A.2 Target Population

Incito Schools proposes to target all students seeking an alternative to a traditional school setting, including, but not limited to Special Education students, English Language Learners, students in need of behavioral support, as well as college and trade school bound students. We will foster a fully inclusive environment, welcoming all students regardless of academic, social, or behavioral needs. This affirms our core belief that every child has unlimited potential and the ability to increase his or her capacity to learn, given the right innovation. We consider it a privilege to be surrounded by children and believe that every child deserves the opportunity to have a teacher who loves and cares for him or her unconditionally. We recognize that parents are a child's first and most important teacher. When parents and teachers work together, the result is a resounding success unparallel to an environment of disjointed stakeholders. It will be critical for us to involve as many parents, family, and community members as possible in the daily life and operation of our proposed school. We understand everyone is unique and we respect and value the diversity of every classroom and its students. Our target population will include any family who seeks to have their children involved in real-world learning and true to life experiences. Each real-life experience will reflect a specific meaning, purpose, and value to encourage families to truly believe that learning is a lifelong process.

We are specifically targeting families living in Goodyear, Buckeye, and Tolleson, AZ. Through our extensive research on local demographics we have concluded approximately 20% of these families are below the poverty line. On average, nearly 89% of these families noted Spanish as their primary home language. Approximately 70% of the students in elementary school districts (Tolleson, Avondale, Littleton, and Buckeye) are part of the Free or Reduced Lunch program. Furthermore, approximately 20%+ of the students in these districts are labeled as English Language Learners and the student ethnicity is approximately 69% Hispanic, 20% White, 6% Black, 2% Asian, and 3% Other. We see the truth that every child has brilliance within them. It is our job as educators to uncover the artistry that sets each student apart from another.

Upon approval, Incito Schools will reside in Maricopa County in the city of Goodyear, AZ. This is an exciting opportunity to infuse school choice into another city. The nearest elementary school districts include:

- Avondale Elementary School District #44
  - Demographics: The total population stands at 5,868 of which Hispanics represent 61%, Whites represent 28%, African Americans represent 8%, others represent 3%. The poverty rate stands at 18%. Over 60% of the students are economically disadvantaged.

- Tolleson Elementary School District #17
  - Demographics: The total population stands at 2,626 of which Hispanics represent 80%, Whites represent 8%, African Americans represent 8%, others represent 4%.

The poverty rate stands at 24%. Over 77% of the students are economically disadvantaged.

- Littleton Elementary School District #65
  - Demographics: The total population stands at 4,764 of which Hispanics represent 69%, Whites represent 15%, African Americans represent 12%, others represent %. The poverty rate stands at 18%. Over 73% of the students are economically disadvantaged.
- Buckeye Elementary School District #33
  - Demographics: The total population stands at 4,182 of which Hispanics represent 55%, Whites represent 34%, African Americans represent 8%, others represent %. The poverty rate stands at 16%. Over 60% of the students are economically disadvantaged.

The nearest cities include Phoenix, Tolleson, Buckeye, Avondale, and Surprise. We are not limiting our Charter to these surrounding cities, rather extending the miles to any family who desires their children to become a part of our grand vision—to *establish a standard for educational excellence*.

Our deepest aspirations are to provide authentic, real world situations and experiences that prepare these students for college bound futures. We will commit ourselves to this noble task every day when we enter the school's driveway, where the marker reads—educational excellence for every child. We believe our academic programs will accomplish this aspiration. The curriculum we have chosen and teachers who are committed to our learners will support in the accomplishment of these aspirations. We foresee a day when Incito Schools opens its doors and begins educating children knowing that, with the collective influence these children will have, they are the ones who will be leading the organizations that hire our next generation's work force! We will make a difference. We see no limits to the possibilities! We want our students to explore and to imagine; to question, and to interrogate the world around them. We will provide a vast amount of opportunities to assist our students in attaining high school graduation and further channel them toward multiple college or trade school pathways. A fascinating example lies in Buckeye, AZ, where grand adventures await with Estrella Mountain College scheduling to build a community college in the city. We feel that it is our duty to prepare these students for this college experience.

It is unmistakable, through data sources that clearly show in these current elementary districts, the average spending per pupil is $6,688.00. Sadly, this amount is below the state average. This population of hungry learners is in need of a school that will increase the average spending per pupil and enhance curriculum to provide multiple opportunities for academic growth. In Tolleson, Avondale, Littleton, and Buckeye Elementary Districts, the average percent of students who met or exceeded, according to the AIMS standardized test, are as follows:

2009 AIMS RESULTS – STATE vs TARGETED SCHOOL DISTRICTS

(Targeted district AIMS reading, writing and math scores compared to the State AIMS scores)

Grade Levels	**State**	**Avondale**		**Tolleson**		**Littleton**		**Buckeye**	
grades/subjects	*AIMS*	*AIMS*	*Diff.*	*AIMS*	*Diff.*	*AIMS*	*Diff.*	*AIMS*	*Diff.*
3rd Reading	73%	69%	**4%**	64%	**-9%**	47%	**-26%**	65%	**-8%**
3rd Writing									
3rd Math	64%	55%	**-9%**	59%	**-5%**	45%	**-19%**	54%	**-10%**
4th Reading	71%	69%	**-2%**	64%	**-7%**	75%	**4%**	66%	**-5%**
4th Writing									
4th Math	63%	58%	**-5%**	56%	**-7%**	55%	**-8%**	54%	**-9%**
5th Reading	72%	66%	**-6%**	63%	**-9%**	66%	**-6%**	59%	**-13%**
5th Writing	74%	58%	**-16%**	52%	**-22%**	81%	**7%**	61%	**-13%**
5th Math	58%	45%	**-13%**	40%	**-18%**	47%	**-11%**	44%	**-14%**

Data Source: http://www.ade.az.gov/researchpolicy/AIMSResults/

After much examination of this data, we have become conscious of the need to increase the amount of students who score at meets or exceeds according to the AIMS state test. Additionally, in these local school districts, 20%+ of students are considered English Language Learners, which is above the state average of 14%. These students deserve a curriculum that is tailored to fit the needs of English Language Learners, without "watering down" curriculum.

Class Size Ratios

Incito Schools understands and sees the value is reasonable class sizes. We see these ratios as a tool for attracting additional families whose children thrive in smaller class sizes. These ratios will allow for optimal settings with minimal distractions for the teacher to meet the diverse needs of the target population. Maximum class sizes will reach 25 students. Incito intends to maintain a teacher student ratio of 1:20 for K, 1:25 for grade levels 1-8. Due to the mobility of modern families Incito will enroll up to 28 students in a class at the beginning of the year. As students depart, we will not fill a vacancy until the class count falls below the desired student/teacher ratio. The surrounding districts have ratios of 1:28 for lower elementary and upper elementary classes with 1:34.

The power of choice is immeasurable. We believe Incito Schools will offer the choice Goodyear lacks and desperately needs based on the current achievement data listed above. The harsh reality is that the needs of these students are great and we must provide them with a learning environment that produces something different than their current reality.