

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Ironwood School

Casa Grande Elementary District  
1500 N. Colorado, Casa Grande, AZ 85222

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

**Principal:** Ms. Rosie Toler  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** [rosie.toler@cgelem.k12.az.us](mailto:rosie.toler@cgelem.k12.az.us)

**Grades:** K-5  
**2002 Enrollment:** 509  
**Phone:** (520) 836-5086  
**Fax:** (520) 836-2203

### ∨ School Overview ∨

#### Mission

The mission of Ironwood School is to build a partnership of staff, parents, community and students working together to develop responsible citizens and lifelong learners.

#### Organization and Philosophy

- w Traditional
- w Self-contained Special Ed. Classrooms

#### Instructional Programs

- w Structured English Immersion
- w Gifted - Curriculum Enrichment
- w On-site Special Education
- w Title I
- w DARE (Grade 5)
- w Oasis - After School Program
- w FOSS Science Program K-6
- w Soaring Eagles After School Tutoring

#### School/Academic Goals

- w Ironwood students will demonstrate measureable growth in the areas of reading and math on the Stanford 9 scores in four out of six areas in cohort groups.
- w To establish an atmosphere at Ironwood where all students and family members feel welcome, informed, respected, safe and valued so that optimal learning takes place.
- w Students will read, or be read to, a minimum of fifteen minutes a day, at least twenty days per month, outside of school.
- w Assist teachers in the integration of technology into classroom instruction through the use of the computer lab, FOSS kits and the M3 program.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	501
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	38

<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)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

**Council Duties**

- w Curriculum Development
- w Instructional Strategies
- w Budgetary Issues
- w School Activities
- w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	29.50
Other Professional Staff	2.50	Teacher Aide	8.50

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

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	3	0	0	0
10 or more years	10	8	0	0

∨ **Shared Responsibilities** ∨

**School**

We believe that all children can learn and experience success in school. Everyone has the right to a safe and healthy environment. Every child has the right to a quality education. Education is a shared responsibility of the school, family and community. Acceptance of an individual's diversity is vital to their success in school and in life. A solid foundation of academics, fine arts and social skills contributes to success in life.

**Parents**

Parents are responsible for keeping children healthy, providing adequate clothing and nourishment, seeing that children are in school on time daily. Parents/guardians must be committed to the education of their children, be willing to assist with homework, be attendees at school events, read nightly with their children, help students understand and follow school/classroom rules. Parents need to partner with the school to ensure a quality educational experience for the child.

∨ **Transportation Policy** ∨

Elementary students living more than one mile from school are eligible for bus service. Students must follow all rules and regulations concerning bus transportation in order to ensure the safety of all children. Those students who do not follow the bus rules may lose the privilege of riding the school bus. If students are suspended from the bus, parents will be responsible for providing transportation to school.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 50 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/10/02	1/7/03	3/20/03	5/22/03
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### Additional Calendar/Report Card Information

Report cards are issued four times, signed by parents, and returned. Fall and spring Parent-Teacher conferences are scheduled. Parents are encouraged to contact teachers regularly to monitor and ensure a child's progress.

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### ∨ Resources Available at School Site ∨

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#### 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.

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#### Special Facilities

W Computer Lab	W Drama Stage for Theatre
W Media Center	W Multipurpose Room

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#### Extracurricular Activities

W Student Council	W Love of Reading Week
W Young Olympians Program	W Young Authors
W Soaring Eagles Tutoring	W Spelling Bee
W Afterschool Tutoring	W Eagle Readers' Program

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#### School/Community Resources

W Full-time Counselor	W Breakfast/Lunch Programs
W Parent Education Classes	W Crisis Prevention Intervention
W Girl Scouts Meetings	W Soccer Practice Fields
W Baseball Practice Fields	

## ∨ 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 Implemented the district mathematics curriculum and assessments aligned to the Arizona Academic Standards. Used curriculum maps to aid in planning, assessment and determining needed resources.</p>             | <p>W Implemented the new district language arts curriculum aligned to the Arizona Academic Standards and Six Trait Rubric for assessment of student writing. Used curriculum maps to aid in planning, assessing and determining needed resources.</p> |
| <p>W Implemented the M3 program, including the increased use of the FOSS kits for science, at all grades. Constructed a weather station for students to gather data and report through GLOBE Internet activities.</p> |   |

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

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	18.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	5.4 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.3 %	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
District Teacher of the Year	1998
District Poetry Winner--Grade 5	1999
Pinal County Drug Poster Contest Winner	1999
Educational Partners-Mini Grants Awarded	2001

## ∨ 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

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>43</b>	<b>510</b>	<b>9%</b>	<b>42%</b>	<b>26%</b>	<b>23%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>41</b>	<b>511</b>	<b>17%</b>	<b>29%</b>	<b>49%</b>	<b>5%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>44</b>	<b>504</b>	<b>18%</b>	<b>32%</b>	<b>25%</b>	<b>25%</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>	<b>School</b>	<b>51</b>	<b>496</b>	<b>37%</b>	<b>25%</b>	<b>24%</b>	<b>14%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>45</b>	<b>494</b>	<b>24%</b>	<b>36%</b>	<b>22%</b>	<b>18%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>52</b>	<b>463</b>	<b>29%</b>	<b>52%</b>	<b>6%</b>	<b>13%</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	--	--	--	--	--	--	--	--	--	94	31	60	--	--	--
2	Reading	--	--	--	100	33	50	100	37	52	94	32	53	49	46	57
	Language	--	--	--	100	26	40	100	26	43	99	20	44	54	30	48
	Mathematics	--	--	--	100	38	51	100	47	55	100	36	57	59	47	61
3	Reading	91	26	47	100	21	47	100	34	48	87	30	50	57	35	50
	Language	93	29	49	100	25	51	100	42	54	89	37	56	57	44	57
	Mathematics	99	17	46	100	18	49	100	41	52	88	39	54	60	42	56
4	Reading	89	34	53	100	25	54	95	32	54	95	36	55	78	44	55
	Language	93	30	47	100	25	49	98	31	48	97	32	50	82	43	50
	Mathematics	95	22	51	100	20	54	93	23	55	99	29	57	83	41	58
5	Reading	86	32	51	100	33	51	82	24	51	95	31	51	60	41	53
	Language	92	26	42	100	26	44	86	22	45	99	28	45	61	34	47
	Mathematics	90	29	51	100	23	54	92	26	55	100	28	57	67	38	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>75</b>	<b>71</b>
<b>Grades 3-4</b>	<b>90</b>	<b>71</b>
<b>Grades 4-5</b>	<b>79</b>	<b>85</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**

Ironwood School is participating in a non-violence prevention program called Second Step for Kindergarten through Fifth grades. Second Step teaches students skills to reduce impulsive and aggressive behavior, and increase their level of social competence. Along with instructing students, parent trainings are scheduled throughout the year. This provides parents with information to assist students at home.

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).

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**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	\$2,780	\$1,559,485
Classroom Supplies	\$31	\$17,651
Administration	\$414	\$232,492
Support Services-Students	\$272	\$152,603
Other Support Services and Operations	\$681	\$381,721
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,179</b>	<b>\$2,343,952</b>

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
<b>School Site Council</b>	Rosie Toler	(520) 836-5086	4335
<b>Transportation Policy</b>	Kevin Kelty	(520) 836-2111	3206
<b>Community Resources</b>	NDS		
<b>School Nutrition Programs</b>	Germaine Garcia	(520) 426-9475	4244
<b>Parent Organization</b>	Mary Bock	(520) 836-5086	
<b>Student Health/Nurse</b>	Debby Limon	(520) 836-5086	4339

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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