ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile[1]:

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

Carson Junior High School

Mesa Unified District
525 N. Westwood, Mesa, AZ 85201-5596

Principal: Mr. Robert M. Crispin
Schedule: 7:30 AM to 4:00 PM
Web Address: www.mpsaz.org/main2/schools/junior.html
E-mail: rmcrispi@mpsaz.org

Grades: 7-9
2002 Enrollment: 1302
Phone: (480) 472-2900
Fax: (480) 472-2899

School Overview

Mission

Our focus is to encourage, motivate and challenge all students in a safe environment to develop their full potential academically, socially, physically and emotionally. We believe that all students will learn if we set high standards for growth and effectively support their efforts. We seek to academically prepare our students, to develop a work ethic, and to instill positive attitudes that will enhance student opportunities to maximize their potential.

Organization and Philosophy

- Traditional
- Multiage Classrooms
- Team Teaching
- Departmentalized Classrooms

Instructional Programs

- Alternative Education
- ESL
- Honors Classes
- Gifted
- On-site Special Education
- AVID
- Native American Education
- Service Learning

School/Academic Goals

- Students will use writing skills to communicate clearly and effectively.
- Students will accept and be responsible for their academic and social development.
- Students will demonstrate success in mastering the basic standards established by the Department of Education via schoolwide instructional efforts.
- Students, utilizing technology and acquired skills, will improve standardized test scores in reading, writing and mathematics.

Enrollment

October 1, 2001 School Year Student Enrollment:	1316
Accepting New Students in 2002-03 Under Open Enrollment Law[2]:	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	74

[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.

NDS = No Data Submitted NR = No Response NA = Not Applicable ISD = Insufficient Data to Calculate Rate

School Site Council

Council Composition

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

Council Duties

- Parent/Educator Relations
- School Safety Issues
- Extracurricular Activities
- Instructional Strategies
- Budget
- Review Policies

Staffing Information

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

Position	Number	Position	Number
Administrator	3.00	**Teacher**	70.20
Other Professional Staff	7.00	**Teacher Aide**	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

	Degree			
Experience	**Bachelor's**	**Master's**	**Doctorate**	**Other**
3 or fewer years	14	5	0	0
4 to 6 years	8	4	0	0
7 to 9 years	3	6	0	0
10 or more years	6	34	2	0

Shared Responsibilities

School

Administrators and teachers have the responsibility to maintain a high level of communication between the school and home. We will clearly communicate students' academic and social progress. School officials will also communicate safety issues, plans for improvement in the areas of safety and facilities, and include parents in the decision-making process.

Parents

The responsibility of parents is to consistently support the educators and the activities that are designed for student achievement. It is the responsibility of the parents to present their objections, concerns or criticisms appropriately and constructively while taking part in developing solutions. Parents must encourage their children to attend classes regularly, participate in extracurricular activities and take classes that are academically challenging.

Transportation Policy

Busing is provided for all students living more than two miles from their assigned campus. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP. Late buses are provided for specified individuals participating in after school activities.

V Calendar Information V

Number of Instruction Days:	175	**First Day of School:**	8/15/02
Average Daily Instruction Time:	6 hrs. 30 min.	**Last Day of School:**	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02 12/26/02 3/13/03 6/5/03

Additional Calendar/Report Card Information

V Resources Available at School Site V

Nutrition Programs

Federal food programs available to eligible[3] 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 Labs
- W Gymnasium
- W Auditorium
- W Swimming Pool

Extracurricular Activities

- W National Junior Honor Society
- W Interscholastic Athletics (Grade 9)
- W Clubs
- W AVID
- W Student Council
- W Intramurals (Grades 7-8)
- W Service Learning Projects
- W GEAR-UP

School/Community Resources

- W Breakfast Program
- W Recreational Activities
- W Crisis Intervention
- W Health Services
- W Lunch Program
- W Community Classes
- W Counseling Services
- W Afterschool Programs

v Indicators of Success v

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

2001-02 School Achievements/Accomplishments

- The percentage of students who met or exceeded state standards on AIMS 8th grade MATH assessment has steadily increased from 2000-02. This is a result of school wide improvement efforts in Math.
- The percentage of students who met or exceeded state standards on AIMS 8th grade WRITING assessment has increased from 2001-02. This is a result of school wide improvement efforts in writing across the curriculum.
- 9th grade Stanford READING and LANGUAGE scores have increased from 2001-02. A result of focused goals and objectives in Reading and Language.
- 9th grade Stanford MATH scores have increased from 2001-02. A result of focused goals and objectives in Mathematics.

Student Information: 2001-02 Student Activity Rates

		Arizona		
	School	**K-6**	**7-8**	**9-12**
Attendance Rate	92.0 %	95.0 %	94.0 %	94.0 %
Transfers Out [4]	28.3 %	19.6 %	19.5 %	20.5 %
Transfers In [5]**: Within District**	3.8 %	2.7 %	2.2 %	2.0 %
Transfers In [5]**: Out-of-District**	10 %	9.7 %	9.6 %	9.5 %
Promotion Rate [6]	99.8 %	98.4 %	97.8 %	94.8 %
Retention Rate [7]	0.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate [8]	3.7 %			9.5 %
Status Unknown [9]	3.7 %			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.

v School Honors v

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

Award/Honor	Year
Conference Volleyball Champs	2000
Student Council--Honor	2000
Spirit Line Awards	2001
City Football Champs	1999

V Academic Achievement Indicators V

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

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	**School**	**348**	**493**	**32%**	**23%**	**34%**	**11%**
	State	57484	504	24%	20%	40%	16%
Writing	**School**	**328**	**486**	**20%**	**41%**	**39%**	**1%**
	State	55420	493	15%	42%	41%	2%
Mathematics	**School**	**360**	**448**	**45%**	**38%**	**14%**	**3%**
	State	57734	459	39%	40%	14%	7%

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

[1]Results reflect student performance on the English form of AIMS.
[2]Class 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."

V Mathematics Education and AIMS V

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**.

V Academic Achievement Indicators V

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

		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
Grade	**Content Area**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**	**%**	**Score**	**AZ**
7	Reading	93	52	52	100	48	53	87	52	52	83	49	53	86	40	55
	Language	95	45	52	100	43	54	87	50	54	85	46	55	87	36	58
	Mathematics	93	56	53	100	50	55	86	56	56	87	50	58	90	47	60
8	Reading	93	53	54	100	54	54	87	48	53	82	51	55	81	46	56
	Language	94	44	46	100	40	49	89	38	49	84	37	50	82	37	52
	Mathematics	95	54	52	100	55	54	88	50	56	83	53	58	83	49	59
9	Reading	94	45	44	100	50	43	86	44	43	82	37	43	85	40	43
	Language	95	41	39	100	46	39	89	41	40	82	35	41	85	42	42
	Mathematics	94	63	57	100	67	57	88	63	59	81	55	61	87	62	62

V Measure of Academic Progress V

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 Stanine[9] 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 6-7	**67**	**61**
Grades 7-8	**72**	**71**

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

V School Safety V

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

CJHS takes a proactive stance in promoting a safe and orderly climate. Students are met with at the beginning of the year to discuss behaviors and expectations. We have Peer Mediators that help in a variety of situations, and an established Crisis Plan that encompasses items that may occur and plans for those that have already occurred. We have a School Resource Officer from the Mesa Police Department on campus. We also have programs that encourage and reward positive behaviors.

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). **2**

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	$3,008	$3,856,672
Classroom Supplies	$31	$39,164
Administration	$378	$484,350
Support Services-Students	$348	$445,750
Other Support Services and Operations	$687	$880,194
Total Expenditures- All Categories 2000-2001	$4,451	$5,706,130

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	Patricia Price	(480) 472-2865	
Transportation Policy	Transportation	(480) 472-0178	
Community Resources	Community Relations	(480) 472-0223	
School Nutrition Programs	Loretta Vullo	(480) 472-0909	
Parent Organization	NDS		
Student Health/Nurse	Lori Bieler	(480) 472-2913	

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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