



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6490 S. Sun Groves BLVD, Chandler, AZ 85249

Chandler 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 Highly Performing
2004-05 Highly Performing
2003-04 N/A

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

School Overview

Principal/Administrator : Mr. Sam Merrill
Schedule : 07:00 AM to 05:00 PM
Grades : K-6
Web Address : ww2.chandler.k12.az.us/navarrete-eleme
Phone Number : (480) 883-4800
Fax Number : (480) 883-4820
E-mail : merrill.sam@chandler.k12.az.us

Mission

To provide students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

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

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

- Students will demonstrate increasing proficiency in oral language, reading strategies, literature interpretation and written language.
Navarrete students will score above state and CUSD norms on the AIMS.
Students will solve increasingly complex mathematical problems in a meaningful context by using basic skills and appropriate tools.
Student daily attendance rate will be at or above 95% as measured through the 100th day report.

Enrollment

October 1, 2005 School Year Student Enrollment : 918
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 No
Number of Students Attending Under Open Enrollment in 2005-06 : 122

Instructional Programs

- ü Full Day Kindergarten, Three Sections
- ü Kindersteps, Two Sections
- ü Balanced and Comprehensive Curriculum
- ü Accelerated Reader
- ü New Science Adoption
- ü Before and After School Tutoring
- ü Fifth and Sixth Grade Gifted Classes
- ü Body Shop Health Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Navarrete sets high academic standards, prepares goals and expectations for students and parents, distributes handbooks/policies/other materials to all parents and students and maintains regular home/school communication with the community.

Parents

Our parents will support learning by contributing to the school community through the investment of time, talents and resources, by respecting our teachers as professionals and partners in education, by taking a pro-active role in communicatin with the school staff, by providing an appropriate learning enviornment at home and by sending their children to school ready to learn.

Transportation Policy

Naverrete follows the guidelines of Chandler School District's Transportation Policy.

School Honors

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

Award/Honor	Year
ü Clean School Award	2005
ü Clean School Award	2006
ü AAA Award; Classified Staff	2005
ü AAA Award; Certified Teacher	2005

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	128	2484	80010	96	97	99	479	465	447	NA	5	10	4	11	18	60	53	53	36	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1199	38935	99	97	99	479	466	447	NA	4	9	4	12	19	59	54	55	37	30	17
Male	60	1281	40974	94	96	98	478	465	448	NA	6	11	3	11	18	62	52	52	35	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	24	767	34545	92	96	99	472	441	432	NA	12	14	4	20	24	63	54	53	33	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	95	1395	35142	97	97	99	481	479	465	NA	2	5	4	6	11	59	52	56	37	40	28
Students with Disabilities	11	312	10161	65	89	93	449	436	419	NA	15	28	9	24	28	73	47	36	18	14	8
Students without Disabilities	117	2172	69849	100	98	100	481	469	451	NA	4	7	3	10	17	59	54	56	38	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	NC	10	603	NC	83	96	NC	NA	417	NC	NA	22	NC	NA	32	NC	NA	42	NC	NA	4
Economically Disadvantaged	16	727	39029	89	94	98	461	439	432	NA	12	14	6	23	25	75	52	52	19	14	9
Non-Economically Disadvantaged	112	1757	40981	97	98	100	481	476	462	NA	2	6	4	7	13	58	53	54	38	38	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	127	2477	79438	95	97	98	484	467	451	1	5	9	8	17	24	70	61	56	21	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1201	38775	99	97	99	489	475	457	NA	3	7	7	14	22	68	61	58	25	21	13
Male	59	1272	40560	92	96	97	479	460	446	2	7	12	8	19	25	73	60	54	17	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	24	763	34297	92	95	98	472	440	434	NA	12	14	17	30	31	71	51	50	13	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	94	1391	34887	96	97	98	485	482	471	1	2	4	6	9	15	71	66	63	21	23	18
Students with Disabilities	10	303	9588	59	86	88	NA	431	416	NA	18	30	NA	32	32	NA	45	34	NA	5	5
Students without Disabilities	117	2174	69850	100	98	100	487	472	456	NA	3	7	8	15	23	69	63	59	23	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	16	727	38685	89	94	97	457	437	435	NA	12	14	25	32	32	63	50	50	13	5	5
Non-Economically Disadvantaged	111	1750	40753	97	98	99	488	480	467	1	2	5	5	11	16	71	65	62	23	22	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	128	2518	79971	96	98	99	463	444	423	2	4	8	16	27	41	77	65	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1214	38974	99	98	99	472	457	437	NA	3	5	10	20	33	85	72	57	4	6	4
Male	60	1300	40895	94	98	98	452	432	410	3	5	10	23	34	47	68	58	41	5	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	24	776	34481	92	97	99	472	424	410	NA	7	10	13	36	46	79	55	43	8	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	95	1415	35150	97	99	99	460	453	437	2	2	5	19	22	35	75	70	56	4	5	5
Students with Disabilities	11	339	10258	65	96	94	432	406	377	18	12	23	18	47	51	55	40	25	9	1	1
Students without Disabilities	117	2179	69713	100	98	100	466	450	429	NA	3	5	16	24	39	79	69	52	4	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	NC	10	608	NC	83	97	NC	NA	389	NC	NA	16	NC	NA	50	NC	NA	33	NC	NA	0
Economically Disadvantaged	16	738	38994	89	95	98	452	420	409	NA	8	10	13	39	47	88	51	41	NA	2	1
Non-Economically Disadvantaged	112	1780	40977	97	100	100	464	454	437	2	3	5	17	22	34	76	71	56	5	5	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	136	2509	80147	95	98	99	519	508	482	NA	5	11	3	10	17	50	45	49	47	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1186	39281	99	98	99	515	509	483	NA	4	9	4	9	17	51	44	50	45	43	24
Male	67	1320	40780	92	97	98	523	506	482	NA	6	12	1	10	17	49	46	48	49	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	16	756	33494	94	98	99	522	482	466	NA	10	15	NA	19	23	44	48	49	56	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	108	1453	36122	96	97	99	519	521	501	NA	2	5	4	5	10	49	44	50	47	50	35
Students with Disabilities	NC	335	10295	NC	89	92	NC	469	443	NC	17	33	NC	22	26	NC	45	33	NC	16	8
Students without Disabilities	129	2174	69852	100	99	100	521	513	488	NA	3	7	2	8	16	49	45	51	49	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	NC	15	622	NC	100	97	NC	439	454	NC	33	19	NC	33	30	NC	20	43	NC	13	8
Economically Disadvantaged	NC	689	38371	NC	96	97	NC	475	465	NC	11	15	NC	20	23	NC	52	49	NC	17	13
Non-Economically Disadvantaged	127	1820	41776	95	98	100	520	520	498	NA	2	6	3	5	11	48	42	49	49	50	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	135	2503	79686	94	97	98	502	486	470	NA	7	11	5	16	24	79	64	57	16	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1183	39163	99	98	99	501	492	475	NA	5	9	3	14	22	81	66	60	16	15	10
Male	66	1317	40438	90	97	97	502	480	465	NA	8	13	8	18	25	77	62	54	15	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	16	752	33299	94	98	98	493	459	452	NA	16	17	6	27	32	94	52	47	NA	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	107	1452	35914	95	97	98	505	500	489	NA	2	5	3	10	15	79	70	67	19	18	14
Students with Disabilities	NC	330	9808	NC	88	87	NC	447	432	NC	22	35	NC	30	32	NC	41	30	NC	6	3
Students without Disabilities	129	2173	69878	100	99	100	503	491	475	NA	4	8	5	14	23	78	68	61	16	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	NC	15	611	NC	100	95	NC	412	439	NC	47	22	NC	33	39	NC	20	37	NC	NA	2
Economically Disadvantaged	NC	685	38095	NC	96	97	NC	452	452	NC	17	17	NC	31	32	NC	50	48	NC	2	3
Non-Economically Disadvantaged	126	1818	41591	95	98	99	502	498	486	NA	3	6	6	10	16	78	70	65	17	17	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	137	2539	80372	96	99	99	500	492	475	2	2	4	4	20	30	93	74	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1200	39452	99	99	99	509	503	488	1	2	3	3	13	22	94	80	72	1	5	3
Male	68	1336	40836	93	98	98	490	482	464	3	3	6	4	27	37	91	68	56	1	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	16	763	33608	94	99	99	504	471	462	NA	4	6	NA	31	36	100	63	57	NA	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	109	1474	36213	96	99	99	500	502	489	3	1	2	4	14	22	92	80	72	2	5	3
Students with Disabilities	NC	357	10526	NC	95	94	NC	455	427	NC	5	15	NC	50	53	NC	45	31	NC	1	1
Students without Disabilities	129	2182	69846	100	99	100	500	497	482	2	2	3	3	15	26	93	79	69	2	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	NC	15	621	NC	100	97	NC	419	452	NC	13	9	NC	53	40	NC	33	51	NC	NA	0
Economically Disadvantaged	NC	696	38521	NC	97	98	NC	465	461	NC	4	6	NC	38	38	NC	57	55	NC	1	1
Non-Economically Disadvantaged	128	1843	41851	96	100	100	499	502	489	2	1	3	4	14	22	92	80	72	2	5	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	140	2492	79306	97	98	99	533	526	504	2	6	13	11	11	20	52	52	49	35	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1246	38845	92	97	99	535	527	505	4	6	11	11	10	20	42	53	50	42	31	18
Male	69	1243	40383	100	98	98	530	525	504	NA	7	14	10	12	19	62	51	47	28	30	19
African American	13	168	4171	100	98	98	527	511	485	8	12	20	8	18	26	62	51	44	23	20	10
Hispanic	17	722	32673	94	98	99	516	502	487	6	11	18	18	20	25	41	53	46	35	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	103	1400	36234	96	97	99	535	537	523	1	3	6	10	6	13	54	53	52	35	38	28
Students with Disabilities	13	352	10286	72	88	91	477	476	462	23	27	41	31	28	27	46	38	27	NA	8	5
Students without Disabilities	127	2140	69020	100	99	100	538	533	510	NA	3	9	9	8	18	53	54	52	39	34	21
Limited English Proficient Students	--	179	10291	--	97	96	--	467	458	--	28	38	--	34	34	--	36	26	--	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	NC	673	37437	NC	97	97	NC	499	486	NC	12	19	NC	22	26	NC	53	46	NC	13	9
Non-Economically Disadvantaged	131	1819	41869	96	98	100	535	536	521	2	4	7	9	7	14	53	52	51	37	37	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	139	2499	79000	96	98	98	512	504	489	2	6	10	11	16	24	76	65	58	12	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1252	38774	92	98	99	513	510	494	3	4	7	10	13	22	77	68	61	10	15	10
Male	68	1244	40150	100	98	98	511	498	485	1	7	12	12	19	25	74	62	55	13	12	8
African American	13	170	4153	100	99	98	507	495	476	NA	6	13	8	19	30	92	67	53	NA	8	4
Hispanic	17	719	32508	94	98	98	498	481	472	NA	10	15	29	29	33	59	55	49	12	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	102	1407	36135	95	98	98	514	516	508	3	3	4	9	10	14	75	69	67	14	17	15
Students with Disabilities	13	358	9991	72	90	88	464	458	449	15	23	33	46	40	36	31	34	29	8	3	2
Students without Disabilities	126	2141	69009	99	99	100	517	511	495	1	3	6	7	13	22	80	70	62	12	15	10
Limited English Proficient Students	--	175	10199	--	95	95	--	441	439	--	31	35	--	46	47	--	23	18	--	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	NC	672	37234	NC	97	97	NC	479	472	NC	11	15	NC	30	33	NC	53	50	NC	6	3
Non-Economically Disadvantaged	130	1827	41766	96	98	99	514	513	505	2	3	5	8	11	16	78	69	65	11	16	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	141	2528	79611	97	99	99	521	514	496	3	4	7	19	24	37	78	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	1263	39016	94	99	99	531	526	511	1	3	4	14	17	29	85	79	66	NA	1	1
Male	69	1262	40519	100	99	98	510	503	482	4	5	10	25	31	44	71	63	46	NA	0	0
African American	13	171	4188	100	99	98	534	514	486	NA	4	9	8	20	40	92	76	50	NA	NA	0
Hispanic	17	726	32855	94	99	99	535	491	481	NA	7	10	24	37	43	76	55	47	NA	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	104	1426	36380	97	99	99	518	525	511	3	2	4	20	19	30	77	78	65	NA	1	1
Students with Disabilities	14	387	10664	78	97	94	513	461	440	NA	14	23	29	53	54	71	32	22	NA	1	1
Students without Disabilities	127	2141	68947	100	99	100	522	523	504	3	2	4	18	19	34	79	78	61	NA	1	1
Limited English Proficient Students	--	175	10362	--	95	97	--	437	438	--	21	22	--	57	57	--	22	21	--	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	NC	679	37626	NC	98	98	NC	489	479	NC	8	10	NC	39	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	132	1849	41985	97	100	100	521	523	511	3	3	4	17	19	30	80	78	65	NA	1	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	103	2387	79327	93	98	98	537	543	518	7	11	19	9	12	20	67	49	46	17	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1181	38961	94	98	98	534	545	520	8	9	16	4	12	20	73	50	48	15	29	16
Male	55	1202	40295	92	97	97	540	541	516	5	12	21	13	12	19	62	49	44	20	27	16
African American	10	162	4247	100	98	98	NA	520	499	NA	13	27	NA	22	24	NA	52	41	NA	13	8
Hispanic	NC	687	32327	NC	98	98	NC	510	499	NC	22	27	NC	21	25	NC	45	41	NC	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	75	1351	36373	91	97	98	542	558	538	7	5	10	5	7	14	69	52	52	19	36	25
Students with Disabilities	NC	316	9321	NC	88	87	NC	490	467	NC	35	54	NC	23	22	NC	35	21	NC	7	3
Students without Disabilities	94	2071	70006	98	99	100	542	550	524	2	7	14	9	11	19	70	51	49	19	31	18
Limited English Proficient Students	--	185	9431	--	97	95	--	471	466	--	52	53	--	25	27	--	19	18	--	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	10	637	37097	77	97	97	NA	504	498	NA	26	27	NA	22	25	NA	43	41	NA	10	7
Non-Economically Disadvantaged	93	1750	42230	95	98	99	538	556	535	6	5	11	8	9	15	68	52	50	18	35	24

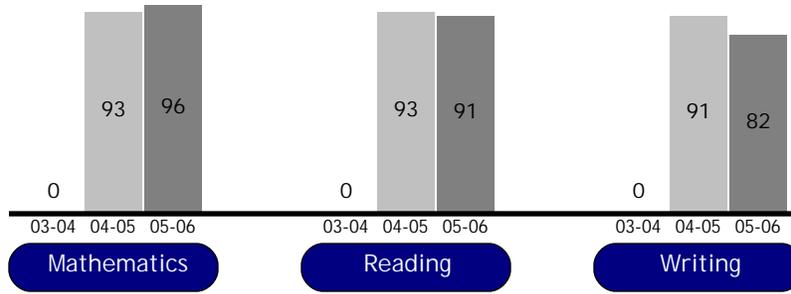
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2389	79501	95	98	98	518	513	497	2	6	10	12	17	25	79	70	60	7	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1180	39062	94	98	99	524	518	502	NA	5	8	10	14	23	79	74	64	10	8	5
Male	57	1205	40368	95	97	98	513	508	491	4	7	13	14	21	27	79	65	57	4	7	3
African American	10	162	4279	100	98	99	NA	494	485	NA	9	14	NA	28	30	NA	60	54	NA	2	2
Hispanic	NC	684	32389	NC	98	98	NC	487	478	NC	14	16	NC	30	34	NC	53	48	NC	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	77	1356	36446	94	98	99	523	526	516	3	2	4	6	10	15	83	78	73	8	9	7
Students with Disabilities	11	318	9411	73	88	88	478	469	453	9	24	36	45	38	36	45	35	26	NA	3	1
Students without Disabilities	94	2071	70090	98	99	100	522	519	502	1	3	7	9	14	24	83	75	65	7	8	5
Limited English Proficient Students	--	182	9401	--	95	94	--	443	443	--	43	40	--	43	46	--	14	14	--	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	10	634	37183	77	96	97	NA	481	479	NA	17	16	NA	32	34	NA	49	49	NA	2	1
Non-Economically Disadvantaged	95	1755	42318	97	98	99	518	524	513	2	2	5	12	12	17	80	77	70	6	9	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	108	2426	80000	97	99	99	587	582	564	1	2	3	1	5	11	89	75	75	9	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1192	39288	98	99	99	594	595	579	2	1	2	2	3	6	80	70	77	16	26	16
Male	58	1230	40644	97	99	98	581	569	549	NA	3	4	NA	7	15	97	80	74	3	10	7
African American	10	164	4307	100	99	99	NA	577	551	NA	1	4	NA	7	13	NA	79	75	NA	14	7
Hispanic	10	694	32672	100	99	99	NA	557	548	NA	4	4	NA	11	14	NA	76	76	NA	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	79	1381	36602	96	100	99	586	593	579	1	1	2	NA	2	7	90	75	75	9	21	16
Students with Disabilities	11	346	9919	73	96	93	572	533	505	NA	5	9	NA	20	35	100	71	54	NA	4	2
Students without Disabilities	97	2080	70081	100	100	100	589	590	571	1	1	2	1	3	7	88	76	79	10	20	12
Limited English Proficient Students	--	189	9571	--	99	96	--	501	502	--	10	10	--	30	29	--	60	60	--	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	12	644	37534	92	98	98	592	552	547	NA	4	4	NA	13	15	92	77	76	8	7	5
Non-Economically Disadvantaged	96	1782	42466	98	100	100	587	593	578	1	1	2	1	3	7	89	74	75	9	22	16

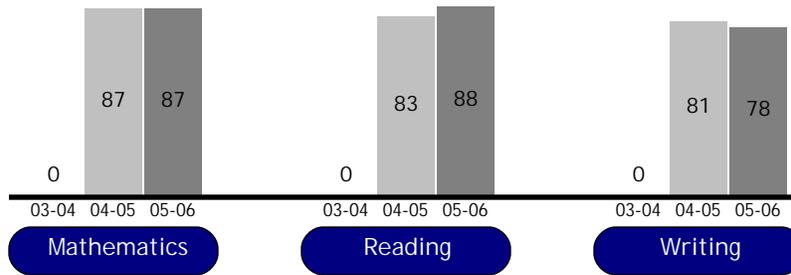
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	--	--	NA	58	99	57	53	47	96	67	56	46
	Language	--	--	58	50	99	62	52	47	96	70	59	48
	Mathematics	--	--	71	64	99	69	58	50	97	78	65	52
3	Reading	--	--	NA	55	99	58	54	44	95	63	58	46
	Language	--	--	66	61	99	59	52	44	96	67	56	46
	Mathematics	--	--	66	61	99	68	61	51	96	70	63	52
4	Reading	--	--	NA	56	99	62	56	48	94	72	61	52
	Language	--	--	59	52	99	66	56	49	96	78	63	52
	Mathematics	--	--	68	61	99	70	62	53	95	79	72	58
5	Reading	--	--	NA	55	100	62	57	50	97	72	65	56
	Language	--	--	56	49	100	61	58	50	98	73	63	54
	Mathematics	--	--	69	63	100	64	58	49	98	72	65	52
6	Reading	--	--	NA	56	99	61	60	51	97	70	67	56
	Language	--	--	57	48	99	55	55	47	97	56	59	50
	Mathematics	--	--	74	66	99	60	63	52	95	72	72	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 Staffing
- Ü Budget
- Ü Prop 301

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	3.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	1	7	0	0
7 to 9 years	1	10	0	0
10 or more years	10	11	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab, 33 Stations
- Ü Library, 10,000 volumes
- Ü Library, 4 computer stations
- Ü 2 Computer Stations Per Classroom

Extracurricular Activities

- Ü Battle of the Books
- Ü Math Club
- Ü Science Club
- Ü Science Fair
- Ü Boys' and Girls' Basketball
- Ü Cheerleading Club
- Ü Running Club
- Ü Student Council

Social Services

- Ü Food Drive
- Ü Before and After School Childcare
- Ü Breakfast Program
- Ü School Counselor
- Ü DARE Program
- Ü Chandler Education Foundation
- Ü Parenting Classes
- Ü Kindersteps

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Navarrete students are all involved with the art masterpiece program on a consistent and regular basis.
  
- ü Navarrete Elementary School enrollment numbers continue to increase year after year. We were able to add an additional building that allowed for the increased enrollment of students.
  
- ü Parental involvement and support is greatly valued and appreciated at Navarrete. Our parents help in the classroom, make copies, help with fundraisers, etc. They are willing and ready to help wherever assistance is needed.
  
- ü The Navarrete PTO is highly involved in many school activities that bring the school community together. These include monthly movie nights, fall festival, a golf tournament, Donuts for Dads and Muffins for Mom.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	93	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

Navarrete is a very safe school with no major incidents of violence, drugs or alcohol. We have our own School wide Discipline Plan and a School wide Character Counts Program. We have a DARE Officer and a School Safety Person. All of our Emergency Plans are complete and revised annually or as needed.

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) :

0

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	Sam Merrill	(480) 883-4808
Transportation Policy	Sterling Skousen	(480) 812-7288
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Cathy Brown	(480) 812-7260
Parent Organization	Janey Tibbits	(480) 883-4800
Student Health/Nurse	Sandy Craghead	(480) 883-4802

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 100 Copies = \$39.00

\*\* 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.