

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9181 E. Redfield Rd., 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

### School Overview

Principal/Administrator : Mr. Walter E. Chantler  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : Pre-K-6  
 Web Address : www.zuni.susd.org  
 Phone Number : (480) 484-4000  
 Fax Number : (480) 484-4001  
 E-mail : walter.chantler@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)

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

- Ü Language Arts: Zuni Elementary is committed to producing students who are clear and creative thinkers and excellent communicators. Zuni students will continue to 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 utilizes the CHARACTER COUNTS! character education program. Behavioral expectations are consistently reinforced.
- 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, 2005 School Year Student Enrollment : 588  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 58

Instructional Programs

- Ü Full Day Kindergarten (free)
- Ü Head Start
- Ü Special Ed. - Resource & Self-Contained
- Ü Gifted - Pull out and Self-Contained
- Ü Accelerated Reader
- Ü CHARACTER COUNTS!
- Ü Comprehensive Self-Contained Gifted
- Ü ABC Classes and Twice Exceptional

Calendar Information

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

Shared Responsibilities

School

To provide a 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. Parents are also encouraged to join the Zuni Community Association whose sole purpose is to support the school.

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 and special education transportation is also available. 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/Poetry	2004
Ü President's Education Awards	2004
Ü Constitution Commemoration Essay Contest	2004
Ü National Student Council Honor Council Excellence Award	2004

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	95	1919	80010	100	99	99	481	473	447	4	5	10	8	10	18	46	48	53	41	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	919	38935	100	99	99	472	471	447	7	5	9	12	12	19	44	49	55	37	35	17
Male	54	1000	40974	100	99	98	487	474	448	2	6	11	6	9	18	48	47	52	44	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	14	301	34545	100	100	99	422	440	432	21	14	14	29	23	24	43	50	53	7	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	69	1436	35142	100	99	99	493	481	465	1	3	5	4	7	11	46	48	56	48	42	28
Students with Disabilities	19	297	10161	100	96	93	484	448	419	11	19	28	5	18	28	58	42	36	26	21	8
Students without Disabilities	76	1622	69849	100	100	100	480	477	451	3	3	7	9	9	17	43	49	56	45	40	19
Limited English Proficient Students	11	169	14013	100	99	97	424	418	413	27	23	24	9	30	34	64	42	39	NA	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	413	39029	NC	98	98	NC	437	432	NC	14	14	NC	23	25	NC	50	52	NC	13	9
Non-Economically Disadvantaged	86	1506	40981	100	99	100	487	482	462	1	3	6	8	7	13	47	47	54	44	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	95	1921	79438	100	99	98	476	472	451	3	6	9	13	13	24	64	61	56	20	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	919	38775	100	99	99	473	477	457	7	4	7	10	11	22	66	61	58	17	23	13
Male	54	1002	40560	100	99	97	478	469	446	NA	7	12	15	14	25	63	61	54	22	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	14	301	34297	100	100	98	427	436	434	21	17	14	21	25	31	57	50	50	NA	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	69	1438	34887	100	99	98	485	481	471	NA	3	4	9	10	15	68	64	63	23	24	18
Students with Disabilities	19	297	9588	100	96	88	471	441	416	5	20	30	16	23	32	53	46	34	26	11	5
Students without Disabilities	76	1624	69850	100	100	100	477	478	456	3	3	7	12	11	23	67	63	59	18	22	12
Limited English Proficient Students	11	169	13856	100	99	96	413	406	407	27	31	27	45	37	43	27	31	29	NA	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	414	38685	NC	99	97	NC	437	435	NC	17	14	NC	26	32	NC	51	50	NC	7	5
Non-Economically Disadvantaged	86	1507	40753	100	99	99	481	482	467	1	3	5	12	9	16	66	64	62	21	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	95	1922	79971	100	99	99	433	439	423	3	4	8	45	35	41	52	55	49	NA	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	921	38974	100	99	99	437	452	437	2	3	5	37	27	33	61	63	57	NA	7	4
Male	54	1001	40895	100	99	98	430	427	410	4	5	10	52	43	47	44	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	14	301	34481	100	100	99	391	410	410	7	8	10	79	54	46	14	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	69	1439	35150	100	99	99	441	446	437	1	3	5	41	31	35	58	60	56	NA	6	5
Students with Disabilities	19	301	10258	100	97	94	423	403	377	5	14	23	47	50	51	47	33	25	NA	3	1
Students without Disabilities	76	1621	69713	100	100	100	435	445	429	3	2	5	45	33	39	53	59	52	NA	6	3
Limited English Proficient Students	11	169	13985	100	99	97	381	378	382	27	20	18	55	59	54	18	21	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	415	38994	NC	99	98	NC	406	409	NC	10	10	NC	53	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	86	1507	40977	100	99	100	437	448	437	2	2	5	45	31	34	52	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	107	1948	80147	100	99	99	503	505	482	6	6	11	10	10	17	45	44	49	39	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	974	39281	100	99	99	502	506	483	6	7	9	6	9	17	49	44	50	40	41	24
Male	54	973	40780	100	99	98	505	504	482	6	6	12	15	10	17	41	44	48	39	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	12	291	33494	100	99	99	477	464	466	NA	16	15	25	25	23	67	45	49	8	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	84	1490	36122	100	99	99	508	514	501	6	4	5	8	6	10	43	44	50	43	46	35
Students with Disabilities	27	282	10295	100	96	92	479	464	443	19	27	33	15	19	26	33	37	33	33	17	8
Students without Disabilities	80	1666	69852	100	100	100	511	512	488	1	3	7	9	8	16	49	45	51	41	44	26
Limited English Proficient Students	NC	138	12722	NC	99	97	NC	444	441	NC	28	27	NC	32	33	NC	34	37	NC	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	16	383	38371	100	99	97	462	461	465	13	20	15	31	22	23	44	47	49	13	11	13
Non-Economically Disadvantaged	91	1565	41776	100	99	100	511	516	498	4	3	6	7	7	11	45	43	49	44	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	107	1946	79686	100	99	98	500	493	470	4	5	11	13	13	24	63	65	57	21	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	973	39163	100	99	99	503	497	475	NA	4	9	9	12	22	74	65	60	17	19	10
Male	54	972	40438	100	99	97	497	490	465	7	6	13	17	14	25	52	64	54	24	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	12	290	33299	100	99	98	477	459	452	8	16	17	8	29	32	75	50	47	8	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	84	1489	35914	100	99	98	504	502	489	2	3	5	12	9	15	64	68	67	21	20	14
Students with Disabilities	27	279	9808	100	95	87	483	457	432	NA	19	35	41	30	32	33	42	30	26	9	3
Students without Disabilities	80	1667	69878	100	100	100	505	499	475	5	3	8	4	10	23	73	69	61	19	18	9
Limited English Proficient Students	NC	137	12594	NC	98	96	NC	428	422	NC	31	34	NC	38	45	NC	31	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	16	384	38095	100	99	97	461	455	452	6	16	17	31	31	32	63	52	48	NA	2	3
Non-Economically Disadvantaged	91	1562	41591	100	99	99	507	503	486	3	3	6	10	8	16	63	68	65	24	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	106	1954	80372	99	100	99	493	495	475	NA	2	4	20	19	30	78	76	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	976	39452	98	100	99	503	505	488	NA	1	3	10	13	22	88	80	72	2	6	3
Male	54	977	40836	100	99	98	484	485	464	NA	3	6	30	24	37	69	71	56	2	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	12	291	33608	100	99	99	477	468	462	NA	5	6	17	32	36	83	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	83	1496	36213	99	100	99	498	501	489	NA	1	2	18	15	22	80	79	72	2	4	3
Students with Disabilities	27	288	10526	100	98	94	478	453	427	NA	8	15	37	46	53	59	46	31	4	1	1
Students without Disabilities	79	1666	69846	99	100	100	498	502	482	NA	1	3	14	14	26	85	81	69	1	4	2
Limited English Proficient Students	NC	138	12747	NC	99	97	NC	443	432	NC	10	12	NC	47	52	NC	41	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	16	386	38521	100	100	98	480	463	461	NA	6	6	25	35	38	75	58	55	NA	1	1
Non-Economically Disadvantaged	90	1568	41851	99	100	100	496	503	489	NA	1	3	19	15	22	79	80	72	2	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	106	2007	79306	100	100	99	531	536	504	8	6	13	12	9	20	47	47	49	32	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	966	38845	100	100	99	533	536	505	5	5	11	15	9	20	47	48	50	33	39	18
Male	51	1041	40383	100	100	98	529	535	504	12	6	14	10	10	19	47	46	47	31	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	NC	282	32673	NC	100	99	NC	498	487	NC	17	18	NC	21	25	NC	46	46	NC	16	10
Asian/Pacific Islander	10	83	2147	100	100	99	NA	550	539	NA	4	5	NA	2	10	NA	41	46	NA	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	84	1554	36234	100	100	99	530	544	523	7	3	6	13	7	13	48	47	52	32	43	28
Students with Disabilities	23	270	10286	100	99	91	463	492	462	39	24	41	26	22	27	26	38	27	9	16	5
Students without Disabilities	83	1737	69020	100	100	100	549	542	510	NA	3	9	8	7	18	53	48	52	39	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	20	394	37437	100	99	97	516	497	486	10	15	19	15	21	26	60	49	46	15	14	9
Non-Economically Disadvantaged	86	1613	41869	100	100	100	534	545	521	8	3	7	12	7	14	44	46	51	36	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	104	1994	79000	98	99	98	516	517	489	6	4	10	13	11	24	58	64	58	23	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	963	38774	100	99	99	519	522	494	5	2	7	11	10	22	58	64	61	25	24	10
Male	49	1031	40150	96	99	98	512	512	485	6	5	12	16	13	25	57	63	55	20	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	NC	278	32508	NC	99	98	NC	481	472	NC	12	15	NC	31	33	NC	50	49	NC	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	83	1549	36135	99	99	98	517	525	508	6	2	4	11	7	14	60	66	67	23	25	15
Students with Disabilities	21	258	9991	91	94	88	463	479	449	24	14	33	43	29	36	29	50	29	5	7	2
Students without Disabilities	83	1736	69009	100	100	100	528	522	495	1	2	6	6	8	22	65	66	62	28	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	20	389	37234	100	98	97	491	481	472	15	13	15	10	26	33	65	55	50	10	6	3
Non-Economically Disadvantaged	84	1605	41766	98	99	99	521	526	505	4	1	5	14	8	16	56	66	65	26	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	106	2007	79611	100	100	99	501	524	496	7	3	7	35	22	37	58	73	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	967	39016	100	100	99	519	537	511	5	2	4	22	14	29	73	81	66	NA	3	1
Male	51	1040	40519	100	100	98	481	511	482	8	3	10	49	29	44	41	67	46	2	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	NC	282	32855	NC	100	99	NC	491	481	NC	7	10	NC	38	43	NC	54	47	NC	1	0
Asian/Pacific Islander	10	83	2149	100	100	100	NA	526	519	NA	NA	4	NA	27	24	NA	71	70	NA	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	84	1554	36380	100	100	99	501	531	511	8	2	4	31	19	30	60	78	65	1	2	1
Students with Disabilities	23	271	10664	100	99	94	434	471	440	22	13	23	65	49	54	9	36	22	4	2	1
Students without Disabilities	83	1736	68947	100	100	100	519	532	504	2	1	4	27	18	34	71	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	20	393	37626	100	99	98	471	492	479	20	8	10	50	37	45	25	54	45	5	1	0
Non-Economically Disadvantaged	86	1614	41985	100	100	100	508	532	511	3	1	4	31	19	30	65	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	NC	2048	79327	NC	100	98	NC	547	518	NC	8	19	NC	11	20	NC	53	46	NC	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	996	38961	NC	100	98	NC	547	520	NC	6	16	NC	11	20	NC	54	48	NC	28	16
Male	NC	1052	40295	NC	99	97	NC	547	516	NC	9	21	NC	10	19	NC	51	44	NC	30	16
African American	--	61	4247	--	98	98	--	516	499	--	16	27	--	16	24	--	59	41	--	8	8
Hispanic	NC	301	32327	NC	100	98	NC	514	499	NC	19	27	NC	21	25	NC	47	41	NC	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	--	33	4391	--	100	96	--	498	489	--	27	32	--	18	27	--	52	36	--	3	4
White	NC	1583	36373	NC	100	98	NC	555	538	NC	5	10	NC	8	14	NC	54	52	NC	33	25
Students with Disabilities	NC	243	9321	NC	100	87	NC	490	467	NC	35	54	NC	23	22	NC	33	21	NC	8	3
Students without Disabilities	NC	1805	70006	NC	100	100	NC	554	524	NC	4	14	NC	9	19	NC	55	49	NC	32	18
Limited English Proficient Students	--	95	9431	--	99	95	--	474	466	--	42	53	--	29	27	--	28	18	--	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	401	37097	--	99	97	--	509	498	--	20	27	--	22	25	--	48	41	--	9	7
Non-Economically Disadvantaged	NC	1647	42230	NC	100	99	NC	556	535	NC	5	11	NC	8	15	NC	54	50	NC	34	24

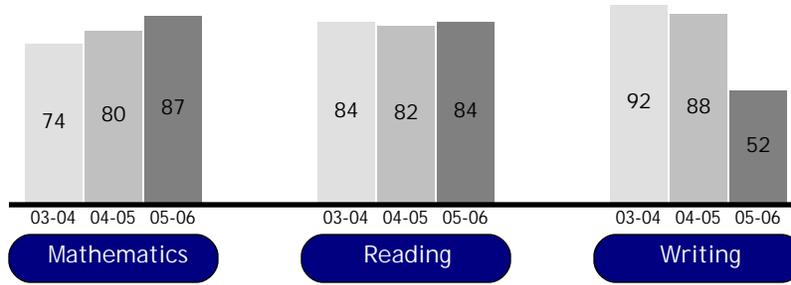
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	2047	79501	NC	100	98	NC	520	497	NC	4	10	NC	14	25	NC	73	60	NC	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	995	39062	NC	100	99	NC	526	502	NC	2	8	NC	11	23	NC	75	64	NC	11	5
Male	NC	1052	40368	NC	99	98	NC	514	491	NC	6	13	NC	16	27	NC	71	57	NC	7	3
African American	--	61	4279	--	98	99	--	501	485	--	5	14	--	26	30	--	66	54	--	3	2
Hispanic	NC	302	32389	NC	100	98	NC	488	478	NC	15	16	NC	27	34	NC	54	48	NC	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	--	33	4401	--	100	96	--	479	473	--	12	17	--	39	40	--	48	43	--	NA	1
White	NC	1581	36446	NC	99	99	NC	528	516	NC	2	4	NC	10	15	NC	78	73	NC	10	7
Students with Disabilities	NC	244	9411	NC	100	88	NC	470	453	NC	23	36	NC	34	36	NC	41	26	NC	1	1
Students without Disabilities	NC	1803	70090	NC	100	100	NC	527	502	NC	2	7	NC	11	24	NC	78	65	NC	10	5
Limited English Proficient Students	--	95	9401	--	99	94	--	447	443	--	37	40	--	44	46	--	19	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	401	37183	--	99	97	--	487	479	--	13	16	--	30	34	--	55	49	--	1	1
Non-Economically Disadvantaged	NC	1646	42318	NC	100	99	NC	528	513	NC	2	5	NC	10	17	NC	78	70	NC	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	NC	2045	80000	NC	100	99	NC	592	564	NC	1	3	NC	5	11	NC	70	75	NC	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	996	39288	NC	100	99	NC	608	579	NC	1	2	NC	2	6	NC	65	77	NC	32	16
Male	NC	1049	40644	NC	99	98	NC	577	549	NC	1	4	NC	7	15	NC	75	74	NC	16	7
African American	--	61	4307	--	98	99	--	576	551	--	NA	4	--	8	13	--	80	75	--	11	7
Hispanic	NC	302	32672	NC	100	99	NC	563	548	NC	3	4	NC	11	14	NC	76	76	NC	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	--	32	4424	--	97	97	--	576	549	--	NA	3	--	3	14	--	81	77	--	16	5
White	NC	1580	36602	NC	99	99	NC	598	579	NC	1	2	NC	3	7	NC	69	75	NC	27	16
Students with Disabilities	NC	239	9919	NC	98	93	NC	544	505	NC	3	9	NC	22	35	NC	71	54	NC	4	2
Students without Disabilities	NC	1806	70081	NC	100	100	NC	598	571	NC	1	2	NC	2	7	NC	70	79	NC	27	12
Limited English Proficient Students	--	94	9571	--	98	96	--	513	502	--	9	10	--	28	29	--	64	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	403	37534	--	100	98	--	562	547	--	2	4	--	11	15	--	79	76	--	8	5
Non-Economically Disadvantaged	NC	1642	42466	NC	100	100	NC	600	578	NC	1	2	NC	3	7	NC	68	75	NC	28	16

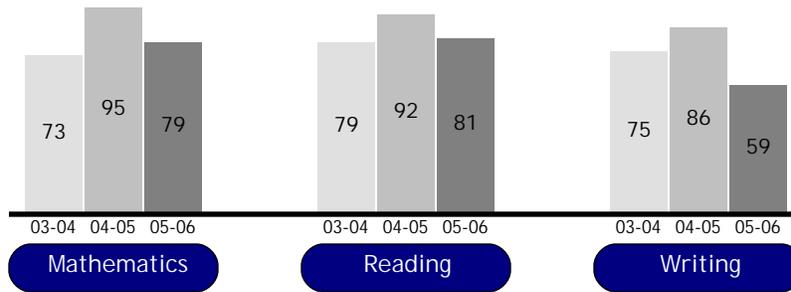
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	94	74	NA	58	100	58	62	47	99	58	65	46
	Language	96	62	68	50	100	56	64	47	99	50	70	48
	Mathematics	94	71	79	64	100	65	67	50	99	61	72	52
3	Reading	100	65	NA	55	94	53	57	44	98	61	63	46
	Language	100	66	77	61	94	54	57	44	98	59	59	46
	Mathematics	100	62	76	61	95	60	65	51	98	72	70	52
4	Reading	100	74	NA	56	100	57	61	48	98	70	68	52
	Language	100	66	69	52	100	61	64	49	98	68	70	52
	Mathematics	100	77	79	61	100	65	66	53	98	72	70	58
5	Reading	99	72	NA	55	100	61	64	50	97	70	73	56
	Language	100	70	69	49	100	64	65	50	99	68	73	54
	Mathematics	100	82	83	63	100	65	65	49	99	67	72	52
6	Reading	--	--	NA	56	--	--	64	51	NC	NC	70	56
	Language	--	--	64	48	--	--	63	47	NC	NC	67	50
	Mathematics	--	--	78	66	--	--	66	52	NC	NC	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

- 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 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	32.40
Other Professional Staff	1.50	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	1	2	0	0
7 to 9 years	3	2	0	0
10 or more years	6	19	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	76
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs
- Ü Media Center / Library
- Ü Indoor P.E. Facility
- Ü Performance Stage

Extracurricular Activities

- Ü Student Council
- Ü WordMasters
- Ü Math Olympiads
- Ü Continental Math
- Ü Intramurals
- Ü Journalism/Yearbook
- Ü Music Memory
- Ü Art Masterpiece

Social Services

- Ü After School / Before School Care
- Ü Head Start
- Ü Afterschool Tutoring
- Ü Parent Resource Room
- Ü Counseling / S.P.I.
- Ü Annual Health Screening
- Ü Parent Liaison / Community Specialist
- Ü Free/Reduced Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Target Area: Provide a positive, safe, and respectful learning environment, conducive to teaching and learning as measured by students. Ninety percent of Zuni students exemplified at least one Pillar of Character from the Character Counts! program.
- ü Target Area: Reading Comprehension~ Strategies included: AR, AIMS Blueprint, Curriculum Mapping, Differentiated Instruction, Standards-Based Instruction, Data Analysis, Test Prep Materials, Grade-Level Planning, Tutoring and Rdg./EIS Specialists.
- ü Target Area: Technology ~ To ensure all students and staff are proficient in the use of technology. Ninety percent of 4th graders created a multi-media presentation. The other students achieved grade-level technology competencies.
- ü Professional Development ~ 90% of full-time certified teachers received at least 5 staff development hours that supported Zuni goals. Some prof. development opportunities included Reading Comprehension strategies, data analysis, and technology.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	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

Our procedures to support safety and security: buddy system, hall passes, visitor check-in with identification badges, staff badges, Emergency/Crisis Plan, daily attendance calls, student sign-out procedure, personal safety/Stranger Danger curriculum, emergency medical cards, full-time certified nurse, two-way radios (between duty teachers, admin., and office), and administration visibility before, during, and after school.

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	Walter E. Chantler	(480) 484-4000
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Eloina Meade	(480) 484-4614
School Nutrition Programs	Susan Bettenhausen	(480) 484-6208
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](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).

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

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