



Lakeridge

JUNIOR HIGH SCHOOL

Stakeholder Report 2010

ACADEMIC RESULTS INFORMATION FOR 2009-2010

We would like to present to you the Annual Stakeholder Report for Lakeridge Junior High School for the 2009-2010 School Year. The Annual Yearly Progress (AYP) is contained in this report as required by the No Child Left Behind Act (NCLB) of 2001.

The Lakeridge Influence

Lakeridge is a forerunner for education in Alpine School District, the state of Utah, and nationally. The following is a list of ways Lakeridge has been an influence on educational practices.

- * This stakeholder's report started at Lakeridge seven years ago and is now required by all schools in the Alpine School District.
- * The FLEX intervention model that began with Lakeridge four years ago has been adopted by 9 of the 11 junior high schools in Alpine School District. This model is also becoming

popular nationwide as schools look to replicate the success in increasing student learning that has taken place at Lakeridge.

- * Lakeridge has a chapter highlighting its school improvement efforts in the book "Raising the Bar Closing the Gap: Whatever it Takes" by Rick DuFour who is a leading educational reformer.
- * Lakeridge has consulted for schools from Connecticut, Florida, Oregon, Washington, Texas and points in between on how to set up intervention systems for Junior High School and Middle Schools.

- * Lakeridge has hosted visits from schools in Davis, Jordan, Nebo, Washington, Tooele, North Sanpete, Uintah, Ogden, and Park City school districts. These visits have been to learn the Lakeridge way of doing education and specifically how we create standards, assess our students, and intervene with those students when they do not learn.

As we have experienced success in helping ALL students learn at a high level, we have felt a responsibility to share our knowledge with others to benefit as many students as possible.

No Child Left Behind AYP Results

We believe that every child deserves an opportunity to learn and to succeed. As part of this report, we detail how we are doing with every ethnic and demographic subgroup. This also fulfills our requirement relating to No Child Left Behind (NCLB) Act.

What Does the No Child Left Behind Act Require?

The NCLB Act requires that each State Board of Education establish a goal each year for both Math and Language Arts for a percentage of students to show

mastery or near mastery of the objectives of the state core curriculum. The NCLB Act also requires that the student achievement be measured not only as a population as a whole, but that student achievement be measured in sub-groups that include ethnic grouping, economic grouping, language grouping, and students with disabilities. It is the objective of the NCLB Act that adequate academic performance and yearly improvement is shown in all sub-groups. If adequate performance is not shown in every

single subgroup, then the entire school does not receive a passing grade for its Annual Yearly Progress (AYP). A series of interventions are mandated to occur if a school does not make AYP for several consecutive years.

It is also important to note that the NCLB Act also requires the State Board of Education to raise the goal each year. This means that the school has to be above the goal in every year and in every sub group.



Lakeridge Passes AYP

Lakeridge passed AYP for 2009-2010. This means that Lakeridge passed the goals (or were within acceptable confidence intervals) as set by the State in every area in Math and Language Arts in all 40 evaluation areas.



Strong Academic Performance

Lakeridge has experienced steady growth in the overall number of students meeting State standards in Math, Language Arts, and Science. The following table shows that steady growth. Most areas in the school experienced record setting pass rates for the 2009-10 school year.

2002-2010 Data

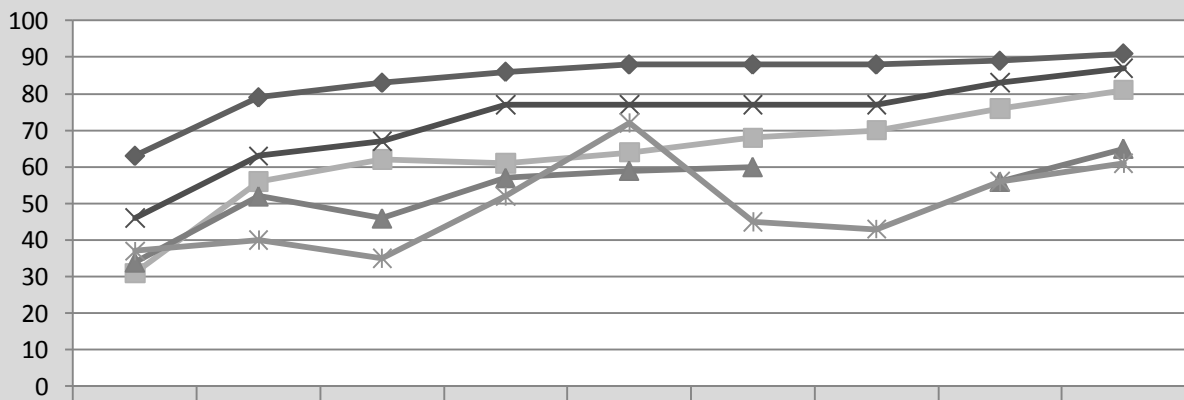
Subject	2002	2004	2006	2008	2010
English 7	80.5	79	86	86	87
English 8	64.3	81	87	88	93
English 9	72.8	79	88	87	87
Math 7		22	25	10	58
Pre Alg	60.2	66	69	75	67
Algebra	64.7	77	76	76	82
Geometry	47.7	69	87	94	95
Algebra II					81
Science 7	80.5	75	82	77	86
Science 8	82	68	77	74	78
Earth Syst.	76.6	67	70	66	77
Biology	97.7	96	99	98	99

Areas of Focus

When the Community Council was first organized in 2002, it identified three main Critical Academic Needs as required by law, and began to implement a School Improvement Plan to address those needs. These Critical Academic Needs were **Math, Literacy, and our At-Risk population**. With the use of the Land Trust funds (over \$300,000 since 2002) that we receive from the State, the Community Council has approved the expenditure of these funds on a number of initiatives aimed at these critical academic needs. We have sought to measure the impact on student academics in each initiative we have funded.

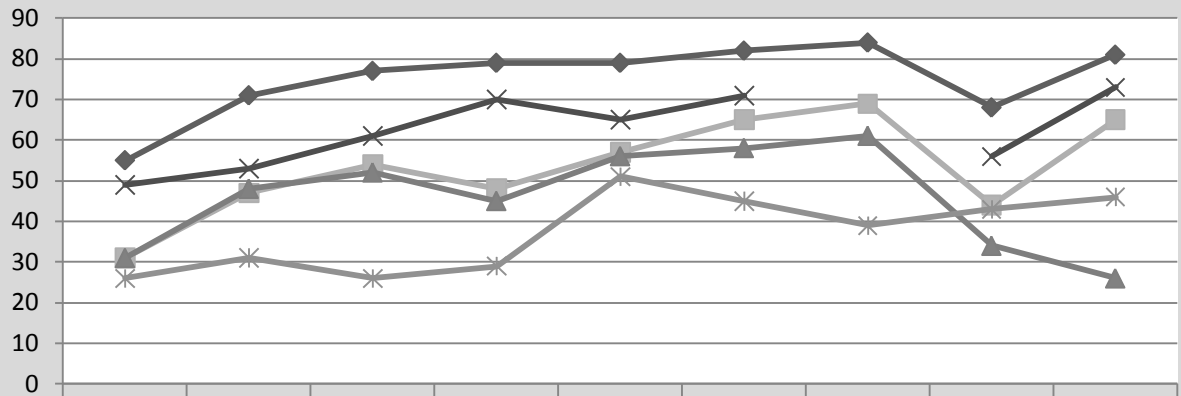
So, how have we done? Have we made any difference? This is the exciting part. We can make a difference and improve performance. The two graphs following show the percent of students who showed mastery on the Utah State Core test for Math and Language Arts from 2002 to 2010. We think the results in the majority of the areas are dramatic and exciting! Pre-Algebra has been one area which has not seen continued growth. This will be an emphasis for the 2010-2011 school year. But, overall, we are excited to see an increase in student learning for each sub group.

Utah State Core Percentage Mastery in English



◆ Whole School	63	79	83	86	88	88	88	89	91
■ Hispanic	31	56	62	61	64	68	70	76	81
▲ ELL	34	52	46	57	59	60		56	65
✕ Low Income	46	63	67	77	77	77	77	83	87
* Special Ed	37	40	35	52	72	45	43	56	61

Utah State Core Percentage Mastery in Math



	2002	2003	2004	2005	2006	2007	2008	2009	2010
◆ Whole School	55	71	77	79	79	82	84	68	81
■ Hispanic	31	47	54	48	57	65	69	44	65
▲ ELL	31	48	52	45	56	58	61	34	26
✕ Low Income	49	53	61	70	65	71		56	73
✧ Special Ed	26	31	26	29	51	45	39	43	46

Focus on Math

Last year we reported to you that the state increased the standards for students to be considered competent in Math. This caused a sharp decline in percent of students considered to be competent in Math. The Math department at Lakeridge worked extremely hard in redoing the Math curriculum and increasing the level of learning for students. The community council supported this by paying them for their time to do this critical work. The following gains took place.

<u>Subj.:</u>	<u>'09</u>	<u>'10</u>	<u>% Incr.</u>
Math 7	16	58	42
Pre-Algebra	60	67	7
Algebra	52	82	30
Geometry	91	95	4

<u>Subgroups:</u>	<u>'09</u>	<u>'10</u>	<u>% Incr.</u>
Hispanic	44	65	21
Low Income	56	73	17
Overall	68	81	13



Math Areas of Concern

There are still two areas of concern as to math achievement. Our English Language Learners (ELL) and Resource students are areas where we need continued focus. Lakeridge will create a focus and emphasize the success of these two groups in our school this coming year.

	<u>'09</u>	<u>'10</u>	<u>% Incr.</u>
ELL	34	26	-8
Resource	43	46	3

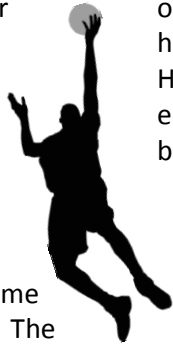
What is the School LAND Trust (or Trustlands) Program?

There are 3.3 million acres of school trust lands in Utah granted at statehood to support schools. These lands generate revenue, all of which is saved in the permanent State School Fund. This fund is invested and the interest and dividends are distributed to every public school in the state through the School LAND Trust Program. School Community Councils prepare school improvement plans, approved by local school boards, which identify critical academic needs and a proposed solution using the annual dividend.



What is FLEX Time?

Every day, each student gets their own personal report card! Any student that is failing in a specific class has to go to that class for remediation that day. If the student is passing all of their classes, they are allowed to participate in a wide range of enrichment activities.



This happens in the half hour before lunch. No education time was taken from the schedule. The half hour was created by schedule adjustments and the removal of Channel 1, an advertising based news program that was shown daily. The failing students attend remediation until they have improved to the point of passing that subject.



For those students who are passing their classes, they are given the choice to participate in one of the enrichment activities held during that time period. Here is a sample of some of the enrichment activities that have been offered:

- Model United Nations
- Math Competition
- Hair/Fashion/Makeup
- Dance Dance Revolution
- Ballroom Dance
- Intramural Sports
- Rock Climbing
- Band enrichment
- Choir enrichment
- Scrap booking
- Card making
- 3D computer design
- Sewing



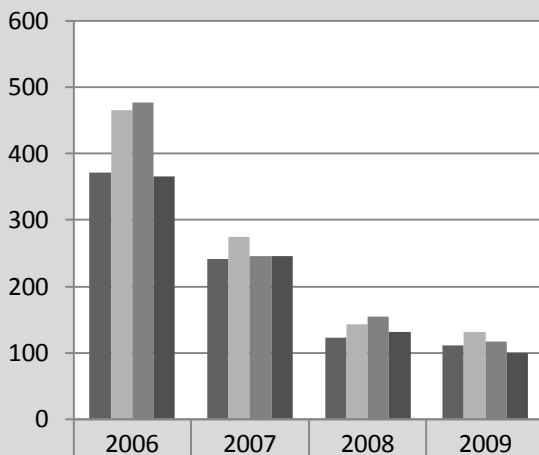
Service projects
Other activities

Lakeridge Junior High School offers the FLEX schedule four days a week. We are on a block schedule. Our students have eight classes and they attend those classes every other day. There are "A" days and "B" days. Tuesday through Friday we run the FLEX schedule.

Students that have no failing grades attend a FLEX time enrichment activity based on their interest. We believe they have shown us the maturity to pass all of their classes, and we trust them to choose an activity that will meet their interest or need.

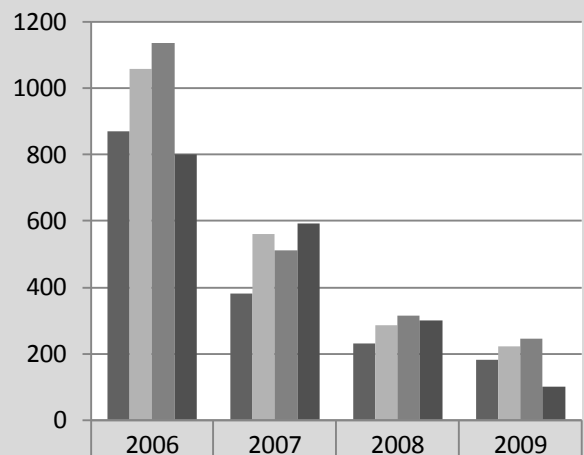
The Impact of the FLEX Program

Reduction in Number of Students Failing



■ Quarter 1	371	242	122	111
■ Quarter 2	466	275	143	131
■ Quarter 3	478	245	154	117
■ Quarter 4	366	245	131	100

Reduction in Number of Failing Grades Given to Students



■ Quarter 1	871	380	230	181
■ Quarter 2	1059	561	287	221
■ Quarter 3	1137	511	316	246
■ Quarter 4	800	592	299	100

Focus on Leadership

Lakeridge believes many of our students will be leaders in the future. We take our responsibility to give our students leadership opportunities. Below are a few of the leadership opportunities students can participate in while at Lakeridge.

9th grade mentors—As part of our 7th grade success and leadership course we have 9th graders assigned to 7th graders to teach them the Lakeridge way. These 9th graders get the experience of leading out with our 7th graders and taking a part of their overall success in school.

Junior Honor Society— This group has a major focus on service. These students meet rigorous academic standards and serve the Lakeridge community throughout the year.

Junior Latinos in Action— This program began two years ago. This group meets rigorous academic standards and qualifies to do leadership and service for our school.

The group was featured at Hope of America at the Marriot Center. They also went to Westmore Elementary to teach students learning the English language how to read.

Junior Latinos in Action (cont')

Our Junior Latinos in Action students have already found a deeper sense of commitment to themselves, to their education, to their preparation for adulthood, and to their community as they serve these young people. In turn, these elementary students receive valuable support as they assimilate to a foreign educational experience and culture.

They also have a positive role model who has experienced what they are currently experiencing... learning a new language, culture, and educational system. Finally, other Latino students at Lakeridge Junior High, especially those in the 7th and 8th grades, see these students as positive role models.

Student Government— This group has the opportunity to lead out on activities, school projects, school policy, and many other aspects of the school program. They are developing leadership ability which will help them throughout their lives.



What is a Community Council?

The Utah State Legislature created the Community Council to help bring local control to the school governance. The Community Council consists of parents, faculty and administrators.

It is charged with creating a School Improvement Program and to identify the Critical Academic Needs of the school. It is also charged with being involved with the professional development of the faculty, the safe access of students to the school and the

expenditure of the Land Trust monies on the Critical Academic Needs of the school.

What is our Vision?

It is the goal of the Community Council that Lakeridge be the top academically performing Junior High School in Alpine School District and one of the top in the State and Nation.

We achieved our short term goal of improving our Algebra math



scores. Our short-term goal this year is to improve Math scores for Pre-Algebra and Math 7 as well as continue improvement in each area.

Our long term goal is to reach 90% mastery for every subgroup in the school for the State CRT assessments in Math, Language, and Science, and to have a safe and nurturing school environment that promotes learning.

What Can I Do as a Parent?

We welcome involvement and input. Our Community Council meets monthly during the school year and is open to the public. Elections are held yearly. The PTSA welcomes volunteers. Please contact Lakeridge if you are interested in being involved or if you have questions or comments about our performance on the Federal AYP of the NCLB law.

Lakeridge Community Council Members 2010-2011

Principal Member

Garrick Peterson

Parent Council Members (cont')

Sterling Hilton, Lee Jacobson, Becky Smith, Jennifer Smith

Classified Member

Diane Bartlome'

Parent Council Members

Janell Burgon, Dani Byers, Lynn Eystone, Celia Grenny,

Faculty Council Members

Randy Evans, Rachel Gonzalez, Mike Felix, Kevin Rich

PTA Members

Angie Heaton, Angela Cottrell Maria Espinoza, Elena Tovar

Lakeridge Junior High School Faculty 2010-2011

Garrick Peterson, Principal * David Lund, Assistant Principal * Mike Felix, Assistant Principal

Counselors

Childs, Ross
Evans, Randy
Thomas, Max

Covington, Gwen

Davis, Merinda

Dawson, Pete

Diaz, Eric

Facer, Craig

Faragher, Amy

Felix, Mike

Gibbons, Agatha

Glassford, Richard

Gonzalez, Rachel

Graves, Megan

Groves, Alan

Hacken, Sara

Hrynshyn, Al

Hunter, Betty Lou

Johnson, Gloria

Jones, Aubrey

Jones, Brian

Larson, Cathy

Lee, Mitch

Lyman, Stephanie

Martin, Linda

Meeks, Thomas

Mohlman, Leslie

Molina, Sonia

Mullen, Melonie

Oquendo, Alberto

Quintero, Tiffany

Rich, Kevin

Richman, Rochelle

Rock, Pamela

Rocque, Ryan

Romrell, James

Rosenthal, George

Schlosser, Karen

Schmidt, Brad

Shirk, Kari

Stafford, Rick

Stanger, Julia

Theis, Brooke

Thomas, Kristen

Trent, Patrick

Walker, Colleen

Willey, Donell

Teachers

Anderson, Crispen
Asay, Chad
Bailey, Brianne
Barker, Shane
Brown, LaNell
Burton, James
Campbell, Michael
Carron-Campbell, Cliff

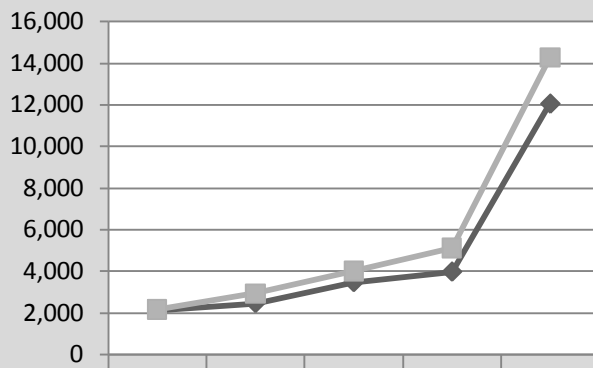
New Initiative

New Attendance Program

Purpose and Statement: In order for students to be successful, they need to be in class.

Lakeridge has been examining the data on tardies and unexcused absences. The data listed following shows an area of concern in creating the academic environment necessary for all students to learn.

Tardy Data



Unexcused Absence Data

Periods missed that were unexcused

