

### Campbell Elementary School Overview

#### Statement of Program

Campbell Elementary School is a K-6 grade neighborhood elementary school. Art, classroom music, library and physical education classes are provided for all students. Other educational programs at Campbell include special education resources including speech for students who qualify; Indian Education and bilingual services.

There is a full-time school counselor and a part-time school psychologist. The Resolving Conflict Creatively program at Campbell includes a student mediator program.

Campbell practices positive discipline and has several student-recognition programs in place. The mission of Campbell is to have students become responsible and respectful citizens. We will ensure that they are provided the educational tools needed to achieve academic and social success in a safe, welcoming and enriching environment.

From the School Report Card

School Goals	
Goal	Level of Achievement
The percentage of students rated not proficient on the state language arts assessment will decrease by 10 percent, increasing the percent proficient from 82.9 to 84.6.	Partially Attained
The percentage of students rated not proficient on the state math assessment will decrease 10 percent, increasing the percent proficient from 78.2 to 80.38.	Partially Attained
All teachers will support resiliency and develop assets via implementation of the Six Traits (KEYS) of a healthy classroom and asset-building activities.	Attained

From the School Report Card

Budget*	
2006-07 Actual Expenditures	\$2,381,237
2007-08 Revised Budgeted Amount	\$2,628,248
2008-09 Proposed Budget	\$2,805,920

\*Dollars budgeted or expended are general fund only  
From IFAS

Campbell Elementary School Characteristics			
	School	District	Source of Information
Membership	398	48,858	Fall OASIS
Capacity	80.86%	N/A	2008-18 ASD Capital Improvement Plan
Attendance Rate	93.71%	92.83%	NCLB Summer Data Collection
Retention Rate K-8	0.25%	0.60%	SMS and NCLB Summer Data Collection
Transiency Rate	19.10%	26.07%	NCLB Summer Data Collection
Economically Disadvantaged	169	17,717	Fall OASIS
Average Weekly Volunteer Hours	50	4,660	Department of Education Report Card Report
Students Taking the Alternate Assessment	2	228	SMS
Change in Enrollment	-1.49%	-0.76%	Fall Oasis

Teacher Qualification				
Number of Teachers	Percent Fully Licensed	Percent With Advanced Degrees	Number Nationally Board Certified	Percent of Classes Taught by "Highly Qualified Teachers"
33	100.00%	30.30%	1	92.59%

Campbell Elementary School Business Partnerships
Gallo's; Sara's Sandwich Shop; Tuggle's Transportation; Village Inn, Dimond Boulevard

From the School Report Card

Ethnicity Report							
African-American/Black	Alaska Native/American Indian	Asian	Native Hawaiian/Other Pacific Islander	White	Hispanic	Multi-Ethnic	Total
20	38	43	24	157	51	65	398

From Fall Oasis

Full Academic Year		
Students Enrolled	Students Enrolled for FAY	Percent FAY
411	377	91.73%

From participation file (Grades 3-10)

**Campbell Elementary School  
2007-08 Adequate Yearly Progress  
Status Report**

Does Not Meet AYP  
Level 1

AMO For Language Arts: 77.18%  
AMO For Mathematics: 66.09%

Group	Participation Rate				"FAY" (D) Tested & Enrolled "FAY"	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met		(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics
All Students	238	237	99.6%	Yes	219	168	76.7%	70.6%	Yes	162	74%	58.6%	Yes
AF AM	9	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	22	22	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/OPI	35	34	97.1%	Yes	32	24	75%	59.9%	Yes	24	75%	46.6%	Yes
White	103	103	100%	Yes	97	79	81.4%	67.3%	Yes	75	77.3%	54.9%	Yes
Hispanic	29	29	100%	Yes	27	19	70.4%	58.4%	Yes	21	77.8%	44.9%	Yes
ME	40	40	100%	Yes	36	26	72.2%	60.9%	Yes	25	69.4%	47.7%	Yes
EDS	92	91	98.9%	Yes	78	50	64.1%	66.1%	No	51	65.4%	53.6%	Yes
SWD	52	52	100%	Yes	50	24	48%	63.4%	Yes-SH	26	52%	50.5%	Yes
LEP	51	51	100%	Yes	49	34	69.4%	63.2%	Yes	34	69.4%	50.3%	Yes

Attendance Rate: Met

93.7% (Threshold is 85%)

N/A is used to indicate:

- (1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.
- (2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

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

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

\*\*\* The results cannot be published without releasing personally identifiable information based upon the EED reporting protocol.

This document was prepared by the ASD Assessment and Evaluation Department.

7/10/2008

Campbell Elementary School  
2007-08 Adequate Yearly Progress  
Growth Report

The AYP growth reports are generated by the Alaska State Department of Education and Early Development. The reports can be found online at: [http://www.asdk12.org/depts/assess\\_eval/AYP/State\\_AS\\_D\\_AYG\\_0708.pdf](http://www.asdk12.org/depts/assess_eval/AYP/State_AS_D_AYG_0708.pdf)

SBA Proficiency Comparison by Grade for Campbell Elementary School																
	Reading Percent Proficient				Writing Percent Proficient				Mathematics Percent Proficient				Science* Percent Proficient			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
All Students	80.15%	79.58%	83.41%	78.72%	76.03%	78.75%	81.14%	72.77%	72.28%	76.03%	77.97%	73.19%	N/A	N/A	N/A	35.59%
Grade 3	68.75%	79.10%	82.46%	77.36%	62.50%	77.61%	85.96%	67.92%	64.58%	83.58%	89.47%	75.47%	N/A	N/A	N/A	N/A
Grade 4	87.10%	67.39%	78.79%	83.05%	82.26%	69.57%	75.76%	79.66%	74.19%	55.32%	73.13%	72.88%	N/A	N/A	N/A	35.59%
Grade 5	78.87%	86.44%	77.08%	76.39%	77.46%	88.14%	68.09%	73.61%	70.42%	84.75%	56.52%	72.22%	N/A	N/A	N/A	N/A
Grade 6	82.56%	82.35%	94.83%	78.43%	77.91%	77.94%	93.10%	68.63%	76.74%	75.36%	89.47%	72.55%	N/A	N/A	N/A	N/A

\* 2007-08 was the first year Science was administered for grades 4, 8 and 10 on the SBA.

SBA Proficient & Not Proficient by NCLB Groups for Campbell Elementary School								
	Reading		Writing		Mathematics		Science**	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	78.72%	21.28%	72.77%	27.23%	73.19%	26.81%	35.59%	64.41%
AF AM	75% or more	25% or fewer	55.56%	44.44%	55.56%	44.44%	60% or fewer	40% or more
AKNA/AI	68.18%	31.82%	72.73%	27.27%	68.18%	31.82%	57.14%	42.86%
Asian	90% or more	10% or fewer	90% or more	10% or fewer	90% or more	10% or fewer	40% or more	60% or fewer
NH/OPI	50.00%	50.00%	33.33%	66.67%	41.67%	58.33%	*	*
White	82.35%	17.65%	78.43%	21.57%	76.47%	23.53%	33.33%	66.67%
Hispanic	75.86%	24.14%	62.07%	37.93%	75.86%	24.14%	33.33%	66.67%
ME	76.92%	23.08%	66.67%	33.33%	69.23%	30.77%	30.00%	70.00%
EDS	68.89%	31.11%	63.33%	36.67%	65.56%	34.44%	30.77%	69.23%
Non-EDS	84.83%	15.17%	78.62%	21.38%	77.93%	22.07%	39.39%	60.61%
SWD	40.00%	60.00%	44.44%	55.56%	46.67%	53.33%	80% or fewer	20% or more
Non-SWD	87.89%	12.11%	79.47%	20.53%	79.47%	20.53%	38.78%	61.22%
LEP	40.91%	59.09%	36.36%	63.64%	40.91%	59.09%	*	*
Not LEP	82.63%	17.37%	76.53%	23.47%	76.53%	23.47%	38.18%	61.82%
Migrant	57.14%	42.86%	71.43%	28.57%	57.14%	42.86%	*	*
Not Migrant	80.09%	19.91%	72.85%	27.15%	74.21%	25.79%	36.36%	63.64%
Female	79.84%	20.16%	75.81%	24.19%	72.58%	27.42%	32.43%	67.57%
Male	77.48%	22.52%	69.37%	30.63%	73.87%	26.13%	40.91%	59.09%

\* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

\*\* 2007-08 was the first year Science was administered for grades 4, 8 and 10 on the SBA.

SBA Mean Scale Score Comparison by NCLB Groups for Campbell Elementary School								
	Reading		Writing		Mathematics		Science***	
	06-07	07-08	06-07	07-08	06-07	07-08	06-07	07-08
All Students	368.39	363.86	361.06	353.76	356.77	345.21	N/A	286.59
AF AM	403.55	368.00	397.09	354.11	369.18	323.00	N/A	249.60
AKNA/AI	359.10	346.23	352.60	340.59	354.04	339.82	N/A	302.14
Asian**	352.16	386.82	354.56	383.45	351.00	374.14	N/A	303.00
NH/OPI**	N/A	310.67	N/A	279.75	N/A	289.25	N/A	*
White	379.15	375.02	369.18	363.92	363.92	354.21	N/A	292.05
Hispanic	356.42	353.24	362.47	342.97	346.63	340.14	N/A	284.89
ME	351.50	355.00	332.29	348.56	340.46	334.54	N/A	287.80
EDS	352.30	344.02	347.87	334.20	347.68	330.03	N/A	275.35
Non-EDS	379.59	376.18	370.31	365.90	363.19	354.63	N/A	295.45
SWD	298.63	302.98	291.52	292.13	295.70	299.60	N/A	258.10
Non-SWD	385.92	378.28	378.64	368.35	372.29	356.02	N/A	292.41
LEP	346.84	290.09	342.90	284.32	343.94	289.86	N/A	*
Not LEP	374.56	371.48	366.16	360.93	360.48	350.93	N/A	291.53
Migrant	360.94	327.79	351.56	342.64	356.50	340.57	N/A	*
Not Migrant	368.95	366.15	361.78	354.46	356.79	345.51	N/A	288.35
Female	370.98	366.76	372.52	363.99	358.61	342.63	N/A	289.38
Male	365.53	360.63	348.33	342.32	354.73	348.10	N/A	281.91

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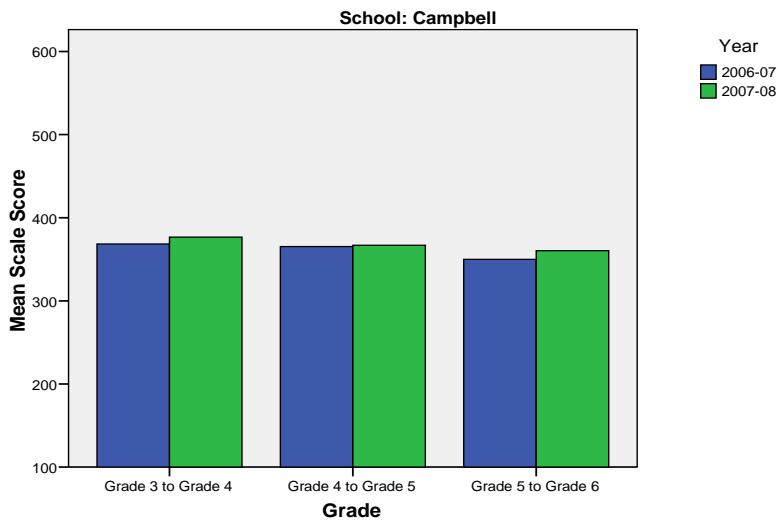
\*\* Prior to 2007-08 the Asian category includes Native Hawaiian/Other Pacific Islander. In 2007-08 Native Hawaiian/Other Pacific Islander is a separate ethnic category.

\*\*\* 2007-08 was the first year Science was administered for grades 4, 8 and 10 on the SBA.

Campbell Elementary School SBA Change 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 06-07	Grade 4 in 07-08	Difference	Grade 4-in 06-07	Grade 5 in 07-08	Difference	Grade 5-in 06-07	Grade 6 in 07-08	Difference
All Students	368.43	376.72	8.30	365.33	366.83	1.50	350.04	360.28	10.23
AF AM	379.40	389.60	10.20	*	*	*	*	*	*
AKNA/AI	355.33	371.50	16.17	321.40	316.40	-5.00	338.50	347.67	9.17
Asian	374.80	405.20	30.40	373.22	384.22	11.00	*	*	*
NH/OPI	*	*	*	*	*	*	*	*	*
White	376.84	381.32	4.47	389.57	390.70	1.13	352.77	364.18	11.41
Hispanic	355.88	360.88	5.00	334.25	336.88	2.63	380.83	380.33	-0.50
ME	370.00	375.44	5.44	348.86	339.29	-9.57	358.60	376.20	17.60
EDS	359.12	367.28	8.16	336.84	338.45	1.61	332.50	327.67	-4.83
Non-EDS	376.45	384.86	8.41	387.97	389.38	1.41	356.06	371.46	15.40
SWD	312.78	317.56	4.78	290.63	297.44	6.81	290.70	286.50	-4.20
Non-SWD	379.56	388.56	9.00	387.46	387.39	-0.07	366.08	380.22	14.14
LEP	*	*	*	249.29	272.71	23.43	295.20	305.60	10.40
Not LEP	374.08	383.02	8.94	378.22	377.29	-0.94	356.57	366.79	10.21
Migrant	*	*	*	*	*	*	*	*	*
Not Migrant	368.88	378.28	9.40	367.01	370.63	3.61	348.81	361.47	12.65
Female	374.44	385.81	11.38	363.94	367.68	3.74	341.00	349.45	8.45
Male	359.68	363.50	3.82	366.44	366.15	-0.28	364.61	377.72	13.11

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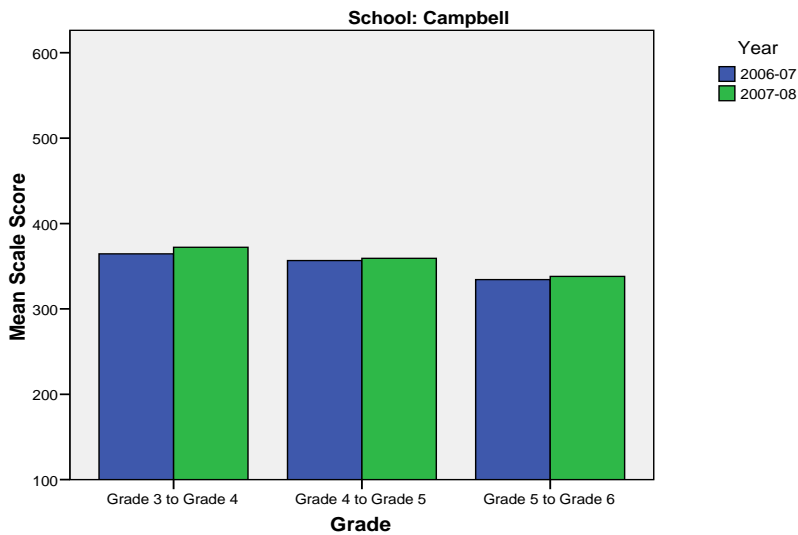
**Change in Mean Scale Score in SBA Reading by Grade Between 2006-07 and 2007-08**



Campbell Elementary School SBA Change 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 06-07	Grade 4 in 07-08	Difference	Grade 4- in 06-07	Grade 5 in 07-08	Difference	Grade 5- in 06-07	Grade 6 in 07-08	Difference
All Students	364.48	372.15	7.67	356.66	359.16	2.50	334.28	338.00	3.72
AF AM	380.00	379.60	-0.40	*	*	*	*	*	*
AKNA/AI	362.83	392.00	29.17	311.00	322.60	11.60	324.20	305.40	-18.80
Asian	383.00	372.80	-10.20	398.89	405.00	6.11	*	*	*
NH/OPI	*	*	*	*	*	*	*	*	*
White	364.89	369.47	4.58	377.67	380.47	2.80	342.64	352.23	9.59
Hispanic	357.88	358.00	0.13	343.50	314.00	-29.50	351.50	363.17	11.67
ME	373.11	386.22	13.11	318.79	328.64	9.86	353.80	344.80	-9.00
EDS	361.44	364.52	3.08	330.74	330.97	0.23	309.08	291.46	-17.62
Non-EDS	367.10	378.72	11.62	377.26	381.56	4.31	343.91	355.79	11.88
SWD	328.78	312.56	-16.22	278.00	295.31	17.31	268.55	264.64	-3.91
Non-SWD	371.62	384.07	12.44	379.96	378.07	-1.89	354.36	360.42	6.06
LEP	*	*	*	248.14	268.86	20.71	285.60	297.40	11.80
Not LEP	369.26	376.98	7.72	368.71	369.19	0.48	340.07	342.83	2.76
Migrant	*	*	*	*	*	*	*	*	*
Not Migrant	364.88	371.04	6.16	358.90	360.10	1.21	331.47	337.44	5.98
Female	373.38	387.03	13.66	364.42	362.00	-2.42	333.31	338.55	5.24
Male	351.55	350.50	-1.05	350.49	356.90	6.41	335.83	337.11	1.28

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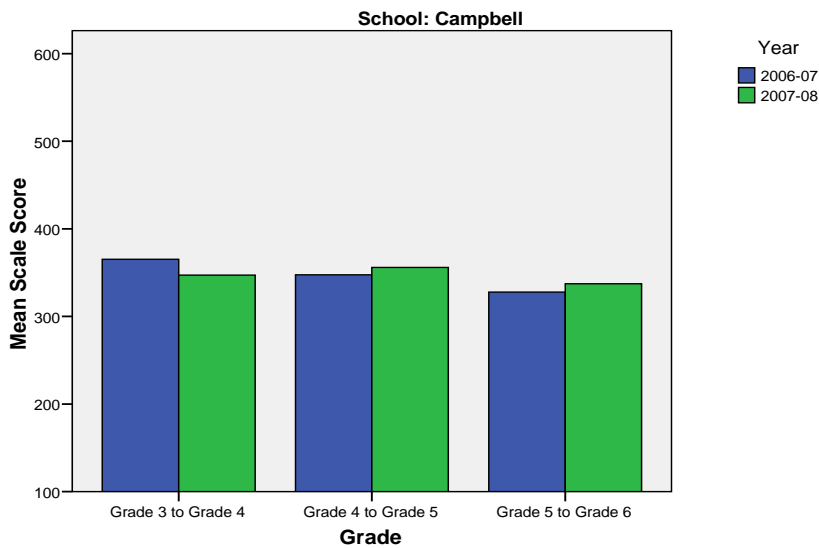
**Change in Mean Scale Score in SBA Writing by Grade between 2006-07 and 2007-08**



Campbell Elementary School SBA Change Average Scale Score by NCLB Groups: Mathematics									
	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 06-07	Grade 4 in 07-08	Difference	Grade 4- in 06-07	Grade 5 in 07-08	Difference	Grade 5- in 06-07	Grade 6 in 07-08	Difference
All Students	365.35	347.28	-18.07	347.56	355.94	8.38	327.78	337.39	9.61
AF AM	358.60	324.80	-33.80	*	*	*	*	*	*
AKNA/AI	382.17	377.83	-4.33	304.80	320.00	15.20	*	*	*
Asian	380.60	393.40	12.80	356.60	397.10	40.50	*	*	*
NH/OPI	*	*	*	*	*	*	*	*	*
White	365.89	340.58	-25.32	368.97	375.97	7.00	334.09	344.50	10.41
Hispanic	357.38	335.75	-21.63	335.25	335.63	0.38	353.83	352.00	-1.83
ME	376.67	353.89	-22.78	325.00	316.14	-8.86	352.00	361.20	9.20
EDS	360.96	338.84	-22.12	323.84	330.55	6.71	289.62	302.15	12.54
Non-EDS	369.14	354.55	-14.59	365.95	375.63	9.68	342.82	351.27	8.45
SWD	350.22	331.11	-19.11	268.31	289.25	20.94	273.00	282.82	9.82
Non-SWD	368.38	350.51	-17.87	370.62	375.35	4.73	345.00	354.54	9.54
LEP	*	*	*	242.88	289.63	46.75	286.80	301.20	14.40
Not LEP	370.44	351.40	-19.04	360.86	364.37	3.51	332.78	341.80	9.02
Migrant	*	*	*	*	*	*	*	*	*
Not Migrant	363.74	347.18	-16.56	349.69	358.50	8.81	327.79	337.48	9.69
Female	363.63	351.44	-12.19	348.48	355.87	7.39	318.83	328.38	9.55
Male	367.86	341.23	-26.64	346.85	356.00	9.15	343.06	352.76	9.71

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**Change in Mean Scale Score in SBA Mathematics by Grade between 2006-07 and 2007-08**



Reading: SBA Results Compared for Campbell Elementary School, District and State Grades 3 Through 6															
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	28.51%	39.70%	35.67%	50.21%	43.89%	45.50%	17.45%	11.60%	13.02%	3.83%	4.80%	5.80%	98.74%	98.15%	97.98%
AF AM	33.33%	20.73%	22.99%	55.56%	54.18%	53.49%	*	17.79%	16.46%	*	7.30%	7.06%	100.00%	98.04%	97.49%
AKNA/AI	22.73%	20.23%	14.62%	45.45%	51.11%	48.17%	*	18.54%	24.83%	*	10.11%	12.37%	100.00%	96.88%	97.59%
Asian	36.36%	30.22%	28.26%	54.55%	48.71%	51.04%	*	15.32%	15.32%	*	5.75%	5.38%	95.65%	97.64%	97.67%
NH/OPI	*	14.67%	N/A	41.67%	51.03%	N/A	41.67%	24.59%	N/A	*	9.71%	N/A	100.00%	98.98%	N/A
White	33.33%	52.75%	47.28%	49.02%	38.06%	42.41%	13.73%	6.69%	7.27%	3.92%	2.50%	3.03%	99.03%	98.68%	98.28%
Hispanic	27.59%	32.35%	31.74%	48.28%	46.43%	48.60%	*	14.67%	13.66%	*	6.55%	6.00%	100.00%	97.14%	97.32%
ME	20.51%	33.26%	34.76%	56.41%	48.25%	47.75%	*	13.47%	12.80%	*	5.01%	4.70%	97.50%	98.15%	98.03%
EDS	18.89%	22.85%	21.47%	50.00%	49.71%	48.65%	27.78%	19.04%	20.31%	3.33%	8.40%	9.57%	97.83%	97.50%	96.44%
Not EDS	34.48%	51.44%	46.31%	50.34%	39.84%	43.15%	11.03%	6.42%	7.56%	4.14%	2.30%	2.98%	99.32%	98.61%	99.16%
SWD	8.89%	10.08%	9.29%	31.11%	37.10%	37.96%	46.67%	32.15%	31.20%	13.33%	20.67%	21.55%	95.74%	94.28%	93.60%
Non-SWD	33.16%	45.02%	40.09%	54.74%	45.12%	46.77%	10.53%	7.91%	9.98%	1.58%	1.95%	3.17%	99.48%	98.88%	98.75%
LEP	*	4.97%	3.12%	*	39.93%	38.06%	45.45%	37.14%	38.40%	13.64%	17.96%	20.42%	100.00%	94.25%	96.11%
Not LEP	31.46%	42.78%	39.95%	51.17%	44.25%	46.48%	14.55%	9.33%	9.68%	2.82%	3.64%	3.88%	98.61%	98.51%	98.23%
Migrant	*	27.01%	17.29%	50.00%	50.34%	48.58%	42.86%	16.44%	23.78%	*	6.21%	10.35%	100.00%	98.35%	98.50%
Not Migrant	29.86%	40.26%	36.97%	50.23%	43.61%	45.29%	15.84%	11.38%	12.26%	4.07%	4.74%	5.48%	98.66%	98.14%	97.94%
Female	30.65%	44.40%	39.45%	49.19%	43.41%	45.33%	16.94%	8.75%	10.85%	3.23%	3.44%	4.37%	99.20%	98.39%	98.31%
Male	26.13%	35.15%	32.09%	51.35%	44.37%	45.67%	18.02%	14.36%	15.08%	4.50%	6.13%	7.16%	98.23%	97.92%	97.66%

\* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

Writing: SBA Results Compared for Campbell Elementary School, District and State Grades 3 Through 6															
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	24.26%	34.87%	30.49%	48.51%	44.25%	44.50%	24.68%	18.78%	22.32%	2.55%	2.10%	2.69%	98.74%	98.11%	97.96%
AF AM	33.33%	20.71%	20.51%	*	46.71%	48.68%	33.33%	28.71%	27.18%	*	3.88%	3.63%	100.00%	98.15%	97.71%
AKNA/AI	22.73%	17.15%	12.11%	50.00%	45.31%	41.05%	*	33.38%	40.69%	*	4.15%	6.15%	100.00%	96.51%	97.64%
Asian	31.82%	30.17%	28.49%	68.18%	45.92%	45.93%	*	21.33%	23.31%	*	2.58%	2.27%	95.65%	97.56%	97.67%
NH/OPI	*	14.02%	N/A	33.33%	42.89%	N/A	50.00%	39.38%	N/A	*	3.71%	N/A	100.00%	99.18%	N/A
White	26.47%	45.85%	40.04%	51.96%	41.91%	44.71%	*	11.26%	13.97%	*	0.99%	1.28%	99.03%	98.66%	98.22%
Hispanic	20.69%	27.33%	27.00%	41.38%	47.25%	48.36%	*	22.54%	22.23%	*	2.88%	2.41%	100.00%	97.07%	97.36%
ME	23.08%	28.51%	29.14%	43.59%	47.68%	47.29%	*	21.31%	21.37%	*	2.51%	2.20%	97.50%	98.15%	97.96%
EDS	20.00%	18.92%	17.53%	43.33%	47.34%	45.15%	32.22%	29.95%	32.95%	4.44%	3.79%	4.37%	97.83%	97.50%	96.53%
Not EDS	26.90%	45.99%	40.21%	51.72%	42.10%	44.01%	*	10.99%	14.35%	*	0.92%	1.44%	99.32%	98.54%	99.06%
SWD	*	7.09%	6.94%	40.00%	38.82%	37.02%	51.11%	45.96%	47.34%	*	8.12%	8.69%	95.74%	94.28%	93.97%
Non-SWD	28.95%	39.86%	34.45%	50.53%	45.23%	45.76%	18.42%	13.89%	18.11%	2.11%	1.02%	1.69%	99.48%	98.83%	98.66%
LEP	*	4.71%	3.14%	36.36%	37.05%	30.66%	54.55%	50.57%	56.76%	*	7.67%	9.44%	100.00%	94.25%	96.18%
Not LEP	26.76%	37.55%	34.08%	49.77%	44.89%	46.32%	21.60%	15.96%	17.79%	1.88%	1.60%	1.81%	98.61%	98.47%	98.20%
Migrant	28.57%	21.44%	14.20%	42.86%	48.58%	42.55%	*	26.63%	38.57%	*	3.35%	4.68%	100.00%	98.51%	98.58%
Not Migrant	23.98%	35.46%	31.63%	48.87%	44.06%	44.64%	24.43%	18.43%	21.18%	2.71%	2.04%	2.55%	98.66%	98.09%	97.92%
Female	29.03%	42.63%	37.48%	46.77%	42.50%	43.42%	21.77%	13.62%	17.40%	2.42%	1.26%	1.70%	99.20%	98.32%	98.22%
Male	18.92%	27.36%	23.87%	50.45%	45.96%	45.52%	27.93%	23.78%	26.98%	2.70%	2.91%	3.63%	98.23%	97.90%	97.72%

\* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

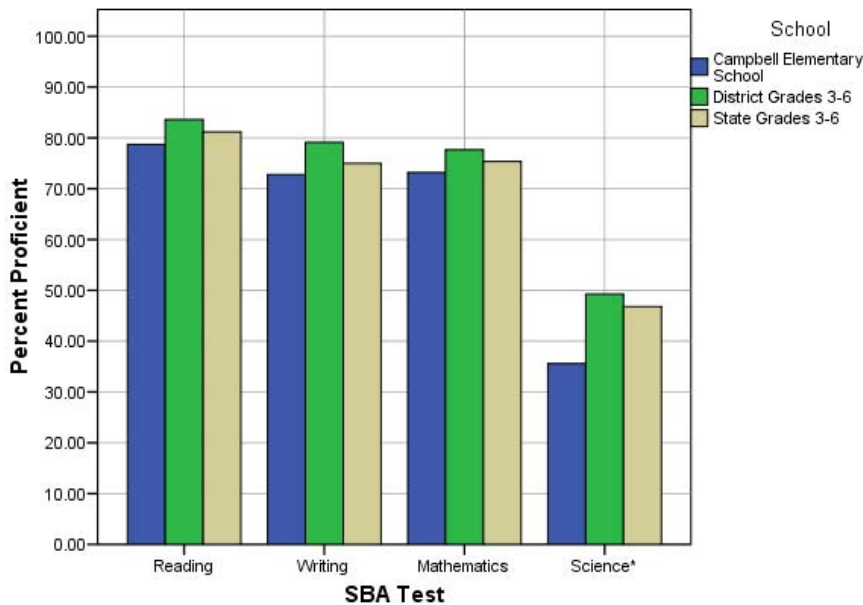
Mathematics: SBA Results Compared for Campbell Elementary School, District and State Grades 3 Through 6															
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	33.62%	39.81%	36.08%	39.57%	37.84%	39.26%	13.19%	12.46%	13.78%	13.62%	9.88%	10.88%	98.74%	98.52%	98.12%
AF AM	*	19.48%	22.09%	33.33%	40.14%	41.60%	33.33%	20.19%	18.61%	*	20.19%	17.70%	100.00%	98.38%	97.78%
AKNA/AI	27.27%	23.20%	18.26%	40.91%	39.51%	39.14%	13.64%	19.22%	21.79%	18.18%	18.07%	20.81%	100.00%	96.96%	97.72%
Asian	50.00%	37.02%	34.29%	40.91%	41.20%	41.23%	*	13.76%	14.10%	*	8.03%	10.38%	95.65%	99.27%	98.99%
NH/OPI	*	18.52%	N/A	*	38.07%	N/A	25.00%	20.16%	N/A	33.33%	23.25%	N/A	100.00%	99.39%	N/A
White	38.24%	51.12%	45.75%	38.24%	35.15%	38.35%	12.75%	8.41%	9.81%	10.78%	5.32%	6.09%	99.03%	98.69%	98.17%
Hispanic	27.59%	31.85%	31.11%	48.28%	40.04%	42.19%	13.79%	15.02%	15.10%	10.34%	13.09%	11.60%	100.00%	98.66%	98.47%
ME	30.77%	33.75%	35.45%	38.46%	41.21%	40.61%	10.26%	13.93%	13.30%	20.51%	11.11%	10.64%	97.50%	98.26%	98.00%
EDS	24.44%	24.26%	23.31%	41.11%	41.50%	40.98%	17.78%	17.54%	18.60%	16.67%	16.70%	17.11%	97.83%	98.14%	96.77%
Not EDS	39.31%	50.70%	45.67%	38.62%	35.28%	37.96%	10.34%	8.91%	10.16%	11.72%	5.12%	6.21%	99.32%	98.79%	99.16%
SWD	13.33%	12.52%	12.06%	33.33%	31.53%	32.14%	20.00%	23.68%	23.60%	33.33%	32.27%	32.20%	95.74%	94.19%	93.99%
Non-SWD	38.42%	44.69%	40.12%	41.05%	38.97%	40.45%	11.58%	10.46%	12.13%	8.95%	5.88%	7.30%	99.48%	99.34%	98.85%
LEP	*	8.22%	6.05%	*	36.74%	34.10%	18.18%	24.50%	27.43%	40.91%	30.54%	32.42%	100.00%	97.95%	97.56%
Not LEP	36.62%	42.73%	40.09%	39.91%	37.94%	39.95%	12.68%	11.35%	11.96%	10.80%	7.98%	8.01%	98.61%	98.57%	98.19%
Migrant	28.57%	30.94%	22.37%	28.57%	43.65%	40.27%	*	14.21%	20.36%	*	11.20%	17.00%	100.00%	98.68%	98.54%
Not Migrant	33.94%	40.21%	37.05%	40.27%	37.58%	39.19%	11.76%	12.38%	13.31%	14.03%	9.83%	10.45%	98.66%	98.51%	98.09%
Female	31.45%	41.01%	36.83%	41.13%	38.32%	39.88%	13.71%	11.59%	13.34%	13.71%	9.09%	9.96%	99.20%	98.71%	98.31%
Male	36.04%	38.66%	35.38%	37.84%	37.38%	38.67%	12.61%	13.30%	14.20%	13.51%	10.66%	11.75%	98.23%	98.34%	97.94%

\* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

Science: SBA Results Compared for Campbell Elementary School, District and State Grade 4															
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	10.17%	23.68%	22.1%	25.42%	25.57%	24.7%	44.07%	31.70%	31.3%	20.34%	19.06%	21.9%	98.33%	97.81%	95.35%
AF AM	*	9.18%	8.9%	*	18.84%	23.3%	60.00%	39.13%	38.0%	*	32.85%	29.8%	100.00%	98.57%	94.49%
AKNA/AI	*	6.54%	6.8%	42.86%	21.50%	14.2%	42.86%	42.99%	35.2%	*	28.97%	43.8%	100.00%	96.40%	94.98%
Asian	*	10.18%	13.4%	80.00%	21.40%	19.4%	*	39.30%	37.5%	*	29.12%	29.7%	83.33%	98.28%	97.39%
NH/OPI	*	6.57%	N/A	*	8.03%	N/A	*	34.31%	N/A	*	51.09%	N/A	100.00%	98.56%	N/A
White	14.29%	36.40%	32.3%	19.05%	29.08%	29.9%	47.62%	25.33%	27.3%	19.05%	9.19%	10.5%	100.00%	97.87%	94.97%
Hispanic	*	16.17%	18.2%	*	26.15%	26.0%	33.33%	32.08%	33.9%	33.33%	25.61%	21.9%	100.00%	97.12%	96.39%
ME	*	16.06%	18.5%	*	26.12%	26.8%	50.00%	37.47%	35.9%	*	20.34%	18.7%	100.00%	98.32%	96.90%
EDS	*	8.34%	11.0%	*	22.44%	20.1%	42.31%	38.10%	34.7%	26.92%	31.12%	34.2%	96.30%	97.73%	94.99%
Not EDS	12.12%	35.00%	31.2%	27.27%	27.88%	28.5%	45.45%	26.97%	28.5%	15.15%	10.15%	11.9%	100.00%	97.87%	95.64%
SWD	*	8.38%	7.7%	*	16.38%	15.2%	40.00%	36.57%	36.6%	40.00%	38.67%	40.5%	100.00%	93.25%	91.70%
Non-SWD	10.20%	26.43%	24.7%	28.57%	27.22%	26.4%	44.90%	30.82%	30.4%	16.33%	15.53%	18.5%	98.00%	98.68%	96.04%
LEP	*	2.00%	1.5%	*	5.14%	3.8%	*	34.00%	28.3%	*	58.86%	66.5%	100.00%	96.15%	95.67%
Not LEP	10.91%	26.13%	25.2%	27.27%	27.88%	27.9%	45.45%	31.44%	31.8%	16.36%	14.55%	15.1%	98.21%	98.00%	95.30%
Migrant	*	9.70%	9.0%	*	26.87%	15.3%	*	39.55%	34.3%	*	23.88%	41.4%	100.00%	97.10%	97.32%
Not Migrant	10.91%	24.24%	23.0%	25.45%	25.51%	25.3%	43.64%	31.38%	31.1%	20.00%	18.86%	20.5%	98.21%	97.84%	95.21%
Female	10.81%	22.73%	20.8%	21.62%	25.78%	25.2%	48.65%	33.63%	32.6%	18.92%	17.87%	21.4%	100.00%	98.05%	95.43%
Male	*	24.61%	23.4%	*	25.36%	24.2%	36.36%	29.80%	30.1%	22.73%	20.23%	22.3%	95.65%	97.58%	95.27%

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2007-08 SBA Results Compared for Campbell Elementary School, District and State

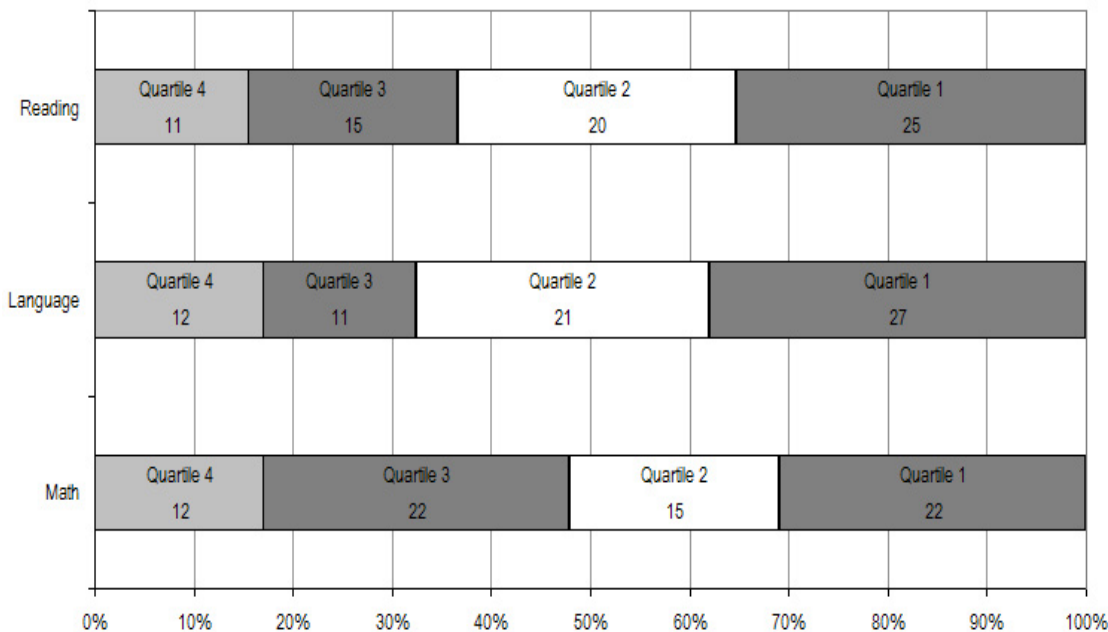


\* 2007-08 was the first year Science was administered for grades 4, 8 and 10 on the SBA.

Campbell Elementary School TerraNova Grade 5 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
07-08	15.49%	25.65%	21.13%	24.08%	28.17%	23.73%	35.21%	26.55%
06-07	17.0%	33.1%	23.4%	26.1%	31.9%	23.6%	27.7%	17.2%
05-06	33.3%	30.4%	26.7%	26.8%	23.3%	24.5%	16.7%	18.3%
04-05	21.4%	29.2%	28.6%	27.6%	22.9%	24.5%	27.1%	18.7%
03-04	19.3%	30.6%	33.7%	26.9%	24.1%	24.2%	22.9%	18.3%
<b>Language</b>								
07-08	16.90%	26.79%	15.49%	27.20%	29.58%	24.12%	38.03%	21.89%
06-07	21.3%	34.7%	14.9%	26.9%	23.4%	21.4%	40.4%	17.0%
05-06	35.0%	34.0%	28.3%	26.5%	21.7%	22.0%	15.0%	17.5%
04-05	21.4%	32.1%	27.1%	28.3%	27.1%	21.2%	24.3%	18.4%
03-04	25.3%	34.1%	26.5%	26.5%	32.5%	21.7%	15.7%	17.7%
<b>Mathematics</b>								
07-08	16.90%	25.45%	30.99%	26.40%	21.13%	24.47%	30.99%	23.68%
06-07	10.6%	29.7%	23.4%	31.6%	21.3%	21.2%	44.7%	17.4%
05-06	23.3%	28.4%	41.7%	31.9%	18.3%	22.3%	16.7%	17.5%
04-05	17.1%	26.9%	34.3%	31.1%	27.1%	22.9%	21.4%	19.1%
03-04	19.3%	28.3%	33.7%	29.3%	32.5%	22.6%	14.5%	19.8%

The double bold line indicates a change from the TerraNova 2<sup>nd</sup> edition to the TerraNova 3<sup>rd</sup> edition.

2007-08 TerraNova 3rd Edition Grade 5 Percent and Count of Students in Each Quartile For Campbell Elementary School



**Climate Survey Results for Campbell Elementary School**

The Anchorage School District administered the School Climate and Connectedness Surveys in spring 2008 to students in grades 5-12, all school staff and parents/guardians of students in grades K-12. The surveys were done to provide schools with information about perceptions and experiences related to school climate for use in setting school goals and redirecting resources. In the spring of 2008 grades 3 and 4 students were involved in a pilot survey for measuring school climate and connectedness. The results are currently under review by the American Institutes for Research.

Respondents were asked to answer a series of questions that were related to a certain concept. For each item, there were five options from which to choose a response. The answer options ranged from strongly disagree (1) to strongly agree (5).

Student Survey Response Rate – Grades 5-12			
	Campbell Elementary School	Overall Elementary Schools	District**
# Surveys Completed	106	5,579	21,629
# Reportable Surveys	98	4,969	18,654
# Students Enrolled*	126	6,331	28,945
Reportable Response Rate	77.78%	78.49%	64.45%

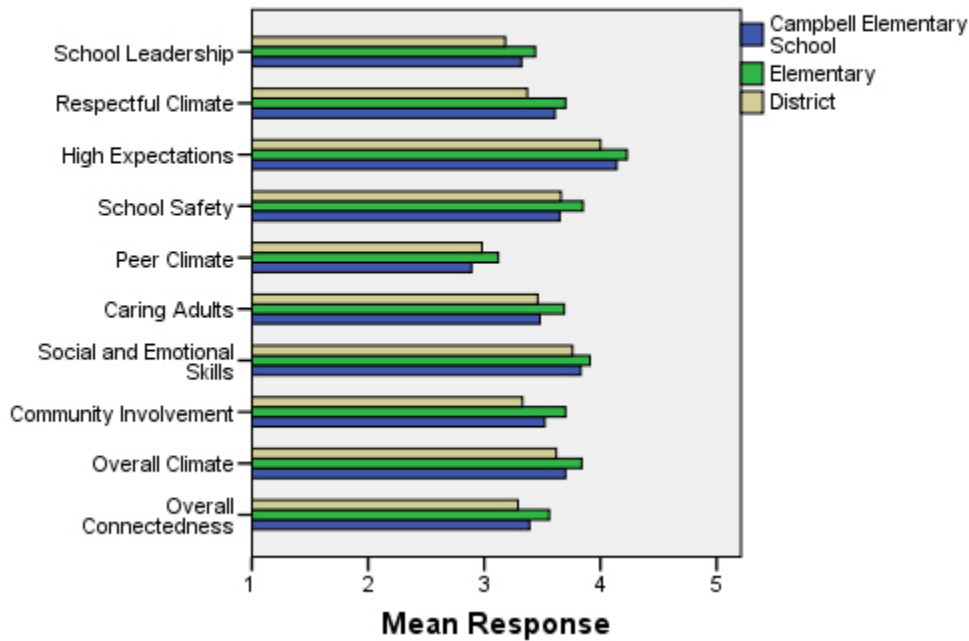
\*Number enrolled as of April 1, 2008

\*\*District data does not include KCC responses

Each question in the survey related to a factor or concept, and a score was calculated based on the mean response for the questions related to each factor. The factors measured in the survey were:

- **School Leadership and Student Involvement:** This factor reflects students’ feelings about the decision making of school leaders as well as student participation in the school governance. Students selected responses between 1 and 5 where 1 indicates a low level of school leadership and student involvement and 5 indicates a high level of school leadership and student involvement.
- **Respectful Climate:** This factor reflects students’ feelings about fairness of rules and respect for students’ contributions. Students selected responses between 1 and 5 where 1 indicates a lack of a respectful climate and 5 indicates a highly respectful climate for students.
- **High Expectations:** This factor reflects students’ feelings about their own expectations as well as those of adults in their school and community. Students selected responses between 1 and 5 where 1 indicates a lack of high expectations and 5 indicates a high level of high expectations.
- **School Safety:** This factor reflects students’ feelings about bullies and gangs at school as well as general crime and violence in the community. Students selected responses between 1 and 5 where 1 indicates a low level of school safety and 5 indicates a high level of school safety.
- **Peer Climate:** This factor reflects students’ feelings about how respectful students are to one another and how helpful students are to other students. Students selected responses between 1 and 5 where 1 indicates a more negative peer climate and 5 indicates a very positive peer climate at the school.
- **Caring Adults:** This factor reflects students’ feelings about how close they feel to adults in the school. Students selected responses between 1 and 5 where 1 indicates a lack of caring adult relationships and 5 indicates strong caring adult relationships at the school.
- **Social and Emotional Learning:** This factor reflects students’ ability to think about the consequences of their actions and to empathize with others. Students selected responses between 1 and 5 where 1 indicates that students at the school perceive themselves as having poorer social and emotional learning, and 5 indicates higher levels of social and emotional learning.
- **Community Involvement:** This factor reflects students’ feelings about how supportive and welcoming the school is with parents and the community. Students selected responses between 1 and 5 where 1 indicates a less supportive and welcoming environment and 5 indicates a more supportive and welcoming environment.
- **Overall Climate:** The overall climate score was computed as the mean of three scales: school leadership, high expectations and school safety.
- **Overall Connectedness:** Overall connectedness score was computed as a mean of four scales: respectful climate, peer climate, caring adults and community involvement.

### Climate and Connectedness Student Survey - Campbell



Student Survey Mean Response by Factors Related to School Climate - Overall District			
	Campbell Elementary School	Overall Elementary Schools	District
School Leadership	3.32	3.44	3.18
Respectful Climate	3.61	3.70	3.37
High Expectations	4.14	4.23	4.00
School Safety	3.65	3.85	3.66
Peer Climate	2.89	3.12	2.98
Caring Adults	3.48	3.69	3.46
Social and Emotional Skills	3.83	3.91	3.76
Community Involvement	3.52	3.70	3.33
Overall Climate	3.70	3.84	3.62
Overall Connectedness	3.39	3.56	3.29

Range is from a low of 1 to a high of 5

Students were also asked to answer questions related to school danger. The following table provides the responses for those questions:

Student Survey Results of the School Danger Questions - Percent of Students Responding in Each Category					
	0 Times	1-2 Times	3-6 Times	7-12 Times	> 12 Times
<b>Campbell Elementary School</b>					
Under the influence of drugs?	86.81%	8.79%	2.20%	1.10%	1.10%
Under the influence of alcohol?	84.62%	9.89%	3.30%	1.10%	1.10%
Destroy things (vandalism)?	43.68%	27.59%	13.79%	3.45%	11.49%
Get into fights?	12.09%	28.57%	31.87%	13.19%	14.29%
Steal things?	46.07%	30.34%	14.61%	2.25%	6.74%
Threaten or bully?	23.08%	34.07%	16.48%	13.19%	13.19%
Under the influence of inhalants?	64.04%	19.10%	11.24%	2.25%	3.37%
Carry weapons?	58.24%	31.87%	7.69%	1.10%	1.10%
<b>Overall Elementary Schools</b>					
Under the influence of drugs?	91.87%	5.65%	1.22%	0.31%	0.96%
Under the influence of alcohol?	91.42%	6.01%	1.16%	0.51%	0.90%
Destroy things (vandalism)?	46.82%	32.08%	12.45%	3.30%	5.36%
Get into fights?	22.32%	35.75%	22.56%	7.96%	11.41%
Steal things?	49.79%	27.92%	12.01%	4.33%	5.95%
Threaten or bully?	32.34%	28.83%	17.08%	7.78%	13.97%
Under the influence of inhalants?	71.03%	17.07%	6.14%	2.63%	3.12%
Carry weapons?	79.22%	15.35%	3.17%	0.59%	1.68%
<b>District</b>					
Under the influence of drugs?	60.45%	15.05%	9.54%	3.92%	11.04%
Under the influence of alcohol?	63.11%	16.37%	8.90%	4.43%	7.19%
Destroy things (vandalism)?	41.26%	29.47%	15.45%	5.88%	7.94%
Get into fights?	26.40%	35.20%	21.96%	7.11%	9.33%
Steal things?	44.80%	25.68%	13.81%	6.98%	8.74%
Threaten or bully?	32.21%	26.21%	16.68%	9.27%	15.63%
Under the influence of inhalants?	72.79%	14.21%	5.66%	2.48%	4.87%
Carry weapons?	69.45%	19.15%	5.34%	2.01%	4.06%

Student Survey Results of the Mean Factor Score by Ethnicity (Self-Reported)							
	AKNA/AI	AF AM	Hispanic	Asian/NH	White	Other	Multi-Ethnic
<b>Campbell Elementary School</b>							
School Leadership	3.21	4.00	3.43	3.77	3.23	3.24	3.25
Respectful Climate	3.63	4.33	3.38	3.67	3.74	3.43	3.60
High Expectations	4.04	4.14	4.24	4.26	4.15	4.03	4.29
School Safety	3.71	3.40	3.37	3.45	3.57	3.69	3.85
Peer Climate	3.07	3.00	3.03	2.95	2.71	3.30	2.65
Caring Adults	3.35	4.00	3.24	3.55	3.49	3.38	3.92
Social and Emotional Skills	3.75	***	3.56	3.97	3.82	3.71	4.19
Community Involvement	3.27	3.86	3.51	3.56	3.54	3.37	3.95
Overall Climate	3.69	3.85	3.74	3.83	3.65	3.65	3.77
Overall Connectedness	3.34	3.80	3.23	3.35	3.36	3.66	3.52
<b>Overall Elementary Schools</b>							
School Leadership	3.56	3.50	3.52	3.55	3.37	3.44	3.42
Respectful Climate	3.75	3.60	3.66	3.72	3.71	3.69	3.63
High Expectations	4.12	4.23	4.23	4.22	4.26	4.19	4.25
School Safety	3.75	3.63	3.73	3.68	4.03	3.66	3.79
Peer Climate	3.12	2.94	3.12	3.18	3.16	3.05	3.05
Caring Adults	3.64	3.73	3.64	3.59	3.74	3.60	3.76
Social and Emotional Skills	3.86	3.84	3.91	3.95	3.93	3.90	3.89
Community Involvement	3.66	3.60	3.67	3.66	3.75	3.66	3.70
Overall Climate	3.81	3.79	3.84	3.81	3.89	3.76	3.82
Overall Connectedness	3.56	3.49	3.51	3.53	3.60	3.49	3.56
<b>District</b>							
School Leadership	3.33	3.14	3.19	3.28	3.14	3.17	3.15
Respectful Climate	3.48	3.18	3.32	3.39	3.39	3.37	3.33
High Expectations	3.98	3.94	3.96	4.02	4.02	4.00	4.01
School Safety	3.60	3.48	3.55	3.47	3.78	3.51	3.62
Peer Climate	3.01	2.85	2.94	3.05	3.00	2.92	2.93
Caring Adults	3.49	3.43	3.37	3.33	3.51	3.42	3.46
Social and Emotional Skills	3.73	3.66	3.73	3.81	3.78	3.75	3.74
Community Involvement	3.37	3.22	3.31	3.29	3.34	3.34	3.31
Overall Climate	3.64	3.52	3.57	3.59	3.65	3.56	3.60
Overall Connectedness	3.33	3.17	3.24	3.26	3.31	3.26	3.27

\*\*\*Results can not be calculated because of missing responses

Staff Survey Response Rate			
	Campbell Elementary School	Overall Elementary Schools	District**
# Surveys Completed	38	1,634	2,980
# Reportable Surveys	38	1,628	2,968
# Staff Members*	44	2,967	5,549
Reportable Response Rate	86.36%	54.87%	53.49%

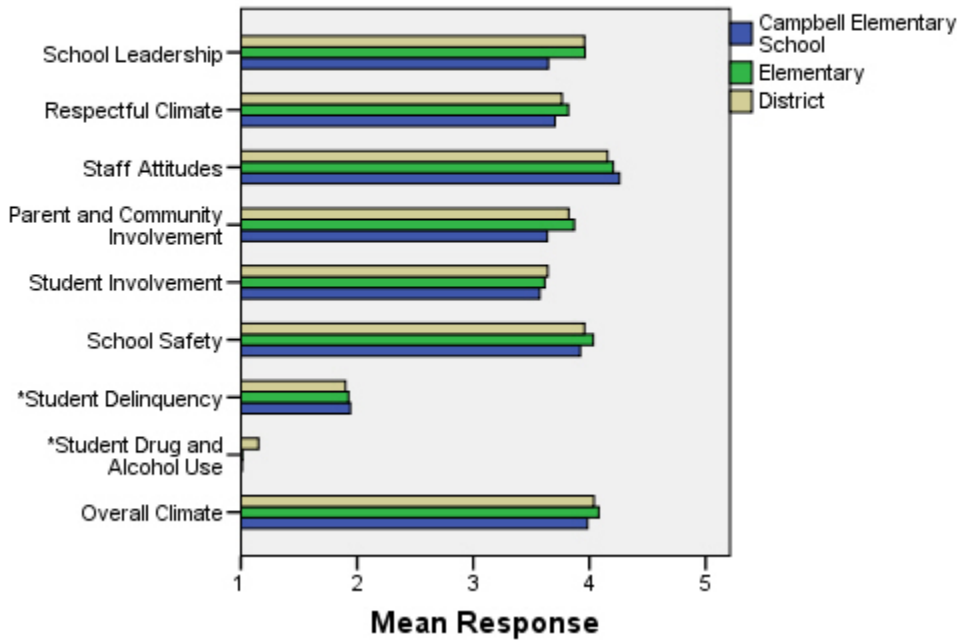
\*Number staff as of April 1, 2008

\*\*Includes KCC responses

Each question in the survey related to a factor or concept, and a score was calculated based on the mean response for the questions related to each factor. The factors were:

- **School Leadership:** This factor reflects staff members' feelings about the decision making of school leaders as well as the fairness of school rules. Staff members selected responses between 1 and 5 where 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.
- **Respectful Climate:** This factor reflects staff members' feelings about how students treat each other and how well students and staff members treat one another. Staff members selected responses between 1 and 5 where 1 indicates a low level of respect and 5 indicates a high level.
- **Staff Attitudes:** This scale reflects staff members' feelings about the competence of teachers as well as how positive their attitudes are towards their jobs. Staff members selected responses between 1 and 5 where 1 indicates more negative staff attitudes and 5 indicates highly positive staff attitudes.
- **Parent and Community Involvement:** This factor reflects staff members' feelings about how accessible the school is for parents as well as how connected adults in the community are to the school. Staff members selected responses between 1 and 5 where 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.
- **Student Involvement:** This factor reflects staff members' feeling about how involved students are in the decision making process. Staff members selected responses between 1 and 5 where 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.
- **School Safety:** This factor reflects staff members' feelings about the impact of gangs and bullies as well as general crime and violence in the community. Staff members selected responses between 1 and 5 where 1 indicates a low level school safety and 5 indicates a high level of school safety.
- **Student Delinquency:** This factor uses staff members' reports of observing students getting into fights, stealing and bullying. The student delinquency and student drug and alcohol use scales differ from the other factors since the higher the score is the more negative the response. Staff members selected responses between 1 and 5 where 1 indicates a low level of student delinquency and 5 indicates a high level of student delinquency.
- **Student Drug and Alcohol Use:** This factor uses staff members' reports of observing students under the influence of drugs or alcohol. The student delinquency and student drug and alcohol use scales differ from the other factors since the higher the score is the more negative the response. Staff members selected responses between 1 and 5 where 1 indicates a low level of student drug and alcohol use and 5 indicates a high level of student drug and alcohol use.
- **Overall Climate:** Computed as the mean of 8 scales: school leadership, respectful climate, staff attitudes, parent and community involvement, student involvement, school safety, student delinquency, and drug and alcohol use scores.

### Climate and Connectedness Staff Survey - Campbell



Staff Survey Mean Response by Factors Related to School Climate - Overall District			
	Campbell Elementary School	Overall Elementary Schools	District
School Leadership	3.65	3.96	3.96
Respectful Climate	3.70	3.82	3.76
Staff Attitudes	4.26	4.21	4.16
Parent & Community Involvement	3.64	3.87	3.82
Student Involvement	3.57	3.61	3.64
School Safety	3.92	4.03	3.96
Student Delinquency*	1.94	1.93	1.90
Student Drug & Alcohol Use*	1.01	1.01	1.15
Overall Climate	3.98	4.08	4.04

Range is from a low of 1 to a high of 5

\*Student Drug and Alcohol Use and Student Delinquency factor scale scores differ from other factors since the higher the score is the more negative the response.

Staff members were also asked to answer questions related to school danger. The following table provides the responses for those questions:

Staff Survey Results of the School Danger Questions - Percent of Staff Responding in Each Category					
	0 Times	1-2 Times	3-6 Times	7-12 Times	> 12 Times
<b>Campbell Elementary School</b>					
Under the influence of drugs?	100.00%	0.00%	0.00%	0.00%	0.00%
Under the influence of alcohol?	100.00%	0.00%	0.00%	0.00%	0.00%
Destroy things (vandalism)?	22.58%	61.29%	12.90%	3.23%	0.00%
Get into fights?	18.75%	53.13%	25.00%	0.00%	3.13%
Steal things?	21.88%	62.50%	12.50%	3.13%	0.00%
Threaten or bully?	15.63%	31.25%	40.63%	9.38%	3.13%
Under the influence of inhalants?	96.88%	3.13%	0.00%	0.00%	0.00%
Carry weapons?	78.13%	21.88%	0.00%	0.00%	0.00%
<b>Overall Elementary Schools</b>					
Under the influence of drugs?	98.39%	1.47%	0.15%	0.00%	0.00%
Under the influence of alcohol?	98.97%	0.96%	0.07%	0.00%	0.00%
Destroy things (vandalism)?	40.04%	37.02%	16.00%	4.13%	2.80%
Get into fights?	32.16%	38.18%	19.24%	5.58%	4.85%
Steal things?	38.65%	40.63%	13.96%	4.56%	2.20%
Threaten or bully?	20.00%	36.03%	23.38%	10.59%	10.00%
Under the influence of inhalants?	98.90%	0.95%	0.15%	0.00%	0.00%
Carry weapons?	89.94%	8.96%	1.03%	0.07%	0.00%
<b>District</b>					
Under the influence of drugs?	82.61%	11.54%	4.11%	1.19%	0.55%
Under the influence of alcohol?	86.69%	10.21%	2.34%	0.60%	0.16%
Destroy things (vandalism)?	38.03%	36.81%	16.05%	5.07%	4.04%
Get into fights?	35.38%	38.78%	16.46%	4.83%	4.55%
Steal things?	41.82%	37.07%	14.02%	4.28%	2.81%
Threaten or bully?	22.88%	37.15%	21.97%	8.96%	9.04%
Under the influence of inhalants?	97.27%	2.42%	0.24%	0.04%	0.04%
Carry weapons?	88.47%	10.26%	1.11%	0.08%	0.08%

Staff Survey Results of the Mean Factor Score by Ethnicity (Self-Reported)						
	AKNA/AI	AF AM	Hispanic	Asian/NH	White	Multi-Ethnic
<b>Campbell Elementary School</b>						
School Leadership	3.78	***	4.38	***	3.65	***
Respectful Climate	3.70	3.40	4.40	3.80	3.74	***
Staff Attitudes	4.45	4.60	4.60	4.00	4.22	***
Parent and Community Involvement	3.68	3.71	4.29	4.00	3.62	***
Student Involvement	3.75	***	3.67	4.00	3.49	***
School Safety	3.95	***	4.40	4.20	3.94	***
* Student Delinquency	1.90	***	2.00	1.20	1.97	***
* Student Drug and Alcohol Use	1.00	***	1.00	1.00	1.01	***
Overall Climate	4.05	***	4.34	***	3.98	***
<b>Overall Elementary Schools</b>						
School Leadership	4.10	4.13	4.11	4.17	3.96	4.06
Respectful Climate	3.74	3.99	3.87	4.06	3.81	3.88
Staff Attitudes	4.15	4.23	4.30	4.24	4.21	4.31
Parent and Community Involvement	3.86	4.06	3.97	3.99	3.87	3.91
Student Involvement	3.78	3.66	3.73	3.81	3.61	3.71
School Safety	3.92	4.10	4.16	3.93	4.04	4.05
* Student Delinquency	1.79	1.61	1.65	1.54	1.97	2.13
* Student Drug and Alcohol Use	1.00	1.00	1.01	1.03	1.01	1.01
Overall Climate	4.08	4.18	4.23	4.24	4.07	4.13
<b>District</b>						
School Leadership	3.99	3.99	4.13	4.15	3.96	4.06
Respectful Climate	3.66	3.83	3.84	3.96	3.76	3.84
Staff Attitudes	4.06	4.11	4.27	4.22	4.16	4.29
Parent and Community Involvement	3.75	3.91	3.94	3.93	3.82	3.85
Student Involvement	3.62	3.67	3.85	3.88	3.64	3.72
School Safety	3.82	3.94	4.06	3.94	3.97	3.94
* Student Delinquency	1.88	1.90	1.67	1.61	1.91	2.05
* Student Drug and Alcohol Use	1.12	1.26	1.03	1.16	1.15	1.13
Overall Climate	3.96	4.04	4.20	4.18	4.04	4.09

\*Student Drug and Alcohol Use and Student Delinquency factor scale scores differ from other factors since the higher the score is the more negative the response.

\*\*Staff survey results do not include an 'Other' ethnicity category since staff in that category all chose at least one other ethnicity in addition to 'Other' and were included in the 'Multi-Ethnic' category as a result.

\*\*\*Results can not be calculated because of missing responses

Parent/Guardian Survey Response Rate			
	Campbell Elementary School	Overall Elementary Schools	District**
# Surveys Completed	63	3,933	7,415
# Primary Guardians*	404	23,668	48,693
Response Rate	15.59%	16.62%	15.23%

\*Number students enrolled as of April 1, 2008 without dual guardians included

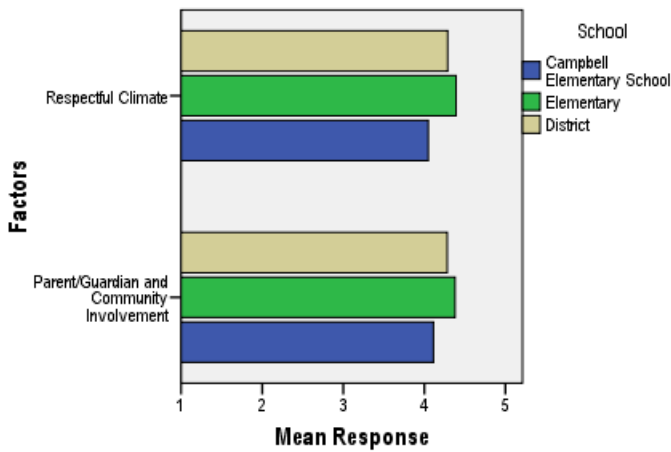
\*\*District data

- 1) does not include KCC responses;
- 2) does include responses without a school designation

Two factors are calculated from the Parent/Guardian Survey. All results other than the factor scores below are reported by individual question: questions in the graphs are condensed phrases from the full question, while questions in the tables are the full question.

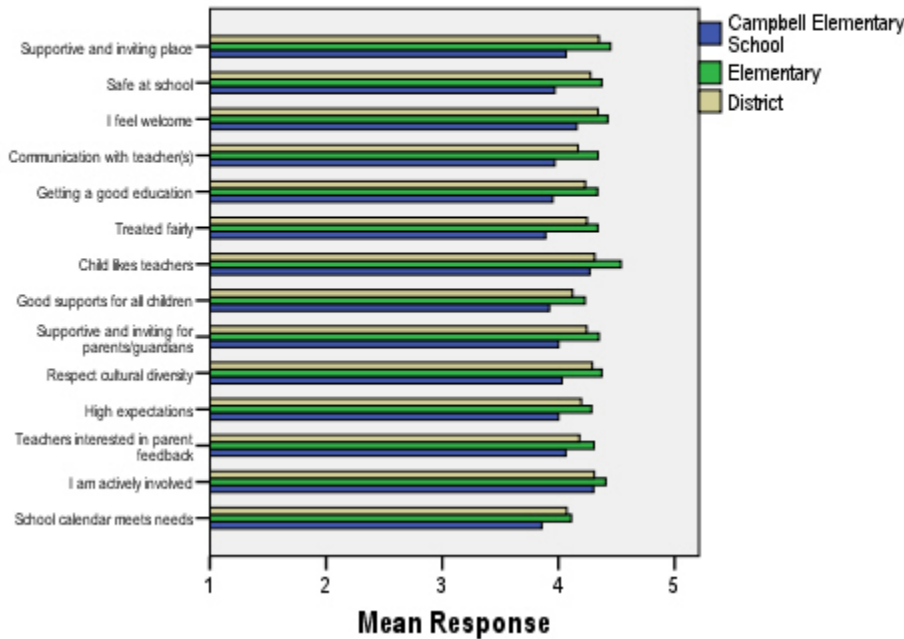
- **Respectful Climate:** This factor is calculated by determining the mean of five questions: 1) My child’s school is a supportive and inviting place, 2) I feel welcome at this school, 3) I am satisfied with communication with my child’s teacher(s), 4) This school is a supportive and inviting place for parents/guardians and 5) Adults at this school respect cultural diversity.
- **Parent/Guardian and Community Involvement:** This factor is calculated by determining the mean of five questions: 1) I feel welcome at this school, 2) This school is a supportive and inviting place for parents/guardians, 3) Adults at this school respect cultural diversity, 4) Teacher’s at my child’s school are interested in what I have to say and 5) I feel like I am actively involved in my child’s education.

**Parent/Guardian Survey Mean Factor Scores (Range is from a low of 1 to a high of 5)**



Parent/Guardian Factor Scores			
	Campbell Elementary School	Overall Elementary Schools	District
Respectful Climate	4.05	4.39	4.29
Parent/Guardian and Community Involvement	4.11	4.38	4.28

**Climate and Connectedness Parent/Guardian Survey - Campbell**



Parent/Guardian Mean Response by Questions Related to School Climate - Overall			
	Campbell Elementary School	Overall Elementary Schools	District
My child's school is a supportive and inviting place	4.06	4.45	4.35
My child is safe at school	3.97	4.37	4.28
I feel welcome at this school	4.16	4.43	4.34
I am satisfied with communication with my child's teacher(s)	3.97	4.34	4.17
My child is getting a good education at this school	3.95	4.34	4.23
My child is treated fairly at school	3.89	4.34	4.25
My child likes his/her teachers	4.27	4.54	4.31
At this school, there are good supports for all children, including children with learning disabilities	3.92	4.23	4.12
This school is a supportive and inviting place for parents/guardians	4.00	4.35	4.24
Adults at this school respect cultural diversity	4.03	4.37	4.29
Adults at this school have high expectations of my child	4.00	4.29	4.20
Teachers at my child's school are interested in what I have to say	4.06	4.31	4.18
I feel like I am actively involved in my child's education	4.30	4.41	4.31
The district's school calendar meets the needs of my child and our family	3.86	4.11	4.07

Range is from a low of 1 to a high of 5

Parent/Guardian Mean Response by Questions Related to School Climate by Ethnicity (Self-Reported)							
Campbell Elementary School	AKNA/AI	AF AM	Hispanic	Asian/NH	White	Other	ME
My child's school is a supportive and inviting place	4.40	***	4.00	3.91	4.12	3.80	4.11
My child is safe at school	4.20	***	3.67	3.82	4.04	3.40	4.22
I feel welcome at this school	4.60	***	4.00	4.00	4.15	4.00	4.33
I am satisfied with communication with my child's teacher(s)	4.60	***	4.00	3.91	4.07	4.00	3.33
My child is getting a good education at this school	4.60	***	4.00	3.73	3.96	3.60	4.00
My child is treated fairly at school	4.20	***	4.00	3.82	3.93	3.60	3.78
My child likes his/her teachers	5.00	***	4.00	4.18	4.37	4.60	3.67
At this school, there are good supports for all children, including children with learning disabilities	4.40	***	4.00	3.55	3.96	4.00	3.89
This school is a supportive and inviting place for parents/guardians	4.40	***	4.00	3.82	4.00	3.80	4.11
Adults at this school respect cultural diversity	4.20	***	4.00	3.82	4.04	4.60	3.89
Adults at this school have high expectations of my child	4.60	***	3.33	3.64	4.00	4.40	4.11
Teachers at my child's school are interested in what I have to say	4.40	***	4.00	3.91	4.19	4.00	3.78
I feel like I am actively involved in my child's education	4.60	***	4.00	4.27	4.30	4.40	4.33
The district's school calendar meets the needs of my child and our family	4.60	***	3.33	3.73	3.89	3.60	3.78
Overall Elementary Schools							
My child's school is a supportive and inviting place	4.47	4.36	4.51	4.44	4.47	4.26	4.46
My child is safe at school	4.42	4.40	4.42	4.36	4.38	4.23	4.35
I feel welcome at this school	4.37	4.38	4.47	4.48	4.44	4.27	4.49
I am satisfied with communication with my child's teacher(s)	4.40	4.30	4.45	4.36	4.35	4.19	4.35
My child is getting a good education at this school	4.40	4.28	4.44	4.40	4.33	4.04	4.38
My child is treated fairly at school	4.34	4.15	4.37	4.32	4.38	4.14	4.33
My child likes his/her teachers	4.52	4.41	4.47	4.53	4.57	4.49	4.55
At this school, there are good supports for all children, including children with learning disabilities	4.32	4.06	4.31	4.31	4.22	4.05	4.31
This school is a supportive and inviting place for parents/guardians	4.31	4.22	4.42	4.38	4.36	4.11	4.44
Adults at this school respect cultural diversity	4.28	4.25	4.38	4.27	4.43	4.19	4.39
Adults at this school have high expectations of my child	4.30	4.26	4.36	4.27	4.31	3.95	4.28
Teachers at my child's school are interested in what I have to say	4.35	4.25	4.39	4.24	4.33	4.16	4.31
I feel like I am actively involved in my child's education	4.38	4.48	4.40	4.31	4.45	4.20	4.40
The district's school calendar meets the needs of my child and our family	4.22	4.25	4.20	4.19	4.10	3.62	4.08
District							
My child's school is a supportive and inviting place	4.37	4.20	4.41	4.37	4.37	4.20	4.37
My child is safe at school	4.31	4.18	4.29	4.31	4.29	4.11	4.30
I feel welcome at this school	4.31	4.18	4.38	4.36	4.36	4.23	4.40
I am satisfied with communication with my child's teacher(s)	4.21	3.99	4.32	4.23	4.16	4.03	4.20
My child is getting a good education at this school	4.28	4.09	4.33	4.31	4.23	4.03	4.26
My child is treated fairly at school	4.21	3.94	4.30	4.24	4.29	4.08	4.24
My child likes his/her teachers	4.33	4.06	4.31	4.35	4.33	4.20	4.34
At this school, there are good supports for all children, including children with learning disabilities	4.19	3.90	4.24	4.23	4.11	3.97	4.18
This school is a supportive and inviting place for parents/guardians	4.21	4.05	4.31	4.29	4.26	4.05	4.31
Adults at this school respect cultural diversity	4.20	4.02	4.29	4.22	4.34	4.17	4.31
Adults at this school have high expectations of my child	4.24	4.05	4.26	4.21	4.21	3.94	4.20
Teachers at my child's school are interested in what I have to say	4.22	4.04	4.28	4.17	4.20	4.05	4.19
I feel like I am actively involved in my child's education	4.29	4.36	4.37	4.24	4.33	4.20	4.30
The district's school calendar meets the needs of my child and our family	4.19	4.18	4.21	4.16	4.06	3.66	4.02

Range is from a low of 1 to a high of 5

\*\*\*Results can not be calculated because of missing responses