



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2650 East Contention Mine Lane, Phoenix, AZ 85032

Paradise Valley 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)

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

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

School Overview

Principal/Administrator : Mrs. Jenny Lee Robles  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 562  
 Web Address :  
 Phone Number : (602) 493-6060  
 Fax Number : (602) 493-6065  
 E-mail : jrobles@pvusd.k12.az.us

Mission

Our commitment is to prepare our students to be socially responsible individuals. We provide them with opportunities to further their intellectual, emotional, social and physical development. We have established a stimulating, positive learning environment.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

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

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

School / Academic Goals

- ü Campo Bello Staff's goal is to continue to build a strong community-based school. Our Staff, PTSA, Site Council and business partnerships have developed strong academic programs which assist students in raising academic achievement.
- ü Our goal is to inspire students to achieve social responsibility through a schoolwide social skills program that includes conflict resolution training and Peer Mediation.

Enrollment

October 1, 2003 School Year Student Enrollment : 543  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 70

Instructional Programs

- Ü Honors Classes
- Ü Computer Instruction
- Ü Instrumental Music
- Ü Intramural Sports
- Ü Before/after School academics
- Ü Math Specialist
- Ü Reading Specialist
- Ü Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Our school is responsible for providing a safe learning environment. We provide a challenging education giving students and parents learning opportunities. We will provide parent's information through newsletters, conferences and meetings.

Parents

A parent's responsibility is to stay informed about their child and to ensure students consistent attendance and on time arrival. They need to supervise and assist with homework activities and attend parent/teacher conferences.

Transportation Policy

Students in grades 1-6 are transported at a distance of one mile, Kindergarten is 1/2 mile from the school. Transportation by school bus is a privilege. Following bus rules is the determining factor in students ability to continuing this privilege.

School Honors

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

Award/Honor	Year
Ü Book Pals	2004
Ü G.R.E.A.T. Program	2004
Ü Q.T. Grant Program	2004
Ü Scottsdale Center for the Arts - Artist	2004

3rd 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	79	2710	75509	100	100	100	527	538	521	6	7	13	23	17	23	37	34	33	34	42	31
All Students (Prior Year)	80	2687	75372	100	100	100	534	538	523	2	4	9	22	19	25	40	36	36	37	42	30
Female	43	1339	37013	100	100	100	534	538	522	0	7	12	25	17	24	38	36	33	38	39	31
Male	36	1369	38430	97	99	99	519	539	521	13	8	14	20	16	22	37	32	33	30	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	37	599	30486	97	99	99	513	512	505	17	16	18	17	25	29	43	34	32	22	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	--	29	4075	--	100	100	--	519	486	--	12	28	--	23	34	--	42	26	--	23	12
White	36	1908	35192	100	99	99	539	543	534	0	6	8	26	14	19	29	34	35	46	46	39
Students with Disabilities	NC	393	9708	NC	100	100	NC	511	489	NC	20	32	NC	22	27	NC	30	24	NC	28	17
Students without Disabilities	71	2317	65801	100	99	98	528	542	525	5	6	11	24	16	23	36	34	34	34	44	33
Limited English Proficient Students	13	315	16928	65	89	100	NA	NA	485	NA	NA	29	NA	NA	33	NA	NA	26	NA	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	49	871	36411	--	--	--	512	513	503	12	16	19	29	24	29	38	37	32	21	23	20
Non-Economically Disadvantaged	30	1839	39040	--	--	--	544	546	534	0	5	8	14	14	19	36	33	34	50	48	39

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	78	2702	75492	100	100	100	522	528	519	5	7	12	12	12	16	64	49	47	19	32	24
All Students (Prior Year)	80	2699	75221	100	100	100	534	532	523	0	4	8	8	11	16	62	57	56	30	28	21
Female	42	1335	37014	100	100	100	526	531	523	0	6	10	13	10	15	70	49	48	17	35	27
Male	36	1365	38400	97	99	99	519	525	516	10	9	14	10	13	17	59	49	47	21	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	37	595	30438	97	98	99	511	511	508	14	16	17	18	18	21	59	50	47	9	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	--	29	4081	--	100	100	--	519	498	--	11	25	--	26	26	--	33	40	--	30	8
White	36	1906	35177	100	99	99	530	531	528	0	6	8	9	10	13	64	49	49	27	35	31
Students with Disabilities	NC	390	9707	NC	100	100	NC	505	495	NC	24	33	NC	17	21	NC	41	33	NC	18	13
Students without Disabilities	70	2312	65785	99	99	98	524	531	522	3	5	10	12	11	16	66	50	49	19	34	26
Limited English Proficient Students	13	312	16905	65	88	100	NA	461	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	49	867	36302	--	--	--	513	511	507	9	16	18	16	18	21	69	50	46	6	17	14
Non-Economically Disadvantaged	29	1835	39164	--	--	--	534	533	528	0	5	8	7	10	13	59	49	48	33	37	31

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	77	2688	75053	99	99	99	568	634	597	2	4	7	12	8	12	83	74	72	3	14	9
All Students (Prior Year)	79	2644	73654	100	99	99	536	541	530	3	4	9	5	8	13	86	78	70	6	10	7
Female	41	1334	36872	100	100	99	576	656	621	3	3	5	10	6	9	84	72	74	3	19	12
Male	36	1352	38109	97	98	99	558	611	573	0	4	10	14	10	14	83	76	69	3	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	36	591	30235	95	98	98	550	586	575	0	6	9	13	12	14	87	78	70	0	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	36	1896	35028	100	99	99	575	642	613	3	3	6	12	7	10	79	74	73	6	16	11
Students with Disabilities	NC	385	9625	NC	100	100	NC	574	530	NC	12	21	NC	19	21	NC	62	55	NC	7	4
Students without Disabilities	69	2303	65428	97	98	98	570	642	604	2	3	6	10	6	11	84	76	73	3	15	10
Limited English Proficient Students	12	309	16765	60	87	100	NA	563	525	NA	0	17	NA	0	20	NA	100	60	NA	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	49	860	36077	--	--	--	550	581	566	0	8	10	18	14	16	82	72	69	0	6	5
Non-Economically Disadvantaged	28	1828	38950	--	--	--	588	651	618	4	2	5	4	6	9	85	75	73	7	17	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	105	2756	76019	100	100	100	488	513	499	14	9	14	47	32	39	16	16	14	22	43	33
All Students (Prior Year)	78	2748	76230	96	100	100	498	513	498	6	7	12	52	32	38	10	13	12	32	49	37
Female	55	1336	37207	98	99	100	489	511	499	17	9	12	42	34	41	21	16	14	21	41	33
Male	48	1408	38677	98	99	100	488	515	498	11	9	15	54	31	38	11	15	13	24	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	40	539	29458	100	98	100	476	476	480	28	26	20	45	42	48	10	12	12	17	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	51	1990	35880	98	99	100	499	521	515	9	5	7	40	30	32	24	16	16	27	49	45
Students with Disabilities	15	371	9786	83	100	100	NA	469	457	NA	29	39	NA	45	40	NA	11	7	NA	14	13
Students without Disabilities	90	2385	66233	100	99	99	488	517	503	14	7	11	47	31	39	16	16	14	22	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	64	805	35714				475	481	480	20	22	20	55	42	47	12	14	12	14	22	20
Non-Economically Disadvantaged	41	1951	40266				508	524	513	6	5	9	35	29	33	24	16	15	35	50	43

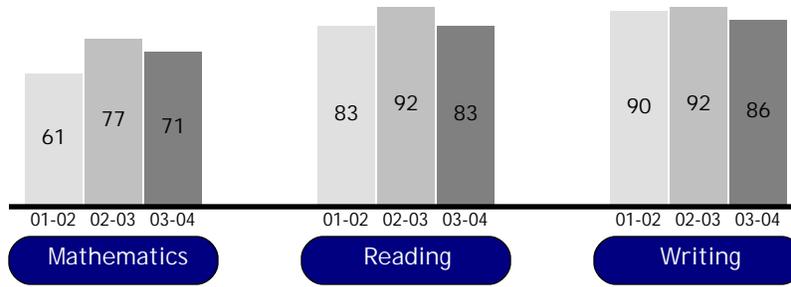
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2754	76020	100	100	100	496	510	503	31	17	25	25	18	23	35	47	40	9	18	12
All Students (Prior Year)	81	2755	76202	100	100	100	505	513	505	13	11	19	32	20	24	50	51	46	6	18	11
Female	56	1335	37213	100	99	100	499	511	504	23	15	22	27	19	23	38	47	42	13	19	13
Male	48	1407	38666	98	99	100	493	509	501	41	19	29	22	16	22	32	48	38	5	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	40	537	29442	100	98	99	492	494	494	45	40	37	17	23	26	31	31	31	7	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	52	1990	35890	100	99	100	502	514	511	18	11	15	27	16	20	42	52	48	13	21	18
Students with Disabilities	16	372	9784	89	100	100	NA	490	485	NA	46	58	NA	24	19	NA	25	19	NA	5	4
Students without Disabilities	90	2382	66236	100	98	99	496	512	504	31	14	23	25	17	23	35	49	42	9	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	65	802	35703				492	494	494	39	37	37	27	25	26	27	33	31	6	6	6
Non-Economically Disadvantaged	41	1952	40274				503	515	509	18	10	17	21	15	20	47	52	47	15	22	17

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	106	2748	75673	100	99	100	504	558	530	13	7	12	40	18	25	47	68	58	0	7	4
All Students (Prior Year)	77	2708	74692	95	99	99	506	519	502	8	10	18	35	22	27	50	56	47	7	12	8
Female	56	1333	37099	100	99	100	526	572	548	6	5	8	35	14	22	58	73	64	0	8	6
Male	48	1403	38441	98	99	99	477	543	513	22	9	16	46	22	29	32	64	52	0	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	40	535	29305	100	98	99	482	508	507	17	17	16	45	29	31	38	51	51	0	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	52	1989	35760	100	99	99	522	568	550	9	5	9	31	15	21	60	73	64	0	7	6
Students with Disabilities	16	369	9706	89	100	100	NA	486	462	NA	22	36	NA	31	32	NA	46	31	NA	1	1
Students without Disabilities	90	2379	65967	100	98	99	504	564	536	13	5	10	40	17	25	47	70	60	0	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	65	800	35541				490	511	504	20	15	17	41	29	31	39	54	50	0	2	2
Non-Economically Disadvantaged	41	1948	40091				527	574	550	3	4	9	38	15	21	59	73	64	0	8	6

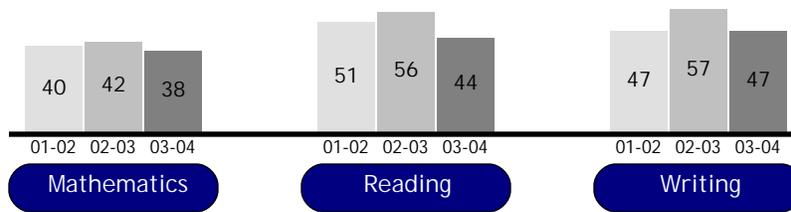
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th 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?	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 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](http://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
2	Reading	90	24	54	44	94	53	61	50	87	43	NA	58
	Language	92	41	48	39	98	38	54	43	94	28	59	50
	Mathematics	94	51	57	52	95	61	67	57	94	48	68	64
3	Reading	100	40	55	43	97	54	60	47	96	54	NA	55
	Language	100	42	63	50	99	60	64	54	99	59	69	61
	Mathematics	100	49	61	50	96	61	66	54	97	58	69	61
4	Reading	93	52	63	47	96	54	65	52	96	57	NA	56
	Language	92	53	59	45	100	52	60	48	96	55	63	52
	Mathematics	96	52	65	52	100	61	69	57	96	59	72	61
5	Reading	94	56	62	46	97	54	64	50	95	44	NA	55
	Language	94	51	57	43	97	48	58	46	96	44	60	49
	Mathematics	97	50	68	54	100	56	69	57	96	55	72	63
6	Reading	95	54	65	49	98	54	67	53	95	49	NA	56
	Language	95	47	59	42	98	49	60	45	95	41	61	48
	Mathematics	94	52	73	58	98	49	74	62	95	54	76	66

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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Discipline Program Review/Survey
- Ü Budget Allocation for Tax Credit
- Ü Parent Involvement
- Ü Parent Survey

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	16	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 21  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 63  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Before/After School Academics
- Ü After School Sports Program

Extracurricular Activities

- Ü After School Sports
- Ü After School Homework Club
- Ü After School Drama Club
- Ü After School Chess Club
- Ü Before/After School Academics

Social Services

- Ü Peer Mediation
- Ü Anti-Bullying Program
- Ü Parenting Programs
- Ü Food and Clothing Assistance
- Ü G.R.E.A.T. Program with Phoenix Police
- Ü D.A.R.E.

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Campo Bello is proud to have one of the most extensive special education inclusion programs. Children are integrated in the classrooms throughout the grade levels.
- ü We are very proud to have an extremely safe school environment. Through our Peer Mediation, Make Your Day, Parents as partners and our anti-bullying programs students and parents feel comfortable at Campo Bello Elementary.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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 2-3	61	62
Grades 3-4	76	81
Grades 4-5	55	67
Grades 5-6	68	68

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

Campo Bello Elementary will continue the Anti-bullying Programs, Peer Mediation, Make Your Day Program. We will have a summer program called Gang Resistance Education and Training (GREAT) with Phoenix PD for our fifth and sixth grade students.

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) :

0

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	Jenny Robles	(602) 493-6060
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Meryl Lawrence	(602) 493-6060
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Rita Scafidi	(602) 493-6060
Student Health/Nurse	Julie Prinz	(602) 493-6063

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."

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.

Footnotes

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. 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](http://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](http://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.