Utah's Public Charter Schools

2008-2009 ANNUAL REPORT

Expanding Our Public Education System

Utah State Office of Education
250 East 500 South
P.O. Box 14420
Salt Lake City, UT
84114-4200

Larry Shumway, Ed.D.
State Superintendent of Public Instruction

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Annual Report

Charter Schools

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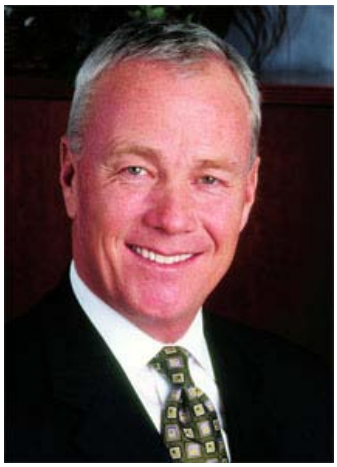
Report produced by the USOE Charter School Section, (801) 538-7817
Annual Report Data Provided and Printed December 2009

Foreword

Utah's charter schools have grown tremendously over the past decade. Charter school enrollment now comprises fully six percent of public school enrollment in Utah. More than twice as many students attend charter schools as attend a private school or are homeschooled in the state combined. Charters have moved to the forefront, too, in the national conversation on choice in education, with strong backing from President Obama's administration. The Utah State Board of Education and the Utah State Office of Education are committed to charter schools as an important option in our education system. We appreciate the efforts of students, parents, teachers, and administrators to promote the success of charter schools.



Larry Shumway, Ed.D.
Utah State Superintendent of Public Instruction

STATE CHARTER SCHOOL BOARD

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Julie Adamic
125 North 100 East
Pleasant Grove, UT 84062
Phone: (801) 796-5646

Brian Allen
7386 South Banbury Circle
Salt Lake City, UT 84121
Phone: (801) 942-77140

Tim Beagley
3974 South 3550 West
West Valley City, UT 84119
Phone: (801) 969-6454

Yolanda Francisco-Nez
451 South State Street, Rm. 345
Salt Lake City, UT 84111
Phone: (801) 535-7734

Tom Morgan
10160 South Loridan Lane
Sandy, UT 84092
Phone: (801) 942-2109

John Pingree
3000 South Conner Street #30
Salt Lake City, UT 84109
Phone: (801) 582-5635

Scott Smith
2506 Parkway Circle
Santa Clara, UT 84765
Phone: (435) 656-4662

Larry Shumway
Utah State Superintendent, USOE
250 East 500 South, P.O. Box 144200
Salt Lake City, UT 84114-4200
Phone: (801) 538-7739

Marlies Burns

Jo Schmitt

Paul Crawford

Cory Kanth

Jeannie Rowland

Charter School Section Staff — Utah State Office of Education

Marlies Burns, Director	Marlies.Burns@schools.utah.gov	801-538-7817
Jo Schmitt, Administrative Secretary	Jo.Schmitt@schools.utah.gov	801-538-7720
Paul Crawford, IT Analyst	Paul.Crawford@schools.utah.gov	801-538-7646
Cory Kanth, Financial Analyst	Cory.Kanth@schools.utah.gov	801-538-7703
Jeannie Rowland, Education Specialist	Jeannie.Rowland@schools.utah.gov	801-538-7676

State Charter School Board

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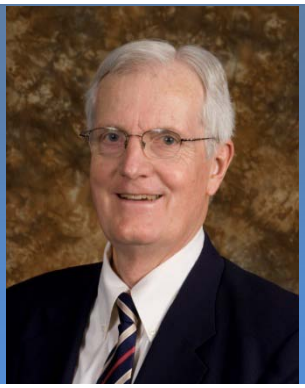
Brian Allen, Board Chair, is a Utah native and has been an active volunteer in the community in the non-profit and political arenas for all of his adult life. In 1998, as a member of the Utah House of Representatives, he sponsored the legislation that created a basis for charter schools in Utah. Brian has served on the Utah Occupational and Professional Licensing Review Committee and the Utah Executive and Judicial Compensation Commission, and is currently serving on the Cottonwood Heights Arts Council. Brian was appointed to the State Charter School Board by Governor Olene Walker and was re-appointed by Governor Jon Huntsman, Jr. Brian and his wife, Velene, have four children and nine grandchildren. Three of his grandchildren attend a Utah charter school.

Tom Morgan is a Regional President for Zions Bank. He has worked in the banking industry for 25 years. He has served on the board of directors of the Pacific Coast Banking School, as past chairman and board member of the American Institute of Banking, and as an active volunteer with the United Way, Junior Achievement, and Boy Scouts of America. His undergraduate studies were at California State University, Fresno, and he received a graduate degree from the Pacific Coast Banking School at the University of Washington. In addition to serving on the Utah State Charter School Board, he currently serves as a member of the Board of Trustees of Intermountain Healthcare and Chairman of the Board of Trustees for Selecthealth.

Julie Adamic is the mother of four amazing children ranging in age from nine to 17, and has been married to her high school sweetheart for 21 years. Julie Adamic began her education career over 20 years ago teaching language arts at Dixon Middle School in Provo, UT. Soon after the 2001 legislative session, Julie began writing a charter. John Hancock Charter School opened its doors in the fall of 2002, and she has served as its director since that time. She is a founding board member of the Utah Association of Public Charter Schools.
In October of 2005, Julie was appointed to the Utah State Charter School Board by Governor Huntsman. Serving as a charter school director, Julie brings a unique perspective to her position on the State Charter School Board.

Tim Beagley is Chair of the Biology Department at Salt Lake Community College. In addition to coordinating the operations of a department that serves over 9,000 students per year, Dr. Beagley teaches Cell Biology, Microbiology, and College Biology I. Dr. Beagley also conducts research in the field of molecular evolution, where he studies the genomic changes that have led to modern-day life forms. Many of his students participate in these research projects, either as independent study or within their courses. Dr. Beagley served as an elected member of the Utah State Board of Education from 2002 to 2006, representing the western half of Salt Lake City and most of West Valley City.

Yolanda Francisco-Nez is the Coordinator for the Office of Diversity and Human Rights for Salt Lake City Mayor Ralph Becker, and served in the previous administration since 2000. Prior to that, she was Vice President of Cal Nez Design for 14 years and President and Advisor to the Native American Celebration in the Park. She served as chair of the Indian Education Parent Committee in Jordan School District and is the founder of the nationwide Native American Women's Book Club. She has a BS in business management. Her memberships include the Society for Human Resources Management, the International Association of Official Human Rights Agencies, the National Association of Human Rights Workers, and the Governor's Utah State Charter School Board.



John Pingree is a former member of the Utah State Board of Education and former Chief Executive Officer of the Utah Transit Authority. He earned his BS degree from the University of Utah and his MBA from the Harvard Business School. John was the Executive Director of the Semnani Foundation, which funds projects to assist women and children in developing countries. He has also been Director of Marketing for the Memorex Corporation and Regional Manager at the Xerox Corporation. He is married with 5 five children and has 21 grandchildren.

Scott Smith holds a B.S. in business and marketing, a master's in business administration, and a Ph.D. in psychology. He is a member of the American Psychological Association (APA), the Eating Disorders Association (EDA), and the Institution of Professional Psychologists. Scott is also involved with numerous training programs and seminars dealing with both business and psychology, including the Carnegie Mellon Non-Profit institute. He has been on a constant, continuous education program for the past 15 years, studying business, law, psychology, and religion, including a degree in Eastern philosophy. He is a member of the Utah State Charter School Board and an adviser to one of the largest educational companies in the USA.

UTAH STATE BOARD OF EDUCATION

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

District 1
Shelly Locke
1626 East 3550 North
Logan, UT 84341
Phone: (435) 563-4154

District 2
Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980

District 3
Craig E. Coleman
721 South Main Street
Genola, UT 84655
Phone: (801) 754-3655

District 4
David L. Thomas
7875 South 2250 East
South Weber, UT 84405
Phone: (801) 479-7479

District 5
Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

District 6
Michael G. Jensen
4139 South Aubrey Lane
West Valley City, UT 84128
Phone: (801) 955-5550

District 7
Leslie B. Castle
2465 St. Mary's Drive
Salt Lake City, UT 84108
Phone: (801) 581-9752

District 8
Janet A. Cannon
5256 Holladay Boulevard
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 9
Denis Morrill
6016 South 2200 West
Taylorsville, UT 84118
Phone: (801) 969-2334

District 10
Laurel Brown
5311 South Lucky Clover Lane
Murray, UT 84123
Phone: (801) 261-4221

District 11
David L. Crandall
13464 Saddle Ridge Drive
Draper, UT 84020
Phone: (801) 501-9095

District 12
Carol Murphy
463 West 140 North
Midway, UT 84049
Phone: (435) 729-0941

District 13
C. Mark Openshaw
3329 Piute Drive
Provo, UT 84604
Phone: (801) 377-0790

District 14
Dixie Allen
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

District 15
Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Meghan Holbrook*
775 North Hilltop Road
Salt Lake City, UT 84103
Phone: (801) 539-0622

Douglas J. Holmes***
274 ½ 25th Street
Ogden, UT 84401
Phone: (801) 479-8163

Rosanita Cespedes*
1470 South 400 East
Salt Lake City, UT 84115
Phone: (801) 466-7371

Larry K. Shumway
Executive Officer

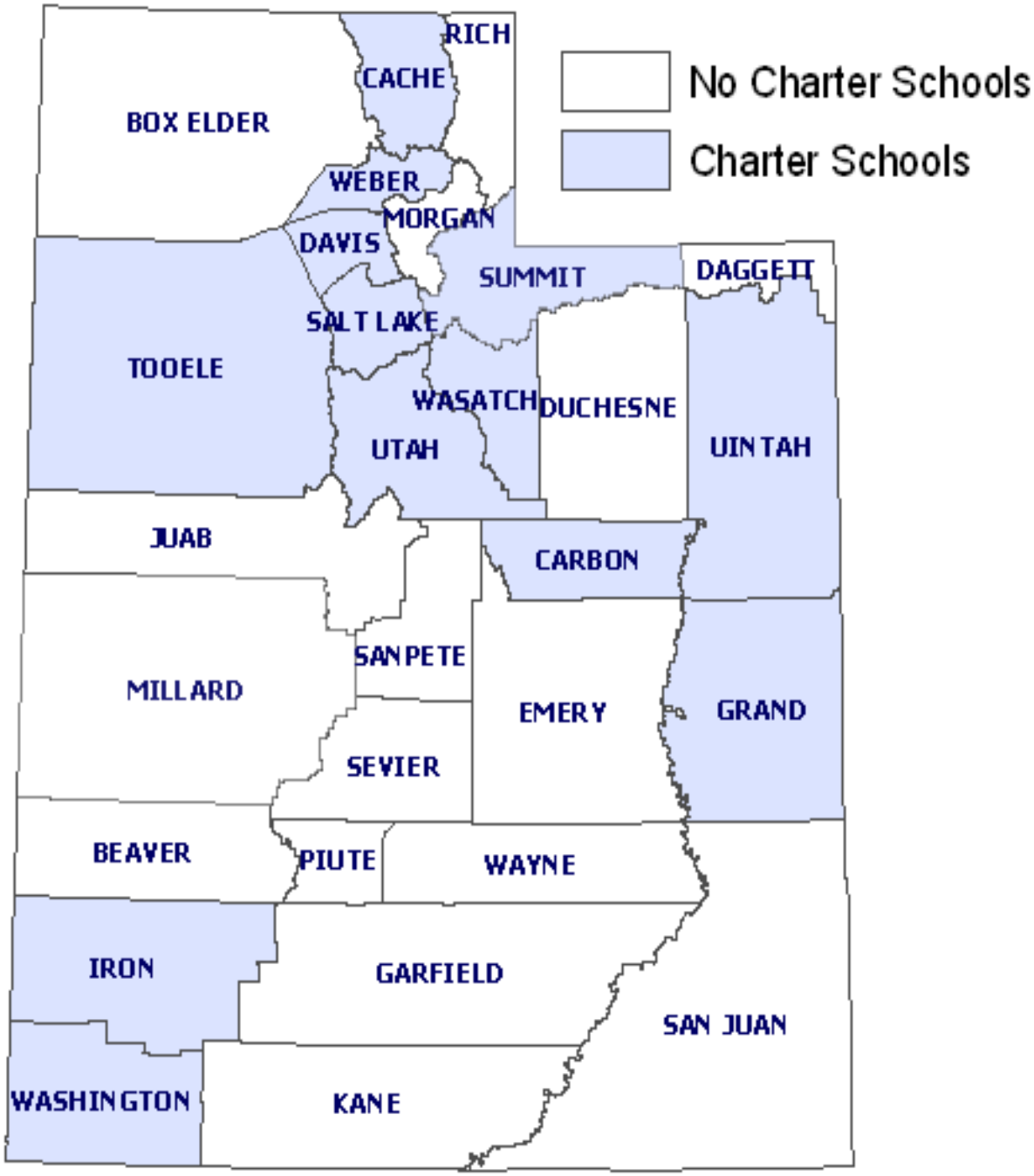
Robert R. Depoe**
4015 West 200 North
Cedar City, UT 84720
Phone: (435) 559-2400

Twila B. Affleck
Secretary

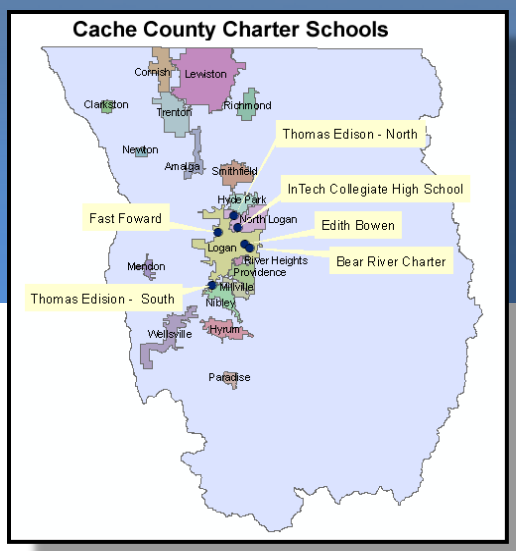
*Board of Regents Appointments
**CMAC Representative Appointment
***UCAT Representative Appointment

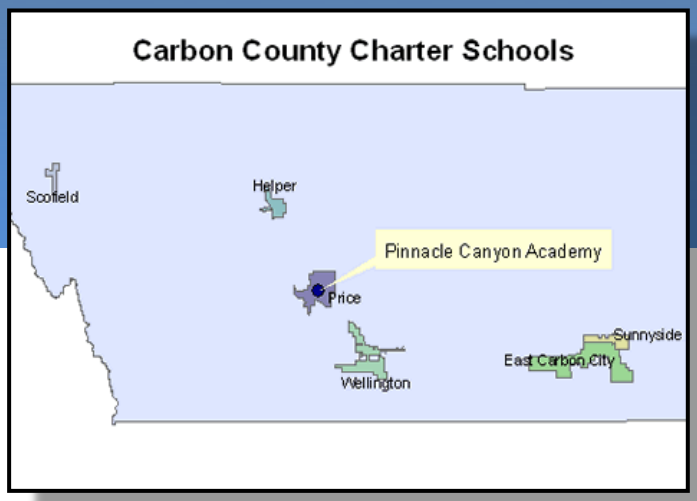
11/18/09

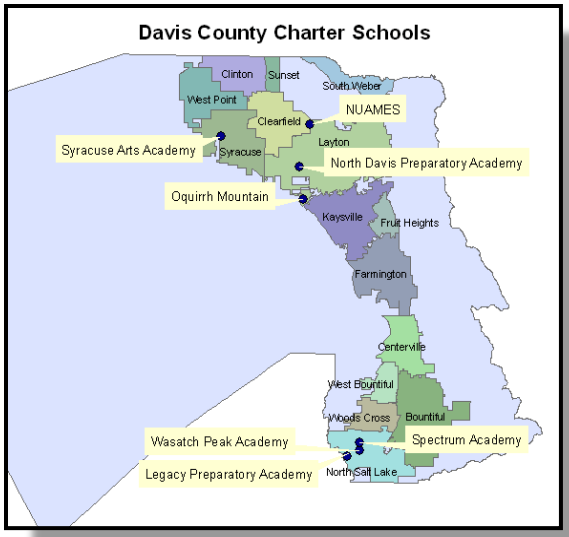
Statewide Map of Counties With Charter Schools

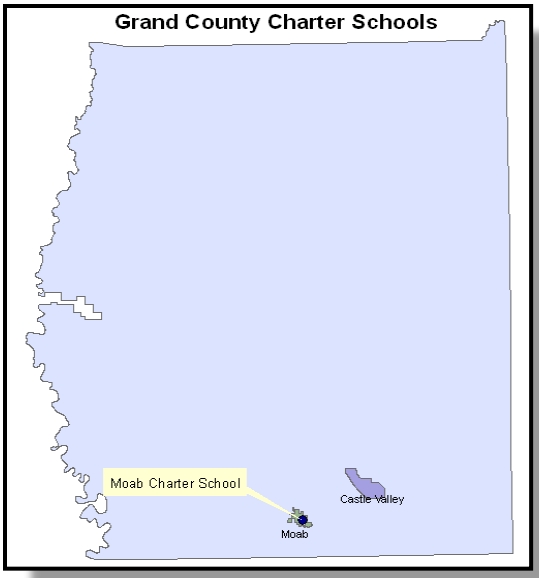


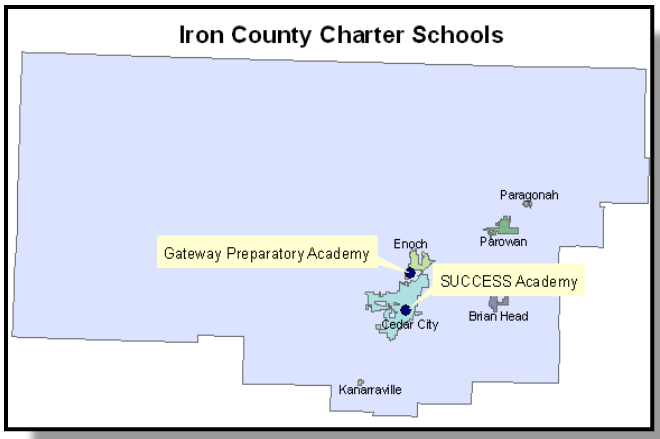
Individual Counties With Charter Schools

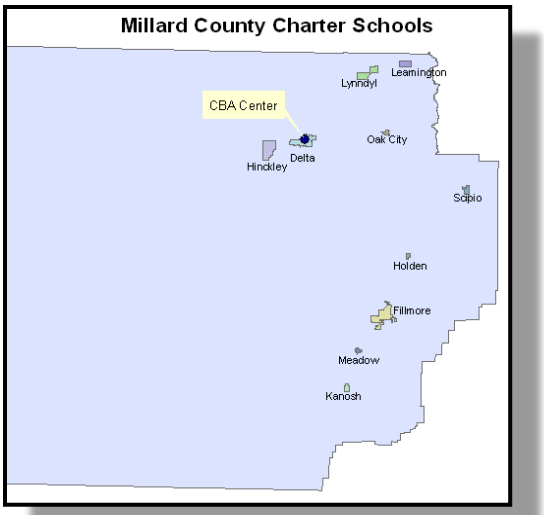












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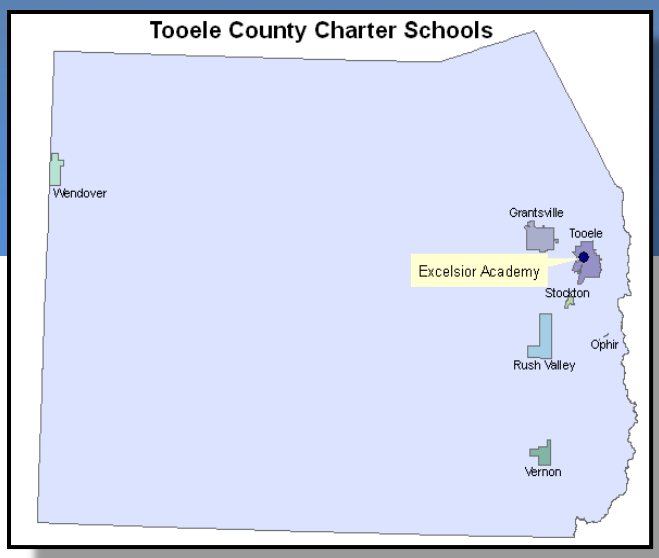

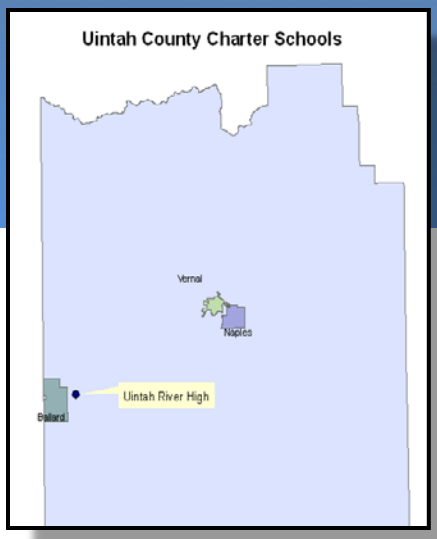

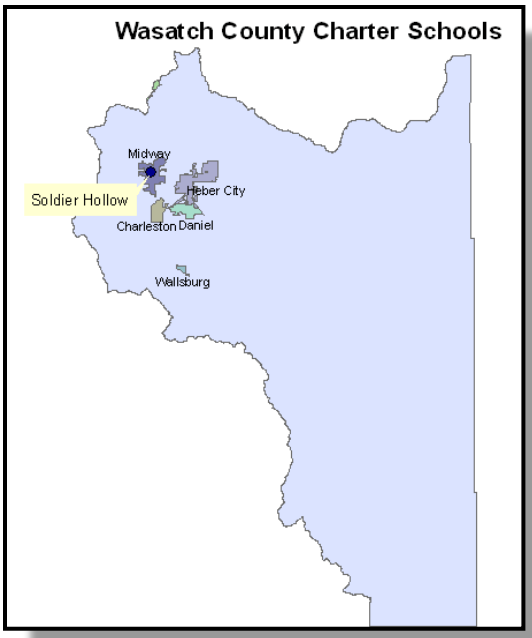

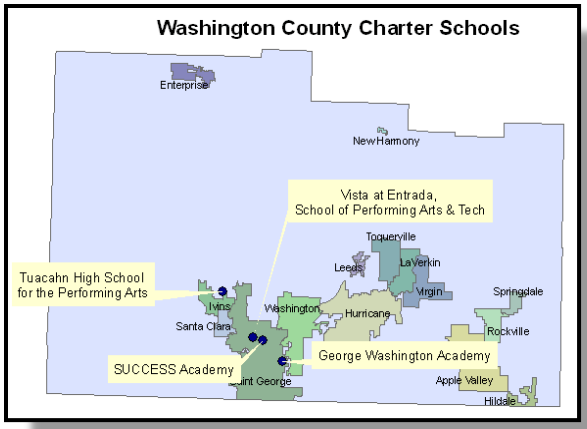

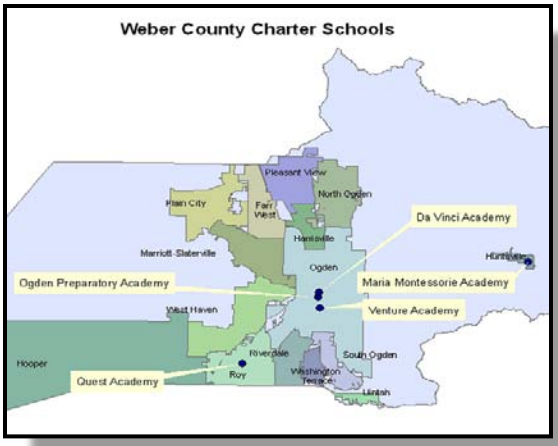

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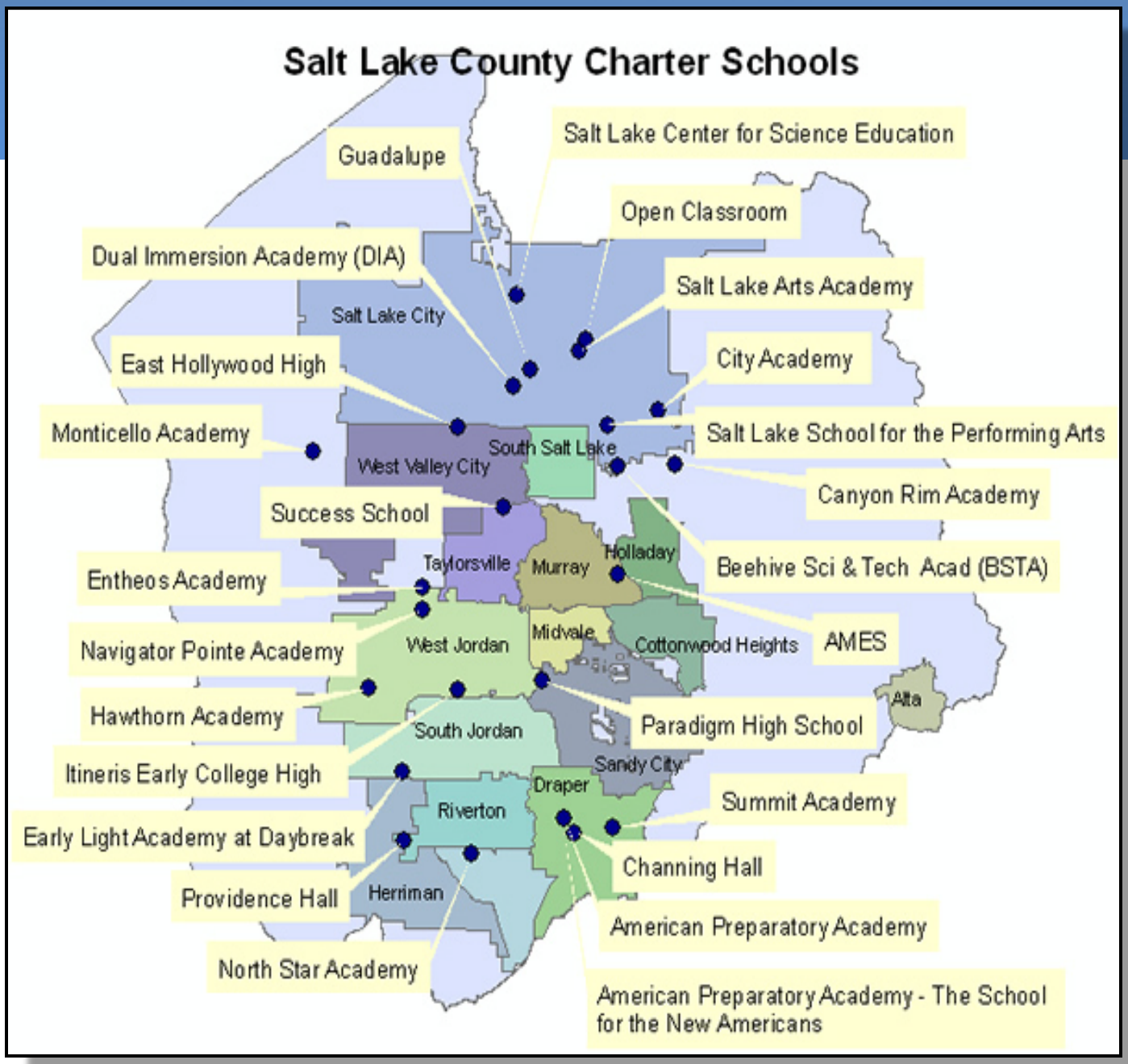

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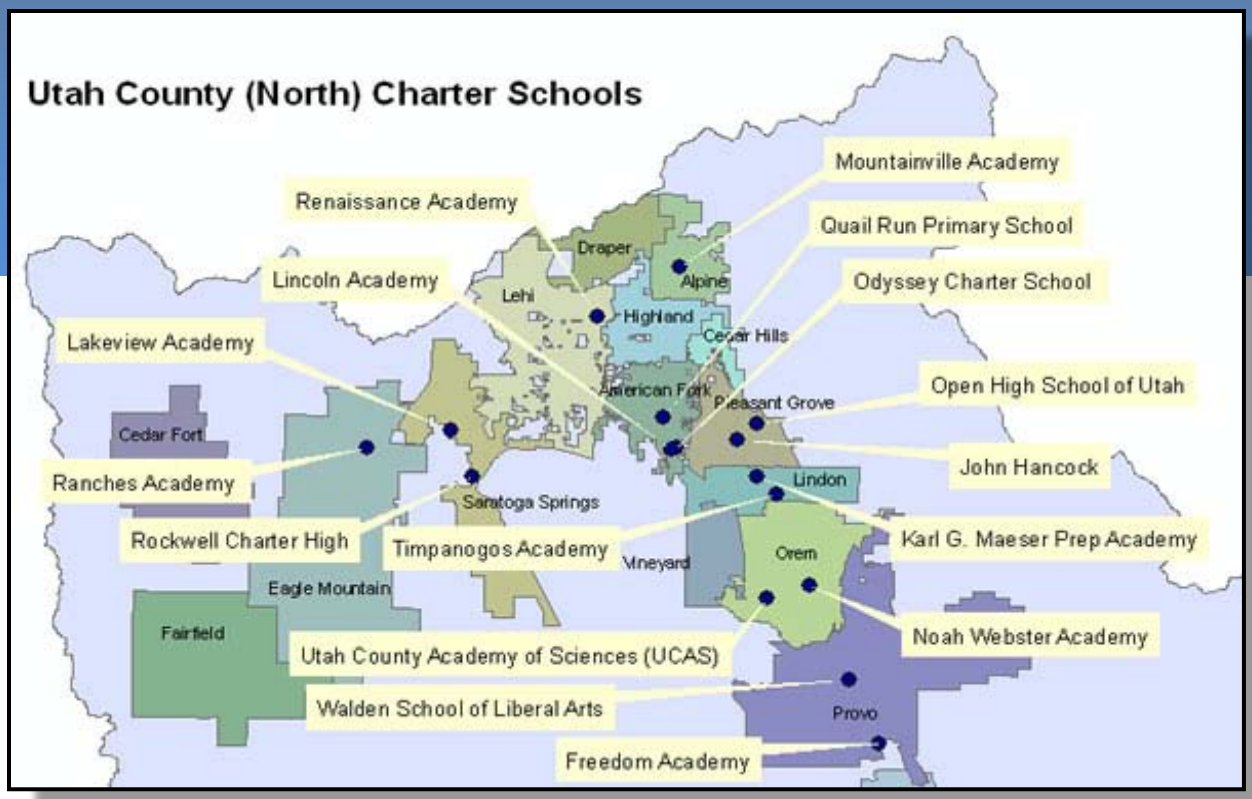
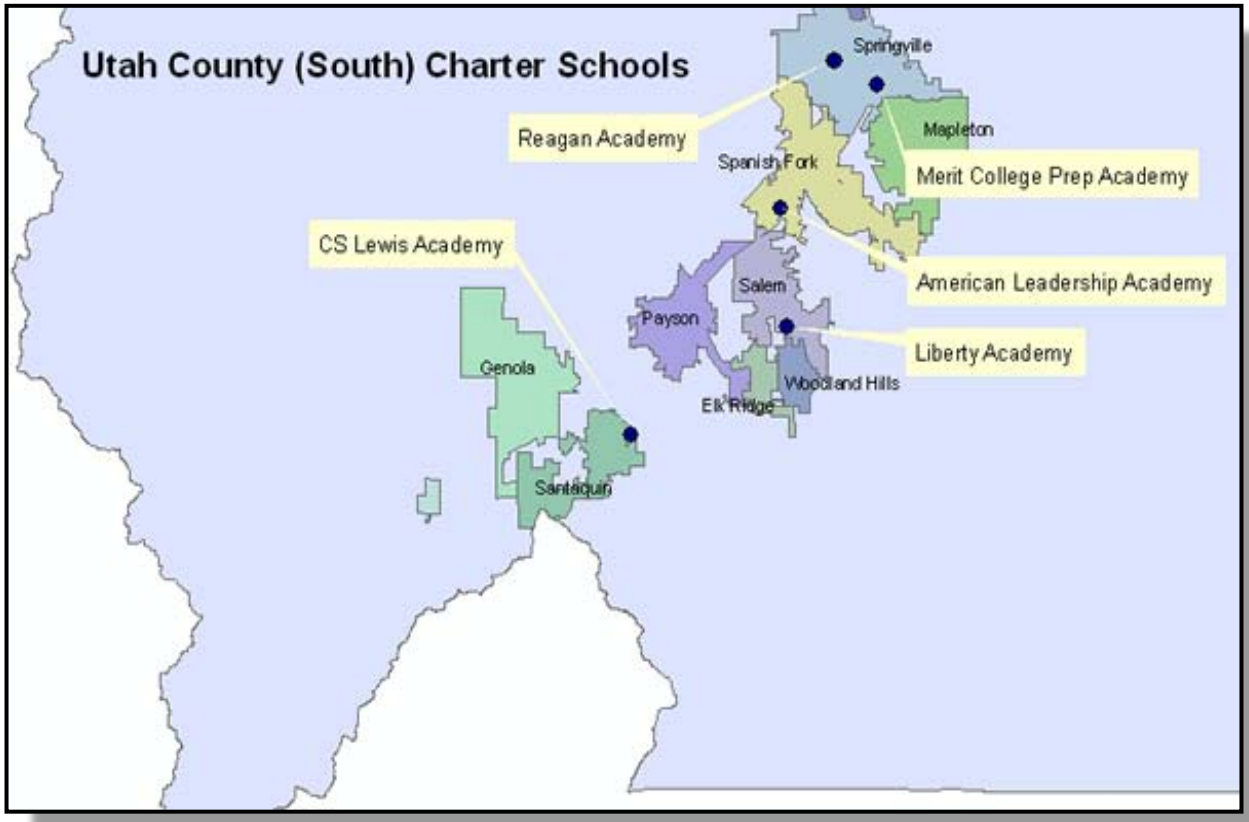
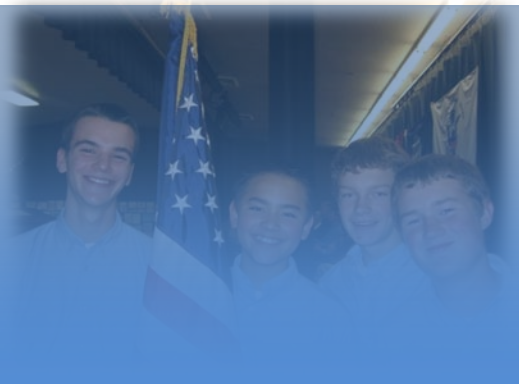






Introduction

Brian Allen
State Charter School Board, Chair

Utah has an ever-growing population of public school students that becomes more diverse every year. Utah's public charter schools are providing more unique ways for these students to pursue their academic dreams, and are continuing to build on a foundation of success that began with a pilot of eight charter schools in the late 1990s. Many of Utah's children are gaining a newfound sense of empowerment in learning at their charter schools.

Charter schools are schools of promise. In their respective charters, each school outlines a vision for its educational mission and a series of achievement goals related to that vision. This accountability report is just one tool we use to measure how well our charter schools are living up to their promises. As this year's report shows, our charter schools are doing very well, and we congratulate them on their success.

We acknowledge the tens of thousands of volunteer hours contributed by parents and friends of charter schools, and offer our profound appreciation for their service. They are an integral part of the success of Utah's public charter schools. We recognize the many great charter school staff members who broke with tradition and had the courage to walk an unfamiliar path. Finally, we congratulate the students who dared to try something different, who demanded more of themselves, and who embraced the vision of their charter school and found personal success. There is, perhaps, no greater triumph than overcoming our own fears and uncertainties and finding and sharing the best within ourselves.

Utah's Public Charter Schools

Charter schools represent the fastest-growing segment of the movement to promote parental choice in K–12 schooling. Charter schools are publicly funded schools of choice that operate autonomously, outside the direct control of conventional school districts, under the authority of a quasi-contract, or "charter," granted by a public body. Supporters hope that charter schools will give new options to families, prove educationally effective by virtue of greater accountability to parents, promote innovation by reducing red tape, and provide greater autonomy for decision making at the school level (Finn et al., 2000; Nathan, 1996, 1998).

Eleven years have passed since the Utah Legislature ratified the first charter school legislation. The number of charter schools in Utah has climbed steadily from the first eight schools opening in the 1999-2000 school year through the 65 schools operating in 2008-2009. Since that time, an additional seven have been approved for the 2009-2010 school year, bringing the total to 72.

The charter application serves as the foundation of the contract between the charter school and its authorizer. The rigorous application process requires a proposal that meets or exceeds a standardized rubric measuring the charter, or contract, with

INSPIRATION

"There are two types of models in this world: There are supermodels, and then there are the average-looking individuals who teach at AMES… we call them role models."
—Graduating Senior, AMES (9-12)

IMPROVEMENT

"We have participated in the MAP test from NWEA for two years now. This innovative self-adjusting test pinpoints student academic needs. We target students at their instructional level. This year saw double-digit improvement over last year's results."
—Ronald Regan Academy (K-8)

specificity. The required factors are multifaceted, and founding board members with a wide variety of experience and expertise are a significant benefit. Included in the charter application are the school's mission, performance goals, and accountability plan; the grade levels, class sizes, and target population to be served; a thorough business plan, including potential physical location of the school and its relative school district, marketing, degree of community support, etc.; a thorough, three-year budget; fiscal procedures and policies; a model of governance and school operations; intended curriculum; a technology plan; student enrollment procedures; a special education plan and assurances; teacher evaluation policies; and other operational policies.

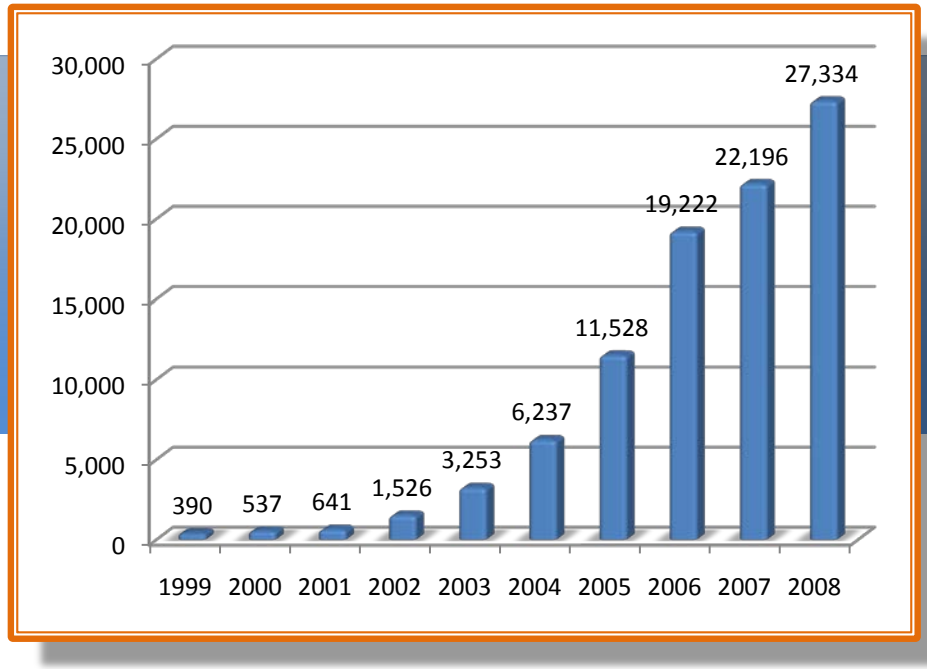
A seven-member, Governor-appointed State Charter School Board oversees charter school quality, compliance, and accountability. This board is the primary authorizer for Utah's charter schools. Utah Code Annotated §53A-3-501.6 dictates that the State Charter School Board has, among other things, the power and duty to:

a. Authorize and promote the establishment of charter schools.

b. Annually review and evaluate the performance of charter schools authorized by the State Charter School Board, and hold the schools accountable for their performance.

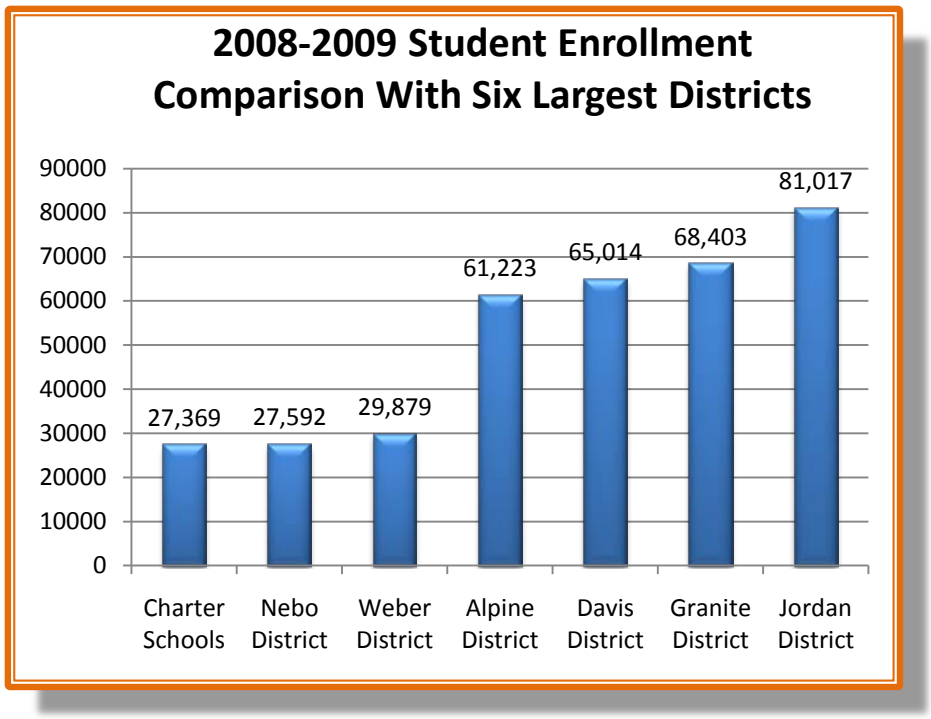
c. Monitor charter schools authorized by the State Charter School Board for compliance with federal and state laws, rules, and regulations.

d. Provide technical support to charter schools and persons seeking to establish charter schools.



Student Enrollment

Charter school enrollment for 2007-2008 was 22,196 students. Reports in the fall of 2008-2009 show that enrollment had grown to 27,334 students. This represents over five percent of all students in the state's public education system. It is projected that 35,253 will attend Utah public charter schools in the 2009-2010 school year.



PARENTS

"Lincoln has generous, dedicated parents. Last year we had over 18,000 volunteer hours donated."
—Lincoln Academy (K-9)

"The parent community continues to support and maintain, through volunteer hours, our unique lunch program, library, and student safety and well-being via the traffic committee and playground development committee."
—Open Classroom (K-8)

There were 65 schools operating in the 2008-2009 school year. An additional seven opened in fall 2009, and six more are approved for fall 2010, bringing the total number of charter schools to 78. The number of students enrolled per school ranges from 44 to 1,432.

Students attending charter schools represent a variety of ethnic and socioeconomic populations. Many charter schools continue to focus on student diversity and the unique learning needs of students.

SERVICE

"We held our first annual Service Learning Fair in April, where each grade level invited a person of service to be honored. One class honored a fallen policeman's family for the service he gave, along with his police chief."
—Wasatch Peak Academy (K-6)

Parent Choice

The goal of charter schools is to provide additional educational options with quality outcomes for students and parents. Charter schools are public schools open to all students, and operate on public funds without tuition.

All parents want the best education for their kids. It is this desire that fuels the growth of charter schools, as each founding group selects the curriculum and educational focus that best fit its members' ideas and definitions of a great school. And since each founding group makes different choices, Utah charter schools have emerged with a broad diversity of focus.

Charter schools are typically smaller in student numbers than traditional public schools. The majority of Utah's charter schools have 500 or fewer students with small classroom sizes. Charter elementary and middle schools have an average classroom size of approximately 25. Charter high schools report between 17 and 22 students per class; only one high school reported 25. Small class sizes offer many advantages, including favorable student-teacher ratios and more opportunities for individual student attention. Many charter school principals know every student by name. The small class sizes align with the national movement toward smaller learning academies, and are a significant reason parents choose to enroll their students in public charter schools. Additionally, many charter school boards are made up of parents. This opportunity for local input and control is also very enticing.

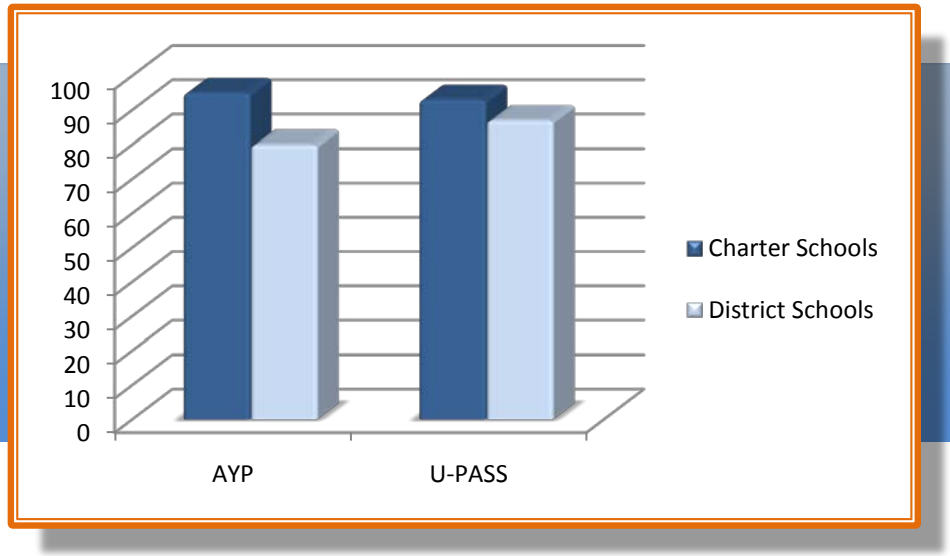
Accountability

Though autonomous from district control, Utah public charter schools administer all state-wide assessments, including the Iowa Test of Basic Skills, the Criterion-Referenced Tests (CRTs), the Utah Basic Skills Competency Test, and others. All teachers are required to be licensed, and all charter schools must teach the Utah Core Curriculum. Additionally, charter schools are required to report the same financial and student data mandatory for all school districts.

As public schools, charter schools are required to comply with the requirements of the No Child Left Behind Act (NCLB) to report student performance. This includes meeting the state's benchmarks for Adequate Yearly Progress (AYP) in both English language arts and mathematics. Utah's proficiency target for English language arts for grades 3-8 is 77 percent, and 76 percent for high school. Expected mathematics proficiency is 71 percent and 59 percent respectively.

SUCCESS

"We were recently ranked by the Sutherland Institute as the fourth top performing elementary school and the seventh top performing middle school."
—John Hancock Charter School (K-8)



ACHIEVEMENT

"Our graduation rate this year was 94 percent, and our UBSCT test proficiency was 45-50, for a 90 percent pass rate."
—Tuacahn High School for the Performing Arts (9-12)

For the 2008-2009 school year:

- 94 percent of charter schools made AYP.
- Six percent of charter schools did not make AYP.
- 80 percent of district schools made AYP.
- 20 percent of district schools did not make AYP.

Utah Performance Assessment System for Students (U-PASS) legislation requiring an annual report of assessments and behavior indicators was enacted in 2000. To achieve the state level of performance, a percentage of students must score proficient on state-mandated assessments in the areas of English language arts, mathematics, and science, as well as attendance and graduation rates. For the 2008-2009 school year:

- 90 percent of charter schools made U-PASS.
- 10 percent of charter schools did not make U-PASS.
- 89 percent of district schools made U-PASS.
- 11 percent of district schools did not make U-PASS.

All of Utah's public schools' AYP and U-PASS results are provided by individual school, by district, and statewide. These performance reports can be found at http://u-pass.schools.utah.gov/u-passweb/UpassServlet.

Due to the opportunity to waive specific state statutes, charter schools enjoy some freedom without direct large-district oversight in areas such as budget priorities, facilities, personnel matters, curriculum programs, and student grouping structures. Decisions are made by the charter school's governing board, providing immediate local control and subsequent action.

Our Stakeholders

The most important stakeholder groups are the students and their families, along with the communities in which charter schools are located. Utah's charter schools, for the most part, are founded by parents and educators who come together with a shared vision and contribute their time and energies as volunteers for at least a year, though usually more, to develop comprehensive education and business plans that meet the high standards of the State Charter School Board review process. Founders see charter schools as opportunities to implement different approaches to teaching and learning, refashion conventional forms of school community, involve teachers in planning to a greater degree, and redefine and increase parent involvement, as well as a means to develop special programs that will serve unique populations.

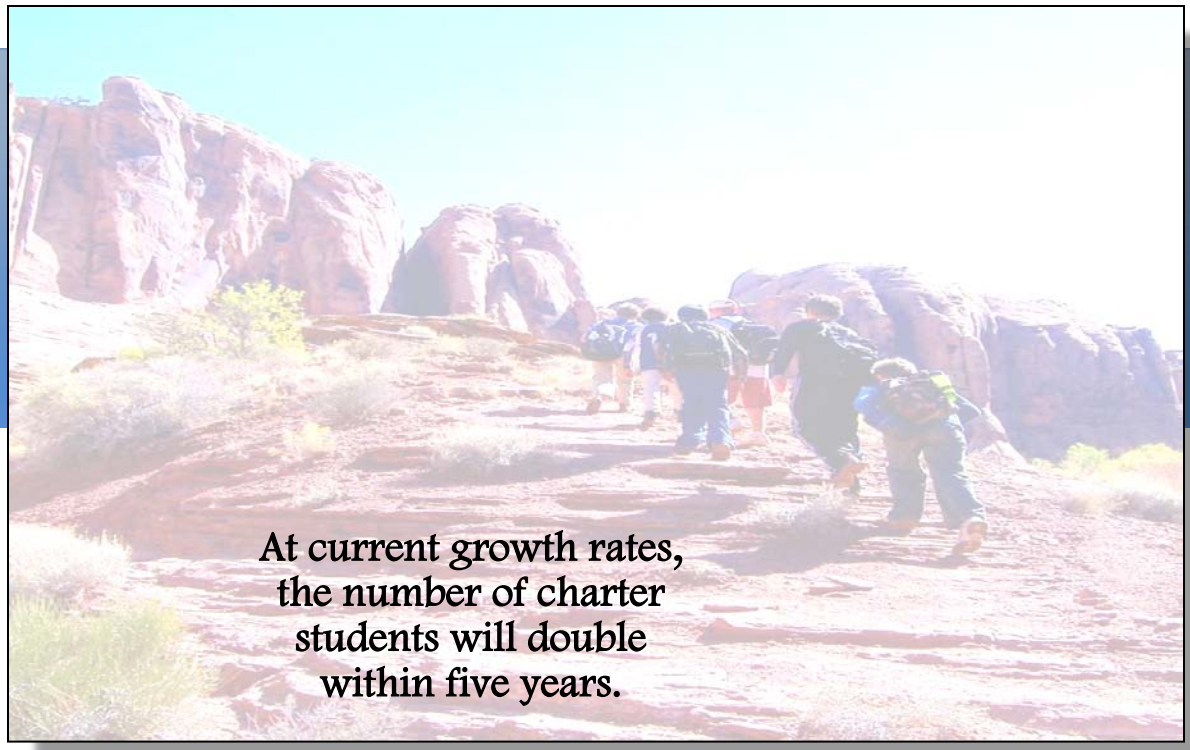
The purposes of the Utah's charter schools as a whole are to:

(1) Continue to improve student learning.
(2) Encourage use of different and innovative teaching methods.
(3) Create opportunities for educators to design and implement programs.
(4) Increase choice of learning opportunities for students.
(5) Establish new school models and forms of accountability.
(6) Provide opportunities for great parental involvement and management.
(7) Expand public school choice.

By state statute, all charter schools must fulfill at least one of these purposes. Utah's public charter schools continue to exist because they continue to accomplish the goals and objectives set forth in their charters – the binding agreements between the authorizer and individual charter school boards.

COMMUNITY

"Our instructional approach is 'active,' studying topics in depth and from a variety of perspectives from the experts and resources in our community. In our first year, teachers and students successfully completed more than 100 excursions to locations in the community."
—Venture Academy (K-8)



Technical Assistance

Utah's public charter schools receive many types of assistance, both before and after charter approval. Many of these opportunities for support and growth are offered by the State Charter School Board and its Charter School Section staff within the Utah State Office of Education (USOE), as well as various trainings provided by other sections within the USOE. Some examples include:

- Pre-applicant training.
- Monthly school administrator's meetings.
- Monitoring/review visits.
- Monthly administrator dialogue and networking meetings.
- Multiple templates and models to assist in the preparation of charter applications.
- Information meetings regarding available grants.
- Regular updates and reviews of new legislation.
- Data management support.
- Financial reporting compliance assistance.

SATISFACTION

"According to our parent survey, at the end of 2009 we had 98 percent overall satisfied. Our special education students scored the same average as our general education students, and according to parent surveys we go above and beyond to help all children succeed."
—George Washington Academy (K-8)

The Utah State Office of Education regularly offers statewide trainings and support for special education requirements, assessment issues, Core Curriculum updates, teacher mentoring and licensing processes, educational equity, Title I and NCLB, school finance and statistics, child nutrition, school LAND trust program, Career and Technical Education guidance, school law, and much more.

Additionally, support is offered by the local charter school association. The mission of the Utah Association of Public Charter Schools (UAPCS) is to promote and support quality public charter schools for Utah children. The Association offers a variety of services and support for existing charter schools and groups in the process of preparing applications, as well as a training program for new charter school boards and personnel.

The Association is the unified voice of Utah's charter school movement through its website, regular online newsletters and grassroots advocate network of charter parents and supporters. The UAPCS represents the policy and funding interests of charters at the Utah Legislature, and at all the tables where decisions are made that impact charter schools. The Association is involved with the national charter movement through its participation with charter organizations in other states, and through its partnership with the National Alliance for Public Charter Schools in Washington, D.C.

INDIVIDUALS

"A professor from the University of Utah worked with students to complete a soundscape project, ending with a CD of students' work—allowing students to tell their own stories in their own ways."
—Uintah River High School (9-12)

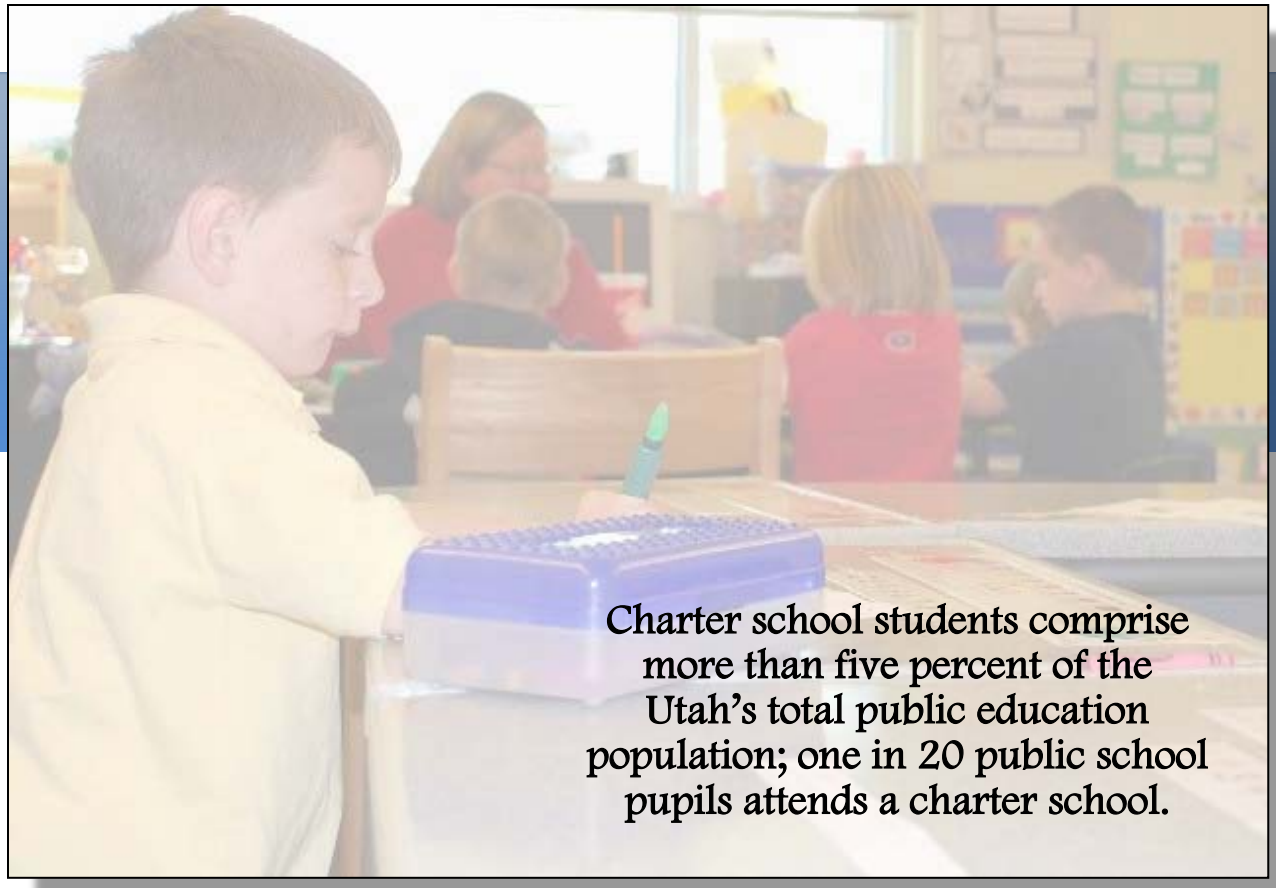
Looking Forward

The growth of Utah's charter school movement has been extraordinary, a force that cannot be ignored. This rapid growth is primarily driven by one factor: a relatively small but determined subgroup of parents who demand alternatives to traditional public schooling. They are drawn to charter schools for a variety of reasons, but at the top of most lists is the desire for an educational experience that meets the specific needs of their children. "One size does not fit all" captures the sentiment of this parent group and other charter advocates and explains, in part, the popularity of charter schools.

Charter schools have been created to enhance Utah's public education system primarily by providing alternative educational environments and increasing the ability of parents to find "best fits" for their children. Incorporating charters into our public education system has been a challenging process. Finding the proper balance between autonomy and oversight, securing funding parity, establishing charter schools in underserved neighborhoods, resolving facilities obstacles, bridging the transportation divide, and delivering appropriate technical assistance are areas that are continually being fine-tuned.

INVOLVEMENT

"One of our greatest resources is our parent involvement. From the beginning, we have had wonderful parent support. An army of fathers with power tools helped us put together furniture, and everything from reading and math groups to car pooling and fund-raising activities."
—Quest Academy (K-9)



Charter school students comprise more than five percent of the Utah's total public education population; one in 20 public school pupils attends a charter school.

Charters are a new idea and a significant change for Utah's public schools. The state's still-young charter movement has ardent supporters and avid critics, all of whom are watching charter school evolution closely. As the charter movement and individual charter schools mature, they must demonstrate educational excellence and improved student outcomes through the fulfillment of the goals and objectives of their charters. As more parents and students are drawn to a growing number of charter schools, we cannot help but expand the ways we think about and deliver a free public education to our children.

POSSIBILITIES

"This was my last and only chance for another shot at school. They have helped me in so many ways."

"You have good hearts or you wouldn't be doing for us what you are doing."

"Thanks for the opportunity to change the path that I was headed down."

—Success School Students (7-12)

FAST FACTS ABOUT UTAH'S PUBLIC CHARTER SCHOOLS

What is a charter school? A charter school is a public school created by a group of parents, teachers, or community leaders who see an educational need in their community and want to meet that need.

How many charter schools are there in Utah and the U.S.? During the 2008-09 school year, 65 public charter schools were operating in Utah, serving 27,369 students. Nationwide, there are 1.4 million students attending more than 4,600 charter schools in 40 states and the District of Columbia.

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 experiment with innovative ways of educating students.

Are charter schools private schools, or religion-based? No. Charter schools are public schools, must function like every other public school in Utah, and do not charge tuition. They must comply with all of the same laws, and the schools' programs cannot be affiliated with or restricted to a particular religion.

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 teach the state's Core Curriculum and administer the state's required assessments? Yes. Charter schools must teach the same Core Curriculum as all Utah public schools. Students attending charter schools must participate in the same testing as all other public school students. Results are published by the Utah State Office of Education and are available from individual charter school administrators.

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 applications exceed a school's maximum enrollment, the school must conduct a lottery to determine which students may enroll. Since charter schools do not have transportation funding, parents are responsible for transportation at almost every charter school.

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.

May a charter school limit its enrollment to certain students? No. A charter school, as part of the public education system, 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, then students to be admitted are chosen at random in what is commonly referred to as a lottery.

Are charter schools required to be accredited? Yes. In the State of Utah, all public schools granting high school credit are required to be accredited by the Northwest Association of Accredited Schools. (In fact, all charter schools, including elementary and middle schools, must complete the accreditation process.)

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.

Charter School Distribution by School District
2008-2009

DISTRICT	STUDENTS	GRADES	CLASS SIZE	COMMUNITY	OPENED
Alpine District					
John Hancock Charter School	181	K-8	20	Pleasant Grove	2002
Karl G. Maeser Preparatory Academy	280	9-12	18	Lindon	2007
Lakeview Academy	685	K-9	25	Saratoga Springs	2006
Lincoln Academy	595	K-9	25	Pleasant Grove	2005
Mountainville Academy	650	K-8	25	Alpine	2006
Noah Webster Academy	530	K-6	24	Orem	2006
Odyssey Charter School	451	K-8	25	American Fork	2005
Renaissance Academy	667	K-8	25	Lehi	2006
Rockwell Charter High School	389	7-12	25	Eagle Mountain	2008
The Ranches Academy	350	K-8	25	Eagle Mountain	2004
Timpanogos Academy	483	K-8	25	Lindon	2002
Utah County Academy of Sciences	358	10-12	21	Orem	2005
Cache District					
InTech Collegiate High School	170	9-12	22	North Logan	2006
Thomas Edison Charter School—North	452	K-8	25	North Logan	2002
Thomas Edison Charter School—South	576	K-8	24	Nibley	2005
Carbon District					
Pinnacle Canyon Academy	487	K-12	20	Price	1999
Davis District					
Legacy Preparatory Academy	732	K-9	25	North Salt Lake	2006
North Davis Preparatory Academy	968	K-9	25	Layton	2004
Spectrum Academy	147	K-8	14	North Salt Lake	2006
Syracuse Arts Academy	926	K-9	25	Syracuse	2006
Wasatch Peak Academy	374	K-6	24	North Salt Lake	2005
Grand District					
Moab Charter School	54	K-6	15	Moab	2004

DISTRICT	STUDENTS	GRADES	CLASS SIZE	COMMUNITY	OPENED
Granite District					
Academy for Math, Engineering and Science	477	9-12	20	Salt Lake City	2003
Beehive Science and Technology Academy	199	7-10	24	Salt Lake City	2005
Canyon Rim Academy	526	K-6	25	Salt Lake City	2007
East Hollywood High School	289	9-12	24	Salt Lake City	2004
Entheos Academy	510	K-8	26	Kearns	2006
Monticello Academy	751	K-9	25	West Valley City	2006
Success Charter School	46	7-12	10	Taylorsville	1999
Iron District					
Gateway Preparatory Academy	545	K-8	22	Enoch	2008
SUCCESS Academy	346	9-12	20	Cedar City	2005
Jordan District					
American Preparatory Academy	575	K-9	28	Draper	2003
Channing Hall	661	K-8	25	Draper	2006
Itineris Early College High School	215	11-12	24	West Jordan	2004
Navigator Pointe Academy	500	K-9	25	Draper	2005
North Star Academy	501	K-9	25	Bluffdale	2005
Paradigm High School	529	9-12	18	Riverton	2006
Providence Hall	703	K-6	25	Herriman	2008
Summit Academy	1,000	K-9	24	Sandy	2004
Logan District					
Edith Bowen Laboratory School	300	K-5	25	Logan	2007
Fast Forward Charter High School	214	9-12	20	Logan	2002
Nebo District					
American Leadership Academy	1,477	K-12	22	Spanish Fork	2005
C.S. Lewis Academy	323	K-8	18	Santaquin	2007
Liberty Academy	576	K-12	22	Salem/Payson	2006
Merit College Preparatory Academy	285	9-12	18	Springville	2008
Ronald Reagan Academy	677	K-8	25	Springville	2005

DISTRICT	STUDENTS	GRADES	CLASS SIZE	COMMUNITY	OPENED
Ogden/Weber Districts					
DaVinci Academy of Science and the Arts	447	7-12	18	Ogden	2004
Northern Utah Academy for Math, Eng. and Sci.	378	9-12	20	Layton	2004
Ogden Preparatory Academy	630	K-9	25	Ogden	2003
Quest Academy	506	K-9	24	West Haven	2008
Venture Academy	458	K-8	25	Ogden	2008
Provo District					
Freedom Academy	672	K-8	25	Provo	2003
Walden School of Liberal Arts	265	K-12	20	Provo	2004
Salt Lake District					
City Academy	193	7-12	17	Salt Lake City	2000
Dual Immersion Academy	430	K-6	25	Salt Lake City	2007
Guadalupe Charter School	100	K-3	24	Salt Lake City	2007
Open Classroom Charter School	377	K-8	13	Salt Lake City	2007
Salt Lake Arts Academy	271	5-8	18	Salt Lake City	2003
Salt Lake Center for Science Education	221	6-9	28	Salt Lake City	2008
Salt Lake High School for the Performing Arts	148	9-12	17	Salt Lake City	2006
Uintah District					
Uintah River High School	53	9-12	12	Ft. Duchesne	1999
Wasatch District					
Soldier Hollow Charter School	207	K-8	20	Midway	1999
Washington District					
George Washington Academy	502	K-8	25	St. George	2006
Tuacahn High School for the Performing Arts	254	9-12	20	Ivins	1999
Statewide					
Utah Virtual Academy	1,297	K-12	65	Statewide	2008

2008-2009
UTAH PUBLIC CHARTER SCHOOL

# of schools	65
# of students served	27,334
% Economically Disadvantaged	18 %
% Disadvantaged Minority	6 %
% Special Education	8 %
% Ethnic Minority	15 %
% Male	50 %
% Female	50 %

Charter Facts

- Graduation rates for 14 charter high schools*

	Charters	Statewide
• Whole School:	88%	88%
• Caucasian:	90%	91%
• Economically Disadvantaged:	85%	78%

*Demographics are reported only if a minimum of three charter schools have graduates in that category.
*Data from USOE 2008 Utah Graduation Rate document:
http://www.schools.utah.gov/assessment/documents/Acct_Grad_Rates_2008.pdf

- 94% of charter schools met AYP
- 90% of charter schools met UPASS

Student Demographics for 2008-2009

	2008-2009 CHARTER SCHOOLS	SCHOOL DISTRICT	GRADES SERVED	YEAR OPEN	TOTAL	Ethnic Minority	Econ. Disadvant.	Disadvant. Minority	Special Education
1	Academy for Math, Engineering and Science	Granite	9-12	2003	439	45.56%	43.51%	26.88%	3.87%
2	American Leadership Academy	Nebo	K-12	2005	1432	12.99%	23.04%	5.45%	10.20%
3	American Preparatory Academy	Jordan	K-9	2003	563	5.68%	15.28%	0.89%	5.33%
4	Beehive Science and Technology Academy	Granite	7-10	2005	224	16.07%	20.09%	3.57%	14.29%
5	Canyon Rim Academy	Granite	K-6	2007	500	13.20%	0.00%	0.00%	4.80%
6	Channing Hall	Jordan	K-8	2006	658	7.75%	9.42%	1.06%	9.12%
7	City Academy	Salt Lake	7-12	2000	185	23.24%	30.27%	12.43%	15.14%
8	C.S. Lewis Academy	Nebo	K-6	2007	274	17.52%	26.64%	7.30%	15.33%
9	DaVinci Academy of Science and the Arts	Ogden/Weber	9-12	2004	296	22.97%	38.18%	14.19%	8.11%
10	Dual Immersion Academy	Salt Lake	K-6	2007	352	81.25%	61.36%	56.82%	3.98%
11	East Hollywood High School	Granite	9-12	2004	293	23.89%	25.60%	6.83%	11.95%
12	Edith Bowen Laboratory School	Logan	K-5	2007	300	15.00%	25.00%	4.67%	10.33%
13	Entheos Academy	Granite	K-8	2006	502	15.94%	32.07%	7.77%	10.36%
14	Fast Forward Charter High School	Logan	9-12	2003	215	18.60%	3.26%	0.47%	14.42%
15	Freedom Academy	Provo	K-8	2003	659	29.74%	43.10%	16.69%	8.50%
16	Gateway Preparatory Academy	Iron	K-8	2008	556	6.12%	0.00%	0.00%	0.00%
17	George Washington Academy	Washington	K-8	2006	500	5.00%	21.20%	1.60%	6.40%
18	Guadalupe Charter School	Salt Lake	K-3	2007	97	93.81%	100.00%	8.25%	5.15%
19	InTech Collegiate High School	Cache	9-12	2006	157	24.84%	30.57%	57.96%	7.01%
20	Itineris Early College High School	Jordan	11-12	2004	215	16.74%	14.42%	11.16%	0.00%
21	John Hancock Charter School	Alpine	K-8	2002	182	14.84%	20.88%	7.69%	14.29%
22	Karl G. Maeser Preparatory Academy	Alpine	9-12	2007	223	16.59%	13.00%	4.93%	8.07%
23	Lakeview Academy	Alpine	K-9	2006	629	9.54%	23.69%	0.95%	9.06%
24	Legacy Preparatory Academy	Davis	K-9	2006	501	9.98%	16.77%	2.99%	6.79%
25	Liberty Academy	Nebo	K-12	2006	453	4.42%	0.00%	3.75%	6.62%
26	Lincoln Academy	Alpine	K-9	2005	546	6.04%	1.65%	0.00%	7.14%
27	Merit College Preparatory Academy	Nebo	9-12	2008	182	13.19%	6.59%	2.20%	
28	Moab Charter School	Grand	K-7	2004	49	12.24%	55.10%	0.00%	16.33%
29	Monticello Academy	Granite	K-8	2006	759	20.55%	27.80%	0.53%	6.72%
30	Mountainville Academy	Alpine	K-8	2006	660	10.45%	5.45%	0.76%	12.27%
31	Navigator Pointe Academy	Jordan	K-9	2005	500	11.40%	11.40%	2.20%	9.60%
32	Noah Webster Academy	Alpine	K-6	2006	322	19.25%	18.32%	4.97%	1.24%
33	North Davis Preparatory Academy	Davis	K-6	2004	479	20.46%	18.79%	6.89%	8.56%
34	North Star Academy	Jordan	K-9	2005	934	16.70%	10.81%	1.82%	7.39%
35	No. Utah Academy for Math, Engineering…	Ogd/Web/Dav	12-Sep	2004	500	5.00%	7.40%	0.40%	5.80%
36	Odyssey Charter School	Alpine	K-8	2005	476	9.45%	14.92%	1.68%	3.78%

	2008-2009 CHARTER SCHOOLS	SCHOOL DISTRICT	GRADES SERVED	YEAR OPEN	TOTAL	Ethnic Minority	Econom. Disadvant.	Disadvant. Minority	Special Education
37	Ogden Preparatory Academy	Ogden	K-9	2003	580	33.28%	49.66%	23.10%	11.38%
38	Open Classroom Charter School	Salt Lake	K-8	2007	363	10.74%	8.54%	2.20%	8.26%
39	Paradigm High School	Jordan	9-12	2006	377	10.61%	27.32%	5.31%	7.43%
40	Pinnacle Canyon Academy	Carbon	K-12	1999	500	18.20%	48.00%	11.00%	22.60%
41	Providence Hall	Jordan	K-6	2008	700	8.14%	5.71%	0.86%	7.71%
42	Quest Academy	Weber	K-9	2008	506	11.46%	18.58%	3.36%	10.28%
43	Renaissance Academy	Alpine	K-8	2006	634	11.36%	13.25%	2.05%	4.26%
44	Rockwell Charter High School	Alpine	9-12	2008	589	9.00%	12.05%	1.02%	9.00%
45	Ronald Reagan Academy	Nebo	K-8	2005	673	15.01%	32.54%	9.06%	9.51%
46	Salt Lake Arts Academy	Salt Lake	5-8	2003	245	15.10%	11.84%	3.27%	6.53%
47	Salt Lake Center for Science Education	Salt Lake	6-9	2008	177	44.07%	39.55%	25.99%	10.17%
48	Salt Lake High School for the Performing Arts	Salt Lake	9-12	2006	145	8.97%	12.41%	2.76%	3.45%
49	Soldier Hollow Charter School	Wasatch	K-8	1999	144	6.94%	36.11%	3.47%	18.06%
50	Spectrum Academy	Davis	K-8	2006	148	5.41%	37.16%	2.03%	60.14%
51	SUCCESS Academy	Iron	9-12	2005	344	8.72%	18.60%	3.49%	0.00%
52	Success School	Granite	7-12	1999	49	48.98%	4.08%	4.08%	0.00%
53	Summit Academy	Jordan	K-9	2004	975	3.28%	3.90%	0.31%	5.13%
54	Syracuse Arts Academy	Davis	K-5	2006	529	6.99%	18.53%	2.46%	6.05%
55	The Ranches Academy	Alpine	K-6	2004	350	6.57%	21.14%	2.29%	9.43%
56	Thomas Edison Charter School—North/South	Cache	K-8	2002	860	14.30%	0.00%	0.35%	8.60%
58	Timpanogos Academy	Alpine	K-8	2002	494	17.41%	0.00%	0.00%	3.85%
59	Tuacahn H.S. for the Performing Arts	Washington	9-12	1999	256	5.08%	0.00%	0.00%	7.81%
60	Uintah River High School	Uintah	9-12	1999	44	100.00%	75.00%	75.00%	9.09%
61	Utah County Academy Of Science	Alpine	10-12	2005	341	14.96%	16.72%	4.69%	0.00%
62	Utah Virtual Academy	Statewide	K-12	2008	441	5.90%	0.00%	0.00%	8.84%
63	Venture Academy	Weber	K-8	2008	425	3.06%	0.00%	0.00%	4.24%
64	Walden School Of Liberal Arts	Provo	K-12	2004	271	14.39%	52.03%	7.75%	5.54%
65	Wasatch Peak Academy	Davis	K-6	2005	362	26.24%	17.68%	9.39%	9.39%
	Charter Totals/Averages				**27,334**	**14.94%**	**18.41%**	**5.52%**	**8.12%**
	District Totals/Averages				**523,644**	**20.81%**	**28.29%**	**11.79**	**9.78%**

*For school community locations, visit the charter schools website at http://www.schools.utah.gov/charterschools/map.htm.

Data compiled from audited USOE Year-End Clearinghouse Reports.

ACADEMY FOR MATH, ENGINEERING AND SCIENCE (AMES)

5715 South 1300 East, Salt Lake City, UT 84121
www.ames-slc.org
801-278-9460
Director: Al Church
Rep. Carol Spackman Moss
Sen. Patricia W. Jones
U-PASS: Yes
AYP: Yes

AMES Geology class students studying rock formations

2008-2009 SCHOOL STATS:

Opened:	2003
Number of students:	477
Grades served:	9-12
Average classroom size:	20
Authorizer: Utah State Board of Education	

MISSION:

To prepare a diverse student body for success in college or other post-secondary education.

SCHOOL INNOVATIONS AND OUTCOMES:

AMES is an Early College High School, partnered with the University of Utah, which provides U. of U. classes to AMES students at no tuition cost. For the 2009-10 school year AMES will offer the following U. of U. courses: Academic Writing, Calculus, Chemistry, Chemistry Lab, Statistics, Humanities, Algebra/Trigonometry and Physics for Scientists and Engineers. AMES has open access required AP classes: AP Human Geography (9th grade), AP European History (10th grade) and AP U.S. History (11th grade). AMES also offers Psychology, Art History and Calculus elective AP classes. AMES adheres to the principles and practices of the Breaking Ranks recommendations (NASSP) in developing a small learning community. In November 2008, AMES was recognized by the USOE as a high performing Title I School. (AMES students have surpassed their peers for two consecutive years on Math and Language Arts CRTs.)

AMES UBSCT Test Results for Spring 2009:

	Math	Reading	Writing
AMES	89%	100%	91%
State	76%	89%	73%

(For other performance results, please see the AMES website, www.ames-slc.org.)

STUDENT INNOVATIONS AND OUTCOMES:

AMES graduated 72 seniors in June, 2009. Forty percent of graduates identify themselves as ethnic minority. Sixty-three of 72 seniors will be attending a college or university, and 43 of 72 seniors have been awarded scholarships totaling $1,322,800. Two seniors received the Gates Millennial Scholarship (only 1,100 are awarded across the U.S. from 22,500 applicants). Seniors have been awarded Presidential or Top Scholarships at the University of Utah, Weber State, Westminster College and Utah State University. Sixty-five seniors took at least one U. of U. class while at AMES, earning 736 credit hours valued at $389,344. One senior received the Larry and Gail Miller Scholarship (four years full tuition, with room and board) offered by the U. of U.

AMES Science Fair students submitted 18 projects at the Salt Lake Valley Regional Science Fair. Seventeen projects were recognized with one or more awards. Science Fair students received a total of $138,000 in scholarships, including a $10K Symantec Scholarship, an $80K Scholarship to Westminster, and 12 scholarships to Westminster worth $4,000 each. Four students went on to the International Science Fair, resulting in one Individual Intel ISEF Grand Champion, one group of Team Intel ISEF Grand Champions, and one Individual Intel ISEF Alternate Grand Champion.

AMERICAN LEADERSHIP ACADEMY

898 West 1100 South, Spanish Fork, UT 84663
www.americanleadership.net
801-794-2226
Director: Rob Muhlestein
Rep. Michael Morley
Sen. Mark Madsen
U-PASS: Yes
AYP: Yes

American Leadership Academy

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	1,477
Grades served:	K-12
Average classroom size:	22
Authorizer: Utah State Board of Education	

MISSION:

The Mission of American Leadership Academy (A.L.A.) Charter School is to empower families and support students in grades K-12 to meet and exceed rigorous academic standards, promote life-long learning skills, and advocate our belief that parental involvement and partnership is critical to student success. A.L.A. is committed to providing all students with a challenging, innovative, and results-oriented education.

SCHOOL INNOVATIONS AND OUTCOMES:

As a school, A.L.A. has a goal to individualize education for each student. With that goal in mind, A.L.A. implemented in 2008-2009 a number of specialty classes in its Elementary because "One size does not fit all." Our multi-age-pilot (MAP) class is designed to give those students who want an accelerated education the opportunity to learn according to their skill level. Our project-based classes, 2-4th grade, 2-5th grade, and 2-6th grade, are taught the core based upon a particular discipline—for example our Sports-Business and our Fine Arts models. We also implemented programs in the fine arts and sports that made better use of P.E. and choir time to offer free piano, dance, instrumental, and team sports. Instead of the students paying $30-50 at the local city recreation league and parents spending countless hours driving students to and from practice, A.L.A. provided the same opportunity free of charge and had games at the school during P.E. time or immediately after school. Parents loved it. In addition, instead of paying $100 a month for dance lessons, students could receive these lessons free during P.E. and music time.

In our grades 7-12, we spread out administration into specific departments and had our administrators teach part-time, while spending a majority of their administrative time in the classroom training and observing our teachers training. On average, each teacher had 16-18 observations per year, with a weekly hourlong meeting for feedback and training.

STUDENT INNOVATIONS AND OUTCOMES:

In our track (or project-based) classes, our students used a variety of real-world experiences to understand the State Core. Performing operas, acting out history scenes, and singing songs from Europe, Africa, Asia, and the Middle East were common practices throughout our Elementary grades.

We are very proud of our 11th grade World History class, which focused on world history outside of Europe. This class has the goal of exposing our students to countries with which they will likely be dealing in their lifetimes, such as China, Iran, South Africa, etc.

Our curriculum continues to be based upon four years of math, science, and English. In addition, instead of the normal seven or eight periods, we have ten a day to help students experience more electives along with the added requirements of the four core classes. Our graduation standards are higher than those of most schools in the state. In addition, we expect all our students to at least attempt an extracurricular activity, such as a trying out for an athletic or fine arts team. All of these areas help us achieve our goal of providing leadership opportunities.

AMERICAN PREPARATORY ACADEMY OF DRAPER

12892 South Pony Express Road, Draper, UT 84020
www.americanprep.org
801-553-8500
Director: Carolyn Sharette
Rep. Todd Kiser
Sen. Howard Stephenson
U-PASS: Yes
AYP: Yes

American Preparatory Academy of Draper

2008-2009 SCHOOL STATS:

Opened:	2003
Number of students:	575
Grades served:	K-9
Average classroom size:	28
Authorizer: Utah State Board of Education	

MISSION:

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.

SCHOOL INNOVATIONS AND OUTCOMES:

Academic achievement is our primary goal. We were successful this year in this area. Our students scored well above the state in every category and grade on the ITBS:

	3rd GRADE	5th GRADE	8th GRADE
Reading	+14	+19	+17
Language	+25	+22	+16
Mathematics	+34	+24	+17
Core Total	+24	+22	+17

95 percent of our students school-wide mastered the state Language Arts CRT.
100 percent of our 5th grade students mastered the state Language Arts CRT.
100 percent of our 9th grade students mastered the Direct Writing Assessment.

STUDENT INNOVATIONS AND OUTCOMES:

All of our achievement outcomes reflect the fact that our students are succeeding academically. In addition, we have had many opportunities for our students to develop virtuous character through social leadership training. This training includes our annual Veteran's Day Assembly, in which this year we honored over 50 veterans at our school. Students sang, and also wrote letters thanking the veterans who attended our event.

Students served their community in many ways this year: providing set-up for the annual Heart Walk for the American Heart Association, collecting small toys and gifts for a Title I incentive store, and collecting over 18,000 disposable diapers for the International Refugee Committee. Our school placed first in the private/charter school category for fundraising for Jumprope for Heart. These and other service opportunities have ensured that our students are also succeeding at our second aim, which is virtuous character development for each student.

BEEHIVE SCIENCE AND TECHNOLOGY ACADEMY (BSTA)

1011 Murray-Holladay Road, Salt Lake City, UT 84117
www.beehiveacademy.org
(801) 265-2782
Director: Mr. Frank Erdogan
Rep. Lynn Hemingway
Sen. Gene Davis
U-PASS: Yes
AYP: Yes

The BSTA Lego Team wins second place

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	199
Grades served:	7-10
Average classroom size:	24

Authorizer: Utah State Board of Education

MISSION:

The mission of Beehive Science and Technology, 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, cultural, interpersonal, and advocacy skills needed to succeed in 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 to help them work productively in their future careers.

SCHOOL INNOVATIONS AND OUTCOMES:

We have integrated technology that all teachers use. They use high-tech computer labs effectively throughout the year, and assign technology-related projects where students are required to use Microsoft-based programs. BSTA offers a wide variety of technology clubs such as First Tech Challenge (robotics), First Lego League, Simcity, Web Design, and math- and science-focused clubs such as Math League, MathCounts, Science Olympiad, and the Salt Lake Valley Science Engineering Fair. BSTA also offers a Study Table period where students get extra help from teachers with their homework. BSTA makes home visits to improve parent-teacher communication. In 2008-2009, 85 percent of parents were visited. Beehive also provides after school tutoring every day. Dedicated teachers are available for every subject. Parental involvement is a threefold mission here at BSTA. First, we have a parent representative who is a voting member of the school board. Second, we have a very strong PTO organization that helps to communicate the needs of the students to the administration, and helps the administration stay in close contact with parents. The third component of parent involvement is volunteer hours. Parents spend time in the classroom with students, supervise lunches, look for grants and programs on the Internet, chaperone field trips, organize books drives, and much more. Parents can also fulfill their volunteer hours by bringing in donations such as bookshelves and art and office supplies.

STUDENT INNOVATIONS AND OUTCOMES:

The 2008-2009 State Spelling Bee champion came from Beehive Academy. One student won the state championship and competed in the national championship in Washington, DC. Beehive Academy consistently wins many awards in chess competitions, science fairs, robotics, and Lego League. Our Simcity team took third place in Boise. Our standardized test scores are among the highest in the state. This summer, BSTA hosted a free math and science camp where students from the community could come and see just how fun math and science can be. Teachers donated their time for this weeklong camp. Students and parents say, "Our son cannot wait for Monday morning to come so he can go back to school" (parent). This is the first school I have been to where people didn't bully me" (student). "This is the first successful school year for our student" (parent).

CANYON RIM ACADEMY

3005 South 2900 East, Salt Lake City, UT 84109
www.canyonrimacademy.org
801-474-2066
Principal: Merry Fusselman
Rep. Phil Riesen
Sen. Patricia W. Jones
U-PASS: Yes
AYP: YES

Academic excellence within reach

2008-2009 SCHOOL STATS:

Opened:	2007
Number of students:	526
Grades served:	K-6
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

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

SCHOOL INNOVATIONS AND OUTCOMES:

Canyon Rim Academy is committed to providing a quality education for every student. CRA teachers develop units aligned with Utah Core standards and Core Knowledge that engage and assess student learning. Feedback is given to student learning on a one-to-four learning scale, with a four meaning the student knows and understands independently without errors. Teachers meet every week in grade level team meetings to discuss what our students have learned, how we know they have learned it, and what we are doing for students who need re-teaching or enrichment. Teachers send home a weekly newsletter informing parents of what students are learning and the activities they can support.

STUDENT INNOVATIONS AND OUTCOMES:

Last May, Canyon Rim Academy was transformed into a Core Knowledge museum as each grade level displayed student learning on a Core Knowledge topic. Canyon Rim students participate in field trips, assemblies and service learning projects, interact with guest speakers and specialists, and thrive in a safe, healthy, happy learning environment. Each spring Canyon Rim hosts an art festival for our families. The education experience of our students is enriched with specialty classes in art, music, computer, physical education and Spanish. While the students attend specialty classes, teachers are meeting together to plan units and improve classroom practice. Canyon Rim is committed to effective teaching in every classroom. Learning at Canyon Rim is an enjoyable and successful experience for teachers, students and parents.

CHANNING HALL

13515 South 150 East, Draper, UT 84020
www.channinghall.org
(801) 572-2709
Director: Heather Shepherd
Rep. Todd Kiser
Sen. Howard Stephenson
U-PASS: Yes
AYP: No

Channing Hall students in Washington, D.C.

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	661
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

Channing Hall students are agile learners who value other perspectives, who know how to learn, and whose vision, passion, and unique abilities inspire them to achieve excellence and improve the world.

SCHOOL INNOVATIONS AND OUTCOMES:

Channing Hall's Primary Years Program submitted Application A to IB and is on its way to becoming an authorized IB school. This year we will be visited by the IB team.

Our dedicated teachers successfully completed their goals, meeting with the administration in order to self-evaluate their year's performance. An increasing number of professional development workshops were presented by our own faculty members, making Channing Hall a real learning community. All of our classrooms exceeded the national benchmarks for their respective grade levels in reading fluency. This was due to the teachers' and students' hard work, including our team of Wilson Reading teachers who worked with struggling readers.

We continue to implement as many diverse learning opportunities as possible, including field trips that match the core and IB content, and ensuring that all students (K-8) are instructed by our art, music, Spanish, fitness, and technology teachers.

STUDENT INNOVATIONS AND OUTCOMES:

We ended the year celebrating our Platinum status as a gold medal school. The school held its First Annual Fun Run, where all students K-8 ran a minimum distance ranging from one to five km, with many putting in much more distance than required.

This year, fifth grade students developed their first IB Exhibition plan. This requires each fifth grade classroom to write a unit of study, including goals, assessments, learning experiences and reflections on their learning. One class focused on how animals are treated in Utah vs. other areas, how we can help local shelters, and what we can do to help mistreated animals and stop animal abuse. They organized a school-wide collection of food and supplies for local animal shelters.

As is our tradition, a group of fifth grade students traveled to Washington, DC learn about American government firsthand. This hands-on experience has become something our fifth grade students look forward to, and many of the students begin saving a year in advance and help pay for their trips. We look forward to another great adventure in 2010.

CITY ACADEMY

555 East 200 South, Salt Lake City, UT 84102
www.cityacademyslc.org
801-596-8489
Director: Sonia Woodbury
Rep. Rebecca Chavez-Houck
Sen. Scott McCoy
U-PASS: Yes
AYP: Yes

Urban geology field work

2008-2009 SCHOOL STATS:

Opened:	2000
Number of students:	193
Grades served:	7-12
Average classroom size:	17

Authorizer: Utah State Board of Education

MISSION:

Our mission at City Academy is to create and sustain a model secondary public school where all students are engaged in academically rigorous, civically oriented curriculum, critical and creative thinking, and authentic learning in a personalized educational environment.

SCHOOL INNOVATIONS AND OUTCOMES:

One of our goals this year was to develop and implement a competency-based assessment system that provided good information about what students know and can do. City Academy developed and has been implementing a system assessing students according to their demonstrated levels of competency—knowledge, skills, and dispositions—in each subject. This year, working with the University of Utah and other college admissions offices, we have developed a system for equating a student's competency marks with a GPA score. Our new GPA system will be piloted in 2009-10.

Another of our goals was to prepare more students for advanced courses of study. In 2007-08, City became the first school in Utah to be accredited as a Cambridge International Exams Center, and we began offering Cambridge general certificate level (GCE) and advanced level (A-Level) courses and exams in English and history. GCE courses are specifically designed to prepare ninth to eleventh grade students for the rigors of A-level courses in eleventh and twelfth grades. This past year, our second year of operation, we added new GCE and A-level courses in English and history as well as mathematics. We are very encouraged by the increased enrollment in our A-level courses now that ninth and tenth graders have had an opportunity to take the GCE courses. We have also heard from some alumni that they felt well prepared for their college courses after the A-level courses they took at City.

STUDENT INNOVATIONS AND OUTCOMES:

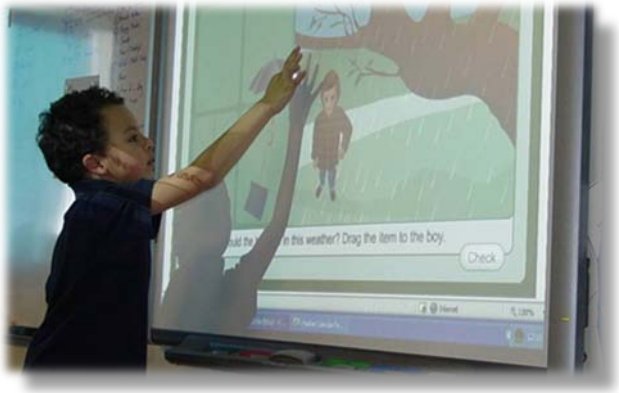
We draw on extensive research on learning as we plan learning opportunities for students, and we heed the "Call to Action" from the National High School Alliance (2005) to ensure the academic engagement of all students. Each of our classes is taught with an investigative approach to the curriculum that meaningfully engages a wide variety of learners. Importantly, this instructional strategy also asks the same wide variety of students to produce meaningful outcomes from their learning, including engagement with the global community. For example, chemistry students studying the effects of different alternative energy sources produced and experimented with biodiesel fuel and wrote letters to their legislators suggesting ideas about alternative fuels from what they had learned. Their learning was taken to a new level as legislators took the time to write thoughtful, personal answers back to the students, opening student minds to a bigger picture of the issues which were then debated in class. This meaningful learning and engagement was paralleled across the school and has had a large impact on students. Individual research by students was recognized at the State Science Fair, with one student now having a connection with a USU professor to continue some of his research, and U.S. History students did field work and service learning with the Topaz Japanese Internment Camp site near Delta. Biology and food science students studied and then used vegetables from our school garden to provide the healthy snack choices sold at the student store.

C. S. LEWIS ACADEMY

364 North State Road 198, Santaquin, UT 84655
cslewisacademy.net
801-754-3376
Director: Jason Finch
Rep. Patrick Painter
Sen. Mark Madsen
U-PASS: No
AYP: Yes

2008-2009 SCHOOL STATS:

Opened:	2007
Number of students:	323
Grades served:	K-8
Average classroom size:	18
Authorizer: Utah State Board of Education	



Using a SmartBoard to learn about weather

MISSION:

The mission of C. S. Lewis Academy is to create a dynamic learning environment where students can develop a love of learning through self-critique and self-motivation. An intensive study of literature, combined with a collaborative effort among parents, students, and educators, will empower students to engage in independent and creative thinking, problem solving, and effective communication.

SCHOOL INNOVATIONS AND OUTCOMES:

C. S. Lewis Academy is an extremely innovative school. We have taken the academically rigorous curriculum of K12, traditionally an online curriculum, and adapted it for our charter school. In order to best utilize this curriculum, CSLA has installed SmartBoard technology in each classroom. The curriculum is dynamic and continually accommodates and adapts to the ever changing educational trends, up-to-date scientific research, and student abilities. Each lesson is specifically tied to the Utah State Core Standards and teachers document progress in meeting academic benchmarks.

The academic school day has been modified to accommodate the various ability levels. Students are placed in dynamic groups to best meet individual academic goals in reading and mathematics. Students are assessed quarterly to document growth and update individual goals. As students demonstrate proficiency and meet reading or math benchmarks, they progress to the next level. By filling in academic gaps and exposing students to advanced grade level material CSLA empowers and encourages students to progress even further. In addition to the leveled courses, CSLA also provides grade level instruction in reading and mathematics. Having two reading and mathematics classes per day has dramatically improved student motivation, confidence and ultimately their test scores. Yet the biggest secret to our success is the fine teachers and their ability to ensure that their students learn.

STUDENT INNOVATIONS AND OUTCOMES:

Little miracles are happening on a daily basis. Students are excited to come to school. They are engaged in the learning process and enjoy the interactive style of the teachers' lessons. The efforts of a particular teacher have made a remarkable difference in the life of a unique fifth grade student. At the beginning of the year, he struggled to sit in class, and did not know his alphabet or recognize numbers. Verbal outbursts were common, and time spent out of class far exceeded time in class. His remarkable teacher was diligent and unwavering in her expectations. She stayed after school and often came in on Saturdays or on breaks. She used her recess and lunch to not only help this student, but any and all students who wished to come. The boy's teacher made it her goal to teach him to read and do basic math computations. She was determined to include him in classroom conversations and grade level content. In May, as a Mother's Day gift, he read "Hop on Pop" for his mother, and the last week of school he stood at his desk and exclaimed, "I did it, I finished my workbook!" He had completed the math workbook he had been working on all school year. His classmates stopped and gave him a spontaneous round of applause. This wonderful teacher made the "impossible" possible for this student. Anyone can teach, but it takes someone truly remarkable to teach in such a way that students learn.

DAVINCI ACADEMY

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

DaVinci Academy's Award Winning Students

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	447
Grades served:	9-12
Average classroom size:	18

Authorizer: Utah State Board of Education

MISSION:

Uniquely dedicated to developing innovators in the arts and sciences.

SCHOOL INNOVATIONS AND OUTCOMES:

DaVinci is a school of art and science integration. Our teachers work in teams based on grade level to better discuss the needs of students academically and holistically. We use these teams also to create and deliver two-day projects

Teachers have worked in department-specific teams to develop benchmark exams that address both the USOE standards and objectives and a series of standards developed specifically by these teams that address DaVinci's mission and charter in measurable ways. This information has been documented as part of a new Course Catalog we use to help standardize everyone's expectations of our curriculum.

The curriculum committee at DaVinci, which is made up of teachers, university professors, community members and occasionally students, has worked hard this past year to finalize our Core. This is a grouping of courses we believe is integral for students to take in order to become the DaVinci students we know they are. These courses reflect our commitment to building college-prepared, technology-driven students who can articulate an argument, confidently present ideas in formal and informal ways, and positively affect their communities.

STUDENT INNOVATIONS AND OUTCOMES:

DaVinci offers Saturday school as what we call a "mandatory opportunity" for students whose grades have fallen behind. This program has turned out to require a lot of coordination with parents and quite a bit of paperwork on the part of the students. We almost dropped the program because of these difficulties. However, we consistently have a group of students who show up at eight a.m. on Saturday morning, not because they are in trouble but because they want to get their homework done. Our program provides a quiet place for students to work, study, and get help—and they actually use it! We have anywhere from 50 to 100 students attend each session, and while some of these students participate because they have to, the program has created connections between our students and faculty and given our students a place to go where studying is the norm.

DUAL IMMERSION ACADEMY

1155 Glendale Drive, Salt Lake City, UT 84104
www.diacharter.org
801-972-1425
Director: Julia Barrientos
Rep. David Litvack
Sen. Scott McCoy
U-PASS: No
AYP: Yes

DIA first graders

2008-2009 SCHOOL STATS:

Opened:	2007
Number of students:	430
Grades served:	K-6
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

The mission of Dual Immersion Academy (DIA) is to develop bilingual, biliterate and cross culturally engaged students through an academically challenging dual immersion education in Spanish and English. DIA's students will be inspired and empowered to actively participate in our global society.

SCHOOL INNOVATIONS AND OUTCOMES:

DIA is unique in that it is one of only two schools in the State of Utah that has a full-school dual immersion program. Last year, students in the third grade were added to the dual immersion program. From kindergarten through third grade, both native English speakers and native Spanish speakers are learning to read and learning the curriculum in both Spanish and English. STAR tutoring was implemented to help all students who needed extra support in English literacy, and a comparable program in Spanish—ALS—was developed to support students in Spanish literacy. Both parents and people from the community serving as tutors contributed to the success of these two programs. Because family involvement is a critical component for the success of a dual immersion program, DIA made a special effort to provide opportunities for parents to become involved. This required meeting the needs of the Hispanic community by providing programs in Spanish.

STUDENT INNOVATIONS AND OUTCOMES:

DIA made a concerted effort to involve students so that they would feel it was their school. Students were asked to serve on both the Library Committee and the Discipline Committee. They also held their first Student Council election, so that the elected officers can start to have an impact on decisions this next coming school year. Some of the students who won the election are having their first opportunity to be a positive leader in a school setting.

There was also a group of students who decided that they wanted to open their own business. They learned how to balance a budget, order new inventory, and market. At the end of the year they used part of their earnings to give to a cause of their choice—the animal shelter—and they bought a book to give as a gift to the school library. DIA also had a bookstore that, which a group of students helped run, where books were sold at an affordable price.

EAST HOLLYWOOD HIGH SCHOOL

2185 South 3600 West, West Valley City, UT 84119
www.easthollywood.org
801-886-8181
Director: Eric Lindsey
Rep. David Litvack
Sen. Luz Robels
U-PASS: Yes
AYP: Yes

Students working on a class film

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	289
Grades served:	9-12
Average classroom size:	24

Authorizer: Utah State Board of Education

MISSION:

The mission of East Hollywood High School (EHHS) is to (1) provide authentic film production training to students with a passion for film in preparation for a career in film production, (2) provide a solid liberal arts education to students in preparation for college entry, (3) assist in the character education and development of each student, (4) teach students to speak and write articulately, and (5) teach students to find joy and satisfaction in achievement, community participation and lifetime learning.

SCHOOL INNOVATIONS AND OUTCOMES:

EHHS provides both a traditional core and a film production curriculum to approximately 300 students in grades 9-12. EHHS offers a unique and powerful learning experience for students who are passionate about learning film production and related arts/media while they also prepare for college. Such an experience is created by the confluence of experience with the Core Curriculum, apprenticeship learning, smaller class and student body sizes, and opportunities for students to extend their education into the film production industry. All film production classes are taught by film professionals with extensive industry experience (who are USOE licensed as well). The traditional "school day schedule" has been modified with several production classes to accommodate needed longer class times for film production classes. Setup time alone can exceed a traditional class period, not including multiple takes, scene changes, make-up, and the striking of sets after filming. Many film production classes are double the length of a traditional class (two class periods combined), and Saturdays are often used for additional needed production time or on-location shoots. Collaborative relationships have been established with Salt Lake Community College Film Department, BYU Film Department, the Utah Film Commission and Spy Hop (a Salt Lake-based nonprofit film production organization).

STUDENT INNOVATIONS AND OUTCOMES:

EHHS received an "honorable mention" in a recent KSL-TV news story reporting the most successful schools in Utah. EHHS was touted as "the up-and-coming charter school showing the most progress." EHHS has seen significant improvement in its standardized test scores from its first year (2004-05) to its most recently completed year (2008-09). The following CRT data is given to substantiate: Language Arts (9), up from 71 percent to 81 percent; Language Arts (10), up from 58 percent to 85 percent; Language Arts (11), up from 61percent to 92 percent; Earth Systems, up from 49 percent to 77 percent; Biology, up from 29 percent to 76 percent; Elementary Algebra, up from 30 percent to 71 percent; and Geometry, up from 31 percent to 94 percent. Each year, a number EHHS students participate in filmmaking-related internships (some of which have later been parleyed into full- or part-time employment by the interns). Additionally, films produced by EHHS students won eight film festival awards in the 2008-09 school year and have won or placed in the top three films in numerous film festivals across the Western United States over the last five years. East Hollywood has hosted multiple filmmaking (and other) guest speakers and production companies, which have allowed students opportunities to network with and gain insight from film professionals not directly tied to EHHS.

EDITH BOWEN LABORATORY SCHOOL

6700 Old Main Hill, Logan, Utah 84322
www.edithbowen.org
435-797-0908
Director: Mark Peterson
Rep. Fred R. Hunsaker
Sen. Lyle W. Hillyard
U-PASS: Yes
AYP: Yes

National Anthem

2008-09 SCHOOL STATS:

Opened:	2007
Number of students:	300
Grades served:	K-5
Average classroom size:	25
Authorizer: Logan City School District	

MISSION:

Through collaborative partnerships, the Edith Bowen Laboratory School will serve the state of Utah and nation as a unique and dynamic educational institution. It will foster a diverse, interactive, and inviting school environment where the community of learners extends from kindergarten to adulthood. The school commits itself to building capable, lifelong learners through developmentally appropriate education, applied research, and innovative educational practices.

SCHOOL INNOVATIONS AND OUTCOMES:

Edith Bowen Laboratory School's location on the campus of Utah State University provides a unique opportunity for teachers to use the vast resources of the university to extend the walls of the school and the classroom. Several examples from the 2008-2009 school year include the following:

- Faculty members and students in the university architecture program worked with fourth graders to design a community. Studying the needs of a population, students created a city that filled much of the floor of the atrium in the school. Students practiced their skills in writing as they documented each step of the process.
- Monies from the start-up grant funded the purchase of additional computers. Almost all of the third through fifth grade classrooms now have one computer per child. Teachers attended professional training to learn how to maximize the use of this interactive technology with their students.
- A new partnership with the Music Department on campus has afforded students access to assemblies and venues that would not otherwise be available to elementary-age children.

STUDENT INNOVATIONS AND OUTCOMES:

Edith Bowen Laboratory School is a First Amendment school. Students are taught the five freedoms of the First Amendment through assemblies, citizenship achievement programs, and classroom discussions. Students are encouraged to petition the director of the school to "redress grievances," the first step to understanding how to appropriately advocate for change. A group of second graders petitioned to change a portion of the school behavior code regarding toys at school. The school provided the students with a formal process to be heard by the director and the faculty. A two-week pilot of the requested change was initiated. Data were collected from parents, students, faculty, and staff. The successful completion of the pilot and the summary of the data resulted in a change to the code that reflected most of the students' initial petition. The eight-year-old students most closely involved in the petition process were invited to announce the change to the school.

ENTHEOS ACADEMY

4710 West 6200 South, Kearns, UT 84118
www.EntheosEL.org
801-417-5444
Director: Dr. R. Craig Pace
Rep. Eric Hutchings
Sen. Ed Mayne
U-PASS: Yes
AYP: Yes

Community garden

2008-09 SCHOOL STATS:

Opened:	2006
Number of students:	510
Grades served:	K-8
Average classroom size:	26

Authorizer: Utah State Board of Education

MISSION:

The mission of Entheos is to INSPIRE the rising generation to reach the heights of their potential, IGNITE their curiosity to venture into new and challenging 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!

SCHOOL INNOVATIONS AND OUTCOMES:

As an Expeditionary Learning school, Entheos Academy combines rigorous academic content and real-world projects, called learning expeditions, with active teaching and community service. During the 2008-09 school year, Entheos made significant contributions to medical research. As part of their learning expeditions, the primary school organized a walkathon for diabetes and raised over $3,000 for the American Diabetes Foundation. The middle school studied physiology, and in connection with learning about cancer and community relations, did a bicycle riding fundraising campaign called Pedals for Hope in which they raised more than $10,000 for cancer research. The first grade planted a large community garden as part of their science learning. The vegetables from the garden will be used by the community and the school. Arts programs were also very strong during the 2008-09 academic year. All elementary students had an opportunity to investigate an art form for a six-week Discovery class, culminating in a Discovery Recital. Fifth though ninth grade students auditioned and rehearsed after school and produced an excellent musical, "The Glass Slipper." The play was performed on three consecutive nights at the Rose Wagner Theatre in downtown Salt Lake City. The second grade students, with the aid of the Utah Festival Opera's "Opera for Children" program, produced two ten-minute operas, one about rocks and one about volcanoes. They composed the words and music, painted scenery, created their costumes and performed the operas in a community theatre.

STUDENT INNOVATIONS AND OUTCOMES:

Our students excelled at working together in the above-described projects. Many of them also had individual success experiences. Individual sixth grade students each planned a self-chosen 100-hour service project. The projects included raising funds for various community hospitals and organizations, making things for children's hospitals and performing other kinds of community service. One unique project was the creation of an after school "Christmas Choir" of grade K-9 students organized that was and conducted by two sixth grade students. The choir performed together with an adult developmentally disabled group at a busy mall during the Christmas shopping season. Additionally, individual students had opportunities to participate in out-of-state field work. Eight middle school students were able to spend three days in Washington D.C. with the "Close-up Foundation" in an intense structured experiential learning program visiting monuments, museums, and government venues and participating in workshops with secondary students from throughout the U.S. and its territories. Two seventh grade students were chosen by their teachers because of academic success and citizenship to participate in a scholarship award Outward Bound Appalachian Trail hiking adventure.

FAST FORWARD CHARTER HIGH SCHOOL

875 West 1400 North, Logan, UT 84321
www.ffchs.com
435-713-4255
Principal: Stephanie B. Sorenson
Rep. Jack R. Draxler
Sen. Lyle W. Hillyard
U-PASS: No
AYP: No

2008-2009 SCHOOL STATS

Opened:	2003
Number of students:	214
Grades served:	9-12
Average classroom size:	20
Authorizer: Logan City School District	

Students participate in "The Truth" campaign

MISSION:

The mission of Fast Forward Charter High School (FFCHS) 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.

SCHOOL INNOVATIONS AND OUTCOMES:

In order to effectively meet the needs of our diverse student body and the challenges posed by their various risk factors, FFCHS provides a three-tiered learning program that can be adjusted to benefit each individual student in the most appropriate way. First, the school offers students the opportunity to work in a traditional classroom setting where highly qualified and licensed instructors guide classroom discussions and provide appropriate coursework to help students achieve state curriculum standards. Second, the school offers students the opportunity to earn credit using the A-plus Anywhere Learning System. This computer-based directed studies program allows students to earn credit in core classes at their own pace while being closely tracked by a program facilitator who monitors their progress and offers individual assistance to students. Finally, the third learning tier at Fast Forward Charter High School is a concurrent enrollment program that allows students the opportunity to earn both high school and college credits as they receive instruction via satellite through Utah State University's Uintah Basin distance education program. Fast Forward's three-tiered learning program allows administrators, counselors, and teachers to work together with each individual student to design and implement the most effective plan for the student's educational success based on his/her needs, experience, and educational goals.

STUDENT INNOVATIONS AND OUTCOMES:

FFCHS emphasizes hands-on, project-based learning to address our at-risk population's unique learning styles. For example, in our video production classes, where we partner with Bridgerland Applied Technology College, students express their creativity by producing videos that may be entered into various community and statewide contests. This past school year, Fast Forward students won Best Leading Role for their regional Clean Air Act video and took first place honors (out of 20 schools) for their commercials in Utah's "The Truth" anti-smoking campaign.

FFCHS's students are also actively involved in their community through service and fundraising efforts. For example, students spearheaded a fundraiser for a faculty member who was critically injured in a motorcycle accident, exceeded all other high schools in the November canned food drive for the local food pantry, volunteered at the Bear River Head Start program, collected funds for the Sub for Santa program and the Teddy Bear Run (in which $500 was accumulated for the Children's Justice Center), and mentored elementary students in filming, editing, and producing a school broadcast.

FREEDOM ACADEMY

1190 West 900 North, Provo, UT 84604
www.pfa.cc
801-437-3100
Director: Lynne L. Herring
Rep. Keith Grover
Sen. Margaret Dayton
U-PASS: Yes
AYP: Yes

Historical characters enthrall students

2008-2009 SCHOOL STATS:

Opened:	2003
Number of students:	672
Grades served:	K-8
Average classroom size:	25
Authorizer: Utah State Board of Education	

MISSION:

The mission of Freedom Academy is to provide an education that supplies the essential knowledge and skills for students to succeed in life's pursuits and to become self-motivated, lifelong learners and contributors. Freedom Academy will have a positive impact in the local community and beyond by providing an education of the highest quality to students who will go on to become leaders in their communities, business, and society.

SCHOOL INNOVATIONS AND OUTCOMES:

Freedom Academy adheres to its motto—"Soar Without Limits"—by offering many, varied, and unique learning opportunities each year to their K-8 students. The experienced and dedicated faculty and staff support each student in achieving goals that are in the highest range possible. Success is evident in continued student achievement, both in state tests and within school programs. A school-wide individualized reading challenge program and a seventh and eighth grade GeoBee class provided challenges worthy of champions today and tomorrow's leaders. Student Council-led projects include raising funds for schools in Africa and recycling efforts. Advanced technology in all classrooms lends to cutting-edge skills and learning for tomorrow. Year-long work with student data results in exceptional student progress and growth. Many of our students scored in the top ten percent nationally on the Iowa Tests, including 47 percent of third graders, 45 percent of fifth graders, and 32 percent of eighth graders.

STUDENT INNOVATIONS AND OUTCOMES:

Our students not only shine within the school, but within the world. For the third year in a row, our Spanish team of 43 non-native speakers took first place in the BYU Language Fair. A third grade girl placed second in the Freedom Festival Essay Contest. An eighth grade boy competed in the finals of the state Geography Bee. Students competed in the state science fair and valley spelling dee. Fourth and seventh graders attended Charter School Day at the State Capitol, meeting role models. An all-school art project was displayed at Governor Huntsman's inauguration. Eighth graders traveled to Washington, D.C., adding to their foundation of American heritage knowledge. Our students represent our school at many venues within the local community, state events and with international concerns. Learning and innovation are keys to a successful future for students at Freedom Academy.

GATEWAY PREPARATORY ACADEMY

201 East Thoroughbred Way, Enoch, UT 84721
www.gpacharter.org
435-435-867-5558
Director: Robyn N. Lee
Rep. David Clark
Sen. Stephen H. Urquahart

Gateway Preparatory Academy

2008-2009 SCHOOL STATS:

Opened:	2008
Number of students:	545
Grades served:	K-8
Average classroom size:	22
Authorizer: Utah State Board of Education	

MISSION:

Our mission is to provide children with a competency-based classical education with an emphasis on the tools of learning and using practical applications for learning opportunities. It is also to provide individual attention and second language acquisition in a safe, respectful, disciplined, and supportive environment.

SCHOOL INNOVATIONS AND OUTCOMES:

Gateway opened its doors in August of 2008 with an enrollment of 550 students in grades K-8. We have implemented a Montessori-based approach to education that allows students to approach learning in a hands-on and discovery model. Teachers serve as guides and meet students where they are, academically and developmentally. We track students' progress and growth by looking at competencies that embrace state standards. At any time, parents are able to review their students' progress towards mastery of those concepts through a computer-based tracking system. We invite students to learn in a multi-age setting with 6-9 year olds, 9-12 year olds, and 12-15 year olds grouped together so that peer support and tutoring is an everyday activity. In each of five terms over an extended school year that continued through the end of June, students demonstrated their learning in a "festival" that incorporated performing arts, student-written plays and programs, portfolio presentations, and student-led discussions. Each student was given a chance to show what he or she had learned during the previous term. Our instruction and student learning is thematic and inter-disciplinary. Students learn skills through application, doing research, writing, comparing, and calculating to produce a product associated with themes such as the ancient Greeks or the Roman Empire. Students were given an opportunity to explore interests in depth and follow their individual passions.

STUDENT INNOVATIONS AND OUTCOMES:

We have an open studio approach to our elective program, and students through their own initiative have helped us develop a guitar class, a percussion group, a graphic arts group, a student newspaper, and a Chinese class. Teachers with appropriate skills and knowledge stepped forward to guide these innovations. As part of a health class with our older students, everyone developed a life-size model of the human skeleton. There was great variety in the resources used; students used bread, plastic pipes, paper rolls, etc. In one case, a student learned to weld working with his father and built an all-iron skeleton that has become our school mascot! Students wrote stories and books, produced plays, and developed science projects as they chose their individual paths to learning.

GEORGE WASHINGTON ACADEMY

2277 South 3000 East, St. George, UT 84790
www.gwacademy.org
435-673-2232
Director: Amy Trombetti
Rep. David Clark
Sen. Stephen H. Urquahart
PASS: Yes
AYP: Yes

Building a strong foundation

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	502
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

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 rigorous curriculum.

SCHOOL INNOVATIONS AND OUTCOMES:

GWA has continually improved each year and scored above the state level in math and language arts in most grade levels. We also did not have any expulsions or disciplinary actions greater than a three-day suspension. Our students' behavior and academic success are top-notch. Our Special Education Department also completed its site visit according to the UPIPS process, and the final report shows that we are in compliance in all areas. It was stated by the team of visitors that we are one of the best schools they have seen. Below are our CRT scores from 2008. We did meet AYP.

Grade	Language Arts		Math		Science	
	GWA	State	GWA	State	GWA	State
2nd	77%	77%	81%	73%		
3rd	78%	77%	89%	74%		
4th	72%	78%	79%	76%	30%	63%
5th	78%	78%	86%	74%	51%	70%
6th	84%	79%	88%	75%	62%	69%
7th	91%	79%	98%	75%	60%	68%
8th	91%	84%	84%	78%	73%	68%

STUDENT INNOVATIONS AND OUTCOMES:

GWA prides itself on success stories. Despite being in only our fourth year of operation, we have had huge success. Our students soared in 2008-09 in our state test scores, according to raw scores. We have had a student attend the state finals in the Geography Bee each year. We have had several students qualify at the state level for the Hershey Track Meet, and our Science Fair had over 200 participants from kindergarten through eighth grade.

Our biggest success story is parental satisfaction. According to our parent survey at the end of 2009, we had 98 percent overall satisfied with their child's teacher, the administration, the programs and the academic success. Our special education students scored the same average as our general education students, and according to parent surveys we go above and beyond to help all children succeed.

At GWA we strive to make the difference in every child's life. It is our goal for students to leave here feeling confident that they will succeed and have laid the foundation for an excellent education!

GUADALUPE CHARTER SCHOOL

340 South Goshen Street, Salt Lake City, UT 84104
guadalupe-schools.org
801-531-1600
Director: Vicki Mori
Rep. Jennifer Seelig
Sen. Luz Robles
U-PASS: Yes
AYP: Yes

One of many community resources provided

2008-2009 SCHOOL STATS:

Opened:	2007
Number of students:	100
Grades served:	K-3
Average classroom size:	24

Authorizer: Utah State Board of Education

MISSION:

Provide high quality, individualized instruction for children who are at risk of school failure.

SCHOOL INNOVATIONS AND OUTCOMES:

This school year, Guadalupe Charter School was chosen for the Innovations Excellence award by the Utah Association of Public Charter Schools. The award was given for our unique program, which begins at birth and works with children and their families through the third grade. The kindergarten through third grade elementary program is supported by charter school funds and partners with private funding for the five years of early intervention services. We also are the only charter school chosen to be a Community Learning Center through United Way, along with four other schools from Salt Lake City, Davis, Granite, and Park City School Districts.

Some highlights of the 2008-2009 School Year for Guadalupe students included:

- Students ended the year with 95 percent attendance.
- We have all but two students returning next school year.
- We maintain 92 percent of the students who started with us at the beginning of the school year.
- 62 percent of our second grade students made more than 12 months' growth in a nine-month school year.
- In the third grade, 74 percent of the students are proficient on the Language Arts CRT; this is an increase from 50 percent of those students being proficient in the second grade.

STUDENT INNOVATIONS AND OUTCOMES:

Guadalupe Charter School looks at individual student growth and family growth. Below are a few examples of the successes we celebrated this school year.

- Two of Guadalupe Charter School's third grade students received scholarships to attend the McGillis School for fourth through eighth grade.
- One third grade student scored in the top ten percent of the nation on her Fall Iowa test.
- A parent who has two children in Guadalupe Charter School has also been working on her English skills through our Adult English as a Second-Language program. Her teacher collaborates with the children's classroom teachers to ensure that she volunteers in her child's classroom. This helps her work on her English and learn how to help her children at home. This parent has worked hard, and next school year will be one of the elected officers of our Parent Involvement Committee.

INTECH COLLEGIATE HIGH SCHOOL

1787 North Research Parkway, North Logan, UT 84341
www.intechchs.org
435-753-7377
Director: Jason Stanger
Rep. Jack R. Draxler
Sen. Lyle W. Hillyard
U-PASS: Yes
AYP: Yes

Engineering is the best!

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	170
Grades served:	9-12
Average classroom size:	22

Authorizer: Cache County School District

MISSION:

InTech Collegiate High School's Mission is to encourage and prepare students in grades 9-12, and especially those traditionally underrepresented, to pursue and complete college degrees in math, science, and engineering in order to enhance the talent base in these fields.

SCHOOL INNOVATIONS AND OUTCOMES:

Not only does InTech Collegiate offer a selection of both Advanced Placement and concurrent enrollment courses on its own campus, but through a partnership with USU, qualified students are able to enroll in on-campus courses at USU while still in high school. This Early College program provides participating students with the opportunity to access a greater number of college courses and to begin their on-campus experience early.

InTech Collegiate maintains its student body size below 300 and had an average class size below 23 in 2009. For many students who may feel lost in a larger school setting, this allows more individual access to teachers and staff in order for students to feel that they are an important part of the learning community at InTech.

Connections with USU and several local high-technology companies afford students unique opportunities to extend and apply their learning to real-world settings while still in high school. Not only does InTech Collegiate invite professors and technology professionals to come speak to and work with students during regular class time, it also works with these professionals to provide opportunities for students to develop their skills and expand their learning outside of the school setting.

STUDENT INNOVATIONS AND OUTCOMES:

InTech Collegiate had its first graduating class in 2009, half of whom earned scholarships (including one student who earned the prestigious Presidential Scholarship at USU), and 20 percent of whom earned the New Century Scholarship.

During the summer of 2009, several students from InTech Collegiate participated in one or more chemistry, biochemistry, or bioengineering internship projects at USU.

All students at InTech are required to participate in the national Toshiba ExploraVision and the regional Ritchey Science Fair competition. Three of InTech's teams received national honorable mentions in the ExploraVision competition. Six of InTech's students placed in the top three in various categories in the Ritchey competition, earning scholarships and cash prizes, and several others received honorable mentions.

Although InTech specializes in science, technology, engineering and math, its students also excel in other areas; one example of this is the fact that three of twelve high school State History Fair winners in 2009 were from InTech.

ITINERIS EARLY COLLEGE HIGH SCHOOL

9301 South Wights Fort Road, West Jordan, UT 84088
www.iechs.org
801-256-5970
Director: Stephen Jolley
Rep. Steven Mascaro
Sen. Chris Buttars
U-PASS: Not Applicable
AYP: Yes

Itineris students

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	215
Grades served:	11-12
Average classroom size:	24
Authorizer: Jordan School District	

MISSION:

The mission of Itineris Early College High School is to create a learning community with cultures that support high expectations, inquiry, and effort; blending this cognitive challenge with the caring connections that encourage self discovery and maximize potential.

SCHOOL INNOVATIONS AND OUTCOMES:

- Student Advisory "Connect Time": Cohort groups of students (14-18) meet for one hundred minutes a week with one specific faculty member for the entire time students are attending Itineris. This time is used to communicate information about the school; conduct academic planning and advising; distribute career information; and carry out service projects, cooperative learning activities, academic tutoring, civic responsibilities, study skill development, etc. Students have one teacher who is their advocate in the ups and downs of high school life and in making the transition to college life.
- Math Tutorials: Small tutorial groups of fifteen or less meet with level four math faculty one hour a week in addition to their assigned math course to help solidify understanding without worrying about their letter grade. This arrangement is also used on a one-on-one basis for all students needing to re-take the USBCT Math test. The direct results are a 100 percent pass rate on UBSCT math test for the last four years; also, over 90 percent of students taking math courses at any level, from Algebra I to Calculus, earn "C's" or better and are able to move on to the next course.
- Itineris students achieved 100 percent proficiency on the 2007-08 Language Arts 11 CRTs as a direct result of all students taking a college prep English class, without ability grouping.

STUDENT INNOVATIONS AND OUTCOMES:

- All students taking AP U.S. History take it concurrently with their English 11 course, with a special emphasis on the writing aspects of AP exams. In 2008-2009, 18 of 22 passed with "3s" or better.
- Seventy-three of the 106 graduates earned their AS degree from Salt Lake Community College, with 10 percent graduating on the Dean's List (3.50 GPA) and seven percent on the President's List (3.75 GPA).
- Out of the 73 students earning their AS degrees, 53 qualified for the New Century Scholarship, with a 3.0 GPA combining both high school and college grades.
- One hundred six students (98 percent) of the 108 seniors graduated on time.
- Graduating seniors earned over $1,000,000 in scholarships.
- Thirty-six percent of graduating seniors are the first in their family to attend college.
- The average amount of college credit earned by each graduating senior was 52, for a savings of approximately $7,000 per household.
- All students take the ACT as juniors and again as seniors (at the school's expense), with an average composite score of 23.1; 45 percent of all seniors meet the "College Readiness" standard in all four indicators, compared to 23 percent nationally.

JOHN HANCOCK CHARTER SCHOOL

125 North 100 East, Pleasant Grove UT 84062
www.johnhancockcs.org
801-796-5646
Director: Julie Adamic
Rep. Craig Frank
Sen. John L. Valentine
U-PASS: Yes
AYP: Yes

Rocket Day at John Hancock

2008-2009 SCHOOL STATS:

Opened:	2002
Number of students:	181
Grades served:	K-8
Average classroom size:	20

Authorizer: Utah State Board of Education

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.

SCHOOL INNOVATIONS AND OUTCOMES:

John Hancock Charter School is proud to be one of 45 Official Core Knowledge Visitation Schools worldwide. This is the highest recognition the Core Knowledge Foundation gives to its schools. We go through an annual renewal process with the Core Knowledge Foundation to retain our visitation status.

John Hancock Charter School is also fully accredited by the Northwest Association of Accredited Schools. We received a six-year term of accreditation, which is the highest recognition NAAS gives to its participating schools. We will continue to perform self-evaluations, and our next full team visit is scheduled for the 2014-15 academic year.

We are continually striving to provide an excellent educational experience for all of our students by meeting each of their individual needs.

STUDENT INNOVATIONS AND OUTCOMES:

Our school is focused on the individual student. Teachers make home visits each summer, communicate with parents at least twice a month, provide individual one-on-one instruction as needed, hold before and after school tutoring, and continually monitor student progress.

Our students have attended and received honors at the Central Utah Science and Engineering Fair, National Geographic Bee and the Utah County Spelling Bee. Because of the individual attention given to each student, we have seen multiple students advance multiple grade levels in one academic year.

John Hancock Charter School was recently ranked by the Sutherland Institute as the fourth top performing elementary school and seventh top performing middle school in the state. We have consistently been ranked highly by this foundation.

KARL G. MAESER PREPARATORY ACADEMY

531 North State Street, Lindon, Utah 84042
www.maeserprep.org
801-785-4687
Director: Justin L. Kennington
Rep. Craig Frank
Sen. John L. Valentine
U-PASS: Yes
AYP: Yes

Karl G. Maeser Preparatory Academy

2008-2009 SCHOOL STATS:

Opened:	2007
Number of students:	180
Grades served:	9-12
Average classroom size:	18

Authorizer: Utah State Board of Education

MISSION:

KGMPA exists to provide a rigorous, classical, college-preparatory education through the 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.

SCHOOL INNOVATIONS AND OUTCOMES:

Our curriculum is a rigorous college-prep curriculum, and our graduation requirements align themselves (somewhat serendipitously) with the requirements for the Regents' Scholarship. Our Winterim program (three weeks in January where regular classes are suspended and students study a selected program intensely) gives students and the community opportunities to create and explore meaningful and unique areas of interest. Our standardized test scores demonstrate that our curriculum and faculty, while focusing on preparing students for college study, do not sacrifice time and effective preparation for state-mandated benchmarks. In our second year, for example, the average ACT score of graduating seniors was 25.4, a very high number considering that of our twelve graduates, the following countries/nationalities were represented: Germany, Bolivia, Ukraine, Mexico, and the United States. Our school growth is also worth noting. Next year we will graduate 45-50 students, and the year after 70-75. Students and families are being attracted to our school for its high expectations, its culture of excellence, and the success of our college-bound students.

STUDENT INNOVATIONS AND OUTCOMES:

A great success story has been our students' performance (in only our second year) at state and national contests in areas that grow out our commitment to the intense study of "Great Works" and citizenship. Our debate program, for example, has experienced great success in state but also sent two students (a sophomore and a junior) to an international debate tournament (Tournament of Champions) in Seattle. This tournament was by invitation only. Our extreme theatre program, writing Winterim, and daily curriculum lead to great success in writing as well. One example is the number of our students who placed in the Utah State Poetry Society contest (14 of the 22 students); even more exciting was the junior who took the C. Cameron Johns Award for the best poem written in the State of Utah. Her poem then received third place in the nation in the Manningham Trust competition, which is named for the National Federation of State Poetry Societies. In spite of our newness and small student body (220), we have two National Merit Semifinalists this year. In short, our approach to language and the performing arts has lead to prestigious awards.

LAKEVIEW ACADEMY

527 West 400 North, Saratoga Springs, UT 84045
www.lakeview-academy.com
801-331-6788
Directors: Bud Stone & Penny Ralphs
Rep. Kenneth W. Sumsion
Sen. Mark Madsen
U-PASS: Yes
AYP: Yes

Lakeview Academy

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	685
Grades served:	K-9
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

At Lakeview Academy, our mission is to develop Capable, Confident and Contributing members of society through learning experiences that foster growth, creativity and character development. These key qualities are cultivated throughout the school's program. We believe all children have the right to a well-rounded education achieved through a school program that actively promotes academic excellence, social awareness, and personal responsibility. Lakeview Academy's program is designed to accomplish these things as the mission of the school is fulfilled.

SCHOOL INNOVATIONS AND OUTCOMES:

Lakeview Academy believes children learn best when taught using a variety of methods. Consequently, instruction is differentiated to meet the needs of individual students. Grade level teachers collaborate weekly to foster cooperation, creativity, and team-teaching opportunities to ensure the best learning environment. The program challenges all students to reach their potential in a supportive environment with clear expectations for behavior and performance. Our academic program provides a strong foundation and is committed to educating the whole person while encouraging a deep love for learning and preparing students to contribute to a changing and challenging world. Service opportunities in the community are an integrated part of students' education.

Lakeview Academy's students will gain knowledge through inquiry-based learning, which includes hands-on experience, reflection, and real-life application of knowledge acquired in the classrooms. To ensure this, each Friday includes an "enhancement" experience where students apply what they have learned.

STUDENT INNOVATIONS AND OUTCOMES:

Lakeview Academy is an Arts, Technology and Science school. This year several of our sixth grade students put together their own PowerPoint about what they like about Lakeview Academy. This PowerPoint was on display at the Capitol Day event, and was also featured on our website over the summer.

One of our students earned the U.S. Air Force award (first place in the Chemistry/Biochemistry division) and was a Jr. Grand Champion at the Utah State Science Fair.

Lakeview strives to provide service learning opportunities for all of our students. This year's projects included collecting hygiene supplies for a local woman's shelter; delivering blankets to Primary Children's Hospital; conducting a food drive for the local food bank; and the "Heifer Project," where our fifth grade students raised money to purchase animals for students in Africa, which the student can sell in order to use the money earned to attend school. These projects, as well as several other small-scale projects, help our children understand their importance to their family, community and world.

Lakeview Academy students strive for excellence wherever they go, and our cheerleading squad is no different. They were awarded first place and carry the title of Junior State Champions.

LEGACY PREPARATORY ACADEMY

1375 West Center Street, North Salt Lake, UT 84504
www.legacyprep.org
801-936-0555
Director: Elizabeth Hatch
Rep. Rebecca P. Edwards
Sen. Daniel R. Liljenquist
U-PASS: Yes
AYP: No

Learning the past, creating the future

2008-2009 SCHOOL STATS:

Opened fall:	2006
Number of students:	753
Grades served:	K-9
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

Legacy Preparatory Academy builds the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life. 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.

SCHOOL INNOVATIONS AND OUTCOMES:

All students, K-10, are assessed and placed in math and reading classes according to their achievement levels to ensure they are properly challenged. In elementary, students are placed in leveled learning math and reading groups of no more than ten students per group. LPA has both a certified teacher and a qualified paraprofessional instructor in each elementary classroom. All teachers are trained in the classical education trivium and direct instruction, allowing greater focus on student progress and mastery. This year, LPA implemented a school-wide three-tiered Response to Intervention model to identify students with difficulties and maximize student achievement.

AYP Reports show LPA students achieved 90 percent proficiency in Language Arts (12 percent higher than the state average), and 86 percent in Mathematics (15 percent higher than the state average). LPA's language-intensive Classical Education Model positively affects its students, as shown by DIBELS test results; 87 percent of LPA students read at benchmark. LPA parents gave "superior" marks for LPA's instructional quality and teacher excellence, according to the annual surveys.

STUDENT INNOVATIONS AND OUTCOMES:

LPA's focus on classical education and fine arts is exemplified by the innovative programs our teachers employ. The first graders composed and performed their own operas, second graders participated in a re-enactment of Ellis Island immigration, and fourth graders participated in a medieval festival showcasing the induction of knighthood and medieval traditions.

At the secondary level, Latin is a required course for all junior high students, thus enabling them to increase their understanding and use of vocabulary. LPA's educational environment supports the development of positive character traits such as respect, integrity, and hard work. This year, junior high students participated in Social Leadership, which impresses them with the importance of etiquette, social graces and community service. The fusion of intellect and character will enable our students to become productive, conscientious citizens.

LIBERTY ACADEMY

1195 South Elk Ridge Road, Salem, UT 84653
www.libertyacademycs.org
801-465-4434
Director: Rob Muhlestein
Rep. Michael Morley
Sen. Mark Madsen
U-PASS: Yes
AYP: Yes

Liberty Academy

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	576
Grades served:	K-8
Average classroom size:	22

Authorizer: Utah State Board of Education

MISSION:

At Liberty Academy, qualified teachers provide students with a world-class education centered on a challenging curriculum taught through leadership principles in a moral and respectful environment.

SCHOOL INNOVATIONS AND OUTCOMES:

We have implemented Expeditionary Learning, which incorporates service opportunities into the curriculum. Our goal was for our students to have a direct impact on their community. For example, our students have worked in concert with a community member to help restore an historic theater in the downtown Payson area. Students worked alongside each other to clean, haul away garbage, and help beautify the Huish Theater.

We hosted a Celebration of Learning at the Peteetneet Academy in Payson, showcasing the talents and projects produced by our student body for the enjoyment of the community. In preparation for this, teachers and students created learning goals together and worked to achieve them. This celebration was the end product of this endeavor.

Through our Outdoor Leadership class, principles of leadership were woven into outdoor expeditions. Hiking, snowshoeing, and rappelling were used to teach leadership, teamwork, and respect for the environment.

STUDENT INNOVATIONS AND OUTCOMES:

Through Expeditionary Learning, we have watched students overcome fears and self-placed obstacles as they achieve success in and out of the classroom. One such example is a young lady with learning disabilities who felt tremendous gratification after negotiating a difficult portion of a snowshoeing trail. With the encouragement of her peers, she was willing to take the risk, overcame the obstacle, and inspired her classmates. In another example, a young man who struggles in the classroom found success and made great contributions to the group in a similar circumstance. The Living History Museum, our Celebration of Learning, was the final product of a semester of work on the part of our students. Our expedition "Where is the Money Tree?" focused on the Great Depression. Students learned about economics in our country in the present as well as in that era. They created their own mini-economy and earned "money" by completing assignments on time, participating, and completing "jobs" from our teacher job board. Students were then able to purchase items from our student store, the Liberty Post. Our students spent several months researching ballroom and swing dances, historical figures and innovations, and arts and crafts related to that era. The projects created from this research were used in all aspects of the celebration. Costumes, sets, scripts, dances, and even the refreshments were the end result of this research. The final product was an evening that transported guests back in time to a 1920s speakeasy in present-day Payson, Utah.

LINCOLN ACADEMY

1582 West 3300 North, Pleasant Grove, UT 84062
www.lincoln-academy.org
801-756-2039
Director: Jake Hunt
Rep. Craig Frank
Sen. John L. Valentine
U-PASS: Yes
AYP: Yes

Look out, world…here we come!

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	595
Grades served:	K-9
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

The mission of Lincoln Academy is to inspire children to love learning and to empower them to explore and achieve their individual potential.

This statement will become a reality as we empower all types of learners to explore by using diverse, interactive and hands-on learning opportunities, as we work to enhance each student's self-worth, and as we prepare scholars who will excel in life.

SCHOOL INNOVATIONS AND OUTCOMES:

Lincoln Academy uses NWEA adaptive testing (a suggestion from the Governor's Assessment Panel) to monitor the progress of students. This testing provides immediate results on student progress and the next steps to take to help individual students succeed. It also tracks the progress of students every year they are at the school.

Lincoln Academy has implemented an iexcel program in the junior high. Students who are missing assignments are given the opportunity twice a month during the school day to make up those assignments, while students who are not missing assignments participate in an activity. This has decreased the amount of missing assignments by 40 percent.

Lincoln Academy has reached out to the community to create class and school partnerships. Each classroom is assigned a sponsor that donates at least $500 to each classroom to support additional learning opportunities. Guest speakers come to the school to talk about their passions. We have had weathermen, model train builders, BYU basketball players, Miss Utah winners, NASA experts, television newscasters, and authors.

Lincoln has generous, dedicated parents. Last year we had over 18,000 volunteer hours donated at Lincoln Academy.

STUDENT INNOVATIONS AND OUTCOMES:

All students are encouraged to explore with learning. Last year, junior high science students were challenged to do a science project. They had the opportunity to choose to do whatever they were interested in. Two girls decided to reconstruct a rabbit skeleton and turn it in as their science project.

Our journalism program has been very successful. Our journalism students placed second at a national competition for quality newspaper. They do all of the advertising, graphic design, and writing for the paper. Through their efforts, the paper is self-sufficient. Journalism students also participate in creating a yearbook and providing our school with a weekly news broadcast.

Our women's choir, mixed choir, and band participated in the Heritage Music Festival in Anaheim, CA last spring. The choirs both took first place in the Junior High division, and the band took third place.

MERIT COLLEGE PREPARATORY ACADEMY

1440 West Center, Springville, UT 84663
www.meritacademy.org
801-491-7600
Director: Paul Baltes
Rep. John Mathis
Sen. David P. Hinkins

Merit College Preparatory Academy

2008-2009 SCHOOL STATS:

Opened:	2008
Number of students:	285
Grades served:	9-12
Average classroom size:	18

Authorizer: Utah State Board of Education

MISSION:

Merit College Preparatory Academy will endow all students with the knowledge and skills required to excel in higher education and with the understanding essential for civic and social responsibility.

SCHOOL INNOVATIONS AND OUTCOMES:

Merit Academy students regularly take their classroom work into local businesses, the community, and civic organizations. As such, their work is regularly viewed by members of these communities and by the general public. We have become a force for good in our areas, including undertaking 18 service and service learning projects last year. Our curriculum and compassion in the classroom helped our sophomores achieve the highest UBSCT test scores in the state, and all of our other test scores were well above state averages.

We offer a full-fledged high school curriculum with many innovative classes, some proposed by students and some by faculty members in their special areas of expertise.

STUDENT INNOVATIONS AND OUTCOMES:

Merit has instituted a hands-on, real-world, project-based curriculum, in a highly positive environment where students have more say in what goes on at school. Because of this focus, students regularly interact with members of the community around them. Students work at their projects with more enthusiasm, because they relate to their world and the world in which they will engage in their colleges and careers.

In addition, every one of our graduates last year was accepted into a college program and will be attending in the fall.

MOAB CHARTER SCHOOL

358 East 300 South, Moab, UT 84532
moabcharterschool.org
435-259-2277
Director: Joe Heywood
Rep. John Mathis
Sen. David P. Hinkins
U-PASS: Yes
AYP: Yes

Moab students' community contributions

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	54
Grades served:	K-6
Average classroom size:	15

Authorizer: Utah State Board of Education

MISSION:

The Mission of Moab Charter School is to support and challenge each child to develop critical thinking, self-direction, and their full academic and creative potential.

SCHOOL INNOVATIONS AND OUTCOMES:

Moab Charter School provides parent choice in a small, rural community by providing a healthy alternative to elementary education. Our school focuses on small class sizes (no more than 15 students per class), a small-community feel to the school, threading the arts throughout the weekly curriculum, and meeting individual student needs through project-based, hands-on learning in the curriculum. Recent assessments show that a rising percentage of our students are reading at or above grade level (70 percent of the total number of students for the 2008-09 school year). We're happy that recent efforts to introduce more academic rigor are paying off for our students. Our school's focus on the arts gives our students a much-needed weekly infusion of learning opportunities that are often left out of the elementary experience. Each child in the school receives weekly art and music lessons. Our small class sizes allow us to meet the individual needs of a student body made up of diverse learners.

STUDENT INNOVATIONS AND OUTCOMES:

We have had a number of successful activities arise out of the daily curriculum for Moab Charter School. Our kindergarten class wrote and performed an eight-minute opera entitled *Snow White and the Seven Chipmunks and Their Dog (P.S. They Have a Door, Too).* The entire student body performed a school musical for a large audience of parents and community members at the local theater; the play was entitled, *A Froggy Day in Lindentown.* In addition, we were able to get our ceramics studio up and running, and students broadened their art training in the field of pottery. The third through sixth grades enjoyed two visits from an artist, John Schaefer, who helped students master principles of photography and videography. Students created a film about Moab community life and the town's people, and they shared their work at the Moab Film Festival. There were many art-based projects this year that, along with our city-walks, visits from organizations like zoos and nature conservatories, and many other opportunities for beyond-the-book learning, made Moab Charter School a unique and special educational experience for our children.

MONTICELLO ACADEMY

2782 South Corporate Park Drive, West Valley City, UT 84120
www.monticelloacademy.net
801-417-8040
Director: Mike Westover
Rep. Janice Fisher
Sen. Luz Robles
U-PASS: Yes
AYP: Yes

Character—Wisdom—Achievement

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	750
Grades served:	K-9
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

... to provide a superior education for K-9 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.

SCHOOL INNOVATIONS AND OUTCOMES:

Monticello Academy (M.A.) cares for each individual student and is committed to helping every student gain a strong educational foundation. In addition to the wonderful teachers and strong curriculum, M.A. has adopted a data-driven student achievement model. Eduss Learning software has been purchased to customize each student's learning with assessments, automated tutorials, practice exercises, learning pathways, and printable resources. During summer school, individual learning gaps were identified and addressed, and individual student achievement has significantly improved.

Additionally, the school's personalized SIS system, Compass: Education Management Software, provides a unique "Escalation System" which generates weekly automated parent notifications for grades, attendance, and completing assignments. There are three levels: "watch" (lowest level), "alert," and "alarm" (highest level). Notifications go out every Thursday evening with the student's weekly syllabus (general lesson plans for the week), and parents are scheduled to come into the school to meet with the principal at the "alarm" stage.

Further, an SEP function has been added to the Compass software to facilitate communication between the school and home to encourage and improve individual student growth and development.

STUDENT INNOVATIONS AND OUTCOMES:

M.A. recently completed a very successful summer. During that time, all student reading and math scores increased dramatically. With the help of the Eduss Learning, teachers were able to identify learning gaps in both reading and math for each individual student. After completing the diagnostic testing, students were tutored, both individually and collectively, to ensure that their identified, personal educational gaps were filled. By focusing on individual student academic needs, Monticello Academy made summer school a huge success.

Parents were invited to come to the last day of summer school and see their student's individual achievement and growth. Without exception, the parents were amazed and grateful. One of the teachers wrote: "The students worked individually and were engaged and challenged . . . . These students were able to see measurable gains in both math and language arts skills." It is commitment to individual student achievement, even during the summer, that makes M.A. so successful.

MOUNTAINVILLE ACADEMY

195 South Main Street, Alpine, Utah 84004
www.mountainvilleacademy.org
801-756-9805
Director: Emma Bullock
Rep. John Dougall
Sen. Howard Stephenson
U-PASS: Yes
AYP: Yes

Chess is a favorite among the students

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	650
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

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.

SCHOOL INNOVATIONS AND OUTCOMES:

One of the ways in which Mountainville succeeds in helping each individual child reach his/her own personal excellence is achievement grouping in math, reading, and spelling. Students are assessed and placed in flexible, small groups that allow them to learn at a level and pace that is best for them. Using research-based, data-driven, spiraling curricula such as Core Knowledge, Saxon Math, Reading Mastery, Spelling Mastery, Write Source, Shurley English and Handwriting Without Tears, Mountrainville gives students a solid foundation of skills to help them be successful in any endeavors they choose. Students are assessed at least weekly to maximize individual success.

We are also introducing the highly successful Leader in Me Program during the 2009-10 school year. This training will enable each of our staff members to become the type of educator that has an amazing, positive, life-changing impact on all students. Based on *The Seven Habits of Highly Effective People*, the Leader in Me training will promote a culture of leadership, communication, respect, and effective time management. By teaching skills of self-discipline, self-reliance, and self-confidence, we will enable Mountainville students and teachers to reach great heights this next school year and beyond.

STUDENT INNOVATIONS AND OUTCOMES:

Mountainville students continue to achieve great heights. For example, this year our eighth grade team placed second in the Utah State Math Contest. Our seventh graders also did very well. Many students placed well in the Patriot Pen Essay Contest as well as other contests. One of our students excelled all the way to the state level.

This next year we look forward to continued success with our Leadership and Learning Strategies class, where students in middle school participate in "houses." As houses they will engage in continuing community service, student-led interest projects, peer-tutoring, building study skills and leadership skills, and many other important activities. History trips, JA Biztown, great educational field trips, caring, excellent teaching, and a culture of building leadership are all reasons students succeed and enjoy learning at Mountainville Academy.

NAVIGATOR POINTE ACADEMY

6844 South Navigator Drive, West Jordan, UT 84084
www.npacademy.org
801-840-1210
Director: Judy S. Farris
Rep. Eric Hutchings
Sen. Michael Waddoups
U-PASS: Yes
AYP: Yes

NPA inspires students to use their minds well

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	500
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

Using a classical education model, our mission is to improve the academic achievement of each student and to instill in each individual the ideals and habits of virtuous living.

SCHOOL INNOVATIONS AND OUTCOMES:

NPA's standardized tests scores have steadily and consistently increased from 2005 to 2009, exceeding state and local district averages. The following contribute to NPA's continuous school-wide success: a research-based and field-tested curriculum; classical education principles; data-driven decision making; ability grouping; teaching and assessing to mastery (greater than 80 percent proficiency); a positive, school-wide discipline plan; and parent volunteerism and support. Annual school improvement surveys completed by parents, students, and staff consistently indicate greater than a 90 percent level of satisfaction with NPA's school program and performance.

STUDENT INNOVATIONS AND OUTCOMES:

The focus at NPA is on each individual's academic achievement and personal growth. Formative and summative assessment results in all subjects indicate improved student achievement. Safe Schools reports and other behavioral assessments demonstrate that students are taking responsibility for their own behavior and learning. Each student sets, tracks, and reports progress toward quarterly academic and character SMART goals. The students themselves are best at expressing what contributes to their academic and personal success. A departing ninth grader said, "This school has given me a curriculum to think about! I've been challenged and I'm prepared for whatever comes next." A fifth grader expressed the essence of his NPA experience in an essay. He wrote, "I have three reasons why I absolutely love NPA. We have parent support, ability grouping, and the CHAMPS behavior expectations to guide us. That's what makes NPA great!"

NOAH WEBSTER ACADEMY

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

Patriotism

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	530
Grades served:	K-6
Average classroom size:	24

Authorizer: Utah State Board of Education

MISSION:

Assist 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.

SCHOOL INNOVATIONS AND OUTCOMES:

At Noah Webster Academy, the values stated in our mission statement are an important educational foundation for our scholars. To help facilitate the learning of these values, NWA created a character education program unique to our school. This program is taught daily and is also reflected in our classroom management and school-wide discipline intervention program. Scholars are given opportunities to reflect on the character values in a variety of ways. The most popular for our parents is to see the pictures and the written words of what the value means to their scholar and how the scholar feels he/she is implementing it at school, home, and within the community. All activities at the school can be identified with one of our values. Also, a positive behavioral rewards system based on the values espoused by NWA has encouraged scholars to look for opportunities to implement character development in everyday life.

In an effort to aid in developing the whole child, and in addition to principle education, NWA has adopted a wellness policy and is working toward becoming a Utah Gold Medal School.

STUDENT INNOVATIONS AND OUTCOMES:

Note that at Noah Webster Academy we refer to our students as "scholars." We feel that this helps them create a positive image of themselves—they truly are "scholars."

Many of our scholars have been recognized this past school year. We have had winners in many state and regional events: Science Fair, Science Olympiad, Elementary Ballroom competition, and Spelling Bee. Our scholars have won the Elementary School Division of the BYU Cross Country Triple Crown for the past two years in a row. Our chime choir was invited to play at a civic Veteran's Day ceremony.

NWA's focus is on academic learning and character development of each of our scholars in a safe, nurturing environment. Recently our Director met a former NWA family, and the scholar ran up to him telling him all about the new school to which he had recently transferred. He said that he was a bit anxious because he felt that his NWA teachers really knew him, as an individual, and truly cared about him, his progress, and his feelings. He also appreciated that he wasn't teased at NWA as he had been in his previous school. He felt that this was the case because NWA "taught about character and how we should act."

NORTH DAVIS PREPARATORY ACADEMY

1765 West Hillfield Road, Layton, UT 84041
www.northdavisprep.org
801-547-1809
Director: Deborrah Gomberg
Rep. Douglas Aagard
Sen. Sheldon L. Killpack
U-PASS: Yes
AYP: No

North Davis Preparatory Academy

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	968
Grades served:	K-6
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:
North Davis Preparatory Academy students develop a love of learning, achieve high academic achievement, and enjoy high bi-literate proficiency.

SCHOOL INNOVATIONS AND OUTCOMES:
NDPA has now implemented the first phase of its One-Way Spanish Immersion Program. By December of 2008, first grade students received approximately 50 percent of their instruction in Spanish.

North Davis Preparatory Academy was recently selected to be an International Spanish Academy (ISA) by the Ministry of Education in Spain. NDPA is the first school in Utah to claim this honor. All ISA schools provide Spanish immersion programs with 50 percent of instruction in Spanish. Spanish language arts and the culture of Spanish-speaking countries are also required parts of the curriculum. International Spanish Academies grant dual high school diplomas to their graduates—a local diploma and an international diploma.

STUDENT INNOVATIONS AND OUTCOMES:
Our fifth grade students completed a thematic unit on freedom. They studied the American Revolutionary War period, sang patriotic songs, and wrote and designed PowerPoint presentations for their state reports. The culminating activity was a Waxless Wax Museum. The students researched a revolutionary hero, prepared a speech in which the student explained who he/she was, and translated the speech into Spanish. Students lined up in the hallways dressed up as their characters, and placed a little "button" at their feet. Each student froze in position until another student approached him/her and “pushed his/her button.” Then each character came to life and delivered his/her speech in both English and Spanish. When the speech was over, the character froze again—until the next visitor came.

NORTH STAR ACADEMY

2920 West 14010 South, Bluffdale, UT 84065
www.North-StarAcademy.com
801-302-9579
Principal: Mike Bennett
Rep. Todd Kiser
Sen. Howard Stephenson
U-PASS: Yes
AYP: Yes

Students stick together at North Star

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	501
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:
North Star Academy exists to ENGAGE and INSPIRE students to achieve their highest potential through a SAFE, CHALLENGING, and INDIVIDUALIZED learning environment.

SCHOOL INNOVATIONS AND OUTCOMES:
North Star Academy employs the School-wide Enrichment Model (SEM) developed by Doctor Joseph Renzulli as the basis for the education of our students. In accordance with SEM, individualized instruction is achieved in a variety of ways, including readiness grouping, differentiated instruction, curriculum compacting, Enrichment Clusters, and individual high end learning projects. The Renzulli Learning System and Total Talent Portfolios are utilized to identify students' strengths, interests and talents. This information is instrumental in developing instruction that meets the needs of our students on an individual basis. One specific example of school innovation at North Star is our Enrichment Cluster program. Enrichment Cluster groups are comprised of students and a teacher or facilitator who all share a common interest. The Cluster explores a student's area of interest, helping the student learn the skills of those who works in the field. Each Cluster identifies a project or service a student can create or carry out in relation to his/her area of interest. Some of the many Enrichment Clusters offered include science, sign language, Spanish, drama, event planning, scrapbooking, painting, and claymation. We have found that the high level of learning that takes place in Clusters benefits our students across the curriculum. This is evident in the formative and summative assessments of students, as well as the consistently long waiting list that shows evidence of our success in the eyes of our school's current and potential parents.

STUDENT INNOVATIONS AND OUTCOMES:
Our SEM specialist works with individuals or small groups of students to explore specific interests or talents while furthering their content knowledge. For example, three students were identified as being particularly interested in writing. The teachers and students worked together to identify a time that would be appropriate for the students to meet each week to work on writing a book. The students' writing skills improved greatly as they learned to work as a team to complete their book before the deadline for a contest they had chosen to enter.

As the fourth grade students began learning about Africa, it became evident that one student named Joshua had already mastered the curriculum and objectives of the unit. Once Joshua had confirmed his mastery of the curriculum through testing, curriculum compacting was employed to further his learning on the subject. He then worked with our SEM specialist to research further information on Africa. Joshua used this information to create a PowerPoint presentation, which he shared with his class at the end of their unit. The students in the class learned from the presentation while Joshua was able to practice valuable research and presentation skills as he researched a subject he was interested in. As students have witnessed these projects taking place, many have become excited about learning and have asked to participate in similar projects. Other SEM projects include book clubs, research projects, dioramas, service projects, event planning, and many other projects. Through SEM projects, students have become engaged and successful learners.

NORTHERN UTAH ACADEMY FOR MATH, ENGINEERING AND SCIENCE

2750 North University Park Boulevard, Layton, UT 84041
www.nuames.org
801-402-5920
Principal: Rob Stillwell
Rep. Curtis Oda
Sen. Sheldon L. Killpack
U-PASS: Yes
AYP: Yes

NUAMES in NYC!

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	378
Grades served:	10-12
Average classroom size:	20

Authorizer: Utah State Board of Education

MISSION:
Northern Utah Academy for Math, Engineering and Science, in partnership with Weber State University, is in the business of producing future college graduates in the areas of math, engineering and science.

SCHOOL INNOVATIONS AND OUTCOMES:
NUAMES has a unique partnership with Weber State University. We are located on the WSU Davis Campus in Layton. Weber State offers a comprehensive Early College program to our NUAMES students. Weber State provides a scholarship to cover the first $1,000 of eligible students' tuition. NUAMES then pays the rest of the students' tuition. This has benefitted our parents by saving them over $350,000 in college tuition for the school year 2008-09. In addition, 18 NUAMES graduates received their associate's degrees from WSU, thus qualifying them for the New Century Scholarship.

STUDENT INNOVATIONS AND OUTCOMES:
NUAMES students attended the National Technology Student Association annual conference, took first place in several events, and placed well in others.

The NUAMES debate class won a trip, fully paid for, to the United Nations for a Global Summit on Alternative Energy.

One hundred ten NUAMES students earned in excess of 1,900 credit hours at Weber State University during the 2008-09 school year.

NUAMES students have the privilege of attending NUAMES classes in the state-of-the-art Weber State Davis building. This allows them access to the latest in technology. In return, WSU uses the NUAMES portables for evening classes.

ODYSSEY CHARTER SCHOOL

738 East Quality Drive, American Fork, UT 84003
www.odysseycharter.net
801-492-8105
Director: Sylvia M. Finlayson
Rep. Craig Frank
Sen. John L. Valentine
U-PASS: Yes
AYP: Yes

Jump for joy—we go to Odyssey!

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	451
Grades served:	K-8
Average classroom size:	25
Authorizer: Utah State Board of Education	

MISSION:

OCS teaches students how to learn using a classically based curriculum that is thorough, challenging and systematic. Taught to value public virtue, supplied with knowledge and enabled to discover the patterns and relationships therein, each student is prepared to embark on their individual odyssey with the foundation of knowledge and critical thinking skills necessary to enjoy being independent learners for life.

SCHOOL INNOVATIONS AND OUTCOMES:

Detailed Score information—U-PASS 2008 Accountability Report

	Proficiency	Progress
Language Arts	78%	183
Math	72%	202
Science	60%	183
Attendance	86%	180

Odyssey Charter School just became a Core Knowledge visitation school after a years-long qualification process.

STUDENT INNOVATIONS AND OUTCOMES:

Odyssey's eighth grade trip to Italy and Greece was an excellent opportunity and growing experience for the students. Of the twelve students, only one had been to Europe, and most had never even left the United States. One girl had never been farther from Utah than Denver. Going to Italy and Greece gave these students a look at other cultures and people. Students gained real-world experience with money and on their own. One student took a particular liking to haggling; another student learned the importance of proper money management. They all had an opportunity to enrich their knowledge of Greek history and its importance to our own cultural and political history. This opportunity meant a lot to the students, and they really soaked in everything they could. This is an experience that will stay with these students and help them as they mature and enter the world.

OGDEN PREPARATORY ACADEMY

2221 Grant Avenue, Ogden, UT 84401
www.ogdenprep.org
(801) 627-2066
Principal: Kathy Thornburg
Rep. Neil Hansen
Sen. Jon J. Greiner
U-PASS: Yes
AYP: Yes

Achievement at OPA

2008-2009 SCHOOL STATS:

Opened:	2003
Number of students:	630
Grades served:	K-9
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

The mission of Ogden Preparatory Academy, through a bilingual education, is to create an environment where our students will gain: -A passion for lifelong learning. -Competence to thrive as productive and responsible citizens in the global community. -Respect for themselves and others. -Confidence in their own abilities.

SCHOOL INNOVATIONS AND OUTCOMES:

The learning environment offered to students in our Title I school is reflected in their academic achievement. OPA has continually increased our students' achievement levels each year in the areas of language arts, math and science. On the 2008 end-of-level tests, we surpassed the state average in almost every grade in each of the tested content areas.

	Language Arts			Math		Science	
Grade	OPA	State		OPA	State	OPA	State
2	90%	77%		94%	73%		
3	90%	77%		92%	74%		
4	90%	78%		84%	76%	69%	63%
5	76%	78%		85%	75%	94%	70%
6	85%	79%		87%	75%	91%	61%
7	87%	79%		88%	75%	77%	68%
8	91%	84%	PreAl	79%	78%	83%	68%
9	92%	82%	Alg I	91%	70%	80%	67%

STUDENT INNOVATIONS AND OUTCOMES:

Our students have received several recognition awards. In science, one of our eighth graders received first place in chemistry in the Ritchey Science & Engineering Fair of Utah held at Weber State. Two of our students took third place—one in Engineering and the other in Medical. Nine of our students took Excellent placement in other science categories.

Our elementary students won first, second, and third in each of the divisions of the Eccles Dinosaur Art Contest. In the Utah Jr. Duck Stamp Contest, 16 percent of the students receiving recognition were from Ogden Preparatory Academy. One of our students came in second at the state History Fair competition.

Our focus is on student learning, as well as providing a safe learning environment. The following quotes are taken from a note given to the principal by a student new to OPA this year. The student wrote, "I love this school. I love the fact that I don't get bullied or made fun of, unlike my old school. Here at Ogden Prep I have real friends and people who listen to me when I need help. I know that nobody is perfect and that we all make mistakes, and I know that I'm not perfect either. That's why I go to school to learn." This student succinctly summed up the culture of our school.

OPEN CLASSROOM CHARTER SCHOOL

134 D Street, Salt Lake City, UT 84103
www.ocslc.org
801-578-8144
Director: Jeff Herr
Rep. Rebecca Chavez-Houck
Sen. Scott McCoy
U-PASS: Yes
AYP: Yes

Panning for "gold"

2008-2009 SCHOOL STATS:

Opened:	2007
Number of students:	377
Grades served:	K-8
Average classroom size:	13

Authorizer: Salt Lake City School District

MISSION:

We are an innovative parent-cooperative school that invites children, teachers, and parents to collaborate as a community to inspire and celebrate the adventure of learning. The Open Classroom community, in a cooperative learning environment, will empower children to become responsible life-long learners.

SCHOOL INNOVATIONS AND OUTCOMES:

Parental involvement in their children's education continues to be the cornerstone of our program. In addition to three hours a week working with their child in the classroom, parents participate in parent meetings (monthly classroom discussions about curricular and behavioral expectations, and other topics of concern or interest), committee work, and student-parent-teacher conferences.

The parent community at the Open Classroom continues to support and maintain, through volunteer hours, our unique lunch program, library (without a librarian), and student safety and well-being (via a traffic committee and playground development committee).

In addition to the continued individual professional development pursued by our teachers, teachers continue to create and develop unique learning opportunities for their students through mini-course and explore classes. In both cases students are given the opportunity to choose areas of learning most suited to their individual interests and curiosities. Mini-course/explore offerings include moviemaking, drama, cabbages and chemistry, geometry, engineering, guitar, yoga, Shakespeare, and numerous art offerings.

STUDENT INNOVATIONS AND OUTCOMES:

Literacy has been a yearlong focus here at the Open Classroom. Our younger grades teachers have teamed with the University of Utah to create a reading tutor program aimed at struggling readers. University tutors spent their afternoons here at school working with individual students both during and after school. In the upper grades, students worked with their literacy teacher to develop peer tutoring strategies.

We created a student council to allow students the opportunity to develop leadership skills and share their voices with the community.

Students participated in a number of community service activities. The activities took place both on and off campus. On campus, students participated in a school-wide recycling program, volunteered in the cafeteria, managed the school lost and found, helped to organize and maintain the library, and worked to beautify the faculty room. Off campus, many students participated in supporting the Road Home shelter through fund-raising and knitting a blanket (auctioned off at our Art Night). One of our third/fourth classes organized a walkathon to raise money for the Best Friends Animal Sanctuary in southern Utah.

PARADIGM HIGH SCHOOL

11577 South 3600 West, South Jordan, Utah 84095
www.paradigmhigh.com
801-676-1018
Director: Scott Jones
Rep. Steven Mascaro
Sen. Karen W. Morgan
U-PASS: Yes
AYP: Yes

Gathering supplies for the homeless

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	529
Grades served:	9-12
Average classroom size:	18

Authorizer: Utah State Board of Education

MISSION:

Paradigm High School creates a wellspring of Servant-Leaders who can read and think deeply, write profoundly, speak concisely, and lead with integrity in every path they pursue. Founded on the pillars of wisdom, virtue and relevance, our vision is to support families in educating their students by providing a classical, liberal arts leadership education. We inspire learning through mentoring, discussion, service, developing critical thinking, fostering a constructive culture and by applying the great ideas found in original works and other classics.

SCHOOL INNOVATIONS AND OUTCOMES:

Paradigm's objective is to inspire the student to find and develop the gifts within himself/herself and apply them in positive ways in the community. We do this through teaching a strong liberal arts curriculum, creating a values-based environment, and providing opportunities for application. Student groups completed projects such as painting a homeless shelter, sponsoring a 5K run to raise funds for a nonprofit, cleaning a refugee shelter, entertaining at retirement homes, making blankets, and gathering Christmas gifts for an Indian reservation. The students also held a carnival fundraiser and helped build a school in Venezuela.

During the last week of school, we held a simulation week, where the students simulated different scenarios, such as becoming members of the South Jordan City Council, a scientific quest, a constitutional convention, creating a new Olympic game, writing original music and artwork to create peace. Thirty students collaborated to complete an art mural depicting the "Tytler Cycle," the historical cycle of nations moving from prosperity to apathy, to materialism, to bondage, to awakening of spiritual faith and back to prosperity. Paradigm prepares students to use their wisdom and talents to become leaders of integrity in any field they pursue.

STUDENT INNOVATIONS AND OUTCOMES:

Paradigm focuses on providing opportunities for the students to develop their gifts. For example, one student expressed an interest in developing a Latin-based computer language. Paradigm provided class time, resources and mentoring to help with this project. This student won the FBLA first place award from Cyber Security, the Science fair Intel first place award, and a $10,000 scholarship from Symantec Corp.

Another example is a student who came to the school three years ago with no idea what he wanted to do or become; he just wanted to take a guitar class. While here, he was also introduced to classic music and fell in love with the cello. He listened to Yo-Yo Ma play as the school listened to the Presidential Inauguration Ceremony, and has now become a proficient cellist and is pursuing a music scholarship.

One last example is of a student who comes from a broken home who was considered troubled and "unmanageable," with a high dose of ADD. Through caring mentoring, this student received the award for "most progress" shown through his excellent work in the Aleks math program. Paradigm strives for academic excellence with the goal of Servant Leadership.

PINNACLE CANYON ACADEMY

210 North 600 East, Price, UT 84501
www.pcaschool.com
435-613-8102
Director: Roberta Hardy
Rep. Christine F. Watkins
Sen. David P. Hinkins
U-PASS: No
AYP: No

Award-winning girls' volleyball team

2008-2009 SCHOOL STATS:

Opened:	1999
Number of students:	487
Grades served:	K-12
Average classroom size:	20

Authorizer: Utah State Board of Education

MISSION:
Pinnacle's mission is to empower each student to realize their full potential.

SCHOOL INNOVATIONS AND OUTCOMES:
Pinnacle High School offers concurrent enrollment and pays for all classes offered at CEU, including classes not paid for under the concurrent state contract. Students at Pinnacle High may also take aviation classes and work toward their pilot's license. Many methods of teaching are encouraged at Pinnacle, including direct instruction, hands-on learning, service learning and lecture formats. Students with varying abilities and interests are able to excel at Pinnacle due to the individualized approach and tutoring provided by 45 para-educators.

STUDENT INNOVATIONS AND OUTCOMES:
Last year Pinnacle graduated its first group of seniors. Over 75 percent of the graduating seniors received scholarships, and 80 percent of the graduating seniors are enrolled in college. Three members of the graduating class joined the military and are serving our country in several areas of the world. Four seniors graduated with their two-year degrees from CEU and were recipients of the New Century Scholarship.

PROVIDENCE HALL

4795 West Mt. Ogden Peak Drive, Herriman, UT 84096
www.providencehall.com
801-432-7866
Principal: Mark Johnson
Rep. Kenneth W. Sumsion
Sen. Howard Stephenson

Fall Festival

2008-2009 SCHOOL STATS:

Opened:	2008
Number of students:	702
Grades served:	K-6
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

Providence Hall will be a place of learning, exploration, inquiry, discovery and growth; a place where tradition and ethics are valued, while creativity and critical thinking are fostered. We will seek daily to engage each young mind as we teach, and to encourage the individual learner. We will work together as a school to create an atmosphere of respect and responsibility in an ever-changing global community. We will provide each student with the resources and opportunities which will prepare them to navigate their future and make a positive impact here at home, and in the world.

SCHOOL INNOVATIONS AND OUTCOMES:

Providence Hall is currently seeking to become an authorized International Baccalaureate (IB) school. The focus of IB is to create well-rounded, internationally minded students. Providence Hall has implemented several IB strategies in the hope of nurturing this type of student. Some of these are as follows: integration of the subject areas in a trans-disciplinary teaching model, a focus on inquiry in teaching and learning, foreign language instruction for all students, and making connections between the curriculum and the world. Our primary focus in the area of curriculum is to teach the State Core Curriculum in all areas. Providence Hall uses the balanced literacy approach to language arts. Math Expressions is our math program, and we follow and teach the State Core Curriculum for both science and social studies. Each of our students receives 30 minutes of Spanish instruction four days a week. The curriculum in use for Spanish is Viva el Espanol. We also provide our students with the "Meet the Masters" art program. This year, over 90 percent of our students achieved the level of mastery within the Spanish program. At the beginning of this year, our school placed 74 students in the STAR reading program because they were below grade level. By the end of the year, 97 percent of those students had improved by two reading levels or more.

STUDENT INNOVATIONS AND OUTCOMES:

Sixth graders held a star party here at the school. The fifth grade created an interactive wax museum of famous figures from American history. The fourth grade held a mountain man rendezvous. The third grade performed a musical about visiting the different parts of the solar system. The second grade put on a world's fair with dance, music, booths and displays about different countries. The first grade performed several popular children's stories in a reader's theatre format. The kindergarteners put on a nursery rhymes festival where they dressed up as characters and performed the nursery rhymes. Our special education students completed a unique project this year; they created their own fictitious country, including details such as maps, weather patterns, landforms, cities, recreation, economy, money, indigenous animals, etc. They presented this project to parents and other visitors.

Our school also had some great accomplishments this year. One grade held an art auction and raised $700 to be donated to purchase farm animals for people in third-world countries. Another grade collected aluminum cans and used the money to purchase an acre of rain forest in order to preserve it. Providence Hall sent our top 20 science fair students to the charter school fair. Of those 20, 12 were advanced to the regional fair at BYU. All 25 of Miss Collett's third grade class entered a poetry contest, and 19 of them were published!

QUEST ACADEMY

4862 West 4000 South, West Haven, UT 84401
www.questacademycharter.org
801-399-3066
Principal: Catherine Montgomery
Rep. Kenneth W. Sumsion
Sen. Howard Stephenson

Quest Academy

2008-2009 SCHOOL STATS:

Opened:	2008
Number of students:	506
Grades served:	K-9
Average classroom size:	24

Authorizer: Utah State Board of Education

MISSION:

The mission of Quest Academy is to provide students a challenging, technology rich environment, enabling young citizens to become leaders prepared for the challenges of an evolving global community.

SCHOOL INNOVATIONS AND OUTCOMES:

Quest Academy has just successfully completed its first year. Our focus is technology. We have had two computer labs, one Mac lab and the other a PC lab. One of our goals is to help students learn both platforms. It has been exciting to watch even our kindergarten students learn how to use both labs without a problem. The credit for this goes to our excellent teachers and technology specialist. Teachers have also learned to instruct using the Promethean Activeslates and Activote system. This helps track student learning and gives data on what is mastered and what needs to be re-taught.

Teachers have utilized Internet research to teach students how to find relevant information on a variety of subjects. They have also used our computer-connected projectors to teach. We find that student attention is much more focused using this method as compared with the traditional whiteboard and markers. We hope this better focus will be reflected in our first-year CRT End-of-Level test scores.

Perhaps one of our greatest resources is our parental involvement. From the beginning, we have had wonderful parental support. An army of fathers with power tools helped us put together furniture in record time. We have parents helping out with everything from reading and math groups to car pooling and fundraising activities. They are great!

STUDENT INNOVATIONS AND OUTCOMES:

With implementation grant monies, we have been able to provide three mobile labs that will be ready to go for the 2009-10 school year. This will give us a total of five computer labs, which will give our students greater access to use of technology in learning.

Four of our sixth grade students earned Presidential Achievement Awards. Thirty-seven (26 percent) of our 141 third and fifth grade students scored in the top ten percent on one or more areas of their Fall Iowa tests.

At Christmas, our students chose as their project to raise money for the Juvenile Diabetes Association. Three of our students have Type 1 Diabetes, and the students wanted to donate to help find a cure.

One of our students came with multiple behavior problems. He had been very unsuccessful in interactions with his peers and teachers before. Through the dedicated work of his teacher, his special ed. teacher, his parents, and the administration, he completed his most successful year ever, both academically and behaviorally.

RENAISSANCE ACADEMY

3435 North 1120 East, Lehi, UT 84043
www.renacademy.org
801-768-4202
Principal: Kyle R. Young
Rep. Kenneth W. Sumsion
Sen. Howard Stephenson
U-PASS: Yes
AYP: Yes

Wonder Days activity

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	667
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

Renaissance Academy exists to provide an educational institution where students can develop a lifelong love of learning through playing, wondering, exploring, and serving. The Utah Core Curriculum, combined with curricula in world languages and cultures, technology, art and music, and experiential learning is our foundation. Outstanding faculty, rigorous academics, and dedicated families build students who are linguists, engineers, and humanitarians.

SCHOOL INNOVATIONS AND OUTCOMES:

Renaissance is unique in that it offers an environment where teachers and learners are given permission to be inspired. This happens with a motivated and enthusiastic staff that implements a challenging and expeditionary approach by offering learners a full schedule of Spanish, Chinese, Arabic, the arts, Kodaly Music, Wonder Days and, of course, math, science, social studies and language arts. High levels of collaboration are facilitated with time set aside to meet in Phoenix Learning Communities to continually improve and maintain the focus on the Renaissance mission.

STUDENT INNOVATIONS AND OUTCOMES:

Renaissance is three years young. This means that many of our students will enter their fourth year of a world language. In addition, Renaissance offers wonderful art, music, technology, and physical education experiences. Students experience frequent expeditionary, hands-on learning. Wonder Days are another unique feature of Renaissance, offering culminating events where students participate in hands-on activities and field trips. Each Wonder Day is a dynamic event where cross-curricular activities provide each student with the opportunity to fulfill our motto of play, wonder, explore and serve in real-world applications.

ROCKWELL CHARTER HIGH SCHOOL

3435 North 1120 East, Lehi, UT 84043
www.rockwellhigh.net
801-489-7828
Director: Darren Beck
Rep. Francis D. Gibson
Sen. Mark Madsen

Rockwell Charter High School

2008-2009 SCHOOL STATS:

Opened:	2008
Number of students:	389
Grades served:	7-12
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

The mission of Rockwell Charter High School is to assist students in obtaining the tools which will lead to academic, social, and career success by providing a supportive community that fosters student inquiry and discovery and empowers students to take responsibility for their own education.

SCHOOL INNOVATIONS AND OUTCOMES:

Innovation, as defined in the dictionary, has to do with something new or different. Rockwell (RCHS) has two primary innovations at present: (1) All students in the seventh through twelfth grades are assigned to a mentor group that meets daily. The use of this time falls out at follows: Monday and Thursday, study of a grade-level book (listed below); Tuesday and Wednesday, study hall, tutoring, and/or mentoring reviews (brief individual interviews with teacher); Friday, either a team-building activity or more time in study hall or in reviews (as determined by the teacher). The curriculum is as follows: Seventh grade—the USOE's *Chartering Your Course* and *The Seven Habits of Highly Effective Teens*; eighth grade—finalizing SEOPs and beginning *Becoming a Master Student*; ninth grade—finishing *Becoming a Master Student*; tenth grade—*The 8th Habit*; eleventh grade—*Crucial Conversations* and *Blink*; and twelfth grade—*Influencers* and *Outliers.* This effort is in keeping with the school's charter, and then some. The main outcome is that students are far less likely to "sluff" as participation and attendance are graded. Students enjoy this opportunity.

(2) Just as important as the above innovation is the effort to maintain small class sizes and a more personable campus. A primary objective of RCHS is to individualize each student's education. This just does not happen at larger schools. The main outcome is that students are known by everyone—the administration, faculty, staff, and one another.

STUDENT INNOVATIONS AND OUTCOMES:

Every effort is made not to allow students to fall through the cracks. They can withdraw, but at Rockwell there is an unmistakable sense that the administration, faculty, and staff care deeply about individual needs. Following are three examples from our graduating class: (1) One mother approached the administration at graduation and, with tears in her eyes, hugged and thanked them for their efforts. She had been worried on a number of occasions that her student would give up, but each time, or so it seemed, one of the administrators would check with the student. This caused him to stick it out. (2) A self-motivated young lady with her future mapped out had a near breakdown at the end of the third quarter. She cited the great support she felt from various personnel at the school and that along with her personal drive got her through some very tough times. (3) A transfer student from California, on probation, was guided daily by the guidance counselor to a successful graduation. In a follow-up note, this student stated he knew the least little infraction would put him back in jail and possibly worse. The counselor caused him to focus and that got him through his time at Rockwell. Hopefully, he has made a fresh start back home.

RONALD REAGAN ACADEMY

1143 W. Center Street, Springville, Utah 84663
www.reaganacademy.org
801-489-7828
Director: Brian Byrum
Rep. Francis D. Gibson
Sen. Mark Madsen
U-PASS: Yes
AYP: No

Ronald Reagan Academy students

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	677
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

Reagan Academy's Mission is to:
-Build an excellent academic foundation for all students.
-Ensure that each child is challenged and progressing.
-Inspire integrity and a spirit of citizenship.

SCHOOL INNOVATIONS AND OUTCOMES:

Reagan Academy has participated in the MAP test from NWEA for two years now. This innovative self-adjusting test pinpoints student academic needs as well as providing means to track student progress in reading, math, and science. Once we have this data, we target students at their own instructional level to help each one improve. This year saw double-digit improvement in our school growth targets over last year's results.

Another area in which we use innovative means to make a difference is in our Teacher Support and Development Program. During this past year teachers have teamed up in observations by Instructional Coaches and EYE Mentors as well as school administrators, participated in Peer Observations in order to spread individual excellence throughout the building, and collaborated online in an Excellence in Teaching forum. We also created a program for first-year teachers at our school called the Teacher Head Start program. In this program, teachers hired for the upcoming year come in and team teach, plan lessons, learn curriculum, and get to know students at the end of the prior school year. This gives them a strong foundation and cements them in as members of the team before their summer comes. We have noticed an increase in participation with other staff members and in preparation in our new teachers with this program.

STUDENT INNOVATIONS AND OUTCOMES:

Reagan Academy has had a great year as a whole school, and we have seen great things accomplished by our students. During this year our seventh and eighth grade language arts and history students hosted and moderated a very successful presidential debate between state/regional representatives of the McCain and Obama campaigns. Our students also placed well in state Inspirations and Science Fair contests.

Reagan Academy art students of all grade levels were recognized by both the Brigham Young University Art Departments and the City of Provo for excellence in art, and were asked to put a student art show together that was displayed in the BYU Harris Fine Arts Building as well as in the Provo City Building.

Following our dedication to inspiring a spirit of citizenship, students and staff also participated in a number of community service projects, ranging from construction on a Habitat for Humanity home to collecting donations for the local food bank, and many in between. We are excited to continue to build on the traditions of excellence that we have established in achieving even greater things next year. We give many thanks to the legislature for its ongoing support.

SALT LAKE ARTS ACADEMY

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

Salt Lake Arts Academy students

2008-2009 SCHOOL STATS:

Opened:	2003
Number of students:	271
Grades served:	5-8
Average classroom size:	18

Authorizer: Utah State Board of Education

MISSION:

The Salt Lake Arts Academy exists so that our students will become thoughtful, capable contributors to their communities, ready to take responsibility for shaping society's decisions and design.

SCHOOL INNOVATIONS AND OUTCOMES:

The Salt Lake Arts Academy has developed school-wide programs that balance academic excellence, creative production and personal accountability. Academic Excellence: We have noted that the longer students are at the Arts Academy, the greater is their level of academic achievement. This is evident across all fields of study. As an example, on end-of-year CRTs, 100 percent of students in Geometry received a four, the highest level. Of 50 Algebra students, 45 scored a four; 44 out of 47 Pre-algebra students also scored a four. Creative Production: Each year, all of our students are creators and participants of an original, theatrical production that integrates social studies, language arts, dance, music, drama, and visual arts. Our show, *The Power of One,* explored the contributions of select individuals from world history as well as everyday life. In addition to performing, the students wrote the script, choreographed the dances, orchestrated the music, and designed the sets and props. All 245 students performed this original production for close to 1,000 people at the Rose Wagner Theatre. Personal Accountability: All students participated in a school-wide leadership program that is based upon awareness, action, personal responsibility, integrity and positive role models. Students attended monthly leadership retreats that took them into the community to practice leadership skills and behaviors as active participants and mentors to each other.

STUDENT INNOVATIONS AND OUTCOMES:

In November 2008, we held an Inventions Convention that spotlighted the original creations from our sixth and eighth graders. Based upon the Science Core Curriculum, eighth graders were required to invent their own Rube Goldberg device that incorporated levers, pulleys, etc. The sixth graders, as part of their study of sound, designed, built, and played original musical instruments.

In the spring, our team of Science Olympiad students took fifth place in the overall state competition, second place in pin design, and ninth place or above in 15 of the 18 events in which they participated—which included two first place, three second place, and two fourth place awards.

SALT LAKE CENTER FOR SCIENCE EDUCATION

1400 West Goodwin Avenue, UT 84116
www.slc.k12.ut.us/sites/slcse
801-578-8226
Director: Larry Madden
Rep. David Litvack
Sen. Scott McCoy

Dr. Alice Scmid's fruit fly research lab

2008-2009 SCHOOL STATS:

Opened:	2008
Number of students:	221
Grades served:	6-9
Average classroom size:	28

Authorizer: Salt Lake City School District

MISSION:

Salt Lake Center for Science Education is devoted to creating an environment where students of diverse abilities and backgrounds engage in reflective experiences through real-life application of science skills and knowledge. The focal point of this vision is the formation of collegial relationships through mentoring of students by professional scientists, educators, and other community experts.

SCHOOL INNOVATIONS AND OUTCOMES:

The Salt Lake Center for Science Education (SLCSE) enrolled its target number of students, and we are effectively implementing all of our goals. Current enrollment demographics indicate that we are achieving our goal of having a diverse group of students at the Center. Many partnerships are formed around the Center including the U of U College of Engineering, U of U College of Education, the Utah Museum of Natural History, and Leonardo on Wheels/Utah Science Center. The SLCSE director serves on the governor's Science Advisory Council. Business partners include Zion Bank, GMAC Financial Services, Intel Corporation, Leeds Microscopes, Cyclesmith, Kristen Jacobsen Photography, and Audio Enhancement. Collaborative Learning Communities of SLCSE staff members routinely coordinate instructional practices that align with the diverse needs of our learners. SLCSE will become a PBIS (Positive Behavioral Interventions and Supports) school as of fall 2009. In our first year we have worked cooperatively with many schools in our community. U of U science methods courses have been taught at the Center during all quarters. The Center, in partnership with the university and Salt Lake City School District, is involved with multiple grants. For more information on the Salt Lake Center for Science Education, including pictures, vignettes, and examples of student work, see our web site at www.slcse.com.

STUDENT INNOVATIONS AND OUTCOMES:

This year at SLCSE, students in our Museum Science class discovered the wingless firebug, an invasive species that is not native to Utah. Students submitted a report to the USDA and will continue to study these animals. Our first year of MathCounts took us all the way to the state competition. One of our outstanding students participated in the state Geography Bee. SLCSE students won over two thousand dollars in scholarships at the state Science Olympiad. Students made trips to Camp Tracy, went snowshoeing in Big Cottonwood Canyon, camped in the atrium (and ate escargot), biked and hiked along the Jordan River, visited labs at the University of Utah and Weber State University, and made multiple trips to the Body Worlds Exhibit.

An SLCSE student took first place at the Utah State You Be the Chemist Challenge held at the Salt Lake Center for Science Education. The student won an iPod Touch and an all-expenses-paid trip to the national competition, which was held in Philadelphia this past June. Our student placed seventh in the national competition.

The SLCSE Bike Shop has been open after school one day each week. Students have received training in tuning up and repairing bicycles for members of the local community. This has been a fantastic service learning project for our students and has provided a needed service in the community.

SALT LAKE SCHOOL FOR THE PERFORMING ARTS

2166 South 1700 East, Salt Lake City, UT 84106
www.saltlakespa.org
801-466-6700
Principal: Missy Mackay-Whiteurs
Rep. Larry Wiley
Sen. Ross I. Romero
U-PASS: Yes
AYP: Yes

Salt Lake School for the Performing Arts

2008-2008 SCHOOL STATS:

Opened:	2006
Number of students:	148
Grades served:	9-12
Average classroom size:	17

Authorizer: Utah State Board of Education

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. Students will have the opportunities to learn from the finest performers and educators in their fields, where the quality of the creative effort fosters confidence, joy, self-discipline, and a deep, abiding love of excellence and high achievement.

SCHOOL INNOVATIONS AND OUTCOMES:

SLSPA was created from a realization that education with a focus on the arts can enhance learning. Both national and local educators agree that arts education is a stimulant for academic achievement, as well as training for artists and development of cultural appreciation. By focusing on the arts, our students and staff generate a lively, happy, and successful community in which the students thrive academically and socially. Gifted young performers are provided with highly specialized and rigorous training in the arts, while still focusing on important academic achievement. The school's programs are designed to motivate students who desire the most from their efforts in the performing arts and in the classroom. By providing such an environment, SLSPA strives to graduate people who can work independently and creatively. Over 50 percent of the class of 2009 received scholarships to colleges and universities.

STUDENT INNOVATIONS AND OUTCOMES:

The Salt Lake School for the Performing Arts Theatre Department has been invited to participate in the International Fringe Festival in Edinburgh, Scotland in August. Jared Larkin and SPA students will travel to Scotland and compete in the international competition. It is a great honor to be invited! Only a handful of schools in the U.S. have been invited to compete.

SOLDIER HOLLOW CHARTER SCHOOL

2002 South Olympic Drive, Midway, UT 84049
www.myshcs.org
435 654-1347
Director: Charles E. Weber
Rep. Kraig Powell
Sen. Kevin T. Van Tassell
U-PASS: Yes
AYP: Yes

Soldier Hollow Charter School

2008-2009 SCHOOL STATS:

Opened:	1999
Number of students:	207
Grades served:	K-8
Average classroom size:	20

Authorizer: Utah State Board of Education

MISSION:

Our mission is to create a school that utilizes placed-based education to foster autonomous, lifelong learning through knowledge of and responsibility for the environment. We desire to create an innovative educational model that utilizes the natural outdoors as a classroom.

SCHOOL INNOVATIONS AND OUTCOMES:

Our goals are to have all of our students on grade level in reading and math, and to be able to utilize that knowledge to be independent problem solvers. We have also invested in laptop computers to ensure that our students are being challenged to meet the complex demands of the technological world. We met the challenge of being a 100 percent computer-based testing school this year and had a successful experience. With our wonderful environment, we regularly take students to the outdoor classroom rather than try to duplicate it indoors. This provides us with the unique opportunity to allow students to see nature at work, as well as view the mistakes we make by wasting the environment. We post and inform students and parents of state standards in all curriculum areas. Teachers weave them into their lessons and help students understand that they will be tested on these items through CRTs. 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 as well as leveled readers and word recognition and retention activities in all areas of the curriculum. Parental involvement is a key to our success and they are involved in the classrooms.

STUDENT INNOVATIONS AND OUTCOMES:

We have seen a more accountability-oriented attitude from our students and parents, and an increased number of parents volunteering in the classroom and through our STAR tutoring program. We have seen much growth in our school academically this year, and have had a State Science Fair winner. We have again received national recognition for students in grades three, five, and eight on the Iowa exams, and we have seen our students grow as individuals through learning opportunities in skiing, the arts, and projects in all academic areas. We have seen students utilizing cameras and other art media. We have seen better CRT tests results and, more importantly, more enthusiasm for learning from our students.

SPECTRUM ACADEMY

575 Cutler Drive, North Salt Lake, UT 84054
www.spectrumcharter.org
801-936-0318
Principal: Jaime Christensen
Rep. Rebecca P. Edwards
Sen. Daniel R. Liljenquist
U-PASS: No
AYP: Yes

Spectrum Academy student

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	147
Grades served:	K-8
Average classroom size:	14

Authorizer: Utah State Board of Education

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.

SCHOOL INNOVATIONS AND OUTCOMES:

After writing a complete social skills curriculum for grades K-12 last year, Spectrum Academy has been able to present student improvement data (which showed substantial improvement at all grade levels) and implement this curriculum in other charter schools in Utah. Training has been provided to these schools, and data will continue to be collected.

Progress monitoring and curriculum-based assessment show consistent growth in student achievement and allow for more accurate program planning than could be provided through one-time state testing results.

Expansion plans have gone forward as anticipated, allowing Spectrum to accommodate a majority of the 340 students on the waiting list beginning with the 2010-11 school year.

STUDENT INNOVATIONS AND OUTCOMES:

This past school year, students have had the opportunity to host family events; do performances; plan and prepare a luncheon for legislators and other community leaders; share information on autism and other disabilities with professionals and pre-service teachers, speech therapists, and occupational therapists; host events attended by other charter school students; and plan events that our students carried out at other charter schools. These things would have never been possible for them at a traditional school.

Children who have come to us from district self-contained or resource classes, who in the third, fourth, and fifth, grades still could not read, are now reading! These results have been obtained through intensive reading interventions and before-school tutoring programs.

SUCCESS ACADEMY

351 West University Boulevard, Cedar City, UT 84720
www.successacademy.org
435-865-8790
Principal: Vickie S. Wilson
Rep. Evan J. Vickers
Sen. Dennis E. Stowell
U-PASS: Yes
AYP: Yes

SUCCESS Academy future scientists at work

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	346
Grades served:	9-12
Average classroom size:	20

Authorizer: Utah State Board of Education

MISSION:

The mission of SUCCESS Academy is to provide Southern Utah students with the academic expertise and skills to be successful in a rigorous Early College High School program and provide them with the lifelong learning skills necessary to actively contribute to our technical, scientific workplace.

SCHOOL INNOVATIONS AND OUTCOMES:

SUCCESS Academy is a rural Early College High school offering a rigorous high school and collegiate curriculum with an emphasis on math, science and technology. Our school was created by legislative initiative as a vehicle for students to fast-track their education into STEM careers. SUCCESS Academy has two campuses—one located on the Southern Utah University campus and one located on the Dixie State College campus. Both higher education institutions, along with Iron and Washington Districts, have entered into partnership agreements with our school providing students with a seamless K-16 education. SUCCESS Academy was recently recognized by KSL for the level of academic preparation of our students and for ranking first in the state on Language Arts test scores. Of our 83 graduates this year, 79 (95 percent) of those received an associate's degree from either SUU or DSC. Of the 79 who received associate's degrees, 40 students (51 percent) earned the New Century Scholarship. This 51 percent represents those students who maintained a 3.0 in their collegiate courses. SUCCESS Academy also had two students receive recognition this year for being National Merit Scholarship Finalists. Our student population is 56 percent female, and 14 percent are considered low-income. Our school has a formalized mentoring program that encourages and supports students as they meet the requirements necessary for success in this early college high school program. We offer after school tutoring and remediation and a summer program that includes intensive math preparation.

STUDENT INNOVATIONS AND OUTCOMES:

This year SUCCESS Academy took first place in the Regional Science Fair at Southern Utah University. In addition, two of our students attended the International Science Fair in Reno, Nevada, as well as the NCSSMST Research Symposium in Philadelphia to present their projects. Our students compete statewide in science and math competitions, and 100 percent of our ninth and tenth grade students complete a science fair project. Our small size and cohort philosophy enable students to cultivate close academic relationships with their peers. We have numerous success stories of students who have overcome personal and academic obstacles, earning their associate's degree as they graduate from high school and continue on to pursue their higher education goals. We have many students, for whom college would not be a possibility without our program and without the New Century Scholarship, who go beyond our program and continue their education at SUU, DSC or other higher education institutions in the state. The fact that we are here to mentor these students through their associate's degree contributes greatly to their success in our program and beyond. Students comment that they find our school "fun" and "hard" but a good place to be.

SUCCESS CHARTER SCHOOL

4122 South 1785 West, 2B, Taylorsville, UT 84119
www.graniteschools.org/ss/success 801-964-4258
Director: Curt Hansen
Rep. Kory Holdaway
Sen. Ed Mayne
U-PASS: Not Applicable
AYP: Yes

MORE, BEFORE, AND BETTER

2008-2009 SCHOOL STATS:

Opened:	1999
Number of students:	46
Grades served:	7-12
Average classroom size:	10
Authorizer: Granite School District	

MISSION:
To transition court-referred probation students back into their junior or senior high school by motivating, nurturing and preparing them with academic, behavior skills and knowledge. To improve the students' school attendance. Motto: MORE, BEFORE, AND BETTER.

SCHOOL INNOVATIONS AND OUTCOMES:
Success School is a multifaceted school focusing on court-involved probation students who are not having success elsewhere. We offer small class sizes, which allows the one-on-one individual instruction these students require. We actively involve the parent, student and court in a written contract to comply with school rules, dress code, and attendance. We identify academic weaknesses and strengths, then identify and teach to the student's learning style. Materials are developed to teach the Core Curriculum at the student's level in a manner that addresses his or her learning style.

Success School has a tremendous art program. Our students are incredibly talented. They are given an opportunity to express themselves through the art of watercolor.

Our post-tests in math and reading show a dramatic increase in basic skills and knowledge.

STUDENT INNOVATIONS AND OUTCOMES:
Former students often visit and share their happiness in graduating from high school, receiving a GED, going to college, or gaining employment. Several former students are in law enforcement or the military.

Direct student quotes: "In this school you get a lot of help. They really care about you and will give you chances if you do something wrong." "I appreciate the patience you have with me and the help you have given me. I can tell you really care about us students and that means a lot to me. Thank you." "You guys are the best teachers I've ever had. You have good hearts or you wouldn't be doing for us what you are doing." "Thanks for the opportunity to change the path that I was headed down." "I want to be here all year." "Thank you for showing me the right path and for always believing in me." "I'm so blessed to have stumbled across these teachers. This was my last and only chance for another shot at school. They have helped me in so many ways."

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

One mom shared that her daughter was embarrassed and wanted to drop out of school because she had not learned her times tables. In a very short time she grasped the concept of times tables and became excited to be in school.

SUMMIT ACADEMY

1225 East 13200 South, Draper, UT 84020
www.2summit.org
801-572-9007
Director: Steve Crandall
Rep. Greg Hughes
Sen. Howard Stephenson
U-PASS: Yes
AYP: Yes

First grade students at the 2nd Annual Jogapalooza

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	1,000
Grades served:	K-9
Average classroom size:	24
Authorizer: Utah State Board of Education	

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.

SCHOOL INNOVATIONS AND OUTCOMES:

Summit Academy (SA) emphasizes individualized instruction based on frequent formative assessment. In 2008-09 SA began using computer-adaptive MAP (Measures of Academic Progress) testing, which provides regular data to teachers to help them tailor instruction for individual students. For 2009-2010, SA will participate in the USOE Assessment Pilot program, which will continue the use and incorporation of computer-adaptive testing. The data collected by SA and other participants will be used to further the development of meaningful student assessment.

SA is the only Utah charter school that participates in the UBI (Utah Behavior Initiative) program. UBI has the goal of developing a positive school culture. SA's UBI team includes teachers from every grade level, as well as administrators, counselors, and parents. The team meets frequently for training and progress assessment. UBI helps SA to bridge learning and social gaps for students who might otherwise "fall through the cracks." Moreover, the UBI program correlates well with the SA accreditation plan.

STUDENT INNOVATIONS AND OUTCOMES:

During 2008-09, Summit Academy students were recognized many times for their excellence. SA students participate in the Science Fair in grades five, seven and nine. On February 19, SA had eight fifth grade students, three seventh grade students, and one ninth grade student place at the District Science Fair. Those 12 students went on to participate in the Regional Science Fair at BYU on March 26, where seven students received awards, including first place in the Junior Engineering Division. In the Scripps Spelling Bee on March 7, a SA third grade student placed third in the State Spelling Bee. (This was after he won over his eighth grade sister in the school spelling bee.) On April 16, SA's Chinese language students took home first place at the BYU Language Fair, competing against 22 other schools. The program is only in its second year, and this was the first year the school participated in the fair.

Summit Academy was selected as one of the recipients of the Beverley Taylor Sorensen Art Grant. This grant from the legislature allows elementary students to receive art instruction from a specialist that is incorporated into their general education curriculum.

Lastly, Summit students participated in several school-sponsored musical concerts and theatrical productions during 2008-09. These school-sponsored events allow students to learn and develop a broad range of talents and interest that supplement their academic course work.

SYRACUSE ARTS ACADEMY

2893 West 1700 South, Syracuse, Utah 84075
www.syracuseartsacademy.org
801-779-2066
Principal: Jan Whimpey
Rep. Paul Ray
Sen. Sheldon L. Killpack
U-PASS: Yes
AYP: Yes

Syracuse Arts Academy students

2008-2009 SCHOOL STATS:

Opened:	2006
Number of students:	926
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

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

SCHOOL INNOVATIONS AND OUTCOMES:
Syracuse Arts Academy celebrates learning through the integration of the arts in all subject areas. We believe that by integrating the arts into education we encourage students to sharpen their skills and abilities to nurture their imagination and intellect. The arts are challenging subjects with rigorous content and achievement standards. Experiencing and making works of art benefits students in their intellectual, personal, and social development. Students had opportunities to demonstrate their "love of the arts" by participating in two school-wide productions this year (*Hansel and Gretel* and *The Jungle Book*), not to mention many classroom productions where students designed the props, costumes, backdrops and in some cases wrote the script and created the music lyrics. Students produced works of art that were sold at the annual Art Gala, took photographs that were judged outstanding by international graphic artists, and displayed individually crafted books of creative writing and design that were hung throughout the school during the author/illustrator visit. Collaborative grade level teams meet weekly with an integrated art specialist to support the integration of art and share ideas. The school provides three-tiered instruction supported by web-based programs that students allow student to continue practice at home to support learning. Leveled reading encourages students to excel in language arts and integrate activities to support the arts. Additionally, teachers develop individual professional development plans to support teaching growth and effective instruction. We love learning!

STUDENT INNOVATIONS AND OUTCOMES:
Our students have embraced the opportunity to serve others and realize the benefits that come from helping their school and local community. Eight of our students received Gold Presidential Service Awards, and seven received silver Presidential Service Awards by supporting a school-wide and community recycling program that later funded an environmental learning trip where the arts supported the State Core learning outcomes in science. Many students worked in our school lunch program throughout the year, helping to serve students, clean up the lunchroom, and organize the lunch card system. Our student council created the safety patrol that wrote and taught classroom lessons designed around a game theme. They traveled from class to class teaching about being safe at school, in the home, and throughout the community. They also provided after school student supervision in the school hallways, crosswalks and throughout the carpool zone. Our sixth grade students produced "Morning Messages" that included interviews of local community leaders, teachers, current events, sports highlights, student art activities, and too many other topics to mention. Incorporating the innovation of the "green screen" and digital photography, they shared these stories and events. In the end, all students had an opportunity to be writers, producers, and on the technical support team. Furthermore, many students have been successful in the WSU Science Fair, and Geography and Spelling Bees. Over 40 percent of our third and fifth graders have scored in the top ten percent of the nation on the Iowa Tests of Basic Skills.

THE RANCHES ACADEMY

7789 Tawny Owl Circle, Eagle Mountain, UT 84043
www.theranchesacademy.com
801-789-4000
Director: Susie Scherer
Rep. Kenneth W. Sumsion
Sen. Mark Madsen
U-PASS: Yes
AYP: Yes

The Ranches Academy kindergarten students

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	350
Grades served:	K-8
Average classroom size:	25
Authorizer: Utah State Board of Education	

MISSION:

The Ranches Academy Charter School was founded to join parents, teachers, students, and community together to create an environment where students have the opportunity to reach their highest potential and are challenged academically, primarily in the areas of reading, writing and arithmetic. This will be accomplished through an academically rigorous, content-rich educational program, in an environment of discipline, respect and parental involvement.

SCHOOL INNOVATIONS AND OUTCOMES:

The Ranches Academy uses a Response to Intervention (RtI) model for language arts. All students are given a benchmark assessment that determines how much extra support will be given to that student above and beyond the regular classroom instruction. Benchmark assessments are administered three times per year, and progress monitoring takes place weekly for students receiving RtI. The Ranches Academy has observed great success with this model, and we are eager to implement an RtI model for mathematics for the 2009-10 school year. At the end of the 2008-09 school year, the following data was gathered from the final benchmark assessment.

Grade Level	% of Students *on Grade Level* in Language Arts
Kindergarten	100
First	82
Second	98
Third	88
Fourth	98
Fifth	81
Sixth	82

STUDENT INNOVATIONS AND OUTCOMES:

Students from The Ranches Academy strive for excellence, and it has shown in the recognition they have earned. In science, nine of ten students advanced to the CUSEF (BYU) science fair. This was nearly one-third of the total projects. Of the projects that advanced, two placed first, one placed third, two placed fourth, and one was acknowledged for presentation at the state level. Our school also participated in the Jazz Reading Contest and placed sixteenth out of 80 schools. For the Reflections Contest, two students placed first and one placed second at the state level. The Ranches Academy students are well rounded and demonstrate achievement in many areas.

THOMAS EDISON CHARTER SCHOOL—NORTH

180 East 2600 North, North Logan, UT 84341
www.thomased.org
(435) 787-2820
Principal: Scott Jackson
Rep. Jack R. Draxler
Sen. Lyle W. Hillyard
U-PASS: Yes
AYP: Yes

Constitution Day Balloon Launch

2008-2009 SCHOOL STATS:

Opened:	2002
Number of students:	452
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:

The mission of Thomas Edison Charter Schools 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. The mission is carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.

SCHOOL INNOVATIONS AND OUTCOMES:

Once again, the depth of the Thomas Edison Charter School curriculum shows in the progress we continue to make each year. Indeed, one of our main goals is to show improvement every year. Our test scores continue to rise, as evidenced by U-PASS scores and our monthly testing of basic skills. End-of-year 2008 CRT scores show consistent growth during the past five years. Following are scores as related to state averages:

Grade	Language Arts		Math		Science	
	Ed N	State	Ed N	State	Ed N	State
2nd	92%	77%	88%	73%		
3rd	88%	77%	88%	74%		
4th	93%	78%	93%	76%	88%	63%
5th	83%	78%	92%	74%	83%	70%
6th	81%	79%	92%	75%	88%	69%
7th	89%	79%	Pre Al 91%	78%	63%	68%
8th	91%	84%	Alg 100%	70%	68%	63%

STUDENT INNOVATIONS AND OUTCOMES:

Our students continue to amaze us all. In addition to continuous academic growth, students at Thomas Edison Charter School—North participated in our science and history fairs, the Art and Literature Contest and debate competitions. Several history fair teams went to state-level competition. Our Geography Bee champion was selected to participate in state-level events. Our debate team continues to excel, even during our rebuilding year from the previous year's state championship team. The arts are an integral part of our school. Our band, orchestra, and choral programs continue to excel, and we were able to perform in formal concerts, as well as our regular morning greeting assemblies.

One of our biggest accomplishments is beginning to surface as we see more and more students continuing with the Thomas Edison program. We have found that students who stay with us for three years or more gain a tremendous educational advantage. Our teachers feel the same way. To quote one of them: "I love teaching here for many different reasons. One thing I love about the school is that it has high expectations for both the teachers and the students. . . . I also love the unity this school has." This summer, we only replaced one teacher. It is a testament to the school's focus on practicing what we preach and putting all of our efforts toward student growth and development.

THOMAS EDISON CHARTER SCHOOL—SOUTH

1275 West 2350 South, Nibley, UT 84321
www.thomased.org
435-752-0123
Principal: Eldon Budge
Rep. R. Curt Webb
Sen. Peter C. Knudson
U-PASS: Yes
AYP: Yes

Thomas Edison—South

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	576
Grades served:	K-8
Average classroom size:	24

Authorizer: Utah State Board of Education

MISSION:

The mission of Thomas Edison Charter Schools 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. The mission is carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.

SCHOOL INNOVATIONS AND OUTCOMES:

Thomas Edison Charter School South is a high-expectation school with clear curricular goals and measurable outcomes. The standards are known and followed by all in our school community. Consequently, there is a high degree of harmony in the relationships among students, staff and parents. The learning atmosphere created by this harmony enhances the achievement of students.

We teach quality curricula rather than focusing on test preparation. The delivery of our academic program produces student accomplishment, as measured by a variety of tests. We are pleased with the consistent value of the Spalding Language Arts program and Saxon Math. This year the average spelling score throughout the school was 1.78 years above grade level, and the average reading comprehension was 1.18 years above grade level. Both of these measures were done using standardized instruments.

We use the Glenn Latham pattern of professional interactions, with eight positives to one negative. We are a Gold Medal School that promotes healthy and successful living. Thomas Edison—South is a happy place to get an education!

STUDENT INNOVATIONS AND OUTCOMES:

Students are regularly recognized both in and out of the classroom for their accomplishments, and we have had another successful school year. Major achievements include the following:

- Students ran more than 10,000 miles at school as part of the Gold Medal School program.
- Our highly successful middle school Science Fair program was introduced to the elementary grades, K-5. The inaugural fair generated nearly as much participation as the more mature groups.
- Edison South students won the State National History Day Fair competition (in a display category). They also received the "Best in State" award for the best overall project at the fair. Their teacher was also recognized as the state Teacher of the Year. The four winners and the teacher took their project to the national event in Washington, D. C. and placed tenth in the nation! This is the third year in a row that our students have participated in the national-level competition. This "now regular" level of achievement has strengthened the quality of history projects back the school level.
- The reputation and successes of our school have generated a 25 percent increase in total student enrollment!

TIMPANOGOS ACADEMY

55 South Titan Trail, Lindon, UT 84042
www.timpacademy.org
801-785-4979
Principal: Errol Porter
Rep. Stephen E. Sandstrom
Sen. John L. Valentine
U-PASS: Yes
AYP: Yes

Stopping for a quick hello and a smile

2008-2009 SCHOOL STATS:

Opened:	2002
Number of students:	483
Grades served:	K-8
Average classroom size:	25

Authorizer: Utah State Board of Education

MISSION:
The Timpanogos Academy Vision is to be a model of excellence in education.

SCHOOL INNOVATIONS AND OUTCOMES:
The greatest learning opportunity our school provides is the academically rigorous curriculum given to our students with the expectation that they will be successful. Students are expected to perform on a high level of both academic and behavioral expectations. The school provides a back-to-basics environment by limiting class size, encouraging parent volunteer time, and requiring school uniforms.

In our school, teachers are an integral part of planning and implementing any program. Teachers are committee members and have representation on the school board as non-voting members.

Just as students are responsible to their teachers, teachers are responsible to the principal for fulfilling their responsibility to students. Reports are turned in periodically to assess progress made on curriculum, student mastery, and other needed data to determine changes that may need to be made for students and teachers.

STUDENT INNOVATIONS AND OUTCOMES:
The greatest success story at Timpanogos Academy is the environment we have been able to create for student learning. Several students have expressed to their parents that what they like about our school is that there is no bullying allowed. Also by implementing our intense at-risk program, we have met the needs of children in grades K-3 with unprecedented success in reading and language arts. The results of this program have exceeded our greatest expectations. Students also have many opportunities to be recognized for their good work.

TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS

1100 North Tuacahn Drive, Ivins, UT 84738
www.tuacahnhs.org
435-652-3201
Principal: William Fowler
Rep. David Clark
Sen. Stephen H. Urquahart
U-PASS: Yes
AYP: Yes

"The Miracle Worker"

2008-2009 SCHOOL STATS:

Opened:	1999
Number of students:	254
Grades served:	9-12
Average classroom size:	20

Authorizer: Utah State Board of Education

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 educational experience for all students who attend.

SCHOOL INNOVATIONS AND OUTCOMES:

Tuacahn High School has distinguished itself with quality academic and performance models. Standardized test scores for THS are the highest in Washington County (Sutherland Study, 2007). Tuacahn performance achievements are Shakespeare Competition Sweepstakes winners five years running (against 4-A and 5-A schools).

Tuacahn has implemented a block schedule with a mandatory tutorial/mentor period each day utilizing the mentor talent of seniors who have been selected by the faculty to help under classmates with individualized tutoring/mentoring. A performance academy model has been initiated, with students declaring their individual emphasis for talent in Musical Theatre, Dance, Drama, Music, Technical Theatre or Visual Arts. These six academies are complementary to the USOE Core Curriculum, and help students focus on a college prep curriculum. Eighty percent attend college over a ten-year period, and attendance averages near 95 percent annually.

STUDENT INNOVATIONS AND OUTCOMES:

Tuacahn High School was the first public charter high school to open its doors to new students on September 4, 1999. We celebrated our tenth anniversary this year with a "decade gala" graduation program. Graduates tell our success story best; the 80 percent who go to college is nearly 30 percent higher than the Utah average. Approximately 60 percent of those who go on to post-high school education have scholarships. We have no school buses, and yet absenteeism and tardiness are not problems. Parental support has been tremendous. Our PTSA helped purchase a computer carousal for our English Department by earning and donating over $5,000. Our graduation rate this year was 94 percent, and our UBSCT test proficiency was 45-50, for a 90 percent pass rate (with three of the five who did not pass being special education students). Tuacahn is totally compliant with all USOE mandates and shows a positive budget balance for ten years running, with substantial reserves which will be used to expand the school facility to accommodate growth demands. Sixteen of the 18 faculty members are licensed, and the other two are working on ARL certification. Two staff members were selected as Charter Staff Member of the Year and Charter Administrator of the Year for 2009.

UINTAH RIVER HIGH SCHOOL

988 East 7500 South, Fort Duchesne, UT 84026
www.uiteducation.com
435-725-4088
Principal: Bryon Richardson
Rep. John Mathis
Sen. Kevin T. Van Tassell
U-PASS: Not Applicable
AYP: Yes

Uintah River High School

2008-2009 SCHOOL STATS

Opened:	1999
Number of students:	53
Grades served:	9-12
Average classroom size:	12
Authorizer: Utah State Board of Education	

MISSION:
Uintah River High School seeks to ensure that all students receive a unique, quality education. Uintah River High School promotes a culturally relevant education environment through creative and diverse teaching strategies that will ensure student success and graduation.

SCHOOL INNOVATIONS AND OUTCOMES:
Uintah River High School continues to build on the vision of tribal/cultural leadership for our students. This year we continued our hide-tanning project, as well as a weeklong workshop on storytelling and petroglyphs, with the activities culminating in students completing a mural. In conjunction with petroglyphs project, a professor from the University of Utah worked with our students to complete a soundscape project, ending with a CD of the students' work. These works allowed students to tell their own stories in their own ways.

STUDENT INNOVATIONS AND OUTCOMES:
This year we had a cross-country team, a student participating in the States Girls Golf, and a Science Olympiad team. The cross-country team represented the school well (one of our female golfers made the second team All-State Girls Golf team), and the Science Olympiad team finished sixth at the state competition.

The students also planned and participated in a Valentine's Dance as well as our school's first-ever prom! "A Night in Paris" was well organized and the students had a lot of fun!

UTAH COUNTY ACADEMY OF SCIENCE (UCAS)

940 West 800 South, Orem, UT 84058
www.ucas.k12.ut.us
801-863-2222
Director: Clark Baron
Rep. Bradley Daw
Sen. Margaret Dayton
U-PASS: Not Applicable
AYP: Yes

Hard at work on an English paper

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	358
Grades served:	10-12
Average classroom size:	21
Authorizer: Utah State Board of Education	

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.

SCHOOL INNOVATIONS AND OUTCOMES:

As an Early College High School, UCAS has a mission to provide a quality education, including two years of college experience and credits for each of our students. UCAS limits enrollment to fewer than 400 students in order to have a small school setting and to allow individual attention to each student. Our location on the UVU campus allows our students the freedom of walking to a UVU college class any time during the day. Our outstanding, experienced faculty works hard to insure that each student masters the curriculum being taught. We have been very pleased with the success of our students.

Year	Total Enrollment	High School Graduates	UVU Associates	Utah State New Century Scholars
2006-2007	309	60	45	40
2007-2008	332	100	80	60
2008-2009	341	104	93	67

Average ACT score: 27; UBSCT Pass Rate: 100%; awarded Utah State Charter School of the Year, 2009; 2008-09 concurrent enrollment credits earned: 3147; 2008-09 on-campus UVU college credits earned: 3677; 2008-09 total college credits earned: 6824 (i.e., 20+ credits per student per year).

STUDENT INNOVATIONS AND OUTCOMES:

A significant number of UCAS students are the first in their families to attend college. A number are also first-generation high school graduates. A number of students have challenging personal circumstances that require that they work to help support their families. UCAS helps all these students be successful.

One young student came to UCAS with a very low GPA and poor attendance. None of her family had ever graduated from high school. She was involved in a Latino gang in the area and did not like school. After coming to UCAS, she caught the vision of what she could become. She dropped out of the gang and became serious about her studies. She finished her three years at UCAS with both a high school diploma and a college degree. Another student works evenings and started his own Internet software company to help with family finances. During his junior year, he developed a special computer screen and published the plan for it on the Internet. He won second place in the International Science Fair and has a paid internship with Apple Computer this summer. In addition, he was just awarded a four-year scholarship to MIT.

UTAH VIRTUAL ACADEMY

512 East 4500 South, Ste 200, Salt Lake City, UT 84107
www.k12.com/utva/
801-262-4922
Director: Jeffrey Herr
Rep. Christopher Herrod
Sen. Curtis S. Bramble

Fun at a Utah Virtual Academy family event

2008-2009 SCHOOL STATS:

Opened:	2008
Number of students:	1,297
Grades served:	K-12
Average classroom size:	65
Authorizer: Utah State Board of Education	

MISSION:
Utah Virtual Academy students will attain superior academic achievement through parental involvement, innovative teaching, and school accountability within a virtual environment that embraces individual learning styles.

SCHOOL INNOVATIONS AND OUTCOMES:
Utah Virtual Academy (UTVA) is the first virtual charter school to open in Utah. We offer families a great curriculum in an environment that is flexible and prepares students for the demands of the future. As a publicly funded online charter school, the Utah Virtual Academy makes it easy for parents to be active participants in their children's education. UTVA families receive a complete curriculum, lesson planning programs, books and instructional materials, the use of a computer if needed, and the guidance of a highly qualified, licensed teacher.

The Utah Virtual Academy uses the K^{12} curriculum. With this innovative learning program, UTVA provides an education that meets or exceeds state standards, and students demonstrate their knowledge and skills through state standardized tests. While UTVA has requirements for grade advancement, the K^{12} learning program allows families and teachers to work together to help students maximize their academic potential and allow greater flexibility than what is typically possible.

Our overall student performance shows that our first year of school would pass AYP in all areas and in all groups. According to Cheryl Jones, online coordinator with the Ministry of Education, British Columbia, our overall data shows that UTVA performs at the very top of all virtual programs in North America. Kudos to the staff and families.

STUDENT INNOVATIONS AND OUTCOMES:
Even though some our students live hundreds of miles apart, they come together to help make their experience memorable. UTVA students qualified for the state science fair finals, donated hundreds of hours and thousands of pounds of food to the Utah Food Bank, and coordinated a successful book drive that benefitted homeless shelters around the state. Service and leadership are keys to the success of our students, and they will continue to be student community leaders, especially as UTVA grows. Students are involved in 16 different school clubs, with more to come. Mostly, students appreciate the type of educational environment and delivery that a virtual environment provides. A few of the comments from our students: From J. Schwab-Fry, ninth grade: "I love UTVA! It is great to know that there are people really willing to help me whenever I need it. The curriculum is challenging and more educational than traditional school... it is wonderful to be able to work at my own pace. I get so much more from my education this way. I would recommend UTVA to other students who struggle or are bored in traditional school and want a REAL education!" From T. Proffitt, ninth grade: "I like the UTVA because I have everything I need in one place, and my teachers have all been very helpful. I like being able to work at my own pace, and I feel like I am learning a lot. I have ADD, and the online learning helps me function really well."

VENTURE ACADEMY

495 North 1500 West, Marriott-Slaterville City, UT 84404
www.venturelearning.org
801-393-3900
Director: Dr. Mark Child
Rep. Christopher Herrod
Sen. Curtis S. Bramble

Venture's student-led conferences

2008-2009 SCHOOL STATS:

Opened:	2008
Number of students:	458
Grades served:	K-8
Average classroom size:	25
Authorizer: Utah State Board of Education	

MISSION:

The mission of Venture is to inspire the rising generation to reach the heights of their potential, ignite their curiosity to venture into challenging new learning experiences, and through service, empower them to be leaders who are committed to family and community.

SCHOOL INNOVATIONS AND OUTCOMES:

Venture Academy is an expeditionary learning school which, in short, means that our approach to curriculum is in-depth, interdisciplinary, and aims at relevance. Our instructional approach is "active." As part of studying topics in depth and from a variety of disciplinary perspectives, students seek answers to research questions not only from available printed and online sources, but from the experts and resources (natural and otherwise) in our community. In our first year, teachers and students successfully completed more than 100 excursions to locations in the community. This fieldwork helped students reach a deeper understanding of their topics of study and the relevance of those topics to the community. Many local experts also visited the school to share their expertise. This in-depth, semester-long study included birds, trees, the concept of freedom, energy, frogs, and heroes. Each of these resulted in high-quality products, such as nature guides, a living museum, published art, engineered energy inventions, energy expo, and various community celebrations of learning.

STUDENT INNOVATIONS AND OUTCOMES:

Venture aims to provide students with a variety of opportunities to excel in areas of individual strength. For example, our seventh grade math team won first place in the state math contest in the small schools category.
Service is one of our "pillar" values. As part of their studies, students provided service to the community in a variety of ways, such as writing biographies for local senior citizens at a rest home, assembling basic-needs packets for humanitarian needs in foreign countries, raising donations for Primary Children's hospital, selling student artwork to raise cash for a local Nature Center; and providing an exhibit of student work associated with the study of birds to the Bear River Bird Refuge.

WALDEN SCHOOL OF LIBERAL ARTS

4230 North University Avenue, Provo, UT 84604
www.waldenschool.us
801-374-1545
Director: Diana Stewart West
Rep. Christopher Herrod
Sen. Curtis S. Bramble
U-PASS: Yes
AYP: Yes

Another successful graduate!

2008-2009 SCHOOL STATS:

Opened:	2004
Number of students:	265
Grades served:	K-12
Average classroom size:	20
Authorizer: Utah State Board of Education	

MISSION:

Walden is a place where social, emotional and academic growth are valued equally, a place 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. 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.

SCHOOL INNOVATIONS AND OUTCOMES:

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's expeditions included a junior high trip to the Kaizan Orphanage in Ensenada, Mexico, a trip to San Diego and Tijuana to study border issues, an arts excursion to Denver, and a trip to Guatemala that included a rigorous three-day trek through the mountains, with all proceeds going to the street children of Xela. Elementary students visited the Swaner Nature Preserve, the Rocky Mountain Ballet, Utah Shakespearean Festival Theater, Thanksgiving Point Gardens, Discovery Center, and many other exciting learning venues.

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 for gifted students and one-on-one remediation for struggling students.

Our students have continued to excel in language arts and science, with a 95 percent school-wide pass rate and a 100 percent secondary pass rate on our 2008 Language Arts CRTs (despite the fact that we are a Title I school with 50 percent of our families classified as economically disadvantaged). Our Science CRT pass rate was effectively 85 percent; this percentage is not generally posted. Our math scores were lower than we would have liked last year, due to a large influx of special needs and struggling students in the lower grades, but we fully anticipate bringing those scores up as we remediate problems over the next few years.

STUDENT INNOVATIONS AND OUTCOMES:

At Walden we deemphasize competition and encourage teamwork and individual accomplishment. To that end, some of our proudest accomplishments are the service and community projects that we have undertaken. We conducted a drive that provided families with furnishings, kitchen appliances, clothing, bicycles, and toys. Students also provided Christmas stockings, homemade blankets and gifts for Christmas. Our junior high students participated in Project Give and were able to donate $5000 to several valuable organizations in Utah Valley, including the Animal Shelter, Angels in Action and Habitat for Humanity. Students interact with the wider world; last year, several of our juniors participated in study-abroad opportunities in Brazil, Germany, Peru, and many other countries. Last year a student directed, acted in, and produced a full-length play entirely by himself. Another student created a large mural for the school, and another built a computer from scratch.

WASATCH PEAK ACADEMY

414 North Cutler, North Salt Lake, UT 84054
www.wasatchpeak.org
801-936-3066
Director: Sandra Shepard
Rep. Rebecca P. Edwards
Sen. Daniel R. Liljenquist
U-PASS: Yes
AYP: Yes

Wasatch Peak Academy

2008-2009 SCHOOL STATS:

Opened:	2005
Number of students:	374
Grades served:	K-6
Average classroom size:	24

Authorizer: Utah State Board of Education

MISSION:

Wasatch Peak Academy will provide a meaningful educational experience utilizing service learning and dual language instruction to inspire in students a genuine appreciation for community and school, a perpetual enthusiasm for learning, a willingness to embrace leadership opportunities, and a standard of individual academic excellence.

SCHOOL INNOVATIONS AND OUTCOMES:

Wasatch Peak Academy combines academic development with civic and social responsibility by providing integrated service learning experiences to all students in grades K-6. Each grade level integrates service learning into academic content and then completes service projects or activities centered on those classroom experiences. Our field trips are planned service projects, and our sixth grade students travel to Teton Science School to implement a science-related, service-centered project. Our spring Service Learning Fair gave students an opportunity to honor local service providers and share their reflections on service learning experiences they were involved in.

Wasatch Peak Academy provided RAD Kids training to third, fifth and sixth graders during the 2008-09 school year. A volunteer team of parents and school employees provided over 300 hours of service implementing this Child Safety Program with Abduction Defense; Home, School and Vehicle Safety; Uncomfortable Touch training; and self-realization of personal power components. Our second charter area of focus is Spanish instruction. Teams of teachers and paraprofessionals provide daily Spanish instruction for 30 minutes to all students. We also offer Power Hour exploratory classes allowing students to develop areas of interest within an educational framework.

STUDENT INNOVATIONS AND OUTCOMES:

We held our first annual Service Learning Fair in April, to which each grade level invited a person of service to be honored. One class honored a fallen policeman's family for the service he gave, along with his police chief. Our second graders honored the local animal shelter workers whom they had spent time learning about how animals in the shelter are cared for. These children visited the shelter, collected items, and raised funds to purchase much-needed articles at the shelter. Our fourth grade classes made classroom emergency safety kits. Our students were highlighted on KSL for their efforts. One third grade student's mother reported that her daughter was having a birthday party and the student had asked her friends to bring canned goods for the local food bank in lieu of birthday gifts. Many of our families provided local service to the community. When we visited the displays our students constructed for our Service Learning Fair, we realized that not only had students reported on the service learning experiences they completed with their classmates, but also on the service they had provided on their own to families, neighbors and the community. The academic content in this integrated approach to service and the leadership and organizational skills students learn allows them to gain not only lesson content, but the desire to be a part of a service-oriented society.

Utah Public Charter Schools
Opening in the 2009-2010 School Year

AMERICAN PREPARATORY ACADEMY-THE SCHOOL FOR NEW AMERICANS

1255 Crystal Drive, West Valley, UT 84119
801-839-3613
Director: Debra Davies
Rep. Larry B. Wiley
Sen. Scott D. McCoy
Anticipated number of students: 570, grades K-9

MISSION:
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.

EARLY LIGHT ACADEMY

11709 South Vadania Drive, South Jordan, UT 84095
801-302-5988
www.earlylightacademy.org
Director: Wade Glathar
Rep. Merlynn T. Newbold
Sen. D. Chris Buttars
Anticipated number of students: 675, grades K-9

MISSION:
The mission of the Early Light Academy is to deliver a high-quality education with a deep, rich and engaging curriculum utilizing effective instructional techniques and emphasizing history, taking our students from the Stone Age to the Space Age, the Information Age and beyond.

EXCELSIOR ACADMEY

125 East Erda Way, Erda, UT 84070
435-882-4997
www.excelsior-academy.org
Director: Ernie Nix
Rep. James R. Gowan
Sen. Peter C. Knudson
Anticipated number of students: 648, grades K-8

MISSION:
The mission of Excelsior Academy is to educate scholars with a broad classical foundation of knowledge, assisting them with opportunities to learn at their challenge level while realizing annual achievement gains, with the option to accelerate their advancement, in an intentionally inviting environment to help scholars acquire a lifelong love of learning.

HAWTHORN ACADEMY

9062 South 2200 West, West Jordan, UT 84088
801-282-9066
www.excelsior-academy.org
Principal: Dr. Deborah L. Swensen
Rep. Steven R. Mascaro
Sen. D. Chris Buttars
Anticipated number of students: 700, grades K-9

MISSION:
Hawthorn Academy's mission is to provide an exciting and enabling learning environment where students will develop a desire to explore and understand the world around them, be inspired to set and reach personal goals, and become lifelong seekers of knowledge. We will provide challenging academics utilizing a proven methodology that will foster students who are responsible citizens, intellectually capable, and competitive in every aspect of society. Students will develop self-respect and self-discipline in a safe and supportive environment.

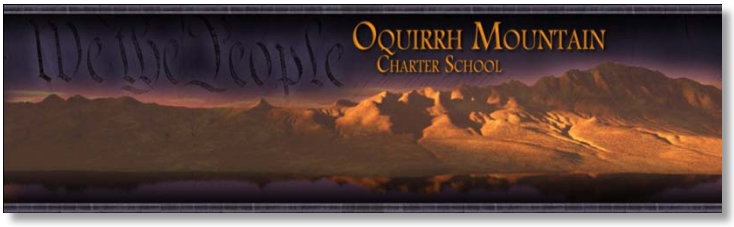
OPEN HIGH SCHOOL OF UTAH

124 South 400 East, Suite 230, Salt Lake City, UT 84111
801-725-3396
www.openhighschool.org
Director: DeLaina Tonks
Rep. Kerry W. Gibson
Sen. Scott D. McCoy
Anticipated number of students: 125, grade 9

MISSION:
The mission of the Open High School of Utah is to provide Utah students with an excellent education through an online, virtual environment that will help them achieve their full academic and social potential.

OQUIRRH MOUNTAIN CHARTER SCHOOL

1425 South Angel Street, Kaysville, UT 84037
801-593-8200
www.oquirrhmountain.org
Director: Joshua Bell
Rep: Roger E. Barrus
Sen. Gregory S. Bell
Anticipated number of students: 700, grades K-9



MISSION:

Oquirrh Mountain Charter School will offer an academically challenging and content-rich history-centered curriculum that incorporates the study of American citizenship and is based on the Core Knowledge Sequence.

Oquirrh Mountain will provide an environment in which every student has the opportunity to gain a strong foundation of knowledge in world and American history, classic literature, science, math and fine arts.

It is the desire and mission of this school to have every child be challenged, experience success and master basic skills, grow in academic ability and content knowledge, and develop an understanding and appreciation for our nation's heritage and founding principles.

VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS AND TECHNOLOGY

585 East Center, Ivins, UT 84738
435-673-4110
www.vistautah.com
Director: Steve Goodman
Rep. David Clark
Sen. Stephen H. Urquhart
Anticipated number of students: 672, grades K-8

MISSION:

Vista's mission is to create an academic enterprise that stands unique among all schools. We are dedicated to providing all students with an individualized and unparalleled educational experience through involvement with the arts, language development, and the improved use of information and technology tools. By utilizing a highly trained and committed staff to empower each student to succeed, we will offer a comprehensive program in a professional and compassionate manner and establish a model of academic and artistic excellence.

New Utah Public Charter Schools Opening in the 2010-2011 School Year

American Preparatory Academy—Accelerated School—Howard Headlee, Board Chair
Chartered by the Utah State Board of Education
Draper—Grades K-9

Bear River Charter School—Lauren Smith, Board Chair
Chartered by the Utah State Board of Education
Logan—Grades K-8

Maria Montessori Academy—Nance Lindeman, Board Chair
Chartered by the Utah State Board of Education
Huntsville—Grades K-8

Quail Run Primary School—Barbara Aldredge, Board Chair
Chartered by the Utah State Board of Education
American Fork—Grades K-8

Summit Academy High School—Dave Crandall, Board Chair
Chartered by the Utah State Board of Education
Draper—Grade 9-12

Weilenmann School of Discovery—Merry Fusselman, Board Chair
Chartered by the Utah State Board of Education
Park City—Grades K-8

Charter School Distribution by House District – 2008-2009

House District 2 – Rep. Scott D. McCoy
American Preparatory Academy-The School for New Americans

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
Thomas Edison Charter School – South

House District 6 – Rep. Kerry W. Gibson
Quest Academy

House District 8 – Rep. Gage Froerer
Venture Academy

House District 9 – Rep. Neil A. 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
Northern Utah Academy for Math, Engineering, and Science (NUAMES)

House District 15 – Rep. Douglas C. Aagard
North Davis Preparatory Academy

House District 18 – Rep. Roger E. Barrus
Oquirrh Mountain Charter School

House District 20 – Rep. Rebecca P. Edwards
Legacy Preparatory Academy
Spectrum Academy
Wasatch Peak Academy

House District 21 – Rep. James R. Gowans
Excelsior Academy

House District 23 – Rep. Jennifer Seelig
Guadalupe Charter School
Salt Lake Center for Science Education

House District 24 – Rep. Rebecca Chavez-Houck
City Academy
Open Classroom Charter School
Open High School of Utah

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 M. Fisher
Monticello Academy

House District 31 – Rep. Larry B. Wiley
American Preparatory Academy-The School for New Americans
Salt Lake High School for the Performing Arts

House District 34 – Rep. Kory Holdaway
Success Charter School

House District 35 – Rep. Mark A. Wheatley
Utah Virtual Academy

House District 36 – Rep. Phil Riesen
Canyon Rim Academy

House District 37 – Rep. Carol Spackman Moss
Academy for Math, Engineering and Science (AMES)

House District 38 – Rep. Eric K. Hutchings
Entheos Academy
Navigator Pointe Academy

House District 40 – Rep. Lynn N. Hemingway
Beehive Science and Technology Academy

House District 41 – Rep. Todd E. Kiser
American Preparatory Academy
Channing Hall
North Star Academy
Providence Hall

House District 47 – Rep. Steven R. Mascaro
Hawthorn Academy
Itineris Early College High School
Paradigm High School

House District 50 – Rep. Merlynn T. Newbold
Early Light Academy

House District 51 – Rep. Greg Hughes
Summit Academy

House District 54 – Rep. Kraig Powell
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
Renaissance Academy
Rockwell Charter High School
The Ranches 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 M. Daw
Noah Webster Academy
Utah County Academy of Sciences (UCAS)

House District 61 – Rep. Keith Grover
Freedom Academy

House District 62 – Rep. Christopher N. Herrod
Walden School of Liberal Arts

House District 65 – Rep. Francis D. Gibson
Merit College Preparatory Academy
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 69 – Rep. Christine F. Watkins
Pinnacle Canyon Academy

House District 72 – Rep. Evan J. Vickers
Gateway Preparatory Academy
SUCCESS Academy

House District 74 – Rep. David Clark
George Washington Academy
Tuacahn High School for the Performing Arts
Vista at Entrada School of Performing Arts and Technology

Charter School Distribution by Senate District – 2008-2009

Senate District 1 – Sen. Luz Robles
East Hollywood High School
Guadalupe Charter School
Monticello Academy
Salt Lake Center for Science Education

Senate District 2 – Sen. Scott McCoy
American Preparatory Academy-The School for New Americans
City Academy
Dual Immersion Academy
Open Classroom Charter School
Open High School of Utah
Salt Lake Arts Academy

Senate District 3 – Sen. Gene Davis
Beehive Science and Technology Academy
Utah Virtual Academy

Senate District 4 – Sen. Patricia W. Jones
Academy of Math, Engineering and Science (AMES)
Canyon Rim Academy

Senate District 5 – Sen. Karen 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. Karen W. Morgan
Paradigm High School

Senate District 10 – Sen. D. Chris Buttars
Early Light Academy
Hawthorn Academy
Itineris Early College High School

Senate District 11 – Sen. Howard Stephenson
American Preparatory Academy
Channing Hall
Mountainville Academy
North Star Academy
Providence Hall
Renaissance Academy
Summit Academy

Senate District 13 – Sen. Mark Madsen
American Leadership Academy
C.S. Lewis Academy
Lakeview Academy
Liberty Academy
Merit College Preparatory Academy
Rockwell Charter High School
Ronald Reagan Academy
The Ranches

Senate District 14 – Sen. John L. 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
Utah County Academy of Sciences (UCAS)

Senate District 16 – Sen. Curtis S. Bramble
Walden School of Liberal Arts

Senate District 17 – Sen. Peter C. Knudson
Excelsior Academy

Senate District 18 – Sen. Jon J. Greiner
DaVinci Academy of Science and the Arts
Ogden Preparatory Academy

Senate District 20 – Sen. Scott K. Jenkins
Quest Academy
Venture Academy

Senate District 21 – Sen. Sheldon L. Killpack
North Davis Preparatory Academy
Northern Utah Academy for Math, Engineering, and Science (NUAMES)
Syracuse Arts Academy

Senate District 22 – Sen. Gregory S. Bell
Oquirrh Mountain Charter School

Senate District 23 – Sen. Daniel R. Liljenquist
Legacy Preparatory Academy
Spectrum Academy
Wasatch Peak Academy

Senate District 24 – Sen. Ralph Okerlund
Excelsior Academy

Charter School Distribution by Senate District – 2008-2009 (cont.)

Senate District 25 – Sen. Lyle W. Hillyard
Edith Bowen Laboratory School
Fast Forward High School
InTech Collegiate High School
Thomas Edison Charter School – North
Thomas Edison Charter School – South

Senate District 26 – Sen. Kevin T. Van Tassell
Soldier Hollow Charter School
Uintah River High School

Senate District 27 – Sen. David P. Hinkins
Moab Charter School
Pinnacle Canyon Academy

Senate District 28 – Sen. Dennis E. Stowell
Gateway Preparatory Academy
SUCCESS Academy

Senate District 29 – Sen. Stephen H. Urquahart
George Washington Academy
Tuacahn High School for the Performing Arts
Vista at Entrada School of Performing Arts and Technology

Charter School Distribution by Utah State Board of Education District – 2008-2009

District 1 – Teresa L. Theurer
Edith Bowen Laboratory School
Fast Forward High School
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
Northern Utah Academy for Math, Engineering and Science (NUAMES)
Ogden Preparatory Academy
Quest Academy
Venture Academy

District 3 – Richard Moss
American Leadership Academy
C.S. Lewis Academy
Excelsior Academy
Liberty Academy
Merit College Preparatory Academy
Ronald Reagan Academy

District 4 – Richard Sadler
Legacy Preparatory Academy
North Davis Preparatory Academy
Syracuse Arts Academy

District 5 – Kim R. Burningham
Oquirrh Mountain Charter School
Spectrum Academy
Wasatch Peak Academy

District 6 – Michael Jensen
American Preparatory Academy-The School for New Americans
East Hollywood High School
Monticello Academy

District 7 – Randall A. Mackey
City Academy
Dual Immersion Academy
Guadalupe Charter School
Open High School of Utah
Open Classroom Charter School
Salt Lake Arts Academy
Salt Lake Center for Science Education
Salt Lake High School for the Performing Arts

District 8 – Janet A. Cannon
Academy for Math, Engineering and Science (AMES)

District 9 – Denis R. Morrill
Entheos Academy

District 10 – Laurel Brown
Paradigm High School
Utah Virtual Academy

District 11 – Bill Colbert
American Preparatory Academy
Channing Hall
Early Light Academy
Hawthorn Academy
Itineris Early College High School
North Star Academy
Providence Hall
Summit Academy

District 12 – Mark Cluff
John Hancock Charter School
Karl G. Maeser Preparatory Academy
Lakeview Academy
Lincoln Academy
Mountainville Academy
Odyssey Charter School
Renaissance Academy
Soldier Hollow Charter School
The Ranches Academy
Timpanogos Academy

District 13 – Tom Gregory
Freedom Academy
Noah Webster Academy
Utah County Academy of Sciences (UCAS)
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
Gateway Preparatory Academy
George Washington Academy
SUCCESS Academy
Tuacahn High School for the Performing Arts
Vista at Entrada School of Performing Arts and Technology

Utah State Office of Education
250 East 500 South • P.O. Box 14420
Salt Lake City, UT 84114
Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction