



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1300 E. 6th Street, Tucson, AZ 85719

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. David Berry
Schedule : 07:00 AM to 04:00 PM
Grades : 6-8
2005 Enrollment : 800
Web Address : setmms.tusd.k12.az.us/~Mansfeld
Phone Number : (520) 225-1800
Fax Number : (520) 225-1801
E-mail : dave.berry@tusd.k12.az.us

Mission

The mission of Mansfeld Middle School is to promote student achievement through the developmental and collaborative efforts of staff, parents, and students. We will show measurable growth in the areas of writing, reading, and mathematical skills.

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.

School / Academic Goals

- ü Curriculum will focus on increasing math, reading, and language arts competencies as measured by the AIMS assessment.
- ü The school environment will promote high expectations from the school community in academics, behavior, and facilities, as measured in the school quality survey.

Enrollment

October 1, 2004 School Year Student Enrollment : 816
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2004-05 : 75

Instructional Programs

- Ü On-site Exceptional Education Program
- Ü Gifted and Talented Education Program
- Ü High School Credit Classes
- Ü Structured English Immersion Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Parent conferences, curriculum nights, newsletter, honors assemblies, school agenda, homepage, homework hotline, Site Council, PTSA, Teen Court, tutoring, uniform assistance program, numerous cooperative agreements with the University of Arizona.

Parents

Parents call for student absences, are knowledgeable about school uniform requirements, assist students with homework, attend teacher team conferences as requested, read students' agenda daily, and work with school to foster student achievement.

Transportation Policy

Students living fewer than two and one-half miles from school must walk or have parent drive; over two and one-half miles from school receive a bus pass. Transfer students must provide own transport. After school activity bus provided to bused areas.

School Honors

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

Award/Honor	Year
Ü Nationally Recognized Teen Court Program	2003
Ü Outstanding APEX Program	2002

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	281	4765	78250	100	99	99	536	536	548	27	26	21	28	21	18	38	45	48	7	8	13
All Students (Prior Year)	244	4553	75001	98	98	99	446	455	468	56	46	37	34	35	36	6	12	16	4	7	10
Female	123	2364	38071	100	99	99	543	537	549	19	24	20	33	23	19	40	45	49	8	8	12
Male	158	2400	40126	100	99	99	531	534	547	32	28	23	24	19	17	37	45	46	6	9	14
African American	20	331	4058	100	100	99	526	509	523	17	36	32	56	26	22	22	33	41	6	5	5
Hispanic	192	2423	29129	100	99	99	531	521	527	31	32	32	27	24	23	39	40	40	3	4	6
Asian/Pacific Islander	NC	122	1747	NC	100	100	NC	585	589	NC	10	9	NC	14	9	NC	48	50	NC	29	32
American Indian/Alaskan Native	11	197	4996	92	99	100	510	512	518	30	40	36	50	28	25	20	28	36	0	3	4
White	50	1692	38320	100	99	99	572	560	568	16	14	12	8	15	14	49	56	55	27	15	19
Students with Disabilities	25	659	9329	100	100	100	484	445	454	79	65	64	16	17	18	0	16	16	5	1	2
Students without Disabilities	256	4107	68996	100	99	99	540	550	561	22	20	16	29	22	18	42	49	52	7	9	14
Limited English Proficient Students	29	587	10133	100	100	100	521	485	488	35	43	45	32	28	25	28	28	28	5	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	150	2431	33388	98	96	94	522	525	530	34	35	32	31	24	22	31	37	40	4	4	5
Non-Economically Disadvantaged	131	2335	44937	100	100	100	551	546	561	19	17	13	25	18	15	47	52	54	10	13	18

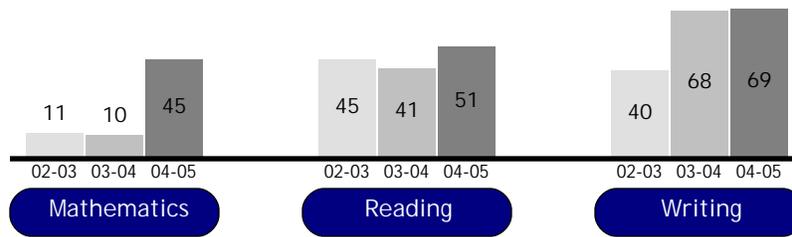
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	280	4767	78302	100	0	99	495	499	512	16	15	11	32	30	25	50	52	57	1	4	7
All Students (Prior Year)	244	4522	74918	98	97	99	486	485	497	40	41	32	19	19	19	33	29	35	8	11	15
Female	123	2366	38082	100	0	99	505	504	518	8	12	8	31	29	24	59	55	61	2	4	7
Male	157	2401	40166	100	0	99	488	494	507	23	17	14	33	31	26	43	49	54	0	3	6
African American	20	331	4064	100	0	100	490	482	498	17	17	14	33	39	29	50	42	54	0	3	3
Hispanic	191	2425	29152	100	0	99	490	486	492	18	19	17	34	36	34	47	44	46	1	2	2
Asian/Pacific Islander	NC	122	1746	NC	0	100	NC	533	542	NC	5	5	NC	21	13	NC	64	66	NC	10	16
American Indian/Alaskan Native	11	198	4993	92	0	100	461	486	484	30	17	19	70	41	38	0	40	42	0	2	1
White	50	1691	38347	100	0	99	526	520	531	8	8	5	14	19	17	76	66	68	3	7	10
Students with Disabilities	25	662	9353	100	0	100	446	416	429	58	46	40	32	36	38	11	18	22	0	0	1
Students without Disabilities	255	4107	69024	100	0	99	499	512	524	13	10	7	32	29	23	54	57	62	1	4	7
Limited English Proficient Students	29	586	10140	100	0	100	480	450	451	26	27	28	37	42	43	37	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	149	2434	33398	97	0	94	483	488	495	20	20	18	40	39	35	40	40	46	0	1	2
Non-Economically Disadvantaged	131	2335	44979	100	0	100	508	510	525	13	9	6	24	21	18	62	64	66	2	6	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	281	4758	78094	100	99	99	540	536	545	3	4	3	28	20	18	69	74	77	0	1	2
All Students (Prior Year)	244	4511	74503	98	97	99	506	485	491	5	10	9	27	34	32	62	50	51	6	6	8
Female	123	2364	38025	100	99	99	558	548	558	0	3	2	19	16	13	80	80	82	1	2	2
Male	158	2393	40013	100	99	99	526	524	534	5	6	5	35	25	23	60	69	71	0	1	1
African American	20	325	4037	100	98	99	523	519	532	6	7	4	33	19	22	61	73	73	0	1	1
Hispanic	192	2424	29068	100	99	99	533	521	523	3	6	5	31	26	27	65	68	67	1	0	1
Asian/Pacific Islander	NC	122	1743	NC	100	100	NC	574	577	NC	1	2	NC	12	9	NC	78	82	NC	9	8
American Indian/Alaskan Native	11	198	4981	92	99	100	547	527	526	0	4	4	20	23	25	80	72	70	0	1	0
White	50	1689	38265	100	99	99	575	559	564	0	1	2	11	13	11	89	84	84	0	2	3
Students with Disabilities	25	651	9275	100	100	100	477	433	444	16	17	14	58	44	46	26	39	39	0	1	1
Students without Disabilities	256	4108	68892	100	99	98	545	552	559	2	2	2	25	17	14	73	80	82	0	2	2
Limited English Proficient Students	29	586	10084	100	100	100	513	472	474	6	11	10	43	38	39	49	51	50	2	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	150	2424	33296	98	96	94	526	523	527	4	6	5	35	27	27	61	66	67	1	1	0
Non-Economically Disadvantaged	131	2335	44871	100	100	100	555	549	559	2	2	2	20	13	12	78	82	84	0	2	3

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

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

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

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	94	40	45	53	96	41	NA	56	100	39	44	51
	Language	94	36	38	45	96	35	38	48	100	36	41	47
	Mathematics	94	50	52	62	97	47	52	66	100	37	44	52
7	Reading	93	40	44	51	97	42	NA	54	100	42	44	50
	Language	92	46	48	54	99	43	48	58	100	45	48	52
	Mathematics	91	39	47	58	100	39	49	62	100	40	44	50
8	Reading	91	43	49	53	99	47	NA	55	100	41	46	51
	Language	94	41	46	49	99	43	41	52	100	41	47	50
	Mathematics	89	44	53	58	99	43	50	61	100	40	48	53

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

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Promotion/Retention Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	5.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	8	5	0	0
7 to 9 years	3	4	0	0
10 or more years	7	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	188
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Teen Court Room
- Ü Library
- Ü Band/Music Rooms

Extracurricular Activities

- Ü Numerous Sports
- Ü MESA (Math, Engineering, Science Academy)
- Ü Musical Theater
- Ü After-School Tune-Up
- Ü Saturday School
- Ü HipHop Club
- Ü MECHA
- Ü Debate Club

Social Services

- Ü Counseling Services
- Ü Clothing Bank
- Ü Health Services
- Ü Counselor-Led Groups

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Parent participation in Mansfeld Middle School's Site Council has more than doubled as that body has chosen to take a more active role in student achievement at the school.

- ü In 2004-2005, 8th grade AIMS math scores increased 36 points -- among the highest gains in the district. The school continues to set new standards in writing achievement.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	32	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

Full compliance with TUSD Guidelines for Student Rights and Responsibilities; evacuation and lockdown procedures implemented and practiced;
 smallest possible classrooms for safe, more controlled environment; friendly, caring staff.

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) :

12

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	David Berry	(520) 225-1800
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Welcome Center	(520) 225-6400
School Nutrition Programs	Camilla Loehrer	(520) 225-4758
Parent Organization	Therese McDonald	(520) 225-1800
Student Health/Nurse	Pat Ward	(520) 225-1817

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.

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 0 Copies = \$0.00

** 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.