Identification of Target Population with Understanding of Students and Community

Demographics

The residents of the geographic area for Pima Rose Academy are ethnically diverse, predominantly Hispanic; young; and often have a socio-economic status that qualifies students for free and reduced lunch. Reports from DemoReports, www.demoreports.com, based on U.S. Census Bureau and Geolytics data, and neighborhoodlink.com provide data confirming this description of the community. These demographics are similar to student populations attending the Rose Academies.

The table below summarizes the data from neighborhoodlink.com. Population percentages exceed 100% because Hispanic ethnicity is a subcategory of "white."

Zip code	White Population	Hispanic Population	Black Population	Asian Population	Native American Population	Median Age	Average Household Income
85746	52%	56%	3%	<1%	12%	29.6	$42,906
85714	43%	87%	2%	<1%	3%	28.9	$32,391
85713	52%	62%	6%	<1%	4%	33.2	$35,153
85706	55%	70%	3%	<1%	3%	28.6	$34,683

Graduation Rates

On their most recent school report cards, http://www10.ade.az.gov/ReportCard/Default.aspx?ReportLevel=1 , district schools in the area state graduation rates beginning at 71%.

Grad Rate / School Name	4th year	5th Year
Cholla High Magnet School	83%	87%
Pueblo High Magnet School	84%	86%
Sunnyside High School	78%	82%
Desert View High School	71%	74%

The graduation rate nationally is approximately two out of every three public school students. The most recent Arizona State Report Card lists a graduation rate for the state of Arizona as 75%, but only 67% for Hispanics

(http://www.ade.state.az.us/srcs/statereportcards/StateReportCard08-09.pdf). One of every three Hispanic American students fails to complete high school (President's Advisory Commission of Educational Excellence for Hispanic Americans, 2003, *From risk to opportunity: Fulfilling the educational needs of Hispanic Americans in the 21st century*, http://www.yesican.gov/paceea/finalreport.pdf)

The table of graduation rates at traditional district high schools in the area, combined with state and national statistics, shows the need of the target population for an alternative education charter high school in this location.

Inquiries & Experience

The existing Rose Academies often receive inquiries regarding whether there is a Rose Academy on the southwest side of Tucson.

In addition, Rose Academies serve customers who are not residing in the geographic proximity of the school. In our administrative offices, RMG has a map of Tucson showing the zip code of residence for each enrollee at a Rose Academy. An enrollee at a Rose Academy often comes from a zip code in another area of Tucson. We have learned that students from throughout Tucson attend a Rose Academy for a variety of reasons including proximity to workplace for a parent, residence of a family member, and the unique choice that a Rose education has to offer.

How Pima Rose Academy's Program of Instruction Meets Needs & Benefits the Community

Class Size and Teacher-Student Ratio

As stated throughout this application, PRA's teacher-student ratio is 1:20.

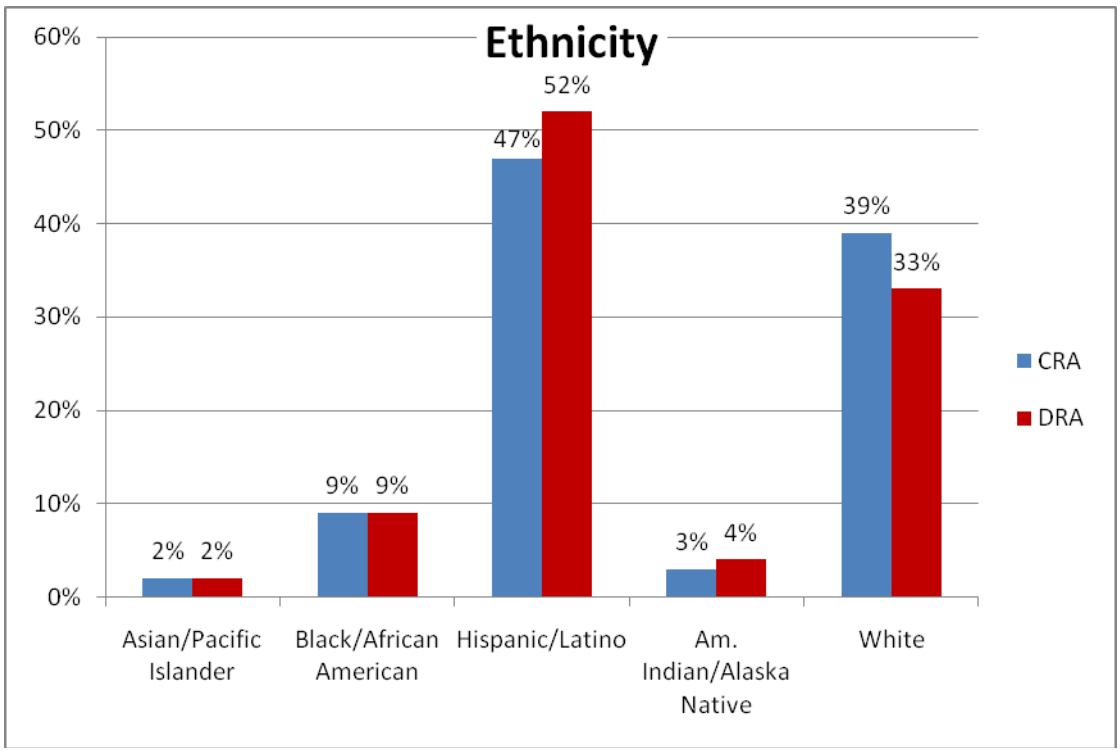
Due to the current budget crisis in Arizona, it is not unheard of for traditional district schools to have class sizes of 40, or more. The teacher-student ratios in district alternative education campuses (AECs) in the area are presented in the following table. We obtained teacher-student ratio data from http://www.education.com/schoolfinder/

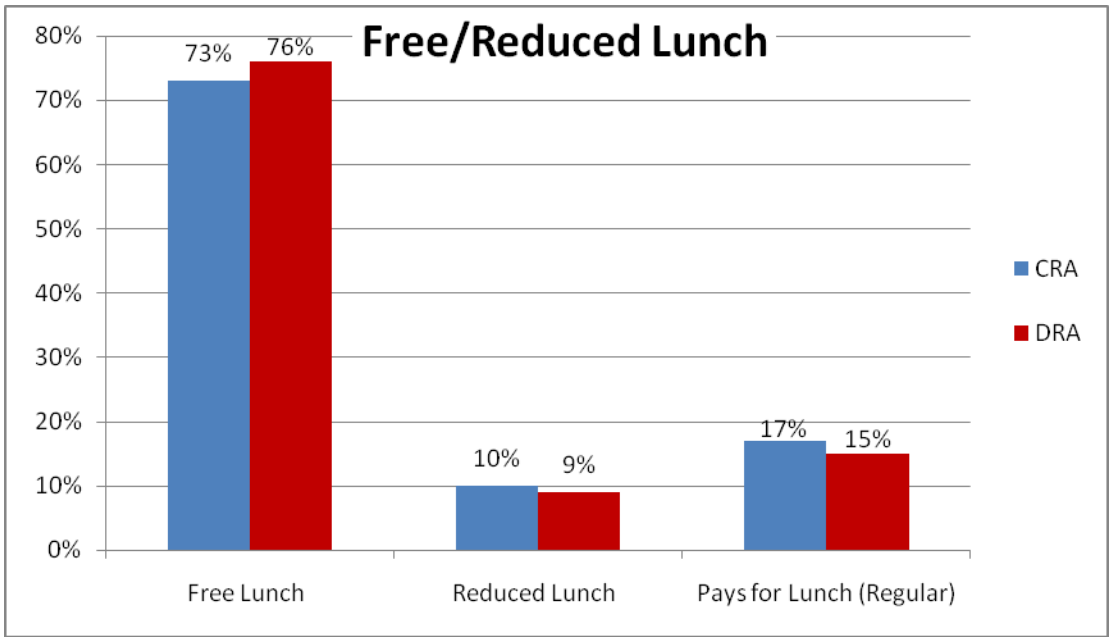
District AECs	Number of Students	Teacher-Student Ratio
S.T.A.R Academic Center	144	1:25
Aztec Desert Vista	26	1:26
Aztec Middle College	21	1:11
Southwest Alt. High School	35	1:18

PRA and its Program of Instruction will benefit the target population by making a reduced teacher-student ratio available to students than the 226 individuals currently served by traditional district AECs in the area.

Demographics

The demographics presented at the beginning of this section show that the target population is diverse, with large Hispanic population. Two Rose Academies, Canyon Rose Academy (CRA) and Desert Rose Academy (DRA), serve students reflecting ethnic diversity, as well as socio-economic status that qualifies for free and reduced lunch. We anticipate the PRA population will be similar to the student population we have experience serving.



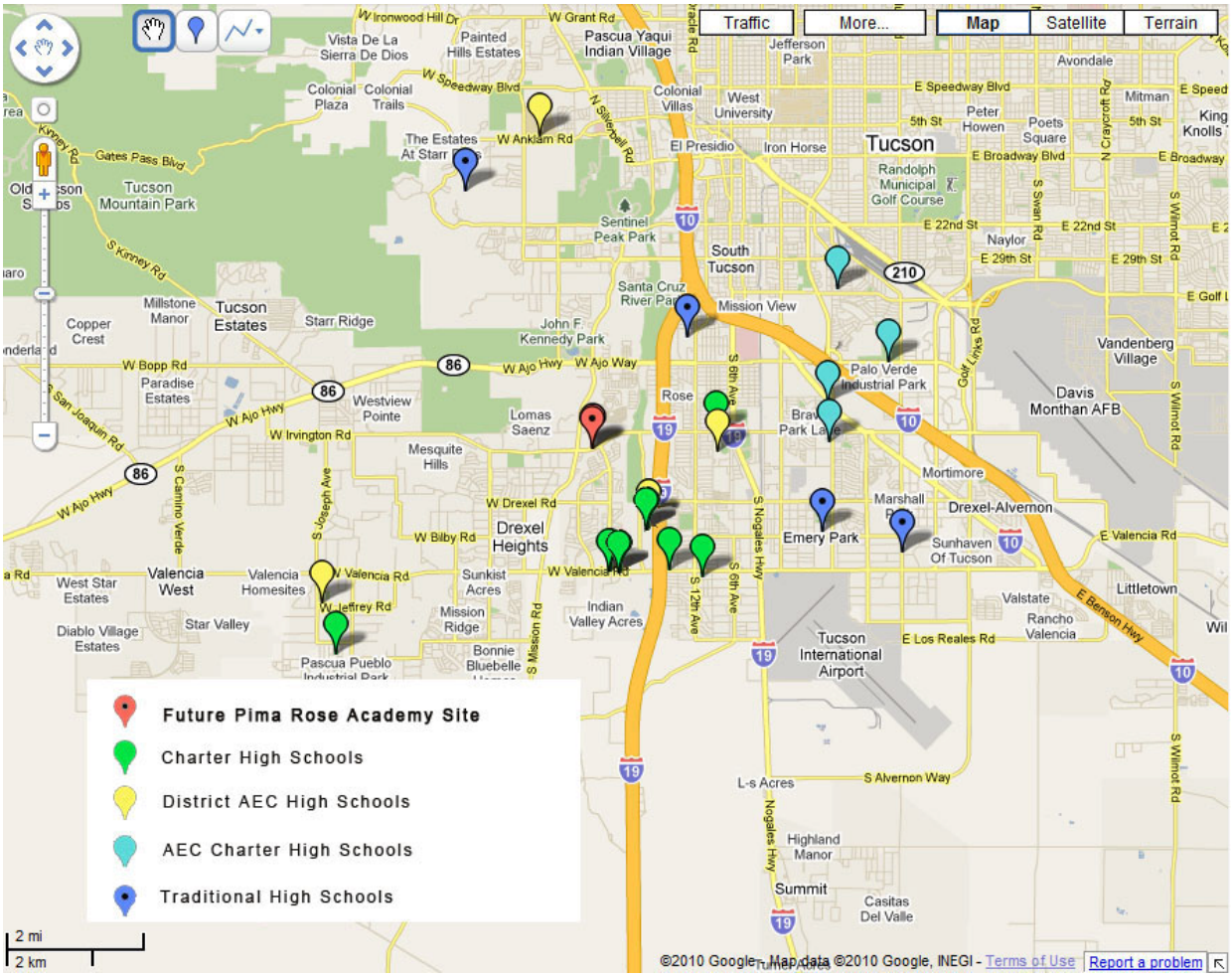


Alternative Education Choice

Pima Rose Academy will be an alternative education campus (AEC) high school as designated by the Arizona Department of Education. The following chart summarizes school choices in the area.

School	Zip code	Miles from Site	Students Enrolled	Drop out %	4yr Grad %	5yr Grad %
Traditional District High School Campus						
Desert View High School	85706	6.3	1356	3	71	74
Sunnyside High School	85706	5.2	1979	2	78	82
Cholla High Magnet School	85713	6.0	1749	20	83	87
Pueblo High Magnet School	85713	3.4	1902	2	84	86
Alternative High School Campus for Traditional District						
S.T.A.R. Academic Center	85706	3.8	144	30	13	23
Aztec Desert Vista	85709	2.4	26	3	47	76
Aztec Middle College	85709	6.0	21	14	55	71
Southwest Alternative High School	85746	6.5	35	22	59	71
Charter High School Campus						
Math and Science Success Academy	85706	4.0	na	Na	Na	Na
Southgate Academy	85706	3.3	671	3	46	50
Vision Charter School	85709	2.4	40	0	88	10
Toltecali High School	85714	2.1	144	15	40	47
Ombudsman – Charter Valencia	85746	2.5	na	Na	Na	Na
Tucson International Academy Midvale	85746	2.7	39	10	Na	Na
Hiaki High School	85757	6.4	71	Na	Na	Na
Charter Alternative High School Campus						
Alta Vista High School	85706	4.1	479	2	48	64
ACE Charter High School	85713	6.0	na	Na	Na	Na
Pima Vocational High School	85713	5.7	111	30	8	27
PPEP TEC – Celestino Fernandez	85714	5.2	350	28	53	56

Additionally, we have developed a map showing this information graphically. The PRA site is marked by the rose-colored balloon. District high schools, charter high schools, alternative education campuses for district schools, and alternative education campus charter high schools are marked.



No other AEC charter high school is located in the 85746 zip code. In fact, all other AEC charters are located several miles away, on the other side of the interstate, I-19.

Traditional district schools in the area do not offer the flexibility of evening hours. Although some evening high school hours are offered by other charters, no school is open as late as PRA would be, and this map shows the distance to those schools.

We anticipate a student population at PRA similar to the student population of Canyon Rose Academy (CRA). CRA is located in the southeast of Tucson. Whenever CRA is expanded to meet student demand, the slots are filled. The table below describes the student population served.

Canyon Rose Academy Student Population for SY 2009

Grade Level	%* of Student Population	% who transfer in with passing AIMS scores		
		Reading	Writing	Math
9th graders	6	*N/A*	*N/A*	*N/A*
10th graders	13	*N/A*	*N/A*	*N/A*
11th graders	27	26	27	15
12th graders	53	38	43	27
***Total** 10th, 11th, 12th*	94	64	70	42

*Percentages do not always add perfectly or =100 because of rounding.

Based on this data, over 90% of the student population will not start high school at PRA as freshmen. This is characteristic of students who attend any alternative education high school. Most students will come to PRA not scoring proficient on the AIMS test.

Student Achievement

The graphs presented in A.1, Educational Philosophy, show the value-added of the R.O.S.E.® approach to alternative education in terms of student outcomes, proficiency on the AIMS tests of reading and math. Even though the Rose Academies do not have the same percentage of students scoring proficient on the AIMS as the state average for traditional schools, we do outperform the average for Arizona AECs (McConnell & Gau, 2010). The target population for PRA deserves access to such a choice for success in high school education.

How Implementation of the Program of Instruction Meets Needs of Target Population

Flexibility

The target population needs access to education with flexible hours. PRA will be open from 7 a.m. to 10 p.m. There are three sessions available, plus if a student needs to customize hours because of work or family responsibilities, that option is available.

Improved Student Achievement

PRA will be an Alternative Education Campus (AEC). PRA serves students with poor academic standing and that includes dropouts (~50%), pregnant or parenting youth, students with histories of adjudication, and students with history of behavior issues. PRA's Program of Instruction (POI) results in AECs that outperform other Arizona AECs on proficiency on Reading AIMS. Implementation of the POI produces math achievement at, or above the level of state performance, for other Arizona AECs (Hurtado & Schlessman, 2010; McConnell & Gau, 2010). Preliminary data on growth from ACSA data lab training shows middle to high growth in Reading for 2010 Rose 10th graders. Among Rose Academies, growth for Math was highest at CRA, the school with a population similar to the target population for PRA.

Because almost 80% of target population won't be freshmen or sophomores, external analysis of growth data is not available. R.O.S.E.® has conducted preliminary analysis of data for other Rose Academy students. Such data analysis shows growth for those students who retake the AIMS. In addition, Rose Academy students tend to perform at or above the growth of other AEC students nationally on the Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP) (Ernst & Turnbull, 2010).

Value-Added

Additionally, PRA's POI will meet the needs of the target population by

- Reducing behavior-discipline issues while in school (Hurtado & Schlessman, 2010).
- Graduating students from high school "against the odds" (Hurtado & Schlessman, 2010). Research (Viadero, 2009) shows that once a student does not pass a high-stakes test, the student is even less likely to pass on subsequent attempts.
- Making students college and work ready, as evidenced by findings of post-grad surveys.

References

Hurtado, K. & Schlessman, A. (2010, June). Success at R.O.S.E.® alternative education high schools: Model for instructional accountability using student performance data. Presented at National Charter School Conference, Chicago, Illinois.

McConnell, K. & Gau, R.. (2010, June). *Analysis of high school effectiveness: Comparison of 2008-2009 AIMS pass rates for students attending traditional high schools, alternative high schools, and Rose Academy charter schools*. Phoenix, AZ: Arizona Charter Schools Association.

Ernst, J. (2008, October). *Measuring success among alternative education charter high schools*. Presented at NACSA Annual Conference Indianapolis, Indiana.

Ernst, J. & Turnbull, J. (2010). Alternative growth goals for students attending alternative education campuses: An analysis of NWEA's MAP assessment: Technical report, retrieved from https://www.coloradoleague.org/uploaded-files/NWEA_AltGoals_TechRepo.pdf

Viadero, D. (April 29, 2009). Scholars probe diverse effects of exit exams: State graduation tests found to hit certain groups harder. *Education Week*, retrieved from http://www.edweek.org/ew/articles/2009/04/29/30exit_ep.h28.html?tkn=QNVFgvJlTc2oHOZ6rugAjKVbZ9gAZ0et023M