



2012-13

# Annual School Performance Report

## Challenger Elementary School

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<http://connect.issaquah.wednet.edu/elementary/challenger/default.aspx>

Principal Sara Jo Pietraszewski

*Welcome*

Parents and community members are vital members of our team. Their support enables us to provide a wide variety of enrichment programs. Thanks for working with us to make every student's success our top priority.

*Vision*

The Challenger community will create a positive, friendly, respectful learning environment where staff and students feel safe, are willing and encouraged to take risks, and individual learning styles are recognized and nurtured.

*Demographics*

Grades K-5; Enrollment 582; Black 0.7%; Asian 30.6%; American Indian/Alaska Native 0.2%; Hispanic 7.6%; Pacific Islander 0.6%; Multiracial 8.1%; White 52.3%; Attendance rate 96.2%. Free and reduced lunch 5.3%.

*Teacher experience*

Teachers with Master's/Ph.D. 68.8%; Teachers with National Board Certification 3; Average Years Teaching Experience 11.6.

*OSPI data*

In March 2014, the U.S. Department of Education declined to renew the state of Washington's conditional Elementary and Secondary Education Act Flexibility Waiver for schools receiving Title I, Part A funds. This decision affects all schools in Washington State, which are now subject to the requirements of the federal No Child Left Behind Act (NCLB). Washington is the only state that has lost its waiver and must revert to NCLB standards and timelines of assessment. For schools and districts to be considered succeeding under NCLB, schools must meet Adequate Yearly Progress (AYP) standards. For schools to meet AYP, 100 percent of all students, regardless of special needs or English language mastery, must meet proficiency standards. Challenger met AYP this year. For complete information about the Issaquah School District's assessment data, highly qualified teachers, annual yearly progress, and state NAEP (National Assessment of Educational Progress) results, please visit the [state's online district report card](#).

*District report*

For budget details and more go to [www.issaquah.wednet.edu/district/CommunityReport/](http://www.issaquah.wednet.edu/district/CommunityReport/)

The Issaquah School District believes in seeking continual feedback from a broad and diverse range of constituents regarding their experiences with the District and their neighborhood school. See the Community Polling Study site at [www.issaquah.wednet.edu/district/polling.aspx](http://www.issaquah.wednet.edu/district/polling.aspx) for more information and survey results.

*Highlights*

- Challenger has a very warm and friendly atmosphere. We seek to be a central part of our local community and aim to be a place of learning and growth for all students and families. It is through this partnership that we can best serve our students! We gather together through our traditional assemblies including Veterans' Day, Winter Sharing, Martin Luther King Jr. Observance, and a Year-end Celebration.
- We are proud of our continued strong partnership with our parents and the community. Middle and high school students assist our teachers and mentor Challenger students as part of their high school course work or community service. Parents are actively involved in the life of the school as they volunteer countless hours to support student learning. The power of our volunteers directly benefits student learning. This year approximately twenty V.O.I.C.E mentors worked with our students.
- Challenger celebrates a strong tradition of before and after school enrichment programs. PTA sponsors after school chess, Lego, art, karate, and Mandarin language classes. Our teachers also provide

# Issaquah School District—Challenger Elementary School

## *more Highlights . . .*

- enrichment by leading a number of clubs: Student Council, Photography, Yoga, Climbing, Running, Comet Choir, Drum Group, Video Production and Games.
- Our teachers and students are enthusiastically engaged in the integration of technology into all aspects of learning. Classrooms are equipped with a high ratio of computers, document cameras, digital cameras, ActivBoards, and ActiveVotes. In addition, many classrooms have added netbooks and/or iPads for student use and our technology team decided to add two complete laptop carts that are available for classroom use.
  - Challenger recognizes students each month through PRIDE skill awards and honors students for showing important life and social skills such as: respect, friendship, decision-making, and several others.
  - We are now a King County Level 2 Green School with composting in both our lunch-room and our classrooms. Also, our student-led Waste Watchers provide food and paper waste recycling at lunch. This year we implemented other energy saving systems across the school and in the parking lot.
  - Challenger is proud of its outstanding music program. All grade levels perform curriculum-related concerts that incorporate music, dance, instruments, solos, and speaking parts. Fifth graders also have the opportunity to join orchestra at our neighboring middle school. We offer an extracurricular Comet Choir for all interested 4th and 5th grade students.
  - Our PTA works closely with the school to provide both academic enrichment opportunities and social opportunities for our students. These include: Science to Go lessons, assemblies, teacher and school grant opportunities, popsicle social before school starts, Walk-A-Thon, Art Reflections, Winterfest, Festival of Cultures, Eager Reader, Popcorn Fridays, Dr. Seuss Read-In, Science Fair, and Art Fair.
  - Fifth graders attend camp for three days at Camp Orkila on Orcas Island.

## *Improving student achievement*

We started a new Continual Improvement Plan this year that focuses on reading work. This was especially relevant as we continued with the second year of implementing the Issaquah School District's Making Meaning curriculum. Through the reading workshop model and the use of focus lessons, small groups, conferring, and guided reading sections, teachers are working hard to provide each reader exactly what they need to move forward. One of our building focus areas within reading is to target male readers and to use book selection, book talks, and best-practice engagement strategies to help our boy readers as well as the girls! Teachers are digging deeply into the new Writing Units of Study by Lucy Calkins as well to help leverage the reading and writing work connections. We believe that when students write they have a powerful voice and stories to tell.

## *Special programs*

Challenger houses one of the district's Learning Resource Center II (LRC II) programs: a special education program for K-5 students. Our LCR II students are included in general education grade level activities whenever appropriate. We know them to be a vital part of our community.

## *What's new*

Superintendent Thiele has emphasized the importance of kindness, sustainability, and safety and security this year. We've taken active roles in this work at Challenger!

Challenger staff has also started work as a PBIS (Positive Behavioral Intervention and Supports) school. PBIS is based on principles of applied behavioral analysis and the pro-active approach to positive behavior support for students. Many staff members are working together to adopt and organize behavioral expectations that enhance academic and social outcomes for all students. This includes developing expected behaviors for shared locations around the building (i.e. in the lunchroom, hallways, and restrooms) and recognizing students who demonstrate expected behaviors with "shazams" that are special cards that celebrate good behavior. This work will continue in the 14-15 year as well.

## *Just so you know . . .*

We are a host school for many Kindergarteners from Grand Ridge Elementary in the Highlands community. These students and their families have been a wonderful addition to Challenger!



*Fourth graders working on the computer.*

# Issaquah School District—Challenger Elementary School

## Assessment

Two tests given to elementary school students—The Stanford 10 Achievement Test and the Measurement of Student Progress (MSP)—help indicate how well Issaquah students are learning.

## Stanford 10

The Stanford 10 is a national test that the district administers to students in grades 1, 2, and 5. It shows how well Issaquah students are learning compared to a representative group of other students in the country (the norm group). Issaquah Stanford 10 scores are compared to the norm group scores and are reported as a percentile rank. Students who earn a score of 70, for example, can say that they scored higher than 70% of the norm group.

In 2012 the norm group changed to a more current sample. Generally speaking, the new norm group was more representative of the nation as a whole and produced a “tougher” norm to which our Issaquah School District students are now compared. Therefore, last year we expected to see lower average scores at the school and district level than the year before, when there was a less rigorous norm. This year’s scores can be compared to last year’s and, moving forward, we will be able to notice trends in performance.

## Grade level

### Total Reading

### Total Math

| 1/District | 2/District | 5/District |
|------------|------------|------------|
| 67/64      | 65/63      | 76/77      |
| 66/67      | 79/74      | 87/84      |

## MSP

The MSP is an exam developed by and mandated by the state; it replaced the state’s original annual exam, the WASL, in spring 2010. Washington’s education reform efforts began in 1993 and involve annual state-specific tests for students in grades 3-8 in reading, writing, math, and science (MSP) and then again in grade 10 (High School Proficiency Exams in reading and writing and End of Course assessments in math and biology). MSP goes beyond multiple choice tests like the Stanford 10. The tests are much shorter than the WASL and include multiple-choice and short-answer questions. Four-point essay questions have been eliminated on reading, math and science tests. This change allows students to show they are able to solve the problems, while not being scored on their writing ability on the math, reading and science tests.

Besides being a state test rather than a national assessment, MSP results are reported differently. Each student either “Meets Standard,” “Exceeds Standard,” or “Does Not Meet Standard” in each subject—reading, math, writing, science—and subjects tested vary among grade levels. MSP scores do not compare students to other students; instead they show the learning level of each student as compared to the state’s expectations for a well-taught student at that grade level.

MSP results help parents know how well each student is meeting learning targets, and the results help schools plan instruction and curriculum focused on these learning targets. Numbers represent percentage meeting or exceeding standard.

## Grade level

### Reading

### Writing

### Math

### Science

| 3    | District/State | 4    | District/State | 5    | District/State |
|------|----------------|------|----------------|------|----------------|
| 85.8 | 88.3/72.0      | 91.6 | 87.9/70.0      | 82.3 | 88.3/72.4      |
| n/a  | n/a            | 76.1 | 83.2/62.1      | n/a  | n/a            |
| 84.6 | 83.9/63.0      | 92.8 | 85.9/60.8      | 84.2 | 83.2/63.5      |
| n/a  | n/a            | n/a  | n/a            | 77.1 | 83.8/66.8      |