

Accreditation Process

The Accreditation process has assisted Oak Canyon in identifying areas of strengths and areas of concern. The process has given us a great set of tools to use as we start each year and focus on how we can help students be more successful. Each step in the process involved members of all stakeholders groups: community, parents, PTA, SCC, teachers, staff, and students. Each played an active role in identifying areas in which we can improve. Our Action Plan for the next six years was taken directly from the results of the process.

Strengths

- Oak Canyon and its staff are data driven. Continued improvement is desired, and the use of data has been the indicator of our progress.
- Oak Canyon has traditionally been a high performing school on CRT proficiency scores, and AP exams.
- Oak Canyon is committed to providing additional support for students that struggle.
- Decisions at Oak Canyon are made through a comprehensive process of information gathering and evaluation that involves all stake holders.
- Oak Canyon is a professional learning community, wherein teachers work collaboratively to provide all students with a quality education.

Areas of Concern

- According to recent data, two of our areas of great concern are the CRT proficiency levels of our Special Education students and English Language Learning students in Language Arts, math and science.
- The vertical alignment of elementary, junior high and high school is just in the beginning stages. According to CRT data students entering Oak Canyon arrive at different levels of learning based on elementary CRT levels.

Steps Forward

- Review Pyramid of Intervention for ways to assist students who need additional help and support.
- Continue At-Risk meetings with students who have a GPA below 2.0.
- Monitor and refine the Guided Studies program to assist students who need extra support during the school day and refine how data is collected for the students that participate.
- Continue to look at additional ways to collect data that will assist us in helping students succeed especially in our subgroup areas.
- Identify strategies and techniques that will help us assist our special education students and ELL students.
- Monitor and refine our summer school program. We started a math summer school program this past year. Two groups were invited to attend: students currently at Oak Canyon who had failed a math class, and 6th grade students who had not passed their math CRT. We would like to build on this with Language Arts next summer.
- Monitor and refine our goals for our high performing students: Gifted and Talented, Honors, AP.

- DRSLs and indicators must be put into common practice and discussion throughout the school.

Oak Canyon Junior High

General School Background Information

Oak Canyon Junior High has experienced a steady process of change to meet the demands of the ever-growing population of its boundaries and the needs of its students, since the opening of the school in 1993. Oak Canyon Junior High School strives to build a collegiality and culture that supports student achievement.

OCJH is located north of Orem in Lindon, Utah. In 1993, OCJH started out with construction delays which caused a three week delay in its opening. Administrators made up the lost educational time by adding thirty minutes to the school day and eliminating two vacation days. The school originally opened with no auditorium, cafeteria, or gym facilities. This, of course, inspired some rather creative teaching and problem solving methods. For example, the Physical Education teachers adapted P.E. curriculum and taught in classrooms and in the school foyer. School lunch was prepared at other schools and delivered to Oak Canyon. Everyone worked together during the first semester to make sure OCJH operated smoothly, even though there were temporary inconveniences. Teachers met in strategic planning sessions and developed the direction for the school.

The naming of Oak Canyon Junior High school came about in the beginning with a committee meeting to select and submit to the school board three possible names for the new school. The committee decided to study the basic surrounding landmarks. Located just east of the school is Dry Canyon. Dry Canyon did not sound too “cool” to the committee, and they also recognized that the canyon was filled with Oak trees. Oak Canyon, along with two other names, were submitted to the board of education. OCJHS was the unanimous choice of the committee and the Alpine School Board of Education.

The first principal of OCJH was James E. Starr, along with assistant principal Steven K. Stewart. These two men served as administrators and set the initial standard for the school. Ben Ford, a history and English teacher at OCJH was added to the administration the second year of the school’s existence. Jim Starr served as principal from 1993 through 1996, when he was transferred as principal to the new Lone Peak High School in Highland, Utah.

Paul Olson became principal in 1996 and served as such until 2004. David Smith served as the third principal from 2004 until 2009. Scott Sumner has continued as principal to the present time, 2010. The following are administrators or teachers on special assignments (TSA) that served as administrators with Paul Olson, David Smith or Scott Sumner:

- 1996 Steve Stewart and Ben Ford
- 1997 Steve Stewart and Dave Smith (TSA)
- 1998 Steve Stewart and Dave Smith (TSA)
- 1999 Kenneth (Chip) Coop and Dave Smith (TSA)
- 2001 Kenneth Coop and David Mower

- 2002 David Mower and Cindy Grace (TSA)
- 2003 David Mower and Joe Jensen
- 2004 David Mower and Joe Jensen
- 2005 Joe Jensen and Scott Sumner
- 2006 Joe Jensen and Scott Sumner
- 2007 Scott Sumner and Colleen Green
- 2008 Scott Sumner and Colleen Green
- 2009 Colleen Green and Keith Grover

Oak Canyon has had several notable visits. Congressman Bill Orton visited the school and dedicated the Freedom Shrine. Educators and administrators from Japan have visited Oak Canyon to observe the educational process. Many community and business leaders have visited the school to observe, as well as to present and provide services.

OCJH has also been part of a special grant from the US Government to increase Character Education in the schools. The school established business partnerships with Western Community Bank and Intel Corporation. The technology of the school has enabled all teachers to have a computer and printer in their rooms. Most recently, every classroom was fitted for teacher sound amplification devices and projectors. Grades and attendance have been networked throughout the school, and each teacher has access to the Internet and E-mail.

The school structure is located on one main level and is conducive to student movement and monitoring by supervisors. All rooms have access by a main door and each classroom contains its own lighting. The heating and air conditioning are maintained and monitored at the district maintenance facility.

OCJH, like all junior high schools in the Alpine School District, is a productivity school. Productivity is a model developed in the late 1970's by the Alpine School District to accommodate more students without having to build more buildings. In addition, the average class size for a productivity school increased from 27.5 to 32.5. With the change from a traditional schedule to a block schedule, class size has increased from 32.5 to 36.5. The average class size this year at OCJH is 36.5.

The model also provides additional money for teachers to teach seven of eight periods on the A/B block schedule. Teachers have a preparation period every other day as part of their schedule. The productivity model has allowed the faculty to prepare and meet over the summer. However, the productivity model changed in 2004 to include planning time for teachers at the beginning and end of the school day. With the change to a block schedule in 2006, each teacher is now able to have one period of preparation time every other day, while continuing to teach seven class periods under the productivity model. In 2006, the Alpine School District began to have Monday as early out days for department planning and collaboration time at the end of the day. Students leave at 1:15 PM each

Monday, which allows time from 2:00 PM to 3:00 PM to meet as departments or other collaborative learning groups to discuss students' needs.

The approximate enrollment during the first year the school was opened was 1,100 students, growing to an enrollment of 1,500 and the current enrollment is 1,180 students as of October 1, 2009. This total is composed of 367 seventh-grade students, 379 eighth-grade students and 434 ninth-grade students. This shows a decrease in enrollment since 2005, due to a small change in demographics and change in school boundaries.

The faculty at Oak Canyon Junior High School is stable. Out of the 47 faculty members, this includes three administrators, three full time counselors, and 18 teachers, who have been with the school for the 17 years it has existed. The stability of the faculty affects the school by promoting positive traditions and educational practices. In addition to the faculty, OCJHS currently has 28 staff members including custodial, kitchen and district personnel.

Each year a number of formal reports are made to Alpine School District and information is also provided for the community stakeholders through the internet, website, Skyward and newsletters. Oak Canyon Jr. High School maintains a reputation in the community for helping students become productive members, of society and successful members of the community.

Oak Canyon Junior High School is in its third accreditation process. One of the important aspects that has been brought about by the accreditation, has been to update the process for collecting data using technology advancements since the last accreditation in 2004, and to examine the quality of the data. The process has included the means of establishing an efficient database that may be used on a regular basis. Also identified in the process is the professional source where the data can be collected and used effectively to promote change.

The school mission statement, "Together, We Learn For Life," promotes a partnership throughout the school, community and families. The life-learning promoted in the statement reflects the responsibility of students, parents, teachers and staff to be committed, both currently and in the future, to the learning process. This statement embodies the goals of the Oak Canyon community that promote collaboration and cooperation among parents, students and teachers, necessary in providing an atmosphere for quality education for everyone at OCJH.

Community Demographics

Lindon City is at the north end of Utah County, situated between the cities of Pleasant Grove to the north and Orem to the south, and 35 miles from Salt Lake City. The Wasatch Mountain range forms its eastern border, while Utah Lake is to the west. The city of Lindon was incorporated in 1924 with a population of 458 and approximately 3 and one-half square miles of area. Today, the city includes about 8 and one-half square miles. The following is a breakdown of the Lindon City demographics:

Population:

1990- 3,818
2000- 8,363
2008- 10,466

Median age (years): 22.4

Caucasian: 95.67%

Median household income: \$61,964 (2000) \$77,613 (2007)

School Demographics 2009-2010

<p>Number of students..... 1180</p> <p>Grades included in school7th, 8th, 9th</p> <p>Percentage of students eligible for free or reduced lunch 20.4%</p> <p>Number of Special Education students 129</p> <p>Number of English limited learners 39</p> <p>Attendance rate for 2008-2009 yr..... 98%</p> <p>Location: Lindon, Utah</p> <p>Population..... ..10,466</p>	<p>Ethnic breakdown of students:</p> <p>Black.....9 (0.8%)</p> <p>Asian.....23 (1.9%)</p> <p>Latino/Hispanic.....83 (7.0%)</p> <p>American Indian.....10 (0.8%)</p> <p>Caucasian1,046 (88.6%)</p> <p>Female Students.....590 (50%)</p> <p>Male Students.....590 (50%)</p> <p>Number of Teachers.....47</p> <p>Average years of educational experience15.7</p>
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School Summary of Subgroups

Year Oct. 1 counts	Total#	# Sp. Ed.	% Sp. Ed	# Socio	% Socio	# ELL	% ELL
2003-04	1413	113	7.8%	245	17.3%	65	4.5%
2004-05	1454	132	9.1%	206	14.2%	69	4.7%
2005-06	1364	131	9.6%	173	12.7%	54	4%
2006-07	1325	130	9.8%	160	12.1%	55	4.2%
2007-08	1278	130	10.2%	185	14.5%	66	5.2%
2008-09	1212	121	10%	213	17.6%	72	5.9%
2009-10	1180	129	10.9%	241	20.4%	39	3.3%

Attendance

Attendance Rate	2006	2007	2008	2009
Male	97 %	97%	98%	98%
Female	97%	98%	98%	98%
Hispanic	94%	98%	97%	96%
Sp. Ed (Self-contained)	94%	94%	95%	95%
7 th	98%	98%	98%	98%
8 th	97%	97%	98%	98%
9 th	97%	98%	98%	98%
School-wide	97%	98%	98%	98%

Significant Developments

Since 2004 Accreditation Visit

- The school has reduced from 1,500 in 2003 to 1,180 in students, a decrease of 16.5%
- The school has had 4 principals. Jim Starr- 1993 to 1996, Paul Olsen- 2000 to 2004, David Smith- 2004 to 2009, Scott Sumner- 2009 to present.
- The school faculty changed from 58 to 47.
- OCJH incorporated an A/B block schedule in 2006.
- The school has moved to a collaborative environment where students are released one hour early every Monday to provide for departmental and district collaboration on the 4 Essential Questions defined by Alpine School District.
- OCJH implemented “eTime,” which allows 25 minutes of mid-day remediation for students with Ds and Fs, as well as students needing teacher assistance. It also provides alternative reward-based opportunities for passing students.
- In December of 2008, Oak Canyon’s department chairs went to Adalai Stevenson High to observe their professional learning communities and how they work with At-Risk students.
- The faculty at OCJH created a new mission statement to promote a collaborative-life-long learning pursuit, “Together, we learn for life.”
- Oak Canyon has implemented a guided studies program, wherein students can work with a teacher in the building to help build organization, study, testing skills.
- Oak Canyon has implemented an At-Risk committee that meets weekly concerning students who have below a 2.0 GPA. Each of the students identified will meet with an At-Risk team member to set goals.

- Although the student population has dropped close to 18% over the last seven years, the number of special education students has remained constant. This is partly due to the addition of the ED unit that serves the southern half of Alpine School District. The numbers of ELL students has declined over the past few years, most notably in the past few years. The number of students in socio economic status has also increased.

School Perception Survey

Process

- The surveys were formatted by an assigned committee of faculty and administration. Then a response was asked of the school's stakeholders during faculty meeting, parent/teacher conference and English classes. An adequate response was gathered.

Strengths

- OCJH maintains high expectations and respect for all students.
- Students enjoy attending OCJH.
- OCJH is a safe environment for students and staff and has a solid safety plan in place.
- There are valuable resources available to students, such as administration, cafeteria, library, counselors, office staff, and school website.
- eTime is linked to student success.
- All subjects are viewed by parents, students and staff as being well-taught.

Areas of Concern

- Not all parents and students are confident in their knowledge of the school's mission and goals.
- Some concern was noted with regard to bullying within the school.

Steps Forward

- During a Professional Development breakout session on March 5, 2010, teachers and administrators discussed possible ways to promote and teach the school's Mission, Vision, Values and Goals to parents and students. Suggestions put forth included: Poster displays in each classroom; enrichment lessons in the first week of school during eTime aimed at teaching school values, school calendar magnets that display the Mission and Values, presentation during seventh grade day, and training for parents during Skyward tutorial (new online grading program).
- During the course of the year the administration will visit each classroom and share discussions on many topics within the school. One of these will be the problems associated with bullying.
- Better data will be collected as to school situations with our new student information system. This will assist us in identifying areas within the school that tend to be hot spots for problems such as bullying.

Oak Canyon Junior High School Perception Survey

Staff, Parent, and Student Report 2009

Number surveyed of each group:

Staff = 41 Parents = 291 Students = 1114

1. Oak Canyon Junior High teachers give students individual help in class as needed.

Response	Staff	Parents	Students
Strongly Agree	43.9%	18.6%	21.5%
Agree	48.8%	53.3%	58.0%
Not Sure	2.4%	18.9%	12.6%
Disagree	2.4%	7.2%	5.8%
Strongly Disagree	2.4%	1.4%	2.0%
No Response	0.0%	0.7%	0.2%

2. Oak Canyon Junior High teachers give students individual help outside of class as needed.

Response	Staff	Parents	Students
Strongly Agree	48.8%	17.2%	21.3%
Agree	41.5%	49.5%	47.6%
Not Sure	4.9%	25.8%	23.0%
Disagree	2.4%	5.5%	5.8%
Strongly Disagree	2.4%	1.7%	2.2%
No Response	0.0%	0.3%	0.1%

3. Oak Canyon Junior High recognizes the achievements of students in all types of accomplishments.

Response	Staff	Parents	Students
Strongly Agree	46.3%	17.2%	19.3%
Agree	43.9%	49.5%	43.9%
Not Sure	7.3%	23.5%	25.9%
Disagree	0.0%	4.5%	7.4%
Strongly Disagree	2.4%	1.7%	3.4%
No Response	0.0%	0.7%	0.2%

4. Oak Canyon Junior High provides adequate materials, supplies and facilities to support individual learning needs.

Response	Staff	Parents	Students
Strongly Agree	46.3%	23.7%	30.9%
Agree	46.3%	57.7%	50.4%
Not Sure	0.0%	9.3%	10.8%
Disagree	4.9%	6.5%	5.1%
Strongly Disagree	2.4%	2.1%	2.4%
No Response	0.0%	0.7%	0.4%

5. Oak Canyon Junior High makes effective use of the financial resources available.

Response	Staff	Parents	Students
Strongly Agree	46.3%	18.6%	22.5%
Agree	46.3%	38.1%	39.7%
Not Sure	2.4%	38.5%	29.3%
Disagree	2.4%	2.4%	3.9%
Strongly Disagree	2.4%	1.4%	4.4%
No Response	0.0%	1.0%	0.2%

6. Oak Canyon Junior High assigns appropriate homework for students.

Response	Staff	Parents	Students
Strongly Agree	34.1%	16.8%	18.2%
Agree	51.2%	69.4%	48.0%
Not Sure	9.8%	4.1%	17.1%
Disagree	2.4%	5.5%	9.4%
Strongly Disagree	2.4%	3.1%	6.9%
No Response	0.0%	1.0%	0.3%

7. Oak Canyon Junior High provides a variety of extra-curricular/intramural activities for students.

Response	Staff	Parents	Students
Strongly Agree	43.9%	30.9%	32.0%
Agree	43.9%	56.4%	44.0%
Not Sure	4.9%	8.6%	15.9%
Disagree	4.9%	1.7%	5.2%
Strongly Disagree	2.4%	1.7%	2.4%
No Response	0.0%	0.7%	0.4%

8. Parent/Teacher conferences are beneficial.

Response	Staff	Parents	Students
Strongly Agree	41.5%	31.3%	25.6%
Agree	23.9%	45.7%	43.0%
Not Sure	17.1%	12.4%	22.2%
Disagree	9.8%	7.6%	4.3%
Strongly Disagree	2.4%	2.1%	4.7%
No Response	0.0%	0.7%	0.3%

9. Students enjoy attending Oak Canyon Junior High.

Response	Staff	Parents	Students
Strongly Agree	63.4%	39.9%	34.8%
Agree	31.7%	53.3%	37.8%
Not Sure	2.4%	3.4%	17.2%
Disagree	0.0%	0.7%	4.9%
Strongly Disagree	2.4%	1.4%	4.8%
No Response	0.0%	1.4%	0.4%

10. Students and staff have positive relationships with one another.

Response	Staff	Parents	Students
Strongly Agree	68.3%	26.8%	19.4%
Agree	24.4%	56.0%	41.0%
Not Sure	4.9%	13.7%	26.9%
Disagree	0.0%	1.4%	7.8%
Strongly Disagree	2.4%	1.4%	3.9%
No Response	0.0%	0.7%	0.9%

11. Oak Canyon Junior High faculty and staff model a high level of expectations.

Response	Staff	Parents	Students
Strongly Agree	65.9%	26.8%	26.5%
Agree	29.3%	55.0%	47.7%
Not Sure	2.4%	11.3%	20.2%
Disagree	0.0%	4.5%	3.4%
Strongly Disagree	2.4%	1.7%	1.6%
No Response	0.0%	0.7%	0.6%

12. Oak Canyon Junior High treats all individuals with respect regardless of race, religion or gender.

Response	Staff	Parents	Students
Strongly Agree	58.5%	33.3%	41.2%
Agree	34.1%	45.4%	35.8%
Not Sure	2.4%	16.8%	12.5%
Disagree	2.4%	1.4%	5.7%
Strongly Disagree	2.4%	2.4%	4.2%
No Response	0.0%	0.7%	0.6%

13. Oak Canyon Junior High has adequate safety and security measures in place.

Response	Staff	Parents	Students
Strongly Agree	46.3%	21.3%	31.1%
Agree	46.3%	52.9%	49.4%
Not Sure	4.9%	21.0%	14.7%
Disagree	0.0%	1.7%	1.8%
Strongly Disagree	2.4%	2.4%	2.7%
No Response	0.0%	0.7%	0.3%

14. Substance abuse (drugs, alcohol, tobacco) is NOT a significant problem at Oak Canyon Junior High.

Response	Staff	Parents	Students
Strongly Agree	34.1%	17.5%	42.7%
Agree	48.8%	40.2%	32.2%
Not Sure	14.6%	33.7%	16.1%
Disagree	0.0%	4.1%	3.7%
Strongly Disagree	2.4%	3.1%	4.3%
No Response	0.0%	1.4%	1.0%

15. Bullying is NOT a significant problem at Oak Canyon Junior High.

Response	Staff	Parents	Students
Strongly Agree	9.8%	10.3%	20.3%
Agree	56.1%	36.4%	41.7%
Not Sure	24.4%	43.0%	21.7%
Disagree	7.3%	7.6%	10.1%
Strongly Disagree	2.4%	1.7%	5.7%
No Response	0.0%	1.0%	0.4%

16. Oak Canyon Junior High emphasizes firm, fair and consistent positive enforcement of student behavior.

Response	Staff	Parents	Students
Strongly Agree	43.9%	19.2%	21.5%
Agree	46.3%	58.8%	53.2%
Not Sure	4.9%	17.9%	17.9%
Disagree	2.4%	1.7%	3.5%
Strongly Disagree	2.4%	1.7%	3.3%
No Response	0.0%	0.7%	0.6%

17. Oak Canyon Junior High students like to visit the Media Center.

Response	Staff	Parents	Students
Strongly Agree	70.7%	17.5%	28.4%
Agree	12.2%	37.5%	37.6%
Not Sure	14.6%	38.5%	24.1%
Disagree	2.4%	4.5%	5.7%
Strongly Disagree	0.0%	1.4%	3.5%
No Response	0.0%	0.7%	0.8%

18. Oak Canyon Junior High has an effective and informational website.

Response	Staff	Parents	Students
Strongly Agree	58.5%	23.7%	34.1%
Agree	34.1%	56.7%	47.9%
Not Sure	4.9%	12.7%	11.5%
Disagree	0.0%	4.5%	3.2%
Strongly Disagree	2.4%	1.7%	2.7%
No Response	0.0%	0.7%	0.5%

19. I am familiar with the goals and mission statement at Oak Canyon Junior High.

Response	Staff	Parents	Students
Strongly Agree	70.7%	16.8%	22.9%
Agree	22.0%	45.7%	45.5%
Not Sure	4.9%	22.7%	21.7%
Disagree	0.0%	12.4%	5.7%
Strongly Disagree	2.4%	1.4%	3.4%
No Response	0.0%	1.0%	0.8%

20. eTime has been helpful with student success.

Response	Staff	Parents	Students
Strongly Agree	73.2%	43.0%	61.8%
Agree	24.4%	32.6%	27.2%
Not Sure	0.0%	19.6%	6.4%
Disagree	0.0%	2.4%	1.8%
Strongly Disagree	2.4%	2.1%	2.5%
No Response	0.0%	0.3%	0.4%

21. Oak Canyon Junior High's school and grounds are attractive and well-maintained.

Response	Staff	Parents	Students
Strongly Agree	63.4%	32.6%	30.3%
Agree	29.3%	61.9%	52.0%
Not Sure	2.4%	2.4%	10.1%
Disagree	4.9%	1.0%	3.7%
Strongly Disagree	0.0%	1.4%	3.2%
No Response	0.0%	0.7%	0.7%

22. Oak Canyon Junior High teachers hold high expectations for all students.

Response	Staff	Parents	Students
Strongly Agree	58.5%	23.7%	31.7%
Agree	36.6%	57.0%	49.4%
Not Sure	2.4%	11.7%	12.3%
Disagree	0.0%	4.8%	3.0%
Strongly Disagree	2.4%	1.7%	2.7%
No Response	0.0%	1.0%	1.0%

23. Oak Canyon Junior High teachers challenge their students to do their best.

Response	Staff	Parents	Students
Strongly Agree	56.1%	24.1%	36.2%
Agree	39.0%	59.5%	47.2%
Not Sure	0.0%	10.3%	9.7%
Disagree	2.4%	3.1%	3.6%
Strongly Disagree	2.4%	2.1%	2.5%
No Response	0.0%	1.0%	0.8%

24. Oak Canyon Junior High does a good job teaching Language Arts (reading, writing).

Response	Staff	Parents	Students
Strongly Agree	46.3%	26.8%	37.1%
Agree	31.7%	56.7%	46.3%
Not Sure	14.6%	10.3%	10.7%
Disagree	2.4%	3.8%	2.1%
Strongly Disagree	2.4%	1.7%	2.7%
No Response	2.4%	0.7%	1.2%

25. Oak Canyon Junior High does a good job teaching Science.

Response	Staff	Parents	Students
Strongly Agree	46.3%	30.9%	44.3%
Agree	43.9%	56.4%	42.5%
Not Sure	7.3%	8.9%	7.5%
Disagree	0.0%	2.1%	2.8%
Strongly Disagree	2.4%	1.0%	2.3%
No Response	0.0%	0.7%	0.6%

26. Oak Canyon Junior High does a good job teaching Music.

Response	Staff	Parents	Students
Strongly Agree	58.5%	38.8%	40.5%
Agree	36.6%	40.2%	31.2%
Not Sure	2.4%	15.1%	22.2%
Disagree	0.0%	3.8%	2.3%
Strongly Disagree	2.4%	1.4%	2.7%
No Response	0.0%	0.7%	1.1%

27. Oak Canyon Junior High does a good job teaching Social Studies.

Response	Staff	Parents	Students
Strongly Agree	53.7%	25.4%	27.8%
Agree	36.6%	52.2%	39.1%
Not Sure	7.3%	16.8%	22.7%
Disagree	0.0%	3.1%	4.6%
Strongly Disagree	2.4%	1.4%	4.2%
No Response	0.0%	1.0%	1.5%

28. Oak Canyon Junior High does a good job teaching Mathematics.

Response	Staff	Parents	Students
Strongly Agree	58.5%	29.6%	39.9%
Agree	34.1%	52.9%	43.2%
Not Sure	4.9%	8.6%	8.9%
Disagree	0.0%	3.4%	4.0%
Strongly Disagree	2.4%	4.1%	3.1%
No Response	0.0%	1.4%	1.0%

29. Oak Canyon Junior High does a good job teaching Visual Arts.

Response	Staff	Parents	Students
Strongly Agree	58.5%	20.3%	29.9%
Agree	29.3%	43.6%	36.2%
Not Sure	9.8%	32.0%	28.5%
Disagree	0.0%	1.7%	2.2%
Strongly Disagree	2.4%	1.4%	2.4%
No Response	0.0%	1.0%	0.8%

30. Oak Canyon Junior High does a good job teaching Drama.

Response	Staff	Parents	Students
Strongly Agree	48.8%	21.3%	39.0%
Agree	39.0%	44.7%	27.0%
Not Sure	7.3%	29.6%	28.8%
Disagree	0.0%	2.1%	1.6%
Strongly Disagree	2.4%	1.4%	2.3%
No Response	2.4%	1.0%	1.3%

31. Oak Canyon Junior High does a good job teaching Band and Orchestra.

Response	Staff	Parents	Students
Strongly Agree	58.5%	35.1%	33.8%
Agree	34.1%	27.1%	25.5%
Not Sure	2.4%	33.7%	34.8%
Disagree	0.0%	1.4%	1.5%
Strongly Disagree	2.4%	2.1%	3.7%
No Response	2.4%	0.7%	0.6%

32. Oak Canyon Junior High does a good job teaching Physical Education.

Response	Staff	Parents	Students
Strongly Agree	56.1%	24.1%	41.1%
Agree	31.7%	54.0%	36.8%
Not Sure	9.8%	15.8%	15.0%
Disagree	0.0%	3.4%	3.2%
Strongly Disagree	2.4%	2.1%	3.2%
No Response	0.0%	0.7%	0.6%

33. Oak Canyon Junior High does a good job teaching Health.

Response	Staff	Parents	Students
Strongly Agree	43.9%	17.2%	24.9%
Agree	29.3%	49.8%	39.3%
Not Sure	19.5%	27.5%	28.4%
Disagree	4.9%	2.7%	4.3%
Strongly Disagree	2.4%	1.7%	2.5%
No Response	0.0%	1.0%	0.6%

34. Oak Canyon Junior High does a good job teaching Foreign Language.

Response	Staff	Parents	Students
Strongly Agree	53.7%	26.5%	34.4%
Agree	31.7%	48.1%	37.0%
Not Sure	9.8%	16.5%	20.4%
Disagree	0.0%	4.8%	4.1%
Strongly Disagree	2.4%	3.1%	3.2%
No Response	2.4%	1.0%	0.9%

35. Oak Canyon Junior High does a good job teaching Career and Technical Vocations (CTE).

Response	Staff	Parents	Students
Strongly Agree	51.2%	26.8%	32.0%
Agree	31.7%	49.1%	42.2%
Not Sure	9.8%	16.5%	15.9%
Disagree	0.0%	4.5%	4.8%
Strongly Disagree	2.4%	2.4%	4.2%
No Response	4.9%	0.7%	0.9%

36. Oak Canyon Junior High does a good job teaching Computer Skills.

Response	Staff	Parents	Students
Strongly Agree	51.2%	21.3%	27.2%
Agree	29.3%	53.6%	41.2%
Not Sure	17.1%	18.9%	24.4%
Disagree	0.0%	2.4%	3.4%
Strongly Disagree	2.4%	2.7%	3.0%
No Response	0.0%	1.0%	0.8%

37. Oak Canyon Junior High has an effective Special Education Department.

Response	Staff	Parents	Students
Strongly Agree	46.3%	13.7%	29.8%
Agree	36.6%	20.3%	34.1%
Not Sure	7.3%	61.9%	32.5%
Disagree	7.3%	1.7%	1.0%
Strongly Disagree	2.4%	1.7%	2.1%
No Response	0.0%	0.7%	0.5%

38. Oak Canyon Junior High has an effective Counseling and Guidance Department.

Response	Staff	Parents	Students
Strongly Agree	51.2%	34.7%	29.2%
Agree	36.6%	43.0%	42.1%
Not Sure	9.8%	15.1%	22.7%
Disagree	0.0%	4.1%	2.5%
Strongly Disagree	2.4%	2.4%	2.6%
No Response	0.0%	0.7%	0.9%

39. Oak Canyon Junior High has an effective Administration.

Response	Staff	Parents	Students
Strongly Agree	70.7%	40.5%	31.0%
Agree	26.8%	45.4%	43.2%
Not Sure	0.0%	10.0%	18.9%
Disagree	0.0%	1.0%	2.9%
Strongly Disagree	2.4%	2.1%	3.1%
No Response	0.0%	1.0%	1.0%

40. Oak Canyon Junior High Office Staff is courteous and helpful.

Response	Staff	Parents	Students
Strongly Agree	85.4%	58.4%	39.5%
Agree	12.2%	35.1%	41.8%
Not Sure	0.0%	2.7%	11.3%
Disagree	0.0%	0.7%	2.9%
Strongly Disagree	2.4%	2.1%	3.6%
No Response	0.0%	0.7%	0.9%

41. Oak Canyon Junior High Cafeteria Staff is courteous and helpful.

Response	Staff	Parents	Students
Strongly Agree	68.3%	25.1%	32.8%
Agree	22.0%	32.6%	41.4%
Not Sure	7.3%	38.5%	14.0%
Disagree	0.0%	1.0%	5.7%
Strongly Disagree	2.4%	2.1%	4.8%
No Response	0.0%	0.7%	1.3%

Course Offerings:

<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>
<p><u>CORE:</u> 1.0 CTE Intro 1.0 English 7 1.0 Math: Math 7, PreAlg , or Algebra .5 Utah History 1.0 Integrated Science .5 Health .5 PE 7 .5 Art Foundations I</p> <p><u>ELECTIVES:</u> LANGUAGE ARTS Creative Writing 1 (.5) Popular Literature (.5) Reading Skills (.5) Speech & Debate (.5)</p> <p>FINE ARTS Art 1 (.5) Art Media & Methods (.5) Drama 1(.5) Humanities 1 or 2 (.5) Beginning Band Trumpet (1) Beginning Band Clarinet (1) Beginning Flute/Oboe/Trombone/Baritone(1) Chorus, Beginning Mixed (.5) Chorus, Intermediate Mixed (1) General Music (.5) Orchestra Beginning (1) Orchestra/Intermediate (1)</p> <p>FOREIGN LANGUAGE Chinese 1 (1) French 1 (1) German 1 (1) Spanish 1 (1) Spanish Immersion 7 (1)</p> <p>CAREER & TECHNICAL EDUCATION Keyboarding 1 (.5) Intro to Tech Ed. (.5)</p> <p>OTHER ELECTIVES Ballroom 1 (.5) Resource Classes (IEP required)</p>	<p><u>CORE:</u> 1.0 English 8, H Prep 1.0 Math- PreAlg, Alg I, Geom 1.0 Integrated Science 1.0 US History .5 PE 8</p> <p><u>ELECTIVES:</u> LANGUAGE ARTS Creative Writing 1 or 2 (.5) Debate 1 or 2 (.5) Humanities 1 or 2 (.5) Popular Literature (.5) Reading Skills (.5)</p> <p>FINE ARTS Art 1 or 2 (.5) Art Media and Methods (.5) Photography (.5) Drama 1 or 2(.5) Beginning Band Trumpet (1) Beginning Flute/Oboe/Trombone/Baritone (1) Beginning Band Clarinet (1) Concert Band Brass/Percussion (1) Concert Band Woodwinds (1) Chorus, Women’s or Men’s (1) Chorus, AWE (1) Chorus, Encore (1) Orchestra, Beginning (1) Orchestra Intermediate (1) Orchestra Advanced (1)</p> <p>FOREIGN LANGUAGE Chinese 1 or 2 (1) French 1 or 2(1) German 1 or 2 (1) Spanish 1, 2, or 3 (1)</p> <p>CAREER & TECHNICAL EDUCATION FACS Exploration - Foods (.5) Keyboarding 1 (.5) FACS Exploration - Clothing 1 (.5) Technology Education 1 (.5) Intermediate Tech Ed (Woods 1) (.5)</p> <p>OTHER ELECTIVES Aerobics (.5) Ballroom 1 or 2(.5) Peer Tutor (.5) Publications (1) (application) Resource Classes (IEP required) Student Aide (.5) (GPA required)</p>	<p><u>CORE:</u> 1.0 English 9 or Eng 9H 1.0 Math- Alg A, 1Alg I, Geom, Alg II .5 Geography, Geo-H, AP Hum Geo .5 World Civ, WCiv-H, AP Hum Geo .5 PE Skills, M or F 1.0 Earth Systems ,Biology, Bio H</p> <p><u>ELECTIVES:</u> LANGUAGE ARTS Creative Writing 1 or 2 (.5) Debate 1 or 2 (.5) Humanities 1 or 2 (.5) Popular Literature (.5) Reading Skills (.5)</p> <p>FINE ARTS Art 1 or 2 (.5) Art Media and Methods (.5) Art, Young Masters Art (.5) Photography (.5) Drama 2 (.5) Drama 3 (BRAVO) (1) Beg. Band Flute/Oboe/Trombone/Baritone (1) Beginning Band Trumpet (1) Beginning Band Clarinet (1) Concert Band Wdwinds (1) Concert Band Br/Perc (1) Jazz Band (1) Percussion Band (1) Symphonic Band (1) Chorus - Women’s or Men’s (1) Chorus - AWE (1) Chorus - Encore (1) Orchestra Beginning (1) Orchestra Intermediate (1) Orchestra Advanced (1)</p> <p>FOREIGN LANGUAGE Chinese 1,2, or 3 (1) French 1, 2, or 3 (1) German 1, 2, or 3 (1) Spanish 1, 2, 3, or 4 (1)</p> <p>CAREER & TECHNICAL EDUCATION Clothing 1 (.5) Foods 1 (.5) Keyboarding 1 (.5) Technology Ed 1 or 2 (.5) Teen Living (.5) Intermediate Tech Ed (Woods 1) (.5) Manufacturing Tech (Woods 2) (.5) Computer Technology (.5)</p> <p>OTHER ELECTIVES Aerobics (.5) Resource classes(IEP required) Seminary A/B Peer Tutor (.5) Student Aide (.5) Ballroom 1 or 2 (.5) Publications (1) (application) Student Council (1) (election)</p>

Additional Educational Opportunities

➤ Student Success in Learning—Enrichment and Educational Activities

- Afterschool help sessions available in all classes
- Food and Nutrition State test
- Free Enterprise day with 8th grade foods
- Iron Chef Competition
- Math 7, PreAlgebra, Algebra1, Algebra, Algebra2
- Honors 8th grade Language Arts
- 9th grade Honors Language Arts, Biology, Georgraphy
- Spelling Bee- 150 participants- 30 finalists
- BYU Foreign Language Fair Competition
- Spanish 4 students are offered the AP Spanish tests
- Jr. Latinos in Action
- Debate II – become advanced public speakers
- PUSH- Preserving Utah’s Science and History
- Science Fair Films
- Science Fair (District and Regional)
- Science pyramid of interventions, including different test options, class reviews, personal practice tests sent home, practice tests daily
- Biology extensions for advanced students
- Drama Showcase
- 4- H classes each semester
- State testing in manufacturing
- Young Masters Art
- District Art Show
- School art shows
- Art Class service Projects
- Art to Change the World website
- Chamber Orchestra
- Orchestra Concerts and Festivals

- Orchestra Solo Ensemble
- English 8 Service Learning
- English 8 – 7 Habits for Highly Effective Teens
- Band Percussion Ensemble
- Band Kozan Taiko Drums
- Syphonic Band
- Concert Band
- Beginning Band
- Band Concerts
- Band Festivals
- Band 6th grade after school program
- Jazz Band
- Geography Olympiad
- Science Demo Team
- Track and Field (7th, 8th and 9th)
- TSA
- Yearbook
- Newspaper
- Basketball (9th grade Girls and Boys)
- Book Club
- eTime
- We The People State Competition 8th grade US History class
- 8th Grade US History Service Learning Assignment
- English 4H Service Learning assignments

➤ **Student Success in Learning—Student Recognition Programs—**

- CTE Student of the Year
- State Skills Test Certificates
- Projects Displayed in showcases in school hallways
- Iron Chef Competition Winner Recognition
- Math Students of the Year
- Free Enterprise Winner Recognition

- CTE Platform Design, Bridge Construction and Rocket launching contests
- TECH 1 Tower Design Contest, CO-2 Car Design, and Lego Robotics Contest
- TSA Competition
- Student of the Day
- Positive Calls and emails home
- Keyboarding recognition for individual student improvement
- Woods State Test in Manufacturing
- Audition Bands in Symphonic, Kozan, Jazz, Concert and Percussion Ensemble
- Orchestra Festival and Competition placements
- Art class displays art work at parent teacher conferences and at holiday concerts
- Arts class has celebrations of success on a regular basis

➤ **Student Success in Learning—Pyramid of Interventions**

- Art class – class officer starts the class, reviews last class and short talk on art
- Orchestra – retakes are offered on tests after reviews are given
- Orchestra – individual tutoring at eTime
- Orchestra- student officers provide unity and activities for the class
- ELD class for students with limit English proficiency
- Yoga for eTime
- Math Department Pi Day
- Math Pyramid of Interventions = Individual help in classes, additional resources, eTime, Math Lab, Before/After school with teacher, required eTime, Enrichment referral
- Care for those who are integrating well into the classroom
- Think, Pair, Share used often in Teen Living Class

- Email to parents from Math teachers apprising them of the next day’s work with worksheets included
- Drama class uses group projects and cooperative learning, peer critiques,
- Earth Systems and Biology class assignments available in file in classroom for make-up, after school also
- Science Pyramid of Intervention = practice test daily, personal practice test sent home, eTime and before and after school remediation, class review before tests, different test options, retakes if <60% for 80%
- English 7 retakes and redo policy, rough draft checks by teacher to prefix problems
- English 7, 8, 9 My Access online writing program

➤ **Student Success in Life – Extra Curricular Activities—includes the number of students involved and the purpose. This includes elective classes and any extracurricular in core classes. (ei concerts, shows, drama, clubs, sports etc.).**

- | | |
|-----------------------|--------------------------|
| • Art shows | 300+ participants |
| • Art Hall Displays | 200 participants |
| • Class Room Displays | all students participate |
| • Orchestra festivals | 86 participants |
| • Yoga for eTime | 15 participants |
| • Band | |
| Symphonic | 64 participants |
| Jazz Band | 55 participants |
| Kozan | 34 participants |
| Concert Band | 180 participants |
| • 4-H | 85 participants |
| • Woods | 182 participants |
| • PUSH Team | 115 participants |
| • Science Demo Team | 50 participants |

• Yearbook	31 participants
• Track & Field	100 participants
• Debate I & II	90 participants
• Jr. Latinos	25 participants
• National Spanish Test	50 participants
• BYU Competition	180 participants
• TSA Competition	30 participants
• Basketball Boys	18 participants
• Basketball Girls	18 participants
• Spelling Bee	150 participants
• Book Club	20 participants
• Peer Tutor	150 participants
• Geographic Olympiad	30 participants
• Student Council	18 participants
• Ballroom Dance	83 participants
• Young Masters Art	23 participants
• Foreign Language Week	459 participants
• Cultural Bowl	325 participants
• Choir Competitions	271 participants
• Science Fair	300 participants

P.U.S.H. Team?

The P.U.S.H. Program (Preserving Utah’s Science and History) teams the Utah History, Science, and English State Core curriculum and uses both the school classroom and the community for authentic learning.

The P.U.S.H. Team consists of 110 seventh grade students who expand regular classroom learning by visiting sites of scientific and historical significance in the community, gathering the critical stories and information, and publishing their findings in an individual portfolio.

The P.U.S.H. Program emphasizes inquiry based, hands-on learning. As a result, students are excited about exploring new information and score significantly higher on their end of the year assessments.

What has the P.U.S.H. Team done?

P.U.S.H. students have discovered and told many exciting stories as they ventured into the community. They learned about Geneva Steel Plant and its impact on Utah from interviews with

Senator Hatch, Congressman Cannon and numerous employees. They sponsored a Business Fair and formed partnerships with Utah businesses.

They discovered that even as twelve-year-olds they could make a difference in preserving the community environment. They met with local businesses and the Lindon and Pleasant Grove City Councils to encourage them to recycle. Because of their efforts, Pleasant Grove adopted a recycling program.

Last year, the P.U.S.H. Team selected a person or organization whose story they felt compelled to tell. They wrote letters to them and then went onsite to conduct interviews and film the content. They created a documentary and presented it at the “Great Things About Utah” Film Festival. Officials from Thanksgiving Point, NuSkin Enterprises and Hale Center provided awards of special recognition. The event was front-page news in the Daily Herald.

What is the Plan for 2010-11?

This year P.U.S.H. students will research important businesses, influential people, and historical landmarks that have impacted Utah. After the research is completed, students will create a quality website that showcases the history, economic impact, and the profound influence these businesses, people, and landmarks have had on the state of Utah.

They will also create a plaque to commemorate and honor these entities. The plaques will be prominently displayed for all community members to view. This project will establish lasting community relationships and partnerships.

Data Profile- Language Arts

Process

Criterion Referenced tests were taken during scheduled annual end of year testing.

Strengths

- CRT scores are consistently rising and consistently above state and district average.
- There have been recent gains in Hispanic test scores with the addition of ELL support.
- Minority and low income students are performing above district average.

Areas of Concern

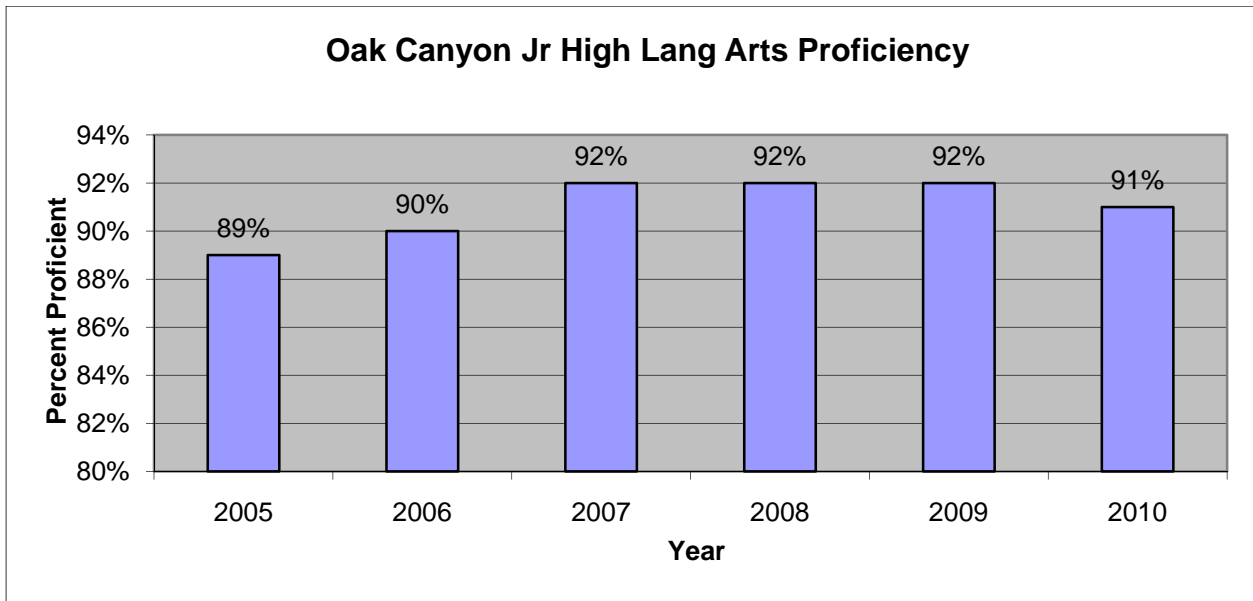
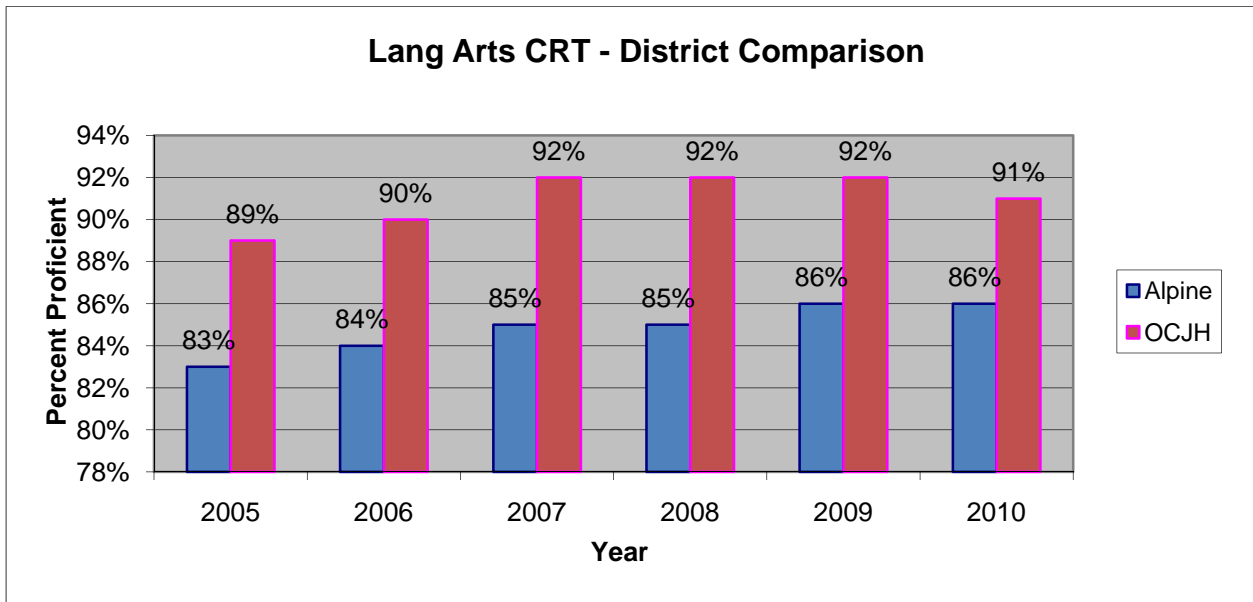
- Special education scores have dropped slightly. There is concern because several special education students, although in a co-taught class, do not have an additional Read-Write class for extra support
- CRT scores are lowest on the inquiry section of the test.

Steps Forward

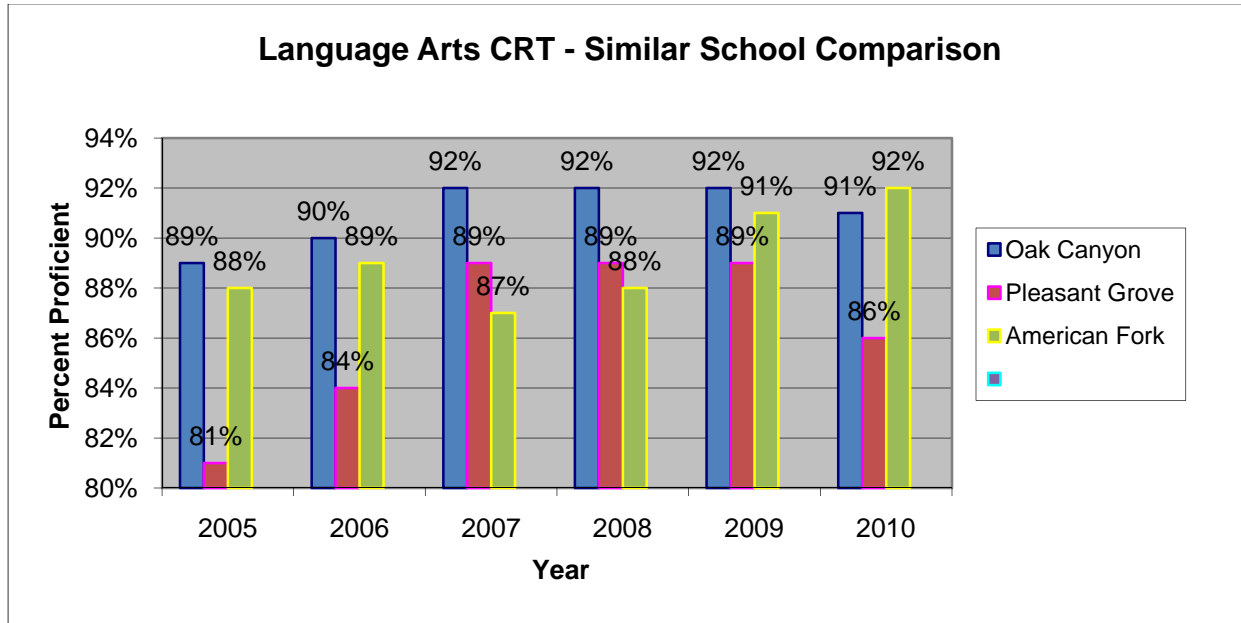
- Department goals have been set to focus on the inquiry process as well as the vocabulary associated with that process.
- New writing labs, NEOs, and the MyAccess program all continue to provide great tools to address the writing section of the core curriculum.
- The READ180 software is also being used in ELL and special education courses to provide reading support for those students.

State Criterion Reference Test Scores

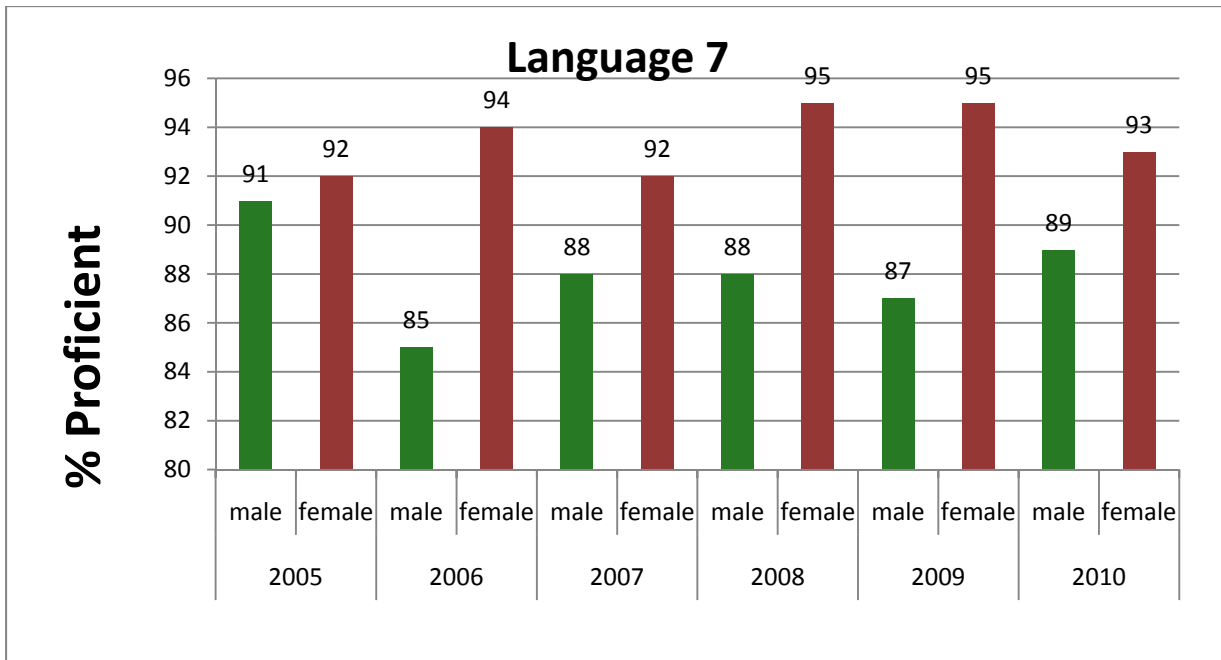
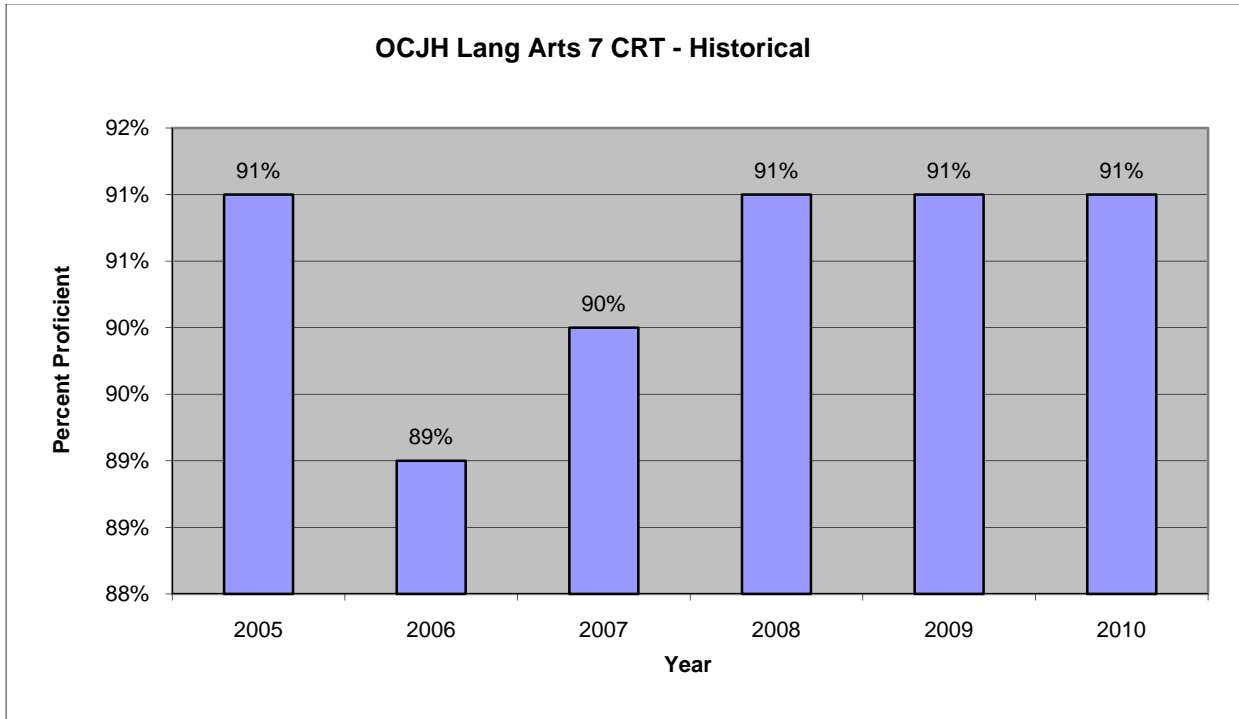
Proficiency Pass Rate- Percent of students passing at mastery or near mastery



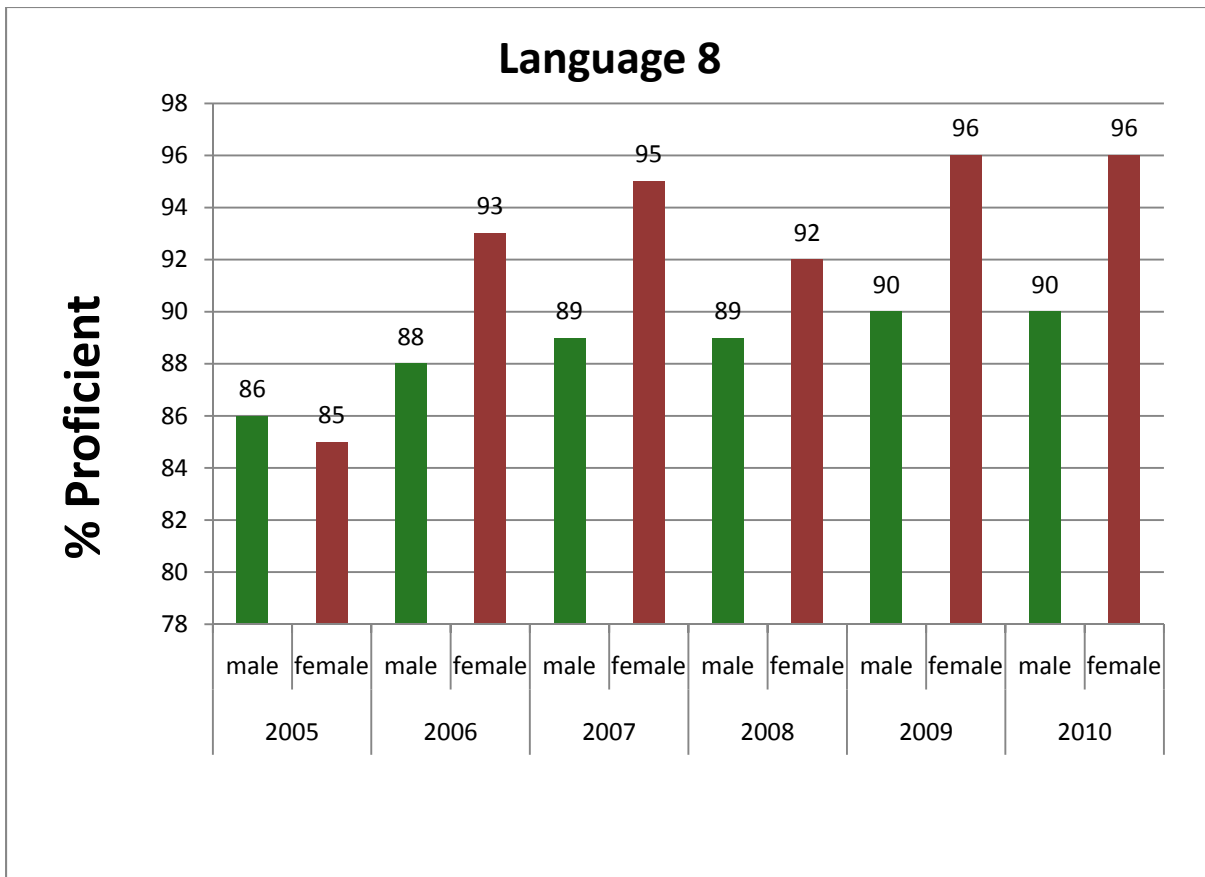
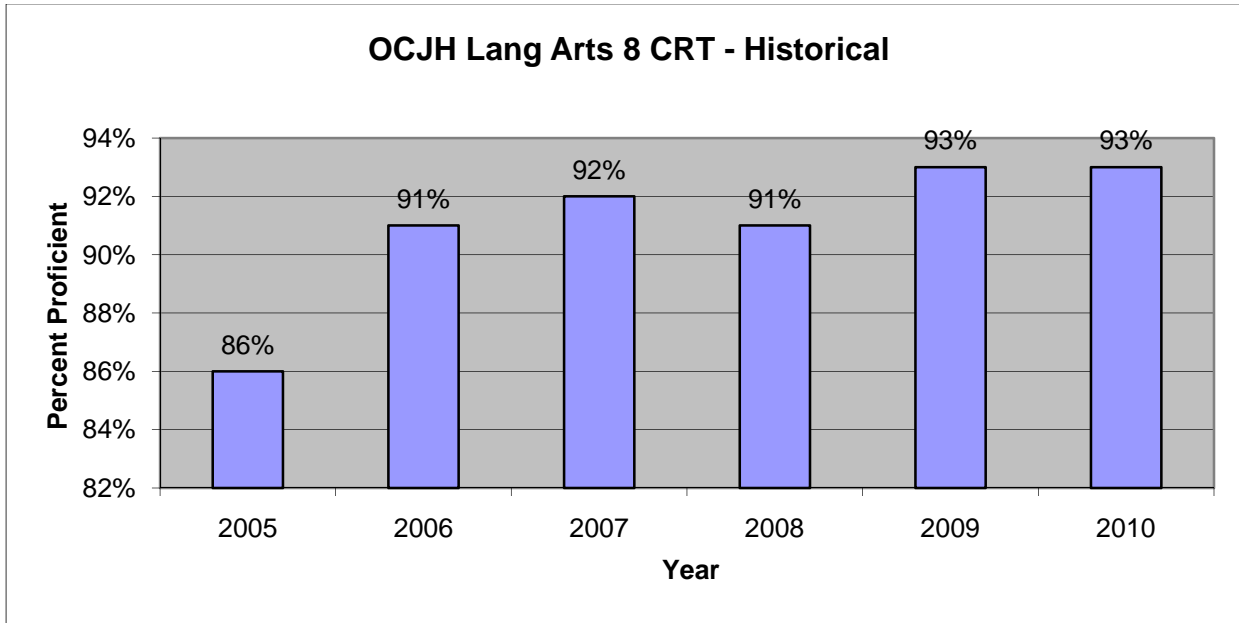
Data Profile- Language Arts (continued)



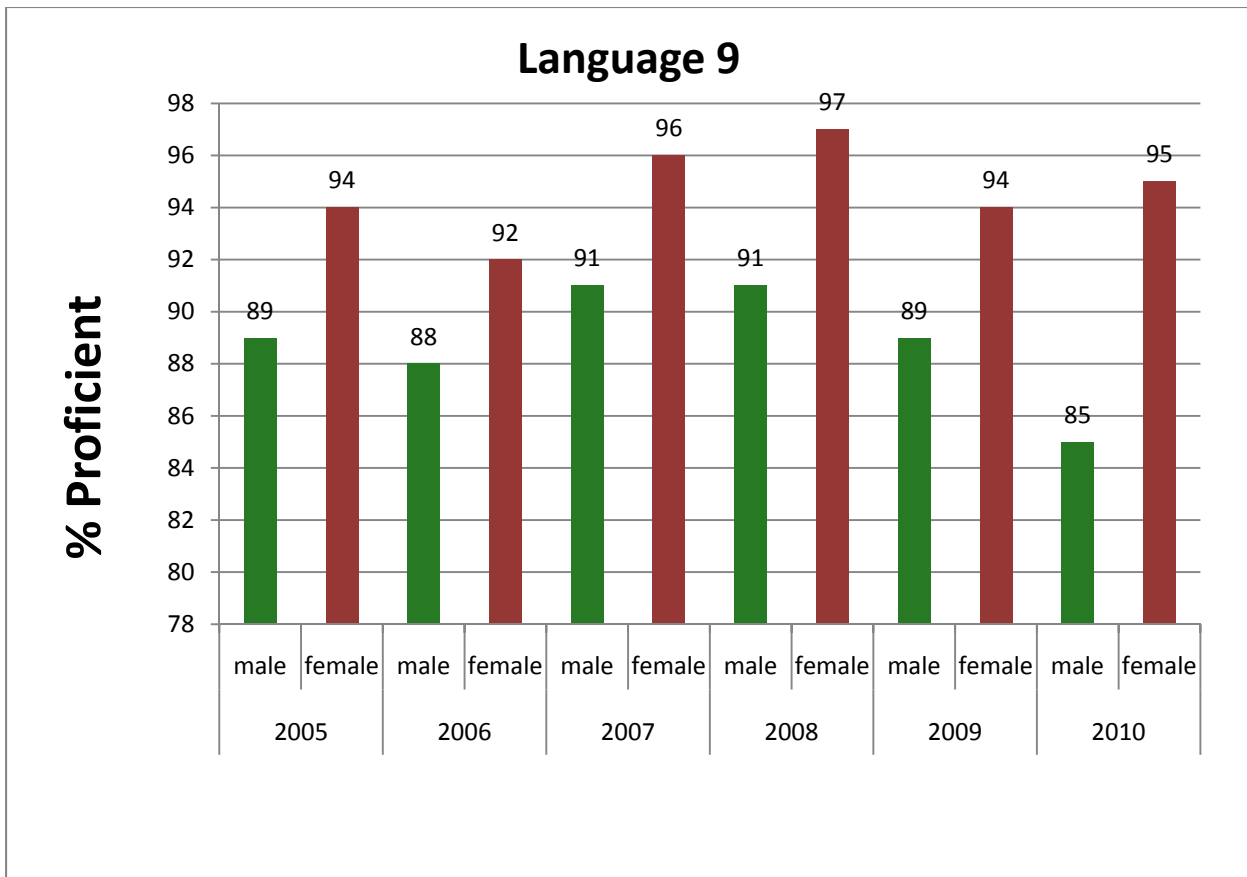
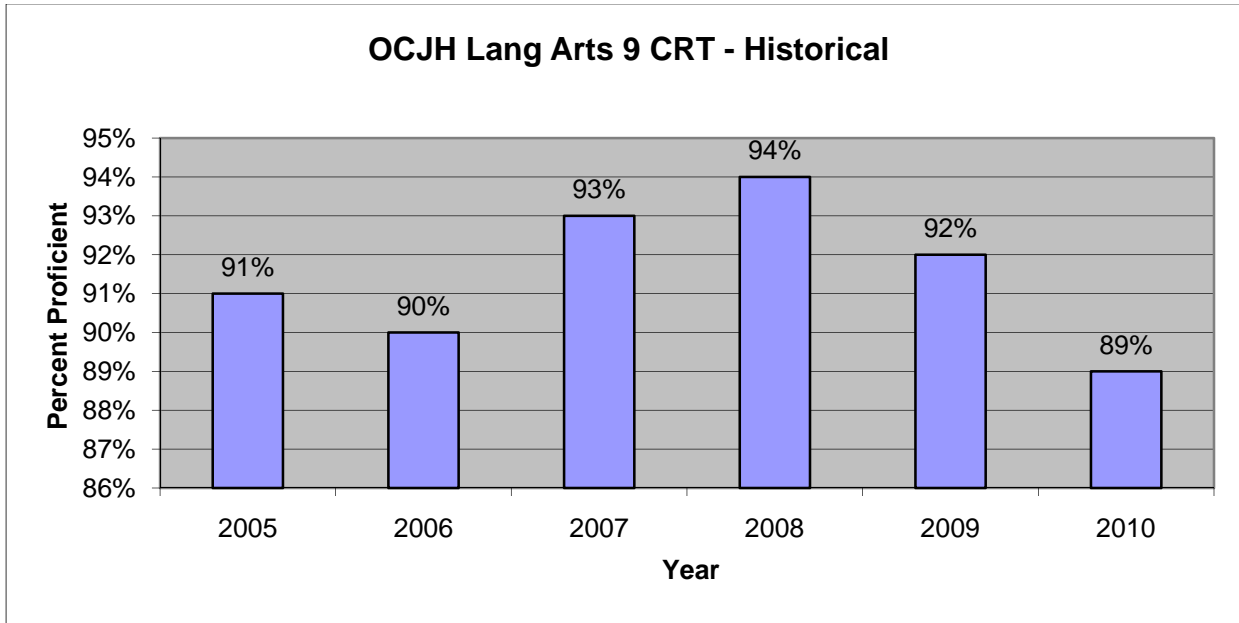
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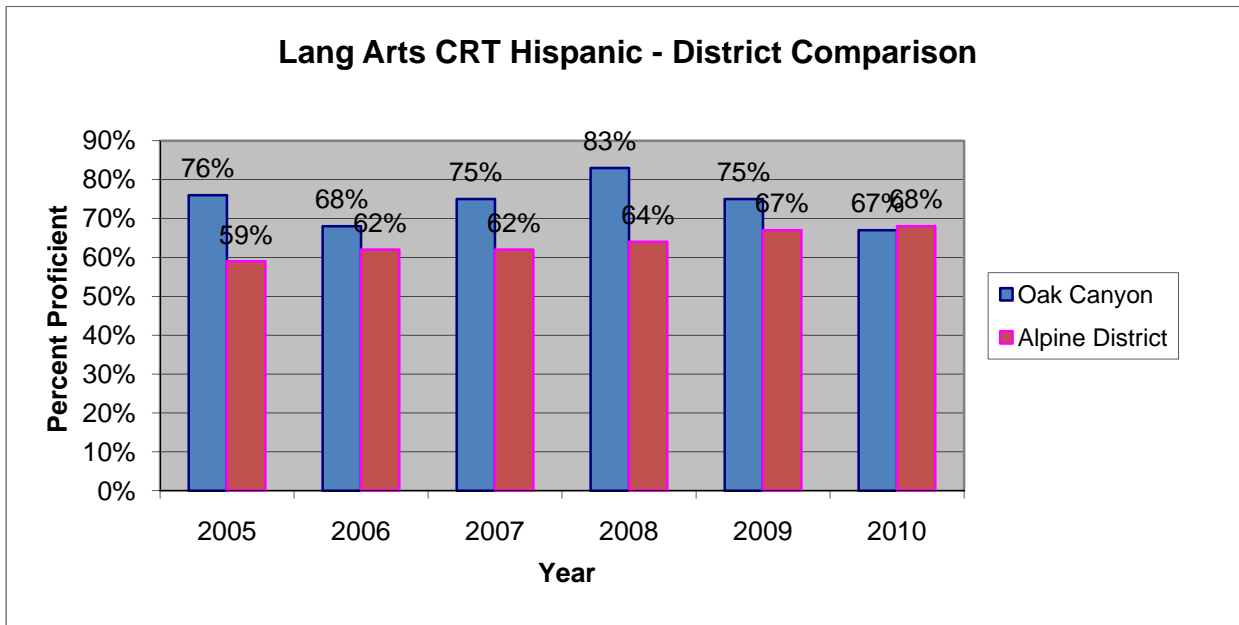
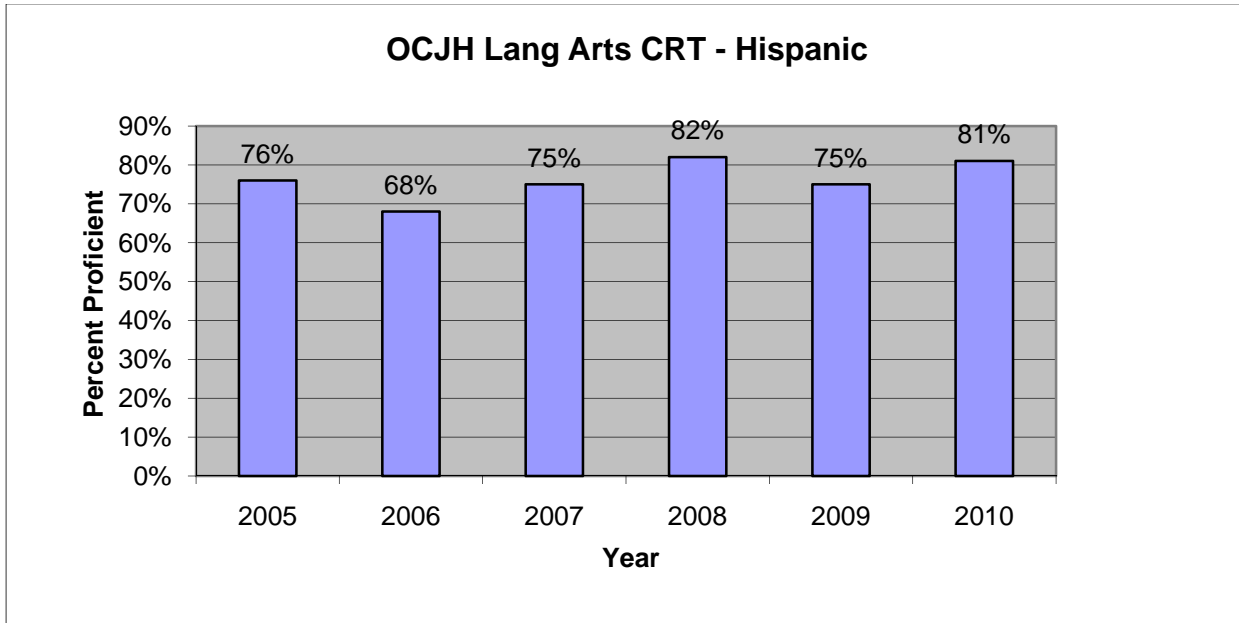
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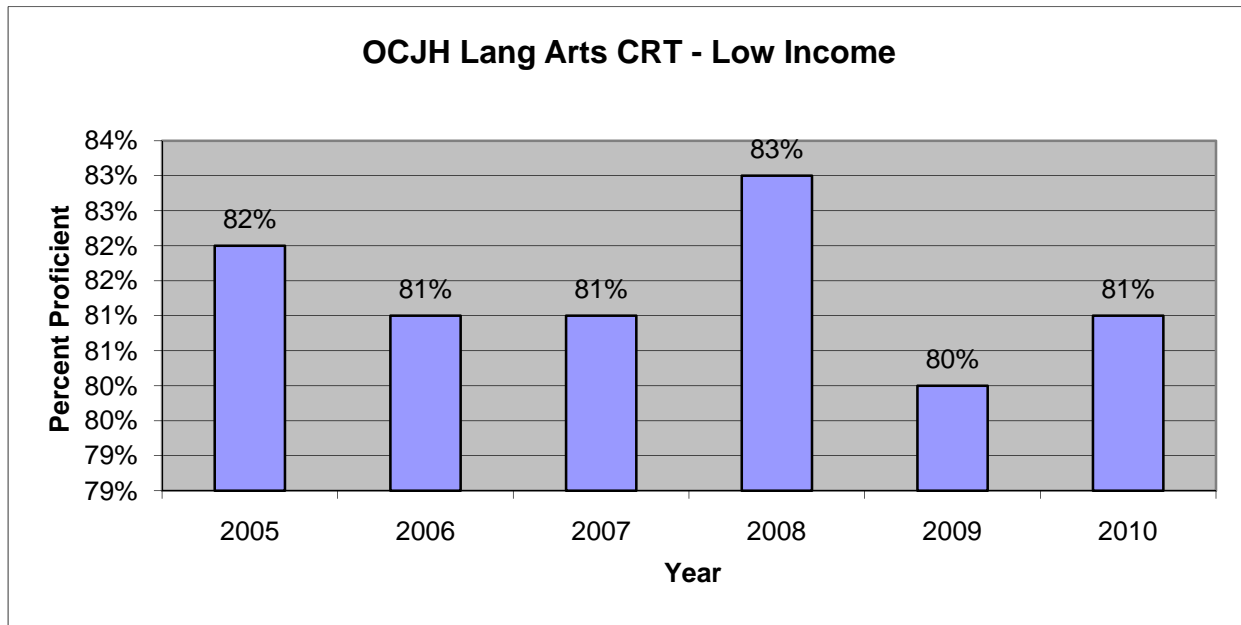
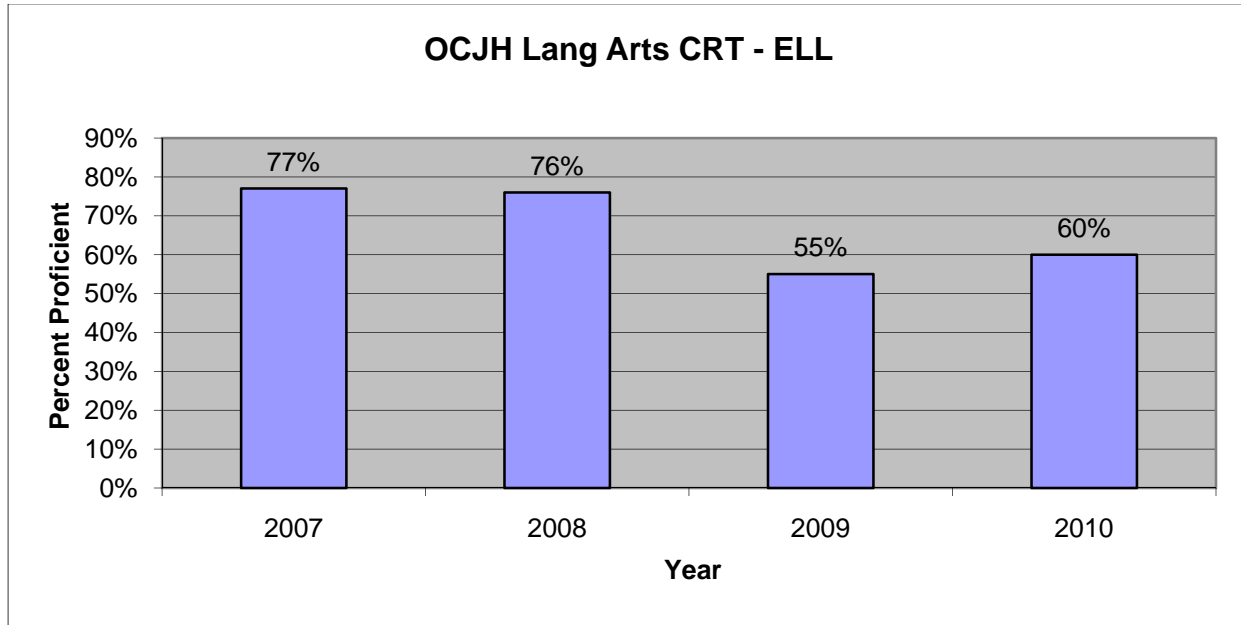
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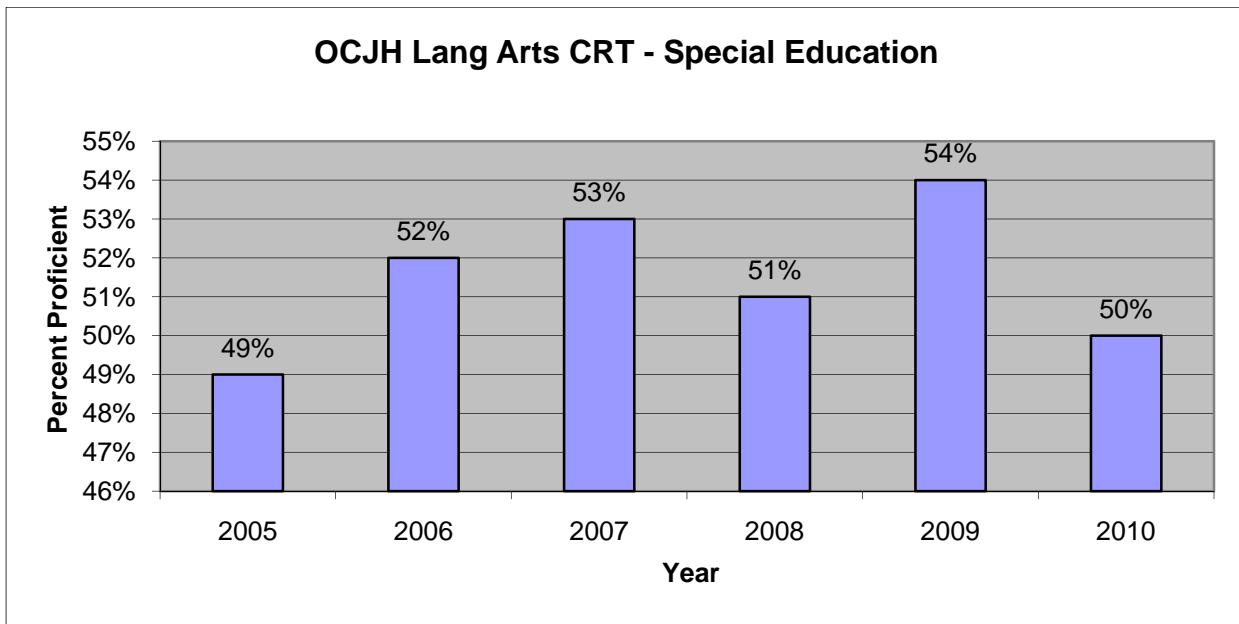
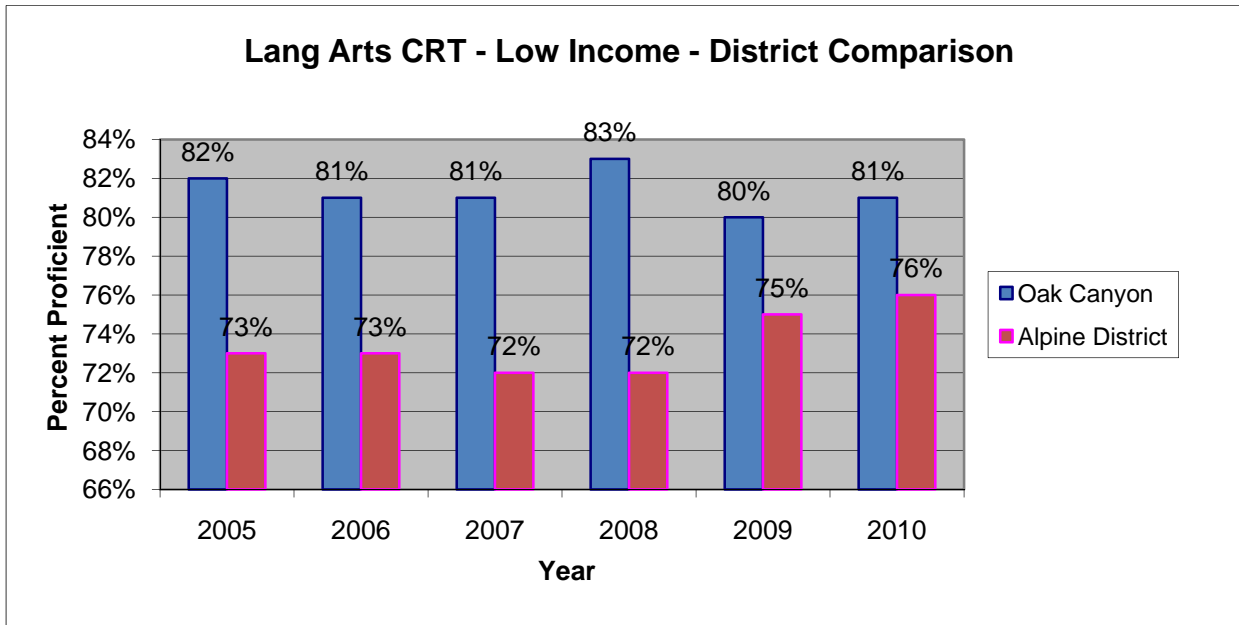
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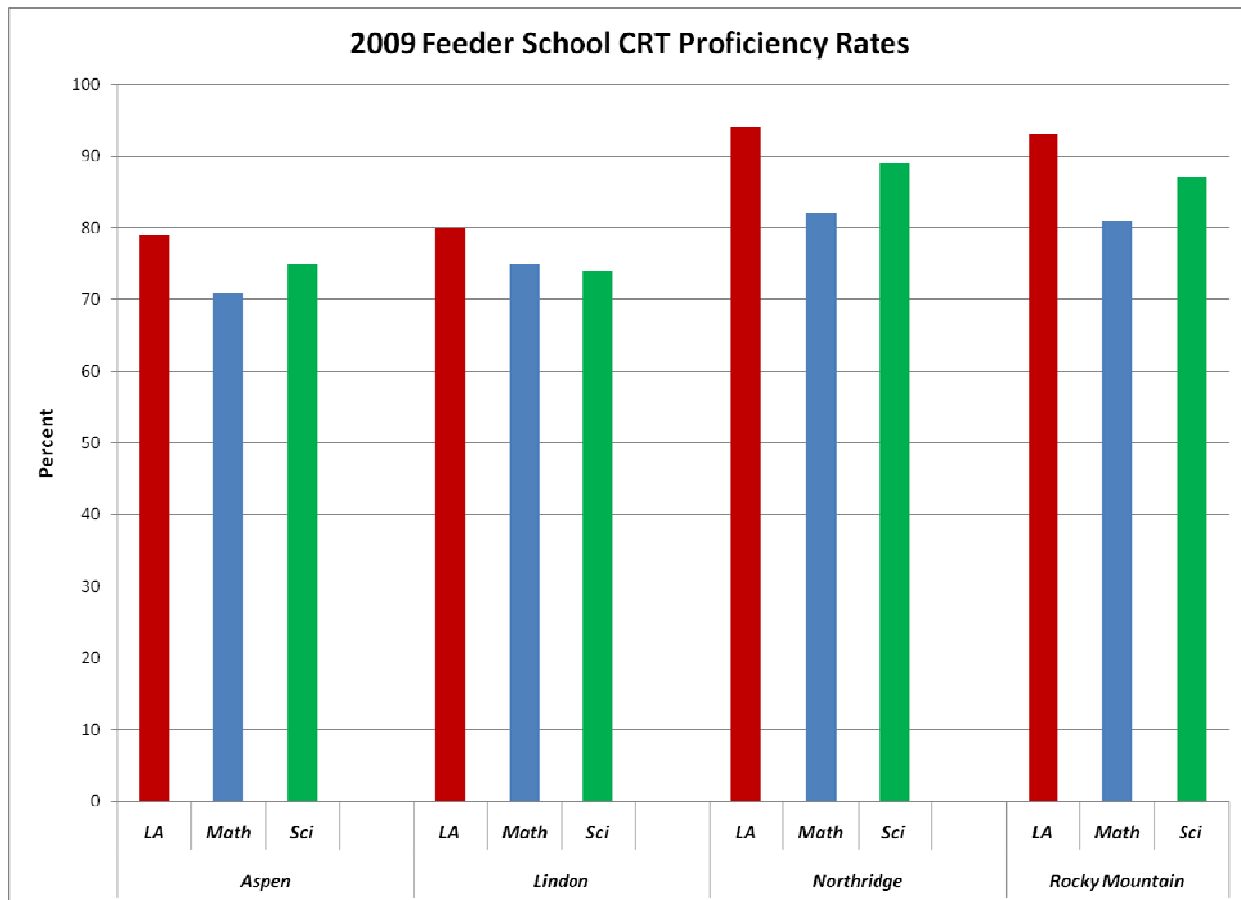
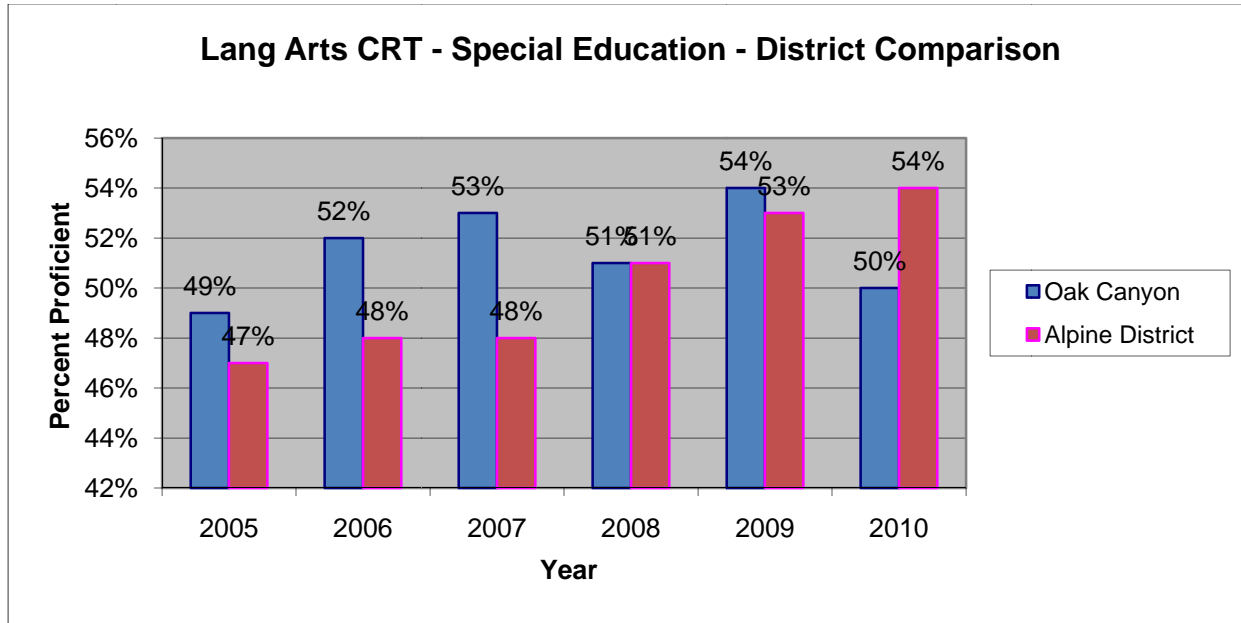
Data Profile- Language Arts (continued)



Data Profile- Language Arts (continued)



Data Profile- Language Arts (continued)



Data Profile- Language Arts (*continued*)

DWA- Direct Writing Assessment

School-wide

Total	2004	2005	2006	2007	2008	2009
OCJH	22.4	21.2	22.2	22.7	23.8	23
District	20.3	22	21.2	21.8	22.1	22.6
Ideas						
OCJH	3.8	3.6	3.7	3.8	4.0	*3.6
Word Choice						
OCJH	3.7	3.4	3.7	3.8	3.9	*3.6
Organization						
OCJH	3.8	3.6	3.6	3.8	4.0	*3.6
Sentences						
OCJH	3.8	3.5	3.7	3.8	3.9	*3.6
Voice						
OCJH	3.6	3.5	3.9	3.9	4.0	*3.6
Conventions						
OCJH	3.8	3.5	3.6	3.8	3.9	*3.6

Hispanic

Total	2004	2005	2006	2007	2008	2009
OCJH	22.2	19.2	21.4	21.0	23.5	*20.9
District	22.2	19.2	21.4	21.0	23.5	*20.9
Ideas						
OCJH	3.8	3.4	3.5	3.5	3.9	*3.5
Word Choice						
OCJH	3.6	3.0	3.7	3.5	3.9	*3.5
Organization						
OCJH	3.8	3.3	3.4	3.5	4.0	*3.5
Sentences						
OCJH	3.8	3.1	3.6	3.4	3.9	*3.4
Voice						
OCJH	3.7	3.3	3.7	3.7	3.9	*3.5
Conventions						
OCJH	3.6	3.1	3.4	3.4	3.8	*3.5

Low Income

Total	2004	2005	2006	2007	2008	2009
OCJH	21.8	19.7	20.8	21.1	24.0	*20.3
District	20.7	20	20.7	20.7	20.8	21
Ideas						
OCJH	3.7	3.4	3.4	3.5	4.0	*3.4
Word Choice						
OCJH	3.6	3.2	3.5	3.4	4.0	*3.4
Organization						
OCJH	3.7	3.3	3.4	3.6	4.0	*3.4
Sentences						
OCJH	3.7	3.3	3.4	3.5	4.0	*3.3
Voice						
OCJH	3.6	3.4	3.7	3.6	4.0	*3.4
Conventions						
OCJH	3.6	3.2	3.4	3.5	4.0	*3.4

*Prior to 2009, the DWA was given in 9th grade. Beginning in 2009, the test was given to 8th graders, which would explain the overall drop in scores from 2008 to 2009.

Data Profile- Math

Process

-Criterion Referenced tests were taken during scheduled annual end-of-year testing. Students reached the goal of 97% taking the CRT to reach AYP.

-The data from 2009 is difficult to compare with previous years due to the change of the state core and assessments used.

Strengths

- Percent proficiencies are consistently above those of state, district and similar schools.
- Test scores for Hispanic and low-income students are consistently above the district average.
- 99% or above pass rate in Geometry
- #1 and #2 Geometry teachers in the district, according to CRT pass rates
- #1 Algebra II teacher in the district, according to the CRT pass rates
- All math teachers in the top ten for the district, according to the CRT pass rates

Areas of Concern

- There is concern with our Math 7 test scores. In the past, this class has been taught by Special Education teachers only.

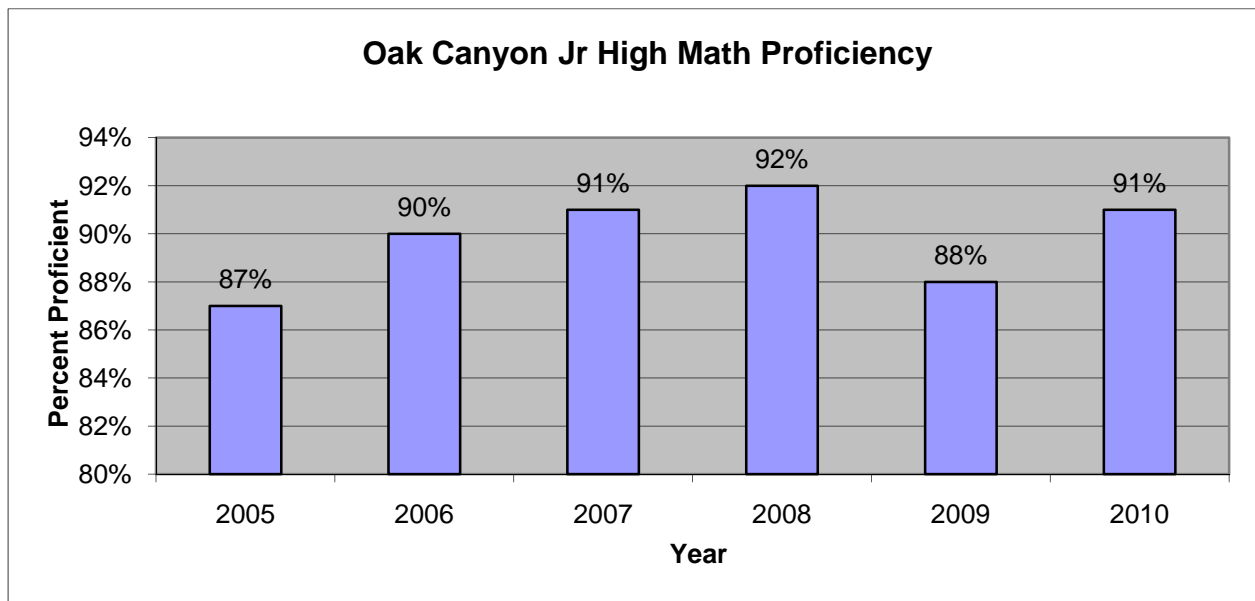
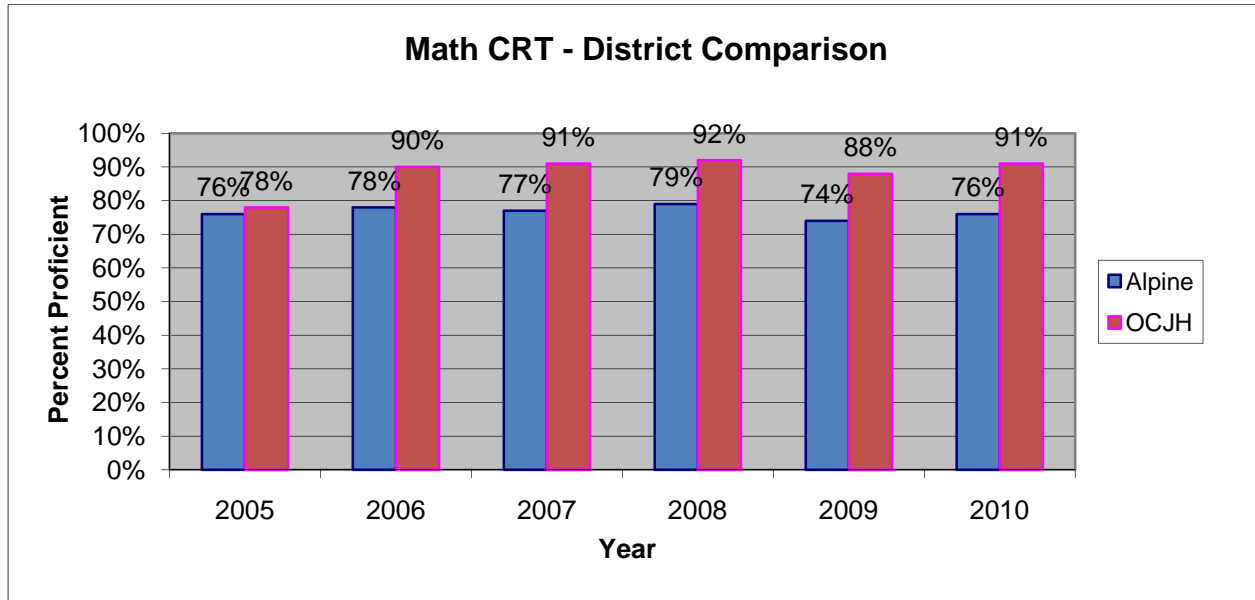
Steps Forward

- All Math 7 classes taught by a certified math teacher with the support of Special Education
- Maintain high levels of pass rates as the school community changes

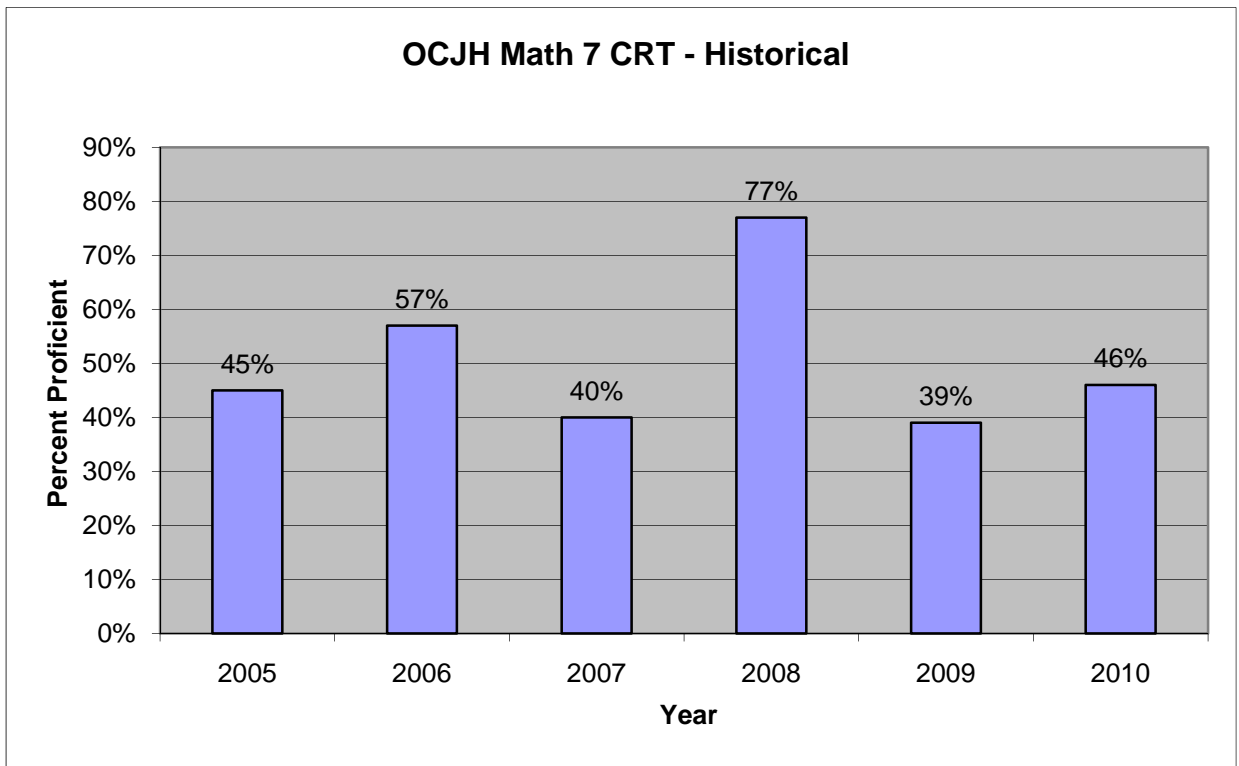
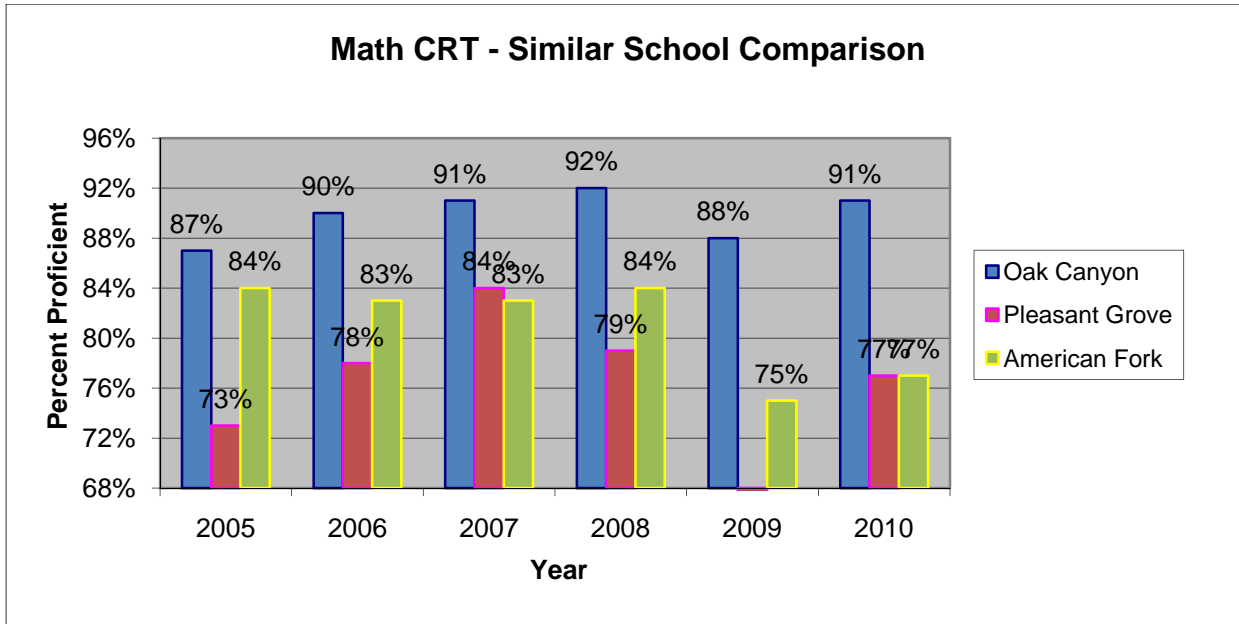
Data Profile- Math

State Criterion Reference Test Scores

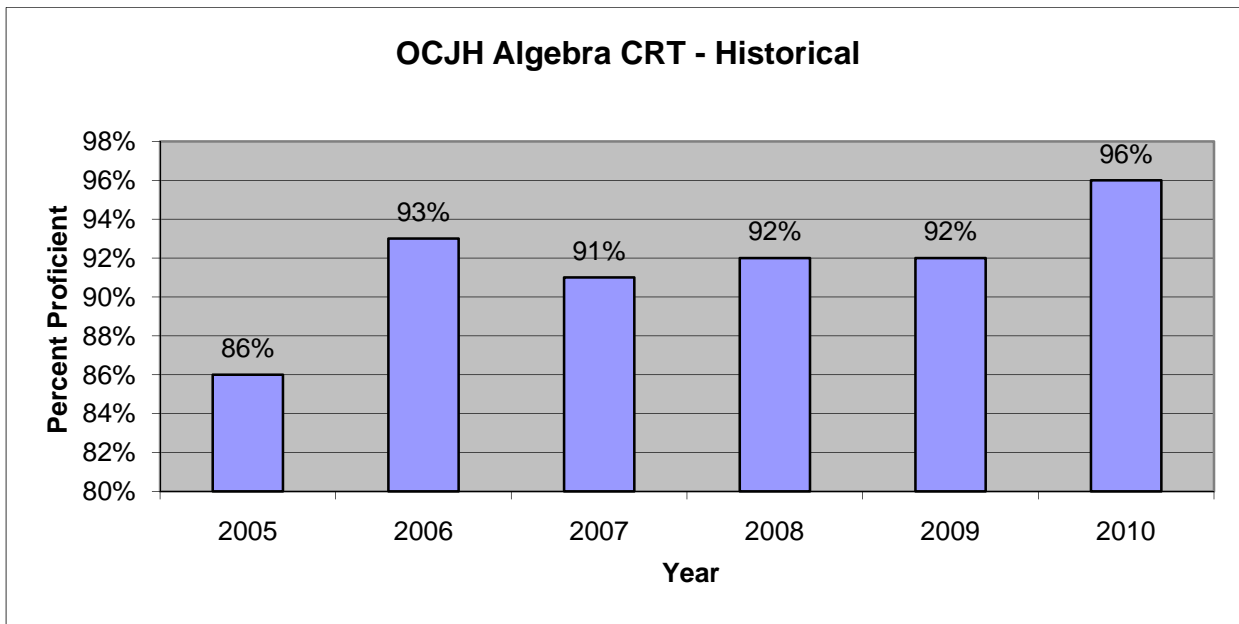
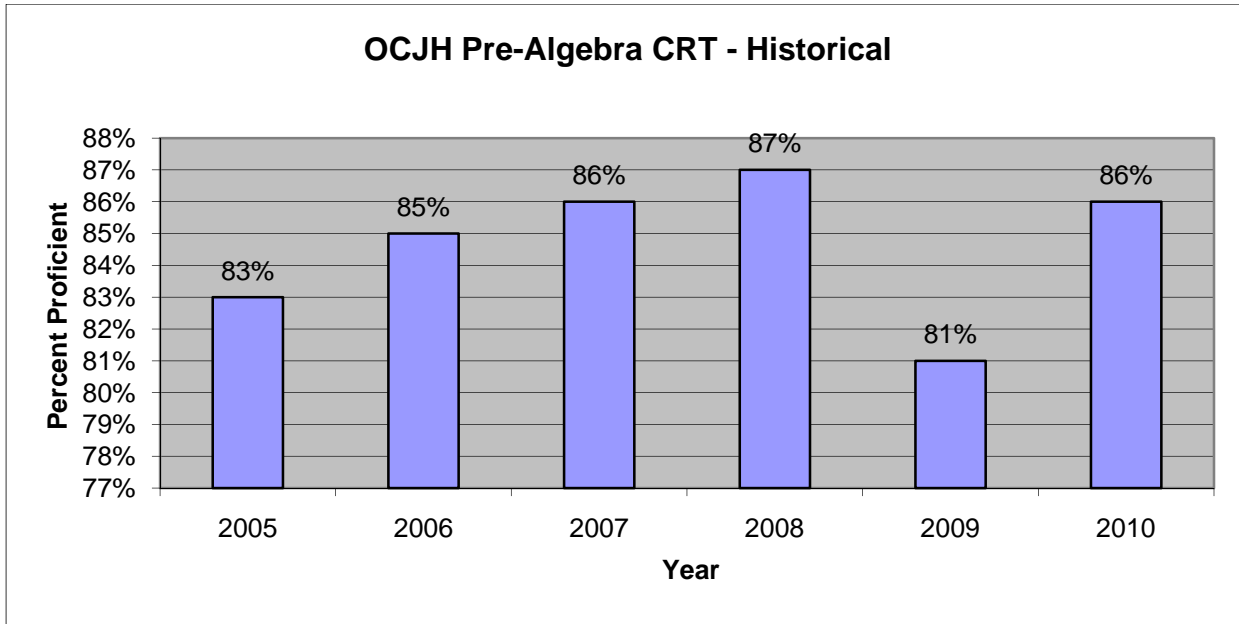
Proficiency Pass Rate- Percent of students passing at mastery or near mastery.



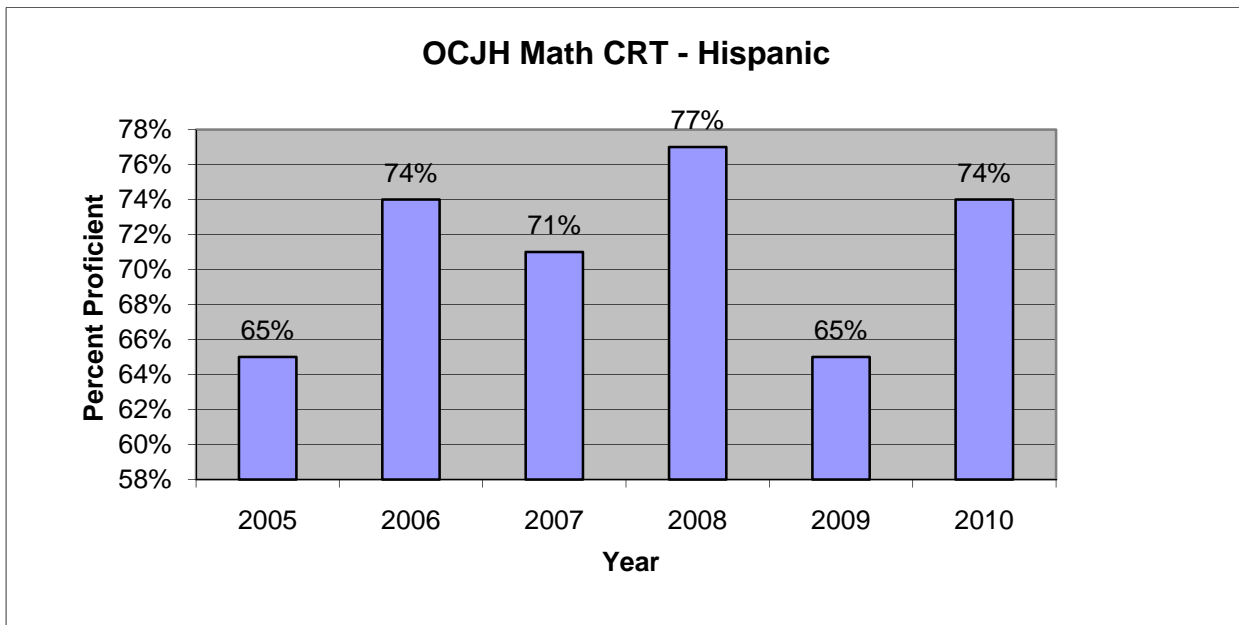
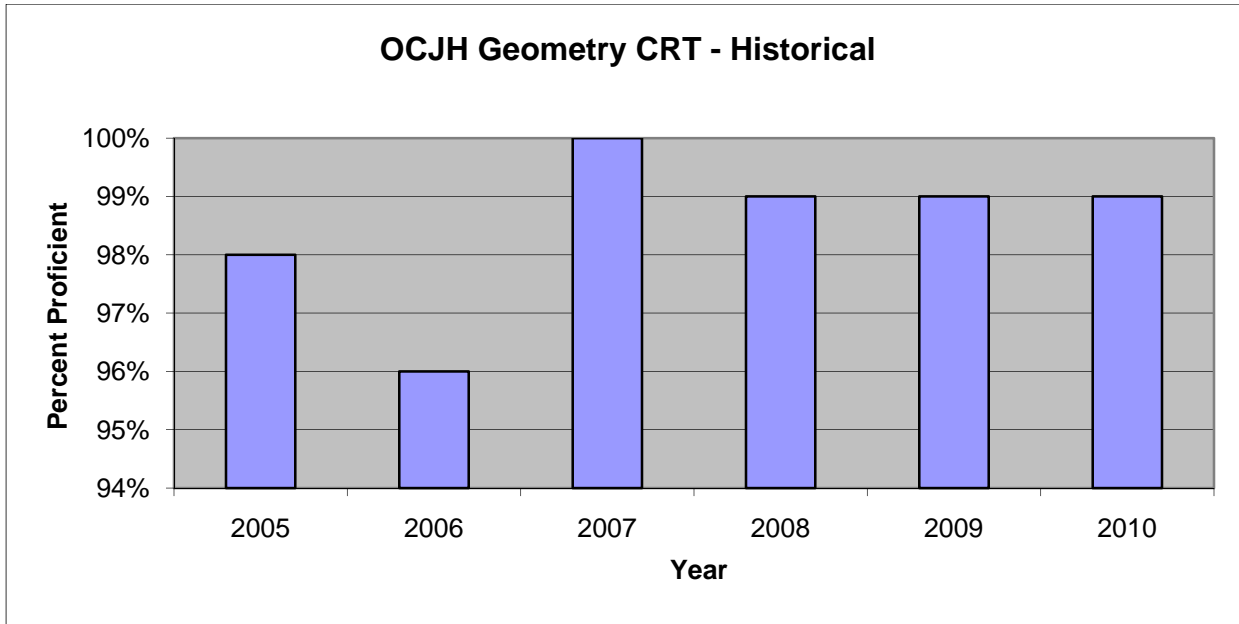
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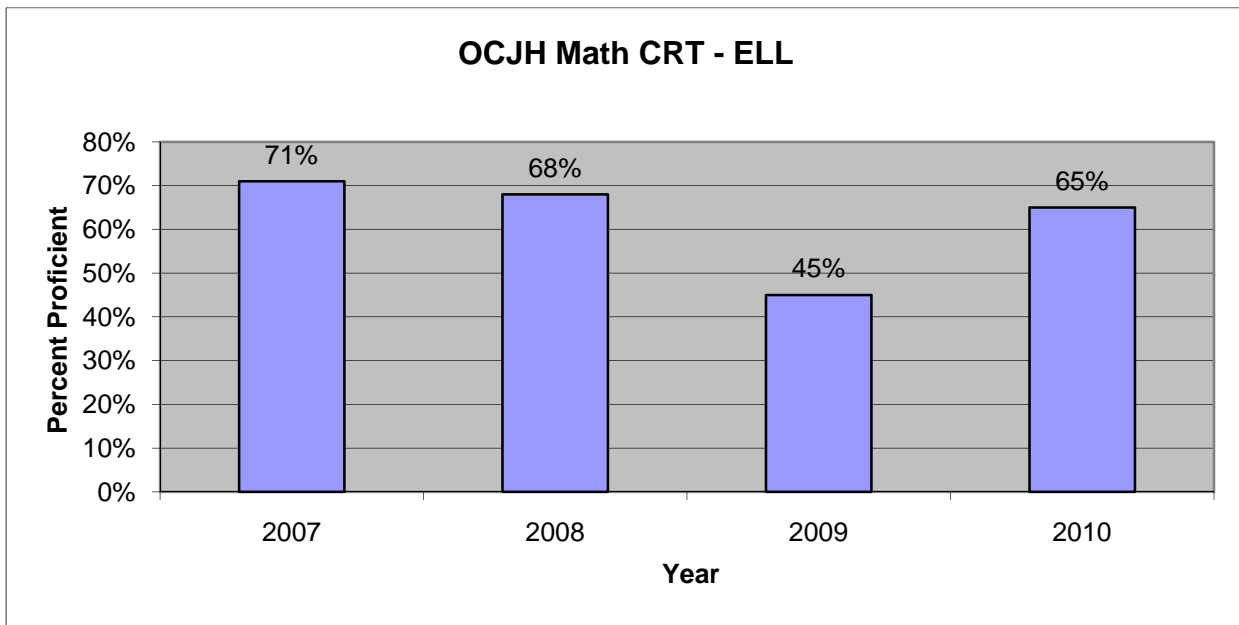
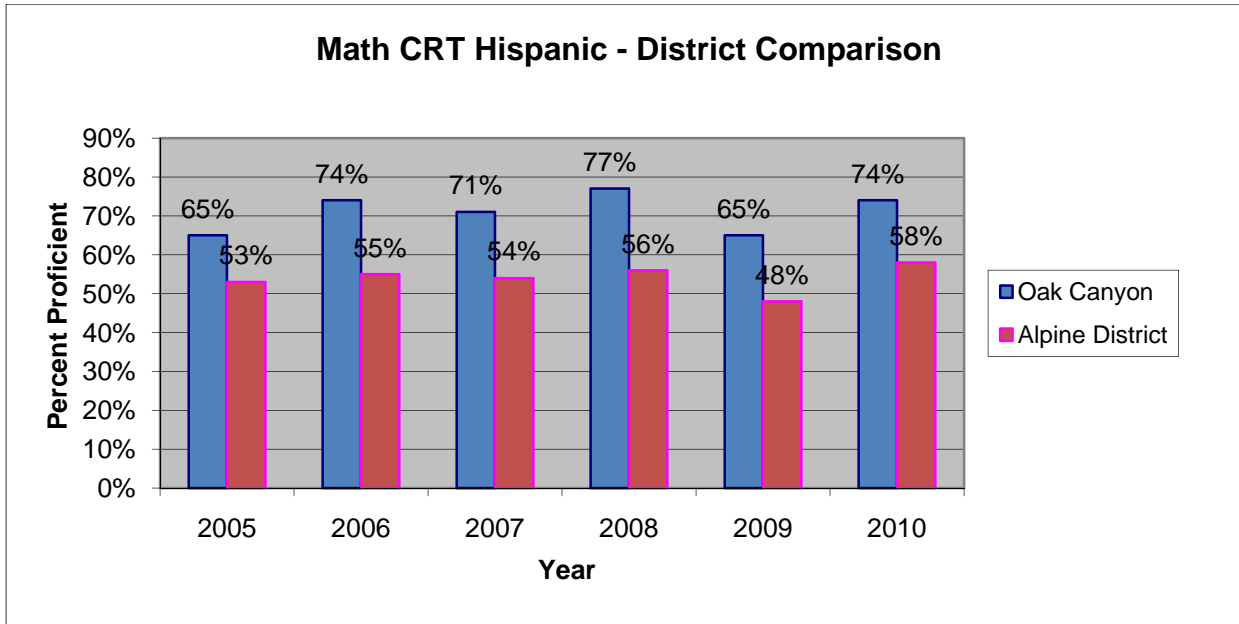
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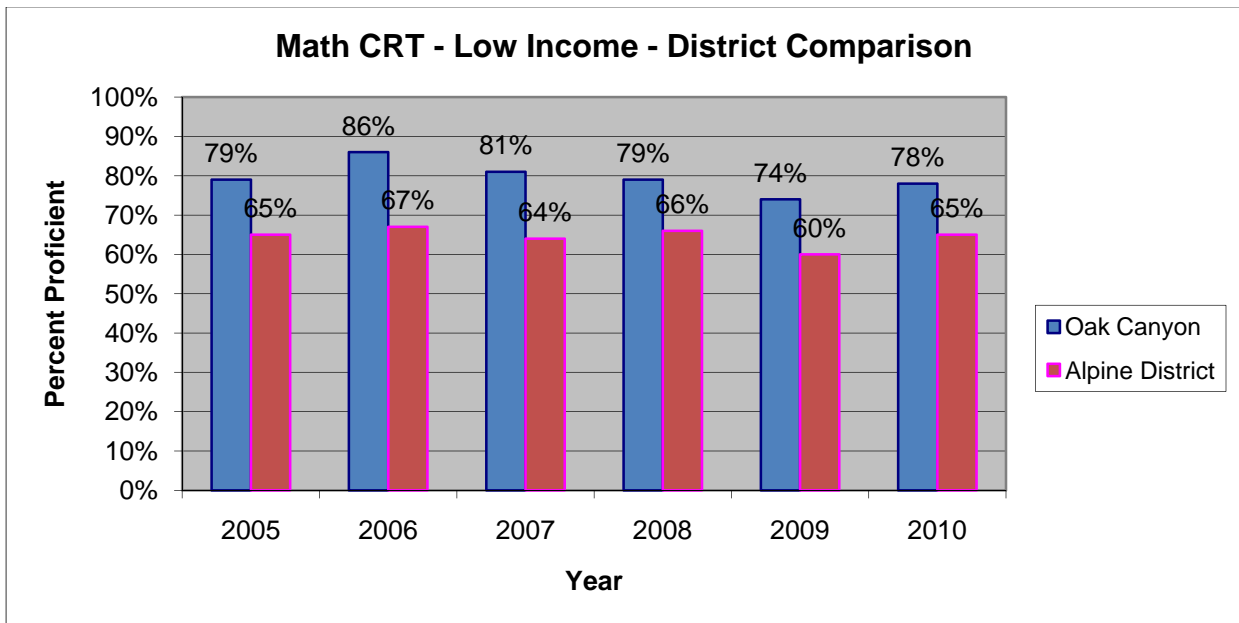
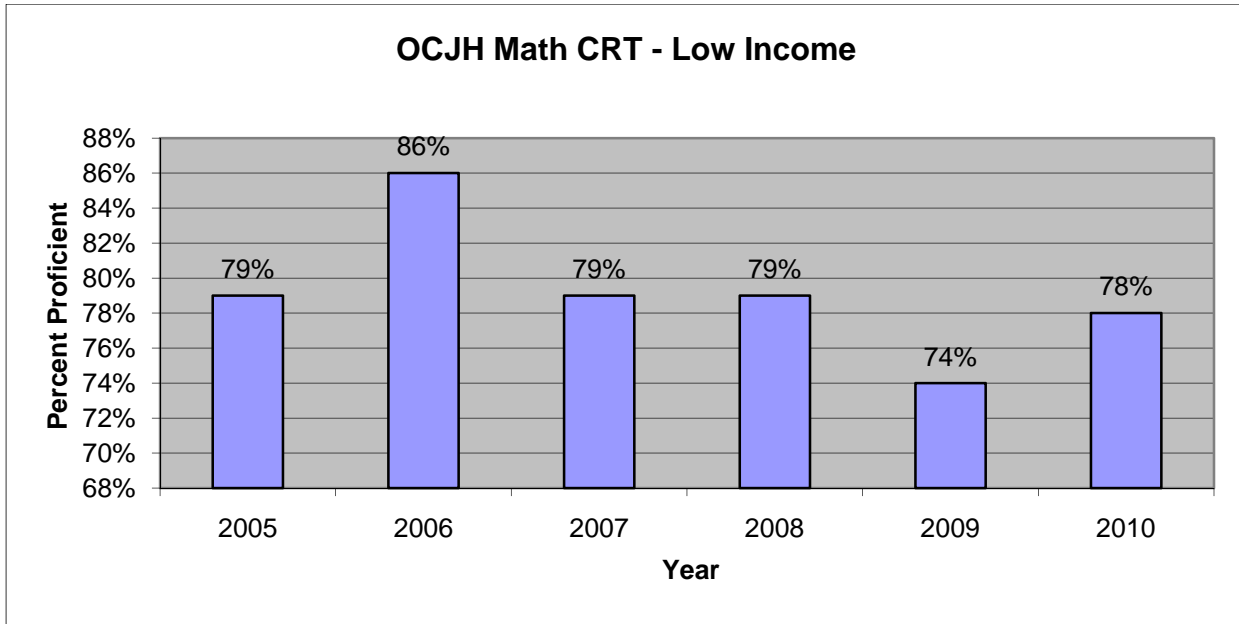
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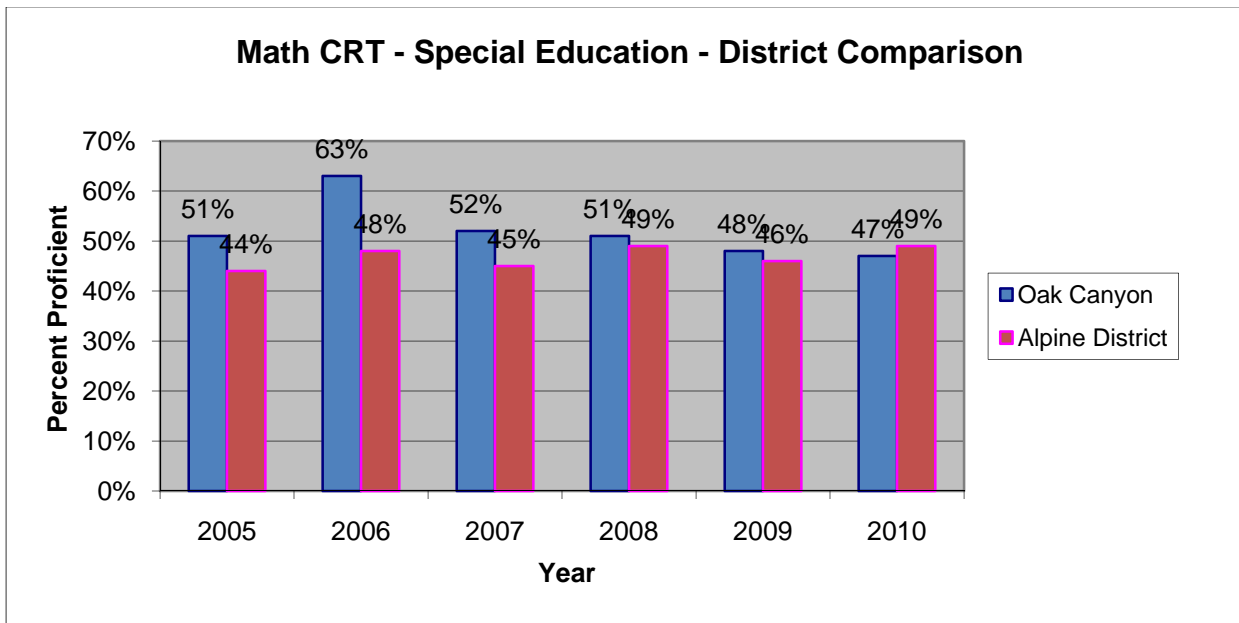
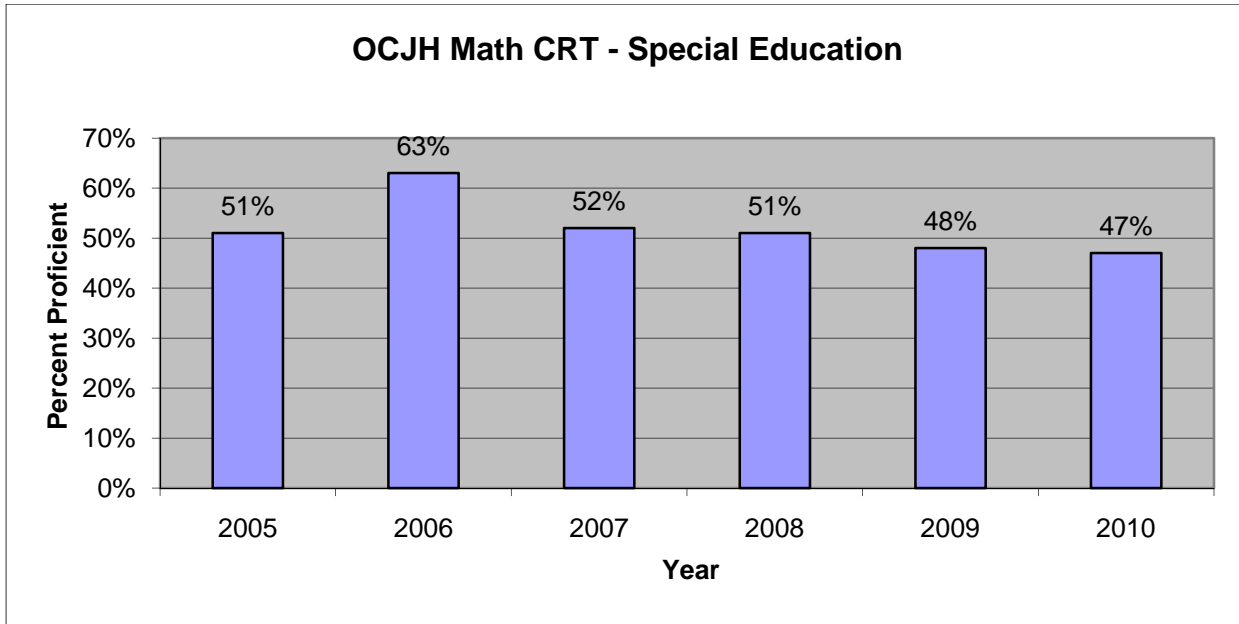
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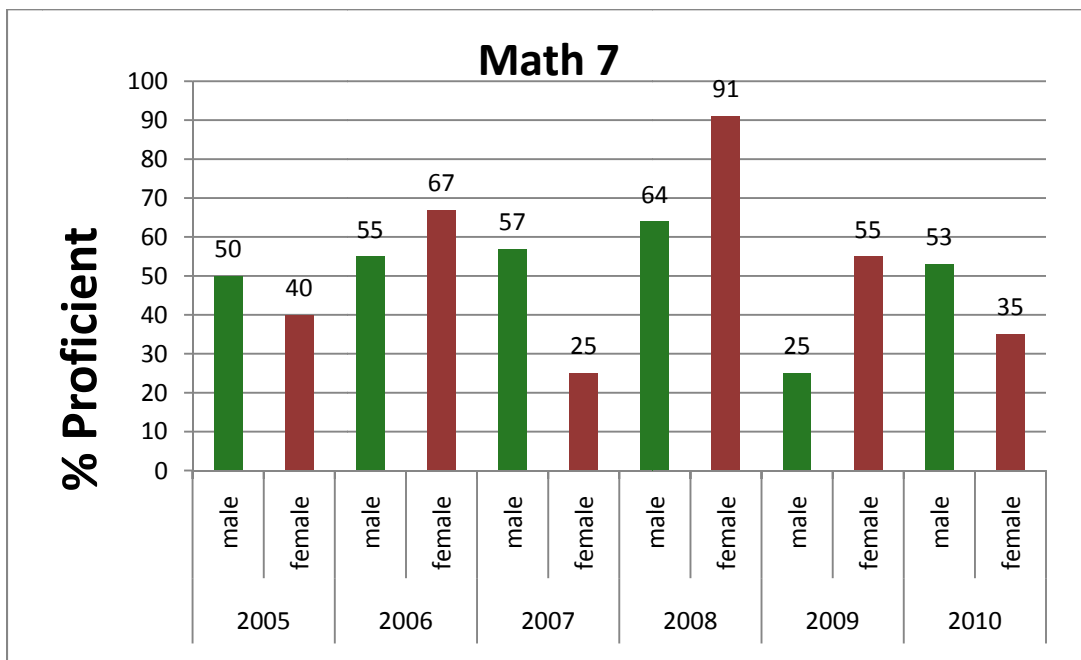
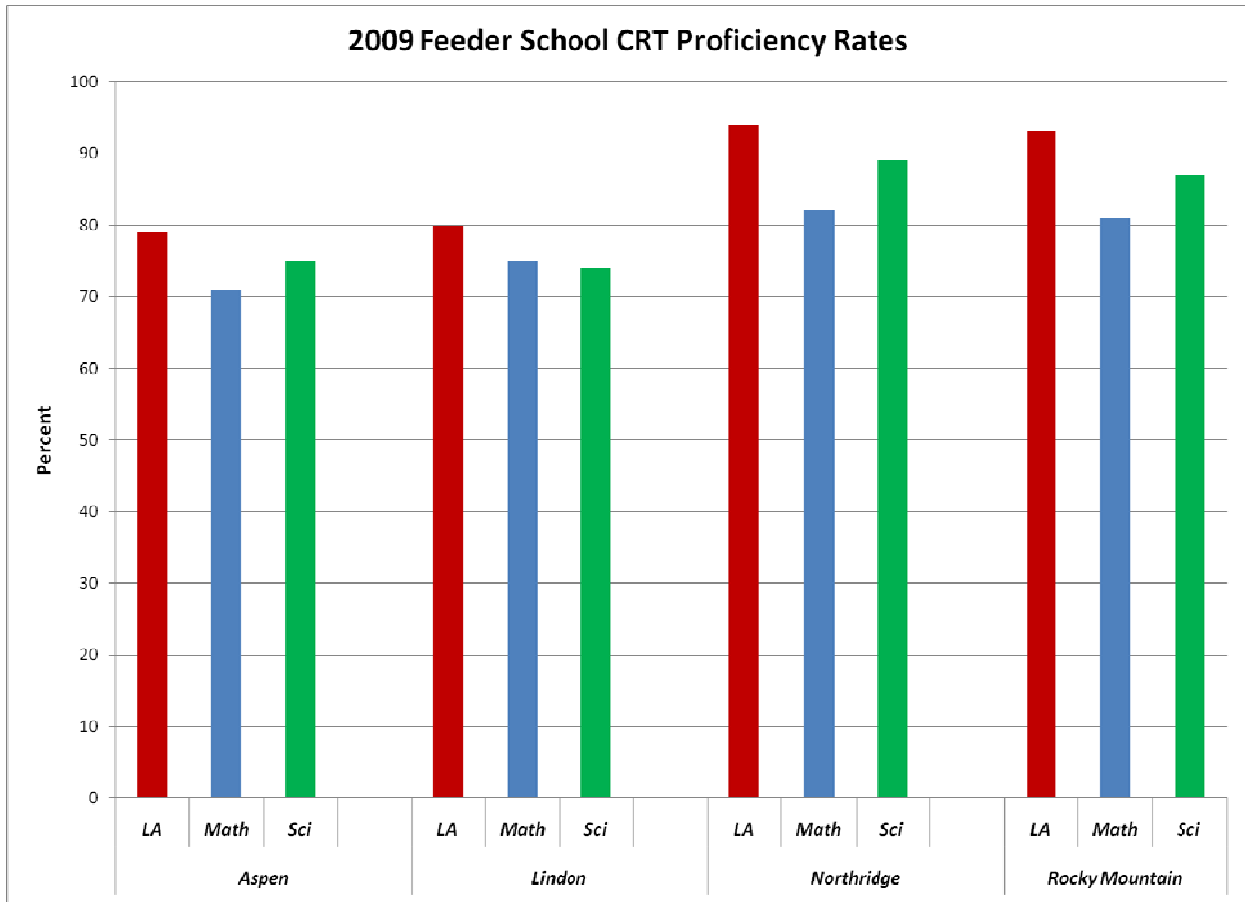
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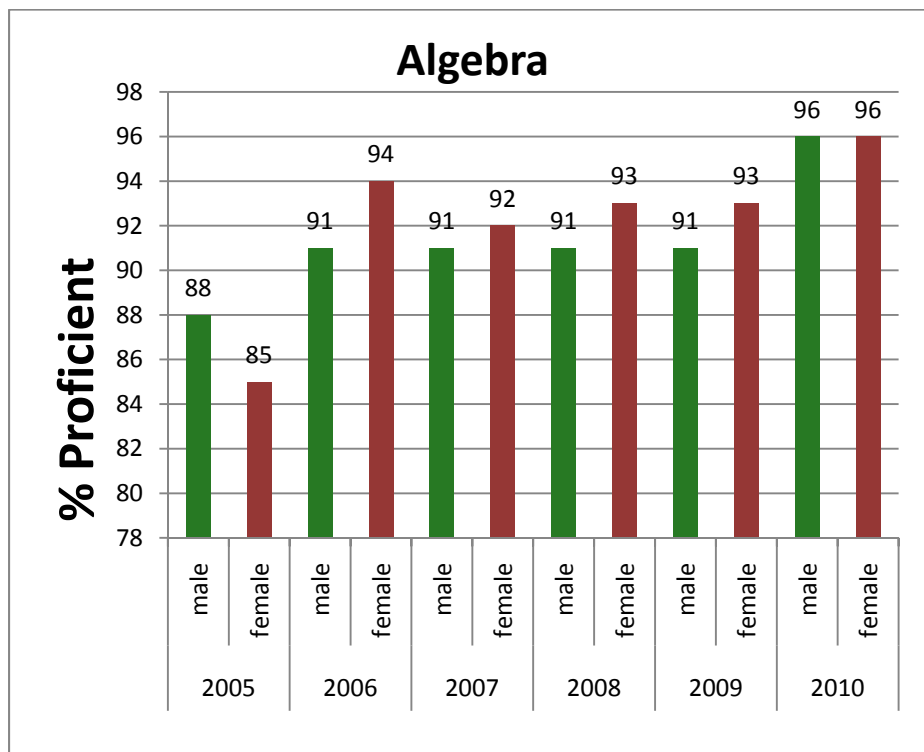
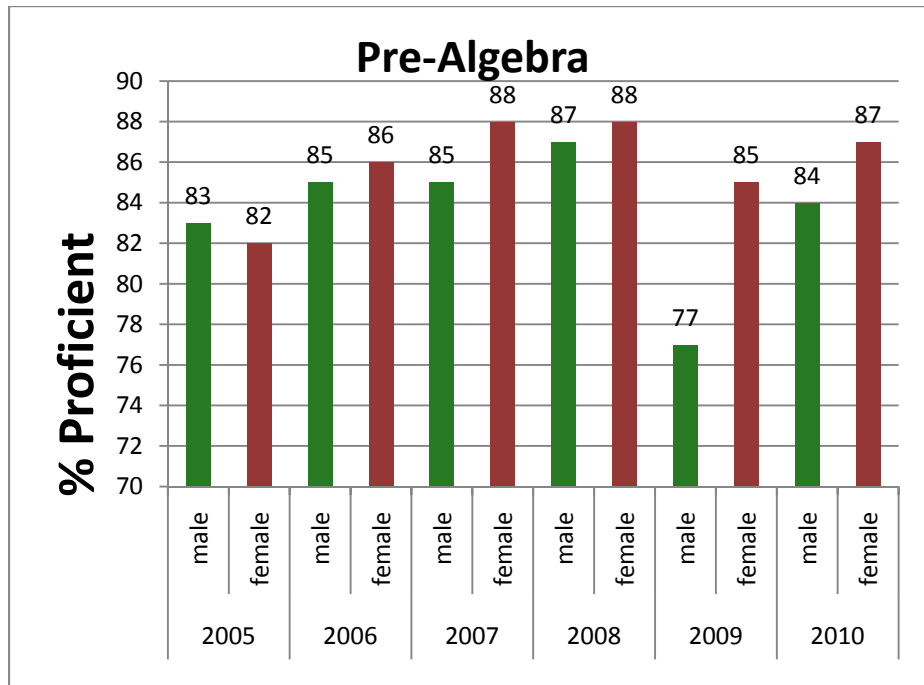
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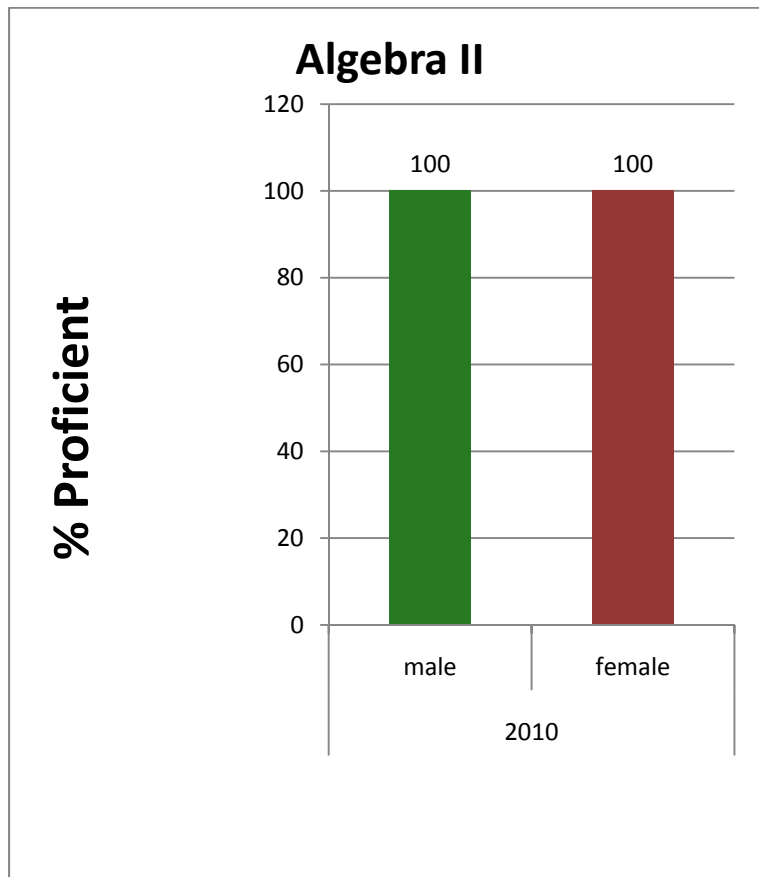
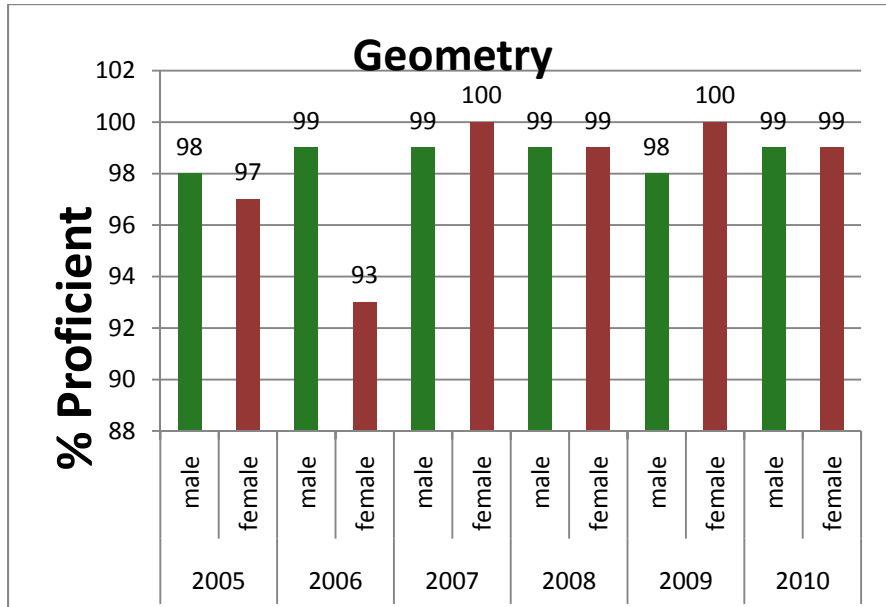
Data Profile- Math (Continued)



Data Profile- Math (Continued)



Data Profile- Math (Continued)



Data Profile- Science

Process

Criterion Referenced tests were taken during scheduled annual end of year testing. The goal was reached of 97% of students taking the CRT to reach AYP.

Strengths

- All 7th, 8th, and 9th grade science scores and pass rates have been consistently higher in comparison to district and state pass rates.
- 7th Grade Science has been made a full year class.
- We have Honors prep 7th (P.U.S.H.), and Honors Biology in order to meet advanced students' needs.
- The largest minority subgroups scored significantly higher than the district average of this subgroup. This is true also for the Low Income subgroup.
- There is significant improvement in science CRT scores from 6th grade to 7th grade.

Areas of Concern

- Transition to Junior High-A unique program has been instigated to help with the transition from elementary science to secondary science in the seventh grade by offering the P.U.S.H. program, which teams Utah History, 7th Science, and 7th English. This allows us to retain a high level of achievement throughout that tough 7th grade transition.
- Our weakest subgroup is special education. Our department's SMART goal is to work hand in hand with the special education teachers to ensure timely remediation to each special Ed student in order to help with their class grades and CRT passing scores.
- The process of collaborating between teachers within the same subject has begun, that when a student changes classes from one teacher to the next, he/she will have received the same instruction and be prepared for the CRT's in a similar manner.

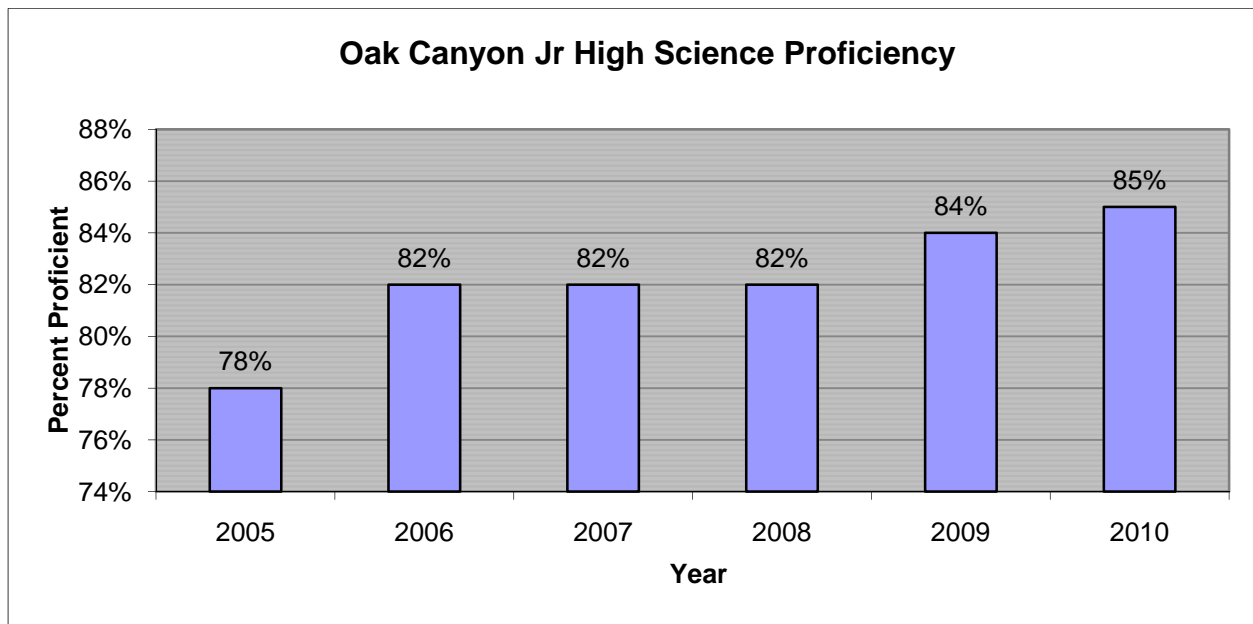
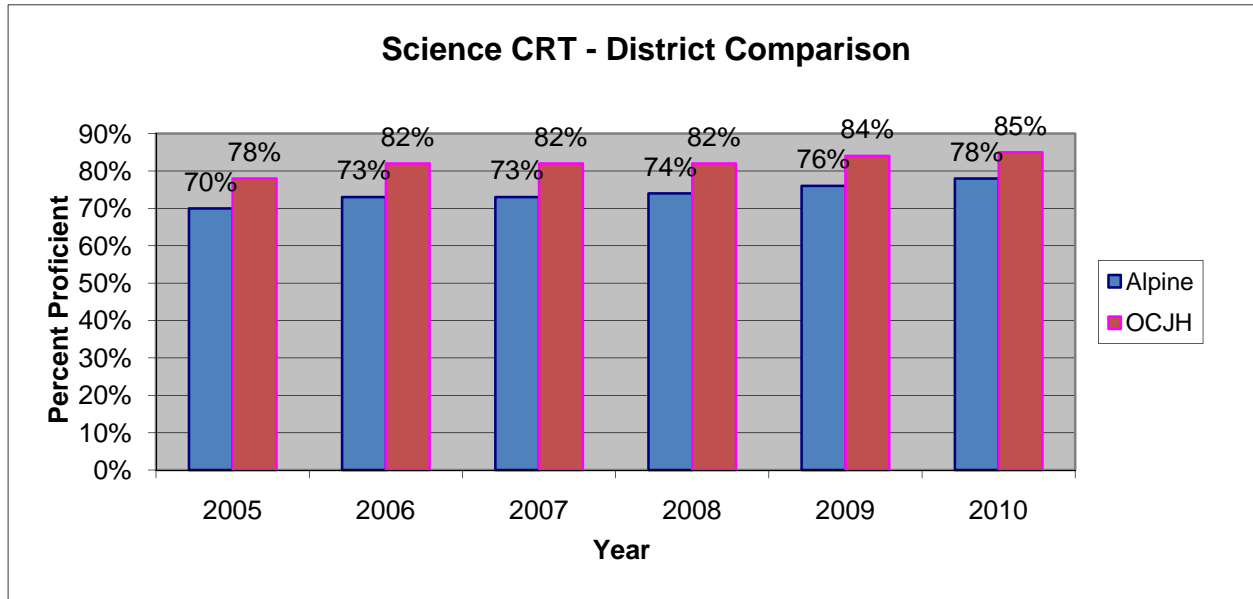
Steps Forward

- Continue to develop and implement common assessments that are tied to the state core that will help identify students that are not learning. This will then provide opportunities for all students to achieve higher pass rates in all science classes.
- Continue to work with the special education teachers to assist those students with an IEP and provide the needed accommodations and interventions needed for learning.

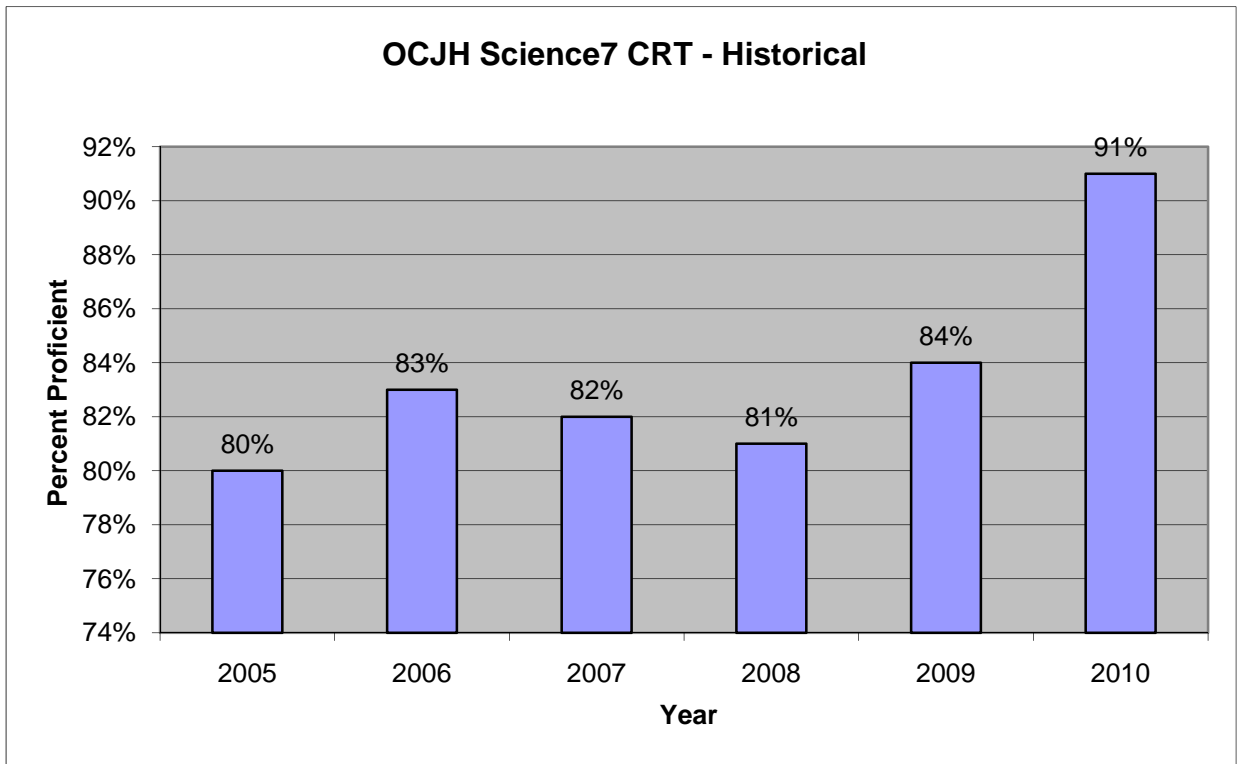
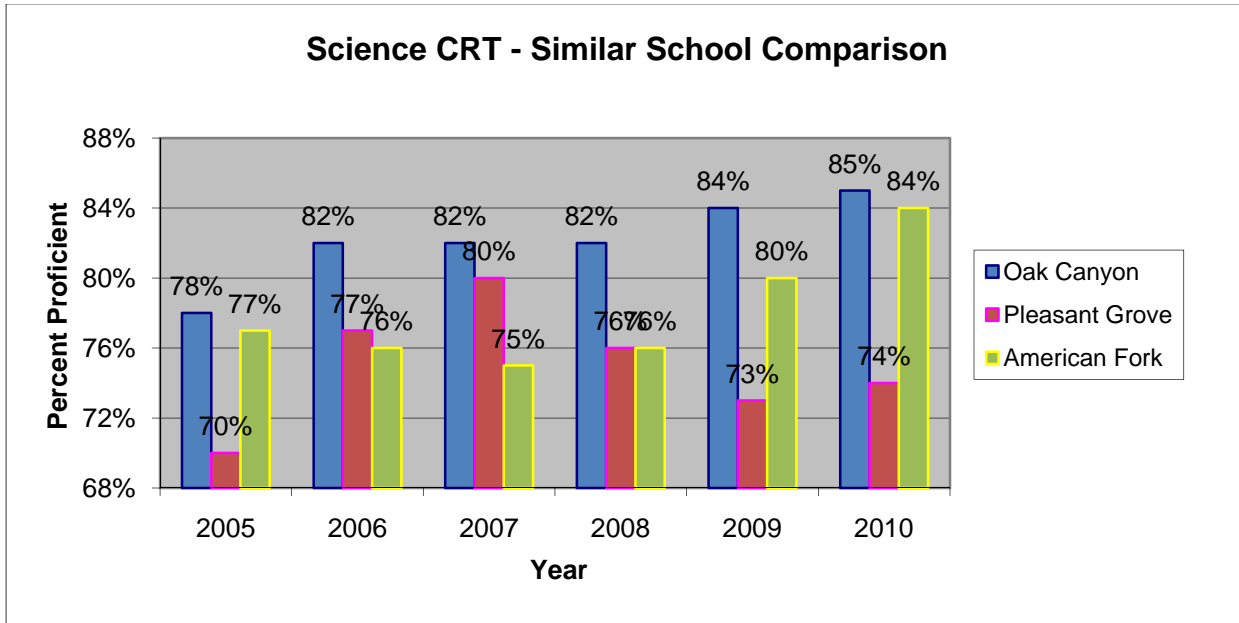
Data Profile- Science (Continued)

State Criterion Reference Test Scores

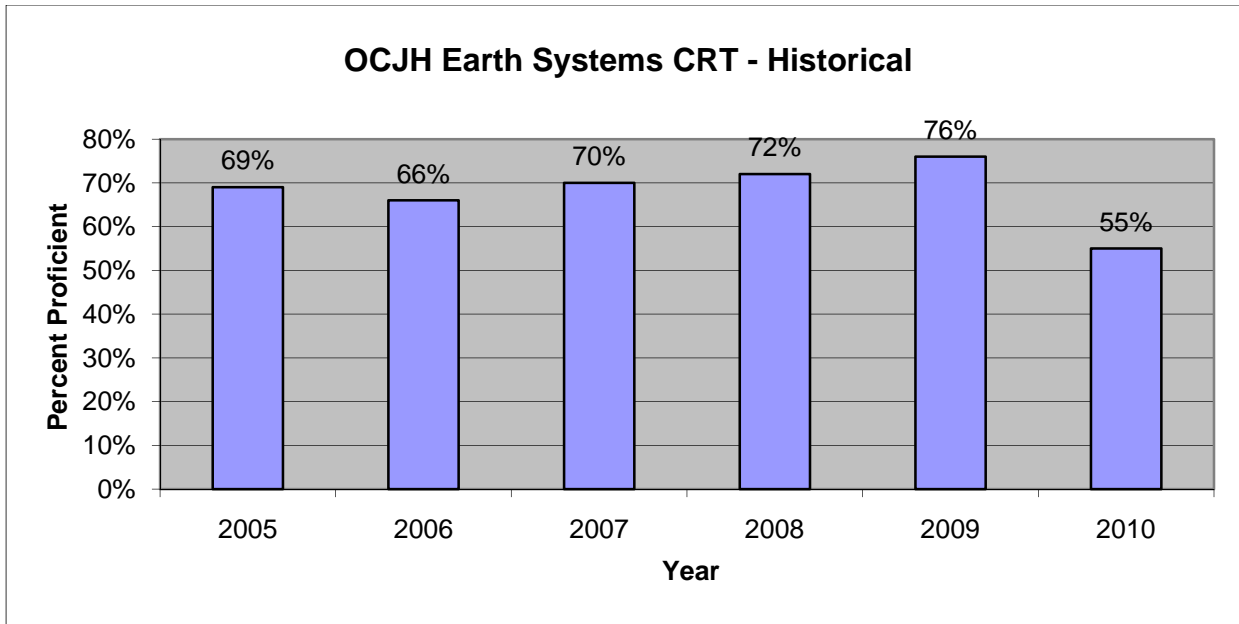
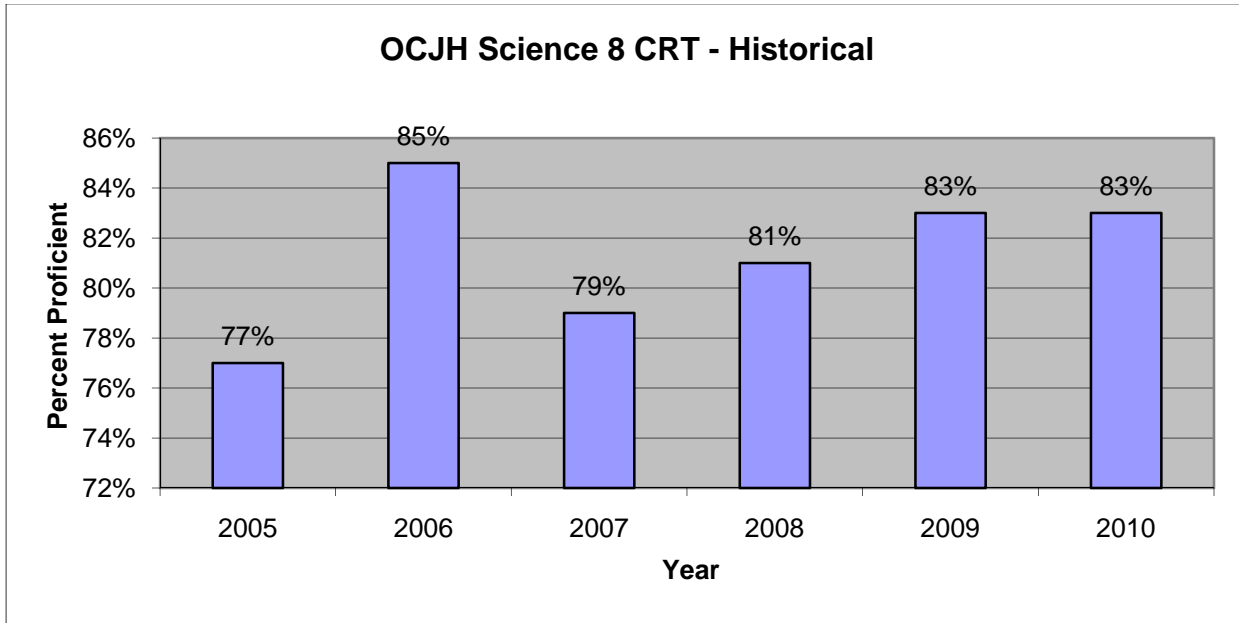
Proficiency Pass Rate- Percent of students passing at mastery or near mastery



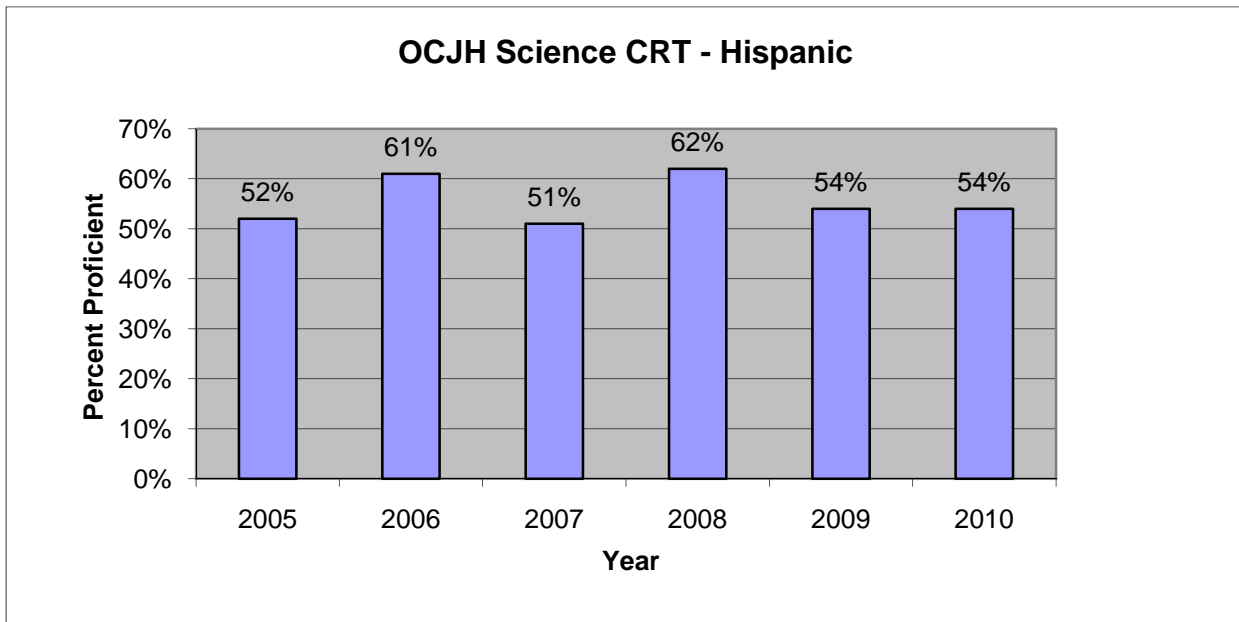
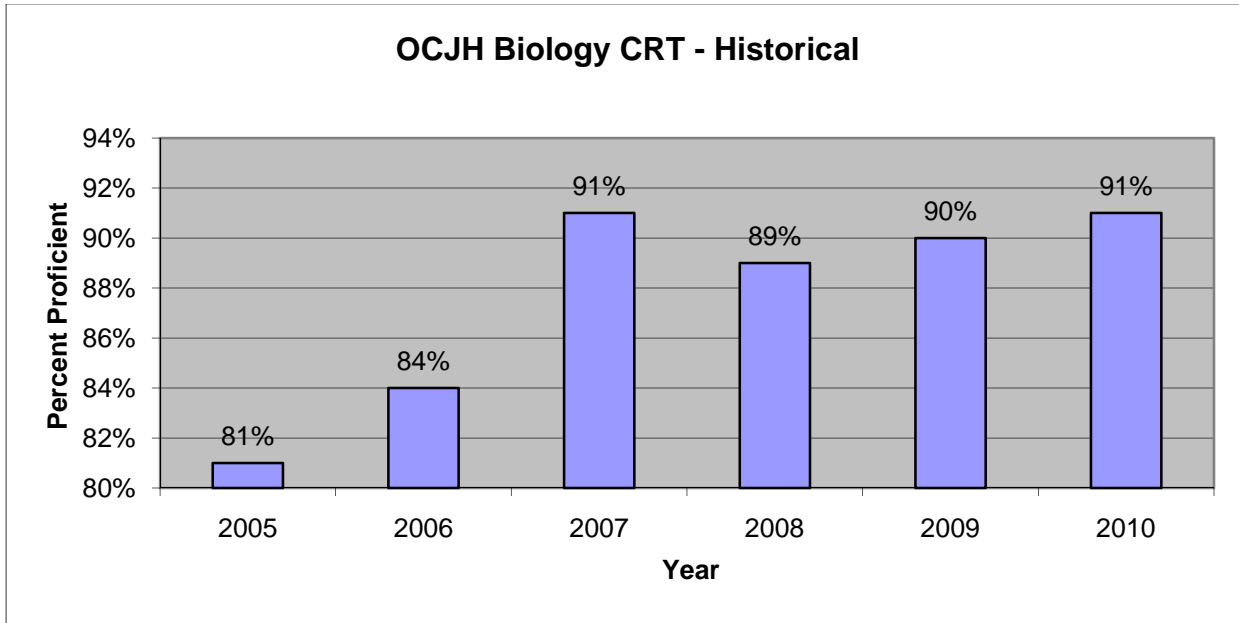
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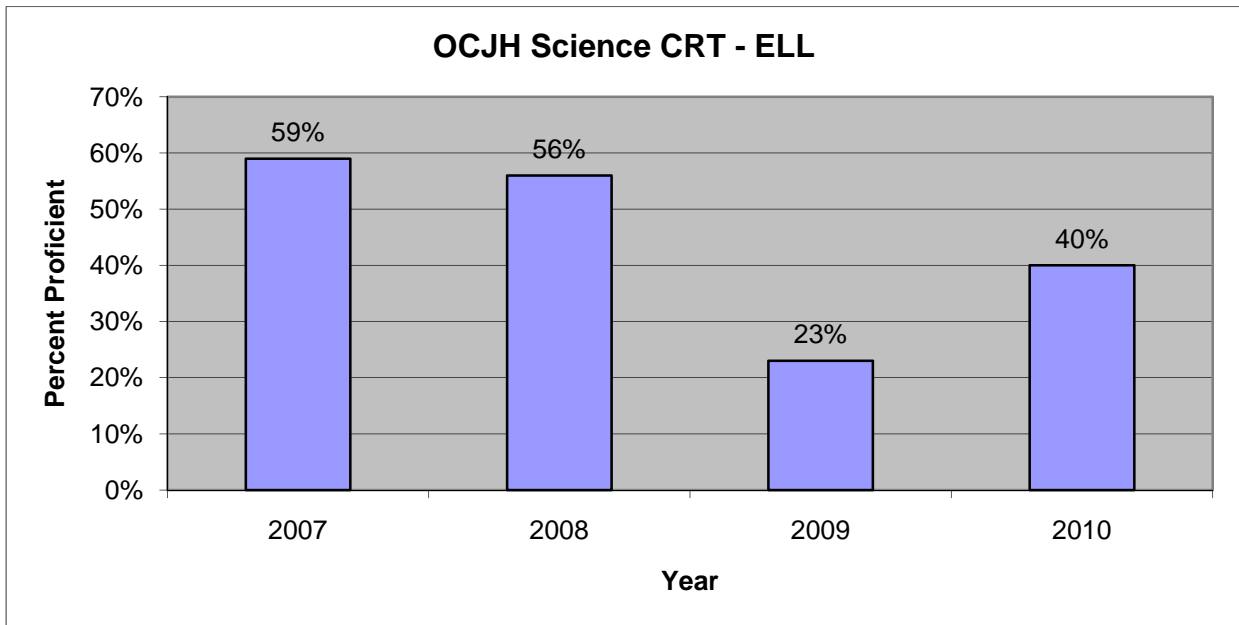
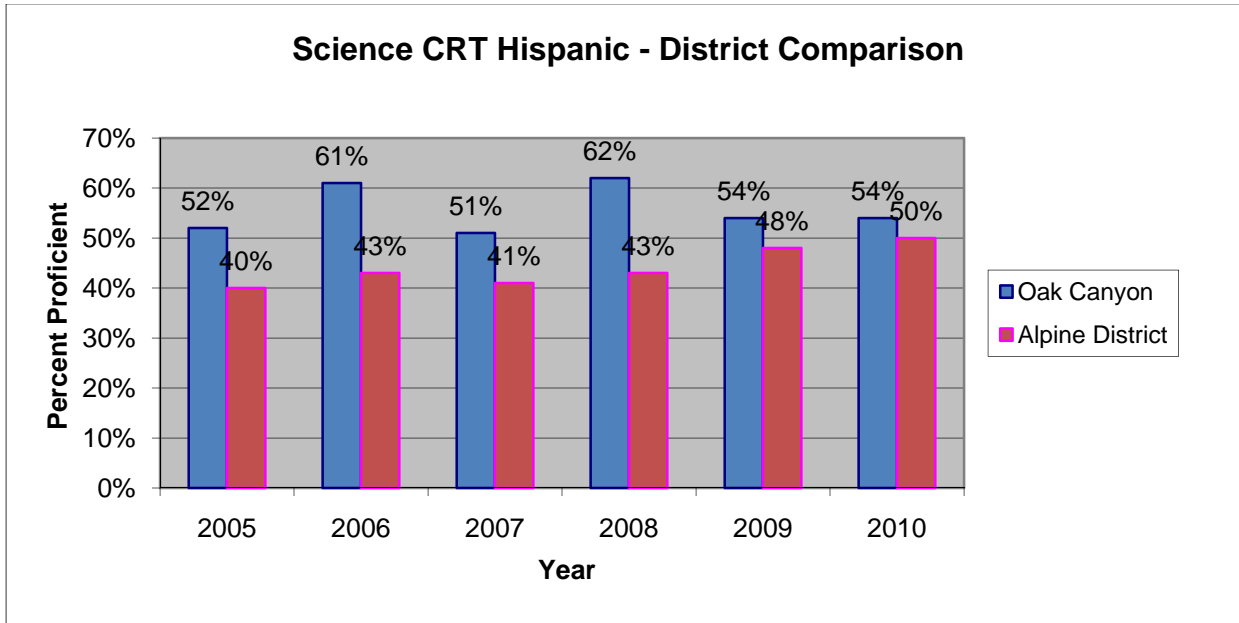
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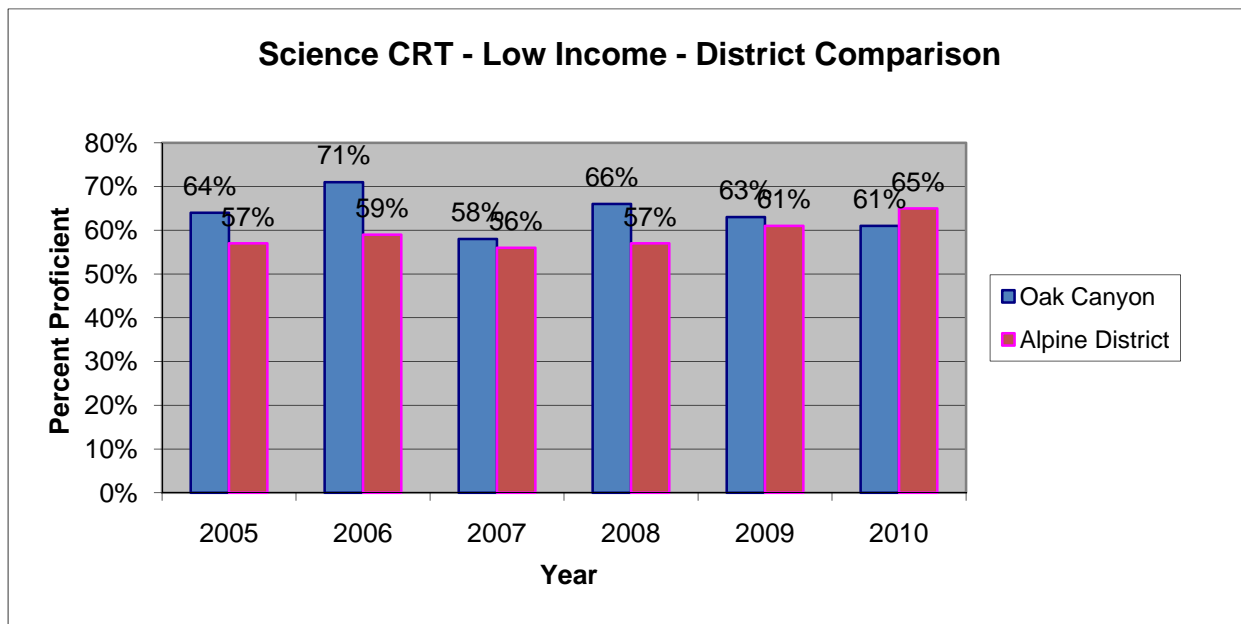
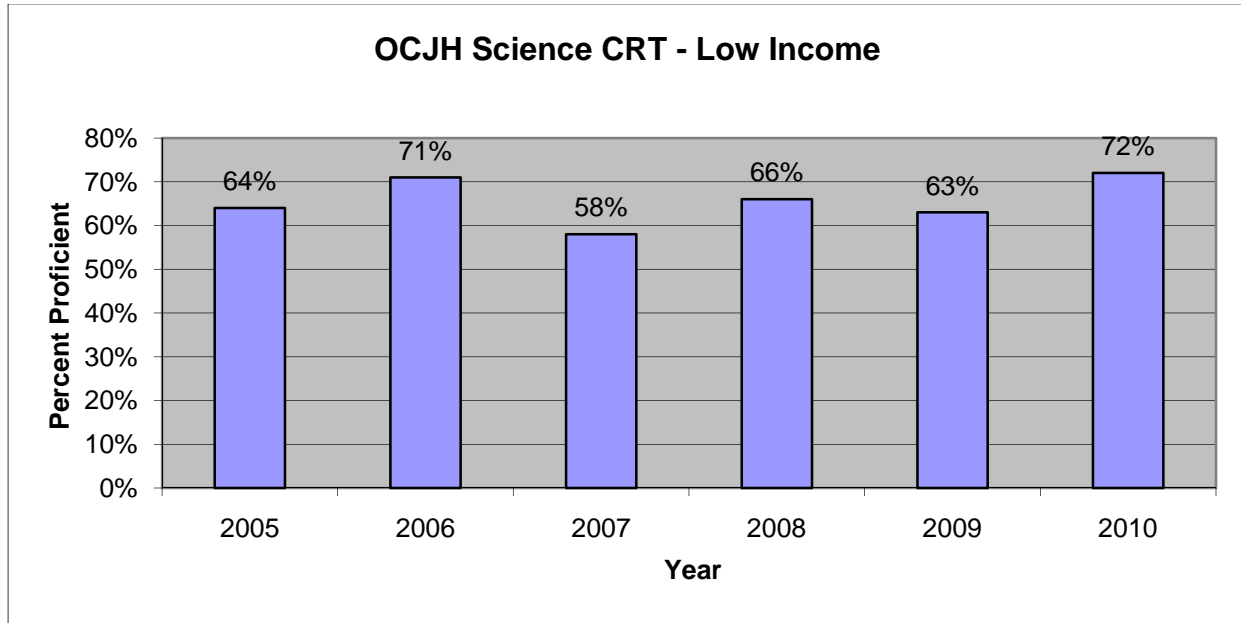
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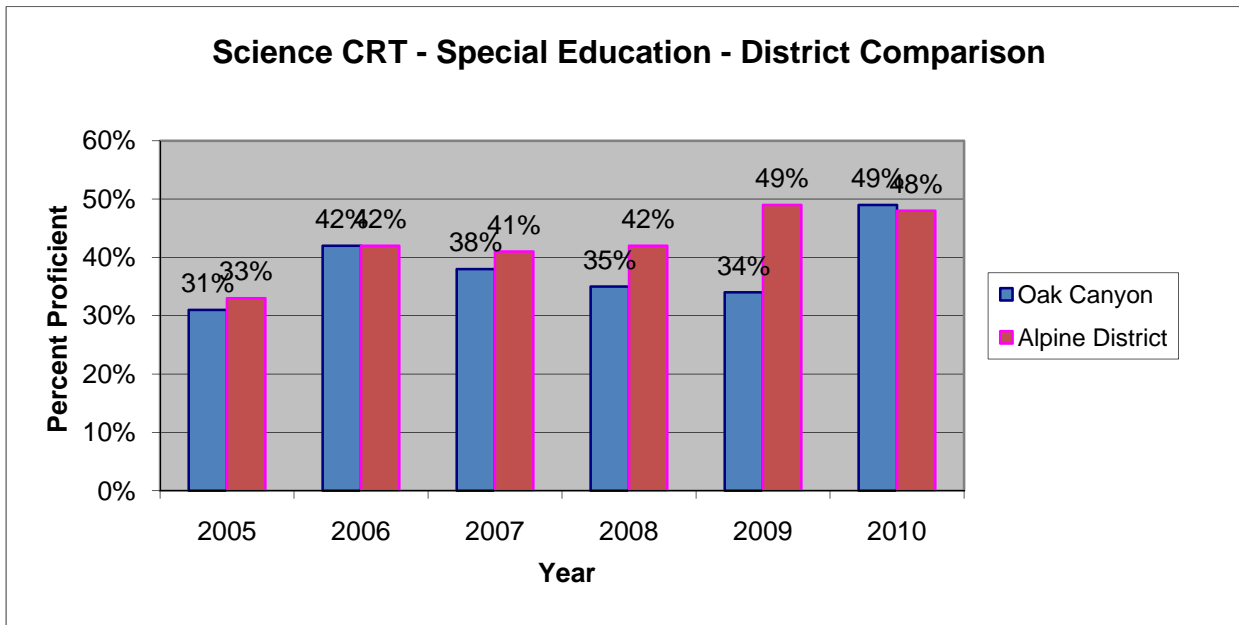
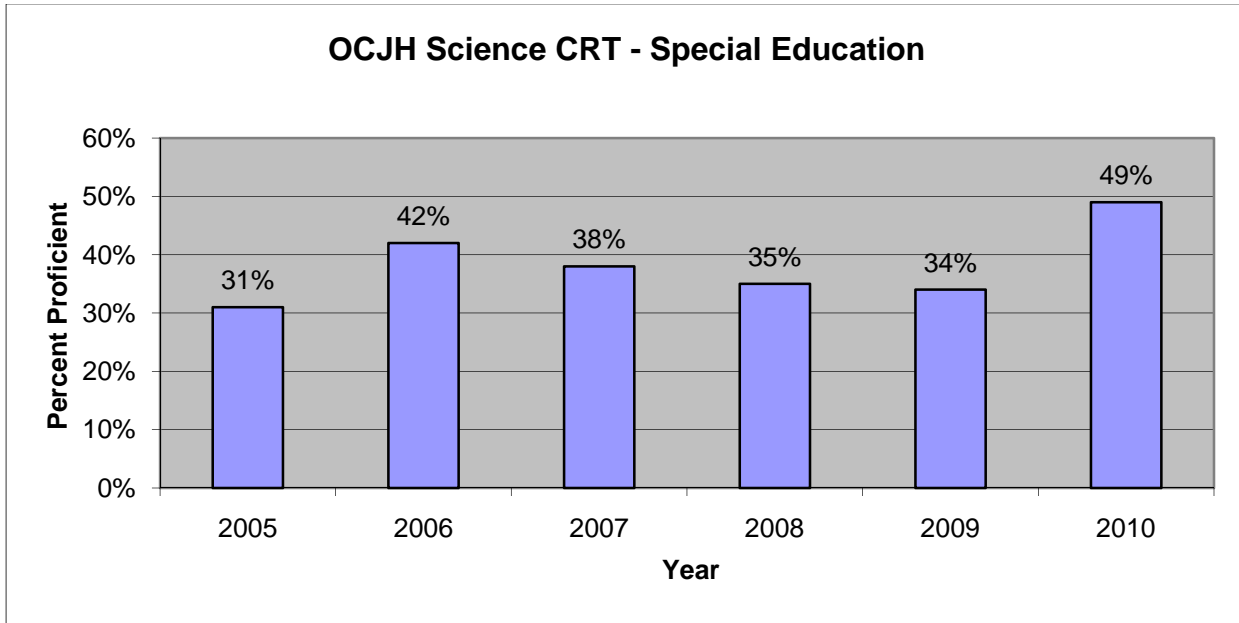
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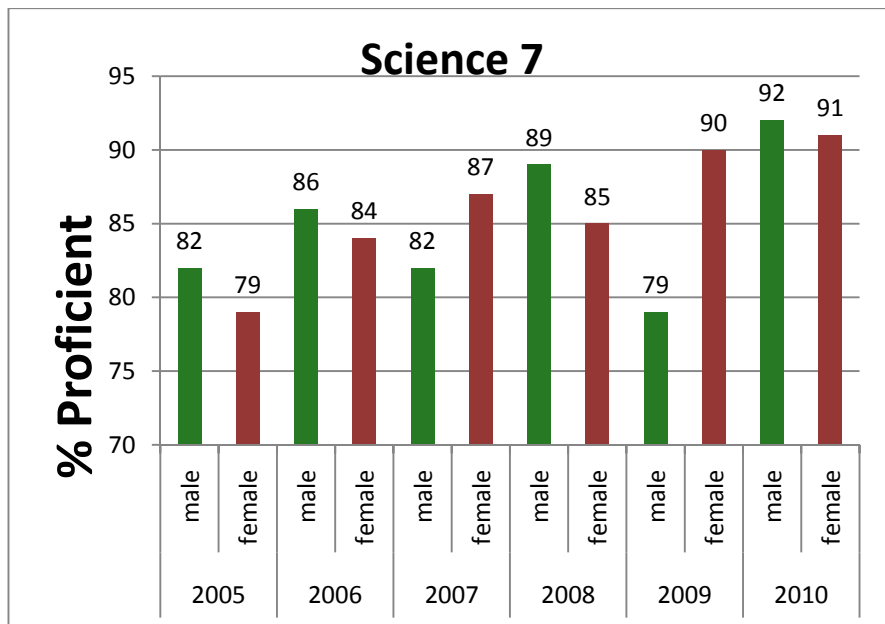
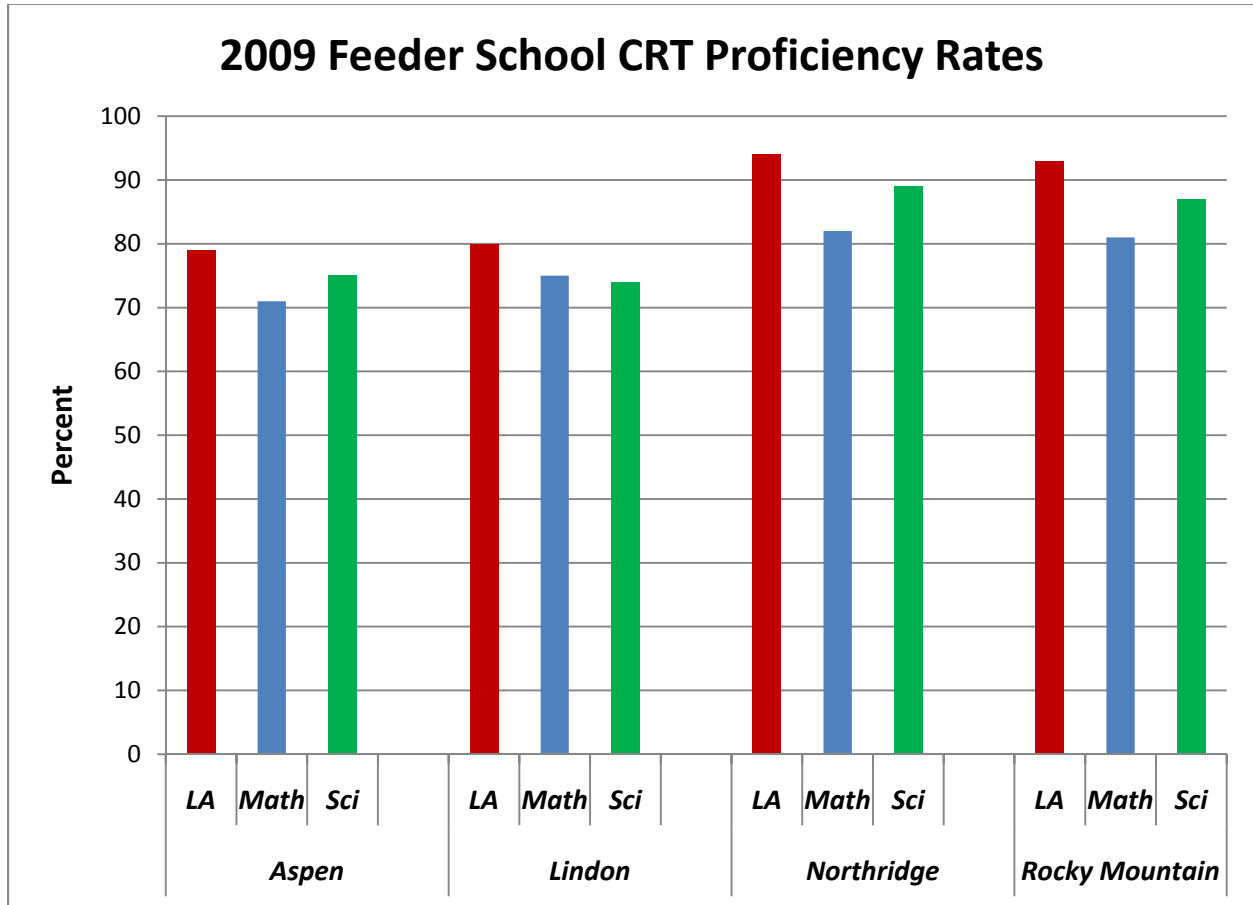
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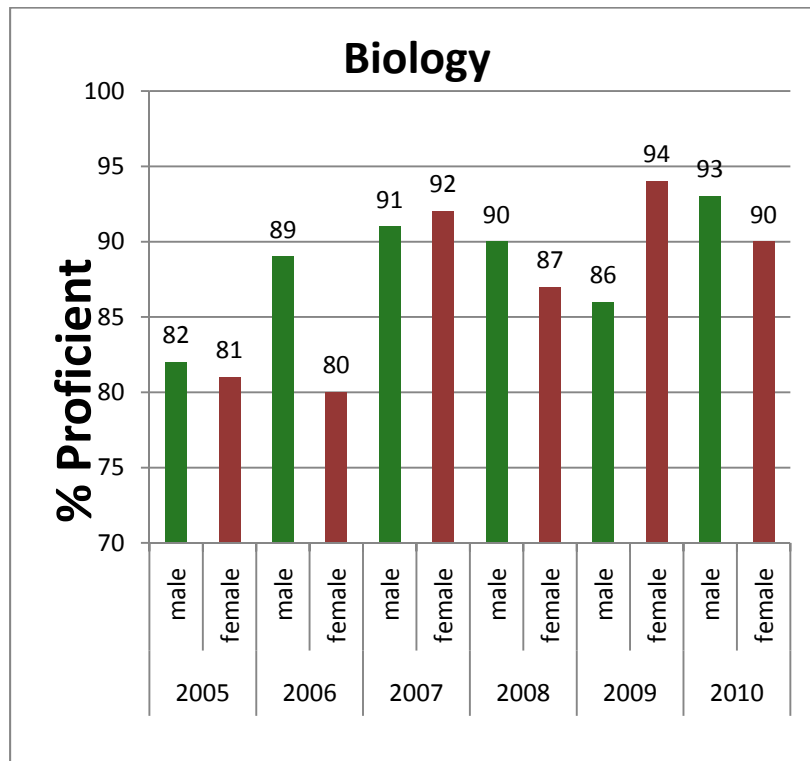
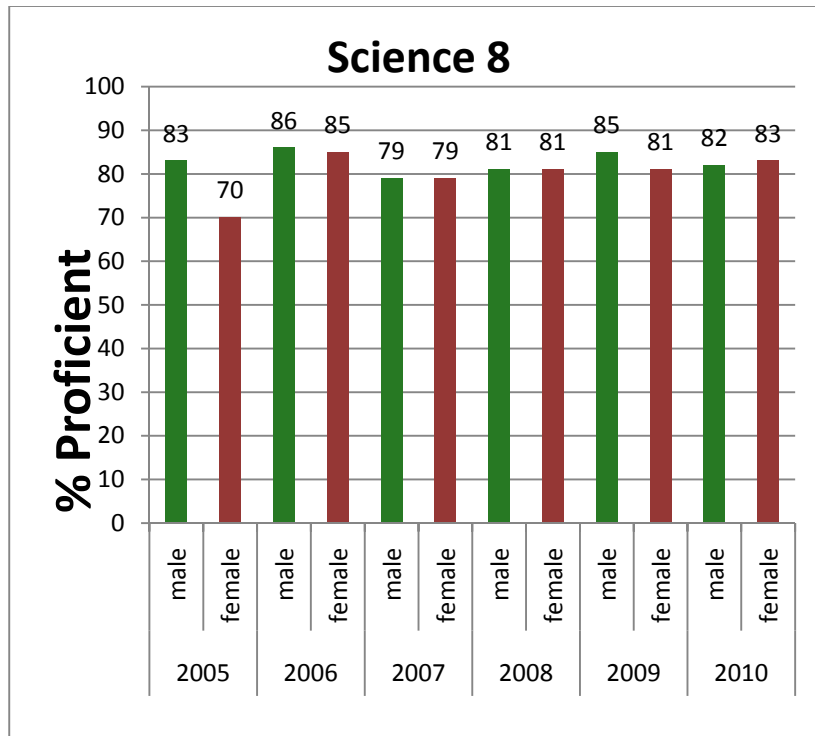
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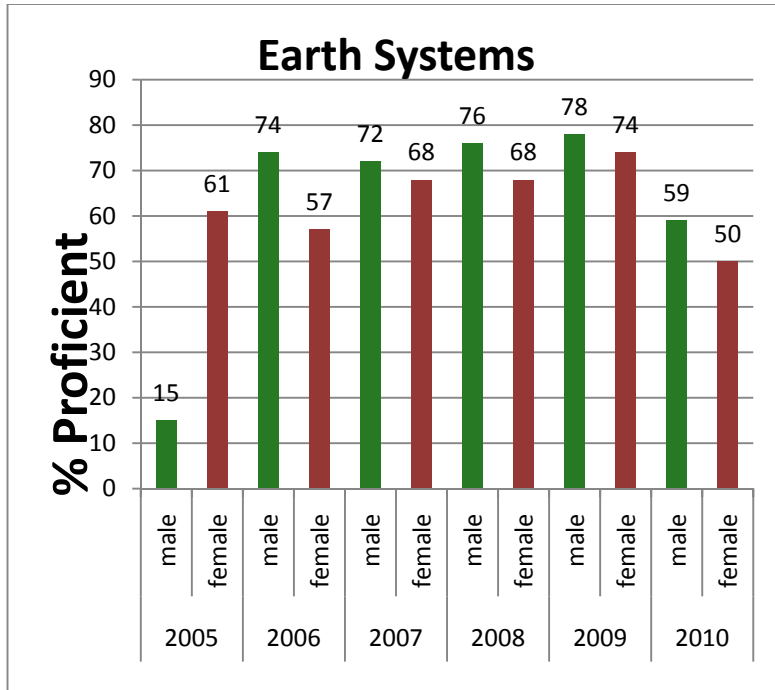
Data Profile- Science (Continued)



Data Profile- Science (Continued)



Data Profile- Science (Continued)



Data Profile- Iowa Test

Process

The IOWA Test of Basic Skills is a nationally normed and standardized test that is administered to 8th grade students annually. The test is administered in the fall and is part of the UPASS system.

Strengths

Students are consistently scoring higher than the district, state and U.S. averages in all areas. Over the past four years, Math scores have shown a steady incline while district scores stay the same and state scores show a decline.

Areas of Concern

Social studies scores are the lowest scores in all subject areas. This is in part due to the fact that there is a geography section on the test, and geography is not taught until 9th grade in Utah.

Steps Forward

Social studies teachers have addressed the need for students to learn map and chart reading skills in 7th and 8th grade to better prepare them for the types of questions asked on the test. They have also identified the 5 Themes of Geography as a core concept to be taught before 9th grade. Teachers will use these skills in self-starts, homework assignments, and curriculum testing.

Iowa Test Results 2004-2009						
2004						
	Reading	Language	Math	Social Studies	Science	Composite
OCJH	73	62	62	56	67	64
ASD	68	59	57	57	69	63
Utah	62	54	57	52	64	58
U.S.	50	50	50	50	50	50
2005						
	Reading	Language	Math	Social Studies	Science	Composite
OCJH	72	63	65	57	71	66
ASD	69	60	59	58	70	63
Utah	62	53	57	52	65	58
U.S.	50	50	50	50	50	50
2006						
	Reading	Language	Math	Social Studies	Science	Composite
OCJH	70	63	62	60	73	66
ASD	65	57	57	56	70	61
Utah	59	53	53	52	65	56
U.S.	50	50	50	50	50	50
2007						
	Reading	Language	Math	Social Studies	Science	Composite
OCJH	69	63	63	57	68	64
ASD	66	59	57	56	71	62
Utah	59	53	52	51	65	56
U.S.	50	50	50	50	50	50
2008						
	Reading	Language	Math	Social Studies	Science	Composite
OCJH	71	65	66	57	71	66
ASD	66	58	58	56	71	62
Utah	60	53	53	51	65	57
U.S.	50	50	50	50	50	50
2009						
	Reading	Language	Math	Social Studies	Science	Composite
OCJH	71	64	67	58	72	66
ASD	66	58	59	57	72	63
Utah	61	53	53	52	66	57
U.S.	50	50	50	50	50	50

Oak Canyon Students Outperform the National Average on 2010 Advanced Placement Human Geography Exam

Oak Canyon has offered Advanced Placement (AP) Human Geography to 9th grade students for four years. An advanced placement class allows student to earn college credit for the class by passing a national subject test administered by the College Board. The classes at Oak Canyon are taught by Mr. Doug Andersen and Ms. Chelsey Collins. Over the past four years, 117 Oak Canyon students have earned 3 semester hours of college Geography by scoring a 3 or above (on a scale of 5) on the AP test.

Last May 67,594 high school students took the AP Human Geography test nationwide. “What is significant,” said Mr. Andersen “is that Oak Canyon students are taking the same test and competing with sophomores, juniors and seniors across the nation.” Even so, freshmen at Oak Canyon significantly outscored the national average. For example, only 16.5% of students nationwide earned a 4 on the AP test while 49.2% of Oak Canyon AP Students earned a 4. Another 11.5% of Mr. Andersen’s and Ms. Collins’ students scored a 5, the highest score on the AP test, compared to the national average of 9.7% and 19.7% of the classes scored a 3 compared to 20.6% nationally. The number of 3’s was slightly lower than the national average because the numbers of students who scored a 4 or 5 at Oak Canyon was so high. Overall, Oak Canyon had an 80.4% pass rate compared to 46.8% nationally.

Another measure of how Oak Canyon Students learned human geography compared to the national average is on the test sub-categories topics and essays. Out of 10 sub-categories scored on the test, Oak Canyon students outperformed the national test average in all 10 categories. Oak Canyon students performed particularly well on the essay portion of the test. While the national mean for the three essay questions was 21.1 points, Oak Canyon students earn an average of 34.3 points. Many of the students attended after school writing workshops taught by former Oak Canyon AP Human Geography students Shams Islam and Houston Bodily.

“I am really pleased with the hard work of our students” said Mr. Andersen. “Some say that 9th graders aren’t prepared to do college level work, but our students do it every year!” He added that even though it is great to earn college credit, there are other benefits to taking an advanced class. “Not every student passed the test with a 3 or above, but I think that students learn more in an AP class than how to pass a test. They learn how to be independent thinkers and learners, read and write on a higher level, participate in discussions and support their positions, and learn about topics that aren’t included in regular high school classes. By taking an AP class, student will be more prepared for college.”

