



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4525 N Granite Reef, Scottsdale, AZ 85251

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Mark Willam Haugen
Schedule : 7:30 AM to 3:30 PM
Grades : Pre-K-6
2004 Enrollment : 595
Web Address : www.susd.org/schools/elem/Navajo/
Phone Number : (480) 484-2600
Fax Number : (480) 484-2601
E-mail : mhaugen@susd.org

Mission

Navajo Elementary School in partnership with families and the community will prepare all students for academic success in a safe and positive environment while celebrating our cultural diversity.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- Offer activities that incorporate various learning styles and instructional formats to improve student achievement.
To meet all aspects of NCLB within the time frame allocated.
Integrate technology across the curriculum.
Provide an environment that fosters equity and excellence to all students.

Enrollment

October 1, 2003 School Year Student Enrollment : 563
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 88

Instructional Programs

- Ü Character/Citizenship Development
- Ü Lifelong Learning & Leadership
- Ü Computer Literacy
- Ü Integrated Learning
- Ü Special Education
- Ü E.I.S.
- Ü Gifted
- Ü Pre-School PANDA

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to encourage parent participation in the life of the school and to assure the safety of students.

Parents

Parents are encouraged to provide a supportive environment conducive to study and learning; motivate their children to do their best by taking an interest in their work and be role models by valuing education. Parents are our first teachers.

Transportation Policy

Transportation is provided for K-3 students 3/4 of a mile from school and 4-6 students one mile from school. Mid-day transportation is provided for eligible Kindergarten students. Service is provided for special education students with IEPs.

School Honors

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

Award/Honor	Year
Ü Five Star Outstanding Practice Award	1999
Ü Outstanding Administrator of the Year	2000
Ü Community Center Foundation Award	2000
Ü Mervyn's Service Award Grant	2000

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1952	75509	99	99	100	520	548	521	17	6	13	17	13	23	30	31	33	36	49	31
All Students (Prior Year)	76	2032	75372	100	98	100	519	547	523	4	2	9	32	14	25	44	36	36	21	47	30
Female	30	930	37013	97	100	100	526	549	522	10	5	12	14	13	24	38	31	33	38	51	31
Male	44	1020	38430	100	99	99	516	546	521	22	6	14	19	14	22	25	32	33	34	48	31
African American	NC	51	3660	NC	100	99	NC	503	496	NC	21	24	NC	26	31	NC	32	28	NC	21	18
Hispanic	24	287	30486	100	100	99	499	526	505	40	13	18	20	19	29	0	31	32	40	37	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	567	549	NC	4	5	NC	6	13	NC	20	33	NC	71	50
American Indian/Alaskan Native	NC	24	4075	NC	100	100	NC	498	486	NC	26	28	NC	37	34	NC	11	26	NC	26	12
White	43	1518	35192	100	99	99	521	551	534	14	4	8	17	12	19	36	32	35	33	51	39
Students with Disabilities	12	311	9708	86	100	100	438	528	489	83	13	32	0	18	27	17	36	24	0	33	17
Students without Disabilities	62	1641	65801	100	97	98	530	550	525	9	5	11	19	13	23	32	31	34	40	52	33
Limited English Proficient Students	20	195	16928	100	100	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	41	432	36411				510	516	503	18	18	19	23	18	29	36	34	32	23	30	20
Non-Economically Disadvantaged	33	1520	39040				527	553	534	16	4	8	13	12	19	26	31	34	45	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1954	75492	96	99	100	525	537	519	4	4	12	18	9	16	51	47	47	27	40	24
All Students (Prior Year)	76	2023	75221	100	98	100	522	540	523	2	2	8	23	8	16	61	56	56	14	34	21
Female	30	933	37014	97	100	100	530	541	523	0	3	10	14	7	15	57	45	48	29	45	27
Male	42	1019	38400	95	99	99	521	533	516	7	5	14	20	11	17	47	49	47	27	35	21
African American	NC	51	3665	NC	100	99	NC	508	505	NC	11	20	NC	26	22	NC	49	43	NC	15	14
Hispanic	22	286	30438	92	100	99	530	522	508	0	10	17	25	13	21	50	50	47	25	27	15
Asian/Pacific Islander	NC	69	1773	NC	100	98	NC	547	534	NC	2	4	NC	4	10	NC	45	50	NC	49	36
American Indian/Alaskan Native	NC	24	4081	NC	100	100	NC	518	498	NC	11	25	NC	33	26	NC	39	40	NC	17	8
White	43	1521	35177	100	99	99	525	539	528	5	3	8	15	8	13	51	47	49	29	42	31
Students with Disabilities	10	313	9707	71	100	100	486	524	495	25	7	33	50	14	21	25	53	33	0	27	13
Students without Disabilities	62	1641	65785	100	97	98	528	539	522	2	4	10	15	8	16	53	46	49	30	42	26
Limited English Proficient Students	18	194	16905	90	100	100	NA	NA	489	NA	NA	34	NA	NA	28	NA	NA	32	NA	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	39	430	36302				529	518	507	0	13	18	20	18	21	55	44	46	25	26	14
Non-Economically Disadvantaged	33	1524	39164				522	540	528	6	3	8	16	7	13	48	47	48	29	43	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1952	75053	95	99	99	614	649	597	8	3	7	8	6	12	67	72	72	17	18	9
All Students (Prior Year)	72	1992	73654	95	96	99	529	554	530	5	2	9	15	6	13	73	73	70	7	19	7
Female	30	933	36872	97	100	99	681	675	621	5	2	5	0	4	9	62	70	74	33	24	12
Male	41	1017	38109	93	99	99	569	623	573	10	5	10	13	9	14	71	74	69	6	12	6
African American	NC	51	3636	NC	100	99	NC	604	568	NC	4	12	NC	13	16	NC	76	67	NC	7	6
Hispanic	22	286	30235	92	100	98	611	618	575	20	8	9	20	10	14	20	66	70	40	16	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	669	651	NC	4	3	NC	4	5	NC	75	72	NC	18	19
American Indian/Alaskan Native	NC	24	4044	NC	100	99	NC	518	550	NC	21	13	NC	26	17	NC	53	66	NC	0	4
White	42	1518	35028	98	99	99	623	654	613	5	3	6	7	6	10	71	73	73	17	19	11
Students with Disabilities	10	314	9625	71	100	100	525	608	530	0	5	21	50	11	21	50	72	55	0	11	4
Students without Disabilities	61	1638	65428	100	97	98	626	655	604	9	3	6	2	6	11	70	72	73	20	19	10
Limited English Proficient Students	18	194	16765	90	100	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	39	429	36077				585	587	566	14	8	10	9	13	16	64	70	69	14	9	5
Non-Economically Disadvantaged	32	1523	38950				636	661	618	3	3	5	7	5	9	70	73	73	20	20	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2037	76019	98	99	100	506	535	499	11	4	14	30	22	39	18	15	14	41	60	33
All Students (Prior Year)	82	2110	76230	98	98	100	499	521	498	8	4	12	35	28	38	26	14	12	31	54	37
Female	35	964	37207	95	99	100	511	536	499	9	3	12	27	21	41	21	16	14	42	59	33
Male	45	1072	38677	100	100	100	502	534	498	13	4	15	32	23	38	16	13	13	39	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	21	227	29458	95	99	100	463	495	480	36	18	20	43	37	48	14	14	12	7	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	--	23	4735	--	100	100	--	486	466	--	13	28	--	53	49	--	7	10	--	27	13
White	55	1677	35880	98	99	100	515	540	515	6	2	7	28	20	32	19	15	16	47	63	45
Students with Disabilities	20	238	9786	100	100	100	454	502	457	46	11	39	31	40	40	8	11	7	15	38	13
Students without Disabilities	60	1799	66233	95	99	99	518	537	503	3	3	11	29	21	39	21	15	14	47	61	35
Limited English Proficient Students	15	152	15206	94	100	100	443	463	459	56	30	31	33	55	53	11	6	7	0	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	32	332	35714				480	494	480	24	17	20	36	40	47	16	10	12	24	33	20
Non-Economically Disadvantaged	48	1705	40266				520	541	513	4	2	9	26	19	33	20	15	15	50	64	43

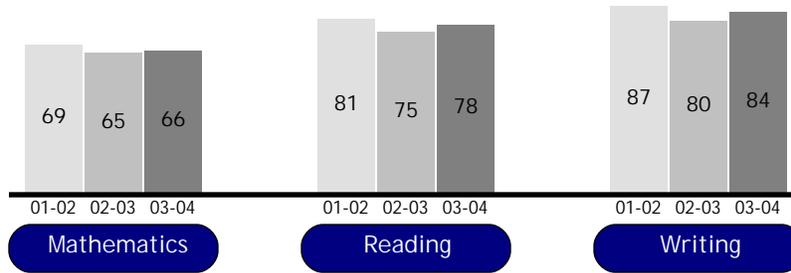
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2037	76020	98	99	100	509	519	503	9	9	25	29	14	23	42	52	40	20	26	12
All Students (Prior Year)	84	2103	76202	100	98	100	506	516	505	9	8	19	32	17	24	47	55	46	11	20	11
Female	35	966	37213	95	99	100	510	521	504	6	7	22	25	13	23	47	52	42	22	28	13
Male	45	1070	38666	100	100	100	509	517	501	12	10	29	33	14	22	36	52	38	18	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	21	227	29442	95	99	99	491	499	494	30	31	37	40	18	26	30	39	31	0	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	--	23	4735	--	100	100	--	498	489	--	21	48	--	29	25	--	50	24	--	0	3
White	55	1678	35890	98	99	100	511	522	511	6	6	15	29	13	20	47	54	48	18	27	18
Students with Disabilities	20	238	9784	100	100	100	494	511	485	29	22	58	29	19	19	29	40	19	14	19	4
Students without Disabilities	60	1799	66236	95	99	99	511	520	504	7	8	23	29	13	23	43	53	42	21	26	13
Limited English Proficient Students	15	151	15198	94	100	100	480	484	483	50	53	59	50	25	25	0	22	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	32	332	35703				496	501	494	18	29	37	45	22	26	32	37	31	5	13	6
Non-Economically Disadvantaged	48	1705	40274				516	522	509	5	5	17	21	12	20	47	54	47	28	28	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2034	75673	98	99	100	514	577	530	19	5	12	22	16	25	55	69	58	4	10	4
All Students (Prior Year)	82	2048	74692	98	95	99	503	529	502	15	6	18	24	18	27	58	57	47	3	18	8
Female	35	963	37099	95	99	100	544	598	548	9	3	8	24	12	22	61	70	64	6	14	6
Male	45	1070	38441	100	100	99	489	558	513	27	7	16	20	19	29	51	68	52	2	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	21	225	29305	95	98	99	456	518	507	31	13	16	50	31	31	19	50	51	0	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	--	22	4707	--	96	100	--	538	492	--	7	19	--	20	33	--	67	46	--	7	1
White	55	1678	35760	98	99	99	523	584	550	17	4	9	15	14	21	63	71	64	6	11	6
Students with Disabilities	20	237	9706	100	100	100	427	526	462	50	19	36	31	18	32	19	58	31	0	5	1
Students without Disabilities	60	1797	65967	95	99	99	538	581	536	10	4	10	19	16	25	66	70	60	5	10	5
Limited English Proficient Students	15	151	15115	94	100	100	449	473	471	27	24	26	55	42	38	18	34	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	32	330	35541				441	511	504	30	14	17	37	31	31	33	53	50	0	2	2
Non-Economically Disadvantaged	48	1704	40091				555	588	550	13	4	9	13	13	21	68	72	64	6	11	6

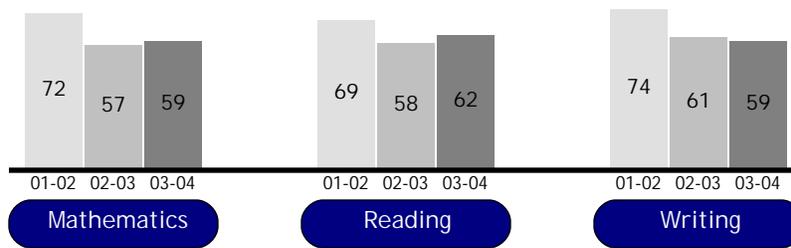
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	53	67	44	90	51	66	50	95	61	NA	58
	Language	94	47	63	39	99	38	61	43	94	55	68	50
	Mathematics	94	54	75	52	96	58	72	57	95	64	79	64
3	Reading	93	52	67	43	99	52	70	47	90	57	NA	55
	Language	93	60	72	50	97	62	75	54	89	69	77	61
	Mathematics	93	55	72	50	97	55	73	54	91	57	76	61
4	Reading	97	55	71	47	97	68	75	52	96	61	NA	56
	Language	97	50	65	45	99	56	68	48	99	59	69	52
	Mathematics	97	59	74	52	97	68	78	57	98	65	79	61
5	Reading	92	62	69	46	92	62	70	50	100	73	NA	55
	Language	92	57	64	43	97	52	65	46	100	67	69	49
	Mathematics	92	72	76	54	95	68	77	57	98	77	83	63
6	Reading	89	57	72	49	100	61	72	53	100	61	NA	56
	Language	89	47	66	42	99	53	67	45	100	50	64	48
	Mathematics	89	62	78	58	99	70	78	62	100	66	78	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Facilitate Schoolwide Performance Pay
- Ü Facilitate School Improvement
- Ü Promote Collaboration
- Ü Encourage Shared Decision Making
- Ü Parent/Educator Relations
- Ü Support Staff Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	37.00
Other Professional Staff	12.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	9	0	0
10 or more years	10	9	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	26
Core academic classes taught by Highly Qualified (NCLB) teachers.	89.5
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Local Area Computer Network
- Ü Media Center
- Ü Community Center

Extracurricular Activities

- Ü Book Adventures
- Ü Student Council
- Ü Lunch Life Skills/Intramurals
- Ü After School Homework Support
- Ü Rocket Readers
- Ü Service Learning
- Ü Word Masters
- Ü Math Olympiad

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü SPI
- Ü Tobacco Prevention
- Ü Full time Community Specialist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Navajo Community Center continues to serve the community of Navajo. This center offers free services to families needing health care, counseling, legal advice and credit services. Navajo anticipates more providers to offer their services at Navajo.
- ü Navajo Elementary met all four of it site improvement goals.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	9	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	58	44
Grades 3-4	83	79
Grades 4-5	73	72
Grades 5-6	61	62

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Navajo's priority is a safe campus. Our School Safety Committee meets to review, refine and establish safety procedures. Navajo practices fire drills monthly, as well as lock-down drills. These drills ensure the safety of students and staff. Navajo Elementary implemented the Character Counts! student citizenship program.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mark Haugen	(480) 484-2600
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Martha Barbeito	(480) 484-2600
School Nutrition Programs	Barbara Savastio	(480) 484-1126
Parent Organization	Jennifer Velez	(480) 484-2600
Student Health/Nurse	Christine Ann Wiest	(480) 484-2600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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

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