

AMENDMENT REQUEST FOR GRADE CONFIGURATION CHANGE

Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

1. Charter School Syracuse Arts Academy
2. Street Address 2893 W. 1700 S. Phone (801) 779-2066
3. City Syracuse County Davis
4. This is a school located in an area: () Rural (X) Urban
5. Chief School Officer Chris Dallin Phone (801) 589-2929 (Cell)
6. The Charter school is located in which school district? Davis
7. List or attach all duly elected, current board directors of the school:

<u>Chris Dallin</u>	<u>Charlene Nelson</u>	<u>David T. Hall</u>
<u>Andrea Larkin</u>	<u>Michelle Gibby</u>	

8. Briefly describe your requested amendment to charter. Attach all requested information concerning your configuration changes found in attachments A or B:

Syracuse Arts Academy (SAA) is a K-6 Elementary School and their October 1, 2007 count was 529 students. Their current charter is for a student enrollment of 525. SAA is requesting the addition of grades 7, 8, and 9 as well as an increase of one class section (25 students) K-6. The chart below shows their current charter enrollment cap along with their requested grade configuration change.

	K	1	2	3	4	5	6	7	8	9	TOTAL
Current	75	75	75	75	75	75	75	0	0	0	525
Requested	100	100	100	100	100	100	100	100	100	100	1,000

Attachment B includes a course catalog and master schedule outlining the addition of grades 7, 8, and 9.

9. Summary description of the charter school:

The mission of Syracuse Arts Academy is to *develop respectful, confident citizens in a solid educational environment enriched by artistic expression.*

SAA recognizes the arts (dance, music, theater, and visual arts) are challenging subjects with rigorous content and achievement standards. Due to the challenging nature of these subjects, SAA has on staff an Art Integration Specialist with a Master's Degree in Arts Integration. SAA has many components that help strengthen their learning community. Some of those foundational building blocks include:

- Coordination of the volunteer program to make sure parents are given a volunteer position that both corresponds to their abilities and schedule. During the 2006-2007 school year, SAA parents volunteered a total of 13,000 hours.
- Getting parents enthused about supporting the arts as an integral part of their child's education.
- Hiring and rewarding teachers who can implement lesson plans that include art activities, and have the ability to self-evaluate the effectiveness of their teaching methods, and possess the desire to learn.
- Hiring an Art Integration Specialist who is dedicated to providing teachers with a resource for ideas for arts integration into daily lesson plans.
- The formation of partnerships with artists-in-residence and other local arts providers such as performances by Ballet West, and participation in Opera by Children.
- Establishing an effective forum for teachers to share ideas as well as significant collaboration time.
- Providing faculty and staff with significant professional development opportunities.
- Having a curriculum that supports the integration of arts such as SAA's Harcourt-Brace Trophies.
- A dedication to fully fund projects that support the goal of arts integration.
- Showcasing of art student displays and student performances. SAA had each grade level perform for an audience at least twice during last school year.
- Artistic performances involving all students
- Integrated curriculum
- Project based learning
- Peer assisted learning
- Incorporation of technology
- Creative scheduling of academic units of study (i.e. several weeks of intensive study centered on one topic or subject such as operettas or other arts focuses)
- Interdisciplinary units of study
- Multi-age classes
- Opportunities to study with community experts, especially those whose expertise lie within arts integration

- Student involvement in and responsibility for some aspects of the curriculum and for their learning environment, which includes participation in the planning of a performance, set design and decoration, rehearsal, etc.

Syracuse Arts Academy believes its rigorous educational program relies primarily on the effectiveness of its teachers and supportive administration. Syracuse Arts Academy has grade level teams who focus on skill building strategies such as conducting parent conferences, managing the classroom, and crafting lesson plans. In addition to these grade level teams SAA also has Teacher Teams that focus on teacher collaboration through student performances and projects. A school wide Professional Development Team that works with the administrator in developing the schools Professional Development Plan, that responds to the needs of teachers as they respond to the needs of students.

Team building opportunities are critical for the principal and staff to feel connected to their school and colleagues in developing a strong professional learning community where all teachers take responsibility for the learning of all students. Syracuse Arts Academy is reducing teacher turnover by developing an environment in which staff feels supported by their administrators and form strong bonds of connection to a professional learning community that participates in designing and implementing the learning program.

The common planning time provided for teams facilitates structured collaborative work on curriculum and assessments. Syracuse Arts Academy's collaboration is guided and managed by the principal, in strict adherence with founding philosophies, and takes place during weekly staff meetings, quality teaching days and during early-out days. Teachers work together to implement curriculum, classroom integration and interdisciplinary practices to support student achievement. Special Ed teachers attend team meetings to share education information concerning IEP goals, accommodations, modifications, and collaborate on education strategies to support an inclusive environment.

SAA made AYP for the school year 2006-2007. The percent of students at proficiency by grade level are listed below.

Language Arts	Math	Science
1 st grade 73%	1 st grade 80%	4 th grade 68%
2 nd grade 91%	2 nd grade 92%	5 th grade 84%
3 rd grade 86%	3 rd grade 90%	6 th grade 81%
4 th grade 96%	4 th grade 86%	
5 th grade 89%	5 th grade 90%	
6 th grade 86%	6 th grade 79%	
Direct Writing 6 th Grade 86%		

10. How many students will the school serve and at what grades? How will this change affect your school's current population?

SAA is requesting to add grades 7, 8, and 9 with 100 students per grade. SAA will add an additional building on its current site to accommodate the increased student population. The addition of grades 7, 8, and 9 will give students a chance to continue their arts emphasis until transitioning to high school. Currently SAA serves students K-6. With the grade configuration change, SAA is also requesting an increase in enrollment in grades K-6 of 25 students per grade, as shown in the chart on question 8. Kindergarten currently has two full time teachers allowing for four half-day kindergarten classes. This allows SAA to have class sizes of 19 students in kindergarten. SAA is committed to smaller kindergarten classes and with the enrollment increase in kindergarten an additional kindergarten teacher will be hired. With three full time teachers serving 100 students in a half-day setting, kindergarten class size will be at 16 or 17 students per class. Class sizes for grades 1-6 will remain at 25 students per class. With the grade configuration change two new teacher specialists in the Arts will also be added as outlined in Attachment B, teacher allocation.

11. What makes this configuration change needed?

Syracuse Arts Academy surveyed their families in August 2007 with 293 families responding. The survey results showed that 90% of the families were in favor of adding a junior high, and of those respondents, 87.4% requested the junior high include grades 7, 8, and 9. SAA's Board, in consultation with the Principal, decided that a request for a grade configuration change was needed. In addition, SAA has a lottery pool of 1200 students for their K-6 program. SAA is requesting a grade configuration change (adding 7-9) with an increase in enrollment K-6 in response to both internal and external parent requests.

12. Is the schools' curriculum fully aligned with the Utah State Core Curriculum? If not, in what areas does the school deviate from the Core?

All curriculum courses are aligned with the Utah State Core Curriculum Standards and enhanced with a thematic emphasis on the Arts. Wide spectrums of activities are integrated into the curriculum that supports the educational goals and overall academic success for students. Additionally, increased emphasis is placed on student proficiency in reading to increase the likelihood of student success across the curriculum. Following is an overview of the curriculum.

Language Arts

SAA is implementing Utah's Literacy Model in identifying Tier 1,2, and 3 students according to their reading ability and provide specific interventions. Appropriate interventions include small group instruction, in school tutoring, learning centers that focus on specific fluency and/or phonemic awareness. Students also have the opportunity to read both fiction and non-fiction books related to themes. Multi-aged grouping allows for and encourages accelerated instruction for students, by focusing on the differing learning styles. Arts integration is also based on the five essential components of effective reading instruction, incorporating effective strategies and techniques. Research

clearly shows that these approaches significantly support students' reading and writing achievement. SAA uses Harcourt Brace *Trophies* as their Language Arts text.

Writing Program

All students have multiple opportunities to write across the curriculum daily to communicate effectively for a variety of purposes and audiences. Student journals encourage students to write when given specific prompts, incorporate grammar instruction, monitor spelling, and focus on improvement and growth throughout the year. Students are required to produce informational text through book reports, cause and effect reports, compare and contrast essays, etc. Students published 6-8 individual products last year, incorporating writing to persuade and functional texts to teach and share information. Additionally, students learn to use multiple strategies to improve writing skills: a rubric to self-evaluate writing, peer conferences, and peer reviews. Writing instruction enabled students to be proficient on U-PASS writing assessments for the school year 2006-2007.

Mathematics

Scott-Foresman Addison-Wesley Mathematics/Investigations is the math program chosen for math instruction. This math program is most closely aligned with USOE Core Standards. The research conducted on this program indicates that student skills in the areas of computation, word problems, and conceptual understanding scored significantly higher than students taught with traditional methods alone. (Goodrow (1998), Flowers (1998), Mokros et al. (1996.)) The math program presents math instruction with an emphasis on teaching for understanding, instead of just facts, thus making the content accessible to all children.

Social Studies

The Social Studies curriculum is aligned to USOE core curriculum standards. Thematic units of study are designed to integrate and address the four key areas of the Social Studies curriculum: 1)Time, Continuity, and Change (History); 2)People, Places, and Environments (Geography); 3) Government and the Citizen (Civics and Government); and 4)Production, Distribution, and Consumption (Economics). The Arts emphasis enriches the curriculum as society has historically recorded history through multiple modes of self-expression.

Science

The Science curriculum is aligned to USOE core curriculum standards. Hands-on scientific projects are incorporated into the curriculum to fully guide the students through the various levels of the scientific method. Manipulatives, experiments, surveys, research, and technology are all integrated into the various units to enhance the learning experience. Scientific skills that enhance the students' ability to perform well on the Core Assessment Test are integrated into each unit.

Art Emphasis

"Through creative enhancing techniques such as dance or movement, drawing and music, all children, especially the underprivileged children, can advance their development" (serendip.brynmawr.edu). Music, visual arts, drama and dance integration are the initial focus of an arts emphasis for SAA. The core curriculum is aligned to USOE core curriculum standards. School staff is working toward the goal of integration of the arts into the core. The focus at SAA has been to improve the quality of arts instruction in the classroom by enhancing professional development that combines arts-based teaching strategies with standards-based instruction and assessment. The intent is to build the capacity of teachers through artists-in-residence and partnerships with other local arts providers. The goal has been to provide and disseminate curriculum both in print and through professional development opportunities.

The school's current curriculum is fully aligned with the Utah State Core Curriculum as well as their planned curriculum as evidenced by the course catalog which includes USOE Core Curriculum mastery standards and for the art classes the Intended Learner Outcomes.

13. How will the school address the needs of students with disabilities who will need Special Education services?

Admission Procedures

All students enrolled at Syracuse Arts Academy go through the normal registration and lottery procedures. The registration form, completed after students are selected through the lottery process, ask parents to identify students who have previously been receiving Special Education, 504 or ESL services in their neighborhood schools. This identification allows school personnel to request the student file facilitating appropriate educational services when school begins.

Child Find

Consistent with the requirements of Part B of the IDEA and with the Special Education Rules and Regulations, Syracuse Arts Academy has developed policies and procedures to ensure that all students with disabilities residing within the jurisdiction of Syracuse Arts Academy, including students with disabilities grades K-6, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. These include a practical method for determining which students are currently receiving needed special education and related services. In order to keep current in the implementation of special education services at SAA, and meet state requirements, the administrator of SAA will attend special education training a minimum of one day a school year. SAA current administrator is certified in special education and has worked for many years in a variety of special education settings.

Major components of the Child Find system at Syracuse Arts Academy include:

Provision by the USOE of ongoing technical assistance to Syracuse Arts Academy, charter schools, private schools, and other state agencies in implementing the Child Find system.

Notifying all parents that special education services are available at Syracuse Arts Academy through multiple sources, such as notices home, the web site, and parent teacher conferences.

Participation in the implementation of the statewide data collection system for reporting student information, including federal child count.

USOE on-site monitoring of Child Find procedures through the regularly scheduled UPIPS monitoring process.

Weekly staff meetings to discuss Students of Concern. These discussions include teacher input, current testing data, and student work samples.

Annual reviews of the student referral process to special education held during teacher in-service training before school starts. A refresher review is held mid-year.

A placement meeting for current special education students is held in May. Teachers meet and discuss which teacher will receive which student. Recommendations for the referral process for the upcoming school year can also be made at this time.

All entering kindergarten students are administered the vision screening. Hearing screening can be administered at parent or teacher request.

As students are enrolled in Syracuse Arts Academy their cumulative file is reviewed in regards to their academic history, attendance, and Criterion Referenced Test scores.

Evaluation

If school personnel and/or the parent determine regular education interventions have been unable to provide educational benefit then school personnel work with the student using specific at-risk interventions. If after a reasonable period of time allowing for on-going informal evaluation, monitoring and documentation of the interventions, the student continues to struggle and the at-risk interventions have proven ineffective, then school personnel may determine a referral for special education evaluation is necessary. If there is reason to suspect the student is eligible for special education and related services due to a disability, the student shall be referred to Special Education for a full and individual initial evaluation based on educational concerns and after parental permission is given to initiate the evaluation. Evaluation procedures/assessments selected and administered will not be discriminatory on a racial or cultural basis. A variety of assessment tools and strategies will be used to gather relevant, functional, and developmental information about the student, including parental input. The following outlines Syracuse Arts Academy's process for an initial evaluation:

Syracuse Arts Academy shall ensure a full and individual initial evaluation is conducted for each student being considered for Special Education Services to determine if the student is a "student with a disability" under Part B of the IDEA and USOE Special Education Rules, and to determine the educational needs of the student. The results of the

evaluation shall be used by the student's IEP team in meeting the IEP requirements outlined in the USOE Special Education Rules.

Parental requests for evaluation shall be submitted to special education services for review and recommendation. The right of a parent to refer a student for evaluation shall not be denied or delayed by the procedures listed in the Regular Education Interventions section of USOE Rules. In the case of a parental referral, every effort will be made to implement the regular education intervention procedures.

Syracuse Arts Academy has written procedures for making a referral for an individual evaluation and the actions to be taken on the referral. Procedures include implementation of effective instructional procedures which then are monitored for student response to intervention. If the student does not respond to multiple interventions over a reasonable period of time, the parent/school team decides whether a student is then referred for special education. At this time, parents are requested to sign a permission to test a student for eligibility to receive Special Ed. services; then the formal evaluation process begins.

Prior written notice must be provided, and written parental consent for testing must be obtained, before a student is evaluated. Once parental consent is received by Syracuse Arts Academy, the evaluation process must be completed within 45 school days of the parent consent being signed.

The parents of a student with a disability shall be afforded an opportunity to participate in meetings with respect to the identification, evaluation, educational placement of the student, and the provision of FAPE to the student.

Students referred from within the school and being evaluated for the first time may not be placed in special education and/or receive special education and related services prior to the completion of the determination of eligibility for special education and related services and the completion of the IEP process.

Eligibility

Upon the completion of the assessments/procedures, a group of qualified professionals and the parent of the student must determine whether the student is a "student with a disability" as defined in Part B of the IDEA and the State Special Education Rules. The student can be determined eligible in 13 different categories as directed by the categorical criteria and tests. Once determined eligible for Special Education and related services due to a disability, the "team" will develop an Individual Education Plan, "IEP", and determine the appropriate educational placement, the least restrictive environment, for the student to benefit from the educational services to be delivered. Related services as defined by Utah State Board of Education Special Education Rules are: "Transportation and such developmental, corrective, and other supportive services determined by an IEP team as required to assist a student with a disability to benefit from special education." There will be a continuum of placements that students with disabilities can be served in. The IEP will be reviewed on an annual basis and the assessment for Special Education services will take place every 3 years.

Case Load

Case load for Special Education teachers will be in alignment with the State rules, which no longer has set requirements but is in the process of setting guidelines. The principal will oversee the caseload of each special educator, taking into account the number of students, the hours of service per student, the pupil/teacher ratio during instruction, and the number of students with severe disabilities in the caseload. Growth in the number of special education students will mean adding the appropriate staff to Syracuse Arts Academy. Basic funding should meet the needs of all students, including special education students, and with the special education funding; staff will be added to stay within case load guidelines and provide a quality education. SAA's administrator works with the special education teacher(s) to meet the needs of all special education students including those requiring intensive services and will work with the USOE to acquire additional funding for high cost students when appropriate. Generally speaking, the teacher's active caseload (head count) for the following resource services shall not exceed:

Resource room, two or more disabilities	35
Communication disorders	60
Hearing impairments	20
Visual impairments	20

Records

All Special Education teachers have a Record of Access form displayed on a fire proof filing cabinet that holds the student special education records. The Record of Access is required to record persons or agencies accessing the student's records. Persons listed on the Access List for student files do not need to sign this record. If a student transfers from SAA, a record request is required from the receiving school before special education records are forwarded to the receiving school. A records request is sent to the sending school for all transfer students to SAA.

Parent Involvement

Parental involvement is not only required by law in determining eligibility of a student for Special Education services, but also parents are a critical member of the school team participating in meetings with respect to the identification, evaluation, educational placements, and provisions of a Free Appropriate Public Education for the student. Procedural safeguards in the law enable that parents shall be afforded complete involvement in the student's educational plan. The law states that the parent shall be part of the IEP team and be equal participants along with the school personnel in developing, reviewing, and revising the IEP for their student. Parents play an active role in providing critical information regarding the strengths of their child; they participate in discussions about the student's need for special education and related services and supplementary aids and services, and join with other participants in deciding how the student will be involved and progress in the general curriculum and participate in state- and school-wide assessments.

Complaints

Complaints will be handled within the guidelines established and adopted by USOE and published for review in the State Rules. The complaint must be in writing to the Principal and a copy sent to the State Director of Special Education. If the parents are unable to file in writing, they can contact the Principal or State Director for assistance. The complaint must include the key elements identified in the complaint procedures located in the State rules.

Discipline

Consistent with the requirements of Part B of the IDEA and the State Rules, the Principal will establish, maintain, and implement policies and procedures for disciplining students with disabilities according to IDEA guidelines and State Rules. Students with disabilities may receive the following consequences, as long as IDEA procedures are followed strictly:

Change of placement

School Removal—ten school days or less

Alternative appropriate interim educational setting

All rules/guidelines are followed for conducting Functional Behavioral Assessments and intervention plans where appropriate. Manifestation Determinations is conducted where indicated. All procedural safeguards are followed as per the law.

ESY

Extended school year services will be provided to a student with a disability beyond the normal school year, in accordance with the student's IEP, at no cost to the parent of the student, and to meet the standards of USOE. The IEP team determines, on an individual basis through the IEP process if ESY services are necessary for the student to receive a free appropriate public education. ESY services were provided at SAA during the summer of 2007

Differentiated Curriculum

Syracuse Arts Academy strives to have an extensive array of differentiated instructional modes and teaching materials to meet the educational needs of a variety of learners through the tiered instructional model. Syracuse Arts Academy works to have stories and readings on tape, many hands-on learning activities involving group work, and facilitate peer tutoring for at-risk students. The curricula includes ideas and suggestions for meeting the different learning modes/styles, with interventions specifically designed for diversified language needs and students requiring additional instructional services and supports. The curriculum also suggests a variety of practice and support materials that parents can initiate in the home. Syracuse Arts Academy involves parents in the educational process through home notes and specific details for implementing the instructional needs of the student at home.

ADA Requirements

Syracuse Arts Academy's building is ADA compliant and meets all requirements for restroom access, building access, and classroom space.

- 14. Please provide a copy of current school year budget and projected budget with amendments.**

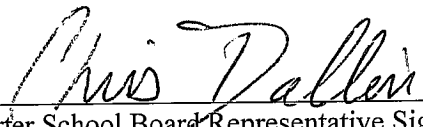
Please see Attachment C

- 15. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting?**

Brad Taylor, an employee of Academica West, the Business Management Company contracted by SAA, performs the financial accounting for SAA. His resume follows the budgets as part of Attachment C.

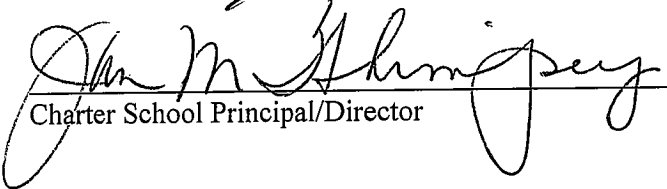
- 16. Please provide the name and title of district personnel you contacted to inform them of your amendment request, as well as the date of contact.**

Jan Whimpey, Principal of SAA, met with Richard Call, Davis School District's Secondary Curriculum Director, on November 29, 2007.



Charter School Board Representative Signature

11-30-07
Date



Charter School Principal/Director

11-30-07
Date

ATTACHMENT B
 Needed information for grade configuration changes
 (Adding grades 7 - 9)

SYRACUSE ARTS ACADEMY
 ROPOSED DAILY SCHEDULE

For Grades 7, 8, 9

Regular Schedule

<u>First Lunch</u>		<u>Second Lunch</u>	
1 st Period	8:30 - 9:40	1 st Period	8:30 - 9:40
Passing	9:40 - 9:44	Passing	9:40 - 9:44
2 nd Period	9:44 - 10:44	2 nd Period	9:44 - 10:44
Passing	10:44 - 10:48	Passing	10:44 - 10:48
3 rd Period	10:48 - 11:48	3 rd Period	10:48 - 11:48
LUNCH	11:48 - 12:18	Passing	11:48 - 11:52
Passing	12:18 - 12:22	4 th Period	11:52 - 12:52
4 th Period	12:22 - 1:22	LUNCH	12:22 - 1:22
Passing	1:22 - 1:26	Passing	1:22 - 1:26
5 th Period	1:26 - 2:26	5 th Period	1:26 - 2:26
Passing	2:26 - 2:30	Passing	2:26 - 2:30
6 th period	2:30 - 3:30	6 th period	2:30 - 3:30

Friday Early-Out Schedule

<u>First Lunch</u>		<u>Second Lunch</u>	
1 st Period	8:30 - 9:10	1 st Period	8:30 - 9:10
Passing	9:10 - 9:14	Passing	9:10 - 9:14
2 nd Period	9:14 - 9:49	2 nd Period	9:14 - 9:49
Passing	9:49 - 9:53	Passing	9:49 - 9:53
3 rd Period	9:53 - 10:28	3 rd Period	9:53 - 10:28
Passing	10:28 - 10:32	Passing	10:28 - 10:32
4 th Period	10:32 - 11:07	4 th Period	10:32 - 11:07
LUNCH	11:07 - 11:37	Passing	11:07 - 11:11
Passing	11:37 - 11:41	5 th Period	11:11 - 11:46
5 th Period	11:41 - 12:16	LUNCH	11:46 - 12:16
Passing	12:16 - 12:20	Passing	12:16 - 12:20
6 th period	12:20 - 1:00	6 th period	12:20 - 1:00

Daily Schedule for 7th, 8th, and 9th graders

SAA's daily schedule for 7th, 8th, and 9th graders matches the daily schedule for 1st-6th graders. This includes an early out day on Friday for students, giving teachers a weekly common block of time for collaboration, school wide planning, and professional development. SAA's instructional time exceeds the state minimum and does not include passing periods or lunch. Teachers at SAA are available 45 minutes before and after school for students and parents. SAA will offer six 60 minute classes, with 1st period being 70 minutes long in order to allow time for announcements, the pledge, and other school business, when needed.

Teacher allocation

Currently, SAA has 18 regular classroom teachers for Grades 1-6 with 25 students per class, 2 kindergarten teachers teaching two half day sessions with 19 students per class, and a full time Arts Specialist helping the teachers integrate Arts into the core curriculum. The secondary schedule shows an additional 13 full time teachers (2 on productivity) and 2 part time teachers (the equivalence of 14.5 teachers). With the additional teachers in the elementary grades, 6 classroom teachers (Grades 1-6) and one full time kindergarten teacher (again lowering the classroom size to 17), the total number of teachers on staff (excluding special education) would need to be 42.5 teachers. SAA has budgeted for 45 teachers, adding the following: 1 full time Music Specialist, 1 full time Dance /Drama Specialist and allowing for a part time teacher if needed for flexibility in scheduling and meeting certification issues. The additional specialist can teach small groups, work with students in after-school programs, help teachers integrate Arts into the core curriculum, and provide expertise and support for student projects and performances.

Course Offerings and Master Schedule

Syracuse Arts Academy's course offerings meet all the state requirements for 7th and 8th grade students as well as 9th grade offerings that allow students to transition to Davis District high schools successfully. Available mathematics courses are listed in the course catalog by grade. Students will take placement tests for their math class and if needed, SAA will offer Algebra II for advanced students. Science is offered for a full year in both 7th and 8th grade, expanding on the Core Curriculum allowing for arts integration into the sciences. All classes on the master schedule are based on a class size of 25 students. SAA's courses by grade are outlined below.

7th Grade

Language Arts
Mathematics
Integrated Science
PE (semester)
Utah History (semester)
Arts Foundation I
TLC

8th Grade

Language Arts
Mathematics
Integrated Science
PE (semester)
Health (semester)
US History
Field Experience of the Arts

9th Grade

Language Arts
Mathematics
Earth Systems
PE (semester)
Computer Technology (semester)
Geography (semester)
School Publishing (semester)
Field Experience of the Arts

SYRACUSE ARTS ACADEMY GRADES 7-9

TEACHER ASSIGNMENT		PERIOD 1		PERIOD 2		PERIOD 3		PERIOD 4		PERIOD 5	PERIOD 6
Math / Computer Tech	Semester 1	8th Math	9th Comp. Tech. 9th School Pub.	9th Comp. Tech. 9th School Pub.	9th Comp. Tech. 9th School Pub.	9th Comp. Tech. 9th School Pub.	9th Comp. Tech. 9th School Pub.	9th Comp. Tech. 9th School Pub.	9th Comp. Tech. 9th School Pub.	PREP	8th Math
	Semester 2										
Math	Semester 1	7th Math	9th Math	9th Math	9th Math	7th Math	7th Math	8th Math	8th Math	8th Math	PREP
	Semester 2										
Math	Semester 1	PREP	9th Math	9th Math	9th Math	7th Math	7th Math	9th Math	9th Math	7th Math	9th Math
	Semester 2										
Language Arts	Semester 1	9th LA	PREP	PREP	PREP	7th LA	7th LA	9th LA	9th LA	7th LA	7th LA
	Semester 2										
Language Arts	Semester 1	7th LA	PREP	PREP	PREP	8th LA	8th LA	8th LA	8th LA	8th LA	8th LA
	Semester 2										
Language Arts (2/6)	Semester 1	9th LA	9th LA	9th LA	9th LA	NO CLASSES	NO CLASSES	NO CLASSES	NO CLASSES	NO CLASSES	NO CLASSES
	Semester 2										
Science (Productivity)	Semester 1	Earth Systems 9	Integrated Science 8	Integrated Science 8	Integrated Science 8	Earth Systems 9	Earth Systems 9	Earth Systems 9	Earth Systems 9	Integrated Science 8	Earth Systems 9
	Semester 2										
Science (Productivity)	Semester 1	Integrated Science 7	Integrated Science 8	Integrated Science 8	Integrated Science 8	Integrated Science 7	Integrated Science 7	Integrated Science 7	Integrated Science 7	Integrated Science 7	Integrated Science 8
	Semester 2										
PE / Health	Semester 1	8th PE	7th PE	7th PE	7th PE	9th PE	9th PE	9th PE	9th PE	9th PE	7th PE
	Semester 2										
Social Studies	Semester 1	PREP	7th UT History	7th UT History	7th UT History	9th Geography	9th Geography	8th US History	8th US History	9th Geography	7th UT History
	Semester 2										
Social Studies / PE (Productivity)	Semester 1	8th PE	8th US History	8th US History	8th US History	8th PE	8th PE	8th US History	8th US History	9th Geography	7th UT History
	Semester 2										
TLC / Comp Tech	Semester 1	9th Comp. Tech. 9th School Pub.	7th TLC	7th TLC	7th TLC	PREP	PREP	7th TLC	7th TLC	7th TLC	7th TLC
	Semester 2										
Art	Semester 1	7th Foundations I	8th Art	8th Art	8th Art	8th Art	8th Art	7th Foundations I	7th Foundations I	9th Art	PREP
	Semester 2										
Art	Semester 1	8th Art	8th Art	8th Art	8th Art	8th Art	8th Art	7th Foundations I	7th Foundations I	PREP	9th Art
	Semester 2										
Art (2/6)	Semester 1	NO CLASSES	NO CLASSES	NO CLASSES	NO CLASSES	NO CLASSES	NO CLASSES	NO CLASSES	NO CLASSES	9th Art	9th Art
	Semester 2										

COURSE CATALOG

for

SYRACUSE ARTS ACADEMY

Amendment Request for Grade Configuration Change

LANGUAGE ARTS CORE (7TH Grade)	
<p>This course helps students gain a greater facility with the language. The emphasis is on composition, the writing process, and reading. Lessons in composition will cover the application of mechanics and grammar. Students will produce descriptive, narrative, persuasive, and informative written work. They will also work on spelling, vocabulary, dictionary, library, reading, speaking and listening skills.</p>	<p><u>Standard 1 (Reading):</u> Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p><u>Standard 2 (Writing):</u> Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</p> <p><u>Standard 3 (Inquiry/Research/Oral Presentation):</u> Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>
LANGUAGE ARTS CORE (8TH Grade)	
<p>English 8 focuses on reading, writing, inquiry/information gathering, grammar and communication. Various reading sources help students refine decoding and interpretation skills. Students will write for different purposes and audiences. They will also practice grade-appropriate grammar and usage skills. Listening, speaking, and problem solving are other important elements of this course.</p>	<p><u>Standard 1 (Reading Comprehension):</u> Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p><u>Standard 2 (Writing):</u> Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</p> <p><u>Standard 3 (Inquiry/Research/Oral Presentation):</u> Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>
LANGUAGE ARTS CORE (9TH Grade)	
<p>In this class, students continue to practice and refine language skills (i.e. reading, writing, speaking, and listening). Writing process skills include the descriptive, narrative, informative, and persuasive modes for specific audiences. Investigative research processes are taught, and cross-curricular research essays are developed. Reading materials include novels, poetry, short stories, classical drama, classical mythology, and reference materials.</p>	<p><u>Standard 1 (Reading):</u> Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p><u>Standard 2 (Writing):</u> Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</p> <p><u>Standard 3 (Inquiry/Research/Oral Presentation):</u> Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p>

PRE-ALGEBRA A (7TH Grade)

Pre-Algebra A is the *basic* introductory course for secondary mathematics. This course prepares students for Algebra. Students entering Pre-Algebra A should have mastered basic whole number operations, fractions, decimals and integers. Topics include measurement, number theory, graphing, ratios, proportions, and percent; probability and statistics; introductory geometry; methods of solving equations; and real life applications of these topics. Students will use calculators.

Standard 1: Students will acquire number sense and perform operations with rational numbers.
Standard 2: Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.
Standard 3: Students will recognize, describe, and identify geometric shapes, and solve problems using spatial and logical reasoning, applications of geometric principles, and modeling.
Standard 4: Students will understand and apply measurement tools, formulas, and techniques.
Standard 5: Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

PRE-ALGEBRA B (7TH or 8TH Grades)

This course prepares students for Elementary Algebra. Topics include measurement, number theory, graphing, ratios, proportion, percent, probability, statistics, introductory geometry, methods of solving equations, and real-life applications of these topics. Students will use calculators. Mastery of standards are the same as Pre-Algebra A with deeper understanding of number sense and elementary algebra functions.

Standard 1: Students will acquire number sense and perform operations with rational numbers.
Standard 2: Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.
Standard 3: Students will recognize, describe, and identify geometric shapes, and solve problems using spatial and logical reasoning, applications of geometric principles, and modeling.
Standard 4: Students will understand and apply measurement tools, formulas, and techniques.
Standard 5: Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

ELEMENTARY ALGEBRA (8TH or 9TH Grades)

Elementary Algebra improves math skill proficiency, expands the student's understanding of mathematical concepts, and promotes critical and logical thinking. Topics include algebraic expressions and equations, integers and rational numbers, inequalities, monomials and radical expressions, polynomials, factoring, functions, graphs, lines and slopes, quadratics, and rational expressions.

Standard 1: Students will acquire number sense and perform operations with real numbers.
Standard 2: Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.
Standard 3: Students will solve problems using spatial and logical reasoning, applications of geometric principles, and modeling.
Standard 4: Students will understand and apply measurement tools, formulas, and techniques
Standard 5: Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

GEOMETRY (8TH or 9TH Grades)

Geometry is the study of visual patterns. This course integrates algebra and geometry. Real-life situations provide practice of geometric skills. Computer and scientific calculators will be used. Topics include angles, lines, transformations, polygons, congruence, relationships, coordinated geometry, similarity, logic, indirect reasoning, and introduction to trigonometry and vectors.

Standard 1: Students will acquire number sense and perform operations with real numbers
Standard 2: Students will represent and analyze mathematical situations and properties using patterns, relations, functions, and algebraic symbols.
Standard 3: Students will solve problems using spatial and logical reasoning, applications of geometric principles, and modeling.
Standard 4: Students will understand and apply measurement tools, formulas, and techniques.
Standard 5: Students will draw conclusions using concepts of probability after collecting, organizing, and analyzing a data set.

INTEGRATED SCIENCE (7TH Grade)

Integrated Science 7 is a foundation course which emphasizes basic science concepts with real-life applications. Topics include classification systems, cell genetics, ecology, and the environment. Although this course focuses on life sciences, physical and earth science topics that deal with the structure and organization of the natural world have been included to help students to recognize the integrated nature of science. SAA students will have extended activities and curricula making this class a full year course.

Standard 1: Students will understand the structure of matter.
Standard 2: Students will understand the relationship between properties of matter and Earth's structure.
Standard 3: Students will understand that the organs in an organism are made of cells that have structures and perform specific life functions.
Standard 4: Students will understand that offspring inherit traits that make them more or less suitable to survive in the environment.
Standard 5: Students will understand that structure is used to develop classification systems.

INTEGRATED SCIENCE (8TH Grade)

COURSE DESCRIPTION:

This course introduces students to the theme of change and its influence on the environment. Because the course focuses on physical, earth and life sciences, students gain a clearer picture of relationships in the natural world. This hands-on course allows students to explore areas of particular interest.

Standard 1: Students will understand the nature of changes in matter.
Standard 2: Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms.
Standard 3: Students will understand the processes of rock and fossil formation.
Standard 4: Students will understand the relationships among energy, force, and motion.

EARTH SYSTEMS (9TH Grade)

Students who take this class will earn one unit of high school physical science credit through field work, lab experiences, investigational research, and problem-solving techniques. This class prepares students for further study in physics, chemistry, and biological sciences. Through observation, measurement, and problem-solving, students will develop an awareness of the Earth's systems and local environmental problems as well as appreciation for the physical laws that govern our solar system.

Standard 1: Students will understand the scientific evidence that supports theories that explain how the universe and solar system developed.
Standard 2: Students will understand that the features of Earth's evolving environment affect living systems, and that life on Earth is unique in the solar system.
Standard 3: Students will understand that gravity, density, and convection move Earth's plates and this movement causes the plates to impact other Earth systems.
Standard 4: Students will understand that water cycles through and between reservoirs in the hydrosphere and affects the other spheres of the Earth system.
Standard 5: Students will understand that Earth's atmosphere interacts with and is altered by the lithosphere, hydrosphere, and biosphere.
Standard 6: Students will understand the source and distribution of energy on Earth and its effects on Earth systems.

UTAH STUDIES (7TH Grade) (1 semester only)

Students will be introduced to the significant events, people, diverse cultures, and issues that have influenced Utah's social and cultural development. The course will also focus on historical, political, economic, and geographical factors. Special attention will be given to the development of higher-level thinking skills, study skills and organization.

Standard 1: Students will understand the interaction between Utah's geography and its inhabitants.
Standard 2: Students will understand the contributions of Native American Indians, explorers, and Utah's pioneers.
Standard 3: Students will understand the relationship between government and the people of Utah.
Standard 4: Students will understand the diverse ways people make a living in Utah.
Standard 5: Students will understand the diverse nature of Utah's peoples and cultures.
Standard 6: Students will understand the impact of major contemporary events that concern the land and people of Utah.

UNITED STATES HISTORY (8TH Grade)

U.S. History is a course which encourages students to explore America's heritage from its beginnings to Reconstruction. Emphasis will be placed upon the social and cultural backgrounds of Americans as well as economic and geographic factors, particularly during the 1800's. Students will develop higher level thinking skills.

Standard 1: Students will interpret the role of geography in shaping United States history.
Standard 2: Students will investigate the relationship between events of different time periods.
Standard 3: Students will understand the changes caused by European exploration in the Americas.
Objective 3: Assess the impact of European exploration on African slaves and American Indian nations.
Standard 4: Students will analyze European colonization and settlement of North America.
Standard 5: Students will understand the significance of the American Revolution in the development of the United States.
Standard 6: Students will understand the structure and function of the United States government established by the Constitution.
Standard 7: Students will explore the territorial growth of the United States before the Civil War.
Standard 8: Students will examine the expansion of the political system and social rights before the Civil War.
Standard 9: Students will understand the significance of the Civil War Era to the United States.
Standard 10: Students will understand the development of the American West following the Civil War.

GEOGRAPHY – (9TH Grade) (1 semester only)

Students will be introduced to the inter-relationships between our physical and cultural worlds. The course will explore how geography influences human behavior and the role it plays in the economic, political, social, cultural and historic development of a country. Basic geographical skills will be emphasized including map reading and making, vocabulary, interpretations of geographical charts and diagrams, and a study of the Americas, Europe, and northern Eurasia.

Standard 1: Students will understand the world in spatial terms.
Standard 2: Students will understand the human and physical characteristics of places and regions.
Standard 3: Students will understand how physical processes shape the earth's surface.
Standard 4: Students will understand how human activities shape the earth's surface.
Standard 5: Students will understand the interaction of physical and human systems.
Standard 6: Students will use geographic knowledge to connect to today's world.

BEGINNING FITNESS (7TH Grade) (Semester Course)

This class helps students develop lifetime attitudes regarding physical activity and healthy lifestyles. Emphasis will be on skill development, lifetime activity, attitudes, and fitness.

INTERMEDIATE FITNESS (8TH Grade) (Semester Course)

At SAA, this semester course is matched with a semester of Health Education 1 in the 8th grade. This course helps students develop positive lifetime attitudes regarding fitness. Students practice individual and team sports, techniques, participation skills, and games.

PHYSICAL EDUCATION (9TH Grade) (Semester Course)

This course focuses on a variety of team sports, games, and individual sports with emphasis on leadership, courtesy, respect and sportsmanship. This course also provides instruction aimed at improving and maintaining physical fitness and continuing team sports participation.

HEALTH EDUCATION I (8TH Grade) (Semester Course)

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good literacy and decision-making skills can contribute to a variety of healthy choices for self and others.

Standard 1: Students develop skills and processes that contribute to the development of a healthy self.

Standard 2: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

Standard 3: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.

Standard 4: Students summarize issues related to health promotion and disease prevention.

Standard 5: Students assess how individual behavior affects personal and community health and safety.

Standard 6: Summarize the benefits of adopting healthy nutritional and fitness behaviors.

Standard 7: Students evaluate basic health information needed to advocate for personal, peer, and family health.

TECHNOLOGY, LIFE, AND CAREERS – TLC (7TH Grade)

The Technology, Life, and Careers (TLC) core course is an introductory program designed to acquaint students with the vocational areas of agriculture and industrial technology, health occupations and home economics, business and marketing, and career development. This course provides hands-on exploration experiences to help students understand career opportunities and current technology.

Standard 1: The student will develop self-knowledge and skills related to the world of work and careers.

Standard 2: The student will develop a basic awareness of business careers and utilize current business technology.

Standard 3: The student will develop basic skills related to family and consumer sciences and skills necessary to enhance independence and a positive self-concept.

Standard 4: The student will examine current technologies and safety practices in industry.

Standard 5: The student will utilize occupational information in the career planning process.

ART FOUNDATIONS 1 (7TH Grade)

This is the required Junior High / Middle School Visual Arts Core course. It is designed to provide an overview of Visual Arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics. SAA will exceed the Utah State Core Curriculum for Foundations by building on student expertise and individual portfolio projects.

FIELD EXPERIENCE OF THE ARTS (8TH and 9TH Grades)

All SAA students will take a full year of art in both the 8th and 9th grade. Field Experience of Arts class curriculum for 8th and 9th grade will meet individual student needs and provide an introduction to high school art classes. This class is a mixture of the 4 arts (Theatre, Visual Arts, Dance, and Music). This class will follow the standards listed and have students create achievement portfolios for areas of focus such as: Drama Portfolio.

ILO's for Drama:

- Theatre
- Scriptwriting
- Designing / Implementing
- Constructing Meaning
- Theatre Achievement Portfolio

ILO's for Visual Arts

- Making
- Perceiving
- Expressing
- Contextualizing

ILO's for Dance:

- Technique
- Elements of Dance
- Creative / Choreographic Processes
- Meaning

ILO's for Music:

- Perform
- Create
- Listen / Analyze / Evaluate
- Discover Meaning
- Music Achievement Portfolio

SCHOOL PUBLISHING (9TH Grade) (Semester Course)

This class is responsible for regular school-type publications such as: the yearbook, video, newspaper, newsletters, portions of the school's website, and advertisements for school activities. Students will work closely with the faculty in taking pictures, writing stories, and representing the school culture in the activities previously listed.

COMPUTER TECHNOLOGY (9TH Grade) (Semester Course)

This is an introduction to computer application software that encompasses document processing, spreadsheets, and presentations. An understanding of ethics and use of operating systems, information resources, and e-mail is included. Skills gained will be demonstrated by creating a project for a different content area. Keyboarding such as typing by touch with speed *and* accuracy improvement will also be emphasized. Curriculum is based on the 10 performance standards that all high school graduates need to master in Educational Technology as defined by USOE.

LIBRARY MEDIA / INFORMATION TECHNOLOGY

These standards are integrated throughout Language Arts 7-9.

Standard 1: Students will define a task and identify information needed.

Standard 2: Students will identify, evaluate, and select resources.

Standard 3: Students will locate resources and access information within resources.

Standard 4: Students will engage and extract information.

Standard 5: Students will organize, synthesize, and present information.

Standard 6: Students will evaluate the process and the product.

Attachment C

Syracuse Arts Academy
FY 2008 Approved Budget

2007-2008			
Number of Students (ADM):			525
Revenue			Total
State Funding Regular			\$ 2,478,714
Federal & State Projects			\$ -
Federal Facilities Matching Grant			\$ 22,000
Other Revenue			\$ -
Total Revenue			\$ 2,500,714
Expenses	# of Staff	@ Salary	Total
Salaries (100)			
Teacher-Regular Ed	20	\$ 37,781	\$ 755,626
Teacher-Art Specialist	1	\$ 34,257	\$ 34,257
Instructional Assts	6	\$ 9,411	\$ 56,466
Bonuses		\$ 31,500	\$ 31,500
Substitutes	22	\$ 63.00	\$ 13,860
Employee Benefits			\$ 144,000
Payroll Taxes			\$ 91,296
Fieldtrips / Transportation			\$ 7,500
Instructional Aids/Books/Library(600)			\$ 40,000
Supplies(600)			\$ 60,000
Marketing (300)			\$ 500
Professional Development		\$ 31,500	\$ 31,500
Other (printing; postage)			\$ 2,500
Total Instruction			\$ 1,269,005
Administration & Support			
Director (Principal)	1	\$ 73,670	\$ 73,670
Head Secretary	1	\$ 31,200	\$ 31,200
Part -Time Secretary	1	\$ 13,110	\$ 13,110
Media Specialist	1	\$ 13,110	\$ 13,110
Copy Specialist	1	\$ 5,472	\$ 5,472
Employee Benefits			\$ 15,900
Bonuses			\$ 8,000
Payroll Taxes			\$ 13,633
Purchased Prof Services			\$ 210,000
Supplies			\$ 6,000
Total Admin & Support			\$ 390,095

Operations & Maintenance			Total
Handyman	1	\$ 10,830	\$ 10,830
Supplies			\$ 8,000
Phone/Communications			\$ 8,000
Custodial Services/Supplies			\$ 36,700
Property/Casualty Insurance			\$ 15,000
Utilities			\$ 50,000
Rent			\$ 473,204
Property Tax			\$ 45,000
Fees/Permits & dues			\$ 1,500
Mileage Reimbursement			\$ 1,000
Purchased Property Services			\$ 12,000
Building & Improvements/Repairs			\$ 8,000
Computer Equipment			\$ 10,000
Computer Tech Support			\$ 10,000
Furniture & Other Equipment			\$ 25,000
Bonus			\$ 1,000
Other (security, copier lease)			\$ 12,000
Total Operations & Maintenance			\$ 727,234
Total Expenditures			\$ 2,386,335
Total Revenues			\$ 2,500,714
Budget Balance (Revenues-Expenditures)			\$ 114,379

TRUST LANDS FUNDING			
REVENUE			
State Allocation			20,533
TOTAL TRUST LAND FUNDING			20,533
EXPENSES			
?????			
DIFFERENCE			20,533

TECHNOLOGY GRANT			
REVENUE			
Technology Grant			45,960
Online Summative Testing			8,304
TOTAL Revenue			54,264
EXPENSES			
Professional Development			14,464
Tech Support			10,800
Computers/Software			29,000
DIFFERENCE			-

LEGISLATIVE SUPPLY			
REVENUE			
State Allocation			5,938
TOTAL Revenue			5,938
EXPENSES			
Supplies			5,938
DIFFERENCE			-

IMPLEMENTATION GRANT			
REVENUE			
State Allocation			95,237
TOTAL Revenue			95,237
EXPENSES			
Purchased Prof & Tech Services			20,000
Supplies & Materials			45,237
Computer Hardware			25,000
Equipment			5,000
DIFFERENCE			-

TITLE FUNDS			
REVENUE			
Title I-A			\$ 13,099
Title II-A			\$ 5,610
Title II-D			\$ 167
Title IV-A			\$ 237
Title V-A			\$ 680
TOTAL Title Funds			\$ 19,793
EXPENSES			
Salaries			\$ 5,777
Payroll Taxes			
Benefits			
Purchased Services			537
Bonuses			
Professional Development			
Supplies			13,479
Instructional Aids/Text			
TOTAL EXPENSES			\$ 19,793
REVENUE			
Title Revenue			\$ 19,793
Title Expenses			\$ 19,793
DIFFERENCE			\$ -

SPECIAL EDUCATION FUNDING

REVENUE

State Special Ed Funding			\$	98,046
Federal IDEA			\$	51,000
TOTAL SPED FUNDING			\$	149,046

EXPENSES

Teacher-Special Ed	1	\$	31,573	\$	31,573
Occupational Therapy	1	\$	5,000	\$	5,000
Speech Therapy	1	\$	11,520	\$	11,520
Instructional Assts	2	\$	8,741	\$	17,483
Special Ed Payroll Taxes					6,820
Special Ed Benefits					7,200
Purchased SPED Services					5,000
Special Ed Bonuses					3,600
Professional Development					5,000
Supplies					5,000
Instructional Aids/Text					10,000
TOTAL EXPENSES				\$	108,196

Special Education Revenue			\$	149,046
Special Education Expenses			\$	108,196
DIFFERENCE			\$	40,850

INTERVENTION ALLOWANCE

22,356.90

FOOD SERVICE

REVENUE

Lunch Money			\$	62,000
Federal & State Reimbursements			\$	33,000
TOTAL Title Funds			\$	95,000

EXPENSES

Food Service Manager	1	\$	12,285	\$	12,285
Cafeteria Help	2	\$	5,621	\$	11,241
Payroll Taxes				\$	2,447
Benefits				\$	-
Bonus				\$	1,600
Food Purchases					52,000
Non-Food Supplies					5,500
Equipment Purchases					2,500
Dues and Fees					1,000
TOTAL EXPENSES				\$	88,573

Food Service Revenues			\$	95,000
Food Service Expenses			\$	88,573
DIFFERENCE			\$	6,427

SUMMARY

Revenue

State Funding Regular	\$ 2,478,714
Federal Facilities Matching Grant	22,000
Total Special Education Funds	149,046
Total Land Trust Funding	20,533
Educator Salary Increase	-
Instructional Technology	54,264
Legislative Supply	5,938
Implementation Grant	95,237
Title Funds	19,793
Food Service	95,000
TOTAL REVENUE	\$ 2,940,525

Expenses

Total unrestricted	\$ 2,386,335
Total Special Education Funds	108,196
Total Land Trust Funding	-
Educator Salary Increase	-
Instructional Technology	54,264
Legislative Supply	5,938
Implementation Grant	95,237
Title Funds	19,793
Food Service	88,573
TOTAL EXPENSES	\$ 2,758,335

Budget Surplus (deficit)

\$ 182,190

Salaries

Teachers	\$ 821,456
Instructional Aides	73,949
Speech Therapy	5,000
Media Specialist	13,110
Administration	73,670
Administrative Support	44,310
Food Service	23,526
Operations and Maintenance	10,830
Total Salaries	<u>\$ 1,065,851</u>

Supplies

Unrestricted Funding	\$ 60,000
Legislative Supply Funding	5,938
Implentation Grant	45,237
Title Funds	13,479
Spec Ed	5,000
Total	<u>\$ 129,654</u>

Professional Development

Unrestricted Funding	\$ 31,500
Technology Grant	14,464
Implentation Grant	20,000
Spec Ed	5,000
Total	<u>\$ 70,964</u>

Texts/Library/Instructional Aids

Unrestricted Funding	\$ 40,000
Spec Ed	10,000
Total	<u>\$ 50,000</u>

Computers

Unrestricted Funding	\$ 10,000
Technology Grant	29,000
Implentation Grant	25,000
Total	<u>\$ 64,000</u>

SAA Expansion Budget			
			2009-10
Number of Students:			1,000
Revenue			Total
State Funding			5,244,476
Federal Start Up/Implementation			
Federal Facilities Funding			20,000
State Start Up Funding			
Private Grants & Donations			-
Federal Title Money			30,000
Loan			200,000
Forward From Surplus			300,000
Student Fees			10,000
Total Revenue			5,804,476
Expenses			
	# of Staff	Salary	Total
Salaries			
Lead Principal	1	80,499	80,499
Site Administrator	1	72,450	72,450
Counselor	1	41,400	41,400
Teachers	43	41,685	1,792,453
Half-Time Teachers	4	20,641	82,564
Teacher Assistants	12	10,282	123,390
Office Manager Bldg 1	1	39,463	39,463
Office Manager Bldg 2	1	30,750	30,750
Seasonal Secretary	1	17,774	17,774
Seasonal Secretary	1	17,425	17,425
Copy Aide	2	9,410	18,819
Maintenance Assistant	2	11,833	23,666
Playground Monitors	3	6,150	18,450
Kitchen Manager Bldg 1	1	17,251	17,251
Kitchen Manager Bldg 2	1	17,251	17,251
Kitchen Assistants	4	10,763	43,050
Librarian - Jr. High	1	36,225	36,225
Librarian	1	15,129	15,129
Substitute Teachers			30,100
Employee Benefits			411,600
Employee Benefits - Seas Sec			16,800
Payroll Taxes			261,883
Bonuses			57,400
Professional Development			52,800
Travel			2,050
Purchased Professional Services			377,500
Instructional Aids/Books/Library			150,000
Supplies			110,000
Other (printing; postage, etc.)			7,175
Total Instruction, Administration & Support			3,965,317

Operations & Maintenance			
Supplies			10,250
Phone/Communications			10,250
Custodial Services			59,450
Landscape/Snow Removal Services			15,375
Advertising			2,000
Property/Casualty Insurance/Bonds			32,800
Utilities			107,625
Fees/Permits/Dues			4,100
Transportation / Field Trips			15,000
Food Services			4,500
Land & Improvements			-
Building & Improvements/Repairs			12,500
Computer Equipment			140,000
Computer Support			25,000
Furniture & Other Equipment			135,000
Upgrades (Connectivity)			3,500
Rent			1,096,190
Property Tax			82,000
Start up Loan Payments			52,346
Other (security, copier lease)			12,300
Total Operations & Maintenance			1,820,186
Total Expenditures			5,785,503
Total Revenues			5,804,476
Budget Balance			18,973
Cumulative Surplus			18,973

TRUST LANDS FUNDING			
REVENUE			
Caryover			-
State Allocation			27,000
TOTAL TRUST LAND FUNDING			27,000
EXPENSES			
Professional Development			
Specialized Personnel			
Instructional Aids / Books / Library			
Technology / Computers			
Undetermined			27,000
TOTAL TRUST LAND EXPENSES			27,000
SPECIAL EDUCATION FUNDING			
REVENUE			
State Special Ed Funding			283,541
Federal IDEA			76,875
TOTAL SPED FUNDING			360,416
EXPENSES			
Teacher-Special Ed	3	36,900	110,700
Teacher-Speech	1	46,125	46,125
Special Ed Assistants	6	11,198	67,189
Early Intervention	3	11,480	34,440
Special Ed Payroll Taxes			22,082
Special Ed Benefits			18,900
Special Ed Bonuses			6,900
Professional Development			3,600
Supplies			10,000
Instructional Aids/Text			25,000
TOTAL EXPENSES			344,936
Special Education Revenue			
			360,416
Special Education Expenses			
			344,936
DIFFERENCE			15,481
INTERVENTION ALLOWANCE			
			54,062.47

BRAD TAYLOR RESUME

Brad Taylor
897 South 2500 West
Syracuse, UT 84075

Telephone: (801) 728-0700
Email: brad@academicawest.com

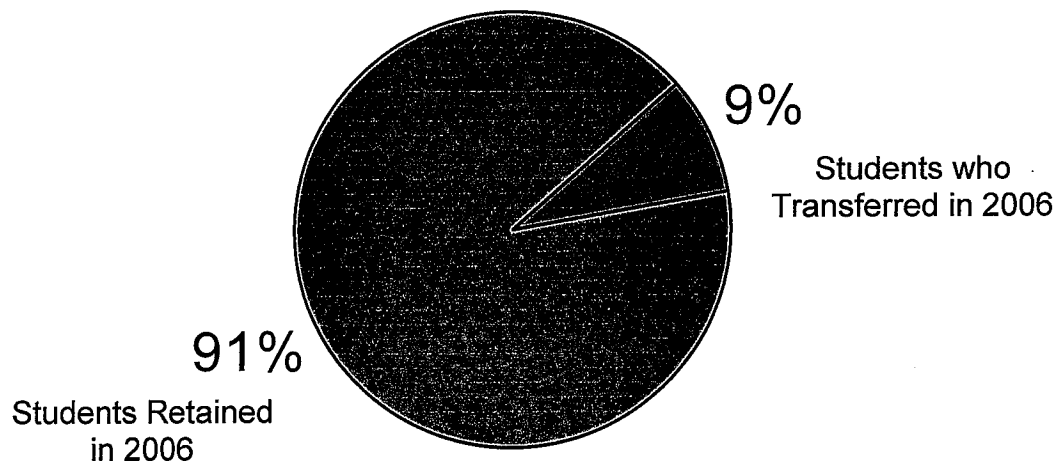
Education	Weber State University - Ogden, Utah Masters of Accountancy Degree-May 2004 Bachelor of Arts Degree-May 2003 Major: Accounting Minor: Spanish Cumulative GPA: 3.98 Major GPA: 3.98
Educational Highlights	Goddard MPAcc Scholar – Top Three Post-Graduate Goddard Scholar – Top Ten Business School Graduate Member of Beta Gamma Sigma scholastic fraternity Member of Deloitte & Touche University Case Seminar-2003
Work Experience	Deloitte & Touche - Salt Lake City, UT
2004 – April 2005	<u>Audit Staff</u> – Field work and preparation of annual financial statements for companies both publicly and privately traded. Tested inventory, A/R, A/P, long-term liabilities, and cash as presented on balance sheets.
Work Experience	Academica West - Kaysville, Utah
April 2005 - Present	<u>Controller</u> - Responsible for oversight of all accounting activities. Oversee annual audits and preparation of financial statements for 5 charter schools currently in operation. Organize and comply with all state financial reporting requirements. Manage schools' cash flows and budgeting in coordination with corresponding principals and board members.
Skills and Abilities	Strong interpersonal skills with a superior understanding of audit processes. Able to organize and oversee an audit from the business side. Experienced in QuickBooks and other accounting programs. Strong understanding of state reporting requirements. Fluent in Spanish.
References	Available upon request.

SUPPORTING DOCUMENTATION SAA

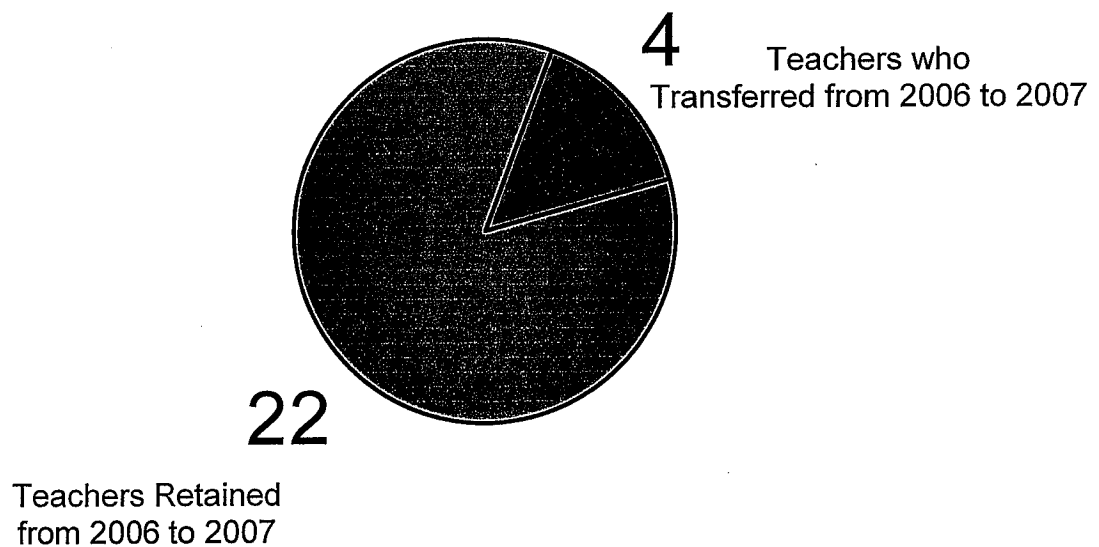
- ❖ Data Graphs Showing Student and Teacher Retention
- ❖ Comments from Parent Survey
- ❖ Principal Jan Whimpey's Resume
- ❖ List of Performances of SAA Students
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SYRACUSE ARTS ACADEMY

RETENTION OF STUDENTS



TEACHER RETENTION



COMMENTS FROM PARENT SURVEY

AUGUST 2007

Why would you want to see SAA continue to Jr. High?
(Comments from parents, transcribed as they wrote them.)

1. Our experience with SAA has been exceptional and to be honest I have been a bit nervous about the transition from the academy to a regular school. I have loved and my kids have loved there experience at SAA and I would love to see that continue into junior high.
2. I believe that the quality and type of education that my children are receiving is excellent and the integrated arts are a very important part of their education.
3. Our local Jr. High is overcrowded
4. Junior Highs are over crowded. 1500 kids at Syracuse Jr. High. Better education.
5. the jr. high my children should attend is hugely overcrowded. Also, I love how the arts have been integrated with SAA
6. I am strongly in favor of adding the junior high curriculum - currently, there is a huge gap in the charter school option from elementary to the high school option (NUAMES) - I will not have my kids attend Syracuse Jr. High- as my older daughter went there and it is overcrowded and a negative social environment- I have been researching homeschooling or private school for my 3 remaining kids that are currently in elementary if a charter school option does not open up in Syracuse w/in the next 2 years.
7. First because of the overcrowding at the junior high schools in the area. My child would have to attend Syracuse Jr High and that school has a high student population even though West Point Jr High was finished just a few years ago. Crowded classrooms, overworked teachers and all the other that comes from a highly populated school. I also like the uniform idea even for Jr High age students, most of the other area schools do not offer this and the atmosphere is completely different because of it. A Jr High at SAA would provide a smaller class size atmosphere, better opportunities for students and the arts integrated curriculum could continue over from the elementary. Yes, we need more options at the Jr. High level!
8. To continue to include fine arts in the classroom. Which helps enhance problem solving, creativity, and retention of material.
9. The arts are a great influence for your children. The smaller class sizes have made a real difference for my kids,
10. Because there are no other schools like SAA that encourages learning through arts in the area.
11. My daughter seems to excel in this environment and I would like to see it continue.
12. I have 5 children, 4 of whom are already attending SAA. I have already seen drastic improvement in their efforts and education at SAA and feel they would benefit from a continued education in the same setting.

13. Other junior highs seem to focus so much on math, science, and sports. There is not a lot of emphasis on music, literature, leadership, etc.
14. We would like to have the quality of education that our children are getting now to continue.
15. SAA provides my daughter with many wonderful opportunities to learn academically and socially in a way our family has not experienced in other schools... we want to continue being part of the SAA family for many years to come.
16. because both my children and I have been extremely pleased with the education they are receiving at SAA. They have come out with a much better understanding of every subject and a serious appreciation for school which they lacked while in regular public school.
17. I believe in what SAA is doing. From academics to uniforms its a better environment for the children to learn in. Parents having to be involved is a key component to successful learning.
18. I like the structure of our current SAA and would love to see that continue at the next level. I like the focus of the arts and would love to see that continue as long as it is part of the curriculum (i.e. band, orchestra choir classes) not just as extra-curricular activities. I also like how SAA tests children's level and then teaches to help them improve from where the child is at scholastically.
19. There are no alternatives to public school at the Junior High level in our area at this time. I would like to see my child continue her education in a charter school environment during her Junior High grades. This is a big concern for me and I would support a Junior High Charter school 100%.

Jan M. Whimpey, M. ED., AS/C

956 Island Road • Morgan, UT 84050 • 801.829.4203

jan@academicawest.com

Objective: *To obtain an administrative position with the unique opportunity to create and implement a shared vision of excellence with the board of directors by enhancing the education, character development, and responsible community involvement of students through the arts.*

Education	Utah State University, Administrative Degree	2002
	Weber State University, Special Education Endorsement, Mild/Moderate	2000
	Weber State University, Master of Education, Curriculum & Instruction	1999
	Brigham Young University, Elementary Education Teaching Certificate	1985
Experience	Educational/Administrative Consultant—Academica West	2005
	<i>Special Education Coordinator</i>	
	<i>Assessment Director</i>	
	<i>Curriculum/Instruction Specialist</i>	
	<i>Literacy Specialist/Literacy Coach</i>	
	<i>Teacher Mentor</i>	
	<i>Educator Licensing Support—ARL/EYE</i>	
	<i>Charter School Representative to the State Special Education Consortium Board</i>	2006-present
	Principal—Island View Residential Treatment Center—Grades 7-12	2005-present
	Elementary Assistant Principal/5th Grade Teacher—North Davis Prep. Academy	2004-2005
Professional Licensure	Elementary/Secondary Principal—Summit Day School McKay Dee Behavioral Health	2001-2007
	Teacher Specialist—Ogden City School District Special Education Coordinator	2001-2004
	Elementary/Secondary Education Coordinator/Teacher—McKay Dee Behavioral Health	1996-2001
	Elementary Teaching Certificate (1-8) Standard, Level 2	Current-2010
	Special Education Endorsement, Mild/Moderate Disabilities (Basic)	Current-2010
	Administrative Supervisory Certificate	Current-2010
Administrative Experience	Principal—Syracuse Arts Academy	2006-present
	Assistant Principal—North Davis Preparatory Academy	2004-2005
	Elementary/Secondary Principal Summit Day School	2001-Current
	Secondary Principal Island View Residential Treatment Center	2005-Current
	Acting Secondary Principal/Vice Principal Central Middle School—8 wks	2002
	Summer School Principal—Lincoln Elementary (OCSD)	2001
	Acting Interim Elementary Principal	2001-2004
	<i>TO Smith Elementary</i>	
	<i>Dee Elementary</i>	
	<i>Gramercy Elementary</i>	
	<i>Horace Mann Elementary</i>	
	<i>Mt. Ogden Middle School</i>	
	<i>Highland Middle School</i>	
	<i>Ben Lomond High School</i>	
Funded Grants	Dollar General--\$5000	2007
	USOE CSPD Competitive Numeracy Grant\$19,000	2006
	USOE CSPD Reading Grant \$5,000 (Competitive)—North Davis Preparatory Academy	2005
	USOE CSPD Reading Grant \$5,000 (Competitive)—Ogden Preparatory Academy	2005
	USOE CSPD School-wide Intervention Team Grant \$15,000 (Competitive)—Ogden District	2004
	USOE CSPD Category 1 Effective Instruction Grant \$7,000 (Competitive)—Ogden District	2003
	USOE Behavior Intervention Grant—Ogden District	2003
	Art Access (Competitive) \$5,000 Drama/Visual Arts Emphasis—Ogden District	2002

Fine Arts Focus/Emphasis Integrated fine arts throughout the 5 th grade curriculum—visual/music/dance focus Culminating Year-end 5 th Grade Activity—Six one-act plays—Fine Arts Emphasis Pianist/Accompanist/Organist/Choir Director Recorder Instructor Member/Performer Pocatello's First Repertory Dance Theatre Brigham Young University Folk Dancer--Christmas Around the World Performer Brigham Young University Cougarette—Instructor/Choreographer/Performer Various Community Performances—Provo Brigham Young University Rhythm & Dance Instructor/Physical Education Dept. Brigham Young University Instructor/Choreographer Summer Dance Clinics Owner/Operator/Instructor Morgan Dance Studio—Tap, Ballet, Jazz Morgan School District Social Dance Instructor Christmas Pageant Director—McKay Dee Behavioral Health--5 years Designer of Christmas Trees-donated to Christmas Tree Express/Festival of Trees Coach/Instructor High School Flag/Dance Teams Judge various Jr. Miss, Dairy Princess, interstate dance/talent/scholastic pageants Choreographer "Kids Are Music" -10 years Community Vocalist—"Women at the Well" JD Stokes Performing Dance Troupe Morgan County Community Director of Youth Art Exhibit Instructor at Morgan County Dance Socials	2004-2005 2005
Professional Accomplishments/Awards "Teacher of the Year Award"—Davis County Federation of Republican Women "Teacher of the Year Award"—Utah Federation of Republican Women Utah Mentor Academy Graduate 2 Publications--Guest Writer—Utah Special Education Journal—Featured Article Dean's List Weber State University Member Phi Kappa Phi—Graduated WSU with Honors Guest Presenter Northern Rocky Mountain Education Research Association Conference Nominated, Apple Teacher Award Sixth Grade Team—2 nd Place in "The Stock Market Game" statewide	2004-2005 2004-2005 2003 2003 1999 1999 1999 1998 1997
Specialist Skills Graduate "Principals' Literacy Academy" Graduate "Reading Literacy Coach" training Ogden School District Behavior Expert—Special Education Department Member of Utah State Behavior Initiative District Expert Team OCSU Utah Special Education Program Improvement Planning System Coordinator Evaluator/Trainer— <i>DIBELS (Dynamic Indicators of Early Literacy Skills)</i> <i>Aggression Replacement Training</i> <i>Mandt</i> <i>Woodcock Johnson III-Cognitive/Achievement</i> <i>STAR-Reading Tutor Program</i> <i>Variety of Reading/Math Assessments</i>	2006 2006 2001-2004 2002-2004 2002-2004
Relevant Volunteer Activities Ogden Inner City Service Missionary Program—Church of Jesus Christ of Latter-Day Saints Boy Scouts of America—Advancement Chairman "Ma"—16 mile "Pioneer Trek" Coordinated/Planned "Pioneer Activities" for 400+ youth on the "Pioneer Trek" Instructed 400+ participants on the "Pioneer Trek" in Western Dancing Mixers Guest Presenter/Trainer to Ogden/Weber Reading Grandparents Weber State University Guest Instructor—Special Education Training Member Foster Care Citizen Review Board—Weber County Division of Family Services Member Quality Improvement/Assurance Committee, McKay Dee Behavioral Health Morgan School District Centennial School Committee Member Morgan School District Social Dance Instructor Morgan High School Project "Graduation" Committee Chairman Community Reading Tutor	2005-2007 1997-2003 2003 2003 2003 2003 2003 1999-2000 1998-2001 98, 01, 03

SYRACUSE ARTS ACADEMY

The following is a list of some of the performances SAA students participated in during the 2006-2007 school year.

6th Grade Performance

Aesop Fables
McBeth the Musical Comedy
Character Matters

5th Grade Performance

Carlson's Opera

4th Grade Performance

Naughty Nursery Rhymes:
Flamingo Sculptures Theme
Little Red Writing Hood
The Weather Show Musical
Sponge Painting Fall Pictures
Drawing Faces
Painting Scenery
Talent Show
Decimal Pictures
Fraction Art
Geometric Art
Reader's Theater
Clogging

3rd Grade Performance

Charlotte's Web Theatre
Theater CD
Experimental Dance Movement
Singing for the Ribbon Cutting
Movement Book of our Body.
Traditions Around the World
Readers Theatre

2nd Grade Performance

Kids in a Bathtub
Authors Fair
Fire Breath the Dragon

1st Grade

Art Auction (Sunset over Antelope Island)

Kindergarten

Graduation Performance

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Friday, NOV 30, 2007

SAA youth to perform with Missoula theatre

Clipper 25.OCT.07

SYRACUSE — Throughout the week, 50 young drama-enthusiasts have been learning and practicing The Little Mermaid alongside travelling Missoula Children's Theatre (MCT). The 50 young actors, all from Davis County, auditioned Monday and have been preparing all week.

They will present The Little Mermaid at 7 p.m. this Friday and at 3 p.m. on Saturday. Both shows will be at the Syracuse Arts Academy, 2398 West Antelope Drive, Syracuse.

Tickets are \$4 for adults (13 and older) and \$3 for children (4-12). There is also a family pass available for \$15. Tickets are available at the SAA front office or you can buy them at the door.

For more information, call Syracuse Arts Academy, Sherry Aardema at 779-2066.

sryther@davisclipper.com

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Friday, NOV 30, 2007

Bee-hind the scenes

Clipper 15.FEB.07
Students vie for berth in National Spelling Bee



The competition at a spelling bee is just as fierce as any sporting event around. Just ask the students who spelled their hearts out at the North Davis Spelling Bee on Tuesday. Nearly 80 students from 20 schools met Tuesday night for an intense spelling competition.

DAVIS COUNTY spellers all had their way of coping with stress at Tuesday night's spelling bee. Whitnie Barnes and Thomas Hill anxiously await their turns (top) while others grimace when spellers miss (left) or simply take a moment to lay back and quit worrying (right).

Up for grabs was a seat on the March 13 Davis County Spelling Bee sponsored by the Davis County Clipper and Davis County PTAs. From there, one student will have the opportunity to compete in the Scripps National Spelling Bee in Washington D.C. this May.

Tuesday's spelling bee produced 15 winners who will advance to the March 13 finals, where they will compete against 15 winners of the South Davis Spelling Bee plus another 30 top junior high school spellers.

The South Davis Spelling Bee will take place tonight (Thursday) at Bountiful High School, beginning at 7 p.m.

Tuesday's scene at Syracuse Junior High was full of excitement and nerves as nearly 80 students competed for the 15 winning spots.

Hundreds of parents, friends and educators packed the auditorium, offering their support to the students.

The first round began with 73 students and ended with 62. Words, such as grueling, pivotal and associate were misspelled, eliminating 11 spellers.

The second round was the most brutal, eliminating 33 students from the bee – more than half of the students – as words such as roux, mediocre and cardamom were misspelled.

With only 29 students left, the audience appeared to be as nervous as the spellers on stage.

As each student approached the microphone, parents and students held their breaths, waiting for the words "that is correct," or the dreaded "ding" that sounded after a word was spelled incorrectly.

A shared sigh of relief or nod of disappointment was heard as each student walked away from the podium.

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Regardless of the outcome, support was offered by the audience and spellers in the form of a thumbs-up or pat on the back.

The competition lasted three more rounds until the final 15 were left standing.

Winners include Leesha Porter from Adams Elementary, Reiley Gibson from Bluff Ridge, Kameron Searle, Dalton Mikesell and Whitnie Barnes all three from Clinton, Kirsten Anderl from Creekside, Sam Lucas from East Layton, Rachael Webb from King, Sean O'Connell from Lincoln, Adriana Arrambide from Mt. View, Adam Elinkowski from North Davis Prep, Chance Markle from Sand Springs, Megan Gull and Shayla Franklin from Syracuse Arts Academy and Thomas Hill from West Clinton.

These finalists will be competing against the 15 winners from tonight's South Davis County Spelling Bee. In the end, students have a chance of attending the Scripps National Spelling Bee in May, sponsored by the Davis County Clipper and PTAs.

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