has strengthened the depth and academic maturity of the student as well as the overall performance of the entire school. This seamless continuity of instruction has been the key to advancing students one or more grade levels beyond the student's grade level. We believe that by challenging students academically, it increases their expectations of themselves.

Challenger Basic School has followed a steady consistent growth pattern that has allowed the school to manage student progression as well. The school has had two major construction projects over the last three years. We went from eight classrooms to fourteen. This has allowed the school to nearly double its student capacity. While using up space for new buildings on the 2.375 acre property, we have retained two very nice playground areas for the students to utilize. Our goal of having two classrooms per grade level is possible within a couple years, upon adding our second fifth grade next year and a second sixth grade class the year after that.

Challenger Basic School has been designated as an "Excelling" school for the past three years, and has been awarded "Best of Gilbert" by the U.S. Commerce Association for the last three years.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment data analysis is integral to the success of our school, students, and families. It provides our administrators, teachers, and staff with four components: one, standards are key; two, all students must have a challenging curriculum; three, students need extra help; and finally, teachers matter. Each quarter, teachers and administrators meet to analyze assessment data and identify concepts and performance objectives from the Core Standards needing improvement. It is through this data teachers address, plan and implement systematic instruction in order to meet the learning needs of all students. At the beginning of each school year, the school provides several days of in-service to teachers and staff with AIMS/DPA scores for the teacher's current students. The data is detailed by concept and teachers focus on all student results. For students who score in the Falls Far Below and Approaches categories, teachers write an individual plan to assist the student with one to one assistance, tutoring before and after school, small group instruction, and re-teaching during the week. Students are given weekly formative assessments on items that include state performance objectives. This evidence helps the teachers know which students do not master the given concepts and need more time and instruction. On a weekly basis, through peer collaboration amongst teachers, strategies, and ideas are shared. Thus, encouraging communication, continuity, improved instructional practices, student achievement, and individual student needs.

Arizona's Instrument to Measure Standards (AIMS) has four Performance Level Descriptors which describes the general performance of a student within a performance range (Exceeds, Meets, Approaches, and Falls Far Below). In addition to the general Performance Level Descriptors, there are specific descriptors at each grade level. These descriptors indicate some of the knowledge and skills a student may demonstrate on the AIMS. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding. Students who approach the standard show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. They possess some understanding and skills necessary to begin working on the content required of the student who meets the standards. Due to incomplete understanding, additional instruction, and remediation may be necessary in order to achieve a satisfactory level of achievement. Students who Meet the Standard (Proficient) demonstrate a solid academic performance on subject matter as reflected by the reading, math, and writing, standards. Students who perform at this level are prepared to begin work on materials that may be required for the next grade level. Attainment of at least this level is the goal for all students. Finally, students who Exceed the Standard illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who exceed the standard have demonstrated exceptional and exemplary attainment of knowledge and skills.

As one looks at Part VII-Assessment Results (pages 20-29) the first line under "school scores", AIMS represents the percentage passing (proficient) and the next line also entitled AIMS represents percentage exceeding. The results indicate over the last five years that Challenger Basic School is successfully passing and exceeding the standard in all three areas and within each grade level.

A key component to relentless focus on the academic, core, and accountability, Challenger Basic School incorporates a monthly progress monitoring in the areas of phonics, spelling, reading comprehension, and mathematics. Teachers are responsible to report individual and whole class scores to the principal. These scores are reported and recorded on individual academic profile cards. Classroom scores are compared to established benchmarks for each area to measure classroom and individual student progress. It is through disaggregate student test scores, progress monitoring and benchmarks, that Challenger Basic School is able to better compare between groups of students and reduce the "Achievement gap".

2. Using Assessment Results:

Assessments are designed for a specific purpose here at Challenger Basic School. Those used as state assessments (AIMS) are designed to rank-order schools and students for the purposes of accountability. The information from our AIMS results help us in regards to the strengths and weaknesses of the school curriculum and how to integrate this valuable data. However, according to research (Barton, 2002; Kefir, 2001) these types of assessments are generally not good instruments for helping teachers improve instruction or modify their approach to individual students. Before using data, Challenger Basic School starts with several questions to drive assessment results. What should students know, and how should they be able to use what they know? How well should students perform? What will we do to assess student performance? And what will we do to improve student performance? Therefore, the assessments best to guide improvements in student learning are tests, writing assignments, and monthly progress monitoring that teachers at Challenger Basic School administer on a regular basis in the classroom.

At Challenger Basic School (CBS), administration, teachers, and parents use classroom assessments to make improvements. This collaboration amongst stakeholders sees assessments as an integral part of the instruction process and crucial for helping (CBS) students learn. Our classroom assessments that the teachers emphasize in class are meaningful sources of information. They reflect the concepts, skills, and criteria align with the teacher's instructional activities, our school's standards, and state standards. All stakeholders see these assessments as fair means of the learning goals. This information is providing students, parents, teachers, and administration feedback on each student's learning progress and help them identify learning problems, and recognize students who do well, and provide opportunities for them to extend their learning through enrichment activities.

Our teachers gather vital information at all grade levels from our school's tests, which include the Morrison-McCall, McCall-Crabbs, 70 phonograms, dictation, writing samples, math facts, and content based assessments. Teachers analyze growth on a monthly basis, use class monthly averages, and make simple charts showing students failing to meet a specific criterion. Our state assessments provide similar item-by-item information. Once our teachers have made specific numbers of students in the class, teachers find out if students misinterpreted the question, address the knowledge, understanding, or skill that they were intended to measure. When this presents no obvious problems with the criterion, then they turn their attention to their teaching. By analyzing the assessment results this way, improves effective teaching at Challenger Basic School with high-quality, corrective instruction designed to remedy whatever learning challenges the assessment identified.

Our faculty meetings are devoted to examining classroom assessment results and develop alternative strategies. These meetings are like professional development opportunities that help teachers share strategies and collaborate on teaching techniques. Assessments are an on-going effort to help students learn. Using this data, we are able to make instructional decisions, which leads to improved student performance. By following our assessments with corrective instruction, our students have a second chance to demonstrate their new level of competence and understanding. Through this second chance, our administrators and parents can determine the effectiveness of the corrective instruction, maintain high standards, and offer experience success in learning where students become lifelong learners and develop learning to learn skills.

Assessment results become an integral part of the instructional process and a central ingredient to help students learn and parents celebrate their child's education here at Challenger Basic School. Our aligned assessments value learning goals, school standards, and state standards. Challenger Basic School is successful with all students because we develop the right questions in order to use data to make decisions. Thus, igniting change and achieving positive results at our school, classrooms, and student level.

3. Sharing Lessons Learned:

At Challenger Basic School, we share through collaboration, networking, and community openness. Having this belief helps others and ourselves to know what high performing schools are doing so effective practices can be reproduced.

Our school has an open door policy. Visitors must sign in upon entering the campus. We encourage classroom walk through and campus tours. These events allow parents, community members, and other professionals to see students on task and observe instructional strategies regarding classroom practices and learning.

The principals/directors attend the charter school yearly convention. The convention is a venue where attendees gain insight into current trends, data, and charter school information. This information is valuable to our school and stakeholders. WE bring this information back and share it in school town meetings for our faculty and parents. Challenger Basic School also belongs to the Arizona Charter Schools Association. Membership in this organization allows us to also network with other charter schools within the state for the purpose of sharing successes and work to find solutions to challenges as a charter school operator. Belonging to the association also provides a means to pull resources for insurance, in-services, and grants.

Other ways in which Challenger Basic School shares with other schools include ELL Trainings and Spalding Trainings. This is an opportunity where teachers from other charter schools and districts are able to see our physical facility and receive the necessary trainings for certification renewals and professional development. This gives our teachers the ability to communicate and collaborate in small groups during the trainings to hear and see how others master classroom instruction to English Language Learners and low achievers, while solving difficult challenges.

Finally, some of our teachers have children in the district public schools or other charter schools for middle school or high school. These opportunities allow our teachers to network with other parents and professionals and hear what are some of the successes are in these other schools. Our teachers come back to our school and share at the staff meetings what they know is happening outside our K-6 program at Challenger Basic School. This gives teachers and administrators an opportunity to brainstorm and verify what we are doing for children is working.

4. Engaging Families and Communities:

In order to truly be successful at reaching as many students as possible and closing the learning gap, a Blue Ribbon school must tap into two of its most useful and often overlooked tools: Parents and Community. In most cases, a child's parent is their first teacher. Children often adopt and exhibit the attitudes of their parents towards almost all things they experience in their first formative years—including the parents' attitude towards education. Studies have confirmed that regardless of socioeconomic level, ethnic/racial background, or parents' education level, students do better academically when their families are involved in learning (Antunez, 2000; Epstein, 2001). Recognizing this and trying to incorporate as much positive parent and community involvement in school activities has led to Challenger Basic School's students showing an equal level of excitement and achievement. For example, every year students and parents combine efforts in our patriotic Founding Fathers program. Students and parents work together on everything from the decorations to the program's production. In preparation for the program, parents have volunteered to dress and act as various influential leaders in American History, helping make history come alive and be more personalized. Another example of parental involvement in helping students explore new subjects is that on a monthly basis, a different parent is asked to come and participate in Art Masterpiece. This is an activity where a parent will choose a famous artist, prepare a small presentation about them, and tell students about the artist's life, their techniques, and their unique influences on culture and society. Also, when students choose their project during the Science Fair, their parents are heavily involved in helping research, create, and help their child

present their project. Parent and their child take pride in their combined efforts and will often make it a family outing to come to the school and show the rest of the family all the projects completed by their own son or daughter as well as see their peers' projects. When a child sees their parent or a parent of a friend so excited about any subject matter it only helps reinforce the love of learning. Case in point, there is a quiet buzz of excitement in the classroom as students anticipate whose mom or dad will walk in the door for this month's "Mystery Reader", a fun activity where a student's parent is asked to read a short book. Parents read excitedly and with animated gestures, and will often choose a story-favorite from their own childhood, family history, nationality, or cultural background.

At Challenger Basic School we have a diverse enrollment which is the making of a great learning community. Regardless of religious views, political ideologies, cultural customs, or economic status, parents and students have united on projects outside of their immediate family comfort zone. As families that might seem to have little in common goal—to raise children to be contributing members of society. When a diversity of parents and students combine, whether to successfully run all the booths at the Fall Festival, organize local fundraisers, or compete in Field Day activities, students begin to learn what is and how to actively be part of a community. With activities such as the State or Country Travel Day, students prepare a presentation on their choice of either another state or another country. Sometimes students will choose a place they are completely unfamiliar with or a country that their parents are from or once visited. As they learn about people, traditions, and customs all over the world, create visual aids, dress in local apparel, or even prepare traditional foods, they become more aware of the world community and the responsibilities of mankind. Visits from the local firefighters, police, and town council members, all help students to learn their civic responsibilities in their local communities.

Family and community involvement can take many forms when helping a student succeed, from creating an excitement for learning and achievement at home with a student's homework to volunteering to read to a class. Parents do not need to be experts in the subject matter nor does the community of parents need to be alike in order to accomplish great things. What challenger Basic School has consistently done since its inception is developed strategies and activities that bring parents and community together for one common purpose: To be the kind of enthusiastic learner that we want our children to be.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Reading/Spelling

The text Challenger Basic School uses for reading, spelling and literature and handwriting is Romalda Spalding's, The Writing Road to Reading. Phonograms are assessed orally and on written tests. Ten words a day, (Monday through Thursday) up to 30 words a week are introduced. Spelling rules are also taught. Spelling is emphasized in student compositions and language programs. Students read orally and silently. The class discusses the main idea, conflict, and resolution from each story selection. Student's compositions encourage proper grammar, spelling, and penmanship. Compositions enhance each child's creativity.

Shurley English:

Shurley English is a dynamic English curriculum. It's a rigorous curriculum that utilizes student and teacher interaction and promotes higher-order thinking skills, and provides students with a successful base from which they can achieve far above their expectations. The teaching model is the Question and Answer Flow identifying all parts of speech. The program includes enough repetition for students to master grammar easily.
Poetry recitations: All students memorize and recite a meaningful selection of poetry once a month as part of the language arts program.

Poetry Recitation:

All students are required to memorize and recite in front of the class a classical poem each month.

Saxon Math:

At Challenger Basic School, our math program is based upon state standards in mathematics instruction. The math program that we use is the Saxon math text as well as other state standard based supplemental materials such as Common Core Math and Mountain Math. Saxon is a complete math program with daily drills and worksheets. Memorization of math facts and oral drills are a major part of this program.

Social Studies:

Students learn important historical events and learn about the world around them. The general text is the Macmillan series as well as Arizona Weekly Studies, a monthly newspaper. This program emphasizes the study of history and geography. Memorization of important geographical and historical data is encouraged. Map skills are also taught. Grades 3 through 6 are taught note taking for their reports. Third grade does a mammal report, fourth grade Arizona History report, fifth grade state report, and sixth grade a country report. Each class displays the reports for parents to view. The third grade has their mammal mania event, fourth grade has Arizona History, fifth and sixth grades have a Travel Night.

In September our school celebrates Constitution Week. Our Parent group organizes activities and students submit essays for the City of Gilbert. Winners are given an award.

In May, Challenger Basic School celebrates Founding Father's Week. Parents have a committee to set out flags around the campus. They organize meaningful American activities for the students during the week.

Science:

Grades three through six utilize Delta Science kits. Students work on experiments that pertain to state standards. Arizona Science Weekly, a state standard newspaper, is also another source of science curriculum that is used second through sixth grades. Our sixth grade class has an evening for parents to view their science experiments.

Health and Safety:

Emphasis is on good health, nutrition, safety rules and first aid.

Physical Education:

Each student participates in a structured physical education program. Physical Education is for the good health of each child. Once a year our P.E. teacher offers an after school program for each grade. In March, each student participates in our school's annual Field Day. Parents are invited to watch and participate as a volunteer if they choose. Following the events, students and parents are invited out to have a picnic lunch on campus.

Performing Arts:

Music appreciation is taught in all grades. Music is for the enjoyment of each child. Challenger Basic has two music programs a year. The first on is the Christmas program. The students learn seasonal songs as well as various musical instruments to help enhance the program. The second program is in May. Students learn patriotic songs, dances, and musical instruments. All parents are invited to attend these programs. Each year students give outstanding performances.

Technology:

Computer lab is held once a week. Students learn basic keyboarding. Fifth and sixth grades learn the basic Excel functions along with Power Point to incorporate this technology on their state and country reports.

Art:

Art is used to emphasize holidays and seasons or is incorporated into other areas of study. Teachers teach meaningful art projects 60 minutes a week. The school has a trained Art Masterpiece parent committee. A parent volunteer presents a history of a famous artist. The class is then given an art project that pertains to the artist. All classes are involved with this wonderful program.

Foreign language:

Teachers incorporate some simple Spanish activities into their curriculum.

2. Reading/English:

Challenger Basic School uses Romalda Spalding's text, The Writing Road to Reading. Challenger Basic School chose the Spalding Method because it is a total language arts approach to learning with emphasis in language, reading, writing, spelling and speaking. There are four main elements to the Spalding Approach:

The first element is spelling. This area of content consists of several sub elements. Students learn the basic 70 symbols that represent the 45 common English speech sounds. The student practices these

sounds in class orally and then writes them to connect the sound with the symbol. The students write the Ayres words in a Spalding notebook. This is the spelling notebook they use to develop basic vocabulary and to help apply the rules of the English language. The notebook is the foundation for the student's learning to read and teaching how the English language works.

The next element is writing. This area of content consists of learning to write quality sentences and then creating quality paragraphs. It is important that students learn quality writing techniques to reinforce word meanings, apply knowledge of the English rules, and to be able to apply higher-level thinking skills. Students have a variety of writing experiences. Compositions encourage proper grammar, spelling, and penmanship. Compositions enhance each child's creativity.

The third element is comprehension. It is important for all students to learn to appreciate fine quality literature. Students learn how to distinguish and analyze the characteristics of a piece of literature. This is done through character analysis, setting, plots, emotions, and content of learning. Students learn that authors write for different purposes and how passages are written differently. They learn the three basic types, narrative, informative, and informative narrative. A love for reading develops when a student is able to comprehend what they are reading.

The last element is the central element, philosophy. Spalding is a child centered learning program that ensures that the student is taught in an environment that is conducive to success. A mentally stress free environment with physical comfort is our primary concern. Multi-sensory approaches are used to allow all students to learn and retain what they have learned. Students see, hear, say, and write phonograms and words. Higher level thinking is applied by analysis and reasoning of the words and rules that are taught. Students receive quality lessons on a daily basis to enhance personal growth and to allow each student to reach their highest learning potential.

It is Challenger Basic School's goal each year to provide the best learning environment for each child. We want to create a lifelong love for learning that each child will take with him/her into the world. It is our responsibility to help children achieve the most success possible. As parents and teachers work together as a team, they are able to guide children down the path to success in school and in life.

Challenger Basic School is a "back to basic" school. The curriculum is all foundational as well as repetitive. All students, including struggling students, succeed in this program. The school has a monthly assessment program which tests students on reading, spelling, phonograms, and math facts. From this information teachers and administrators can assess the progress of each student. From the assessments teachers can re-teach concepts or move forward.

Foundational reading skills begin with phonogram mastery, word conception and understanding daily fluency practice (orally) and comprehension practice. Each student acquires skills to assist them in understanding text. They highlight, draw inferences, and acquire open communications ideologies and or misunderstandings. Continuous review of essential skills and application helps all students. In mini groups, students discuss, review, and redo concepts to help them correct their mistakes and prevent them from reoccurring. Struggling students receive one on one tutoring either by the teacher or a school aide.

Our Special Education instructor is also an essential tool and guide to help reach some of the most challenged students. Teachers accommodate students by working at their level and gradually elevating the difficulty of comprehension work. As a result of these strategies being applied to struggling students, they are able to become successful in completing regular classwork.

3. Mathematics:

At Challenger Basic School, our math program is based upon state standards in mathematics instruction. The math program that we use is the Saxon math text as well as other state standard based supplemental

materials such as Common Core Math and Mountain Math. Saxon is a complete math program with daily drills and worksheets.

In Saxon Math, practice of an increment is continual and distributed across each grade level. After an increment of a concept is introduced, students are given multiple opportunities and ample time to practice it. This allows students to understand and master the increment before being introduced to a related increment of the concept. Continual distributed practice ensures that concepts are committed to students' long term memory and that students achieve an understanding of basic math skills.

The teaching staff enjoys this program because it targets the lowest learners through its spiral program of constant repetition of skills while at the same time provides a challenging curriculum for those students who consistently score well on the test. The basic facts practice along with the daily warm up meetings provides students with tools to develop problem solving skills. Students benefit from the spiraled approach that is instilled in every lesson.

Concepts appear and reappear throughout the Saxon program. Students must retain the information so they learn and apply their knowledge of concepts as they progress. Saxon engages students and helps build confidence so they are prepared for higher learning. Teachers benefit from the well-organized lesson plans as well as the time tested materials.

Textbook materials rely heavily upon review problems at the end of each lesson but require students to master the concepts covered before progressing to the next lesson. The Saxon math program also has an optional online and CD-ROM reinforcement activity. An optional Teaching Textbooks program features compact discs and videos that guide students through lesson and practice problems, offering visual demonstration of the solution to any problem the student has missed.

Teachers supplement the Saxon Math program with Mountain Math as well as other state standard supplemental math materials. Teachers draw from the best materials available by concept to assure student success. Challenger Basic School's math program ensures continuity and consistency from grade level to grade level.

Monthly math fact assessments in addition, subtraction, multiplication and division are administered. From these assessments teachers can identify the areas of growth as well as areas of practice needed.

Students who are struggling and performing below grade level work with the teacher in small groups. Any extra time needed for instruction, the teacher works with the student/students during lunch or recesses. Math tutoring clubs are incorporated by some teachers after school to accommodate struggling students.

Saxon Math has made a lasting impact on the students' mathematical thinking and foundation at Challenger Basic School because the concepts allow students to master all skills and feel confident during class discussions. The spiral approach to learning makes a lasting impact on the students as they excel in their problem solving and understanding of math concepts.

4. Additional Curriculum Area:

Music and the performing arts helps students acquire essential skills and knowledge. Also, students from all six grades memorize and recite a poem each month and the music teacher incorporates poetry with music. Students enjoy music and are enthusiastic about music because she exhibits love and excitement in her job. Challenger Basic has two music programs a year. The Christmas program brings joy and excitement for the holidays. During the month of December students are required to learn a meaningful Christmas poem to recite in the program. Students gain confidence as they recite the poems to the audience as well as singing joyous songs! Not only do they learn poetry and songs, but the music teacher

teaches each class a musical instrument as well as other rhythm band instruments to enhance the music program.

In January, the music teacher begins teaching Patriotic music for the May patriotic program. Once again, the students learn a form of patriotic poetry for the program. She also teaches some grades square dancing like the Virginia Reel. Musical instruments like the harmonica, flute, etc. are taught to students at various grade levels. Having two music programs during the year helps the students find and develop their inner talents and therefore develops their confidence and self-esteem.

The students also learn music appreciation. They enjoy becoming educated about different composers. They learn about different instruments and their purpose and sounds in the band or orchestra.

Through the years we have had students return to Challenger Basic School to thank us for helping them develop a love for music in their lives.

5. Instructional Methods:

Challenger Basic School's professionals focus on practices that are research based. These educational practices are scientific based and drive decisions about educational interventions. With exposure to research-supported instructional methods and practices, materials and media and supports and accommodations students with and without disabilities effectively engage in learning general education curriculum content of math, reading, and writing.

In math, the school uses Saxon Math. With this curriculum, students who are in general education, at risk and/or in special education use concrete, representation (semi-concrete), and abstract sequence to learn course objectives. Through the concrete phase of mathematical concept, students use hands on manipulatives; such as, commercial materials like number cubes, fraction bars, and geometric figures. The phase of representations uses pictorial display and in the abstract phase, students use numerical symbols or algebraic letters of abstract mathematical concepts. Through this instructional strategy, students are able to retrieve background knowledge and become confident and able to reason. Furthermore, instructional strategies used, provide a path for more complex problem solving situations. Teachers address learning styles by providing visual, tactile, and kinesthetic experiences. The instruction within the school allows for group and individual learning while allowing students to move in a structured way from concrete to abstract concepts through pictorial representations such as chart, symbols, graphs, and diagram.

Teacher direct instruction model focuses on design and instructional delivery. The school's Direct Instruction curriculum, Saxon Math and Spalding (Math, Reading, Spelling, and Language Arts) includes systematic and explicit instruction, facilitators, rapid pace, achievement grouping, scripted class sessions, intense, constant student interaction, teaching to mastery, and frequent assessments. All students have the opportunity to fain the skills necessary for academic success. Direct Instruction has been proven to be an effective strategy in improving reading skills. Reading is the foundation skill for all learning and this is recognized by the school and its personnel. Therefore, the ability to read well is essential for all students' success in the general education curriculum.

In addition, Challenger Basic School uses other strategies within the classroom to facilitate learning for all children. Peer Assisted Learning Strategies (PALS), Learning Strategies (techniques, principles, or rules), Mnemonics, adapted books/texts, Literacy Rich Environment, Curriculum Based Measurement (CBM), Professional Collaboration, and Functional Behavior Assessments (FBA). Which instructional method is right for a particular lesson depends on many things, and among them are the age and developmental level of the students, what the students already know, and what they need to know to succeed with the lesson, the subject matter, and the objective of the lesson.

Challenger Basic School has all the necessary components and materials of Spalding. Teachers are required to attend professional development and use implementation supports to ensure fidelity. Our teachers have buy-in, are fully informed of the research that supports Direct Instruction as being proven and effective.

6. Professional Development:

At Challenger Basic School, teachers identify specific learning goals and the school provides a structure for professional growth. Teachers are required to be trained in The Spalding Integrated Language Arts Program I and II prior to their employment. Teachers attend a ten hour special education professional development each year along with a new teacher mentoring program. Our teachers use a portfolio process to collect data and artifacts that support the goals and plan of action of the professional development. This assists the directors of the school in determining the success of the plan and the vision and mission of the school.

With the required 80 hours of in-service, it ensures that all teachers are proficient in delivering Spalding instruction. Through Spalding's scientific based research literacy program, the knowledge the teachers gain and their proficiency of how Spalding integrates throughout the curriculum ensures continuity in grades kindergarten through sixth grade. Thus, maintains the high level of academic achievement attained by our students. Students learn spelling through phonemic awareness, phonograms with handwriting, high frequency vocabulary and English words and concepts. Spalding's reading program teaches literacy appreciation, text structures, and comprehension. Furthermore, through Spalding's Writing Road to Reading course, teachers are able to help students take prior knowledge of the language and assimilate and synthesis into their writing of sentences and compositions. Challenger Basic School ensures through the purpose of writing that the students will be analytical thinkers and accomplished writers.

Special Education professional development offers teachers a myriad of areas from policies and procedures, discipline, confidentiality, FAPE (Free and Appropriate Public Education), task analysis, and differentiated instruction. Challenger Basic School thrives on helping and supporting children with disabilities, access the general education curriculum, and accomplish the academic and social goals established by our society. Teachers individualize instruction; assess strategies to teach basic literacy and numeracy skills. This prepares our students for independence and problem solving skills.

Through professional development, Challenger Basic School focuses on problems of practice, specifically related to teaching and learning. The goal of continued professional development at our school is addressing problems related to teacher effectiveness and student learning. Thereby, reducing discrepancies between the classroom and school goal's for student learning and their actual achievement.

7. School Leadership:

The structure of the school's organization is prescribed by the school's charter. The leadership philosophy at Challenger is a shared responsibility by both principals/directors of the school. The main areas of emphasis are curriculum and instruction, non-instructional school management, ethics and professional standards, and the school mission, vision, and improvement goals. This, along with the creation of a positive learning environment for both students and teachers, is an essential additional element woven into the fabric of Challenger. The principal leads by example creating a positive atmosphere at the school. Daily classroom visits to each classroom ensures the school's curriculum is being implemented properly. Curriculum and instruction leadership is integral to ensuring students are actively engaged in the learning process and that teachers are effectively managing their classrooms. A cheerful classroom with samples of students' art and writing samples are an important part of the learning environment. Teachers create a positive structured learning environment in the classroom. Insuring that school policies and procedures are followed effectively and providing support and help where necessary are the key elements which have kept the school operating smoothly over the years.

Student progress reports, monthly performance assessments, report cards, student and class writing samples, and other achievement indicators are reviewed by the principal so that suggestions and assistance can be provided for individual and or class-wide improvement. An essential part of the Challenger experience includes student advancement to the next grade level. The students' educational growth is then continued with new challenges building upon the previous year.

Continued attention to the mission and vision of the school by the principal/director is made evident among conversations with teachers in staff training meetings.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: AIMS DPA

Edition/Publication Year: 2010/1997 Publisher: Pearson/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds Proficiency	91	97	97	96	100
Exceeds Proficiency	41	55	38	38	20
Number of students tested	46	31	34	26	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	1	2		1	2
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	6	2	4	3	1
4. Special Education Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
6. Asian					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	1	2			3
NOTES:					

12AZ2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: AIMS DPA

Edition/Publication Year: 2010/1997 Publisher: Pearson/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES					
AIMS	98	100	97	92	100
AIMS	22	39	29	23	24
Number of students tested	46	31	34	26	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
AIMS					
AIMS					
Number of students tested					
2. African American Students					
AIMS					
AIMS					
Number of students tested	1	2		1	2
3. Hispanic or Latino Students					
AIMS					
AIMS					
Number of students tested	6	2	4	2	1
4. Special Education Students					
AIMS					
AIMS					
Number of students tested					
5. English Language Learner Students					
AIMS					
AIMS					
Number of students tested					
6. Asian					
AIMS					
AIMS					
Number of students tested	1	2			3
NOTES:					

12AZ2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: AIMS DPA

Edition/Publication Year: 2010/1997 Publisher: Pearson/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES					
Meets Proficiency/Exceeds	96	96	100	95	86
Exceeds Proficiency	37	36	29	19	33
Number of students tested	27	28	24	21	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	2			1	
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	2	2	3	1	3
4. Special Education Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
6. Asian					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	2			3	
NOTES:					

12AZ2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: AIMS DPA

Edition/Publication Year: 2010/1997 Publisher: Pearson/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES					
Meets Proficiency/Exceeds	89	97	92	100	87
Exceeds Proficiency	26	36	8	19	20
Number of students tested	27	28	24	21	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	2			1	
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	2	2	2	1	3
4. Special Education Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
6. Asian					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	2			3	
NOTES:					

12AZ2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: AIMS DPA

Edition/Publication Year: 2010/1997 Publisher: Pearson/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES					
Meets Proficiency/Exceeds	88	87	100	92	100
Exceeds Proficiency	38	32	22	25	33
Number of students tested	24	22	23	12	9
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	2			1	
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested			1		2
4. Special Education Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
6. Asian					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested			2		
NOTES:					

12AZ2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: AIMS DPA

Edition/Publication Year: 2010/1997 Publisher: Pearson/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES					
Meets Proficiency/Exceeds	92	82	100	83	89
Exceeds Proficiency	21	9	26	8	0
Number of students tested	24	22	23	12	9
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested			1		2
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	3	4	1	2	
4. Special Education Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
6. Asian					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested			2		
NOTES:					

12AZ2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: AIMS DPA

Edition/Publication Year: 2010/1997 Publisher: Pearson/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES					
Meets Proficiency/Exceeds	94	100	100	100	75
Exceeds Proficiency	65	71	42	40	0
Number of students tested	17	17	12	5	4
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested		1		1	
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	4	2	2		1
4. Special Education Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
6. Asian					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
NOTES:					

12AZ2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: AIMS DPA

Edition/Publication Year: 2010/1997 Publisher: Pearson/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES					
Meets Proficiency/Exceeds	88	100	92	100	75
Exceeds Proficiency	12	24	17	0	0
Number of students tested	17	17	12	5	4
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested		1		1	
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	4	2	2		1
4. Special Education Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
6. Asian					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
NOTES:					

12AZ2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds Proficiency	92	94	98	95	94
Exceeds Proficiency	43	47	32	29	24
Number of students tested	114	98	93	64	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	0	0	0	0	0
2. African American Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	5	3	0	4	2
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	83		100		
Exceeds Proficiency	25		10		
Number of students tested	12	6	10	4	7
4. Special Education Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	0	0	0	0	0
6.					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	3	2	2	3	3
NOTES:					

12AZ2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets/Exceeds Proficiency	93	95	95	93	92
Exceeds Proficiency	21	28	21	17	16
Number of students tested	114	98	93	64	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	0	0	0	0	0
2. African American Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	3	3	1	3	4
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency	86	90			
Exceeds Proficiency	0	10			
Number of students tested	15	10	9	5	5
4. Special Education Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	0	0	0	0	0
6.					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	3	2	2	3	3
NOTES:					

12AZ2