

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15002 North 32nd Street, Phoenix, AZ 85032

Paradise Valley 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)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

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

School Overview

Principal/Administrator : Mrs. Jean Scharrer
 Schedule : 09:00 AM to 05:30 PM
 Grades : 9-12
 2005 Enrollment : 178
 Web Address :
 Phone Number : (602) 787-5015
 Fax Number : (602) 867-5153
 E-mail : jscharrer@pvusd.k12.az.us

Mission

The vision of Polaris High School is to provide a diverse population, which includes students with behavioral issues, students at risk of dropping out, and the adjudicated student population, the opportunity to acquire a high school diploma in a non-traditional setting. The Polaris faculty and staff foster a supportive learning environment with small classes. Polaris provides assistance for those students who have been academically challenged in their previous traditional school settings.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To provide a positive, productive, and alternative, physical and cultural environment.
- ü To facilitate communication among all stakeholders; to increase student success.
- ü To improve student achievement through the implementation of curriculum mapping/data analysis.

Enrollment

October 1, 2004 School Year Student Enrollment : 142
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 1

Instructional Programs

- ü Four Day School Week
- ü Computer Based Instruction
- ü Block-Scheduling
- ü Extended Day for Early Completion
- ü Direct Instruction
- ü 20 Credits Graduation Requirement

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Newsletters, Parent/Student Handbook, Quarterly Safety Report, Progress Report mailed to parents, Parent Conferences, Midterm Grade Reports and Semester Grade Reports.

Parents

It is the parents' responsibility to ensure their student is in attendance, properly dressed, and nourished. Parents are encouraged to reinforce a positive and supportive attitude towards the students' academic and social development.

Transportation Policy

All students living outside one and one-half miles of our school and living within district boundaries will receive transportation by district buses. Bikes are allowed with parental permission. Students living within the one and one-half miles will be transported by parents or walk to school.

School Honors

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

Award/Honor	Year
ü Lincoln Scholarships and Bob Wright Scholarship	2005
ü Patricia Neironi Scholarship	2005
ü National Honor Society	2005
ü Arizona Private Schools Association Scholarship	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	35	2607	69846	83	99	100	673	714	699	47	12	21	21	7	11	26	57	49	5	25	18
All Students (Prior Year)	30	2536	65934	100	99	100	470	503	492	77	28	43	17	20	18	7	34	24	0	18	15
Female	18	1287	34328	78	99	99	670	715	702	55	10	19	9	8	12	36	59	51	0	24	18
Male	17	1314	35509	89	98	100	678	713	696	38	14	23	38	6	11	13	54	48	13	26	18
African American	--	69	3535	--	99	100	--	665	677	--	27	31	--	11	15	--	50	46	--	11	8
Hispanic	NC	325	23363	NC	97	100	NC	678	680	NC	36	32	NC	12	16	NC	44	45	NC	8	7
Asian/Pacific Islander	--	77	1742	--	100	99	--	744	733	--	7	8	--	4	7	--	46	46	--	43	38
American Indian/Alaskan Native	--	30	4785	--	94	100	--	667	671	--	23	39	--	23	17	--	42	39	--	12	5
White	25	2106	36421	86	99	99	678	721	714	50	8	12	7	6	8	36	59	54	7	27	26
Students with Disabilities	NC	260	7690	NC	100	100	NC	600	593	NC	58	64	NC	13	14	NC	27	21	NC	2	2
Students without Disabilities	30	2350	62220	77	99	99	679	727	712	41	7	16	24	6	11	29	60	53	6	27	20
Limited English Proficient Students	NC	119	5834	NC	100	100	NC	567	612	NC	49	46	NC	19	20	NC	30	31	NC	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	379	21421	NC	87	92	NC	691	686	NC	32	35	NC	11	15	NC	49	43	NC	7	7
Non-Economically Disadvantaged	26	2231	48489	100	100	100	679	718	704	46	8	15	8	6	10	38	58	52	8	28	23

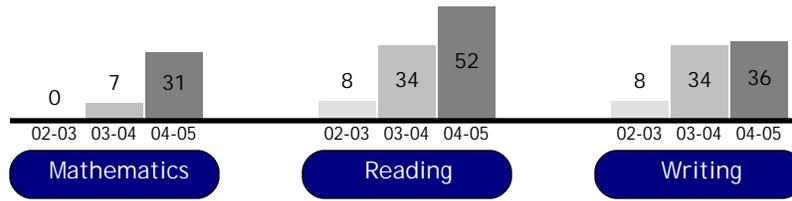
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	2648	71311	100	99	100	673	711	694	14	5	7	33	12	21	52	70	63	0	14	9
All Students (Prior Year)	29	2564	68162	100	99	100	482	526	509	24	8	18	41	17	24	34	63	51	0	12	8
Female	19	1299	34899	100	100	100	678	715	700	9	3	5	45	11	19	45	72	66	0	14	10
Male	18	1347	36430	100	99	100	669	707	688	20	6	9	20	12	22	60	68	61	0	14	8
African American	--	69	3573	--	96	100	--	670	676	--	11	9	--	19	26	--	60	60	--	10	4
Hispanic	10	346	24056	100	100	100	660	666	672	0	18	13	67	31	31	33	48	53	0	3	3
Asian/Pacific Islander	--	79	1731	--	100	98	--	729	717	--	0	3	--	9	13	--	72	68	--	19	16
American Indian/Alaskan Native	--	30	5110	--	97	100	--	667	661	--	11	14	--	25	38	--	61	46	--	4	2
White	25	2124	36841	96	99	99	679	719	713	20	2	3	20	8	12	60	74	72	0	16	13
Students with Disabilities	NC	272	8021	NC	100	100	NC	597	590	NC	24	27	NC	37	42	NC	37	29	NC	2	1
Students without Disabilities	33	2377	63379	97	99	100	677	724	707	16	2	5	26	9	18	58	74	68	0	15	10
Limited English Proficient Students	NC	131	6402	NC	100	100	NC	550	596	NC	32	25	NC	42	44	NC	25	30	NC	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	11	406	22243	100	90	93	666	685	677	0	14	14	71	28	32	29	53	51	0	5	3
Non-Economically Disadvantaged	26	2243	49157	100	100	100	677	715	702	21	3	4	14	9	16	64	73	69	0	15	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	36	2640	70868	97	99	100	660	696	688	9	4	5	55	19	23	36	66	63	0	12	9
All Students (Prior Year)	29	2548	67629	100	98	100	473	538	524	38	14	22	28	16	16	34	67	59	0	3	3
Female	19	1291	34710	100	99	99	661	703	697	8	2	3	58	14	19	33	71	66	0	13	12
Male	17	1347	36176	94	99	100	659	689	678	10	5	7	50	23	27	40	61	59	0	11	7
African American	--	69	3557	--	96	99	--	660	675	--	6	7	--	24	25	--	61	62	--	8	6
Hispanic	10	347	23868	100	100	100	641	658	670	29	13	9	57	40	33	14	44	55	0	3	4
Asian/Pacific Islander	--	78	1732	--	100	98	--	724	713	--	0	2	--	15	12	--	52	64	--	33	22
American Indian/Alaskan Native	--	30	5001	--	97	100	--	664	661	--	7	9	--	29	41	--	61	48	--	4	2
White	24	2116	36710	92	99	99	669	702	702	0	2	2	53	15	15	47	70	69	0	12	13
Students with Disabilities	NC	270	7900	NC	100	100	NC	582	580	NC	23	22	NC	48	49	NC	26	28	NC	3	1
Students without Disabilities	32	2371	63054	94	99	99	660	709	701	10	1	3	55	15	20	35	71	67	0	13	10
Limited English Proficient Students	NC	128	6308	NC	100	100	NC	546	591	NC	22	19	NC	51	47	NC	24	33	NC	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	11	410	21994	100	91	92	639	675	673	14	10	10	71	37	36	14	48	52	0	6	3
Non-Economically Disadvantaged	25	2231	48960	96	100	100	670	700	694	7	3	3	47	15	18	47	69	67	0	13	12

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?	Not Evaluated
	Met Graduation Rate?	N
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	73	38	52	41	100	26	NA	42	53	28	60	51
	Language	77	24	53	42	100	20	54	42	53	26	58	50
	Mathematics	100	46	68	60	100	37	71	63	53	31	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

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	10.00
Other Professional Staff	3.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	0	1	0	0
7 to 9 years	0	2	0	0
10 or more years	1	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	40%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Extracurricular Activities

- Ü Student Government
- Ü Weekly Support Groups

Social Services

- Ü Social Worker
- Ü Counseling Services
- Ü Homeless Liaison
- Ü Drug Prevention Coach

ü Accredited by North Central Association.

ü Polaris is identified as a "performing" Alternative High School by the state of Arizona.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Transfers Out Rates ⁵	29	12	12	17
Transfers In Rate ⁶	219	28	28	37
Stability Rate ⁷	70	87	87	82
Promotion Rate ⁸	63	96	95	81
Retention Rate ⁹	7	1	1	3
Dropout Rate ¹⁰	22	0	1	6
Status Unknown ¹¹	17	0	1	4
Graduation Rate ¹²	32	NA	NA	79

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

Polaris provides an Emergency Preparedness Plan includes strategies to protect student safety. Included plans are lock-down, evacuation, fire drills, and crisis team meetings. The site has a trained Threat Assessment Team. Standards for acceptable behavior are established and emphasized in our student handbook. Students are held to these standards.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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		
Transportation Policy	Jeffrey Cook	(602) 867-6324
Community Resources	Traci DeGraw	(602) 787-5015
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization		
Student Health/Nurse	Mike Tesensky	(602) 787-5015

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.