ARIZONA DEPARTMENT OF EDUCATION

Tom Horne, Superintendent of Public Instruction

Mcclintock High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1830 E Del Rio Dr, Tempe, AZ 85282

Tempe Union High School District

AZ LEARNS[1]

High School Achievement Profile [(a)]

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

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

No Child Left Behind

Adequate Yearly Progress [(b)]

2004-05	Met
2003-04	Met
2002-03	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.

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.

School Overview

Principal/Administrator :	Mr. Dan M Serrano
Schedule :	07:00 AM to 03:30 PM
Grades :	9-12
2005 Enrollment :	1950
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.

School / Academic Goals

- Improve reading and writing skills through the implementation of effective instructional strategies across the curriculum.
- Increase academic achievement in mathematics through the implementation of effective instructional strategies across the curriculum.

Enrollment

October 1, 2004 School Year Student Enrollment :	1910
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	600

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

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
National Merit Scholars (5)	2005
Tempe Diablo Scholarships (3)	2005
National Hispanic Scholars (2)	2005
Tempe IDA (3)	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	476	3259	69846	100	100	100	715	717	699	11	10	21	10	9	11	53	53	49	26	27	18
All Students (Prior Year)	457	3271	65934	99	99	100	505	509	492	31	24	43	16	19	18	32	31	24	21	25	15
Female	228	1634	34328	100	100	99	717	720	702	9	9	19	10	9	12	57	55	51	25	27	18
Male	248	1624	35509	99	100	100	712	714	696	13	12	23	11	8	11	49	51	48	27	28	18
African American	71	306	3535	100	100	100	685	692	677	17	21	31	19	19	15	57	51	46	6	10	8
Hispanic	136	677	23363	98	100	100	697	695	680	17	18	32	17	15	16	52	56	45	13	11	7
Asian/Pacific Islander	33	194	1742	97	99	99	744	742	733	7	4	8	7	5	7	37	38	46	50	54	38
American Indian/Alaskan Native	16	113	4785	100	100	100	703	677	671	0	24	39	9	14	17	82	54	39	9	7	5
White	220	1969	36421	100	100	99	730	727	714	7	6	12	4	5	8	53	54	54	36	34	26
Students with Disabilities	38	301	7690	100	100	100	600	601	593	59	57	64	21	17	14	21	24	21	0	3	2
Students without Disabilities	438	2958	62220	100	100	99	724	728	712	7	6	16	10	8	11	56	56	53	28	30	20
Limited English Proficient Students	22	111	5834	100	100	100	601	545	612	35	35	46	31	22	20	31	38	31	4	5	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	NC	21421	--	NC	92	--	NC	686	--	NC	35	--	NC	15	--	NC	43	--	NC	7
Non-Economically Disadvantaged	475	3256	48489	100	100	100	715	717	704	11	10	15	10	9	10	53	53	52	26	27	23

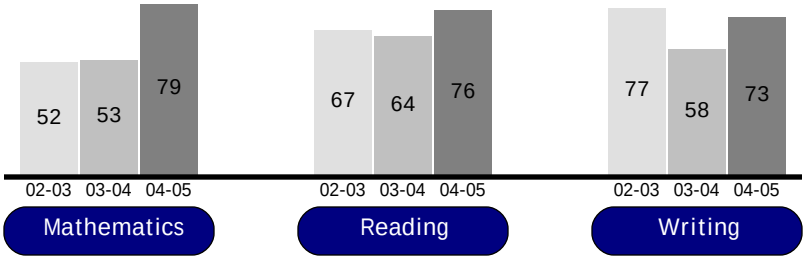
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	484	3282	71311	99	100	100	704	713	694	6	4	7	18	13	21	66	69	63	10	14	9
All Students (Prior Year)	471	3339	68162	100	99	100	516	529	509	14	7	18	22	17	24	54	63	51	10	14	8
Female	233	1639	34899	100	100	100	709	719	700	5	3	5	14	11	19	70	72	66	11	15	10
Male	251	1644	36430	98	100	100	699	708	688	7	5	9	21	15	22	62	67	61	10	14	8
African American	71	312	3573	100	100	100	672	691	676	11	6	9	24	19	26	62	69	60	3	5	4
Hispanic	138	685	24056	98	100	100	682	689	672	11	8	13	28	24	31	57	63	53	4	5	3
Asian/Pacific Islander	33	196	1731	97	99	98	714	723	717	7	3	3	17	9	13	59	62	68	17	27	16
American Indian/Alaskan Native	16	115	5110	100	100	100	681	671	661	0	15	14	55	27	38	45	55	46	0	3	2
White	226	1974	36841	100	100	99	726	726	713	2	1	3	7	7	12	75	73	72	16	18	13
Students with Disabilities	39	309	8021	98	100	100	596	599	590	34	23	27	40	43	42	23	33	29	3	1	1
Students without Disabilities	445	2977	63379	100	100	100	713	725	707	4	2	5	16	10	18	70	73	68	11	16	10
Limited English Proficient Students	25	112	6402	100	100	100	574	526	596	31	23	25	46	41	44	23	36	30	0	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	NC	22243	--	NC	93	--	NC	677	--	NC	14	--	NC	32	--	NC	51	--	NC	3
Non-Economically Disadvantaged	483	3283	49157	100	100	100	704	713	702	6	4	4	18	13	16	66	69	69	10	14	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	487	3280	70868	100	100	100	693	705	688	4	2	5	23	14	23	65	71	63	8	13	9
All Students (Prior Year)	472	3322	67629	100	99	100	518	554	524	24	10	22	18	11	16	56	76	59	2	4	3
Female	233	1635	34710	100	100	99	700	713	697	2	1	3	20	10	19	67	73	66	11	15	12
Male	254	1646	36176	99	100	100	686	697	678	5	3	7	26	18	27	64	70	59	6	10	7
African American	73	309	3557	100	100	99	669	689	675	9	4	7	37	27	25	52	64	62	2	5	6
Hispanic	139	685	23868	99	100	100	679	689	670	6	4	9	31	23	33	58	67	55	5	6	4
Asian/Pacific Islander	33	196	1732	97	99	98	718	715	713	0	2	2	14	6	12	69	64	64	17	27	22
American Indian/Alaskan Native	16	117	5001	100	100	100	686	670	661	0	7	9	27	33	41	73	59	48	0	1	2
White	226	1973	36710	100	99	99	706	713	702	1	1	2	14	9	15	73	75	69	12	15	13
Students with Disabilities	40	310	7900	100	100	100	577	596	580	31	16	22	53	48	49	17	36	28	0	1	1
Students without Disabilities	447	2974	63054	100	99	99	703	716	701	1	1	3	20	11	20	70	75	67	9	14	10
Limited English Proficient Students	26	109	6308	100	100	100	579	526	591	15	14	19	52	45	47	33	39	33	0	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	NC	21994	--	NC	92	--	NC	673	--	NC	10	--	NC	36	--	NC	52	--	NC	3
Non-Economically Disadvantaged	486	3281	48960	100	100	100	693	705	694	4	2	3	23	14	18	65	71	67	8	13	12

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.

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?	Not Evaluated
	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 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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	94	42	51	41	92	47	NA	42	96	53	62	51
	Language	98	41	49	42	93	45	51	42	96	53	59	50
	Mathematics	98	63	72	60	94	68	75	63	96	54	60	50

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	Council Duties
1 School Administrator(s)	ü Vision/Mission Statements
1 Non-certified Employee(s)	ü Parent/Educator Relations
5 Teacher(s)	ü School Climate
5 Parent(s)	ü Curriculum Development
2 Community Member(s)	ü Extracurricular Activities
5 Student(s)	ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	120.00
Other Professional Staff	7.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

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) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

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 2004-05

School Achievements/Accomplishments 2004-05

- The number of Advanced Placement examinations taken by McClintock High School students was 267 in 2004-05 as compared to 257 in 2003-04.

- The dropout rate at McClintock High School was .8% in the 2004-05 school year. A systematic program has been implemented to target the needs of at-risk students.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	95	95	94	95
Transfers Out Rate [5]	12	12	12	17
Transfers In Rate [6]	19	28	28	37
Stability Rate [7]	88	87	87	82
Promotion Rate [8]	94	96	95	81
Retention Rate [9]	2	1	1	3
Dropout Rate [10]	1	0	1	6
Status Unknown [11]	0	0	1	4
Graduation Rate [12]	87	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

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 for school year 2004-05 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.

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

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."

ACHIEVEMENT PROFILES

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.

Footnotes

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 100 Copies = $38.00

** 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.