

# Sunrise Mountain High School

## ARIZONA SCHOOL REPORT CARD 2003-04

21200 N. 83rd Avenue, Peoria, AZ 85382

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 LEARNS<sup>1</sup>

High School  
Achievement Profile \*

Highly 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 : Mrs. Patricia Burckhard  
Schedule : 6:30 AM to 5:30 PM  
Grades : 9-12  
2003 Enrollment : 2330  
Web Address : peoriaud.k12.az.us  
Phone Number : (623) 487-5125  
Fax Number : (623) 487-5140  
E-mail : pburckha@peoriaud.k12.az.us

### Mission

Our mission is to assist all students in acquiring social, emotional, physical, intellectual, and technological skills that enable them to become lifelong learners, as well as motivated, tolerant, adaptable participants and leaders of this century.

### School / Academic Goals

- Students will appropriately apply mathematical skills across the curriculum with emphasis on problem-solving strategies, geometry and measurement, and data analysis in alignment with the Arizona Academic Standards.
- Students will demonstrate and show improvement in their ability to use the writing process, utilizing meaningful organization and employing correct grammar, usage, and punctuation in all academic areas and in alignment with AZ Academic Standards.

### Instructional Programs

- Gifted and Advanced Placement Classes
- Honors Classes
- On-site Special Education
- School-to-Work Transition Programs

### Enrollment

October 1, 2002 School Year Student Enrollment : 2307  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 80

### 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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- ü Student Achievement
- ü School Safety Issues
- ü Extracurricular Activities
- ü Student Discipline
- ü Parent/Educator Relations
- ü Organizational Structure (Two Campuses)

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	5.00	Teacher	105.00
Other Professional Staff	11.00	Teacher Aide	3.00

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	26	6	0	2
4 to 6 years	17	11	0	0
7 to 9 years	6	7	0	0
10 or more years	13	24	2	0

Shared Responsibilities

School

Our responsibility is to provide students with the best learning environment and opportunities to learn; provide a safe school campus; and invite and maintain parent involvement by providing opportunities to be active in their child's education.

Parents

Parents have a responsibility to form partnerships with our school, including supporting student attendance, monitoring students' completion of assignments, modeling positive attitudes toward learning, attending school activities, fostering respect.

Resources Available at School Site

Special Facilities

- ü School-Community Library
- ü Electronic Classrooms/Computer Labs

Extracurricular Activities

- ü Student Government
- ü Service Clubs
- ü Activity Clubs
- ü Interscholastic Athletics

Social Services

- ü City of Peoria Branch Library
- ü Support Groups
- ü Recreational Programs
- ü Community Service Through Activities

Transportation Policy

Transportation is provided for eligible students who reside within the attendance boundary but beyond one and a half miles of SMHS, and also provide for eligible special education students to SMHS and other facilities, as noted in the student's IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Award winning job training programs which include the Academy of Finance, the Academy of Travel and Tourism, the Academy of Information Technology, Future Teachers of America, Healthcare Technology, and the Pre-School Program.
- ü Among the 2002-03 seniors, one was a National Merit Scholar Finalist, three were PUSD Distinguished Scholars, one received an appointment to the US Air Force Academy, and several received various athletic scholarships to colleges and universities.

School Honors

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

Award/Honor	Year
ü \$3.2 Million Awarded in Scholarships to Seniors	2003
ü AZ Career/Technical Education New Teacher of the Year	2003
ü State 4A Girls Track Champions	2003
ü Repeat AIA State Champions Performance Cheer	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	98	95	94	96
Transfers Out <sup>3</sup>	7	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	7	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	1			8
Status Unknown <sup>9</sup>	1			6
Graduation Rate <sup>10</sup>	92			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	525	2474	57534	87	92	91	502	500	491	32	32	46	24	21	16	28	30	23	16	16	15
All Students (Prior Year)	491	2262	51010	NA	NA	NA	496	492	483	23	31	45	34	32	20	32	28	23	11	9	11
Female	268	1236	28155	86	93	90	502	501	491	29	30	47	27	23	16	30	31	24	14	16	14
Male	257	1230	28932	88	91	89	501	500	491	35	34	46	21	19	15	25	30	23	19	17	16
African American	17	123	2558	100	92	86	486	490	475	50	47	64	31	18	15	19	28	16	0	8	6
Hispanic	61	447	17547	90	91	86	493	491	475	47	43	64	22	22	15	22	27	15	8	9	6
Asian/Pacific Islander	20	83	1395	100	93	96	508	513	519	21	18	22	26	22	16	26	26	28	26	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	420	1791	29790	85	92	86	503	503	501	30	29	34	24	22	17	28	31	29	18	18	20
Students with Disabilities	34	177	5562	85	83	93	NA	468	461	NA	33	79	NA	67	10	NA	0	8	NA	0	3
Students without Disabilities	491	2297	51972	87	93	90	502	500	492	32	32	45	24	21	16	28	30	24	16	16	15
Limited English Proficient Students	11	65	5467	NA	271	111	501	501	458	0	0	87	50	50	7	50	50	5	0	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	525	2471	47088				502	500	495	32	32	42	24	21	16	28	30	26	16	16	17

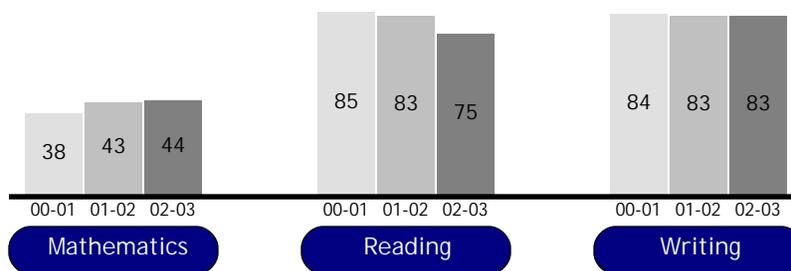
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	507	2399	56700	84	89	89	525	519	512	6	9	15	18	21	23	59	60	52	16	11	10
All Students (Prior Year)	486	2308	50525	NA	NA	NA	533	526	517	4	5	12	13	18	22	60	60	51	23	17	15
Female	273	1208	27862	88	91	89	532	524	517	3	6	12	14	18	22	65	64	54	18	12	12
Male	234	1184	28398	80	87	88	515	513	507	10	12	19	24	23	24	52	56	49	13	9	9
African American	17	117	2529	100	87	85	514	508	495	0	11	24	31	26	31	56	57	41	13	5	4
Hispanic	57	438	17305	84	89	85	512	506	494	6	13	24	32	28	31	55	55	41	6	4	4
Asian/Pacific Islander	19	80	1382	95	90	95	546	531	530	0	6	6	6	14	17	67	65	59	28	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	404	1725	29209	82	88	84	525	522	525	7	7	9	17	19	17	60	61	59	17	12	15
Students with Disabilities	25	151	5215	63	71	87	NA	489	478	NA	25	43	NA	50	29	NA	25	25	NA	0	2
Students without Disabilities	482	2248	51485	86	91	89	525	519	513	6	9	15	18	21	23	59	60	52	16	11	11
Limited English Proficient Students	10	60	5378	NA	250	109	531	531	471	0	0	48	0	0	36	100	100	15	0	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	507	2396	46342				525	519	516	6	9	13	18	21	21	59	60	54	16	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	548	2499	55090	91	93	87	494	490	479	5	8	16	12	12	13	83	81	70	0	0	0
All Students (Prior Year)	485	2257	50572	NA	NA	NA	496	492	481	3	6	14	14	21	23	83	73	63	0	0	1
Female	294	1275	27752	94	96	89	502	496	483	3	6	13	7	9	12	90	85	75	0	0	0
Male	252	1216	26842	87	90	83	485	484	474	8	10	20	16	14	15	76	76	65	0	0	0
African American	19	122	2336	112	91	78	484	474	464	6	16	25	6	12	14	89	72	62	0	0	0
Hispanic	59	432	16391	87	88	81	487	477	458	9	14	28	9	11	16	81	75	56	0	0	0
Asian/Pacific Islander	20	87	1356	100	98	93	510	499	499	0	3	7	5	8	9	95	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	442	1815	29053	89	93	84	495	494	492	5	6	8	12	12	12	83	82	79	0	0	0
Students with Disabilities	23	144	4141	58	68	69	392	427	436	100	62	47	0	8	18	0	31	35	0	0	0
Students without Disabilities	525	2355	50949	93	95	89	495	491	479	5	7	16	12	12	13	84	81	71	0	0	0
Limited English Proficient Students	10	58	4711	NA	242	96	496	496	422	0	0	61	0	0	13	100	100	26	0	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	548	2498	44922				494	490	484	5	8	13	12	12	13	83	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](http://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	92	48	49	43	100	45	45	37	97	53	49	41
	Language	97	48	46	41	100	47	45	38	98	54	49	42
	Mathematics	95	72	68	59	96	66	64	56	98	73	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

SMHS has a Crisis Management Plan; acts on threats of violence; addresses harassment incidents; increases staff visibility; refers at-risk/troubled students to counselors; keeps parents informed; believes a safe environment equals student success.

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) :

24
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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	Patricia Burckhard	(623) 487-5127
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Donna Short	(623) 487-5128
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Sandy Chilese	(623) 487-5125
Student Health/Nurse	Sharon Gillam	(623) 487-5134

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. "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](http://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](http://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](http://www.ade.az.gov/standards)