



School Description and Mission Statement

Dr. Charles Drew College Preparatory Academy offers a challenging learning environment for students in PreK thru 3rd grade. The academic program emphasizes the use of the Blackboard Configuration which is a visual illustration of the teachers' commitment to instruction. The teaching staff works collaboratively to offer an academically challenging curriculum and foster the emotional and social growth of each child. The Houghton Mifflin program provides the basic elements of our literacy program, Write Time for Kids, supplementing the writing component. Experiments in science, hands-on math instruction, interdisciplinary projects and field trips round out the basic academic program. Computer instruction begins in Pre-Kindergarten and continues throughout the grades which focuses and enhances computer literacy and integrates technology into the curriculum. The early childhood program emphasizes literature based reading instruction with studies of students' ethnic heritage and maintains the emphasis on active learning in all subjects. Other special offerings at Drew include a full computer lab, Orff instrumental music, visual and performing arts, AIMS Symphony project, SF Ballet, and Project Oceans.. The After School Programs extend the academic program. Dr. Charles R. Drew Child Development Center provides an extended daycare program.

School Instruction and Leadership

At grade level meetings, teachers along with the principal review students' work in relation to the standards and examine the growth of students in order to move them to grade level status. Students are grouped according to their educational needs. The groups are kept fluid. Teachers provide specific activities, and learning as assessed by SCOE. The Dr. Drew staff is dedicated to the improvement of instruction and a high level of student achievement. Staff members participate in the District's professional development and site offerings. By implementing a teacher - of - teachers model, they share learned strategies with all staff members. Teachers on a scheduled basis meet in grade level team meetings and visit classrooms to examine student progress and observe best practices to ensure the acquisition of skills through the improvement of teaching and learning practices.

Opportunities for Parental Involvement

a) There is weekly communication with families through the Parent Newsletters which highlight school activities and encourage parent participation. b) Families are encouraged to attend scheduled literacy and math workshops presented by the staff members as well as school sponsored cultural events, parenting classes and parent / teacher conferences which highlight CAT6 test results as well as classroom performance. c) Parents are offered opportunities to become involved in decision-making through participation in site councils, committees, and community meetings.

School Facility Conditions & Improvements

A year long project to install two elevators, restrooms, sinks and water fountains were completed. Various parts of the school grounds were also improved with the addition of a mural and benches in the front of the school.

Carpeting the central area of all three classroom pods remains worn. At various points in the building electrical and data wiring remains severed and disconnected.

School Safety Plan

We have an active Crisis Response Team. The roles and responsibilities were reviewed at a Staff Development and a "mock" disaster was simulated.

- b) Individual Emergency Disaster packs are available for each student in case of a disaster.
- c) The Health Advocate actively promotes safety and provides activities and materials for the teachers to use in their classrooms.
- d) There is an operative evacuation plan that is utilized in practice sessions.

Types of Services Funded

After School Learning
Arts Education Collaborative
Beginning Teacher Support & Assessment (BTSA)
California Demonstration Program
Conflict Resolution Program
Healthy Start
NSF-Urban Systemic Program (Priority 6)
Primary Prevention Program (PIP)



Academic Performance Index (API)				
API Data	02-03	03-04	04-05	05-06
API Base Score	535	593	588	614
Statewide Rank *	1	1	1	1
Similar Schools Rank *	1	1	1	1
Growth Target **	13	10	11	9
Percent Tested	99	100	100	100
Actual Growth	61	-16	26	76
API Growth Score	596	577	614	690

* These rankings are based on previous year's data.
 ** "A" means the school scored at or above the statewide performance target of 800 in 2005.
 "B" means the school did not have a valid 2005 API base and will not have any growth or target information.

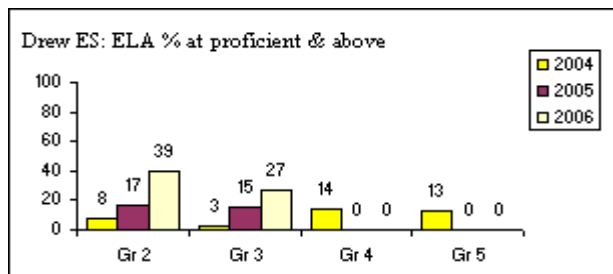
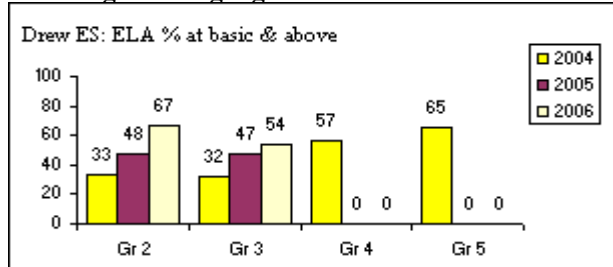
Federal Accountability: Adequate Yearly Progress (AYP)			
	2004	2005	2006
Met All AYP Criteria?	No	Yes	Yes

California Writing Standards Percent of students at a performance level of 4 or higher			
Grade	2004	2005	2006
04	40.0%		

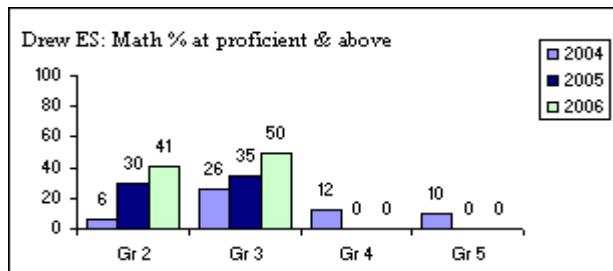
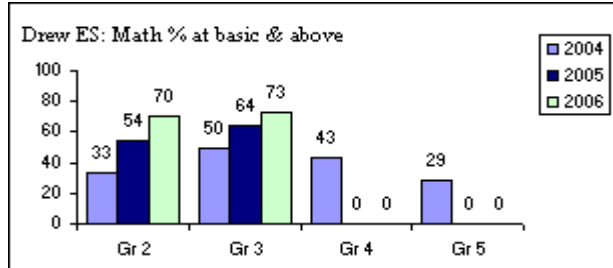
CAT6 - 3 Year Trend						
Grade	Reading NPR			Math NPR		
	2004	2005	2006	2004	2005	2006
03	13	27	28	31	48	46

State Assessments

CST English/Language Arts



CST Mathematics



California Standard Tests (CST) Comparisons

Comparison of school to District and State for each grade level at percent students achieving at proficient or advanced level

Grade	2006 ELA			2006 Mathematics			2006 History <small>Grades 8, 10, 11 were tested in 2006</small>			2006 Science <small>Grades 5, 8, 9, 10, 11 were tested in 2006</small>			2006 Life Science <small>Grade 10 was tested in 2006</small>		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
02	39%	49%	47%	41%	63%	59%									
03	27%	42%	37%	50%	65%	58%									

* These are selected highlights of the SARC. The complete SARC required by the California Department of Education can be seen at www.sfusd.edu under "school information."