Sequoia Pathway Academy
19265 N. Porter Rd
Maricopa, AZ 85138
520-568-9333
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Question 14, section A. parts 1 -7

School Community:

Sequoia Pathway Academy serves approximately 600 students from the community of Maricopa (44,000 population) in our K – 12 school. Approximately 51% of our students are Free & Reduced lunch. ALL of our families are very involved in one of the many aspects of our school. We have a number students clubs, an extensive sports program, after school program, and a very activity PTO. There always some type of "special" event taking place at the school. Today, for example, the Cardinals are helping with a sports camp for the students.

Approximately half of our students have two parents at home. We have less than 10 ELL students. We have two certified Special Education teachers and one speech therapist serving 65 sped students (10.9%). Ethnicity (W) 74%, (B) 6%, (H) 15%, (I) 2%, (A) 3%.

Educational Philosophy:

At Sequoia Pathway our over-riding goal is ***"Every child at Sequoia Pathway Academy will be known"***. This simple statement is our promise to get to know your child and to provide him/her with an academic program that recognizes their own special qualities and abilities. Unlike many programs our curriculum is driven by the needs of the child, not the needs or limitations of the curriculum.

Sequoia's approach blends core knowledge mastery with a nurturing and exciting child centered philosophy. At Sequoia Pathway integrated differentiated instruction means subject areas are not taught in isolation. It also means that each child is challenged to reach beyond their comfort level. This approach allows our staff a multiplicity of approaches to bring out the best in our students. We sincerely believe that every child *can* learn and that it is our duty to develop thinking productive citizens of the republic in our school.

We believe: The school must meet the common and different needs of students to prepare them for the society in which they are to live. It is our task to assist the development of each student so s/he will reach full capability and become a productive member of that society in which they are to live. Each child is an individual, and learns at a different rate and to a different degree. Therefore, we are charged to nurture all children so they achieve their highest potential of intellectual, personal, social, and physical development. (Zmuda, Kuklis et al. 2004; Zmuda, Wiggins et al. 2007)

We actively teach manners and behavior at our school. The moment your child enters our campus they are greeted with a handshake by the principal. Each child is recognized and known by name. This is but one of the components of a deliberate effort to teach children

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to care about their school, their community, and each other. Courteous and respectful discussions are a vital part of your child's day each school day.

Methods of Instruction

Within the classrooms teachers use a variety of instructional methods. While anchored by state standards and anticipated student outcomes, teachers recognize that each child is different and aim to reach each child. Because of this, one may observe group instruction

lecture, demonstrations, independent learning, collaborative learning, cooperative learning and project based learning. The classroom teachers purpose to meet the needs of individual students, which is accomplished through differentiation and having the ability to use a variety of instructional methods. Whole group instruction is used to introduce new concepts, standards and broad activities. In kindergarten through second grade the sciences and social studies strands are taught has whole group and group projects and individual assignments are completed. After a teacher has finished introducing new concepts they then have the ability to use small groups and individual instruction. We have found this to be most effective for all students. During these small groups we do not prioritize the at-risk students; instead all students are giving the opportunity to work with the teacher in this environment. The assignments given during small groups are based off the needs of the students. For instance you might see a student working with manipulatives for math and another expanding the concept through a project or answering more higher order thinking questions.

Methods of Assessment

Pathway follows Sequoia District guidelines for administering quarterly benchmarks. These are used to illustrate areas of student growth and concern for the purpose of guided instruction and possible interventions. An example of this is that our math benchmarks serve has a tool to assist us in placing students in level appropriate math groups. There are students who are being exposed to a grade level above in math while students who have shown to be at risk in math receive a variety of interventions. DIBELS and DORA are tools that are utilized to assist us in charting students' levels in reading fluency and comprehension. Title I classes are formed through this method of assessment. Our teachers use a magnitude of teacher-made assessment and curriculum based assessments. Teachers are given the latitude of individualizing assessments for different students.

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Remediation Plan

All incoming students are assessed through a 45-day screener. Assessments in reading, writing and math are also administered to all new students and ALL students at least four times during the school year. This process will ensure that there is an on-going process to keep students from "falling through the cracks". The RTI team reviews benchmark data and classroom data with each teacher at least once a month and it is then determined whether or not a student should receive classroom based interventions to focus on the specific needs of that child based upon a disaggregation of the data. Most students who are identified as requiring intervention are serviced at least 2 – 3 times a week. When a student responds positively towards interventions, we continue this process. In the case where a student responds negatively, we move towards special education assessments. Teachers offer study halls and tutoring help on their own time at school during lunch, preps and before and after school.

Promotion and Retention Plan

Pathway uses a variety of criteria to determine retention and promotion. This looks much different at the K-2 level than it does at the junior high level, for example. Factors that are taken into consideration include, but are not limited to: character, social needs, academic concerns, attendance and parent and teacher input. In addition, we also use DORA (reading comprehension for grades 3 – 12, DIBELS, Reading Inventory, Math Fact Assessments for K- 6, 6 Traits, and Fast Math for our main benchmarks assessments. Students are required to demonstrate proficiency in Math by scoring 70% or higher on bench marks. As for reading, a child is expected to be reading at grade level, as measured by DORA. If a child is more than one year behind at the end of the school year, a discussion with the family will address the possible retention and/or additional help. In addition to this, the junior high retention policy indicates that we will convene a retention team when a student receives more than one failing grade per semester. Benchmarks, summative and formative assessments and needs for RTI are also taken into account. As for high schools students, we follow the graduation requirements of the State Board for Education.

Class Sizes

Target class sizes for grades are as follows:

- Kindergarten- 25 students with instructional assistant support
- 1st-2nd grade- 25 students
- 3rd-4th grade- 28 students
- 5th-6th grade- 30 students
- 7th-12th grade- 35 students

In the younger grades, we place a high emphasis on the developmental needs of students. Having smaller class sizes, allows the teacher to have ample opportunity to do individual check-ins with the students. As students become older, we are open to increase the class size in attempt to teach students to be proactive and self-learning in a growing and independent society.

Question # 16 section 1a & 2a

Reading Sequoia Pathway Academy

5/15/2013

	Benchmark 3 2012 *	Benchmark 3 2013*	Change from 2012 - 2013	Avg. BM Improvement All Grades	Percentage M or E AIMS 2012	Predicted Percentage M & E AIMS 2013	Improvement AIMS 2012 vs 2013
GRADE 3	49.40%	77.30%	27.90%		85%	Large Increase	
GRADE 4	46.60%	85.10%	38.50%		78%	Large Increase	
GRADE 5	51.40%	66.70%	15.30%		81%	Large Increase	
GRADE 6	60%	68.30%	8.30%		83%	Large Increase	
GRADE 7	55.20%	67.20%	12.00%		78%	Large Increase	
GRADE 8	55.40%	51.50%	-3.90%		71%	same or decrease	
GRADE 10	29%	55.60%	26.60%		73%	94%***	21%***
				17.81%			

* Percentage of students who meet or exceeded grade level expectations in reading using DORA assessments.
A norm reference test. Results are compared to AIMS for 2012 and predicts AIMS 2013 *** Actual AIMS results.

Math Sequoia Pathway Academy

	Benchmark 3 2012**	Benchmark 3 2013**	Change from 2012 - 2013	Avg for All Grades	Percentage M or E AIMS 2012	Predicted Percentage M or E AIMS 2013	Improvement AIMS 2012 vs 2013
GRADE 3	50.00%	68.20%	18.20%		75%	Large Increase	
GRADE 4	53.30%	56.70%	3.40%		70%	Increase	
GRADE 5	47.90%	51.70%	3.80%		67%	Increase	
GRADE 6	43.10%	47.60%	4.50%		60%	Increase	
GRADE 7	35.10%	45.30%	10.20%		61%	Large Increase	
GRADE 8	26.60%	28.80%	2.20%		50%	small Increase	
GRADE 10	9.40%	33.30%	23.90%		36%	67%***	31%***
				9.46%			

**Percentage of students who meet or exceeded grade level expectations using Fast Fast assessments
A criterian Reference assessment that has a very high correlation to AIMS. *** Actual Results

Question # 16 section 1b

PATHWAY MATH

BOTTOM 25% GROWTH ON BENCHMARKS

	Number of BOTTOM 25% Students 2011-2012*	AVE GROWTH BENCH 1 to 3 for 2011-2012******	Percentage meeting END of YEAR GOAL 2012****	Number of BOTTOM 25% AIMS 2012	2012 STATE AIMS Bottom 25% GROWTH	Number of BOTTOM 25% Students 2012-2013*	AVE % GROWTH BENCH 1 to 3 for 2012-2013***	Percentage meeting END of YEAR GOAL 2013	Percentage Meet or Exceed on AIMS 2013
GRADE 3	16	21%	0%	15	51	21	29.62	23.80%	
GRADE 4	7	22%	14.30%	8	43.5	10	13.53	0%	
GRADE 5	13	12%	0%	13	30	14	11.93	7.10%	
GRADE 6	18	14%	5.60%	16	52	17	9.25	5.90%	
GRADE 7	13	13%	7.70%	15	51	27	18.98	14.80%	
GRADE 8	12	6%	0%	17	52	39	15.18	9.40%	
GRADE 10	18	10%	11.10%	3	53	9	8	12.50%	50%
TOTAL STUDENTS	97			87		137			

PATHWAY READING

BOTTOM 25% GROWTH ON BENCHMARKS

	Number of BOTTOM 25% Students 2011-2012*	AVE GROWTH BENCH 1 to 3 for 2011-2012**	Percentage Meeting END of YEAR GOAL 2012	Number of BOTTOM 25% AIMS 2012	2012 STATE AIMS Bottom 25% GROWTH	Number of BOTTOM 25% Students 2012-2013*	AVE GROWTH BENCH 1 to 3 for 2012-2013***	Percentage Meeting END of YEAR GOAL 2013	
GRADE 3	17	2.72	27.80%	16	57	27	1.56	30.00%	
GRADE 4	15	2.79	26.70%	14	44	9	0.97	27%	
GRADE 5	16	1.34	11.10%	15	34	16	1.46	36.80%	
GRADE 6	17	3.47	17.60%	15	50	26	1.21	20.00%	
GRADE 7	15	1.98	6.70%	13	21	14	1.1	12.50%	
GRADE 8	12	2.78	12.50%	12	43	23	1.01	0.00%	
GRADE 10	6	1.39	NA**	4	60.5	8	0.11	0% ******	86%
TOTAL STUDENTS	98			89		123			

*Identified Bottom 25% are the lowest scoring students in the school based on Benchmark 1 performance across grade levels

** Percent of increase from BM1 to BM3

** None of the targetted/tracked students were present for the 3rd Benchmark

*** Improvemein reading comprehension in No. of grade levels for 75% of the yr.

***** BM3 is adminsiter in February (75% of the school yr.)

****** End of year goal is 10.83 GLE, IAMS has a much lower standard

PATHWAY MATH

ALL STUDENTS GROWTH ON BENCHMARKS

	Number of All Students 2011-2012*	AVE GROWTH BENCH 1 to 3 for 2011-2012	ATTAINMENT OF END of YEAR GOAL 2012	Number of All Students AIMS 2012	2012 STATE AIMS MEDIAN GROWTH	Number of All Students 2012-2013*	AVE GROWTH BENCH 1 to 3 for 2012-2013	ATTAINMENT OF END of YEAR GOAL 2013
GRADE 3	70	22.6	50.00%	76	52	88	26.08	68.20%
GRADE 4	45	22.22	53.30%	57	44	66	15.94	56.70%
GRADE 5	59	14.72	47.90%	72	45	60	15.7	51.70%
GRADE 6	51	15.57	43.10%	71	51	80	10.74	47.60%
GRADE 7	55	8.88	35.10%	65	41.5	64	15.18	45.30%
GRADE 8	45	10.64	26.60%	62	42	65	13.26	28.80%
GRADE 10	27	9.15	9.40%	34	28	24	8.54	33.30%
TOTAL STUDENTS	352			437		447		

*Identified Bottom 25% are the lowest scoring students in the school based on Benchmark 1 performance across grade levels

Pathway

Percentage of Free & Reduced FAY students Who Meet or Exceed on MATH (AIMS) for 2011-2012 (Based on 2012-2013 Status)

Statistics

PASS_FAIL

N	Valid	132
	Missing	0

PASS_FAIL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT PASS	63	47.7	47.7	47.7
	PASS	**69**	**52.3**	**52.3**	100.0
	Total	132	100.0	100.0	

Percentage of Free & Reduced FAY students Who Meet or Exceed on Reading (AIMS) at Pathway for 2011-2012 (Based on 2012-2013 Status)

Statistics

PASS_FAIL

N	Valid	127
	Missing	0

PASS_FAIL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT PASS	33	26.0	26.0	26.0
	PASS	**94**	**74.0**	**74.0**	100.0
	Total	127	100.0	100.0	

Sequoia Pathway Academy

Subgroup ELL

There were less than 10 ELL students.

Subgroup SPED

Grade	2012 M/E AIMS Math	2013 M/E AIMS Math
10	25%	33%

Grade	2012 M/E AIMS Reading	2013 M/E AIMS Reading
10	0%	66%

Graduation Rate:

May 2012 marked the second year of actual high school students.

According to the Dash Board the grad rate is reported to be 47%

However, we have found four (4) errors in our school reporting to ADE.

Resulting 61.5% as the correct graduation rate. The corrections have already been submitted to ADE.

Roster Report Summary

Arizona's
Instrument to Measure Standards
High School (AIMS HS)

Test Date: Spring 2013

Dist-Sch #: 081052-090377
School Name: SEQUOIA PATHWAY ACADEMY
District Name: EDKEY, INC. - SEQUOIA RANCH SCHOOL CHARTER

School: SEQUOIA PATHWAY ACADEMY

Cohort: 2015

Performance Levels		Mathematics			
PASS	4 EXCEEDS	11% 4 Students			
PASS	3 MEETS	57% 20 Students			
	2 APPROACHES	17% 6 Students			
	1 FALLS FAR BELOW	14% 5 Students			
	Students with Valid Results	35			
	Mean Scale Score	497.3			
	Target Score Met[1]	0% 0 Students			

Purpose
The AIMS HS is administered to determine a student's degree of competency in the Arizona Academic Standards for writing, reading, mathematics, and science. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

Students with no valid attempt or whose test results were invalidated are not included in this summary report.

[1]Achievement of the target score or higher on AIMS indicates a student is likely to be successful in the future with Arizona's Common Core Standards. These target scores were calculated for Grades 3-7 by the National Center for Educational Achievement (NCEA) which is a department of ACT, Inc., a not-for-profit organization. The target score for Grade 10 was calculated using a similar methodology by the ADE.

051313-Z4501300-081052090377-**0000005**

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District Of Attendance 13-87-05 EDKEY, INC. - SEQUOIA RANCH SCHOOL **School Of Attendance :** 005 SEQUOIA PATHWAY ACADEMY

Grade	Report Period	Membership Days	Absence Days	Absence Rate	Reported ADM	Reported ADA	Pvt Paid/Over 21 Membership Days
	Y T D	73746.25	3685.25	5.0%	737.4625	700.6100	

SDSUPP72

Arizona Department Of Education

Aggregated Counts of Students NCLB1 and NCLB2 Indicators

Print Date: 05/15/2013 11:24:09

Requesting District ID: 13-87-05

Requesting District Name: Edkey, Inc. - Sequoia Ranch School

Fiscal Year: 2012

School CTDS	School Name	K-3 NCLB1 Indicator Students	K-3 NCLB2 Indicator Students	NCLB1 Indicator Students	NCLB2 Indicator Students	Special Assistance Indicator
13-87-05-003	Children First Academy - Phoenix	225	0	432	0	N
13-87-05-004	Children First Academy - Tempe	131	0	239	0	N
13-87-05-005	Sequoia Pathway Academy	123	28	294	81	N
13-87-05-001	Sequoia Ranch	11	1	64	4	N