

File

Oklahoma Charter School Report

**Characteristics, Status,
and Performance Records of
Oklahoma Public Charter Schools**



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State Superintendent of Public Instruction
Oklahoma State Department of Education

January 2010

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EXECUTIVE SUMMARY

Overview

The Oklahoma Charter Schools Act requires the Oklahoma State Board of Education to “issue an annual report to the Legislature and the Governor outlining the status of charter schools in the state.” This report “shall include such information as requested by the Office of Accountability, including, but not limited to information on enrollment, testing, curriculum, finances, and employees.”

There are seventeen (17) Oklahoma public charter schools included in this annual report.

- ASTEC Charter School sponsored by Oklahoma City Public Schools
- Deborah Brown Community School sponsored by Langston University
- Discovery School of Tulsa sponsored by Langston University
- Dove Science Academy (OKC-Secondary) sponsored by Oklahoma City Public Schools
- Dove Science Academy (OKC-Elementary) sponsored by Oklahoma City Public Schools
- Dove Science Academy (Tulsa) sponsored by Tulsa Public Schools
- Harding Charter Preparatory High School sponsored by Oklahoma City Public Schools
- Harding Fine Arts Center sponsored by Oklahoma City Public Schools
- Independence Charter Middle School sponsored by Oklahoma City Public Schools
- Justice Alma Wilson SeeWorth Academy sponsored by Oklahoma City Public Schools
- KIPP Reach College Preparatory sponsored by Oklahoma City Public Schools
- Marcus Garvey Leadership Charter School sponsored by Oklahoma City Public Schools
- Santa Fe South Elementary School sponsored by The University of Oklahoma
- Santa Fe South High School sponsored by Oklahoma City Public Schools
- Santa Fe South Junior High School sponsored by Oklahoma City Public Schools
- Stanley Hupfeld Academy at Western Village sponsored by Oklahoma City Public Schools
- Tulsa School for Arts and Sciences sponsored by Tulsa Public Schools

This annual report rests on a paper review of student achievement and school performance data, financial accounting data, and student and staff demographic data maintained and reported by charter schools. This annual report is consistent with the Oklahoma Charter Schools Act which places accountability for charter schools with the sponsor and not with the state. Data included in this report was obtained from the following sources:

- Charter school administrators, and
- The Oklahoma State Department of Education.

Oklahoma Charter School Characteristics

This report includes data related to the following characteristics of charter schools:

- Facility Square Footage
- Business and/or Private Partnerships
- Grade Levels served
- Total enrollment
- Number of Students Per Grade Level
- Percentage of Students by Ethnicity
- Percentage of Students by Gender
- Percentage of Students Eligible and Receiving Special Education Services
- Percentage of Economically Disadvantaged Students (eligible for free or reduced-price lunches)
- Number of Certified Faculty, Support Staff, and Administrators
- Average Teacher Salaries
- Status of Adequate Yearly Progress (AYP)
- Academic Performance Index (API) for Reporting Period
- Per Pupil Expenditures

Administration and Governing Boards

All charter schools in this report employed an administrator who was responsible for the day-to-day school operations, and each has a governing board to oversee the direction of the school.

Oklahoma Charter Schools Act

Purpose

The purpose of the Oklahoma Charter Schools Act is to:

- Improve student learning.
- Increase learning opportunities for students.
- Encourage the use of different and innovative teaching methods.
- Provide additional academic choices for parents and students.
- Require measurement of student learning and create different and innovative forms of measuring student learning.
- Establish new forms of accountability for schools.
- Create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

The purpose of the Oklahoma Charter Schools Act is not to provide a means by which to keep open a school that may otherwise be closed. Applicants applying for a charter for a school which is to be otherwise closed shall be required to prove that conversion to a charter school fulfills the purposes of the Act independent of closing the school. Nothing in this section shall be interpreted to preclude a school designated as a "high challenge school" from becoming a charter school.

Application of Charter Schools Act

The Oklahoma Charter Schools Act shall apply only to charter schools formed and operated under the provisions of the act. Charter schools shall be sponsored only as follows:

- By a local school district with an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest federal Decennial Census.
- By a technology center school district only when the charter school is located in a local school district served by the technology center school district and only if the local school district has an average daily membership of five thousand (5,000) or more and which all or part of the local school district is located in a county having more than five hundred thousand (500,000) population according to the latest federal Decennial Census.
- By a comprehensive or regional institution that is a member of The Oklahoma State System of Higher Education only when the charter school is located in a school district that has an average daily membership of five thousand (5,000) or more and which all or part of the school district is located in a county having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census. In addition, the institution shall have a teacher education program accredited by the Oklahoma Commission for Teacher Preparation and have a branch campus or constituent agency physically located within the school district in which the charter school is located.

Charter schools formed pursuant to the act shall serve as a pilot program to demonstrate the potential of expanding charter schools to other parts of the state. Any charter or enterprise school operating in the state pursuant to an agreement with the board of education of a school district on July 1, 1999, may continue to operate pursuant to that agreement or may contract with the board of education of the school district pursuant to the Oklahoma Charter Schools Act. Nothing in the Oklahoma Charter Schools Act shall prohibit a school district from applying for exemptions from certain education-related statutory requirements as provided for in the Educational Deregulation Act.

Beginning January 1, 2008, not more than three new charter schools shall be established each fiscal year in each county in the state having more than five hundred thousand (500,000) population according to the latest Federal Decennial Census. For purposes of this subsection, a "new charter school" shall mean a charter school proposed by an applicant that has never had a contract with a sponsor.

For purposes of the Oklahoma Charter Schools Act, "charter school" means a public school established by contract with a board of education of a school district, an area vocational-technical school district, or a higher education institution pursuant to the Oklahoma Charter Schools Act to provide learning that will improve student achievement and as defined in the Elementary and Secondary Education Act of 1965, 20 U.S.C. 8065.

A charter school may consist of a new school site, new school sites or all or any portion of an existing school site. An entire school district may not become a charter school site.

Written Proposal

For written applications filed after January 1, 2008, prior to submission of the application to a proposed sponsor seeking to establish a charter school, the applicant shall be required to complete training which shall not exceed ten (10) hours provided by the State Department of Education on the process and requirements for establishing a charter school. The Department shall develop and implement the training by January 1, 2008. The Department may provide the training in any format and manner that the Department determines to be efficient and effective including, but not limited to, web-based training.

An applicant seeking to establish a charter school shall submit a written application to the proposed sponsor. The application shall include:

- A mission statement for the charter school;
- A description of the organizational structure and the governing body of the charter school;
- A financial plan for the first three (3) years of operation of the charter school and a description of the treasurer or other officers or persons who shall have primary responsibility for the finances of the charter school. Such person shall have demonstrated experience in school finance or the equivalent thereof;
- A description of the hiring policy of the charter school;
- The name of the applicant or applicants and requested sponsor;
- A description of the facility and location of the charter school;
- A description of the grades being served;
- An outline of criteria designed to measure the effectiveness of the charter school;

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- A demonstration of support for the charter school from residents of the school district which may include but is not limited to a survey of the school district residents or a petition signed by residents of the school district; and
- Documentation that the applicants completed charter school training.

A board of education of a public school district, public body, public or private college or university, private person, or private organization may contract with a sponsor to establish a charter school. A private school shall not be eligible to contract for a charter school under the provisions of the Oklahoma Charter Schools Act.

The sponsor of a charter school is the board of education of a school district, the board of education of a technology center school district, or a higher education institution which meets the criteria established in Section 3-132 of this title. Any board of education of a school district in the state may sponsor one or more charter schools. The physical location of a charter school sponsored by a board of education of a school district or a technology center school district shall be within the boundaries of the sponsoring school district.

An applicant for a charter school may submit an application to a proposed sponsor which shall either accept or reject sponsorship of the charter school within ninety (90) days of receipt of the application. If the proposed sponsor rejects the application, it shall notify the applicant in writing of the reasons for the rejection. The applicant may submit a revised application for reconsideration to the proposed sponsor within thirty (30) days after receiving notification of the rejection. The proposed sponsor shall accept or reject the revised application within thirty (30) days of its receipt.

A sponsor of a charter school shall notify the State Board of Education when it accepts sponsorship of a charter school. The notification shall include a copy of the charter of the charter school. The Board shall determine if the new charter school will exceed the limit established. If the new charter school does exceed the limit, the Board shall not allocate funding for the charter school.

If a proposed sponsor rejects the revised application for a charter school, the applicant may proceed to mediation or binding arbitration or both mediation and binding arbitration as provided in the Dispute Resolution Act and the rules promulgated pursuant thereto. The applicant shall contact the early settlement program for the county in which the charter school would be located. If the parties proceed to binding arbitration, a panel of three arbitrators shall be appointed by the director of the early settlement program handling the dispute. The proposed sponsor shall pay the cost for any mediation or arbitration requested.

If a board of education of a technology center school district or a higher education institution accepts sponsorship of a charter school, the administrative, fiscal and oversight responsibilities of the technology center school district or the higher education institution shall be listed in the contract. No responsibilities shall be delegated to a local school district unless the local school district agrees to assume the responsibilities.

Written Contract for Charter School

The sponsor of a charter school shall enter into a written contract with the governing body of the charter school. The contract shall incorporate the provisions of the charter of the charter school and contain, but shall not be limited to, the following provisions:

- A description of the program to be offered by the school which complies with the purposes of the act.
- Admission policies and procedures.
- Management and administration of the charter school.
- Requirements and procedures for program and financial audits.
- A description of how the charter school will comply with the charter requirements set forth in the Oklahoma Charter Schools Act.
- Assumption of liability by the charter school.
- The term of the contract.

A charter school shall not enter into an employment contract with any teacher or other personnel until the charter school has a contract with a sponsoring school district. The employment contract shall set forth the personnel policies of the charter school, including, but not limited to, policies related to certification, professional development, evaluation, suspension, dismissal and nonreemployment, sick leave, personal business leave, emergency leave, and family and medical leave. The contract shall also specifically set forth the salary, hours, fringe benefits, and work conditions. The contract may provide for employer-employee bargaining.

Upon contracting with any teacher or other personnel, the governing body of the charter school shall, in writing, disclose employment rights of the employees in the event the charter school closes or the charter is not renewed.

Charter Requirements

A charter school shall comply with all federal regulations and state and local rules and statutes relating to health, safety, civil rights and insurance.

A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. A sponsor may not authorize a charter school or program that is affiliated with a nonpublic sectarian school or religious institution.

The charter school shall provide a comprehensive program of instruction for a pre-kindergarten program, a kindergarten program or any grade between Grades One (1) and Twelve (12). Instruction may be provided to all persons between the ages of four (4) and twenty-one (21) years. A charter school may offer a curriculum which emphasizes a specific learning philosophy or style or certain subject areas such as mathematics, science, fine arts, performance arts, or foreign language. The charter of a charter school which offers Grades nine (9) through twelve (12) shall specifically address whether the charter school will comply with the graduation requirements established for Oklahoma public high schools. No charter school shall be chartered for the purpose of offering a curriculum for deaf or blind students that

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is the same or similar to the curriculum being provided by or for educating deaf or blind students that are served by the Oklahoma School for the Blind or the Oklahoma School for the Deaf.

A charter school shall participate in the testing as required by the Oklahoma School Testing Program Act and the reporting of test results as is required of a school district. A charter school shall also provide any necessary data to the Office of Accountability.

Except as provided for in the Oklahoma Charter Schools Act and its charter, a charter school shall be exempt from all statutes and rules relating to schools, boards of education, and school districts.

A charter school, to the extent possible, shall be subject to the same reporting requirements, financial audits, audit procedures, and audit requirements as a school district. The State Department of Education or State Auditor and Inspector may conduct financial, program, or compliance audits. A Charter school shall use the Oklahoma Cost Accounting System to report financial transactions to the sponsoring school district.

A charter school shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as a school district.

A charter school shall provide for a governing body for the school which shall be responsible for the policies and operational decisions of the charter school.

A charter school shall not be used as a method of generating revenue for students who are being home schooled and are not being educated at an organized charter school site.

A charter school may not charge tuition or fees.

A charter school shall provide instruction each year for at least the number of days required of Oklahoma public schools.

A charter school shall comply with the student suspension requirements provided in law for Oklahoma public schools.

A charter school shall be considered a school district for purposes of tort liability under the Governmental Tort Claims Act.

Employees of a charter school may participate as members of the Teachers' Retirement System of Oklahoma in accordance with applicable statutes and rules if otherwise allowed pursuant to law.

A charter school may participate in all health and related insurance programs available to the employees of the sponsor of the charter school.

A charter school shall comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act.

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The governing body of a charter school shall be subject to the same conflict of interest requirements as a member of a local school board.

The charter of a charter school shall include a description of the personnel policies, personnel qualifications, and method of school governance, and the specific role and duties of the sponsor of the charter school.

The charter of a charter school may be amended at the request of the governing body of the charter school and upon the approval of the sponsor.

A charter school may enter into contracts and sue and be sued.

The governing body of a charter school may not levy taxes or issue bonds.

The charter of a charter school shall include a provision specifying the method or methods to be employed for disposing of real and personal property acquired by the charter school upon expiration or termination of the charter or failure of the charter school to continue operations. Any real or personal property purchased with state or local funds shall be retained by the sponsoring school district.

Charter schools are not required to offer alternative education programs.

Charter schools are exempt from mandated core curriculum requirements.

Term of Contract, Renewal, and Termination

An approved contract for a charter school shall be effective for not longer than five (5) years from the first day of operation. Prior to the beginning of the fifth year of operation, the charter school may apply for renewal of the contract with the sponsor. The sponsor may deny the request for renewal if it determines the charter school has failed to complete the obligations of the contract or comply with the provisions of the Oklahoma Charter Schools Act. A sponsor shall give written notice of its intent to deny the request for renewal at least eight (8) months prior to expiration of the contract.

If a sponsor denies a request for renewal, the governing board may proceed to mediation or binding arbitration or both.

A sponsor may terminate a contract during the term of the contract for failure to meet the requirements for student performance contained in the contract, failure to meet the standards of fiscal management, violations of the law, or other good cause. The sponsor shall give at least ninety (90) days' written notice to the governing board prior to terminating the contract. The governing board may request, in writing, an informal hearing before the sponsor within fourteen (14) days of receiving notice. The sponsor shall conduct an informal hearing before taking action. If a sponsor decides to terminate a contract, the governing board may proceed to mediation or binding arbitration or both.

If a contract is not renewed, the governing board of the charter school may submit an application to a proposed new sponsor.

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If a contract is not renewed or is terminated according to this section, a student who attended the charter school may enroll in the resident school district of the student or may apply for a transfer.

Reprisal Prohibited for Involvement with Application

A board of education of a school district or an employee of the district who has control over personnel actions shall not take unlawful reprisal action against an employee of the school district for the reason that the employee is directly or indirectly involved in an application to establish a charter school. As used in this section, "unlawful reprisal" means an action that is taken by a board of education or a school district employee as a direct result of a lawful application to establish a charter school and that is adverse to an employee or an education program.

Rights of Teachers Returning to Sponsoring School District

A sponsoring school district shall determine whether a teacher who is employed by or teaching at a charter school and who was previously employed as a teacher at the sponsoring public school district shall not lose any right of salary status or any other benefit provided by law due to teaching at a charter school upon returning to the sponsoring public school district to teach.

A teacher who is employed by or teaching at a charter school and who submits an employment application to the school district where the teacher was employed immediately before employment by or at a charter school shall be given employment preference by the school district if:

- The teacher submits an employment application to the school district no later than three (3) years after ceasing employment with the school district.
- A suitable position is available at the school district.

Admission and Enrollment of Students

A charter school shall enroll those students whose legal residence is within the boundaries of the school district in which the charter school is located and who submit a timely application, or those students who transfer to the district in which the charter school is located in accordance with Section 8-103 of Title 70 of the Oklahoma Statutes, unless the number of applications exceeds the capacity of a program, class, grade level, or building. If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process. A charter school shall give enrollment preference to eligible students who reside within the boundaries of the school district in which the charter school is located. A charter school may limit admission to students within a given age group or grade level.

A charter school shall admit students who reside in the attendance area of a school or in a school district that is under a court order of desegregation or that is a party to an agreement with the United States Department of Education Office for Civil Rights directed towards mediating alleged or proven racial discrimination unless notice is received from the resident school district that admission of the student would violate the court order or agreement.

A charter school may designate a specific geographic area within the school district in which the charter school is located as an academic enterprise zone and may limit admission to students who reside within

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that area. An academic enterprise zone shall be a geographic area in which sixty percent (60%) or more of the children who reside in the area qualify for the free or reduced-price school lunch program.

A charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.

Transportation

Transportation shall be provided by the charter school in accordance with the Oklahoma Statutes and only within the transportation boundaries of the school district in which the charter school is located.

A charter school shall provide the parent or guardian information regarding transportation at the time the student enrolls in the charter school.

Funding of Charter Schools

For purposes of funding, a charter school sponsored by a board of education of a school district shall be considered a site within the school district in which the charter school is located. The student membership of the charter school shall be considered separate from the student membership of the district in which the charter school is located for the purpose of calculating weighted average daily membership and state aid. For charter schools sponsored by a board of education of a school district, the sum of the separate calculations for the charter school and the school district shall be used to determine the total State Aid allocation for the district in which the charter school is located. A charter school shall receive from the sponsoring school district, the State Aid revenue generated by its students for the applicable year, less up to five percent (5%) of the total, which may be retained by the school district as a fee for administrative services rendered. For charter schools sponsored by the board of education of a technology center school district or a higher education institution, the State Aid allocation for the charter school shall be distributed by the State Board of Education. Not more than five percent (5%) of the total allocation may be charged by the sponsor as a fee for administrative services rendered. The State Board of Education shall determine the policy and procedure for making payments to a charter school.

The weighted average daily membership for the first year of operation of a charter school shall be determined initially by multiplying the actual enrollment of students as of August 1 by 1.333. The charter school shall receive revenue equal to that which would be generated by the estimated weighted average daily membership calculated pursuant to this subsection. At midyear, the allocation for the charter school shall be adjusted using the first quarter weighted average daily membership for the charter school.

A charter school shall be eligible to receive any other aid, grants or revenues allowed to other schools. A charter school sponsored by the board of education of a technology center school district or a higher education institution shall be considered a local education agency for purposes of funding.

A charter school, in addition to the money received from the state, may receive money from any other source. Any unexpended nonstate funds, excluding local revenue, may be reserved and used for future purposes.

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ASTEC CHARTER SCHOOL *Sponsor: Oklahoma City Public Schools*

Location:
2401 Northwest 23rd Street, Suite 3
Oklahoma City, Oklahoma 73107

Web Site Address:
www.astec-inc.org

Phone: (405) 947-6272

Fax Number: (405) 947-0035

Administrator:
Dr. Freda Deskin, CEO/Director

Facility Square Footage:
55,000

DEMOGRAPHICS

Original School Opening Date:
September 2000

Grade Levels Served:
6th - 12th

Enrollment as of October 1, 2009:
874

Percentage of Minority Students:
65.68%

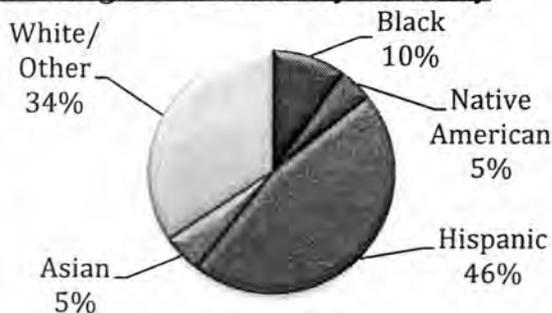
Number of Students Per Grade Level:

Grade 6:	132
Grade 7:	127
Grade 8:	108
Grade 9:	145
Grade 10:	117
Grade 11:	136
Grade 12:	109

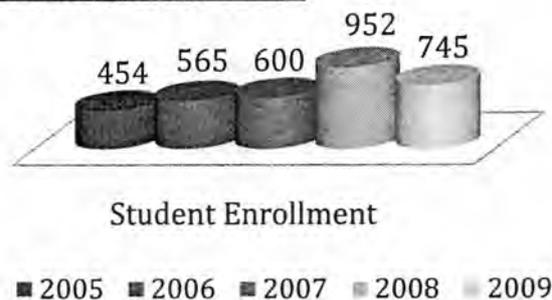
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend:



Special Education Students:
7.78%

Economically Disadvantaged Students:
63.27%

Number of Teachers:
36.640 FTE

Number of Noncertified Staff:
11.334 FTE

Number of Administrators:
5.000 FTE

Per Pupil Expenditure (based on total expenditures/average daily membership):
\$6,792.90

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ASTE^C Charter School, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Middle School Grades 6-8:

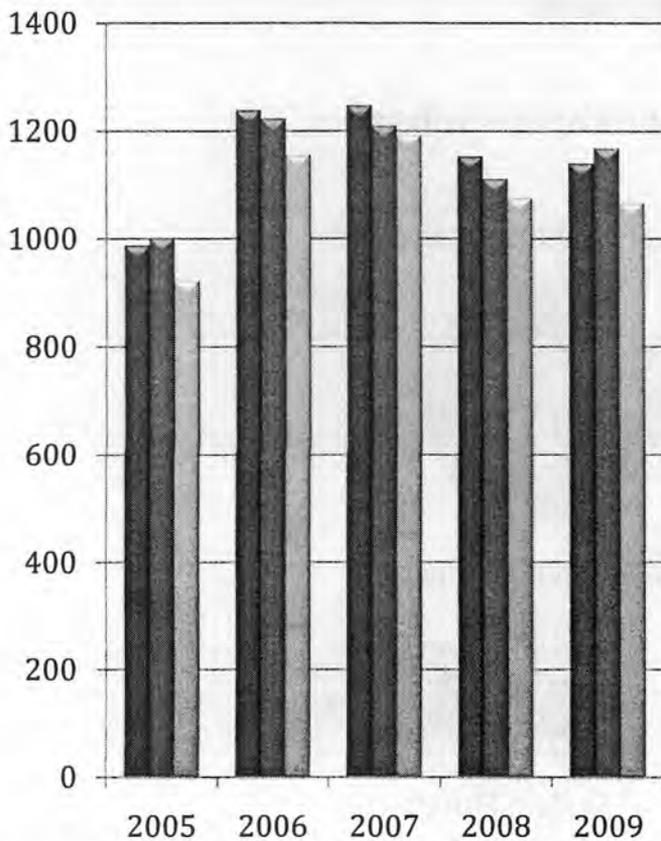
Total API (All students): 1140
 Math API (All students): 1168
 Reading API (All students): 1065
 Adequate Yearly Progress (AYP): YES
 School Improvement Status: MS/HS Not in School Improvement

High School Grades 9-12:

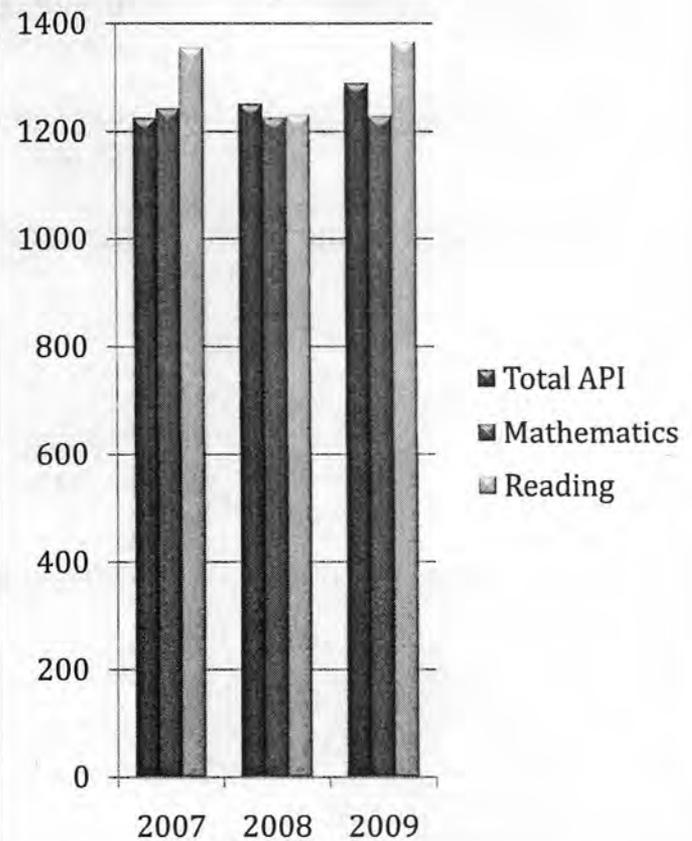
Total API (All students): 1289
 Math API (All students): 1228
 Reading API (All students): 1366
 Adequate Yearly Progress (AYP): YES

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)

ASTE^C Charter Middle School API Trend



ASTE^C Charter High School API Trend



BUSINESS OR PRIVATE PARTNERS

Wal-Mart Grant; Best Buy Grant; Oklahoma City Chamber; Civil Air Patrol; Kerr Foundation; Rapp Foundation Grant; Sarkeys Foundation Grant; Beaumont Foundation Grant; IBC Bank; Oklahoma City Public Schools Foundation Grant; Coca Cola Grant; YMCA; Trinity Baptist Church; Ameriprise Financial; Thomas P. Stafford Museum; Southwestern Oklahoma State University; The Benham Group; Oklahoma Energy Resources Board (OERB) Grant; Oklahoma Gas and Electric (OG&E) Grant; Oklahoma City Zoo Grant; University of Oklahoma Engineering Grant; Oklahoma State Department of Education Advanced Placement Grant; GEAR-Up Grant; United States Department of Education Grant; Brinker International (Chili's); University of Oklahoma Health Science Center; Oklahoma State University Grant; Oklahoma Institute for Teaching East Asia (from the University of Oklahoma) Grant; Dell Grant.

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ASTECC Charter School, continued

MISSION STATEMENT

The mission of the Advanced Science and Technology Education Center (ASTECC), Inc., is to empower, motivate and inspire learners to their highest potential in the Core Values of Content, Character, Competency, and Community.

The vision of ASTECC, Inc., is to provide all learners an opportunity to interact in innovative, safe learning environments, while focusing on core values. ASTECC, Inc., will motivate and inspire learners to explore and discover in an experiential environment of project-based instruction. ASTECC, Inc., programs will focus on our "Four Cs": Content, Character, Competency, and Community. ASTECC, Inc., learners will discover that regardless of background or ability, they reach their highest potential and experience a meaningful life while practicing personal accountability. The ASTECC, Inc., community will embrace this vision.

EDUCATIONAL PROGRAMS/CURRICULUM

Students who feel confident about themselves and who have opportunities to receive recognition tend to perform better academically and socially, so the school makes every effort to acknowledge good behavior and performance. ASTECC students are expected to practice appropriate manners and common courtesies to peers, school personnel, parents and visitors at all times.

Our schoolwide discipline plan is consistently administered, and students and staff members follow it. This plan includes standards for expected behavior and consequences for failure to comply with the standards, which have been agreed upon by teachers, parents, and students. There is an emphasis on rewarding students who meet the agreed upon expectations. Students are recognized in a number of ways, including personal teacher and administrative feedback, intercom and newsletter announcements, free dress days, free ice cream days, and special assemblies.

- Character Education
- Competency Education
- Constructivism
- Core Knowledge Sequence
- Deskin Instructional Model
- Developmentally Appropriate Curriculum
- Diversity (Individual Differences)
- Emotional Intelligence
- Experiential Learning
- Integrated Curriculum
- National Education Standards
- Oklahoma *Priority Academic Student Skills (PASS)*

GOVERNANCE

ASTECC's governance follows a business model as established by state law and outlined in organizational bylaws filed with the state of Oklahoma. The ASTECC Board of Directors, made up of parents, community and business leaders, meet regularly to review the budget and work toward short- and long-range support to ASTECC and its mission and goals. The board is comprised of forty-three percent (43%) parents, twenty-nine percent (29%) minority, and fifty-seven percent (57%) women.

Personnel and day-to-day operations are "site based" and are the responsibility of a chief executive officer who reports to the board of directors.

ASTECC Charter School, continued

PERFORMANCE GOALS

1. To provide curriculum and instruction that will prepare all students and all student groups for success in life.
2. Create a positive climate that embraces diversity, encourages character development, and manages student behavior so that all student groups and staff feel safe and successful.
3. Assist all students and student groups with their social and emotional needs.
4. Increase positive family and community involvement to strengthen the quality of education.
5. Provide a supportive educational climate by maximizing efficiency, innovation, and accountability.
6. Incorporate technology as an essential communication, instructional, and administrative tool.
7. Design, construct, manage and maintain facilities to support district enrollment.
8. Develop optimal human resource practices to serve the needs of all employees.
9. Develop and implement a high quality, coordinated staff development program to meet the mission and goals of the school.
10. Provide the resources to accomplish the mission and goals of the organization.

EXTRACURRICULAR ACTIVITIES

- After School Programs
- Basketball Team
- BEST Technology Partnership
- Bowling Team
- Builder's Club
- Golf Team
- National Honor Society
- Oklahoma Writing Project
- RAD Readers, an English Language Program
- "Random Acts of Kindness" Project
- State History Fair
- State Science Fair
- Student Council
- Tech Aide Team
- Tech Aide Training Team
- Videography

2010 Oklahoma Charter School Report

DEBORAH BROWN COMMUNITY SCHOOL

Sponsor: Langston University

Location:
2 South Elgin Avenue
Tulsa, Oklahoma 74103

Web Site Address:
www.dbcschool.org

Phone: (918) 425-1407

Fax Number: (918) 425-6693

Administrator:
Ms. Deborah Brown, Principal

Facility Square Footage:
9,676

DEMOGRAPHICS

Original School Opening Date:
August 2000

Grade Levels Served:
Kindergarten – 5th

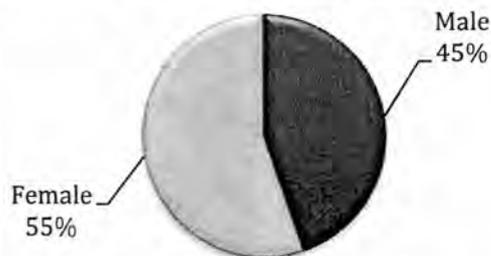
Enrollment as of October 1, 2009:
208

Percentage of Minority Students:
99.03%

Number of Students Per Grade Level:

Kindergarten:	44
Grade 1:	47
Grade 2:	42
Grade 3:	41
Grade 4:	19
Grade 5:	15

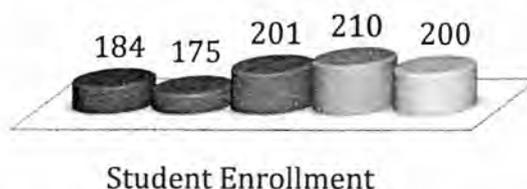
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009

Special Education Students:
11.06%

Economically Disadvantaged Students:
78.85%

Number of Teachers:
8.357 FTE

Number of Noncertified Staff:
12.000 FTE

Number of Administrators:
0.643 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):
\$6,425.24

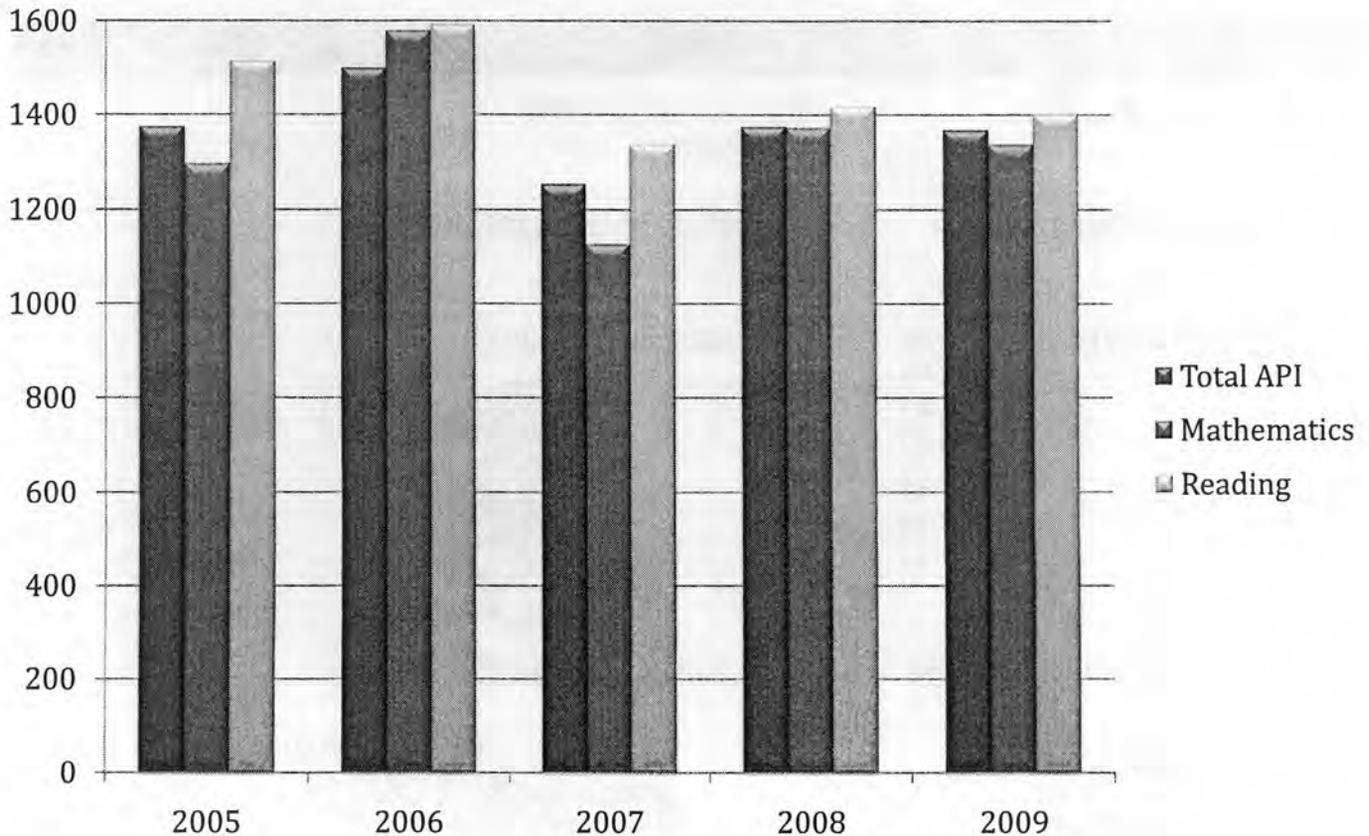
2010 Oklahoma Charter School Report

Deborah Brown Community School, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students):	1368	Adequate Yearly Progress (AYP):	YES
Math API (All students):	1338	School Improvement Status:	Not in School Improvement
Reading API (All students):	1401		

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

None reported.

MISSION STATEMENT

The mission of the Deborah Brown Community School (DBCS) is to promote excellence and improve student learning by providing each student an academically enriched curriculum in a safe, secure, and nurturing environment. The school strives to meet the social, intellectual, psychological, and physical needs of each child, thus teaching the total child, in a climate characterized by high academic and behavioral expectations for all children. The school professes the belief that public education is a commonly shared, democratic experience worthy of the commitment of all who are involved.

2010 Oklahoma Charter School Report

Deborah Brown Community School, continued

Deborah Brown Community School reflects an educational institution whereby ninety percent (90%) of the student population, upon graduation, performs at or above grade level in reading and math. Students also exhibit strong self-esteem and possess acceptable skills in the arts.

EDUCATIONAL PROGRAMS/CURRICULUM

- A+ School Program
- Core Knowledge
- Direct Instruction
- Health-Social Studies
- Holt/Saxon Math
- Open Court
- Science
- Scott Foresman-Social Studies
- Silver Burdett Ginn

GOVERNANCE

The Board is comprised of up to nine (9) members. They represent parent, community, and business leaders. The role of the board is to manage the property and affairs of the School. The board is responsible for developing policy and procedures for personnel matters and general guidance to the school administration.

The long-range vision of Deborah Brown Community School is to nurture a love of learning in its students which will take them through life with the excitement and ambition to remain lifelong students, resulting in significant contributions to themselves, their school, families, and community. We seek to earn the respect and confidence of the parents of the students we serve, as well as all those who are associated with the educational community by virtue of our commitment to a high standard of academic achievement among staff and students.

PERFORMANCE GOALS

1. All students entering our Kindergarten program will read at or above grade level upon graduation.
2. All students will master basic mathematics (addition, subtraction, multiplication and division).
3. DBCS will have clear standards of achievement and accountability for all students.
4. The students will develop basic computer competency through the use of the computer lab with Internet access.
5. DBCS will be secure, safe, drug-free, and disciplined.

EXTRACURRICULAR ACTIVITIES

- Ballroom Dancing
- Chess Club
- Special Event Programming

2010 Oklahoma Charter School Report

DISCOVERY SCHOOL OF TULSA

Sponsor: Langston University

Location:

4821 South 72nd East Avenue
Tulsa, Oklahoma 74145

Web Site Address:

www.discoveryok.org

Phone: (918) 960-3131

Fax Number: (918) 960-3130

Administrator:

Fevzi Simsek, Principal

Facility Square Footage:

39,000

DEMOGRAPHICS

Original School Opening Date:

August 2009

Grade Levels Served:

Kindergarten - 8th

Enrollment as of October 1, 2009:

367

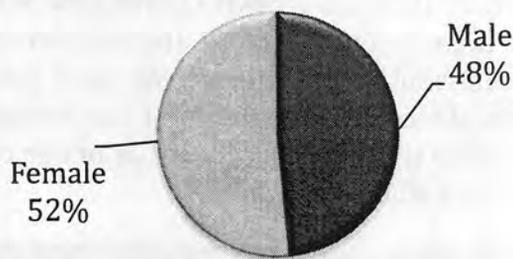
Percentage of Minority Students:

53.68 %

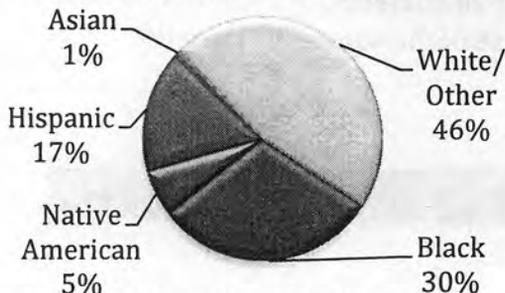
Number of Students Per Grade Level:

Kindergarten:	58
Grade 1:	47
Grade 2:	46
Grade 3:	45
Grade 4:	39
Grade 5:	48
Grade 6:	48
Grade 7:	23
Grade 8:	15

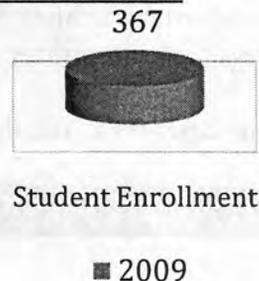
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend:



Special Education Students:

14.44%

Economically Disadvantaged Students:

61.58%

Number of Teachers:

22.138 FTE

Number of Noncertified Staff:

4.167 FTE

Number of Administrators:

3.000 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

Not applicable as this is the first year of operation.

2010 Oklahoma Charter School Report

Discovery School of Tulsa, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Discovery School of Tulsa is in its first year of operation; therefore, no API data exists.

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)

Discovery School of Tulsa is in its first year of operation; therefore, no trend data exists.

BUSINESS OR PRIVATE PARTNERS

SKY Foundation.

MISSION STATEMENT

The mission of Discovery School of Tulsa (DST) is to prepare students for academic success in the future, enable them to have a broad spectrum of options in their upcoming endeavors, and prepare them to be responsible and productive citizens. The educational philosophy of DST is that school exists for the welfare and dignity of the child. Education at DST is student centered and each child is recognized as a unique individual with unique interests, needs and abilities. It is our belief that each child has an inherent curiosity and love of learning, and each has a unique intelligence, capability, and learning style. With this in mind, we have created a student-teacher-parent triad. Our students will strive toward their highest levels of capability with an education addressing their individual learning styles, thus fostering within them a lifelong love of learning.

EDUCATIONAL PROGRAMS/CURRICULUM

The DST School System provides a core curriculum (*Priority Academic Student Skills* [PASS] curriculum) which is enriched, extended, or differentiated to meet the individual learning needs of students. Education in the fine and practical arts, physical education, and language study are valued as integral parts of the instructional program. The curriculum is designed to stimulate intellectual curiosity and develop the critical thinking skills necessary for students to enjoy a full, productive, and satisfying life. DST's standards-based learning environment identifies what students will learn as a result of completing the instructional program which clearly establishes the criterion for subject mastery. The scope and sequence of the curriculum reflects a continuum of subject matter that challenges all students.

GOVERNANCE

The Discovery School of Tulsa's governing board has five (5) members. They are all academia from the University of Oklahoma and Oklahoma State University.

PERFORMANCE GOALS

1. DST will reach 95% success in each CRT test administered by the State.
2. DST will make Adequate Yearly Progress every year.
3. DST will keep the attendance rate more than 95% and the drop-out rate 0%.
4. DST will integrate technology into the classes to strengthen the new innovative ways to teach courses.
5. DST will keep the educational environment safe and will ensure to accept safety as a priority.

Discovery School of Tulsa, continued

EXTRACURRICULAR ACTIVITIES

- Aerobics
- Art
- Basketball
- Chess
- Community Action Team
- Drama
- Geography
- Music
- Robotics
- Science & Technology
- Soccer
- Student Government
- Web Design

2010 Oklahoma Charter School Report

DOVE SCIENCE ACADEMY (OKC)

Sponsor: Oklahoma City Public Schools

Location:
919 Northwest 23rd Street
Oklahoma City, Oklahoma 73106

Web Site Address:
www.dsaokc.org

Phone: (405) 524-9762

Fax Number: (405) 524-9471

Administrator:
Barbaros Aslan, Principal

Facility Square Footage:
38,500

DEMOGRAPHICS

Original School Opening Date:
August 2001

Grade Levels Served:
6th - 12th

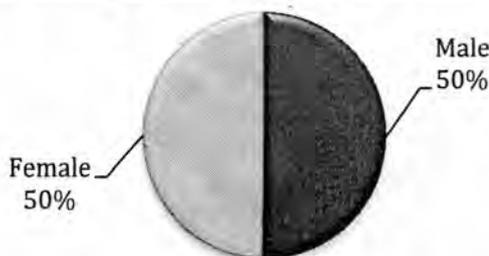
Enrollment as of October 1, 2009:
478

Percentage of Minority Students:
84.52%

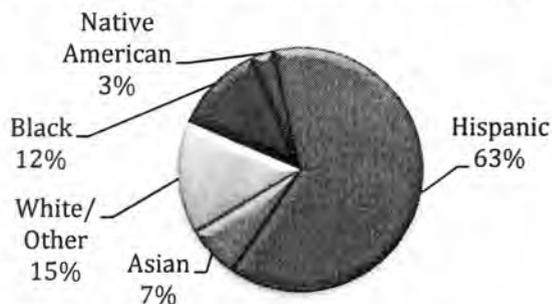
Number of Students Per Grade Level:

Grade 6:	82
Grade 7:	77
Grade 8:	71
Grade 9:	70
Grade 10:	70
Grade 11:	47
Grade 12:	61

Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Student Enrollment

■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009

Special Education Students:
7.94%

Economically Disadvantaged Students:
75.10%

Number of Teachers:
29.475 FTE

Number of Noncertified Staff:
4.333 FTE

Number of Administrators:
4.525 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):
\$6,044.43

2010 Oklahoma Charter School Report

Dove Science Academy (OKC), continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1425

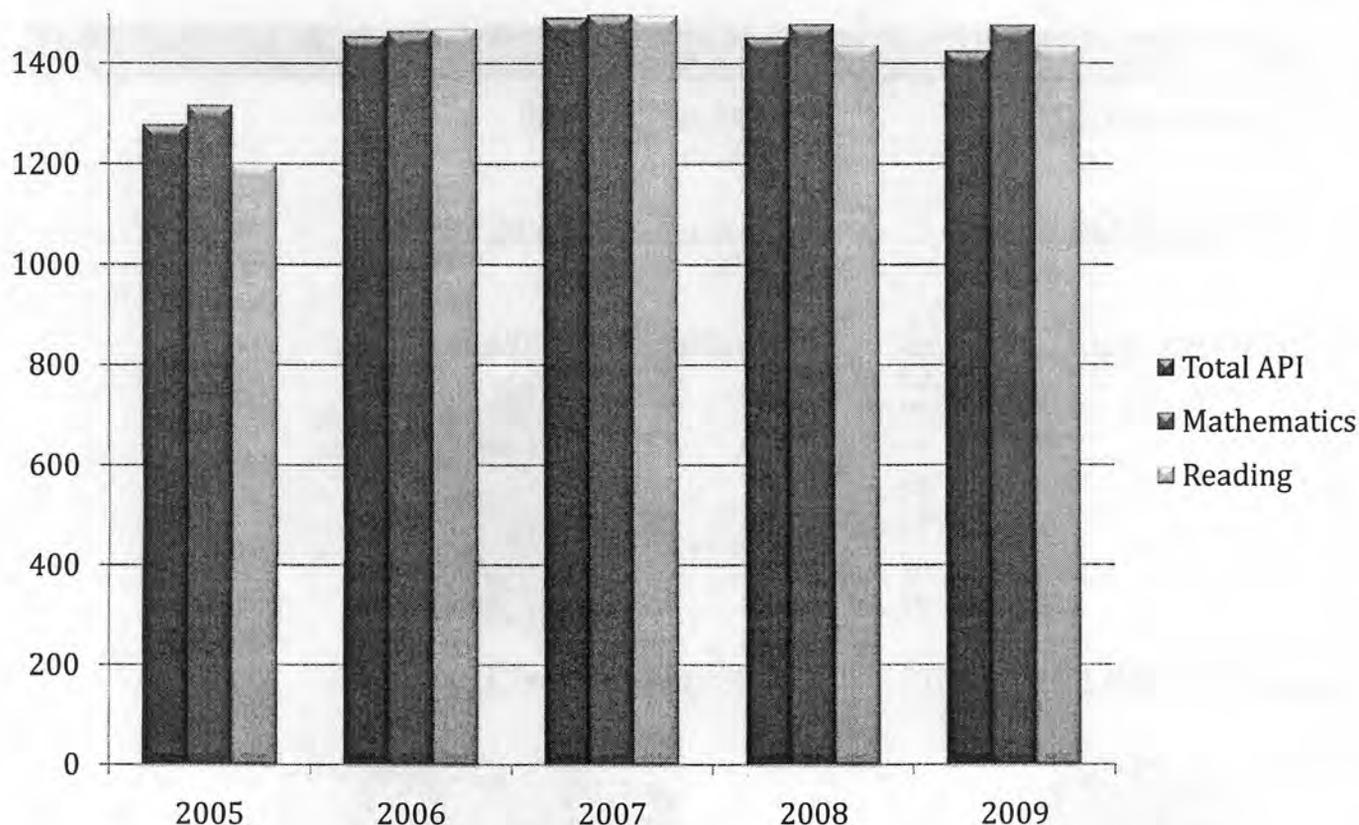
Adequate Yearly Progress (AYP): YES

Math API (All students): 1477

School Improvement Status: Not in School Improvement

Reading API (All students): 1436

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

Sky Foundation

MISSION STATEMENT

Recognizing that educational success is in the harmony of the triad of the student-teacher-parent, Dove Science Academy forms a partnership among this triad, which helps our youth fulfill their highest potential intellectually, socially, emotionally, and physically.

The vision of Dove Science Academy is to prepare students for academic success in their future education, enable students to have a broad spectrum of options for their future endeavors, and prepare them to be responsible and productive citizens.

2010 Oklahoma Charter School Report

Dove Science Academy (OKC), continued

It is the belief of Dove Science Academy that each child has an inherent curiosity and love of learning; and each has a unique intelligence, capability, and learning style. With this in mind, Dove Science Academy creates a student-teacher-parent/guardian triad. Dove students will strive toward their highest levels of capability with an education addressing their individual learning styles, thus fostering within them a lifelong love of learning.

The purpose of Dove Science Academy is to foster productive attitudes toward work, community, school, friends, and self. With a deep respect for family, school and community, the ideal Dove Science Academy student will have the capacity to appreciate the opportunities life affords and to show a willingness to sacrifice for the common good as well as most effectively through adult role models.

In addition to being crucial to the implementation of Dove Science Academy's vision, the staff will provide the most immediate role model for their students. Thus, the staff will be meticulously selected, trained, and held to the highest standards of conduct.

By meeting these objectives, Dove Science Academy will provide children with a positive educational and social experience in a structured, challenging yet nurturing environment. It will be a community in which students, teachers, and parents are jointly aware of and committed to the vision of the school.

EDUCATIONAL PROGRAMS/CURRICULUM

- Advanced Placement
- Character Education
- College Preparatory Curriculum
- English as a Second Language
- Gifted and Talented Education
- Math Competitions
- Parent Home Visits
- Science Fairs
- Special Education in all Categories
- Student Support and Guidance Program

GOVERNANCE

The Dove Science Academy school governing board has five (5) members. They are all academia from the University of Oklahoma and Oklahoma State University.

PERFORMANCE GOALS

1. Make AYP every year
2. Improve API every year

EXTRACURRICULAR ACTIVITIES

- Boys and Girls Baseball
- Boys and Girls Basketball
- Boys and Girls Soccer
- Drama and Choir
- ImagiNation, a multicultural club
- National Honor Society
- Science Club and Math Club
- Spanish Dance
- Turkish

2010 Oklahoma Charter School Report

DOVE SCIENCE ACADEMY ELEMENTARY (OKC)

Sponsor: Oklahoma City Public Schools

Location:

4901 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Web Site Address:

www.dsaelementary.org

Phone: (405) 605-5566

Fax Number: (405) 605-5578

Administrator:

Hasan Suzuk, Principal

Facility Square Footage:

24,000

DEMOGRAPHICS

Original School Opening Date:

August 2008

Grade Levels Served:

Kindergarten – 5th

Enrollment as of October 1, 2009:

307

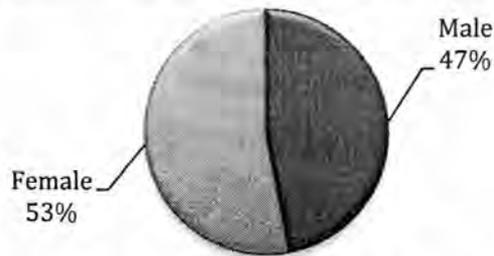
Percentage of Minority Students:

79.48%

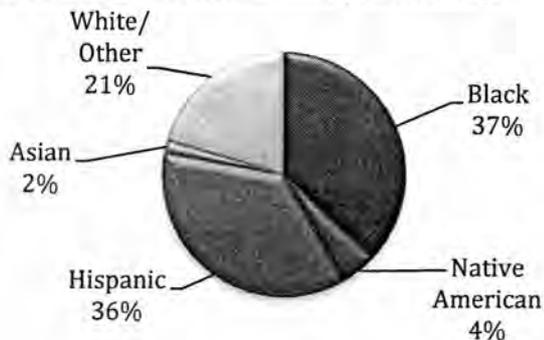
Number of Students Per Grade Level:

Kindergarten:	50
Grade 1:	50
Grade 2:	51
Grade 3:	51
Grade 4:	35
Grade 5:	50

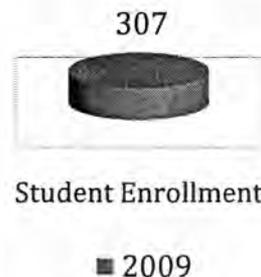
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Special Education Students:

5.21%

Economically Disadvantaged Students:

77.52%

Number of Teachers:

15.322 FTE

Number of Noncertified Staff:

2.287 FTE

Number of Administrators:

2.200 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$5,961.23

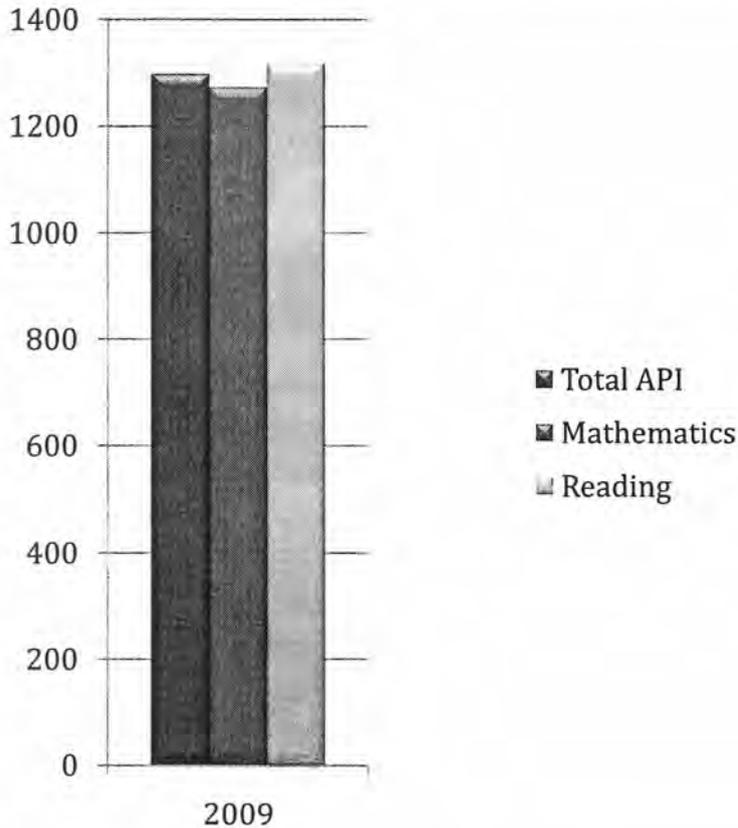
2010 Oklahoma Charter School Report

Dove Science Academy Elementary School, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1298	Adequate Yearly Progress (AYP): YES
Math API (All students): 1273	School Improvement Status: Not in School Improvement
Reading API (All students): 1317	

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2009)



BUSINESS OR PRIVATE PARTNERS

Sky Foundation

MISSION STATEMENT

The mission of Dove Science Academy (DSA) is to prepare students for academic success in the future, enable them to have a broad spectrum of options in their future endeavors, and prepare them to be responsible and productive citizens.

It is our belief that each child has an inherent curiosity and love of learning; and each has a unique intelligence, capability, and learning style. With this in mind, we will create a student-teacher-parent triad. Our students will strive toward their highest levels of capability with an education addressing their individual learning styles, thus fostering within them a lifelong love of learning.

2010 Oklahoma Charter School Report

Dove Science Academy Elementary School, continued

EDUCATIONAL PROGRAMS/CURRICULUM

The DSA School System provides a core curriculum (Priority Academic Student Skills (PASS) curriculum) which is enriched, extended, or differentiated to meet the individual learning needs of students. Education in the fine and practical arts, physical education, and language study are valued as integral parts of the instructional program. The curriculum is designed to stimulate intellectual curiosity and develop the critical thinking skills necessary for students to enjoy a full, productive, and satisfying life. Dove's standards-based learning environment identifies what students will know and be able to do as a result of completing the instructional program and clearly establishes the criterion for subject mastery. The scope and sequence of the curriculum reflects a continuum of offerings that challenge all students.

GOVERNANCE

The Dove Science Academy school governing board has five (5) members. They are all academia from the University of Oklahoma and Oklahoma State University.

PERFORMANCE GOALS

1. Make AYP every year
2. Improve API every year

EXTRACURRICULAR ACTIVITIES

- Academic Bowls
- Basketball
- Choir
- Drama Club
- Boy/Girl Scouts
- Camping
- Computer Club
- Cooking
- Drawing
- Field Trips
- Geography Bee
- Latch Key (before/after school care)
- Mathcounts
- Movies
- Picnics/School Carnival
- Reading
- Science Club
- Spanish Culture
- Spanish Dance
- Soccer
- Spelling Bee
- Talent Shows
- Turkish Culture
- Turkish Dance
- Turkish Language
- Volleyball
- Writing Club
- Yearbook

2010 Oklahoma Charter School Report

DOVE SCIENCE ACADEMY (Tulsa)

Sponsor: Tulsa Public Schools

Location:

280 South Memorial Drive
Tulsa, Oklahoma 74112-2296

Web Site Address:

www.dsatulsa.org

Phone: (918) 834-3936

Fax Number: (918) 834-3352

Administrator:

Mr. Mustafa Kili, Director

Facility Square Footage:

26,500

DEMOGRAPHICS

Original School Opening Date:

August 2000

Grade Levels Served:

6th - 12th

Enrollment as of October 1, 2009:

371

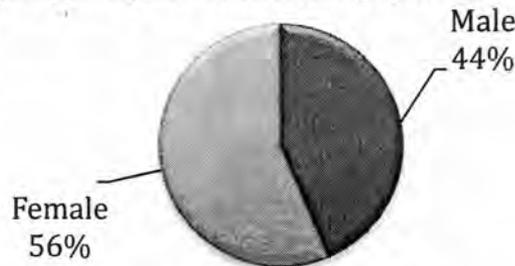
Percentage of Minority Students:

62.26%

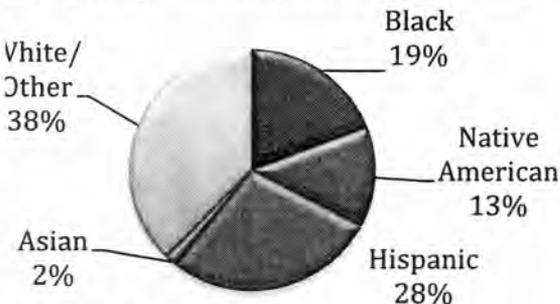
Number of Students Per Grade Level:

Grade 6:	84
Grade 7:	97
Grade 8:	52
Grade 9:	60
Grade 10:	25
Grade 11:	21
Grade 12:	32

Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Student Enrollment

■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009

Special Education Students:

5.39%

Economically Disadvantaged Students:

69.27%

Number of Teachers:

21.400 FTE

Number of Noncertified Staff:

3.000 FTE

Number of Administrators

2.900 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$6,179.09

2010 Oklahoma Charter School Report

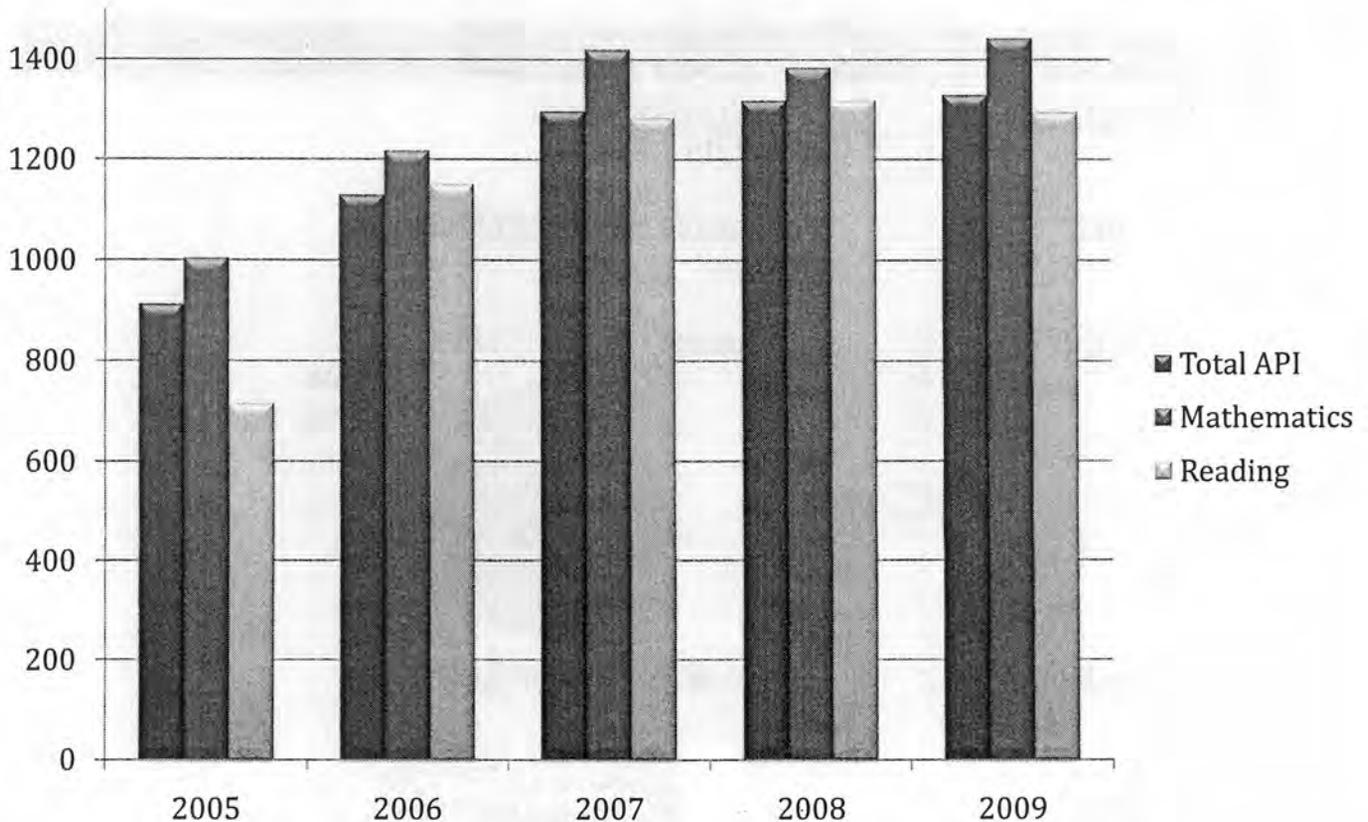
Dove Science Academy (Tulsa), continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1330
Math API (All students): 1443
Reading API (All students): 1294

Adequate Yearly Progress (AYP): YES
School Improvement Status: Not in School Improvement

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

Sky Foundation

MISSION STATEMENT

Recognizing that educational success is in the harmony of the triad of the student-teacher-parent, Dove Science Academy forms a partnership among the triad, which helps our youth fulfill their highest potential intellectually, socially, emotionally and physically.

Dove Science Academy will prepare students for college with a focus on science, math, and computers. Dove Science Academy will provide a safe, healthy, and caring environment that shall result in academic

2010 Oklahoma Charter School Report

Dove Science Academy (Tulsa), continued

excellence, continuous learning, and responsible, accountable citizens through the mutual support of parents, students, school personnel, and the community.

EDUCATIONAL PROGRAMS/CURRICULUM

- Renaissance Learning
- Study Island
- College preparatory curriculum

GOVERNANCE

There are four (4) community representatives and one (1) school administrator on the governing board. Dove Science Academy also has a parent organization which promotes parental involvement.

PERFORMANCE GOALS

1. The yearly attendance rate for all students will be ninety-six percent (96%).
2. At least eighty percent (80%) of students will be reading at or above grade level.
3. At least ninety percent (90%) of all students will score satisfactory or above on state mandated tests in reading and math.

EXTRACURRICULAR ACTIVITIES

- Band
- Boys basketball club
- Dance club
- Dance team
- Girls basketball club
- High school boys soccer club
- Middle school boys soccer club
- Middle school choir
- Science project groups

2010 Oklahoma Charter School Report

HARDING CHARTER PREPARATORY

Sponsor: Oklahoma City Public Schools

Location:

3333 North Shartel
Oklahoma City, Oklahoma 73118

Web Site Address:

www.hardingcharterprep.org

Phone: (405) 528-0562

Fax Number: (405) 556-5063

Administrator:

Mr. Richard Caram, Principal

Facility Square Footage:

90,000

DEMOGRAPHICS

Original School Opening Date:

August 2003

Grade Levels Served:

9th - 12th

Enrollment as of October 1, 2009:

425

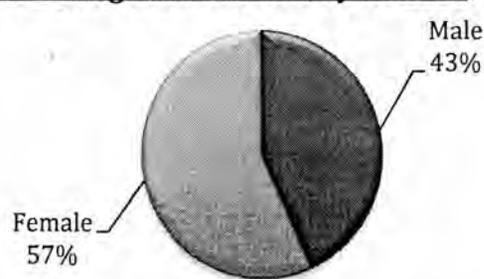
Percentage of Minority Students:

51.76%

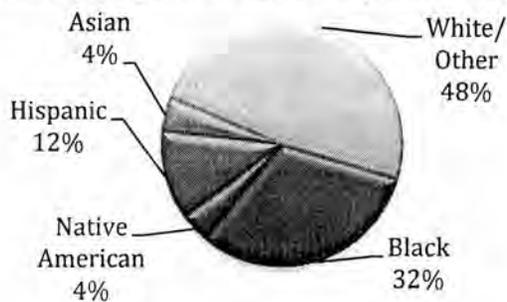
Number of Students Per Grade Level:

Grade 9:	132
Grade 10:	106
Grade 11:	105
Grade 12:	82

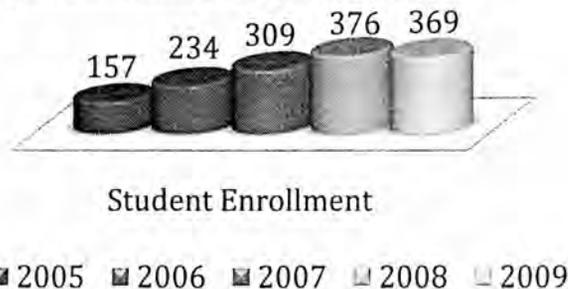
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Special Education Students:

7.06%

Economically Disadvantaged Students:

33.41%

Number of Teachers:

30.500 FTE

Number of Noncertified Staff:

2.500 FTE

Number of Administrators

3.000 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$6,476.59

2010 Oklahoma Charter School Report

Harding Charter Preparatory, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1476

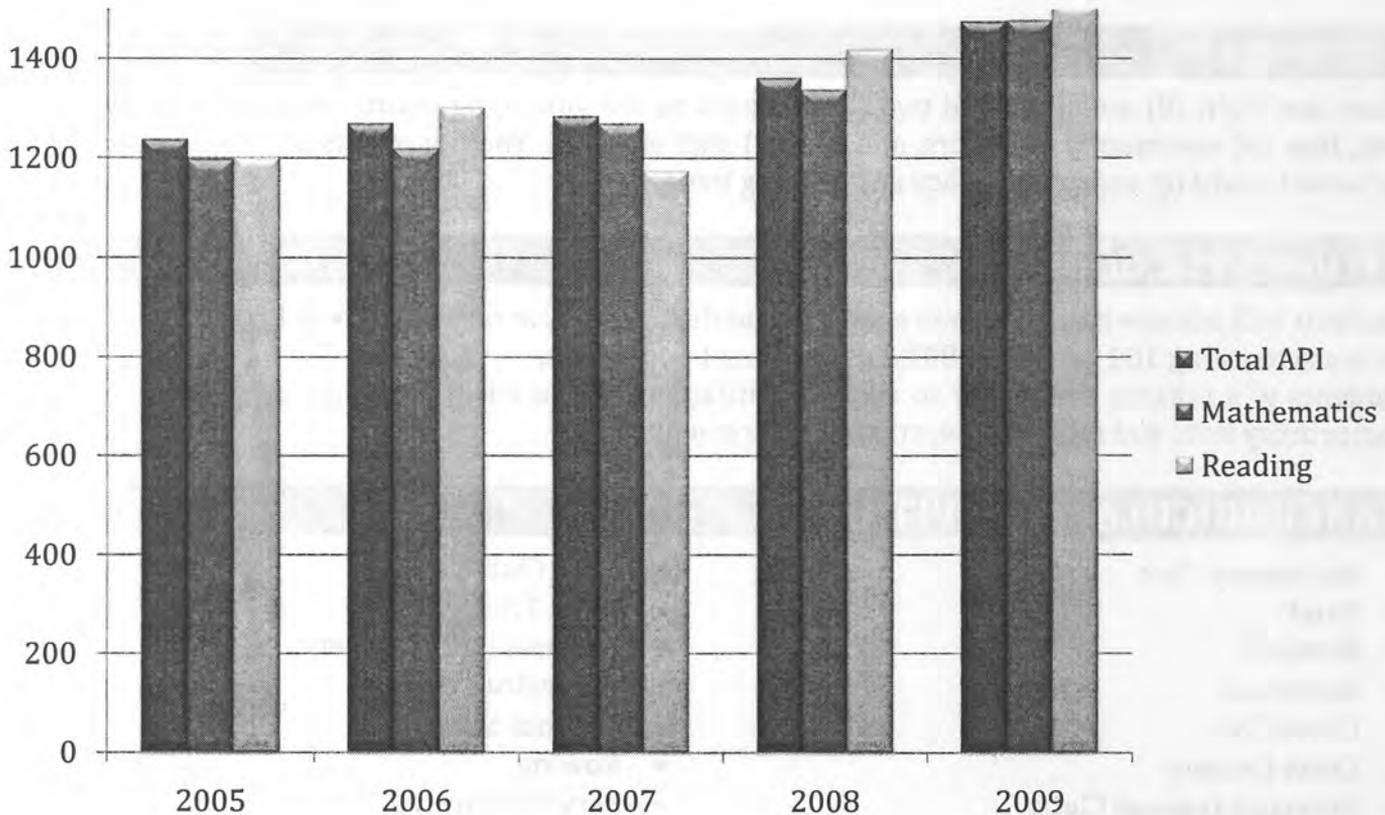
Adequate Yearly Progress (AYP): YES

Math API (All students): 1478

School Improvement Status: Not in School Improvement

Reading API (All students): 1509

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

Challenge Foundation; Cox Communications; Chesapeake Energy; Kerr Foundation; Ethics in Excellence in Journalism; Harding Alumni Foundation; Gaylord Foundation; INASMUCH; Oklahoma City University; Warr Family; Love Company Foundation; Jay Gault Family

MISSION STATEMENT

Harding Charter Preparatory High School will provide each student with an academically challenging educational experience through an Advanced Placement curriculum, which will prepare graduates for success at postsecondary college or university.

2010 Oklahoma Charter School Report

Harding Charter Preparatory continued

EDUCATIONAL PROGRAMS/CURRICULUM

- Advancement Via Individual Determination (AVID)
- College Board - Advanced Placement curriculum
- College Counseling
- Gardner's Multiple Intelligences and Differentiated Learning
- Parent Club, including Parent University and Parent Community Service
- Student Community Service

GOVERNANCE

There are eight (8) members and two (2) advisors on the governing board, which includes four (4) parents, four (4) community members, and two (2) staff advisors. The board acts the same as a regular public school board by approving policy and funding issues.

PERFORMANCE GOALS

1. Students will achieve reading comprehension and fluency rates at or above grade level with an annual increase reaching 100 percent (100%) of the school population.
2. Students will achieve the ability to solve quantitative mathematical problems at a state-mandated competency level and for college entrance requirements.

EXTRACURRICULAR ACTIVITIES

- | | |
|---------------------------|--------------------------|
| • Astronomy Club | • Math Club |
| • Band | • Mock Trial |
| • Baseball | • National Honor Society |
| • Basketball | • Orchestra |
| • Chess Club | • Outdoor Soccer |
| • Cross Country | • Rowing |
| • Foreign Language Clubs | • Service Learning |
| • Golf | • Softball |
| • Drama | • Speech and Debate |
| • Indoor Soccer | • Tennis |
| • Junior Classical League | • Vocal Music |
| • Latin Dance Club | • Volleyball |

2010 Oklahoma Charter School Report

HARDING FINE ARTS CENTER

Sponsor: Oklahoma City Public Schools

Location:

3333 North Shartel
Oklahoma City, Oklahoma 73118-7277

Web Site Address:

www.hardingfinearts.org

Phone: (405) 702-4322

Fax Number: (405) 601-0904

Administrator:

Dr. Sharon Rowan, Principal

Facility Square Footage:

80,000

DEMOGRAPHICS

Original School Opening Date:

August 2005

Grade Levels Served:

9th - 12th

Enrollment as of October 1, 2009:

255

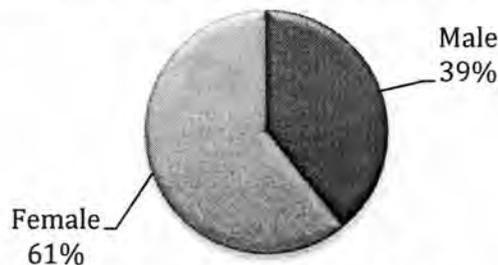
Percentage of Minority Students:

43.92%

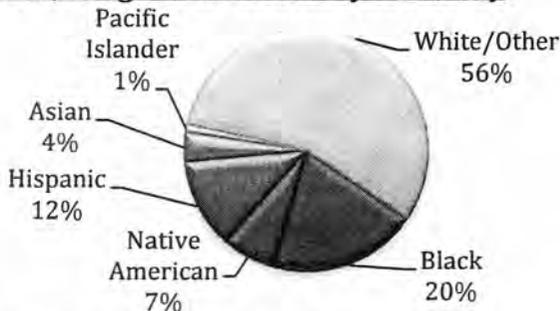
Number of Students Per Grade Level:

Grade 9:	79
Grade 10:	60
Grade 11:	64
Grade 12:	52

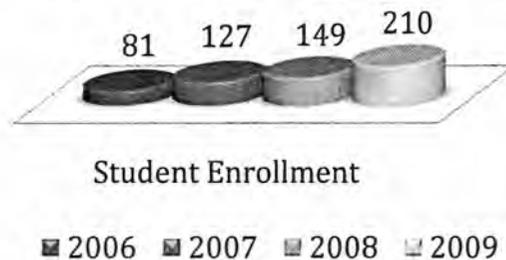
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Special Education Students:

9.80%

Economically Disadvantaged Students:

46.67%

Number of Teachers:

16.757 FTE

Number of Noncertified Staff:

1.500 FTE

Number of Administrators:

1.000 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$6,430.97

2010 Oklahoma Charter School Report

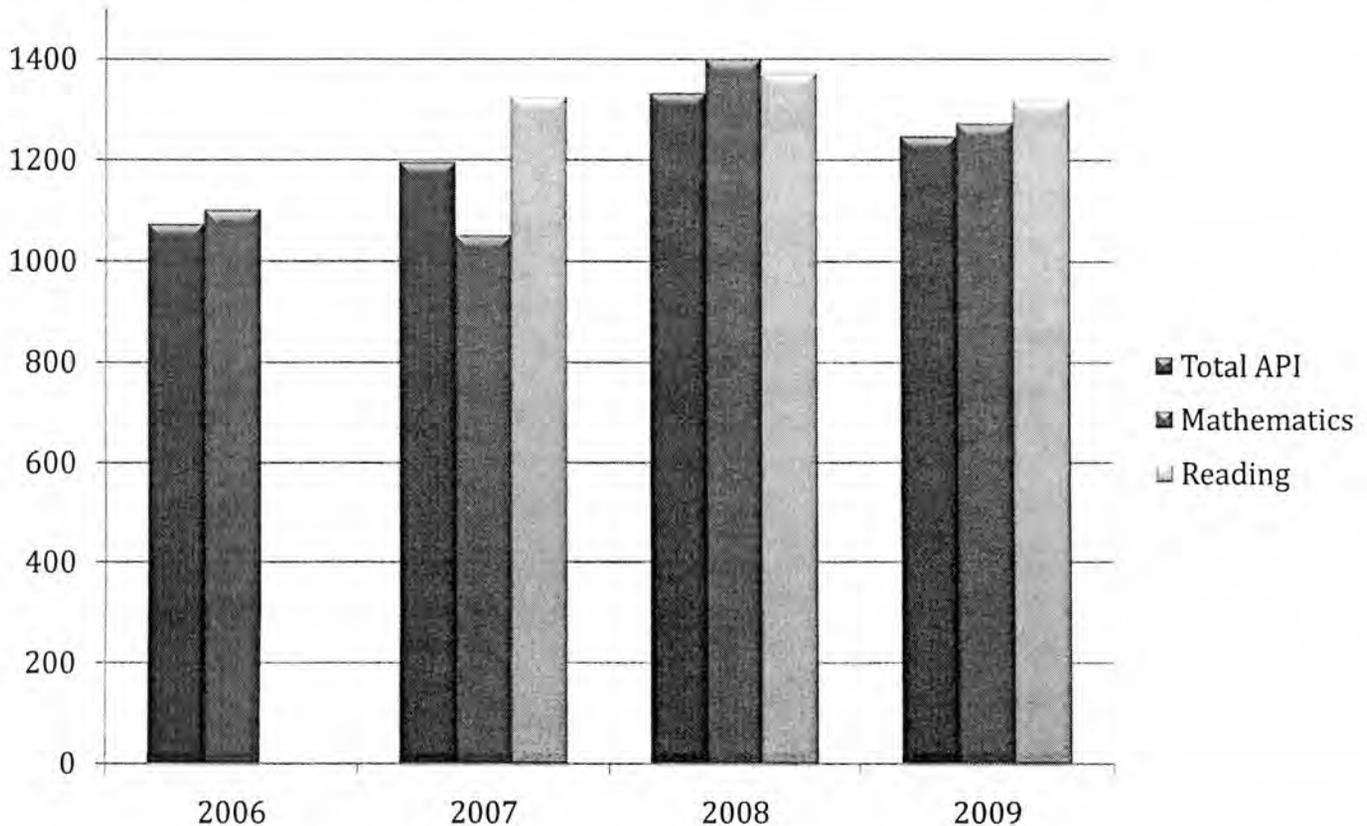
Harding Fine Arts Center, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1248
Math API (All students): 1274
Reading API (All students): 1321

Adequate Yearly Progress (AYP): YES
School Improvement Status: Not in School Improvement

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

Kirkpatrick Foundation, Challenge Foundation, Lyric Theater

MISSION STATEMENT

To provide an arts-enriched learning environment that merges aesthetic and academic content to enhance student achievement and encourage lifetime appreciation for and expression of the arts.

2010 Oklahoma Charter School Report

Harding Fine Arts Center, continued

EDUCATIONAL PROGRAMS/CURRICULUM

Harding Fine Arts Center uses the A+ Instructional model which emphasizes an understanding of multiple intelligences, cross-integration of fine arts with traditional academic subjects, curricular mapping, and provides a supportive, nurturing environment.

GOVERNANCE

The board of directors consists of thirteen (13) members from the Oklahoma City business community, educational community, arts community, and human services community.

PERFORMANCE GOALS

To improve district Academic Performance Index (API) scores by six percent (6%) for all student subgroups.

EXTRACURRICULAR ACTIVITIES

- Dance
- Piano
- Voice
- Other Music Lessons
- Basketball
- Soccer

2010 Oklahoma Charter School Report

INDEPENDENCE CHARTER MIDDLE SCHOOL

Sponsor: Oklahoma City Public Schools

Location:

3232 Northwest 65th Street
Oklahoma City, Oklahoma 73116-3512

Web Site Address:

www.icmsokc.com

Phone: (405) 841-3130

Fax Number: (405) 841-3134

Administrator:

Mrs. Vana Baker

Facility Square Footage:

13,174

DEMOGRAPHICS

Original School Opening Date:

August 2000

Grade Levels Served:

6th - 8th

Enrollment as of October 1, 2009:

305

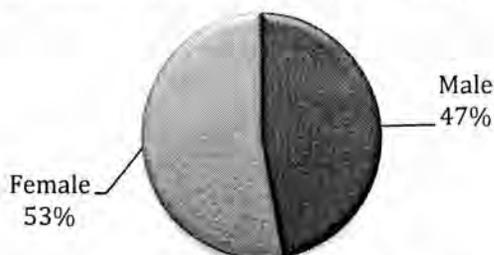
Percentage of Minority Students:

50.16%

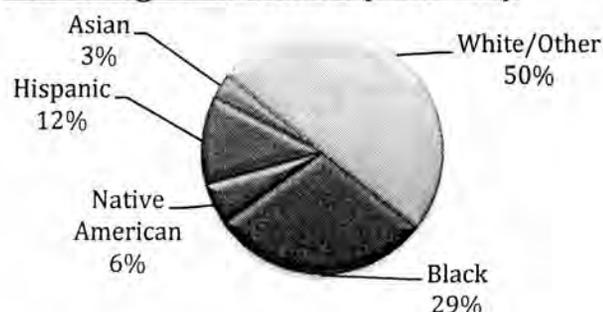
Number of Students Per Grade Level:

Grade 6:	106
Grade 7:	98
Grade 8:	101

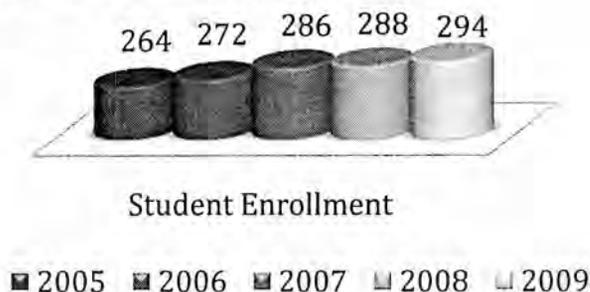
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Special Education Students:

23.27%

Economically Disadvantaged Students:

41.97%

Number of Teachers:

18.500 FTE

Number of Noncertified Staff:

4.000 FTE

Number of Administrators:

0.750 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$5,534.81

2010 Oklahoma Charter School Report

Independence Charter Middle School, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1307

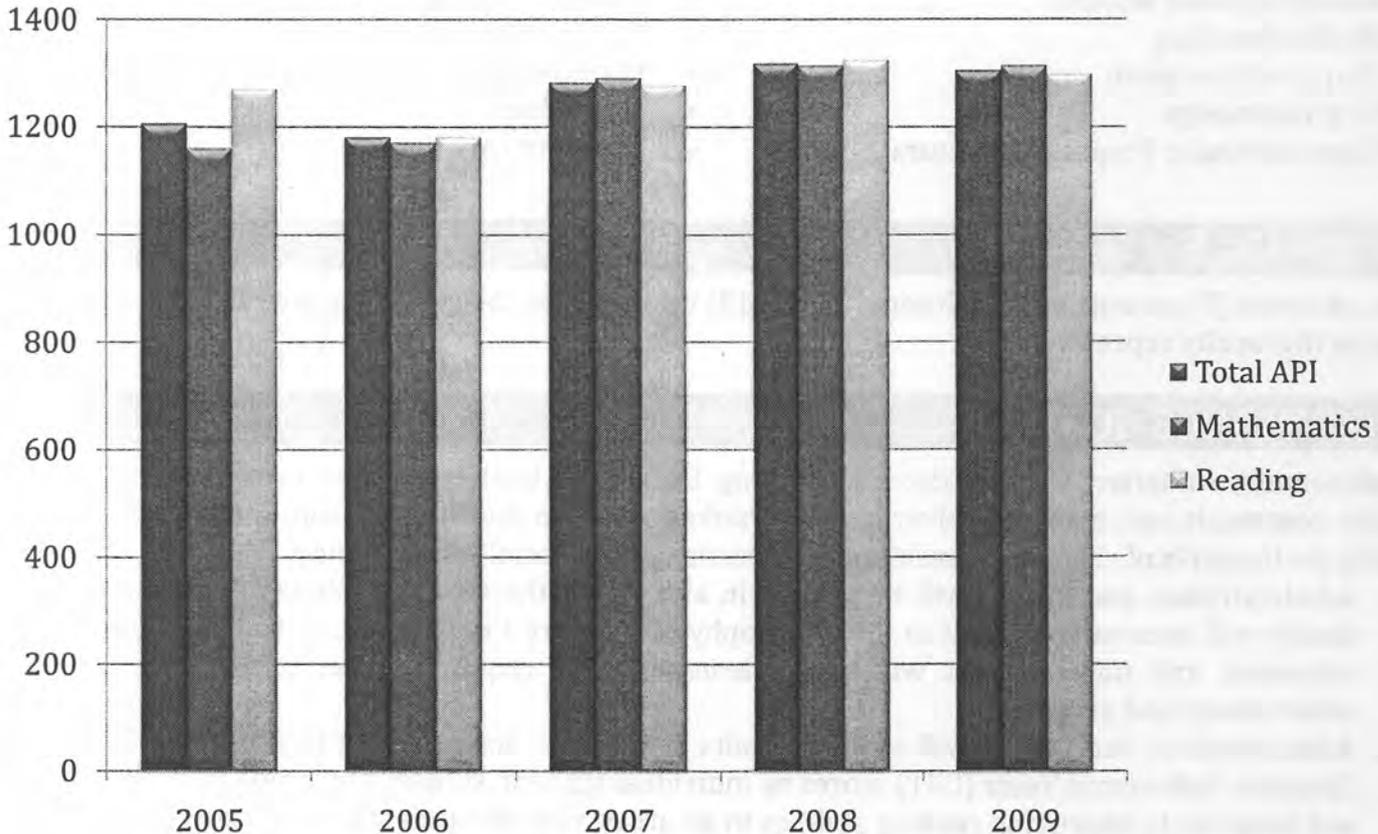
Adequate Yearly Progress (AYP): YES

Math API (All students): 1316

School Improvement Status: Not in School Improvement

Reading API (All students): 1300

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

Chesapeake Oil; Potts Family Foundation; Communities Foundation of Oklahoma; Challenge Foundation; Margaret Annis Boys Foundation; Freede Foundation

MISSION STATEMENT

The mission of Independence Charter Middle School is to provide each student an academically challenging and equitable education experience based on safety, respect and accountability through the Core Knowledge Curriculum, Team Teaching, and dynamic, interactive student, parental, and community involvement. These students will possess eagerness, readiness, and the skill for lifelong learning.

Independence Charter Middle School envisions their school being built upon a curriculum based on the Core Knowledge Curriculum developed by Dr. E.D. Hirsch. The concept includes: (1) a faculty

2010 Oklahoma Charter School Report

Independence Charter Middle School, continued

comprised of professional educators who believe that the education of adolescents can be exciting and engaging; (2) a middle school where direct, concrete parental/mentor involvement on behalf of the student is mandatory for the student to continue his/her educational experience; (3) a community that will support the school; and (4) one that will also benefit by the existence of the school.

EDUCATIONAL PROGRAMS/CURRICULUM

- Advanced Language Arts
- Advanced Social Studies
- Block Scheduling
- Character Education
- Core Knowledge
- Cross-curricular Program of Cultural Literacy
- Extended-day Remedial Tutoring
- Foreign Language
- Physical Education/Health
- Team Teaching
- Technology
- Visual Art/Art History

GOVERNANCE

There are seven (7) parents who each serve a three (3) year term on the governing board. The principal serves as the faculty representative.

PERFORMANCE GOALS

Independence Charter Middle School's Learning Excellence Goal is to have every student be an effective communicator, problem solver, critical thinker, decision maker, and team member, including learning the life skills of character development, citizenship, and social responsibility.

1. Administration and faculty will be trained in and utilize the Core Knowledge Curriculum. The faculty will become proficient in the philosophy of the Core Knowledge Curriculum. Continuous education and improvement will be implemented and required so as to continue student achievement and progress.
2. Administration and faculty will analyze results of student's Iowa Test of Basic Skills (ITBS) and Criterion-Referenced Tests (CRT) scores by individual student, subject, and grade level. Emphasis will be given to improving reading abilities in all areas, with all students. High expectations have been set for our students. The instructors will develop programs that will increase reading development areas. The results will be to raise and maintain all student test scores. The Academy of Reading, STAR Program, A+ program, and other classroom programs will be used to monitor student progress during the school year, as well as standardized tests that are administered in the spring and fall. Professional Development Activities as related to test score analogies include:
 - a. Analysis and evaluation of test scores and curriculum development pertaining to areas in need. This training will be made in conjunction to the Core Knowledge Curriculum training for all new faculty members, along with an appraisal review for our already-trained teachers.
 - b. A variety of opportunities for our faculty to receive training for test score improvement and test score analysis. This will be provided through outside sources such as the State Department of Education.

2010 Oklahoma Charter School Report

ndependence Charter Middle School, continued

3. Administration and faculty will continue to establish opportunities for all students to learn and achieve at their individual levels, to encourage students and faculty to become critical thinkers and improve students and faculty in technological abilities. Within the area it will also be stressed to provide a pleasant and safe environment for staff, students, and patrons. All students will be involved learners and accepted at any ability level.
4. Each student will have an assessment tool called an Individual Learning Plan (ILP) developed for them, with additional information added at the beginning and end of each school year. The ILP will contain data pertinent to their achievement, as well as strengths and weaknesses, and goal-setting information. These will be passed on to the teachers each year, to be analyzed and updated. The students will also be active in the ILP by setting personal and academic goals, and tracking their achievement with these goals.
5. Administration and faculty will continue to relate character development to each student through continued education, example, and high expectations. Character education will be expected in all areas of Independence Charter Middle School. Character education will be presented daily as well as directed activities across the school environment.
6. Administration and faculty will seek involvement with parents, patrons, businesses, and others in achieving the established goals. Parental involvement is a top priority for Independence Charter Middle School. This involvement will focus with decision making, developing and implementing new goals for the school, and improvement in all facets of the school. This involvement will be with close monitoring and communication.
7. Administration and faculty will set high expectations and clear standards of performance for all personnel and students, to recognize achievement. High achievement will be recognized at all times, as well as academic and personal improvement. Independence Charter Middle School will use daily praises, awards, and recognition to highlight improvement and performance.
8. Administration and faculty will continue to monitor and implement programs that cause improvement with student discipline and responsibility. All students and staff must actively become involved in the mission and vision for the school. We must all be willing to improve and sacrifice for the betterment of the school. Parent, teacher, and student "Codes of Conduct" will be taken seriously and will outline expected behavior. Community will be of utmost importance.

EXTRACURRICULAR ACTIVITIES

- Baseball
- Basketball
- Cheerleading
- Chess Club
- Extensive Tutoring Program
- Football
- Gifted and Talented Program
- Girl Scouts
- Guitar
- Illustrations
- Journalism
- Red Cross Babysitting
- Remedial Tutoring
- Science Club
- Soccer
- Softball
- Strings
- Study Hall
- Track
- Wacky Wednesday

2010 Oklahoma Charter School Report

JUSTICE ALMA WILSON SEEWORTH ACADEMY

Sponsor: Oklahoma City Public Schools

Location:

12600 North Kelley Avenue
Oklahoma City, Oklahoma 73131-1869

Web Site Address:

www.seeworthacademy.org

Phone: (405) 475-8565

Fax Number: (405) 475-5561

Administrator:

Mrs. Janet Grigg, Director

Facility Square Footage:

North Campus 39,312 South Campus 9,400

DEMOGRAPHICS

Original School Opening Date:

August 2000

Grade Levels Served:

3rd - 12th

Enrollment as of October 1, 2009:

450

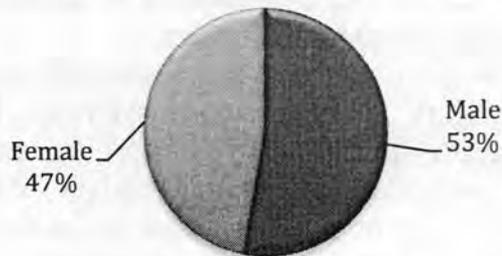
Percentage of Minority Students:

97.56%

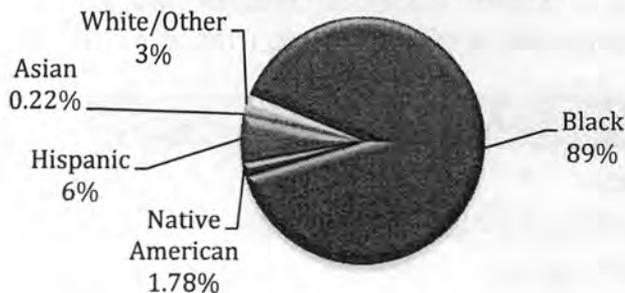
Number of Students Per Grade Level:

Grade 3: 5	Grade 8: 19
Grade 4: 6	Grade 9: 120
Grade 5: 11	Grade 10: 137
Grade 6: 9	Grade 11: 66
Grade 7: 13	Grade 12: 64

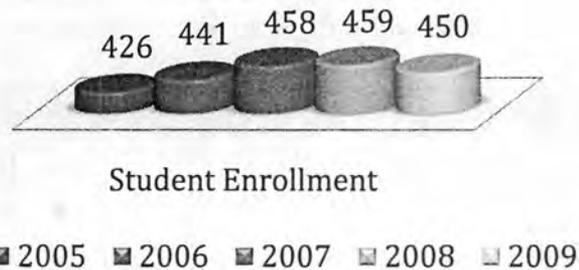
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Special Education Students:

20.89%

Economically Disadvantaged Students:

99.11%

Number of Teachers:

21.826 FTE

Number of Noncertified Staff:

31.250 FTE

Number of Administrators:

3.000 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$8,332.37

2010 Oklahoma Charter School Report

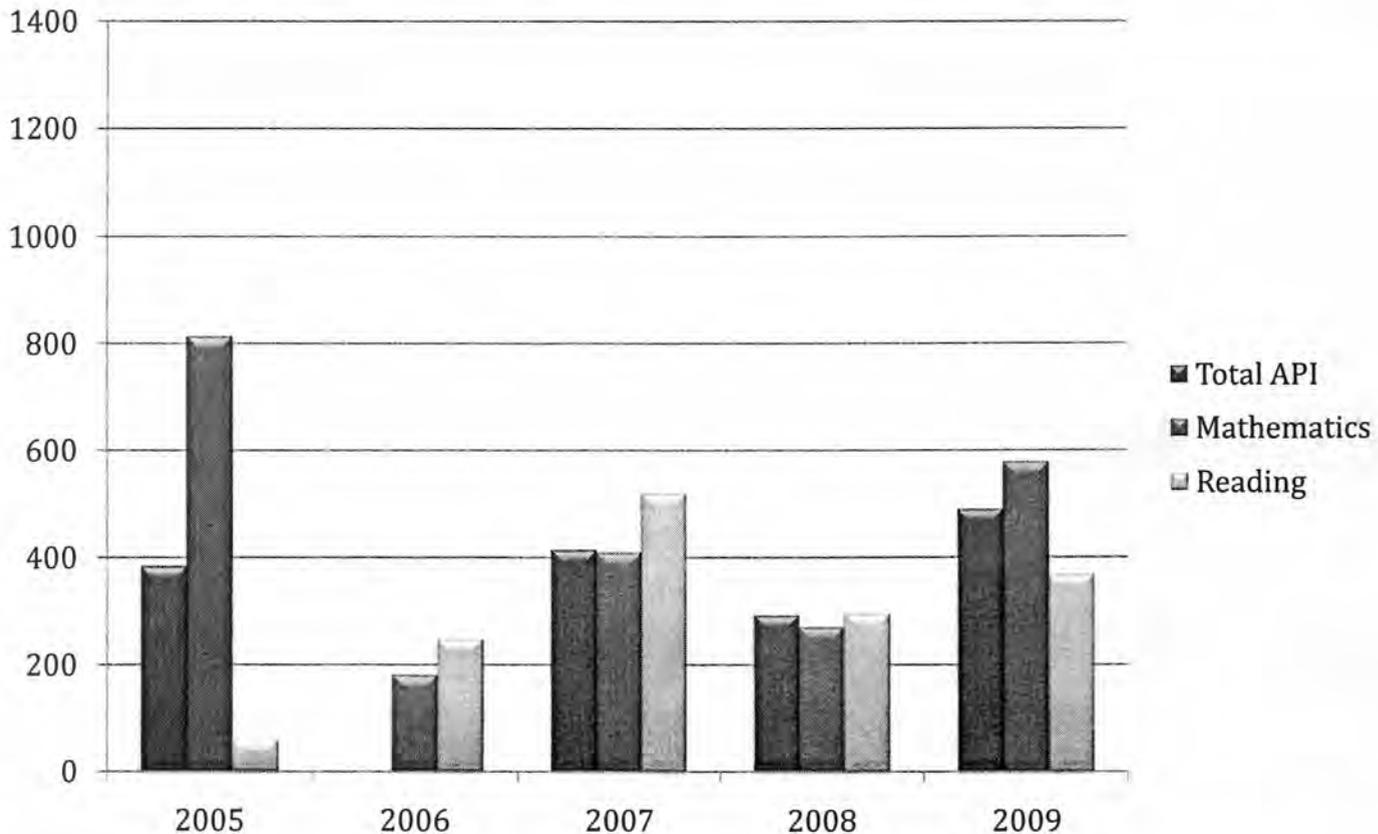
Justice Alma Wilson SeeWorth Academy, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 490
Math API (All students): 579
Reading API (All students): 367

Adequate Yearly Progress (AYP): YES
School Improvement Status: Not in School Improvement

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

Eagle Ridge Institute; Oklahoma County Judge; City of Oklahoma City Judge; Oklahoma Bar Association; Oklahoma County Mental Health Association; University of Oklahoma; Oklahoma City University; Rose State College; Langston University; Oklahoma University College of Nursing; Storks Nest; LSW Enterprises; Crossings Community Church; Peoples Church; Whitefields; Oklahoma Peak Performance; Grace Living Center; GSB Architects, Inc.; Regional Food Bank of Oklahoma; Junior League of Oklahoma County; Higher Ed GEAR Up Program; Oklahoma County Sheriff's Office; PC Innovations; Workforce Oklahoma; Community Action Agency; Oklahoma City Public Schools; Tom Ward and Family; Trent Ward and Family.

2010 Oklahoma Charter School Report

Justice Alma Wilson SeeWorth Academy, continued

MISSION STATEMENT

SeeWorth Academy's mission is to provide students with the skills, knowledge and values to become competent, productive citizens. Justice Alma Wilson SeeWorth Academy serves the whole child.

EDUCATIONAL PROGRAMS/CURRICULUM

- A+ Curriculum
- Alphabetic Phonetics
- CCCS
- Character Education which includes individual, group, and family counseling
- I Can Learn Mathematics
- Language!
- Language Basic, including multidisciplinary curriculum
- PassKey
- Reading Plus
- Self-pace, accelerated, individualized curriculum
- Special Education programs including physical therapy, vision therapy, speech and language therapy, and inclusion models with tutors and trainers

GOVERNANCE

Eleven (11) community members serve as the Board of Directors. The Campus Planning Team consists of six (6) staff members, four (4) community members, one (1) technical assistance member, one (1) parent and two (2) youth.

PERFORMANCE GOALS

1. Each student, after attending one (1) consistent academic and calendar year, will increase their reading level by one (1) grade level.
2. Each student, after attending one (1) consistent academic and calendar year, will increase their math performance level by one (1) grade level.
3. Each student, after attending one (1) consistent academic and calendar year, will increase their social studies and science performance levels by one (1) grade level.
4. Each student, after attending one (1) consistent academic and calendar year, will increase their average daily attendance by three (3) points.

EXTRACURRICULAR ACTIVITIES

- Eagle Ridge Institute tutoring and counseling
- Junior League Art classes
- Learn and Serve (Service Learning)
- Oklahoma Supplemental Education Service
- OSSAA athletic programs
- Student Council

2010 Oklahoma Charter School Report

KIPP REACH COLLEGE PREPARATORY

Sponsor: Oklahoma City Public Schools

Location:

1901 Northeast 13th Street
Oklahoma City, Oklahoma 73117

Web Site Address:

None at this time.

Phone: (405) 425-4622

Fax Number: (405) 425-4624

Administrator:

Mr. Tracy McDaniel, Principal

Facility Square Footage:

36,424

DEMOGRAPHICS

Original School Opening Date:

August 2006

Grade Levels Served:

5th – 8th

Enrollment as of October 1, 2009:

251

Percentage of Minority Students:

90.44%

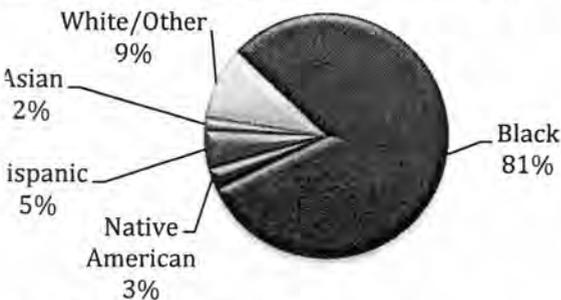
Number of Students Per Grade Level:

Grade 5:	110
Grade 6:	87
Grade 7:	34
Grade 8:	20

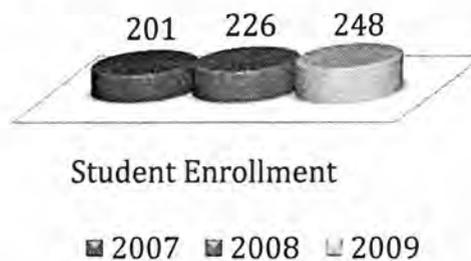
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Special Education Students:

11.16%

Economically Disadvantaged Students:

77.29%

Number of Teachers:

13.227 FTE

Number of Noncertified Staff:

10.500 FTE

Number of Administrators

2.000 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$9,089.69

2010 Oklahoma Charter School Report

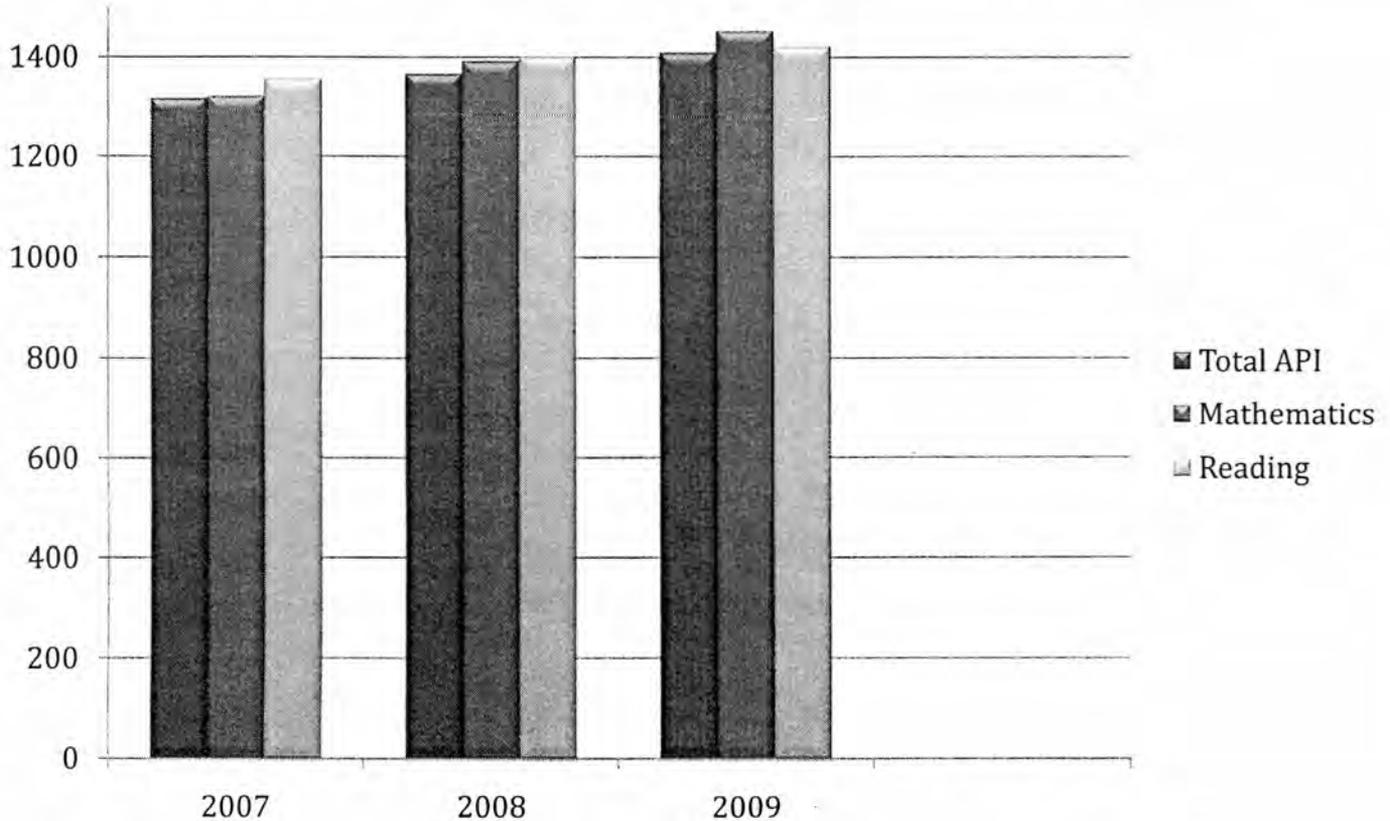
KIPP Reach College Preparatory, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1409
Math API (All students): 1453
Reading API (All students): 1420

Adequate Yearly Progress (AYP): YES
School Improvement Status: Not in School Improvement

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

KIPP Organization

MISSION STATEMENT

To provide a school in which educationally disadvantaged students develop the knowledge, skills, and character necessary for success in high-quality high schools, colleges and the competitive world beyond as they become productive members of society.

2010 Oklahoma Charter School Report

KIPP Reach College Preparatory, continued

EDUCATIONAL PROGRAMS/CURRICULUM

- Character Building
- Current Events
- Mathematics
- Physical Education
- Reading
- Science
- Social Studies
- Writing

GOVERNANCE

The KIPP Reach College Preparatory board of directors consists of one (1) attorney, one (1) banker, two (2) civic/community leaders and four (4) local business leaders.

PERFORMANCE GOALS

1. KIPP students will exceed the average performance levels of students in the Oklahoma City Public Schools in reading, English, writing, mathematics, and subsequently science and social studies on state testing.
2. KIPP Limited English Proficient students will achieve fluency in English and will exit bilingual services by graduation.
3. By the end of its first four-year period, ninety percent (90%) of KIPP students will demonstrate computer literacy by mastering word processing, multimedia publishing, and have the ability to access and use the Internet.
4. By the end of its first four-year period, KIPP students in Grade 8 will qualify for, and be accepted into a proven and established college preparatory high school program.

EXTRACURRICULAR ACTIVITIES

- African American History
- Etiquette
- Fine Arts (Dance, Music, Art)
- Local and out-of-state field lessons
- Nutrition
- Physical Education & Sports
- Reader's Theater
- Spanish

2010 Oklahoma Charter School Report

MARCUS GARVEY LEADERSHIP CHARTER SCHOOL *Sponsor: Oklahoma City Public Schools*

Location:

1537 N.E. 24th Street
Oklahoma City, Oklahoma 73111

Web Site Address:

None at this time

Phone: (405) 427-7616

Fax Number: (405) 425-4632

Administrator:

Dr. Kevin McPherson, Principal

Facility Square Footage:

20,000

DEMOGRAPHICS

Original School Opening Date:

August 2003

Grade Levels Served:

Pre-kindergarten – 7th

Enrollment as of October 1, 2009:

211

Percentage of Minority Students:

98.11%

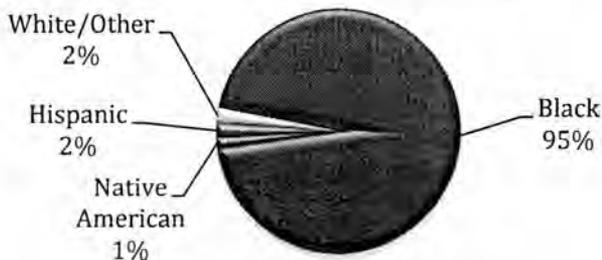
Number of Students Per Grade Level:

Pre-kindergarten:	25	Grade 4:	25
Grade 1:	25	Grade 5:	24
Grade 2:	25	Grade 6:	17
Grade 3:	33	Grade 7:	17

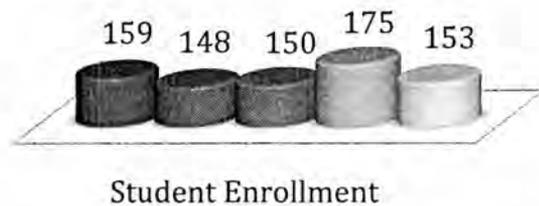
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



■ 2005 ■ 2006 ■ 2007 ■ 2008 ▽ 2009

Special Education Students:

9.48%

Economically Disadvantaged Students:

87.68%

Number of Teachers:

10.000 FTE

Number of Noncertified Staff:

8.001 FTE

Number of Administrators:

1.310 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$7,755.46

2010 Oklahoma Charter School Report

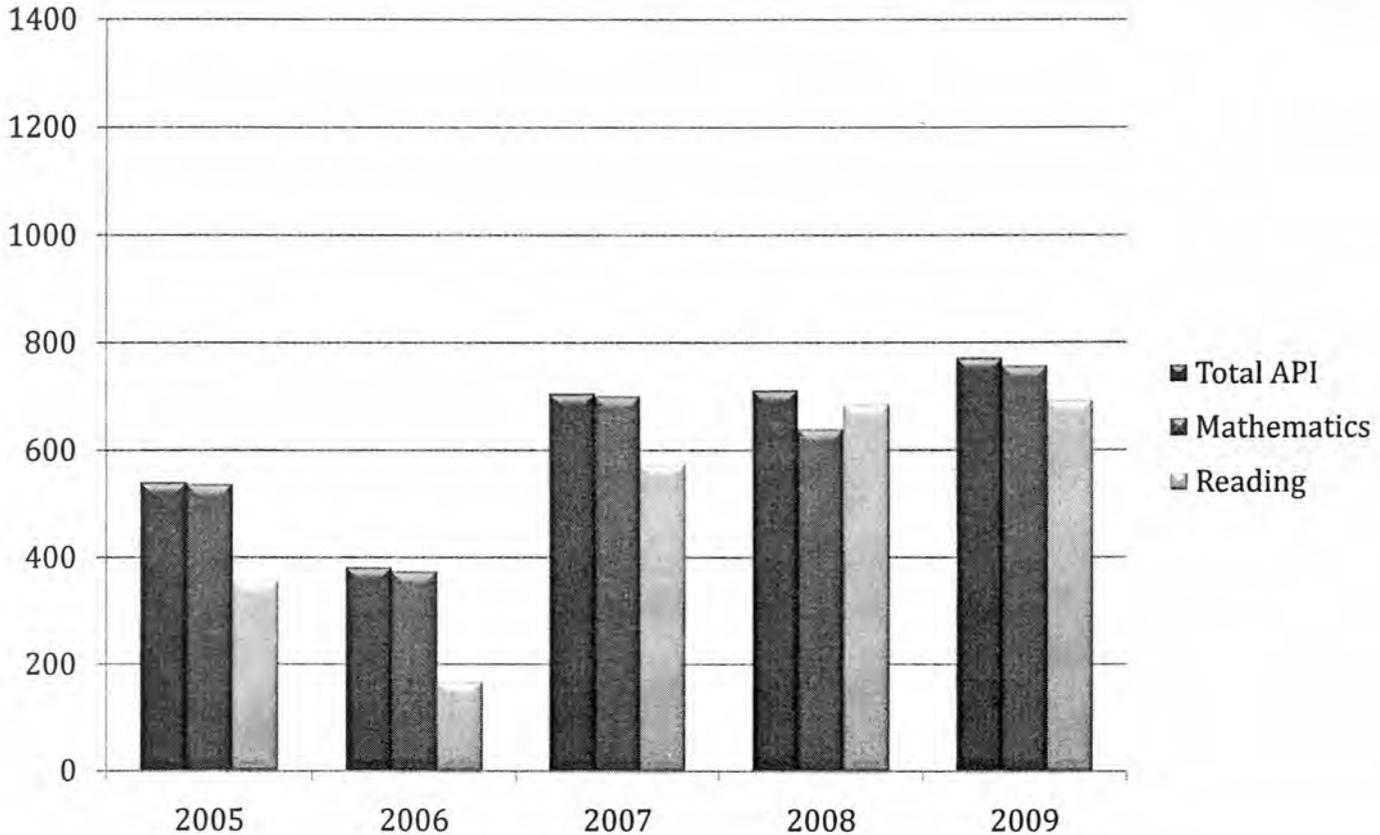
Marcus Garvey Leadership Charter School, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 771
Math API (All students): 756
Reading API (All students): 690

Adequate Yearly Progress (AYP): YES
School Improvement Status: Not in School Improvement

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

C.A.R.E. For Change, Inc.

MISSION STATEMENT

To unlock the human mind to develop high quality students who advance our community and culture.

2010 Oklahoma Charter School Report

Marcus Garvey Leadership Charter School, continued

EDUCATIONAL PROGRAMS/CURRICULUM

- African Percussions
- Black History
- Computer Literacy
- History/Geography
- Math
- Physical Education
- Reading
- Science
- Spelling/Phonics
- Writing

GOVERNANCE

There are six (6) members of the board of directors.

PERFORMANCE GOALS

1. To increase the percentage of students who demonstrate proficiency of reading.
2. To increase the percentage of students who demonstrate proficiency of mathematics.
3. To increase the percentage of students who demonstrate proficiency of science.
4. To increase the number/percentage of teachers implementing strategies for effective teaching/learning.
5. To increase parent participation in student academics and school governance.

EXTRACURRICULAR ACTIVITIES

- African Percussion
- Arts After School
- Communiversity
- Every Month is Black History Month
- Performing Choir
- Rites of Passage for Boys and Girls
- Sankofa Study Group

2010 Oklahoma Charter School Report

SANTA FE SOUTH ELEMENTARY SCHOOL

Sponsor: University of Oklahoma

Location:

5325 South Pennsylvania Avenue
Oklahoma City, Oklahoma 73119

Web Site Address:

www.santafesouth.org

Phone: (405) 681-7480

Fax Number: (405) 681-7484

Administrator:

Chris Brewster, Director

Facility Square Footage:

36,000

DEMOGRAPHICS

Original School Opening Date:

August 2009

Grade Levels Served:

Kindergarten - 5th

Enrollment as of October 1, 2009:

300

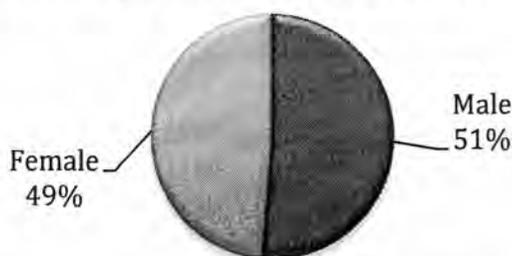
Percentage of Minority Students:

92.33%

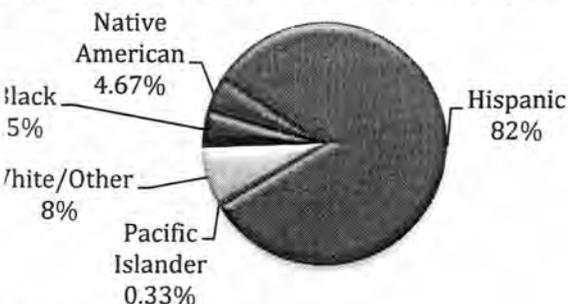
Number of Students Per Grade Level:

Kindergarten:	59
Grade 1:	42
Grade 2:	47
Grade 3:	64
Grade 4:	43
Grade 5:	45

Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Special Education Students:

23.67%

Economically Disadvantaged Students:

Not reported.

Number of Teachers:

19.385 FTE

Number of Noncertified Staff:

1.967 FTE

Number of Administrators

1.514 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

No data as this is the first year of operation.

2010 Oklahoma Charter School Report

Santa Fe South Elementary School, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

No data as this is the first year of operation.

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)

No data as this is the first year of operation.

BUSINESS OR PRIVATE PARTNERS

None reported.

MISSION STATEMENT

Santa Fe South Elementary School will provide a positive and safe learning environment that meets the educational, physical, and emotional needs of our students. We will provide a quality, thorough education and teach our students to be proficient with technology, skilled communicators, and responsible, competent members of our society. We will teach our students to embrace diversity and promote the culturally unique nature of our community.

EDUCATIONAL PROGRAMS/CURRICULUM

Santa Fe South Elementary uses an academically aggressive comprehensive approach to our curriculum. We use the Oklahoma *PASS* objectives as our framework and support our teachers as they develop interdisciplinary lessons in grade-level teams. We align our lesson plans and content-areas around the standards set at the state and national level for each subject area.

GOVERNANCE

The governing board consists of the following ten (10) members: five (5) business and community leaders, three (3) parents, and two (2) faculty members.

PERFORMANCE GOALS

1. All students will read at grade level.
2. All students will be able to perform mathematically on grade level.
3. All students will acquire a language other than their native language.
4. All students will be able to read and perform music and understand the basic techniques of the visual arts.
5. All students will understand the basic principles of physical health and will practice good nutrition and exercise on a daily basis.
6. We will strive for 100% attendance by all students each day.
7. All teachers will utilize instructional approaches that fully engage learners through techniques that address all learning modalities, respecting the diverse learning styles of all students.

EXTRACURRICULAR ACTIVITIES

- Bible Club
- Builder's Club
- Cheer Camps
- Girl Scouts
- Honor Choir

2010 Oklahoma Charter School Report

SANTA FE SOUTH HIGH SCHOOL

Sponsor: Oklahoma City Public Schools

Location:

101 Southeast 38th Street
Oklahoma City, Oklahoma 73129-3015

Web Site Address:

www.santafesouth.org

Phone: (405) 631-6100

Fax Number: (405) 681-6993

Administrator:

Mr. Chris Brewster, Principal

Facility Square Footage:

37,000

DEMOGRAPHICS

Original School Opening Date:

August 2001

Grade Levels Served:

9th - 12th

Enrollment as of October 1, 2009:

539

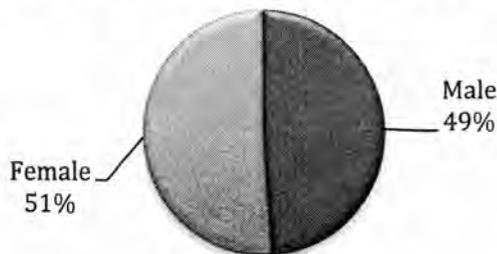
Percentage of Minority Students:

92.21%

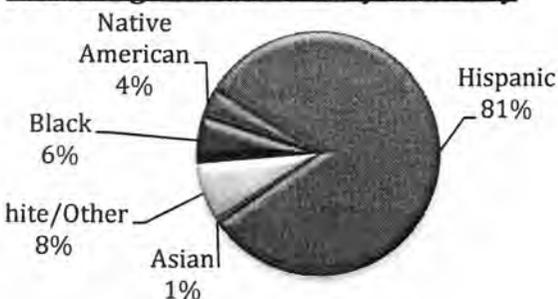
Number of Students Per Grade Level:

Grade 9:	140
Grade 10:	152
Grade 11:	146
Grade 12:	101

Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Student Enrollment

■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009

Special Education Students:

3.91%

Economically Disadvantaged Students:

81.45%

Number of Teachers:

28.932 FTE

Number of Noncertified Staff:

8.672 FTE

Number of Administrators:

6.500 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$6,504.51

2010 Oklahoma Charter School Report

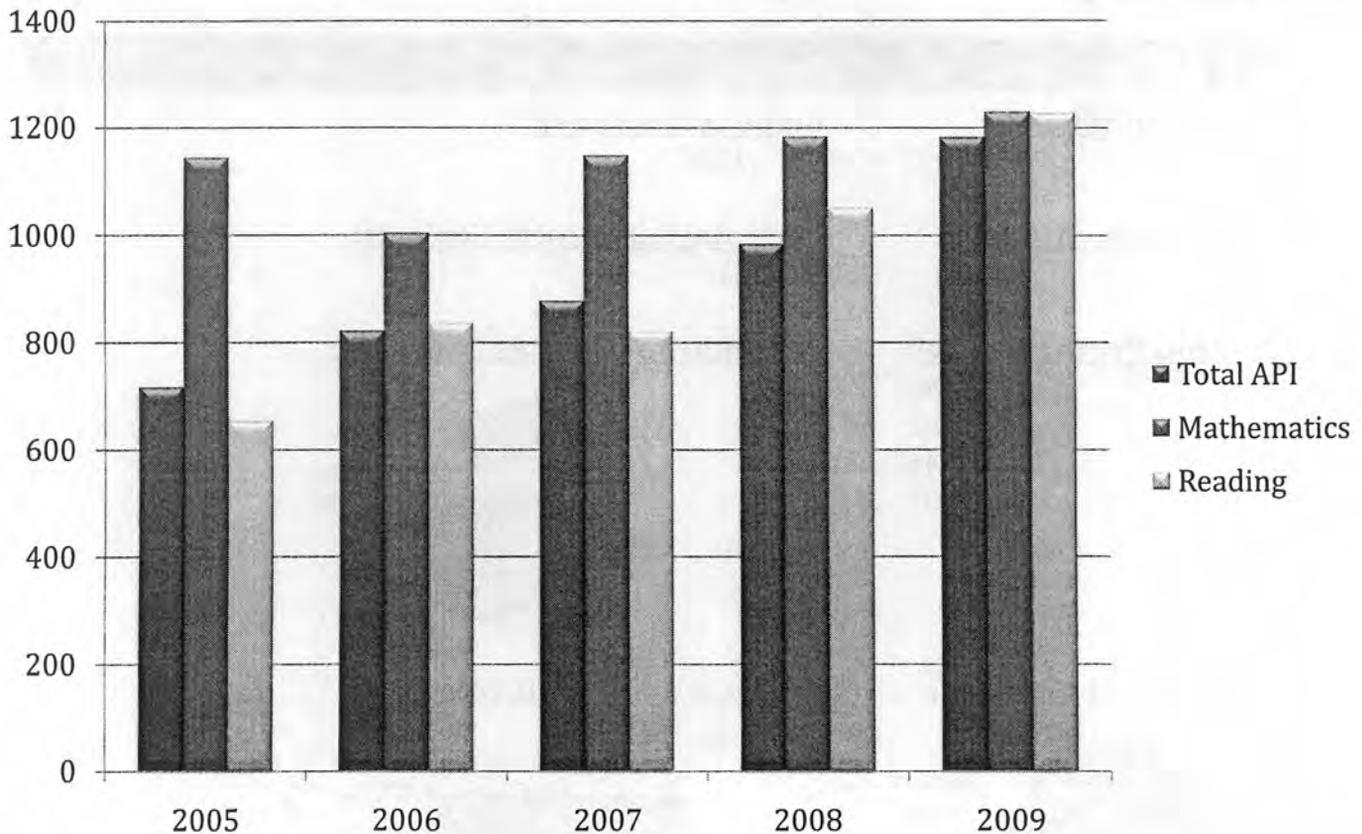
Santa Fe South High School, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1182
Math API (All students): 1229
Reading API (All students): 1227

Adequate Yearly Progress (AYP): YES
School Improvement Status: Not in School Improvement

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

None

MISSION STATEMENT

The mission of Santa Fe South High School is to prepare students for success in a postsecondary academic environment.

2010 Oklahoma Charter School Report

Santa Fe South High School, continued

EDUCATIONAL PROGRAMS/CURRICULUM

- Alternative Education Alpha Program
- Career Technology
- College Preparatory
- Concurrent enrollment at Oklahoma City Community College
- Credit Recovery (computer-based delivery)

GOVERNANCE

The governing board consists of the following ten (10) members: five (5) business and community leaders, three (3) parents, and two (2) faculty members.

PERFORMANCE GOALS

1. All students will be eligible for college admission and complete a bachelors or associate degree in a timely manner.
2. Achieve one hundred percent (100%) passage of state End-of-Instruction tests for all students.
3. Obtain a minimum of a ninety-seven percent (97%) attendance rate for all students.
4. Achieve a dropout rate not to exceed three percent (3%).

EXTRACURRICULAR ACTIVITIES

- | | |
|-----------------|--------------------------|
| • Band | • National Honor Society |
| • Baseball | • Pom Squad |
| • Basketball | • Robotics |
| • Bowling | • Soccer |
| • Choir | • Softball |
| • Cross-country | • Stomp |
| • Dance Team | • Track |
| • Football | • Volleyball |
| • Hispanic Club | • Youth in Government |

2010 Oklahoma Charter School Report

SANTA FE SOUTH JUNIOR HIGH SCHOOL

Sponsor: Oklahoma City Public Schools

Location:

4712 South Santa Fe Avenue
Oklahoma City, Oklahoma 73109-7545

Web Site Address:

www.santafesouth.org

Phone: (405) 635-1053

Fax Number: (405) 635-0423

Administrator:

Mr. Mike Figueroa, Principal

Facility Square Footage:

22,000

DEMOGRAPHICS

Original School Opening Date:

August 2005

Grade Levels Served:

6th – 8th

Enrollment as of October 1, 2009:

371

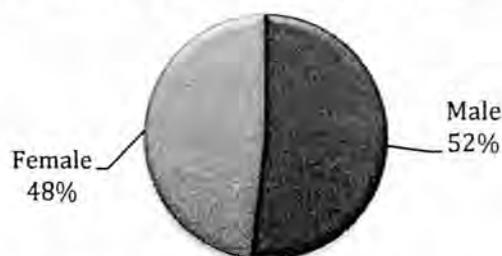
Percentage of Minority Students:

94.88%

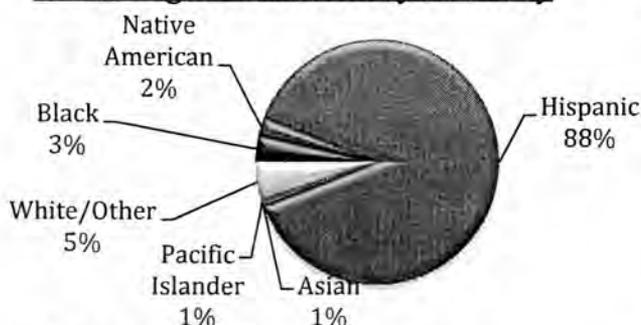
Number of Students Per Grade Level:

Grade 6:	122
Grade 7:	123
Grade 8:	126

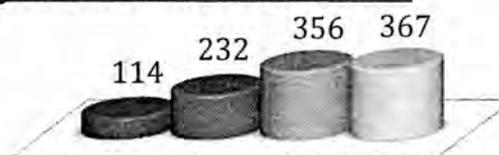
Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Student Enrollment

■ 2006 ■ 2007 ■ 2008 ■ 2009

Special Education Students:

9.70%

Economically Disadvantaged Students:

93.26%

Number of Teachers:

23.500 FTE

Number of Noncertified Staff:

6.335 FTE

Number of Administrators:

2.012 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$6,678.78

2010 Oklahoma Charter School Report

Santa Fe South Junior High School, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1057

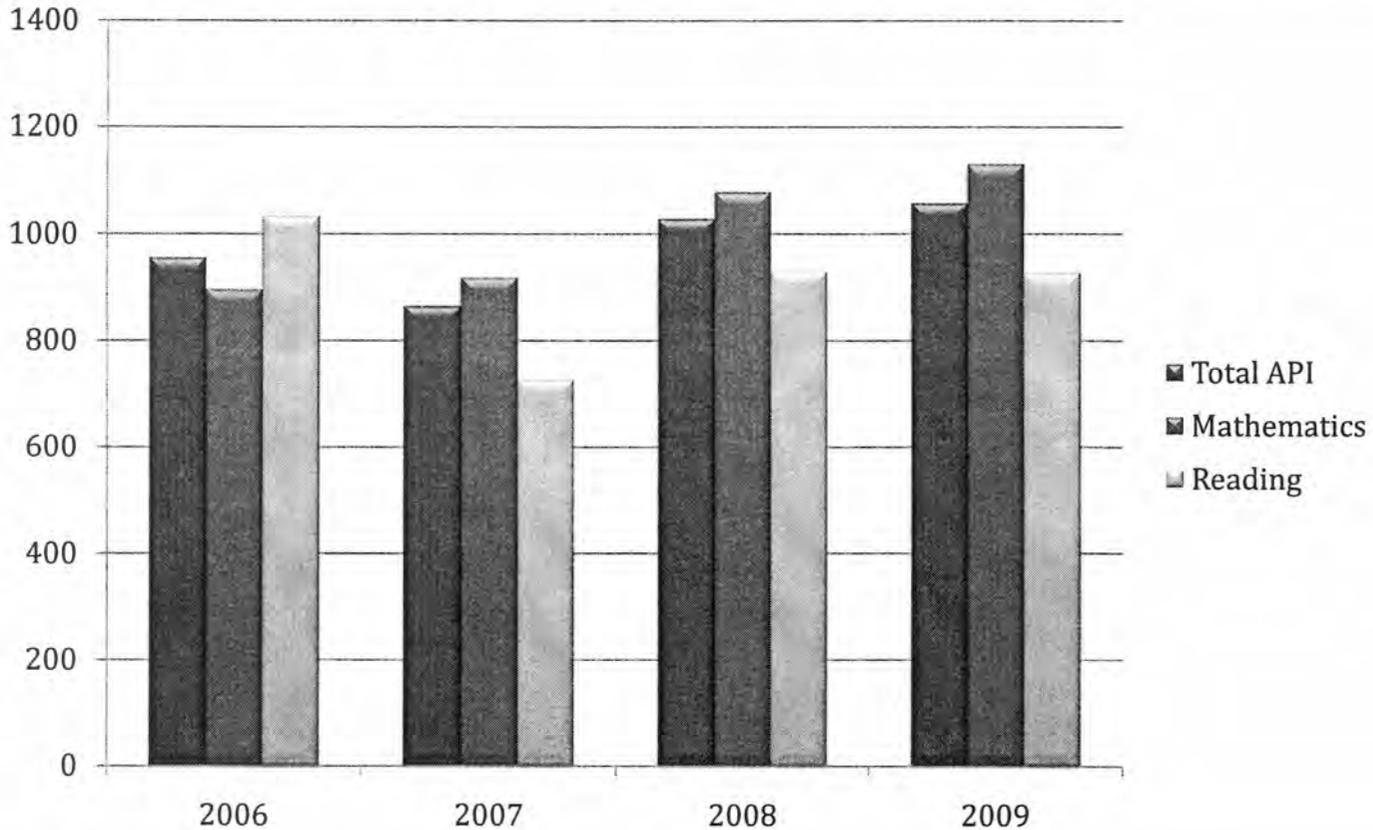
Adequate Yearly Progress (AYP): YES

Math API (All students): 1131

School Improvement Status: School Improvement Year One

Reading API (All students): 927

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

None reported.

MISSION STATEMENT

The mission of Santa Fe South Junior High is to prepare students for success in a secondary academic environment.

2010 Oklahoma Charter School Report

Santa Fe South Junior High School, continued

EDUCATIONAL PROGRAMS/CURRICULUM

- College-bound curriculum
- Core curriculum

GOVERNANCE

The governing board consists of the following ten (10) members: five (5) business and community leaders, three (3) parents, and two (2) faculty members.

PERFORMANCE GOALS

1. Students will adequately complete core curriculum that will prepare them for successful senior high college preparatory track.
2. Achieve an attendance rate of a minimum of ninety-seven percent (97%).
3. One hundred percent (100%) of students will successfully complete state testing components.
4. The dropout rate will be zero percent (0%).

EXTRACURRICULAR ACTIVITIES

- Band
- Baseball
- Basketball
- Cheerleading
- Choir
- Cross country
- Football
- Soccer
- Softball
- Track
- Volleyball

2010 Oklahoma Charter School Report

Stanley Hupfeld Academy at Western Village

Sponsor: Oklahoma City Public Schools

Location:

1508 Northwest 106th Street
Oklahoma City, Oklahoma 73114-5299

Web Site Address:

www.wvacademy.com

Phone: (405) 951-4807

Fax Number: (405) 951-4851

Administrator:

Ms. Margaret Brinson, Principal

Facility Square Footage:

38,000

DEMOGRAPHICS

Original School Opening Date:

July 2000

Grade Levels Served:

Pre-kindergarten – 5th

Enrollment as of October 1, 2009:

330

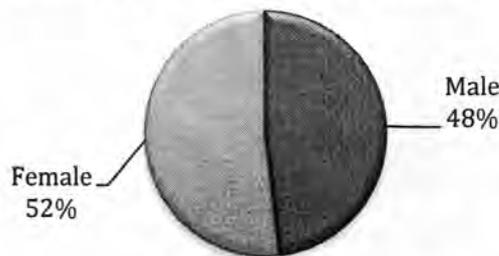
Percentage of Minority Students:

95.76%

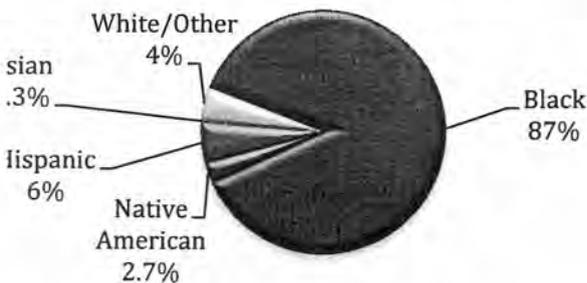
Number of Students Per Grade Level:

Pre-kindergarten:	30
Kindergarten:	61
Grade 1:	63
Grade 2:	44
Grade 3:	44
Grade 4:	44
Grade 5:	44

Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Student Enrollment

■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009

Special Education Students:

3.79%

Economically Disadvantaged Students:

87.88%

Number of Teachers:

22.000 FTE

Number of Noncertified Staff:

18.667 FTE

Number of Administrators:

1.000 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$9,105.67

2010 Oklahoma Charter School Report

Stanley Hupfeld Academy at Western Village, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1190

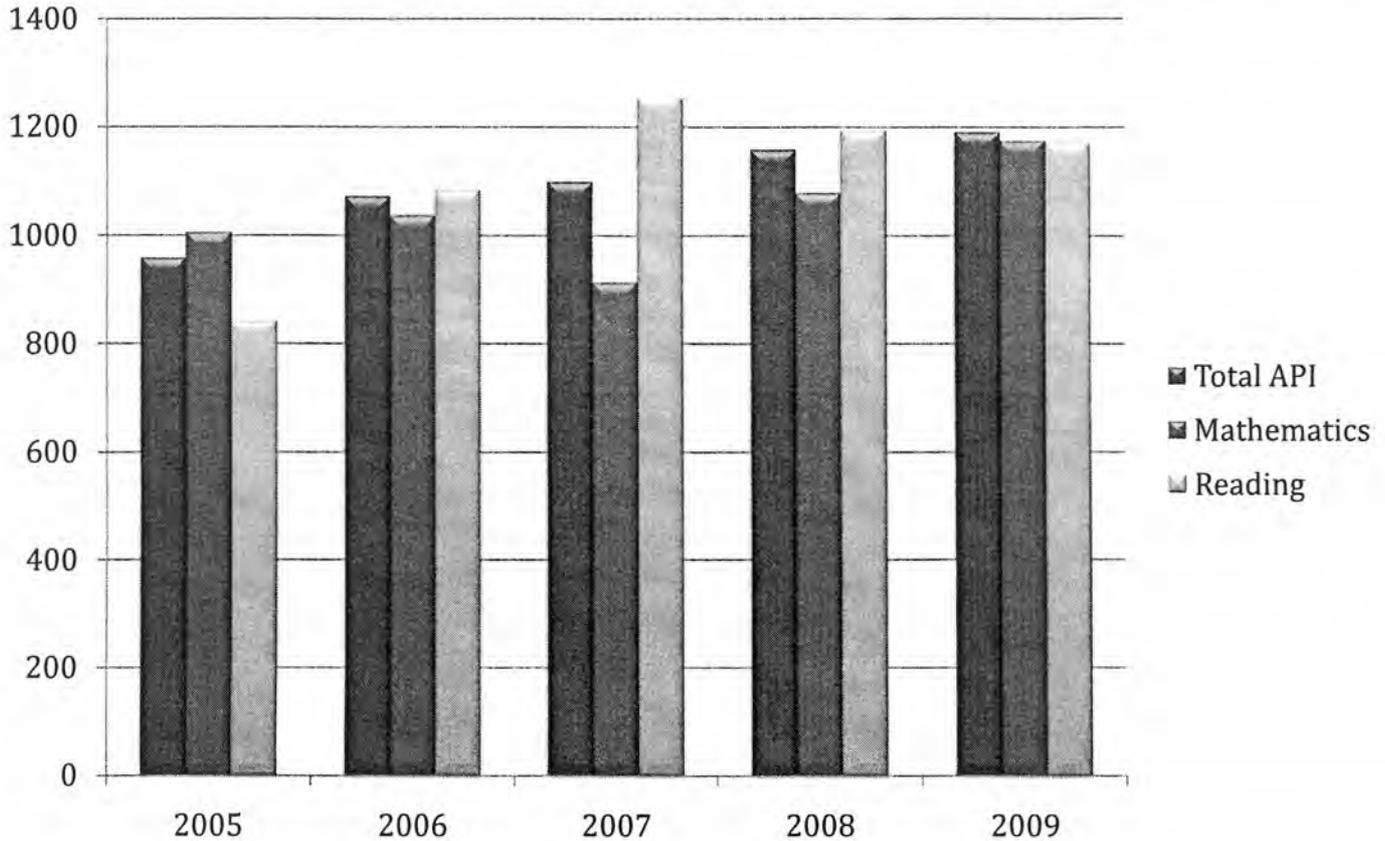
Adequate Yearly Progress (AYP): YES

Math API (All students): 1174

School Improvement Status: Not in School Improvement

Reading API (All students): 1171

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

INTEGRIS Health

MISSION STATEMENT

Our mission is to provide effective learning opportunities for all students.

2010 Oklahoma Charter School Report

Stanley Hupfeld Academy at Western Village, continued

EDUCATIONAL PROGRAMS/CURRICULUM

- Arts Integrated Curriculum
- Counseling
- Dance/Physical Education
- Full-time Literary Arts/Library/Media Specialist
- Full-time Visual Art Specialist and Full-time Music Specialist
- One Mentor for Each Child in K-5th Grades
- *PASS*, Houghton Mifflin Math, Touch Math and *PASS* Skill-Compatible Resources
- *Priority Academic Student Skills (PASS)*, Oklahoma's Core Curriculum
- Success for All (SFA), Schoolwide Reading Program
- Technology Teacher and Coordinator

GOVERNANCE

The Western Village Academy advisory board consists of five (5) parents, two (2) faculty members, the Director, Principal, and five (5) community members.

PERFORMANCE GOALS

Eighty percent (80%) of all students will score satisfactory and advanced on state criterion-referenced tests in reading and math.

EXTRACURRICULAR ACTIVITIES

- After-school program
- Basketball Teams--serving over 120 students
- Eagle Entertainers (instrumental and vocal music)
- Fitness/Wellness activities (on-site tennis/basketball court, walking track)
- Hip Hop Dance Team
- Hot Hands Drumming Group
- Jump Rope Team
- Saturday School
- Soccer Team
- Summer Academy
- Track Team

2010 Oklahoma Charter School Report

TULSA SCHOOL OF ARTS AND SCIENCES

Sponsor: Tulsa Public Schools

Location:

5155 East 51st Street
Tulsa, Oklahoma 74135

Web Site Address:

www.tsas.org

Phone: (918) 828-7727

Fax Number: (918) 828-7747

Administrator:

Dr. Jeff Maddox, Interim Administrator

Facility Square Footage:

23,000

DEMOGRAPHICS

Original School Opening Date:

August 2001

Grade Levels Served:

9th - 12th

Enrollment as of October 1, 2009:

273

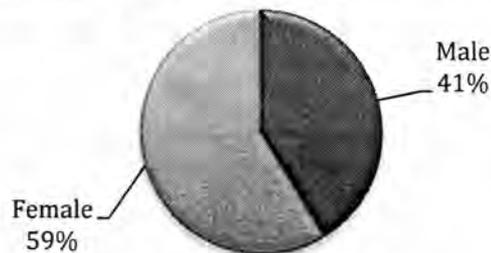
Percentage of Minority Students:

23.81%

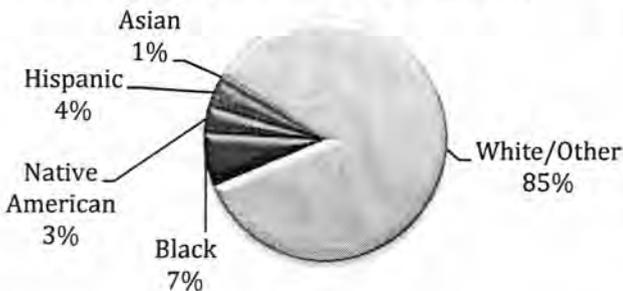
Number of Students Per Grade Level:

Grade 9:	94
Grade 10:	79
Grade 11:	54
Grade 12:	46

Percentage of Students by Gender:



Percentage of Students by Ethnicity:



Five-year Enrollment Trend Data:



Student Enrollment

■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009

Special Education Students:

19.41%

Economically Disadvantaged Students:

15.75%

Number of Teachers:

17.400 FTE

Number of Noncertified Staff:

1.834 FTE

Number of Administrators

1.000 FTE

Per Pupil Expenditure (based on total expenditures/student enrollment):

\$5,152.34

2010 Oklahoma Charter School Report

Tulsa School of Arts and Sciences, continued

ACADEMIC PERFORMANCE INDEX (API/AYP) (2009)

Total API (All students): 1452

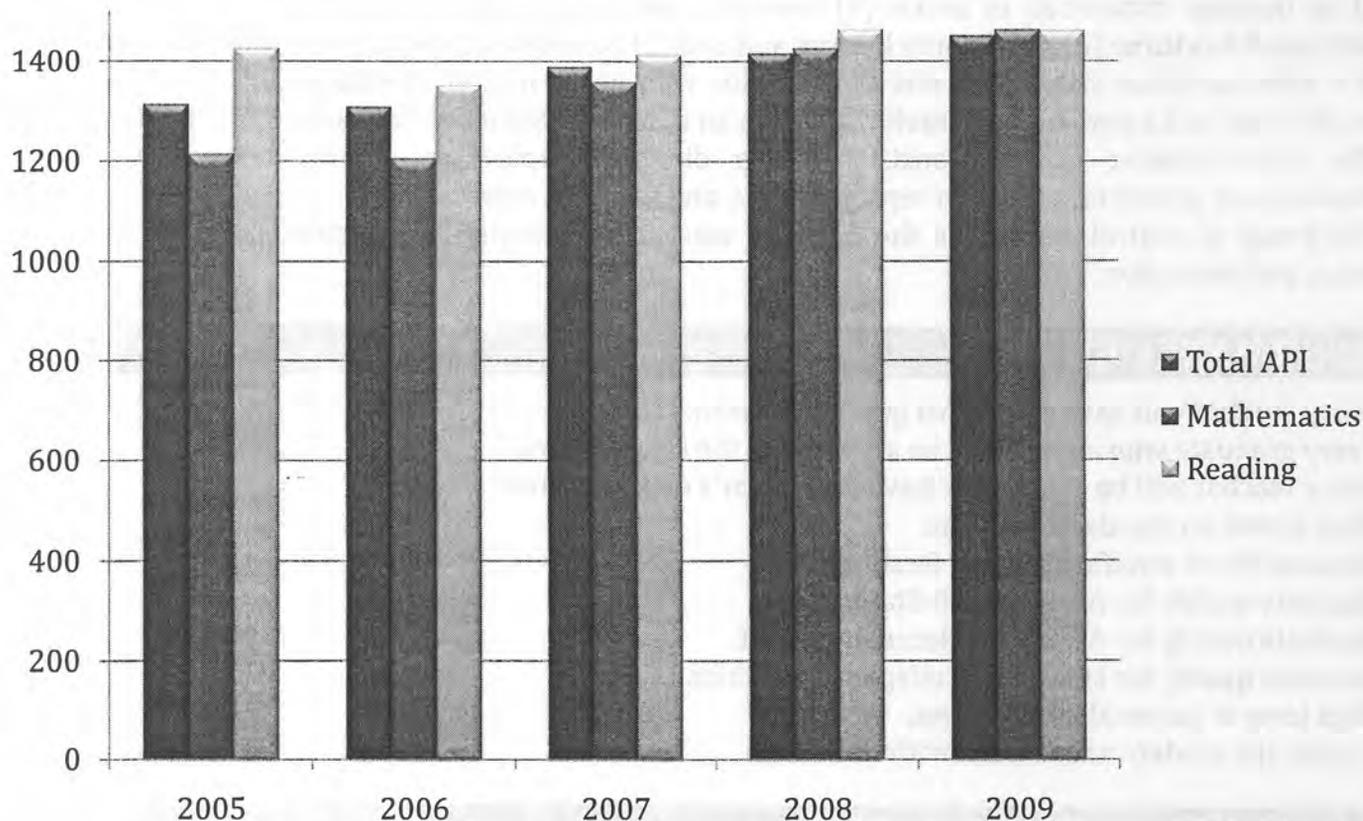
Adequate Yearly Progress (AYP): YES

Math API (All students): 1464

School Improvement Status: Not in School Improvement

Reading API (All students): 1462

ACADEMIC PERFORMANCE INDEX (API) TREND DATA (2005-2009)



BUSINESS OR PRIVATE PARTNERS

None reported.

MISSION STATEMENT

Tulsa School of Arts and Sciences provides a college preparatory curriculum that integrates liberal arts with sciences and mathematics. The faculty will develop an innovative and flexible learning environment focused on students' educational performance. Tulsa School of Arts and Sciences commits to preparing each student for success at the university level. The school will focus on the diverse talents of students while addressing their needs and weaknesses. Teachers will implement sound educational practices through interdisciplinary instruction designed to enhance students' appreciation of learning. Students will explore a variety of college and career opportunities.

2010 Oklahoma Charter School Report

Tulsa School of Arts and Sciences, continued

EDUCATIONAL PROGRAMS/CURRICULUM

Tulsa School of Arts and Sciences focuses on providing a challenging, college preparatory curriculum by integrating a diversified fine arts program with core subjects enhanced by a strong Advanced Placement program.

GOVERNANCE

Tulsa School of Arts and Sciences is sponsored through Tulsa Public Schools and has its own separate board of trustees comprised of seven (7) members including parents and community leaders. The current board has three (3) community leaders and two (2) parents and two (2) currently open positions.

The administration consists of one (1) director who has a master of education degree in school administration; and a part-time counselor, who has an Oklahoma Standard Counselor Certification.

The administrative council consists of the director, department chairs, counselor, student representatives, parent organization representative, and financial secretary.

The board of control consists of the director, teacher representative, registrar, financial secretary, students, and counselor.

PERFORMANCE GOALS

1. Every student will have a personal graduation plan.
2. Every graduate who applies will be accepted at the college level.
3. Every teacher will be certified or have a bachelor's degree in their area.
4. High scores on standardized tests.
5. National Merit semifinalists and finalists.
6. Students qualify for Academic All-State.
7. Students qualify for Advanced Placement credit.
8. Students qualify for significant college scholarships.
9. High level of parental involvement.
10. Parent and student satisfaction with the school.

EXTRACURRICULAR ACTIVITIES

- Academic Team
- Art Club
- Foreign Language Clubs in Spanish and French
- History Club
- Jazz Band
- Key Club
- National Honor Society
- Performing Arts (choir and drama)
- Philosophy Club
- Orchestra
- Rock Climbing Club
- Running Club
- Writing Club
- Yearbook

GLOSSARY OF TERMS

API - Academic Performance Index

Oklahoma's Academic Performance Index (API) was created to measure the performance and progress of a school or district based on several factors, primarily state test scores, that contribute to overall educational success. The possible scores range from 0 to 1,500. The factors used in the calculation of an API score include:

- Oklahoma School Testing Program (OSTP) - as measured by student success on state achievement tests.
- School completion - including attendance, dropout, and graduation rates.
- Academic excellence - includes ACT scores and participation, Advanced Placement (AP) credit, and college remediation rates in reading and mathematics.

AYP - Adequate Yearly Progress

Adequate Yearly Progress, or AYP, is determined by the success or failure of an individual school or district in achieving the state defined performance benchmarks. Schools which fail to make Adequate Yearly Progress face a number of possible sanctions should they continue to perform below the acceptable level or fail to provide a quality education for all student groups.

FTE - Full Time Equivalent

Employment figures are expressed as full-time equivalent employment, a computed statistic representing the number of full-time employees that could have been employed if the reported number of hours worked by part-time employees had been worked by full-time employees. This statistic is calculated by dividing the "part-time hours paid" by the standard number of hours for full-time employees in the particular government and then adding the resulting quotient to the number of full-time employees.

