2009 Sky View High School Profile

SETTING

Cache Valley is a mountain valley located in northern Utah and southern Idaho. It extends approximately 50 miles from Avon, Utah on the South to Preston, Idaho on the North. According to the 2000 census the population was 91,391, a 30% increase over the 1990 population of 70,183. In 2006 the population was estimated to have reached 106,399. The valley recently received metropolitan status with Logan as the principal city. In addition to Logan, the valley is comprised of 25 other smaller cities and communities and has a strong agricultural history.

Logan is home to Utah State University, Utah's land grant institution, serving more than 23,000 undergraduate and graduate students. Utah State University boasts one of the nation's premier Colleges of Education.

Sky View High School, located in Smithfield, Utah, is one of three public high schools and two charter high schools in Cache Valley. Located just 15 miles from the Utah-Idaho border, Sky View opened its doors to students in 1965. Sky View is part of the Cache County School District and served as the District's lone high school until 1983 when it was joined by Mountain Crest High School. Sky View serves over a dozen small cities and communities. Feeder schools include the North Cache 8-9 Center, two middle schools, and six elementary schools.

WHAT DO WE BELIEVE?

1. Student learning is the chief priority of the school.

2. All students can learn.

3. Students learn best when they are actively involved in the learning process.

4. Teachers, students, parents, administrators, and the community share the responsibility for advancing the school's mission of student learning.

WHAT IS OUR MISSION?

Relationships, Character, and Knowledge . . . for Life!

WHAT DO WE WANT TO ACCOMPLISH (DESIRED RESULTS FOR STUDENT LEARNING)?

Relationships
Students will value and respect others, communicate and collaborate effectively, and be active participants in school and associated activities.
Measurable Indicators: Extra-curricular participation, ISQ

Character
Students will demonstrate integrity, be self-motivated, and accept responsibility for their actions.
Measurable Indicators: Attendance, Grades, SHARP Survey

Knowledge
Students will demonstrate basic competence in reading, writing, and computing to function effectively in society. Students will also demonstrate the ability to acquire new knowledge, solve complex problems, and think critically.
Measurable Indicators: CRT, CTE, UBSCT, ACT, Formative Assessments

. . . for Life
Students will demonstrate a commitment to pursue a career, post-secondary education or technical training and to participate in society as productive citizens.
Measurable Indicators: Concurrent enrollment, CTE Certification, Senior Exit Survey, Advanced Placement

WHO ARE WE?

Sky View High School's population continues to be very homogeneous despite the changing demographics of the valley. This presents a challenge as we endeavor to provide quality services across the curriculum to all of our students regardless of how small of a subgroup they represent.

School enrollment has declined over the last several years because of lower growth on the North end of the valley and the addition of two charter high schools since 2004.

Administrators	3 (475:1)	
Counselors	4 (356:1)	
Faculty	55 FTE (26:1)	
Support Staff		
Office Staff	6	
Custodians	7 (Full-Time)	
Aides	25	
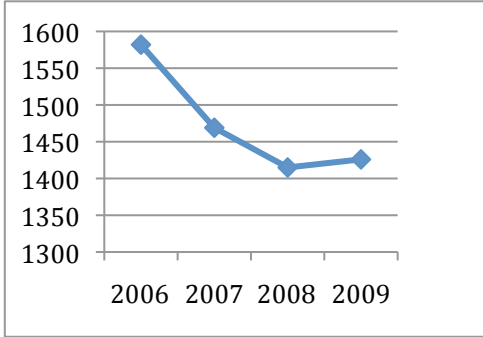
Figure 1: Student Enrollment

Student Body

Enrollment	2006	2007	2008	2009
Sophomores	547	492	479	485
Juniors	540	492	472	473
Seniors	495	485	464	468
Total	**1582**	**1469**	**1415**	**1426**

Ethnicity	Current
Asian	12
African American	15
Caucasian	1334
Hispanic	58
American Indian	3
Pacific Islander	4
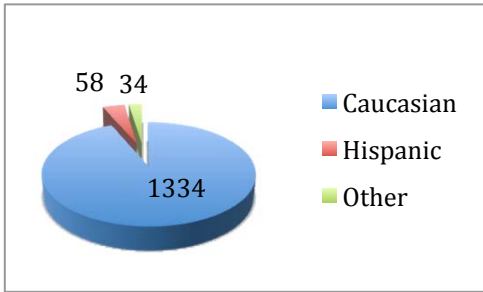
Figure 2: Ethnicity

At-Risk Students

ELL	26
Special Education Students	109
Life Skills Students	26
Economically Disadvantaged	276

WHAT DO WE OFFER ACADEMICALLY?

Sky View High School provides a wide range of academic opportunities to students including courses required for a basic education, career and technical education courses, and college level courses. In addition, Sky View maintains partnerships with Bridgerland Applied Technology Center, BYU Independent Study, Utah Electronic High School, Utah State University and the Utah System of Higher Education. Each year, a number of students complete the New Century Scholarship, which means they leave high school with not only a high school diploma, but also an associate's degree.

Academic Departments

Agricultural Science	Performing Arts
Business & Marketing	Science
English & Foreign Language	Social Studies
Family and Consumer Science	Special Education
Healthy Lifestyles	Visual & Technical Arts
Mathematics	

Schedule & Graduation Requirements

Sky View High School uses a five-period trimester system. Students receive .5 credit for each course completed. Each class meets 65 minutes a day. To graduate from Sky View a student must earn a total of 27.5 credits, which include the following:

	Class of 2009, 2010	Class of 2011
English	3 Credits	4 Credits
Math	2 Credits	3 Credits
Science	2 Credits	3 Credits
Social Studies	3 Credits	3 Credits
Healthy Lifestyles	2 Credits	2 Credits
Arts	1.5 Credits	1.5 Credits
Computer Tech	.5 Credits	.5 Credits
Career Technology	1.5 Credits	1.5 Credits
Financial Literacy	.5 Credits	.5 Credits
Required	**16 Credits**	**19 Credits**
Electives	11.5 Credits	8.5 Credits
Total	**27.5 Credits**	**27.5 Credits**

All students are required to pass all three sections of the Utah Basic Skills Competency Test (UBSCT). Students have multiple opportunities to pass each section of this test.

Concurrent Enrollment

Sky View High School participates fully with the Utah System of Higher Education in offering concurrent enrollment classes to students. In addition, Sky View sits in the shadow of Utah State University (USU) and benefits greatly from its relationship with Utah's Land Grant University. The following concurrent enrollment classes are currently available at Sky View:

Accounting 1050	Psychology 1010
Accounting 1500	Math 1050/1060
OSS 1400 Microcomputer Applications in Business	English 1010/2200
OSS 1550 Business Correspondence	Music 1010
OSS 1420 Adv. Word Processing	French 1010/1020
PFP 1050 Personal Finance	Spanish 1010/1020
History 1700 American Civilization	Speech 1020 Public Speaking
Plant Science 2900	Speech 2110 Interpersonal. Comm.
ASTE 3100 Ag Leadership	Ceramics 2650
ASTE 2900 Humanities in the Food Web	ETE 1200
NFS 1020 Nutrition for People	Engineering 1000
FHD 1500 Human Growth and Dev.	Multimedia Design 1110
Chemistry 1010	3D Graphics 260R
SpEd 1000	Adv Anatomy & Physiology 1105/1106
	Medical Terminology 1101

Advanced Placement

In addition to concurrent enrollment, Sky View participates in the Advanced Placement (AP) program, which consists of college-level courses and exams for high school students. Following is a list of Advanced Placement courses available:

AP American Government	AP American History
AP Art	AP Biology
AP Calculus	AP Chemistry
AP Physics	AP Statistics
AP Ceramics	AP English

Career & Technical Education

Sky View is also part of the state's Career & Technical Education (CTE) program and offers a variety of Career pathways to students in the following areas:

Agriculture	Information Technology
Business	Marketing
Family & Consumer Science	Skilled & Technical Sciences
Health Science & Technology	Technology & Engineering

Bridgerland Applied Technology Center (BATC)

BATC provides an opportunity for advanced vocational/technical training. Students are eligible to take BATC courses beginning their junior year. Most students take BATC courses in blocks either during periods 1 & 2 or Periods 4 & 5. Students are transported to and from BATC by bus.

WHAT EXTRA-CURRICULAR ACTIVITIES DO WE OFFER?

Sky View High School is very proud of the many extra-curricular opportunities available to students including opportunities for student leadership; participation in organizations, societies, and councils; curricular and non-curricular clubs, and activities sponsored by the Utah High School Activities Association.

Student Leadership
Executive Council
Class Presidencies
Cheerleaders
Boys' and Girls' Associations

Organizations, Societies & Councils
Academic Olympiad
Band Council
ColorGuard Council
Encore Council
Governor's Youth Council
National Honor Society
Orchestra Council
Thespian Council
Aurora (Yearbook)
Catonian (School Newspaper)
Catalyst (School Literary Magazine)

Curricular Clubs
Art
DECA
FBLA
FCCLA
FFA
French
German
HOSA
Math
MESA
Spanish

Non-Curricular Clubs
Anime
Close-up
Hockey
Human Rights
Interact Club
Key Club
LaCrosse

Non-Curricular Clubs continued . . .
Multicultural Club
Music
Hope Alliance
Ping Pong
Video Production

Utah High School Activities Association
Baseball
Boys' Basketball
Boys' Golf
Boys' Soccer
Boys' Tennis
Cross Country
Debate
Drama
Drill Team
Football
Girls' Basketball
Girls' Soccer
Girls' Tennis
Girls' Golf
Music
Softball
Swimming
Track
Volleyball
Wrestling

HOW DO WE MEASURE UP?

At Sky View High School our goal is to measure ourselves by how well we are addressing our Mission Statement and Desired Results for Student Learning. Schools are getting better and better at measuring academic skills, but one of the challenges of measuring what we consider to be life skills, is that we can only approximate how well students have internalized those skills by examining external indicators. We have selected indicators for measuring both academic and life skills that examine how well students are learning those skills, and how well our community believes we are doing at teaching those skills.

Relationships

Students will value and respect others, communicate and collaborate effectively, and be active participants in school and associated activities.

Measurable Indicator: Extra-Curricular Participation
At Sky View High School, we believe that extra-curricular participation is an important part of a student's educational experience. Extra-curricular participation is an indicator of the strength of the relationship and engagement between the student and the school, and the student's relationships with peers and adults.

In 2009, a survey was conducted to determine the percentages of students involved in extra-curricular activities at the school. The survey was conducted school-wide with 1203 respondents. The following graph shows the percentage of students reporting involvement in six categories. Seventy-five percent of students report being active participants in extra-curricular activities at the school. Twenty-five percent of students report no involvement. In a similar survey conducted in 2007, thirty-one percent of students reported no involvement.
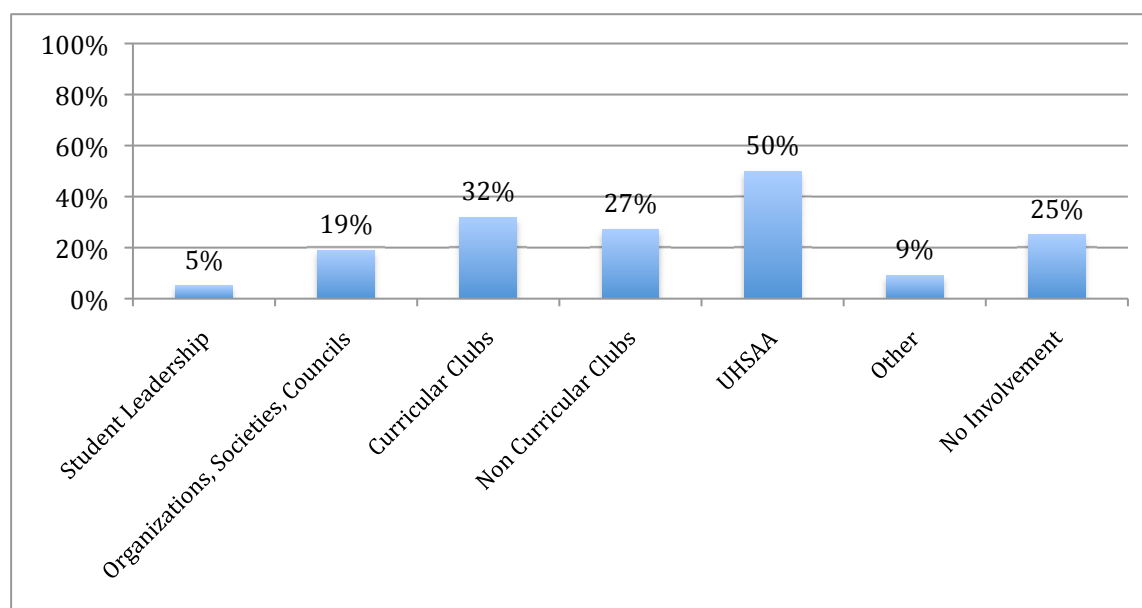
Figure 3: Percentage of Students Surveyed Reporting Involvement in Extra-Curricular Areas

Measurable Indicator: ISQ
Sky View High School has been participating in the Indicators of School Quality survey for several years. The Indicators of School Quality (ISQ) is a comprehensive survey system for school administrators to evaluate and monitor school improvement and accreditation efforts. ISQ evaluates the school in seven domains:

1. School Leadership
2. Teacher Excellence
3. Instructional Quality
4. Parent Support
5. Student Commitment
6. School Safety
7. Resource Accessibility

Four audiences evaluate these seven domains: parents, teachers, students, and staff. A color-coding system is used to indicate audience perceptions: exemplary (purple), superior (green), typical (yellow), and opportunity to improve (red).

Reports
There are three status reports included in the profile for 2007, 2008, and 2009. Each status report contains a wealth of information. Page one contains summary information for each of the seven domains by audience. Page two shows an item-by-item analysis for each of the seven domains by audience. Page three shows and item-by-item analysis disaggregated by subgroups. Page four lists the survey demographics, risk factors and school priorities. There are several ways to read a status report. First, you can quickly scan the status reports to identify areas of strength and weakness based on the colored bubbles. Second, you can look to get a general idea of the strength of the relationships between audiences.

In addition to the status reports there is a progress report between 2008 and 2009. This report identifies highlights areas that have improved or digressed over those two years. There is also a normative report that compares Sky View High School with schools with similar demographics. Below is a summary of the information that we believe is important to notice about these reports:

Risk and Protective Factors
The Indicators of School Quality (ISQ) survey evaluates and rates the school on seven protective/risk factors. According to this index, the Sky View community is considered to be low-risk. Percentages above 80% indicate the presence of protective factors that support higher academic achievement scores. Percentages below 80% indicate the presence of risk that impedes the educational process.

Risk and Protective Factors	2007	2008	2009
Economic Status	84%	94%	96%
Community Affiliation	96%	95%	95%
Family Bonding	93%	94%	94%
Neighborhood Stability (Mobility)	92%	94%	94%

Academic Status (Parent Education)	99%	99%	100%
Home Language	98%	99%	99%
Peer Associations	99%	99%	98%

Relationships
There are several important relationships to monitor at a school. First are the internal relationships between the staff and the administration. The strength of the relationship between the staff and the administration appears to be strong. This is important because if there is a lack of trust between the staff and the administration, it is very difficult to implement school improvement efforts. It is also evident from the report that teacher morale is high. The second important sets of relationships are between the students and the teachers. Those relationships appear to be good, but could be improved. Qualitative data from the open-ended questions on the surveys contain many affirmations from the students on the high quality of teaching taking place in classrooms. The third important sets of relationships are between parents and the school. The surveys show that parents haven't always been well informed on what is happening at school, which is reflected in the parent column on the second page. That column has become increasingly green over the last three years indicating stronger communication between the home and the school. Parents believe teachers are doing a good job in the classroom, teachers believe parents are supportive. However, teachers want more teachers to participate in parent teacher conferences. Efforts need to be taken to continue to strengthen the relationships between parents and the school.

Areas of Strength
Looking across the three years of status reports allows for the identification of areas of strength. First, there is general agreement that parents support their students' education, the school provides a quality education, students and staff feel safe at the school, the school is clean and in good repair and the school provides enough extra-curricular activities. There has been continual improvement over the last three years, most notably in the opinions of the parents toward the school.

Opportunities to Improve
Like all schools, there are many opportunities for improvement. Most notably the school needs to reach out to parents and include them in parent teacher conference and to continue to improve communication between teachers and parents. We need to work to ensure the administration is more accessible to parents and students. We also need to work to make sure more students are participating in extra-curricular activities and that students have better access to computers and quality instructional materials. Other important areas include improving counselor accessibility and making sure the hallways and grounds are well supervised.

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Sky View High School

Smithfield, UT
January 30, 2007

ISQ »
INDICATORS OF SCHOOL QUALITY

Status Report

Signal Analysis Legend

- **Exemplary**
- **Superior**
- **Typical**
- **Opportunity to Improve**

The table presented below summarizes global domains by audience; the second page of this report is a breakdown for each domain by item; the third is a disaggregation by item for home language, family mobility, student gender, and student ethnicity; and the last page summarizes demographic data, school priorities, and neighborhood risk.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support	Typical	Typical	Typical	Typical
Teacher Excellence	Typical	Superior	Typical	Superior
Student Commitment	Typical	Typical	Typical	Typical
School Leadership	Typical	Superior	Typical	Superior
Instructional Quality	Typical	Typical	Typical	Typical
Resource Management	Typical	Typical	Typical	Typical
School Safety	Typical	Typical	Typical	Typical

UtahState
UNIVERSITY

Indicators of School Quality	Parent	Teacher	Student	Staff
Status Report				
Parent Support				
Parents support their child's education	🟢	🟢	🟢	🟡
Parents know what happens at school	🟡	🔴	🟡	🟡
Enough parents participate at parent/teacher conferences	🟡	🔴		🔴
Parents support extracurricular activities	🟢	🟡	🟡	🟡
Teacher Excellence				
Teachers are knowledgeable about the subjects they teach	🟡	🟢		🟢
Teachers care about students as individuals	🟡	🟢	🟡	🟢
Teachers promote good behavior in their classrooms	🟡	🟢	🟢	🟢
Teachers are well organized	🟡	🟢		🟡
Teachers enjoy teaching	🟡	🟢	🟡	🟢
Student Commitment				
Students are well behaved	🟡	🟢	🟢	🟡
Enough students participate in extracurricular activities	🟡	🔴	🟡	🟡
Students enjoy learning	🟡	🟡	🟡	🟡
Students have pride in their school	🟡	🟡	🟡	🟡
School Leadership				
Administration is accessible to parents, students, and staff	🟡	🟢	🔴	🟢
Administration promotes quality education	🟡	🟢		🟢
Administration is well organized	🟡	🟢		🟡
Administration promotes good behavior at the school	🟡	🟢	🟡	🟢
Administration has high expectations for all students	🟡	🟢	🟡	🟢
Instructional Quality				
This school prepares students for adult life	🟡	🟡	🟡	🟡
This school provides a quality education	🟢	🟢	🟢	🟢
Instruction at this school is innovative	🟡	🟡		🟡
Instruction at this school challenges students	🟡	🟢	🟡	🟡
Resource Management				
Staff has access to enough ongoing training		🟡		🟡
Counselors are accessible to students	🔴	🟡	🟡	🟡
Students have adequate computer access	🟡	🔴	🟢	🟢
The school has quality textbooks and instructional materials	🟡	🔴	🟡	🟡
Students have enough extracurricular opportunities	🟢	🟢	🟡	🟡
School Safety				
Students and staff feel safe at school	🟡	🟢	🟡	🟢
Students feel safe traveling to and from school	🟢		🟢	
The school is clean and in good repair	🟢	🟢	🟡	🟢
The school grounds and hallways are well supervised	🟡	🔴	🟡	🔴

Indicators of School Quality

Disaggregated Data

Indicators of School Quality	Parent (English Yes/No)	Parent (Moved Yes/No)	Student (Boy / Girl)	Student (White Yes/No)
Parent Support				
Parents support their child's education	🟢🟢	🟡🟢	🟢🟢	🟢🟢
Parents know what happens at school	🟡🟢	🔴🔴	🟡🟡	🟡🔴
Enough parents participate at parent/teacher conferences	🟡🟢	🔴🔴		
Parents support extracurricular activities	🟡🟣	🟡🟡	🟡🟡	🟡🟡
Teacher Excellence				
Teachers are knowledgeable about the subjects they teach	🟡🟣	🟡🟢		
Teachers care about students as individuals	🟡🟣	🔴🟡	🟡🟡	🟡🟡
Teachers promote good behavior in their classrooms	🟡🟣	🟡🟡	🟢🟢	🟢🟢
Teachers are well organized	🟡🟣	🔴🟡		
Teachers enjoy teaching	🟡🟣	🟡🟡	🟡🟡	🟡🟡
Student Commitment				
Students are well behaved	🟡🟡	🔴🟡	🟢🟢	🟢🟡
Enough students participate in extracurricular activities	🟡🟢	🔴🔴	🔴🟡	🟡🔴
Students enjoy learning	🟡🟡	🔴🔴	🟡🟡	🟡🟡
Students have pride in their school	🟡🟢	🟡🟡	🟡🟡	🟡🔴
School Leadership				
Administration is accessible to parents, students, and staff	🟡🟢	🟡🟡	🔴🔴	🔴🔴
Administration promotes quality education	🟡🟢	🟡🟡		
Administration is well organized	🟡⚪	🟡🟡		
Administration promotes good behavior at the school	🟡🟣	🟡🟡	🟡🟡	🟡🟡
Administration has high expectations for all students	🟡⚪	🟡🟡	🟡🟡	🟡🟡
Instructional Quality				
This school prepares students for adult life	🟡🟣	🔴🟡	🟡🟡	🟡🟡
This school provides a quality education	🟢🟣	🟡🟢	🟡🟢	🟢🟡
Instruction at this school is innovative	🟡⚪	🟡🟡		
Instruction at this school challenges students	🟡🟢	🔴🟡	🟡🟡	🟡🔴
Resource Management				
Staff has access to enough ongoing training				
Counselors are accessible to students	🔴🟢	🔴🔴	🟡🟡	🟡🟡
Students have adequate computer access	🟡⚪	🟡🟡	🟢🟢	🟢🟢
The school has quality textbooks and instructional materials	🟡🟢	🔴🔴	🟡🟢	🟡🟢
Students have enough extracurricular opportunities	🟡⚪	🟡🟢	🟡🟡	🟡🟡
School Safety				
Students and staff feel safe at school	🟡🟢	🟡🟡	🟡🟡	🟡🟡
Students feel safe traveling to and from school	🟢🟢	🔴🟢	🟢🟢	🟢🟢
The school is clean and in good repair	🟢🟢	🟢🟢	🟡🟡	🟡🟡
The school grounds and hallways are well supervised	🟡🟣	🔴🟡	🟡🟡	🟡🟡

Indicators of School Quality: Demographics, Risk, and School Priorities				
Demographics	Parent	Teacher	Student	Staff
Number of Respondents & Adequacy of Samples ☐ - Good ☐ - Fair ☐ - Poor	118	39	1156	23
Grades (%)				
10th Grade	32	82	36	
11th Grade	41	87	30	
12th Grade	43	82	34	
Child Ethnicity (%)				
African American	1		3	
American Indian	0		2	
Asian/Pacific Islander	0		3	
Hispanic	2		5	
White (Caucasian)	96		89	
Other Ethnicity	3		5	
Child Gender (% Male)			47	
Neighborhood Risk (%)	Overall Neighborhood Risk is Low			
Economic Status	84	All numbers are percentages. Item content can be determined by looking at the returned surveys. Percentages at or above 80 indicate the presence of factors that support higher academic achievement scores for the school. Percentages below 80 indicate risk and are highlighted in red.		
Community Affiliation	96			
Family Bonding	93			
Neighborhood Stability	92			
Academic Status	99			
Home Language	98			
Peer Associations	99			
School Priorities (ranked by %)	Parent	Teacher	These numbers represent the percent of parents believing that school function is one of the most important attributes of a quality school, or the percent of teachers believing that school function is something this school does best. Rank is average of both.	
1 - Focus on academic achievement	87	76		
2 - Provide a safe environment	48	65		
3 - Provide breadth in learning experiences	50	46		
4 - Treat all students with respect	38	54		
5 - Promote good citizenship	40	30		
6 - Accommodate individual differences	21	11		
7 - Develop community involvement	5	11		
8 - Involve families meaningfully	5	0		

Sky View High School

Smithfield, UT
February 12, 2008

ISQ »
INDICATORS OF SCHOOL QUALITY

Status Report

Signal Analysis Legend

- Exemplary
- Superior
- Typical
- Opportunity to Improve

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School Leadership	Typical	Superior	Typical	Superior
Instructional Quality	Typical	Typical	Typical	Typical
Resource Management	Typical	Typical	Typical	Typical
School Safety	Superior	Superior	Typical	Superior

UtahState
UNIVERSITY

Indicators of School Quality	Parent	Teacher	Student	Staff
Status Report				
Parent Support				
Parents support their child's education	🟢	🟢	🟢	🟢
Parents know what happens at school	🟡	🟡	🟡	🟡
Enough parents participate at parent/teacher conferences	🟡	🔴		🟡
Parents support extracurricular activities	🟢	🟢	🟡	🟢
Teacher Excellence				
Teachers are knowledgeable about the subjects they teach	🟡	🟢		🟢
Teachers care about students as individuals	🟡	🟢	🟡	🟢
Teachers promote good behavior in their classrooms	🟡	🟢	🟢	🟢
Teachers are well organized	🟡	🟢		🟡
Teachers enjoy teaching	🟡	🟢	🟡	🟢
Student Commitment				
Students are well behaved	🟡	🟢	🟢	🔴
Enough students participate in extracurricular activities	🟡	🔴	🟡	🟡
Students enjoy learning	🟡	🟡	🟡	🟡
Students have pride in their school	🟢	🟢	🟡	🟢
School Leadership				
Administration is accessible to parents, students, and staff	🟡	🟡	🔴	🟢
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Administration is well organized	🟡	🟡		🟢
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Administration has high expectations for all students	🟡	🟢	🟡	🟡
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This school prepares students for adult life	🟡	🟢	🟡	🟡
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Instruction at this school is innovative	🟡	🟡		🟡
Instruction at this school challenges students	🟡	🟡	🟡	🟢
Resource Management				
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Counselors are accessible to students	🟡	🟢	🟡	🟡
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The school has quality textbooks and instructional materials	🟡	🔴	🟢	🟡
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School Safety				
Students and staff feel safe at school	🟢	🟢	🟡	🟢
Students feel safe traveling to and from school	🟢		🟢	
The school is clean and in good repair	🟢	🟢	🟡	🟢
The school grounds and hallways are well supervised	🟡	🟡	🟡	🟡

Indicators of School Quality	Parent	Parent	Student	Student
Disaggregated Data	English Yes/No	Moved Yes/No	Boy / Girl	White Yes/No
Parent Support				
Parents support their child's education	🟢⚪	🟡🟢	🟢🟣	🟢🟢
Parents know what happens at school	🟡⚪	🟡🟡	🟡🟡	🟡🟡
Enough parents participate at parent/teacher conferences	🟡⚪	🟢🟡		
Parents support extracurricular activities	🟢⚪	🟢🟢	🟡🟡	🟡🟡
Teacher Excellence				
Teachers are knowledgeable about the subjects they teach	🟡⚪	🟡🟡		
Teachers care about students as individuals	🟡⚪	🟡🟡	🟡🟡	🟡🟡
Teachers promote good behavior in their classrooms	🟡🟡	🟡🟡	🟢🟢	🟢🟡
Teachers are well organized	🟡🟡	🟡🟡		
Teachers enjoy teaching	🟡⚪	🟡🟡	🟡🟡	🟡🟡
Student Commitment				
Students are well behaved	🟡⚪	🟡🟡	🟡🟢	🟢🟡
Enough students participate in extracurricular activities	🟡⚪	🟡🟡	🟡🟡	🟡🔴
Students enjoy learning	🟡⚪	🟢🟡		
Students have pride in their school	🟢⚪	🟢🟢	🟡🟢	🟡🟡
School Leadership				
Administration is accessible to parents, students, and staff	🟡⚪	🟢🟡	🔴🔴	🔴🔴
Administration promotes quality education	🟡⚪	🔴🟡		
Administration is well organized	🟡🟡	🔴🟡		
Administration promotes good behavior at the school	🟡⚪	🔴🟡	🟡🟡	🟡🟡
Administration has high expectations for all students	🟡⚪	🔴🟡	🟡🟡	🟡🟡
Instructional Quality				
This school prepares students for adult life	🟡⚪	🔴🟢	🟡🟢	🟡🟡
This school provides a quality education	🟢⚪	🔴🟢	🟡🟢	🟢🟡
Instruction at this school is innovative	🟡🟡	🔴🟡		
Instruction at this school challenges students	🟡⚪	🔴🟡	🟡🟡	🟡🟡
Resource Management				
Staff has access to enough ongoing training				
Counselors are accessible to students	🟡⚪	🔴🟡	🟡🟡	🟡🟡
Students have adequate computer access	🟡🟡	🟢🟡	🟡🟢	🟢🟡
The school has quality textbooks and instructional materials	🟡⚪	🟡🟡	🟡🟢	🟢🟡
Students have enough extracurricular opportunities	🟡⚪	🔴🟡	🟡🟢	🟡🟡
School Safety				
Students and staff feel safe at school	🟢⚪	🔴🟢	🟡🟢	🟡🟡
Students feel safe traveling to and from school	🟢⚪	🟢🟢	🟢🟢	🟡🟡
The school is clean and in good repair	🟢⚪	🔴🟢	🟡🟡	🟡🟡
The school grounds and hallways are well supervised	🟡⚪	🔴🟡	🔴🟡	🟡🔴

Indicators of School Quality: Demographics, Risk, and School Priorities				
Demographics	Parent	Teacher	Student	Staff
Number of Respondents & Adequacy of Samples ☐ - Good ☐ - Fair ☐ - Poor	90	36	897	12
Grades (%)				
10th Grade	44	86	48	
11th Grade	38	86	31	
12th Grade	34	86	21	
Child Ethnicity (%)				
African American	0		3	
American Indian	1		2	
Asian/Pacific Islander	0		3	
Hispanic	1		6	
White (Caucasian)	99		90	
Other Ethnicity	0		4	
Child Gender (% Male)			48	

Neighborhood Risk (%)	Overall Neighborhood Risk is Low	
Economic Status	94	All numbers are percentages. Item content can be determined by looking at the returned surveys. Percentages at or above 80 indicate the presence of factors that support higher academic achievement scores for the school. Percentages below 80 indicate risk and are highlighted in red.
Community Affiliation	95	
Family Bonding	94	
Neighborhood Stability	94	
Academic Status	99	
Home Language	99	
Peer Associations	99	

School Priorities (ranked by %)	Parent	Teacher	These numbers represent the percent of parents believing that school function is one of the most important attributes of a quality school, or the percent of teachers believing that school function is something this school does best. Rank is average of both.
1 - Focus on academic achievement	79	66	
2 - Provide a safe environment	61	69	
3 - Provide breadth in learning experiences	44	54	
4 - Treat all students with respect	48	49	
5 - Promote good citizenship	33	17	
6 - Accommodate individual differences	19	14	
7 - Develop community involvement	4	14	
8 - Involve families meaningfully	6	6	

Sky View High School

Smithfield, UT

February 18, 2009

ISQ »
INDICATORS OF SCHOOL QUALITY

Status Report

Signal Analysis Legend

- Exemplary
- Superior
- Typical
- Opportunity to Improve

The table presented below summarizes global domains by audience; the second page of this report is a breakdown for each domain by item; the third is a disaggregation by item for home language, family mobility, student gender, and student ethnicity; and the last page summarizes demographic data, school priorities, and neighborhood risk.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support	Typical	Typical	Typical	Typical
Teacher Excellence	Superior	Superior	Typical	Typical
Student Commitment	Typical	Typical	Typical	Typical
School Leadership	Typical	Superior	Typical	Typical
Instructional Quality	Typical	Superior	Typical	Typical
Resource Management	Typical	Typical	Typical	Typical
School Safety	Superior	Superior	Typical	Typical

UtahState UNIVERSITY

Indicators of School Quality	Parent	Teacher	Student	Staff
Status Report				
Parent Support				
Parents support their child's education	Green	Green	Green	Yellow
Parents know what happens at school	Yellow	Yellow	Yellow	Yellow
Enough parents participate at parent/teacher conferences	Yellow	Red		Red
Parents support extracurricular activities	Green	Green	Yellow	Yellow
Teacher Excellence				
Teachers are knowledgeable about the subjects they teach	Green	Green		Green
Teachers care about students as individuals	Green	Green	Yellow	Green
Teachers promote good behavior in their classrooms	Green	Green	Green	Yellow
Teachers are well organized	Yellow	Green		Yellow
Teachers enjoy teaching	Yellow	Green	Yellow	Yellow
Student Commitment				
Students are well behaved	Yellow	Green	Green	Yellow
Enough students participate in extracurricular activities	Yellow	Red	Red	Yellow
Students enjoy learning	Yellow	Yellow	Yellow	Yellow
Students have pride in their school	Green	Green	Yellow	Green
School Leadership				
Administration is accessible to parents, students, and staff	Yellow	Yellow	Red	Yellow
Administration promotes quality education	Yellow	Green		Yellow
Administration is well organized	Yellow	Green		Yellow
Administration promotes good behavior at the school	Green	Green	Yellow	Green
Administration has high expectations for all students	Green	Green	Yellow	Yellow
Instructional Quality				
This school prepares students for adult life	Yellow	Green	Yellow	Yellow
This school provides a quality education	Green	Green	Green	Green
Instruction at this school is innovative	Yellow			Yellow
Instruction at this school challenges students	Green	Green	Yellow	Yellow
Resource Management				
Staff has access to enough ongoing training		Green		Yellow
Counselors are accessible to students	Yellow	Yellow	Yellow	Yellow
Students have adequate computer access	Yellow	Red	Green	Yellow
The school has quality textbooks and instructional materials	Yellow	Red	Green	Yellow
Students have enough extracurricular opportunities	Green	Green	Yellow	Green
School Safety				
Students and staff feel safe at school	Green	Green	Green	Green
Students feel safe traveling to and from school	Green		Green	
The school is clean and in good repair	Green	Green	Yellow	Green
The school grounds and hallways are well supervised	Yellow	Yellow	Yellow	Red

Indicators of School Quality	Parent	Parent	Student	Student
Disaggregated Data	English Yes/No	Moved Yes/No	Boy / Girl	White Yes/No
Parent Support				
Parents support their child's education	🟢🟢	🟢🟢	🟢🟣	🟣🟢
Parents know what happens at school	🟡🟡	🟡🟡	🟡🟡	🟡🔴
Enough parents participate at parent/teacher conferences	🟡🟡	🟡🟡		
Parents support extracurricular activities	🟢🟡	🟢🟢	🟡🟡	🟡🟡
Teacher Excellence				
Teachers are knowledgeable about the subjects they teach	🟢🟢	🟢🟢		
Teachers care about students as individuals	🟢🟡	🟢🟢	🟡🟡	🟡🟡
Teachers promote good behavior in their classrooms	🟢🟢	🟢🟢	🟢🟢	🟢🟡
Teachers are well organized	🟡🟡	🟡🟡		
Teachers enjoy teaching	🟡🟡	🟡🟡	🟡🟡	🟡🟡
Student Commitment				
Students are well behaved	🟡🟡	🟡🟡	🟢🟢	🟢🟡
Enough students participate in extracurricular activities	🟡🟡	🟡🟡	🔴🔴	🔴🔴
Students enjoy learning	🟡🟡	🟡🟡	🟡🟡	🟡🟡
Students have pride in their school	🟢🟢	🟢🟢	🟡🟡	🟢🔴
School Leadership				
Administration is accessible to parents, students, and staff	🟡🟢	🟡🟡	🔴🔴	🔴🔴
Administration promotes quality education	🟡🟢	🟢🟡		
Administration is well organized	🟡🟡	🟡🟡		
Administration promotes good behavior at the school	🟢🟢	🟢🟢	🟡🟡	🟡🟡
Administration has high expectations for all students	🟢🟢	🟢🟢	🟡🟡	🟡🟡
Instructional Quality				
This school prepares students for adult life	🟢🟢	🟢🟢	🟡🟡	🟡🟡
This school provides a quality education	🟢🟢	🟢🟢	🟡🟢	🟢🟡
Instruction at this school is innovative	🟡🟢	🟡🟡		
Instruction at this school challenges students	🟡🟢	🟢🟡	🟡🟡	🟡🟡
Resource Management				
Staff has access to enough ongoing training				
Counselors are accessible to students	🟡🟢	🟢🟡	🟡🟡	🟡🟡
Students have adequate computer access	🟡🟡	🟡🟡	🟢🟢	🟢🟢
The school has quality textbooks and instructional materials	🟡🟢	🟡🟢	🟢🟡	🟢🟡
Students have enough extracurricular opportunities	🟢🟢	🟢🟢	🟡🟢	🟢🟡
School Safety				
Students and staff feel safe at school	🟢🟢	🟢🟢	🟡🟢	🟢🟡
Students feel safe traveling to and from school	🟢🟢	🟢🟢	🟢🟢	🟢🟢
The school is clean and in good repair	🟢🟢	🟢🟢	🟡🟡	🟡🟡
The school grounds and hallways are well supervised	🟡🟢	🟡🟡	🟡🟡	🟡🔴

Indicators of School Quality: Demographics, Risk, and School Priorities				
Demographics	Parent	Teacher	Student	Staff
Number of Respondents & Adequacy of Samples ☐ - Good ☐ - Fair ☐ - Poor	261	47	1201	34

Grades (%)				
10th Grade	49	77	34	
11th Grade	36	83	33	
12th Grade	34	79	33	

Child Ethnicity (%)				
African American	0		3	
American Indian	0		3	
Asian/Pacific Islander	1		5	
Hispanic	2		6	
White (Caucasian)	98		89	
Other Ethnicity	0		5	
Child Gender (% Male)			47	

Neighborhood Risk (%)	Overall Neighborhood Risk is Low	
Economic Status	96	All numbers are percentages. Item content can be determined by looking at the returned surveys. Percentages at or above 80 indicate the presence of factors that support higher academic achievement scores for the school. Percentages below 80 indicate risk and are highlighted in red.
Community Affiliation	95	
Family Bonding	94	
Neighborhood Stability	94	
Academic Status	100	
Home Language	99	
Peer Associations	98	

School Priorities (ranked by %)	Parent	Teacher	These numbers represent the percent of parents believing that school function is one of the most important attributes of a quality school, or the percent of teachers believing that school function is something this school does best. Rank is average of both.
1 - Focus on academic achievement	83	67	
2 - Provide a safe environment	54	60	
3 - Treat all students with respect	39	58	
4 - Provide breadth in learning experiences	43	47	
5 - Promote good citizenship	39	47	
6 - Accommodate individual differences	19	7	
7 - Develop community involvement	5	9	
8 - Involve families meaningfully	9	2	

Sky View High School

Smithfield, UT

February 18, 2009

ISQ
INDICATORS OF SCHOOL QUALITY

Progress Report

Signal Analysis Legend

- ⬤ Exemplary
- ⬤ Superior
- ⬤ Typical
- ⬤ Opportunity to Improve
- ▢ Improvement
- ▢ Progress
- ▢ No Change
- ▢ Regress

The table presented below summarizes global domains by audience for the last two times ISQ was used by the school. The more recent data are summarized by the top signal, and a colored text box represents positive (green or purple) or negative (red) change for that domain, item, or audience. The reverse side of this report is a breakdown for each domain by item.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support	🟡🟡	🟡🟡	🟡🟡	🟡🟡
Teacher Excellence	🟢🟡	🟢🟢	🟡🟡	🟢🟡
Student Commitment	🟡🟡	🟡🟡	🟡🟡	🟡🟡
School Leadership	🟡🟡	🟢🟢	🟡🟡	🟢🟡
Instructional Quality	🟡🟡	🟢🟡	🟡🟡	🟡🟡
Resource Management	🟡🟡	🟡🟡	🟡🟡	🟡🟡
School Safety	🟢🟢	🟢🟢	🟡🟡	🟢🟡

UtahState
UNIVERSITY

Indicators of School Quality

| Progress Report	Parent	Teacher	Student	Staff
Parent Support				
Parents support their child's education	🟢🟢	🟢🟢	🟢🟢	🟢🟡
Parents know what happens at school	🟡🟡	🟡🟡	🟡🟡	🟡🟡
Enough parents participate at parent/teacher conferences	🟡🟡	🔴🔴		🟡🔴
Parents support extracurricular activities	🟢🟢	🟢🟢	🟡🟡	🟢🟡
Teacher Excellence				
Teachers are knowledgeable about the subjects they teach	🟡🟢	🟢🟢		🟢🟢
Teachers care about students as individuals	🟡🟢	🟢🟢	🟡🟡	🟢🟢
Teachers promote good behavior in their classrooms	🟡🟢	🟢🟢	🟢🟢	🟡🟢
Teachers are well organized	🟡🟡	🟢🟢		🟡🟡
Teachers enjoy teaching	🟡🟡	🟢🟢	🟡🟡	🟢🟡
Student Commitment				
Students are well behaved	🟡🟡	🟢🟢	🟢🟢	🔴🟡
Enough students participate in extracurricular activities	🟡🟡	🔴🔴	🔴🟡	🟡🟡
Students enjoy learning	🟡🟡	🟡🟡	🟡🟡	🟡🟡
Students have pride in their school	🟢🟢	🟢🟢	🟡🟢	🟢🟢
School Leadership				
Administration is accessible to parents, students, and staff	🟡🟡	🟡🟡	🔴🔴	🟢🟡
Administration promotes quality education	🟡🟡	🟢🟡		🟢🟡
Administration is well organized	🟡🟡	🟡🟡		🟢🟡
Administration promotes good behavior at the school	🟡🟢	🟢🟢	🟡🟡	🟢🟢
Administration has high expectations for all students	🟡🟢	🟢🟢	🟡🟡	🟡🟡
Instructional Quality				
This school prepares students for adult life	🟡🟡	🟢🟢	🟡🟡	🟡🟡
This school provides a quality education	🟢🟢	🟢🟢	🟢🟢	🟢🟢
Instruction at this school is innovative	🟡🟡	🟡🟢		🟡🟡
Instruction at this school challenges students	🟡🟢	🟡🟢	🟡🟡	🟢🟡
Resource Management				
Staff has access to enough ongoing training		🟡🟢		🟡🟡
Counselors are accessible to students	🟡🟡	🟢🟡	🟡🟡	🟡🟡
Students have adequate computer access	🟡🟡	🔴🔴	🟢🟢	🟢🟢
The school has quality textbooks and instructional materials	🟡🟡	🔴🔴	🟢🟡	🟡🟡
Students have enough extracurricular opportunities	🟡🟢	🟢🟢	🟡🟡	🟢🟢
School Safety				
Students and staff feel safe at school	🟢🟢	🟢🟢	🟡🟢	🟢🟢
Students feel safe traveling to and from school	🟢🟢		🟢🟢	
The school is clean and in good repair	🟢🟢	🟢🟢	🟡🟡	🟢🟢
The school grounds and hallways are well supervised	🟡🟡	🟡🟡	🟡🟡	🟡🔴

Sky View High School

Smithfield, UT

February 18, 2009

ISQ
INDICATORS OF SCHOOL QUALITY

Normative Report

Signal Analysis Legend

- 🟣 **Exemplary**
- 🟢 **Superior**
- 🟡 **Typical**
- 🔴 **Opportunity to Improve**

- 🟪 **Exemplary**
- 🟩 **Above Norm**
- ⬜ **At Norm**
- 🟥 **Below Norm**

The table presented below summarizes global domains by audience for ISQ school data and normative data. The school data are summarized by the top signal, and a colored text box represents positive (green or purple) or negative (red) difference from the norm. The reverse side of this report is a breakdown for each domain by item. Staff responses are not normed as that audience is too often inadequately sampled.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support	🟡	🟡	🟢🟡	🟡
Teacher Excellence	🟢🟡	🟢🟡	🟡	🟡
Student Commitment	🟡	🟡	🟡	🟡
School Leadership	🟡	🟢	🟡	🟡
Instructional Quality	🟡	🟢🟡	🟡	🟡
Resource Management	🟡	🟡	🟡	🟡
School Safety	🟢🟡	🟢🟡	🟡	🟡

UtahState
UNIVERSITY

Indicators of School Quality

Normative Report	Parent	Teacher	Student	Staff
Parent Support				
Parents support their child's education	Green, Green	Yellow, Green	Green, Yellow	Yellow
Parents know what happens at school	Yellow, Yellow	Yellow, Yellow	Yellow, Yellow	Yellow
Enough parents participate at parent/teacher conferences	Red, Yellow	Red, Red		Red
Parents support extracurricular activities	Green, Green	Green, Green	Green, Yellow	Yellow
Teacher Excellence				
Teachers are knowledgeable about the subjects they teach	Yellow, Green	Green, Green		Green
Teachers care about students as individuals	Yellow, Green	Green, Green	Yellow, Yellow	Green
Teachers promote good behavior in their classrooms	Yellow, Green	Green, Green	Yellow, Green	Yellow
Teachers are well organized	Yellow, Yellow	Green, Green		Yellow
Teachers enjoy teaching	Yellow, Yellow	Green, Green	Yellow, Yellow	Yellow
Student Commitment				
Students are well behaved	Yellow, Yellow	Yellow, Green	Green, Green	Yellow
Enough students participate in extracurricular activities	Yellow, Yellow	Yellow, Red	Yellow, Red	Yellow
Students enjoy learning	Yellow, Yellow	Yellow, Yellow	Yellow, Yellow	Yellow
Students have pride in their school	Yellow, Green	Yellow, Green	Yellow, Yellow	Green
School Leadership				
Administration is accessible to parents, students, and staff	Yellow, Yellow	Green, Yellow	Yellow, Red	Yellow
Administration promotes quality education	Yellow, Yellow	Green, Green		Yellow
Administration is well organized	Yellow, Yellow	Green, Green		Yellow
Administration promotes good behavior at the school	Yellow, Green	Green, Green	Yellow, Yellow	Green
Administration has high expectations for all students	Yellow, Green	Green, Green	Yellow, Yellow	Yellow
Instructional Quality				
This school prepares students for adult life	Yellow, Yellow	Yellow, Green	Yellow, Yellow	Yellow
This school provides a quality education	Yellow, Green	Green, Green	Yellow, Green	Green
Instruction at this school is innovative	Yellow, Yellow	Green, Green		Yellow
Instruction at this school challenges students	Yellow, Green	Green, Green	Yellow, Yellow	Yellow
Resource Management				
Staff has access to enough ongoing training		Yellow, Green		Yellow
Counselors are accessible to students	Yellow, Yellow	Yellow, Yellow	Yellow, Yellow	Yellow
Students have adequate computer access	Yellow, Yellow	Yellow, Red	Green, Green	Yellow
The school has quality textbooks and instructional materials	Yellow, Yellow	Yellow, Red	Green, Green	Yellow
Students have enough extracurricular opportunities	Yellow, Green	Green, Green	Yellow, Yellow	Green
School Safety				
Students and staff feel safe at school	Yellow, Green	Green, Green	Yellow, Green	Green
Students feel safe traveling to and from school	Yellow, Green		Green, Green	
The school is clean and in good repair	Yellow, Green	Yellow, Yellow	Yellow, Yellow	Green
The school grounds and hallways are well supervised	Yellow, Yellow	Yellow, Yellow	Yellow, Yellow	Red

Sky View High School

Smithfield, UT

February 18, 2009

ISQ
INDICATORS OF SCHOOL QUALITY

Behavior Support

Signal Analysis Legend

- 🟣 **Exemplary**
- 🟢 **Superior**
- 🟡 **Typical**
- 🔴 **Opportunity to Improve**

The table presented below summarizes behavior support domains for the two audiences who saw relevant items. The teacher data was taken from items that surveyed both the working environment of the school and the degree to which teachers and administrators model appropriate behavior for students. The student data was taken from items that surveyed the degree to which the school supports acceptable behavior in the classroom and in school common areas.

Indicators of School Quality	Teacher	Student
Clear Expectations	🟢	🟢
Trusting Relationships	🟡	🟡
Building Social Skills	🔴	🟢
Building Academic Skills	🟣	🟡
Rewards & Recognition	🔴	🔴

Character

Students will demonstrate integrity, be self-motivated, and accept responsibility for their actions.

Measurable Indicator: Attendance

The measurable indicators we use for each DRSL are not mutually exclusive. In other words, they may be an indicator of more than one DRSL. Attendance is a good example. Attendance not only is an indicator of a student's character, but it is also an important indicator of the strength of their relationship with the school, an indicator of their academic success, and an indicator of how well they will do in life beyond high school.

The following table reports attendance for all students and attendance for our largest at-risk populations. Overall attendance is very good at Sky View High School, but noticeably lower among the major subgroups.

Attendance Rates	Year Ending 2006	Year Ending 2007	Year Ending 2008	Thus Far 2009
Overall Attendance	94%	94%	93%	95%
Hispanics	89%	91%	89%	93%
ELL Students	89%	86%	86%	95%
Students With Disabilities	92%	93%	91%	93%
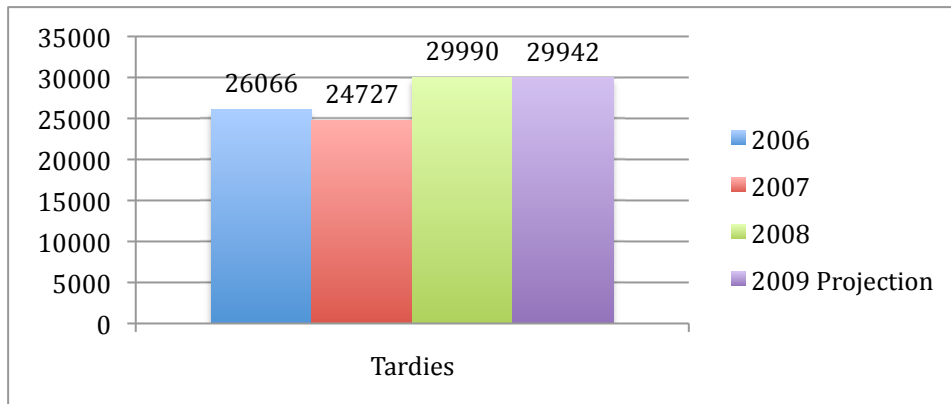
Figure 4: Total Number of Tardies Per Year
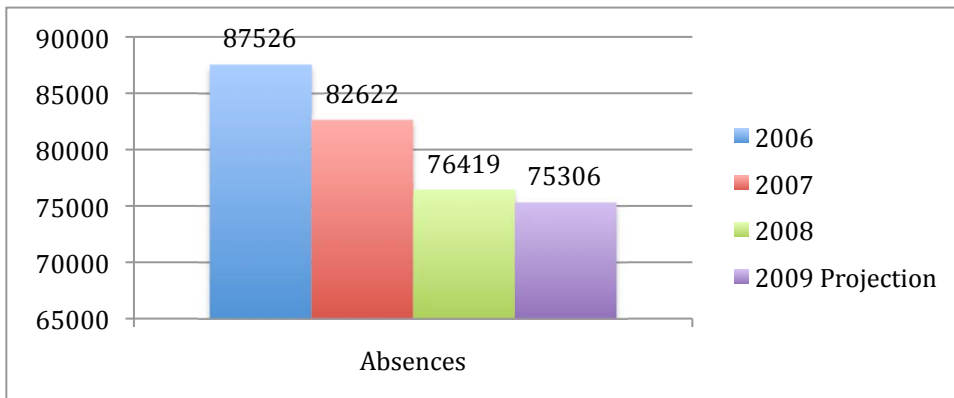
Figure 5: Total Number of Absences Per Year

Measurable Indicator: Grades

Grades are a problematic variable on which to gather data for a number of reasons. First, grades have differing values based on the individual grading policy of teachers. Second, grades do not always represent proficiency, but also include variables such as attendance, participation, extra-credit, etc. Third, every class is not created equal. An "A" in one class does not translate into an equivalent amount of knowledge or skills gained, or work completed as an "A" in another class. Nevertheless, we believe that grades are an important indicator not only of the character of the students, but of the commitment of the school to student success. Grades may be an indicator of how well the school is doing at addressing the needs of struggling students (This is a variable we are just beginning to track and to assign meaning). We are concerned about the rise in students failing classes in the 2007-2008 school year. We are also concerned about the grade distribution among our Hispanic population which is significantly lower than among the overall population.
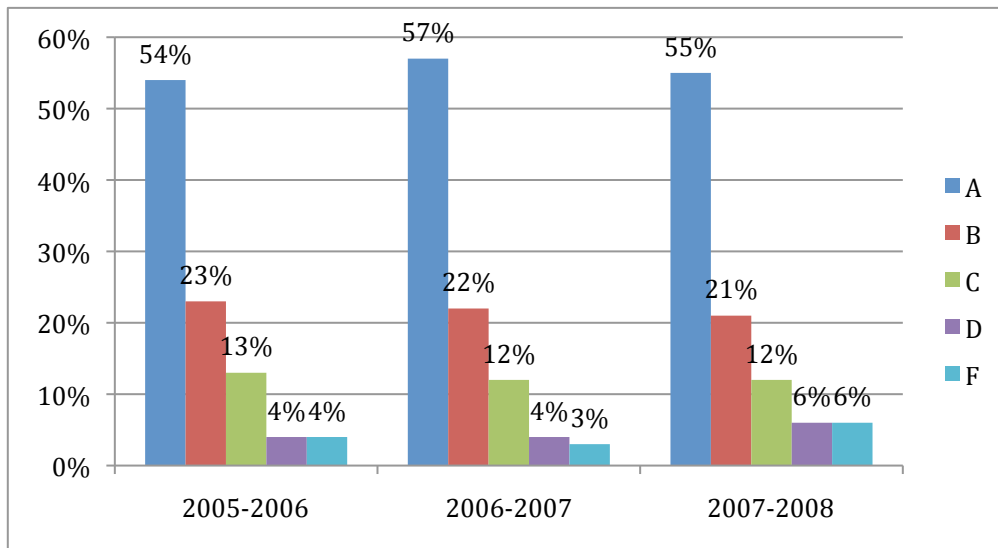
Figure 6: Overall Trends in Grade Distribution
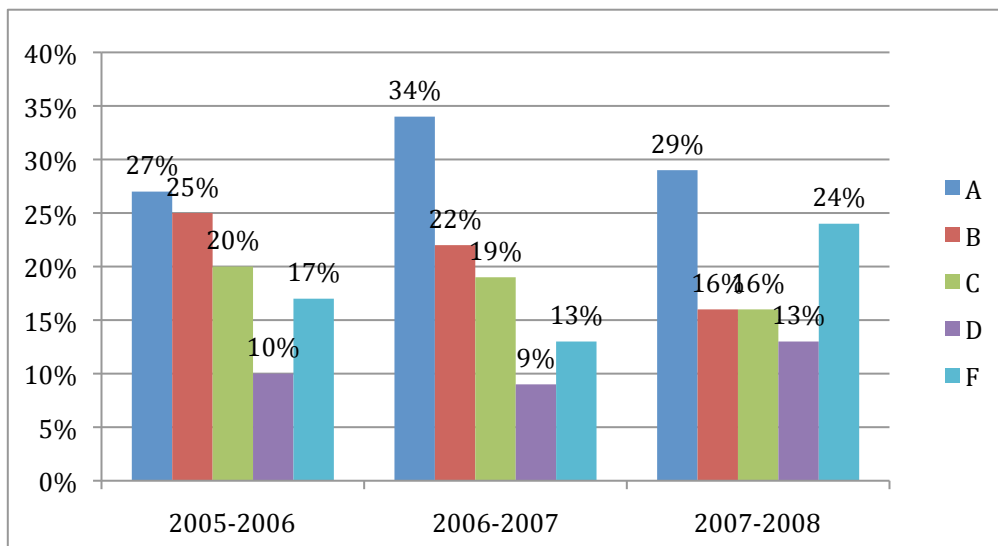
Figure 7: Hispanic Grade Distribution
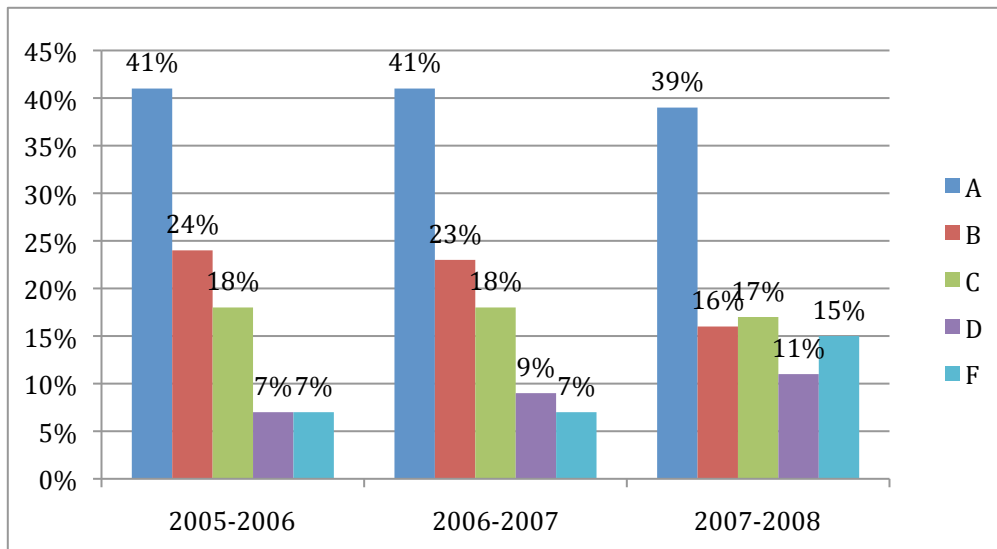
Figure 8: Special Education Grade Distribution

Measurable Indicator: SHARP Survey (Student Health and Risk Prevention)

The SHARP Survey is administered every two years. Sky View High School has participated in the SHARP Survey in 2003, 2005, and 2007. The survey is administered to grades 10 and 12. The survey is designed to assess adolescent substance use, antisocial behavior, and the risk and protective factors present in the school community that lead to or help prevent antisocial behavior. For the purpose of this profile, we will not examine the 2003 results, as the numbers surveyed are too low to be a representative sample of the school population.

Substance Use
Students are asked about whether they have ever used a substance versus their use of such substances in a 30-day period. For Sky View High School, reported substance use between both 10th and 12th grade students is at or below state levels for each of 14 substances.   Four areas of concern that are at state levels include the use of inhalants, sedatives, cigarettes, and marijuana. In almost all cases, the report of substance use in 2007 versus 2005 has decreased. A noted exception is alcohol use in a 30-day period among 12th graders.

Antisocial Behavior
Students are asked which antisocial behaviors they have participated in over the past year. Again, for Sky View High School, levels were at or below state levels in every case.

Risk Profile
Students were asked questions that assessed risk factors that lead to antisocial behavior. Again, for Sky View High School, levels were at or below state levels with only one exception. We were only slightly higher than the state level in the area of "Low Commitment to School" in 2005. We saw significant improvement in the percent of students at risk in many areas. Some notable increases were in the areas of family conflict, "parents' favorable attitudes" toward substance use, and depressive symptoms.

Protective Profile
Students were asked questions that assessed protective factors that help predict antisocial behavior. For Sky View High School, the presence of protective factors was at or higher than state levels with one exception, rewards for prosocial behavior.   Some areas that were notably high include "Opportunities for Prosocial Involvement", "Family Attachment", "Religiosity", and "Interaction with Prosocial Peers".

Knowledge

Students will demonstrate basic competence in reading, writing, and computing to function effectively in society. Students will also demonstrate the ability to acquire new knowledge, solve complex problems, and think critically.

Measurable Indicator: Criterion Referenced Tests (CRT)

The CRT data is helpful to the school for a number of reasons. First, it helps us to examine the effectiveness of ongoing instruction in the areas assessed. Second, it allows us to disaggregate the data by subgroups. Finally, it provides data on individual students and areas where they may be at risk. The data is color codes as follows:

Purple: Above the 90th percentile
Green: Significant upward trend and/or above the 70th percentile
Yellow   Stable trend, but below the 70th percentile
Red   Significant declining trend and/or below the 50th percentile

The school is doing very well in the area of Language Arts and Physics and has maintained or seen steady improvement in Geometry, Chemistry and Biology. An area of concern is Earth Science and Algebra I. Typically, students enrolled in these two courses have already failed the same course in the 9th grade. There continues to be significant gap between the overall population's performance and that of the major subgroups. We believe there are several reasons these groups continue to struggle. Some of these reasons are due to disabilities, general literacy, discouragement, involvement in at-risk behavior, or disengagement from school.

ALL SUBJECTS

Aggregate CRT Scores for All Subjects

CRT Scores	2005	2006	2007	2008
Language Arts (10)	87%	84%	90%	91%
Language Arts (11)	84%	86%	89%	91%
Geometry	68%	58%	61%	71%
Algebra I	50%	25%	44%	36%
Physics	81%	88%	85%	92%
Chemistry	83%	64%	70%	70%
Biology	66%	65%	72%	74%
Earth Science	50%	56%	43%	50%

LANGUAGE ARTS

Disaggregated CRT Scores: Language Arts 10

CRT Scores	2005	2006	2007	2008
Hispanic	67%	44%	47%	60%
Free & Reduced Lunch	78%	76%	81%	83%
ELL	75%	33%	54%	45%
SPED	42%	19%	54%	70%

Disaggregated CRT Scores: Language Arts 11 (Insufficient Data for All Subgroups)

CRT Scores	2005	2006	2007	2008
Hispanic	45%	54%	50%	64%
Free & Reduced Lunch	76%	66%	81%	82%
SPED	45%	49%	34%	78%

MATHEMATICS

Disaggregated CRT Scores: Algebra I (Insufficient Data for All Subgroups)

CRT Scores	2005	2006	2007	2008
Hispanic	45%	27%	20%	<10
Free & Reduced Lunch	42%	27%	33%	<10
SPED	24%	5%	43%	<10

Disaggregated CRT Scores: Geometry (Insufficient Data for All Subgroups)

CRT Scores	2005	2006	2007	2008
Hispanic	38%	42%	33%	50%
Free & Reduced Lunch	61%	62%	59%	67%
SPED	57%	62%	80%	78%

SCIENCE

Disaggregated CRT Scores: Earth Systems (Insufficient Data for Any Subgroups)

Disaggregated CRT Scores: Biology (Insufficient Data for All Subgroups)

CRT Scores	2005	2006	2007	2008
Hispanic	37%	19%	34%	37%
Free & Reduced Lunch	47%	54%	54%	67%
ELL	25%	8%	36%	20%
SPED	35%	30%	49%	47%

Disaggregated CRT Scores: Chemistry (Insufficient Data for All Subgroups)

CRT Scores	2005	2006	2007	2008
Free & Reduced Lunch	80%	49%	72%	59%

Disaggregated CRT Scores: Physics (Insufficient Data for All Subgroups)

CRT Scores	2005	2006	2007	2008
Free & Reduced Lunch	<10	90%	85%	80%

Measurable Indicator: Utah Performance Assessment System for Studens (U-PASS)
Utah's Performance Assessment System for Students is part of the State of Utah's accountability plan for schools and was enacted in 2000. Schools are identified as achieving acceptable performance if the following conditions are met:

1. The percentage of students participating on each assessment is 80% (or greater)
2. The school proficiency level is 80% (or greater) or progress is 190 (or greater)
3. The subgroup proficiency level is 80% (or greater) or the Subgroup progress is 190 (or greater)

U-PASS is based on a progress model and rewards students for not only achieving certain levels of proficiency, but also for mainting those levels while at the same time helping students who are not proficient become proficient. Unlike NCLB, U-PASS does not assume that schools will be able to reach 100% proficiency by a specified time frame. U-PASS also gives a school progress points based on the graduation rate and school attendance. The high school progress model is based on the following percentages:

30% language arts
25% math
25% science
10% attendance
10% graduation rate

A U-PASS report card has been available to Elementary Schools for several years, but have only recently become available to high schools.

U-PASS Accountability System
2008 School Report
Sky View High
Cache District

Participation		**Whole School Proficiency***		**Whole School Progress****			**State Level of Performance**
YES	and	85%	or	209	**YES**	and	**YES**
		Subgroup Proficiency*		**Subgroup Progress****			
		76%	or	202	**YES**		
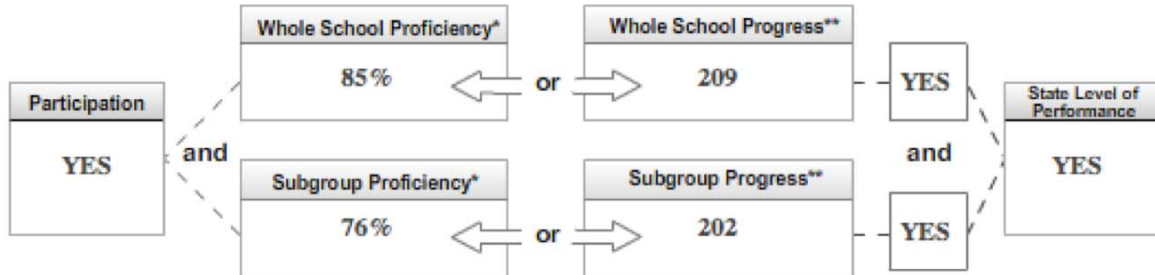
Proficiency		Progress	
LANGUAGE ARTS Percent Proficient	91%	**LANGUAGE ARTS** Progress Score	209
	Click here for more info.		Click here for more info.
MATH Percent Proficient	66%	**MATH** Progress Score	153
	Click here for more info.		Click here for more info.
SCIENCE Percent Proficient	74%	**SCIENCE** Progress Score	167
	Click here for more info.		Click here for more info.
ATTENDANCE Percent Proficient	>95%	**ATTENDANCE** Progress Score	198
GRADUATION Percent Proficient	99%	**UBSCT** Progress Score	272

In order to achieve the State Level of Performance a school must have 95% participation, and either proficiency or progress in the Whole School and the Subgroup.

*Overall proficiency:
Acceptable range is 75 % and higher.

** Overall Progress:
Acceptable range is 180 and higher.

Participation:
Acceptable range is 95% and higher.

Click here for additional school information

Individual Subgroups	Proficiency	Progress
African American	n<10	n<10
American Indian	n<10	n<10
Asian	n<10	n<10
Caucasian	yes	yes
Hispanic	no	yes
Pacific Islander	n<10	n<10
Economically Disadvantaged	yes	yes
Limited English Proficient	n<10	yes
Students With Disabilities	no	yes

Figure 9: U-PASS Report Card

Comparisons

The following comparisons, compiled by Doug Snow, compare Sky View High School to the State Average and a Regional High School Average (including: Bear River High School, Box Elder High School, Logan High School, and Mountain Crest High School). In almost every case, Sky View does very well when compared to both the State and its closest neighbors. However, this can be expected as Sky View operates as a low-risk school as noted by the ISQ survey.

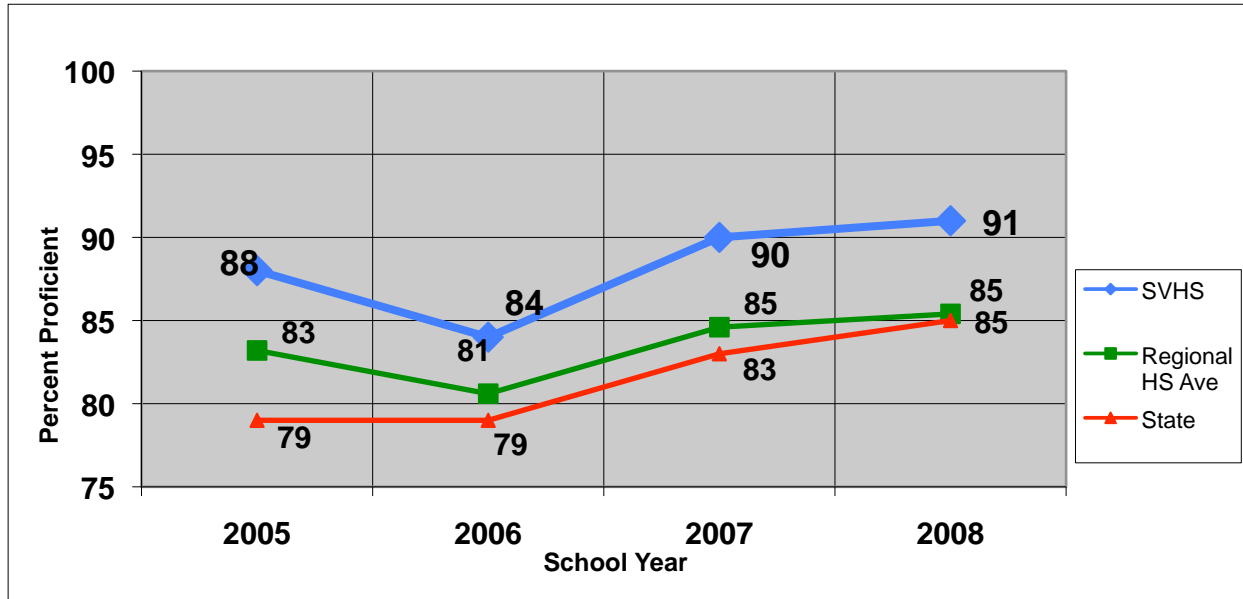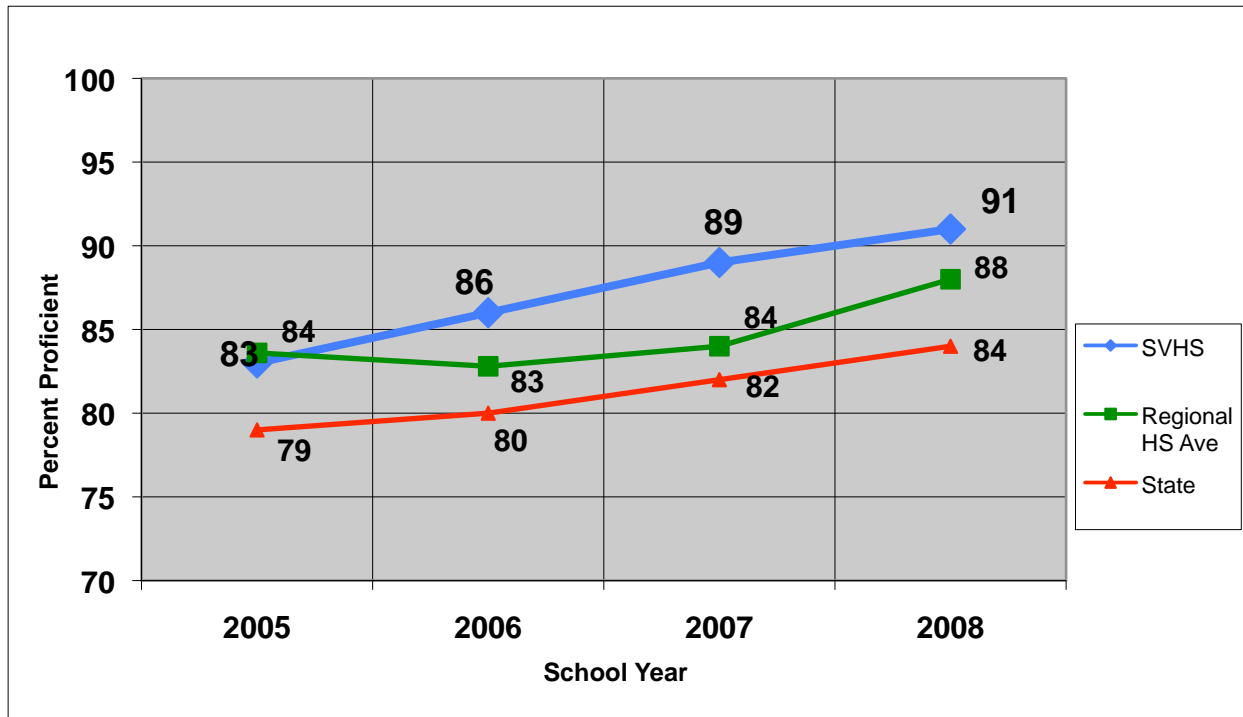**Figure 10: Language Arts 10 Comparison**
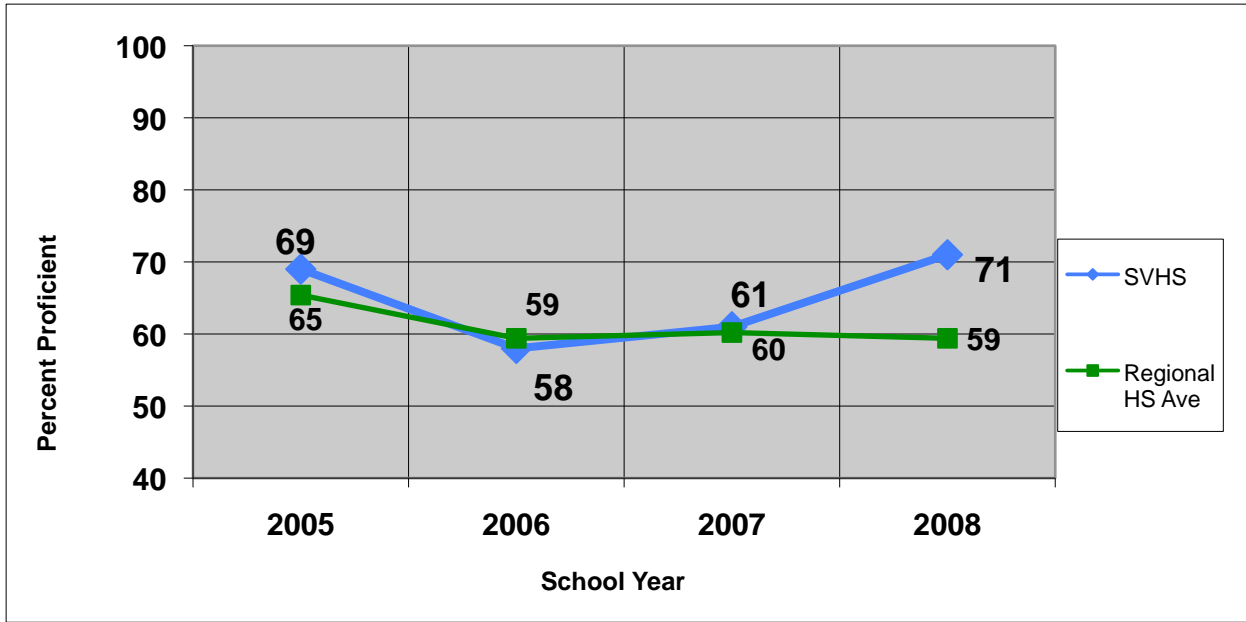
Figure 11: Language Arts 11 Comparison

Figure 12: High School Geometry Comparison
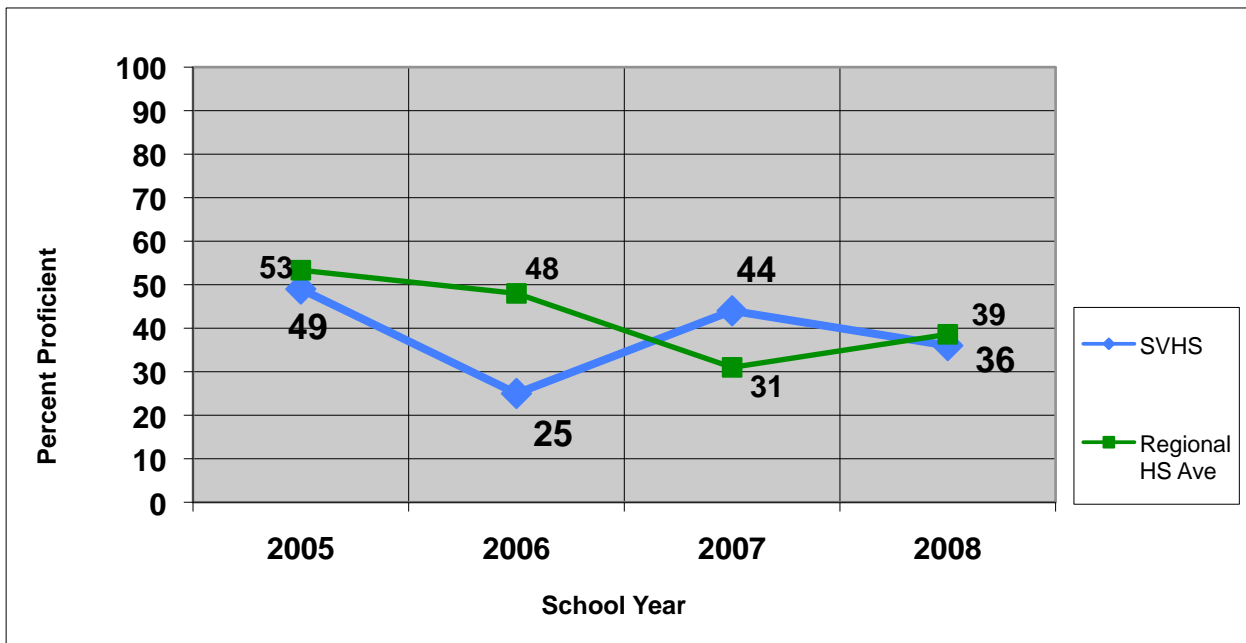
Figure 13: High School Algebra I Comparison
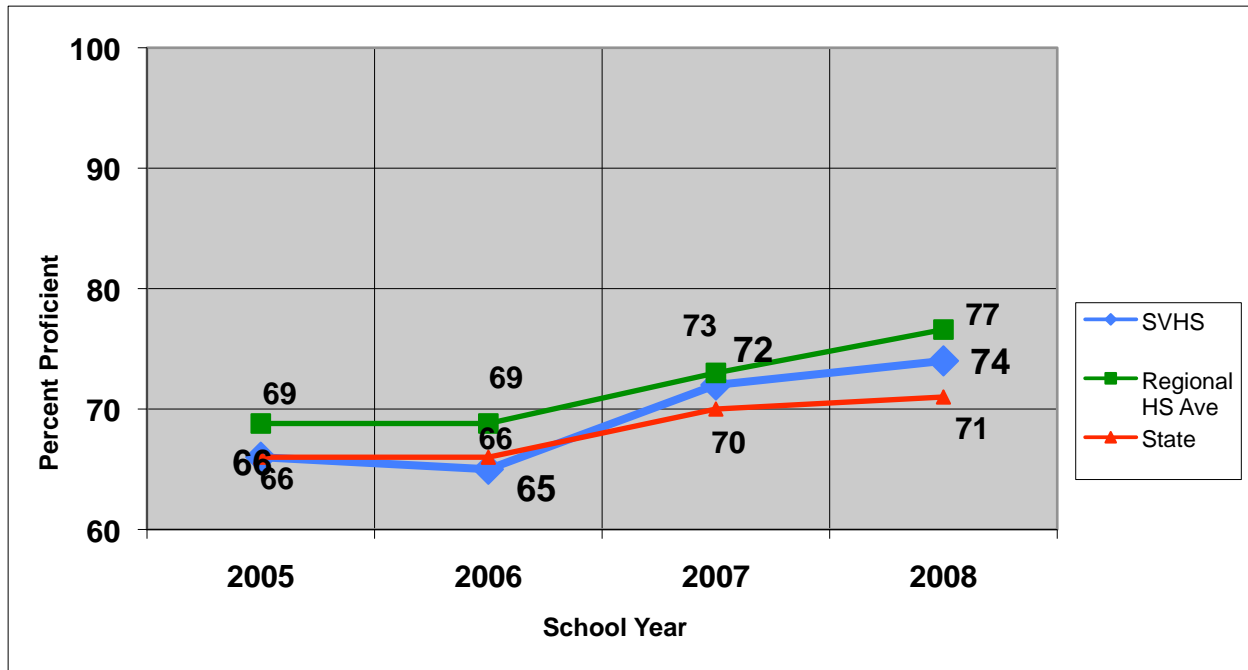
Figure 14: Biology Comparison
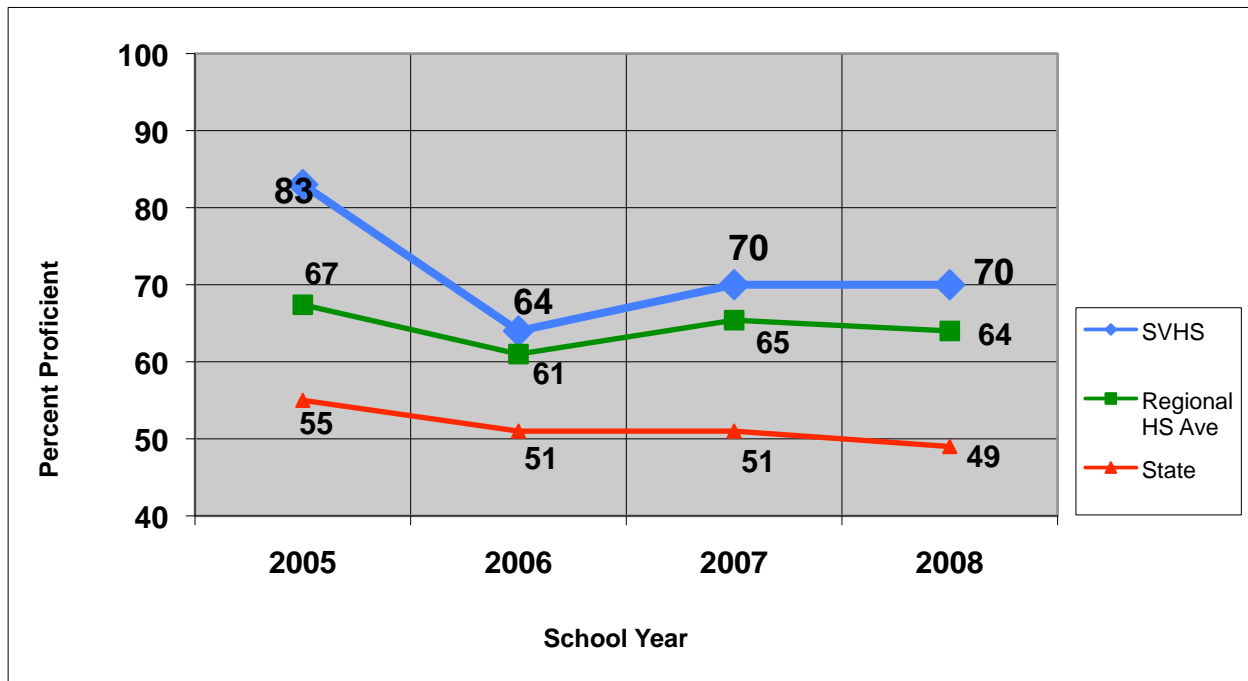
Figure 15: Chemistry Comparison
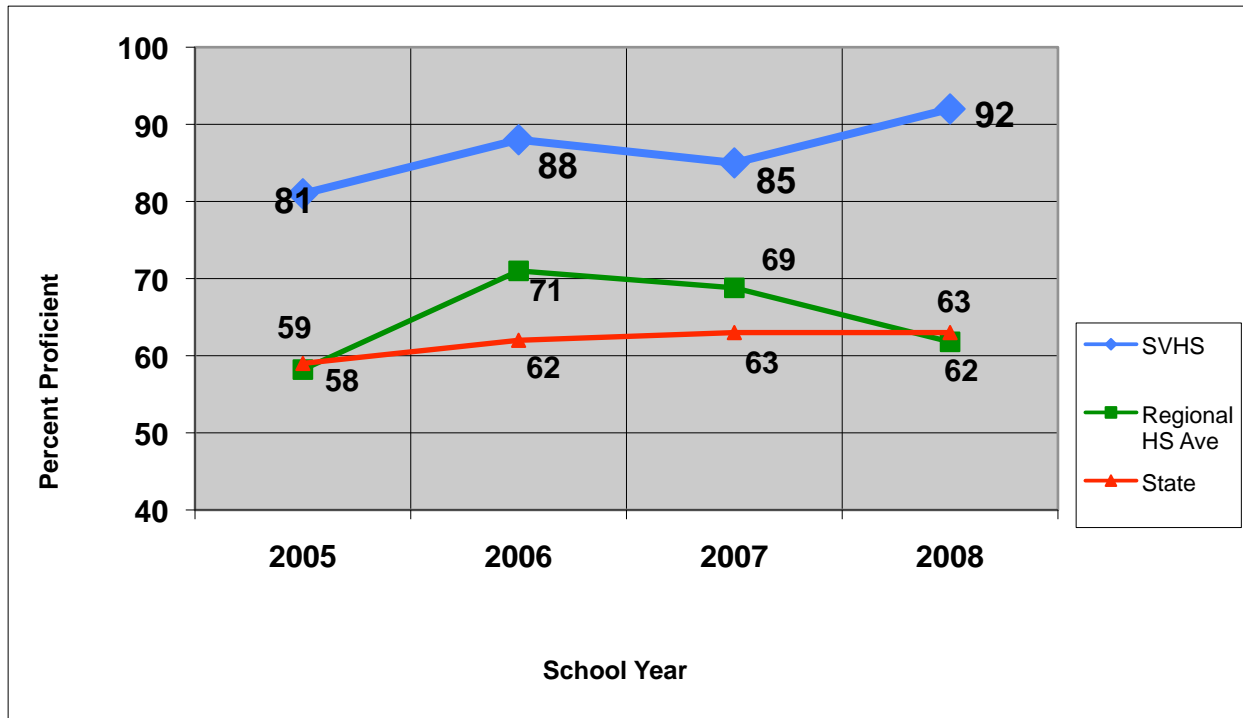
Figure 16: Physics Comparison

Measureable Indicator: CTE

The Career & Technical Education Program tests students after their completion of each CTE course on the course objectives. Funding for CTE is based on the number of students who score at the substantial level (between 80%-100%). The following chart summarizes the number of students tested and the percent of those students who scored in the substantial 80%-100% and sufficient 65%-79% levels over a three-year time period. Further analysis is needed that examines CTE data across the different pathways.
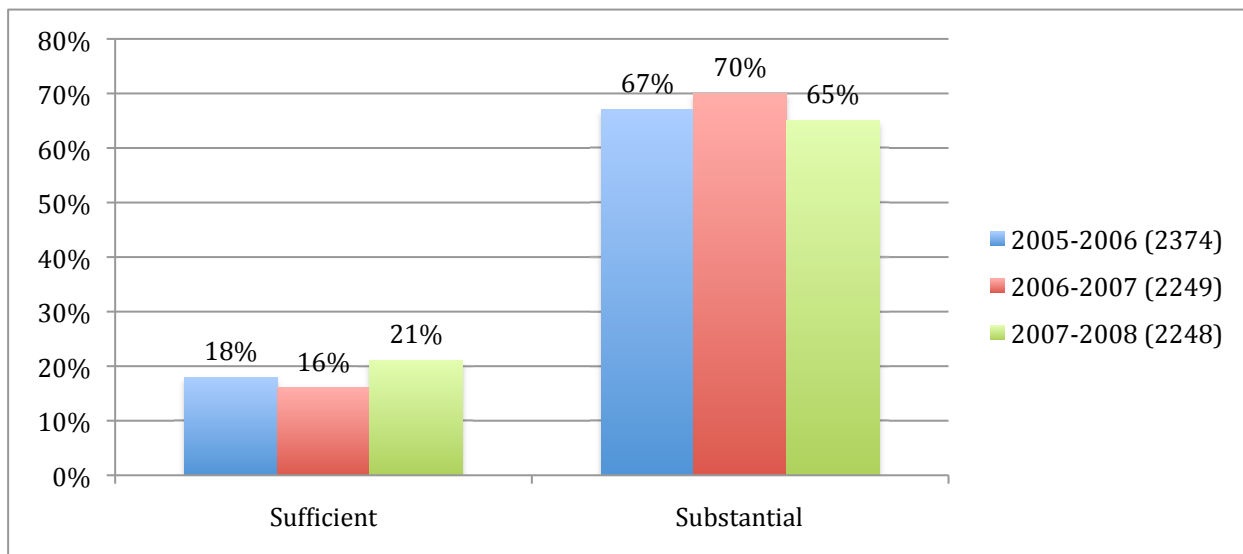
Figure 17: Percent of Students Scoring Substantial or Sufficient on CTE Exams

Measureable Indicator: UBSCT

The Utah Basic Skills Competency Test measures basic skills in reading, writing, and mathematics. Most students easily demonstrate competency on their first try. However, a few students continue to struggle to demonstrate competency. A major goal of the school has been to ensure that each student has every opportunity to pass this test before graduation. The following table summarizes the UBSCT results for the last several years. The following table lists the number of those students who passed or failed according to grade level. Compared to State Levels, Sky View performs will on the UBSCT test. However, we would still like to see improvements in the areas of writing and mathematics.

Test Date	Reading Passed | Failed			Math Passed | Failed			Writing Passed | Failed		
	Soph	Jr	Sr	Soph	Jr	Sr	Soph	Jr	Sr
February 2006 (496)	461|35	9|9	1|0	429|65	7|24	2|5	404|93	12|20	2|2
October 2006		16|20	7|2		16|59	10|9		42|47	5|12
February 2007 (471)	442|29	8|16	3|2	396|76	13|44	3|9	403|70	13|38	2|12
October 2007		12|17	5|10		34|38	18|11		41|25	14|22
February 2008 (531)	452|27	4|16	No Data	404|73	3|34	1|15	393|84	3|23	No Data
October 2008		14|17	6|10		28|45	22|11		49|34	14|13
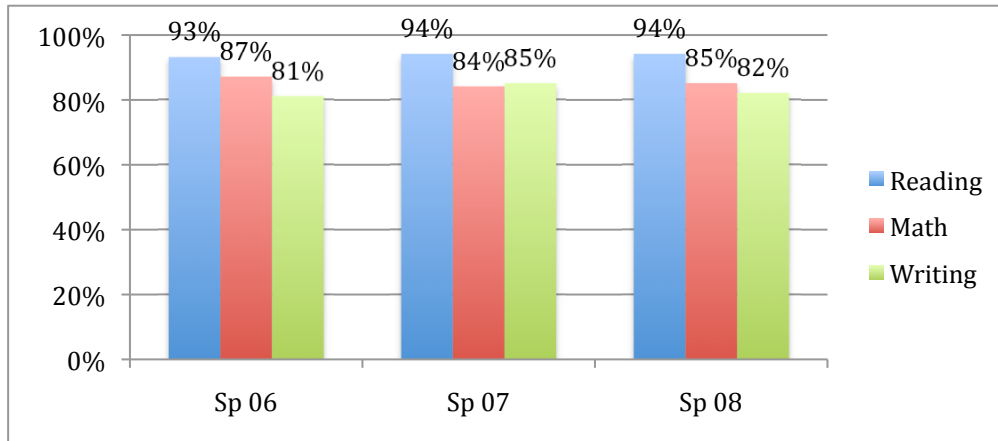
Figure 18: Percent of Sophomores Passing UBSCT on First Attempt
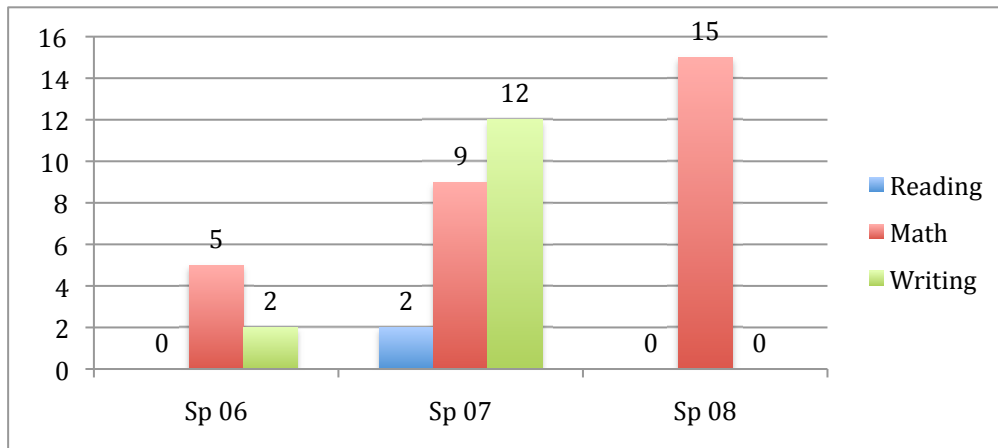
Figure 19: Number of Seniors Failing UBSCT Test on Last Attempt

Measureable Indicator: ACT

Not only is the ACT an indicator of college readiness of high school graduates, but many high schools in the country are beginning to use it in place of gateway tests such as the UBSCT. Sky View High School has always had the philosophy to encourage all of our students to take this test.
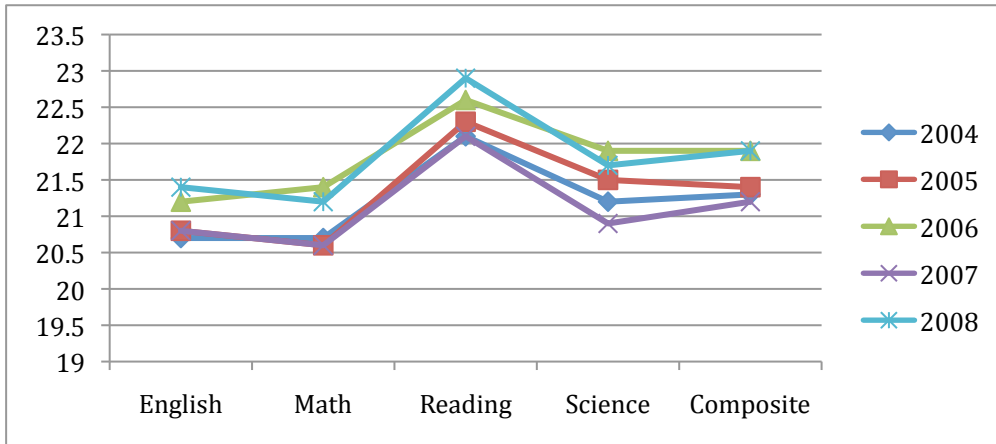
Figure 20: Average ACT Scores
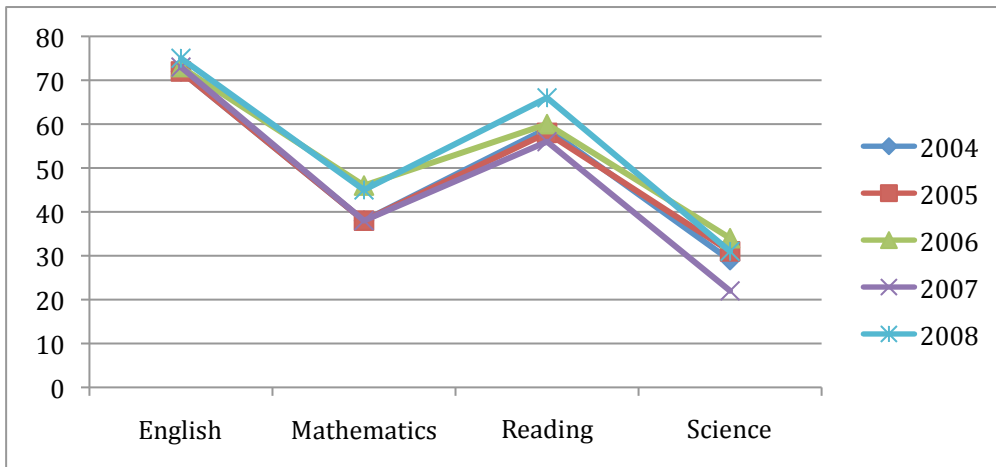
Figure 21: Percent of Students Meeting College Readiness Benchmarks
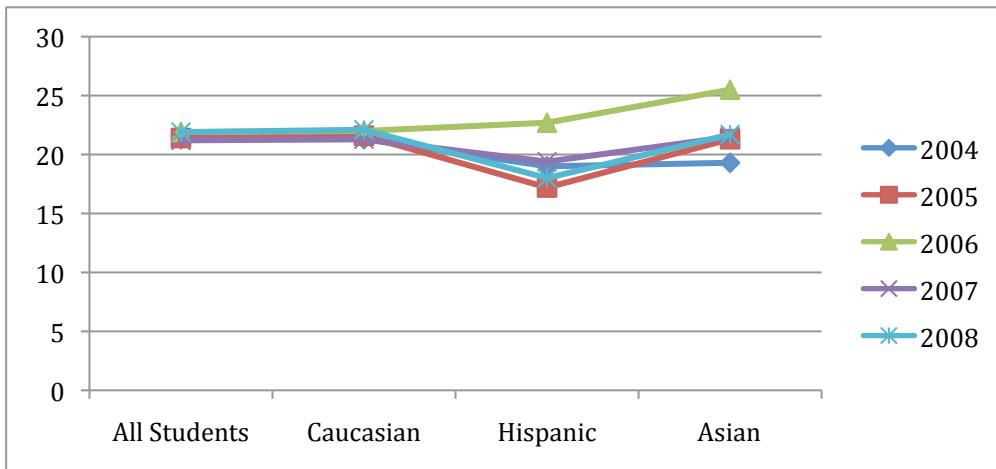
Figure 22: Composite Scores by Race/Ethnicity

. . . for Life

Students will demonstrate a commitment to pursue a career, post-secondary education or technical training and to participate in society as productive citizens.

Measureable Indicator: Concurrent & BATC Enrollment, Advanced Placement
Sky View's partnership with Utah's System of Higher Education and its proximity to Utah State University facilitates a strong concurrent enrollment program. Currently, Sky View offers courses through USU, WSU, & UVU. Each year, Sky View High School graduates earn over 6,000 college credits. In addition, we have a number of Advanced Placement courses available to students. Many students also take advantage of the programs at Bridgerland Applied Technology Center.   Enrollment in these type of courses are strong indictors of a student's post secondary intentions and demonstrate a commitment to lifelong learning.
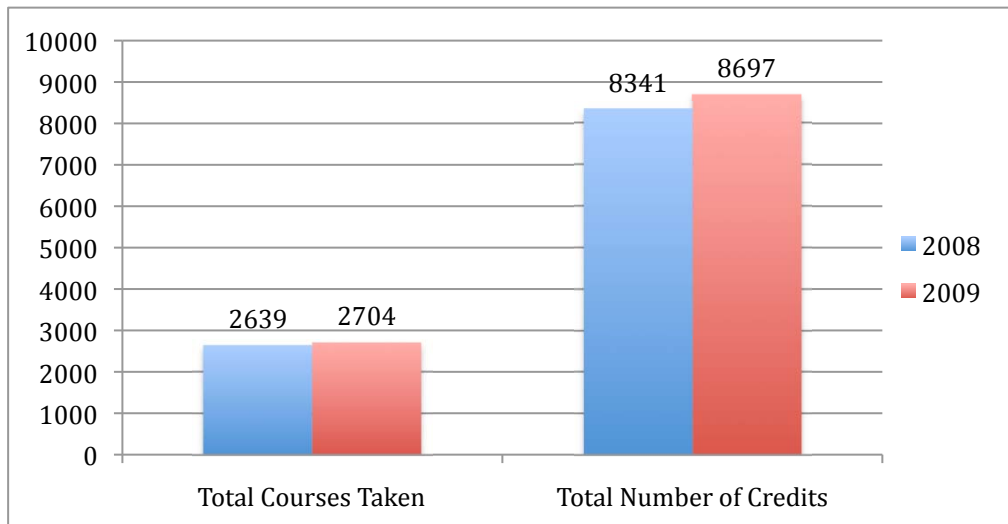
Figure 23: Total Number of Courses Taken, Total Number of Credits Taken
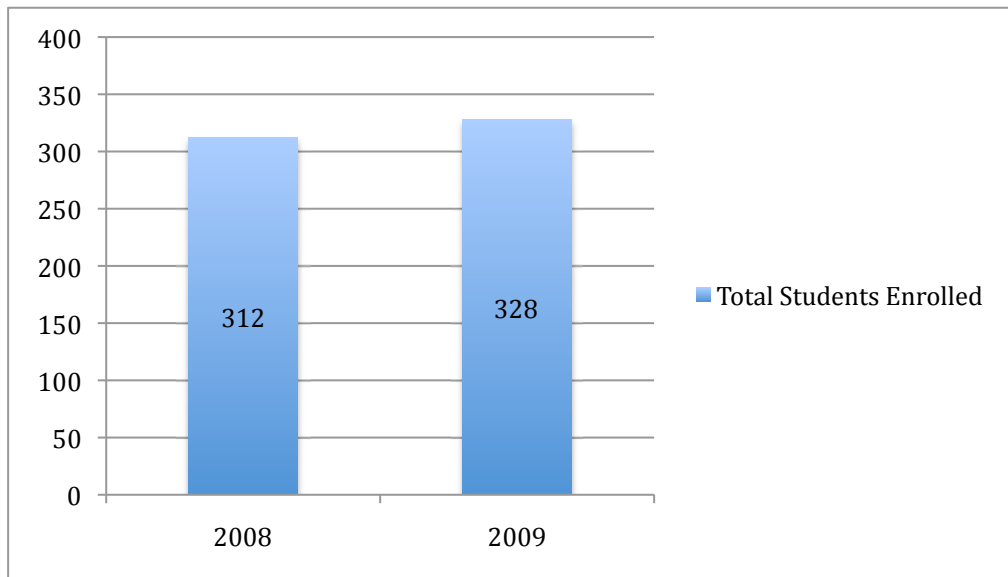
Figure 24: Total Students Enrolled at Bridgerland Applied Technology Center
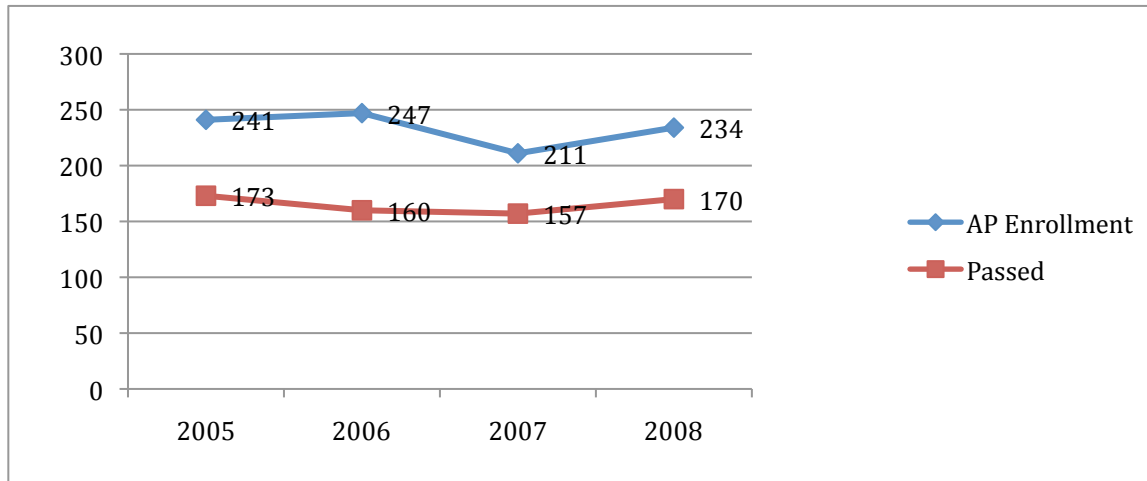
Figure 25: Advanced Placement: Number Tested, Number Passed
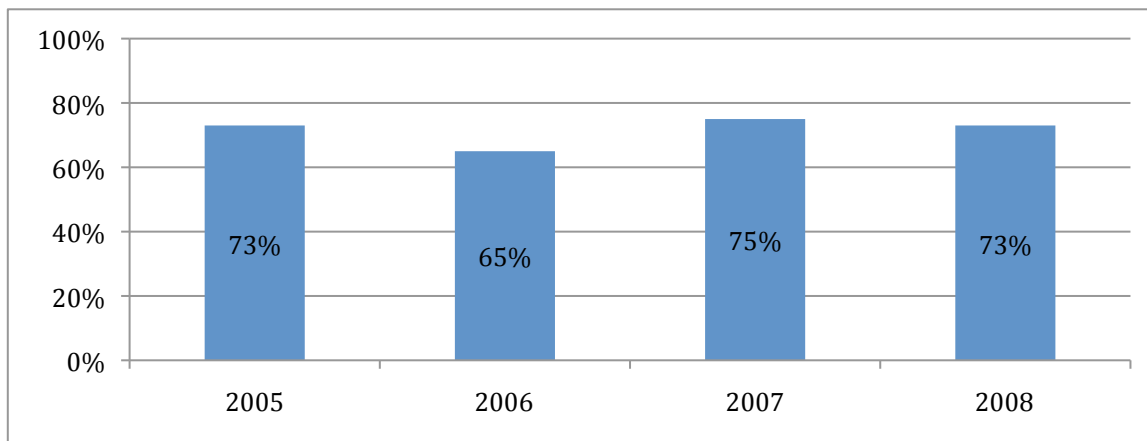
Figure 26: Percent of Students Passing AP Tests

Measureable Indicator: Senior Exit Survey & Course Taking Patterns

In the past, senior students participated in a Senior Exit Survey, which among other things asked them about their post-secondary plans. However, this survey was discontinued several years ago. We are going to reinstitute this survey during the 2009-2010 school year because we believe it is important to gather information about student intentions. In addition, students' course-taking patterns are another important indicator. Before recent graduation requirement changes, 80% of the student body already completed the more rigorous recommended requirements for college admission including four credits of English, three credits of mathematics, and three credits of science.

Conclusion

We believe that the School Profile is an important part of our school improvement efforts. It provides school-wide data that are aligned with our Mission Statement and DRSLs. The School Profile will be updated on an annual basis to report progress in accomplishing our school-wide goals. However, the School Profile is not complete, nor is it comprehensive. It is not complete because there are areas where we can improve – both how we present and interpret the data. For example, we are still trying to find a way to better summarize the ISQ and CTE data.

It is not comprehensive because the data need to be disaggregated further as we set goals inside professional learning teams and assess individual student progress.   We are currently working on a method for creating a "student dashboard," that allows us to look at individual students and their progress on each DRSL. The following table presents a summary of the type of information that may be found on a "student dashboard."

Student Name＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ **Grade**＿＿＿＿＿ **ID**＿＿＿＿＿＿＿＿＿

RELATIONSHIPS	CHARACTER
Extra-Curricular Activities ＿＿＿＿＿＿＿＿＿＿＿＿＿＿ ＿＿＿＿＿＿＿＿＿＿＿＿＿＿ ＿＿＿＿＿＿＿＿＿＿＿＿＿＿ ＿＿＿	Attendance Percentage＿＿＿＿＿＿＿＿ Number of Unverified Absences＿＿＿＿ Grade Point Average＿＿＿＿＿＿＿＿＿

KNOWLEDGE

UBSCT

R	W	M

CRT

LA	M	S

ACT

. . . FOR LIFE

Number of Concurrent, AP Courses ＿＿＿＿＿＿

CTE or BATC Courses＿＿＿＿＿＿＿＿

❏ ACT

Sky View High School Action Plan (Brief)

Relationships
Students will value and respect others, communicate and collaborate effectively, and be active participants in school and associated activities.   The Search Institute has identified a set of 40 developmental assets that act as protective factors for youth and help them to make a successful transition from adolescence to adulthood. These assets are developed in the family, the community, and at school. At school, participation in extra-curricular activities provides opportunities for students to learn to value and respect others, and communicate and collaborate effectively. Extra-curricular activities serve to strengthen a student's relationship with the school and are highly correlated to greater academic achievement.

Goal	**Target Outcomes**
Students will be active participants in the school as measured by extra-curricular participation.	Increase extra-curricular participation by three percentage points per year. Year 1: 77% Year 2: 79% Year 3: 81% Year 4: 83% Year 5: 86% Year 6: 89%
Problem of Practice Sky View High School currently offers a wide range of extra-curricular activities to students. However, 25% of students report no participation in extra-curricular activities. In addition, the quality and level of participation, for those who do participate has not been thoroughly evaluated. A more concentrated effort is needed to ensure students are engaged in high quality extra-curricular activities between 8th-12th grades.	**Improvement Strategies** The PLT responsible to help improve extra-curricular participation will include the school administrations from both North Cache and Sky View, the School Community Council, representatives from both the PTA and student leadership. Improvement strategies will focus on the following: 1. Better coordination with feeder schools 2. Thorough ongoing evaluation and update of offerings 3. Better marketing and promotion 4. Consistent standards for participation 5. Improved recognition of low profile programs 6. Increased parent support and involvement in extra-curricular programs 7. Targeting of activities for subgroups and at-risk students

Character

Students will demonstrate integrity, be self-motivated, and accept responsibility for their actions.

Regular school attendance greatly enhances the likelihood of student success and demonstrates a commitment to the educational process. It is in the best interest of the school to create an environment that supports good attendance. Sky View's current attendance policy is designed to help students demonstrate integrity, self-motivation and to accept responsibility for their actions. For most students, the policy works very well. Overall attendance rates are between 93-95%. Major tenets of the current policy include:

1. Clear and reasonable standards and expectations for attendance.
2. Multiple tools for communicating with the home (online access, calling system, postcards and letters, full-time attendance secretary).
3. Clear and defined consequences for excessive absences.
4. A system for tracking attendance problems.
5. A Student Assistance Team to address attendance problems through counseling and administrative intervention.

Goal	**Target Outcomes**
Create a school environment that supports good attendance.	Increase attendance percentage of major subgroups and at-risk students to 90% Reduce unverified absence rate to 1%

Problem of Practice	**Improvement Strategies**
While the current attendance policy is very effective with a majority of the school population, attendance rates for the major subgroups are several percentage points lower than the general population. In addition, each trimester a large number of at-risk students have a high percentage of unverified absences. Attendance problems occur for a number of reasons. Students may be struggling academically or socially. They may be involved in high-risk behaviors, have problems at home, or do not feel safe at school.	The PLT responsible for this goal will be the Student Assistance Team consisting of the school administrators, school counselors, the school attendance secretary, and counseling interns. Following are a list of research based strategies for improving student attendance: 1. Clarify expectations and the value of school attendance, especially with the at-risk students and their parents. 2. Involve parents as partners in the process. 3. Provide counseling support. 4. Provide academic supports 5. Provide social and self-management training 6. Maintain high expectations for good attendance 7. Reward and reinforce good attendance

Knowledge
Students will demonstrate basic competency in reading, writing, and computing needed to function effectively in society. Students will also demonstrate the ability to acquire new knowledge, solve complex problems, and think critically
In the School Mission Statement there are two levels of literacy – basic and advanced. Not only do we want each student to leave high school with the ability to read, write, and compute well, but we also want them to be able to reason and think at higher levels. Currently, we believe we do a good job at providing higher-level courses to students who have already mastered the basic skills, but we continue to struggle with ensuring that every student has acquired the basic skills they need to be successful in life. We agree with the concept of No Child Left Behind and our belief statements support the idea that all students can learn. However, we also recognize that no matter how good our efforts, we will not succeed in every case, but we must never give up.

Goal(s)	**Target Outcomes**
1. Provide supports to ensure basic competency as measured by the Utah Basic Skills Competency Test	Reduce the number of students failing the UBSCT test in their senior year to as close to zero as possible.
2. Improve student performance among the major subgroups (ELL, Hispanic, Special Education in Language Arts, Mathematics and Science as measured by Criterion Referenced Tests.	Increase subgroup performance between 5-10% percentage points per year in Language Arts, Mathematics, and Science where a PLT model is being implemented.
	Example: Algebra I
	Currently 36% (10% percentage point increase per year)
	Year 1: 40% , Year 2: 44%, Year 3: 48%, Year 4: 53%, Year 5: 58%, Year 6: 64%

Problem of Practice	**Improvement Strategies**
Data from schools across the country demonstrate that proficiency can be significantly improved where PLTs are effectively implemented. In recent years, we have made efforts to improve collaboration among teachers including providing team meeting times, encouraging collaboration, team teaching, etc., but have had only marginal success. We believe that to significantly improve performance, PLTs must be fully implemented.	Fully functioning PLTs will be the engine for accomplishing this goal and for creating more detailed action plans that address specific and targeted academic goals.
	To focus on the needs of students in this area, five PLTs will be organized (see Full Action Plan for a list):

. . . for Life
Students will demonstrate a commitment to pursue a post secondary career, technical training, or education, and to participate in society as productive citizens.   The end goal of any educational institution should be to prepare students to take the next step in life whether that step is moving onto another educational opportunity, into a career setting, or as a productive citizen. One strength of Sky View High School, is the number of opportunities students have to enroll in Career and Technical Education, Concurrent Enrollment, Advanced Placement and Bridgerland Applied Technology Center courses. To achieve these goals, the school must have a system to continually evaluate and improve its course offerings and programs.

Goal	**Target Outcomes**
Improve the quality of programs to provide post-secondary pathways and opportunities for students as measured by courses offered, enrollment patterns and student intent.	Increase the number of career pathways available to students and increase the number of students making course decisions that lead to post-secondary pursuits.
Problem of Practice	**Improvement Strategies**
Again, Sky View High School provides a multitude of opportunities to students and is constantly updating and refining its curriculum. However, we need to be more systematic and data-driven in how we evaluate and update the curriculum.	The PLT for this goal will include the school administration, school counselors, and department heads. This PLT will rely on both internal and external evaluations of the curriculum on an ongoing basis to improve and upgrade course offerings and to build a cohesive educational program.