

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Sonoma Ranch Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Gilbert Unified District  
601 N. Key Biscayne Drive, Gilbert, AZ 85234

**Principal:** Mrs. Sharon Skoworn  
**Schedule:** 8:00 AM to 4:30 PM  
**Web Address:** [sonoma-es.gilbert.k12.az.us](http://sonoma-es.gilbert.k12.az.us)  
**E-mail:** [brenda\\_heyen@gilbert.k12.az.us](mailto:brenda_heyen@gilbert.k12.az.us)

**Grades:** K-6  
**2002 Enrollment:** 861  
**Phone:** (480) 497-9343  
**Fax:** (480) 497-9574

## ∨ School Overview ∨

### Mission

Sonoma Ranch Elementary School exists to provide a secure and nurturing environment which promotes cooperation, responsibility and excellence, thereby empowering all students to realize their potential. We believe mutual respect and open communication are necessary to create a partnership among parents, staff, students and community. Sonoma Ranch students are encouraged to have pride and respect in themselves and their school.

### Organization and Philosophy

- w Self-contained Classrooms
- w Traditional Classrooms
- w Consultative Model
- w Inclusion Model

### School/Academic Goals

- w Students will become successful learners and good citizens with high expectations.
- w Excellence in instruction and student learning will result in grades two through six having cumulative Stanford 9 Achievement Test scores that are above district and state averages.
- w To integrate Character Counts into the curriculum resulting in successful learning and positive community interaction.
- w All teachers will receive training for our new Harcourt Reading/Language Arts program to improve language arts skills across the curriculum.

### Instructional Programs

- w Full-day Kindergarten
- w Advanced Learning Program (ALP)
- w Special Education
- w Accelerated Reader Program
- w ESL Instruction
- w Special Reading Program
- w Computer Technology Training
- w PE/Music/Art/Library Instruction

### Enrollment

October 1, 2001 School Year Student Enrollment:	906
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	107

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w School Safety Issues
- w Multicultural Awareness
- w Parent/Teacher Relations
- w Special Events Planning
- w School Facility Improvements
- w School Program Development

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	15.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	1
4 to 6 years	3	4	0	1
7 to 9 years	2	3	0	1
10 or more years	12	7	0	1

∨ **Shared Responsibilities** ∨

**School**

Sonoma Ranch assists parents by providing a safe educational environment for students. An Elementary Handbook and District Basic Skills Objectives are given to all parents. Monthly newsletters and classroom newsletters keep parents informed of activities. Staff participates in professional development classes. Character Counts! encourages positive student behavior. Student safety is emphasized through DARE safety assemblies, crossing guards and visitor sign-in at office.

**Parents**

Sonoma Ranch parents are responsible for sending their children to school rested, well-fed and ready to learn. They are to monitor their child's homework and attendance. Parents are encouraged to keep close contact with the teachers and to become involved with the varied school programs and organizations.

∨ **Transportation Policy** ∨

Sonoma Ranch serves an attendance area which is approximately two square miles. Ten buses transport students who live more than one mile from the school. The school is located in a large subdivision and many of the students walk to and from school. There are four crossing guards who monitor student traffic and assist with student safety.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	175	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/23/02	1/8/03	3/14/03	5/22/03
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### Additional Calendar/Report Card Information

Teachers provide either weekly or mid-quarter reports to the parents. These reports help keep the parents aware of student success or concerns. Teachers are available for parent conferences whenever requested or deemed necessary. School events are publicized through weekly classroom newsletters and a monthly school newsletter.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Computer Lab/Networked Classrooms	W Classroom Access to Media/Phone/Video
W Media Center/Video Network	W Gym with Regulation Basketball Courts

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#### Extracurricular Activities

W Oceanography Club	W Outdoor Science Camp
W Student Council	W Choir
W Fun Runs	W Chess Club
W Computer Club	W Art Club

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#### School/Community Resources

W Breakfast/Lunch Programs	W Before/After School Day Care
W DARE	W Health Services
W School Psychologist	W Intramural Sports Program
W YMCA Basketball Program	W Social Worker

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>W Sonoma Ranch has achieved Model and Master school status with Reading Renaissance. This has made a significant positive difference in our reading growth and enjoyment.</p> | <p>W 2002 Stanford 9 Achievement Test and AIMS scores were above district and state averages.</p> |
| <p>W Sonoma Ranch students won or placed high in various district academic competitions.</p>   | <p>W Sonoma Ranch Chess Club member has attained regional ranking.</p>                            |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	6.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

**Awards or special recognition honors received by the school, staff or students:**

Award/Honor	Year
Gilbert District Spelling Bee Contestant	2002
Gilbert Student of the Month	2002
District Battle of the Books Contestants	2002
District Student Poetry Winners	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	School 137	542	6%	7%	37%	50%
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	128	567	4%	2%	66%	28%
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	128	558	3%	9%	26%	62%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	School	126	525	2%	11%	58%	29%
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	126	539	2%	17%	54%	26%
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	126	526	1%	28%	16%	56%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ **Academic Achievement Indicators** ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	92	82	60	--	--	--
2	Reading	--	--	--	100	71	50	99	73	52	97	79	53	98	79	57
	Language	--	--	--	100	65	40	98	71	43	97	77	44	98	74	48
	Mathematics	--	--	--	100	70	51	100	78	55	98	82	57	98	79	61
3	Reading	100	72	47	97	72	47	100	72	48	93	77	50	90	77	50
	Language	100	81	49	97	79	51	100	82	54	94	83	56	91	82	57
	Mathematics	100	81	46	96	83	49	100	80	52	94	85	54	91	85	56
4	Reading	100	75	53	100	77	54	99	79	54	91	75	55	95	75	55
	Language	100	65	47	100	69	49	100	67	48	91	72	50	95	70	50
	Mathematics	100	65	51	100	78	54	100	72	55	92	78	57	96	77	58
5	Reading	94	72	51	100	71	51	96	77	51	94	72	51	93	76	53
	Language	94	61	42	100	69	44	98	66	45	93	66	45	93	71	47
	Mathematics	94	81	51	100	78	54	98	85	55	97	80	57	94	83	59
6	Reading	91	72	53	97	75	54	90	72	53	97	78	54	91	76	56
	Language	91	62	41	96	64	44	90	64	44	97	71	45	91	65	47
	Mathematics	91	75	57	99	80	59	90	73	60	97	86	63	91	83	65

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>68</b>	<b>80</b>
<b>Grades 3-4</b>	<b>73</b>	<b>63</b>
<b>Grades 4-5</b>	<b>72</b>	<b>82</b>
<b>Grades 5-6</b>	<b>84</b>	<b>83</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Sonoma Ranch Elementary has high expectations for positive student behavior. The Character Counts! Program is used to teach students trustworthiness, responsibility, respect, fairness, caring and citizenship. The school maintains a Responsibility Room for those students who need the opportunity to label and own behaviors that are preventing success.

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

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,040	\$1,814,294
Classroom Supplies	\$26	\$23,514
Administration	\$369	\$328,271
Support Services-Students	\$101	\$89,768
Other Support Services and Operations	\$455	\$404,829
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$2,992</b>	<b>\$2,660,676</b>

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

Total Expenditures may not be exact because of rounding.  
 Information is self-reported by the district and is unaudited.  
 \* Based upon 2000-2001 Average Daily Membership (ADM).  
 (School Expenditures divided by ADM)  
 \*\*Due to technical difficulties, data for multiple charter school sites is not available.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Sharon Skoworn	(480) 497-9343	204
<b>Transportation Policy</b>	Jay Morris	(480) 497-3314	
<b>Community Resources</b>	Sharon Skoworn	(480) 497-9343	204
<b>School Nutrition Programs</b>	Debbie Dunn	(480) 497-9343	211
<b>Parent Organization</b>	Christine Bayer	(480) 539-9353	
<b>Student Health/Nurse</b>	Shallena Zapata	(480) 497-9343	206

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.

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