

Sonoita Elementary School District

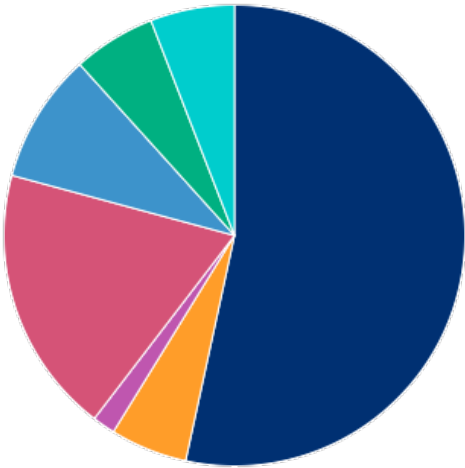
District demographic information

County:	Santa Cruz	Students attending; Size:	127; Very small
Operational peer group ⁱ	Operational 12	5-year change in students attending:	4% increase
Other peer groups:	Transportation 11 and Achievement 14	Special education population:	20%
Legislative district(s):	19	English learner population:	5%
Location:	Rural	Poverty rate (2023):	11%
Number of schools:	1	Graduation rate (2023):	N/A

District's spending by operational area

Every year, school districts must decide where to allocate their resources. This pie chart shows how Sonoita Elementary School District spent its funding by operational area, including the percentage it spent in the classroom and specifically on instruction.

We categorize districts with certain similar qualities into [operational peer groupsⁱ](#) to help create meaningful comparisons across districts. Sonoita Elementary School District's peer group had an average instructional spending percentage of 49.7%. This number can help provide context for Sonoita Elementary School District's own instructional spending percentage.



Classroom spending, 60.4%

- Instruction, 53.4%
- Student support, 5.4%
- Instruction support, 1.6%

Nonclassroom spending, 39.6%

- Administration, 18.8%
- Plant operations, 9.1%
- Food service, 5.8%
- Transportation, 5.9%

For definitions of what is included in operational spending and each of the operational areas, see the "Spending areas" section on the [Glossary page](#).

Instructional spending percentage highlights (FYs 2001-2024)

We have monitored instructional spending since FY 2001. Below are highlights from Sonoita Elementary School District's instructional spending trend showing the most recent year-to-year change and the years it spent its highest and lowest percentages on instruction. Reviewing these instructional spending percentage highlights can provide insight into short-term (year-to-year comparison) and long-term (highest and lowest comparison) trends of a district's allocation of monies to instruction. Depending on how much a district spends in total, even small changes in a district's percentage spent on instruction can equate to large changes in the actual dollars the district spent.

Prior fiscal year	Current fiscal year	Highest fiscal year	Lowest fiscal year
FY 2023	FY 2024	FY 2004	FY 2023
51.8%	53.4%	74.2%	51.8%

Why monitor school district spending?

Most school district funding is closely tied to the number of students enrolled, and districts can choose how to spend most funding, so every decision a school district makes to spend on 1 operational area directly impacts its ability to spend on another. For example, if a district has higher spending in plant operations, it will have fewer dollars to spend on instruction.

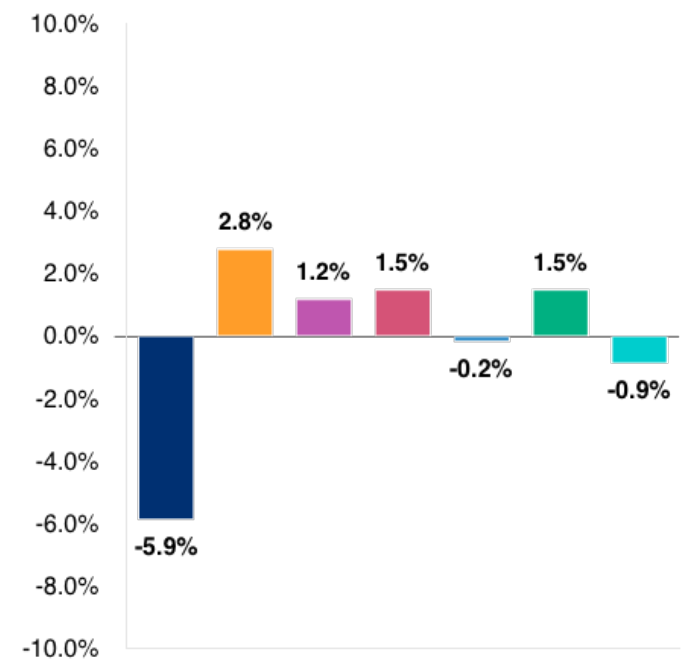
The bar chart below, "Percentage point change in spending by area," illustrates how Sonoita Elementary School District's spending by area has changed from the prior fiscal year and 5 fiscal years ago.

To put the spending percentages in context, it also can be helpful to review a district's per student spending in dollars. For example, 2 districts may spend the same percentage of their resources on instruction, but on a per student basis, 1 district may spend hundreds or even thousands of dollars more than the other.

Percentage point change in spending by area

Compare District FY 2024 spending to:

District's FY 2019 spending (5-year comparison) ▾



Change in classroom spending, -1.9%

- Instruction, -5.9%
- Student support, 2.8%
- Instruction support, 1.2%

Change in nonclassroom spending, 1.9%

- Administration, 1.5%
- Plant operations, -0.2%
- Food service, 1.5%
- Transportation, -0.9%

Per student spending by area

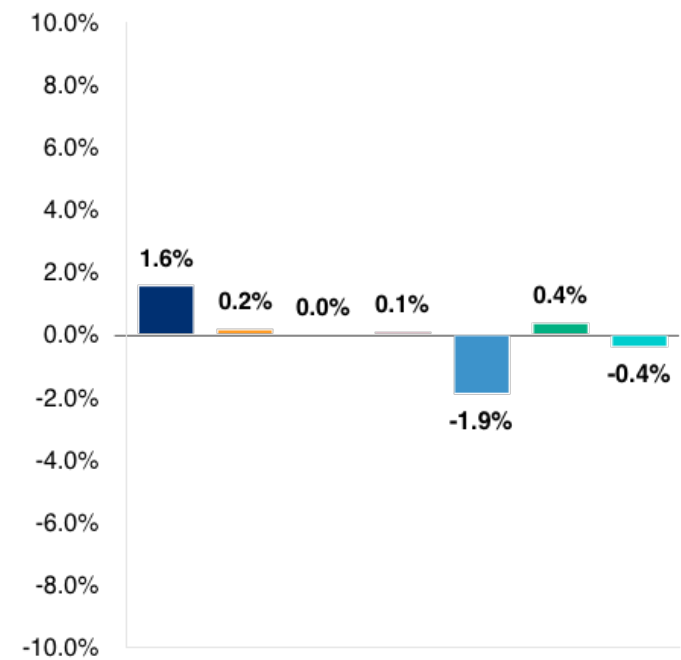
Compare District's FY 2024 spending to:

District's FY 2023 spending (1-year comparison) ▾

Area	District FY 2023	District FY 2024	1 - year change
Classroom spending			
Instruction	\$9,384	\$10,633	+\$1,249
Student support	\$936	\$1,078	+\$142
Instruction support	\$297	\$324	+\$27
Nonclassroom spending			
Administration	\$3,380	\$3,745	+\$365
Plant operations	\$2,001	\$1,820	-\$181
Food service	\$972	\$1,152	+\$180
Transportation	\$1,150	\$1,176	+\$26
Total operational	\$18,120	\$19,928	+\$1,808
Land and buildings	\$1,698	\$535	-\$1,163
Equipment	\$1,067	\$1,029	-\$38
Interest	\$0	\$0	+\$0
Other	\$0	\$0	+\$0
Total nonoperational	\$2,765	\$1,564	-\$1,201
Total per student spending	\$20,885	\$21,492	+\$607

Compare District FY 2024 spending to:

District's FY 2023 spending (1-year comparison)



Change in classroom spending, 1.8%

- Instruction, 1.6%
- Student support, 0.2%
- Instruction support, 0.0%

Change in nonclassroom spending, -1.8%

- Administration, 0.1%
- Plant operations, -1.9%
- Food service, 0.4%
- Transportation, -0.4%

Compare District's FY 2024 spending to:

Peer districts' FY 2024 average spending

Area	Peer average FY 2024	District FY 2024	Difference
Classroom spending			
Instruction	\$11,449	\$10,633	-\$816
Student support	\$1,208	\$1,078	-\$130
Instruction support	\$668	\$324	-\$344
Nonclassroom spending			
Administration	\$4,306	\$3,745	-\$561
Plant operations	\$3,197	\$1,820	-\$1,377
Food service	\$1,141	\$1,152	+\$11
Transportation	\$1,025	\$1,176	+\$151
Total operational	\$22,994	\$19,928	-\$3,066
Land and buildings	\$4,976	\$535	-\$4,441
Equipment	\$1,623	\$1,029	-\$594
Interest	\$17	\$0	-\$17
Other	\$200	\$0	-\$200
Total nonoperational	\$6,816	\$1,564	-\$5,252
Total per student spending	\$29,810	\$21,492	-\$8,318

Compare District's FY 2024 spending to:

State-wide FY 2024 average spending

Area	State-wide FY 2024	District FY 2024	Difference
Classroom spending			
Instruction	\$6,511	\$10,633	+\$4,122
Student support	\$1,210	\$1,078	-\$132
Instruction support	\$764	\$324	-\$440
Nonclassroom spending			
Administration	\$1,276	\$3,745	+\$2,469
Plant operations	\$1,476	\$1,820	+\$344
Food service	\$565	\$1,152	+\$587
Transportation	\$569	\$1,176	+\$607
Total operational	\$12,371	\$19,928	+\$7,557
Land and buildings	\$1,582	\$535	-\$1,047
Equipment	\$801	\$1,029	+\$228
Interest	\$348	\$0	-\$348
Other	\$280	\$0	-\$280
Total nonoperational	\$3,011	\$1,564	-\$1,447
Total per student spending	\$15,382	\$21,492	+\$6,110

Operational efficiency measures

Performance measures, such as those shown below, can be used in addition to the instructional spending percentage to assess a district's operational efficiency. We have classified the District's spending relative to its peer districts' average as very low, low, comparable, high, very high, or N/A (not available or applicable). High or very high spending when compared to peer averages may signify an opportunity for improved efficiency in that area. A district's data may not be available or applicable if they did not operate a program in that operational area. For example, not all districts operate food service or transportation programs.

For more information on how we calculate these measures, see the "Operational efficiency measure calculations" section on the [Glossary page](#).

Operational area	Measure	State average	Peer average i	District	District spending relative to the peer average
Administration	Spending per student	\$1,276	\$4,306	\$3,745	N/A
	Students per administrative position	61	27	31	N/A
Plant operations	Spending per square foot	\$8.59	\$9.68	\$7.26	N/A
	Square footage per student	172 ft ²	373 ft ²	251 ft ²	N/A
Food service	Spending per meal	\$4.28	\$7.77	\$7.83	N/A
	Meals per student	134	174	147	N/A

Transportation performance measures are compared using different peer groups because we have found there are other factors, such as the number of miles a district averages for each rider, that impact transportation spending. For more information on how we create transportation peer groups see the “District peer groups” section on the [Glossary page](#).

Operational area	Measure	State average	Peer average i	District	District spending relative to the peer average
Transportation	Spending per mile	\$6.41	\$3.19	\$3.34	N/A
	Spending per rider	\$2,289	\$2,058	\$3,636	N/A

Why monitor student enrollment?

Monitoring trends in the State’s student population and enrollment can help provide a school district with crucial information needed to plan for current and future operations. A district’s funding is closely tied to the number of students enrolled in its schools. Reductions in enrollment lead to corresponding reductions in district funding (see the “Student enrollment” section of the [Glossary page](#) for more information). Although overall district enrollment declined State-wide between FYs 2023 and 2024, as did enrollment at most districts, about a third of districts experienced enrollment increases. State-wide population trends suggest, however, that enrollment at most districts will continue to decline, and districts should plan for operating schools with fewer students and reduced funding.

Enrollment highlights (FYs 2001-2024)

Highest fiscal year enrollment FY 2006	Current fiscal year enrollment FY 2024	1-year enrollment change FY 2023 to FY 2024		5-year enrollment change FY 2019 to FY 2024	
144 	127 	-8 	-5.9%	+5 	+3.7%

Why monitor average teacher salary?

Teacher salaries are one of a school district's most substantial costs and have been a topic of high interest in recent years in Arizona. Therefore, beginning in FY 2023, we expanded our reporting on average teacher salary to provide additional information about teacher compensation and years of experience based on stakeholder feedback. The breakdown below shows Sonoita Elementary School District's average teacher salary and amount from Classroom Site Fund (CSF) monies as well as the average base salary for teachers, depending on their years of experience. The average base salary differs from the average teacher salary because the average base salary does not include additional pay teachers may receive, such as performance pay and stipends or additions to base pay unrelated to additional duties. Neither the average teacher salary nor the average base salary includes payments for additional nonteaching duties a teacher may perform for additional pay, such as tutoring, cocurricular activities, or athletics. A district's average base salary may not be available if the District did not have teachers during the fiscal year for one of the categories of years of experience. For some districts, the data did not meet our criteria for reporting, which is indicated by NR (not reliable).

The additional teacher salary information provides insight about a district's teachers' experience level and how they are compensated. For example, if a district has a large difference between the average base salary for teachers in their first 3 years and the average base salary of teachers in their 4th year or later, it indicates that the district's salary schedule provides additional base compensation to teachers as they gain additional teaching experience. If the district's total average teacher salary is substantially higher than the base salary amounts, it indicates that the district pays teachers more in performance pay and one-time payments than a district whose overall average teacher salary is similar to its base salary amounts. Further, not all districts recognize a teacher's classroom experience outside of their school district when determining a teacher's pay. The graphic below indicates whether the district reported recognizing classroom experience outside of the district. It also shows whether the district reported compensating teachers for classroom experience through placement on the district's salary schedule, meaning the teacher's experience resulted in a higher base pay, and/or by making additional payments to teachers in addition to their base pay, such as a stipend.

Additionally, it is important to consider the proportion of experienced teachers in a district's [teacher population](#)¹, which can impact a district's average teacher salary. For example, a district's total average teacher salary may have decreased since the prior year if its most experienced teachers have left district employment and the district has hired less experienced teachers to replace them. Smaller districts generally have more variation in average teacher salary and other teacher measures due to their smaller teacher population where replacing one experienced teacher with a less experienced teacher can have a more substantial year-to-year impact on reported amounts.

Average teacher salary and other teacher measures (FY 2024)

District's average teacher salary

\$50,898

Amount from CSF: **\$4,107**

Average teacher salary is

-\$14,215

compared to the State average

Average years of teacher experience

8.5 years

Percentage of teachers in
their first 3 years

14%

Average base salary of
teachers in their first 3
years

\$35,374

Percentage of teachers in
their 4th year or later

86%

Average base salary of
teachers in their 4th year
or later

\$49,797

Students per teacher

9.1

Students per teacher is total students attending divided by total certified teachers. Total certified teachers includes special-area teachers such as art, music, and physical education teachers.

District reported that it paid any of its teachers for prior classroom experience outside the District. **Yes**

If yes, the district reported these payments as:

Included in base salary by being accounted for with salary schedule placement: **Yes**

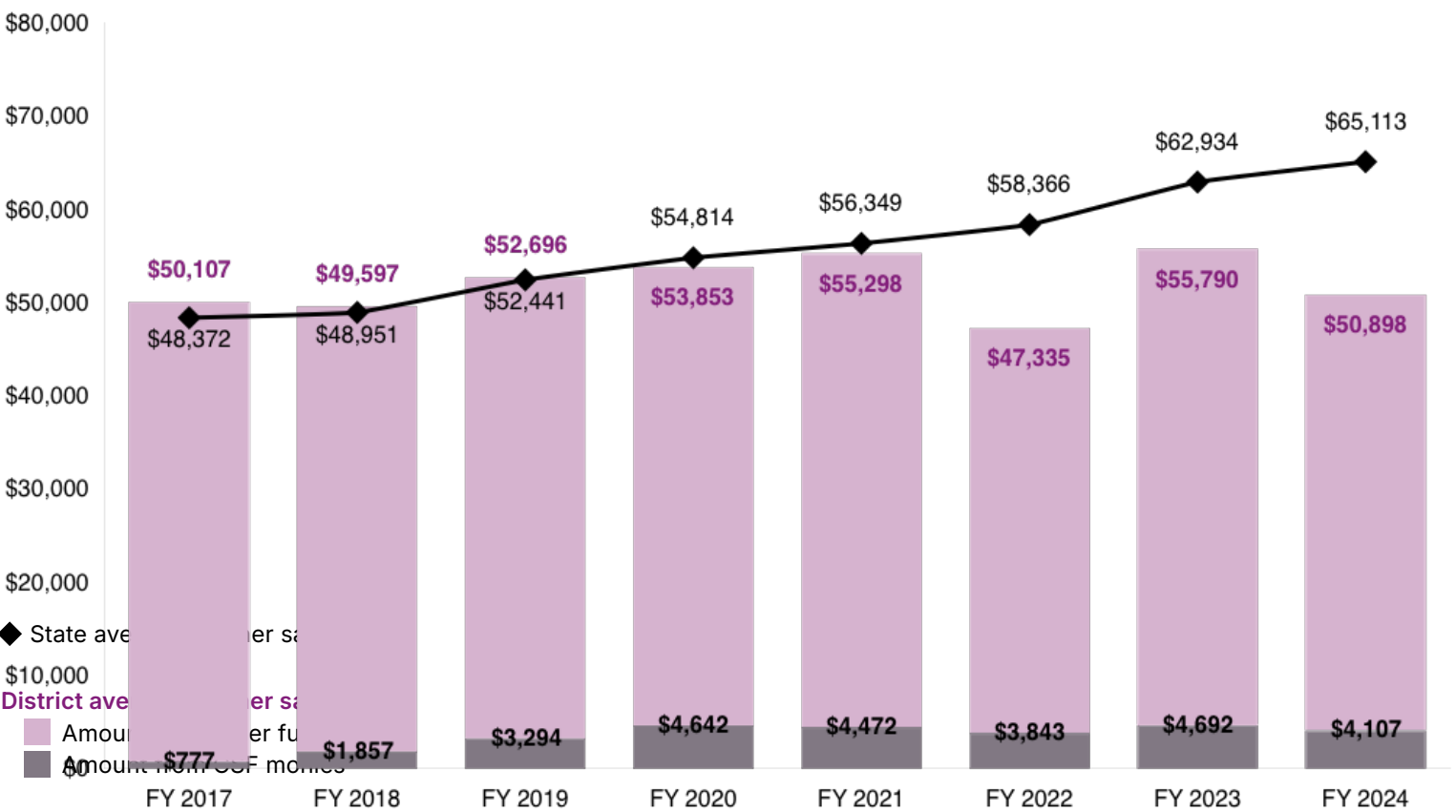
In addition to, but separate from, base salary: **No**

Districts received additional State monies intended to increase average teacher salary

In FYs 2018 through 2021, the State provided additional monies to districts to increase teacher salaries by 20 percent from the FY 2017 base year. The bar chart below shows how Sonoita Elementary School District's average teacher salary changed during this time frame and immediately after the annual State increases from FYs 2018 through 2021 ended, as well as how it compared to the State-wide average. Additionally, the chart shows the portion of the District's average teacher salary paid with CSF monies.

We have also included a table that displays other student- and teacher-related measures that may provide additional context regarding changes to Sonoita Elementary School District's average teacher salary during this timeframe. For instance, changes in a district's teacher population can impact the district's average teacher salary.

District average teacher salary compared to State average (FYs 2017-2024)



District average teacher salary and other teacher measures since FY 2017

Fiscal year	District average teacher salary	Average base salary of teachers in their first 3 years	Average base salary of teachers in their 4th year or later	Students per teacher	Average years of teacher experience	Percentage of teachers in their first 3 years	Percentage of teachers in their 4th year or later
2024	\$50,898	\$35,374	\$49,797	9.1	8.5	14%	86%
2023	\$55,790	\$42,261	\$52,917	10.4	7.4	23%	77%
2022	\$47,335	N/A ¹	N/A ¹	8.2	7.7	36%	64%
2021	\$55,298	N/A ¹	N/A ¹	8.7	9.0	23%	77%
2020	\$53,853	N/A ¹	N/A ¹	10.6	13.8	8%	92%
2019	\$52,696	N/A ¹	N/A ¹	10.2	12.5	25%	75%
2018	\$49,597	N/A ¹	N/A ¹	7.6	10.4	30%	70%
2017	\$50,107	N/A ¹	N/A ¹	7.7	9.6	30%	70%

¹ Data is unavailable because districts were not required to report it prior to FY 2023.

Student achievement

For FY 2024, we present an achievement peer group weighted average and the State average for comparison to the individual districts' percentage of students who passed State assessments in Math, English Language Arts (ELA), and Science assessments. We report a passage rate consistent with ADE's publicly available data file, and therefore, some individual districts' results may not be available due to ADE's redaction standards. For FY 2024, we also present an achievement peer group weighted average and the State average for comparison. For more information on how we create achievement peer groups, see the "District peer groups" section on the [Glossary page](#).

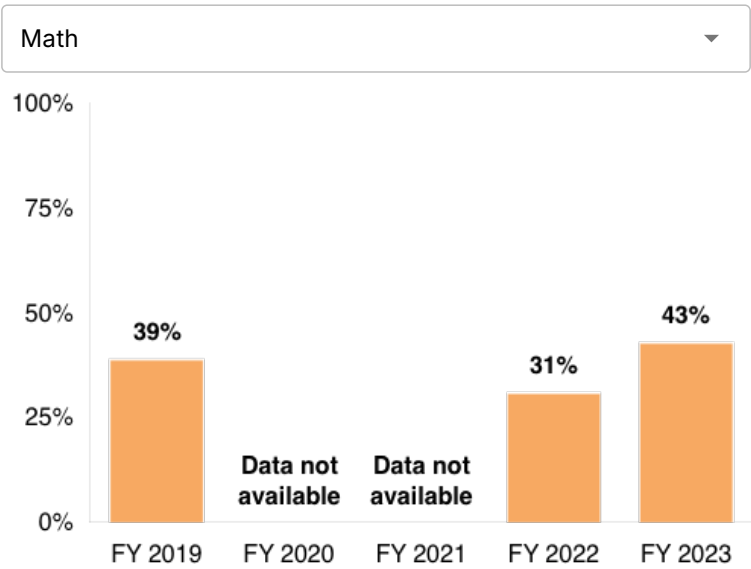
Additionally, we have included the percentage of district students passing State Math, ELA, and Science assessments since FY 2019, excluding FYs 2020 and 2021. Student achievement data is not available for FY 2020 because school districts were exempted from conducting State assessments. Similarly, student achievement data is not available for FY 2021 because not all eligible students participated in testing.

FY 2019 represents student achievement scores from the year prior to the COVID-19 pandemic, and that year's data helps to illustrate the potential impact of the COVID-19 pandemic and associated disruptions to school district operations on student achievement.

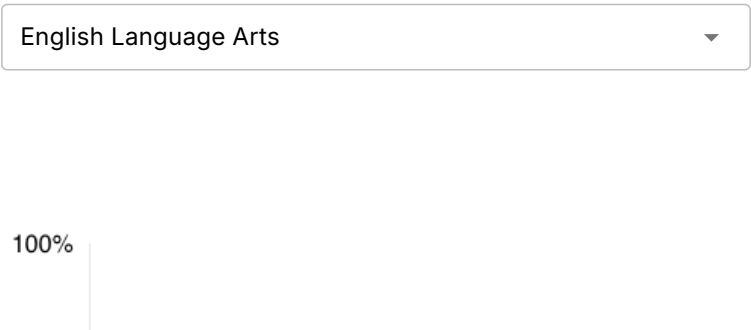
District, District peer group, and State-wide student passing percentage (FY 2024)

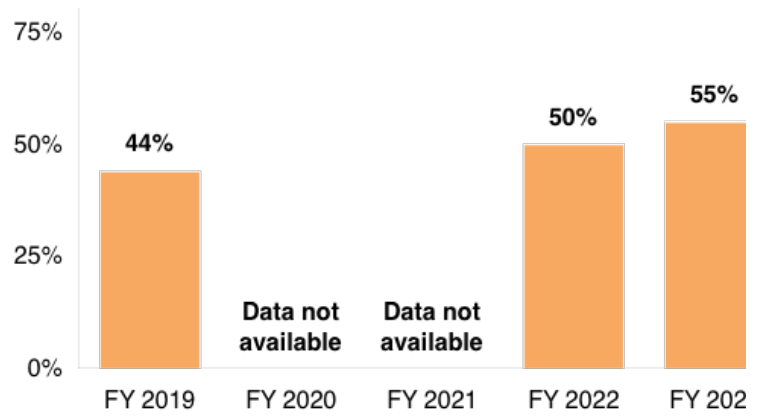
District's student achievement since FY 2019

View the percentage of District students who passed State assessments for:



District students who passed the State assessment for Math
View the percentage of District students who passed State assessments for:

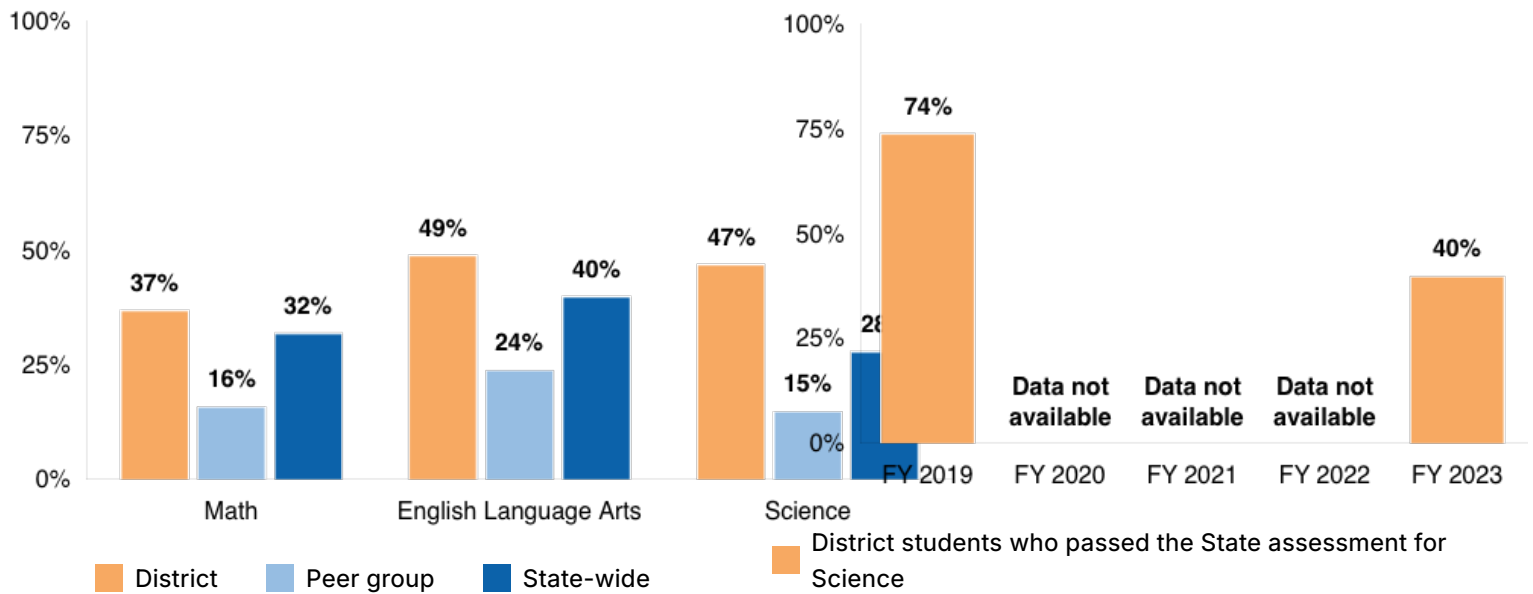




District students who passed the State assessment for English Language Arts

View the percentage of District students who passed State assessments for:

Science



District students who passed the State assessment for Science