

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Frances J. Warren Elementary School

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

Tucson Unified District  
3505 W. Milton Road, Tucson, AZ 85746

**Principal:** Mrs. Marianne Hernandez  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [MHernan1@tusd.k12.az.us](mailto:MHernan1@tusd.k12.az.us)

**Grades:** K-5  
**2002 Enrollment:** 365  
**Phone:** (520) 908-4700  
**Fax:** (520) 908-4701

## ∨ School Overview ∨

### Mission

Our mission at Warren Elementary School is to provide quality education in which students learn to their maximum potential intellectually, socially, physically, and emotionally. In order to accomplish this mission teachers, support staff, and administration: will establish a positive school climate, collaborate and participate fully in articulation of curriculum based on best practices, promote student discipline which is self-directed, and support parent and teacher communication.

### Organization and Philosophy

- w Traditional
- w Multiage Classrooms
- w Self-contained Classrooms
- w Special Education Classrooms

### Instructional Programs

- w Bilingual Education Program
- w Structured English Immersion (SEI)
- w Gifted Resource
- w Full-day Kindergarten
- w Cross Categorial Resource
- w On-site Special Education
- w 90 minute Literacy Block

### School/Academic Goals

- w One of our goals is to continue to implement a 90-minute K-5 Literacy Block to concentrate on the elements of literacy: reading aloud, shared reading and writing, Guided reading and writing, independent reading and writing, and model writing.
- w Grade-level teams will disaggregate data to develop their instructional calendar. Student performance data will be used to identify weak and strong objective areas.
- w Provide instruction that addresses the needs of each student based on informal and formal assessments.

### Enrollment

October 1, 2001 School Year Student Enrollment:	431
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	25

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

<sup>2</sup> 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**

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

**Council Duties**

- w Site Council Responsibilities
- w Student Achievement/analyzing test data
- w Reviews and updates MAP
- w Fundraiser
- w Find ways to enrich educational climate
- w Amend Constitution/Bylaws, if needed

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	2.00	Teacher Aide	6.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

Our two main responsibilities is to improve student achievement by preparing students for the 21st century, and to provide a safe environment; collaborate with support staff to meet the educational and social needs of students and their families, and to communicate with parents.

**Parents**

The Warren parents are actively involved in the educational needs of their children. Parents are encouraged to support the school in the areas of attendance by sending their child to school daily, scheduling a regular time for completing homework, praising their child's efforts, and reading with their child.

∨ **Transportation Policy** ∨

Transportation is provided under the guidelines established by Tucson Unified School District. Bus transportation is provided for students who live within the Warren attendance area.

∨ **Calendar Information** ∨

**Number of Instruction Days:** 177                      **First Day of School:** 8/15/02  
**Average Daily Instruction Time:** 5 hrs. 33 min.                      **Last Day of School:** 5/21/03

**Operates on Traditional Schedule**

**Report Card Release Dates**

8/21/02                      1/6/03                      3/17/03                      5/20/03

**Additional Calendar/Report Card Information**

Warren is one of 50 schools that is piloting the new PC version of the Progress Report K-5. Progress Report has been aligned with state standards, TUSD's CORE Curriculum, and with state Report Card requirements. The new Progress Report uses the same rubric and vocabulary as AIMS. Teachers choose from Exceeds the Standard, Meets the Standard, Approaches the Standard and Falls Far Below the Standard to describe student achievement.

∨ **Resources Available at School Site** ∨

**Nutrition Programs**

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes                      Lunch - Yes                      Summer Food - Yes

<sup>3</sup> 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 New Teacher/Student Workstations                      W 32 New Computers in Lab
- W Increase Library Spanish Collection

**Extracurricular Activities**

- W Afterschool Recreation                      W Community Service Opportunities
- W Student Council

**School/Community Resources**

- W Breakfast Program                      W Lunch Program
- W Afterschool Program                      W Clothing/Food Banks
- W Counseling Services

## ∨ 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

- |  |   |
|--|---|
| <p>W Warren received a certificate in recognition and appreciation for improving student achievement as measured by CCSA and AIMS (in reading and writing), and Stanford 9 (language and mathematics).</p> | <p>W The students, parents, teachers and support staff have created a learning environment that is friendly, productive, and successful. Discipline committee worked during the summer to develop a schoolwide discipline plan.</p>       |
| <p>W Our annual School Quality Survey results indicate a high degree of overall satisfaction with the programs and activities at our school.</p>   | <p>W Grade Level Teams have built a strong bond and collegiality. Teams collaborate to discuss curriculum and best instructional practices. Interactive Literacy is being implemented during our 90 minute Literacy block schoolwide.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	13.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	7.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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
Improving Student Achievement in CCSA and AIMS	2002
Improving Student Achievement in Stanford 9	2002

## ∨ 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 <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
<b>Reading</b>	School	<b>62</b>	<b>512</b>	<b>10%</b>	<b>16%</b>	<b>53%</b>	<b>21%</b>
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	School	<b>62</b>	<b>530</b>	<b>8%</b>	<b>15%</b>	<b>69%</b>	<b>8%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	School	<b>61</b>	<b>496</b>	<b>13%</b>	<b>44%</b>	<b>31%</b>	<b>11%</b>
	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

<b>Reading</b>	School	<b>70</b>	<b>499</b>	<b>34%</b>	<b>21%</b>	<b>37%</b>	<b>7%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	School	<b>69</b>	<b>493</b>	<b>25%</b>	<b>28%</b>	<b>39%</b>	<b>9%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	School	<b>76</b>	<b>471</b>	<b>29%</b>	<b>41%</b>	<b>16%</b>	<b>14%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	80	54	60	--	--	--
2	Reading	--	--	--	100	31	50	90	30	52	68	31	53	71	33	57
	Language	--	--	--	100	24	40	95	40	43	69	25	44	77	30	48
	Mathematics	--	--	--	100	27	51	88	34	55	69	33	57	77	36	61
3	Reading	67	30	47	100	26	47	89	29	48	70	26	50	80	37	50
	Language	73	31	49	100	36	51	87	34	54	67	35	56	80	53	57
	Mathematics	68	32	46	100	27	49	89	29	52	74	24	54	82	39	56
4	Reading	77	30	53	100	43	54	76	29	54	76	31	55	62	27	55
	Language	76	30	47	100	39	49	74	31	48	74	29	50	60	26	50
	Mathematics	79	27	51	100	38	54	80	31	55	76	30	57	64	24	58
5	Reading	87	40	51	100	29	51	93	31	51	79	30	51	76	34	53
	Language	88	33	42	100	22	44	94	27	45	79	29	45	75	28	47
	Mathematics	88	32	51	100	34	54	94	32	55	86	33	57	84	35	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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>79</b>	<b>74</b>
<b>Grades 3-4</b>	<b>78</b>	<b>58</b>
<b>Grades 4-5</b>	<b>85</b>	<b>82</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*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**

Warren provides an environment that is safe and positive for learning. At the beginning of the school year each student receives a copy of the Guidelines for Student Rights and Responsibilities. During the summer the Discipline Committee met to develop a schoolwide discipline plan. Hall monitors are doing a fantastic job reminding Warren Wildcats about the rules of conduct. We continue to work on Life Skills and PeaceBuilders Skills on a daily basis.

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	\$3,267	\$1,401,603
Classroom Supplies	\$26	\$11,130
Administration	\$436	\$187,111
Support Services-Students	\$325	\$139,207
Other Support Services and Operations	\$705	\$302,431
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,759</b>	<b>\$2,041,482</b>

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.

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.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Marianne Hernandez	(520) 908-4700	84704
<b>Transportation Policy</b>	Ron Stacy	(520) 225-4800	
<b>Community Resources</b>	Carolyn Cushing	(520) 908-4700	84722
<b>School Nutrition Programs</b>	Sandy Myers	(520) 908-4700	84723
<b>Parent Organization</b>	Boosters	(520) 908-4700	
<b>Student Health/Nurse</b>	Jean Kimber; Rita Bradford	(520) 908-4700	84717

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/](http://www.ade.az.gov/srcs/) on the Internet.

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