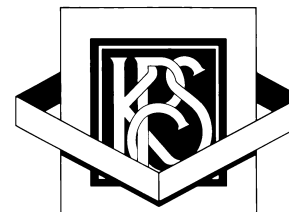


CHALLENGER ELEMENTARY
Annual Report – 2008-2009



Accreditation Status:

Component	Score	Grade
Preliminary Grade	96	A
Indicators of School Performance	100	A
AYP Status	Met AYP	
Composite Grade	A	

Retention Rate:

	Retention
Challenger	77.78%

Information about Challenger:

Challenger Elementary School first opened its doors to students in 1990 and was named in honor of the space shuttle, Challenger, which was supposed to carry the first teacher into space. Challenger celebrates a student body that is a microcosm of the larger world. It is a melting pot of various races, religions, cultures, socioeconomic levels and learning abilities. Just over four hundred students attend our Pre-K – 5th grade program, which also includes district special education classes and a Great Start (Readiness) Program. Approximately 59% of our students are African American, Asian American, Hispanic, or multiracial.

Challenger has a thriving, positive culture established through teacher, student, parent, and community members' involvement and collaboration. Our **VISION** is *to achieve and model excellence* in every way—through attitudes, relationships, quality of staff members, teaching, academics, behavior, meeting student needs, etc. Our **MISSION** is *to empower students to excel in a values-based system that upholds EXCELLENCE and equity, and celebrates our global culture and community*. We **VALUE** relationships, respect, kindness and caring, high expectations, high achievement, responsibility, honesty, creativity, feedback, fun and engaging classroom settings, and a “My goal is your success” attitude.

Throughout the years, students' high academic performance has earned our school consistently high ratings as defined by the Michigan State Board of Education. Our staff believes reading and writing are essential to learning. The Four Block® balanced literacy model structures our Language Arts program. Accurate and timely assessments play a key role; therefore, we employ DIBELS, MLPP, Running Records, Scholastic Reading Inventory (SRI), etc. We believe that mathematical skills and comprehension are crucial for student success. We teach the Everyday Mathematics® curriculum that has had proven results. Kent Intermediate School District recognizes Challenger School as one of the 13 top performing schools in science, and our social studies curriculum and success continues to grow. We welcome diverse learning styles and practice differentiation. Challenger supplements its core curriculum through Lindamood-Bell®, Fast Forward®, Study Island®, Fastt Math®, field trips, assemblies, Junior Achievement, etc. We have a daily Enrichment Block that enhances/supports student learning through individualization, including a number of intervention groups for struggling students.

Every student takes Physical Education, Music and Art. We emphasize computer literacy competencies and integrate technological learning with the curriculum for kindergarten through 5th grade. Classroom computers, three labs, and fourth grade hand held computers support

technology instruction for students. We look forward to the addition of interactive whiteboards in all of our general education classrooms during the 2009-2010 school year. With the combined efforts of staff, parents, community neighbors and business partners, Challenger's students leave elementary school with a solid foundation to continue their learning towards becoming responsible and productive contributors in a changing world.

School Improvement:

Challenger's school improvement focus is directed toward increasing student's success with reading and writing across the curriculum. During the last four years all staff participated in extensive training and the implementation of the Four Blocks Instructional Framework and Strategies for Language Arts acquisition. The staff embraces the Lindamood Bell® learning processes instruction and intervention program; we have had great success with this program and look forward to continuing it. For the past three years, Challenger has offered struggling readers Fast ForWord, a brain-based intervention that brings about wonderful results.

Increasing student math proficiency is also a school improvement focus. Through the process of collecting and analyzing data, we concluded that although our students are doing well on mathematical assessments at the elementary level, some are struggling at the middle school. Based on the data we determined that our students need to better develop basic computation skills and fluency in elementary in order to be able to tackle the more complex problems at the higher grade levels. This past year the school improvement team researched programs and strategies to build these skills; we decided on Scholastic's research proven Fastt Math program. Through the use of the Fastt Math program, basic computation processes transfer working memory to rote memory, freeing up working memory to tackle more complex problems. We are excited to begin this intervention during the 2009/2010 school year.

Challenger continues to offer Enrichment, a one hour block of time every day that provides prescriptive instruction to meet individual needs. The student-to-teacher ration is reduced to about 6-1 during this block and extensive ongoing diagnostic measures allow staff to determine areas of need and provide targeted assistance. Enrichment serves as an intervention for or enhancement of students' reading, writing, and/or math development.

After reviewing our students' performance data from MEAP, district assessments, and report cards, marked improvement is noted throughout recent years in reading, writing, math, and science. The performance gap is narrowing between comparable subgroups, noted with our African American and Caucasian students and our economically disadvantaged (E.D.) and non E.D. students. We are still not where we want to be but have made huge strides in the positive direction.

Our ELL population continues to grow and our economically disadvantaged percentage continues to rise. The school improvement team is concentrating efforts on having measures in place to meet these student needs.

Challenger strives for excellence, and we are determined to continue to improve our school. We invite feedback from all stakeholders and work in partnership to make our school exemplary.

Most recent MEAP data – Fall 2008

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Challenger Elem
English Language Arts - 3rd Grade
Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	86%	89%	83%	14%	72%	12%	2%
Male	2008-09	59%	75%	86%	81%	25%	50%	19%	6%
Female	2008-09	59%	93%	92%	86%	7%	85%	7%	0%
Asian	2008-09	59%	N/A	94%	92%	N/A	N/A	N/A	N/A
African American	2008-09	59%	N/A	85%	69%	N/A	N/A	N/A	N/A
Hispanic	2008-09	59%	N/A	86%	74%	N/A	N/A	N/A	N/A
White	2008-09	59%	86%	92%	87%	19%	67%	14%	0%
Multiracial	2008-09	59%	N/A	79%	82%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	89%	85%	74%	6%	83%	6%	6%
Limited English Proficient	2008-09	59%	N/A	76%	69%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	72%	55%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Challenger Elem
 English Language Arts - 4th Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	88%	85%	77%	12%	77%	10%	2%
Male	2008-09	59%	92%	82%	74%	8%	85%	8%	0%
Female	2008-09	59%	85%	87%	79%	15%	69%	12%	4%
Asian	2008-09	59%	N/A	84%	88%	N/A	N/A	N/A	N/A
African American	2008-09	59%	88%	77%	56%	0%	88%	6%	6%
Hispanic	2008-09	59%	N/A	89%	64%	N/A	N/A	N/A	N/A
White	2008-09	59%	92%	89%	83%	25%	67%	8%	0%
Multiracial	2008-09	59%	N/A	83%	77%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	77%	76%	64%	5%	73%	18%	5%
Limited English Proficient	2008-09	59%	N/A	58%	50%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	51%	44%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Challenger Elem
 English Language Arts - 5th Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	85%	84%	78%	27%	58%	15%	0%
Male	2008-09	59%	71%	84%	76%	21%	50%	29%	0%
Female	2008-09	59%	95%	84%	81%	32%	63%	5%	0%
Asian	2008-09	59%	N/A	75%	89%	N/A	N/A	N/A	N/A
African American	2008-09	59%	73%	75%	58%	13%	60%	27%	0%
Hispanic	2008-09	59%	N/A	85%	66%	N/A	N/A	N/A	N/A
White	2008-09	59%	100%	89%	84%	47%	53%	0%	0%
Economically Disadvantaged	2008-09	59%	75%	75%	66%	31%	44%	25%	0%
Limited English Proficient	2008-09	59%	N/A	52%	50%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	56%	42%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Challenger Elem
 Mathematics - 3rd Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	93%	96%	91%	58%	35%	7%	0%
Male	2008-09	65%	88%	96%	92%	69%	19%	12%	0%
Female	2008-09	65%	96%	97%	91%	52%	44%	4%	0%
Asian	2008-09	65%	N/A	100%	96%	N/A	N/A	N/A	N/A
African American	2008-09	65%	N/A	92%	79%	N/A	N/A	N/A	N/A
Hispanic	2008-09	65%	N/A	95%	87%	N/A	N/A	N/A	N/A
White	2008-09	65%	95%	99%	95%	57%	38%	5%	0%
Multiracial	2008-09	65%	N/A	94%	92%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	94%	96%	86%	72%	22%	6%	0%
Limited English Proficient	2008-09	65%	N/A	94%	85%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	92%	80%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Challenger Elem
 Mathematics - 4th Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	92%	93%	88%	60%	33%	6%	2%
Male	2008-09	65%	96%	96%	88%	54%	42%	4%	0%
Female	2008-09	65%	88%	90%	88%	65%	23%	8%	4%
Asian	2008-09	65%	N/A	98%	95%	N/A	N/A	N/A	N/A
African American	2008-09	65%	75%	86%	74%	38%	38%	19%	6%
Hispanic	2008-09	65%	N/A	96%	81%	N/A	N/A	N/A	N/A
White	2008-09	65%	100%	95%	92%	83%	17%	0%	0%
Multiracial	2008-09	65%	N/A	90%	87%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	91%	90%	80%	55%	36%	5%	5%
Limited English Proficient	2008-09	65%	N/A	89%	76%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	78%	68%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

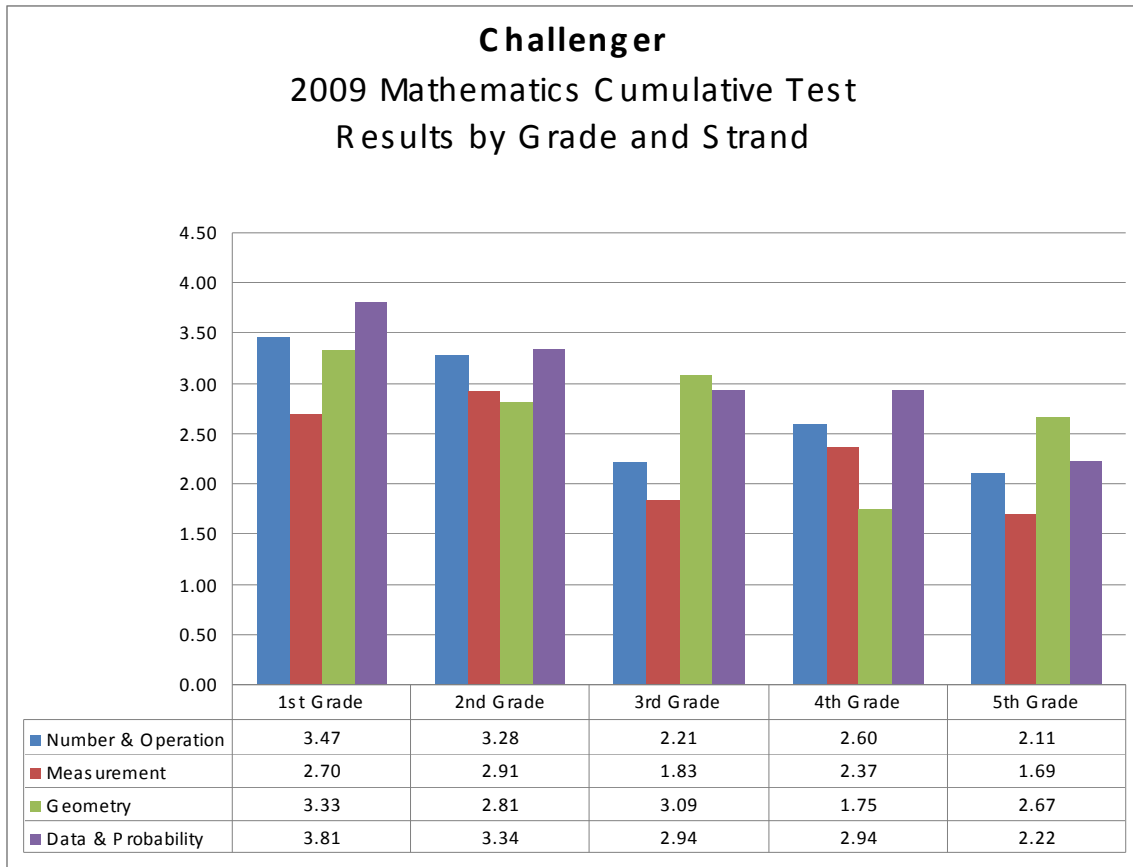
KENTWOOD PUBLIC - Challenger Elem
 Mathematics - 5th Grade
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	91%	87%	77%	70%	21%	3%	6%
Male	2008-09	65%	93%	90%	78%	64%	29%	7%	0%
Female	2008-09	65%	89%	84%	76%	74%	16%	0%	11%
Asian	2008-09	65%	N/A	91%	92%	N/A	N/A	N/A	N/A
African American	2008-09	65%	87%	82%	55%	53%	33%	7%	7%
Hispanic	2008-09	65%	N/A	86%	66%	N/A	N/A	N/A	N/A
White	2008-09	65%	93%	91%	83%	80%	13%	0%	7%
Economically Disadvantaged	2008-09	65%	81%	83%	64%	62%	19%	6%	12%
Limited English Proficient	2008-09	65%	N/A	71%	61%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	65%	47%	N/A	N/A	N/A	N/A

2009 End of Year Reading Data:

SRI: Basic or higher...
 Grade 2: **98%**
 Grade 3: **98%**
 Grade 4: **98%**
 Grade 5: **100%**

2009 End of Year Math Data:



Attendance Rate: 94.82%

Parent Involvement: Participation Rate for Parent Teacher Conferences
Fall 2008- 97%
Spring 2009 - 96%

Parent Involvement Policy: Board Policy GA AE

Board Policy GA AE

The board representatives to each building shall meet upon request for the purpose of providing parents of Title I students an opportunity to participate in the design and implementation of the Title I program. Any parents of title I students within the building shall be invited to this meeting.

The board strongly encourages parental involvement in the district's programs. A program that will encourage parental participation and training will be developed according to Title I Federal guidelines.

Approved April 29, 2002

Core Curriculum:

Process:

Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and benchmarks. We are currently working on adjusting our curriculum to incorporate the new Grade Level Content Expectations. Our assessments and report card are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored consistently by building principals and academic support personnel.

Alignment:

Each grade level on the elementary level and each content area at the secondary levels meet throughout the year to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted with the MEAP testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity:

Excellence and Equity for All is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common electronic standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

Teacher Qualification:

100% of Challenger teachers are considered highly qualified. They hold the appropriate teaching credentials and/or have advanced degrees in the areas in which they are teaching.

The district average for elementary schools is 2.1%. The average for Title I buildings is 1.7%. The average for non Title I buildings is 3%.

The district has identified all teachers who are not considered highly qualified according to No Child Left Behind guidelines and has required these teachers to develop a plan for becoming highly qualified. In addition, the district has adopted the Michigan Department of Education Portfolio option for teachers. A letter of agreement to support this option has been signed with the local teacher association.

Every parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The district publishes the process in the November issue of the district newsletter. The Human Resources Office is the single point of contact for the dissemination of teacher qualification information.