

ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile¹:

Alternative School

Pre-K - 2

New School

Sonoran Sky Elementary School

Pendergast Elementary District
10150 W. Missouri Avenue, Glendale, AZ 85307

Principal: Mrs. Tracy M. Yslas

Schedule: 7:30 AM to 4:30 PM

Web Address: www.pendergast.k12.az.us

E-mail: tyslas@pendergast.k12.az.us

Grades: K-8

2002 Enrollment: 825

Phone: (623) 772-2640

Fax: (623) 772-1005

∨ School Overview ∨

Mission

"REACHING FOR THE STARS". At Sonoran Sky, it is our mission to establish and maintain a positive, safe learning culture where students, staff, and parents are valued and committed to lifelong learning.

Organization and Philosophy

- w High Expectations for Achievement
- w Flexible Groups to Meet Individual Needs
- w Alternative Calendar
- w Student Involvement in Their Communities

Instructional Programs

- w Full-day Kindergarten
- w PEP (Gifted Program)
- w Academic Intersession Classes
- w Integrated Technology
- w Service Learning Projects
- w Balanced Literacy
- w Collaborative Special Education
- w Tribes and Lifeskills

School/Academic Goals

- w To increase or maintain stanines in the areas of Reading, Math, and Language on the Stanford 9 standardized tests.
- w To maintain a safe and orderly environment where academic achievement is valued and individual needs and interests are met.
- w To achieve high levels of literacy in English and technology.
- w To achieve a high level of parental involvement and satisfaction in our school based on the annual parent satisfaction survey.

Enrollment

October 1, 2001 School Year Student Enrollment:	693
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	26

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Student Achievement
- w Parent Involvement Program Development
- w Community Involvement
- w School Safety
- w Review of Testing Data and 301 plans
- w Curriculum Overview

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	36.80
Other Professional Staff	7.00	Teacher Aide	9.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	34	5	0	0
4 to 6 years	0	0	0	0
7 to 9 years	1	2	0	0
10 or more years	2	1	0	0

∨ **Shared Responsibilities** ∨

School

Sonoran Sky is responsible for providing a quality instructional program which ensures that each child progresses according to his/her ability level. We will provide a safe, supportive learning environment which is based on mutual respect and trust. Our curriculum will be based on state standards and integrates basic skills and technology in a meaningful format. We will maintain frequent and positive communication with parents.

Parents

Sonoran Sky believes that parents are partners in the educational process and thus have a responsibility to work with the school for the academic, social, and emotional growth of our students. Parents are held accountable for specific responsibilities including appropriate immunizations, punctuality, attendance, and having their students ready to learn. Parents will support school and district policies related to achievement and high expectations for appropriate behavior on and off campus.

∨ **Transportation Policy** ∨

It is the intent of the Governing Board to transport all attendance area children grades K-8 whose legal residence is outside a one-mile radius from school. This area may vary according to the number and location of streets and other safety issues, such as canals, narrow streets, and/or traffic conditions. Transportation is also provided for students with disabilities as indicated in their Individual Education Plan.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/4/03
Operates on Extended Schedule			

Report Card Release Dates

10/10/02	1/9/03	3/14/03	6/4/03
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Additional Calendar/Report Card Information

Mid-term progress reports are given to all students each quarter. Many teachers also use weekly progress reports and communicate daily via student agendas. Parent conferences are scheduled two times throughout the year to discuss progress. Parents may request more frequent progress reports/conferences if they have concerns.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ 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.

Special Facilities

W Computer Lab	W Broadcasting Studio
W Internet Access in the Classroom	W Media Center

Extracurricular Activities

W Boys/Girls Volleyball	W Boys/Girls Basketball
W Band	W Choir
W Student Council	W National Junior Honor Society
W Yearbook	W Cheerleading

School/Community Resources

W On-site Counselor and Psychologist	W Media Center/Computer Lab
W On-site Day Care Program -- Cummings	W All-day Kindergarten
W Breakfast and Lunch Programs	W Family Nights
W Community Involvement/Service Learning	W Health Center

∨ 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 With campuswide Internet connectivity, a 25-station lab, 10-look-up, and live video announcements, technology thrives at Sonoran Sky. Classrooms enjoy 2-3 additional computers and receive support from the on-site Curriculum Integration Specialist.</p> | <p>W Academic intersession and after-school homework programs were developed for students working below grade level. During these classes, students had the opportunity to receive instruction in small groups to improve their skills.</p> |
| <p>W Implementation of a balanced approach to literacy. Individual student needs were identified via daily and benchmark assessments. Daily demonstrations of reading and writing, along with small group instruction, meet the individual needs of students.</p> | <p>W Implementation of the Tribes process in each classroom to support a positive, safe, and orderly environment where individuals and groups are respected, and learning is valued.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	10.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Nominated for Disney Teacher Award	2002
Schoolwide Learning Network Training	2001
Recipients of Wells Fargo and Westside Impact Grants	2001
Pride of Pendergast Teacher of the Year Award	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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	75	524	4%	15%	56%	25%
	School State	58840	524	9%	17%	45%	29%
Writing	School	73	551	4%	7%	75%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	75	531	4%	19%	48%	29%
	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

Reading	School	82	500	33%	17%	40%	10%
	State	61305	505	21%	20%	43%	15%
Writing	School	83	492	23%	36%	36%	5%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	80	472	25%	44%	15%	16%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	83	510	17%	23%	49%	11%
	State	57484	504	24%	20%	40%	16%
Writing	School	82	501	1%	56%	41%	1%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	83	460	37%	51%	11%	1%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class 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	--	--	--	--	--	--	--	--	--	--	--	60	--	--	--
2	Reading	--	--	--	--	--	50	--	--	52	--	--	53	92	44	57
	Language	--	--	--	--	--	40	--	--	43	--	--	44	94	40	48
	Mathematics	--	--	--	--	--	51	--	--	55	--	--	57	90	60	61
3	Reading	--	--	47	--	--	47	--	--	48	--	--	50	96	49	50
	Language	--	--	49	--	--	51	--	--	54	--	--	56	98	58	57
	Mathematics	--	--	46	--	--	49	--	--	52	--	--	54	100	59	56
4	Reading	--	--	53	--	--	54	--	--	54	--	--	55	100	47	55
	Language	--	--	47	--	--	49	--	--	48	--	--	50	100	52	50
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	96	47	58
5	Reading	--	--	51	--	--	51	--	--	51	--	--	51	99	42	53
	Language	--	--	42	--	--	44	--	--	45	--	--	45	100	38	47
	Mathematics	--	--	51	--	--	54	--	--	55	--	--	57	99	46	59
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	95	44	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	97	34	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	93	56	65
7	Reading	--	--	52	--	--	53	--	--	52	--	--	53	96	54	55
	Language	--	--	52	--	--	54	--	--	54	--	--	55	96	61	58
	Mathematics	--	--	53	--	--	55	--	--	56	--	--	58	97	59	60
8	Reading	--	--	54	--	--	54	--	--	53	--	--	55	100	59	56
	Language	--	--	46	--	--	49	--	--	49	--	--	50	100	64	52
	Mathematics	--	--	52	--	--	54	--	--	56	--	--	58	100	58	59

∨ 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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	83	80
Grades 3-4	88	69
Grades 4-5	70	75
Grades 5-6	74	82
Grades 6-7	77	89
Grades 7-8	82	92

*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

Staff and students utilize the TRIBES process to promote a positive and safe learning environment. Lifeskills were added this year to our Citizenship program to provide for a consistent language at school and home. All students have the right to learn and teachers the right to teach. Our Community Guidelines include Mutual Respect, Attentive Listening, No Put-Downs, Participation, the Right to Pass, and Personal Best. Students participate in a responsible thinking process to problem solve.

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).

2

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	NA	NA
Classroom Supplies	NA	NA
Administration	NA	NA
Support Services-Students	NA	NA
Other Support Services and Operations	NA	NA
Total Expenditures- All Categories 2000-2001	NA	NA

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.

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.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Tracy Yslas	(623) 772-2640	
Transportation Policy	Harry Yogurtian	(623) 772-2276	
Community Resources	Karen Rega	(623) 772-1019	
School Nutrition Programs	Jennifer Boesch	(623) 772-2271	
Parent Organization	Shelly Kleinman	(623) 772-2640	
Student Health/Nurse	Marge Miller	(623) 772-2640	

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.

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