



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

525 N Westwood, Mesa, AZ 85201

Mesa 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)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

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

School Overview

Principal/Administrator : Mr. Bob Crispin
Schedule : 7:30 AM to 4 PM
Grades : 7-9
2004 Enrollment : 1194
Web Address : www.mesa.k12.az.us
Phone Number : (480) 472-2900
Fax Number : (480) 472-2899
E-mail : rmcrispi@mpsaz.org

Mission

The mission of Carson Junior High is to encourage, motivate, and challenge all students in a safe and equitable environment to develop their full potential academically, socially, physically, and emotionally.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

2003-04 Year 1
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- To increase each student's reading, writing and mathematics performance.
To increase proficiency in the use of technology as a learning tool.

Enrollment

October 1, 2003 School Year Student Enrollment : 1294
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 56

Instructional Programs

- Ü On-site Special Education
- Ü ESL
- Ü Honors Classes
- Ü Gifted
- Ü AVID
- Ü Title 1 Reading and Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Provide academic rigor for all students. Maintain high levels of communication between the school and home. Clearly communicate student's academic and social progress. Communicate safety issues and plans for improvement. Include parents in the decision-making process.

Parents

Be actively involved in the school. Present concerns appropriately and constructively while taking part in developing solutions. Encourage their children to attend class regularly, participate in activities and take academically challenging classes.

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 is available for special education students and is addressed in the IEP.

School Honors

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

Award/Honor	Year
Ü Gold/Superior Ratings Band/Chorus/Orchestra	2003
Ü Walmart Teacher of the Year Recipient	2003
Ü City Baseball Champions	2002
Ü City Volleyball Champions	2002

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	395	5673	75001	97	99	99	462	489	468	46	24	37	29	33	36	15	24	16	10	20	10
All Students (Prior Year)	416	5563	71167	100	98	99	454	480	463	45	24	38	38	41	41	13	23	14	3	13	7
Female	201	2761	36846	97	100	99	456	489	468	47	22	36	36	36	38	11	25	16	6	18	10
Male	194	2908	37974	98	99	99	468	489	467	44	26	39	22	30	34	19	23	16	15	22	11
African American	22	221	3720	96	100	98	431	468	446	86	39	53	5	31	33	5	18	9	5	12	4
Hispanic	168	1551	26675	100	99	98	448	462	448	54	40	52	29	37	34	13	17	10	5	7	4
Asian/Pacific Islander	NC	136	1575	NC	100	99	NC	507	504	NC	17	18	NC	27	33	NC	22	20	NC	34	29
American Indian/Alaskan Native	41	213	4731	93	98	98	440	450	438	70	51	61	20	32	30	3	13	7	8	4	2
White	156	3539	37785	95	99	99	484	502	482	26	16	25	35	32	39	22	27	21	17	25	15
Students with Disabilities	39	476	8802	83	100	100	406	421	418	92	75	79	8	21	16	0	3	3	0	1	1
Students without Disabilities	356	5197	66199	99	99	99	466	494	472	42	20	34	30	34	38	16	25	17	11	21	11
Limited English Proficient Students	93	799	11710	100	100	100	453	454	429	50	46	70	26	37	25	17	13	4	7	4	1
Migrant Students	NC	23	709				NC	430	442	NC	67	57	NC	28	34	NC	6	7	NC	0	2
Economically Disadvantaged	266	2327	29814				451	464	448	54	39	53	28	35	33	11	16	10	7	10	4
Non-Economically Disadvantaged	129	3346	45170				482	505	479	31	14	28	31	31	38	23	28	20	16	26	14

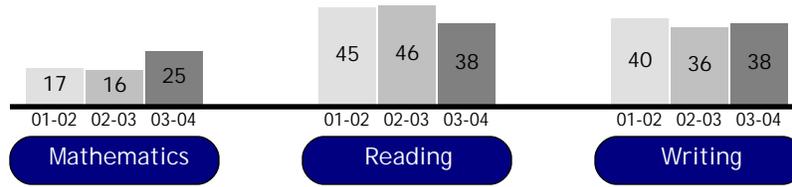
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	397	5674	74918	98	99	99	484	502	497	44	28	32	18	18	19	28	36	35	10	18	15
All Students (Prior Year)	419	5561	71100	100	98	99	495	507	502	30	20	25	24	20	21	36	44	40	10	17	15
Female	201	2760	36805	97	99	99	483	507	501	45	25	28	20	19	19	26	37	37	9	19	16
Male	196	2910	37936	99	99	99	485	498	493	43	32	35	15	16	18	30	35	33	11	17	14
African American	22	222	3719	96	100	98	462	489	481	59	38	43	18	18	21	23	31	29	0	13	7
Hispanic	168	1550	26645	100	99	98	474	477	478	50	47	46	21	19	20	25	27	27	4	6	6
Asian/Pacific Islander	NC	136	1571	NC	100	99	NC	512	521	NC	21	18	NC	16	15	NC	40	38	NC	23	30
American Indian/Alaskan Native	41	214	4729	93	99	98	457	469	468	71	54	57	15	19	19	12	22	19	2	5	4
White	158	3539	37773	96	99	99	504	514	511	28	19	20	16	17	18	36	40	41	20	24	21
Students with Disabilities	40	477	8801	85	100	100	435	440	448	91	81	75	0	11	13	6	6	10	3	2	2
Students without Disabilities	357	5197	66117	99	99	99	489	507	501	39	24	28	20	18	19	30	38	37	11	20	16
Limited English Proficient Students	93	802	11706	100	100	100	472	467	454	53	57	71	23	18	16	20	21	12	4	4	1
Migrant Students	NC	23	706				NC	449	467	NC	78	55	NC	22	22	NC	0	20	NC	0	4
Economically Disadvantaged	268	2331	29785				474	479	477	51	46	47	19	19	20	24	28	26	6	8	6
Non-Economically Disadvantaged	129	3343	45115				503	516	508	30	18	23	15	17	18	36	41	39	19	25	20

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	394	5635	74503	97	99	99	459	479	491	18	13	9	45	37	32	32	42	51	6	8	8
All Students (Prior Year)	412	5441	69001	99	96	96	482	494	490	24	13	17	39	36	37	36	50	45	0	0	1
Female	200	2744	36686	96	99	99	466	497	506	15	8	5	46	35	29	32	47	57	7	11	9
Male	194	2886	37644	98	98	98	452	461	476	21	18	13	43	40	36	31	37	45	4	6	6
African American	22	219	3677	96	100	97	425	463	475	45	21	12	23	36	36	27	36	46	5	7	5
Hispanic	168	1545	26500	100	99	97	432	444	467	23	21	13	49	45	39	25	31	44	3	3	4
Asian/Pacific Islander	NC	134	1566	NC	100	99	NC	497	537	NC	11	5	NC	32	23	NC	44	55	NC	13	18
American Indian/Alaskan Native	39	208	4695	89	96	97	457	444	464	21	23	14	44	43	39	31	29	44	5	4	3
White	157	3517	37606	95	98	99	491	495	508	10	9	6	43	35	28	38	47	56	9	10	10
Students with Disabilities	39	472	8662	83	100	100	381	394	409	61	48	37	30	36	42	6	15	20	3	1	1
Students without Disabilities	355	5163	65841	99	99	98	467	486	499	14	10	7	46	38	32	34	44	53	6	9	8
Limited English Proficient Students	93	795	11608	100	100	100	430	422	430	27	30	23	46	45	47	23	23	28	4	2	1
Migrant Students	NC	23	701				NC	412	449	NC	39	17	NC	33	43	NC	28	38	NC	0	1
Economically Disadvantaged	266	2304	29587				446	445	465	23	22	14	44	42	40	30	32	43	4	4	4
Non-Economically Disadvantaged	128	3331	44898				484	500	507	10	7	7	46	34	28	34	48	55	10	11	10

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	34	53	48	90	45	59	51	93	48	NA	54
	Language	100	32	56	51	95	41	62	54	95	48	64	58
	Mathematics	100	45	67	54	95	56	74	58	96	57	75	62
8	Reading	100	39	54	49	88	43	58	53	91	47	NA	55
	Language	100	32	51	46	90	34	56	49	97	35	58	52
	Mathematics	100	45	66	54	96	48	69	58	94	50	73	61
9	Reading	100	36	46	37	88	39	50	41	86	39	NA	42
	Language	100	39	49	38	92	39	54	42	91	38	54	42
	Mathematics	100	60	71	56	97	58	74	60	91	57	76	63

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

Council Duties

1 School Administrator(s)	Ü Parent/Educator Relations
1 Non-certified Employee(s)	Ü School Safety Issues
4 Teacher(s)	Ü Extracurricular Activities
4 Parent(s)	Ü Community Relations
1 Community Member(s)	Ü Budget
0 Student(s)	Ü Review Policies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	75.00
Other Professional Staff	7.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	5	0	0
4 to 6 years	8	9	0	0
7 to 9 years	5	4	0	0
10 or more years	8	33	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	41
Core academic classes taught by Highly Qualified (NCLB) teachers.	391
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

Ü Computer Labs	Ü Media Lab
Ü Auditorium	Ü Agriculture Lab

Extracurricular Activities

Ü National Junior Honor Society	Ü Mariachi Band
Ü Student Council	Ü Native American Dancers
Ü Interscholastic Athletics (Grade 9)	Ü National Academic League
Ü Intramural Sports (Grades 7-8)	Ü Futures program

Social Services

Ü Breakfast Program
Ü Lunch Program
Ü Recreational Activities
Ü Community Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Carson's 7th grade Stanford 9 results showed improvement in every single area. This is a result of school wide improvement efforts in Reading, Writing and Mathematics.
- ü Carson Junior High is no longer 'In Need of Improvement' by NCLB standards. This is a result of school wide improvement efforts in Reading, Writing and Mathematics.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	61	54
Grades 7-8	73	65

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 2003-04. 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 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

School Safety

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

We are committed to ensuring a safe and orderly climate for learning. We have a comprehensive crisis plan that addresses situations that may occur and plans for student safety. Carson also has a Mesa Police Department School Resource Officer on campus five days a week, and two full time security monitors to assure student safety.

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) :

41

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.

Contacts

	Name	Phone Number
School Site Council	Donna Lovetro	(480) 472-2944
Transportation Policy	Transportation Department	(480) 472-0178
Community Resources	Community Relations	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Melissa Willis	(480) 898-7668
Student Health/Nurse	Laura Staubitz	(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. "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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 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 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.