



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Clay Anderson McAllester Ed.S
Schedule : 07:00 AM to 05:00 PM
Grades : Pre-K-6
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.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- Tom move 2% of our students across the continuum from FFB to EXCEEDS in reading.
To make AYP and be labeled 'Highly Performing' under AZLearns.
Integrate technology across the curriculum.
Provide an environment that fosters equity and excellence to all students.

Enrollment

October 1, 2005 School Year Student Enrollment : 543
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 151

Instructional Programs

- ü Thinking Maps
- ü Read 180
- ü Response to Intervention
- ü Differentiated Instruction
- 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 :	8/21/2005
Last Day of School :	6/6/2006

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
ü Scottsdale Charro's Award	2006

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	90	1919	80010	99	99	99	429	473	447	16	5	10	26	10	18	49	48	53	10	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	919	38935	98	99	99	438	471	447	12	5	9	19	12	19	57	49	55	12	35	17
Male	48	1000	40974	100	99	98	421	474	448	19	6	11	31	9	18	42	47	52	8	38	19
African American	NC	48	4201	NC	98	99	NC	438	430	NC	10	17	NC	25	23	NC	52	51	NC	13	9
Hispanic	25	301	34545	100	100	99	421	440	432	24	14	14	20	23	24	52	50	53	4	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	NC	43	3979	NC	100	96	NC	421	424	NC	19	17	NC	33	30	NC	44	47	NC	5	6
White	52	1436	35142	100	99	99	436	481	465	13	3	5	21	7	11	50	48	56	15	42	28
Students with Disabilities	17	297	10161	94	96	93	399	448	419	41	19	28	41	18	28	12	42	36	6	21	8
Students without Disabilities	73	1622	69849	100	100	100	436	477	451	10	3	7	22	9	17	58	49	56	11	40	19
Limited English Proficient Students	15	169	14013	100	99	97	396	418	413	47	23	24	27	30	34	27	42	39	NA	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	47	413	39029	98	98	98	425	437	432	15	14	14	28	23	25	51	50	52	6	13	9
Non-Economically Disadvantaged	43	1506	40981	100	99	100	434	482	462	16	3	6	23	7	13	47	47	54	14	43	27

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	90	1921	79438	99	99	98	435	472	451	19	6	9	24	13	24	51	61	56	6	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	919	38775	98	99	99	451	477	457	10	4	7	21	11	22	62	61	58	7	23	13
Male	48	1002	40560	100	99	97	421	469	446	27	7	12	27	14	25	42	61	54	4	18	9
African American	NC	48	4178	NC	98	98	NC	445	439	NC	17	13	NC	19	29	NC	58	52	NC	6	6
Hispanic	25	301	34297	100	100	98	417	436	434	32	17	14	28	25	31	32	50	50	8	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	NC	43	3940	NC	100	95	NC	426	429	NC	16	14	NC	33	36	NC	49	47	NC	2	3
White	52	1438	34887	100	99	98	440	481	471	15	3	4	21	10	15	60	64	63	4	24	18
Students with Disabilities	17	297	9588	94	96	88	394	441	416	53	20	30	18	23	32	29	46	34	NA	11	5
Students without Disabilities	73	1624	69850	100	100	100	444	478	456	11	3	7	26	11	23	56	63	59	7	22	12
Limited English Proficient Students	15	169	13856	100	99	96	386	406	407	53	31	27	33	37	43	13	31	29	NA	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	47	414	38685	98	99	97	426	437	435	21	17	14	34	26	32	43	51	50	2	7	5
Non-Economically Disadvantaged	43	1507	40753	100	99	99	445	482	467	16	3	5	14	9	16	60	64	62	9	24	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	90	1922	79971	99	99	99	402	439	423	9	4	8	60	35	41	31	55	49	NA	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	921	38974	98	99	99	424	452	437	2	3	5	50	27	33	48	63	57	NA	7	4
Male	48	1001	40895	100	99	98	382	427	410	15	5	10	69	43	47	17	48	41	NA	3	2
African American	NC	48	4203	NC	98	99	NC	421	411	NC	10	11	NC	44	45	NC	46	43	NC	NA	2
Hispanic	25	301	34481	100	100	99	392	410	410	8	8	10	72	54	46	20	36	43	NA	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	NC	43	3995	NC	100	96	NC	408	409	NC	9	10	NC	58	47	NC	33	42	NC	NA	1
White	52	1439	35150	100	99	99	403	446	437	10	3	5	52	31	35	38	60	56	NA	6	5
Students with Disabilities	17	301	10258	94	97	94	362	403	377	29	14	23	59	50	51	12	33	25	NA	3	1
Students without Disabilities	73	1621	69713	100	100	100	411	445	429	4	2	5	60	33	39	36	59	52	NA	6	3
Limited English Proficient Students	15	169	13985	100	99	97	359	378	382	27	20	18	60	59	54	13	21	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	47	415	38994	98	99	98	394	406	409	9	10	10	64	53	47	28	36	41	NA	1	1
Non-Economically Disadvantaged	43	1507	40977	100	99	100	410	448	437	9	2	5	56	31	34	35	61	56	NA	6	5

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

4th 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	1948	80147	99	99	99	474	505	482	16	6	11	15	10	17	47	44	49	22	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	974	39281	100	99	99	480	506	483	14	7	9	16	9	17	48	44	50	23	41	24
Male	29	973	40780	94	99	98	466	504	482	21	6	12	14	10	17	45	44	48	21	39	24
African American	NC	53	4249	NC	100	99	NC	464	464	NC	25	17	NC	11	22	NC	49	48	NC	15	13
Hispanic	19	291	33494	90	99	99	446	464	466	32	16	15	26	25	23	26	45	49	16	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	464	456	NC	26	19	NC	15	27	NC	35	46	NC	24	8
White	44	1490	36122	100	99	99	495	514	501	2	4	5	7	6	10	64	44	50	27	46	35
Students with Disabilities	12	282	10295	86	96	92	438	464	443	25	27	33	25	19	26	50	37	33	NA	17	8
Students without Disabilities	62	1666	69852	100	100	100	481	512	488	15	3	7	13	8	16	47	45	51	26	44	26
Limited English Proficient Students	11	138	12722	85	99	97	422	444	441	45	28	27	36	32	33	9	34	37	9	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	30	383	38371	97	99	97	444	461	465	30	20	15	23	22	23	40	47	49	7	11	13
Non-Economically Disadvantaged	44	1565	41776	100	99	100	495	516	498	7	3	6	9	7	11	52	43	49	32	47	33

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	74	1946	79686	99	99	98	474	493	470	14	5	11	16	13	24	57	65	57	14	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	973	39163	100	99	99	485	497	475	7	4	9	16	12	22	59	65	60	18	19	10
Male	29	972	40438	94	99	97	459	490	465	21	6	13	17	14	25	55	64	54	7	16	7
African American	NC	52	4228	NC	98	98	NC	465	458	NC	13	15	NC	23	28	NC	62	53	NC	2	4
Hispanic	19	290	33299	90	99	98	437	459	452	37	16	17	21	29	32	37	50	47	5	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	NC	35	4087	NC	100	96	NC	452	446	NC	14	16	NC	29	38	NC	57	44	NC	NA	2
White	44	1489	35914	100	99	98	495	502	489	5	3	5	9	9	15	68	68	67	18	20	14
Students with Disabilities	12	279	9808	86	95	87	440	457	432	17	19	35	50	30	32	33	42	30	NA	9	3
Students without Disabilities	62	1667	69878	100	100	100	480	499	475	13	3	8	10	10	23	61	69	61	16	18	9
Limited English Proficient Students	11	137	12594	85	98	96	417	428	422	55	31	34	18	38	45	27	31	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	30	384	38095	97	99	97	446	455	452	27	16	17	20	31	32	53	52	48	NA	2	3
Non-Economically Disadvantaged	44	1562	41591	100	99	99	493	503	486	5	3	6	14	8	16	59	68	65	23	21	13

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	74	1954	80372	99	100	99	482	495	475	1	2	4	32	19	30	64	76	64	3	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	976	39452	100	100	99	493	505	488	NA	1	3	27	13	22	70	80	72	2	6	3
Male	29	977	40836	94	99	98	469	485	464	3	3	6	38	24	37	55	71	56	3	2	1
African American	NC	53	4264	NC	100	99	NC	462	465	NC	6	5	NC	36	35	NC	58	59	NC	NA	1
Hispanic	19	291	33608	90	99	99	456	468	462	5	5	6	42	32	36	53	64	57	NA	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	NC	35	4128	NC	100	97	NC	467	464	NC	3	4	NC	40	39	NC	57	56	NC	NA	1
White	44	1496	36213	100	100	99	496	501	489	NA	1	2	23	15	22	73	79	72	5	4	3
Students with Disabilities	12	288	10526	86	98	94	416	453	427	8	8	15	83	46	53	8	46	31	NA	1	1
Students without Disabilities	62	1666	69846	100	100	100	495	502	482	NA	1	3	23	14	26	74	81	69	3	4	2
Limited English Proficient Students	11	138	12747	85	99	97	428	443	432	9	10	12	64	47	52	27	41	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	30	386	38521	97	100	98	455	463	461	3	6	6	50	35	38	47	58	55	NA	1	1
Non-Economically Disadvantaged	44	1568	41851	100	100	100	501	503	489	NA	1	3	20	15	22	75	80	72	5	4	4

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	67	2007	79306	96	100	99	513	536	504	12	6	13	12	9	20	48	47	49	28	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	966	38845	97	100	99	514	536	505	3	5	11	12	9	20	61	48	50	24	39	18
Male	34	1041	40383	94	100	98	511	535	504	21	6	14	12	10	19	35	46	47	32	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	20	282	32673	95	100	99	483	498	487	20	17	18	25	21	25	50	46	46	5	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	NC	29	4034	NC	100	97	NC	489	479	NC	28	22	NC	17	29	NC	41	43	NC	14	7
White	37	1554	36234	97	100	99	525	544	523	8	3	6	8	7	13	46	47	52	38	43	28
Students with Disabilities	NC	270	10286	NC	99	91	NC	492	462	NC	24	41	NC	22	27	NC	38	27	NC	16	5
Students without Disabilities	58	1737	69020	100	100	100	527	542	510	2	3	9	10	7	18	55	48	52	33	42	21
Limited English Proficient Students	NC	118	10291	NC	98	96	NC	460	458	NC	35	38	NC	32	34	NC	31	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	36	394	37437	92	99	97	498	497	486	14	15	19	17	21	26	58	49	46	11	14	9
Non-Economically Disadvantaged	31	1613	41869	100	100	100	531	545	521	10	3	7	6	7	14	35	46	51	48	44	27

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	67	1994	79000	96	99	98	492	517	489	7	4	10	21	11	24	67	64	58	4	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	963	38774	97	99	99	498	522	494	NA	2	7	18	10	22	79	64	61	3	24	10
Male	34	1031	40150	94	99	98	486	512	485	15	5	12	24	13	25	56	63	55	6	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	20	278	32508	95	99	98	464	481	472	10	12	15	40	31	33	50	50	49	NA	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	28	4016	NC	97	96	NC	494	467	NC	11	14	NC	18	37	NC	57	46	NC	14	2
White	37	1549	36135	97	99	98	507	525	508	5	2	4	14	7	14	73	66	67	8	25	15
Students with Disabilities	NC	258	9991	NC	94	88	NC	479	449	NC	14	33	NC	29	36	NC	50	29	NC	7	2
Students without Disabilities	58	1736	69009	100	100	100	503	522	495	NA	2	6	17	8	22	78	66	62	5	24	10
Limited English Proficient Students	NC	114	10199	NC	95	95	NC	444	439	NC	32	35	NC	46	47	NC	23	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	36	389	37234	92	98	97	476	481	472	11	13	15	28	26	33	61	55	50	NA	6	3
Non-Economically Disadvantaged	31	1605	41766	100	99	99	510	526	505	3	1	5	13	8	16	74	66	65	10	25	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	67	2007	79611	96	100	99	501	524	496	4	3	7	37	22	37	58	73	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	967	39016	97	100	99	513	537	511	3	2	4	30	14	29	67	81	66	NA	3	1
Male	34	1040	40519	94	100	98	488	511	482	6	3	10	44	29	44	50	67	46	NA	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	20	282	32855	95	100	99	470	491	481	10	7	10	55	38	43	35	54	47	NA	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	NC	29	3992	NC	100	96	NC	496	478	NC	10	10	NC	28	46	NC	62	44	NC	NA	0
White	37	1554	36380	97	100	99	510	531	511	3	2	4	30	19	30	68	78	65	NA	2	1
Students with Disabilities	NC	271	10664	NC	99	94	NC	471	440	NC	13	23	NC	49	54	NC	36	22	NC	2	1
Students without Disabilities	58	1736	68947	100	100	100	513	532	504	NA	1	4	33	18	34	67	79	61	NA	2	1
Limited English Proficient Students	NC	119	10362	NC	99	97	NC	447	438	NC	18	22	NC	56	57	NC	25	21	NC	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	36	393	37626	92	99	98	494	492	479	6	8	10	39	37	45	56	54	45	NA	1	0
Non-Economically Disadvantaged	31	1614	41985	100	100	100	508	532	511	3	1	4	35	19	30	61	78	65	NA	2	1

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

6th 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	82	2048	79327	100	100	98	520	547	518	16	8	19	13	11	20	57	53	46	13	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	996	38961	100	100	98	522	547	520	9	6	16	14	11	20	65	54	48	12	28	16
Male	39	1052	40295	100	99	97	517	547	516	23	9	21	13	10	19	49	51	44	15	30	16
African American	NC	61	4247	NC	98	98	NC	516	499	NC	16	27	NC	16	24	NC	59	41	NC	8	8
Hispanic	17	301	32327	100	100	98	493	514	499	29	19	27	12	21	25	59	47	41	NA	12	8
Asian/Pacific Islander	NC	70	1939	NC	100	99	NC	562	556	NC	3	6	NC	11	10	NC	49	47	NC	37	36
American Indian/Alaskan Native	NC	33	4391	NC	100	96	NC	498	489	NC	27	32	NC	18	27	NC	52	36	NC	3	4
White	56	1583	36373	100	100	98	529	555	538	13	5	10	13	8	14	55	54	52	20	33	25
Students with Disabilities	10	243	9321	100	100	87	NA	490	467	NA	35	54	NA	23	22	NA	33	21	NA	8	3
Students without Disabilities	72	1805	70006	100	100	100	530	554	524	7	4	14	13	9	19	65	55	49	15	32	18
Limited English Proficient Students	NC	95	9431	NC	99	95	NC	474	466	NC	42	53	NC	29	27	NC	28	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	40	401	37097	100	99	97	503	509	498	23	20	27	18	22	25	55	48	41	5	9	7
Non-Economically Disadvantaged	42	1647	42230	100	100	99	536	556	535	10	5	11	10	8	15	60	54	50	21	34	24

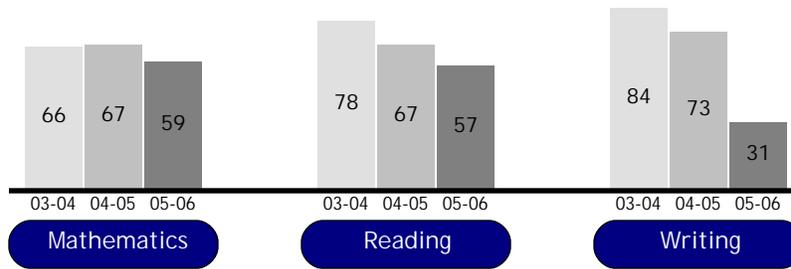
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2047	79501	100	100	98	500	520	497	7	4	10	17	14	25	71	73	60	5	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	995	39062	100	100	99	506	526	502	5	2	8	5	11	23	88	75	64	2	11	5
Male	39	1052	40368	100	99	98	493	514	491	10	6	13	31	16	27	51	71	57	8	7	3
African American	NC	61	4279	NC	98	99	NC	501	485	NC	5	14	NC	26	30	NC	66	54	NC	3	2
Hispanic	17	302	32389	100	100	98	473	488	478	24	15	16	24	27	34	53	54	48	NA	4	1
Asian/Pacific Islander	NC	70	1936	NC	100	99	NC	521	519	NC	1	3	NC	13	14	NC	76	73	NC	10	9
American Indian/Alaskan Native	NC	33	4401	NC	100	96	NC	479	473	NC	12	17	NC	39	40	NC	48	43	NC	NA	1
White	56	1581	36446	100	99	99	510	528	516	2	2	4	16	10	15	77	78	73	5	10	7
Students with Disabilities	10	244	9411	100	100	88	NA	470	453	NA	23	36	NA	34	36	NA	41	26	NA	1	1
Students without Disabilities	72	1803	70090	100	100	100	508	527	502	3	2	7	14	11	24	78	78	65	6	10	5
Limited English Proficient Students	NC	95	9401	NC	99	94	NC	447	443	NC	37	40	NC	44	46	NC	19	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	40	401	37183	100	99	97	486	487	479	13	13	16	25	30	34	63	55	49	NA	1	1
Non-Economically Disadvantaged	42	1646	42318	100	100	99	514	528	513	2	2	5	10	10	17	79	78	70	10	11	7

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	82	2045	80000	100	100	99	581	592	564	NA	1	3	5	5	11	83	70	75	12	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	996	39288	100	100	99	599	608	579	NA	1	2	2	2	6	77	65	77	21	32	16
Male	39	1049	40644	100	99	98	563	577	549	NA	1	4	8	7	15	90	75	74	3	16	7
African American	NC	61	4307	NC	98	99	NC	576	551	NC	NA	4	NC	8	13	NC	80	75	NC	11	7
Hispanic	17	302	32672	100	100	99	564	563	548	NA	3	4	NA	11	14	100	76	76	NA	10	6
Asian/Pacific Islander	NC	70	1945	NC	100	99	NC	600	592	NC	NA	1	NC	3	4	NC	67	69	NC	30	25
American Indian/Alaskan Native	NC	32	4424	NC	97	97	NC	576	549	NC	NA	3	NC	3	14	NC	81	77	NC	16	5
White	56	1580	36602	100	99	99	589	598	579	NA	1	2	5	3	7	79	69	75	16	27	16
Students with Disabilities	10	239	9919	100	98	93	NA	544	505	NA	3	9	NA	22	35	NA	71	54	NA	4	2
Students without Disabilities	72	1806	70081	100	100	100	587	598	571	NA	1	2	3	2	7	83	70	79	14	27	12
Limited English Proficient Students	NC	94	9571	NC	98	96	NC	513	502	NC	9	10	NC	28	29	NC	64	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	40	403	37534	100	100	98	568	562	547	NA	2	4	5	11	15	93	79	76	3	8	5
Non-Economically Disadvantaged	42	1642	42466	100	100	100	594	600	578	NA	1	2	5	3	7	74	68	75	21	28	16

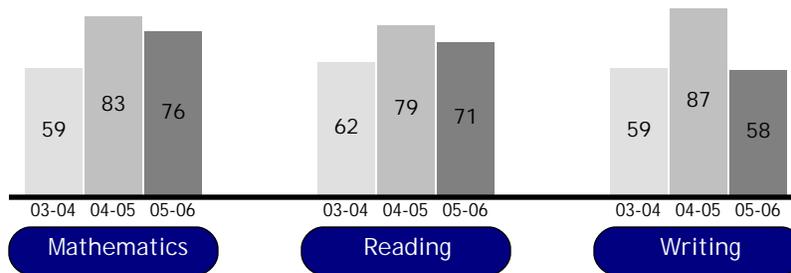
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	61	NA	58	100	43	62	47	100	48	65	46
	Language	94	55	68	50	100	41	64	47	100	52	70	48
	Mathematics	95	64	79	64	99	49	67	50	100	50	72	52
3	Reading	90	57	NA	55	100	40	57	44	100	34	63	46
	Language	89	69	77	61	100	44	57	44	100	34	59	46
	Mathematics	91	57	76	61	100	46	65	51	100	37	70	52
4	Reading	96	61	NA	56	100	49	61	48	99	56	68	52
	Language	99	59	69	52	100	53	64	49	99	54	70	52
	Mathematics	98	65	79	61	100	50	66	53	99	52	70	58
5	Reading	100	73	NA	55	99	55	64	50	96	54	73	56
	Language	100	67	69	49	99	51	65	50	96	54	73	54
	Mathematics	98	77	83	63	99	53	65	49	96	54	72	52
6	Reading	100	61	NA	56	99	57	64	51	100	58	70	56
	Language	100	50	64	48	99	52	63	47	100	54	67	50
	Mathematics	100	66	78	66	99	52	66	52	100	54	75	58

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/](http://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

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 7 Teacher(s)
- 7 Parent(s)
- 1 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 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	6	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	3	0	0
10 or more years	3	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	150
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

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 Adventure
- Ü Student Council
- Ü Lunch Life Skills/Intramurals
- Ü After School Homework Support
- Ü After School Program
- 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
- Ü Full-time Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 many of its site-improvement goals.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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 Hodgdon	(480) 484-1126
Parent Organization	Connie Belskus	(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.

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.

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. 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 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.

6 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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 250 Copies = \$97.00

\*\* 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.