



state of the school. spring 2012



[THE SHEARWATER STORY]

YOU WON'T HEAR ITS NAME ON THE LIPS OF ELEMENTARY SCHOOL STUDENTS, OR SEE ITS EXPLOITS IN BOOKS OR MOVIES. IT COMMANDS NO AUTHORITY AND DISPLAYS NO OUTWARD UNIQUENESS IN THE ANIMAL KINGDOM. IT IS DWARFED BY THE EAGLE. IT IS ECLIPSED BY THE BEAUTY AND VOICE OF THE SONGBIRD. YET IT IS A REMARKABLY POWERFUL SYMBOL OF PERSEVERANCE, FORTITUDE AND SURVIVAL.

IT IS THE SHEARWATER BIRD.



THIS SEEMINGLY INCONSEQUENTIAL CREATURE ADAPTS TO VIRTUALLY ANY ENVIRONMENT, ARCTIC TO TROPIC.

IT IS DRIVEN BY SOME INNATE IMPULSE TO KEEP FLYING, REGARDLESS OF ITS PHYSICAL NEED, AND IS KNOWN TO MIGRATE OVER HALF A WORLD AT SURPRISING SPEEDS — MORE THAN 11,000 MILES A YEAR — TO REACH ITS ULTIMATE HOME.

IT CAN SURVIVE WITHOUT FOOD OR WATER FOR DAYS ON END BUT ONCE NOURISHED, IT FLIES FURTHER AND LIVES LONGER THAN OTHER BIRDS.

LIKE ITS NAMESAKE, SHEARWATER STANDS AS A SYMBOL OF DETERMINATION. IT CELEBRATES THE WILL TO NOT ONLY SURVIVE, BUT TO TRIUMPH OVER IMPOSSIBLE CHALLENGES, AND INVITES THOSE WITH WILLINGNESS AND GRIT.

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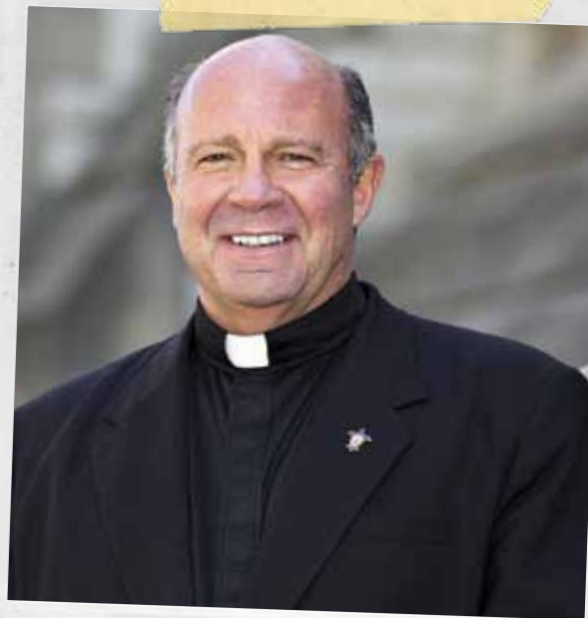


JODY STAUFFER
Board Chair, Shearwater
Retired Admin., Parkway School District

As the Shearwater Board Chair, I have the unique opportunity to work with a dedicated group of local professionals who collectively believe in the urgent need to reengage disconnected youth in the St Louis community by providing them with a quality educational experience. Shearwater offers them a positive life direction toward either college or a place in the workforce.

Just as great problems are solved one step at a time, success can be achieved when our students accept the challenge to better themselves regardless of their life circumstances. Through the cooperative effort and support of the professional teaching staff, board, volunteers, and community donors, Shearwater can and will achieve its goals!

"Saint Louis University's sponsorship of Shearwater High School is a direct extension of our Catholic, Jesuit mission and our unwavering commitment to our community. It is clear to me that the administrators, teachers and staff of Shearwater share my strong belief in the transformative power of education. While the road ahead for Shearwater may be challenging, their students deserve this opportunity, and I am pleased that SLU can be an important partner in this noble effort."



FATHER BIONDI, S.J.
President, Saint Louis University



DAVID FARR

CEO, Emerson

Emerson believes Shearwater's unique education model is addressing an urgent community need to find solutions to narrow the achievement gap and create a successful transition into post-secondary education, the workforce, and adulthood. The need is now for a better approach to address the dropout and high-mobility situation facing many St. Louis city youth. We believe an investment in Shearwater is effective R&D toward finding the right solutions. This will take the right mix of stakeholders, and we encourage other companies and foundations to meet with Shearwater and consider partnering in this groundbreaking work.

Ranken is committed to the youth in our local community. We brought Shearwater High School onto our campus because we believe that with over 100 years of proof, we have something to offer St. Louis high school students on what it takes to get an education and a career. We have and will continue to champion Shearwater's important efforts through an investment of space, dollars, and intellectual resources. We believe that the Shearwater & Ranken relationship serves as an exemplary model of the educational pipeline that St. Louis must build and sustain. Together, Shearwater and Ranken are working to equip our youngest citizens with the tools that they need to contribute to and participate in the local economy and the community.



STAN SHOUN

President, Ranken Technical College

[PRESIDENT & CEO MESSAGE]

DEAR FRIENDS,

One of my favorite books, SWITCH, says: "to pursue bright spots is to ask the question what's working, and how can we do more of it?" This is the work of Shearwater. We focus on finding and creating strategies that get kids that have been pushed or pulled out of school to return, learn, and graduate ready for college. We exist because the St. Louis community wants and is ready to address and correct our persistently low graduation rates. When we started developing Shearwater four years ago, some area schools were only graduating 2 or 3 out of every 10 kids. We knew that within the 7 or 8 students that were not graduating, there were several that still wanted to be in school and desired to go on to college. These students had struggled to stay connected as a result of real life issues, and insufficient supports. Shearwater has tasked itself with finding solutions for reconnecting those kids back into school, addressing their life issues, and providing them with a rigorous and relevant education.

When we opened our charter school nearly two years ago, we knew that it would be hard and we knew that our students would be academically and socially behind. Yet, even we were surprised by the complexity of the issues at-hand. The needs of our kids are great, and the pervasiveness of their issues demands investment and persistent action.

Here's what we know: For every 100 kids that apply to Shearwater High School, about 50 will make it through our orientation; of those, 25 will persist. The struggle to stay comes from the constant tension between a profound decision to return to school and pressing life situations. Of the 25 students that stick, we know that at least 5 will be homeless, 8 or 9 will be parents and/or have mental health needs, and around 10 will qualify for special education services. Most will have transcripts that label them as a 10th, 11th, or 12th grader, and nearly all will perform at the elementary school level in both math and reading. We are often the first school to tell these students how far behind they really are, and how long the road will be to get to graduation. For us, we maintain progress, not perfection.

It is my hope that after learning about our work, you choose to come alongside and help us assist the youth that need us most. Shearwater exists on the research and development side of education reform. We have an idea of what will work to reengage kids back into school and get them ready for college, and we are now in the trial period. Join us as we partner with national leaders, local champions, a smart and capable staff, and tenacious students, to positively impact the education and life outcomes of our most disconnected kids.

IN SPITE OF THE ODDS,
STEPHANIE KRAUSS



[THE SHEARWATER VISION]

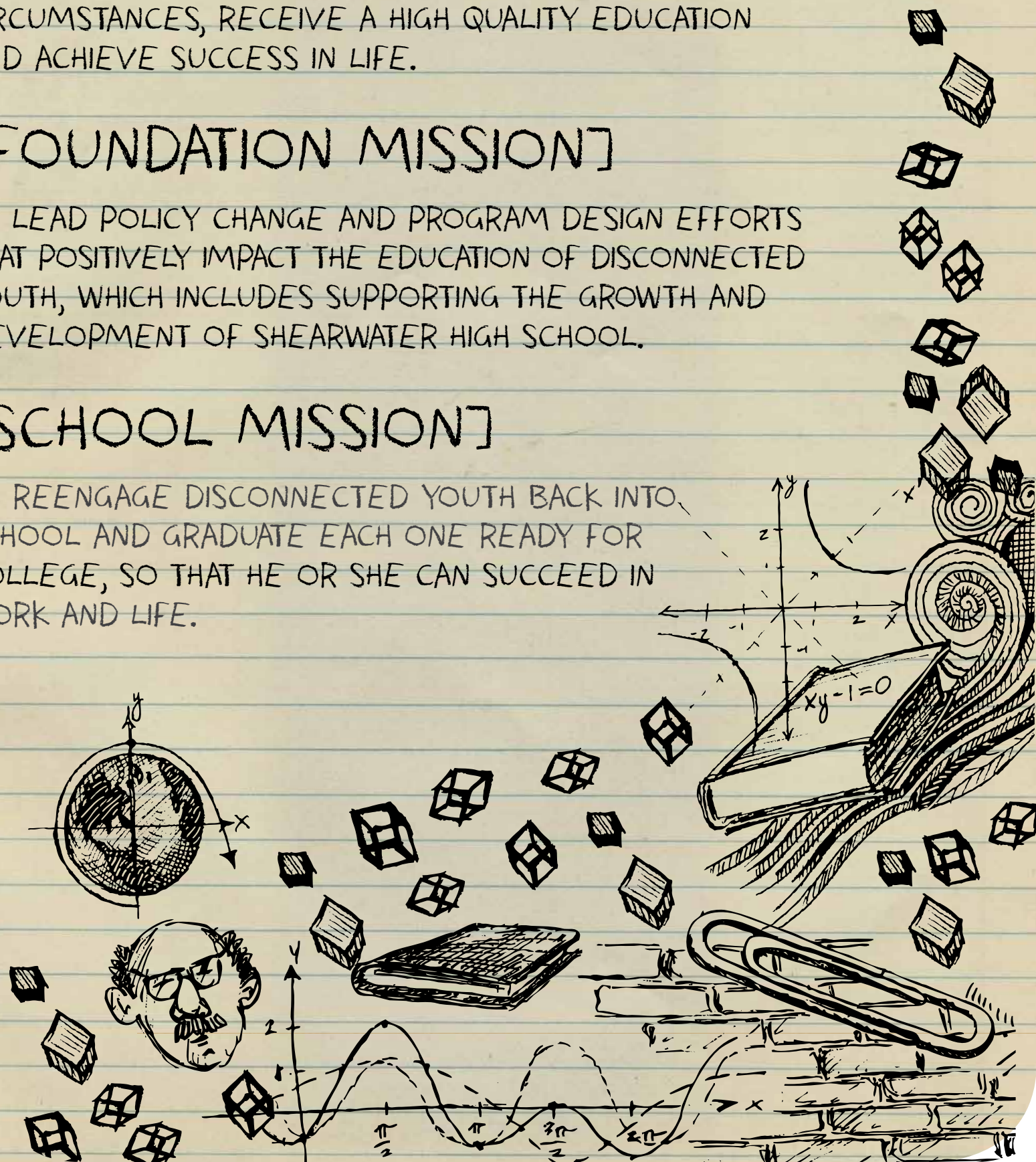
A DAY WHEN ALL YOUTH, REGARDLESS OF LIFE CIRCUMSTANCES, RECEIVE A HIGH QUALITY EDUCATION AND ACHIEVE SUCCESS IN LIFE.

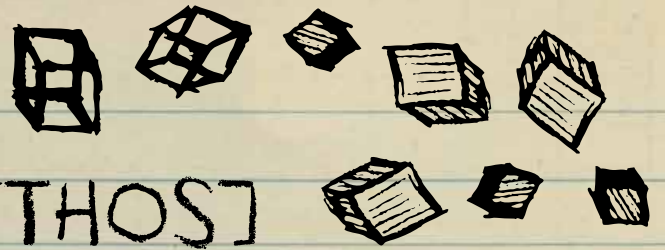
[FOUNDATION MISSION]

TO LEAD POLICY CHANGE AND PROGRAM DESIGN EFFORTS THAT POSITIVELY IMPACT THE EDUCATION OF DISCONNECTED YOUTH, WHICH INCLUDES SUPPORTING THE GROWTH AND DEVELOPMENT OF SHEARWATER HIGH SCHOOL.

[SCHOOL MISSION]

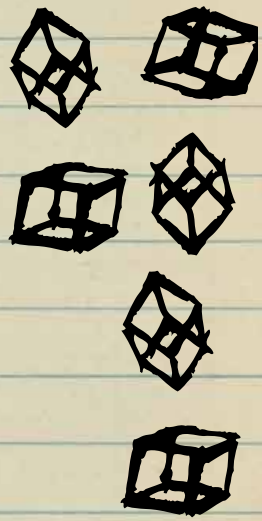
TO REENGAGE DISCONNECTED YOUTH BACK INTO SCHOOL AND GRADUATE EACH ONE READY FOR COLLEGE, SO THAT HE OR SHE CAN SUCCEED IN WORK AND LIFE.





[THE SHEARWATER ETHOS]

AT SHEARWATER HIGH SCHOOL STUDENTS ARE ENGAGED IN AN INTENSIVE, ACADEMIC AND LIFE PREPARATORY PROGRAM. THEY HAVE CHOSEN TO ATTEND SHEARWATER; THEY MUST ALSO CHOOSE WHETHER OR NOT TO STAY. WE EMPOWER OUR STUDENTS WITH THIS CHOICE. OUR STUDENTS ARE YOUNG ADULTS WHO MUST BE RESPONSIBLE FOR THEIR OWN LEARNING. THEY MUST WANT IT.



WE HONOR THE ADULT AND OFTEN DIFFICULT EXPERIENCES THAT OUR STUDENTS MAY BE FACING, OR HAVE HAD TO FACE IN THE PAST. WE THINK THAT OUT OF THOSE EXPERIENCES OUR STUDENTS HAVE DEVELOPED SKILLS OF SURVIVAL AND RESILIENCE — THEY WILL NEED BOTH OF THESE AS THEY BEGIN THE DIFFICULT JOURNEY OF GETTING READY FOR COLLEGE. OUR STUDENTS' TIME WITH US IS LIMITED — THEY MUST TAKE FULL ADVANTAGE OF THE OPPORTUNITY, AND HARNESS THE ENERGY OF ALL OF THEIR STRENGTHS IN ORDER TO BE SUCCESSFUL.

THE SHEARWATER STAFF CHALLENGE STUDENTS TO REALIZE WHAT THEY ALREADY KNOW. STUDENTS ARE HELD TO HIGH STANDARDS. WE BELIEVE THAT OUR STUDENTS ARE CAPABLE OF GREATNESS. WE BELIEVE THAT THEY DESERVE IT. STUDENTS' RIGHTS TO LEARN, BE SAFE, FIND THE WAY AND FLY FARTHER, COME WITH CERTAIN RESPONSIBILITIES. BELIEVING IN THOSE RIGHTS & UPHOLDING THOSE RESPONSIBILITIES ARE KEYS TO SUCCESS.

HOW DO STUDENTS STAY ENGAGED IN SCHOOL AND GRADUATE FROM SHEARWATER READY FOR COLLEGE AND LIFE? OUR STAFF HELPS THEM TO DESIGN AN INDIVIDUALIZED ACHIEVEMENT PLAN (IAP) THAT BUILDS FROM STUDENT STRENGTHS AND GOALS. THIS PLAN DETAILS GOALS AND STRATEGIES TOWARD ACADEMIC ACHIEVEMENT, GRADUATION, THE TRANSITION INTO ADULTHOOD, AND SOCIAL AND ECONOMIC PROSPERITY AND STABILITY.

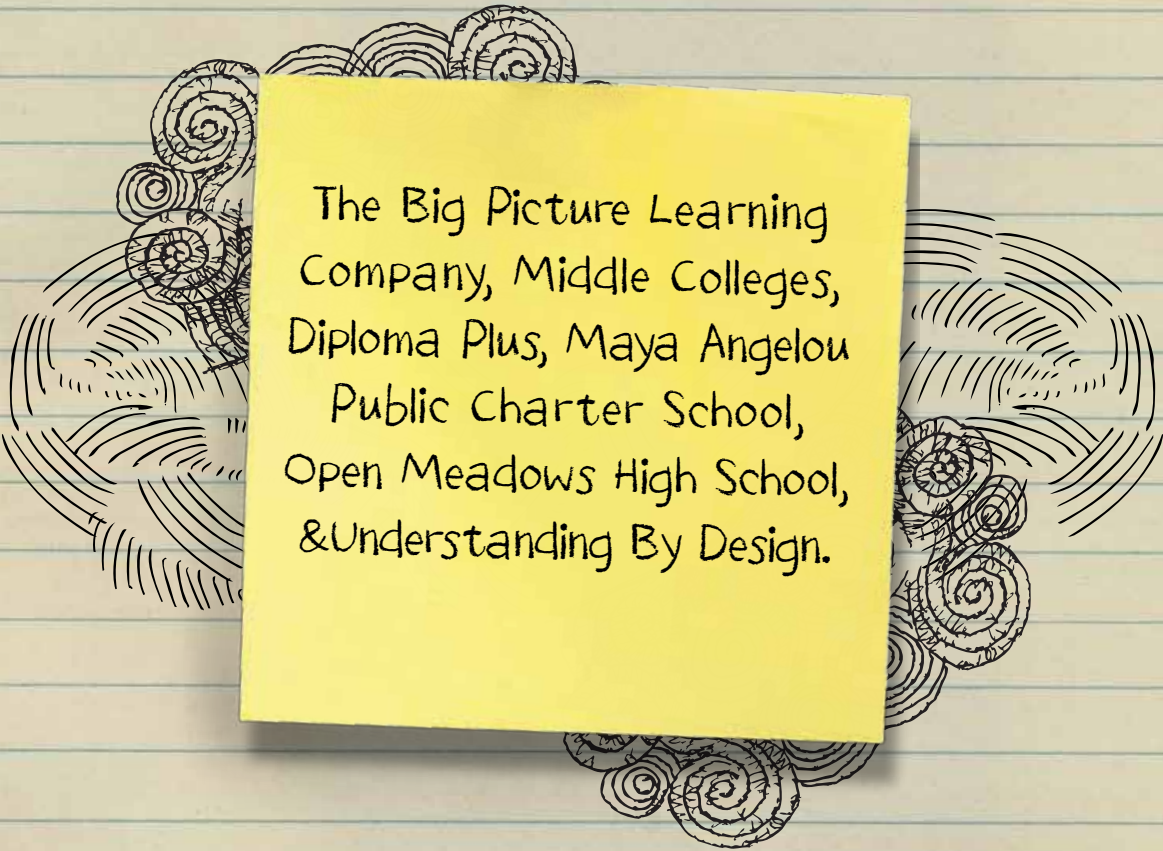
OUR STUDENTS CANNOT DO THIS ALONE. THEY NEED EACH OTHER. THEY MUST CHALLENGE AND SUPPORT ONE ANOTHER IN POSITIVE AND CONSTRUCTIVE WAYS. WE PROVIDE STUDENTS WITH A CHALLENGING, SAFE, AND ORDERLY INSTRUCTIONAL ENVIRONMENT. WE STRIVE TO MAKE OUR STUDENTS FEEL SUPPORTED AND KNOWN.

YOUTH COME TO SHEARWATER WITH DIFFERENT VALUES, EXPERIENCES, AND ALLEGIANCES. IN SPITE OF THESE DIFFERENCES, THEY HAVE A STRONG COMMON PURPOSE: TO SEIZE THE OPPORTUNITY TO LEARN AMAZING THINGS, SO THAT THEY ARE FREE TO DO AMAZING THINGS, WHEREVER THEY GO AFTER GRADUATION.

OUR STUDENTS WILL FIND THE WAY. THEY WILL FLY FARTHER.

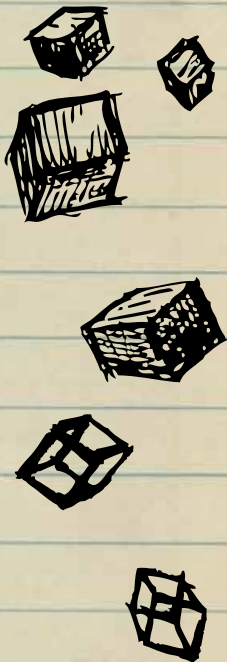
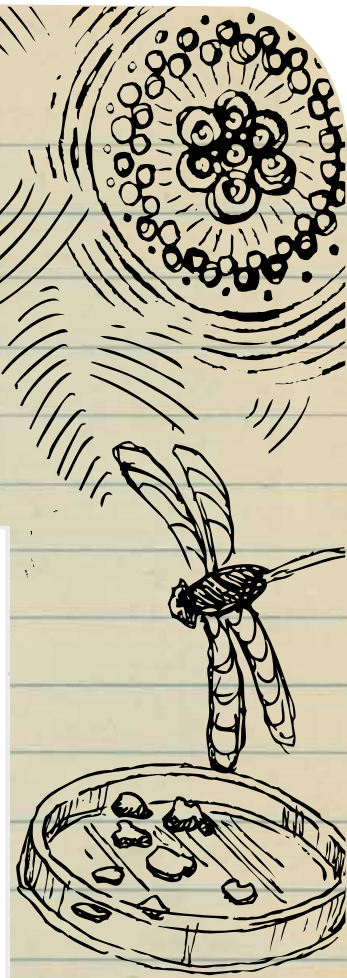
[OUR HISTORY]

THE SHEARWATER HIGH SCHOOL MODEL WAS PLANNED AND BENCHMARKED AGAINST ESTABLISHED AND RESULTS-GENERATING EDUCATION MODELS ACROSS THE COUNTRY, INCLUDING BUT NOT LIMITED TO:



The Big Picture Learning Company, Middle Colleges, Diploma Plus, Maya Angelou Public Charter School, Open Meadows High School, & Understanding By Design.

SHEARWATER'S FOUNDING TEAM TOOK A COLLECTION OF NATIONAL WORKING PRACTICES TO CREATE THE SCHOOL'S PRELIMINARY DESIGN; WITH THIS MODEL IN HAND, A LARGE AND DIVERSE GROUP OF COMMUNITY EDUCATORS AND LEADERS WERE ENGAGED TO VET AND FURTHER REFINE OUR SCHOOL DESIGN. OUT OF THIS RIGOROUS PLANNING PROCESS EMERGED THE CURRENT SCHOOL MODEL.



OUR HISTORY & TIMELINE

[2007-2008]

- Shearwater President/CEO, Stephanie Krauss, interviews over 200 community members and national leaders as a part of a Washington University graduate research project on the educational needs of high risk youth in St. Louis
- In response to the research findings, community leaders encourage Krauss to found a school to address these unmet needs. Krauss agrees
- In May 2008, Shearwater and Krauss are featured on the front page of the St. Louis Post-Dispatch

[2008-2009]

- Youth In Need joins as Shearwater's fiscal agent and first nonprofit collaborative agency
- Shearwater is incorporated and receives tax-exempt status
- Hundreds of community volunteers ("resident experts") work on various committees to design Shearwater's model and assist in writing a charter school application
- Shearwater receives the endorsement of the Mayor of the City of St. Louis
- Shearwater receives the support of the St. Louis Public Schools
- Saint Louis University joins as Shearwater High School's sponsor
- The Missouri State Board of Education unanimously approves Shearwater as a Missouri charter school
- Missouri Senate Bill 317 is filed to support Shearwater High School as a state pilot program
- The United Way of Greater St. Louis joins by hosting Shearwater in its building
- Shearwater begins formally working with the following entities:

YOUTH IN NEED

UNITED WAY OF GREATER ST. LOUIS

URBAN LEAGUE OF METROPOLITAN ST. LOUIS

ST. LOUIS AGENCY ON TRAINING AND EMPLOYMENT (SLATE)

TEACH FOR AMERICA ST. LOUIS

EPWORTH

COVENANT HOUSE MISSOURI

ST. PATRICK CENTER

PROVIDENT COUNSELING

PROJECT ARK

EMPLOYMENT CONNECTION

ST. LOUIS PUBLIC SCHOOLS

- \$791k is raised in start-up capital

[2009-2010]

- Over 50 volunteer student recruiters locate and interview Shearwater's inaugural class
- Ranken Technical College joins by hosting Shearwater Education Foundation & High School on its campus
- Shearwater begins formally working with Preferred Family Healthcare and the SPOT
- Shearwater is awarded a \$750k grant from the U.S. Department of Education for charter school planning and start-up
- Shearwater raises an additional \$158k from private sources in start-up capital
- Shearwater works with elected officials to file Senate Bill 835 and House Bill 2230, to expand language in the charter school legislation that supports high risk or dropout recovery charter schools

[2010-2011]

- Shearwater High School begins operations in July
- Shearwater has its first financial audit, which comes back with no findings
- Krauss is recognized as one of the St. Louis Business Journal's "30 Under 30"
- Student Internship Placements are acquired with the following entities: Emerson, Children's Hospital, Harris-Stowe State University's Early Childhood Center, SSM Healthcare, Husch-Blackwell LLC, Washington University School of Medicine, Saint Louis University, Employment Connection, The Missouri History Museum, Marian Middle School, Urban Strategies & McCormick Baron Salazar, the Juice Box.
- Shearwater is featured in the St. Louis American, St. Louis Post-Dispatch, Riverfront Times, St. Louis Beacon, and Channel 5 News
- Shearwater works with elected officials to file Senate Bill 294 and House Bill 4731, which support expanded provisions and language in the charter school law for schools serving high risk or dropout youth

[2011-2012]

- Shearwater streamlines its curriculum and credit-awarding system to align to national standards as a competency-based model.
- Shearwater partners with Channel 9 in the "American Graduate Initiative"
- Shearwater is featured in Teach For America's One Day Alumni magazine, reaching 50,000 educators
- Krauss is recognized as Palm Beach Atlantic University's Outstanding Young Alumni
- Shearwater adopts the Schoolwide Positive Behavior Support model
- Shearwater adopts the Understanding by Design model
- A Saint Louis University professor becomes a full-time researcher at Shearwater
- Shearwater becomes a Missouri Options program
- Shearwater staff and students are interviewed for StoryCorps, a national public media production
- Shearwater works with elected officials to file Senate Bill 762 and House Bill 1819, which creates provisions for flexible schooling for working teens, and expands provisions and language in the charter school law for high risk and dropout recovery charter schools

[PROFILES OF WHO WE SERVE]

STUDENT PROFILES



[DENISE]

HOMELESS FEMALE, AGE 21

- ENROLLED IN THE ST. LOUIS PUBLIC SCHOOLS AT TIME OF APPLICATION
- LAST GRADE COMPLETED: 10TH
- HAS AVERAGED 2 YEARS ACADEMIC GAINS EACH YEAR AT SHEARWATER.
- CURRENT READING GRADE EQUIVALENT: 10.3
- CURRENT MATH GRADE EQUIVALENT: 7.6
- INTERN AT SSM HEALTHCARE DURING THE 2010-11 SCHOOL YEAR



[JAMES]

HOMELESS MALE, AGE 18

- PRESSURED TO LEAVE PUBLIC HIGH SCHOOL TO GET A JOB
- ENROLLED IN THE ST. LOUIS PUBLIC SCHOOLS AT TIME OF APPLICATION
- LAST GRADE COMPLETED: 11TH
- HAS AVERAGED 1.5 YEARS ACADEMIC GAINS EACH YEAR AT SHEARWATER.
- CURRENT READING GRADE-EQUIVALENT: 7.4
- CURRENT MATH GRADE-EQUIVALENT: 4.5
- INTERN AT URBAN STRATEGIES DURING THE 2010-11 SCHOOL YEAR

[THE SHEARWATER WAY]



[to RISE to success]

REENGAGEMENT

WE REENGAGE STUDENTS THAT WANT TO RETURN TO SCHOOL, THROUGH THE PROVISION OF A RELEVANT AND RIGOROUS EDUCATION, PLUS CASE MANAGEMENT SERVICES THAT CONNECT STUDENTS TO THE SUPPORTS THEY NEED TO MANAGE LIFE ISSUES AND REMOVE BARRIERS.

INSTRUCTION

OUR INSTRUCTIONAL TEAM PROVIDES CORE CONTENT, ENRICHMENT, COLLEGE ACCESS, AND TEST PREPARATION INSTRUCTION; IN ADDITION TO ACADEMIC CONTENT, STUDENTS PARTICIPATE IN LIFESKILLS AND JOB-READINESS TRAINING CLASSES.

SOCIAL DEVELOPMENT

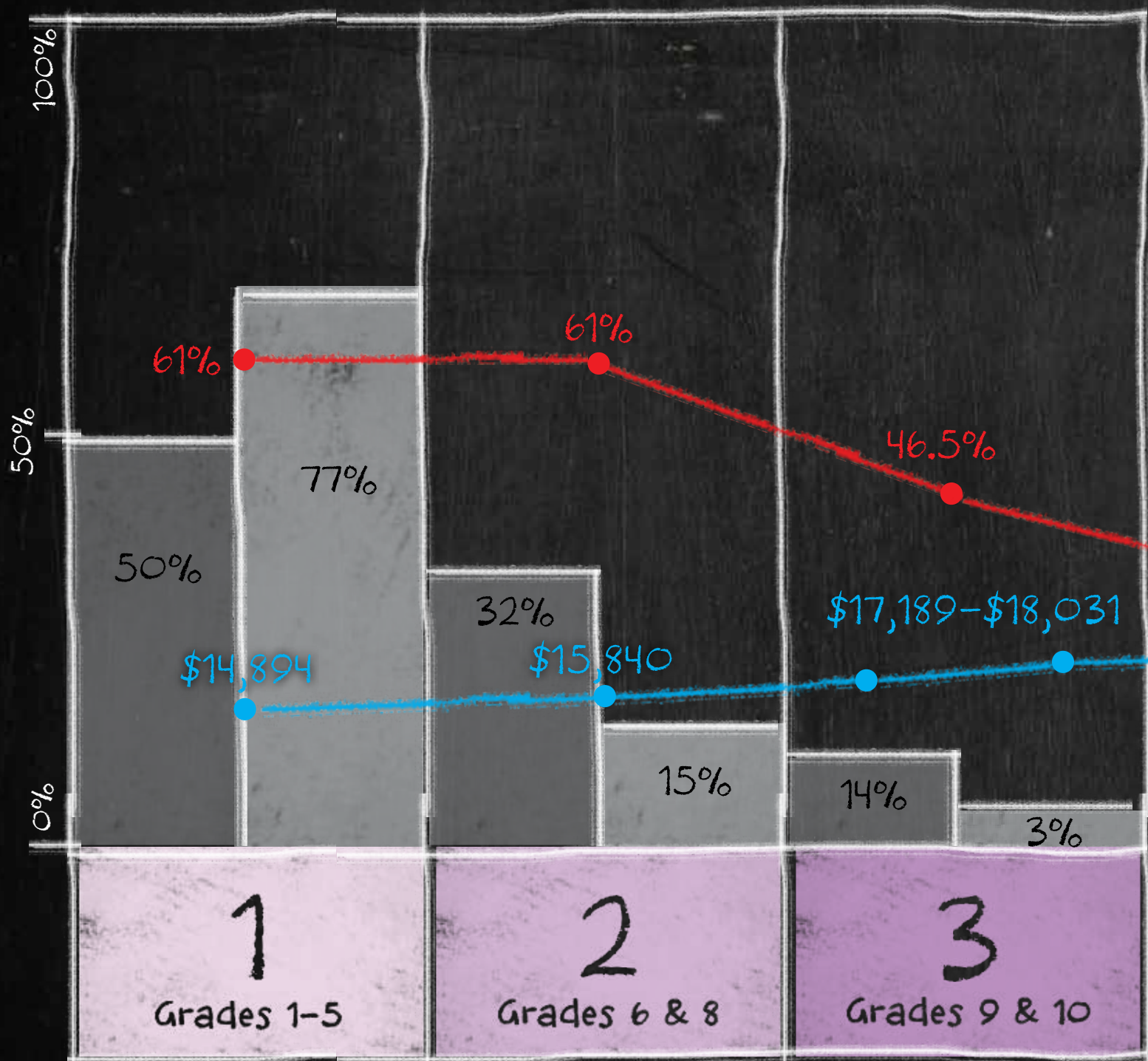
OUR STUDENTS RECEIVE AS-NEEDED COMPREHENSIVE, WRAPAROUND SOCIAL SERVICES, ON-SITE "TRIAGE" COUNSELING SUPPORT, AND SUPPLEMENTAL TRAINING AND SERVICES THROUGH ON- AND OFF-SITE GROUPS AND PROGRAMS.

ECONOMIC DEVELOPMENT

ALL STUDENTS PARTICIPATE IN JOB-READINESS TRAINING, WHICH INCLUDES FINANCIAL LITERACY. QUALIFYING STUDENTS PARTICIPATE IN SHEARWATER'S TIERED INTERNSHIP PROGRAM

NEED

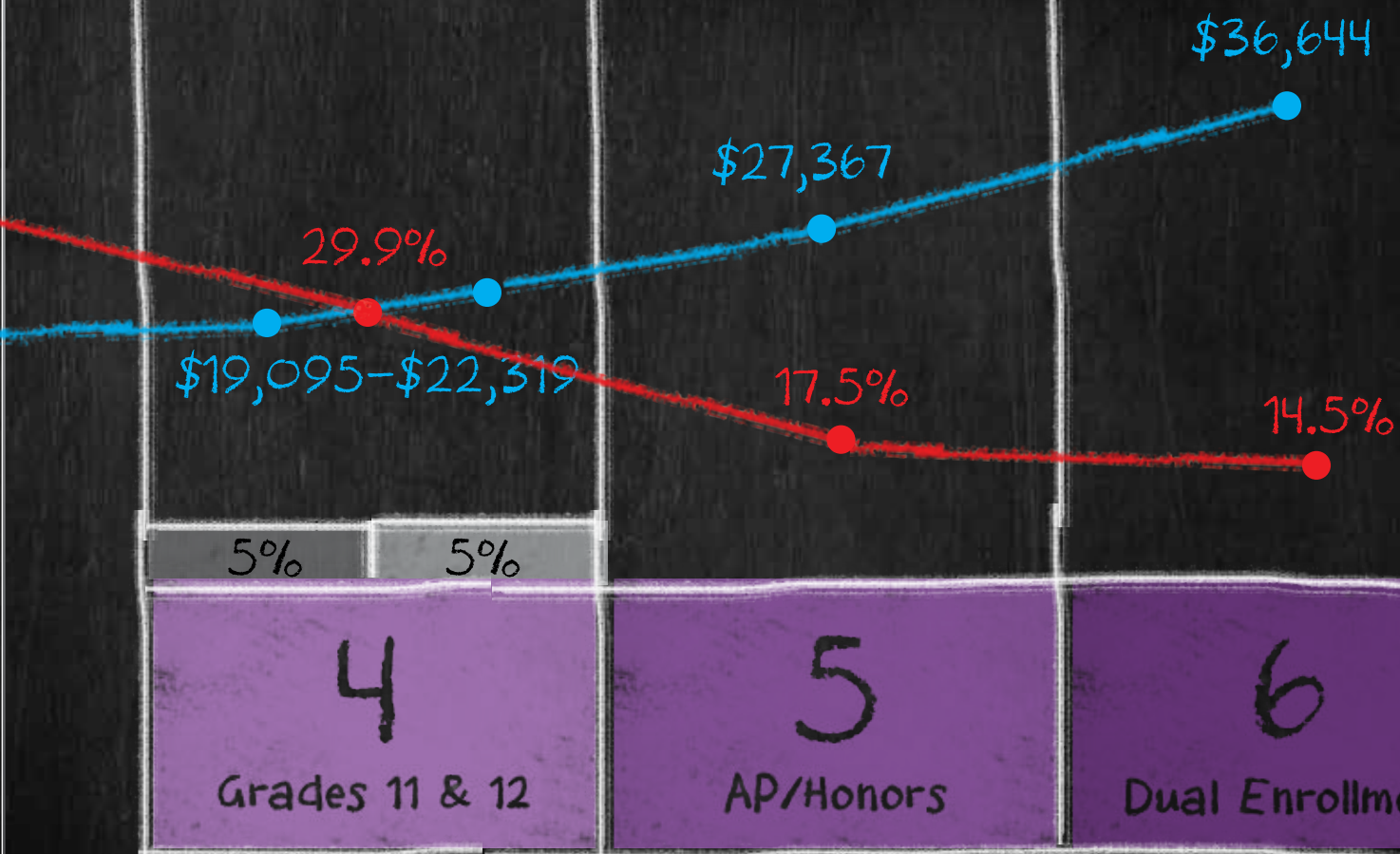
[GRADE SPAN TO LIFE PROCESS]



ASSOCIATED GRADE-SPAN

* (Cited by Postsecondary Education OPPORTUNITY)

- PERCENTAGE (%) STUDENTS IN READING
- PERCENTAGE (%) STUDENTS IN MATH
- US UNEMPLOYMENT RATES, 2010*
- US AVERAGE PERSONAL INCOME OF POPULATION 25-64, 2005



[CORE ATTRIBUTES]

IN CLASS, STUDENTS WORK ON PERFORMANCE TASKS AND SKILLS RELATED TO EACH CORE ATTRIBUTE. STUDENTS MUST MASTER 21 BY THEIR 21ST BIRTHDAYS IN ORDER TO GRADUATE.

ASSOCIATED GRADE-SPAN TO CLASS PLACEMENT					
FOUNDATIONS 1 Grades 1-5	FOUNDATIONS 2 Grades 6 & 8	PRE-GRADUATE Grades 9 & 10	GRADUATE Grades 11 & 12	COLLEGIATE 1 AP/HONORS	COLLEGIATE 2 DUAL ENROLLMENT
1	2	3	4	5	6

CORE ATTRIBUTES ALIGN TO NATIONAL AND STATE ACADEMIC STANDARDS.



COMM 1-READING

A READER.

I am a reader. I can read and figure out what text means. I will be able to look at directions, news articles, novels, presentations, and academic papers when I need to research, when I want to learn more about a topic, and just for fun.



COMM 2-SPEAKING & LISTENING

A COMMUNICATOR.

I am a communicator. I can communicate with others – in how I speak, listen, and write. I will be able to engage others in conversations, in working together, and in presenting information.



COMM 3-WRITING

A WRITER.

I am a writer. I can write to communicate, organize, and record information. I write to express ideas, for a purpose, and for fun. I am able to share my writing with others.



COMM 4-PERSUASION AND ARGUMENT

A CRITICAL THINKER.

I am a critical thinker. I can look at an argument and decide whether it is good or not. I can express opinions and facts. I can persuade others through speech and writing.



SCIENCE 1-PHYSICAL NATURE

A PROBLEM SOLVER.

I am a problem solver. I understand the impact that my community, family, and I have on the world because I understand what affects the universe and Earth, like matter, motion, and energy.



SCIENCE 2-LIFE STUDIES

A BIOLOGIST.

I am a biologist. I understand how living things are built, where they come from, and where they fit into the cycle of life. I know the impact that I have on other living creatures and on my environment.



SCIENCE 3-PRINCIPLES & PROPERTIES OF MATTER

A CHEMIST.

I am a chemist. I know about matter and how chemicals interact. I use this information to understand and solve problems including how my actions affect the world around me.



SCIENCE 4-SCIENTIFIC INQUIRY

AN INVESTIGATOR.

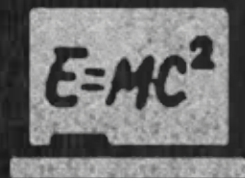
I am an investigator. I know the scientific method and I use it to investigate problems, make observations, and draw conclusions.



MATH 1-OPERATIONS

A HUMAN CALCULATOR.

I am a human calculator. I know how numbers connect and relate. I can estimate and figure out the correct answer when I see any problem that has addition, subtraction, multiplication, or division.



MATH 2-VARIABLES, EQUATIONS, AND FUNCTIONAL RELATIONSHIPS

A MATHEMATICIAN.

I am a mathematician. I use my math skills to make wise decisions personally and professionally.



MATH 3-SHAPES, MEASUREMENT AND CALCULATION

AN ARCHITECT.

I am an architect. I can identify different shapes, angles, and sizes. I know how to measure these and see how they work together.



MATH 4-DATA AND STATISTICS

A DETECTIVE.

I am a detective. I can look at a set of numbers, understand what the numbers say, and help others understand them by creating graphs and pictures. I can make predictions based on what the numbers tell me.

APPROACH



SOCIAL SCIENCES 1 - OUR NATION

A RESPONSIBLE CITIZEN.

I am a responsible citizen. I am aware of the events, people, and systems that shape politics and can take action based on that knowledge.



SOCIAL SCIENCES 2- WORLD CULTURES AND GOVERNMENT

A WORLD CITIZEN.

I am a world citizen. I make sense of my life by understanding the world around me, including the people, places, and events that have made the world the way that it is.



SOCIAL SCIENCES 3 - ECONOMICS

AN ECONOMIST.

I am an economist. I have the skills and knowledge needed to make wise decisions in business, money, and politics. I can think about how these issues work at home and around the world.



SOCIAL SCIENCES 4 - INQUIRY

AN INFORMED CITIZEN.

I am an informed citizen. I can educate myself on what is going on in my community and the world. I can form opinions on issues based on what I hear and read.



LIFE SKILLS 1-WORK READINESS

A HARD WORKER.

I am a hard worker. I have a strong work ethic and the skills that I need to find, apply for, and keep a job of my choice. I can choose a career path based on my skills and interests.



LIFE SKILLS 2- TECHNOLOGY

A CAPABLE COMPUTER USER.

I am a capable computer user. I use computers and related technology to find, select and organize info. I know how to use computers to share info and ideas. I use computers and related technology in appropriate and safe ways.



LIFE SKILLS 3- CULTURAL COMPETENCE

OPEN-MINDED.

I am open-minded. I appreciate diversity and culture; I respect, learn from, and work with people who are different than I am.



LIFE SKILLS 4- PERSONAL HEALTH

HEALTHY.

I am healthy. I know how to take care of myself physically, emotionally, and mentally. I am confident that I can take care of myself.



LIFE SKILLS 5-SOCIAL DEVELOPMENT

A HUMAN BEING.

I am a human being.
I have the skills that help me identify and understand my feelings, relationships, values, and strengths. I can form honest and close relationships with friends, family members, and my community.

[STUDENT SUPPORT SERVICES]

- STRENGTHS-BASED ASSESSMENT
- WEEKLY COUNSELING
- SERVICE REFERRALS FOR THE FOLLOWING:
 - Housing
 - Daily Living
 - Health
 - Mental Health
 - Substance Abuse
- COLLEGE & CAREER COUNSELING
- SUPPORT GROUPS
- LIFESKILLS TRAINING

[OUR COMMITMENT TO WHAT WORKS]

WE FIND AND APPLY MODELS THAT HAVE A TRACK RECORD OF SUCCESS WITH OUR STUDENT POPULATION

QUALITY STANDARDS

United Way Quality Standards

CULTURE

Strengths-based Philosophy

School-wide Positive Behavior Support

Engaging Minds

Assertive Discipline

CURRICULUM & INSTRUCTION

Understanding by Design

Competency-based Instruction

Teach Like A Champion
Instructional Strategies

A "multiple pathways" model

[BOARD MEMBERS]

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United States Air Force

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Nelson Williams

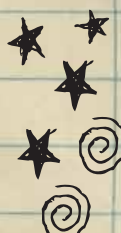
MEMBER

Attorney, Thompson Coburn LLP

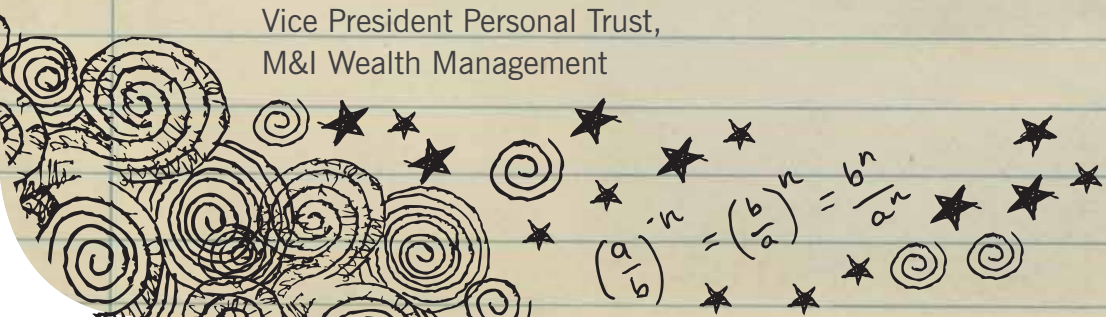
Jim Braun

NON-VOTING MEMBER

Chief Executive Officer, Youth In Need



$$\frac{x + \sqrt{3}y}{2}$$





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Rob Muschany, Youth In Need
Mark Bates, Fundraising Consultant

Governance & Membership

BOARD REPRESENTATIVES

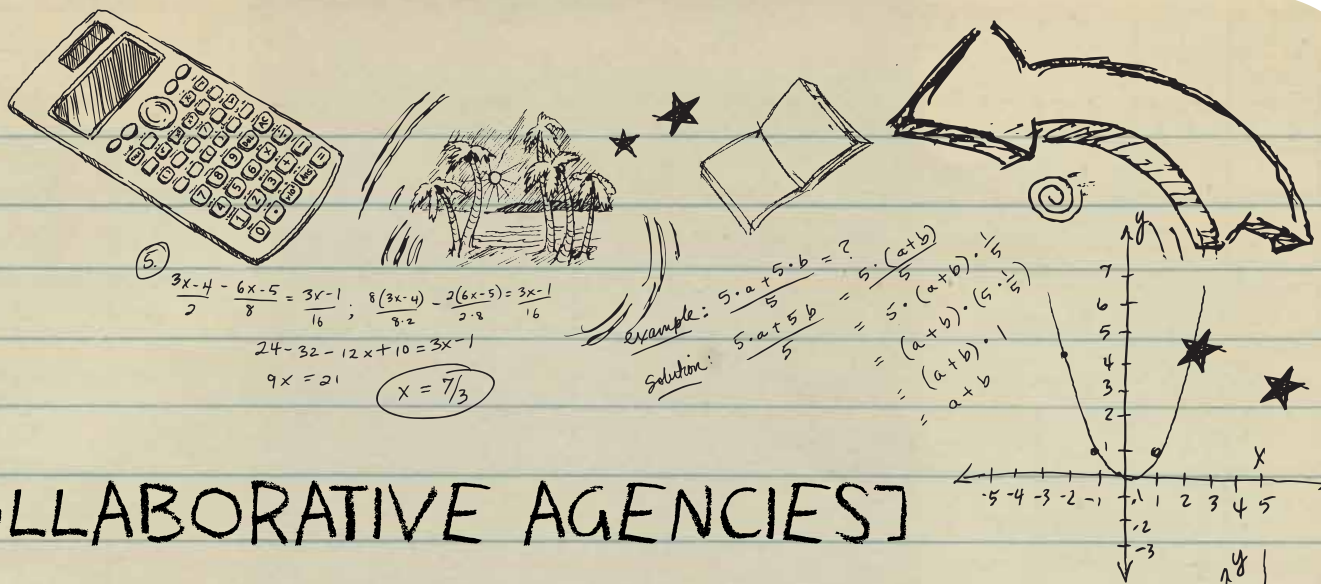
David Cook, Chair
Gary Hughey
Nelson Williams

SPONSOR REPRESENTATIVE

Ellen Harshman, Saint Louis University

STAFF REPRESENTATIVE

Stephanie Krauss, President/CEO



[COLLABORATIVE AGENCIES]

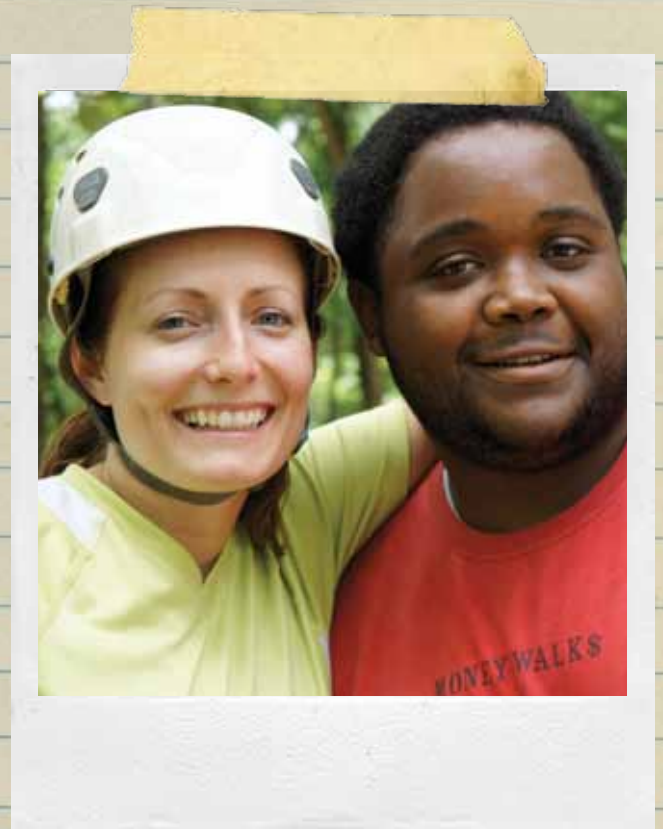
WE WORK WITH AND PLAN JOINT VENTURES WITH THESE ORGANIZATIONS:

- YOUTH IN NEED
- PREFERRED FAMILY HEALTHCARE
- COVENANT HOUSE MISSOURI
- EPWORTH
- PROVIDENT INC.
- PROJECT ARK & THE SPOT
- EMPLOYMENT CONNECTION
- TEACH FOR AMERICA ST. LOUIS
- ST. PATRICK CENTER
- URBAN LEAGUE OF METROPOLITAN ST. LOUIS
- UNITED WAY OF GREATER ST. LOUIS
- WYMAN
- COLLEGE SUMMIT
- THE SCHOLARSHIP FOUNDATION OF ST. LOUIS

[SUPPORTING AGENCIES]

THESE ORGANIZATIONS PROVIDE SERVICES TO OUR STUDENTS:

- BETTER FAMILY LIFE
- ST. LOUIS PUBLIC SCHOOLS PARENTS AS TEACHERS
- FATHER SUPPORT CENTER
- ANNIE'S HOPE
- BJC PSYCHIATRIC SERVICES
- SAFE CONNECTIONS
- MISSOURI DEPARTMENT OF HEALTH
- CHADS COALITION



[SHEARWATER ORGANIZATIONAL CHART]

[SHEARWATER HIGH SCHOOL]



PRESIDENT/CHIEF EXECUTIVE OFFICER



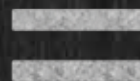
PRINCIPAL



DEAN OF CULTURE
& STUDENT SUPPORT



TRANSITION & RESOURCE
SPECIALISTS



COORDINATOR OF SPED &
ACADEMIC SERVICES



INSTRUCTORS



PUBLIC SAFETY OFFICER

[SHEARWATER EDUCATION FOUNDATION]



OFFICE & SPECIAL
PROJECTS MANAGER



COMMUNITY AFFAIRS
MANAGER




DATA & PROGRAM
QUALITY MANAGER



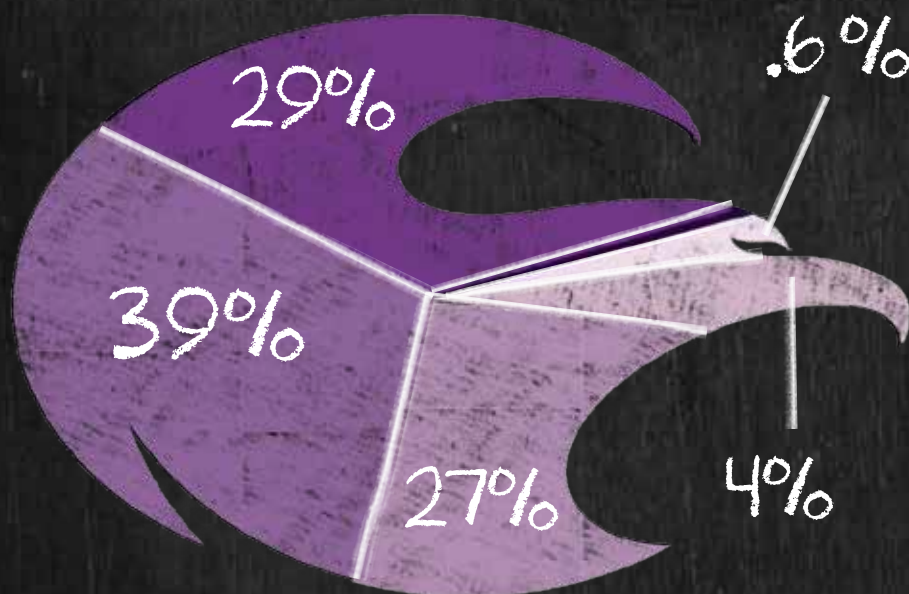


[SHEARWATER IN THE NEWS]

- CHARTER SCHOOL SEEKS TO IMPROVE YOUTHS' LIFE JOURNEYS
Suburban Journals, July 14, 2009
 - RISE AND SHINE: SHEARWATER HIGH HOPES TO GIVE HOMELESS AND OTHER TROUBLED TEENS A SECOND CHANCE
St. Louis Beacon, January 3, 2010
 - NEW ST. LOUIS CHARTER SCHOOLS HAVE DIFFERENT MISSIONS
KSDK, March 2010
 - SHEARWATER HIGH SCHOOL FINALLY SET TO OPEN IN AUGUST
Riverfront Times, March 26, 2010
 - SHEARWATER CHARTER SCHOOL OPENS; ST. LOUIS BANKS ON CROP OF NEW SCHOOLS
St. Louis Post Dispatch, August 2, 2010
 - UNIQUE SCHOOL GIVES YOUNG ADULTS A SECOND CHANCE
Washington University Student Life Newspaper,
December 10, 2010
 - SHEARWATER WANTS TO PREPARE STUDENTS FOR COLLEGE, WORK
St. Louis Beacon, March 1, 2011
 - SECOND CHANCES
One Day Teach For America Alumni Magazine Spring, 2012
- 

$\$1 \text{ PRIVATE} + \$1 \text{ PUBLIC} \times \# \text{STUDENTS} = \text{FUNDRAISING TARGET}$

[TOTAL FUNDS RAISED, 2011]



■	FEDERAL GRANT GIVING.....	\$276,499.58
■	CORPORATE GIVING.....	\$196,558.00
■	FOUNDATION GIVING	\$30,466.40
■	INDIVIDUAL GIVING.....	\$207,358.60
■	BOARD & STAFF GIVING.....	\$4,470.00

[SHEARWATER AUDITED FINANCIALS 2011]

SCHEDULE OF REVENUES, EXPENDITURES & CHANGES IN FUND BALANCES – GOVERNMENTAL FUNDS

	GENERAL FUND	SPECIAL REVENUE FUND	CAPITAL PROJECTS FUND	TOTAL
REVENUES				
Federal	\$309,692			\$309,692
State	\$139,435	\$272,489		\$411,924
Local (contributions).....	\$440,603			\$440,603
TOTAL REVENUES.....	\$889,730	\$272,489		\$1,162,219
EXPENDITURES				
Academic Instruction.....	\$56,105	\$272,489		\$328,594
Attendance.....	\$196,396			\$196,396
Improvement of Institution.....	\$14,472			\$14,472
Building Level Administration.....	\$7,483			\$7,483
Executive Administration.....	\$117,485			\$117,485
Operation of Plant.....	\$25,788			\$25,788
Pupil Transportation.....	\$35,699			\$35,699
Food Services.....	\$18,969			\$18,969
Vocational Education.....	\$115,1679			\$115,1679
Other Instruction.....	\$43,107			\$43,107
Central Office & Support Services.....	\$43,724			\$43,724
TOTAL EXPENDITURES.....	\$674,395	\$272,489		\$946,884
NET CHANGE IN FUND BALANCE....	\$215,353			\$215,353
FUND BALANCE (beginning of period).....	\$196,657			\$196,657
FUND BALANCES (end of period).....	\$411,992			\$411,992

find the way. fly farther.



shearwater

4470 FINNEY AVE.
ST. LOUIS, MO 63113
PHONE: 314.289.1203
FAX: 314.289.1225

WEBSITE: WWW.SHEARWATEREDUCATION.ORG
TWITTER FEED: twitter.com/ShearwaterEdu