

Ironwood High School

ARIZONA SCHOOL REPORT CARD 2003-04

6051 W. Sweetwater, 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Mark Matheson
Schedule : 7:00 AM to 3:30 PM
Grades : 9-12
2003 Enrollment : 2171
Web Address : www.peoriaud.k12.az.us
Phone Number : (623) 486-6400
Fax Number : (623) 486-6424
E-mail : mmathesonpeoriaud.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.

School / Academic Goals

- ü Ironwood students will apply higher-level thinking skills to a variety of relevant situations.
- ü Ironwood students will demonstrate improvement in reading comprehension and vocabulary, oral presentations and written expression.

Instructional Programs

- ü Honors Classes
- ü International Baccalaureate
- ü On-site Special Education
- ü Advanced Placement

Enrollment

October 1, 2002 School Year Student Enrollment : 2104
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 175

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

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 Voter Information
- Ü School Safety

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	111.00
Other Professional Staff	.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	30	5	0	0
4 to 6 years	13	10	10	0
7 to 9 years	11	0	1	0
10 or more years	26	23	1	0

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.

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.

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

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.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- 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.

School Honors

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

Award/Honor	Year
ü National Hispanic Scholars	2002
ü America's Best High Schools	1996
ü Flinn Scholar	2000
ü National Merit Scholars - Semi-finalist	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	14	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	1			8
Status Unknown ⁹	1			6
Graduation Rate ¹⁰	95			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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 2002-03. 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 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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).

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	485	2474	57534	91	92	91	500	500	491	32	32	46	22	21	16	29	30	23	17	16	15
All Students (Prior Year)	479	2262	51010	NA	NA	NA	491	492	483	33	31	45	29	32	20	28	28	23	10	9	11
Female	243	1236	28155	92	93	90	501	501	491	28	30	47	22	23	16	33	31	24	17	16	14
Male	239	1230	28932	89	91	89	499	500	491	36	34	46	21	19	15	26	30	23	16	17	16
African American	16	123	2558	84	92	86	491	490	475	47	47	64	13	18	15	33	28	16	7	8	6
Hispanic	76	447	17547	84	91	86	488	491	475	43	43	64	25	22	15	28	27	15	4	9	6
Asian/Pacific Islander	21	83	1395	88	93	96	527	513	519	6	18	22	17	22	16	28	26	28	50	33	35
American Indian/Alaskan Native	NC	20	3794	NC	111	91	NC	495	468	NC	38	72	NC	8	13	NC	38	12	NC	15	3
White	369	1791	29790	93	92	86	501	503	501	31	29	34	22	22	17	30	31	29	18	18	20
Students with Disabilities	32	177	5562	82	83	93	NA	468	461	NA	33	79	NA	67	10	NA	0	8	NA	0	3
Students without Disabilities	453	2297	51972	92	93	90	500	500	492	32	32	45	22	21	16	29	30	24	17	16	15
Limited English Proficient Students	13	65	5467	650	271	111	NA	501	458	NA	0	87	NA	50	7	NA	50	5	NA	0	1
Migrant Students	--	NC	702				--	NC	471	--	NC	74	--	NC	9	--	NC	14	--	NC	3
Economically Disadvantaged	--	NC	10446				--	NC	472	--	NC	70	--	NC	13	--	NC	13	--	NC	4
Non-Economically Disadvantaged	485	2471	47088				500	500	495	32	32	42	22	21	16	29	30	26	17	16	17

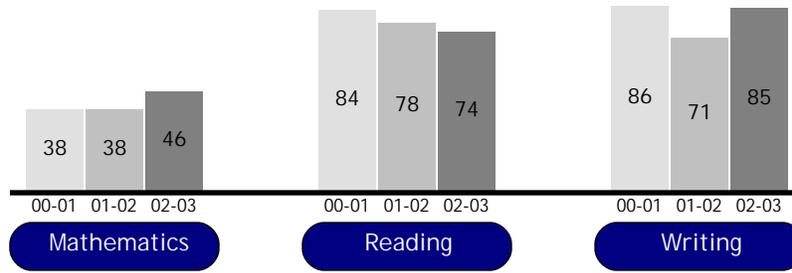
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	477	2399	56700	90	89	89	522	519	512	7	9	15	20	21	23	61	60	52	13	11	10
All Students (Prior Year)	495	2308	50525	NA	NA	NA	526	526	517	6	5	12	16	18	22	63	60	51	15	17	15
Female	242	1208	27862	91	91	89	527	524	517	4	6	12	19	18	22	63	64	54	14	12	12
Male	233	1184	28398	87	87	88	517	513	507	10	12	19	21	23	24	57	56	49	12	9	9
African American	17	117	2529	85	87	85	505	508	495	19	11	24	25	26	31	50	57	41	6	5	4
Hispanic	80	438	17305	90	89	85	504	506	494	15	13	24	27	28	31	56	55	41	1	4	4
Asian/Pacific Islander	20	80	1382	83	90	95	546	531	530	0	6	6	6	14	17	76	65	59	18	14	17
American Indian/Alaskan Native	NC	19	3815	NC	106	91	NC	517	489	NC	15	29	NC	23	35	NC	46	35	NC	15	2
White	358	1725	29209	90	88	84	525	522	525	5	7	9	19	19	17	61	61	59	15	12	15
Students with Disabilities	24	151	5215	62	71	87	NA	489	478	NA	25	43	NA	50	29	NA	25	25	NA	0	2
Students without Disabilities	453	2248	51485	92	91	89	522	519	513	7	9	15	20	21	23	61	60	52	13	11	11
Limited English Proficient Students	13	60	5378	650	250	109	NA	531	471	NA	0	48	NA	0	36	NA	100	15	NA	0	0
Migrant Students	--	NC	689				--	NC	486	--	NC	31	--	NC	36	--	NC	30	--	NC	2
Economically Disadvantaged	--	NC	10358				--	NC	492	--	NC	26	--	NC	33	--	NC	37	--	NC	4
Non-Economically Disadvantaged	477	2396	46342				522	519	516	7	9	13	20	21	21	61	60	54	13	11	12

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	494	2499	55090	93	93	87	498	490	479	6	8	16	9	12	13	85	81	70	0	0	0
All Students (Prior Year)	460	2257	50572	NA	NA	NA	498	492	481	4	6	14	25	21	23	71	73	63	0	0	1
Female	248	1275	27752	94	96	89	504	496	483	5	6	13	7	9	12	87	85	75	0	0	0
Male	243	1216	26842	91	90	83	493	484	474	7	10	20	10	14	15	83	76	65	0	0	0
African American	15	122	2336	75	91	78	485	474	464	14	16	25	7	12	14	79	72	62	0	0	0
Hispanic	80	432	16391	90	88	81	481	477	458	13	14	28	8	11	16	79	75	56	0	0	0
Asian/Pacific Islander	22	87	1356	92	98	93	525	499	499	0	3	7	0	8	9	100	89	83	0	0	2
American Indian/Alaskan Native	NC	20	3731	NC	111	89	NC	455	446	NC	38	37	NC	6	16	NC	56	47	NC	0	0
White	372	1815	29053	93	93	84	501	494	492	4	6	8	10	12	12	86	82	79	0	0	0
Students with Disabilities	30	144	4141	77	68	69	400	427	436	100	62	47	0	8	18	0	31	35	0	0	0
Students without Disabilities	464	2355	50949	94	95	89	499	491	479	6	7	16	9	12	13	85	81	71	0	0	0
Limited English Proficient Students	13	58	4711	650	242	96	NA	496	422	NA	0	61	NA	0	13	NA	100	26	NA	0	0
Migrant Students	--	NC	666				--	NC	444	--	NC	39	--	NC	11	--	NC	50	--	NC	0
Economically Disadvantaged	--	NC	10168				--	NC	453	--	NC	32	--	NC	18	--	NC	50	--	NC	0
Non-Economically Disadvantaged	494	2498	44922				498	490	484	6	8	13	9	12	13	85	81	73	0	0	0

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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	51	49	43	100	47	45	37	96	47	49	41
	Language	98	49	46	41	100	51	45	38	99	53	49	42
	Mathematics	99	70	68	59	100	64	64	56	99	66	69	60

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 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 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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.

Contacts

	Name	Phone Number
School Site Council	Mark Matheson	(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	Catherine Mallen	(623) 878-4141
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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 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 2002-03 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 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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 and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled 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. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards