

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## McClintock High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Tempe Union High School District  
1830 E. Del Rio Drive, Tempe, AZ 85282-2898

Principal: Mr. Dan M. Serrano

Schedule: 7:00 AM to 4:00 PM

Web Address: [www.tuhsd.k12.az.us/McClintock\\_HS/](http://www.tuhsd.k12.az.us/McClintock_HS/)

E-mail: [dserrano.mhs@tuhsd.k12.az.us](mailto:dserrano.mhs@tuhsd.k12.az.us)

Grades: 9-12

2002 Enrollment: 1727

Phone: (480) 839-4222 x 68625

Fax: (480) 752-8661

### ∨ School Overview ∨

#### Mission

McClintock is a public comprehensive high school. It serves a diverse student population that mirrors the demographics of northeast Tempe. The staff works as partners with parents and community to ensure that all students develop their academic, workplace and citizenship skills to the highest levels. This is achieved through a rich curriculum and solid extracurricular programs. Students have been recognized for achievements in academics, athletics, the arts and community service.

#### Organization and Philosophy

w Comprehensive High School

#### School/Academic Goals

w Improve reading and writing skills through the implementation of effective instructional strategies across the curriculum.

#### Instructional Programs

w Advanced Placement/Dual Credit

w Web CT/Virtual High School

w Gifted/Peggy Payne Academy

w School-to-Work

w ESL

w On-site Special Education

w At-risk Intervention

w Title I

w Increase academic achievement in mathematics through the implementation of effective instructional strategies across the curriculum.

w Increase respect and responsibility through improved interpersonal skills that encourage appreciation of diversity and acceptance of others.

w Continue providing opportunities for students to gain knowledge and develop skills for college, career, and workforce objectives.

#### Enrollment

October 1, 2001 School Year Student Enrollment: 1739

Accepting New Students in 2002-03 Under Open Enrollment Law<sup>2</sup>: Yes

Number of Students Attending Under Open Enrollment in 2001-02: 552

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w Vision/Mission Statements
- w Parent/Educator Relations
- w School Climate
- w Curriculum Development
- w Extracurricular Activities
- w Student Achievement

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	111.00
Other Professional Staff	7.00	Teacher Aide	19.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	5	0	0
4 to 6 years	17	4	0	0
7 to 9 years	5	12	0	0
10 or more years	6	34	3	0

∨ **Shared Responsibilities** ∨

**School**

MHS recognizes that parents are a child's first and best teachers. As such, the staff strives to be partners with parents. The school provides for students a safe learning environment with high academic and behavioral standards and expectations. Good communication is paramount. Regular communications are made through open houses, newsletters and grade reports. Staff is expected to contact parents directly whenever a student experiences problems.

**Parents**

Parents are expected to be partners in their child's education. Communication with the school is paramount. Student information should be kept current and the school notified whenever a student is absent or having problems that would affect classroom performance. Parents are encouraged to be active in the education of their child. This is possible through participation in parent organizations, school committee membership and voluntary service.

∨ **Transportation Policy** ∨

Bus transportation is provided for students living within the school boundaries but more than two miles from the school. Transportation is also provided to students who attend EVIT as part of their educational program. Students attending MHS through open enrollment are responsible for their own transportation. Special needs students are transported as required. Current boundaries (approx.) N: McKellips Road; E: Price Road; S: Baseline Road; W: Rural Road (Mill Road north of University).

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/12/02  
**Average Daily Instruction Time:** 7 hrs. 40 min.      **Last Day of School:** 5/22/03  
**Operates on Traditional Schedule**

**Report Card Release Dates**

10/18/02                      12/31/02                      3/14/03                      5/30/03

**Additional Calendar/Report Card Information**

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No                      Lunch - No                      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

**Special Facilities**

- W 9 Computer Labs/High Speed Network
- W Olympic-grade Athletic Facilities
- W Performing Arts Center
- W Applied Technology Laboratories

**Extracurricular Activities**

- W Unitown
- W AIA 4-A Athletics
- W 45 Student/Community Service Clubs
- W Teen Court
- W Performing Arts Groups
- W Student Government
- W School-to-Work Programs
- W Speech and Debate

**School/Community Resources**

- W City of Tempe Recreational Activities
- W Prenatal/Parenting Assistance
- W Health Services
- W Breakfast Program
- W Crisis Intervention
- W Counseling Services/City Social Worker
- W Lunch Program
- W Day Care

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w The number of Advanced Placement examinations taken by McClintock High School students was 279 in 2001-2002 as compared to 90 in 2000-2001</p>  | <p>w The dropout rate at McClintock High School was 3.9% in the 2001-2002 school year. A systematic program has been implemented to target the needs of at-risk students.</p>  |
| <p>w McClintock High School has received a \$350,000 grant from the National Endowment for the Humanities to promote diversity education. Only twelve schools in the nation received this grant.</p> | <p>w McClintock High School has placed 57 students in the East Valley Institute of Technology and 46 students in work/study programs to learn workforce job skills for immediate career opportunities upon graduation.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	23.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	4.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.3 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.7 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	2.1 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	0.9 %			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Merit Scholars (2)	2002
Tempe Diablo Scholarships (16)	2002
State University Scholarships (55)	2002
2nd in World International Math Competition	2002

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested	MS	FFB	A	M	E
Reading	School	316	512	14%	26%	46%	14%
	State	49803	512	15%	23%	48%	14%
Writing	School	305	479	15%	18%	66%	1%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	323	491	40%	20%	26%	15%
	State	50429	480	48%	19%	22%	10%

#### Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	87	49	44	100	43	43	91	48	43	66	47	43	81	44	43
	Language	88	43	39	100	44	39	93	44	40	70	45	41	82	44	42
	Mathematics	88	63	57	100	59	57	93	64	59	74	65	61	82	63	62
10	Reading	80	51	42	100	43	42	85	46	42	--	--	--	--	--	--
	Language	78	49	43	100	51	44	85	45	44	--	--	--	--	--	--
	Mathematics	81	56	47	100	55	49	85	53	50	--	--	--	--	--	--
11	Reading	80	52	46	99	45	44	85	48	45	--	--	--	--	--	--
	Language	78	46	43	100	46	42	84	44	44	--	--	--	--	--	--
	Mathematics	80	58	51	100	57	52	84	60	55	--	--	--	--	--	--

## ∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

MHS has a full-time School Resource Officer provided by the Tempe Police Department and a City of Tempe social worker. Security officers for the school receive annual mandatory training. Recent school renovations such as fencing have restricted off-campus access. MHS has a semi-closed campus with freshmen and sophomores required to stay on campus. Preventive measures include a Crisis Intervention Team and a peer mediation 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)

5

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,873	\$4,750,185
Classroom Supplies	\$17	\$28,573
Administration	\$545	\$900,965
Support Services-Students	\$396	\$654,062
Other Support Services and Operations	\$990	\$1,636,324
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,820</b>	<b>\$7,970,109</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Daniel M. Serrano	(480) 839-4222	68625
<b>Transportation Policy</b>	Rudy Hernandez	(480) 345-3781	
<b>Community Resources</b>	Marcia Vanscoy	(480) 839-4222	60014
<b>School Nutrition Programs</b>	Rick Griffith	(480) 345-3724	
<b>Parent Organization</b>	Debra Hunter	(480) 897-0515	
<b>Student Health/Nurse</b>	Lydia Holeman	(480) 839-4222	61137

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/](http://www.ade.az.gov/srcs/) on the Internet.

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