

Table 10

**Campbell School Overview**

**Statement of Program**

Campbell School strives to help our students achieve academic and social success and become responsible and respectful citizens. Campbell is a neighborhood school with a safe, welcoming and enriching environment. We offer excellent instruction in all the basic subjects as well as music, library, physical education and classroom music. Staff offer many specialized services, including special education, speech therapy, physical therapy, Indian Education and bilingual education. The IGNITE program provides on-site enrichment classes for Campbell students and hosts students from two nearby schools.

Our school uses positive behavior practices and sets schoolwide behavior expectations. Through the Resolving Conflict Creatively Program, students learn conflict mediation and social skills. Student mediators are trained to help solve conflict on the playground and in the lunchroom.

From the Report Card/MLP

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
The percent of students who are not proficient in reading, writing or math will decrease by 10%.	Attained
School wide positive discipline.	Partially Attained
Increase parent and community involvement.	Partially Attained

From the School Report Card

<b>BUDGET*</b>	
2004-2005 Actual Expenditures	\$2,218,216
2005-2006 Revised Budgeted Amount	\$2,117,245
2006-2007 Proposed Budget	\$2,297,456

\*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	433	50,051	Fall OASIS
Capacity	84%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Retention Rate	0.2%	1.2%	Report Card File
Transiency Rate	22.52%	22.72%	Report Card File
Economically Disadvantaged	148	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	50	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	-4.9%	0.3%	Report Card File

Anchorage School District: Profile of Performance ..... 2005-2006  
 Campbell School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
30	100%	20%	0	98%

SCHOOL BUSINESS PARTNERSHIPS
Dimond Greenhouses Village Inn Dimond Flight Deck Pizza Minerals Management

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
191 44.11%	18 4.16%	81 18.71%	43 9.93%	40 9.24%	60 13.86%	433 100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
244	223	91.4%

From participation file (3-10 graders)

**Anchorage School District  
2005-2006 Adequate Yearly Progress**

**Campbell Elementary**

**Meets AYP under Safe Harbor**

**AMO For Language Arts: 71.48%  
AMO For Math: 57.61%**

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met		(D) Tested and Enrolled "FAY"	(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Math	(J) Percent Proficient in Math	(K) Math Target
All Students	244	242	99.2%	Yes	220	167	75.9%	64.4%	Yes	168	76.4%	49.8%	Yes
African American	12	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	55	54	98.2%	Yes	46	32	69.6%	56%	Yes	32	69.6%	40.6%	Yes
Asian	19	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	110	109	99.1%	Yes	100	78	78%	61%	Yes	79	79%	46.1%	Yes
Hispanic	27	27	100%	Yes	26	23	88.5%	50.8%	Yes	21	80.8%	35%	Yes
Multi-Ethnic	21	21	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	79	79	100%	Yes	65	46	70.8%	58.4%	Yes	44	67.7%	43.3%	Yes
Disabled	51	50	98%	Yes	49	18	36.7%	56.5%	Yes-SH	24	49%	41.2%	Yes
LEP	46	46	100%	Yes	42	30	71.4%	55.2%	Yes	31	73.8%	39.8%	Yes

Attendance Rate: 93.3% (Threshold is 85%)

N/A is used to indicate when a group does not need to be evaluated when:

- (1) 20 or fewer students are enrolled in a group for all groups except "All Students".
- (2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

\* For the groups where the number enrolled is fewer than or equal to 40, participation is met when no more than 2 miss the test. Groups can also meet this target using the average of the past two or three years.

\*\* Where a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

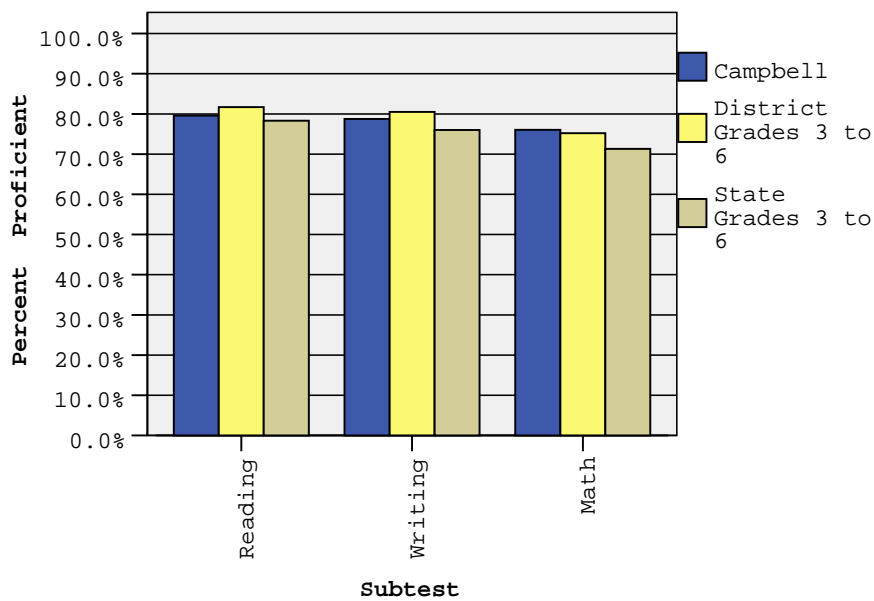
\*\*\* Results cannot be published without releasing personally identifiable information.

This document was prepared by the ASD Assessment and Evaluation 7/19/2006

Campbell Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	80.1%	79.6%	76.0%	78.8%	72.3%	76.0%
3 <sup>rd</sup> Grade	68.8%	79.1%	62.5%	77.6%	64.6%	83.6%
4 <sup>th</sup> Grade	87.1%	67.4%	82.3%	69.6%	74.2%	55.3%
5 <sup>th</sup> Grade	78.9%	86.4%	77.5%	88.1%	70.4%	84.7%
6 <sup>th</sup> Grade	82.6%	82.4%	77.9%	77.9%	76.7%	75.4%

SBA Spring 2006 Proficiency Rate Comparison of School, District, and State \*



\* District and State Grades 3 to 6

**Anchorage School District: Profile of Performance ..... 2005-2006**

**Campbell SBA Proficiency by NCLB Groups – Spring 2006**

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	79.6%	20.4%	78.8%	21.3%	76.0%	24.0%
	African American	91.7%	8.3%	75.0%	25.0%	75.0%	25.0%
	AK Native/ American Indian	77.8%	22.2%	79.6%	20.4%	70.4%	29.6%
	Asian	72.2%	27.8%	61.1%	38.9%	78.9%	21.1%
	Caucasian	82.6%	17.4%	78.9%	21.1%	77.1%	22.9%
	Hispanic	80.8%	19.2%	88.5%	11.5%	81.5%	18.5%
	Multi-Ethnic	66.7%	33.3%	81.0%	19.0%	76.2%	23.8%
LowIncome	Yes	74.0%	26.0%	72.7%	27.3%	69.6%	30.4%
	No	82.2%	17.8%	81.6%	18.4%	79.1%	20.9%
Disabled	Yes	42.0%	58.0%	50.0%	50.0%	48.0%	52.0%
	No	89.5%	10.5%	86.3%	13.7%	83.3%	16.7%
LEP	Yes	68.2%	31.8%	72.7%	27.3%	76.1%	23.9%
	No	82.1%	17.9%	80.1%	19.9%	76.0%	24.0%
Migrant	Yes	90.9%	9.1%	81.8%	18.2%	54.5%	45.5%
	No	79.0%	21.0%	78.6%	21.4%	77.1%	22.9%
Gender	Female	83.2%	16.8%	85.0%	15.0%	75.4%	24.6%
	Male	76.4%	23.6%	73.2%	26.8%	76.6%	23.4%

**Anchorage School District: Profile of Performance ..... 2005-2006**

Campbell SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

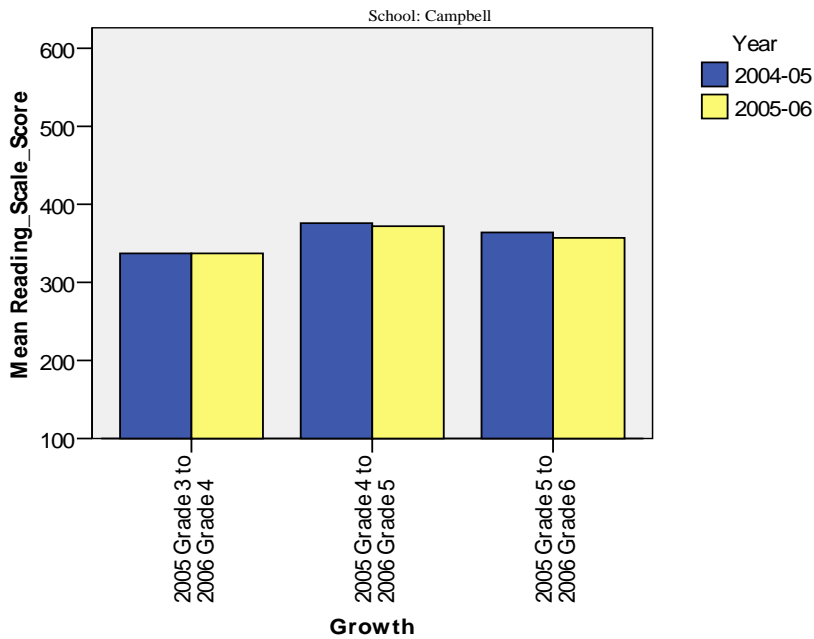
		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	359.0	360.0	347.3	356.1	339.8	348.0
	African American	351.9	381.0	342.5	374.9	322.1	345.1
	AK Native/ American Indian	333.9	344.0	326.9	342.8	326.9	329.7
	Asian	337.0	335.4	324.2	333.1	316.5	343.2
	Caucasian	378.3	373.8	362.6	367.7	349.8	357.4
	Hispanic	348.6	363.2	343.2	362.6	338.2	347.5
	Multi-Ethnic	335.1	335.0	330.4	330.4	344.6	352.9
Low Income	Yes	340.9	346.3	331.5	343.3	324.9	332.1
	No	367.7	366.5	354.9	362.1	347.0	355.7
Disabled	Yes	287.7	293.1	280.3	303.3	278.6	302.1
	No	373.8	377.7	361.2	370.0	352.6	360.0
LEP	Yes	331.1	342.6	325.2	343.4	319.0	343.8
	No	364.6	364.0	351.8	358.9	344.0	349.0
Migrant	Yes	322.7	355.7	306.3	345.9	309.2	323.5
	No	360.5	360.2	349.1	356.6	341.1	349.2
Gender	Female	367.4	365.8	362.5	370.0	346.7	346.9
	Male	350.3	354.9	331.7	343.6	332.8	349.0

**Anchorage School District: Profile of Performance ..... 2005-2006**

**Campbell SBA Growth in Average Scale Score by NCLB Groups: Reading**

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	337.2	337.0	-0.2	376.1	371.7	-4.4	363.8	356.9	-6.9
	African American	326.3	386.8	60.5	452.4	395.7	-56.7	289.2	314.0	24.8
	AK Native/American Indian	301.7	309.2	7.5	337.4	364.6	27.2	337.3	340.8	3.5
	Asian	295.7	299.3	3.7	377.0	372.4	-4.6	306.7	272.2	-34.5
	Caucasian	363.1	349.7	-13.4	401.8	387.9	-13.9	386.7	381.3	-5.3
	Hispanic	340.4	375.7	35.3	323.2	339.0	15.8	364.1	362.7	-1.4
	Multi-Ethnic	347.9	320.1	-27.8	367.3	365.8	-1.5	312.4	276.7	-35.7
LowIncome	Yes	320.0	330.4	10.4	364.7	360.2	-4.5	341.9	341.1	-0.8
	No	345.8	339.9	-5.9	382.7	379.3	-3.3	371.0	362.4	-8.6
Disabled	Yes	254.2	239.0	-15.2	289.1	294.7	5.6	295.8	313.9	18.1
	No	365.3	363.8	-1.5	395.4	386.7	-8.7	382.2	367.0	-15.2
LEP	Yes	300.7	307.2	6.5	347.9	349.1	1.2	327.3	318.8	-8.5
	No	344.7	343.3	-1.3	383.0	377.4	-5.6	368.7	362.2	-6.5
Migrant	Yes	350.1	380.7	30.6	398.8	378.9	-19.9	347.7	322.3	-25.4
	No	336.4	333.7	-2.7	375.2	371.0	-4.2	365.1	358.7	-6.4
Gender	Female	331.9	332.1	0.2	394.3	392.8	-1.5	380.4	354.7	-25.7
	Male	344.0	344.4	0.4	355.7	348.2	-7.5	356.9	357.1	0.2

**Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006**

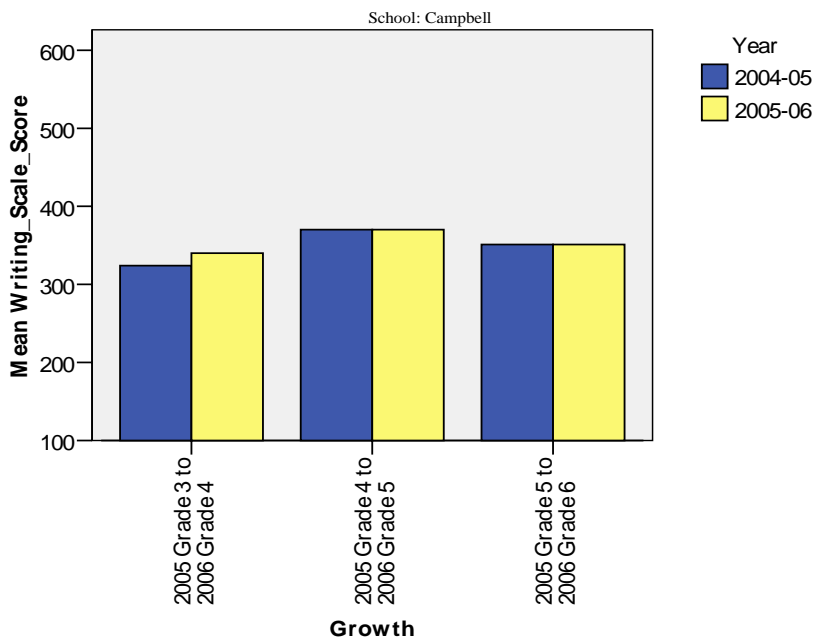


**Anchorage School District: Profile of Performance ..... 2005-2006**

**Campbell SBA Growth in Average Scale Score by NCLB Groups: Writing**

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	324.1	339.7	15.6	369.8	369.9	0.1	350.7	351.3	0.7
	African American	357.4	347.7	-9.7	417.2	409.0	-8.2	305.1	312.7	7.6
	AK Native/ American Indian	299.9	332.1	32.2	334.3	347.3	13.0	359.4	331.7	-27.7
	Asian	266.0	281.4	15.4	381.7	378.2	-3.5	302.9	310.1	7.2
	Caucasian	341.8	359.9	18.1	389.7	388.3	-1.3	360.0	364.4	4.4
	Hispanic	318.2	347.0	28.8	327.1	341.7	14.6	359.8	368.9	9.1
	Multi-Ethnic	341.3	318.8	-22.5	376.4	360.7	-15.7	310.2	304.0	-6.2
LowIncome	Yes	319.7	321.2	1.5	352.9	362.1	9.2	354.3	340.8	-13.5
	No	324.7	350.3	25.7	381.0	375.4	-5.6	350.7	353.2	2.5
Disabled	Yes	257.1	276.7	19.6	297.8	312.9	15.1	296.7	317.3	20.7
	No	346.4	357.7	11.3	386.2	382.0	-4.2	365.1	358.7	-6.4
LEP	Yes	291.9	326.1	34.2	349.3	349.8	0.5	334.4	329.7	-4.7
	No	331.0	343.4	12.4	374.7	375.2	0.5	353.9	353.1	-0.8
Migrant	Yes	338.8	325.9	-12.9	328.7	377.3	48.7	378.0	341.4	-36.7
	No	322.2	341.0	18.8	372.1	369.7	-2.4	349.8	350.9	1.1
Gender	Female	324.3	340.8	16.5	399.4	395.7	-3.7	375.2	367.0	-8.2
	Male	322.7	339.2	16.5	335.9	342.1	6.2	340.3	342.8	2.5

**Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006**

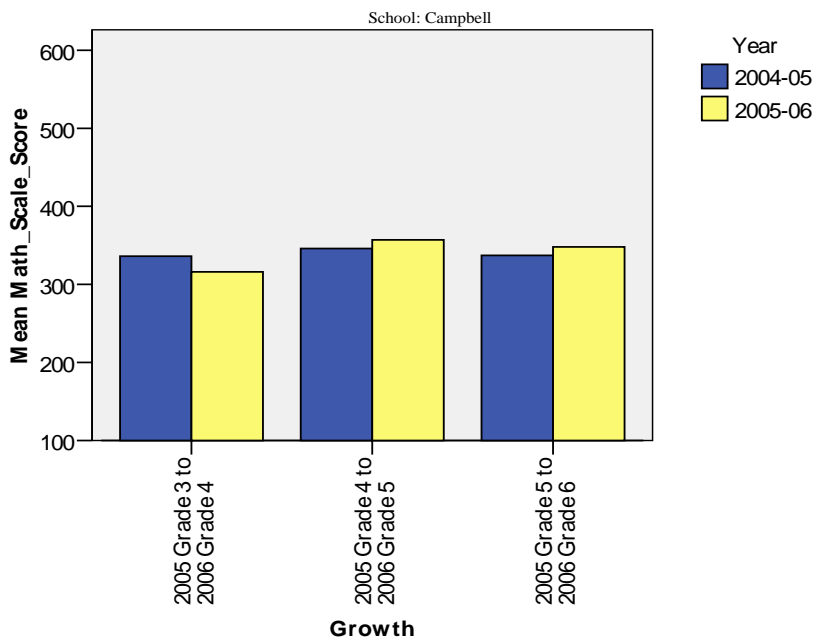


**Anchorage School District: Profile of Performance ..... 2005-2006**

**Campbell SBA Growth in Average Scale Score by NCLB Groups: Math**

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	335.7	316.2	-19.5	345.9	357.1	11.2	337.3	347.8	10.5
	African American	326.7	310.3	-16.4	361.0	371.4	10.4	293.7	286.2	-7.5
	AK Native/American Indian	313.1	304.7	-8.4	335.8	364.4	28.6	319.7	313.3	-6.3
	Asian	290.4	293.7	3.3	368.2	347.0	-21.2	302.1	320.7	18.6
	Caucasian	350.9	323.1	-27.8	357.3	367.8	10.5	346.4	359.7	13.3
	Hispanic	351.0	342.4	-8.6	297.7	328.2	30.5	349.9	363.1	13.2
	Multi-Ethnic	356.8	307.9	-48.9	344.7	348.3	3.7	317.0	364.4	47.4
LowIncome	Yes	312.2	299.0	-13.2	335.1	347.7	12.6	325.8	333.9	8.1
	No	349.3	324.8	-24.5	354.4	361.7	7.3	340.2	353.0	12.8
Disabled	Yes	268.7	257.2	-11.5	285.9	305.1	19.2	304.3	315.8	11.5
	No	358.7	331.3	-27.4	359.0	367.4	8.4	344.7	356.2	11.5
LEP	Yes	297.1	294.7	-2.4	335.8	347.9	12.1	312.7	342.3	29.7
	No	345.4	319.7	-25.7	349.2	359.0	9.8	340.1	348.7	8.6
Migrant	Yes	320.9	311.1	-9.8	329.3	332.8	3.5	336.4	337.7	1.3
	No	337.0	316.4	-20.7	346.7	358.2	11.5	336.9	349.1	12.2
Gender	Female	325.8	296.9	-28.9	359.7	375.3	15.7	347.0	347.4	0.4
	Male	351.2	343.0	-8.2	331.1	335.7	4.6	331.8	348.9	17.1

**Measure of Growth in SBA Math for Students Who Tested in 2005 and Again in 2006**



Anchorage School District: Profile of Performance ..... 2005-2006

Campbell Grades 3-6 SBA Results Compared with District and State: Reading

Reading		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	27.5%	34.6%	31.2%	52.1%	47.1%	47.1%	11.3%	12.0%	14.1%	9.2%	6.3%	7.7%	244	99.2%	98.1%	98.1%
	African American	41.7%	20.7%	21.4%	50.0%	51.1%	52.9%	8.3%	18.9%	17.1%	0.0%	9.4%	8.6%	12	100.0%	98.2%	98.5%
	AK Native/ American Indian	16.7%	19.3%	12.4%	61.1%	49.7%	45.5%	13.0%	19.1%	25.7%	9.3%	11.9%	16.4%	55	98.2%	97.5%	97.7%
	Asian	16.7%	24.7%	27.4%	55.6%	49.6%	50.7%	0.0%	16.3%	14.8%	27.8%	9.4%	7.0%	19	100.0%	97.1%	97.5%
	Caucasian	36.7%	44.8%	41.6%	45.9%	44.3%	46.3%	9.2%	7.4%	8.2%	8.3%	3.5%	3.8%	110	99.1%	98.5%	98.3%
	Hispanic	23.1%	22.4%	22.4%	57.7%	51.8%	53.0%	15.4%	17.3%	17.3%	3.8%	8.5%	7.3%	27	100.0%	97.0%	97.2%
	Multi-Ethnic	14.3%	27.4%	28.2%	52.4%	50.5%	50.5%	23.8%	14.8%	13.9%	9.5%	7.4%	7.3%	21	100.0%	98.5%	98.7%
Low Income	Yes	19.5%	18.7%	17.4%	54.5%	51.0%	48.4%	11.7%	19.4%	21.3%	14.3%	11.0%	12.9%	79	100.0%	97.6%	97.9%
	No	31.3%	45.1%	41.4%	50.9%	44.5%	46.1%	11.0%	7.2%	8.6%	6.7%	3.3%	3.8%	165	98.8%	98.4%	98.2%
Disabled	Yes	6.0%	8.8%	8.1%	36.0%	36.7%	35.2%	26.0%	28.5%	29.9%	32.0%	26.1%	26.8%	51	98.0%	93.7%	94.0%
	No	33.2%	39.1%	34.9%	56.3%	48.9%	49.1%	7.4%	9.1%	11.4%	3.2%	2.9%	4.5%	193	99.5%	98.9%	98.8%
LEP	Yes	18.2%	15.1%	9.0%	50.0%	52.1%	43.7%	15.9%	20.5%	28.6%	15.9%	12.4%	18.7%	46	100.0%	96.7%	97.3%
	No	29.6%	38.3%	35.5%	52.6%	46.1%	47.8%	10.2%	10.4%	11.2%	7.7%	5.2%	5.6%	198	99.0%	98.3%	98.2%
Migrant	Yes	18.2%	20.0%	13.0%	72.7%	53.7%	44.6%	9.1%	17.1%	25.2%	0.0%	9.2%	17.2%	11	100.0%	99.4%	98.1%
	No	27.9%	35.1%	32.3%	51.1%	46.9%	47.3%	11.4%	11.8%	13.3%	9.6%	6.2%	7.1%	233	99.1%	98.0%	98.1%
Gender	Female	29.2%	39.3%	34.9%	54.0%	46.2%	47.0%	9.7%	10.0%	12.3%	7.1%	4.5%	5.8%	114	100.0%	98.5%	98.4%
	Male	26.0%	30.0%	27.5%	50.4%	47.9%	47.2%	12.6%	13.9%	15.7%	11.0%	8.1%	9.5%	130	98.5%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

Campbell Grades 3-6 SBA Results Compared with District and State: Writing

Writing		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	26.3%	31.4%	27.4%	52.5%	49.1%	48.6%	20.0%	18.0%	21.9%	1.3%	1.6%	2.1%	244	99.2%	98.1%	98.1%
	African American	33.3%	18.0%	18.8%	41.7%	50.7%	52.0%	25.0%	29.2%	27.3%	0.0%	2.1%	1.9%	12	100.0%	98.2%	98.3%
	AK Native/ American Indian	16.7%	15.5%	10.5%	63.0%	52.5%	45.2%	16.7%	28.7%	39.6%	3.7%	3.2%	4.7%	55	98.2%	97.5%	97.9%
	Asian	16.7%	25.7%	27.6%	44.4%	49.8%	51.0%	38.9%	21.9%	19.3%	0.0%	2.6%	2.0%	19	100.0%	97.0%	97.5%
	Caucasian	37.6%	40.5%	36.3%	41.3%	47.1%	49.0%	21.1%	11.6%	13.7%	0.0%	0.8%	1.0%	110	99.1%	98.5%	98.2%
	Hispanic	19.2%	20.9%	20.2%	69.2%	52.7%	55.2%	11.5%	24.5%	23.1%	0.0%	1.8%	1.5%	27	100.0%	97.0%	97.2%
	Multi-Ethnic	4.8%	25.2%	25.6%	76.2%	51.2%	51.5%	14.3%	21.8%	21.0%	4.8%	1.9%	1.9%	21	100.0%	98.5%	98.6%
Low Income	Yes	20.8%	16.4%	15.3%	51.9%	52.2%	48.7%	26.0%	28.5%	32.4%	1.3%	2.9%	3.6%	79	100.0%	97.6%	98.0%
	No	28.8%	41.3%	36.5%	52.8%	47.0%	48.6%	17.2%	11.1%	13.9%	1.2%	0.7%	0.9%	165	98.8%	98.4%	98.1%
Disabled	Yes	8.0%	7.7%	6.4%	42.0%	40.2%	38.5%	46.0%	45.6%	47.9%	4.0%	6.5%	7.2%	51	98.0%	93.8%	94.2%
	No	31.1%	35.5%	30.9%	55.3%	50.6%	50.3%	13.2%	13.1%	17.6%	0.5%	0.7%	1.2%	193	99.5%	98.9%	98.7%
LEP	Yes	13.6%	14.9%	9.1%	59.1%	53.9%	45.1%	25.0%	28.3%	41.0%	2.3%	2.9%	4.8%	46	100.0%	96.6%	97.5%
	No	29.1%	34.6%	31.0%	51.0%	48.1%	49.3%	18.9%	16.0%	18.1%	1.0%	1.3%	1.5%	198	99.0%	98.3%	98.2%
Migrant	Yes	27.3%	20.2%	12.2%	54.5%	50.6%	43.4%	18.2%	26.5%	39.8%	0.0%	2.7%	4.5%	11	100.0%	99.4%	98.3%
	No	26.2%	31.8%	28.4%	52.4%	49.0%	49.0%	20.1%	17.7%	20.7%	1.3%	1.5%	1.9%	233	99.1%	98.0%	98.1%
Gender	Female	32.7%	37.8%	33.4%	52.2%	47.8%	47.9%	15.0%	13.5%	17.4%	0.0%	1.0%	1.3%	114	100.0%	98.4%	98.4%
	Male	20.5%	25.2%	21.7%	52.8%	50.3%	49.3%	24.4%	22.3%	26.2%	2.4%	2.2%	2.8%	130	98.5%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

Campbell Grades 3-6 SBA Results Compared with District and State: Math

Math		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	33.5%	38.3%	32.9%	42.6%	37.0%	38.4%	12.8%	13.1%	14.7%	11.2%	11.7%	14.0%	244	99.2%	98.4%	98.2%
	African American	41.7%	19.2%	19.7%	33.3%	39.8%	40.5%	8.3%	18.2%	19.7%	16.7%	22.9%	20.0%	12	100.0%	98.2%	98.5%
	AK Native/ American Indian	16.7%	24.5%	16.3%	53.7%	40.1%	37.1%	14.8%	17.2%	21.4%	14.8%	18.1%	25.2%	55	98.2%	97.4%	97.7%
	Asian	21.1%	33.8%	35.2%	57.9%	37.3%	39.0%	10.5%	13.7%	13.5%	10.5%	15.2%	12.4%	19	100.0%	98.6%	98.8%
	Caucasian	42.2%	47.7%	41.6%	34.9%	35.1%	38.5%	12.8%	10.3%	11.2%	10.1%	6.9%	8.6%	110	99.1%	98.5%	98.3%
	Hispanic	37.0%	27.2%	26.4%	44.4%	39.1%	40.9%	11.1%	19.3%	18.3%	7.4%	14.5%	14.4%	27	100.0%	99.0%	98.7%
	Multi-Ethnic	33.3%	31.5%	32.1%	42.9%	39.6%	39.6%	14.3%	13.9%	13.6%	9.5%	15.0%	14.7%	21	100.0%	98.7%	98.8%
Low Income	Yes	22.8%	23.2%	20.5%	46.8%	39.3%	38.6%	12.7%	18.1%	19.3%	17.7%	19.4%	21.6%	79	100.0%	98.1%	98.1%
	No	38.7%	48.3%	42.1%	40.5%	35.4%	38.3%	12.9%	9.7%	11.2%	8.0%	6.6%	8.4%	165	98.8%	98.6%	98.3%
Disabled	Yes	18.0%	12.7%	11.0%	30.0%	29.6%	28.7%	16.0%	22.4%	22.6%	36.0%	35.3%	37.7%	51	98.0%	93.7%	94.1%
	No	37.5%	42.7%	36.5%	45.8%	38.2%	40.0%	12.0%	11.4%	13.4%	4.7%	7.6%	10.1%	193	99.5%	99.3%	98.9%
LEP	Yes	32.6%	23.6%	14.7%	43.5%	38.5%	35.1%	8.7%	18.1%	22.4%	15.2%	19.8%	27.8%	46	100.0%	98.8%	98.3%
	No	33.7%	41.2%	36.5%	42.3%	36.7%	39.1%	13.8%	12.1%	13.1%	10.2%	10.1%	11.3%	198	99.0%	98.3%	98.2%
Migrant	Yes	27.3%	25.7%	18.7%	27.3%	38.4%	35.1%	27.3%	17.6%	20.1%	18.2%	18.4%	26.1%	11	100.0%	99.4%	98.1%
	No	33.8%	38.7%	33.8%	43.3%	36.9%	38.7%	12.1%	12.9%	14.3%	10.8%	11.4%	13.2%	233	99.1%	98.4%	98.2%
Gender	Female	33.3%	38.1%	33.0%	42.1%	37.8%	39.2%	13.2%	13.3%	14.8%	11.4%	10.9%	13.1%	114	100.0%	98.7%	98.5%
	Male	33.6%	38.5%	32.8%	43.0%	36.2%	37.7%	12.5%	12.9%	14.6%	10.9%	12.5%	14.9%	130	98.5%	98.1%	97.9%

Anchorage School District: Profile of Performance ..... 2005-2006

Campbell TerraNova 5th grade

Percent in each quartile

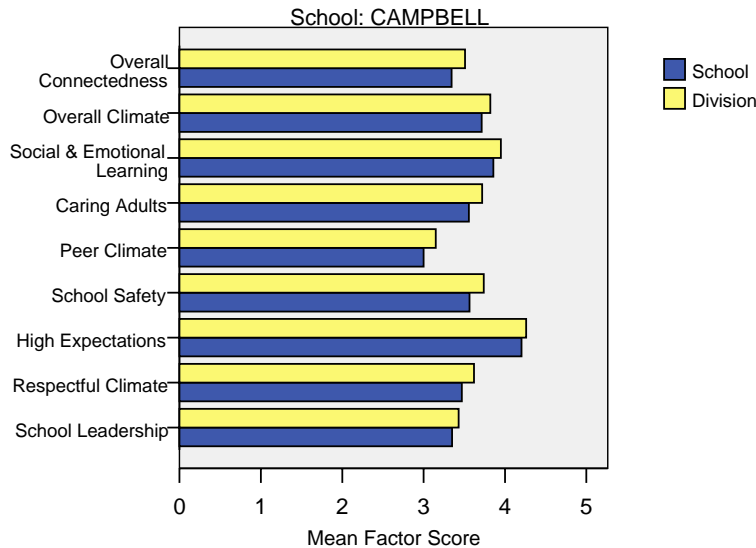
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	33.3%	30.4%	26.7%	26.8%	23.3%	24.5%	16.7%	18.3%
2004-2005	21.4%	29.2%	28.6%	27.6%	22.9%	24.5%	27.1%	18.7%
2003-2004	19.3%	30.6%	33.7%	26.9%	24.1%	24.2%	22.9%	18.3%
2002-2003	20.2%	29.1%	30.9%	26.6%	21.3%	23.8%	27.7%	20.5%
2001-2002	15.0%	30.3%	33.3%	26.0%	26.7%	24.6%	25.0%	19.0%

Language	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	35.0%	34.0%	28.3%	26.5%	21.7%	22.0%	15.0%	17.5%
2004-2005	21.4%	32.1%	27.1%	28.3%	27.1%	21.2%	24.3%	18.4%
2003-2004	25.3%	34.1%	26.5%	26.5%	32.5%	21.7%	15.7%	17.7%
2002-2003	22.3%	32.8%	37.2%	26.5%	18.1%	20.9%	22.3%	19.8%
2001-2002	23.3%	32.3%	23.3%	26.4%	26.7%	22.9%	26.7%	18.4%

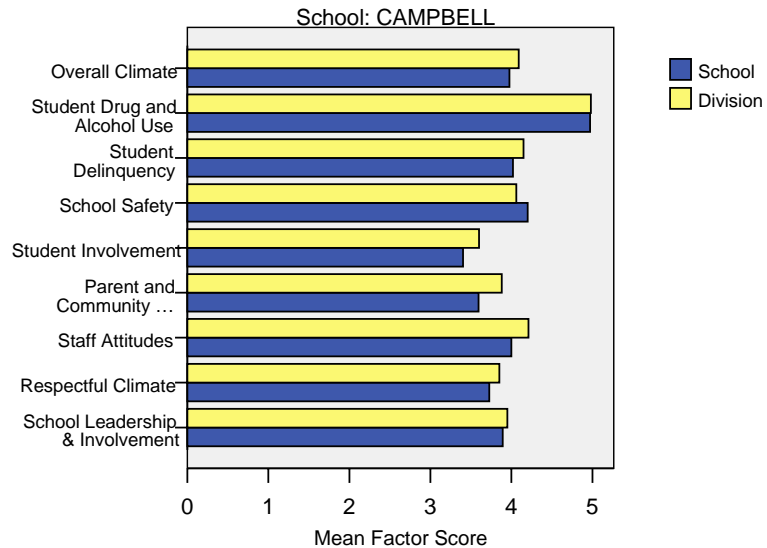
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	23.3%	28.4%	41.7%	31.9%	18.3%	22.3%	16.7%	17.5%
2004-2005	17.1%	26.9%	34.3%	31.1%	27.1%	22.9%	21.4%	19.1%
2003-2004	19.3%	28.3%	33.7%	29.3%	32.5%	22.6%	14.5%	19.8%
2002-2003	11.7%	24.7%	35.1%	30.6%	25.5%	22.6%	27.7%	22.1%
2001-2002	21.3%	24.1%	21.3%	30.1%	27.9%	24.8%	29.5%	20.9%

Campbell School Climate Survey Results

2006 Student Climate Survey Results



2006 Staff Climate Survey Results



The factors measured in the Student and Staff Climate Survey were:

- **Overall Connectedness – Student Survey:** The Overall Connectedness score for the student survey was computed as an average of three scales: Respectful Climate, Peer Climate, and Caring Adults.
- **Overall Climate – Student Survey:** The Overall Climate score for the student survey was computed as the average of three scales: School Leadership, High Expectations, and School Safety.
- **Overall Climate – Staff Survey:** The Overall Climate score for the staff survey was computed as the average of 6 scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, School Safety, Student Delinquency, and Drug and Alcohol Use scores.
- **School Leadership:** Reflects feelings about the decision making of school leaders, fairness of school rules, and student participation in school governance. 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.
- **Respectful Climate:** Fairness of rules and how well students and staff treat one another. 1 indicates a lack of respect and 5 indicates a highly respectful climate.
- **High Expectations:** Expectations of students from peers and adults. 1 indicates a lack of high expectations and 5 indicates very high expectations.

- **School Safety:** Presence of school bullies, gangs and general crime and violence in the community. 1 indicates a low level of safety and 5 indicates a high level of safety.
- **Peer Climate:** Reflects feelings about how respectful and helpful students are to one another. 1 indicates a negative peer climate and 5 indicates a very positive climate.
- **Caring Adults:** Reflects the caring adult relationships students have in the school. 1 indicates a lack of caring relationships and 5 indicates a high number of caring adults.
- **Social & Emotional Learning:** Reflects students' ability to think about the consequences of their actions and to empathize with others. 1 indicates poor social and emotional learning and 5 indicates higher levels of social and emotional learning.
- **Staff Attitudes:** Reflects feelings about competence and attitude towards jobs. 1 indicates more negative attitudes and 5 indicates highly positive attitudes.
- **Parent and Community Involvement:** Accessibility of the school for parents and how connected adults in the community are to the school. 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.
- **Student Involvement:** Reflects feelings about how involved students are in the schools' decision making process. 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.
- **Student Delinquency:** Reflects staff members' reports of witnessed student fights, stealing, and bullying. 1 indicates a high level of delinquency and 5 indicates a low level (5 is most desired).
- **Student Drug and Alcohol Use:** Reflects staff members' reports of observing students under the influence of drugs or alcohol. 1 indicates a high level of drug and alcohol use and 5 indicates a low level (5 is most desired).