
HOW LEHI STUDENTS SCORE



Last spring students from second grade through sixth grade took the CRT (Criterion Referenced Tests) state tests. These tests are based on the state core curriculum. The data is calculated into an overall passing score for the school. Data is looked at for each grade level and varying subgroups. This data determines whether or not a school makes AYP (Adequate Yearly Progress) for the year according to the No Child Left Behind Act. We are happy to report that Lehi Elementary School made AYP last year. While this is a great accomplishment and a credit to the teachers and parents of our children, we recognize we still have much room for improvement.

At Lehi, we are continually striving to improve our instructional strategies to reach individual children. We know our teachers and students will build on this solid achievement and continue to move ahead. I am very aware that our success at Lehi is due in large part to the tremendous parental support. Participation at home is probably the most important kind of parent involvement in education.



Lehi, the northernmost community in Utah Valley, was first settled by a small group of Mormons in the fall of 1850. Known as Sulphur Springs that first year, the community later was named Dry Creek and then Evansville. Early in 1852 local bishop David Evans presented a petition to the Utah Territorial Legislature requesting that the community be incorporated. This request was granted on 5 February 1852, making the town Utah's sixth oldest. "Lehi is a good place to live," has been the community's official slogan since 1911.

Lehi Elementary was built in 1951 and has a rich history of education. We have had hundreds of teachers, and thousands of students. Many parents, and even some grandparents, of current students attended Lehi Elementary!

We are the home of the Lehi Lions. Our school colors are purple and gold.

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WHAT WORKS IN SCHOOLS

In his book "What Works in Schools: Translating Research into Action", researcher Robert Marzano explored the research and best practices on various factors affecting student achievement. The factors are divided by school, teacher, and student.

The **school-level factors** focus on 1) a guaranteed and viable curriculum, 2) challenging goals and effective feedback, 3) parent and community involvement, 4) a safe and orderly environment, and 5) collegiality and professionalism.

The **teacher factors** include 1) instructional strategies, 2) classroom management, and 3) classroom curriculum design.

And, finally, the **student factors** include 1) home atmosphere, 2) learned intelligence and background knowledge, and 3) motivation.

Although all of the factors are important and interrelated, the guaranteed and viable curriculum is a fundamental building block for the others to be successfully implemented in a school. We are continually refining our curriculum standards to align with the state core. We focus on knowledge 1) that will endure beyond a single test date, 2) that will be valuable in multiple disciplines, 3) that is crucial for success in the next level of instruction, and 4) that can be measured.

At Lehi Elementary School, we are supportive of Alpine School District's focus on Balanced Literacy and Balanced Mathematics. The term "balance" should not assume equal amounts of reading and writing, or equal time in traditional math and standards based instruction. A better analogy is like that of a balanced diet. Although a variety of foods are included they work together to create a healthy eating plan.

In Literacy, we focus on guided, shared, and independent reading and writing. Our goal is for children to become proficient in reading and comprehending fiction and non-fiction texts. Students write for enjoyment or reflection, to persuade, to entertain their audience, to learn about a subject and to demonstrate their learning. We strive to promote reading, writing, listening and speaking as the basis for success in school and in life.

In Mathematics, our focus is on the content in the core curriculum outlined by the state. We focus on memorization of basic facts as well as understanding the mathematics involved. Teachers are asked to use their professional judgment in providing direct instruction coupled with inquiry and problem solving. Our goal is to have mathematically proficient students who are able to understand concepts, compute efficiently, apply math knowledge to solve real-world problems, and use reasoning to explain and justify solutions.