



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Ms. Mary Quinnan  
 Schedule : 07:00 AM to 06:00 PM  
 Grades : 6-8  
 2005 Enrollment : 686  
 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)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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, 2004 School Year Student Enrollment : 763  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 40

Instructional Programs

- Ü LAPLUS
- Ü Gifted
- Ü Special Education
- Ü Structured English Immersion
- Ü ED Self-Contained
- Ü Reading

Calendar Information

Number of Instruction Days : 180  
 Average Daily Instruction Time : 6 hours 7 minutes  
 First Day of School : 8/15/2005  
 Last Day of School : 5/24/2006

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
Ü Honor Roll	
Ü Month Attendance	
Ü Cougar Pride Referrals	
Ü Student of Month	

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	249	4765	78250	100	99	99	539	536	548	24	26	21	25	21	18	47	45	48	4	8	13
All Students (Prior Year)	239	4553	75001	100	98	99	457	455	468	39	46	37	45	35	36	12	12	16	4	7	10
Female	121	2364	38071	100	99	99	538	537	549	21	24	20	30	23	19	44	45	49	5	8	12
Male	128	2400	40126	100	99	99	540	534	547	27	28	23	19	19	17	50	45	46	4	9	14
African American	30	331	4058	94	100	99	513	509	523	40	36	32	44	26	22	16	33	41	0	5	5
Hispanic	78	2423	29129	98	99	99	532	521	527	27	32	32	21	24	23	51	40	40	1	4	6
Asian/Pacific Islander	NC	122	1747	NC	100	100	NC	585	589	NC	10	9	NC	14	9	NC	48	50	NC	29	32
American Indian/Alaskan Native	NC	197	4996	NC	99	100	NC	512	518	NC	40	36	NC	28	25	NC	28	36	NC	3	4
White	132	1692	38320	100	99	99	546	560	568	19	14	12	24	15	14	52	56	55	5	15	19
Students with Disabilities	43	659	9329	100	100	100	507	445	454	54	65	64	14	17	18	31	16	16	0	1	2
Students without Disabilities	206	4107	68996	100	99	99	545	550	561	18	20	16	27	22	18	50	49	52	5	9	14
Limited English Proficient Students	NC	587	10133	NC	100	100	NC	485	488	NC	43	45	NC	28	25	NC	28	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	144	2431	33388	98	96	94	538	525	530	22	35	32	26	24	22	48	37	40	3	4	5
Non-Economically Disadvantaged	105	2335	44937	100	100	100	541	546	561	26	17	13	23	18	15	46	52	54	5	13	18

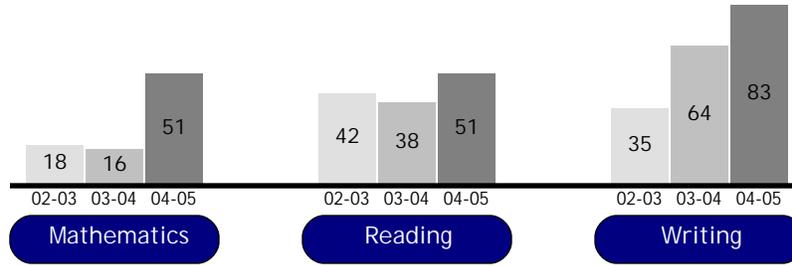
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	249	4767	78302	100	0	99	503	499	512	11	15	11	37	30	25	49	52	57	2	4	7
All Students (Prior Year)	222	4522	74918	93	97	99	484	485	497	41	41	32	21	19	19	31	29	35	7	11	15
Female	121	2366	38082	100	0	99	508	504	518	8	12	8	38	29	24	52	55	61	2	4	7
Male	128	2401	40166	100	0	99	499	494	507	14	17	14	37	31	26	46	49	54	3	3	6
African American	30	331	4064	94	0	100	480	482	498	4	17	14	72	39	29	24	42	54	0	3	3
Hispanic	78	2425	29152	98	0	99	494	486	492	15	19	17	41	36	34	42	44	46	1	2	2
Asian/Pacific Islander	NC	122	1746	NC	0	100	NC	533	542	NC	5	5	NC	21	13	NC	64	66	NC	10	16
American Indian/Alaskan Native	NC	198	4993	NC	0	100	NC	486	484	NC	17	19	NC	41	38	NC	40	42	NC	2	1
White	132	1691	38347	100	0	99	513	520	531	11	8	5	29	19	17	57	66	68	3	7	10
Students with Disabilities	43	662	9353	100	0	100	473	416	429	31	46	40	49	36	38	17	18	22	3	0	1
Students without Disabilities	206	4107	69024	100	0	99	509	512	524	7	10	7	35	29	23	55	57	62	2	4	7
Limited English Proficient Students	NC	586	10140	NC	0	100	NC	450	451	NC	27	28	NC	42	43	NC	30	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	144	2434	33398	98	0	94	500	488	495	12	20	18	42	39	35	45	40	46	2	1	2
Non-Economically Disadvantaged	105	2335	44979	100	0	100	508	510	525	11	9	6	31	21	18	55	64	66	3	6	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	248	4758	78094	100	99	99	556	536	545	1	4	3	16	20	18	80	74	77	3	1	2
All Students (Prior Year)	235	4511	74503	98	97	99	498	485	491	5	10	9	31	34	32	60	50	51	4	6	8
Female	121	2364	38025	100	99	99	567	548	558	0	3	2	11	16	13	84	80	82	5	2	2
Male	127	2393	40013	99	99	99	545	524	534	3	6	5	21	25	23	76	69	71	1	1	1
African American	30	325	4037	94	98	99	547	519	532	0	7	4	20	19	22	80	73	73	0	1	1
Hispanic	77	2424	29068	96	99	99	552	521	523	1	6	5	14	26	27	84	68	67	0	0	1
Asian/Pacific Islander	NC	122	1743	NC	100	100	NC	574	577	NC	1	2	NC	12	9	NC	78	82	NC	9	8
American Indian/Alaskan Native	NC	198	4981	NC	99	100	NC	527	526	NC	4	4	NC	23	25	NC	72	70	NC	1	0
White	132	1689	38265	100	99	99	558	559	564	2	1	2	16	13	11	77	84	84	5	2	3
Students with Disabilities	43	651	9275	100	100	100	508	433	444	6	17	14	43	44	46	51	39	39	0	1	1
Students without Disabilities	205	4108	68892	100	99	98	565	552	559	1	2	2	11	17	14	85	80	82	3	2	2
Limited English Proficient Students	NC	586	10084	NC	100	100	NC	472	474	NC	11	10	NC	38	39	NC	51	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	143	2424	33296	97	96	94	559	523	527	1	6	5	16	27	27	80	66	67	4	1	0
Non-Economically Disadvantaged	105	2335	44871	100	100	100	551	549	559	2	2	2	16	13	12	81	82	84	1	2	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.

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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	81	44	45	53	97	36	NA	56	100	35	44	51
	Language	90	33	38	45	99	24	38	48	100	34	41	47
	Mathematics	86	48	52	62	98	38	52	66	100	40	44	52
7	Reading	80	46	44	51	100	40	NA	54	100	38	44	50
	Language	87	40	48	54	100	37	48	58	100	43	48	52
	Mathematics	91	41	47	58	99	42	49	62	100	41	44	50
8	Reading	85	51	49	53	100	47	NA	55	100	45	46	51
	Language	91	35	46	49	100	38	41	52	100	49	47	50
	Mathematics	87	49	53	58	100	49	50	61	100	46	48	53

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/](http://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

- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	5.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	10	8	0	0
7 to 9 years	10	10	0	0
10 or more years	20	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	137
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	16%

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

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü Reading performance for 8th grade students will improve from 38% to 43% as measured by AIMS in spring 2005

ü Mathematics performance for 8th grade students will improve from 15.9% to 20.9% as measured by AIMS in spring 2005

ü 95% or more students, in all sub-groups, will be tested (AIMSDPA)

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	16	12	12	17
Transfers In Rate <sup>6</sup>	26	28	28	37
Stability Rate <sup>7</sup>	83	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

26
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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	Shared Decision Making Committee	(520) 584-4700
Transportation Policy	Bill Ball	(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](http://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.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 686 Copies = \$262.00

\*\* 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.