



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Performing
2004-05	Performing
2003-04	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
 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)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	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, 2005 School Year Student Enrollment : 886
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 142

Instructional Programs

- Ü Standard Based Instruction
- Ü Interdisciplinary Instruction
- Ü Multisensory Science
- Ü Flexible Block Schedule
- Ü Intergraded Instruction
- Ü Interdisciplinary Teaming
- Ü Honors Classes
- Ü Native American Education

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

6th 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	308	1262	79327	100	99	98	498	501	518	30	26	19	23	24	20	37	40	46	10	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	153	635	38961	99	99	98	495	501	520	29	23	16	29	26	20	35	43	48	7	8	16
Male	155	627	40295	100	98	97	502	500	516	31	30	21	17	22	19	39	38	44	14	11	16
African American	31	152	4247	100	98	98	489	492	499	39	29	27	13	24	24	42	42	41	6	5	8
Hispanic	141	581	32327	100	98	98	476	490	499	43	33	27	28	26	25	26	36	41	3	6	8
Asian/Pacific Islander	14	45	1939	100	100	99	540	530	556	7	13	6	7	13	10	57	53	47	29	20	36
American Indian/Alaskan Native	12	116	4391	100	99	96	491	483	489	33	40	32	25	27	27	42	31	36	NA	3	4
White	110	368	36373	99	99	98	525	524	538	14	13	10	21	21	14	45	48	52	20	18	25
Students with Disabilities	44	179	9321	100	90	87	442	454	467	77	68	54	14	17	22	9	13	21	NA	2	3
Students without Disabilities	264	1083	70006	100	100	100	507	508	524	22	20	14	24	25	19	41	45	49	12	11	18
Limited English Proficient Students	68	217	9431	99	96	95	448	456	466	72	62	53	22	27	27	6	11	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	204	871	37097	99	98	97	482	490	498	39	32	27	27	27	25	28	35	41	6	6	7
Non-Economically Disadvantaged	104	391	42230	100	100	99	530	526	535	13	13	11	13	16	15	54	53	50	19	18	24

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	310	1261	79501	100	98	98	485	488	497	19	13	10	26	29	25	50	54	60	5	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	154	634	39062	100	99	99	485	492	502	17	11	8	28	27	23	49	57	64	6	5	5
Male	156	627	40368	100	98	98	485	484	491	21	15	13	24	31	27	51	51	57	4	3	3
African American	32	152	4279	100	98	99	486	485	485	19	13	14	28	30	30	50	57	54	3	1	2
Hispanic	142	580	32389	100	98	98	461	476	478	28	17	16	38	34	34	32	46	48	1	2	1
Asian/Pacific Islander	14	45	1936	100	100	99	518	502	519	7	11	3	7	18	14	79	64	73	7	7	9
American Indian/Alaskan Native	12	116	4401	100	99	96	484	472	473	25	18	17	8	39	40	67	43	43	NA	NA	1
White	110	368	36446	99	99	99	512	512	516	7	5	4	14	18	15	68	68	73	11	8	7
Students with Disabilities	44	177	9411	100	89	88	441	446	453	59	44	36	23	31	36	16	23	26	2	2	1
Students without Disabilities	266	1084	70090	100	100	100	492	494	502	12	8	7	26	28	24	56	59	65	6	4	5
Limited English Proficient Students	69	217	9401	100	96	94	428	439	443	57	41	40	41	48	46	3	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	206	871	37183	100	98	97	470	477	479	25	17	16	32	33	34	41	48	49	2	1	1
Non-Economically Disadvantaged	104	390	42318	100	100	99	515	513	513	6	4	5	14	19	17	68	67	70	12	9	7

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	310	1262	80000	100	99	99	540	549	564	7	4	3	20	18	11	62	69	75	11	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	154	637	39288	100	99	99	551	563	579	8	3	2	13	11	6	64	73	77	16	13	16
Male	156	625	40644	100	98	98	529	534	549	7	4	4	26	25	15	60	65	74	7	5	7
African American	32	151	4307	100	97	99	533	548	551	6	3	4	28	21	13	53	67	75	13	10	7
Hispanic	142	581	32672	100	98	99	514	536	548	11	5	4	25	21	14	60	69	76	4	5	6
Asian/Pacific Islander	14	45	1945	100	100	99	586	571	592	NA	NA	1	14	20	4	64	62	69	21	18	25
American Indian/Alaskan Native	12	116	4424	100	99	97	504	536	549	17	5	3	25	20	14	50	73	77	8	2	5
White	110	369	36602	99	99	99	573	570	579	3	2	2	10	12	7	67	70	75	20	16	16
Students with Disabilities	44	179	9919	100	90	93	471	484	505	18	11	9	43	49	35	36	38	54	2	2	2
Students without Disabilities	266	1083	70081	100	100	100	551	558	571	6	2	2	16	13	7	66	74	79	13	10	12
Limited English Proficient Students	69	217	9571	100	96	96	452	487	502	25	12	10	38	42	29	38	47	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	206	870	37534	100	98	98	519	537	547	10	4	4	26	22	15	59	68	76	5	6	5
Non-Economically Disadvantaged	104	392	42466	100	100	100	580	575	578	3	2	2	8	9	7	66	72	75	23	17	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th 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	277	1236	78546	99	99	97	527	523	543	23	24	15	24	24	18	40	46	52	12	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	123	609	38645	98	99	98	525	524	545	20	20	13	29	25	18	39	48	54	12	7	15
Male	154	627	39792	99	99	97	528	522	542	26	27	17	20	22	17	42	43	50	12	7	15
African American	34	170	4205	97	97	97	503	502	524	35	38	22	32	28	22	32	33	49	NA	1	7
Hispanic	131	588	31177	98	99	97	515	516	524	28	26	22	27	25	23	38	45	48	7	4	7
Asian/Pacific Islander	NC	33	1940	NC	100	99	NC	537	580	NC	12	5	NC	15	9	NC	67	53	NC	6	33
American Indian/Alaskan Native	21	108	4689	100	100	95	512	512	515	29	25	28	33	32	25	29	39	43	10	4	4
White	87	336	36450	99	100	97	558	549	563	9	13	7	16	17	12	48	54	57	26	16	23
Students with Disabilities	36	163	8093	97	98	82	482	473	489	61	63	50	22	22	24	17	14	23	NA	1	2
Students without Disabilities	241	1073	70453	99	99	100	534	530	549	17	18	11	24	24	17	44	50	56	14	8	16
Limited English Proficient Students	54	227	9323	100	100	94	482	485	491	56	52	47	35	28	28	9	20	24	NA	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	180	830	34694	99	99	96	509	512	524	32	29	23	28	27	23	33	41	48	6	3	7
Non-Economically Disadvantaged	97	406	43852	98	100	99	560	546	559	6	13	10	16	18	13	54	54	56	24	15	22

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	277	1237	79045	99	99	98	500	497	512	14	15	10	31	31	25	50	50	58	5	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	123	610	38860	98	99	98	505	505	519	11	11	7	32	29	22	50	56	62	7	4	8
Male	154	627	40075	99	99	97	496	490	505	16	18	12	31	34	28	50	44	54	3	3	6
African American	34	171	4250	97	97	98	477	477	500	26	27	12	38	34	31	35	39	54	NA	1	3
Hispanic	131	588	31314	98	99	98	486	488	493	15	16	16	39	37	34	43	45	48	3	2	2
Asian/Pacific Islander	NC	33	1949	NC	100	99	NC	510	536	NC	9	4	NC	18	15	NC	67	66	NC	6	15
American Indian/Alaskan Native	21	108	4719	100	100	96	485	487	489	24	16	15	33	34	39	43	50	45	NA	NA	2
White	87	336	36730	99	100	98	534	525	532	3	7	4	18	20	16	68	64	68	10	10	12
Students with Disabilities	36	164	8552	97	99	87	459	448	463	44	50	35	33	32	40	22	16	23	NA	1	1
Students without Disabilities	241	1073	70493	99	99	100	506	504	517	9	9	7	31	31	24	54	55	62	5	4	8
Limited English Proficient Students	54	227	9355	100	100	95	453	456	456	35	37	37	50	47	48	15	16	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	180	831	34922	99	99	96	484	486	493	19	19	15	37	35	34	42	45	48	2	2	3
Non-Economically Disadvantaged	97	406	44123	98	100	99	529	519	527	4	6	6	21	25	18	65	62	66	10	8	11

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	278	1237	79657	99	99	99	550	550	566	4	4	3	13	14	8	81	81	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	124	610	39120	99	99	99	570	567	580	1	3	2	6	6	4	90	90	92	2	1	2
Male	154	627	40423	99	99	98	534	533	553	6	5	5	18	22	12	74	72	83	1	1	1
African American	34	171	4290	97	97	99	541	540	560	3	5	4	18	16	9	79	78	86	NA	1	1
Hispanic	132	589	31642	99	99	99	547	543	552	5	6	5	11	13	11	83	80	84	2	1	0
Asian/Pacific Islander	NC	33	1948	NC	100	99	NC	550	589	NC	6	1	NC	6	3	NC	88	91	NC	NA	4
American Indian/Alaskan Native	21	108	4760	100	100	97	531	549	547	5	3	5	24	19	14	71	79	81	NA	NA	0
White	87	335	36929	99	99	99	564	567	579	3	1	2	13	13	5	82	85	91	2	1	2
Students with Disabilities	36	165	9069	97	99	92	500	490	508	14	12	11	25	41	30	61	46	58	NA	1	1
Students without Disabilities	242	1072	70588	100	99	100	558	558	573	2	3	2	11	9	5	84	87	91	2	1	1
Limited English Proficient Students	54	225	9521	100	99	96	515	499	507	9	15	13	17	24	24	74	61	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	180	830	35341	99	99	97	540	542	551	6	6	5	13	15	12	79	79	83	2	1	0
Non-Economically Disadvantaged	98	407	44316	99	100	100	569	565	578	NA	1	2	13	12	5	85	86	90	2	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	313	1255	78400	99	100	97	533	529	554	35	39	21	22	22	19	34	32	47	9	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	170	617	38686	98	100	98	531	531	554	34	36	20	27	26	20	29	31	49	9	8	12
Male	143	638	39636	99	100	96	536	527	554	36	42	23	16	19	18	40	33	46	8	7	13
African American	31	151	4193	97	99	97	503	512	533	55	49	32	26	26	23	19	23	40	NA	1	5
Hispanic	116	571	30732	98	100	97	514	515	534	47	47	31	26	25	24	22	26	40	4	3	5
Asian/Pacific Islander	19	54	1827	100	100	99	544	556	594	37	28	8	11	11	12	37	46	49	16	15	31
American Indian/Alaskan Native	25	99	4536	100	99	95	523	508	528	36	56	35	24	15	25	40	28	37	NA	1	4
White	121	379	37038	98	100	97	561	558	575	17	19	11	19	21	14	48	44	56	17	16	19
Students with Disabilities	45	181	7840	96	100	81	486	480	498	73	77	60	11	9	18	16	13	20	NA	1	2
Students without Disabilities	268	1074	70560	99	100	99	541	537	560	28	32	17	24	25	19	37	35	50	10	8	14
Limited English Proficient Students	73	226	8956	100	100	95	487	487	502	70	72	56	21	19	25	8	8	18	1	0	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	183	783	33014	98	99	95	513	514	534	47	48	31	25	21	24	25	28	40	3	3	5
Non-Economically Disadvantaged	130	472	45386	99	100	99	562	553	569	18	23	15	18	25	15	47	38	52	17	15	18

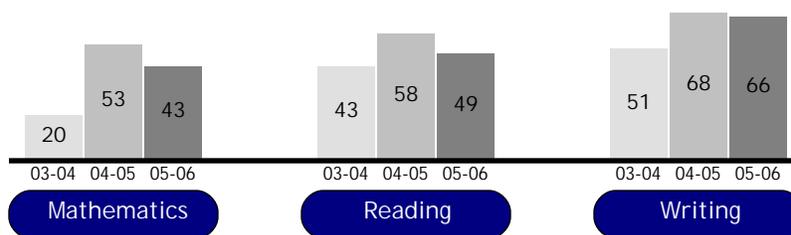
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	314	1256	79179	99	100	98	501	500	519	22	20	11	29	34	27	45	44	58	4	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	617	38974	99	100	99	502	506	524	22	16	8	30	34	25	42	46	61	6	5	5
Male	143	639	40124	99	100	97	499	493	513	22	24	13	27	33	28	49	41	54	2	2	4
African American	31	151	4243	97	99	98	483	493	506	26	23	14	35	30	32	39	46	51	NA	1	3
Hispanic	117	571	30987	99	100	98	474	485	498	35	26	17	40	41	36	24	31	45	1	2	1
Asian/Pacific Islander	19	54	1832	100	100	99	509	515	543	32	19	4	5	19	17	53	57	69	11	6	10
American Indian/Alaskan Native	25	99	4573	100	99	96	502	490	494	12	21	16	28	36	41	60	40	42	NA	2	1
White	121	380	37467	98	100	98	529	525	539	7	8	5	21	26	17	64	61	70	8	6	8
Students with Disabilities	46	183	8567	98	100	88	470	456	467	30	51	39	43	31	38	26	17	22	NA	1	1
Students without Disabilities	268	1073	70612	99	100	99	506	506	524	20	14	7	26	34	25	49	48	62	5	3	5
Limited English Proficient Students	73	226	9013	100	100	95	448	452	461	62	54	40	34	41	48	4	4	12	NA	1	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	184	784	33345	99	99	96	481	486	499	32	26	17	34	37	36	33	36	46	1	1	1
Non-Economically Disadvantaged	130	472	45834	99	100	99	528	522	533	7	9	7	22	28	19	62	57	67	9	6	7

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	315	1258	79734	99	100	99	533	532	554	10	5	3	24	32	19	66	63	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	172	619	39243	99	100	99	542	547	568	8	3	2	23	24	12	69	73	85	1	0	1
Male	143	639	40413	99	100	98	522	517	541	11	6	4	25	41	26	64	53	70	NA	NA	0
African American	31	152	4285	97	99	99	528	528	548	6	3	3	29	39	22	65	58	74	NA	NA	0
Hispanic	118	571	31254	100	100	99	507	520	539	17	6	5	28	37	25	55	57	70	NA	NA	0
Asian/Pacific Islander	19	54	1837	100	100	99	524	549	579	21	9	1	5	9	9	74	81	87	NA	NA	2
American Indian/Alaskan Native	25	99	4613	100	99	97	529	519	535	8	5	4	24	39	29	68	56	67	NA	NA	0
White	121	381	37668	98	100	99	562	552	569	2	1	1	21	24	13	77	74	85	1	1	1
Students with Disabilities	46	182	8943	98	100	92	500	481	495	9	12	11	52	59	51	39	29	38	NA	NA	1
Students without Disabilities	269	1076	70791	100	100	100	539	540	561	10	3	2	19	28	15	71	69	83	0	0	0
Limited English Proficient Students	73	226	9138	100	100	97	456	477	492	36	17	13	37	54	46	27	30	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	184	784	33718	99	99	97	511	520	538	14	6	5	30	38	26	56	57	69	NA	NA	0
Non-Economically Disadvantaged	131	474	46016	100	100	100	563	551	567	3	3	2	15	23	14	81	74	84	1	0	1

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.

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?	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	96	51	NA	56	100	50	45	51	100	48	50	56
	Language	98	38	38	48	100	48	42	47	100	39	43	50
	Mathematics	97	59	56	66	100	50	46	52	100	44	46	58
7	Reading	96	52	NA	54	99	43	40	50	100	44	43	54
	Language	97	54	50	58	99	47	45	52	100	52	48	58
	Mathematics	95	62	50	62	99	41	41	50	100	43	41	54
8	Reading	97	51	NA	55	99	47	44	51	99	46	46	58
	Language	96	43	41	52	99	47	44	50	99	44	44	56
	Mathematics	96	59	48	61	99	50	43	53	99	44	41	58

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)
- 6 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 Certification.	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
- Ü Two Title One Classrooms
- Ü Content Mastery Classrooms

Extracurricular Activities

- Ü Student Council
- Ü Geography Club
- Ü Homework Club
- Ü Journalism Club
- Ü Writing Club

Social Services

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

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	59	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 2005-06 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	Margee Verellen	(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 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.

6 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.

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