

NCA CASI School Profile

Updated 2012-2013



Jack N. Darby Elementary School

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Darby Vision:
**A community dedicated to success
for all students.**



DoDEA Mission:
**To Provide an Exemplary Education
that Inspires and Prepares All DoDEA Students
for Success in a Dynamic, Global Environment.**

Unique Local Insights – Parent, Student, and Staff Perceptions

Data Collection Instrument(s)

We selected the following instruments to collect data regarding parent, student, and staff perceptions:

- The results from the 2008-2009 DoDEA Customer Satisfaction Survey are used in this profile to provide data related to Unique Local Insights.
- Staff and parent perceptions were collected from a data carousel January 2012.
- End of Math Curriculum
- Glencoe Diagnostic test
- Terra Nova, III
- Reading Street curriculum assessments
- Local Writing assessment with 6+1 Traits of Writing Rubric
- Scholastic Reading Inventory

Unique Local Insights –Parent Perceptions 2008-2009

From the DoDEA Customer Satisfaction Survey:

Question 4: What grade would you give your/your child’s school?

Percent responding A and B:

Parents: 83%	Students: 87%
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Description of Data: The DoDEA Customer Satisfaction Survey was available for all DoDEA parents and students and was completed during the winter of SY 08-09. Results of anonymous responses were summarized and gathered from the DoDEA HQ website.

Analysis of Data: The majority of the parent and student responses indicate a favorable rating of Darby ES.

Question 9: In your child’s school do you think each of the following is a major problem, a minor problem, or not a problem at all?

	Parents	Students
Crime/vandalism		
Major problem	0 %	13 %
Minor problem	22 %	20 %
Not a problem at all	77 %	68 %
Fighting/violence		
Major problem	0 %	18 %
Minor problem	22 %	33 %

Jack N. Darby Elementary School

Not a problem at all	77 %	49 %
Gangs		
Major problem	0 %	15 %
Minor problem	6 %	21 %
Not a problem at all	93 %	65 %
Bullying		
Major problem	11 %	23 %
Minor problem	52 %	42 %
Not a problem at all	36 %	35 %
Use of drugs/alcohol		
Major problem	0 %	15 %
Minor problem	4 %	2 %
Not a problem at all	96 %	83 %
Childhood obesity		
Major problem	5 %	9 %
Minor problem	31 %	21 %
Not a problem at all	63 %	71 %
Racial and ethnic understanding		
Major problem	4 %	10 %
Minor problem	30 %	21 %
Not a problem at all	66 %	70 %
Inappropriate discipline		
Major problem	4 %	7 %
Minor problem	18 %	23 %
Not a problem at all	77 %	71 %
Timely communication from teachers/administrators		
Major problem	7 %	3 %
Minor problem	18 %	29 %
Not a problem at all	75 %	68 %
Financial support/funding		
Major problem	15 %	4 %
Minor problem	18 %	24 %
Not a problem at all	66 %	73 %
Low quality curriculum/standards		
Major problem	9 %	3 %
Minor problem	29 %	34 %
Not a problem at all	61 %	63 %

Overcrowded schools			
Major problem	3 %	7 %	
Minor problem	11 %	19 %	
Not a problem at all	85 %	75 %	
Overcrowded classes			
Major problem	6 %	8 %	
Minor problem	18 %	27 %	
Not a problem at all	75 %	65 %	
Transportation			
Major problem	0 %	5 %	
Minor problem	4 %	17 %	
Not a problem at all	95 %	78 %	
Poor/outdated buildings and grounds			
Major problem	3 %	6 %	
Minor problem	4 %	13 %	
Not a problem at all	92 %	81 %	
Lunch program			
Major problem	14 %	9 %	
Minor problem	25 %	26 %	
Not a problem at all	60 %	65 %	
Other			
Major problem	6 %	6 %	
Minor problem	2 %	9 %	
Not a problem at all	42 %	53 %	

Description of Data: The DoDEA Customer Satisfaction Survey was available for all parents and students and was completed by 114 parents and 102 students on the DoDEA HQ website. The table above reflects parent and student perceptions on the most problematic issues facing students.

Analysis of Data: The percentage of parents rating issues as a “major issue” ranged from 0% to 15%, while student responses range from 3% to 29%. The issue with the highest percentage for the rating “minor problem” was bullying for both parents and students.

New Goal Process-Data Carousel January 2012

Data Carousel Results January 2012		
Area (based on Terra Nova categories)	Teacher Perception Data	Parent Perceptions Data
Reading		
Basic Understanding	0	0
Analyze Text	6	4
Evaluate/Extend Meaning	6	1
Reading and Writing Strategies	1	8
Math		
Number and Number Relations		1
Computation and Estimation		0
Measurement		3
Geometry and Spatial Sense		0
Data, Statistics, and Probability		1
Patterns, Functions, and Algebra		0
Problem Solving and Reasoning		10
Communication		1

Description of Data:

Data Sources used in the Carousel:

Reading

- Teacher observation data
- Scholastic Reading Inventory
- 2010-2011 Terra Nova English Language Arts

Math

- Teacher observation data
- 2010-2011 Math Curriculum End of the Year test
- 2010-2011 Terra Nova Math

Description of Process:

Teachers worked in heterogeneously mixed groups to review and analyze the available data. After discussing all the data in small groups, teachers individually reflected and selected the area which they perceived as the weakest.

Analysis of Data: Data carousel results were tallied and presented to the faculty. There was no clear consensus regarding whether reading or math is the area of greatest need. It was determined additional data would be required to draw valid conclusions.

New Goal Process-Classroom Data Collection February 2012

Description of Data: 2011-2012 beginning of the year curriculum assessment data was collected from all classrooms (Reading Street, Everyday Math, Envisions, Glencoe McGraw-Hill Math Connects). 2010-2011 Terra Nova data was also examined.

Description of Process: The Continuous School Improvement Leadership Team reviewed and discussed the data.

Analysis of Data: The team came to a consensus that math was the area of greatest need; however additional data collection with item analysis would be required to narrow the specific strand within math.

New Goal Process-Item Analysis May 2012

Description of Data: End of the year Math curriculum assessment and the Glencoe Diagnostic assessment were used.

Description of Process: In small groups, teacher conducted an item analysis of the test questions to determine which items students were successful and unsuccessful at.

Analysis of Data:

Continuous Goal Process-Data Analysis June 2009

Description of Data: Data was reviewed from 1) local writing assessment scored with 6+1 rubric, 2) Reading Street End of Year writing assessment scored with 3 point rubric, and 3) Terra Nova language test.

Description of Process: It was difficult to measure student growth over time because of the changes in the local assessment, the curriculum assessment, and the Terra Nova. The available data was reviewed.

Analysis of Data: The faculty concluded that while some student growth was measured, additional improvement was desired and the writing goal would continue.

Follow-up on Former Students

Data Collection Instrument(s)

We selected the following instruments to collect data regarding Follow-up on Former Students:

Due to Department of Defense restrictions related to the collection of data from students, the school was unable to obtain the perceptions of former students prior to the selection of new student performance goals.

In 2010-2011, former Darby students currently enrolled at E.J. King High School were surveyed. The results are show below.

Jack N. Darby Elementary School Former Student Survey Results

Questions	Yes	No	Sometimes
1. When I needed help with my school work, someone at Darby was available to help me.	10		4
2. The teachers at Darby prepared me well for the next grade.	12		2
3. The Darby staff maintained good discipline.	8		6
4. I felt safe at Darby.	9		5
5. People at Darby cared about the students.	10		4
6. Darby was a nice place to learn.	9		5
7. My teacher at Darby challenged me to do my best work.	11		3

Description of Data: A survey of former Darby students was conducted using the population of former students enrolled and attending H.S. King High School. Students responses were then tabulated to create an overall results picture presented here.

Analysis of DataBased on the data collected from the student responses there is significant confidence in all areas addressed by the survey. Those areas included qualification of staff, safety and security of students and high expectations for student outcome and growth.

Existing School Data – Student Data

Data Collection Instrument(s)

Currently, the following instruments were used to collect information regarding Student Data:

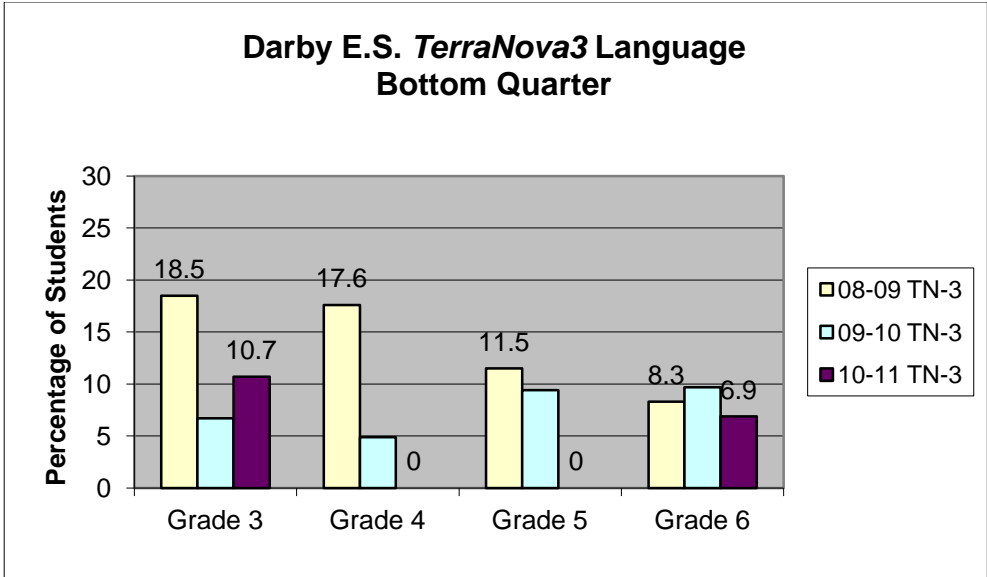
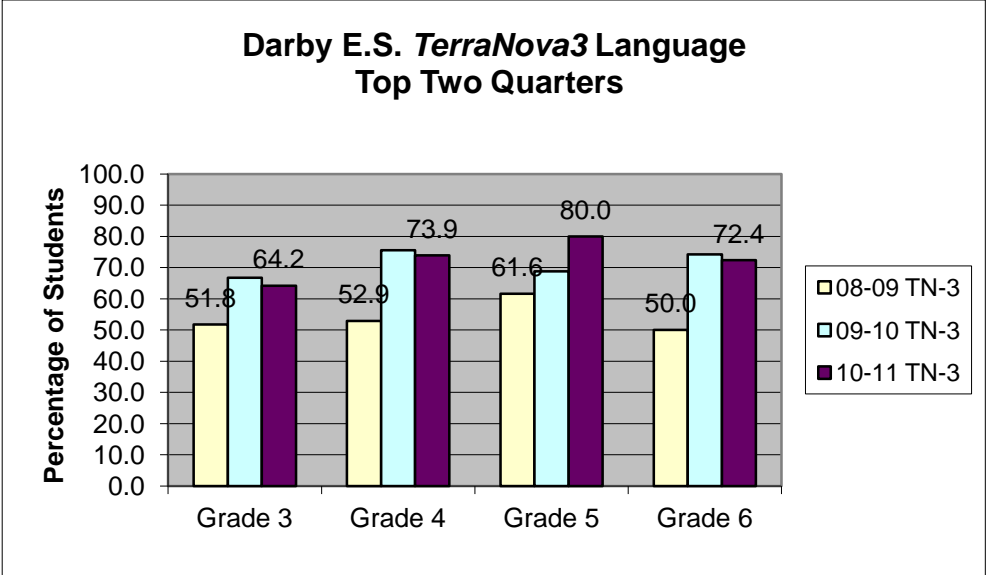
- *TerraNova* Multiple Assessments, 3rd Edition
- Scholastic Reading Inventory
- Baseline Assessment System
- Local writing assessment-6+1 Traits of Writing Rubric
- Math curriculum end of the year assessment
- Glencoe Math Diagnostic assessment

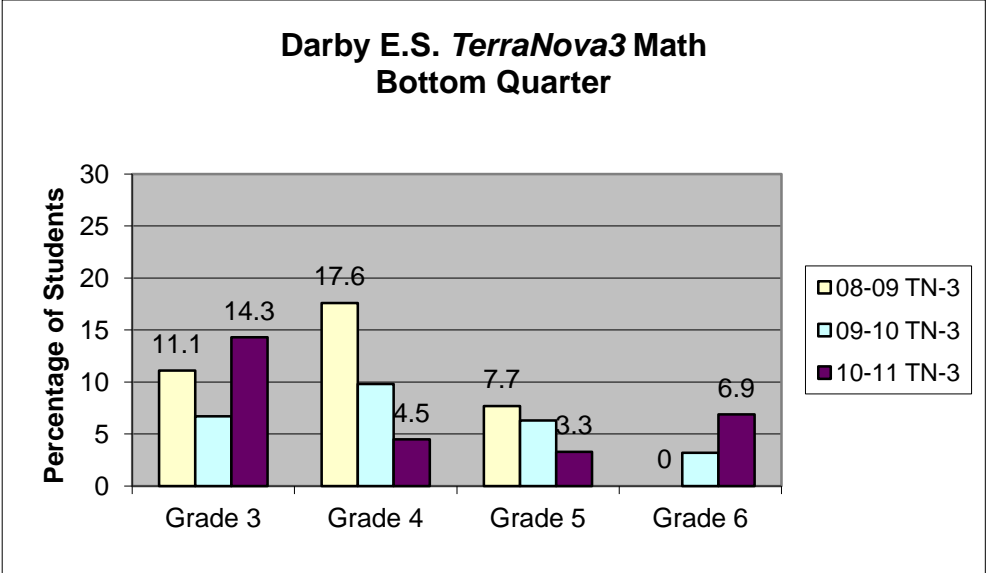
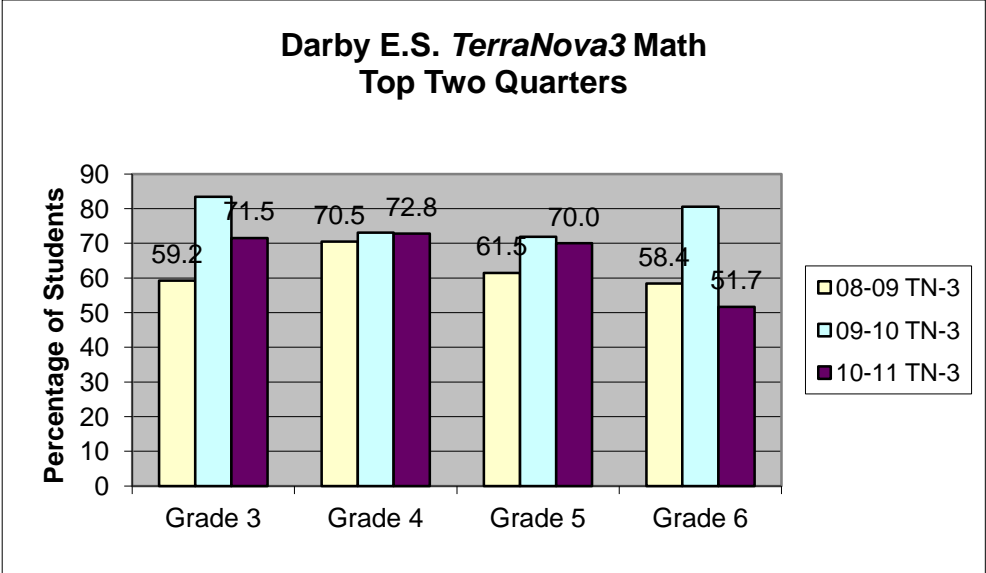
TerraNova Multiple Assessments, 3rd Edition

Percentage of Students in Top Two National Quarters							
Grade	Year	Total Tested	Reading	Language	Math	Science	Social Studies
3	2009	46	74	57	70	76	72
	2010	30	77	67	83	83	97
4	2009	35	54	63	63	54	66
	2010	41	71	76	73	63	76
5	2009	33	58	67	67	67	73
	2010	32	59	69	72	66	59
6	2009	22	68	59	59	50	64
	2010	31	94	74	81	77	87

Percentage of Students in Bottom National Quarter

Grade	Year	Total Tested	Reading	Language	Math	Science	Social Studies
3	2009	46	4	13	7	4	4
	2010	30	0	7	7	0	0
4	2009	35	23	14	20	9	6
	2010	41	2	5	10	5	2
5	2009	33	21	9	9	18	0
	2010	32	3	9	6	6	13
6	2009	22	5	5	5	9	9
	2010	31	3	10	3	6	3





2009-2010

Results for Darby Elementary School		(Average Normal Curve Equivalent)			
Subgroup (Ethnicity/Race)	Language	Math	Reading	Science	Social Studies
Asian	60	62	59	59	63
Black	52	53	54	52	57
Decline to State	45	58	56	54	62
Hispanic/Latino	54	61	58	61	65
Multiracial	59	66	62	61	62
Other	69	76	67	66	71
White	65	63	61	63	65

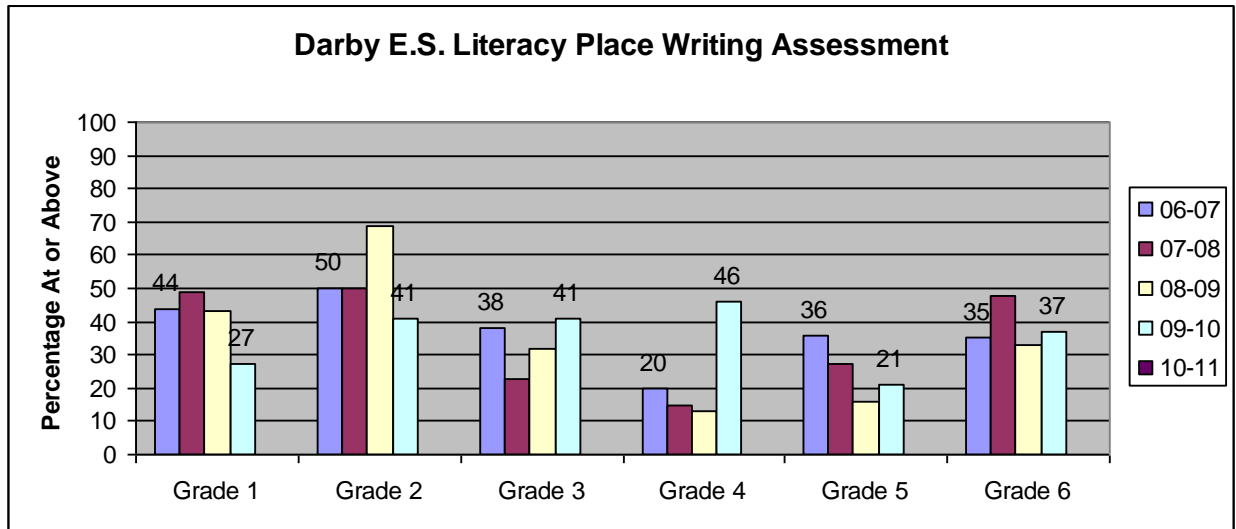
2009-2010

Results for Darby Elementary School (Average Normal Curve Equivalent)					
Subgroup (Gender)	Language	Math	Reading	Science	Social Studies
Female	64	64	63	60	64
Male	54	59	56	58	61

Description of Data: The *TerraNova* Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-6. The first table above shows the percentage of students scoring in the top two national quarters. The second table above shows the percentage of students scoring in the bottom national quarter. The third and fourth tables show the Average Normal Curve Equivalent for the *TerraNova* Multiple Assessments, 3rd Edition by ethnicity and gender. Due to the location of our school and time necessary to obtain results, our school administers this test during the month of March .

Analysis of Data: The data collected here is for group performance and indicates a continued growth from year 2009 to 2010 in all content areas with a the exception of a slight decrease in social studies for fifth garde in year 2010. Results show a significantly higher population obtaining a score in the top two national quarters. The data summary assists the evaluation of the overall effectiveness of the educational program, identifying instructional needs and strengths based on the group performance results.

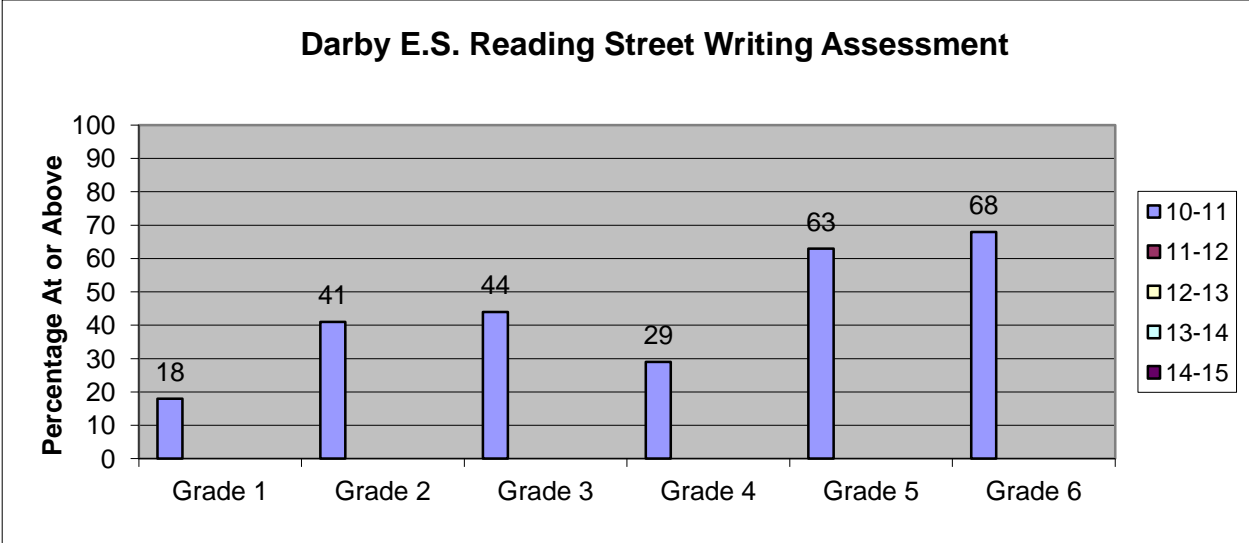
Literacy Place



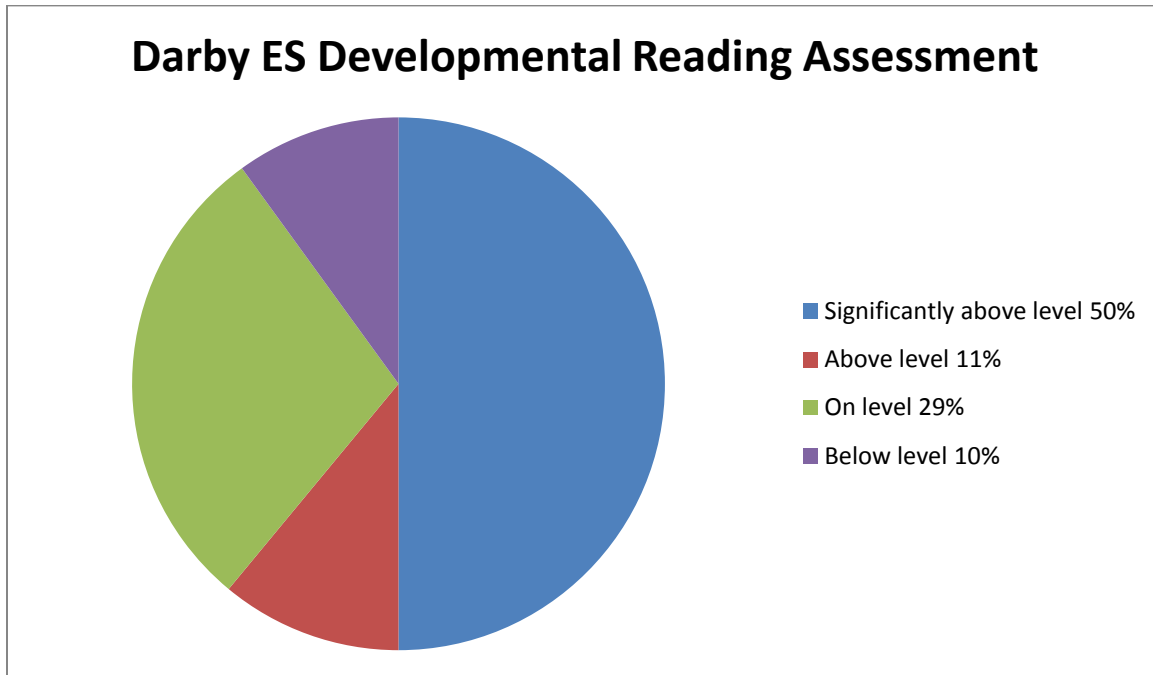
Description of Data: This assessment comes from the district-adopted language arts curriculum Scholastic Literacy Place. This curriculum was replaced in 2010, consequently this particular assessment will not be used in the future. This assessment includes a rubric that scores students as proficient, apprentice, or novice writers. This assessment may be replaced by the most recently adopted Scott Foresman “Reading Street” curriculum.

Analysis of Data: Overall, this data shows that writing skills have grown, but even greater improvement is desired to see consistent growth in all grade levels.

Literacy Place curriculum was replaced in school year 2010-2011 with Reading Street. This new graph shows results for end of the year assessment for Reading Street.



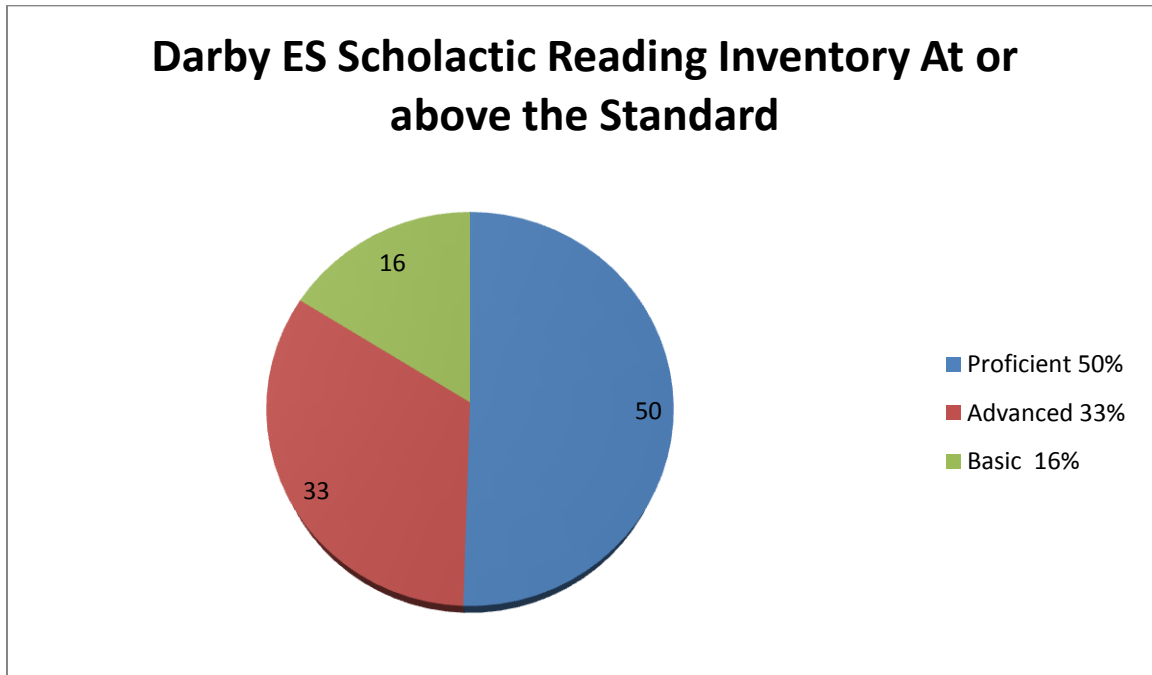
DRA



Description of Data: These Developmental Reading Assessment scores come from our third grade students. To be at or above the standard, students need to score at least 94 percent in accuracy and achieve score of 16 or better in comprehension.

Analysis of Data: Reading scores for Darby third grade students reflect a significant population at or above the expected level.

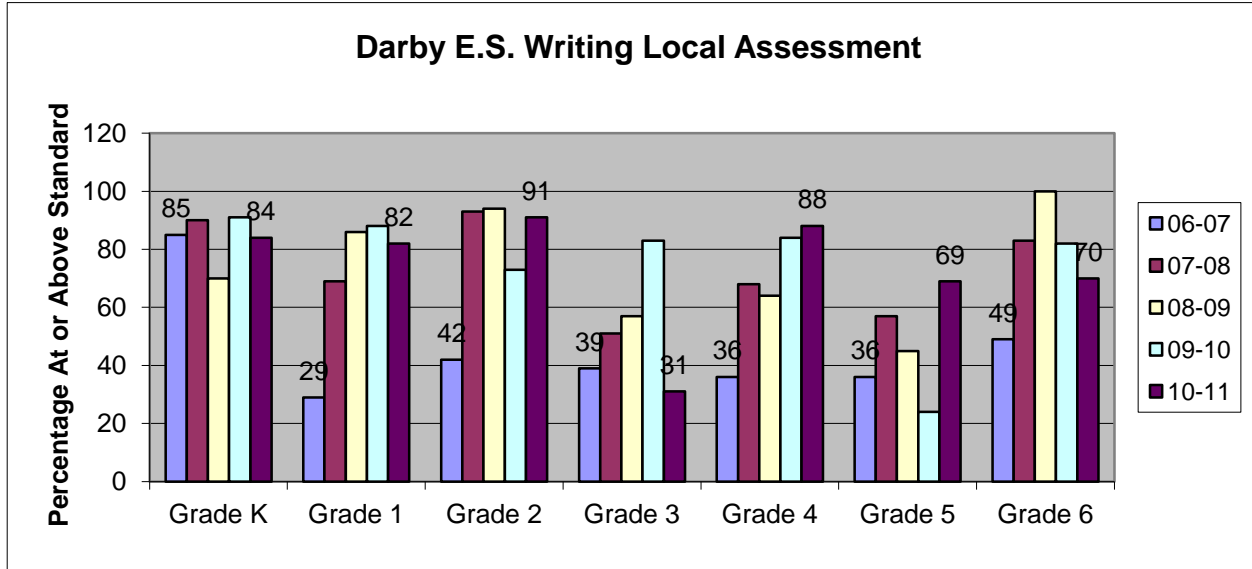
SRI



Description of Data: Students in grades three through six take the Scholastic Reading Inventory computer test to evaluate their reading comprehension. Lower grades may take the test as deemed appropriate by respective teachers, however this is informative only.

Analysis of Data: Reading scores for all grade levels demonstrate appropriate success results.

Local Writing



Description of Data: This data results in a locally administered, school wide writing assessment with a given prompt and time to think, organize then write. Staff is then tasked with using a common, grade level appropriate, rubric for scoring on a four point scale. Results are then collected for review by the staff prompting discussion for improvement.

Analysis of Data: While the results have shown an almost continued improvement we have decided to continue with the assessment adjusting the rubrics and prompts to reflect a more current situation. We can see the potential for more growth based on the data collected.

Local Math

Description of Data:
Analysis of Data:

Math Curriculum End of the Year Assessment

Description of Data:

Analysis of Data:

Existing School Data - Instructional Data

Data Collection Instrument(s)

We selected the following instruments to collect data regarding Instructional Data: DoDEA Customer Satisfaction Survey and Teacher Survey.

Due to Department of Defense restrictions related to the collection of data from parents and students, the school was unable to obtain the perceptions of parents, students, or former students prior to the selection of new student performance goals. The results from the 2008-2009 DoDEA Customer Satisfaction Survey are used in this profile to provide data related to Instructional Data.

DoDEA Customer Satisfaction Survey 2008-2009

6. How would you grade (your/your child's) school in preparing students in the following subjects. (Percent responding A and B)	Parents	Students	
Reading	83 %	93 %	
Writing	78 %	89 %	
Mathematics	82 %	93 %	
Science	73 %	90 %	
Social studies	75 %	89 %	
Use of technology	79 %	77 %	
Foreign language	47 %	60 %	
Health	70 %	87 %	
Physical Education	85 %	90 %	

Description of Data: The DoDEA Customer Satisfaction Survey was available for all DoDEA parents and students and was completed during the winter of SY 08-09. Results of anonymous responses were summarized and gathered from the DoDEA HQ website.

Analysis of Data: The majority of both students and parents rated instructional preparation an “A” or “B”. Student responses range from 93% in Mathematics and Reading to 60% in Foreign Language. Parent responses range from 85% in Physical Education to 47% in Foreign Language. This low response in Foreign Language is likely due to the fact that foreign language is not taught as a course at Darby ES only Host Nation is taught.

7. How effective do you think the DoD schools are in preparing students for the 21st century?	Parents	Students	
Very effective	38 %	48 %	
Somewhat effective	54 %	45 %	
Somewhat ineffective	8 %	7 %	
Very ineffective	1 %	0 %	

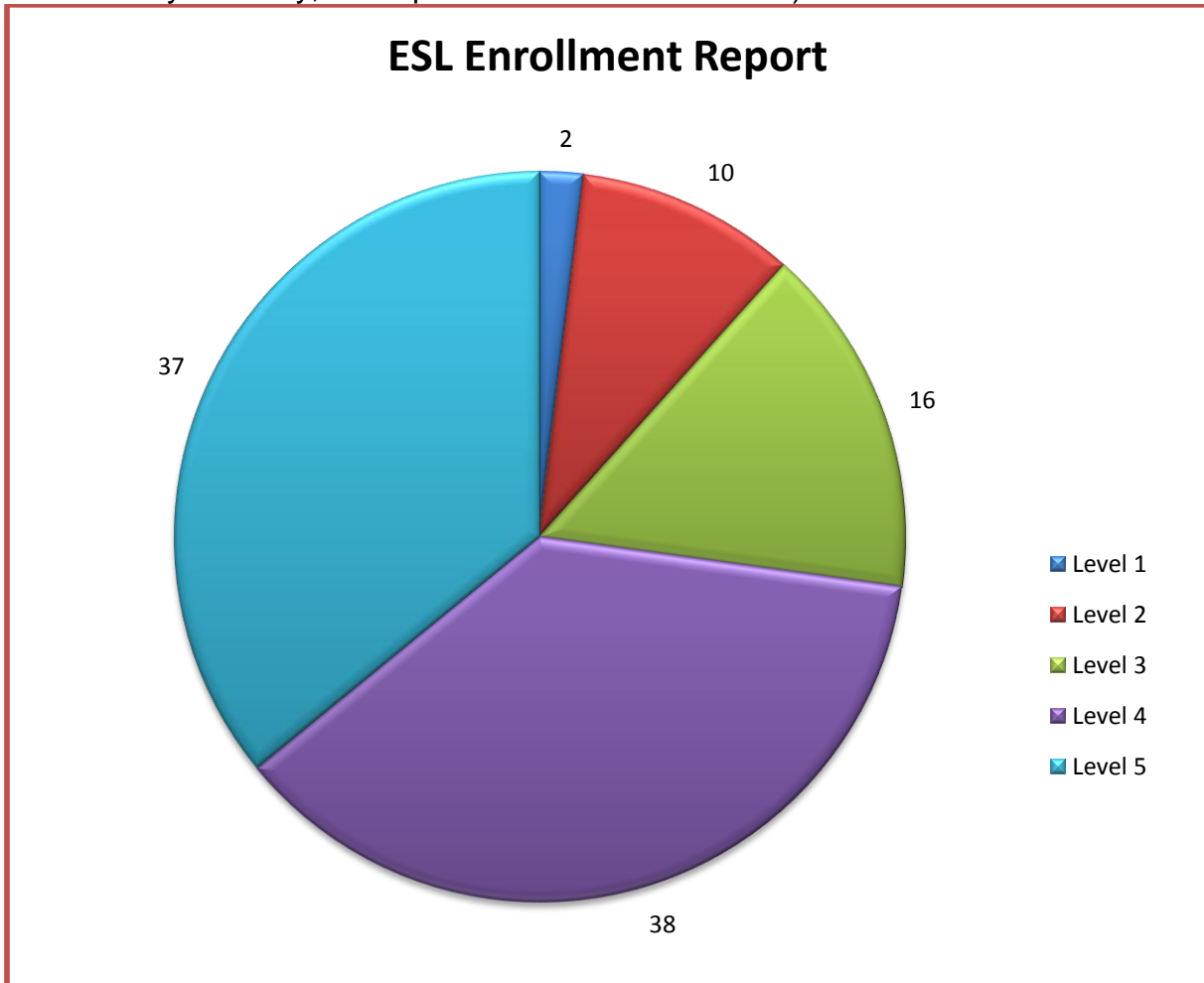
Description of Data: The DoDEA Customer Satisfaction Survey was available for all parents and students and was completed by 114 parents and 102 students on the DoDEA HQ website. The table above reflects parent and student perceptions on how well their school is preparing students for the 21st century.

Analysis of Data: The vast majority of both parents and students rated their school as either “Somewhat Effective” or Very Effective” in preparing students for the 21st century, with 92% of parents and 93% of students rated Darby ES in these favorable categories.

Existing School Data: **Community Data and Information**

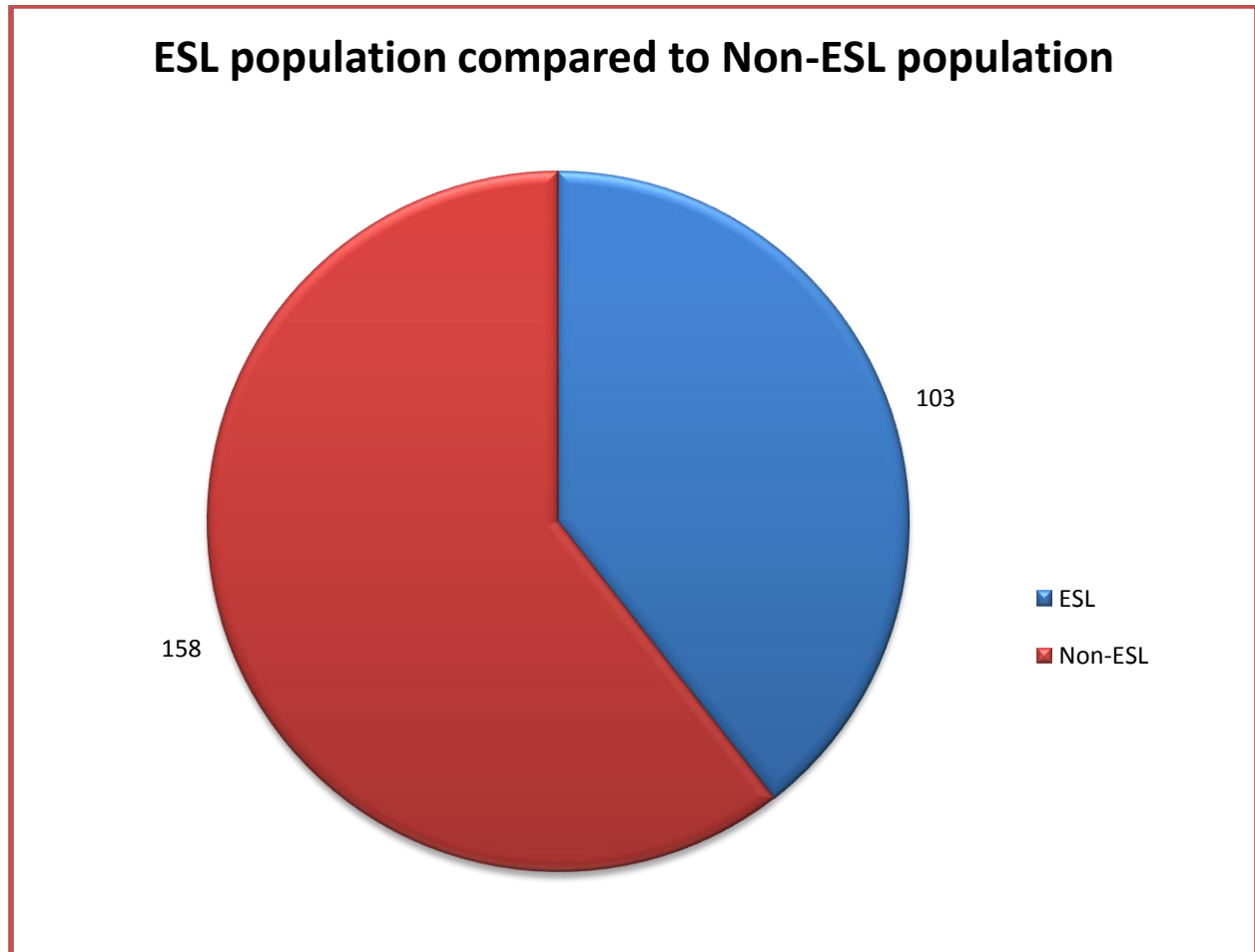
Data Collection Instrument(s):

We selected the following instruments to collect data regarding Community Data and Information in December 2010: Aspen reports (ESL enrollment, ESL population, Enrollment by Ethnicity, and Sponsor's Branch of Service).



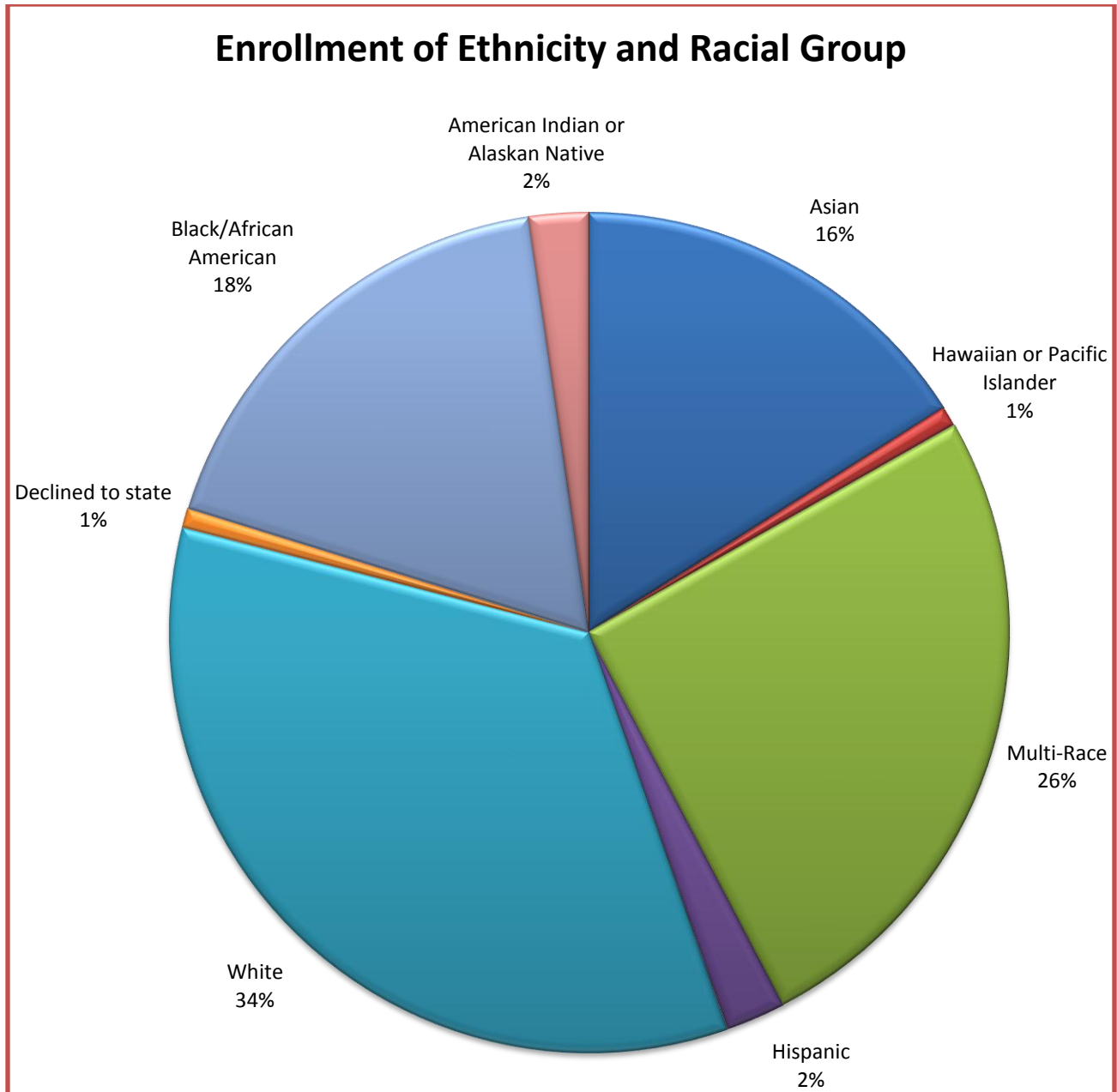
Description of Data: This information is collected at the time of enrollment for each child. The information is stored in SMS, an electronic filing system used by DoDEA Pacific as well as Aspen, a DoDEA piloted student information system. This information was extracted in December 2010. It shows the levels of proficiency of our English Language Learners.

Analysis of Data: Of the 66 students identified as eligible for ESL services, 42% percent of those have been classified as ESL level 3 or below. Students at ESL level 3 or below are generally significantly below the standard for their grade level. This data was an indication that the ESL population would be an appropriate target group for our CSI goals.



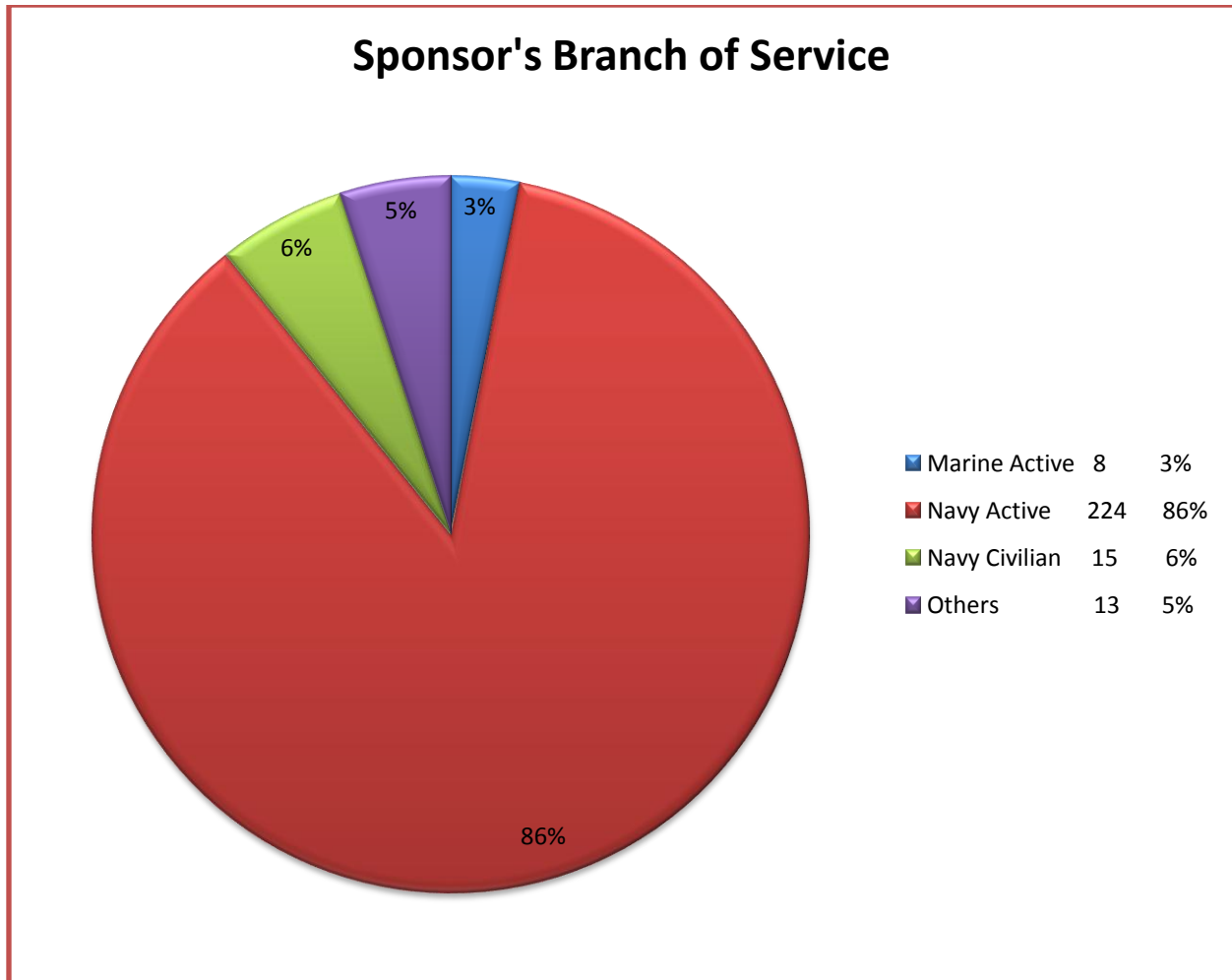
Description of Data: This information was collected at the time of enrollment for each child. The information is stored in SMS, an electronic filing system used by DoDEA Pacific as well as Aspen, a DoDEA piloted student information system. This information was extracted in December 2010.

Analysis of Data: This shows the proportion of our student population that lives in a household with more than one language. Out of the 103 students who come from households with more than one language, 66 students receive direct ESL services.



Description of Data: This information is collected at the time of enrollment for each child. The information is stored in SMS, an electronic filing system used by DoDEA Pacific as well as Aspen, a DoDEA piloted student information system. This information was extracted in December 2010.

Analysis of Data: This shows that the Darby population is diverse, with a wide range of ethnic backgrounds. This requires the teachers to consider the culture, language, and customs of their student population when planning instruction.



Description of Data: This information is collected at the time of enrollment for each child. The information is stored in SMS, an electronic filing system used by DoDEA Pacific as well as Aspen, a DoDEA piloted student information system. This information was extracted in December 2010.

Analysis of Data: This data collection is for information purposes only and has no significant impact on the school except in those areas of deployment and transitions. Specific training for staff concerning military issues may be implicated as well as for accommodations for student absences due to the aforementioned deployments.

Summary

The School Improvement Team and Committee members collected data in 2006-2007 for the creation of this profile and the establishment of new goals. The staff completed surveys or participated in faculty discussions with questions on instructional strategies/leadership, school environment, academic achievement, curriculum needs, and home-school connection. This data provided the staff with critical information that was used to establish our goals and drive our school forward.

The staff works hard to differentiate the curriculum and develop programs to meet the academic needs of our students and to improve the home-school connection. Data is collected to enable us to further improve our instructional strategies and to focus on better informing the parent community of our strengths.

The Vision Statement has been a driving force of our school improvement process. The Vision Statement was developed from stakeholder input. The Vision Statement is reviewed regularly to ensure that it accurately reflects our vision for Darby ES.

After analyzing the data in 2006-2007, stakeholders identified a need to improve written expression and mathematical problem solving skills. In addition, this data correlates with the Pacific Literacy Project Report for our school to continue growing in the 4 components of writing: shared, interactive and independent writing, plus writer's workshop. The *TerraNova* standardized test scores reviewed in winter 2006 illustrated the need of our school to improve math scores and writing strategies. The *TerraNova* indicates a significant drop in Total Math in the year 2005-2006 in grades 5-6, and inconsistent patterns in grades 3-4.

Command Fleet Activities Sasebo is a forward deployed base. Approximately 93 percent of our parents serve in the Navy and are deployed for several months at a time. This creates a single parent household and less support for the children. Long deployments could also mean that the primary English speaker is not home. This creates less support for the ESL child. This data indicated that the ESL student population who receive services would be an appropriate target group for our CSI plan.

Exploring the surveys and data provided the stakeholders with a more comprehensive overview of Darby ES's successes and needs. The following is the triangulation of data for each selected goal.

Appendix A: **Goal Statements and Triangulation of Data**

Student Performance Goal #1:

All students will increase performance on targeted written expression skills using instructional interventions implemented in all curricular areas as measured by the Terra Nova 3 Language subtests and other system-wide and school based assessments. The targeted skills are effectively communicate meaning, information, and thoughts through the writing process.

We chose this goal based on triangulating the following data sources:

- Data Carousel
- *TerraNova* language subtest results
- PLP Review Visit Report

Student Performance Goal #2:

All students will increase performance on math using instructional interventions implemented in all curricular areas as measured by the Terra Nova 3 Math subtests and other system-wide and school based assessments. The targeted skills are _____.

We chose this goal based on triangulating the following data sources:

- Data Carousel/Stakeholder Perception Results 2011-2012
- *Terra Nova* Test Results 2010-2011; 2011-2012
- End of the Year McMillian Curriculum Assessment 2010-2011 (4th-6th)
- Item Analysis of End of the Year Math Curriculum Assessment 2011-2012 (PreK-6th)
- Item Analysis of Diagnostic Placement Math assessment 2011-2012 (K-6th)