

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3300 W. Freer Dr., Tucson, AZ 85742

Marana 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	Highly Performing
2004-05	Performing Plus
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Jennifer Vemich
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 Web Address : www.maranausd.org/IE
 Phone Number : (520) 579-5150
 Fax Number : (520) 579-5164
 E-mail : J.F.Vemich@maranausd.org

Mission

In partnership with the Ironwood community, we will cultivate a positive learning environment dedicated to the total well-being of our children, one where they are nurtured intellectually, socially and emotionally.

We will empower our students to become self-directed, lifelong learners who are productive responsible citizens.

We will celebrate the success of our students, recognize their unique gifts, and encourage their contributions to a peaceful world community.

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	N/A

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

School / Academic Goals

- ü All students will receive quality instruction to assist them in meeting or exceeding the Arizona Academic Standards. They will be given opportunities to learn to their maximum ability and realize their unique potential.
- ü All students will have opportunities to increase their achievement in language arts through implementation of a core reading program and the 6+1 Traits of Writing.
- ü All students will increase their ability to think mathematically, to communicate and cooperate to solve mathematics problems, and to develop their skills to apply mathematics in the real world.
- ü All students will have opportunities to utilize technology to enhance and support their educational experiences. They will also develop competency skills in the use of technology.

Enrollment

October 1, 2005 School Year Student Enrollment : 891
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 60

Instructional Programs

- ü Standards-based Instruction
- ü Remedial and SEI Programs
- ü On-site Special Education
- ü Programs for Visually & Hearing Impaired
- ü 6 Traits Writing Model
- ü Houghton-Mifflin Core Reading Program
- ü Everyday Mathematics
- ü Gifted Education on site

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide an environment in which students can succeed and parents feel assured that their children are safe and well-nurtured while they achieve academically. We believe that the school is central to the community and, as such, provides opportunities for families to come together for activities, for information about their child's education, and to celebrate. The staff communicates with parents through weekly reports, monthly newsletters, conferences, PTO meetings, and Tuesday Newsday.

Parents

We view education as a partnership between the school and family. Parents support the efforts of the Ironwood staff by having their children in attendance, on time and ready to learn, whenever their health permits. We request that parents support and encourage homework completion. Open communication between home and school facilitates maximum learning. We invite parents to become involved, to participate in schoolwide and PTO activities, and to volunteer on campus.

Transportation Policy

Transportation is provided for all except those living adjacent to school. Our attendance area is bounded by the Pinal County line to the north, Cortaro Farms Rd. to the south, Shannon Rd. to the east, Thornydale Rd. (south of Linda Vista) and I-10 to the west. Bus rides are 5 to 45 min. in length. Students are expected to follow the expectations established by the school and the Marana District regarding bus behavior.

School Honors

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

Award/Honor	Year
ü Arizona Elementary School Counselor of the Year	2002
ü NAU K-12 Center Grant Recipient	2000
ü MUSD Foundation for Excellence in Education	2004

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	129	1002	80010	99	99	99	467	464	447	5	5	10	8	11	18	60	58	53	27	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	480	38935	100	100	99	473	465	447	2	4	9	4	10	19	63	59	55	31	27	17
Male	77	522	40974	99	99	98	463	463	448	6	5	11	10	11	18	58	57	52	25	27	19
African American	NC	37	4201	NC	100	99	NC	441	430	NC	14	17	NC	11	23	NC	62	51	NC	14	9
Hispanic	22	261	34545	100	99	99	467	453	432	5	6	14	NA	15	24	73	61	53	23	18	9
Asian/Pacific Islander	NC	23	2068	NC	96	99	NC	470	474	NC	9	4	NC	9	10	NC	52	50	NC	30	36
American Indian/Alaskan Native	NC	22	3979	NC	96	96	NC	461	424	NC	NA	17	NC	14	30	NC	68	47	NC	18	6
White	94	659	35142	100	100	99	471	469	465	3	4	5	9	9	11	59	56	56	30	31	28
Students with Disabilities	18	145	10161	95	96	93	442	434	419	11	16	28	28	24	28	50	48	36	11	12	8
Students without Disabilities	111	857	69849	100	100	100	471	469	451	4	3	7	5	8	17	62	60	56	30	29	19
Limited English Proficient Students	NC	32	14013	NC	100	97	NC	425	413	NC	19	24	NC	28	34	NC	50	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	25	317	39029	100	98	98	463	451	432	4	7	14	12	18	25	64	58	52	20	17	9
Non-Economically Disadvantaged	104	685	40981	99	100	100	468	470	462	5	4	6	7	7	13	60	58	54	29	31	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	129	1000	79438	99	99	98	464	469	451	3	3	9	16	17	24	67	64	56	13	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	480	38775	100	100	99	478	476	457	2	3	7	12	14	22	65	65	58	21	19	13
Male	77	520	40560	99	99	97	454	462	446	4	4	12	19	20	25	69	63	54	8	12	9
African American	NC	37	4178	NC	100	98	NC	452	439	NC	5	13	NC	30	29	NC	46	52	NC	19	6
Hispanic	22	262	34297	100	99	98	463	459	434	5	5	14	9	22	31	77	63	50	9	10	5
Asian/Pacific Islander	NC	22	2063	NC	92	99	NC	485	475	NC	NA	3	NC	14	15	NC	45	63	NC	41	20
American Indian/Alaskan Native	NC	22	3940	NC	96	95	NC	465	429	NC	NA	14	NC	18	36	NC	82	47	NC	NA	3
White	94	657	34887	100	99	98	468	473	471	2	3	4	14	15	15	70	65	63	14	18	18
Students with Disabilities	18	142	9588	95	94	88	419	428	416	11	14	30	50	39	32	33	39	34	6	7	5
Students without Disabilities	111	858	69850	100	100	100	471	475	456	2	2	7	11	13	23	73	68	59	14	17	12
Limited English Proficient Students	NC	32	13856	NC	100	96	NC	421	407	NC	22	27	NC	31	43	NC	47	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	25	316	38685	100	98	97	444	453	435	12	8	14	12	23	32	76	62	50	NA	8	5
Non-Economically Disadvantaged	104	684	40753	99	100	99	469	476	467	1	1	5	17	14	16	65	65	62	16	19	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	129	998	79971	99	99	99	423	431	423	5	4	8	41	40	41	51	53	49	2	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	481	38974	100	100	99	444	446	437	4	2	5	25	29	33	67	66	57	4	4	4
Male	77	517	40895	99	98	98	409	417	410	6	6	10	52	50	47	40	42	41	1	2	2
African American	NC	37	4203	NC	100	99	NC	403	411	NC	11	11	NC	51	45	NC	38	43	NC	NA	2
Hispanic	22	262	34481	100	99	99	435	425	410	5	5	10	32	42	46	64	49	43	NA	3	1
Asian/Pacific Islander	NC	23	2067	NC	96	99	NC	447	449	NC	9	4	NC	17	28	NC	74	60	NC	NA	8
American Indian/Alaskan Native	NC	22	3995	NC	96	96	NC	438	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	94	654	35150	100	99	99	425	434	437	4	3	5	43	39	35	50	55	56	3	3	5
Students with Disabilities	18	140	10258	95	93	94	393	388	377	17	16	23	50	53	51	33	30	25	NA	1	1
Students without Disabilities	111	858	69713	100	100	100	428	438	429	4	2	5	40	38	39	54	57	52	3	3	3
Limited English Proficient Students	NC	30	13985	NC	94	97	NC	404	382	NC	10	18	NC	53	54	NC	37	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	25	314	38994	100	98	98	405	419	409	8	6	10	44	46	47	48	46	41	NA	1	1
Non-Economically Disadvantaged	104	684	40977	99	100	100	428	436	437	5	3	5	40	37	34	52	57	56	3	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	126	1005	80147	100	99	99	495	495	482	4	5	11	8	11	17	60	54	49	29	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	486	39281	100	99	99	495	496	483	5	4	9	7	10	17	61	56	50	27	29	24
Male	67	519	40780	100	98	98	495	494	482	3	6	12	9	11	17	58	52	48	30	31	24
African American	NC	41	4249	NC	98	99	NC	473	464	NC	7	17	NC	15	22	NC	71	48	NC	7	13
Hispanic	26	253	33494	100	98	99	481	489	466	8	6	15	12	15	23	62	53	49	19	26	14
Asian/Pacific Islander	NC	24	2103	NC	100	99	NC	499	515	NC	NA	4	NC	8	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	NC	15	4117	NC	94	96	NC	485	456	NC	7	19	NC	20	27	NC	47	46	NC	27	8
White	89	672	36122	100	99	99	500	499	501	3	5	5	7	9	10	55	53	50	35	34	35
Students with Disabilities	14	140	10295	100	92	92	462	453	443	14	24	33	21	25	26	57	41	33	7	9	8
Students without Disabilities	112	865	69852	100	100	100	499	502	488	3	2	7	6	8	16	60	56	51	31	34	26
Limited English Proficient Students	NC	27	12722	NC	93	97	NC	456	441	NC	22	27	NC	19	33	NC	48	37	NC	11	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	30	333	38371	100	99	97	488	479	465	7	8	15	7	18	23	63	56	49	23	17	13
Non-Economically Disadvantaged	96	672	41776	100	99	100	497	503	498	3	4	6	8	7	11	58	52	49	30	37	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	126	1003	79686	100	99	98	488	484	470	4	5	11	13	16	24	71	69	57	12	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	483	39163	100	98	99	494	490	475	5	3	9	8	14	22	71	71	60	15	13	10
Male	67	520	40438	100	99	97	482	478	465	3	7	13	18	18	25	70	67	54	9	8	7
African American	NC	41	4228	NC	98	98	NC	474	458	NC	5	15	NC	22	28	NC	66	53	NC	7	4
Hispanic	26	253	33299	100	98	98	477	475	452	4	8	17	12	19	32	77	66	47	8	7	3
Asian/Pacific Islander	NC	24	2097	NC	100	99	NC	484	490	NC	NA	5	NC	17	13	NC	75	68	NC	8	14
American Indian/Alaskan Native	NC	15	4087	NC	94	96	NC	479	446	NC	13	16	NC	20	38	NC	60	44	NC	7	2
White	89	670	35914	100	99	98	491	487	489	4	4	5	13	14	15	70	70	67	12	12	14
Students with Disabilities	14	137	9808	100	90	87	434	440	432	21	26	35	36	34	32	43	39	30	NA	1	3
Students without Disabilities	112	866	69878	100	100	100	495	490	475	2	2	8	11	13	23	74	73	61	13	12	9
Limited English Proficient Students	NC	29	12594	NC	100	96	NC	435	422	NC	21	34	NC	45	45	NC	34	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	30	331	38095	100	98	97	486	470	452	3	9	17	13	23	32	77	63	48	7	6	3
Non-Economically Disadvantaged	96	672	41591	100	99	99	489	490	486	4	3	6	14	12	16	69	72	65	14	13	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	125	998	80372	100	98	99	478	486	475	3	3	4	27	25	30	69	70	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	484	39452	100	99	99	490	498	488	2	2	3	22	17	22	74	78	72	2	3	3
Male	67	514	40836	100	98	98	468	474	464	4	3	6	31	33	37	64	62	56	NA	1	1
African American	NC	41	4264	NC	98	99	NC	472	465	NC	2	5	NC	29	35	NC	68	59	NC	NA	1
Hispanic	26	252	33608	100	97	99	467	482	462	4	2	6	35	31	36	62	64	57	NA	2	1
Asian/Pacific Islander	NC	24	2098	NC	100	99	NC	495	500	NC	NA	2	NC	25	16	NC	67	75	NC	8	7
American Indian/Alaskan Native	NC	15	4128	NC	94	97	NC	495	464	NC	NA	4	NC	13	39	NC	87	56	NC	NA	1
White	88	666	36213	100	98	99	480	487	489	3	3	2	27	23	22	68	72	72	1	2	3
Students with Disabilities	13	132	10526	93	87	94	436	443	427	8	11	15	69	56	53	23	31	31	NA	2	1
Students without Disabilities	112	866	69846	100	100	100	483	492	482	3	1	3	22	21	26	74	76	69	1	2	2
Limited English Proficient Students	NC	27	12747	NC	93	97	NC	439	432	NC	4	12	NC	67	52	NC	30	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	30	329	38521	100	98	98	475	470	461	3	4	6	30	33	38	63	62	55	3	1	1
Non-Economically Disadvantaged	95	669	41851	100	98	100	479	493	489	3	2	3	26	22	22	71	74	72	NA	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	137	1027	79306	100	99	99	515	512	504	7	8	13	12	17	20	59	54	49	21	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	486	38845	100	99	99	511	509	505	5	8	11	16	18	20	61	54	50	18	20	18
Male	80	541	40383	100	99	98	518	514	504	9	8	14	10	15	19	58	54	47	24	23	19
African American	NC	33	4171	NC	97	98	NC	499	485	NC	12	20	NC	24	26	NC	45	44	NC	18	10
Hispanic	22	243	32673	100	98	99	521	504	487	5	9	18	NA	17	25	82	58	46	14	16	10
Asian/Pacific Islander	NC	28	2147	NC	100	99	NC	523	539	NC	4	5	NC	21	10	NC	43	46	NC	32	40
American Indian/Alaskan Native	NC	24	4034	NC	100	97	NC	499	479	NC	17	22	NC	8	29	NC	58	43	NC	17	7
White	102	699	36234	100	99	99	516	515	523	8	7	6	15	16	13	55	53	52	23	23	28
Students with Disabilities	21	169	10286	100	95	91	458	471	462	43	28	41	19	31	27	38	35	27	NA	6	5
Students without Disabilities	116	858	69020	100	100	100	526	519	510	1	4	9	11	14	18	63	58	52	25	24	21
Limited English Proficient Students	NC	23	10291	NC	100	96	NC	455	458	NC	35	38	NC	39	34	NC	26	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	23	283	37437	100	98	97	490	490	486	22	16	19	4	22	26	70	52	46	4	10	9
Non-Economically Disadvantaged	114	744	41869	100	100	100	521	520	521	4	5	7	14	15	14	57	55	51	25	26	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	137	1016	79000	100	98	98	505	502	489	5	4	10	16	18	24	64	66	58	15	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	482	38774	100	99	99	505	504	494	2	4	7	12	16	22	75	69	61	11	12	10
Male	80	534	40150	100	97	98	505	500	485	8	5	12	19	20	25	56	63	55	18	12	8
African American	NC	34	4153	NC	100	98	NC	489	476	NC	6	13	NC	26	30	NC	62	53	NC	6	4
Hispanic	22	236	32508	100	95	98	513	494	472	5	5	15	5	25	33	77	61	49	14	9	3
Asian/Pacific Islander	NC	28	2142	NC	100	99	NC	521	510	NC	NA	4	NC	7	14	NC	79	67	NC	14	16
American Indian/Alaskan Native	NC	24	4016	NC	100	96	NC	490	467	NC	8	14	NC	25	37	NC	63	46	NC	4	2
White	102	694	36135	100	99	98	505	505	508	6	4	4	18	16	14	61	67	67	16	13	15
Students with Disabilities	21	159	9991	100	90	88	445	461	449	29	16	33	48	45	36	24	38	29	NA	NA	2
Students without Disabilities	116	857	69009	100	100	100	516	509	495	1	2	6	10	13	22	72	71	62	17	14	10
Limited English Proficient Students	NC	21	10199	NC	91	95	NC	440	439	NC	29	35	NC	62	47	NC	10	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	23	274	37234	100	94	97	482	482	472	4	9	15	43	29	33	43	57	50	9	5	3
Non-Economically Disadvantaged	114	742	41766	100	99	99	510	509	505	5	2	5	11	14	16	68	69	65	16	14	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	137	1028	79611	100	99	99	518	509	496	1	3	7	28	32	37	71	64	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	487	39016	100	100	99	533	524	511	NA	2	4	19	22	29	81	75	66	NA	2	1
Male	80	541	40519	100	99	98	508	497	482	3	4	10	34	41	44	64	54	46	NA	0	0
African American	NC	33	4188	NC	97	98	NC	508	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	22	244	32855	100	98	99	522	503	481	NA	5	10	23	32	43	77	62	47	NA	0	0
Asian/Pacific Islander	NC	28	2149	NC	100	100	NC	531	519	NC	NA	4	NC	14	24	NC	79	70	NC	7	2
American Indian/Alaskan Native	NC	24	3992	NC	100	96	NC	503	478	NC	4	10	NC	33	46	NC	63	44	NC	NA	0
White	102	699	36380	100	99	99	518	511	511	2	3	4	30	32	30	68	64	65	NA	1	1
Students with Disabilities	21	171	10664	100	97	94	470	465	440	10	11	23	67	64	54	24	26	22	NA	NA	1
Students without Disabilities	116	857	68947	100	100	100	527	518	504	NA	2	4	21	25	34	79	72	61	NA	1	1
Limited English Proficient Students	NC	23	10362	NC	100	97	NC	453	438	NC	13	22	NC	74	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	23	286	37626	100	99	98	516	492	479	NA	7	10	39	42	45	61	51	45	NA	NA	0
Non-Economically Disadvantaged	114	742	41985	100	99	100	519	516	511	2	2	4	25	28	30	73	69	65	NA	1	1

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

6th 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	136	1019	79327	100	100	98	530	530	518	10	12	19	13	16	20	59	51	46	18	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	502	38961	100	100	98	531	532	520	11	12	16	13	15	20	55	53	48	22	21	16
Male	72	516	40295	100	99	97	529	529	516	10	12	21	13	18	19	63	49	44	15	21	16
African American	NC	25	4247	NC	89	98	NC	516	499	NC	20	27	NC	16	24	NC	56	41	NC	8	8
Hispanic	32	263	32327	100	99	98	529	519	499	9	16	27	16	18	25	56	49	41	19	17	8
Asian/Pacific Islander	NC	21	1939	NC	100	99	NC	557	556	NC	5	6	NC	NA	10	NC	52	47	NC	43	36
American Indian/Alaskan Native	NC	17	4391	NC	100	96	NC	483	489	NC	47	32	NC	12	27	NC	41	36	NC	NA	4
White	94	692	36373	100	100	98	529	535	538	11	9	10	12	16	14	60	52	52	18	23	25
Students with Disabilities	13	131	9321	100	97	87	480	471	467	62	46	54	NA	31	22	31	21	21	8	3	3
Students without Disabilities	123	888	70006	100	100	100	535	538	524	5	7	14	14	14	19	62	56	49	20	24	18
Limited English Proficient Students	--	21	9431	--	95	95	--	470	466	--	43	53	--	33	27	--	24	18	--	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	31	305	37097	100	99	97	523	512	498	13	18	27	19	23	25	48	46	41	19	13	7
Non-Economically Disadvantaged	105	714	42230	100	100	99	531	538	535	10	9	11	10	14	15	62	53	50	18	24	24

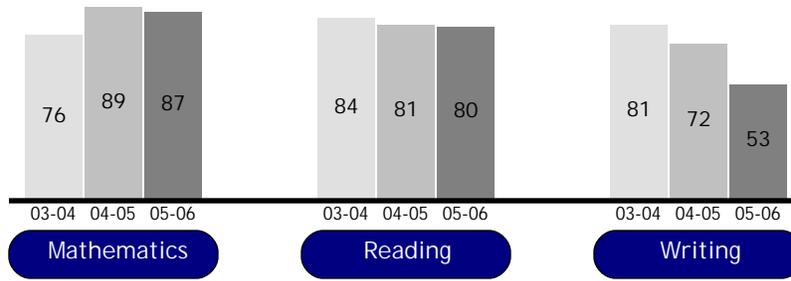
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	1012	79501	100	99	98	511	513	497	5	5	10	16	19	25	74	69	60	4	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	498	39062	100	99	99	521	520	502	5	4	8	11	16	23	75	72	64	9	8	5
Male	72	513	40368	100	98	98	503	507	491	6	7	13	21	22	27	74	66	57	NA	6	3
African American	NC	26	4279	NC	93	99	NC	509	485	NC	8	14	NC	12	30	NC	77	54	NC	4	2
Hispanic	32	257	32389	100	97	98	507	503	478	3	7	16	19	25	34	75	63	48	3	5	1
Asian/Pacific Islander	NC	21	1936	NC	100	99	NC	528	519	NC	NA	3	NC	10	14	NC	81	73	NC	10	9
American Indian/Alaskan Native	NC	16	4401	NC	94	96	NC	473	473	NC	25	17	NC	25	40	NC	50	43	NC	NA	1
White	94	691	36446	100	100	99	513	518	516	5	4	4	16	17	15	74	71	73	4	8	7
Students with Disabilities	13	124	9411	100	92	88	467	464	453	31	26	36	31	44	36	38	31	26	NA	NA	1
Students without Disabilities	123	888	70090	100	100	100	516	519	502	2	2	7	15	15	24	78	74	65	5	8	5
Limited English Proficient Students	--	21	9401	--	95	94	--	437	443	--	43	40	--	57	46	--	NA	14	--	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	31	299	37183	100	97	97	507	501	479	6	8	16	23	27	34	68	62	49	3	4	1
Non-Economically Disadvantaged	105	713	42318	100	100	99	512	518	513	5	4	5	14	15	17	76	72	70	5	9	7

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	136	1019	80000	100	100	99	580	577	564	1	2	3	7	8	11	79	75	75	13	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	502	39288	100	100	99	588	593	579	3	2	2	5	3	6	75	73	77	17	22	16
Male	72	516	40644	100	99	98	572	562	549	NA	3	4	8	12	15	82	77	74	10	8	7
African American	NC	27	4307	NC	96	99	NC	567	551	NC	4	4	NC	15	13	NC	74	75	NC	7	7
Hispanic	32	263	32672	100	99	99	578	570	548	NA	3	4	9	10	14	81	76	76	9	11	6
Asian/Pacific Islander	NC	21	1945	NC	100	99	NC	612	592	NC	NA	1	NC	NA	4	NC	67	69	NC	33	25
American Indian/Alaskan Native	NC	17	4424	NC	100	97	NC	554	549	NC	NA	3	NC	6	14	NC	94	77	NC	NA	5
White	94	690	36602	100	100	99	580	580	579	2	2	2	6	7	7	77	74	75	15	16	16
Students with Disabilities	13	132	9919	100	98	93	524	516	505	NA	9	9	54	33	35	46	56	54	NA	2	2
Students without Disabilities	123	887	70081	100	100	100	586	586	571	2	1	2	2	4	7	82	78	79	15	17	12
Limited English Proficient Students	--	21	9571	--	95	96	--	498	502	--	10	10	--	33	29	--	57	60	--	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	31	305	37534	100	99	98	574	562	547	NA	4	4	6	10	15	84	76	76	10	10	5
Non-Economically Disadvantaged	105	714	42466	100	100	100	581	584	578	2	1	2	7	7	7	77	75	75	14	17	16

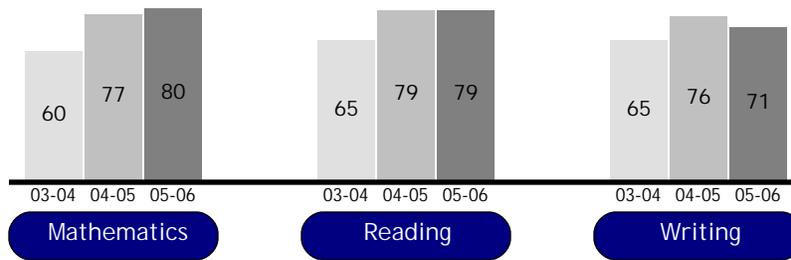
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	47	NA	58	97	49	53	47	100	56	58	46
	Language	98	38	50	50	97	47	50	47	100	46	50	48
	Mathematics	98	59	67	64	100	59	59	50	100	56	61	52
3	Reading	100	64	NA	55	100	51	52	44	98	50	56	46
	Language	100	65	64	61	100	47	48	44	98	46	50	46
	Mathematics	100	74	68	61	100	65	61	51	98	67	65	52
4	Reading	98	61	NA	56	100	53	54	48	100	58	59	52
	Language	99	57	56	52	100	54	55	49	100	58	59	52
	Mathematics	99	65	66	61	100	61	59	53	100	63	65	58
5	Reading	97	63	NA	55	99	59	57	50	100	68	65	56
	Language	98	52	51	49	99	59	56	50	100	65	59	54
	Mathematics	98	62	67	63	99	56	56	49	100	63	59	52
6	Reading	98	64	NA	56	100	62	59	51	100	65	67	56
	Language	99	55	51	48	100	53	53	47	100	61	59	50
	Mathematics	99	72	71	66	100	59	60	52	100	67	67	58

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."

School Site Council

Council Composition

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

Council Duties

- Ü Student Learning
- Ü School Safety and School Environment
- Ü Parent/Community Involvement
- Ü Technology
- Ü School Improvement
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.50
Other Professional Staff	2.00	Teacher Aide	10.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	7	2	0	0
10 or more years	6	20	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs Each w/30 Networked PCs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Community Schools Classes
- Ü Leadership Team

Social Services

- Ü After School Programs
- Ü Counseling Services
- Ü On-site Day Care
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We continue implementation of the Six Traits Writing Program to ensure consistency of instruction across grade levels and provide students with a common writing vocabulary. Implementation of Everyday Math K-6 brings consistency to math instruction.
- ü Our technology program consists of two 30-computer labs; two SmartBoards, one accessible to all classes; and electronic educational support for students with special needs. Teachers integrate technology into classroom lessons.
- ü Ironwood is implementing a school-wide differentiated instruction approach to teaching in order to meet individual student needs at all levels. Staff collaborate to review data, design instruction, develop assessments, and evaluate effectiveness.
- ü On-going after school tutoring provides additional educational experiences for children who are approaching standards and need reinforcement of skills. Community schools classes offer our children a variety of other learning experiences.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	95	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

With the goal of providing a safe, secure school community, we maintain a closed campus during the hours that students are in attendance. Staff and students are well-prepared to respond to emergency situations. We have adopted a discipline plan around consistent behavior expectations schoolwide. This plan incorporates both fair, consistent consequences for violations of those expectations as well as positive recognition for good behavior. Schoolwide assemblies promote a sense of community.

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) :

2

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	Jennifer Vemich, Principal	(520) 579-5150
Transportation Policy	Don Powers, Director	(520) 682-1055
Community Resources	Dee Etter, Assistant to the Principal	(520) 579-5150
School Nutrition Programs	Ethel Myford, Cafeteria Supervisor	(520) 579-5184
Parent Organization	Chris Soszynski, President	(520) 579-5150
Student Health/Nurse	Melissa Kovacs, Health Aide	(520) 579-5150

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.

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** 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.