



## Goals Report

### How did we do last year?

#### 2011-2012 Goals

-An overall pass rate of 90% on the end of level assessments in Math, Language Arts, and Science.

- Math overall pass rate – 92%
- Language Arts overall pass rate – 95%
- Science overall pass rate – 86%

-Science 8 is a focus area of the school. The school has set a goal of 85% pass rate on end of level assessment.

- Science 8 pass rate – 83%
- Increase of 7% from 2011

-Lakeridge has a focus area on special education students for the 2011-2012 school year. Our goal is to improve special education pass rates on each of the end of level assessments by 5%.

- 2010-2011 special education pass rate – 51%
- 2011-2012 special education pass rate – 56%
- Increase of 5%

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# Lakeridge Jr. High School Stakeholder Report 2012-2013



## Leopards WAY

We will ensure high  
levels of learning for all  
students



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November 2012

# Lakeridge Jr. High Stakeholder Report

This brochure is our annual stakeholder report. The purpose of this brochure is to report to our school community how we are doing in our attempt to get all students to learn.

## Understanding UCAS

In 2011 the state of Utah passed the grading schools legislation. This has changed the accountability model for the state; moving away from No Child Left Behind and focusing on a state accountability system known as the Utah Core Accountability System (UCAS).

## How does UCAS work?

Lakeridge will be given a grade based on points earned. This grade is generated using a couple of measures:

- What percent of students passed the end of level state assessments in Math, Science, English, and Writing.
- How each of our students grew academically over the past year compared to students similar to them in the state of Utah.

## How did Lakeridge do?

Lakeridge scored in the

# 99th Percentile

of schools in the state of Utah! This recognizes Lakeridge as one of the

# ELITE

schools in the state!

## What makes us a Professional Learning Community?

We are involved in an ongoing process in which our teachers work collaboratively in cycles of collective inquiry and action research to achieve better results for the students we serve. We focus on three principles: 1. Creating a collaborative culture, 2. Focus on learning, 3. Results orientation.

### 1. Collaborative Culture

Each Monday, Lakeridge teachers work as teams to identify students who are not learning, so they can intervene appropriately to get them to learn. They also examine areas where instruction can improve. The collaborative model has been instrumental in improving student learning as demonstrated in the proficiency summary following.

#### Lakeridge Student Proficiency Summary State Criterion Reference Test (CRT's)

Subject	2004	2012	Growth
English 7	79%	93%	14%
English 8	81%	96%	15%
English 9	79%	95%	16%
Math 7	22%	83%	61%
Pre-Algebra	66%	88%	22%
Algebra	77%	96%	19%
Geometry	69%	98%	29%
Algebra II	81%*	96%	15%
Science 7	75%	89%	14%
Science 8	68%	83%	15%
Earth Systems	67%	86%	19%
Biology	96%	99%	3%

\*Data first collected in 2010

### 2. Focus on Learning

As teacher teams, Lakeridge has developed a common set of learning targets and corresponding assessments to determine if students have reached those learning targets. If students do not learn, we give them additional time and support during FLEX time to help ensure their learning.

Below is the decreased amount of failing grades since implementing FLEX time.

	Number of Students Failing		
	2006-2007	2011-2012	Difference
Quarter 1	371	72	-299
Quarter 2	466	111	-355
Quarter 3	478	101	-377
Quarter 4	366	63	-303

	Number of F's Received		
	2006-2007	2011-2012	Difference
Quarter 1	871	152	-719
Quarter 2	1059	195	-864
Quarter 3	1137	199	-938
Quarter 4	800	151	-649

### 3. Results Orientation

The mission of Lakeridge Jr. High School is to create high levels of learning to ALL students. This requires Lakeridge to examine the learning of groups of students who traditionally struggle in the learning process. Lakeridge has seen dramatic improvement in the learning for ALL students over the past several years as demonstrated below.

English Proficiency Scores Progress			
Group	2002	2012	Growth
All Students	65%	95%	30%
Caucasian	71%	96%	25%
Hispanic	31%	90%	59%
ELL	46%*	60%	14%
Low Income	67%*	92%	25%
SPED	35%*	69%	34%

\*Data from 2004

Math Proficiency Scores Progress			
Group	2002	2012	Growth
All Students	55%	92%	37%
Caucasian	59%	94%	35%
Hispanic	31%	84%	53%
ELL	52%*	47%	-5%
Low Income	61%*	88%	27%
SPED	26%*	56%	30%

\*Data from 2004