

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Hartford Elementary School

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

Chandler Unified District
700 N. Hartford Street, Chandler, AZ 85225-3798

Principal: Mr. James D. Tongring
Schedule: 7:30 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: K-6
2002 Enrollment: 645
Phone: (480) 812-6700
Fax: (480) 812-6720

∨ School Overview ∨

Mission

All students will have access to challenging, quality instruction compatible with student capabilities which will prepare them to demonstrate the necessary knowledge, personal qualities and personal values characteristic of successful students and challenge them to excel. We feel that Hartford is an integral part of the community and will continue to actively involve parents and community members in our educational program. As our slogan states: 'It takes an entire community to raise a child.'

Organization and Philosophy

- w Math/Science/Technology Emphasis
- w Parental Involvement Emphasis
- w Comprehensive All-school Reading Program
- w Enhancement of Student Self-esteem

Instructional Programs

- w Strong Phonics-based Reading Program
- w Math/Science/Technology Focus
- w Motorola Computer Mac Lab (32-station)
- w State-of-the-Art PC Computer Lab
- w Computer Technology Education Program
- w Writing Process Emphasized
- w On-site Special Education Program
- w Both All-day & Traditional Kindergarten

School/Academic Goals

- w Students will increase their overall skills in all academic areas and will achieve growth equal to one grade level during the school year.
- w Students will be able to successfully implement reading strategies and skills to demonstrate at least 75% mastery of District Reading Objectives.
- w Students will demonstrate application, problem-solving and computation skills to master at least 75% of District Mathematics Objectives.
- w Students will increase their writing and speaking skills through selected language arts instruction and writing activities.

Enrollment

October 1, 2001 School Year Student Enrollment:	659
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	30

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

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

Council Duties

- w All-school Activities
- w Student Recognition
- w Budget
- w Student Dress/Attire/Behavior
- w School Improvement (Including Safety)
- w Parent/Educator Communication

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	36.70
Other Professional Staff	10.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	9	6	0	0
7 to 9 years	2	3	0	0
10 or more years	7	13	0	0

∨ **Shared Responsibilities** ∨

School

Hartford School will emphasize academic achievement; will create and maintain a safe and drug-free environment which is conducive to learning; and will enable each student to achieve to his/her maximum potential. We believe a positive tone enhances feelings of self-worth and self-esteem. We will assist students to become lifelong learners, appreciate cultural differences, acquire life skills and experience academic success.

Parents

When parents, teachers and students work together, research has shown that students are more successful in school. Our motto is: IT TAKES TEAMWORK TO SUCCEED. Parents can help their children succeed in school in the following ways: Ensure that students attend regularly; provide a quiet time and place to work and review homework; read to and with students regularly; communicate with teachers; support the parent/school behavior plan; encourage students' efforts and be a positive role model.

∨ **Transportation Policy** ∨

Hartford is a neighborhood school serving a one-square-mile area. We are considered a walk-in school; therefore, busing is not provided. Self-contained special education students and gifted students (CATS) are bused to schools where these programs are located.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/31/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/4/03

Operates on Year-round Schedule

Report Card Release Dates

10/23/02	1/8/03	3/26/03	6/4/03
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Additional Calendar/Report Card Information

In addition to our regular reporting methods, we have computer printouts of mastery of our District Objectives in reading, language and math. These objectives are closely aligned to both the Stanford 9 Achievement Test and the Arizona Academic Standards. We also incorporate teacher-generated assessments including tests, performance assessments, portfolios, products, etc.

∨ 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 Motorola iMac Math/Science Computer Lab	W State-of-the-Art PC Computer Lab
W Media Center	W Renovated and Updated Classrooms

Extracurricular Activities

W Spirit Team and Cheer Team	W Before/After School Tutoring
W Chorus	W Boys and Girls Basketball
W Extensive Before School Activity Program	W Extensive Afterschool Activity Program
W 21st Century Learning Grant Program	

School/Community Resources

W Extensive Volunteer Program	W Access to Wellness Clinic
W Adult ESL Accessibility	W Counseling Services
W Clothing/Food Banks	W Health Services
W 21st Century Community Learning Grant	

∨ 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 Our students have made excellent progress in reading through an all-school, comprehensive program, Success For All. (This is a nationally recognized, phonics-based reading program developed at Johns Hopkins University.)</p> | <p>W Improved Math Achievement: Our scores in math on the Stanford 9 tests in the spring of 2002 rose dramatically due to our emphasis on this area.</p> |
| <p>W Decreased Disciplinary Cases: The rate of incidents requiring disciplinary action has also decreased dramatically. There are far fewer and less serious incidents recorded in the discipline log than there have been for a number of years.</p> | <p>W Our students, K-6, have increased their skills in technology dramatically through work in our Motorola Computer Lab.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	19.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	5.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.0 %	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
Outstanding Elementary Science Teacher	1996
Top Ten A+ Finalist	1997
District Student Council Banner Award	2000
Administrator of the Year Award	2000

∨ 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	66	509	12%	24%	55%	9%
	School State	58840	524	9%	17%	45%	29%
Writing	School	63	523	14%	19%	59%	8%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	66	500	18%	29%	39%	14%
	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	74	492	43%	22%	28%	7%
	State	61305	505	21%	20%	43%	15%
Writing	School	73	489	27%	37%	32%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	74	476	19%	47%	14%	20%
	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	--	--	--	--	--	--	--	--	--	58	57	60	--	--	--
2	Reading	--	--	--	100	39	50	90	55	52	66	53	53	54	47	57
	Language	--	--	--	100	34	40	93	50	43	62	39	44	56	40	48
	Mathematics	--	--	--	100	40	51	95	79	55	68	57	57	57	64	61
3	Reading	100	53	47	100	35	47	100	28	48	64	45	50	74	39	50
	Language	100	54	49	100	35	51	100	34	54	62	52	56	74	50	57
	Mathematics	100	53	46	100	33	49	100	44	52	65	58	54	74	47	56
4	Reading	100	42	53	100	50	54	100	45	54	77	36	55	72	38	55
	Language	100	39	47	100	46	49	100	45	48	73	37	50	79	41	50
	Mathematics	100	50	51	100	57	54	100	55	55	79	56	57	79	52	58
5	Reading	93	34	51	100	36	51	100	47	51	87	38	51	81	34	53
	Language	97	34	42	100	39	44	100	43	45	79	47	45	83	35	47
	Mathematics	97	40	51	100	47	54	100	54	55	88	50	57	85	54	59
6	Reading	99	48	53	100	38	54	96	42	53	100	44	54	79	50	56
	Language	99	44	41	100	35	44	99	34	44	96	43	45	80	46	47
	Mathematics	99	50	57	100	40	59	99	50	60	100	46	63	79	51	65

∨ 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	61	49
Grades 3-4	70	61
Grades 4-5	71	55
Grades 5-6	84	66
Grades 6-7	***	***

*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

We have emphasized cooperation and Getting Along Together strategies, which have resulted in a dramatic decrease in disciplinary incidents on campus. We have formulated comprehensive evacuation and lock-down procedures. All employees and visitors wear ID badges. We teach Stranger Danger at ALL grade levels. We provide before/after school supervised activities.

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 not 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	\$2,503	\$1,746,148
Classroom Supplies	\$26	\$18,041
Administration	\$392	\$273,391
Support Services-Students	\$171	\$119,254
Other Support Services and Operations	\$614	\$428,197
Total Expenditures- All Categories 2000-2001	\$3,706	\$2,585,031

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	James Tongring	(480) 812-6707	
Transportation Policy	James Tongring	(480) 812-6707	
Community Resources	James Tongring	(480) 812-6707	
School Nutrition Programs	Tammy Maldonado	(480) 812-6704	
Parent Organization	Susan Granado	(480) 812-6700	
Student Health/Nurse	Marilyn Matthews	(480) 812-6702	

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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