

Sonoma Elementary School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress Sonoma Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Shalen King-Short, Sonoma Elementary principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Sonoma Elementary AER Report](#), or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified as any of the above labels.

According to the most recent state assessment data, Sonoma's key challenge is in the area of English Language arts. This school year Harper Creek Community Schools adopted a new reading curriculum resource through Oakland County the MAISA units. This program was implemented in the fall of the 2019-2020 school year. This new program will allow for continued growth, collaboration, and understandings in the area of English Language Arts. The NWEA assessment was also a tool that was used for continuing learning. This assessment has been shown to have a strong alignment with the state assessment. As students and staff

become more familiar with this assessment tool they will also become more confident with the state assessment.

Students are assigned to Sonoma Elementary through two methods: The Harper Creek Board of Education has drawn geographic boundaries that assign students to our elementary building. Students that live outside the geographic boundary may apply to attend Sonoma Elementary through a School of Choice application that is administered through the Harper Creek Administration Office. Limits for each grade are set by the Board of Education. If more students apply for School of Choice than the school or district has openings, a lottery is held to select students to attend Sonoma Elementary. Students who qualify for our specific special educational programming are placed based on need. Class size numbers are considered before any student is granted school of choice status.

Our School Improvement Plan is reviewed each year and updated to meet the needs of the students in our school. We are in the first year of implementation of our School Improvement Plan. Consideration is always given to providing teachers with additional professional development and families with opportunities for further engagement. Using data to inform our teaching, along with aligned district and building goals, our school improvement plan will be implemented and supported throughout the year. Technology usage has also been incorporated into the plan. We have goals in the areas of reading, writing, math, and positive behavior supports. Sonoma follows the Common Cores State Standards found on the Michigan Department of Education website. We work at teaching as much as possible through an inter-curricular approach in order to help students draw from their experiences and make deeper connections.

Sonoma students take district assessments three times per year in English Language Arts and Math. The table below shows the results of these assessments.

Math NWEA 2019 Fall

		Not Proficient		Partially Proficient		Proficient		Advanced	
Grade	Student count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	63	11	17.5%	23	36.5%	19	30.2%	10	15.9
3	71	8	11.3%	25	35.2%	31	43.7%	7	9.9
4	78	15	19.2%	26	33.3%	30	38.5%	7	9.0
Total	212	34	16%	74	34.9%	80	37.7%	24	11.3%

Reading NWEA 2019 Fall

	Not Proficient	Partially Proficient	Proficient	Advanced
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Grade	Student count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	63	20	31.7%	21	36.5%	12	30.2%	10	15.9%
3	71	21	32.4%	19	35.2%	20	43.7%	9	12.7%
4	78	23	28.2%	26	33.3%	20	38.5%	10	12.8%
Total	212	65	30.7%	66	31.1%	52	24.5%	29	13.7%

We are fortunate to have many supportive parents at Sonoma who attend Parent Teacher Conferences. The table below reflects conference attendance either through parents coming into the school or joining the teacher over the phone.

	FALL	SPRING
2017-2018	98%	99%
2018-2019	99%	99%

Sonoma is part of a community that works to provide a safe and nurturing environment for our students to grow and learn. With the combined efforts of the parents, teachers, administrators, and students this Sonoma community will continue to thrive. We will continue to focus on the joy of learning and growing together. Thank you to the parents and community for your continued support.

Sincerely,

Mrs. Shalen King-Short
Principal Sonoma Elementary