## A.2 Target Population

### Target Population

Our target population will be located in Tucson, Arizona. We are placing our school specifically in the Grant and Alvernon area to target students in a high free and reduced lunch population. The chart below (Figure 1) illustrates high schools which are both competition and the schools in which our target population currently attends. It also shows current trends in test scores. Figure 2 illustrates the middle schools in the area that will also serve as both competition and feeder school, but also supply a population from which we can draw students at the 6th through 8th grade levels. Figure 3 illustrates the elementary schools in the area which will serve as the most likely feeder schools to Copper Point.

Figure 1:

| FACTOR | CPHS (Estimated) | Catalina | Presidio | SACA |
|---|---|---|---|---|
| Students | 300 | 1356 | 388 (344) | 198 (241) |
| F&R Lunch | >75% | 77% | 66% | 84% |
| Quality (Rating) | B | D | A | B |
| $PerPupil | 7.5-8.5k | 10,471.88 | 8,429 | 7,593 |
| Math (AIMS) | n/a | 23 | 76.9 | 23.2 |
| Median Growth (Math) | n/a | 37 | 45 | 78 |
| Reading(AIMS) | n/a | 46 | 97.8 | 90 |
| Median Growth (Reading) | n/a | 53 | 51 | 58 |
| Focus | Expeditionary Learning | Career/Traditional | Tech, Traditional | Alternative/ Tech / Dual Credit PCC |
| Location | Grant & Alvernon | Pima & Dodge | Ft. Lowell & Mountain | Glenn & Tucson |
| Appearance | New | | Est. 1996 | Est. 1999 |
| Advertising | Facebook/Website/Twitter/Community Events/ Door to Door | None | Website/Facebook/Twitter | Facebook/Radio/TV/Website |
| Grades | 6-12 | 9-12 | k-12 | 9-12 |
| Distance from Grant & Alvernon | 0 | .5mi | 2.9mi | 1.9mi |

**Figure 1 Rational:** Copper Point Junior High and High School will have several advantages over schools in the area, and only those disadvantages that are present in any new school opening. The two most crucial advantages are our location and focus. Our location near the intersection of Grant and Alvernon will position us next to a large, near failing district high school. This allows us a large recruitment pool from which to draw students. There are also no schools with the Expeditionary Learning focus in the area and the other charter schools are either college prep based or alternative schools. There are also several middle schools in the area that are of a higher quality that feed into schools across town or into the failing high school. This leaves parents and students with few existing options for a high quality high school education. In addition, many of the elementary schools in the area are K-5, as evidenced in a school study conducted by the corporate board. This gives Copper Point Junior High School a distinct advantage in that it allows parents to enroll their students in a quality school starting in 6th grade. Students can pursue their education at Copper Point High School and know that they are receiving a quality education that will prepare them for college and a career.

Figure 2:

CPHS vs. Middle Schools.

| FACTOR | CPHS (Estimated) | Doolen | Dodge | Amerischools |
|---|---|---|---|---|
| **Students** | **300** | **714** | **401** | **208** |
| **F&R Lunch** | **>75%** | **73%** | **43%** | **n/a** |
| **Quality (Rating)** | **B** | **C** | **A** | **B** |
| **$PerPupil** | **7.5-8.5k** | **10,471** | **10471** | **6,966** |
| **Math (AIMS)** | **n/a** | **48.4** | **74.9** | **61.5** |
| **Median Growth (Math)** | **n/a** | **54** | **58** | **58** |
| **Reading(AIMS)** | **n/a** | **64.1** | **91.2** | **82.5** |
| **Median Growth (Reading)** | **n/a** | **45** | **55** | **63** |
| **Focus** | **Expeditionary Learning** | **None** | **Magnet** | **Traditional** |
| **Location** | **Grant &Alvernon** | **Grant& C. Club** | **Pima &Craycroft** | **Speedway & C. Club** |
| **Appearance** | **New** | | | |
| **Advertising** | **Facebook/Website/Twitter/Community Events/ Door to Door** | **None** | | |
| **Grades** | **6-12** | **6-8** | **6-8** | **K-8** |
| **Distance from Grant&Alvernon** | | **1mi** | **3.0mi** | **2.0mi** |

Figure 3
Area Elementary Schools

| FACTOR | Wright | Blenman | Howell |
|---|---|---|---|
| **Students** | **439** | **530** | **391** |
| **F&R Lunch** | **93%** | **81%** | **87%** |
| **Quality (Rating)** | **B** | **C** | **B** |
| **$PerPupil** | **$10,471.88** | **$10,471.88** | **$10,471.88** |
| **Math (AIMS)** | **52.7** | **57.7** | **51.2** |
| **Median Growth (Math)** | **53** | **52** | **47** |
| **Reading(AIMS)** | **58.6** | **64.9** | **67.1** |
| **Median Growth (Reading)** | **56** | **45** | **47** |
| **Focus** | | | |
| **Location** | **Pima & Columbus** | **Pima & Country Club** | **5th & Alvernon** |
| **Appearance** | | | |
| **Advertising** | | | |
| **Grades** | **k-5** | **k-5** | **k-5** |
| **Distance from Grant&Alvernon** | **1mi** | **1mi** | 1.5 mi |

**Rational for Figures 2 and 3:** Copper Point Junior High and High School fill a large niche in the middle and high school education market of central Tucson. Figures 2 and 3 above account for schools in a three mile or less radius of the proposed location for Copper Point Junior High and High School. Expanding these figures to a greater radius provides us with data that accounts for more failing schools in which students and parents alike will desire a school that will provide a high quality education. Given the amount of school closures in the area and the availability of K-5 only, Copper Point has the distinct advantage of attracting students who feel like their options in a traditional district are grim. Likewise, with the median growth of test scores for all schools averaging in the mid-fifty percentage range, Copper Point Schools will provide a curriculum that is proven to improve test scores when compared to district performance. For these reasons, Copper Point Schools will be successful at drawing students who want more out of their education.

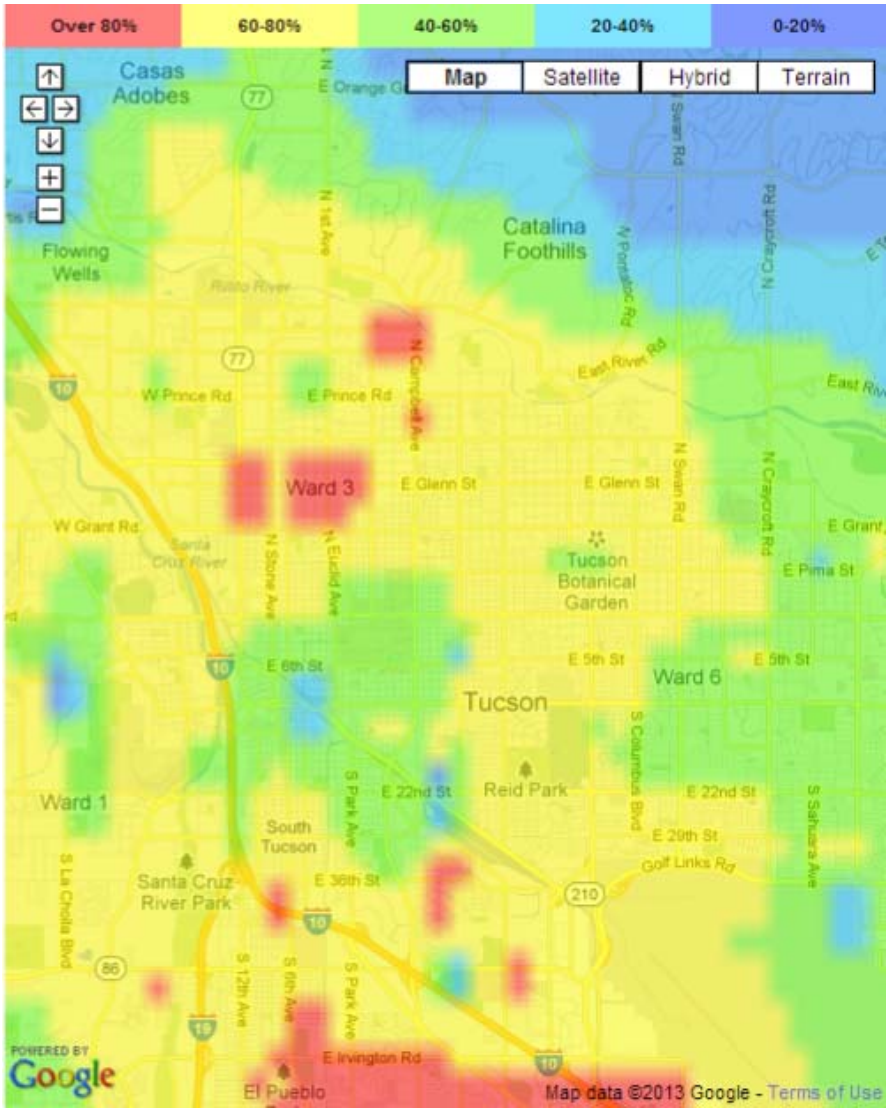
**Demographics of Target Population**

Figure 4 illustrates, by zip code, the demographics in our target population. Figure 5 is a Hotspot Map showing Percentage of Students eligible for Free and Reduced Lunch.

Figure 4[1]

| Zip Code | Median Income | Hispanic | White | Black | Asian/Pacific/ Indian/Other |
|---|---|---|---|---|---|
| 85705 | $23,047 | 32.6% | 56.9% | 2.7% | 7.8% |
| 85711 | $30,909 | 29.4% | 60.2% | 4.3% | 6.5% |
| 85712 | $27,699 | 18.9% | 70.8% | 3.9% | 6.4% |
| 85716 | $27,943 | 20.1% | 70.3% | 3.1% | 6.5% |
| 85719 | $23,324 | 19.2% | 67.6% | 3.0% | 10.2% |

Figure 5: [2]



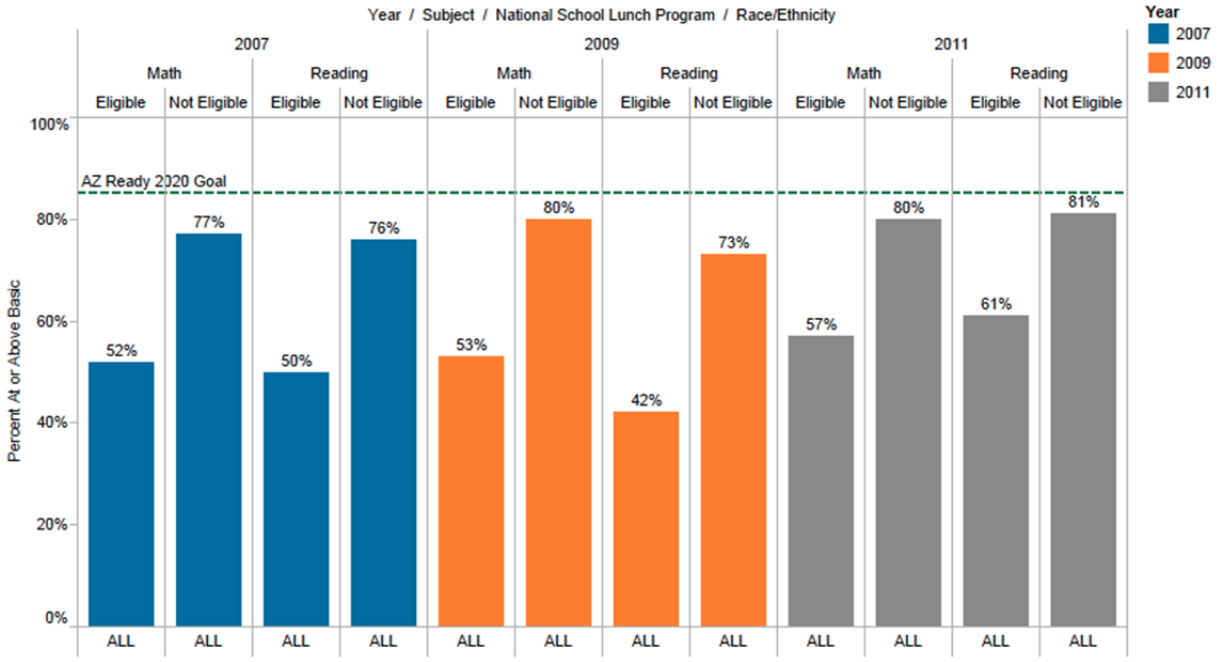

[1] Demographic data from zipwho.com, Accessed May 11, 2013

[2] Demographic Map from localetrends.com, Free and Reduced Lunch Data from NCES (via localetrends.com)

**Educational Needs of Target Population**

In the target area of Copper Point Junior High and High School, it is estimated that up to 75% of our students will be "Free and Reduced Lunch" eligible[3]. Evidence shows a correlation between students who qualify for Free and Reduced Lunch program and academic achievement. For example, in 2009, 80% of 8th grade students who were not eligible for Free and Reduced lunch in Arizona scored "at or above basic" on the NAEP math portion of the test, compared to 53% of students who are eligible for Free and Reduced lunch scoring at the same level. For the reading portion, the disparities were similar; 42% of 8th grade students eligible for free and reduced lunch scored "at or basic or higher" on the NAEP reading portion, compared to 73% of student who are not eligible for the Free and reduced Lunch program. Economically disadvantaged students graduated from High School at a rate of 65% in Southern Arizona (see Figure 6). These students are low income, high need, and are historically underserved by traditional education models.

Figure 6




Average of Percent At or Above Basic for each Race/Ethnicity broken down by Year, Subject and National School Lunch Program. Color shows details about Year. The marks are labeled by average of Percent At or Above Basic. The view is filtered on Year, Subject, National School Lunch Program and Race/Ethnicity. The Year filter keeps 2007, 2009 and 2011. The Subject filter keeps Math and Reading. The National School Lunch Program filter keeps Eligible and Not Eligible. The Race/Ethnicity filter keeps ALL.

**Meeting our Students' Needs:**

Copper Point Schools will provide a small-school environment. Class sizes will be small (20-25 students) and the teacher student ratio will be approximately 1:25. This small class size allows for small group collaboration and a close knit community with in the classroom. Smaller class sizes allow for one-on-one attention and focus on the success of each student. It also provides for scaffolding and tutoring for those Tier II and Tier III level students within the classroom environment. It will allow for teachers to further identify students who need help progressing and

[3] Azcharters.org/maps

recommend the appropriate tutoring or remedial courses for those students. Likewise, the project based approach is better supported in smaller class sizes because of the sense of community required by our Foundational Values.

Initially, Copper Point will open for grade levels 6 through 9. Our goal will be to enroll seventy-five (75) students per grade level. This is consistent with our budget in that our target number for year one will be three hundred (300) students. By focusing on the younger grades, IHEC is setting Copper Point up for success. Teachers will be able to better implement the curriculum and focus on a shift in education from a traditional to the project based setting. As our school grows, we will expand, adding grades up to grade 12 by the fourth year of operation. All the while, Copper Point Junior High and High School will continue to add students in the lower grade levels to account for attrition and to increase our student population. By the end of year three, we intend on having a minimum of five-hundred and fifty (550) students. Our intent is to focus our recruiting efforts on grades 6 and 9 to build up a strong foundation in the core of our population.

Other benefits of the school include service based learning in the community, high parent involvement and communication and character based learning. Our graduation requirements are designed based on the entrance requirements at Universities, giving all students who attend our school at minimum the basic classes and critical thinking skills for college readiness, thus allowing Copper Point students to attend a University immediately after high school. As described in section A.1, Educational Philosophy, the Expeditionary Learning model that will be incorporated in the curriculum at Copper Point Junior High and High School is beneficial for students in all ability levels to meet and exceed standards.

The Expeditionary Learning model has proven to be successful in other schools especially with at-risk students. Studies conducted in the New York area demonstrate how Expeditionary Learning Schools are closing achievement gaps in their population:

> "Effect sizes suggest that EL schools are reducing city-wide achievement gaps in ELA [English-Language Arts] by 16 to 100 percent, depending on the subgroup and district. Nearly all of the ELA achievement gap was closed for Hispanic and free and reduced lunch-eligible students in all three schools, as it was for African American students in the two schools in which populations sizes were sufficient to support analysis. Overall, these students are performing in ELA at the same level as peers who do not share these demographic backgrounds."

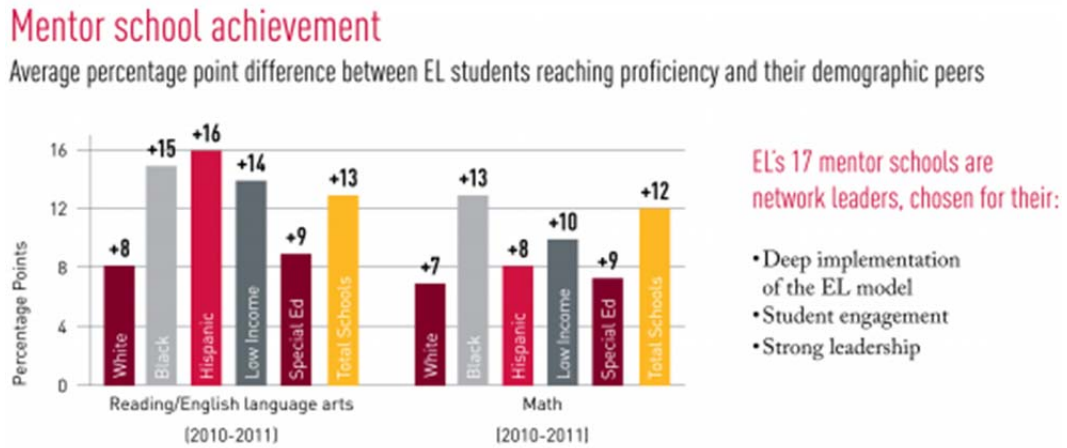
This data is significant in that our target area has a large population of Hispanic students and students who utilize free and reduced lunch, as demonstrated by the demographics data listed above. (figure 4 and 5) By focusing on Expeditionary Learning, we will be able to market ourselves to the large percentage of students who are seeking neither a college-prep (high stress and workload) or alternative (failed out, credit recovery, or discipline issues) model.

The Expeditionary Learning model has been used in 160 schools across the country primarily serving similarly disadvantaged and low income students. This model has been shown to be successful, significantly outpacing district averages in math and reading, as well as, most high schools having 100% of their students being accepted into college. According to a 2010 university study found that the schools studied "provide strong evidence that EL schools […] are substantially closing achievement gaps for these sub groups [Hispanics, African-Americans, Special Education, ELLs, and

those eligible for free and reduced lunch] and in some cases the achievement gap was completely closed". By using the Expeditionary Learning model, our school will be able to show test scores that beat district averages, especially in high needs areas, which is where CPHS will be located. Studies show that project based learning is more effective than traditional instruction in increasing academic achievement on standardized tests. Furthermore, students in this subgroup have higher growth and achievement than their peers on both state tests and college acceptance.

The Expeditionary Learning model is a high energy, student centered, and engaging learning experience that students find rewarding and challenging. Students who attend Copper Point Junior High School beginning in the 6th grade will have a higher success rate as they will have been indoctrinated in the model from an early age, thus developing the necessary critical thinking skills and success habits necessary. These students will serve as natural leaders and peer supporters to those students at a lower ability level. All students who enter the program at Copper Point will be given instruction on study skills and critical thinking so that they may be successful in the program no matter what grade they begin with us, as the data provided by Expeditionary Learning proves they will.

In addition to showing high success in students of all of socio-economic status, Expeditionary Learning schools are proven to aid students in all races. As the chart below suggests, the students who learn in Expeditionary Learning Schools reach higher proficiency than their district peers, regardless of race, income, or if they fall into a Special Education category:
Figure 7:




As illustrated, Figure 7 demonstrates a minimum of 8% growth in English Language Arts and 7% growth in Math. These percentages show that an Expeditionary Model will greatly impact the students of our target population in a positive way.

**Community Involvement**

We are placing our school specifically in the Grant and Alvernon area to target students in a high free and reduced lunch population. Copper Point Junior High and High School will open in August of 2014 and will base its calendar off of local school districts in the area, however we will utilize a four-day week in order to establish tutoring and community involvement. One of our fundamental values is community, in which students participate in community service projects. Students will make a positive difference in their community through collaboration with peers, teachers, and community members. Students give to a community who will benefit and flourish from the arrangement, further enabling them to assist and expand their involvement in our school.