



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2250 S College Ave, Tempe, AZ 85282

Tempe School 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)

2004-05 Performing
2003-04 Highly Performing
2002-03 Highly Performing

(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
2005 Enrollment : 885
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)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

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

School / Academic Goals

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

Enrollment

October 1, 2004 School Year Student Enrollment : 922
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 55

Instructional Programs

- Ü Standard Based Instruction
- Ü Interdisciplinary Instruction
- Ü Multisensory Science
- Ü Advanced Placement Classes
- Ü Intergraded Instruction

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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 (2)	2004
Ü National Board Certified Teacher	2005
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	290	1313	78250	99	100	99	543	525	548	26	34	21	21	22	18	42	37	48	11	6	13
All Students (Prior Year)	325	1312	75001	100	100	99	457	452	468	46	53	37	34	30	36	9	9	16	11	8	10
Female	145	654	38071	100	100	99	531	522	549	34	35	20	20	22	19	40	38	49	6	5	12
Male	145	659	40126	99	100	99	556	528	547	18	34	23	21	21	17	44	37	46	17	8	14
African American	41	194	4058	93	100	99	520	512	523	40	44	32	17	21	22	40	34	41	3	2	5
Hispanic	104	556	29129	100	100	99	518	508	527	41	45	32	30	25	23	24	28	40	5	2	6
Asian/Pacific Islander	10	49	1747	91	100	100	561	548	589	11	24	9	33	20	9	33	44	50	22	12	32
American Indian/Alaskan Native	13	94	4996	93	96	100	546	510	518	33	45	36	8	20	25	58	34	36	0	1	4
White	122	420	38320	100	99	99	568	553	568	10	16	12	15	19	14	56	50	55	19	15	19
Students with Disabilities	26	161	9329	93	100	100	484	437	454	70	74	64	13	16	18	17	10	16	0	1	2
Students without Disabilities	264	1152	68996	100	100	99	549	537	561	21	29	16	21	23	18	45	41	52	12	7	14
Limited English Proficient Students	46	226	10133	100	100	100	494	477	488	65	57	45	24	26	25	12	17	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	138	701	33388	98	96	94	511	511	530	46	45	32	29	25	22	25	28	40	1	1	5
Non-Economically Disadvantaged	152	612	44937	100	100	100	571	540	561	9	22	13	13	19	15	57	47	54	20	12	18

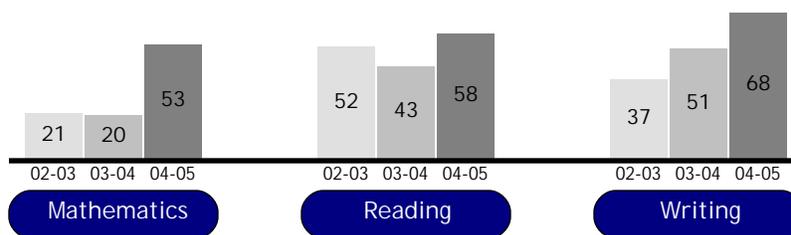
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	290	1313	78302	99	0	99	504	495	512	17	18	11	26	30	25	56	49	57	2	3	7
All Students (Prior Year)	325	1311	74918	100	100	99	491	484	497	39	43	32	18	19	19	25	26	35	18	12	15
Female	145	654	38082	100	0	99	502	499	518	18	15	8	25	28	24	56	53	61	2	4	7
Male	145	659	40166	99	0	99	506	492	507	15	21	14	27	32	26	56	45	54	2	3	6
African American	41	194	4064	93	0	100	494	490	498	20	21	14	33	31	29	47	49	54	0	0	3
Hispanic	104	556	29152	100	0	99	478	478	492	31	24	17	34	37	34	34	37	46	0	1	2
Asian/Pacific Islander	10	49	1746	91	0	100	519	513	542	11	10	5	22	32	13	67	51	66	0	7	16
American Indian/Alaskan Native	13	94	4993	93	0	100	495	481	484	17	22	19	33	38	38	42	38	42	8	2	1
White	122	420	38347	100	0	99	527	521	531	5	8	5	16	19	17	76	67	68	3	6	10
Students with Disabilities	26	160	9353	93	0	100	454	411	429	52	56	40	30	30	38	17	14	22	0	0	1
Students without Disabilities	264	1153	69024	100	0	99	509	507	524	13	12	7	25	30	23	60	54	62	2	4	7
Limited English Proficient Students	46	226	10140	100	0	100	451	445	451	53	36	28	35	43	43	12	21	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	138	700	33398	98	0	94	474	481	495	30	27	18	39	36	35	32	36	46	0	1	2
Non-Economically Disadvantaged	152	613	44979	100	0	100	529	511	525	5	7	6	15	23	18	77	64	66	3	6	10

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	289	1312	78094	99	100	99	534	524	545	4	5	3	27	31	18	68	62	77	0	2	2
All Students (Prior Year)	325	1309	74503	100	100	99	474	468	491	15	15	9	34	37	32	44	43	51	7	5	8
Female	145	654	38025	100	100	99	543	535	558	2	3	2	26	27	13	71	69	82	1	2	2
Male	144	657	40013	98	100	99	526	512	534	7	7	5	28	36	23	66	56	71	0	1	1
African American	41	193	4037	93	100	99	524	524	532	10	5	4	17	24	22	73	70	73	0	2	1
Hispanic	104	555	29068	100	100	99	499	502	523	9	7	5	41	41	27	49	51	67	0	0	1
Asian/Pacific Islander	10	49	1743	91	100	100	566	539	577	0	10	2	11	24	9	89	59	82	0	7	8
American Indian/Alaskan Native	13	94	4981	93	96	100	534	510	526	0	3	4	42	38	25	58	59	70	0	0	0
White	121	421	38265	100	100	99	562	553	564	0	1	2	17	20	11	82	75	84	1	3	3
Students with Disabilities	26	162	9275	93	100	100	458	430	444	17	13	14	61	60	46	22	27	39	0	0	1
Students without Disabilities	263	1150	68892	100	100	98	542	537	559	3	4	2	23	27	14	73	67	82	0	2	2
Limited English Proficient Students	46	226	10084	100	100	100	461	459	474	16	13	10	53	53	39	31	34	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	138	699	33296	98	96	94	500	507	527	9	7	5	37	40	27	54	53	67	0	0	0
Non-Economically Disadvantaged	151	613	44871	100	100	100	563	542	559	1	2	2	18	22	12	80	73	84	1	3	3

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 2004-05

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	91	49	47	53	96	51	NA	56	100	50	45	51
	Language	94	39	38	45	98	38	38	48	100	48	42	47
	Mathematics	92	61	53	62	97	59	56	66	100	50	46	52
7	Reading	92	48	45	51	96	52	NA	54	99	43	40	50
	Language	94	49	47	54	97	54	50	58	99	47	45	52
	Mathematics	93	51	46	58	95	62	50	62	99	41	41	50
8	Reading	90	47	45	53	97	51	NA	55	99	47	44	51
	Language	94	39	38	49	96	43	41	52	99	47	44	50
	Mathematics	94	57	48	58	96	59	48	61	99	50	43	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	61.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	9	0	0
4 to 6 years	7	5	0	0
7 to 9 years	2	4	0	0
10 or more years	11	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	266
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 Homework Club
- Ü Technology Club/Open Lab (After School)
- Ü Writing Club
- Ü Journalism Club
- Ü Industrial Technology Club
- Ü Student Council

Social Services

- Ü Career Pathways
- Ü All Stars (Leadership Program)
- Ü CPLC
- Ü Tempe Youth & Family Services
- Ü Stand & Serve
- Ü YMCA Exploratory Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

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 'A Bullying Prevention Program.'

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

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.

The Arizona Department of Education does not audit the information submitted by each school.

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	Amy Blodgett	(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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 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.