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April 6, 2015

Three Types, Three Cities, Three Dimensions:  
A Study of The Spread of Alternative Schooling in America

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## Abstract

### Three Types, Three Cities, Three Dimensions:

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This project studies the growth of charter schools, online schools, and homeschooling in America. Through an analysis of these alternative schools' locations, demographics, founding dates, and mission statements, this study strives to answer the question, "Where, when, and why have American alternative schooling movements become so successful?" Three metropolitan areas are studied—Cincinnati, Ohio; Portland, Oregon; and Salt Lake City, Utah—in order to understand the spread of alternative schools in cities across the United States. The "where, when, and why" of alternative schooling's expansion are revealed through the study of multiple characteristics of alternative and public schools alike. Using public schools as a comparison group to alternative schooling movements allows for a better understanding of the spread of alternative schools. The project's analysis of the geographical locations of alternative schools reveals valuable demographic data about the neighborhoods alternative schools are more common in. The compilation of the alternative schools' founding dates allows for an analysis of their growth over time. Finally, the dissection and interpretation of the alternative schools' mission statements explores the ways in which these schools market themselves in order to entice students to enroll. This multidimensional study adds to the sociological literature by drawing connections between the spread of alternative schooling and the mission statement marketing and neighborhood demographics for charter, online, and homeschools.

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## 1. Introduction.

From its inception, the American educational system has been on a pathway of expansion. Starting with the birth of public schools after the Industrial Revolution, continuing with the rise of the private school system in response, and expanding to the current wave of alternative schooling that is proliferating today, American education has been on a trajectory of growth and diversification for centuries. The most recent wave of educational expansion has created new and diverse types of schooling, touted on a platform of choice for the wellbeing of parents and students. In the last 50 years, three types of schooling have been created by the people, for the people: charter schooling, homeschooling, and online schooling. These alternative schools have become increasingly popular, with higher enrollments and expanded curriculum, since their beginnings (Tice et al. 2006). Charter schools, online schools, and homeschooling all serve different interests and promote distinct and often contradictory messages about the right purpose and correct methods of schooling.

School choice is becoming more popular and prominent in the media and public discourse. Advertisements for different forms of schooling abound on the Internet and radio, and their aims of drawing students away from the public schools and into alternative education systems seem to be working. The proportion of children enrolling in alternative schools is growing while the corresponding percentage of children enrolled in traditional public schools has fallen over the past decade (Grady et al. 2010). Parents who choose their students' schools report more satisfaction with the school their child is enrolled in (Grady et al. 2010), and new schools, particularly charter and online schools, are steadily growing in number and popularity.

Though the most recent wave of expansion, which has allowed for the growth of these systems, follows the pattern of, and is even made possible by, the historical patterns of growth

American education has seen, there is something unique in the proliferation of these types of alternative schooling. Historically, Americans have tended to fix perceived educational problems just as much through the creation of entirely new forms of education to replace the current structures as through reform within existing systems. However, as this project aims to show, the spread of today's alternative schools is in some ways quite unique from the previous expansions of the American school system. The trends that preceded today's educational expansion laid the groundwork for these alternative types of schooling to be created, but they cannot wholly explain how and why alternative schooling has become so widespread over the past few decades. Through an in-depth and multidimensional study of the characteristics of the growth of alternative education, this project aims to understand the proliferation of homeschooling, charter schooling, and online schooling throughout America.

This study explores the spread of alternative education across America through a study of three metropolitan areas: Cincinnati, Ohio; Portland, Oregon; and Salt Lake City, Utah. These metropolitan areas were chosen for a few key reasons. First, they are similar demographically. Not only do they have similar population sizes, but they also have comparable proportions of minority groups within their populations. The largest minority group in Portland and Salt Lake City is Hispanic, while the largest minority group of Cincinnati is African American. Though these groups have different lifestyle and cultural features (Condron 2009) that undoubtedly affect their enrollments in different types of schools, they still share the commonality of being sizable minority groups.

Furthermore, the three metropolitan areas were chosen from the Midwest and Western regions of the United States because the Eastern coastline of the United States has an entrenched culture of private schooling. On the East Coast, private schools are widely viewed as the suitable

alternative to public schools (Rogers 1944). This attitude creates a confounding factor in the spread of alternative schooling, as it lessens the acute need to create alternative schools to fix perceived problems in the public school system. This idea will be elaborated on further in the historical overview; the point to be clarified here is that an entrenched culture of private schooling may very well confound, change, or prevent the spread of the alternative schooling methods this study focuses on.

Within Cincinnati, Portland, and Salt Lake City, multiple dimensions of the expansion of these alternative schools are used to measure their spread and growth. In particular, this project aims to answer where, when, and why these schools are growing, and uses dimensions of study that reflect these questions. Public schools are used as the reference point in the study, because the success of the alternative school movements presumably rests in their ability to offer a compelling service to students and parents that the public school system does not (Ravitch 2010). Therefore, public schools are studied through the same dimensions as the alternative schools to gauge how their own characteristics may facilitate, or in some cases prevent, the expansion of alternative schooling.

It is now important to pause for a moment to consider the special role private schools play in today's alternative education expansion. As the original alternative school movement, the American private school system has been in place for decades, if not centuries. As a part of the educational landscape, private schools are considered by this study to be more similar to the public school system than to the new forms of alternative schooling, because the private school system already existed when homeschooling, charter schooling and online schooling gained popularity. Therefore, the newer alternative schools were created as a substitute for and reaction to private schools as well as public schools. While private schools are inarguably a large part of

the educational landscape of America, they are not a focus of this project, and were not included in its analysis. The public education system provides much more robust data for comparison to alternative schools and is therefore the sole reference point used in the study.

The three dimensions of the growth of alternative schooling that this study addresses are the questions of where, when, and why alternative schools have been created. In order to study the spread of alternative schools in Cincinnati, Portland, and Salt Lake City, the project first determines the geographical regions that will be studied within these metropolitan areas. These geographical regions are determined by congruous public school districts within each city. The boundaries of the public school districts act as the boundaries of both the public and alternative schools that are studied. A different number of school districts from each metropolitan area are included in the study, as the project aims to study the enrollment patterns of 55,000-65,000 students within each city. Within the geographical boundaries of the school districts, which function as the control group in the study, the homeschooling, online schooling, and charter school movements are studied.

Once the geographical areas to be studied are in place, a number of dimensions of the public and alternative school movements are studied. In order to answer the question of where alternative schools are cropping up, I first look at the different zip codes each public school district encompasses. Then, I study which zip codes charter schools are created in. Using the 2010 U.S. Census, I look up the household income and racial distribution of each zip code. Each district may encompass one or multiple zip codes, and according to the income and racial distribution of these zip codes, I can draw conclusions about where within the districts alternative schools are being created in order to understand which groups of parents and students are motivated to create, lead, and enroll in alternative schools. Of course, this dimension is best

studied with charter schools, as online and homeschooling are not brick-and-mortar institutions whose demographic makeup depends on the zip codes of students' residences. Nevertheless, conclusions can also be drawn about the demographic tendencies towards home and online schooling by comparing district-wide homeschool and online school enrollments across different districts. This information is particularly revealing when smaller school districts that encompass one or only a few zip codes are compared.

The next dimension of alternative school expansion studied is the question of when alternative schools are being created. This is a fairly straightforward dimension, as the founding dates of public schools and different alternative schooling methods are compared to see when the boom of different types of alternative schools occurs. It is interesting to compare when such schools appear in the different metropolitan areas and in different demographic zones in order to understand the more nuanced growth of the alternative schools.

Finally, the question of why alternative schools are becoming so popular is explored. Although many studies have relied on interviews and first person accounts for an explanation of alternative school popularity, this study goes about the question in a different way. Because it studies the spread of the institutions of alternative schools, and not the individuals enrolling in them, the study attempts to ask these questions of alternative schools themselves: "What do alternative schools offer that the public school system cannot? How do they entice parents and students to enroll in an alternative school instead of in a traditional public or private institution?" In order to answer these questions, the project studies the mission statements of public schools and alternative schools side by side. By studying the wording of mission statements, and looking for trends in the types of education and student experiences different schools promise to create, the project attempts to discern why alternative schools are attracting so many students. The

mission statements of schools are their marketing strategy, and parsing out the key words that keep recurring in different types of schools' mission statements proves to be an interesting study of their appeal to American parents and students.

As mentioned above, today's spread of alternative schools is made possible by the preceding growth and diversification of American education. Therefore, to set the stage for this study, it is important to relay a brief history of education in America (Tyack and Cuban 1997). The next section of this project aims to explain the roots of today's educational expansion by looking at its historical background. In answering the question of what led us to this moment of time, we can better understand the reasons for today's expansion of alternative education.



## 2. Historical Overview.

Since the publication of “A Nation at Risk” in 1983, the American educational system has rarely escaped media and public scrutiny (Ravitch 2010). American students’ achievement has often been compared to that of students in other industrialized nations, and fallen short (Collins 1983). The amount of taxpayer dollars allotted to education in different states and districts has been analyzed time and again to defend or dismantle educational funding policies (Carter and DeVries 1967). Differing curriculums have been implemented as attempts to boost everything from student test scores to creativity to engagement in classrooms (Ravitch 2010). Teaching trends, sometimes entangled in political agendas (Stiles 1975), have come and gone, many without leaving much of a positive or permanent trace on the educational pathway of American students. Numerous presidents, from Reagan all the way to present-day President Obama, have attempted to apply regulations, incentivize states, and pass mandates to “improve” education (Ravitch 2010). Still, the nation’s parents and students, and even the educators themselves, are displeased with the quality, quantity, and type of education students receive.

It should come as no surprise, then, that many parents in the last few decades have turned away from the politically fraught and oftentimes disappointing public school system and attempted to take the education of their children into their own hands. Alternative education systems, such as homeschooling, charter schooling, and online schooling, have exhibited stronger public support and higher enrollments in the past two decades than ever before (Grady et al. 2010). However, the growth and diversification of schooling in America is no modern trend. The history of schooling systems in the United States has allowed for the spread of alternative education in the modern day. The spread of new schooling movements, and particularly the notion that not reform, but an entirely new type of schooling would best fix

existing educational problems, is rooted in historical attitudes about American education. This is why this introduction begins with a brief history of school systems in the United States to lay the groundwork for an exploration of the alternative schooling systems that are flourishing today.

A look back through history reveals that one of the key defining attributes of the American educational system is its expansion over time. From enrollment numbers, to the types of schooling offered, to the length of the school year and even the curriculum taught in the classroom, American education hasn't stopped evolving since its earliest beginnings. At the most fundamental level, schooling has experienced two types of expansion.

The first is the expansion of educational institutions into processes that span a full 12 (and in many modern cases, even 16) years. While a formal education used to only be allotted a few years, taking place right before children assimilated into their adult roles, today's education begins at pre-K and often ends with a high school or higher degree over a decade later.

Therefore, the first type of expansion is the growth of the timespan of education, which brought with it the establishment of a schooling pathway, from elementary to high school, and for many, from high school to college (Tyack and Cuban 1997). Although the expansion that created formal high schools and universities may not seem relevant to the topic at hand, it laid the groundwork that allows for today's forays into alternative schooling systems. Expansion, as a method of resolving educational problems, arose here.

The second overarching expansion American education has experienced is the diversification of types of schooling to suit separate sociocultural groups. This expansion is the predecessor to the spread of alternative education as we see it today. Religious schools and private schools were formed as a result of this expansion. Although it is explored second in this introduction, this wave of expansion did not necessarily occur after the first type of expansion we

explore. In fact, oftentimes the formation of special schools occurred in tandem with the growth of formal schooling levels. The reasons for both these expansions, and how they ultimately set the stage for today's trend of alternative schooling, is explained below.

At the birth of the nation, schooling in America, like in most pre-industrialized societies, was a rare luxury for the privileged few. While upper class children may have had a private tutor who taught them writing, reading, and arithmetic, they were most likely only exposed to a few years of learning. At the time, middle class children may have taken on an apprenticeship with a master of a trade to secure a future job, while lower class children did not even have the opportunity for a trade education. Schooling was also stratified along gender boundaries, with boys receiving much more educational training than girls. Finally, when schooling did exist in the academic terms that we imagine an education to be structured around today, it was often geared towards religious, not practical, literacy (Collins 1979).

In his classic work *The Credential Society: An Historical Sociology of Education and Stratification*, Collins (1979) elaborates on how the nation's disorganized educational beginnings evolved to become the "universal, tax supported, free, compulsory, [and] bureaucratically arranged" (Bowles and Gintis 1976) institution we know today. Using Status Competition Theory as an explanation for educational expansion, Collins posits that the drastic historical expansion of the educational system was tied to the necessity for individuals to gain credentials to be qualified for the most prestigious and well-paid jobs. According to Status Competition Theory, schooling endows individuals with credentials, which signify their status and socioeconomic background, and only the individuals with the most prestigious credentials can receive the most lucrative and competitive jobs. This means that those who do not participate in

the educational system cannot win in the job market, and those who do not gain the most prestigious credentials are also worse off.

Collins explains that since different credentials allow individuals to attain different opportunities in the job market, credentialing functions as a mechanism to stratify individuals. Through the educational system, the individuals who attain the most highly sought credentials (the value of which is determined by the highest status group) are the ones who end up on top in the job market. This turns education into a competitive process, whereby everyone is constantly trying to out-credential everyone else. This competitive process is driven through the conflict between status groups, as each status group struggles to attain credentials that will make it competitive in the job market. Collins uses this logic to explain the expansion of the levels of schooling and asserts that this constant competition can explain why individuals have strived to receive more and more education over time. Status groups compete for advantages vis-à-vis their individual members' advancement. However, Collins also mentions two important caveats: firstly, that receiving more education has not actually led to decreased inequality in American society. When everyone wants more education, the relative status of groups remains relatively static. Secondly, people increasingly want more education regardless of whether the jobs they apply for actually require more skills (Collins 1979). Therefore, education is truly a matter of credentialing more so than a means to attain skills.

The White, Anglo-Saxon Protestant male has historically been the dominant status group in American society. This group is the one that uses credentialing to its advantage through the process outlined below. In the past, only the highest classes used to be educated, through tutoring and informal schooling. As more people became literate, however, the dominant class established schools to credential its members formally and allow them to be qualified more

highly for prestigious jobs than a middle or lower class worker. As the higher classes earned high school diplomas and therefore became credentialed, lower classes also clamored to be certified for better jobs. With the first wave of schooling reform, when education became public and mandatory, the elite were not the only ones receiving a high school diploma. Therefore, the dominant group needed a way to separate itself from the masses once more and create a higher credential it alone could obtain so its own members were the only ones qualified for the best jobs.

So, the dominant group expanded education. They adjusted job requirements for elite occupations so they would require college degrees and sent upper class students to newly established colleges. For a time, they effectively kept other classes from entering college through tracking mechanisms or high tuition fees, but as social reform movements swept the nation in the mid-twentieth century, anti-discriminatory laws and scholarship programs allowed college degrees became increasingly common for all. The higher classes were forced to create post-grad degrees to stay ahead, according to Collins. This mechanism is still in action today, as educational requirements for jobs continue expanding and more and more students get graduate and post-graduate degrees in the hopes of being competitive for the best jobs.

Another way to explain the expansion of the levels of schooling comes by way of Class Theory. Bowles and Gintis, in their 1976 work *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*, use Class Theory to explain the relationship between the expansion of schooling in America and the rise of capitalism. They notice that “education expands as more groups are pulled into capitalist work organizations” (Rubinson and Browne 1994) and that “education is ‘imposed’ on the mass of the population to ensure the development of proper work attitudes and commitments to authority” (Rubinson and Browne

1994). In other words, Class theorists argue that the purpose of schooling is to prepare individuals for their function in a capitalist labor force. Therefore, as capitalism gained hold in America, and as more laborers became needed for the system, education became more permanent, institutionalized, stratified, and mandated, in order to create workers who would suit the economy at hand. It grew out of necessity from a disorganized privilege for few to a mandated public good for the masses. It is interesting to note that the patterns Class theorists notice in the growth of schooling have held true through multiple expansions of the educational system. As Bowles and Gintis elaborate, one type of educational expansion grew in tandem with the implementation of the factory worker system. However, schools have continued evolving alongside the labor market since, and the processes that Bowles and Gintis elaborate on occurred again when the United States' economy shifted from a goods-oriented mode of production to a services-oriented system.

Class theorists explain the historical expansion of schooling in this way. Before the Industrial Revolution took place, there was little formal schooling in the United States, and no mandatory schooling in place at all. Those who needed to be educated for a trade had the means to do so, but most people needed no training for their rural lifestyles. However, with the rise of factory work and the skills it necessitated, public schools began cropping up. Alongside their establishment, mandatory enrollment, longer school years, diversified curriculums, and expansion of the years of schooling were also implemented. The people who voted for these educational reforms were not a working class who wanted to be educated, but business owners, who had a vested interest in employees would know how to be obedient, respectful of authority, and timely, above all else (Bowles and Gintis 1976). Education became a method of training, not a transmitter of knowledge. It expanded out of economic necessity for properly trained workers.

Hundreds of thousands of factory workers, many of whom were immigrants, flooded newly industrialized America, and they needed to be trained to be good employees. Immigrants needed to be Americanized and taught to accept capitalism as the norm, and all students needed to be taught the basic tenets of timeliness, cleanliness, and obedience (Bowles and Gintis 1976). Class Theory thereby explains the first great wave of educational expansion in America, which occurred immediately following the Industrial Revolution as a response to the needs of the capitalist economy. This first wave created mandatory schooling at an elementary level. The second great wave of educational expansion occurred with the boom of higher education, which occurred following the shift from a goods-based to a services-based economy (Bowles and Gintis 1976). The formation of colleges, too, occurred to mirror the needs of the economy. With the formation of universities, the educational system was able to produce both workers, who stopped at a high school education after being taught cleanliness and respect, and leaders, who went to college, and in particular, to elite institutions of higher education, and learned critical thinking, problem-solving, and the like.

Therefore, Status Competition Theory and Class Theory both posit explanations for why schooling expanded to high school and college levels. They also offer insight into why schooling diversified past publically funded schools and into different alternative education institutions. Collins cites immigration as the primary reason for the establishment of the first non-public schools. As immigrant groups flooded America after the Industrial Revolution, they were faced with a mandate to send their kids to school. However, as Class Theory has established, public schools of the time aimed to impose American ideals and discipline on immigrant children. Children in public schools were taught to speak English and act American (Bowles and Gintis 1976).

In response, the non-dominant groups of immigrant parents began to establish their own schools to transmit their particular brand of sociocultural capital, native tongues, and religions to their kids. In fact, as Collins points out, the “presence of competing status groups increase[d] the expansion of schooling” (Rubinson and Browne 1994). As immigrant populations grew, particularly near the end of the nineteenth century, different religious and ethnic groups flooded American public schools. Catholics and other immigrant minorities did not want their children going to public schools that taught the dominant group’s values. “The early development and growth of schooling has been driven by the presence and conflicts between the Anglo-Protestant groups that controlled the public schools and Catholic and other immigrant groups that sought to compete with them educationally” (Rubinson and Browne 1994). As immigrant groups grew in number, they established private schools for their students to attend in order to transmit their own languages, culture, and knowledge, while still abiding by the mandatory education laws. It is interesting to note, however, that the curriculum of these specialized schools rarely deviated from that of the public schools, with the exception of religion and foreign language classes. The original alternative schools were created to offer different values, not knowledge, than public education.

The immigrant groups who decided to create the original alternative educational systems did so with little legal resistance. From the beginning of formalized and mandated education in America, the legal regulations for opening a new school have been fairly lax. Since the United States lacks a national, centralized system of control for schools, each state is allowed to make its own regulations about educational institutions. Accordingly, opening a new school has always been fairly deregulated, at least from a national standpoint. The current wave of alternative educational expansion is evidence enough of this trend, but it actually has existed for centuries



now. A contemporary example is the Free School movement (Stiles 1975), which dominated educational circles in the 1960's and 1970's and showed the ease with which individuals could create community schools as alternatives to existing educational structures.

This historical overview, with its two guiding theories, gives a depth of explanation for why schooling has expanded to its current state in America. Both the expansion of the levels of schooling and the formation of the first alternative schools (mainly private and religious schools) can be explained by Class and Status Competition theories. It is easy to see how historical expansion paved the way for alternative movements to crop up today. However, while historical trends follow along the explanations these theories provide, neither Class nor Status Competition Theory fully encompasses how and why alternative education is so popular in this day and age. For, as history shows, not only has public education flourished over time, but alternative methods of schooling have also grown from miniscule movements to full fledged systems.

America is unique in its proliferation of alternative education systems. It should be noted that while most industrialized countries of the world have public and private schooling options, America has diversified far beyond these two choices. Under the guise of choice for all, the American school system has allowed for many alternative types of schooling to crop up.

Since private schools have coexisted alongside the public school system since the early beginnings of the modern educational front, and their formation is explained by the Class and Status Competition theories, this project does not study the private school sphere in great detail. Private schools, as an alternative to public education, are so entrenched in the American psyche that they are hardly considered alternative (Rogers 1944). In some areas, particularly in big metropolitan areas on the East Coast, a private school is the only choice for a parent who wants their child to succeed (Carpenter and Kafer 2012). Therefore, this project does not consider

private schools as an alternative school method. Instead, it studies the histories of homeschooling, charter schools, and online schools, the three most prominent alternative forms of schooling, in order to understand the further and different expansion that schooling in America today is experiencing today.

To begin with, let's look at the homeschooling movement. As Gaither (2008) writes, "Teaching children at home is nothing new" (226). Before the establishment of public schools in America, when schooling did occur, it was more likely to be homeschooling than not. Tutors and experts would be brought into a wealthy home to give lessons to the children, and education would occur outside of the classroom arena. In this day and age, however, homeschooling is largely associated with the political far right and conservative Christian groups. While they may have been the some of the roots of the modern homeschooling movement, these groups are no longer the only ones who participate in homeschooling (Johnson 2013).

Homeschooling's modern advent gained ground in the 1960s and 1970s, as two opposing countercultural movements, the far left and far right, both looked to personalize their children's education past what the large, impersonal public schools could offer. Both these groups were eager to decouple education from established government regulations, as they were unhappy with the way that public school was educating their kids, albeit for different reasons. Far right religious zealots wanted to incorporate religion in their children's education and ground what they perceived as the flailing modern educational system in traditional Christian principles. Meanwhile, far left hippies wanted to provide their children with an education that could outline the tools needed to build a utopia while also ushering in sociopolitical change and transmitting commune values. As the public school system was failing them on both the religious and leftist counts, these groups sought out a method to educate their children that would better suit their

needs (Gaither 2008). Enabled by growing wealth and suburbanization that brought stability and sociopolitical, religious, and racial stratification to neighborhoods across America, these groups began the homeschooling movement decades ago, although it was not legalized in every state until the 1990s (Johnson 2013).

Though these groups both exerted powerful social forces during the 1970s and 80s in particular, members of the far right and far left are no longer the sole proponents of homeschooling. Gaither (2008) explains that homeschooling is still thriving and growing because it is also indicative of another social movement—one whose affects carry across the entire American sociopolitical spectrum: the cult of the child. Americans hold dearly to the romantic ideals about the nature of children. Children’s intrinsic value and worth lead parents and communities to believe their kids deserve the very best, and parental “instinct [is] to liberate the kids from what they [take] to be the deadening effects of institutionalization” (Gaither 2008: 230). The idea is that all children cannot possibly be best served in a large-scale, impersonal public education system, which is why parents who want to homeschool fight for their rights to keep their kids at home. The rise of homeschooling has, of course, been met with resistance from the established public schools, presumably at least in part because it paints them in such a negative light. Homeschool families and communities have only recently been integrated within the public school system, as homeschooled children have been granted access to different public school resources (Johnson 2008) such as library access and the permission to join extracurriculars at public schools.

Another growth of the educational system, which has occurred more in tandem with established public schools, is the rise of the virtual classroom. These classrooms come in many shapes and sizes, so to speak. They can be avenues for children who have otherwise busy

schedules as competitive athletes or artists to still participate in school without being homeschooled. Conversely, they can also be a last resort for students who cannot manage the public school system and plan to or do eventually drop out and then want to finish their high school degree. A purely 21<sup>st</sup> century phenomenon, online schooling is loosely defined and is just beginning to be studied.

One of the key attributes of online schooling is its varied forms. Online schooling can be full-time or part time; it can be solitary for every participant or it can group students into virtual classrooms; it can replace traditional schooling or simply supplement it; it can be public, chartered, or private. The many varieties of form and function that online schooling takes on makes it difficult to study as one holistic type of alternative schooling, but some literature does exist on the effects and effectiveness of online school movements.

Kim, Kim, and Karimi (2012) find that although the enrollment of students in K-12 online courses is increasing steadily, the perceived effectiveness of these courses is low. Furthermore, they extrapolate that it is unlikely for high school dropouts to maintain an enrollment at an online institution, because it has inadequate social and interpersonal resources for such students and presumably requires much more diligence and self-discipline than even brick and mortar schools. Roblyer (2006), on the other hand, details a number of success stories of children who enroll in virtual high schools to complete their diploma after dropping out. She also notes that virtual classes are becoming ever more common and popular, citing a 2005 National Center for Education Statistics report that states that in 2003, “36% of U.S. school districts had students participating in virtual courses” (Roblyer 2006: 32). For her part, Roblyer sees this number as a positive, as virtual schools have the ability to give second chances to students who may otherwise not succeed.

According to Roblyer's research, the option of an online classroom allows students to get back on the right path. Of course, given the huge growth of online resources in every imaginable field over the last decade, the statistic Roblyer uses is probably hugely out of date today—with its trends of expansion, online schooling is likely more popular now than ever before. Less research exists on the effects of online schools as a replacement for brick and mortar schooling than on their help or hindering of graduation successes for dropouts. Nonetheless, as this latest leg of educational expansion is booming, more will surely be known about it in the future.

Of the three types of alternative schools studied here, charter schooling has received the most media attention and hype in recent years. Charter schools, which are schools funded by public money but controlled and operated by private parties (Ravitch 2010), have been growing steadily as an alternative to existing school systems since their inception (Grady et al. 2010). Groups of parents, private companies advancing their own interests, and even celebrities have formed charter schools in order to provide a better educational experience to students without burdening families with the costs often associated with private schooling. The real attraction of the charter school movement is the freedom to run a school without having to fund it—that is, structuring the school day and school year, the curriculum and classrooms, and the teaching and mission of a school to the leadership's liking, all while the district or state still funds the project (Ravitch 2010).

The charter school movement began in Minnesota in the 1990s, but the trend rapidly spread across the country (Tice et al. 2006). Though opponents of charter schools first feared that they would attract high-performing students out of the public school system, the opposite actually tended to occur. Increasingly, charter school enrollments have become minority, low-income, and low-achieving students (Grady et al. 2010). These students may not be able to

afford the private schools in their area, but nevertheless have an interest in receiving a better education than they think public schools may provide. Accordingly, many charter schools now hold lotteries for enrollment, as they are becoming increasingly desirable and competitive for parents who see them as viable alternatives to local public schools whose administration or curriculum have been unsatisfactory (Guggenheim 2010). Particularly in major metropolitan areas, charter schools have been marketed as an escape from the public school system. The documentary “Waiting for Superman” examines the difficulties of enrolling in charter schools, and the conflicts between existing educational structures, such as teachers’ unions and state educational expectations, and the goals of the charter school movement. The documentary elucidates that even the most effective charter schools cannot fix the major perceived ills of the public school system. Nonetheless, with Alabama having recently passed a law to legalize them, 43 states now allow charter schools, and their numbers have continued growing throughout the country.

This brief introduction into the history and trends of the expansion of schooling as it has existed in America for centuries is crucial to understanding the creation and spread of alternative schools in the modern day. As David Tyack and Larry Cuban (1997), two prominent historians of the American school system, point out, it is difficult if not impossible to understand today’s educational growth and reformation without an understanding of what preceded it. Now we turn our attention to the particularities of this project and the ways in which I found the data studied below to analyze the “distinctive institutional character” (Tyack and Cuban 1997), as it were, of the alternative schools proliferating in America today.

### 3. Methods.

#### a. Gathering Data

This section details the process of data gathering I undertook in order to collect materials for this study. Although the process, as detailed here, seems fairly straightforward, it was quite difficult to find suitable sources that could provide the data I was searching for. In the end, a combination of Census data, public school district websites, private party websites, government agency websites, and personal correspondences with school district administrative officials allowed me to gather much of the data I was searching for. However, some data is still missing, either because it was never gathered, or because it was not published for public use.

Since I gathered much of this data myself, it is cited in a specific format throughout the project. Beginning with the methods section, data pulled from the U.S. Census will be denoted by (Census Data), data pulled from public school district websites will be denoted by (School District Website), data pulled from individual public school websites will be denoted by (Public School Website), data pulled from individual alternative school websites will be denoted by the name of the school in parentheses, followed by website, such as: (Name of School Website) data pulled from private party websites will be denoted by (Private Party Website), data pulled from a personal correspondence will be denoted by (Personal Correspondence), and data gathered from a government agency website will be denoted by the name of the government agency in parentheses. Despite my difficulty in finding some of this data, and the somewhat non-traditional methods by which I obtained the information, I nevertheless believe I gathered sufficient data for an in-depth, if not quite comprehensive, study of the schools and students in the three metropolitan areas I was interested in. With this in mind, we can begin to unpack the process of my data collection.

Since the focus of this project was to look at the spread of alternative schooling throughout America, the first step in my data gathering process was to choose three comparable metropolitan areas within the United States. I needed to find areas with similar demographic features so they could be analyzed through a side-by-side comparison. The three areas I chose were Cincinnati, Ohio, Portland, Oregon, and Salt Lake City, Utah. These metropolitan areas are similar in a number of ways. For one, they have similar overall populations. The metropolitan area of Cincinnati has around 2.2 million residents (Census Data), the metropolitan population of Portland also has around 2.2 million residents (Census Data), and the Salt Lake City metropolitan area has 1.1 million residents (Census Data). All of the metropolitan areas studied encompass a central mid-size city—their namesake—as well (Census Data).

They also have comparable populations of minorities. The biggest minority group is African American for Cincinnati, and Hispanic for Salt Lake City and Portland. The minorities within each metropolitan area make up 10 to 20% of its overall population, but can be concentrated in pockets of over 60% in some zones (Census Data). Knowing this, it is important to note that minority concentrations are not equivalent throughout the entire metropolitan area, so some school districts studied have a large minority population within their zip codes, while others do not. The proportion of minorities within these metropolitan areas is significant because previous research has documented that minorities and whites hold different attitudes regarding schooling (Lareau 1989). African Americans in particular have been shown to interact with and approach educational settings differently (Lareau 1989). It is with this in mind that minority population was taken into account. The factors that affect the systems of belief about education and schooling in general may very well also influence racial groups' attitudes regarding alternative schooling systems.



While these metropolitan areas were chosen first and foremost for their demographical similarities, it is also important to note that these areas exhibit key differences as well. Cincinnati is the oldest established city of the three, while Portland and Salt Lake City are both experiencing significant population growth (Census Data). It is interesting to study metropolitan areas with different histories and demographics as a comparison between the three paints a more complete picture of the expansion of alternative schools in America as a whole. Of course, this project does not make a claim that these cities are representative of the entire American population. Rather, they are similar enough for a side-by-side comparison but different enough to exhibit distinct patterns of alternative school growth. I expect the three metropolitan areas to show somewhat different patterns in the spread of alternative schooling, as the three cities themselves have distinct and diverse characteristics.

After choosing the metropolitan areas, I proceeded to choose congruous school districts within them. The school districts studied for each metropolitan area service a total of around 55,000-65,000 students. This sample size was chosen both in order to be large enough to make the study relevant, and to be large enough to allow trends to emerge from the data. In Salt Lake City, one school district alone, the Granite School District, services around 66,000 students (School District Website), so it entirely comprises the basis of study in the Salt Lake City metropolitan area. In Portland, three school districts together account for approximately the same number of students. The Portland Public Schools district services about 47,000 students (School District Website), the Centennial School District services nearly 7,000 students (School District Website), and the David Douglas School District services 10,000 students (School District Website). Four Cincinnati school districts were compared to study an equivalent amount of students. The Cincinnati Public Schools district services around 33,000 students (School District

Website), the Northwest Local School District services around 10,000 students (School District Website), the Oak Hills Local School District also services around 10,000 students (School District Website), and the Indian Hill Exempted Village School District services about 3,000 students (School District Website). All together, the students studied in Salt Lake City number around 66,000, the students studied in Portland number around 64,000, and the students studied in Cincinnati number 56,000.

Once the school districts were chosen according to size and congruous boundaries, the next step was to collect data on the public schools in each district in order to create a reference group for the study. In accordance with the three dimensions being studied—the “where”, “when”, and “why” of alternative school expansion—I collected a number of variables about each public school. I then collected much of the same data for alternative schools as well, modifying the parameters where needed to align with the size and scope of the alternative school systems.

First, I compiled a comprehensive list of all the public schools in each district from the data on the district’s website. I recorded each school’s founding date, zip code, and the grades it services. Although these pieces of information seem like straightforward fast facts, they were typically not located on the central district website. Instead, I needed to search the individual schools’ websites for these facts. I also recorded the most recent enrollments published for each school district. These enrollments record the student body of the 2012, 2013, or 2014 academic years.

I then collected the mission or vision statements of every school from the individual school websites. When a school did not have such statements explicitly published, I searched its website for a code of conduct or other statement of goals or intent that would explain its mission.

I wanted to collect as much data on vision and mission statements as possible, so I read through school histories and codes of conduct as well as long vision and motto statements to parse out key sentences or paragraphs that explained the purpose of each particular school. Along the same vein, I recorded district-wide mission statements from the district websites, where available.

In the end, finding the founding dates, zip codes, grades serviced, and mission statements of public schools for each district was actually fairly straightforward compared to the digging required to find the same information for alternative schools. Typically, some information about public schools was housed on the district-level website, even if that information was only a list of all the district schools. Other forms of schooling did not have a centralized website such as this that I could utilize for information. Charter schools, for example, did not have a state-level or district-level website that I could check to see their locations and their corresponding school districts. Although a few districts had published a comprehensive list of the charter schools in their boundaries on their websites, most had not. Therefore, finding the charter schools within each district's boundaries was an involved process.

For the charter schools whose districts did not publish comprehensive lists of the charters within their boundaries, I utilized State Office of Education search tools and Internet searches on Google in order to find the charter schools I needed to study. I Google searched each individual zip code each school district encompassed along with the term "charter school" in order to see where charter schools were located. Charter schools falling within the zip codes encompassed by each school district are the ones included in this project. It is important to note, however, that if a charter school fell within a zip code but was chartered under a different school district that is not studied, that charter school was omitted from the analysis. This was done because the charter schools that are chartered under separate districts cannot quite be compared to the public schools

within the districts of the study, since they are not in competition, so to speak, with the schools I use as a reference point.

Another useful tool for gathering information on charter schools was the website for the National Alliance For Public Charter Schools. It provided charter school data and district-wide charter school enrollments, where available, for the districts I studied. This website was extremely useful for both fact-checking my Google searches and expanding the data I was studying, as I was able to find district-wide charter school enrollments for most public school districts. Once I found the charter schools that were pertinent for my analysis, I collected founding dates, zip codes, mission statements, and grades serviced by each charter school, much the same as I had for the public schools I study.

It was also challenging to gather data about online schooling for a number of reasons. The first was the structure of online schools themselves. For example, some districts offer full-time online schooling for anyone who is interested; some only offer full-time online schooling for severely ill students; others still only offer part-time online schooling. Although I contacted representatives from each school district in order to determine how many students were enrolled in online schooling district-wide, I had not anticipated these varieties of online schooling and the difficulties that would come with attempting to compare them side-by-side. Where possible, I try to compare the number of students who are enrolled in full-time online schooling as my sample, though it is to be noted that I had difficulty procuring enrollment numbers for online schooling in general. Many school districts did not answer my requests for information about online schooling at all, and I was unable to find any third-party websites that could answer my questions either. Therefore, enrollment numbers for online schooling are included for comparison purposes for districts where I was able to procure them, but they are not a thorough unit of study. They do,

however, supplement the district-wide analysis of online schooling's popularity when they are available.

Nonetheless, where I could, I collected much the same data from online schools as I did from charter and public schools. Mission statements, opening dates, and grades serviced, as well as enrollment data, where provided, were all collected. Because online schools are, by nature, not brick-and-mortar institutions, I had to forgo collecting a zip code for the location of these schools. However, because I primarily use zip codes as sources for demographical data, this was not an insurmountable problem. I calculated the medians for the demographics of each school district in order to obtain a rough estimate of the demographics of students enrolled in online schools. This process will be expanded on below. The takeaway here is that while online schools cannot provide specific zip code locations, the aggregate demographics of the zip codes of their districts allow for sufficient study.

A possibly confounding factor concerning online schooling that arose as I was researching was the fact that online schooling can sometimes be used as a component of homeschooling. Private companies often provide online educational platforms as a tool for homeschool instructors, and an unknown number of homeschooled students utilize these online tools as part of their curriculum and instruction. However, since the students who do this only utilize online schooling as a component of homeschooling, anyone who may fall under this category is counted towards the homeschooling total of students.

In order to record the total enrollments of students in homeschooling programs who lived within the boundaries of each district, I relied on a combination of data published on district websites and on email exchanges with school district representatives. Of course, as with online schooling, I have some gaps in this data from lack of responses from school district

administrative staff. Once I had an estimate of the homeschooled population of each school district where available, I had to find out more about the type, quality, or method of homeschooling these students were likely enrolled in. Since school districts and states do not record such information, I had to find a different route to obtain it. Therefore, I chose to rely on local and statewide homeschooling networks that seemed to have a vocal presence when I searched them, or were featured on State Office of Education or school district websites. This is not to say that school districts did not provide resources for homeschooled children and their parents/instructors. Some school districts did indeed create websites with resources for these students, but this was rare, especially in the smaller school districts of Portland and Cincinnati. Therefore, I once again relied on Internet searches in order to discern the missions, so to speak, of different homeschooling movements or co-ops in the area that these students could be a part of.

Since homeschooling groups and movements tend to attract people from a larger area than a school district covers, I decided to study the three most prominent homeschooling movements in each metropolitan area. When data on local homeschooling co-ops was scarce or unavailable, or when statewide homeschooling movements seemed more prominent than local ones, I gathered data on statewide trends in homeschooling. These homeschooling movements, co-ops, and groups each have a unique history and particular goals for the education of a homeschooled child, which are outlined clearly and directly on their websites. From these movements' own websites, I attempted to compile much the same information that I had gathered for public, charter, and online schooling: the founding date, grades serviced, and mission statement of these homeschooling movements. For the demographic information of students enrolled in homeschooling, I did the same calculation as I had for the online school

students: I looked at the medians for the district-wide demographic data in order to obtain a rough estimate of the homeschooled students' demographics.

It is regrettable that I was unable to obtain more specific information on students enrolled in online schooling and homeschooling. However, it is unsurprising. In some areas, homeschool students do not register with their districts and their information is housed in state departments (Personal Correspondence). In certain districts, the online schooling component is negligible and precisely accurate data has not been collected about online enrollments (Personal Correspondence). Furthermore, the issue of confidentiality arises when such small numbers of students are being studied. For public and charter schools in general, district-wide and even school-to-school demographic information can be fairly easily obtained. However, for online and homeschooling, where the enrollments of students are often only a few hundred students, such information is unavailable to the public, because it runs the risk of breaching anonymity. Since individual privacy and control is one of the tenets of homeschooling, at least (Johnson 2013), the lack of detailed data on homeschooled and online students is disappointing, but unsurprising.

Once I had finished collecting the zip codes, founding dates, mission statements, and grades serviced for all 278 public schools, dozens of charter schools, tens of online programs, and multiple homeschooling methods, I needed to designate their demographic information. Although some school districts provide district-wide demographics on their websites, I wanted more specific data concerning the location of alternative schools in particular. It turned out that charter schools were the only type of school that I could study in-depth from these demographics, since neither homeschooling nor online schooling function within specific zip codes.

Nevertheless, this demographic information is a central unit of my analysis. Therefore, I proceeded to look at the 2010 U.S. Census to determine a few key facts about each zip code. First, I collected information on the population percentage of White Non-Hispanic residents for each zip code. Then, I collected information for the population percentage of the largest minority group of the metropolitan area for each zip code. For Salt Lake City and Portland, this minority group is Hispanic, while for Cincinnati, it is African American (Census Data). After gathering this information, I also recorded the Census data on the 2010 median household income for each zip code studied. My hope was to use this demographic data to draw conclusions about where, demographically speaking, alternative schools were springing up.

Once I had recorded the demographic data for the zip codes that the school districts I was studying encompass, I was finished gathering the raw data for my project. While much of the collection was difficult, and my data had some holes, I had gathered over 80 pages of raw data materials—more than enough to begin an analysis on the spread of alternative schooling in Cincinnati, Portland, and Salt Lake City.



### b. Organization and Study

In order to look at both local and national trends in the growth of each alternative school movement, I organized my data in a number of ways in order to study the trends and conclusions it pointed to. I began by studying public schools as a comparison group for each dimension of my project. After all, alternative schools are a reaction to the public school system (Ravitch 2010); therefore, studying the spread of alternative schooling without comparing the newly created schools to the already existing public schools makes for an incomplete study.

The first dimension I discuss in my results section is the “where” dimension of the expansion of alternative schools. Therefore, I will begin with the analysis I used to write this section. I use the label “where” since my discussion is based on the zip codes of the school locations—however, it may be somewhat of a misnomer, as I only study location insofar as it gives me access to demographic data. I had already gathered the zip codes each school district encompasses, and their relative white and minority populations, as well as their median household incomes. I proceeded to calculate the quartiles for the minority population percentages of the zip codes that each district encompasses and the quartiles for the median household income for the zip codes encompassed by each district as well in order to prepare the data for study.

I began my study of this dimension by studying the demographics of the neighborhoods that charter schools were located in. I looked for trends within each metropolitan area and also across them—which neighborhoods, demographically speaking, had the most charter schools? In order to do this, I made a chart designating the racial and income distributions of each charter school’s neighborhood. I then attempted to look at the number of charter schools located in low-minority areas (less than 10% minority population), mid-level minority areas (10-20% minority

population), and high-minority areas (more than 20% minority population). However, this type of delineation of minority populations of the neighborhoods within each school district did not work for comparison purposes, as each district and metropolitan area had wildly differing population demographics. Therefore, I looked at minority populations in terms of quartiles, studying the neighborhoods grouped by zip codes in terms of their quartile distribution of minority populations.

Then, I looked at the income distributions of the zip codes the charter schools were located in. I designated the income distributions in quartiles, calculated from the income profile of each district's zip codes. I created another chart in which I designated whether each charter school was in a first quartile, second quartile, third quartile, or fourth quartile income neighborhood.

In order to compare across school districts, I analyzed the typical profile for charter schools within each district. That is, I looked at the demographic data for all charter schools within each district in order to compare the locations of charter schools across different districts. I organized the data by creating a table of the location of charter schools according to the minority population and median household income quartiles within their districts. I used these tables to compare where, across racial and income differing neighborhoods, charter schools were located between the different public school districts. I then created tables showing how many charter schools were located within each quartile of each overall metropolitan area, which I then used to compare the most common demographic characteristics of charter schools across my three metropolitan areas of study.

In order to compare online and homeschooling within this location-based dimension, I was not able to use such specific data. Instead, I looked at the district medians for minority and

white populations as well as the median household income of all the district's zip codes. My unit of study for online and homeschooling was only on a district level, but from this data, I could still draw conclusions about where, demographically, online and homeschooling were a bigger draw to students. In order to compare between districts, I did not use the raw enrollment numbers of students in online and homeschooling; rather, I used the percentages of students from the district's total enrollment so I could study trends district-to-district. I was also able to look at a metropolitan and state level comparison of where the homeschool and online school students are enrolled by averaging the demographic data at a metropolitan level in order to compare across states.

Next, I compared the "when" dimension of alternative schools to that of public schools. This was a much more straightforward dimension to study, since it entailed comparing the founding dates of public school districts to the founding dates of the alternative school systems. Within each district, I charted when charter and online schools were established, and then I looked at trends across districts and metropolitan areas. Of course, as I will note in my results section, this part of my study is fairly one-dimensional. Public schools cannot open with the frequency of charter and online schools, since they are more permanent by necessity and, once established, are usually utilized for decades afterwards. Comparing homeschooling along this dimension was a little more of a challenge. However, I used the founding dates of the homeschooling movements when they were stated on their websites to also chart when a movement had grown large enough for it to be publically organized and marketed. I used the official founding dates of the co-ops or homeschooling movements as a benchmark for their critical formation and the beginning of their widespread attraction for parents and students in the area.

Once I had gathered and studied the information on where and when alternative schools had become established around Portland, Cincinnati, and Salt Lake City, I reached the crux of my study, and the most nuanced dimension of my research—the question of why. Why have alternative schools grown at such a fast pace? How do they attract students, and what do they offer in order to entice them to enroll? How are these alternative schools different in purpose and function from the public schools that are already established? In essence, why are alternative types of schooling seeing enormous growth? What makes them attractive to parents and students alike?

In order to answer these questions, I turned to the mission and vision statements I had collected. For each type of schooling—public, charter, online, and home—within each district, I studied mission and vision statements in order to find what they were marketing to parents and students as the purposes of their particular educational pathway. I did this in two ways: qualitatively, by describing the types of words and claims the different school types' mission statements chose to use, and quantitatively, by counting the most common key words in each type of mission statement. I divided the types of words, as described in the qualitative study of the mission statements, into distinct categories, which will be elaborated on in my results section. Quantitatively, I looked for trends to find what percentage of mission statements of each type of school used the same key words.

Once I organized my findings, I was able to compare the mission statements of all public schools across the metropolitan areas with all the charter, online, and homeschool movements' missions. Since I am interested in the nationwide growth of alternative schools, studying the mission statements on a more macro scale allowed me to track the trends of advertisement and enticement different types of schools' missions exhibited. Studying this dimension gave me keen

insight on what alternative schools are promising to do for students that public schools are not. Through the course of my analysis, I was able to answer the final and most pressing dimension of my study—the “why”.

#### 4. Results

##### a. A Public School District Overview—What Are We Studying?

In order to be able to paint an accurate picture of the spread of alternative schooling in Cincinnati, Portland, and Salt Lake City, it is important to understand the public school districts located in these areas. The sizes and characteristics of these public school districts have undoubtedly affected the spread of alternative schooling in their areas. The well-documented trend of alternative education growth through the last few decades has roots in sociopolitical movements, but can also in part be attributed to the perceived deficiencies of public schools. Therefore, this section begins by providing a brief overview of the characteristics of the public school districts included in the study. As previously noted, I studied school districts that altogether encompassed around 55,000-65,000 students within each metropolitan area. In Cincinnati, four school districts covered these students; in Portland, three school districts serviced this number of students; in Salt Lake City, studying just one school district was sufficient, because it alone serviced this many students.

Table 1 details basic information about each school district studied: the number of schools it encompasses, the number of students it services, its founding year, the number of charter and online schools it encompasses, and the homeschooling, online schooling, and charter schooling enrollment numbers, when available. Unfortunately, enrollment numbers were impossible to come by for many districts and alternative schools in this study, so, while listed here, they are largely omitted from the main discussion. However, the alternative school enrollment numbers are still included in this basic facts table as they are a useful indicator of the overall educational climate of the different school districts and metropolitan areas. Furthermore, there are a number of school districts for whom the indicator for the number of online schools is

1\*. The asterisk here indicates that while the school district does not actually advertise or describe a separate online school it offers students, it still reports a number of students who utilize full-time online schooling. Therefore, I make the logical assumption that this district does indeed have an online school, even if it does not create a website for it.

**Table 1. Districts at a Glance**

Name and Location	Number of Schools	Number of Students	Number of Charter Schools	Number of Online Schools	Homeschool Enrollment	Online Enrollment	Charter Enrollment	Year Founded
OH-Cincinnati Public Schools	53	33,000	27	2	N/A	N/A	8,088	1829
OH-Indian Hill Exempted Village School District	4	1,184	0	N/A	N/A	N/A	0	1946
OH-Northwest Local School District	12	9,300	1	N/A	N/A	N/A	501	1960
OH-Oak Hills Local School District	9	8,200	0	N/A	N/A	N/A	0	1956
OR-Centennial School District	10	6,700	0	1*	180	100	0	1976
OR-David Douglas School District	14	10,715	1	1*	231	79	154	1959
OR-Portland Public Schools	83	48,800	9	1	1128	858	2,003	1851
UT- Granite School District	87	68,000	13	1	350-450	80	5,936	1904



This data shows a number of interesting aspects. Firstly, it details how different each school district is. In the interest of studying the same approximate number of students from each metropolitan area, I was inclined to study very different school districts in the process. Some school districts are quite small and compact, as they represent neighborhoods that have banded together to create a separate school district distinct from the larger school districts in the area (School District Website), such as Indian Hills Exempted School District in Ohio. Other districts, like the Granite School District in Salt Lake City, encompass dozens of zip codes and tens of thousands of students.

It follows, with these differences in size and scope of the school districts, that both their internal operations, which affect their support of and resources given to differing alternative schools, and their educational goals or expectations, would differ. The school districts' particular differences become especially interesting to note on a larger scale, when analyzed in the context of the trends of increasing alternative education spreading across the United States. Of course, not all districts or metropolitan areas throughout the United States have experienced the same type or amount of growth of these alternative school systems (Grady et al. 2010). Within this study, certain school districts, such as the smaller districts I study in Cincinnati and Portland, do not even have charter schools within their boundaries (See Table 1). This is key, because in a way, the growth of alternative schools therefore becomes a trend that exists despite (or perhaps because of) the aforementioned differences in public school district size and structure, as it is still the dominant trend in the United States (Grady et al. 2010).

The districts I study also differ in terms of their socioeconomic and racial makeup. Table 2 looks at the aggregate racial components of the zip codes each district encompasses. As mentioned above, the minority group studied for each metropolitan area is its largest minority

group by population. For Portland and Salt Lake City, this group is Hispanic; for Cincinnati, it is African American. Table 2 studies the distribution of minority populations within public school district by creating quartiles for the demographics of zip codes, which are constructed as outlined below. These quartiles allow for comparison across school districts, when the districts themselves are quite diverse in their demographics. Quartiles constructed in the same manner as in Table 2 are used throughout the study to make both school district-level and metropolitan-level data suitable for comparison.

In order to construct these quartiles for study, I performed the following. As I detailed in my methods section, I began my study of demographics by collecting the percentages of minority and white populations within the zip codes each district encompassed. Let us take the first district in Table 2, Cincinnati Public Schools, as an example to illustrate the process that followed. The minimum percentage of minority population of all the zip codes encompassed by this school district is 1.4%. The maximum percentage of minority population of all of the zip codes encompassed by this school district is 80.9%. After noting this information, I calculated the quartiles of the percentages of minority population of the zip codes that this school district encompassed.

The way to read the Table 2 row for Cincinnati Public Schools is as follows. The zip code within this public school district with the lowest percentage of minority population has 1.4% minority population and the zip code with the highest percentage of minority population of this district has 80.9% minority population. Then, the zip codes that fall into the bottom quarter of the minority population distribution have between 1.4% (the district's minimum) and 21.6% minority population. The next quarter of the zip codes have between 21.6% and 33.3% minority population. The third quarter of zip codes within this district have between 33.3% and 60.1%

minority population. Finally, the last quarter of the zip codes have between 60.1% minority population and the maximum minority population exhibited by this set of zip codes, 80.9%.

**Table 2. School Districts and Zip Code Minority Population Percentages in Quartiles**

School District Name and Location:	Min % Minority:	Max % Minority:	Q1: (%)	Q2: (%)	Q3: (%)
OH-Cincinnati	1.4	80.9	21.6	33.3	60.1
OH- Indian Hill	2.2	2.2	2.2	2.2	2.2
OH-Northwest	2	60.2	2	27	30
OH- Oak Hills	1.1	32	1.3	8	19
OR- Centennial	10.5	18.7	10.5	12.6	15.7
OR- David Douglas	11.7	26.2	14.7	15	15.6
OR- Portland	3.8	19.9	4.9	5.5	9.4
UT- Granite	3.8	35.1	6.4	17.4	28.7

I use these quartiles in my analysis in order to compare the demographic characteristics of the zip codes that charter schools exist in. For example, we will see that in both the Cincinnati area as a whole and the Salt Lake City area, the majority of charter schools exist in the highest quartile (Q4) range. While it is important to note, of course, that the Q4 ranges of these metropolitan areas overall is actually quite different and not necessarily comparable on purely statistical terms, we can still see both that charter schools most often occur in the highest minority area of a district and that the districts with the highest minority populations also have the highest number of charter schools. This type of analysis will allow us to compare the relative effects of high minority populations across these very demographically diverse metropolitan areas.

Given the numbers in Table 2, it is readily apparent that these districts exhibit wide ranges of minority populations, even within the same metropolitan area. For example, if we look at the median of each district's zip codes' percentage of minority populations, which is the same

number as the Q2 number in the table, we can look at the wide range of median minority population percentages even just within the school districts of one metropolitan area—say Cincinnati. Cincinnati's school districts exhibit a very wide range of median percentages of minority populations, from 2.2% all the way to 33.3%. The racial diversity these districts exhibit lends rich insights into the locations of alternative schools, as we will see below.

Just as the racial differences between these districts are key to study the spread of different types of alternative schools, the income disparities throughout the districts are also important in understanding their differences and similarities. By organizing income through quartiles as well, we can sort which zip codes and districts alternative schools are most prominent in and gain a better understanding of the income of families who are taking advantage of (and often, themselves creating and propagating) alternative schooling structures. Table 3 is an analysis of the median income of the zip codes encompassed by each school district, as reported in the 2010 U.S. Census. To read through the first line of the table, which again concerns Cincinnati Public School, gives us the following information. The minimum median income for any zip code encompassed by Cincinnati Public Schools is \$9,475. The maximum median income for any zip code encompassed by Cincinnati Public Schools is \$78,316. The first quarter of median incomes reported for this district's zip codes falls between \$9,475 and \$24,416; the second falls between \$24,416 and \$31,356; the third, between \$31,356 and \$46,800; and the fourth, between \$46,800 and the maximum median income reported by a Cincinnati Public Schools zip code, \$78,316.

Across districts and metropolitan areas, we see a wide range of diversity and disparity between median incomes, just as we do with minority population percentages. The major

demographic trends that have been uncovered in this section will come into play when we analyze where, demographically, different types of alternative schools are forming.

After this brief overview of the public school districts which form the boundaries of the study and their characteristics and demographics, we can turn our attention to studying the three dimensions of alternative school growth: where, when, and why. The sections below will explore these dimensions to discover trends in the growth of alternative schooling across the nation.

**Table 3. School Districts and Zip Code Median Household Income in Quartiles**

Name:	Min Med Income (\$):	Max Med Income (\$):	Q1: (\$)	Q2: (\$)	Q3: (\$)
OH-Cincinnati	9,475	78,316	24,416	31,356	46,800
OH- Indian Hill	101,497	101,497	101,497	101,497	101,497
OH-Northwest	22,599	71,388	45,447	49,152	53,806
OH- Oak Hills	40,379	74,819	45,533	50,529	59,059
OR- Centennial	35,970	62,886	41,296	52,979	62,866
OR- David Douglas	35,970	62,886	38,715	46,097	46,385
OR- Portland Public Schools	25,938	100,063	46,097	53,972	71,746
UT- Granite	31,463	74,621	51,892	55,400	63,641

b. The First Dimension: Where—A Study of Location and Demographics.

One of the crucial trends about the growth of alternative schooling as we have seen it in the last few decades in America is that alternative schools do not appear in all neighborhoods, cities, or towns equally (Grady et al. 2010). Likewise, their enrollments are not an equal distribution of racial and ethnic groups or of socioeconomic classes (Grady et al. 2010). Indeed, particular groups gravitate towards different types of schooling, be that public schooling or specific alternative methods. Previous research has explored the importance of both race and socioeconomic background on parent and student interactions with schooling systems (Lareau 1989). This part of the project attempts not only to address the question, “Where are alternative schools cropping up?” with demographic evidence, but also to add to this body of research.

As discussed in the methods section, the concept of “where” is taken quite liberally in this discussion. The geographical dimension of different types of school is most significant because of the demographic data it can provide through U.S. Census records. Of course, the specific geographical location of the spread of certain alternative schooling methods is quite difficult to measure. Because online and homeschooling do not have specified locations, they cannot be studied with the same level a detail as brick-and-mortar charter schools can. However, they can be studied on a district-wide as well as metropolitan basis in order to be compared to the spread of charter schools and also, to be analyzed next to the comparison group of public school districts.

In order to study the location and demographic dimension in the detail it demands, this section is organized by type of schooling and further broken down by metropolitan area. It finishes by drawing parallels between Cincinnati, Portland, and Salt Lake City to look into nationwide trends on the socioeconomic makeup of the neighborhoods and cities where different

types of alternative schooling is most prevalent. Given the conclusions of existing research, one would expect that the spread of the different types of alternative schooling would vary across racial and socioeconomic divides within the metropolitan areas studied here. Indeed, the data presented here allows for a distinction between the demographic characteristics of the neighborhoods in which different types of alternative schools are most common.

i. Charter Schools

Of the three alternative schools studied here, the easiest to explore geographically is charter schooling. Previous research indicates that charter schools are often a school choice for underprivileged students (Guggenheim 2010, Ravitch 2010). These students can either belong to a racial minority group or come from lower socioeconomic backgrounds—or both. Given the findings that such students often enroll in charter schools, it is not a far logical leap that charter schools will likely be located in neighborhoods with high minority populations and low income—and to some extent, at least, this data does reveal such a trend.

Creating the same type of quartiles as above for the demographics of the zip codes for each school district allows us to compare both the minority percentage populations and the income ranges that charter schools most often occur in. Our analysis will begin with the minority population percentages of charter schools' neighborhoods. Tables 4 through 11 detail the quartiles for each school district. They are organized by metropolitan area.

In looking at the minority population percentage on these tables, it is crucial to remember that the minorities studied for all the metropolitan areas are not the same. While the largest minority in Cincinnati is African American, the largest minority for both Portland and Salt Lake City is Hispanic. Therefore, it makes most sense to first analyze these tables taking this racial difference into account before we make overarching conclusions about the demographics of the location of charter schools in these three metropolitan areas combined.

First, we will look at charter schools located in public school district boundaries within Cincinnati, where the largest minority group is African American. Beginning our study with the charter schools in the Cincinnati school districts (Tables 4 through 8), we immediately notice that two of the four districts do not have charter schools at all. This perhaps surprising



phenomenon is most likely due to the school districts' size. A school district with as few students and schools as the two in question probably does not have either the resources or the demand for a charter school.

The lack of charter schools in these districts can also be explained by the nature of the Indian Hill Exempted Village School District and the Oak Hills Public School District themselves. These districts are quite different from many other public school districts, whose boundaries seem mostly random and arbitrarily drawn. The histories of these school districts show that they themselves left larger districts or merged smaller districts in order to create a unified, small, tight-knit district that can pursue the goals its taxpayers and residents are most interested in (School District Website). As we are studying the spread of alternative schools as a reaction to the perceived inefficiencies of the public school system, it would follow that residents of such organized public school districts would not desire a charter school.

Another dimension of the spread of charter schools as measured by minority population percentages becomes immediately obvious when looking at these tables as well. If we turn our attention to Table 8, we see that no charter schools exist within Cincinnati public school districts in the quartile of their lowest minority populations. Furthermore, as the minority African American population grows, so, too, do the number of charter schools within the quartile. Perhaps, then, another reason that the aforementioned school districts do not have any charter schools is because they are comprised of relatively low-minority population zip codes compared to the other districts of Cincinnati. The correlation of high minority population with high number of charter schools is most clearly illustrated when we compare the Cincinnati-based tables and realize that the Q4 of the district that has the most charter schools is also the Q4 of the highest

minority population in the Cincinnati districts studied. That is, the zip codes with the most charter schools are also the zip codes with the highest minority populations.

**Table 4. Number of Charter Schools Within Each Minority Percentage Population Quartile for Cincinnati Public Schools**

Quartile and Designation:	Q1: (1.4%-21.6% minority population)	Q2: (21.6% -33.3% minority population)	Q3: (33.3%-60.1% minority population)	Q4: (60.1%-80.9% minority population)
Number of Charter Schools:	0	4	7	16

**Table 5. Number of Charter Schools Within Each Minority Percentage Population Quartile for Indian Hill Exempted Village School District**

Quartile and Designation:	Q1-Q4 (2.2% minority population)
Number of Charter Schools:	0

**Table 6. Number of Charter Schools Within Each Minority Percentage Population Quartile for Northwest Public School District**

Quartile and Designation:	Q1: (2% minority population)	Q2: (2% -27% minority population)	Q3: (27%-30% minority population)	Q4: (30%-60.2% minority population)
Number of Charter Schools:	0	0	0	1

**Table 7. Number of Charter Schools Within Each Minority Percentage Population Quartile for Oak Hills Public School District**

Quartile and Designation:	Q1: (1.1%-1.3% minority population)	Q2: (1.3% -8% minority population)	Q3: (8%-19% minority population)	Q4: (19%-32% minority population)
Number of Charter Schools:	0	0	0	0

**Table 8. Number of Charter Schools Within Each Minority Percentage Population Quartile for all Districts Studied in Cincinnati**

Quartile:	Q1:	Q2:	Q3:	Q4:
Number of Charter Schools:	0	4	7	17

Now that we have seen that minority population and charter schools are positively correlated in Cincinnati, we can move on to study the spread of charter schools across this demographic dimension in the public school districts of Portland. Here, we notice quite a different pattern. Once again, it is important to note that the minority group in question is no longer African American—it is Hispanic.

Look at Tables 9-12. In the Portland metropolitan area, the charter schools are spread pretty equally across the quartiles of minority percentage population, with the second and third interquartile ranges actually holding more charter schools than the Q1 or Q4. In Portland, too, there is a district without any charter schools, but aside from that, the charter school environment looks very different between Portland and Cincinnati. Overall, there are much fewer charter schools in Portland, and they are not concentrated in the higher minority areas. Given that the minority studied here is Hispanics, perhaps the minority group difference in and of itself helps account for the lower number of charter schools in Portland overall. Also to note is that the Q4

range for Portland public school districts is much lower than that for the Cincinnati school districts. That is, Portland zip codes have lower overall minority populations than Cincinnati zip codes. Perhaps this is why even though the number of students studied (roughly 55,000-65,000) is the same in the two metropolitan areas, there are much fewer charter schools in Portland than in Cincinnati.

**Table 9. Number of Charter Schools Within Each Minority Percentage Population Quartile for Centennial Public School District**

Quartile and Designation:	Q1: (10.5% minority population)	Q2: (10.5% -12.6% minority population)	Q3: (12.6%-15.7% minority population)	Q4: (15.7%-18.7% minority population)
Number of Charter Schools:	0	0	0	0

**Table 10. Number of Charter Schools Within Each Minority Percentage Population Quartile for David Douglas Public School District**

Quartile and Designation:	Q1: 11.7%-14.7% minority population)	Q2: (14.7% -15% minority population)	Q3: (15%-15.6% minority population)	Q4: (15.6%-26.2% minority population)
Number of Charter Schools:	0	1	0	0

**Table 11. Number of Charter Schools Within Each Minority Percentage Population Quartile for Portland Public Schools**

Quartile and Designation:	Q1: (3.8%-4.9% minority population)	Q2: (4.9% -5.5% minority population)	Q3: (5.5%-9.4% minority population)	Q4: (9.4%-19.9% minority population)
Number of Charter Schools:	2	2	3	2

**Table 12: Number of Charter Schools Within Each Minority Percentage Population Quartile for all Districts Studied in Portland**

Quartile:	Q1:	Q2:	Q3:	Q4:
Number of Charter Schools:	2	3	3	2

Finally, let us look at this same dimension of the spread of charter schools in Salt Lake City (Table 13). In Salt Lake City, like in Cincinnati, the most charter schools are found in the Q4 range—the high minority areas. However, they also exhibit an interesting pattern, as they are found in Q1 just as often as Q3, but not at all in Q2. This reveals that perhaps the placement of these charter schools is not as affected by minority population as I would have imagined, because this pattern shows that both areas of 3.8%-6.4% minority population and those of 17.4%-28.7% minority population exhibit the same charter school numbers. Therefore, there may not be an effect of minority population on charter school placement, at least in Salt Lake City.

In Salt Lake City, like in Portland, the minority group studied is Hispanic, however, so there may indeed be something to my previous theory that high African American populations lead to more charter schools than high Hispanic populations do. It certainly seems to be the case in this study, where Cincinnati in and of itself has more charter schools than the other two cities combined. Keep in mind, too, that the amount of students studied in each metropolitan area is roughly comparable as well, so this trend is not spurious.

**Table 13. Number of Charter Schools Within Each Minority Percentage Population Quartile for Granite School District**

Some schools are missing due to a lack of demographic data.

Quartile and Designation:	Q1: (3.8%-6.4% minority population)	Q2: (6.4% -17.4% minority population)	Q3: (17.4%-28.7% minority population)	Q4: (28.7%-35.1% minority population)
Number of Charter Schools:	2	0	2	6

Our study of the locations of charter schools according to minority populations has led us to a few overarching conclusions. Firstly, that higher minority areas tend to get more charter schools than lower minority areas in Cincinnati and Salt Lake City, but that charter schools are more equally spread across racial lines through the districts of Portland. Also to note is that the areas of study with Hispanics as the largest minority population had significantly fewer charter schools than the area where African Americans are the minority group studied. It also seems that a high African American population had a stronger positive correlation with the number of charter schools in a district than a high Hispanic population did.

Now we can move on to looking at these three metropolitan areas' charter school locations according to median family income in their zip codes. Look at Tables 14-18 for the information on the number of charter schools within each median household income quartile for the school districts of Cincinnati. Here, I would have expected a different trend than the one that ultimately emerged. Given the research that highlights the ever-growing low income enrollments at charter schools, I would have assumed that there would be a much larger proportion of charter schools in the lowest income quartile range than this data actually shows.

Once again, we will begin our study by looking at schools in Cincinnati. Across the income dimension, overall in Cincinnati, Q1 (the lowest quartile of household income) holds 11

schools, but Q3 also holds 10 schools. This most likely means that income does not affect the placement of charter schools nearly as much as minority population does, at least for the districts in Cincinnati.

**Table 14. Number of Charter Schools Within Each Median Household Income Quartile for Cincinnati Public Schools**

Quartile and Designation:	Q1: (\$9,475-\$24,416)	Q2: (\$24,416-\$31,356)	Q3: (\$31,356-\$46,800)	Q4: (\$46,800-\$78,316)
Number of Charter Schools:	10	4	10	3

**Table 15. Number of Charter Schools Within Each Median Household Income Quartile for Indian Hill Exempted Village School District**

Quartile and Designation:	Q1-Q4 (\$101,497)
Number of Charter Schools:	0

**Table 16. Number of Charter Schools Within Each Median Household Income Quartile for Northwest Public School District**

Quartile and Designation:	Q1: (\$22,599-\$45,447)	Q2: (\$45,447-49,152)	Q3: (\$49,152-\$53,806)	Q4: (\$53,806-\$71,388)
Number of Charter Schools:	1	0	0	0

**Table 17. Number of Charter Schools Within Each Median Household Income Quartile for Oak Hills Public School District**

Quartile and Designation:	Q1: (\$40,379-\$45,533)	Q2: (\$45,533-\$50,529)	Q3: (\$50,529-\$59,059)	Q4: (\$59,059-\$74,819)
Number of Charter Schools:	0	0	0	0

**Table 18. Number of Charter Schools Within Each Median Household Income Quartile for all Districts Studied in Cincinnati**

Quartile:	Q1:	Q2:	Q3:	Q4:
Number of Charter Schools:	11	4	10	3

Let us look now at the school districts in Portland. Tables 19-22 display their data.

According to this data, the spread of the charter schools in the Portland public school districts according to household income is the exact same as the last spread we looked at—the one based on minorities. This makes an interesting point about the intertwined nature of these two demographic characteristics and once again makes Portland markedly different from Cincinnati in this respect. We did not see such a tight correlation between the charter schools' locations according to minority population and median income in Cincinnati, but in Portland, these numbers align perfectly. Therefore, in Portland we see that neither a high Hispanic population nor a low median household income is strongly correlated with the number of charter schools.

**Table 19. Number of Charter Schools Within Each Median Household Income Quartile for Centennial Public School District**

Quartile and Designation:	Q1: (\$35,970-\$41,296)	Q2: (\$41,296-\$52,979)	Q3: (\$52,979-\$62,866)	Q4: (\$62,866)
Number of Charter Schools:	0	0	0	0



**Table 20. Number of Charter Schools Within Each Median Household Income Quartile for David Douglas Public School District**

Quartile and Designation:	Q1: (\$35,970-\$38,715)	Q2: (\$38,715-\$46,097)	Q3: (\$46,097-\$46,385)	Q4: (\$46,385-\$62,866)
Number of Charter Schools:	0	0	0	1

**Table 21. Number of Charter Schools Within Each Median Household Income Quartile for Portland Public Schools**

Quartile and Designation:	Q1: (\$25,938-\$46,097)	Q2: (\$46,097-\$53,972)	Q3: (\$53,972-\$71,746)	Q4: (\$71,746-\$100,063)
Number of Charter Schools:	2	3	3	1

**Table 22: Number of Charter Schools Within Each Median Household Income Quartile for all Districts Studied in Portland**

Quartile:	Q1:	Q2:	Q3:	Q4:
Number of Charter Schools:	2	3	3	2

Finally, we can take a look at the spread of charter schools in the Salt Lake City metropolitan area according to median household income. Table 23 details this information. In Salt Lake City, we can see there is much more of a correlation between low-income areas and number of charter schools, as the literature would suggest. Even though we are missing the demographic data on one zip code, which excludes three charter schools from this dimension of study, we can see that in Salt Lake City, more so than in Portland or Cincinnati, income has an

effect on the formation of charter schools. In Salt Lake City, more than half of the overall charter schools are located in the Q1 of income distribution. Income here has a stronger correlation than racial minority population does with the formation of charter schools.

**Table 23. Number of Charter Schools Within Each Minority Percentage Population Quartile for Granite School District**

Some schools are missing due to missing demographic data.

Quartile and Designation:	Q1: (\$31,463-\$51,892)	Q2: (\$51,892-\$55,400)	Q3: (\$55,400-\$63,641)	Q4: (\$63,641-\$74,621)
Number of Charter Schools:	6	0	2	2

To summarize the findings of this section, we can say the following. In Cincinnati, where the minority group studied is African American, it looks like minority population has a strong correlation with the formation of charter schools. However, charter schools in Cincinnati do not seem to be located primarily in low-income neighborhoods. In Portland, Hispanics are the minority group studied. For Portland, neither minority population nor household income seem to have an effect on charter school location. In fact, the same amount of charter schools land within each quartile for both of these dimensions. In Salt Lake City, Hispanics are the minority group studied. Here, the effects of low income are more pronounced than the effects of high minority population for the locations of charter schools. The differences between all these metropolitan areas were not ones I expected based on previous literature. They show that demographic effects on the location of charter schools are much more nuanced than existing literature may account for.

## ii. Online Schooling

Now that we have looked at the interesting trends of charter school placement according to the minority percentage populations and median household incomes of our metropolitan areas, we can move on to studying online schooling through this same lens. Table 24 provides us with the information about online schools on a district-wide basis. A few notes should be made about the structure of this table. Firstly, note that for school districts where an online enrollment was reported, but no online school was advertised as a separate schooling system, I denoted the Number of Online Schools column with a 1\*. This designation means that although there may not be a central online school students can elect to enroll in, this district nonetheless offers an online course option (or it would not be able to provide online enrollment numbers).

Also to note is the inclusion of enrollment numbers in this analysis. Although enrollment numbers are not a central unit of study, they are used as supplementary information for the case of online schooling because we do not have enough information about the number of online schools that exist in these districts, as my 1\* designation shows. Therefore, it is helpful to look at the enrollment numbers, where available, in tandem with the number of online schools, in order to help us delineate the trends between the creation of online schools and the demographic characteristics of our study.

Looking at Table 24, let us first read it in terms of the median minority population of the zip codes of each district. If you recall, this number was taken from the Q2 number of each district in Table 2. Just using the number of online schools and the median minority population columns alone, we can see that the school district with the highest minority population (Cincinnati Public Schools) also has the highest number of online schools—2. The districts with some of the lower median minority populations, such as Indian Hill and Oak Hills districts, do

not provide data on online schooling, presumably because they do not offer it. As we discussed in the previous section, these districts are also small, so perhaps their lack of funding may contribute to their lack of online schooling more so than their zip codes' median minority populations affects that trend. Nonetheless, when we incorporate the online school enrollment numbers for the school districts we obtained them from, we may see a different trend. Here, the school districts with the highest online school enrollments are not the ones with the highest median minority populations, so perhaps online schooling and race do not correlate. It is important to note, however, that the differences between the enrollment numbers are actually miniscule, as the online enrollments range from .1%-1.8%—hardly enough of a difference to draw a final conclusion from.

Now we can read this table in terms of online schools and median household income correlation. The school district with the lowest median income, \$31,356, which is also Cincinnati Public Schools, has the highest number of online schools. The district with the highest median income, \$101,497, has no information to report on online school enrollment. This is, presumably, because it does not provide an online schooling system. Once again, the enrollment numbers are incomplete and do not vary enough to give us a complete picture of the trends they may be hiding, but here, too, we can acknowledge that for the districts whose enrollment numbers we see, they have much less variability in median income than the entire chart shows. Therefore, it is difficult to draw conclusions on the relationship between median income of a district's zip codes and its formation of online schooling systems. However, using the information we do possess, we can draw the tentative conclusion that online schools are more common in areas with higher minority population and lower income.

This trend does seem to be aligned with previous research, as online schooling is often used as an educational option for students who have dropped out of traditional school, or are in juvenile detention or rehabilitation programs (Roblyer 2006). In conjunction with the well-documented correlation between low socioeconomic class and minority race and crime in America, the existence of more online schools in areas exhibiting these demographics is not surprising.

**Table 24. Number of Online Schools Per District, Median Minority Population Percentage, and Median Income Per District**

Name of School District:	Number of Online Schools:	Online School Enrollment as % of Total District Enrollment	Median Minority Population:	Median Income:
OH- Cincinnati	2	N/A	33.3%	\$31,356
OH- Indian Hill	N/A	N/A	2.2%	\$101,497
OH-Northwest	N/A	N/A	27%	\$49,152
OH- Oak Hills	N/A	N/A	8%	\$50,529
OR- Centennial	1*	1.5%	12.6%	\$52,979
OR- David Douglas	1*	.7%	15%	\$46,097
OR- Portland Public Schools	1	1.8%	5.5%	\$53,972
UT- Granite	1	.1%	17.4%	\$55,400

### iii. Homeschool

Since we do not have complete enrollment numbers for homeschooling students in the districts we study, we can only study the numbers I was able to procure. I also chose to study three homeschooling co-ops per metropolitan area, so I cannot use the number of homeschools, so to speak, as a unit of analysis. While the differences between homeschooling populations across school districts are not incredibly large, either, there is nevertheless some interesting data about homeschooling according to demographic divides, even given that the data set is incomplete. Reference Table 25 for this information.

One very interesting finding for this data, which does not directly correspond to demographics but is worth noting, is that for locations where both homeschool and online enrollment numbers are available, the homeschooling enrollment is always higher. For example, in David Douglas school district, the percentage of students enrolled in homeschool is triple that of online-schooled students; in Granite School District, it is six-fold. Of course, the overall percentages of these enrollments are still extremely small, but it is worth noting that homeschooling is more popular than online schooling in these school districts.

The demographic study of this data is not quite so telling. The school district with the highest percentage of homeschooled students has neither a high nor low median percentage population of minorities, and it also has a fairly average median income level for the data set. Likewise, the school district with the lowest percentage of homeschooled students has a fairly average demographic profile for the set as well. This could be due to the incomplete data of this set or to the tiny proportions of the overall enrollments that homeschooled students actually make up. It could also be a signifier, however, that neither race nor income affect homeschooling enrollment patterns.

**Table 25. Homeschool Enrollment, Median Minority Population Percentage, and Median Income Per District**

Name of School District:	Homeschool Enrollment as % of Total District Enrollment	Median Minority Population:	Median Income:
OH- Cincinnati	N/A	33.3%	\$31,356
OH- Indian Hill	N/A	2.2%	\$101,497
OH-Northwest	N/A	27%	\$49,152
OH- Oak Hills	N/A	8%	\$50,529
OR- Centennial	2.7%	12.6%	\$52,979
OR- David Douglas	2.2%	15%	\$46,097
OR- Portland Public Schools	2.3%	5.5%	\$53,972
UT- Granite	.6%	17.4%	\$55,400

To summarize the “where” dimension of this study, the key points are as follows. Charter school location, of all the types of alternative school locations, seems to be most affected by neighborhood demographic features. However, demographic effects on charter school locations are quite nuanced. Online schooling seems to also be affected by demographic features across school districts, with a trend of more online schools occurring where minority population is high and income is low. Homeschooling data is minute and incomplete, but seems to suggest that neither race nor income affect homeschooling enrollment.

c. The Second Dimension: When—What Founding Dates Reveal.

i. Charter Schools

Now that we have discussed the demographic locations and characteristics of different alternative school movements, it is also interesting to study when these movements were formed within the different school districts and metropolitan areas. This part of the study is fairly straightforward, but still useful in understanding and mapping the spread of alternative schools. Because schools—especially public schools—are not established at a particularly fast rate, this area of our study is less nuanced than the last, because by its nature it does not encompass so many distinct data points. Nonetheless, it does indeed show the cumulative growth of the alternative school systems over time.

First, we can look at the spread of charter schools in each metropolitan area and at large. In order to read this chart, we need to take into account the row of question marks, where the founding dates for six charter schools are missing. It is unfortunate that we do not have this information, as it could lend us a clearer understanding of whether there are trends to the spread of charter schools through time. Interestingly, the spread of charter schools across time is not quite what the literature would predict. Though much has been written on the continual growth of charter schools across America, it seems that in our particular study of these metropolitan areas, there is not a steady growth with time. Rather, there are two peak years for the formation of charter schools, 2004 and 2011.

However, as the last row of Table 26 does show, the cumulative number of charter schools existing in these districts over time is indeed growing. This data may be a little off, as information was not collected about charter schools that may have opened and then been shut



down later on. Nonetheless, there is a trend of growth in the amount of public schools existing, even if they are not established at a steadily growing rate, which does support existing literature.

The sample size is much too small to draw any large conclusions about the trend exhibited here, and the six charter schools from Portland Public Schools that do not report founding dates could also have changed the pattern of growth we see. Nevertheless, we can see that across the sample, there is not a single year since 1999 that a new charter school has not been formed. Charter schools are indeed being created, and are growing in numbers with every passing year. However, the steady growth of their establishment over time is doubtful according to this data.

**Table 26. Number of Charter Schools Established by School District by Year**

School District	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
OH- Cincinnati	2	4	2	--	1	4	3	--	--	1	--	2	3	1	1
OH- Indian Hill	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
OH-Northwest	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--
OH- Oak Hills	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
OR- Centennial	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
OR- David Douglas	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--
OR- Portland Public Schools	?	?	?	1	1	?	?	?	?	?	?	?	?	1	?
UT- Granite	--	--	--	--	1	1	--	2	1	--	1	--	2	1	1
Overall	2	4	2	3	3	5	3	2	1	1	1	2	5	3	2
Cumulative Over Time	2	6	8	11	14	19	22	24	25	26	27	29	34	37	39

## ii. Online Schools

As one would expect, the advent of online schooling occurred in tandem with the rise of the Internet. Once most schools and homes had stable, reliable Internet access, online schooling made its way onto the educational stage—first introduced into the classroom, as an instruction and learning tool, and then arising as a schooling method of its own right, as we have seen. Unfortunately, this short summary of online school formation in general is as detailed as we can be in this part of our analysis. Not only do many of the districts studied not have established online schools, some of the ones that do have online enrollment do not consider their online schools as a separate component from their existing public school system. To further complicate the matter, none of the online schools included in this study that are actually considered separate schools publish a founding date on their websites. Although I attempted to contact multiple district administrators, I was unable to find a founding date for these schools through that avenue, either.

There were only two clues about founding dates that I could find on the websites of these schools. Salt Lake City's Granite School District has an online school called Connection High, and that school's website was founded in 2013 (School District Website). Whether the school as an entity existed before that year is unknown. However, it is unlikely, given that the entire premise of the school is online learning, so a website would be central to its creation. Cincinnati Digital Academy, one of Cincinnati Public Schools' two online schools, has a banner on its website that reads "Cincinnati Public Schools' new online program for grades K-12" (School District Website). Unfortunately for this unit of study, just how new this school is is not elaborated on. Therefore, the most that can be said about online schools' founding dates are that

they are undoubtedly recent, most likely occurring sometime within the last 10 years or so. This finding does not in any way challenge the literature.

### iii. Homeschool

The interesting thing about the homeschooling movements that are studied in this project is that their roots are not nearly as new as one might expect. The homeschooling movements that exist today, whether or not they are organized in a co-op, method of teaching, or support group, typically have roots in older homeschooling thought (Gaither 2008). This is why, though this project aims to study these movements through the individual homeschooling groups' founding dates, as published on their websites, it is not inaccurate to say that homeschooling is the oldest of these alternative school movements.

As detailed in the historical overview, homeschooling movements began gaining force in the United States during the 1960s and 1970s (Gaither 2008). Although the homeschooling groups and co-ops studied here claim founding dates in the 80s, 90s, and early to late 2000s, they are also rooted in those older movements of thought, which will be seen when their mission statements are analyzed. Therefore, to say that homeschooling is a recent phenomenon is not quite right, although statistics show that it has been growing in popularity since the 1990s (Tice et al. 2006). As with online schooling, the homeschooling movements studied here did not, for the most part, explain their roots with specific founding dates in mind. Nonetheless, the creation of their websites or organized activities is rooted within the last 20-30 years by large. Therefore, we do see the trend that previous data describes—that of the continued growth of homeschooling over time.

To summarize the “when” section of these results, we can say the following. Firstly, that the number of charter schools in existence has grown over time in the metropolitan areas studied, even though they have not been established with a steadily increasing rate. Also, the number of online schools has grown over time, which can largely be attributed to their form, perhaps more

than to the interest of the student utilizing them, since Internet access has become more and more widespread as time goes on. Finally, while it seems that homeschooling, as measured by the creation of virtual and in-person co-ops and support groups, is also growing over time, this trend is less telling than the previous two, largely because homeschooling methods and groups have existed for decades now. While the creation of online forums shows a new dimension of their growth, it does not necessarily indicate the formation of completely new homeschooling ways of thought.

a. The Third Dimension: Why—The Meaning of Mission Statements.

After gaining a new understanding of where and when alternative schools have been created, we can finally explore why they are growing in popularity. In order to discern why alternative methods of schooling have become so widespread, one needs to understand how they market themselves to parents and students. Enrolling in a public school is the default for students in America. It is free, compulsory, and typically close to the home. However, now more than ever before, students are deciding to pursue alternative schooling methods. In the previous sections, we have discerned when and where these alternative schools have flourished. Now, it is key to look at why their enrollments are continuing to grow. The reason why mission statements, in particular, are so telling in this regard is because they are the way in which schools present themselves to the world. Mission statements are a particular brand of marketing. Each school attempts to define its values and goals in order to attract students to enroll, and published mission statements are a crucial way in which schools are able to describe how and why they are different than other educational institutions. Schools publish visions and missions in order to attract new students and parents to enroll.

This study explores mission statements through two different dimensions. The first is a qualitative dimension. How do the frequency, tone, structure, form, and meaning of different types of schools' missions differ, and how do these differences affect the message these schools transmit to parents and students? After this qualitative analysis of the mission statements, we continue on to a quantitative analysis of the words used in mission statements. Using a word counter, the most commonly found words in each type of mission statement are studied in order to further explore the differences between mission statements. By parsing out the key words of each type of schooling's mission statements, we are able to further explore what alternative

schools are offering that public schools do not, and therefore gain insight into why these types of schools are continuously growing in popularity.

In order to create a baseline for study, we begin by exploring the mission statements of the public schools. In this part of the study, we will largely consider each type of schooling as a whole rather than looking at specific metropolitan areas or districts for comparison, because the trends of mission statements are quite similar across the different cities. Where anomalies exist, they are noted, but in general, all public schools are talked about as a set, as are all charter, online, and homeschools.

In performing a qualitative study of the mission statements of public schools, a few typical trends surface. Firstly, and perhaps most strikingly, it becomes apparent that many public schools simply do not publish mission or vision statements. Some districts only publish district-wide mission statements and do not include mission statements for individual schools; this was the case for smaller school districts, particularly in Ohio. Other school districts have a district-wide mission statement but only some individual school statements; other districts still do not even publish a district-wide statement. In fact, one school district, the David Douglas School District in Portland, does not have a district-wide mission statement or even a single individual school statement published.

This is not to say that many or even most public schools did not publish mission statements—only about a quarter of public schools did not have mission statements—but to point out that the lack of consistency in publishing a mission or vision statement only occurs for public schools. All the alternative school systems studied were much more consistent in publishing mission statements. In fact, hardly any alternative schools were lacking easy-to-find, clearly defined mission and vision statements. Public school districts' lack of missions indicates that



their priority is not attracting students through advertisements. This, of course, makes sense, as public schools are thought of as the default form of schooling. However, it does public schools no favors when they do not have published mission statements to combat the visions that alternative schools clearly define and market.

The structure of public school mission statements, when they exist, is also markedly different from that of alternative schools' missions. Sometimes, public school mission statements are clearly thought out, coherent paragraphs or lists. Oftentimes, however, they are a single sentence. For example, one Granite School District Elementary School mission statement reads: "Preparing every student for Success" (Public School Website). Some public schools even just post a copy of the district-wide mission statement republished as the school's mission statement. The mission statements reprinted directly from the district's mission lack individuality and defining characteristics for the particular school, which again, hurts its marketability. While alternative schools' mission statements are often quite long, including bulleted lists, quotations, teaching philosophies, or other deliberations on the school system, public schools as a whole spent much less time and space (and, it seems, thought) on mission statements.

Content-wise, school district mission statements exhibit a few key trends across the board. Firstly, they focus a lot on the importance of inclusiveness and community. Again and again public school mission statements assert the importance of working together to form a community, of being kind and not bullying, and of making friends and teamwork. For example, one school in Portland Public Schools' mission statement begins with "Markham Elementary School is a caring community dedicated to excellence in education" and highlights that "Education is a partnership of the student, home, school and community" (Public School Website). Another school that embodies these ideas is a Cincinnati Public Schools school whose

mission statement reads: “We will work together to foster curiosity and celebrate our students strengths with fair and consistent procedures. We are determined to maintain a safe, caring and orderly workplace for our school community, empowering all to strive for excellence” (Public School Website). Another Cincinnati Public School also chips in: “Togetherness is the key” (Public School Website), reads Winton Hills Academy’s mission statement. The social aspect of bonding through schooling is emphasized in these mission statements more so than in alternative school statements. Community is also stressed, since the importance of inclusion and togetherness is paramount, as these mission statements will have you believe, for safety and student learning and achievement.

Also, the themes of success and future preparation are often included in public school mission statements, but are rarely specifically defined. For example, “helping each child succeed” and different forms of this mantra are included in many public school mission statements, but aside from the inclusiveness of assisting each child, they are quite vague. Exactly what “success” means is rarely defined. “The Evanston Academy School Mission is preparing students today for a successful tomorrow” (Public School Website), writes one school in Ohio. One Portland Public School has set a high standard for itself, without quite defining it: “Richmond Elementary School will be the best Japanese immersion school in the world by all measures of success” (Public School Website), its vision claims. What does this mean? We aren’t quite told what “success” for students or for the school itself entails.

One exception to this rule is a number of schools in Ohio, where school mission statements focus on meeting or exceeding state-set academic standards. Given the demographic information we know from the previous sections, we can understand this locally based trend as an outgrowth of the poverty that exists in this area. Recall that Cincinnati Public Schools has the

zip code with by far the lowest median household income of any of the zip codes included in the study—just over \$9,000. Therefore, meeting academic standards is probably more difficult in this school district, due to the destructive effects of poverty on academic achievement. The public school trend of attempting to meet benchmarks is also interesting in light of the fact that hardly any alternative schools mention meeting benchmarks set for educational success by outside parties. Of course, exceptions exist to every trend outlined above. Indeed, one school in Ohio even publishes its intention of becoming the “preferred destination of learning and inspiration” (Public School Website) for students in the area. Judged by their mission statements, however, most public schools seem to not be overly concerned with this idea.

Mission statements are much more nuanced than these big trends can explain. This is where the second dimension of study comes into play: the quantitative analysis of school mission statements by way of a word counter. Utilizing a word counting machine, I analyzed the most commonly found words (outside of small words such as “the”, “an”, etc.) in different schooling types’ mission statements. The word counter groups together words according to word family, so that words such as “parent”, “parents”, and “parenting” all count toward the same root word. I exclude the words “mission”, “school”, and “vision” from my analysis, since nearly every school utilized them as a heading or title in its statement. Smaller public school districts in the same metropolitan area, which don’t include enough individual mission statements for such an analysis, are grouped together in order to make the word counting process viable. The results for public schools are outlined below.

**Table 27. Most Common Words in Public School Mission Statements by District**

School District:	Ten Most Commonly Found Words in Mission Statement:
Cincinnati Public Schools	Student, Community, Learn, Environment, Academic, Develop, Create, Responsible, Excellence, Parent
Indian Hills, Oak Hill, and Northwest School Districts	Student, Learn, Lifelong, Potential, Skill, Life, Knowledge, Necessary, Champion, Realize
Portland Public Schools	Student, Community, Learn, Provide, Academic, Environment, High, Education, Art, Staff
Centennial School District	Student, Community, Achieve, Academic, Positive, Learn, Respectful, Think, Challenge, Social
Granite School District	Student, Learn, Skill, Safe, Responsible, Environment, Respect, Community, Provide, Work

**Table 28. Frequency of Five Most Common Words in Public School Mission Statements**

Word:	Number of Times Used:
Student	240
Community	140
Learn	150
Environment	75
Academic	71

These tables outline much of what was elaborate on above. They are a different representation of a lot of the same topics. The second table outlines the five most commonly used words throughout all of the mission statements of all of the public schools. As their thematic content would predict, these words focus on a “community” and on learning in an “environment” that is suitable for students. They are not necessarily words that advertise the school as a place of strict academic learning. Rather, public schools market themselves as places where there is a supportive environment conducive, as they put it themselves, to student success.

### i. Charter Schools

Charter schools' mission statements are both alike and different from public school mission statements. On the one hand, a charter school's mission statement's purpose is to convey that its school is better than the public school next door. The charter schools that are quite specialized in their instruction and curriculum have no problem selling exactly what it is that makes them great. For example, a Granite School District charter school that focuses on math and science has a mission statement that reads: "The Academy for Math, Engineering and Science (AMES), located at Cottonwood High School in Salt Lake City, provides high school students (grades 9-12) opportunities to extend their knowledge beyond the typical high school curriculum, especially into the worlds of technology, math, science and engineering" (AMES Website). Of course, such a mission statement clearly describes what this school aims to do.

It gets trickier for other charter schools, however. The ones that don't focus on particular subjects or a new and different teaching method may have difficulties differentiating themselves from the public school pack. For example, Emerson Charter School, from Portland Public Schools, presents a mission statement that reads: "We are a welcoming, inclusive learning community committed to equity for all students. In addition to comprehensive literacy and mathematics instruction, students are actively engaged through project-based learning using the outside community as an extension of the classroom" (Emerson Charter School Website). This mission statement sounds quite a bit like a public school's mission statement might.

Even given this occasional problem of differentiation, however, charter schools on the whole have extremely descriptive and specific mission statements. For example, the mission statement of the Portland Arthur Academy is very particular in its vision of student success and the pathway to achieving it. It reads:

“Portland Arthur Academy is an academically-focused elementary charter school that seeks to accelerate achievement and learning for all students. Portland Arthur Academy achieves daily success for every child through a highly organized incremental program. Skills taught are sequenced to maximize student success and minimize points of confusion. Using a highly-researched direct instruction program gives teachers the best tools possible to clearly communicate the school's academic message. This entails the students mastering their tasks daily before moving on to the next skill. Through positive structured expectations, Portland Arthur Academy creates a safe, thriving learning environment for all students.” (Portland Arthur Academy Website).

Since charter schools are much more diverse than public schools in general, it was harder to find overarching categories within their missions. However, once the mission statements were run through the word counter, some word choice trends emerged that perhaps shed light on what charter schools as a whole are marketing to parents and students. The table below shows the ten most commonly found words in the mission statements of charter schools by district. Districts that do not have charter schools are omitted from analysis; districts that have fewer charter schools are clumped with others from their metropolitan area.

**Table 29. Most Common Words in Charter School Mission Statements by District**

Charter Schools' School Districts:	Ten Most Commonly Found Words in Mission Statement:
Cincinnati Public Schools and Northwest School District	Student, education, learn, community, academic, high, develop, life, teacher, opportunity
Portland Public Schools and David Douglas School District	Student, learn, high, life, children, skill, academic, Portland, community, program
Granite School District	Student, education, learn, academic, community, provide, high, believe, academy, art

In studying this table, we learn a number of things about charter school mission statements. The first is that our suspicion concerning their similarity to public school statements is somewhat true. Like public schools, charter schools focus on the word “student”—which is no surprise. They also include “community” as a term quite often, showing that they, too, care about the learning and social environment that students interact with.

This seems to be where the similarities start to end, however. For charter schools, the use of the words “high” and “life” in particular, and to a lesser degree the use of the word “academic” as well, are much more prevalent than for public schools. This is an interesting trend. Despite the differences in charter school mission statements when read for content, which are impressive—some charter schools focus on art, others on science, still others on 21<sup>st</sup> century technological abilities—they are all still interested in preparing students for life, making them high achievers, and sticking to the academics.

Therefore, we can conclude a number of things about charter schools’ marketing through mission statements. The first is that it is carefully crafted. There are no one sentence mission statements for charter schools like there are for public schools, and hardly any charters are missing mission or vision statements altogether. The mission statements lay out in specifics and often in bullet points what it is that they offer a child’s academic, artistic, and moral development. Also, charter school offer parents a more academic and forward-thinking environment, where the child’s future, life, and successes are considered first and foremost.

## ii. Online Schooling

The mission statements of online schools are markedly different from the last two mission statements discussed. Unlike public and charter schools, online schools focus on the student as an individual, not as a part of a learning community. As expected, online schools cater to students by offering flexibility and an individualized pace and timetable for instruction. One school's mission statement that conveys the overall tone and message of online schools' visions is the Cincinnati Digital Academy's text:

“Not all students thrive in a traditional classroom. For some, the distractions can be overwhelming. For others, the pace is simply too fast, too slow or too rigid. Some students require more flexibility because they are working, raising children or are involved in other activities.

Cincinnati Digital Academy was tailor-made for students in grades K-12 who need a more individualized approach to education and who thrive when they can work at their own pace. Students have 24-hour access to our curriculum and can structure their classes to meet their individual needs.” (Cincinnati Digital Academy Website).

Interestingly, this mission statement, like others like it, does not just praise the convenience of online schooling. Oftentimes, online schooling mission statements will also throw a jab at public schools, or as they call them, “traditional schools” (Cincinnati Digital Academy Website). The online schools' mission statements claim they are more suitable to fulfilling individual students' needs than a brick-and-mortar school is. This is why the table below includes “traditional” as one of the top ten words used in these mission statements. Not



because the online schools are claiming to use traditional methods, but because they are stating that they are better for students than a traditional school can be.

**Table 30. Most Common Words in Online School Mission Statements**

	Ten Most Commonly Found Words in Mission Statement:
All Online Schools	Student, course, high, learn, work, teacher, individualize, pace, traditional, meet

This word count analysis shows that while online schools focus on students, learning, and work, just as other schools do, their missions also use words such as “individualize” and “pace” quite often. These key words show that this type of school markets its flexibility to students and parents above all else. This aligns well with the literature that studies the creation of online schools, as such schools are lauded as convenient and personalized.

### iii. Homeschool

The mission statements of homeschools are quite different from all the other alternative schools' mission statements. On the one hand, this is attributed to the fact that homeschool itself does not truly have a mission statement, outside of its desire to allow parents to decide and control every aspect of their child's education (Gaither 2008). This open-ended mission allows for homeschooling to be anything that a parent wants it to be—and this is, arguably, precisely what homeschools offer parents and students and the method by which they entice them to leave the public school system.

However, I was interested in finding out more specifics about what homeschools can offer, besides parental freedom to control their child's learning. Since homeschools are not subject to a centralized bureaucracy like the other schooling methods are, in order to study such a wide-ranging and open-ended method of schooling, I needed to gather data on homeschooling from a different source than individual homeschooling websites. As previously referenced, I decided to read and study the vision and mission statements of homeschooling groups and co-ops within each metropolitan area studied. These co-ops or groups are the closest thing to a governing body the homeschooling community partakes in. Another possible unit of study could have been the different methods of homeschool teaching, but those cannot be applied in a localized fashion to the metropolitan areas studied, since homeschooling teaching methods are popularized around the country and even around the globe.

Therefore, the mission or vision statements of homeschooling co-ops and groups are the unit of study here. The table below shows the trends in the homeschooling missions. One important factor in homeschooling that does not exist for the other types of school in this study is that homeschooling is oftentimes religious, as these key words show. Often, homeschooling

groups are created around principles of faith and learning about Christianity, in particular. They also stress the importance of the family and the home, which is to be expected. By and large, homeschooling mission statements describe the importance of the parents and the home in the quality of a child's education, and strive to express that it is the parents' fundamental right to determine the education of their children.

In fact, it is very interesting to note that the mission statements of homeschooling groups and co-ops are the only missions for whom the word "student" does not occur very frequently. For every other type of schooling studied above, the student is a central focus of the mission statements, as they try to relay how they can improve the educational experience for the students enrolled in their schools. Homeschooling statements, however, stress the importance of the family and parents over the importance of the individual child. This trend speaks to homeschooling's emphasis on the place of the family as the central unit of education.

These mission statements also stress that homeschooling is not as solitary and confined as critics may make it seem. Instead, it is a way for a community or network to educate a child. Homeschooling co-ops often also advertise events they hold for homeschool children to explore area recreational activities, museums, and arts programs. Therefore, they champion the right of the parents' choice while also claiming to take advantage of the learning experiences available in the larger community. See Table 32.

**Table 32. Most Common Words in Homeschool Mission Statements by Metropolitan Area**

Cincinnati Metropolitan Area	Family, Christian, Support, Group, Parent, Children, Encourage, Home, God, Biblical
Portland Metropolitan Area	Family, Home, Support, Group, Protect, Right, Opportunity, Children, See, Christian
Salt Lake City Metropolitan Area	Network, Family, Home, Resource, Activity, Support, Inclusive, Want, Enhance, Experience

## 5. Conclusions

The trends this study finds concerning the educational expansion into alternative schooling methods are much more nuanced than I could have predicted. While previous studies describe overarching trends in growth or diversification for these different types of schooling, my work found several smaller points of intersection and interest between these types of schooling, their growth, and the units of analysis I used. This multidimensional approach, that encompasses three metropolitan areas, three types of alternative schooling, and three units of analysis, lends a particular and specific perspective on the growth of alternative schooling in America.

The main overarching trend we can attribute to this data is that alternative schools are indeed growing and diversifying. This conclusion adds to the existing knowledge in the field that American education is constantly evolving. All three of the dimensions studied—the “when, where, and why” of alternative education’s expansion—identify particular characteristics of this expansion. In studying cross-sections of cities, types of alternative schools, and growth characteristics, this study has encompassed a great many nuanced findings.

To begin with, let us tackle the question of where alternative schools are being created, which we can answer in a number of ways. Though the data shows that there is somewhat of a dubious connection between race and income and the establishment of alternative schools, the results do find some significant particular trends exhibited through the relationship of demographics and the spread of alternative schools. Firstly, the results of the study found that charter schools are more common in high minority areas when the minority in question is African American, but the same trend does not hold true when the minority is Hispanic.

This finding may be explained in a number of ways. As discussed in the results section, Cincinnati, the metropolitan area whose largest minority is African American, has more charter schools than the other two metropolitan areas combined. Though this may be an effect of the African American population, it may also be attributed to the relative ease with which charter schools can be established in Cincinnati as compared to Portland and Salt Lake City. However, the charter school laws, though complex and probably different in each state, do not, on the surface, seem to be stricter in Utah and Oregon than in Ohio (Private Party Website). Therefore, the question remains: why are charter schools more common in Cincinnati than they are in Salt Lake City and in Portland, and why are they most common in areas with a high African American population?

It seems that this finding indicates African American propensities for charter schools, but it could also indicate the lack of Hispanic interest or ability to form such schools. Given that charter schools are formed through neighborhood or outside private party interest in better education (Ravitch 2010), it is interesting to note that their occurrence is highest in neighborhoods with high African American residency, because previous studies, such as Lareau's work in 1989, suggest that African American parents in particular have difficulty interacting with school systems. This study's findings seem to contradict that. It is unclear, however, why Hispanic parents might be less active or vocal in forming such schools. Perhaps it is a matter of the district rules or state laws in place in their neighborhoods.

Another finding of the study within the "where" dimension clarifies that, despite what other research may show about their enrollment demographics, charter schools are not necessarily more likely to be located in low-income areas, though certain school districts did show evidence of that. Only in Salt Lake City was there a correlation between low income and

more charter schools—in the other two metropolitan areas, there was not. With regards to online and homeschooling, there seemed to be little connection between the demographics I measured and the enrollments of students in online and homeschool alternative schools. One exception was that the district with the highest median income did not offer online or charter schools, and also did not provide homeschooling data, which signals that the richest parents and students are perhaps not as interested in alternative schooling methods, or are turning to private schools instead of alternative schools as studied here, when the public school system disappoints them. Typically, the districts with the lowest minority populations also had fewer alternative schools available and did not share enrollment data, mirroring that trend. The school district with the most online schools was the district with the lowest income Q1 and the highest minority population Q4. In effect, the “where” findings of the study suggest that one minority may utilize certain alternative schools more than the population on average—high African American population was linked to high charter school numbers and more online schooling, but Hispanic populations did not exhibit a clear trend. Furthermore, the effects of income on alternative schools can be summarized in the overall trend that they either do not correlate with the formation of such schools or they are slightly negatively correlated (as income rises, alternative school methods and enrollments fall). Unfortunately, the data presented here was largely incomplete and cannot be used to make overarching statements about the growth of alternative schools throughout America, but it does give keen insight on where, demographically speaking, such schools are more common within the three metropolitan areas studied.

Concerning the question of when alternative schools began to grow, we see that the data is also somewhat insufficient for identifying large trends. However, the data does support previous research conclusions that the number of charter and online schools has been growing

over time. In the data of this study, however, charter schools are not shown to be being established at a steady or increasing rate, which is a finding that differs from nationwide studies (Grady et al. 2010). As far as homeschooling is concerned in this dimension, though homeschooling's popularity is probably increasing—the study does not include growth of homeschooling establishments over time, but statewide reports for all three states indicate that homeschooling enrollment is indeed climbing—we cannot measure that through the establishment of new online groups. As previously mentioned, the missions of many of these groups are rooted in movements that are decades old and therefore do not represent the establishment of new ways of thought necessarily.

Finally, the question of why such schools are becoming so popular can be addressed. This dimension of study gave the most fruitful analysis of the alternative schools' growth. According to the study of mission statements, public school districts proclaim they make a safe and comfortable environment for children to learn in, for the most part. If parents are unhappy with this mission, they can turn to a charter school, which offers something different: a focus on a child's future and high academic achievements, plus the added bonus of a more focused curriculum in many cases. If the student has difficulties in school or is simply too busy competing in a sport, his parents can also turn to online schooling, which promises convenience and an individual learning pace. Finally, parents can also choose homeschooling, which allows them to set their own agenda about what their children learn, and how. Therefore, every type of schooling has a very distinct message it conveys about what it will offer parents and students. This, in turn, allows us to answer the question, "Why are more students than ever enrolling in alternative schools?" We can see that each type of school promises different methods, benefits, and results of education—and the diversity between their missions is one of the components of

their success. Parents and students can pick and choose what they believe is right for them, and the American notion, expressed through centuries of educational diversification, that individual choice is key, promotes the spread of the different alternative schools.

This study aims to be far-reaching in multiple dimensions of analysis, to address public schools as well as three types of alternative schools, and to also be relevant for three distinct metropolitan areas. In performing the data-gathering and analysis that such a task demanded, one conclusion I came upon was the lack of available information about all the types of schooling I was interested in researching. There is no central website or database that can provide information on all the types of schooling I studied. I believe such a database is absolutely crucial to continuing research of this sort, and to providing reliable and complete data sets so that such work can draw meaningful conclusions. Considering that most schools probably do keep enrollment data, founding dates, zip codes, and mission statements on file somewhere, it is disappointing that it cannot all be uploaded onto a district or state level website with such basic information about every existing school. The creation of such a database would not only aid researchers in finding useful information, but would also be of assistance to parents or families who want to learn about different schools in an area without having to spend hours on the phone or searching the web.

Even given the difficulties with data gathering, however, the study did draw a number of meaningful conclusions about today's educational expansion in the United States. The most overarching summary leads to the following findings. The spread of alternative schools as a whole occurs more in neighborhoods with high minority populations than in those with low income. Particularly when the minority is African American, there is a correlation between high minority population and the development of more charter and online schools. Furthermore, this



study adds to the enormous body of work that confirms that alternative education in the form of charter schools, online schools, and homeschooling is indeed expanding over time. Finally, the study explores why this is occurring, and finds it is because alternative schools offer markedly different benefits and purposes of education than public schools do. Charter schools promise academic achievement, online schools tout convenience, and homeschooling puts the educational reins in the parents' hands. These missions trump the public school promise of community and safety for many parents and students across America, and this study, like many others before it, concludes that this is increasingly so. The trend of school choice is growing. What public schools will do to combat it remains to be seen.

## 6. Appendix 1: Raw Data

**Table 33.** Quick Facts, School Names, Grades Serviced, and Zip Codes for Cincinnati Public Schools, Cincinnati, Ohio

**Cincinnati Public Schools Founding Date:** 1829

**33** K-6 Schools

**6** K-8 Schools

**11** 7-12 Schools

**3** K-12 Schools

**27** Charter Schools

**33,000** Students

**Homeschooling Enrollment:** N/A

**Online Schooling Enrollment:** N/A

**Charter School Enrollment:** 8,088 (20.3%)

<b>School Name:</b>	<b>Grades:</b>	<b>Zip Code:</b>
Bond Hill	PK-6	45237
Carson	PK-6	45205
Chase	PK-6	45223
Cheviot	PK-6	45211
College Hill Fundamental	PK-6	45224
Covedale	K-6	45238
Dater Montessori	PK-6	45238
Frederick Douglass	PK-6	45206
Evanston Academy	PK-6	45207
Fairview-Clifton German Language School	PK-6	45220
Hays-Porter	PK-6	45203
Hyde Park	PK-6	45208
Kilgour	K-6	45208
Midway	PK-6	45211
Mt. Airy	PK-6	45239
Mt. Washington	PK-6	45230
North Avondale Montessori	PK-6	45229
John P. Parker	PK-6	45227
Parker Woods Montessori	PK-6	45223
Pleasant Hill	PK-6	45224
Pleasant Ridge Montessori	PK-6	45213
Rees E. Price	PK-6	45204
Rockdale	PK-6	45229
Roll Hill	PK-6	45225
Rothenberg Preparatory Academy	PK-6	45202
Sands Montessori	PK-6	45230
Silverton Paideia	PK-6	45236

South Avondale	PK-6	45229
William H. Taft	PK-6	45219
Ethel M. Taylor	PK-6	45225
Westwood	PK-6	45211
Winton Hills	PK-6	45232
Woodford Paideia	PK-6	45213
Academy of Multilingual Immersion Studies	PK-8	45237
Academy of World Languages	PK-8	45207
Hartwell School	PK-8	45216
Roberts Paideia	PK-8	45214
Roselawn Condon	PK-8	45237
Sayler Park	PK-8	45233
Aiken High School-New Tech	7-12	45224
Clark Montessori	7-12	45208
Gilbert A. Dater	7-12	45238
James N. Gamble Montessori	7-12	45211
Hughes STEM	7-12	45219
Shroder	7-12	45227
Robert A. Taft Information Technology	7-12	45214
Walnut Hills	7-12	45207
Western Hills University	7-12	45238
Withrow University	7-12	45208
Woodward Career Technical High School	7-12	45237
Oyler	PK-12	45204
Riverview East Academy	PK-12	45226
School for Creative and Performing Arts	K-12	45202

**Table 34.** Charter Schools Within District Zip Codes, Grades Serviced, and Opening Dates for Cincinnati Public Schools, Cincinnati, Ohio

<b>Zip Code:</b>	<b>School Name:</b>	<b>Grades:</b>	<b>Opened:</b>
45203	Accelerated Achievement Academy of East Cincinnati	9-12	2011
45219	Accelerated Achievement Academy of North Cincinnati	9-12	2012
45207	Alliance Academy of Cincinnati	K-8	2003
45224	Carpe Diem School	7-12	2013
45214	Cincinnati College Preparatory Academy	K-12	1999
45227	Cincinnati College Preparatory Academy East	K-6	2011
45237	Cincinnati Leadership Academy	K-8	2007
45214	Cincinnati Speech & Reading Intervention Center	K-8	2005
45224	College Hill Leadership Academy	K-8	2010
45206	Dohn Community High School	9-12	2001
45237	East End Community Heritage School	K-12	2000
45237	Horizon Science Academy Cincinnati	K-12	2005
45206	Impact Academy Cincinnati	K-3	2011
45214	King Academy Community School	K-8	2004
45206	Life Skills Center of Cincinnati	9-12	2000
45237	Life Skills Center of Hamilton County	9-12	2002
45227	Lighthouse Youth/ Community School	7-12	2000
45219	Mt. Auburn International Academy	K-12	2008
45214	Orion Academy	K-8	2004
45237	P.A.C.E. High School	9-12	2004
45229	Phoenix Community Learning Center	K-8	2001
45204	Riverside Academy	K-8	1999
45237	Summit Academy Community School-Cincinnati	K-8	2004
45224	Summit Academy Transition High School Cincinnati	9-12	2007
45213	Technological College Preparatory	K-6	2000

	(T.C.P.) World Academy		
45214	Theodore Roosevelt Public Community School	K-12	2010
45202	V L T Academy (Value Learning & Teaching Academy)	K-12	2005

**Table 35.** Mission, Value, and Belief Statements of Cincinnati Public Schools Public Schools, Cincinnati, Ohio

**District-Wide Mission Statement:** Vision: Cincinnati Public Schools will be a community that ensures equitable access to a world-class education, unleashing the potential of every student. Mission: We educate all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life.

Schools Without Mission Statements Omitted From Following List. 41 Mission Statements From Cincinnati Public Schools Available.

**School:**                      **Mission or Value Statement:**

Bond Hill PK-6	Bond Hill Academy's mission is to ensure that all students will grow into responsible, productive citizens. Staff, students, parents and community work to create, promote and strengthen a positive learning environment to meet the Ohio New Learning Common Core Standards.
Carson PK-6	We, the community of Carson School: students, Carson staff, parents, guardians, caregivers, and the Price Hill Community work in collaboration for our goal of academic excellence. We are committed to nurturing the spirit and development of each child and to educating each child for life. We expect each child to meet or exceed the Cincinnati Public Schools' standards.
Chase PK-6	Chase School is a learning centered environment that reflects a positive partnership of students, staff, parents, and community with openness to seeking and evaluating new ideas in a safe atmosphere conducive to developing responsible learners. WE BELIEVE: Each student is important Every student can learn All students can become responsible for their learning Learning takes place in an orderly, caring environment
Cheviot PK-6	Cheviot School's vision is to prepare students to be responsible citizens, connected to the world in an empowering and positive way, to promote lifelong learning.
College Hill Fundamental PK-6	What do we mean by fundamental? We mean that we have created a program that is "back to the basics with a 21st century update" We have created a school where parents are involved, students are on task and are successful, and teachers are responsive and highly communicative. Among the unique aspects of our school: Mandatory parent meetings Regular communication with teachers A homework heavy curriculum A system of Steps that requires students to stay on task A strict uniform dress code High expectations for student behavior and cooperation We are unique among the elementary schools in CPS because we are the

	<p>district's only Fundamental magnet program. We require an application to attend, a parent and student interview, and our seats are filled to capacity each year. We require that families bring current report cards to the interview. We are a school that is open to all types of students and families that are committed to the Fundamental belief.</p> <p>Our students are strong academically and involved in extracurricular activities. We endeavor to create a school that is worthy of their attendance and true to their expectations of excellence. We seek to hire the best teachers in Cincinnati and are very proud of our current faculty. They are first-rate educators. This combination of strong students, high-performing teachers coupled with a strong parent participation rate that equals a solid school community. Though we still work to improve each year, we have all the key ingredients to make our school a school of excellence that I envision and our community demands. There is no stopping us now.</p>
Covedale PK-6	The mission of Covedale School is to provide a rigorous academic education where all students exceed state defined academic standards in a safe and caring environment.
Dater Montessori PK-6	Dater Montessori is a diverse, inclusive and supportive community where the whole child develops, through team teaching, individualized instruction, and unique learning opportunities. Children attain a deep base of knowledge that allows them to become independent thinkers, considerate citizens and leaders equipped to surpass academic expectations.
Frederick Douglass PK-6	<p>Mission: We at Frederick Douglass will meet or exceed Cincinnati Public School Standards within a safe learning environment.</p> <p>Vision: Frederick Douglass School is committed to consistent standard-based instruction for all students. By the universal usage of instructional materials, pacing guides, and instructional calendars. The staff at Frederick Douglass School is focused on strong consistent instruction for all students.</p>
Evanston Academy PK-6	The Evanston Academy School Mission is preparing students today for a successful tomorrow by developing academic excellence and positive self-concepts to foster values and achievement for all.
Hays-Porter PK-6	<p>We will work together to foster curiosity and celebrate our students strengths with fair and consistent procedures. We are determined to maintain a safe, caring and orderly workplace for our school community, empowering all to strive for excellence.</p> <p>School Motto Hays School Is a Special Place I come to Everyday. I will try to do my best, I will follow the rules today I can be anything I want to be. I AM SPECIAL.</p>
Hyde Park PK-6	Vision: Hyde Park School gives every student the opportunity to achieve exceptional results through its community school and district gifted program.

	Mission: To develop compassionate, engaged students who are HAPPY to be at school.
Kilgour PK-6	Kilgour School's mission is to challenge each student to exceed the state academic standards and become responsible contributors in this progressive world.
Midway PK-6	At Midway School, in partnership with families, every child will learn and experience academic success in a safe and respectful environment.
Mt. Airy PK-6	Mt. Airy School is committed to developing lifelong learners through a rigorous and comprehensive educational program. We provide quality instruction in a collaborative and cooperative environment to ensure that our students are prepared for college and career.
Mt. Washington PK-6	<p>Vision: Mt. Washington School will redefine what is possible! We will be unsurpassed in serving the wide-ranging needs of our students and engaging in the community. We will be a preferred destination of learning and inspiration.</p> <p>Mission: Our students are top priority. We are passionately committed to their academic, social, emotional and physical growth. We embrace the community learning center philosophy which engages, educates and supports our students, their families and our community.</p> <p>We build relationships, secure resources, engage partners and collaborate to achieve our goals. We create individualized learning experiences and a web of support to address the distinct needs of each student and their family. We support them throughout their life long journey.</p> <p>We utilize data, embrace a unified plan, work as teams and share accountability. We encourage innovation; create a rigorous academic and extra-curricular experience, a positive school culture and safe surroundings to exceed academic excellence. We encourage all to pursue continued growth through training, education and professional development.</p> <p>We open our doors and are responsive to the Mt. Washington community, Cincinnati Public Schools and others impacted by our actions. We pro-actively reinvent ourselves to meet new challenges and expectations in an ever-changing environment.</p> <p>With a clear and consistent commitment to these principles, we will be a preferred destination of learning and inspiration, as well as the heart of our community. At Mt. Washington School anything and everything is possible!</p>
North Avondale Montessori PK-6	Our mission is to create an environment that provides children the foundations for knowledge skills, self-awareness, and independence needed to become responsible members of a more harmonious world and contribute to its development.
Parker Woods Montessori PK-6	<p>Mission: We, the staff at Parker Woods Montessori, work in collaboration with parents, guardians, and the community. We are committed to nurturing the spirit and development of each child for life, through the Montessori Philosophy and Method. We expect each child to meet or exceed the Cincinnati Public Schools standards.</p> <p>Vision: It is our vision that Parker Woods Montessori will be a school of excellence in which all children meet or exceed district standards.</p>



Pleasant Hill PK-6	<p>Educate: Pleasant Hill provides education by formal instruction and supervised practice in all academic content areas, such as Math, Language Arts, Science and Social Studies. We also strive to teach students how to be socially responsible at all times.</p> <p>Engage: The ultimate engagement is to put the learner in charge of learning. Create a rich learning environment and a motivation to learn, and the students do all the hard work of learning, while the teacher merely facilitates.</p> <p>Enable: Students are given the abilities or opportunities to problem solve tasks on their own so that they may draw their own conclusions.</p> <p>Empower: We continue to empower our students to take ownership of the choices they make so that they will learn and grow from their own personal outcomes.</p>
Pleasant Ridge Montessori PK-6	<p>Vision: PRM is a model For the nation as a premier public urban neighborhood school noted for its diverse and Peaceful environment, community involvement, and outstanding student Outcomes.</p> <p>Mission: To offer every neighborhood child a quality Montessori education, collaborating with community Partners in a Peaceful and environmentally-conscious setting, which nurtures a lifelong love OF learning.</p>
Rees E. Price PK-6	<p>Mission: The students at Rees E. Price Academy will receive rigorous standards based instruction through daily assessments, targeted interventions, challenging daily activities and enrichment. The results will show that each student is progressing and making at least one year’s academic growth.</p> <p>Vision: Rees E. Price will provide a happy, caring and stimulating environment where children recognize and achieve their fullest potential, so that they can make their best contribution to society.</p>
Rockdale PK-6	<p>The Vision of Rockdale Academy is to work collaboratively with staff, students, parents and the community to become a school of excellence.</p>
Roll Hill PK-6	<p>Our goal is to create and promote an academically challenging program that fosters each student's social development.</p>
Sands Montessori PK-6	<p>Vision: Sands Montessori is a community of capable, empowered, responsible, and lifelong learners.</p> <p>Mission: Sands Montessori, a Cincinnati Public School, educates the whole child to be a lifelong learner and a responsible contributor to our global community. We do this through culturally integrated education that nurtures the relationship between child, parent, school and community.</p>
Silverton Paideia PK-6	<p>Vision is to be a place where students and community residents experience an educational and cultural journey both in the classroom and beyond. Silverton Paideia Academy is a part of the continuous growth of the City of Silverton.</p> <p>Mission is to partner with cultural institutions to stimulate learning and engagement. Through the Paideia philosophy of hands-on and object-based learning, critical thinking and problem solving, students will experience success.</p>

Winton Hills PK-6	<p>At Winton Hills Academy we will excel academically and socially by believing all things are possible for a brighter tomorrow.</p> <p>Winton Hills Academy is a school of excellence where children and adults work together in a safe and orderly environment. Respect is the password to our school. In a respectful environment individuals respect themselves, each other and the rules of the school and the district. Togetherness is the key. Working together, students, staff and parents create a school of excellence in which all can excel.</p> <p>We are a bully free community (Be positive &amp; Be prepared) We will help students who are bullied (Be responsible) We will include students who are left out (Be respectful) We will tell an adult at school and at home or in the community when someone is being bullied (Be safe)</p>
Woodford Paideia PK-6	<p>We, the parents, community and staff of Woodford School, through the use of appropriate resources and a facilitative learning environment, are dedicated to addressing the educational, social and emotional needs of the whole child, in a culturally diverse setting. Thus providing each student of Woodford the opportunity to perform as an intelligent, creative and productive citizen.</p>
Roberts Paideia PK-6	<p>Vision: Roberts Academy: A Paideia community learning center will be a preeminent magnet school in Cincinnati that boasts rigorous academics and promotes life-long learning, attracting learners from diverse backgrounds. As a robust community learning center, Roberts strives to be an integral part of ongoing community revitalization.</p> <p>Mission: The mission of Roberts Academy: A Paideia Learning Community is to ensure that everyone fulfills his or her potential in a safe, collaborative learning environment that promotes a lifetime pursuit of knowledge, self-worth, responsibility and respect for self and others.</p>
Roselawn Condon PK-6	<p>The mission of Roselawn Condon is to create and maintain a family friendly environment that ensures all students will be prepared socially, emotionally, physically and academically to be productive citizens in this global society. We commit to a comprehensive system of supports to assure this outcome.</p>
Sayler Park PK-6	<p>Vision: The Salyer Park School Community believes that all children should be educated in an inclusive environment that promotes the academic growth of all children to their maximum potential.</p> <p>Mission: The mission of Sayler Park School is to educate all students to meet or exceed the district's defined academic standards.</p>
Aiken High School-New	<p>Provide innovative classes featuring project-based learning, integrated team teaching and one-to-one technology</p>

Tech 7-12	Empower students to be self-directed critical-thinkers; effective communicators, technologically-advanced and participants in AP courses and co/extra-curricular activities Create opportunities to apply 21st century skills through service learning internships and entrepreneurship
Clark Montessori 7-12	Mission: "To fulfill this vision, our school seeks the highest and most complete academic environment for each student and to form a human community that nurtures an atmosphere of caring and sets a thoughtful social climate. We strive to be a community of adults and teenagers who respect each other's deepest personal and human qualities."  Vision: Montessori's essential priorities involve creating an environment, which enhances the adolescent's ability to:  Find one's place in society Understand the connection between finding one's place in society and the nobility of all types of work Experience and learn the lessons of living in community Believe in the dignity of humans and that the world is a place of hope and progression of the human spirit
Gilbert A. Dater 7-12	Gilbert A. Dater High School is a school serving grades 7-12 whose mission is to provide an excellent academic education that will prepare each student for a post-secondary education.
James N. Gamble Montessori 7-12	We seek to help each other develop as thoughtful, intelligent, inclusive human spirits who contribute to the stewardship of our community and planet.
Hughes STEM 7-12	The Vision of Hughes STEM High School is to be the premier STEM Career Technical high school in the country that empowers all students to achieve at their highest potential implements high quality STEM-focused curriculum and supports teacher leadership.  Our mission is to create a 21st century learning community that will support, challenge, and empower students to become college-ready, engaged citizens and life long learners through an integrated STEM and liberal arts curriculum.
Shroder 7-12	Vision: Producing Life Long Learners through High Standards and a Supportive Environment  Mission: Support a culture of life long learning Promote the physical and emotional well-being of all community members. Effective Paideia instruction used to develop critical thinking skills Help students to meet and exceed high academic standards.
Robert A. Taft Information Technology 7-12	Mission: To ensure that students are educated in a caring, nurturing environment and are given many opportunities to succeed  Vision: Onward & Upward, "Failure is Not an Option".

Western Hills University 7-12	<p>The mission of the Western Hills University High School is to graduate all students prepared to attend the post-secondary institution/training of their choice.</p> <p>Vision: We Stand Together with High Expectations</p>
Withrow University 7-12	<p>Mission: The Withrow staff will empower students to graduate in four years and successfully pursue college, armed forces, or employment training to become productive citizens of a global society. No excuses.</p> <p>No excuses.</p>
Woodward Career Technical High School 7-12	<p>Our mission is to provide a safe, supportive, and structured environment maximizing education, social growth and personal development, which connects the classroom to colleges and careers.</p> <p>Vision: WCTHS is committed to high expectations which include a high degree of academics, professionalism, accountability, and respect. We create an innovative curriculum to prepare our students for exciting post secondary, career or technical field opportunities. We promote an atmosphere of respect for all students and staff, with all stakeholders being held accountable for their performance. We offer a supportive, structure and safe environment that fosters academic excellence, social growth and personal development.</p>
Riverview East Academy PK-12	<p>Riverview East Academy will create an environment in which all members of the school community work to ensure that every student meets and/or exceed the district's defined academic standards. To this end, we will continue to develop the necessary academic and social supports needed for each student to achieve educational success and become a productive and responsible citizen.</p>
School for Creative and Performing Arts K-12	<p>Vision: SCPA is a world class public arts school where dedicated students prepare for a lifelong involvement in artistic and scholastic pursuits.</p> <p>Mission: The mission of SCPA is to foster independent thinking in a creative and challenging environment. By providing a diversified curriculum and environment for bright and talented individuals, we seek to offer preparation for higher education and professions in the arts.</p>

**Table 36.** Mission, Value, and Belief Statements of Charter Schools Within Cincinnati Public School District Boundaries, Cincinnati, Ohio

<b>School:</b>	<b>Mission or Value Statement:</b>
Lighthouse Community	<p>Lighthouse Community School specializes in highly individualized, flexible, and intensive strategies to meet the educational needs of youth in the child welfare system. We take pride in employing unconditional positive approaches to foster a safe, stable community that develops effective social skills and enhances academic progress for students whose current or ongoing needs are best met in our small school.</p> <p>The objectives of the education program are:</p> <ul style="list-style-type: none"> <li>To foster academic performance and overcome student deficiencies particularly concerning reading, mathematics and citizenship</li> <li>To provide students with independent living, life and social skills</li> <li>In a drop out recovery program serve students who are no younger than 16 or older than 21 at time of enrollment who are at least one grade level behind their cohort age groups</li> <li>To serve students between the ages of 11 to 22 that experience crises that significantly interfere with their academic progress in a traditional school setting</li> <li>To serve as a support to students between the ages of 11 to 22 as they receive services from multiple systems, i.e., child welfare, mental health, juvenile justice and other community-based services</li> </ul> <p>Educational Philosophy</p> <p>Lighthouse Community School's education philosophy is that:</p> <ul style="list-style-type: none"> <li>Students learn best when using academic concepts and skills and writing collaboratively to solve real-world problems and issues in a caring, structured environment</li> <li>Students must develop basic skills in reading as a foundation for further academic progress</li> <li>All students need challenging work in order to facilitate interest and learning</li> <li>Dialogue with students helps to develop basic thinking skills, as the ability to form, express and exchange ideas in writing</li> <li>Education is a major factor in fostering civility, good citizenship, responsible behavior and self-reliance</li> </ul>
Carpe Diem	<p>The CDLS mission is twofold:</p> <ul style="list-style-type: none"> <li>Educate, empower and equip our students for success in life.</li> <li>Create education-changing innovations.</li> </ul> <p>The CDLS students will be well educated with the knowledge and skills necessary for long-term life success. We will empower students with the character necessary to put their education to productive, moral use in their lives and their communities. Finally, we will equip our students for life including attention to 1) health and wellness, 2) the capacity to be productively employed, 3) the skills necessary to fully engage in business</p>

	<p>and community life, and 4) the ability to successfully pursue higher education.</p> <p>Vision: CDLS will conquer ignorance and attack poverty with the students we serve.</p> <p>CDLS focuses on the long-term success of our students providing them with an education that equips and empowers them for a productive life. Our schools focus on student achievement during secondary school and successful transition to college or career and life.</p>
Accelerated Achievement Academy of East Cincinnati	<p>We provide students with another option to complete their education and another way to reach their goals. Our student-focused program provides an opportunity to earn a high school diploma at a pace suitable to their schedule, lifestyle and learning needs. Students experience an abbreviated, flexible school day and maximize online learning to focus on required courses and subjects that align with their specific areas of interest. A custom curriculum, individualized support and counseling give students a complete roadmap for success.</p>
Accelerated Achievement Academy of North Cincinnati	<p>We provide students with another option to complete their education and another way to reach their goals. Our student-focused program provides an opportunity to earn a high school diploma at a pace suitable to their schedule, lifestyle and learning needs. Students experience an abbreviated, flexible school day and maximize online learning to focus on required courses and subjects that align with their specific areas of interest. A custom curriculum, individualized support and counseling give students a complete roadmap for success.</p>
Alliance Academy of Cincinnati	<p>Focus: Preparing your child for a lifetime of success</p> <p>See what happens when hard work, personal responsibility, and a nurturing school community combine to create one exceptional experience. Founded on academic excellence, moral focus, parental partnership, and student responsibility, Alliance Academy of Cincinnati is a school like no other—one that can lead your child to a lifetime of success.</p> <p>Academic excellence</p> <p>Academic excellence is teachers working closely with students to shape their critical thinking skills. It's a strong emphasis on the fundamentals, such as math, reading, science, and social studies. And it's teachers setting academic growth goals, developing learning plans, tracking individual progress, and adjusting instruction when necessary.</p> <p>Moral focus</p> <p>Virtues such as respect, integrity, and compassion are central to our school community. In fact, our entire school focuses on a new virtue each month. This helps students learn the importance of making good choices in life.</p> <p>Parental partnership</p> <p>When parents, teachers, and students work together, they form a powerful triangle of success. For this reason, parents are always welcome</p>

	<p>to stop by our school and join us in the classroom. Our teachers also make a point of being available to discuss your child’s progress or address concerns. For us, parental partnership is key to a strong school community.</p> <p><b>Student responsibility</b> Students must learn to be accountable for their actions. This means completing assignments, participating in classroom discussions, behaving respectfully, and following our rules and procedures. Our “no excuses” approach helps kids learn at a young age that strong character is developed through personal responsibility.</p> <p><b>Safety and security</b> We provide a safe and emotionally secure learning environment. This means maintaining strict safety measures, such as keeping exterior doors locked and requiring all visitors to check in when they arrive. At the same time, our teachers establish strong relationships with students. This includes greeting them as they arrive each day. Students also draft a social contract that reinforces their commitment to their school, their teachers, and each other.</p>
Cincinnati College Preparatory Academy	<p><b>Mission:</b> Our mission is to holistically guide and direct students in the development of personal character and academic potential through top-quality teaching and child-centered programs in a safe, positive and caring environment.</p> <p><b>We work to...</b></p> <ul style="list-style-type: none"> <li>Challenge each student to work at top academic potential</li> <li>Inspire students to pursue high education</li> <li>Educate the whole child (body, mind, and spirit)</li> <li>Build positive character traits</li> <li>Prepare students for their future aspirations</li> </ul> <p><b>Vision:</b> The Cincinnati College Preparatory Academy strives to enrich the lives of the learning community by increasing holistic programming and expanding opportunities for students to receive a top quality education at a level that helps students become positive contributors to society and lead a fulfilling and abundant life.</p> <p>The Cincinnati College Preparatory Academy strives to enrich the lives of members of the learning community by increasing holistic programming and expanding opportunities to receive a top quality education. In the process of doing this, we will develop individual gifts and talents and strategic partnerships to improve the school and the individuals within it. We will commit the necessary resources necessary to sustain:</p> <ul style="list-style-type: none"> <li>A respectful, caring and safe environment</li> <li>Research-based, student focused instruction</li> <li>Information-driven decision making</li> <li>A focused and challenging curriculum</li> <li>Collaboration focused on improving student learning</li> </ul>

	<p>An active partnership with parents and community Growth oriented planning for professional, personal, and organizational development</p> <p>Vision Philosophy It is our purpose to inspire and prepare students to pursue higher education through child-centered motivational core instruction and college preparatory coursework and programming. Students are prepared and encouraged to intentionally plan their futures in the following directions: Students must be able to meet the necessary requirements to successfully complete college preparatory high school coursework and become a high school graduate. It is our desire that our students develop interests and aspirations to continue higher education opportunities and attain a minimum of a bachelor's degree from a quality university program or to obtain a viable career option through a trade program. We desire that our students continue to become lifelong learners and positive self reliant contributors to society.</p>
Cincinnati College Preparatory Academy East	<p>Mission: Our mission is to holistically guide and direct students in the development of personal character and academic potential through top-quality teaching and child-centered programs in a safe, positive and caring environment. We work to... Challenge each student to work at top academic potential Inspire students to pursue high education Educate the whole child (body, mind, and spirit) Build positive character traits Prepare students for their future aspirations</p> <p>Vision: The Cincinnati College Preparatory Academy strives to enrich the lives of the learning community by increasing holistic programming and expanding opportunities for students to receive a top quality education at a level that helps students become positive contributors to society and lead a fulfilling and abundant life. The Cincinnati College Preparatory Academy strives to enrich the lives of members of the learning community by increasing holistic programming and expanding opportunities to receive a top quality education. In the process of doing this, we will develop individual gifts and talents and strategic partnerships to improve the school and the individuals within it. We will commit the necessary resources necessary to sustain: A respectful, caring and safe environment Research-based, student focused instruction Information-driven decision making A focused and challenging curriculum</p>



	<p>Collaboration focused on improving student learning  An active partnership with parents and community  Growth oriented planning for professional, personal, and organizational development</p> <p>Vision Philosophy  It is our purpose to inspire and prepare students to pursue higher education through child-centered motivational core instruction and college preparatory coursework and programming. Students are prepared and encouraged to intentionally plan their futures in the following directions:  Students must be able to meet the necessary requirements to successfully complete college preparatory high school coursework and become a high school graduate.  It is our desire that our students develop interests and aspirations to continue higher education opportunities and attain a minimum of a bachelor's degree from a quality university program or to obtain a viable career option through a trade program.  We desire that our students continue to become lifelong learners and positive self reliant contributors to society.</p>
Cincinnati Leadership Academy	<p>The mission of Cincinnati Leadership Academy is to prepare our students to be lifelong learners; to enable our students to make positive life choices; to be committed to the highest standards of preparation and instruction; to encourage parent and community involvement through trusting and honest relationships; and to respect the unique and diverse strengths and talents each person brings to this process.</p>
Dohn Community High School	<p>Dohn Community High School is a small, personalized, non-traditional school, committed to serving educationally at-risk students in a safe, orderly environment by developing the basic academic, career, and social skills needed to pursue options following graduation.</p>
Horizon Science Academy Cincinnati	<p>Mission: We prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education.</p> <p>Vision: Our students will achieve 100% graduation and college acceptance.</p>
King Academy Community School	<p>King Academy Community School recognizes the need to educate the whole child: 1) academically, 2) physically, 3) morally, and 4) aesthetically. We obtain our mission by: a) stressing academic excellence, b) a positive attitude towards oneself and others, c) self-discipline, and d) the preservation of good moral standards.</p>
Life Skills Center of Cincinnati	<p>When you enroll at Life Skills, you can earn a free high school diploma! This allows the opportunity for higher education and gives you a better chance of landing a job! In addition, you also receive:  Proudly offering the Career Based Intervention Program!  An alternative high school education.  Unique one-on-one attention from highly qualified teachers.  Curriculum tailored to fit your abilities and designed at a pace you are</p>

	<p>comfortable with.</p> <p>Vocational office that helps you build a resume, learn interview skills, and inform you about possible job opportunities and higher education opportunities.</p> <p>A safe school environment.</p> <p>A second chance to get back on the path to success.</p> <p>A fresh start.</p>
Life Skills Center of Hamilton County	<p>When you enroll at Life Skills, you can earn a free high school diploma! This allows the opportunity for higher education and gives you a better chance of landing a job! In addition, you also receive:</p> <p>Proudly offering the Career Based Intervention Program!</p> <p>An alternative high school education.</p> <p>Unique one-on-one attention from highly qualified teachers.</p> <p>Curriculum tailored to fit your abilities and designed at a pace you are comfortable with.</p> <p>Vocational office that helps you build a resume, learn interview skills, and inform you about possible job opportunities and higher education opportunities.</p> <p>A safe school environment.</p> <p>A second chance to get back on the path to success.</p> <p>A fresh start.</p>
Lighthouse Youth/Community School	<p>The mission of Lighthouse Youth Services is to advance the dignity and well-being of children, youth and families in need. We encourage good citizenship, responsible behavior, and self-reliance.</p> <p>Values: Lighthouse's values inform our approach to serving children, youth and families. These values are:</p> <p>Integrity: We do what we say we do and we do it the right way.</p> <p>Diversity: Our differences strengthen us.</p> <p>Excellence: We challenge ourselves to do the best that can be done.</p> <p>Adaptability: We meet the changing needs of the community.</p> <p>Family: We support families for healthy children and a strong community.</p> <p>Optimism: Everyone has the capacity to grow and to contribute to the community.</p> <p>Respect: We treat everyone with respect.</p>
Mt. Auburn International Academy	<p>Mission: The Mt. Auburn International Academy (MAIA) will be recognized as a provider of top quality education to a highly diverse student body. MAIA will strive to help all students achieve their full potential, prepare them for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. MAIA will maintain high standards of efficiency and accountability throughout its operation.</p>
Orion Academy	<p>Preparing your child for a lifetime of success</p> <p>See what happens when hard work, personal responsibility, and a</p>

	<p>nurturing school community combine to create one exceptional experience. Founded on academic excellence, moral focus, parental partnership, and student responsibility, Orion Academy is a school like no other—one that can lead your child to a lifetime of success.</p> <p><b>Academic excellence</b> Academic excellence is teachers working closely with students to shape their critical thinking skills. It's a strong emphasis on the fundamentals, such as math, reading, science, and social studies. And it's teachers setting academic growth goals, developing learning plans, tracking individual progress, and adjusting instruction when necessary.</p> <p><b>Moral focus</b> Virtues such as respect, integrity, and compassion are central to our school community. In fact, our entire school focuses on a new virtue each month. This helps students learn the importance of making good choices in life.</p> <p><b>Parental partnership</b> When parents, teachers, and students work together, they form a powerful triangle of success. For this reason, parents are always welcome to stop by our school and join us in the classroom. Our teachers also make a point of being available to discuss your child's progress or address concerns. For us, parental partnership is key to a strong school community.</p> <p><b>Student responsibility</b> Students must learn to be accountable for their actions. This means completing assignments, participating in classroom discussions, behaving respectfully, and following our rules and procedures. Our "no excuses" approach helps kids learn at a young age that strong character is developed through personal responsibility.</p> <p><b>Safety and security</b> We provide a safe and emotionally secure learning environment. This means maintaining strict safety measures, such as keeping exterior doors locked and requiring all visitors to check in when they arrive. At the same time, our teachers establish strong relationships with students. This includes greeting them as they arrive each day. Students also draft a social contract that reinforces their commitment to their school, their teachers, and each other</p>
Riverside Academy	<p><b>Mission:</b> To provide an effective, consistent, and academically rigorous education in a safe, disciplined, and nurturing environment. We will empower students to reach their fullest potential by implementing a comprehensive curriculum facilitated by highly effective educators in collaboration with families in the community, and supported by progressive technology.</p> <p><b>Vision:</b> The Academies will be the premier schools of choice by providing effective instruction that will empower our students to exceed the state's academic expectations, building positive relationships with students, families, and the community, and developing students who</p>

	respect humanity and have the courage to succeed. There is HOPE for every child.
Theodore Roosevelt Public Community School	At Theodore Roosevelt Public Community School, our mission and vision is to “Educate all students in a safe, supportive challenging environment, which promotes respect and motivates students to learn and to act responsibly. We believe education is the shared responsibility of the student, home and school.”



**Table 38.** Mission, Value, and Belief Statements of Three Homeschooling Co-Ops Within Cincinnati, Ohio

**Organization:**                      **Mission or Value Statement:**

Christian Home Educators of Ohio	CHEO acknowledges that the Lord Jesus Christ must be central and supreme in the rearing of our children, and that biblical education is an inseparable part of the Christian faith. CHEO seeks to preserve the God-given, constitutional right to home educate, and to support and encourage families in fulfilling this biblical responsibility.
Christian Home Educators of Cincinnati	<p>Christian Home Educators of Cincinnati (CHEC) was founded in 1987 through the joining together of east and westside homeschool support groups to create a citywide organization. These pioneering home-educating families responded to God's call to assist and encourage all families who desired to incorporate their children's academic and spiritual education directly into their family life.</p> <p>Over the years, CHEC has grown to encompass a number of like-minded, geographically-based support groups located throughout the greater Cincinnati area. Through these individual groups, as well as through the cooperative efforts between the groups, CHEC offers a wide range of support, encouragement, and activities to the Christian home-educating community in the Cincinnati area, benefiting both experienced home educators as well as those just beginning to investigate home education as a viable option for their family.</p>
ABLE Achieving Bible Led Education	<p>Mission: We are a Christian group of homeschooling families seeking to provide resources to achieve Bible-led education together.</p> <p>Our Objectives  Glorify God in all that we do.  We start the day in prayer and devotion.  We provide opportunities to serve God by serving others.  Put emphasis on Christian character development  Teach History and Science from a Biblical perspective  Meet the needs of homeschool families by providing;</p> <p>Information for parents new to homeschooling  Assist parents with assessment needs  Support and encouragement for parents  Fellowship for parents and children  Developing student friendships and refining social skills  Finding educational resources for families  Unique learning opportunities  Extracurricular activities for children i.e.</p> <ul style="list-style-type: none"> <li>▪Field trips</li> <li>▪Public Speaking</li> <li>▪Group Holiday celebrations</li> </ul>

	<ul style="list-style-type: none"><li>▪Drama/Music/art</li><li>▪Talent Show</li><li>▪Web/graphic design</li></ul> Competition opportunities for students i.e. <ul style="list-style-type: none"><li>▪Spelling bees</li><li>▪Geography fair</li><li>▪Science fair</li><li>▪Vocabulary bee</li></ul>
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**Table 39.** Demographic Information of Minority Populations and Median Household Income for Zip Codes Encompassed by Cincinnati Public Schools, Cincinnati, Ohio

<b>Zip Code:</b>	<b>Population % White</b>	<b>Population % African American</b>	<b>Median Household Income</b>
45202	46.6	48.5	42,546
45203	15.3	80.9	9,475
45204	68.8	23.8	25,377
45205	54.3	36.4	29,097
45206	34.3	61.6	27,453
45207	25.5	70.6	24,198
45208	90.3	4.3	78,316
45211	63.7	32	40,379
45213	43.8	50.9	51,436
45214	23.1	73	15,413
45216	66.5	25.5	30,413
45219	62.5	30	22,599
45220	64.2	20.9	30,140
45223	39.9	55.6	25,070
45224	44.4	52	44,235
45225	17.9	77.3	15,035
45226	92.1	3.6	65,590
45227	60.9	34.5	47,450
45229	62.5	30	20,618
45230	92.4	3.7	65,611
45232	16.7	76.7	12,534
45233	96.7	1.4	74,819
45236	79.2	13.2	45,236
45237	21.7	75.2	32,299
45238	81.1	14.7	47,251
45239	68.5	27	45,447



**Table 40.** Quick Facts, School Names, Grades Serviced, and Zip Codes for Indian Hill Exempted Village School District, Cincinnati, Ohio

**Indian Hill Exempted Village School District Founding Date:** 1946

**1** Primary School

**1** Elementary School

**1** Middle School

**1** High School

**1,184** Students

**No** Charter Schools

**Homeschooling Enrollment:** N/A

**Online Schooling Enrollment:** N/A

**Charter Schooling Enrollment:** None

<b>School Name:</b>	<b>Grades Serviced:</b>	<b>Zip Code:</b>
Primary School	K-2	45243
Elementary School	3-5	45243
Middle School	6-8	45243
High School	9-12	45243

**Table 41.** Mission, Value, and Belief Statements of Indian Hill Exempted Village School District Public Schools, Cincinnati, Ohio

**District-Wide Mission Statement:** Vision: Enduring Excellence in Learning, Leadership, Innovation & Service; Mission: The Indian Hill Exempted Village School District provides exceptional educational services to ensure the intellectual development, personal growth, and social responsibility of each student.

No Mission Statements From Individual Indian Hill Exempted Village School District Public Schools Available.

**Table 42.** Demographic Information of Minority Populations and Median Household Income for Zip Codes Encompassed by Indian Hill Exempted Village School District, Cincinnati, Ohio

<b>Zip Code:</b>	<b>Population % White</b>	<b>Population % African American</b>	<b>Median Household Income</b>
45243	92.2	2.2	101,497

**Table 43.** Quick Facts, School Names, Grades Serviced, and Zip Codes for Northwest Local School District, Cincinnati, Ohio

**Northwest Local School District Founding Date:** 1960

**1** Early Childhood Learning Center

**7** Elementary Schools

**2** Middle Schools

**2** High Schools

**1** Charter School

**9,300** Students

**Homeschooling Enrollment:** N/A

**Online Schooling Enrollment:** N/A

**Charter School Enrollment:** 501 (5%)

<b>School Name:</b>	<b>Grades Serviced:</b>	<b>Zip Code:</b>
Houston Early Learning Center	PK	45251
Colerain Elementary	K-5	45251
Monfort Heights Elementary	K-5	45247
Pleasant Run Elementary	K-5	45231
Struble Elementary	K-5	45239
Taylor Elementary	K-5	45251
Welch Elementary	K-5	45240
Weigel Elementary	K-5	45239
Pleasant Run Middle School	6-8	45231
White Oak Middle School	6-8	45239
Colerain High School	9-12	45251
Northwest High School	9-12	45231

**Table 44.** Charter Schools Within District Zip Codes, Grades Serviced, and Opening Dates for Northwest Local School District, Cincinnati, Ohio

<b>Zip Code:</b>	<b>School Name:</b>	<b>Grades:</b>	<b>Opened:</b>
45231	Hamilton County Mathematics and Science Academy	K-8	2002

**Table 45.** Mission, Value, and Belief Statements of Northwest Local School District Public Schools, Cincinnati, Ohio

**District-Wide Mission Statement:** Mission: We champion life-long learning, affording all students the knowledge and skills necessary to realize their full potential in life. Vision: We will provide quality and innovation in educational programming and instruction, enabling all students to successfully confront the challenges of the future.

Schools Without Mission Statements Omitted From Following List. 11 Mission Statements From Northwest Local School District Public Schools Available.

**School:**                      **Mission or Value Statement:**

Houston Early Learning Center	We champion life-long learning, affording all students the knowledge and skills necessary to realize their full potential in life.
Colerain	We are committed to creating and sustaining a collaborative learning community where all learners are engaged, respectful and achieving in a safe and supportive setting.
Monfort Heights	At Monfort Heights, we come to school ready to learn, listen and achieve. By creating an environment where students like who they are, and look forward to who they will become, they will be able to shine like the brightest stars.
Pleasant Run	<p>Vision:</p> <p>We at Pleasant Run Elementary School are committed to creating a community of life-long learners.</p> <ul style="list-style-type: none"> <li>· P.R.E. will be a place that continues to grow and meet the needs of our students, staff, parents and community.</li> <li>· Members will be continually motivated and challenged to achieve their highest potential.</li> <li>· Students will be provided with academic content that reflects the continuous changes in our modern society enabling them to compete in our changing world.</li> <li>· Members will be encouraged to develop socially by modeling respect for themselves and others.</li> <li>· Individual differences will be valued.</li> <li>· Risk taking will be encouraged and supported.</li> <li>· Every member of our school community will be welcomed and valued.</li> </ul>
Taylor	We champion life-long learning, affording all students the knowledge and skills necessary to realize their full potential in life.
Welch	We champion life-long learning, affording all students the knowledge and skills necessary to realize their full potential in life.
Weigel	Care for the children and teach them well.
Pleasant Run	We champion life-long learning, affording all students the knowledge and skills necessary to realize their full potential in life.
White Oak	We champion life-long learning, affording all students the knowledge and skills necessary to realize their full potential in life.

Colerain	The heart of our mission is a dynamic learning experience for all students shared by the home, school, and community and embracing the principles of cooperation, mutual respect, and quality education.
Northwest	We champion life-long learning, affording all students the knowledge and skills necessary to realize their full potential in life.

**Table 46.** Mission, Value, and Belief Statements of Charter Schools Located in Northwest Local School District Boundaries, Cincinnati, Ohio

**School:**                      **Mission or Value Statement:**

Hamilton County Mathematics and Science Academy	Mission: To provide a challenging academic curriculum that meets and exceeds current standards in a safe, nurturing environment. Vision: A school focused on all students reaching their highest potential.
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**Table 47.** Demographic Information of Minority Populations and Median Household Income for Zip Codes Encompassed by Northwest Local School District, Cincinnati, Ohio

<b>Zip Code:</b>	<b>Population % White</b>	<b>Population % African American</b>	<b>Median Household Income</b>
45231	62.5	30	22,599
45239	68.5	27	45,447
45240	31.1	60.2	49,152
45247	95.4	2	71,388
45251	75.9	18.5	53,806

**Table 48.** Quick Facts, School Names, Grades Serviced, and Zip Codes for Oak Hills Local School District, Cincinnati, Ohio

**Oak Hills Local School District Founding Date:** 1956

**5** Elementary Schools

**3** Middle Schools

**1** High School

**0** Charter Schools

**8,200** Students

**Homeschooling Enrollment:** N/A

**Online Schooling Enrollment:** N/A

**Charter School Enrollment:** 0

<b>School Name:</b>	<b>Grades Serviced:</b>	<b>Zip Code:</b>
C.O. Harrison Elementary	K-5	45233
Delshire Elementary	K-5	45238
J.F. Dulles Elementary	K-5	45248
Oakdale Elementary	K-5	45248
Springmyer Elementary	K-5	45248
Bridgetown Middle School	6-8	45211
Delhi Middle School	6-8	45238
Rapid Run Middle School	6-8	45233
Oak Hills High School	9-12	45248

**Table 49.** Mission, Value, and Belief Statements of Oak Hills Local School District Public Schools, Cincinnati, Ohio

**District-Wide Mission Statement:** Mission: All students attending the Oak Hills Local School District achieve success by graduating with individual skills and college readiness and global competence. Vision: The Oak Hills Local School District will be recognized for innovative services, outstanding teaching and high student growth and achievement.

No Mission Statements From Individual Oak Hills Local School District Public Schools Available.

**Table 50.** Demographic Information of Minority Populations and Median Household Income for Zip Codes Encompassed by Oak Hills Local School District, Cincinnati, Ohio

<b>Zip Code:</b>	<b>Population % White</b>	<b>Population % African American</b>	<b>Median Household Income</b>
45211	63.7	32	40,379
45233	96.7	1.4	74,819
45238	81.1	14.7	47,251
45248	96.7	1.1	53,806

**Table 51.** Quick Facts, School Names, Grades Serviced, and Zip Codes for Centennial School District, Portland, Oregon

**Centennial School District Founding Date:** 1976

7 Elementary Schools

2 Middle Schools

1 High School

0 Charter Schools

6,700 Students

**Homeschooling Enrollment:** 180

**Online Schooling Enrollment:** 100

**Charter School Enrollment:** 0

<b>School Name:</b>	<b>Grades Serviced:</b>	<b>Zip Code:</b>
Butler Creek	K-6	97080
Centennial High	9-12	97030
Centennial Middle	7-8	97236
Centennial Park	7-12	97233
Lynch Meadows	K-6	97236
Lynch View	K-6	97233
Lynch Wood	K-6	97236
Oliver	K-6	97233
Parklane	K-6	97233
Pleasant Valley	K-6	97080

**Table 52.** Mission, Value, and Belief Statements of Centennial School District Schools, Portland, Oregon

**District-Wide Mission Statement:** Mission: All students think, achieve, and make a difference in the world. Vision: Our Mission is achieved through a laser-like focus on:  
Student learning and achievement and Pursuit of academic and professional Excellence.

Schools Without Mission Statements Omitted From Following List. 8 Mission Statements From Centennial School District Schools Available.

**School:**                      **Mission or Value Statement:**

Butler Creek	Butler Creek serves to prepare well-educated, respectful students who make meaningful contributions to their global community.
Centennial High	All students will demonstrate high academic standards in an equitable, supportive school culture and graduate college and career ready.
Centennial Park	Centennial Park School is an alternative school dedicated to helping students to discover their passions and develop the strong academic and life skills required for healthy, vibrant lives of learning, and positive participation in the community.
Lynch Meadows	All students think, achieve, and contribute to a positive school community.
Lynch View	For all students to achieve academic success and become responsible, respectful, and contributing citizens the Lynch View Community is committed to: Teach All, Challenge All, And Empower All
Lynch Wood	Mission: We nurture, motivate, challenge and inspire every child to succeed academically and socially.  Vision: Lynch Wood students will grow academically, socially and emotionally to become successful and positively contributing members of our community.
Oliver	Building a caring community; empowering each other to achieve our goals.
Parklane	Formerly Harold Oliver Primary, Parklane Elementary is an academically, challenging, safe learning environment where students, parents and staff are a community of life-long learners who respect and care for themselves and others.

**Table 53.** Mission, Value, and Belief Statements of Three Homeschooling Co-Ops Within Portland, Oregon

**Organization:**                      **Mission or Vision Statement:**

Our Lady of Grace Home Educators	Our Lady of Grace Home Educators is a group of Catholic families gathering together from the SW Portland Metro area -- particularly, but not exclusively, local to the Sherwood, Tualatin, Tigard, Newberg, and Wilsonville area. Our endeavor of nurturing the mind, body and soul of our children at home can be a difficult journey alone. We are here to support each other and provide opportunities to share within our group.
Greater Portland Homeschoolers	GPH is the oldest and largest inclusive homeschool support group in the Portland, Oregon area. GPH welcomes families of all backgrounds and philosophies. We hope participants will see the group as their extended homeschooling community, developing friendships with other families and supporting each other in the process of home learning. GPH offers support, events, and activities of interests to homeschooling and unschooling families located in the Portland metropolitan area.
Oregon Christian Home Education Association Network	OCEANetwork exists to serve the Lord Jesus Christ through supporting, encouraging, protecting and advancing private Christian home education in Oregon as a tool for family discipleship. We are home educating families who volunteer our time to support families all over Oregon and SW Washington with workshops, conferences, and written materials. One of our goals is to protect the rights of families to home educate by monitoring legislative and congressional actions that may jeopardize those rights. We advance home education in Oregon in print, in public, in person, and in prayer

**Table 54.** Demographic Information of Minority Populations and Median Household Income for Zip Codes Encompassed by Centennial School District, Portland, Oregon

<b>Zip Code:</b>	<b>Population % White</b>	<b>Population % Hispanic</b>	<b>Median Household Income</b>
97080	84.6	10.5	62,886
97030	77.4	18.7	43,071
97236	68.3	14.7	62,886
97233	84.6	10.5	35,970



**Table 55.** Quick Facts, School Names, Grades Serviced, and Zip Codes for David Douglas School District, Portland, Oregon

**David Douglas School District Founding Date: 1959**

**9** Elementary Schools

**3** Middle Schools

**2** High School

**1** Charter School

**10,715** Students

**Homeschooling Enrollment: 231**

**Online Schooling Enrollment: 79**

**Charter School Enrollment: 154**

<b>School Name:</b>	<b>Grades Serviced:</b>	<b>Zip Code:</b>
Cherry Park	K-5	97216
Earl Boyles	K-5	97266
Gilbert Heights	K-5	97236
Gilbert Park	K-5	97236
Lincoln Park	K-5	97233
Menlo Park	K-5	97230
Mill Park	K-5	97216
Ventura Park	K-5	97216
West Powellhurst	K-5	97266
Alice Ott	6-8	97236
Floyd Light	6-8	97216
Ron Russell	6-8	97266
David Douglas	9-12	97233
Fir Ridge Campus	9-12	97216

**Table 56.** Charter Schools Within District Zip Codes, Grades Serviced, and Opening Dates for David Douglas School District, Portland, Oregon

<b>School Name:</b>	<b>Grades Serviced:</b>	<b>Zip Code:</b>	<b>Opening Date:</b>
Arthur Academy	K-5	97236	2002

**Table 57.** Mission, Value, and Belief Statements of Charter Schools Within District Boundaries of David Douglas School District, Portland, Oregon

**School:**                      **Mission or Value Statement:**

Arthur Academy	Every single student, regardless of ethnicity, parental income, learning difference, culture, or native language, will become a fluent reader and will master the academic and intellectual skills necessary to succeed at the next level of schooling.
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**Table 58.** Demographic Information of Minority Populations and Median Household Income for Zip Codes Encompassed by David Douglas School District, Portland, Oregon

<b>Zip Code:</b>	<b>Population % White</b>	<b>Population % Hispanic</b>	<b>Median Household Income</b>
97216	70.8	11.7	46,097
97266	64.3	15	38,715
97236	68.3	14.7	62,886
97233	64.1	26.2	35,970
97230	66.1	15.6	46,385

**Table 59.** Quick Facts, School Names, Grades Serviced, and Zip Codes for Portland Public Schools, Portland, Oregon

**Portland Public Schools Founding Date:** 1851

**27** K-5 Schools

**29** K-8 Schools

**8** 6-8 Schools

**10** 9-12 Schools

**9** Mixed Grade Schools

**9** Charter Schools

**48,500** Students

**Homeschooling Enrollment:** 1128

**Online Schooling Enrollment:** 858

**Charter School Enrollment:** 2,003

<b>School Name:</b>	<b>Grades Serviced:</b>	<b>Zip Code:</b>
Abernethy	K-5	97214
Ainsworth	K-5	97201
Alameda	PK-5	97212
Atkinson	K-5	97206
Beverly Cleary at Hollyrood	K	97212
Beverly Cleary at Rose City Park	1 and 3	97213
Buckman Arts	K-5	97214
Capitol Hill	K-5	97219
Chapman	K-5	97210
CJOG @ Chief Joseph	K-3	97217
Duniway	K-5	97202
Forest Park	K-5	97229
Glencoe	K-5	97215
Grout	K-5	97202
Hayhurst	K-5	97221
James John	K-5	97203
Kelly	K-5	97266
Lewis	K-5	97206
Llewellyn	K-5	97202
Maplewood	K-5	97219
Markham	K-5	97219
Richmond	PK-5	97214
Rieke	K-5	97219
Rigler	K-5	97218
Rosa Parks	K-5	97203
Sitton	K-5	97203
Stephenson	K-5	97219

Whitman	K-5	97206
Woodmere	K-5	97206
Woodstock	K-5	97206
Beverly Cleary at Fernwood	2 and 4-8	97212
West Sylvan at East Campus	6	97221
ACCESS Alternative Program	1-8	97213
Arleta	K-8	97206
Astor	K-8	97203
Beach	K-8	97217
Boise-Eliot/Humboldt	PK-8	97227
Bridger	K-8	97215
Cesar Chavez	K-8	97203
CJOG at Ockley Green	4-8	97217
Creative Science School	K-8	97216
Creston	K-8	97206
Faubion	PK-8	97211
Harrison Park	K-8	97216
Irvington	K-8	97212
King	PK-8	97211
Laurelhurst	K-8	97232
Lee	K-8	97220
Lent	K-8	97266
Marysville	K-8	97206
Odyssey at Hayhurst	K-8	97221
Peninsula	K-8	97217
Roseway Heights	K-8	97213
Sabin	PK-8	97212
Scott	K-8	97218
Skyline	K-8	97231
Sunnyside Environmental	K-8	97214
Vernon	K-8	97211
Vestal	K-8	97220
Winterhaven	K-8	97202
Woodlawn	PK-8	97211
Beaumont	6-8	97212
da Vinci Arts	6-8	97232
George	6-8	97203
Gray	6-8	97239
Hosford	6-8	97214
Jackson	6-8	97219
Lane	6-8	97206
Mt. Tabor	6-8	97215
Sellwood	6-8	97202

West Sylvan at West Campus	6-8	97225
Alliance	9-12	97232
Benson High School	9-12	97232
Cleveland High	9-12	97202
Franklin High School	9-12	97206
Grant High	9-12	97212
Jefferson High School	9-12	97217
Lincoln High	9-12	97205
Madison High	9-12	97220
Roosevelt High School	9-12	97203
Wilson High	9-12	97219
Alliance at Benson	10-12	97211
Alliance at Meek	10-12	97211

**Table 60.** Charter Schools Within District Zip Codes, Grades Serviced, and Opening Dates for Portland Public Schools, Portland, Oregon

<b>Zipcodes:</b>	<b>School Name:</b>	<b>Grades:</b>	<b>Opened:</b>
97215	Portland Arthur Academy	K-5	2002
97209	Emerson	K-5	2003
97214	Leadership and Entrepreneurship	9-12	N/A
97205	Le Monde Immersion	K-3 growing to K-8	2012
97227	KairosPDX	K-1 growing to K-5	N/A
97227	Self Enhancement Academy	6-8	N/A
97221	Opal	K-5	N/A
97217	Portland Village School	K-8	N/A
97217	Trillium	K-12	N/A



**Table 61.** Mission, Value, and Belief Statements of Portland Public Schools, Portland, Oregon

**District-Wide Mission Statement:** At Portland Public Schools, this is our goal: By the end of elementary, middle and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. Portland Public Schools is an equal opportunity educator and employer.

Schools Without Mission Statements Omitted From Following List. 61 Mission Statements From Portland Public Schools Available.

**School:**                      **Mission or Value Statement:**

Abernethy	At Abernethy, we believe that a strong neighborhood school creates a safer and friendlier community for everybody. The families, teachers and staff at Abernethy are proud to continue the tradition of being a part of a strong, viable neighborhood school.
Ainsworth	<p>Our mission is to support all students in achieving their very highest educational and personal potential, to inspire in them an enduring love for learning, and to prepare them to contribute as citizens of a diverse, multicultural and international community. Our staff, families and community members continue to provide our children with the best education possible, including:</p> <p>A rigorous and challenging curriculum that promotes personal success, educational excellence and physical well-being.</p> <p>The development of the skills necessary for self-direction and life-long learning.</p> <p>A sense of connection with, and service to, both the local and global community.</p> <p>The expectations of respect for oneself and for others.</p> <p>A campus environment that is emotionally and physically safe in its physical setting.</p> <p>An appreciation on the part of all students for the arts.</p>
Alameda	<p>Vision: We are a diverse community of life-long learners who are creative, responsible, and respectful. We are committed to meeting the academic, social, and emotional needs of our students.</p> <p>Beliefs:</p> <p>We believe in an environment where students make choices and are accountable for their learning and actions.</p> <p>We believe in setting high expectations, encouraging excellence, and celebrating success.</p> <p>We believe the school is an extension of the real world.</p> <p>We believe all children can learn.</p> <p>We believe the entire learning community benefits when teachers are provided with opportunities to share and plan.</p> <p>We believe a successful education revolves around a nurturing partnership</p>

	among students, parents, teachers, and the community. We believe all children are entitled to an enriched, varied curriculum.
Atkinson	Atkinson School is a diverse learning community of children and adults who encourage family support and participation; value our differences and celebrate our commonalities; work together as creative, competent compassionate learners; and provide a safe, caring, learning environment.
Beverly Cleary at Hollyrood	Beverly Cleary is a K-8 school that provides academic excellence in a caring community.
Beverly Cleary at Rose City Park	Beverly Cleary is a K-8 school that provides academic excellence in a caring community.
Buckman Arts	The innovative arts-integrated curriculum at Buckman Arts Focus Elementary School nurtures and challenges the whole child—nourishing the intellectual, social, emotional, physical, and artistic development of each student. Buckman students achieve academic excellence as they develop a lifelong love of learning. Through music, art, theatre, and creative movement, our award-winning teachers make classroom learning come alive. The school's highly trained arts specialists provide concentrated instruction in drama and music, fine art, and dance. The arts specialists also collaborate with the classroom teachers to integrate arts into the core curriculum, resulting in flexible and creative thinkers, ready to succeed in school and beyond. Buckman has received a rating of Outstanding from the State of Oregon for the past 4 years.
Capitol Hill	Capitol Hill celebrates a strong school community where the focus is on meeting the diverse needs of all children. The school community works together effectively to create a unique program where children have the opportunity to realize their potential in academics as well as the performing and visual arts. The strength of the school program builds on strong partnerships with parents and the community. Students' specific academic needs are identified and met through effective assessment and instruction around critical benchmark standards. Rich experiences in the arts and the development of critical thinking skills help round out our comprehensive program.
Duniway	Our staff, parents, and the greater Duniway community are committed to a school that provides a balanced and comprehensive program, which includes rigorous academic curricula, technology, the arts, music, physical education, and community service. Through collaborative planning and professional development, the staff maintain instructional standards commensurate with "Best Practices for K-12 Instruction in Portland Public Schools."
Forest Park	Sharing our world. Exploring our futures. Imagining our possibilities ... Together.
Glencoe	A caring and creative community promoting high levels of learning, strong citizenship and social justice.
Grout	Daniel A. Grout Elementary is a small neighborhood school that encourages parent and community involvement. The staff are dedicated professionals who collaborate to achieve a warm, caring, safe and respectful atmosphere where

	cultural diversity is celebrated. Grout offers a schoolwide literacy program that provides small-group instruction daily, focusing on reading, writing and speaking skills. The school also uses Junior Great Books to build higher-order thinking skills. In addition, physical education, computers, music and opportunities in the visual and performing arts are provided to all students.
Hayhurst	Together we view learning as a partnership between a student, family and community in all classrooms. Teachers at Hayhurst Neighborhood School integrate core subjects, utilizing the district adopted curriculum at each grade level. The Odyssey program at Hayhurst is a PPS focus option program. It is a historical theme-based program grounded in rich cultural knowledge. The program emphasizes problem solving, critical thinking, team building and student leadership surrounded by history.
James John	<p>Mission Statement</p> <p>James John Elementary School is committed to fostering positive, dynamic partnerships among students, families, staff, and community. Our mission is to guide students to become lifelong learners with the knowledge, skills, and attitudes that will prepare them to contribute to and benefit from an ever-changing society.</p> <p>Vision Statement</p> <p>It is the vision of James John Elementary School to inspire achievement through high expectations and standards.</p> <ul style="list-style-type: none"> <li>• We will provide and expect a safe, responsible and respectful environment for learning.</li> <li>• All students will have the opportunity to achieve their highest academic and social potential.</li> <li>• We will promote awareness and appreciation for all individual differences and embrace every diversity.</li> <li>• We will integrate new ideas and techniques based on a foundation of proven practices.</li> <li>• Curriculum, instruction, and assessment will be aligned with district and state standards.</li> <li>• Our curriculum will educate the whole child to include art, music, technology, library, health and fitness, service learning, and environmental sciences.</li> </ul>
Kelly	Every day in every way, we are getting better and better
Lewis	Our goal at Lewis Elementary School is to provide a learning environment where students will meet and exceed academic standards, make thoughtful decisions, and solve problems. With these skills, students will gain knowledge, confidence, and self-discipline. Consistent high expectations for both the student's academic effort and behavior, combined with strong parental support, will bring success.
Llewellyn	At Llewellyn, children are challenged to learn and grow in an environment where teachers and parents collaborate in every child's achievement. Llewellyn embodies the spirit of a community dedicated to children succeeding in academics and developing qualities of respect, responsibility and self-confidence.

Maplewood	Teaching and Challenging the Whole Child
Markham	<p>Markham Elementary School is a caring community dedicated to excellence in education, empowering students to reach their potential as life-long learners and responsible contributors to society.</p> <p>We believe:  All students can learn  Children should become independent and self-reliant  A child's education will best occur in a safe, secure, and orderly environment  Higher academic achievement occurs with positive social, emotional, and physical development  Children will have greater success when there are goals with high expectations  Cultural and educational diversity enables students' comprehensive education  Education is a partnership of the student, home, school and community  Education is a continuous process for all members of the learning community</p>
Richmond	<p>Richmond's Mission  Our mission is to provide an excellent education for our students while developing and maintaining fluency in both the Japanese and English languages.</p> <p>Richmond's Vision  Richmond Elementary School will be the best Japanese immersion school in the world by all measures of success.</p>
Rieke	<p>Every Child. Every Day. Every Classroom.  Mary Rieke Elementary School is proud of its strong tradition of excellence - a tradition that creates high expectations for student achievement within a warm and nurturing community of learners.</p>
Rosa Parks	<p>Mission:</p> <p>At Rosa Parks Elementary, our mission is to place children first in all that we do and to ensure that our priorities reflect that learning is a top priority.</p> <p>Vision:</p> <p>We will honor the diversity, strength and character of our students and families and challenge our students to reach high levels of academic and personal excellence.</p> <p>Core Values:</p> <p>We believe that each child, by name, will succeed.  We believe that a partnership between families, staff, students and the community leads us to our goals.  We believe that family empowerment means providing families with the tools, skills, resources and support necessary to shape their future.  We believe that a dedicated, professional, diverse and committed staff is</p>

	<p>required for our success.          We believe that instruction and curriculum should be rigorous, relevant and engaging.          We believe that through working together we can impact the lives of all of our students.</p>
Stephenson	<p>Vision: Stephenson School will provide a compassionate, caring environment where all students, staff and the community are challenged and motivated to achieve their personal, academic and creative best.</p> <p>Stephenson: To prepare students to become responsible world citizens and life-long learners, Stephenson School is committed to becoming a professional learning community. We recognize art, music and second language as avenues to self expression and communication and as essential to the educational experience of all students.</p> <p>Stephenson Elementary School is “at its best” when all individuals honor each student by name, value their individual contributions and recognize that all students have the ability to strive, shine and succeed. The Stephenson learning community is “at its best” with a continued collaborative partnership between school and a highly involved community.</p>
Whitman	<p>Whitman Elementary provides a high-quality school environment for all of our students. Whitman's staff consistently collaborates to ensure all students meet academic standards in all areas to prepare them to become productive citizens.          We Believe:          All students have the right to experience a safe and respectful community that promotes learning.          All members of the Whitman Community are learners.          All students can learn and will succeed.          Students' individual strengths and cultures should be recognized, honored and celebrated.          Teamwork and collaborative planning will strengthen our community and increase student achievement.          Positive relationships are a key element to a successful learning environment.</p>
Woodmere	<p>Woodmere School is a community of learners who care for each other.          Together we accept the responsibility to challenge and empower all students to be the best they can be by building academic skills, social skills, and self-esteem.</p>
Woodstock	<p>Vision: We, at Woodstock School, in cooperation with parents and the community, strive to provide for each child the opportunity for maximum growth in intellectual, social, emotional, and physical development. We believe all elementary students are diverse learners with unique needs. For them to be successful, a variety of learning experiences are needed. Therefore, the staff at Woodstock School uses a variety of learning strategies including cooperative learning, hands-on activities, technology, and thematic units.</p> <p>Mission: Provide basic skills instruction in reading, writing, math, science,</p>

	<p>social studies, second language learning, fine arts, and physical education. An integrated curriculum is used to assist students in achieving the state standards. Provide enrichment opportunities that promote academic excellence, critical thinking, and problem solving skills.</p> <p>Support a diverse school community by promoting respect, understanding, and acceptance of differences in the backgrounds of students and families.</p> <p>Provide a positive school climate, which is safe, inclusive, and encourages the children to appropriately solve problems, make decisions, and manage their own behavior.</p> <p>Provide opportunities to learn a second language, Mandarin Chinese, and increase cultural awareness through the immersion or the distance-learning model.</p> <p>We believe that in conjunction with teachers; parents, peers, and community members play a direct role in the educating, fostering a love of learning, and the social development of Woodstock School students.</p>
Beverly Cleary at Fernwood	Beverly Cleary is a K-8 school that provides academic excellence in a caring community.
West Sylvan at East Campus	At West Sylvan, we strive to create and sustain a learning community where all members can thrive and learn at their highest level.
ACCESS Alternative Program	<p>Mission Statement</p> <p>The ACCESS Alternative Program is committed to developing a learning environment so gifted children thrive socially, emotionally, and academically. It promotes a lifelong love of learning to become full and productive participants in our rapidly changing global community.</p> <p>ACCESS</p> <p>Accelerated curriculum;</p> <p>Cultivation and development of skills, abilities, and creativity;</p> <p>Character and social development;</p> <p>Exploration and personal discovery;</p> <p>Self-directed, self-paced challenges toward excellence;</p> <p>Service to the community and society with tolerance and wisdom.</p>
Arleta	<p>The Arleta community honors its diversity. It builds partnerships within this community to enable all children to achieve academic standards and to become productive citizens.</p> <p>We believe:</p> <p>All members of the Arleta community [students, staff, parents, neighbors, business and faith community] are learners.</p> <p>Home is the first and most important learning environment.</p> <p>All learners have the right to build self-esteem and a sense of belonging through academic, social and emotional success.</p> <p>Purposeful learning is learning which is valued by, and relevant to, the learners.</p> <p>Collaboration strengthens our diverse community of learners and increases our understandings beyond our personal experiences.</p>

	<p>All learners can understand their responsibilities, know their boundaries and be accountable for them.</p> <p>All learners have the right to experience and celebrate success in a nurturing environment that is safe, accepting and positive.</p>
Astor	<p>Vision: The Astor School community inspires success by providing a respectful environment which encourages high expectations.</p> <p>We believe ...  high expectations are best attained when curriculum provides activities for different learning styles and abilities.  providing instruction helps the child make connections between school and the community.  parents are necessary partners in education.  in a respectful, supportive and safe environment.  children learn best when the entire community supports the social, emotional, academic and physical well-being of each child.</p>
Boise-Eliot/Humboldt	<p>Mission Statement: Our mission is to educate all children to their highest potential to be productive, respectful, self-reliant, and responsible citizens who value the richness of diversity. In partnership with families and the community, we are committed to excellence in a dynamic, child-centered, nurturing environment that provides the foundation and enthusiasm for life-long learning.</p>
Creative Science School	<p>Creative Science School is a focus option Portland Public School for children in grades K-8. Students are encouraged to be independent thinkers, learners, and problem solvers. Our students develop and demonstrate the ability to create questions, formulate solutions, and apply results throughout their lives. At CSS, we believe that children learn best when they explore and discover on their own, constructing their knowledge through hands-on experiences and problem solving.</p>
Faubion	<p>Our Faubion School is a safe, supportive community partnership of students, educators and families. We build on individual backgrounds and strengths to maximize academic, behavioral and social growth. All community members respect all others, all property and the process of learning.</p>
King	<p>Building a community of learners.</p>
Laurelhurst	<p>Our school offers a welcoming and caring learning environment, which appreciates and encourages parent participation. In partnership with families, the experienced and highly professional teaching staff focuses on academic excellence for all students. At Laurelhurst we combine creative, arts infused, hands-on project learning with emphasis on honoring individual student strengths and needs.</p>
Marysville	<p>Relationships, Respect, Rigor</p>
Odyssey at Hayhurst	<p>At Odyssey our mission is to create students who think independently, critically, and creatively, and who know how to take responsibility for learning and community membership. A graduate of the Odyssey Program will have both outstanding academic preparation, and a caring environment in which to develop socially and emotionally.</p>

Peninsula	<p>Mission: Peninsula School is where we come together to seek knowledge, to develop potential, and to provide opportunities that create a joy in learning. Peninsula also offers the positive learning atmosphere of a small school, which encourages relationships and feeling of belonging. Peninsula encourages a love of reading through a balanced literacy program including small group instruction, literature, and phonemic awareness. Reading comprehension and fluency skills are taught in small groups during literacy blocks for at least five hours weekly. Students also have more than an hour of math instruction and 45 minutes of daily writing instruction. Parent involvement is encouraged through the PTA and Site Council. A strong sense of community is evident as parents volunteer in the classroom and help students to be successful readers through the SMART reading program.</p> <p>Vision: We envision Peninsula School as an open, inviting place where students, staff and parents work together in the learning process. We envision Peninsula students as excited, inquisitive young people ready to listen and actively learn ideas. We envision Peninsula staff as knowledgeable, open-minded, reflective professionals ready to accept proven, effective teaching practices so that all students will learn. We envision Peninsula parents as confident, comfortable, and participating in their children's learning.</p>
Roseway Heights	Our Kids, Our Community, Our Pride!
Sabin	<p>Mission: Sabin School is part of a global community which is dedicated to fostering interdependence and intellectual curiosity for a lifetime of critical thinking by providing supportive teacher-student relationships, effective leadership and standards of excellence.</p> <p>Vision: Sabin School strives to support all students in achieving their personal best and inspires them to participate in a democratic society by creating learning experiences that teach: wellness, interdependency, lifelong learning, critical decision-making, empowerment &amp; respect and regard for all people.</p>
Scott	Scott will become an academic beacon for NE Portland where students achieve at high academic levels in two languages.
Skyline	<p>Skyline School is a community dedicated to inspiring an enduring love for learning while nurturing students to become respectful, competent and contributing citizens of our diverse world. Every child will have the opportunity to achieve to his/her full potential. Every child has inherent value and the ability to learn. Our mission is to maintain high expectations of academic excellence while providing students a climate of empowerment, immersing them in a culture of respect, rigor, and relevance.</p>
Sunnyside Environmental	The Sunnyside Environmental School is a community of students, educators, parents, neighbors, and alumni, working together to create a safe, nurturing,



	<p>and educationally excellent learning environment for young people.</p> <p>We are a small, multi-cultural urban public K-8 school drawing students from all of Portland's diverse neighborhoods. We are actively teaching and learning a holistic, integrated curriculum.</p> <p>Exploring themes of our many overlapping environments, students develop academic knowledge and skills while demonstrating personal and social responsibility for all living systems.</p>
Vernon	<p>Mission: Vernon staff, students, and community will work together to create a learning environment that provides opportunities for each student to be challenged academically, enhance positive self esteem, develop respect and concern for others, and become responsible, independent, global thinkers.</p> <p>Vision: Every day, every child, a success!</p>
Vestal	<p>Vestal's richly-diverse community nurtures life-long learning to support all students in achieving their very highest educational and personal potential.</p>
Winterhaven	<p>Winterhaven's Vision is to provide students an enriching learning environment with an emphasis on Science, Technology, Engineering, the Arts and Math, which maximizes their potential and ensures they are well-equipped to meet the challenges in the world around them.</p>
da Vinci Arts	<p>It is the mission of da Vinci Arts Middle School to assist our students to reach their full academic and artistic potential, and prepare them to lead satisfying, creative lives in which they will continue to learn and grow.</p> <p>Vision Statement</p> <p>The da Vinci Arts Middle School will seek innovative ways to integrate the arts throughout the curriculum, provide focused arts instruction, and create a rich, inquiry-based learning environment with high standards of academic excellence.</p> <p>We will provide a safe, supportive and nurturing environment that encourages our diverse student body to take the risks necessary to reach their personal, artistic and academic potential, and to become leaders in the community.</p> <p>We will remain committed to enriching the Portland community by creating a diverse and active home for artists, lovers of art, creative students and their families</p> <p>We will take a leading role in assisting our district in the creation of a K-12 arts integrated program.</p>
George	<p>Mission: To become a model school based on best practices where every child can be successful and safe.</p> <p>To use educational technology to enhance teaching and learning, to assist students with special needs, and to provide intervention, direct instruction, differentiation and acceleration.</p> <p>To partner with community, education, government, and non-profit organizations to provide academic extended day services to all students.</p>
Lane	<p>We, the Lane School Community, encourage social and emotional growth, academic success and respect for one another, in order to inspire every member of our learning community to meet the challenge of the future.</p>
Mt. Tabor	<p>Strong community, strong results</p>

West Sylan at West Campus	East/West Sylan is a community that encourages a life-long commitment to learning through an enriched, rigorous, diverse, balanced, integrated curriculum with real world connections. Our school community creates a nurturing atmosphere that supports academic success, fosters respect and trust and values the innate abilities and unique qualities of each middle school student.
Alliance	
Benson High School	
Cleveland High	
Franklin High School	Mission: Our mission is to help all students prepare for a post secondary education and to successfully meet the challenges and demands of a complex, changing and technological world. In association with our community of businesses, families and students, we are committed to providing excellent instruction in a caring environment. We are dedicated to challenging all students to develop skills, knowledge, and attitudes, and to nurturing them in their growth as life-long learners and positive, responsible participants in life and society as demonstrated by a Franklin High School Diploma.
Grant High	The Mission of Grant High School is to graduate students able to excel in both the workplace and higher education with an enduring love for learning and ready to contribute as citizens of diverse communities.
Jefferson High School	The mission of Jefferson High School is to create a collaborative and inclusive education environment that actively promotes respect fo diversity and requires cooperative and individual learning. Students of Jefferson will be well prepared to meet challenges, set and attain goals, contribute to their communities and continue the process of learning and developing throughout their lives.
Lincoln High	Vision: Students who graduate from Lincoln High School will be responsible, respectful, international citizens with a passion for life-long learning and the self-esteem and skills necessary to appreciate human diversity and contribute to family and community. Mission: The mission of Lincoln High School is to serve as a neighborhood high school with an International Studies emphasis. Lincoln strives to meet the needs of a diverse student body in a positive, supportive learning environment and to provide the highest quality academic and extra-curricular opportunities. These opportunities include the International Baccalaureate Program and an overall strong college preparation program.
Alliance @ Benson	Mission Statement: Alliance High School at Benson provides a positive learning environment for alternative students who need to attend a school with flexible schedule as well as for students who would benefit from a small-school environment. Our mission is to educate individuals to think and communicate critically, creatively, and effectively as they become life-long learners and contributing citizens of the world.

	<p>Core Values:</p> <p>We build on the strengths of our students, staff, and community, creating a culture of educational excellence.</p> <p>We challenge our students and staff to attain the highest standards in education, both inside and outside of the school environment.</p> <p>We trust and treat each other with respect as unique individuals, possessing intrinsic value and capable of positive change.</p> <p>We foster an environment of openness, flexibility and collaborative decision-making among all members of the Alliance High School at Benson community.</p> <p>We demonstrate accountability through student success in completion of their high school education and achievement of their personal goals, and their readiness to enter the world of post-secondary education and work.</p> <p>We serve our community by providing assistance through student and staff commitment to service learning and responsible citizenship.</p>
Alliance @ Meek	<p>Mission Statement:</p> <p>Alliance High School at Benson provides a positive learning environment for alternative students who need to attend a school with flexible schedule as well as for students who would benefit from a small-school environment. Our mission is to educate individuals to think and communicate critically, creatively, and effectively as they become life-long learners and contributing citizens of the world.</p> <p>Core Values:</p> <p>We build on the strengths of our students, staff, and community, creating a culture of educational excellence.</p> <p>We challenge our students and staff to attain the highest standards in education, both inside and outside of the school environment.</p> <p>We trust and treat each other with respect as unique individuals, possessing intrinsic value and capable of positive change.</p> <p>We foster an environment of openness, flexibility and collaborative decision-making among all members of the Alliance High School at Benson community.</p> <p>We demonstrate accountability through student success in completion of their high school education and achievement of their personal goals, and their readiness to enter the world of post-secondary education and work.</p> <p>We serve our community by providing assistance through student and staff commitment to service learning and responsible citizenship.</p>

**Table 62.** Mission, Value, and Belief Statements of Charter Schools Chartered by Portland Public Schools, Portland, Oregon

Schools Without Mission Statements Omitted From Following List:

**School:**                      **Mission or Value Statement:**

Portland Arthur Academy	Portland Arthur Academy is an academically-focused elementary charter school that seeks to accelerate achievement and learning for all students. Portland Arthur Academy achieves daily success for every child through a highly organized incremental program. Skills taught are sequenced to maximize student success and minimize points of confusion. Using a highly-researched direct instruction program gives teachers the best tools possible to clearly communicate the school's academic message. This entails the students mastering their tasks daily before moving on to the next skill. Through positive structured expectations, Portland Arthur Academy creates a safe, thriving learning environment for all students.
Emerson	We are a welcoming, inclusive learning community committed to equity for all students. In addition to comprehensive literacy and mathematics instruction, students are actively engaged through project-based learning using the outside community as an extension of the classroom.
Leadership and Entrepreneurship	The Leadership and Entrepreneurship High School (LEP High, pronounced "Leap High") focuses on engaging students in their learning experience and making school a relevant and exciting place to learn. Through the study of leader and entrepreneurship, students develop a strong sense of self-efficacy, social responsibility, and an entrepreneurial mind set. The school design also provides a rigorous college prep curriculum. Teachers use project-based, interdisciplinary learning and a diverse student body gains real world experiences through internships and service learning with businesses and community organizations. Grading and credit requirements are higher than many schools in the area and students graduate with the credits and grades necessary to enter a college or university. Students may also graduate from LEP High School with college credits. To make sure that all students achieve high levels of success, the school has a longer school day, a tutorial program, advisory, access to grades online for families, credit recovery, and other support structures. Classes are smaller than those in many high schools and students feel cared for, connected, and supported at school. This school's goal is to provide students with the skills and attitudes that will lead to success in college, and life in the 21st century.
Le Monde Immersion	Le Monde French Immersion Public Charter School instructs children in a full French-immersion environment using curriculum that incorporates successful and innovative education practices from around the world. The mission of Le Monde is to educate children in a way that honors the best international academic traditions while developing open-minded students who value intellectual curiosity, personal integrity, and public service.

KairosPDX	
Self Enhancement Academy	<p>The SEI Academy middle school offers a rigorous, responsive curriculum that serves the needs of today's urban youth. Along with an intense academic focus on Math, Science, and Language Arts, the academy offers a concentrated character education curriculum emphasizing sound decision making. Teachers use data to modify instruction, differentiate, and apply an instructional framework that incorporates project-based learning, cooperative learning, service learning and direct and indirect instruction as effective instructional methods. The After School Program on Tuesdays and Thursdays provides students with an array of learning opportunities that comprise a tutorial session and a rotation of classes under four strands: Academics, Social and Life, Recreation, Sports, Health and Wellness, and Arts and Performance. The school creates a learning experience in which students can thrive and teachers are held accountable for using the "Relationship Model" and demonstrating the SEI standards consistently.</p>
Opal	<p>Opal School holds the belief that the purpose of education is to provide opportunities for all children to participate fully in creating and shaping their own lives, and to contribute to the quality of life around them. Opal supports children in developing their own voices by providing access to the many forms of communication found in the languages of the arts and sciences including clay, painting, drawing, writing, poetry, dramatic arts, natural materials, wire, light and shadow, robotics, dance, music, and more. Instructional approaches are shaped and influenced by the work of early childhood educators in Reggio Emilia, Italy, research in the neurosciences, and the constructivist research and practices of educators in the U.S. and beyond.</p>
Portland Village School	<p>Portland Village School teaches to the whole child. Using the "head, heart, and hands"--nurturing students' intellectual, physical, and emotional growth. Core academic material is enlivened by music and singing, art, drama, second language, life skills and handwork, and international folkdancing. This comprehensive curriculum prepares students to meet the challenges of school and of life as productive and integrated human beings. Portland Village School is pleased to offer Portland's diverse range of children and families this proven, holistic educational alternative that is inspired by Waldorf pedagogy.</p>
Trillium	<p>Trillium Public Charter School is a public school that nurtures each child's inherent curiosity, creativity and connection to community. Trillium supports diverse learning styles and uses democratic processes to help students grow fully as human beings and contribute to and enhance the world. Trillium Charter School's vision is to bridge the gap between school and community with a K-12 educational program where children and adults, school and community work together to understand and interpret relationships with the world around. Trillium educates the whole child, recognizing that intellectual, emotional and social needs must be met for the healthy development of a successful individual. Students graduate from Trillium meeting or exceeding state standards, prepared for life,</p>

	possessing effective leadership, communication, and critical thinking skills, and with a desire to be life-long learners.
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**Table 63.** Mission, Value, and Belief Statements of Online Schools Within Portland Public Schools, Portland, Oregon

**School:**                      **Value or Mission Statement:**

Portland Virtual Scholars	<p>There are many reasons a student may select to take an online course, the following are the top three reasons many of our students have decided to take a course online...</p> <p>Other forms of credit recovery conflict with the students schedule. Their work is available to them 24 hours a day 7 days a week. They desire to work at their own pace.</p>
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**Table 64.** Demographic Information of Minority Populations and Median Household Income for Zip Codes Encompassed by Portland Public Schools, Portland, Oregon

<b>Zip Code:</b>	<b>Population % White</b>	<b>Population % Hispanic</b>	<b>Median Household Income</b>
97201	81.3	4.8	40,380
97202	86.9	5.2	55,212
97203	66.7	17.6	42,585
97205	84.1	6	25,938
97206	77.1	9.4	50,694
97209	82.6	5.4	39,258
97210	89.4	4.4	66,807
97211	66.3	8.8	61,962
97212	83.2	4.6	81,930
97213	82.6	5.5	58,469
97214	88.5	4.9	50,917
97215	86.3	4.7	63,514
97216	70.8	11.7	46,097
97217	72.1	9.5	53,972
97218	59.8	19.9	47,099
97219	87.2	5	77,756
97220	67.2	11.3	47,303
97221	90.7	3.8	92,024
97225	86.9	5.7	71,746
97227	68.8	6.6	50,129
97229	72.7	5.8	100,063
97231	88.6	5	87,281
97232	87.8	5.3	45,066
97239	86.5	4.1	74,834
97266	64.3	15	38,914



**Table 65.** Quick Facts, School Names, Grades Serviced, and Zip Codes for Granite School District, Salt Lake City, UT

**Granite School District Founding Date:** 1904

**63** Elementary Schools

**16** Junior High Schools

**8** High Schools

**68,000** Students

**13** Charter Schools

**Homeschooling Enrollment:** 350-450

**Online Schooling Enrollment:** 80 Full-Time, 1,500 in at Least One Class

**Charter School Enrollment:** 5,936

<b>School Name:</b>	<b>Grades Serviced:</b>	<b>Zip Code:</b>
Academy Park	K-6	84120
Arcadia	K-6	84129
Armstrong Academy	K-6	84120
Thomas W. Bacchus	K-6	84118
Beehive	K-6	84118
Bennion	K-6	84129
Jim Bridger	K-6	84084
Calvin Smith	K-6	84129
Copper Hills	K-6	84044
Cottonwood	K-6	84117
Crestview	K-6	84124
Diamond Ridge	K-6	84118
Howard R. Driggs	K-6	84124
Eastwood	K-6	84109
Elk Run	K-6	84044
Philo T. Farnsworth	K-6	84120
Fox Hills	K-6	84129
Fremont, John C.	K-6	84123
Frost, Robert	K-6	84119
David Gourley	K-6	84118
Granger	K-6	84119
Hillsdale	K-6	84119
Hillside	K-6	84128
Hunter	K-6	84120
Jackling	K-6	84120
Lake Ridge	K-6	84044
Lincoln	K-6	84115
Magna	K-6	84044
Mill Creek	K-6	84106
Monroe	K-6	84120

Morningside	K-6	84124
Moss, James E.	K-6	84107
Oakridge	K-6	84124
Oakwood	K-6	84121
Oquirrh Hills	K-6	84118
Douglas T. Orchard	K-6	84128
William Penn	K-6	84106
Pioneer	K-6	84119
Pleasant Green	K-6	84044
Plymouth	K-6	84123
Redwood	K-6	84119
Rolling Meadows	K-6	84119
Roosevelt	K-6	84106
Rosecrest	K-6	84109
Carl Sandburg	K-6	84120
Silver Hills	K-6	84118
South Kearns	K-6	84118
Spring Lane	K-6	84117
Stansbury	K-6	84119
Taylorville	K-6	84129
Harry S. Truman	K-6	84119
Twin Peaks	K-6	84117
Upland Terrace	K-6	84109
Valley Crest	K-6	84120
Vista	K-6	84129
West Kearns	K-6	84118
West Valley	K-6	84128
Westbrook	K-6	84129
Western Hills	K-6	84118
Whittier	K-6	84128
Wilson, Woodrow	K-6	84115
Woodstock	K-6	84121
Gearld R. Wright	K-6	84128
Bennion	7-9	84129
Bonneville	7-9	84117
Brockbank	7-9	84044
Churchill	7-9	84124
Eisenhower	7-9	84123
Evergreen	7-9	84109
Granite Park	7-9	84115
Hunter	7-9	84128
Thomas Jefferson	7-9	84118
Kearns	7-9	84118

John F. Kennedy	7-9	84120
Scott M. Matheson	7-9	84044
Olympus	7-9	84117
Valley	7-9	84119
Wasatch	7-9	84109
West Lake	7-9	84119
Cottonwood	10-12	84121
Cyprus	10-12	84044
Granger	10-12	84119
Granite Connection	10-12	84107
Hunter	10-12	84120
Kearns	10-12	84118
Olympus	10-12	84124
Skyline	10-12	84109
Taylorville	10-12	84123

**Table 66.** Charter Schools Within District Zip Codes, Grades Serviced, and Opening Dates for Granite School District, Salt Lake City, UT

<b>Zip Code:</b>	<b>School Name:</b>	<b>Grades:</b>	<b>Opened:</b>
84120	Esperanza School	K-6	Fall 2014
84120	Monticello Academy	K-9	Fall 2006
84120	American Preparatory Academy-Accelerated School	K-12	Fall 2011
84119	East Hollywood High	9-12	Fall 2004
84119	Mana Academy Charter School	K-12	Fall 2013
84119	Vanguard Academy	7-12	Fall 2015
84119	Endeavor Hall	K-8	Fall 2011
84119	American Preparatory Academy-The School for New Americans	K-9	Fall 2009
84119	Kairos Academy	9-12	Fall 2014
84044	Entheos Academy Magna	K-9	Fall 2012
84118	Entheos Academy Kearns	K-9	Fall 2006
84109	Canyon Rim Academy	K-6	Fall 2007
84121	Academy for Math Engineering and Science (AMES)	9-12	Fall 2003

**Table 67.** Mission, Value, and Belief Statements of Granite School District Public Schools, Salt Lake City, UT

**District-Wide Mission Statement:** N/A

Schools Without Mission Statements Omitted From Following List. 42 Mission Statements From Granite School District Public Schools Available.

**School:            Mission or Value Statement:**

Arcadia K-6	Mission: Arcadia Elementary is committed to educating the whole child, while providing a safe and nurturing environment that promotes a passion for life-long learning, respect for self and others, and an appreciation for individual differences.  School-wide Behavior Expectations: Be safe, be respectful, be responsible, and use kind words.
Armstrong Academy K-6	Mission: At Neil Armstrong Academy, we are committed to a focus on learning, high levels of engagement, and a problem-solving process common to the science, technology, engineering, and math (STEM) fields to prepare all students with the skills they will need for their future.  Vision: Teachers and staff will continuously focus on student-learning outcomes as they work collaboratively to address the questions: (1) What do we want our students to learn? (2) How will we know when each student has learned it? (3) How will we respond when some students don't learn? and (4) How can we extend and enrich the learning for students who have demonstrated proficiency? We will use many forms of data to drive student achievement.
Beehive K-6	Becoming Academically Smart and Character Strong!
Bennion K-6	Leaders today. Leaders tomorrow.
Jim Bridger K-6	The philosophy at Jim Bridger Elementary is to provide an enriched curriculum to help students reach their highest potential.
Copper Hills K-6	Motto: Amazing happens. Good morning, World! I am a Copper Hills Thunderbird on a journey to a place called AWESOME! I will be SAFE. I will be RESPECTFUL. I will be responsible for my behavior and my learning. I am a person of character. I am a leader.
Cottonwood K-6	Together we can do anything!
Howard R. Driggs K-6	The student first and always. Together everyone achieves more.
Granger K-6	We are Family.
Jackling K-6	Preparing every student for Success.
Lake Ridge	School Expectations: Be A Learner; Be Safe; Be Respectful; Be Responsible

K-6	School Motto: Where Quality is Expected and Excellence is a Way of Life.
Lincoln K-6	<p>Vision: Lincoln Elementary is committed to empowering our community in achieving success.</p> <p>Mission: Lincoln Elementary is a professional learning community working together so that every child:</p> <ul style="list-style-type: none"> <li>Excels toward college and career readiness</li> <li>Perseveres in a safe, consistent learning environment</li> <li>Is accountable for personal growth</li> <li>Values diversity and creativity</li> </ul>
Magna K-6	Make it a Dream.
Monroe K-6	A community of Learners. At Monroe we are not just a school, we are a community of learners. It is our goal to persevere in our journey to become the best we can be. We are motivated, determined and inspired to be prepared for our future in college and a fulfilling career.
Morningside K-6	<p>Morningside is a “Community of Caring” school. The five values of Respect, Caring, Family, Trust and Responsibility will be emphasized with students on a daily basis. We recognize that each child is unique and important. We will work to ensure that each child at Morningside receives the best possible education. We hope parents will visit the school and find time to volunteer as often as possible.</p> <p>Mission: We are here to help students see, understand, and experience the world, gain and pursue knowledge, and reach for success.</p>
Oakridge K-6	<p>We would like our students to develop healthy self-esteem, respect for themselves and others, and a feeling of personal, school and national pride. We believe that students want to behave appropriately.</p> <p>The key to discipline at Oakridge is RESPECT. Respect for self, respect for others, and respect for property</p> <p>Through the united efforts of home, school, and community, Oakridge Elementary is dedicated to educate students:</p> <ul style="list-style-type: none"> <li>In a safe environment that encourages personal expression, exploration, and creative problem solving, balanced with respect for others.</li> <li>By providing challenging curriculum with flexibility to meet their needs, build on their individual strengths, and to increase their academic success.</li> <li>With the goal that they will continue to light their lives with learning and become caring, responsible contributors to society.</li> </ul> <p>We believe students, teachers, and parents share responsibility for student learning, building character and healthy self-esteem. All students have the opportunity to be successful. We expect them to be responsible for their actions and to accept the consequences of these actions.</p> <p>We will work to be positive and improve the self-esteem of all students, faculty, and staff.</p> <p>We will strive to provide programs that ensure a high quality of education for all</p>

	<p>students.</p> <p>We will have high expectations for all students, and remain sensitive to student individuality.</p> <p>We will endeavor to improve professional relationships between staff members and the community, whereby we may become a more effective team and better assure student success.</p> <p>We will work to ensure a safe and productive working and learning environment for all students and colleagues.</p> <p>We will always strive to treat others as we would expect to be treated.</p> <p>We will consistently endeavor to do what is best for the students at Oakridge Elementary.</p>
Oquirrh Hills K-6	<p>We are the cubs of Oquirrh Hills.</p> <p>We work hard on all our skills.</p> <p>We show respect in all we do...for self and others and property too.</p> <p>We welcome all students both old and new.</p> <p>We're capable, connected, contributors, too.</p> <p>We put our courage to the test</p> <p>To enable us to be the best!</p>
Plymouth K-6	<p>Learners are Leaders.</p> <p>Along with the three "R's" (Reading, Writing &amp; Arithmetic), educators are now realizing that other skills are needed for students to survive as we move forward within the 21st century. This new group of skills consists of the following:</p> <p>Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning</p> <p>Ways of working. Communication and collaboration</p> <p>Tools for working. Information and communications technology (ICT) and information literacy</p> <p>Skills for living in the world. Citizenship, life and career, and personal and social responsibility</p>
Redwood K-6	Redwood Elementary is the home of the RAMS. Where the Right Attitude Means Success!
Rosecrest K-6	We are striving to help each student reach their potential.
South Kearns K-6	All students can learn and TOGETHER we will make it happen.
Spring Lane K-6	We are a Leader In Me school, teaching students the 7 habits of leadership for success at school, home, and in life!
Stansbury K-6	The more you read, the better you read!
Taylorville K-6	Developing leaders, one child at a time.
Valley Crest K-6	The mission of Valley Crest Elementary School is to provide equal educational opportunities in a safe environment to all students. This mission includes developing academic, technological, and social skills, and preparing students for

	lifelong learning in a global society. Valley Crest is a Community of Caring school where the universal values of Caring, Trust, Respect, Responsibility, and Family are lived and taught.
West Kearns K-6	The Mission of West Kearns Elementary School is to provide equal educational opportunities in a safe environment to all students. This mission includes developing academic, technological and social skills as well as fostering successful productive students and families.
Gearld L. Wright K-6	Our Wright Elementary Mission Statement is: To encourage mutual courtesy and respect among teachers and students To mentor students to apply their skills meaningfully, creatively, and positively To help students acquire critical thinking and problem-solving skills To inspire unique individual accomplishments and capacities of each student To encourage productive behavior and attitudes, civic virtue, and good character To model the inherent rewards of becoming a lifelong learner
Brockbank 7-9	Mission: Brockbank Junior High School's mission is to guide our students to academic success while fostering social and emotional growth.  We Believe that: Implementation of middle level principles – student teams, curriculum integration, teacher collaboration, subject exploration, and variety in instructional methods leads to increased student achievement. High academic expectations increase student achievement. Teachers are models, guides, and mentors who use research-based instructional methods to facilitate learning. A positive and safe learning environment is created through discipline, consistency, and collaboration between school and community. Social values, character development, and cultural respect are part of the curriculum. Students must come to accept responsibility for their own learning. Education is preparation for life.
Churchill 7-9	Mission Statement and Student Goals: The Churchill Junior High staff, in partnership with families and the community, will provide an engaging environment in which students acquire knowledge while developing the skills and confidence needed for success.
Eisenhower 7-9	Mission: To provide a respectful and safe learning environment and assist students in reaching their potential and becoming: Effective Communicators, Responsible Individuals, Creative Problem Solvers, Team Players
Evergreen 7-9	Education=Opportunity  At Evergreen, we value academic excellence, character education, and the development of lifelong skills.
Granite Park 7-9	Inspiring Students to Dream of College and Beyond.
Thomas Jefferson 7-9	Real life skills, citizenship, academics. Patriot—My right and responsibility.



Kennedy 7-9	The Kennedy Community promotes positive learning in a safe, respectful, and diverse environment to achieve our maximum potential.
Matheson 7-9	Go Beyond Impossible.
Olympus 7-9	Prepare students to become lifelong learners and stewards of humanity
Wasatch 7-9	The Wasatch Jr. High School community is dedicated to providing engaging academics and enriching experiences while encouraging individual creativity in a safe environment.
Cottonwood 10-12	All students at Cottonwood High School have the right to a quality education. Our work is to cultivate a safe, positive and accessible learning environment in which each student can develop the essential skills they need to become successful, ethical and productive members of the global community.
Cyprus 10-12	<p>Mission: To help each student graduate prepared with the knowledge and skills necessary to be a productive citizen.</p> <p>We Believe that students learn best:  in a safe and orderly environment  when a clear and focused mission is shared by students, faculty, and parents  when excellent instruction is a goal of teachers and administrators  when student progress is continually monitored to ensure that they are learning  when students can see the relevance of what they are learning  when given opportunities to participate in community service and extracurricular activities  when mutual respect exists among students, parents, and teachers.</p>
Hunter 10-12	<p>Mission: To provide a safe and positive learning environment where each student can succeed in a global society.</p> <p>We Believe...</p> <p>Each student can learn.  Each student should possess the skills and knowledge to function as a productive member of society.  Each student will graduate with marketable job skills that ensure gainful employment.  A diversified and interrelated curriculum is essential to accommodate a wide variety of student learning styles.  Each student will gain knowledge and value lifelong learning.  Each student lives up to expectations; therefore, expectations of educators, community, home, and self should be set at a high level.  Each student will develop a respect for themselves and others and be responsible for his/her decisions and actions. Each student is unique and valued.  Each student should be given the opportunity to reach his/her potential in all areas of academic, artistic, vocational, social, emotional, and physical development.  The relationship between teachers and students is a critical element in the learning process.  Parent involvement is essential to students in the learning process</p>

Kearns 10-12	Where destiny is a matter of choice, not chance.
Skyline 10-12	Valuing Character, Personal Responsibility, and Intellectual Curiosity.

**Table 68.** Mission, Value, and Belief Statements of Charter Schools Chartered by Granite School District, Salt Lake City, UT

Schools Without Mission Statements Omitted From Following List:

**School:**                      **Mission or Value Statement:**

Esperanza School	<p>Mission: All Esperanza Elementary stakeholders work as a team doing whatever it takes to provide the environment that fosters what each student needs to become biliterate, multicultural, and to acquire the skills and attributes needed to effectively serve in our local and global community.</p> <p>Vision: All Esperanza Elementary graduates are biliterate, multicultural, and have the skills and attributes needed to effectively serve in our local and global community.</p>
Monticello Academy	<p>The mission of Monticello Academy is to provide a superior education for K-9 students by:</p> <ul style="list-style-type: none"> <li>Placing a high priority on academic achievement and college preparation;</li> <li>Fostering traditional American values of hard work and strong moral character;</li> <li>Encouraging parents to resume their rights and responsibilities to influence the education of their children;</li> <li>Restoring strong art, music, and physical education components to the school curriculum;</li> <li>Utilizing state-of-the-art technology to enhance instruction and learning;</li> <li>Assisting students to gain knowledge, motivation, confidence, skills, and a lifelong love of learning.</li> </ul> <p>Our Philosophy:</p> <p>We believe that the traditional public education system is decreasing in effectiveness, accountability and parent involvement. Therefore, the three main objectives to fulfill the mission of Monticello Academy are that:</p> <ul style="list-style-type: none"> <li>Students must master and move beyond academic fundamentals,</li> <li>The school must clearly demonstrate its ability to accomplish this, and</li> <li>Parents must have a meaningful role in decision making regarding their children and school programs acknowledging that they are the primary stakeholders of the school.</li> </ul> <p>We believe that students will rise to clear and reasonable expectations. A learning environment which cultivates the value of learning and the need to pursue knowledge through a rigorous curriculum and proven methodologies is the key to success at Monticello. Monticello will use the Core Knowledge model, an educational reform based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education. Accordingly, Monticello will meet and exceed state curriculum requirements in a well defined, measurable and sequential manner. We believe that music, art and physical education not only improve cognition and</p>

	<p>performance, they are also key elements that help make school enjoyable. We believe that performance must be measured in a clear and relevant way. In traditional public schools, standardized test scores are often “norm-referenced”, meaning scores are adjusted to produce an expected range as compared to other students of similar income, ethnicity or gender within the district or the state. Since Monticello is an independent school district drawing students from a large geographical area, norm-referencing is eliminated, thus giving a more accurate assessment of the school’s performance. We believe that all students can excel regardless of income, race or gender, and that such factors should not create limitations for the student through lowered expectations or stereotypes.</p> <p>We believe that real parent influence in education is not only a basic right, but also the key to effective education reform. While we acknowledge that teachers are the pedagogical professionals, we recognize that parents know their children and the community best. A symbiotic and synergistic relationship should exist between teacher and parent to best meet the needs of the student. Parents must have a meaningful role in the education of their children.</p> <p>We believe that the appropriate use of technology can assist in achieving all three objectives including enriched learning, teacher training and support, performance measurement, and school-parent and parent-parent communications. To that end Monticello has partnered with the Utah Telecommunications Open Infrastructure Agency (UTOPIA) to help provide some of the most advanced technological applications in the world.</p>
American Preparatory Academy-Accelerated School	<p>Our school’s mission is to ensure each student achieves maximum academic success by teaching skills to mastery levels, imparting valuable knowledge, transmitting the common culture that binds us as a nation, and exposing children to supreme examples of artistic and intellectual achievement.</p>
East Hollywood High	<p>East Hollywood High School Vision: Be a safe place where film and individualized education help students discover and realize their life goals.  East Hollywood High School Vision: Be the Premier Utah Program for Teens Interested in Film Production and Related Arts &amp; Media.  East Hollywood High School Mission: Provide authentic, career preparatory training to students with a passion for careers in film production, digital media production, and acting.  Provide solid liberal arts education to students in preparation for college entry, as well as assisting students at risk of not graduating.  Assist in the character education and development of each student.</p> <p>East Hollywood High School Values:  Integrity: We will act with integrity in expressing ourselves and meeting our ethical and legal obligations.  Community: We will maintain a strong, supportive, community atmosphere amongst and between students and faculty and neighbors.  Excellence: We will always put our best effort into all areas of our life, in and</p>

	<p>out of school.</p> <p>Acceptance: We will accept and embrace one another regardless of our differences and opinions and strive to know and understand the unique qualities, needs and personalities of each individual.</p>
Mana Academy Charter School	<p>Mission: Mana Academy Charter School is dedicated to excellence and committed to closing the opportunity gap by nurturing life long learners who are rooted in their native cultures and preparing them to be leaders of tomorrow.</p> <p>Vision: Mana Academy Charter School is a community based, family oriented school, with parents, extended family, and community members as our partners in education. We are committed to delivering an enriched educational experience for our students in a blended-learning environment that is responsive, innovative, and on pace with global, pedagogical and technological evolution. We provide a rigorous academic program that is culturally relevant and designed to equip our students with the knowledge, skills and character required to close the opportunity gap, be successful in higher education, in their chosen career paths, and as the next generation of leaders in their respective communities.</p> <p>Motto: Learning Today. Leading Tomorrow.</p> <p>Mana Academy Belief Statements:</p> <ol style="list-style-type: none"> <li>1) We believe that all students are capable of learning, meeting high expectations, thinking critically, and becoming life-long learners.</li> <li>2) We believe that students enter our schools with a wealth of cultural and intellectual knowledge that should be validated and encouraged.</li> <li>3) We believe that our student’s native cultures are a critical foundation to fostering academic excellence.</li> <li>4) We believe that students should be provided with a variety of critical instructional and pedagogical strategies and curriculum to support their academic progress.</li> <li>5) We believe that educational excellence is the shared responsibility of students, parents, school staff and community.</li> </ol> <p>4 R’s at Mana Academy:</p> <ul style="list-style-type: none"> <li>• Rigor</li> <li>• Relevance</li> <li>• Relationships</li> <li>• Results</li> </ul>
Endeavor Hall	<p>Endeavor Hall serves students desiring to acquire superior writing skills in the context of an academically challenging curriculum in preparation for collegiate studies and careers.</p>
American Preparatory Academy-The School for	<p>Our school’s mission is to ensure each student achieves maximum academic success by teaching skills to mastery levels, imparting valuable knowledge, transmitting the common culture that binds us as a nation, and exposing children to supreme examples of artistic and intellectual achievement.</p>

New Americans	
Kairos Academy	<p>Mission: Kairos Academy will provide support to students through counseling and mentoring, individualized instruction, and strong accountability requirements to keep students engaged and invested in their own education.</p> <p>Vision: Kairos Academy exists to provide holistic learning through facilitating academic achievement, positive relationships, and support to pregnant and parenting teens within a respectful, empowering, nurturing, and strength-based environment.</p> <p>Guiding Belief and Accountability Statements:  Kairos Academy will provide each student with clearly defined and high-quality learning in an environment that empowers pregnant teens and teen mothers to reach or exceed academic, emotional, and social goals.  Kairos Academy will provide individualized educational opportunities for its students, supporting their success, at every step, in an environment that is respectful, empowering and nurturing to develop skills for effective parenting and to make choices that have positive effects on their lives, their children and their communities.  Kairos Academy will create a school culture with high behavioral and academic expectations where girls of all socio-economic, cultural, geographic, and racial backgrounds are accepted and embraced as students and mothers.  Kairos Academy will work to create community partnerships and collaborations to support the pregnant or parenting teen, her child, and her family.</p>
Entheos Academy Magna	<p>The Mission of Entheos is to inspire the rising generation to reach the heights of their potential, ignite their curiosity to venture into challenging new learning experiences, and empower them to be leaders through service, who are committed to family and community. Then... they can achieve their goals and dreams.</p>
Entheos Academy Kearns	<p>The Mission of Entheos is to inspire the rising generation to reach the heights of their potential, ignite their curiosity to venture into challenging new learning experiences, and empower them to be leaders through service, who are committed to family and community. Then... they can achieve their goals and dreams.</p>
Navigator Pointe Academy	<p>School Values:  Respect  Responsibility  Courage  Honesty  Self-Discipline  Excellence  Guiding Principles</p>

	<p>Academic and personal growth of each student is our first priority.  A broad liberal arts education program based upon classical education principles and methodologies helps develop the physical, mental, and moral capacities of children.  Dedicated, well-trained teachers are the key to excellence.  A positive, disciplined, school environment allows each student to excel and promotes a strong family and school partnership.  Provides a challenging, engaging, classical curriculum in a safe, orderly environment  Focuses on the academic achievement of each student  Instills in students the ideals and habits of virtuous living  Inspires children to use their minds well</p>
<p>American International School of Utah</p>	<p>Our Mission: 21st-Century Learning: Personal. Connected. Hands-on.  At AISU, we seek to personalize, accelerate, and enrich learning using a technology-facilitated, student-centered blended learning model within a flexible, creative, and inspiring school environment that encourages students to be personally invested and globally engaged.</p> <p>Our Values: AISU nurtures agency by developing CHARACTER, PURPOSE, CAPACITY, and COMMUNITY.</p>
<p>Salt Lake School for the Performing Arts</p>	<p>Salt Lake School for the Performing Arts exists to provide students with a wide variety of exceptional educational training and unparalleled opportunities in the performing arts. Through a diverse range of academics and rigorous, disciplined performing arts instruction, we prepare our students to compete successfully in pursuit of higher education, professional careers and life-long learning.</p> <p>We believe:  Salt Lake School for the Performing Arts is a unique, high-quality, educational program that develops responsible, independent, creative young adults.  A strong academic program unlocks and supports the artistic potential of students.  Students learn best in a participative and creative environment, within a framework of high standards in teacher and student outcomes.  The performing arts enable students to work in a creative, cooperative and collaborative manner while promoting independent thinking.  SPA graduates are prepared for post high school academic and professional pursuits.  Each student has unique strengths, talents, and has the potential to make a positive difference in society.  Imagination, passion, dreams, and curiosity are gateways to learning.  Learning involves embracing challenges and being willing to take risk.  Education is a team effort involving students, families, teachers, and community.  Students who are actively supported by family and friends, achieve higher</p>

	levels of performance
Wasatch Institute of Technology	<p>The Wasatch Institute of Technology (WIT) is Utah's first computer science high school. Our mission is to prepare tomorrow's Network/Systems and Software Engineers through Next Generation Education. Our Software Engineering program leads students through the design, testing, and implementation of stable, secure, and scalable software so they can enter the workforce as a competent software engineer with experience in desktop, database, web, mobile, and enterprise application development. Our Network/Systems Engineering program couples a firm theoretical understanding of contemporary Information Technology (IT) issues with actual hands-on projects, preparing students to single-handedly meet the ambitious IT needs of today's small to mid-sized businesses.</p>
Academy for Math Engineering and Science (AMES)	<p>The Academy for Math, Engineering and Science (AMES), located at Cottonwood High School in Salt Lake City, provides high school students (grades 9-12) opportunities to extend their knowledge beyond the typical high school curriculum, especially into the worlds of technology, math, science and engineering. At AMES, we are looking for students who are:</p> <p>SEARCHING for better educational opportunities  WILLING to work hard  APPLYING themselves to challenges  EAGER to try new things</p> <p>It is NOT about attracting students with the highest GPAs or best SAT scores. AMES is a public school with open enrollment to all students. AMES is a stimulating and inspiring place for bright, talented, and disciplined students. We offer an exceptional teaching staff, including University of Utah faculty and Salt Lake-area professionals, and small classes where individual needs can be met. In fact, no more than 500 students will be enrolled in AMES. Courses include integrated programs in math, science, technology, computer science and engineering as well as core classes in language arts, social studies, and the arts. Additional courses offered through Cottonwood High School round out the total AMES experience.</p>



**Table 69.** Mission, Value, and Belief Statements of Online Schools Within Granite School District, Salt Lake City, UT

Granite Connection	<p>Personalized individualized learning.</p> <p>Connection High is an individualized learning site for students who have educational needs beyond, or in addition to, those met by Granite District's traditional schools. It will be staffed by an administrative team, specialized counselors, technology and work-based learning support staff, and flexible, adaptable, and student-centered teachers. As a facility, it will boast state-of-the-art technology and will operate on an extended year schedule and flexible hours.</p> <p>The students at Connection High will have the opportunity to participate in a continuum of instructional models including traditional face-to-face classes, blended learning, and online courses. Every course will be taught by a highly qualified Granite School District teacher.</p> <p>The teachers at Connection High will have expertise and extensive professional learning in the continuum of instructional models. Teachers will have schedules as well as extended responsibilities (i.e., lab proctoring, assessment administration) that best meet student course request needs.</p>
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**Table 70.** Mission, Value, and Belief Statements of Three Homeschooling Co-Ops Within Salt Lake City, UT

**Organization:**                      **Mission or Vision Statement:**

Wasatch Home Educators Network	<p>Mission: WHEN is a network dedicated to connecting Utah Valley homeschoolers with the spirit of volunteerism by information dispersal and holding large group events to enhance the homeschooled child's educational experience.</p> <p>We are located along the Wasatch Front, primarily in Utah County. Our mission is to foster "whole family" education by: 1) supporting high standards and values 2) promoting awareness, and 3) encouraging achievement. WHEN provides this list as a resource for their members so they can support and network with each other and receive notices about WHEN activities and other local activities.</p>
Salt Lake Home Educators	<p>The goals of SLHE are:</p> <ul style="list-style-type: none"> <li>To be truly inclusive,</li> <li>To network with other homeschooling families,</li> <li>To build a homeschooling community,</li> <li>To discuss resources, educational philosophies, curriculum and parental issues in a supportive, non-judgmental and inclusive environment.</li> </ul>
Utah Christian Home School Association	<p>UTCH - pronounced "You Teach," is an association of home school families who want to teach and train their children to love the Lord with all their heart, soul, mind and strength. Our aim is to encourage all those interested in home education in their endeavors.</p>

**Table 71.** Demographic Information of Minority Populations and Median Household Income for Zip Codes Encompassed by Granite School District, Salt Lake City, Utah

<b>Zip Code:</b>	<b>Population % White</b>	<b>Population % Hispanic</b>	<b>Median Household Income</b>
84120	65.3	32.1	55,087
84129	N/A	N/A	N/A
84118	72.9	27.8	61,203
84084	82	17.4	63,403
84044	78.4	23.4	55,713
84117	90.1	6.4	54,290
84124	91.3	5	74,621
84109	92.2	3.8	76,636
84119	64.6	35.1	42,514
84128	70.2	29.6	64,356
84115	68.7	28.7	31,463
84106	86.2	9.9	54,159
84107	84.3	13	45,089
84121	91.3	5.3	72,453

## Appendix 2: Information Sources

### **Information for Tables on Cincinnati Public Schools:**

<http://www.cps-k12.org>

And all the public school websites found from the district website

And the online school websites found from the district website

<http://www.publiccharters.org/dashboard/select/state/OH/year/2012>

And all the charter school websites found from the link

Also, private communications in the form of emails.

### **Information for Tables on Cincinnati Homeschools:**

<https://www.cheohome.org>

<https://www.homeschool-life.com/oh/chec/>

<http://hiac.net/able/mission.html>

### **Information for Tables on Indian Hill Exempted Village School District:**

<http://indianhillschools.org>

And all the public school websites found from the district website

<http://www.publiccharters.org/dashboard/select/state/OH/year/2012>

And all the charter school websites found from the link

### **Information for Tables on Northwest Local School District:**

<http://www.nwlsd.org>

And all the public school websites found from the district website

<http://www.publiccharters.org/dashboard/select/state/OH/year/2012>

And all the charter school websites found from the link

### **Information for Tables on Oak Hills Local School District:**

<http://www.ohlsd.org>

And all the public school websites found from the district website

<http://www.publiccharters.org/dashboard/select/state/OH/year/2012>

And all the charter school websites found from the link

**Information for Tables on Centennial School District:**

<http://centennial.k12.or.us>

And all the public school websites found from the district website  
And the online school website found from the district website

<http://www.publiccharters.org/dashboard/select/state/OR/year/2012>

And all the charter school websites found from the link

Also, private communications in the form of emails.

**Information for Tables on Portland Homeschools:**

<http://www.oceanetwork.org/about/>  
<http://www.OurLadyofGraceHomeEducators.com>  
<https://groups.yahoo.com/neo/groups/GPH/info>

**Information for Tables on David Douglas School District:**

<http://www.ddouglas.k12.or.us>

And all the public school websites found from the district website

<http://www.publiccharters.org/dashboard/select/state/OR/year/2012>

And all the charter school websites found from the link

**Information for Tables on Portland Public Schools:**

<http://www.pps.k12.or.us>

And all the public school websites found from the district website  
And the online school website found from the district website

<http://www.publiccharters.org/dashboard/select/state/OR/year/2012>

And all the charter school websites found from the link

Also, private communications in the form of emails.

**Information for Tables on Granite School District:**

[www.graniteschools.org](http://www.graniteschools.org)

And all the public school websites found from the district website  
And the online school website found from the district website

<http://www.publiccharters.org/dashboard/select/state/UT/year/2012>

And all the charter school websites found from the link

Also, private communications in the form of emails.

**Information for Tables on Salt Lake City Homeschools:**

<http://www.whenonline.org>

<http://saltlakehomeeducators.blogspot.com>

<http://www.utch.org>

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