

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

601 North Key Biscayne, Gilbert, AZ 85234

Gilbert 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)

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 : Mrs. Sharon Skoworn
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : www.gilbert.k12.az.us/info/schools/sonoma/son
 Phone Number : (480) 497-9343
 Fax Number : (480) 497-9574
 E-mail : brenda_heyen@gilbert.k12.az.us

Mission

Sonoma Ranch provides a secure & nurturing environment which promotes trustworthiness, responsibility, respect, fairness, caring & citizenship. Students are encouraged to learn to the best of their ability, & realize their full potential for success.

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 Students will become successful learners and good citizens with high expectations.
- ü Excellence in instruction and student learning will result in grades two through six having cumulative Aims/Terra Nova Test scores that are above district and state averages.

Enrollment

October 1, 2005 School Year Student Enrollment : 744
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 77

Instructional Programs

- ü Full-day Kindergarten
- ü Advanced Learning Program (ALP)
- ü Special Education & Amanecer PreSchool
- ü Character Counts! Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We provide a welcome environment for our parents through our volunteer program. All parents receive a District Handbook and Curriculum Standards. Monthly school newsletters, weekly classroom newsletters and daily agendas for each student are sent home.

Parents

Parents are responsible for sending children to school rested, well-fed, and ready to learn. Parents are encouraged to be active in school learning through monitoring communication and student homework. Involvement in school activities is encouraged.

Transportation Policy

Sonoma has an attendance area of 2 square miles. Five buses transport students living more than 1 mile from school. Students walk to and from school within the subdivision. We have four crossing guards monitoring student traffic and safety.

School Honors

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

Award/Honor	Year
ü Gilbert District Spelling Bee Contestant	2004
ü Gilbert Student of the Month	2004
ü District Battle of the Books Contestants	2004
ü District Student Poetry & Essay Winners	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	85	2749	80010	99	98	99	483	475	447	NA	4	10	6	9	18	47	50	53	47	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1307	38935	100	99	99	481	474	447	NA	4	9	5	8	19	49	51	55	46	37	17
Male	46	1442	40974	98	98	98	485	476	448	NA	3	11	7	9	18	46	50	52	48	38	19
African American	--	127	4201	--	99	99	--	452	430	--	9	17	--	14	23	--	57	51	--	19	9
Hispanic	13	460	34545	100	98	99	468	456	432	NA	4	14	8	13	24	54	65	53	38	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	65	2029	35142	98	99	99	486	481	465	NA	3	5	6	7	11	46	47	56	48	43	28
Students with Disabilities	12	414	10161	100	93	93	479	440	419	NA	16	28	NA	27	28	67	39	36	33	18	8
Students without Disabilities	73	2335	69849	99	100	100	484	481	451	NA	1	7	7	5	17	44	52	56	49	41	19
Limited English Proficient Students	--	99	14013	--	95	97	--	429	413	--	12	24	--	24	34	--	59	39	--	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	15	583	39029	100	97	98	462	454	432	NA	6	14	NA	15	25	80	60	52	20	19	9
Non-Economically Disadvantaged	70	2166	40981	99	99	100	488	481	462	NA	3	6	7	7	13	40	47	54	53	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	85	2707	79438	99	97	98	481	480	451	NA	3	9	11	12	24	72	62	56	18	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1290	38775	100	98	99	485	487	457	NA	2	7	5	9	22	74	61	58	21	27	13
Male	46	1417	40560	98	96	97	477	474	446	NA	3	12	15	14	25	70	62	54	15	20	9
African American	--	125	4178	--	98	98	--	458	439	--	6	13	--	25	29	--	59	52	--	10	6
Hispanic	13	455	34297	100	97	98	480	464	434	NA	5	14	8	16	31	85	69	50	8	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	65	1996	34887	98	97	98	480	485	471	NA	2	4	11	10	15	72	61	63	17	27	18
Students with Disabilities	12	373	9588	100	84	88	468	445	416	NA	13	30	25	31	32	58	46	34	17	9	5
Students without Disabilities	73	2334	69850	99	99	100	483	485	456	NA	1	7	8	9	23	74	64	59	18	25	12
Limited English Proficient Students	--	98	13856	--	94	96	--	423	407	--	17	27	--	37	43	--	43	29	--	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	15	573	38685	100	96	97	467	461	435	NA	5	14	7	20	32	93	65	50	NA	11	5
Non-Economically Disadvantaged	70	2134	40753	99	97	99	484	485	467	NA	2	5	11	10	16	67	61	62	21	27	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	85	2749	79971	99	98	99	455	448	423	4	3	8	21	28	41	68	64	49	7	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1307	38974	100	99	99	460	461	437	5	3	5	8	20	33	74	70	57	13	7	4
Male	46	1442	40895	98	98	98	450	436	410	2	4	10	33	35	47	63	58	41	2	3	2
African American	--	126	4203	--	98	99	--	429	411	--	7	11	--	33	45	--	57	43	--	2	2
Hispanic	13	461	34481	100	98	99	443	436	410	8	4	10	8	33	46	85	61	43	NA	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	65	2030	35150	98	99	99	455	451	437	3	3	5	25	26	35	65	66	56	8	5	5
Students with Disabilities	12	412	10258	100	93	94	446	407	377	8	13	23	25	50	51	67	35	25	NA	2	1
Students without Disabilities	73	2337	69713	99	100	100	456	455	429	3	2	5	21	24	39	68	69	52	8	5	3
Limited English Proficient Students	--	99	13985	--	95	97	--	405	382	--	6	18	--	58	54	--	36	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	15	585	38994	100	98	98	451	430	409	7	5	10	20	39	47	67	53	41	7	2	1
Non-Economically Disadvantaged	70	2164	40977	99	99	100	455	453	437	3	3	5	21	25	34	69	67	56	7	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	110	2846	80147	100	98	99	505	511	482	5	3	11	2	6	17	57	49	49	35	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1386	39281	100	98	99	507	511	483	6	3	9	NA	5	17	52	51	50	42	41	24
Male	62	1458	40780	100	98	98	503	511	482	5	3	12	3	8	17	61	48	48	31	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	21	468	33494	100	96	99	509	493	466	NA	5	15	5	12	23	67	56	49	29	27	14
Asian/Pacific Islander	10	156	2103	100	100	99	NA	525	515	NA	3	4	NA	4	8	NA	38	44	NA	55	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	493	456	--	8	19	--	4	27	--	60	46	--	28	8
White	74	2074	36122	100	98	99	502	516	501	8	2	5	NA	5	10	55	48	50	36	45	35
Students with Disabilities	19	371	10295	100	88	92	458	467	443	32	16	33	5	22	26	47	47	33	16	14	8
Students without Disabilities	91	2475	69852	100	100	100	515	518	488	NA	1	7	1	4	16	59	49	51	40	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	21	592	38371	100	96	97	496	490	465	5	6	15	10	13	23	62	56	49	24	25	13
Non-Economically Disadvantaged	89	2254	41776	100	99	100	507	517	498	6	2	6	NA	5	11	56	47	49	38	46	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	106	2812	79686	97	97	98	510	499	470	1	2	11	3	11	24	72	70	57	25	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1376	39163	96	97	99	517	504	475	NA	2	9	2	8	22	72	70	60	26	20	10
Male	60	1434	40438	98	96	97	504	494	465	2	2	13	3	13	25	72	70	54	23	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	21	463	33299	100	95	98	504	481	452	5	5	17	NA	18	32	71	68	47	24	8	3
Asian/Pacific Islander	10	154	2097	100	99	99	NA	503	490	NA	1	5	NA	11	13	NA	73	68	NA	15	14
American Indian/Alaskan Native	--	25	4087	--	96	96	--	482	446	--	NA	16	--	16	38	--	84	44	--	NA	2
White	70	2048	35914	96	97	98	510	503	489	NA	1	5	4	8	15	73	71	67	23	20	14
Students with Disabilities	15	338	9808	79	80	87	486	467	432	NA	9	35	13	30	32	80	53	30	7	7	3
Students without Disabilities	91	2474	69878	100	100	100	514	503	475	1	1	8	1	8	23	70	73	61	27	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	20	581	38095	95	94	97	503	481	452	5	5	17	NA	20	32	75	66	48	20	9	3
Non-Economically Disadvantaged	86	2231	41591	98	98	99	512	503	486	NA	1	6	3	8	16	71	71	65	26	19	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	110	2875	80372	100	99	99	501	497	475	1	2	4	12	16	30	85	77	64	3	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1406	39452	100	99	99	512	508	488	NA	1	3	15	12	22	81	81	72	4	7	3
Male	62	1467	40836	100	98	98	492	487	464	2	3	6	10	21	37	87	74	56	2	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	21	477	33608	100	98	99	499	486	462	5	3	6	NA	18	36	90	77	57	5	3	1
Asian/Pacific Islander	10	156	2098	100	100	99	NA	508	500	NA	3	2	NA	12	16	NA	74	75	NA	11	7
American Indian/Alaskan Native	--	26	4128	--	100	97	--	497	464	--	NA	4	--	23	39	--	73	56	--	4	1
White	74	2091	36213	100	99	99	499	499	489	NA	1	2	15	16	22	85	78	72	NA	5	3
Students with Disabilities	19	401	10526	100	95	94	468	452	427	NA	7	15	47	45	53	53	47	31	NA	1	1
Students without Disabilities	91	2474	69846	100	100	100	508	504	482	1	1	3	4	12	26	91	82	69	3	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	21	604	38521	100	98	98	488	479	461	5	3	6	10	25	38	86	70	55	NA	1	1
Non-Economically Disadvantaged	89	2271	41851	100	99	100	504	502	489	NA	1	3	12	14	22	84	79	72	3	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	120	2841	79306	100	99	99	540	529	504	6	5	13	6	11	20	48	52	49	41	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1394	38845	100	99	99	542	531	505	7	4	11	3	12	20	49	52	50	41	33	18
Male	61	1446	40383	100	99	98	538	528	504	5	5	14	8	11	19	46	53	47	41	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	20	450	32673	100	99	99	492	509	487	30	7	18	NA	17	25	65	59	46	5	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	539	479	NC	10	22	NC	NA	29	NC	45	43	NC	45	7
White	86	2116	36234	99	99	99	550	534	523	NA	4	6	6	10	13	47	51	52	48	35	28
Students with Disabilities	15	358	10286	100	94	91	515	483	462	20	24	41	27	29	27	27	35	27	27	12	5
Students without Disabilities	105	2483	69020	99	100	100	544	536	510	4	2	9	3	8	18	50	55	52	43	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	14	556	37437	100	97	97	515	505	486	21	10	19	7	18	26	50	55	46	21	16	9
Non-Economically Disadvantaged	106	2285	41869	100	100	100	543	535	521	4	3	7	6	9	14	47	52	51	43	36	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	113	2799	79000	94	98	98	525	514	489	3	2	10	6	12	24	71	69	58	20	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1385	38774	97	98	99	527	520	494	2	2	7	9	9	22	67	69	61	23	20	10
Male	56	1413	40150	92	97	98	523	509	485	4	3	12	4	14	25	75	69	55	18	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	18	435	32508	95	96	98	483	498	472	17	4	15	28	19	33	50	69	49	6	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	19	4016	NC	95	96	NC	515	467	NC	5	14	NC	5	37	NC	74	46	NC	16	2
White	83	2096	36135	95	98	98	535	519	508	NA	2	4	1	10	14	75	69	67	24	19	15
Students with Disabilities	NC	315	9991	NC	83	88	NC	477	449	NC	13	33	NC	33	36	NC	46	29	NC	8	2
Students without Disabilities	105	2484	69009	99	100	100	524	519	495	3	1	6	6	9	22	72	72	62	19	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	12	534	37234	86	93	97	511	494	472	8	4	15	8	21	33	58	68	50	25	7	3
Non-Economically Disadvantaged	101	2265	41766	95	99	99	526	519	505	2	2	5	6	10	16	72	69	65	20	19	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	115	2841	79611	96	99	99	529	515	496	3	3	7	17	27	37	79	69	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1396	39016	97	99	99	544	531	511	2	1	4	5	17	29	89	80	66	4	1	1
Male	58	1444	40519	95	99	98	514	500	482	3	4	10	28	37	44	69	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	18	448	32855	95	99	99	486	501	481	11	5	10	33	32	43	56	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	NC	20	3992	NC	100	96	NC	518	478	NC	5	10	NC	20	46	NC	70	44	NC	5	0
White	84	2119	36380	97	99	99	539	519	511	NA	2	4	15	27	30	82	71	65	2	1	1
Students with Disabilities	10	357	10664	71	94	94	NA	460	440	NA	13	23	NA	57	54	NA	29	22	NA	0	1
Students without Disabilities	105	2484	68947	99	100	100	532	523	504	2	1	4	15	23	34	81	75	61	2	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	12	555	37626	86	97	98	508	494	479	8	6	10	8	38	45	75	55	45	8	1	0
Non-Economically Disadvantaged	103	2286	41985	97	100	100	531	520	511	2	2	4	17	25	30	80	73	65	1	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	126	2911	79327	100	98	98	543	548	518	8	7	19	6	10	20	68	56	46	18	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1431	38961	100	98	98	543	548	520	6	6	16	3	9	20	75	57	48	16	28	16
Male	57	1480	40295	100	98	97	542	547	516	11	7	21	9	10	19	60	54	44	21	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	21	493	32327	100	96	98	521	529	499	10	10	27	10	16	25	81	57	41	NA	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	--	28	4391	--	97	96	--	539	489	--	4	32	--	11	27	--	68	36	--	18	4
White	96	2129	36373	100	99	98	547	552	538	7	6	10	4	8	14	69	56	52	20	31	25
Students with Disabilities	13	360	9321	100	89	87	480	493	467	54	36	54	23	23	22	15	33	21	8	8	3
Students without Disabilities	113	2551	70006	100	100	100	549	555	524	3	2	14	4	8	19	74	59	49	19	31	18
Limited English Proficient Students	--	47	9431	--	96	95	--	486	466	--	34	53	--	28	27	--	36	18	--	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	15	588	37097	100	95	97	533	527	498	7	12	27	13	18	25	67	54	41	13	17	7
Non-Economically Disadvantaged	111	2323	42230	100	99	99	544	553	535	8	5	11	5	7	15	68	56	50	19	31	24

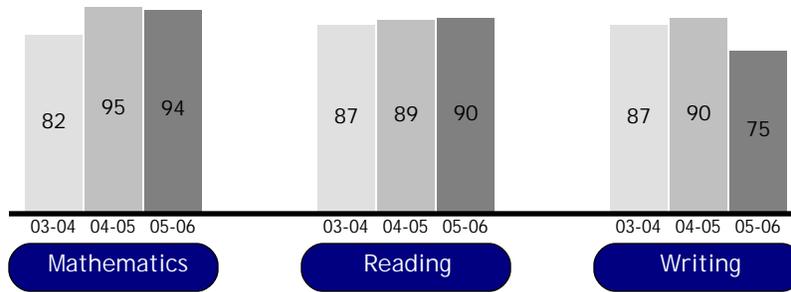
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2886	79501	95	97	98	530	523	497	NA	3	10	9	11	25	84	78	60	7	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1426	39062	96	98	99	532	527	502	NA	2	8	5	8	23	89	80	64	6	10	5
Male	54	1460	40368	95	97	98	529	518	491	NA	3	13	15	13	27	78	77	57	7	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	21	489	32389	100	96	98	518	509	478	NA	5	16	19	18	34	81	73	48	NA	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	--	28	4401	--	97	96	--	518	473	--	4	17	--	4	40	--	86	43	--	7	1
White	90	2109	36446	94	98	99	534	526	516	NA	2	4	6	9	15	87	80	73	8	9	7
Students with Disabilities	NC	335	9411	NC	83	88	NC	480	453	NC	16	36	NC	35	36	NC	48	26	NC	1	1
Students without Disabilities	113	2551	70090	100	100	100	533	528	502	NA	1	7	5	8	24	88	82	65	7	9	5
Limited English Proficient Students	--	46	9401	--	94	94	--	456	443	--	33	40	--	43	46	--	22	14	--	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	14	581	37183	93	94	97	529	507	479	NA	4	16	NA	18	34	100	75	49	NA	2	1
Non-Economically Disadvantaged	106	2305	42318	95	98	99	531	527	513	NA	2	5	10	9	17	82	79	70	8	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	122	2928	80000	97	99	99	593	588	564	NA	1	3	7	5	11	66	75	75	26	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1439	39288	97	99	99	613	601	579	NA	1	2	NA	2	6	67	73	77	33	25	16
Male	55	1489	40644	96	99	98	569	575	549	NA	2	4	16	8	15	65	77	74	18	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	20	499	32672	95	97	99	614	579	548	NA	2	4	NA	5	14	55	79	76	45	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	589	549	--	NA	3	--	7	14	--	79	77	--	14	5
White	94	2135	36602	98	99	99	588	590	579	NA	1	2	9	5	7	70	74	75	21	20	16
Students with Disabilities	NC	378	9919	NC	93	93	NC	532	505	NC	6	9	NC	25	35	NC	66	54	NC	3	2
Students without Disabilities	113	2550	70081	100	100	100	597	596	571	NA	1	2	5	2	7	66	76	79	28	21	12
Limited English Proficient Students	--	48	9571	--	98	96	--	527	502	--	6	10	--	21	29	--	71	60	--	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	14	599	37534	93	97	98	596	572	547	NA	2	4	NA	8	15	79	81	76	21	9	5
Non-Economically Disadvantaged	108	2329	42466	97	99	100	593	592	578	NA	1	2	8	4	7	65	74	75	27	21	16

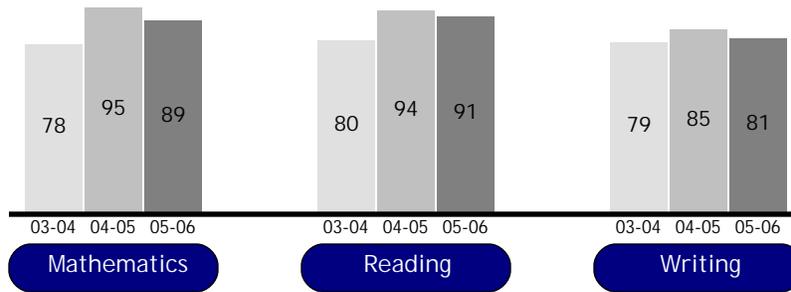
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	80	NA	58	99	61	61	47	100	68	65	46
	Language	100	71	63	50	99	55	60	47	100	63	65	48
	Mathematics	100	81	76	64	100	61	63	50	100	70	65	52
3	Reading	100	74	NA	55	100	65	60	44	99	63	67	46
	Language	100	79	76	61	100	63	57	44	99	61	61	46
	Mathematics	100	80	72	61	100	69	65	51	99	76	68	52
4	Reading	99	80	NA	56	99	66	61	48	97	73	70	52
	Language	100	74	66	52	99	63	60	49	100	75	68	52
	Mathematics	100	79	73	61	99	71	68	53	100	70	73	58
5	Reading	100	78	NA	55	99	71	63	50	93	80	73	56
	Language	99	77	63	49	99	72	62	50	95	78	70	54
	Mathematics	100	88	77	63	98	69	62	49	99	73	67	52
6	Reading	99	75	NA	56	99	66	64	51	94	79	75	56
	Language	99	71	64	48	99	68	62	47	96	75	68	50
	Mathematics	99	88	81	66	99	71	69	52	99	73	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/

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)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 9 Parent(s)
- 0 Community Member(s)
- 4 Student(s)

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	4.00	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	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	1	0	0
10 or more years	1	18	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Networked Classrooms
- Ü Classroom Access to Media/Phone/Video
- Ü 30 laptops/mini lab

Extracurricular Activities

- Ü Oceanography Club
- Ü Outdoor Science Camp
- Ü Student Council
- Ü Choir

Social Services

- Ü Breakfast/Lunch Programs
- Ü Before/After School Day Care
- Ü Tobacco/Drug Prevention Education
- Ü Health Services

School Achievements/Accomplishments 2005-06

- ü Sonoma Ranch has achieved Model and Master school recognition with Reading Renaissance. This has made a significant positive difference in our reading growth and enjoyment.

- ü AIMS/Terra Nova scores are above district and state averages.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	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

Sonoma has high expectations for student behavior and achievement. We use the Character Counts! program to promote successful citizens. Students have the opportunity to identify and redirect inappropriate behavior through our Responsibility Center.

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	Sharon Skoworn	(480) 497-9343
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Sharon Skoworn	(480) 497-9343
School Nutrition Programs	Debbie Dunn	(480) 497-9343
Parent Organization	Kellie Ziglar	(480) 503-2855
Student Health/Nurse	Patricia Booth, RN	(480) 497-9343

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.

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.

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.

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

Total cost of printing: 16 Pages X .0243 Per page X 50 Copies = \$19.00

** 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.