

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6051 W. Sweetwater Ave., Glendale, AZ 85304

Peoria Unified School 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

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Patrick Redl
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 Web Address : www/Schools/schoolinformation/Ironwood
 Phone Number : (623) 486-6400
 Fax Number : (623) 486-6424
 E-mail : predl@peoriaud.k12.az.us

Mission

Provide outstanding programs and opportunities for all students to be responsible citizens and lifelong learners in a changing world. Ironwood High School exists for the benefit of each student regardless of his/her capacity for learning. The mission of the Peoria Unified School District is to achieve the highest standards of excellence in education for all students.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not 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 Student learning:
This is the central focus of everything we do. It involves continuous efforts to ensure learning for all students. This entails innovative practice that serves every student and the highest standard of excellence in education.
- ü Capacity Development:
Continuous innovation to improve organizational structures and procedures throughout the system to improve learning for all students.
- ü Community Connectedness:
Focuses attention on the extent to which we have strong and ongoing partnership with our internal and external communities.
- ü Data Driven Decision Making:
Examine how we use multiple sources of data to improve instructional practice. The continuous use of data is seen as central to accomplishing our mission to improve student performance.

Enrollment

October 1, 2005 School Year Student Enrollment : 2140
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 300

Instructional Programs

- Ü Honors Classes
- Ü International Baccalaureate
- Ü On-site Special Education
- Ü Advanced Placement
- Ü Integrated curriculum / Instruction
- Ü ESL / Bilingual Instruction
- Ü Tutoring
- Ü Smaller Learning Communities

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. The vision of the Peoria Unified School District is "every student, every day, prepared to meet tomorrow".

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance, modeling positive attitudes toward learning and fostering respect.

Transportation Policy

Transportation is provided for all eligible students who reside beyond two miles of Ironwood High School. Additionally, transportation services are provided for eligible special education students to Ironwood High School.

School Honors

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

Award/Honor	Year
Ü National Hispanic Scholars	2004
Ü Distinguished Scholar	2005
Ü Academy of Finance	2005
Ü National Merit Scholar Finalist	2005

10th 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	531	2945	71130	96	95	95	720	717	701	8	8	23	8	8	13	64	66	51	21	18	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	254	1481	35465	97	97	96	718	716	702	7	8	21	6	8	13	71	70	53	16	15	13
Male	277	1464	35648	95	93	94	722	718	701	8	9	24	10	8	12	57	62	50	25	21	14
African American	32	166	3868	97	97	95	696	700	686	22	16	33	13	13	17	63	62	45	3	8	6
Hispanic	106	621	25103	94	93	95	709	706	685	12	15	34	10	10	16	62	64	45	15	12	5
Asian/Pacific Islander	36	119	1805	100	100	98	736	733	731	6	3	9	11	9	7	50	56	50	33	31	34
American Indian/Alaskan Native	NC	32	4241	NC	86	90	NC	703	679	NC	13	39	NC	9	19	NC	69	39	NC	9	3
White	353	2007	36075	96	95	95	724	721	715	5	6	12	7	7	9	66	67	58	22	20	21
Students with Disabilities	48	209	5862	69	62	71	679	672	658	40	42	63	23	20	15	33	35	20	4	4	2
Students without Disabilities	483	2736	65268	100	99	98	724	720	705	4	6	19	7	7	12	67	68	54	22	19	15
Limited English Proficient Students	17	59	4859	100	88	93	689	681	662	35	36	64	12	15	15	47	46	20	6	3	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	32	333	22957	91	92	93	699	703	685	13	16	34	13	10	17	72	63	44	3	11	5
Non-Economically Disadvantaged	499	2612	48173	96	95	96	722	719	709	7	8	17	8	8	11	63	66	55	22	19	18

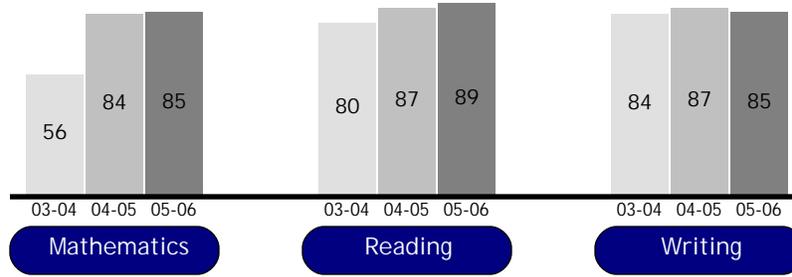
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	536	3045	73018	96	97	97	724	716	703	2	3	6	10	13	23	77	76	64	12	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	253	1503	36181	95	98	97	728	720	708	1	2	4	8	11	21	80	78	65	12	9	9
Male	283	1542	36816	96	97	96	720	712	699	2	4	7	12	16	24	74	74	62	12	7	7
African American	32	170	3976	97	99	96	702	700	689	3	6	8	19	15	29	75	73	59	3	6	3
Hispanic	106	643	25801	95	96	96	718	705	683	2	3	10	14	21	34	73	69	53	11	7	3
Asian/Pacific Islander	36	119	1812	100	98	98	723	724	722	NA	2	3	22	15	15	61	72	66	17	11	16
American Indian/Alaskan Native	NC	35	4389	NC	100	93	NC	698	675	NC	6	9	NC	23	42	NC	69	47	NC	3	1
White	357	2078	37024	96	98	97	728	720	721	2	2	2	6	10	12	80	78	73	13	9	13
Students with Disabilities	48	264	7170	66	78	85	668	661	654	17	19	23	42	45	47	42	34	29	NA	3	1
Students without Disabilities	488	2781	65848	100	100	98	729	720	708	0	1	4	7	10	20	80	80	67	13	9	9
Limited English Proficient Students	15	66	5099	88	96	95	670	650	641	7	24	29	47	53	59	47	23	12	NA	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	32	346	23912	91	94	94	703	698	681	3	5	10	19	23	36	78	67	52	NA	5	2
Non-Economically Disadvantaged	504	2699	49106	96	98	98	725	718	714	2	2	4	9	12	16	77	77	69	13	9	11

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	540	3048	72810	96	98	96	707	698	685	1	3	6	14	17	30	75	73	58	10	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	256	1505	36111	96	98	97	714	708	695	2	2	4	6	10	23	79	78	65	13	10	8
Male	284	1543	36678	96	97	95	700	690	674	1	4	9	20	24	36	72	67	52	7	4	3
African American	33	173	3962	100	100	96	692	687	675	NA	5	8	30	26	33	67	65	55	3	5	3
Hispanic	106	643	25735	95	96	96	704	692	669	1	4	10	18	21	41	74	69	48	8	6	2
Asian/Pacific Islander	36	119	1809	100	98	97	717	715	704	NA	2	4	17	11	19	67	72	65	17	15	13
American Indian/Alaskan Native	NC	36	4370	NC	100	92	NC	682	670	NC	6	9	NC	31	39	NC	58	50	NC	6	2
White	359	2077	36915	96	98	97	709	701	697	2	3	3	10	15	21	77	75	67	11	7	8
Students with Disabilities	51	271	7071	70	80	84	659	646	634	8	17	24	51	48	53	39	31	21	2	4	1
Students without Disabilities	489	2777	65739	100	100	98	712	703	689	1	2	4	10	14	27	79	77	62	11	7	6
Limited English Proficient Students	15	67	5046	88	97	94	666	642	621	7	19	31	47	52	56	47	28	12	NA	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	32	343	23814	91	93	94	692	686	667	6	6	10	13	26	41	75	64	47	6	5	2
Non-Economically Disadvantaged	508	2705	48996	97	98	97	708	700	693	1	3	4	14	16	24	75	74	64	10	7	7

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)

10th 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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

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
9	Reading	92	49	NA	42	94	60	59	51	95	63	58	52
	Language	97	52	48	42	94	58	57	50	95	59	56	50
	Mathematics	97	67	68	63	93	57	57	50	95	59	58	50

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

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

Council Duties

- Ü Parent/Educator Relations
- Ü Community Communication
- Ü School Support
- Ü School Safety
- Ü School Climate
- Ü School Appearance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.50	Teacher	110.00
Other Professional Staff	8.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	38	5	0	0
4 to 6 years	13	10	0	0
7 to 9 years	11	0	0	0
10 or more years	20	23	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	421
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 Media Production Studio
- Ü PASS Lab

Extracurricular Activities

- Ü National Honor Society
- Ü Distinguished Scholar Program
- Ü Performing Arts Programs
- Ü Variety of Service Clubs

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Job Placement Services
- Ü Adult Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü All teachers document instruction in higher-level thinking skills during annual formal evaluations. Approximately 50 AP, Honors and AIM classes average 24 students per class. Scholar athlete teams; Golden Bell Award for Distinguished Scholar Program.
- ü Course assessments include writing across the curriculum. Students earn multiple scholarships and are accepted to prestigious universities. Flinn Scholar; Voice of Democracy; Aeirie Writing Magazine; District Poetry Winners; Journalism Awards.
- ü Students demonstrated a very high level of proficiency on th AIMS test-In Reading, Writing and Math.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	97	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

Ironwood provides a safe and nurturing learning environment. The discipline policy is proactive, positive and individualized. In addition, the school has a comprehensive Crisis Management Plan to resolve campus concerns.

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) :

8

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	Patrick Redl	(623) 486-6402
Transportation Policy	Office	(623) 486-6165
Community Resources	Cindy Hostetler	(623) 486-6408
School Nutrition Programs	Kay Varns	(623) 486-6413
Parent Organization	Suzanne Berger	(623) 486-6400
Student Health/Nurse	Cindy Hostetler	(623) 486-6408

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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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.