

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1830 E Del Rio Dr, Tempe, AZ 85282

Tempe Union High 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

High School Achievement Profile ^(a)

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

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

School Overview

Principal/Administrator : Mr. Dan M Serrano
 Schedule : 7:00 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 1855
 Web Address : www.tuhsd.k12.az.us
 Phone Number : (480) 839-4222
 Fax Number : (480) 752-8661
 E-mail : dserrano.mhs@tuhsd.k12.az.us

Mission

McClintock is a public comprehensive high school serving a diverse student population. It has a rich curriculum and solid extracurricular programs. Students have been recognized for achievements in academics, athletics, arts and community service.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	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 Improve reading and writing skills through the implementation of effective instructional strategies across the curriculum.
- ü Increase academic achievement in mathematics through the implementation of effective instructional strategies across the curriculum.

Enrollment

October 1, 2003 School Year Student Enrollment : 1799
 Accepting New Students in 2004-05 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 561

Instructional Programs

- ü Advanced Placement/Dual Credit
- ü Web CT/Virtual High School
- ü Gifted/Peggy Payne Academy
- ü School-to-Work
- ü Scholastic Read 180 Program
- ü Accelerated Math

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 40 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Our staff strives to be partners with parents. The school provides students a safe learning environment with high academic and behavioral standards and expectations. Regular communications are made through open houses, newsletters and grade reports.

Parents

Communication with the school is paramount. 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. Open enrollment students are responsible for their own transportation. Special needs students are transported as required.

School Honors

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

Award/Honor	Year
ü National Merit Scholars (5)	2004
ü Tempe Diablo Scholarships (3)	2004
ü National Hispanic Scholars (2)	2004
ü Tempe IDA (3)	2004

10th 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	457	3271	65934	99	99	100	505	509	492	31	24	43	16	19	18	32	31	24	21	25	15
All Students (Prior Year)	384	2815	57534	90	89	91	505	508	491	29	27	46	18	17	16	31	31	23	21	25	15
Female	224	1598	32586	99	99	100	507	507	491	31	26	44	17	19	19	28	30	24	25	24	14
Male	233	1671	33226	100	99	99	503	511	493	31	22	42	15	20	18	36	33	24	18	26	16
African American	41	269	3042	93	99	98	486	484	478	40	47	58	28	24	19	28	23	17	5	5	6
Hispanic	149	652	21740	100	99	100	486	491	475	52	43	63	15	21	17	25	23	15	8	13	5
Asian/Pacific Islander	34	210	1643	100	100	99	528	531	519	18	14	23	9	14	13	41	26	30	32	45	34
American Indian/Alaskan Native	21	110	4351	100	98	99	504	486	472	38	54	68	14	22	16	19	14	13	29	10	4
White	212	2028	34819	100	99	99	517	517	505	17	15	27	16	19	20	37	37	31	30	30	22
Students with Disabilities	43	253	6507	98	95	100	467	475	456	81	62	83	0	15	9	19	18	6	0	5	2
Students without Disabilities	414	3018	59427	100	99	100	506	510	494	29	23	41	17	20	19	32	32	25	22	26	16
Limited English Proficient Students	38	104	6793	97	97	100	464	465	464	82	76	79	5	15	11	13	8	8	0	2	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	53	121	18745				475	479	475	70	61	64	13	18	16	13	13	15	4	7	5
Non-Economically Disadvantaged	404	3150	47182				509	510	499	26	23	35	16	19	19	34	32	27	23	26	19

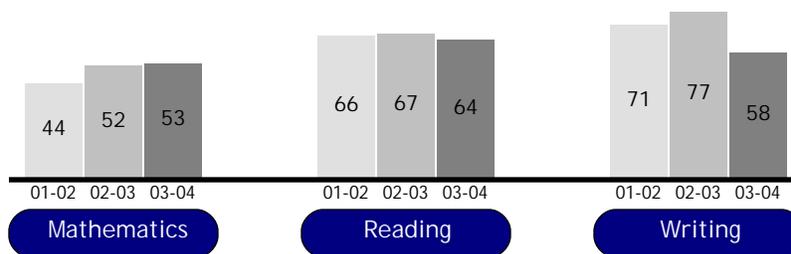
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	471	3339	68162	100	99	100	516	529	509	14	7	18	22	17	24	54	63	51	10	14	8
All Students (Prior Year)	373	2745	56700	87	87	89	518	528	512	11	7	15	22	17	23	57	59	52	10	17	10
Female	231	1621	33509	100	99	100	525	534	513	9	6	15	23	16	23	54	62	52	13	16	9
Male	239	1711	34521	100	99	100	507	524	505	18	8	20	21	17	24	53	63	49	7	12	7
African American	45	271	3163	98	100	99	507	507	497	7	11	22	29	27	30	59	59	46	5	3	3
Hispanic	152	674	22624	100	100	100	487	505	487	32	17	32	26	27	31	41	51	35	1	4	2
Asian/Pacific Islander	34	208	1666	100	99	100	513	533	523	18	8	11	12	14	17	65	60	60	6	19	12
American Indian/Alaskan Native	22	114	4592	100	98	100	505	502	484	9	14	32	36	34	37	55	50	30	0	2	1
White	217	2066	35727	99	99	100	537	540	526	3	3	7	19	11	17	59	68	64	18	18	12
Students with Disabilities	51	274	6845	100	98	100	481	484	468	32	34	53	44	33	29	20	30	18	4	2	1
Students without Disabilities	420	3065	61317	100	100	100	518	531	512	13	6	15	21	16	23	56	64	53	10	14	8
Limited English Proficient Students	37	103	7152	100	99	100	450	455	464	84	72	57	14	22	31	3	6	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	53	123	19528				475	491	487	44	30	31	24	31	32	29	35	34	2	4	2
Non-Economically Disadvantaged	418	3216	48595				520	530	518	10	6	13	22	16	20	57	64	57	11	14	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	472	3322	67629	100	99	100	518	554	524	24	10	22	18	11	16	56	76	59	2	4	3
All Students (Prior Year)	379	2715	55090	88	86	87	484	497	479	12	7	16	10	9	13	76	84	70	1	1	0
Female	233	1615	33347	100	99	100	540	565	537	14	6	17	19	10	15	64	79	64	4	5	4
Male	239	1702	34151	100	99	99	496	544	512	33	13	27	18	12	18	48	72	54	1	3	2
African American	45	269	3150	98	99	99	500	530	515	24	15	24	24	13	19	52	71	56	0	0	2
Hispanic	155	673	22313	100	100	100	479	523	493	42	21	34	15	15	19	43	61	46	0	2	1
Asian/Pacific Islander	34	208	1659	100	99	100	534	581	564	21	8	11	12	6	12	65	75	68	3	11	9
American Indian/Alaskan Native	22	113	4528	100	97	99	529	528	492	9	16	35	23	19	21	68	65	42	0	1	1
White	216	2054	35593	99	98	99	543	566	547	14	5	13	20	9	14	62	81	69	4	4	4
Students with Disabilities	55	275	6712	100	98	100	454	481	445	64	35	61	18	23	18	18	41	21	0	0	0
Students without Disabilities	417	3047	60917	100	99	100	523	558	530	20	9	19	18	10	16	59	77	61	2	4	3
Limited English Proficient Students	37	103	6994	100	99	100	411	431	442	65	62	58	14	16	18	22	22	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	54	124	19310				444	477	489	58	36	35	13	19	20	29	46	44	0	0	1
Non-Economically Disadvantaged	418	3198	48278				527	557	538	19	9	17	19	10	15	59	77	65	2	4	4

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)

10th 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. 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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 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
9	Reading	100	38	49	37	94	42	51	41	92	47	NA	42
	Language	100	38	49	38	98	41	49	42	93	45	51	42
	Mathematics	100	59	71	56	98	63	72	60	94	68	75	63

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

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	116.00
Other Professional Staff	7.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	4	0	0
4 to 6 years	6	8	0	0
7 to 9 years	3	18	0	0
10 or more years	9	51	3	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	115
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü 9 Computer Labs/High Speed Network
- Ü Media Center
- Ü Performing Arts Center

Extracurricular Activities

- Ü Unitown
- Ü Performing Arts Groups
- Ü AIA 4-A Athletics
- Ü Student Government

Social Services

- Ü City of Tempe Recreational Activities
- Ü Crisis Intervention
- Ü Prenatal/Parenting Assistance
- Ü Counseling Services/City Social Worker

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The number of Advanced Placement examinations taken by McClintock High School students was 257 in 2002-03 as compared to 279 in 2001-02.
- ü The dropout rate at McClintock High School was 1.8% in the 2002-03 school year. A systematic program has been implemented to target the needs of at-risk students.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	1	NA		3
Status Unknown ¹¹	0			2
Graduation Rate ¹²	84			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

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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

MHS has a full-time School Resource Officer and a City of Tempe social worker. Security officers for the school receive annual training. School-wide fencing restricts off-campus access. We have 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) :

99

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	Daniel M. Serrano	(480) 839-4222
Transportation Policy	Rudy Hernandez	(480) 345-3781
Community Resources	Marcia Vanscoy	(480) 839-4222
School Nutrition Programs	Rick Griffith	(480) 345-3724
Parent Organization	Michelle Paxton	(480) 897-0515
Student Health/Nurse	Lydia Holeman	(480) 839-4222

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 1855 Copies = \$708.00

** 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.