

Utah's Public Charter Schools

Expanding Our Public Education System

Annual Report
2006-2007



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Foreword

The addition of charter schools to Utah's public education system has provided a wonderful educational niche for many families in the state. The curriculum is parent-selected in many of these schools, and the smaller school atmosphere is appealing to children who thrive in such an environment. Utah can be proud of the contribution made by outstanding educators in the state's charter schools.



Patti Harrington, Ed.D.
Utah State Superintendent of Public Instruction



Front row: Superintendent Patti Harrington, Barbara Killpack, Julie Adamic (Board Chair)
 Back row: Scott Smith, Brian Allen, Joel Wright, John Pingree
 Missing: Eric Smith

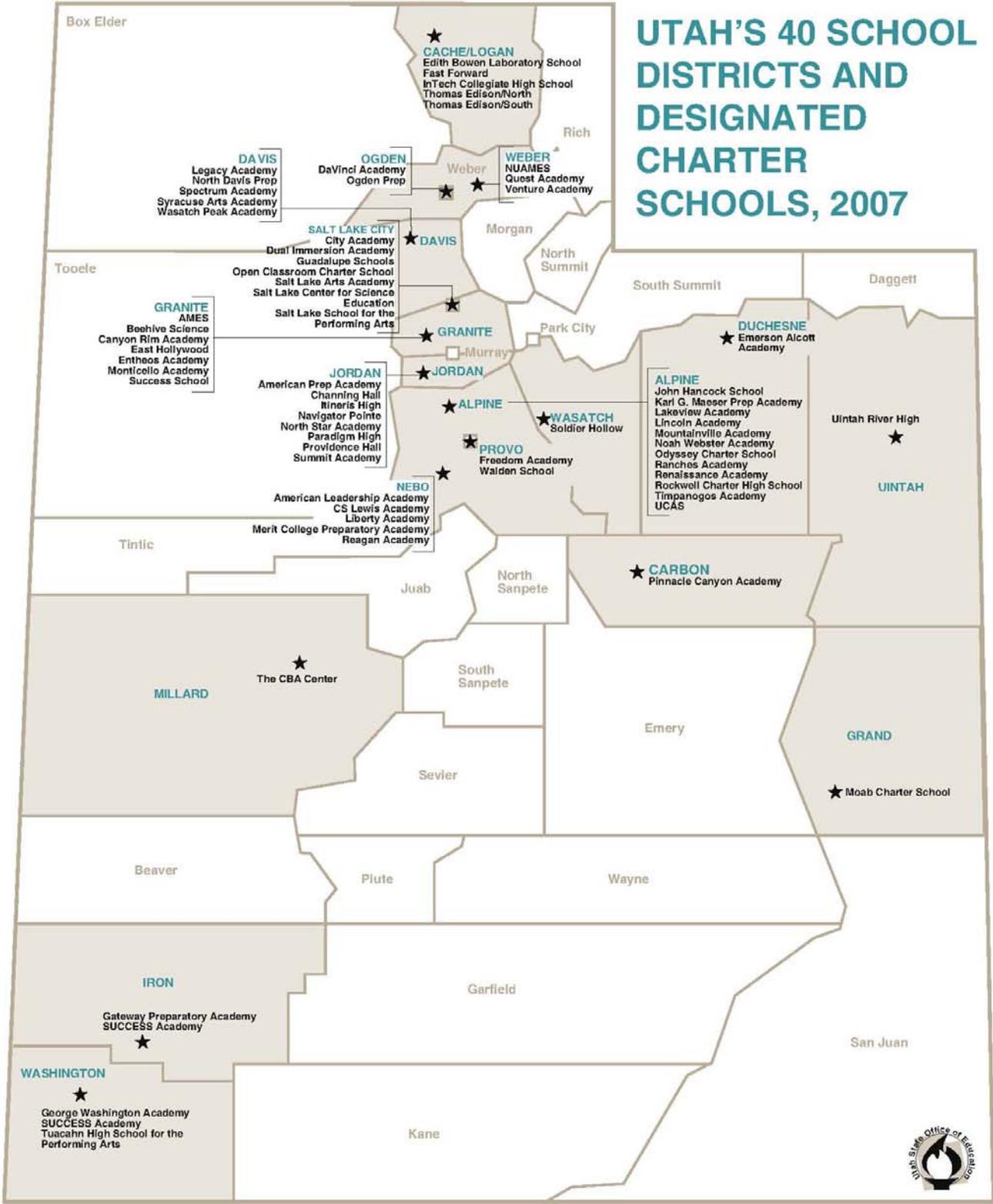
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UTAH'S 40 SCHOOL DISTRICTS AND DESIGNATED CHARTER SCHOOLS, 2007



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7/31/07

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INTRODUCTION

Charter schools have become an integral part of the Utah public education system. There are 58 independent, self governing charters in addition to the local district schools that allow Utah parents to choose the best public school for their child. Their decision may be based upon the model of instruction, the curriculum, school size, classroom size, specialized programs, school uniforms, volunteer opportunities, location, and more.

Senator Joe Lieberman (D-Connecticut) stated “this grass roots revolution seeks to reconnect public education with our most basic values: ingenuity, responsibility, and accountability.” The Utah State Charter School Board sets high standards for authorization, thus ensuring high quality charter schools; then continues efforts for high quality by holding each school accountable to its individual charter, unique goals, and state standards. Parents also hold the schools accountable, as they make the final decision as to the school their child attends.

Charter schools, rooted in its communities, are educational options available to all students. I am proud to be working with founders, parents, teachers, and community members that are dedicated to the charter school movement.

—Julie Adamic, Chair, Utah State Charter School Board

The rapid growth of Utah charter schools continued into the 2006-07 school year, bringing the total to 51 schools serving 19,211 students. What drives this strong growth? Are charter schools growing too quickly...or too slowly? Is there proper oversight and training for charter schools? Do charter students reflect the diversity of their communities? Are charter students equitably funded? Are charters fulfilling their statutory purposes?

Two studies released in November 2006 provide insights into these questions. Both were commissioned by the 2006 Legislature: A survey of charter and district constituencies conducted by the Utah Education Policy Center (UEPC) at the University of Utah, and a second report prepared jointly by the Office of Legislative Research & General Counsel, Office of the Legislative Fiscal Analyst and the Utah State Office of Education. Both of these reports are available online.

UEPC study: <http://www.schools.utah.gov/PR/06CharterSchoolStudy.pdf>

Legislative research study: <http://www.schools.utah.gov/PR/06CharterSchoolReport2.pdf>

Growth and Satisfaction

Nine schools were chartered for the 2004-05 school year, another eleven for the 2005-06 school year, and fifteen new schools opened their doors in the 2006-07 school year, showing an increase in school number and student attendance at charter schools. A moratorium on growth for 2007-08 meant that only five out of twenty applicants could be chartered by the State Board of Education. This rapid growth is a direct result of demand from founding groups and parents seeking charter school placements for their children.

Behind this demand is the passion and determination of founder groups whose members work together for months, sometimes years, to formulate their educational and organizational plans and undergo the rigorous charter school application process. Demand is also evidenced by waiting lists. Of the 51 charter schools operating in November 2006, at least 21 schools, or 41 percent, were at enrollment capacity and had waiting lists. Nearly 5,000 students were seeking entry into these charter schools.

Demand for expansion will persist if families continue to like what they see. Charter parents are overwhelmingly satisfied with the performance of their schools. In the UEPC study, 94 percent of charter school parents gave an A or B grade to their children's schools. They reported satisfaction with their ability to exercise choice, the individualization and educational advancement of their children, their ability to be involved in the school and decision making, and the innovative features of their schools.

Responsible Growth

The Utah Legislature imposed a moratorium on charters for 2007-08 by limiting growth to only five state-chartered schools. There were 20 applicants. The moratorium was established to conduct a study of charter schools to determine whether Utah's charter school growth plan was appropriate and whether it provided sufficient support to help ensure the financial and organizational viability of charter schools.

Both studies commissioned by the 2006 Legislature looked at the importance and effectiveness of technical assistance available to charter schools. The UEPC study indicated that fewer than half of those surveyed felt that charter personnel had sufficient access to technical assistance. The Office of Legislative Research report concluded that additional demographics of charter schools mirror the demographics of the communities in which they are located and compare closely to the demographics of nearby traditional neighborhood schools.

A look back at demographic trends shows that Utah charter schools have become more ethnically diverse over time, Table 1 (see page 9). Charter proponents argue that the lack of state and local transportation funding limits their ability to draw more diverse students from farther distances. Urban charter schools that do manage to provide limited busing and UTA tickets have ethnic minority percentages above statewide averages. Charter proponents encourage the establishment of schools whose missions are to serve children in areas populated by economically disadvantaged families and welcome the addition of two west-side Salt Lake County charters for the 2007-08 school year.

Table 1: Student Demographics for 2006-07

	2006-07 CHARTER SCHOOLS	SCHOOL DISTRICT	LOCAL COMMUNITY	GRADES SERVED	YEAR OPEN	ENROLL- MENT	ETHNIC MINORITY	ECONOM DISADVANTD	DISADVANTD MINORITY	SPECIAL EDUCATION
1	American Leadership Academy	Nebo	Span. Fork	K-12	2005-06	1,416	7.49%	22.18%	3.39%	12.11%
2	American Preparatory Academy	Jordan	Draper	K-9	2003-04	539	5.94%	0.00%	0.00%	6.53%
3	AMES—Acad of Math, Eng, Sci.	Granite	S.L.C.	9-12	2003-04	425	38.59%	35.76%	21.18%	3.11%
4	BSTA—Beehive Sci & Tech Acad.	Granite	S.L.C.	7-12	2005-06	122	21.31%	0.00%	0.00%	8.77%
5	CBA Center	Millard	Delta	9-12	1999-00	33	18.18%	78.79%	12.12%	19.48%
6	Channing Hall	Jordan	Draper	K-9	2006-07	638	6.11%	8.62%	0.94%	4.12%
7	City Academy	Salt Lake	S.L.C.	7-12	2000-01	145	15.86%	39.31%	9.66%	15.03%
8	DaVinci Acad. of Sci. & Arts	Ogden	Ogden	9-12	2004-05	325	15.69%	40.92%	9.23%	12.09%
9	East Hollywood High School	Granite	S.L.C.	9-12	2004-05	374	19.52%	16.31%	4.28%	9.58%
10	Entheos Academy	Granite	Kearns	K-9	2006-07	424	14.15%	37.26%	6.84%	8.53%
11	Fast Forward High School	Logan	Logan	9-12	2002-03	202	9.90%	19.31%	2.97%	18.18%
12	Freedom Academy	Provo	Provo	K-8	2003-04	441	27.44%	42.18%	14.97%	7.97%
13	George Washington	Washington	St. George	K-8	2006-07	414	4.84%	13.04%	0.72%	6.83%
14	InTech Collegiate H.S.	Cache	Logan	10-12	2006-07	119	17.65%	20.17%	5.88%	3.88%
15	Itineris Early College H.S.	Jordan	W. Jordan	11-12	2004-05	141	19.86%	12.77%	8.51%	0.00%
16	John Hancock Charter School	Alpine	Pleas. Grove	K-8	2002-03	182	12.64%	30.77%	8.79%	11.42%
17	Lakeview	Jordan	Saratoga Sprgs.	K-9	2006-07	576	13.72%	29.86%	3.99%	9.54%
18	Legacy Preparatory	Davis	North S.L.	K-9	2006-07	502	7.77%	0.00%	0.00%	6.63%
19	Liberty Academy	Nebo	Salem	K-12	2006-07	319	6.25%	0.00%	0.00%	9.37%
20	Lincoln Academy	Alpine	Amer. Fork	K-8	2005-06	545	5.69%	3.30%	0.00%	9.59%
21	Moab Charter School	Grand	Moab	K-8	2004-05	35	25.71%	71.43%	25.71%	24.59%
22	Monticello	Granite	W. V. C.	K-9	2006-07	669	9.05%	0.00%	0.00%	2.86%
23	Mountainville	Alpine	Alpine	K-8	2006-07	619	17.34%	8.08%	1.78%	7.91%
24	Navigator Pointe Academy	Jordan	Draper	K-8	2005-06	492	10.98%	25.00%	4.07%	9.48%
25	Noah Webster	Alpine	Orem	K-8	2006-07	501	10.58%	20.76%	0.00%	5.38%
26	No. Davis Preparatory Academy	Davis	Layton	K-6	2004-05	510	13.33%	0.00%	5.69%	8.55%
27	No. Star Academy	Jordan	Riverton	K-8	2005-06	500	2.40%	25.40%	0.00%	7.08%
28	NUAMES—No. Utah AMES	Ogden/Webe	Roy	10-12	2004-05	485	19.59%	11.55%	5.36%	2.10%
29	Odyssey Charter School	Alpine	Amer. Fork	K-6	2005-06	444	12.16%	26.59%	3.83%	4.69%
30	Ogden Preparatory Academy	Ogden	Ogden	K-8	2003-04	564	29.08%	51.77%	21.45%	10.78%
31	Paradigm High	Jordan	Draper	9-12	2006-07	202	0.00%	0.00%	0.00%	3.52%
32	Pinnacle Canyon Academy	Carbon	Price	K-8	1999-00	402	9.45%	52.74%	5.47%	18.74%
33	Ronald Reagan Academy	Nebo	Springville	K-8	2005-06	615	10.24%	18.40%	4.88%	9.04%
34	Renaissance	Alpine	Lehi	K-8	2006-07	609	11.00%	33.98%	3.28%	6.90%
35	Salt Lake Arts Academy	Salt Lake	S.L.C.	5-8	2003-04	245	18.03%	13.30%	0.00%	8.42%
36	Salt Lake SPA	Salt Lake	S.L.C.	9-12	2006-07	80	17.50%	0.00%	8.75%	6.61%
37	Soldier Hollow Charter School	Wasatch	Midway	K-8	1999-00	143	4.20%	26.25%	0.70%	12.04%
38	Spectrum	Davis	North S.L.	K-8	2006-07	171	1.05%	16.08%	0.58%	44.83%
39	SUCCESS Academy	Iron	Cedar City	9-12	2005-06	194	10.31%	16.32%	5.67%	0.00%
40	Success Charter School	Granite	Taylorville	7-12	1999-00	46	60.87%	22.68%	13.04%	12.38%
41	Summit Academy	Jordan	Sandy	K-6	2004-05	562	3.91%	13.04%	0.00%	6.93%
42	Syracuse Arts	Davis	Syracuse	K-6	2006-07	532	6.95%	0.00%	0.75%	5.81%
43	The Ranches Academy	Alpine	Eagle Mtn.	K-6	2004-05	375	7.20%	15.04%	2.13%	10.77%
44	Thomas Edison—North	Cache	No. Logan	K-8	2002-03	394	12.18%	0.00%	0.00%	9.21%
45	Thomas Edison—South	Cache	Logan	K-8	2005-06	446	7.85%	0.00%	0.00%	10.69%
46	Timpanogos Academy	Alpine	Lindon	K-8	2002-03	473	13.74%	0.00%	0.00%	5.35%
47	Tuacahn H.S. for Perform. Arts	Washington	Ivins	9-12	1999-00	219	6.85%	0.00%	0.00%	5.57%
48	UCAS—UT Co. Acad. of Sci.	Alpine	Orem	10-12	2005-06	309	16.18%	11.00%	5.83%	0.14%
49	Uintah River High School	Uintah	Ft. Duchesne	9-12	1999-00	58	94.83%	91.38%	56.90%	11.50%
50	Walden School of Liberal Arts	Provo	Provo	K-12	2004-05	102	6.86%	49.02%	2.94%	8.72%
51	Wasatch Peak Academy	Davis	North S.L.	K-6	2005-06	333	15.62%	18.02%	6.01%	7.00%
	CHARTER TOTALS/ AVERAGES					19,211	12.28%	20.85%	5.85%	9.22%
	STATEWIDE TOTALS/ AVERAGES					526,087	18.86%	28.96%	10.75%	9.44%

Data compiled from USOE S3 reports

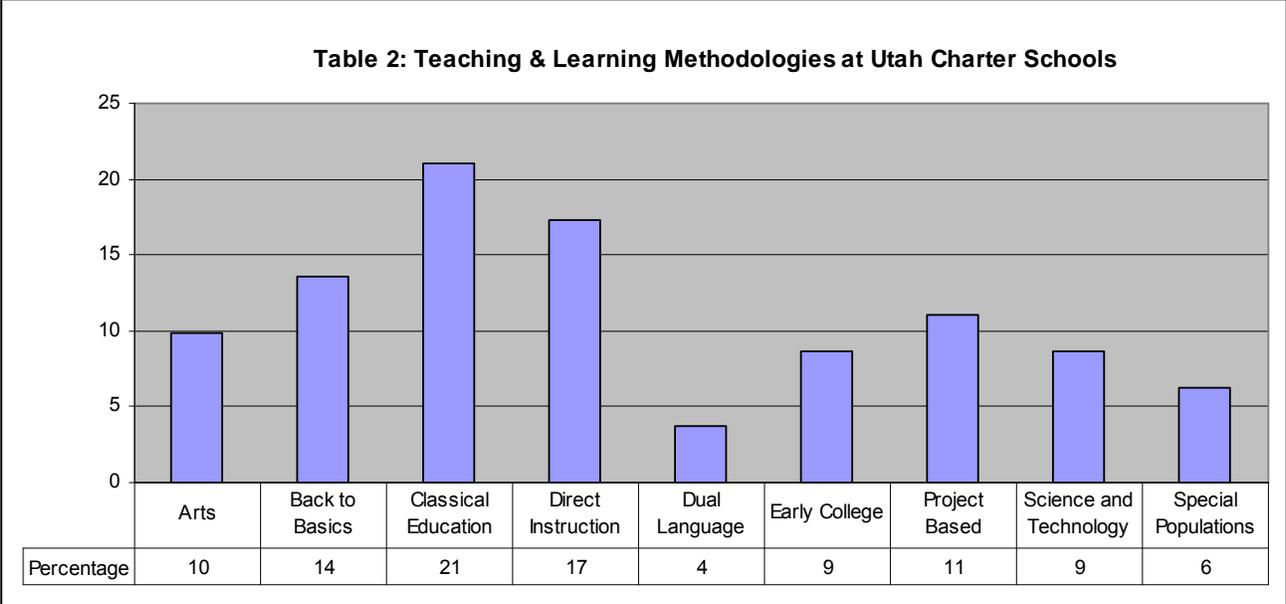
Another kind of charter school diversity (perhaps making their greatest contribution to our public education system and students) is the variety of approaches being offered for teaching and learning. Charters are demonstrating divergent ways to impart the state’s Core Curriculum requirements to their students. Children’s learning styles vary greatly, and in an effort to meet the needs of every child, charter schools develop and implement new methods of instruction that are quite effective.

Table 2 (below) is a look at the academic programs for the 51 charter schools operating in the 2006-07 school year. Each school self-identifies its academic program and describes its own overall academic style, but most use a variety of teaching methodologies. Nearly all of these programs are offered in small-school settings.

Fifty-two percent of charter schools, most of them founded by parent groups, choose to utilize structured curricula and delivery methodologies with a focus on back-to-basics curricula, classical education, and direct instruction. On the other end of the spectrum, also using research-based methodologies, are the 21 percent of charter schools whose programs look to their student populations to bring their own interests into the learning process through project-based teaching/learning methods, such as a project-based or arts focus.

Science and technology are the focus at nine percent charter schools, and Utah has six Early College High Schools that have formal associations with nearby colleges or universities where charter students complete college coursework as juniors and seniors. Six percent of charter schools serve special populations of students.

Four percent of Utah charter schools present the Core Curriculum to their students, using a dual-language methodology, in both English and Spanish. Some charter schools integrate art into the curriculum, with two secondary schools offering students sophisticated opportunities to gain performance training and experience. A variety of classical liberal arts education programs at 21 percent of charter schools include the International Baccalaureate program, the Great Books study series, and the Socratic model of teaching and learning.



Funding Equity

Three recent independent studies indicate a per-pupil funding difference between district and charter schools. The November 2005 Utah Foundation report, using 2004 financial data, set the difference at \$801. A Utah Taxpayers' Association study released in early 2006 reported the difference to be \$1,312. The November 2006 report prepared by the Office of Legislative Research & General Counsel recognizes funding disparities for charter students in the areas of local property tax monies and administrative costs funding. A portion of the funding differences can be accounted for by the fact that charter schools are not entitled to funding for transportation.

Local funding (from taxes levied by districts) makes up approximately one-third (33 percent) of traditional public education funding. Charter schools have no way to generate these funds because they do not levy or collect taxes. Currently, districts do not pass along local tax funds for district students that enroll in charter schools. To compensate for this, the Utah Legislature uses a formula to annually appropriate Local Replacement funding to charter schools on a per-pupil basis. The current formula is flawed, and this accounts for a substantial part of the funding disparity. Charter proponents favor a formula that includes state revenue guarantee programs currently available to districts, but not charters.

Statutory Purposes

Another objective of the study commissioned by the 2006 Legislature was to investigate how well charter schools were living up to the purposes outlined by Utah charter school law:

- Expand school choice
- Increase parental involvement in school governance
- Provide different and innovative teaching methods
- Establish new school models and accountability
- Increase opportunities for teachers to design and implement programs
- Improve student learning

By their very existence, charters have expanded the educational opportunities offered by Utah's public education system. During the 2006-07 school year, 51 small and unique charter school communities served the needs of 19,211 students. The majority of charter schools offer a smaller school setting, with the average charter school enrolling 466 students—and smaller classes, with an average class size of 22 students.

Charter school parents are very involved with the governance of their schools. Thirteen (93 percent) of the 2006-07 schools were established by parent founder groups. As a result, most aspects of school programs and organization have been developed by parents. The UEPC study found that the majority of charter school board members are parents.

There are no statewide surveys to determine whether charter teachers feel they have more input into instructional programs, but charter advocates contend that the relatively small size and newness of charter schools ensure that teachers play a larger role in the design and implementation of the curriculum.

More study is required to gauge whether charters are successfully doing what all public schools strive to do: improve student learning. But the information that does exist is encouraging. Eighty-eight percent of charter schools met the No Child Left Behind standards for Adequate Yearly Progress for the 2006-07 school year, compared with a statewide average of seventy-four percent. Charter school parents are overwhelmingly pleased with the performance of their schools and the schools' impact on their children. According to the UEPC study, 94 percent of surveyed charter parents gave an A or B grade to their children's schools. Parents felt their children's schools were innovative and that instruction was individualized. They felt involved in decision making and liked having a choice of schools.

Charter schools offer a variety of educational models to choose from. From student-centered and direct-instruction programs to special needs schools to curricula that focus on the arts and sciences, charters help to ensure that our state's education system has a niche for every child.

Charter School Distribution by School District, 2007-08

DISTRICT	STUDENTS	GRADES	COMMUNITY	OPENED	AVG. CLASS SIZE
Alpine District					
John Hancock Charter School	180	K-8	Pleasant Grove	2002-03	20
Lakeview Academy	709	K-8	Saratoga Springs	2006-07	25
Lincoln Academy	542	K-8	American Fork	2005-06	18
Mountainville Academy	676	K-8	Alpine	2006-07	20
Noah Webster Academy	500	K-6	Orem	2006-07	25
Odyssey Charter School	440	9-12	American Fork	2005-06	23
Ranches Academy	390	K-8	Eagle Mountain	2004-05	25
Renaissance Academy	613	K-8	Alpine	2006-07	25
Timpanogos Academy	477	K-8	Lindon	2002-03	25
UCAS—UT County Academy of Sciences	332	10-12	Orem	2005-06	23
Cache District					
InTech Collegiate High School	131	9-11	Logan	2006-07	20
Thomas Edison Charter School—North	405	K-8	North Logan	2002-03	25
Thomas Edison Charter School—South	437	K-8	Logan	2005-06	23
Carbon District					
Pinnacle Canyon Academy	422	K-11	Price	1999-2000	20
Davis District					
Legacy Preparatory Academy	499	K-8	Bountiful	2006-07	23
North Davis Preparatory Academy	513	K-6	Layton	2004-05	25
Spectrum Academy	143	K-8	Kaysville	2006-07	23
Syracuse Arts Academy	529	K-6	Syracuse	2006-07	25
Wasatch Peak Academy	347	K-6	North Salt Lake	2005-06	24
Grand District					
Moab Charter School	39	K-7	Moab	2004-05	14
Granite District					
AMES—Academy of Math, Eng., & Sci.	430	9-12	Salt Lake City	2003-04	23
Beehive Science & Tech. Academy	141	7-10	Salt Lake City	2005-06	20
Canyon Rim	451	K-6	Salt Lake City	2007-08	25
East Hollywood High School	314	9-12	Salt Lake City	2004-05	20
Entheos Academy	480	K-8	Kearns	2006-07	25
Monticello Academy	749	K-8	West Valley City	2006-07	25
Success Charter School	49	7-12	Taylorsville	1999-2000	10
Iron District					
SUCCESS Academy	268	9-12	Cedar City	2005-06	23
Jordan District					
American Preparatory Academy	538	K-9	Draper	2003-04	26
Channing Hall	637	K-8	Draper	2006-07	22
Itineris Early College High School	203	11-12	West Jordan	2004-05	25
Navigator Pointe Academy	501	K-9	Draper	2005-06	25
North Star Academy	502	K-9	Riverton	2005-06	25
Paradigm High School	219	9-12	Riverton	2006-07	17
Summit Academy	855	K-7	Sandy	2004-05	25
Logan District					
Edith Bowen Laboratory School	300	K-5	Logan	2007-08	21
Fast Forward	206	9-12	Logan	2002-03	17
Millard District					
CBA Center	28	8-12	Delta	1999-2000	15

DISTRICT	STUDENTS	GRADES	COMMUNITY	OPENED	AVG. CLASS SIZE
Nebo District					
American Leadership Academy	1,429	K-12	Spanish Fork	2005-06	22
C.S. Lewis Academy	190	K-6	Payson	2007-08	25
Liberty Academy	292	K-12	Salem/Payson	2006-07	18
Ronald Reagan Academy	675	K-8	Springville	2005-06	25
Ogden/Weber Districts					
DaVinci Academy of Science & the Arts	281	9-12	Ogden	2004-05	22
NUAMES—N. UT Acad. Math, Eng., & Sci.	328	9-12	Roy	2004-05	23
Ogden Preparatory Academy	565	K-9	Ogden	2003-04	25
Provo District					
Freedom Academy	648	K-8	Provo	2003-04	25
Karl G. Maeser Preparatory Academy	161	9-12	Pleasant Grove	2007-08	25
Walden School of Liberal Arts	263	K-12	Provo	2004-05	15
Salt Lake District					
City Academy	149	7-12	Salt Lake City	2000-01	21
Dual Immersion	346	K-6	Salt Lake City	2007-08	25
Guadalupe Schools	93	K-3	Salt Lake City	2007-08	12
Open Classroom	309	K-8	Salt Lake City	2007-08	25
Salt Lake Arts Academy	245	5-8	Salt Lake City	2003-04	25
Salt Lake H. S. for the Performing Arts	109	9-12	Salt Lake City	2006-07	27
Uintah District					
Uintah River High School	62	9-12	Ft. Duchesne	1999-2000	15
Wasatch District					
Soldier Hollow Charter School	143	K-8	Midway	1999-2000	15
Washington District					
George Washington Academy	464	K-8	Saint George	2006-07	25
Tuacahn H. S. for the Performing Arts	249	9-12	Ivins	1999-2000	19

FAST FACTS ABOUT UTAH'S PUBLIC CHARTER SCHOOLS

What is a charter school? Charter schools are public schools created by a group of parents, teachers or community leaders who see an educational need in their community and want to meet that need. To operate, charter founders must submit an application for approval by the State Charter School Board or the board of a school district. Like other public schools, charter schools serve students from kindergarten through the 12th grade.

How many charter schools are there in Utah and the U.S.? During the 2006-07 school year, 51 public charter schools are operating in Utah, serving 19,211 students. Nationwide, there are over one million students attending more than 4,000 charter schools in 40 states and the District of Columbia. Nationally, the number of students attending charter schools is growing annually by about 15 percent.

What is the purpose of charter schools? Charter schools offer parents and students additional choices about where students attend school and the school's curricular emphasis. They allow educators freedom to try new strategies to inspire students and to experiment with innovative ways of educating students. Also, charter schools allow individuals and organizations outside of the traditional education system to create and run public schools.

Are charter school private schools? No. Charter schools are public schools. They must function like every other public school in Utah—they must meet all of the same standards and comply with all of the same laws.

Can charter schools be religion-based? No. As with every public school in Utah, a charter school program cannot be affiliated with or restricted to a particular religion. Curriculum, admission policies and employment practices must all be nonsectarian. Like all public schools, charters cannot discriminate against students based on economic status, religion, race, disability, gender, or national origin.

Are teachers in charter schools certified? Yes. Charter school teachers follow the same licensing requirements as all public school teachers in Utah.

Do charter schools charge tuition? No, they do not charge tuition. Like all public schools, charter schools are funded by taxpayers and are free to students and their parents. In Utah, all public schools may charge fees to secondary students (7th-12th grades).

Do charter schools teach the state's Core Curriculum? Yes. Charter schools must meet the same Core Curriculum requirements as all Utah public schools.

Do all charter schools require uniforms? No. Like traditional public schools, some do and some do not require uniforms. Almost all charter schools, like other public schools, have dress codes.

Do I have to live within a certain area to attend a charter school? No. Charter schools do not have boundaries. Any Utah student may attend any charter school. If student applications exceed a charter school's maximum enrollment, the school must conduct a lottery to determine which students may enroll. Since charter schools do not have bus fleets for transporting students, parents are responsible for transportation at almost every charter school.

Are students at charter schools assessed for academic performance? Yes. Students attending charter schools must participate in the same testing as every other public school student. Results are published by the Utah State Office of Education and available from individual charter school administrators.

Who pays to operate charter schools in Utah? On the whole, charter schools are funded much like traditional districts—with taxpayer dollars. They receive both state and federal funding. Charter schools must meet the same record-keeping and reporting requirements as traditional school districts.

How are charter schools governed? Charter schools have their own governing boards and most operate independently of local school districts. The Utah State Board of Education and the State Charter School Board have oversight responsibility for charter schools and annually review the progress of every charter school.

May a charter school limit its enrollment to certain students? No. A charter school may specify in its charter that it has a certain mission and/or instructional focus it wishes to emphasize, but as part of the public education system the school must be open to all students, without discrimination, on the same basis as other public schools. If the number of students applying for a charter school exceeds the capacity of the school, classes, or grade levels within the school, then students to be admitted are chosen at random from among the applicants in what is commonly referred to as a lottery.

Are high school charter schools required to be accredited? Yes. In the State of Utah, by law all public schools granting high school credit are required to be accredited by the Northwest Association of Accredited Schools.

Do charter schools provide services for special student populations? Yes. As public schools, charter schools must meet all state and federal laws in supporting students with disabilities, limited English proficiency, socioeconomic disadvantages, and other special needs.

UTAH STATE BOARD OF EDUCATION

250 East 500 South
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Cyndee Miya**

1833 Ridge Road
Layton, UT 84040
Phone: (801)546-4830

Twila B. Affleck
Secretary

*Board of Regents Appointments

** CMAC Representative Appointment

7/25/2007

ACADEMY FOR MATH, ENGINEERING & SCIENCE (AMES)

5715 South 1300 East, Salt Lake City, UT 84121

www.ames-slc.org 801-278-9460

Director: Al Church

Rep. C. Moss

Sen. P. Jones

U-PASS: Yes

AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2003
Number of students:	425, grades 9-12
Number of certified teachers:	19
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	22.8
Average classroom size:	20
Number of volunteer hours:	550



Graduating Class of 2007

MISSION: Our mission is to prepare students for early college entrance by focusing on (1) rigor—high expectations for all students, focused curriculum, engaged community, current technologies; (2) relevance—instruction centered on problem- and project-based learning, community-connected learning, and creative choice; and (3) relationships—a culture conducive to parental involvement, a diverse student body where mutual respect and tolerance are celebrated, and a staff that cultivates and encourages self-directed learning, self-assessment and self-esteem.

GOALS/PROGRESS: We met our goal of increasing the number of traditionally underserved high school students in an early college high school rigorous curriculum, as evidenced by 78 of 82 seniors' designation as State Scholars; and 212 students enrolled in one or more University of Utah classes. Ten percent of our students participated in the Science Fair, and internships are required for all 11th graders.

LEARNING OPPORTUNITIES: AMES is an Early College High School partnered with the University of Utah. We are a MESA school, eligible to participate in a rigorous math and science curriculum that targets a diverse student body. AMES participates in the Salt Lake Valley Intel Regional Science Fair and offers nine sections of concurrent enrollment classes in college-level courses.

ACCOUNTABILITY: AMES assesses progress in numerous ways: (1) Parents attend classes for a day, then are surveyed regarding their observations; (2) seniors compile a portfolio representing a culmination of exemplary work; (3) we monitor the number of students taking university classes, the cost to AMES, and tuition saved by students; and (4) we use data from the National Student Clearinghouse to measure college participation for graduates.

INNOVATIVE TEACHING: AMES offers college-level courses taught by University of Utah instructors, differentiated instruction, a homeroom advisory program, senior projects/portfolios, community-based internships, and open access to AP courses.

TEACHERS' INVOLVEMENT: We have weekly faculty/staff meetings and professional development for all staff members. AMES teachers also attend local, regional, and national conferences.

PARENTS' INVOLVEMENT: Two of seven Board of Trustees members are elected PTSO representatives, and the AMES PTSO has parent and student memberships representing 50 percent of its families.

IMPACT: The Spring 2006 CRTs show our students surpassing their statewide peers in Biology, Physics, Geometry, and Language Arts. We are equal to or slightly below the average in Elementary Algebra, Earth Systems, and Chemistry.

SUCCESSSES: Our second graduating class had 82 students; all passed the UBSCT. Seniors have scholarships, grants, and financial aid totaling over one million dollars, including the prestigious Gates Millennium Scholarship. Seniors earned 1,337 credit hours from courses taught through the University of Utah.

AMERICAN LEADERSHIP ACADEMY

898 West 1100 South, Spanish Fork, UT 84660
www.americanleadership.net 801-794-2132
Director: Rob Muhlestein Mascot: Eagle
Rep. M. Morley Sen. M. Madsen
U-PASS: No AYP: Yes



2006-07 SCHOOL STATS: Opened fall 2005
Number of students: 1,416, grades K-12
Number of certified teachers: 60
Number of non-certified teachers: 0
Number of staff (non-teacher) FTEs: 30
Average classroom size: 22
Number of volunteer hours: 8,000

MISSION: To provide exceptional educational experiences to children from all ages and in all grades. To be a diverse student body and welcome to students from every ethnic, religious, and socioeconomic background who seek an optimal educational experience. To be an educational facility that remembers its role to supplement and not supplant the role of parents and family, where possible, by utilizing our K-12 framework and uniting sibling groups in common educational opportunities. To be a facility where the best of teachers are individually recognized, recruited, and motivated to stay long-term by the rewards given them, not only monetarily, but also with a student body and their parents who revere and appreciate their performance and dedication to their craft. To provide vocational courses and advanced educational opportunities so that each student can find where he/she excels and find areas for career options in his/her particular areas of strength.

GOALS/PROGRESS: We are making progress on our goals. Our test scores are improving each year, and we are providing leadership opportunities to our students.

LEARNING OPPORTUNITIES: We use Core Knowledge K-8 and focus on four years of math, science, history and English. Our English and history classes are coordinated in a program called Humane Letters. Our focus is classical education, with opportunities in many extracurricular arenas such as fine arts, early college, and athletics.

ACCOUNTABILITY: We believe that a public education is an important opportunity for all students. We work with students to understand that for every action there is a consequence, either positive or negative, but that the choice is up to the student.

INNOVATIVE TEACHING: We coordinate English and history through Core Knowledge and through a 9-12 sequence of two years of U.S. history and two years of world history. We are especially excited about our 11th grade world history class, which focuses on the history of Asia, the Middle East, Africa, South America, and other areas outside of Europe.

TEACHERS' INVOLVEMENT: We have put in place strong department heads, teachers who mentor and are an important part of the curriculum steering committee.

PARENTS' INVOLVEMENT: We have three elected parents on our board, and all parents are invited to assist with our school goals.

IMPACT: Overall, our scores have improved over our first year, in some cases dramatically. At press time we have been approved for AYP based upon appeal.

SUCCESSSES: We feel that we have provided a place where students can excel and succeed both academically and in many other areas, such as fine arts and athletics. We also pioneered the way for other charter schools to compete in athletics through the U.H.S.A.A. We have had our challenges, but as a school we overcame a great deal of opposition from many people to succeed.

AMERICAN PREPARATORY ACADEMY

12892 South Pony Express Road, Draper, 84020
www.americanprep.org 801-533-8500
Director: Carolyn Sharette
Rep. T. Kiser Sen. H. Stephenson
U-PASS: Yes AYP: Yes



2006-07 SCHOOL STATS: Opened fall 2003
Number of students: 539, grades K-9
Number of certified teachers: 28
Number of non-certified teachers: 1
Number of staff (non-teacher) FTEs: 26.75
Average classroom size: 25.66
Number of volunteer hours: 10,000+

MISSION: Elementary: To provide an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements. Jr. High: American Preparatory Academy Jr. High assists students in their efforts to become student scholars by providing an academically rigorous liberal arts program that prepares them for advanced study at the high school level.

GOALS/PROGRESS: We improved student achievement, as demonstrated by meeting the requirements for U-PASS and AYP for our fourth consecutive year. We exceeded our goal of 80 percent on-task behavior, as evidenced by administrative behavior observation reports. We continue to implement learning plans for all students, in addition to providing parents with access to their child's academic information.

LEARNING OPPORTUNITIES: American Preparatory offers a wide variety of learning opportunities—from well-crafted direct instruction lessons to hands-on experiential activities and service-learning opportunities. We have a diverse offering of school clubs, and a Social Leadership program for 7-9th grade students.

ACCOUNTABILITY: American Prep utilizes many progress monitoring tools, including in-program assessments. Teachers are trained in progress monitoring and mastery teaching and report weekly to their team.

INNOVATIVE TEACHING: American Prep employs a full-time, certified teacher and a full-time, qualified instructor-paraprofessional team in each classroom. This allows us to teach reading, spelling and mathematics in small achievement-level groups in grades K-6. We utilize direct instruction scripted teaching, allowing our teachers to focus intensely on student progress and mastery.

TEACHERS' INVOLVEMENT: Grade level teams meet weekly to report student progress, collaborate in developing solutions to challenges, and develop curricula. Teams then analyze this information and develop action plans.

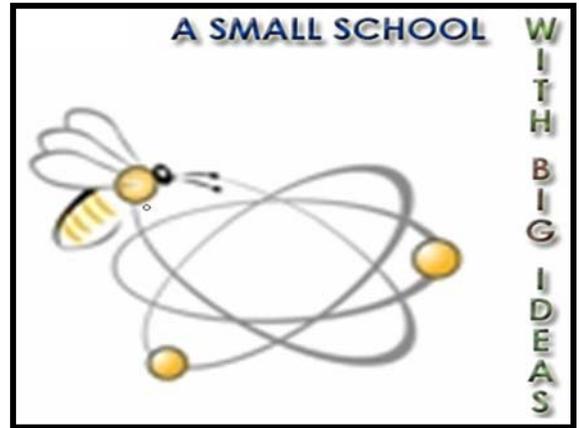
PARENTS' INVOLVEMENT: Our Governing Board is comprised of five parents. In addition, our Family School Organization is a membership organization open to all parents. Parents also serve on the School Trust Lands Committee.

IMPACT: Over the past two years, 9th grade students' Direct Writing Assessment scores improved by 13 percent. Our 3rd graders (the first class to go through our school since kindergarten) scored at the 80th national percentile on the ITBS test.

SUCCESSSES: Parental satisfaction reached 98.48 percent, reflecting on our motivated and skilled staff; three of our students achieved perfect scores on the Direct Writing Assessment; and we enjoyed a visit from Governor Huntsman and other community leaders.

BEEHIVE SCIENCE AND TECHNOLOGY ACADEMY (BSTA)

3098 South Highland Drive Suite 100, Salt Lake City, UT 84106
www.beehiveacademy.org (801) 322-2782
Director: Frank F. Erdogan Mascot: Electron Bee
Rep. L. Hemingway Sen. G. Davis
UPASS: Yes AYP: Yes



2006-07 SCHOOL STATS: Opened fall 2005
Number of students: 122, grades 7-10
Number of certified teachers: 4
Number of non-certified teachers: 2
Number of staff (non-teacher) FTEs: 1
Average classroom size: 20
Number of volunteer hours: 1,400

MISSION: The mission of Beehive Science and Technology Academy, a public charter school with a focus on math, science and technology, is to provide an active learning environment for students from diverse backgrounds, in order to enable them to develop the intellectual, linguistic, cultural, interpersonal, and advocacy skills needed to succeed in high school, higher education, and their future careers. The curriculum at BSTA is designed to accommodate students with a solid foundation in humanities and social science as well as math, science and technology, with the aim of preparing them to become responsible and educated members of society who have the skills and understanding to participate and work productively in our increasingly technological, diverse, and multicultural society.

LEARNING OPPORTUNITIES: We have integrated technology with other classes. Almost all teachers at BSTA not only usually use the high-tech computer lab, but also assign technology-related projects in which students are required to use programs such as Word, Excel, PowerPoint, and Publisher to design websites on assigned topics. BSTA also offers a wide variety of technology clubs such as First Tech Challenge (Robotics), First Lego League, SimCity, and WebDesign. Additionally, math- and science- focused clubs such as Math League, MathCounts, Science Olympiad, and Salt Lake Valley Science Engineering Fair (SLVSEF) are available.

INNOVATIVE TEACHING: BSTA offers Study Table Period, when students can get extra help with their homework from teachers. Also, this time is used by academic teams to prepare for various competitions.

TEACHERS' INVOLVEMENT: Our teachers utilize UTIPS, a low-cost, Internet-based, formative assessment engine for public school teachers in the state of Utah (<http://www.utips.org/>).

PARENTS' INVOLVEMENT: There is threefold parental involvement at BSTA. First, we have a parent representative who is a voting member of the school board. Secondly, involvement comes through the Parent-Teacher Organization (PTO), which allows the parents to communicate with the administration of the school and help organize activities and committees, as well as engage with the school's fundraising efforts. Finally, parents provide volunteer hours with students in the classroom, supervising lunches, researching grants, chaperoning field trips, organizing book drives, and much more. Each parent is asked to spend ten hours per semester per student volunteering for the school. Volunteer hours can also be fulfilled by bringing in donations to the school such as bookshelves, art supplies, and office supplies.

IMPACT: In addition to helping students study for competitions, our teachers organize in-class parties, study night sleepovers and camps. Consequently, BSTA students ranked first, second and third in several competitions.

SUCCESES: BSTA's Robotics team took 2nd place, and Lego League Team took 3rd place, in the Montana regional tournament. BSTA's SimCity team placed 3rd at the regional competition in Boise, Idaho. In the Salt Lake Valley Science and Engineering Fair 2007, students received five awards and placed 2nd in the school best participation category. BSTA organized a math contest for local sixth grade students called MathMatters, with math problems prepared by professional mathematicians. More than 90 students participated.

CBA CENTER

305 East 200 North, Suite CBA, Delta, UT 84624, 435-864-5695

<http://www.millard.k12.ut.us/schools/cba/CBAindex.htm>

Director: Mike Louder

Mascot: Cobra

Rep. R. Wheeler

Sen. D. Stowell

UPASS: Yes

AYP: Yes

2006-07 SCHOOL STATS:	Opened Fall, 1999
Number of students:	33, grades 9-12
Number of certified teachers:	4
Number of non-certified teachers:	.5
Number of staff (non-teacher) FTEs:	3.5
Average classroom size:	15
Number of volunteer hours:	100



CBA's School Mascot

MISSION: It is the goal of this program to provide students with the skills necessary to become working, contributing members of society.

GOALS/PROGRESS: We are still working to meet our goals. We have seen improvement in behavior, as well as increased attendance and academic progress with the majority of our students.

LEARNING OPPORTUNITIES: We offer students the option of mastery-based learning and the opportunity to proceed at their own pace and ability. Our class sizes are smaller to allow students more individualized instruction.

ACCOUNTABILITY: We participate in the UBSCT tests and CRT tests. Teachers also use assessments in their classrooms. The results of the assessments are used to drive instruction and curriculum planning.

INNOVATIVE TEACHING: We use professional learning communities and peer coaching.

TEACHERS' INVOLVEMENT: Teachers play a very important role in our success. Because we are a small school, each teacher fills many roles and is highly involved in the design and implementation of the learning program.

PARENTS' INVOLVEMENT: Parents are an integral part of the success of our students. We have an open door policy for parents to visit and check on their child's progress. Parents are involved through SEOP conferences, phone calls, letters, school newsletters and PowerSchool access.

IMPACT: We met AYP and U-PASS requirements for the 2006-07 school year. We had six students graduate, and our attendance rate continues to improve.

SUCCESES: One of our graduates used to be on the verge of dropping out. She enrolled at our school as sophomore and was struggling with life and other situations. As a junior, she became pregnant and considered dropping out. Through her efforts and the efforts of many staff members, she graduated and managed to take some college classes while still in high school.

CHANNING HALL

13515 South 150 East, Draper, UT 84020
www.channinghall.org 801-572-2709
Director: Heather Shepherd Mascot: Wolf
Rep. T. Kiser Sen. H. Stephenson
UPASS: Yes AYP: Yes



Channing Hall Student Body

MISSION: We seek to foster individuals who are agile, life-long learners with intellectual agility as demonstrated by a breadth and depth of knowledge, vision, compassion, creative problem-solving, and respect for other perspectives; and, ultimately, a sense of calling and responsibility in the world. We will implement an internationally recognized teaching methodology and system of inquiry, International Baccalaureate, to accomplish our goals.

GOALS/PROGRESS: During this school year, we will submit our initial application to begin the process of becoming an IB World School. Twenty-five of our teachers have been trained in IB, and all teachers continue to more fully implement its ideals and methodology.

LEARNING OPPORTUNITIES: We continue to implement as many diverse learning opportunities as possible, including field trips matched to core and IB content, and ensuring that all students (K-8) are instructed by our music, Spanish, PE, and technology teachers. In addition, as we implement International Baccalaureate we integrate the curriculum and focus on both grade- and school-wide lines of guided inquiry.

ACCOUNTABILITY: Our teachers have individualized professional development plans and engage in both a peer and administrative review process. With regard to students, we have implemented AIMSweb to do quarterly benchmarking in reading, spelling, and math. We also engage in student-led Parent/Student/Teacher conferences. Students are expected to create and maintain portfolios of their work.

INNOVATIVE TEACHING: IB provides generous opportunities for innovative teaching, including open-ended questioning, dialogue, and guided lines of inquiry. We are piloting this program, according to our charter, in the 3rd/4th grades. Students in the 3rd grade will stay with their teacher as they all move up to 4th grade together.

TEACHERS' INVOLVEMENT: Teachers are serving on School Improvement committees, collaborating with each other on IB units, and participating heavily in curriculum mapping. All teachers have been, or will be, fully trained in IB.

PARENTS' INVOLVEMENT: Even in our first year of operation, we included one parent-elected board member on our Board of Directors. We have a nomination and election process in place that allows parents to elect a fellow parent to serve on the board and assist in governing the school.

IMPACT: Because the 2006-07 school year was our first in operation, quantifying the impact we have had is a challenge. However, we do know that 33 percent of our students ranked in the top 10 percent in the Iowa tests. We also look to our retention rate (over 90 percent) as one measure of the impact we are having.

SUCCESSSES: We have many anecdotal examples of students who feel engaged and excited about learning for the first time. One intellectually gifted student has finally had his needs addressed and is now fully engaged in and leading his own learning process. We also achieved the status of a full Gold Medal school in our first year—one of only a handful of schools to ever achieve this in one year.

CITY ACADEMY

555 East 200 South, Salt Lake City, UT84102

www.cityacademyslc.org 801-596-8489

Director: Sonia Woodbury

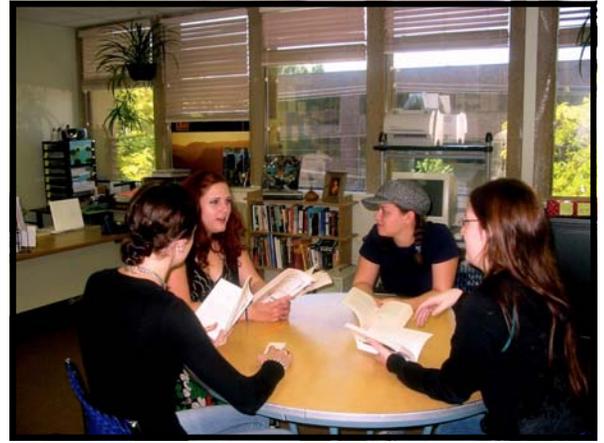
Rep. R. Becker

U-PASS: Yes

Sen. S. McCoy

AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2000
Number of students:	145, grades 7-12
Number of certified teachers:	15
Number of non-certified teachers:	2.5
Number of staff (non-teacher) FTEs:	4.5
Average classroom size:	21
Number of volunteer hours:	950



Literature Circle at City Academy

MISSION: To create and sustain a model secondary public school where all students are engaged in an academically rigorous, civically oriented curriculum; critical and creative thinking; and authentic learning in a personalized educational environment.

GOALS/PROGRESS: We made progress toward meeting one of our goals—to develop programs that provide personalized and powerful educational opportunities for all students by becoming approved to teach the Cambridge International Exam (CIE) program for 9th–12th grades beginning in 2007-08. Another of our goals is to create a democratic learning community of students, staff, and parents. In 2006-07, a dynamic parents' group formed itself that will greatly improve the involvement of parents in our school community beginning next year.

LEARNING OPPORTUNITIES: Guided by the State Core Curriculum, City Academy (CA) students have many project-based learning (PBL) opportunities. This is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process. These carefully planned units of study cross-curricular areas, promote higher-order thinking, and challenge and engage students in their education. Our new CIE exams include completion of a project.

ACCOUNTABILITY: Our students demonstrate their knowledge and abilities through completion of authentic tasks, research papers, persuasive essays, presentations, exhibitions of their work, exams, portfolios and reflection. Traditional letter grades are not used to report competency. Students earn credit by demonstrating levels of competency that are reported as Initial, Reaching, Solid, or Expanded.

INNOVATIVE TEACHING: We follow Coalition of Essential Schools principles that emphasize small classes, a small school, depth vs. breadth in coverage of material, personalization of learning, equity in learning, assessment through demonstration of competency, and explicitly setting a tone of decency and trust in the school. We are evolving a secondary school model of 7th–12th grades that emphasizes rigorous academic progress along with the development of students who are active and responsible citizens.

TEACHERS' INVOLVEMENT: Our teaching staff follows research-based principles of effective and meaningful instruction to develop course curricula that meet or exceed the required State Core Curriculum. Our teachers develop and implement problem-based learning units and have presented their work at regional and national conferences since 2002.

PARENTS' INVOLVEMENT: Our school Advisory Council consists of four elected parents, two teachers, one administrator, and two students. The elected parent chair of the Council also serves on the CA Board of Trustees. Parent volunteers serve on our ten school committees, helping with various aspects of guiding the school.

IMPACT: CA was part of a state-supported three-year project working to improve literacy. In 2006-07, our school-wide CRT scores reflected a 12 percent improvement in the number of students proficient in language arts skills. The positive impact of our project-based and civically oriented learning was demonstrated when our AP Environmental Science class helped the Tracy Aviary staff design a natural wastewater treatment system.

SUCCESSSES: Four CA students took top awards at the 2007 Salt Lake Valley Science and Engineering Fair. Three CA teachers received state-level awards for their teaching and service. Twenty-seven percent of our 9th–12th grade students participated in AP courses and exams. All of our students participated in service learning experiences.

DAVINCI ACADEMY OF THE SCIENCE AND ARTS

2033 Grant Avenue, Ogden, UT 84401
www.davinciacademy.org 801-409-0700
Director: Jessie Kidd Mascot: Dragon
Rep. N. Hansen Sen. J. Greiner
U-PASS: Yes AYP: Yes



Graduation

MISSION: DaVinci Academy provides a rigorous and diverse project-oriented curriculum to help our students develop the critical thinking, self-assurance, and creative problem solving and communication skills needed in the pursuit of higher education or a career in science, technology or art. DaVinci provides a safe atmosphere where individuality is welcome. Motivation to become high achieving, socially responsible citizens is encouraged via community service and internship programs.

GOALS/PROGRESS: Our goal is to offer a positive school environment with small class sizes; a creative, integrated curriculum; project-driven learning; on- and offsite mentoring by industry professionals; AP credit; concurrent college enrollment; and a campus culture of investigation and discovery. We offer programs that promote enthusiasm, exploration, and academic excellence, as well as innovative curricula involving real-world experiences and applications.

LEARNING OPPORTUNITIES: We offer concurrent enrollment and AP classes, a wide range of engineering programs, and oceanography, along with foreign languages such as Russian.

ACCOUNTABILITY: We perform academic reviews that communicate students' grades to their parents. We also gave the PLAN EXPLORE and PSAT test to appropriate grades for college test preparation requirements. We are using the data from these tests in combination with CRTs to identify weaknesses and remediate.

INNOVATIVE TEACHING: Rich, creative and diverse learning is achieved through the integration of the arts. Through music, visual and commercial art, performance and dance, our students envelop the richness of creative expression. With an increasing offering of world languages, we seek to diversify our students' understanding of their global community. Our outstanding English classes, taught parallel to history classes, give students a well-rounded, truly DaVinci experience.

TEACHERS' INVOLVEMENT: As a small school, it is necessary for faculty members to wear many hats. District positions are filled by teacher specialists. DaVinci teachers participate fully in state meetings and trainings that are typically filled at a district level. We also have several teams that allow teachers to participate in the integration of curricula and school improvement as well. In addition to monthly professional development that is determined through surveying and analyzing the teachers' needs, teachers are also involved with three different teams that direct school programs and progress.

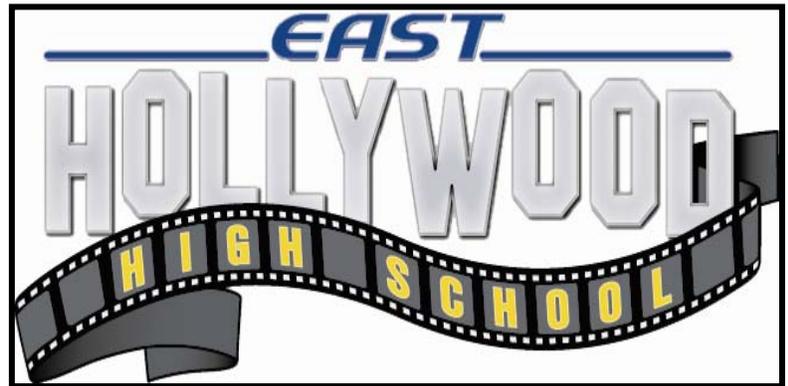
PARENTS' INVOLVEMENT: We encourage parents to volunteer a few hours a week, which has led to many of them becoming Board members and establishing committees.

IMPACT: The depth of learning resulting from our project-based curriculum has paid off with incredible senior, Winterim, and science fair projects. Additionally, students' standardized and CRT test scores are above state average. These successes encourage us to continue expanding our project-based curriculum. Our graduation standards are higher than the state requirement without showing a negative effect on graduation rates. On the contrary, the rigorous curriculum seems to inspire students to raise their own standards. Testing participation rates are at 98 percent, and we have consistently met AYP in all areas, including special populations. All 46 graduates in our first graduating class (2007) passed the UBSCT, except for two students who were in special education—and they made significant improvements. Two students received certificates of completion rather than diplomas. According to a poll of our graduates, about 90 percent of our students are college-bound, with several receiving scholarships and acceptance to schools across the country.

SUCCESSES: We have students who have received full ride scholarships—a huge achievement for our first graduating class. Many of our students have changed their lives to achieve many positive outcomes for themselves, our school, and our community.

EAST HOLLYWOOD HIGH SCHOOL

2185 South 3600 West, West Valley City, UT 84119
www.easthollywood.org 801-886-8181
Director: Jason Stanger
Rep. D. Litvack Sen. F. Fife
U-PASS: No AYP: No



2006-07 SCHOOL STATS: Opened fall 2004
Number of students: 374, grades
Number of certified teachers: 22
Number of non-certified teachers: 0
Number of staff (non-teacher) FTEs: 4
Average classroom size: 20
Number of volunteer hours: 750

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. Assist in the character education and development of each student.

GOALS/PROGRESS: East Hollywood is formalizing the opportunities that students have to develop career-grade skills in film production; including providing more internship opportunities, more film festival entry mentoring, and more course offerings in film production. In addition, we are adding more advanced and concurrent enrollment courses to our curriculum and developing stronger articulation agreements with colleges. We continue to improve the quality of our core curriculum offerings, resulting in improved standardized test scores. We are adding focus to the character development of our students by strengthening student leadership and emphasizing discrete expectations for performance and citizenship.

LEARNING OPPORTUNITIES: East Hollywood High School provides a unique opportunity for students to learn about film production and related arts and media. This unique opportunity is a result of four major factors: (1) EHHS employs, as teachers or consultants, several film/media professionals who leverage their experience to provide authentic training to students; (2) EHHS' facilities include two sound stages with large green screens and multiple film sets, a makeup lab, and three computer labs for editing film, creating computer animation, and creating multimedia; (3) EHHS subleases its facility on occasion for TV and film productions, allowing students to observe and, in some cases, participate with film/media professionals in the creation of film/media; and (4) almost all of the electives offered at EHHS are film-related.

ACCOUNTABILITY: East Hollywood High School is developing in its program a system for students to create and present a professional and college preparation portfolio.

INNOVATIVE TEACHING: East Hollywood High School is developing a teaching model that includes (1) authentic training from film and media professionals, (2) project-based learning in non-core, upper-level film/media classes, and (3) a core curriculum integrated with film/media curriculum (as appropriate).

TEACHERS' INVOLVEMENT: East Hollywood High School affords teachers involvement in the design and implementation of the learning program. First, because East Hollywood is a one-school "district," teachers can work directly with the principal and executive director. Second, teachers are (and will continue to be) forming committees to design scope and sequence for East Hollywood's curriculum.

PARENTS' INVOLVEMENT: Currently, one of the three members of the EHHS Governing Board is a parent, and EHHS will have more than 25 percent of its board made up of parents as the board grows. Additionally, parents serve on the Trust LAND Grant Committee and the Sex Education Curriculum Committee.

IMPACT: Forty-nine percent of graduates had college scholarships (the average scholarship was over \$7,000). EHHS students were awarded 264 college credits in the first year that CE was offered.

SUCCESSSES: One major success for EHHS students was that two student films won four separate film festivals.

ENTHEOS ACADEMY

4710 West 6200 South, Kearns, UT 84118
www.EntheosEL.org 801-417-5444
Director: Michael Farley Mascot: Explorers
Rep. E. Hutchings Sen. E. Mayne
U-PASS: No AYP: Yes

2006-07 SCHOOL STATS: Opened fall 2006
Number of students: 424, grades K-8
Number of certified teachers: 21
Number of non-certified teachers: 0
Number of staff (non-teacher) FTEs: 9.7
Average classroom size: 25
Number of volunteer hours: 5,000



Toward Morning Glory

MISSION: 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 become leaders through service who are committed to family and community. Then they can achieve their goals and dreams.

GOALS/PROGRESS: In its first year, Entheos established base line student performance data with which to assess the school's academic performance. Students are enthusiastic about coming to school and engaging in learning expeditions. We have had high levels of parental involvement, and the school has made significant investments in professional development.

LEARNING OPPORTUNITIES: At Entheos, students are immersed in long-term, project-based learning expeditions that combine content from across disciplines. The school also integrates robust outdoor adventure into its academic program.

ACCOUNTABILITY: Entheos utilizes a standards-based portfolio system and student-led conferences as the primary tools for accountability. The NWEA Measures of Academic Performance (MAP) will complement this system beginning in fall 2007.

INNOVATIVE TEACHING: Entheos is the first Expeditionary Learning (EL) school in Utah. EL is a research-based school improvement model with an emphasis on active pedagogy.

TEACHERS' INVOLVEMENT: Entheos does not use a prescribed curriculum. Teachers assume the responsibility of developing engaging learning expeditions that address state standards.

PARENTS' INVOLVEMENT: Currently, all members of the Entheos Board of Directors are parents. Parents also participate through the Parent Crew.

IMPACT: As a first-year school, Entheos does not have data demonstrating the impact of its program. However, seven to one parents reported that their children were better served at Entheos than at their previous schools.

SUCSESSES: We believe that that a nurturing and supportive culture and climate are critical to the school's academic success. On the last day of school, rather than busting out the doors for summer recess, many students were crying because the school year was over. Providing students with a strong sense of belonging was a key achievement during our first year. Middle school students went on three four-day adventure outings (including trips to Arches, Dinosaur National Monument, Snow Canyon, Goblin Valley, Logan Canyon)—they were challenged, had fun, and learned a lot!

FAST FORWARD HIGH SCHOOL

875 West 1400 North, Logan, UT 84321
www.ffchs.com 435-713-4255
Director: Stephanie Sorenson
Rep. J. Draxler Sen. L. Hillyard
U-PASS: No AYP: No



Teacher of the Year and Energy Solutions Scholarship Recipient

2006-07 SCHOOL STATS:	Opened fall 2003
Number of students:	202, grades 9-12
Number of certified teachers:	16
Number of non-certified teachers:	1
Number of staff (non-teacher) FTEs:	8
Average classroom size:	17
Number of volunteer hours:	2,000

MISSION: The mission of Fast Forward Charter High School is to provide a safe and nurturing environment where students who may be at risk of not completing high school requirements can be challenged with a curriculum presented to accommodate their unique learning styles. Our primary goals are to help students discover their academic potential and furnish them with the tools to promote lifelong learning and civic responsibility.

GOALS/PROGRESS: Goal #1: Instill the love of learning. Fast Forward offers nontraditional course choices and student-centered, hands-on techniques to motivate students and to facilitate their participation in the learning process. Goal #2: Prepare students to become responsible citizens and productive members of the community. Students at Fast Forward participate in character education, several charitable fund-raising efforts, and a service learning class. Goal #3: Provide a solid academic foundation for future learning. Fast Forward offers a three-tier learning program that includes directed studies and Utah State University concurrent enrollment as well as a traditional learning environment. Goal #4: Provide a strong technology base in order to equip students with the knowledge and skills they need to succeed in this rapidly evolving world.

LEARNING OPPORTUNITIES: Fast Forward Charter High School provides a three-tiered learning program to benefit the individual student. The school offers a traditional classroom setting with discussions and coursework; the opportunity to earn credits using a computer-based system that is tracked, monitored and assisted; and a concurrent enrollment program.

ACCOUNTABILITY: In the fall students are given three tests—a writing assessment, a reading comprehension examination, and a math assessment. Similar tests are administered in the spring. Pre- and post-test results are used not only to track individual student progress, but also to understand progress and weaknesses so that instruction improves for student success.

INNOVATIVE TEACHING: Fast Forward Charter High School uses the Differentiated Instruction model to focus on the unique needs of individuals to promote effective learning. Our teachers use a variety of instructional strategies to accommodate the learning styles of all students. We use the Understanding by Design model to ensure that quality a curriculum is being taught and mastered. Our staff is trained in behavior management to better enable staff members to take responsibility for their own success.

TEACHERS' INVOLVEMENT: Teachers are responsible for generating tests, recommending assessment tools, assessing student performance, and tracking progress. Teachers are grouped into committees to assess the tests and then generate school-wide statistics. The curriculum is reevaluated to place greater emphasis on low-scoring subject areas. Committees also initiate cross-curricular goals.

PARENTS' INVOLVEMENT: Parental involvement is essential. Parents are encouraged to provide input in the governance of the school and are given the opportunity to serve in many different capacities.

IMPACT: A summary of student results from school-based assessments reveal that there is an overall pattern of progress in achievement for math, writing, and reading comprehension. Specific data collection leads to reevaluation of course content and revision of class curricula. This revision directly affects student performance and achievement in school as teachers develop classroom content specifically geared toward student needs.

SUCSESSES: Fast Forward Charter High School has awarded over \$80,000 worth of scholarships. Particularly, the Energy Solutions Foundation awarded one of FFCHS's 10th grade female students a \$2,000 math, engineering, and science scholarship. Richard Quay was our Teacher of the Year. As one of our school counselors says, "Rich consistently sets his expectations high, and the kids rise to the occasion. Rich sees each student as an individual and, moreover, as an individual who just might not realize (yet) how much they love science!" Nine of our eleventh grade students were recognized for Outstanding Performance on the Iowa Tests for scoring in the top ten percent of the nation, and students are recognized by teachers and staff members for exemplary behavior and performance throughout the school year. Our Service Learning groups accomplished a variety of projects during the year, including raising money and lending a helping hand with the Children's Justice Center Teddy Bear ride. Students, parents, and staff members helped with the restoration of the Willow Park community building.

FREEDOM ACADEMY

1190 West 900 North, Provo, UT 84604

www.provofreedomacademy.org

Director: Lynne Herring

Rep. K. Grover

U-PASS: Yes

801-437-3100

Mascot: Eagle

Sen. M. Dayton

AYP: No

2006-07 SCHOOL STATS:

Number of students:	441, grades K-6
Number of certified teachers:	24
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	2
Average classroom size:	25
Number of volunteer hours:	21,000



MISSION: To prepare our children to meet the challenges of life with confidence and skills through an environment of love for learning, accountability, and respect.

GOALS/PROGRESS: Our students are highly challenged each day throughout all areas of our core curriculum. Reading, math, language arts, science and history continue to lead students in academic growth. Many are placed and working above grade level in math. Differentiated lessons allow extended growth for each student. Specialty and after-school classes offer students opportunities for well rounded, life-long skills and development.

LEARNING OPPORTUNITIES: Along with art, choral music, orchestra, guitar, P.E., and Spanish classes during the school day, students attend before- and after-school classes for additional learning. Accelerated Spanish, choir, ballroom dance, clogging, theater, science exploration, strings, chess and skateboarding engage our students at every level. Students have every opportunity to become well-rounded and proficient at a wide variety of skills and talents.

ACCOUNTABILITY: Student-led parent conferences contribute to increased student accountability in upper grades. Portfolios and extended learning projects enhance student commitment and learning outcomes. Increased use of UTIPS better prepares our students for CRT assessments.

INNOVATIVE TEACHING: We are implementing the FOSS Science program in grades K-6. This research-based curriculum involves students in effective, hands-on learning in all standards of the science curriculum. This year, teachers began implementing the Six Traits of Writing in third through sixth grade; our DWA scores have been positively affected by this.

TEACHERS' INVOLVEMENT: As highly valued members of the school team, teachers are engaged at every level in preview, selection, piloting, evaluating and adopting any new program that may become part of our school or curriculum. Training, in-service, mentoring, and committee service are part of teacher responsibilities throughout the year. Teachers are an integral element of our success.

PARENTS' INVOLVEMENT: Parents are involved at every level of our school. They are members of the Governing Board and staff; operate the PTO; and volunteer in classrooms, the library, food services, and special projects both inside and outside of the school. They serve on school committees and often chair design and other committees for the new school being finished for the 2007-08 school year.

IMPACT: Our sixth grade DWA reflected a 10 percent improvement this year due to improved writing instruction and implementation of the Six Traits curriculum. Our FOSS Science curriculum had a great impact on our fourth grade students (who improved their CRT science scores by 31 percent), and our sixth grade students (who improved their CRT science scores by 15 percent).

SUCCESSSES: Zulma Castaneda, our Spanish teacher, was selected as the outstanding Utah Charter School Teacher of the year. She received accolades not only at the state level, but from every student, family and faculty member in the school community. A third-to-sixth-grade team under her guidance won the sweepstakes trophy for elementary schools at the annual BYU Foreign Language Fair.

As one Freedom Academy parent says, "My child doesn't want to stay home even when he is sick! He wants to be at Freedom Academy every day, learning, learning, learning."

GEORGE WASHINGTON ACADEMY

2277 South 3000 East, St. George, UT 84790
www.gwacademy.org 435- 673-2232
Director: Amy Trombetti Mascot: Patriots
Rep. D. Clark Sen. J. Hickman
U-PASS: Yes AYP: Yes



2006-07 SCHOOL STATS: Opened fall 2006
Number of students: 414, grades K-8
Number of certified teachers: 16
Number of non-certified teachers: 0
Number of staff (non-teacher) FTEs: 28
Average classroom size: 25
Number of volunteer hours: 2,000

MISSION: The mission of George Washington Academy is to establish a learning environment based on the principles of self-discipline and respect, where each child may develop the skills necessary to help him/her succeed honorably in a rapidly changing world through use of the academically aggressive Core Knowledge Curriculum buttressed by strong parental involvement.

GOALS/PROGRESS: We are making progress toward our goal by offering training in our designated curriculum and tracking our results for accountability.

LEARNING OPPORTUNITIES: At George Washington Academy we provide a comprehensive education for our students. We focus heavily on the math and language arts areas, but also include, as part of our Core Knowledge Curriculum, social studies, science, physical education, music and art. Our teachers plan a variety of enhancement activities that enrich the learning opportunities for all students.

ACCOUNTABILITY: George Washington Academy is tracking and measuring student progress in all areas both inside and outside the classroom. We have a program called Patriot Pride that tracks student's success in areas such as reading, character education, fitness, and give rewards for school pride. Our teachers assess students formally and informally to track progress inside the classroom.

INNOVATIVE TEACHING: We recognize and embrace the variety of teaching philosophies and methods that teachers bring into a classroom. Our teachers meet the needs of all students with our designated curriculum by teaming with each other, using professional development to enhance their lessons, and encouraging students to expand their knowledge by expressing their creative side with culminating activities.

TEACHERS' INVOLVEMENT: The teachers at George Washington Academy focus on sharing, teaming and professional development.

PARENTS' INVOLVEMENT: About 25 percent of our parents participate on a daily basis, either in the classroom or through other support at the school. A group of parents designed and implemented our positive Patriot Pride program and volunteer daily to encourage our students' success.

IMPACT: The U-PASS scores are a large measure of our success. Our first year of operation was the 2006-2007 school year. Even with the many obstacles an initial year can bring, we scored an average of 88 percent in math and 83 percent in language arts.

SUCSESSES: George Washington Academy's U-PASS scores are a result of great teaching and the ability to provide a dynamic education. Our 3rd, 5th and 8th graders earned many individual awards in the Iowa testing. Over thirty students were published with Creative Communications, Inc. for both poetry and essays; and one student participated in the state-level National Geography Bee. Five of our teachers were selected to present at the National Core Knowledge Conference.

Parent Quotes: "My child understands math for the first time in her educational career." "My son is excited to go to school and is quoting sayings and phrases I don't even know." "My 4th and 6th grade students had a conversation at home about Mongolian history; it was so exciting to hear." "My child is experiencing an educational and social setting that is the best he has ever had. GWA truly teaches to *all* students." Overall, our teachers are amazing and our students are thriving! We are very proud of our school!

INTECH COLLEGIATE HIGH SCHOOL

1787 N Research Pkwy, USU Innovation Campus, N Logan, UT 84341

www.intechchs.org

435-753-7377

Director: Steve Zsiray

Mascot: Moose

Rep. J. Draxler

Sen. L. Hillyard

U-PASS: Yes

AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2006
Number of students:	119, grades 9-12
Number of certified teachers:	6
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	11
Average classroom size:	20
Number of volunteer hours:	120



MISSION: Our goal is to give every student the opportunity to complete high school and at least two years of college in a very challenging learning environment.

GOALS/PROGRESS: We are making progress with the type of student attracted to the school. We presently have freshman, sophomores, and juniors.

LEARNING OPPORTUNITIES: There is a wide variety of options for students from AP, concurrent enrollment to regular university classes. Teachers of science, engineering, and math classes are attempting to integrate where possible.

ACCOUNTABILITY: Students are assessed not only through the traditional test, but through “hands-on” activities.

INNOVATIVE TEACHING: We use Understanding by Design to design curriculum units, instruction, and assessments that lead our students to deep understanding of content.

TEACHERS’ INVOLVEMENT: Teachers participate in all of the decisions made at the school. Most recently, teachers developed a study committee to look at Spanish during the second semester, and they also participate in the Trust Lands Program. We recently had a float in the USU Homecoming Parade, decorated by the majority of our teachers.

PARENTS’ INVOLVEMENT: Parents are involved in PTO, raising funds, and providing activities for the school. Parents participate in the Trust Lands Program and on the Board of Governors.

IMPACT: It is difficult to measure the impact of school achievement after the first year of operation.

SUCCESES: We have been given provisional approval for certification by the NAAS. We have four EDNET courses, and three in-house courses with staff certified to teach at the university level.

ITINERIS EARLY COLLEGE HIGH SCHOOL

9301 South Wights Fort Road, West Jordan, UT 84088

www.iechs.org

801-256-5970

Director: Stephen Jolley

Rep. S. Mascaro

Sen. D. C. Buttars

U-PASS: N/A

AYP: Yes

2006-07 SCHOOL STATS:

	Opened fall 2004
Number of students:	141, grades 11-12
Number of certified teachers:	6
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	3.5
Average classroom size:	25
Number of volunteer hours:	360



MISSION: The mission of Itineris Early College High School is to create a learning community that inspires high expectations, supports cognitive challenges, and encourages self-discovery and civic responsibility to maximize individual potential.

GOALS/PROGRESS: (1) Itineris has provided all students with access to higher education, for no more cost than traditional high school fees. (2) The number of Itineris students completing college (either a two-year or a four-year degree), exceeds national and/or state averages by 20 percent; therefore, our efforts in support of transition have been successful. We have reduced many of the obstacles for a students' successful transition to college; however, each student and each year present new and often different challenges to overcome. (3) All students have the opportunity to accumulate college credit; average college credit earned by seniors in 2006-07 was 48 semester hours (see Impact and Success, below).

LEARNING OPPORTUNITIES: A key component of Itineris Early College High School is Connect Time, when students meet with a faculty member to discuss academic, social, and personal concerns, plan for the future, and conduct an open dialogue. Open-ended discussions may include academic tutoring, assistance in navigating college life, and information about career or further educational opportunities. This advisory time allows students to develop significant relationships with adults and peers at school.

ACCOUNTABILITY: Itineris uses the ITED, CPT, UBSCT and Graduation Rate as part of U-PASS/AYP. However, the school's focus on college readiness tends to put more emphasis on the ACT college readiness indicators and the accumulation of transferable college credit. Our accountability truly lies with our students and parents, and the college preparation of each individual student to maximize his or her potential.

INNOVATIVE TEACHING: Representatives volunteer from each Connect Time to serve in an after-school focus group. These groups operate as our school's student government. They plan activities, problem solve school issues, advise about and participate in school solutions, etc. These groups change every nine to twelve weeks; therefore, over the course of two years every member of each Connect Time will have the opportunity to serve.

TEACHERS' INVOLVEMENT: Teachers meet weekly for common planning time and student review. Every teacher has an equal voice in the school's direction and the development of individual students. Each teacher selects one or two extracurricular activities that he/she would like to guide (e.g., quarterly celebrations, dances, field trips, guest speakers, etc.).

PARENTS' INVOLVEMENT: Parents hold three of seven seats on the Itineris Board of Trustees. In addition, parents chair our School Community Council and hold the majority of the seats (23 out of 33). We also survey our parents and students at the end of each year as to their feelings about the overall school operation. These results are reported to our Board of Trustees at the close of each school year.

IMPACT: Our graduation rate is 94 percent. Sixty-nine percent of our graduates earn their Associate of Science degrees by the time they graduate high school. The average ACT composite score of Itineris students is 22.1. Thirty-seven percent of students score college-ready in all four indicators. Both scores are above the state and national averages.

SUCCESSSES: Of the 28 students earning Associate of Science degrees (69 percent) from SLCC, one of those students graduated on the Dean's List and three on the President's List. Approximately 18 of those earning their associate's degree qualify for the New Century Scholarship, saving each student's family approximately \$7,473.17—or 75 percent of their remaining college costs, including tuition and textbooks.

JOHN HANCOCK CHARTER SCHOOL

125 North 100 East, Pleasant Grove, UT 84062
www.johnhancockcs.org 801-796-5646
Director: Julie Adamic Mascot: Patriots
Rep. C. Frank Sen. J. Valentine
U-PASS: YES AYP: YES

2006-07 SCHOOL STATS: Opened Fall, 2002
Number of students: 182, grades K-8
Number of certified teachers: 14
Number of non-certified teachers: 0
Number of staff (non-teacher) FTEs: 5.34
Average classroom size: 20
Number of volunteer hours: 6,100



MISSION: In partnership with parents and the community, it is the mission of John Hancock Charter School to provide a continuously challenging curriculum in a safe and nurturing learning environment. Our primary goal is to help students learn how to learn, to love learning, and to become responsible citizens and productive members of society.

GOALS/PROGRESS: We are providing a solid academic foundation for future learning as demonstrated by our students' test scores and academic achievement. We instill an appreciation for the cultural and fine arts through our music program. Every student attends a music appreciation class weekly and 3rd-8th graders play an instrument in our orchestral program. Students are learning the characteristics of responsible citizens and are expected to daily model that behavior. This is accomplished through our school wide behavioral protocols.

LEARNING OPPORTUNITIES: Small class size, small school size, personalized attention, parental involvement, teacher commitment, and use of the Core Knowledge Sequence gives our students an educational choice that is not provided by the school district in which we reside.

ACCOUNTABILITY: We analyze all test data and make individual educational programs for each of our 180 students. We use DIBELS to progress monitor reading achievement. We also use TASA as well as SAT 9 to measure Core Knowledge effectiveness.

INNOVATIVE TEACHING: We make use of a reading specialist, and every child's progress is monitored throughout the school year. Teachers make summer home visits, make monthly phone calls and form a true partnership between home and school.

TEACHERS' INVOLVEMENT: Teachers create their own year-long plan that maps the Core Knowledge Sequence and the Utah State Core Curriculum. Teachers also create and develop their own units, lesson plans and activities.

PARENTS' INVOLVEMENT: Our board of directors is made up of grandparents, parents and community members. We currently have two board members elected by our parent body and five appointed members. Our parents are also very active in our PTO which serves the school in many capacities.

IMPACT: Students demonstrate their knowledge on CRTs as reflected by the following data (06/07 test results showing the percentage of students at "sufficient or above"): First Grade: LA 80%, Math 80%; Second Grade: LA 86%, Math 86%; Third Grade: LA 90% Math 95%; Fourth Grade: LA 90%, Math 80%; Fifth Grade: LA 86%, Math 86%; Sixth Grade: LA 95%, Math 95%; Seventh Grade: LA 75%, Math 75%; Eighth Grade: LA 89%, Elem. Alg. 100%, Pre. Alg. 79%

SUCCESSSES: Two John Hancock students were recognized at the Central Utah Science and Engineering for their accomplishments. One student represented our school at the state level National Geographic Bee and one student was recognized by the Freedom Festival for his excellent essay. We are proud to have been an Official Core Knowledge Visitation School since 2005 and we are proud of our students' academic achievements.

LAKEVIEW ACADEMY

527 West 400 North, Saratoga Springs, UT 84045
www.lakeview-academy.com 801- 331-6788
Director: Harold Stone Mascot: Lions
Rep. K. Sumsion Sen. M. Madsen
U-PASS: Yes AYP: Yes



2006-07 SCHOOL STATS:	Opened Fall, 2006
Number of students:	576, grades K-9
Number of certified teachers:	24
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	54
Average classroom size:	25
Number of volunteer hours:	10,000 hours

MISSION: Lakeview Academy's mission is to develop *Capable, Confident, and Contributing* members of society through learning experiences which foster growth, creativity and character development in a friendly environment. These "three C's" are an integral part of the purpose and design of our program and the school takes great pride in developing these noble qualities in our students.

GOALS/PROGRESS: 1) Our students develop reading skills through literary circles and book club experiences, our beautiful library and book fairs. We demonstrate proficiency through assessment performance. 2) "Writer's Workshop" and oral presentations are ways that we work to develop effective written and verbal communication skills. 3) Students demonstrate proficiency in science skills defined by Lakeview Academy and the Utah Core Curriculum as evidenced by our students participating in the district science fair and having many hands on experiences. 4) Our students develop confidence and self worth as they are consistently challenged and held accountable. They keep their own portfolio, critique their work, set goals and note where progress was made. 5) Our students learn to study and be organized through calendaring and through accountability of assignments. 6) Students have a basic knowledge of and appreciation for the Arts and Literature, as all of our children from Kindergarten through 8th grade are involved in Art and Drama classes.

LEARNING OPPORTUNITIES: Learning cannot be achieved through a one size fits all approach, so we encourage real life application and a hands-on approach. Through our classroom setup and enhancement day, we have created an environment which allows each child the opportunity to experience learning through their own personal learning style.

ACCOUNTABILITY: We participate in all state required assessments, as well as monitor the progress of our students' personal growth in all areas, especially in Math and Language. We participate in the DIBELS assessment three times per year, giving us a clear picture of the student's progress in reading fluency, the overall class achievement and progress by grade. We can challenge students and teachers with this information and pinpoint areas where we need to focus. We also have 3 math assessments during the year to investigate progress and insure that no "holes" go unfilled. This helps us to ability group students for more effective small group instruction. Groups are fluid allowing for individual difference.

INNOVATIVE TEACHING: Each student's needs are met through differentiated instruction. We challenge students to learn the core and to use critical thinking skills to take learning to new levels through a scaffolded or layered approach.

TEACHERS' INVOLVEMENT: Weekly collaboration opportunities give teams of teachers the opportunity to brainstorm and implement new ideas in their classrooms. They also use this time to integrate curriculum. They meet together weekly to discuss what is working well and problem solve to improve.

PARENTS' INVOLVEMENT: We have an amazing group of parents who so willingly and capably give endless hours of service through volunteer committee involvement. We have many committees that serve our school in a variety of ways. We have a Site Advisory Council which consists of Teachers, Administration, Board Member and Parents. This committee acts as a liaison between the general school community and Board of Trustees, guides the school in achieving the mission statement as well as oversees and delegates authority to various committees

IMPACT: We have seen much success in academic achievement, as well as in social and emotional development. Confidence has been strengthened, children are more capable and all have contributed to the success of our first year.

SUCCESSSES: We survived the many challenges of being a first year school with no completed facility to meet in. We are definitely stronger because of our challenges and have learned much. We have many parents who are at the heart of this great school and have taken an active part in their children's education. We have seen our students shine as they consistently improve and develop more experience which increases their ability to perform.

LEGACY PREPARATORY ACADEMY

1375 W Center Street, N Salt Lake, UT 84054
http://www.legacyprep.org 801-936-0555
Director: Elizabeth Hatch Mascot: Lions
Rep.P. Neuenschwander Sen. D. Eastman
U-PASS: Yes AYP: Yes

2006-07 SCHOOL STATS:	Opened Fall, 2006
Number of students:	498, grades K-9
Number of certified teachers:	22
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	25
Average classroom size:	23
Number of volunteer hours:	Thousands



MISSION: Our mission is to: Provide a classically-based curriculum that is thorough and challenging, integrate fine arts to enhance learning, teach the value of public virtue to promote respect, engage parents as real partners to share in enriching student education, and honor each child as an individual and foster their innate curiosity and desire to learn.

GOALS/PROGRESS: We have expanded our Reading University program to encourage our students to read and study classic literature. We have hired a drama teacher and an additional art teacher to expand our fine arts course offerings. We have worked with another community non-profit organization to raise money to build an elementary school in Asunafo, Ghana. Parents are involved in organizing special lessons and activities for events such as Constitution Day, Veterans' Day, and Social Leadership groups for Jr. High students. Parents were also involved in organizing and running a service project for the school in Ghana.

LEARNING OPPORTUNITIES: In our elementary school, all students are provided the opportunity to work in specific achievement groups in reading and math, to ensure that they are challenged at an appropriate level. Our curriculum is well researched and has a strong scope and sequence.

ACCOUNTABILITY: We use all of the required state and federal testing instruments, as well as the Stanford Achievement Test and DIBELS.

INNOVATIVE TEACHING: We follow the classical education model, and use a Direct Instruction teaching methodology.

TEACHERS' INVOLVEMENT: Teachers are given the opportunity to be trained in Direct Instruction techniques, and then to coach and mentor one another. Teachers also design a 180 day plan to support the goals of our Core Knowledge sequence.

PARENTS' INVOLVEMENT: LPA's governing board consists in its entirety of LPA parents. Parents also serve on our community council, as well as our parent volunteer organization.

IMPACT: All grades from second to sixth achieved a level of sufficient or substantial proficiency in language art CRT results. All grades from first to sixth achieved a level of sufficient or substantial proficiency in math CRT results. In our Kindergarten, our DIBELS scores improved from 63% of students at benchmark in January, to 100% in May. This progress represents the national reading ideal goal.

SUCCESSSES: During our first year, it was not only exciting to move into our new building after Thanksgiving, but our parents were able to attend very successful talent and art show in the spring. Artwork was displayed all over the school, and students in grades 6-9 displayed their various talents. Teachers and administration were thrilled that many of our students who were not reading at grade level made impressive progress in their reading ability as a result of our corrective reading curriculum. In our Jr. High, 8 of 12 students who began the school year in our program were reading at grade level before the end of the school year.

LIBERTY ACADEMY

1195 S Elk Ridge Road, Salem, UT 84653
www.libertyacademy.org 801-465-4434
Director: Rob Muhlestein Mascot: Patriot
Rep. M. Morley Sen. M. Madsen
U-PASS: No AYP: Yes



2006-07 SCHOOL STATS: Opened Fall, 2006
Number of students: 319, grades K-12
Number of certified teachers: 18
Number of non-certified teachers: 3
Number of staff (non-teacher) FTEs: 13
Average classroom size: 18
Number of volunteer hours: 2,132

MISSION: To develop intellectual rigor, provide an education supporting personalized and individualized instruction, support the role of parents in the education of the children, be a diverse student body and welcoming students from every ethnic, religious and socio-economic background, and provide multiple learning opportunities for students with varying levels of interests and expertise.

GOALS/PROGRESS: We completed our first year and have moved forward toward our 2nd year.

LEARNING OPPORTUNITIES: Our focus is Core Knowledge and we believe we are helping the students move academically forward.

ACCOUNTABILITY: Our emphasis is on a smaller school with a unique mentoring relationship between our teachers and students. In our first year we feel we made progress in this area that will help on the CRTs.

INNOVATIVE TEACHING: Our focus is on a balanced approach between Socratic and direct instruction. Teachers are working also on auditory, cognitive, and motor skills, learning styles to help students who need multi-sensory instruction.

TEACHERS' INVOLVEMENT: Our teachers were instructed to develop lesson plans that allowed them to follow state core, but also allowed creativity.

PARENTS' INVOLVEMENT: We have two elected board members and established a parent organization called the SCC (School Community Council).

IMPACT: This first year we established a baseline for improvement. Many of our students came because they felt they needed more than they were getting. Our goal is to year over year improve.

SUCCESSSES: Getting a school up and running is an accomplishment. We hope to improve on this process during the coming years.

LINCOLN ACADEMY CHARTER SCHOOL

1582 West 3300 North, Pleasant Grove, UT 84062
Lincoln-academy.org 801-756-2039
Director: Mark Dennison Mascot:
Rep. C. Frank Sen. J. Valentine
U-PASS: No AYP: Yes



2006-07 SCHOOL STATS: Opened Fall, 2005
Number of students: 545, grades K-9
Number of certified teachers: 22
Number of non-certified teachers: 0
Number of staff (non-teacher) FTEs: 27
Average classroom size: 20
Number of volunteer hours: 15,000

MISSION: "To inspire children to love learning and to empower them to explore and achieve their individual potential."

GOALS/PROGRESS: Students are regularly assessed to determine academic growth and weaknesses. Students are enhanced utilizing innovative curriculum, such as Orton-Gillingham Phonics and Fast Phonics, to strengthen language acquisition, as well as reading and oral language skills and reduce the number of students who need additional reading skill intervention. Write Source curriculum contributes to academic gains in writing skills. Our school environment remains safe and nurturing as we incorporate Emotional Intelligence and Character Competencies curriculum. Spanish is taught in each classroom, as is music and PE. We have certified in the top 10% in the IOWA assessments nationally each year of operation.

LEARNING OPPORTUNITIES: Lincoln Academy is an entirely leveled school. Every student is assessed and grouped in the "best fit" level in math and reading. With continual assessment, levels are fluid to accommodate the best possible level for each student. This allows a student to progress to his or her highest potential. Students are exposed to Emotional Intelligence and Character Competencies curriculum at age appropriate levels, including the 7 Habits of Effective Teenagers. The values of integrity, honesty and acceptance in our school environment are the essences of what Lincoln Academy stands for.

ACCOUNTABILITY: The administration utilizes NWEA's, in addition to the standard CRT and IOWA assessments, to evaluate each student as mentioned above. Students are assessed in math every 5 lessons, language arts, and their reading skills to accelerate academic performance through their ability groups. Students not performing as expected must meet with the director or asst. director and undergo review of their academic progress. Students are accountable for work required and student/parent academic conferences are held throughout the year.

INNOVATIVE TEACHING: "Why Try?" is a discipline program that teaches the reasons behind making each academic and life endeavor successful. Success is defined by learning and growing in many different ways. The teaching staff at Lincoln Academy has been trained in Quantum Learning, a teaching delivery system based on retention, transference of data from short term to long term memory, and recall of curriculum information. It complements our Direct Instruction delivery, manipulative use and hands on learning. We believe that such innovating techniques lead to better academic performance.

TEACHERS' INVOLVEMENT: Our teachers are regularly trained in new teaching models. Teachers participate in committees including assessment evaluation, teacher recognition, and student accountability. Teachers are an intricate part of the school's annual Improvement Plan taking administrative roles and duties to better the school as a whole.

PARENTS' INVOLVEMENT: Over 15,000 hours are spent by parent volunteers serving on Improvement Plan Committee's, Assessment Evaluation Committee's, Parent Councils, Land Trust Grant committees, classroom and after school programs. 25% of the Board is parent elected.

IMPACT: Over 50 percent of Lincoln's student body was on either the honor roll (3.5 – 3.749 GPA) or the high honor roll (3.75 – 4.0 GPA) for the first and second semesters of the 06-07 school year.

SUCCESSSES: Lincoln Academy encourages parent involvement and often report statistics of over 10,000 volunteer hours, contributing to powerful cost reduction, academic performance increase, and a sense of personal ownership for their students' success in school. Our STEP program creates a team intervention that allows teachers to refer students with academic issues, personal issues, emotional struggles or home environment conflicts. The program has led to academic success for several students who else would have been suspended, academically failed, or placed in specialized programs outside the school environment to meet deeper psychological needs.

MOAB CHARTER SCHOOL

358 East 300 South, Moab, UT 84532

www.moabcharterschool.org

Director: Andrea Stoughton

Rep. J. Mathis

U-PASS: Yes

435-259-2277

Sen. M. Dmitrich

AYP: Yes



2006-07 SCHOOL STATS:

Number of students:	35, grades K-7
Number of certified teachers:	3
Number of non-certified teachers:	1
Number of staff (non-teacher) FTEs:	5
Average classroom size:	14
Number of volunteer hours:	1,000

MISSION: To support and challenge each child to develop critical thinking, self-direction, and his or her full academic and creative potential.

GOALS/PROGRESS: MCS maintains classrooms of 15 or fewer students. Proficiency on the CRTs has increased by 44 percent in math and 28 percent in language arts in the last year alone. Outdoor education is implemented through a highly trained staff. MCS attains better levels of academic integration each year.

LEARNING OPPORTUNITIES: Our school utilized project-based learning, place-based learning, and outdoor education. The curriculum is integrated, and the arts are balanced with science and social science content. A multicultural perspective is also promoted throughout the curriculum.

ACCOUNTABILITY: Rubrics have been developed to measure the progress/success of students using project-based learning. Portfolios are also used to demonstrate students' mastery of skills and concepts.

INNOVATIVE TEACHING: Outdoor education and place-based learning, quantum learning, and positive behavior programs have had a tremendous impact.

TEACHERS' INVOLVEMENT: Teachers are co-developers of every facet of the instruction at MCS, and also serve as consultants to the Board. Success of all academic programs is dependent upon the enthusiasm of the teachers for the approach; therefore, teachers have served as pivotal decision-makers about curriculum choice.

PARENTS' INVOLVEMENT: At least one parent serves on the Board; on average, 50 percent of the Board positions are filled by parents of the current students. The Parent Council continues to approve all new Board members.

IMPACT: Proficiency on the CRTs has increased by 44 percent in math and 28 percent in language arts in the last year alone. Also in the last year, about 70 percent of the special needs students gained proficiency at grade level in subjects that have been previously challenging for those students.

SUCCESSSES: According to the 4-6th grade teacher, the greatest success for her class has been that all her parents have reported how eager their children are to get to school and learn. MCS has been rapidly closing the intervention gap over the last year, with many special needs students reaching their goals. Numerous students have made significant strides in learning positive social and school behaviors, enabling them to accelerate academically.

MONTICELLO ACADEMY

2782 South Corporate Park Drive, West Valley City, UT 84120

Monticelloacademy.net

801- 417-8040

Director: Gary Martin

Rep. J. Fisher

Sen. F. Fife

U-PASS: Yes

AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2006
Number of students:	669, grades K-8
Number of certified teachers:	33
Number of non-certified teachers:	2
Number of staff (non-teacher) FTEs:	20
Average classroom size:	24.7
Number of volunteer hours:	15,000



MISSION: The mission of Monticello Academy is to provide a superior education for K-8 students by placing a high priority on academic achievement and college preparation; fostering traditional American values of hard work and strong moral character; encouraging parents to resume their rights and responsibilities to influence the education of their children; restoring strong art, music, and physical education components to the school curriculum; utilizing state-of-the-art technology to enhance instruction and learning; and assisting students to gain knowledge, motivation, confidence, skills, and a lifelong love of learning.

GOALS/PROGRESS: In its first year, Monticello exceeded all of its academic goals, which were based on surpassing the local district's testing scores. It met or approached its goals regarding increased parental involvement and accountability. Monticello's implementation of customized character education was not fully accomplished due to the great distance of the temporary school from the community, resulting in limitations of volunteer organization to sustain it. Goals for enriched learning opportunities were met or approached. The goals of promoting motivation for higher education and love of learning were met or approached (with the exception of extracurricular activities, which were also restricted by distance from the residential community).

LEARNING OPPORTUNITIES: Monticello employs the Core Knowledge Sequence and the internationally successful Singapore Math Program. The curriculum is fully integrated across disciplines, including a liberal arts component of music, art, and Mandarin or Spanish language. Physical education adds to the well-rounded program.

ACCOUNTABILITY: Monticello has a custom-designed student reporting system called "Compass" that provides teachers, administrators, parents and students with immediate student and class performance data to gauge student and class progress. Teachers meet weekly as teams to discuss all students individually, with a full battery of assessment tools at their fingertips. Data is comparative across class and grade levels to provide a context for the assessment data. School policy requires teachers to inform parents when worrying trends are identified. This reporting system allows the school to get a more comprehensive view of the student's, class', grade's and school's progress currently and over time.

INNOVATIVE TEACHING: The Singapore Math program is a highly visual math instructional method, utilizing new and different algorithms from those typically employed, with the potential to mitigate cultural and language barriers to learning math. Direct instruction methods allow the teacher to impart solid, clear, sequential, relevant information which, when coupled with the Core Knowledge Sequence, has proven to increase reading fluency, and, therefore, content mastery.

TEACHERS' INVOLVEMENT: Teachers are active on one or more of the many committees in the school, which ultimately drive and influence most policies and programs of the school.

PARENTS' INVOLVEMENT: All board members are parents of students in the school. Parents chair and participate on many committees. There is an active Parent Organization, with officers elected from among parents, that coordinates the volunteer efforts and committee work in the school.

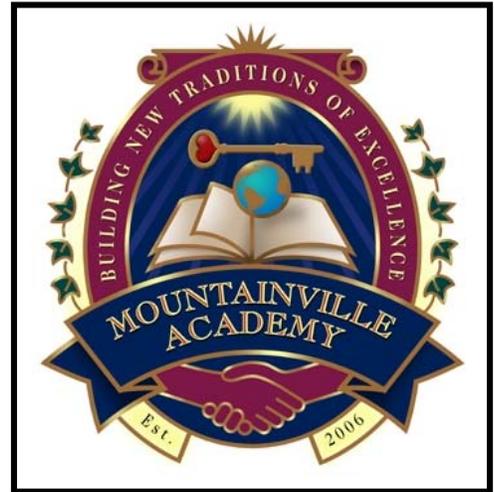
IMPACT: As stated above, Monticello exceeded the local district U-PASS scores in every battery and category with the exception of one (in which it scored within three points). Most notably, Hispanics scored 19 points above state and 22 points above local district averages in Language Arts and 18 points above state and 19 points above district averages in math. Pacific Islanders scored a remarkable 91 percent in Language Arts and a significant 91 percent in Math.

SUCCESSSES: Monticello boasts being the first charter school in the nation to receive full financing for a new school building in its first operational year. Families and staff members participated in the excitement of watching their new school take shape and helping with plans and designs. Despite the restrictions and burdens of a temporary facility far from the residential community, student morale remained high, while test scores eventually demonstrated the potential and actual successes of the strong academic program.

MOUNTAINVILLE ACADEMY

195 South Main Street, Alpine, UT 84004
www.mountainvilleacademy.org 801-756-9805
Director: Wade Glathar Mascot: Lion
Rep. J. Dougall Sen. H. Stephenson
U-PASS: Yes AYP: Yes

2006-07 SCHOOL STATS: Opened fall 2006
Number of students: 619, grades K-8
Number of certified teachers: 31
Number of non-certified teachers: 0
Number of staff (non-teacher) FTEs: 7
Average classroom size: 25
Number of volunteer hours: 18,000



MISSION: In partnership with parents, Mountainville Academy's mission is to employ an educational environment that promotes both academic and personal excellence, appreciation of heritage and cultures, and a love of learning to assist students in acquiring the confidence, knowledge, skills, and character to facilitate lifelong pursuits and achievements.

GOALS/PROGRESS: U-PASS results showed that at least 85 percent of students demonstrated proficient skills in reading, math, and science. Through regular communication methods outlined in our goals, parents and teachers were able to focus on the same educational goals. Our annual parent survey reported 93 percent overall parental satisfaction. Teachers participate in ongoing curriculum training and use curriculum checklists to ensure state and school curricular standards are met. One hundred percent of teachers maintained appropriate licensure. Students and faculty members were provided with a safe learning environment, with less than a one percent per pupil ratio of safe school violations.

LEARNING OPPORTUNITIES: In addition to the daily curriculum, Mountainville Academy offers learning opportunities in band, orchestra, guitar, chess, volleyball, basketball, and after-school art and science clubs. Our middle school music program and instruction includes a state-of-the-art clavino lab that allows an entire class of students to play the clavinos at the same time.

ACCOUNTABILITY: Our math and reading programs call for an assessment (or check-out) every 5-10 lessons. Students must master material in the assessment—or check-out—in order to move forward in the curriculum. *LearnPhase IM* is a web-based tracking program that allows parents to view their child's reading progress each day online.

INNOVATIVE TEACHING: Mountainville Academy groups students according to ability for both math and reading instruction. We have adopted the Core Knowledge Sequence as our base curriculum, and are working toward becoming an official Core Knowledge School.

TEACHERS' INVOLVEMENT: Teachers serve on the school's Curriculum Committee and as trainers for professional development in areas in which they have expertise. Teachers are set up in grade-level teams that meet weekly for the purposes of planning, development, and communication. Each team leader meets with the Director weekly.

PARENTS' INVOLVEMENT: The school's Board of Trustees and School Administrative Council are comprised of parents, both elected and appointed. Parents also head numerous school committees and our Family Service Organization.

IMPACT: Mountainville Academy successfully met AYP and U-PASS standards for the 2006-2007 school year. Ability grouping, as well as instruction in small achievement groups, supported students in core areas of math and language arts.

SUCSESSES: One parent says, "Mountainville has far exceeded our expectations. The Middle School atmosphere is so different from our previous experiences. My child felt loved and accepted by peers and teachers. We love our school!" One of our middle school students placed first in the regional *Patriot's Pen Essay Contest* sponsored by the Veterans of Foreign Wars and went on to place third in the State of Utah.

NAVIGATOR POINTE ACADEMY

6844 South Navigator Road, West Jordan, UT 84084
www.npacademy.org 801- 840-1210
Director: Judy Farris Mascot: Soaring Eagles
Rep. E. Hutchings Sen. M. Waddoups
U-PASS: Yes AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2005
Number of students:	492, grades K-9
Number of certified teachers:	24
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	23
Average classroom size:	25
Number of volunteer hours:	3,175



MISSION: NPA focuses on maximizing the academic achievement of each student and instills in students the ideals and habits of virtuous living.

GOALS/PROGRESS: Students are making measurable progress, as indicated by internal program assessments and state and national standardized testing results. Positive character development is evident through the daily deeds and words of students.

LEARNING OPPORTUNITIES: Classical education principles guide instruction and learning at NPA. Research-based and field-tested reading and math programs, combined with an engaging, content-rich curriculum of science, history, literature, music, and art form, a strong foundation for student learning. Opportunities for understanding, practicing, and modeling respect, honesty, self-discipline, and excellence are integrated in the daily instruction and interaction at NPA.

ACCOUNTABILITY: NPA teachers regularly measure the academic progress of each student. Staff members created a measurement and tracking tool for reading, spelling, and math. Students are assessed daily in these subjects, and the results are recorded in an internal database for the staff and administration to review and analyze. Students are assessed in all subjects using a variety of assessment methods. Assessment data, combined with observations and standardized testing data, drive instruction and learning at NPA.

INNOVATIVE TEACHING: Instruction includes a variety of effective teaching methods, including direct instruction, the Socratic method, Paideia active learning, and the CHAMPS/SAFE & CIVIL SCHOOL behavior management strategy.

TEACHERS' INVOLVEMENT: Teachers from each grade level act as leaders and mentors for the various components of NPA's curriculum and methodologies. Teachers design engaging, challenging lesson plans, units, and academic guides to teach the Utah State Core and the NPA-specific curricula. They also analyze and evaluate the effectiveness of the design and implementation of the learning program for all students.

PARENTS' INVOLVEMENT: All current board members are parents. Parents nominate and elect one board member as well as three parents who serve on the Community Council. Parents have the opportunity to participate in the school's parent organization and to volunteer regularly at the school. Parents are welcome to give feedback to the director through the school director's "open door" policy and the annual parent survey, and to the governing board by public comment at governing board meetings.

IMPACT: NPA students taking the national Iowa standardized test exceeded the state and national standards. Students met or exceeded proficiency levels for the Utah CRTs, with high language arts proficiency in grades one through three.

SUCCESSSES: One student says, "I love to go to school every morning. I know I'll have an awesome day of learning and I know that I am in good hands at NPA." A parent adds, "NPA challenges my children to think and to excel academically and personally—that's why our family chose NPA to partner in the education of our children. That choice is making a meaningful difference in their lives." And one of our teachers says, "I enjoy teaching the classical NPA curriculum—Core Knowledge, Reading Mastery and Saxon Math. The peer support and mentoring opportunities contribute to a rewarding work environment." We celebrate daily successes, such as achieved superior individual reading mastery goals, teachers engaged in high quality instruction, students demonstrating self-discipline both academically and socially, and parents who are delighted with their children's educational experiences at NPA.

NOAH WEBSTER ACADEMY

205 East 400 South, Orem, UT 84058
www.noahwebsteracademy.org 801-426-6624
Director: Rick Kempton Mascot: Knight
Rep. B. Daw Sen. M. Dayton
U-PASS: Yes AYP: Yes



2006-07 SCHOOL STATS:	Opened fall 2006
Number of students:	501, grades K-6
Number of certified teachers:	21
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	22
Average classroom size:	22.8
Number of volunteer hours:	7,000

MISSION: Noah Webster Academy assists parents in their stewardship of developing the hearts and minds of children by creating a safe and nurturing environment of classical education that fosters patriotism, cultural literacy, moral virtue, individuality, self-government, and excellence, thereby inspiring a lifelong love of learning, leadership and service.

GOALS/PROGRESS: (1) Five of our six grade classes were at least at the 80 percent mastery level on the Math CRTs, and four scored at least at the 72 percent mastery level on Language Arts CRTs. (2) We made significant progress toward our goal of disciplined attendance during our first year. Students had 90 percent attendance, falling just short of our goal of 100 percent. (3) We met our goal of having all teachers secure and maintain Utah educator licenses appropriate to their assignments. (4) Faculty members, parents, and students are partners in sharing the responsibility for education and are focused on the same educational goals. We have a very active and supportive Parent Organization, as well as a Scholar Council. Communication through surveys and a monthly newsletter is the key to our partnership, as well as monthly collaboration meetings with the Parent Organization, school administration, faculty, and staff. (5) Noah Webster Academy is a safe school. We held regular emergency drills, and the sixth grade successfully completed the Orem City-sponsored NOVA program. (6) The faculty is trained and able to implement the Noah Webster Academy curriculum and teach to state standards. Faculty and staff professional development is a priority at Noah Webster Academy. The faculty is trained in the Spalding method, Shurley English, Saxon Math, Right Start Math, the Core Knowledge sequence, and Quantum Learning.

LEARNING OPPORTUNITIES: Noah Webster Academy recognizes that students learn in different ways. Therefore, we utilize various methods, such as multi-sensory instruction, direct instruction, and Socratic instruction. We offer innovative learning opportunities such as computers and LDC projectors in each classroom; interactive white boards; junior and senior choirs; chime choirs; a school-wide math program where scholars meet according to their math abilities, regardless of age and grade level; Writer's Workshops; Medieval and Roman festivals; Around-the-World booths; ballroom dance classes; Japanese culture week; Homework, Science, and German Clubs; and with many fun field trips.

ACCOUNTABILITY: In challenging individuals to stretch and grow, we determine the baseline of knowledge for each scholar. We use various assessment tools, such as McCall/Crabbs, Spalding, Math Individual Recording Forms, and DIBELS. Working with our literacy specialist, each teacher develops ways to adapt his or her teaching to the needs of his or her scholars. We measure and track each scholar's progress for both effort and academic achievement. Our school-wide behavior management plan is having a positive impact on our academic accountability, as well as our behavior accountability.

INNOVATIVE TEACHING: We have implemented Quantum Learning throughout the school. Teacher professional development for Quantum Learning teaches knowledge, methods, and principles to facilitate learning by each scholar.

TEACHERS' INVOLVEMENT: Teachers have attended curriculum seminars and modeled their teaching styles for other teachers. In addition to our regular faculty meetings, where ideas and suggestions are discussed, each grade has a "lead" teacher who meets with the administration regarding the design and implementation of our learning program.

PARENTS' INVOLVEMENT: Three parents and the NWA Parent Organization President are members of the school's Board of Trustees. NWA's Director serves on the Parent Organization Board. In addition to these formal relationships, we have had over 7,000 hours of volunteer service in our classrooms and during other school activities.

IMPACT: See "Goals/Progress" above. We also passed AYP in our first year.

SUCCESSSES: We have a dynamic group of teachers. Making AYP in our first year was a major success, and we ended the year with a long waiting list—evidence of school success. Additionally, we had state winners from our Writer's Workshop. Says one parent, "This is exactly the school I have been looking for for my children to attend!"

NORTH DAVIS PREPARATORY ACADEMY

1765 West Hill Field Road, Layton, UT 84041
www.northdavisprep.org 801-547-1809
Director: Deborah Gomberg Mascot: Lions
Rep. D. Aagard Sen. S. Killpack
U-PASS: Yes AYP: Yes



A parent helps the children learn color, texture, and shape.

MISSION: At NDPA it is our mission to challenge all children to interact and communicate effectively in a multicultural community and to achieve their greatest potential by providing an inclusive K-6 educational program driven by high academic standards, dual-language instruction, parental participation, student and teacher accountability, and moral character development in a safe and respectful environment.

GOALS/PROGRESS: (1) Implement an effective system for interventions for struggling readers. Progress: Eight teaching assistants were trained in three different reading intervention programs to work with groups of three students during the reading block. Our data on reading fluency show that these students improved their fluency by almost the same number of words per minute as the other students in the class who did not need interventions. Although some of these students are still behind their peers, these are significantly higher gains than we had last year. (2) Define a clearer focus for our vision statement. Progress: We established a focus committee of parents, teachers and staff, who developed five "End Statements" to more clearly define our vision statement. These statements focus more clearly on Spanish language acquisition, higher-order reasoning, and effort-based belief about students' own intelligence.

LEARNING OPPORTUNITIES: We are producing interdisciplinary units, the first of which is a school-wide focus on geography as it affects weather, culture, development of historical events, the perspective of authors and artists, etc., to be displayed for our First Annual Gallery. Student projects include producing professional-quality travel brochures, PowerPoint presentations of their state reports, poetry readings, video-recorded oral presentations, and handmade artifacts for their classroom museum. The activities are project-based and promote higher-order reasoning.

ACCOUNTABILITY: Our accountability measures, although varied, are not new.

INNOVATIVE TEACHING: We believe that teaching is both an art and a science. Our teaching methods are becoming more inquiry-based with discovery-learning models as we develop the artistic side of teaching; we also develop the scientific side as we use data to drive specific learning activities to remediate reading and math difficulties.

TEACHERS' INVOLVEMENT: The teachers have written the curriculum for our first interdisciplinary unit. They also serve on committees such as the Focus Committee, the Community Council, and the Trust Lands Committee.

PARENTS' INVOLVEMENT: Our parents are very involved in our interdisciplinary units. Rather than participate in traditional spelling bees and geography bees, our parents, under the direction of the NDPA Parent Organization, serve as academic team leaders (in addition to the class captains) for each grade level. They help facilitate guest speakers, field trips, and projects for the students. Parents also serve on our Focus Committee, Trust Lands Committee, Community Council, and Board of Directors.

IMPACT: Approximately 80 percent of our students achieved grade level in reading and math. Our school has made AYP every year since it opened. Also, approximately one-third of our third and fifth graders scored in the top 10 percent on one or more of the Iowa subtests.

SUCSESSES: We are pleased with the stability of our teaching staff and our student body. The turnover rate has reduced dramatically since our opening. Greater trust is building among our teachers, staff, parents, and entire school community. Activities such as our "Españolandia" bring families together to experience what a tourist would experience in Spain. The students and their families enter the gym with their visas, then buy Tapas for dinner, dance and sing, and purchase souvenirs by conversing in Spanish. We are proud of our accomplishments thus far.

NORTH STAR ACADEMY

2920 West 14010 South, Bluffdale, UT 84065
www.north-staracademy.com 801-302-9579
Director: Mark Johnson Mascot: Bear
Rep. T. Kiser Sen. H. Stephenson
U-PASS: Yes AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2005
Number of students:	500, grades K-9
Number of certified teachers:	26
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	26
Average classroom size:	25
Number of volunteer hours:	4,400



MISSION: North Star Academy was established to provide K-9 students with a safe, challenging and individualized learning environment that will help them achieve their potential and become confident, competent, productive, and responsible young adults who possess the knowledge, skills, attitude, and character necessary to succeed in high school, post-secondary education, and ultimately in employment and community settings.

GOALS/PROGRESS: Our main goal is to create a SAFE, CHALLENGING, and INDIVIDUALIZED school experience for our students. A safe environment comes from enforcement of our dress code and school rules. Teachers are trained in and successful with classroom management. Teachers and administrators work closely together to solve problems. Schedules are tight, so there is little or no down time. Our instruction is engaging and effective, and we push our students to provide high-quality work. The challenging element is provided through ability grouping and the curriculum we have chosen. To support individualized learning, we do not hold students back, nor do we overwhelm. We simply find ways to accommodate them and their needs.

LEARNING OPPORTUNITIES: We use the Schoolwide Enrichment Model (SEM), which gives our students the opportunity to participate in cross-grade, interest-based cluster activities and produce a product or service based on their group's emphasis. We utilize ability groups for math and language arts, appropriately challenging students by placing them with peers of their own ability. Students also maintain a total talent portfolio that tracks their annual gains and helps teachers prepare to teach individuals. The Core Knowledge curriculum is used to integrate the school's curriculum, emphasizing social studies and science.

ACCOUNTABILITY: We use DRA testing, a middle school equivalent, to determine reading levels. This valid testing allows us to appropriately place our students. Running records provides a constant gauge of their progress. We also use program-based testing at regular intervals to check for understanding. In accordance with the Saxon Math curriculum, our students are assessed weekly, so we always know how well a student comprehends his or her math instruction.

INNOVATIVE TEACHING: Ability grouping for math and language arts can be done across grades when necessary. Teachers collaborate daily and share lesson planning responsibility for all core subjects. Middle school follows a block schedule with four blocks per day; however, math is taught daily. This gives students much more seat time to master the math curriculum. We also have daily silent reading at the end of math class. Both math teachers are Level Four-endorsed.

TEACHERS' INVOLVEMENT: Our teachers participate in planning and delivering in-service. We meet weekly in grade-level teams and every other week as an elementary staff. The middle school teachers meet weekly to plan cross-curricular activities, as well as to discuss student issues, scheduling, etc. All teachers' input is taken very seriously.

PARENTS' INVOLVEMENT: We have a governing board made up of parents, along with a strong Parent-Teacher Organization. This organization meets monthly and participates in fundraisers, activities, etc. We also have an elected Community Council with four parent members who give input on some school policies and budgets. In addition, we hold regular board meetings which the public is invited and welcome to attend.

IMPACT: Our CRT scores are very good. They can be accessed through the USOE site, but the school-wide scores are as follows: Math 89 percent, LA 91 percent, and Science 79 percent.

SUCSESSES: Our test scores were outstanding. Two previous ninth grade students both said how well they are doing this year in high school—better than their friends. They credited North Star with preparing them well. Also, a mother of a previous student said that her daughter is a totally different person than she was before she came to NSA. She was shy and not involved in anything extracurricular, and she had several failing grades. At NSA, she became the school president, was on the honor roll every quarter, and had a leading role in a play through the drama club. She is now very successful at Riverton High School. We are very proud of her.

NORTHERN UTAH ACADEMY FOR MATH, ENGINEERING AND SCIENCE

(NUAMES)

2750 N. University Park Boulevard, Layton, UT 84041

www.nuames.org 801-402-5920

Director: Rob Stillwell

Rep. C. Oda

Sen. S. Killpack

U-PASS: Yes

AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2004
Number of students:	485, grades 9-12
Number of certified teachers:	22
Number of non-certified teachers:	1 (expired license)
Number of staff (non-teacher) FTEs:	3
Average classroom size:	23
Number of volunteer hours:	250



Collaboration in the NUAMES Chemistry Lab

MISSION: NUAMES, an early college charter high school in partnership with Weber State University, is in the business of producing future college graduates in the fields of math, engineering and science.

GOALS/PROGRESS: We had our first graduating class. Seventy-six students are attending early college at Weber State University.

LEARNING OPPORTUNITIES: We are now offering ACT Prep classes to help students attain admission to Weber State University. All NUAMES students are required to take two years of engineering.

ACCOUNTABILITY: All students are tested. The school met AYP and the U-PASS requirements. Our students are learning and making progress by all measures.

INNOVATIVE TEACHING: We are involved in a school-wide literacy initiative.

TEACHERS' INVOLVEMENT: Teachers design units to teach Utah Core Curriculum and Life Skills.

PARENTS' INVOLVEMENT: The Community Council and Trust Lands Committee were formed, both involving parents.

IMPACT: Sixty-seven out of 73 seniors (91 percent) graduated. Seventy-six students are taking early college courses. Two hundred fifty students enrolled in concurrent enrollment.

SUCCESSSES: A parent of one graduate says, "You helped our son reach his dreams and future career." An eleventh grader adds, "I feel independent for my education."

ODYSSEY CHARTER SCHOOL

738 East Quality Drive, American Fork, UT 84003
www.odysseycharter.net 801- 492-8105
Director: Nyman Brooks Mascot: Voyagers
Rep. C. Frank Sen. J. Valentine
U-PASS: Yes AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2005
Number of students:	440, grades K-8
Number of certified teachers:	24
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	24
Average classroom size:	23
Number of volunteer hours:	9,345



Small, leveled groups benefit students.

MISSION: Odyssey Charter School is a community of parents and educators working together to prepare students with the intellectual, cultural, moral, and physical balance necessary to navigate successfully the human experience.

GOALS/PROGRESS: We have reached our student achievement effectiveness goals in all subjects, including foreign language music and art, with the exception of writing. We are compliant with our NCLB HQ plan and have reached all other professional development goals. We have also reached our attendance goals and our parent involvement goals. We have achieved our board effectiveness goals, and are leaders in implementing a Policy Governance model of school governance. We have achieved our effective school-wide communication goals, scoring a “superior” rating in all related fields on an independently administered Indicators of School Quality Survey.

LEARNING OPPORTUNITIES: Odyssey’s approach is not revolutionary. We employ widely accepted, valid, time-honored curriculum and techniques. We accept every child, regardless of where he or she stands academically, and strive to move each child forward according to his or her ability. We deliver the curriculum in achievement-leveled groups for reading and math, none of which exceeds 12 students. We constantly monitor progress and modify our pedagogy appropriately. We also use the Core Knowledge sequence.

ACCOUNTABILITY: We test new students before the beginning of each school year and place them in achievement-level groups that cut across grade levels. Within these groups, students receive continuous progress monitoring and weekly or bi-weekly formal assessments to ensure mastery and progress toward end-of-level objectives. Students are placed in the groups that are most appropriate for their needs. In reading, we also test our students three times per year with DIBELS and use that data to inform our teaching.

INNOVATIVE TEACHING: We are committed to excellence in teaching. This year, 2007-2008, we are implementing a full-inclusion, three-tiered, Response to Intervention (RtI) approach school-wide. This puts Odyssey on the cutting edge of educational reform in special education. Since our founding, we have been devoted to teacher training. We have hired two Direct Instruction coaches who will constantly assess and coach teachers and instructors to ensure fidelity in the delivery of our reading and math programs and success for students. Odyssey exists for the academic success of its students. For teachers and paraprofessionals to remain at Odyssey, they must meet acceptable levels of professional performance.

TEACHERS’ INVOLVEMENT: Early dismissal one day per week allows for teacher preparation, staff meetings and training; team meetings; etc. The working committees have been Safety, Grants, Shared Governance, and LAND Trust, as well as Grade Level, TAT, and Upper/Lower Grade School Teams. We encourage and empower teachers to participate in school governance. Few operational practices or decisions are created without wide participation from the faculty and staff.

PARENTS’ INVOLVEMENT: Parents fill four of five positions on Odyssey’s Board of Trustees and serve on numerous parent volunteer committees. Last year, parents donated 9,435 volunteer hours to their children’s education at Odyssey.

IMPACT: Odyssey scored above national norms on the ITBS composite scores in the third and fifth grades. Odyssey met AYP standards and compares favorably with other local public schools and similarly organized public charter schools.

SUCCESSSES: We began requiring Latin for all students in grades four and up. We have also added a school library that is integrated with our Core Knowledge curriculum, as well as a leveled, early reading, take-home program for grades K-3. In addition to a standalone computer lab, Odyssey is in the process of installing computer mini-labs in each classroom and is on schedule to conduct all of its U-PASS assessments online by spring 2009. The state has also approved the expansion of our program to include ninth grade in fall 2008.

OGDEN PREPARATORY ACADEMY

2221 Grant Ave., Ogden, UT 84401
www.ogdenprep.org (801) 627-2066
Director: Kathy Thornburg Mascot: Eagle
Rep. N. Hansen Sen. J. Greiner
U-PASS: Yes AYP: No

2006-07 SCHOOL STATS:	Opened fall 2003
Number of students:	564, grades K-8
Number of certified teachers:	24
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	18
Average classroom size:	25
Number of volunteer hours:	4,000



MISSION: The Mission of Ogden Preparatory Academy, through a bilingual education, is to create an environment where our students will gain a passion for learning, respect for themselves and others, confidence in their own abilities, and competence to thrive as productive and responsible citizens in the global community.

GOALS/PROGRESS: Our students are becoming more engaged in competitions in math, writing and science, as well as becoming more involved in community service projects. Several grades have developed “pen-pal” relationships with students from other Latino countries. Students in grades one through six are placed in language arts and math according to their level of ability. Weekly team meetings allow teachers the opportunity to discuss whether a student’s placement is correct. Math placement drives each student’s schedule at the secondary level. Support classes are given to students at the secondary level who struggle with reading comprehension.

LEARNING OPPORTUNITIES: Seven of our teachers come from countries outside of the U.S. and bring their culture into our school. Several grade levels have developed correspondence with students from other countries. Our Character Education Program has significantly reduced the number of students referred for disciplinary action. Our focus on bullying has raised student, teacher and parent awareness of the problem and defined the steps to take to deal the problem.

ACCOUNTABILITY: All of our students are progress-monitored in math, language arts and science. In each of these content areas, the learning objectives are posted online as a part of the report card. Students and parents have access to the information teachers post from daily and weekly assessments. Teachers set learning goals for units with students. Students keep a record of their assessment scores so they can actively progress-monitor their skill acquisition in graph form or by keeping a record of their percentages. They and their parents have access to this information online.

INNOVATIVE TEACHING: Our middle school teachers in grades five through eight work together according to their content area. Math teachers meet, discuss student learning, share materials, and observe each other. This collaboration is also done in the area of language arts and science. Each of these vertical teams has developed an action research project geared toward improving student achievement.

TEACHERS’ INVOLVEMENT: Our teachers attended professional development workshops throughout the year and over the summer months. The information gained was relayed to the staff during our bi-weekly staff meetings. We analyzed the data at hand with the newly received information and made informed decisions regarding our instructional practices. This information was also valuable when we looked at the curriculum we have in the school and what we would need for the upcoming year.

PARENTS’ INVOLVEMENT: Our Parent Organization is represented on the Ogden Preparatory Academy Board of Directors. All policy and financial decisions flow from this group. The Parent Organization meets monthly, and the Directors meet every other month.

IMPACT: This past year, our UALPA scores for our primary, seventh and eighth grade students exceeded state scores. In grades three through six, we need to work on the writing skills of our students; otherwise, their UALPA scores were recorded at the Intermediate level. On the ITBS tests, our student scores in third and fifth grades were above the state’s average. Our 2006 U-PASS Report shows that our “Overall Progress” is high in science and attendance, and medium in language arts and math. We made AYP for the year.

SUCCESSSES: Sixteen of our students qualified for the Utah State Science Fair held at Weber State University. Each received placed first or second in his or her category of competition or received an award for excellence. One of the students went on to regional competition. Eight students were published in a national anthology of poetry. Fifteen percent of our third, fifth, and eighth graders were recognized as being in the top ten percent of the nation on the Iowa Test of Basic Skills.

PARADIGM HIGH SCHOOL

8681 South 700 West, Sandy, UT 84070
www.paradigmhigh.com 801-676-1018
Director: Celia Johnson Mascot: Patriots
Rep. S. Mascaro Sen. C. Walker
U-PASS: No AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2006
Number of students:	202, grades 9-12
Number of certified teachers:	9
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	3
Average classroom size:	17
Number of volunteer hours:	5,000



MISSION: Paradigm High provides a classical, liberal arts, leadership education through mentoring, discussion, service, relevance-based learning, and applying the great ideas of history as found in original works and other classics. Founded on the pillars of wisdom, virtue and relevance, our goal is to inspire the development of essential leadership and critical thinking skills. Our vision is to become a wellspring of statesmen and stateswomen who can read and think deeply, write profoundly, speak concisely, and lead with integrity in every path they pursue.

GOALS/PROGRESS: (1) Improve student learning—We saw great progress in the students' ability to analyze and problem solve. Critical thinking is a focus at Paradigm. (2) Assist in personal mission—Students wrote mission statements and learned to direct their energies and talents toward building their communities. (3) Prepare students for meaningful community service—Students learned about the students in Africa and helped fundraise for All One People, an organization that builds schools for African children.

LEARNING OPPORTUNITIES: Paradigm offers a leadership education through student-based, rather than teacher-based learning. We have an integrated, relevance-based curriculum based on the classics of every subject. Students learn *how* to think, rather than *what* to think, and learn to proactively harness their talents and knowledge and apply them to better their communities. High academic and character standards are expected.

ACCOUNTABILITY: Paradigm has a unique rubric. Students are given an assessment on a scale of one to four in each class for both academic mastery and effort. A five in any class may be obtained if the student proactively comes with a project that goes beyond the expectations of the class. Different methods of assessment are used, including oral review, projects, portfolios, and written essays and papers. A student is expected to contribute to discussion and hand in quality work.

INNOVATIVE TEACHING: Paradigm uses Socratic discussion in class to help the students learn to see things from different perspectives and form their own conclusions. Projects are used as part of the curriculum so that students receive hands-on experience and application.

TEACHERS' INVOLVEMENT: Paradigm teachers are called "mentors" because they mentor the students as the students take responsibility for their own education. They use classics and textbooks as resources and write their courses to include student-led learning projects.

PARENTS' INVOLVEMENT: Parents make up 75 percent of the governing board at Paradigm High School. Virtually all of the parents are a part of one or more FSO (Family School Organization) committees and help to direct the fulfillment of the different needs of the school. The end-of-year parent survey provides an ideal vehicle for parents to give input in the direction for the next school year

IMPACT: During 2006-07, Paradigm's opening year, we gathered strong base line information. We had 11 seniors, several of whom received scholarships to a variety of universities, including the coveted Gordon B. Hinckley full-ride scholarship.

SUCSESSES: Students at Paradigm are expected to "take hold" of their education and proactively apply it. We saw many demonstrations of this concept, including one student who wrote an entire concerto, taught the Madrigals to sing it, and conducted it in the spring concert. The Leadership II class studied the current bills that our state legislature was voting on, and attended the legislature sessions with great interest and a lot of their own opinions. They held their own session at the Capitol with a legislator. As one parent put it: "This is why I like this school so much—your interest is to try to help build (along with the parents, of course) better citizens and promote individual responsibility and growth. This is so much more difficult to do than just to pump out kids with passing grades."

PINNACLE CANYON ACADEMY

210 North 600 East, Price, UT 84501
www.pcaschool.com 435-613-8102
Director: Roberta Hardy Mascot: Panther
Rep. B. King Sen. M. Dmitrich
U-PASS: No AYP: No



2006-07 SCHOOL STATS: Opened fall 1999
Number of students: 402, grades K-12
Number of certified teachers: 22
Number of non-certified teachers: 2
Number of staff (non-teacher) FTEs: 30
Average classroom size: 20
Number of volunteer hours: 4,523

MISSION: PCA, a public charter school, provides technology-integrated academics that exceed the State Core Curriculum by helping students reach their full potential. PCA uses a variety of ongoing assessments, interventions, and current research practices in an effort to maximize the academic experience of each student. PCA collaborates with parents, students, teachers, and the community to emphasize our academic standards while simultaneously promoting the character development of our students for a lifelong journey into learning.

GOALS/PROGRESS: Technology Goal: PCA has Interactive whiteboards in each classroom for teachers to use daily for instruction. Students also work in the computer lab for half an hour a day. Each classroom has a phone, Internet-linked computers, and links to various web-based curricula and programs.

LEARNING OPPORTUNITIES: Elementary students at PCA are exposed to team teaching, looping, and direct instruction. PCA has small class sizes, with some classes as small as 15 students. Junior high/high school students are placed on tracks/pathways to facilitate CTE placement, early college placement, early graduation, etc. All students in the junior high/high school have SEOP plans that are fluid and drive individual planning to facilitate either continued education or employment upon graduation. PCA will have six students who will graduate from PCA and concurrently from the College of Eastern Utah next year.

ACCOUNTABILITY: Students in the elementary grades are assessed within the language arts program every 10 weeks. Students are grouped throughout elementary school to facilitate reading skill acquisition. All students complete DIBELS testing, CRTs and the Iowa Tests in each grade.

TEACHERS' INVOLVEMENT: PCA uses the Professional Learning Communities model, which utilizes teachers as Instructional Leaders and provides coaches to facilitate sound instructional practices and collegiate collaborations.

PARENTS' INVOLVEMENT: Parents are elected by their peers (other parents) to serve for two years on PCA's Board of Directors. The Board reviews policies for the school and provides oversight to the Chief Administrative Officer. Parents also serve on Strategic Planning Committees and give input to the Board concerning the Title I (CUSAP) and Trust Lands plans, and serve on special education policy review committees. Parents work at home or in the classroom an average of four hours per month, and in the Parent Resource Center, the library, and classrooms daily. Parents are highly involved in the governance of PCA.

IMPACT: Pinnacle Canyon Academy made AYP as a district! This is quite an achievement, with 24-30 percent of our students on IEPs.

SUCCESSSES: Pinnacle Canyon Academy continues to have many successes as a school. The school is finally located in a facility that is owned by the school. The junior high/high school is fully staffed, and enrollment is close to capacity!

THE RANCHES ACADEMY

7789 Tawny Owl Circle, Eagle Mountain, UT 84043
www.theranchesacademy.com 801- 789-4000
Director: Darren Beck Mascot: Red Hawks
Rep. K. Sumsion Sen. M. Madsen
U-PASS: Yes AYP: Yes



Governor and Mrs. Huntsman at the "Power in You" presentation

2006-07 SCHOOL STATS:	Opened fall 2004
Number of students:	375, grades K-8
Number of certified teachers:	15
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	3
Average classroom size:	25
Number of volunteer hours:	7,250

MISSION: The Ranches Academy's mission is to provide a "back-to-basics"-style education with an emphasis on reading, math, and technology literacy so our students are ready for the future. We seek to bring to the table all stakeholders in the academics of K-8 grade students, including the students, their parents, the community, teachers, and assistants. We also study this nation's past while developing functional citizens who critically assess what their participation should be as Americans.

GOALS/PROGRESS: We meet AYP objectives annually by focusing efforts on students scoring one and two, with our school showing a slight increase. Our AYP report measured success in attendance, with a rate of 94 percent. An annual parent survey reflected a successful (90 percent) satisfaction rate. Teacher surveys measure their satisfaction, as do teacher turnover rates. We experienced a drop in turnover from 24 percent to 17 percent, with most turnover being attributed to teachers' life changes, such as starting families, change in spouses' job location, and moving out of the area. We have met our goal of financial viability, as measured by ratio of revenues to operating expenses. This is proven by our consistent awards and commendations for solid financial reporting and accounting.

LEARNING OPPORTUNITIES: We offer enrichment activities for all academic levels. We have a performing choir and a classroom-based music appreciation program, and produce two original plays. We participate in the County Spelling Bee and the National Geographic Geography Bee, and have an annual Science Fair. Students can be as involved as they wish to be.

ACCOUNTABILITY: Teachers, within their grade level and section teams, are measured by peer reviews and self-assessment. Additionally, the administration and School Council conduct observations. Third and fifth grade students take the Iowa Tests, and grades one through eight take CRTs. We also utilize the Northwest Evaluation Association's MAP test, as well as computer-based and hard copy assessments to measure the match between our teaching and student learning. All assessment results, including AYP reports, are made public through newsletters and on the school website.

INNOVATIVE TEACHING: We use student ability groups by grade level to facilitate differentiation of the curriculum, thus meeting the needs of gifted and talented students while providing any needed remediation. We avoid the usual approach of ignoring the group in between for math and reading, with grade levels and section teams dividing up work on other subjects. A better atmosphere is created when everyone works collaboratively and to their instructional preferences.

TEACHERS' INVOLVEMENT: Teachers are given a basic structure and curriculum, but exercise creativity in how they deliver instruction. Teachers and assistants create grade-level curriculum maps to ensure that each grade level class aligns with the others. Teachers are invited to make suggestions on the curriculum and other areas to the administration. Educators are strongly encouraged to utilize data and research to best serve the needs of all of our students.

PARENTS' INVOLVEMENT: The school board is entirely made up of parents, who serve in elected capacities for one, two, or three years to avoid having new boards each year. This board makes all major decisions in consultation with the school's director. The Family School Organization (FSO) is the extracurricular and fundraising arm of the board, with funds being used for a variety of school activities and events. Parents are strongly encouraged to participate at board meetings and through annual surveys.

IMPACT: For 2006-2007, special education enrollment proficiency scores on the CRT improved from 27 percent to 45 percent. The emphasis on meeting and exceeding IEPs is paying solid dividends for students. Overall, proficiency scores improved in Language Arts from 81 percent to 83 percent, and in Math from 83 percent to 84 percent.

SUCSESSES: A mother and former public school teacher told the administration she was extremely grateful for the individualized approach each of her two children has received. "This [special education program] is exactly what we were not getting anywhere else. You guys know our child personally." One new staff member says, "The way I was welcomed to this staff makes me want to stay here as long as possible." And an eighth grade student adds, "I'm here because I know people know who I am and want what is best for me. I just know this is where I belong."

RENAISSANCE ACADEMY CHARTER SCHOOL

3435 North 1120 East, Lehi, UT 84043

www.renacademy.org

Director: Morgan Murdock

Rep. K. Sumpson

U-PASS: Yes

801-768-4202

Mascot: Phoenix

Sen. H. Stephenson

AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2006
Number of students:	609, grades K-8
Number of certified teachers:	33
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	7
Average classroom size:	25
Number of volunteer hours:	16,000



Students participate in a drama production

MISSION: Renaissance Academy exists to provide an educational institution where students can develop a lifelong love of learning through playing, wondering, exploring, and serving. Our foundation is the Utah Core Curriculum, along with curricula in world languages, technology, art and music, and experiential learning. An outstanding faculty, rigorous academics, and dedicated families build students who are linguists, engineers and humanitarians. Renaissance Academy helps students invest in their own future by setting high expectations, ensuring student accountability, and providing multiple opportunities to learn. Families form the structure of our environment by volunteering; serving on committees; contributing time, effort, and money; and acting as examples of the humanitarian spirit we seek to embody in our students.

GOALS/PROGRESS: Improve student learning. Achieve excellence across the board through administration of proper measurement tools. Provide and maintain a safe and conducive learning environment. Establish and maintain a strong special education department with aims of integration and individual success.

LEARNING OPPORTUNITIES: Our school follows the Utah State Core Curriculum using Spalding and Houghton Mifflin. There is a strong school-wide emphasis on literacy, utilizing Reading Recovery and STAR to provide support and remediation. In math we use drill and practice with conceptual and hands-on learning. Our music program is based on the *Kodaly Concept*, and in fine arts we use *Meet the Masters*. Our world language program offers Spanish, Mandarin and Arabic. We also offer various after-school activities, including basketball, Spirit Club, ballroom dance, drama, and chess.

ACCOUNTABILITY: We administer CRTs, the ITBS, and the DRA. We also administer the DIBELS test three times a year. Utilizing results from these assessments, additional support and monitoring is provided for students below grade level. The administration conducts frequent classroom observations and two formal evaluations of all teachers each year. Our academic director and special education director work closely with the staff to ensure teachers have training and resources and that students' academic needs are met.

INNOVATIVE TEACHING: Teachers are provided with tools that promote the education of well-rounded students, involving the major traditions of learning in languages, humanities, sciences, mathematics, and the arts. Teachers are trained in Spalding and Differentiated Instruction. We have adopted Love and Logic for our school and parent community.

TEACHERS' INVOLVEMENT: We offer the following: (1) one week of professional development at the beginning of the year; (2) leadership team, subject representatives in each grade level, common preparation times, regular faculty meetings/trainings and grade level team planning, and committee meetings; and (3) frequent administrative and staff collaboration to review, evaluate, and implement best teaching practices and to set individual, grade level, and school-wide goals.

PARENTS' INVOLVEMENT: Very dedicated and involved parents serve on the Board of Directors and on various committees, are regularly assisting teachers and students, and serve as chaperones for field trips as well as national and international trips.

IMPACT: Renaissance Academy uses state-of-the art teaching methods and technology to develop and instill in all students a love for learning. We promote high academic achievement and combine the spirit of enlightenment from the Renaissance Era with the innovation and knowledge of the Information Age.

SUCSESSES: In our first year, Renaissance Academy met adequate yearly progress in all subjects, including 100 percent in Geometry, and surpassed state and district scores. Our art teacher and program were ranked second in the state by Artsonia, and additionally received an outstanding leadership award. Our ballroom dance team received two bronze; one silver, and one gold ribbon in a local competition; two silver ribbons at the regional level; and a bronze medal at the state level, as well as the Spirit Award.

RONALD REAGAN ACADEMY

1143 West Center, Springville, UT 84663
www.reaganacademy.org 801-489-7828
Director: Warren Shenk Mascot: Falcons
Rep. A. Tilton Sen. M. Madsen
U-PASS: Yes AYP: No

2006-07 SCHOOL STATS: Opened fall 2005
Number of students: 615, grades K-8
Number of certified teachers: 30
Number of non-certified teachers: 0
Number of staff (non-teacher) FTEs: 7
Average classroom size: 25
Number of volunteer hours: 8,200



MISSION: Reagan Academy's mission is to build an excellent academic foundation for all students, ensure that each child is challenged and progressing, and inspire integrity and a spirit of citizenship.

GOALS/PROGRESS: Improving student learning: Student progress is closely monitored through formal and informal assessments. Educational programs and curricula are adjusted as needed to help the further educational progress of the students. Faculty members and parents are focused on the same educational goals. All full-time teachers are certified by the state of Utah, with training provided to keep the faculty current in curriculum innovations and implementation in the classroom.

LEARNING OPPORTUNITIES: Reagan Academy offers electives to the students in an "extended learning program" where teachers and parents collaborate on activities for exceptional students. A wide range of after-school activities are offered, in partnership with parents, to students in grades K-8. Teachers are also able to integrate technology easily in to the Core Curriculum with the use of mobile laptop labs that make it easier to put technology in the hands of the students.

ACCOUNTABILITY: Reagan Academy has purchased the use of the MAP test, a computerized testing system that tracks the progress of students in language arts and math. This assessment system is used three times during the school year with an optional summer assessment to allow us to effectively monitor the gains made by our students and the success of our programs.

INNOVATIVE TEACHING: We utilize the Core Knowledge program along with Utah Core Curriculum.

TEACHERS' INVOLVEMENT: We encourage our teachers to participate in the design and implementation of the curriculum in two main ways. First, they participate as members of teams within the school that focus on anything from academic scheduling and content to after-school activities. Second, we consistently pass new information and proposals on to the staff for input and opinions before making policy or curriculum changes.

PARENTS' INVOLVEMENT: First and foremost, the members of the Board of Trustees of Reagan Academy all have children who attend the school. Secondly, we rely on parent participation on our site-based action teams. Within these teams, parents and teachers collaborate on many issues facing the school. We also encourage classroom participation by parents, as evidenced by the number of volunteer hours that are donated to our school each year.

IMPACT: A large portion of the visible impact consists of the advancement of students in our leveled programs, as they become ready for more challenging work. Since opening in the 2005-06 school year, we have met AYP standards every year and have scored above state averages in many subjects across grade levels.

SUCCESSSES: One parent says, "At my daughter's previous school, she was not challenged, resulting in her being held back. I did not want my son to follow this same path. I want both of my children to be challenged academically. Reagan Academy has provided a challenge to my daughter. She is now two levels above her grade in math. Everyone I have met has exceeded my expectations. It seems like everyone tries hard for the group as a whole. I could have not found a better place for my children."

SALT LAKE ARTS ACADEMY

844 South 200 East, Salt Lake City, UT 84111
www.saltlakeartsacademy.org 801-531-1173
Director: Amy Wadsworth Mascot: Salamanders
Rep. D. Litvack Sen. S. McCoy
U-PASS: Yes AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2003
Number of students:	245, grades 5-8
Number of certified teachers:	11
Number of non-certified teachers:	1
Number of staff (non-teacher) FTEs:	1
Average classroom size:	20
Number of volunteer hours:	800



Performance preparation for the Annual Gala

MISSION: The mission of the Salt Lake Arts Academy is for all students to become thoughtful, capable contributors to the world community who will take responsibility for shaping its decisions and designs.

GOALS/PROGRESS: As we have monitored our student academic and artistic achievements, we have noted that the longer they are at the Arts Academy, the greater their success. Student engagement in learning is very high. Anecdotal reports show that students are happy and well connected to their learning.

LEARNING OPPORTUNITIES: At the SL Arts Academy, students receive a tightly integrated education that connects themes, skills, and content across the day. As we are located in downtown, our students utilize community resources to support their education. Our library is the main Salt Lake City Public Library. All students have UTA passes to enable travel throughout the city so that they may attend programs and activities that support learning. All classes are multi-aged, except science and TLC. Every student receives instruction in music, visual arts, dance, or drama as part of his or her daily schedule.

ACCOUNTABILITY: We have developed an assessment that identifies student progress in reaching “Standards for Excellence.” Students are provided with feedback through a rubric that measures proficiency in skills, as well as content understanding, effort, participation, preparation, and risk-taking. Students are asked to embed the arts into their cross-curricular projects, and are assessed on artistic merit as well as understanding.

INNOVATIVE TEACHING: Social studies and language arts curricula are integrated into a block called Humanities. Humanities classes are multi-aged—fifth/sixth and seventh/eighth. We offer an A/B curriculum that switches each year for each group. The arts classes integrate themes and content from the humanities while providing students with the necessary skills and techniques in each art form. Annually, students create and produce an original theatrical production based on their work in humanities and arts. The production becomes an authentic assessment of their acquired understanding of core ideas and skills.

TEACHERS’ INVOLVEMENT: Teachers follow the Core Curriculum, but draw from many resources when designing and implementing their programs. Because ours is a thematic and integrated approach to learning, no one program or textbook other than our math program is appropriate. Our teachers are very actively involved in the design and implementation of the learning program.

PARENTS’ INVOLVEMENT: Our Governing Board is predominantly made up of parents and former parents. In addition to this, we have a Parent Leadership Association that meets monthly to assess needs and provide support to the school. Parents are also assigned to a “parent village” that provides a community that meets four to five times during the year.

IMPACT: Our students have continued to test well above the state average on the CRT’s. In particular, we have noted that math achievement is exceptionally high: 98 percent of our eighth grade graduating class achieved all fours on the CRT.

SUCSESSES: All of our students participated in an end-of-year musical theatre production that students wrote, designed, and performed. This production was performed for more than 1,000 people at the Rose Wagner Theatre. Our Science Olympiad team took third place in the State Competition. Students also placed third in the State Math Counts competition.

SOLDIER HOLLOW CHARTER SCHOOL

2002 South Olympic Drive, Midway, UT 84049
Website not available 435 654-1347
Director: Charles Weber Mascot: Osprey
Rep. G. Snow Sen. K. VanTassell
U-PASS: Yes AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 1999
Number of students:	143, grades K-8
Number of certified teachers:	8
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	0
Average classroom size:	18
Number of volunteer hours:	5,475



MISSION: Our mission is to create a school that utilizes place-based education to foster autonomous, lifelong learning through knowledge of and responsibility for the environment.

GOALS/PROGRESS: We have developed cross-curricular lesson plans using the State Core to focus on the study of our environment and support our students in applying basic skills to real-life experiences. An added art teacher helps other teachers in the social studies and science areas, enabling students to apply art skills to various projects as well.

LEARNING OPPORTUNITIES: We regularly use our outdoor surroundings as a classroom, providing the unique opportunity to allow students to see nature at work, as well as the mistakes we make by wasting the environment. This year, our students were able to travel to Wyoming to participate in the Teton Science School. This experience allowed our students to focus on the environment and the natural habitats of animals within their environment.

ACCOUNTABILITY: We post and inform students and parents of state standards in all curriculum areas. We ensure that teachers weave these standards into their lessons and help students understand that they will be tested on these items during the year-end CRT tests. We are developing project-type activities that allow our students to expand upon the concepts they are learning, rather than just pass them off on a worksheet.

INNOVATIVE TEACHING: We are developing a literacy program that will be second to none. We have strengthened our teaching approaches and lengthened our literacy teaching time. We have added basal instruction, leveled readers, the Six Traits of Writing, and word recognition and retention activities in all areas of the curriculum. We have also strengthened our curriculum by crossing many curricula that drive our reading, language and math skills.

TEACHERS' INVOLVEMENT: Teachers are intimately involved in the process of assessing our program and making any changes necessary for improvements. They have attended Words Their Way workshops, DIBELS assessment training, and Six Traits of Writing classes. Our principal is involved in the Principals' Literacy Institute through the State Office, bringing back materials and training to share with parents and teachers to develop a school-wide literacy program. This summer our staff took part in curriculum mapping that allowed the planning of cross-curricular units to incorporate the arts in as many areas as possible.

PARENTS' INVOLVEMENT: Six out of seven members of our governing board are elected parents. Their input is essential in the establishment of our academic goals and review of test scores. In-services for teachers are approved and implemented based on their input. We also have a very active PTO that aids in the planning and implementation of activities for students, including various educational field trips and assemblies.

IMPACT: We have seen an improved attitude toward accountability from our students and parents. We have an increased number of parents volunteering in the classroom and through our STAR tutoring program. We have extended our STAR Tutoring to Peer Tutoring and see great results. We are seeing better CRT test results and, more importantly, more enthusiasm for learning from our students. We have added kindergarten and already see the positive effect on our first grade program.

SUCCESSSES: We continue to grow both in numbers and in developing a strong literacy program that will help our students and their achievement. To see our entire school community, teachers, students, and parents support and get involved has been very rewarding. We worked on a school garden, developing compost bins, designing and building grow boxes in the shape of our school logo, and adding a greenhouse and hydroponics gardening. Our school won Platinum status in the Gold Medal Fitness Program. Students in the third and fifth grades earned high achievement honors on the Iowa Tests.

SPECTRUM ACADEMY

575 Cutler Drive, North Salt Lake, UT 84054
http://www.spectrumcharter.org 801- 936-0318
Director: Jamie Christensen Mascot: Giraffe
Rep. P. Neuenschwander Sen. D. Eastman
U-PASS: No AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2006
Number of students:	190, grades K-8
Number of certified teachers:	8
Number of non-certified teachers:	2
Number of staff (non-teacher) FTEs:	13
Average classroom size:	15
Number of volunteer hours:	7,000



MISSION: Spectrum Academy is dedicated to providing an enriching and challenging research-based educational environment. We support children individually and help them reach their fullest potential academically, socially, and emotionally. Through the dynamic partnership of students, parents, teachers, and community, we set high expectations for our students' achievements, happiness, and community inclusion as young adults.

GOALS/PROGRESS: Goal 1: Improve student learning. Students have participated in statewide assessments and are making overall progress. A traditional grading system has been put into practice and a new Tier Two intervention curriculum implemented for reading/language arts K-8. Goal 2: Improve social skills. Spectrum Academy is using Michelle Winner's Social Thinking curriculum school-wide. Instruction is delivered on a daily basis, and students are assessed as to individual progress using a rubric at the end of each reporting period. Goal 3: Improve sensory processing. Students are improving sensory processing through group time with an occupational therapist working with the ALERT program. Social Thinking and individual IEP goals also address sensory processing. Improvement is measured by individual IEP and OT goal requirements as well as teacher observation.

LEARNING OPPORTUNITIES: Spectrum Academy provides learning opportunities that uniquely fit the needs of students with Autism Spectrum Disorders. We incorporate social thinking curricula, behavioral interventions, and sensory processing activities, along with the general curriculum on a daily basis, to serve the needs of our students.

ACCOUNTABILITY: Initial testing is done with each student at the beginning of the year or upon enrollment to determine placement in our leveled curriculum. Formative assessments are given at the end of each unit to inform teachers whether or not further instruction in reading/language arts and math is necessary. Progress with IEP goals is measured as indicated with each goal and reported every nine weeks. Social Thinking progress is monitored by teacher observation, assignments and rubrics.

INNOVATIVE TEACHING: All students receive Tier Two intervention instruction using research-based curricula. Students receive Tier Three intervention as needed. Social Thinking and sensory integration training are infused with the general curriculum.

TEACHERS' INVOLVEMENT: Teachers were invited to evaluate curricula and make the decision as to which curriculum would be best for the students. Most decisions are collaboratively made and then reevaluated for effectiveness.

PARENTS' INVOLVEMENT: Parents were the founders of Spectrum Academy. They wrote the purpose, mission and goals of our school, and they currently constitute 60 percent of the Board of Directors. Any major governance decisions are made with parental input. Parents are also involved members of the school's strategic planning team.

IMPACT: The 2006-2007 school year was the first year Spectrum Academy was open, so we look forward to measuring progress this year. State testing shows progress. Student attitudes and parent comments reflect positive outcomes as a result of attendance at our school.

SUCCESSES: Tremendous growth in the independence level of certain students has been realized. We have been able to assess students and determine PLP where traditional schools have had no success. Parents indicate that their lives have changed because their children WANT to come to school now!

SUCCESS ACADEMY—SO. UT CENTER FOR COMPUTER, ENGINEERING AND SCIENCE STUDENTS

351 West University Blvd, Cedar City, UT 84720

www.successacademy.org 435- 865-8790

Director: Vickie Wilson

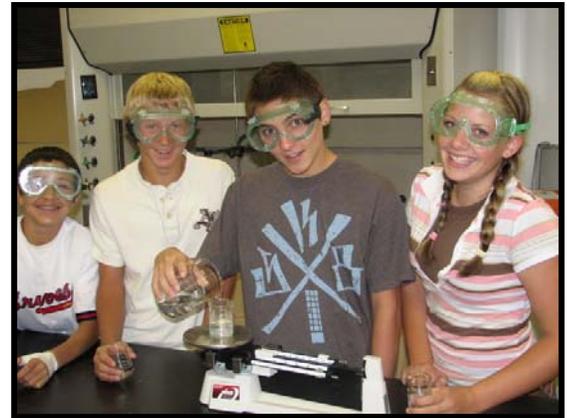
Rep. D. Bowman

Sen. D. Stowell

U-PASS: N/A

AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2005
Number of students:	194, grades 9-12
Number of certified teachers:	8
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	2
Average classroom size:	22.6
Number of volunteer hours:	80



Creed: Arete'—Diligence in the Pursuit of Excellence

MISSION: SUCCESS Academy is an Early College High School offering Southern Utah students the opportunity to accelerate their learning through collegiate-level instruction while attending high school.

GOALS/PROGRESS: Goal #1: To improve student learning. Progress: (1) Implementation of 9th Grade Learning Skills Boot Camp, (2) implementation of CRISS learning strategies, and (3) University Study Skills Course. Goal #2: To improve student academic performance. Progress: (1) 98 percent pass rate on UBSCT, (2) 90 percent proficiency on Biology CRTs, 60 percent proficiency on Chemistry CRTs, and 99 percent proficiency in LA CRTs. Goal #3: To enable students to become independent thinkers. Progress: (1) Student participation in Science Fair, Science Olympiad, and other Science/Math competitions, (2) participation in Science Research class, and (3) school participation in NCSSSMST.

LEARNING OPPORTUNITIES: SUCCESS is unique because of its rural constituency. We actively recruit students from populations underrepresented in math, science, engineering, and computer technology; those who are first-generation college students; and minority students. SUCCESS is a vehicle by which students access an advanced, specialized course of study not typically available in the traditional system. Many students will earn an associate's degree while earning their high school diploma. We offer tuition-free college courses to our students beginning in the 10th grade.

ACCOUNTABILITY: SUCCESS is a competency-based school. Our grading system is A, B, C, F; Ds are not given. Students must reach a competency level of 70 percent to receive credit in courses offered on our campus. University courses follow the guidelines in place at those institutions.

INNOVATIVE TEACHING: We represent a unique Early College High School model, as we are one of the few rural Early College High Schools in the nation. Since our school is located on university/college campuses, students have access to college courses as well as area high schools for electives and extracurricular activities. Our small school cohort philosophy emphasizes rigor, relevance, and relationships.

TEACHERS' INVOLVEMENT: Teachers were involved in the initial development and implementation of the curriculum for our college preparatory ninth grade year. Our faculty represents a cross-curricular team whose approach to learning is not compartmentalized, with the right combination of academic expertise, solid teaching technique, and innovative vision to ensure that students are getting the optimum combination of academic and experiential learning.

PARENTS' INVOLVEMENT: Parents are involved through our Community Council/LAND Trust Committee and on our Board of Trustees. Parents are also involved with student activities and recognition through our Student Support and Student Recognition Committees. Parents are surveyed every year with regard to all aspects of school climate.

IMPACT: Our cohort group structure, after-school mentoring program, and innovative teaching techniques positively affected grades and test scores. For example, our students scored well above the state average in all areas on the CRTs. Our proficiency scores were 90 percent Biology, 60 percent Chemistry, 96 percent 9th LA, 100 percent 10th LA, and 100 percent 11th LA. On the UBSCT, we had a pass rate of 100 percent in Reading, 98 percent in Math, and 97 percent in Writing. On the ACT, our 9th graders averaged 21.5 and our 10-11th graders averaged 25.7. Additionally, our 10-11th graders earned 2,193 college concurrent credits.

SUCCESSES: We had two students attend the NCSSSMST Research Symposium at the Honors College at the University of Arkansas. As one senior says, "At SUCCESS we are challenged. And when we aren't challenged, we feel free to challenge ourselves. At the traditional high schools, there is a social stigma that originates from becoming too smart or 'seeing with brighter eyes.'"

SUCCESS CHARTER SCHOOL

4122 South 1785 West, Taylorsville, UT 84119

www.graniteschools.org/ss/success/ 801-964-4258

Principal: Curt Hansen

Motto: More, Before and Better!

Day Coord: Diane Austin

Evening Coord: Ron Muir

Rep. K. Holdaway

Sen. E. Mayne

U-PASS: N/A

AYP: Yes

2006-07 SCHOOL STATS:

Number of students:	46, grades 7-12
Number of certified teachers:	3
Number of non-certified teachers:	1
Number of staff (non-teacher) FTEs:	1
Average classroom size:	8-10
Number of volunteer hours:	200

Opened fall 1999



MISSION: Granite School District's Success Charter School is a multi-faceted school that provides alternative educational opportunities focusing on probation students with the Third District Juvenile Court. Our mission is to (1) Provide a safe and desired learning environment for all students; (2) identify, adapt and teach to the great variety of learning levels and styles; (3) accommodate and meet the behavioral needs of our students; (4) facilitate academic success by adapting the Core Curriculum to each student's needs, levels, and unique learning style; and (5) transition students back to the public school setting, or assist the courts with any needed information for a more restrictive environment.

GOALS/PROGRESS: Judges, probation officers, students, and parents continually request our alternative education service. There is renewed parental interest in the student's education, when each student is instructed in his or her learning style. An action plan is made where behavioral needs are identified, discussed, and accepted by student, parents, probation officers and teachers. Students are mainstreamed to a public school or to a more restrictive program.

LEARNING OPPORTUNITIES: Our focus is on math, reading, communication, and behavioral skills. Students are allowed, through concurrent enrollment in a high school, to take classes that meet their individual needs (e.g., athletics, drivers' ed., dance, and vocational classes). While attending Success, students are instructed in their unique learning style to improve their math and reading skills.

ACCOUNTABILITY: Evaluations from parents and probation officers indicate that the students' attitudes toward education have changed. Attendance has risen to 90 percent. Probation officers are notified at once when a student is absent or late. A summary letter is provided to the court stating the student's academic successes, behavior, tardies and absences.

INNOVATIVE TEACHING: We are a tutorial program focusing on math and reading. There are small classes with individual tutoring at the students' learning level.

TEACHERS' INVOLVEMENT: Teachers adapt the Math and Reading Core Curricula to each student. We broaden their horizon through exposure to the community and cultural events (e.g., the Salt Lake Library, U. of U. Art Museum, Springville Art Museum, Hale Theatre, Utah Ballet, etc.). We have two professional art teachers working with our students.

IMPACT: Students are pre-tested upon entrance. All state-mandated tests are given. AYP is passed each year due to the length of time (90 days) the students are in the program. On the CAT and the WRAT, students' average gain over 90 days is 6.3 months. Attendance is dramatically improved, given the fact that these students have a history of truancy. Although there is a wide variety of prior school disruptive behavior, ethnicity, and gang involvement, students' behavior has greatly improved. We had only one safe school violation in the 2006-07 year.

SUCCESSSES: "Without the help and support of everyone working at Success, I don't think I would've made it as far as I have. Thank you for showing me the right path and for always believing in me."—Student

"I'm so blessed to have stumbled across these teachers. This was my last chance and only chance for another shot at school. They have helped me in so many ways."—Student

"Through the understanding and compassion of the staff at Success, my son has achieved a sense of responsibility and self-worth. He enjoys going to school again and has a renewed desire to learn."—Parent

"In a few brief months, my foster daughter has gone from being a sullen and hostile student to a student who is upbeat and excited to be in a supportive and rich learning environment."—Parent

One mom shared that her daughter had never learned her times tables. The daughter was so embarrassed by this, she wanted to drop out of school. After only one day at Success, she grasped her times tables and was excited about school for the first time in years.

SUMMIT ACADEMY

1285 East 13200 South, Draper, UT 84020
www.2summit.org 801-572-4166
Director: Steve Crandall Mascot: Falcon
Rep. G. Hughes Sen. H. Stephenson
U-PASS: Yes AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2004
Number of students:	562, grades K-7
Number of certified teachers:	17
Number of non-certified teachers:	2
Number of staff (non-teacher) FTEs:	5
Average classroom size:	25
Number of volunteer hours:	2,500



MISSION: Summit Academy's mission is to provide a rigorous educational environment based on the principles of high academic achievement and individual discovery for the benefit of all students. The instruction in these programs builds from year to year, allowing students to develop a solid foundation and further ensuring their future success. Summit's faculty and staff are trained to recognize individual learning styles, enabling them to teach Summit's academic program in dynamic and meaningful ways.

GOALS/PROGRESS: At Summit Academy, instruction builds from year to year, allowing students to develop a solid learning foundation to which they can add each year. Progress is best shown by Summit's ability to maintain high student test scores while continuing to add new students. Also, the faculty and staff at Summit are trained to recognize different learning styles in students and to incorporate teaching methods to accommodate those styles of learning.

LEARNING OPPORTUNITIES: In addition to the Utah State Core Curriculum, students are exposed to instruction in visual arts, music, dance, theatre, orchestra, choir, athletics and foreign languages. Summit also offers its students a unique leadership training curriculum that incorporates the Franklin Covey leadership model.

ACCOUNTABILITY: Summit emphasizes individualized instruction and assessment of students. The student's achievement level is monitored by regular observation of instruction and review of educational objectives. Student progress is monitored through DIBELS for language arts and specialized math probes to measure achievement and progress.

INNOVATIVE TEACHING: At Summit, students are divided into small instructional groups according to mastery level in language arts and math in order to keep student-to-instructor ratios as small as possible. The groups are not labeled by ability but rather focus on achievement, proficiency, and academic progress. Summit's focus is on using the previous experience and knowledge of students to help foster greater individual development and independence.

TEACHERS' INVOLVEMENT: The elementary grades focus on a team model to develop, coordinate, and deliver instruction. The grade-level teams meet on a weekly basis in order to plan, develop, and modify instructional goals and intended outcomes. Grade-level team leaders meet bi-weekly with administrators in order to coordinate instruction across the grades and facilitate the implementation of school-wide goals. The teachers also coordinate with the administration and their grade-level teams to develop and provide enhancement programs to the students.

PARENTS' INVOLVEMENT: Summit currently has a five-member board, with each member being a parent of students at the school. That closeness to the students gives Summit the unique ability to keep the primary focus of the school on the students and on increasing student outcomes.

IMPACT: Summit Academy students continue to earn the highest test scores of any school located within the boundaries of the Jordan School District. For example, in Language Arts, Summit's CRT District pass rates were second in the state for first grade, third in the state for second grade, and fourth in the state for third grade.

SUCCESSSES: Summit Academy is proud of its many previously mentioned academic successes for the 2006-07 school year. We are equally proud of the financial and statistical excellence awards earned by the school. Summit also earned the Gold Medal School designation for creating a Healthy School Community. Summit's teachers exhibit the best in professionalism and dedication, which was recognized when elementary teacher Shokai Tyler was named Teacher of the Month by *Utah Family* magazine. Finally, Summit Academy's student leadership model has provided the forum for individual students to exhibit and grow their leadership skills.

SYRACUSE ARTS ACADEMY

2893 West 1700 South, Syracuse, UT 84075
www.syracuseartsacademy.org 801-779-2066
Director: Jan Whippey Mascot: Dragons
Rep. P. Ray Sen. S. Killpack
U-PASS: Yes AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2006
Number of students:	532, grades K-6
Number of certified teachers:	22
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	14
Average classroom size:	25 maximum
Number of volunteer hours:	Over 14,000 hours



MISSION: Syracuse Arts Academy develops respectful, confident citizens in a solid educational environment enriched by artistic expression.

GOALS/PROGRESS: Goal 1: Students will participate in an integrated learning/arts program. The school has a full-time integrated arts specialist and a music specialist supporting the teachers as they integrate the core and the arts. Students also reach the targets identified by the USOE in the arts (music, theatre, movement, and visual art). Goal 2: One hundred percent of students, including those with disabilities, will participate in arts integration through exhibits, performances or supporting roles in exhibits. After-school activities include three choirs, piano/violin lessons, a yearly school-wide musical, and other options. Goal 3: One hundred percent of students will create portfolios demonstrating learned skills from the Core Curriculum. Students share portfolio work at four conferences throughout the year. Goal 4: Increased student respect for the educational environment, learning, and positive peer interactions. Students participate in the presidential service award program, volunteer in the media center, and participate in character education. Each fourth, fifth and sixth grade classroom supports a younger peer buddy classroom, and sixth grade students help with programming a new mobile computer lab.

LEARNING OPPORTUNITIES: Learning through integrated arts instruction supports artistic performances, opportunities to study with community experts, and meaningful learning experiences for students to make connections between self and content. Struggling students are supported in tiered instructional groups using scientifically based materials.

ACCOUNTABILITY: Teachers map the curriculum for the year and administer a pre/post block test every six weeks, and students participate in online testing to help teachers adjust instruction according to students' needs and in preparing students for high-stakes testing. All students participate in DIBELS, and students below benchmark are monitored for progress every two weeks. School-wide emphasis is given to student achievement. An intervention team meets twice monthly to discuss student achievement and student needs. Every student is given a monthly fluency probe, and scores are monitored for progress. Student involvement in the monitoring of success is an integral part of achievement.

INNOVATIVE TEACHING: Three-tiered instruction has been implemented in language arts. All students receive general education instruction based on the core, some students receive additional interventions from the classroom teacher, and still others receive additional instruction targeted and focused on individual needs in small groups, generally on a daily basis. General education instruction is multi-sensory-based due to the integration of the arts, and students are motivated and excited to participate. Teaching and learning is a dynamic process based on student need.

TEACHERS' INVOLVEMENT: Teachers often attend workshops and conferences to share learning with the staff. Teachers are members of committees looking at curriculum and teacher professional development needs. Teachers identify areas in which to receive professional development. Teachers meet weekly to collaborate on integrated arts and the implementation of effective instruction, assessment, and student achievement needs.

PARENTS' INVOLVEMENT: Each parent is a voting member of the Parent Organization. A parent representative sits on the Syracuse Arts Academy Board, and representatives are also involved on the School LAND Trust board. Parents provide feedback on a yearly survey that helps to direct the efforts of the school. The board has developed a policy, including a parent feedback box in the school, to encourage active parent input and access to the board. The board reviews the comments on a monthly basis and utilizes these to direct policymaking at the school.

IMPACT: Syracuse Arts Academy posted remarkable student achievement scores for the 2006-2007 school year. End-of-level scores are available on the USOE Assessment website. Nearly 43 percent of third and fifth grade students were in the top 10 percent of the nation on Iowa Test of Basic Skills.

SUCSESSES: All of the teachers were excited about integrating the arts.

THOMAS EDISON CHARTER SCHOOL-NORTH

180 East 2600 North, North Logan, UT 84341
www.thomasedisoncharterschool.org 435-787-2820
Director: Scott Jackson Mascot: Eagles
Rep. J. Draxler Sen. L.. Hillyard
UPASS: Yes AYP: Yes



Constitution Day Balloon Launch

2006-07 SCHOOL STATS:	Opened Fall, 2002
Number of students:	394, grades K-8
Number of certified teachers:	22
Number of non-certified teachers:	2
Number of staff (non-teacher) FTEs:	15.75
Average classroom size:	25
Number of volunteer hours:	9,174

MISSION: The mission of Thomas Edison Charter School is to provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding, and complex society.

GOALS/PROGRESS: Students are regularly assessed to measure student growth and to evaluate the effectiveness of teaching methods. We assess students monthly in reading comprehension, spelling, phonics and mathematics; tracking scores and adjusting instruction based on the scores. We have also developed our own Skills Mastery Tests and assess students at the beginning and end of the school year. We follow all testing requirements described by UPASS.

LEARNING OPPORTUNITIES: Our school is distinctive for many reasons: (1) We challenge the intellect and teach fundamental skills. (2) We teach to a higher standard and expect that all students will achieve. (3) Regular homework is given. (4) We foster a close relationship between teachers and parents. (5) Mutual respect is the key to behavior at our school. Children gain a solid foundation in academic areas that are crucial to be thinking adults. (6) Accountability is expected. Examinations, grading, and reports are essential so that students may come to know their own strengths and limitations.

ACCOUNTABILITY: Students are assessed regularly to measure student growth and to evaluate the effectiveness of teaching methods. We assess students monthly in reading comprehension, spelling, phonics and mathematics; tracking scores and adjusting instruction based on the scores. We have also developed our own Skills Mastery Tests and assess students at the beginning and end of the school year. We follow all testing requirements described by UPASS.

INNOVATIVE TEACHING: We use the Spalding Method, a total language arts approach providing sequential, multisensory instruction. Literature study includes basic applications such as main idea, character and literary appreciation. Math is taught daily using the Saxon mathematics series to develop clarity of thought, logic skills, abstract thinking, self-reliance in thinking, and stress memorization of math facts. Students memorize and recite selections of prose or poetry every six weeks. This helps them develop the skill of depending on their minds and provides an opportunity for oral modeling while helping them commit to memory fine selections of literature.

TEACHERS' INVOLVEMENT: Teachers are thoroughly trained in the learning program, and participate weekly in additional training and brainstorming in areas of implementation.

PARENTS' INVOLVEMENT: The Thomas Edison Charter School program was originally established by parents, who wrote the charter. The curriculum is prescribed based on effective school research. All five school board members are parents of students at the Thomas Edison Charter School North Campus. We also have an active Parent Organization.

IMPACT: The depth of the Thomas Edison Charter School curriculum shows that we continue to make progress each year. Our test scores continue to rise, as evidenced by UPASS scores and our monthly testing of basic skills. 84% of our students in grade 1 scored at the proficient level in language arts. 80% of second grade students were proficient. 82% of students in grades 3-8 were proficient. Math scores showed that first and second grade students were 85% proficient. 78% of students in grades 3 – 8 were proficient in math. Thomas Edison Charter School North made Adequate Yearly Progress.

SUCCESSSES: Our students are our success stories. This year, our Parent Organization sponsored our first Art & Literature contest. It was highly successful, voluntary competition. Most of our students participated and the results were amazing. A parent, who is also a publisher, remarked about the high quality of work from our students. One of our fifth grade students told us that he loved Thomas Edison Charter School "because we learn." That says it all.

THOMAS EDISON CHARTER SCHOOL-SOUTH

1275 West 2350 South, Nibley, UT 84321

www.thomasedisoncharterschool.org

Director:

Rep. S. Wyatt

UPASS: Yes

435-752-0123

Mascot: Eagle

Sen. P. Knudson

AYP: Yes



2006-07 SCHOOL STATS:

Number of students:	446, grades K-8
Number of certified teachers:	20
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	13.55
Average classroom size:	23
Number of volunteer hours:	8,053

MISSION: The mission of Thomas Edison–South is to provide students with the knowledge, tools, and discipline to become successful Americans who will become high achievers in our ever-evolving, demanding and complex society. We accomplish this through a well rounded, stimulating academic curriculum focused on elemental skills development, in a structured classroom environment, with strong parental involvement. We use a multi-sensory approach to facilitate all learning modes and enhance higher-level thinking. We want students to become skilled readers, critical listeners, accomplished speakers, proficient writers, astute decision makers, logical problem solvers, and lifetime learners.

GOALS/PROGRESS: Our first measure of progress is in the 160 student growth from the first to second year. The second measure is in student achievement, with scores improving over the first year. The third measure is in the improved application of our curriculum through in-depth teacher training. The fourth measure is in customer satisfaction. The retention of families in the arena of school choice and the frequent positive feedback from them speak well. The fifth measure is in feedback from former students who tell us how well they are doing as they advance through their schooling.

LEARNING OPPORTUNITIES: The Spalding language arts program is an integral part of the curriculum and the teaching method it espouses reflects the teaching philosophy employed at Thomas Edison. Spalding integrates listening, speaking, spelling, reading, and writing into all subjects, thus solidifying principles learned. Students are encouraged to do their best as they stretch to meet their potential, finding value and a purpose in the acquisition of knowledge. The Saxon math program is used to provide continuity and offer frequent integration of new concepts with those already taught.

ACCOUNTABILITY: As part of the public school system, we emphasize “public.” Our program is always open to the community to view without notice. This creates a warm and accepting environment. We actively seek input and feedback through meetings, surveys and face-to-face interactions. We also measure the progress through monthly assessments in reading, spelling, and mathematics. Additional assessments are done at the beginning and end of each school year.

INNOVATIVE TEACHING: Teachers are expected to use an explicit instructional teaching philosophy (Seven Steps of Instruction or Collins Model). This ensures consistency across grade levels and from teacher to teacher for the benefit and security of students. Teachers use a variety of motivational methods to stimulate an exciting learning environment.

TEACHERS’ INVOLVEMENT: Teachers “buy in” to the Thomas Edison teaching philosophy at the time of hire. Thereafter, teachers work together with each other, administrators, parents, and board members to further coordinate and strengthen the learning program so that all areas of emphasis are at the highest level of quality possible.

PARENTS’ INVOLVEMENT: All parents who become part of our school participate in an orientation to learn our mission and goals. From this base of knowledgeable parents is selected a leadership group for the parent organization who support the school through a variety of volunteer activities, including committee work (such as curriculum, textbook and literature selection, etc.). A Governing Board is also selected from this broad base of parents. They serve in the same capacity as other public school governing boards in the state of Utah.

IMPACT: We have completed our second year with 160 new students and many new staff. We improved upon the first year by showing growth in reading comprehension and spelling at a higher rate (based on standardized instruments). Spelling growth averaged 1.52 (grade equivalent) for the first eight months while reading comprehension averaged a growth of 1.68 (grade equivalent).

SUCCESSSES: Our school continues to be recognized as a Gold Medal School, has a high percentage of students scoring well on the Iowa Test of Basic Skills. One of our students, a state winner in the Utah History Fair, successfully participated in the National History Fair at the University of Maryland in June. We have added a new addition, increasing our size by one-third. The most frequent comment from former students (comparing their current instruction to ours) is that “we already learned this from Thomas Edison.”

TIMPANOGOS ACADEMY

55 S Titan Trail, Lindon, UT 84042
www.timpacademy.org 801-785-4979
Director: Errol Porter Mascot: Titans
Rep. S. Sandstrom Sen. J. Valentine
UPASS: Yes AYP: Yes



2006-07 SCHOOL STATS: Opened Fall, 2002
Number of students: 473, grades K-8
Number of certified teachers: 25
Number of non-certified teachers: 1.5
Number of staff (non-teacher) FTEs: 6
Average classroom size: 25
Number of volunteer hours: 13,000

MISSION: "To be a model of excellence in education"

GOALS/PROGRESS: Our students continue to excel in their testing. They continually perform above the norm. We continue to have high behavioral expectations. We provide an excellent learning environment.

LEARNING OPPORTUNITIES: Our school is a certified visitation Core Knowledge school. We provide a rigorous back-to-basics education to all students. Students are expected to achieve high academically as well as behaviorally.

ACCOUNTABILITY: We assess our students monthly on Language Arts and weak areas are addressed as needed. We also do regular assessments in the other areas of the curriculum and make adjustments as necessary.

INNOVATIVE TEACHING: We implement our curriculum in a very consistent manner. We do not tell teachers how to teach but what they teach is very specific. We also provide training to all of our teachers in all areas of our curriculum.

TEACHERS' INVOLVEMENT: Teachers are very involved in all aspects of our school. They are part of committees and teacher's opinions are always respected as an important data point as decisions are made.

PARENTS' INVOLVEMENT: Our governing board is made up of seven parents. Six of the seven board members are elected. The financial officer is an appointed position.

IMPACT: On the IOWA Tests, Timpanogos Academy students have consistently obtained test scores that are above the national average, above the state of Utah average, and above the local Alpine School District's average.

3rd grade Math / Language Arts Test Results 2006

	Math	Language
Timpanogos Academy	68	56
Alpine School District	54	53
Utah - State Average	48	48

5th Grade Math / Language Arts Test Results 2006

	Math	Language
Timpanogos Academy	81	60
Alpine School District	54	59
Utah - State average	52	53

8th Grade Math / Language Arts Test Results 2006

	Math	Language
Timpanogos Academy	76	76
Alpine School District	57	57
Utah - State Average	53	52

SUCSESSES: At the beginning of the 2006-07 school year, two students were reading at a pre-k level. By the end of the year, they had both increased their reading 2 grade levels and are nearly on grade level with their peers.

TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS

1100 Tuacahn Drive, Ivins, UT 84738
Tuachanhs.org 435-652-3201
Director: Bill Fowler Mascot: Titans
Rep. D. Clark Sen. J. Hickman
UPASS: Yes AYP: Yes



2006-07 SCHOOL STATS: Opened Fall, 1999
Number of students: 219, grades 9-12
Number of certified teachers: 14
Number of non-certified teachers: 1
Number of staff (non-teacher) FTEs: 5
Average classroom size: 19
Number of volunteer hours: 1,250

MISSION: The mission of Tuacahn High School for the Performing Arts is to create an unparalleled environment where students can maximize their potential academically and artistically. Tuacahn High School is committed to partnering with faculty, home and community to make our school a world-class international experience.

GOALS/PROGRESS: Progress toward goal is measured by graduation rates, post high school attendance and growth (by choice = attendance). Grad rate: 96% Post High Ed. Rate: 79% Attendance: 94%

LEARNING OPPORTUNITIES: Learning Opportunities revolve around our new "Academy Model" where students must not only complete core curriculum classes but also select a performance academy. We have also moved to a modified "Block Schedule" where we offer students 8 courses per week.

ACCOUNTABILITY: We measure accountability in four formats: 1) Graduation rates, 2) Post High School Attendance, 3) Standardized Test Scores, and 4) School Attendance.

INNOVATIVE TEACHING: Tuacahn's "Academy Model" has been designed to further enhance the core curriculum classes with a student's individual preference for one of five performance areas at THS. By providing students with a more in-depth learning experience in their chosen field of performance, Tuacahn better prepares its graduates for their experience in higher education areas of dance, music, theatre acting, technical theatre and musical theatre. This method of "reverse mapping" beginning in the 9th grade has been labeled as a charter school "masterpiece in innovation." Tuacahn HS also has a mandatory "Friday Tutorial" program which stipulates that students whose grades are not at a "C" level or higher must attend a 35 minute tutorial session with a teacher after school for individualized tutoring.

TEACHERS' INVOLVEMENT: Tuacahn has a strong and proactive School Improvement Committee consisting of faculty, administration and parent/community involvement. These committees consistently analyze the curriculum, review test results, and design in-service training and instructional needs. Teachers meet several times each term to discuss curriculum expansion, classroom management and test results.

PARENTS' INVOLVEMENT: Tuacahn has an extremely active Parent Teacher Organization (PTO) and a very involved Parent Advisory Council (PAC). Parents have a strong and active voice in school governance and policy issues.

IMPACT: Innovative Practices Results:

- 1) Senior volunteer projects are now mandatory for volunteer performance: 2008
- 2) Academy Selection is mandatory with student tracking and performance requiring academic eligibility
- 3) Graduation Rate '07 = 96%
- 4) Post High Attendance = 79% (28% above state average)
- 5) Sutherland Institute Reports Tuacahn H.S. standardized test scores are highest in Washington County high schools. thirteenth highest in state.

SUCCESSES: AYP passed for 2006-07. Moved to higher division against schools ten times our size and still won Shakespeare Festival Competition 2006 (5th straight year). Won SUU student Art Festival. Selected as "Best Madrigal Choir" to perform in Wash. D.C. for First Lady Laura Bush. 96% graduation rate. 94% Attendance Rate. Top five student graduates received academic/performance scholarships to Harvard, Dartmouth, Univ. of Utah, Boston Conservatory of Music & Drama, and Dixie State College. A was selected Utah High School "Actor of the Year." Teacher Christy Hall was chosen "Outstanding Teacher" and is a national finalist for "Teacher of the Year." Artistic Director Jan Shelton Hunsaker was nominated for the National Foundation for the Advancement of the Arts "Teacher of the Year." Theatre Department is nominated to participate in the National Theatre Festival in Edinburgh, Scotland.

UINTAH RIVER HIGH SCHOOL

988 East 7500 South, Ft. Duchesne, UT 84026
www.uiteducation.com 435-725-4088
Director: Bryon Richardson Mascot: Warrior
Rep. J. Mathis Sen. K. VanTassell
UPASS: N/A AYP: Yes

2006-07 SCHOOL STATS:	Opened Fall, 1999
Number of students:	58, grades 9-12
Number of certified teachers:	4
Number of non-certified teachers:	2
Number of staff (non-teacher) FTEs:	4
Average classroom size:	15
Number of volunteer hours:	800



MISSION: Our vision is to create strong leaders who take pride in their cultural identity, become productive lifelong learners, and who are competent, confident, respectful, young adults. Our mission is to ensure that all students receive a unique, quality education through a culturally relevant educational environment using creative and diverse teaching strategies.

LEARNING OPPORTUNITIES: URHS is unique in that the Northern Ute culture is welcomed on a daily basis in and out of the classroom. As a majority of the students are Native American, the school climate is one that celebrates the heritage and cultural foundation of the original inhabitants of the Uintah Basin.

ACCOUNTABILITY: By using formative and summative data, we are continuing to improve the use of testing to hold the staff and students accountable for academic progress.

INNOVATIVE TEACHING: We have a staff and faculty who work closely with one another to create a climate of acceptance and cultural understanding. We believe a student attending URHS should be valued as a tribal individual contributing to the greater community.

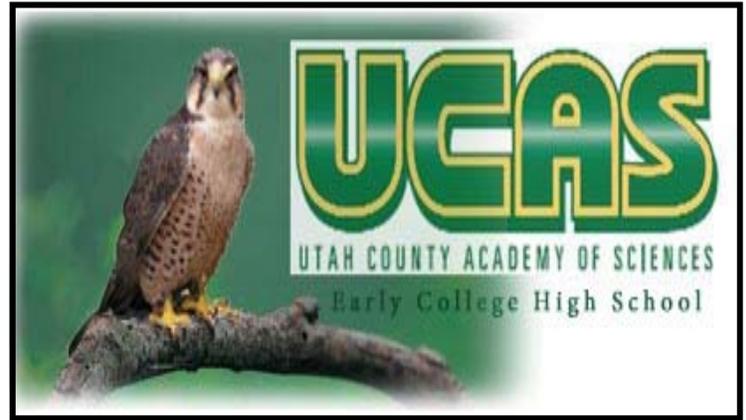
TEACHERS' INVOLVEMENT: Through teacher and administration collegiality, we are able to focus on student achievement and a more unified curriculum. We have diverse group of teachers who are provided opportunities for professional development throughout the school year.

PARENTS' INVOLVEMENT: Parent committees are an integral part of the governance of the school. There are many committees that parents can participate, including the governing board, Trust Lands, Class Committees, and Fundraising Committees to name a few.

SUCCESSSES: In the spring of 2007, we had the opportunity to have acclaimed poet and screenwriter Jimmy Santiago Baca come to our school to speak at our assembly and read some of his writings. He also brought some of his own students to read their work. His speech was inspirational and motivational for all that were involved.

UTAH COUNTY ACADEMY OF SCIENCES

940 West 800 South, Orem, UT 84058
www.ucas.k12.ut.us 801-863-2222
Director: Clark Baron Mascot: Falcon
Rep. B. Daw Sen. M. Dayton
UPASS: Yes AYP: Yes



2006-07 SCHOOL STATS:	Opened Fall, 2005
Number of students:	309, grades 10-12
Number of certified teachers:	14
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	7
Average classroom size:	22.25
Number of volunteer hours:	422

MISSION: “Our Mission is to provide a quality public education to a diverse student population emphasizing science and technology in a safe, supportive environment allowing students to earn two years of college credit and their high school diploma in a dual campus setting.”

GOALS/PROGRESS: Our students are being very successful. Eighty percent of graduates earned an associates degree from UVSC.

LEARNING OPPORTUNITIES: The majority of our classes are regular UVSC or UVSC concurrent enrollment, with the students each earning about 60 college credits while attending UCAS. Our classes are taught at a college level with assistance available including daily study hall, free daily tutoring, access to UVSC math, writing, and physics tutoring programs. We provide close monitoring of student progress, with one counselor for each 110 kids.

ACCOUNTABILITY: Assessment for college readiness begins early in the 10th grade year as 100% of UCAS students take the PLAN test. By allowing students to have an early testing experience the learning outcomes are then reviewed with a counselor during an SEOP. Assistance for future testing is discussed which allows students to prepare to take the ACT and COMPASS test that then determines readiness for UVSC courses take on the college campus.

INNOVATIVE TEACHING: We are an “Early College High School” with a goal to help our students succeed in college classes. We use a variety of instructional techniques with close attention paid to the individual student progress.

TEACHERS’ INVOLVEMENT: Each teacher is given the responsibility to teach the approved Utah State and UVSC curriculum and to go beyond the minimum curriculum whenever possible. We provide inservice and extra paid days for teachers to accomplish this task.

PARENTS’ INVOLVEMENT: UCAS has an active PTSO which provides input to the school. In addition, three of our board members and five of our school community council members are parents.

IMPACT: Eighty percent (40 out of 50) of this year’s UCAS graduates earned an associates degree from UVSC. It appears that UCAS has the highest 11th grade IOWA test scores in UTAH at 83. One hundred percent (100%) of our students earned college credits in 2006-07.

SUCCESSSES: 100% in college, 80% associates degree, top of the state in standardized test scores. Hardworking great kids at a great school. “We move fast, get a lot done, and there is less wasted time.” – Student “We could not afford college. If it were not for UCAS, my kids would not have a college experience.” – Parent “Thanks for all you do! My daughter has earned 21 college credits this year.” -Parent

WALDEN SCHOOL OF LIBERAL ARTS

250 West 500 North, Provo, UT 84601

www.waldenschool.us

801-374-1545

Director: Diana West

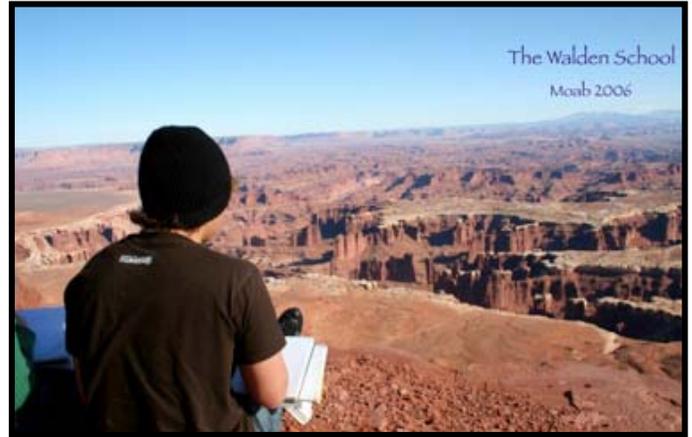
Rep. C. Herrod

Sen. C. Bramble

U-PASS: Yes

AYP: Yes

2006-07 SCHOOL STATS:	Opened fall 2004
Number of students:	102, grades 7-12
Number of certified teachers:	9
Number of non-certified teachers:	1
Number of staff (non-teacher) FTEs:	5.5
Average classroom size:	15
Number of volunteer hours:	950



MISSION: Walden is a place where social, emotional and academic growth are valued equally, where students see possibilities, make meaningful choices, take risks, make mistakes, and emerge with a stronger sense of identity, belonging and purpose. It is a place where critical thought, creativity and independence are nurtured; where empathy, cultural awareness and tolerance are valued. At Walden, we champion student choice and autonomy, authentic research and project work. Our mission is to develop competent, self-motivated learners dedicated to making positive contributions to society.

GOALS/PROGRESS: Walden has consistently met the goals and objectives stated in our charter. In the 2006-07 year, 92 percent of our students passed the language CRTs and 81 percent passed the Math CRTs. It should be noted that 50 percent of our students were economically disadvantaged and 20 percent of our population had learning disabilities. More importantly, we continue to foster a learning environment that is welcoming and engaging to students. Over 95 percent of our students chose to return to the school this fall. Students are learning how to plan and execute project work.

LEARNING OPPORTUNITIES: Walden emphasizes authentic learning experiences and provides opportunities for fieldwork, community service, interaction with professionals and participation in local, national and international expeditions. Last year, expeditions included a month-long language, culture, and service expedition to San Miguel, Mexico; a science expedition to a research facility in Keno Bay, Baja; camping in Havasupai in the Grand Canyon; and a writing workshop at Sarah Lawrence College. A wide variety of professionals and community members shared their expertise with students in the classroom.

ACCOUNTABILITY: Accountability is measured in traditional and nontraditional ways. Standard assessments such as objective and essay tests, research papers, and quizzes are utilized along with less traditional forms of accountability such as project work, self-assessment, student-designed assessment, and authentic field and project work with an outside audience. Seniors are required to present portfolio work to a review panel before graduation.

INNOVATIVE TEACHING: Innovative practices include project learning, student choice in assignments, technology use, multi-age and multi-ability groupings, team teaching across the curriculum, and expeditions. At Walden, we strengthen students' talents and overcome learning struggles by using small class sizes, emphasizing project work, providing student-centered learning experiences, and offering a variety of assessment methodologies. Students work on a level that's productive for them—we accelerate gifted students and provide one-on-one remediation for struggling students.

TEACHERS' INVOLVEMENT: Our learning program is brainstormed, designed and implemented by teachers and administrators, with student and parent input. Teachers embrace our mission and vision, which is anchored to solid, research-based principles of learning. Curriculum development is a democratic group process with a positive, energetic dynamic. We plan together at Friday afternoon meetings, teacher workdays, and extensive summer professional development retreats.

PARENTS' INVOLVEMENT: The Walden Parent/Community Council, composed of and governed by parents and interested community members, oversees and administrates a variety of tasks, including fundraising, technology management, academic enrichment, event planning, and policy review. The president of the Council sits on the Board of Trustees. Three of our six board members are parents.

IMPACT: Our juniors scored second highest in Utah on the ITBS, and our eighth graders scored fourth. We were the only junior high in Provo to make AYP; 92 percent passed the language arts CRTs, and 81 percent passed the math CRTs.

SUCCESSSES: A junior won the National Scholastic Young Writer's award and was invited to Carnegie Hall. Another student is a National Merit semifinalist. All of our special education students passed at least one CRT, and most passed all three. One student says, "You have to work harder here, but it's real learning, not just worksheets." A parent says, "I love the Walden School. Teachers understand that there is more to life than how many days children are in class and that there is more to learn than what can be taught in a classroom."

WASATCH PEAK ACADEMY

414 North Cutler Drive, North Salt Lake, UT 84054
www.wasatchpeak.org 801-936-3066
Director: Sandy Shepard Mascot: Patriot
Rep. P. Neuenschwander Sen. D. Eastman
U-PASS: Yes AYP: Yes



2006-07 SCHOOL STATS:	Opened fall 2005
Number of students:	333, grades K-6
Number of certified teachers:	12
Number of non-certified teachers:	0
Number of staff (non-teacher) FTEs:	8
Average classroom size:	24
Number of volunteer hours:	12,850

MISSION: Wasatch Peak Academy will provide a meaningful educational experience utilizing service-learning and dual-language instruction to inspire in students (1) a genuine appreciation for community and country, (2) a willingness to embrace leadership opportunities, (3) a perpetual enthusiasm for learning, and (4) a standard of individual academic excellence.

GOALS/PROGRESS: We made AYP on the Spring 2007 CRT tests. Our school is young and our staff has attended numerous professional development opportunities that have enhanced their instructional practices and enhanced student progress. Providing continual opportunities and funding for those professional activities is an indicator of enhanced professional practices. Students participate in a minimum of two service-learning opportunities per year. Service learning is tied to Core Curriculum standards, and reflection activities are an important part of the instructional process. All students are provided with daily Spanish instruction, and students are immersed in the Spanish language throughout the week. Our positive parent survey responses are a good indicator of continual growth in this area.

LEARNING OPPORTUNITIES: Our students have many unique learning opportunities because we operate on a middle school model, with students going to several different classes daily. Classes include service-learning, Spanish, hands-on social studies and science, music, art, PE, library and computer. We have small class ability grouping in language arts and math. Our Power Hour exploratory classes are offered once per week to students in grades three through six.

ACCOUNTABILITY: Students take mastery tests, fluency counts, and spelling and vocabulary tests as part of the weekly accountability in language arts. Saxon Math unit tests and nightly homework practice keep parents involved in the progress of their children. CRT, ITBS and writing assessment information is shared with parents at conferences. Students hold one-on-one conferences with teachers. TAs and parents assisted with the STAR Reading program, and special education students use the Listening Program. During the second term, students in grades one through six worked weekly on UTIPS in our tech lab. Kindergarten students' progress is monitored with U. of U. Kindergarten testing.

INNOVATIVE TEACHING: Classes are limited to 25 students. We offer direct instruction with small literacy and math groups, Spanish instruction for all students, and over 40 service-learning opportunities aligned with Core Curriculum standards. Major emphasis was given in our project for students in Africa, where two of our teachers traveled to deliver items and work with African students.

TEACHERS' INVOLVEMENT: Teachers participate in evaluation of the school and administration. They work as a group to make productive changes to curriculum and instruction. With a principal change mid-year during 2006-07, they cooperatively assisted in defining the goals of the school and developed a process for problem solving and decision making.

PARENTS' INVOLVEMENT: Parents contribute a minimum of 30 hours per year at WPA, participating and assisting in classrooms. The parent organization runs all student events, and all of our school committees have parent members. Our parents complete two surveys a year to give the board and administration important feedback.

IMPACT: Our fourth-to-sixth-grade proficiency scores in Language Arts (83 percent, 94 percent, and 84 percent) and Math (83 percent, 81 percent, and 79 percent) are indicative of the progress we are making. Our students are learning a second language and will apply lifelong citizenship skills as they develop, participate and reflect on service-learning projects.

SUCCESSSES: The school community has made an outstanding transition to new leadership, and the parents, staff and board are working together as a cohesive, cooperative team providing a quality educational experience. Students' service-learning reflection journals are wonderful reading. They tell of the service they give others, and demonstrate the success of our charter goal of building character, enthusiasm, and leadership skills by serving our community.

Utah Public Charter Schools Opening in the 2007-2008 School Year

CANYON RIM ACADEMY

3005 South 2900 East, Salt Lake City, UT 84109
www.canyonrimacademy.org 801-474-2066
Director: Merry Fusselman
Rep. P. Riesen
Sen. P. Jones

Opening fall 2007-2008
Anticipated number of students: 475, grades K-6



MISSION: Cultivate an environment of academic excellence where all children stretch to achieve their maximum potential and enjoy the fruits of personal academic accomplishment.

GOALS:

1. Eighty-five percent of continuously registered CRA students will score three or four (proficiency) on end-of-level Criterion-Referenced Tests (CRTs) in language arts, math, and science (grades four, five, and six in science).
2. CRA students will demonstrate adequate yearly progress in math, science, language arts and writing assessments each year until all students perform at math, language arts, and science proficiency levels by 2014.
3. CRA students will exceed the average performance levels of students in the state in language arts, math, and science as measured by CRTs.
4. Eighty percent of CRA students will perform above the 50 percentile on the Iowa Test of Basic Skills (ITBS) in grades three and five.
5. One hundred percent of all students will participate in U-PASS testing.
6. CRA will attain a 95 percent attendance rate.
7. One hundred percent of students will show competency on curriculum-based assessments.

C.S. LEWIS ACADEMY

364 North SR 198, Santaquin, UT 84655
www.cslewisacademy.org 801-754-3376
Director: Jason Finch
Rep. P. Painter
Sen. M. Madsen

Opening fall 2007-2008
Anticipated number of students: 190, grades K-6



MISSION: The mission of C.S. Lewis Academy is to create a dynamic learning environment where students develop a love of learning through self-critique and self-motivation. An intensive study of literature combined with a collaborative effort between parents, students, and educators will empower students to engage in independent and creative thinking, problem solving, and effective communication. C.S. Lewis Academy is committed to developing a diverse school community and to instilling values of responsibility, accountability and respect.

GOALS:

1. Improve student learning by requiring each student to improve reading skills one grade level each calendar year.
2. All students will improve their technical writing skills across the curriculum. Technical writing is described as nonfiction writing that provides precise information, delivers instruction, or reports factual information.
3. All students will improve their writing skills across the curriculum. Writing skills are the abilities a writer uses to produce a piece of effective writing appropriate to the purpose/audience by manipulating ideas, organization, voice, word choice, sentences, and language conventions.
4. Reading Comprehension: Students will have the ability to link new learning with their prior knowledge and experiences.

DUAL IMMERSION ACADEMY

1155 Glendale Drive, Salt Lake City, Utah, 84104
www.diacharter.org 801-972-1425
Director: Julia Barrientos
Rep. B. Ferry
Sen. S. McCoy

Opening fall 2006-2007
Anticipated number of students: 350, grades K-6



MISSION: The mission of DIA is to provide a dual immersion curriculum in Spanish and English which creates students who are bilingual, biliterate and cross-culturally aware; challenges and stimulates students' academic growth; fosters positive identity, social responsibility, creativity, respect, courage and integrity; values diversity; nurtures students within a positive learning environment encouraging self-discipline and self-esteem; embraces family and community involvement; and prepares graduates for leadership roles in our global community.

GOALS/PROGRESS:

1. Improve student learning.
2. Oral Language Development: English language learners will increase fluency in Spanish, and Spanish-language learners will increase fluency in English.
3. Create and develop biliteracy for all students.
4. Academic Achievement: All students will meet or exceed district standards for academic achievement.
5. Implement effective parental involvement. A parent leadership organization will design a plan to involve as many parents as possible in a variety of ways. We will specifically plan ways to involve Latino parents.
6. Provide professional development opportunities.
7. Provide tutoring that ensures student success.
8. Provide a multicultural education to all students.
9. Connect academic content to real-world learning experiences.

EDITH BOWEN LABORATORY SCHOOL

Utah State University, 6700 Old Main Hill, Logan, UT 84322
Cehs.usu.edu/eb 435-797-3088
Director: Mark Peterson Mascot: Little Blue
Rep. F. Hunsaker
Sen. L. Hillyard

Opening fall 2007-2008
Anticipated number of students: 300, grades K-5



MISSION: Through collaborative partnerships, the Edith Bowen Laboratory School serves the state of Utah and the nation as a unique and dynamic educational institution. It fosters a diverse, interactive, and inviting school environment where the community of learners extends from kindergartner to adults. The school commits itself to building capable, life-long learners through developmentally appropriate education, applied research, and innovative educational practices.

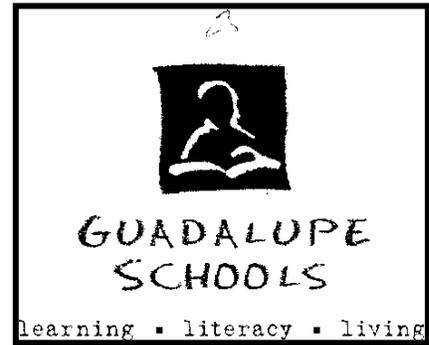
GOALS/PROGRESS:

1. Our programs incorporate many principles and concepts in order to create an environment based on best practice and constructivism. Examples of this include well articulated and organized curricula that address content, attitude, process, application, creativity and integration; team teaching; experiential programming; diverse, balanced assessments; an exceptional media center and support faculty; and master teachers.
2. The second element of our school's mission is to support the pre-service teachers attending Utah State University. The school will host over 500 collegiates during the 2007-08 school year. It is imperative that the work we do at Edith Bowen be a model for future teachers. The delivery and pedagogy they observe and are trained in must be sustainable in other public schools.
3. The faculty and staff will also be supported in presenting at national and state conferences in support of the third element in our mission statement. Edith Bowen faculty members will be encouraged to seek out professional development opportunities as time and funding allow. Teachers who have the opportunity to learn new teaching methods will be encouraged to share this information through in-service blocks during faculty and team meetings.

GUADALUPE SCHOOLS

340 South Goshen Street, SLC, UT 84104
www.guadalupe-schools.org 801-531-6100
Director: Victoria Mori
Rep. D. Litvack
Sen. F. Fife

Opening fall 2007-2008
Anticipated number of students: 95, grades K-3



MISSION: To teach economically disadvantaged children and non-English-speaking adults the vision and skills needed to live productive, rewarding lives.

GOALS:

1. Improve student learning.
2. Provide a safe learning environment.
3. All educators will meet Utah's definition of "professionally qualified."
4. Guadalupe Charter School faculty, parents, students, and partnering community have a shared responsibility for education.

KARL G. MAESER PREPARATORY ACADEMY

532 North State Street, Lindon, UT 84042
www.maeserprep.org
Director: Michael Westover
Rep. S. Sandstrom
Sen. J. Valentine

Opening fall 2007-2008
Anticipated number of students: 200, grades 9-12



MISSION: Karl G. Maeser Preparatory Academy exists to provide a rigorous, classical, college-preparatory education through use of the Great Books curriculum and the Socratic method of instruction, and to help students in grades nine through twelve acquire and refine communication and critical skills; think clearly, carefully and logically; explore the literary, cultural, and scientific foundations of today's global civilization; and prepare for university admission and study.

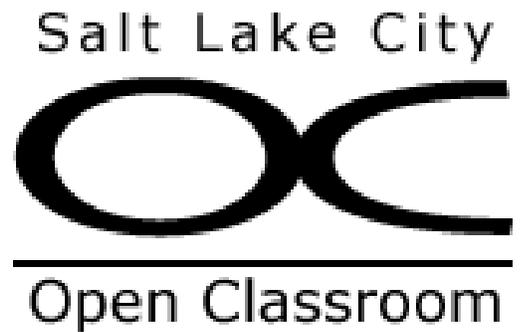
GOALS:

1. Improve student learning.
2. Support parental choice and input in their children's education and increase choice of learning opportunities for students.
3. Encourage the use of different and innovative teaching methods.
4. Provide opportunities for greater parental involvement at the school level.
5. Create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school.

OPEN CLASSROOM CHARTER SCHOOL

134 D Street, Salt Lake City, Utah 84103
www.ocslc.org 801- 578-8140
Director: Jeffrey Herr
Rep. R. Becker
Sen. S. McCoy

Opening fall 2007-2008
Anticipated number of students: 320, grades K-8



MISSION: The Open Classroom Community, through a cooperative environment, will empower children to become responsible, lifelong learners.

GOALS:

School-wide:

1. Fully develop and solidify the middle school portion of all curricular areas not only to align with the core but also to be a natural continuum of the K-6 curriculum.
2. Development of curricular rubrics to assist students in developing a deeper and broader understanding of their learning process.
3. Continued teacher professional development and support in the implementation of the Words Their Way spelling program. Continued monitoring *and* analysis of comprehensive spelling inventories and skill assessments.
4. Full implementation and refining of the three-hour literacy instruction block. Continued utilization of parent co-ops/specialists in small group learning environment for low-income and special education students in math and reading to help improve proficiency. Use of these strategies with LEP students to maintain high proficiency standards.
5. Fully align Calendar Math and Math Investigations K-8 for curricular continuity.
6. Development of a school-wide foreign language program.
7. Examination of the possibility of training all teachers in gifted/talented strategies to develop a school-wide enrichment program.
8. Use of parent co-ops to expand middle school explorer course opportunities to students (state TLC Core).

SALT LAKE SCHOOL FOR THE PERFORMING ARTS

2166 South 1700 East, Salt Lake City, UT 84106
www.saltlakespa.org 801-466-6700
Director: Shalee M Schmidt
Rep. L. Wiley
Sen. R. Romero

Opened fall 2006
Anticipated number of students: 110, grades 9-12



MISSION: The Salt Lake School for the Performing Arts seeks to instill in its students the life skills of creativity, confidence, collaboration, communication and leadership. SLSPA will encourage self-expression, nurture self-esteem, and challenge the imagination, along with the opportunity to learn from the finest performers and educators in their fields. The school will nurture the values of individual accomplishment and independence. SLSPA's faculty and staff will work with students to encourage individual creativity. By providing such an environment, SLSPA will strive to graduate people who can work independently and creatively. The desire of Salt Lake School for the Performing Arts is to create a positive learning and performing experience for all students, and provide the knowledge and inspiration to advance their art.

GOALS: Students participate in entry-level classes such as Voice I; Piano I; Drama I-II, III-IV, and V-VI; Dance I; Tap I; Musical Theatre Production; and Stage Craft. Professionals provide a solid arts foundation. The school performed a production of *Les Miserables* produced and directed by Utah Light Opera. Students participated in a number of school productions, including the Utah Shakespearean Festival Competition, *Henry V*, *Oklahoma!*, SLSPA's Spring Showcase, class productions, and community events. SLSPAs senior class graduated eight students in its first year. A collaborative environment began to take shape between Highland High and Salt Lake School for the Performing Arts, redefining procedures for the unique relationship being forged between the traditional and charter schools. SLSPA has begun its NAAS accreditation process as a Special Purpose School. The school has been accepted into the Utah High School Activities Association in the 4A division.

Utah Public Charter Schools Opening in the 2008-2009 School Year



Emerson Alcott Academy (chartered by the Utah State Board of Education)

Roosevelt—Grades K-8

Deb Richards, Board Chair

435-722-8677

bbusiness@ubtanet.com

Gateway Preparatory (chartered by the Utah State Board of Education)

Cedar City—Grades K-8

Thomas Sewell, Board Chair

866-433-1388

<http://gpacharter.org/>

board@gpacharter.org

Merit College Preparatory Academy (chartered by the Utah State Board of Education)

Springville—Grades 9-12

Jennifer Theobald, Board Chair

801-787-7669

jennitheobald@gmail.com

Providence Hall (chartered by the Utah State Board of Education)

Herriman—Grades K-6

Gary Martin, Director

801-910-2939

www.providencehall.com

gary.martin@monticelloacademy.net

Quest Academy (chartered by the Utah State Board of Education)

Clinton—Grades K-9

Brandy Beckman, Board Chair

801-773-7965

www.questacademycharter.net

bbeckman@questacademycharter.org

Rockwell Charter High School (chartered by the Utah State Board of Education)

Saratoga Springs—Grades 9-12

Redge Hudson, Board Chair

801-768-2903

www.rockwellhigh.net

rhudson@theranchesacademy.com

Salt Lake Center for Science Education (chartered by Salt Lake City School District)

Salt Lake City—Grades 6-9

Larry Madden, Board Chair

801-578-8270

larry.madden@slc.k12.ut.us

Utah Virtual Academy (chartered by the Utah State Board of Education)

Kearns—Grades K-12

Lori Harmon, Board Chair

866-788-0364

loriubah@xmission.com

Venture Academy (chartered by the Utah State Board of Education)

Ogden—Grades K-8

Susan Hardy, Board Chair

801-374-1545

monty@venturelearning.com

Charter School Distribution by House District – 2006-2007

House District 3 – Rep. Jack R. Draxler

Fast Forward High School
InTech Collegiate High School
Thomas Edison Charter School – North

House District 4 – Rep. Fred R. Hunsaker

Edith Bowen Laboratory School

House District 5 – Rep. Scott Wyatt

Thomas Edison Charter School – South

House District 9 – Rep. Neil Hansen

DaVinci Academy of Science and Arts
Ogden Preparatory Academy

House District 13 – Rep. Paul Ray

Syracuse Arts Academy

House District 14 – Rep. Curtis Oda

NUAMES–No. Utah Acad. for Math, Engineering, and Science

House District 15 – Rep. Douglas Aagard

North Davis Preparatory Academy

House District 20 – Rep. Paul Neuenschwander

Legacy Preparatory Academy
Spectrum Academy
Wasatch Peak Academy

House District 23 – Rep. Jennifer Seelig

Guadalupe Schools

House District 24 – Rep. Ralph Becker

City Academy
Open Classroom

House District 26 – Rep. David Litvack

Dual Immersion Academy
East Hollywood High School
Salt Lake Arts Academy

House District 27 – Rep. John Dougall

Mountainville Academy

House District 29 – Rep. Janice Fisher

Monticello Academy

House District 31 – Rep. Larry Wiley

Salt Lake High School for the Performing Arts

House District 34 – Rep. Kory Holdaway

Success Charter School

House District 36 – Rep. Phil Riesen

Canyon Rim Academy

House District 37 – Rep. Carol Spackman Moss

AMES – Academy for Math, Engineering and Science

House District 38 – Rep. Eric Hutchings

Entheos Academy
Navigator Pointe Academy

House District 40 – Rep. Lynn Hemingway

Beehive Science and Technology Academy

House District 41 – Rep. Todd Kiser

American Preparatory Academy
Channing Hall
North Star Academy

House District 47 – Rep. Steven Mascaro

Itineris Early College High School
Paradigm High School

House District 51 – Rep. Greg Hughes

Summit Academy

House District 54 – Rep. Gordon Snow

Soldier Hollow Charter School

House District 55 – Rep. John Mathis

Moab Charter School
Uintah River High School

House District 56 – Rep. Kenneth W. Sumsion

Lakeview Academy
Ranches Academy
Renaissance Academy

House District 57 – Rep. Craig Frank

John Hancock Charter School
Karl G. Maeser Preparatory Academy
Lincoln Academy
Odyssey Charter School

House District 58 – Rep. Stephen E. Sandstrom

Timpanogos Academy

House District 60 – Rep. Bradley Daw

Noah Webster Academy
UCAS – Utah County Academy of Sciences

House District 61 – Rep. Keith Grover

Freedom Academy

House District 62 – Rep. Christopher Herrod

Walden School of Liberal Arts

House District 65 – Rep. Aaron Tilton

Ronald Reagan Academy

House District 66 – Rep. Michael Morley

American Leadership Academy
Liberty Academy

House District 67 – Rep. Patrick Painter

C.S. Lewis Academy

House District 68 – Rep. Richard Wheeler

CBA Center

House District 69 – Rep. Brad King

Pinnacle Canyon Academy

House District 72 – Rep. Delmar Bowman

SUCCESS Academy

House District 74 – Rep. David Clark

George Washington Academy
Tuacahn High School for the Performing Arts

Charter School Distribution by Senate District – 2006-2007

Senate District 1 – Sen. Fred Fife

East Hollywood High School
Guadalupe Schools
Monticello Academy

Senate District 2 – Sen. Scott McCoy

City Academy
Dual Immersion Academy
Open Classroom
Salt Lake Arts Academy

Senate District 3 – Sen. Gene Davis

Beehive Science and Technology Academy

Senate District 4 – Sen. Patricia W. Jones

AMES – Academy of Math, Engineering and Science
Canyon Rim Academy

Senate District 5 – Sen. Ed Mayne

Entheos Academy
Success Charter School

Senate District 6 – Sen. Michael Waddoups

Navigator Pointe Academy

Senate District 7 – Sen. Ross I. Romero

Salt Lake High School for the Performing Arts

Senate District 8 – Sen. Carlene Walker

Paradigm High School

Senate District 10 – Sen. Chris Buttars

Itineris Early College High School

Senate District 11 – Sen. Howard Stephenson

American Preparatory Academy
Channing Hall
Mountainville Academy
North Star Academy
Renaissance Academy
Summit Academy

Senate District 13 – Sen. Mark Madsen

American Leadership Academy
C.S. Lewis Academy
Lakeview Academy
Liberty Academy
Ranches Academy
Ronald Reagan Academy

Senate District 14 – Sen. John Valentine

John Hancock Charter School
Karl G. Maeser Preparatory Academy
Lincoln Academy
Odyssey Charter School
Timpanogos Academy

Senate District 15 – Sen. Margaret Dayton

Freedom Academy
Noah Webster Academy
UCAS – Utah County Academy of Sciences

Senate District 16 – Sen. Curtis Bramble

Walden School of Liberal Arts

Senate District 17 – Sen. Peter Knudson

Thomas Edison Charter School – South

Senate District 18 – Sen. Jon J. Greiner

DaVinci Academy of Science and the Arts
Ogden Preparatory Academy

Senate District 21 – Sen. Sheldon Killpack

North Davis Preparatory Academy
NUAMES – Northern Utah Academy for Math, Engineering, and Science
Syracuse Arts Academy

Senate District 23 – Sen. Dan Eastman

Legacy Preparatory Academy
Spectrum Academy
Wasatch Peak Academy

Senate District 25 – Sen. Lyle Hillyard

Edith Bowen Laboratory School
Fast Forward High School
InTech Collegiate High School
Thomas Edison Charter School – North

Senate District 26 – Sen. Kevin T. Van Tassell

Soldier Hollow Charter School
Uintah River High School

Senate District 27 – Sen. Mike Dmitrich

Moab Charter School
Pinnacle Canyon Academy

Senate District 28 – Sen. Dennis E. Stowell

CBA Center
SUCCESS Academy

Senate District 29 – Sen. John Hickman

George Washington Academy
Tuacahn High School for the Performing Arts

Charter School Distribution by State Board of Ed. District – 2006-2007

District 1 – Teresa L. Theurer

Fast Forward
InTech Collegiate High School
Thomas Edison Charter School – North
Thomas Edison Charter School – South

District 2 – Greg W. Haws

DaVinci Academy of Science and the Arts
NUAMES–N. Utah Academy for Math, Eng. and Sci.
Ogden Preparatory Academy

District 3 – Richard Moss

American Leadership Academy
Liberty Academy
Reagan Academy

District 4 – Richard Sadler

Legacy Preparatory Academy
North Davis Preparatory Academy
Syracuse Arts Academy

District 5 – Kim R. Burningham

Spectrum Academy
Wasatch Peak Academy

District 6 – Michael Jensen

East Hollywood High School
Monticello Academy

District 7 – Randall Mackey

City Academy
Salt Lake Arts Academy
Salt Lake High School for the Performing Arts

District 8 – Janet A. Cannon

AMES – Acad. for Math, Engineering and Sci.
Beehive Science and Technology Academy

District 9 – Denis Morrill

Entheos Academy
Navigator Pointe Academy
Success Charter School

District 10 – Laurel Brown

Paradigm High School

District 11 – Bill Colbert

American Preparatory Academy
Channing Hall
Itineris Early College High School
North Star Academy
Summit Academy

District 12 – Mark Cluff

John Hancock Charter School
Lakeview Academy
Lincoln Academy
Mountainville Academy
Odyssey Charter School
Ranches Academy
Renaissance Academy
Soldier Hollow Charter School
Timpanogos Academy

District 13 – Tom Gregory

Freedom Academy
Noah Webster Academy
UCAS – Utah County Academy of Sciences
Walden School of Liberal Arts

District 14 – Dixie Allen

Moab Charter School
Pinnacle Canyon Academy
Uintah River High School

District 15 – Debra G. Roberts

CBA Center
George Washington Academy
SUCCESS Academy
Tuacahn High School for the Performing Arts