

Utah's Public Charter Schools

2009-2010 Annual Report

CHARTER QUALITY COUNTS



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

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

Charter Quality Counts

2009-2010 ANNUAL REPORT

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Report produced by the USOE State Charter School Section, (801) 538-7817
Annual Report Data Provided November 2010

Foreword

Utah's charter schools continue to grow as an important option in our education system. Charters have moved to the forefront, too, in the national conversation on choice in education, with strong backing from President Obama's administration. The State Board of Education and I support public charter schools.

Public schools in Utah all should be aiming to fulfill the mission of public education adopted by the State Board of Education: (1) Ensuring numeracy and literacy; (2) providing high quality instruction; establishing a curriculum with high standards and relevance; and (3) requiring effective assessment. The success of Utah's charter school students should be judged by parents, policy-makers, and others using these mission elements as the standard.

I appreciate the efforts of students, parents, teachers, and administrators to promote the success of charter schools. The Utah State Board of Education and the Utah State Office of Education are committed to supporting charter schools' quest for continued achievement.



Larry Shumway, Ed.D.

UTAH STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



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State Charter School Board

Tim Beagley
3974 S. 3550 W.
Salt Lake City, UT 84119
Phone: 801-969-6454

Dean Brockbank
1407 W. No. Temple, Ste 302
Salt Lake City, UT 84116
Phone 801-220-4568

John Pingree
3000 S. Conner Street #30
Salt Lake City, UT 84109
Phone: 801-582-5635

Laura Belnap
845 E. 1500 S.
Bountiful, UT 84010
Phone: 801-699-7588

Yolanda Francisco-Nez
451 S. State, Room 345
Salt Lake City, UT 84111
Phone: 801-535-7734

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

Tom Morgan
10160 S. Loridan Lane
Sandy, UT 84092
Phone: 801-942-2109



Marlies Burns



Jo Schmitt



Paul Crawford



Cory Kanth



Jeannie Rowland

Charter School Section Staff — Utah State Office of Education

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

State Charter School Board Profiles



Thomas B. Morgan, Board Chair. Mr. Morgan joined Zions Bank in 1989, working as a consumer lending officer. He has held several executive management positions and currently serves as the Region President for the Central Utah Region. Tom studied Business Management at California State University – Fresno and is a graduate of the Pacific Coast Banking School at the University of Washington.

Tom is very active in the community serving as the Chairman of the Board of Trustees of SelectHealth; a member of the Board of Trustees of Intermountain Health Care; and serves on the boards of Community Health Connect, the United Way of Utah County, Thanksgiving Point and the Utah Valley Chamber of Commerce. He is the past chairman and board member of the American Institute of Banking and the Pacific Coast Banking School. Tom and his wife Debbie are the proud parents of five children and one grandchild.



Tim Beagley Ph.D., Board Vice Chair. Dr. Beagley is the Chair of the Biology Department at Salt Lake Community College. In addition to coordinating the operations of a department that serves over 9000 students per year, Dr. Beagley teaches Cell Biology, Microbiology, and College Biology I. Dr. Beagley also conducts research in the field of molecular evolution, where he studies the genomic changes that have led to modern-day life forms. Many of his students participate in these research projects, either as Independent Study or within their courses. Tim served as an elected member of the Utah State Board of Education from 2002 to 2006 representing the western half of Salt Lake City and most of West Valley City.



Laura Belnap. Laura Collier Belnap received her bachelor's degree from Utah State University. She has taught school in Logan, Utah and Loveland, Colorado where she was part of the state's math advisory committee. She helped establish online education for K-8 students in Utah in 2002, working as the director of Utah Online Academies for three different school districts. She is currently the principal of Washington Online School, which has over 1000 students and 19 teachers and staff members. She has served on several different nonprofit boards and received the soccer mom of the nation award in 2002. Laura is active in community and religious causes. She is the proud mother of six children and one grandson. She was appointed to the State Charter Board by Governor Herbert in 2010.



Dean Brockbank. Dean Brockbank is Vice President and General Counsel of PacifiCorp Energy. He served on the Board of Trustees of the Legal Aid Society of Salt Lake for three years and as Chairman of the School Community Council for Park Lane Elementary School for six years. Dean has served as a teacher-volunteer with Junior Achievement, as the executive sponsor for the United Way fundraiser campaign and as a volunteer for the Boy Scouts of America. He holds an accounting degree from Brigham Young University and a law degree from George Mason University. He speaks Spanish, French and Portuguese. He is married to Stephanie Brockbank and they have five children. Governor Gary Herbert appointed Dean to the Utah State Charter School Board in 2010.



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



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



Scott Smith, Ph.D. Scott Smith holds a B.S. in business and marketing, a master's in business administration and his Ph.D. in psychology. He is a member of the American Psychological Association (APA), Eating Disorders Association (EDA) and Institution of Professional Psychologists. Scott is also involved with numerous training programs and seminars dealing with both business and psychology, including the Carnegie Mellon Non-Profit institute. He has continually pursued furthering his personal education over the past 15 years, studying business, law, psychology and religion, including a degree in Eastern philosophy. He is a board member of the Utah State Charter School Board and a profiler for agencies dealing with psychotic and threatening groups or individuals.

UTAH STATE BOARD OF EDUCATION

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

District 1

Tami W. Pyfer
52 Ballard Way
Logan, UT 84321
Phone: (435) 753-7529

District 2

Keith M. Buswell
1027 West 3800 North
Pleasant View, UT 84414
Phone: (801) 737-0702

District 3

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

District 4

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

District 5

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

Meghan Holbrook*

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

James V. (Jim) Olsen**

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

Larry K. Shumway

Chief Executive Officer

District 6

Michael G. Jensen
4139 South Aubrey Lane
West Valley City, UT 84128
Phone: (801) 968-5960

District 7

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

District 8

Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 450-8166

District 9

Joel Coleman
3740 Bawden Avenue
West Valley City, UT 84120
Phone: (801) 634-6251

District 10

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

*

Tamara Lowe****

2466 West 650 North
West Point, UT 84015
Phone: (801) 776-0870

Twila B. Affleck

Secretary

District 11

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

District 12

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

District 13

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

District 14

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

District 15

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

Isaiah "Ike" Spencer***

1029 East 11780 South
Sandy, UT 84094
Phone: (801) 949-0858

Tim Beagley****

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

*Board of Regents Appointments

*** CMAC Advisory Representative Appointment

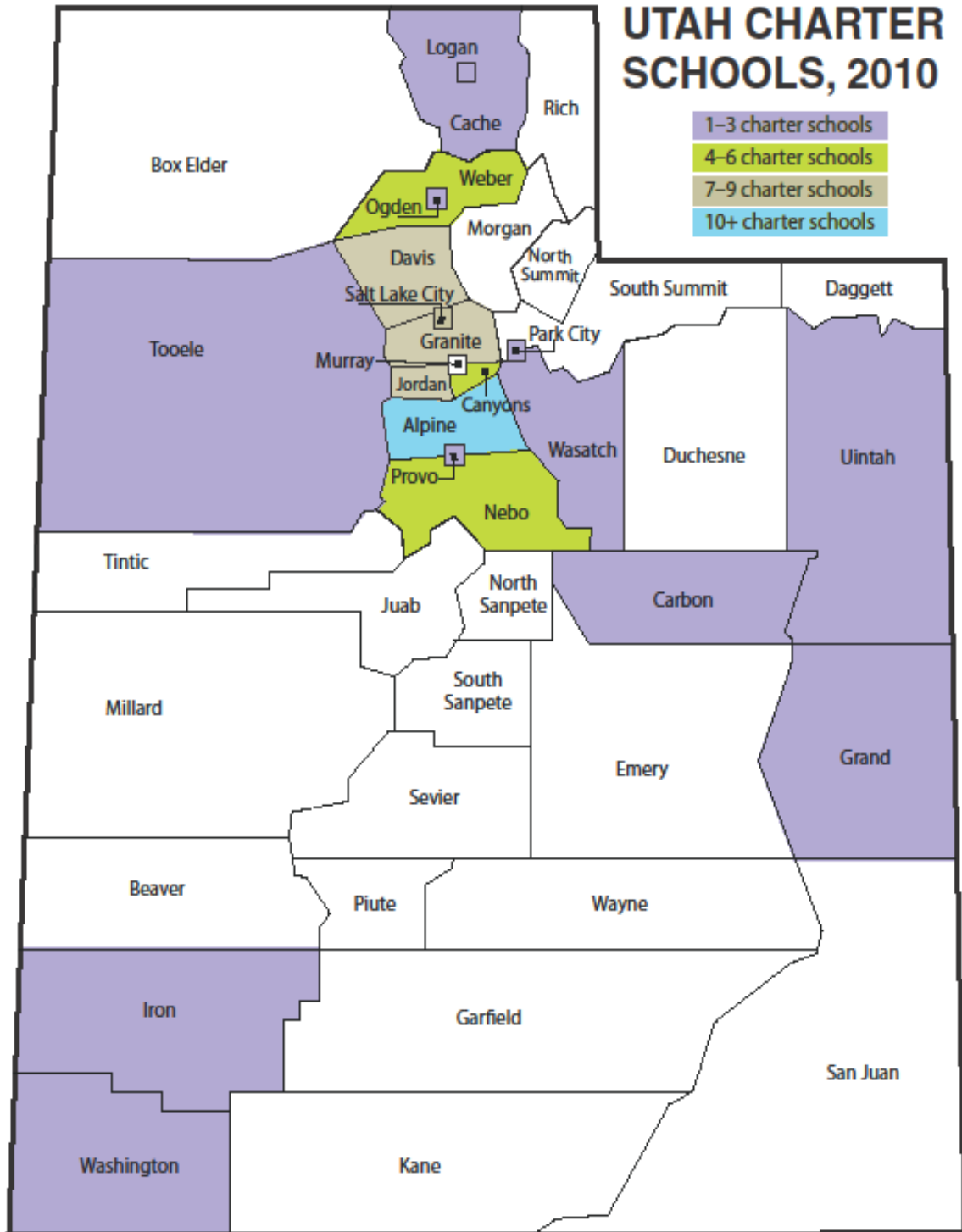
***** Charter School Representative Appointment

** UCAT Representative Appointment

**** USBA Advisory Representative Appointment

UTAH CHARTER SCHOOLS, 2010

- 1-3 charter schools
- 4-6 charter schools
- 7-9 charter schools
- 10+ charter schools



Utah State Office of Education 90002010 L Grey

Introduction



Thomas Morgan

STATE CHARTER SCHOOL BOARD CHAIR

With the vision and encouragement of the legislature and forward-looking educators, Utah's first five public charter schools opened in the fall of 1999 with an appealing promise of a new variety of public schools with the freedom to create unique educational experiences and use innovative ideas to teach and inspire Utah kids. Charter schools were given the opportunity to offer educational choices for families and join together with the traditional school system to advance teaching techniques, student engagement, and parental involvement in public education.

Today, with rapid growth and great success, charter schools play a significant role in Utah education. The vast majority of Utah charter schools operate in the spirit and design of the legislature's founding vision. They are creative and inventive in their educational approach. We have observed tremendous parental involvement and impressive outreach to kids with challenging circumstances.

It shouldn't come as a surprise that there are a few schools that have struggled to meet curriculum standards and financial responsibilities. A system that offers flexibility and encourages innovation with a non-traditional administrative structure is likely to produce a variety of performance outcomes.

The Utah State Charter School Board is working to ensure that charter schools are successful in meeting the expectations of the families they serve and being accretive to the integrity and reputation of the education system of which they are a part. It is the role and responsibility of the board to provide the appropriate oversight of each charter school regarding financial viability, adherence to Core Curriculum standards, and appropriate School Board governance via assistance through monitoring compliance with federal and state law, board rule, and the individual charter agreements.

For charter schools to have an increasingly positive impact on our state's system of public education, and for charter schools to earn the credibility of high performers, all members of the charter sector must embrace academic and financial excellence as the ultimate goal and maintain a strong commitment to accountability. A respected place in the educational community is earned through high academic performance and excellent fiscal management.

The Utah State Charter School Board is dedicated to facilitating excellence in education through high-performing charter schools.

UTAH'S PUBLIC CHARTER SCHOOLS

Charter Quality Counts

The goal of charter schools is to provide additional educational options with quality outcomes for students and parents. Successful, quality charter schools are more than a gathering of excellent teachers and effective curriculum. These schools also have sound policy, strong governance, capable academic leadership, robust fiscal responsibility, and active parent and community engagement. Utah public charter schools have this level of quality.

The charter school concept is built on the premise that, in return for flexibility, charter schools are held accountable to promises made in their charter. This flexibility has allowed some of them to shine, building adaptable, demanding programs that defy expectations. However, nationally only 17 percent of charter schools significantly outperform traditional counterparts, and more than 33 percent underperform. It is the authorizer's role to ensure that charter schools uphold their end of the agreement by providing appropriate oversight of each charter school. In this time of accountability, compliance and oversight are critical. The best form of oversight an authorizer can provide is technical assistance.

A seven-member, governor-appointed State Charter School Board authorizes and oversees charter school quality, compliance, and accountability in the state of Utah. Utah Code Annotated §53A-3-501.6 dictates that the State Charter School Board has, among other things, the power and duty to:

- a. Authorize and promote the establishment of charter schools.
- b. Annually review and evaluate the performance of charter schools authorized by the State Charter School Board, and hold the schools accountable for their performance.
- c. Monitor charter schools authorized by the State Charter School Board for compliance with federal and state laws, rules, and regulations.
- d. Provide technical support to charter schools and persons seeking to establish charter schools.

The wide range of academic achievement and operational performance make it necessary for the State Charter School Board to increase the accountability of charter schools to document academic and operational quality. As such, the State Charter School Board is assisting charter schools to become more transparent in overall school performance by creating a Performance Management Program and working with schools as they aim for successful operational practices and increased student achievement. The Performance Management Program takes the State Charter School Board's commitment to a new level of specificity and impact. Utah's charter schools will use this program to assess their current operational and academic standing, set goals for growth, and ensure implementation of best practices in support of the Utah State Board of Education's Mission of Public Education: Ensure literacy and numeracy for all Utah children; provide high quality instruction for all Utah children; establish curriculum with high standards and relevance for all Utah children; and require effective assessment to inform high quality instruction and accountability.

To this end, the State Charter School Board is fostering improvement of the overall quality in charter schools by aligning statutory requirements and individual charters' promises to create measurable goals for growth and attainment. This ongoing process allows schools to continually increase operational and academic

quality through the self-monitoring of school-specific measurements, in congruence with oversight through technical assistance by the State Charter School Board.

The Data

Characteristics of Utah Charter Schools

Charter Schools by the Numbers

- 72 charter schools
- 34,166 charter students
- 64 charter schools authorized by the Utah State Board of Education
- 3 charter schools authorized by Salt Lake City School District
- 2 charter schools authorized by Logan City School District
- 1 charter school authorized by Cache County School District
- 1 charter school authorized by Iron County School District
- 1 charter school authorized by Jordan School District

Charter School Demographics

- 25% Economically Disadvantaged students
- 16% Ethnic Minority students
- 8% Special Education students
- 7% Disadvantaged Minority students
- 50% Female
- 50% Male

Charter School Makeup

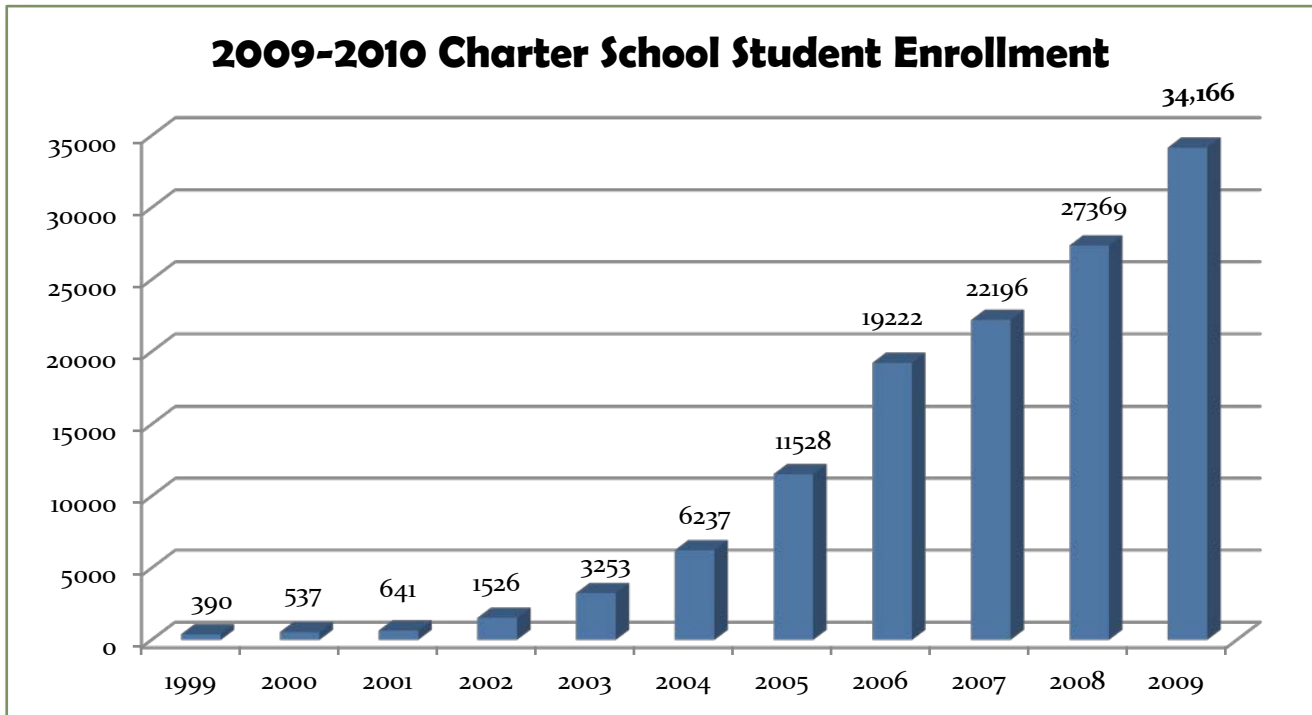
- 24 charter schools serve grades K-8
- 14 charter schools serve grades 9-12
- 11 charter schools serve grades K-6
- 10 charter schools serve grades K-9
- 5 charter schools serve grades K-12
- 3 charter schools serve grades 7-12
- 5 charter schools serve other grade configurations

Charter School Landscape

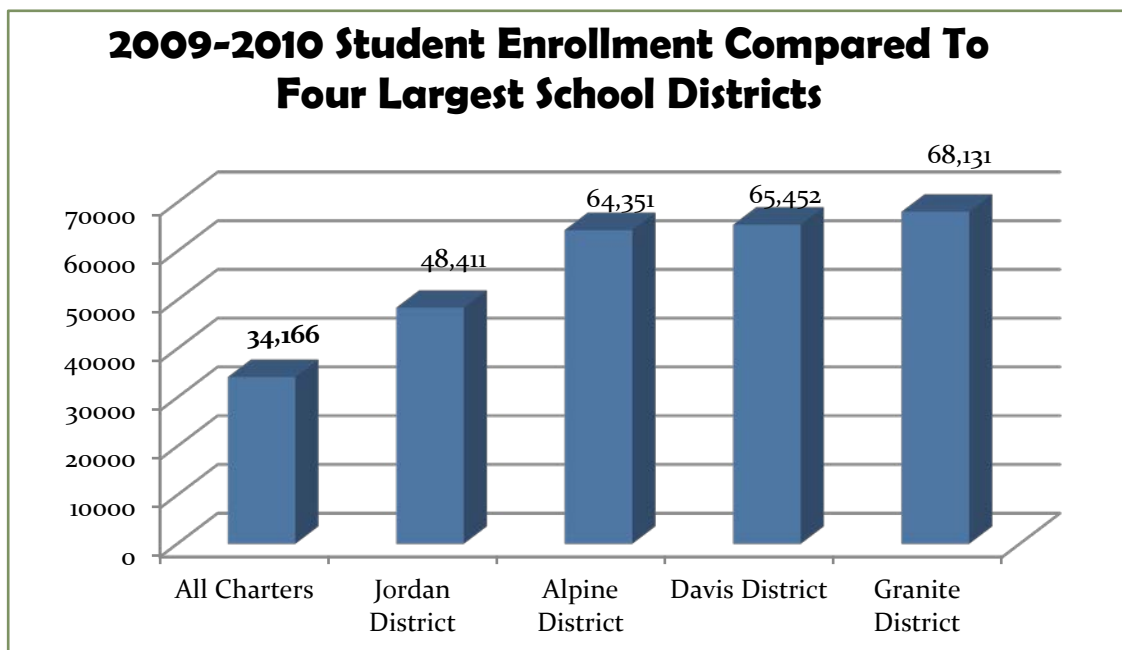
- 16 applications submitted in 2007
 - 7 were approved
- 13 applications submitted in 2008
 - 8 were approved
- 13 applications submitted in 2009
 - 7 were approved

Enrollment

During the 2009-2010 school year, 72 charter schools were in operation in Utah, serving 34,166 public school students. That is an increase of 67 schools and an increase of 33,760 students since the Utah Charter School Law's 1999 inaugural year, with six schools and 390 students. The 2009-2010 enrollment represents over six percent of all students in the State's public education system, establishing the fifth largest student population, as compared to the four largest districts.



Six schools opened fall 2010, and four more are approved or fall 2011, which will bring the total number of charter schools to 82. Nationally, more than 1.6 million public school students attend the close to 5,000 public charter schools in 40 states and the District of Columbia.



The number and types of charter schools have grown considerably. While most of Utah's charter schools reside along the Wasatch Front, the state also has a number of charter schools in rural areas. Utah's charter schools vary significantly in their pedagogical approaches and curricula. The element of choice provides parents and families with the option of enrollment in a public school that may have unique focus and characteristics compared to the boundary district school. Charter schools are designed to provide a variety of program emphases to appeal to a variety of audiences. Structured learning environments are featured in some charter schools, but others have learning settings that are purposely designed to be less structured. From schoolwide themes and innovative teaching approaches to longer school hours, charter schools bring new options into public education.



UTAH'S PUBLIC CHARTER SCHOOLS

Student Demographics

2009-2010 CHARTER SCHOOLS	School District	Grades Served	Year Open	Total Enroll	Ethnic Minority	Econ. Disad.	Disad. Minority	Spec. Educ.
Academy for Math, Engineering, & Science	Granite	9-12	2003	477	48.64%	49.48%	32.70%	5.66%
American Leadership Academy	Nebo	K-12	2005	1477	16.18%	29.65%	9.21%	15.17%
American Preparatory Academy (APA)	Canyons	K-9	2003	575	8.00%	10.96%	0.87%	10.43%
APA— The School for New Americans	Granite	K-9	2009	572	59.27%	71.15%	49.48%	2 APA schools combined
Beehive Science & Technology Academy	Granite	7-12	2005	199	16.08%	8.04%	2.01%	11.56%
Canyon Rim Academy	Granite	K-6	2007	526	13.12%	14.45%	3.61%	9.70%
Channing Hall	Canyons	K-8	2006	661	9.08%	14.67%	2.42%	9.68%
City Academy	Salt Lake	7-12	2000	193	20.73%	34.20%	11.92%	17.62%
C.S. Lewis Academy	Nebo	K-6	2007	323	15.17%	43.03%	8.67%	23.84%
DaVinci Academy of Science & the Arts	Ogden	9-12	2004	447	18.57%	37.14%	10.74%	12.75%
Dual Immersion Academy	Salt Lake	K-6	2007	430	82.79%	51.40%	47.67%	6.74%
Early Light Academy	Jordan	K-8	2009	678	10.18%	11.80%	2.36%	10.03%
East Hollywood High School	Granite	9-12	2004	289	25.61%	31.83%	9.69%	17.99%
Edith Bowen Laboratory School	Logan	K-5	2007	300	14.67%	29.33%	4.33%	10.67%
Entheos Academy	Granite	K-8	2006	510	17.06%	39.02%	9.61%	15.69%
Excelsior Academy	Tooele	K-8	2009	645	8.22%	22.95%	2.33%	6.82%
Fast Forward Charter High School	Logan	9-12	2003	214	22.90%	14.49%	2.80%	21.03%
Freedom Academy	Provo	K-8	2003	672	31.85%	45.83%	18.45%	10.42%
Gateway Preparatory Academy	Iron	K-8	2008	545	8.07%	56.33%	4.59%	11.74%

2009-2010 CHARTER SCHOOLS	School District	Grades Served	Year Open	Total Enroll	Ethnic Minority	Econ. Disad.	Disad. Minority	Spec. Educ.
George Washington Academy	Washington	K-8	2006	502	6.77%	26.29%	1.99%	10.36%
Guadalupe Charter School	Salt Lake	K-3	2007	100	94.00%	100.00%	94.00%	12.00%
Hawthorn Academy	Jordan	K-9	2009	701	13.41%	25.39%	5.85%	7.99%
InTech Collegiate High School	Cache	9-12	2006	170	22.94%	33.53%	15.88%	8.82%
Itineris Early College High School	Jordan	11-12	2004	215	21.86%	20.47%	9.30%	0.00%
John Hancock Charter School	Alpine	K-8	2002	181	12.15%	27.07%	6.63%	14.36%
Karl G. Maeser Preparatory Academy	Alpine	9-12	2007	280	12.14%	13.57%	3.21%	0.36%
Lakeview Academy	Alpine	K-9	2006	685	10.80%	29.20%	3.94%	12.41%
Legacy Preparatory Academy	Davis	K-10	2006	753	11.42%	18.33%	4.12%	7.70%
Liberty Academy	Nebo	K-12	2006	576	4.34%	0.35%	0.00%	8.16%
Lincoln Academy	Alpine	K-9	2005	595	7.06%	12.61%	1.85%	15.29%
Merit College Preparatory Academy	Nebo	9-12	2008	285	18.95%	32.63%	7.37%	17.19%
Moab Charter School	Grand	K-7	2004	54	14.81%	55.56%	7.41%	14.81%
Monticello Academy	Granite	K-9	2006	751	21.97%	33.69%	11.85%	7.99%
Mountainville Academy	Alpine	K-8	2006	650	10.00%	11.23%	1.85%	10.15%
Navigator Pointe Academy	Jordan	K-9	2005	500	12.60%	18.20%	4.60%	9.80%
Noah Webster Academy	Alpine	K-6	2006	530	21.13%	27.17%	8.30%	9.25%
North Davis Preparatory Academy	Davis	K-9	2004	968	16.43%	28.82%	6.82%	7.44%
North Star Academy	Jordan	K-9	2005	501	5.19%	9.78%	0.20%	10.78%

2009-2010 CHARTER SCHOOLS	School District	Grades Served	Year Open	Total Enroll	Ethnic Minority	Econ. Disad.	Disad. Minority	Spec. Educ.
Northern Utah Academy for Math & Engineering	Weber	10-12	2004	378	17.20%	17.20%	4.23%	0.79%
Odyssey Charter School	Alpine	K-8	2005	451	11.75%	19.07%	2.22%	6.43%
Ogden Preparatory Academy	Ogden	K-9	2003	630	35.08%	51.59%	24.92%	12.06%
Open Classroom Charter School	Salt Lake	K-8	2007	377	7.16%	24.93%	3.18%	7.69%
Open High School of Utah	Statewide	9	2009	127	4.72%	18.90%	0.79%	4.72%
Oquirrh Mountain Charter School	Davis	K-8	2009	600	7.33%	22.17%	2.83%	11.00%
Paradigm High School	Jordan	9-12	2006	529	7.56%	31.00%	4.73%	8.51%
Pinnacle Canyon Academy	Carbon	K-12	1999	487	18.69%	56.67%	12.73%	27.52%
Providence Hall	Jordan	K-6	2008	703	6.12%	3.13%	0.14%	9.10%
Quest Academy	Weber	K-7	2008	506	11.07%	23.52%	3.16%	14.43%
Renaissance Academy	Alpine	K-8	2006	667	11.69%	16.04%	3.30%	6.60%
Rockwell Charter High School	Alpine	7-12	2008	389	14.14%	33.16%	4.37%	15.94%
Ronald Reagan Academy	Nebo	K-8	2005	677	16.25%	40.03%	12.56%	13.15%
Salt Lake Arts Academy	Salt Lake	5-8	2003	271	15.50%	8.12%	2.58%	8.49%
Salt Lake Center for Science Education	Salt Lake	6-9	2008	221	46.15%	44.34%	28.96%	10.86%
Salt Lake High School for the Performing Arts	Salt Lake	9-12	2006	148	6.76%	16.89%	3.38%	6.08%
Soldier Hollow Charter School	Wasatch	K-8	1999	207	6.28%	57.97%	5.80%	18.84%
Spectrum Academy	Davis	K-8	2006	147	4.76%	49.66%	2.04%	84.35%
SUCCESS Academy	Iron	9-12	2005	346	9.83%	23.70%	4.05%	0.00%

2009-2010 CHARTER SCHOOLS	School District	Grades Served	Year Open	Total Enroll	Ethnic Minority	Econ. Disad.	Disad. Minority	Spec. Educ.
Success School	Granite	7-12	1999	46	60.87%	28.26%	23.91%	2.17%
Summit Academy	Canyons	K-9	2004	1000	3.20%	6.60%	0.40%	8.00%
Syracuse Arts Academy	Davis	K-9	2006	926	8.75%	22.46%	2.59%	7.67%
The Ranches Academy	Alpine	K-6	2004	350	6.57%	16.29%	1.71%	13.43%
Thomas Edison Charter School (T. Edison) - North	Cache	K-8	2002	452	14.60%	27.88%	3.32%	12.39%
Thomas Edison Charter School - South	Cache	K-8	2005	576	14.41%	19.27%	3.82%	2 T. Edison Schools Combined
Timpanogos Academy	Alpine	K-8	2002	483	14.49%	3.93%	0.83%	4.55%
Tuacahn HS For The Performing Arts	Washington	9-12	1999	254	6.69%	0.00%	0.00%	10.24%
Uintah River High School	Uintah	9-12	1999	53	96.23%	73.58%	73.58%	15.09%
Utah County Academy Of Science	Alpine	10-12	2005	358	16.20%	18.99%	5.59%	1.40%
Utah Virtual Academy	Statewide	K-12	2008	1297	7.86%	0.08%	0.00%	9.87%
Venture Academy	Weber	K-9	2008	458	6.33%	32.75%	1.97%	8.30%
Vista at Entrada School of Perf. Arts & Technology	Washington	K-6	2009	683	6.00%	0.44%	0.00%	10.25%
Walden School Of Liberal Arts	Provo	K-12	2004	265	15.85%	60.75%	11.70%	14.72%
Wasatch Peak Academy	Davis	K-6	2005	374	23.53%	18.98%	8.29%	10.43%
Charter Totals / Averages				34,166	15.6%	25.0%	7.3%	10.85%
Statewide District Totals / Averages				529,467	21.0%	35.8%	14.6%	14.4%

Data originated from Fall 2009 Enrollment School Level Extract and December 15, 2009 SCRAM Report.

ACADEMY FOR MATH, ENGINEERING AND SCIENCE (AMES)

www.ames-slc.org
5715 South 1300 East, Salt Lake City, UT 84121
Al Church, Principal

2009-2010 School Statistics:

Opened 2003
477 Students, Grades 9-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

Our mission is to prepare a diverse student body for success in college or other post-secondary education.

EVIDENCE-BASED STUDENT OUTCOMES

AMES is an Early College High School, partnered with the University of Utah, that provides U. of U. classes to AMES students at no tuition cost. For the 2010-11 school year AMES will offer the following U. of U. courses: Academic Writing, Calculus, Chemistry, Statistics, Humanities, Algebra/Trigonometry and Physics for Scientists and Engineers. AMES has open-access required AP classes: AP Human Geography, AP European History and AP U.S. History. AMES also offers elective AP classes in Psychology, Art History and Calculus. AMES adheres to the principles and practices of the Breaking Ranks recommendations in developing a small learning community.

AMES UBSC Test Results for Spring 2009

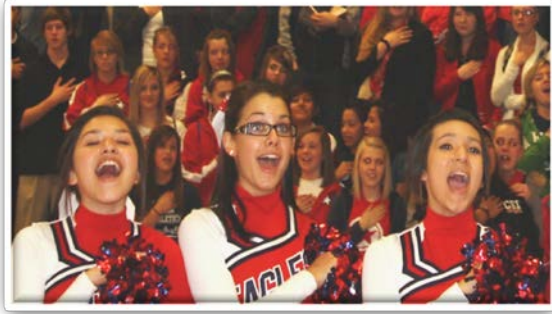
	<u>Math</u>	<u>Reading</u>	<u>Writing</u>
AMES	89%	100%	91%
State	76%	89%	73%

STUDENT INNOVATIONS AND ACHIEVEMENTS

AMES graduated 94 seniors in June, 2010, at Libby Gardner Hall at the U. of U. Over 40 percent of graduates identify themselves as ethnic minority. Seventy-four of 94 graduates will be attending a college or university. Fifty-five of 94 seniors have been awarded scholarships totaling \$1,388,887. Four AMES students have received the Gates Millennium Scholarship (only 1,100 are awarded across the U.S. from 22,500 applicants) since inception. Seniors have been awarded Presidential or Top Scholarships at the University of Utah, Weber State, Westminster College and Utah State University. Seventy-nine seniors took at least one U. of U. Class while at AMES, earning 1,148 credit hours valued at \$489,748. AMES' 2010 senior class had offers from the University of Pennsylvania (Ivy) and Pomona College, with former students having had offers from MIT, Brown, and Vassar.

AMES students submitted 25 projects at the Salt Lake Valley Regional Science Fair. Seventeen projects were recognized with one or more awards. Science Fair students received a total of \$138,000 in scholarships, including \$10K Symantec Scholarship, \$80K Scholarship to Westminster, and 12 scholarships to Westminster worth \$4,000 each. In 2009, four students went on to the International Science Fair, resulting in one Individual Intel ISEF Grand Champion, one Team Intel ISEF Grand Champions, and one Individual Intel ISEF Alternate Grand Champion.

AMERICAN LEADERSHIP ACADEMY



www.americanleadership.net

898 West 1100 South, Spanish Fork, UT 84663
Kenna Marrelli, Director

2009-2010 School Statistics:

Opened 2005

1,477 Students, Grades K-12

Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

The mission of American Leadership Academy (ALA) Charter School is to empower families and support students in grades K-12 to meet and exceed rigorous academic standards, promote life-long learning skills, and to advocate our belief that parental involvement and partnership is critical to student success. ALA is committed to providing all students with a challenging, innovative, and results-oriented education through a quality, unique method of educational reform which emphasizes academic excellence, physical well-being, character development, and accountability and respect for the individual.

EVIDENCE-BASED STUDENT OUTCOMES

In the school year 2009-2010, American Leadership Academy's goal and focus was to increase the reading fluency of each student in the elementary. By using the DIBELS reading assessment, the school was able to identify that the second grade's average gain from September to May was 33.3 correct words per minute. Those students who had speech and language services had lower gains; however, by having a special education staff member in the class, students with specific learning disabilities gained at least 42 CWPM over the school year.

American Leadership Academy has made AYP for four years in a row and is fully accredited by the Northwest Association of Accredited Schools. The 2009-10 graduating class earned six associates' degrees, and 20 percent of the class received scholarships to Utah colleges and universities.

STUDENT INNOVATIONS AND ACHIEVEMENTS

All of the school's innovations and outcomes reflect the fact that students succeed both in and out of the classroom. Seventy percent of ALA's seventh to twelfth grade student body is involved in an extracurricular activity. Students have opportunities to excel in individual areas.

ALA swept the Region Drama Competition, receiving a SUPERIOR rating in every category, and performed Rogers & Hammerstein's *The Sound of Music* during the musical's 50th year for sold out crowds. ALA was named "Best Charter in Utah County," by the Provo *Daily Herald*, is a member of the UHSAA, and competes successfully at a 3A level. The school's reputation and success have generated an increase in student enrollment each year.

AMERICAN PREPARATORY ACADEMY

www.americanprep.org
12892 South Pony Express Road, Draper, UT 84020
Carolyn Sharette, Director

2009-2010 School Statistics:

Opened 2003
575 Students, Grades 9-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

To provide an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

EVIDENCE-BASED STUDENT OUTCOMES

Over the past seven years, American Preparatory Academy—Draper has seen continuous academic improvement. Nearly 95 percent of students received proficient scores on the Language Arts 2010 Criterion-Referenced Test, with 100 percent of students in grades two, seven, and eight reaching proficiency. Additionally, Math CRT proficiency reached 90 percent, and our junior high math students reached 100 percent proficiency in Geometry and Algebra I. The students achieved an average of 80th percentile on the 2009 Iowa complete battery. On the same exam, 50 percent of APA students scored in the top 10 percent nationally in one or more categories.

Individual academic success is driving ongoing efforts for APA's West Valley location. One fourth grade student started school reading eight words per minute (wpm). By December, this same student was reading 48 wpm! Another first grade student with limited English ability increased her reading speed from 17 to 72 wpm in the same four-month period.

STUDENT INNOVATIONS AND ACHIEVEMENTS

American Preparatory Academy (APA) believes that much of its success can be attributed to its research-based education model and its ongoing dedication to meeting the needs of individual students. In order to meet these needs, children receive reading, math, and spelling in individual-achievement-based learning groups. Students are assessed and monitored by teachers and administrators on a weekly basis to ensure that they are reaching mastery in each subject, as well as being pushed to their highest individual level.

When APA—West Valley opened its doors in August 2009, nearly 50 percent of the student body consisted of refugee or migrant students; over 70 percent of students qualified for free or reduced-price lunch. To better serve this underprivileged population, students not reaching mastery in reading and math received an accelerated learning program to more quickly reach grade level. Additionally, 95 percent of all APA parents surveyed stated that they are satisfied or very satisfied with their students' academic achievement. APA has also reached out to improve the overall education of families attending the school by offering ongoing parent English education and life skill courses. APA believes that the 2010-2011 school year will continue to see increased success.

BEEHIVE SCIENCE & TECHNOLOGY ACADEMY



www.beehiveacademy.org
830 East 9400 South, Sandy, UT 84094
Murat Biyik, Principal

2009-2010 School Statistics:

Opened 2005
199 Students, Grades 7-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

Students will achieve academic and personal excellence in a challenging, diverse, and innovative environment.

EVIDENCE-BASED STUDENT OUTCOMES

Beehive met the AYP requirements in 2009-2010. All student scores met or exceeded the state CRT requirements. Students in eighth grade also met and exceeded the national composite percentile in vocabulary, factual understanding, math concepts, math problem solving, data interpretation, math computation, history, economics, government and society, scientific inquiry, and life, earth, space, and physical science. (Source: Iowa testing, 2009-10.)

This is the first year Beehive has offered AP courses. Out of 29 students taking the AP exams, 11 (34 percent) had passing scores (5, 4, or 3) in five different subjects—Biology, Calculus AB, Chemistry, Studio Art, and U.S. History.

STUDENT INNOVATIONS AND ACHIEVEMENTS

At the Salt Lake Valley Science and Engineering Fair, 10 participants received 18 awards/scholarships. The school's math team made it to the state round in the highly regarded MathCounts competition, and ranked seventh place as a team in the state of Utah. One individual student won fifth place. The school's robotics team competed at the Colorado Regional Tournament and won third place as well as the "PTC Design Award" which recognizes design elements of a robot that are both functional and aesthetic, have innovative design aspects, and incorporate industrial design elements. Beehive held the annual MathMatters competition for more than two hundred fifth and sixth graders from a wide variety of school districts in Utah. The school's counseling department organized campus visits to local universities and out-of-state universities, including the University of Nevada, the University of California, and Stanford University.

CANYON RIM ACADEMY

www.canyonrimacademy.org
3205 South 2900 East, Salt Lake City, UT 84109
Merry Fusselman, Principal

2009-2010 School Statistics:

Opened 2007
526 Students, Grades K-6
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Canyon Rim Academy (CRA) is differentiating learning experiences to increase student performance. CRA follows a Response to Intervention (RTI) model by using a diagnostic assessment to identify struggling readers and provide supplemental instruction targeted to increase reading skills. Grade level teams meet weekly to review and discuss achievement data for math and reading, and to plan for continued interventions. Students who were behind in reading or math have participated in research-based intervention and tutoring. Learning experiences are created to meet the learning needs of all students and develop a deep understanding of the knowledge and skills for each content area.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Canyon Rim Academy is one of only five Utah schools selected to participate in a state-financed pilot program aimed at compensating excellence in teaching. Our performance-based plan for the 2011 school year focuses on student achievement, instruction in math, and parental satisfaction, among other goals, and adds a focus on different content areas each year (e.g., writing, science, social studies, reading, etc.).

CRA continues to implement the Core Knowledge Sequence in order to create coherent, cumulative, and content-rich learning experiences for students. We have invested in curriculum mapping software and faculty training in unit design to strengthen our ability to implement Core Knowledge fully in the classroom. Incredible specialty teachers in visual art, Orff music, band, orchestra, technology and physical education align and enrich the Core Knowledge content.

After careful consideration and extensive research over the past year, we have adopted a new math curriculum, EnVision Math (2011) coupled with key Singapore strategies. With the assistance of federal grant money and state Trust Lands funding, we have purchased curriculum materials and will also be able to invest in significant professional development, directed by national Singapore math trainers, to ensure that our teachers have all the tools they need to be successful in teaching math at CRA. We are seeking to hire a math specialist to coach classroom teachers in math instruction and to help supplement instruction based on assessment data. We expect these efforts to help us meet our goal of advancing every student in math and helping students develop lasting enjoyment of math.

CHANNING HALL

www.channinghall.org
13515 South 150 East, Draper, UT 84020
Heather Shepherd, Head of School

2009-2010 School Statistics:

Opened 2006
661 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

The assessment strategies and tools used at Channing Hall are both formative and summative, and strive to gather information regarding student progress in a variety of ways, including rubrics, anecdotal records, checklists, benchmarks, oral projects, and portfolios. Additionally, Channing Hall students show consistent increased progress and proficiency as assessed by state Criterion-Referenced Tests, and by the end of third grade 99 percent of students were on or above grade level based on the Iowa reading assessment. This year, for the third time since the school opened four years ago, 100 percent of middle school geometry students were proficient on CRTs.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Channing Hall is in the final phase of becoming a PYP-authorized IB School. With an emphasis on open-ended questioning, dialogue, and guided inquiry, this approach provides generous opportunities for innovative teaching. Channing Hall's IB Primary Years Program has had its consultation visit and the school looks forward to the authorization visit in the fall of 2010. The IB Middle Years Program will submit its first application this year, followed by a consultation visit next year. Channing Hall continues to implement as many diverse learning opportunities as possible, including field trips that match State Core and IB content, and special classes including art, music, Spanish, fitness, and technology.

As part of the IB instruction, the fifth grade students developed an IB Exhibition. This activity requires fifth grade students to write a unit of study, including goals, assessments, learning experiences, and reflection on their learning. Furthermore, as is the school's tradition, a group of fifth grade students traveled to Washington, DC to learn about American government firsthand. This hands-on experience has become something fifth grade students look forward to, and many of the students begin saving a year in advance to help pay for their trips. In 2010 Channing Hall ended the year with its second Annual Fun Run, where all students K-8 run a minimum distance ranging from one to five kilometers. The school even has several inspired eighth graders who ran to complete the distance of a half-marathon. The school began a building expansion in the summer of 2010, adding four new classrooms, two new breakout rooms and an office/seminar room. Channing Hall will celebrate its fifth anniversary in 2010-11.

CITY ACADEMY

www.cityacademyslc.org

555 East 200 South, Salt Lake City, UT 84102

Sonia Woodbury, Executive Director

2009-2010 School Statistics:

Opened 2000

7-12 Students, Grades 8-12

Authorized by Utah State Board of Education

School Made Adequate Yearly Progress



MISSION:

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

EVIDENCE-BASED STUDENT OUTCOMES

City Academy was recognized as the secondary school in the Salt Lake Valley that made the largest percentage gain in language arts proficiency—from 72 percent (2007) to 88 percent (2009). City Academy students' proficiency in science has also grown over that time period, from 65 percent to 72 percent, well exceeding state averages for the eighth to twelfth grades. For the past three years, the school has been offering pre-advanced along with advanced placement courses for tenth through twelfth graders. It is City Academy's goal to increase the percentage of students prepared for and doing well in pre-A-level classes so that over time the percentage of students prepared for and doing well in A-level classes, and then in college, increases. In the past few years the school has moved from 35 students (27 percent of ninth to twelfth graders) taking 49 pre-A and A-level courses and exams to 51 students (34 percent) taking 71 courses and exams. From City Academy's spring 2010 A-Level exam scores, almost half of our students scored in the top 25 percent internationally.

STUDENT INNOVATIONS AND ACHIEVEMENTS

City Academy is the first high school in Utah to provide the internationally acknowledged Cambridge International Exams program for advanced placement opportunities. Cambridge advanced-level courses and exams are rigorous, interesting, and well recognized as challenging early-college learning opportunities. Just important to the school's mission, the Cambridge program provides rich learning experiences and appropriate examinations in pre-advanced level courses that prepare increasing numbers of City Academy students for A-level college and work.

City Academy is also the first public school in Utah to successfully implement competency-based assessment—not for the purpose of students minimally “testing out” of a class, but rather to provide students, as well as parents, colleges, and employers, with good information about a student's current level of demonstrated knowledge, skills, and abilities in a subject area. University admissions officers welcome students' transcript reports indicating their competency levels.

True to the civic mission of the school, City Academy has created a high school that is a community of learners who respect, support, and engage each other in preparing themselves for their futures. Each student actively becomes a stakeholder in the school, and 100 percent of graduating seniors have fulfilled a service learning internship in the larger community.



C.S. LEWIS ACADEMY

www.cslewisacademy.net
13515 South 150 East, Draper, UT 84020
Jason Finch, Director

2009-2010 School Statistics:

Opened 2007
323 Students, Grades K-8
Authorized by Utah State Board of Education
School Did Not Make Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

C.S. Lewis Academy has seen some remarkable improvements and results over the past three years. One of the most exciting outcomes this year was the CRT results of the school's second grade students. The majority of these students have gotten their entire education through C.S. Lewis Academy, so it was intriguing to see how a group of students educated almost entirely on K12 curriculum and SMARTboard technology would perform on standardized tests. They scored 68 percent proficient in language arts, with 44 percent of those scoring level four. Their math results were even better at 81 percent proficient, with 51 percent scoring at a level four. Several students even achieved 100 percent correct on the raw score reports.

STUDENT INNOVATIONS AND ACHIEVEMENTS

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

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

DAVINCI ACADEMY

www.davinciacademy.org
2033 Grant Avenue, Ogden, UT 84401
Jessie Kidd, Director of Education

2009-2010 School Statistics:

Opened 2004
447 Students, Grades 7-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

Uniquely dedicated to developing innovators in the Arts and Sciences.

EVIDENCE-BASED STUDENT OUTCOMES

At a school level, DaVinci Academy has continued to meet AYP and to make progress on students' scores in math, science, and English. Each year has brought increased graduation rates and overall student attendance. DaVinci has been very successful in helping our economically disadvantaged students achieve proficiency in math and English. In fact, 91 percent of these students achieved proficiency in English, and 57 percent achieved proficiency in Math. This is almost 20 percent higher than the state average.

STUDENT INNOVATIONS AND ACHIEVEMENTS

DaVinci has developed an organizational model that allows for effective student monitoring. Students do not get lost in the shuffle, but rather are actively monitored at the classroom level, grade level, and school level. This innovative structure improves parent-teacher communication and involves parents at the first sign of trouble. Students who need help are given targeted tutorials in the specific areas in which they are deficient. These times have been built into the school day and do not pull students from any academic classes.

DaVinci students have placed in the First Robotics Competition, English Quest, Utah High School Shakespearean Festival, and Utah Music Ensemble competitions. They have been recognized nationally for achievements in the arts and the sciences, and received a national recognition for journalism. The school continues to participate in other competitions, such as music, science fairs, science Olympiad, math, and MESA. In addition to the high achievements in academics, DaVinci students have participated in over 40 different service projects in the community, such as volunteering at the Festival of the Trees, a homeless shelter, and the Humane Society.

EARLY LIGHT ACADEMY



www.earlylightacademy.org
11709 South Vadiana Drive, South Jordan, UT 84095
Wade Glathar, Director

2009-2010 School Statistics:

Opened 209
678 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

ELA believes in developing students who will be able to negotiate their diverse and global setting through inter-disciplinary content integration and cultural understanding. ELA students are monitored in language arts, math, and science three times per year. Students are given extra math enrichment instruction above and beyond the regular math instruction to either help fill in gaps in learning or expand their understanding of concepts taught. Computer-based, adaptive SCANTRON assessments track progress in math and science against mastery of Utah State Core Standards. The Fountas & Pinnell Benchmark system tracks progress in reading and language arts. Teachers use engaging, hands-on, web-based curricula from K12 and other sources. SMARTboards are used for instruction in each classroom. Early Light Academy focuses on integrating history across all content areas. The school's approach is a world history approach, focusing on many cultures, perspectives, and backgrounds.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Early Light Academy students received honors in 2009-2010 on the Utah State Math Contest, Utah State Geography Bee, South Jordan Fire Prevention Art Contest, and Utah State Poetry Contest.

EAST HOLLYWOOD HIGH SCHOOL

www.easthollywood.org
2185 South 3600 West, West Valley City, UT 84119
Eric Lindsey, Director

2009-2010 School Statistics:

Opened 2004
289 Students, Grades 9-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

The mission of East Hollywood High School (EHHS) is to (1) provide authentic film production training to students with a passion for film in preparation for a career in film production, (2) provide a solid liberal arts education to students in preparation for college entry, and (3) assist in the character education and development of each student.

EVIDENCE-BASED STUDENT OUTCOMES

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

STUDENT INNOVATIONS AND ACHIEVEMENTS

Each year, a number of EHHS students participate in filmmaking-related internships (some of which have later been parleyed into full- or part-time employment of the interns). Additionally, films produced by EHHS students won eight film festival awards in the 2008-09 school year and have placed in the top three in numerous film festivals across the western United States over the last five years. Over the last two school years, EHHS has produced two feature-length films, both of which are being entered in the 2011 Sundance Film Festival. These films are adaptations of William Shakespeare's plays *Macbeth* and *Much Ado About Nothing*. The school will continue to produce one or two feature-length films each year. East Hollywood High has hosted multiple filmmaking and other guest speakers and production companies, allowing students opportunities to network with and gain insight from film professionals not directly tied to EHHS.

EDITH BOWEN LABORATORY SCHOOL



www.edithbowen.usu.edu

6700 Old Main Hill, Logan, UT 84322

Mark Petersen, Director

2009-2010 School Statistics:

Opened 2007

300 Students, Grades K-5

Authorized by Logan City School District

School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Edith Bowen Laboratory School's location on the campus of Utah State University provides a unique opportunity for teachers to use the vast resources of the university to extend the walls of the school and the classroom.

- Students were able to attend many USU theater arts and music productions, broadening the students' learning and appreciation of the arts. The school's Honor Choir was asked to perform at the USU graduation ceremonies.
- The staff of the *Little Blue News*, the school newspaper, visited the offices of the *Utah Statesman* and worked with the staff honing their journalism skills.
- The fourth grade classes used their science skills as they worked with the USU Natural Resources students on a research project on brine shrimp in the Great Salt Lake.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Edith Bowen Lab School follows the constructivist philosophy of learning. The faculty and staff have always found creative ways to incorporate real-life learning into the core. One such learning module was created during the Vancouver Winter Olympics. During these two weeks, students were taught all aspects of the core using the Olympics as a theme. Geography was learned as they made flags and uniforms from various countries. Math was incorporated as they constructed ski jump models. Dance, music and art skills were enhanced as students choreographed ice skating routines and planned the Opening and Closing Ceremonies. All these skills, along with team building, cooperation and sportsmanship, created a learning experience that students will never forget.

ENTHEOS ACADEMY

www.entheosacademy.org
4710 West 6200 South, Kearns, UT 84118
Eric D. Robins, Director

2009-2010 School Statistics:

Opened 2006
510 Students, Grades K-9
Authorized by Utah State Board of Education
School Did Not Make Adequate Yearly Progress



MISSION

The mission of Entheos is to INSPIRE the rising generation to reach the heights of their potential, IGNITE their curiosity to venture into new and challenging experiences and EMPOWER them to become leaders through service, who are committed to family and community. Then they can ACHIEVE their goals and dreams!

EVIDENCE-BASED STUDENT OUTCOMES

For 2009-10, the eighth grade class's fall learning expedition, "Utah's Changing Face," is a wonderful example of Expeditionary Learning's evidence-based outcomes. The students took a camping trip to Dinosaur National Monument, where they compared rocks and minerals and learned about the changes they undergo over long periods of time through geology fieldwork. In the process, one student found a broad leaf fossil in the Mowry shale formation, a fossil type that Dan Chure, Park Paleontologist, said had never been found at this location. The fossil is currently being examined by experts with the U.S. Park Service, and images are being sent to the paleontology research labs at BYU, the University of Utah, and the University of Colorado, Boulder.

Individual sixth grade students planned a self-chosen 100-hour service project. The projects included raising funds for various community hospitals and organizations, making items for children's hospitals, and performing other kinds of community service. In conjunction with the final session of Discovery service and compassion, the fifth grade students raised money by completing extra chores for family and community members. The money was donated to Ching Farm, an animal rescue farm. Students also volunteered at the food bank and community garden.

STUDENT INNOVATIONS AND ACHIEVEMENTS

The name Entheos is derived from a Greek word that means "to be inspired from within." As an Expeditionary Learning school, Entheos strives to engage students in high learning expeditions that not only teach the students, but deeply involve them in the experience of learning. As a result, students become inspired from within.

During the 2009-10 school year, the students of Entheos were involved and inspired through many experiences. During a world geography expedition that discussed food shortage and world hunger, the ninth grade students organized a food drive in conjunction with a "30-hour famine" that raised over 5400 lbs. of food for the Kearns Food Bank. The first grade planted a large community garden as part of its science learning. The vegetables from the garden will be used by the community and the school.

EXCELSIOR ACADEMY

www.excelsior-academy.org
124 East Erda Way, Erda, UT 84074
Debra Lloyd, Director



2009-2010 School Statistics:

Opened 645
645 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

The mission of Excelsior Academy is to educate scholars with a broad classical foundation of knowledge, assisting them with opportunities to learn at their challenge level, in an intentionally inviting environment to help scholars acquire a life-long love of learning.

EVIDENCE-BASED STUDENT OUTCOMES

The school is currently in its first operating year.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Excelsior Academy presents a broad, classical education by basing its teachings around the Core Knowledge Sequence. In each grade scholars are exposed to a broad range of historical, scientific, and cultural topics that build on one another to prepare them for later educational success. The scope of knowledge comprises what a culturally literate individual should know at each grade level. The Core Knowledge Sequence has been aligned with the Utah State Core and meets or exceeds all of the standards put forth by the Utah State Office of Education.

Excelsior Academy uses ability grouping in mathematics, reading and spelling. This enables scholars to be taught at their challenge level.

Excelsior Academy develops a life-long love of learning through its unique Club Time. Scholars choose from a selection of options throughout each term. Club Time takes place twice a week.

Excelsior Academy Students won 17 awards at the Salt Lake Valley Science and Engineering Fair. The school band participated in and won awards at the State Music Festival.

FAST FORWARD HIGH SCHOOL

www.ffchs.org

875 West 1400 North, Logan, UT 84321

Stephanie B. Sorenson, Principal

2009-2010 School Statistics:

Opened 2003

203 Students, Grades 9-12

Authorized by Logan City School District

School Did Not Make Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

In order to effectively meet the needs of its diverse student body and to meet the challenges posed by their various risk factors, FFCHS provides a three-tiered learning program that can be manipulated to benefit the individual student in the most appropriate way. First, the school offers students the opportunity to work in a traditional classroom setting where highly qualified and licensed instructors guide classroom discussions and provide appropriate coursework. Second, the school offers students the opportunity to earn credit using a computer-based, directed studies program allowing students to earn credit in core classes. The third learning tier at FFCHS is a concurrent enrollment program that allows students the opportunity to earn both high school and college credits as they receive instruction via satellite through Utah State University's distance education program. Fast Forward's three-tiered learning program allows administration, counselors, and teachers to work together with each individual student to design and implement the most effective plan for the student's educational success based on his/her needs, experience, and educational goals.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Over the past year, Fast Forward's Hispanic population has grown to approximately 20 percent of the total student population. To address the needs of these students, the school has looked at the reasons behind their lack of previous success.

Fast Forward selected a group of 10 Latina female students in grades 9-11 who did not qualify for ELL services. These students met together twice weekly in order to focus on personal goal setting, academic schoolwork, and other activities. Although only eight of the 10 students originally involved in the group finished, each of these eight girls showed marked improvement in both attendance and academic achievement. The average GPA of each group member went up by 1.33 on a 4.0 scale. Their percentage of class periods missed went from 22.9 to 9.02 percent. With continued implementation of this type of project, the school feels that it can continue to promote academic success within the Hispanic population at FFCHS.



FREEDOM ACADEMY

www.pfa.cc
1190 West 900 North, Provo, UT 84604
Lynne L. Herring, Director

2009-2010 School Statistics:

Opened 2003
672 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Students at Freedom Academy continue to score well above district and state levels in language arts (90 percent), math (79 percent) and science (82 percent) according to the spring CRTs. The fifth graders outpaced the previous year's Direct Writing scores overall by 10 percent.

The Accelerated Reader program used in the school's K-8 classes is a framework for students to expand their comprehension and fluency. Scores at the end of the year exceeded the previous year's across every grade. Students were awarded free books twice last year if they had moved two levels higher than previously tested.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Freedom Academy was named the 2010 Utah K-8 Charter School of the Year by the Utah Association of Public Charter Schools (UAPCS) at their annual state conference in June. Some of the events that led the school to this achievement included receiving recognition from the Eunice Kennedy Shriver Foundation for innovation in character education, achieving AYP, winning at the district science fair and in the Freedom Festival essay contest, creating and executing community and global service projects (in Utah, Mexico, Afghanistan and Peru), forming a grant writing consortium with four other charter schools that has been highly successful in its first year, winning at the BYU Language Fair in Spanish and French, achieving excellence in the charter sports league, competing in the regional spelling bee, testifying at the state capitol to the Budget Subcommittee concerning cuts in education, receiving state recognition as a highly achieving Title I school, being ranked #2 charter school in the Provo *Daily Herald* community survey, receiving 97 percent parental support for a state-approved 9-12 school expansion, and conducting student trips to Peru and Washington, DC.

Dedication to excellence in every area of education is the yearly goal of everyone associated with Freedom Academy. The future is bright, and students are preparing to meet it with a solid foundation and creative solutions.

GATEWAY PREPARATORY ACADEMY

www.gpacharter.org
201 East Thoroughbred Way, Enoch, UT 84721
Robyn N. Lee, Director

2009-2010 School Statistics:

Opened 2008
545 Students, Grades K-8
Authorized by Utah State Board of Education
School Did Not Make Adequate Yearly Progress



MISSION

The school's mission is to provide children with a competency-based education founded on the principles of Maria Montessori, and also, to provide individual attention and second language acquisition in a safe, respectful, disciplined, and supportive environment.

EVIDENCE-BASED STUDENT OUTCOMES

Mission-specific benefits to students: Self-discipline for students, second language skills (Spanish language acquisition), self-motivated students, and Festival presentation of work (performance-based).

Relative Performance Goals: Higher test scores—Gateway will perform 25 percent higher than other schools in Iron County in all academic areas based on end-of-year Criterion-Referenced Tests and have an environment conducive to learning that is equal to or better than other county schools.

Individual Gain: Academic achievement—Objective level of one academic year's growth by all students in math and reading, and individual goals and tracking; all students will complete all individual goals in all academic areas.

Absolute Performance Goals: School-wide averages will be at the 75 percentile in all areas on Fall and Spring ITBS, and school-wide averages will be at the 85 percentile in all areas on end-of-year CRT tests.

STUDENT INNOVATIONS AND ACHIEVEMENTS

In the school's continued pursuit of training and implementation of Montessori education, 85 percent of the teaching staff has completed over 450 hours of Montessori training. The goal is full-staff Montessori certification by 2012.

Gateway has achieved improved RTI identification of student needs and support in reading and math. The school has developed a three-tiered identification and assessment program, as well as interventions in reading and math, including Title I pull-out, in-class instruction, and after-school programs. The goal is 100 percent reading at grade level and competency in basic math skills.

The school also has a strong supplemental elective program, and has developed a program featuring Spanish language, art, music, drama, and physical education for all students. Students in upper grades have opportunities to excel in all areas. The school's band and orchestra won recognition at the Anaheim Music Festival. The drama club and choir combined for a successful presentation of *The Musical Pirates*.

GEORGE WASHINGTON ACADEMY

www.gwacademy.org
2277 South 3000 East
Donald Fawson, Director



2009-2010 School Statistics:

Opened 2006
502 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

The mission of George Washington Academy (GWA) is to partner with parents and students in building a strong foundation for success. Our rigorous core curriculum and emphasis on character, self-discipline, and personal development prepare students for academic achievement and for life.

EVIDENCE-BASED STUDENT OUTCOMES

Each year, GWA has continually improved and scored above the state level in math and language arts. The school did not have any disciplinary actions greater than a three-day suspension; the students' behavior and academic success are top notch. GWA's Special Education Department also completed its site visit and is in compliance in all areas according to the UPIPS process. It was stated by the team of visitors that GWA is one of the best schools they have seen. Below are the school's CRT scores from 2009.

Grade	Language Arts		Math		Science	
	<u>GWA</u>	<u>State</u>	<u>GWA</u>	<u>State</u>	<u>GWA</u>	<u>State</u>
2 nd	95%	79%	97%	78%		
3 rd	80%	80%	74%	70%		
4 th	90%	79%	97%	73%	68%	62%
5 th	81%	77%	98%	73%	81%	71%
6 th	92%	81%	94%	68%	86%	72%
7 th	85%	83%	88%	67%	68%	70%
8 th	97%	83%	93%	66%	86%	68%

STUDENT INNOVATIONS AND ACHIEVEMENTS

GWA prides itself on success stories. Despite being in only its fourth year of operation, the school has had huge success. Its students soared in 2009-10 in state test scores, according to raw scores. GWA has had a student attend the state finals in the Geography Bee each year, several students have qualified at the state level for the Hershey Track Meet, and the school's Science Fair had over 200 participants from kindergarten through eighth grade.

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

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

GUADALUPE CHARTER SCHOOL

www.guadalupe-schools.org
340 South Goshen Street, Salt Lake City, UT 84104
Vicki Mori, Director

2009-2010 School Statistics:

Opened 2007
100 Students, Grades K-3
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

In reading, based on the Developmental Reading Assessment, students ranged in growth from two months to as much as two years. Both first and second grade classes averaged one year and four months' growth in reading, and the third grade averaged one year's growth. This is impressive growth in a nine-month period of time. Kindergarteners accomplished eight months' growth in the same nine-month period of time.

Language plays a large role in a student's ability to understand what he/she is reading and hearing in the classroom. Of the 65 percent of our student body, 33 percent moved up one or more levels in their English fluency based on the UALPA assessment.

Other highlights:

- Students ended the year with 65 percent attendance.
- All but three students are returning next school year.
- In the third grade, 80 percent of the students are proficient on the Language Arts CRT; this is an increase from 47 percent of those students being proficient in the second grade.

STUDENT INNOVATIONS AND ACHIEVEMENTS

In the 2009-2010 school year, all teachers made at least one home visit to each student in their class. This has helped teachers to become more knowledgeable of the assets the students' families have and how they can help with their children's education.

Guadalupe offered 13 extracurricular experiences that added to the students' school experience. These included such activities as the five-week Rhythm Bus series, snowshoeing, the "100 percent attendance for the first 100 days of school" celebration, Governor Herbert's kickoff of Teach Children to Save Day, the Earth Day Celebration at Red Butte Garden, and tennis on most Fridays throughout the school year.

The school successfully implemented a Community Learning Center, which has added to the enrichment of the lives and education of its students.

HAWTHORN ACADEMY

www.hawthornacademy.org
9062 South 2200 West, West Jordan, UT 84088
Dr. Deborah L. Swensen, Principal

2009-2010 School Statistics:

Opened 2009
701 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Hawthorn Academy students achieved the following proficiency scores on the CRTs:

Grade	Language Arts	Math	Science
2 nd	83%	80%	
3 rd	84%	87%	
4 th	77%	75%	77%
5 th	77%	85%	84%
6 th	80%	80%	79%
7 th	84%	61%	65%
8 th	91%	Pre-Algebra – 46% Algebra – 84% Geometry – 50%	75%

STUDENT INNOVATIONS AND ACHIEVEMENTS

Hawthorn Academy is on its way to becoming an authorized IB school. Seventy-five percent of the elementary and secondary teachers have been trained in the IB Primary Years Program and Middle School Years Program respectively. Hawthorn's dedicated teachers successfully opened the school and incorporated the IB profile and attitudes into the teaching of the Core Curriculum. Many students started at the school below grade level, and all made at least one year's progress or more in comprehension, fluency and accuracy. This is due to the teachers' exceptional work, a strong Tier 2 literacy and STAR Tutoring program, and parental support.

Hawthorn Academy provided many opportunities for parental involvement. Parents participated in tutoring in the classroom, the STAR Tutoring program, classroom parties, the school's first Fun Run, Wellness Fair, and book fairs.

Next year, Hawthorn Academy will expand to include the ninth grade.

INTECH COLLEGIATE HIGH SCHOOL

www.intechchs.org
1787 North Research Parkway, North Logan, UT 84341
Jason Stanger, Executive Director

2009-2010 School Statistics:

Opened 2006
170 Students, Grades 9-12
Authorized by Cache County School District
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

InTech Collegiate High School had 22 graduates in 2010. These graduates had an average ACT score above 25 and earned well over \$350,000 in college scholarships. Students at InTech Collegiate High School also did well on state standardized tests, with the following aggregate pass rates by content area:

Language Arts CRTs – 91%

Mathematics CRTs – 82%

Science CRTs – 83%

Reading UBSCT – 97%

Writing UBSCT – 92%

Math UBSCT – 90%

STUDENT INNOVATIONS AND ACHIEVEMENTS

InTech Collegiate has several innovative programs that help it to meet its mission. First is a unique partnership with Utah State University. This partnership not only allows qualified students to take enroll at USU part-time while still in high school (with a 40-50 percent scholarship), but also allows many students the opportunity to participate in research internships at USU.

ICHS also promotes robust, authentic, hands-on learning with projects tied to its curriculum, including:

- The ICHS-sponsored FIRST Robotics team (which won the Creativity Prize at the 2010 Salt Lake Regional).
- The ICHS-sponsored 3 TARC Rocketry teams.
- Participation in the Toshiba Science Fair, with six projects placing in the top 10 percent nationally.
- Participation in the Ritchey Science Fair, with five projects placing in the top three within their categories.

In addition, ICHS was named the State Champion in Mathematics for both the ninth and tenth grade divisions.

ITINERIS EARLY COLLEGE HIGH SCHOOL



www.iechs.org

9301 South Wights Fort Road, West Jordan, UT 84088

Stephen Jolley, Principal

2009-2010 School Statistics:

Opened 2004

215 Students, Grades 11-12

Authorized by Jordan School District
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

- Itineris achieved an ACT 2009-10 composite score of 23.6, compared to the state average of 21.8 and a national average of 21.0. All students tested as juniors and seniors at school expense.
- Forty-six percent of seniors tested "College Ready" in all areas of the ACT, compared to a state average of 26 percent and a national average of 24 percent.
- The school had a 100 percent UBSCT pass rate on all tests for 2007, 2008, 2009, and 2010.
- The school had a 100 percent proficiency rate on the eleventh grade LA CRT for 2008-09 and 2009-10.
- Itineris' pass rate on the AP U.S. History test was 80 percent for 2008-09 and 76 percent for 2009-10.
- The school's graduation rate was 96 percent for 2008, 98 percent for 2009, and 99 percent for 2010.

STUDENT INNOVATIONS AND ACHIEVEMENTS

- Student Advisory "Connect Time": Cohort groups of students (14-18) meet for one hundred minutes a week with one specific faculty member for the entire time students are attending Itineris. The direct impact of this course is that classroom instruction is never interrupted or compromised for management issues. Students have one teacher who is their advocate in helping navigate the ups and downs of high school life and the transition to college life successfully.
- Math Tutorials: Small group tutorials of fifteen or fewer students meet with level four math faculty members for one hour a week in addition to their assigned math course to help solidify understanding without worrying about their letter grade. The direct results are a 100 percent pass rate on UBSCT math test for the past four years.
- Sixty-five of the 86 graduates earned their AS degree from Salt Lake Community College, with 22 percent graduating on the Dean's List (3.50 GPA) and 21 percent graduating on the President's List (3.75 GPA).
- Forty-one of the 65 students earning their AS degrees qualified for the New Century Scholarship with a 3.0 GPA, combining both high school and college grades.
- Graduating seniors earned over \$1,300,000.00 in scholarships.
- Thirty-seven percent of graduating seniors are the first in their family to attend college.
- Average college credits earned by graduating seniors was 49, saving approximately \$7,350.00 per household.

JOHN HANCOCK CHARTER SCHOOL

www.johnhancockcs.org
125 North 100 East, Pleasant Grove, UT 84062
Julie Adamic, Director

2009-2010 School Statistics:

Opened 2002
181 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

In partnership with parents and the community, it is the mission of John Hancock Charter School to provide a continuously challenging curriculum in a safe and nurturing 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.

EVIDENCE-BASED STUDENT OUTCOMES

CRT Test status breakdown for 2009, percentage of students proficient:

Language Arts:

Second Grade: 100%
Third Grade: 80%
Fourth Grade: 71%
Fifth Grade: 95%
Sixth Grade: 95%
Seventh Grade: 100%
Eighth Grade: 84%

Mathematics:

Second Grade: 100%
Third Grade: 75%
Fourth Grade: 90%
Fifth Grade: 100%
Sixth Grade: 80%
Seventh Grade: 95%
Algebra: 100%

STUDENT INNOVATIONS AND ACHIEVEMENTS

John Hancock Charter School is an Official Visitation Core Knowledge School. The school has fully aligned the Core Knowledge curriculum with the Utah State Core Curriculum and is committed to implementing Core Knowledge. In addition to Core Knowledge, John Hancock also implements the following innovative elements and programs: summer home visits, bi-monthly communication with all parents about their students' progress, small school size and classroom sizes of 20 students, Math Lab, progress monitoring, peer tutoring, before- and after-school tutoring, early morning advance math classes, string instruction for every student, student council, a character education program, a social leadership program, a 1:3 computer-to-student ratio, and a high degree of parental involvement.

KARL G. MAESER PREPARATORY ACADEMY



www.maeserprep.org
531 North State Street Lindon, UT 84042
Justin L. Kennington, Headmaster

2009-2010 School Statistics:

Opened 2007
280 Students, Grades 9-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

KGMPA's mission is to provide a rigorous, classical, college preparatory education through the use of the Great Books curriculum and the Socratic method of instruction, and to help students in grades nine through twelve acquire and refine communication and critical skills; think clearly, carefully and logically; explore the literary, cultural, and scientific foundations of today's global civilization; and prepare for university admission.

EVIDENCE-BASED STUDENT OUTCOMES

KGMPA's curriculum is a rigorous college prep curriculum, and graduation requirements align themselves with the requirements for the Regents' Scholarship. The school's standardized test scores demonstrate that its curriculum and faculty, while focusing on preparing students for college study, do not sacrifice time and effective preparation for state-mandated benchmarks. In this the school's third year, the average ACT score of graduating seniors was 25.1 and its 35 graduates received over \$750,000 in scholarship monies to prestigious schools all over the United States. AP pass rates, concurrent enrollment percentages, and student performance on EXPLORE, PLAN, and PSAT exams all point to high expectations and achievement. Maeser boasted two National Merit Scholars this year. Students and families are being attracted to the school for its high expectations, its culture of excellence, and the success of its college-bound students.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Perhaps the most exciting school news this year is the *Newsweek* annual ranking of top schools in the country and each state. KGMPA ranked not only #1 in the state of Utah, but also as one of the best high schools in the country, coming in at #225. The distinction is particularly meaningful as the school is only three years old and will continue to add programs and expertise to its college-preparatory curriculum and innovative pedagogy. Though not exhaustive, the following list is representative of student successes students at KGMPA:

Number one math student in the Utah State Math Contest, 2A Utah State Debate Champions, eight Scholastic Writing Regional Gold Keys, four Scholastic Writing National Gold Medals, Academic All-State in volleyball, All-State in basketball, three regional and National Science Fair winners, First Place Sweepstakes—Utah Shakespearean Festival, and Straight Superiors Orchestra and Solo Ensemble.

With successful performance in so many aspects of education, this school's students are demonstrating the benefits of a stellar liberal arts education.

LAKEVIEW ACADEMY

www.lakeview-academy.com
527 West 400 North, Saratoga Springs, UT 84045
Harold Stone, Elementary Director
Penny Ralphs, Middle School Director

2009-2010 School Statistics:

Opened 2006
685 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

Our mission is to develop confident, capable, and contributing members of society through learning experiences that foster growth, creativity and character development in a friendly environment.

EVIDENCE-BASED STUDENT OUTCOMES

Lakeview Academy is an Arts, Science and Technology school. Differentiated instruction is the key component to the school's philosophy of education, coupled with an expeditionary learning model. Grade-level teachers collaborate weekly Wednesday afternoons until 5:00 p.m. Math and language arts grade levels split into ability groups to better serve individual needs. Fifty percent of Lakeview Academy's students are a grade level above their age in math. Lakeview's seventh grade algebra math team won first place on the state math contest exam.

Lakeview does school-wide math and language arts benchmark testing three times annually. In math, this year students increased from 52 percent to 85 percent proficiency by year's end. Language arts DIBELS testing scores increased from 67 percent to 75 percent proficiency. Regarding CRT scores, the following grades/classes scored above the state average: Math—second and fifth grades, algebra and geometry. Language Arts—second, fifth, sixth, and seventh grades. Science—fifth, eighth, and ninth grades. Sixty-eight percent of Middle School students achieved a grade point average of 3.5-4.0.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Recognizing student achievement and an increased number of after-school programs were the primary innovations at Lakeview Academy. Students were recognized for academic performance with quarterly director's luncheons, end-of-quarter field trips, awards assemblies, and donated business coupons. An end-of-year athletic banquet, multiple talent shows, and kindergarten and ninth grade graduations also celebrated students' accomplishments. Parents are a key role in the success of these added programs. Over 6,600 service hours were donated by 173 families.

Over 400 students developed their interests and talents by participating in Lakeview's expanded after-school programming. Middle school teachers each offered a club for one quarter, once a week (cooking, art, geography, math, fashion design, robotics, ski, student leadership). The school started school band for grades four through nine after school as well. Spanish club, Musical Express, and the spring drama production were all extracurricular offerings to our elementary students. Families have very favorably responded to all of Lakeview Academy's innovations.

LEGACY PREPARATORY ACADEMY



www.legacyprep.org

1375 West Center Street, North Salt Lake, UT
84054

Elizabeth Hatch, Elementary School Director
Dr. Dennis Bruno, Secondary School Director

2009-2010 School Statistics:

Opened 2006

753 Students, Grades K-10

Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

Legacy Preparatory Academy builds the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life. Our mission is to: (1) Provide a classically-based curriculum that is thorough and challenging, (2) Integrate fine arts to enhance learning, (3) Teach the value of public virtue to promote respect, and (4) Engage parents as real partners to share in enriching student education.

EVIDENCE-BASED STUDENT OUTCOMES

AYP reports show LPA students in grades three through eight achieved 91 percent proficiency in language arts (seven percent higher than the state average) and 85 percent in mathematics (nine percent higher than the state average). Students in grades nine and ten achieved 100 percent proficiency in language arts.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Legacy Preparatory Academy's focus on classical education and fine arts is exemplified by innovative programs and projects. In the elementary grades, first graders compose and perform their own operas, second graders participate in a reenactment of Ellis Island immigration, and fourth graders participate in a medieval festival showcasing the induction of knighthood and medieval traditions.

Students in the secondary grades participate in an annual Roman Feast, where they get a hands-on experience in ancient Roman culture. Secondary students with straight A's receive the personal use of a Netbook computer for the following term, providing motivation to excel academically.

All students in both elementary and secondary grades are assessed and placed in math and language arts/English classes according to their achievement levels to ensure they are properly challenged. In the elementary grades, students are placed in leveled learning with no more than ten students per group. LPA has both a certified teacher and a qualified paraprofessional instructor in each elementary classroom. All teachers are trained in the classical education trivium and direct instruction, allowing greater focus on student progress and mastery. This year, LPA proudly opened its secondary campus for grades six through ten in Woods Cross. The addition of eleventh grade will occur in 2010, and twelfth grade in 2011. At the secondary level, two years of Latin are required for all students, thus enabling them to increase their understanding and use of vocabulary. Students are involved in multiple service projects throughout the year, which included Sub for Santa, a food drive, and raising funds to send musical instruments to children in war-torn countries. Legacy believes that the fusion of intellect and character will enable students to become productive, conscientious citizens, now and in the future.

LIBERTY ACADEMY

www.libertyacademy.org
1195 South Elkridge Road, Salem, UT 84653
Rick Clark, Director

2009-2010 School Statistics:

Opened 2006
576 Students, Grades K-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

- Strive for excellence (exceeding realistic expectations with the resources we have; the fact of being better or greater; exceptionally high quality) in everything we do!
- Distinguish ourselves by advanced and effective curriculum using proven teaching methods to develop skills for lifelong learning, communicating, and thinking.
- Students participate in sports and activities to teach teamwork, physical development, health, dedication, discipline, sportsmanship and to provide a fun activity for players and spectators.
- Yearn to foster in students the desire, ability and sense of responsibility for developing expertise in some field of service in order to give back to their families, communities and nation in a manner consistent with the traditions of our founding fathers.
- The integrity (the uncompromising adherence to a strict moral or ethical code) of our teachers and administration provides an exemplary model for our students.
- Our culture is fun, kind, and respectful of teachers and students.
- We attract, retain, and motivate great staff and students.

EVIDENCE-BASED STUDENT OUTCOMES

Through the creation of a “hands-on” reading program, reading scores using the STAR Reader Program and AR Program increased. Students were leveled throughout grades K-5. By having the program run at the same time throughout the elementary, each teacher was able to concentrate on a leveled group. Using this method, some students increased their ability by two reading levels. Through the use of different hands-on methods of introducing sounds and words, students were able to learn in fun and engaging ways and teachers were able to reach students who might have struggled with traditional methods.

STUDENT INNOVATIONS AND ACHIEVEMENTS

The students of Liberty Academy take great pride in their surroundings. From creating a Colonial Village down the halls, complete with shops and reenactments, to beautifying school grounds, Liberty students dedicate themselves to service and hard work. In May, the school’s seventh to ninth graders went back in time to the early years of our nation’s history. Students in costume served meals, danced authentic dances, reenacted the signing of the Constitution, and heard from senatorial candidate Mike Lee. The entire community was invited to enjoy this end-of-year project, with several people not affiliated with the school traveling over two hours to see the students’ work.

America’s history is incorporated whenever possible into the school’s activities. Liberty Academy’s secondary students learned about the American judicial system by studying and becoming the U.S. Supreme Court.

LINCOLN ACADEMY

www.lincoln-academy.org
1582 West 3300 North, Pleasant Grove, UT 84062
Jake Hunt, Principal

2009-2010 School Statistics:

Opened 2005
595 Students, Grades K-9
Authorized by Utah State Board of Education
School Did Not Make Adequate Yearly Progress



MISSION

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

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

EVIDENCE-BASED STUDENT OUTCOMES

Lincoln Academy has implemented an iExcel program in the junior high. Students have the opportunity three times a week to participate in fun activities if they are getting a C or higher in all their classes. If they are not getting a C or higher, they have the responsibility to report to the classes in which they are getting lower than a C for remedial help and individual instruction. When this program first started, only 25 percent of students were receiving an iExcel pass. Toward the end, over 50 percent of students were receiving iExcel passes.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Lincoln Academy's journalism program has been very successful. Last year the students won two best of show awards for their age division at national conferences. Individual students were recognized for their articles, layout, and publication. Lincoln Academy uses the NWEA adaptive testing to monitor the progress of students. This testing provides immediate results on student progress and the next steps to take to help individual students succeed. It also tracks the progress of students at the school every year.

MERIT COLLEGE PREPARATORY ACADEMY

www.meritacademy.org
1440 West Center, Springville, UT 84663
Dr. Donny Helvey, Director

2009-2010 School Statistics:

Opened 2008
285 Students, Grades 9-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE BASED STUDENT OUTCOMES

Students at Merit Academy who received IEP services during the 2009-1010 academic year joined in a wide range of extracurricular activities alongside their typical peers. Participation included student council, student government, plays and musical theater, stage crew, choir, dance team, band, yearbook, the school's varsity basketball team (which required a minimum GPA of 3.0) and attendance at numerous after-school dances and activities.

Graduation rates for students with IEPs are only 17 percent lower than their typical peers at Merit, even though a number of students are continuing to attend school past their eighteenth birthday.

One sophomore with an IEP was recognized by the city of Springville for his outstanding service to the school and the community with a Citizen of the Year award.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Merit Academy has been steadily increasing its academic achievement and community involvement. In addition to participating regularly in service projects, Merit has created an important alliance with the Centro Hispano and has adopted the Latinos in Action program.

Merit has participated in the national Poetry Out Loud Competition, as well as other national contests; is increasing its number of AP and honors classes; and has a unique, college-like approach to the learning environment, catering to the diverse needs of its students. Merit has excelled in the English portion of the CRTs year after year, and is proud to announce alumni successes such as acceptance to Juilliard and winning national science scholarships.

MOAB CHARTER SCHOOL

www.moabcharterschool.org
358 East 300 South, Moab, UT 84532
Dr. Joe Heywood, Director

2009-2010 School Statistics:

Opened 2005
54 Students, Grades K-7
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Moab Charter School uses a variety of assessments to monitor academic growth and student performance. These include the Direct Reading Assessment and the U-PASS system, which includes Criterion-Referenced Tests, the ITBS, the Direct Writing Assessment, and the state kindergarten assessment. Generally, Moab Charter School has shown an upward trend in school-wide and grade-level performance on these assessments.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Moab Charter School is predicated on small class size and multi-grade classrooms. The resulting mix of cooperative learning opportunities for students at their ability level with a wider range of other student ages and ability levels creates an important dynamic for student growth. The school is dedicated to the arts and making art education an integral part of the Core Curriculum. Through the Beverly Taylor Sorenson grant, the school brings in local artist Bruce Hucko on a weekly basis for art education. In addition, the school recently received a grant from the Utah Arts Council allowing them to bring local artist Catherine Moore into MCS to help teachers integrate science with art. A music teacher on staff provides every student in the school with weekly music instruction as well.

MOUNTAINVILLE ACADEMY

www.mountainvilleacademy.org
195 South Main Street, Alpine, UT 84004
Emma Bullock, Director

2009-2010 School Statistics:

Opened 2006
650 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

2009-2010 CRT results:

Language Arts	Math	Science
2 nd - 74%	79%	
3 rd - 91%	80%	
4 th - 83%	80%	74%
5 th - 89%	80%	83%
6 th - 82%	68%	69%
7 th - 88%	78%	83%
8 th - 97%	Pre-Algebra - 81%	75%
	Algebra - 100%	
	Algebra 2 - 100%	
	Geometry - 100%	

- Since its inception, Mountainville has had a 100 percent student pass rate in Algebra, Geometry and Algebra 2.
- Mountainville was awarded the 2010 Utah Charter School Innovations Excellence Award, and teacher Svetlana Winward was awarded the 2010 Educator of the Year Award.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Mountainville Academy is a Leader in Me School, and has been awarded the awarded the Eunice Kennedy Shriver National Center for Community Caring Innovating Practices Award.

NAVIGATOR POINTE ACADEMY



www.npacademy.org
6844 South Navigator Drive, West Jordan, UT 84084
Judy S. Farris, Director

2009-2010 School Statistics:

Opened 2005
500 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

NPA's standardized tests scores have steadily and consistently increased from 2005-2010, exceeding state and local district averages in nearly every group. The following elements contribute to NPA's continuous school-wide success: a research-based and field-tested curriculum including the fine arts; classical education principles; data-driven decision making; achievement grouping; teaching and assessing to mastery (greater than 80 percent proficiency); a positive, school-wide discipline plan; an excellent instructional staff; and parent volunteerism and support. Annual school improvement surveys completed by parents, students, and staff members consistently indicate greater than a 90 percent level of satisfaction with NPA's school program and performance.

STUDENT INNOVATIONS AND ACHIEVEMENTS

The focus at NPA is on each individual's academic achievement and personal growth. Formative and summative assessment results in all subjects indicate improved student achievement. Safe School Reports and other behavioral assessments demonstrate that students are taking responsibility for their own behavior and learning. Each student sets, tracks, and reports progress toward quarterly academic and character SMART goals. The students themselves are best at expressing what contributes to their academic and personal success. An excerpt from a fifth grader's essay captures the essence and value of a Navigator Pointe Academy education. She wrote, "The things that make NPA a great school are preparation for the future, values that help us to do our best, and goal setting to help us reach our potential."

NOAH WEBSTER ACADEMY

www.noahwebsteracademy.org
205 East 400 South, Orem, UT 84058
Rick Kempton, Director

2009-2010 School Statistics:

Opened 2006
530 Students, Grades K-6
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Scholars demonstrate proficient reading, spelling, writing, math, and scientific method skills. Ninety percent of the scholars who have attended at least two full years at Noah Webster Academy are:

- Reading, spelling, writing at or above grade level.
- Performing at or above grade level in their math understanding and skills.
- Performing at or above grade level in their earth and life science understanding and skills.

Scholars demonstrate respect for themselves, their peers and their elders. This creates a positive environment for learning and achievement. Each student knows of his/her worth and potential and maximizes his/her individual learning.

Scholars create classroom constitutions with their teachers. Exceptional scholar behavior is reported, tracked, and recognized. Incidents of behavior problems are tracked and counseled. A variety of measurement tools are used to assess scholar learning and growth in intellectual as well as social skills and ability. Each scholar receives both summative and formative evaluations. Each scholar takes the lead in his/her scholar-led parent-teacher conferences, focusing on established goals utilizing data notebooks.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Noah Webster Academy recognizes that a successful student needs to have positive self-esteem and self-confidence. The school therefore refers to each student as a “scholar.” The school utilizes various methods of instruction, such as multi-sensory, direct, and Socratic instruction. Noah Webster also uses technology in every classroom (interactive white boards, audio amplification, etc., in the classrooms). The school has a computer lab as well as two mobile computer labs, and offers after-school enrichment opportunities for scholars, including languages (Latin, Spanish, Korean), music (chimes, choir, orchestra), arts (ballroom dance, drama), and other enrichment opportunities (chess, homework, Writer’s Workshop, and Medieval and Roman festivals).

Noah Webster scholars have successfully participated in the BYU cross-country meet for elementary schools, regional spelling and geography bees, the science Olympiad, and the state ballroom competition.

NORTH DAVIS PREPARATORY ACADEMY



www.northdavisprep.org
1765 West Hill Field Road, Layton, UT 84041
Deborrah Gomberg, Principal

2009-2010 School Statistics:

Opened 2004
968 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

This school, after expanding two years ago, has become more stable and has a lower student turnover rate. The school has made AYP every year of its existence. NPDA has also earned the distinction of being an International Spanish Academy—the only one in Utah.

STUDENT INNOVATIONS AND ACHIEVEMENTS

The Ministry of Education of Spain has designated NDPA as Utah's first (and only) International Spanish Academy.

NORTH STAR ACADEMY

www.north-staracademy.org
2920 West 14010 South, Bluffdale, UT 84065
Randy Honaker, Principal

2009-2010 School Statistics:

Opened 2005
501 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

North Star Academy exists to engage and inspire students through a safe, challenging, and individualized learning environment.

EVIDENCE-BASED STUDENT OUTCOMES

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

As the fourth grade students began learning about Africa, it became evident that one had already mastered the curriculum and objectives of the unit. Once his mastery of the curriculum had been confirmed through testing, curriculum compacting was employed to further his learning on the subject. He then worked with the SEM specialist to research further information on Africa. Joshua used this information to create a PowerPoint presentation, which he shared with his class at the end of their unit. Other SEM projects include book clubs, research projects, dioramas, service projects, event planning, and many others. Through SEM projects, students have become engaged and successful learners.

STUDENT INNOVATIONS AND ACHIEVEMENTS

North Star Academy employs the Schoolwide Enrichment Model (SEM) developed by Dr. Joseph Renzulli as the basis for the education of our students. In accordance with SEM, individualized instruction is achieved in a variety of ways, including readiness grouping, differentiated instruction, curriculum compacting, Enrichment Clusters, and individual high end learning projects. This information is instrumental in developing instruction that meets the needs of the students on an individual basis. One specific example of school innovation at North Star is its Enrichment Cluster groups, which are comprised of students and a teacher or facilitator who all share a common interest. Each cluster identifies a project or service the group can create in relation to its area of interest. Some of the many Enrichment Clusters offered included science, sign language, Spanish, drama, event planning, and painting. The consistently long waiting list shows evidence of the school's success in the eyes of current and potential parents. North Star Academy also utilizes Core Knowledge and Fountas and Pinnell Guided Reading research-based curricula to broaden, challenge and enhance the learning and education of our students.

NORTHERN UTAH ACADEMY FOR MATH, ENGINEERING, & SCIENCE (NUAMES)



www.nuames.org
2750 North University Park Boulevard, Layton, UT 84041
Alan N. Stokes, Principal

2009-2010 School Statistics:

Opened 2004
378 Students, Grades 10-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

Our mission is to be the school of choice for those seeking a rigorous and supporting early college educational experience on a university campus.

EVIDENCE-BASED STUDENT OUTCOMES

- Thirty percent of the school's graduating seniors have received their associate's degree from Weber State University.
- The school's ACT scores continue to rise.
- Enrollment continues to increase.
- The number of credits taken by Early College students at Weber State University continues to increase.
- Savings to parents through Weber State University and NUAMES scholarships exceed \$400,000.
- Seniors have earned in excess of \$1,200,000 in scholarships for post-high school education.

STUDENT INNOVATIONS AND ACHIEVEMENTS

- The school's Rookie Team for FIRST Robotics went to finals.
- All computer labs have been upgraded, including a new computer lab.
- Technology includes computer-controlled document cameras and projectors.
- The school has hired additional math and engineering teachers for the upcoming school year.
- The school has added aerospace engineering to its curriculum.
- This was a rookie year for VEX Robotics.

ODYSSEY CHARTER SCHOOL

www.odysseycharter.net
738 East Quality Drive, American Fork, 84003
Russell Schelhous/Keith Lockhart, Director

2009-2010 School Statistics:

Opened 2005
451 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Odyssey Charter School is dedicated and committed to the success of each child. This is accomplished by ensuring that teachers have adequate support from administration, ongoing professional development, and frequent opportunities to collaborate and share with one another. In addition, every teacher has an instructor who works closely with the teacher, students, and parents in that classroom. Having two professionals in the classroom allows for small, more personalized group and individual instruction.

State testing from the 2009-2010 school year reflects the excellence of the faculty and curriculum. In all three categories (language arts, math, and science) the school's scores were higher than the state average, as well as outscoring several public and charter schools in the district. Children who had struggled with reading concepts were brought up one, sometimes two, grade levels.

Odyssey delivered the curriculum in achievement-leveled groups, receiving continuous progress monitoring and weekly or bi-weekly formal assessments to ensure mastery and progress toward level objectives.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Students in the middle school participated in student government, where they were given responsibility for planning and executing a variety of fundraising and school activities. Middle school students were also given the opportunity to travel to Europe, where they explored and experienced many of the places considered the cradle of modern civilization. After-school programs included chess club, drama club, theater productions, band, choir, track team and Mad Science club. These activities added and enhanced the curricular experiences students were having at school. Odyssey is proud of the many accomplishments and milestones its students reached this year.

OGDEN PREPARATORY ACADEMY



www.ogdenprep.org
2221 Grant Avenue, Ogden, UT 84401
Kathy Thornburg, Principal

2009-2010 School Statistics:

Opened 2003
630 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Ogden Preparatory Academy (OPA) was recognized by the Utah State Office of Education for closing the achievement gap for disaggregated groups.

	State Average 2009	OPA Average 2009
Language Arts	80%	88%
Mathematics	71%	72%

The AYP 2009-2010 summary report show that 84% of our student tested proficient in the area of Language Arts. The goal for the state is 83%. In the area of Mathematics, 73% of our student achieved proficiency. The state goal is 45%.

The results of the reading subtest of the ITBS given to 3rd grade students in the fall and spring results indicate that OPA students' grade equivalent reading comprehension is at a 4.2 grade level. Our 3rd grade's national percentile rank is 77 indicating that our students are in the top 23 percentile.

STUDENT INNOVATIONS AND ACHIEVEMENTS

OPA is a Title I school with a 41 percent poverty rate and 36 percent diversity. The school continues to provide opportunities for its students to develop their academic skills and to increase their confidence in their capacity to excel.

OPA expanded the Singapore Math instructional strategies into third grade this past year. The school began using Singapore Math in 2007. Students in the third grade for 2009-10 have received their math training solely from this model. The CRT results for this past year indicate that 89 percent of the school's students were at grade-level proficiency in math. Next year, students in all grades K-6 will receive math instruction using Singapore Math.

The school is very successful due to parental involvement and collaboration. Last year the school's parents logged in 4,196 volunteer hours. One of OPA's core values is the bond it has working with parents to ensure their students' success.

OPEN CLASSROOM

www.ocslc.org
134 D Street, Salt Lake City, UT 84103
Chris Gesteland, Principal

2009-2010 School Statistics:

Opened 2007
377 Students, Grades K-8
Authorized by Salt Lake City School District
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Teaching the whole child, literacy and math instruction have been the focus this year at the Open Classroom. Creating and supporting classrooms that allow students to pursue a variety of learning experiences in a variety of ways has allowed the school to support individual learning in a community setting. The majority of students have participated in service learning, including fundraising activities for local charities and donating time and resources to local community outreach programs. Utilizing University of Utah reading tutors, local teacher expertise, and small group instruction, the school has been able to provide a broad base of literacy support. Students have had the opportunity to share their learning through a variety of a means, including class operas, short films, and writing and research projects. A common school-wide math program has served as the foundation for building continuity and consistency in math instruction. In addition to classroom math instruction, students have had the opportunity to stretch their math learning in mini-courses and explore classes.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Parental involvement continues to be the cornerstone of the school's program. Beyond the three hours per week that parents spend working in their child's classroom, they participate in monthly parent meetings, committee work or tasks here at school. The volunteer hours parents put in allow the school to run an innovative and healthy lunch program, maintain and enhance the library, beautify the school, and support a safe and inviting learning environment. In addition to teachers' pursuit of personal professional development, Open Classroom continues to offer a variety of learning experiences that change from year to year and term to term. Through mini-courses and explore classes, students have the opportunity to explore everything from rock ensemble to architecture, engineering to movie-making, and a multitude of other choices.

OPEN HIGH SCHOOL OF UTAH

www.openhighschool.org
352 Denver Street, Ste 350, Salt Lake City, UT 84110
DeLaina Tonks, Director

2009-2010 School Statistics:

Opened 2009
127 Students, Grades 9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

The core philosophy of the Open High School of Utah is that education is a universal human right and that the most effective education is hands-on, service-oriented, and available to anyone. Because of this philosophy, OHSU is committed to using open educational resources – educational materials that can be freely and legally copied, changed, and shared.

Open educational resources enable our educational mission by providing the greatest pedagogical flexibility possible to OHSU students, parents, and teachers. Open educational resources enable our service mission by providing the greatest number of opportunities to improve our communities and revolutionize schooling around the world.

EVIDENCE-BASED STUDENT OUTCOMES

CRT Scores:	<u>OHSU 2010</u>	<u>State 2009</u>
Language Arts	92%	80%
Earth Systems	82%	65%
Algebra	52%	49%

STUDENT INNOVATIONS AND ACHIEVEMENTS

The Open High School of Utah is a statewide school that serves all types of students from Tremonton to Hurricane to Vernal and all points in between. OHSU students have laptops provided, and learn to use real-world, 21st century technology.

OHSU is a Service Learning School. In its inaugural year, OHSU students, faculty, board members and parents logged over 6000 hours providing service in various arenas, including creating 750 earthquake kits for students at Whittier Elementary.

The school's students have had many opportunities for educational and social activities, including an opening social at Lagoon, field trips to the Utah State Capitol, a viewing of *To Kill a Mockingbird* at Hale Theater, and an end-of-year Gala. From student Corinne P., "OHSU is an amazing place. Some people think that an online school's disadvantage is the lack of having a social life, but at OHSU I have gone to places in Utah I have never been to before and I enjoy attending because I have made so many friends."

OQUIRRH MOUNTAIN CHARTER SCHOOL

www.omcharterschool.org
1425 South Angel Street, Kaysville, UT 84037
Joshua Bell, Director

2009-2010 School Statistics:

Opened 2009
600 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

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

EVIDENCE-BASED STUDENT OUTCOMES

Oquirrh Mountain believes in a content-rich educational program that develops the mind, cultivates a strong moral character, and instills an appreciation for our nation and its founding principles. Children gain knowledge by building on what they already know. The school values a curriculum that encompasses a specific and systematic sequence of content and allows students to consistently build on that content from year to year. Oquirrh Mountain believes in traditional education with an emphasis on phonics and a liberal arts curriculum that includes the study of world and American history, classic literature, science, math and fine arts.

In Oquirrh Mountain's first year of instruction, it successfully met the requirements of Adequate Yearly Progress. To maximize student progress, the school believes parental involvement should be encouraged and opportunities given for parents to experience hands-on involvement in the education of their child. It is Oquirrh Mountain's hope and expectation that, through this school, every child will receive the knowledge, skills and discipline necessary to become a successful lifelong learner and an active, informed citizen.

STUDENT INNOVATIONS AND ACHIEVEMENTS

To keep Oquirrh Mountain's focus in American history, the school is excited to introduce a new course for the 2010-2011 school year. All students in the elementary program enroll in a specially designed American history course that highlights and explores the Constitution of the United States of America, colonial American history, and the principles associated with patriotism. Furthermore, Oquirrh Mountain will be introducing a school-wide curriculum that focuses on specific elements of our nation's history and foundations.

The school's biggest success has been community involvement and teacher investment in its first year of operation. Oquirrh Mountain's inaugural year concluded with a Roots of Freedom Festival sponsored by the PTO in conjunction with the Roots of Liberty Foundation located in Provo, Utah.

PARADIGM HIGH SCHOOL

www.paradigmhigh.org
11577 South 3600 West, South Jordan, UT 84095
Scott Jones, Director

2009-2010 School Statistics:

Opened 2006
529 Students, Grades 9-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

Paradigm High School creates a wellspring of Servant-Leaders who can read and think deeply, write profoundly, speak concisely, and lead with integrity in every path they pursue.

EVIDENCE-BASED STUDENT OUTCOMES

Paradigm experienced a full accreditation visit this year and received the highest term (six years, with a three-year visit). The school's parent/student/staff survey showed that shareholders believe Paradigm is "Superior/Exemplary to other schools" in the areas of teacher excellence, school leadership, instructional quality and school safety. CRT scores showed a marked jump this year, especially in science, despite a large addition of new students to the school.

Finally, ACT reported that 80 percent of ACT-tested students are ready for college work in both English composition and social science (as compared with the state percentages of 74 percent and 61 percent respectively), and 33 percent are ready for college-level biology (also more than the state average).

STUDENT INNOVATIONS AND ACHIEVEMENTS

Paradigm's objective is to inspire the students to find and develop the gifts within themselves and to apply them in positive ways in the community. The school does this through teaching a strong liberal arts curriculum, creating a values-based environment, and providing opportunities for application. Leadership classes focus on learning through the lessons of history in discussion- and inquiry-based methodology. Student groups have opportunities to perform service, run workshops and participate in simulations. This year, projects included creating and sewing blankets for a homeless shelter, raising thousands of dollars for refugees in the Salt Lake City area, a constitutional convention simulation, rock climbing, refinishing science tables and developing and running a raw food restaurant, among many others.

PINNACLE CANYON ACADEMY

www.pcaschool.org
210 North 600 East, Price, UT 84501
Mark Stuckenschneider, Elementary Principal
Roberta Hardy, Secondary Principal

2009-2010 School Statistics:

Opened 1999
487 Students, Grades K-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

- PCA uses parents' talents and expertise by involving them in their children's education, as evidenced by over 3,000 volunteer hours per year.
- PCA will help parents understand and encourage support for staff and policies by training parents on policies yearly and having parents sign a statement of compliance.
- PCA will be recognized as a National School of Character by promoting a comprehensive school-wide and community-wide character-based program.
- PCA will be recognized as a Professional Learning Community addressing the academic needs of each student by helping them reach their full potential while celebrating diversity. PCA will demonstrate this by passage of yearly CRTs.
- PCA will be a collaborative school community that offers a wide variety of educational opportunities for all staff members.
- Ninety percent of PCA students will meet or exceed State Core Curriculum standards.
- PCA will use new and innovative teaching methods to meet the needs of all students.

STUDENT INNOVATIONS AND ACHIEVEMENTS

- Students use the My Access writing lab and computer lab daily.
- Forty-five paraeducators work in the school's classrooms.
- All classroom teachers have interactive websites.
- Accelerated math is available in all math classes.
- Pinnacle pays for all college classes, not just classes on the approved state concurrent list. (Students pay for books only.)
- Pinnacle aggressively seeks scholarships for its graduating students.
- Early High School graduation is permitted.

PROVIDENCE HALL



www.providencehall.com
4795 West Mt. Ogden Peak Drive, Herriman, UT 84096
Mark Johnson, Principal

2009-2010 School Statistics:

Opened 2008
703 Students, Grades K-6
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Providence Hall performed its own math benchmark testing during the 2009-2010 school year. By the end of April, its students achieved an average score of 87 percent on this assessment. The test was developed based on the Utah State Core standards.

Providence Hall once again conducted STAR reading intervention for its struggling readers. These students increased their reading achievement by an average of 4.5 levels on the guided reading scale.

Providence Hall achieved the following average scores on the 2009-2010 CRT:

	Language Arts	Math	Science
Providence Hall	82%	79%	78%
State Average	80%	73%	74%

STUDENT INNOVATIONS AND ACHIEVEMENTS

The sixth grade had a Medieval Times festival that tied to the class's curriculum. The fifth grade performed an original play about some students travelling through time and visiting famous historical figures from American history. Fourth grade students at Providence Hall wrote and performed their own original opera about the rock cycle at the Hale Center Theatre. The third grade performed a musical about students who become astronauts and visit the different planets in our solar system. The second graders performed "Life Cycles" the musical. The first grade performed a series of reader's theatres. Kindergartners had a wonderful time performing their Nursery Rhymes Festival. Their costumes were great!

Providence Hall sent 24 students from fifth and sixth grades to the charter school science fair. Ten of those students then advanced to the state-level competition. The second grade held an art auction, and all of the \$700.00 raised was donated to Heifer International to support people in developing countries. On September 11, Providence Hall celebrated Patriot Day as a school. Everyone wore red to honor America's heroes and said the Pledge of Allegiance as an entire school—the Providence Hall Patriots!

QUEST ACADEMY

www.questacademycharter.org
4862 West 4000 South, West Haven, UT 84401
Lani Rounds, Director

2009-2010 School Statistics:

Opened 2008
506 Students, Grades K-7
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Every student at Quest Academy participates in a developmentally appropriate reading group. DIBELS fluency scores for these groups indicate that Quest students exceed end-of-year fluency benchmarks in all grades. For example, Quest's first grade students average 81 words correct per minute (wcpm) on DIBELS benchmark testing, which is more than 100 percent higher than the expected DIBELS benchmark score of 40 wcpm.

The results of the 2009 end-of-level test indicate that 88 percent of Quest's students displayed proficiency in language arts and 70 percent of Quest's students were proficient in math. These results greatly exceed the state's goals of 83 percent and 45 percent respectively.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Quest is a dual-platform technology school. With eight computer labs, every student at Quest has daily access to both Mac and PC computers. In addition to computer use, students at Quest are engaged in technology-based learning through virtual field trips, interactive whiteboard presentations, and daily access to over 10 educational software programs designed to integrate technology throughout the curriculum.

RENAISSANCE ACADEMY

www.renacademy.org
3435 North 1120 East, Lehi, UT 84043
Kyle R. Young, Principal

2009-2010 School Statistics:

Opened
Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

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

STUDENT INNOVATIONS AND ACHIEVEMENTS

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

ROCKWELL CHARTER HIGH SCHOOL

www.rockwellhigh.net

3435 East Stonebridge Lane, Eagle Mountain, UT 84005
Alen Howard, Director

2009-2010 School Statistics:

Opened 2008

389 Students, Grades 7-12

Authorized by Utah State Board of Education

School Did Not Make Adequate Yearly Progress



MISSION

The mission of Rockwell Charter High School is to prepare students for success in their post-secondary educational endeavors. A graduate of Rockwell Charter High School will be:

- A life-long learner committed to future academic endeavors.
- Aware of their rights and responsibilities as citizens.
- Cognizant of a strong sense of self and of their place in the world.

EVIDENCE-BASED STUDENT OUTCOMES

Students of Rockwell Charter High School have attained the following honors:

- Second place in the Fairchild Challenge Science/Art competition
- Second place in the Junior High State Chess Tournament (Small Schools)
- Third place Group Documentary, Utah History Fair
- An ACT median score of 25.0 for the class of 2010.
- A six percent increase in math CRT scores.
- A passing score (three or above) on 48 percent of AP tests taken.

Rockwell graduates are recruited, accepted, and enrolling in some of the country's top colleges, including BYU, Utah, Yale, Washington and Lee, the U.S. Naval Academy and Air Force Academy, Utah State, Snow College, Dixie College, UVU, SLCC, and California State schools. Over \$100,000 in scholarships were awarded to the 40 graduates in the class of 2010.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Rockwell has a goal to individualize the education for each student, while preparing them for post-secondary educational success. With that goal in mind, Rockwell has implemented its model of having a college-type A/B schedule. Every core class is 70 minutes in length. The 7-th-8th grade core classes are to be taken on a daily basis. This schedule helps ensure that students have a solid foundation for success in High School.

Rockwell High has also implemented unique course offerings such as Musical Theater, Game Design, Photoshop, Sculpture, History Through Film, Art History, Jewelry/Metalwork, and Astronomy. In addition, instead of paying \$100 a month for dance or guitar lessons, students receive these lessons free during the school day. These courses help provide the balance to the liberal arts, college preparatory education; while providing services that families need in order to spend more time together rather than on the road.

RONALD REAGAN ACADEMY



www.reaganacademy.org
1143 West Center, Springville, UT 84663
Brian Myrup, Director

2009-2010 School Statistics:

Opened 2005
677 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

The three pillars of Reagan Academy's mission are to:

1. Build an excellent academic foundation for all students.
2. Ensure that each child is challenged and progressing.
3. Inspire integrity and a spirit of citizenship.

EVIDENCE-BASED STUDENT OUTCOMES

Reagan is excited to be able to have positive, measureable outcomes that correlate with all three pillars of the mission statement. For the first pillar, the school's commitment to strengthening core academics with instruction by specialists in the fine arts has been rewarded with recognition by Brigham Young University and the Covey Center for the Arts. Both had Reagan set up student art exhibits during the course of the year. For the second pillar, end-of-year CRT scores confirmed positive growth and results that included a third consecutive year of increase to our school language arts scores. For the third pillar, students at Reagan Academy participated in a number of service projects during the year. One project in particular, in which students partnered with the National Guard to deliver stuffed animals to children who were victims of the earthquake in Haiti, broke records with the number of stuffed animals gathered.

Reagan Academy feels confident, in moving forward, that its students will continue to receive measurable educational opportunities that will prepare them to be successful citizens in their communities and in life.

STUDENT INNOVATIONS AND ACHIEVEMENTS

The 2009-2010 year saw amazing things happen at Reagan. Students of the school placed at regional and state levels in both the Inspirations and Science Fair contests. Innovations included the continued use of the NWEA MAP test to monitor student growth and progress. Additional language arts teachers were hired in order to facilitate "catch-up" growth for students who were not at state level standards, as well as to challenge students who were achieving higher levels.

Reagan's middle school social studies teachers continued their successful program of bringing in leaders of the state to speak to the students at the school, including visits from Governor Herbert, Attorney General Mark Shurtleff, and former US ambassador to Sweden Gregory Newell.

With Reagan's great staff and innovative programs for staff and student improvement, the school is looking at another great year. Reagan thanks the legislature for its continued support, and invites any and all to visit the school in Springville.

SALT LAKE ARTS ACADEMY

www.saltlakeartsacademy.org
844 South 200 East, Salt Lake City, UT 84111
Amy Wadsworth, Principal

2009-2010 School Statistics:

Opened 2003
271 Students, Grades 5-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

There is a wide variety of evidence to support the assertion that Salt Lake Arts Academy students have shown a great deal of academic growth this past year.

- Twenty-seven percent of the school's students achieved three or four terms on the honor roll, which represents maintaining 90 percent or better in their mastery/ CAB (Cooperation, Attitude, Behavior)/ PEPR (Preparation, Effort, Participation, Risk-taking) scores. Twelve percent achieved four terms of high honor roll (95 percent).
- Based on end-of-year state tests, 95 percent of the school's students demonstrated proficiency in math; 94 percent in English language arts, and 90 percent in science.

Math proficiency becomes increasingly exceptional the longer students stay at the school. This year, as in years past, we see the lowest levels of proficiency in fifth grade and the highest in the upper math levels.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Students were the creators and performers throughout the school year. In addition to being taught foundational techniques, methods and repertoire, students were required to apply what they learned to original compositions and productions. Through their dances, scripts, songs and paintings, they demonstrated skills as well as the creative process. For example, projects such as Battle of the Bands (a sixth grade unit on sound that has students create instruments and perform), bas-relief cell models, design and construction of original birdhouses show how students used the arts to demonstrate an expanded understanding across other content.

The school's curriculum is thematically integrated in order to help students understand the connections that exist across their world. This year, eighth graders evaluated the impact of mining and human development on local ecosystems. The theme of "valuing place" asked all students to think about their impact on the places in their lives. Within the classroom and outside of the classroom, this was a topic of discussion.

SALT LAKE CENTER FOR SCIENCE EDUCATION



www.slcese.com

1400 West Goodwin Avenue, Salt Lake City, UT 84116

Larry Madden, Director

2009-2010 School Statistics:

Opened 2008

221 Students, Grades 6-9

Authorized by Salt Lake City School District

School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

SLCSE students continued their development of a mini-natural history museum being assembled through a partnership with the Utah Museum of Natural History. SLCSE students participated in many competitions and workshops, including MESA Day, Physics Day at Lagoon, MathCounts, Utah State Geography Bee, Stegner Institute at the University of Utah, You Be the Chemist, Science Olympiad, and Science Fair. The students performed well in all of these events. Preliminary data from the 2010 state end-of-level tests (CRTs) shows that 100 percent of the school's Hispanic students scored at the Proficient level on their language arts tests.

STUDENT INNOVATIONS AND ACHIEVEMENTS

The Salt Lake Center for Science Education (SLCSE) enrolled its target number of students, and is effectively implementing all of its goals. Current enrollment demographics indicate that the school is achieving its goal of having a diverse group of students. Many partnerships are formed around the Center, including the U of U College of Engineering, U of U College of Education, the Utah Museum of Natural History, and Leonardo on Wheels/Utah Science Center. The SLCSE director serves as chair of the governor's Science Advisory Council (SAC). Business partners include Zion Bank, GMAC Financial Services, Intel Corporation, Leeds Microscopes, Cyclesmith, Kristen Jacobsen Photography, and Audio Enhancement. Collaborative Learning Communities of SLCSE staff members routinely coordinate instructional practices that align with the diverse needs of the learners. In the school's first two years of operation, it has worked cooperatively with many schools in the community. U of U science methods courses have been taught at the Center during all quarters. The Center, in partnership with the university and Salt Lake City School District, is involved with multiple grants. SLCSE and its students hosted a public presentation by Helen Thayer, global trekker, as well as Genetics in the Community day that brought a diverse group of 300 community members to join discussions led by the National Institute of Health and the Genetics Science Learning Center from the University of Utah. SLCSE students have done well on all standardized tests. For more information on the Salt Lake Center for Science Education, including pictures, vignettes, and examples of student work, see our web site at www.slcese.com.

SOLDIER HOLLOW CHARTER SCHOOL

www.myshcs.org
2002 South Olympic Drive, Midway, UT 84049
Charles E. Weber, Principal

2009-2010 School Statistics:

Opened 1999
207 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

The school's goals are to have all students on grade level in reading and math, and able to utilize that knowledge to be independent problem solvers. The school has invested in laptop computers to ensure that students are being challenged to meet the complex demands of the technological world. The school met the challenge of using 100 percent computer-based testing this year. Soldier Hollow posts and informs students and parents of state standards in all curriculum areas. Teachers weave them into their lessons and help students understand that they will be tested on these through CRTs. The school continues to develop a Literacy Program that will be second to none, and has strengthened teaching approaches and lengthened literacy teaching time. Soldier Hollow has added basal instructional as well as leveled readers and word recognition and retention activities in all areas of the curriculum. Teachers regularly take students to the wonderful environment of the outdoor classroom rather than trying to duplicate it indoors. This provides a unique opportunity for students to see nature at work, as well as view the mistakes we make by wasting the environment. Parental involvement is a key to success, and they are involved in the classrooms.

This year, Soldier Hollow has had the pleasure of adding three new buildings to its campus. They are double-wide portables that were custom built, with sliding walls that separate the classrooms to form one large meeting space, and beautifully designed decks that overlook the mountains and cross-country start and finish lines of the 2002 Olympic biathlon site, where students all participate in learning the skill of cross-country skiing. Everyone is most excited for the new additions.

STUDENT INNOVATIONS AND ACHIEVEMENTS

The school has seen a more accountability-oriented attitude from its students and parents, and an increased number of parents volunteering in the classroom and through the STAR Tutoring program. There has been much growth in the school academically this year, and State Science Fair winners each year. The school has again received national recognition for students in grades three, five, and eight on the Iowa exams, and students have grown as individuals through learning opportunities in skiing, the arts, and projects in all academic areas. Students utilize cameras and other art media. The school has also seen better CRT results and, more importantly, more enthusiasm for learning from its students.

SPECTRUM ACADEMY

www.spectrumcharter.org
575 Cutler Drive, North Salt Lake, UT 84054
Jaime Christensen, Principal

2009-2010 School Statistics:

Opened 2006
147 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

Spectrum Academy is the premier charter school in Utah for students with high-functioning autism, Asperger's and others who would benefit from our unique learning environment. We provide small class sizes, with individualized instruction and innovative social skills curriculum. We help students reach their fullest potential academically, socially and emotionally, leading to a productive and successful future.

EVIDENCE-BASED STUDENT OUTCOMES

Spectrum Academy's students have maintained consistent improvement in the three areas of focus outlined in the charter: Academics, Social Skills, and Sensory Integration Needs. Progress is consistently tracked through progress monitoring and curriculum-based assessments.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Each year, students have the opportunity to receive leveled instruction in all academic areas in order to accommodate all types of learners and assist with acquisition of skills at an accelerated rate. Students also have the opportunity to host family events; do performances; plan and prepare community events; share information on autism and other disabilities with professionals, pre-service educators, speech therapists, and occupational therapists; and plan and host events for students at other charter schools.

SUCCESS ACADEMY

www.successacademyonline.com
351 West University Boulevard, MC205, Cedar City, UT 84720
Vickie S. Wilson, Principal

2009-2010 School Statistics:

Opened 2005
346 Students, Grades 9-12
Authorized by Iron County School District
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

SUCCESS Academy is a rural Early College High school offering a rigorous high school and collegiate curriculum with emphases in math, science and technology. The school was created by a legislative initiative as a vehicle for students to fast-track their education into STEM careers. SUCCESS Academy has two campuses—one on the Southern Utah University campus and one on the Dixie State College campus. Both higher education institutions, along with Iron and Washington Districts, have entered into partnership agreements with the school to provide students with a seamless K-16 education. Of 76 graduates this year, 69 (91 percent) received an associate's degree from either SUU or DSC. Forty-nine (71 percent) of those students earned the New Century Scholarship, requiring students to maintain a 3.0 in their collegiate courses and earn their associate's degree. SUCCESS Academy also had three students receive recognition this year as National Merit Scholarship Semi-Finalists, and one went on to become a National Merit Scholarship Finalist. The school's population is 51 percent female, and 24 percent of its students are considered low-income. The school has a formalized RTI and mentoring program that supports students as they meet the requirements necessary for success in this program, and we offers after-school tutoring and remediation and a summer program that includes intensive math preparation.

STUDENT INNOVATIONS AND ACHIEVEMENTS

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

SUCCESS CHARTER SCHOOL



Website not available
4122 South 1785 West, Suite 2B, Taylorsville, UT 84119
Curt Hansen, Principal

2009-2010 School Statistics:

Opened 1999
46 Students, Grades 7-12
Authorized by Granite School District
School Made Adequate Yearly Progress

MISSION

Success Charter School's focus is to accept, motivate and nurture each court-referred probation student back into a regular school with improved self-worth, math and reading skills, and a desire to attend school and achieve.

EVIDENCE-BASED STUDENT OUTCOMES

The students read daily in class and are orally quizzed on content. The students' comprehension, vocabulary and reading skills have improved. Two-thirds of the school's students have passed the UBSCT Reading test.

Ninety-five percent of the school's students are on a third or fourth grade math level. With improved study skills, the students make a four- to five-month gain each quarter they are at the school.

STUDENT INNOVATIONS AND ACHIEVEMENTS

The school's smaller class size of eight to ten students definitely improves the ability to communicate and teach one-on-one. Their self-esteem increases with each positive experience, whether it be mastering times tables or feeling social acceptance while reading aloud. Attendance has increased. One student was on anti-depressants and did not attend for a week. When she returned, she discovered there was a set of brothers attending who lived up the street from her. They have all become good friends who excel in academics and lift each other up. She no longer needs medication, and is happy and smiling.

SUMMIT ACADEMY

www.2summit.org
1285 East 13200 South, Draper, UT 84020
Steve Crandall, Director

2009-2010 School Statistics:

Opened 2004
1,000 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

Summit Academy's mission is to provide a rigorous educational environment based on the principles of high academic achievement and specialized instruction for the benefit of all students.

Values:

- Summit is a student-centered learning community based on the principles of safety and respect.
- Summit teachers are innovative, committed and motivated to provide quality, professional instruction.
- Parental involvement is important to the personal success of each student.
- Summit's curriculum builds from year to year and specialized in core knowledge acquisition and application.

EVIDENCE-BASED STUDENT OUTCOMES

Summit students are divided into small instructional groups according to mastery level in language arts and math. Achievement levels are monitored by regular observation and review of educational objectives. The learning environment offered to students, as well as the low student-to-instructor ratios, is reflected in consistently high test scores. Summit students continue to excel at standardized tests and score at 91 percent proficiency in language arts and 83 percent proficiency in math, outperforming the state averages and local district schools.

STUDENT INNOVATIONS AND ACHIEVEMENTS

In a recent parent survey, parents indicated a 97 percent overall satisfaction rate. This high approval rating is indicative of parental support and is key to both student success and progress and Summit Academy. Summit Academy students have achieved success in a variety of areas over the past year:

- Twenty students in grades five, seven, and nine placed in the Region Science Fair.
- One fifth grade student placed first in the state in the Science and Engineering Division.
- An eighth grade student placed first in the state in the Daughters of the American Revolution Essay Contest.
- Another eighth grade student was selected as the Utah representative at the National Convention for Tourette's Syndrome in Washington, D.C.
- The school's Chinese language students placed an impressive first and third place at the BYU Language Fair.
- Summit Academy started a chapter of the National Junior Honor Society.

SYRACUSE ARTS ACADEMY



www.syracuseartsacademy.org
2893 West 1700 South, Syracuse, UT, 84075
Judy Nixon, K-4 Principal
Jan M. Whimpey, 5-9 Principal

2009-2010 School Statistics:

Opened 2006
926 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Syracuse Arts Academy celebrates learning through the integration of the arts in all subject areas. This school believes that integrating the arts into education can encourage students to sharpen their skills and abilities and to nurture their imaginations and intellects. The arts are challenging subjects, with rigorous content and achievement standards. Experiencing and making works of art benefit students in their intellectual, personal, and social development. Students have additional opportunities to demonstrate their “love of the arts” by participating in three school-wide productions this year (*Ice Princess*, *101 Dalmatians*, and a tribute to Broadway). Individual classes also presented plays where students designed the props, costumes, backdrops and in some cases wrote the script and created the music and lyrics. Students produced works of art that were hung in the halls and foyer. Students wrote creative books and designed covers that were hung throughout the school during the author/illustrator visit. Collaborative grade level teams meet weekly with an integrated art specialist to support the integration of art and share ideas. The school provides three-tiered instruction in language arts, supported by web-based programs in which students can continue to participate at home in the evenings. Leveled reading encourages students to excel in language arts, and teachers integrate activities to support the arts. Teachers develop individual professional development plans to support teaching growth and effective instruction. Together we continue to learn and grow!

STUDENT INNOVATIONS AND ACHIEVEMENTS

Syracuse Arts Academy students have embraced opportunities to serve others and realize the benefits that come from helping their school and local community. Approximately 30 students in the sixth grade earned either a silver or gold Presidential Service Award. Some students earned both. The sixth graders also implemented an innovative recycling plan. The funds raised from this program are donated to a worthwhile community need. This year the students chose to donate their funds to students with cancer. Many students work in the school lunch program throughout the year, helping to serve fellow students, clean up, and organize the lunch card system. Fifth grade students have developed a Safety Patrol aimed at directing students through the drop-off/pick-up system during carpool. Sixth grade students are also involved in creating videos that help teach critical math concepts. This DVD series is called “Kids Teach Kids.” In the end, all students have an opportunity to be writers, producers, and on the technical support team. Many students have also been successful in the WSU Science Fair.

THE RANCHES ACADEMY

www.theranchesacademy.com
7789 Tawny Owl Circle, Eagle Mountain, UT 84043
Susie Scherer, Director

2009-2010 School Statistics:

Opened 2004
350 Students, Grades K-6
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

The Ranches Academy strives for student growth and achievement in all areas and grade levels. For the 2009-2010 school year, all students demonstrated growth. This was evident in school-wide assessments, benchmark assessments, and state and national assessments. On the Utah Direct Writing Assessment, 100 percent of fifth graders scored proficient and 60 percent scored in the highest achievement levels, with four students scoring 30 out of 30.

Three times a year all students are assessed using the Dynamic Indicator of Basic Early Literacy Skills (DIBELS). Students who place below grade level are put in a response to intervention group and monitored weekly or monthly. The total number of students considered to be at risk decreased by 66 percent over the school year. All students achieved growth and strengthened their reading skills.

The end-of-year Criterion-Referenced Test (CRT) also illustrates the students' academic achievements. The state goal for proficiency in language arts was 83 percent. The Ranches Academy surpassed the state's goal, with 90 percent of its students scoring proficient. For mathematics, the state's goal was 45 percent and The Ranches had 87 percent at the proficient level.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Students at The Ranches Academy excel in both academic and extracurricular areas. This was the first year for the school's Student Council. Fifth and sixth grade students turned in applications, ran for office, presented a speech, and participated in a voting poll. The Student Council and classroom representatives sponsored fundraisers that earned money for new playground equipment. A book drive resulted in cash for the school as well as a large book donation to a local charity.

In science, eight students placed at the CUSEF (BYU) science fair. All students have the opportunity to participate in the school's science fair, including kindergarten through sixth grade. For the second year in a row, the school placed in the top 20 in the Jazz Reading Contest. The students were excited to win another signed basketball by the Jazz players.

THOMAS EDISON CHARTER SCHOOL – NORTH



www.thomasedisoncharterschool.org
 180 East 2600 North, North Logan, UT 84341
 Scott Jackson, Principal

2009-2010 School Statistics:

Opened 2002
 452 Students, Grades K-8
 Authorized by Utah State Board of Education
 School Did Not Make Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Thomas Edison students are progressing well. The school program's curricular depth and teacher development programs add to the achievement of the school's goal of showing continual success. End-of-year U-PASS scores for 2009 show consistent growth during the past six years. Following are scores as related to State averages:

Grade Level	Language Arts		Mathematics		Science		
	Edison North	State	Edison North	State	Edison North	State	
2	88	79	82	78	X	X	
3	94	80	82	70	X	X	
4	95	79	98	73	88	62	
5	92	77	92	73	89	71	
6	89	81	83	68	80	72	
7	93	83	PreAl	84	66	83	70
8	96	83	Alg	92	52	89	68

STUDENT INNOVATIONS AND ACHIEVEMENTS

In addition to continuous academic growth, students at Thomas Edison Charter School North enjoyed many successes. For the second time in three years, the Thomas Edison Charter School North Debate Team achieved the State Championship. Students participated in science and history fairs, the Art and Literature Contest, the Geography Bee and other activities. Arts are an integral part of the school, as evidenced by the band's and orchestra's participation in music festivals and performances in formal concerts.

One of the school's biggest accomplishments is beginning to surface as more and more students join and continue with the Thomas Edison program. The school's student population has grown over 20 percent the past two years, and more students are staying at the school. The school has found that students who stay with Thomas Edison for three years or more gain a tremendous educational advantage.

THOMAS EDISON CHARTER SCHOOL – SOUTH

www.thomasedisoncharterschool.org
1275 West 2350 South, Nibley, UT 84321
Eldon Budge, Principal



2009-2010 School Statistics:

Opened 2005
576 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Students are regularly recognized in and out of classrooms for their accomplishments, and the school overall has had another successful year. Major achievements include the following:

- Students ran more than 14,000 miles at school as part of the Gold Medal School program.
- The highly successful middle school Science Fair program was extended to the elementary grades, K-5. The fair generated nearly as much participation from the lower grades as from the more mature groups.
- Edison South students won the State National History Day Fair competition. The school sent five students in three groups to compete in Washington, DC on the national level. One group took fifth place, earning a two-year university scholarship for each participant, and another student took eleventh place. This is the fourth year in a row that the school's students have participated, and this now "regular" level of achievement has strengthened the quality of history projects at the school level.
- On average, students at Thomas Edison grew 1.7 grade levels in spelling, 1.5 grade levels in reading, and turned in over 90 percent of daily homework assignments.
- Other academic achievements are noted in the school section below.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Thomas Edison Charter School South is a high expectation school with clear curricular goals and measurable outcomes. The standards are known and followed by all in the school community. Consequently, there is a high degree of harmony in the relationships between students, staff and parents. The learning atmosphere created by this harmony enhances the achievement of students. The school teaches quality curricula rather than focusing on test preparation, and is pleased with the consistent value of the Spalding Language Arts program and Saxon Math. The school's average spelling score was 2.76 years above grade level, and reading comprehension scores were 1.6 years above grade level. Both of these measures used standardized instruments. In addition, overall achievement as measured by a composite of test data show that performance has improved upon itself each year of the school's five-year existence. The school uses the Glenn Latham pattern of professional interactions, with eight positives to one negative. It is a Gold Medal School that promotes healthy and successful living. Thomas Edison South is a happy place to get an education!

TIMPANOGOS ACADEMY

www.timpacademy.org
55 South Titan Trail, Lindon, UT 84042
Errol Porter, Principal

2009-2010 School Statistics:

Opened 2002
483 Students, Grades K-8
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

The Timpanogos Academy Vision: To be a model of excellence in education.

Academics: Students master our academically rigorous, back-to-basics curriculum, acquire excellent writing skills, and master math skills through traditional math instruction.

Character: Students develop and demonstrate integrity, responsibility, respect, self-discipline, accountability, and other characteristics of good citizenship.

Culture: Students learn in a stable environment created by outstanding faculty and staff, distinctive school uniforms, parent volunteerism, homework, and limited class-sizes.

EVIDENCE-BASED STUDENT OUTCOMES

Timpanogos Academy consistently ranks in the upper third of the nation in nationwide norm-referenced testing.

The most recent testing cycle of the 2009 Iowa Basic Skills Testing (Fall 2009) reported the following results:

	<u>Reading</u>	<u>Language Arts</u>	<u>Math</u>
3rd Grade:	78 th percentile	60 th percentile	76 th percentile
5th Grade:	76 th percentile	63 rd percentile	79 th percentile
8th Grade:	72 nd percentile	64 th percentile	70 th percentile

STUDENT INNOVATIONS AND ACHIEVEMENTS

Timpanogos Academy has implemented an extensive RTI program that identifies struggling students in the language arts areas and provides individualized instruction according to the needs of students. The school had a student this past year who received the gold Key and Medal awards from the Alliance for Young Artists and Writers. She was invited back to Carnegie Hall to accept the award. This is the most prestigious contest in the nation for young writers.

TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS

www.tuacahnhs.org
1100 Tuacahn Drive, Ivins, UT 84738
William Fowler, Principal

2009-2010 School Statistics:

Opened 1999
254 Students, Grades 9-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Tuacahn High School has distinguished itself with quality academic and performance models. Eighty percent of the school's students attend college over a ten-year period, and attendance averages nearly 95 percent annually. Standardized test scores for THS are the highest in Washington County (Sutherland Study, 2007). Sixty percent of those who go on to post-high school education have scholarships. Tuacahn's graduation rate this year was 95 percent, and UBSCCT test proficiency was 45-50, for a 90 percent pass rate (with three of the five who did not pass being special education students). In 2009-2010 Tuacahn met its AYP requirements (100 percent pass rate over 11 years) and met all of its CRT goals, including an eight percent jump in math scores in 2010.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Tuacahn has implemented a block schedule with a mandatory tutorial/mentor period each day. A performance academy model has been initiated, with students declaring their individual emphasis for talent in Musical Theatre, Dance, Drama, Vocal Music, Instrumental Music, Technical Theatre or Visual Arts. These six academies are complementary to the USOE Core Curriculum, and help students focus on a college prep curriculum and performance. Trained professionals were hired to teach specialty classes (like Technical Theatre and String Orchestra) and fundraising is done to bring in regular Master classes taught by professionals in each of the academies.

In 2009-2010, over 98 percent of the student body participated in a performance event. Over 120 students (out of 270) participated in the spring musical that was held in the Tuacahn Amphitheatre. Region and State Music and Drama teams brought home straight Superior ratings from all judges, all groups. Tuacahn's elite Shakespeare Company received Sweepstakes for the sixth year in a row at the Utah Shakespearean Festival Competition. Tuacahn's musical theatre groups took First and Third Overall Sweepstakes at the American Musical Theatre Competitions held in California.



UINTAH RIVER HIGH SCHOOL

www.uiteducation.com
988 East 7500 South, Ft. Duchesne, UT 84026
Bryon Richardson, Principal

2009-2010 School Statistics:

Opened 1999
53 Students, Grades 9-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Uintah River students increased the scores in every area on the CRT: Language arts increased by 25 percent, mathematics increased by 16 percent, and science increased by three percent. Students also improved their reading levels an average of .5 grade levels. The school had its largest graduating class this year, and has enrolled 40 percent of its students in a post-secondary institution.

STUDENT INNOVATIONS AND ACHIEVEMENTS

This year Uintah River went through the reaccreditation process, receiving a six-year term of accreditation, with an interim review. Staff members worked extremely hard to get the school where it needed to be, and are excited to continue on this path of improvement.

Uintah River continued to have cultural activities this year. The drum group participated in several community activities, and also played for the school on several occasions. The highlight of the year was hosting the Granite School District's Newcomer Academy in a cultural exchange day. The event was a tremendous success, as students came from over 10 different cultures sharing in dance and music. A link to the video from Youtube.com can be found at <http://www.youtube.com/user/sltrib#p/u/41/AwusCJUzdkw>.

In Region 16, the school participates in Boys and Girls Cross Country, Girls Volleyball, Boys and Girls Basketball, and Drama, and one young man competed at Region and State Golf. At the club level, the school had Boys and Girls Bowling teams. The Girls bowling team took third at State.

UTAH COUNTY ACADEMY OF SCIENCES (UCAS)

www.ucas.k12.ut.us
940 West 800 South, Orem, UT 84058
Clark Baron, Director



2009-2010 School Statistics:

Opened 2005
358 Students, Grades 10-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

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

<u>Total Year</u>	<u>High School Enrollment</u>	<u>UVU Graduates</u>	<u>Utah State Associates</u>	<u>New Century Scholars</u>
2006-2007	309	60	45	40
2007-2008	332	100	80	60
2008-2009	341	104	93	67
2009-2010	358	102	83	70

Average ACT score: 25.35 UBSCT Pass Rate: 100%
Awarded Utah State Charter School of the Year, 2009
2008-2009 Total college credits earned: 6,824
2009-2010 Concurrent enrollment credits earned: 3,324
2009-2010 On-campus UVU college credits earned: 3,931
2009-2010 Total college credits earned: 7,255

STUDENT INNOVATIONS AND ACHIEVEMENTS

A number of UCAS students are the first in their families to attend college; others are first-generation high school graduates, and still others must work to help support their families. UCAS helps all these students be successful.

One student came to UCAS with a very low GPA and poor attendance. None of her family had ever graduated from high school. She was involved in a Latino gang in the area and did not like school. After coming to UCAS, she caught the vision of what she could become. She dropped out of the gang and became serious about her studies. She finished her three years at UCAS with both a high school diploma and a college degree.



UTAH VIRTUAL ACADEMY

www.k12.com/utva/
512 East 4500 South, Suite 200, Salt Lake City, UT 84107
Jeffrey Herr, Head of School

2009-2010 School Statistics:

Opened 2008
1,297 Students, Grades K-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

In each of its first two years of operation, Utah Virtual academy has passed both AYP and UPASS. The school has improved on each previous year's performance as well. Utah Virtual Academy uses two primary data sources as evidence of good student outcomes: the Scantron Performance series and the CRTs. The Scantron data showed that students made significant growth over the previous year. Additionally, in almost every grade, in both math and reading, the school's gains were greater than that of the Scantron national norm group. The norm group is comprised of virtual and traditional schools that use the Scantron series. The graph below illustrates the comparison to the national norm.

The CRT scores illustrate the students' growth. In science, the school improved in five grades (five, seven, and eight in Chemistry and Earth Science), declined in two grades (4 and 6) and showed no gain in Biology. In language arts, the school showed improvement in eight grades (2 and 5-11) and showed declines in two (3 and 4). In math, UTVA showed improvement in eight math tests (grades two, three, five, six, seven, Algebra 1 and Pre-Algebra) and declines in two (grade 4 and geometry). This was the first year of testing in Algebra 2. The school improved its performance against the state averages, showing gains in 16 of the 29 areas tested.

STUDENT INNOVATIONS AND ACHIEVEMENTS

UTVA has experienced tremendous growth during its first two years. The school grew 150 percent, from 550 to 1250 students. The school can attribute much of its academic success to the development of a virtual middle school model, as well as using K-5 curricular specialists. Even more important than the student outcomes this year was the UTVA's first graduating class. The school graduated fifteen students, all of whom are going to college, most with scholarships! The school is developing programs for hospital-bound, foster care and special circumstance students.

One innovation begun this summer is a Parent Orientation Road Show. This virtual school educates families all over the state. In an effort to improve retention rates at UTVA, the school sent faculty members all over the state with a traveling computer lab to allow families to experience our school before it starts. This has been successful, and reduced the learning curve that this type of model requires. Finally, Utah Virtual Academy was honored to host a delegation of Chinese educators and government officials who were interested in learning how virtual education can be effectively utilized in their country.

VENTURE ACADEMY

www.venturelearning.org
495 North 1500 West, Marriott-Slaterville City, UT 84404
Dr. Mark Child, Director

2009-2010 School Statistics:

Opened 2008
458 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Venture Academy is an expeditionary learning school—which, in short, means that its approach to curriculum is in-depth, interdisciplinary, and aims at relevance. The school's instructional approach is active. As part of studying topics in-depth and from a variety of disciplinary perspectives, students seek answers to research questions not only from available printed and online sources, but from the experts and resources (natural and otherwise) in their community. This past year, teachers and students successfully completed more than 80 excursions to locations in the community. Destinations included the natural world, businesses, state agencies, local farms, city centers, and more. This fieldwork helped students reach a deeper understanding of their topics of study and the relevance of those topics to the community. Many local experts also visited the school to share their expertise. In-depth interdisciplinary study of these topics resulted in high-quality final products and six exhibitions of learning throughout the year.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Venture provides students with a variety of opportunities to excel in areas of individual strength. Once again, the school's eighth grade math team won first place in the state math contest in the small schools category. The school's band auditioned and was chosen as one of 15 junior high school bands in the state to attend the state band festival.

VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS & TECHNOLOGY



www.vistautah.org
585 East Center, Ivins, UT 84738
Steve Goodman, Director

2009-2010 School Statistics:

Opened 2009
683 Students, Grades K-6
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

Vista fulfills its mission of academics and artistic excellence by providing rich academic and artistic opportunities for students. Vista has the goal of individualizing education for each student. The curriculum is designed to give students the opportunity to learn according to their skill level. Academically, Vista students are exposed to rich academic curriculum including Saxon Math and Core Knowledge, art, science and history. Teachers develop units that align with the Utah Core Standards and engage and assess student learning. Vista enriches the educational experience of all students by implementing a number of specialty technology classes, including advanced Mac applications, web design, graphic design and digital photography; fitness classes, including team sports, yoga, creative movement and ballet; and performing arts such as choir, theater, piano, and violin instruction. Artistically, outcomes included students participating in dance choir and musical theater productions. This year the school's dance department produced mid-year and end-of-year American Academy of Ballet performances, and the musical theater department had eight casts in 16 performances of *Alice in Wonderland*.

STUDENT INNOVATIONS AND ACHIEVEMENTS

School innovations include the use of Promethean boards and Audio Enhancement systems by all academic teachers for instruction in the classroom. Laptops are available for student use in every academic classroom, and Waterford Early Learning and Successmaker digital curricula are used daily by all students to work on their individualized level in language art and math. The curriculum is dynamic and continually accommodates and adapts to the individual student's needs and abilities. Textbooks are used in electronic format so that students can easily access school work at home on their computer through their teachers' UEN webpage. Every student takes a specialized technology class to learn to utilize computer applications for integrated class projects. Vista teachers are committed to providing a quality education for every student. Academic achievement is the school's primary goal.

WALDEN SCHOOL OF LIBERAL ARTS

www.waldenschool.us
4230 North University Avenue, Provo, UT 84604
Diana Stewart West, Director

2009-2010 School Statistics:

Opened 2004
265 Students, Grades K-12
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress



MISSION

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

EVIDENCE-BASED STUDENT OUTCOMES

On the spring 2009 Criterion-Referenced Tests, Walden students outperformed state averages by a wide margin in language arts and science, scoring a 94 percent pass rate in language arts and 88 percent in science. Math scores were on par with state averages, but the school established an after-school math lab, independent tutoring and other measures to help students succeed and achieved better results, earning a 74 percent pass rate. Walden students also outdid state averages on the ACT, scoring significantly higher on measures of reading, writing and the sciences. These scores were achieved despite the fact that Walden is a Title I school with 60 percent of its population qualifying as economically disadvantaged.

Walden is proud to announce that every student in its graduating class was admitted to college. Their interests and aspirations are diverse: One is going to Stanford (Physics), another to BYU (Psychology), one to UC Fresno (joining the only NCAA Equestrian team in the west), another to Bryn Mawr (Medicine), one to USU (Electrical Engineering), several to Westminster on Presidential scholarships, and the list goes on. Walden School is excited about the many and diverse interests of its students. The school strives to help each student pursue a higher education at a school that best fits his or her needs.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Walden students have the opportunity to participate in a wide variety of authentic learning experiences. The school is proud of its students who have won honors and awards in the past year: Boys' & Girls' Club Youth of the Year; National Scholastic Gold Medal; Utah State Poetry Society Winners; and an ACLU Youth Activist Scholarship. Many students participated in community arts shows, published in a local literary magazine, or self-published books of poetry and essays. The school is also proud of its students' service accomplishments. In addition to providing Christmas for six families through the United Way and the International Rescue Committee, enterprising students raised a substantial amount of money for Oxfam America by hosting a "Hunger Banquet" for a sold-out crowd of nearly 200 people. The banquet vividly illustrated the uneven distribution of food throughout the world.

WASATCH PEAK ACADEMY



www.wasatchpeak.org
414 North Cutler Drive, North Salt Lake, UT 84054
Sandra Shepard, Principal

2009-2010 School Statistics:

Opened 2005
374 Students, Grades K-6
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

MISSION

Wasatch Peak Academy will provide a meaningful educational experience utilizing service-learning and dual language instruction to inspire in students:

- A genuine appreciation for community and country.
- A perpetual enthusiasm for learning.
- A willingness to embrace leadership opportunities.
- A standard of individual academic excellence.

EVIDENCE-BASED STUDENT OUTCOMES

Wasatch Peak Academy (WPA) sixth graders participating in seventh grade math placement exams continue to pass the Algebra placement test. Ninety-six percent of fifth grade students were proficient on the Utah fifth grade Writing Assessment. First and third grade teachers and student continue to meet their literacy goals based on DIBELS results, the language arts CRT, and ITBS results.

STUDENT INNOVATIONS AND ACHIEVEMENTS

Wasatch Peak Academy integrates technology in all classrooms. Every teacher used a SmartBoard, with three portable labs and one classroom lab available to students. A plan for sound systems in kindergarten to third grade classrooms will be completed this year to enhance sound quality for students. Students engaged in using technology in fourth to sixth grade projects and assignments.

WPA engages students in civic responsibilities through academic curriculum and social activities with a common purpose to learn through service-learning. Students complete reflection assignments and participate in the annual Service-Learning Fair. Sixth grade students attend the Teton Science School for a week in May to complete a service project and science experience.

WPA mentors participated in the Utah C-MAP teacher mentoring project where the principals and Lead Mentors of four Utah charter schools developed administrative tools and mentoring toolkits for charter schools across Utah. The staff at WPA developed a Performance-Based Pay Plan, identifying teacher performance, student progress and parent satisfaction as targeted areas in the plan.

Students attend Spanish class for a half-hour each day in all grades, K-6. Latin culture, music and social studies lessons are integrated throughout the curriculum. Students complete the sixth grade at WPA ready to engage in advanced Spanish instruction in junior high; two annual parent surveys and a healthy waiting list measure parental satisfaction.

DUAL IMMERSION ACADEMY*

www.diacharter.org
1155 South Glendale Drive, Salt Lake City, UT 84104
Mike Westover, Director

2009-2010 School Statistics:

Opened 2007
430 Students, Grades K-6
Authorized by Utah State Board of Education
School Did Not Make Adequate Yearly Progress



MONTICELLO ACADEMY*

www.monticelloacademy.net
2782 South Corporate Park Drive, West Valley City, UT 84120
Mike Westover, Director

2009-2010 School Statistics:

Opened 751
751 Students, Grades K-9
Authorized by Utah State Board of Education
School Made Adequate Yearly Progress

SALT LAKE SCHOOL FOR THE PERFORMING ARTS*

www.saltlakespa.org
2166 South 1700 East, Room A103B, Salt Lake City, UT 84106
Missy Mackay-Whiteurs, Principal

2009-2010 School Statistics:

Opened 2006
148 Students, Grades 9-12
Authorized by Salt Lake City School District
School Made Adequate Yearly Progress



*Unable to obtain information for these schools in time for publishing

CHARTER SCHOOLS OPENING IN THE 2010-2011 SCHOOL YEAR



**BEAR
RIVER
CHARTER
SCHOOL**

BEAR RIVER CHARTER SCHOOL

www.brcs-logan.org
75 South 400 West, Logan, UT 84321
Anne Desjardins, Director

First School Year: 2010-2011
Authorized for 180 students, grades K-8
Authorized by Utah State Board of Education

MISSION

The mission of the Bear River Charter School (BRCS) is to provide an outstanding educational and social experience for elementary and middle school students (K-8). We aspire to serve a population that is diverse in learning needs, race/ethnicity, and language background. BRCS will provide a positive, dynamic social and educational environment every day. It will feature an educational program based on the individual needs of each student through a strong focus on basic skills in reading, spelling, writing, and mathematics; active engagement in the areas of science, social studies, art, Spanish and physical education; a low student-to-teacher ratio; and emphasis on basic societal values of respect, consideration, cooperation and honesty.



**GOOD
FOUNDATIONS
ACADEMY**

GOOD FOUNDATIONS ACADEMY

www.gfautah.org
5101 South 1050 West, Riverdale, UT 84405
Peggy Downs, Principal

First School Year: 2010-2011
Authorized for 424 students, grades K-6
Authorized by Utah State Board of Education

MISSION

The purpose of Good Foundations Academy is to provide excellence and fairness in education through a common educational foundation.

Our focus is educational excellence in knowledge, skills, and character with strong parent-teacher-student partnerships. We will utilize the Core Knowledge Curriculum. Good Foundations Academy's mission is to provide excellence and fairness in education through a common foundation. This will be achieved by successfully teaching a contextual body of organized knowledge, the skills of learning including higher-order thinking, and the values of a democratic society.

MARIA MONTESSORI ACADEMY

www.mariamontessoriacademy.org
2505 North 200 East, North Ogden, UT 84414
Nancy Lindeman, Director

MARIA MONTESSORI
ACADEMY *education for a better world.*



First School Year: 2010-2011
Authorized for 450 students, grades K-8
Authorized by Utah State Board of Education

MISSION

The mission of Maria Montessori Academy is to provide an individualized grade K-6 education that promotes academic excellence founded on the authentic philosophy of Dr. Maria Montessori. MMA will craft each child's education in partnership with educators and parents to achieve higher levels of academic, personal and social achievement, thereby preparing students to become constructive contributors to their community.

QUAIL RUN PRIMARY SCHOOL

www.qrps.org
588 West 3300 North, Pleasant Grove, UT 84062
Rosalie Davis, Director



First School Year: 2010-2011
Authorized for 450 students, grades K-8
Authorized by Utah State Board of Education

MISSION

Quail Run is an environmentally responsible and multi-sensory learning center that empowers students to be accountable for their educational journey.

SUMMIT ACADEMY HIGH SCHOOL



www.2summit.org

1225 East 13200 South, Draper, UT 84020
Steve Crandall, Principal

First School Year: 2010-2011
Authorized for 600 students, grades 9-12
Authorized by Utah State Board of Education

MISSION

Summit Academy High School is a public charter school that will serve students in grades 9 through 12. The school will provide a rigorous academic experience designed to prepare students to excel in a competitive collegiate environment. The school recognizes that not all students will attend or seek a university education; however, the school maintains that participation in a rigorous academic program will provide preparation for any career students pursue. To this end the school is committed to:

- Providing a rigorous college preparatory education tailored to meet individual student needs.
- Maintaining a student-directed college roadmap with individual mentoring.
- Maintaining programs and activities that provide a wide-range of athletic, leadership, academic, and social opportunities for every student.
- A community that encourages parents to take an active role in setting educational goals and maintaining high expectations for their children.
- Immersing students in technology and 21st century career exploration through curriculum, assessment, student-tracking, and career exploration.

WEILENMANN SCHOOL OF DISCOVERY



WEILENMANN
SCHOOL of DISCOVERY

www.gfautah.org

4237 West Kilby Road, Park City, UT 84098
Mary Kimball, Principal

First School Year: 2010-2011
Authorized for 550 students, grades K-8
Authorized by Utah State Board of Education

MISSION

The Weilenmann School of Discovery welcomes all students and promotes engaged, active and effective learning that will prepare them for the 21st century by:

- Hiring and developing Master Teachers who design and enact inquiry-based instruction that exceeds core standards,
- Integrating technologies, media, science, visual and performing arts into the core curriculum,
- Utilizing the awe and wonder of nature to enhance the educational experience, and
- Systematically and rigorously assessing performance of students and teachers with respect to achievement of these expectations.

New Utah Public Charter Schools Opening in the 2011-2012 School Year

ALIANZA ACADEMY

Diana Peterson, Board Chair

Authorized for 500 students, grades K-8

Authorized by the Utah State Board of Education

AMERICAN PREPARATORY ACADEMY—ACCELERATED SCHOOL

Howard Headlee, Board Chair

Authorized for 570 students, grades K-9

Authorized by the Utah State Board of Education

BAER CANYON HIGH SCHOOL FOR SPORTS AND MEDICAL SCIENCES

Ryan Lunt, Board Chair

Authorized for 720 students, grades 10-11

Authorized by the Utah State Board of Education

UTAH CONNECTIONS ACADEMY

Joanne Bonnett, Board Chair

Authorized for 500 students, grades K-8

Authorized by the Utah State Board of Education

Charter School Distribution by House District 2009-2010

House District 3 – Rep. Jack R. Draxler

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

House District 4 – Rep. Fred R. Hunsaker

Edith Bowen Laboratory School

House District 5 – Rep. R. Curt Webb

Bear River Charter School
Thomas Edison—South

House District 6 – Rep. Kerry W. Gibson

Quest Academy
Venture Academy

House District 7 – Rep. Ryan D. Wilcox

Maria Montessori Academy

House District 9 – Rep. Neil A. Hansen

DaVinci Academy of Science and Arts
Ogden Preparatory Academy

House District 11 – Rep. Brad Dee

Good Foundations Academy

House District 13 – Rep. Paul Ray

Syracuse Arts Academy

House District 14 – Rep. Curtis Oda

No. Utah Acad. for Math, Engineering, and Science (NUAMES)

House District 15 – Rep. Douglas C. Aagard

North Davis Preparatory Academy
Oquirrh Mountain Charter School

House District 20 – Rep. Rebecca P. Edwards

Legacy Preparatory Academy
Spectrum Academy
Wasatch Peak Academy

House District 21 – Rep. James R. Gowans

Excelsior Academy

Charter School Distribution by House District (2009-2010 Cont.)

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

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

House District 25 – Rep. Joel K. Briscoe
Weilenmann School of Discovery

House District 26 – Rep. David Litvack
Dual Immersion Academy
East Hollywood High School
Salt Lake Arts Academy

House District 27 – Rep. John Dougall
Mountainville Academy

House District 29 – Rep. Janice M. Fisher
Monticello Academy

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

House District 34 – Rep. Johnny Anderson
Success Charter School

House District 36 – Rep. Phil Riesen
Canyon Rim Academy

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

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

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

Charter School Distribution by House District (2009-2010 Cont.)

House District 47 – Rep. Steven R. Mascaro

Hawthorn Academy
Itineris Early College High School
Paradigm High School

House District 48 – Rep. Trisha S. Beck

Beehive Science and Technology Academy

House District 50 – Rep. Merlynn T. Newbold

Early Light Academy

House District 51 – Rep. Greg Hughes

Channing Hall
Summit Academy
Summit Academy High School

House District 54 – Rep. Kraig Powell

Soldier Hollow Charter School

House District 55 – Rep. John Mathis

Moab Charter School
Uintah River High School

House District 56 – Rep. Kenneth W. Sumsion

Lakeview Academy
Providence Hall
Renaissance Academy
Rockwell Charter High School
The Ranches Academy

House District 57 – Rep. Craig Frank

John Hancock Charter School
Lincoln Academy
Odyssey Charter School
Quail Run Primary School

House District 58 – Rep. Stephen E. Sandstrom

Karl G. Maeser Preparatory Academy
Timpanogos Academy

House District 60 – Rep. Bradley M. Daw

Noah Webster Academy
Utah County Academy of Sciences (UCAS)

House District 61 – Rep. Keith Grover

Freedom Academy

Charter School Distribution by House District (2009-2010 Cont.)

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

House District 65 – Rep. Francis D. Gibson
Merit College Preparatory Academy
Ronald Reagan Academy

House District 66 – Rep. Michael Morley
American Leadership Academy
Liberty Academy

House District 67 – Rep. Patrick Painter
C.S. Lewis Academy

House District 69 – Rep. Christine F. Watkins
Pinnacle Canyon Academy

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

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

Statewide
Open High School of Utah
Utah Virtual Academy

Charter School Distribution by Senate District 2009-2010

Senate District 1 – Sen. Luz Robles

Dual Immersion Academy
East Hollywood High School
Guadalupe Charter School
Monticello Academy
Salt Lake Center for Science Education

Senate District 2 – Sen. Benjamin M. McAdams

American Preparatory Academy-The School for New Americans
City Academy
Open Classroom Charter School
Salt Lake Arts Academy

Senate District 4 – Sen. Patricia W. Jones

Academy of Math, Engineering and Science (AMES)
Canyon Rim Academy

Senate District 5 – Sen. Karen Mayne

Success Charter School

Senate District 6 – Sen. Michael Waddoups

Entheos Academy
Navigator Pointe Academy

Senate District 7 – Sen. Ross I. Romero

Salt Lake High School for the Performing Arts

Senate District 8 – Sen. Karen W. Morgan

Beehive Science and Technology Academy
Paradigm High School

Senate District 10 – Sen. D. Chris Buttars

Early Light Academy
Hawthorn Academy
Itineris Early College High School

Senate District 11 – Sen. Howard Stephenson

American Preparatory Academy
Channing Hall
Mountainville Academy
North Star Academy
Providence Hall
Renaissance Academy
Summit Academy
Summit Academy High School

Charter School Distribution by Senate District (2009-2010 Cont.)

Senate District 13 – Sen. Mark Madsen

American Leadership Academy
C.S. Lewis Academy
Lakeview Academy
Liberty Academy
Merit College Preparatory Academy
Rockwell Charter High School
Ronald Reagan Academy
The Ranches Academy

Senate District 14 – Sen. John L. Valentine

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

Senate District 15 – Sen. Margaret Dayton

Freedom Academy
Noah Webster Academy
Utah County Academy of Sciences (UCAS)

Senate District 16 – Sen. Curtis S. Bramble

Walden School of Liberal Arts

Senate District 17 – Sen. Peter C. Knudson

Excelsior Academy
Thomas Edison Charter School—South

Senate District 18 – Sen. Jon J. Greiner

DaVinci Academy of Science and the Arts
Ogden Preparatory Academy

Senate District 19 – Sen. Allen M. Christensen

Walden School of Liberal Arts

Senate District 20 – Sen. Scott K. Jenkins

Good Foundations Academy
Quest Academy
Venture Academy

Senate District 21 – Sen. Jerry W. Stevenson

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

Charter School Distribution by Senate District (2009-2010 Cont.)

Senate District 22 – Sen. J. Stuart Adams

Oquirrh Mountain Charter School

Senate District 23 – Sen. Daniel R. Liljenquist

Legacy Preparatory Academy

Spectrum Academy

Wasatch Peak Academy

Senate District 25 – Sen. Lyle W. Hillyard

Bear River Charter School

Edith Bowen Laboratory School

Fast Forward High School

InTech Collegiate High School

Thomas Edison Charter School—North

Senate District 26 – Sen. Kevin T. Van Tassell

Soldier Hollow Charter School

Uintah River High School

Weilenmann School of Discovery

Senate District 27 – Sen. David P. Hinkins

Moab Charter School

Pinnacle Canyon Academy

Senate District 28 – Sen. Dennis E. Stowell

Gateway Preparatory Academy

SUCCESS Academy

Senate District 29 – Sen. Stephen H. Urquhart

George Washington Academy

Tuacahn High School for the Performing Arts

Vista at Entrada School of Performing Arts & Technology

Statewide

Open High School of Utah

Utah Virtual Academy

Charter School Distribution by Utah State Board of Education District 2009-2010

District 1 – Shelly Locke

Bear River Charter School
Edith Bowen Laboratory School
Fast Forward High School
InTech Collegiate High School
Thomas Edison Charter School—North
Thomas Edison Charter School—South

District 2 – Greg W. Haws

DaVinci Academy of Science and the Arts
Good Foundations Academy
Maria Montessori Academy
Northern Utah Academy for Math, Engineering and Science (NUAMES)
Ogden Preparatory Academy
Quest Academy
Venture Academy

District 3 – Richard Moss

American Leadership Academy
C.S. Lewis Academy
Excelsior Academy
Liberty Academy
Merit College Preparatory Academy
Ronald Reagan Academy

District 4 – David L. Thomas

Legacy Preparatory Academy
North Davis Preparatory Academy
Syracuse Arts Academy

District 5 – Kim R. Burningham

Oquirrh Mountain Charter School
Spectrum Academy
Wasatch Peak Academy

District 6 – Michael Jensen

American Preparatory Academy—The School for New Americans
East Hollywood High School
Monticello Academy

Charter School Distribution by Utah State Board of Education District (2009-2010 Cont.)

District 7 – Leslie B. Castle

City Academy
Dual Immersion Academy
Guadalupe Charter School
Open Classroom Charter School
Salt Lake Arts Academy
Salt Lake Center for Science Education
Salt Lake High School for the Performing Arts

District 8 – Janet A. Cannon

Academy for Math, Engineering and Science (AMES)
Canyon Rim Academy

District 9 – Denis R. Morrill

Entheos Academy
Navigator Pointe Academy
Success School

District 10 – Laurel Brown

Beehive Academy
Paradigm High School

District 11 – David L. Crandall

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

District 12 – Carol Murphy

John Hancock Charter School
Karl G. Maeser Preparatory Academy
Lakeview Academy
Lincoln Academy
Mountainville Academy
Odyssey Charter School
Quail Run Primary School
Renaissance Academy
Rockwell Charter High School
Soldier Hollow Charter School
The Ranches Academy
Timpanogos Academy
Weilenmann School of Discovery

Charter School Distribution by Utah State Board of Education District (2009-2010 Cont.)

District 13 – Mark Openshaw

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

District 14 – Dixie Allen

Moab Charter School
Pinnacle Canyon Academy
Uintah River High School

District 15 – Debra G. Roberts

Gateway Preparatory Academy
George Washington Academy
SUCCESS Academy
Tuacahn High School for the Performing Arts
Vista at Entrada, School of Performing Arts and Technology

Statewide

Open High School of Utah
Utah Virtual Academy

Utah State Office of Education
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