

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2475 West Naranja Drive, Tucson, AZ 85742

Amphitheater 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

High School Achievement Profile (a)

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

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

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 Overview

Principal/Administrator : Dr. Sam McClung
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.amphi.com/schools/irhs
 Phone Number : (520) 696-3900
 Fax Number : (520) 696-3999
 E-mail : smcclung@amphi.com

Mission

The faculty and staff of Ironwood Ridge High School pledges to promote an educational experience that inspires and prepares learners to realize their unique potential. Young adults will be prepared to contribute to society as humane and responsible learners, workers and citizens who respect diversity and are able to compete successfully in a global society.

School / Academic Goals

- ü The percentage of students who meet and exceed the AIMS in math, reading, and writing will increase.
- ü The percentage of freshman students who receive F's will decrease.
- ü The percentage (total IRHS students divided by number of referrals) of classroom disruption, campus disruption and insubordination referrals will decrease.
- ü The school attendance rate will increase.

Enrollment

October 1, 2005 School Year Student Enrollment : 1865
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 69

Instructional Programs

- ü Four Year College Bound
- ü Two Year College Bound
- ü Career and Technical Education
- ü Advanced Placement Classes
- ü Fine Arts Education
- ü Foreign Language
- ü Physical Education
- ü Special Education

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Ironwood Ridge faculty and staff have a responsibility to work with parents in developing each student's potential. Teachers and staff demonstrate personal enthusiasm for teaching and learning and a genuine concern for each individual student. Teachers daily provide students interesting, challenging and rewarding educational opportunities. Ironwood Ridge staff regularly inform parents of their student's achievement, behavior and attendance.

Parents

Parents of IRHS students have a responsibility to work with the faculty and staff in developing their student's potential. Parents demonstrate an enthusiasm for learning by actively participating in their student's education. Parents should ensure regular attendance, encourage participation in extra-curricular activities, and work with teachers to resolve questions. Parents also support education by participating in parent organizations, the site council and Project Graduation.

Transportation Policy

Transportation to and from school on Amphitheater District school buses is provided as a service to district students. Riding the school vehicles is a privilege. Only those students residing in the attendance area of their school are eligible for transportation. Junior and Senior students who wish to drive to school may park their vehicles in the student lot with a valid Ironwood Ridge parking permit.

School Honors

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

Award/Honor	Year
ü Region Champions in Eight Different Sports	2005
ü Music Teacher of the Year	2006
ü Arizona Coach of the Year, Volleyball	2005
ü New Family and Consumer Science Teacher of the Year	2006

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	471	1272	71130	92	95	95	725	712	701	5	16	23	11	10	13	59	55	51	25	19	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	240	623	35465	95	97	96	727	714	702	5	13	21	10	11	13	60	57	53	25	19	13
Male	231	649	35648	89	94	94	724	710	701	6	19	24	11	10	12	59	52	50	24	18	14
African American	NC	46	3868	NC	96	95	NC	684	686	NC	43	33	NC	9	17	NC	41	45	NC	7	6
Hispanic	66	347	25103	92	96	95	701	687	685	15	34	34	20	15	16	58	45	45	8	6	5
Asian/Pacific Islander	10	36	1805	100	97	98	NA	736	731	NA	8	9	NA	11	7	NA	44	50	NA	36	34
American Indian/Alaskan Native	NC	16	4241	NC	94	90	NC	696	679	NC	19	39	NC	6	19	NC	69	39	NC	6	3
White	386	826	36075	92	95	95	729	723	715	3	8	12	9	9	9	59	59	58	28	24	21
Students with Disabilities	20	120	5862	36	72	71	681	662	658	20	59	63	30	14	15	50	26	20	NA	1	2
Students without Disabilities	451	1152	65268	99	99	98	727	716	705	4	12	19	10	10	12	60	58	54	26	21	15
Limited English Proficient Students	NC	63	4859	NC	95	93	NC	661	662	NC	70	64	NC	13	15	NC	13	20	NC	5	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	47	286	22957	82	94	93	701	685	685	13	35	34	21	15	17	53	44	44	13	6	5
Non-Economically Disadvantaged	424	986	48173	93	96	96	728	719	709	4	11	17	9	9	11	60	58	55	26	23	18

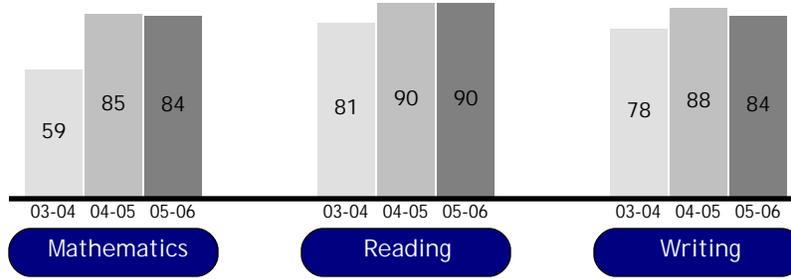
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	510	1325	73018	100	99	97	732	718	703	1	4	6	9	16	23	73	67	64	17	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	253	642	36181	100	100	97	738	726	708	0	2	4	6	13	21	72	67	65	22	18	9
Male	257	683	36816	100	99	96	725	711	699	1	6	7	11	19	24	74	66	62	13	9	7
African American	NC	47	3976	NC	100	96	NC	696	689	NC	13	8	NC	19	29	NC	64	59	NC	4	3
Hispanic	72	363	25801	100	98	96	706	688	683	3	8	10	18	32	34	76	56	53	3	3	3
Asian/Pacific Islander	10	35	1812	100	95	98	NA	728	722	NA	3	3	NA	9	15	NA	69	66	NA	20	16
American Indian/Alaskan Native	NC	17	4389	NC	94	93	NC	697	675	NC	6	9	NC	18	42	NC	71	47	NC	6	1
White	416	863	37024	100	100	97	736	732	721	0	2	2	7	9	12	72	71	73	20	18	13
Students with Disabilities	54	160	7170	96	95	85	683	665	654	4	15	23	33	45	47	63	40	29	NA	NA	1
Students without Disabilities	456	1165	65848	100	100	98	737	725	708	0	2	4	6	12	20	74	70	67	20	15	9
Limited English Proficient Students	NC	62	5099	NC	97	95	NC	642	641	NC	32	29	NC	53	59	NC	13	12	NC	2	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	54	306	23912	95	97	94	705	685	681	6	9	10	17	31	36	70	56	52	7	3	2
Non-Economically Disadvantaged	456	1019	49106	100	100	98	735	728	714	0	2	4	8	11	16	73	70	69	19	17	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	508	1322	72810	99	99	96	709	696	685	1	5	6	15	24	30	75	64	58	9	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	253	641	36111	100	99	97	720	708	695	0	2	4	8	18	23	77	68	65	15	12	8
Male	255	681	36678	99	98	95	699	685	674	2	7	9	22	30	36	73	59	52	4	4	3
African American	NC	45	3962	NC	96	96	NC	677	675	NC	9	8	NC	42	33	NC	44	55	NC	4	3
Hispanic	72	364	25735	100	99	96	694	674	669	1	9	10	31	41	41	65	49	48	3	1	2
Asian/Pacific Islander	10	36	1809	100	97	97	NA	710	704	NA	3	4	NA	19	19	NA	58	65	NA	19	13
American Indian/Alaskan Native	NC	17	4370	NC	94	92	NC	680	670	NC	6	9	NC	47	39	NC	41	50	NC	6	2
White	414	860	36915	99	99	97	711	706	697	1	3	3	12	15	21	77	72	67	10	10	8
Students with Disabilities	52	156	7071	93	92	84	670	647	634	6	22	24	56	51	53	37	26	21	2	1	1
Students without Disabilities	456	1166	65739	100	100	98	714	702	689	0	2	4	10	20	27	79	69	62	10	9	6
Limited English Proficient Students	NC	62	5046	NC	97	94	NC	625	621	NC	31	31	NC	56	56	NC	13	12	NC	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	53	302	23814	93	96	94	693	671	667	6	11	10	25	40	41	60	46	47	9	3	2
Non-Economically Disadvantaged	455	1020	48996	100	100	97	711	704	693	0	3	4	14	19	24	76	69	64	9	9	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	90	60	NA	42	97	68	59	51	96	72	63	52
	Language	93	62	52	42	97	67	57	50	96	68	59	50
	Mathematics	87	80	71	63	97	65	58	50	92	72	65	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Monitor the School Improvement Plan
- Ü Monitor the North Central Process
- Ü Forum for IRHS Issues
- Ü Monitor 301 Plan
- Ü Monitor Curriculum Development
- Ü Monitor Staff Professional Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	92.30
Other Professional Staff	9.66	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	11	0	0
4 to 6 years	10	11	0	0
7 to 9 years	6	3	0	0
10 or more years	14	24	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library Can Serve Nine Classes at Once
- Ü Culinary Arts Kitchen
- Ü Media and Graphic Arts Computer Lab
- Ü Career & Tech. Education Computer Labs

Extracurricular Activities

- Ü AIA 4A Extracurricular Sports Program
- Ü DECA
- Ü Academic Clubs
- Ü Odyssey of the Mind
- Ü Key Club
- Ü Drama
- Ü National Honor Society
- Ü Band and Choir

Social Services

- Ü School Psychologist
- Ü Social Worker Available
- Ü Teen Closet Program
- Ü Free and Reduced Lunch Program
- Ü Resource Program
- Ü Counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Analysis of IRHS's 10th grade AIMS reading and math scores shows IRHS is years ahead of state requirements.

- ü A math lab program has significantly increased the achievement of students in lower end math classes. Students who complete a set of objectives in math lab have a 100 percent passing rate on the math AIMS.

- ü Twenty-three percent of the IRHS class of 2006 passed an AP exam. This compares to nine percent for the state of Arizona and fourtenn percent nationwide.

- ü IRHS has implemented a RESPECT program to promote good citizenship and responsible behavior among students. The program has reduced the number of administrative referrals.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	89	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 Ridge has a full-time School Resource Officer staffed by the Oro Valley Police Department. There are 4.25 security personnel that supervise the campus and are responsible for campus safety. The philosophy is to take a proactive approach and prevent problems through education and visibility. Any information provided to the IRHS Nighthawk crimeline, 696-3941, is fully investigated.

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) :

62

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	Samuel A. McClung	(520) 696-4004
Transportation Policy	Marc Lappitt	(520) 696-3780
Community Resources	Leah Bergstein	(520) 696-6946
School Nutrition Programs	Nona Herbert	(520) 407-4205
Parent Organization	Donna Winetrobe	(520) 696-4000
Student Health/Nurse	Terry Clark	(520) 696-3939

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.