

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

801 E Drexel Rd, Tucson, AZ 85706

Sunnyside Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Lorena Escarcega
 Schedule : 07:00 AM to 03:30 PM
 Grades : Pre-K-5
 Web Address : www.susd12.org/drexel/index.htm
 Phone Number : (520) 545-2700
 Fax Number : (520) 545-2716
 E-mail : lorenae@susd12.org

Mission

To prepare children for the future. VISION: In partnership with parents and community, we will provide an environment designed to motivate, teach, and encourage all students to attain the highest level of academics by creating lifelong learners.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students attending Drexel Elementary will meet or exceed the Arizona Reading and Writing Academic Standards
- ü All students attending Drexel Elementary will meet or exceed the Arizona Math Academic Standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 707
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- ü Full-Day Kindergarten
- ü At-Risk Preschool
- ü On-Site Special Education
- ü Reading First School
- ü Extended Day: Reading
- ü Art & Music programs with full time teac
- ü Library with full time librarian
- ü Physical Ed with full time teacher

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/10/2005
Last Day of School :	6/26/2006

Shared Responsibilities

School

We provide a safe and caring environment where children are challenged with success experiences. Children are taught 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. Drexel parents are asked to promote good attendance and study habits in their children. Our staff encourages 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.

School Honors

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

Award/Honor	Year
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3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1372	80010	100	99	99	412	442	447	20	9	10	38	21	18	41	57	53	1	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	674	38935	100	99	99	414	443	447	19	9	9	35	19	19	44	59	55	2	13	17
Male	51	697	40974	100	99	98	411	441	448	22	9	11	41	22	18	37	56	52	NA	12	19
African American	--	22	4201	--	92	99	--	443	430	--	5	17	--	18	23	--	68	51	--	9	9
Hispanic	101	1215	34545	100	99	99	412	442	432	21	9	14	39	21	24	40	57	53	1	13	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	51	3979	NC	100	96	NC	424	424	NC	18	17	NC	25	30	NC	55	47	NC	2	6
White	NC	78	35142	NC	100	99	NC	457	465	NC	6	5	NC	14	11	NC	55	56	NC	24	28
Students with Disabilities	17	201	10161	100	98	93	396	409	419	41	32	28	41	30	28	18	34	36	NA	3	8
Students without Disabilities	86	1171	69849	100	99	100	415	447	451	16	5	7	37	19	17	45	61	56	1	14	19
Limited English Proficient Students	61	518	14013	100	99	97	402	426	413	23	15	24	54	31	34	23	47	39	NA	6	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	103	1217	39029	100	99	98	412	440	432	20	10	14	38	22	25	41	56	52	1	12	9
Non-Economically Disadvantaged	--	155	40981	--	100	100	--	453	462	--	6	6	--	13	13	--	65	54	--	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1369	79438	100	99	98	422	438	451	16	12	9	39	31	24	46	52	56	NA	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	674	38775	100	99	99	427	444	457	13	9	7	35	28	22	52	57	58	NA	5	13
Male	51	694	40560	100	98	97	416	431	446	18	15	12	43	35	25	39	47	54	NA	3	9
African American	--	22	4178	--	92	98	--	438	439	--	5	13	--	41	29	--	50	52	--	5	6
Hispanic	101	1212	34297	100	99	99	421	436	434	16	13	14	39	32	31	46	51	50	NA	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	98	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	51	3940	NC	100	95	NC	431	429	NC	10	14	NC	35	36	NC	55	47	NC	NA	3
White	NC	78	34887	NC	100	98	NC	461	471	NC	4	4	NC	23	15	NC	60	63	NC	13	18
Students with Disabilities	17	200	9588	100	97	88	400	394	416	35	39	30	35	39	32	29	21	34	NA	2	5
Students without Disabilities	86	1169	69850	100	99	100	426	445	456	12	7	7	40	30	23	49	58	59	NA	5	12
Limited English Proficient Students	61	515	13856	100	99	96	409	412	407	20	23	27	51	44	43	30	33	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	103	1214	38685	100	98	97	422	435	435	16	13	14	39	33	32	46	50	50	NA	4	5
Non-Economically Disadvantaged	--	155	40753	--	100	99	--	456	467	--	6	5	--	18	16	--	67	62	--	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1378	79971	100	100	99	404	430	423	9	5	8	56	35	41	35	57	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	677	38974	100	100	99	416	443	437	8	4	5	50	28	33	42	65	57	NA	4	4
Male	51	700	40895	100	99	98	391	417	410	10	7	10	63	43	47	27	49	41	NA	1	2
African American	--	23	4203	--	96	99	--	434	411	--	4	11	--	30	45	--	65	43	--	NA	2
Hispanic	101	1220	34481	100	99	99	403	429	410	9	6	10	56	35	46	35	57	43	NA	2	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	51	3995	NC	100	96	NC	425	409	NC	4	10	NC	45	47	NC	47	42	NC	4	1
White	NC	78	35150	NC	100	99	NC	440	437	NC	3	5	NC	35	35	NC	60	56	NC	3	5
Students with Disabilities	17	202	10258	100	98	94	370	385	377	18	14	23	71	56	51	12	29	25	NA	0	1
Students without Disabilities	86	1176	69713	100	100	100	410	437	429	7	4	5	53	32	39	40	62	52	NA	3	3
Limited English Proficient Students	61	516	13985	100	99	97	399	407	382	7	8	18	74	49	54	20	42	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	103	1221	38994	100	99	98	404	428	409	9	6	10	56	37	47	35	55	41	NA	2	1
Non-Economically Disadvantaged	--	157	40977	--	100	100	--	446	437	--	4	5	--	24	34	--	69	56	--	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1368	80147	99	99	99	447	470	482	20	13	11	31	22	17	43	50	49	6	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	692	39281	100	100	99	445	470	483	18	12	9	34	22	17	44	51	50	3	15	24
Male	48	676	40780	98	98	98	451	470	482	23	14	12	27	22	17	42	48	48	8	16	24
African American	NC	18	4249	NC	100	99	NC	476	464	NC	17	17	NC	11	22	NC	56	48	NC	17	13
Hispanic	104	1205	33494	99	99	99	447	470	466	20	13	15	31	22	23	43	49	49	6	16	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	58	4117	NC	98	96	NC	457	456	NC	16	19	NC	31	27	NC	50	46	NC	3	8
White	NC	81	36122	NC	99	99	NC	471	501	NC	14	5	NC	20	10	NC	52	50	NC	15	35
Students with Disabilities	12	202	10295	86	94	92	431	429	443	33	38	33	33	34	26	33	26	33	NA	2	8
Students without Disabilities	97	1166	69852	100	100	100	449	477	488	19	8	7	31	20	16	44	54	51	6	18	26
Limited English Proficient Students	64	534	12722	100	99	97	433	448	441	27	20	27	38	32	33	34	43	37	2	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	105	1225	38371	98	99	97	447	469	465	21	13	15	31	23	23	42	49	49	6	15	13
Non-Economically Disadvantaged	NC	143	41776	NC	100	100	NC	485	498	NC	9	6	NC	14	11	NC	56	49	NC	21	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1368	79686	99	99	98	442	451	470	18	17	11	43	34	24	37	46	57	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	692	39163	100	100	99	444	454	475	16	12	9	48	35	22	36	50	60	NA	2	10
Male	48	676	40438	98	98	97	440	447	465	21	21	13	38	34	25	38	42	54	4	4	7
African American	NC	18	4228	NC	100	98	NC	476	458	NC	6	15	NC	33	28	NC	44	53	NC	17	4
Hispanic	104	1205	33299	99	99	98	442	450	452	18	17	17	43	35	32	37	45	47	2	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	58	4087	NC	98	96	NC	448	446	NC	21	16	NC	22	38	NC	57	44	NC	NA	2
White	NC	81	35914	NC	99	98	NC	459	489	NC	11	5	NC	33	15	NC	53	67	NC	2	14
Students with Disabilities	12	203	9808	86	94	87	430	411	432	33	47	35	33	39	32	33	12	30	NA	2	3
Students without Disabilities	97	1165	69878	100	100	100	444	457	475	16	11	8	44	34	23	37	52	61	2	3	9
Limited English Proficient Students	64	534	12594	100	99	96	425	425	422	23	29	34	58	49	45	19	22	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	105	1225	38095	98	99	97	441	448	452	19	17	17	43	36	32	36	44	48	2	3	3
Non-Economically Disadvantaged	NC	143	41591	NC	100	99	NC	471	486	NC	11	6	NC	22	16	NC	59	65	NC	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1375	80372	100	99	99	448	468	475	8	6	4	44	29	30	48	64	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	694	39452	100	100	99	462	478	488	3	3	3	44	24	22	52	71	72	NA	1	3
Male	49	681	40836	100	99	98	430	458	464	14	8	6	43	35	37	43	56	56	NA	1	1
African American	NC	18	4264	NC	100	99	NC	502	465	NC	NA	5	NC	22	35	NC	61	59	NC	17	1
Hispanic	105	1212	33608	100	99	99	447	468	462	9	6	6	42	29	36	50	65	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	58	4128	NC	98	97	NC	473	464	NC	2	4	NC	40	39	NC	59	56	NC	NA	1
White	NC	81	36213	NC	99	99	NC	468	489	NC	5	2	NC	37	22	NC	54	72	NC	4	3
Students with Disabilities	13	206	10526	93	95	94	417	419	427	15	19	15	54	49	53	31	30	31	NA	2	1
Students without Disabilities	97	1169	69846	100	100	100	452	476	482	7	3	3	42	26	26	51	70	69	NA	1	2
Limited English Proficient Students	64	536	12747	100	99	97	440	447	432	8	8	12	50	43	52	42	48	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	106	1232	38521	99	99	98	446	466	461	8	6	6	43	30	38	48	63	55	NA	1	1
Non-Economically Disadvantaged	NC	143	41851	NC	100	100	NC	485	489	NC	4	3	NC	22	22	NC	70	72	NC	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	1284	79306	100	99	99	481	492	504	20	18	13	30	23	20	41	47	49	9	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	596	38845	100	100	99	482	492	505	14	16	11	36	23	20	40	49	50	10	13	18
Male	58	688	40383	100	99	98	480	492	504	26	19	14	24	23	19	41	46	47	9	12	19
African American	NC	31	4171	NC	100	98	NC	488	485	NC	19	20	NC	26	26	NC	45	44	NC	10	10
Hispanic	102	1122	32673	100	99	99	482	491	487	18	18	18	31	23	25	42	47	46	9	12	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	100	97	NC	484	479	NC	16	22	NC	30	29	NC	43	43	NC	11	7
White	--	71	36234	--	100	99	--	506	523	--	14	6	--	18	13	--	51	52	--	17	28
Students with Disabilities	18	240	10286	100	98	91	445	448	462	39	52	41	39	28	27	22	18	27	NA	2	5
Students without Disabilities	90	1044	69020	100	100	100	488	501	510	17	10	9	28	22	18	44	54	52	11	15	21
Limited English Proficient Students	38	363	10291	100	99	96	457	463	458	32	34	38	45	33	34	24	28	26	NA	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	105	1130	37437	100	99	97	481	490	486	21	19	19	29	23	26	41	46	46	10	12	9
Non-Economically Disadvantaged	NC	154	41869	NC	100	100	NC	504	521	NC	8	7	NC	19	14	NC	59	51	NC	14	27

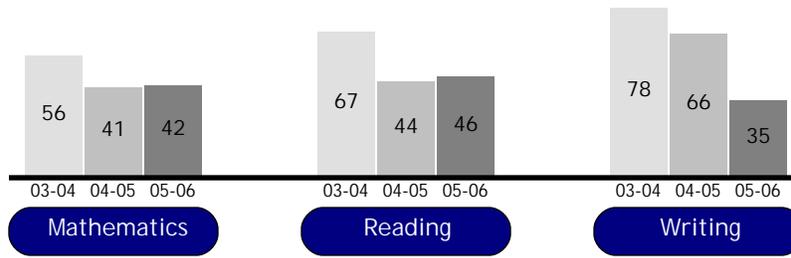
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	1271	79000	100	98	98	467	471	489	19	14	10	34	33	24	44	49	58	3	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	590	38774	100	99	99	474	476	494	14	11	7	30	32	22	56	55	61	NA	2	10
Male	58	681	40150	100	98	98	462	466	485	24	18	12	38	35	25	33	45	55	5	3	8
African American	NC	29	4153	NC	97	98	NC	461	476	NC	14	13	NC	52	30	NC	31	53	NC	3	4
Hispanic	102	1114	32508	100	98	98	468	470	472	18	14	15	35	34	33	44	50	49	3	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	100	96	NC	462	467	NC	18	14	NC	32	37	NC	48	46	NC	2	2
White	--	68	36135	--	97	98	--	490	508	--	12	4	--	24	14	--	53	67	--	12	15
Students with Disabilities	18	227	9991	100	93	88	434	432	449	44	44	33	44	39	36	11	17	29	NA	NA	2
Students without Disabilities	90	1044	69009	100	100	100	474	478	495	14	8	6	32	32	22	50	57	62	3	3	10
Limited English Proficient Students	38	359	10199	100	98	95	443	442	439	34	33	35	47	48	47	18	18	18	NA	1	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	105	1118	37234	100	98	97	468	468	472	20	15	15	33	35	33	44	47	50	3	2	3
Non-Economically Disadvantaged	NC	153	41766	NC	100	99	NC	486	505	NC	7	5	NC	22	16	NC	67	65	NC	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	1288	79611	100	100	99	479	492	496	9	7	7	45	35	37	45	57	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	596	39016	100	100	99	500	505	511	2	5	4	38	28	29	60	67	66	NA	0	1
Male	58	692	40519	100	99	98	460	481	482	16	9	10	52	42	44	33	49	46	NA	NA	0
African American	NC	30	4188	NC	100	98	NC	483	486	NC	13	9	NC	37	40	NC	50	50	NC	NA	0
Hispanic	102	1126	32855	100	100	99	479	493	481	9	7	10	45	34	43	46	59	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	57	3992	NC	100	96	NC	492	478	NC	5	10	NC	46	46	NC	49	44	NC	NA	0
White	--	71	36380	--	100	99	--	491	511	--	6	4	--	49	30	--	44	65	--	1	1
Students with Disabilities	18	241	10664	100	99	94	439	439	440	22	22	23	61	59	54	17	20	22	NA	NA	1
Students without Disabilities	90	1047	68947	100	100	100	487	504	504	7	4	4	42	30	34	51	66	61	NA	0	1
Limited English Proficient Students	38	364	10362	100	99	97	450	458	438	18	15	22	61	54	57	21	31	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	105	1134	37626	100	99	98	479	490	479	10	8	10	45	36	45	46	56	45	NA	0	0
Non-Economically Disadvantaged	NC	154	41985	NC	100	100	NC	510	511	NC	3	4	NC	31	30	NC	66	65	NC	NA	1

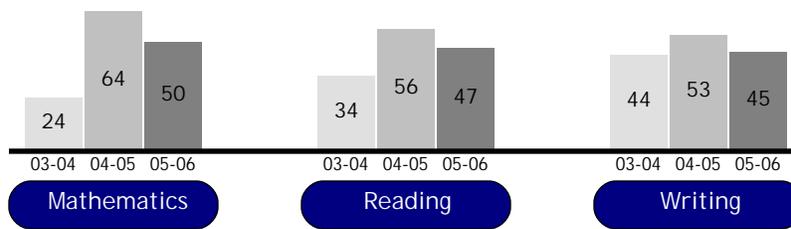
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	NA	NA	58	100	26	38	47	98	28	35	46
	Language	100	14	28	50	100	25	39	47	98	39	37	48
	Mathematics	100	24	49	64	100	27	42	50	98	41	43	52
3	Reading	96	44	NA	55	98	25	33	44	100	24	34	46
	Language	98	53	53	61	98	26	34	44	100	25	35	46
	Mathematics	98	62	54	61	98	31	41	51	100	27	46	52
4	Reading	100	32	NA	56	100	32	39	48	100	34	37	52
	Language	100	40	41	52	100	32	38	49	100	34	37	52
	Mathematics	100	43	50	61	100	39	44	53	100	34	48	58
5	Reading	100	29	NA	55	100	37	40	50	100	37	39	56
	Language	100	31	39	49	100	39	39	50	100	37	37	54
	Mathematics	100	36	52	63	100	39	39	49	100	39	41	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Drexel Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Goal Setting
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Budget Review
- Ü School Improvement and Staff Development
- Ü NCA Accreditation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	15.80	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	0	0	0
10 or more years	7	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certification.	7
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Highly Qualified Teachers	40%

Resources Available at School Site

Special Facilities

- Ü 30 piece mobile laptop lab
- Ü Utilizing multipurpose room /playroom
- Ü Music Room
- Ü Art Room

Extracurricular Activities

- Ü Chorus
- Ü Basketball/Cheerleading
- Ü Student Council
- Ü Band/Orchestra (5th Grade)
- Ü Safety Patrols
- Ü After school program partnership
- Ü Girl Scout partnership

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Health Services
- Ü Clothing/Food Banks

Ü Reading First is dedicated to help schools prevent reading difficulties by establishing high-quality comprehensive reading instruction in K-3 classrooms.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Prevention Specialist on site to promote intervention programs such as PeaceBuilders, Reality Therapy, Healthy Play, Peer Mediation, Assemblies, and Drug Prevention. For safety, there are monitors on playground during lunch and recess time.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lorena N. Escarcega	(520) 545-2705
Transportation Policy	John Smead	(520) 545-2106
Community Resources	Alma Martinez	(520) 545-2758
School Nutrition Programs	Norma Fernandez	(520) 545-2714
Parent Organization	Alma Leon	(520) 573-0660
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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 400 Copies = \$156.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.