A.2
Targeted Population

The mission of Colegio Petite Phoenix is to provide a rich, bilingual K-8 environment that offers a robust program of academics steeped in arts, multi-cultural experiences, and technology. Our vision is that every student will leave the 8th grade academically and socially fluent in at least two languages along with a strong academic foundation that ensures their subsequent success in high school, college, and the global market.

The impetus for this school has been a collaborative project between the administration of LBM, its active PTO, and the Leona Group. Currently serving over 170 students, with 75 more on a wait list, LBM needs a feeder program for its graduates. Its stakeholders also deeply desire a choice for a K-8 program that continues the bilingual mission of the pre-school, offers stellar academics, and is an environment rich in multi-cultural respect and global awareness. The current, public K-8 options in the area simply do not meet the perceived needs of the LBM community. For the past two years, many LBM graduates have gone on to attend traditional kindergarten programs at a variety of campuses. Some have attempted to attend traditional campuses that offer small Spanish instruction programs at their site, but the majority of parents report disappointment in those options. By the time this proposed campus opens, we will have a LBM enrollment base that includes graduates wanting to fill K-2 spaces. Many of those students have attended Biltmore Preparatory Academy, but they are unhappy with having to choose between a full-day of instruction in either Spanish or English for their children, forcing them to give up their Spanish development or their movement into English classrooms. Some parents have tried Madison Traditional Academy's back-to-basics program. Although it is an excellent school, second language development simply is not central to its mission/vision. The Mercury Mine Elementary School (serving Pre-K through 6) is another fantastic program for Core Knowledge and technology/science, but they do not offer dual language opportunities. Also, another bilingual FLITE elementary campus in the area, Sandpiper Elementary, recently closed, having served K-2 students. By the time this proposed campus opens, those displaced children will need bilingual opportunities in grades 2-4. Additionally, many parents in the area are paying private school tuition at a variety of Spanish immersion programs for grades K-5, which would feed this program's grades 2 – 6. There are also a variety of other bilingual schools in neighboring districts from which we may draw boundary-exemption students: Pueblo Elementary in Scottsdale (serving Pre-K to 5), Desert Willow in Cave Creek (serving K-6), and the Osborn District (serving K-8).

A review of the data from the targeted populations of neighboring schools evidences a majority of high-performing students at both Madison Traditional and Mercury Mine Academies with a small subset of students (an average of 10%) who are approaching or falling far below the standard. AIMS pass rates from Biltmore Preparatory Academy are far less glowing, revealing reading pass rates spanning from 72% to 94% and math pass rates spanning from 60% to 90%. Additionally, parents and teachers of students from LBM who currently participate in K-2 programs at Biltmore Preparatory Academy informally report that LBM alum are performing at least one grade level above their age-matched peers in academic areas and general school-readiness. Because these children have not yet reached the AIMS-tested 3rd grade, we are not able to provide those results at this time. We believe that the programs offered at our school

would provide challenging, attainable learning opportunities for students throughout the entire spectrum of achievement present in comparable programs. It is important to recognize that although Mercury Mine and Madison Traditional Academies have very few ELL students, Biltmore Preparatory Academy identifies 40% of its overall population as English Language Learners. We have provided research from the Osborn District at the end of this document to evidence the increased performance for its dual-language students over English-only and SEI models. Osborn's findings lend strong support in illustrating how our program can successfully serve both ELL and mainstream populations effectively. We believe that the research from Berens, Kovelman, Petitto, and the Migrant and Seasonal Head Start Quality Improvement Center supports (see A.1) that our language-rich instructional approach will greatly impact this population's successful and accelerated academic and language development. Finally, comparable campuses have free-reduced populations that span from 16% (Madison Traditional), to 20% (Mercury Mine), to 83% (Biltmore Preparatory). Laura-Ann Petitto's research suggests that our program could be a powerful one to bridge the socio-economic achievement gap, as it states, "Early schooling in two languages simultaneously affords young bilingual children a reading advantage and may also ameliorate the negative effect of low socioeconomic status on literacy" (Petitto, 2009).

Many of our curricular products and programs have sophisticated instructional elements that will support teachers and administration in helping all students grow and achieve to their potentials. These products were selected with a wide range of students in mind with varying academic abilities, language abilities, learning styles, and motivation levels. Journeys 2014 and Envision provide teachers with tiered practice materials to support differentiation in the classroom. Both Journeys and Envision offer parent/student portal options so that students can continue their studies easily from home and parents can support them in those efforts. Both Journeys 2014 and Benchmark Literacy include leveled readers with their products across a wide variety of topics to ensure that students reading abilities and interests are matched by appropriate reading materials. Both Reading Horizons and Dreambox are online intervention products that allow a teacher and/or parent to assign standards to students that have not yet been mastered to truly tailor their remediation experience. Those programs also allow students to work ahead of grade level to provide equal enrichment learning opportunities for advanced students. The daily 45 minutes slated for teachers to deliver these interventions, outside of general instructional time, are providing the invaluable opportunity for RtI to truly operationalize and serve all students. The time, combined with the rich instructional resources, will help all teachers realize RtI for all kids – and help all students realize success for every standard. Most essentially, our streamlined master schedule allows for seamless movement of students between grade level courses when they need advancement and enrichment. Allowing students to work in grade levels beyond their chronological grade assignment will address the Tier 1 needs of our advanced/gifted students in new and exciting ways. We believe that the curricular products, combined with our daily schedules and instructional supports, will improve pupil achievement for ALL children.

Our campus offers two distinct paths of programming so that non-bilingual children and their parents can be invited into a dual language elementary. Path 2 is designed to transition children from non-bilingual backgrounds to the campus, provide an intense, immersion year, then (when each child is ready), move them into the Path 1 environment. This opens wide opportunities for enrollment without compromising the progress of students who have been a part of the LBM or site program for years. Although the site will be located in the Arcadia area, it will be open to students from anywhere in the Valley. Additionally, we believe that our strong framework for RtI (outlined in our master schedule) will be powerful in helping any student who struggles academically, in any language, rise to grade-level proficiency. Because all of our teachers will be trained in and using the instructional strategies of the SIOP model to support language acquisition and development, all students will be positioned to thrive in their courses. As an

extension of the SIOP interaction component, teachers will also be trained on and supported in implementing precision partnering in every course to offer linguist scaffolding for all students.

The anticipated class size is an average of 25 students per class with a teacher/student ratio of 1/25 (based solely on full-time, general education teachers). A review of teacher/student ratios from the comparative school data that we provided in this application reveals that our 1:25 ratio is appropriate. Biltmore Preparatory Academy has a 1:17 ratio, Mercury Mine has a 1:18 ratio, and Madison Traditional Academy has a 1:25 ratio. This, alongside the innovative school schedule that plans for simultaneous instruction of all core contents and tiered curricular products, will allow for a full RtI structure that recognizes and addresses every student's individual language and academic needs. This arrangements seeks not only to improve academic achievement of students who are struggling in math, writing or reading . . . it equally endeavors to allow advanced content challenges in math, writing, or reading to work grade levels beyond their chronological grade assignment when appropriate. As you will see below, there is a distinct need in this community to offer both advanced, accelerated learning opportunities and targeted interventions to many of its students.

Madison Traditional Academy K-8 (Madison School District)

Student Demographics and AIMS Results

Student Ethnicity

Ethnicity	This School	State Average
White	78%	45%
Hispanic	14%	41%
Black	6%	6%
Unspecified	2%	n/a

Student Subgroups

	This School	State Avera
Students eligible for free or reduced-price lunch program[1]	16%	51%

Source: [1]AZ Dept. of Educat

AIMS Scores: % meeting or exceeding standards

Grade 3

Reading

97% (2012)
91% (2011)
98% (2010)
93% (2009)
84% (2008)
Data not available for this school (2007)

The state average for Reading was 75% in 2012.

Writing

93% (2009)
96% (2008)
Data not available for this school (2007)

The state average for Writing was 79% in 2009.

Math

94% (2012)
95% (2011)
96% (2010)
90% (2009)
77% (2008)
Data not available for this school (2007)

The state average for Math was 69% in 2012.

Grade 4

Reading

92% (2012)
95% (2011)
94% (2010)
89% (2009)
89% (2008)

The state average for Reading was 75% in 2012.

Science

92% (2012)
93% (2011)
90% (2010)
84% (2009)
88% (2008)

The state average for Science was 63% in 2012.

Writing

93% (2009)
96% (2008)

The state average for Writing was 83% in 2009.

Math

89% (2012)
97% (2011)
92% (2010)
89% (2009)
85% (2008)

The state average for Math was 67% in 2012.

Grade 5

Reading

97% (2012)
97% (2011)
95% (2010)
94% (2009)

The state average for Reading was 78% in 2012.

Writing

82% (2012)
86% (2011)
93% (2010)
97% (2009)

The state average for Writing was 56% in 2012.

Math

93% (2012)
93% (2011)
95% (2010)
100% (2009)

The state average for Math was 63% in 2012.

Grade 6

Reading

98% (2012)
98% (2011)

90% (2010)
The state average for Reading was 80% in 2012.

Writing
70% (2012)
83% (2011)
87% (2010)
The state average for Writing was 56% in 2012.

Math
87% (2012)
90% (2011)
97% (2010)
The state average for Math was 61% in 2012.

Grade 7

Reading
98% (2012)
100% (2011)
The state average for Reading was 84% in 2012.

Writing
77% (2012)
70% (2011)
The state average for Writing was 52% in 2012.

Math
96% (2012)
89% (2011)
The state average for Math was 62% in 2012.

Grade 8

Reading
94% (2012)
The state average for Reading was 72% in 2012.

Science
94% (2012)
The state average for Science was 68% in 2012.

Writing
The state average for Writing was 86% in 2009.

Math
88% (2012)
The state average for Math was 57% in 2012.

Source: AZ Dept. of Education, 2011-2012

Biltmore Preparatory Academy K-8 (Creighton School District)

Student Demographics and AIMS Results

Student Ethnicity

Ethnicity	This School	State Average
Hispanic	72%	41%
White	15%	45%
Black	7%	6%
American Indian or Alaska Native	4%	6%
Asian	1%	3%
Unspecified	1%	n/a

Source: AZ Dept. of Education, 2007-2008

Student Subgroups

	This School	State Avera
Students eligible for free or reduced-price lunch program[1]	83%	51%
English language learners[1]	40%	14%

Home Languages of English Learners

Language	This School	State Average
Spanish	93%	81%
Other Non-Indian	3%	1%
English	2%	12%
Kirundi	1%	<1%
Navajo	<1%	2%
Somali	<1%	<1%
Yugoslavian	<1%	<1%
		Source: AZ Dept. of Education, 2007-2008

Scale: % meeting or exceeding standards

Grade 3

Reading

77% (2012)
81% (2011)
80% (2010)
67% (2009)
51% (2008)
69% (2007)

The state average for Reading was 75% in 2012.

Writing

67% (2009)
38% (2008)
76% (2007)

The state average for Writing was 79% in 2009.

Math

77% (2012)
78% (2011)
70% (2010)
75% (2009)
59% (2008)
80% (2007)

The state average for Math was 69% in 2012.

Grade 4

Reading

82% (2012)
67% (2011)
64% (2010)
53% (2009)
57% (2008)
49% (2007)

The state average for Reading was 75% in 2012.

Science

79% (2012)
56% (2011)
64% (2010)
41% (2009)
37% (2008)

The state average for Science was 63% in 2012.

Writing

56% (2009)
37% (2008)
60% (2007)

The state average for Writing was 83% in 2009.

Math

82% (2012)
52% (2011)
59% (2010)
54% (2009)
67% (2008)
59% (2007)

The state average for Math was 67% in 2012.

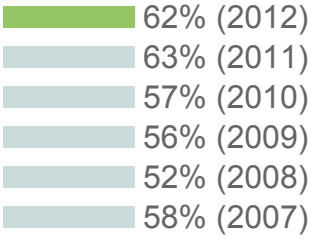
Grade 5

Reading

72% (2012)
75% (2011)
57% (2010)
55% (2009)
50% (2008)
59% (2007)

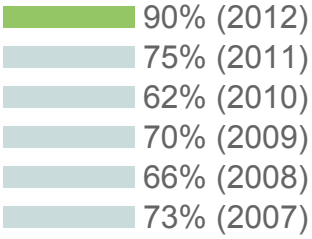
The state average for Reading was 78% in 2012.

Writing



The state average for Writing was 56% in 2012.

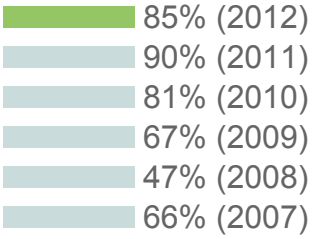
Math



The state average for Math was 63% in 2012.

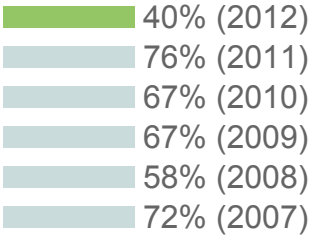
Grade 6

Reading



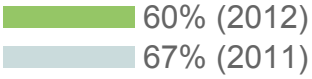
The state average for Reading was 80% in 2012.

Writing



The state average for Writing was 56% in 2012.

Math



71% (2010)
71% (2009)
51% (2008)
59% (2007)
The state average for Math was 61% in 2012.

Grade 7

Reading
89% (2012)
88% (2011)
80% (2010)
82% (2009)
69% (2008)
64% (2007)
The state average for Reading was 84% in 2012.

Writing
78% (2012)
65% (2011)
60% (2010)
68% (2009)
61% (2008)
75% (2007)
The state average for Writing was 52% in 2012.

Math
78% (2012)
65% (2011)
70% (2010)
76% (2009)
79% (2008)
71% (2007)
The state average for Math was 62% in 2012.

Grade 8

Reading
94% (2012)
94% (2011)
77% (2010)
79% (2009)
62% (2008)

61% (2007)
The state average for Reading was 72% in 2012.

Science
88% (2012)
88% (2011)
61% (2010)
77% (2009)
55% (2008)
The state average for Science was 68% in 2012.

Writing
84% (2009)
62% (2008)
62% (2007)
The state average for Writing was 86% in 2009.

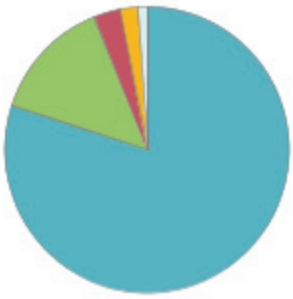
Math
88% (2012)
94% (2011)
56% (2010)
77% (2009)
57% (2008)
56% (2007)
The state average for Math was 57% in 2012.

Source: AZ Dept. of Education, 2011-2012

Mercury Mine Elementary (Paradise Valley Unified Schools)

Student Demographics and AIMS Results

Student Ethnicity



Ethnicity	This School	State Average
White	80%	45%
Hispanic	14%	41%
Black	3%	6%
Asian	2%	3%
Unspecified	1%	n/a

Source: AZ Dept. of Education, 2007-2008

Student Subgroups

	This School	State Avera
Students eligible for free or reduced-price lunch program[1]	20%	51%
English language learners[1]	3%	14%

Home Languages of English Learners

Language	This School	State Average
Spanish	76%	81%
English	24%	12%

Source: AZ Dept. of Education, 2007-2008

Scale: % meeting or exceeding standards

Grade 3

Reading

87% (2012)
92% (2011)
93% (2010)
89% (2009)
91% (2008)
89% (2007)

The state average for Reading was 75% in 2012.

Writing

91% (2009)
95% (2008)
94% (2007)

The state average for Writing was 79% in 2009.

Math

77% (2012)
87% (2011)
83% (2010)
92% (2009)
87% (2008)
86% (2007)

The state average for Math was 69% in 2012.

Grade 4

Reading

96% (2012)
94% (2011)
88% (2010)
87% (2009)
95% (2008)
84% (2007)

The state average for Reading was 75% in 2012.

Science

90% (2012)
87% (2011)
88% (2010)
81% (2009)
87% (2008)

The state average for Science was 63% in 2012.

Writing

96% (2009)
92% (2008)
93% (2007)

The state average for Writing was 83% in 2009.

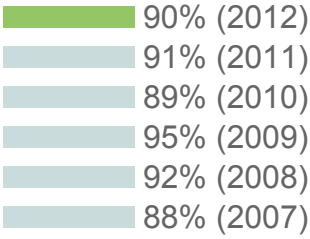
Math

89% (2012)
87% (2011)
83% (2010)
88% (2009)
93% (2008)
87% (2007)

The state average for Math was 67% in 2012.

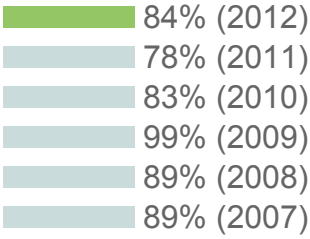
Grade 5

Reading



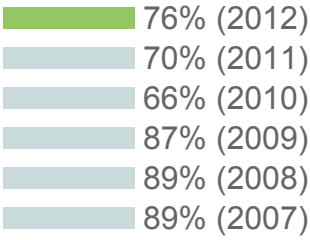
The state average for Reading was 78% in 2012.

Writing



The state average for Writing was 56% in 2012.

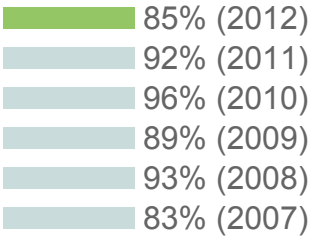
Math



The state average for Math was 63% in 2012.

Grade 6

Reading



The state average for Reading was 80% in 2012.

Writing

75% (2012)
78% (2011)
91% (2010)
96% (2009)
92% (2008)
88% (2007)

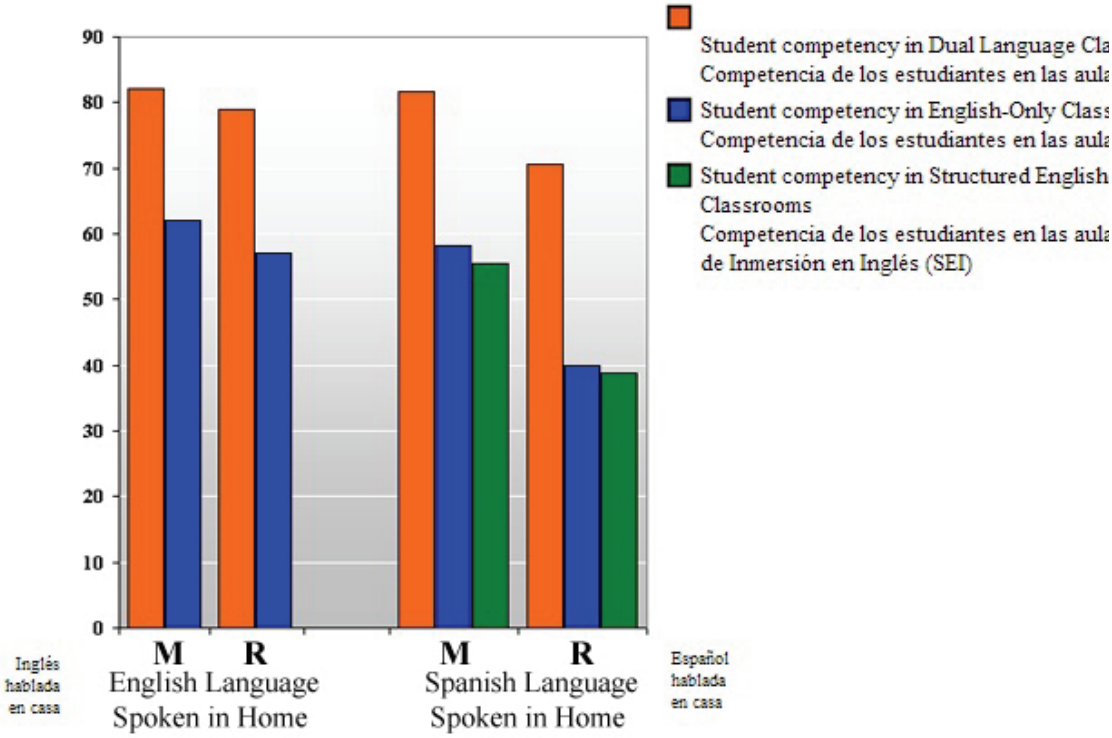
The state average for Writing was 56% in 2012.

Math

74% (2012)
73% (2011)
68% (2010)
83% (2009)
90% (2008)
82% (2007)

The state average for Math was 61% in 2012.

Source: AZ Dept. of Education, 2011-2012



Two languages are better than one are the indications of data from Osborn School District's Dual Language program. Students are given the opportunity to learn all of their academic content in two languages, alternating between total immersion classrooms in Spanish and English. Some parents are concerned children might lose their English or fall behind academically when learning their subjects in Spanish. Not so, Osborn data show that a higher percentage of children who participate in the Dual Language program are proficient on AIMS than their peers in English-only classrooms - regardless of their home language.

Dos idiomas son mejores que una son la
indicaciones de los datos del programa
en el Distrito Escolar de Osborn. Allí los
tienen la oportunidad de aprender todo
académico en dos idiomas, alternando e
de inmersión total en español y en inglé
padres piensan que niños perderían su i
quedarse atrás cuando el aprendizaje a
temas en español- pero no es la realida
Osborn muestran que un mayor porcent
que participan en el programa son profic
AIMS que sus pares en las aulas adonde
solamente - independientemente de su