ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Somerton Middle School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1011 North Somerton Avenue, Somerton, AZ 85350

Somerton Elementary District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Year 1
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

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.

School Overview

Principal/Administrator :	Mr. George Brick
Schedule :	7:00 AM to 3:00 PM
Grades :	6-8
2004 Enrollment :	861
Web Address :	somerton.k12.az.us/
Phone Number :	(928) 341-6100
Fax Number :	(928) 341-6190
E-mail :	gbrick@somerton.k12.az.us

Mission

Somerton Middle School is a caring environment which encourages the development of good character and provides all students with the opportunity to become self-sufficient, learning participants in a changing world.

School / Academic Goals

- SMS will inprove reading skills for all students by continuing our reading and language arts instructional focus calendar. Scores will improve in all AIMS areas.
- SMS will improve math skills for all students by continuing our math instructional focus calendar.

Enrollment

October 1, 2003 School Year Student Enrollment : 851

Accepting New Students in 2004-05 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2003-04 : 0

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Eight Step Process - School Improvement
- Student Mastery of Skills Data Analyzed
- Focused Instruction Based Upon Data
- Pre- and Post-testing for Academics

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

SMS will keep parents informed and involved in the education of their students. We will provide a safe school, where students grow academically, socially and emotionally.

Parents

Parent responsibilities include appearance, homework, attendance, behavior, academic progress, and input on school improvement.

Transportation Policy

All students more than one mile from the school are provided transportation to and from school as long as they are within the district boundaries.

School Honors

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

Award/Honor	Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 [3]

8th 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	274	274	75001	100	100	99	443	443	468	53	53	37	35	35	36	10	10	16	2	2	10
All Students (Prior Year)	244	244	71167	95	94	99	440	440	463	57	57	38	35	35	41	6	6	14	2	2	7
Female	136	136	36846	99	99	99	444	444	468	53	53	36	38	38	38	6	6	16	3	3	10
Male	137	137	37974	100	100	99	441	441	467	53	53	39	33	33	34	13	13	16	1	1	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	258	258	26675	100	100	98	444	444	448	52	52	52	36	36	34	11	11	10	2	2	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	12	12	4731	100	100	98	415	415	438	75	75	61	25	25	30	0	0	7	0	0	2
White	NC	NC	37785	NC	NC	99	NC	NC	482	NC	NC	25	NC	NC	39	NC	NC	21	NC	NC	15
Students with Disabilities	34	34	8802	100	100	100	399	399	418	94	94	79	3	3	16	3	3	3	0	0	1
Students without Disabilities	240	240	66199	98	98	99	449	449	472	47	47	34	41	41	38	11	11	17	2	2	11
Limited English Proficient Students	190	190	11710	99	99	100	430	430	429	64	64	70	31	31	25	4	4	4	1	1	1
Migrant Students	111	111	709				439	439	442	53	53	57	41	41	34	7	7	7	0	0	2
Economically Disadvantaged	268	268	29814				442	442	448	53	53	53	35	35	33	10	10	10	2	2	4
Non-Economically Disadvantaged	NC	NC	45170				NC	NC	479	NC	NC	28	NC	NC	38	NC	NC	20	NC	NC	14

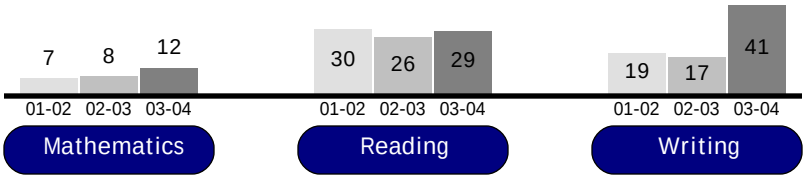
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	272	272	74918	100	100	99	471	471	497	50	50	32	20	20	19	26	26	35	3	3	15
All Students (Prior Year)	238	238	71100	92	92	99	475	475	502	47	47	25	27	27	21	25	25	40	1	1	15
Female	134	134	36805	98	98	99	475	475	501	45	45	28	25	25	19	27	27	37	3	3	16
Male	137	137	37936	100	100	99	467	467	493	55	55	35	16	16	18	25	25	33	4	4	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	257	257	26645	100	100	98	472	472	478	50	50	46	19	19	20	28	28	27	4	4	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	11	11	4729	92	92	98	457	457	468	64	64	57	36	36	19	0	0	19	0	0	4
White	NC	NC	37773	NC	NC	99	NC	NC	511	NC	NC	20	NC	NC	18	NC	NC	41	NC	NC	21
Students with Disabilities	33	33	8801	100	100	100	422	422	448	97	97	75	0	0	13	3	3	10	0	0	2
Students without Disabilities	239	239	66117	98	98	99	479	479	501	43	43	28	23	23	19	30	30	37	4	4	16
Limited English Proficient Students	190	190	11706	99	99	100	458	458	454	66	66	71	17	17	16	15	15	12	2	2	1
Migrant Students	111	111	706				467	467	467	54	54	55	19	19	22	24	24	20	3	3	4
Economically Disadvantaged	266	266	29785				471	471	477	50	50	47	20	20	20	26	26	26	3	3	6
Non-Economically Disadvantaged	NC	NC	45115				NC	NC	508	NC	NC	23	NC	NC	18	NC	NC	39	NC	NC	20

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	272	272	74503	100	100	99	451	451	491	19	19	9	40	40	32	38	38	51	3	3	8
All Students (Prior Year)	239	239	69001	93	92	96	467	467	490	38	38	17	45	45	37	17	17	45	0	0	1
Female	135	135	36686	99	99	99	464	464	506	10	10	5	42	42	29	47	47	57	1	1	9
Male	136	136	37644	100	100	98	438	438	476	28	28	13	37	37	36	30	30	45	5	5	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	257	257	26500	100	100	97	449	449	467	19	19	13	40	40	39	38	38	44	2	2	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	11	11	4695	92	92	97	460	460	464	9	9	14	36	36	39	45	45	44	9	9	3
White	NC	NC	37606	NC	NC	99	NC	NC	508	NC	NC	6	NC	NC	28	NC	NC	56	NC	NC	10
Students with Disabilities	33	33	8662	100	100	100	359	359	409	48	48	37	48	48	42	3	3	20	0	0	1
Students without Disabilities	239	239	65841	98	98	98	465	465	499	14	14	7	38	38	32	44	44	53	3	3	8
Limited English Proficient Students	189	189	11608	98	98	100	425	425	430	26	26	23	44	44	47	28	28	28	1	1	1
Migrant Students	110	110	701				448	448	449	23	23	17	38	38	43	36	36	38	3	3	1
Economically Disadvantaged	266	266	29587				450	450	465	19	19	14	39	39	40	39	39	43	3	3	4
Non-Economically Disadvantaged	NC	NC	44898				NC	NC	507	NC	NC	7	NC	NC	28	NC	NC	55	NC	NC	10

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)

8th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

		2001-2002				2002-2003				2003-2004			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	26	26	49	94	28	28	53	98	31	NA	56
	Language	100	26	26	42	98	26	26	45	100	29	29	48
	Mathematics	97	50	50	58	99	49	49	62	100	45	45	66
7	Reading	98	21	21	48	98	31	31	51	96	27	NA	54
	Language	98	24	24	51	97	41	41	54	97	36	36	58
	Mathematics	96	37	37	54	100	55	55	58	97	45	45	62
8	Reading	97	30	30	49	98	32	32	53	99	38	NA	55
	Language	98	29	29	46	97	31	31	49	99	36	36	52
	Mathematics	97	41	41	54	99	45	45	58	99	47	47	61

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	Council Duties
1 School Administrator(s)	ü Student Activities Assistance
1 Non-certified Employee(s)	ü Promotion Ceremony Development
7 Teacher(s)	ü School Programs for 301 Menu Items
5 Parent(s)	ü Volunteer Assistance
1 Community Member(s)	
2 Student(s)	

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	1	0
4 to 6 years	14	0	0	0
7 to 9 years	8	1	0	0
10 or more years	10	1	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	26
Core academic classes taught by Highly Qualified (NCLB) teachers.	117
Teachers with Emergency Certificaton.	4

Resources Available at School Site

Special Facilities

- ü 30-station Macintosh Computer Lab
- ü Science Lab

Extracurricular Activities

- ü Student Council
- ü Athletics
- ü Science Olympiad
- ü Chess Club

Social Services

- ü School Counselor
- ü Literacy Classes
- ü Arizona Western College on Campus
- ü GED Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Eight-step school improvement project in progress to raise student achievement in the next three years.
- Schoolwide reading program has been implemented to involve all teachers and students. District test scores indicate reading levels are improving.
- Schoolwide writing program dramatically improved writing scores.

Student Activity Rates for School Year 2003-04

		Arizona		
	% School	% K-6	% 7-8	% 9-12
Attendance Rate [4]	94	95	93	95
Transfers Out [5]	--	21	20	24
Transfers In[6](Within District)	--	2	2	2
Transfers In[7] (Out of District)	--	10	9	9
Promotion Rate [8]	--	98	98	94
Retention Rate [9]	--	1	1	5
Dropout Rate [10]	--	NA		3
Status Unknown [11]	--			2
Graduation Rate [12]	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	68	64
Grades 6-7	71	68
Grades 7-8	82	57

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

We have a resource officer on campus from the local police department every day during school hours and at extracurricular activities. All students receive instruction in law-related education.

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) : 52

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.

Contacts

	Name	Phone Number
School Site Council	George Brick	(928) 341-6100
Transportation Policy	Maria Villareal	(928) 341-6060
Community Resources	Maureen Irr	(928) 341-6030
School Nutrition Programs	Candie Zavala-Porchas	(928) 341-6120
Parent Organization	Margarita Herrera	(928) 341-6100
Student Health/Nurse	Irene Gonzalez	(928) 341-6100

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."

ACHIEVEMENT PROFILES

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = $0.00

** 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.