ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

# Navajo Elementary School

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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[1]

#### Elementary Achievement Profile (a)

| | |
|---|---|
| 2004-05 | Performing Plus |
| 2003-04 | Performing |
| 2002-03 | Performing |

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

| | |
|---|---|
| 2004-05 | Met |
| 2003-04 | Met |
| 2002-03 | Met |

#### School Improvement Status (b)

| | |
|---|---|
| 2004-05 | N/A |
| 2003-04 | N/A |
| 2002-03 | N/A |

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

### School Overview

| | |
|---|---|
| Principal/Administrator : | Mr. Clay Anderson McAllester Ed.S |
| Schedule : | 07:00 AM to 05:00 PM |
| Grades : | Pre-K-6 |
| 2005 Enrollment : | 520 |
| Web Address : | www.susd.org/schools/elem/Navajo/ |
| Phone Number : | (480) 484-2600 |
| Fax Number : | (480) 484-2601 |
| E-mail : | cmcallester@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.

### 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, 2004 School Year Student Enrollment : 559

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 122

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

## Instructional Programs

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

## Calendar Information

| | |
|---|---|
| Number of Instruction Days : | 178 |
| Average Daily Instruction Time : | 6 hours 30 minutes |
| First Day of School : | 8/22/2005 |
| Last Day of School : | 6/8/2006 |

## 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 |
|---|---|
| Mervyn's Service Award Grant | 2000 |
| Outstanding Administrator of the Year | 2000 |
| Community Center Foundation Award | 2000 |

## Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

### 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 | 77 | 1876 | 79306 | 100 | 100 | 99 | 444 | 472 | 445 | 14 | 6 | 10 | 18 | 10 | 18 | 49 | 46 | 51 | 18 | 39 | 20 |
| All Students (Prior Year) | 74 | 1952 | 75509 | 99 | 99 | 100 | 520 | 548 | 521 | 17 | 6 | 13 | 17 | 13 | 23 | 30 | 31 | 33 | 36 | 49 | 31 |
| Female | 41 | 912 | 38691 | 100 | 100 | 99 | 443 | 472 | 446 | 21 | 6 | 10 | 13 | 10 | 18 | 51 | 46 | 52 | 15 | 38 | 20 |
| Male | 36 | 964 | 40583 | 100 | 100 | 99 | 446 | 472 | 445 | 6 | 5 | 11 | 25 | 10 | 18 | 47 | 46 | 50 | 22 | 40 | 21 |
| African American | NC | 49 | 4041 | NC | 100 | 99 | NC | 436 | 426 | NC | 13 | 17 | NC | 28 | 23 | NC | 50 | 50 | NC | 10 | 10 |
| Hispanic | 23 | 297 | 32869 | 100 | 100 | 99 | 416 | 438 | 429 | 23 | 13 | 15 | 41 | 21 | 25 | 32 | 50 | 51 | 5 | 15 | 10 |
| Asian/Pacific Islander | NC | 71 | 1935 | NC | 99 | 99 | NC | 498 | 474 | NC | 5 | 3 | NC | 5 | 9 | NC | 29 | 48 | NC | 62 | 40 |
| American Indian/Alaskan Native | NC | 39 | 4264 | NC | 98 | 100 | NC | 418 | 419 | NC | 20 | 19 | NC | 17 | 30 | NC | 46 | 45 | NC | 17 | 6 |
| White | 47 | 1420 | 36197 | 100 | 100 | 99 | 463 | 480 | 463 | 7 | 4 | 5 | 7 | 7 | 11 | 60 | 45 | 53 | 26 | 44 | 31 |
| Students with Disabilities | 12 | 279 | 10321 | 100 | 100 | 100 | 428 | 421 | 389 | 0 | 22 | 30 | 55 | 21 | 27 | 36 | 35 | 34 | 9 | 22 | 9 |
| Students without Disabilities | 65 | 1598 | 69060 | 100 | 98 | 98 | 447 | 481 | 454 | 17 | 3 | 7 | 12 | 8 | 17 | 52 | 48 | 54 | 20 | 42 | 22 |
| Limited English Proficient Students | 11 | 196 | 15509 | 100 | 100 | 100 | 408 | 412 | 406 | 31 | 19 | 20 | 38 | 22 | 30 | 31 | 44 | 45 | 0 | 15 | 5 |
| Migrant Students | -- | -- | 118 | -- | -- | NA | -- | -- | 419 | -- | -- | 25 | -- | -- | 21 | -- | -- | 50 | -- | -- | 3 |
| Economically Disadvantaged | 36 | 395 | 39415 | 97 | 95 | 96 | 422 | 437 | 431 | 24 | 17 | 15 | 27 | 22 | 25 | 39 | 45 | 50 | 9 | 16 | 10 |
| Non-Economically Disadvantaged | 41 | 1482 | 39966 | 100 | 100 | 100 | 463 | 481 | 459 | 5 | 3 | 6 | 11 | 7 | 12 | 58 | 46 | 52 | 26 | 45 | 30 |

| 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 | 77 | 1876 | 79395 | 100 | 0 | 99 | 450 | 469 | 446 | 8 | 5 | 9 | 25 | 14 | 25 | 54 | 61 | 55 | 13 | 20 | 11 |
| All Students (Prior Year) | 72 | 1954 | 75492 | 96 | 99 | 100 | 525 | 537 | 519 | 4 | 4 | 12 | 18 | 9 | 16 | 51 | 47 | 47 | 27 | 40 | 24 |
| Female | 41 | 913 | 38743 | 100 | 0 | 100 | 452 | 474 | 451 | 8 | 4 | 7 | 26 | 13 | 24 | 56 | 59 | 57 | 10 | 24 | 12 |
| Male | 36 | 963 | 40618 | 100 | 0 | 99 | 449 | 465 | 440 | 9 | 5 | 11 | 25 | 15 | 27 | 50 | 63 | 53 | 16 | 17 | 9 |
| African American | NC | 49 | 4052 | NC | 0 | 100 | NC | 443 | 434 | NC | 10 | 11 | NC | 28 | 29 | NC | 55 | 54 | NC | 8 | 6 |
| Hispanic | 23 | 296 | 32915 | 100 | 0 | 99 | 425 | 436 | 426 | 23 | 12 | 15 | 32 | 31 | 35 | 36 | 49 | 47 | 9 | 8 | 4 |
| Asian/Pacific Islander | NC | 71 | 1936 | NC | 0 | 99 | NC | 486 | 468 | NC | 3 | 3 | NC | 11 | 14 | NC | 58 | 63 | NC | 29 | 19 |
| American Indian/Alaskan Native | NC | 39 | 4271 | NC | 0 | 100 | NC | 420 | 420 | NC | 14 | 15 | NC | 20 | 42 | NC | 57 | 41 | NC | 9 | 2 |
| White | 47 | 1421 | 36221 | 100 | 0 | 99 | 466 | 477 | 465 | 0 | 3 | 4 | 23 | 10 | 15 | 60 | 64 | 63 | 16 | 23 | 17 |
| Students with Disabilities | 12 | 278 | 10331 | 100 | 0 | 100 | 409 | 417 | 388 | 9 | 16 | 25 | 55 | 30 | 37 | 36 | 44 | 34 | 0 | 9 | 4 |
| Students without Disabilities | 65 | 1599 | 69139 | 100 | 0 | 99 | 458 | 479 | 454 | 8 | 3 | 7 | 20 | 11 | 24 | 57 | 64 | 58 | 15 | 22 | 11 |
| Limited English Proficient Students | 11 | 196 | 15545 | 100 | 0 | 100 | 409 | 406 | 399 | 31 | 19 | 21 | 38 | 32 | 42 | 25 | 43 | 35 | 6 | 6 | 1 |
| Migrant Students | -- | -- | 120 | -- | -- | NA | -- | -- | 414 | -- | -- | 20 | -- | -- | 45 | -- | -- | 35 | -- | -- | 0 |
| Economically Disadvantaged | 36 | 394 | 39484 | 97 | 0 | 96 | 430 | 435 | 429 | 15 | 14 | 14 | 33 | 32 | 35 | 42 | 47 | 47 | 9 | 7 | 4 |
| Non-Economically Disadvantaged | 41 | 1483 | 39986 | 100 | 0 | 100 | 468 | 478 | 461 | 3 | 2 | 4 | 18 | 9 | 16 | 63 | 65 | 63 | 16 | 23 | 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 | 77 | 1845 | 78869 | 100 | 98 | 99 | 447 | 475 | 442 | 1 | 3 | 6 | 25 | 9 | 21 | 69 | 69 | 63 | 4 | 20 | 10 |
| All Students (Prior Year) | 71 | 1952 | 75053 | 95 | 99 | 99 | 614 | 649 | 597 | 8 | 3 | 7 | 8 | 6 | 12 | 67 | 72 | 72 | 17 | 18 | 9 |
| Female | 41 | 898 | 38536 | 100 | 98 | 99 | 462 | 486 | 458 | 0 | 4 | 4 | 21 | 6 | 15 | 72 | 64 | 67 | 8 | 26 | 14 |
| Male | 36 | 947 | 40302 | 100 | 98 | 99 | 429 | 465 | 428 | 3 | 2 | 8 | 31 | 11 | 26 | 66 | 73 | 60 | 0 | 13 | 7 |
| African American | NC | 48 | 4015 | NC | 100 | 99 | NC | 463 | 430 | NC | 3 | 8 | NC | 21 | 24 | NC | 64 | 61 | NC | 13 | 7 |
| Hispanic | 23 | 295 | 32606 | 100 | 100 | 98 | 420 | 437 | 426 | 5 | 6 | 8 | 41 | 21 | 27 | 55 | 66 | 60 | 0 | 6 | 5 |
| Asian/Pacific Islander | NC | 69 | 1925 | NC | 96 | 99 | NC | 490 | 471 | NC | 5 | 3 | NC | 6 | 11 | NC | 59 | 64 | NC | 30 | 22 |
| American Indian/Alaskan Native | NC | 38 | 4245 | NC | 95 | 100 | NC | 423 | 423 | NC | 12 | 9 | NC | 15 | 26 | NC | 65 | 61 | NC | 9 | 4 |
| White | 47 | 1395 | 36078 | 100 | 98 | 99 | 461 | 483 | 459 | 0 | 2 | 4 | 16 | 6 | 16 | 79 | 70 | 66 | 5 | 22 | 14 |
| Students with Disabilities | 12 | 277 | 10246 | 100 | 100 | 100 | 393 | 413 | 367 | 9 | 12 | 18 | 45 | 21 | 39 | 45 | 58 | 40 | 0 | 8 | 4 |
| Students without Disabilities | 65 | 1569 | 68697 | 100 | 97 | 98 | 457 | 486 | 454 | 0 | 1 | 4 | 22 | 6 | 18 | 73 | 71 | 67 | 5 | 22 | 11 |
| Limited English Proficient Students | 11 | 195 | 15339 | 100 | 100 | 100 | 427 | 412 | 399 | 0 | 8 | 11 | 50 | 26 | 31 | 50 | 58 | 54 | 0 | 7 | 3 |
| Migrant Students | -- | -- | 119 | -- | -- | NA | -- | -- | 402 | -- | -- | 16 | -- | -- | 30 | -- | -- | 53 | -- | -- | 1 |
| Economically Disadvantaged | 36 | 390 | 39106 | 97 | 94 | 95 | 429 | 437 | 427 | 3 | 6 | 8 | 39 | 23 | 28 | 55 | 67 | 59 | 3 | 4 | 5 |
| Non-Economically Disadvantaged | 41 | 1456 | 39837 | 100 | 99 | 100 | 462 | 484 | 457 | 0 | 2 | 4 | 13 | 5 | 14 | 82 | 69 | 67 | 5 | 23 | 15 |

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

## Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

### 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 | 85 | 2119 | 78906 | 99 | 100 | 99 | 518 | 534 | 498 | 4 | 4 | 13 | 13 | 10 | 19 | 57 | 45 | 48 | 26 | 41 | 20 |
| All Students (Prior Year) | 80 | 2037 | 76019 | 98 | 99 | 100 | 506 | 535 | 499 | 11 | 4 | 14 | 30 | 22 | 39 | 18 | 15 | 14 | 41 | 60 | 33 |
| Female | 43 | 1005 | 38644 | 100 | 100 | 99 | 511 | 532 | 500 | 2 | 4 | 12 | 14 | 10 | 19 | 67 | 47 | 49 | 17 | 39 | 19 |
| Male | 42 | 1115 | 40236 | 98 | 100 | 99 | 527 | 536 | 497 | 6 | 5 | 15 | 12 | 9 | 19 | 44 | 43 | 46 | 38 | 43 | 20 |
| African American | NC | 55 | 4087 | NC | 100 | 99 | NC | 507 | 481 | NC | 9 | 20 | NC | 20 | 24 | NC | 45 | 45 | NC | 25 | 11 |
| Hispanic | 23 | 320 | 31938 | 96 | 100 | 99 | 481 | 499 | 481 | 10 | 12 | 19 | 24 | 19 | 25 | 67 | 51 | 46 | 0 | 18 | 10 |
| Asian/Pacific Islander | -- | 71 | 1805 | -- | 99 | 98 | -- | 543 | 536 | -- | 2 | 5 | -- | 8 | 8 | -- | 42 | 45 | -- | 48 | 42 |
| American Indian/Alaskan Native | NC | 30 | 4593 | NC | 100 | 100 | NC | 505 | 467 | NC | 4 | 26 | NC | 25 | 29 | NC | 46 | 39 | NC | 25 | 6 |
| White | 57 | 1643 | 36483 | 98 | 100 | 99 | 534 | 541 | 517 | 2 | 3 | 7 | 8 | 8 | 13 | 53 | 44 | 51 | 37 | 46 | 30 |
| Students with Disabilities | 11 | 284 | 10664 | 100 | 100 | 100 | 464 | 474 | 430 | 0 | 18 | 42 | 67 | 27 | 27 | 33 | 41 | 26 | 0 | 15 | 5 |
| Students without Disabilities | 74 | 1836 | 68310 | 99 | 98 | 98 | 525 | 543 | 509 | 4 | 2 | 9 | 6 | 7 | 18 | 60 | 46 | 51 | 30 | 45 | 22 |
| Limited English Proficient Students | NC | 159 | 12573 | NC | 100 | 100 | NC | 472 | 454 | NC | 18 | 27 | NC | 20 | 30 | NC | 47 | 38 | NC | 15 | 5 |
| Migrant Students | -- | -- | 125 | -- | -- | NA | -- | -- | 476 | -- | -- | 18 | -- | -- | 35 | -- | -- | 42 | -- | -- | 5 |
| Economically Disadvantaged | 44 | 444 | 38679 | 92 | 97 | 96 | 500 | 500 | 483 | 8 | 12 | 20 | 23 | 21 | 25 | 49 | 48 | 45 | 21 | 19 | 10 |
| Non-Economically Disadvantaged | 41 | 1676 | 40295 | 100 | 100 | 100 | 537 | 542 | 513 | 0 | 2 | 7 | 3 | 7 | 13 | 65 | 44 | 50 | 32 | 47 | 30 |

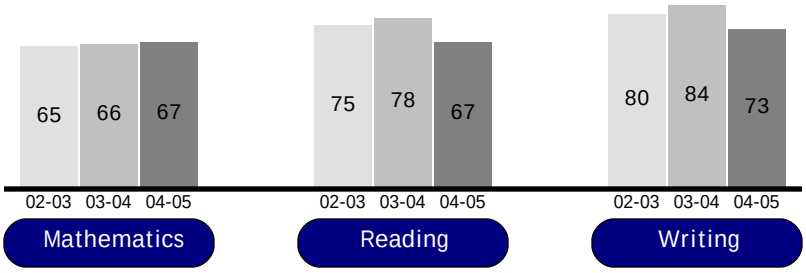
| Reading | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 85 | 2113 | 78908 | 99 | 0 | 99 | 496 | 513 | 484 | 4 | 3 | 10 | 17 | 11 | 23 | 71 | 65 | 58 | 8 | 20 | 9 |
| All Students (Prior Year) | 80 | 2037 | 76020 | 98 | 99 | 100 | 509 | 519 | 503 | 9 | 9 | 25 | 29 | 14 | 23 | 42 | 52 | 40 | 20 | 26 | 12 |
| Female | 43 | 1002 | 38648 | 100 | 0 | 99 | 496 | 516 | 489 | 2 | 2 | 8 | 14 | 10 | 22 | 81 | 65 | 61 | 2 | 22 | 10 |
| Male | 42 | 1112 | 40233 | 98 | 0 | 99 | 496 | 510 | 479 | 6 | 3 | 12 | 21 | 12 | 25 | 59 | 65 | 55 | 15 | 19 | 8 |
| African American | NC | 55 | 4092 | NC | 0 | 99 | NC | 498 | 473 | NC | 2 | 12 | NC | 20 | 28 | NC | 68 | 54 | NC | 9 | 5 |
| Hispanic | 23 | 319 | 31940 | 96 | 0 | 99 | 470 | 480 | 465 | 10 | 9 | 16 | 29 | 28 | 32 | 62 | 55 | 49 | 0 | 7 | 3 |
| Asian/Pacific Islander | -- | 71 | 1805 | -- | 0 | 98 | -- | 515 | 507 | -- | 3 | 4 | -- | 18 | 13 | -- | 52 | 65 | -- | 27 | 18 |
| American Indian/Alaskan Native | NC | 30 | 4569 | NC | 0 | 100 | NC | 490 | 457 | NC | 4 | 18 | NC | 25 | 39 | NC | 63 | 41 | NC | 8 | 2 |
| White | 57 | 1638 | 36502 | 98 | 0 | 99 | 507 | 519 | 502 | 2 | 2 | 4 | 12 | 7 | 14 | 75 | 68 | 67 | 12 | 23 | 15 |
| Students with Disabilities | 11 | 279 | 10665 | 100 | 0 | 100 | 466 | 461 | 423 | 0 | 11 | 30 | 56 | 32 | 36 | 44 | 51 | 31 | 0 | 5 | 2 |
| Students without Disabilities | 74 | 1835 | 68312 | 99 | 0 | 98 | 500 | 521 | 493 | 4 | 2 | 7 | 12 | 8 | 21 | 75 | 68 | 62 | 9 | 23 | 10 |
| Limited English Proficient Students | NC | 158 | 12556 | NC | 0 | 100 | NC | 448 | 436 | NC | 15 | 24 | NC | 35 | 40 | NC | 47 | 35 | NC | 3 | 1 |
| Migrant Students | -- | -- | 125 | -- | -- | NA | -- | -- | 457 | -- | -- | 22 | -- | -- | 40 | -- | -- | 38 | -- | -- | 0 |
| Economically Disadvantaged | 44 | 441 | 38662 | 92 | 0 | 96 | 485 | 482 | 468 | 8 | 9 | 16 | 26 | 29 | 32 | 62 | 53 | 49 | 5 | 9 | 3 |
| Non-Economically Disadvantaged | 41 | 1673 | 40315 | 100 | 0 | 100 | 508 | 520 | 498 | 0 | 1 | 5 | 8 | 7 | 15 | 81 | 69 | 66 | 11 | 23 | 14 |

| 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 | 85 | 2114 | 78750 | 99 | 100 | 99 | 528 | 536 | 500 | 3 | 2 | 6 | 11 | 13 | 29 | 83 | 79 | 63 | 4 | 7 | 2 |
| All Students (Prior Year) | 80 | 2034 | 75673 | 98 | 99 | 100 | 514 | 577 | 530 | 19 | 5 | 12 | 22 | 16 | 25 | 55 | 69 | 58 | 4 | 10 | 4 |
| Female | 43 | 1004 | 38586 | 100 | 100 | 99 | 531 | 549 | 515 | 2 | 1 | 4 | 7 | 8 | 22 | 86 | 80 | 71 | 5 | 11 | 3 |
| Male | 42 | 1111 | 40135 | 98 | 100 | 99 | 524 | 525 | 486 | 3 | 3 | 8 | 15 | 17 | 35 | 79 | 77 | 56 | 3 | 3 | 1 |
| African American | NC | 54 | 4081 | NC | 98 | 99 | NC | 521 | 488 | NC | 2 | 8 | NC | 14 | 32 | NC | 84 | 59 | NC | 0 | 2 |
| Hispanic | 23 | 319 | 31841 | 96 | 100 | 99 | 503 | 507 | 483 | 10 | 4 | 8 | 5 | 29 | 36 | 81 | 65 | 55 | 5 | 2 | 1 |
| Asian/Pacific Islander | -- | 70 | 1802 | -- | 97 | 98 | -- | 537 | 533 | -- | 2 | 2 | -- | 12 | 16 | -- | 80 | 75 | -- | 7 | 7 |
| American Indian/Alaskan Native | NC | 30 | 4586 | NC | 100 | 100 | NC | 505 | 481 | NC | 13 | 8 | NC | 13 | 37 | NC | 71 | 54 | NC | 4 | 1 |
| White | 57 | 1641 | 36440 | 98 | 100 | 99 | 538 | 543 | 516 | 0 | 1 | 3 | 14 | 10 | 22 | 82 | 81 | 71 | 4 | 8 | 4 |
| Students with Disabilities | 11 | 282 | 10622 | 100 | 100 | 100 | 467 | 478 | 415 | 11 | 7 | 21 | 22 | 33 | 50 | 67 | 58 | 28 | 0 | 1 | 1 |
| Students without Disabilities | 74 | 1833 | 68196 | 99 | 98 | 98 | 536 | 546 | 513 | 1 | 1 | 3 | 9 | 10 | 25 | 85 | 82 | 69 | 4 | 8 | 3 |
| Limited English Proficient Students | NC | 159 | 12504 | NC | 100 | 100 | NC | 473 | 451 | NC | 7 | 12 | NC | 34 | 44 | NC | 57 | 43 | NC | 1 | 1 |
| Migrant Students | -- | -- | 126 | -- | -- | NA | -- | -- | 464 | -- | -- | 14 | -- | -- | 44 | -- | -- | 41 | -- | -- | 0 |
| Economically Disadvantaged | 44 | 444 | 38558 | 92 | 97 | 96 | 517 | 503 | 485 | 5 | 5 | 8 | 8 | 28 | 37 | 85 | 65 | 54 | 3 | 2 | 1 |
| Non-Economically Disadvantaged | 41 | 1671 | 40260 | 100 | 100 | 100 | 539 | 545 | 514 | 0 | 1 | 3 | 14 | 9 | 21 | 81 | 82 | 72 | 5 | 8 | 4 |

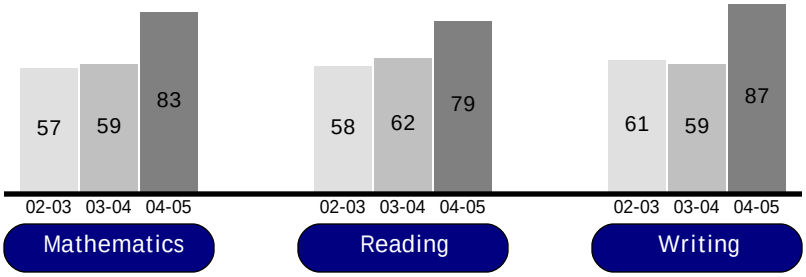
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 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 2004-05

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.

| | | |
|---|---|---|
| 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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

## Achievement Test Results

### Stanford 9 and TerraNova/AIMS DPA

| | | 2002-2003 (SAT9) | | | | 2003-2004 (SAT9) | | | | 2004-2005 (TerraNova) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Content Area | % | Score | D | AZ | % | Score | D | AZ | % | Score | D | AZ |
| 2 | Reading | 90 | 51 | 66 | 50 | 95 | 61 | NA | 58 | 100 | 43 | 62 | 47 |
| | Language | 99 | 38 | 61 | 43 | 94 | 55 | 68 | 50 | 100 | 41 | 64 | 47 |
| | Mathematics | 96 | 58 | 72 | 57 | 95 | 64 | 79 | 64 | 99 | 49 | 67 | 50 |
| 3 | Reading | 99 | 52 | 70 | 47 | 90 | 57 | NA | 55 | 100 | 40 | 57 | 44 |
| | Language | 97 | 62 | 75 | 54 | 89 | 69 | 77 | 61 | 100 | 44 | 57 | 44 |
| | Mathematics | 97 | 55 | 73 | 54 | 91 | 57 | 76 | 61 | 100 | 46 | 65 | 51 |
| 4 | Reading | 97 | 68 | 75 | 52 | 96 | 61 | NA | 56 | 100 | 49 | 61 | 48 |
| | Language | 99 | 56 | 68 | 48 | 99 | 59 | 69 | 52 | 100 | 53 | 64 | 49 |
| | Mathematics | 97 | 68 | 78 | 57 | 98 | 65 | 79 | 61 | 100 | 50 | 66 | 53 |
| 5 | Reading | 92 | 62 | 70 | 50 | 100 | 73 | NA | 55 | 99 | 55 | 64 | 50 |
| | Language | 97 | 52 | 65 | 46 | 100 | 67 | 69 | 49 | 99 | 51 | 65 | 50 |
| | Mathematics | 95 | 68 | 77 | 57 | 98 | 77 | 83 | 63 | 99 | 53 | 65 | 49 |
| 6 | Reading | 100 | 61 | 72 | 53 | 100 | 61 | NA | 56 | 99 | 57 | 64 | 51 |
| | Language | 99 | 53 | 67 | 45 | 100 | 50 | 64 | 48 | 99 | 52 | 63 | 47 |
| | Mathematics | 99 | 70 | 78 | 62 | 100 | 66 | 78 | 66 | 99 | 52 | 66 | 52 |

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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 | Council Duties |
|---|---|
| 1 School Administrator(s) | ü Facilitate Schoolwide Performance Pay |
| 2 Non-certified Employee(s) | ü Facilitate School Improvement |
| 7 Teacher(s) | ü Promote Collaboration |
| 7 Parent(s) | ü Encourage Shared Decision Making |
| 2 Community Member(s) | ü Parent/Educator Relations |
| 0 Student(s) | ü Support Staff Development |

## Staffing Information for School Year 2005-06

| Position | Number | Position | Number |
|---|---|---|---|
| Administrator | 1.50 | Teacher | 41.00 |
| Other Professional Staff | 12.00 | Teacher Aide | 13.00 |

## Years of Teaching Experience for School Year 2005-06

| Experience | Bachelor's | Master's | Doctorate | Other |
|---|---|---|---|---|
| 3 or fewer years | 2 | 1 | 0 | 0 |
| 4 to 6 years | 2 | 5 | 0 | 0 |
| 7 to 9 years | 1 | 3 | 0 | 0 |
| 10 or more years | 6 | 21 | 0 | 0 |

## Highly Qualified (NCLB) School Year 2004-05

| | |
|---|---|
| Core academic classes taught by Highly Qualified (NCLB) teachers. | 28 |
| Teachers with Emergency Certificaton. | 0 |
| Percent of teachers in the school with Emergency/Provisional Certification | 0% |
| Percent of core classes not taught by Hightly Qualified Teachers | 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 2004-05

### School Achievements/Accomplishments 2004-05

- 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.

- Navajo Elementary met many of its site-improvement goals.

## Student Activity Rates for School Year 2004-05

| | | Arizona | | |
|---|---|---|---|---|
| | % School | % K-6/UE | % 7-8 | % 9-12/US |
| Attendance Rate [4] | 95 | 95 | 94 | 95 |
| Transfers Out Rate [5] | 13 | 12 | 12 | 17 |
| Transfers In Rate [6] | 25 | 28 | 28 | 37 |
| Stability Rate [7] | 86 | 87 | 87 | 82 |
| Promotion Rate [8] | 95 | 96 | 95 | 81 |
| Retention Rate [9] | 1 | 1 | 1 | 3 |
| Dropout Rate [10] | 2 | 0 | 1 | 6 |
| Status Unknown [11] | 0 | 0 | 1 | 4 |
| Graduation Rate [12] | NA | NA | NA | 79 |

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 3

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.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

| | Name | Phone Number |
|---|---|---|
| School Site Council | Clay McAllester | (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 | Lori Moratori | (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 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."

## ACHIEVEMENT PROFILES

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at 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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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