

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Cloves C. Campbell, Sr. Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Roosevelt Elementary District
2624 E. South Mountain Avenue, Phoenix, AZ 85042

Principal: Mr. Micheal F. Turner

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: turner.m@rsd.k12.az.us

Grades: Pre-K-8

2002 Enrollment: 550

Phone: (602) 304-3170 x 12200

Fax: (602) 304-3182

∨ School Overview ∨

Mission

Cloves C. Campbell School have high expectations, high standards and high achievement for all students. The mission of Campbell School is to provide learners of all ages access to technology-rich education and training to enhance opportunities for personal growth and high student achievement.

Organization and Philosophy

- w Teacher and Parent Partnerships
- w Technology-enriched Curriculum
- w Hands-on Instruction
- w Standards-based Curriculum

Instructional Programs

- w Head Start Education Program
- w Full-day Kindergarten
- w K-8 Bilingual Education
- w Technology-integrated Curriculum
- w Daily Physical Education/Fitness Program
- w Hands-on Science and Math Instruction
- w Graphic Art Appreciation Program
- w Music History/Appreciation Instruction

School/Academic Goals

- w Improve student achievement in literacy through students learning and high quality work.
- w Provide all students with standards-based curricula and instructional activities that directly reinforce specific skills / standards.
- w Maintain monthly student progress based on skill mastery.
- w Parents will attend hands-on workshops and receive educational newsletters designed to increase parental involvement in the home and classroom environments.

Enrollment

October 1, 2001 School Year Student Enrollment:	592
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	124

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w School Safety
- w Student Extracurricular Activities
- w Textbook Adoption
- w Parent-Teacher-Student Organization
- w Community Involvement
- w Fundraising Opportunities

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	1.00	Teacher Aide	3.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	3	5	0	0
7 to 9 years	0	4	0	0
10 or more years	0	6	0	0

∨ **Shared Responsibilities** ∨

School

Campbell School encourages parent partnerships and involvement. Campbell maintains an open-door policy for all parents to assist in classrooms and on campus. Additionally, parents receive monthly newsletters informing them of school events. Campbell's commitment is to provide parents and students high quality curriculum and qualified educators. Campbell provides parents hands-on learning workshops to increase students' achievement.

Parents

Parent partnerships are a critical component to student achievement. Parents are encouraged to become active members of the school's Parent-Teacher-Student Organization and Site Council. Ultimately, parents are required to assist with their child's homework nightly.

∨ **Transportation Policy** ∨

Students who reside outside of a quarter-mile radius of Campbell School are transported by bus to and from school each day. Students within a quarter-mile radius are required to walk to and from school. Parents of students who reside outside the neighborhood school boundaries are responsible for transportation arrangements.

∨ Calendar Information ∨

Number of Instruction Days: 177	First Day of School: 7/29/02
Average Daily Instruction Time: 7 hrs. 0 min.	Last Day of School: 5/30/03

Operates on Year-round Schedule

Report Card Release Dates

10/3/02	1/10/03	3/26/03	5/30/03
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Additional Calendar/Report Card Information

Students who have Individual Education Plan (IEPs) have yearly progress assessments to determine adequate yearly progress in addition to the quarterly report cards.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Media Center	W Full-court Gymnasium
W Science Experimentation Laboratory	W Technology Lab

Extracurricular Activities

W Student Council	W Girls Pom and Cheer
W Boys Football Program	W Girls and Boys Basketball
W Yearbook Club	W Superintendents Reading Club
W Girls Fast Pitch	W Technology Club

School/Community Resources

W Boy Scouts of America	W Arizona 100 Black Men Association
W Hispanic Leadership Programs	W Harlem Globetrotter's Alumni Association
W City of Phoenix Fire Department	W City of Phoenix Parks and Recreation
W Arizona Informant Newspaper	W Kappa Alpha Psi Fraternity

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Campbell's 6th Grade students placed in the Roosevelt School District Math Challenge.</p> | <p>W Arizona Public Service awarded Campbell's students First Place for their Future Electric Vehicle Competition entry and First Place for the Future Vehicle Design. The students' vehicle design was used for the event's promotional T-shirts.</p> |
| <p>W Campbell's 7th Grade students placed first in the Roosevelt School District for submission of Excellence in the Use of Electricity.</p> | <p>W Campbell's Girls Pom and Cheer squad placed fifth in Arizona in the 2001 Arizona Pom and Cheer Competition.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	28.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	14.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.2 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.8 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
3rd Place math Competition	2002
1st Place in RSD Science Fair	2001
1st Place - ASU Science Competition	2001
Honorable Mention - Roosevelt District Basketball	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	64	504	25%	17%	44%	14%
	School State	58840	524	9%	17%	45%	29%
Writing	School	65	519	26%	15%	49%	9%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	61	474	26%	46%	26%	2%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	64	489	47%	28%	22%	3%
	State	61305	505	21%	20%	43%	15%
Writing	School	62	477	32%	34%	31%	3%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	60	441	40%	52%	5%	3%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	54	479	35%	22%	37%	6%
	State	57484	504	24%	20%	40%	16%
Writing	School	53	475	26%	47%	25%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	54	420	72%	28%	0%	0%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	73	23	60	--	--	--
2	Reading	--	--	--	--	--	50	100	13	52	95	26	53	98	29	57
	Language	--	--	--	--	--	40	100	10	43	100	20	44	100	23	48
	Mathematics	--	--	--	--	--	51	100	11	55	100	33	57	100	22	61
3	Reading	--	--	47	--	--	47	100	13	48	88	26	50	83	35	50
	Language	--	--	49	--	--	51	100	19	54	84	32	56	86	36	57
	Mathematics	--	--	46	--	--	49	100	10	52	89	27	54	89	34	56
4	Reading	--	--	53	--	--	54	100	15	54	100	23	55	89	27	55
	Language	--	--	47	--	--	49	100	22	48	100	29	50	91	35	50
	Mathematics	--	--	51	--	--	54	100	27	55	100	31	57	91	29	58
5	Reading	--	--	51	--	--	51	100	21	51	86	36	51	89	27	53
	Language	--	--	42	--	--	44	100	21	45	86	34	45	89	37	47
	Mathematics	--	--	51	--	--	54	100	21	55	88	36	57	91	29	59
6	Reading	--	--	53	--	--	54	100	20	53	100	32	54	95	39	56
	Language	--	--	41	--	--	44	100	14	44	100	25	45	95	37	47
	Mathematics	--	--	57	--	--	59	100	23	60	100	40	63	95	38	65
7	Reading	--	--	52	--	--	53	100	22	52	92	35	53	94	37	55
	Language	--	--	52	--	--	54	100	19	54	92	43	55	94	44	58
	Mathematics	--	--	53	--	--	55	100	26	56	92	48	58	91	53	60
8	Reading	--	--	54	--	--	54	100	21	53	93	35	55	81	46	56
	Language	--	--	46	--	--	49	100	16	49	93	33	50	81	48	52
	Mathematics	--	--	52	--	--	54	100	21	56	93	44	58	81	52	59

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	84	58
Grades 3-4	74	71
Grades 4-5	68	62
Grades 5-6	85	82
Grades 6-7	62	84
Grades 7-8	91	88

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Campbell 2002-03 goals include improving the learning environment for all students. Diversity training is integrated in the curriculum for teachers and students. Reward and incentives are a positive addition to this years goals.

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).

4

School uniforms are required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,947	\$1,647,469
Classroom Supplies	\$82	\$45,895
Administration	\$772	\$431,625
Support Services-Students	\$110	\$61,695
Other Support Services and Operations	\$1,004	\$561,607
Total Expenditures- All Categories 2000-2001	\$4,915	\$2,748,291

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Micheal Turner	(602) 304-3171	12201
Transportation Policy	Roosevelt SD Transportation	(602) 243-2610	
Community Resources	Mishay Tribble	(602) 304-3170	12246
School Nutrition Programs	Gloria Pollard	(602) 304-3170	12204
Parent Organization	C. Betancourt/M. Tribble	(602) 304-3170	12246
Student Health/Nurse	Phyllis Trotter	(602) 304-3173	12205

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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