



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Mrs. Elizabeth M. Rivera
Schedule : 07:30 AM to 04:15 PM
Grades : 6-8
Web Address : setmms.tusd1.org/~Mansfeld
Phone Number : (520) 225-1800
Fax Number : (520) 225-1801
E-mail : elizabeth.rivera@tusd1.org

Mission

The mission of Mansfeld Middle School is: A community dedicated to student academic and personal success for today, and the future.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- For all students to increase academic achievement in all subject areas through data driven, standards based instruction with a focus on best practices in teaching and learning.
To provide a safe and stimulating academic environment where students learn to be responsible for their learning and social behavior.
To provide differentiated instruction to meet the individual needs of each student so that he/she will meet/exceed state standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 787
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 70

Instructional Programs

- ü On-site Exceptional Education Program
- ü Gifted and Talented Education Program
- ü High School Credit Classes
- ü Structured English Immersion Classes
- ü 8th Grade Honors classes
- ü Standard Based Instruction
- ü Fine Arts Program
- ü Grade Level Teams

Calendar Information

Number of Instruction Days : 180
 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, Fine Arts Nights, newsletter, honor ceremonies, student recognition assemblies, school agenda, homepage, Afterschool Academy, tutoring, Site Council, PTSA, Teen Court, after school clubs, parental access of progress reports and attendance, school and teacher e-mail, 6th grade orientation program, positive behavior incentive program, uniform assistance program, numerous cooperative agreements with the University of Arizona

Parents

Parents call in student absences, are knowledgeable about school uniform requirements, assist students with homework, attend teacher team conferences as requested, read student's agenda daily, work with school to foster student achievement, attend PTSA meetings, and become involved in community activities and fundraisers

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, students receive a bus pass in areas where TUSD transportation is not provided. Open enrollment students must provide own transportation. 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
ü 7th Grade Writing Scores (92.8%)	2005
ü Performance Plus designation under AZ Learns	2005

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	4286	79327	98	94	98	500	500	518	26	28	19	19	24	20	48	39	46	6	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	2076	38961	98	95	98	497	501	520	28	25	16	22	26	20	42	40	48	7	9	16
Male	107	2208	40295	96	94	97	504	499	516	23	31	21	16	22	19	56	38	44	5	10	16
African American	11	300	4247	85	95	98	480	484	499	36	38	27	27	25	24	27	34	41	9	4	8
Hispanic	172	2354	32327	97	93	98	496	488	499	28	34	27	22	27	25	48	35	41	3	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	28	36
American Indian/Alaskan Native	10	195	4391	100	97	96	NA	477	489	NA	41	32	NA	29	27	NA	29	36	NA	2	4
White	38	1331	36373	100	95	98	522	524	538	18	15	10	11	19	14	53	48	52	18	19	25
Students with Disabilities	21	539	9321	78	79	87	449	457	467	76	61	54	14	22	22	5	15	21	5	1	3
Students without Disabilities	217	3747	70006	100	97	100	504	505	524	22	23	14	20	24	19	53	42	49	6	11	18
Limited English Proficient Students	18	483	9431	78	88	95	448	454	466	83	66	53	17	23	27	NA	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	125	2195	37097	96	94	97	495	487	498	30	35	27	22	26	25	42	34	41	6	5	7
Non-Economically Disadvantaged	113	2091	42230	99	95	99	505	512	535	22	20	11	17	22	15	55	44	50	6	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	4423	79501	98	97	98	481	485	497	18	15	10	29	31	25	53	52	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	130	2144	39062	98	98	99	483	490	502	15	11	8	32	30	23	52	56	64	1	3	5
Male	107	2277	40368	96	97	98	480	480	491	20	18	13	24	31	27	55	49	57	1	2	3
African American	12	309	4279	92	97	99	454	475	485	33	20	14	33	32	30	33	47	54	NA	1	2
Hispanic	172	2452	32389	97	97	98	479	474	478	18	19	16	28	36	34	53	45	48	NA	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	8	9
American Indian/Alaskan Native	10	195	4401	100	97	96	NA	469	473	NA	21	17	NA	41	40	NA	38	43	NA	1	1
White	37	1360	36446	100	97	99	496	506	516	16	7	4	19	21	15	59	68	73	5	5	7
Students with Disabilities	21	601	9411	78	88	88	436	443	453	57	41	36	33	40	36	10	19	26	NA	1	1
Students without Disabilities	217	3822	70090	100	99	100	485	491	502	14	11	7	28	29	24	57	58	65	1	3	5
Limited English Proficient Students	18	513	9401	78	94	94	422	434	443	67	51	40	33	39	46	NA	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	124	2266	37183	95	97	97	474	473	479	21	19	16	29	36	34	50	44	49	NA	1	1
Non-Economically Disadvantaged	114	2157	42318	100	98	99	489	497	513	14	10	5	28	25	17	56	61	70	2	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	246	4464	80000	100	98	99	559	560	564	2	3	3	11	11	11	83	80	75	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	2164	39288	100	99	99	572	574	579	2	2	2	5	6	6	86	83	77	7	9	16
Male	112	2297	40644	100	98	98	544	546	549	3	4	4	18	16	15	79	77	74	1	3	7
African American	13	315	4307	100	99	99	535	539	551	8	8	4	8	13	13	85	74	75	NA	4	7
Hispanic	178	2475	32672	100	98	99	559	553	548	1	3	4	13	13	14	81	81	76	4	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	25	25
American Indian/Alaskan Native	10	197	4424	100	98	97	NA	551	549	NA	3	3	NA	15	14	NA	79	77	NA	3	5
White	38	1370	36602	100	98	99	559	575	579	5	2	2	5	7	7	84	80	75	5	11	16
Students with Disabilities	27	640	9919	100	93	93	498	504	505	11	10	9	41	34	35	48	55	54	NA	1	2
Students without Disabilities	219	3824	70081	100	99	100	566	568	571	1	2	2	8	7	7	87	84	79	5	7	12
Limited English Proficient Students	23	524	9571	100	96	96	498	498	502	9	11	10	43	31	29	48	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	130	2296	37534	100	98	98	554	548	547	1	4	4	16	14	15	80	78	76	3	4	5
Non-Economically Disadvantaged	116	2168	42466	100	98	100	564	572	578	3	2	2	6	8	7	85	82	75	5	9	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	248	4399	78546	96	97	97	514	528	543	31	22	15	22	21	18	43	48	52	4	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	132	2183	38645	99	97	98	519	531	545	26	20	13	19	20	18	51	51	54	5	9	15
Male	116	2209	39792	94	96	97	509	526	542	36	25	17	26	22	17	34	44	50	4	9	15
African American	13	289	4205	93	97	97	490	518	524	54	26	22	23	24	22	23	45	49	NA	4	7
Hispanic	181	2347	31177	98	97	97	509	516	524	33	27	22	24	24	23	40	44	48	3	4	7
Asian/Pacific Islander	NC	113	1940	NC	98	99	NC	560	580	NC	9	5	NC	13	9	NC	57	53	NC	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	38	1448	36450	90	97	97	535	550	563	21	13	7	16	16	12	53	54	57	11	18	23
Students with Disabilities	27	530	8093	77	84	82	472	480	489	74	58	50	19	24	24	7	18	23	NA	1	2
Students without Disabilities	221	3869	70453	99	99	100	519	534	549	25	17	11	23	21	17	47	52	56	5	10	16
Limited English Proficient Students	34	584	9323	94	95	94	475	483	491	74	56	47	18	25	28	9	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	119	2090	34694	98	96	96	502	516	524	38	28	23	25	25	23	34	43	48	3	5	7
Non-Economically Disadvantaged	129	2309	43852	95	98	99	525	539	559	24	17	10	19	17	13	50	52	56	6	13	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	255	4467	79045	99	98	98	488	501	512	21	14	10	31	31	25	46	51	58	2	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	2206	38860	99	98	98	502	509	519	11	9	7	28	28	22	58	57	62	4	6	8
Male	122	2254	40075	98	98	97	473	493	505	32	18	12	34	34	28	33	45	54	1	4	6
African American	14	295	4250	100	99	98	469	494	500	36	16	12	21	33	31	43	50	54	NA	1	3
Hispanic	185	2386	31314	100	98	98	484	488	493	22	18	16	35	36	34	42	45	48	2	2	2
Asian/Pacific Islander	NC	114	1949	NC	99	99	NC	523	536	NC	6	4	NC	19	15	NC	62	66	NC	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	40	1467	36730	95	98	98	505	521	532	18	7	4	23	22	16	55	60	68	5	11	12
Students with Disabilities	34	588	8552	97	93	87	440	455	463	68	43	35	21	37	40	12	19	23	NA	1	1
Students without Disabilities	221	3879	70493	99	99	100	495	507	517	14	9	7	33	30	24	51	56	62	3	5	8
Limited English Proficient Students	35	602	9355	97	98	95	445	450	456	43	44	37	54	44	48	3	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	122	2126	34922	100	98	96	475	489	493	27	17	15	37	36	34	35	44	48	1	3	3
Non-Economically Disadvantaged	133	2341	44123	98	99	99	500	511	527	15	10	6	26	26	18	56	57	66	4	7	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	247	4459	79657	96	98	99	570	569	566	2	2	3	8	8	8	90	89	87	0	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	2207	39120	98	98	99	587	582	580	NA	1	2	2	4	4	97	93	92	1	1	2
Male	116	2245	40423	94	98	98	552	557	553	3	4	5	14	12	12	83	84	83	NA	0	1
African American	13	296	4290	93	99	99	559	566	560	NA	4	4	NA	7	9	100	87	86	NA	1	1
Hispanic	179	2371	31642	97	98	99	570	561	552	2	3	5	8	10	11	90	87	84	1	0	0
Asian/Pacific Islander	NC	115	1948	NC	100	99	NC	588	589	NC	1	1	NC	4	3	NC	90	91	NC	4	4
American Indian/Alaskan Native	10	200	4760	100	100	97	NA	560	547	NA	3	5	NA	7	14	NA	91	81	NA	NA	0
White	38	1468	36929	90	98	99	568	582	579	3	1	2	11	5	5	87	92	91	NA	2	2
Students with Disabilities	25	583	9069	71	92	92	516	517	508	8	10	11	40	28	30	52	61	58	NA	1	1
Students without Disabilities	222	3876	70588	100	99	100	577	576	573	1	1	2	4	5	5	95	93	91	0	1	1
Limited English Proficient Students	34	594	9521	94	96	96	533	518	507	6	9	13	15	23	24	79	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	117	2116	35341	96	97	97	560	560	551	3	3	5	10	12	12	87	86	83	NA	0	0
Non-Economically Disadvantaged	130	2343	44316	96	99	100	579	577	578	1	2	2	5	5	5	93	92	90	1	1	2

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	258	4533	78400	97	96	97	542	545	554	24	26	21	20	21	19	50	44	47	6	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	150	2289	38686	100	97	98	547	544	554	17	24	20	21	22	20	56	45	49	5	8	12
Male	108	2240	39636	93	95	96	536	545	554	32	28	23	19	19	18	43	42	46	6	11	13
African American	16	339	4193	100	96	97	539	527	533	19	35	32	31	24	23	50	37	40	NA	5	5
Hispanic	157	2362	30732	96	95	97	534	531	534	28	33	31	18	24	24	50	39	40	3	5	5
Asian/Pacific Islander	NC	117	1827	NC	98	99	NC	584	594	NC	9	8	NC	17	12	NC	46	49	NC	27	31
American Indian/Alaskan Native	10	178	4536	100	98	95	NA	519	528	NA	41	35	NA	25	25	NA	30	37	NA	4	4
White	69	1534	37038	99	96	97	559	570	575	19	14	11	16	15	14	54	54	56	12	17	19
Students with Disabilities	25	520	7840	76	76	81	499	494	498	64	63	60	12	18	18	24	17	20	NA	1	2
Students without Disabilities	233	4013	70560	100	99	99	547	551	560	19	21	17	21	21	19	53	47	50	6	10	14
Limited English Proficient Students	20	533	8956	91	93	95	495	498	502	70	62	56	15	20	25	15	17	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	108	2056	33014	96	94	95	538	531	534	27	33	31	23	24	24	44	39	40	6	4	5
Non-Economically Disadvantaged	150	2477	45386	98	97	99	545	556	569	21	21	15	18	18	15	55	47	52	6	14	18

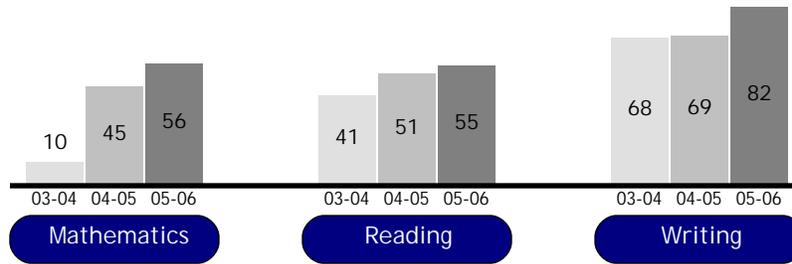
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	266	4640	79179	100	98	98	505	509	519	16	14	11	29	31	27	53	52	58	2	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	151	2327	38974	100	98	99	515	514	524	11	11	8	26	29	25	60	57	61	3	4	5
Male	115	2309	40124	99	98	97	493	504	513	22	16	13	33	33	28	44	48	54	1	3	4
African American	16	348	4243	100	98	98	506	499	506	19	20	14	13	31	32	69	45	51	NA	3	3
Hispanic	164	2414	30987	100	97	98	494	497	498	20	17	17	34	37	36	45	45	45	1	1	1
Asian/Pacific Islander	NC	118	1832	NC	99	99	NC	530	543	NC	4	4	NC	25	17	NC	62	69	NC	8	10
American Indian/Alaskan Native	10	182	4573	100	100	96	NA	494	494	NA	19	16	NA	38	41	NA	43	42	NA	NA	1
White	70	1574	37467	100	99	98	529	530	539	6	7	5	23	21	17	69	66	70	3	6	8
Students with Disabilities	33	626	8567	100	91	88	460	462	467	45	41	39	42	42	38	12	17	22	NA	0	1
Students without Disabilities	233	4014	70612	100	99	99	512	516	524	12	9	7	27	29	25	59	58	62	2	4	5
Limited English Proficient Students	21	546	9013	95	95	95	455	457	461	48	43	40	48	47	48	5	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	111	2108	33345	98	97	96	494	496	499	19	18	17	38	37	36	41	43	46	2	2	1
Non-Economically Disadvantaged	155	2532	45834	100	99	99	513	520	533	14	10	7	23	25	19	61	60	67	2	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	266	4654	79734	100	98	99	560	555	554	1	3	3	17	18	19	82	79	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	151	2341	39243	100	99	99	573	568	568	NA	2	2	7	11	12	92	87	85	1	0	1
Male	115	2309	40413	99	98	98	544	542	541	2	3	4	29	25	26	70	72	70	NA	0	0
African American	16	350	4285	100	99	99	570	544	548	NA	6	3	6	19	22	94	75	74	NA	0	0
Hispanic	164	2433	31254	100	98	99	556	547	539	1	3	5	21	22	25	78	75	70	1	0	0
Asian/Pacific Islander	NC	118	1837	NC	99	99	NC	580	579	NC	NA	1	NC	8	9	NC	91	87	NC	1	2
American Indian/Alaskan Native	10	181	4613	100	100	97	NA	538	535	NA	5	4	NA	24	29	NA	70	67	NA	1	0
White	70	1568	37668	100	98	99	565	571	569	1	1	1	13	11	13	86	88	85	NA	0	1
Students with Disabilities	33	627	8943	100	91	92	519	499	495	3	10	11	52	49	51	45	40	38	NA	1	1
Students without Disabilities	233	4027	70791	100	100	100	566	563	561	0	1	2	12	13	15	88	85	83	0	0	0
Limited English Proficient Students	21	551	9138	95	96	97	516	492	492	5	13	13	38	45	46	57	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	111	2117	33718	98	97	97	556	545	538	NA	4	5	22	23	26	78	73	69	NA	0	0
Non-Economically Disadvantaged	155	2537	46016	100	100	100	563	564	567	1	2	2	13	14	14	85	84	84	1	0	1

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

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

8th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	96	41	NA	56	100	39	44	51	98	44	46	56
	Language	96	35	38	48	100	36	41	47	100	35	41	50
	Mathematics	97	47	52	66	100	37	44	52	98	44	44	58
7	Reading	97	42	NA	54	100	42	44	50	100	37	44	54
	Language	99	43	48	58	100	45	48	52	96	46	50	58
	Mathematics	100	39	49	62	100	40	44	50	97	37	44	54
8	Reading	99	47	NA	55	100	41	46	51	100	48	50	58
	Language	99	43	41	52	100	41	47	50	100	46	50	56
	Mathematics	99	43	50	61	100	40	48	53	97	46	50	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety Issues
- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Promotion/Retention Issues
- Ü Approve School Accountability Plan
- Ü Approve Tax Credit Expenditures

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	58.00
Other Professional Staff	4.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	4	1	0
4 to 6 years	5	1	0	0
7 to 9 years	2	5	0	0
10 or more years	7	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	173
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	11%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- Ü Interscholastic Sports Program
- Ü MESA(Math, Engineering, Science Academy)
- Ü Musical Theater
- Ü After-School Academy
- Ü GEAR UP
- Ü Law Club
- Ü MECHA
- Ü Debate Club

Social Services

- Ü Counseling services
- Ü Clothing bank
- Ü Health services
- Ü Counselor-led groups
- Ü Breakfast/Lunch program
- Ü Afterschool tutoring
- Ü School Resource Officer
- Ü Afterschool clubs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Mansfeld Middle School prides itself in having a full array of Fine Arts classes, that include: Performing Arts, Band/Orchestra, Musical Theater, Guitar, Chorus, and Art.

- ü In 2004, Mansfeld Middle School's Citizen Project Team wrote and presented the Arizona Anti-Bullying Bill (HB2514) to Governor Janet Napolitano who signed it into law.

- ü Mansfeld Middle School works in conjunction with the University of Arizona in providing Mansfeld students additional tutoring in Reading and Math through Word Cats and Math Cats.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Full compliance with TUSD Guidelines for Student Rights and Responsibilities, school wide student accountability program, closed campus, monitoring outside visitors, well established emergency procedures, counselors and outside programs assist provide support to students, Alternative Education program on campus, positive student involvement with SRO through the GREAT Program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

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	Elizabeth M. Rivera	(520) 225-1800
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Welcome Center	(520) 225-6400
School Nutrition Programs	Pamela Palmo	(520) 225-4700
Parent Organization	Sandy Liska	(520) 225-1800
Student Health/Nurse	Heather Teil	(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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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