

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9181 E. Redfield, Scottsdale, AZ 85260

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 LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mrs. Vikki Anderson
Schedule : 7:15 AM to 3:45 PM
Grades : Pre-K-5
2004 Enrollment : 615
Web Address : www.susd.org/schools/elem/zuni/
Phone Number : (480) 484-4000
Fax Number : (480) 484-4001
E-mail : vanderson@susd.org

Mission

Our mission is to promote a caring environment where all learners meet with success. We believe that high expectations and hard work are essential to quality performance. Education is the shared responsibility of student, home, school and community.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- Ü Language Arts: Zuni Elementary is committed to producing students who are clear and creative thinkers and excellent communicators. Zuni students will show increased academic achievement in the area of reading comprehension.
- Ü Technology: Zuni Elementary is committed to ensuring that all students and staff are proficient in the use of technology to acquire and manage information, communication, time and task. We will show increased achievement in technology competencies.
- Ü Safe Environment: Zuni Elementary is committed to providing a positive, respectful and safe learning environment. Zuni will adopt CHARACTER COUNTS! and consistent behavior expectations. Zuni parents will affirm goal attainment on a parent survey.
- Ü Staff Development: Zuni Elementary will offer or support comprehensive professional growth programs to provide staff with skills, strategies, and resources to meet the needs of all learners.

Enrollment

October 1, 2003 School Year Student Enrollment : 602
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 54

Instructional Programs

- ü All Day Kindergarten (ADK)
- ü Head Start
- ü Special Ed - Resource & Self-contained
- ü Gifted
- ü Accelerated Reader
- ü CHARACTER COUNTS!

Calendar Information

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

Shared Responsibilities

School

To provide a challenging academic program with a climate conducive to learning; protect the rights of all students; communicate openly and regularly; encourage parent participation; assure the safety of students; provide a highly qualified staff.

Parents

To provide a home environment conducive to study and learning; motivate their children to do their best; value education and participate in school activities; expect their children to abide by the district's Code of Conduct and the school's rules.

Transportation Policy

Transportation is provided for K-3 students 3/4 miles from school and grades 4-5 students 1 mile from school. Mid-day transportation is provided for eligible kindergarten students. Safety and welfare of student riders is the first consideration.

School Honors

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

Award/Honor	Year
ü Contest Winners - Geography/Spelling/Essay	2004
ü President's Education Awards	2004
ü Constitution Commemoration Essay Contest	2004
ü National StuCo Honor Council Excellence Award	2004

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	117	2037	76019	100	99	100	535	535	499	1	4	14	26	22	39	18	15	14	55	60	33
All Students (Prior Year)	113	2110	76230	97	98	100	510	521	498	5	4	12	35	28	38	13	14	12	48	54	37
Female	63	964	37207	100	99	100	542	536	499	2	3	12	22	21	41	13	16	14	63	59	33
Male	54	1072	38677	100	100	100	525	534	498	0	4	15	32	23	38	23	13	13	45	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	11	227	29458	100	99	100	515	495	480	0	18	20	40	37	48	20	14	12	40	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	486	466	NC	13	28	NC	53	49	NC	7	10	NC	27	13
White	94	1677	35880	100	99	100	537	540	515	1	2	7	24	20	32	19	15	16	56	63	45
Students with Disabilities	NC	238	9786	NC	100	100	NC	502	457	NC	11	39	NC	40	40	NC	11	7	NC	38	13
Students without Disabilities	108	1799	66233	100	99	99	535	537	503	1	3	11	26	21	39	18	15	14	55	61	35
Limited English Proficient Students	NC	152	15206	NC	100	100	NC	463	459	NC	30	31	NC	55	53	NC	6	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	16	332	35714				516	494	480	0	17	20	47	40	47	13	10	12	40	33	20
Non-Economically Disadvantaged	101	1705	40266				538	541	513	1	2	9	23	19	33	18	15	15	58	64	43

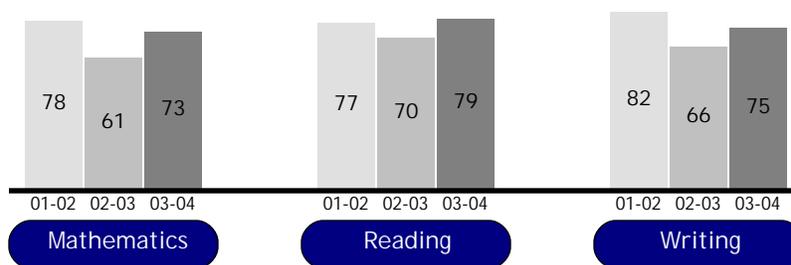
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2037	76020	100	99	100	517	519	503	7	9	25	14	14	23	52	52	40	27	26	12
All Students (Prior Year)	114	2103	76202	98	98	100	513	516	505	5	8	19	25	17	24	53	55	46	17	20	11
Female	63	966	37213	100	99	100	524	521	504	2	7	22	10	13	23	57	52	42	32	28	13
Male	54	1070	38666	100	100	100	508	517	501	13	10	29	19	14	22	47	52	38	21	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	11	227	29442	100	99	99	514	499	494	10	31	37	0	18	26	60	39	31	30	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	498	489	NC	21	48	NC	29	25	NC	50	24	NC	0	3
White	94	1678	35890	100	99	100	518	522	511	7	6	15	14	13	20	53	54	48	26	27	18
Students with Disabilities	NC	238	9784	NC	100	100	NC	511	485	NC	22	58	NC	19	19	NC	40	19	NC	19	4
Students without Disabilities	108	1799	66236	100	99	99	517	520	504	6	8	23	14	13	23	52	53	42	28	26	13
Limited English Proficient Students	NC	151	15198	NC	100	100	NC	484	483	NC	53	59	NC	25	25	NC	22	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	16	332	35703				517	501	494	7	29	37	7	22	26	53	37	31	33	13	6
Non-Economically Disadvantaged	101	1705	40274				517	522	509	7	5	17	15	12	20	52	54	47	26	28	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	2034	75673	100	99	100	542	577	530	7	5	12	19	16	25	72	69	58	3	10	4
All Students (Prior Year)	112	2048	74692	97	95	99	516	529	502	12	6	18	22	18	27	52	57	47	14	18	8
Female	62	963	37099	98	99	100	572	598	548	5	3	8	12	12	22	78	70	64	5	14	6
Male	54	1070	38441	100	100	99	505	558	513	9	7	16	28	19	29	64	68	52	0	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	10	225	29305	91	98	99	573	518	507	0	13	16	11	31	31	89	50	51	0	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	NC	22	4707	NC	96	100	NC	538	492	NC	7	19	NC	20	33	NC	67	46	NC	7	1
White	94	1678	35760	100	99	99	541	584	550	6	4	9	20	14	21	71	71	64	4	11	6
Students with Disabilities	NC	237	9706	NC	100	100	NC	526	462	NC	19	36	NC	18	32	NC	58	31	NC	5	1
Students without Disabilities	107	1797	65967	99	99	99	542	581	536	7	4	10	19	16	25	71	70	60	3	10	5
Limited English Proficient Students	NC	151	15115	NC	100	100	NC	473	471	NC	24	26	NC	42	38	NC	34	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	16	330	35541				521	511	504	7	14	17	27	31	31	67	53	50	0	2	2
Non-Economically Disadvantaged	100	1704	40091				546	588	550	7	4	9	18	13	21	73	72	64	3	11	6

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

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

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	96	71	69	46	99	70	70	50	99	72	NA	55
	Language	95	67	64	43	100	64	65	46	100	70	69	49
	Mathematics	94	84	76	54	100	77	77	57	100	82	83	63

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

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

Council Duties

- Ü Site Improvement Plan Development
- Ü Data Gathering and Reporting
- Ü Instructional Programs/Strategies
- Ü Communications
- Ü Staff Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	33.00
Other Professional Staff	1.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	2	0	0
10 or more years	6	13	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	73
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü WordMasters
- Ü Math Olympiads
- Ü Continental Math

Social Services

- Ü Afterschool Care
- Ü Head Start
- Ü Afterschool Tutoring
- Ü Parent Resource Room

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Target Area: Provide a positive, safe, and respectful learning environment, conducive to teaching and learning. The goal was met with 99% of the parents surveyed agreeing to the goal. CHARACTER COUNTS! was implemented with great success!
- ü Target Area: Reading Comprehension ~ The goal of increased academic achievement in was met with through the use of: best practice strategies, Accelerated Reader, mentoring, tutoring, and parent volunteers.
- ü Target Area: Technology ~ To ensure all students and staff are proficient in the use of technology. 95% of the teaching staff developed and updated a class website, and 93% of the students achieved the grade level competencies. Check our website!
- ü Zuni Student Council received the NAESP Honor Student Council School of Excellence Award for 03-04. 46 fifth grade students qualified for the President's Education Award. Zuni students were honored by Homeless Outreach, Inc. for "Kids Helping Kids."

Student Activity Rates for School Year 2003-04

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

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 4-5	51	66

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

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

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

School Safety

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

Our procedures to support safety and security: buddy system, hall passes, visitor check-in & identification badges, staff badges, Emergency/Crisis Plan, daily attendance calls, student sign-out procedure, personal safety/Stranger Danger curriculum.

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

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.

Contacts

	Name	Phone Number
School Site Council	Vikki Anderson	(480) 484-4000
Transportation Policy	Transportation	(480) 484-8550
Community Resources	Vikki Anderson	(480) 484-4000
School Nutrition Programs	Barbara Savastio	(480) 661-1126
Parent Organization	Corena Benjamin	(480) 484-4000
Student Health/Nurse	Cynthia Worrell	(480) 484-4011

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."

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

** 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.