

APPENDIX V – 252

STUDENT SERVICES SPECIALISTS 2016-2017SY

AFRICAN AMERICAN STUDENT SERVICES DEPARTMENT

| Name | Assigned Site |
|-------------------------|--------------------------------|
| Albritton, Teresia | Erickson/Wheeler/Dietz |
| Brown, Eric | Mansfeld/Safford/Project MORE |
| Brown, George | Catalina/Cholla |
| Buckner, Elaine | Cragin/Ford/Bloom |
| Cassidy, Evelyn | Holladay/Myers/Borman |
| DeSouza, Nicole (Nikki) | Magee/Gridley |
| Gile, Amy | Rincon/Roberts-Naylor/Sabino |
| Grigsby, Destiny | Booth-Fickett/Steele |
| Jackson, Debra | TMHS/Roskruge |
| Langford, Richard | Palo Verde/Sahuaro |
| McGlory, Marilyn | Doolen/Whitmore |
| Ndoumba, Alain | Catalina/Rincon/Roberts-Naylor |
| Warrior, Miles | Blenman/Wright/Tully |
| Wilson, Barry | Secrist/Santa Rita |
| Worthy, Debbie | Utterback/Vail |

ASIAN PACIFIC AMERICAN STUDENT SERVICES & REFUGEE SERVICES

| Name | Assigned Site* |
|--------------------|--|
| Dinh, Bac | Tucson and APIs @ Cholla, Sabino & Sabino |
| Farah Goje, Ayan | Rincon and Catalina |
| Gajmer, Hem | Rincon and University |
| Hussein, Amina | Myers-Ganoung and Naylor |
| Lee, Yoon | Sahuaro, Catalina, & TKAP schools |
| Muhunga, Leonard | Dietz & Secrist |
| Ndabibonye, Desire | Rincon and Palo Verde |
| Sahyouni, Lydia | Catalina, Rincon and Palo Verde |
| Sarah, Wadiyah | Naylor, Dietz and Secrist |
| Subedi, Narapati | Catalina & Agave (and APIs at middle schools) |

*Sites subject to change due to district needs and online requests

MEXICAN AMERICAN STUDENT SERVICES DEPARTMENT

| Name | Assigned Site |
|------------------|------------------------------------|
| Calza, Dominique | Roskruge/Catalina/THMS |
| Cortez, Imelda | Dietz/Gridley/Booth-Fickett |
| Cuellar, Anita | Mansfeld/Ochoa/Mission View |
| De La Torre, JC | Hollinger/Roberts-Naylor/Utterback |
| Demaree, Brian | Holladay/Pistor/Doolen |
| Felix, Anne | Sabino/Santa Rita/Sahuaro |
| Goebel, Angelica | Valencia/Cholla/Pueblo |

| MEXICAN AMERICAN STUDENT SERVICES DEPARTMENT Cont. | |
|---|------------------------------------|
| Name | Assigned Site |
| Leyva, Itzayana | LynnUrquides/Robison/Cavett |
| Littleton, Annkatri | Erickson/Secrist/Dunham |
| Munoz, Angelica | Grijalva/Miller/Tully |
| Nelson, Yvonne | Manzo/Myers-Ganoung/Maxwell |
| Robinson, Rashad | Rincon/PaloVerde/UHS |
| Solis, Bianca | PuebloGardens/Tolson/Safford |
| NATIVE AMERICAN STUDENT SERVICES DEPARTMENT | |
| Name | Assigned Site |
| Flores, Priscilla | Lawrence |
| Gartner, Sharon | Miller |
| Gaxiola, Olivia | Warren/White |
| Howard, Stephanie | McCorkle |
| Jose, Jolene | Doolen/Mansfeld |
| Joyner, Robert | Maldonado/RobertsNaylor |
| Kunnie, Kim | Valencia |
| Lane, Margarita | Oyama/Vesey |
| Lombardi, Vincent | Hollinger |
| Macias, Stephanie | Pistor |
| Martinez, Feliciano | Roskruge |
| McGraw, Dwight | Booth-Fickett |
| MendozaSalazar, Amalia | Pueblo |
| Mesquita, Juanita | Cholla |
| Pendergrass, Ronald | Tucson |
| Pitt, Tracy | Grijalva |
| Riggs, Adriana | Catalina/THMS |
| Rodriguez, Robert | Safford |
| Shactor, Mitchell | PaloVerde/Rincon/Sahuaro/SantaRita |
| Troy, Andrea | Johnson |
| DROP OUT PREVENTION SERVICES DEPARTMENT | |
| Name | Assigned Site |
| Brown, Rhonda | Palo Verde/Sabino |
| Coleman, Harold | Sahuaro |
| Gonzales, Lisa | THMS |
| Hauser, Terry | Cholla/TAP |
| Johnston, Dorie | MS/On-line requests for service |
| Lazur, Jerry | Rincon/UHS |
| Neal, Kris | THMS |
| Ross, Art | Santa Rita/Valencia/Secrist |
| TBA | Catalina |
| Valenzuela, Claudia | Pueblo |
| Brown, Rhonda | Palo Verde |
| Coleman, Harold | Sahuaro |
| Gonzales, Lisa | THMS |
| Hauser, Terry | Cholla/TAP |

METAS DEL DEPARTAMENTO

- ◆ Trabajar para eliminar la falta de oportunidades para estudiantes Mexicano-Americanos y Latinos.
- ◆ Ofrecer servicios de tutoría en matemáticas y lectura en los grados K-12.
- ◆ Proveer apoyo académico a los estudiantes en los salones de clases en 30 escuelas de TUSD.
- ◆ Implementar asesorías individuales o en grupo, y programas que permitan incrementar la asistencia, el mejoramiento académico, y la graduación de los estudiantes latinos.
- ◆ Mantener contacto con organizaciones, Colegios, y Universidades que ofrezcan asesorías, tutoría, y servicios a la comunidad para familias de TUSD.



- ◆ Incrementar el logro y desarrollo académico de estudiantes Mexicano-Americanos y latinos para ir a la Universidad.
- ◆ Implementar programas de asesorías y tutoría que permitan alcanzar las metas académicas de los estudiantes.
- ◆ Colaborar con organizaciones de la comunidad, Colegios y Universidades para incrementar las oportunidades educativas.

PERSONAL

Especialistas del Éxito Estudiantil

| | |
|-----------------|-------------------------|
| Dominque Calza | Imelda Cortez |
| Anita Cuellar | Juan Carlos De La Torre |
| Brian Demaree | Anne Felix |
| Angelica Goebel | Annkatri Littleton |
| Itzayana Leyva | Angélica Muñoz |
| Yvonne Nelson | Rashad Robinson |
| Bianca Solís | Jessica Martinez |

Asistente Administrativo

Marisela Dominguez

Directora

María Federico Brummer

Email: maria.federicobrummer@tusdl.org

Departamento de Servicios Para Estudiantes Mexicano-Americanos

101 W. 44th Street Tucson, AZ 85713

(520) 225-3880 Office

(520) 225-3882FAX

Sitio en Internet: www.tusdl.org/massd

DISTRITO ESCOLAR UNIFICADO DE TUCSON

Interim Superintendente

Dr. Gabriel Trujillo

TUCSON UNIFIED
SCHOOL DISTRICT

TUCSON UNIFIED
SCHOOL DISTRICT

Mexican American
Student Services



Servicios para Estudiantes Mexicano-Americanos

Un departamento con orientación de servicio a estudiantes de TUSD, para monitorear su progreso hacia el éxito

Misión

El personal del Departamento de Servicios para Estudiantes Mexicano-Americanos, promueve el logro académico y bienestar social de los estudiantes. Esto se logra mediante la colaboración con las escuelas y familias de TUSD, proporcionando servicios directos y auxiliares, tales como tutoría y asesorías.



Servicios a Estudiantes

- ♦ Apoyar a los estudiantes en las audiencias y los debidos procesos disciplinarios.
- ♦ Verificar el progreso académico y de asistencia de los estudiantes.
- ♦ Colaborar con las escuelas para brindar sesiones informativas trimestrales y reuniones para padres de familia de TUSD.
- ♦ Realizar visitas a los hogares.
- ♦ Recursos para proveer información de servicios a la comunidad para familias de TUSD.
- ♦ Facilitar el acceso de información de servicios escolares, organizaciones comunitarias y programas de asesorías.
- ♦ Organizar eventos de reconocimiento a estudiantes por su excelencia académica, asistencia perfecta, servicio a la comuni-

Eventos

- ♦ Mes de la Herencia Hispana/ Herencia Mexicana-Americana
- ♦ Programa de reconocimiento a los estudiantes.
- ♦ Conferencia de Jóvenes Líderes – Patrocinada por LULAC (Liga Unida de Ciudadanos Latinoamericanos)
- ♦ Conferencia para Jóvenes -César E. Chávez.
- ♦ Conferencia de Liderazgo “Adelante”

Servicios ofrecidos en

Escuelas Primarias

| | |
|---------------|--------------|
| Ochoa | Mission View |
| Robison | Holladay |
| Lynn Urquides | Tolson |
| Maldonado | Grijalva |
| Myers/Ganoung | Tully |
| Manzo | Dunham |
| Cavett | Miller |
| Erickson | Blenman |

Escuelas K-8

| | |
|----------------|----------------|
| Booth-Fickett | Hollinger |
| Roberts-Naylor | Maxwell |
| Dietz | Roskruge |
| Safford | Pueblo Gardens |

Escuelas Intermedias

| | |
|----------|-----------|
| Valencia | Utterback |
| Pistor | Secrist |
| Doolen | Gridley |
| Mansfeld | |

Escuelas Secundarias

| | |
|------------|----------|
| Palo Verde | Sabino |
| Santa Rita | Sahuaro |
| Rincon | Tucson |
| Cholla | Pueblo |
| University | Catalina |

Departamento de Servicios para Estudiantes Mexicano Americanos

DEPARTMENT GOALS

- ◆ Work to eliminate the opportunity gap for Mexican American/Latino students.
- ◆ Offer K-12 mathematics and reading tutoring services.
- ◆ Provide in-class support for students in over 30 TUSD school sites.
- ◆ Establish mentoring and advocacy programs to increase Latino students' attendance, academic performance and graduation rates.
- ◆ Engage with community organizations and college partnerships to offer mentoring, tutoring and community services to TUSD families.



- ◆ Increase Mexican American/Latino students' academic achievement for college preparation.
- ◆ Implement mentoring and tutoring programs to meet students' academic and social goals.
- ◆ Collaborate with community organizations and colleges to increase educational opportunities.

STAFF

Student Success Specialists

| | |
|-----------------|-------------------------|
| Dominique Calza | Imelda Cortez |
| Anita Cuellar | Juan Carlos De La Torre |
| Brian Demaree | Anne Felix |
| Angelica Goebel | Annkatri Littleton |
| Itzayana Leyva | Angelica Muñoz |
| Yvonne Nelson | Rashad Robinson |
| Bianca Solis | Jessica Martinez |

Administrative Assistant

Marisela Dominguez

Director

María Federico Brummer

Email: maria.federicobrummer@tusdl.org

Mexican American Student Services Department

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TUCSON UNIFIED SCHOOL DISTRICT

Interim Superintendent

Dr. Gabriel Trujillo

TUCSON UNIFIED
SCHOOL DISTRICT

TUCSON UNIFIED
SCHOOL DISTRICT

Mexican American
Student Services



***A service-oriented
department serving TUSD
students and monitoring their
progress for success***

Mission Statement

As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.



Student Services

- ◆ Advocate for students' disciplinary due process hearings
- ◆ Track students' progress in academics and attendance
- ◆ Collaborate with sites for Parent Quarterly Information sessions and parent/family meetings
- ◆ Conduct home visits
- ◆ Foster community resource connections for TUSD families.
- ◆ Facilitate students' access to school services, community organizations, and mentoring programs
- ◆ Organize student recognitions for excellence in academics, attendance, community service, fine arts, and athletics.

Events

- ◆ Hispanic/Mexican American Heritage Month
- ◆ Parent University
- ◆ Student Recognition program
- ◆ Youth Leadership Conference sponsored by LULAC (League of Untied Latin American Citizens)
- ◆ César E. Chávez Youth Leadership Conference
- ◆ Adelante Leadership Conference

Sites Served

Elementary Schools

| | |
|---------------|--------------|
| Ochoa | Mission View |
| Robison | Holladay |
| Lynn Urquides | Tolson |
| Maldonado | Grijalva |
| Myers/Ganoung | Tully |
| Manzo | Dunham |
| Cavett | Miller |
| Erickson | Blenman |

K-8 Schools

| | |
|----------------|----------------|
| Booth-Fickett | Hollinger |
| Roberts-Naylor | Maxwell |
| Dietz | Roskruge |
| Safford | Pueblo Gardens |

Middle Schools

| | |
|----------|-----------|
| Valencia | Utterback |
| Pistor | Secrist |
| Doolen | Gridley |
| Mansfeld | |

High Schools

| | |
|------------|----------|
| Palo Verde | Sabino |
| Santa Rita | Sahuaro |
| Rincon | Tucson |
| Cholla | Pueblo |
| University | Catalina |

Mexican American Student Services Department

TUCSON UNIFIED SCHOOL DISTRICT

Free Saturday math Help is available! Sponsored by Mexican American student Services, this math support is offered to students in third grade, middle school and high school.

Locations

Pueblo Magnet High School **Palo Verde High School**
3500 S. 12th Ave. 85713 1302 S. Avenida Vega 85710

To register online please go to: www.tusd1.org/massd



| |
|---|
| Dates for Saturday Math Tutoring 10:00am – 1:00pm |
| March 4, 11 |
| April 1, 8, 22, 29 |
| May 6, 13 |



TUCSON UNIFIED SCHOOL DISTRICT

¡Ayuda gratis en matemáticas disponible los sábados! Auspiciado por los Servicios para estudiantes Mexicano Americanos, este apoyo se ofrece a los estudiantes de tercer grado, escuela intermedia y escuela secundaria.

Ubicaciones

Pueblo Magnet High School **Palo Verde High School**
3500 S. 12th Ave. 85713 1302 S. Avenida Vega 85710

Para inscribirse en línea, por favor diríjase a: www.tusd1.org/massd



| |
|---|
| Fechas de Clases Particulares de Matemáticas los sábados 10:00am – 1:00pm |
| 4, 11 de marzo |
| 1, 8, 22, 29 de abril |
| 6, 13 de mayo |



IMPACT

TUCSON

Bullying · Behavior · Bravery

Saturday, April 8 • 8 am to 2:30 pm
Palo Verde High Magnet School

Register Now! TucsonUnified.org/IMPACT



Guest Speaker

Dr. Macheo Payne

Assistant Professor of Social Work
California State University East Bay, and
Senior Director of Equity and
Educational Initiatives at Lincoln

Light Breakfast
& Lunch

Free Haircuts
& Styles for Kids

Resource Fair &
Enrollment Bus

Workshops for
Parents and Students

Free Child Care Provided
Reserve Space Online Now

TUCSON UNIFIED
SCHOOL DISTRICT



Tucson Unified
Family Resource Center



DUNBAR BARBER ACADEMY



PIMA COUNTY
HEALTH DEPARTMENT

Senior Portfolio

1. Name
2. Mailing Address (and home address if different)
3. Email Address
4. Cell phone number
5. Information about your father (Name, Employer, Position)
6. Information about your mother (Name, Employer, Position)
7. Information about your step-parent(s), if applicable (Name, Employer, Position)
8. Names and ages of brothers and/or sisters. Who you live with
9. College(s) your father attended. Did he graduate?
10. College(s) your mother attended. Did she graduate?
11. All high schools you've attended, including dates
12. Any college courses you have taken, dates taken, and grades received

The Following items should be updated and/or added

13. Senior Class Schedule
14. Cumulative weighted GPA
15. All standardized test scores and dates taken (PSAT, SAT, SAT Subject Tests, ACT, AP)
16. Are you an AP Scholar? Scholar with Honor? Scholar with Distinction?
17. How many AP classes will you have taken when you graduate?
18. Your career goals
19. Where you have traveled, dates, and what you did
20. Your hobbies (interests you have pursued outside of school for longer than a year)
21. Student activities or sports you are/were involved in
22. Offices you have been elected to or held in student government/clubs/activities. Athletics information (sport, position, specialty)
23. Information (sport, position, specialty)
24. Performing Arts Information (dance/vocal/instrumental, instrument played, compositions, choreography works, accompanying music, sample pieces, etc.)
25. Special awards/recognition for academics/extracurricular/other achievements you received in high school
26. Community service work you have done (Describe in detail.)
27. Positions of responsibility (paid/volunteer) outside of school
28. What you did the summer before this school year (Be specific.)
29. Writing Samples (Respond to all of the following: a.) through g.)
 - a) An essay, prose, poem, literary criticism, song, etc. you've already written.
 - b) Three more adjectives or sentences that best describe you.
 - c) How your friends/teachers would describe you.
 - d) What you love to do so much you lose track of time and why.
 - e) What you visualize yourself doing in the future.
 - f) A person or experience that caused your view of the world to change.
 - g) Personal Manifesto - your philosophy of life, goals, dreams, motto that guides you, etc.

The following items are the heart and soul of your Senior Portfolio. Please give them your best thought and effort:

(The following is a direct quote from the Common Application website).
INSTRUCTIONS: The essay demonstrates your ability to write clearly and concisely on a selected topic and helps you distinguish yourself in your own voice. What do you want the readers of your application to know about you apart from courses, grades, and test scores?

Choose the option that best helps you answer that question and write an essay of no more than 650 words, using the prompt to inspire and structure your response. Remember: 650 words is your limit, not your goal. Use the full range if you need it, but don't feel obligated to do so. (The application won't accept a response shorter than 250 words).

College Application Essays-Complete 2

- A. Some students have a background, identity, interest or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- B. The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?
- C. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
- D. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma-anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
- E. Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

Letters of Recommendation

- 30. For Parent(s) and/or Guardian(s): If you were to write your own son or daughter's letter of recommendation for college, what would it say? What academic, athletic, personal, etc. information do you believe would best highlight your child's qualities and accomplishments?
- 31. Letters of Recommendation from two of your friends.
- 32. A copy of each letter you wrote this year for other seniors' portfolios.



LO QUE SIGNIFICA AZMERIT PARA SU HIJO/A

AzMERIT es como una revisión anual – una importante oportunidad para determinar cómo van sus hijos en la escuela. Justo como los doctores revisan la estatura y el peso de sus hijos, los maestros y los padres de familia usan la prueba para revisar cómo van los estudiantes en inglés y matemáticas.



Sepa Si Su Hijo/a Va en Camino al Éxito

Aunque pasar por pruebas nunca es divertido, las evaluaciones pueden ser herramientas efectivas para apoyar el aprendizaje de su hijo/a. Con AzMERIT, usted sabrá si su hijo/a va en camino a tener éxito en el siguiente grado y a la larga en el colegio, la universidad o su carrera profesional. Como padre o madre, usted tendrá la información que necesita para asegurar que su hijo/a esté progresando y no se esté atrasando.

Lo Que Significan Los Resultados de la Prueba

Mientras que los resultados de la prueba proveen una perspectiva sobre el progreso de los estudiantes, estos no representan el panorama completo. Durante el año escolar hay muchas maneras en las que los maestros evalúan el progreso estudiantil, incluyendo trabajos en el salón de clase, tareas, exámenes, proyectos y observaciones de maestros y consejeros sobre el crecimiento de sus hijos. Los resultados de la prueba AzMERIT deben ser utilizados en conjunto con toda esta información para asegurar que su hijo/a está en camino a ser exitoso/a.

Cosas Importantes que los Padres de Familia Deben Saber

- + Los estudiantes de Arizona del 3er grado a high school toman la prueba AzMERIT en lectura, escritura y matemáticas cada primavera. Para los estudiantes de high school, se da al final de sus cursos de inglés y matemáticas, en forma similar a un examen final.
- + Los distritos escolares y las escuelas incorporadas pueden elegir administrar la prueba AzMERIT ya sea usando papel y lápiz o por medio de computadora. Las preguntas son adaptables a ambos formatos, así que su hijo/a pasará por una experiencia similar sin importar cómo sea administrada.
- + Pasar AzMERIT no es un requerimiento de graduación para los estudiantes de high school. Las calificaciones no son incorporadas a las calificaciones del curso; sin embargo, pueden serlo en el futuro.
- + Los padres de familia recibirán una tarjeta de calificaciones que proveerá información sobre el desempeño de su hijo/a y aquellas habilidades específicas en las que ustedes y su maestro/a pueden trabajar durante el verano y el año siguiente.
- + Todos los elementos de la prueba son revisados y aprobados por educadores de Arizona. Esto incluye la confirmación de la tabla de respuestas y los rubros de puntuación.
- + La prueba AIMS en Ciencias continuará siendo administrada a los estudiantes en 4° y 8° grado, así como en high school.
- + Los datos de la prueba de su hijo/a están protegidos por varias leyes estatales y federales. Los datos personales de los estudiantes nunca han sido, y nunca serán, compartidos con el gobierno federal.

¿Qué es AzMERIT?

La prueba AzMERIT reemplazó a la prueba AIMS en lectura, escritura, y matemáticas para los estudiantes de Arizona del 3er grado a high school. La prueba AzMERIT está mejor alineada con lo que su hijo/a está aprendiendo en el salón de clases. Va más allá de preguntas con varias opciones para medir el aprendizaje real, enfocándose en la evaluación de las habilidades del pensamiento crítico y de resolución de problemas.

Consejos para Ayudar a Su Hijo/a

Establezca metas compartidas con el/la maestro/a de su hijo/a con respecto a lo que su hijo/a necesita saber y poder hacer durante este año escolar.

Comuníquese regularmente con el/la maestro/a de su hijo/a para hablar sobre su progreso.

Ayude a que su hijo/a continúe aprendiendo en su hogar con actividades divertidas que ustedes puedan hacer juntos/as.

Hable con su hijo/a sobre la prueba AzMERIT y otras pruebas. Sus conversaciones pueden ayudar a que su hijo/a no tenga miedo ni sienta ansiedad cuando tome las pruebas.

Si las calificaciones de la prueba se ven más bajas de aquello a lo que usted esté acostumbrado/a, hable con el/la maestro/a de su hijo/a y trabajen juntos/as para determinar un plan para ayudar a su hijo/a a mejorar.

Descargue Gratis Recursos para los Padres de Familia en ArizonaAimsHigher.org.

WHAT AZMERIT MEANS FOR YOUR CHILD

AzMERIT is like an annual checkup – an important opportunity to find out how your child is doing in school. Just as doctors check height and weight, teachers and parents use the test to check how students are doing in English and math.

Know if Your Child is on Track to Succeed

Although testing is never fun, assessments can be effective tools to support your child's learning. With AzMERIT, you will know if your child is on track to succeed in the next grade and ultimately in college or career. As a parent, you will have the information you need to make sure your child is making progress and is not falling behind.

What the Test Results Mean

While test results can provide insights into a student's progress, AzMERIT scores don't paint a complete picture. Throughout the school year, there are many ways teachers assess how students are doing in their classroom, including classwork, homework, quizzes, projects, and teacher and counselor observations about your child's growth. The results from AzMERIT should be used along with all of this information to ensure your child is on track to succeed.

Important Things Parents Need to Know

- + Arizona students in 3rd grade through high school take the AzMERIT test in reading, writing and math each spring. For high school students, the test is given at the end of their English and math courses, similar to a final exam.
- + School districts and charter schools can choose to administer AzMERIT via pencil/paper or on a computer. The questions are adaptable to either format, so your child will get a similar experience no matter how the test is administered.
- + Passing AzMERIT is not a graduation requirement for high school students. Scores are not incorporated into course grades; however, they may be in the future.
- + Parents will receive a score report that provides information on your child's performance and specific skills that you and his/her teacher can work on at home and in the classroom.
- + All of the test items are reviewed and approved by Arizona educators, which includes confirming the answer key and scoring rubrics.
- + The AIMS Science test will still be administered to students in 4th and 8th grade and in high school.
- + Your child's test data is protected by a number of state and federal laws. Personal student data has never been, and never will be, shared with the federal government.



What is AzMERIT?

AzMERIT replaced the AIMS test in reading, writing and math for Arizona students in grades 3 through high school.

AzMERIT is better aligned with what your child is learning in the classroom. It goes beyond multiple choice questions to measure real learning, with a focus on assessing critical-thinking and problem-solving skills.

Tips to Help Your Child

Set shared goals with your child's teacher for what your child needs to know and be able to do during this school year.

Check in with your child's teacher regularly on your child's progress.

Help your child continue learning at home with fun activities you can do together.

Talk with your child about AzMERIT and other tests. Your conversations can help reduce your child's fear or anxiety when taking tests.

If test scores look lower than you are used to, talk to your child's teacher and work together to determine a plan to help your child improve.

**"La union
hace la
fuerza"**

#CHAVEZAZ

17TH ANNUAL MARCH

MARCHA ANUAL EN HONOR A CÉSAR E. CHÁVEZ

Saturday April 1, 2017/ sabado 1º de abril

❖ 9:00 AM- 2:00 PM ❖

**Pueblo High School to Rudy Garcia Park (Rodeo Park)
Meet at Pueblo High School, east on Veterans,
and south on South 6th Ave. to Rudy Garcia Park**



RALLY, MUSIC AND SPEAKERS HELD AT THE PARK!

**For more information find the Arizona César E. Chávez Holiday Coalition
on FACEBOOK or at www.ChavezAZ.com**