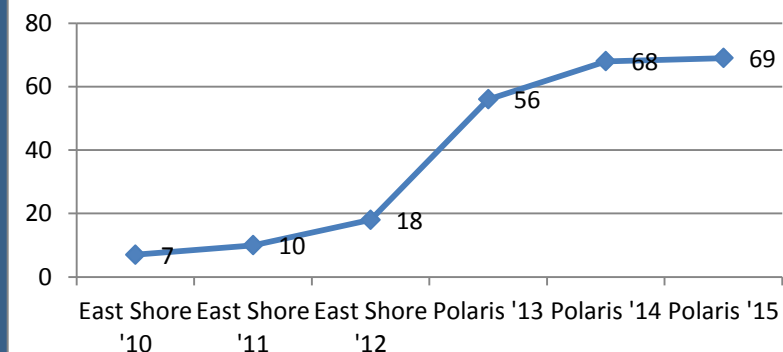


Polaris High School

2015-16 Stakeholder Report

Graduation Rates



The graph to the left shows the increase in graduation rates from the last three years of the East Shore Model to the first three years of the Polaris Model of Alternative Education in Alpine S.D.

About Polaris:

- Established 2012
- Mascot: Titans
- Colors: Navy & Silver
- Enrollment: 219 (10/01/2015)
- Faculty: 23
- Counselors: 2
- Support Staff: 27
- Principal: Lori Thorn
Assistant Principals:
Bruce Gardner
Justin Keetch

“Polaris High School has an excellent support structure that assists teachers, students, and community to connect. Therefore students are known by more than one adult who supports their educational pursuits.”
(AdvancED Team)

Accreditation

In January we had the opportunity to be visited by a team from AdvancED, the organization that accredits schools in over 70 countries around the world. AdvancED describes themselves as “a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential.”

After spending time interviewing Parents, Students, Teachers, Administrators and Counselors, the visiting team recommended continued accredited status for Polaris High School for the next five years.

A few of the visiting team's findings included:

- During the visit the team observed almost three quarters of the Polaris classrooms. Polaris Teachers scored above the average of all AdvancED schools on every measure.
- Students felt that their teachers were supportive, friendly and caring. There was a feeling of safety in each classroom as well as learning.
- Students stated that any individual teacher, not just their advisor, could call them into class and counsel them about grades and assignments.

Multi-tiered Systems of Support

Through the 2015-2016 school year, the faculty and administration of Polaris High School is collaborating together with support from personnel provided by the Utah State Office of Education on implementing a Multi-tiered model for helping students be successful in school.

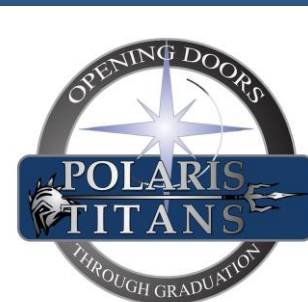
The first step in developing the program was to identify our core expectations for students.

Out of this process, we have developed our “ROOT” values.

They include:

- Respect Self and Others
- Own Your Actions
- Obstacles are Opportunities
- Think Forward

More information will follow as the process continues.



Student Demographics:

• Males	59%
• Females	41%
• Seniors	68%
• Juniors	31.5%
• Sophomores	.5%
• White	61%
• Race/Ethnic Minority	29%
• Low Socioeconomic Status	56%
• Students with disabilities	14%
• Young Parents	5%
• 2014 Graduates	130
• Early Graduate Seniors	46
• Juniors graduating	4

School/Community Council & School Land Trust

The School Community Council (SCC) is made up of Parent, Teacher, and Administration representatives. The Council provides guidance in the direction of the school, including giving input on school policies, developing the School Improvement Plan (SIP) and directing the expenditures of the School Land Trust money.

Principal Lori Thorn is the administrative member of the Council and Elisabeth Luntz serves as the President of the Council for the 2015-2016 school year. Elections for the 2016-2017 school year will take place in the fall. Please notify the School Administration if you are interested in being involved in the School/Community Council.

Each year, Utah Schools develop a School Improvement Plan, a roadmap for school staff to use as they strive to improve teaching and learning in their schools.

The Polaris High School SIP for the 2015-2016 school year consists of the following goals:

1. Improve graduation rates by .5% from the 2015 to 2016 academic year.
2. Increase the reading level of students who are reading below grade level by at least one grade.

Polaris High School has been allocated \$14,358 for the 2015-16 school year. This money is being used in support of the current School Improvement Plan goals.

By combining Land Trust money with other funds, a full time reading teacher has been hired and all students have been screened for reading level. Those students needing reading interventions have been assigned a reading class.

The Three A's at work

As part of achieving our mission of "Opening Doors Through Graduation", Polaris High has adopted the Three A's identified by the National Center for School Engagement. Following are ways in which during the last year, Achievement, Attendance, and Attachment have helped our students continue on the path to graduation.

Achievement: Though we cannot state for certain why it is happening, something about the Polaris model is strongly correlated with graduation. The longer a student is enrolled at Polaris the more likely they are to graduate, even though they may be further behind on credits in relation to their peers when they come to us as Juniors.

Attendance: An examination of the attendance and passing rates of all the students enrolled at Polaris during the 2014-15 academic year showed that missing class, no matter the reason, and whether excused or not, has a significant impact on the likelihood students would earn credit. This supports our motto: Every student, Every Class, Every Day.

Attachment: In addition to the findings of the Accreditation team, surveys of students indicate that students feel like they fit in at Polaris, they feel like they have caring teachers who understand them and that there are people and programs to help them succeed.



A few of the 130 members of the Class of 2015 move their tassels indicating that they have earned their high school diploma. Graduation was held May 27, 2015 at Mountain View High School.