A.2 Target Population

The anticipated student population will be students in an existing language immersion preschool, BeiBei Amigos Language Preschool, existing students in Arizona Language Preparatory a K-2 private school and new students from the local attendance area and from across the valley. Currently, since the school is centrally located in north Phoenix close to the 101 freeway and 7th Street, we have a diverse group of parents who come from both the east and west sides of the Valley. These parents believe in our philosophy and want their children to be tri-lingual. Their test scores and other data are impossible to determine.

Presently we have between eight to ten students who move from our preschool into our private kindergarten each year. As our preschool grows our incoming kindergarten population will also grow. Parents want their children to continue to learn Mandarin, Spanish and English. Word of mouth seems to be our greatest marketing tool; our preschool continues to grow with minimal advertising.

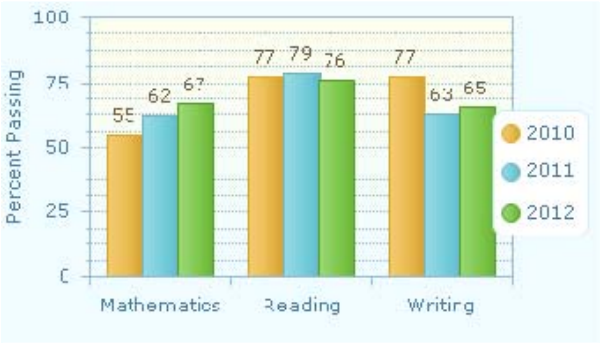
The popularity and growth of immersion schools is growing valley wide. School districts such as Anthem, Cave Creek and Scottsdale have Mandarin or Spanish partial immersion programs and they continue to grow each school year while school districts fight for increased ADM.

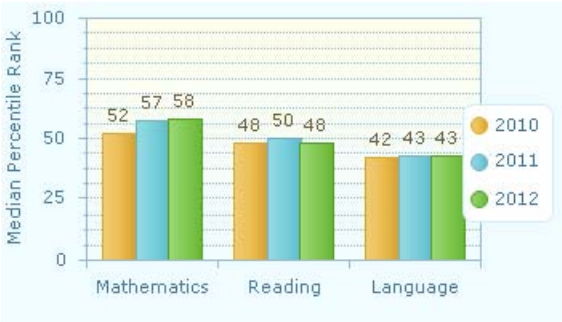
The attendance area data for both zip codes 85024 and 85022 show that poverty is at 7.5 and 76% of households speak Spanish at home.

The school is anticipating to have a sizable amount of children who are in poverty and English Language Learners, therefore the school will be using formative and summative assessments in math and reading, Galileo, AIMS Web, running records, Stanford-10 and AIMS assessments to track and ensure student achievement in the target population.

The schools that share the same attendance area are all in the Paradise Valley School District. To the west and south is Cactus View Elementary, to the north is Eagle Ridge Elementary and to the east and south is Echo Mountain Primary.

Eagle Ridge has been given a letter grade of “B” The AIMS and Stanford-10 scores are as follows:





Eagle Ridge has a diverse ethnic make-up serving mostly Hispanic and Caucasian students. 11%

are English Language Learners and 36 % receive free lunch.

Students

Eagle Ridge

Student Ethnicity

Ethnicity	This School	State Average
White	61%	45%
Hispanic	29%	41%
Black	6%	6%
Asian	3%	3%
American Indian or Alaska Native	2%	6%

Source: AZ Dept. of Education, 2007-2008

Cactus View also has a diverse ethnic make-up serving mostly Hispanic and Caucasian students. 10% are English Language Learners and 52 % receive free lunch.

Students

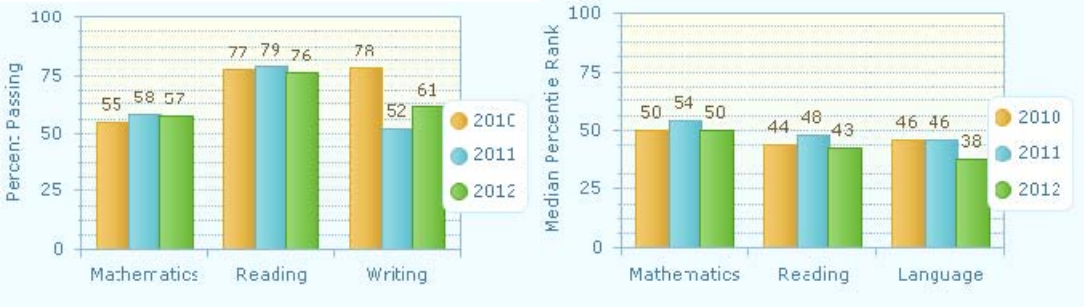
CACTUS VIEW

Student Ethnicity

Ethnicity	This School	State Average
White	63%	45%
Hispanic	23%	41%
Black	8%	6%
American Indian or Alaska Native	4%	6%
Asian	2%	3%

Source: AZ Dept. of Education, 2007-2008

Cactus View has received a letter grade of "C" from the Arizona Department of Education. The AIMS and Stanford-10 scores are as follows:



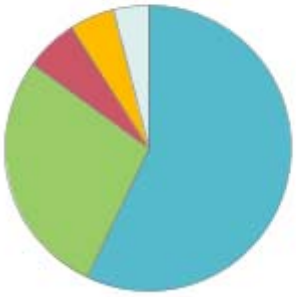
Cactus View's scores have gone down from the previous year.

Echo Mountain also has a diverse ethnic make-up serving mostly Hispanic and Caucasian students. 40% are English Language Learners and 70 % receive free lunch.

Ethnicity subgroups are as follows:

Students

Student Ethnicity

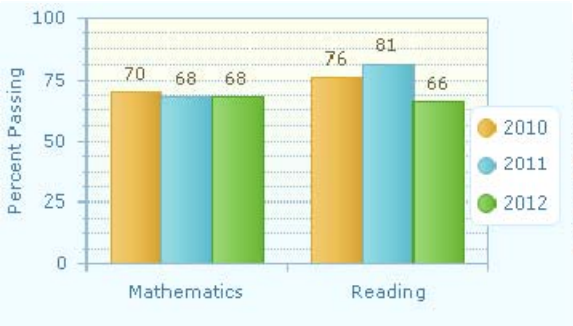


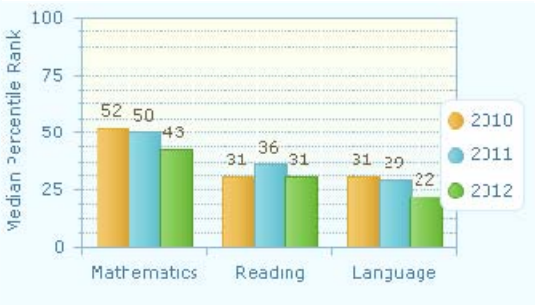
Echo Mountain Primary

Ethnicity	This School	State Average
Hispanic	57%	41%
White	28%	45%
Black	6%	6%
American Indian or Alaska Native	5%	6%
Asian	4%	3%

Source: AZ Dept. of Education, 2007-2008

Echo Mountain has received a letter grade of "B" from the Arizona Department of Education. The AIMS and Stanford-10 scores are as follows. There Annual measureable goals also were not met.





The following data below was used to generate the Expected/Predicted Baseline Based on Enrollment of Target Population.

Pupil Achievement

Because our target population will include children where Spanish is their first language, ALP has developed child centered instructional programs such as guided reading in small groups and math with teacher guidance. Math is also taught in small groups. Individualized programs of instruction, tutoring after school will be provided. Utilizing small class sizes, teachers, through continuous assessment in guided reading and math, group students in teacher led guided groups in both math and Language Arts. Each student's achievement is monitored on a daily basis.

Continuous running record reading assessments are given to each student in order that teachers and parents know exactly what reading level each student is at in all three languages. Ongoing math assessments will drive grouping in guided math groups. Assessments drive instruction and at any time parents and teachers will know exactly where each student is academically using the Individualized Learning Plan.

Each student will have learning targets written into their Individualized Learning Plan. The teacher will use a beginning benchmark assessment in math, reading and writing to ascertain each student's level in all three subjects . Then SMART goals will be made for each child's learning journey. This will be done quarterly and recorded on their Individualized Learning Plan.

ALP also provides after school tutoring for any children who might be falling behind. Failure is not an option at ALP, every child is monitored to ensure each student's academic success.

If more parents want to enroll than we have space we will have a lottery to ensure fair placements.

Class Size

The school will also provide low class sizes not to exceed 23 students per class with an additional .5 FTE instructional assistant and parent volunteers. The student to teacher ratios will be 23:1 allowing students more individualized contact with the teacher and instructional assistant. The small class sizes will ensure that our target population will receive small group instruction from the teachers. The small class sizes will also allow the teachers to provide differentiated instruction and provide more individualized instruction for the target population. Low class sizes will also allow the teachers to have one-on-one individualized daily conferences with students ensuring student achievement in the Common Core Standards.