

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Mission Manor Elementary School

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

Sunnyside Unified District
600 W. Santa Rosa, Tucson, AZ 85706-5210

Principal: Mr. Herbert Springs

Schedule: 7:00 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: Unpublished or Unavailable

Grades: K-5

2002 Enrollment: 670

Phone: (520) 545-3500

Fax: (520) 545-3516

∨ School Overview ∨

Mission

Ensure that all students served by the school learn the skills, knowledge, behaviors and attitudes necessary for productive living in a changing democratic, multicultural society.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Team Teaching
- w Multiage Classrooms

Instructional Programs

- w Full-day Kindergarten
- w TLA/SEI
- w On-site Special Education
- w Title I/Reading Recovery
- w Fine Arts
- w In-school Tutoring
- w Afterschool Tutoring
- w ESL

School/Academic Goals

- w Mission Manor's goal is to provide an educational environment which is purposeful, challenging & will ensure success for each student. Each child will develop the necessary academic & social skills to prepare him/her for his/her educational pursuits.
- w Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide-range of texts including fiction, nonfiction, classic and contemporary works.
- w Students effectively use written language for a variety of purposes and with a variety of audiences.
- w Students develop number sense, and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems and to determine the reasonableness of results.

Enrollment

October 1, 2001 School Year Student Enrollment:	735
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	0

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Goal Setting
- w Shared Decision Making
- w Implement Site Improvement Plan
- w Instructional Strategies
- w School Safety Issues
- w Parent/Educator Relations

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	6.00	Teacher Aide	19.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	1	0
4 to 6 years	6	0	0	0
7 to 9 years	4	1	0	0
10 or more years	7	13	1	0

∨ **Shared Responsibilities** ∨

School

Be a success-oriented school so students are academically prepared; take advantage of choices in a changing society and have a passion for learning; students will see themselves as lifelong learners--contributing, caring citizens; provide a safe, disciplined, productive environment where everyone is learning to value the purpose and process of education. Be a school where everyone works toward quality education for all students.

Parents

Parents must provide their children with the health-care immunizations required by law. Parents should ensure that children are at their bus stop at the appointed time; attend school daily and complete homework assignments. Proper shelter, clothing and nourishment should be provided. Parent participation through volunteering in classrooms and attending parent-teacher conferences is important.

∨ **Transportation Policy** ∨

According to Board Policy #E280, transportation is provided to special education students who require transportation, K-8 students living beyond a one-mile radius and 9-12 students living beyond one and one-half miles. Our borders are from Valencia and I-19 north to Drexel; east to 9th Avenue; south to Bilby; east to 6th Avenue; south to Hatfield; west to 12th Avenue; south to Valencia and west to I-19.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/16/02	1/8/03	3/19/03	5/23/03
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Additional Calendar/Report Card Information

Mid-quarter progress reports are also sent home to parents.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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

Special Facilities

W Computer Lab	W Media Lab
W Athletic Facilities	W Library Lab

Extracurricular Activities

W Student Council	W Graffiti Busters
W Folklórico Club/Mariacha	W Rocket Club
W Chorus	W Intramurals/Athletics
W Literacy Club	W Conflict Managers

School/Community Resources

W Parental/Parenting Assistance	W Adult Education
W Counseling Services	W Literacy Classes
W Afterschool Program	W Recreational Activities
W Health Services	W Prevention/SRO

∨ Indicators of Success ∨

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

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>W Ranked in the top 5% of the elementary schools in the district on the Stanford 9 Achievement Test.</p> | <p>W School attendance rate is continuously in the 94% range.</p> |
| <p>W Ranked in the top 3% of the elementary schools in the district on the Aprenda Achievement Test.</p> | <p>W Eighty-five percent of all students are showing mastery in the district SIMS.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	22.6 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.1 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.9 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

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

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

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

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

∨ School Honors ∨

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

Award/Honor	Year
Folklorico Club - Citywide Recognition	1993
Crystal Apple Outstanding Elem. Counselor	1995
Graffiti Busters - Presidential Award	1995
Tucson Good Neighborhood Site Award	2001

∨ Academic Achievement Indicators ∨

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

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	93	510	10%	26%	52%	13%
	School State	58840	524	9%	17%	45%	29%
Writing	School	84	530	8%	24%	61%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	95	510	8%	29%	42%	20%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	71	490	46%	20%	27%	7%
	State	61305	505	21%	20%	43%	15%
Writing	School	71	489	23%	42%	27%	8%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	73	472	29%	37%	10%	25%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

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

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

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

∨ Mathematics Education and AIMS ∨

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

∨ Academic Achievement Indicators ∨

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

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	55	39	60	--	--	--
2	Reading	--	--	--	100	49	50	77	31	52	56	42	53	38	36	57
	Language	--	--	--	100	34	40	100	26	43	63	54	44	40	28	48
	Mathematics	--	--	--	100	50	51	90	41	55	62	51	57	39	40	61
3	Reading	68	32	47	100	31	47	60	36	48	69	27	50	81	35	50
	Language	69	33	49	100	37	51	67	49	54	70	47	56	82	47	57
	Mathematics	67	35	46	100	38	49	63	55	52	68	43	54	76	51	56
4	Reading	55	36	53	100	28	54	62	38	54	48	41	55	74	30	55
	Language	58	34	47	100	32	49	63	43	48	48	39	50	73	32	50
	Mathematics	58	29	51	100	36	54	65	43	55	49	45	57	69	37	58
5	Reading	81	30	51	100	31	51	81	26	51	82	27	51	77	25	53
	Language	80	26	42	100	31	44	84	28	45	83	31	45	76	23	47
	Mathematics	80	27	51	100	30	54	93	36	55	82	32	57	75	33	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	59	56
Grades 3-4	85	72
Grades 4-5	52	48
Grades 5-6	***	***

*Less than 10 students matched
**No information available
***Not applicable

∨ School Safety ∨

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

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

Mission Manor continues to create and implement programs and procedures to involve all students and parents in the education of a safe and orderly learning environment. These expectations and interventions are communicated to all students, parents, community and staff. The Prevention Specialist, Counselor and Principal all work together to create student positive behaviors, self-esteem, peacebuilding, caring and family-unity weeks; model respect, tolerance, and acceptance at all grades.

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).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

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

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,427	\$1,722,591
Classroom Supplies	\$39	\$27,681
Administration	\$376	\$266,796
Support Services-Students	\$310	\$219,699
Other Support Services and Operations	\$893	\$633,588
Total Expenditures- All Categories 2000-2001	\$4,044	\$2,870,355

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

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

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

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

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Herbert Springs	(520) 545-3500	
Transportation Policy	John Smead	(520) 545-2113	
Community Resources	Kirk Perrini	(520) 545-2322	
School Nutrition Programs	Katie Posey	(520) 545-3500	
Parent Organization	Norma Provencio	(520) 545-3500	
Student Health/Nurse	Jodi Armour	(520) 545-3500	

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.

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