



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2650 East Contention Mine Road, 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)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Jenny Lee Robles  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : K-6  
 Web Address :  
 Phone Number : (602) 493-6060  
 Fax Number : (602) 493-6065  
 E-mail : jrobles@pvschools.net

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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

(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, 2005 School Year Student Enrollment : 474  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 86

Instructional Programs

- Ü Honors Classes
- Ü Computer and Instrumental Instruction
- Ü All Day Kindergarten
- 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 :	8/15/2005
Last Day of School :	5/24/2006

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 Kalidescope Program w/ ASU Gammage - Performance Annie	2005
Ü G.R.E.A.T. Program	2001
Ü Q.T. Grant Program	2003
Ü Scottsdale Center for the Arts - Artist	2003

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	69	2516	80010	100	99	99	459	464	447	7	7	10	10	13	18	55	51	53	28	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1236	38935	100	100	99	455	462	447	6	7	9	11	13	19	67	54	55	17	27	17
Male	32	1279	40974	100	98	98	464	465	448	9	7	11	9	13	18	41	48	52	41	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	35	556	34545	100	99	99	437	427	432	11	21	14	14	24	24	66	46	53	9	9	9
Asian/Pacific Islander	--	95	2068	--	99	99	--	483	474	--	2	4	--	9	10	--	48	50	--	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	29	1762	35142	100	99	99	482	475	465	3	3	5	7	9	11	38	52	56	52	36	28
Students with Disabilities	NC	347	10161	NC	93	93	NC	440	419	NC	16	28	NC	28	28	NC	39	36	NC	17	8
Students without Disabilities	62	2169	69849	100	100	100	465	467	451	3	5	7	8	11	17	60	53	56	29	31	19
Limited English Proficient Students	17	244	14013	100	97	97	410	395	413	24	41	24	29	36	34	47	23	39	NA	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	42	599	39029	100	99	98	450	437	432	10	14	14	12	21	25	60	52	52	19	13	9
Non-Economically Disadvantaged	27	1917	40981	100	99	100	473	472	462	4	5	6	7	10	13	48	50	54	41	35	27

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	69	2495	79438	100	98	98	447	466	451	17	7	9	22	15	24	48	60	56	13	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1227	38775	100	99	99	450	471	457	17	6	7	22	14	22	47	60	58	14	20	13
Male	32	1267	40560	100	97	97	446	462	446	19	9	12	19	16	25	50	61	54	13	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	35	550	34297	100	98	98	425	426	434	26	23	14	31	29	31	37	44	50	6	4	5
Asian/Pacific Islander	--	95	2063	--	99	99	--	477	475	--	2	3	--	8	15	--	71	63	--	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	29	1748	34887	100	98	98	471	479	471	10	3	4	10	11	15	55	65	63	24	22	18
Students with Disabilities	NC	329	9588	NC	88	88	NC	438	416	NC	20	30	NC	29	32	NC	41	34	NC	10	5
Students without Disabilities	62	2166	69850	100	100	100	455	470	456	11	5	7	23	13	23	52	63	59	15	18	12
Limited English Proficient Students	17	239	13856	100	95	96	388	385	407	53	49	27	35	38	43	12	13	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	42	588	38685	100	97	97	438	437	435	24	17	14	24	26	32	43	52	50	10	6	5
Non-Economically Disadvantaged	27	1907	40753	100	99	99	460	475	467	7	5	5	19	12	16	56	63	62	19	21	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	69	2525	79971	100	99	99	415	446	423	6	4	8	49	27	41	45	63	49	NA	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1240	38974	100	100	99	424	459	437	3	2	5	47	21	33	50	68	57	NA	9	4
Male	32	1284	40895	100	99	98	407	433	410	9	6	10	50	33	47	41	58	41	NA	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	35	556	34481	100	99	99	409	409	410	9	12	10	46	41	46	46	46	43	NA	1	1
Asian/Pacific Islander	--	94	2067	--	98	99	--	466	449	--	NA	4	--	21	28	--	66	60	--	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	29	1773	35150	100	99	99	422	457	437	3	2	5	48	23	35	48	69	56	NA	7	5
Students with Disabilities	NC	361	10258	NC	97	94	NC	408	377	NC	13	23	NC	42	51	NC	43	25	NC	2	1
Students without Disabilities	62	2164	69713	100	100	100	424	451	429	2	3	5	50	25	39	48	66	52	NA	6	3
Limited English Proficient Students	17	241	13985	100	96	97	376	369	382	18	22	18	65	59	54	18	19	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	42	602	38994	100	99	98	408	415	409	7	9	10	57	44	47	36	45	41	NA	2	1
Non-Economically Disadvantaged	27	1923	40977	100	99	100	425	455	437	4	3	5	37	22	34	59	68	56	NA	7	5

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

4th 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	56	2517	80147	100	99	99	478	502	482	7	7	11	21	10	17	54	46	49	18	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1217	39281	100	99	99	476	503	483	7	6	9	21	11	17	54	45	50	18	38	24
Male	27	1297	40780	96	99	98	484	502	482	4	7	12	22	9	17	56	47	48	19	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	24	554	33494	100	98	99	465	470	466	8	16	15	33	20	23	50	45	49	8	19	14
Asian/Pacific Islander	--	79	2103	--	100	99	--	525	515	--	1	4	--	3	8	--	51	44	--	46	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	474	456	NC	24	19	NC	6	27	NC	56	46	NC	15	8
White	28	1761	36122	97	99	99	495	514	501	4	3	5	11	6	10	57	46	50	29	45	35
Students with Disabilities	NC	375	10295	NC	95	92	NC	461	443	NC	24	33	NC	20	26	NC	40	33	NC	16	8
Students without Disabilities	47	2142	69852	100	100	100	481	509	488	4	4	7	23	8	16	53	47	51	19	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	29	610	38371	100	97	97	469	470	465	7	15	15	24	19	23	59	50	49	10	16	13
Non-Economically Disadvantaged	27	1907	41776	100	100	100	487	513	498	7	4	6	19	7	11	48	45	49	26	44	33

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	56	2496	79686	100	98	98	454	488	470	13	7	11	34	14	24	52	63	57	2	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1211	39163	100	99	99	460	494	475	7	6	9	29	12	22	64	63	60	NA	19	10
Male	27	1282	40438	96	97	97	450	483	465	15	9	13	41	16	25	41	63	54	4	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	24	549	33299	100	97	98	441	452	452	17	22	17	46	28	32	33	45	47	4	5	3
Asian/Pacific Islander	--	79	2097	--	100	99	--	505	490	--	NA	5	--	5	13	--	81	68	--	14	14
American Indian/Alaskan Native	NC	34	4087	NC	97	96	NC	467	446	NC	12	16	NC	29	38	NC	53	44	NC	6	2
White	28	1746	35914	97	98	98	467	500	489	7	3	5	21	9	15	71	68	67	NA	19	14
Students with Disabilities	NC	353	9808	NC	89	87	NC	451	432	NC	25	35	NC	27	32	NC	42	30	NC	6	3
Students without Disabilities	47	2143	69878	100	100	100	458	494	475	11	4	8	32	12	23	55	67	61	2	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	29	601	38095	100	96	97	442	454	452	14	19	17	41	26	32	45	50	48	NA	5	3
Non-Economically Disadvantaged	27	1895	41591	100	99	99	467	499	486	11	4	6	26	10	16	59	67	65	4	19	13

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	56	2507	80372	100	99	99	473	500	475	NA	3	4	36	16	30	64	75	64	NA	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1217	39452	100	99	99	479	511	488	NA	2	3	25	11	22	75	79	72	NA	9	3
Male	27	1287	40836	96	98	98	467	490	464	NA	3	6	44	21	37	56	72	56	NA	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	24	551	33608	100	98	99	466	467	462	NA	7	6	46	30	36	54	62	57	NA	1	1
Asian/Pacific Islander	--	79	2098	--	100	99	--	520	500	--	NA	2	--	8	16	--	80	75	--	13	7
American Indian/Alaskan Native	NC	34	4128	NC	97	97	NC	494	464	NC	3	4	NC	21	39	NC	74	56	NC	3	1
White	28	1754	36213	97	99	99	478	510	489	NA	1	2	25	12	22	75	79	72	NA	8	3
Students with Disabilities	NC	370	10526	NC	94	94	NC	455	427	NC	9	15	NC	43	53	NC	46	31	NC	1	1
Students without Disabilities	47	2137	69846	100	100	100	482	508	482	NA	1	3	26	12	26	74	80	69	NA	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	29	608	38521	100	97	98	470	468	461	NA	7	6	31	31	38	69	61	55	NA	2	1
Non-Economically Disadvantaged	27	1899	41851	100	99	100	477	511	489	NA	1	3	41	12	22	59	80	72	NA	8	4

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	86	2706	79306	100	99	99	484	519	504	14	8	13	41	15	20	36	50	49	9	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1326	38845	100	99	99	485	519	505	13	7	11	46	16	20	30	52	50	11	25	18
Male	40	1379	40383	100	99	98	483	520	504	15	9	14	35	15	19	43	49	47	8	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	39	622	32673	100	100	99	465	485	487	18	18	18	54	30	25	28	42	46	NA	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	43	1893	36234	100	99	99	501	531	523	12	5	6	26	10	13	44	53	52	19	33	28
Students with Disabilities	NC	358	10286	NC	95	91	NC	477	462	NC	32	41	NC	23	27	NC	37	27	NC	9	5
Students without Disabilities	77	2348	69020	100	100	100	488	525	510	9	4	9	43	14	18	38	52	52	10	29	21
Limited English Proficient Students	NC	182	10291	NC	99	96	NC	450	458	NC	45	38	NC	38	34	NC	16	26	NC	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	50	709	37437	100	99	97	475	489	486	16	16	19	48	28	26	30	45	46	6	11	9
Non-Economically Disadvantaged	36	1997	41869	100	100	100	496	530	521	11	5	7	31	11	14	44	52	51	14	32	27

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	86	2702	79000	100	99	98	479	503	489	6	7	10	36	17	24	58	63	58	NA	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1321	38774	100	99	99	484	510	494	4	5	7	39	15	22	57	64	61	NA	16	10
Male	40	1380	40150	100	99	98	473	497	485	8	9	12	33	18	25	60	62	55	NA	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	39	623	32508	100	100	98	461	469	472	8	17	15	54	34	33	38	47	49	NA	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	43	1888	36135	100	99	98	494	515	508	5	4	4	21	10	14	74	68	67	NA	18	15
Students with Disabilities	NC	352	9991	NC	94	88	NC	464	449	NC	25	33	NC	29	36	NC	41	29	NC	5	2
Students without Disabilities	77	2350	69009	100	100	100	483	509	495	3	4	6	36	15	22	61	66	62	NA	15	10
Limited English Proficient Students	NC	182	10199	NC	99	95	NC	426	439	NC	55	35	NC	34	47	NC	10	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	50	708	37234	100	99	97	472	476	472	8	14	15	46	32	33	46	49	50	NA	4	3
Non-Economically Disadvantaged	36	1994	41766	100	99	99	489	513	505	3	4	5	22	11	16	75	67	65	NA	17	14

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	84	2704	79611	98	99	99	474	516	496	12	4	7	36	24	37	52	70	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1330	39016	100	100	99	494	529	511	7	3	4	28	17	29	65	77	66	NA	3	1
Male	38	1373	40519	95	99	98	450	505	482	18	6	10	45	31	44	37	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	38	620	32855	97	99	99	459	488	481	16	8	10	39	39	43	45	52	47	NA	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	NC	35	3992	NC	100	96	NC	502	478	NC	3	10	NC	31	46	NC	66	44	NC	NA	0
White	42	1892	36380	98	99	99	485	526	511	10	3	4	33	20	30	57	75	65	NA	2	1
Students with Disabilities	NC	359	10664	NC	96	94	NC	463	440	NC	18	23	NC	45	54	NC	35	22	NC	2	1
Students without Disabilities	75	2345	68947	97	100	100	484	524	504	8	2	4	36	21	34	56	75	61	NA	2	1
Limited English Proficient Students	NC	181	10362	NC	99	97	NC	425	438	NC	24	22	NC	62	57	NC	14	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	48	706	37626	96	98	98	459	489	479	15	8	10	42	38	45	44	53	45	NA	1	0
Non-Economically Disadvantaged	36	1998	41985	100	100	100	495	526	511	8	3	4	28	19	30	64	76	65	NA	3	1

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

6th 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	71	2629	79327	99	99	98	519	535	518	15	10	19	23	15	20	48	52	46	14	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1291	38961	100	99	98	529	538	520	6	9	16	25	15	20	53	54	48	16	23	16
Male	39	1337	40295	98	99	97	511	533	516	23	12	21	21	15	19	44	51	44	13	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	36	546	32327	97	99	98	511	503	499	17	23	27	28	25	25	44	44	41	11	8	8
Asian/Pacific Islander	--	84	1939	--	99	99	--	558	556	--	4	6	--	10	10	--	55	47	--	32	36
American Indian/Alaskan Native	NC	29	4391	NC	100	96	NC	512	489	NC	17	32	NC	17	27	NC	55	36	NC	10	4
White	28	1879	36373	97	99	98	536	545	538	7	6	10	18	12	14	57	55	52	18	27	25
Students with Disabilities	12	343	9321	92	94	87	459	482	467	75	38	54	8	27	22	8	30	21	8	5	3
Students without Disabilities	59	2286	70006	100	100	100	531	543	524	3	6	14	25	13	19	56	56	49	15	25	18
Limited English Proficient Students	NC	132	9431	NC	99	95	NC	456	466	NC	59	53	NC	30	27	NC	11	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	36	618	37097	97	98	97	505	504	498	22	21	27	25	24	25	47	48	41	6	7	7
Non-Economically Disadvantaged	35	2011	42230	100	99	99	533	545	535	9	7	11	20	12	15	49	53	50	23	27	24

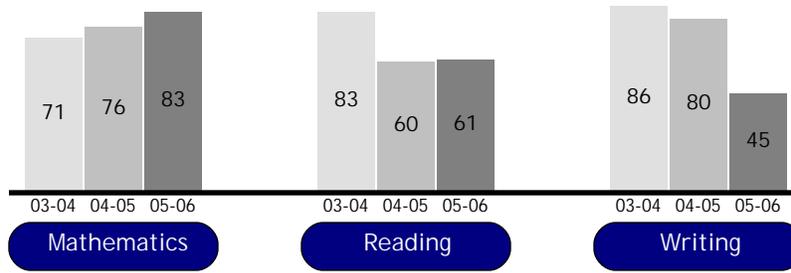
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2634	79501	99	99	98	497	513	497	10	6	10	24	17	25	63	70	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1296	39062	100	100	99	509	519	502	3	4	8	16	15	23	81	72	64	NA	10	5
Male	39	1337	40368	98	99	98	488	507	491	15	8	13	31	19	27	49	69	57	5	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	36	545	32389	97	99	98	490	482	478	8	15	16	36	34	34	53	48	48	3	3	1
Asian/Pacific Islander	--	84	1936	--	99	99	--	527	519	--	1	3	--	12	14	--	77	73	--	10	9
American Indian/Alaskan Native	NC	29	4401	NC	100	96	NC	493	473	NC	10	17	NC	21	40	NC	69	43	NC	NA	1
White	28	1885	36446	97	100	99	512	522	516	7	3	4	11	12	15	79	76	73	4	9	7
Students with Disabilities	12	349	9411	92	96	88	461	468	453	42	24	36	25	34	36	33	41	26	NA	1	1
Students without Disabilities	59	2285	70090	100	100	100	505	519	502	3	3	7	24	14	24	69	75	65	3	8	5
Limited English Proficient Students	NC	130	9401	NC	97	94	NC	433	443	NC	52	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	36	620	37183	97	99	97	482	485	479	17	14	16	31	29	34	50	55	49	3	2	1
Non-Economically Disadvantaged	35	2014	42318	100	100	99	513	521	513	3	3	5	17	13	17	77	75	70	3	9	7

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	71	2642	80000	99	100	99	576	587	564	NA	1	3	10	6	11	82	74	75	8	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1295	39288	100	100	99	591	602	579	NA	1	2	6	3	6	78	71	77	16	26	16
Male	39	1346	40644	98	100	98	564	572	549	NA	2	4	13	9	15	85	78	74	3	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	36	549	32672	97	99	99	570	561	548	NA	3	4	14	10	14	83	81	76	3	6	6
Asian/Pacific Islander	--	85	1945	--	100	99	--	611	592	--	NA	1	--	1	4	--	66	69	--	33	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	565	549	NC	3	3	NC	7	14	NC	86	77	NC	3	5
White	28	1886	36602	97	100	99	587	594	579	NA	1	2	4	5	7	82	73	75	14	22	16
Students with Disabilities	12	357	9919	92	98	93	538	535	505	NA	4	9	42	26	35	58	67	54	NA	2	2
Students without Disabilities	59	2285	70081	100	100	100	584	594	571	NA	1	2	3	3	7	86	75	79	10	21	12
Limited English Proficient Students	NC	129	9571	NC	96	96	NC	489	502	NC	14	10	NC	30	29	NC	56	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	36	620	37534	97	99	98	571	561	547	NA	2	4	11	11	15	83	80	76	6	6	5
Non-Economically Disadvantaged	35	2022	42466	100	100	100	582	594	578	NA	1	2	9	4	7	80	73	75	11	22	16

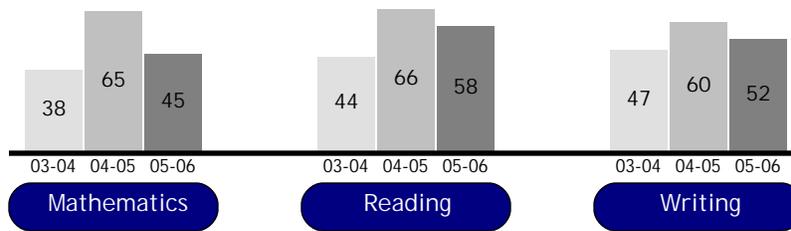
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	87	43	NA	58	99	40	55	47	100	34	56	46
	Language	94	28	59	50	99	41	55	47	100	27	58	48
	Mathematics	94	48	68	64	99	51	56	50	100	37	58	52
3	Reading	96	54	NA	55	100	40	56	44	100	44	61	46
	Language	99	59	69	61	100	43	55	44	100	46	58	46
	Mathematics	97	58	69	61	100	54	60	51	100	59	63	52
4	Reading	96	57	NA	56	99	46	58	48	100	39	65	52
	Language	96	55	63	52	99	45	57	49	100	39	65	52
	Mathematics	96	59	72	61	99	54	61	53	100	54	70	58
5	Reading	95	44	NA	55	100	49	58	50	100	48	65	56
	Language	96	44	60	49	100	46	59	50	100	44	65	54
	Mathematics	96	55	72	63	100	44	57	49	100	41	63	52
6	Reading	95	49	NA	56	99	52	61	51	99	58	67	56
	Language	95	41	61	48	99	49	57	47	99	50	61	50
	Mathematics	95	54	76	66	99	54	62	52	99	56	68	58

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

Council Duties

- Ü Budget Allocation for K spending
- Ü Budget Allocation for Tax Credit
- Ü Parent Involvement
- Ü Parent Survey
- Ü Long Range Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.00
Other Professional Staff	3.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	1	0	0
10 or more years	2	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	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 City of Phoenix, PAC Program
- Ü After School Chess Club
- Ü Before/After School Academics
- Ü Karate/Pom and Cheer

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 National Guard Drug Prevention
- Ü Holiday Assistance
- Ü Student Support Groups

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Campo Bello's greatest achievement lies in our ability to lead students to high academic achievement and individual excellence by offering a multifaceted program to support our student's academic, emotional, social, and physical needs.
  
- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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 for school year 2005-06 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jenny Robles	(928) 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	Lori Beard	(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.

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 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.

6 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).

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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.