

Campbell
About Our Students

| Campbell Elementary School Characteristics | | | |
|--|--------|----------|--|
| | School | District | Source of Information |
| Membership | 407 | 48,837 | Fall OASIS |
| Capacity | 75.34% | N/A | 2009-19 ASD Capital Improvement Plan |
| Attendance Rate | 93.39% | 92.76% | NCLB Summer Data Collection |
| Retention Rate K-8 | 0.00% | 0.37% | SMS and NCLB Summer Data Collection |
| Transiency Rate | 24.41% | 26.05% | NCLB Summer Data Collection |
| Economically Disadvantaged | 41.52% | 35.58% | Fall OASIS |
| Average Weekly Volunteer Hours | 50 | 5,136 | Department of Education Report Card Report |
| Students Taking the Alternate Assessment | 0 | 266 | SMS |
| Change in Enrollment | 2.26% | -0.04% | Fall OASIS |

Elementary, Middle & K-8 Schools

TerraNova: The TerraNova is a standardized norm-referenced test used to provide information about students' achievement in various areas of the curriculum. When standardized tests are administered, the scores compare your student's performance with all other students who took the same test in the national norm group.

| | 2008-09 Campbell Elementary School TerraNova 3rd Edition Grade 5 | | | | | | | | | |
|----------|--|----------|-------------------|----------|-------------------|----------|-------------------|----------|------------------|----------|
| | Above Average | | Average | | | | Below Average | | NP of Mean NCE** | |
| | % in 4th Quartile | | % in 3rd Quartile | | % in 2nd Quartile | | % in 1st Quartile | | | |
| | Campbell | District | Campbell | District | Campbell | District | Campbell | District | Campbell | District |
| Reading | 15.25% | 24.98% | 22.03% | 24.55% | 30.51% | 23.75% | 32.20% | 26.73% | 43 | 50 |
| Language | 22.03% | 25.10% | 30.51% | 27.77% | 16.95% | 24.30% | 30.51% | 22.84% | 46 | 52 |
| Math | 18.64% | 22.68% | 25.42% | 28.08% | 27.12% | 24.62% | 28.81% | 24.62% | 45 | 50 |

**Based upon data from the CTB McGraw-Hill paper reports

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 Anchorage, AK

Anchorage School District
 5530 E. Northern Lights Blvd.
 Anchorage, AK 99504-3135

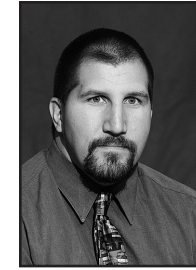


Anchorage School District
Educating All Students for Success in Life

Detailed information regarding the school's performance is available in the Profile of Performance. This document and the district report card are available online at www.asdk12.org/depts/assess_eval/ or through the district Communications department, 742-4153.

Anchorage School District

**2008-2009
 School Report Card for
 Campbell
 Elementary School**



Principal Leroy Grant

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.

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 Anchorage, Alaska 99518
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School Goals

Goal Level of Attainment

The percentage of students, especially the low income student group, rated not proficient on the state language arts assessment will decrease by 10 percent, increasing the percent proficient from 64.1 to 67.69 Partially Attained

The number of students rated not proficient on the state math assessment will decrease 10 percent. Partially Attained

All teachers will support resiliency and develop assets via implementation of the Conscious Discipline and the ASD assets framework program. Attained

Our school helps students succeed through quality staff, parent involvement and community partnerships.

Parent Involvement

Parents play a crucial role in establishing school goals and making sure their children do well in school. Principals are required to share their school achievement data with parents, and they actively seek parents’ suggestions, comments and participation in setting annual school goals. For schools that did not make Adequate Yearly Progress, principals will also work with parents and staff to develop detailed school improvement plans. Contact your school’s principal for information on how parents can become involved in these activities.

School Business Partnerships

- Costco, Dimond Blvd.
- Gallo’s
- Halliburton
- Sara’s Sandwich Shop
- Tuggle’s Transportation
- Village Inn, Dimond Blvd.

Community Volunteers

Parents and other community members volunteered an average of 50 hours per week in the school.

Adequate Yearly Progress

According to the No Child Left Behind Act, ASD as a whole is in its fourth year of Level 4 corrective status. In 2008-2009, the African-American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. The Asian and Hispanic sub-groups did not meet AYP in language arts only. Parents are invited to participate in the development of a district improvement plan that addresses the achievement of all students.

Teacher Quality Information (2008-2009)

| | # of teachers | % fully licensed | % with advanced degrees | # Nationally Board Certified | % of classes taught by “highly qualified teachers” |
|----------------------------|---------------|------------------|-------------------------|------------------------------|--|
| Campbell Elementary | 33 | 100% | 33% | 1 | 96% |
| District Totals | 3437 | 100% | 44% | 43 | 90% |

Campbell Elementary School
2008-09 Adequate Yearly Progress
Status Report

Does Not Meet AYP
Level 2

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) Percent Proficient on LA | (F) Percent Proficient on LA | (G) LA Target | (H) Met AMO for LA | (I) Percent Proficient on Mathematics | (J) Percent Proficient in Mathematics | (K) Mathematics Target | (L) Met AMO for Mathematics |
| All Students | 240 | 240 | 100% | Yes | 219 | 164 | 74.9% | 70.6% | Yes | 157 | 71.7% | 58.6% | Yes |
| AF. AM. | 8 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| AKNA/AI | 21 | 21 | 100% | Yes | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian/NH/ OPI | 40 | 40 | 100% | Yes | 35 | 26 | 74.3% | 60.7% | Yes | 25 | 71.4% | 47.4% | Yes |
| White | 102 | 102 | 100% | Yes | 94 | 73 | 77.7% | 67.1% | Yes | 70 | 74.5% | 54.7% | Yes |
| Hispanic | 31 | 31 | 100% | Yes | 29 | 22 | 75.9% | 59% | Yes | 19 | 65.5% | 45.6% | Yes |
| ME | 38 | 38 | 100% | Yes | 36 | 27 | 75% | 60.9% | Yes | 28 | 77.8% | 47.7% | Yes |
| EDS | 102 | 102 | 100% | Yes | 92 | 62 | 67.4% | 67% | Yes | 60 | 65.2% | 54.6% | Yes |
| SWD | 52 | 52 | 100% | Yes | 51 | 21 | 41.2% | 63.5% | No | 23 | 45.1% | 50.6% | No |
| LEP | 51 | 51 | 100% | Yes | 47 | 31 | 66% | 62.9% | Yes | 32 | 68.1% | 50% | Yes |

Attendance Rate: Met 93.4% (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.

6/25/2009

Alaska Standards Based Assessment

The Alaska Standards Based Assessments (SBAs) are statewide tests designed to provide information about what students know and are able to do in reading, writing, mathematics and science. They estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, mathematics and science outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system. Charts comparing two years’ results are at right.

