

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

School Overview

Principal/Administrator : Mr. Mike Tesensky
 Schedule : 09:00 AM to 05:30 PM
 Grades : 9-12
 Web Address :
 Phone Number : (602) 787-5015
 Fax Number : (602) 867-5153
 E-mail : mtesensky@pvschools.net

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)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü 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, 2005 School Year Student Enrollment : 170
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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	58	2597	71130	94	98	95	663	714	701	69	14	23	7	8	13	24	58	51	NA	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1271	35465	100	98	96	665	714	702	64	12	21	14	9	13	21	59	53	NA	20	13
Male	30	1326	35648	83	98	94	660	713	701	73	16	24	NA	7	12	27	57	50	NA	20	14
African American	NC	75	3868	NC	96	95	NC	700	686	NC	20	33	NC	9	17	NC	60	45	NC	11	6
Hispanic	15	355	25103	88	97	95	656	684	685	80	37	34	7	12	16	13	46	45	NA	6	5
Asian/Pacific Islander	--	89	1805	--	98	98	--	733	731	--	7	9	--	11	7	--	42	50	--	40	34
American Indian/Alaskan Native	--	25	4241	--	96	90	--	700	679	--	20	39	--	12	19	--	56	39	--	12	3
White	42	2052	36075	95	98	95	664	719	715	67	10	12	7	7	9	26	61	58	NA	22	21
Students with Disabilities	NC	224	5862	NC	86	71	NC	667	658	NC	54	63	NC	16	15	NC	28	20	NC	2	2
Students without Disabilities	57	2373	65268	93	99	98	663	718	705	68	10	19	7	7	12	25	61	54	NA	22	15
Limited English Proficient Students	NC	101	4859	NC	96	93	NC	655	662	NC	72	64	NC	11	15	NC	17	20	NC	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	169	22957	NC	94	93	NC	689	685	NC	33	34	NC	14	17	NC	47	44	NC	6	5
Non-Economically Disadvantaged	55	2428	48173	93	98	96	664	715	709	67	13	17	7	7	11	25	59	55	NA	21	18

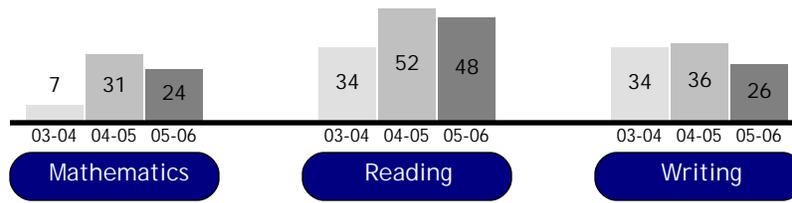
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	2642	73018	100	99	97	665	719	703	20	4	6	32	13	23	48	72	64	NA	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	1287	36181	100	98	97	674	723	708	10	3	4	33	11	21	57	72	65	NA	14	9
Male	29	1355	36816	97	99	96	659	714	699	28	5	7	31	15	24	41	71	62	NA	9	7
African American	NC	77	3976	NC	97	96	NC	709	689	NC	5	8	NC	13	29	NC	77	59	NC	5	3
Hispanic	14	368	25801	100	98	96	649	682	683	36	15	10	29	29	34	36	52	53	NA	4	3
Asian/Pacific Islander	--	89	1812	--	98	98	--	726	722	--	NA	3	--	16	15	--	66	66	--	18	16
American Indian/Alaskan Native	--	26	4389	--	96	93	--	710	675	--	4	9	--	8	42	--	85	47	--	4	1
White	35	2082	37024	100	99	97	670	725	721	14	2	2	34	10	12	51	75	73	NA	13	13
Students with Disabilities	NC	256	7170	NC	94	85	NC	667	654	NC	16	23	NC	40	47	NC	44	29	NC	0	1
Students without Disabilities	49	2386	65848	100	99	98	666	724	708	18	2	4	33	10	20	49	75	67	NA	13	9
Limited English Proficient Students	NC	109	5099	NC	99	95	NC	637	641	NC	38	29	NC	52	59	NC	10	12	NC	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	182	23912	NC	96	94	NC	692	681	NC	9	10	NC	29	36	NC	55	52	NC	7	2
Non-Economically Disadvantaged	47	2460	49106	100	99	98	668	721	714	17	3	4	32	12	16	51	73	69	NA	12	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	49	2631	72810	98	98	96	633	694	685	29	5	6	45	25	30	24	61	58	2	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	1287	36111	100	98	97	653	706	695	10	3	4	52	17	23	33	67	65	5	13	8
Male	28	1344	36678	93	98	95	617	684	674	43	7	9	39	31	36	18	56	52	NA	6	3
African American	NC	77	3962	NC	97	96	NC	691	675	NC	3	8	NC	29	33	NC	65	55	NC	4	3
Hispanic	12	363	25735	86	97	96	602	662	669	50	17	10	33	40	41	17	38	48	NA	6	2
Asian/Pacific Islander	--	90	1809	--	99	97	--	707	704	--	1	4	--	22	19	--	66	65	--	11	13
American Indian/Alaskan Native	--	25	4370	--	93	92	--	698	670	--	NA	9	--	32	39	--	60	50	--	8	2
White	36	2076	36915	100	99	97	642	700	697	22	3	3	50	22	21	25	65	67	3	10	8
Students with Disabilities	NC	257	7071	NC	95	84	NC	639	634	NC	26	24	NC	47	53	NC	24	21	NC	2	1
Students without Disabilities	48	2374	65739	98	99	98	634	700	689	27	3	4	46	22	27	25	65	62	2	10	6
Limited English Proficient Students	NC	102	5046	NC	93	94	NC	606	621	NC	42	31	NC	54	56	NC	3	12	NC	1	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	175	23814	NC	93	94	NC	668	667	NC	13	10	NC	39	41	NC	43	47	NC	5	2
Non-Economically Disadvantaged	46	2456	48996	98	99	97	637	696	693	24	4	4	48	23	24	26	63	64	2	10	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?	Not Evaluated
	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	100	26	NA	42	53	28	60	51	78	20	63	52
	Language	100	20	54	42	53	26	58	50	78	13	61	50
	Mathematics	100	37	71	63	53	31	58	50	78	24	61	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	11.00
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	1	1	0	0
7 to 9 years	0	1	0	0
10 or more years	3	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	87	95	94	95
Promotion Rate ⁵	69	89	88	73
Graduation Rate ⁶	52	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

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 2005-06 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 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 50 Copies = \$15.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.