

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Drexel Elementary School

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

Sunnyside Unified District
801 E. Drexel Road, Tucson, AZ 85706-4299

Principal: Mrs. Lorena Escarcega
Schedule: 7:00 AM to 4:00 PM
Web Address: www.sunnysideud.k12.az.us
E-mail: terryr@sunnysideud.k12.az.us

Grades: Pre-K-5
2002 Enrollment: 604
Phone: (520) 545-2700
Fax: (520) 545-2716

∨ School Overview ∨

Mission

MISSION: To prepare children for the future. VISION: In partnership with parents and community, Drexel Elementary will prepare children for the future by providing an environment designed to motivate, teach, and encourage all students to attain the highest levels of academic proficiency, by: Creating lifelong learners, Nurturing success, and Contributing to a diverse world.

Organization and Philosophy

- w Dual Language Classrooms
- w Grade-level Teaming
- w Site-based

School/Academic Goals

- w All students attending Drexel Elementary will meet or exceed the Arizona Writing Academic Standards.

- w All students attending Drexel Elementary will meet or exceed the Arizona Math Academic Standards.

Instructional Programs

- w Dual Language Program
- w Full-day Kindergarten
- w At-risk Preschool
- w On-site Special Education
- w Counseling/Prevention Programs
- w Fine Arts Program
- w Health/Wellness Counseling
- w Multicultural Enrichment

- w All students attending Drexel Elementary will meet or exceed the Arizona Language Arts Academic Standards.

- w Using Target Teach alignment of district curriculum and standards, teachers will assess and establish baseline data from student benchmark and comprehensive assessments.

Enrollment

October 1, 2001 School Year Student Enrollment:	613
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	45

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

w Goal Setting
 w Parent/Educator Relations
 w School Safety Issues
 w Budget
 w Staff Development
 w NCA Accreditation

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	15.00	Teacher Aide	13.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	0	0	0
10 or more years	9	2	0	0

∨ **Shared Responsibilities** ∨

School

Drexel School will provide a safe and caring environment where children are challenged and provided with success experiences. Parents are encouraged and welcomed into the school as partners in the education of children. Through this partnership, children are taught the skills, knowledge, behaviors and attitudes necessary for productive living in a changing, democratic, multicultural society.

Parents

Parents are considered partners with the school in the education of children. Each partner is expected to meet certain obligations in order to ensure student success. Drexel parents are asked to promote good attendance and study habits in their children. Drexel faculty and staff encourage parents to value education and communicate with the school.

∨ **Transportation Policy** ∨

Transportation is provided to special education students who require transportation and to K-8 students living beyond a one-mile radius. Drexel borders are from Drexel & I-19 N to Connecticut/Canada, SE to 12th Avenue, S to Drexel, E to I-19. From Bilby & 9th Avenue N to Drexel, E to Fletcher, N to Irvington, E to Park, S to Delta, W to Nogales Hwy, S to Bilby, E to 9th Avenue.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/12/02
Average Daily Instruction Time:	5 hrs. 35 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/10/02	12/19/02	1/6/03	5/23/03
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Additional Calendar/Report Card Information

Parent conferences are held at the end of the first nine weeks and throughout the year if needed. Calls and home visits are made to further communicate with parents about their child's progress.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

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

Special Facilities

W Computer Lab	W Learning Resource Center
W Parent Volunteer Rooms	W At-risk Preschool

Extracurricular Activities

W Chorus	W Basketball/Cheerleading
W Student Council	W Band/Orchestra (5th Grade)
W Peer Tutoring	

School/Community Resources

W Breakfast Program	W Lunch Program
W Health Services	W Clothing/Food Banks
W Community Classes	W Counseling Services
W Afterschool Program	W Crisis Intervention

∨ Indicators of Success ∨

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

2001-02 School Achievements/Accomplishments

W Funding grants obtained through the efforts of Drexel art teacher for the Drexel Wall of Art. This mural tile project allowed 4th and 5th graders to design art work which was then transformed into tile.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	30.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	5.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	11.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.5 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.5 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

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

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

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

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

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

∨ School Honors ∨

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

Award/Honor	Year
Wal-Mart Teacher of The Year	1998
HUG Poster Winner	1998
Earth Day Poster Winner	1999
Arizona Archaeological Society Bookmark	1999

∨ Academic Achievement Indicators ∨

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

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	58	501	19%	22%	50%	9%
	School State	58840	524	9%	17%	45%	29%
Writing	School	59	530	12%	15%	63%	10%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	60	496	12%	45%	35%	8%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	71	493	35%	25%	34%	6%
	State	61305	505	21%	20%	43%	15%
Writing	School	69	484	32%	29%	33%	6%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	69	474	20%	51%	14%	14%
	State	61760	494	14%	40%	12%	34%

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

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

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

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

∨ Mathematics Education and AIMS ∨

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

∨ Academic Achievement Indicators ∨

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

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	38	37	60	--	--	--
2	Reading	--	--	--	100	27	50	34	26	52	38	23	53	27	28	57
	Language	--	--	--	100	24	40	39	20	43	43	19	44	29	22	48
	Mathematics	--	--	--	100	46	51	44	34	55	44	31	57	29	32	61
3	Reading	45	30	47	100	26	47	45	18	48	41	27	50	62	30	50
	Language	51	29	49	100	28	51	49	29	54	41	33	56	62	39	57
	Mathematics	49	18	46	100	21	49	52	35	52	43	35	54	62	53	56
4	Reading	46	24	53	100	26	54	47	27	54	59	20	55	63	22	55
	Language	46	30	47	100	35	49	49	28	48	59	23	50	64	25	50
	Mathematics	46	20	51	100	29	54	49	24	55	62	30	57	66	34	58
5	Reading	89	21	51	100	21	51	90	25	51	79	22	51	73	28	53
	Language	95	22	42	100	23	44	90	28	45	81	21	45	73	31	47
	Mathematics	93	26	51	100	22	54	91	31	55	80	32	57	73	36	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	71	75
Grades 3-4	75	63
Grades 4-5	70	74
Grades 5-6	***	***

*Less than 10 students matched
**No information available
***Not applicable

∨ School Safety ∨

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

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

Prevention Specialist on site to make sure there is support in promoting intervention programs such as PeaceBuilders, Reality Therapy, Healthy Play, Peer Mediation, Assemblies, Drug Prevention, monitor safety on playground during lunch and recess time. Have Town Meeting Assemblies.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

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

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,491	\$1,606,686
Classroom Supplies	\$47	\$29,996
Administration	\$390	\$251,603
Support Services-Students	\$382	\$246,461
Other Support Services and Operations	\$908	\$585,321
Total Expenditures- All Categories 2000-2001	\$4,217	\$2,720,067

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

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

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

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Lorena N. Escarcega	(520) 545-2705	
Transportation Policy	John Smead	(520) 545-2106	
Community Resources	Marisol Metzger	(520) 545-2723	
School Nutrition Programs	Norma Fernandez	(520) 545-2714	
Parent Organization	Andrea Gonzalez	(520) 545-2700	
Student Health/Nurse	Kathleen Mauro	(520) 545-2711	

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

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