

Arizona State Board for Charter Schools
Arizona State Board of Education
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ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

(Charter Holder Name) Wildcat School (CTDS) 10-87-29-101

(Charter Holder Mailing Address) 25 E. Drachman

(City, State) Tucson (Zip) 85705

(Charter Representative's Name) Dr. Walter Doyle

(Phone Number) 520-294-5473 (Fax Number) 520-294-5475

Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.

Adding grade levels served for charter

Included are the following:

- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative that 1) provides background and support for expansion; 2) how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Timeline for implementation
- Proficiency level required for credit and/or promotion and credit transfer policies

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

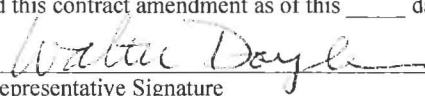
- Math – A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

The Arizona State Board for Charter Schools and Wildcat School (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM SERVING GRADES: 6-8

TO SERVING GRADES: K-8

In witness whereof, Charter Holder has signed this contract amendment as of this 12th day of February, 2009, and the State Board for Charter Schools has signed this contract amendment as of this ____ day of _____, 20____, to take effect at such time as it is signed by both parties.



Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

07/14/09

Minutes of the Governing Board Meeting
25 E. Drachman, Tucson, AZ 85705
January 25, 2010
Ratified April 1, 2010

1. Dr. Marx called the Meeting to order at 5:00 p.m.

2. Members Present:

Dr. Ron Marx, Ms. Jaime Leopold, Mrs. Catrina Quijada, & Mr. Christopher Volpe

Members absent: Dr. Joaquin Ruiz

3. The motion to adopt the agenda was made by Ms. Jaime Leopold and seconded by Mrs. Catrina Quijada. It carried unanimously.

6. Director's Comments

A. Technology Grant Application

Dr. Chavarria described the outline of the grant and what this grant, if awarded, would help Wildcat School achieve. She vaguely described the requirements & just reassured the board that progress on the matter was going along smoothly. Lina Susee & Dr. Chavarria also informed the board that letters from each member would be requested to incorporate into the grant. Dr. Marx agreed upon issuing a letter of support from support staff, i.e. Board Members. The Technology Grant is due on 2/5/2010.

B. Cat's In The Community, update.

Dr. Chavarria informed us that Cat's in the Community are building tables for the outside commons area & that painting is still in the plans. Cat's are also donating books to Wildcat help supply our very limited school selection. Dr. Marx informed the board that today, 1/25/10; a U of A memo went out to staff & students describing the Wildcat School renovations in the spring. It is estimated that approximately 300 students/volunteers will be out in the spring to help upgrade our school. On 2/20/10 ROTC will be out to help with Grounds Keeping, On Rodeo Weekend, 2/25/10- 2/28/10, a cleaning crew will be in to clean the cafeteria pipes and wall lining. Also, new enrollment forms will be given to each Cat's in The Community participant so as to have dispersed at the participant's discretion. The University of Arizona will provide the press coverage for the Cat's In the Community day at Wildcat School as per Holly Altman & Sara Chavarria.

C. Counseling Grant

Dr. Chavarria informed the board that she, along with Lina Susee are in the process of writing a partial grant that will incorporate within it two other schools; City High School & Palo Verde High School. This grant is due 2/26/2010.

D. 8th Grade High School Visitations

Beginning Wednesday February 3, 2010, Students will begin visiting high schools throughout the city so as to experience the high school ambiance first hand. The

8th graders will visit Pueblo High School, City High School, Tucson High School & Possibly San Miguel High School. The purpose of having a mix between the large district schools and smaller charter high schools in the tour is to give students a feel for what is available to them. Lina wants to provide students with the opportunity to decide if a small charter or a large district high school will suit them educationally.

E. Open Houses for Elementary Visits/Recruitment

Lina Susee is planning on obtaining the P.A.W.S. Parents help at an open that will be held on 2/9/2010. The open house will open the doors to the public that day and display what Wildcat, as a whole has been working on. The administration is hoping

F. E-Rate

Jim Earl is putting in all the paper work for the 2010/2011 fiscal years E-Rate. At the moment it is assumed that Wildcat will only pay \$.10 cents to the dollar for all upgrades performed after E-Rate approval. As of this year, Mr. Earl's services have cost us \$800.00 but is not to exceed \$2000.00.

J. Corporate Board Approval of Catrina Quijada & Oath of Office.

Mrs. Quijada was inducted as a Board Member prior to this board meeting. meeting. Dr. Marx & Lina Susee were present to the witness her induction.

7. Consent Agenda

Motion to approve January 11, 2010 Board Meeting Minutes was made by Mr. Volpe. Ms. Leopold seconded the motion for Minute approval. The motion carried unanimously.

8. Old Business

A. Wildcat Expansion, 4 – 5 or K – 5

Ms. Susee opened the conversation of expansion by suggesting that Wildcat School not only expand, but do so by expanding to a K-5 Program. This would make Wildcat School a K-8 program in 2010/2011. By opening such program, a budget needs to be constructed now showing cost projections for the following fiscal year 10/11. It is projected that in Math & Science Materials alone, a cost of approximately \$10,000.00 will be incurred. Ms. Leopold suggests that a budget in the sum of \$250,000.00 be implemented so as to cover costs that have not yet been discussed. The general consensus of the board is optimism; there is the idea that opening such a project to the public will overall increase membership numbers & provide exceptional education to students in comparison with traditional district schools. Apprehension did make its presence when Mr. Volpe readdressed the budget and provided his opinion on the matter. He stated that projects like these in the past have failed do to undercapitalization. He recounted the 09/10 fiscal years budgetary woes, apprehensively suggesting that a budget in the mere sum of \$250,000.00 may not be sufficient. Mrs. Voelkel, a Wildcat School teacher suggested partnering with a specialized K-5 program & incorporating them into our Wildcat program. Dr. Marx, along with Mrs. Christy Voelkel agreed that indeed this might be what works best in a new K-5 program. Meetings will be set up as soon as is possible with established K-5 programs in

and around the city of Tucson to discuss potential partnerships. Dr. Doyle from the University of Arizona & Dr. Scott Mundell will be meeting in the near future to discuss & formulate Educational Models. Lina Susee will market & gather data reflecting possible new enrollments for the 2010/2011 school years. No action will be taken as of now; subject matter will still be incorporated into future board meetings for further discussion.

B. Wildcat Partnership with City High School

Ms. Susee is suggesting that we bring City High School Administration & Board Members on board and begin outlining the details of the partnership. Dr. Marx wants to make sure that Wildcat's vision & educational mission isn't perturbed by a partnership with this or any high school. Further discussion will be necessary and arranged for the near future. No action at this time.

C. Budget/ Line of Credit for July

This item was open for discussion only. Claudina Douglas from ADI Business Solutions was present at this board meeting to discuss few business matters with the board.

Her agenda is as follows:

Item one: W-2, W-9 & 1099 information was finished this week & turned into our office at earlier this afternoon.

Item two: Cash flow summery is being compiled & a simple financial layout will be provided for review at the following board meeting.

Item three: As per Claudina Douglas, all funds that have been used to pay for items other than what they were originally designated (from grants) have been amended and never was there any supplanting

9. New Business

2010 – 2011 Calendar has been changed from 200 Calendar days to 190 Calendar days. The motion was made by Mr. Volpe to go from 200 calendar days to 190 calendar days. Mrs. Quijada seconded the motion.

Membership & Attendance Policy was revised. It will remain part of Wildcat School Policy for 2010/2011.

10. Executive Session

Mr. Volpe moved to adjourn the regular session and go into executive session.

Ms. Leopold seconded and the board voted to go into Executive session, which began at 6:34 P.M. After executive discussion Ms. Leopold moved to adjourn, Mr. Volpe seconded and the board voted unanimously to adjourn at 6:45 P.M and go back into regular session.

13. Adjournment

Dr. Marx moved to adjourn the meeting, Mrs. Quijada seconded. The motion carried unanimously and the meeting adjourned at 6:57 p.m.

**WILDCAT SCHOOL
AMENDMENT NARRATIVE**

ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST WILDCAT SCHOOL/ WILDCAT SECONDARY SCHOOL

Introduction

It has always been the intent of the Wildcat Board to operate the school as a 6-12 program, in keeping with our mission to prepare underserved youth to attend post-secondary education. The school currently operates grades 6, 7, and 8 under its existing approved charter. Our experience with students at these grade levels indicates, however, that many come to us with academic growth patterns that fall significantly below grade level expectations (see Table 1 below). These patterns have a major impact on their performance and their expectations to achieve in middle school. This experience has convinced us that for our secondary program to be successful we need to open grades K-5. The plan is to open grades K-5 in AY 2010-2011.

At our present location, the ideal enrollment configuration is 60 students per grade in the middle school program (grades 6-8) and 40 students per grade in the K-5 program, with a projected total enrollment anticipated to be 420 in grades 1-8. [An amendment to adjust the enrollment caps in the current charter accompany this application.] The school will continue to accept any student who applies, up to the designated enrollment caps.

Narrative describing how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the school.

Philosophy

The motivating philosophy of the Wildcat School rests on the belief that all students achieve best when they are: (a) provided a rigorous curriculum that is grounded in challenging problems and projects that require them to utilize knowledge to understand, interpret, and make decisions in real life situations; (b) given a rich array of technologies, resources, and tools to engage their minds and passions in exploring problems and issues; (c) supplied access to exciting real world venues in which to observe and apply their knowledge; and (d) supported intellectually and emotionally by highly qualified teachers and mentors dedicated to fostering the opportunities, instruction, skills, and feedback needed for continuing success. Such a program of instruction cultivates academic excellence—scientific evidence has shown that urban students in project-based instruction pass mandated state exams at higher rates than students who do not participate in project-based instruction (Geier, Blumenfeld, Marx, Krajcik, Fishman, Soloway, & Clay-

Chambers, 2008; Marx, Blumenfeld, Krajcik, Fishman, Soloway, Geier, & Tal, 2004). Such instruction also promotes a profound sense of personal agency in managing one’s life decisions.

The Wildcat School curriculum is designed to create the resource-rich environment consistent with this philosophy. This curriculum is constructed around (1) a core program of academic subjects—science, mathematics, economic literacy, language arts (reading and writing), fine arts, social sciences (civics, government, history, geography), communication and information technologies, physical education (fitness, wellness, and sport)—consistent with Arizona Standards. This core program is also enriched by an infusion of 21st Century content (global awareness; financial, economic and business literacy; civic engagement), skills (information and communication skills; thinking and problem-solving skills; interpersonal and self-directional skills), and information and communication technology (ICT) literacy. Specific curricular programs that will be utilized are described later in this document

The middle school program—grades 6, 7, and 8—is designed to provide students with an introduction to and foundation a rigorous high school program. It is an adventuresome program grounded in problem-based curricula, data gathering, recording, and interpretation, and the analytical skills needed for learning from projects. It also emphasizes familiarity with advanced information technologies and an increasing confidence in actively guiding one’s own achievement.

The skill levels that our focus population—linguistically diverse underserved students—brings to the school have affected the implementation of this program within the middle school grades. Many of our students come to us with academic growth patterns in literacy and numeracy that fall significantly below grade level expectations. Moreover, the accumulation of these patterns over the elementary school years has made it difficult for them not only to accomplish academic work but also to believe that they can be successful at this work. To illustrate this concern, we share our AIMS scores in Reading and Mathematics for our 6th grade class (see Table 1 below). In 2009, 33% of 6th grade Wildcat students Met or Exceeded in Reading compared to the 70% Arizona state average, 42% of 6th grade Wildcat students Met or Exceeded in Mathematics compared to the 68% Arizona state average, and 58% of 6th grade Wildcat students Met or Exceeded in Writing compared to the 86% Arizona state average. We have decided, therefore, to intervene earlier with an elementary grade program that would adequately prepare students to take advantage of our middle school preparation for a rigorous high school program. The design of the elementary program will be based on what we learn from our experience of implementing the middle school program and will be led by the faculty of the school.

2009 AIMS Scores	6 th Grade	
	AZ%	WS %
Reading Meets/Exceeds	70	33
Reading Approaches/Far	30	67

Below		
Mathematics Meets/Exceeds	68	42
Mathematics Approaches/Far Below	32	58

Table 1: 2009 AIMS scores for 6th grade

Special Emphasis

The Wildcat School is dedicated especially to preparing students for sustained inquiry in science and mathematics. Consistent with this emphasis, the Wildcat K-5 program will have a special focus on project-based science and mathematics learning and on the literacy competences that support this concentration. To help achieve this special emphasis, Wildcat school will continue to enjoy access to educational resources at the University of Arizona.

The school will sustain its efforts to serve a diverse population of low-income students who would be the first in their families to attend college. This population often faces difficult challenges in school settings and does not always have access to opportunities for higher education. Students' aspirations are frequently limited by what they imagine is possible. With the development of a K-5 program, it will be possible for Wildcat School to enhance the educational success of students from pre-school through secondary education. The rich educational opportunities of the Wildcat School in conjunction with the resources of the University of Arizona are designed to open wide our students' imaginations and provide the intellectual, technological, and emotional tools that will enable them to realize their dreams.

The Wildcat School is designed to serve as a working model of educational innovation and public school improvement in the city, state, and nation through research, demonstration, and dissemination. Therefore, the Wildcat School will continue to strive to be a local, regional, and national site for demonstration of effective programs, research on school programs and reform efforts, teacher preparation and development, and efforts to scale-up innovations to other school settings (Blumenfeld, Marx, Krajcik, Fishman, & Soloway, 2000).

The Wildcat School is linked with an independent University of Arizona research group represented by researchers from the College of Education, Department of Computer Sciences, Family and Consumer Sciences, and Mexican-American Studies. This group (formerly known as ACES) is an essential vehicle for coordinating resources and activities to inform, enhance, study, and evaluate the students' educational success; guide the development of the educational profession through academic research and publication; and engage and benefit public schools

throughout the metropolitan area, statewide, and nationally. By marshalling intellectual resources from the University of Arizona, the group contributes to educational innovation and development in the Wildcat School and to the translation of this work into a broader impact on students, schools, and educational attainment in Tucson. Dr. Sara Chavarria, a University of Arizona employee, has worked to provide our students with a set of unique learning experience that are not normally available to middle school students. This outreach and integration with the university program will continue as our K-5 program develops.

Methods of Instruction

Teaching at the Wildcat School is grounded in project-based learning, a research-based approach that accentuates interdisciplinary instruction, students' authentic understanding of content and processes, and their developing sense of personal agency in learning and decision-making. The middle school math curriculum, for example, reflects this commitment to a research-based, project approach to instruction. Similarly, we constantly seek opportunities to integrate an enriched program of reading and writing into project-based science and other curricular areas. This emphasis will be the organizing framework for the elementary school program.

A project-based curriculum requires sophisticated information technology systems to provide students with the tools needed to search, record, organize, store, analyze, and communicate information in a variety of ways. Our continuing goal is to make computing a ubiquitous feature of the school for use in instruction, student work, communication, and community building. We provide students with access to laptop and desktop computers to create electronic workspaces that enable them to launch collaborative investigations and build networks of new ideas among team members.

Student achievement and development in the K-5 program will be sustained by many services. To insure academic progress, we will employ the Reading Recovery program for grades 1 and 2. In addition, we will provide additional instruction and practice time ("second dose") for students who are not making expected progress. We will provide ELL services that enhance English language skills, parent/guardian involvement and education, and an extensive tutoring and mentoring program staffed by undergraduate and graduate student interns from the University of Arizona. Our 95 students currently work with over 35 mentors and tutors from the University of Arizona every week. It is certain that this mentoring effort will continue to grow as we move into the elementary school program.

Methods of Assessment

Project Based Assessment

Consistent with the project-based orientation of the Wildcat School, judgments concerning the quality of students' performances will be based on rigorous assessments of project reports and public exhibitions. Rubrics will be keyed to the Arizona Standards and linked intrinsically to the content and processes of students' projects to provide students with specific feedback about their achievement. Teachers hold continuing conversations among themselves and with their students to sustain a climate of standards and feedback crucial to the academic goals of the school. Students will also maintain electronic portfolios to provide them with a continuous history of their accomplishments and to encourage self-appraisal.

Standardized Assessments

Wildcat School students must be proficient in taking high-stakes standardized tests. To this end, we are developing exams that have a dual purpose. They reflect the style and format of standardized tests and also work well to measure students' achievement of the content standards related to the specific projects they have undertaken. We are also developing feedback tools in the form of study guides, which provide individual students with specific information about their overall performance, as well as the nature of particular items they missed and the strategies they might use to improve their performance in the future.

Wildcat has also implemented the Galileo K-12 Assessment System, which is a research-based electronic system that links assignments, lesson plans, grade book, and online testing with district goals and state standards for K-12 educators and other stakeholders. Galileo provides on-line or paper access to two kinds of AIMS related assessments. The system provides a set of validated and reliable "Benchmark Assessments" at all grade levels and in all AIMS required areas. These Benchmark assessments occur four times a year and measure all Arizona Standards in each subject area, at each grade level, each year. These provide a comprehensive analysis of current student achievement of each Arizona Standard, a history of achievement and include a methodology to predict and identify those students needing additional support to master all AIMS and Standards related objectives.

Next, all AIMS and Arizona Standards are available in the system and each is linked to a database of validated assessment items for that Standard down to the PO level. Any instructor can instantaneously develop a personalized assessment for one or many skills and administer the test on-line or by a scannable test. This allows classroom testing of the standards taught in individual lessons, units and so on that are totally customized by the teacher. The system also allows teachers to add their own assessment items to the bank and to share them with all other instructors. The system can be viewed at <http://www.ati-online.com/>.

Student Progress Reports

The Wildcat School is committed to continuous progress monitoring structured around how well students have mastered Arizona Standards rather than how many assignments and test they have completed. Thus, students will receive progress information aligned with Arizona standards that indicate whether they fall below, approach, meet, or exceed expectations in specific content strands. Students will be required to resubmit work until it meets standards and remediation will be provided as necessary through tutoring, mentoring, and additional opportunities for instruction.

Formal progress reports, then, will be key to progress toward Arizona Standards. An example of the type of progress report we might use is provided below. In addition, at the end of each grading period, an evaluation conference will be held with each student and his/her parents/guardians and, at the end of each semester, public exhibitions of samples of students' work will be displayed during a school-wide open house.

Hawaii Kindergarten Example of Standards – Based Report Card

STUDENT NAME:

ID#

School: _____

School Year 2009 - 2010

(For Kindergart

Status Report

The Status Report given at the end of Quarters 1, 2, 3, and 4 provides a standards-based grade of the student's achievement for each quarter

The Status Report given for the year provides a standards-based grade of the student's achievement for the year

Status Report Scale and Proficiency Level Descriptors

MP = Meets with Proficiency = Demonstrates acceptable achievement of the targeted benchmarks.
DP = Developing Proficiency = Is approaching acceptable achievement of the targeted benchmarks.
NY = Not Yet = Requires more time and experiences, and shows limited achievement of the targeted benchmarks.
/ = Not Applicable at this time = Has not been graded at this time. A grade will be given by the end of the year.
SC = See Teacher Comments

Language Arts

Reading	Q1	Q2	Q3	Q4	Yr
Recognizes that spoken words corresponds to printed words and are read from left to right and top to bottom					
Compares sounds in similar and unlike words (e.g. fat, fun, dog)					
Rhymes simple words					
Orally segments and blends sounds within simple words (e.g. c-a-t = cat)					
Recognizes and names upper case letters A B C D E F G H I J K L M N O P Q R S T U V W X Y Z					
Recognizes and names lower case letters a b c d e f g h i j k l m n o p q r s t u v w x y z					
Associates sounds with letters taught a b c d e f g h i j k l m n o p q r s t u v w x y z					
Reads sight words (e.g. the, is, oil)					
Sounds out letters and reads one-syllable words					
Uses words to describe location, size, color, shapes and concepts					
Uses grade appropriate vocabulary					
Makes predictions using pictures and titles					
Retells information from oral or printed sources					
Retells a familiar story, beginning, middle, end					
Identifies setting and characters in a story read aloud					
Writing	Q1	Q2	Q3	Q4	Yr
Draws/writes for a variety of purposes related to daily life and uses pictures and phonetic spelling to convey ideas					
Uses correct letter formation and spacing when writing upper and lower case letters					
Uses phonetic spelling to write (e.g. kitten, kitten)					
Uses correct spelling for first/last name, environmental print (e.g. stop, caution, etc.) and sight words in correct form					
Uses descriptive words to add details to drawings or other products and shows an appropriate sense of writing form					
Oral Communication	Q1	Q2	Q3	Q4	Yr
Expresses ideas in a variety of ways (creative movement, songs, drama, etc.)					
Uses social conventions in greetings, introductions, and conversations					
Asks and responds appropriately to questions					
Understands and follows instructional directions					
Uses appropriate volume in various situations					
Looks and listens attentively to speaker					
Uses personal experiences when speaking					
Sequences events					
Uses familiar words appropriately when speaking					

Other Subjects	Q1	Q2	Q3	Q4	Yr
Science					
Social Studies					
Visual Arts					
Performance					

Mathematics

Numbers and Operations	Q1	Q2	Q3	Q4	Yr
rote counts to 30					
Counts objects to 30 (1 to 1 correspondence)					
Compares groups of objects up to 30					
Recognizes and names numerals (0-30) 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30					
Demonstrates a variety of ways a number can be represented (0-30) (e.g. writing numerals, tally marks, drawing objects)					
Uses a variety of strategies (objects, fingers) to add and subtract single-digit whole numbers					
Demonstrates addition as "pulling together" or "combining sets"					
Demonstrates subtraction "taking away," "separating sets," or "counting backwards"					
Measurements	Q1	Q2	Q3	Q4	Yr
Compares and orders objects according to length, weight, capacity, area, and volume					
Identifies the values of pennies, nickels, and dimes and the equivalence among them (e.g. 5 pennies = 1 nickel)					
Tells time to the hour					
Identifies tools used to measure time (That is, digital and analog clock, calendar)					
Geometry and Spatial Sense	Q1	Q2	Q3	Q4	Yr
Identifies common geometric shapes (e.g. circle, square, rectangle, triangle)					
Uses slides, flips, and turns to solve puzzles					
Uses positional words to describe an object's location (e.g. up, down, above, under, inside, outside)					
Patterns, Functions, and Algebra	Q1	Q2	Q3	Q4	Yr
Shows repeating patterns using shapes, objects, sounds, and movements					
Uses objects to show a number sentence. Write a number sentence to match the objects					
Data Analysis, Statistics, and Probability	Q1	Q2	Q3	Q4	Yr
Sorts objects or people according to stated attributes (e.g. size, shape, color, etc.)					

Other Subjects	Q1	Q2	Q3	Q4	Yr
Health					
Physical Education					
World Languages - Not Offered					
Career and Technical Education					

Assessment and Instructional Decisions

Wildcat School is committed to evidence-based instructional decision-making. Individual teachers are expected to use assessment results to assess the effectiveness of their instruction on a daily basis and to make adjustments in their teaching to enhance the performance of all students. At least once per month the professional staff will meet during planning/professional development time to review student progress data and plan ways to change school practices. Finally end-of-semester sessions will be conducted to gain an overall sense of the progress of the school toward meeting the achievement standards of the school population. The intent, in other words, is to make the curriculum and student progress transparent to the professional staff across class groups and grade levels.

Timeline for implementation

The plan is to open grades K-5 in AY 2010-2011.

All next page 03-13-10

Proficiency level required for promotion and retention

In general the Wildcat School will adopt an organizational arrangement that calls for (1) multiage pupil grouping to permit numerous learning opportunities, (2) teacher teamwork to enable both specialization of functions and continuous professional partnerships and exchanges, (3) flexible architecture to permit a great variety of instructional groupings, and (4) the absence of strict grade-related nomenclature and the psychological pressure it presents. Research indicates that boys, underachievers, and lower-socioeconomic pupils perform better and feel more positive toward themselves and their schools in such a flexible grouping environment (Pavan & Anderson, 1993). This flexible structure, then, will enhance the atmosphere of the school, stimulate both good learning and the mental health of all students, and promote continuous progress toward meeting Arizona Standards.

The proficiency level required for promotion will be meeting or exceeding the Arizona Standards for a grade level. Given the flexible structure of the organization of students, no visible retention labels will be assigned to students. Rather, students will be grouped at the level of their progress toward meeting literacy and numeracy Standards. In this way we can provide appropriate and continuous resources to students to enable them to make progress.

References

Geier, R., Blumenfeld, P. C., Marx, R. W., Krajcik, J. S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45, 922-939.

Marx, R. W., Blumenfeld, P. C., Krajcik, J. S., Fishman, B., Soloway, E., Geier, R., & Tal, R. T. (2004). Inquiry-based science in the middle grades: Assessment of learning in urban systemic reform. *Journal of Research in Science Teaching*, 41, 1063-1080.

Revised
03-12-10

Proficiency level required for promotion and retention

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65% or lower =	Falls Far Below
66% to 75 % =	Approaches
76% to 85% =	Meets
86% and above =	Exceeds

Pavan, B. N., & Anderson, R. H. (1993). *Nongradedness: Helping it to happen*. Lanham, MD: Rowman & Littlefield.