Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Carson Junior High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

525 N Westwood, Mesa, AZ 85201

Mesa Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

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.

School Overview

Principal/Administrator :	Mr. Bob Crispin
Schedule :	07:30 AM to 04:00 PM
Grades :	7-9
2005 Enrollment :	1312
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.

School / Academic Goals

- To increase the percentage of 7th and 8th grade students who meet or exceed AIMS standards in Reading, Writing and Mathematics.
- To increase the percentile rank of 9th grade students in Reading, Language and Math on the Terra Nova Assessment

Enrollment

October 1, 2004 School Year Student Enrollment : 1229

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 78

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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
Gold/Superior Ratings Band/Chorus/Orchestra	2005
AVID national demonstration school status granted	2005
3 teachers inducted - "Who's Who in American Education"	2005
City Volleyball Champions	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	408	5700	78250	99	98	99	531	565	548	25	14	21	19	13	18	47	52	48	9	21	13
All Students (Prior Year)	395	5673	75001	97	99	99	462	489	468	46	24	37	29	33	36	15	24	16	10	20	10
Female	185	2750	38071	98	98	99	541	568	549	24	12	20	18	14	19	48	53	49	10	20	12
Male	223	2950	40126	100	98	99	521	563	547	25	15	23	19	13	17	47	51	46	9	21	14
African American	17	230	4058	94	97	99	530	527	523	50	20	32	0	20	22	38	53	41	13	7	5
Hispanic	183	1677	29129	100	99	99	507	538	527	37	26	32	21	18	23	37	47	40	6	9	6
Asian/Pacific Islander	NC	136	1747	NC	96	100	NC	587	589	NC	7	9	NC	8	9	NC	51	50	NC	34	32
American Indian/Alaskan Native	49	233	4996	100	98	100	514	524	518	23	26	36	26	23	25	46	43	36	5	8	4
White	156	3424	38320	98	98	99	561	582	568	10	7	12	15	10	14	59	56	55	15	27	19
Students with Disabilities	43	498	9329	100	100	100	338	423	454	58	55	64	17	19	18	25	24	16	0	3	2
Students without Disabilities	365	5203	68996	98	98	99	553	579	561	21	10	16	19	13	18	50	55	52	11	23	14
Limited English Proficient Students	44	423	10133	100	100	100	345	443	488	57	45	45	14	22	25	30	33	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	269	2386	33388	94	93	94	538	549	530	30	23	32	19	18	22	46	49	40	6	10	5
Non-Economically Disadvantaged	139	3315	44937	100	100	100	517	577	561	15	7	13	18	10	15	50	55	54	16	28	18

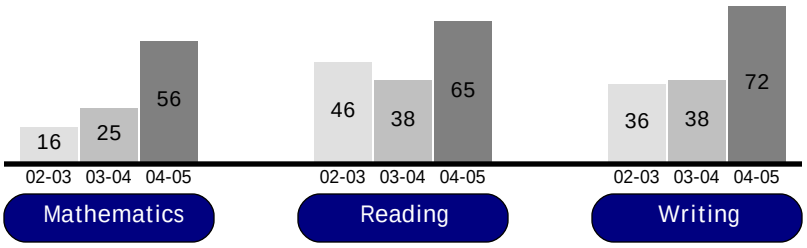
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	409	5699	78302	99	0	99	501	523	512	10	7	11	25	19	25	60	65	57	5	9	7
All Students (Prior Year)	397	5674	74918	98	99	99	484	502	497	44	28	32	18	18	19	28	36	35	10	18	15
Female	185	2752	38082	98	0	99	514	531	518	10	5	8	21	18	24	64	67	61	5	10	7
Male	224	2947	40166	100	0	99	490	516	507	10	9	14	29	20	26	57	62	54	5	8	6
African American	17	230	4064	94	0	100	505	496	498	0	4	14	50	36	29	38	59	54	13	2	3
Hispanic	183	1678	29152	100	0	99	478	497	492	16	15	17	31	30	34	51	52	46	1	3	2
Asian/Pacific Islander	NC	136	1746	NC	0	100	NC	537	542	NC	4	5	NC	14	13	NC	67	66	NC	14	16
American Indian/Alaskan Native	50	233	4993	100	0	100	481	486	484	13	15	19	28	31	38	60	52	42	0	2	1
White	156	3422	38347	98	0	99	531	539	531	3	3	5	17	13	17	70	71	68	10	12	10
Students with Disabilities	44	498	9353	100	0	100	327	400	429	35	33	40	41	39	38	24	27	22	0	1	1
Students without Disabilities	365	5202	69024	98	0	99	522	535	524	7	5	7	23	17	23	64	68	62	5	10	7
Limited English Proficient Students	44	423	10140	100	0	100	321	405	451	49	33	28	24	42	43	27	24	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	269	2384	33398	94	0	94	507	507	495	13	13	18	29	30	35	55	54	46	3	4	2
Non-Economically Disadvantaged	140	3316	44979	100	0	100	490	534	525	5	3	6	18	12	18	69	72	66	8	13	10

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	410	5652	78094	100	97	99	520	546	545	5	3	3	23	17	18	71	78	77	1	2	2
All Students (Prior Year)	394	5635	74503	97	99	99	459	479	491	18	13	9	45	37	32	32	42	51	6	8	8
Female	185	2739	38025	98	97	99	536	562	558	5	2	2	20	12	13	73	83	82	1	3	2
Male	225	2913	40013	100	97	99	506	531	534	5	5	5	26	21	23	68	72	71	1	1	1
African American	17	227	4037	94	96	99	522	525	532	13	2	4	13	23	22	75	74	73	0	0	1
Hispanic	183	1662	29068	100	98	99	495	515	523	7	7	5	29	29	27	63	63	67	0	0	1
Asian/Pacific Islander	NC	135	1743	NC	95	100	NC	563	577	NC	4	2	NC	8	9	NC	80	82	NC	8	8
American Indian/Alaskan Native	50	226	4981	100	95	100	502	510	526	5	7	4	20	23	25	73	69	70	3	1	0
White	157	3402	38265	99	97	99	550	564	564	3	1	2	19	11	11	77	85	84	1	3	3
Students with Disabilities	44	484	9275	100	100	100	321	397	444	22	17	14	41	48	46	38	34	39	0	1	1
Students without Disabilities	366	5169	68892	99	97	98	543	560	559	3	2	2	21	14	14	75	82	82	1	2	2
Limited English Proficient Students	44	412	10084	100	100	100	315	405	474	32	19	10	30	47	39	38	33	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	268	2356	33296	94	92	94	528	529	527	6	6	5	25	26	27	69	67	67	0	1	0
Non-Economically Disadvantaged	142	3297	44871	100	100	100	505	558	559	3	2	2	21	11	12	74	84	84	2	3	3

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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.

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	90	45	59	51	93	48	NA	54	98	48	55	50
	Language	95	41	62	54	95	48	64	58	98	49	58	52
	Mathematics	95	56	74	58	96	57	75	62	98	47	58	50
8	Reading	88	43	58	53	91	47	NA	55	97	50	57	51
	Language	90	34	56	49	97	35	58	52	97	48	55	50
	Mathematics	96	48	69	58	94	50	73	61	96	50	62	53
9	Reading	88	39	50	41	86	39	NA	42	93	50	60	51
	Language	92	39	54	42	91	38	54	42	93	49	59	50
	Mathematics	97	58	74	60	91	57	76	63	91	52	62	50

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	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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	71.00
Other Professional Staff	7.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	4	8	0	0
7 to 9 years	4	11	0	0
10 or more years	7	35	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	449
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Auditorium
- ü Media Lab
- ü Agriculture Lab

Extracurricular Activities

- ü National Junior Honor Society
- ü Student Council
- ü Interscholastic Athletics (Grade 9)
- ü Intramural Sports (Grades 7-8)
- ü Chess Club
- ü Native American Dancers
- ü National Academic League
- ü Technology Club

Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Recreational Activities
- ü Community Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Carson Junior High made AYP (adequate yearly progress)as assessed by federal NCLB standards. Arizona's accountability system ranked Carson "performing". This is a result of school wide improvement efforts in Reading, Writing and Mathematics.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	94	95	94	95
Transfers Out Rate [5]	13	12	12	17
Transfers In Rate [6]	32	28	28	37
Stability Rate [7]	86	87	87	82
Promotion Rate [8]	96	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	1	0	1	6
Status Unknown [11]	1	0	1	4
Graduation Rate [12]	NA	NA	NA	79

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

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 safey. In addition, we deliver a comprehensive 'No Bullying' curriculum to all our students.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) : 45

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	Kim Kasaraee	(480) 472-2868
Transportation Policy	Transportation Department	(480) 472-0178
Community Resources	Community Relations - Kathy Bareiss	(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."

ACHIEVEMENT PROFILES

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 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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** 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.