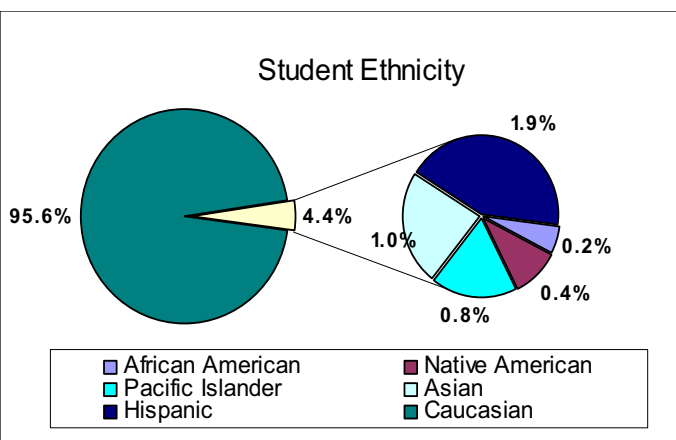
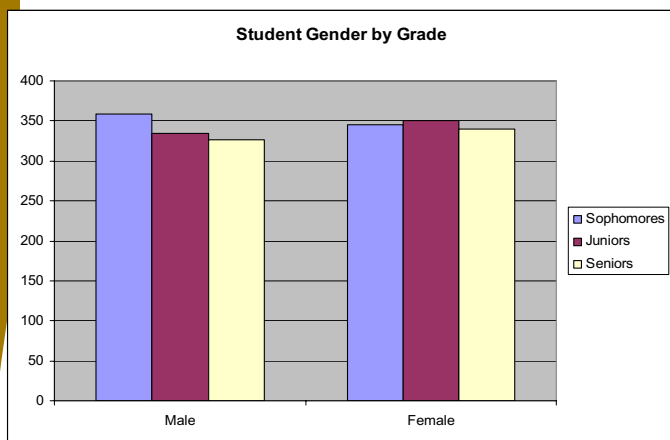




# Lone Peak High School

## Annual Stake Holder Report

Dear Stake Holder: It is a pleasure to present you with a copy of our “2008-2009 Annual Stakeholder Report” for Lone Peak High School. Our Annual Yearly Progress (AYP) data is contained in this report as required by **No Child Left Behind Act (NCLB) of 2001**. In this report you will also find data related to our demographics, core test scores, ACT scores used for college entrance and Advanced Placement (AP) test results. The staff at Lone Peak is committed to high academic achievement in a nurturing environment. We are dedicated to our mission of serving students and look forward to improving our services to our school community.

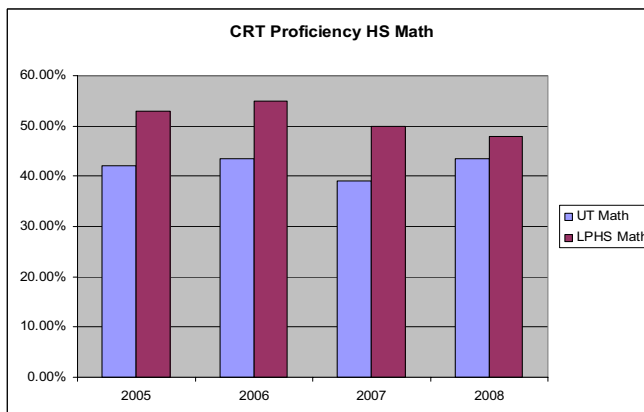
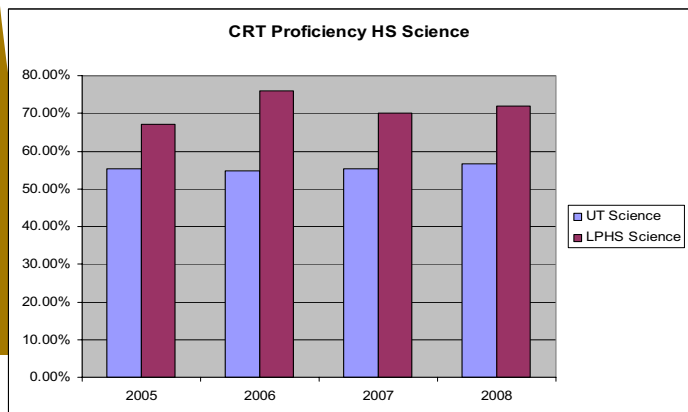
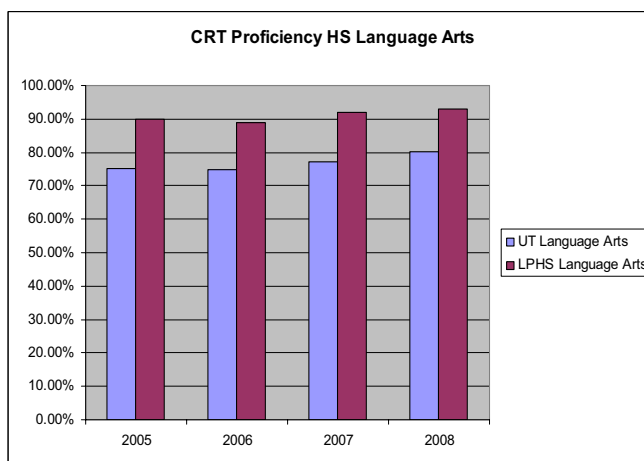


## CRT Scores and No Child Left Behind

We are pleased to announce that Lone Peak High School has once again passed all sections of AYP as established by No Child Left Behind. A complete report and definitions of NCLB can be viewed online at: <http://www.schools.utah.gov/nclb/>.

Criterion Referenced Tests (CRT) are the state’s end of level core tests for science, math, and English. In math, only Algebra I and Geometry have CRTs. The majority of LPHS students take these classes in Jr. High. Therefore, the math CRT scores are not a true indicator of how strong our students are as a whole in Geometry and Algebra I.

These graphs show how LPHS students performed on CRTs as compared to other high school students in Utah over the past four years. CRT scores are used to determine whether or not a school passes Annual Yearly Progress (AYP).



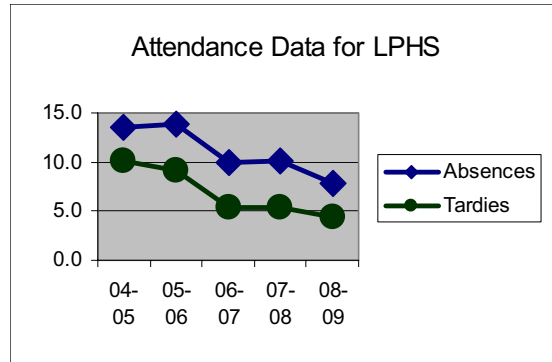
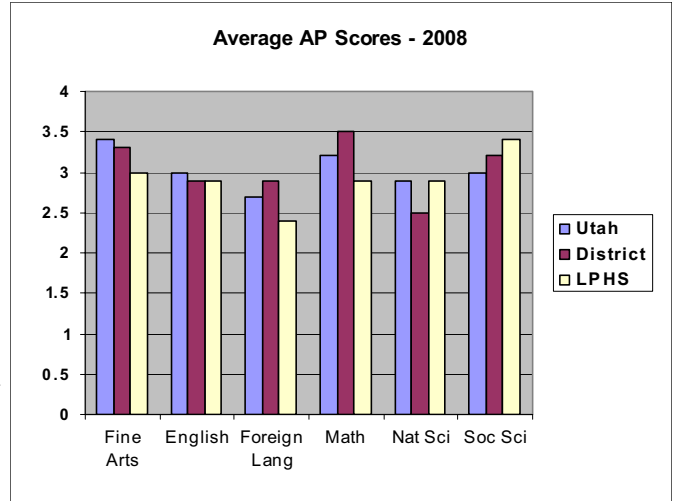


## 2008 Advanced Placement Test Scores

Lone Peak offers 24 Advanced Placement (AP) courses for post-secondary credit. AP tests are scored on a scale from one to five. A score of three or higher is needed to receive credit on the post-secondary level. The table at the right compares LPHS student scores with national averages for 2008.



While there is always room for improvement, trends indicate that the majority of AP students at LPHS earn college credit.



The graph on the left shows the average number of periods absent (4 periods = 1 full school day) or tardy. The 08-09 data only reflects data from the first term.



## Accreditation Update - November 8, 2008

Every six years each school goes through the process of accreditation. Part of this process involves a "self study" which requires the school to analyze how the school is performing. This self study is a two year process, culminating in a visit by several members of a state accreditation "visiting team." This visit will occur in April 2009.

As part of the new self study, teachers, administrators, students and parents were involved in revising and updating the school's mission statement and Desired Results for Student Learning (DRSLs). As we revisited our mission statement, "Committing Minds to In-

quiry, Hearts to Compassion, and Lives to the Service of Mankind," there was strong evidence in support of keeping the mission statement as is. The mission statement and DRSLs (see page 4 for DRSLs description) were developed after teachers and administrators shared common basic beliefs about student learning. These beliefs are:

- All students can learn and prepare to be life-long learners.
- Basic academic skills are the foundation of successful learning.
- A relevant education challenges students to think and solve problems creatively.

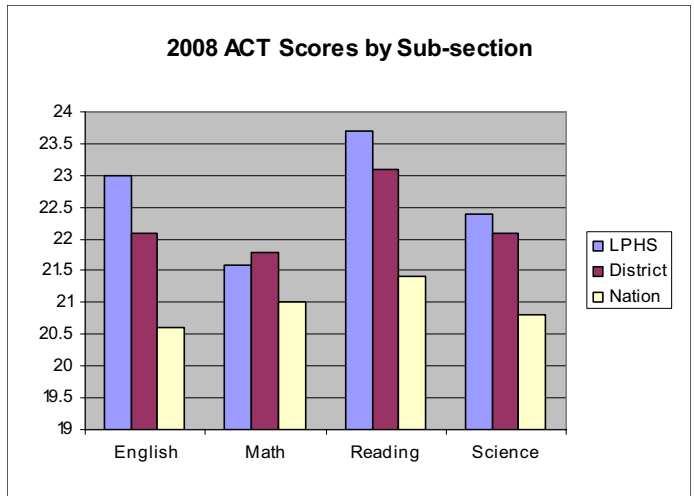
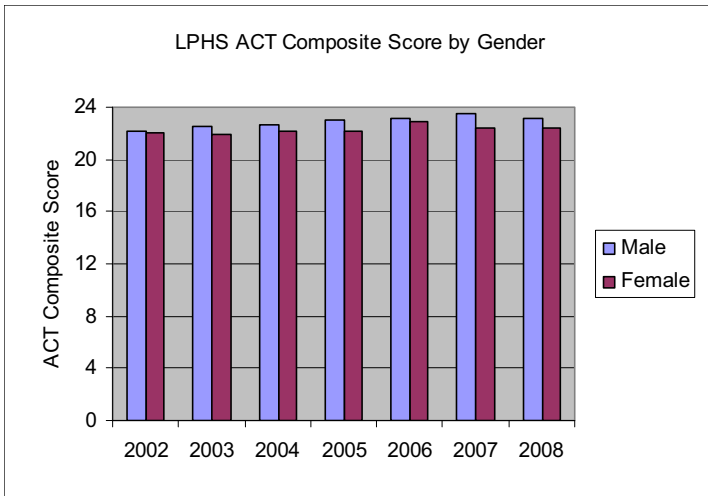
- A quality education benefits the individual and society.
- Responsibility for education lies with the student, family, school, and community.

Although our mission statement was developed seven years ago, it still strongly reflects the beliefs of 98% of the LPHS faculty. According to the survey given last year 91% of parents felt the mission statement reflected their own vision for student learning. Since the mission statement was first developed in 2002, it has become a part of the school culture and is the driving force behind decision making at LPHS.

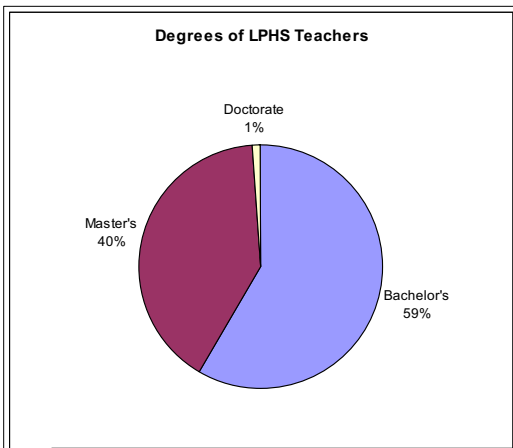
Lone Peak High School's DRSLs have been revised to align more directly with the three parts of our mission statement. One of the school's new goals this year has been for teachers to more explicitly implement the DRSLs in classroom instruction. All teachers were asked to identify one DRSL that they would explicitly teach within their curriculum this year. The hope is that by having a clear mission statement and specific DRSLs, Lone Peak High School will have a more focused vision on student learning.

## *2008 ACT Test Scores*

The ACT test is used by students to gain entrance into post-secondary school. The test is divided into four sections (Math, Science, English and Reading) and is scored on a 36 point scale. ACT composite scores are the average of the four sub-scores. As with national averages, the highest ACT sub-scores at LPHS are in Reading. English scores are usually the lowest nationally. The graph below (on the left) shows the trend of Composite ACT Scores at LPHS by gender. Since ACT scores are a gateway into post-secondary schools, LPHS is committed to assisting students in their efforts to do well on the ACT. The graph on the right shows the sub-score trends of the ACT.



### *Did you know?*

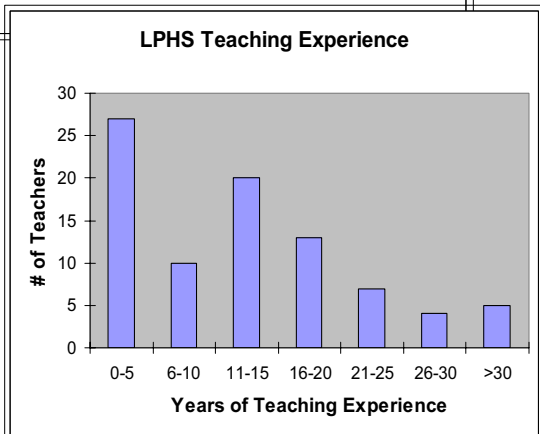


*"Minds to inquiry, hearts to compassion, lives to service."*

### *Professional Learning Communities*

Lone peak is a Professional Learning Community (PLC). Each Monday teachers meet in departments to discuss fundamental areas that will enhance the education process and academic achievement for students. The philosophy that drives our conversations are focused around four essential questions:

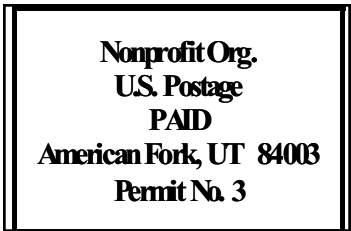
1. What is it we want students to learn?
2. How will we know if students have learned it?
3. What do we do if they do not learn it?
4. What do we do if they already know it?





## Lone Peak High School

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### Desired Results for Student Learning (DRSL)

We believe that all students must be: *Inquisitive and Adaptable Thinkers and Learners, Empathetic Global Citizens, and Responsible and Ethical Contributors*



#### ***Inquisitive and Adaptable Thinkers and Learners:***

- Demonstrate a range of complex thinking skills and are able to successfully use them in diverse situations
- Purposefully and competently use various types of technology to solve real-world problems
- Understand and effectively utilize their personal learning style
- Consciously use a variety of processes and strategies to think and learn and do

#### ***Empathetic Global Citizens:***

- Respect themselves and others
- Effectively communicate with others using a variety of methods
- Understand and appreciate the diversity and interdependence of all people
- Appropriately deal with disagreement and conflict caused by diversity of opinions and beliefs

#### ***Responsible and Ethical Contributors:***

- Actively participate in bettering their community, state and nation
- Demonstrate honesty, fairness and integrity
- Effectively work with others to identify goals and achieve specific results
- Consciously endeavor to improve their lives and the lives of others