

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2624 East South Mountain Avenue, Phoenix, AZ 85042

Roosevelt Elementary 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	Underperforming
2003-04	Performing
2002-03	Not Evaluated

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

### School Overview

Principal/Administrator : Mr. Michael F. Turner  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 646  
 Web Address :  
 Phone Number : (602) 304-3170  
 Fax Number : (602) 304-3182  
 E-mail : turnerm@rsd.k12.az.us

### Mission

Cloves C. Campbell School have high expectations, high standards, and high achievement to provide learners of all ages access to technology-rich standards-based curriculum and training to ensure opportunities for personal growth and high student achievement.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	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 Develop a community of high achievers who are accountable for their learning and demonstrate mastery of Arizona State Standards as measured on AIMS and other State assessments.
- ü Provide all students with standards-based curricula and instructional activities that directly reinforce specific skills/standards.
- ü Provide parents with standards-based curricula and instructional activities that directly reinforce specific skills to be implemented in each to continue the learning at home.
- ü Students in grades Kindergarten thru 3rd grade will continue to improve reading abilities using Voyager, a research-based Reading program.

### Enrollment

October 1, 2004 School Year Student Enrollment : 663  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 125

Instructional Programs

- ü Head Start Education Program
- ü Full-day Kindergarten
- ü K-8 Structured English Immersion
- ü AZ-Standards-based Curricula
- ü Instrumental Band
- ü Vocal Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Campbell School encourages and trains parents for effective partnering and involvement. Campbell maintains an open-door policy for parents to assist in classrooms and on campus. Parents receive monthly newsletters informing them of school events.

Parents

Parent partnerships are a critical component to student achievement; ultimately, parents are required to assist with their child's homework nightly. Parents are encouraged to join the Parent-Teacher-Student Organization and Site Council.

Transportation Policy

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

School Honors

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

Award/Honor	Year
ü Boys Basketball Team Championship	2005
ü 1st Place in RSD Science Fair	2003
ü 1st Place - ASU Science Competition	2003
ü 6th Grade Placed 2nd in RSD Math Challenge	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	67	1357	79306	96	98	99	419	410	445	32	25	10	16	29	18	46	43	51	5	3	20
All Students (Prior Year)	72	1305	75509	96	98	100	478	469	521	27	39	13	45	33	23	22	22	33	6	6	31
Female	39	656	38691	93	99	99	414	416	446	39	22	10	18	29	18	39	46	52	3	4	20
Male	28	701	40583	100	97	99	427	404	445	22	28	11	13	29	18	57	41	50	9	3	21
African American	27	223	4041	96	96	99	406	393	426	44	32	17	12	24	23	40	40	50	4	4	10
Hispanic	35	1067	32869	97	99	99	430	413	429	27	23	15	15	30	25	50	44	51	8	3	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	55	36197	NC	96	99	NC	426	463	NC	19	5	NC	26	11	NC	44	53	NC	12	31
Students with Disabilities	NC	154	10321	NC	100	100	NC	331	389	NC	62	30	NC	26	27	NC	11	34	NC	2	9
Students without Disabilities	58	1204	69060	92	98	98	427	420	454	22	20	7	18	29	17	53	48	54	6	4	22
Limited English Proficient Students	10	594	15509	83	99	100	418	403	406	27	24	20	18	31	30	55	43	45	0	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	43	1052	39415	88	90	96	407	407	431	39	25	15	18	30	25	42	42	50	0	3	10
Non-Economically Disadvantaged	24	306	39966	100	100	100	445	422	459	17	22	6	11	24	12	56	48	52	17	7	30

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	67	1363	79395	96	0	99	439	406	446	16	24	9	30	43	25	43	32	55	11	1	11
All Students (Prior Year)	72	1295	75492	96	98	100	495	489	519	23	34	12	33	25	16	39	34	47	5	6	24
Female	39	660	38743	93	0	100	440	418	451	15	18	7	33	42	24	42	39	57	9	1	12
Male	28	703	40618	100	0	99	437	396	440	17	30	11	26	44	27	43	25	53	13	1	9
African American	27	224	4052	96	0	100	429	401	434	16	19	11	36	41	29	40	38	54	8	2	6
Hispanic	35	1072	32915	97	0	99	446	407	426	15	25	15	31	44	35	42	30	47	12	1	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	55	36221	NC	0	99	NC	429	465	NC	21	4	NC	28	15	NC	44	63	NC	7	17
Students with Disabilities	NC	156	10331	NC	0	100	NC	332	388	NC	53	25	NC	38	37	NC	8	34	NC	1	4
Students without Disabilities	58	1208	69139	92	0	99	447	416	454	12	20	7	27	44	24	49	35	58	12	1	11
Limited English Proficient Students	10	597	15545	83	0	100	420	394	399	27	28	21	27	46	42	45	26	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	43	1058	39484	88	0	96	424	402	429	21	25	14	37	44	35	39	30	47	3	0	4
Non-Economically Disadvantaged	24	306	39986	100	0	100	471	425	461	6	18	4	17	39	16	50	39	63	28	5	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	65	1350	78869	93	98	99	442	406	442	11	13	6	17	32	21	59	53	63	13	2	10
All Students (Prior Year)	70	1277	75053	93	96	99	585	533	597	15	20	7	15	18	12	60	58	72	11	4	9
Female	37	655	38536	88	99	99	444	427	458	10	7	4	19	29	15	61	61	67	10	3	14
Male	28	695	40302	100	97	99	439	386	428	13	18	8	13	34	26	57	46	60	17	1	7
African American	26	221	4015	93	95	99	438	395	430	13	14	8	13	30	24	63	52	61	13	4	7
Hispanic	34	1063	32606	94	98	98	440	407	426	12	12	8	16	32	27	60	54	60	12	1	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	54	36078	NC	95	99	NC	422	459	NC	12	4	NC	33	16	NC	45	66	NC	10	14
Students with Disabilities	NC	155	10246	NC	100	100	NC	287	367	NC	44	18	NC	38	39	NC	19	40	NC	0	4
Students without Disabilities	56	1196	68697	89	97	98	457	422	454	6	8	4	13	31	18	66	58	67	15	2	11
Limited English Proficient Students	10	591	15339	83	99	100	399	392	399	27	14	11	9	36	31	64	48	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	41	1047	39106	84	90	95	433	403	427	11	13	8	22	33	28	58	53	59	8	2	5
Non-Economically Disadvantaged	24	304	39837	100	100	100	460	416	457	11	12	4	6	30	14	61	53	67	22	4	15

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	73	1365	78906	97	98	99	484	463	498	8	27	13	38	30	19	45	38	48	8	4	20
All Students (Prior Year)	82	1296	76019	100	100	100	471	452	499	25	37	14	54	50	39	13	7	14	8	6	33
Female	33	676	38644	100	100	99	485	466	500	7	24	12	37	34	19	52	39	49	4	3	19
Male	40	690	40236	95	97	99	484	459	497	9	31	15	39	27	19	39	38	46	12	5	20
African American	30	247	4087	94	98	99	476	448	481	16	32	20	40	33	24	36	33	45	8	2	11
Hispanic	33	1045	31938	100	98	99	487	465	481	4	27	19	43	30	25	43	39	46	11	4	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	14	4593	NC	100	100	NC	469	467	NC	20	26	NC	50	29	NC	30	39	NC	0	6
White	NC	56	36483	NC	92	99	NC	484	517	NC	15	7	NC	26	13	NC	53	51	NC	6	30
Students with Disabilities	NC	184	10664	NC	98	100	NC	383	430	NC	73	42	NC	18	27	NC	9	26	NC	0	5
Students without Disabilities	67	1184	68310	97	98	98	488	475	509	5	20	9	38	32	18	48	43	51	9	5	22
Limited English Proficient Students	17	547	12573	100	100	100	480	450	454	7	32	27	43	29	30	43	36	38	7	2	5
Migrant Students	--	NC	125	--	NC	NA	--	NC	476	--	NC	18	--	NC	35	--	NC	42	--	NC	5
Economically Disadvantaged	45	1062	38679	94	93	96	479	460	483	8	28	20	42	30	25	44	38	45	6	4	10
Non-Economically Disadvantaged	28	306	40295	100	100	100	492	472	513	8	25	7	33	30	13	46	40	50	13	5	30

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	74	1375	78908	99	0	99	478	447	484	8	29	10	35	34	23	53	36	58	3	1	9
All Students (Prior Year)	82	1297	76020	100	100	100	493	486	503	41	52	25	27	25	23	27	21	40	6	3	12
Female	33	680	38648	100	0	99	478	453	489	11	26	8	22	32	22	67	40	61	0	2	10
Male	41	696	40233	98	0	99	478	441	479	6	31	12	45	35	25	42	33	55	6	1	8
African American	31	252	4092	97	0	99	475	443	473	12	27	12	44	36	28	40	36	54	4	1	5
Hispanic	33	1050	31940	100	0	99	477	447	465	7	30	16	32	34	32	57	35	49	4	1	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	14	4569	NC	0	100	NC	454	457	NC	10	18	NC	50	39	NC	40	41	NC	0	2
White	NC	56	36502	NC	0	99	NC	474	502	NC	18	4	NC	21	14	NC	59	67	NC	3	15
Students with Disabilities	NC	186	10665	NC	0	100	NC	374	423	NC	69	30	NC	21	36	NC	10	31	NC	0	2
Students without Disabilities	68	1192	68312	99	0	98	483	459	493	4	23	7	36	36	21	57	40	62	4	2	10
Limited English Proficient Students	17	548	12556	100	0	100	467	430	436	7	37	24	43	35	40	50	27	35	0	1	1
Migrant Students	--	NC	125	--	NC	NA	--	NC	457	--	NC	22	--	NC	40	--	NC	38	--	NC	0
Economically Disadvantaged	45	1070	38662	94	0	96	470	443	468	11	30	16	36	34	32	50	35	49	3	1	3
Non-Economically Disadvantaged	29	308	40315	100	0	100	490	462	498	4	22	5	33	33	15	58	43	66	4	2	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	73	1367	78750	97	98	99	494	459	500	5	14	6	37	41	29	58	45	63	0	0	2
All Students (Prior Year)	81	1287	75673	99	99	100	512	481	530	17	27	12	29	30	25	50	42	58	4	2	4
Female	33	678	38586	100	100	99	506	476	515	4	11	4	22	34	22	74	55	71	0	0	3
Male	40	690	40135	95	97	99	483	442	486	6	17	8	50	48	35	44	34	56	0	1	1
African American	31	251	4081	97	100	99	496	453	488	4	14	8	40	38	32	56	46	59	0	1	2
Hispanic	32	1043	31841	97	98	99	489	459	483	7	14	8	33	42	36	59	44	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	14	4586	NC	100	100	NC	488	481	NC	10	8	NC	40	37	NC	50	54	NC	0	1
White	NC	56	36440	NC	92	99	NC	487	516	NC	6	3	NC	32	22	NC	62	71	NC	0	4
Students with Disabilities	NC	184	10622	NC	98	100	NC	349	415	NC	43	21	NC	45	50	NC	11	28	NC	1	1
Students without Disabilities	67	1186	68196	97	98	98	501	476	513	2	9	3	36	41	25	62	50	69	0	0	3
Limited English Proficient Students	16	548	12504	100	100	100	472	438	451	8	17	12	46	48	44	46	35	43	0	1	1
Migrant Students	--	NC	126	--	NC	NA	--	NC	464	--	NC	14	--	NC	44	--	NC	41	--	NC	0
Economically Disadvantaged	44	1064	38558	92	93	96	491	455	485	6	14	8	43	42	37	51	43	54	0	1	1
Non-Economically Disadvantaged	29	306	40260	100	100	100	498	474	514	4	11	3	29	39	21	67	51	72	0	0	4

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

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	71	1244	78250	99	97	99	508	512	548	46	44	21	30	24	18	23	29	48	2	3	13
All Students (Prior Year)	52	1289	75001	98	98	99	434	429	468	69	68	37	27	28	36	2	3	16	2	1	10
Female	35	616	38071	100	98	99	502	515	549	47	40	20	33	27	19	20	30	49	0	2	12
Male	36	627	40126	97	96	99	515	509	547	44	48	23	26	21	17	26	28	46	4	3	14
African American	32	245	4058	100	96	99	507	510	523	48	43	32	30	26	22	22	30	41	0	1	5
Hispanic	32	925	29129	94	97	99	508	511	527	38	45	32	38	24	23	25	28	40	0	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	NC	24	4996	NC	100	100	NC	515	518	NC	45	36	NC	27	25	NC	23	36	NC	5	4
White	NC	47	38320	NC	98	99	NC	540	568	NC	30	12	NC	18	14	NC	45	55	NC	6	19
Students with Disabilities	13	185	9329	100	100	100	472	451	454	91	86	64	9	10	18	0	4	16	0	0	2
Students without Disabilities	58	1059	68996	98	97	99	517	523	561	35	37	16	35	27	18	28	33	52	2	3	14
Limited English Proficient Students	NC	384	10133	NC	99	100	NC	495	488	NC	53	45	NC	24	25	NC	22	28	NC	1	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	43	944	33388	93	92	94	509	512	530	42	43	32	36	25	22	18	30	40	3	3	5
Non-Economically Disadvantaged	28	300	44937	100	100	100	508	513	561	50	47	13	21	23	15	29	27	54	0	3	18

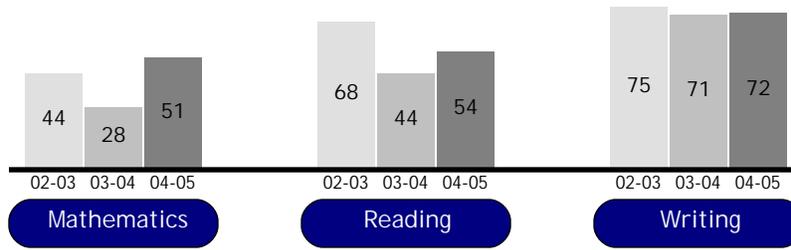
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	1248	78302	99	0	99	502	475	512	11	27	11	35	42	25	53	31	57	2	0	7
All Students (Prior Year)	53	1284	74918	100	98	99	485	465	497	38	57	32	26	21	19	30	19	35	6	2	15
Female	35	618	38082	100	0	99	496	481	518	13	23	8	37	42	24	50	35	61	0	0	7
Male	36	629	40166	97	0	99	508	470	507	7	30	14	33	42	26	56	27	54	4	1	6
African American	32	247	4064	100	0	100	507	483	498	7	22	14	33	36	29	59	41	54	0	1	3
Hispanic	32	927	29152	94	0	99	490	472	492	13	28	17	42	43	34	46	28	46	0	0	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	NC	24	4993	NC	0	100	NC	479	484	NC	32	19	NC	41	38	NC	23	42	NC	5	1
White	NC	47	38347	NC	0	99	NC	509	531	NC	6	5	NC	42	17	NC	48	68	NC	3	10
Students with Disabilities	13	185	9353	100	0	100	469	423	429	27	69	40	55	25	38	18	6	22	0	0	1
Students without Disabilities	58	1063	69024	98	0	99	509	485	524	7	19	7	30	45	23	61	35	62	2	1	7
Limited English Proficient Students	NC	385	10140	NC	0	100	NC	454	451	NC	37	28	NC	46	43	NC	17	29	NC	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	43	946	33398	93	0	94	501	473	495	12	27	18	36	43	35	48	30	46	3	1	2
Non-Economically Disadvantaged	28	302	44979	100	0	100	502	483	525	8	26	6	33	39	18	58	35	66	0	0	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	71	1248	78094	99	98	99	524	506	545	7	9	3	12	34	18	81	57	77	0	0	2
All Students (Prior Year)	53	1278	74503	100	97	99	490	442	491	2	18	9	45	45	32	42	35	51	11	2	8
Female	35	621	38025	100	99	99	513	517	558	13	7	2	10	30	13	77	63	82	0	0	2
Male	36	626	40013	97	96	99	537	494	534	0	10	5	15	38	23	85	52	71	0	0	1
African American	32	246	4037	100	97	99	522	508	532	7	9	4	15	29	22	78	61	73	0	1	1
Hispanic	32	928	29068	94	97	99	520	503	523	8	9	5	8	35	27	83	56	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	NC	24	4981	NC	100	100	NC	516	526	NC	0	4	NC	55	25	NC	45	70	NC	0	0
White	NC	47	38265	NC	98	99	NC	546	564	NC	0	2	NC	21	11	NC	79	84	NC	0	3
Students with Disabilities	13	186	9275	100	100	100	496	431	444	0	22	14	55	58	46	45	20	39	0	0	1
Students without Disabilities	58	1062	68892	98	97	98	531	519	559	9	6	2	2	29	14	89	64	82	0	0	2
Limited English Proficient Students	NC	387	10084	NC	100	100	NC	474	474	NC	15	10	NC	44	39	NC	41	50	NC	0	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	43	947	33296	93	93	94	521	501	527	6	9	5	21	36	27	73	54	67	0	0	0
Non-Economically Disadvantaged	28	301	44871	100	100	100	529	521	559	8	6	2	0	26	12	92	67	84	0	0	3

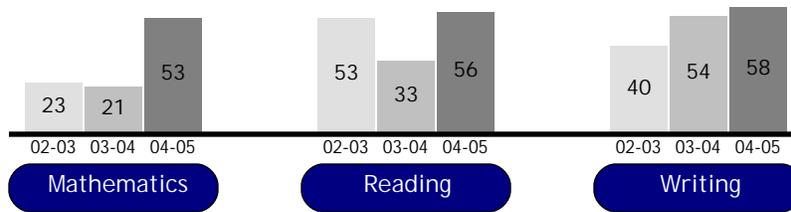
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

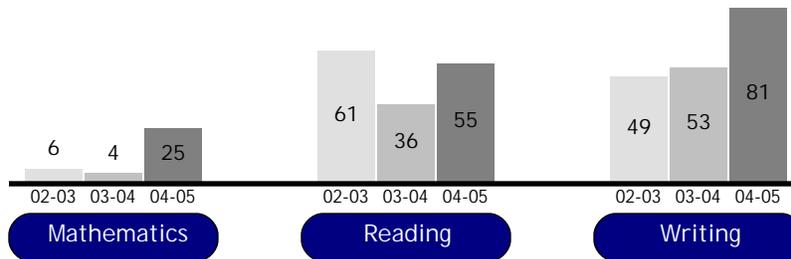
3rd Grade Proficiency



5th Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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
2	Reading	88	36	25	50	96	44	NA	58	100	46	31	47
	Language	98	24	17	43	100	40	22	50	100	50	32	47
	Mathematics	98	44	32	57	100	51	34	64	100	46	33	50
3	Reading	98	45	23	47	99	47	NA	55	96	39	24	44
	Language	100	46	34	54	96	53	38	61	96	43	28	44
	Mathematics	98	48	29	54	99	49	33	61	96	41	33	51
4	Reading	93	37	26	52	100	36	NA	56	99	38	29	48
	Language	99	36	28	48	100	36	35	52	99	41	29	49
	Mathematics	100	41	30	57	100	41	38	61	99	41	33	53
5	Reading	98	37	22	50	95	42	NA	55	99	43	30	50
	Language	100	44	24	46	96	48	32	49	99	45	31	50
	Mathematics	96	51	28	57	96	60	38	63	97	38	30	49
6	Reading	100	32	27	53	98	42	NA	56	99	39	33	51
	Language	100	28	21	45	98	42	29	48	99	39	30	47
	Mathematics	100	37	34	62	98	51	40	66	99	39	33	52
7	Reading	100	50	26	51	96	37	NA	54	100	33	30	50
	Language	100	64	29	54	96	45	35	58	100	41	34	52
	Mathematics	100	43	29	58	96	35	32	62	97	32	31	50
8	Reading	100	56	31	53	100	52	NA	55	99	43	33	51
	Language	100	56	27	49	98	50	31	52	99	44	35	50
	Mathematics	100	51	33	58	98	39	37	61	99	29	34	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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Safety
- Ü Student Extracurricular Activities
- Ü Parent Involvement
- Ü Parent-Teacher-Student Organization
- Ü Community Involvement
- Ü Fundraising Opportunities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	1.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	0	0
4 to 6 years	3	6	0	0
7 to 9 years	0	4	0	0
10 or more years	0	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Hightly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Full-court Gymnasium
- Ü Computer Lab
- Ü Science Laboratory

Extracurricular Activities

- Ü Student Council
- Ü Boys and Girls Soccer
- Ü Boys Football Program
- Ü Girls and Boys Basketball
- Ü City of Phoenix Activity City

Social Services

- Ü Boy Scouts of America
- Ü ASU - East eXzone Enrichment
- Ü Hispanic Leadership Programs
- Ü Southwest Behavioral Prevention Prog

School Achievements/Accomplishments 2004-05

- ü Campbell School has been a "Performing" school as evaluated for AZ LEARNS, since opening in 2000.
  
- ü Campbell School's 2nd grade students outscored all Roosevelt District Schools in Reading on the TerraNova State Assessments.
  
- ü Over all the students of Campbell School scored above the Roosevelt District average in Reading, Math and Writing.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	44	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	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

Campbell goals include improving the learning environment for all students. Diversity training is integrated in the curriculum for teachers and students. Monthly rewards and incentives are positive additions to this year's goals. Law related intervention programs are integrated in the instructional day to assist students with positive alternatives to violence.

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) :

1

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	Micheal Turner	(602) 304-3170
Transportation Policy	Roosevelt SD Transportation	(602) 243-2610
Community Resources	Micheal Turner	(602) 304-3170
School Nutrition Programs	Gloria Pollard	(602) 304-3170
Parent Organization	Anita Colter	(602) 304-3170
Student Health/Nurse		(602) 304-3170

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 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).

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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.