

Utah's Public Charter Schools

Expanding Our Public Education System

Annual Report

2005-06



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Foreword

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



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



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Utah's 58 Charter Schools and 40 School Districts

36 charter schools in operation during 2005-06

* 14 new charter schools for 2006-07

** 8 new charter schools for 2007-08

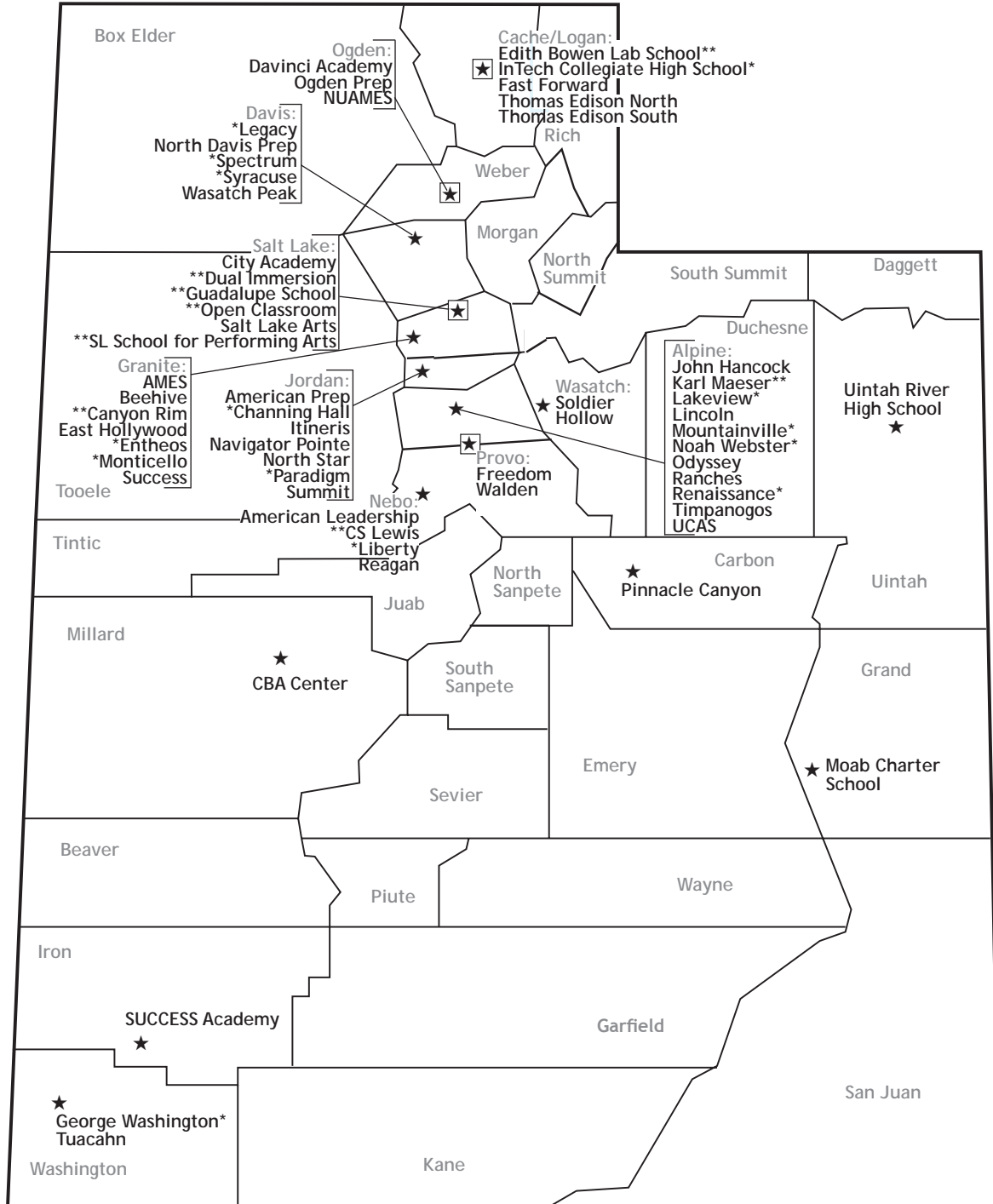


TABLE OF CONTENTS

| | <i>Page</i> |
|---|-------------|
| Foreword | 1 |
| State Charter School Board Members and Staff | 2 |
| Map of Charter Schools | 3 |
| Introduction | 7 |
| Charter School Distribution by School District, 2007-2008 | 14 |
| Fast Facts About Utah’s Public Charter Schools | 15 |
| Utah Public Charter Schools, 2005-2006 | |
| American Leadership Academy (ALA) | 17 |
| American Preparatory Academy (APA) | 18 |
| AMES – Academy for Math, Engineering and Science | 19 |
| BSTA – Beehive Science and Technology Academy | 20 |
| CBA Center – Conceive, Believe, Achieve | 21 |
| City Academy | 22 |
| DaVinci Academy of Science and the Arts | 23 |
| East Hollywood High School | 24 |
| Fast Forward Charter High School | 25 |
| Freedom Academy | 26 |
| Itineris Early College High School | 27 |
| John Hancock Charter School | 28 |
| Lincoln Academy | 29 |
| Moab Charter School | 30 |
| Navigator Pointe Academy | 31 |
| North Davis Preparatory Academy | 32 |
| North Star Academy | 33 |
| NUAMES – N. Utah Academy for Math, Engineering and Science | 34 |
| Odyssey Charter School | 35 |
| Ogden Preparatory Academy | 36 |
| Pinnacle Canyon Academy | 37 |
| The Ranches Academy | 38 |
| Ronald Reagan Academy | 39 |
| Salt Lake Arts Academy | 40 |
| Soldier Hollow Charter School | 41 |
| SUCCESS Academy – S. Utah Center for Computer, Engin. and Sci. Students | 42 |
| Success Charter School | 43 |
| Summit Academy | 44 |



| | |
|--|----|
| Thomas Edison Charter School – North | 45 |
| Thomas Edison Charter School – South | 46 |
| Timpanogos Academy | 47 |
| Tuacahn High School for the Performing Arts | 48 |
| Uintah River High School | 49 |
| UCAS – Utah County Academy of Sciences | 50 |
| The Walden School of Liberal Arts | 51 |
| Wasatch Peak Academy | 52 |
| Charter School Board Members | 53 |
| Utah Public Charter Schools Opening in the 2006-2007 School Year | |
| Channing Hall | 58 |
| Entheos Academy | 58 |
| George Washington Academy | 59 |
| InTech Collegiate High School | 59 |
| Lakeview Academy | 60 |
| Legacy Preparatory Academy | 60 |
| Liberty Academy | 61 |
| Monticello Academy | 61 |
| Mountainville Academy | 62 |
| Noah Webster Academy | 62 |
| Paradigm High School | 63 |
| Renaissance Academy | 63 |
| Spectrum Academy | 64 |
| Syracuse Arts Academy | 64 |
| New Utah Public Charter Schools Opening in the 2007-2008 School Year | |
| Charter School Distribution by House District — 2006-2007 | 66 |
| Charter School Distribution by Senate District — 2006-2007 | 67 |
| Charter School Distribution by State Board of Education District — 2006-2007 | 68 |
| Utah State Board of Education — 2006-2007 | 69 |

INTRODUCTION

In many ways, charter schools are doing for education what the printing press did for the world of communication. Charter schools have promised creativity, innovation, inspiration, and motivation, and I believe they have delivered.

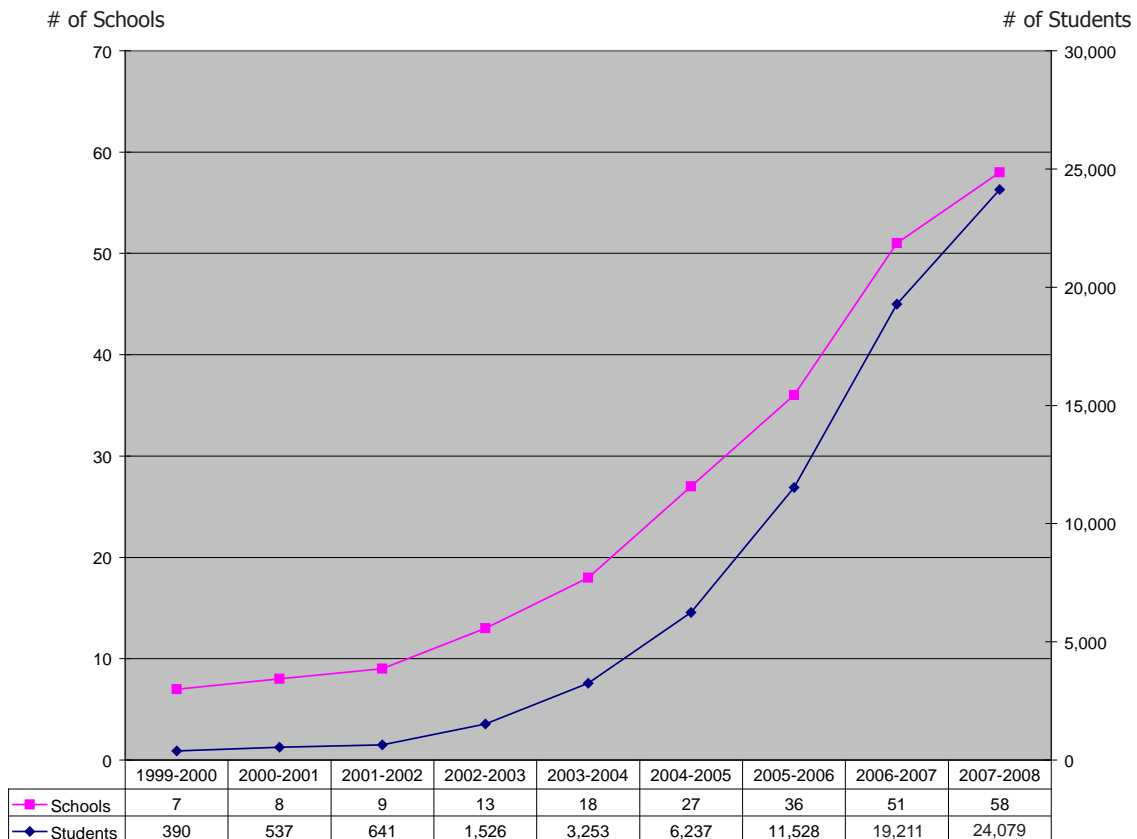
Charter schools have ignited the desire to rethink aspects of our nation's education system. They have shown how involved parents can and will be in their children's education. They are finding ways to reduce class size, deliver the Core Curriculum to smaller school communities, and increase individualization of instruction.

Charter schools are helping our public education system to be the best it can be for every child.

— Scott Smith, Chair, Utah State Charter School Board

The rapid growth of Utah charter schools continued into the 2005-06 school year, bringing the total to thirty-six (36) schools serving 11,528 students. By 2007-08, it's anticipated that enrollment will more than double to 24,000 students in fifty-eight (58) charter schools.

What drives this strong growth? Are charter schools growing too quickly...or too slowly? Is there proper oversight and training for charter schools? Do charter students reflect the diversity of their communities? Are charter students equitably funded? Are charters fulfilling their statutory purposes?



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

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

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

Growth and Satisfaction

Nine (9) schools were chartered for the 2004-05 school year and another eleven (11) for 2005-06, and fifteen (15) new schools will open their doors in the fall of 2006. A moratorium on growth for 2007-08 means that only five (5) of twenty (20) applicants will be chartered by the State Board of Education. Fifteen (15) hopeful founding groups are expected to apply for 2008-09 charters. This rapid growth is a direct result of demand from founding groups and parents seeking charter school placements for their children.

Behind this demand is the passion and determination of founder groups whose members work together for months, sometimes years, to formulate their educational and organizational plans and undergo the rigorous charter school application process.

Demand is also evidenced by waiting lists. Of the fifty-one (51) charter schools operating in November 2006, at least twenty-one (21) schools, or 41%, were at capacity and had waiting lists. Nearly 5,000 students were seeking entry into these charter schools.

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

Responsible Growth

The Utah Legislature imposed a moratorium on charters for 2007-08 by limiting growth to only five (5) state-chartered schools. There were twenty (20) applicants. The moratorium was established in order to conduct a study of charter schools to determine whether Utah's charter school growth plan was appropriate and whether it provided sufficient support to help ensure the financial and organizational viability of charter schools.

Both studies commissioned by the 2006 Legislature looked at the importance and effectiveness of technical assistance available to charter schools. The UEPC study indicated that fewer than half of those surveyed felt that charter personnel had sufficient access to technical assistance. The Office of Legislative Research report concluded that additional

training and ongoing support resources were needed for charter schools. It noted that “the administrative help available to traditional schools through school districts is not typically available to charter schools” and supported State Board of Education requests for additional staff for the USOE Charter School Section, as well as the establishment of a statewide charter school service center similar to the regional service centers that currently serve consortia of rural school districts. These measures would help to fine-tune and strengthen the existing system that provides oversight, training and ongoing support to Utah charter schools.

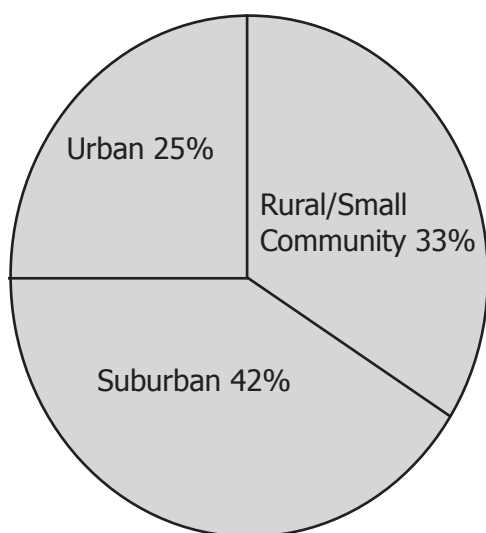
Table 1: Student Demographics for 2005-06

| | 2005-06 CHARTER SCHOOLS | SCHOOL DISTRICT | LOCAL COMMUNITY | GRADES SERVED | YEAR OPEN | ENROLL- MENT | ETHNIC MINORITY | ECONOM DISADVANTD* | DISADVANTD MINORITY | SPECIAL EDUCATION |
|----|--------------------------------|--------------------|--------------------|------------------|--------------|-----------------|--------------------|-----------------------|------------------------|----------------------|
| 1 | American Leadership Academy | Nebo | Span. Fork | K-12 | 2005-06 | 1,200 | 5.33% | 0.00% | 0.00% | 8.75% |
| 2 | American Preparatory Academy | Jordan | Draper | K-9 | 2003-04 | 526 | 5.89% | 0.00% | 0.00% | 5.70% |
| 3 | AMES - Acad of Math, Eng & Sci | Granite | S.L.C. | 9-12 | 2003-04 | 423 | 33.81% | 22.22% | 11.58% | 4.02% |
| 4 | BSTA - Beehive Sci & Tech Acad | Granite | S.L.C. | 9-12 | 2005-06 | 45 | 33.33% | 0.00% | 0.00% | 6.67% |
| 5 | CBA Center | Millard | Delta | 9-12 | 1999-2000 | 31 | 16.13% | 77.42% | 12.90% | 22.58% |
| 6 | City Academy | Salt Lake | S.L.C. | 7-12 | 2000-01 | 161 | 20.50% | 46.58% | 13.66% | 20.50% |
| 7 | DaVinci Acad of Sci & Arts | Ogden/Weber | Ogden | 9-12 | 2004-05 | 259 | 16.22% | 47.88% | 10.81% | 7.34% |
| 8 | East Hollywood High School | Granite | S.L.C. | 9-12 | 2004-05 | 307 | 23.78% | 0.00% | 0.00% | 7.82% |
| 9 | Fast Forward High School | Logan | Logan | 9-12 | 2002-03 | 218 | 12.39% | 17.43% | 1.83% | 25.23% |
| 10 | Freedom Academy | Provo | Provo | K-8 | 2003-04 | 406 | 19.46% | 40.64% | 9.36% | 7.88% |
| 11 | Itineris Early College H.S. | Jordan | West Jordan | 11-12 | 2004-05 | 125 | 20.00% | 18.40% | 8.80% | 0.00% |
| 12 | John Hancock Charter School | Alpine | Pleas. Grove | K-8 | 2002-03 | 183 | 10.38% | 24.59% | 8.74% | 9.84% |
| 13 | Lincoln Academy | Alpine | Amer. Fork | K-8 | 2005-06 | 490 | 5.51% | 3.88% | 0.00% | 6.73% |
| 14 | Moab Charter School | Grand | Moab | K-8 | 2004-05 | 32 | 21.88% | 40.63% | 12.50% | 18.75% |
| 15 | Navigator Pointe Academy | Jordan | Draper | K-8 | 2005-06 | 471 | 10.62% | 22.72% | 3.18% | 9.34% |
| 16 | No. Davis Preparatory Academy | Davis | Layton | K-6 | 2004-05 | 501 | 13.37% | 12.38% | 3.99% | 5.79% |
| 17 | No. Star Academy | Jordan | Riverton | K-8 | 2005-06 | 450 | 1.78% | 9.56% | 0.00% | 6.22% |
| 18 | NUAMES - No. Utah AMES | Ogden/Weber | Roy | 9-12 | 2004-05 | 377 | 19.10% | 27.59% | 7.16% | 2.39% |
| 19 | Odyssey Charter School | Alpine | Amer. Fork | K-6 | 2005-06 | 367 | 9.54% | 0.00% | 0.00% | 3.54% |
| 20 | Ogden Preparatory Academy | Ogden/Weber | Ogden | K-8 | 2003-04 | 533 | 28.14% | 50.47% | 19.14% | 11.07% |
| 21 | Pinnacle Canyon Academy | Carbon | Price | K-8 | 1999-2000 | 361 | 12.47% | 45.71% | 6.65% | 22.71% |
| 22 | The Ranches Academy | Alpine | Eagle Mtn. | K-6 | 2004-05 | 364 | 8.24% | 0.00% | 0.00% | 6.04% |
| 23 | Ronald Reagan Academy | Nebo | Springville | K-8 | 2005-06 | 590 | 9.83% | 28.64% | 5.08% | 9.66% |
| 24 | Salt Lake Arts Academy | Salt Lake | S.L.C. | 5-8 | 2003-04 | 243 | 17.70% | 0.00% | 0.00% | 7.00% |
| 25 | Soldier Hollow Charter School | Wasatch | Midway | 1-6 | 1999-2000 | 76 | 1.32% | 2.63% | 0.00% | 6.58% |
| 26 | SUCCESS Academy | Iron | Cedar City | 9-12 | 2005-06 | 105 | 9.52% | 21.90% | 4.76% | 0.00% |
| 27 | Success Charter School | Granite | Taylorville | 7-12 | 1999-2000 | 75 | 48.00% | 0.00% | 0.00% | 6.67% |
| 28 | Summit Academy | Jordan | Sandy | K-6 | 2004-05 | 536 | 5.41% | 0.00% | 0.00% | 6.16% |
| 29 | Thomas Edison - North | Cache | No. Logan | K-8 | 2002-03 | 365 | 9.32% | 0.00% | 0.00% | 7.95% |
| 30 | Thomas Edison - South | Cache | Logan | K-8 | 2005-06 | 284 | 6.34% | 0.00% | 0.00% | 9.16% |
| 31 | Timpanogos Academy | Alpine | Lindon | K-8 | 2002-03 | 495 | 11.11% | 0.00% | 0.00% | 4.44% |
| 32 | Tuacahn H.S. for Perform. Arts | Washington | Ivins | 9-12 | 1999-2000 | 206 | 4.85% | 0.00% | 0.00% | 0.00% |
| 33 | UCAS - UT County Acad of Sci | Alpine | Orem | 10-12 | 2005-06 | 182 | 14.84% | 14.29% | 6.59% | 0.00% |
| 34 | Uintah River High School | Uintah | Ft. Duchesne | 9-12 | 1999-2000 | 62 | 96.77% | 64.52% | 62.90% | 9.68% |
| 35 | Walden School of Liberal Arts | Provo | Provo | 7-10 | 2004-05 | 90 | 13.33% | 40.00% | 8.89% | 11.11% |
| 36 | Wasatch Peak Academy | Davis | North S.L. | K-6 | 2005-06 | 326 | 7.36% | 18.41% | 1.84% | 6.44% |
| | CHARTER TOTALS / AVERAGES | | | | | 11,465 | 12.77% | 15.05% | 4.05% | 7.84% |
| | STATEWIDE TOTALS / AVERAGES | | | | | 567,212 | 15.99% | 28.96% | 10.75% | 9.44% |

*Economically Disadvantaged data not collected by 13 charter schools

Data compiled from USOE S3 reports

Diversity



Some have criticized charter schools for low percentages of non-white students and lack of socio-cultural diversity. Charter schools, with an average of thirteen percent (13%) ethnic minority students, lag only three points behind the statewide average of sixteen percent (16%; see Table 1 on page nine).

Much of this difference is a result of school location. Seventy-five percent (75%) of charter schools reside in small communities or suburban areas and draw their students from the less diverse populations of these areas. The student composition of urban charter schools exceeds ethnic minority and economically disadvantaged state averages. The student

demographics of charter schools mirror the demographics of the communities in which they are located and compare closely to the demographics of nearby traditional neighborhood schools.

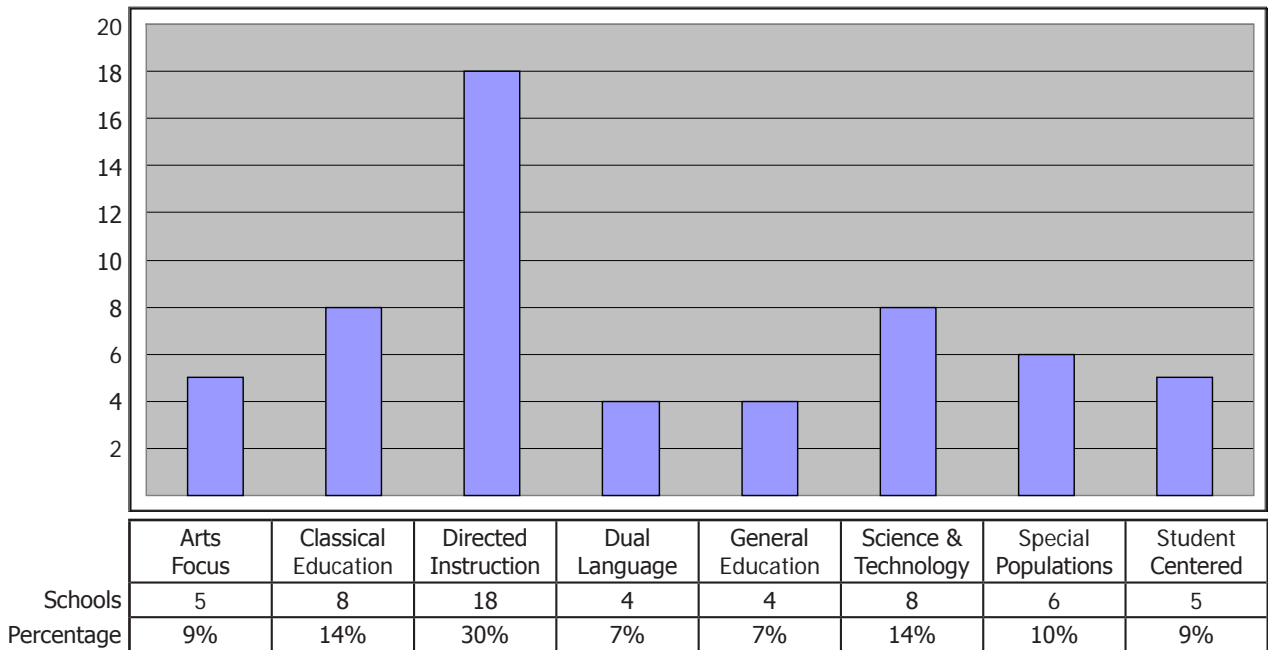
A look back at demographic trends shows that Utah charter schools have become more ethnically diverse over time. Charter proponents argue that the lack of state and local transportation funding limits their ability to draw more diverse students from farther distances. Three urban charter schools that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

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

Table 2 (see page 11) is a look at the academic programs for the fifty-eight (58) charter schools that will be operating in the 2007-08 school year. Not all schools fit neatly into these eight categories, and most use a variety of teaching methodologies, but these categories best describe a school's overall academic style. Nearly all of these programs are offered in small school settings.

Thirty percent (30%) of charter schools, most of them founded by parent groups, have chosen to utilize structured curricula, often called directed instruction, that include nationally recognized teaching programs like Spalding, Saxon Math, and the Core Knowledge Sequence. On the other end of the spectrum, also using research-based

Graph 2: Teaching & Learning Methodologies at Utah Charter Schools



methodologies, are five (5) schools whose programs look to their student populations to bring their own interests into the learning process through expeditionary and project-based teaching/learning methods, such as an environmental or community focus.

Science, mathematics and technology are the focus at eight (8) secondary charter schools. Six (6) are Early College High Schools that have formal associations with nearby colleges or universities where charter students complete college coursework as juniors and seniors.

Four (4) schools present the Core Curriculum to their elementary students in a dual-language methodology, using English and Spanish. Some of our charters integrate art into the curriculum, with two (2) secondary schools offering students sophisticated opportunities to gain performance training and experience. A variety of classical liberal arts education programs at eight (8) charter schools include the International Baccalaureate program, the Great Books study series, and the Socratic model of teaching and learning.

Six (6) charter schools serve special populations of students. The newest of these tailors its learning environment and curriculum to accommodate the unique needs of children with Asperger’s Syndrome and other high-functioning Autism Spectrum Disorders. Native American students in the Uintah Basin can complete their high school education at a charter school. Some charter schools also serve academically at-risk students and court-adjudicated youth.

Funding Equity

Three (3) recent independent studies indicate a per-pupil funding difference between traditional and charter schools. The November 2005 Utah Foundation report, using 2004 financial data, set the difference at \$801. A Utah Taxpayers Association study

released in early 2006 reported the difference to be \$1312. The November 2006 report prepared by the Office of Legislative Research & General Counsel recognizes funding disparities for charter students in the areas of local property tax monies and administrative costs funding. A portion of the funding differences can be accounted for by the fact that charter schools are not entitled to funding for transportation.

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

Another measure that will narrow the funding gap is a revision of the formula that helps to underwrite district-level administrative expenses for charter schools. During the 2006-07 year, charters will receive an average of \$3 per student while per-pupil administrative revenues received by districts are, on average, three times higher.

Statutory Purposes

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

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

By their very existence, charters have expanded the educational opportunities offered by Utah's public education system. By the 2007-08 school year, nearly sixty (60) small and unique charter school communities will be serving the needs of 24,000 students. The majority of charters offers a smaller school setting - the average charter school enrollment is 318 students - and smaller classes with an average class size of 22 students.

Charter school parents are very involved with the governance of their schools. Twenty-one (60%) of the 2005-06 schools were established by parent founder groups. As a result, most aspects of school programs and organization have been developed by parents. The UEPC study found that the majority of charter school board members are parents.

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

More study is required to gauge whether charters are successfully doing what all public schools strive to do: improve student learning. But information that does exist is encouraging. Ninety-four percent (94%) of charter schools met the No Child Left Behind standards for Adequate Yearly Progress for the 2005-06 school year, compared with a statewide average of eighty-one percent (81%). Charter school parents are overwhelmingly pleased with the performance of their schools and the impact on their children. From the UEPC study, ninety-four percent (94%) of surveyed charter parents gave an A or B grade to their children's schools. Parents felt their children's schools were innovative and that instruction was individualized. They felt involved in decision making and liked having a choice of schools.

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

Charter School Distribution by School District, 2007-08

| | Students | Grades | Community | Opened | Avg Class Size |
|---|----------|--------|------------------|-----------|----------------|
| Alpine District | | | | | |
| John Hancock Charter School | 183 | K-8 | Pleasant Grove | 2002-03 | 20 |
| Lakeview Academy | 589 | K-6 | Saratoga Springs | 2006-07 | 25 |
| Lincoln Academy | 490 | K-8 | American Fork | 2005-06 | 27 |
| Mountainville Academy | 619 | K-8 | Alpine | 2006-07 | 25 |
| Noah Webster Academy | 501 | K-6 | Orem | 2006-07 | 25 |
| Odyssey Charter School | 367 | K-6 | American Fork | 2005-06 | 25 |
| Ranches Academy | 364 | K-6 | Eagle Mountain | 2004-05 | 25 |
| Renaissance Academy | 609 | K-8 | Alpine | 2006-07 | 25 |
| Timpanogos Academy | 495 | K-8 | Lindon | 2002-03 | 25 |
| UCAS - Utah Co. Academy of Sciences | 182 | 10-12 | Orem | 2005-06 | 25 |
| Cache District | | | | | |
| InTech Collegiate High School | 119 | 9-12 | Logan | 2006-07 | 22 |
| Thomas Edison Charter School - North | 365 | K-8 | North Logan | 2002-03 | 25 |
| Thomas Edison Charter School - South | 284 | K-8 | Logan | 2005-06 | 25 |
| Carbon District | | | | | |
| Pinnacle Canyon Academy | 361 | K-8 | Price | 1999-2000 | 20 |
| Davis District | | | | | |
| Legacy Preparatory Academy | 498 | K-9 | Bountiful | 2006-07 | 26 |
| North Davis Preparatory Academy | 501 | K-6 | Layton | 2004-05 | 25 |
| Spectrum Academy | 167 | K-8 | Kaysville | 2006-07 | |
| Syracuse Arts Academy | 532 | K-12 | Syracuse | 2006-07 | |
| Wasatch Peak Academy | 326 | K-6 | North Salt Lake | 2005-06 | 25 |
| Grand District | | | | | |
| Moab Charter School | 32 | K-8 | Moab | 2004-05 | 13 |
| Granite District | | | | | |
| AMES – Academy of Math, Eng & Sci | 423 | 9-12 | Salt Lake City | 2003-04 | 20 |
| Beehive Science & Technology Academy | 45 | 9-12 | Salt Lake City | 2005-06 | 18 |
| Canyon Rim Academy | | K-6 | Salt Lake City | 2007-08 | |
| East Hollywood High School | 307 | 9-12 | Salt Lake City | 2004-05 | 21 |
| Entheos Academy | 424 | K-8 | Kearns | 2006-07 | 26 |
| Monticello Academy | 661 | K-8 | West Valley City | 2006-07 | 25 |
| Success Charter School | 75 | 7-12 | Taylorsville | 1999-2000 | 10 |
| Iron District | | | | | |
| SUCCESS Academy | 105 | 9-12 | Cedar City | 2005-06 | 25 |
| Jordan District | | | | | |
| American Preparatory Academy | 526 | K-9 | Draper | 2003-04 | 25 |
| Channing Hall | 638 | K-8 | Draper | 2006-07 | |
| Itineris Early College High School | 125 | 11-12 | West Jordan | 2004-05 | 25 |
| Navigator Pointe Academy | 471 | K-8 | Draper | 2005-06 | 25 |
| North Star Academy | 450 | K-8 | Riverton | 2005-06 | 25 |
| Paradigm High School | 202 | 9-12 | Riverton | 2006-07 | 20 |
| Summit Academy | 536 | K-6 | Sandy | 2004-05 | 26 |
| Logan District | | | | | |
| Edith Bowen Laboratory School | | K-5 | Logan | 2007-08 | |
| Fast Forward | 218 | 9-12 | Logan | 2002-03 | 17 |
| Millard District | | | | | |
| CBA Center | 31 | 9-12 | Delta | 1999-2000 | 12 |
| Nebo District | | | | | |
| American Leadership Academy | 1,200 | K-12 | Spanish Fork | 2005-06 | 19 |
| CS Lewis Academy | | K-6 | Payson | 2007-08 | |
| Liberty Academy | 317 | K-8 | Salem/Payson | 2006-07 | 25 |
| Reagan Academy | 590 | K-8 | Springville | 2005-06 | 25 |
| Ogden/Weber Districts | | | | | |
| DaVinci Academy of Science & the Arts | 259 | 9-12 | Ogden | 2004-05 | 25 |
| NUAMES - N Utah Acad of Math, Eng & Sci | 377 | 9-12 | Roy | 2004-05 | 23 |
| Ogden Preparatory Academy | 533 | K-8 | Ogden | 2003-04 | 25 |
| Provo District | | | | | |
| Freedom Academy | 406 | K-8 | Provo | 2003-04 | 25 |
| Karl G. Maeser Preparatory Academy | | 9-12 | Pleasant Grove | 2007-08 | |
| Walden School of Liberal Arts | 90 | 7-10 | Provo | 2004-05 | 18 |
| Salt Lake District | | | | | |
| City Academy | 161 | 7-12 | Salt Lake City | 2000-01 | 21 |
| DualImmersion | | K-6 | Salt Lake City | 2007-08 | |
| Guadalupe Schools | | K-3 | Salt Lake City | 2007-08 | |
| Open Classroom | | K-8 | Salt Lake City | 2007-08 | |
| Salt Lake Arts Academy | 243 | 5-8 | Salt Lake City | 2003-04 | 20 |
| Salt Lake H. S. for the Performing Arts | 80 | 9-12 | Salt Lake City | 2006-07 | |
| Uintah District | | | | | |
| Uintah River High School | 62 | 9-12 | Ft. Duchesne | 1999-2000 | 15 |
| Wasatch District | | | | | |
| Soldier Hollow Charter School | 76 | 1-6 | Midway | 1999-2000 | 18 |
| Washington District | | | | | |
| George Washington Academy | 414 | K-6 | St. George | 2006-07 | 25 |
| Tuacahn High School for the Performing Arts | 206 | 9-12 | Ivins | 1999-2000 | 19 |

FAST FACTS ABOUT UTAH'S PUBLIC CHARTER SCHOOLS

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

How many charter schools are there in Utah and the U.S.? By the 2007-08 school year, 58 public charter schools will be operating in Utah, serving over 24,000 students. Nationwide, there are over one million students attending more than 3,600 charter schools in 40 states. Nationally, the number of students attending charter schools is growing annually by about 15 percent.

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

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

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

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

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

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

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

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

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

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

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

AMERICAN LEADERSHIP ACADEMY (ALA)

898 West 1100 South, Spanish Fork, UT 84660

www.americanleadership.net

Director: Rob Muhlestein

Rep. Michael Morley

801-794-2226

District: Nebo

Sen. Mark Madsen

2005-06 SCHOOL STATS:

Number of students: 1198, grades K-12

Number of certified teachers: 50

Number of non-certified teachers: 2

Number of staff (non-teacher) FTEs: 12

Average classroom size: 22 for grades K-6

17 for grades 7-12

Number of volunteers: 500

Number of volunteer hours: 15,000

School mascot: Eagle



Entrance to ALA

MISSION & PURPOSE: At American Leadership Academy, we focus on preparing students to become leaders by using a combination of direct and Socratic instruction as well as practical applications. In K-8 we use Core Knowledge as a base, and in 9-12 we continue with a classical approach in English and history that coordinates with science and math. We also offer programs in fine arts, athletics, and consumer economics, and we are striving to teach entrepreneurship.

LEARNING OPPORTUNITIES: At American Leadership Academy, we offer a rigorous academic program with an emphasis on the classics. Our curriculum is enhanced by discussion and hands-on applications. We focus on a leadership education. We want excellence in all areas, including academics and athletics.

INNOVATIVE TEACHING: Our history and English teachers coordinate their curricula for enhanced and expanded learning.

TEACHERS' INVOLVEMENT: In our school we work on a team model where our teachers are active participants in creating and implementing the learning programs that are used in our classrooms.

ACCOUNTABILITY: Our accountability is based on competency and we use oral exams.

IMPACT: We are a new school. As we receive our test scores we will evaluate our programs and make any needed changes. We are told we are functioning ahead of schedule for a Core Knowledge school.

STUDENT HONORS: One of our students took fourth place in the State Percussion Festival. We had another student place fourth in a drama competition at the Shakespeare Competition in Cedar City. We also had a student who was a State Finalist at Winter Guard.

QUOTES: "I learned so much this year. I love this school. The leadership experience I received at ALA, well, I could not have received it at any other school." –A.J. Davis, Student Body President

"My daughter has progressed far beyond what we ever dreamed. I am so thankful for this school." –Parent

"I love American Leadership Academy. It is perfect for my kids." –Parent

SUCCESS STORY: We believe we are a success story just by operating for one year. We started a 1,200-student school from scratch, despite major opposition and rumors about us not having certified teachers. We have been able to attract and keep 1,200 students in spite of predictions that we would fail miserably.

AMERICAN PREPARATORY ACADEMY (APA)

12892 S. Pony Express Road, Draper, UT 84020

www.americanprep.org

Director: Carolyn Sharette

Rep. Todd Kiser

801-553-8500

District: Jordan

Sen. H. Stephenson

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-----------------|
| Number of students: | 525, grades K-9 |
| Number of certified teachers: | 24 |
| Number of non-certified teachers: | 1 |
| Number of staff (non-teacher) FTEs: | 28 |
| Average classroom size: | 25 |
| Number of volunteers: | 200 |
| Number of volunteer hours: | 10,000 |



APA Students Studying

MISSION & PURPOSE: American Preparatory Academy provides an academically rigorous, character-building educational experience for each of its students. We utilize small achievement-leveled groups to deliver instruction in the major skill areas of reading, math and spelling. These groups allow our students to be taught at their appropriate level, allowing those who are advanced to continue their progress regardless of grade level, and ensuring that students in need of remediation receive excellent services. In addition to strong skills instruction, APA provides a broad, liberal arts education that includes visual and performing arts, Latin instruction and intense focus on language arts (reading and writing).

LEARNING OPPORTUNITIES: APA offers annual activities – science fair, spelling, geography and vocabulary bees, and ongoing Chess Club and Russian Club. Our Core Knowledge curriculum provides opportunities for “culminating activities” that celebrate knowledge gained. For example, in second grade we have an Olympics day after studying ancient Greece and an Ellis Island/Immigration Day after studying the era of immigration. These are just two of the history activities in one grade. Each grade participates in activities that center around history, science or literature.

INNOVATIVE TEACHING: We have a full-time, certified teacher in each classroom and a full-time, qualified instructor-paraprofessional. This team approach is very dynamic and effective.

TEACHERS’ INVOLVEMENT: Students are dismissed early each Wednesday so teachers have a scheduled time to collaborate. Teachers complete weekly data progress records and submit them to the academic director. A record is compiled weekly indicating which students are performing at mastery levels and which are not. At the weekly team meetings, student progress is discussed and action plans are developed for any student not at mastery level, or any student who appears to need additional challenge. This process enables us to ensure no student “slips through the cracks.”

ACCOUNTABILITY: The weekly reporting described above utilizes measurable data to indicate learning outcomes throughout the year. Accountability is greatly increased as teams meet weekly to discuss student progress.

IMPACT: We set a goal in our sixth and ninth grades to increase their performance on the Direct Writing Assessment. Last year, the sixth grade scored 19.9 average; the ninth grade scored 20. We utilized a rigorous process of motivation and training. This year, sixth grade scored 22 average; ninth grade scored 23. This represents an improvement of 10 percent and 15 percent respectively.

STUDENT HONORS: APA placed fourth in the state math contest for small schools. One of our students was the top scoring female contestant in the same state math contest for small schools.

QUOTES: “I always had a hard time understanding math until I came to APA. My new teacher helped me understand math and go from a ‘C’ student to an ‘A’ student.” –Seventh grade student

“I love my music classes and the friends I have made. I also like having a small school to go to.” –Eighth grade student

“I like APA because they split us into smaller groups so we can work at different speeds. I like the different subjects. I like the teachers. I like the name American Preparatory Academy.” –Second grade student

“I like the sense of community, how well the children and staff know each other beyond their grade/class and how welcome I always feel when I visit.” –Parent

I am so thankful that the school insists that teachers use direct instruction. If we ever had to move, it is the school I would miss the most.” –Parent

AMES-ACADEMY FOR MATH, ENGINEERING AND SCIENCE

5715 South 1300 East, Salt Lake City, UT 84121

www.ames-slc.org

801-278-9460

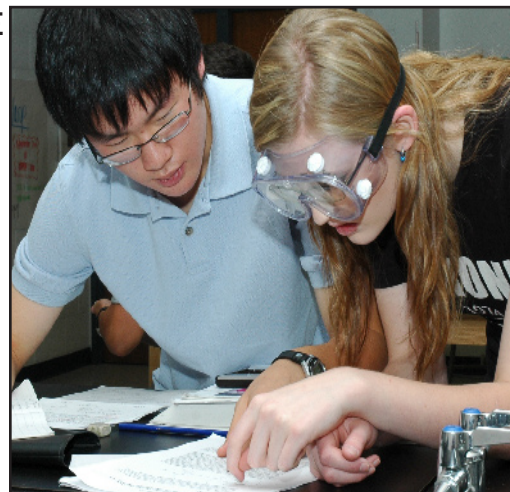
Principal/CEO: Al Church, Ed.D.

Districts: Granite, Salt Lake

Rep. Carol Spackman Moss

Sen. Patricia Jones

| | |
|-------------------------------------|-------------------|
| 2005-06 SCHOOL STATS: | Opened Fall, 2003 |
| Number of students: | 423, grades 9-12 |
| Number of certified teachers: | 16 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 7.5 |
| Average classroom size: | 20 |
| Number of volunteers: | 20 |
| Number of volunteer hours: | 550 |
| School mascot: | Archer |



Science Lab at AMES

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

LEARNING OPPORTUNITIES: AMES is an Early College High School partnered with the University of Utah (UU). We offer eight sections of concurrent classes in college-level courses taught by UU instructors at AMES. We are a MESA school, eligible to participate in a rigorous math and science curriculum, targeting a diverse student body. We offer students small group, seminar, and problem-based instruction. Community-based internships are required for eleventh grade, and AP Social Studies for tenth and eleventh grades. AMES participates in the SL Valley Intel Regional Science Fair, and offers student council, newspaper, yearbook, and clubs such as rockets, robotics, vegan, chess, and multicultural.

INNOVATIVE TEACHING: AMES offers college-level courses taught by UU instructors at AMES, differentiated instruction, special education inclusion, homeroom advisory program, curriculum articulation, problem-based learning, senior projects/portfolios, community-based internships, tutoring, an after-school program and open access to AP courses.

TEACHERS' INVOLVEMENT: We have weekly faculty/staff meetings, and weekly professional development for all staff members.

ACCOUNTABILITY: AMES assesses progress four ways: (1) parent evaluation – parents attend classes for a day, then answer a survey based on their observations; (2) electronic portfolio – the Senior Portfolio is a culmination of exemplary work done while at AMES; (3) concurrent enrollment – we track the number of students taking UU classes each term, cost to AMES, and tuition saved by students; (4) UPASS – staff performs data analysis on test scores and demographics.

IMPACT: The Spring 2005 CRT tests indicated that AMES students surpass their peers across the state in Biology, Earth Systems, Geometry, and Language Arts. We are about even or a little below in the core standards for Elementary Algebra and Chemistry. At each grade and in each test content area, Utah students obtained Iowa Test scores that are above the national average. In addition, AMES students scored above the state averages for every subtest in both 2004 and 2005.

STUDENT HONORS: Our first graduating class had 52 students; all but one passed UBSCT, 49 plan to attend college, and 34 have been accepted. Seniors have scholarships, grants, and financial aid totaling over \$450,000, including the prestigious Gates Millennium Scholarship. During this school year, AMES students earned 1,014 credit hours in UU courses taught at AMES. AMES students placed first and second at the regional Intel ISEF Grand Championship.

QUOTES: "The more I learned, the more I realized that there was even more to learn. This added to my doubt that I could pursue a higher education. This was until I attended AMES... AMES has provided me with the last few stepping stones of my journey. There no longer lies a doubt in my mind that I will pursue a higher education..." –Student

SUCCESS STORY: Emily entered as a tenth grader and aspiring actress in 2003. The mentoring she received from her UU instructors in Chemical Engineering helped her realize a love of science. As a member of our first graduating class, Emily is a first-generation college student and has a promising future in engineering. She is participating in an internship at Thiokol this summer and has been admitted to the UU Honors program on an ACCESS scholarship.

BSTA-BEEHIVE SCIENCE AND TECHNOLOGY ACADEMY

3098 South Highland Drive, Suite 100, Salt Lake City, UT 84106

www.beehiveacademy.org

801-322-2782

Principal: Zack Kiyama, Ph.D.

District: Granite

Rep. Lynn Hemmingway

Sen. Gene Davis

2005-06 SCHOOL STATS:

Opened Fall, 2005

Number of students:

78, grades 7-8

Number of certified teachers:

5

Number of non-certified teachers:

2

Number of staff (non-teacher) FTEs:

2

Average classroom size:

18

Number of volunteers:

25

Number of volunteer hours:

1,400

School mascot:

Electron Bee



MISSION & PURPOSE: Beehive Science & Technology Academy is a public charter school with a focus on math, science and technology. The curriculum at BSTA is designed to provide students with a solid foundation in humanities and social science as well as math, science and technology, with the aim of preparing them to become responsible and educated members of society who have the skills and understanding to participate and work productively in our increasingly technological, diverse, and multicultural society.

LEARNING OPPORTUNITIES: We have really integrated technology with other classes. For example, our computer science teacher worked together with the social studies and language arts teachers to use our computer lab for both of those classes. BSTA attended the USU Physics Day at Lagoon in May to see the real-life applications of science while having fun.

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

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

IMPACT: In addition to studying for competitions, our teachers organize in-class short parties, study night sleepovers and camps. The purpose is to have students learn the importance of what they have been doing and make learning fun rather than boring. As a result, we had three students rank first, second and third in several competitions. Our science, math and language arts teachers utilized the computer lab to help students practice for upcoming tests by using UTIPS.

STUDENT HONORS: BSTA Lego-League Team won the best programming award in Las Vegas, Nevada. BSTA SimCity and Engineering club won best transportation award in Boise, Idaho. In regional Math League competitions, one of our seventh graders was the State Champion; another seventh grader took third place; two of our eighth graders took second and third place in Utah. BSTA Math Team won sixth place in the Utah N. Salt Lake Division MATHCOUNTS competition. FOX 13's Big Buddha was in our school, and Utahns watched our exciting SimCity, Lego, and Science Fair Projects. It was another successful event that BSTA parents arranged.

QUOTES: "Our son can't wait for Monday so he can go back to school." –Parent
"This was the first successful school year for our student." –Parent

SUCCESS STORY: Beehive Science and Technology academy organized a math contest for sixth grade students in Salt Lake City called MathMatters. The problems are prepared by professional mathematicians. The competition was held on February 11th, 2006. More than 90 students attended the competition. Besides awards for the winners, students had a lot of fun with math games prepared by professional mathematicians.

CBA CENTER—CONCEIVE, BELIEVE, ACHIEVE

305 East 200 North, Suite CBA, Delta, UT 84624

www.millard.k12.ut.us

Principal: Mike Louder

Rep. Richard Wheeler

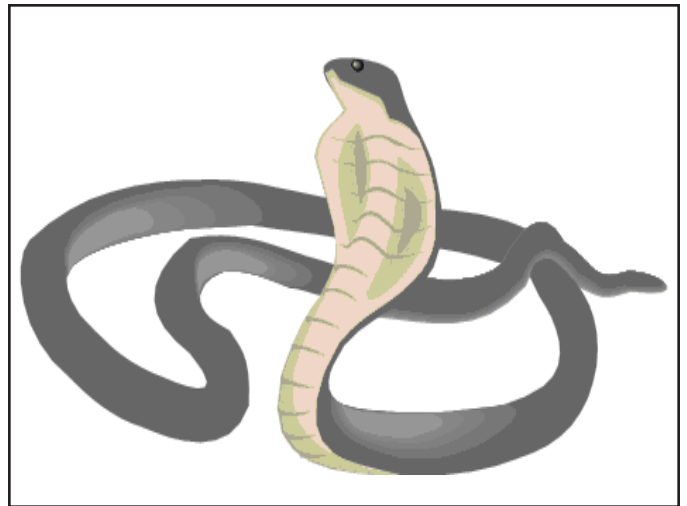
435-864-5695

District: Millard

Sen. Dennis Stowell

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-------------------|
| | Opened Fall, 1999 |
| Number of students: | 40, grades 9-12 |
| Number of certified teachers: | 2.5 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 3.5 |
| Average classroom size: | 12 |
| Number of volunteers: | 1 |
| Number of volunteer hours: | 180 |
| School mascot: | Cobra |



CBA's School Mascot

MISSION & PURPOSE: The CBA Center is an alternative school serving students in grades 9-12. Our main purpose is to work with students with academic, attendance and/or behavior problems in order to help them be successful.

LEARNING OPPORTUNITIES: We offer students the option of mastery-based learning and the opportunity to proceed at their own pace and according to their own ability. Through the use of the A+ Program, students are able to progress as quickly as they can demonstrate mastery. Our class sizes are small to allow students to better receive the individualized instruction and help that they need.

INNOVATIVE TEACHING: Our school uses Professional Learning Communities.

TEACHERS' INVOLVEMENT: Since we are a small school with few staff members, each member plays an important part in the success of our school and our students. We meet often to plan and strategize how we can best meet the needs of our students and help them be successful.

IMPACT: For the 2005-06 school year, we had 60 percent of our students pass the UBSCCT test and six students graduate. This is an improvement over previous years.

QUOTES: "I can't thank the staff of CBA enough for the help and support they have given my daughter. I don't know where we would be without them—probably not celebrating a graduation and definitely not looking ahead at college." —Parent

SUCCESS STORY: One of our graduates this year was on the verge of dropping out of school at the end of her freshman year. She was pregnant and not doing well in school. She enrolled at the CBA Center as a sophomore. Through her hard work and the dedication and work of staff members, she was able to graduate at the end of her junior year and plans to attend college next year.

CITY ACADEMY

555 East 200 South, Salt Lake City, UT 84102

www.cityacademyslc.org

Director: Sonia Woodbury

Rep. Ralph Becker

801-596-8489

District: Salt Lake

Sen. Scott McCoy

2005-06 SCHOOL STATS: Opened Fall, 2000

Number of students: 161, grades 7-12

Number of certified teachers: 11.5

Number of non-certified teachers: 2.5

Number of staff (non-teacher) FTEs: 4.5

Average classroom size: 21

Number of volunteers: 35

Number of volunteer hours: 700

School mascot: Dragon



City Academy has a new location.

MISSION & PURPOSE: Our mission is to create a model secondary public school where students are engaged in an academically rigorous, civically oriented curriculum, critical and creative thinking, and authentic learning in a small, personalized educational environment. Our goals are to create a vibrant, democratic learning community that relies on active participation from students, staff, and parents; to develop programs that provide personalized and powerful educational opportunities for all students; to nurture essential learning that empowers our graduates to live successful, responsible, and fulfilling lives; and to catalyze educational reform.

LEARNING OPPORTUNITIES: City Academy teaches the State Core Curriculum in a unique way called project-based learning (PBL). The Buck Institute for Education defines PBL as "a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process..." Our teachers develop and implement a range of PBL units—examples are "Which revolution c.1400 – 1900 changed the world the most?" (English and World Civilizations collaboration) and "Organic or Not?" (World Geography and Biology collaboration). These carefully planned units of study cross curricular areas, promote higher-order thinking, and challenge and engage students in their education.

INNOVATIVE TEACHING: We follow Coalition of Essential Schools (CES) principles that emphasize small classes, a small school, depth vs. breadth in coverage of material, personalization of learning, equity in learning, assessment through demonstration of competency and explicitly setting a tone of decency and trust in the school. As an FAS project school, we are helping all students become active, responsible, and engaged citizens.

TEACHERS' INVOLVEMENT: Our professional, qualified teaching staff follows research-based principles of effective and meaningful schooling as they develop curricula for their courses that meet and exceed the State Core Curriculum requirements while also challenging students to make personal meaning of what they are learning. As one teacher said, "Teaching in this school is the hardest and most rewarding work I have ever done!" Our teachers, administrators, and students have presented sessions about our work at the annual national CES conference each year since 2002.

ACCOUNTABILITY: Our students demonstrate their knowledge and abilities through completion of authentic tasks, research papers, persuasive essays, presentations and exhibitions of their work, exams, portfolio and reflection. We have developed and implemented a competency-based assessment system that does not use traditional letter grades. Students earn credit by demonstrating levels of competency that are reported as Initial, Reaching, Solid, or Expanded. If they do not demonstrate sufficient competency, they receive "no credit." This would compare to a "D" or "F" in traditional schools.

IMPACT: Our students are making Adequate Yearly Progress. Half of our 10 graduating seniors scored high enough on the ACT test to earn substantial scholarships to the colleges of their choice. All City Academy seniors will be attending colleges and/or training programs to prepare them for careers. We are most proud that our seniors are each prepared for their next steps after high school, and are committed to making community involvement a continuing part of their lives.

STUDENT HONORS: A tenth grader's investigation into a biodiesel oil spill received first place at the SL Science & Engineering Fair. Twenty-six students completed semester-long service learning projects at 12 local nonprofit organizations.

QUOTES: "City Academy is a place where there is a lot of space for learning." –Student
"I finally found a school where there is actual learning as opposed to book learning and memorization." –Student
"For the first time, my student is happy at school." –Parent

DAVINCI ACADEMY OF SCIENCE AND THE ARTS

2033 Grant Avenue, Ogden, UT 84401

www.davinciacademy.org

Director: Lewis Reese

Rep. Neil Hansen

801-409-0700

District: Ogden

Sen. Jon Greiner

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|------------------|
| Number of students: | 263, grades 9-12 |
| Number of certified teachers: | 20 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 6 |
| Average classroom size: | 25 |
| Number of volunteers: | 15 |
| Number of volunteer hours: | 225 |
| School mascot: | Dragon |



MISSION & PURPOSE: DaVinci Academy provides a rigorous and diverse project-oriented curriculum that enables our students to develop the critical thinking, self-assurance, creative problem solving and communication skills needed in the pursuit of higher education or a career in science, technology or art. DaVinci provides a safe and diverse atmosphere where individuality is welcome and a motivation to become high achieving, socially responsible citizens is encouraged through community service and internship programs. The students, families, educators and community members work as a team to prepare DaVinci students for success in today's more global, complex society.

STUDENT HONORS: One student won second place and four students won third place in different departments within the state science fair. Two students won second and two students won fourth place in different departments within the Science Olympiad.

QUOTES: "DaVinci isn't just a place to learn academics. It is a place where you find yourself and determine who you want to be and what you want to be, including being honest, truthful, and trustworthy." –Student

"What I find just so fantastic about DaVinci is the communication the parents have with the teachers. I can go into a teacher's class and they can let me know exactly where my student stands, what her grades are, what she can do to improve things. The one-on-one attention has just helped my student thrive." –Parent

SUCCESS STORY: We successfully had our first school science fair, from which many students advanced to the district science fair. They then went on to the state science fair, where they won many awards.

EAST HOLLYWOOD HIGH SCHOOL

2185 South 3600 West, West Valley City, UT 84119

www.easthollywood.org

801-886-8181

Principal: Jason Stanger

District: Granite

Rep. David Litvack

Sen. Fred Fife

2005-06 SCHOOL STATS: Opened Fall, 2004

Number of students: 317, grades 9-12

Number of certified teachers: 20

Number of non-certified teachers: 1

Number of staff (non-teacher) FTEs: 2

Average classroom size: 21

Number of volunteers: 5

Number of volunteer hours: 1,700



Lighting practice at East Hollywood

MISSION & PURPOSE: East Hollywood High School's mission is to provide (1) A solid liberal arts education in preparation for college entry; (2) strong, supportive community atmosphere amongst and between students and faculty, and (3) authentic, college-level multimedia and film production training to students with a passion for film and multimedia.

LEARNING OPPORTUNITIES: East Hollywood provides a unique opportunity for students to learn about film/media production because of four major fact: (1) We employ, as teachers or consultants, several film and media professionals who leverage their experience to provide authentic training to students. (2) Our facilities include two sound stages with green screens and multiple film sets, makeup lab, and computer labs for editing film and creating 2D and 3D animation. (3) Occasionally, EHHS subleases its facility for TV and film productions which allows students to observe and work with film/media professionals in the creation of film/media. (4) Most of the electives offered at EHHS are film/media-related.

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

TEACHERS' INVOLVEMENT: EHHS affords teachers involvement in the design and implementation of the learning program by giving them direct access to the administration, and not making them wade through layers of bureaucracy to negotiate curriculum design—they work directly with the principal and executive director. Teachers are (and will continue to be) forming committees to design scope and sequence for East Hollywood's curriculum.

ACCOUNTABILITY: EHHS implemented a merit increase compensation plan for the 2005-06 school year. To earn increases, faculty and staff had to negotiate definite, individual projects for improvement with the administration. These projects included creating a series of lesson plans that would have to meet core standards, integrate with film/media, and discuss learning goals, activities, and assessments. Such lesson plans are lead indicators for learning outcomes.

IMPACT: The major impact of our innovative practices is currently more anecdotal than quantitative. Several students who had done poorly in other settings have come to East Hollywood and been engaged by our unique emphasis and experienced higher grades, higher test scores, etc. For these students, EHHS is simply a better fit. That said, we have seen tremendous gains in the percentage of our students passing the UBSCAT and CRTs.

STUDENT HONORS: Two students competed in the State Art Show. Two students won first place in the district PTSA Reflections contest. One student received an honorable mention at the State Reflections contest. Thirty-seven of our graduating seniors were awarded college scholarships.

QUOTES: "School isn't just about copying notes and tests and homework. It's about having fun while learning, and East Hollywood is hands-on with what you are learning." –Student
"The school promotes innovative, artistic, creative opportunities for kids that no other school offers, and the teachers are progressive, teaching to different types of learners. Students are not pigeon-holed." –Parent

SUCCESS STORY: One success last year was serving as a three-day location for shooting the feature film, *Lightspeed*. Our students were able to observe this production and interact with members of the crew – asking questions, getting technical and career advice, etc., and some students were even allowed to assist in the application of effects makeup.

FAST FORWARD CHARTER HIGH SCHOOL

875 West 1400 North, Logan, UT 84321

www.ffchs.com

435-713-4255

Director: Stephanie Sorenson

District: Logan

Rep. Fred Hunsaker

Sen. Lyle Hillyard

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|------------------|
| Number of students: | 213, grades 9-12 |
| Number of certified teachers: | 14 |
| Number of non-certified teachers: | 1 |
| Number of staff (non-teacher) FTEs: | 2 |
| Average classroom size: | 17 |
| Number of volunteers: | 3 |
| Number of volunteer hours: | 35 |
| School mascot: | Phoenix |



MISSION & PURPOSE: Our mission at Fast Forward is to provide students with a continuously challenging curriculum in a safe and nurturing learning environment, as well as to prepare them for high school graduation. Our primary goal is to teach students how to learn, to love learning, and to become responsible citizens and productive members of society.

LEARNING OPPORTUNITIES: We offer a three-tiered learning program that can be manipulated to benefit each student. (1) Students work in a traditional classroom where instructors guide discussions and provide appropriate course-work. (2) Students can earn credits using the A-plus Anywhere Learning System that allows them to earn class credit at their own pace, with oversight from a qualified facilitator. (3) FFCHS is a concurrent enrollment program that allows students to earn both high school and college credits. This three-tiered learning program allows administration, counselors, and teachers to work with each student to design and implement the most effective plan for their educational success.

INNOVATIVE TEACHING: In the fall, students are given two tests—a writing assessment and a math assessment. Both tests are assessed by faculty committees. Similar tests are given again in the spring. The tests are assessed by the same faculty committees. From the two test scores (fall and spring), we obtain valuable information about the effectiveness of course content and curriculum. We use assessment scores to track student progress and understand grade level progression and curriculum weaknesses. Faculty/staff can continually provide students with appropriate tools for success.

TEACHERS' INVOLVEMENT: The assessment tools described above cannot work without teacher initiative and involvement. Teachers are responsible for assessing students' performance and tracking their progress. Teachers are grouped into committees—mathematics and language arts—and work together to assess tests and generate school-wide statistics. Based on test results, teacher committees reevaluate course curriculum, putting greater emphasis on subjects that students struggle with on assessments. Committees also initiate cross-curricular goals based on assessments.

ACCOUNTABILITY: Our assessment and evaluation program has made teachers and students more accountable for individual performance. Students are accountable for their progress over the course of each year. They are given results of assessments so they can recognize their strengths and weaknesses in testing areas. Teachers are also provided results and statistics generated by testing so they can evaluate course content and implement changes as needed. With students and teachers working together, FFCHS has seen marked improvement in student performance annually.

IMPACT: Detailed data on student performance, within specific subject areas of each test, leads to reevaluation of course content and revision of class curriculum. This directly affects student performance and achievement as teachers are able to develop classroom content that is specifically tuned to student needs.

STUDENT HONORS: Students won first, second, and third place in the State Health Department's "Cammy Awards" for Drug and Alcohol Awareness. Five eleventh graders scored in the top 10 percent, nationally, on the Iowa Tests. Two students won regional awards in the PTSA Reflections Contest. Service Learning groups did many projects including a Hurricane Katrina Benefit, Sub for Santa drive, and benefit concert for a student critically injured in a car accident, and partnered with an elementary for playground improvements and literacy projects.

QUOTES: "I am so grateful for this school and I'm so glad that I made the decision to attend Fast Forward. This school has completely rocked my world!" –Student "At my old school, my GPA was a 0.8! I didn't understand the curriculum and my teachers wouldn't give me the help I needed. This year, I am on Student Council with a 3.5 GPA!" –Student

FREEDOM ACADEMY

1958 South 950 East, Provo, UT 84606

www.provofreedomacademy.org

Director: Lynne Herring

Rep. Rebecca Lockhart

801-437-3100

District: Provo

Sen. Curtis Bramble

2005-06 SCHOOL STATS:

Number of students:

Opened Fall, 2003

414, grades K-6

Number of certified teachers:

25

Number of non-certified teachers:

2

Number of staff (non-teacher) FTEs:

25

Average classroom size:

25

Number of volunteers:

478

Number of volunteer hours:

16,000

School mascot:

Eagle



Making bread at Freedom

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

LEARNING OPPORTUNITIES: Our students are challenged through our Core Curriculum programs, which include Saxon Math, Shurley English, Spalding Reading and Core Knowledge. One-on-one teaching is constant in each classroom, which helps assure student success and learning. We have many after-school programs including fencing, Chess Club, drama, choir, strings, clogging, student council and a variety of art and language clubs. Students extend their educational day by enrolling in these activities to develop talents and skills. Clubs include all age groups and are multi-age in focus.

INNOVATIVE TEACHING: We have included in our school a character education program that addresses character traits as well as bullying issues that are prevalent in today's society. We have adopted Love and Logic for our school and parent community. Our teachers are trained in these programs and in differentiated instruction and brain-based teaching strategies. Our teachers use skills and knowledge to provide outstanding lessons to students and, when possible, parents.

TEACHERS' INVOLVEMENT: Teachers bring prior knowledge and experience to their jobs at Freedom Academy. Through participating in additional training and merging skills and knowledge, they become qualified to design programs and units as well as teach and mentor other staff. As they become experts, they have school-wide leadership and committee responsibilities.

ACCOUNTABILITY: We continually work to increase our training and knowledge in the areas of accountability and instruction. We teach and require best practices that encourage and aid teachers in recognizing and providing acceptable measures of accountability in designated areas. Using data gathered throughout each year, we examine all areas and collaboratively design plans to address areas of weakness and support continued growth in areas of strength. If current tools are ineffective, we make necessary changes and pilot their effectiveness. This is an area of continual growth.

IMPACT: The design and goal of Freedom Academy is to function as a collaborative and successful learning community. This means the administration functions as educational leaders who facilitate professional growth. This method, in turn, creates buy-in with each stakeholder and results in school-wide effective practices in testing and measurement. This directly affects the instruction and measurement of student progress. Areas are monitored, dissected and evaluated for concerns as well as success. Continual adaptations and changes are effected to strive toward desired outcomes. Achievement is recognized and supported with continual higher expectations. Every member of the school community has increased understanding and supports school goals.

STUDENT HONORS: Twenty-four third graders and 22 fifth graders scored in the top ten percent nationally on the Iowa Tests.

QUOTES: "I want to thank you for this fantastic one-of-a-kind experience. It has been an amazing year!" –Student
"I'm pleased with the eagerness of the administration to address my concerns. Their kindness is genuine." –Parent

SUCCESS STORY: One success involves the amazing strides of an autistic student. He came from a prior school where the parents' concerns and students' needs were not being addressed. With an exceptional special education staff, an outstanding teacher and the students in his classroom, this boy showed gains and changes in his personality that inspired everyone. On the year-end survey, many parents requested that their children be included in this boy's class next year.

ITINERIS EARLY COLLEGE HIGH SCHOOL

9301 South Wight's Fort Road, West Jordan, UT 84088

www.iechs.org

Principal: Stephen Jolley

Rep. Steven Mascro

801-256-5970

District: Jordan

Sen. Chris Butters

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-------------------|
| Number of students: | 124, grades 11-12 |
| Number of certified teachers: | 7.5 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 3.5 |
| Average classroom size: | 25 |
| Number of volunteers: | 0 |
| Number of volunteer hours: | 0 |

Opened Fall, 2004



Lunch break at Itineris

MISSION & PURPOSE: We are a math and science public charter high school developed in partnership with the Jordan School District and Salt Lake Community College (SLCC). Itineris provides its students with the skills and judgment necessary to be successful as adults by engaging them in rigorous college-level academic work and exposing them to career possibilities and continuing education. The foundation of Itineris is a caring, connected, school culture that supports high expectations, inquiry and effort. The Early College model blends traditional high school with the college environment. The school is located on the Jordan campus of SLCC. Students begin their junior year with 50 percent of their coursework at the college level. Students take 12-14 semester hours of college credit each semester with the potential of earning their Associate of Science degree by the time they graduate from high school. Our recruiting efforts are focused on underserved populations, lower socioeconomic, first-generation college, populations underrepresented in the professions of math and science, and the disenfranchised/underperforming student.

LEARNING OPPORTUNITIES: A key component of Itineris is "Connect Time," when students meet with a faculty or staff member to discuss academic, social and personal concerns, and self-planning for the future, and open up a dialogue regarding other issues. Such direct, one-on-one time is an integral part of our program. Discussions may include academic tutoring, assistance in navigating college life, and information about career and further educational opportunities. This twice-weekly, 50-minute, advisory time allows our students to develop significant relationships with adults and peers at school.

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

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

IMPACT: The following list of achievements speaks to the impact of our innovative processes: We had 100 percent of our students meet standard for the one CRT test we give. Our ITED test scores show very little change between our first cohort and our second. This test really tests previous knowledge.

STUDENT HONORS: Thirty-two Itineris seniors graduated from the SLCC with their associate's degrees: Four received Associate of Applied Science in Biotechnology; 29 received Associate of Science in General Studies, and one student earned both degrees. These 32 students represent 56 percent of the current senior class and 42 percent of the students that began this program in the fall of 2004. These seniors have amassed over 2,000 units of college credit in just under two years, each student saving approximately \$6,000 to \$7,000 in tuition and \$2,000 to \$3,000 in textbook costs.

QUOTES: "I often wish I would have stayed at my old high school, because it wouldn't be as difficult as this school. But I'm not giving up because I want the college credits." –Student

JOHN HANCOCK CHARTER SCHOOL

125 North 100 East, Pleasant Grove, UT 84062

www.johnhancockcs.org

Director: Julie Adamic

Rep. Craig Frank

801-796-5646

District: Alpine

Sen. John Valentine

2005-06 SCHOOL STATS:

Opened Fall, 2002
Number of students: 183, grades K-8
Number of certified teachers: 14
Number of non-certified teachers: 0
Number of staff (non-teacher) FTEs: 8
Average classroom size: 20
Number of volunteers: 200
Number of volunteer hours: 6,000
School mascot: Patriot



John Hancock's Strings class

MISSION & PURPOSE: In partnership with parents and community, it is the mission of John Hancock Charter School to provide a continually 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.

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

INNOVATIVE TEACHING: We make use of a reading specialist, and every child's progress is monitored throughout the school year. Teachers are required to make monthly contact with parents regarding their child's performance.

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

ACCOUNTABILITY: We use DIBELS to progress monitor reading achievement. We also use TASA, as well as UPASS and SAT 9, to measure Core Knowledge effectiveness. All test scores are reviewed by the teachers, director and parents.

IMPACT: Students demonstrate their knowledge on CRTs as reflected by the following data (04/05 CRT test results showing the percentage of students at "sufficient or above"):

| | | | | | |
|----------------------|-----------|-----------------|----------|-----------------|--------------------|
| First Grade: LA 100% | Math 100% | Fourth: LA 100% | Math 85% | Seventh: LA 92% | Math 79% |
| Second: LA 85% | Math 95% | Fifth: LA 90% | Math 84% | Eighth: LA 73% | Advanced Math 100% |
| Third: LA 85% | Math 85% | Sixth: LA 96% | Math 96% | | |

STUDENT HONORS: An eighth grader placed second in the state's National Geographic Bee. An eighth grader won a UA Navy/Marine Corp Award. In the Central Utah Science & Engineering Fair, a fifth grader placed second in the Physical Science Category; a sixth grader placed fourth and seventh grader placed third in the Botany category; an eighth grader placed second in the Physics category, and an eighth grader placed first in the Microbiology category, won the Discovery Channel Science Challenge Award, won a College of Eastern Utah tuition waiver and was the Junior Division Grand Champion.

QUOTES: "I love John Hancock Charter School." –Kindergarten student

"I love learning grown-up stuff." –Second grader

"Thank you so much for a wonderful year. As parents, we feel so grateful our children were able to get in JHCS. We've had a great experience and look forward to next year. Thank you for the positive encouragement you've given our son. He has stretched and grown this year. How we appreciate all of your good efforts. Thank you so much." –Parent

SUCCESS STORY: We had a student who came to us in the fifth grade reading below the first grade level due to a learning disability. After extensive interventions and using our curriculum, this student left our school at the end of eighth grade reading on grade level and was back in the classroom with his peers for the majority of the day.

LINCOLN ACADEMY

1582 West 3300 North, Pleasant Grove, UT 84062
www.lincoln-academy.org 801-756-2039
Director: Dr. Mark A. Dennison District: Alpine
Rep. Craig Frank Sen. John Valentine

| | |
|-------------------------------------|--|
| 2005-06 SCHOOL STATS: | Opened Fall, 2005 |
| Number of students: | 466, grades K-8 |
| Number of certified teachers: | 24 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 27 |
| Average classroom size: | 25 for grades K-6 30 for grades 7-8 |
| Number of volunteers: | 285 |
| Number of volunteer hours: | 15,000 |
| School mascot: | Stallion |



MISSION & PURPOSE: Our mission is “to inspire children to love learning and to empower them to explore and achieve their individual potential.” Lincoln Academy is dedicated to providing an atmosphere where every student has the opportunity to learn from the Core Curriculum, excel academically and develop life-long skills. We believe that parental involvement is essential to Lincoln’s core foundation. Parents have the opportunity to participate through the Parent Council Organization; it is an integral part of the school because the daily contributions of parents are critical in assisting the school to function smoothly and effectively.

LEARNING OPPORTUNITIES: Lincoln Academy is a completely leveled school. Every student is assessed and put into the “best fit” level in math and reading. Students are assessed regularly during the school year, so levels are continuously changing to accommodate the best possible level for each student to progress to his or her highest potential.

INNOVATIVE TEACHING: “Why Try?” is a discipline program that teaches the reasons behind making each academic and life endeavor successful. Success is based on learning and growing in many different ways.

TEACHERS’ INVOLVEMENT: Lincoln Academy holds regular in-services to teach new and vibrant teaching models. We have committees that give teachers input in every area of the school’s function. We hold “return and report” sessions when department heads or administrators have been given assignments to be accountable for individual stewardships within the framework of grade levels and committees.

ACCOUNTABILITY: The Lincoln Administration devised the “Prodigal Principle” that holds students accountable for work required, and at the same time allows them to make up missed work and do extra credit to facilitate learning to whatever level they want.

IMPACT: Over 50 percent of Lincoln’s student body was on either the honor roll (3.5 – 3.749 GPA) or the high honor roll (3.75 – 4.0 GPA) for the first and second semesters of the 05-06 school year.

STUDENT HONORS: Seventy-two of our third, fifth and seventh graders achieved “Top 10 percent of the nation” on the Iowa Tests.

SUCCESS STORY: Our school offers parents the opportunity to be intimately involved with the academic and social pursuits of their children. Just as each student is assessed in reading and math, students are also looked at individually when it comes to discipline. One Middle School student was having a very hard time adjusting to a new school, a new social set, and the rigors of our challenging academic environment. He was acting out in unacceptable ways. Instead of suspending him for his unruly behavior, even though it was warranted, the administration, working with his parents, took the time to understand him. Because of the time taken, he has changed 180 degrees, knows he is valued and appreciated for the person he is, and he is trying harder in all areas of life to be successful. Where before this student’s behavior had a negative impact on his teachers, peers and school, he is now a valued asset and he knows it.

MOAB CHARTER SCHOOL

358 East 300 South, Moab, UT 84532

www.moabcommunityschool.org

Director: Bambi Honer

Rep. John Mathis

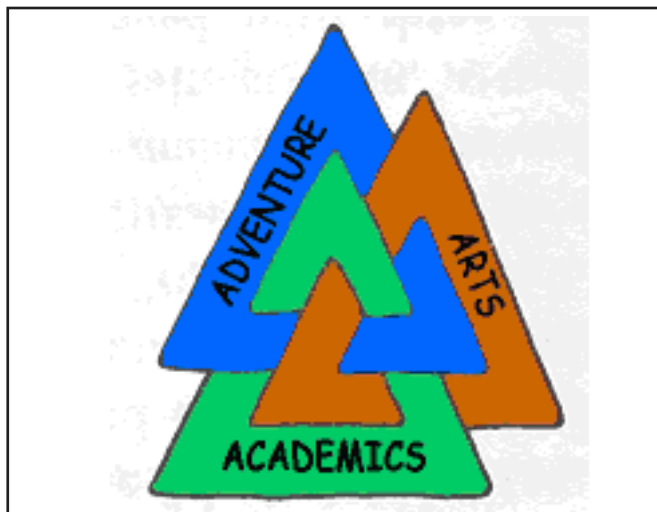
435-259-2277

District: Grand

Sen. Mike Dimitrich

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|----------------|
| Number of students: | 38, grades K-8 |
| Number of certified teachers: | 1 |
| Number of non-certified teachers: | 2 |
| Number of staff (non-teacher) FTEs: | 2 |
| Average classroom size: | 13 |
| Number of volunteers: | 15 |
| Number of volunteer hours: | 600 |



MISSION & PURPOSE: Moab Charter School is dedicated to providing individualized education through small, differentiated classes. The Utah Core Curriculum is taught through proven, scientifically researched teaching methods that address a diversity of learning styles. Every child's unique abilities are developed through a hands-on, project-based curriculum, which fully integrates fundamental academics with science, art and a global perspective. Each child is supported and challenged to develop critical thinking, self-direction and his or her full academic and creative potential.

LEARNING OPPORTUNITIES: We specialize in individualized attention and the active integration of science and the arts. We use a project-based learning model that teaches self-direction, critical thinking and creativity. Each student is exposed to a variety of experiences, such as theater, dance, art, science and music, in addition to the fundamental academics, so that students can develop their full creative and academic potentials.

INNOVATIVE TEACHING: We use a "Monkey Moola" system where students receive Monkey Moola for good behavior. "Bucks" are removed for misconduct. At the end of each week, students have the opportunity to buy small items from the Monkey Moola store.

TEACHERS' INVOLVEMENT: All teachers are active in curriculum development, using their unique talents and skills to teach core concepts. We have ceramics, martial arts, music and art dynamically integrated into the core instruction.

ACCOUNTABILITY: In addition to state-mandated and other classical assessments, Moab Charter School has every student develop a portfolio of work, which is used to assess growth and development in creativity, responsibility, organization and numerous other non-quantitative characteristics.

IMPACT: As we are only in our second year, we will have to wait until the CRT results are in before we make definitive statements about our methods. On an individual basis it is clear that a number of students who have transferred from district schools have prospered in our small and individualized learning environment, showing rapid development in academics, which were problematic for the students in other schools.

STUDENT HONORS: Two of our students won awards for scoring in the 90th percentile on the Iowa Tests.

QUOTES: "I love this school!" –Student "I love the caring environment that they offer my child." –Parent "I am so grateful for the progress that my child has made here, academically and behaviorally." –Parent

SUCCESS STORY: One student with multiple learning and emotional disabilities has made incredible progress. As a first grader, she was unable to read and functioning at a toddler level. Almost daily, she broke into hysterical crying, usually triggered by old memories unrelated to school. After daily one-on-one work, she has learned to read and is progressing rapidly toward grade level. She has gained tremendous confidence and no longer accuses others of harmful intentions. Emotionally, she has stabilized and shows joy in her school work and in her interactions with others.

NAVIGATOR POINTE ACADEMY

6844 S Navigator Drive, West Jordan, UT 84084
www.npacademy.org
Director: Judy S. Farris
Rep. Eric Hutchings

801-840-1210
District: Jordan
Sen. M. Waddoups

| | |
|-------------------------------------|-------------------|
| 2005-06 SCHOOL STATS: | Opened Fall, 2005 |
| Number of students: | 471, grades K-8 |
| Number of certified teachers: | 23 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 21.5 |
| Average classroom size: | 25 |
| Number of volunteers: | 250 |
| Number of volunteer hours: | 3,100 |
| School mascot: | Eagle |



MISSION & PURPOSE: Navigator Pointe Academy (NPA) is committed to developing academic and personal character in every student. NPA emphasizes the values of respect, self-discipline, honesty, and scholastic achievement. Teachers and staff model these virtues. Students are expected to achieve excellence in learning, develop their abilities and talents, and make a difference in their family and community. We believe that the collaborative efforts between students, parents, and teachers will lead students to success.

LEARNING OPPORTUNITIES: NPA uses several teaching methods, curricula, and learning opportunities often ignored by other schools. We teach all subjects, with an emphasis on reading and math, using Direct Instruction methodology. We group students by ability in reading and math so they are learning from their current base of knowledge, and teachers build from there. We teach fine arts separately. We use Core Knowledge Curriculum as well as the Utah State Core Curriculum.

INNOVATIVE TEACHING: Our teachers use innovative, effective teaching methods. NPA's goal is that all students achieve academic mastery and teaching methods are an integral part of that goal. Teachers use direct instruction and a behavior management program, CHAMPS. These and other tools combine to form a structured teaching program in an environment prepared for efficient learning, thus enabling all children to learn to 100 percent mastery of each subject.

TEACHERS' INVOLVEMENT: Teachers from each grade level group serve as leaders and coordinators for sections of NPA's curriculum and methodology. These teachers design lesson plans and sequences for each grade level across the school, and train other teachers in proper implementation of the programs. This leadership training is valuable for the school and provides an incredible professional development opportunity for the teachers.

ACCOUNTABILITY: NPA regularly measures the academic progress of each student. We created a new measurement and tracking tool for student progress in reading. Assessments are given weekly and stored in a central database that is regularly reviewed by the administration. Combined with classroom observations, this data recording tool helps measure learning outcomes. Students are also tested weekly in mathematics, and regularly in all other subjects.

IMPACT: Students on the aggregate improved their scores greatly on the Iowa Tests from fall to spring. Individual students in some cases made dramatic gains. Each student improved his or her reading scores in decoding, speed, and fluency.

STUDENT HONORS: NPA did not participate this year in any inter-school competitions. Students' academic achievement at the school throughout the year was sufficient.

QUOTES: "I think NPA's best strength is character development." –Student "I like how NPA's teachers can work one-on-one with students." –Student "They have more stuff to teach us." –Student "My children are challenged here and have learned a lot more than they would have in our neighborhood school." –Parent "The administration and faculty are on top of each student's progress and work to help each one succeed." –Parent

SUCCESS STORY: One special ed student struggled initially with NPA's high expectations and emphasis on writing in our classical education model. But his struggles turned into dramatic success over the school year: He doubled his score on the Iowa Tests from fall to spring, made dramatic improvement in his writing, and increased his grades in all subjects.

NORTH DAVIS PREPARATORY ACADEMY

1765 Hill Field Road, Layton, UT 84041

www.northdavisprep.org

Principal: Deborrah Gomberg

Rep. Douglas Aagard

801-645-7447

District: Davis

Sen. S. Killpack



2005-06 SCHOOL STATS: Opened Fall, 2004

Number of students: 500, grades K-6

Number of certified teachers: 19

Number of non-certified teachers: 0

Number of staff (non-teacher) FTEs: 18

Average classroom size: 25

Number of volunteers: 400

Number of volunteer hours: 18,000

School mascot: Lion

MISSION & PURPOSE: "North Davis Preparatory students develop a love of learning, achieve high academic success, and enjoy high bi-literate proficiency." We are a medium-size elementary school with a focus on the Spanish language.

LEARNING OPPORTUNITIES: Our academic program for the core subjects is fairly traditional. Our students, however, receive 45 minutes of Spanish instruction each day. Five of our Spanish instructors are from Spanish-speaking foreign countries, and our students enjoy the unique relationships with people from other countries. NDPA also offers after-school programs including art, choir, chess, drama, and basketball.

INNOVATIVE TEACHING: Our teaching strategies are traditional.

TEACHERS' INVOLVEMENT: Teachers have many opportunities to design and implement learning programs, including developing the Spanish curriculum, creating strategies to group students for differentiated instruction, developing formats for collecting achievement data and reporting it to parents, and developing plans for professional development, to name a few.

ACCOUNTABILITY: We use traditional assessments to measure student achievement. However, next school year, we may use the SOPA/ELLOPA assessments to formally measure the oral and listening achievements of our students in Spanish.

IMPACT: At this point, we don't believe that our innovative practices in the area of the Spanish language are affecting our student achievement either positively or negatively.

STUDENT HONORS: One of our fifth graders placed second in the state's Spanish Spelling Bee this past year.

QUOTES: Students indicate that they like the Spanish classes, and they like being able to go to school on a regular yearly schedule (since most Davis County schools are year-round). Our parents report that they like the way we meet the varied needs of their students with high and low reading abilities. Many parents are very committed to the Spanish instruction and request the foreign teachers. Parents also report that they like their relationship with our charter school.

SUCCESS STORY: This year was our second year of operation. The school went through a tough year last year, which resulted in the removal of the previous principal and a divided school community. Some parents pulled their students from the school, and 10 out of 19 teachers left. This year, through hard work and honest dialogue, the community has bonded as we have developed a more trusting environment. At this point we are replacing only three teachers, and we are proud of the stability we have created.

NORTH STAR ACADEMY

2920 West 14010 South, Bluffdale, UT 84065

www.north-staracademy.com

Director: Mark Johnson

Rep. Todd Kiser

801-302-9579

District: Jordan

Sen. H. Stephenson

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-----------------|
| Number of students: | 450, grades K-8 |
| Number of certified teachers: | 20 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 18 |
| Average classroom size: | 25 |
| Number of volunteers: | 100 |
| Number of volunteer hours: | 4,000 |
| School mascot: | Bear |



Entrance to North Star

MISSION & PURPOSE: North Star Academy (NSA) seeks to deliver a strong classical education. We use the SEM model of instruction, which calls for ability grouping, total talent portfolio, and cluster-based learning. Our curriculum has been carefully chosen and our teachers are thoroughly trained on its proper use. Our school has three overriding goals: To provide a safe, challenging, and individualized educational experience. We strongly encourage parental support and involvement.

LEARNING OPPORTUNITIES: Students are leveled based on ability, so they're properly challenged and not bored. We use the Saxon math curriculum. We level our students for reading and use DRA leveled guided reading. We use Core Knowledge and a rich curriculum to make our science and social studies more interesting. All teachers plan cross-curricular lessons and projects. Our students have performed plays, done science fairs, had a Renaissance Day and gone on field trips. Every student participates in a "cluster" that meets once a week for about 1½ hours. The work of the clusters culminates in a product or service for the community.

INNOVATIVE TEACHING: All of the above require innovative teaching.

TEACHERS' INVOLVEMENT: Our teachers are very involved. Our fourth grade teacher has instructed the rest of the staff on 6+1 Traits of Writing. Another teacher is designing lesson plans for use with the Core Knowledge curriculum. A different teacher has been trained in DRA placement and is, in turn, training the rest of the staff. Another teacher is developing our grammar curriculum.

ACCOUNTABILITY: We evaluate each teacher twice per year. Teachers are held accountable for their teaching of our school's approved curriculum. They are offered training based on their individual needs.

IMPACT: We do not have test score results yet. We just finished our first year, so this is a base-line year. The reading achievement of our students, from the beginning of the year to the end, was incredible. Almost every one of our students is either reading on level or above level.

STUDENT HONORS: We had several middle school students qualify for the state-level debate competition. A few of them received medals. We held our own science fair and had several students come up with some amazing projects. We collected food for the Utah Food Bank, and the director told us that we collected as much food as other schools that have three times as many students.

QUOTES: "I like all of my teachers and I have learned a lot from them. The students are very nice to me, and I'm able to focus on my studies. I'm challenged here and learning new concepts like never before." –Student
"Our kindergartner is learning things that our second grader didn't learn in our neighborhood school." –Parent

SUCCESS STORY: Our teachers are ALL happy to be here. I can tell them what they need to work on, and they do it. Every one of our students made great gains in reading this year.

NUAMES–NORTHERN UTAH ACADEMY FOR MATH, ENGINEERING AND SCIENCE

4074 South 1900 West, Roy, UT 84067

www.nuames.net

801-402-5921

Principal: Rob Stillwell

Dist: Davis, Weber, Ogden

Rep. Gage Froerer

Sen. Scott Jenkins

2005-06 SCHOOL STATS:

Opened Fall, 2004

Number of students:

377, grades 9-12

Number of certified teachers:

18

Number of non-certified teachers:

0

Number of staff (non-teacher) FTEs:

7

Average classroom size:

23

Number of volunteers:

7

Number of volunteer hours:

225

School mascot:

Blue Devil



NUAMES Student Body Officers

MISSION & PURPOSE: The mission of NUAMES is to provide a respectful and challenging learning environment to produce students who are independent learners and contributing members of society. We strive to empower students to be creative, productive leaders in a dynamic society. The mission of NUAMES is to facilitate and stimulate a curiosity for lifelong learning by instilling in each student the competency, confidence, and creativity necessary to be future leaders.

LEARNING OPPORTUNITIES: NUAMES is an Early College High School aligned with the Bill & Melinda Gates Foundation. Our program helps students who are traditionally underrepresented in university science, engineering and math programs gain the confidence, competencies, and creativity necessary to enter into and complete a B. S. program in a related field. Thus, our curricular focus is in those fields. Qualifying students can enter into a full-time university program beginning in the tenth grade year under a scholarship that pays tuition and fees. In addition to the State Core requirements, we require four years of math, science, English, social studies and two years of engineering for graduation.

INNOVATIVE TEACHING: NUAMES is one of 15 schools nationally to receive a Kellogg Foundation cross-curricular literacy grant. The school has spent the last two years training teachers and developing curriculum that all teachers use within the specific subject matter they teach to develop a shared reading, writing, and vocabulary program. This program has been presented in state and national conferences. The school also uses the Buck Institute's Project-Based Learning Program as a model to develop and uses PBL in all subject areas.

TEACHERS' INVOLVEMENT: Teachers are placed in small learning teams that meet once a week, for an hour, for common discussion and planning. Every other Friday, teachers work as planning and development teams, receive staff development training, etc. We received permission to use four days a year for staff development through 2003 H.B. 100.

ACCOUNTABILITY: Besides all the traditional forms of student assessment, NUAMES utilizes grading rubrics for writing assessments, multimedia presentations in both classroom and formal presentations, portfolios, and project work.

IMPACT: Students coming into this program with the minimal education requirements are doing very well academically as measured on the state standardized tests. However, we do have a large population of students who do not have good basic skills, and we have targeted them for additional help. Our largest curricular budget is for remediation.

STUDENT HONORS: A junior student won the local and regional science fair. He then attended the international science fair, where he received a five-year (\$525,000) scholarship to Drexel University for pre-med. The school took eighth place in the state math fair. We are teaming with USU in building an alternative energy-powered car.

QUOTES: "I like the increased interaction between the teachers and students and the quiet atmosphere." –Student
"I like how challenging the school is, and I can always get the help I need from teachers and counselors." –Student

SUCCESS STORY: We are seeing great growth with the inner-city Hispanic population of students who enrolled last year from the Ogden City area. We still have a long way to go with the majority of these students to get them ready to transition into a university environment, but we have most of them coming to school everyday and enjoying it now. We have also seen improvement in their class grades. Many of these students are now passing the majority of their classes. We still have to run remediation and ELL classes, but their overall attitude has improved significantly.

ODYSSEY CHARTER SCHOOL

738 Quality Drive, American Fork, UT 84003

www.odysseycharter.net

Director: Nyman Brooks

Rep. Craig Frank

801-836-9852

District: Alpine

Sen. John Valentine

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|---|
| Number of students: | 376, grades K-6 |
| Number of certified teachers: | 14 |
| Number of non-certified teachers: | 1 |
| Number of staff (non-teacher) FTEs: | 7 support staff 23 teaching parapro. |
| Average classroom size: | 25 |
| Number of volunteers: | 170 |
| Number of volunteer hours: | 14,000 |
| School mascot: | Voyager |



MISSION & PURPOSE: As a public school, Odyssey must meet or exceed state standards and requirements. Odyssey is a school of choice that demands a huge sacrifice and commitment from its patrons. Our students come from conventional neighborhood schools, private schools, and home schools. Since Odyssey is a school of choice, parents can withdraw their children if the school does not deliver to their expectations. Therefore, unlike conventional public schools, Odyssey's very existence is dependent upon how satisfied parents are with their children's academic performance.

LEARNING OPPORTUNITIES: Odyssey's approach is not revolutionary. We employ widely accepted, time-honored curriculum and techniques. Odyssey selected a curriculum that has existed for decades. We accept every child, regardless of where he or she stands academically, and move each child forward according to his or her ability. We deliver the curriculum in achievement-leveled groups for reading, math, and spelling, none of which exceeds 12 students. We constantly monitor progress and modify our pedagogy appropriately.

INNOVATIVE TEACHING: We are committed to excellence in teaching. We have devoted \$35,000 to teacher training and provided 280 individual observations, assessments, and coaching opportunities for all teachers and paraprofessionals to ensure teacher quality and success. We encourage & empower teachers to participate in school governance. We have provided teachers with competitive salary and benefits that include incentive pay for performance. Odyssey exists for the academic success of its students. Therefore, we have an at-will employment policy. For teachers and paraprofessionals to remain at Odyssey, they must meet acceptable levels of professional performance.

TEACHERS' INVOLVEMENT: Each Wednesday, Odyssey dismisses its students a half-day early. This time is used for teacher prep, staff meetings and training, team meetings, etc. The working committees are Safety, Grant, Shared Governance, LAND Trust, Grade Level Teams, TAT Teams, and Upper/Lower School Teams.

ACCOUNTABILITY: Students were tested before the beginning of the school year and placed in achievement-level groups that cut across grade levels. Within these groups, students received continuous progress monitoring and weekly or bi-weekly formal assessments to ensure mastery and progress toward level objectives. Students who progressed more quickly were placed in more advanced groups, and those who progressed more slowly received remedial help or were placed in a group that was more appropriate to their needs.

SUCCESS STORY: Any teacher or school can teach to the top students of the class. Therefore, the true measure of a school is how effectively it addresses the needs of its exceptional students. Odyssey has met this test. We received perfect scores on every section of our first Special Ed assessment. Our Special Ed paperwork and records were complete and in order, and Odyssey's model of leveling instruction for all children meant that we were able to meet the academic needs of our special education students within a mainstream environment—something that was not accomplished for many of these kids before coming to Odyssey.

OGDEN PREPARATORY ACADEMY

2221 Grant Avenue, Ogden, UT 84401

www.ogdenprep.org

Principal: Kathy Thornburg

Rep. Neil Hansen

801-627-2066

District: Ogden

Sen. Jon Greiner

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-----------------|
| Number of students: | 533, grades K-8 |
| Number of certified teachers: | 23 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 20 |
| Average classroom size: | 25 |
| Number of volunteers: | 350 |
| Number of volunteer hours: | 7,800 |
| School mascot: | Eagle |



Entrance to Ogden Prep

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

LEARNING OPPORTUNITIES: OPA offers students an academic setting developed to challenge and promote their abilities. We believe in developing students who will be able to negotiate our diverse and global setting through second language acquisition, art, and culture. Our students are monitored in language arts and math and then placed in groups that will be of their instructional level. Heterogeneous grouping is kept for remaining subjects. Teachers team-teach so depth of material is achieved. We celebrate Latino culture and offer art classes, choir, and clubs for chess, geography and math. Physical education is a part of the weekly curriculum in addition to regular recess times.

INNOVATIVE TEACHING: We do additional "pullout" for students who have not yet mastered concepts for their grade level; they receive extra teaching time. Pullout data is based on DIBELS testing, block test results and teacher input. We don't allow students to fall behind. Middle school teachers integrate curricula in the areas of language arts, math, science and social studies. Students are grouped by ability at this level and the curricula is adjusted for readability.

TEACHERS' INVOLVEMENT: Teachers begin the school year by back mapping the curriculum in their content area or grade level. Learning objectives are determined with a deadline for mastery. Materials are ordered, if necessary, and assessments are developed or procured. Weekly meetings are held to determine the progress of students. Teachers continually monitor and adjust their instructional delivery based on formal and informal assessments used during the week.

ACCOUNTABILITY: We use several forms of assessment. All students in grades K-6 are administered the DIBELS test three times a year. Students who are not at grade level are monitored throughout the year until they reach grade level achievement. We also give every student in grades K-8 STAR reading and math computer tests for progress monitoring of their skill development. We developed Block Tests in the areas of math, language arts, science, and writing that are administered according to the Block dates assigned. Block Tests were developed according to the skills outlined by the core. These tests allow us to know which skills students have acquired and which need more development.

STUDENT HONORS: Eight of our students won recognition at the State Science Fair Competition, with one student going on to state and coming in second in chemistry. Three students were recognized by the Sons of the Pioneers for their essays; one student won first in the state and received a plaque and \$300. Four students participated in the national Kangaroo Math competition; two received honorable mention and one scored second in the nation. Thirty-five students (or seven percent of our school) were recognized for scoring in the top 10 percent of the nation in the Iowa Testa. Three of our fifth grade students were chosen for the Hope of America award.

QUOTES: "The administration and staff at OPA have been awesome. They are very positive and hardworking." –Parent
"Thank you for recognizing our son's math abilities and allowing him the chance to attend an accelerated class." –Parent

SUCCESS STORY: A student survey showed that they gave the highest marks to feeling safe in our school. The next largest response is that the students felt they were academically challenged by their teachers. The third highest ranking remark was that the school provided an atmosphere that was conducive to learning.

PINNACLE CANYON ACADEMY

210 North 600 East, Price, UT 84501

www.pinnacle.ut.schoolwebpages.com 435-613-8102

CAO: Roberta Hardy

Rep. Brad King

District: Carbon

Sen. Mike Dimitrich

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-----------------|
| Number of students: | 364, grades K-9 |
| Number of certified teachers: | 23 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 45 |
| Average classroom size: | 20 |
| School mascot: | Panther |



MISSION & PURPOSE: Pinnacle Canyon Academy provides technology-integrated academics that exceed State Core Curriculum standards and help students reach their full potential. We use a variety of ongoing assessments, interventions and practices to maximize the academic experience of students. We collaborate with parents, students, teachers, and the community to emphasize academic standards, while promoting character development for a lifelong journey into learning.

LEARNING OPPORTUNITIES: Elementary teachers team-teach in several curriculum areas. This allows them to teach what they know best. We implemented the Gold Medal Program wherein students, teachers, and volunteers walk a designated path—together, we walked over 14,000 miles. Special ed students have been mainstreamed into the regular classroom with the help of teaching assistants. They are tracked weekly to ensure that their IEP goals are being met.

INNOVATIVE TEACHING: Several teachers are trained in Intel Teach to the Future. Each classroom has a Smart-board and projector to bring the world to the classroom, and teachers integrate technology daily. Teachers use hands-on learning by going outside so students learn about the world around them. Our fifth grade teacher designed and installed an outdoor classroom with help from students and parents; it is built around the Utah Science Core requirements. We implemented the Success for All reading program in grades K-3; many students made great gains in reading levels.

TEACHERS' INVOLVEMENT: Pinnacle has Professional Learning Communities. Our large group is broken into three groups: PK-3, 4-6, 7-10. Each group meets once a week to work on programs within each teaching area. Teachers are asked for their input on professional development, and the training we choose meets the needs of the teachers in each group; not all teachers attend the same trainings.

ACCOUNTABILITY: We use CRTs to determine grade level outcomes. Teachers rework curriculum for the next year in areas of lower scores. We implemented the SFA reading program that assess students in grades 1-3. Students are grouped according to skills and needs. They are reassessed and groups are changed every 8-10 weeks. In junior high, we looked at student grades, CRT and Iowa results, DIBELS and math level assessments. Students were then grouped according to ability. Our teachers look at all assessment data for the grade/subject they teach, and are required to create pacing guides that will address areas that need additional attention.

IMPACT: We have seen growth in students in many ways. Individually students have met or exceeded their reading goals. Collectively, our algebra students improved CRT raw scores from 2005 to 2006 from 51 percent to 73 percent. Our science scores went up in all classes except fifth grade. Language arts scores also went up in most classes. The seventh and eighth grade classes went up six and seven percent respectively. In our junior high classes, we saw a drop in failing grades. Most students who failed a class made those grades up in Saturday school or summer school.

STUDENT HONORS: Our students participated in the National Geographic Geography Bee for the last five years, with at least one student going to the state level every year. Twice, our students were state champion and represented Utah in Washington, D.C. Our quiz bowl team took first place in one competition and second in the other. Two fifth graders won an essay contest sponsored by Price and presented their essays to the City Council. One student with a learning disability, who has struggled in school, scored in the top 10 percentile on the third grade Iowa Test. Students not reading at grade level in junior high have been using Great Leaps and Souday reading programs. Some students gained four reading levels over the school year. Some of our ninth grade students attend CEU for concurrent enrollment classes.

QUOTES: "Because the teachers help me out, I get A's and B's, something I didn't get at my other school." —Student
"I would not want my son to go to any other school." —Parent

THE RANCHES ACADEMY

7789 No. Tawny Owl Circle, Eagle Mountain, UT 84005

www.theranchesacademy.com

801-789-4000

Director: Darren Beck

District: Alpine

Rep. Kenneth Sumsion

Sen. Mark Madsen

2005-06 SCHOOL STATS:

Opened Fall, 2004

Number of students:

364, grades K-8

Number of certified teachers:

16

Number of non-certified teachers:

0

Number of staff (non-teacher) FTEs:

3

Average classroom size:

25

Number of volunteers:

183 families

Number of volunteer hours:

7,000

School mascot:

Redhawk



Field Day at The Ranches

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

LEARNING OPPORTUNITIES: We don't necessarily offer unique learning opportunities. What we do offer is enrichment activities regardless of academic level. We have a choir and a fledgling orchestra, band, and guitar program; we participate in the County Spelling Bee and the National Geographic Geography Bee, and we hold a Science Fair annually. We have also produced two original plays. Students of all academic levels, through our dedicated teachers and the Family School Organization (FSO), have a variety of activities that allow students of all ages to be as involved as they wish to be.

INNOVATIVE TEACHING: We have ability groups by grade level that facilitate differentiating the curriculum. Thus we meet the needs of gifted and talented students while providing remediation for those who are behind, and we avoid the usual approach of ignoring the vast group in between. This is also done for math and reading, with grade levels and section teams dividing up work on other subjects. A better atmosphere is created when everyone works collaboratively.

TEACHERS' INVOLVEMENT: Teachers are set up as grade level and section teams. They are given a basic structure within which they function and a curriculum to use, but they can be creative in how they unfold the educational process. Also, teachers work on three committees with a specific charge to inform administration and governing bodies regarding best practices and current research. Teachers are invited to request books and materials directly from the director.

ACCOUNTABILITY: The previously mentioned grade level and section teams have a natural accountability measurement tool—peer and self-assessment. In addition, the administration conducts evaluations quarterly, the School Council conducts observations twice per year, and teachers conduct peer reviews. In the fall, our third and fifth grade students take the ITBS, and in the spring our 1-6 graders take the CRTs. We also utilize Northwest Evaluation Association's MAP test and other computer (STAR) and hard copy assessments (CBMs, McCall Crabbs, San Diego Quick, etc.) to see how our teaching matches with student learning so we can get as close as possible to individualized education for every student.

STUDENT HONORS: We had a team win first place at the Regional Science Fair. Our School Choir was invited to participate in a choir program in Lehi. Our school Spelling Bee winner took 16th out of 54 at the County Spelling Bee. A sixth grade student placed tenth in the state for the Reader's Digest Word Power competition. Sixty percent of fifth graders and 55 percent of third grade students received certificates for being in the top ten percentile nationally on the ITBS.

QUOTES: "I like how my teachers help me want to learn. It feels good here." –Student
"We thoroughly enjoyed our visit and understand better the quality of the staff and the entire school. It was the best part of my work week." –Patti Harrington, State Superintendent, on her visit to the Ranches Academy in March of 2006

SUCCESS STORY: A great success from this year has been the opportunity to truly look at what we do right, what we have done wrong, and honestly assess where we want to go. That we began planning to make our third year better than the first two before ending year-two is a huge success. We want to consistently review and develop ourselves into a great school. That requires reflection and flexibility as more laws and regulations are placed on sagging shoulders.

RONALD REAGAN ACADEMY

1143 W. Center Street, Springville, UT 84663
www.reaganacademy.org 801-489-7828
Principal: Warren R. Shenk District: Nebo
Rep. Aaron Tilton Sen. Mark Madsen

| | |
|-------------------------------------|-------------------|
| 2005-06 SCHOOL STATS: | Opened Fall, 2005 |
| Number of students: | 598, grades K-8 |
| Number of certified teachers: | 29 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 7 |
| Average classroom size: | 25 |
| Number of volunteers: | 300 |
| Number of volunteer hours: | 6,000 |
| School mascot: | Falcon |



Recess at Reagan Academy

MISSION & PURPOSE: We seek to create an environment where each student will be able to expand his or her educational horizons and reach his or her fullest potential. We understand that will require a disciplined classroom that will foster learning. We also know that this will be best achieved through understanding the basics.

LEARNING OPPORTUNITIES: Reagan Academy offers electives to the students in an "extended learning program" where teachers and parents collaborate on the activities for the gifted students. Teachers work in grade level teams under the direction of an administrator and an academic director.

INNOVATIVE TEACHING: We are implementing the Core Knowledge curriculum in addition to the State Core Curriculum. We are working toward becoming an Official Core Knowledge school.

TEACHERS' INVOLVEMENT: The faculty and staff at Reagan Academy are given the opportunity to attend workshops and in-services throughout the school year and during the summer.

ACCOUNTABILITY: Ongoing teacher evaluations are conducted by the principal and the academic director, including evaluating assessment data and setting specific goals for at-risk students.

IMPACT: At Reagan Academy, students are leveled in math and reading according to ability. Assessments are given weekly and monthly to determine progress and whether the program is meeting the students' needs.

STUDENT HONORS: Several Reagan Academy students participated in the Utah County Youth Symphony and the Rocket Engineering Club.

QUOTES: "We can excel and go at our own pace. After school activities are great and other students seem more respectful and supportive of classmates' accomplishments." –Student

"I love my kindergarten playground and centers in the classroom." –Student

"Why did I come to this school? My number one reason for coming to Reagan Academy was the leveled learning in math and English. My fourth grader is now doing sixth grade math and my second grader is doing third grade math. They are being challenged and are learning so very much. Another reason is I like the idea of smaller classes, and a smaller school setting that leads to a friendlier and safer environment. It is also great to be so involved as a parent." –Parent

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

SALT LAKE ARTS ACADEMY

844 South 200 East, Salt Lake City, Utah 84111

www.saltlakeartsacademy.org

Principal/CAO: Amy Wadsworth

Rep. David Litvack

801-531-1173

District: Salt Lake

Sen. Scott McCoy

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-----------------|
| Number of students: | 243, grades 5-8 |
| Number of certified teachers: | 12 |
| Number of non-certified teachers: | 1 |
| Number of staff (non-teacher) FTEs: | 4 |
| Average classroom size: | 20 |
| Number of volunteers: | Varies weekly |
| Number of volunteer hours: | 500 |
| School mascot: | Salamander |



MISSION & PURPOSE: We offer fifth through eighth grade students an arts-integrated approach to education, where students pursue a thematic course of study that weaves together the multiple content areas while utilizing the resources in the downtown area. We believe that by developing the creative mind, we are developing the designers and decision makers of the future. Our mission is for our students to become thoughtful, responsible contributors to a world community that they will help shape and design.

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

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

TEACHERS' INVOLVEMENT: Our teachers are instrumental in the development of the curriculum. They meet every Friday afternoon in their departments and often as an entire staff to plan and correlate their content and activities. We use the Everyday Math and College Preparatory Math programs that have student texts. All our classes use a broad variety of instructional materials that the teachers assemble.

ACCOUNTABILITY: Our report card and ongoing assessments of student work utilize a rubric for academic work and citizenship. Students understand that their work is assessed beyond "number right" or percent completed. In addition, students are evaluated for effort and their striving to go beyond what is easily achieved. In this way, students are measured against themselves and the accountability is more personalized.

IMPACT: Our students performed at a very high level on CRTs that measure students' proficiency in the Core Curriculum.

STUDENT HONORS: One student placed in the top ten finalists of the State Geography Bee. Our seventh grade math team placed second in the State Math Contest, small schools category. Participants in our Science Olympiad placed in 14 events and medaled in 12. We also received an award for most team spirit.

QUOTES: "The SL Arts Academy is truly a unique school. Nowhere else can you find such a rich blend of academics and art. We experience a higher level of learning through an integrated curriculum, and together, students and teachers embrace and celebrate the rich resources our city offers. Salt Lake Arts Academy is truly a cut above the rest!" –Student

SUCCESS STORY: All 243 students participated in an original theatrical production this spring. Our students wrote the script, composed and arranged the music, choreographed and performed all aspects of this full-scale show based on our study of ancient civilizations. They performed for over 1,100 people at the Masonic Temple.

SOLDIER HOLLOW CHARTER SCHOOL

2002 S Olympic Dr. (P.O. Box 779) Midway, UT 84049
chuckeweber@gmail.com 435-654-1347
Principal: Charles E. Weber District: Wasatch
Rep. Gordon Snow Sen. Kevin Van Tassell

| | |
|-------------------------------------|-------------------|
| 2005-06 SCHOOL STATS: | Opened Fall, 1999 |
| Number of students: | 92, grades 1-6 |
| Number of certified teachers: | 5 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 0 |
| Average classroom size: | 18 |
| Number of volunteers: | 118 |
| Number of volunteer hours: | 4,875 |
| School mascot: | Osprey |



MISSION & PURPOSE: Our mission is to create a school that utilizes place-based education to foster autonomous, lifelong learning through knowledge of and responsibility for the environment. We desire to create an innovative educational model that utilizes the natural outdoors as a classroom. Learning through experience, students develop a deep understanding of the critical importance of the environment today, and in the future.

LEARNING OPPORTUNITIES: With our wonderful surroundings, we regularly take students to the outdoor classroom rather than try to duplicate it indoors. It provides us with the unique opportunity to allow students to see nature at work as well as the mistakes we make by wasting the environment. It also allows us to demonstrate changes in nature and observe various animals and insects in their natural habitats. We have strengthened our curriculum by crossing many curricula and driving our reading, language and math skills.

INNOVATIVE TEACHING: We are developing a literacy program that will be second to none. We have strengthened our teaching approaches and lengthened our literacy teaching time. We have added basal instruction as well as leveled readers and word recognition and retention activities in all areas of the curriculum. We have added word walls and sentence development activities through the Six Traits of Writing program.

TEACHERS' INVOLVEMENT: Teachers are intricately involved in the process of assessing our program and making any changes necessary for improvements. They have attended Words Their Way workshops, DIBELS assessment training and Six Traits of Writing classes. Our principal is involved in the Principals' Literacy Institute through the State Office. He brought back materials and training to share with parents and teachers to develop a school-wide literacy program.

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

IMPACT: We have seen an improved "accountability" attitude from our students and parents. We have an increased number of parents volunteering in the classroom and through our STAR tutoring program. We are seeing better CRT test results and, more importantly, more enthusiasm for learning from our students.

STUDENT HONORS: Our school won Platinum status in the Gold Medal Fitness Program this year. We far surpassed our goals not only physically, but also in the curriculum area concerning health, food, and exercise habits. Some of our students reached high achievement honors on the Iowa Tests.

QUOTES: "I like that my classes are small. My teacher pays attention to me." –Student "I like going on hikes and collecting cool stuff. Once I found two skulls." –Student "My friends wish they could come here because they see the fun way we learn." –Student "My child is finally learning the things that will help him in life. They give him individual help." –Parent

SUCCESS STORY: We have really grown this year; in numbers and in developing a strong literacy program that will help our students and their scores. To see our entire school community, teachers, students, and parents get behind and involved in this program has been very rewarding. We have almost doubled our volunteer hours this year.

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

351 University Blvd. SC #304, Cedar City, UT 84720

www.successacademyonline.com 435-865-8790

Principal/CEO: Vickie S. Wilson District: Iron

Rep. Bud Bowman Sen. Dennis Stowell

| | |
|-------------------------------------|-------------------|
| 2005-06 SCHOOL STATS: | Opened Fall, 2005 |
| Number of students: | 105, grades 9-10 |
| Number of certified teachers: | 5 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 1 |
| Average classroom size: | 25 |
| Number of volunteers: | 0 |



SUCCESS Biology class

MISSION & PURPOSE: SUCCESS Academy is an Early College High School offering Southern Utah students the opportunity to accelerate their learning through collegiate-level instruction while attending high school. For part of the day, students take university courses in math, science, computers, and English. Students return to their area high school for non-core and elective classes the rest of the day. As seniors, students take college courses on campus. Many students will earn an associate's degree while earning their high school diploma. College courses are tuition-free to our students.

LEARNING OPPORTUNITIES: SUCCESS is unique because of its rural constituency. We actively recruit students from populations underrepresented in math, science, engineering, and computer technology, those who are first-generation college students, minority students, and those who are disenfranchised in the traditional high school. SUCCESS is a vehicle by which students access an advanced, specialized course of study not available in the traditional system.

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

TEACHERS' INVOLVEMENT: Teachers were involved in the initial development and implementation of the curriculum. Our faculty represents a cross-curricular team whose approach to learning is not compartmentalized. The teachers at SUCCESS Academy have the right combination of academic expertise, solid teaching technique, and innovative vision to ensure that students are getting the optimum combination of academic and experiential learning.

ACCOUNTABILITY: SUCCESS is a competency-based school. Our grading system is ABCF; Ds are not given. Students must reach a competency level of 70 percent to receive credit in courses offered on our campus. University courses follow the guidelines in place at those institutions. Students select and work on individual research projects in collaboration with university undergraduate students and under the direction of university professors. All seniors will complete a senior research project to be presented at the end of their senior year.

IMPACT: We just finished our first year with ninth and tenth graders. Our cohort groups and after-school mentoring program positively impacted grades and test scores. Tenth graders taking college courses had a 100 percent pass rate on those courses. Twenty-eight students generated 183 college credits in one semester with a zero percent failure rate. On the UBSCT, our tenth graders had a 100 percent pass rate in reading, 93 percent pass rate in writing and 90 percent pass rate in math. Initial CRT results indicate that our students scored substantially higher than the state average in Biology, Chemistry, and Language Arts.

STUDENT HONORS: Our girls' team won the boat building contest and race during SUU Engineering Week. Five students won awards at the SUU Regional Science Fair. Students participated in the school's Winter Science Olympics.

QUOTES: "This school believes in us, and when I wanted to give up, they were there to help me out." –Student
"This school provides high academic rigor in an environment of caring teachers committed to student success." –Parent

SUCCESS STORY: One of our Hispanic students was very discouraged as finals week approached in the university courses. He expressed concern to our counselor about not being able to pass the tests and do well in his college courses, particularly Humanities 101. As a result, he received extra tutoring after school and passed the course with a B+. The confidence that he received from that experience is immeasurable.

SUCCESS CHARTER SCHOOL

4122 S 1785 W 2B, Taylorsville, UT 84119

www.graniteschools.org/ss/success/ 801-964-4528

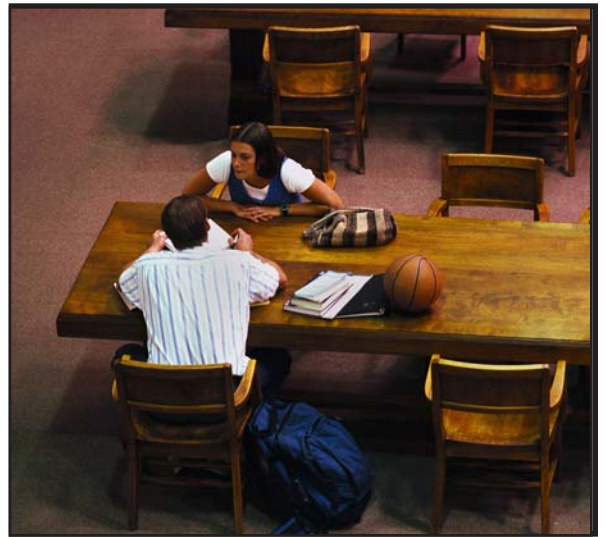
Principal: Curt Hansen District: Granite

Day Coord: Diane Austin Evening Coord.: Ron Muir

Rep. Kory Holdaway Sen. Ed Mayne

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-------------------------|
| | Opened Fall, 1999 |
| Number of students: | 71 per day, grades 7-12 |
| Number of certified teachers: | 3 |
| Number of non-certified teachers: | 1 |
| Number of staff (non-teacher) FTEs: | 1 |
| Average classroom size: | 8-12 |
| Number of volunteers: | 9 per week |
| Number of volunteer hours: | 235 |
| School motto: | "More, Before & Better" |



MISSION & PURPOSE: We are a "special purpose school" designed to accept, motivate and nurture **court-referred students** and prepare them with the knowledge, academic, and behavioral skills needed to gradually transition back into their junior or senior high school. Two key goals of Success are: (1) improve the student's school attendance, and (2) improve the student's behavior, study and academic skills so he/she can graduate or transition successfully back into a junior or senior high school.

LEARNING OPPORTUNITIES: According to a statewide research study done by the Juvenile Court in 1997, only 38 percent of probationers were enrolled in school. Success Charter School is a multi-faceted school focusing on court-involved students who are not having success elsewhere.

INNOVATIVE TEACHING: We actively involve the parent, student and court in a written contract. We identify the student's learning style and his/her academic strengths and weaknesses. We then adapt the Core Curriculum to meet each student's needs and learning style with flexibility in class schedules.

TEACHERS' INVOLVEMENT: Teachers continually update the core curriculum using research and information received from troubled youth conferences, Utah Gang Conferences, and USU Ethnic Diversity Workshop.

ACCOUNTABILITY: We have improved attendance – it is up to 90 percent. We identify each student's academic weaknesses and strengths, then we identify and teach to his/her learning style. We then develop materials to teach the Core Curriculum at the student's level, in his or her learning style, and transition the student back to his/her home school.

STUDENT HONORS: Several students entered the Utah State Fair and received first place ribbons for their artwork. Three of our students have artwork printed in a student calendar, which sold over 500 copies to the community. Foreign language students made it a goal to communicate with a pen pal in Germany. Through intervention, some students played for Hunter High School and achieved high honors as well.

QUOTES: "Without the help and support of everyone working at Success, I don't think I would've made it as far as I have. Thank you for showing me the right path and for always believing in me." –Student
"I'm so blessed to have stumbled across these teachers. This was my last chance and only chance for another shot at school. They have helped me in so many ways." –Student
"Through the understanding and compassion of the staff at Success, my son has achieved a sense of responsibility and self-worth. He enjoys going to school again and has a renewed desire to learn." –Parent
"In a few brief months, my foster daughter has gone from being a sullen and hostile student to a student who is upbeat and excited to be in a supportive and rich learning environment." –Parent

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

SUMMIT ACADEMY

1285 East 13200 South, Draper, UT 84020

www.2summit.org

Director: Jill B. Neff

Rep. Greg Hughes

801-572-4166

District: Jordan

Sen. H. Stephenson

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-----------------|
| Number of students: | 536, grades K-6 |
| Number of certified teachers: | 21 |
| Number of non-certified teachers: | 12 |
| Number of staff (non-teacher) FTEs: | 3 |
| Average classroom size: | 26 |
| Number of volunteers: | 100 |
| Number of volunteer hours: | 2,000 |



MISSION & PURPOSE: 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. Instruction builds from year to year, allowing students to develop a solid foundation further ensuring their future success. Faculty and staff are trained to recognize individual learning styles, enabling them to teach Summit's academic program in dynamic and meaningful ways.

LEARNING OPPORTUNITIES: As a public school, Summit teaches the Utah State Core Curriculum. However, we go beyond these core minimums. We teach students a body of knowledge in a wide variety of disciplines. Our students have further instruction in language arts, math, history, geography, and science. Additional instruction is also given in visual arts, music, dance, theatre, P.E., choir, orchestra, health, Spanish, educational technology and library media.

INNOVATIVE TEACHING: We divide students into instructional groups according to mastery level in language arts and math, with low student-to-teacher ratios—some groups as small as two students with a teacher. This provides cross-grade-level instruction and grouping. Groups, not labeled by ability, focus on achievement, proficiency and academic progress. We teach by building on previous experiences and knowledge, and make learning fun by offering activities that develop and enhance learning strengths, foster independence, develop new skills and discover hidden potential. With Franklin-Covey, we are developing a program for elementary students where they participate in leadership training, activities and service projects. We utilize the Love and Logic techniques for classroom management and to teach lifelong character building.

TEACHERS' INVOLVEMENT: We offer the following: (1) two-week teacher collaboration on curriculum development, planning and mapping, designing lesson plans, and practice in administering and measuring curriculum assessments at the start of each year; (2) grade level teaming, weekly team meetings, team leader meetings, teacher representative conferences, regular faculty trainings and meetings; (3) frequent administrative and staff collaboration to review, evaluate and implement correct methods and best teaching practices; (4) planning, writing and implementing curriculum for after-school programs for grades 1-6; and (5) designing and implementing character education and leadership programs.

ACCOUNTABILITY: We do the following: (1) small group instruction and individualized achievement, (2) observations of students by teachers, Curriculum Dev. Leader, Dir. of Special Ed. and Director, (3) DIBELS, (4) weekly teacher reporting and student performance evaluations to the Director, (5) anecdotal student portfolios, (6) learning outcomes and other student data reviewed by the Director and teachers to make improvement goals for instruction, (7) the Director teams with teachers and instructors to improve proficiency levels and learning outcomes for students achieving less than 80 percent mastery.

IMPACT: This past school year, our first year in operation, our students earned the highest test scores in Jordan District.

STUDENT HONORS: This year our school had one National Geographic Bee State Participant, one Word Power Challenge State Participant, one Rocky Mountain Talent Search Academic Award, one third-place winner in Truth from Youth Contest, and 188 Presidential Fitness winners.

QUOTES: "Summit Academy is an amazing school and offers great preparation for future schooling." –Student
"I've had three older children go through the public ed system and I've never seen such high quality education." –Parent

SUCCESS STORY: A sixth grader, previously misidentified as a special needs student, entered Summit reading on a second grade level. Teachers, instructors and administrators specialized and individualized instruction to enable her to achieve reading on a sixth grade level. Gains in her self-confidence and general academic performance are immeasurable.

THOMAS EDISON CHARTER SCHOOL–NORTH

180 East 2600 North, No. Logan, UT 84341

www.thomasedisoncharterschool.org 435-787-2820

Principal: Scott Jackson

District: Cache

Rep. Jack Drazzler

Sen. Lyle Hillyard



| | |
|-------------------------------------|-------------------|
| 2005-06 SCHOOL STATS: | Opened Fall, 2002 |
| Number of students: | 376, grades K-8 |
| Number of certified teachers: | 19 |
| Number of non-certified teachers: | 2.4 |
| Number of staff (non-teacher) FTEs: | 10 |
| Average classroom size: | 25 |
| Number of volunteers: | 165 |
| Number of volunteer hours: | 8,450 |
| School mascot: | Eagle |

MISSION & PURPOSE: The mission of Thomas Edison Charter School is to provide all students with the fundamental knowledge, tools, and discipline to become successful citizens in our country and high achievers in our ever evolving, demanding, and complex society. The mission will be carried out through a stimulating academic curriculum focused on elemental skills development in a structured classroom environment, with strong parental involvement.

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

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

TEACHERS' INVOLVEMENT: Teachers are thoroughly trained in the learning program, and participate weekly in additional training and brainstorming in areas of implementation. The Thomas Edison Charter School program was originally established by parents, who wrote the charter. The curriculum is prescribed based on effective school research.

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

STUDENT HONORS: Two students placed second and third in the regional Geography Bee, and the overall team took third place. Students participated in curricular and extracurricular events, including poetry recitations, middle school poetry night, writing contests, science fair, Gold Medal School for health and safety, band, orchestra and chorus concerts, a history fair, book and reading contests, and track and field day.

QUOTES: "I have learned so much since I came here. It was hard at first, but I am learning." –Student "I never heard of phonograms. Now, I know all 70." –Student "I am a good reader. I didn't like reading before I came here." –Student "The academic program is the best we've ever seen." –Parent

SUCCESS STORY: A younger student came to us after a hard year in another school. He had difficulty reading; it was apparent that he was very frustrated. We worked with him from the beginning, teaching him phonograms and handwriting, moving into spelling and vocabulary. Initial scores showed he was 13 months behind grade level. His April scores showed him to be two months above grade level. Most of all, his attitude changed about school and about reading.

THOMAS EDISON CHARTER SCHOOL–SOUTH

1275 West 2350 South, Nibley, UT 84321

www.thomasedisoncharterschool.org 435-752-0123

Principal: Eldon Budge

District: Cache

Rep. Scott Wyatt

Sen. Lyle Hillyard

2005-06 SCHOOL STATS:

Opened Fall, 2005

Number of students:

324, grades K-8

Number of certified teachers:

Number of non-certified teachers:

Number of staff (non-teacher) FTEs: 4

Average classroom size:

25

Number of volunteers:

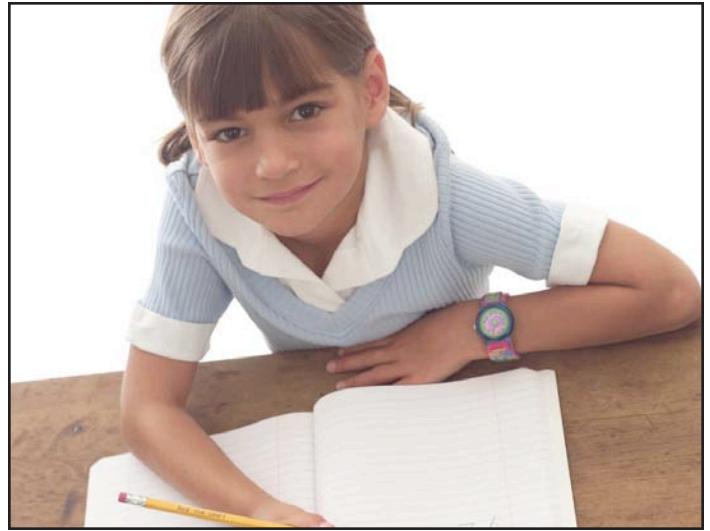
152

Number of volunteer hours:

3,050

School mascot:

Eagle



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

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

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

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

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

IMPACT: We are completing our first year with new students and a new staff. While we have seen good progress this year, we use the data from the Arizona schools after which we are patterned as our track record. In time, we expect our results to be as impressive as theirs. Nonetheless, our average growth in both reading comprehension and spelling during the first eight months of school was more than 1.5 years.

STUDENT HONORS: A significant number of our third and fifth grade students were recognized for scoring in the top ten percent nationally on the Iowa Test of Basic Skills. Our school was recognized as a Gold Medal School. In April, we were also recognized as the Gold Medal School of the Month by Miss Utah.

SUCCESS STORY: A parent enrolled a fifth grader because the child had lost interest in school, had quit reading, and had begun to act out at school and at home. The parent reported that, after a year at our school, the student had regained all that was lost and had even begun to enjoy homework. Another fifth grade student enrolled in our program as a self-contained special education student. In less than a year, the student was released from special education and was functioning well as a normal student in a regular education classroom.

TIMPANOGOS ACADEMY

55 South Titan Trail, Lindon, Utah 84042

www.timpacademy.org

Director: Errol Porter

Rep. Stephen Sandstrom

801-785-4979

District: Alpine

Sen. John Valentine

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-----------------|
| Number of students: | 496, grades K-8 |
| Number of certified teachers: | 25 |
| Number of non-certified teachers: | 1.75 |
| Number of staff (non-teacher) FTEs: | 4 |
| Average classroom size: | 25 |
| Number of volunteers: | 800 |
| Number of volunteer hours: | 12,000 |
| School mascot: | Titan |



Gov. Leavitt visits Timpanogos

MISSION & PURPOSE: Timpanogos Academy's Motto is "For the Love of Learning." Our vision is to be a model of excellence in education. We want students to master our academically rigorous, back-to-basics curriculum, acquire excellent writing skills, and master math skills through traditional math instruction. Our students will develop and demonstrate integrity, responsibility, respect, self-discipline, accountability, and other characteristics of good citizenship. Students will learn in a stable environment created by outstanding certified faculty and dedicated support staff, distinctive school uniforms, parent volunteers, homework, and limited class sizes.

LEARNING OPPORTUNITIES: The greatest learning opportunity that our school provides is the academically rigorous curriculum given to our students with the expectation for them to be successful. Our students are expected to perform on a high level, both academically and behaviorally. Our school provides a back-to-basics environment by limiting class size, encouraging strong parent volunteers, and using school uniforms. The school is also an official Core Knowledge Visitation School. This means that 100 percent of the Core Knowledge curriculum is taught.

TEACHERS' INVOLVEMENT: In our school, teachers are an integral part of planning and implementing programs. Teachers are part of committees and have representation on the school board in the form of a non-voting member.

ACCOUNTABILITY: 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.

IMPACT: This information is available through Utah State Office of Education.

STUDENT HONORS: Students participate in many programs and competitions. They are consistently recognized for their excellent work.

QUOTES: One elementary student told his parent that what he likes about our school is that no bullying is allowed at our school.

SUCCESS STORY: One student was really struggling to keep up with his schoolwork because he had been in the hospital for an extended time. He was resting at home and his older sibling, who was a senior in high school, started asking their mother questions about history. Our student spoke up and taught his older sibling all about the topic. After he was finished talking, he realized how smart he really was and that he could make a difference in the world and to those around him.

TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS

1100 Tuacahn Drive, Ivins, UT 84738

www.tuacahnhs.org

Principal: Bill Fowler

Rep. Stephen Urquhart

435-652-3201

District: Washington

Sen. Bill Hickman

2005-06 SCHOOL STATS:

Opened Fall, 1999

Number of students:

207, grades 9-12

Number of certified teachers:

9

Number of non-certified teachers:

2

Number of staff (non-teacher) FTEs:

5

Average classroom size:

19

School mascot:

Titan



Tuacahn students performing "Much Ado"

MISSION & PURPOSE: The mission and purpose of Tuacahn High School for the Performing Arts is to enlighten minds, inspire talent, develop abilities, promote character and preserve values, while training and encouraging students to meet the creative and intellectual challenges of the 21st century.

LEARNING OPPORTUNITIES: As a performing arts high school housed adjacent to a professional theater company, we can give our students first-hand knowledge of a world-class theatrical experience. Many Tuacahn students work for the professional theatre during the spring and summer. They can have a tremendously inspiring practical experience and also get paid. In 2006-07 the high school will initiate a new program entitled "Tuacahn's New Theatre" which will focus upon new work written and produced by students with published authors as mentors.

INNOVATIVE TEACHING: Tuacahn's "Academy Program" has been designed to further enhance the Core Curriculum classes with a student's individual preference for one of five performance areas at the high school. By providing students with a more in-depth learning experience in their chosen field of performance, Tuacahn better prepares its graduates for their experience in higher education areas of dance, music, theatre acting, technical theatre and musical theatre. This method of "backward mapping" has been labeled as a charter school "masterpiece in innovation."

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

ACCOUNTABILITY: As a charter school, Tuacahn's ultimate accountability is measured in three critical areas; academic student achievement, performance standards in the academy program, and school enrollment. It is a given that student graduation is the final measurement factor, but such uniform standard measurement tools as Iowa testing, UBSCT testing, and ACT/SAT testing are all measurement standards reflecting instruction, curriculum, and learning standards.

IMPACT: In accordance with Utah state law, students took the Iowa Test as a new measurement learning barometer. Fifty-four juniors took these tests, with nineteen receiving special recognition for outstanding achievement. From the graduating class of 2006, only one student failed to pass all areas of UBSCT. A running history of Tuacahn seniors indicates nearly 98 percent have graduated with all completion requirements being met since 2000, our first year.

STUDENT HONORS: At the Utah Shakespeare Festival Competition, Tuacahn took first place in team sweepstakes. Forty-eight students qualified to go to the Regional and State Drama Competition. Eleven students received "outstanding performance" on the ACT test. Nineteen juniors received "outstanding performance" on the Iowa. One senior student received "Rotary Student of the Year Award." One senior was the Regional Winner in Dance at the Sterling Scholar Awards. Many vocal students received "Superiors" at the Utah State competition.

QUOTES: "Tuacahn has given me the chance to expand my existing talents and explore new areas of the theatre. This school has changed my life and given me many ideas and opportunities for the future." –Student

SUCCESS STORY: Adam Reed, Senior Class President-elect, was accepted to the Harvard Summer Program. Also, 60 percent of Tuacahn's graduating class received college scholarships.

UINTAH RIVER HIGH SCHOOL

P.O. Box 235, Fort Duchesne, UT 84026

www.uiteducation.com

Education Director: Marilyn Hetzel

Principal: Kathleen Chegup

Rep. John Mathis

435-725-4088

District: Uintah

Sen. Kevin Van Tassell

2005-06 SCHOOL STATS:

Number of students:

Number of certified teachers:

Number of non-certified teachers:

Number of staff (non-teacher) FTEs:

Average classroom size:

Number of volunteers:

Number of volunteer hours:

School mascot:

Opened Fall, 1999

69, grades 9-12

1

4

2

15

3

800

Warrior



Uintah River Tribal Seal

MISSION & PURPOSE: URHS received its initial charter in 1999. URHS is the only state initiative specifically addressing the problems of Indian Education. Our vision for our students is that they shall honor and respect themselves and others, become productive lifelong learners, and take their valued, rightful place in their community with dignity and integrity. Our mission is to ensure that all students receive a diversified, quality education through a culturally relevant educational system that promotes the student's well being.

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

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

TEACHERS' INVOLVEMENT: Through teacher and administration collegiality, we are able to focus on student achievement and a more unified curriculum. We are providing more opportunities for professional development for our staff throughout the school year.

ACCOUNTABILITY: We are continuing to look at how the testing of our students and the teaching that takes place between the tests can lead to greater academic success within the academic setting.

IMPACT: The educational setting parallels the cultural setting in which our students live in outside of the classroom. Additionally, it allows for more opportunities where the learning styles of our Native American students are encouraged within the classroom and in the projects that students produce, which are appropriately aligned with state standards.

QUOTES: "Recently, my daughter transferred to URHS with no high school credits and no interest in completing high school due to the lack of acceptance in previous public schools. With the help of her teachers and the URHS administration, she has changed her attitude, opened up, and is more confident in her academic successes. She feels more accepted culturally and academically. Her grades went from a 1.2 to 3.4 GPA thus qualifying her for the Honor Roll! This was a first-time event! The charter school made all the difference!" –Parent

SUCCESS STORY: A student from a public school in West Virginia had very few graduation credits when she started last summer with the Upward Bound program. She eventually enrolled in URHS. She then went on to complete the needed requirements of graduation within the last academic year. She attributes her successful completion to the unique atmosphere at URHS (the small class sizes and attentive teachers) and a determined effort to complete the A+ program. This past May, she was our valedictorian and has recently started her own online tee-shirt company.

UCAS–UTAH COUNTY ACADEMY OF SCIENCES

940 West 800 South, Orem, UT 84058

www.ucas.k12.ut.us

Principal: Clark Baron

Rep. Bradley Daw

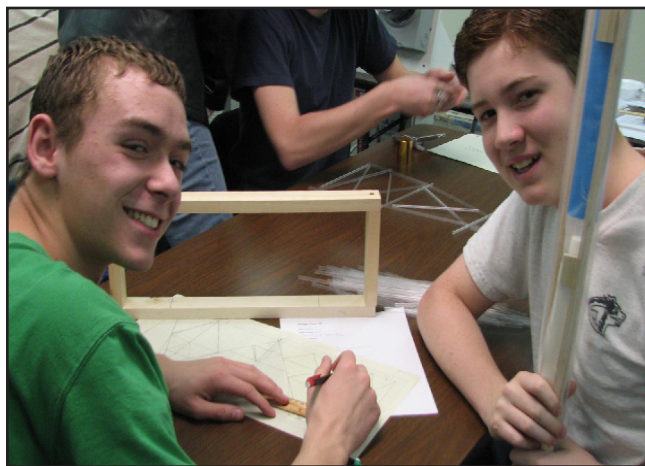
801-225-8227

District: Alpine

Sen. Margaret Dayton

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-------------------|
| Opened Fall, 2005 | Opened Fall, 2005 |
| Number of students: | 180, grades 10-12 |
| Number of certified teachers: | 7 |
| Number of non-certified teachers: | 1 |
| Number of staff (non-teacher) FTEs: | 6 |
| Average classroom size: | 25 |
| Number of volunteers: | 0 |
| School mascot: | Falcon |



Physics class at UCAS

MISSION & PURPOSE: We are an Early College High School located on the UVSC campus. We work with Utah County high school students, mostly in math, science, engineering, and technology, to help them receive two years of UVSC credits before high school graduation.

LEARNING OPPORTUNITIES: Our applied physics is very project-based and has generated much interest with the kids. The vast majority of our classes are concurrent enrollment, with the students earning about 60 UVSC credits while attending UCAS. Our classes are taught at a college level with lots of assistance available including study hall, free daily tutoring, access to UVSC math, writing, and physics tutoring programs. We provide close monitoring of student progress, with one counselor for each 80-100 kids.

INNOVATIVE TEACHING: The phrase “acceleration with support” could be used to describe our education model.

TEACHERS’ INVOLVEMENT: Our teachers are given ten paid days during the summer to develop curriculum and to prepare for their classes.

ACCOUNTABILITY: We use various projects and activities to assess the students’ understanding in physics classes. It has been very successful and the students enjoy it.

IMPACT: UCAS students are earning UVSC credits successfully in both concurrent enrollment classes and actual UVSC on-campus classes. UCAS students had a “B-” average in the on-campus classes this past year.

STUDENT HONORS: Our Science Olympiad won one gold and three bronze medals. Our math team finished in sixth place at a U. of U. contest with 19 schools participating. The Utah State High School boy representative to the international HOBY conference is a UCAS sophomore.

QUOTES: “I came to UCAS not knowing anyone and by the end of the day I had 100 friends!” –Student
“We move fast, get a lot done, and there is less wasted time.” –Student
“We still have fun, but we get down to business first.” –Student
“I earned 25 college credits this year! I can’t believe it!” –Student
“We could not afford college. If it were not for UCAS, my kids would not have a college experience.” –Parent
“Thanks for all you do! My daughter has earned 21 college credits this year.” –Parent
“This is the best thing that has happened to my son’s education.” –Parent

SUCCESS STORY: One day during UVSC finals, I found one of our tenth graders reading a book in our student commons area. I remembered that he had a UVSC calculus class during that time and was surprised to see him. When I asked if he had a class that day, he replied that he did have Calculus and that they were taking the final exam. When I asked why he was not in the testing center taking the final, he sheepishly replied, “The student with the highest score in the class doesn’t need to take the final. That was me.” I was so very pleased that our high school sophomore was the top student in his college class.

THE WALDEN SCHOOL OF LIBERAL ARTS

250 West 500 North, Provo, UT 84601

www.waldenschool.us

Director: Diana West

Rep. Patrick Painter

801-374-1545

District: Provo

Sen. Curtis Bramble

2005-06 SCHOOL STATS:

| | |
|-------------------------------------|-----------------|
| Number of students: | 90, grades 7-11 |
| Number of certified teachers: | 7 |
| Number of non-certified teachers: | 1 |
| Number of staff (non-teacher) FTEs: | 3 |
| Average classroom size: | 18 |
| Number of volunteers: | 30 |
| Number of volunteer hours: | 1,200 |



Walden's Yellowstone expedition

MISSION & PURPOSE: 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.

LEARNING OPPORTUNITIES: Walden emphasizes authentic learning experiences and provides opportunities for fieldwork, community service, interaction with professionals and participation in local, national and international expeditions. Past expeditions include the Shakespearean Festival, Moab, Zion's, Washington, D.C., Guatemala, Mexico, and local arts events and lectures. Teachers incorporate expeditions into their courses; e.g., a travel literature class went to So. Utah and wrote their own travelogues; the geography class studied world religions, then visited Buddhist, Muslim and Jewish places of worship.

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

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

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

IMPACT: Our emphasis on writing across the curriculum and critical thought has produced strong scores on Iowa Tests, the Direct Writing Assessment, and the language portion of State CRTs. With our wide range of students—a handful who are gifted and a fair number who struggled in previous schools—we work hard to motivate all groups to do their best work. We believe that personal choice and flexibility allow students of all abilities to fully experience academic and emotional growth.

STUDENT HONORS: Science students won Grand Champion, first and second place awards at the Central Utah Science Fair. Our Destination Imagination team won first place at State and was invited to World Competition. And 44 percent of our eighth grade class scored in the top 10 percent of the nation on Iowa Tests.

QUOTES: "You have to work harder here, but it's real learning, not just worksheets." –Student "I love that the teachers think my ideas are important." –Student "I love the Walden school. Teachers understand that there is more to life than how many days children are in class and that there is more to learn than what can be taught in a classroom." –Parent

SUCCESS STORY: One student had been in special education for years. After two years at Walden, she has developed the skills and confidence she needs to perform well in classes and on year-end tests. She is proud that her IEP was scrapped and that she is now like every other student.

WASATCH PEAK ACADEMY

414 North Cutler Drive, North Salt Lake, UT 84054
www.wasatchpeak.org 801-936-3066
Principal: Dr. Vivian Powell District: Davis
Rep. Paul Neunschwander Sen. Dan Eastman

| | |
|-------------------------------------|-------------------|
| 2005-06 SCHOOL STATS: | Opened Fall, 2005 |
| Number of students: | 326, grades K-6 |
| Number of certified teachers: | 15 |
| Number of non-certified teachers: | 0 |
| Number of staff (non-teacher) FTEs: | 18 |
| Average classroom size: | 25 |
| Number of volunteers: | 295 |
| Number of volunteer hours: | 8,850 |
| School mascot: | Patriot |



MISSION & PURPOSE: The mission of Wasatch Peak is to provide a meaningful educational experience utilizing service-learning and dual-language instruction to inspire in students. We want them to have a genuine appreciation for community and country, a willingness to embrace leadership opportunities, a perpetual enthusiasm for learning, and a standard of individual academic excellence. We focus on academic achievement through integrated service learning experiences and the dual-language instruction of Spanish and English to help students better understand cultures and languages.

LEARNING OPPORTUNITIES: Our students have many unique learning opportunities because we operate on a middle school model, with students going to several different classes daily. Classes include Service Learning, Spanish, hands-on social studies and science, music, art, PE, library and computer. We have small class ability grouping in language arts and math that allows students to learn on their own levels, character education and a positive behavior program.

INNOVATIVE TEACHING: Innovative teaching practices include weekly letters sent home with assignments and areas of study for that week, progress reports for parents to see how their child(ren) are doing, and weekly recognition of students displaying the character trait of the month.

TEACHERS' INVOLVEMENT: Initially, teachers did not have the opportunity to design the learning program because it was completed prior to the first year of our school operating. However, as the year progressed, the faculty identified changes that needed to occur to enhance learning programs. Therefore, in the middle of the year, we changed several designs and procedures for our language arts program that helped teachers and students better understand the content.

ACCOUNTABILITY: Our students are required to take reading mastery tests for every story they complete; this also includes fluency. These mastery tests helped prepare students for the CRTs.

IMPACT: Since this was our first school year, we have not had a baseline with which to compare our students' test scores, but in looking at their overall CRT scores, it appears as though our students scored very well in all areas tested.

STUDENT HONORS: Over 20 out of 50 third graders scored in the top 10 percent in the nation on the Iowa. Over 20 out of 50 fifth graders scored in the top 10 percent in the nation on the Iowa. Four out of 326 students had 100 percent attendance during the 180 days of school.

QUOTES: "I did not fit in at my previous school and I did not like to go. Now, I like coming to school each day. I am succeeding and that is a good feeling." –Student "Our son did not believe he was smart, but this year he has learned that he is and he really feels a part of the school culture." –Parent

SUCCESS STORY: At the beginning of the school year, a parent was very apprehensive about enrolling her son since change was difficult for their family. But her son was struggling with friendships in his former school and this seemed to be causing academic problems. Thus, they were willing to try something different. By the end of the year, her third grader was awarded a certificate for scoring in the top 10 percent in the nation on the Iowa. This was so exciting for both the parents and the boy. His mother said how thrilled she was that he had done so well academically and, that at our school, he had wonderful friends.

CHARTER SCHOOL BOARD MEMBERS

American Preparatory Academy

Howard Headlee, Chairman, Pres. Utah Bankers Assoc.
Rick Peterson, Vice-Chairman, business owner

Whitney Reich, homemaker and teacher
Tim Evancich, Manager, Waste Management Corp.

American Leadership Academy

Fred Benson, businessman
Keri Dautel, homemaker
Mike Hess, banker
Eric Hogenson, physician
Jan Searle, businesswoman

Vickie Peterson, homemaker
Mark Madsen, State Senator
Kristen Morley, businesswoman
Warren Peterson, physician
Shalena Way, homemaker

AMES–Academy for Math, Engineering and Science

Leigh Weintraub, COO Merit Medical, Board Chair
Sharon Gowans, PTSO President
Linda Hansen, PTSO President-elect
Hiram Alba, GeoEnvironmental Services
Martin Bates, Granite School District
Kathleen Christy, SL School District
Gonzalo Palza, SCORE Counselor
Chuck Wight, PhD, UU, non-voting



Dissecting in AMES biology class

BSTA–Beehive Science and Technology Academy

Murat Ozoglu, Board President
Abdullah Tulek, Treasurer
Bekir Gur, Secretary

Mehmet Dogan, Member, Community Rep.
Kelly Wayment, Member, Parent Rep.

CBA Center–Conceive, Believe, Achieve

Ronald T. Draper, Board President
R. Lee Tippitts, Vice President
Carol D. Kimball

Barbara P. Killpack
Mark A. Huntsman

City Academy

John Kesler, Attorney, Board Chair
Christine Lake, CPA
Bob Anderson, Banking
Martha Ball, Educator
Joe Krella, Hospital Industry
Allie Diamond, Social Services, parent
Samantha Cullinane, parent



"Holiday Follies" performed by City students

DaVinci Academy for Science and the Arts

Debbie Legge, Vice President of Key Bank Ogden, Board President
Eric Stroup, Manager/Engineer, Board Vice President
Eric Matheson, Structural & Mechanical Systems Engineer, Board Treasurer
Eric Amsel, Dept. of Psychology, Weber State University, Board Member
Iain Hueton, Consultant, Board Member
Paula Dugan, retired Air Force, Board Member
Dan Earley, realtor, Board Member
Joe Oliva, engineer, Board Member

East Hollywood High School

Paul Campbell, VP of Wasatch Acquisitions, Board President
Stephanie Sorenson, Principal of Fast Forward
Jeff Hansen, Film Professional, Community Member, Parent

Paul Willie, Wasatch Property Management
Jack Powers, parent, retired

Fast Forward Charter High School

Stacy Harker, volunteer, Board President
Kathy Ward, community member
Lori Scriber, hospice chaplain, Parent Member
Steve Moon, insurance claims agent, Parent Member
Wes Larson, C.V. Youth Cntr Counselor, Comm. Member

Joel Allread, Elementary Principal, Education Specialist
Richard West, USU School of the Future, Ed. Specialist
Lynn Hobbs, Schaffer Bakery, Logan Dist. Board Member
Kenneth Wade, physician's assist., Community Member

Freedom Academy

Gary McGinn, attorney, CAO
Robert Condie, CPA, CFO
Ken Parkinson, attorney
April Dean, Ph.D.
Andrea Perri
Monica Critchlow, MBA
Kyle Bateman
Lynne Herring, M.Ed., non-voting member



Itineris Early College High School

Paul Jackson, Board Chair, Assist VP Human Dev. at IHC
John Taylor, E.D. of Auxiliary Services, SLC School Dist.
Suzanne Winters, Biotechnology Consultant, Business Owner
Scott Olsen, Dir. Career & Technical Education, Jordan Dist.

JoAnn Seghini, Mayor, Midvale City
Brian Moss, President, Utah Life Sciences Association
David Richardson, Assoc. VP Academic Services, SLCC

John Hancock Charter School

Kathryn Balmforth, attorney, CAO
Mindy Ashby, parent, Vice President
Allison Clinger, parent, Secretary
Jeff Jensen, CPA, Treasurer

Kimberly Frank, Parent, At Large
Kyle Tippetts, Computer Consultant, At Large
Julie Argyle, parent, Parent Liaison

Lincoln Academy

Julie Walker, President, homemaker
Sarah Smith, Vice President, homemaker
Larissa Powell, homemaker
Maria Johnson, Homemaker

Brenda Smith, nurse
Mark Bishop, CFO, manager of a computer conglomerate
Stacie Stephenson, runs a family business
Kim Anderson, homemaker

Moab Charter School

Robert Marcus, physician
Bob Kloepper, physician
Sena Hauer, journalist

Deanna King, sales
Connie Wilson, nurse
Nan Powell, educator

Navigator Pointe Academy

Bryan Christiansen, parent, Board Chair
Scott Brown, parent
Milton Witt, parent
Tom Scott, parent
Jennifer Wahlquist, parent



Computer lab at Navigator Pointe

North Davis Preparatory Academy

Monte Poll, Chair; computer engineer
Oscar Aguayo, Vice Chair, computer engineer
Trent Brown, Financial Coord, G.M. of amusement park
Mornie Sims, Secretary, professional educator, parent
Kim Valeika, Parent Organization Rep, parent

North Star Academy

Trudy Sorenson, homemaker, President
Wendy Lambert, homemaker
Pam VanWagoner, homemaker
Dave Peterson, programmer, Director of IT
CJ Abel, homemaker, PTO President



NUAMES–Northern Utah Academy for Math, Engineering and Science

Sue Johnson, President & CEO Futura Ind., Board President
Dr. Warren Hill, WSU, Dean of Applied Science & Tech
Lynnette Gilbert, Regional VP, Chase-Manhattan Mort. Corp.
Elizabeth Veillon, CICS/DBMS System Administrator, HAFB
Carolyn Smith, Senior Engineer, Rocket Propulsion Unit, HAFB

Thomas Koehler, minister
Jerry Ortega, retired administrator, USOE
Linda Carver, Asst Superintendent WSD
Bruce Penland, Ex. Director OSD

Odyssey Charter School

Mark Jacobson, consultant, Board Chairperson
Carol Chomjak, accountant
Gordon Gibb, Professor in Special Education, BYU

Jennifer King, business owner
Amy Waldron, parent
Nyman Brooks, Odyssey Director, (non-voting)

Odgen Preparatory Academy

Laua D'Hurst, Union Grill Accountant
Craig Bergeson, WSU Spanish professor
Debby Gomberg, Principal, North Davis Prep Academy

Shawn Stephens, insurance adjustor
Amy Sondrop, parent

Pinnacle Canyon Academy

Melissa Jeppson, college professor, Board President
Jenny Nielsen, homemaker, Office Manager, Vice Pres.
Suzanne Nichols, nurse, Secretary

Colby Guest, Conoco Phillips
Carl Fox, contractor
Kelly Wilkinson, works for the Sun Advocate

The Ranches Academy

Stephanie Colson, President, housewife, parent
Valerie Mattson, VP, housewife, parent
Katie Allen, Secretary, housewife, parent
David Hadlock, Treasurer, businessman, parent
Jennifer Maroney, housewife, parent
Stacy James, housewife, parent

Ronald Reagan Academy

Brandi Belot, homemaker, Board CAO
Lorie Wilkins, homemaker, Board Secretary/Treasurer
Mike Griffiths, Educational Technology, Board CFO
Michelle Laraway, homemaker
Todd Powell, computer executive



Salt Lake Arts Academy

Diane Hill, Psychologist, Board President
Rachel Hancock, Board President-elect
Yvonne Jenkin, Administrative Assistant
Claire Turner, Director of Youth Education, U. of U.
Karen McLeese, Dev. Director for the U. of U. Law School
Daryl Barrett, Board of Regents

Kathy Biele, writer/journalist
Ruby Chacon, artist
Shawn Ferrin, attorney
Katy Andrews
Jeff Scott, businessman
Catherine Cargill, Utah Open Lands

Soldier Hollow Charter School

Andy Bown, President, business
Shauna Jensen, Vice President, Office Manager
Stephanie Roberts, Secretary, parent
Brandon Phelps, Member, parent
Nichole Foster, Member, parent
Kim Gilboy, Member, community
Jean Brown, Member, business



SUCCESS Academy–Southern Utah Center for Computer, Engineering and Science Students

Jana Dettamanti, Board President
Ron Reber, Vice-President, SkyWest Airlines
Danny Bulloch, Owner, Bulloch Brothers Engineering
Harold Ornes, Dean College of Sciences at SUU

Dave Thayer, Vice-President of WECCO
Chuck Taylor, Vice-President of Metalcraft Technologies
Wade Oakden, MD, Beaver Medical Clinic

Success Charter School

Curt Hansen, Principal, Director Secondary Stu. Services
Richard Birrell, retired judge, Juvenile Justice Advocate
Barbara Bowden, community, Advisory Council Chair
Diane Austin, Day School Coordinator

Ron Muir, Evening School Coordinator
Mike Maez, City Probation Supervisor
Ryan Mason, Paraprofessional
Karen Barton, community

Summit Academy

Coreen Smiley, parent/co-founder, Board President
Dave Crandall, parent/co-founder, Board Vice President
CherryLee Morgan, parent/co-founder, Board Secretary

Thomas Edison–North

Jamie Lewis – President
John Mickelson
Duane Miles
Susie Ashliman
Tom Worthen

Thomas Edison–South

David Scholes, realtor, Board President
Tally Johnson, homemaker
Brad Brown, IS Director
Katherine Mohlman, homemaker
David Rowell, realtor



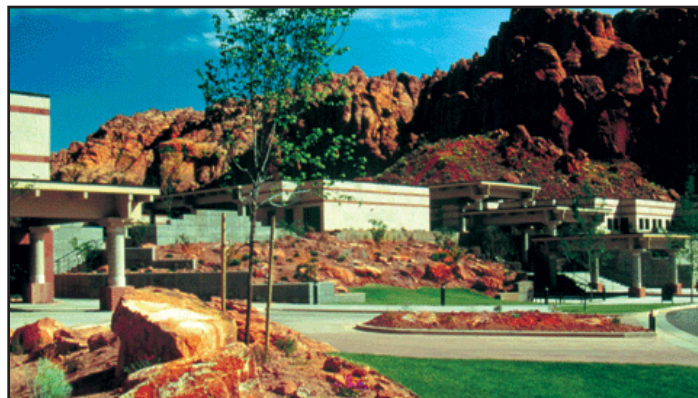
Timpanogos Academy

Steve Whitehouse, Information Systems, Board CAO
Dallin Barton, accountant, Chief Financial Officer
Michelle Smith, homemaker

Kim Briggs, homemaker
John Osmun, Computer Systems
Nathan Rathbun, Congressional staff member

Tuacahn High School for the Performing Arts

Fred Lampropoulos, CEO Merit Medical, Board Chair
Hyrum Smith, CEO Tuacahn Center for the Arts
Jonathan Hafen, attorney, Secretary
Robert F. Bennett
Marybeth Fuller, parent
Penny Shelley, Zions Bank
Marion Bentley
Sue Cox
Darrin Ivey
Shandon Gubler



Tuacahn Performing Arts Center

UCAS-Utah County Academy of Sciences

Ann Woolley, BYU English Dept, Board President
Briant Farnsworth, UVSC Dean of Education, Board Vice Pres.
Rod Crockett, Provo School District Vocational Director
David Palica, BYU Computer Info Dept.
Scott Wilson, Nebo School District Assist. Superintendent

Brooke Curnow, real estate office
Sam Jarman, Alpine School District Director 10-12
Gordon Stokes, UVSC Computer Science Dept.
Ken Matheson, BYU Psychology Dept.

Uintah River High School

Quannah Powaukee, Tribal Youth Program Coordinator, President
Gloria Thompson, cultural teacher, Vice President
Tammi John, Ute Tribal Secretary, Secretary
Ramalda Guzman, Project Coordinator, Member
Floyd Wyasket, Social Services Director, Member
Wayne Gardner, Fatherhood Specialist, Member

The Walden School of Liberal Arts

Richard Bobo, CAO, retired school director
Eric Beecroft, Teacher Representative
Lara Candland, University English Instructor
Lois Bobo, Education Advisor, Univ. Instructor in Ed.
Kindra Jacoby, physician
Diana West/non-voting de-facto member/School Dir.



Student-made masks at Walden

Wasatch Peak Academy

Jonathon Hanks, Board President, Utah Housing Corporation
Amy Hughes, Vice Board President, parent
Megan Triplett, Secretary, Manager, Davis Chamber of Comm.
Alli Parker, PTO President, parent
Craig Stacey, Treasurer, Laboratory Manager for IHC

Utah Public Charter Schools Opening in the 2006-2007 School Year

CHANNING HALL

13514 South 150 East, Draper, UT 84020

www.channinghall.org

801-201-4300

Head of School: Heather Shepherd

District: Jordan

Rep. Gregory Hughes

Senator Howard Stephenson



Opening fall of 2006-07

Anticipated number of students: 625

Grades: K-8

MISSION & PURPOSE: Our mission is to foster individuals who are agile and life-long learners—individuals with a breadth and depth of knowledge, vision, compassion, intellectual agility, and a sense of calling and responsibility in the world. We will implement an internationally recognized teaching methodology and system of inquiry, International Baccalaureate, to accomplish our goal of cultivating students who understand the complexities of the world around them and who know that because they understand principles as well as facts, they can be positive, agile agents of change and find their unique abilities with which to affect the world.

BOARD MEMBERS:

Deena Pyle, Communications Consultant, Pres.

Alaina Gull, Benefits Administrator, Vice-Pres.

Debra Didier, accountant, Board Treasurer

Gillian Openshaw, Secretary

Amy Reading, educator and speaker

Eunie Piper, Marketing Director

Michelle Crowley, Advertising Account Executive

Katy Holt-Larsen, Training & Organizational Development

Matt Haines, Marketing Consultant & Graphic Designer

ENTHEOS ACADEMY

4710 West 6200 South, Kearns, UT 84118

www.entheosel.org

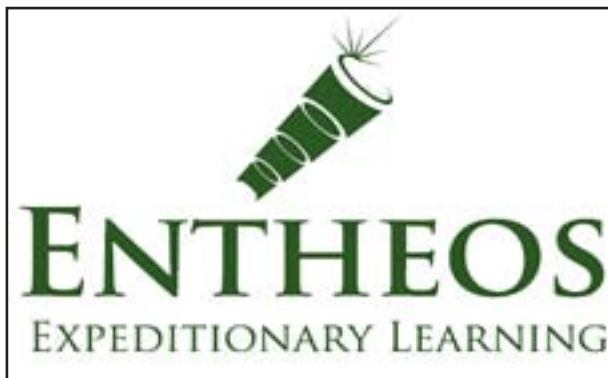
801-860-4195

Director: Michael H. Farley

District: Granite

Rep. Eric Hutchings

Senator Ed Mayne



Opening fall of 2006-07

Anticipated number of students: 424

Grades: K-7

MISSION & PURPOSE: Entheos takes learning to a higher level. This unique K-9 charter school wraps the Utah State curriculum into eight- or nine week expeditions that challenge and inspire students. At Entheos, students camp, hike, do fieldwork and interact with professionals in the community. 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, to EMPOWER them to become leaders, through service, who are committed to family and country; then . . . they can ACHIEVE their goals and dreams.

BOARD MEMBERS:

Monty Hardy

Susan Hardy

Stephanie Gibson

Jaren Gibson

Xasmin Prows

Emily Burr

Kristie Holloman

GEORGE WASHINGTON ACADEMY

3138 South 1420 East, St. George, UT 84790
www.georgewashingtonacademy.com
435-669-2139
Principal: Jason Finch
District: Washington
Rep. Stephen Urquhart
Senator Bill Hickman

Opening fall of 2006-07
Anticipated number of students: 450
Grades: K-8



MISSION & PURPOSE: To establish a learning environment based on the principles of self-discipline and respect where each child may develop the skills necessary to succeed honorably in a rapidly changing world through use of the academically aggressive Core Knowledge Curriculum and buttressed by strong parental involvement.

BOARD MEMBERS:

Tiffany L. White, interior designer, CAO
Erin Mylroie, educator, VP
Eric Woodward, accountant, CFO

Kip Marshall, IT, Board member
Rebecca Kohler, stay-at-home-mom, Board member
Todd Searle, insurance agent, Board member

INTECH COLLEGIATE HIGH SCHOOL

USU Innovation Campus,
1787 N. Research Park Way, No. Logan, UT 84341
www.intechchs.org
435-753-7377
Principal: Stephen W. Zsiray, Jr.
District: Cache
Rep. Jack Draxler
Senator Lyle Hillyard

Opening fall of 2006-07
Anticipated number of students: 150
Grades: 9-10



MISSION & PURPOSE: The InTech Collegiate High School represents the effort of the Box Elder, Cache, Logan, and Rich School Districts, as well as Utah State University (USU) and the USU Innovation Campus. Our goal is to give every student the opportunity to complete high school and at least two years of college in a very challenging learning environment.

BOARD MEMBERS:

Gary Carlston, Co-chair, USU Elementary Education
Deborah Hobbs, Co-chair, Spectrum Consulting
Gayle Bowen, USU Space Dynamics Center
Frank Stewart, Dir. of Dev., College of Ed., USU

Allyson Saunders, Weber State University
Nancy Kennedy, parent in Brigham City
Jim Barta, USU Elementary Ed., College of Ed.

LAKEVIEW ACADEMY

1304 N. Redwood Rd, Saratoga Springs, UT 84043
www.Lakeview-Academy.com
520-403-6814
Director: Arnie Adler
District: Alpine
Rep. Kenneth Sumsion
Senator Mark Madsen



Opening fall of 2006-07
Anticipated number of students: 650
Grades: K-8

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

1- Confident: Students who can approach situations with courage, integrity and a strong sense of self-worth.

2- Capable: Students who are knowledgeable, inquisitive, and open-minded problem solvers.

3- Contributing: Students who are caring, responsible and proactive in their family and community.

Our Philosophy: We believe that learning should be exciting and never-ending.

BOARD MEMBERS:

| | |
|---|----------------|
| Kristie Gordon | Rachel Cochran |
| Lisa Smith, domestic engineer | Joylin Lincoln |
| Julianne Kicklighter, homemaker/student | Donna Burnham |

LEGACY PREPARATORY ACADEMY

1375 West Center Street, N. Salt Lake, UT 84054
www.legacyprep.org
801-897-5604
Director: Elizabeth Hatch
District: Davis
Rep. Roger Barrus
Senator Dan Eastman



Opening fall of 2006-07
Anticipated number of students: 500
Grades: K-9

MISSION & PURPOSE: Legacy Preparatory Academy is a school focused on academic achievement for every child. Our mission is to provide a classically based curriculum that is thorough and challenging, integrates fine arts to enhance learning, teaches the value of public virtue to promote respect, engages parents as real partners to enrich student education and honors each child as an individual and embraces his/her innate curiosity to learn.

BOARD MEMBERS:

| | |
|---|---|
| Heather Traeden, Board President | Chris Hoge, accountant, Board Treasurer |
| Gina Pritt, Board Vice President 1 | Tina Gehring, Board Secretary |
| Danelle Sonntag, Board Vice President 2 | Maren Hilbig, Board Education Chair |

LIBERTY ACADEMY

1195 South Elk Ridge Road, Salem, UT 84653

www.libertyacademycs.org

801-423-6430

Director: Ed Kruger

District: Nebo

Rep. Michael Morley

Senator Mark Madsen



Opening fall of 2006-07

Anticipated number of students: 450

Grades: K-8

MISSION & PURPOSE: Our school features education reform-based curricula and instruction for grades K-12. We have selected the Core Knowledge Sequence (K-8), original sources for our 9-12, Singapore and Saxon math programs, integrated language arts curricula, learning expeditions for project- and theme-based learning, classical and Great Books literature, visual and performing arts, athletics and various after-school programs. Our school will also teach virtue.

BOARD MEMBERS:

Michael Brockbank

Jack Mason

Don Shallenburger

Freemont Woodward

Chris Marble

MONTICELLO ACADEMY

3740 West Bawden Avenue, WVC, UT 84120

Web site: www.monticelloacademy.net

801-955-5141

Principal: Walt Hackford

District: Granite

Rep. Kory Holdaway

Senator Ed Mayne



Opening fall of 2006-07

Anticipated number of students: 675

Grades: K-8

MISSION & PURPOSE: The purpose of Monticello Academy is to provide a public education choice with an emphasis on college preparation and academic excellence in a K-8 setting.

BOARD MEMBERS:

Kim Coleman, Chair

Joel Coleman, Ed./Admin., City Council, Secretary

Michael Smith, Trade Union Admin., Treasurer

Lars Nordfelt, Educator/Admin.

Paul Morris, attorney, public utility executive

Mike Winder, business executive

Wayne Pyle, city manager, serviceman

MOUNTAINVILLE ACADEMY

P.O. Box 581, American Fork, UT 84003
www.mountainvilleacademy.org
801-756-9805
Director: Wade Glathar
District: Alpine
Rep. John Dougall
Senator Howard Stephenson



Opening fall of 2006-07
Anticipated number of students: 675
Grades: K-8

MISSION & PURPOSE: 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.

BOARD MEMBERS:

Rebecca Whitchurch, Board Chairman
Linda Seeley, Board Vice-Chair
Gaylee Coverston, Finances & Grant Writing

Lori Robinson, Curriculum
Jon Fruehan, Technology and Safety

NOAH WEBSTER ACADEMY

205 East 400 South, Orem, UT 84058
www.noahwebsteracademy.org
801-426-6624
Director: Kennan Beckstrand
District: Alpine
Rep. Bradley Daw
Senator Margaret Dayton



Opening fall of 2006-07
Anticipated number of students: 525
Grades: K-6

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

BOARD MEMBERS:

Sharon Moss, teacher, CAO
Megan Gygi, accountant, Board VP/CFO

Ed Hayward, businessman, Advisory Position
Karen Strong, mother, Advisory Position

PARADIGM HIGH SCHOOL

8681 South 700 West, Sandy, UT 84070

www.paradigmhigh.com

801-446-6365

Director: David Hoffman

District: Jordan

Rep. Mark Walker

Senator Carlene Walker



Opening fall of 2006-07

Anticipated number of students: 250

Grades: 9-12

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

BOARD MEMBERS:

Kevin O'Keefe, business, Board President

Val Johnson, engineer, Board Vice Pres.

Christy Garner, parent, Secretary

Terri Summers, parent, Trustee

RENAISSANCE ACADEMY

3435 North 1120 East, Lehi, UT 84043

www.renacademy.org

801-768-4202

Principal: Grant Flygare

District: Alpine

Rep. John Dougall

Senator Howard Stephenson



Opening fall of 2006-07

Anticipated number of students: 600

Grades: K-8

MISSION & PURPOSE: The Renaissance Academy brings the spirit of enlightenment of the Renaissance Era and the Modern Information Age together as children venture beyond the borders of their own expectations. Like DaVinci, Helen Keller and Galileo, exploring minds will see significance and connectedness in all subjects giving place for curiosity to translate into contribution. Our curriculum is based on the Utah State Core with emphasis on the sciences and fine arts. Foreign language begins in kindergarten, with multiple choices available in grades 6-8 as part of the International Baccalaureate Program.

BOARD MEMBERS:

Ava Jacklin, Medical Data Tech, Board Pres. / Finance

Shauna Peterson, Board Vice Pres./Communications

Rischelle Mikkelson, Videographer, Parent Engagement

Grant Flygare, Principal, non-voting member

Trina Brinkman, Fundraising/Planned Giving

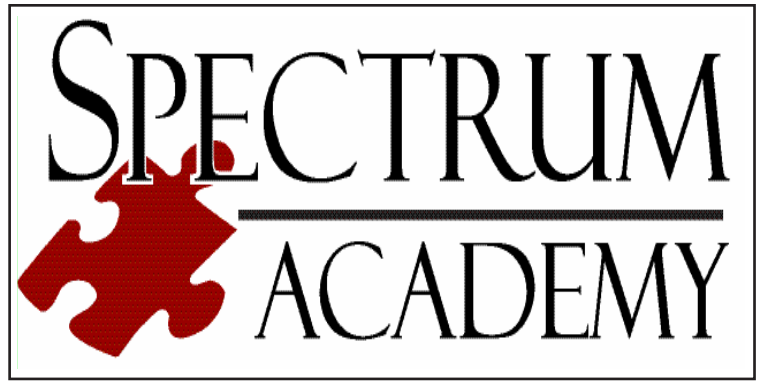
Kris Christensen, Staffing/Policy

Diedre Nelson, Academics

SPECTRUM ACADEMY

837 W. Foxboro Drive, N. Salt Lake, UT 84054
www.spectrumcharter.org
801-897-1964
Administrator: Melissa Aubrey
District: Davis
Rep. Julie Fisher
Senator Gregory Bell

Opening fall of 2006-07
Anticipated number of students: 210
Grades: K-8



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

BOARD MEMBERS:

Shelly Carter, Board President
Steve Shields, finance, Board Treasurer
Susan Selim, Finance & Fund-raising

Henry Marsh, attorney, Trustee
Samantha Bostrum, physician, Trustee
Julee Adams, writer, Trustee

SYRACUSE ARTS ACADEMY

2893 West 1700 South, Syracuse, UT 84075
www.syracuseartsacademy.org
801-779-2066
Director: Jan Whimpey
District: Davis
Rep. Paul Ray
Senator Sheldon Killpack

Opening fall of 2006-07
Anticipated number of students: 525
Grades: K-6



MISSION & PURPOSE: Syracuse Arts Academy develops respectful, confident citizens through utilizing an educational environment enriched by artistic expression. SAA will provide challenging, accelerated curriculum where academic excellence, character development, and individual growth are nurtured in a safe, orderly and pleasant environment. The instruction program will be enhanced by a comprehensive focus on the Arts to demonstrate proficiency through performance. Such thematic emphasis serves to support the educational goals of the school and further the academic success of students.

BOARD MEMBERS:

Chris Dallin, CEO Davis Chamber of Comm., Board Pres.
Charlene Nelson, Exec. Dir. of the Davis Arts Council
Brian Truman, Director of Public Sector for Comdata

Andrea Larkin, homemaker
Lyle Elmore, retired from healthcare industry



New Utah Public Charter Schools Opening in the 2007–2008 School Year

C.S. Lewis Academy (chartered by the State)

Payson—Grades K-6 info@cslewisacademy.org
Reba Vest, CAO 801-465-1303

Canyon Rim Academy (chartered by the State)

Salt Lake City—Grades K-6 info@canyonrimacademy.org
Erik Olson, CAO 801-415-3000

Dual Immersion Academy (chartered by the State)

Salt Lake City—Grades K-6 dualimmersionacademy@gmail.com
Julia Barrientos, Director 801-347-1750 julia.barrientos@gmail.com

Edith Bowen Laboratory School (chartered by Logan District)

Logan—Grades K-5 http://cehs.usu.edu/eb/
Sue McCormick, Bus. Man. 435-797-3088 sue.mccormick@usu.edu

Guadalupe Charter School (chartered by the State)

Salt Lake City—Grades K-3 www.guadalupe-schools.org
Victoria Mori, Director 801-531-6100 vicki.mori@slc.K12.ut.us

Karl Maeser Charter High School (chartered by the State)

Pleasant Grove—Grades 9-12 www.maeserprep.org
Elizabeth Fee, Director 801-443-4960 elizabethfee@digis.net

Open Classroom (chartered by Salt Lake District)

Salt Lake City—Grades K-8 www.ocslc.org
Jeffrey Herr, Principal 801-578-8140 jeffrey.herr@slc.k12.ut.us

Salt Lake High School for the Performing Arts (chartered by Salt Lake District)

Salt Lake City—Grades 9-12 www.saltlakespa.org
Shalee Schmidt, Director 801-466-6700 sschmidt@saltlakespa.org

Charter School Distribution by House District – 2006-2007

House District 3 – Rep. Jack R. Draxler

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

House District 4 – Rep. Fred R. Hunsaker

Edith Bowen Laboratory School

House District 5 – Rep. Scott Wyatt

Thomas Edison Charter School – South

House District 9 – Rep. Neil Hansen

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

House District 13 – Rep. Paul Ray

Syracuse Arts Academy

House District 16 – Rep. Kevin S. Garn

North Davis Preparatory Academy

House District 17 – Rep. Julie Fisher

Spectrum Academy

House District 19 – Rep. Sheryl Allen

Legacy Preparatory Academy
Wasatch Peak Academy

House District 23 – Rep. Jennifer Seelig

Guadalupe Schools

House District 24 – Rep. Ralph Becker

City Academy
Open Classroom

House District 26 – Rep. David Litvack

East Hollywood High School
Salt Lake Arts Academy
Dual Immersion Academy

House District 27 – Rep. John Dougall

Mountainville Academy
Renaissance Academy

House District 31 – Rep. Larry Wiley

Salt Lake High School for the Performing Arts

House District 34 – Rep. Kory Holdaway

Monticello Academy
Success Charter School

House District 36 – Rep. Phil Riesen

Canyon Rim Academy

House District 37 – Rep. Carol Spackman Moss

AMES – Academy for Math, Eng. & Sci.

House District 38 – Rep. Eric Hutchings

Navigator Pointe Academy
Entheos Academy

House District 40 – Rep. Lynn Hemingway

Beehive Science and Technology Academy

House District 41 – Rep. Todd Kiser

American Preparatory Academy
Channing Hall
North Star Academy

House District 47 – Rep. Steven Mascaro

Itineris Early College High School

House District 51 – Rep. Greg Hughes

Summit Academy

House District 52 – Rep. Carl Wimmer

Paradigm High School

House District 54 – Rep. Gordon Snow

Soldier Hollow Charter School

House District 55 – Rep. John Mathis

Moab Charter School
Uintah River High School

House District 56 – Rep. Kenneth W. Sumsion

Lakeview Academy
Ranches Academy

House District 57 – Rep. Craig Frank

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

House District 58 – Rep. Stephen E. Sandstrom

Timpanogos Academy

House District 60 – Rep. Bradley Daw

Noah Webster Academy
UCAS – Utah County Academy of Sciences

House District 64 – Rep. Becky Lockhart

Freedom Academy
Walden School of Liberal Arts

House District 65 – Rep. Aaron Tilton

Reagan Academy

House District 66 – Rep. Michael Morley

American Leadership Academy
Liberty Academy

House District 67 – Rep. Patrick Painter

C.S. Lewis Academy

House District 68 – Rep. Richard Wheeler

CBA Center

House District 69 – Rep. Brad King

Pinnacle Canyon Academy

House District 72 – Rep. Delmar Bowman

SUCCESS Academy

House District 73 – Rep. Mike Noel

Tuacahn H.S. for the Performing Arts

House District 75 – Rep. Stephen Urquhart

George Washington Academy

Charter School Distribution by Senate District – 2006-2007

Senate District 1 – Sen. Fred Fife

East Hollywood High School
Guadalupe Schools

Senate District 2 – Sen. Scott McCoy

City Academy
Dual Immersion Academy
Open Classroom
Salt Lake Arts Academy

Senate District 3 – Sen. Gene Davis

Beehive Science and Technology Academy

Senate District 4 – Sen. Patricia W. Jones

AMES – Academy of Math, Engineering and Sci.
Canyon Rim Academy

Senate District 5 – Sen. Ed Mayne

Entheos Academy
Monticello Academy
Navigator Pointe Academy
Success Charter School

Senate District 7 – Sen. Ross I. Romero

Salt Lake High School for the Performing Arts

Senate District 10 – Sen. Chris Buttars

Itineris Early College High School

Senate District 11 – Sen. Howard Stephenson

American Preparatory Academy
Channing Hall
Mountainville Academy
Paradigm High School
Renaissance Academy
Summit Academy

Senate District 13 – Sen. Mark Madsen

American Leadership Academy
C.S. Lewis
Lakeview Academy
Liberty Academy
North Star Academy
Ranches Academy
Reagan Academy

Senate District 14 – Sen. John Valentine

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

Senate District 15 – Sen. Margaret Dayton

Noah Webster Academy
UCAS – Utah County Academy of Sciences

Senate District 16 – Sen. Curtis Bramble

Freedom Academy
Walden School of Liberal Arts

Senate District 18 – Sen. Jon J. Greiner

DaVinci Academy of Science and the Arts
Ogden Preparatory Academy
Thomas Edison Charter School – South

Senate District 20 – Sen. Scott Jenkins

NUAMES – N. Utah Academy for Math, Eng. and Sci.

Senate District 21 – Sen. Sheldon Killpack

North Davis Preparatory Academy
Syracuse Arts Academy

Senate District 22 – Sen. Gregory Bell

Spectrum Academy

Senate District 23 – Sen. Dan Eastman

Legacy Preparatory Academy
Wasatch Peak Academy

Senate District 25 – Sen. Lyle Hillyard

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

Senate District 26 – Sen. Kevin T. Van Tassell

Soldier Hollow Charter School
Uintah River High School

Senate District 27 – Sen. Mike Dmitrich

Moab Charter School
Pinnacle Canyon Academy

Senate District 28 – Sen. Dennis E. Stowell

CBA Center
SUCCESS Academy
Tuacahn High School for the Performing Arts

Senate District 29 – Sen. Bill Hickman

George Washington Academy

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

District 1 – Teresa L. Theurer

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

District 2 – Greg W. Haws

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

District 3 – Richard Moss

American Leadership Academy
C.S. Lewis Academy
Liberty Academy
Reagan Academy

District 4 – Richard Sadler

Legacy Preparatory Academy
North Davis Preparatory Academy
Syracuse Arts Academy

District 5 – Kim R. Burningham

Spectrum Academy
Wasatch Peak Academy

District 6 – Michael Jensen

East Hollywood High School
Guadalupe Schools
Monticello Academy

District 7 – Randall Mackey

City Academy
Dual Immersion Academy
Open Classroom
Salt Lake Arts Academy
Salt Lake High School for the Performing Arts

District 8 – Janet A. Cannon

AMES – Academy for Math, Engineering and Science
Beehive Science and Technology Academy
Canyon Rim

District 9 – Denis Morrill

Entheos Academy
Navigator Pointe Academy
Success Charter School

District 10 – Laurel Brown

Paradigm High School

District 11 – Bill Colbert

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

District 12 – Mark Cluff

John Hancock Charter School
Karl G. Maeser Preparatory Academy
Lakeview Academy
Lincoln Academy
Mountainville Academy
Odyssey Charter School
Ranches Academy
Renaissance Academy
Soldier Hollow Charter School
Timpanogos Academy

District 13 – Tom Gregory

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

District 14 – Dixie Allen

Moab Charter School
Pinnacle Canyon Academy
Uintah River High School

District 15 – Debra G. Roberts

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

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Twila B. Affleck

Secretary

*Board of Regents Appointments

** CMAC Representative Appointment

8/10/2006