

School Profile

Vicenza Middle / High School

Vicenza, Italy



SY 2006-08

Kathleen Reiss, Principal
Chris Beane, Assistant Principal

SY 2008-09

Lauri Kenney, Principal
Chris Beane, Assistant Principal
(updates are reflected in red throughout this document)

SY 2009-2010

Lauri Kenney, Principal
Bernie Camuso, Assistant Principal
(updates are reflected in green throughout this document)

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SCHOOL PROFILE DEVELOPMENT

The School Profile updates were guided to include community demographics only for the SY 2007-2009.

Beginning SY 2009-2010, guidance towards School Profile updates was given to include assessment results, demographic data, curriculum changes, community changes, military mission updates, and any other contributing factors as indicated throughout this document.

The faculty of Vicenza Middle/High School (VMHS) began the development of the school profile at the start of the 2006-2007 school year. This school year marked the beginning of a new cycle for us, and with it came directives and guidance from our district SIP leaders. The goal the SIP co-chairs set for our faculty in the development of the school profile was two-fold: to include everyone and to make everyone a “believer.” The entire faculty contributed to the development of the school profile; therefore, each faculty member has ownership in the process.

On August 23, 2006 the SIP co-chairs, Patricia Cowles and Dana Keller, led the staff through activities designed to review the school improvement process and to commence the creation of the profile; it was a “Time of Discovery.” Nine task groups were created, with every faculty member serving as a member of a task group: Environmental Scan, Survey, Standardized Tests Data Cruncher (four separate task groups), Local Assessment Data Crunchers, Local Insights, and Existing School Data. The task of each group differed a bit; however, each held the common objectives of collecting data for the school profile and presenting findings to the entire faculty. Task group members divided responsibilities and assumed roles as necessary, then they met during instructional planning periods (IRP) to share and analyze data and to create presentations of their findings for the faculty. These presentations were a part of the first semester (October 6 and 30) staff development days. Staff members also participated in activities related to the revision of our mission statement and activities related to team building during these two in-service days.

Student performance goals, including the need to include two goals in this profile, were the underlying focus of the SIP chairpersons and the task groups during all phases of the process. On October 30, after additional analysis of all data collected and presented by task groups, student performance goals became the primary focus. The research of the task groups provided a clear picture of our school and students that led us to the selection of two student performance goals.

In a follow up activity, each task group created two goals based on triangulated data, using their own research and that of others. Then the task groups shared and combined common goal ideas in a discussion activity. A goal focus group of volunteers was created; members included teachers Patricia Cowles, Linda Dahlstrom, Myreta Davis, Tom Davis, Dana Keller, Adam Ridgley, and Roland Sturk, and administrators Kathleen Reiss and Chris Beane. The focus group convened to discuss and work on the final two student performance goals on November 7. The two student performance goals, along with their supporting data points, are included at that end of this document.

The final school profile document was compiled by Patricia Cowles and Dana Keller using the data and analysis completed by the task groups.

MISSION STATEMENT

DoDEA Vision

Communities investing in 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.

SY 2009-2010- All DoDEA schools adopted the above DoDEA Mission Statement.

Mediterranean District Mission

To support schools for the success of *every* student.

Vicenza Middle/High School Mission Statement

The mission of Vicenza Middle High School is to provide challenging learning opportunities that prepare students for the future.

SY 2008-2009- The faculty of VMHS aligned the school Mission Statement to the DoDEA Mission Statement.

Vicenza Middle/High School Vision Statement.

SY 2009-2010: VMHS will provide challenging learning opportunities to prepare all students for future success in a global environment.

- Creating a learning environment in which all students feel safe and supported.
- Providing a rigorous curriculum for all students through differentiation.
- Continuously monitoring the academic progress of each student to ensure success.

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UNIQUE LOCAL INSIGHTS

Data Collection Instruments:

VMHS student handbook
Interviews of local military commands
Military web pages
SIS (student information system)
Demographic surveys
DoDEA website
Internet research
DoDEA Customer Satisfaction Survey results

Presentation / Analysis of Data:

Vicenza High School is a grade 7-12 school located on Caserma Ederle, an American military installation in Vicenza, Italy; Vicenza is located in Northern Italy at the foot of the Dolomites and is about the size of Massachusetts. The present two-story building, which serves as the school's home, was built in 1958 and has undergone a number of renovation projects. Additionally, there are six temporary buildings ("huts") that serve as classrooms. The building is connected to Vicenza Elementary School, and the schools share some facilities, including the cafeteria. The school building also houses a gymnasium and an information center.

Caserma Ederle is also the home of most of the local military commands and support organizations. There is, however, no housing for families with dependents on Caserma Ederle. Many of our students reside in Villagio, an American housing community located about two miles from Caserma; however, there is also a population of families who live in the surrounding Vicenza communities. Since no students live on Caserma Ederle, bus transportation is required for most of our students.

We are in the early development phase of constructing new schools -- elementary and middle -- at the Villagio complex. The anticipated completion date of the elementary and middle schools is 2010; at this time, it is expected that the Vicenza school complex will have a completely separate middle school. Plans are underway now to prepare for this transition.

Our current student population totals 291 students, with 112 middle school students and 179 high school students. Current enrollment data reveals that our student body is made up mostly of Army dependents (68%); however, we do have students who are dependents of both civilians and two other branches of military -- Air Force and Navy. A majority of VMHS students are non-Hispanic (80%) and white (68%). Most noteworthy is the DEROS year of enrolled students: nearly half of our students will leave us in 2007 and about a quarter more will depart the following two years.

VMHS offers a college preparatory curriculum that includes advanced placement and honors courses and also offers a selection of vocational or professional technical studies (PTS) courses for students, including computer aided manufacturing and drawing, video production, Microsoft and Adobe certification courses, JROTC and others. Students are also able to participate in distance learning courses. Support classes exist in the curriculum in the areas of reading, language arts, middle school mathematics, algebra, and geometry. There is also a middle school gifted program, a middle school and a high school AVID program, and a special education program.

SY 2009-10: SIP became CSI (Continuous School improvement Process)

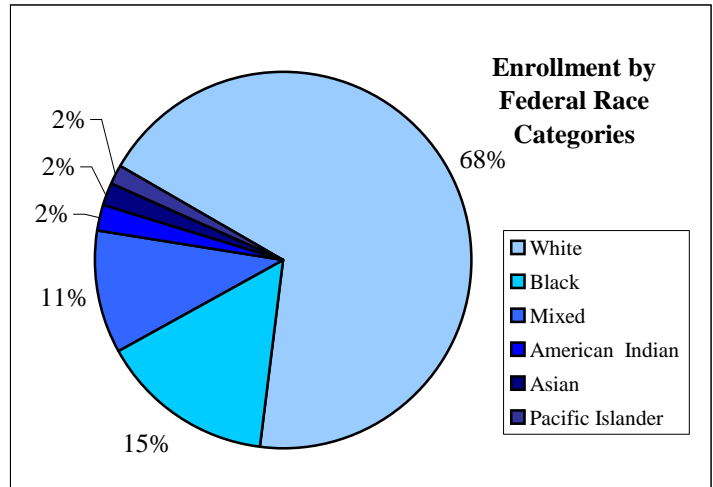
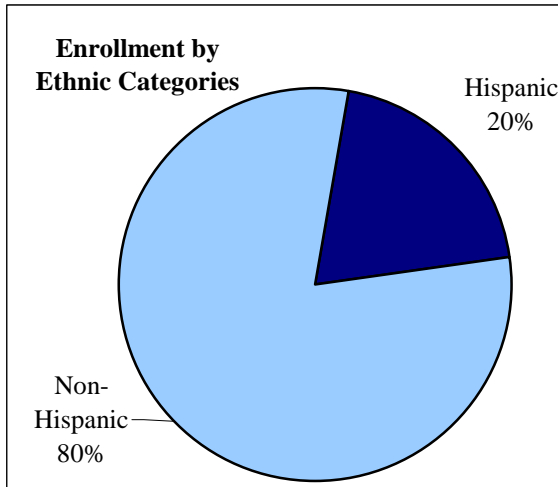
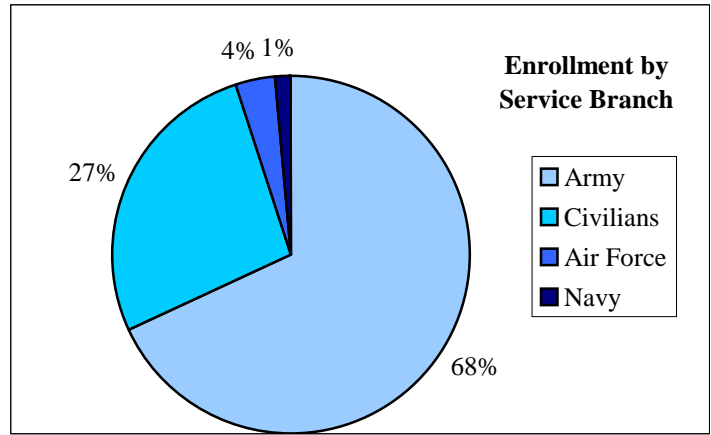
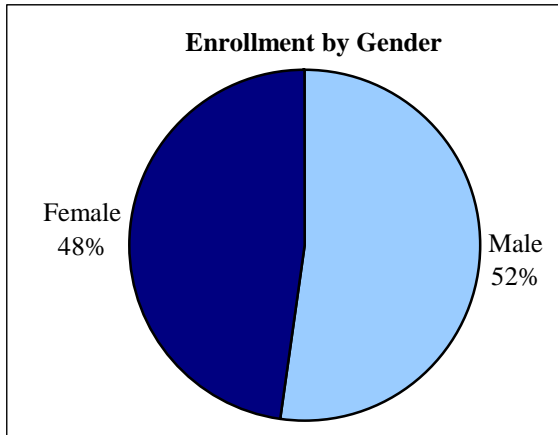
In August of 2010, a new school facility will be opened. The Vicenza Community will have three separate schools:

- Vicenza Elementary School (PReK-5) located at Villagio Housing Area
- Vicenza Middle School (6-8) located at the Villagio Housing Area
- Vicenza High School (9-12) located as now on Caserma Ederle

Ongoing at this time, are discussions and decisions regarding staffing changes, and movement.

STUDENT DEMOGRAPHICS:

06-07 Enrollment by Grade Level					
7 th	8 th	9 th	10 th	11 th	12 th
58	54	59	50	36	34
Total Enrollment: 291		Middle School: 112		High School: 179	



DEROS Year (Date of Estimated Return from Overseas)	2006	2007	2008	2009
Percentages	6%	45%	22%	27%

SY 2008-09 No significant enrollment changes

SY 2009-10: Student Demographics noted below:



Mediterranean District Office

School Profile Summary for Vicenza Middle/High School

Thursday, February 4, 2010

School Enrollment by Grade Level

7	8	9	10	11	12	Total
74	73	59	60	59	44	369

School Enrollment by Gender

Female	Male	Total
180	189	369

School Enrollment by Employer Type

	7	8	9	10	11	12	Total
AAFES Civ	0	0	0	0	3	1	4
AF Active	3	0	2	1	2	2	10
Army Act SA	0	1	0	1	0	0	2
Army Active	47	45	37	35	28	18	210
Army Civ	15	16	14	17	18	14	94
Army CTR	1	1	0	1	1	1	5
Army Guard	1	0	0	0	0	0	1
Army Reserve	1	0	0	0	0	0	1
Army Waiver	0	0	0	1	0	0	1
DCA Civ	0	1	0	0	0	1	2
DECA Civ	0	0	0	0	1	0	1
DLA Civ	1	1	1	1	3	2	9
DoDEA Civ	3	4	3	2	1	2	15
Navy Active	0	0	0	0	1	1	2
Navy Civ	1	2	2	1	1	2	9
Navy CTR	1	1	0	0	0	0	2

	7	8	9	10	11	12	Total
SSA Civ	0	1	0	0	0	0	1
Total	74	73	59	60	59	44	369

AP Course Enrollment

Course Name	Teacher Name	Enrollment
AP Biology+	Robinson, Darin	7
AP Calculus AB+	Torrence, Eric	11
AP Calculus BC-DL+	Brooks, Jo	1
AP English Language+	Cowles, Patricia	23
AP English Lit+	Hill, Darrell	7
AP German Lang-DL+	Timbrell, Roswitha	3
AP Physics B-DL+	Barnes, Brian	1
AP Statistics+	Ashby, Linda	12
AP US Govt-Politics+	Boscacci, Antoinette	10
AP US History-DL+	Boue, Pat	6

53 Students

DL Course Enrollment

Course Name	Teacher Name	Enrollment
AP Calculus BC-DL+	Brooks, Jo	1
AP German Lang-DL+	Timbrell, Roswitha	3
AP Physics B-DL+	Barnes, Brian	1
AP US History-DL+	Boue, Pat	6
Economics-DL	Watson, Kelly	1
Health Ed-DL	Stockton-Sooy, Jaclyn	1
US Government-DL	Keller, Dana	1

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Honors Course Enrollment

Course Name	Teacher Name	Enrollment
HonorsLit-WrldHist10	West, Angela	21
HonorsLit-WrldHist9	Henry, Desiree	29
HonorsWrldHist-Lit10	Balboni, Lisa	21
HonorsWrldHist-Lit9	Martin, Theresa	29
		50 Students

Quarter 2 Marks Distribution for Vicenza Middle/High School

	7	8	9	10	11	12	Total
A	48%	45%	45%	34%	47%	51%	45%
B	36%	26%	33%	30%	28%	27%	30%
C	12%	19%	16%	25%	18%	15%	17%
D	2%	6%	3%	7%	4%	4%	4%
F	0%	2%	1%	2%	1%	1%	1%

SY 08-09 Average SAT Test Results

	Critical Reading	Math	Writing
	505	498	492

Special Education Enrollment by Grade Level

	7	8	9	10	11	12	Total
Regular Education Students	70	67	50	52	54	42	335
Special Education Students	4	6	9	8	5	2	34
Total	74	73	59	60	59	44	369

SY 2009-10: From May, 2009 to August 2009, 65 undergraduates moved (PCS), and 45 graduating seniors left our school. This represents one third of our student body that has left. This is significant because many of these students had been here for up to five years, due to the Stop Loss implementation by the Army.

We had 95 new students registered by the end of the first week of school. An additional 10 students arrived in September.

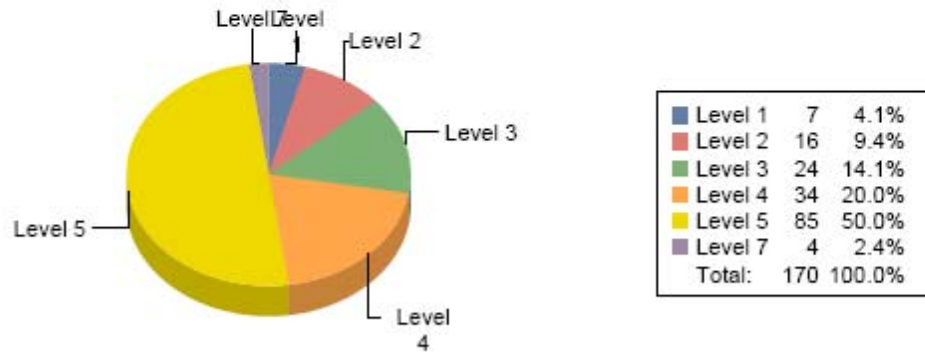
Current enrollment has overall increased.

Projections are that this community will continue to increase and grow with the additional military missions.

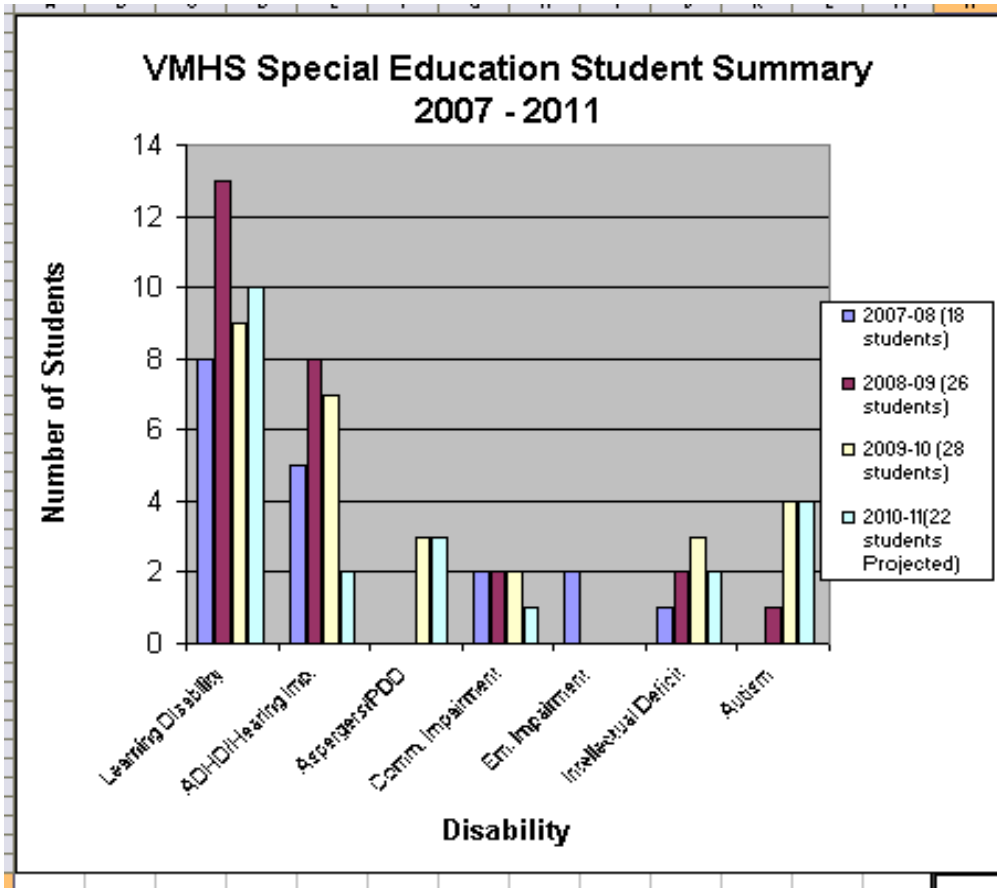
ESL Enrollment Report

This report provides a count of English Language Learners.

Count of English Language Learners by Level



SY 2009-10: This represents a change in our demographics of ESL students and the result is we now have staffing for an ESL teacher for SY 2009-10.



SY 2009-10: Projections for SPED enrollment for SY 2010-11 with new community demographics anticipated in the community and military mission.

2006-2007 General High School Course Offerings

ELECTIVES		SUPPORT/LAB CLASSES	
SUBJECT AREA	NUMBER OF CLASSES OFFERED	AP CLASSES OFFERED	
Math	5	Calculus; Statistics	
Foreign Language	Spanish And Italian 1-6		
Science	6	Biology	
English	5	Literature; Language	
Art	6		
Health	1		
Music	5		
Tech Ed (PTS)	7		
Social Studies	6		
Business/Computers	12		
JROTC	4 Levels		
Honors Combined Courses	English/World History 9/10		
Distance Learning	6 AP Classes	Spanish/Italian/German	
		US History	
		Computer Science	
		Calculus	
	10 Regular	C++ Programming I&II	
		Visual Basic I&II	
		Java I&II	
		Marine Biology	
		Humanities	
		Economics	
ELECTIVES		SUPPORT/LAB CLASSES	
AVID		Read 180 Lab	
Speech		Language Arts Lab	
Yearbook		Geometry Lab	
Career Practicum		Algebra Lab	
Journalism		AVID	
College Prep		Learning Strategies	
Drama			

2006-07 General Middle School Course Offerings

AREA	CLASSES OFFERED
Required Courses 7th	Language Arts 7
	World Geography 7
	Int. Science Ii
	Math 7 Or Algebra I
	Physical Ed 7
	Advisory 7
Required Courses 8th	Language Arts 8
	World Geography 8
	Int. Science Iii
	Math 8 Or Algebra I Or Geometry
	Physical Ed 8
	Advisory 8
Exploratory Wheel 7	Outdoor Ed
	Computer Apps
	Family Living
	Study Skills 7
Exploratory Wheel 8	Applied Tech
	Humanities
	Careers
	Study Skills 8

Area	Classes Offered
Electives 7/ 8	Beginning Band
	Art 7/8
	Drama 7/8
	Journalism Ab
	Italian I
	Spanish I
Electives 8	Intermediate Band
	Italian II
	Spanish II
Support Classes 7/8	Reading Labs
	Math Support
	Avid

SY 2008-09: No significant changes.

SY 2009-10: Changes in curriculum:

French 1

Middle School Level AVID

Contemporary Issues

Economics

AP Statistics

Sociology

Chorus

Photography

Discontinued:

Language Arts Lab

Outdoor Education converted to extra curricular (after school club)

Extra-Curricular Activities:

A selection of extra-curricular opportunities exists for VMHS students. Many students also participate in the VMHS sports program. Students can also elect to participate in sports programs and activities offered throughout the community.

VMHS Extracurricular Activities

Student Council	National Honor Society
National History Day	National Junior Honor Society
Newspaper	Yearbook
Odyssey of the Mind	Drama Club
Chess Club	Math Counts
Academic Games	Rifle Team
Middle School Fitness Club	Drama Festival
Creative Connections	Honors Music Festival
Jazz Band Festival	Model US Senate
International Student Leadership Institute	Junior Leadership Seminar

VMHS Athletics

Cheerleading (fall and winter)	Football
Volleyball (boys and girls)	Cross Country
Basketball (boys and girls)	Tennis (boys and girls)
Track and Field (boys and girls)	Soccer (boys and girls)
Wrestling	

SY 2008-2009 No significant changes.

SY 2009-2010 Update:

Class Councils

Step Club

Drill Team

Softball

Baseball

Drama

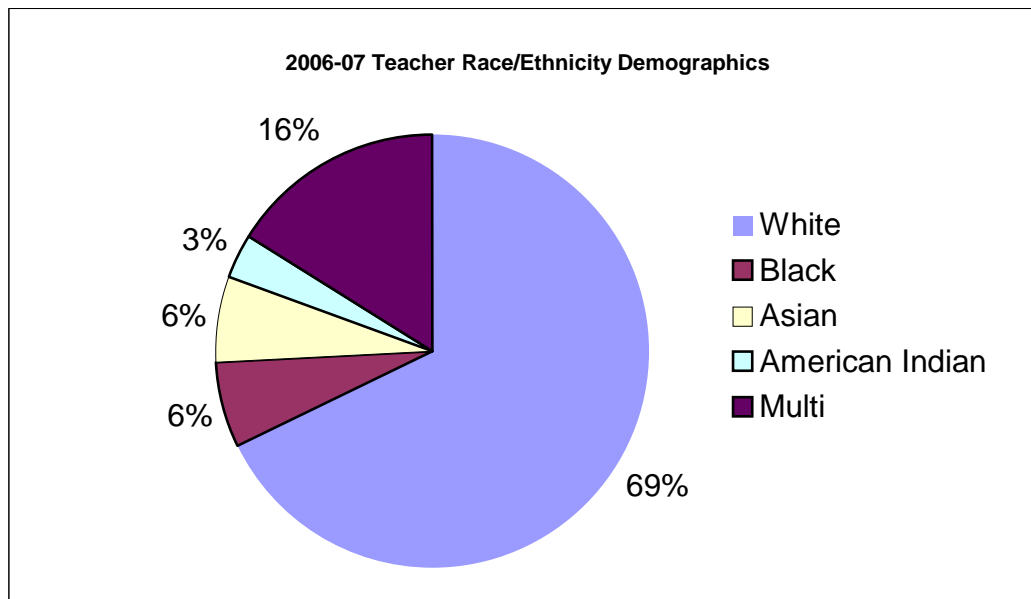
Spanish Honors Society

Italian Honor Society

Junior Science and Humanities Symposium

Faculty and Staff Demographics:

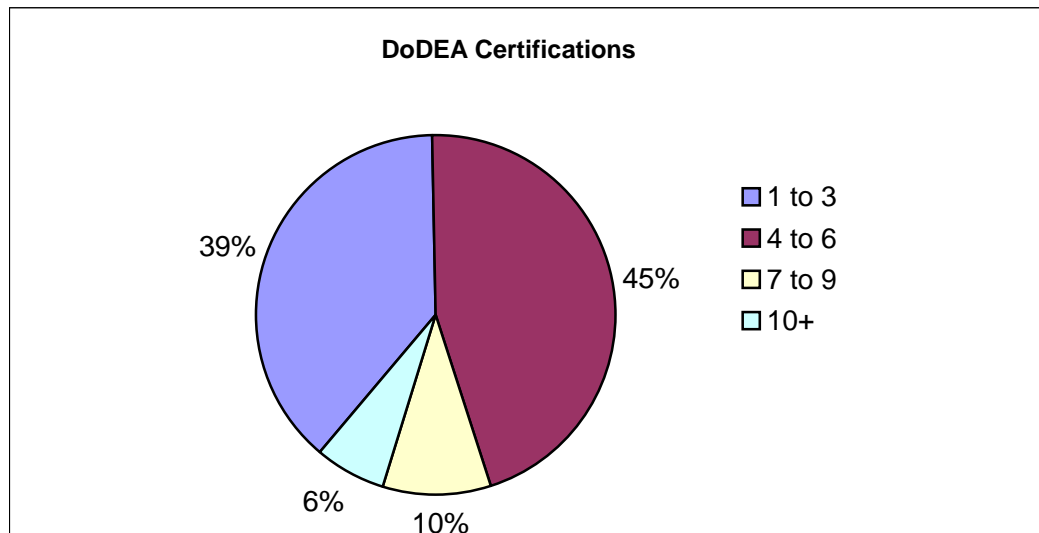
The faculty of VMHS is comprised of thirty-seven teachers: twenty-two female and fifteen male. All teachers hold at least a bachelor's degree, and twenty-two teachers have master's degrees. The average number of years of teaching experience is fifteen, ranging from four years of experience to thirty-three years of experience; however, the average number of years of teaching at VMHS is much different: six years average.



The majority of teachers (69%) are white, while the next highest race / ethnicity represented is multi (16%). It should also be noted that the faculty also includes representatives from Black, Asian, and American Indian races / ethnicities.

SY 2008-09 VMHS has three new teachers to add to the instructional staff.

SY 2009-10: VHMS has nine new teachers to add to the instructional staff. Due to the growth of population and staff, we have “traveling teachers”.



Nearly half (45%) of teachers at VMHS hold four to six certifications. Sixteen percent hold seven or more certifications.

Faculty Committee Structure

The following committees are in place at VMHS. Each teacher is required to be a member of two committees. Committees usually meet once a month.

- **Principal’s Advisory Committee (PAC) Omitted in 2008-9.**
The PAC helps administration with scheduling, discipline and events/matters affecting the entire school.
- **C-SILT/Instructional Leader Team** is part of C-SILT with additional duties to support CSI implementation, budget decisions, scheduling and other matters that involve the school.
- **Seminar/Advisory Committee**
The seminar / advisory committee provides guidelines for seminar/advisory.

- **Case Study Committee (CSC)** determines eligibility for student referrals and monitors current enrollees.
- **Pupil Personnel Services** was re-established due to a deployment year to keep a pulse on the emotional impact of the students and environment..

- **Technology Committee**

The purpose of the technology committee is to support the infusion of technology into all curricular areas in the school. The committee's major priority is to ensure that the school's technology resources are distributed appropriately and used regularly and effectively in support of curricular goals. Another very important priority is to keep the needs of the whole school in mind when making decisions.

- **School Advisory Committee**

SAC is a governing board of the school. The members are from the school, community, military and students.

- **Gifted Student Identification and Review Board**

The board meets to monitor, test and identify gifted students.

- **AVID Site Team**

Meets monthly to discuss the progress of the AVID program, assist with AVID recruitment and certification, and to conduct staff development of AVID methodologies.

- **Student Assistance Team -Student Support Team (SST)**

SAT Meets monthly to discuss students in need of some sort of intervention (academic help, behavior management etc.) It explores all aspects of a situation to develop a plan to help the student.

- **Placement Committee** determines individual student placements as needed.

- **Collaborative Teams (CT)** established for instructional collaborations, CSI intervention implementation, data analysis and decisions with like-colleagues

- **Instructional Related Periods (IRP)** are common planning times across disciplines that provide horizontal articulation opportunities and common planning time for core subjects in MS.

- **AdvancED Standards Committees** act as POC and experts for each Standard.

- **Advanced Placement (AP) Review Team** includes administration, counselors, and AP teachers who review student achievement and subsequent placements based on data.

- **Crisis Team-** Selected volunteers include administration, nurse, counselor, school psychologist, special education, teachers, discuss issues impacting our students emotionally, physically and academically to ensure and plan for their wellness and safety.

- **Counselor Committee** meets twice a month with administration and counselors to review scheduling, D and F list, attendance, and other forms of important student data..

Military Mission

U.S. Army Garrison Vicenza is home to Caserma Ederle, headquarters of the U.S. Army Southern European Task Force -- Airborne (SETAF), a major subordinate command of the US Army, Europe, and the only major U.S. Army organization south of the Alps.

SETAF provides the combatant commander with the core of a rapid reaction Army-lead joint task force headquarters; trained and ready combat forces capable of deploying anywhere directed within 24 hours of alert. SETAF maintains rapid reaction and crisis response forces for missions throughout the spectrum of operations. SETAF is also an instrumental part of the European Command's security cooperation program. SETAF units include 173rd Airborne Brigade, 2-503rd Infantry Battalion, 1-508th Infantry Battalion, 509th Signal Battalion, and the 14th Transportation Battalion. Recent operations and exercises include deployments to Liberia, Iraq, Russia, Poland, the Ukraine, Morocco, Tunisia, Bulgaria, Slovenia, Hungary, Botswana, Kosovo and Bosnia. SETAF is a major subordinate command of U.S. Army, Europe.

SY 2008-09 At the time of the writing of this school profile, the military community was deployed for 14-16 months to Afghanistan which significantly influenced our families and students. During the summer of 2008 these soldiers have returned from deployment, reunited with their families and are currently engaged in transitional support.

At the time of the writing of this school profile, the military community is preparing to deploy to Afghanistan in November/December 2009. This will almost be a total deployment.

SY 2009-10: Beginning in Nov, 2009, SETAF soldiers deployed to Afghanistan for a 12 month tour.

SETAF has reorganized to include US Africa Command (AFRICOM). Their mission is below.

AFRICOM Mission

United States Africa Command, in concert with other U.S. government agencies and international partners, conducts sustained security engagement through military-to-military programs, military-sponsored activities, and other military operations as directed to promote a stable and secure African environment in support of U.S. foreign policy.

U.S Army Africa Component Command for U.S. Africa Command enables full spectrum operations while conducting sustained security engagement with African land forces to promote security, stability and peace. As directed, deploys a contingency headquarters in support of crisis response.

DoDEA Customer Satisfaction Survey

The survey is two years old and the three responding groups were not asked the same questions. Thus, the findings are not always conclusive in nature. The three groups surveyed seemed to agree that the primary purpose of the DoD schools is to provide a balanced education in which the basics are only one factor. The three groups held different opinions about the biggest problems in the school: parents identified a problem as the difficulty in getting good teachers/quality of their child's education; teachers

identified a lack of respect of students for teachers as an issue; students identified one problem as a lack of respect from teachers for students. Parents feel that the school is doing a good job communicating with them; they especially appreciate the newsletter. The students believe that they have the greatest effect on their own level of achievement. Teachers, parents, and students agree that the school is effective in welcoming new students.

SY 2009-10: DoDEA Customer Satisfaction Survey (CSS) was completed in 2008-09 and is available on the Common Drive as well as on the DoDEA website, Data Center, Survey Results.

Analysis of CSS was conducted with the faculty in May 2009 and the results of this review were formulated into a report in August 2009 called “DoDEA Action Plan.” This report is found in Folder 6, Partnerships and Communication. Some highlights that are being addressed are as follows:

- Teacher training in the areas of rigor, differentiated instruction and assessment
 - Administrators increased involvement in the overall educational process
 - Increased student and parent involvement in our CSI.
-

2006 – 2007 SY TEACHER CREATED TEACHER SURVEY

Data was collected by surveying thirty-five Vicenza Middle / High School faculty members on October 6, 2006, using SurveyMonkey.com. There were 34 questions that were created by a small teacher task group. The survey gathered information regarding teacher instruction, curriculum, support, staff development, collaboration, teamwork, programs and other issues relating to the school climate.

It should be noted that on most questions, there was near consensus by the respondents. An area of concern that was gleaned from this survey is communication: inadequate inter- communication between administration, faculty and staff, and insufficient time for communication with colleagues. Also of interest is that about one-third of the respondents felt our school does not have a pleasant mental environment in which to work; however, the respondents overwhelmingly agreed that they enjoy coming to work. One hundred percent of respondents said our school is a safe place to work. However, nearly fifty percent of the respondents feel that the facilities are inadequate. Additionally, several teachers made comments about a need for more opportunities and support for those students who are not on the college track.

Implications for Student Performance Goals:

Areas identified by this data for student performance goals include:

- Communication within our school and within our community
- The issue of respect between students and teachers

- The current deployment is reflective of the fourth one for many of these families. We are providing support and are sensitive to the issues as they evolve.
- Increased enrollment and incoming sixth graders
- Increased students identified for SPED- increased need for modifications, accommodations, and staff training
- With the large turnover of students. We must be aware of new academic needs and review the relevance of our current CSI goals.
- Re-teaching of CSI to new teachers and students and parents.
- ESL teacher added to staff in SY 2009-10

Identification of Sub-Groups:

- Deployment groups

Other Actions Needed:

- Further investigation into the use of programs to support students with deployed family members is indicated. Some of the current existing programs include Camp Purple for students with deployed parents and a buddy program between the high school and elementary school that connects students with deployed parents.
- Further investigation needs to be done to see if there are sufficient offerings of extra-curricular activities, other than sports.
- Further investigation needs to be done to determine if there are sufficient opportunities for those who are not on the college track.
- SY 2008-09 Faculty is aware and sensitive to transitional needs of our students during the reintegration of their military parents. Referral to counseling is provided as needed.
- SY 2009-10: The faculty is preparing for additional support of students with deployed parents.

FOLLOW-UP OF FORMER STUDENTS

Data Collection Instrument:

Former student Focus Group

Presentation/Analysis of Data:

A focus group of nine former students was created to gather information for the school profile. Efforts were made to ensure that the focus group was a diverse cross-section of graduates; however, all of these former students are now college students. Due to the nature of our overseas school population, the most feasible method to contact the students was via email. Students were asked to respond to the following question in a narrative: “What could VHS reasonably do related to instruction (but not limited to) to better prepare students for the college experience?” While answers varied, there were a couple of common threads of ideas, including a focus on research and writing skills and more in depth career and college counseling. Below are excerpts from the student responses.

Research and Writing Skills:

Students’ general recommendations included: more instruction on modern library research, including concepts of primary, secondary and tertiary literature searches; and real world critical thinking and problem solving assignments like research papers or thesis papers with presentations.

Career and College Counseling:

Students’ general recommendations included: hosting college fairs more often, counseling younger students to take more honors and AP courses, and providing information to students regarding college and careers.

Implications for Student Performance Goals

Areas identified by this data for student performance goals include:

- Information literacy skills, to include writing formal research papers

Identification of Sub-Groups:

No sub-groups were identified.

Other Actions Needed:

- Career and college counseling services for students should be extended.

SY 2008-09:: No further surveys are being conducted for Follow up of Former Students at this time per DoDEA directive..

SY 2009-10: No further surveys are being conducted for Follow up of Former Students at this time per DoDEA directive.

EXISTING SCHOOL DATA: STUDENTS

SY 2009-10: Due to new guidance regarding updates for School Profile, assessment results and data analysis is to be included within this document. Previously, this information was collected and documented on the common drive of each school in an assessment folder. Beginning this school year this information and analysis is contained at the end of this document in the “Data Assessment Addendum.”

Data Collection Instruments:

The Terra Nova Multiple Assessments, 2nd edition is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3-11;

The Terra Nova Communication Arts Performance Assessment is a criterion- referenced assessment given annually in the spring of each school year to all of our students in grades 8 and 10.

Preliminary Scholastic Aptitude Test (PSAT) measures critical reading skills, math problem-solving skills, and writing skills; it is administered in the fall to the following groups: all of our students in grades 10 and 11; all AVID students (grades 8-11); any other student who elects to take the test.

Advanced Placement (AP) test are administered through the College Board in the spring of each school year.

Student Information System data – Data was extracted from the VMHS SIS database to compare student late arrival rates to grade point averages.

- In Fall, 2006, DSO created a “Terra Nova Data Collection Tool” for all schools in the Med District to provide consistent TN aggregates for review and analysis. This Excel workbook can be located on the Common Drive.
- Three summative assessments for each goal are collected and analyzed on the Common Drive.
- DoDEA Data Center was developed for Internet Access to test scores through the DoDEA website.
- In SY 2008-09 Terra Nova Multiple Assessments 2nd edition was replaced by the 3rd edition. Schools were advised by DoDEA to exercise caution in comparing the results of previous years with the results of the new edition.

Presentation/Analysis of Data:

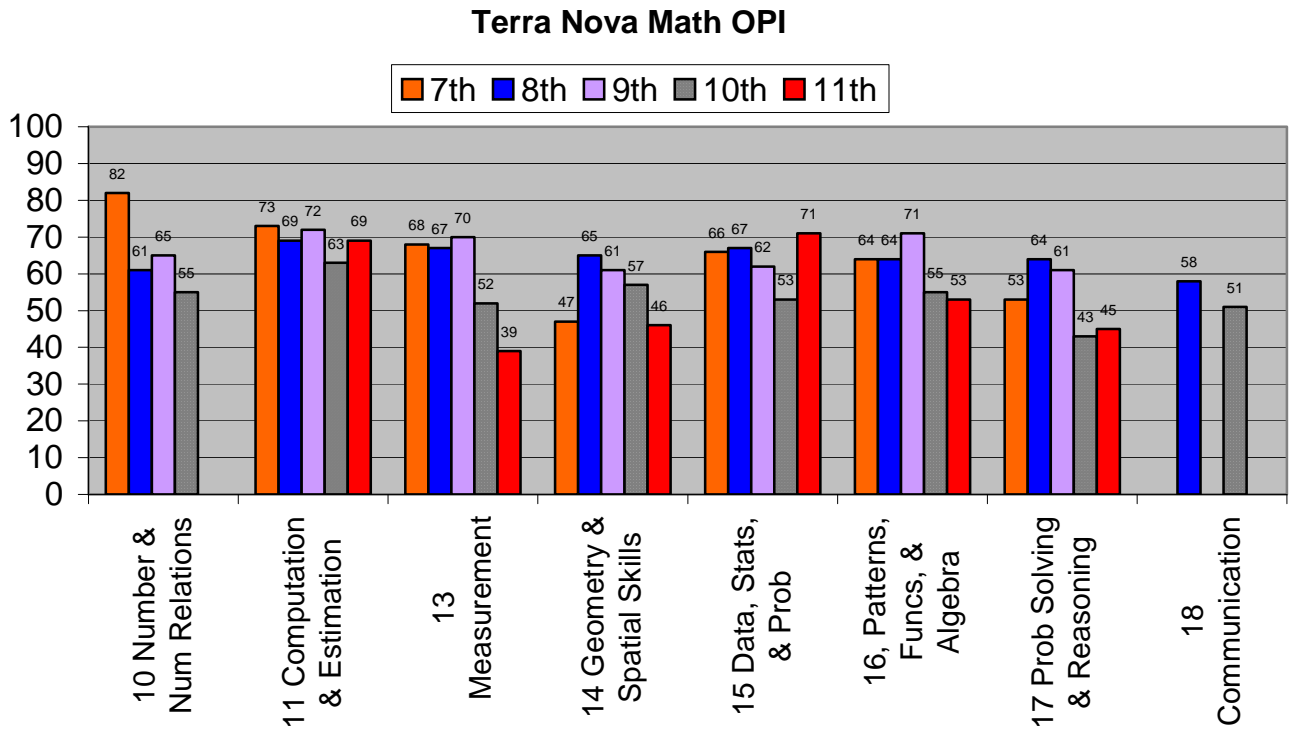
SY 2009-10: Terra Nova Multiple Assessments 3rd Edition results are contained at the end of this document in the “Data/Assessment Addendum.”

Terra Nova Multiple Assessments:

Terra Nova 2005-2006 Mathematics-Quarter Percents

Grade Level	Quartile Percents	Mathematics 2002	Mathematics 2003	Mathematics 2004	Mathematics 2005	Mathematics 2006
7	1 st	41.8	51.0	27.1	38.2	31.4
7	2 nd	23.6	37.3	30.5	36.8	31.4
7	4 th	14.5	0.0	8.5	8.8	5.7
8	1 st	45.5	38.9	43.1	29.0	33.3
8	2 nd	34.1	20.4	45.1	48.4	39.1
8	4 th	9.1	9.3	0.0	3.2	5.8
9	1 st	34.1	40.4	46.9	47.5	39.1
9	2 nd	36.4	28.8	16.3	28.8	37.5
9	4 th	9.1	7.7	10.2	0.0	1.6
10	1 st	43.8	41.3	26.8	42.3	41.5
10	2 nd	28.1	43.5	41.5	36.5	41.5
10	4 th	12.5	4.3	12.2	7.7	3.8
11	1 st	39.3	50.0	26.3	20.6	35.9
11	2 nd	35.7	20.0	26.8	35.3	30.8
11	4 th	10.7	6.7	15.8	8.8	12.8

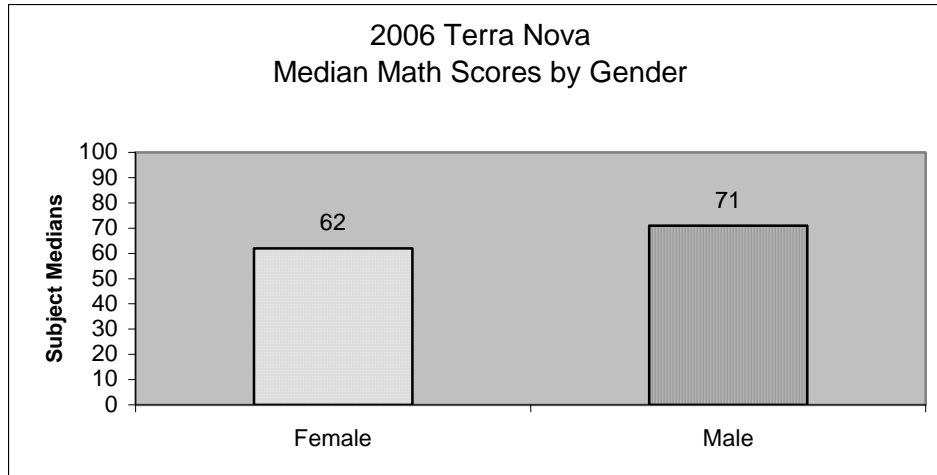
The DoDEA goal of having seventy-five percent of students in the top two quartiles on the Terra Nova test, and having seven percent or less of students in the bottom quartile for Terra Nova is noted above in color. The 2006 Terra Nova math scores in seventh, eighth and eleventh grade have yet to fully reach the goals set by DoDEA. The most alarming of these scores is the performance by the eleventh graders on the mathematics section of the Terra Nova in 2006.



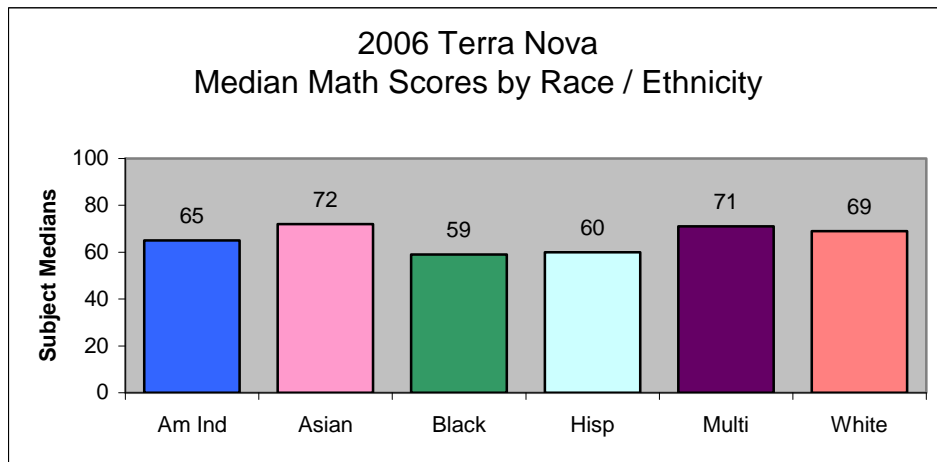
Objectives Performance Index (OPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

An analysis of the Terra Nova Math OPI data indicates:

- Problem Solving and Reasoning has the lowest average OPI across all grades with an average score of 53.2;
- Ninth and tenth graders both score the lowest in Problem Solving and Reasoning;
- Scores drop from 9th to 10th grade;
- Most scores fall below seventy with only six scores above;
- Measurement is the weakest category for eleventh graders.



Terra Nova median Math scores by gender indicate that males outperform females by nine percent.

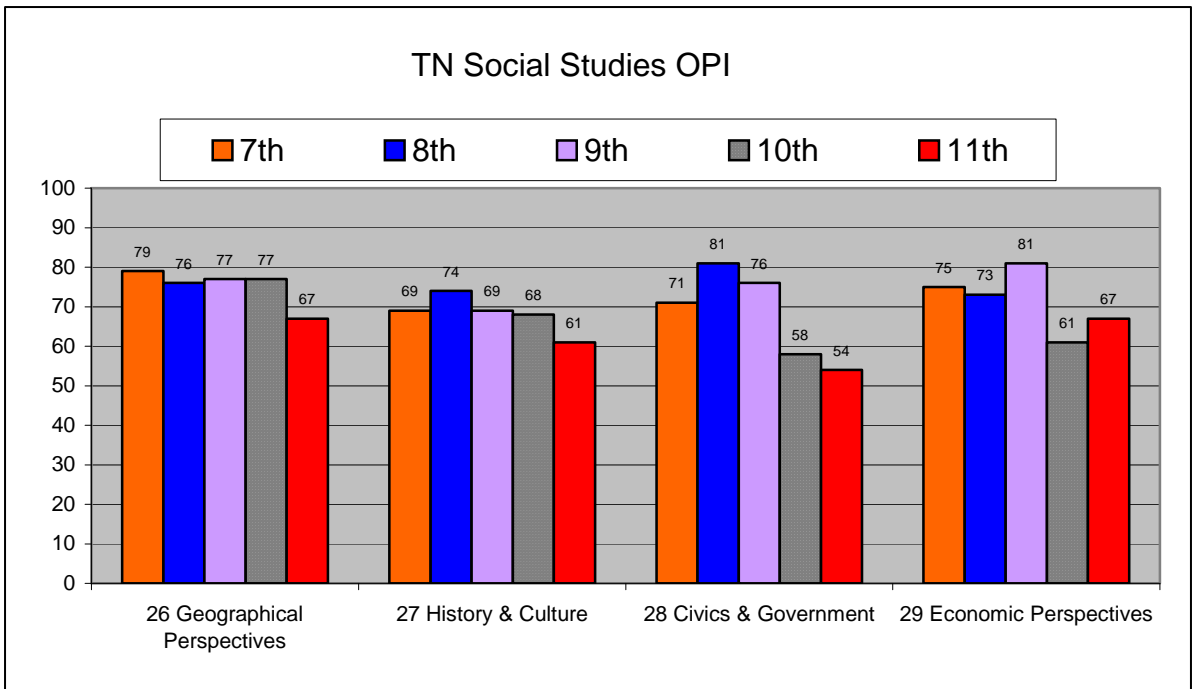


Terra Nova median Math scores by race / ethnicity indicate that the Black and Hispanic student populations performed noticeably lower than other populations.

Terra Nova 2005-2006 Social Studies Quarter Percents

Grade Level	Quartile Percents	Social Studies 2002	Social Studies 2003	Social Studies 2004	Social Studies 2005	Social Studies 2006
7	1 st	34.5	40.0	27.1	32.4	32.9
7	2 nd	34.5	32.0	30.5	38.2	40.0
7	4 th	5.5	8.0	6.8	7.4	1.4
8	1 st	46.5	35.2	41.2	39.7	39.1
8	2 nd	34.9	31.5	39.2	44.4	33.3
8	4 th	9.3	13.0	2.0	0.0	1.4
9	1 st	47.7	41.2	30.6	37.3	49.2
9	2 nd	36.4	31.4	44.9	39.0	33.8
9	4 th	0.0	5.9	8.2	0.0	1.5
10	1 st	37.5	42.6	25.0	30.8	34.0
10	2 nd	43.8	29.8	45.0	42.3	39.6
10	4 th	3.1	6.4	12.5	9.6	1.9
11	1 st	29.0	50.0	30.6	41.2	43.6
11	2 nd	48.4	33.3	47.2	41.2	30.8
11	4 th	3.2	3.3	0.0	0.0	10.3

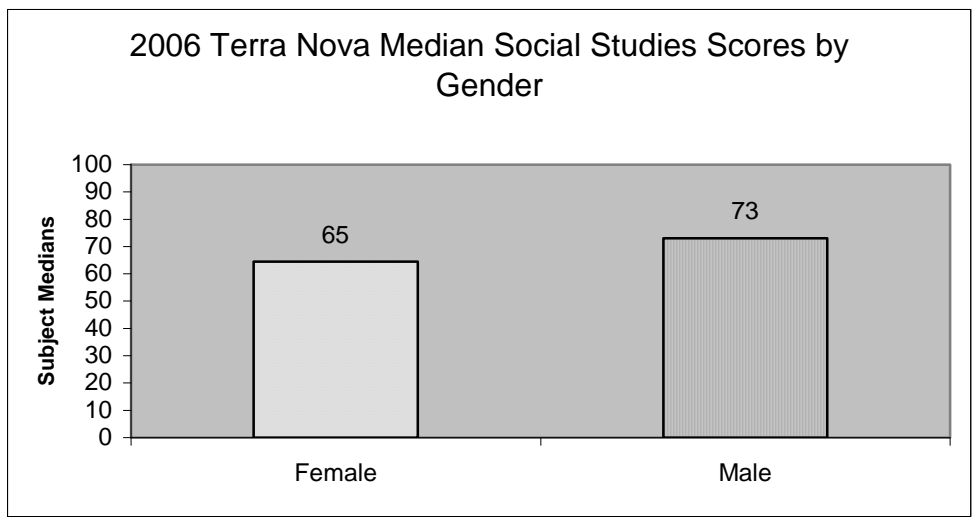
The DoDEA goal of having seventy-five percent of students in the top two quartiles on the Terra Nova test and having seven percent or less of students in the bottom quartile for Terra Nova is noted above in color. The only grade level to meet the DoDEA CSP goal on the Terra Nova Social Studies section is the ninth grade class. While the seventh, eighth, and tenth grade students met the bottom quartile goal, none of those groups met the goal of having seventy-five percent of students in the top two quartiles on the Terra Nova test. The data indicates that the eleventh graders failed to meet any of the goals.



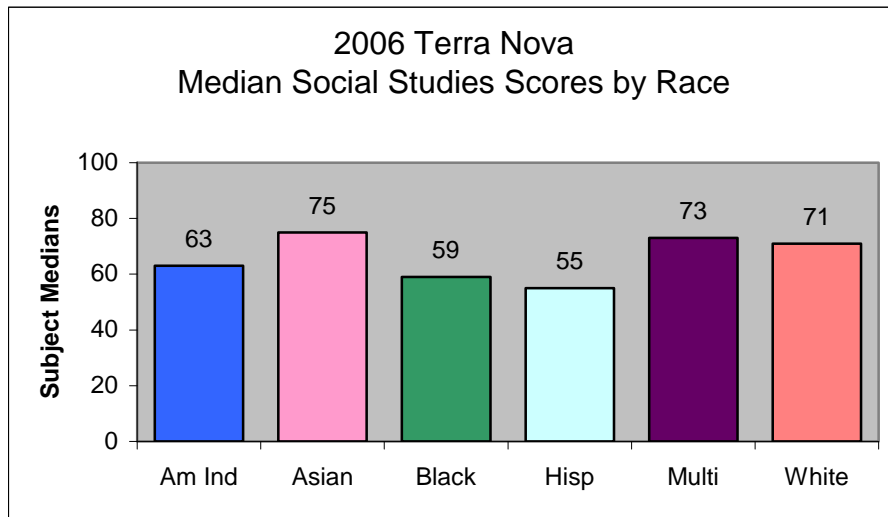
Objectives Performance Index (OPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

An analysis of the OPI data indicates:

- Tenth and eleventh grade scores are generally lower than the other grades.
- The eleventh grade scores are significantly lower.
- There is a general trend of decreasing scores as grade levels increase.



Terra Nova median Social Studies scores by gender indicate that males outperform females by eight percent.



Terra Nova median Social Studies scores by race / ethnicity indicate that the Black and Hispanic student populations performed significantly lower than other populations.

Communication Arts Performance Assessment:

Vicenza Communication Arts Strands- Grade 8

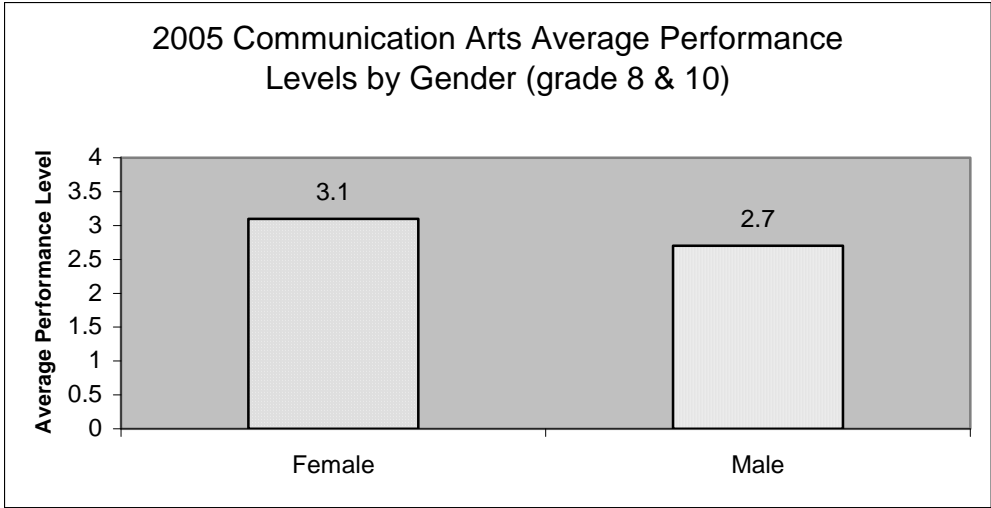
Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	4.6 of 6	77	65
Explore Meaning	4.3 of 6	72	63
Extend Meaning and Examine Strategies	4.0 of 6	67	60
Evaluate Critically	4.1 of 6	69	56
Total Reading	17.0 of 24	71	61
Writing Strands			
Write Effectively	12.0 of 18	67	59
Write Fluently	6.6 of 9	73	78
Total Writing	18.6 of 27	69	65
Total Communication Arts			
Total Communication Arts	35.6 of 51	70	63

Communication Arts Strands Totals for grade eight show weaknesses in the areas of evaluating critically, extending meaning and examining strategies, as well as writing effectively.

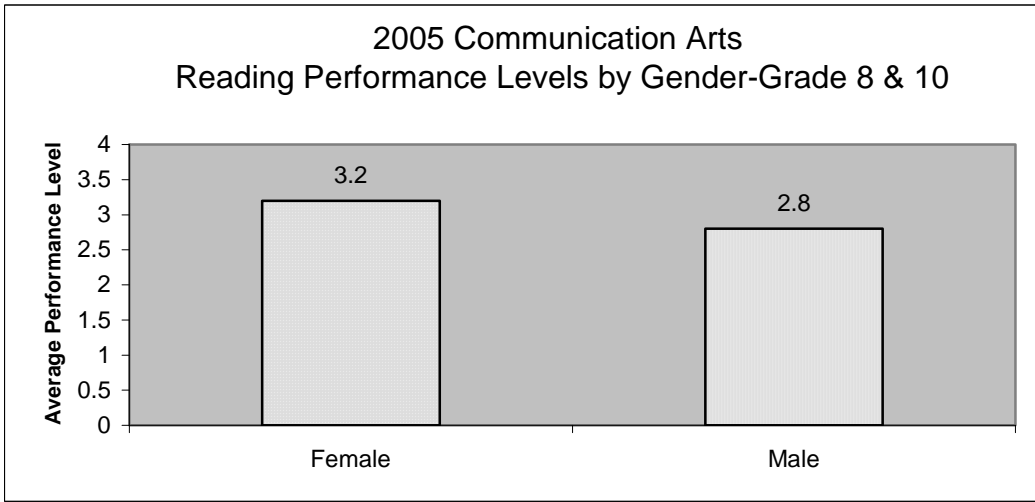
Vicenza Communication Arts Strands – Grade 10

Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	4.0 of 6	66	59
Explore Meaning	3.6 of 6	60	54
Extend Meaning and Examine Strategies	3.8 of 6	64	52
Evaluate Critically	4.1 of 6	69	56
Total Reading	15.5 of 24	64	55
Writing Strands			
Write Effectively	11.7 of 18	65	51
Write Fluently	6.5 of 9	73	70
Total Writing	18.3 of 27	68	57
Total Communication Arts	33.7 of 51	66	56

Communication Arts Performance Assessment scores indicate a weakness in the following strands for grade 10: Exploring Meaning; Extending Meaning and Examining Strategies; and Writing Effectively.



Communication Arts average writing performance levels by gender indicate that females outperform males by .4 on a 4-point scale.



Communication Arts average reading performance levels by gender indicate that females outperform males by .4 on a 4-point scale.

PSAT:

VMHS PSAT – Class of 2007
Analysis of Performance on Math Skills

VICENZA MIDDLE / HIGH SCHOOL (577140) WEDNESDAY FORM: CLASS OF 2007		PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2005			
ANALYSIS OF PERFORMANCE ON MATH SKILLS					
KEY	Skills	Comparative Performance			
		Below national average		Exceeds national average	
		X State		National average	
		□ Local			
MATH	Using basic concepts and operations in arithmetic problem solving			□	X
	Understanding geometry and coordinate geometry			X	□
	Dealing with probability, basic statistics, charts, and graphs			X	□
	Creating either figures or algebraic equations, inequalities, or expressions to help solve			□	X
	Using basic algebraic concepts and operations to solve problems			□	X
	Making connections among mathematical topics			□	X
	Organizing and managing information to solve multistep problems			□	X
	Using logical reasoning			□	X
	Recognizing patterns and equivalent forms			□	X
	Recognizing logical key words			□	X
	Using answer choices to help solve the problem			□	X

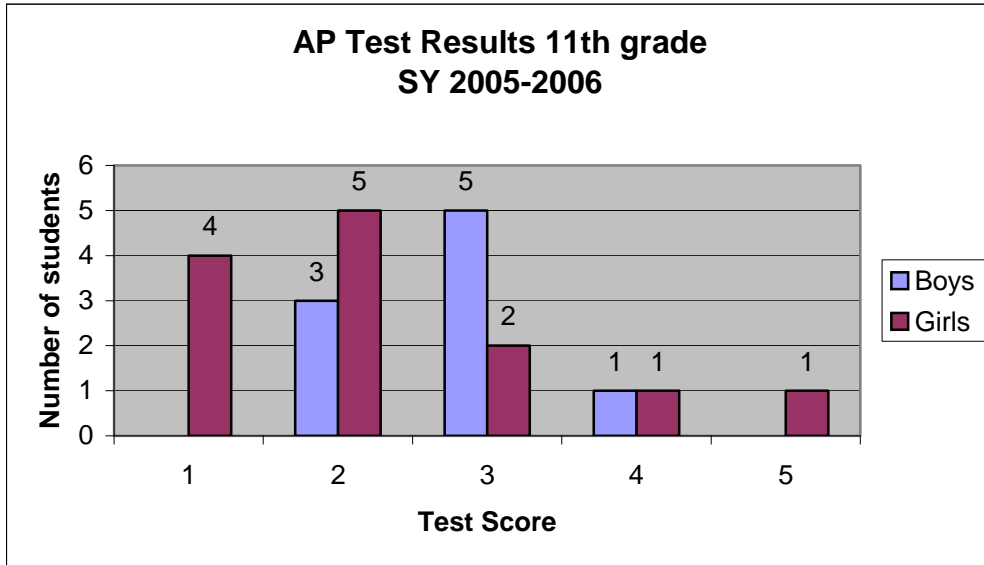
PSAT Analysis of Performance on Math Skills for the class of 2007 indicates areas of weakness: using basic concepts in problem solving, using equations to solve, organizing information to solve, and recognizing patterns and equivalent forms.

VMHS PSAT – Class of 2008
Analysis of Performance on Math Skills

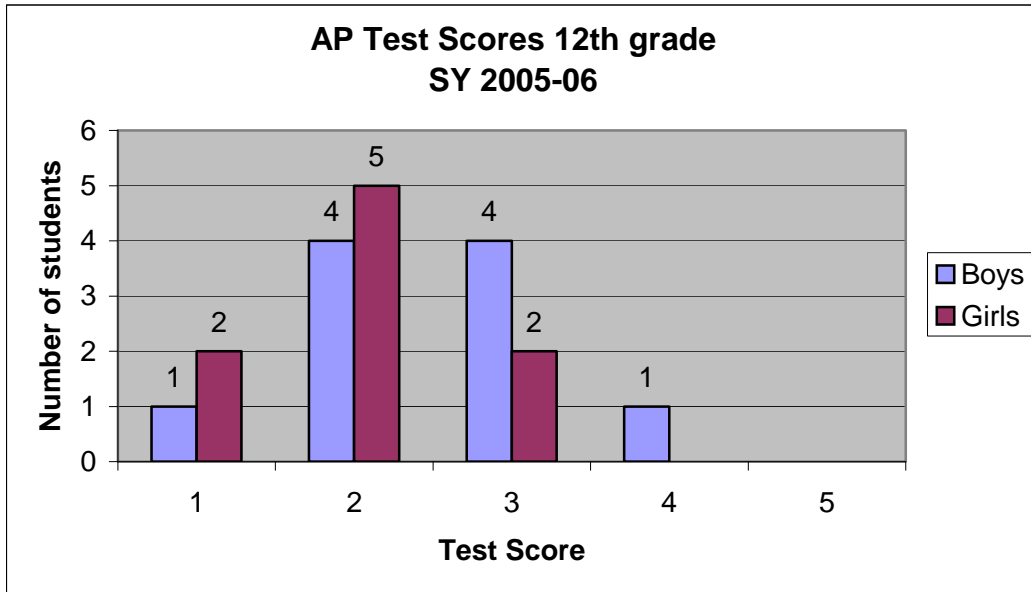
VICENZA MIDDLE / HIGH SCHOOL (577140) WEDNESDAY FORM: CLASS OF 2008		PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2005	
ANALYSIS OF PERFORMANCE ON MATH SKILLS			
KEY MATH	Skills	Comparative Performance	
		Below national average	Exceeds national average
	<input checked="" type="checkbox"/> State <input type="checkbox"/> Local		
	Using basic concepts and operations in arithmetic problem solving		<input checked="" type="checkbox"/>
	Understanding geometry and coordinate geometry		<input checked="" type="checkbox"/>
	Dealing with probability, basic statistics, charts, and graphs		<input checked="" type="checkbox"/>
	Creating either figures or algebraic equations, inequalities, or expressions to help solve	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Using basic algebraic concepts and operations to solve problems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Making connections among mathematical topics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Organizing and managing information to solve multistep problems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Using logical reasoning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Recognizing patterns and equivalent forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Recognizing logical key words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Using answer choices to help solve the problem	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

PSAT Analysis of Performance on Math Skills for the class of 2008 indicates all but two skills and concept areas are below the national average; most significant are the areas in problem solving and processing information for application.

Advanced Placement (AP) Results:



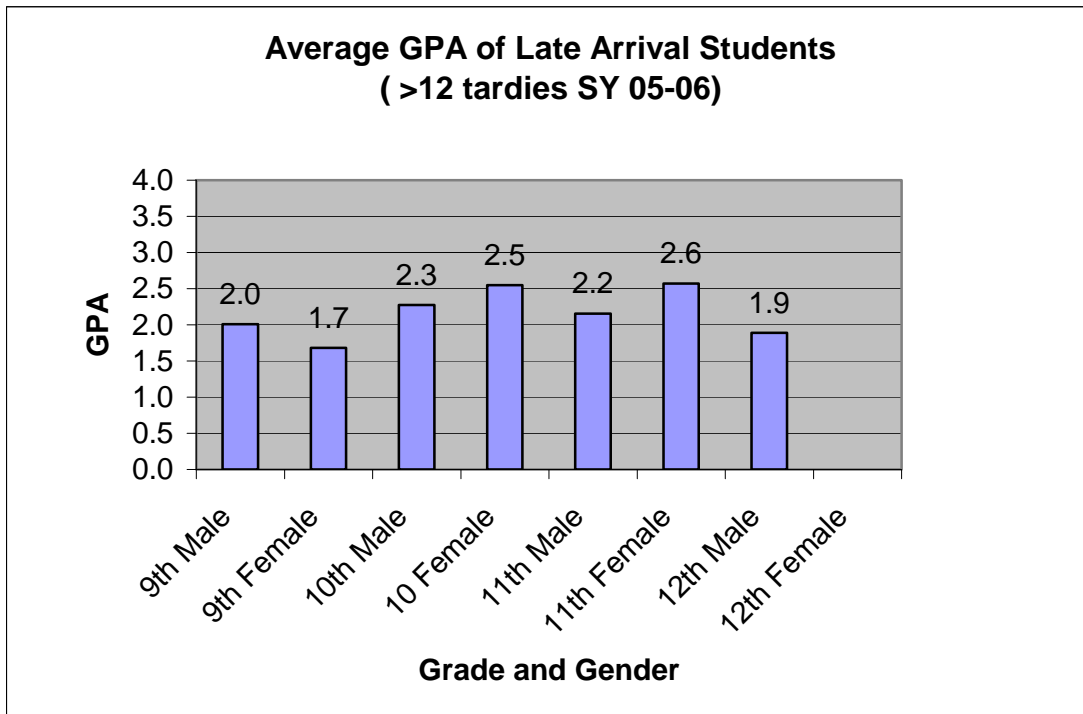
Advanced Placement courses taken by eleventh graders include Biology (4), Calculus AB (1), English Language and Composition (11), and US History (3).



Advanced Placement courses taken by twelfth graders include Biology (4), Calculus AB (1), English Language and Composition (1), English Literature and Composition (9), and US Government (7).

A combined total of forty-one AP tests were taken by VMHS students. One VMHS student (a junior girl) earned a top score of five on the AP test; seventeen students received a score of three or higher, and twenty-four students received scores of 2 or below. Girls tended to score at the extremes on a Bell curve, while boys scored in the middle; however, more girls took AP courses than boys. Noteworthy is that no girls took AP Calculus.

Student Late Arrivals and GPA correlation:



There is a correlation between student late arrivals and grade point averages (GPA). Frequent student late arrivals equated to an overall lower GPA. GPA for frequent student late arrivals ranged from 0.79 to 3.01. Average GPA for students frequently late ranged from 1.7 to 2.6. Girls tend to arrive late less frequently than boys after the 9th grade. 10th graders have the most student late arrivals. Chronic student late arrivals decrease with the grade level of both boys and girls. It would appear that getting to class on time is a factor in keeping students' GPA above 2.0.

SY2009-10: See "Data/Assessment Addendum" at the end of this document for analysis.

Implications for Student Performance Goals: SY2009-10: See “Data/Assessment Addendum” at the end of this document for analysis.

Areas identified by this data for student performance goals include:

- Problem solving and reasoning
- Critical thinking skills, such as creating solutions using inquiry skills
- Interpreting a variety of sources
- Extending meaning and examining strategies
- Evaluating critically
- Writing effectively
- Problem solving
- Making connections
- Dealing with probability, basic statistics, charts, and graphs
- Recognizing patterns and equivalent forms

Identification of Sub-groups: SY2009-10: See “Data/Assessment Addendum” at the end of this document for analysis.

- Black and Hispanic students performed lower on Terra Nova Social Studies and Math.
- Females performed lower than males on the math assessments.
- Males performed lower than females on the communication assessments.

Other Actions Needed: SY2009-10: See “Data/Assessment Addendum” at the end of this document for analysis.

- Terra Nova and PSAT data could be used to encourage qualified students to challenge themselves to take AP classes.
- We need to challenge more girls to take AP math classes and challenge more boys to take AP language classes.
- Create an intervention that addresses the student late arrivals in the school.
- Identify those males performing lowly in the communication assessments and ensure that they are enrolled in Language Arts support classes.
- Identify females performing lowly in math assessments and ensure that they are enrolled in Math support classes.

EXISTING SCHOOL DATA: COMMUNITY

Data Collection Instruments

Teacher Survey

Bureau of Labor Statistics

Vicenza Middle/High School Handbook

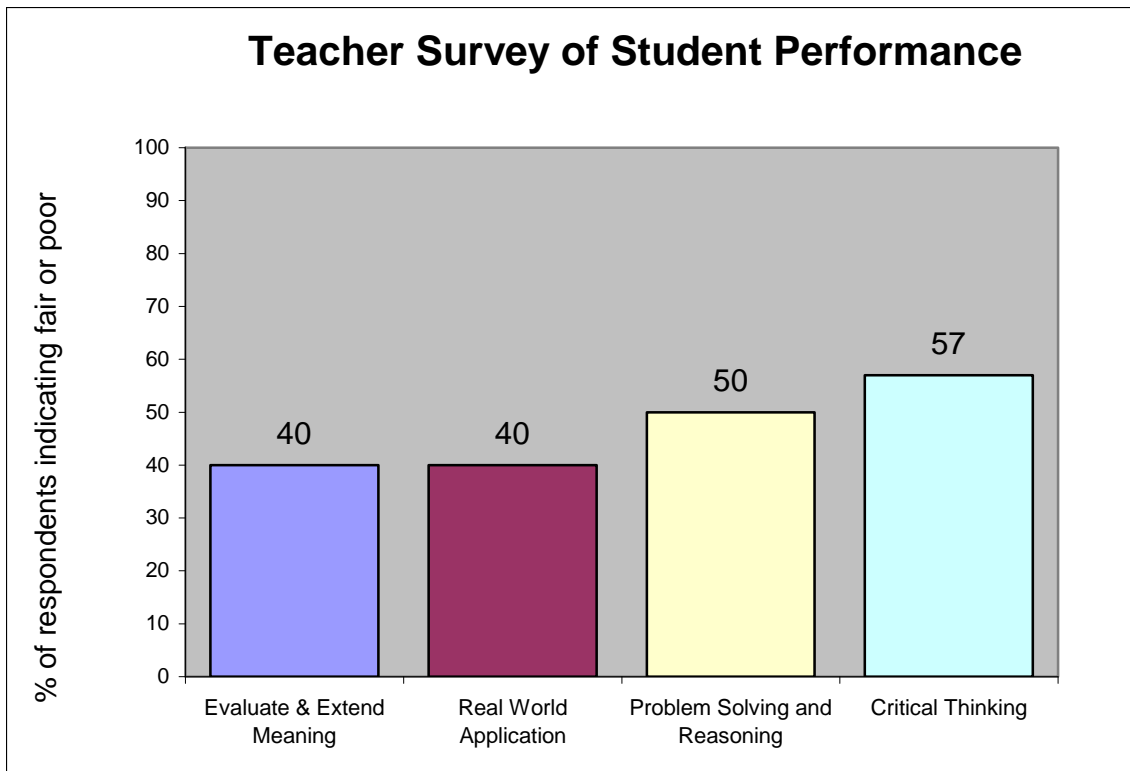
Vicenza Middle/High School Principal

DoDEA website

Internet research

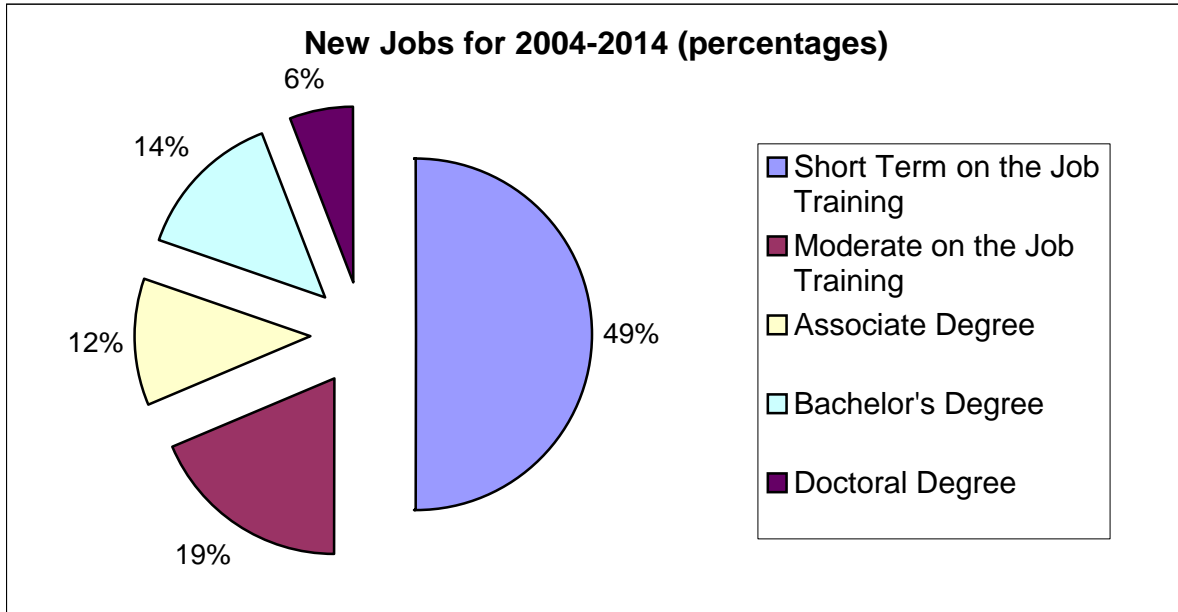
Presentation/Analysis of Data:

Teacher Survey:



The Teacher Survey of Student Performance shows teacher-identified areas of student weakness with the four recurrent areas of weakness ranked by percent of responses.

National Information from the Bureau of Labor Statistics:



The data from the Bureau of Labor Statistics indicates the importance of the following being emphasized in the education of secondary students:

- communication skills
- writing skills
- work habits
- rigor
- counseling
- real-world applications

The Chronicle of Higher Education

“A Perception Gap Over Students' Preparation” March 2006

By Alvin P. Sanoff

Students' preparation for college-level demands					
	Not well prepared	Somewhat well prepared	Very well prepared	Don't know	Respondent
Oral communication	14%	55%	26%	5%	High school
	18%	64%	15%	3%	College
Science	8%	44%	38%	11%	High school
	20%	32%	5%	42%	College
Mathematics	9%	46%	37%	7%	High school
	32%	32%	4%	32%	College
Writing	10%	49%	36%	4%	High school
	44%	47%	6%	3%	College
Reading/understanding difficult materials	15%	56%	26%	3%	High school
	41%	48%	10%	2%	College
Study habits (organization, planning)	30%	53%	15%	2%	High school
	41%	50%	7%	2%	College
Motivation to work hard	27%	54%	17%	2%	High school
	29%	50%	20%	1%	College
Ability to seek and use support resources	19%	54%	23%	4%	High school
	26%	55%	12%	6%	College
Research skills	18%	53%	26%	3%	High school
	49%	42%	4%	6%	College

The survey results above, designed to compare the views of college faculty members with those of high-school teachers, was conducted by *The Chronicle of Higher Education*. When asked about students' abilities and attitudes in several specific areas, faculty members say that students are inadequate writers, have trouble understanding difficult materials, fall short in knowledge of science and math, have poor study habits, and lack motivation. Only 4 percent of college professors report that students are very well prepared in the area of research skills; nearly 50 percent of

college professors report that students are not very well prepared in the area of research skills.

Forty-four percent of faculty members say students are not well prepared for college-level writing, a view held by only 10 percent of teachers. Just 6 percent of professors view students as very well-prepared writers, compared with 36 percent of teachers who see them that way.

Source: <http://schoolandcollege.com/articles/2006/03/01a00901/index.html>

Local Academic Support Programs

- Mentoring is available for the high school and middle school. These are community volunteers who work in small groups or one-on-one with struggling students during the school day.
- AVID tutors are paid positions and are recruited from the community. The AVID tutors work with AVID students during the AVID class and throughout the school day.
- Reading Lab: Read 180 is an elective class that serves students who struggle with reading, and it is offered during the school day.
- Math Lab: geometry, algebra and math lab 3 are elective classes that support students struggling in math, and all take place during the school day.
- Homework Club for student operates on an as-needed. The middle school devotes one day each week to a middle school homework club, and it is supervised by middle school teachers.
- Seminar and advisory are offered during the school day for all students. Students participate in twenty minutes of Sustained Silent Reading, followed by two sessions of study time in which students may choose or be asked to work with a teacher. Students may also work in small study groups at this time. Middle school students participate in the intramural program during the advisory period; however, academic assistance is given priority if a student is struggling in a high school academic class.
- **SY 2009/2010; extended Information Center hours (after school) for students to guide them with the use of computers and research**

Parent Partnerships

- A strong PTSA exists as a support for our school programs.
- SAC (School Advisory Committee) functions as an advisory board for the principal. SAC positions are elected and are filled by parents, teachers, and students. The SAC meets once a month.
- IAC (Installation Advisory Committee) addresses areas of common concerns to both schools (elementary and high). Representatives on this committee are selected from the SAC with the addition of military representatives.

- The Booster Club is committed to supporting all High School Athletic programs and to promoting school spirit.
- The Parent 2 Parent organization, which falls under MCEC (Military Child Education Coalition) offers courses to parents once a month and coordinates with the high school on related topics.
- Volunteers in the classroom: Volunteers participate in classroom lessons, provide support, or serve as guest speakers. The AVID program utilizes parent and community volunteers for guest speakers or study trips as part of the weekly schedule.
- Youth services provides tutors as a part of its after school program.
- **School House Chats:** 3 times a year. Open forum meetings for community members in various locations to share information and answer concerns.
- **Brown Bag Lunches:** 10 parents from each grade level are formally invited to join admin for lunch and increase communication concerning CSI and to build a relationship between stakeholders.
- **Family Deployment Support:** Evening presentations and lunches of deployed families to include the students. Includes a partnership with ASACS, ACS, and Base Chaplain.
- **Soup and Sandwich with Administration (SASA):** For teachers and admin to build good communication and professional relationship. Suggestions from faculty are solicited and addressed.
- **Italian Exchange Program:** The host nation schools visit our schools and vice versa to foster a collegial cultural relationship.

Community Partnerships

The following organizations have partnerships / working relationships with our school:

Association of the US Army	Boy Scouts
Cub Scouts	Girl Scouts
Mako Sharks Swim Team	Sergeants Major Association
VFW Post 8862	173rd Brigade Society
Warrant Officers Association	American Red Cross
Vicenza Military Spouses and Civilians Club	MWR / Youth Services
Club Beyond	

Adolescence Substance Abuse Counseling Services (ASACS): educates students and parents about unhealthy life choices. Emphasis is on prevention and intervention.

Military Family Life Consultant (MFLC): operates on a three month rotation to provide increased counseling services to our students, parents, and staff members.

Army Community Services (ACS): provides activities and information during deployment as well as community issues for our students

School Liaison Officer (SLO): Acts as liaison between Garrison and school

Military Deployment Recent History:

On March 26, 2003, during Operation Iraqi Freedom, SETAF's 173d Airborne Brigade conducted a parachute assault into Northern Iraq. About 1,000 paratroopers jumped into Bashur Airfield in a historical and critical mission called Operation NORTHERN DELAY.

On July 25, 2003, SETAF was designated to lead the US military mission in Liberia to help prevent an impending humanitarian disaster.

In February 2004, SETAF Soldiers were once again called upon to do their part in the global war on terror. This time, deploying to the rugged mountains of Bagram, Afghanistan, as part of the Combined Joint Task Force-76.

Once again, the 173rd Airborne Brigade has been called to duty. They are currently scheduled to deploy to Iraq in the 2007-2009 rotation.

(Information taken from the SETAF website: <http://www.setaf.army.mil/history.htm>)

SY 2009-10: SETAF soldiers began deploying to Afghanistan in November, 2009.

Implications for Student Performance Goals:

Areas identified by this data for student performance goals include:

- Real-world applications, including communication and writing skills, and work habit and rigor
- Science and math, study habits, understanding of difficult materials, motivation, and research skills
- **SY 2009-10:** Deployment impact on students and their achievement is noted and addressed by faculty with creation and implementation of support structures described above

Identification of Sub-groups: None

- **Students of Deployment**

Other Actions Needed:

- Faculty members should prepare for the upcoming military deployment through training. Families will be under a lot of stress during this time. We need to continue to make our school a safe and stable haven for the kids.
- With the deployment will come decreased community support and involvement with the school. A plan to manage this should be developed in advance of the deployment.
- **SY 2009-10:** monitor effectiveness of support structures to monitor the impact of deployments

EXISTING SCHOOL DATA: INSTRUCTIONAL

Data Collection Instruments:

Interviews and surveys of teachers

NCA Final Documentation Report

Presentation / Analysis of Data:

Teaming Concept at VMHS

- Core teams are formed at the seventh and eighth grade level. Core teachers of these grade levels share common IRP periods and meet at least once a week to coordinate instruction and student issues. The teams also meet together for parent conferences.
- Honors 9 and 10 Literature/History classes are team taught; teachers also meet regularly to plan instruction.
- The ninth and tenth grades have an established team of teachers who communicate regarding student needs and issues and arrange for group parent conferences.
- Special education personnel are included in many classes for inclusion.
- AVID tutors attend academic core classes to provide support and role model for the AVID students.

Common Instructional Strategies:

When entering a Vicenza Middle/High School classroom, a visitor would notice various student-centered instructional strategies being used in classes. Many teachers implement cooperative learning nearly every class period. Students work in small groups or in pairs when completing in-class activities or projects. Groups are also used for literature circles, science labs, writing workshops and informal peer tutoring. Teachers often use differentiated instruction when teaching. Many classes contain students with varied abilities; VMHS teachers tend to modify instruction to meet the needs of various students in a single class. VMHS teachers use various teaching strategies and methods such as Bloom's Taxonomy, Socratic questioning, and numerous reading strategies (WHERE, KWL, etc.) in order to guide students to higher levels of thinking. Teacher centered instructional practices, such as lecture, are mostly used in the upper high school level classes. Such practices are appropriate for the class setting and are age appropriate for the students. Most teachers use technology in the classrooms on a regular basis (In Focus projectors, various media, ELMO overhead projectors, and Smart Boards), and the teachers make good use of the computer labs for Internet access.

Content area teachers use common instructional strategies. This is most evident in the math department. All the math classes (grades 7 to AP Calculus) share common

technological aids (TI Navigators, COWS and computer graphing programs). Each teacher also requires that students show their work. Recently the math teachers have worked hard to make the transition from one level of math to another as seamless as possible for the students. This seamlessness is a result of not only following the course standards but working in collaboration with other math teachers. The Spanish I and Spanish II teachers also work closely so that they can ensure that students are meeting the necessary goals in Spanish I so that they will be successful in Spanish II and later Spanish courses.

Staff Development Opportunities:

- School improvement staff in-service days
- DoDEA summer staff development opportunities
- SIS training / in-service days
- Curricular area training (PE, Special Education, Health, music, ET, etc.)
- Scholastic Red
- AVID training
- **SY 2009-10:**
 - Instructional Related Period (IRP)
 - Staff Development Team
 - Instructional Leaders
 - Collaborative Teams
 - CSI Faculty meetings
 - C-SILT
 - AdvancED Standard Teams
 - CSI In-service Days
 - Technology Training during PREP time and faculty meetings
 - TerraNova DoDEA training modules
 - UDDI DoDEA training modules
 - SPED training
 - Administrative Conference

Implications for Student Performance

Areas identified by this data for student performance goals include:

Technology

SY 2009-10: With the selection of school-wide interventions, teachers will need on-going training and staff development in these areas, verbs from Bloom's Taxonomy and Big6.

Identification of Sub-Groups

Math Transitional Students

Other Actions Needed

- Teachers are excited about learning new teaching strategies and should be encouraged with ongoing staff development.
- Teachers should continue to expand their use of instructional methods in order to meet the diverse needs of our student population.
- Teachers should be encouraged to share strategies and best practices with colleagues through classroom visits, on-site staff development, and observations.
- **SY 2009-1010:** increased academic diversity in our classrooms will be addressed as faculty becomes more proficient with the implementation of differentiation of instruction and assessment as studied with UDDI.

INTERPRETATION AND TRIANGULATION OF DATA

Student Performance Goal 1:

All students will develop critical thinking skills across the curriculum.

Supporting Data Points:

1. Terra Nova Multiple Assessments, subtests in Math and Social Studies
2. PSAT Scores
3. Teacher Survey of Student Performance Results

Student Performance Goal 2:

All students will develop information literacy skills across the curriculum.

Supporting Data Points:

1. Terra Nova Multiple Assessments, subtest in Social Studies
2. Terra Nova Communication Arts Performance Assessment
3. Former Student Focus Group Results

ESSENCE OF GOAL 1:

Goal 1 Essence: The faculty of VMHS defines critical thinking as the ability to select and apply reasoning and problem solving strategies to create solutions.

ESSENCE OF GOAL 2:

Goal 2 Essence: The faculty of VMHS defines information literacy as the ability to locate, evaluate, and use information to make connections and become independent learners.

IN FALL OF SY 2009-10, CSI GOALS WERE REWRITTEN BY ALL SCHOOLS INTO A “SMART GOAL” FORMAT AS FOLLOWS:

GOAL 1: By 2012, all students will show improvement in critical thinking skills using the ability to select and apply reasoning and problem solving strategies to create solutions across the curriculum as measured by the system-wide and school-based assessments.

GOAL 2: By 2012, all students will show improvement in information literacy skills through increased ability to locate, evaluate, and use information to make connections and become independent learners across the curriculum as measured by the system-wide and school-based assessments.

RATIONALE FOR STUDENT PERFORMANCE GOALS

Goal 1: All students will develop critical thinking skills across the curriculum.

A variety of data collected and analyzed by faculty members indicates a need to develop critical thinking skills across the curriculum. Student performance on the Terra Nova Multiple Assessments subtests in Math and Social Studies supports a critical thinking goal. A study of the Terra Nova Math scores from 2004-2006 shows a downward trend, following temporary improvement. Additionally, the race / ethnicity and gender differences indicate an opportunity to target subgroups of our student population. Student performance on Terra Nova Social Studies was the weakest. An analysis of the Social Studies OPI's indicates a weakness in critical thinking skills. According to the *Teacher's Guide to Terra Nova, The Second Edition*, objective titles and subskills required for the OPI's include critical thinking skills, such as creating solutions using inquiry skills. PSAT Math scores below the goal line also provide evidence of a need for improvement in critical thinking skills, such as problem solving; making connections; recognizing patterns and equivalent forms. The Teacher Survey of Student Performance also substantiates a need for improvement in the area of critical thinking. Teacher opinion was that students' weakest area of performance is in critical thinking and problem solving and reasoning.

Goal 2: All students will develop information literacy skills across the curriculum.

A variety of data collected and analyzed by faculty members indicates a need to develop information literacy skills across the curriculum. Student performance on the Terra Nova Multiple Assessments subtest in Social Studies supports an information literacy goal. A study of the Terra Nova Social Studies scores from 2004-2006 shows little to no improvement with a significant decline for 2006. Additionally, the race / ethnicity and gender differences indicate an opportunity to target subgroups of our student population. Student performance on Terra Nova Social Studies was the weakest. An analysis of the Social Studies OPI's indicates a weakness in information literacy skills. According to the *Teacher's Guide to Terra Nova, The Second Edition*, the assessment requires students to make connections between previously learned and newly acquired information, particularly in the interpretation of a variety of sources. Another concurring data point is the results of the Former Student Focus Group. The focus group identified research and writing skills, with an emphasis on information literacy, as an area that needs improvement.

SY 2009-10: End of the Year Status Reports created by the staff at the end of each school year. TN data is added to this report in the Fall and reviewed at that time. The reports are submitted to the DSO and DODEA for review. They are available on the Common Drive.

Data/Assessment Addendum: *Beginning SY 2009-10:*

(Due to new guidance, it is now recommended that all data, to include assessment results, be incorporated into this document each year. Prior to this, only community demographics were updated. Assessment results were and have been collected for analysis in a separate file on the Common Drive.)

TerraNova Multiple Assessment 3rd Edition Quarter Percent Scores:

Vicenza High School National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

Reading

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
7	75% - 100%	34.3	32.9	45.5	40.0		
7	51% - 75 %	35.8	30.0	30.9	21.7	37.0	
7	26% - 50%	18.0	30	20.0	25.0	20.4	
7	0% - 25%	11.9	7.1	3.6	13.3	5.6	
8	75% - 100%	46.0	36.2	56.7	41.8	43.6	
8	51% - 75 %	41.3	40.6	30.0	40.0	38.2	
8	26% - 50%	9.5	18.9	13.3	14.5	14.5	
8	0% - 25%	3.2	4.3	0.0	3.6	3.6	
9	75% - 100%	40.7	38.5	54.5	59.3	43.9	
9	51% - 75 %	40.7	49.2	38.2	32.2	42.1	
9	26% - 50%	15.2	9.2	7.3	8.5	12.3	
9	0% - 25%	3.4	3.1	0.0	0.0	1.8	
10	75% - 100%	34.6	37.7	34.1	56.1	50.0	
10	51% - 75 %	42.3	43.4	54.5	35.1	36.0	
10	26% - 50%	19.3	18.9	11.4	8.8	10.0	
10	0% - 25%	3.8	0.0	0.0	0.0	4.0	
11	75% - 100%	55.9	51.3	55.6	54.3	68.2	
11	51% - 75 %	32.4	30.8	41.7	43.5	25.0	
11	26% - 50%	5.8	15.3	2.8	2.2	6.8	
11	0% - 25%	5.9	2.6	0.0	0.0	0.0	

* NOTE: Beginning in Spring 2009, DoDEA replaced the TerraNova Multiple Assessment - 2nd Edition with the TerraNova Multiple Assessments - 3rd Edition. According to DoDEA, the results of the two different assessments are not to be compared. Baseline data therefore, begins with 2009 scores.

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The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

Language Arts

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
7	75% - 100%	34.3	44.3	58.2	45.0		
7	51% - 75 %	31.3	31.4	27.3	23.3	41.5	
7	26% - 50%	26.9	22.9	12.7	26.7	17.0	
7	0% - 25%	7.5	1.4	1.8	5.0	3.8	
8	75% - 100%	38.1	43.5	50.0	40.0	44.4	
8	51% - 75 %	41.3	33.3	33.3	34.5	33.3	
8	26% - 50%	19.0	18.9	16.7	23.6	14.8	
8	0% - 25%	1.6	4.3	0.0	1.8	7.4	
9	75% - 100%	30.5	38.5	43.6	49.2	46.4	
9	51% - 75 %	50.8	35.4	43.6	37.3	28.6	
9	26% - 50%	15.3	24.6	10.9	13.6	23.2	
9	0% - 25%	3.4	1.5	1.8	0.0	1.8	
10	75% - 100%	53.8	43.4	50.0	59.6	51.0	
10	51% - 75 %	26.9	37.7	38.6	33.3	31.4	
10	26% - 50%	11.6	15.1	6.8	7.0	15.7	
10	0% - 25%	7.7	3.8	4.5	0.0	2.0	
11	75% - 100%	41.2	48.7	44.4	52.2	68.9	
11	51% - 75 %	38.2	35.9	33.3	37.0	11.1	
11	26% - 50%	14.7		22.2	10.9	15.6	
11	0% - 25%	5.9	2.6	0.0	0.0	4.4	

* NOTE: Beginning in Spring 2009, DoDEA replaced the TerraNova Multiple Assessment - 2nd Edition with the TerraNova Multiple Assessments - 3rd Edition. According to DoDEA, the results of the two different assessments are not to be compared. Baseline data therefore, begins with 2009 scores.

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Math

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
7	75% - 100%	38.2	31.4	45.6	45.0		
7	51% - 75 %	36.8	31.4	35.1	26.7	33.3	
7	26% - 50%	16.2	31.5	15.8	20.0	27.8	
7	0% - 25%	8.8	5.7	3.5	8.3	1.9	
8	75% - 100%	29.0	33.3	46.7	40.7		45.5
8	51% - 75 %	48.4	39.1	40.0	46.3		34.5
8	26% - 50%	19.4	21.8	13.3	7.4		14.5
8	0% - 25%	3.2	5.8	0.0	5.6		5.5
9	75% - 100%	47.5	39.1	50.9	45.8		39.0
9	51% - 75 %	28.8	37.5	32.7	35.6		35.6
9	26% - 50%	23.7	21.8	10.9	18.6		16.9
9	0% - 25%	0.0	1.6	5.5	0.0		8.5
10	75% - 100%	42.3	41.5	40.9	66.7		44.0
10	51% - 75 %	36.5	41.5	45.5	22.8		34.0
10	26% - 50%	13.5	13.2	9.1	8.8		14.0
10	0% - 25%	7.7	3.8	4.5	1.8		8.0
11	75% - 100%	20.6	35.9	47.2	52.2		55.6
11	51% - 75 %	35.3	30.8	33.3	28.3		22.2
11	26% - 50%	35.3	20.5	19.4	15.2		13.3
11	0% - 25%	8.8	12.8	0.0	4.3		8.9

* NOTE: Beginning in Spring 2009, DoDEA replaced the TerraNova Multiple Assessment - 2nd Edition with the TerraNova Multiple Assessments - 3rd Edition. According to DoDEA, the results of the two different assessments are not to be compared. Baseline data therefore, begins with 2009 scores.

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The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

Science

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
7	75% - 100%	41.2	34.3	40.4	38.3		
7	51% - 75 %	30.9	35.7	33.3	26.7	37.0	
7	26% - 50%	22.0	25.7	24.6	26.7	16.7	
7	0% - 25%	5.9	4.3	1.8	8.3	11.1	
8	75% - 100%	36.5	36.2	45.0	41.8		49.1
8	51% - 75 %	39.7	42.0	41.7	21.8		32.7
8	26% - 50%	22.2	20.4	10.0	32.7		9.1
8	0% - 25%	1.6	1.4	3.3	3.6		9.1
9	75% - 100%	49.2	52.3	57.4	46.6		49.1
9	51% - 75 %	32.2	26.2	27.8	37.9		34.6
9	26% - 50%	17.1	18.4	14.8	15.5		19.3
9	0% - 25%	1.7	3.1	0.0	0.0		7.0
10	75% - 100%	32.7	35.8	38.6	49.1		37.3
10	51% - 75 %	36.5	47.2	43.2	29.8		29.4
10	26% - 50%	27.0	17.0	15.9	21.1		23.5
10	0% - 25%	3.8	0.0	2.3	0.0		9.8
11	75% - 100%	26.5	44.7	47.2	45.7		42.2
11	51% - 75 %	38.2	28.9	36.1	37.0		37.8
11	26% - 50%	32.4	23.8	16.7	15.2		17.8
11	0% - 25%	2.9	2.6	0.0	2.2		2.2

* NOTE: Beginning in Spring 2009, DoDEA replaced the TerraNova Multiple Assessment - 2nd Edition with the TerraNova Multiple Assessments - 3rd Edition. According to DoDEA, the results of the two different assessments are not to be compared. Baseline data therefore, begins with 2009 scores.

Vicenza High School National Quarters from the Terra Nova Test

The DoDEA goal for the year 2011 is to have seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%) on a system-wide, norm-referenced assessment. Seven percent or less will perform "Below the Standard" level (the bottom quarter – 0%-25%).

Social Studies

Grade Level	Quarter Percent	2005	2006	2007	2008		2009 (Baseline)
7	75% - 100%	32.4	32.9	40.4	40.0	See * below	48.1
7	51% - 75 %	38.2	40.0	24.6	30.0		27.8
7	26% - 50%	22.0	25.7	31.6	18.3		18.5
7	0% - 25%	7.4	1.4	3.5	11.7		5.6
8	75% - 100%	39.7	39.1	57.6	38.2		64.8
8	51% - 75 %	44.4	33.3	32.2	49.1		20.4
8	26% - 50%	15.9	26.2	10.2	10.9		11.1
8	0% - 25%	0.0	1.4	0.0	1.8		3.7
9	75% - 100%	37.3	49.2	45.5	45.6		44.6
9	51% - 75 %	39.0	33.8	38.2	36.8		41.1
9	26% - 50%	23.7	15.5	16.4	17.5		10.7
9	0% - 25%	0.0	1.5	0.0	0.0		3.6
10	75% - 100%	30.8	34.0	34.1	45.6		54.9
10	51% - 75 %	42.3	39.6	45.5	42.1		29.4
10	26% - 50%	17.3	24.5	15.9	8.8		9.8
10	0% - 25%	9.6	1.9	4.5	3.5		5.9
11	75% - 100%	41.2	43.6	44.4	30.4		52.3
11	51% - 75 %	41.2	30.8	44.4	47.8		34.1
11	26% - 50%	17.6	15.3	8.3	21.7		11.4
11	0% - 25%	0.0	10.3	2.8	0.0		2.3

* NOTE: Beginning in Spring 2009, DoDEA replaced the TerraNova Multiple Assessment - 2nd Edition with the TerraNova Multiple Assessments - 3rd Edition. According to DoDEA, the results of the two different assessments are not to be compared. Baseline data therefore, begins with 2009 scores.

SY 2009-10: Analysis of Quarter Percents above:

- The 2005-2008 DODEA Goals were met 85% of time in Reading.
- The 2009 Baseline Data for Reading grades 8-11 met DODEA Goals and in grade 7, only one of two goals was met but the second goal was 1% away from the requirement.
- The Language Arts 2005-2008 DODEA Goals were met 75% of the time fully and 95% fully and partially for all grades. The 2009 Baseline scores for Language Arts showed 80% of DODEA Goals were met by all grades and the 8th grade in particular was only 4% away from the complete 100% of DODEA Goals.
- The Math 2005-2008 DODEA Goals were fully met by 65% of all grades and were partially and fully met by 85% of all grades. The 2009 Baseline Math data showed 20% of all grades fully met DODEA Goals but 80% fully or partially met the goals.
- The Science 2005-2008 DODEA Goals were fully met by 60% of all grades and fully or partially met by 95% of all grades. The 2009 Baseline data in Science shows only 20% of all grades fully or partially met DODEA Goals. 7th grade did not meet any of the DODEA Goals in Science from 2005-2008.

- The Social Studies 2005-2008 60% of DODEA Goals was fully met and 80% were fully and partially met. The 2009 Baseline Social Studies data showed 80% of DODEA Goals were fully met and 100% were fully and partially met.

TerraNova Multiple Assessment 3rd Edition National Curve Equivalent Scores:

Reading					
	7	8	9	10	11
2006	57.5	60.9	62.9	61.5	62.3
2007	60.9	67.4	67.2	62.3	66.6
2008	57.4	61.0	68.5	66.2	66.7
2009	59.0	62.1	64.7	66.5	69.9
2010					

Math					
	7	8	9	10	11
2006	57.5	59.9	61.5	61.4	58.1
2007	64.1	65.0	65.1	62.0	63.7
2008	61.5	62.5	63.0	68.7	61.4
2009	59.4	62.3	60.1	61.4	63.9
2010					

Social Studies					
	7	8	9	10	11
2006	60.0	61.1	62.8	60.0	61.2
2007	61.2	67.3	64.7	59.5	63.8
2008	59.7	62.0	64.4	64.4	59.2
2009	62.9	68.7	61.9	65.8	67.0
2010					

Language Arts					
	7	8	9	10	11
2006	62.6	61.4	60.0	65.0	62.1
2007	65.7	65.6	66.8	64.0	64.6
2008	62.0	60.5	64.1	67.9	64.6
2009	61.8	63.1	63.4	65.6	67.3
2010					

Science					
	7	8	9	10	11
2006	60.0	60.7	63.4	61.4	63.3
2007	61.2	63.2	66.0	60.9	65.9
2008	58.0	59.8	65.1	63.7	61.6
2009	58.0	64.2	61.1	57.6	63.8
2010					

SY 2009-10: Analysis of NCE scores above:

- The Reading NCE Scores showed 7th grade had no consistent growth in 2007-2008; however all the other groups showed improvement.
- The Math NCE scores showed 10th grade with consistent growth form 2006-2008 and from 2006-2007 all grades showed growth.
- Grades 7-11 in Social Studies were consistent without growth or other changes.
- The Language Arts NCE scores showed a pattern of growth for grades 9-11 from 2006-2008 and grades 7-8 had little fluctuation.
- Science NCE scores showed a pattern of growth for grades 9-10 from 2006-2008 and grades 7,8, & 11 did not.

SY 2009-10: TerraNova Median Scores:

Median Scores Grade 7					
	Reading	Language Arts	Mathematics	Science	Social Studies
2006	64.0	73.0	66.0	69.0	68.0
2007	68.0	79.0	74.0	77.0	66.0
2008	61.7	71.3	73.4	65.0	66.0
2009	70.0	68.0	65.0	63.0	75.0
2010					

Median Scores Grade 8					
	Reading	Language Arts	Mathematics	Science	Social Studies
2006	67.0	72.0	63.0	66.0	70.0
2007	78.0	77.0	73.0	73.0	80.0
2008	71.0	68.0	68.5	68.0	71.0
2009	70.0	70.0	72.0	75.0	81.0
2010					

Median Scores Grade 9					
	Reading	Language Arts	Mathematics	Science	Social Studies
2006	73.0	66.0	69.0	76.0	76.0
2007	78.0	73.0	76.0	81.0	73.0
2008	78.8	72.0	73.2	73.5	71.0
2009	72.0	74.0	70.0	75.0	69.0
2010					

Median Scores Grade 10					
	Reading	Language Arts	Mathematics	Science	Social Studies
2006	67.0	74.0	71.0	69.0	64.0
2007	71.0	77.0	69.0	71.0	70.0
2008	77.0	79.0	82.8	74.0	74.6
2009	75.0	76.0	72.0	69.0	78.0
2010					

Median Scores Grade 11					
	Reading	Language Arts	Mathematics	Science	Social Studies
2006	78.0	75.0	64.0	71.0	72.0
2007	77.0	74.0	70.0	73.0	63.8
2008	76.2	76.5	75.5	71.5	68.3
2009	81.0	81.0	79.0	71.0	79.0
2010					

Analysis of Median Scores above:

- Lowest scores SY 2009 for three grade levels were in Science.- Grade levels 7, 10, 11
- Improvement from SY 2008- to SY 2009 in Social Studies for all grades except Grade 9. (Social Studies was cited as a data point for our Information Literacy goal in 2006.)
- Trends across the years show improvement in Reading except grade 9.
- Significant improvement in Grade 9, Grade 11 writing across the years.
- Math increases in grades 8, 11 across the years.

TN Objectives Performance Index Scores (OPIs) of skills and concepts:

Objectives Performance Index (OPI) Scores- Reading 7

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	47.0	46.0	47.0	48.0
2007	51.0	47.0	51.0	49.0
2008	45.0	45.0	47.0	47.0
2009	48.0	48.0	44.0	56.0
2010				

Objectives Performance Index (OPI) Scores - Reading 8

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	51.0	48.0	48.0	48.0
2007	72.0	72.0	68.0	75.0
2008	55.0	53.0	55.0	58.0
2009	56.0	51.0	56.0	51.0
2010				

Objectives Performance Index (OPI) Scores - Reading 9

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	62.0	49.0	54.0	54.0
2007	71.0	67.0	71.0	65.0
2008	69.0	68.0	68.0	68.0
2009	47.0	49.0	53.0	49.0
2010				

Objectives Performance Index (OPI) Scores - Reading 10

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	40.0	40.0	42.0	40.0
2007	34.0	36.0	43.0	43.0
2008	56.0	63.0	56.0	54.0
2009	54.0	52.0	52.0	52.0
2010				

Objectives Performance Index (OPI) Scores - Reading 11

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	46.0	46.0	49.0	44.0
2007	47.0	44.0	47.0	44.0
2008	43.0	52.0	43.0	43.0
2009	68.0	68.0	64.0	61.0
2010				

2009-10 Analysis of OPI – Reading above:

Lowest scores for SY 2009 are:

Grade 7: Evaluation and extended meaning

Grade 8: Analyzing text, identifying reading strategies

Grade 9: Basic understanding

Grade 10: Analyzing text; evaluating and extending meaning;
identifying reading strategies

Grade 11: Identifying reading strategies

Identification of reading strategies is the most common weakness

2009-10 Analysis of OPI:

Objectives Performance Index (OPI) Scores - Language Arts 7

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	57.0	56.0	54.0
2007	62.0	65.0	62.0
2008	48.0	55.0	50.0
2009	45.0	43.0	43.0
2010			

Objectives Performance Index (OPI) Scores - Language Arts 8

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	51.0	51.0	49.0
2007	62.0	60.0	55.0
2008	51.0	53.0	49.0
2009	43.0	52.0	48.0
2010			

Objectives Performance Index (OPI) Scores - Language Arts 9

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	48.0	46.0	38.0
2007	51.0	47.0	47.0
2008	53.0	54.0	51.0
2009	50.0	50.0	46.0
2010			

Objectives Performance Index (OPI) Scores - Language Arts 10

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	42.0	51.0	43.0
2007	48.0	52.0	57.0
2008	61.0	56.0	61.0
2009	51.0	43.0	49.0
2010			

Objectives Performance Index (OPI) Scores - Language Arts 11

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	41.0	36.0	49.0
2007	36.0	44.0	39.0
2008	43.0	52.0	46.0
2009	44.0	49.0	56.0
2010			

2009-10 Analysis of OPI Language Arts above:

Lowest scores for SY 2009 are:

Grade 7: Writing strategies; editing

Grade 8: Sentence Structure

Grade 9: Editing

Grade 10: Writing Strategies

Grade 11: Sentence Structure

No trend

Objectives Performance Index (OPI) Scores - Math 7									
	Nmbrs/Relatns	Comp/Estmtn	Operatnl Concepts	Measrnmnt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng	
2006	50.0	37.0		49.0	46.0	51.0	46.0	49.0	
2007	53.0	44.0		63.0	61.0	63.0	54.0	63.0	
2008	50.0	43.0		60.0	50.0	63.0	50.0	57.0	
2009	43.0	43.0		44.0	52.0	50.0	52.0	46.0	
2010									
Objectives Performance Index (OPI) Scores - Math 8									
	Nmbrs/Relatns	Comp/Estmtn	Operatnl Concepts	Measrnmnt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng	communication
2006	46.0	42.0		43.0	48.0	43.0	46.0	48.0	41.0
2007	62.0	62.0		67.0	62.0	65.0	60.0	58.0	63.0
2008	50.0	50.0		52.0	56.0	56.0	52.0	52.0	56.0
2009	47.0	56.0		56.0	51.0	64.0	58.0	62.0	56.0
2010									
Objectives Performance Index (OPI) Scores - Math 9									
	Nmbrs/Relatns	Comp/Estmtn	Operatnl Concepts	Measrnmnt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng	
2006	44.0	45.0		42.0	45.0	44.0	48.0	50.0	
2007	53.0	53.0		55.0	58.0	62.0	60.0	65.0	
2008	54.0	54.0		46.0	56.0	51.0	53.0	54.0	
2009	53.0	54.0		51.0	51.0	51.0	59.0	54.0	
2010									
Objectives Performance Index (OPI) Scores - Math 10									
	Nmbrs/Relatns	Comp/Estmtn	Operatnl Concepts	Measrnmnt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng	Communicatio
2006	42.0	43.0		43.0	45.0	43.0	45.0	45.0	43.0
2007	41.0	43.0		50.0	43.0	45.0	45.0	48.0	45.0
2008	41.0	46.0		52.0	45.0	48.0	48.0	48.0	43.0
2009	52.0	50.0		56.0	52.0	54.0	58.0	54.0	54.0
2010									
Objectives Performance Index (OPI) Scores - Math 11									
	Nmbrs/Relatns	Comp/Estmtn	Operatnl Concepts	Measrnmnt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng	
2006		31.0		33.0	36.0	36.0	41.0	38.0	
2007		42.0		50.0	42.0	47.0	47.0	50.0	
2008		43.0		56.0	43.0	46.0	50.0	52.0	
2009		38.0		51.0	38.0	44.0	40.0	49.0	
2010									

SY 2009-10 Analysis of OPI Math above:

SY 2009-10 Analysis of OPI:

Lowest scores for SY 2009 are:

Grade 7: Numbers, Estimation and Computation

Grade 8: Numbers

Grade 9: Measurement, Geometry, Data

Grade 10: Computation, Estimation

Grade 11: Computation, Estimation, Geometry

Computation and Estimation is the most common weakness

Objectives Performance Index (OPI) Scores - Science 7						
	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prsptvs
2006	59.0	56.0	51.0	51.0	50.0	51.0
2007	56.0	56.0	53.0	54.0	56.0	51.0
2008	53.0	45.0	53.0	50.0	45.0	43.0
2009	54.0	57.0	52.0	54.0	54.0	56.0
2010						
Objectives Performance Index (OPI) Scores - Science 8						
	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prsptvs
2006	49.0	46.0	48.0	48.0	49.0	
2007	62.0	62.0	58.0	60.0	63.0	
2008	47.0	49.0	49.0	51.0	51.0	
2009	65.0	62.0	58.0	65.0	58.0	
2010						
Objectives Performance Index (OPI) Scores - Science 9						
	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prsptvs
2006	60.0	58.0	58.0	63.0	65.0	
2007	70.0	67.0	67.0	72.0	69.0	
2008	60.0	55.0	55.0	57.0	55.0	
2009	60.0	60.0	63.0	61.0	58.0	
2010						
Objectives Performance Index (OPI) Scores - Science 10						
	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prsptvs
2006	47.0	38.0	43.0	42.0	45.0	
2007	48.0	41.0	41.0	45.0	45.0	
2008	51.0	49.0	53.0	51.0	54.0	
2009	45.0	45.0	47.0	49.0	45.0	
2010						
Objectives Performance Index (OPI) Scores - Science 11						
	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prsptvs
2006	50.0	45.0	42.0	45.0		
2007	47.0	44.0	50.0	50.0		
2008	52.0	41.0	43.0	46.0		
2009	44.0	42.0	44.0	44.0		
2010						

SY 2009-10 Analysis of OPI Science above:

SY 2009-10 Analysis of OPI:

Lowest scores for SY 2009 are:

Grade 7: Life Science

Grade 8: Life Science, Science and Technology

Grade 9: Science and Technology

Grade 10: Science Inquiry, Physical Science, Science and Technology

Grade 11: Physical Science

Science and Technology is the most common weakness

Objectives Performance Index (OPI) Scores - Social Studies 7				
	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	60.0	57.0	53.0	53.0
2007	51.0	51.0	49.0	47.0
2008	53.0	55.0	52.0	48.0
2009	67.0	67.0	59.0	69.0
2010				
Objectives Performance Index (OPI) Scores - Social Studies 8				
	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	57.0	57.0	52.0	52.0
2007	76.0	81.0	73.0	69.0
2008	60.0	64.0	55.0	60.0
2009	78.0	74.0	70.0	70.0
2010				
Objectives Performance Index (OPI) Scores - Social Studies 9				
	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	57.0	62.0	60.0	54.0
2007	64.0	60.0	53.0	58.0
2008	63.0	60.0	53.0	61.0
2009	52.0	52.0	48.0	52.0
2010				
Objectives Performance Index (OPI) Scores - Social Studies 10				
	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	47.0	42.0	42.0	38.0
2007	52.0	59.0	50.0	45.0
2008	70.0	58.0	61.0	60.0
2009	61.0	59.0	57.0	61.0
2010				
Objectives Performance Index (OPI) Scores - Social Studies 11				
	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	46.0	54.0	46.0	44.0
2007	42.0	42.0	44.0	44.0
2008	35.0	43.0	37.0	30.0
2009	55.0	55.0	61.0	57.0
2010				

SY 2009-10 Analysis of OPI Social Studies above:

SY 2009-10 Analysis of OPI:

Lowest scores for SY 2009 are:

Grade 7: Civics and Government

Grade 8: Civics, Economic perspectives

Grade 9: Civics and Government

Grade 10: Civics and Government

Grade 11: Geographic perspectives, History and Culture

Civics and Government is the most common weakness

DoDEA Report Card: located on the DoDEA website:



Vicenza Middle/High School: Terra Nova Performance By Student Group 2008-2009*								
Terra Nova 2008-2009								
Subject	Student Characteristic	Number of Students	Overall Proficiency	Performance Level (%)				
				Above Standard 76th-99th Percentile	At Standard 51st-75th Percentile	Partially Met Standard 26th-50th Percentile	Below Standard 1st-25th Percentile	
Reading	All Students	260	84%	48%	34%	13%	3%	
	Grade	7	54	74%	37%	37%	20%	6%
		8	55	82%	44%	38%	15%	4%
		9	57	86%	44%	42%	12%	2%
		10	50	86%	50%	36%	10%	4%
		11	44	83%	68%	25%	7%	0%
	Gender	Male	130	82%	52%	30%	14%	5%
		Female	129	87%	44%	43%	12%	1%
		Decline to State	<20	-	-	-	-	-
	Race & Ethnicity	American Indian/Alaskan Native	<20	-	-	-	-	-
		Asian	<20	-	-	-	-	-
		Black	31	77%	26%	52%	19%	3%
		Hispanic/Latino	54	83%	43%	41%	9%	7%
		Multiracial	<20	-	-	-	-	-
		Native Hawaiian/Pacific Islander	<20	-	-	-	-	-
Other		<20	-	-	-	-	-	
White		144	83%	56%	27%	15%	2%	
Mathematics	All Students	263	76%	44%	32%	17%	6%	
	Grade	7	54	70%	37%	33%	28%	2%
		8	55	80%	45%	35%	15%	5%
		9	59	75%	39%	36%	17%	8%
		10	50	78%	44%	34%	14%	8%
		11	45	78%	56%	22%	13%	9%
	Gender	Male	133	80%	54%	26%	14%	6%
		Female	129	73%	33%	40%	21%	6%
		Decline to State	<20	-	-	-	-	-
	Race & Ethnicity	American Indian/Alaskan Native	<20	-	-	-	-	-
		Asian	<20	-	-	-	-	-
		Black	32	66%	25%	41%	25%	9%
		Hispanic/Latino	55	73%	29%	44%	20%	7%
		Ethnicity	Multiracial	<20	-	-	-	-
		Native Hawaiian/Pacific Islander	<20	-	-	-	-	-
	Other	<20	-	-	-	-	-	
	White	144	78%	52%	26%	17%	5%	

SY 2009-10: Analysis of School Report Card above:

Reading:

- Grade levels show a continuum of higher scores as they progress through the years.
- Lower quarter shows a higher percentage of males.
- Highest quarter shows a higher percentage of males.
- Achievement gap in Hispanic and African American Students.

Math:

- There is not the same continuum of improvement across grade levels as seen in Reading
- 7% discrepancy in males and females math scores in total score (males higher)
- 21% discrepancy in males and females in top and bottom quarter (males higher)
- Achievement gap in Hispanic and African American Students is more dramatic in math than in reading.

2009-10: Advanced Placement Scores:

VICENZA HS - MEDITERRANEAN DISTRICT						
2009 AP Exam Results						
<i>Confidential - Internal Use Only</i>						
AP Exams	Number of AP Exam-Takers					
	AP Exam Grade 5	AP Exam Grade 4	AP Exam Grade 3	AP Exam Grade 2	AP Exam Grade 1	Total Number
U.S. HISTORY		2	1	1		4
CHEMISTRY					3	3
COMPUTER SCI A					1	1
ENGLISH LNG & COMP		2	10	2		14
ENGLISH LIT & COMP	1	2	2	3		8
GOVT & POLITICS:U.S.			3	5	3	11
ITALIAN LNG & CULTURE	2	4				6
CALCULUS AB				2	2	4
SPANISH LANGUAGE		1	1			2
TOTAL ALL EXAMS	3	11	17	13	9	53

Vicenza AP Results			
<u>School</u>	<u>AP given</u>	<u>% of Tests 3 or Higher</u>	<u>Equity & Excellence Index</u>
Vicenza			
2005	39	31	15.6
2006	41	44	12.5
2007	32	66	32.4
2008	41	34	28.6
2009	47	63	23.5
Percentage of Tests Graded 3 or Higher			
Self-explanatory, it is purely a measure of excellence.			

SY 2009-10: Analysis of AP scores above:

Scores of 3 or more have doubled in four years; more students are taking AP. Students are seeking more challenge.

SY 2009-10: PSAT Scores:

Reading		
October	10	11
2006	41.9	52.0
2007	43.9	44.2
2008	42.7	45.0
2009	42.2	45.5
2010		

Math		
October	10	11
2006	42.3	49.5
2007	41.7	42.9
2008	42.1	47.2
2009	41.2	44.2
2010		

Writing		
October	10	11
2006	41.0	50.5
2007	43.4	43.5
2008	41.5	44.8
2009	42.6	43.6
2010		

No significant change in totals.

SY 2009-10: PSAT -SOAS report of skills and concepts:

(Previous years SOAS reports are found in the Data/Assessment Electronic File on the Common Drive)

11th Graders:

VICENZA AMERICAN SCHOOL (577140)
WEDNESDAY FORM: CLASS OF 2011

2009
PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2009

ANALYSIS OF PERFORMANCE ON CRITICAL READING SKILLS

KEY	Skills	Comparative Performance		
		Below national average	National average	Exceeds national average
			X State □ Local	
CRITICAL READING	CR1 Understanding main ideas in a reading passage			X □
	CR3 Comparing and contrasting ideas presented in two passages			X □
	CR4 Understanding the use of examples			X □
	CR5 Recognizing the purpose of various writing strategies			X □
	CR6 Applying ideas presented in a reading passage			□ X
	CR7 Determining an author's purpose or perspective			□
	CR9 Distinguishing conflicting viewpoints			X □
	CR10 Being thorough			□
	CR11 Understanding difficult vocabulary			□ X
	CR12 Understanding how negative words, suffixes, and prefixes affect sentences			□ X
	CR16 Recognizing a definition when it is presented in a sentence			□ X
	CR17 Understanding sentences that deal with abstract ideas			□
	CR19 Comprehending long sentences			X □

VICENZA AMERICAN SCHOOL (577140)
WEDNESDAY FORM: CLASS OF 2011

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2009

ANALYSIS OF PERFORMANCE ON MATHEMATICS SKILLS

KEY	Skills	Comparative Performance		
		Below national average	National average	Exceeds national average
			X State □ Local	
MATH	M1 Using basic concepts and operations in arithmetic problem solving			□ X
	M2 Understanding geometry and coordinate geometry			□ X
	M3 Dealing with probability, basic statistics, charts, and graphs			□ X
	M4 Creating either figures or algebraic equations, inequalities, or expressions to help solve			□ X
	M5 Using basic algebraic concepts and operations to solve problems			X □
	M6 Making connections among mathematical topics			□ X
	M7 Organizing and managing information to solve multistep problems			□ X
	M8 Using logical reasoning			□ X
	M9 Recognizing patterns and equivalent forms			X □
	M10 Recognizing logical key words			□ X
	M11 Using answer choices to help solve the problem			□ X

ANALYSIS OF PERFORMANCE ON WRITING SKILLS

KEY	Skills	Comparative Performance	
		Below national average	Exceeds national average
			National average
			X State □ Local
	W1 Being precise and clear		X □
	W2 Following conventions in writing		□ X
	W3 Recognizing logical connections within sentences and passages		□ X
	W4 Using verbs correctly		□
	W5 Recognizing improper pronoun use		□
	W7 Understanding complicated sentence structures		□ X
	W9 Understanding the structure of sentences with abstract ideas		□
	W10 Understanding the structure of sentences that relate to science or math		□
	W11 Understanding the structure of sentences that relate to the arts		□ X

SY 2009-10 Analysis:

Math Scores are generally lower than Reading and Writing.

Of specific interest for each category:

Reading: nearly half of the scores fall below the National Average

Math: All of the items scored are below the National Average

Lowest: Geometry, Reasoning, Logical thinking

Writing: Most of the items are below or at the National Average

Lowest: Conventions and complicated sentence structure

SY 2009-10: PSAT -SOAS report of skills and concepts:

(Previous years SOAS reports are found in the Data/Assessment Electronic File on the Common Drive)

10th Graders:

VICENZA AMERICAN SCHOOL (577140)
WEDNESDAY FORM: CLASS OF 2012

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2009

ANALYSIS OF PERFORMANCE ON CRITICAL READING SKILLS

KEY	Skills	Comparative Performance			
		Below national average		Exceeds national average	
		X State □ Local			
CRITICAL READING	CR1 Understanding main ideas in a reading passage				X □
	CR3 Comparing and contrasting ideas presented in two passages				□
	CR4 Understanding the use of examples				□
	CR5 Recognizing the purpose of various writing strategies				□ X
	CR6 Applying ideas presented in a reading passage				□ X
	CR7 Determining an author's purpose or perspective				□
	CR9 Distinguishing conflicting viewpoints				□ X
	CR10 Being thorough				□ X
	CR11 Understanding difficult vocabulary				X □
	CR12 Understanding how negative words, suffixes, and prefixes affect sentences				□ X
	CR16 Recognizing a definition when it is presented in a sentence				□ X
	CR17 Understanding sentences that deal with abstract ideas				□ X
	CR19 Comprehending long sentences				□ X

VICENZA AMERICAN SCHOOL (577140)
WEDNESDAY FORM: CLASS OF 2012

PSAT/NMSQT SUMMARY OF ANSWERS AND SKILLS 2009

ANALYSIS OF PERFORMANCE ON MATHEMATICS SKILLS

KEY	Skills	Comparative Performance			
		Below national average		Exceeds national average	
		X State □ Local			
MATH	M1 Using basic concepts and operations in arithmetic problem solving				□
	M2 Understanding geometry and coordinate geometry				X □
	M3 Dealing with probability, basic statistics, charts, and graphs				X □
	M4 Creating either figures or algebraic equations, inequalities, or expressions to help solve				□
	M5 Using basic algebraic concepts and operations to solve problems				□ X
	M6 Making connections among mathematical topics				X □
	M7 Organizing and managing information to solve multistep problems				X □
	M8 Using logical reasoning				□
	M9 Recognizing patterns and equivalent forms				□ X
	M10 Recognizing logical key words				□ X
	M11 Using answer choices to help solve the problem				□ X

ANALYSIS OF PERFORMANCE ON WRITING SKILLS

KEY	Skills	Comparative Performance			
		Below national average	National average	Exceeds national average	
					X State □ Local
	W1 Being precise and clear				□ X
	W2 Following conventions in writing				X □
	W3 Recognizing logical connections within sentences and passages				X □
	W4 Using verbs correctly				X □
	W5 Recognizing improper pronoun use				□ X
	W7 Understanding complicated sentence structures				□ X
	W9 Understanding the structure of sentences with abstract ideas				X □
	W10 Understanding the structure of sentences that relate to science or math				□ X
	W11 Understanding the structure of sentences that relate to the arts				X □

SY 2009-10 Analysis:

Reading: Along the National Median line

Exceeds in Vocabulary and Reading Passage

Math: Exceed in four areas

Basic Concepts in Arithmetic

Understanding Geometry

Making Connections

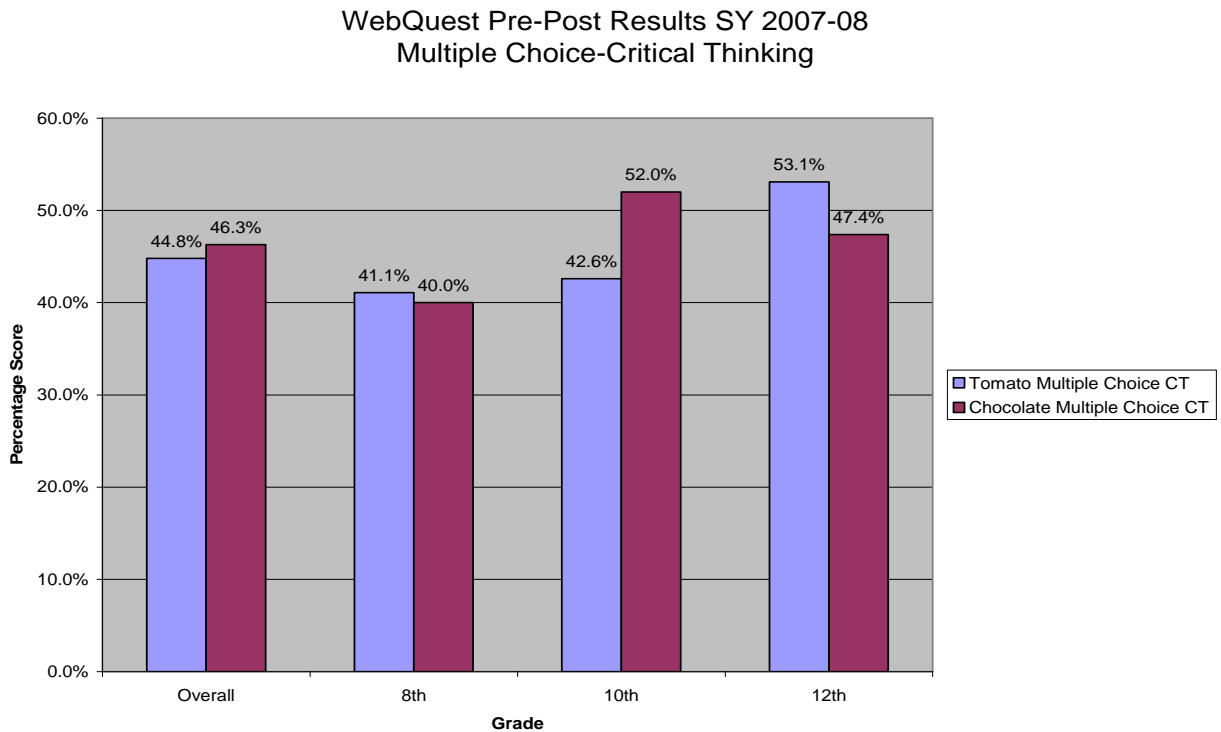
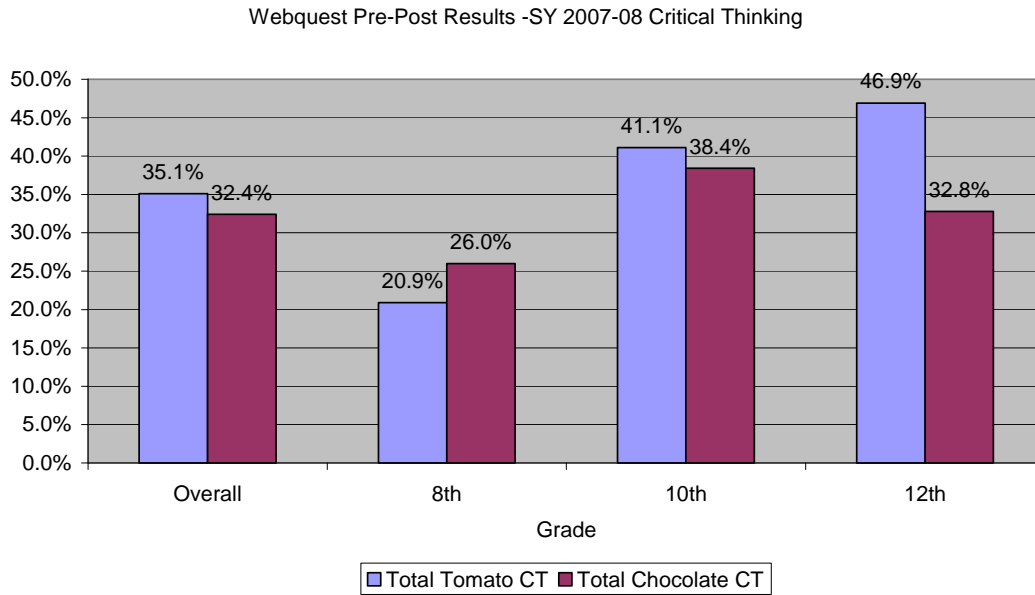
Organizing and Managing information to solve multistep problems

Many of these strengths are associated with the CSI goals.

Writing: Exceed in all categories except two.

Weak: precise and clear; improper pronoun use

School-based Assessments specific to Goal 1: Critical Thinking (WebQuests)

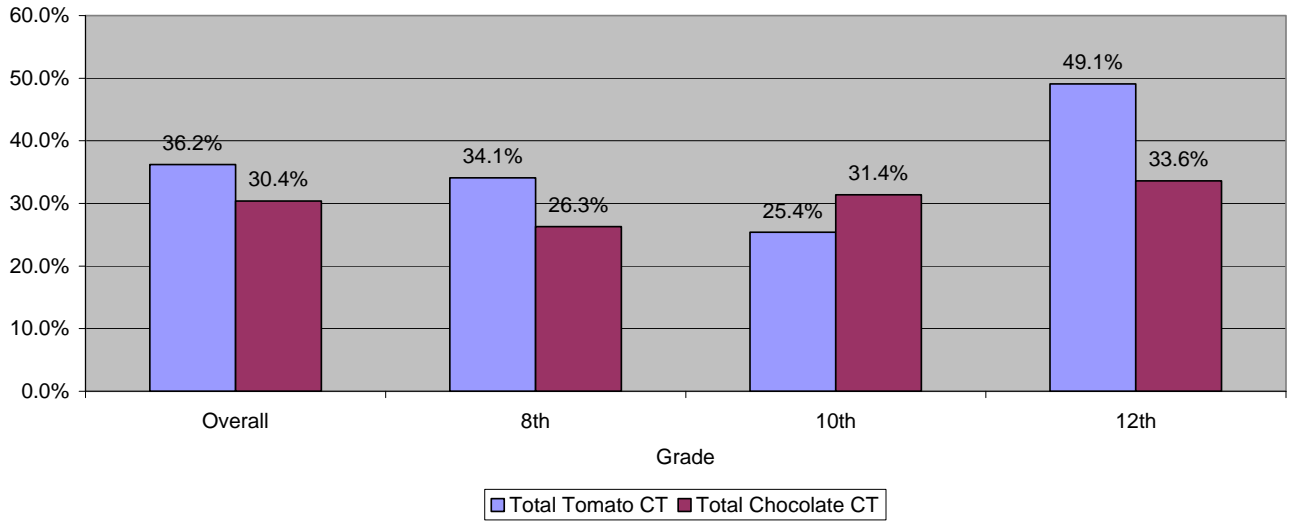


Analysis of Critical Thinking WebQuest 2007-08:

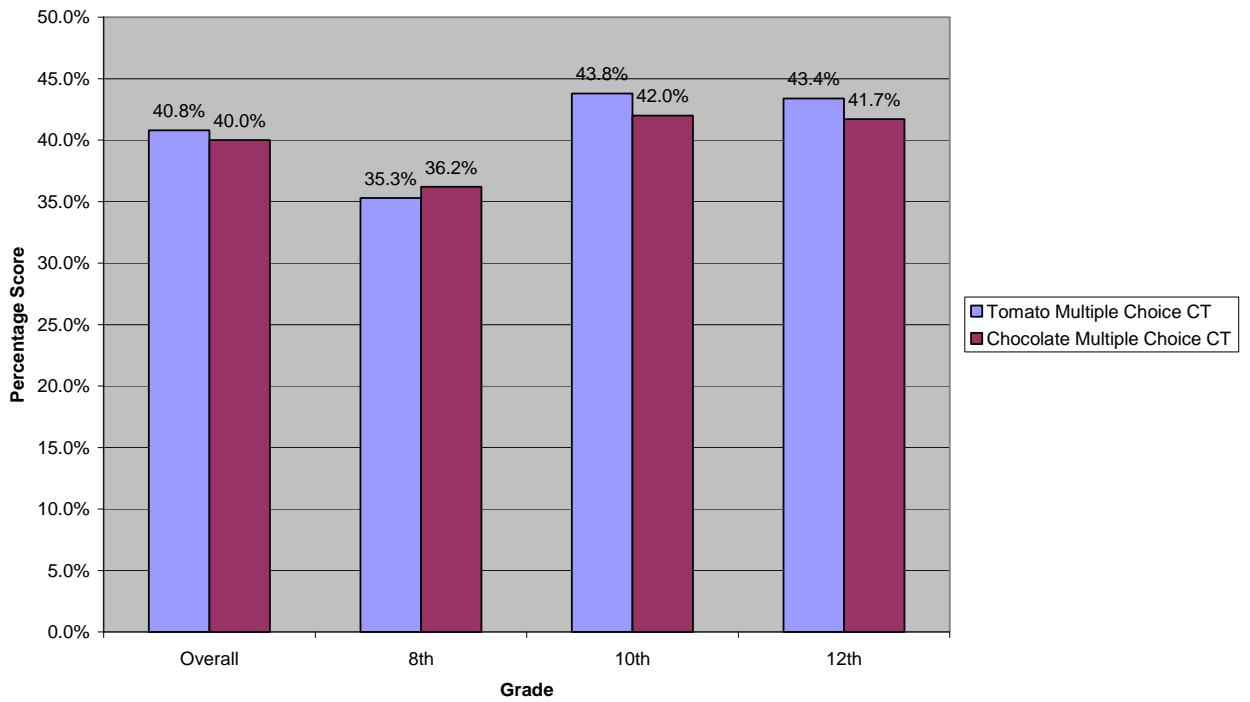
Slight improvement in overall scores.

Slight drop in grade 8; significant increase in grade 10, slight drop in grade 12.

Webquest Pre-Post Results SY 2008-09 Critical Thinking



WebQuest Pre-Post Results SY 2008-09 Multiple Choice Critical Thinking



SY 2009-10: Analysis of Critical Thinking WebQuest 2008-09:

Overall scores dropped. Fluctuations across grade levels.

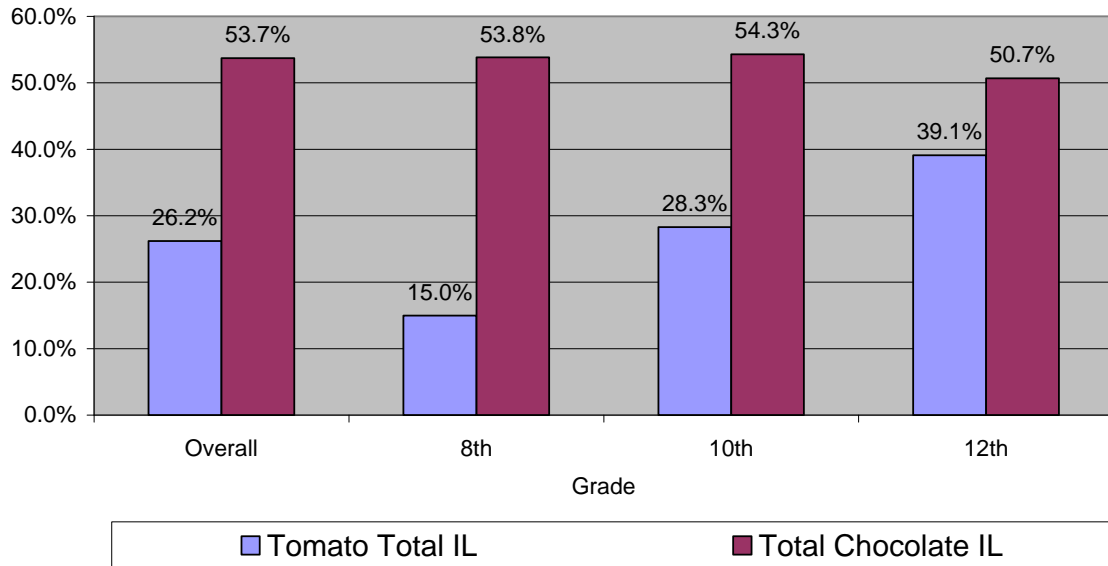
Teachers question the results for the following reasons:

Students do not value the assessment.

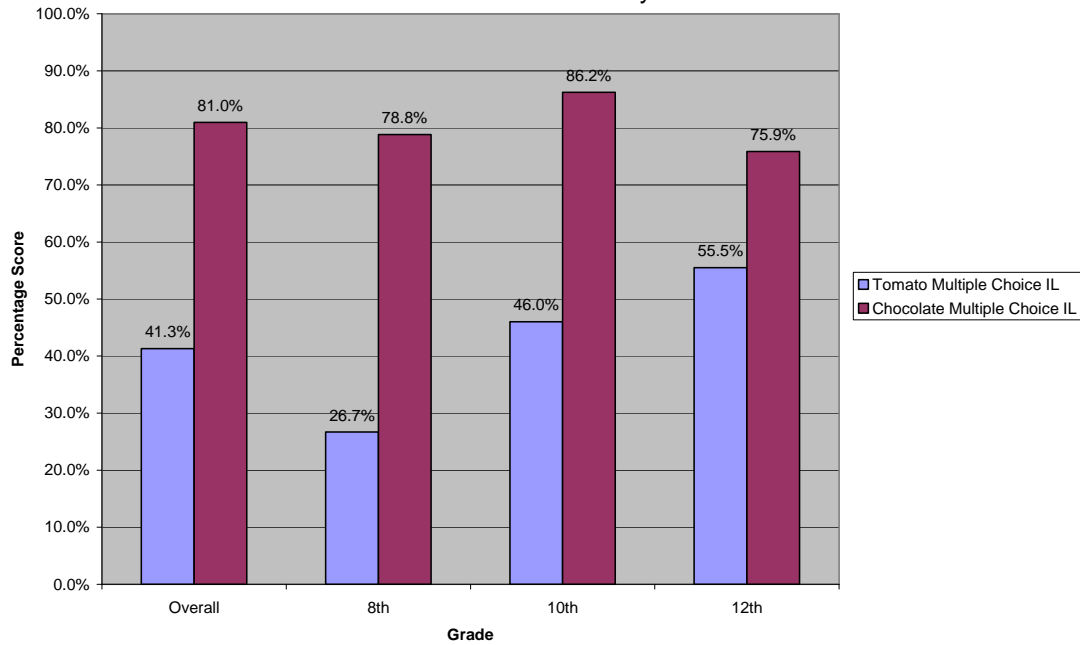
The assessment may not provide a good match with CSI goal and skills and concepts.

School-based Assessments specific to Goal 2: Information Literacy (WebQuests)

Webquest Pre-Post Results SY 2007-08- Information Literacy



WebQuest Pre-Post Results SY 2007-08 Multiple Choice Information Literacy



Analysis of Information Literacy WebQuest 2007-08:

There is evidence of much improvement across the board. A dramatic change. Teachers believe these results correlate to improvement in Social Studies TN scores and demonstrate improvement in these skills.

**“Trails” Information Literacy Assessment Results:
SY 2007-08:**

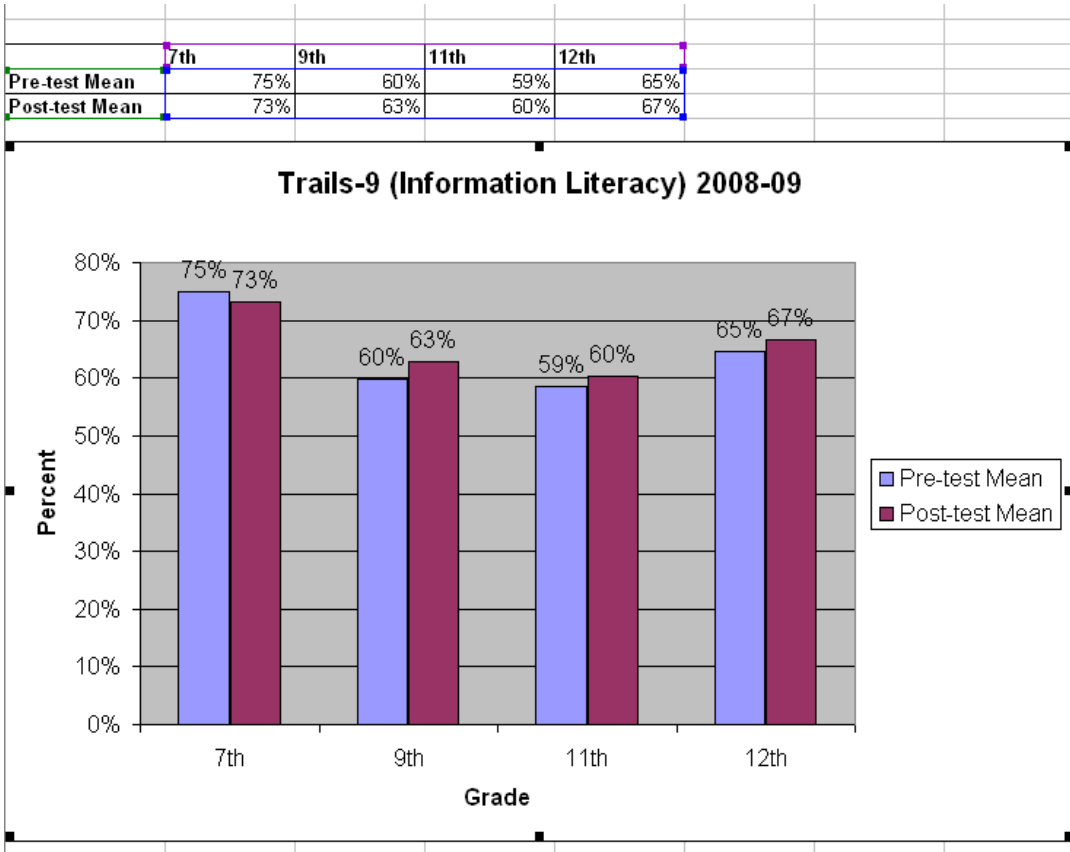
Trails 9 Assessment Results SY 07-08 Grade 7							
	Pretest Evaluating Sources of Information	Pretest Identifying potential sources	Pretest Overall Score	Posttest Evaluating Sources of Information	Posttest Identifying potential sources	Posttest Overall Score	Net Change over Year
mean	55%	53%	54%	55%	63%	59%	+5
median	58%	57%	54%	52%	63%	60%	+6
mode	58%	57%	54%	43%	63%	51%	-3
Max	92%	79%	85%	90%	95%	80%	-5
Min	17%	14%	15%	24%	37%	30%	+15

Trails 9 Assessment Results SY 07-08 Grade 9							
	Pretest Develop Topic	Pretest Develop, Use and Devise Search Strategies	Pretest Overall Score	Posttest Develop Topic	Posttest Develop, Use and Devise Search Strategies	Posttest Overall Score	Net Change over Year
mean	53%	65%	59%	59%	60%	60%	+1
median	54%	67%	60%	57%	60%	59%	-1
mode	46%	73%	60%	57%	60%	49%	-11
Max	85%	93%	82%	86%	87%	79%	-3
Min	15%	27%	32%	29%	40%	41%	+9

Trails 9 Assessment Results SY 07-08 Grade 11									
	Pretest Identify Potential Sources	Pretest Evaluate Sources and Information	Pretest Recognize how to use sources responsibly	Pretest Overall Score	Posttest Identify Potential Sources	Posttest Evaluate Sources and Information	Posttest Recognize how to use sources responsibly	Posttest Overall Score	Net Change over Year
mean	59%	64%	65%	63%	67%	59%	67%	64%	+1
median	57%	75%	63%	63%	74%	57%	71%	66%	+3
mode	71%	75%	63%	44%	79%	57%	79%	#N/A	#N/A
Max	79%	100%	88%	86%	95%	90%	83%	84%	-2
Min	36%	8%	38%	33%	21%	33%	42%	35%	+2

Trails 9 Assessment Results SY 07-08 Grade 12			
	Identify Potential Sources Pretest	Identify Potential Sources Posttest	Net Change Over Year
mean	65%	72%	+7
median	66%	73%	+7
mode	66%	67%	+1
Max	89%	93%	+4
Min	32%	47%	+15

Analysis: Fluctuations and sporadic improvement.



SY 2009-10 Analysis:

Teachers prefer this disaggregate display and found it more user-friendly. It was found to be more user-friendly as well to the students. Change is small, but showing slight improvement in all grade levels except grade 7.

Implication for Student Goals:**SY 2009-10:**

Teachers question the WebQuest Local Assessment as to whether it provides enough valuable information to them to drive instructional change.

Teachers question as to how to convey the importance of the WebQuest with students, with their knowing that this assessment “doesn’t count” towards a grade. They believe that perhaps performance is affected.

Some improvement is shown across the board, but is not consistent. Teachers believe that with the increase in clarity with their interventions (Big6 and Verbs from Bloom’s) instruction will be more focused and monitored with increased use of formative assessment and differentiation.

Target Groups:**SY 2009-10**

Attention needs to be given to lower quarter students and correlations to classroom performance, D and F lists, and possible referrals to additional assistance using the structures that the school has in place.

Other Actions Taken:**SY 2009-10**

Teachers are requesting more guidance in the use of data, formative assessment, and differentiation.