

# PERFORMANCE REPORT: 2017-18

## CHALLENGER ELEMENTARY SCHOOL

The staff and parents at Challenger Elementary work together to provide a caring environment where every child is valued and the educational focus is on literacy and mathematics. Challenger is the most diverse elementary school in our district. Altogether there are 43 different languages spoken in our students' homes. Therefore, teachers employ a variety of whole-group, small-group, and individualized educational strategies to meet the needs of all learners. We offer intensive in-class support as well as extended-day opportunities and summer programs. We have building-wide behavior expectations that develop well-rounded leaders for the future. In addition to our academic curriculum, we offer a variety of

co-curricular opportunities for our children. Students participate in band, orchestra, reading club, Cheetah club, comic-book-making club, violin club, chess club, and an after-school STEM club with our community partner, The Imagine Children's Museum.

### ABOUT OUR SCHOOL

Challenger is a 33-year-old, one-story building with 26 regular classrooms built around a beautifully designed courtyard. In addition to K-5 classes for our neighborhood students, Challenger provides classes for developmental pre-school and developmental kindergarten for the district. We have a physical therapy room, music room, a 7,500-book library, and a multi-purpose



room that is used as a gymnasium and cafeteria. The outdoor facilities include a covered play area, outdoor play equipment, and athletic fields. The Boys and Girls Club, YMCA, Boy Scouts, Girl Scouts, youth soccer, and Little League use our classrooms and athletic fields extensively.

### AT HOME

Parental involvement is a primary key to a child's performance at school. You can help by having a special place and time for homework. Furthermore, be sure to help your child to read each night for 20 minutes. Please limit television viewing and electronic game playing and promote creative play. If you are going to use the computer, please check with your child's teacher or the building technology

Adjunto se encuentra un documento que contiene información importante de la escuela de su hijo. Por favor solicite que le traduzcan esta información tan pronto como sea posible. Muchas gracias.

Прилагаемый документ содержит важную информацию из школы вашего ребенка. Пожалуйста, попросите перевести вам эту информацию как можно скорее. Спасибо.

첨부된 자료는 자녀의 학교에서 전달해 드리는 중요한 정보를 포함하고 있습니다. 본 정보를 가능한 한 빨리 읽어 주시기 바라며, 학부모를 위해 내용이 번역되어 있음을 알려드립니다. 감사합니다.

Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

specialist for supplementary programs that we have purchased for our students to use at home. Have fun as a family and make sure to have your child at school and ready to learn.

## VOLUNTEERING

Parent and community volunteers

### CHALLENGER ELEMENTARY SCHOOL

9600 Holly Drive  
Everett, WA 98204

**PRINCIPAL:**

Dirk Adkinson

**ASSISTANT PRINCIPAL:**

Seila Pon

**MAIN OFFICE PHONE:**

425-366-2500

**FAX:**

425-366-2502

**24-HOUR INFORMATION LINE:**

425-366-2501

**EMERGENCY LINE:**

425-356-1299

**INTERNET:**

[www.mukilteo.wednet.edu](http://www.mukilteo.wednet.edu)



**Mukilteo**  
School District

**Committed to Success  
for Every Student**

Mukilteo School District complies with federal and state rules and regulations and does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following individuals have been designated to handle questions or complaints of alleged discrimination: Title IX Officer: Bruce Hobert (425-356-1319), Section 504 Coordinator: Lisa Pitsch (425-356-1277), and the ADA/ Access Coordinator: Karen Mooseker (425-356-1330). All located at 9401 Sharon Drive in Everett, WA 98204. Inquiries regarding ADA/Access issues at Sno-Isle TECH Skills Center should be directed to Maggie Bagwell, Director (425-348-2220) at 9001 Airport Road in Everett, WA 98204.

are essential to the success of many of our programs. We welcome you to help at our school. There are a variety of ways to support students and teachers at Challenger. We particularly encourage volunteers to help in our classrooms and in our Lunch Buddy program, which brings a community partner together with an assigned student for lunch once a week. Volunteer brochures are available in the office and describe the many ways that community members can make a difference for our children. You may also contact our Dean of Students.

## OUR IMPROVEMENT PLAN

Our School Improvement Plan includes three main goals for the 2018-19 school year:

**Goal #1:** Challenger Elementary students will demonstrate improvement by 10% on the Smarter Balanced Assessment in the area of English/language arts. Third grade improvement target percentage equals 60.9%. Fourth grade improvement target percentage equals 58.4%. Fifth grade improvement target percentage equals 60.3%.

**Goal #2:** Challenger Elementary students will demonstrate improvement by 10% on the Smarter Balanced Assessment in the area of mathematics. Third grade improvement target percentage equals 63.3%. Fourth grade improvement target percentage equals 52.6%. Fifth grade

improvement target percentage equals 48%.

**Goal #3:** Challenger Elementary will improve upon the Positive Behavior Intervention Support Model (PBIS). PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. The second year of integration has led to goals to reduce the amount of student infractions by 5% monthly.

## OUR SCHOOL MISSION AND VISION

At Challenger Elementary School, we are always asking our students to strive for their highest potential. The school mission statement will be seen around the building and used in conversations that we have with our students.

When our students are striving for their highest potential, then they will be able to meet our vision of what we want for our students. At Challenger Elementary, students will be prepared both socially and academically for the future. They will be inspired to continually learn and contribute positively to their community.

# STANDARDIZED TEST RESULTS

## WASHINGTON STATE STANDARDIZED ASSESSMENTS:

Students in the state of Washington are given a number of different tests to determine their progress in school. The Smarter Balanced Assessment (SBA), which became the state assessment in 2015, measures student achievement toward the Common Core State Standards in English/language arts and in math. The SBA tests in those two subject areas are given in the spring to all 3rd through 8th grade students. Those tests replaced math, reading, and writing assessments called the Measurements of Student Progress (MSP). An MSP test in science is still administered in 5th and 8th grades. The scores below indicate the percentage of students who met the state standard in these assessments.

### THIRD GRADE

	MATH			ENGLISH/LANGUAGE ARTS		
	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
CHALLENGER	51.7	52.3	51.8	49.1	45.6	55.2
School District Avg.	52.6	47.6	48.1	50.3	52.2	50.5
State Avg.	58.9	57.8	57.5	54.3	52.6	55.5

### FOURTH GRADE

	MATH			ENGLISH/LANGUAGE ARTS		
	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
CHALLENGER	37.9	46.0	51.2	46.2	47.2	56.5
School District Avg.	54.6	52.9	51.1	57.4	50.8	56.6
State Avg.	55.4	54.3	53.8	57.0	55.2	57.3

### FIFTH GRADE

	MATH			ENGLISH/LANGUAGE ARTS			SCIENCE		
	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
CHALLENGER	33.7	22.8	32.0	48.8	50.4	49.9	50.0	36.4	38.1
School District Avg.	51.2	58.7	44.8	60.8	47.4	57.5	63.9	54.9	50.2
State Avg.	49.2	48.6	48.5	60.1	58.6	59.2	65.3	63.4	55.1

## ENROLLMENT DATA (OCT. 2017)

#### HEADCOUNT:

Kindergarten	42
1st Grade	130
2nd Grade	108
3rd	113
4th	116
5th	124
TOTAL	633

#### BY GENDER:

Male	49.5%
Female	50.5%

#### BY ETHNICITY:

African-American	8.0%
American Indian	0.0%
Asian/Pacific Islander	7.6%
Caucasian	29.7%
Hispanic	40.8%
Multiple Ethnicities	14.0%

#### SPECIAL CATEGORIES:

Free/Reduced Lunch	72.0%
Special Education	22.7%
English Learners	37.2%
Unexcused Absences	0.5%

#### TEACHERS:

Teacher information is available at [reportcard.ospi.k12.wa.us](http://reportcard.ospi.k12.wa.us).

## PARENT SURVEY

An education reform bill passed by the Washington State Legislature requires that schools seek feedback from parents and summarize the response in their annual Performance Reports. The Mukilteo School District has conducted a survey of parents in each of the past 20 years.

The survey conducted in the spring of 2018 had a total of 2,715 respondents, which represents a return rate of about 20 percent. The survey found that about 77 percent of parents feel welcome at their child's school and 72 percent feel staff members are responsive to their requests for information or assistance. District-wide, about 74 percent of parents have a positive impression about the quality of education at their child's school.

The survey also found that parents generally feel well informed about what is going on in their child's school and that parents feel school buildings and grounds appear clean and well maintained. The vast majority of parents report that their child feels safe at school and that staff members respect and appreciate diversity.

At Challenger, about 71 percent of parents said they feel welcome at school and 66 percent said they have a positive impression about the quality of education at the school. Another 20 percent were either neutral on the subject or had no opinion.

A more detailed report of the survey findings can be found on the school district's Internet site at [www.mukilteo.wednet.edu](http://www.mukilteo.wednet.edu) or by calling 425-356-1215.

## FINANCIAL DATA

Total District  
General Fund  
Expenditure  
Budget (2017-18):

**\$215,107,885**

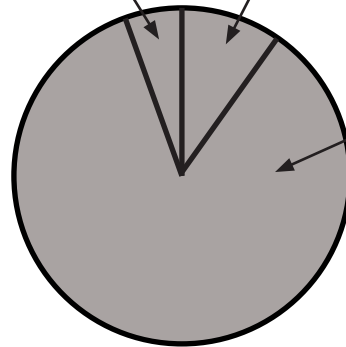
Budgeted  
expenditures  
per students  
(2017-18):

**\$13,896**

Materials  
and Supplies:  
4.82%

Purchased  
Services/Other:  
9.66%

Salaries  
and Benefits:  
85.52%



### IMPORTANT NOTES:

This publication contains much of the information that both state and federal law requires to be reported to parents. To learn more information about how your child's school did on state assessments, go to [reportcard.ospi.k12.wa.us](http://reportcard.ospi.k12.wa.us) The Report Card contains information about test results and other statistics about the school. To find results for Mukilteo School District, use the drop-down menu in the box at the top under "Select Organization Type" and choose "school." To find results for your child's school, under "Select Organization" scroll down until you see "Mukilteo School District" with the name of your child's school.

If you do not have access to the Internet, you can get a printed version of your school's report card by contacting your school. A printed version of the school district's Report Card can be requested by calling 425-356-1215.

**STUDENT ACHIEVEMENT FUNDS:** Washington voters approved an Initiative in 2000 to dedicate funding that would help assure that students meet the learning requirements set forth in the state's education reform program. The Initiative encouraged school districts to work in partnership with their communities to determine how those resources could be used most effectively.

The amount of Student Achievement Funds made available to schools was greatly reduced beginning in 2009 and finally suspended entirely for the 2010-11 school year. The state legislature also suspended all Student Achievement Funds in all budgets that have followed.

**PLEASE NOTE:** Certificated staff members are present at their respective schools before and after the school day, consistent with their contractual hours and workday requirements.