

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**February 2015**

CONSIDERATION OF CHARTER SCHOOL APPLICATION
RENEWAL FOR GATEWAY SCIENCE ACADEMY

STATUTORY AUTHORITY:

Sections 160.400 and 160.405, RSMo

Consent
ItemAction
ItemReport
Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

The 1998 session of the Missouri legislature authorized establishment of charter schools. Renewal charter applications are submitted every five (5) years. Section 160.405.9 RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.

The Department has received a request for a renewal of a charter school application approved by Lindenwood University. Gateway Science Academy currently serves 1,172 students in grades K-11. Test scores, attendance records, and financial data will be presented for the past four (4) years. The charter school has requested that Lindenwood University renew its charter for a term of five (5) years beginning July 1, 2015, and ending June 30, 2020. Current performance and financial data will be reviewed.

PRESENTER(S):

Curt Fuchs, Coordinator of Educational Support Services, will assist in the presentation and discussion of this item.

RECOMMENDATION:

Based on the compliance with the application process, the Department recommends that the State Board of Education authorize Gateway Science Academy to continue operations pursuant to the charter renewal granted by Lindenwood University, effective July 1, 2015 for a five (5) year period.

Gateway Science Academy Charter Renewal July 1, 2015 – June 30, 2020

**Presentation for the
State Board of Education**

February 2015



School Information

- Sponsored by: Lindenwood University
- Number of students served: 1,172 (Fall of 2014)
- Students eligible for free or reduce price lunch: 46.9%
- Grades served: K-11
- Number of campuses: 4
- Opened: Fall of 2010

Academic, Attendance, and Financial Information

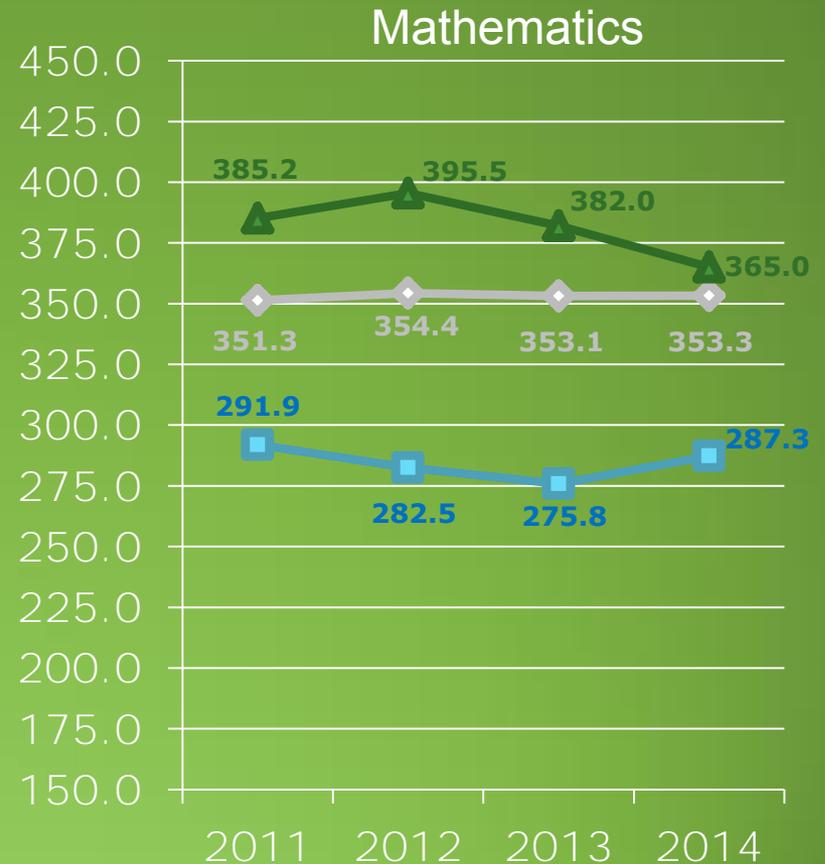
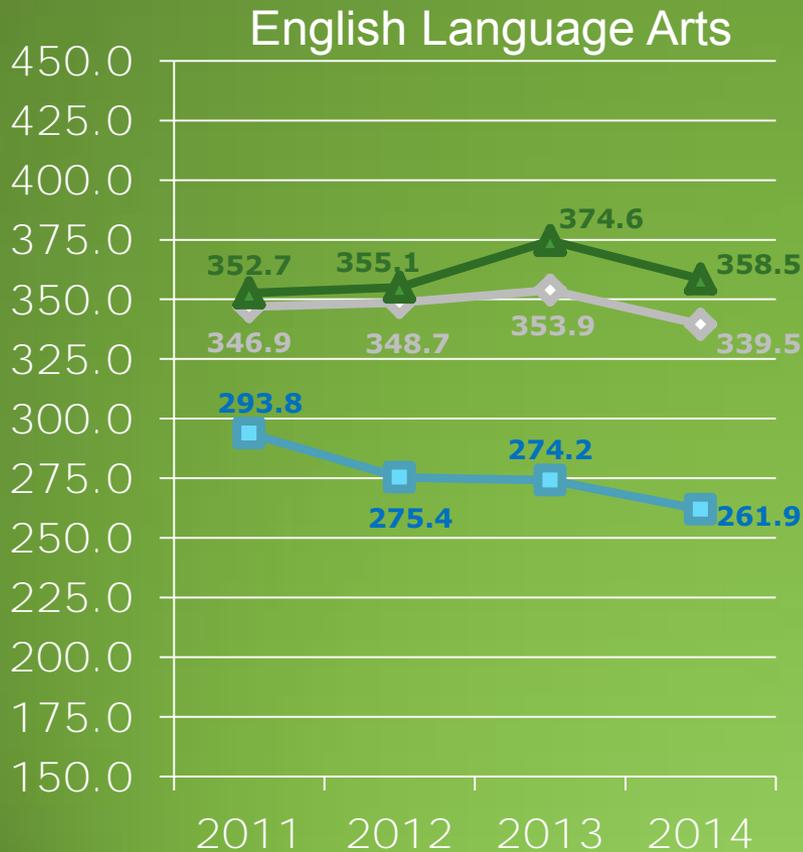
Annual Performance Report	
2013	2014*
87.9%	85.0%

Attendance Rate		
2012	2013	2014
89.9%	87.1%	90.6%

Financial Reserve Balances		
2012	2013	2014
9.40%	17.61%	9.73%

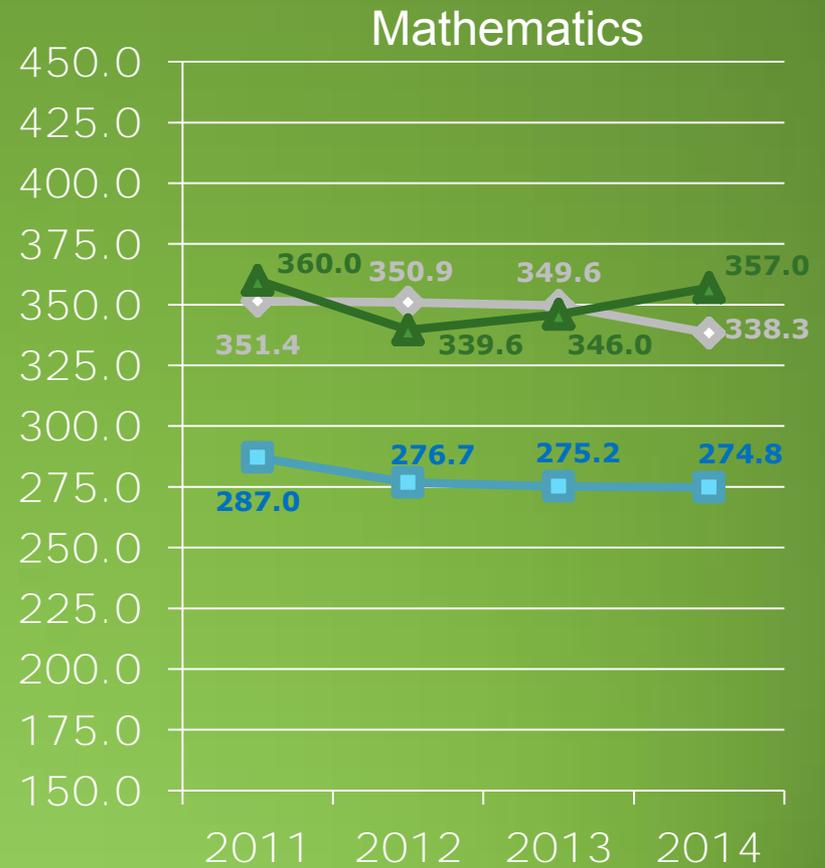
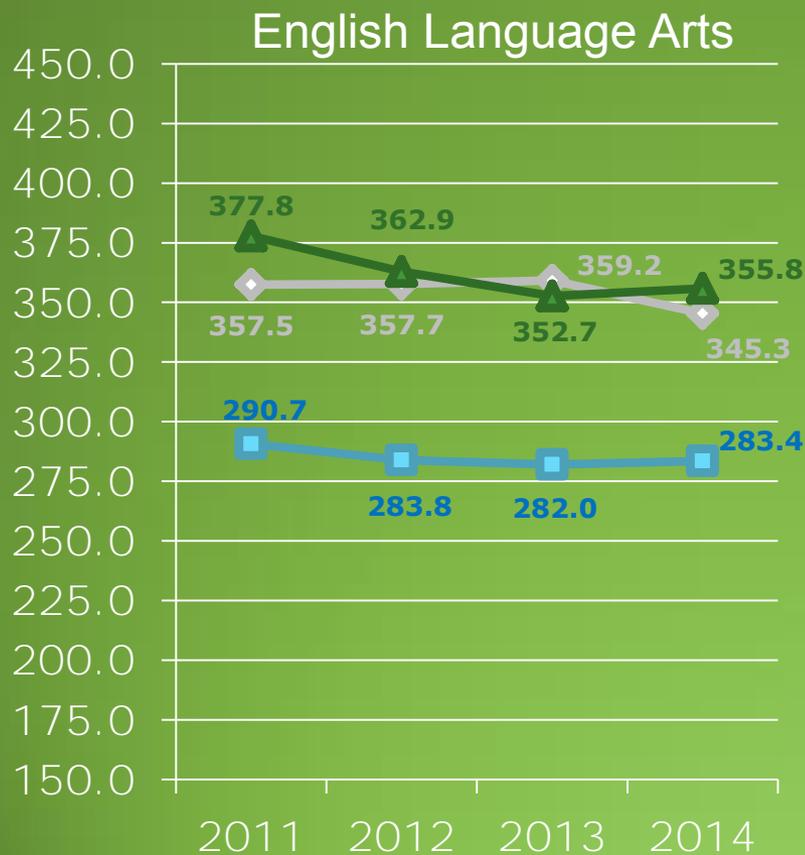
* Grade configuration for 2014 APR was grades K-10

Academic Achievement – 3rd Grade MPI Scores – Past 4 Years



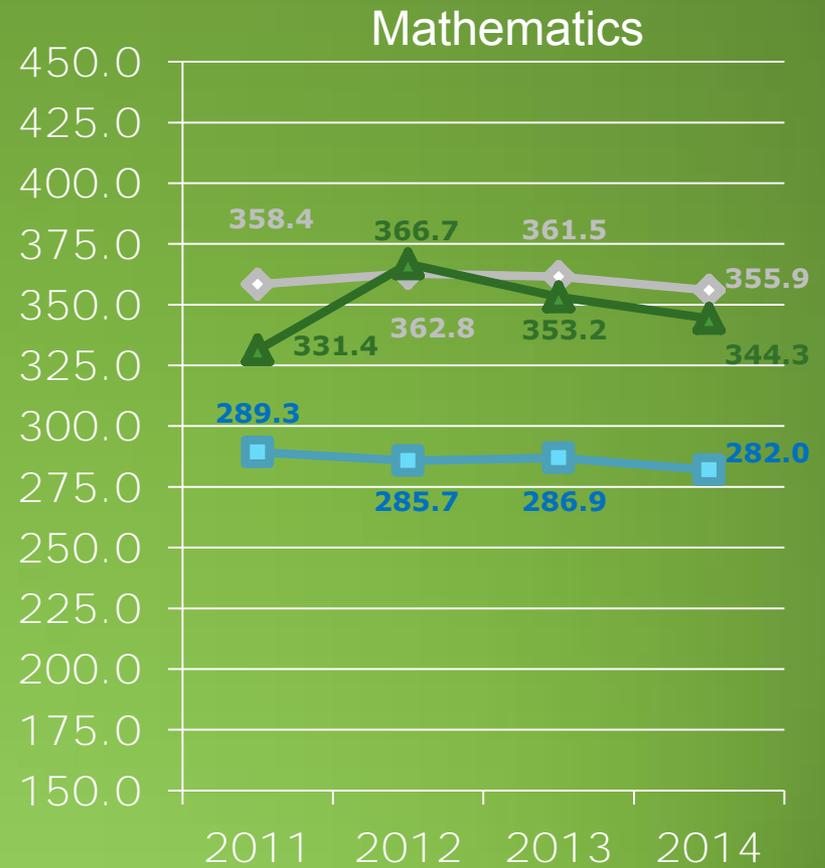
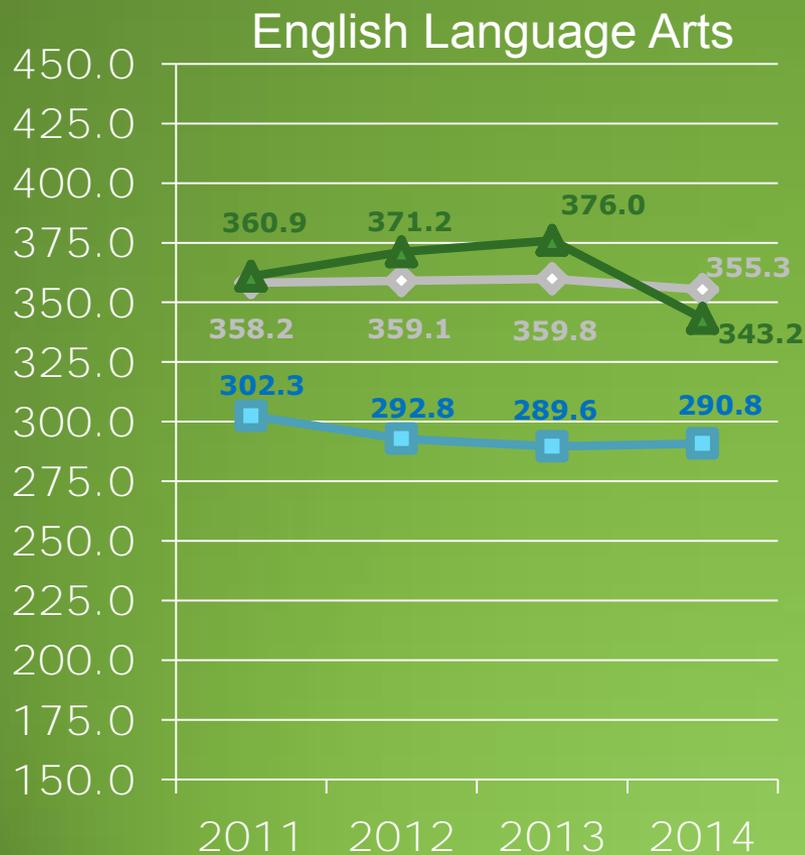
Legend: State **St. Louis Gateway**

Academic Achievement – 4th Grade MPI Scores – Past 4 Years



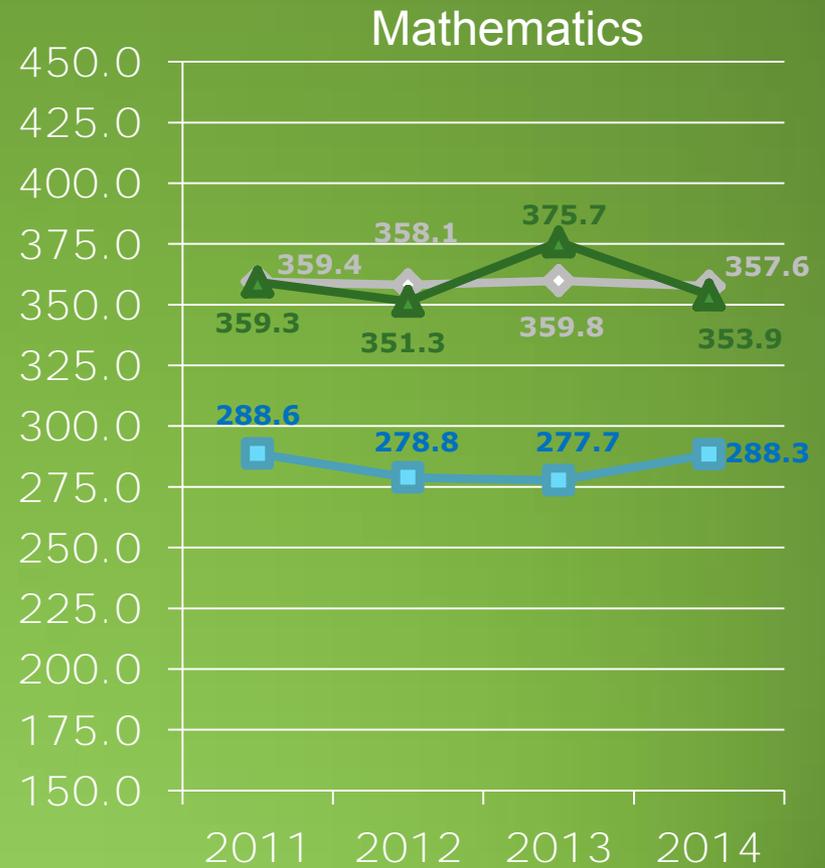
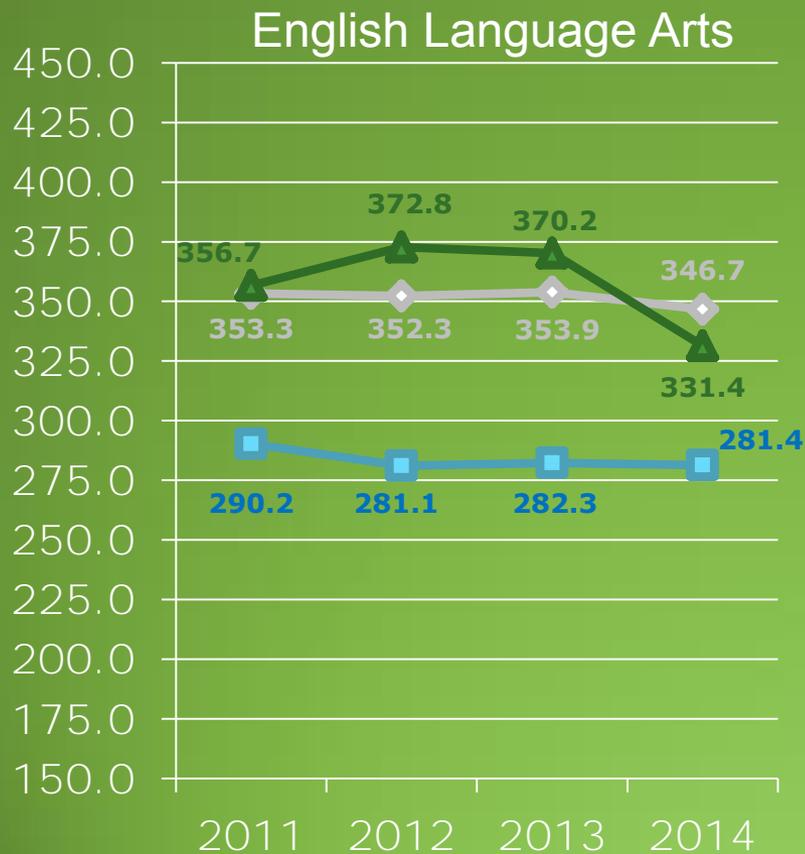
Legend: State **St. Louis Gateway**

Academic Achievement – 5th Grade MPI Scores – Past 4 Years



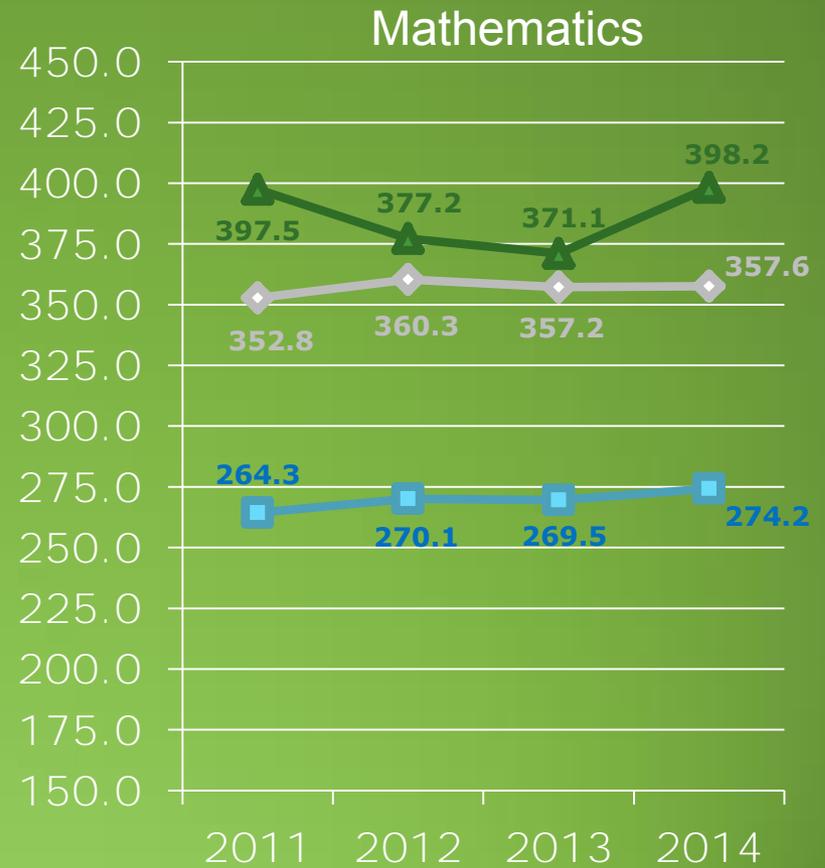
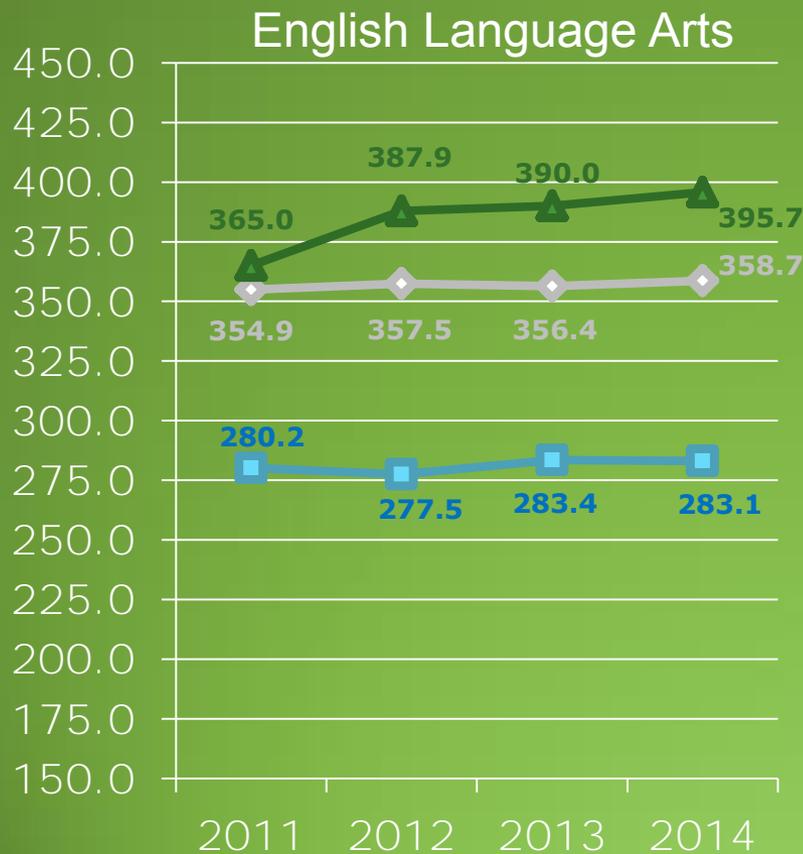
Legend: State **St. Louis Gateway**

Academic Achievement – 6th Grade MPI Scores – Past 4 Years



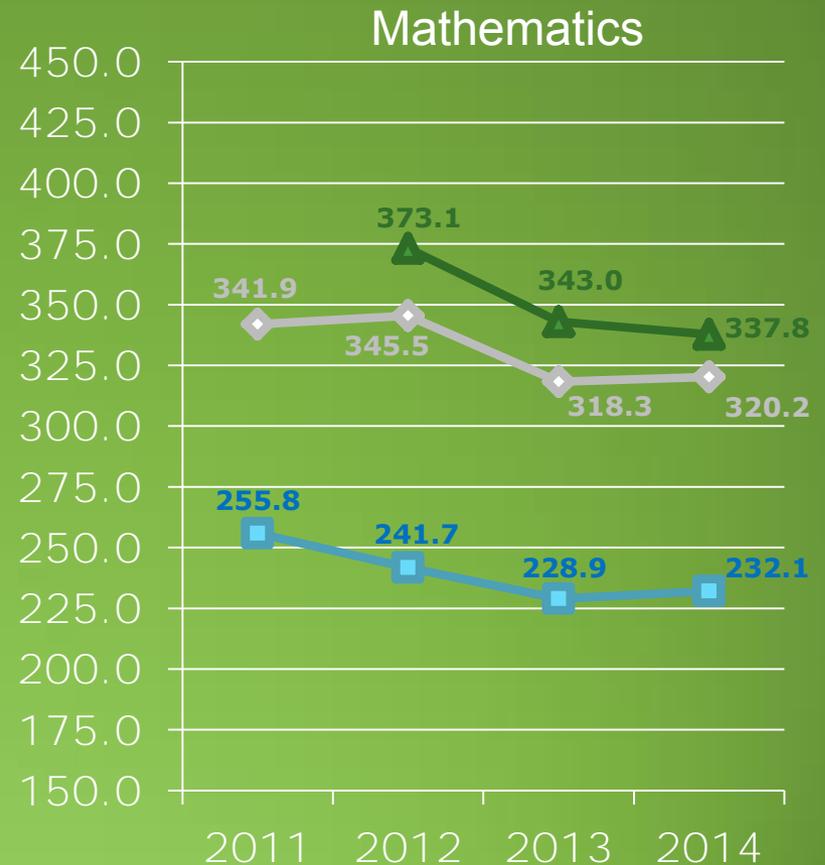
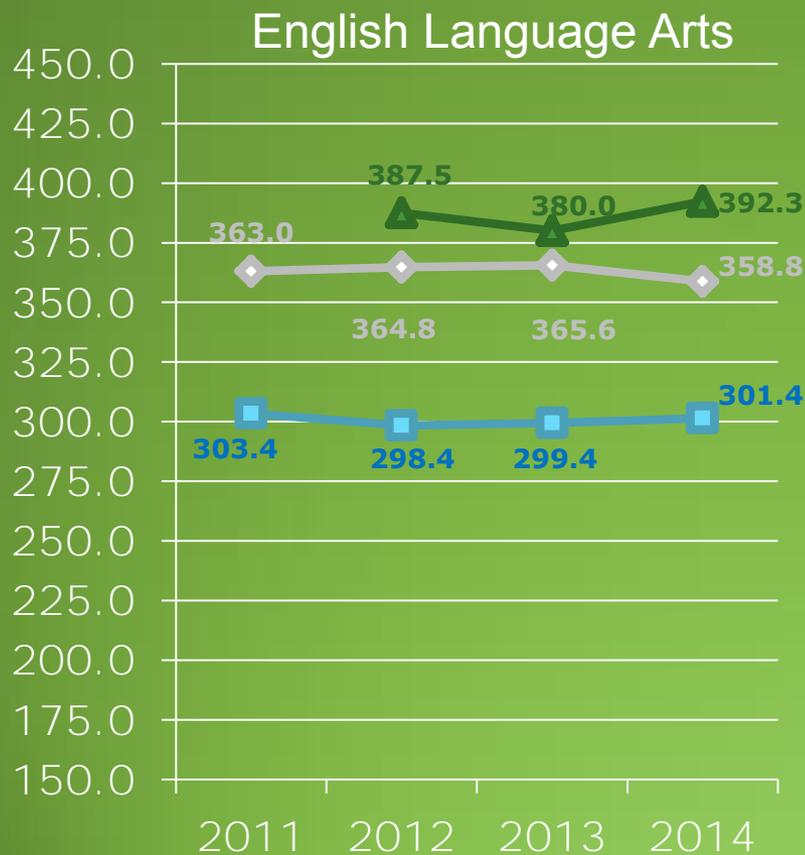
Legend: State **St. Louis Gateway**

Academic Achievement – 7th Grade MPI Scores – Past 4 Years



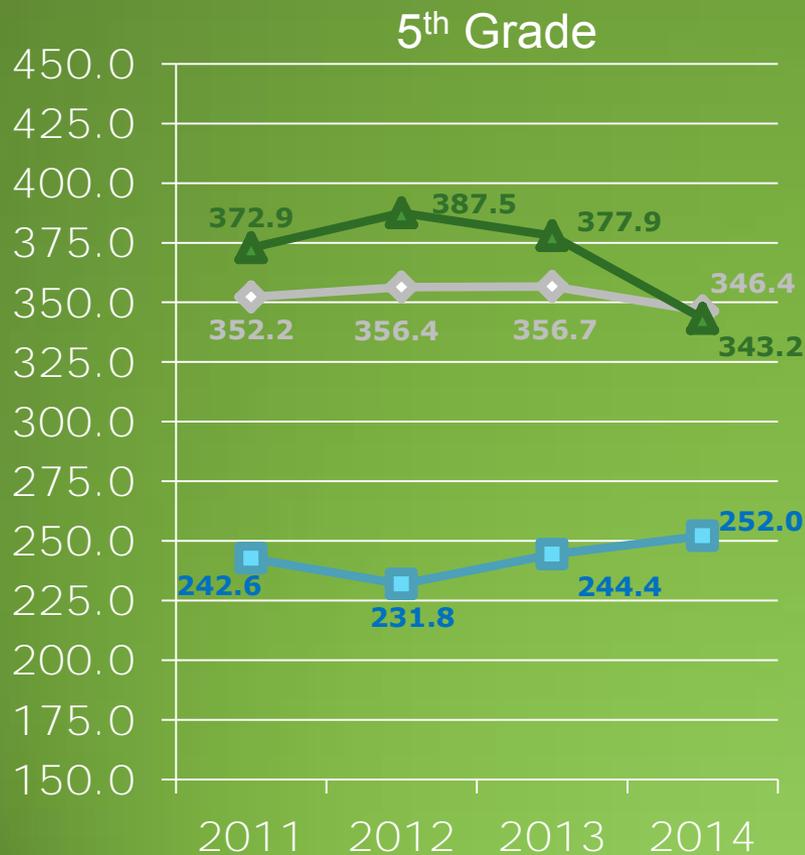
Legend: State **St. Louis Gateway**

Academic Achievement – 8th Grade MPI Scores – Past 4 Years



Legend: State **St. Louis Gateway**

Academic Achievement – Science MPI Scores – Past 4 Years



Legend: State **St. Louis Gateway**

Performance Contract Summary 2015-2020

School Year	Criteria for State Academics	Action Steps Upon Not Meeting Criteria
2015-16	<ul style="list-style-type: none"> • MPI score in ELA 363.1-366.4 • MPI score in Math 364.8-368.3 • MPI score in Science 357.0-360.9 	<ul style="list-style-type: none"> • Sponsor and school develop an improvement plan at the first sign of poor academic performance • If a school fails to meet the terms of the charter, follow generally accepted standards of fiscal management, or comply with the law, the sponsor may place the school on probation. <ul style="list-style-type: none"> • Implementation of remedial plan developed between sponsor and the school • Sponsor may revoke the school's charter and begin the closure process if satisfactory changes are not made by the end of the probationary period.
2016-17	<ul style="list-style-type: none"> • MPI score in ELA 363.1-366.4 • MPI score in Math 364.8-368.3 • MPI score in Science 357.0-360.9 	
2017-18	<ul style="list-style-type: none"> • MPI score in ELA 363.1-366.4 • MPI score in Math 364.8-368.3 • MPI score in Science 357.0-360.9 	
2018-19 <i>Renewal Year Begins August 2019</i>	<ul style="list-style-type: none"> • MPI score in ELA 363.1-366.4 • MPI score in Math 364.8-368.3 • MPI score in Science 357.0-360.9 	

***Gateway Science Academy's Renewal Contract**

Contact Us

www.dese.mo.gov

Email: webreplyimprcharter@dese.mo.gov

Phone: 573-751-2453



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LINDENWOOD

LINDENWOOD UNIVERSITY ST. CHARLES, MISSOURI

Dear Dr. Fuchs,

Lindenwood would like to confirm its support for the renewal of Gateway Science Academy's charter, based on the academic performance and the operational and fiscal viability of the schools. Since opening its doors in 2010 to 330 students in grades K - 7, the school has continued to grow. Currently it comprises three campuses serving approximately 1,240 students in south St. Louis with the first graduating class anticipated in spring of 2016.

Over the course of the four years that Gateway Science Academy (GSA) has been operating, it has consistently outperformed the home district of St. Louis Public Schools and been one of the top performing charter schools in St. Louis based on MAP scores. Additionally, GSA has continually exceeded state averages for MAP scores in English language arts. Math and English language arts scores were above the Missouri average for 2013 and above the state average in 2012 for English Language arts and Science. In other measures of academic performance, such as the NWEA, GSA shows clear and steady signs of student growth, with student growth rates averaging over 60% for math, science, and English language arts for all three schools.

Operationally and fiscally, GSA has remained in good standing, and has maintained material compliance with the terms of its charter contract. The school has retained a surplus above the required 5% at the end of each year of operation. The school has completed all required reporting and made changes to improve the timeliness and accuracy of such data.

Because of the success of the GSA over the past four years operation and the commitment of the school to continue to improve and serve the community, we ask that GSA's charter be renewed so that this quality school can remain an option for St. Louis families. Please feel free to contact me at 636-627-2559 with any questions.

Sincerely,



Amanda Aldridge

Coordinator of Charter School Sponsorship, Lindenwood University

Missouri Charter School Renewal Application Cover Sheet Page 1 of 2

Gateway Science Academy

NAME OF RENEWING CHARTER SCHOOL

Lindenwood University

NAME OF SPONSOR

Gateway Science Academy of St. Louis

NAME OF NOT-FOR-PROFIT 501 (C) (3) ORGANIZATION THAT WILL HOLD THE CHARTER

Mr. Engin Blackstone

PRIMARY CONTACT PERSON

Superintendent

TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

6025 Chippewa Street, Ste# 206 St. Louis, MO 63109

MAILING ADDRESS

(314) 282-0534

TELEPHONE (PRIMARY)

TELEPHONE (SECONDARY)

Blackstone@conceptschoools.org

EMAIL ADDRESS

Concept Schools, NFP

EDUCATION SERVICE PROVIDER (IF APPLICABLE)

Gateway Science Academy: 6576 Smiley Ave. St. Louis, MO 63139

Gateway Science Academy Middle / High: 5049 Fyler Ave, St. Louis, MO 63139

Gateway Science Academy South: 6651 Gravois Ave, St. Louis, MO 63116

PHYSICAL ADDRESSES OF SCHOOLS

St. Louis Public Schools

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

ENROLLMENT PROJECTIONS

	GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1 (2015-16)	K-12	1,240
SCHOOL YEAR 2 (2016-17)	K-12	1,330
SCHOOL YEAR 3 (2017-18)	K-12	1,405
SCHOOL YEAR 4 (2018-19)	K-12	1,455
SCHOOL YEAR 5 (2019-20)	K-12	1,525

DURING THE NEXT FIVE YEARS, THIS SCHOOL INTENDS TO SERVE GRADE LEVELS K TO 12 WITH A PROJECTED TOTAL ENROLLMENT OF 1,525.

Missouri Charter School Application Cover Sheet Page 2 of 2

SCHOOL DESCRIPTION (below)

The purpose of this section is to have a snap-shot description of the school at this point in time. Describe the schools mission, grades served and what benefits the students enjoy as a result of attending this school. Your description will be used by the Department to provide information to the public.

Gateway Science Academy [GSA] is a charter school in south St. Louis currently serving grades k-11. In the fall of 2015, it will expand to serve grades k-12. The school offers a rigorous math, science, and technology focused curriculum to prepare students for post-secondary education, especially in STEM fields. Beginning in the elementary years, math and language arts instruction is extended to provide the basis necessary to learn more complicated math and science in the middle and high-school years.

Gateway Science Academy strives to actively involve parents in their children's education and create a community to support their students and mission:

"The mission of Gateway Science Academy is to provide an environment of learning for all of its students through a rigorous college preparatory level education focusing on science, mathematics, and technology programs. Students, teachers, and parents will work together for continuous growth that will enable them to reach their highest potential in life."

APPLICATION RENEWAL CERTIFICATION

I certify that I have the authority to submit this RENEWAL application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Orville R. Goerger
SIGNATURE *12-19-14*
DATE

Orville R Goerger *Orville R. Goerger*
PRINTED NAME

E. Blackstone
SIGNATURE *12/19/14*
DATE

Engin Blackstone
PRINTED NAME

Am Aldridge
SIGNATURE OF AUTHORIZED SPONSOR *12/22/14*
DATE

Amanda Aldridge
PRINTED NAME

GATEWAY SCIENCE ACADEMY OF ST. LOUIS



submitted to
Lindenwood University
209 S. Kingshighway
St Charles, MO 63301

December 18, 2014

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A. Mission, Vision and Goals

When you walk through the doors of any Gateway Science Academy school you feel it – that palpable sense of something unique, something engaging, something strong. Students, representing a range of nationalities, races, economic backgrounds and academic levels, walk confidently through the halls. Walking in and out of classrooms, you experience an excitement that is shared by both staff and students as they tell you the difference this school has made in their lives. You see a school culture built on a common set of values. Students, teachers and parents are accountable for student achievement. High expectations result in high levels of student achievement and, in turn, high levels of teacher effectiveness. You realize this is a team and that team includes everyone from parents to students to staff to the community. Everyone is focused on and working toward a single goal – student achievement, making college an option for all students. Futures, once uncertain, now brim with opportunity. Students, once indifferent, now sparkle as they speak of school and their futures.

GSA was founded in 2010 with 330 students, grades kindergarten through seventh, housed in a single building. Today, we are proud to serve 1160 students, grades kindergarten through eleventh grade, in three school buildings. Academically, we have become one of the highest performing charter schools in the City of St. Louis. We also look to best state averages on high stakes tests. In 67% of the grade level/subject categories, of grade-level assessments, we have exceeded the state's average performance. We also exceeded the state average on the Geometry End of Course test. More than 60% of GSA students met or exceeded their individual growth target on the NWEA tests in math, reading and science. These growth targets are based on national norms of students with similar academic levels. With these results, GSA has quickly earned a reputation for providing a quality and effective learning environment. This reputation is demonstrated through student and teacher retention rates and the results of parent satisfaction surveys.

1 Mission Statement

“The mission of Gateway Science Academy is to provide an environment of learning for all of its students through a rigorous college preparatory level education focusing on science, mathematics, and technology programs. Students, teachers, and parents will work together for continuous growth that will enable them to reach their highest potential in life.”

It is our commitment to maintaining this high level of success, meeting the demands of our parents and the community of providing a high quality public education option and our commitment to St. Louis that made the GSA Board of Directors seek a renewal of our charter. Our mission continues to be to prepare students for college by creating an effective learning environment of higher standards and expectations with a rigorous college preparatory curriculum that focuses on mathematics, science and technology. GSA schools are non-selective and open to all students

regardless of their academic backgrounds or intentions to go to college. Such students will graduate from GSA having gained fundamental math, science, technology, literacy and 21st century skills that will make them career ready.

We have created a school culture that is built on success, respect and accountability. This culture fosters meaningful, sustained relationships between teachers, students and parents and holds all stakeholders responsible for outcomes. This culture is built from the first contact we have with families and throughout the students' academic experience. GSA makes a point of clearly communicating our goals, values, expectations, programs and services before enrolling a student so the parent can clearly understand what they are being offered and what it will take for the student to succeed. Moreover, the consistency and sustainability GSA offers is attractive to parents. Students can stay within the same system from kindergarten through high school. Such continuum allows parents to ensure that their children receive the same high level education at all levels. Additionally, they benefit from having one academic calendar and consistent expectations across buildings.

GSA has implemented an educational model, developed by Concept Schools. Concept is a not-for-profit management organization that currently manages 30 successful charter schools, including GSA, in the Midwest. Serving over 8500 students, Concept managed schools are located in urban areas in seven states. Minority students comprise 82% of the Concept student body and 74% come from economically disadvantaged families. As non-selective schools, Concept managed schools serve students with diverse academic backgrounds, and GSA is no exception. 7.9% of GSA students currently receive special education services and 4.5% are English language learners. We believe that our academic performance in the years GSA has been open demonstrate the effectiveness of the Concept model.

The student assessment performance at GSA attests to the effectiveness of our program. GSA surpassed the state average in English language arts and came very close in mathematics. While science and social studies lagged behind the state averages, GSA surpassed the St. Louis public schools performance in all categories. 39.1% of GSA students performed at the proficient level or higher in social studies. The state average was 55.5% and SLPS performed at 25.2%.

MAP 2014 Percent Proficient			
	GSA	STATE	SLPS
Math	51.4%	53.2%	25.9%
English Language Arts	55.4%	53.5%	28.9%
Science	47.3%	55.9%	23.7%
Social Studies	39.1%	55.5%	25.2%

These performances are the result of a proven model that includes:

- Rigorous college preparatory curriculum with an emphasis on math, science and technology.
- Small schools and class sizes
- Personalized education
- Higher standards and expectations for all students
- A comprehensive academic support system for all students
- Knowledgeable, dedicated and skilled staff
- Data-driven instruction through ongoing assessment of learning
- Increased student engagement beyond the classroom, including afterschool tutoring and clubs
- Increased parental involvement
- Sustainable relationships with students and parents
- Community partnership.

All of the above components are built into the school's financial and organizational management structure. Long term financial projections, employee contracts and student and employee policies are all inclusive of the aforementioned characteristics of GSA.

GSA engages students with many opportunities beyond classroom academics. Our staff sponsors afterschool clubs, math Olympiad teams, robotics competition teams, science project teams, debate teams, athletic teams, afterschool tutoring and weekend classes for students who need extra assistance. All GSA schools organize local, national and international trips for students, parents and staff. Our students also have the opportunity to participate in summer cultural exchange programs created by Concept.

Through exposure to a rich diversity of American and international perspectives, GSA promotes a respect for diversity in our students and creates a context in which teachers' and students' experiences can be understood, appreciated and connected to the curriculum. Our carefully selected, high caliber staff is supported with professional development, instructional coaching, teamwork and the tools needed to maximize their capacity for quality instruction. Our organizational structure treats teachers as professionals and includes them in the decision-making process within the school. They are given the autonomy to implement their own teaching methods and strategies with the expectation that their students will show a certain level of progress throughout the year, measured by formative assessments and nationally recognized norm-referenced tests like the Measures of Academic Progress of Northwest Evaluation Association (NWEA).

Vision/plan for schools in 5 years

Over the next five years, GSA plans to grow enrollment to 1525 throughout the GSA network. With the addition of 12th grade in the next school year, GSA will have its first graduating class and be a comprehensive K through 12 organization. Along with the completion of the high school levels comes an increased desire to provide

each of these entities with its own campus, as each has its own unique needs and culture. The two schools have been separated virtually, each having its own building number for reporting and its own school report card, but the physical separation is dependent upon finding an appropriate site that fits our needs and makes financial sense. The GSA superintendent is actively engaged with a realtor, with the goal of moving into an additional facility by fall 2016 and a necessity of a new facility by fall 2017. In addition to this facility need, the GSA South campus will need renovations in the next few years in order to add additional classrooms.

The table below details current capacity and enrollment projections.

	Grades	Capacity	'14	'15	'16	'17	'18	'19
Smiley	k-5	440	424	440	440	440	440	440
South	k-5	450	328	350	390	425	450	450
Fyler	6-12	450	411	450	500	540	565	635
Total	k-12	1340	1163	1240	1330	1405	1455	1525

The addition of 12th grade increases the emphasis on college and career readiness, including college counseling, ACT prep, dual enrollment and other post-secondary topics. The rigor of GSA will continue to increase and be demonstrated through an increased number of students participating in scholastic competitions (science fair, robotics, spelling bee, etc.) and being recognized for their performances. There also will be an increased number of students taking AP classes.

Two other initiatives that will become part of the GSA culture in the next five years are service learning and parent university. GSA plans to further develop its service learning program to ensure that all middle and high school kids are engaging with the community in a meaningful way. This is a requirement for graduation and an important component of our community outreach strategy. In order to further enhance student achievement and engagement, we also plan to begin a parent university. This model allows each school to assist its parents in whatever educational needs they may have. These sessions may range from academic information that will make homework more meaningful to parenting seminars to ED or English language classes for the parent. We believe this venture will increase parent involvement and further solidify GSA as a community school.

Performance Standards over the term of the charter

Gateway Science Academy will use a combination of diagnostic, authentic, state-mandated, standardized tests, as well as nationally recognized, norm-referenced assessments to measure student's progress over time and the school's goals. These are:

- Northwest Education Association (NWEA) Measure of Academic Progress
- Pre-SAT and ACT tests
- MAP Summative Grade Level Assessments (3 through 8)
- MAP Interim Grade Level Assessments
- Missouri End-of-Course Assessments (High School)
- MAP-A for Special Education Students
- Concept Schools Assessments

The Board of Directors of GSA set the following goals for the school and believes that with the extended day and school year, rigorous program of study, extra programming, and parental involvement our students will attain these goals:

District Goal 1: APR results will exceed the district in which the school resides (SLPS) and at least meet 70% annually.

Student Academic Goal 1: On the average of all MAP Grade Level Assessments administered, GSA will exceed the performance of the St. Louis Public Schools District by at least 15% annually.

Student Academic Goal 2: On the average of all MAP Grade Level Assessments, performance of each cohort will exceed the state average within three years that they are at GSA. For example incoming six grade students will perform above the state average when they are in grade eight.

Student Academic Goal 3: The overall annual growth rate of the GSA on a nationally recognized norm-referenced test, NWEA, will be 50% or higher across all grades and subjects for which the test is given every year.

Student Academic Goal 4: 90% of our special education students who take MAP-A will score proficient or advanced.

Student Academic Goal 5: The school average of ACT scores of GSA will be 20 or higher by our third graduating class, which will be the class of 2018.

Student Academic Goal 6: GSA Students will perform at or above state average levels on all Missouri End of Course Assessments (EOCs).

Student Academic Goal #6

Student Academic Goal 7: GSA will achieve a 90% cohort graduation rate by our third graduating class, the class of 2018.

Student Academic Goal 8: GSA will have 100% college acceptance rate for every graduating class.

Student Academic Goal 9: GSA will achieve annual MPI increases within or above the ranges outlined in the table below.

	2016	2017	2018	2019	2020
ELA	363.1 - 366.4	363.9 - 368.8	364.8 - 371.3	365.6 - 373.7	366.4 - 376.2
Math	364.8 - 368.3	365.7 - 370.9	366.5 - 373.4	367.4 - 376.0	368.3 - 378.6
Science	357.0 - 360.9	358.0 - 363.8	359.0 - 366.7	359.9 - 369.6	360.9 - 372.5

Non-academic Goals:

- 90% students requiring after-school tutoring programs will participate
- 25% student participation in local and national science fair competitions every year
- 40% student participation in national and international trips every year
- 90% student participation in at least one school club
- 30% of our parents to receive home visits from teachers annually
- 90% teacher retention rate annually
- 90% student retention rate annually
- 95% student attendance annually
- 70% attendance at parent-teacher conferences by parents annually

Operational Goals:

- By the end of our third year in operation, GSA will have a surplus of at least 5% annually.
- GSA will increase the number of community partners by at least 1 partner each year.
- GSA will achieve at least 80% parent satisfaction annually.

Gateway Science Academy will take action towards our goals during the school year and will evaluate them at the end of each year and again after five years. Our short and long-term goals are specific to our students, parents, teachers, board, and administrators – the primary stakeholders in our school’s academics, operations, and community.

The charter agreement between Lindenwood University and Gateway Science Academy will hold GSA accountable for the performance goals established above.

Educational program and curriculum alignment with state standards

GSA has implemented a standards-based, college preparatory curriculum giving the staff flexibility to adapt instructional strategies in order to meet the needs of the students. The curriculum is based on a model developed and successfully implemented by Concept in 29 charter schools in 7 states, including Gateway Science Academy of St. Louis. The curriculum for GSA is fully aligned with the Missouri Learning Standards (MLS).

In order to prepare every GSA student with the skills needed to succeed in college and the workplace, the curriculum is “mapped backwards” from a clear set of college-readiness standards. However, the curriculum is modified based on assessment results and the identified needs of the students. Students lacking grade level skills are provided with the necessary academic support services in order to close the gap. GSA utilizes the Concept Schools Student Information System to facilitate curriculum mapping and lesson planning. A regular schedule of meetings with math, science, ELA and social studies teachers are used to refine the curriculum to meet the needs of the current students. Curriculum mapping focuses on skills, strategies, content and testing to ensure students are provided a balanced and carefully sequenced curriculum designed to maximize student achievement across grade levels. Students practice critical skills years in advance of the need for mastery of them. In this manner, a student will also begin to explore and internalize a skill in an earlier grade and then develop increased mastery over that skill in more sophisticated ways in each subsequent grade.

English language arts and math skills support all disciplines, providing a vehicle for examining scientific and social problems. The ability to read is the key to knowledge; the ability to perform math is the key to analyzing that knowledge; the ability to speak, listen and write are the keys for clarifying and sharing new knowledge.

Throughout the grade levels, interdisciplinary projects allow students to prepare for real-world challenges, connecting the core subjects instead of segmenting them. When these interdisciplinary projects are supported through service learning, which is a method of connecting community service to the curriculum and fostering growth through reflection, school becomes the student’s vehicle for becoming a contributing member of society.

All students are invited and encouraged to participate in afterschool tutoring and clubs, which enhance our curricular offerings. Clubs include robotics, drama, Lego league, and many other topics based on student and faculty interest. All students in grades three and above are required to complete and submit a science fair project each year.

Before and after-school services are provided to assist working households. The programs deepen the educational offerings of each school and extend the learning time for the students through an atmosphere that is both relaxed and supportive. Students experience situations that are both structured and student-driven.

Support systems such as tutoring, pullout programs and special interest groups are built into the teacher contracts. GSA utilizes its own staff for afterschool tutoring and clubs at no additional cost to the school or state. For example, the teacher contract states that each teacher will do two days of after school tutoring, club activities, home visits and special interest groups as part of the teacher job description. Before and after care, which starts after clubs and tutoring end, is available at the school through a separate licensed company, Advanced Solutions for Education (ASE) and charged to parents who opt to use this service.

Scientific studies indicate that elementary school lays the foundation for a rigorous secondary curriculum. Our Board recognizes the need for a strong foundation of reading skills by entry to middle school. The elementary program at GSA emphasizes English language arts, math, science and social studies, following an interdisciplinary approach that allows teachers to integrate technology and the arts into these core areas. Elementary students work on science fair projects, art portfolios and presentations skills to increase their understanding of concepts, to develop self-reliance and to hone career-readiness skills. Technology is widely and scientifically used as a student-oriented learning tool. Both elementary schools have computer labs, where students develop a comfort with technology, in addition to using multimedia and the Internet as part of core lessons. The GSA Board strongly believes that exposure to technology at a young age is essential for elementary students to be successful in the upper grades and beyond.

The elementary program uses strategies predicated on diverse research-based approaches for this age group. A variety of resources will be used to implement these approaches, such as Missouri Learning Standard-aligned textbooks and other educational materials, teacher-created lessons and educational software systems. Individual learning preferences will determine the way skills are taught (e.g. use of learning styles and multiple intelligences). Special needs students learn along with their peers, in the least restrictive environment, as determined by their Individual Education Plans (IEPs).

In the elementary grades, students receive 90 minutes of math instruction each day. The extra time students spend on math will make it possible for students to take a rigorous progression of math in the middle and high school years, including Algebra I in eighth grade. Qualifying students earn high school credit and start with Geometry in their freshman year. Students are still required to complete four math credits during the high school years, in addition to any credit earned during eighth grade. Science is taught every day through interdisciplinary units. This allows students to develop an understanding of the process of inquiry working in teams to investigate problems.

Students in grades kindergarten through eighth grade receive 90 minutes of English Language Arts curriculum to build the necessary foundation of success in a college preparatory curriculum. The curriculum utilizes an interdisciplinary structure including traditional literature and grammar as well as addresses 21st Century skills.

Teachers integrate a variety of media as well as connect disciplines to reflect the world in which students live and will eventually work. Our aim is to move beyond the ELA standards through a relevant and dynamic curriculum that meets the students' academic, technological and cultural backgrounds.

At the middle school level, students are immersed in an academic program that provides new challenges with solid support. We offer both advanced and basic skills classes to meet the needs of a diverse student body that come from GSA elementary and other area schools. Course placement is made in consultation with the students, parents, counselor and teachers. Middle school subjects include English language arts with a specific emphasis on the writing process, mathematics including Algebra I for those eighth grade students who are ready, science including hands-on labs, social studies including geography and US history, foreign languages where students have a choice of Spanish or Turkish, music, art, physical education and health.

To prepare students to meet top colleges' entrance requirements, GSA's graduation requirements exceed those of traditional Missouri public high schools and include: 28 credits of coursework; 40 hours of community service; a senior capstone project; participation in a school, regional, or statewide science fair; and completion of a college plan and resume. Students earn coursework credits in English language arts, mathematics, social studies, science, foreign language, computer technology, fine arts, physical education, health and personal finance. Advanced placement (AP) and honors courses are offered.

Project Lead the Way (PLTW) is a critical component of the educational experience of GSA students. PLTW is a series of middle and high school courses that are project-centered, problem-based, technology-integrated and prepare students to excel in high-tech fields. According to an evaluation by High Schools That Work (2005), PLTW students scored significantly higher in both mathematics and science high school assessments. The National Center for Education Statistics 2006-07 True Outcomes Report found that students who participated in PLTW were five times more likely to graduate college as science, technology, engineering and mathematics (STEM) majors. Our goal is to have all middle school students participate in the Gateway to Technology course, the middle school component consisting of five nine-week units embedded into the science and computer curriculum in grades six through eight.

All GSA students will graduation with 28 credits, including four credits each in math, English language arts and science, and three credits of social studies. With the requirement of a higher number of credits, all students will have completed at least pre-calculus, with higher level courses offered for those students who completed Algebra I prior to entering ninth grade. Additional requirements include credits in computer technology (one credit), fine arts (one credit), physical education (one credit), health (one-half credit), foreign language (two credits) and personal finance (one-half credit). This leaves seven unrestricted electives for students to pursue areas of personal interest to them.

The GSA high school curriculum provides unique college counseling opportunities for students. Students have the opportunity to take courses in subject specific ACT prep and to utilize the Naviance program at no cost to them. This program allows students to manage their college applications, interests and data in one place, either on their computers or mobile devices.

AP classes are currently offered in biology, English language and composition and US history. Over the course of the next five years, we plan to expand our selection of AP courses to include calculus, statistics, physics, chemistry, literature and world history. With the focus on college preparation, students are also encouraged to take a writing workshop course during high school. This course focuses on the writing skills students will need in order to be handle the writing demands of college, which is a key component to college success.

Two factors will drive what electives are offered – student interest and staff credentials. Each year, students will be surveyed to gauge interest for the following year’s classes and thus determine the staffing needs. Full time staff will be utilized to the highest capacity, but it may be necessary to hire a part time teacher for some electives. Expense for any part time teachers would not be significant enough to include in the multi-year budget projections. They would be taken into consideration during the annual budgeting process however. Below is a list of elective courses we plan to offer, if student interest demands it:

- | | |
|------------------------------|---------------------------|
| Accounting | International Studies |
| African American History | International Politics |
| African American Literature | Journalism |
| Animation and Graphic Design | Latin American Culture |
| Art History | Latin American Literature |
| Database Programming | Philosophy |
| Digital Electronics | Robotics |
| Digital Photography | Sculpture |
| Drawing | Sociology |
| Film | Speech |
| Game Design | Web Programming |
| HTML | |

Concept Schools’ curriculum was first implemented in 1999. Since that time, Concept Schools has continuously improved the curriculum by utilizing feedback from teachers, department heads, parents and school administrators. Analysis of the schools’ performance in state standardized tests, Concept Schools’ interim assessments, and the nationally recognized norm-referenced assessments such as NWEA MAP played a crucial role in improving the curriculum to its current state.

The achievement level of the current Concept managed schools, including GSA, speaks to the effectiveness of the curriculum. Rather than adhering to a single teaching philosophy or

instructional model, the curriculum design draws on best practices from the field and research to define a set of core instructional practices. GSA teachers utilize a unique mix of the following research based instructional strategies:

- **Direct Teaching** – a systematic way of planning, communicating, and delivering information in the classroom. In direct teaching, the teacher transmits to students what is known via the teacher, a book, a video or other repository of knowledge.
- **Differentiated Instruction** – a student-centered approach that provides multiple paths to learning content and processes. It blends whole-class, group and individual instruction, offering opportunities to establish common understandings and to pursue additional investigation and/or re-teaching. Differentiated instruction recognizes and honors diversity of learning styles as well as differences in past learning. Teachers study how their students are learning through a variety of ongoing classroom assessments and continuously adjust instruction to maximize understanding. (Tomlinson, 01; Gaddy, Dean, & Kendall, 2002; Gregory & Chapman, 2002). GSA teachers, using strategies adapted from *Differentiation in Practice* (Tomlinson & Eidson, 2003), differentiate their instruction in the three areas of content, process and product. The deans of academics monitor such differentiation by reviewing lesson plans and observing instruction.
- **Problem-based Learning** – an educational approach that organizes curriculum and instruction around carefully crafted problematic situations adapted from real-world issues. Learners are guided to gather and apply knowledge from multiple disciplines in their quest for solutions. GSA draws on the expertise of professionals in the fields of math and science to challenge students with problems from their fields.
- **Project-based Learning** – a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term interdisciplinary, student-centered and integrated with real world issues and practices. In this learning approach, students undertake challenging projects with defined outcomes, and use the project as a means to learn the necessary content and skills to complete the project. Projects are complex tasks based on challenging questions or problems with a variety of potential solutions. Students become involved in research, design, problem solving, group collaborations and production activities, such as projects or presentations. Project-based learning fosters critical thinking and applications of knowledge (Thomas, 2000).
- **Collaborative learning** – involves two or more students working together to solve problems and complete tasks. Collaborative learning techniques include round robin, think-pair-share, three step interview, team word webbing and reciprocal teaching.
- **Data-driven instruction** – uses standards-driven assessment to drive instruction. Progress toward mastery of each standard is tracked on a daily basis, and teachers use this assessment data to guide every instructional decision.
- **Transformational use of technology** – an essential pedagogical tool, integrated intentionally into curriculum and instruction not merely to enhance, but to transform, learning. As noted elsewhere, the teaching staff spends a significant portion of the Summer Institute working on the use of technology in the classroom

and ways to integrate it throughout the curriculum to assist in teaching and learning.

GSA serves students of all academic backgrounds and differentiates instruction to address the needs of each student. GSA provides students with an innovative world class education, rich in math, science and technology; focused on preparing students to become bold inquirers, problem solvers and ethical leaders; skill-ready for post-secondary education and to meet the challenges of a competitive global workforce.

The Board of Directors of GSA recognize the success of students is dependent upon the schools' ability to create a culture that fosters meaningful, sustained relationships between teachers, students and parents. GSA is very intentional about building this culture from the point of first contact with families and throughout the students' academic experiences. To help parents decide about enrolling their children at the school, the goals, values, expectations, programs and services of GSA are communicated to both students and parents so that they clearly understand what is being offered them and what it takes to succeed. GSA will use six core values to guide its interactions with all members of the school community:

- **Respect** – All members of the GSA community (students, parents, and staff) have equal worth and should be treated with respect.
- **Responsibility** – All people have choices, and teachers, parents and students should be responsible for their actions.
- **Integrity** – Belonging to a community requires a commitment to the common good. The community is stronger when everyone can be counted upon to be honest and trustworthy.
- **Courage** – Having the courage to try new things expands minds and causes students, parents, and staff to reach beyond their own expectations.
- **Curiosity** – The ability to wonder and to create connections stimulates further learning. At GSA, inquiry is fostered on the part of the parents, staff and students.
- **Effort** – Success is accomplished when students, family, and staff are willing to do what it takes to accomplish their vision of the future.

GSA hires staff that exemplify these values in their professional and personal lives. The values are fostered in the classroom and students are held accountable for modeling them.

The overarching philosophy of the design is the belief that “intelligence is not an innate ability and achievement is the outcome of effort, which is driven by motivation, not ability.” Therefore, academics are engulfed in rich and meaningful auxiliary programs to motivate students and foster a thirst for learning. Each member of the GSA family makes it impossible for a student to fail unless they are determined to fail. The success of students, parents and staff who work hard and achieve success are recognized and celebrated.

GSA schools are structured in a manner that requires teachers to work in teams to plan lessons, analyze data, and develop strategies to increase student learning. The core features of GSA are based on ten features of good small schools outlined in *Redesigning High Schools*:

What Matters and What Works (2002), a publication of the School Redesign Network at Stanford University. The core features of GSA include:

- **Personalized approach** – Each student will have daily, individualized support for achieving milestones toward their own goals and school goals. Research shows that social supports are as important as academic supports for improving student achievement and preparing students for life beyond high school graduation (Alliance for Excellent Education, 2007; Pathways to College Network, 2007). Social supports can include small learning communities, structured peer interactions, and faculty advisors for small groups of students (Herlihy & Quint, 2006). Other forms of social support increase students' access to college information through post-graduation planning sessions, financial aid and college application assistance, and generally establishing a college-going mindset among high school students (Hoyt, 2001; Nagaoka et al., 2006; Corwin & Tierney, 2007).
- **Continuous relationships** – Effective small schools are designed to nurture relationships with students. GSA has an advisory system. Each teacher is assigned a small group of students to advise, mentor and help with academic, social and emotional needs. Teachers organize additional events with their group of students outside the school in order to build a sustainable and healthy relationship with their parents, as well. Advisors conduct home visits to their students to assist in building a relationship with their parents, as well. Advisors are the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also focused on community-building activities, fosters an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community increase self-esteem and lead to greater success.
- **High standards and performance-based assessments** – GSA clearly defines the expectations for academic achievement and conduct for all students regardless of background. Students, parents, teachers and staff will create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. With an extended school day, week and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges.
- **Adaptive pedagogy** – Teachers use multiple instructional strategies to adapt teaching to students' backgrounds, talents, interests and the nature of their past performances. The teachers do not assume that students have mastered skills. Students are taught how to study, how to approach academic tasks and how to evaluate their own and others' work. By carefully scaffolding tasks, teachers work students through a step-by-step process resulting in a finished product.
- **Multi-cultural teaching** – By exposing students to a rich, diversity of American and international cultures, GSA promotes respect for diversity and creates a context in which teachers' and students' experiences can be understood, appreciated and connected to the curriculum. By drawing upon Concept Schools' relationships in and outside the country, GSA hires a diverse faculty and administration.
- **Knowledgeable and skilled teachers** – GSA recruits highly qualified teachers that are among the brightest and most talented in their field. Their demonstrated

technological skills are infused in their curriculum. Many have advanced degrees and all understand the multifaceted needs of different learners.

- **Collaborative planning and professional development** – Professional development and collaborative planning play a critical role at GSA. The Summer Institute and four professional development days provide time for teachers to work together in teams and by grade levels to develop curriculum, review assessment data and develop teaching strategies.
- **Family and community connections** – Students, parents, teachers and staff are part of a school culture that fosters strong communication between school and families. Everyone is asked to uphold a commitment to the school and to each other to put in the time and effort required to achieve success. The school hosts community breakfasts and student-centered exhibits to create a sense of community and build community support. Families and educators share responsibility for student learning and they will rely on each other to contribute to the learning process. High-quality interactions among educators and families can build trust, increase adult support for learning and improve student performance (Adams & Christenson, 2000; Perna & Titus, 2005).
- **Democratic decision-making** – Day-to-day decision-making is made as close to the classroom as possible. Teachers share responsibility for groups of students adapting teaching strategies to meet student needs. Students are encouraged to attend parent-teacher conferences. Both parents and students have the opportunity to serve on school committees and plan school events. Parents and teachers will have the opportunity to participate in professional development to enhance their ability to contribute to student success.
- **Authentic curriculum** – Students are engaged in active learning set in a real world contest and requiring higher-order thinking. Students consider alternatives in developing solutions and present them to an appropriate audience.

GSA is dedicated to providing a diverse population of students with an outstanding education focused on math, science and technology. The standards, which are higher than most of the traditional public schools in Missouri, are developed to ensure student proficiency on state standards as well as a 90% graduation rate and 100 % acceptance into colleges by graduating seniors. In addition to aligning the curriculum to the Missouri Learning Standards, the high school curriculum is also aligned with the ACT College Readiness Standards. The Missouri Learning Standards have also served as a point of reference.

GSA’s High school graduation requirements exceed those a traditional public school in Missouri and include service learning, summer internship, a digital portfolio and a senior thesis. In order to earn a diploma, each high school student must meet all of the following requirements. Below are the graduation criteria for each GSA student:

Criteria	Core Academic Program
Coursework	Completion of all required courses
Standardized tests	Completion of Missouri End of Course exams and the ACT

Digital Portfolio	Creation and maintenance of a digital portfolio that meets the school standards
College Portfolio and Application	Completion of a college plan, resume and necessary college applications
Internship	Completion of a summer internship during the course of high school
Service Learning	40 hours of service learning
Senior Capstone Project	Completion of a senior capstone project

Below also is a list of high school graduation credit requirements at GSA:

Mathematics	4 credits including Algebra I (may be taken in 8 th grade), Geometry, Algebra II and Pre-Calculus
Science	4 credits
English	4 credits
Social Studies	3 credits including Government
Computer Technology	1 credit
Fine Arts	1 credit
Physical Education/Health	1.5 credits including .5 credit in health
Foreign Language	2 credits
Personal Finance	.5 credit
Electives	7 credits
TOTAL	28 credits

The high school curriculum continues to undergo design review and refinement so that the minimum high school course requirements provide students with the opportunities to meet the entrance requirements for top-tiered colleges and universities. Additional credits may be obtained through university partnership and dual credit post-secondary options, which allow our students to earn both high school and college credits. GSA offers Advanced Placement (AP) course to prepare students for college as well.

Below are exit standards in mathematics, science and English language arts to conceptualize what GSA students will know and be able to do at the end of 12th grade.

Science:

- Students will be able to compare or combine data from simple data presentation with data from a complex data presentation.
- Students will be able to identify and/or use a complex (e.g. nonlinear) mathematical relationship between data and to extrapolate from data points in a table or a graph
- Students will be able to determine the hypothesis for an experiment, identify an alternate method for testing a hypothesis, select a complex hypothesis, prediction or conclusion that is supported by a data presentation or model and to determine whether new information supports or weakens a model.
- Students will be able to use new information to make a prediction based on a model.

Mathematics:

- Students will be able to solve word problems containing several rates, proportions, or percentages, apply number properties involving prime factorization, apply number properties involving even/odd numbers and factors/multiples and apply number properties involving positive/negative numbers.
- Students will be able to apply rules of exponents, multiply two complex numbers, calculate or use a weighted average, interpret and use information from figures, tables, and graphs, apply counting techniques, compute a probability when the event and/or sample space are not given or obvious.
- Students will be able to interpret and use information from graphs in the coordinate plane, match number line graphs with solution sets of linear inequalities, use the distance formula, use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
- Students will be able to recognize special characteristics of parabolas and circles, manipulate expressions and equations, write expressions, equations and inequalities for common algebra settings, solve linear inequalities that require reversing the inequality sign, solve absolute value equations, solve quadratic equations, and find solutions to systems of linear equations.
- Students will be able to apply properties of triangles, use the Pythagorean theorem, evaluate composite functions at integer values, apply basic trigonometric ratios to solve right-triangle problems, and use relationships involving area, perimeter and volume of geometric figures to compute another measure.

Writing

- Students will be able to show clear understanding of the persuasive purpose of the task by taking a position on a specific issue and offering a critical context for discussion. Students will be able to show understanding of the complexity of an issue: examining different perspectives, and/or; evaluating implications or complications of the issue, and/or; posing and fully discussing counterarguments to the writer's position.
- Students will be able to develop several ideas fully, using specific and relevant reasons, details and examples. Students will be able to show effective movement between general and specific ideas and examples, and to maintain a clear focus on discussion of the specific topic and issue throughout the essay.
- Students will be able to develop a critical thesis that clearly establishes the focus on the writer's position on an issue. They will be able to provide unity and coherence throughout the essay, often with a logical progression of ideas, and to use relevant transitional words, phrases and sentences to convey logical relationships between ideas.
- Students will be able to present a well-developed introduction and conclusion, and to show effective use of language to clearly communicate ideas by: correctly employing most conventions of standard English grammar, usage and mechanics; using precise and varied vocabulary, and using a variety of sentence structures to vary pace and to support meaning.

The schools' culture, values and learning expectations start with the schools' staff. Staff members form a strong team, unified by a common mission, vision and set of values. Based on this shared foundation, staff are leaders in the school and help create, maintain and improve the school culture on an annual basis. The professional development schedule includes:

- **Comprehensive hiring process** – Building professional capacity within the staff to realize the proposed educational plan begins with a comprehensive hiring process. The hiring process at GSA ensures the most dedicated and skilled teachers are hired. Prior to hiring, candidates are made fully aware of the commitment required to realize the GSA educational vision. Ineffective staff members are quickly removed from the system following a due diligence process that includes official evaluations, development plan, regular follow-ups and written communication with the teacher.
- **GSA Core Value Commitment** – The core values provide the foundation for the work of the team. Staff discuss, agree and commit to GSA core values at the beginning of each year and define behaviors that support these values. Throughout the year, staff completes self-evaluations and team evaluations to determine how effectively each staff member is living the commitment. The strength of the school culture is directly and proportionately related to how consistently the staff lives the GSA values. The evaluation on core values plays a crucial role in the re-hiring decision.
- **Summer Institute** – All staff will spend time together before school begins – building teams, preparing for the year, finalizing curriculum and learning new teaching and learning strategies. Summer Institute will ensure that all the staff members are familiar with the school design, expectations, goals, values, processes and procedures, school-wide discipline policy, other policies, organizational structure and more. It is crucial for the success of GSA that all the staff is committed to the mission, vision, philosophy and instructional methods.
- **Ongoing Professional Development** – Ongoing professional development during the school year includes trainings similar to those held during Summer Institute. Through targeted professional development opportunities based on data, the staff builds its capacity and models lifelong learning. GSA organizes visits to other Concept-managed schools to assist the staff in visualizing the learning environment desired for GSA. In the Summer Institute and during the school year, GSA staff receive extensive training on the key components of the Concept Schools' design such as data-driven instruction, integration of technology in the instructions, building positive relationships with the students, discipline and student engagement to ensure that the GSA staff has the professional capacity to achieve the educational goals.
- **Communication** – Clear, effective communication is essential to creating strong and productive teams. To assist with communication, GSA makes use of regular staff meetings, leadership team meetings, retreats and weekly memos. Students, faculty, advisors, parents and administration communicate regularly by email, allowing assignments, appointments and documents to flow quickly and efficiently and providing more time for instructional work. Shared tasks and calendars allow GSA

to function with the efficiency of a modern corporation. Every minute is maximized for teaching and learning.

Four full days are designated as professional development days and spread throughout the year. On those days, GSA either has experts come to the school and work with staff or staff members work in teams on areas of improvement. Professional development also takes place as a part of the team structure that is integral to GSA. Key to effective professional development is establishing a school culture where learning is valued among all members of the school. GSA has a four-tiered approach to foster collegial relationships through teamwork and monitors teaching and learning. The structure will include:

- **Grade teams** – faculty who teach the same grade working across disciplines to focus on individual students
- **Subject/Instructional teams** – faculty who teach the same subject focusing on best practices and curriculum
- **Leadership team** – administration, grade team leaders, and instructional team leaders who work together to focus on school atmosphere, plan upcoming events and resolve issues raised in other team meetings.
- **Administrative team** – principal, dean of students, dean of academics, development director and staff who are responsible for guiding the processes critical to college preparation focus on the day-to-day operation of the school.

Each team has prescribed meeting agendas. Agendas include sharing best practices, discussing education articles, review of classroom observations and collaboration to analyze student data. These meetings foster collegial relationships and mutual respect among the faculty.

The administrative team, consisting of the principal, dean of academics, dean of students, and development director, meet weekly to discuss broad administrative issues. The grade teams, consisting of all teachers in a particular grade, meet bi-weekly to discuss individual student issues, such as behavior. The department teams, consisting of all teachers in a particular subject, meet monthly to discuss academic issues, such as scheduling, assessment and standards.

The leadership team, consisting of the entire administrative team, grade chairs and department chairs, meet bi-weekly to discuss and resolve issues that have been raised in the other team meetings. Thus, teaching and learning are monitored weekly, bi-weekly and monthly through a system of checks and balances. This structure allows faculty to be part of the decision-making process at GSA.

The principal and dean of academics review the minutes or join meetings to ensure that meetings are effective. Each team develops annual goals and benchmarks to measure progress. Teams develop professional development plans based on their analysis of their students' academic data and the needs of team members. Teams present their professional development plans at the leadership team meeting via their leaders. The leadership team

determines whether speakers and experts are brought to the school for workshops or whether staff members will attend conferences and seminars.

Additionally, current professional magazines, books and films regarding innovative educational methods are made available to faculty and staff. Faculty and staff also are provided with opportunities for study, travel, workshops and conferences. The school partially reimburses faculty for tuition that furthers their development as teachers.

During the final week of Summer Institute, teachers have a week to work together to develop lesson plans. GSA teachers continue planning together during the professional development days throughout the school year. Teachers have two planning periods each day. They have a bi-weekly grade team meeting. GSA grade level meetings incorporate collaboration opportunities as well. Each quarter, faculty in each grade team outline the topics they will be teaching and seek collaboration opportunities with other teachers who have the same students for different subjects.

All professional development programs have specific outcomes. Upon implementation of the program or strategy, teachers assess student knowledge/skills and make changes in classroom practice. For every professional development session, the assessment is developed simultaneously.

Evaluation of the professional development program at GSA is a results-based process. Twice a year, data regarding classroom performance, discipline, collaboration between faculty, seminars and workshops, student achievement, parental involvement, community involvement, and technology integration is reviewed. The data is analyzed and shared at a staff meeting where staff openly exchanges ideas, thoughts and solutions. Conclusions drive the focus of future professional development. For example, GSA holds a workshop on improving writing and critical thinking, classrooms are then observed to find out how often faculty used the tools and strategies given to them. Writing scores of the students in interim assessments are reviewed to connect the student growth to the strategies being implemented as a result of the professional development.

The data from student assessments drive the professional development plan. GSA teachers go through an extensive training regarding data-driven instruction, benchmark assessments, and formative assessments during the Summer Institute and during professional development days. As results are obtained from assessments, teachers identify areas in which further professional development is necessary in order to improve student outcomes.

B. Organization/Governance

The Gateway Science Academy Board of Directors is responsible for providing oversight and policy decisions for the school. Concept Schools provides ongoing management/administrative services for the school. The governing board oversees Concept Schools based on Concept School reports to the board provided at board meetings. Current board members are listed below.

Name	Position	Address	Phone Number	Email
Orville R Goerger	President	8338 Weber Trail Drive, St. Louis, MO 63123	314-638-3065	bgoerger@gsastl.org
Alija Dzekic	Vice President	3131 Old Baumgartner Estates Ct., St Louis, MO 63129	636-284-5208	adzekic@gmail.com
Musa Subasi	Treasurer	441 Cornell Hall, Columbia, MO 65211	469-789-9100	subasim@missouri.edu
Ben Deifenbach	Secretary	4335 McAdoo Ct., Apt C, St.Louis, MO 63125	314-270-9666	diefenbach.ben@gmail.com
Kemal Akkaya	Member	706 Yeatman Ave. St. Louis, MO 63119	618-967-1730	akkaya@gsastl.org
Patricia G Hunt	Member	2019 Sidney Street, St. Louis, MO 63104	314-772-2957	patriciaghunt2019@hotmail.com
Mehmet Kahveci	Member	7814 N Sharidan Blvd., Columbia, MO 65202	573-356-6578	kahveci@gmail.com
Vivian Resch	Member	300 Rebecca Dr., St.Charles, MO 63301	636-947-8378	vivianresch@yahoo.com

The board understands and complies with open meeting requirements which are subject to provisions of 610.010 to 610.030, RSMo, the open meetings law. Policies are in place that designate the Board Secretary as the custodian of the records for GSA. The custodian responds to all requests for access to or copies of a public record within the time period provided by statute except in those circumstances authorized by statute. Fees charged for access to or furnishing copies of records are provided to the requestor. It is the public policy of GSA that meetings, records, votes, actions and deliberations of this body are open to the public unless otherwise provided by law. GSA closes all public records to the extent authorized by law. GSA complies with sections 610.010 to 610.030, RSMo, the Sunshine Law, as now existing or hereafter amended.

The Board meets a minimum of six times per year. Meetings take place on specified Fridays at 5 pm. At least 24 hours (excluding weekends and holidays) before any Board of Directors meeting, a notice of the meeting is posted at the meeting place. The notice includes time, date, place and tentative agenda of the meeting, and whether the meeting is open or closed. Notices are also placed at each of the schools and on the schools' websites.

Criminal background checks and Family Care Safety Registry checks are conducted on all members of GSA's governing board as outlined in section 160.400.14, RSMo. New board members receive training on a variety of topics related to school governance, ranging from such things as Robert's Rules of Order, Missouri Sunshine law, charter school law and school finance. Board members continue their training through participating in board coaching, attending seminars and conferences and doing online trainings. As a sponsor, Lindenwood University keeps the board abreast of upcoming opportunities for development as well as providing resources on charter school governance.

All original members of the Board completed the Missouri Charter Public School Association's (MCPSA) Charter School Leadership Development program. This was a year-long program that required leaders to participate in the State of Missouri School Leadership Academy and eight Governing Board Training Seminars. Board members self-evaluated three times per year using the competency based rubric of this program. In the 2014 school year, they also participated in 40 hours of direct coaching based on agreed upon goals and objectives.

GSA is sponsored by Lindenwood University. Lindenwood has assigned two staff members to work with GSA's board, administration and staff. Lindenwood has taken an active role in the organization through ongoing communication, attendance at board meetings, a presence in the schools and support in navigating state and federal requirements. Each year representatives of Lindenwood University conduct a one day site visit of each campus to monitor the schools' accountability and compliance as well as offer feedback.

In addition GSA has established community partnerships with Ronald McDonald House, Lindenwood Park Association, Lindenwood University, PAWS, Junior Achievement, the St. Louis Science Center and St. Louis University International Student Group. Some of the activities provided by these partnerships are as follows: lessons on running a business, an opportunity to provide community services through reading to a service dog and teacher training sessions.

GSA complies with requirements for all federal and state programs, including Title I, Title II, the National School Lunch Program, programs for English Language Learners, homeless students and special education services. There is a designated district contact for each program. This allows the district to stay current, ensure compliance and use best practices to maximize program benefits. Compliance with federal and state programs is monitored first at the building level through documentation. The district monitors these programs through the timely reporting of core data and complying with Tiered monitoring requirements.

GSA has a detailed performance contract with its sponsor, Lindenwood University. Lindenwood evaluates this contract and provides GSA with an accountability report (provided below) annually. For the past three years, GSA has met over 80% of the targets outlined in the performance contract. These targets cover academic achievement, proficiency levels on state assessments, graduation rate, student progress over time, student engagement, financial performance and sustainability, school governing board performance and stewardship and parent and community engagement.

Included in this accountability report below is information on staff retention. GSA has retained more than 90% of its teachers from year to year. There is no indication that we will not be able to maintain this high rate of staff retention going forward.

Academic Program Quality

	Target	2012	2013	2014
Indicator 1. MSIP 5 Academic Achievement (APR and Subgroup Achievement)				
1.1	APR results will exceed the district in which the school resides (SLPS) and at least meet 70%.	GSA met APR in 6/6 areas. SLPS met APR in 7/14 areas MET	GSA APR 87.9 SLPS APR 24.6 MET	GSA APR 85.0 SLPS APR 43.2 MET
1.2	The school will demonstrate required improvement in student performance for its subgroups.	Per APR, GSA has met expectations in all significant subgroups. MET	GSA Earned ON TRACK Status points for all areas in the subgroup achievement. <u>Total Points Earned:</u> ELA earned 100% Math earned 75% Science earned 75% MET	GSA Earned ON TRACK Status points for all areas in the subgroup achievement. <u>Total Points Earned:</u> ELA earned 75% Math earned 75% Science earned 75% MET
Indicator 2. Proficiency Levels on State Assessments				
2.1	On average of all MAP grade level assessments, GSA will exceed the performance of SLPS by 15%	<u>Proficient/Advanced</u> ELA GSA 57.4% ELA SLPS 30% Math GSA 54.74%	<u>Proficient/Advanced</u> ELA GSA 57.9% ELA SLPS 28% Math GSA 55.3%	<u>Proficient/Advanced</u> ELA GSA 55.4% ELA SLPS 28.9% Math GSA 51.4%

	annually in Proficient and Advanced Status. English Language Arts Mathematics Science Student Academic Goal #1	Math SLPS 27% Science GSA 58% Science SLPS 20.7% MET	Math SLPS 25.4% Science GSA 42.1% Science SLPS 24.7% MET	Math SLPS 25.9% Science GSA 47.3% Science SLPS 23.7% MET
2.2	GSA Students will perform at or above state average levels on all Missouri End of Course Assessments (EOCs). Student Academic Goal #6	Students not required to take EOCs for AY 2011-2012 N/A	EOC reports will not be available until 2014 N/A	NOT MET
2.3	The school average of ACT scores of GSA will be 20 or higher by our third graduating class, which will be the class of 2017. Student Academic Goal #5	N/A at this time	N/A at this time	N/A at this time
2.4	90% of the GSA special education students will meet the goals that are prescribed in their IEPs, which will be assessed by MAP-A annually. Student Academic Goal #4	No MAP-A tests were given in 2012 N/A	No MAP-A tests were given in 2013 N/A	100% of students proficient MET
Indicator 3. Graduation Rate				
3.1	GSA will achieve a 90% graduation rate by our third graduating class in 2017. Student Academic Goal #7	No graduating class yet N/A	No graduating class yet N/A	No graduating class yet N/A
Indicator 4. Student Progress Over Time (Growth)				
4.1	The overall annual growth rate of GSA on a nationally recognized norm-referenced test, NWEA, will be 50% or higher across all grades and subjects for which the test is given every year.	Math 40% Reading 34% DID NOT MEET	Math 55.6% Reading 48.8% Math : MET Reading: NOT MET	Math 69.6% Reading 70.3% Science 64.2% MET

	Mathematics and Reading			
4.2	<p>On the average, each cohort will exceed the state average within three years that they are at GSA.</p> <p>Cohort 1 (Begins 2010-2011 AY) Cohort 2 (Begins 2011-2012 AY) Cohort 3 (Begins 2012-2013 AY)</p>	N/A at this time	<p>Cohort 1 ELA 65.0% Cohort 1 Math 55.6%</p> <p>State ELA 56.6% State Math 54.8%</p> <p>Cohort 1 met both Math and ELA goals</p>	<p>Cohort 1 ELA 58% Cohort 1 Math 61%</p> <p>Cohort 2 ELA 54% Cohort 2 Math 53%</p> <p>State ELA 54% State Math 53%</p> <p>Cohort 1 met both Math and ELA goals</p>
4.3	<p>On average of all MAP grade level assessments, performance of each cohort will exceed the state average within three years that they are at GSA.</p> <p>For example, sixth grade students will perform above the state average when they are in grade eight.</p> <p>Student Academic Goal 2</p>	N/A at this time	<p>Cohort 1 ELA 66.67% Cohort 1 Math 44.44%</p> <p>State ELA 54.5% State Math 51.60%</p> <p>Cohort 1 MET ELA goal but DID NOT MEET Math goal</p>	<p>Cohort 1 exceeded the state average for each grade level, but Cohort 2 did not.</p> <p>Cohort 1 MET Cohort 2 DID NOT MEET</p>
Indicator 5. Student Engagement				
5.1	<p>K-9 attendance: 95% (94% is state standard)</p> <p>Non Academic Goal</p>	<p>Attendance as of June 2nd was at 96.2%</p> <p>MET</p>	<p>GSA 94.2%</p> <p>NOT MET</p>	<p>GSA 95.1%</p> <p>MET</p>
5.2	<p>90% of students re-enroll from one year to the next</p> <p>Non Academic Goal</p>	<p>Retention as of June 2nd was at 96%</p> <p>MET</p>	<p>91% Re-enroll</p> <p>MET</p>	<p>90% Re-enroll</p> <p>MET</p>

Operational Program Quality

	Target	2012	2013	2014
Indicator 1. Financial Performance & Sustainability				
1.1	Timely and sufficient filing of required reports (DESE, etc.)	<p>Missed 2011-2012 DESE Deadlines on Student Core Data Reporting, Fed Part B reporting and the Maintenance of Effort.</p> <p>Food Services Contracts obligations were late to DESE</p> <p>All late reports have been submitted.</p> <p>NOT MET</p>	<p>All reports were submitted in a timely fashion and/or corrected within the allotted window.</p> <p>MET</p>	<p>All reports were submitted in a timely fashion and/or corrected within the allotted window.</p> <p>MET</p>
1.2	By the end of its third year in operation, GSA will have a surplus of at least 5% of the state per pupil allocation.	<p>The ASBR indicated that the school maintained an unrestricted ending fund balance percentage of 9.40% for FY12</p> <p>MET</p>	<p>ASBR reserves of 17.61%</p> <p>MET</p>	<p>ASBR reserves of 9.73%</p> <p>MET</p>
1.3	General budget to actual alignment	<p>Budget-Actual reviewed by Board. Board did keep a balanced budget in FY 12</p> <p>MET</p>	<p>Budget-Actual reviewed by Board. Board did keep a balanced budget in FY 13</p> <p>MET</p>	<p>Budget-Actual reviewed by Board. Budget for FY2014 was balanced.</p> <p>MET</p>

1.4	In good standing with respect to financial obligations Fiscal records are appropriately reviewed and maintained	Board reviews fiscal records at every board meeting. MET	Board reviews fiscal records at every board meeting. MET	Board reviews fiscal records at each board meeting. MET
1.5	Unqualified audits & no major audit findings	Report indicates no major findings by an independent auditor MET	Report indicates no major findings by an independent auditor MET	
Indicator 2. School Governing Board Performance & Stewardship				
2.1	Meetings are noticed and conducted consistent with open meetings law. Notices, agendas, minutes and supporting documents are appropriate and timely	Board meetings are noticed per Sunshine Law. Notices, agendas, minutes and supporting documents are appropriate and timely MET	Board continues to work towards improvement in this area. MET	The board provides appropriate and timely notices, agendas and minutes in accordance with Missouri Sunshine Law. MET
2.2	Decision-making that is free of conflicts and consistent with the school governing board's fiduciary duty to act in the best interest of the school	Board members discuss and vote appropriately on issues on the agenda MET.	Board continues to avoid conflict, and does act within the best interest of the school. MET	The board engages in decision making without conflict and acts in the best interest of the school. MET
2.3	Material compliance with applicable due process laws and school governing board policy	School and Board policies and procedures are upheld. MET	School and Board policies and procedures are upheld. MET	School and Board policies and procedures are upheld. MET

2.4	Material compliance with all applicable law. Minutes, fiscal records, ASBR, Core Data, DESE	NOT INCLUDED IN 2011 -2012 REPORT	The Board, with the help of Concept's Central Office, has met all of the appropriate deadlines. MET	The Board, with the help of Concept's Central Office, has met all of the appropriate deadlines. MET
Indicator 3. Parent & Community Engagement				
3.1	Lottery conducted in accordance with applicable law, school governing board policy and the terms of the charter	The school did not have a need for a spring lottery. All students that applied after the lottery date are accepted if slots are available. These slots were filled on a first come, first serve basis that follows approved school policy.	Attendance, Admission and Lottery Policies/procedures are adhered to. MET	Attendance, Admission and Lottery Policies/procedures are adhered to. MET
3.2	By the end of the second year in operation, GSA will have at least three community partnerships that are meaningful and productive Operational Goal 3	The school has established four community partnerships that continue to be meaningful and productive: Ronald McDonald House, Lindenwood Park Association, Lindenwood University, and SLU International Student Group MET	The school has established four community partnerships: Ronald McDonald House, Lindenwood Park Assn., Lindenwood University, and SLU International Student Group MET	The school has established four community partnerships: Ronald McDonald House, Lindenwood Park Assn., Lindenwood University, and SLU International Student Group MET

3.3	By the end of the third year in operation, GSA will achieve at least 80% parent satisfaction from which will be measured through surveys Operational Goal 4	N/A at this time	Only 170 out of 710 parents responded to the survey. 41.2% claimed Very pleased. 42.9% claimed Pleased. Total: 84.1% MET	338 parents responded to the survey. 54.4% reported being very pleased with GSA, and 32.5% were pleased. Total: 87% pleased/very pleased MET
3.4	By the end of the third year in operation, GSA will achieve at least 80% staff satisfaction which will be measured through surveys	N/A at this time	Only 28 responses through surveys. 14.3% claimed Very Satisfied, while 53.6% claimed Satisfied. Total: 67.9% MORE EVIDENCE NEEDED TO DETERMINE	87 teachers participated in the survey. 25.3% were very satisfied, and 59.8% were satisfied. Total: 85.1% satisfied/very satisfied MET
3.5	GSA will maintain a 90% teacher retention rate by the end of the 4 th year in operation Non Academic Goal	N/A at this time	Data will be available in 2014 N/A	90% Teacher retention MET

Each year GSA, reviews and revises, if necessary, the procedures for enrollment, including an enrollment lottery if needed. If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. Such lottery will be open to the public and attended and/or audited by a representative of a disinterested outside organization. First preference for admission will be given to siblings of an enrolled pupil and those applicants residing in targeted the geographical areas immediately surrounding the schools.

Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission also will serve to place students in preferential order on these waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and receive confirmation of whether the student is still interested in enrolling at the Gateway Science Academy before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, the school may remove that student from the waiting list. It is the schools responsibility to maintain documentation of the attempts made at contacting the parents of a student on the waiting list. Waiting lists will not be carried over from year to year, but instead the waiting list for each year will be derived from the random lottery. Each year, the school will send a new enrollment application directly to the parents of each child on the prior year's waiting list.

As law requires it, we have sent a copy of the charter school renewal application for Gateway Science Academy to the St. Louis Public School District.

C. Student Performance

The academic performance of GSA students is the upmost focus of our board, staff, parents and students. In the two years since charter schools were evaluated using the Annual Performance Report (APR), Gateway Science Academy has received enough points to be fully accredited. In 2013, GSA's APR showed that the district had earned 87.9% of the points. In 2014, GSA earned 85% of points, these points included those earned by our South campus, which was in its first year of operation and serves a demographically different population than our other schools.

Data for MAP Index by grade level and subject are below.

ELA	2012	2013	2014
<i>State Average</i>	360.3	360.7	357.6
3 rd Grade	354.2	374.5	358.8
4 th Grade	360.9	351.4	355.6
5 th Grade	366.7	373.7	344.3
6 th Grade	372.5	371.0	334.3
7 th Grade	387.5	385.1	397.0
8 th Grade	390.0	379.7	392.1
English I			340.2
English II			390.4

Math	2012	2013	2014
<i>State Average</i>	352.7	351.9	351.6
3 rd Grade	395.8	382.4	364.9
4 th Grade	341.3	344.3	354.3
5 th Grade	366.7	350.9	345.5
6 th Grade	351.0	378.3	350.7
7 th Grade	377.1	367.2	400.0
8 th Grade	375.0	343.8	334.4
Algebra I			307.4
Algebra II			357.1
Geometry			291.7

Science	2012	2013	2014
<i>State Average</i>	347.9	360.4	353.9
5 th Grade	382.2	377.2	345.5
8 th Grade	345.0	306.3	344.4
Biology			334.0

GSA also utilizes the Northwest Education Association Measures of Academic Progress (NWEA) test to measure student growth from fall to winter each year. The NWEA test provides a national norm against which it is important to measure our schools' academic

growth. While the Missouri Assessment Program (MAP) test provides an excellent gauge of where our students fall compared to a Missouri average, the NWEA assessments that our students take measure our individual students' growth against the growth of similar students across the country. Since all Concept managed schools take NWEA tests, we are able to measure the growth of our students against 8,500 students within the Concept Network, also.

NWEA tests are computerized adaptive tests, aligned to the Common Core State Standards that accurately reflect the instructional level of each student and measure growth over time. NWEA tests provide highly accurate results that we use to:

- Identify the skills and concepts individual students have mastered.
- Diagnose instructional needs.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Place new students into appropriate instructional programs.

The following charts show the percentage of students meeting or exceeding their individual growth target on the NWEA test.

Reading	2012	2013	2014
1 st Grade	31.0	25.9	64.3
2 nd Grade	28.6	48.6	53.9
3 rd Grade	23.8	34.5	74.6
4 th Grade	23.3	29.2	67.5
5 th Grade	36.8	63.3	72.7
6 th Grade	43.8	75.0	88.7
7 th Grade	40.0	57.1	89.1
8 th Grade	40.0	79.2	71.2

Math	2012	2013	2014
1 st Grade	20.8	32.3	82.2
2 nd Grade	35.7	53.3	70.9
3 rd Grade	30.2	47.8	73.7
4 th Grade	25.5	50.0	61.3
5 th Grade	82.6	42.3	65.9
6 th Grade	60.4	64.4	57.4
7 th Grade	27.8	84.2	69.1
8 th Grade	58.3	67.2	62.7

General Science	2012	2013	2014
3 rd Grade	15.8		59.6
4 th Grade	45.5		68.4
5 th Grade	46.3		64.4
8 th Grade	68.4		73.7

GSA did not administer the science portion of the NWEA test in the 2012-2013 school year. Going forward the science portion will be administered in grades 3-8.

The Student Performance SMART goals are aligned with the performance contract which is attached to this application.

District Goal 1: APR results will exceed the district in which the school resides (SLPS) and at least meet 70% annually. (Aligns with Performance Contract Academic 1.1)

Student Academic Goal 1: On the average of all MAP Grade Level Assessments administered, GSA will exceed the performance of the St. Louis Public Schools District by at least 15% annually. (Aligns with Performance Contract Academic 2.1)

Student Academic Goal 2: On the average of all MAP Grade Level Assessments, performance of each cohort will exceed the state average within three years that they are at GSA. For example incoming sixth grade students will perform above the state average when they are in grade eight. (Aligns with Performance Contract Academic 4.3)

Student Academic Goal 3: The overall annual growth rate of the GSA on a nationally recognized norm-referenced test, NWEA, will be 50% or higher across all grades and subjects for which the test is given every year. (Aligns with Performance Contract Academic 4.1)

Student Academic Goal 4: 90% of our special education who take MAP-A will score proficient or advanced. (Aligns with Performance Contract Academic 2.4)

Student Academic Goal 5: The school average of ACT scores of GSA will be 20 or higher by our third graduating class, which will be the class of 2018. (Aligns with Performance Contract Academic 2.3)

Student Academic Goal 6: At least 80% of GSA students will perform at Advanced and Proficient levels on all the Missouri End of Course Assessments. (Aligns with Performance Contract Academic 2.2)

Student Academic Goal 7: GSA will achieve a 90% cohort graduation rate by our third graduating class, the class of 2018. (Aligns with Performance Contract Academic 3.1)

Student Academic Goal 8: GSA will have 100% college acceptance rate for every graduating class.

Non-academic Goals:

- 90% students requiring after-school tutoring programs will participate
- 25% student participation in local and national science fair competitions every year
- 40% student participation in national and international trips every year
- 90% student participation in at least one school club

- 30% of our parents to receive home visits from teachers annually
- 90% teacher retention rate annually (Aligns with Performance Contract Operational 3.5)
- 90% student retention rate annually (Aligns with Performance Contract Operational 5.2)
- 95% student attendance annually (Aligns with Performance Contract Operational 5.1)
- 70% attendance at parent-teacher conferences by parents annually

Operational Goals:

- GSA will have a surplus of at least 5% annually. (Aligns with Performance Contract Operational 1.2)
- GSA will increase the number of community partners by at least 1 partner each year. (Aligns with Performance Contract Operational 3.2)
- GSA will achieve at least 80% parent satisfaction annually. (Aligns with Performance Contract Operational 3.3)

Retention decisions are made very carefully, by reviewing a student’s entire record. The main consideration for retention is if a student has the skills to be successful at the next grade. Classroom performance and standardized test results are analyzed, as well as the student’s attendance record, to come to a decision that best serves the student’s needs. Promotion requirements at all levels are based primarily on passing the four core subjects, English language arts, math, science and social studies.

In the elementary years, students must pass all four core classes in order to be promoted to the next grade. In the middle school grades, students must have a passing grade in each of the four core subject areas as well as half of the remaining non-core courses.

Once students reach high school, the requirements change in each grade.

To be promoted from ninth to tenth grade, students must pass at least two of the core subject courses and must have successfully completed a minimum of five units of credit.

To be promoted to eleventh grade, students must accumulate a total of six core subject credits and a minimum of 12 units of credit in all. To be promoted to twelfth grade, students must accumulate a total of ten core subject credits and must have successfully completed a minimum of 20 units of credit.

GSA’s high school graduation requirements exceed those a traditional public school in Missouri and include service learning, summer internship, a digital portfolio and a senior thesis. In order to earn a diploma, each high school student must meet all of the following requirements. Below are the graduation criteria for each GSA student:

Criteria	Core Academic Program
Coursework	Completion of all required courses
Standardized tests	Completion of Missouri End of Course exams and the ACT

Digital Portfolio	Creation and maintenance of a digital portfolio that meets the school standards
College Portfolio and Application	Completion of a college plan, resume and necessary college applications
Internship	Completion of a summer internship during the course of high school
Service Learning	40 hours of service learning
Senior Capstone Project	Completion of a senior capstone project

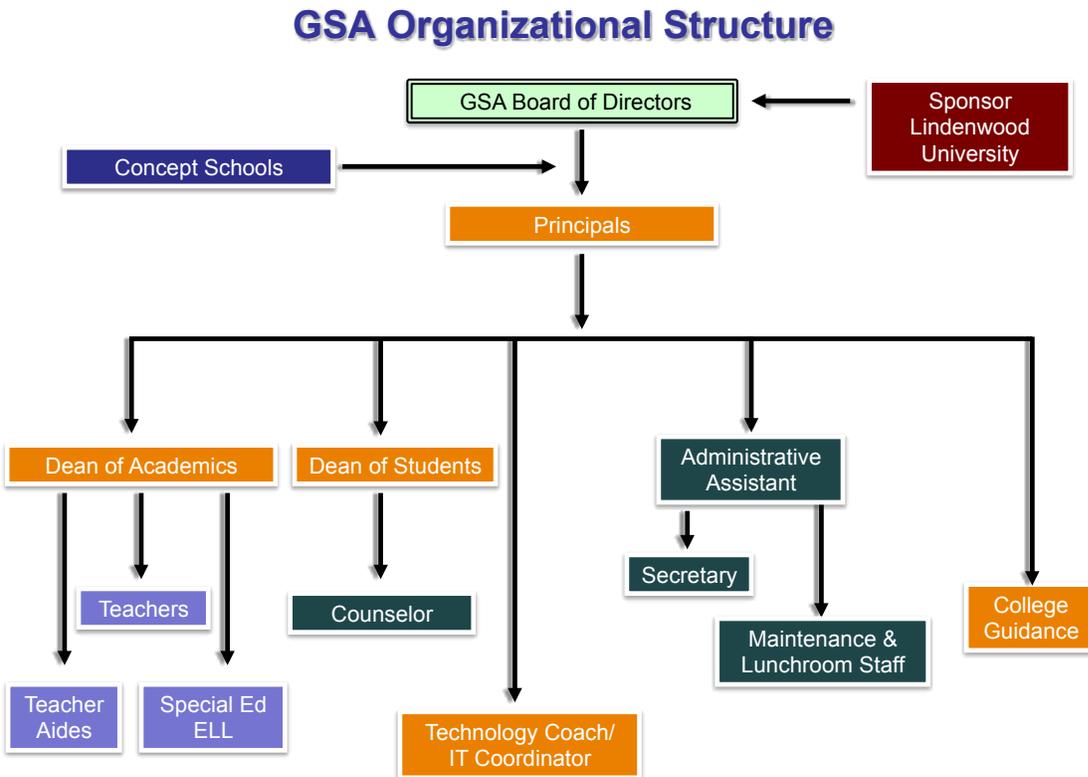
Below also is a list of high school graduation credit requirements at GSA:

Mathematics	4 credits including Algebra I (may be taken in 8 th grade), Geometry, Algebra II and Pre-Calculus
Science	4 credits
English	4 credits
Social Studies	3 credits including Government
Computer Technology	1 credit
Fine Arts	1 credit
Physical Education/Health	1.5 credits including .5 credit in health
Foreign Language	2 credits
Personal Finance	.5 credit
Electives	7 credits
TOTAL	28 credits

In addition to being evaluated according to our performance contract with Lindenwood University, minimal standards for renewal of the charter are meeting or exceeding St. Louis Public Schools' performance on the Annual Performance Report (APR), statewide assessment results and attendance rate.

D. Financial/Business Plan

Each GSA school has a similar staffing structure. Each school is led by a Principal, who is supported by Deans of Academics and Students. The general organizational structure and job descriptions of staff in each school are below.



Key Job Descriptions

Principal

Supervisor: Board of Directors, Concept Schools

Primary Role and Purpose:

- Operate as the educational leader and chief educational officer of the school while implementing policies set by the board of directors. Assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, facilities of the charter contract, and for the annual evaluations of the school staff.

Qualifications:

Education:

Minimum of a bachelor's degree, master's degree preferred.

Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage budget and personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

Experience:

At least 5 years of teaching or administrative experience.

Responsibilities and Duties:

Instructional Leadership

- Be knowledgeable about all aspects of the instructional program and analyze data to confirm continuous focus on improving student academic performance.
- Work with staff, board, parents, and community to plan curriculum.
- Develop, evaluate, and revise the school improvement plan annually with the input of all school committees.
- Compile reports and assist the board in the evaluation of the effectiveness of school programs.

School Morale

- Demonstrate skill in anticipating, managing, and resolving conflict.
- Assure ongoing communication with school personnel.

School Improvement

- Analyze periodic evaluations of programs and operations to establish improvements needed to attain goals of school.
- Use a collaborative decision-making and problem solving process when possible.
- Encourage goal-oriented achievement and support the efforts of school performance objectives (academic excellence indicators).

Personnel Management

- Advice on the number and types of positions needed to fulfill the school functions effectively and organize the school's central administration.
- Encourage a positive work climate that promotes high staff morale and excellence in the school.
- Employ non-contractual personnel. Advise contractual personnel of employment.
- Designate assignments for all personnel. Exercise final authority over transfer of educators due to enrollment shifts or program needs.
- Designate the duties of all personnel.
- Oversee the staff evaluation program.
- Oversee the termination or suspension of employees or non-renewal of term-contract personnel. Terminate non-contractual personnel.
- Serve as a liaison between the board and staff.
- Advise school staff on pay systems, pay increases, or pay adjustments for personnel.
- Administer pay systems.

- Encourage all professional development activities.

Management of Fiscal, Administrative and Facilities Functions

- Keep informed on laws and public policy dealing with education on the local, state, and federal level.
- Incorporate procedures and regulations to manage school operations and apply policies adopted by the board.
- Ensure all essential documents are compiled as requested by the board, the State Board of Education, and other federal and state agencies and any records subpoenaed by a court of law.
- Compile and submit annual proposed budget to the school board.
- Consult with all financial accounting staff and ensure that approved budget is being managed in accordance with policy.
- Ensure all state and federal requirements are met.
- Ensure that the school facilities are maintained and that provisions are made for the safety of students, employees, and other users of school facilities.
- Keep informed on the status of school property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

Student Management

- Provide positive education environment through the practice of an impartial and effective system of student discipline management.
- Collaborate with staff, board and community to ensure implementation of support services for students.

School and Community Relations

- Produce and apply open communication between the school, the parents, and the community.
- Encourage support and involvement with the school.
- Represent the school in activities involving other schools and professional and community groups.

Professional Growth and Development

- Ensure a professional development plan is reviewed annually with the board and collaborate with board members on the criteria for the CEO's performance evaluation.
- Engage in professional development through educational participation in conferences, organizations, and reading of professional development material.

Board Relations

- Collaborate with the board in monitoring individual and team training needs. Provide training opportunities.
- Compile board agendas and meeting materials with the board president.
- Ensure the board is informed on issues, needs, and operations of the school.
- Advise on policies presented to the board for adoption and monitor the adaptation of adopted policies.

- Employ discretion and judgment on issues not covered by board policy.
- Communicate board policy to the staff and community and ensure the policies are maintained.
- Manage all board minutes and records.
- Advise school staff on all litigation or potential litigation unless board instructs otherwise.

Supervisory Responsibilities:

Maintain general supervision exercise authority over all school employees and over programs they are responsible for maintaining. Ensure fiscal, academic and school accountability to the board.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended and irregular hours.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

Dean of Academics

Supervisor: Principal

Primary Role and Purpose:

Assist the Principal in instructional program administration and school level operations.

Qualifications:

Education:

At least a bachelor’s degree in education.

Skills:

- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating school’s academic operations.
- Working knowledge about evaluation of curriculum, student progress.

Experience:

At least 3 years of teaching experience

Responsibilities and Duties:

Instructional Management

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.

School Atmosphere

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

School Improvement

- Assist in organization of school improvement plan with staff, parents and community members.
- Help School Principal to design, manage and implement information systems to manage and track progress on school goals and academic excellence indicators.

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist Principal in interviewing, selecting and orienting new employees.

Administration and Fiscal/Facilities Management

- Oversee school's operations in Principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.
- Oversee student attendance records and assist the Administrative Assistant on truancy issues.
- Document needs of schools academic in order to compile yearly Annual Report with school administrators and staff.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools, and charter policy.

Student Management

- Provide for supervision of students during non-instructional hours.
- Help students develop a positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.

Professional

- Enrich job skills through professional development.

School and Community Responsibilities

- Convey the school's mission to the public and encourage support in accomplishing the mission.
- Illustrate understanding of school and community needs and begin activities to meet those needs.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

Supervisory Responsibilities:

- Share supervisory duties for school professional staff with school Principal.
- Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Teaching Responsibilities: Up to 10 hours per week.

Job Related Conditions:

- Maintain control in stressful situations.

- Travel may be required.
- Extended and irregular hours.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

Dean of Students

Supervisor: Principal

Primary Role and Purpose:

Assist the Principal in instructional program administration and school level operations.

Qualifications:

Education:

At least a bachelor's degree in education.

Skills:

- Working knowledge of public/charter school operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating school's discipline related operations.
- Working knowledge about following discipline codes and student progress.

Experience:

At least 3 years of teaching and/or administration experience in public school settings as a disciplinary person.

Responsibilities and Duties:

Instructional Management

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative disciplinary approaches, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.

School Atmosphere

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

School Improvement

- Assist in organization of school improvement plan with staff, parents and community members.
- Help Principal, design, manage and implement information systems to manage and track progress on school's goals and academic excellence indicators.

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist the Principal in interviewing, selecting and orienting new employees.

Administration and Fiscal/Facilities Management

- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.

- Organize safety drill practices and inspections.
- Oversee student attendance records and assist the Administrative Assistant on truancy issues.
- Document needs of schools academic in order to compile yearly Annual Report with school administrators and staff.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools and charter policy.

Student Management

- Provide for supervision of students during non-instructional hours.
- Help students develop a positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.

Professional

- Enrich job skills through professional development.

School and Community Responsibilities

- Convey the school's mission to the public and encourage support in accomplishing the mission.
- Illustrate understanding of school and community needs and begin activities to meet those needs.
- Demonstrate use of productive and efficient skills to raise community and parent involvement

Supervisory Responsibilities:

Share supervisory duties for school professional staff with school Principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended and irregular hours.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

Teacher(s)

Supervisor: Principal and Dean of Academics

Primary Role and Purpose:

Provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Help students develop the skills necessary to be a productive member of society.

Qualifications:

Education:

Bachelor's Degree in Education, with appropriate teacher certification.

Skills:

- Understanding of subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

Experience:

At least student teaching experience required.

Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the school's curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by State Learning Standards, school policies and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine school requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the school Principal.
- Serve as an example for students, support mission of school.

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

Communication

- Establish communication rapport with parents, students, and teachers through conferences.

- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Professional

- Enrich job skills through professional development activities.

Other

- Keep up to date on and abide by state and school regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

Supervisory Responsibilities:

Oversee assigned teacher aide.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

Business Manager

Supervisor: Principal

Primary Role and Purpose:

Oversee and maintain the operation of all financial and business affairs of the school including accounting, payroll, purchasing, and risk management. Act as the chief financial adviser to the Principal and the Board of Directors.

Qualifications:

Education:

None

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating school activities.

Experience:

Some experience from a K-12 teaching and learning environment.

Responsibilities and Duties:

Fiscal Management

- Ensure Principal is advised on the business affairs of the school.
- Analyze accounting practices, systems, and controls in all school departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the school's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage school investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the school.
- Oversee needs evaluation for the enhancement of the school business operations.
- Collaborate with school personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the school and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Act as school leader to achieve cost-effective practices throughout the school.
- Confirm that business operations support the school mission.

Documentation and Law

- Ensure policies established by federal and state law that apply to charter schools, and local board policy in area of business operations are being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports to for submission.
- Draft quarterly and final reports for all federal funds

Inventory

- Ensure accurate computerized inventory records of all of the school's assets.
- Maintain and direct sales of surplus salvage equipment for disposal
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.

- Oversee the drafting of bids and bid specifications.

Personnel Management

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

Community Affairs

- Show knowledge of school and community needs and implement programs to meet those needs.

Supervisory Responsibilities:

- Supervise and assess the performance of the risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

Special Education Coordinator

Supervisor: Principal and Dean of Academics

Primary Role and Purpose:

Provide special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth.

Develop student ability level instructional materials through modified curriculum and prepared lesson plans. Conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Qualifications:

Education: Valid Missouri teaching certificate with required special education endorsements for assignments.

Skills:

- Complete knowledge of special needs of students in assigned area.
- Compete knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

Experience: At least two years of experience in the educational field.

Responsibilities and Duties

Instructional Strategies

- Long and short-term planning addressing individual needs of students;
- Evaluate students' progress;
- Establish and maintain classroom management procedures;
- Report to the Principal;
- Prepare written reports accurately and submit in a timely manner;
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process;
- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Representing school at special education meetings,
- Remain current on rules set forth in special education law and regulations;
- Maintain privacy of student records and information.
- Work in conjunction with students, parents and other members of staff to develop IEPs through the Special Education Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in Special Education Committee meetings on an ongoing basis.
- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by school Principal.
- Serve as an example for students; support mission of school.

Classroom Management

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.

- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with school and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and school policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

Supervisory Responsibilities:

Oversee assigned teacher aide.

Teaching Responsibilities: 10 to 15 hours per week.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

Special Education Teacher

Supervisor: Principal, Dean of Academics and Special Ed. Coordinator

Primary Role and Purpose:

Provide special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Develop student ability level instructional materials through modified curriculum and prepared lesson plans. Conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Qualifications:

Education:

Valid Missouri teaching certificate with required special education endorsements for assignments.

Skills:

- Complete knowledge of special needs of students in assigned area.
- Compete knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

Experience:

At least one year of teaching experience.

Responsibilities and Duties:**Instructional Strategies**

- Work in conjunction with students, parents and other members of staff to develop IEPs through the ARD Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in ARD Committee meetings on an ongoing basis.
- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by school Principal.
- Serve as an example for students; support mission of school.

Classroom Management

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with school and outside resource people regarding education, social, medical and personal needs of student.

- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and school policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

Supervisory Responsibilities:

Oversee assigned teacher aide.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

School Nurse

Supervisor: Principal

Primary Role and Purpose:

Ensure complete health services program for school. Provide students with health services. Incorporate students into health education program and teach preventive health practices.

Qualifications:

Education: R.N. degree and appropriate certification for school nurse.

Skills:

- Ability to evaluate students to identify health defects.
- Exceptional organizational, communication and interpersonal skills.
- Capable of implementing policies and procedures.

Experience: None required.

Responsibilities and Duties:

Nursing Services

- Provide medical care, minor or emergency, to students and staff according to school policy.
- Act as health mentor for students.
- Contact parents or guardian in cases of accident or illness. Obtain outside medical care in emergency cases when parents or guardian cannot be reached.
- Implement plan to ensure student medications are administered properly. Ensure plan is in compliance with school policy and procedures.
- Issue health screening for staff and students as required by Missouri Department of Health, Department of Education and school policy. Make referrals as necessary.
- Plan and implement an ongoing evaluation of school health program and make adaptations based on the results.

Instruction

- Assist in drafting of school health education curriculum and teach health education to individuals and groups.
- Ensure individual students receive health counseling and instruction.

Consultation

- Work as health partner between school, physicians, parents and community.
- Assess and refer student problems with the assistance of students, teachers, parents and medical and health care professionals as needed.
- Assist with Admission, Review, and Dismissal Committee, crisis team and school committees.
- Assess and report cases of suspected child abuse.
- Initiate home health care for students with health problems with permission of the school administration.
- Keep ongoing communication with Principal and health services coordinator on issues of health services.

Administration

- Manage and assess immunization records.
- Ensure correct program administration by following program school procedures.
- Oversee nurse aides and ensure training of clinic policies according to school regulations.
- Gather, manage and file all reports and other documents required, including clinic records and accurate, updated health records on all students.
- Maintain clinic inventory as needed by requisition of supplies and equipment.
- Abide by policies established by federal and state laws that apply to charter schools, Missouri Department of Health rule that apply to charter schools, and local charter policy in health services area.
- Inform Principal of potential health and safety hazards.
- Abide by all school routines and regulations.

Professional Development

- Keep current on CPR, vision and hearing screening and health screening certification.
- Provide role model behavior that is professional, ethical and responsible.

Supervisory Responsibilities:

- Direct the work of assigned nurse aides.

Job Related Conditions:

- Maintain control in stressful situations.
- Possible exposure to bacteria and communicable diseases.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

Counselor

Supervisor: Principal and Dean of Students**Primary Role and Purpose:**

Develop, implement, and assess a comprehensive guidance program for the school including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

Qualifications:

Education: Bachelor's degree in psychology, counseling, or social work, M.S.W. or similar certification in counseling preferred.

Skills:

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.
- Capable of instructing students and managing their behavior.

Experience: At least two years of counseling experience in an educational setting.

Responsibilities and Duties:**Guidance**

- Communicate the guidance program to students and parents.
- Assist teachers to include guidance program with school curriculum.
- Administer education programs and career awareness to individuals and student groups on an ongoing basis.
- Ensure individual and small group counseling needs are met.

Consultation

- Confer with individuals associated with students to enhance their work with students.
- Collaborate with school personnel and community residents to obtain resources for students.
- Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

- Assist in devising and assessing a school standardized testing program.
- Evaluate test and assessment results effectively.

Program Management

- Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
- Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
- Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

- Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
- Abide by all charter routines and regulations.
- Ensure a positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner

Professional

- Provide role model behavior that is professional, ethical and responsible.
- Partake in professional development to enhance skills related to job assignment.

Supervisory Responsibilities:

Oversee assigned counseling aides and clerical employees.

Job Related Conditions:

- Maintain control in stressful situations.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

Administrative Assistant

Supervisor: Principal

Primary Role and Purpose:

Organize and maintain the normal work activities of the office of administration. Provide clerical duties to the Principal and other staff.

Qualifications:

Education:

Minimum of a bachelor's degree.

Skills:

- Exceptional keyboarding, word processing and file maintenance skills.
- Strong communication and interpersonal skills.
- Basic math skills.
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

Experience: Not required

Responsibilities and Duties:

Records and Correspondence

- Draft correspondence, forms, reports, etc., for the Principal and other department staff members.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

Accounting

- Attend to routine bookkeeping duties, including basic math operations, for the department.
- Assist with the completion of purchase orders and payment authorizations.
- Maintain personnel time records including leave requests and reports. Draft and submit information to the central office.

Other

- Answer incoming calls, take accurate messages and transfer to appropriate staff.
- Oversee appointment schedule and make travel arrangements for department staff.
- Receive, sort and deliver mail and other documents to department staff.
- Ensure confidentiality of information.

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Manage time with frequent interruptions.
- Extended computer time.

Secretary

Supervisor: Principal and Administrative Assistant

Primary Role and Purpose:

Provide assistance of clerical and receptionist duties to ensure the efficient operation of the central administration office with direct supervision.

Qualifications:

Education: High school diploma or GED.

Skills:

- Exceptional keyboarding skills.
- Strong organization, communication and interpersonal skills.
- Able to follow written instructions.
- Able to operate multi-line phone system.

Experience:

None required.

Responsibilities and Duties:

Reception and Phones

- Receive and route incoming calls, take accurate messages and direct to appropriate staff.
- Greet and guide visitors to central administration office.
- Aid public, staff and students as needed.
- Manage visitor record book and issue visitor passes.

Other

- Draft mailings and labels using personal computer.
- Manage computerized files using personal computer including reports, staff roster and mailing list.
- Sort and disperse mail, messages and other documents.
- Assist with compiling materials for mailing, including making labels, preparing envelopes, etc.
- Render clerical assistance when necessary.
- Ensure confidentiality.

Supervisory Responsibilities: None

Job Related Conditions:

- Maintain control in stressful situations.
- Manage time with frequent interruptions.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

As stated previously, GSA hopes to acquire an additional building in order to house the middle and high schools separately from one another. The only other planned facilities change is to further renovate the South campus in order to have more classroom space.

GSA complies with generally accepted accounting practices and the guidelines of the Missouri Financial Accounting Manual. The board, led by the board treasurer who has expertise in accounting, reviews quarterly financial reports for the school and approves annual budgets. Additionally, the school is audited annually by a third party. The sponsor also provides necessary oversight by reviewing the financials on a regular basis.

GSA has defined enrollment procedures and processes in order to ensure fairness and consistency. Attendance eligibility is defined by a student living in the city limits of the City of St. Louis or meeting the requirements for enrollment under the Voluntary Interdistrict Choice Corporation (VICC) program. Enrollment coordinators at each school have a prescribed process for validating that a student qualifies to attend. During the enrollment process, parents are also given the options of completing an application for the Federal School Lunch program. This, along with direct verification, identifies students who are eligible for free or reduced lunch.

GSA does not consider a student's limited English proficiency or his or her need for special education services when determining a student's eligibility for enrollment at GSA. We do

capture information during the enrollment process concerning these two situations so that we can provide appropriate services to the student once he or she is a student at GSA.

GSA works closely with DESE and the MPCSA to correctly administer grants and federal programs according to guidelines. We strive to report on time and to correct any concerns in a timely manner. We send appropriate staff to training to ensure that we are up-to-date with any changes in compliance requirements and to stay current with best practices for the administration of programs. The funds for grants and federal programs are accounted for and expended separately from other state and federal revenue sources. These funds are not comingled in any way. Additionally, Lindenwood, as the sponsor, regularly reviews GSA’s financials and compliance with state and federal programs. Lindenwood regularly addresses a number of items with the school as outlined in the checklist provided below.

Checklist of Regularly monitored items

<u>DOCUMENT TYPE</u>	<u>DOCUMENT NAME</u>	<u>DUE</u>	<u>RECEIVED</u>	<i>On Time</i>	<i>Accurate</i>	<i>Complete</i>
School Calendar	<i>ex; Calendar.pdf</i>					
Board Insurance						
Climate Survey Data						
Employee Handbook						
Student Handbook						
Monthly Financial Statements for year						
Non-Profit Status Documents						
Annual Financial Audit						
Benchmark Assessment Data for year						
Board Approved Budget						
Board Approved 5-year Budget						
Board Meeting Minutes for year						
Board Meeting Schedule						
Board Policy Manual and Bylaws						
Staff Evaluation Reports						
Facility Inspection Documents						
Federal Tax Exemption Status						
Food Service Certificates						
Food Service Plan						
Free and Reduced Lunch Count						
Health Department Permits						
Internal Control Policies and Procedures						
School Safety and Emergency Plan						

Certificate of Occupancy						
Enrollment Policy						
Facility Lease Agreement						
Insurance Certificates						
Monitoring Plan						
School Improvement Plan						
Teacher Retention Record						

Concept Schools is a not-for-profit management organization that currently manages 30 successful charter schools in the Midwest, including Gateway Science Academy. Serving about 12,000 students, Concept managed schools are located in urban areas in Ohio, Illinois, Indiana, Michigan, Wisconsin, Minnesota, and Missouri. Concept provides support in the areas of:

- Human resources
- Curriculum design
- Students information systems and data management
- Assessment
- Marketing
- Financial services
- Culminating events for extracurricular interests (science fair, spelling bee, written word, robotics)
- School visits and evaluations
- Professional development.

E. School Closure Policy

Sponsor Process to Responsibly Close a Poorly Performing School

Lindenwood may revoke a charter during the charter term if there is:

- a. Clear evidence of underperformance as demonstrated in the charter school's annual performance report in three of the last four school years; or
- b. A violation of the law or the public trust that imperils students or public funds. (MO 160-405 Section 8b)

If this is the case, Lindenwood will provide the charter school with written notice, and a formal hearing may be conducted.

In the event that the charter school is required to cease operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of the charter, the charter school shall comply with the sponsor and the State of Missouri's school closure requirements. The school and sponsor will jointly develop a timeline and set of goals that must be accomplished. The plan for closure should minimize distraction to the delivery of the quality education that students are entitled to. The process of closure is completely transparent, and communication is clear and consistent throughout the entire closure process.

Records

Student Records: A student transition committee is established, which focuses on student and family support during the closure process. The committee develops a Student Transition Plan, which describes the transition of student records to student new schools, handled in accordance with Family Educational Rights and Privacy Act (FERPA) privacy rules. The committee communicates with parents about other local educational options, ensures that all student records are organized and up to date, and that those records are transferred to new districts appropriately. A listing of all transfers of student records will be retained by the sponsor.

Financial Records: In terms of archiving the school's business operation, the school board must follow the records retention policy as outlined in the board bylaws and also be in compliance with state and federal law.

Personnel Records: A Faculty Lead is designated. This person, in conjunction with administration, coordinates the faculty/staff meetings and correspondence about the closure, communicates job fair events to faculty and staff and monitors orderly transition of personnel records. The Faculty Lead also develops a personnel contact list and shares it with the sponsor. A transfer or repository of personnel records is created by administration.

Other Duties During Closure

Financial Liabilities: The board is to ensure complete resolution of any remaining financial obligations before closure. Final financial reports are submitted to the sponsor for approval and to be archived.

Reporting Requirements: Reporting requirements are embedded within each of the specific areas (Records, Finance, Disposition of Property). Any other reporting required by the

Department of Elementary and Secondary Education must be completed within 30 days of closure decision, unless specified by the sponsor or DESE otherwise.

Disposition of Property: Assets of the charter school will be returned to DESE for their disposition. They will return them to the local school district in which the charter school was located, the state, or any other entity to which they would belong (other charters or non-profit organizations), according to 160.405.1 (17) RSMo.

Appendices

B. Organizational / Governance

- Articles of Incorporation and Proof of Non-Profit Status
- Board Bylaws
- Board Member Assurances
- Board Meeting Minutes of 3 Consecutive Meetings
- Evidence of Board Training
- Documentation of Insurance

C. Student Performance

- District Report Card (4 Years)

D. Financial / Business Plan

- Projected 5-Year Budget
- Educational Service Provider Contract
- Procurement Policy
- Document Update Assurance Letter

State of Missouri



Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

Gateway Science Academy of Saint Louis
N00774562

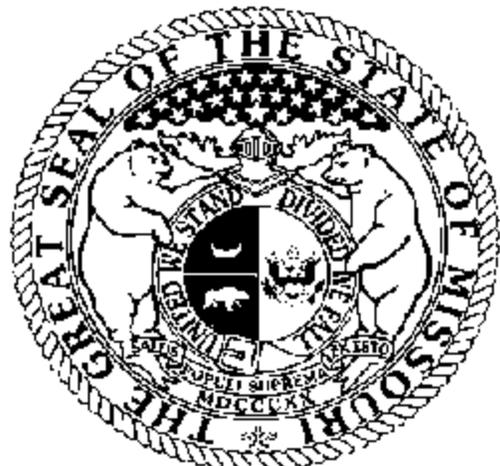
have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law,

NOW, THEREFORE, I, ROBIN CARNAHAN, Secretary of the State of Missouri do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
2nd day of November, 2006.

A handwritten signature in cursive script that reads "Robin Carnahan".

Secretary of State



State of Missouri



Robin Carnahan
Secretary of State

CERTIFICATE OF AMENDMENT
OF A
MISSOURI NONPROFIT CORPORATION

WHEREAS,

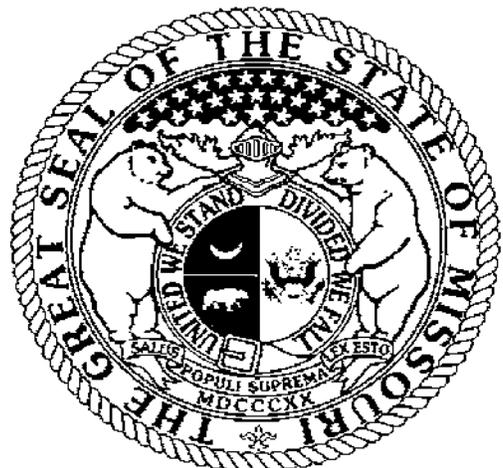
Gateway Science Academy of Saint Louis
N00774562

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me its Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended in accordance therewith.

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
11th day of August, 2008.

Robin Carnahan

Secretary of State





State of Missouri
Robin Carnahan, Secretary of State

Corporations Division
P.O. Box 778 / 600 W. Main Street, Rm 322
Jefferson City, MO 65102

File Number: 200630611201
N00774562
Date Filed: 11/02/2006
Robin Carnahan
Secretary of State

Articles of Incorporation of a Nonprofit Corporation

(To be submitted with a filing fee of \$25)

The undersigned natural person(s) of the age of eighteen years or more for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act adopt the following Articles of Incorporation:

- (1) The name of the corporation is Gateway Science Academy of Saint Louis
- (2) This corporation is a Public (Public or Mutual) Benefit Corporation.
- (3) The period of duration of the corporation is Perpetual ("Perpetual" unless stated otherwise)
- (4) The name and street address of the Registered Agent and Registered Office in Missouri is:

<u>Sabir Mutlu</u>	<u>14508 Tramore Dr Apt 5</u>	<u>Chesterfield, MO 63017</u>
<small>Name</small>	<small>Address</small>	<small>City/State/Zip</small>
- (5) The name(s) and address(es) of each incorporator:

<u>Mehmet Kahveci</u>	<u>7814 N Sheridan Blvd Columbia, MO 65202</u>
<u>Kemal Akkaya</u>	<u>205 Greg Ln Carbondale, IL 62901</u>
<u>Emre Celebi</u>	<u>1964 McCutchen Dr Apt 15 Rolla, MO 65405</u>
- (6) Does the corporation have members? YES _____ NO
- (7) The assets of the corporation will be distributed on dissolution as follows: _____
The assets of the corporation will be distributed to a non-profit corporation by the Board of Directors
- (8) The corporation is formed for the following purpose(s): To open and govern a charter school,
"Gateway Science Academy of Saint Louis" in the state of Missouri
- (9) The effective date of this document is the date it is filed by the Secretary of State of Missouri, unless you indicate a future date, as follows: _____
(Date may not be more than 90 days after the filing date in this Office)

State of Missouri
Creation - NonProfit 2 Page(s)



T0630641805

Name and address to return filed document:

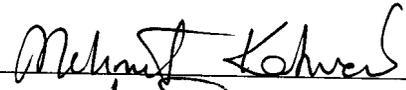
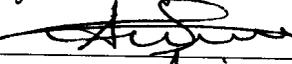
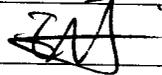
Name: Sabir Mutlu

Address: 14508 Tramore Dr. #5

City, State, and Zip Code: Chesterfield, MO 63017

In Affirmation thereof, the facts stated above are true and correct:
(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Signed by Incorporator(s):

Mehmet KAHVECİ		Oct 09, 2006
Kemal Akkaya		10/9/2006
Emre Celebi		10/9/2006

Attachment

Article # 7

DISSOLUTION CLAUSE: Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine.

Article # 8

PURPOSE: The corporation is organized exclusively for charitable, educational, religious, or scientific purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code.

OPERATIONAL LIMITATIONS: Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).



State of Missouri
Robin Carnahan, Secretary of State

Corporations Division
 P.O. Box 778 / 600 W. Main Street, Rm 322
 Jefferson City, MO 65102

File Number:
 N00774562
 Date Filed: 08/11/2008
 Robin Carnahan
 Secretary of State

**Articles of Amendment
 for a Nonprofit Corporation**
(Submit with filing fee of \$10.00)

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

- (1) The name of corporation is: Gateway Science Academy of St. Louis
- (2) The amendment was adopted on 08/11/2008 and changed article(s) 7 & 8 to state as follows:
month/day/year

SEE Attachment

- (3) If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5): ✓
- (4) If approval by members was required, check here and provide the following information: _____

- A. Number of memberships outstanding: _____
- B. Complete either C or D:
- C. Number of votes for and against the amendments(s) by class was:

Class:	Number entitled to vote:	Number voting for:	Number voting against:
_____	_____	_____	_____
_____	_____	_____	_____

Please see next page

Name and address to return filed document:

Name: _____
 Address: _____
 City, State, and Zip Code: _____

State of Missouri
 Amend/Restate - NonProfit 3 Page(s)

T0822418506

D. Number of undisputed votes cast for the amendment(s) was sufficient for approval, and was:

Class: Number Voting undisputed:

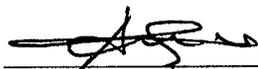
_____	_____
_____	_____
_____	_____

The number of votes cast in favor of the amendment(s) by each class was sufficient for approval by that class.

(5) If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained: _____

In Affirmation thereof, the facts stated above are true and correct:

(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)



Kemal Akkaya

Chairman of the Board

8/11/2008

Authorized signature of officer or chairman of the board

Printed Name

Title

Date

STATE OF MISSOURI



Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

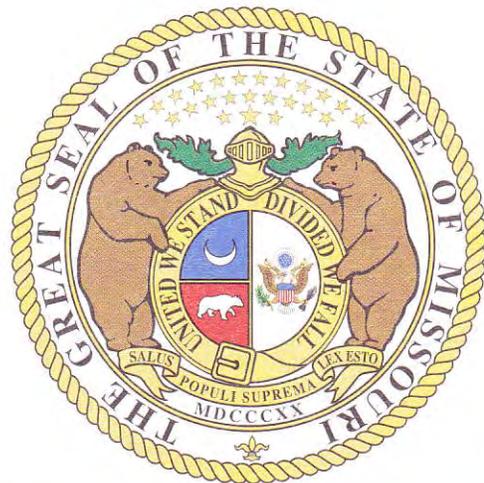
Gateway Science Academy of Saint Louis
N00774562

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, ROBIN CARNAHAN, Secretary of the State of Missouri do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
2nd day of November, 2006.


Secretary of State





TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: JUL 29 2013

Gateway Science Academy of St. Louis
6576 Smiley Ave.
St. Louis, MO 63139

Employer Identification Number:
26-1425925
Person to Contact and ID Number:
Jonathan Carter 15-04608
Contact Number:
(202) 283-9465
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
June 26, 2012
Contribution Deductibility:
Yes
Addendum Applies:
Yes

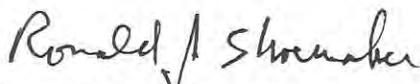
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. **Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.**

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed *Compliance Guide for 501(c)(3) Public Charities* for some helpful information about your responsibilities as an exempt organization.

Sincerely,


for Karen Schiller
Acting Director,
EO Rulings and Agreements

Enclosure: *Pub. 4221-PC, Compliance Guide for 501(c)(3) Public Charities*
Addendum

ADDENDUM:

We considered and approved your request for reinstatement under Notice 2011-44, effective as of the postmark date of your application, June 26, 2012.

Your request for retroactive reinstatement under Notice 2011-44, for the period November 15, 2011 through June 25, 2012, will now be considered in our Cincinnati office. If your request for retroactive reinstatement is approved, a new determination letter will be issued reflecting that your exemption is retroactive to the date of your revocation, November 15, 2011. If your request for retroactive reinstatement is denied, an adverse determination letter will be issued with protest and appeal rights.

State of Missouri

LIMITED EXEMPTION FROM MISSOURI SALES AND USE TAX ON PURCHASES AND SALES (Public School)

Issued to:

Missouri Tax I.D. 20896450

GATEWAY SCIENCE ACADEMY OF SAINT LOUIS
6576 SMILEY AVE
ST LOUIS MO 63139

Effective Date: 08/04/2010

Your application for sales/use tax exempt status has been approved pursuant to Section 144.030.2(19), RSMo. This letter is issued as documentation of the exempt status of your organization. The organization above must adhere to the requirements of this exempt status.

This is a continuing exemption subject to legislative changes and review by the Director of Revenue. Outlined below are specific requirements regarding this exemption. This summary is not intended as a complete restatement of the law. You should review the law to ensure your understanding and compliance.

- This exemption is not assignable or transferable. It is an exemption from sales and use taxes only and is not an exemption from real or personal property tax.
- Purchases by your organization are not subject to sales or use tax if conducted within your organization's exempt functions and activities. When purchasing with this exemption, furnish all sellers or vendors a copy of this letter.
- Individuals making personal purchases may not use this exemption.
- A contractor may purchase and pay for construction materials exempt from sales tax when fulfilling a contract with your organization only if your organization issues a project exemption certificate and the contractor makes purchases in compliance with the provisions of Section 144.062 RSMo.
- Sales by your organization are not subject to sales or use tax if conducted within your organization's exempt charitable and educational functions and activities.
- Any alteration to this exemption letter renders it invalid.

If you have any questions regarding the use of this letter, please contact the Taxation Division, P.O. Box 358, Jefferson City, Missouri 65105-0358, Email salestaxexemptions@dor.mo.gov, or call 573-751-2836.

**BY-LAWS OF
GATEWAY SCIENCE ACADEMY OF SAINT LOUIS**

* * * * *

ARTICLE I

OFFICES

Section 1.1 Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Missouri a registered office and a registered agent whose office is the Corporation's registered office, as required by the Statute. The registered office may, but need not be, identical with the principal office of the Corporation in the State of Missouri, and the address of the registered office may be changed from time to time by the Board of Directors in accordance with applicable law.

Section 1.2 Principal Place of Business. The principal place of business of the Corporation shall be located in St. Louis, Missouri. The Corporation may have such other offices, either within or without the State of Missouri, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

ARTICLE II

MEMBERS

Section 2.1 No Members. As provided in the Articles of Organization, the corporation shall have no members.

ARTICLE III

BOARD OF DIRECTORS

Section 3.1 General Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Directors, and all corporate powers shall be vested in and exercised by the Board of Directors, except as otherwise provided by law, the Articles of Incorporation or these Bylaws.

Section 3.2 Number, Election and Term. The Board of Directors shall consist of not less than three (3) directors, with the exact number of directors to be fixed by the Board of Directors from time to time.

Section 3.3 Election and Term. Such directors shall be elected by the directors then in office for a term of one year, and each such director shall hold office until his or her successor has been duly elected and qualified, or until his or her death or until his or her resignation or removal in the manner provided in Section 3.4 or Section 3.5 of this Article III.

Section 3.4 Resignation. A director may resign at any time by delivering written notice to the Board of Directors, its presiding officer or to the President or Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 3.5 Removal A director may be removed, with or without cause, by the vote of two-thirds (2/3) of the directors then in office.

Section 3.6 Annual Meeting. Unless otherwise determined by vote of a majority of the directors then holding office, the annual meeting of the Board of Directors shall be held on the second Saturday of August of each year for the purpose of electing directors and for the transaction of such other business as may come before the meeting. If the election of directors shall not be held on the day designated herein for any annual meeting, or at any adjournment thereof, the Board of Directors shall cause a special meeting of the Board of Directors to be held as soon thereafter as may be convenient for the purpose of electing directors and for the transaction of such other business as may properly come before a special meeting of the Board of Directors.

Section 3.7 Regular Meetings. The Board of Directors shall hold regular meetings, at a date, time and place fixed by these Bylaws or the Board, for the purpose of transacting such business as properly may come before the Board. The Board of Directors shall hold a minimum of six (6) regular meetings a year.

Section 3.8 Special Meetings. A Special Meeting shall be held at any time called by the President of the Board or the Secretary upon the written request of twenty percent of the Directors then in office. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.9 Notice. At least 24 hours (excluding weekends and holidays) before any Board of Directors meeting, a notice of the meeting shall be posted at the meeting place. The notice shall include time, date, place and tentative agenda of the meeting, and whether the meeting is open or closed. In case of a Board of Directors meeting by conference call or other electronic means, the notice shall specify the location where the public may observe and attend that meeting. If the Board of Directors meeting is held via Internet or other computer link, a notice shall be posted on the corporation's web site. Written notice of the date, time, place, and purpose of any special meeting of the Board of Directors shall be delivered personally to each director, or shall be sent by mail, electronic mail or next business day delivery service (such as Federal Express) or confirmed telecopier to each director's business address. Two (2) business days' notice shall be given if notice is sent by mail, and one (1) business day's notice shall be given if notice is delivered personally or sent by electronic mail, next business day delivery service or confirmed telecopier; provided, however, that if the designated meeting place is outside the State of Missouri, an additional one (1) day's notice shall be given. If by mail, such notice shall be deemed to be delivered when deposited in the United States mail with first class postage thereupon prepaid. If by electronic mail or next business day delivery service, such notice shall be deemed to be delivered when the electronic mail or notice is delivered to the telegraph company or delivery service. If by telecopier, such notice shall be deemed to be delivered when telecopy confirmation is received.

Section 3.10 Waiver of Notice. A director may waive notice of any meeting before or after the date and time stated in the notice, provided the waiver is in writing, signed by the director entitled to the notice, and filed with the minutes or the corporate records. A director's attendance at or participation in a meeting waives any required notice of the meeting unless the director, upon arriving at the meeting or prior to the vote on a matter not noticed in conformity with these bylaws, the Articles of Incorporation or the Missouri Nonprofit Corporation Act, objects to lack of notice and does not vote for or assent to the objected to action.

Section 3.11 Quorum. A majority of the entire Board of Directors shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present, shall be the act of the Board of the Directors.

Section 3.12 Manner of Acting. The affirmative vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 3.13 Vacancies. If a vacancy occurs on the Board of Directors, including a vacancy resulting from a decrease in the number of directors, the directors remaining in office, even if such directors constitute less than a quorum of the entire authorized Board of Directors, may fill such vacancy or vacancies by the affirmative vote of a majority of the directors remaining in office. The term of a director filling a vacancy expires at the end of the unexpired term which such director is filling. A vacancy that will occur at a specific later date, by reason of a resignation effective at a later date, may be filled before the vacancy occurs, but the new director may not take office until the vacancy occurs.

Section 3.14 Compensation. No director shall receive any salary or other compensation for services rendered as a director, provided, however, that by resolution of the Board of Directors the directors may be paid their reasonable expenses incurred by them in carrying out their duties as director, if any, and for attendance at each meeting of the Board.

Section 3.15 Informal Action by Directors. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors entitled to vote with respect to the subject matter thereof, and included in the minutes filed with the corporate records reflecting the action taken. Such action shall be effective when the last Director signs the consent, unless the consent specifies a different effective date.

Section 3.16 Committees of Directors. The Board of Directors may, by resolution passed by a majority of the entire Board, designate two or more directors to constitute a committee. Any such committee, to the extent provided in the resolution of the Board of Directors, shall have and may exercise all the powers and authority of the Board of Directors in the management of the business and affairs of the corporation; provided, however, that the designation of such a committee and of authority to the committee shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed upon the Board of Directors or any member thereof under Missouri law. Each committee shall keep regular minutes of its meetings and report the same to the Board of Directors when required.

Section 3.17 Attendance. Inadequate attendance at meetings of the Board of Directors, defined as unexcused absence from three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year. Members of the Board of Directors may participate in a meeting of the Board by electronic or telephonic means or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this matter shall constitute presence in person at the meeting, and may take official action.

ARTICLE IV

OFFICERS

Section 4.1 Number. The officers of the corporation shall be President, Vice-President, Treasurer and Secretary. The same individual may simultaneously hold more than one office.

Section 4.2 Election and Term of Office. The officers of the corporation shall be elected each year by the Board of Directors at its annual meeting.

Section 4.3 Resignation and Removal. An officer may resign at any time by delivering written notice to the corporation. A resignation is effective when the notice is delivered unless the notice specifies a future effective date. An officer's resignation does not affect the corporation's contract rights, if any, with the officer.

Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors at any time, with or without cause. An officer's removal does not affect the officer's contract rights, if any, with the corporation.

Section 4.4 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term. If a resignation is made effective at a future date and the corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the board provides that the successor does not take office until the effective date.

Section 4.5 President. The President shall be the principal executive officer of the corporation and shall in general supervise and control all of the business and affairs of the corporation. In the absence of resolutions adopted by the Board of Directors to the contrary, or where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these bylaws to any other officer or agent of the corporation or shall be required by law to be otherwise signed or executed, the President of the corporation is hereby authorized, empowered and directed to take any and all actions and to execute any and all contracts, agreements, instruments, certificates, consents, deeds, mortgages, bonds and other instruments and documents on behalf of the corporation which the President deems necessary or desirable and in the best interests of the corporation. The President of the corporation is further authorized, empowered and directed to vote any stock or security owned by the corporation on behalf of the corporation and to exercise any other right or interest which the corporation may have therein or with respect thereto. The President may preside at all meetings of the Board of Directors and in general shall perform all duties incident to the office of President and such other duties as may be assigned from time to time by the Board of Directors.

Section 4.6 Vice-President. In the absence of the President or in the event of his inability or refusal to act, the Vice-President shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe.

Section 4.7 Treasurer. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the corporation, receive and give receipts for moneys due and payable to the corporation from any source whatsoever, and deposit all such moneys in the name of the corporation in such banks, trust companies, or other depositories as shall be selected in accordance with Article V of these bylaws; (b) prepare and file with the State of Missouri all reports, notices and information required by state or other applicable laws; and (c) in general perform all the duties incident to the office of Treasurer and such other duties as may be assigned from time to time by the President or by the Board of Directors. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

Section 4.8 Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these bylaws and as required by law; (c) be custodian of the corporate records and of the seal of the corporation and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized or required under these bylaws; and (d) in general perform all duties incident to the office of Secretary and such other duties as may be assigned from time to time by the President or by the Board of Directors.

Section 4.9 Salaries. No officer shall be entitled to receive any salary for his or her services to the corporation.

ARTICLE V

CONTRACTS, LOANS, CHECKS AND DEPOSITS

Section 5.1 Contracts. The Board of Directors may authorize any officer, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances.

Section 5.2 Loans. Unless authorized by The Board of Directors and expressly approved by the President, no loans shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 5.3 Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by the President of the corporation or by any officer, agent or agents, provided that each such checks draft or order for payment of money, note or other evidence of indebtedness has been specifically authorized by the Board of Directors; in each instance.

Section 5.4 Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the President may select.

Section 5.5 Gifts. The President may accept on behalf of the corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the corporation.

ARTICLE VI

FISCAL YEAR

Section 6.1 Fiscal Year The fiscal year of the corporation shall be same as the fiscal year of the school year.

ARTICLE VII

BOOKS AND RECORDS

Section 7.1 Books and Records The corporation shall keep as permanent records a record of the minutes of meetings of the corporation's Board of Directors and a record of actions taken by committees of the Board. The corporation shall maintain appropriate accounting records.

ARTICLE VIII

SEAL

Section 8.1 Seal The corporation shall have no corporate seal.

ARTICLE IX

WAIVER OF NOTICE

Section 9.1 Waiver of Notice Whenever any notice is required or permitted to be given under the provisions of these bylaws, the Articles of Incorporation or the Missouri Nonprofit Corporation Act, waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE X

AMENDMENTS

Section 10.1 Amendments The Board of Directors shall have the power to make, amend, and repeal these bylaws and any additional and supplemental bylaws, at any regular or special meeting of the Board of Directors, and notice of any such proposed additional or supplemental bylaws, or the proposed repeal or amendment of any bylaw need not be included in the call of said meeting.

ARTICLE XI

INDEMNIFICATION OF OFFICERS AND DIRECTORS AGAINST LIABILITIES AND EXPENSES IN ACTION

Section 11.1 Indemnification with Respect to Third Party Actions. This corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the corporation), by reason of the fact that such person (i) is or was a director, officer, employee or agent of this corporation, or (ii) is or was serving at the request of this corporation as a director, officer, employee, partner, trustee or agent of another corporation, partnership, joint venture, trust or other enterprise, or (iii) is or was at the request of the corporation a guarantor of any debts of this corporation, against expenses (including attorneys' fees), judgments, fines, taxes and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding if such person acted in good faith and in a manner such person reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe such conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that such person did not act in good faith and in a manner which such person reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that such person's conduct was unlawful.

Section 11.2 Indemnification with Respect to Actions by or in the Right of the Corporation This corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of this corporation to procure a judgment in its favor by reason of the fact that such person is or was a director, officer, employee or agent of this corporation, or is or was serving at the request of this corporation as a director, officer, employee, partner, trustee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) and amounts paid in settlement actually and reasonably incurred by such person in connection with the defense or settlement of the action or suit if such person acted in good faith and in a manner such person reasonably believed to be in or not opposed to the best interests of this corporation; except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of such person's duty to this corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability and in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the court shall deem proper.

Section 11.3 Determination of Standard To the extent that a director, officer, employee or agent of this corporation has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to in Sections 1 and/or 2 of this Article, or in defense of any claim, issue or matter therein, such person shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by such person in connection with the action, suit, or proceeding.

Any indemnification under Sections 1 and/or 2 of this Article (unless ordered by a court) shall be made by this corporation only as authorized in the specific case upon a determination that indemnification of the director, officer, employee, partner, trustee or agent is proper in the circumstances because such person has met the applicable standard of conduct set forth in this Article. Such determination shall be made (1) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit, or proceeding, or (2) if such a quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, or (3) by the shareholders.

Section 11.4 Payment of Expenses in Advance of Disposition of Action Expenses incurred in defending any actual or threatened civil or criminal action, suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the director, officer, employee, partner, trustee or agent to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by this corporation as authorized in this Article.

Section 11.5 Non-Exclusive The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under Section 537.117 RSMo, any other provision of law, the Articles of Incorporation or any bylaw, agreement, vote of stockholders or disinterested directors or otherwise, both as to action in such person's official capacity while holding such office and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee, partner, trustee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 11.6 Further Indemnity This corporation shall have the power to give any further indemnity, in addition to the indemnity authorized or contemplated under other sections of this Article, including Section 5, to any person who is or was a director, officer, employee or agent, or to any person who is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, provided that no such indemnity shall indemnify any person from or on account of such person's conduct which was finally adjudged to have been knowingly fraudulent, deliberately dishonest or willful misconduct. Nothing in this Section shall be deemed to limit the power of this corporation under Section 5 of this Article to enact bylaws or to enter in agreements without shareholder adoption of the same.

Section 11.7 Insurance This corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of this corporation, or is or was serving at the request of this corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the corporation would have the power to indemnify such person against such liability under the provisions of this Article.

Section 11.8 Definition of Corporation For the purpose of this Article, references to "this corporation" include all constituent corporations absorbed in a consolidation or merger as well as the resulting or surviving corporation so that any person who is or was a director, officer, employee, partner, trustee or agent of such a constituent corporation or is or was serving at the request of such

constituent corporation as a director, officer, employee, partner, trustee or agent of another corporation, partnership, joint venture, trust or other enterprise shall stand in the same position under the provisions of this Article with respect to the resulting or surviving corporation as such person would if such person had served the resulting or surviving corporation in the same capacity.

Section 11.9 Certain Definitions For purposes of this Article, references to “other enterprise” shall include employee benefit plans; references to “fines” shall include any excise taxes assessed on a person with respect to an employee benefit plan; and references to “serving at the request of this corporation” shall include any service as a director, officer, employee or agent of this corporation which imposes duties on, or involves services by, such director, officer, employee, or agent with respect to an employee benefit plan, its participants, or beneficiaries; and a person who acted in good faith and in a manner such person reasonably believed to be in the interest of the participants and beneficiaries of an employee benefit plan shall be deemed to have acted in a manner “not opposed to the best interests of this corporation” as referred to in this Article.

Section 11.10 Extent of Indemnification This corporation shall, to the fullest extent permitted by Section 355.476 of the Missouri Nonprofit Corporation Act, as the same may be amended and supplemented from time to time, indemnify any and all persons whom it shall have the power to indemnify under said Section 355.476 from and against any and all of the expenses, liabilities or other matters referred to in or covered by said Section 355.476.

Section 11.11 Saving Clause In the event any provision of this Article shall be held invalid by any court of competent jurisdiction, such holding shall not invalidate any other provision of this Article and any other provisions of this Article shall be construed as if such invalid provision had not been contained in this Article.

ARTICLE XII CONFLICTS OF INTEREST AND DISCLOSURES

Section 12.1 Purpose The purpose of the conflicts of interest and disclosures policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 12.2 Definitions

(a) **Interested Person.** Any director, officer, employee, or candidate who has a substantial interest, as defined below, is an interested person.

(b) **Substantial Interest.** Ownership by the individual, the individual's spouse, or the individual's dependent children, whether singularly or collectively, directly or indirectly of:

- (1) 10% or more of any business entity; or
- (2) an interest having a value of \$10,000 or more; or
- (3) the receipt of a salary, gratuity, or other compensation or remuneration of \$5,000 or more, per year from any individual, partnership, organization, or association within any calendar year.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 12.3 Conflicts of Interest Procedures

(a) **Conflicts of Interest.** In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her substantial interest and all material facts relating thereto to the Board of Directors and members of committees with Board- delegated powers considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the substantial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors or committee meeting while the substantial interest is discussed and voted upon. The remaining Board of Directors or committee members shall decide if a conflict of interest exists.

(c) **Procedures for Addressing the Conflict of Interest.**

- (1) An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- (2) The Chair of the Board or chair of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

- (1) If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, The Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 12.4 Records of Proceedings The minutes of the Board of Directors and all committees with Board-delegated powers shall contain --

(a) Names of Persons with Substantial Interest. The names of the persons who disclosed or otherwise were found to have a substantial interest in connection with an actual or possible conflict of interest, the nature of the substantial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' or committee's decision as to whether a conflict of interest in fact existed.

(b) Names of Person Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 12.5 Compensation Committees. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

Section 12.6 Disclosure Reports. Each Board Member and Executive Officer shall disclose in writing to the Board the following information by May 1 of each year if any such transactions occurred during the previous calendar year.

(a) For such person, and all persons within the first degree of consanguinity or affinity of such person, the date and the identities of the parties to each transaction with a total value in excess of five hundred dollars, if any, that such person had with the Corporation, other than compensation received as an employee or payment of any tax, fee or penalty due to the Corporation, and other than transfers for no consideration to the Corporation; and

(b) The date and the identities of the parties to each transaction known to the person with a total value in excess of five hundred dollars, if any, that any business entity in which such person had a substantial interest, had with the Corporation, other than payment of

any tax, fee or penalty due to the Corporation or transactions involving payment for providing utility service to the Corporation, and other than transfers for no consideration to the Corporation.

Each Chief Administrative Officer and Chief Purchasing Officer for the Corporation shall disclose in writing to the Board the following information by May 1 of each year.

(c) The name and address of each of the employers of such person from whom income of one thousand dollars or more was received during the year covered by the statement; and

(d) The name and address of each sole proprietorship that such person owned; the name, address and the general nature of the business conducted of each general partnership and joint venture in which such person was a partner or participant; the name and address of each partner or co-participant for each partnership or joint venture unless such names and addresses are filed by the partnership or joint venture with the secretary of state; the name, address and general nature of the business conducted of any closely held corporation or limited partnership in which the person owned ten percent or more of any class of outstanding stock or limited partnership units; and the name of any publicly traded corporation or limited partnership that is listed on a regulated stock exchange or automated quotation system in which the person owned two percent or more of any class of outstanding stock, limited partnership units or other equity interests; and

(e) The name and address of each corporation for which such person served in the capacity of a director, officer or receiver.

Section 12.7 Filing of Disclosure Reports. The disclosure reports described in Section 12.6 shall be filed with the Corporation and with the Missouri Ethics Commission. The reports shall be available for public inspection and copying during normal business hours.

Section 12.8 Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

- (a) **Receipt.** Has received a copy of the conflicts of interest and disclosure policy.
- (b) **Read and Understand.** Has read and understands the policy.
- (c) **Agrees to Comply.** Has agreed to comply with the policy.
- (d) **Tax Exemption.** Understands that the corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 12.9 Periodic Reviews. To ensure that the corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the corporation may conduct periodic reviews.

SIGNATURE PAGE

The undersigned secretary of this corporation does certify that the above Bylaws were revised by the Board of Directors as the Bylaws of Gateway Science Academy of St. Louis in a meeting held on the 9th day of November, 2013.

Approved by: Orville Goerger

Orville Goerger, President of Board of Directors



GATEWAY SCIENCE ACADEMY OF ST. LOUIS

6576 Smiley Ave. St. Louis, MO 63139 Phone: 314-932-7513

All members of the Gateway Science Academy Board of Directors are in full compliance with the following requirements:

- Background check
- Family Care Safety Registry
- Financial Disclosure

E. Blackstone

Engin Blackstone
Superintendent

12/19/14

Date

**GATEWAY SCIENCE ACADEMY OF ST. LOUIS
BOARD OF DIRECTORS MEETING**

Aug. 24, 2013

MINUTES

1. Session opening

Mr. Goerger commenced the meeting to order with the roll call (11:10 AM) at the address 6651 Gravois Avenue, St. Louis, MO.

Members Present: Beau Goerger, Alija Ezekic, Musa Subasi, Kemal Akkaya, Patricia Hunt, Mehmet Kahveci

Members Absent:

GSA: Cenk Kandemir (Vice Principal), Matt Murat Sagnak (Vice Principle)

Concept Schools: Tolga Guder (Financial Analyst), Engin Blackstone (Superintendent)

Board Advisors: Craig Larson, Brent Underwood

2. Adopt the agenda

Resolution: 2013-08-01

Beau made a motion to adopt the agenda. The motion was seconded by Dr. Subasi. Board members voted unanimously to approve the motion.

3. Public input

One teacher and a parent were present but there was only one input from the teacher on Title 1 funds.

4. Mission and Vision Statement

Beau read the mission and vision statements.

5. Approval of May and June meeting minutes

Resolution: 2013-08-02

Dr. Akkaya made a motion to approve May and June meeting minutes. Mr. Dzekic seconded. Board members voted unanimously to approve the motion.

6. Approval of financials

Mr. Tolga Guder from main office discussed the financials. He also gave information about the audit GSA had. There were no findings for the audit. The audit report will be available sometime in October/November.

Resolution: 2013-08-03

Dr. Subasi made a motion to approve financial statements year-to-end-of-May. The motion was seconded by Patricia Hunt. Board members voted unanimously to approve the motion.

There was a discussion on the picketing issue and how we select the contractors. Beau informed the board about the situation in the summer. Patricia said we need to figure out the prevailing wages from NPL. Craig said if the bids are closer it maybe a good idea to go with the unions but there is a major gap, the school obviously cannot afford it. Alija said to have at least 1-2 bids from union companies in the next projects.

Resolution: 2013-08-04: Beau made a motion to invite NPL to next board meeting for any possible questions about prevailing wages. Mr. Kahveci seconded. Board members voted unanimously to approve the motion.

Mr. Blackstone discussed the bidding process for the furniture purchase at GSA South and the need for flexibility in purchasing for the first year. Patricia suggested that principals can come up with the cap amount next meeting. The principals and Mr. Blackstone will bring recommendations on the cap amount for purchases for the next meeting.

7. Principal's report

Each building principal gave updates about the schools. They shared the new developments, events and good practices. Beau mentioned posting mission statement on different places of the school. Dr. Akkaya will send an email for follow up.

8. Buildings updates

a. Fyler building: Closing of the loan will be completed 2nd week of September and the building will be ours. Gym will be done by the end of semester, however it has not started yet. Mr. Blackstone also mentioned about the use of lot next to the school from the owner for PE. The rent deal is not finalized yet.

b. GSA-South: Completed and working permit obtained. Patricia asked about the cell phone tower issue and Mr. Blackstone informed the board about the issue. Mayor's office seems to be not concerned much so we still need to go through NPL to find a solution.

9 Bylaws and mission update

Dr. Akkaya said it is vision update not the mission. Mr. Blackstone said he can provide help from the principals and teachers and the main office in terms of revising the vision statement and bylaws. Dr. Akkaya will work with Mr. Blackstone and will bring the revised versions to the board before the next meeting.

10. Approval of Handbook

Patricia asked if sexual harassment is addressed under criminal charges. She also asked what happens to a victim student when there is an investigation going on. Mr. Blackstone said it is taken care of internally. Another question was about expulsion. Brent said expulsion is permanent in Missouri law. Craig agreed that you cannot have expulsion for 90 days. It should be permanent. Beau asked something on page 75 about suspended students' making up missed work. Mr. Blackstone said they will work on it to clarify the wording. Beau asked about the clarification of a statement on page 16 on corrective discipline procedures.

Resolution: 2013-08-05

Patricia made a motion to approve Student Handbook contingent upon the wording about the suspension and expulsion changes and we check and make sure that the list of offenses we have for filing criminal charges include everything that is listed in safe schools act and that the wording about the suspension students homework policy's is changed. The motion was seconded by Mr. Kahveci. Board members voted unanimously to approve the motion.

11. Law Conference

Mr. Georger talked about the law conference they attended with Mr. Sagnak. Amanda asked if the board has a policy about the social media policy for the staff. Mr. Kandemir said there was a policy developed by Mr. Schimmel in June.

Resolution: 2013-08-06

Mr. Georger made a motion the principals establish a social media policy and bring that to the next meeting board for review and approval. Mr. Dzekic seconded. All members except Dr. Subasi approved.

Brent mentioned about affiliate membership to MO school association for getting attorneys to review the school policies. Amanda will get the cost and let the board know about it.

Beau initiated a discussion on the clarification of suspension and expulsions. Craig said the board expels and recommends following the procedures. Brent recommends contacting them if such a case exits. Craig said board acts like a jury and makes the decision for expulsion.

12. Adding Board Members

Beau nominated a new board member. The board will meet the new guy in the future.

13. Change of Registered agent and new Secretary

The registered agent of GSA is changed to Dr. Subasi due to relocation of Mustafa Sir, the current registered agent. Dr. Subasi will do the filing.

Dr. Akkaya nominated Mr. Alija Dzekic for secretary position as Mustafa is left.

Resolution: 2013-08-07

Dr. Akkaya made a motion to approve Mr. Dzekic as the new secretary. Beau seconded. Board member unanimously approved the motion.

14. Sponsor's Input

Amanda informed about the Lindenwood site visit and asked for a response to the report from the board.

Resolution: 2013-08-08

Dr. Akkaya made a motion that Mr. Blackstone will prepare a draft version for the response and bring it to the board for revision and approval. Dr. Subasi seconded. The motion is approved unanimously.

15. Craig Larson Board Adviser

Craig talked about the retreat and outlined the structure of the retreat. The retreat will be on Sept. 14th in the middle school.

16. Future Board Meetings

Patricia suggested meeting at 10am for the meetings. The future meetings will be on Sept. 14th, Oct. 12, Nov. 9th, Dec. 14th starting from 10am.

17. Miscellaneous

- Patricia mentioned about the lack of parent complaint policy for the parents. Mr. Blackstone will take care of it.
- Lawsuit update: Dr. Akkaya will ask the attorney about the status via email.
- Patricia asked about prevailing wage issue for the future projects.
- Dr. Subasi asked if we can time the items.

18. Adjournment: Resolution: 2013-08-09

Dr. Goerger made a motion to end the meeting at 3.13pm. Mr. Kahveci seconded the motion. Board members voted unanimously to approve the motion.

GATEWAY SCIENCE ACADEMY OF ST. LOUIS
BOARD OF DIRECTORS MEETING
September 14, 2013

MINUTES

1. Session opening

Mr. Goerger commenced the meeting to order with the roll call (10:22 AM) at the address 5049 Fyler Avenue, St. Louis, MO 63139.

Members Present: Beau Goerger, Alija Dzekic, Kemal Akkaya, Patricia Hunt

Members Absent: Mehmet Kahveci, Musa Subasi

GSA: Cenk Kandemir (Principal)

Concept Schools: Engin Blackstone (Superintendent)

Board Consultants: Brent Underwood, Craig Larson

2. Adopt the agenda

Resolution: 2013-09-1

Dr. Akkaya made a motion to adopt the agenda. The motion was seconded by Patricia. Board members voted unanimously to approve the motion.

3. Approval of last meeting minutes

Resolution: 2013-09-2

Patricia made a motion to approve August meeting minutes. Alija seconded. Motion approved unanimously.

4. Public Input

There is no public input.

5. Announcements/Acknowledgements

Mr. Blackstone thanked Craig and Brent for preparing the board training session and new format of meeting.

6. Consent Agenda

Resolution: 2013-09-3

Patricia moved to approve the consent agenda. Kemal seconded. Motion approved unanimously.

7. Student Achievement and Activities

Mr. Blackstone informed the board about the assessment tests student are and will be taking at different school campuses (Musa joined the meeting at 10:40am). The student achievement result for last academic year will be prepared by Mr. Blackstone and Amanda for the board. Amanda said they will be looking at the performance of students who stayed at GSA for 3 years.

Enrollment Update: Smiley: 444, Fyler: 340, South: 275. For south the goal is to achieve 300. Total is 1059 and the goal is 1100 for this year.

Amanda's Input: Amanda informed the board about the site visit report response, etc. which are on their plate with Engin.

Alija asked about the status of affiliate membership of GSA with the MO school association. Ben said he inquired about it and informed the board about their services and fees. Engin will bring recommendation to the next board meeting about the membership decision.

Amanda also informed the board about the social media policy discussed in the last meeting. She said the board still needs to implement a policy. Ben concurred that the employees need to be directed through this policy.

8. Key School Related Issues

Mr. Blackstone informed the board about the Fyler purchasing and gym construction. Fyler closing has been done. Gym construction is started and will be ready Nov. 21st. The lot project for the recess is cancelled due to disagreements with the landlord.

South building has heat issues last couple weeks. Window units are installed in the classrooms. At Smiley, a new buzzer system is installed.

Treasurer's report: Mr. Blackstone informed the board about the financials. The approval will be done in the next board meeting. In general the approvals will be done in quarterly basis from now on.

9. Board Committee Reports

No committee reports as there are no committees formed yet.

10. Other Business

Beau asked about the way we should invite the prospective board member Ben Diefenbach. Some of the board members will have lunch with Ben to know him better.

Beau commented about the advantages of starting foreign language education early. Mr. Blackstone also commented about the issue from the point of Concept's model. He said he can take it to the central office and bring back in another meeting.

Patricia said one of the teachers attended last meeting invited us for a breakfast on Sept. 27th at Fyler. Board members interested in attending will let Patricia know about it.

11. Further work session

12. Adjournment

Resolution: 2013-09-04

Alija made a motion to adjourn the meeting at 2:25pm. Musa seconded the motion. Board members voted unanimously to approve the motion.

**GATEWAY SCIENCE ACADEMY OF ST. LOUIS
BOARD OF DIRECTORS MEETING**

October 12, 2013

MINUTES

21. Session opening

Mr. Goerger commenced the meeting to order with the roll call (10:18 AM) at the address 5049 Fyler Avenue, St. Louis, MO 63139.

Members Present: Beau Goerger, Alija Dzekic, Kemal Akkaya

Members Absent: Mehmet Kahveci, Musa Subasi, Patricia Hunt

GSA: Murat Sagnak (Principal)

Concept Schools: Engin Blackstone (Superintendent)

Board Consultant: Brent Underwood

Public: Ben Diefenbach, a parent

22. Adopt the agenda

Resolution: 2013-10-1

Alija made a motion to adopt the agenda. The motion was seconded by Dr. Akkaya. Board members voted unanimously to approve the motion.

23. Public Input

There is no public input.

24. Announcements/Acknowledgements

Mr. Blackstone briefed the board about the MCPSA conference he attended last week. Beau also attended the meeting and he shared his experience and notes from the conference.

25. Consent Agenda

Beau asked something about the transportation for disabled students. Engin said this can be worked with the parent. Isaac from Concept Schools informed the board about the financials.

Resolution: 2013-10-2

Kemal moved to approve the consent agenda (Minutes revised as mentioned by Kemal). Alija seconded. Motion approved unanimously.

26. Student Achievement and Activities

Mr. Blackstone distributed a dashboard material for all the schools. He informed the board about the activities, MAP results, PTO conference and home visits. GSA is top among charters in Math and second in Language Arts. Mayor Slay is coming to GSA-South for grand opening on Oct. 21st. (Mehmet joined the meeting at 10:55am). Engin also shared the summary of MSIP report. Beau asked a question about home visits percentage goals. Engin said they prefer to go to homes

who did not show up in PTO conference. Alija said some parents may not want it. Engin replied that it is not mandatory, the families can opt out.

Amanda informed the board from the perspective of the sponsor. She made a presentation to give some background on charter schools, charter school law and MSIP 5 Academic Achievement in MO. For MSIP 5, 70% achievement is needed. GSA is at 87%. Amanda also emphasized the role of the sponsor.

27. Governing Board Related Issues

Beau proposed to establish some sub-committees.

Establishing an Expulsion (Student Discipline) Committee: Beau or Alija from the board, Superintendent, Dean of Students, principal and one teacher from the corresponding campus will be part of this Student Discipline committee.

Establishing a Finance Committee: Musa or Kemal from the board, financial rep. from Concept school and superintendent.

Bylaws update: Dr. Akkaya informed the board about the changes they propose to make for the bylaws. They requested feedback from the board. Once the feedback comes, it will be sent to the attorney. And finally will be approved by the board in the next meeting.

Resolution: 2013-10-03

Alija made a motion to add a new board member, Ben Diefenbach. Mehmet seconded. Board members voted unanimously. Motion approved.

28. Other Business

Construction Process and Contract Review: The guy from NPL was not available so he will attend in one of future meetings.

Board Secretary: Engin said he will look for a new secretary as the one in mind has a schedule conflict.

Board Email: A new email for GSA board was created. No emails of individuals are on the website.

GSA policies: Engin said we need to have policies first before we send them for feedback. Brent said there is another organization MARE which can be more affordable for such services. Alija asked about social media policy.

St. Louis Public schools' FOIA Requests: They requested information about the construction company who did the work in Fyler building last year. It was sent.

29. Adjournment

Resolution: 2013-10-04

Alija made a motion to adjourn the meeting at 12:18pm. Ben seconded the motion. Board members voted unanimously to approve the motion.

Leadership requires commitment. Charter school leadership requires commitment to identifying and achieving specific goals. It also requires a dedication to the students, teachers and families who commit to pursue these goals with you. Although all charter school governing boards and leaders desire a **Quality Education** for all students, it is impossible to predict all of the hurdles and challenges encountered along the way. It is precisely in these moments of challenge that the depth of the leader and board's commitment and skills is critical to overcoming obstacles to reach the goals set forth in the school's charter. In this spirit we are asking you to make a commitment to the Charter School Leadership Development Program.

MCPSA's Charter School Leadership Development program is an innovative year-long program designed to enhance and strengthen the leadership skills of your school leader and board through coaching, reflection, and collaboration. As participants you agree to:

1. Participate in all trainings.
 - a. Leaders will participate in the State of Missouri School Leadership Academy
 - i. MCPSA agrees to cover all registration and meal costs. Transportation and lodging costs are the responsibility of the school.
 - b. Leaders will participate in 5 Leader Development Seminars
 - c. Boards will participate in all 8 Governing Board Training Seminars
2. Self-evaluate, 3 times a year in August, January, and June, using the competency based rubric created by MCPSA.
 - a. Leaders and boards agree to share this information with both their coach and MCPSA.
3. Participate and work cooperatively during coaching sessions.
 - a. Leaders: 100 hours of direct coaching based on agreed upon goals and objectives
 - b. Boards: 40 hours of direct coaching based on agreed upon goals and objectives
4. Complete all action items, as assigned by your coach, in a timely manner.
5. Work in conjunction with the coach to make progress in all identified areas of need based on the self-evaluation.

The quality of your experience will depend largely on the relationship you establish with your coach. By accepting our invitation to participate in this program, you are making a commitment to your coach, your school, your students, and your own learning. We expect that you will honor this commitment while honoring the demands of your position.

As participants, we consider you an active collaborator in this process and look forward to your feedback throughout your coaching year.

Electing to participate in the Charter School Leadership Development Program is a one-year commitment (September 1, 2012 through August 31, 2013). By signing this statement voluntarily, you agree to participate fully in all activities as outlined above. Any evaluation is for personal and board growth and will not be used for any formal evaluation purposes.

We look forward to your participation in the 2012-13 MCPSA Leadership Development Cohort!



Missouri Charter Public School Association
Executive Director

I have read the Charter School Leadership Development Program Statement of Commitment and agree to participate voluntarily to the best of my abilities. I acknowledge that my actions will have a significant impact on the quality of this experience and that I am committed to making the Charter School Leadership Development Program a success for all.

School Leader Name

Board Chair Name

Signature

Signature

Date

Date

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s). If Waiver of Subrogation is applicable, it only applies to the extent allowed by law.

PRODUCER Harney Team Mesirow Insurance Services 353 N. Clark Street Chicago, IL 60654	CONTACT NAME: Melinda Romanowski	
	PHONE (A/C, No, Ext): 312 595-6289 FAX (A/C, No): 312 595-8169 E-MAIL ADDRESS: mromanowski@mesirowfinancial.com	
INSURED Gateway Science Academy of St Louis 2250 E Devon Ave., Suite 219 (6575 Smiley Ave - St Louis MO 63139) Des Plaines, IL 60018	INSURER(S) AFFORDING COVERAGE INSURER A : Catlin Indemnity Company	NAIC #
	INSURER B : Hartford Underwriters Insurance	30104
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC			CNDMOEPP9862002	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			CNDMOCAP9863002	07/01/2014	07/01/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			CNDMOEXL11118002	07/01/2014	07/01/2015	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE/OFFICER/MEMBER EXCLUDED? <input checked="" type="checkbox"/> Y / <input checked="" type="checkbox"/> N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	83WEBF3509	07/01/2014	07/01/2015	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Bikt Real & BPP			CNDMOEPP9862002	07/01/2014	07/01/2015	\$13,895,000
A	Educators Legal			CNDMOELL9864002	07/01/2014	07/01/2015	\$1,000,000/\$3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Crime:
 Employee Dishonesty: \$500,000 Limit / \$5,000 Deductible
 Money & Securities (Inside the Premise) - \$50,000 Limit / \$1,000 Deductible
 Money & Securities (Outside the Premise) - \$50,000 Limit / \$1,000 Deductible
 Computer Fraud - \$100,000 Limit / \$1,000 Deductible
 (See Attached Descriptions)

CERTIFICATE HOLDER Evidence of Coverage	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

DESCRIPTIONS (Continued from Page 1)

Forgery or Alteration - \$250,000 Limit / \$1,000 Deductible

(1) Accreditation Status

	2011	2012	2013	2014
GATEWAY SCIENCE ACAD/ST LOUIS				

[Definition](#)

* - Indicates the percent has been suppressed due to a potential small sample size.

(2) Preschool Enrollment

	2011	2012	2013	2014
Missouri	29,195	29,872	29,656	30,116
GATEWAY SCIENCE ACAD/ST LOUIS	0	0	0	0

[Definition](#)

(3) K-12 Enrollment

Missouri	2011	2012	2013	2014
Total	889,653	886,131	888,204	887,507
Asian	*	*	*	*
Black	17.1%	16.8%	16.6%	16.4%
Hispanic	*	*	5.1%	5.3%
Indian	*	*	*	*
White	74.8%	74.2%	73.7%	73.3%
GATEWAY SCIENCE ACAD/ST LOUIS	2011	2012	2013	2014
Total	340	459	713	1,047
Asian	*	*	*	*
Black	11.5%	7.2%	7.7%	11.6%
Hispanic	*	*	*	*
Indian	0.0%	0.0%	*	*
White	81.5%	81.0%	77.0%	72.4%

[Definition](#)

(4) Proportional Attendance Rate

	2011	2012	2013	2014
Missouri	86.7%	87.8%	87.8%	89.3%
Asian	92.8%	93.9%	93.9%	95.0%
Black	77.9%	80.7%	81.6%	83.7%
Hawaiian or Pacific Islander	83.6%	82.9%	81.7%	85.6%
Hispanic	84.4%	86.6%	86.6%	88.6%
Indian	81.0%	82.3%	82.4%	85.2%
White	88.7%	89.3%	89.2%	90.6%
Multi-Race	84.8%	85.9%	86.0%	87.7%
Female	86.7%	87.8%	87.8%	89.4%
Male	86.7%	87.7%	87.8%	89.3%
Free or Reduced Lunch	80.4%	82.3%	82.5%	84.5%
Limited English Proficient	86.1%	89.3%	89.2%	90.9%
Special Education	81.4%	82.6%	82.4%	84.4%

	2011	2012	2013	2014
GATEWAY SCIENCE ACAD/ST LOUIS	91.7%	89.9%	87.1%	90.7%
Asian	100.0%	100.0%	100.0%	100.0%
Black	90.3%	90.8%	82.7%	84.9%
Hawaiian or Pacific Islander		100.0%	68.3%	50.0%
Hispanic	91.7%	85.8%	91.7%	94.3%
Indian			100.0%	100.0%
White	91.3%	89.5%	86.2%	91.3%

Multi-Race	100.0%	93.9%	95.1%	91.5%
Female	91.8%	92.2%	87.9%	92.0%
Male	91.6%	87.8%	86.4%	89.4%
Free or Reduced Lunch	87.5%	83.4%	78.5%	85.1%
Limited English Proficient				91.6%
Special Education	82.5%	86.6%	85.9%	83.8%

Definition

(5) Students Eligible for Free or Reduced-Price Lunch

Missouri	2011	2012	2013	2014
Percent	47.8%	49.5%	49.9%	50.0%
Number	415,945	428,788	433,183	435,193
GATEWAY SCIENCE ACAD/ST LOUIS	2011	2012	2013	2014
Percent	35.1%	32.1%	37.1%	46.9%
Number	117	147	261	473

Definition

(6) Four- Year Graduation Rate

Missouri	2011	2012	2013	2014
Asian	86.22%	87.79%	90.68%	90.78%
Black	61.87%	68.93%	71.85%	74.80%
Hawaiian or Pacific Islander	79.07%	90.91%	80.23%	83.51%
Hispanic	72.72%	78.02%	80.80%	79.91%
Indian	74.35%	86.34%	81.74%	83.49%
White	83.57%	87.52%	89.19%	90.45%
Multi-Race	91.50%	85.16%	84.57%	86.90%
Female	82.55%	86.98%	88.04%	89.76%
Male	74.97%	80.60%	83.49%	84.91%
Free or Reduced Lunch	70.80%	75.91%	78.10%	80.42%

Limited English Proficient	59.69%	65.01%	69.02%	64.27%
Special Education	65.55%	70.03%	73.40%	75.31%

	2011	2012	2013	2014
GATEWAY SCIENCE ACAD/ST LOUIS				
Asian				
Black				
Hawaiian or Pacific Islander				
Hispanic				
Indian				
White				
Multi-Race				
Female				
Male				
Free or Reduced Lunch				
Limited English Proficient				
Special Education				

Definition

* - Indicates the percent was below 25 percent or below and has been suppressed from this report.

Targets

2012 Graduation Rate Target = 92%

2013 Graduation Rate Target = 92%

2014 Graduation Rate Target = 92%

(6) Five- Year Graduation Rate

Missouri	2011	2012	2013	2014
Asian		81.56%	86.51%	88.13%
Black		89.52%	90.70%	93.24%
Black		66.99%	74.12%	76.26%
Hawaiian or Pacific Islander		86.05%	95.40%	84.88%
Hispanic		77.23%	81.81%	84.01%
Indian		80.74%	89.04%	87.16%

White	85.79%	89.68%	91.07%
Multi-Race	94.99%	88.38%	87.63%
Female	84.84%	89.09%	89.88%
Male	78.57%	84.08%	86.49%
Free or Reduced Lunch	75.57%	80.47%	82.36%
Limited English Proficient	67.51%	71.97%	75.78%
Special Education	71.94%	76.92%	79.18%

	2011	2012	2013	2014
GATEWAY SCIENCE ACAD/ST LOUIS				
Asian				
Black				
Hawaiian or Pacific Islander				
Hispanic				
Indian				
White				
Multi-Race				
Female				
Male				
Free or Reduced Lunch				
Limited English Proficient				
Special Education				

Definition

* - Indicates the percent was below 25 percent or below and has been suppressed from this report.

Targets

2012 Graduation Rate Target = 92%

2013 Graduation Rate Target = 92%

2014 Graduation Rate Target = 92%

(7) Dropout Rate

Missouri	2011	2012	2013	2014
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TOTAL	3.1	2.8	2.3	2.5
Asian	1.4	1.2	1.0	1.2
Black	7.2	6.8	5.2	6.9
Hispanic	4.6	3.5	3.2	4.1
Indian	2.6	3.0	3.3	2.5
White	2.1	2.0	1.7	1.5
GATEWAY SCIENCE ACAD/ST LOUIS	2011	2012	2013	2014
TOTAL	0.0	0.0	0.0	2.9
Asian	0.0	0.0	0.0	0.0
Black	0.0	0.0	0.0	17.4
Hispanic	0.0	0.0	0.0	0.0
Indian	0.0	0.0	0.0	0.0
White	0.0	0.0	0.0	2.1

Definition

(8) Where Our Graduates Go

Missouri	2011	2012	2013	2014
Entering a 4yr. College/University	35.9	36.6	36.5	36.0
Entering a 2yr. College	31.2	32.0	30.7	29.6
Entering a Postsecondary (Technical) Institution	2.5	2.4	2.5	2.4
GATEWAY SCIENCE ACAD/ST LOUIS	2011	2012	2013	2014
Entering a 4yr. College/University	0.0	0.0	0.0	0.0
Entering a 2yr. College	0.0	0.0	0.0	0.0
Entering a Postsecondary (Technical) Institution	0.0	0.0	0.0	0.0

Definition

(9) Placement Rates for Career-Technical Education Students

	2011	2012	2013	2014
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Missouri	56.9	58.1	58.9	61.9
GATEWAY SCIENCE ACAD/ST LOUIS	0.0	0.0	0.0	0.0

[Definition](#)

(10) Staffing Ratios

Missouri	2011	2012	2013	2014
Students to classroom teachers	18	18	18	18
Students to administrators	195	195	195	195
GATEWAY SCIENCE ACAD/ST LOUIS	2011	2012	2013	2014
Students to classroom teachers	13	15	15	16
Students to administrators	113	153	238	349

[Definition](#)

(11) Years of Experience of Professional Staff

	2011	2012	2013	2014
Missouri	12.6	12.5	12.4	12.3
GATEWAY SCIENCE ACAD/ST LOUIS	2.6	3.8	2.8	3.5

[Definition](#)

(12) Professional Staff with Advanced Degrees

	2011	2012	2013	2014
Missouri	57.7	58.8	59.1	58.9
GATEWAY SCIENCE ACAD/ST LOUIS	16.9	36.7	30.9	32.4

[Definition](#)

(13) Average Teacher Salaries

Missouri	2011	2012	2013	2014
Average Regular Term Salary	\$45,309	\$45,708	\$46,223	\$46,756
Average Total Salary	\$46,287	\$46,735	\$47,243	\$47,844
GATEWAY SCIENCE ACAD/ST LOUIS	2011	2012	2013	2014
Average Regular Term Salary	\$32,980	\$36,018	\$36,285	\$36,192
Average Total Salary	\$32,980	\$36,018	\$36,285	\$36,192

[Definition](#)

(14) Average Administrator Salaries

	2011	2012	2013	2014
Missouri	\$83,581	\$84,787	\$86,012	\$87,192
GATEWAY SCIENCE ACAD/ST LOUIS	\$56,667	\$64,000	\$64,241	\$69,606

[Definition](#)

(15) Average Current Expenditures per ADA

	2011	2012	2013	2014
MISSOURI	\$9,619	\$9,487	\$9,840	\$9,974
	2011	2012	2013	2014
GATEWAY SCIENCE ACAD/ST LOUIS	\$6,947		\$7,063	

[Definition](#)

(16) Adjusted Tax Rate of the District

MISSOURI	2011	2012	2013	2014
Incidental	\$3.3375	\$3.3561	\$3.3456	\$3.3976
Teachers	\$0.1568	\$0.1498	\$0.1460	\$0.1454
Debt Service	\$0.4179	\$0.4292	\$0.4291	\$0.4416
Capital Projects	\$0.0613	\$0.0595	\$0.0618	\$0.0611

GATEWAY SCIENCE ACAD/ST LOUIS	2011		2013	
Incidental				
Teachers				
Debt Service				
Capital Projects				

[Definition](#)

(17) Assessed Valuation of the District

	2011	2012	2013	2014
MISSOURI	\$90,713,849,047	\$89,200,779,060	\$90,184,341,192	\$89,759,971,068
	2011	2012	2013	2014
GATEWAY SCIENCE ACAD/ST LOUIS	\$0			

[Definition](#)

(18) Sources of Revenue

MISSOURI	2011	2012	2013	2014
Local	57.03	59.01	58.39	47.48
State	29.31	31.76	32.59	42.01
Federal	13.65	10.13	9.02	10.50
GATEWAY SCIENCE ACAD/ST LOUIS	2011		2013	
Local	4.50		8.21	
State	89.70		82.98	
Federal	5.80		8.81	

[Definition](#)

(19) Missouri Assessment Program (MAP) Results

Missouri									

Content Area	Grade	Year	Accountable	Reportable	LND	Below Basic	Basic	Proficient
Eng. Language Arts	03	2011	67,215	67,067	0.2	7.5	48.0	27.1
Eng. Language Arts	03	2012	67,194	67,041	0.2	7.9	46.0	27.2
Eng. Language Arts	03	2013	67,601	67,456	0.2	7.7	43.8	27.7
Eng. Language Arts	03	2014	67,960	67,830	0.2	9.7	48.0	25.7
Eng. Language Arts	04	2011	67,812	67,676	0.2	8.1	39.2	31.7
Eng. Language Arts	04	2012	66,877	66,742	0.2	8.2	38.9	31.2
Eng. Language Arts	04	2013	66,950	66,808	0.2	8.1	38.4	31.6
Eng. Language Arts	04	2014	67,516	67,364	0.2	7.8	46.0	31.5
Eng. Language Arts	05	2011	68,132	68,002	0.2	6.9	41.1	32.5
Eng. Language Arts	05	2012	67,613	67,484	0.2	6.9	40.5	32.3
Eng. Language Arts	05	2013	66,809	66,680	0.2	7.1	40.0	32.3
Eng. Language Arts	05	2014	67,016	66,880	0.2	6.2	43.1	33.2
Eng. Language Arts	06	2011	67,470	67,347	0.2	7.3	41.6	34.3
Eng. Language Arts	06	2012	68,294	68,166	0.2	7.4	41.7	34.7
Eng. Language Arts	06	2013	67,568	67,416	0.2	7.2	41.2	34.9
Eng. Language Arts	06	2014	66,814	66,642	0.3	8.4	43.6	33.0
Eng. Language Arts	07	2011	68,329	68,137	0.3	8.9	36.7	36.1

Eng. Language Arts	07	2012	67,733	67,542	0.3	8.6	35.5	36.6	19.2	Mathematics	04	2013	66,962	66,918	0.1	5.5	43.7	40.5
Eng. Language Arts	07	2013	67,960	67,803	0.2	9.0	35.6	36.4	19.0	Mathematics	04	2014	67,497	67,443	0.1	6.5	50.6	34.5
Eng. Language Arts	07	2014	67,705	67,511	0.3	8.2	35.8	36.9	19.1	Mathematics	05	2011	68,127	68,084	0.1	6.0	40.6	36.4
Eng. Language Arts	08	2011	66,938	66,701	0.4	4.6	42.3	34.0	19.1	Mathematics	05	2012	67,581	67,518	0.1	5.7	39.3	35.8
Eng. Language Arts	08	2012	67,851	67,621	0.3	4.3	41.8	34.4	19.1	Mathematics	05	2013	66,802	66,760	0.1	5.8	39.7	35.9
Eng. Language Arts	08	2013	67,569	67,344	0.3	4.2	41.3	35.0	19.5	Mathematics	05	2014	66,994	66,934	0.1	7.1	40.1	35.5
Eng. Language Arts	08	2014	68,000	67,735	0.4	4.5	44.5	34.2	19.6	Mathematics	06	2011	67,446	67,377	0.1	7.4	35.0	40.5
Eng. Language Arts	E1	2011	42,748	42,744	0.0	10.9	30.9	38.3	19.5	Mathematics	06	2012	68,271	68,216	0.1	7.4	36.3	39.7
Eng. Language Arts	E1	2012	44,790	44,769	0.0	9.6	28.3	45.3	19.8	Mathematics	06	2013	67,501	67,432	0.1	7.0	36.1	40.0
Eng. Language Arts	E1	2013	63,725	63,721	0.0	11.2	28.5	39.3	21.0	Mathematics	06	2014	66,756	66,666	0.1	7.2	36.6	40.4
Eng. Language Arts	E1	2014	61,455	61,450	0.0	9.8	30.3	38.0	21.0	Mathematics	07	2011	68,319	68,171	0.2	10.4	33.2	39.2
Eng. Language Arts	E2	2011	67,354	66,060	1.9	4.3	21.5	47.9	21.0	Mathematics	07	2012	67,736	67,576	0.2	9.8	30.0	40.0
Eng. Language Arts	E2	2012	66,031	65,333	1.1	5.7	21.2	53.5	22.0	Mathematics	07	2013	67,374	67,232	0.2	10.2	31.2	39.6
Eng. Language Arts	E2	2013	65,123	64,405	1.1	4.8	26.1	50.7	22.0	Mathematics	07	2014	66,816	66,691	0.2	9.7	32.2	39.2
Eng. Language Arts	E2	2014	65,493	64,880	0.9	4.1	21.3	46.1	22.0	Mathematics	08	2011	66,930	66,750	0.3	14.9	33.7	31.1
Mathematics	03	2011	67,200	67,151	0.1	5.5	44.3	38.1	25.3	Mathematics	08	2012	67,863	67,677	0.3	14.0	33.3	31.9
Mathematics	03	2012	67,170	67,105	0.1	5.4	42.1	39.8	26.3	Mathematics	08	2013	52,863	52,647	0.4	17.2	41.1	30.7
Mathematics	03	2013	67,577	67,515	0.1	5.3	43.3	39.1	19.5	Mathematics	08	2014	53,109	52,890	0.4	17.7	38.8	31.4
Mathematics	03	2014	67,944	67,887	0.1	6.0	43.3	36.6	19.5	Mathematics	A1	2011	71,384	69,958	2.0	9.8	30.5	39.8
Mathematics	04	2011	67,801	67,757	0.1	5.6	43.2	39.8	18.4	Mathematics	A1	2012	69,870	68,946	1.3	8.9	34.5	35.6
Mathematics	04	2012	66,873	66,825	0.1	5.7	43.2	40.4	28.6	Mathematics	A1	2013	69,016	68,173	1.2	8.6	34.4	40.7
										Mathematics	A1	2014	68,682	68,028	1.0	10.5	34.6	35.7
										Mathematics	A2	2011	23,201	23,200	0.0	8.7	38.2	41.5
										Mathematics	A2	2012	25,790	25,788	0.0	11.2	32.6	40.0
										Mathematics	A2	2013	23,919	23,918	0.0	12.4	33.5	38.4
										Mathematics	A2	2014	26,272	26,272	0.0	7.8	28.6	39.8
										Mathematics	GE	2011	27,460	27,448	0.0	16.9	33.4	38.9
										Mathematics	GE	2012	31,171	31,171	0.0	12.2	25.3	49.1

Mathematics	GE	2013	31,395	31,395	0.0	13.6	25.9	38.8	21.8	Arts								
Mathematics	GE	2014	36,805	36,805	0.0	10.9	23.2	41.5	24.5	Eng. Language	03	2013	51	51	0.0	3.9	35.3	39.2
Science	05	2011	68,224	68,130	0.1	10.1	39.0	29.4	21.5	Arts			51					
Science	05	2012	66,628	66,543	0.1	9.8	38.6	27.2	24.4	Eng. Language	03	2014	114	114	0.0	6.1	44.7	27.2
Science	05	2013	66,807	66,746	0.1	9.5	38.6	28.1	23.6	Arts			45	45	0.0	0.0	40.0	42.2
Science	05	2014	66,909	66,831	0.1	8.9	43.0	31.5	16.5	Eng. Language	04	2011	45	45	0.0	0.0	40.0	42.2
Science	08	2011	66,891	66,591	0.4	15.8	33.7	38.6	1.9	Arts			48	48	0.0	2.1	50.0	29.2
Science	08	2012	66,928	66,679	0.4	16.2	33.9	37.2	1.7	Eng. Language	04	2012	48	48	0.0	2.1	50.0	29.2
Science	08	2013	67,564	67,359	0.3	15.6	33.6	38.4	2.4	Arts			74	74	0.0	8.1	39.2	36.5
Science	08	2014	67,854	67,658	0.3	12.7	34.8	40.4	2.1	Eng. Language	04	2014	86	86	0.0	7.0	36.0	44.2
Science	B1	2011	68,656	67,261	2.0	7.4	32.0	45.1	5.5	Arts			41	41	0.0	4.9	36.6	46.3
Science	B1	2012	65,705	64,952	1.1	8.2	36.8	41.3	3.7	Eng. Language	05	2011	41	41	0.0	4.9	36.6	46.3
Science	B1	2013	66,031	65,256	1.2	3.9	21.4	49.5	24.1	Arts			48	48	0.0	0.0	43.8	41.7
Science	B1	2014	64,799	64,186	0.9	6.2	26.5	46.5	20.8	Eng. Language	05	2012	48	48	0.0	0.0	43.8	41.7
Social Studies	AH	2011	36,422	36,411	0.0	25.5	25.3	37.1	1.1	Arts			58	58	0.0	3.4	41.4	27.6
Social Studies	AH	2012	39,579	39,575	0.0	25.5	26.3	37.3	1.0	Eng. Language	05	2013	58	58	0.0	3.4	41.4	27.6
Social Studies	AH	2013	53,781	53,779	0.0	27.2	25.9	30.9	6.0	Arts			91	91	0.0	7.7	48.4	29.7
Social Studies	AH	2014	51,857	51,857	0.0	25.1	26.9	31.4	6.6	Eng. Language	06	2014	91	91	0.0	7.7	48.4	29.7
Social Studies	GV	2011	61,722	60,299	2.3	9.1	33.8	42.3	1.7	Arts			39	39	0.0	10.3	28.2	46.2
Social Studies	GV	2012	59,329	58,116	2.0	10.6	37.7	36.9	4.8	Eng. Language	06	2011	39	39	0.0	10.3	28.2	46.2
Social Studies	GV	2013	60,275	59,505	1.3	11.0	35.0	37.1	7.0	Arts			51	51	0.0	2.0	37.3	45.1
Social Studies	GV	2014	61,269	60,673	1.0	10.2	27.8	40.6	21.4	Eng. Language	06	2012	51	51	0.0	2.0	37.3	45.1
GATEWAY SCIENCE ACAD/ST LOUIS										Arts			74	74	0.0	9.5	52.7	25.7
										Eng. Language	07	2011	40	40	0.0	7.5	37.5	30.0
										Arts			48	48	0.0	2.1	25.0	54.2
Content Area	Grade	Year	Accountable	Reportable	LND	Below Basic	Basic	Proficient	Advanced									
Eng. Language Arts	03	2011	34	34	0.0	2.9	58.8	17.6	20.6	Eng. Language	07	2013	70	70	0.0	4.3	27.1	38.6
Eng. Language	03	2012	49	49	0.0	4.1	46.9	34.7	14.3	Arts			71	70	1.4	0.0	28.6	47.1

Eng. Language Arts	08	2012	41	41	0.0	2.4	39.0	24.4	34.4	Mathematics	08	2013	65	65	0.0	7.7	47.7	30.8
Eng. Language Arts	08	2013	65	65	0.0	3.1	36.9	33.8	26.2	Mathematics	08	2014	45	45	0.0	8.9	42.2	42.2
Eng. Language Arts	08	2014	65	65	0.0	0.0	27.7	52.3	20.0	Mathematics	A1	2014	152	152	0.0	21.1	39.5	30.9
Eng. Language Arts	E1	2014	126	126	0.0	15.1	33.3	34.1	17.5	Mathematics	A2	2014	14	14	0.0	7.1	28.6	57.1
Eng. Language Arts	E2	2014	53	53	0.0	0.0	30.2	49.1	26.9	Mathematics	GE	2014	61	61	0.0	34.4	21.3	27.9
Mathematics	03	2011	34	34	0.0	0.0	32.4	50.0	17.0	Science	05	2011	41	41	0.0	2.4	39.0	39.0
Mathematics	03	2012	49	49	0.0	0.0	26.5	51.0	22.4	Science	05	2012	48	48	0.0	2.1	45.8	12.5
Mathematics	03	2013	51	51	0.0	3.9	23.5	54.9	17.0	Science	05	2013	58	58	0.0	5.2	39.7	22.4
Mathematics	03	2014	114	114	0.0	2.6	39.5	45.6	12.3	Science	05	2014	91	91	0.0	7.7	47.3	31.9
Mathematics	04	2011	45	45	0.0	0.0	48.9	42.2	8.9	Science	08	2012	41	41	0.0	9.8	39.0	39.0
Mathematics	04	2012	48	48	0.0	0.0	62.5	35.4	2.1	Science	08	2013	65	65	0.0	15.4	53.8	27.7
Mathematics	04	2013	74	74	0.0	2.7	52.7	37.8	6.8	Science	08	2014	65	65	0.0	7.7	40.0	46.2
Mathematics	04	2014	86	86	0.0	3.5	43.0	43.0	10.5	Science	B1	2014	52	52	0.0	5.8	53.8	36.5
Mathematics	05	2011	41	41	0.0	2.4	63.4	31.7	2.4	Social Studies	AH	2014	46	46	0.0	30.4	30.4	23.9
Mathematics	05	2012	48	48	0.0	0.0	50.0	33.3	16.7	(20) ACT Results								
Mathematics	05	2013	58	58	0.0	3.4	51.7	29.3	15.5	MISSOURI				2011	2012	2013	2014	
Mathematics	05	2014	91	91	0.0	5.5	49.5	35.2	9.9	Percent of Graduates Taking the ACT				64.25	66.82	68.38	68.40	
Mathematics	06	2011	39	39	0.0	2.6	43.6	43.6	10.3	Composite ACT Score				21.60	21.60	21.60	21.80	
Mathematics	06	2012	51	51	0.0	2.0	54.9	31.4	14.8	(21) Disciplinary Actions								
Mathematics	06	2013	74	74	0.0	2.7	36.5	40.5	20.3	Missouri				2011	2012	2013	2014	
Mathematics	06	2014	74	74	0.0	6.8	39.2	40.5	13.5	Suspensions of 10 or More Consecutive Days (number rate)				15,529 1.7	13,771 1.6	11,699 1.3	10,742 1.2	
Mathematics	07	2011	40	40	0.0	2.5	20.0	52.5	25.0	Expulsions (number rate)				65 0.0	55 0.0	63 0.0	54 0.0	
Mathematics	07	2012	48	48	0.0	8.3	25.0	39.6	27.1	GATEWAY SCIENCE ACAD/ST LOUIS								
Mathematics	07	2013	70	70	0.0	7.1	24.3	51.4	17.1	2011	2012	2013	2014					
Mathematics	07	2014	71	70	1.4	1.4	24.3	47.1	24.4									
Mathematics	08	2012	41	41	0.0	4.9	36.6	34.1	24.4									

Suspensions of 10 or More Consecutive Days (number rate)	0 0.0	0 0.0	7 1.0	6 0.6
Expulsions (number rate)	0 0.0	0 0.0	0 0.0	0 0.0

Definition

(22) ESEA - Annual Measurable Objective

	2012			2013			2014		
	Participation Rate	Pct. Prof/Adv	Status	Participation Rate	Pct. Prof/Adv	Status	Participation Rate	Pct. Prof/Adv	Status
English Language Arts									
Race/Ethnicity									
Amer. Indian or Alaska Native				*	*		*	*	
Asian/Pacific Islander	*	*		*	*		*	*	
Black (not Hispanic)	100.0%	*		100.0%	43.8%	N	100.0%	25.5%	N
Hispanic	*	*		100.0%	*		100.0%	*	
Multiracial	100.0%	60.9%		100.0%	55.0%	N	100.0%	56.7%	N
White (not Hispanic)	100.0%	59.4%	Y	100.0%	59.8%	Y	99.8%	59.6%	Y
Special Programs									
IEP Student	100.0%	*	N	100.0%	29.7%	N	100.0%	27.1%	N
LEP Students							100.0%	*	
Map Free and Reduced Lunch	100.0%	49.4%	N	100.0%	47.3%	N	99.6%	46.1%	N
Super Subgroup	100.0%	45.7%	Y	100.0%	46.9%	Y	99.7%	45.1%	Y
Total									
Total	100.0%	56.8%	Y	100.0%	57.9%	Y	99.8%	55.8%	N
Mathematics									

Race/Ethnicity	2012	2013	2014	2012	2013	2014	2012	2013	2014
Asian/Pacific Islander	*	*		*	*		*	*	*
Black (not Hispanic)	100.0%	*		100.0%	53.1%	N	100.0%	22.6%	*
Hispanic	*	*		100.0%	*		100.0%	*	*
Multiracial	100.0%	69.6%		100.0%	67.5%	Y	100.0%	50.0%	50.0%
White (not Hispanic)	100.0%	56.7%	Y	100.0%	54.0%	N	99.8%	56.4%	56.4%
Amer. Indian or Alaska Native				*	*		*	*	*
Special Programs									
IEP Student	100.0%	*	N	100.0%	*	N	100.0%	22.0%	22.0%
Map Free and Reduced Lunch	100.0%	48.2%	N	100.0%	54.3%	N	99.6%	41.5%	41.5%
Super Subgroup	100.0%	45.7%	Y	100.0%	52.0%	Y	99.7%	40.1%	40.1%
LEP Students							100.0%	*	*
Total									
Total	100.0%	55.0%	N	100.0%	55.3%	N	99.8%	51.7%	51.7%

Super Subgroup is an unduplicated count of students identified as IEP, LEP, FRL, Black(not Hispanic), Hispanic.

Status

NY = Met Target
N = Did Not Meet Target

Targets

N
2012 ELA = 56.2%, Super Subgroup = 44.21%
2013 ELA = 57.9%, Super Subgroup = 46.61%
2014 ELA = 59.6%, Super Subgroup = 49.02%
N
2012 Math = 56.4%, Super Subgroup = 44.78%
2013 Math = 58.6%, Super Subgroup = 47.67%
2014 Math = 60.8%, Super Subgroup = 50.55%
* = A cell size of 30 reportable students was not met.

(24) NCLB -- Core Courses Taught By Highly Qualified Teachers 2014

SCHOOL NAME	Pct FRL	Poverty*	Core Courses	Courses Taught by Highly Qualified Teachers	Pct of Courses NOT Taught by HQT
GATEWAY SCIENCE ACAD/MID/HIGH	44.5		32	9	71.9%
GATEWAY SCIENCE ACAD/ST LOUIS	32.2	EL	18	8	55.6%
GATEWAY SCIENCE ACAD-SOUTH ELE	74.4	EH	12	0	100.0%

(25) Students in Gifted Education Program

Missouri	2013	2014
Percent	4.2%	4.2%
Number	39,290	39,336
GATEWAY SCIENCE ACAD/ST LOUIS	2013	2014
Percent	0.0%	0.0%
Number	0	0

Gateway Science Academy 5-Year Budget Forecast

	FY16 Budget	FY17 Budget	FY18 Budget	FY19 Budget	FY20 Budget
Student Enrollment	1240	1330	1405	1455	1525
WADA (95.5% Attendance + 20 Students from Summer School)	1204	1290	1362	1410	1476
Growth Rate	1.07	1.07	1.06	1.04	1.05
INCOME					
5100 · Local Revenue					
5113 · Prop C (Estimated amount based on prior year's number multiplied by the growth rate)	727,812	779,760	823,050	851,910	892,313
5151 · Food Sales to Pupils	70,099	75,103	79,272	82,052	85,943
5174 · Uniform Sales	64,065	68,637	72,448	74,988	78,545
5175 · School Consumable Fees	22,423	24,023	25,357	26,246	27,491
5179 · Student Activities	54,860	58,776	62,039	64,214	67,260
5192 · Donations	5,000	5,000	5,000	5,000	5,000
5198 · Misc Local Revenue	20,000	25,000	27,000	29,000	30,000
Total 5100 · Local Revenue	964,259	1,036,299	1,094,165	1,133,409	1,186,551
5300 · State Revenue					
5333 School Food Services State					
5311-10 · Basic Formula (Estimated per student amount of \$7700 calculated based on actuals of FY14 Budget and multiplied by WADA)	9,272,340	9,934,155	10,485,668	10,853,343	11,368,088
5319 · Basic Formula-Classroom Trust	306,409	328,279	346,504	358,654	375,664
Total 5300 · State Revenue	9,578,749	10,262,434	10,832,171	11,211,996	11,743,751
5400 · Federal Revenue					
5441 · Special ED Part B	127,701	136,816	144,411	149,475	156,564
5445 · School Lunch Program	150,023	160,731	169,654	175,603	183,932
5446 · School Breakfast Program	47,499	50,889	53,715	55,598	58,235
5451 · Title I	495,226	530,573	560,029	579,666	607,158
5465 · Title II-A	119,879	128,435	135,565	140,319	146,974
Total 5400 · Federal Revenue	940,329	1,007,445	1,063,375	1,100,662	1,152,863
TOTAL INCOME	11,483,337	12,306,177	12,989,712	13,446,068	14,083,166

	FY16 Budget	FY17 Budget	FY18 Budget	FY19 Budget	FY20 Budget
EXPENDITURES					
Total 6100 · Salaries	4,655,342	4,987,618	5,264,514	5,449,112	5,707,549
Total 6200 · Employee Benefits	1,412,748	1,513,583	1,597,613	1,653,632	1,732,060
Total 6300 · Purchased Services					
6310 · Professional Services					
6311 · Instructional Services	160,161	171,593	181,119	187,470	196,361
6312 · Instructional Improvement Serv	117,452	125,835	132,821	137,478	143,998
6315 · Audit Services	28,600	31,460	34,606	38,067	41,873
6317 · Legal Services	40,000	40,000	40,000	40,000	40,000
6318 · Banking Services	10,000	10,000	10,000	10,000	10,000
6319 · Other Professional Services	37,371	40,038	42,261	43,743	45,818
6330 · Property Services					
6331 · Cleaning Services	213,549	228,791	241,492	249,960	261,815
6332 · Repairs and Maintenance	106,774	114,395	120,746	124,980	130,908
6333 · Rentals-Land and Buildings	577,500	606,375	636,694	668,528	701,955
6334 · Rentals-Equipment	32,032	34,319	36,224	37,494	39,272
6335 · Water and Sewer	18,152	19,447	20,527	21,247	22,254
6336 · Trash Removal	16,638	17,826	18,816	19,475	20,399
6339 · Other Property Services	5,339	5,720	6,037	6,249	6,545
6340 · Transportation Services	74,742	80,077	84,522	87,486	91,635
6350 · Building Insurance and Prop Tax	64,065	68,637	72,448	74,988	78,545
6360 · Communication					
6361 · Communication	42,710	45,758	48,298	49,992	52,363
6362 · Advertising	53,387	57,198	60,373	62,490	65,454
6363 · Printing and Copying	39,012	41,796	44,117	45,664	47,829
6370 · Dues and Memberships					
6371 · Dues and Fees	7,237	7,753	8,184	8,471	8,872
6371 · Management Fees	957,875	1,026,243	1,083,217	1,121,200	1,174,375

	FY16 Budget	FY17 Budget	FY18 Budget	FY19 Budget	FY20 Budget
6391 · Other Purchased Services	480,484	514,779	543,358	562,410	589,084
Total 6300 · Purchased Services	3,083,079	3,288,040	3,465,860	3,597,392	3,769,356
6400 · Supplies and Materials					
6411 · General Supplies	321,564	344,515	363,642	376,393	394,244
6431 · Textbooks	373,710	400,383	422,612	437,430	458,176
6441 · Library Books	10,000	10,000	10,000	10,000	10,000
6451 · Resource Materials	96,097	102,956	108,672	112,482	117,817
6471 · Food Supplies	53,387	57,198	60,373	62,490	65,454
6481 · Electric	84,119	90,123	95,126	98,462	103,132
6482 · Gas-Natural	53,387	57,198	60,373	62,490	65,454
Total 6400 · Supplies and Materials	992,264	1,062,373	1,120,797	1,159,747	1,214,276
6500 · Capital Outlay					
6521 · Building Improvements	128,400	137,388	147,005	157,296	168,306
6541 · Equipment	160,500	171,735	183,756	196,619	210,383
6542 · Classroom Instructional Apparatus	157,500	173,250	190,575	209,633	230,596
6591 · Debt Service					
6591 Principal	209,240	209,240	209,240	209,240	209,240
6591 Interest	220,682	220,682	220,682	220,682	220,682
Total 6500 · Capital Outlay	876,322	912,295	951,259	993,469	1,039,207
TOTAL EXPENDITURES	11,019,754	11,763,909	12,400,042	12,853,352	13,462,447
Surplus/Deficit	463,582	542,269	589,669	592,715	620,719

**Education Management Agreement Between
Gateway Science Academy Charter School
and Concept Schools**

THIS EDUCATION MANAGEMENT AGREEMENT (the "**Agreement**") is executed as of this 4th day of December 2010, by and between Concept Schools ("**Concept**"), a Missouri non-profit corporation and Gateway Science Academy ("**GSA**"), a Missouri non-profit corporation.

WHEREAS, GSA has qualified as a tax-exempt organization under Section 501(c)(3) of the Code;

WHEREAS, GSA has been granted a charter (the "**Charter**") to organize and operate a charter school (the "**School**"), located at 6576 Smiley Avenue St. Louis, MO 63139 by the Lindenwood University (the "Lindenwood University") pursuant to the State of Missouri Charter Schools Law, as amended (the "**Charter Schools Law**");
WHEREAS, GSA and the Lindenwood University (authorizing body) entered into a Grant of Charter and Charter School Agreement dated as _____ (the "**Charter Agreement**"), which sets forth certain terms and conditions of the Charter and which may be amended from time to time;

WHEREAS, GSA is governed by a Board of Directors (the "**GSA Board**"), which is responsible for overseeing the operations of GSA;

WHEREAS, Concept desires to provide services to GSA;

WHEREAS, GSA and Concept now desire to enter into this Agreement to govern their relationship beginning retroactively by August 1, 2010 (the "**Effective Date**");

NOW, THEREFORE, for and in consideration of the mutual undertakings in this Agreement, the parties hereby agree to the following terms and conditions:

1. **Term.**

(a) **Initial Term:** Unless terminated earlier in accordance with this Agreement, the term of this Agreement (the "**Term**") shall be effective on the Effective Date and continue for one (1) year.

(b) **Extensions:** This Agreement will automatically renew for additional, successive one (1) year terms unless one party notifies the other party on or before the April 1st prior to the expiration of the then-current term of its intention to not renew this Agreement. Notwithstanding the foregoing, in no event shall the Term extend beyond the term of the charter granted to GSA, as such charter may be extended from time to time (as indicated in item 8 and 9 outlined in pages 14-15.)

2. **Concept Administrative Office.** Concept agrees to maintain administrative offices in the facility of the School (the "School Facility") or within a twenty (20) mile radius of the School Facility.

3. **Concept's Responsibilities.**

(a) Provision of Services: Concept shall provide the services described herein (the "Services") to GSA subject to the direction, oversight and policies of GSA, and the requirements of the Charter Agreement and the Charter Schools Law to the extent applicable to such Services. Any responsibility of GSA that is not specifically designated to Concept herein shall be assumed to remain the responsibility of GSA unless otherwise agreed upon by both parties.

(b) Services to GSA as Charter Holder

(i) Concept shall provide to GSA ongoing training programs throughout each academic year with respect to the obligations of a non-profit director and charter school director.

(ii) Concept shall provide consulting and liaison services with the Authorizing Body and other governmental and quasi-governmental offices and agencies to ensure that GSA may continue its operation.

(iii) Budget. Concept shall prepare and submit an annual projected budget for the academic year, in reasonable detail, to GSA for the School on or before June 30 of each year. GSA must approve such budget before Concept may receive its Management Fee (as defined in Section 7).

(c) Personnel

(i) All school personnel shall be mutually selected by the Board of Directors of GSA, the School's principal(s) and Concept, and shall be employees of GSA ("GSA Employees"). GSA shall compensate all such employees according to GSA's compensation policies, which may include performance-based incentives. GSA shall pay for the salaries, fringe benefits, employment taxes and other employment related costs and expenses for all GSA Employees.

(ii) Concept shall ensure that all GSA Employees (collectively, the "School Employees") meet all local, state, and federal regulations related to school personnel and will complete a background check in accordance with the Charter Agreement and public school policies for all School Employees.

(iii) Concept shall determine staffing levels at the School, update and revise position descriptions, and prepare employment contracts for all School Employees.

(iv) Concept shall provide to all School Employees (i) training in its methods, curriculum, program, and technology to all teaching personnel at the School on a regular basis, (ii) training to new teaching personnel prior to the commencement of each academic year, and (iii) ongoing professional development programs throughout each academic year, provided that such training and development may be held onsite or offsite, at locations selected by Concept.

(v) Concept shall comply with (and shall assist GSA with its compliance) applicable federal and state laws, concerning School Employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.

(vi) Concept shall comply with (and shall assist GSA with its compliance) all applicable federal and state laws and regulations concerning the maintenance and disclosure of employee records for School Employees.

(vii) Concept shall not illegally discriminate against any School Employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, termination or other employment-related activities.

(d) Attendance Days; School Days; School Week. Concept shall set the calendar for the academic year and shall ensure the following: (i) that the School open in August and continue until June, (ii) that the academic year consist of approximately 200 school days, provided that the number of school days must meet or exceed Missouri requirements and must be approved in advance by GSA, and (iii) that the normal school week shall consist of, on average, four seven and one-half (7½) hour days and one six hour day, no school day of less than four hours, and an average of 35 hours of weekly attendance, provided the length of school days at the School must meet or exceed Missouri requirements and must be approved in advance by GSA.

(e) Maximum Class Size. Concept shall determine the size of each class for the School. Concept shall ensure that no class contain more than thirty (30) students.

(f) Admissions and Enrollment. Concept shall be responsible for admissions and enrollment. Concept shall adhere to the following:

(i) Enrollment shall be open to all students, as determined by GSA and in accordance with the Charter Agreement and Charter Schools Law.

(ii) To enroll, a child's parents/guardians must complete a GSA application.

(iii) A lottery shall be held in April for the immediately succeeding academic year.

(iv) In order for an application to be included in the lottery, it must be received in the manner designated by it on the Friday immediately preceding the date of the lottery.

(v) Applications that are received after the relevant lottery date shall be assigned a place in the School or on the waiting list that is behind all who applied in timely fashion, on a first-come, first-served basis.

(vi) Students who are attending the School at the time of the lottery need not participate in the lottery and shall be allowed to fill any "open" seats before the admission of any students through the lottery so long as they timely complete an "intent to return form."

(vii) The applications of siblings of students who are currently enrolled at the School are given preference to any "open" seats.

(viii) "Open" seats in each grade level are determined for the academic year in March, after "intent to return forms" are completed by currently enrolled students.

(ix) If there are more applicants than space available in any given grade, all students not accepted in the lottery will be placed on a waiting list in the order their name placed in the lottery. After a certain date set up by GSA, enrollment will be closed and the waiting list purged. The waiting list will not carry over from year to year, and a new student application must be filled out annually if parents wish to enroll their student for subsequent academic years.

(x) Once a student enrolls in GSA, if a parent wishes to withdraw the student from GSA, the parent must fill out a withdrawal form that will contain the name of the school to which the student is transferring. The form must then be signed by the student's parent/guardian. The student's file will be sent to Concept, and Concept office staff will confirm that the student has withdrawn from GSA and will make the necessary changes in the Student Information System.

(xi) Siblings of students currently enrolled at the School are given preference when applying to the School. Sibling preference is not a guarantee of acceptance. If there are more siblings interested in attending than there are open seats, the siblings shall be placed in a random lottery and accepted in the order indicated by the lottery. Sibling preference will only be granted if the application is received by the lottery deadline. No preference shall be given to applications for siblings received after the deadline.

(xii) Concept shall only enroll students in full compliance with the requirements of the Charter Agreement and the Charter Schools Law.

(xiii) If a student who applied to and was admitted to the School is found in violation of residency or age requirements, Concept will inform the principal(s) within 48 hours of discovery, and the principal(s) shall have such student removed from the School immediately.

(g) Recruiting. Concept shall be responsible for the recruitment of students for the School. Each year Concept shall develop a recruitment plan that shall be approved by the GSA Board. Such plan shall include, but not be limited to, the development and implementation of newspaper and radio advertisements. GSA shall not incur any recruitment costs other than those listed, if any, in the approved recruitment plan.

(h) Compliance with External Source Funding. In carrying out the Services under this Agreement, Concept shall (i) comply with all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title I and special education), (ii) upon reasonable advance request, provide evidence to GSA that the School is in compliance with such terms and conditions, and (iii) provide all reports, data, and information reasonably necessary for GSA to meet any reporting, certification or other requirements for such funding.

(i) School Operations.

(i) Concept shall provide GSA and all of its students at the School with a complete educational program based on (A) school management principles previously presented in writing to GSA, subject to the overall direction, oversight and policies of GSA, (B) the requirements of

the Charter Agreement, and (C) the Charter Schools Law, except as may be further required by this Agreement.

(ii) Concept shall provide the management and administrative services necessary to implement and operate its educational program at the School.

(iii) Concept shall operate the School in accordance with the program requirements set forth in this Agreement.

(j) Assessment of Success.

(i) Concept shall be responsible for and accountable to GSA for the performance of students who attend the School, said performance to be measured in accordance with the requirements of the Charter Agreement and the Charter Schools Law, and Concept shall coordinate and conduct such testing as is required to permit the evaluations contemplated by each of the foregoing.

(ii) Concept shall measure the success of the School based on absolute levels of student achievement in terms of test scores, and among other measures, on comparative measures against students in the local school district who have backgrounds and achievement levels similar to the School's students upon their enrollment at the School, and on measures of parent and student satisfaction.

(k) Reporting.

(i) Year End and Periodic Reports: Concept shall provide information on the performance of the School and its students to GSA in an annual academic year-end report (which year-end report shall be submitted to GSA no later than July 15 of the following academic year), and such other reports as may be required by the Charter Agreement and the Charter Schools Law (including, without limitation, monthly and quarterly financial reports as required by the Charter Agreement), provided that all such year-end reports shall be consistent with monthly and quarterly reports. All such year-end reports shall include a cover letter addressing the following, without limitation:

(A) Student information, broken down by grade level, including:

(1) Number of students served;

(2) Demographic characteristics of students, including with respect to race, percentage that qualify for free lunch, percentage that are English language learners (and what the home language is for such English language learners), percentage of students with disabilities;

(3) Student performance on standardized measures of evaluation;

(B) Faculty/staff information including, where applicable:

- (4) Staff, faculty and administration credentials, including such information as college attended, SAT/ACT scores, GRE scores where applicable, and performance on applicable teacher exams;
- (5) Staff, faculty and administration retention rates within the most recent academic year;
- (6) Staff, faculty and administration turn-over between the two most recent academic years;
- (7) Report of professional development during the previous year with respect to frequency, duration, and topics covered;

(ii) Additional Information. Concept shall provide all information regarding the operation of the School and the students at such times and in such manner as GSA shall reasonably request, including without limitation information relating to Concept's educational performance and the efficiency of the operation of the School during the academic year and any information required by CPS, the Charter Agreement, and Charter Schools Law. This Section shall survive termination of this Agreement with respect to reports covering periods prior to termination.

(iii) August 1st Deliveries: By August 1st of the academic year, Concept will deliver to GSA the following documents:

(A) A full description of the curriculum used for each grade to be served during the year, provided any revisions, additions, or deletions have been made to previously submitted documents, which shall include:

- (1) Full scope and sequence for each subject to be taught during the academic year;
- (2) Curriculum maps that describe content, skills and assessment used in each subject for each grade to be served during the year;
- (3) Explanation of vertical and horizontal alignment of the curriculum between and across grade levels and subject matter;
- (4) Description of how curriculum in each subject area is aligned to Missouri State Learning Standards;
- (5) Description of the program to meet the needs of students with disabilities;
- (6) Description of the program to meet the needs of English Language Learners (ELL);
- (7) A description of the character educational program being implemented including the scope and sequence of such program; and

(B)Emergency preparedness plan for natural disasters and threats of violence to students, staff and faculty;

(C)A description of the organizational structure of Concept and the School, including names, which description shall include without limitation a description of the responsibilities of each member of the school administrative team, including Regional Directors, Curriculum Coordinators, School Directors, Associate Directors, Team Leaders, Disciplinarians, and any other administrative team members;

(D)A plan describing how the Concept Code of Conduct will be enforced by Concept and school staff, which plan shall include without limitation a description of how staff members, students, and volunteers will be informed of the Concept Code of Conduct;

(F)A copy of the Concept Employee Handbook;

(G)A copy of the Student and/or Parent Handbook;

(H)A description of all fees that will be assessed on parents; including without limitation policies for fees related to school trips, special projects, graduation ceremonies, and other special events, a full plan for how fees will be collected, recorded, and administered, and a plan for the reduction and/or forgiveness of fees for families experiencing economic hardship.

(iv)July 1st Deliveries: By July 1st of the following academic year, Concept will deliver to GSA a report detailing:

(A) Student performance at each grade level, in each subject;

(B) After school and ancillary activities that occurred at the School during the year; including without limitation the purpose of the activity, the number of students who participated in each activity, how often the activity occurred, and the outcomes; and

(C) Community partnerships, including without limitation the names of the community partners, the frequency of contact, the purpose of the relationship, and the outcomes of the relationship.

(v) School finances. Concept will deliver the following School finance reports as provided below.

Cash Flow Report	On the 7th business day following the close of each quarter
YTD Budget vs. Actual Financial Statement	On the 15th business day following the close of each quarter
Annual CPS Cash Basis Budget for the Immediately Succeeding Academic Year	June 15th of each year
Annual Accrual Basis Budget with	March 15th of each year

Commentary for the Immediately Succeeding Academic Year	
Preliminary Annual YTD Budget vs. Actual Financial Summary with Commentary	July 30th of each year

(l) Financial Reports. Concept shall prepare and deliver to GSA (i) bi-monthly and quarterly reports on the School's finances to GSA, which shall include detailed statements of all revenues received, from whatever source, and detailed statements of all direct expenditures for services rendered to or on behalf of the School and students who attend the School, whether incurred on-site or off-site, and which shall be delivered not later than the earlier to occur of (A) the date on which delivery of such report is required pursuant to the Charter Agreement or the Charter Schools Law, and (B) in the case of monthly reports, ten (10) days following the close of each month, and in the case of quarterly reports, forty-five (45) days following the close of each of the four fiscal quarters, (ii) an independently audited annual financial report, as required by the Charter Schools Law not later than ninety (90) days following the close of the each fiscal year, (iii) any other financial and other operational reports relating to the School which may be required pursuant to the Charter Agreement and the Charter Schools Law in accordance with the requirements thereof. Unless otherwise required by the Charter Agreement and the Charter Schools Law, the foregoing reports shall include the use of activity funds collected at the beginning of the academic year or any special collections for field trips, special activities, and special events, and Concept managed clubs, and or activity groups. The audit described in (ii) above shall explicitly correlate all budgeted administrative costs and expenses, including without limitations all costs and expenses described in (y) below with actual costs and expenses based on standard cost accounting principals.

(m) Compliance with Local, State, and Federal Guidelines.

(i) Concept shall provide all Services in accordance with the Charter Agreement, the Charter Schools Law, and applicable state and federal regulations.

(ii) Concept shall meet an agreed calendar of reporting dates relating to local, state, and federal compliance reporting and must submit at least 90% of the documents on time (and the remaining 10% within thirty (30) days of the applicable reporting date) and at least 90% of the documents must be accurate the first time that they are submitted.

(iii) If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in a fiscal quarter, GSA shall notify Concept in writing that such benchmark was not met. If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in two consecutive fiscal quarters, GSA shall be entitled to hire the staff necessary to complete the compliance work for Concept for the next two fiscal quarters, and Concept shall reimburse GSA for all expenses related to the hiring, training, and supervision of these compliance workers.

(iv) Except to the extent expressly waived by state authorities, Concept shall, and shall cause its officers and employees to, (A) comply with the Charter Schools Law, the Charter Agreement, and all applicable federal and state laws, concerning the maintenance and disclosure of student records, and (B) comply with the Family Educational Rights and Privacy

Act, *provided* that Concept acknowledges that such records are property of GSA, that Concept has no rights in such records whatsoever, that it shall maintain such records on behalf of GSA and may use such records only in connection with its duties under this Agreement, and that it will follow GSA's instructions in connection with such records. Based on the foregoing, GSA hereby designates employees of Concept as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act.

(n) Concept Board Meetings. Concept shall cause its regional Board of Trustees to meet at least two times per year, provide GSA with not less than seven days' prior written notice of all such meetings (including, without limitation, telephonic and similar meetings), provide GSA with copies of all meeting minutes, board resolutions and consents, permit GSA to send up to two representatives to each meeting, and allow GSA's representatives to participate in all discussions at such meetings.

(o) Concept Fund Raising. Concept shall assist GSA in identifying and applying for grants. Concept shall have the right to apply for and receive grant money on its own or together with GSA, so long as such applications (i) are approved by the GSA Board and (ii) the received funds are utilized for their intended purpose and in a manner consistent with the requirements of the grant. Concept must keep GSA informed in writing of such applications prior to any application's submission, at the level of detail that GSA reasonably requests.

(p) Additional Programs. Concept shall coordinate summer school programs, as well as before and after school programs. Concept shall also coordinate additional programs as may be mutually agreed upon by the parties.

(q) Technology Support. Concept shall (i) amend and update the technology plan on a regular basis, (ii) provide web design and hosting services, (iii) advise on the integration of new technology into GSA, and (iv) provide technology support services as may be requested by GSA.

(r) School Facility. GSA shall be responsible for coordinating the cleaning, maintenance and operation of the School Facility. Concept shall make reasonable suggestions to GSA regarding potential improvements to the School Facility

(s) Purchasing Services. Concept shall purchase or lease on behalf of GSA requested furniture, computers, software, equipment, and other personal property necessary for the operation of GSA. All such property purchased in this manner shall be deemed the property of GSA. Concept shall provide access to supply sources so GSA can obtain centralized purchasing discounts where applicable and available.

(t) Tax-Exempt Status. Concept acknowledges and agrees that this Agreement is intended to be consistent with GSA's status as a tax-exempt organization and both parties shall interpret this Agreement in such a manner so as to prevent this Agreement from causing GSA from losing its tax-exempt status and, if necessary, shall amend this Agreement in such a manner that will cause it to comply.

4. **Intellectual Property.**

Both parties acknowledge that they mutually own all proprietary rights to curriculum or educational materials that (i) are developed by GSA or (ii) are developed by Concept with funds from GSA. Concept and GSA understand that Concept's educational materials and teaching techniques and other documents used by or in GSA may be disclosed in accordance with applicable law and the legal opinion of legal counsel of GSA.

5. **Subcontracts.**

Subject to approval by the GSA Board, Concept may subcontract services provided to GSA except for the management, oversight, or operation of the teaching and instructional program.

6. **Authority.** Concept shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by Missouri Charter Schools Law or the Charter Agreement.

7. **Remaining within Budget**

In connection with the operation of the school, Concept shall not deviate more than 5% from the approved budget without notice to GSA and by GSA Board of Directors. If Concept shall be faced with an unforeseen expense that requires Concept to adjust the entire approved budget, Concept shall notify GSA of such unforeseen expense and shall submit an adjusted budget to GSA for approval, which approval shall not be unreasonably withheld.

8. **Fees.**

(a) In consideration of the Services to be provided to GSA by Concept, GSA shall pay Concept a fee equal to ten percent (10%) of the per pupil revenues received by GSA, including grant funding, to the extent that such grants do not prohibit the transfer of grant funds to a third party (the "**Management Fee**"). The Management Fee shall be payable to Concept only if each of the following requirements has been satisfied: (1) the GSA Board has approved a budget which includes the fees to be paid to Concept; (2) the Services for which Concept is to be paid have been provided to GSA; (3) Concept has submitted to GSA an invoice for the duration of the services, as well as a report outlining the services provided during that time period; and (4) the GSA Board approves the fees to be paid to Concept in the particular time period.

(b) The "**Management Fee**" includes salaries of the school principal and the business manager that are assigned to GSA by Concept Schools and are made bi-monthly upon successfully meeting the standards above in 7a above.

(c) All fees payable hereunder shall, at Concept's option, be made via electronic funds transfer. GSA shall cooperate with Concept to set up and establish necessary accounts and procedures such that GSA shall transfer such payments to Concept as such payments become due.

9. **Termination by GSA.** GSA may terminate this Agreement in the event Concept materially breaches this Agreement. Material breach, without limitation, shall include:

- (a) Concept substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from GSA;
- (b) Concept is liquidated or dissolved;
- (c) Concept files a voluntary petition under any federal or state bankruptcy statute;
- (d) A third party files an involuntary petition against Concept under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;
- (e) Concept fails to meet any of the material terms of the Charter; and
- (f) Concept assigns this Agreement without the written consent of GSA.

10. **Termination by Concept.** Concept may terminate this Agreement in the event GSA materially breaches this Agreement. Material breach, without limitation, shall include:

- (a) GSA substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from Concept;
- (b) GSA is liquidated or dissolved;
- (c) GSA files a voluntary petition under any federal or state bankruptcy statute;
- (d) A third party files an involuntary petition against GSA under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;
- (e) GSA fails to pay any fees due to Concept within sixty (60) days of receiving written notice that such fees are overdue, excluding overdue payments resulting from a payment dispute between GSA and any funding entity;
- (f) GSA assigns this Agreement without the written consent of Concept; and
- (g) Termination of the Charter by the Authorizing Body.

11. **Duties Upon Notice of Termination and Termination.** Unless otherwise agreed in writing by the parties, the parties agree to continue charter school operations through the end of the academic year (the "**Termination Date**"); provided that GSA continues to pay Concept the Management Fee. Concept's obligations under this Agreement and other expertise shall not cease until the Termination Date. GSA shall pay to Concept all outstanding payments on or before the Termination Date. In the event that this Agreement is terminated during an academic year, Concept shall not impede GSA's continuation of the academic year.

12. **Indemnification.** Except as otherwise stated in this Agreement, GSA agrees to indemnify, defend and hold harmless Concept from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by Concept as a result of any claims, actions or lawsuits brought against Concept as a

result of the negligence, recklessness or intentional misconduct of GSA. Likewise, except as otherwise stated in this Agreement, Concept agrees to indemnify, defend and hold harmless GSA from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by GSA as a result of any claims, actions or lawsuits brought against GSA as a result of the negligence, recklessness or intentional misconduct of Concept. This indemnification provision shall survive the termination of this Agreement.

13. **Insurance.** GSA agrees to maintain workers compensation insurance, employment practices insurance, insurance against student claims, general commercial liability insurance, including personal injury and property damage, product liability insurance, umbrella/excess liability insurance and other insurance which is appropriate in the types of coverage and amounts in the industry in which Concept operates or as deemed necessary by the GSA Board. Proof of insurance must be available at time of signing this Agreement upon request by either parties or the Authorizing Body.

14. **Bonding.** Bonds for each of Concept's employees administering this Agreement are required in the amount of \$100,000 or such amount as may be reasonably required by GSA and bonds or crime insurance for theft and embezzlement are required in the amount of \$100,000 or such amount as may be reasonably required by GSA for all Concept employees handling money.

15. **Relationship of the Parties.** The parties hereto acknowledge that their relationship is that of an independent contractor. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties. This Agreement shall not be construed as an abdication of GSA's responsibilities and authority for policy setting, strategic planning, budgeting, the educational program and overall oversight monitoring and supervision of GSA. GSA at all times maintains the right to accept or reject Concept's recommendations.

16. **No Third Party Beneficiaries.** This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any third person.

17. **Headings.** Headings used herein are for reference only and are not intended, nor shall they be used, in interpreting this instrument.

18. **Notices.** Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to:

Concept Schools, Inc
2250 East Devon Avenue, Des Plaines, IL 60018
Attention: Sedat Duman, CEO/President

Facsimile: (847) 671-2612

With a copy to:

[Goldberg, Kohn, Bell, Black, Rosenbloom & Moritz, Ltd.
55 E. Monroe Street, Suite 3300
Chicago, IL
Attn: Brooke A. Levy, Esq.
Facsimile: 312.863.7856

If to the School, to:

Gateway Science Academy
6576 Smiley Avenue
St. Louis, MO 63139

Attention: Kemal Akkaya, Board President

Facsimile: 314 932-7514

With a copy to:

19. **Severability.** The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

20. **Waiver and Delay.** No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

21. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Missouri.

22. **Assignment.** Neither party shall assign this Agreement without the written consent of the other party. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

23. **Amendment.** This Agreement may not be modified or amended except by a writing signed by each party hereto.

24. **Counterparts.** This Agreement may be executed in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument.

25. **Conflicting Provisions.** Any provisions that are contrary to or conflicting with the Charter shall be superseded by the terms and conditions of the Charter.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

GATEWAY SCIENCE ACADEMY

By: Kemal Akkaya 

Its: President of the Board

CONCEPT SCHOOLS

By: Salim Ucan 

Its: Vice President

SECTION 4.3. Procurement. When using CSP funds to enter into a contract for equipment or services the Business Manager shall comply with the applicable federal procurement standards.

SECTION 5. Use of Federal Grant Funds for Procurement

SECTION 5.1. Open and Free Competition. The Business Manager shall ensure that all procurement transactions are conducted in a manner that provides open and free competition. Awards must be made to the bidder/offeror whose bid/offer is responsive to the solicitation and is most advantageous to GSA considering price, quality, and other relevant factors deemed appropriate by the GSA.

SECTION 5.2. Conflicts of Interest. Pursuant to the Conflict of Interest Board Policy, no employee, officer, or agent of, who has a real or apparent conflict of interest, will participate in the selection, award, or administration of a contract supported by federal funds. Employees, officers, and agents may also not solicit or accept favors, gratuities, or anything of monetary value from contractors or their agents.

SECTION 5.3.

a. The solicitation of bids or offers must provide a clear and accurate description of the requirements to be fulfilled by the bidder, technical requirements to be performed including the minimum acceptable standards and specific features of brand name or equal descriptions that bidders are required to meet;

b. Positive efforts shall be made to utilize small businesses, minority-owned firms, and women's business enterprises whenever possible;

c. The type of procurement instruments used (e.g. purchase orders) must be appropriate for the particular procurement;

d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement;

f. Procurement documents shall be made available, upon request, to appropriate government officials.

SECTION 5.4. Record Documentation. The Business Manager shall ensure there is a cost or price analysis made and documented with every procurement action as well as appropriate documentation for the basis for contractor selection. The Business Manager shall also ensure the evaluation of the contractor performance and document whether the contractor has met the terms, conditions, and specifications of the contract.

LINDENWOOD

LINDENWOOD UNIVERSITY ST. CHARLES, MISSOURI

January 29, 2015

Dear Dr. Fuchs,

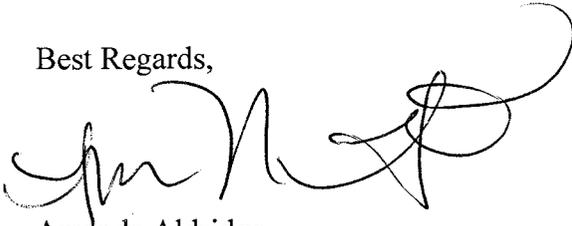
This letter is to notify you regarding the Gateway Science Academy governing board's intent to review and update the following documents to ensure full compliance with Missouri statute and board-adopted policy:

- Bylaws
- Articles of Incorporation
- Educational Service Provider Contract

With committees currently forming for each of these tasks and board approval required, we shall furnish the updated documents to the department by April 1, 2015.

Thank you and please do not hesitate to contact me with any questions.

Best Regards,



Amanda Aldridge
Coordinator of Charter School Sponsorship, Lindenwood University



Orville Goerger
President of Board of Directors, Gateway Science Academy



Engin Blackstone
Superintendent, Gateway Science Academy