



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2250 S College Ave, Tempe, AZ 85282

Tempe Elementary 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)

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

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

School Overview

Principal/Administrator : Mr. Ardie Sturdivant
 Schedule : 07:00 AM to 04:00 PM
 Grades : 6-8
 2004 Enrollment : 921
 Web Address :
 Phone Number : (480) 921-9003
 Fax Number : (480) 829-6179
 E-mail : asturdiv@tempeschools.org

Mission

McKemy Middle School will develop and maintain a responsive educational environment that promotes dynamic strategies designed to meet the evolving learning needs of our students.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü Eighty percent of McKemy Middle School's students will score average or above average in math as measured by multiple measures.
- ü Eighty percent of McKemy Middle School's students will score average or above average in reading as measured by multiple measures.

Enrollment

October 1, 2003 School Year Student Enrollment : 952
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 167

Instructional Programs

- Ü Complex Instruction
- Ü Interdisciplinary Instruction
- Ü Multisensory Science
- Ü Advanced Placement

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Our responsibility is to provide students with a healthy and safe environment where all people are treated with respect, honesty and dignity. Our focus is on educating every child by developing their individual talents to their highest potential.

Parents

It is the responsibility of parents/guardians to provide a safe and healthy environment for our students. They need to actively participate in our school organizations, to assist the school in educating the child through support and participation.

Transportation Policy

Our district has adopted a zero-tolerance policy for all students riding the bus. We developed this policy to reduce unsafe and violent acts on the school bus, and to create an atmosphere of respect and appropriate behavior during bus rides.

School Honors

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

Award/Honor	Year
Ü Student State Geography Bee Champion	2002
Ü Tempe Diablos Excellence In Education Award (3)	2002
Ü District Impact Award	2003
Ü District Impact Award	2004

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	325	1312	75001	100	100	99	457	452	468	46	53	37	34	30	36	9	9	16	11	8	10
All Students (Prior Year)	287	1219	71167	98	99	99	467	452	463	29	47	38	50	38	41	15	10	14	6	5	7
Female	173	645	36846	100	100	99	462	451	468	41	51	36	39	34	38	9	9	16	11	6	10
Male	151	666	37974	100	100	99	451	452	467	52	55	39	28	27	34	10	9	16	10	9	11
African American	34	169	3720	97	98	98	427	439	446	66	63	53	31	29	33	3	6	9	0	1	4
Hispanic	134	535	26675	100	99	98	437	439	448	61	61	52	30	29	34	8	6	10	1	3	4
Asian/Pacific Islander	15	64	1575	100	100	99	499	474	504	27	38	18	36	35	33	9	10	20	27	17	29
American Indian/Alaskan Native	15	103	4731	100	98	98	417	423	438	75	77	61	25	20	30	0	3	7	0	0	2
White	125	435	37785	100	100	99	480	471	482	28	38	25	39	34	39	13	14	21	20	14	15
Students with Disabilities	51	174	8802	100	100	100	413	407	418	87	91	79	9	6	16	2	2	3	2	1	1
Students without Disabilities	274	1138	66199	100	99	99	466	457	472	38	48	34	39	33	38	11	10	17	13	8	11
Limited English Proficient Students	82	310	11710	100	100	100	412	413	429	82	85	70	18	14	25	0	0	4	0	1	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	162	658	29814				431	433	448	67	69	53	27	24	33	4	5	10	2	2	4
Non-Economically Disadvantaged	163	654	45170				478	467	479	29	40	28	40	36	38	13	12	20	18	12	14

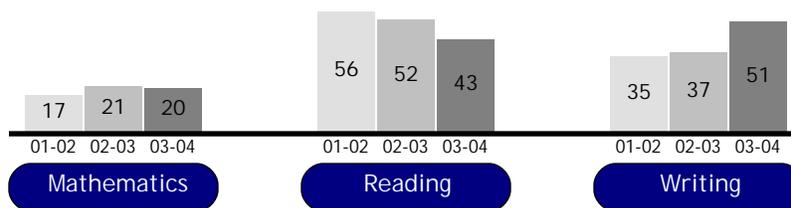
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	325	1311	74918	100	100	99	491	484	497	39	43	32	18	19	19	25	26	35	18	12	15
All Students (Prior Year)	283	1218	71100	96	99	99	499	495	502	29	30	25	19	23	21	40	36	40	12	12	15
Female	173	645	36805	100	100	99	501	490	501	33	40	28	19	19	19	26	28	37	21	14	16
Male	151	665	37936	100	100	99	479	478	493	46	47	35	18	19	18	23	24	33	14	10	14
African American	34	170	3719	97	98	98	462	471	481	66	53	43	16	20	21	16	23	29	3	4	7
Hispanic	134	535	26645	100	99	98	471	471	478	55	55	46	16	18	20	20	21	27	9	6	6
Asian/Pacific Islander	15	64	1571	100	100	99	521	497	521	9	35	18	27	13	15	27	31	38	36	21	30
American Indian/Alaskan Native	15	103	4729	100	98	98	452	457	468	75	68	57	17	18	19	8	13	19	0	1	4
White	125	433	37773	100	100	99	516	505	511	18	24	20	21	21	18	32	34	41	29	21	21
Students with Disabilities	51	175	8801	100	100	100	444	440	448	75	79	75	10	11	13	13	8	10	2	2	2
Students without Disabilities	274	1136	66117	100	99	99	501	489	501	31	39	28	20	20	19	28	28	37	21	13	16
Limited English Proficient Students	82	310	11706	100	100	100	440	440	454	79	83	71	18	15	16	3	2	12	0	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	162	657	29785				469	466	477	55	60	47	19	17	20	21	18	26	6	5	6
Non-Economically Disadvantaged	163	654	45115				508	499	508	26	30	23	18	20	18	28	32	39	27	18	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	325	1309	74503	100	100	99	474	468	491	15	15	9	34	37	32	44	43	51	7	5	8
All Students (Prior Year)	277	1185	69001	94	96	96	485	484	490	18	22	17	44	41	37	37	37	45	0	0	1
Female	173	645	36686	100	100	99	496	485	506	7	9	5	35	38	29	50	47	57	8	6	9
Male	151	663	37644	100	99	98	445	451	476	24	22	13	34	37	36	38	38	45	4	3	6
African American	34	168	3677	97	97	97	456	469	475	22	14	12	41	41	36	31	40	46	6	4	5
Hispanic	134	534	26500	100	99	97	446	446	467	16	16	13	45	47	39	37	34	44	2	3	4
Asian/Pacific Islander	15	64	1566	100	100	99	574	488	537	9	13	5	27	37	23	36	40	55	27	10	18
American Indian/Alaskan Native	15	103	4695	100	98	97	406	433	464	25	23	14	58	44	39	17	32	44	0	1	3
White	125	435	37606	100	100	99	496	492	508	12	13	6	23	26	28	57	54	56	8	7	10
Students with Disabilities	51	173	8662	100	100	100	388	398	409	54	48	37	29	30	42	15	21	20	2	1	1
Students without Disabilities	274	1136	65841	100	99	98	492	476	499	7	12	7	36	38	32	50	45	53	7	5	8
Limited English Proficient Students	82	310	11608	100	100	100	408	408	430	26	26	23	62	57	47	12	17	28	0	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	162	657	29587				443	447	465	21	21	14	45	43	40	32	34	43	2	3	4
Non-Economically Disadvantaged	163	652	44898				498	485	507	10	11	7	26	33	28	54	50	55	10	7	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

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	41	40	49	91	49	47	53	96	51	NA	56
	Language	98	36	33	42	94	39	38	45	98	38	38	48
	Mathematics	96	48	46	58	92	61	53	62	97	59	56	66
7	Reading	99	41	41	48	92	48	45	51	96	52	NA	54
	Language	99	43	43	51	94	49	47	54	97	54	50	58
	Mathematics	97	50	43	54	93	51	46	58	95	62	50	62
8	Reading	100	41	41	49	90	47	45	53	97	51	NA	55
	Language	99	35	35	46	94	39	38	49	96	43	41	52
	Mathematics	100	43	42	54	94	57	48	58	96	59	48	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

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

Council Duties

- Ü Budget
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Staff Development
- Ü Review/Implementation of School Goals
- Ü Recognition Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	61.00
Other Professional Staff	5.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	6	0	0
4 to 6 years	11	4	0	0
7 to 9 years	3	3	0	0
10 or more years	6	18	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 66
- Core academic classes taught by Highly Qualified (NCLB) teachers. 0
- Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Five Computer Labs--iMac
- Ü Multimedia Art Rooms

Extracurricular Activities

- Ü Math Club
- Ü Geography Club
- Ü English & ELL Homework Club
- Ü Technology Club/Open Lab (After School)
- Ü Writing Club
- Ü Journalism Club

Social Services

- Ü Liaison Police Officer
- Ü Career Pathways
- Ü YMCA Exploratory Programs
- Ü Tempe Youth & Family Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Two teachers have received the CHASE Grant for the sixth year in a row. This grant envelopes Environmental studies in our Tempe area.
- ü EPA Grant for the study of water in Arizona. Studied the watershed, where it comes from, how we use it in our homes, and how to recycle wastewater through constructed wetlands.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	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	78	81
Grades 6-7	62	63
Grades 7-8	66	72

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 programs and staff training in place to ensure a safe and healthy learning environment.

School counselors and teachers provide direct instruction on violence prevention using the U.S. Department of Education Exemplary Program "Second Step."

Other programs to support safe schools include "Project Alert" and Olweus Bullying Prevention Program."

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) :

20

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	Ardie Sturdivant	(480) 921-9003
Transportation Policy	Gerald Taylor	(480) 921-9003
Community Resources	Lyn Lizardi	(480) 921-9003
School Nutrition Programs	Melonie Bernal	(480) 921-9003
Parent Organization	Olivia Doherty	(480) 921-9003
Student Health/Nurse	Barbara Weber	(480) 921-9003

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.

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.

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 200 Copies = \$76.00

** 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.