



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7777 E. Stella Rd., Tucson, AZ 85730

Tucson 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 : Ms. Mary Quinnan
 Schedule : 7:00 AM to 4:00 PM
 Grades : 6-8
 2004 Enrollment : 763
 Web Address : edweb.tusd.k12.az.us/Carson/
 Phone Number : (520) 584-4700
 Fax Number : (520) 584-4701
 E-mail : mary.quinnan@tusd.k12.az.us

Mission

The Carson community - parents, students, educators - are committed to promoting and encouraging excellent educational opportunities where every student is successful.

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	N/A
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

- ü Curriculum and instruction will build on student strengths, background, experiences, language and prior knowledge. Literacy will be a focus across the content areas, fostering collaborative curricular planning.
- ü Carson will strive to live by PRIDE philosophy and seek to inform parents of student progress through use of student planners, and quarterly newsletters. Carson will increase positive recognition of students.

Enrollment

October 1, 2003 School Year Student Enrollment : 782
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 35

Instructional Programs

- Ü High School Credit: Spanish
- Ü Gifted
- Ü Special Education
- Ü Structured English Immersion
- Ü ED Self-Contained

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2004
Last Day of School :	5/24/2005

Shared Responsibilities

School

Promote academic and behavioral success by providing a safe, enriched and secure learning environment. Promote and encourage students to become positive members of society.

Parents

Send students to school regularly. Work with school to overcome student learning difficulties. Provide safe, comfortable surroundings for study at home.

Transportation Policy

Students are to use established safe-path travel zones to and from school. Students within two and one-half miles of the school site are to provide their own transportation to school. TUSD will provide buses beyond the two and one-half mile limit.

School Honors

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

Award/Honor	Year
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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	239	4553	75001	100	98	99	457	455	468	39	46	37	45	35	36	12	12	16	4	7	10
All Students (Prior Year)	238	4534	71167	96	96	99	457	460	463	45	41	38	37	39	41	12	14	14	6	6	7
Female	118	2223	36846	100	98	99	456	457	468	40	44	36	47	37	38	9	13	16	3	6	10
Male	121	2320	37974	99	97	99	459	454	467	38	47	39	43	34	34	14	11	16	5	7	11
African American	20	333	3720	100	98	98	442	442	446	55	54	53	35	34	33	10	9	9	0	3	4
Hispanic	66	2243	26675	100	97	98	444	442	448	47	57	52	47	32	34	6	8	10	0	2	4
Asian/Pacific Islander	NC	111	1575	NC	97	99	NC	501	504	NC	22	18	NC	32	33	NC	21	20	NC	25	29
American Indian/Alaskan Native	NC	183	4731	NC	94	98	NC	432	438	NC	63	61	NC	32	30	NC	5	7	NC	1	2
White	138	1659	37785	99	97	99	463	475	482	35	29	25	46	41	39	13	18	21	6	13	15
Students with Disabilities	42	594	8802	100	95	100	413	407	418	87	88	79	8	10	16	5	1	3	0	1	1
Students without Disabilities	197	3959	66199	98	98	99	466	460	472	29	42	34	53	38	38	13	13	17	5	7	11
Limited English Proficient Students	NC	748	11710	NC	100	100	NC	418	429	NC	81	70	NC	18	25	NC	2	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	130	2559	29814				448	440	448	47	60	53	44	30	33	6	8	10	2	3	4
Non-Economically Disadvantaged	109	1994	45170				469	474	479	30	30	28	46	42	38	17	17	20	6	12	14

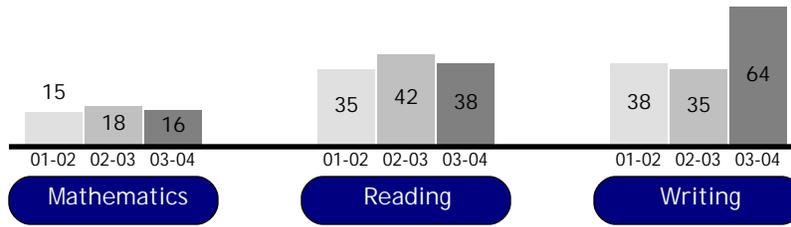
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	222	4522	74918	93	97	99	484	485	497	41	41	32	21	19	19	31	29	35	7	11	15
All Students (Prior Year)	232	4538	71100	94	96	99	489	499	502	33	29	25	25	21	21	32	35	40	10	15	15
Female	110	2207	36805	93	97	99	486	490	501	36	36	28	25	21	19	31	31	37	8	12	16
Male	112	2307	37936	92	96	99	483	481	493	46	46	35	17	18	18	31	27	33	6	10	14
African American	20	333	3719	100	98	98	468	476	481	60	48	43	15	17	21	20	28	29	5	7	7
Hispanic	60	2227	26645	91	96	98	474	471	478	45	52	46	21	20	20	32	24	27	2	5	6
Asian/Pacific Islander	NC	111	1571	NC	97	99	NC	519	521	NC	23	18	NC	16	15	NC	30	38	NC	3	30
American Indian/Alaskan Native	NC	179	4729	NC	92	98	NC	459	468	NC	68	57	NC	16	19	NC	12	19	NC	3	4
White	128	1649	37773	92	97	99	491	506	511	37	24	20	22	20	18	31	38	41	10	19	21
Students with Disabilities	39	595	8801	100	95	100	444	437	448	86	80	75	3	12	13	8	7	10	3	1	2
Students without Disabilities	183	3927	66117	91	97	99	493	490	501	32	37	28	24	20	19	35	31	37	8	12	16
Limited English Proficient Students	NC	748	11706	NC	100	100	NC	442	454	NC	83	71	NC	9	16	NC	8	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	123	2538	29785				479	470	477	44	54	47	19	19	20	32	22	26	5	5	6
Non-Economically Disadvantaged	99	1984	45115				491	504	508	37	26	23	23	19	18	29	37	39	10	18	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	235	4511	74503	98	97	99	498	485	491	5	10	9	31	34	32	60	50	51	4	6	8
All Students (Prior Year)	223	4328	69001	90	92	96	485	488	490	19	20	17	46	37	37	34	41	45	1	1	1
Female	117	2202	36686	99	97	99	497	500	506	3	6	5	29	30	29	66	56	57	2	8	9
Male	118	2302	37644	97	96	98	499	470	476	6	14	13	34	37	36	53	43	45	7	5	6
African American	20	331	3677	100	97	97	494	471	475	0	11	12	35	37	36	65	50	46	0	2	5
Hispanic	64	2222	26500	97	96	97	483	468	467	10	13	13	26	38	39	61	45	44	3	4	4
Asian/Pacific Islander	NC	110	1566	NC	96	99	NC	541	537	NC	3	5	NC	23	23	NC	55	55	NC	19	18
American Indian/Alaskan Native	NC	175	4695	NC	90	97	NC	459	464	NC	20	14	NC	33	39	NC	45	44	NC	2	3
White	136	1653	37606	98	97	99	501	508	508	4	6	6	33	28	28	59	56	56	4	10	10
Students with Disabilities	38	585	8662	97	94	100	462	400	409	11	38	37	44	45	42	44	16	20	0	1	1
Students without Disabilities	197	3926	65841	98	97	98	504	493	499	4	8	7	29	33	32	62	53	53	5	7	8
Limited English Proficient Students	NC	738	11608	NC	100	100	NC	417	430	NC	30	23	NC	45	47	NC	24	28	NC	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	128	2534	29587				484	462	465	7	15	14	35	39	40	54	43	43	3	3	4
Non-Economically Disadvantaged	107	1977	44898				514	512	507	2	5	7	27	27	28	65	57	55	6	10	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?	N
	Met Test Objectives?	Y
	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
6	Reading	96	19	36	49	81	44	45	53	97	36	NA	56
	Language	95	23	32	42	90	33	38	45	99	24	38	48
	Mathematics	97	22	41	58	86	48	52	62	98	38	52	66
7	Reading	100	29	39	48	80	46	44	51	100	40	NA	54
	Language	100	30	43	51	87	40	48	54	100	37	48	58
	Mathematics	100	29	41	54	91	41	47	58	99	42	49	62
8	Reading	100	28	41	49	85	51	49	53	100	47	NA	55
	Language	100	28	39	46	91	35	46	49	100	38	41	52
	Mathematics	100	29	45	54	87	49	53	58	100	49	50	61

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

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

Council Duties

- Ü Environment
- Ü Human Resources
- Ü Organizational Management
- Ü Curriculum/Instruction
- Ü Home and Community
- Ü Technology

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	5.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	4	4	0	0
7 to 9 years	3	2	0	0
10 or more years	4	13	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	141
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Band/Orchestra Rooms

Extracurricular Activities

- Ü Basketball
- Ü Volleyball
- Ü Soccer
- Ü Track

Social Services

- Ü Library Center for Community
- Ü Computers for Adults
- Ü Family Book Night

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Increased Stanford 9 scores in the area of language. Articulation (6th-7th-8th) show student growth while students attend Carson.
- ü Implemented middle school concept, inter- disciplinary teaching, teaming, advisory program and will investigate and pilot alternative schedule.
- ü Decreased number of suspensions from the 02-03 school year to the 03-04 school year.

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	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	8	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	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 5-6	65	60
Grades 6-7	69	64
Grades 7-8	75	80

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

Our program focuses on respect in the classroom - respect for the learning environment including teachers, peers and self. Administration takes a proactive approach to instilling pride and responsibility through classroom experiences.

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) :

34

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	Shared Decision Making Committee	(520) 584-4700
Transportation Policy	Ron Stacy	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6403
School Nutrition Programs	Pam Palmo	(520) 225-4702
Parent Organization		
Student Health/Nurse	Donna Vogel	(520) 584-4700

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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** 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.