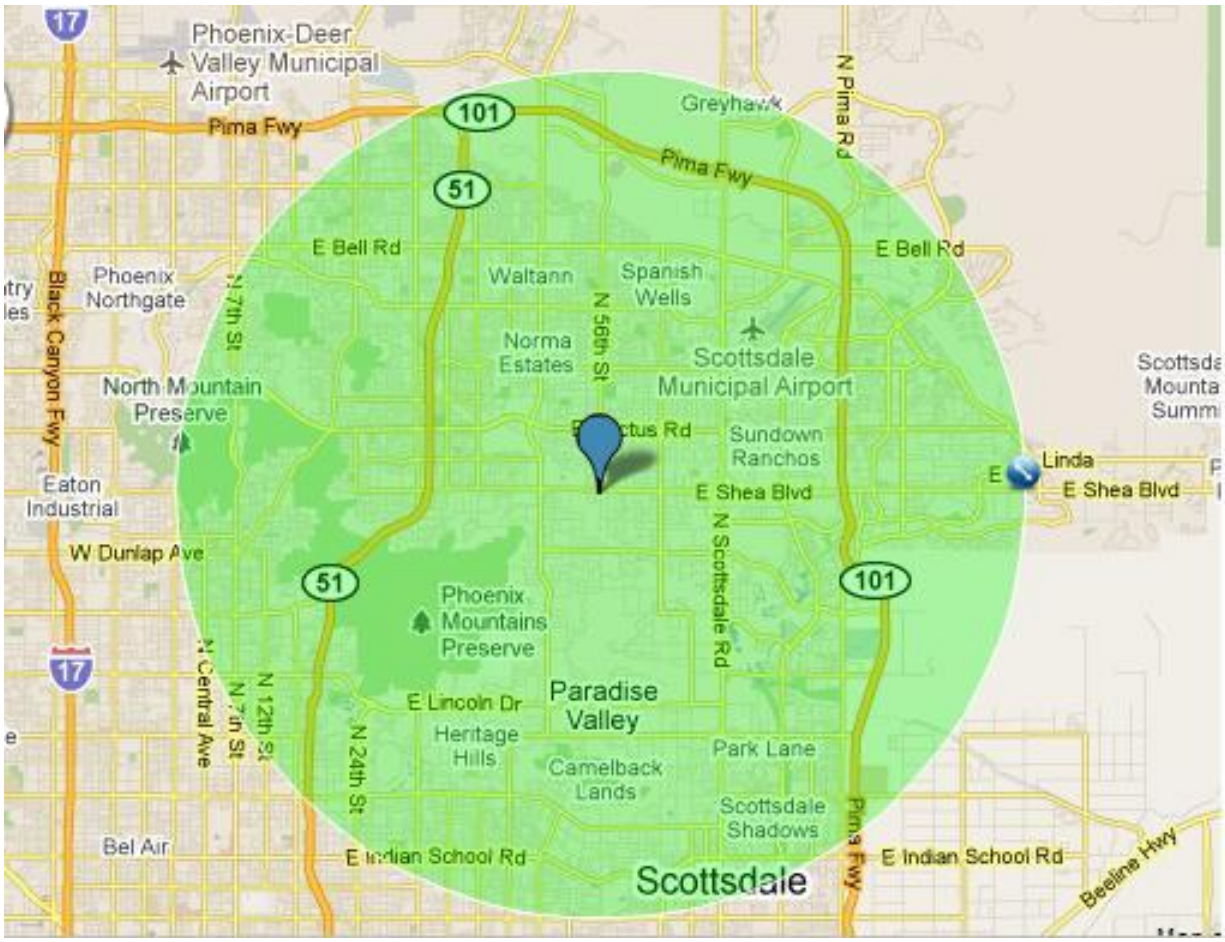
A.2 Target Population

Target Community

The target area for recruiting students to Scottsdale Country Day School will be a 7 mile radius from the proposed campus located by 56th St. and Shea Blvd. in Scottsdale, Arizona. Strategic marketing and advertising in these areas will allow SCDS to target some of the zip codes where students have previously travelled from to their schools located at the same facility as SCDS is looking to lease. In all, 23 different zip codes have been tracked for students who previously attended either of the two previous charter schools at the same location as SCDS is looking to lease.

The blue marker in the center of the green circle in diagram 1 below is the proposed location for SCDS.

Diagram 1: Location of Proposed Building to be Leased by SCDS



Status of Schools in Community

Table 1 below shows 4 schools within the immediate vicinity of the proposed location for Scottsdale Country Day School. There is one charter school and three public schools represented in the table below. This demonstrates that there are very few charter schools in the proposed areas which SCDS is looking to open in. This will serve the families and students of the surrounding public schools who are looking for smaller class sizes.

Table 1: Status of Schools in Community

Factor	School A	School B	School C	School D
General Information				
School Name	**Freedom Academy**	**Sequoya Elementary**	**Sandpiper Elementary**	**Cherokee Elementary**
District/Charter?	Charter	District	District	District
School Location	Scottsdale	Scottsdale	Paradise Valley	Paradise Valley
Zip Code	85254	85254	85254	85253
Year started	2002	1989	1979	1975
Grades served	K-8th	K-5th	PS-6th	PS-5th
Number of students	237	580	390	629
Rating	A	A	B	A
Academic Data - Percent Proficient on AIMS				
Math	78%	86%	78%	90%
Writing	83%	91%	95%	99%
Reading	88%	93%	89%	96%
Median Growth Percentile for Math	55.5	58.0	46.0	62
Median Growth Percentile for Reading	47.0	56.0	52.5	62.0

Target Population

The location of the proposed building which SCDS is looking to lease is situated on the border of Scottsdale and Paradise Valley. SCDS will target students primarily from these cities. In addition, SCDS does expect families from beyond the targeted 7 mile radius to join our program.

Scottsdale Country Day School is being established to serve families and students who want an excelling educational program which will engage, enthuse, and empower its students every

single day. It is the goal of SCDS to attract a diverse population of students to enhance the learning environment of the school, through understanding and recognition of different cultures.

It is the goal of SCDS to not only match all the academic data listed above in table 1, but to provide students with greater individual attention due to the much smaller class sizes. With small classes, excellent staff, and a well-developed program of study, SCDS can achieve this goal within its first three years of operation.

John Dewey (1897) wrote, "Education must begin with an insight into the child's capacities, interests, and habits.". Research has found that technology increases student academic performance in the areas of mathematics and science (Fletcher, 2003; Galuszka, 2007). SCDS's effective use of technology in the classrooms will increase student academic gains through applications correlated to the Core Standards, secure technology, professional development for teachers, digital resources, parent communication, and real time assessments.

Daily access to technology provides the opportunity for greater mastery of computers and their deployment for writing, research, collaboration, analysis, and publication (Warschauer, 2006). Students in laptop programs are among the most frequent users of technology, and several studies show a positive correlation between laptop program participation and test score outcomes (Suhr, Hernandez, Grimes, & Warschauer).

A crucial advantage of one-to-one technology device programs is that they potentially allow all students to work on technology-based research assignments and projects at home, thus helping extend learning time for all beyond the standardized school week, a major goal for educational improvement.

Demographic Information

Table 2 highlights the demographics for the areas in which SCDS is concentrating its efforts to recruits its target population from, namely the Scottsdale and Paradise Valley areas.

Table 2: Demographic Information

Demographic Information	Scottsdale	Paradise Valley	Average	State
Enrollment of Racial/Ethnic Groups				
White (%)	71.1	63.3	67.2	42.9
Black (%)	3.4	2.9	3.2	5.6
Hispanic (%)	18.2	25.5	21.9	42.2
Asian/Pacific Islander (%)	0.04	0.1	0.1	0.2
American Indian (%)	2.1	1.1	1.6	5.1
Enrollment of Students with Special Needs				
Free and Reduced lunch	21.2	30.1	25.7	41.6
English Language Learners (%)	3.7	5.7	4.7	6.7
Students with disabilities (%)	11.0	12.1	11.6	11.5

Demographic Information	Scottsdale	Paradise Valley	Average	State
Enrollment Distribution by Grade				
Kindergarten (%)	6.4	7.3	6.9	7.8
Grade 1 (%)	7.0	7.3	7.2	7.7
Grade 2 (%)	7.3	7.5	7.4	7.7
Grade 3 (%)	7.0	7.4	7.2	7.7
Grade 4 (%)	7.3	7.5	7.4	7.7
Grade 5 (%)	7.4	7.5	7.5	7.7
Grade 6 (%)	6.7	7.2	7.0	7.6
Grade 7 (%)	7.5	7.3	7.4	7.5
Grade 8 (%)	7.5	7.6	7.6	7.4

Source: Research and Evaluation Section Arizona Department of Education (2011)

Community Need

The proposed building for lease by SCDS has been occupied by 4 different schools over its lifespan of approximately 15 years. During this time, the maximum number of students enrolled has been 175 demonstrating the necessity for this community to once again have a charter school at this location. The enrichment programs offered at SCDS will benefit the community in which it is based as after school programs in sports, the arts, theater, tutoring, and more are available not only to SCDS students, but students from the surrounding schools and community.

In addition to the small class sizes of 20 maximum students per class, SCDS will provide one-on-one and small group instruction beyond the classroom setting to give students optimal attention in order to excel in academics.

The need for school choice is as strong as ever and with Arizona trailing behind other states; SCDS believes its school and education plan will provide another "A" rated, but unique school, for students and their families to choose from.

Youth today are not likely to be "digitally detached", however technology literacy depends on the support at school and family members (Barron, Martin, Takeuchi, & Fithian, 2009). "The Leading Education by Advancing Digital (LEAD) Commission, a non-governmental organization exploring the opportunity to use technology to improve education in the United States, released poll results that found that the majority of parents and teachers of K-12 students support greater use of technology in education. In addition, the poll found that these audiences increasingly believe that school systems should be doing more to improve access to technology in education." (LEAD September 12, 2012).

Following Mason and Dodds (2005), the digital divide is defined as the gap between those students who have access to digital technology at home and those who do not. The factors causing the gap include socioeconomic status, ethnicity, and geographic location. Each of these

factors directly correlate to the benefits of technology infused education and the target population for Scottsdale Country Day School.

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

SES level affects access to devices, responsibility with those devices, and ability to monitor teens' use of them. High SES families, such as the target population for SCDS, statistically have at least one parent who is technologically literate in the household. These families are better equipped to make informed decisions about how their children should be interacting with technology for educational purposes.

Notions of technology access have steadily shifted from a narrow focus on the physical availability of digital media to a broader focus on the sociotechnical factors that influence whether and how people access technology (Warschauer, 2003).

Apps are most popular among young people, those in higher income homes, and the college-educated. All of which are among the target population of SCDS. Parents play a key partner in helping their child success at SCDS. Educational application utilized at school and home will help parents to take a strong role in their children's education. Communication with parents via email blasts and secured classroom websites will enable parents to know what is being taught in the classroom and monitor the progress of their child. More than half of cell phone owners (56%) access the internet through their phone. This is especially prevalent in the SCDS target population who are well-educated, and those living in households with a higher annual income than the surrounding areas. Internet access via mobile device enables parents to receive up to date information and communication about their child's educational experience without having to be at an office desk or home computer.

NTIA study reports show that a total of 61.7% of U.S. households have some type of Internet access at home. The largest gaps in home Internet access are observed between groups with differential income and educational attainment. Home Internet access by income varies from 95.5% for households earning more than $150,000 per year

Home Internet access by educational attainment of head of household varies from 18.5% for those with an elementary education to 84.1% for those with at least a bachelor's degree. The target population for SCDS falls in the higher percentage for both internet access by income and education.

In considering all of the above, it is important to keep in mind that households with children tend to have greater access to computers and the Internet than the general population. According to the CPS data, 70.3% of family households with children younger than 18 years have Internet access at home, as compared with 57.4% of households without children.

Children from high-SES families compared with low SES families receive more than four and a half times the benefit in increased math scores and more than two and a half times the benefit in

increased reading scores. Larger studies suggest that the drill and practice activities favored in low-SES schools tend to be ineffective, whereas the uses of technology disproportionately used in high-SES schools achieve positive results. The best evidence of this discrepancy comes from Wenglinsky (2005), who analyzed data from the NAEP in 1996, 1998, and 2000. Overall, Wenglinsky found a consistently negative interaction between frequency of technology use and test score outcomes in mathematics, science, and reading. This appears to be because of the negative effects of drill and practice activities that are used predominately with low-SES students. In contrast, the more constructivist educational technology activities typically used with high-SES students were correlated with higher test score outcomes.

Strengths and Weaknesses of Surrounding Schools

The surrounding public schools are very strong academically, however have a large number of students in their overall population (400+) and class sizes of 25 students plus. The charter school listed in Table 1 is strong academically but also has larger class sizes than SCDS. With few charter schools available in the area which SCDS will occupy, it will give parents the opportunity of enrolling their children in a high performing academic school, but one which has much smaller class sizes.

By supporting the curriculum at SCDS with technology and by serving students in class sizes no larger than 20 students, SCDS provides a unique opportunity for families in the target population to enroll their students at our school. The maximum cap of students at SCDS is 220 which is significantly less than the surrounding public schools which also gives parents the option of sending their child to SCDS to be at an "A" rated school in all academic areas, but with a much smaller overall student population, compared to the surrounding public schools.

SCDS's Program of Instruction will Improve Pupil Achievement in the Target Population

The target population for Scottsdale Country Day School includes, but is not limited to, serving families in the Scottsdale, and Paradise Valley areas of Arizona for students in grades kindergarten through 6th grade. SCDS parents will be engaged and active partners in their child's education. SCDS believes parental involvement is a critical component of student success and parents in the target population have shown over the past six years to be very involved and active parents. This involvement aligned with SCDS's program of study will help improve pupil achievement in all academic areas.

Technology at SCDS will involve parents more deeply in their children's learning and will improve the lines of communication between home and school. With the median household income for Scottsdale residents well above average for Arizona, the students in the target population for SCDS will have access to technology at home which will reinforce the work being done at school through infused technology into the classrooms. The technology used at SCDS with the SCDS's program of study, combined with the available technology for the student at home in the target population, will help improve pupil achievement.

Although 3 of the 4 schools identified are rated with an “A”, SCDS can also achieve an “A” rating status as well as delivering all of the enrichment programs listed prior. Students will receive excellent academics, a terrific balance in the arts, music, and sports, exposure to technology, afternoon tutoring to enhance academic performance, and will get lots of individualized attention due to the class size being capped at 20. The maximum class size of 20 is an excellent choice for families within our target population as the schools SCDS is closest to have classroom sizes between 25 and 35, which is significantly higher than SCDS's maximum class size. The class size alone at SCDS will have a significant effect on improving pupil achievement in all academic areas due to the increased attention and time for learning being afforded to the students.

Class size

Class sizes at SCDS will be capped at 20 students maximum to ensure each student receives the necessary attention and least amount of disruption to be successful in his or her educational path and on state mandated tests..

Teacher/Student Ratio

The teacher to student ratio will be a maximum of 1:20.

To foster student and parent involvement, Scottsdale Country Day School anticipates serving up to 220 students overall in class sizes capped at 20 students. A dedicated teacher is assigned to each class for morning academic courses. Afternoon enrichment classes have the same 1:20 teacher to student ratio and are taught by either the classroom teachers or by specialist teachers on staff or brought in as service providers. The afternoon enrichment classes will align to the work being done in the core academic subjects wherever possible. For example, if students at SCDS are learning about the solar system as a part of their science lessons, an art class in the afternoon may require the students to make a three dimensional art model of the solar system which will reinforce the program of study at SCDS. This cross curricular aspect of the program of study at SCDS will support the core subject areas and help to improve pupil achievement.

Demographics for Scottsdale, Arizona

2011 Population Growth and Population Statistics	Scottsdale, AZ	Arizona	United States
Total Population	289,380	6,647,504	308,455,134
Square Miles	315.42	113,634.57	N / A
Population Density	917.50	58.50	87.20
Population Change Since 1990	131.35%	81.42%	24.02%
Population Change Since 2000	42.76%	29.57%	9.61%
Forecasted Population Change by 2014	14.57%	7.93%	4.52%

Strengths

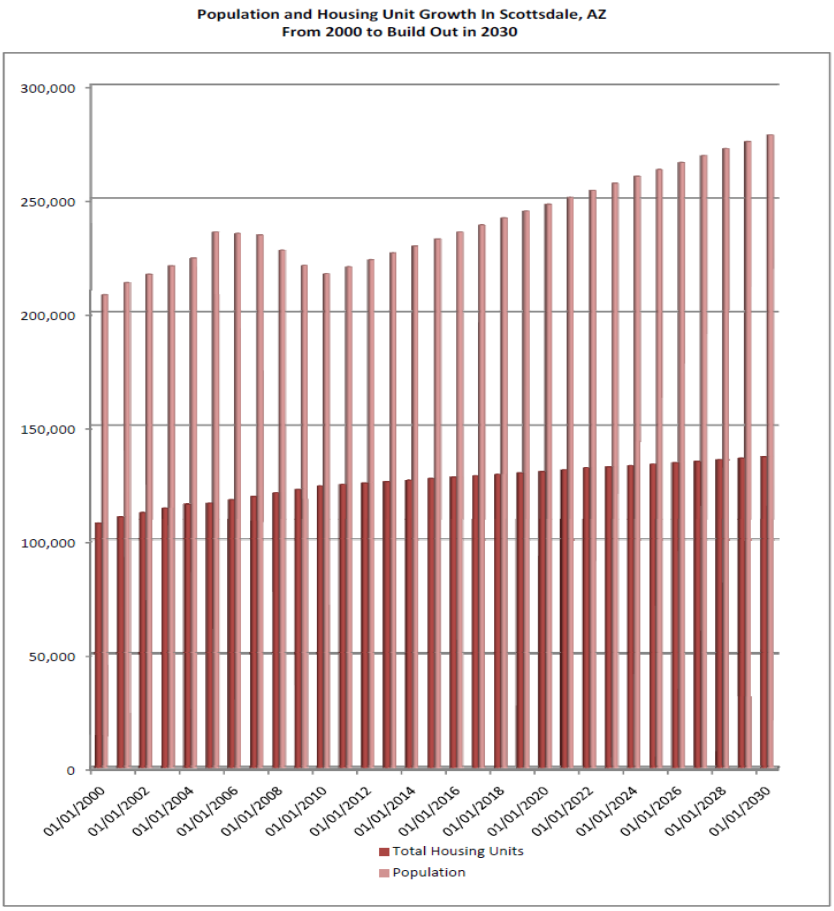
The income per capita in Scottsdale is 129.3% greater than the Arizona average and 109.8% greater than the national average. The median household income in Scottsdale is 58.6% greater than the Arizona average and 49.5% greater than the national average. The median household income in Scottsdale for owner occupied housing is 84.2% greater than the median household income for renter occupied housing in Scottsdale. This indicates that residence of Scottsdale anticipate staying in the area.

The poverty level in Scottsdale is 67.8% less than the Arizona average and 53% less than the national average. The median earnings for males in Scottsdale is 56.6% greater than the median earnings for females in Scottsdale.

Demographics of Scottsdale residents over 25 years of age indicate a high school or higher education level of 93.5%. Studies show that 44.1% have a Bachelor's degree or higher.

US census state that 22.8% of households have children. Of which 18.1% are under the age of 18.

Unemployment indicators as of April 2012 show a rate of 5.9% which is much below the state average of 8.2%



2011 Household Income Statistics	Scottsdale, AZ	Arizona	United States
Total Area Household Income	$15,232,966,272	$179,453,480,707	$8,877,041,207,141
Median Household Income	$84,077	$54,637	$55,970
Average Household Income	$120,051	$71,699	$74,974
Per Capita Household Income	$52,640	$26,996	$28,779

Weaknesses

The below charts indicates a lower enrollment of children in public schools compared to the state and country average. The enrollment in private school education is higher than the state average. One possible explanation may be that the current public school options or locations may not provide residents the choices they are looking for in their child's education.

2011 Education Enrollment (Population Age 3+)	Scottsdale, AZ		Arizona		United States	
Public Preprimary	1,277	0.46%	49,836	0.79%	2,320,253	0.79%
Private Preprimary	4,329	1.55%	55,695	0.88%	3,082,467	1.05%
Public School	35,143	12.57%	1,149,551	18.16%	51,414,159	17.44%
Private School	4,627	1.66%	77,305	1.22%	6,042,324	2.05%

Growth rate in Scottsdale is anticipated to be slow in the next 5 year projections. New student population, other than current population, is anticipated to be minimal.

Scottsdale's population diversity, based on the US Census, is 93% white, with households indicating 11.7% Hispanic community, 3.1% Asian, 2.2% African American, and .8% mixed race.

Demographics for Paradise Valley, Arizona

2011 Population Growth and Population Statistics	Paradise Valley, AZ	Arizona	United States
Total Population	14,614	6,647,504	308,455,134
Square Miles	15.95	113,634.57	N/A
Population Density	916.20	58.50	87.20
Population Change Since 1990	18.31%	81.42%	24.02%
Population Change Since 2000	6.95%	29.57%	9.61%
Forecasted Population Change by 2014	-5.34%	7.93%	4.52%

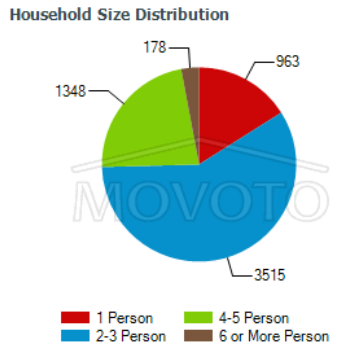
Paradise Valley Historic and Projected Population

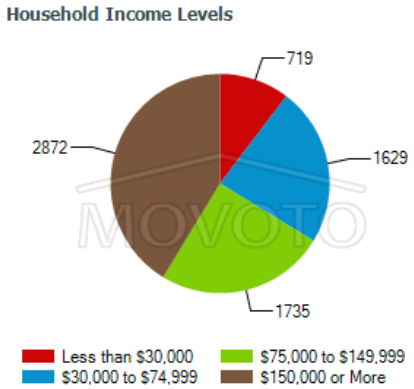
Fiscal Year	Population	Growth	Growth Rate
2008	231,954	(303)	-0.13%
2009	229,804	(2,150)	-0.93%
2010	230,663	859	0.37%
2011	232,046	1,383	0.60%
2012	234,705	2,659	1.15%
2013	237,276	2,571	1.10%
2014	240,232	2,956	1.25%
2015	243,966	3,734	1.55%
2016	246,802	2,836	1.16%

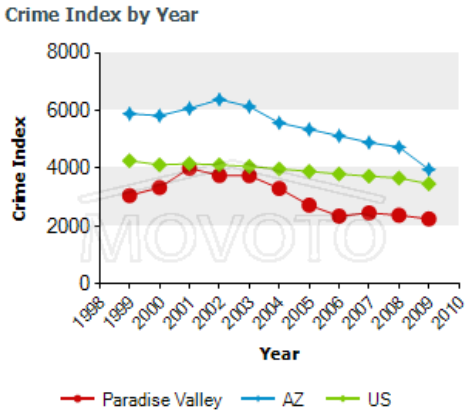
2011 Household Income Statistics	Paradise Valley, AZ	Arizona	United States
Total Area Household Income	$1,312,327,155	$179,453,480,707	$8,877,041,207,141
Median Household Income	$129,648	$54,637	$55,970
Average Household Income	$222,693	$71,699	$74,974
Per Capita Household Income	$89,799	$26,996	$28,779

Strengths

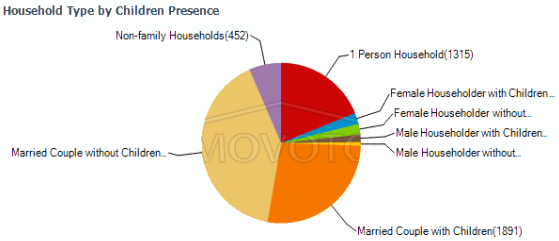
Household income is higher than state average with majority levels at $150,000 or more. Household average is 2-3 children in households with children. Examining the distribution of enrollment by ethnicity has shown that Hispanic enrollment in the area has grown steadily. The other ethnic groups are much smaller, but are also growing. Crime rate in Paradise Valley has decreased by year and is much lower than the state and US average.







Weaknesses

Enrollment in the PV School District has only slightly changed since the 1989/1999 school year, with annual fluctuations of about plus or minus 1 percent. Through 2006/2007, the losses in enrollment from the ageing of the population and increased competition for students from private schools were offset by new students resulting from the addition of about 13,000 new housing units. As the majority of households do not have children, this is an indicator that student population can be pulled from outside the Paradise Valley area.

Housing construction declined since 2008 and turbulence in the housing market has resulted in increased vacancy rates across the entire housing stock. Based on field surveys conducted by ASU, vacancy rates have nearly doubled from 5 to 10 percent since 2006.