

# School of Life Statistical Report 2014-2015

By John Baggaley

## Overview:

The following report is based on data that has been collected from 14 schools, 13 in the state of Utah, as well as 1 from the Las Vegas, Nevada area. These schools included 1 intermediate school, 10 traditional high schools, and 3 alternative high schools. Students ranged from 6<sup>th</sup> grade to 12<sup>th</sup> grade and adults who had previously dropped out of high school. Administrators at each school have provided key data regarding scholastic performance of the students who participated in the School of Life program. This includes data regarding GPA, graduation, and advancement of grade.

Along with the data that has come directly from the schools, the students who took the School of Life course answered surveys, both before and after taking the course. In the 2014-2015 school year, there were 634 opening surveys taken, from which 615 had usable data. The closing survey had 445 responses, from which 425 had usable data.

Some of the reasons for unusable surveys were:

- Incomplete responses
- Duplicate survey response from the same individual
- Unfinished survey

Comparisons between the opening survey and closing survey are based on 359 students who were able to be matched with full confidence. This number is lower than the 425 for various reasons, including some students only taking a closing survey, others using a nickname or middle name on one survey and a first name on the other, etc.

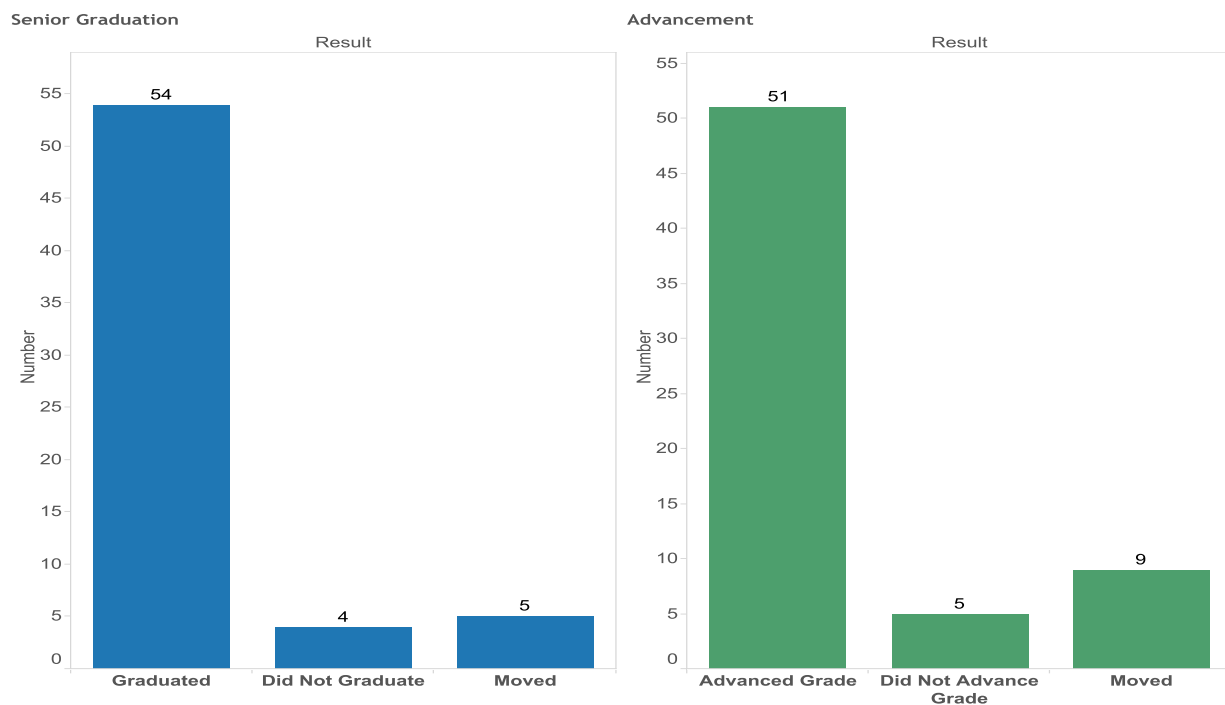
## Graduation / Grade Advancement:

For the 2014-2015 school year, traditional high schools reported 63 Seniors who took the School of Life course which were not on track to graduate. From this group 5 students transferred from their school, leaving their final result unknown. Of the remaining 58 students, 54 graduated with their class (93.1%), while only 4 did not.

At Millcreek High School, an alternative high school for school-aged students there were 6 Seniors who completed the course which were off-track for graduation. All 6 of these graduated on time. Southwest High School, an alternative school for adults who did not graduate with their class had 9 students complete the course, with 4 of those graduating this year and the other 5 still progressing toward their graduation. Delta Academy, the other alternative school had 5 Seniors who were not on pace to graduate with their class, and none of these graduated with their class.

Another group of students for which the school Administrators reported data were those who were not on track to advance to the next grade at the end of the school year. There were 65 students who fit this criterion who took the School of Life course. Of that group 9 transferred from their school. Out of the 56 students whose result was reported, 51 advanced to the next grade (91.1%) and 5 did not advance.<sup>1</sup> It may be noted that often, those who are struggling and transfer end up at alternative schools. In the cases of Millcreek and Delta Academy, each student who was in this group ended up advancing to the next grade level.

**Figure 1 – Graduation and Advancement for “Off Track” Students**



1 – An earlier report showed different numbers for the non-seniors who were off track for graduation. The numbers have been updated for complete representation of the students who took the School of Life course.

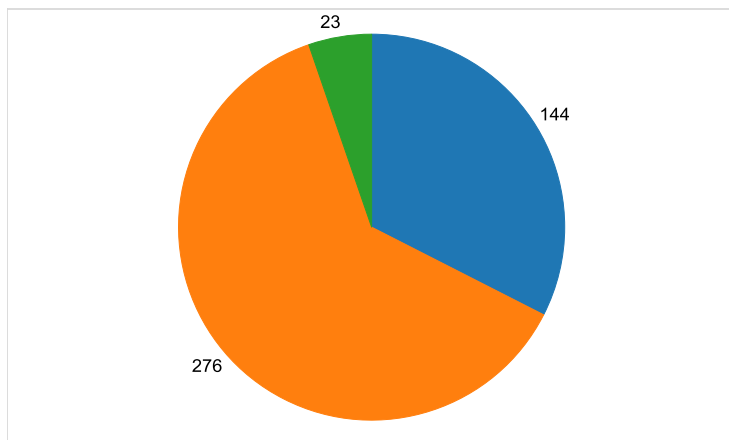
Table 1 – Graduation & Advancement by School (Alternative Schools Highlighted)

School	Graduated	Did Not Graduate	Moved	Advanced Grade	Did Not Advance Grade	Moved
Canyon View HS	8	0	0	0	0	0
Cedar HS	0	0	2	19	1	5
Delta Academy	0	5	0	4	0	0
Desert Hills HS	16	0	2	8	0	2
Dixie HS	9	0	0	0	0	0
Lava Ridge Intermediate	0	0	0	1	0	0
Millcreek HS	6	0	0	4	0	0
Northridge HS	12	2	0	6	0	0
Pine View HS	9	0	1	8	0	0
Snow Canyon HS	0	2	0	0	1	2
Timpview HS	0	0	0	1	3	0

## GPA:

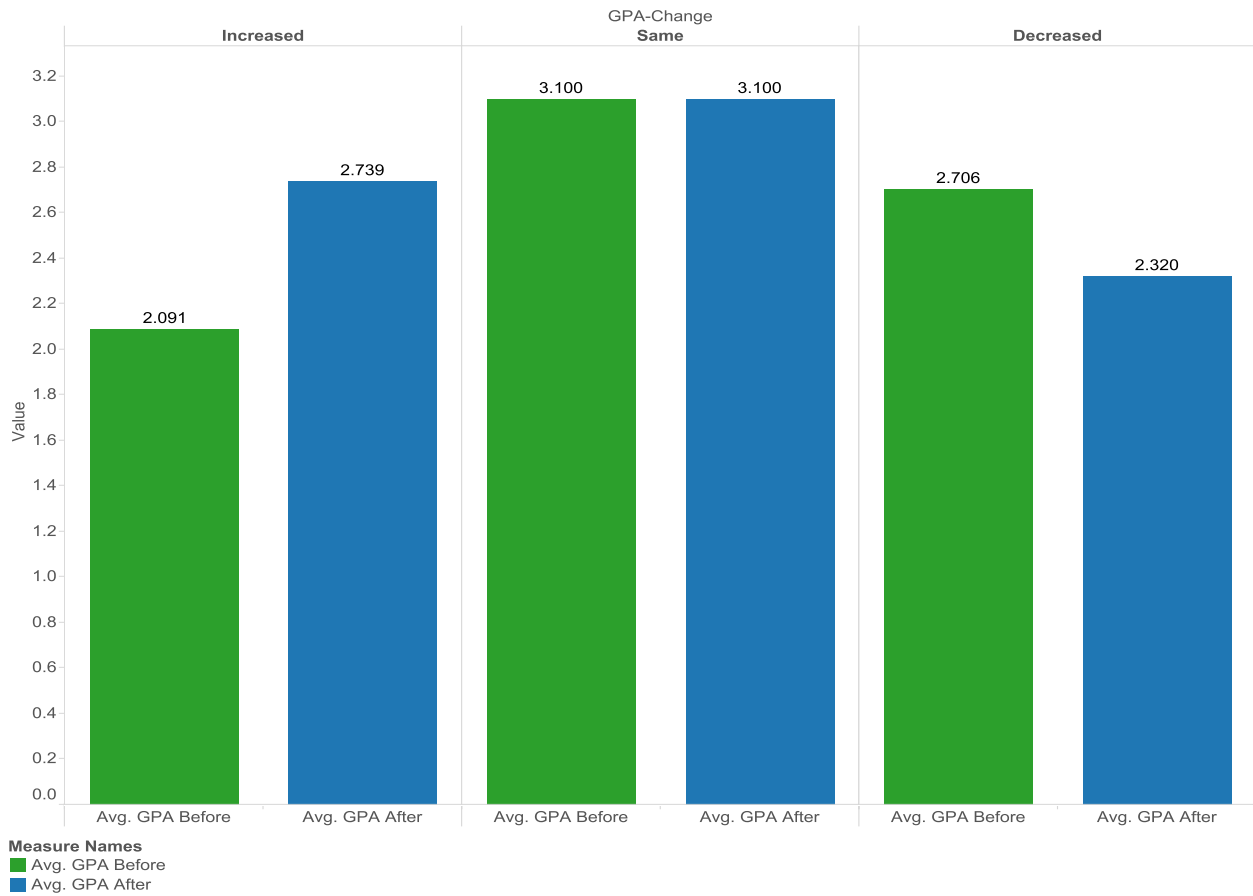
At the close of the school year, each school provided data on the academic performance of the students who completed the School of Life program. The schools reported the GPA of students prior to taking the School of Life course and their final GPA at the end of the school year. Data were reported for 443 students.

Figure 2 – GPA Changes



**GPA-Change**  
■ Decreased  
■ Increased  
■ Same

Figure 3 – GPA Changes by Group



When filtering the results by groups, 62.3% of students had an increase to their GPA, while 32.5% saw a decrease in GPA. 23 students had no change to their GPA.

With nearly twice as many students increasing their GPA as those who had a drop in GPA, the aggregate average GPA rose from 2.343 prior to School of Life to 2.622 by the end of the school year, an increase of 11.9%.

## Homework:

In addition to administrators reporting on graduation, grade advancement, and GPA, the student surveys collected data reflecting the attitude of students toward turning in homework. In aggregate, the number of students who responded that they always turn in homework on time rose from 7.52% before the School of Life course to 18.11% afterward. A similar jump was observed for the percentage of students who responded with “always” or “usually”, the top two categories. Over 30% of students showed an increase in their frequency to turning in homework (highlighted in table 1 in green), while about 12.5% had a decline (highlighted in red).

Table 2 – Changes in Attitudes Toward Homework

		Closing Survey Response				
		Never	Sometimes	Usually	Always	
Opening Survey Response	Never	0	2	1	0	
	Sometimes	10	63	60	5	
	Usually	1	27	123	40	
	Always	0	1	6	20	
		Increase	Count		Decrease	Count
		1 Category	102		1 Category	43
		2 Categories	6		2 Categories	2

## Character:

The main focus of the opening and closing surveys is to help determine the impact of the School of Life course on the character of students who participate. Questions are designed to see how the 10 A’s impact attitudes and actions of each student. In most cases there are 4 categorical choices presented which are ranked from the lowest quality answer to the highest. In the case of Goals, only two choices are given, and the questions regarding graduation and furthering education have three choices presented.

The following graphs and tables illustrate how the School of Life course helps in the character development of students. Figure 3 shows the aggregate increases to the top quality answer for

each character attribute, Table 2 gives the aggregate increases broken down demographically, and Figure 4 displays the aggregate movements for each category, showing the percentage of students who moved to higher and lower quality answers after completing the School of Life course. In the demographic breakdown, all minority groups are included together as many of the groups did not have a large enough size on their own. Out of 359 matched surveys, 194 were Caucasians, and 165 were Minorities.

Figure 4 – Top Category Change for Character Attributes

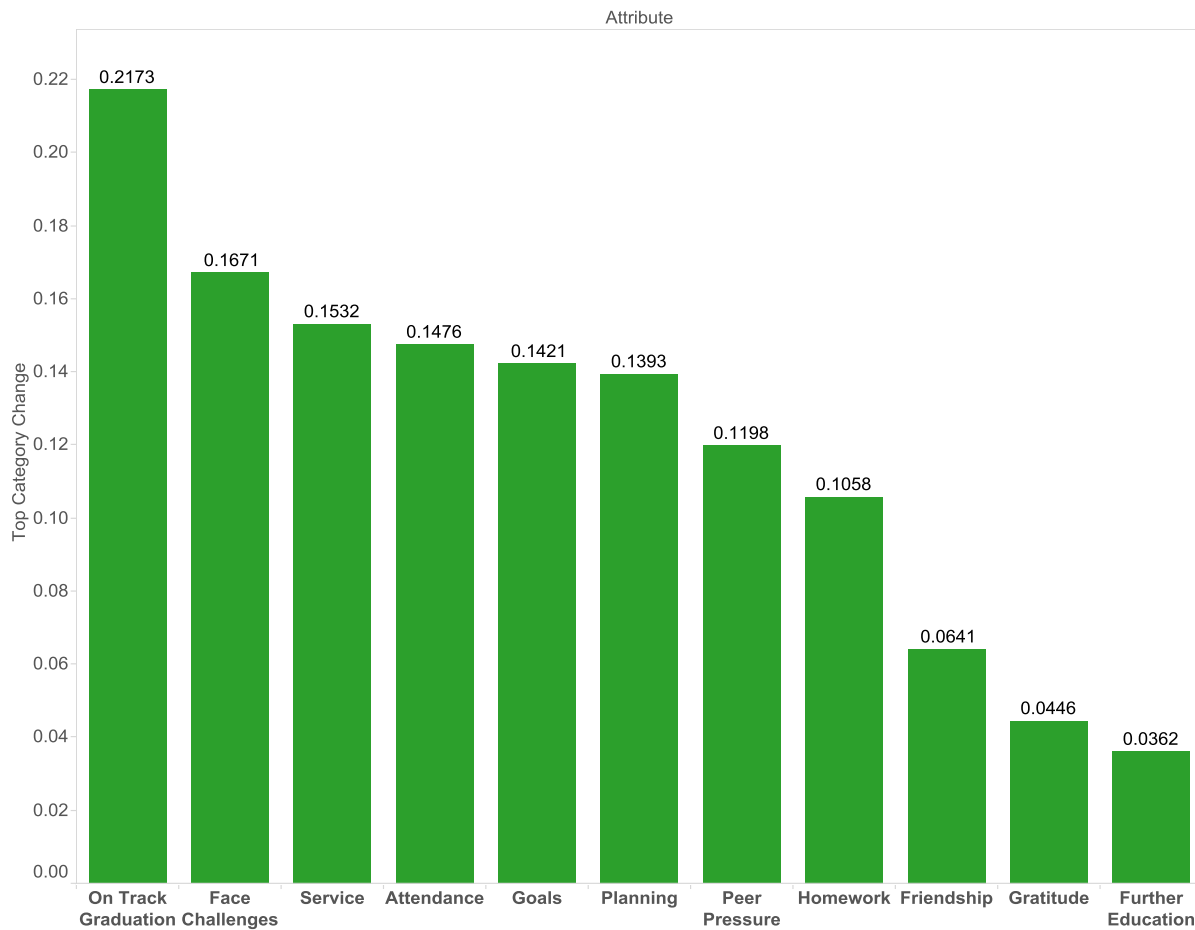
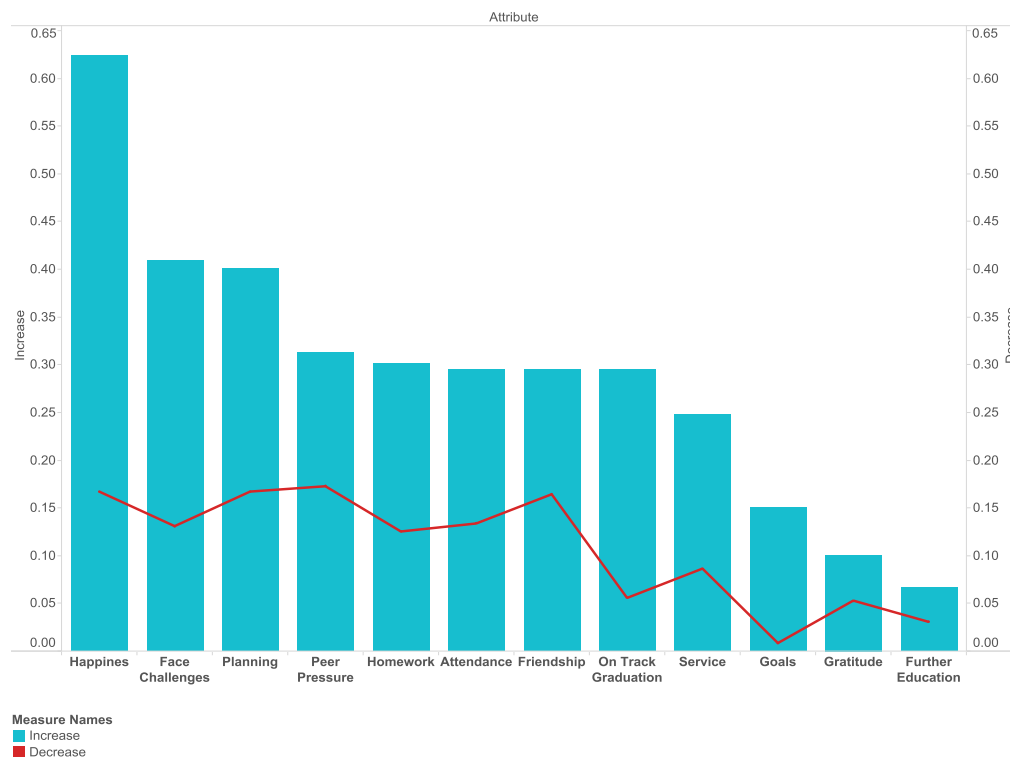


Table 3 – Top Category Change by Demographic

Attribute	Male	Female	Caucasian	Minority
Graduation	16.89%	25.12%	21.65%	21.82%
Face Challenges	14.86%	18.01%	18.04%	15.15%
Service	17.57%	13.74%	9.79%	21.82%
Attendance	20.95%	10.43%	17.53%	11.52%
Goals	12.84%	15.17%	13.92%	14.55%
Planning	12.16%	15.17%	15.98%	11.52%
Peer Pressure	8.11%	14.69%	14.43%	9.09%
Homework	9.46%	11.37%	10.82%	10.30%
Friendship	4.05%	8.06%	8.76%	3.64%
Gratitude	4.05%	4.74%	3.09%	6.06%
Further Education	2.03%	4.74%	1.03%	6.67%

The ‘Happiness’ attribute is included in Figure 4. It should be noted that while the other attributes had from 2 to 4 possible categories from which to choose, students were able to input their level of happiness on a scale from 0 – 100, allowing for more opportunities to either increase or decrease. Among the students who completed the School of Life course, 93.9% showed an increase in at least one of the categories, and 61.8% had increases in 3 or more categories.

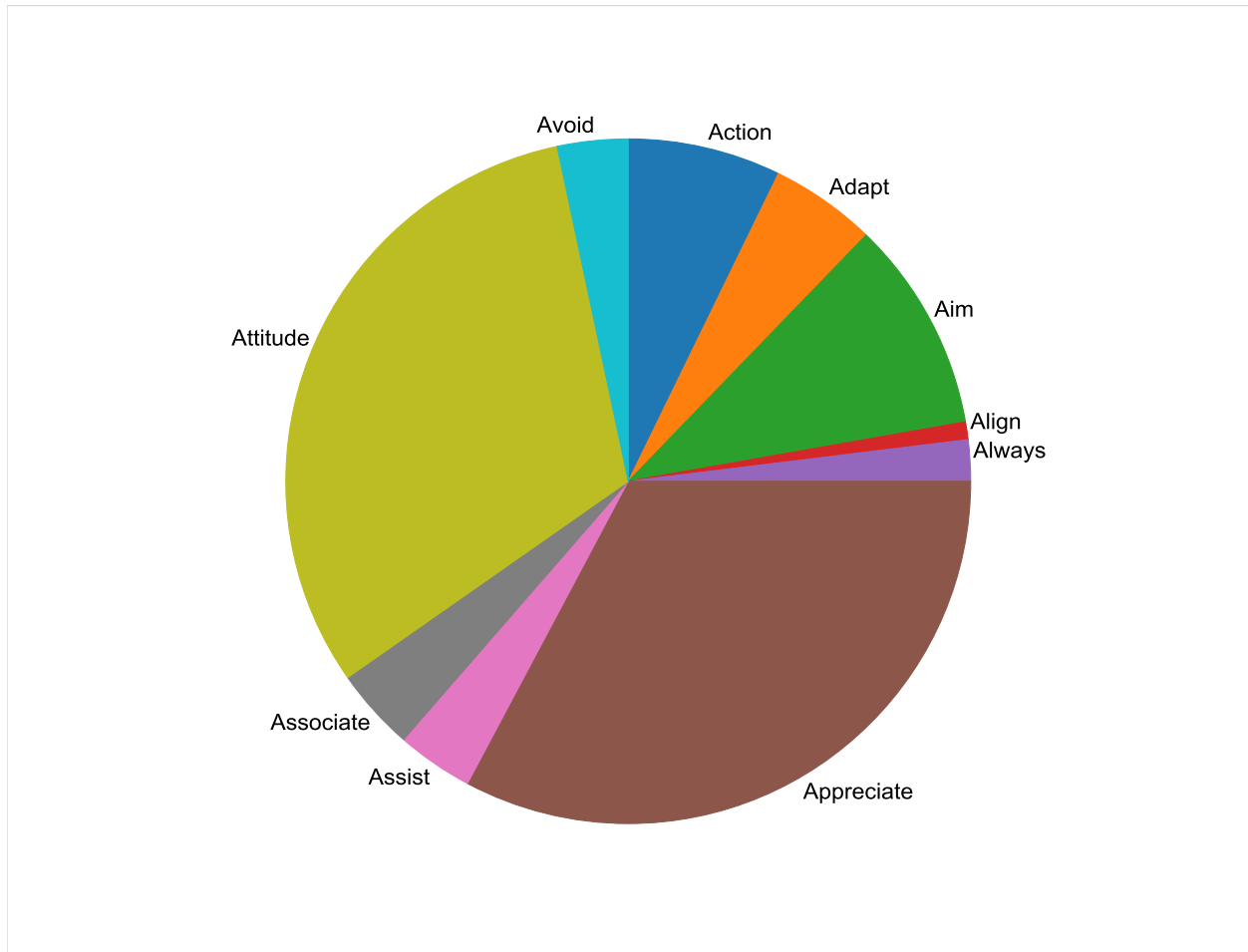
Figure 5 – Increase and Decrease Percentages for Character Attributes



## The A's:

Upon completion of the School of Life course, students have the opportunity to give feedback on the School of Life course. As part of this feedback, they are able to share which 'A' from the course had the greatest impact. The A's with the largest percent of responses were Appreciate (32.6%), Attitude (31.3%), and Aim (10.2%).

Figure 6 – Distribution of Most Impactful A's



## Demographics:

The participation of students in collecting demographic information is voluntary. Table 3 shows the demographic breakdowns of students who participated in the opening and closing surveys. The numbers for the opening survey include students who took the survey, without actually participating in the course.

Table 4 – Demographics

	Opening Survey Taken	Closing Survey Taken	Percent of Opening	Percent of School of Life Participants
<b>Total</b>	615	445	72.4%	--
<b>Female</b>	327	238	72.8%	55.9%
<b>Male</b>	284	188	66.2%	44.1%
<b>African American</b>	14	8	57.1%	1.9%
<b>Caucasian</b>	340	252	74.1%	59.2%
<b>Latino</b>	124	86	69.4%	20.2%
<b>Native American</b>	19	13	68.4%	3.1%
<b>Pacific Islander</b>	28	17	60.7%	4.0%
<b>Other</b>	76	50	65.8%	11.7%
<b>6<sup>th</sup> Grade</b>	4	3	75.0%	0.7%
<b>7<sup>th</sup> Grade</b>	25	23	92.0%	5.3%
<b>8<sup>th</sup> Grade</b>	0	0	0.0%	0.0%
<b>Freshman</b>	31	29	93.5%	6.7%
<b>Sophomore</b>	102	69	67.6%	16.0%
<b>Junior</b>	184	118	64.1%	27.3%
<b>Senior</b>	259	190	73.4%	44.0%

For any questions regarding the data in this report or the methodologies used, please contact John Baggaley at [john.d.baggaley@gmail.com](mailto:john.d.baggaley@gmail.com)

John Baggaley – Data Analyst, Neustar, Orem UT; Chief Research Analyst, School of Life Foundation, St. George UT  
University of Utah – MSTAT Econometrics (2017), BS Economics (2012), BS Mathematics, Statistics Emphasis (2005)

# Canyon View High School

Closing Surveys: 30

Matched Surveys: 27 (90.0%)

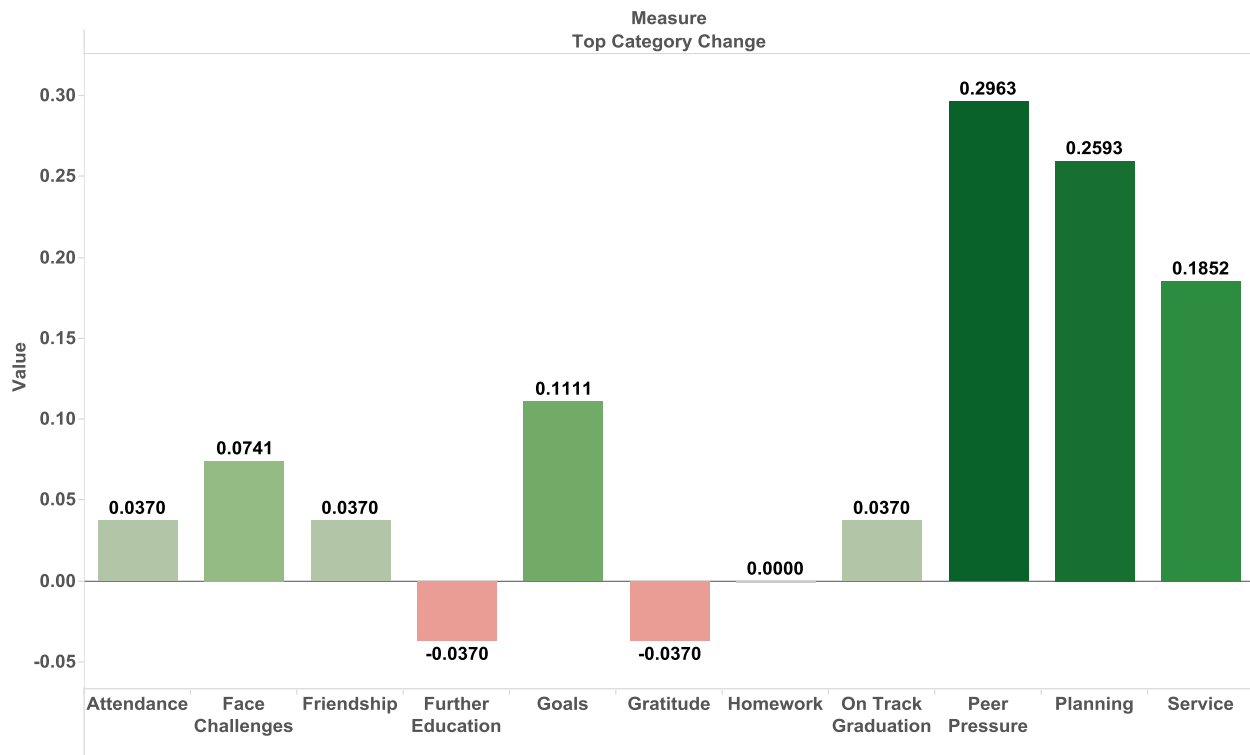
## Academic Performance:

GPA Change: 7.54% Increase

Advanced / Off-Track (Percent): 8/8 (100%)

Group	Percent
Increased GPA	64.5%
Same GPA	3.2%
Decreased GPA	32.3%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 25/27 (92.6%)

# Cedar High School

Closing Surveys: 31

Matched Surveys: 30 (96.8%)

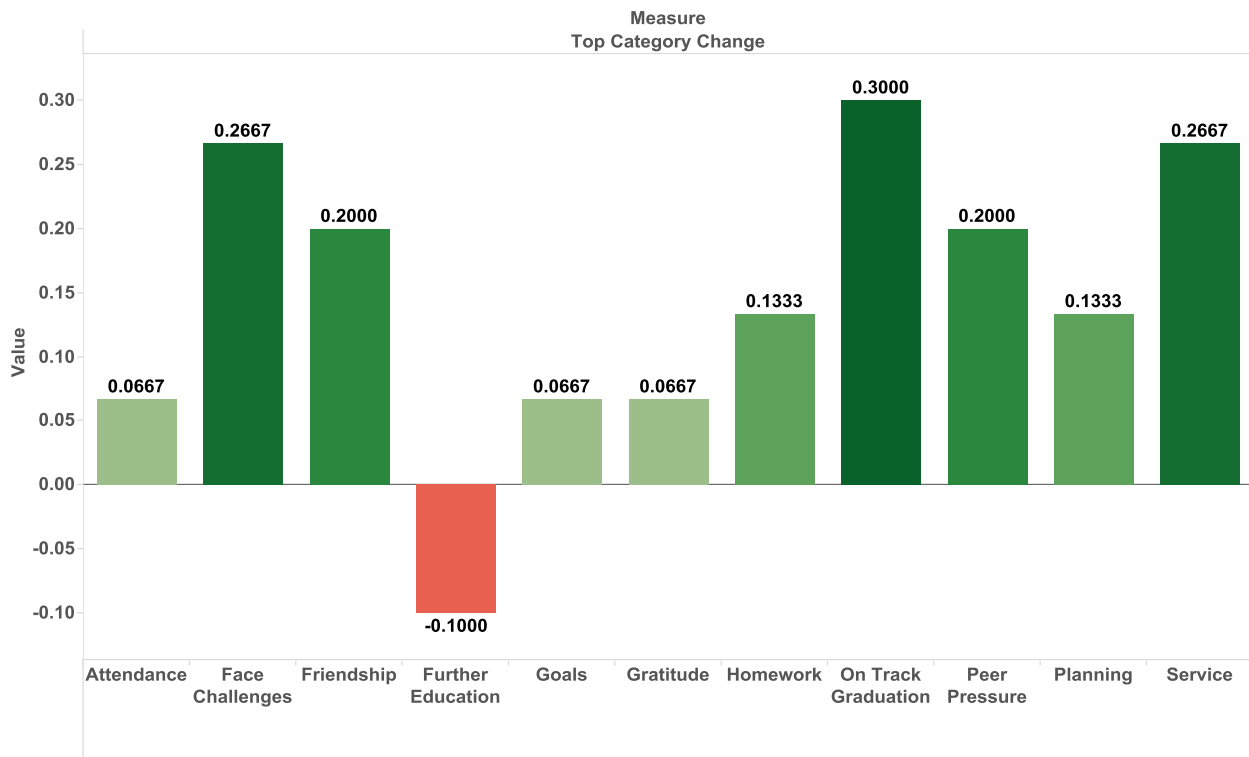
## Academic Performance:

GPA Change: 5.12% Increase

Advanced / Off-Track (Percent): 19/20 (95.0%)

Group	Percent
Increased GPA	50.0%
Same GPA	4.8%
Decreased GPA	45.2%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 29/30 (96.7%)

# Delta Academy

Closing Surveys: 11

Matched Surveys: 11 (100%)

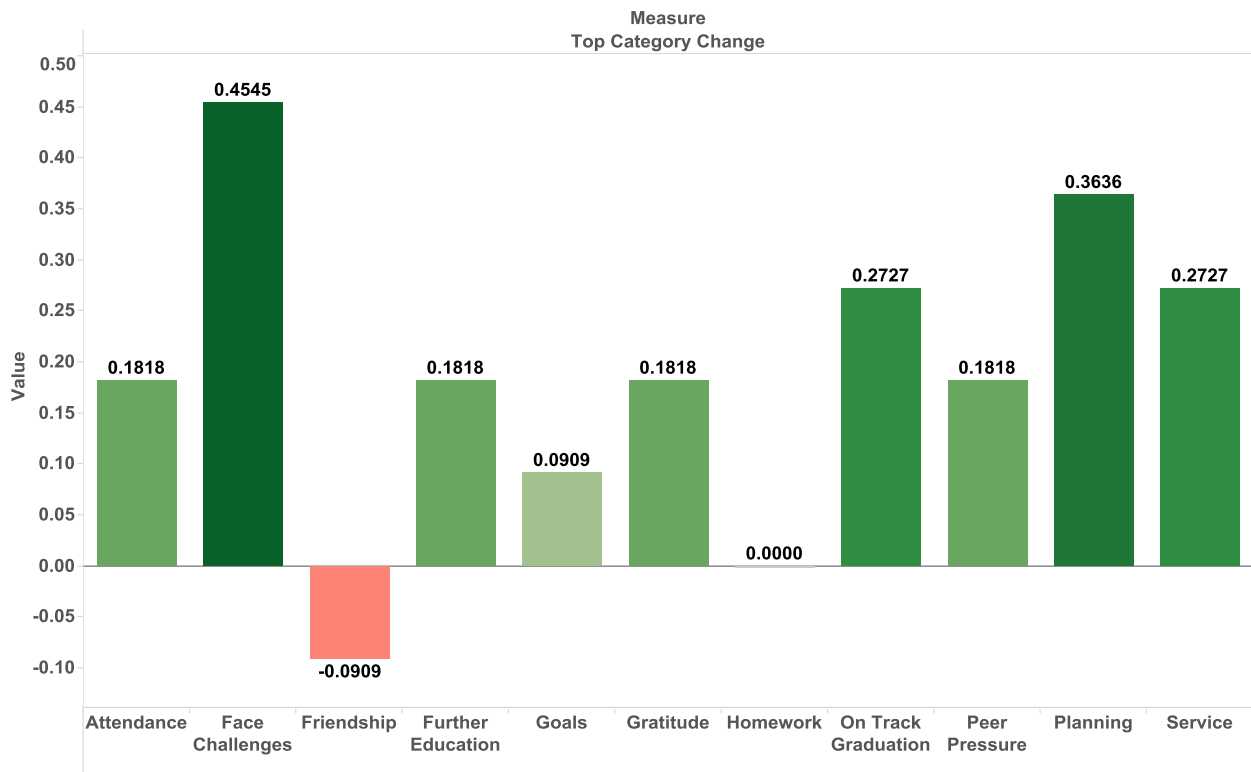
## Academic Performance:

GPA Change: 4.98% Increase

Advanced / Off-Track (Percent): 4/9 (44.4%)

Group	Percent
Increased GPA	60.0%
Same GPA	0.0%
Decreased GPA	40.0%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 10/11 (90.9%)

# Desert Hills High School

Closing Surveys: 46

Matched Surveys: 41 (89.1%)

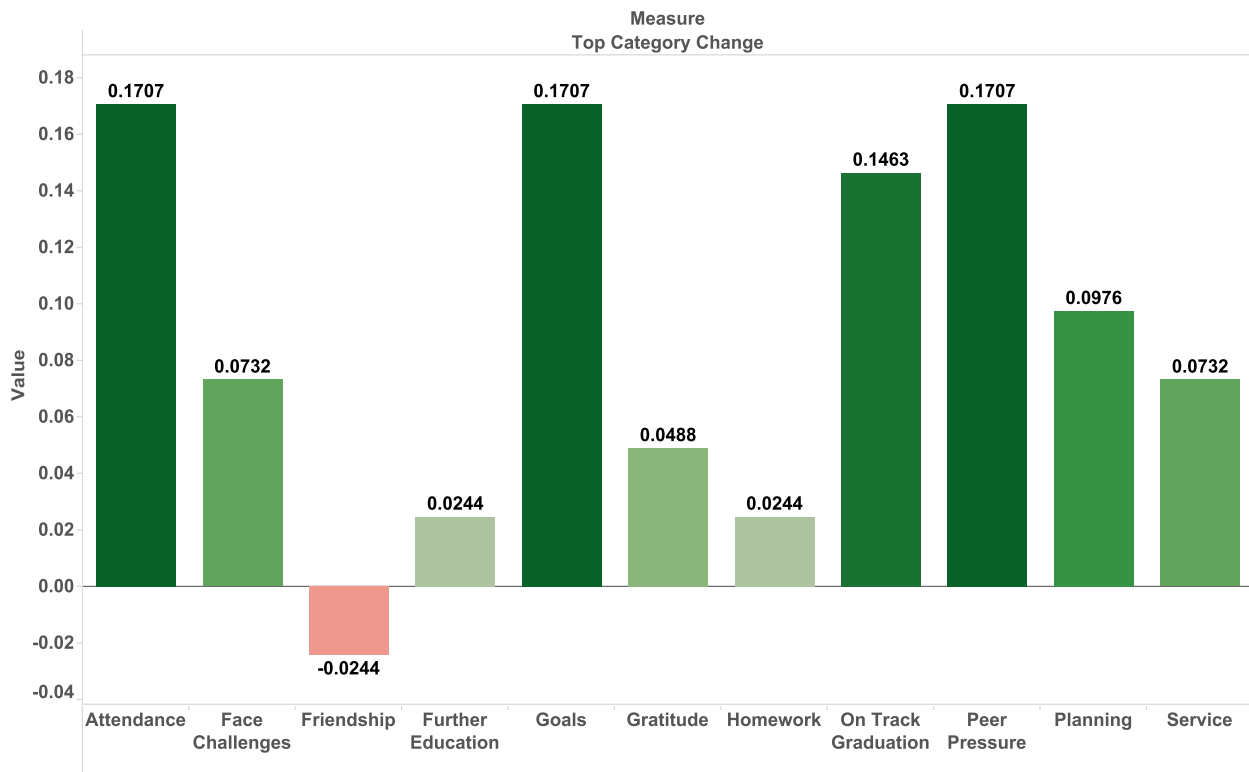
## Academic Performance:

GPA Change: 4.37% Increase

Advanced / Off-Track (Percent): 24/24 (100%)

Group	Percent
Increased GPA	54.5%
Same GPA	2.3%
Decreased GPA	43.2%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 38/41 (92.7%)

# Dixie High School

Closing Surveys: 50

Matched Surveys: 48 (96.0%)

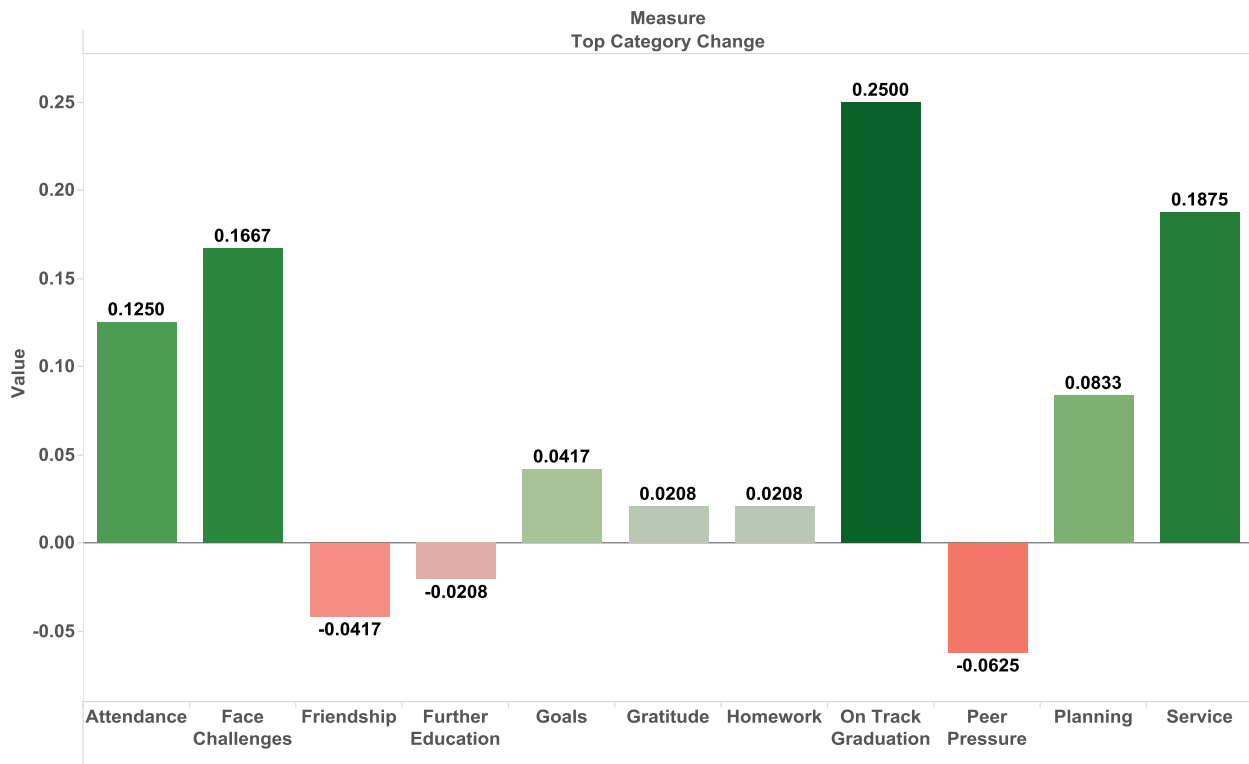
## Academic Performance:

GPA Change: 3.75% Increase

Advanced / Off-Track (Percent): 9/9 (100%)

Group	Percent
Increased GPA	55.9%
Same GPA	11.8%
Decreased GPA	32.4%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 42/48 (87.5%)

# Hurricane High School

Closing Surveys: 36

Matched Surveys: 33 (91.7%)

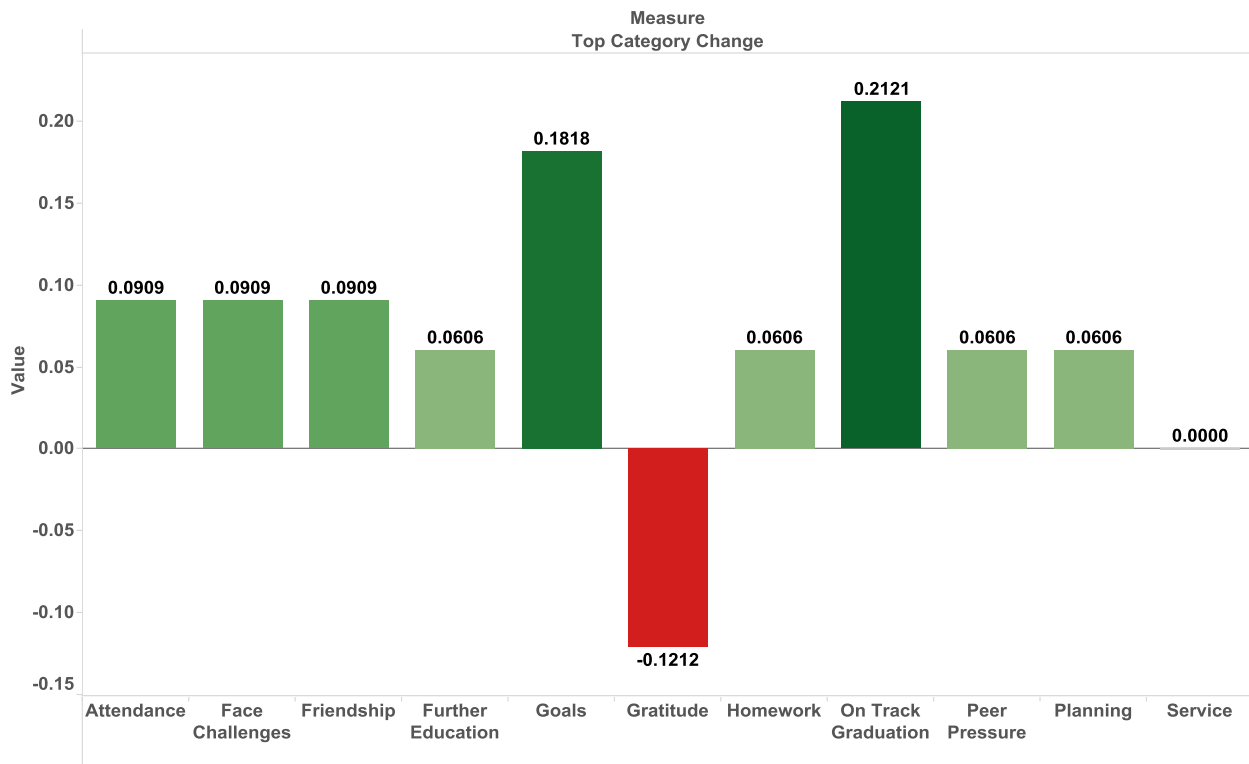
## Academic Performance:

GPA Change: 20.75% Increase

Advanced / Off-Track (Percent): 0/0 (N/A)

Group	Percent
Increased GPA	88.9%
Same GPA	1.9%
Decreased GPA	9.3%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 30/33 (90.9%)

# Lava Ridge Intermediate School

Closing Surveys: 25

Matched Surveys: 22 (88.0%)

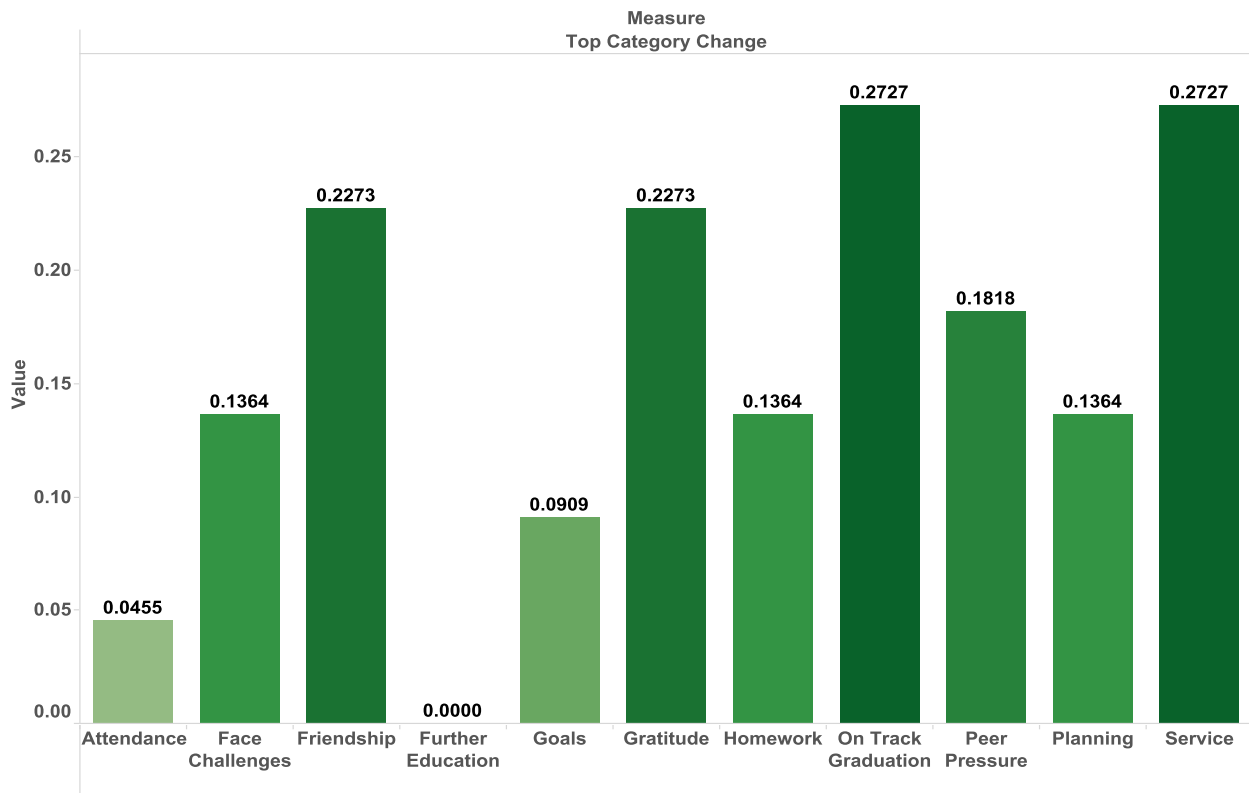
## Academic Performance:

GPA Change: 5.71% Increase

Advanced / Off-Track (Percent): 1/1 (100%)

Group	Percent
Increased GPA	41.2%
Same GPA	32.4%
Decreased GPA	26.5%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 21/22 (95.5%)

# Millcreek High School

Closing Surveys: 16

Matched Surveys: 12 (75.0%)

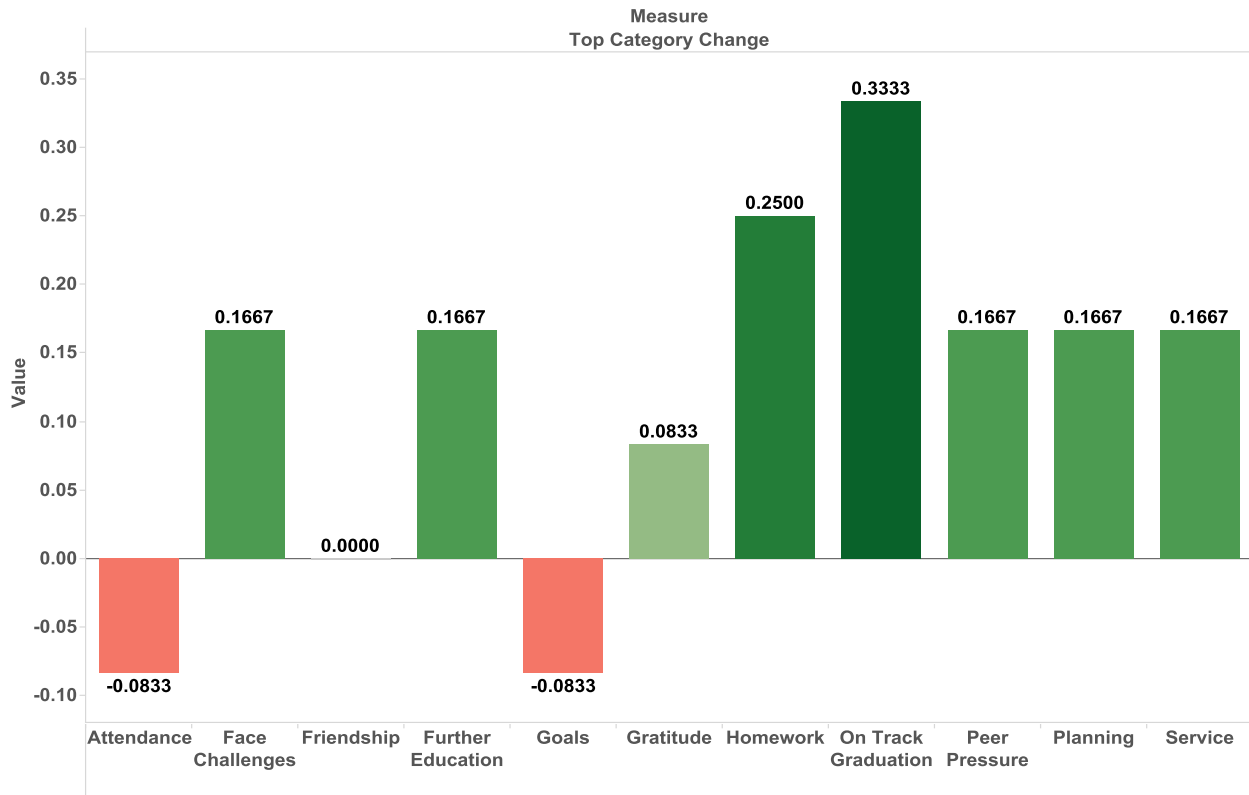
## Academic Performance:

GPA Change: 7.56% Increase

Advanced / Off-Track (Percent): 10/10 (100%)

Group	Percent
Increased GPA	40.0%
Same GPA	0.0%
Decreased GPA	60.0%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 12/12 (100%)

# Snow Canyon High School

Closing Surveys: 69

Matched Surveys: 54 (78.3%)

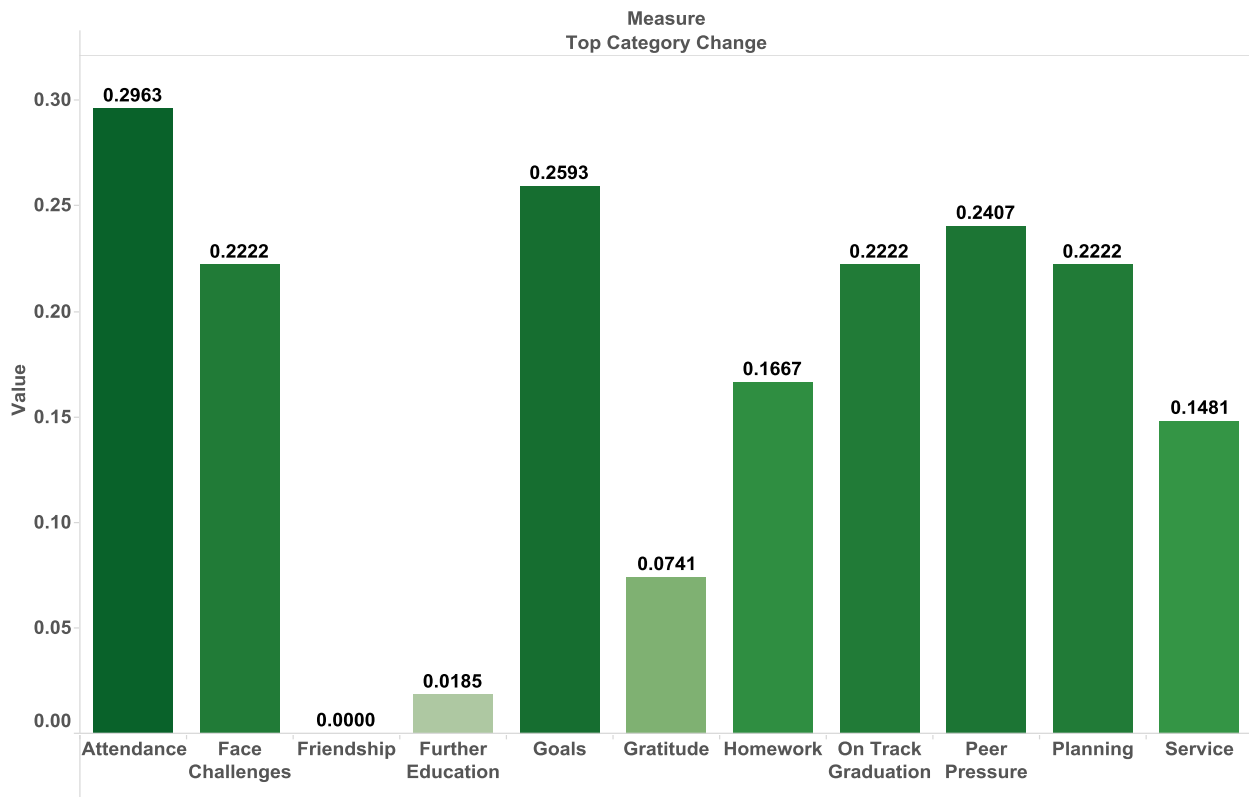
## Academic Performance:

GPA Change: 19.23% Increase

Advanced / Off-Track (Percent): 0/3 (0.0%)

Group	Percent
Increased GPA	67.6%
Same GPA	2.8%
Decreased GPA	29.6%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 54/54 (100%)

# Water Canyon School

Closing Surveys: 29

Matched Surveys: 14 (48.3%)

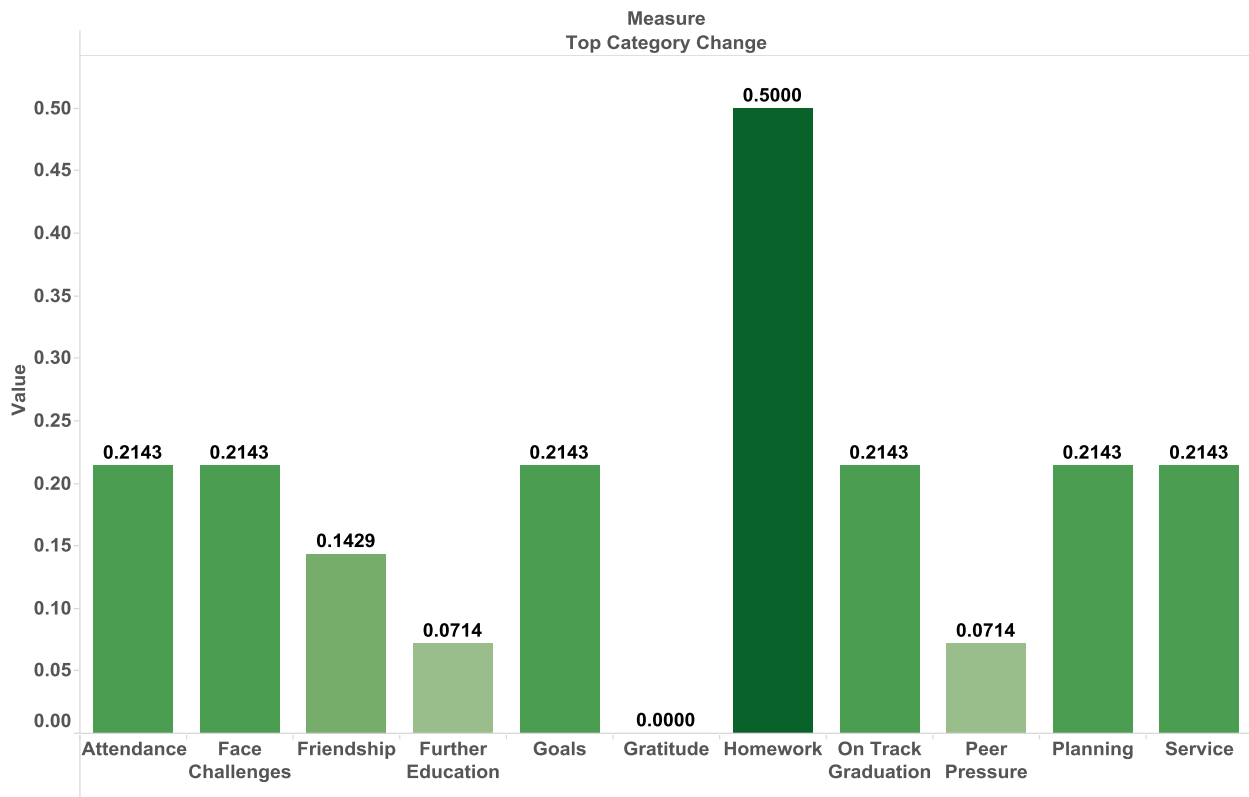
## Academic Performance:

GPA Change: 19.55% Increase

Advanced / Off-Track (Percent):

Group	Percent
Increased GPA	56.8%
Same GPA	0.0%
Decreased GPA	43.2%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 14/14 (100%)

# Northridge High School

Closing Surveys: 22

Matched Surveys: 16 (72.7%)

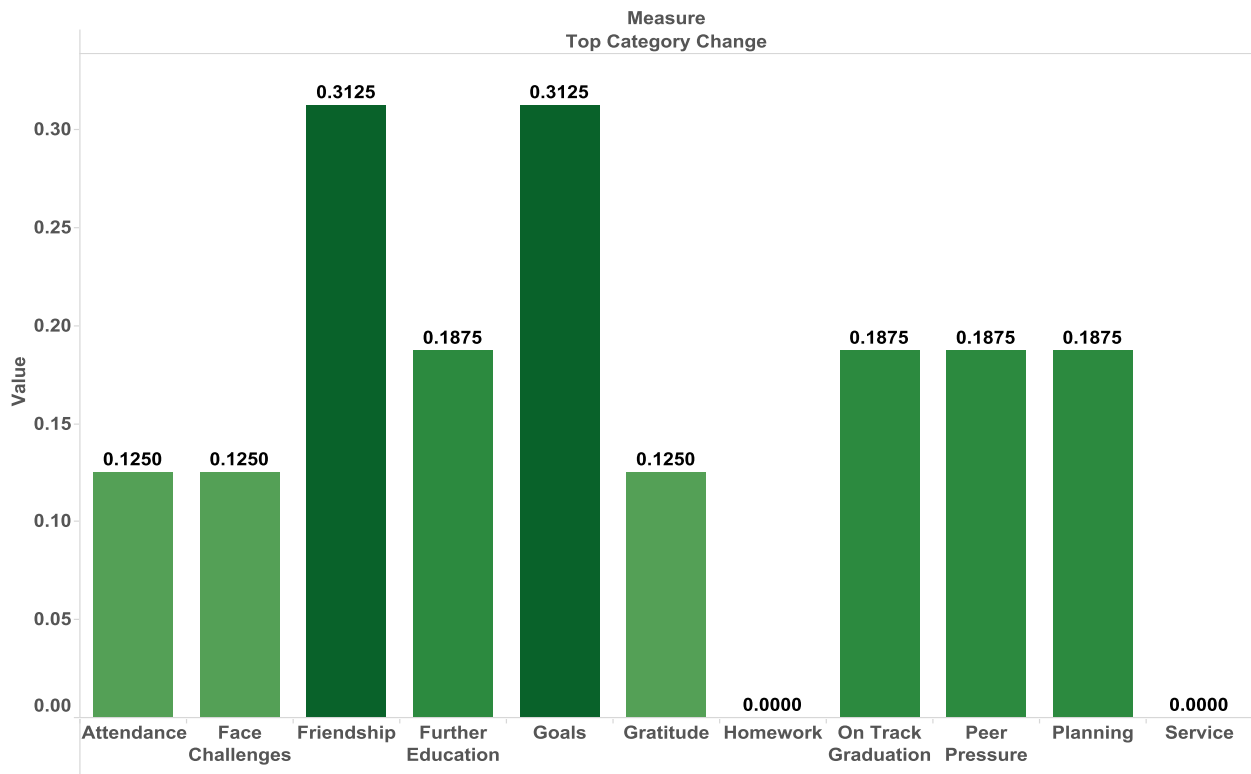
## Academic Performance:

GPA Change: 11.81% Increase

Advanced / Off-Track (Percent): 18/20 (90.0%)

Group	Percent
Increased GPA	70.0%
Same GPA	0.0%
Decreased GPA	30.0%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 14/16 (87.5%)

# Pine View High School

Closing Surveys: 33

Matched Surveys: 29 (87.9%)

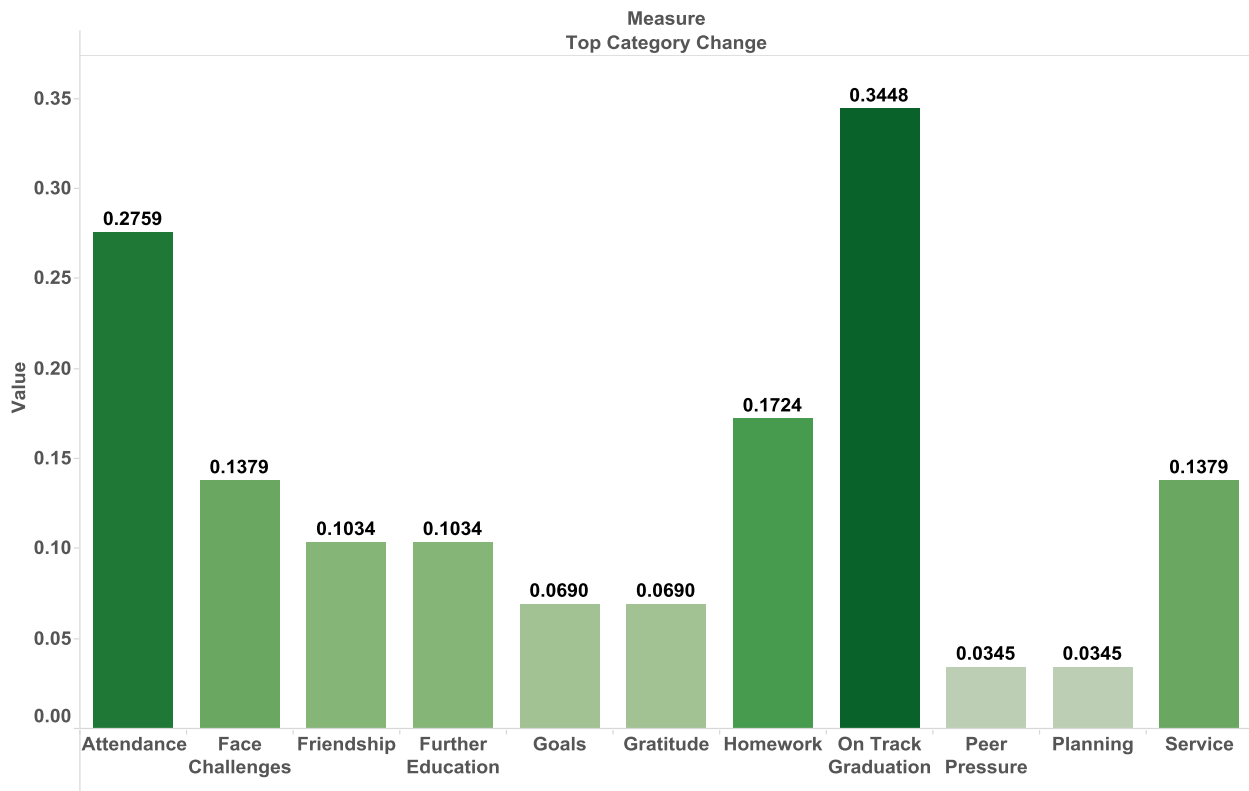
## Academic Performance:

GPA Change: 18.77% Increase

Advanced / Off-Track (Percent): 17/17 (100%)

Group	Percent
Increased GPA	73.2%
Same GPA	0.0%
Decreased GPA	26.8%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 27/29 (93.1%)

# Timpview High School

Closing Surveys: 13

Matched Surveys: 13 (100%)

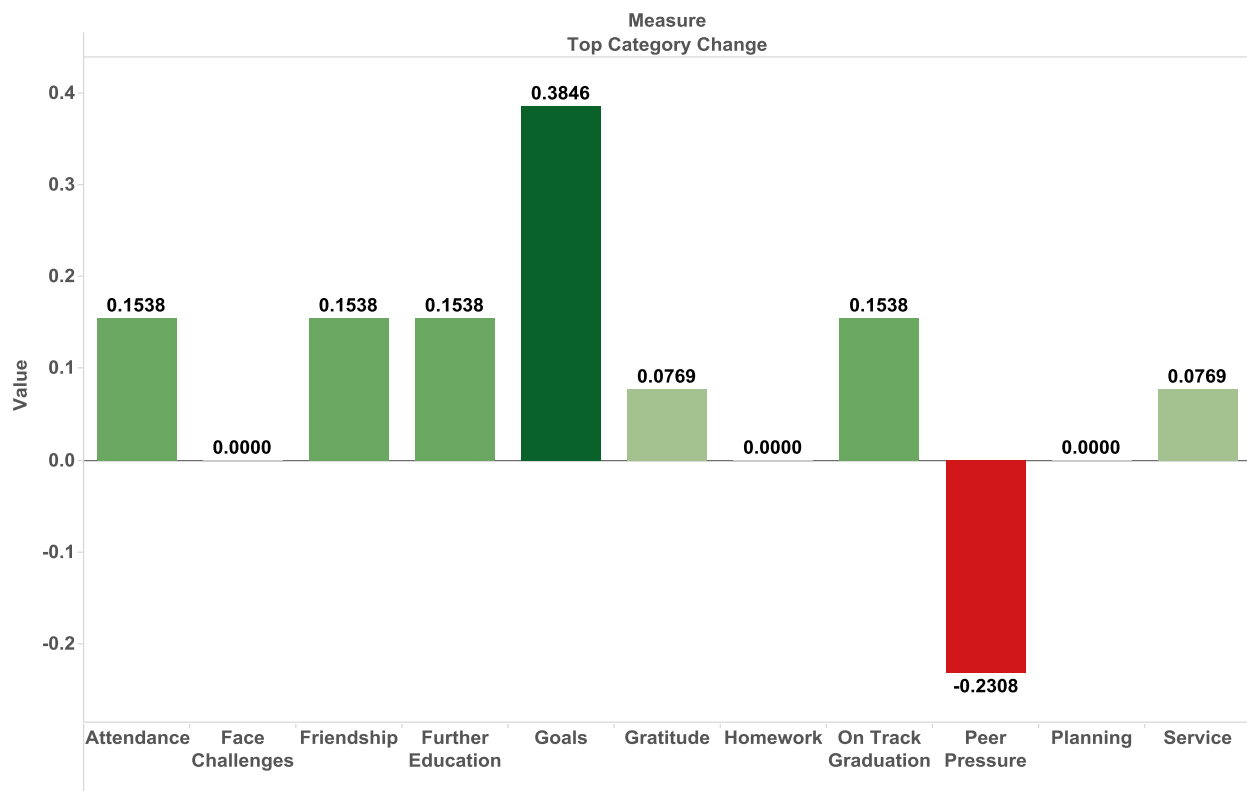
## Academic Performance:

GPA Change: 3.12% Increase

Advanced / Off-Track (Percent): 1/4 (25.0%)

Group	Percent
Increased GPA	40.0%
Same GPA	20.0%
Decreased GPA	40.0%

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 13/13 (100%)

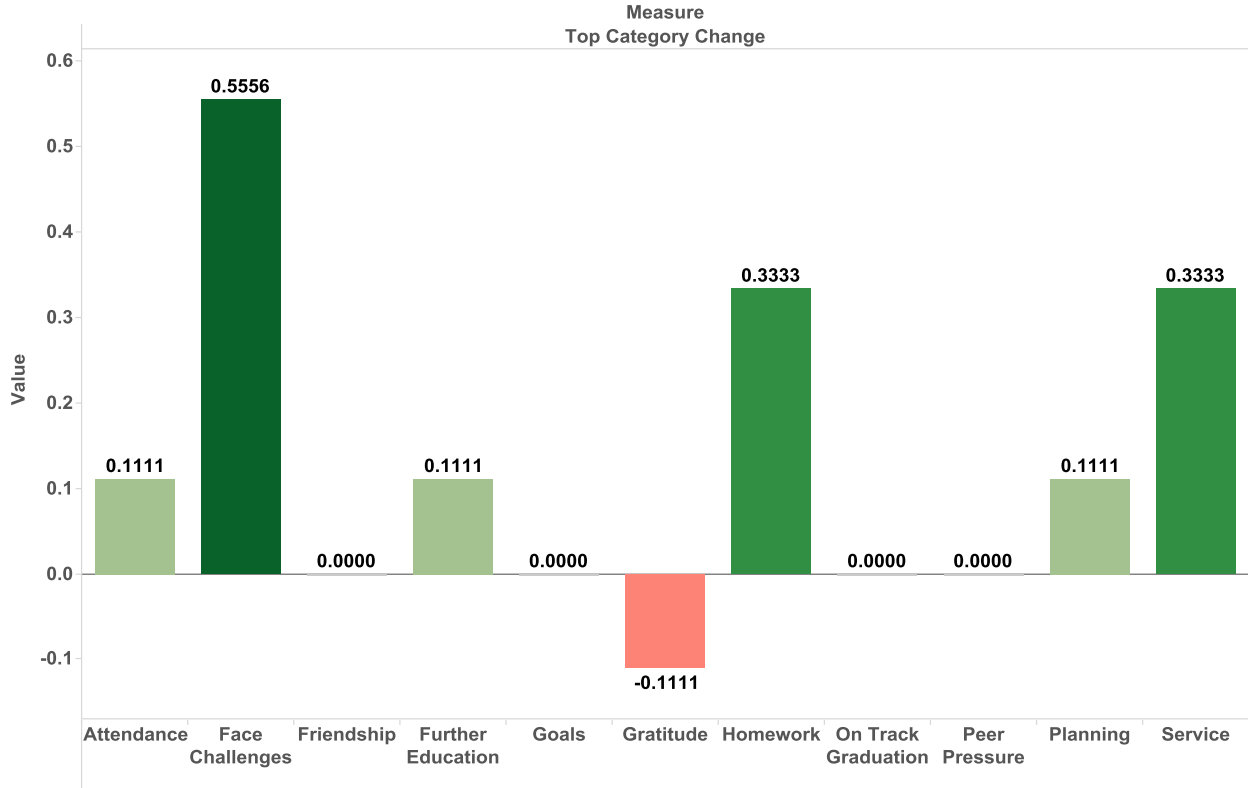
# Southwest Adult High School

Closing Surveys: 14

Matched Surveys: 9 (64.3%)

Number of Graduates: 4

## Character Percent Change for Top Category:



Students with increase in at least 1 category: 9/9 (100%)